

THE LANGUAGE FLAGSHIP REPORT WAS EXTRACTED FROM THE 2018 NATIONAL SECURITY EDUCATION PROGRAM ANNUAL REPORT. THE FULL REPORT CAN BE ACCESSED AT:

[2018 NSEP ANNUAL REPORT](#)

THE LANGUAGE FLAGSHIP: OVERVIEW

The Language Flagship is authorized under the David L. Boren National Security Education Act (NSEA), as amended, P.L. 102-183 as a national effort to change the way Americans learn languages. Flagship programs, created as innovative partnerships between the federal government and the academic community, aim to systematically produce a pool of language-proficient professionals with linguistic and cultural expertise critically needed for U.S. national and economic security.

The Language Flagship core program is comprised of grants to U.S. Institutions of Higher Education (IHEs) to support domestic Flagship programs and Overseas Flagship Centers. Domestic Flagship Programs develop articulated language learning pathways to guide students from all majors and language backgrounds through formal instruction and guided interventions towards advanced-level language proficiency. Overseas Flagship Centers provide directed language instruction, direct enrollment opportunities, and professional internship experiences that foster the attainment of professional-level language proficiency during an overseas Capstone year experience.

In addition to the core program, The Language Flagship sponsors the following initiatives through competitive grants to IHEs to promote and improve U.S. students' language learning and cultural expertise:

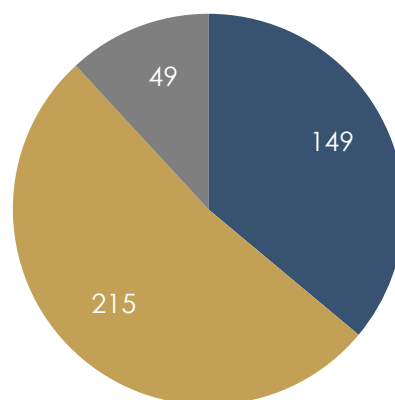
- Regional Flagship Languages Initiative (RFLI);
- K-12 / Higher Ed Partnership Initiatives;
- Proficiency Initiative;
- Flagship Culture Initiative;
- Flagship Video Project;
- Flagship Technology Innovation Center; and
- State Language Roadmaps.

These additional initiatives and programs allow Flagship to develop language resources; strengthen the K-12 language pipeline; and make key investments that foster the adoption of

proficiency testing, cultural learning, meaningful technology use, advanced level teaching and teacher preparation, and enhance opportunities for students to fulfill federal government service.

For academic year 2017-2018, The Language Flagship sent 413 students overseas for immersive language and culture learning.

2017-2018 FLAGSHIP OVERSEAS ENROLLMENT



■ Flagship Capstone ■ Flagship Summer ■ RFLI

Flagship currently has 107 2018-2019 Flagship students participating in the Overseas Capstone. An additional 21 Chinese and Portuguese language students will begin their Capstone experience in spring 2019.

THE LANGUAGE FLAGSHIP: CORE PROGRAM

The Language Flagship currently sponsors 31 programs at 21 universities in Arabic, Chinese, Korean, Persian, Portuguese, Russian, and Turkish. Together, the Flagship programs strive to graduate students from an array of majors with an exit proficiency of Interagency Language Roundtable (ILR) Level 3 in one of The Language Flagship's target languages. ¹

Flagship universities have enhanced their language offerings and curriculum creating more intensive language programs that start at the beginner level and build to the ILR 3 level. All Flagship programs provide:

- Weekly group and individualized tutoring;
- Integrated content-based instruction and courses across disciplines;
- Outcomes-based, student centered language instruction;
- Immersive learning environments, such as living-learning environments;
- Guided cultural functions and co-curricular activities; and
- The expectation of student success, including the goal of professional-level proficiency and Flagship Certification.

Flagship students are undergraduates from an array of majors and language backgrounds who self-select to take on the challenge of a Flagship experience. Students pledge their time to complete all domestic and overseas requirements. These requirements include taking both language classes and content courses taught in the target language, attending out-of-classroom group practice and individualized tutoring sessions, and participating in frequent diagnostic and proficiency assessments. These interventions are necessary to reach the goal of becoming professionally-proficient in one of Flagship's target languages.

Overseas Capstone Flagship Centers provide students continued, directed language instruction that articulates from their domestic Flagship learning. While overseas, Flagship students enroll in coursework that supports their academic major and participate in a professional internship experience.



2018 Chinese Flagship student during her overseas Capstone year in Nanjing, China

All overseas instruction is conducted in the target language. Flagship maximizes student opportunities to use their target language in academic, professional, and social environments. In addition, most students undertake home-stay experiences or native speaker living arrangements, which fosters an immersive environment, further develops their language proficiency, and provides opportunities for deeper understanding of the host country people and culture.

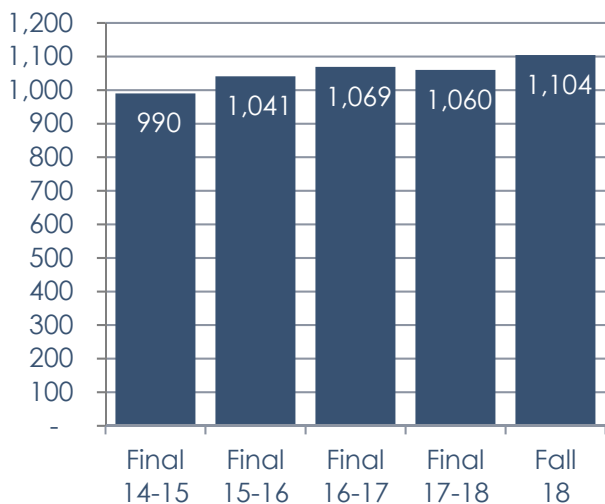
The Persian Language Flagship Program uses a year-long domestic Capstone immersion hosted at the University of Maryland. The domestic immersion program integrates intensive language instruction, a language pledge, a self-contained on-campus living space, and opportunities for internships using Persian language. The program results have proved that a domestic immersion is possible for languages and areas where overseas study is not feasible.

¹ See Appendix J for Interagency Language Roundtable. Retrieved from <http://www.govtilr.org/skills/ILRscale2.htm>. December 4, 2018.

2018 PROGRAM ENROLLMENTS

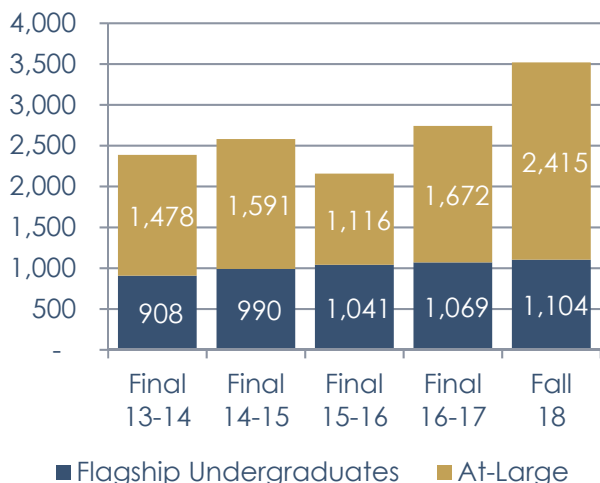
For fall 2018, there are 1,104 Flagship Undergraduates participating in The Language Flagship programs.

2014-2018 FLAGSHIP UNDERGRADUATE ENROLLMENTS



At the Domestic Flagship Centers, an additional 2,415 At-Large students participated in Flagship courses and activities. At-large students are the key to Flagship program recruitment. Flagship programs provide the same level of rigor and access to high-level language instruction to all students who choose to participate in Flagship coursework. This approach improves the whole of the university language instruction in Flagship languages. Flagship mid-year enrollment for the 2018-2019 academic year is 3,519 students.

2014-2018 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS

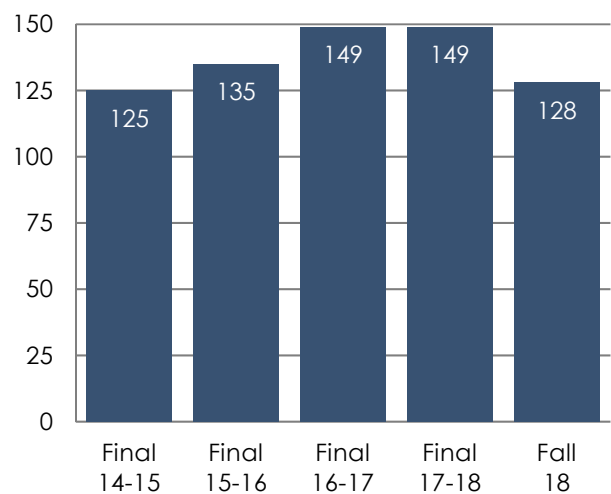


2018 OVERSEAS ENROLLMENTS

Flagship students who demonstrate advanced level skills (ILR Level 2 or above) in speaking and a minimum of ILR 2 in reading or listening (with no lower than ILR 1+ in any modality) are eligible to participate in a year abroad at an Overseas Flagship Center. For fall 2018, 107 students participated in one of the Flagship Overseas Capstone programs; an additional 21 Chinese and Portuguese language students will begin their Capstone experience in spring 2019.

In the domestic pipeline, the number of students preparing to study at one of the Overseas Flagship Centers for the 2019-2020 academic year is increasing. For the 2018-2019 academic year, The Language Flagship has 128 students undertaking study and work experiences through Overseas Flagship programs.

2014-2018 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



FLAGSHIP FEDERAL SERVICE INITIATIVES

The Language Flagship engages students interested in government service. Boren Flagship Scholarships and ROTC Flagship ensure that Flagship students use their acquired language skills in the service of the government or the military.

In addition, the Regional Flagship Languages Initiative (see RLFI section) provides expanded language and culture training for Boren Scholars and Fellows studying in Africa (Ghana, Mozambique, Senegal, South Africa, and Tanzania), India, and Indonesia.

In 2018, the Flagship programs sponsored 109 students with service commitments (Boren Flagship; contracted ROTC Flagship; Regional Flagship Languages Initiative awardees). In addition, NSEP collaborates with federal agencies to coordinate internship opportunities and other professional opportunities for Flagship students as pathways into federal service.

BOREN FLAGSHIP SCHOLARS

In April 2018, NSEP awarded 30 new Boren Flagship Scholarships for study at Flagship Overseas Capstone Centers for the 2018-2019 academic year.



Arabic Flagship student visits Chefchaouen, a city in Northwest Morocco, during her 2018 overseas Capstone

Boren Flagship Scholars meet Flagship's goals of professional-level language proficiency and preparing high-quality candidates for federal service. The Flagship program continues to improve recruitment of Flagship students who apply for and then receive Boren Scholarships.

Boren advising and outreach opportunities at Flagship programs further increases the pool of Flagship certified students prepared to address the current and future needs of the federal government for language and culture expertise. Since 2011, there have been 154 Boren Flagship Scholars who have successfully completed the domestic and overseas Flagship program.

ROTC FLAGSHIP

The Language Flagship, in coordination with the Project GO program launched the ROTC Flagship initiative in 2012. The goal of the ROTC Flagship initiative is to significantly increase the number of future military officers who commission with professional-level language proficiency. This effort reduces the burden on the Services for costly training and retraining of mid-career officers for key positions requiring foreign language and regional expertise.

The ROTC Flagship initiative includes domestic scholarship support provided by the Army Cadet Command and Air Force Education and Training Command. Both the Army and Air Force ROTC have created opportunities to provide ROTC scholarship support to qualified Flagship students at any of the existing Flagship institutions.

The Air Force Language Flagship scholarships permit students the opportunity for a fifth year of study overseas funded by The Language Flagship. These scholarship arrangements provide full support for future officers to gain professional language proficiency and significant regional experience prior to commissioning. Upon commissioning in the Air Force, ROTC Flagship graduates may enroll in the Language Enabled Airman Program (LEAP), in order to maintain their language skills. The Army also provides scholarships to students enrolled in one of The Language Flagship institutions and has agreed to let Army ROTC students study abroad for a fifth year.

Flagship also supports one Senior Military College, the University of North Georgia (UNG), which has a Chinese ROTC Flagship program. There are 42 ROTC cadets enrolled in UNG's Chinese Flagship program for academic year 2018-2019.

ROTC Flagship initiative efforts empower and encourage all Flagship programs to collaborate with their ROTC detachments. Cooperatively,

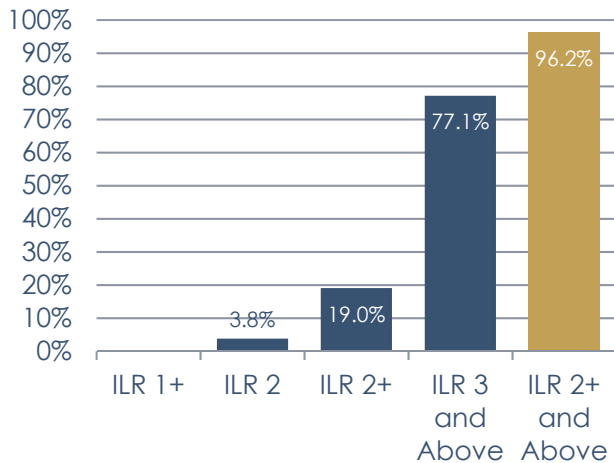
they develop pathways for cadet recruitment, Flagship participation, and success through completion of a Flagship Capstone program.

For academic year 2018-2019, there are 64 ROTC cadets and midshipmen enrolled in The Language Flagship in Arabic, Chinese, Korean, Persian, Russian, and Turkish programs. This number includes seven ROTC cadets who are currently participating in Capstone programs in Arabic, Chinese, Russian, and Turkish. The current ROTC Flagship breakdown by service is as follows: Army - 47; Air Force - 16; and Navy - 1.

2018 PROFICIENCY RESULTS

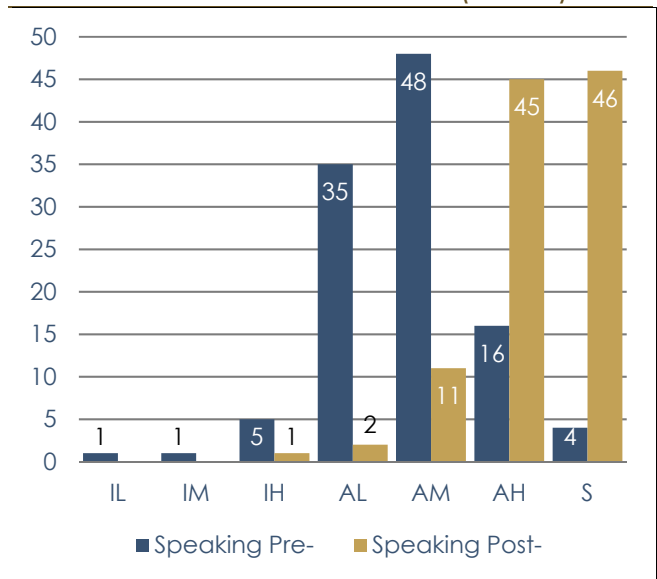
The 2018 Flagship proficiency outcomes include the Arabic, Chinese (Beijing and Nanjing), Hindi-Urdu, Korean, Persian, Russian, and Turkish results. The data for the Chinese Spring Nanjing and Portuguese proficiency outcomes were unavailable at the time this report was submitted. 105 Flagship undergraduates were tested using post-Capstone OPI, and of these, 77% demonstrated ILR Level 3 (professional-level) proficiency in speaking, and 96% achieved ILR 2+ or higher.

2018 POST-CAPSTONE ILR SPEAKING PROFICIENCY OUTCOMES (N-105)



In 2018, Capstone assessments were also rated using the ACTFL scale. Of the 105 scored assessments, 46 students demonstrated ACTFL Superior Proficiency and 45 demonstrated Advanced-High proficiency in speaking.

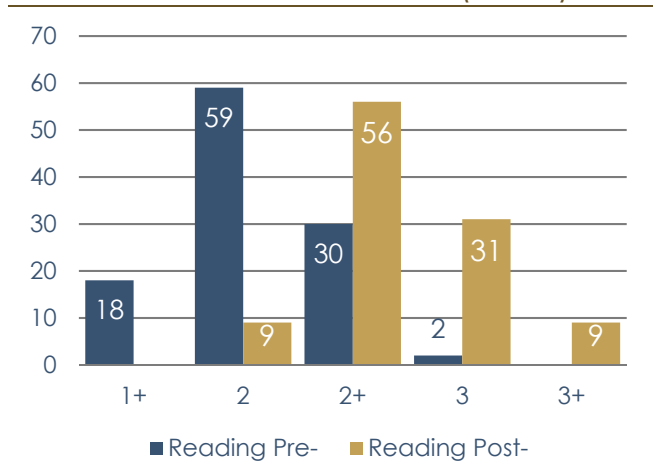
2018 PRE- AND POST-CAPSTONE ACTFL SPEAKING PROFICIENCY (N-105)²



Of the returned Capstone students, 105 students completed assessments through the Flagship Assessment battery in reading and listening administered through American Councils for International Education.

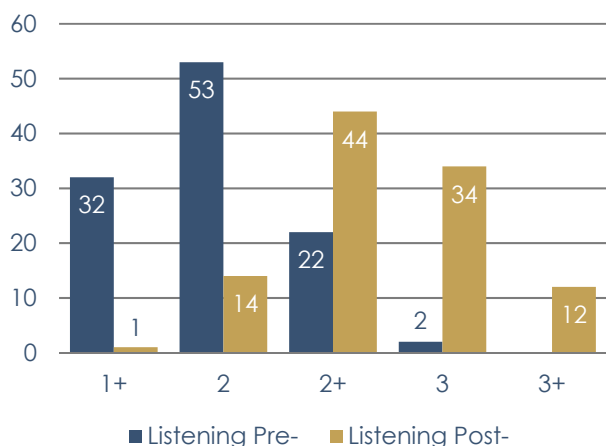
Ninety-two percent of Flagship students who completed the Flagship Reading Assessment scored in the ILR 2+ range or higher, and 38% scored in the ILR 3 range or higher. For the Flagship Listening Assessment 86% scored in the ILR 2+ range or higher, and 44% scored in the ILR 3 range or higher.

2018 PRE- AND POST-CAPSTONE ILR READING PROFICIENCY (N-105)



² 110 students pre-tested. 105 completed post-tests.

2018 PRE- AND POST-CAPSTONE ILR LISTENING PROFICIENCY (N-105)³



The assessment outcomes show that 22% of the 2017-2018 Flagship Capstone group demonstrated 3/3/3 or ILR 3 proficiency in the modalities of speaking, listening, and reading upon completion of their overseas year. The results for 3/2+/2+, which is the requirement for Flagship Certification, revealed that 64% of the cohort demonstrated this exit proficiency.

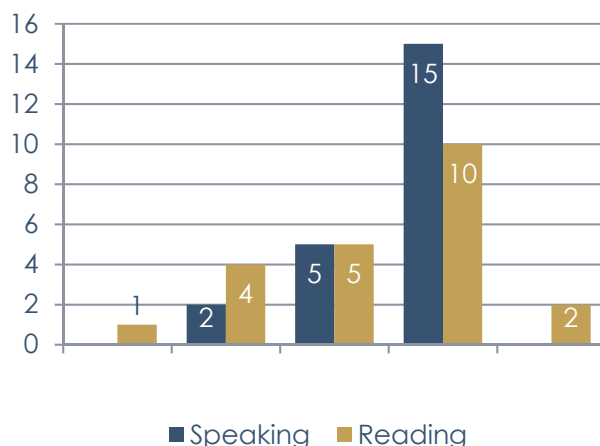
BOREN FLAGSHIP SCHOLAR ASSESSMENT

In 2018, NSEP continued working through the Foreign Service Institute (FSI) to test Boren Flagship Scholars upon completion of their Overseas Flagship Center program. The assessments conducted by FSI assessed the students' speaking and reading proficiency.

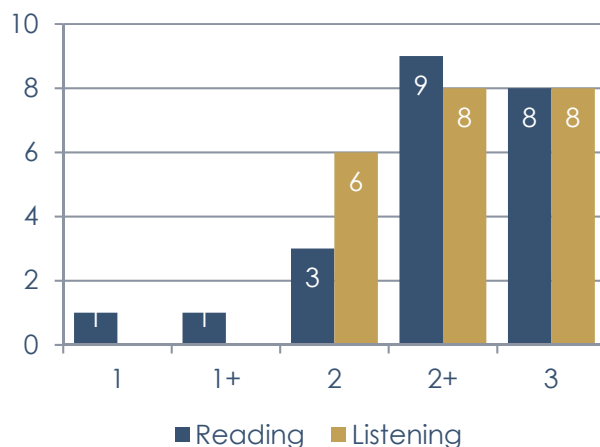
Of the 22 Boren Flagship students who completed a 2018 capstone program, all were assessed by FSI. Fifteen (68%) received an ILR Level 3 or higher on their FSI speaking assessment and 12 (55%) received an ILR Level 3 or higher on their FSI reading assessment.

Twenty (91%) Boren Flagship students demonstrated an ILR Level 2+ or higher on their FSI speaking assessment and 17 (77%) received an ILR level 2+ or higher on their FSI reading assessment.

2018 BOREN FLAGSHIP SCHOLAR FSI EXIT PROFICIENCY (N-22)



2017 BOREN FLAGSHIP SCHOLAR DLPT EXIT PROFICIENCY (N-22)



Twenty-two Boren Flagship Scholars also took the Defense Language Proficiency Test (DLPT) listening and reading assessments.⁴ Of the students tested, 8 (36%) scored an ILR 3 in listening and 8 (36%) scored an ILR 3 in reading, while 17 (77%) scored an ILR 2+ or higher in listening, and 16 (73%) scored an ILR 2+ or higher in reading.

³ 109 students pre-tested. 105 completed post-tests.

⁴ Boren Flagship Scholars only take the lower level DLPT. The lower level DLPT tests from 0-3 on the ILR scale.



Indiana University Arabic Flagship students in the Moroccan desert during their 2018 overseas Capstone

2018 FLAGSHIP PROGRAM INITIATIVES

New Flagship Awardees — The Language Flagship held an open national competition for new Domestic Flagship Centers in four languages. The competition results were announced with the start of the new awards on August 1, 2018. The new Flagship programs selected were Brigham Young University and University of Mississippi for Arabic, University of Wisconsin-Madison for Korean, University of Texas-Austin for Portuguese, and Indiana University and University of Georgia for Russian. The Language Flagship now supports 31 Domestic Flagship Programs across 21 institutions of higher education and eight Flagship Capstone Centers, seven overseas and one domestic.

New Overseas Program — The Language Flagship announced a competition to add a new Flagship Overseas Capstone Center in Taiwan. The results of the competition will be determined in January 2019 with the first planned cohort of students to attend in fall 2019.

Flagship Certification — The Language Flagship certified their 500th undergraduate Flagship student in May 2018, and now stands at 527 Flagship Certified graduates. Flagship remains the only outcomes-based academic program with the goal of professional-level proficiency across several critical languages. Undergraduate

Flagship students who get certified as Flagship Global Professionals complete domestic and overseas Flagship program components, direct enrollment coursework through a host-country institution, in-country internships, and demonstrate the proficiency standard of ILR 3 speaking proficiency, and 2+ in both reading and listening. In addition, 228 students completed Flagship demonstrating ILR 3 proficiency in speaking, reading and listening (ILR 3/3/3).

Flagship Culture Initiative — The Flagship Culture Initiative is an effort to develop open-source online culture curricula across Arabic, Chinese, and Russian programs and general cultural awareness materials for all Flagship language programs. The materials developed will be used for the cultural preparation of students preparing for and participating in the Flagship Overseas Summer and Capstone programs.

Flagship Video Project — The Language Flagship Video Project is an effort to assess the professional capabilities of post-Capstone Flagship students in their target language. The methodology and process being developed through the project will provide an additional way to demonstrate and document Flagship students' capabilities in their target language beyond the required proficiency testing.

During 2018, The Language Flagship Video Project was able to film videos of all Arabic, Chinese, and Russian Capstone participants at the end of their overseas Capstone programs presenting to an audience on various social, economic, scientific, and business topics as well as responding to questions from the audience in their target language. The Language Flagship Video Project also convened experts to develop a coding schema to analyze the professional capabilities the students demonstrated in the videos.

2020 Flagship Competition — In spring 2019, The Language Flagship will conduct a full and open competition for all domestic undergraduate Flagship programs. The anticipated submission deadline is September 2019 for new four-year awards to begin on June 1, 2020 for the 2020-2024 grant cycle.

2018 LANGUAGE FLAGSHIP INSTITUTIONS

ARABIC

Brigham Young University
Indiana University
University of Arizona
University of Maryland
University of Mississippi
University of Oklahoma
University of Texas-Austin
*Arab-American Language Institute in Morocco**
*Moulay Ismail University, Morocco**

CHINESE

Arizona State University
Brigham Young University
Hunter College
Indiana University
San Francisco State University
University of Hawaii
University of Minnesota
University of Mississippi
University of North Georgia**
University of Oregon
University of Rhode Island
Western Kentucky University
*Beijing Union University**
*China Nanjing University, China****

AFRICAN FLAGSHIP LANGUAGES INITIATIVE

University of Florida
*The West African Research Center, Senegal**
*Universidade Eduardo Mondlane, Mozambique**
*MS-Training Center for Development Cooperation, Tanzania**

SOUTH ASIAN FLAGSHIP LANGUAGES INITIATIVE

University of Wisconsin, Madison
*American Institute of Indian Studies, India**

INDONESIAN FLAGSHIP LANGUAGES INITIATIVE

University of Wisconsin, Madison
*State University of Malang, Indonesia**

KOREAN

University of Hawaii
University of Wisconsin, Madison
Korea University, South Korea

PERSIAN

University of Maryland

PORTUGUESE

University of Georgia
University of Texas
Federal University of São João del-Rei, Brazil

RUSSIAN

Bryn Mawr College
Indiana University
Portland State University
University of California, Los Angeles
University of Georgia
University of Wisconsin, Madison
*Al-Farabi Kazakh National University, Kazakhstan**

TURKISH

Indiana University
*Azerbaijan University of Languages, Azerbaijan **

Overseas Flagship Centers are in Italics

- * *Overseas Flagship Center managed by American Councils for International Education*
- ** *ROTC Flagship Program*
- *** *Overseas Flagship Center managed jointly by Brigham Young University and American Councils for International Education*

THE LANGUAGE FLAGSHIP: REGIONAL FLAGSHIP LANGUAGES INITIATIVE

The Regional Flagship Languages Initiative (RFLI) is a joint initiative between the Boren Scholarships and Fellowships program and The Language Flagship designed to improve language proficiency outcomes in targeted languages. The Intelligence Authorization Act for Fiscal Year 2010, Section 314 (P.L. 111-254) directed establishment of a pilot program in order to build language capabilities in areas critical to U.S. national security interests, but where insufficient instructional infrastructure currently exists domestically. NSEP was designated to spearhead the effort. The RFLI program draws on the best practices developed by The Language Flagship.

All award recipients of RFLI are funded through a Boren Scholarship or Boren Fellowship. Participants complete eight weeks of domestic, summer language study, followed by an intensive, semester-long overseas study program. Many awardees continue overseas study during their spring semester, conducting independent research or participating in internships. Through the RFLI model, NSEP equips and empowers American students to achieve measureable proficiency gains in their chosen language, as well as gain deep cultural and regional knowledge. As with all Boren Scholars and Fellows, these award recipients commit to working one year for the federal government after graduation.

Currently there are three RFLIs: African Flagship Languages Initiative (AFLI), which includes language study in Akan/Twi, French (for Senegal), Portuguese (for Mozambique), Swahili, Wolof, and Zulu; South Asian Flagship Languages Initiative (SAFLI), which includes language study in Hindi and Urdu; and Indonesian Flagship Language Initiative (IFLI), which includes language study in Indonesian.

The selection of languages under RFLI are based on four primary criteria: critical need to U.S. national security; critical need to improve U.S. language infrastructure; availability of intermediate and advanced instructional materials; and basic infrastructure in existing or potential overseas programs. In addition, NSEP considers the feasibility of designing and

implementing domestic and overseas programs in these languages.



2018 IFLI participant at a farm in Batu, Malang learning how to tilt and soil a "sawi" plant

2018 RFLI HIGHLIGHTS

In 2018, there were 83 undergraduate applicants for RFLI Boren Scholarships programs: 51 applicants for the AFLI Boren Scholarship, 19 applicants for the SAFLI Boren Scholarship, and 13 applicants for the IFLI Boren Scholarship.

NSEP awarded 31 AFLI Boren Scholarships, 11 SAFLI Boren Scholarships, and seven IFLI Boren Scholarships for the 2018-2019 summer and academic year.

RFLI Scholars	AFLI Scholars	SAFLI Scholars	IFLI Scholars	Total
Applicants	51	19	13	83
Recipients	31	11	7	49

There were 52 total applicants for the RFLI Boren Fellows program. The applicants by language are as follows: 23 applicants for the AFLI Boren Fellowship, 16 applicants for the SAFLI Boren Fellowship, and 13 applicants for the IFLI Boren Fellowship.

NSEP awarded 12 AFLI Boren Fellows, six SAFLI Boren Fellows, and four IFLI Boren Fellows in official domestic and/or overseas RFLI programs.

RFLI Fellows	AFLI Fellows	SAFLI Fellows	IFLI Fellows	Total
Applicants	23	16	13	52
Recipients	12	6	4	22

DOMESTIC PROGRAM

The University of Florida designed and implemented an AFLI program for the study of Akan/Twi, French, Swahili, Wolof, and Zulu during summer 2018 and the University of Wisconsin, Madison designed and implemented the SAFLI and IFLI program for the study of Hindi, Urdu and Indonesian. Overall, all 71 Boren/RFLI Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	2	0	2
French	9	2	11
Portuguese	5	6	11
Swahili	15	3	18
Zulu	0	1	1
Hindi	8	3	11
Urdu	3	3	6
Indonesian	7	4	11
TOTAL	49	22	71

RFLI summer domestic programs run for eight weeks and focus on proficiency-based instruction. Teaching is conducted by expert, native-speaking instructors. Classes meet four hours a day, five days a week, and each week includes three - five hours of mandatory conversation practice and/or tutoring sessions. All instruction is task-based; thus, students are asked to do meaningful tasks using the target language.

RFLI/Boren Scholars and Fellows also engage in activities designed to improve their language acquisition such as interacting with native-speaking host families and/or living in a language dorm; attending language tables; and participating in cultural events and excursions.

Over the course of the summer, students earn academic credit equivalent to one year of instruction. The program is open to students from all majors and is designed to allow participants to achieve functional language proficiency in multiple skills (reading, writing, speaking, and listening) to ensure adequate preparation for RFLI overseas programs.

OVERSEAS PROGRAMS

RFLI overseas immersion programs provide Boren Scholars and Fellows with in-country, directed instruction and additional resources to further improve language proficiency. Through collaboration with domestic RFLI programs, the American Councils for International Education, and overseas partners, RFLI currently sponsors six overseas programs:

- French through the West African Research Center in Dakar, Senegal;
- Portuguese through the Universidade Eduardo Mondlane in Maputo, Mozambique;
- Swahili through the MS Training Centre for Development Cooperation in Arusha, Tanzania;
- Hindi through American Institute for Indian Studies (AIIS) in Jaipur, India;
- Urdu through AIIS in Lucknow, India; and
- Indonesian through the State University of Malang in Malang, Indonesia.

Each overseas program collaborates with NSEP to make the most of each location's offerings. All programs continue use of the communicative approach and task-based language learning. Classroom instruction is supplemented by individual and group conversation practice, self-managed learner development, and homestay experiences.

In total, 47 Boren Scholars and 21 Boren Fellows studied at official RFLI overseas programs in 2018. In addition, two AFLI-funded Boren recipients studied Akan/Twi in Ghana and one studied Zulu in South Africa at self-identified programs.

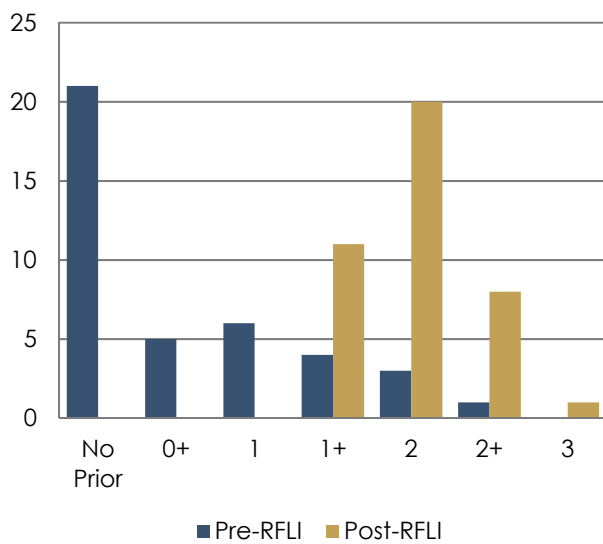
2018 RFLI BOREN AWARDEES

Country	Boren Scholars	Boren Fellows	Total
Mozambique	5	6	11
Ghana	2	0	2
Senegal	9	2	11
South Africa	0	1	1
Tanzania	15	3	18
India	11	6	17
Indonesia	7	4	11
TOTAL	49	22	71

RESULTS

RFLI demonstrated impressive proficiency gains for the 38 Boren Scholars and Boren Fellows who were tested before and after their RFLI-supported programs (summer and overseas) and the 40 Boren Scholars and Boren Fellows that were tested before and after their overseas program in 2017. Testing was conducted through Oral Proficiency Interviews, which rate speaking proficiency using a common rubric developed by the Interagency Language Roundtable (ILR).

2017 RFLI PRE- AND POST- SPEAKING PROFICIENCY GAINS (N-40)



Following post-RFLI assessments, 29 (73%) students demonstrated Advanced proficiency (ILR 2 or higher), with three (seven percent) achieving a Superior level (ILR 3 or higher) of proficiency. Another 11 (27%) students demonstrated Intermediate-level proficiency, with 100% of RFLI

Boren Scholars and Fellows demonstrating Intermediate proficiency or above. All program participants deepened cultural and regional knowledge through their immersive overseas study.



2018 SAFLI Urdu students during their extracurricular tabla class

THE LANGUAGE FLAGSHIP: K-12 PROGRAMS

DLNSEO's kindergarten through grade 12 (K-12) initiatives seek to address the scarcity of U.S. citizens graduating high school with proficiency in critical languages and in-depth knowledge of other cultures and regions. There is a growing pool of such students poised for recruitment into Language Flagship programs. Once admitted, these students are positioned to make steady progress towards ILR Level 3 proficiency (general professional proficiency). Proven models of high quality, results-oriented programs serve to improve teaching and learning and expand K-12 learning opportunities to address national security and economic needs. Current investments include a K-16 articulated program and linkages projects focused on aligning secondary and postsecondary programs.

During 2017-2018, The Language Flagship's higher education partnerships with K-12 and community college educators impacted 3,500 students, 131 teachers or instructors, and 14 curriculum specialists or administrators in six states. In addition, website analytics attest to curriculum resources and online professional development improving and expanding programs through current and past K-12 Language Flagship projects. There were 90,413 unique visitors involved in Russian, Chinese, and Portuguese teaching who viewed a total 370,422 pages of content for Dual Language Immersion (DLI) and secondary-start programs.

K-16 ARTICULATED PROGRAM: PORTLAND PUBLIC SCHOOLS AND UNIVERSITY OF OREGON CHINESE LANGUAGE FLAGSHIP

The Portland Public Schools (PPS)-University of Oregon (UO) K-16 Chinese Language Flagship began in 2005 and continues as the national demonstration project for a fully articulated Mandarin Immersion Program (MIP).

The MIP started in Woodstock Elementary and continued into Hosford Middle and Cleveland High Schools, with a World Language Institute for heritage learners at Franklin High. To increase equity and access, a second elementary program opened in 2014 in a predominately African-American and Latino neighborhood at Martin

Luther King (MLK) Elementary, and a third elementary program began at Harrison Park (HP) in fall 2017 in a Cantonese neighborhood with a goal of Mandarin and English literacy.



A Hunter Global Linkage student (left) and a Flagship student (right) paired up at a supermarket in Flushing, Queens to learn the Chinese names of produce

Based on a recent ethnographic study, a self-evaluation, and an external review (2017), recommendations emerged to guide energies and resources. For 2017-2018, the project focuses on secondary efforts that involve honing robust, proficiency-aligned, multiple pathways and entry points that articulate seamlessly with undergraduate Chinese Flagship programs and increase the number of high school graduates meeting the academic and language proficiency targets of university Chinese Flagships.

During the 2017-2018 academic year, there were 792 K-12 students in the MIP. Secondary Mandarin World Language and Native Speaker Literacy courses impacted 480 grade 6-12 students. PPS has a staff of 15 teachers and four curriculum specialists actively engaged in the MIP who are directly impacted by the K-16 Chinese Language Flagship project and an additional 19 Chinese teachers in the enrichment and secondary tracks who also benefit through district articulation efforts focused on curriculum, instruction, assessment, and professional development.

THE LANGUAGE FLAGSHIP LINKAGES PROJECTS

Current Linkages projects promote collaboration between higher education and K-12 institutions to develop articulated programs of foreign

language instruction in Chinese and Russian. Partnerships aim to increase the number of high school graduates and community college students with Intermediate to Advanced-Low proficiency, capable of continuing into higher-level language study once at university.

The Pacific Northwest Pathways Collective Linkages Project: Extending the Language Flagship Network — The Portland State University (PSU) Russian Flagship Program, University of Oregon (UO) Center for Applied Second Language Studies (CASLS) and Chinese Flagship Program, Portland Public Schools (PPS), Woodburn School District, Anchorage School District, Colorado Global Villages, and Portland Community College (PCC) are partnering with the Utah Russian Dual Language Immersion Program and Chemeketa Community College (CCC). The goals are to strengthen and expand the network of K-12, community college, and university educators focused on improving curriculum and articulation and increasing the number of students who matriculate into a Flagship program. To leverage and extend successes, Chinese and Russian language participants are undertaking a number of distinct, yet related objectives over this Linkages project.



The Secondary Mandarin Dual-Language Immersion Work Group convened in Portland, Oregon

In DLI, K-5 Russian educators seek to strengthen literacy outcomes through workshops and curriculum revision that connects language functions with grammatical forms. They will update the 2014 Russian Immersion Language Curriculum Framework and develop additional resources for the Russian Repository that already has 69 unique users who viewed some 4,950 pages in 227 resources. PSU and the PPS High School (HS)

Russian DLI teachers are developing 11th-grade curriculum focused on literature, cultural knowledge, and advanced language functions. The course will yield dual credit and improve overall proficiency so that HS graduates qualify for the Oregon Seal of Biliteracy. In addition, CASLS is developing a 12th-grade DLI Russian Bridging Course based on the Chinese Bridging Course.

The Pacific Northwest Pathways Collective includes five elementary, two middle, and seven high schools, as well as two community colleges. Three high school teachers and two community college instructors, as well as eight administrators are directly engaged in early Linkages initiatives.

San Francisco State University Linkages Project — San Francisco State University (SFSU) Chinese Language Flagship is partnering with four middle and nine high schools in the San Francisco Unified School District (SFUSD) and the Community College of San Francisco to close proficiency gaps and smooth articulation for some 2,250 students within SFUSD and as they matriculate to dual-enrollment. The project focuses on professional development for immersion and secondary Mandarin as a World Language (MWL) teachers in SFUSD; assessment of immersion and a sample of MWL secondary students; and curriculum alignment through the setting of targets, integrating performance assessments aligned to targets, and building backward-design units informed by a scope and sequence document and assessment results.

Hunter College Chinese Language Flagship Linkages Project — Hunter College Chinese Flagship is partnering with Hunter College High School, Manhattan Hunter Science High School, the Borough of Manhattan Community College, and Queensborough Community College on this Linkages project. The overall objective is to increase the number of high school and community college students entering the Hunter Flagship with between Intermediate-Mid and Advanced-Low balanced proficiency. Project goals focus on blended learning instruction for students, professional development for teachers, and helping high school students earn the New York State Seal of Biliteracy.

Three community college students took four weeks of intensive, face-to-face instruction, followed by three weeks of online instruction during summer 2018. All three met proficiency targets and

continue through one-on-one online instruction to build both conversation and literacy skills. High school students are participating in online instruction and attend Saturday face-to-face meetings to practice communication and engage in projects with other students. As of September 2018, there were 13 community college and 13 high school students involved in blended instruction.

CONCLUSION

The K-12 Language Flagship develops replicable, systemic demonstration models of articulated Chinese and Russian critical language instruction. With a healthy pool of high school graduates with Intermediate to Advanced-Low (or higher) proficiency on the horizon, efforts are underway to afford matriculating students language and culture learning commensurate with their maturity and language proficiency once in a university Flagship program. On a programmatic level, these students are capable of progressing quickly into upper-level content courses in the language to achieve professional-level language proficiency tied to their academic major. As such, K-12 Language Flagship investments contribute to the goal of creating global professionals.

THE LANGUAGE FLAGSHIP: PROFICIENCY INITIATIVE

From 2014 -2018, The Language Flagship awarded Michigan State University, the University of Minnesota, and the University of Utah in partnership with Salt Lake Community College awards to conduct the Language Flagship Proficiency Initiative. The purpose of this initiative is to introduce the Flagship proficiency assessment process to established academic foreign language programs to measure teaching and learning as well as to demonstrate the impact of such testing practices on teaching and learning.

The languages assessed under this initiative include Spanish, German, French, Russian, Portuguese, Korean, Arabic, and Chinese. At the conclusion of the grant, the proficiency initiative institutions have:

- Administered more than 23,000 proficiency tests;
- Conducted assessments that included speaking, listening, and reading;
- Generated higher level of awareness of proficiency among faculty and students on campus;
- Organized professional development opportunities for faculty on campus on proficiency-driven teaching and learning;
- Realigned curricula based on the observations learned through the initiative; and
- Disseminated the results of the initiative through:
 - 53 presentations at meetings and conferences;
 - 12 articles in journals; and
 - 1 book (forthcoming).

The Proficiency Initiative has generated numerous important observations and findings, including the following:

- Assessment is a valuable and necessary tool for developing and understanding proficiency in university-based language instruction programs;
- High-school language learning matters in ensuring that college graduates obtain working-level proficiency in foreign languages. With high-school learning, entering college students progress in their foreign language learning at a higher rate. They become college graduates with higher language proficiency, ready to take on international and government linguistic jobs and positions;
- The modality in which most students are able to reach professional-level proficiency is reading, indicating a more literature-oriented curriculum at higher levels of language instruction;
- Listening develops more slowly than other skills;
- Out-of-classroom exposure to the language through study abroad, social media connections, or connections to communities in which language is spoken, leads to higher levels of growth; and
- Collaboration between institutions leads to richer discussions and assessment instruments, provides a broader perspective, and results in a more efficient use of resources.

THE LANGUAGE FLAGSHIP: TECHNOLOGY INNOVATION CENTER

During the last year, the Flagship Technology Innovation Center has continued to work across the Flagship community, government, and the private sector to redefine cutting edge blended learning. The Tech Center serves as a hub for innovation by incubating creative new ideas on how best to integrate technology into the high-level and high stakes Language Flagship Program. Through a combination of blended learning pilots using emerging technologies, expanding their simulation projects aimed at high level students, and hosting creative events such as the Student Hackathon, the Tech Center has worked to support technology integration projects across all the Flagship Programs.

Throughout the Culture project at the University of Wisconsin, Madison, the Tech Center helped the Russian language directors and instructors to connect with students at Nazarbayev University in Kazakhstan for cultural exchange and language practice. The instructors gave feedback to the software developers on ways they might improve their platform and the Tech Center ensured the software was ready for deployment.

Expanding their 'Green Ideas' Mandarin business simulation, the Tech Center has now run similar pilots in both the Russian and Korean programs. Still following the design-thinking approach on which the Tech Center was founded, when expanding the Green Ideas project to other languages, the Center staff started by determining what would be the most useful simulation for each program's students. For Russian, the students most needed practice preparing and delivering academic conference talks. The Tech Center led instructors through the design of a simulated conference talk using analysis of the famous piece of Russian literature, "The Master and the Margarita." A similar approach was used with the Korean program, where students most wanted to work on giving competitive public speeches similar to the 'Toastmasters' model. The Tech Center led the Korean instructional personnel through a successful simulation of giving a conference talk.

THE LANGUAGE FLAGSHIP: STATE LANGUAGE ROADMAPS

The Language Flagship provides support and guidance for State Language Roadmaps, an initiative to help Language Flagship programs work with language education stakeholders in their states to better articulate their language needs and address their language deficits in state and local workforces. Language Roadmaps have been undertaken in Hawaii, Ohio, Oregon, Rhode Island, Texas, and Utah. In summer of 2017, two new states received grants to establish Language Roadmaps: Indiana and Wisconsin. These efforts are done in collaboration with state government and local businesses.

goals are: 1) Develop leadership and advocacy for language education; 2) Develop continuous and effective language programs for all students; and 3) Develop and sustain language teacher talent. Wisconsin is beginning implementation of the established goals and action items.



Mr. Robert Behning, Indiana State Representative and Chair of the Education Committee, speaks on state needs

Indiana's plan includes establishing multilateral partnerships among the educational sector and business, government, and healthcare sectors to foster a model of communities of transformation.

The University of Wisconsin, Madison's plan involves an assessment of Wisconsin's needs for language proficiency in the workforce, capacities in foreign language education, government, and the formation of working groups that will develop recommendations. Wisconsin hosted a statewide summit in January 2018 in Madison, Wisconsin. This summit served as a catalyst for working groups that developed and created a State Language Roadmap that is comprised of three goals with numerous action items. The three overarching

THE LANGUAGE FLAGSHIP: FUTURE OF FLAGSHIP

The Language Flagship is raising standards and increasing numbers of graduating students with professional level proficiency in strategic languages as well as cultural and regional expertise. Goals for Flagship in 2019 include:

- Working to improve Flagship recruitment, retention and enrollment numbers, as well as the number of students successfully completing the overseas Capstone programs.
- Raising the number of Capstone students meeting the Flagship Certification standards.
- Increasing the number of students qualifying for Boren Flagship scholarships and ROTC Flagship scholarships.
- Continuing close attention to student safety and security issues overseas.
- Improving the application of educational technology in foreign language teaching.
- Improving advanced culture training and cultural awareness.
- Increasing Flagship professional development to strengthen teaching and learning practices across Flagship institutions and for ROTC Project GO and the Defense Language Institute Foreign Language Center.
- Strengthening partnerships with K-12 to improve language learning and increase the pipeline of students ready to enter Flagship with intermediate to advanced language proficiency.
- Developing iso-immersion models to provide professional level language training opportunities domestically as well as overseas.
- Opening a new Flagship Overseas Chinese Capstone Program in Taiwan.

The Language Flagship strategic plan includes integrating and institutionalizing the program model across all Flagship institutions by incorporating the student-centered and outcomes-based curriculum and pedagogical practices into core host institution language programs. Also, directed efforts will continue in 2019 to increase the overall Flagship program enrollments to support program sustainability.



Arabic Flagship student practices calligraphy

Over time our goal is to see an increasing pool of highly qualified graduates ready to pursue careers devoted to national security and global competitiveness. Special initiatives under the Flagship program will continue to contribute to the overall groundwork needed to achieve these objectives.

In spring 2019, NSEP will hold a full and open competition for all domestic undergraduate Flagship programs for the 2020-2024 grant cycle. The Language Flagship anticipates eligibility for seven languages, which include: Arabic, Chinese, Korean, Persian, Portuguese, Russian, and Turkish.

APPENDIX K: 2018 AFLI, SAFLI, AND IFLI BOREN SCHOLARS AND FELLOWS

Country	Language	Domestic Institution	Overseas Institution	Home State
Ghana	Twi	Florida State University	University of Ghana	FL
Ghana	Twi	Saint John's University, New York	University of Ghana	SD
India	Urdu	Rowan University	American Institute of Indian Studies	NJ
India	Hindi	University of California, Berkeley	American Institute of Indian Studies	NV
India	Urdu	American University	American Institute of Indian Studies	VA
India	Hindi	University of Chicago-Harris Graduate School of Public Policy Studies	American Institute of Indian Studies	CA
India	Hindi	University of Arizona	American Institute of Indian Studies	CA
India	Urdu	Georgetown University	American Institute of Indian Studies	PA
India	Hindi	University of South Carolina, Columbia	American Institute of Indian Studies	NY
India	Hindi	University of Wisconsin-Madison	American Institute of Indian Studies	KY
India	Hindi	University of Nevada-Reno	American Institute of Indian Studies	MD
India	Hindi	Yale University	American Institute of Indian Studies	IA
India	Urdu	Georgia College and State University	American Institute of Indian Studies	GA
India	Hindi	University of Nebraska	American Institute of Indian Studies	NJ
India	Urdu	University of Minnesota, Morris	American Institute of Indian Studies	MN
India	Hindi	College of William and Mary	American Institute of Indian Studies	MI
India	Urdu	University of Wisconsin-Madison	American Institute of Indian Studies	IL
India	Hindi	University of South Carolina, Columbia	American Institute of Indian Studies	CT
India	Hindi	University of Washington	American Institute of Indian Studies	OH
Indonesia	Indonesian	Tufts University	Universitas Negeri Malang	GA
Indonesia	Indonesian	University of Denver	Universitas Negeri Malang	CT
Indonesia	Indonesian	George Mason University	Universitas Negeri Malang	MD
Indonesia	Indonesian	San Diego State University	Universitas Negeri Malang	CA
Indonesia	Indonesian	Baylor University	Universitas Negeri Malang	SC
Indonesia	Indonesian	University of Maryland, College Park	Universitas Negeri Malang	FL
Indonesia	Indonesian	University of Rhode Island	Universitas Negeri Malang	OH
Indonesia	Indonesian	University of Louisville	Universitas Negeri Malang	TX
Indonesia	Indonesian	Texas A&M University-College Station	Universitas Negeri Malang	NH

Indonesia	Indonesian	University of Wisconsin-Madison	Universitas Negeri Malang	VA
Indonesia	Indonesian	University of Missouri-Columbia	Universitas Negeri Malang	NC
Mozambique	Portuguese	University of Chicago	Universidade Eduardo Mondlane	OR
Mozambique	Portuguese	Middlebury Inst of Intl Studies	Universidade Eduardo Mondlane	MD
Mozambique	Portuguese	American University	Universidade Eduardo Mondlane	DC
Mozambique	Portuguese	Fordham University	Universidade Eduardo Mondlane	TN
Mozambique	Portuguese	Johns Hopkins University School of Advanced International Studies	Universidade Eduardo Mondlane	MA
Mozambique	Portuguese	Carnegie Mellon University	Universidade Eduardo Mondlane	KY
Mozambique	Portuguese	Drexel University	Universidade Eduardo Mondlane	WV
Mozambique	Portuguese	University of Louisville	Universidade Eduardo Mondlane	PA
Mozambique	Portuguese	University of Maryland, College Park	Universidade Eduardo Mondlane	TN
Mozambique	Portuguese	University of Washington	Universidade Eduardo Mondlane	MN
Mozambique	Portuguese	University of Nebraska	Universidade Eduardo Mondlane	NE
Senegal	French	Princeton University	West African Research Center	NJ
Senegal	French	University of California, San Diego	West African Research Center	NJ
Senegal	French	Pomona College	West African Research Center	MI
Senegal	French	Northern Illinois University	West African Research Center	FL
Senegal	French	University of Connecticut	West African Research Center	CT
Senegal	French	American University	West African Research Center	OH
Senegal	French	Boston University	West African Research Center	CA
Senegal	French	University of Rhode Island	West African Research Center	CT
Senegal	French	University of Maryland, College Park	West African Research Center	WI
Senegal	French	University of Southern California	West African Research Center	NV
Senegal	French	Gardner-Webb University	West African Research Center	NY
South Africa	Zulu	University of Florida	University of KwaZulu-Natal	GA
Tanzania	Swahili	George Washington University	MS – Training Center for Development Cooperation	NE
Tanzania	Swahili	University of Pittsburgh	MS – Training Center for Development Cooperation	MN
Tanzania	Swahili	Brandeis University	MS – Training Center for Development Cooperation	NJ
Tanzania	Swahili	George Washington University	MS – Training Center for Development Cooperation	MA
Tanzania	Swahili	Clemson University	MS – Training Center for Development Cooperation	NC
Tanzania	Swahili	George Washington University	MS – Training Center for Development Cooperation	WA
Tanzania	Swahili	University of Idaho	MS – Training Center for Development Cooperation	CA
Tanzania	Swahili	Indiana University, Bloomington	MS – Training Center for Development Cooperation	CT

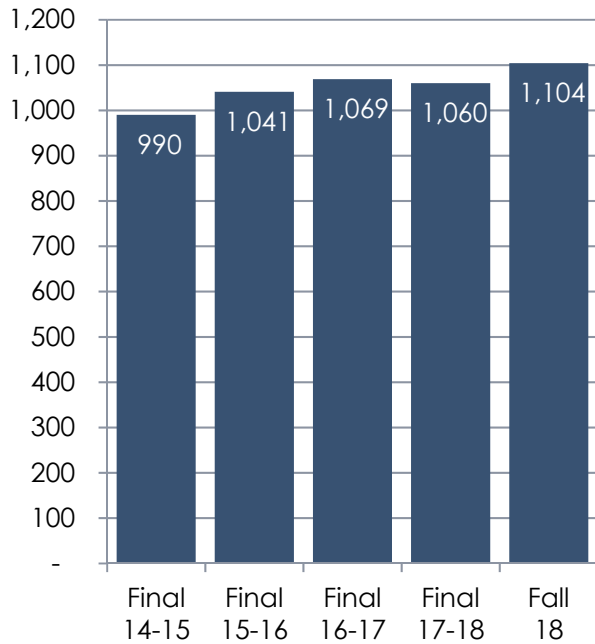
Tanzania	Swahili	Dartmouth College	MS – Training Center for CO Development Cooperation
Tanzania	Swahili	University of Tennessee, Knoxville	MS – Training Center for TN Development Cooperation
Tanzania	Swahili	Boston University	MS – Training Center for VA Development Cooperation
Tanzania	Swahili	University of Louisville	MS – Training Center for TX Development Cooperation
Tanzania	Swahili	West Virginia University	MS – Training Center for MA Development Cooperation
Tanzania	Swahili	University of Pittsburgh	MS – Training Center for CT Development Cooperation
Tanzania	Swahili	University of Tennessee, Knoxville	MS – Training Center for KY Development Cooperation
Tanzania	Swahili	Augsburg College	MS – Training Center for TX Development Cooperation
Tanzania	Swahili	California State University, Los Angeles	MS – Training Center for WI Development Cooperation
Tanzania	Swahili	Rowan University	MS – Training Center for MO Development Cooperation

APPENDIX L: 2018 BOREN FLAGSHIP SCHOLARS

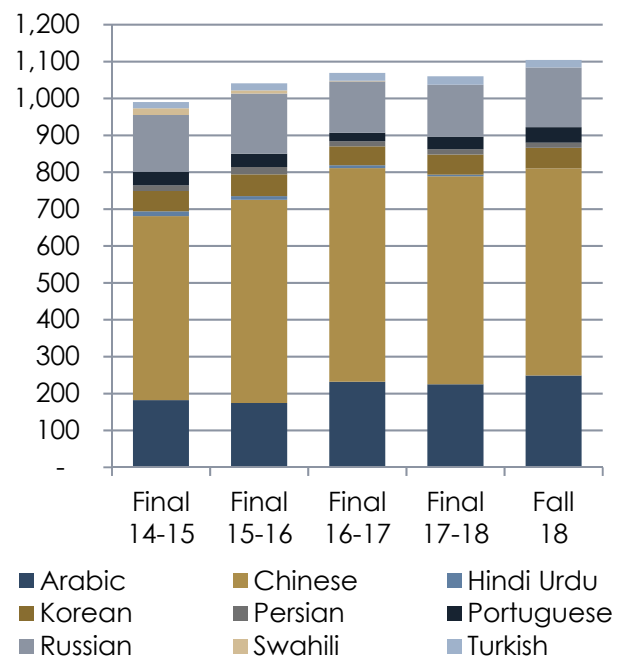
Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
Azerbaijan	Turkish	Indiana University, Bloomington	Azerbaijan University of Languages	IN
Azerbaijan	Turkish	Indiana University, Bloomington	Azerbaijan University of Languages	IN
Azerbaijan	Turkish	Indiana University, Bloomington	Azerbaijan University of Languages	IN
China	Mandarin	San Francisco State University	Nanjing University	CA
China	Mandarin	University of Rhode Island	Nanjing University	RI
China	Mandarin	Hunter College, The City University of New York	Nanjing University	NY
China	Mandarin	University of Mississippi	Beijing Union University	MS
China	Mandarin	University of Rhode Island	Beijing Union University	RI
China	Mandarin	Western Kentucky University	Beijing Union University	KY
China	Mandarin	Indiana University, Bloomington	Nanjing University	IN
China	Mandarin	University of Mississippi	Nanjing University	MS
China	Mandarin	Hunter College, The City University of New York	Nanjing University	NY
China	Mandarin	Western Kentucky University	Nanjing University	KY
China	Mandarin	Western Kentucky University	Nanjing University	KY
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	University of California, Los Angeles	Kazakh National University	CA
Kazakhstan	Russian	Portland State University	Kazakh National University	OR
Kazakhstan	Russian	Bryn Mawr College	Kazakh National University	PA
Kazakhstan	Russian	University of Wisconsin-Madison	Kazakh National University	WI
South Korea	Korean	University of Hawaii, Mānoa	Korea University	HI
South Korea	Korean	University of Hawaii, Mānoa	Korea University	HI
South Korea	Korean	University of Hawaii, Mānoa	Korea University	HI
Morocco	Arabic	University of Texas at Austin	AALIM, Morocco	TX
Morocco	Arabic	University of Maryland, College Park	AALIM, Morocco	MD
Morocco	Arabic	University of Oklahoma	AALIM, Morocco	OK
Morocco	Arabic	University of Arizona	AALIM, Morocco	AZ

APPENDIX P: THE LANGUAGE FLAGSHIP FIVE-YEAR DATA

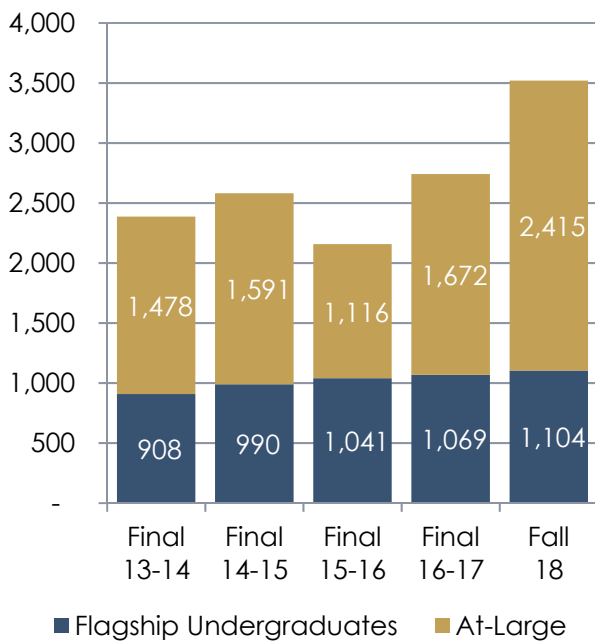
2014-2018 FLAGSHIP UNDERGRADUATE ENROLLMENTS



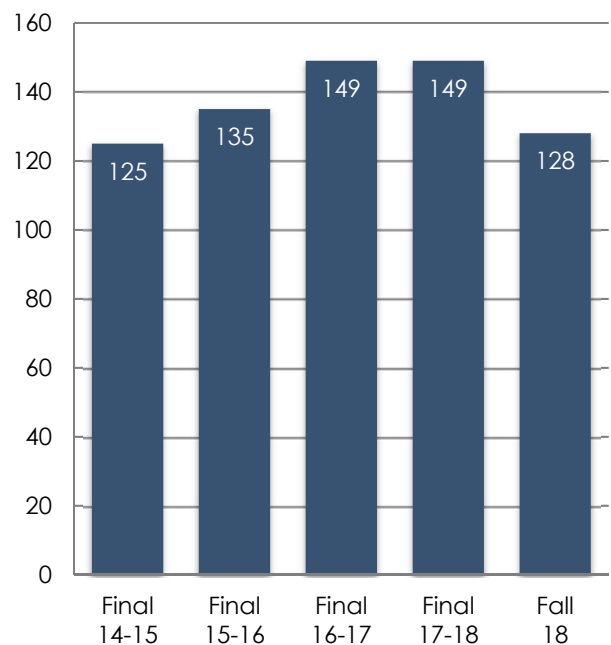
2014-2018 UNDERGRADUATE FLAGSHIP ENROLLMENTS BY LANGUAGE



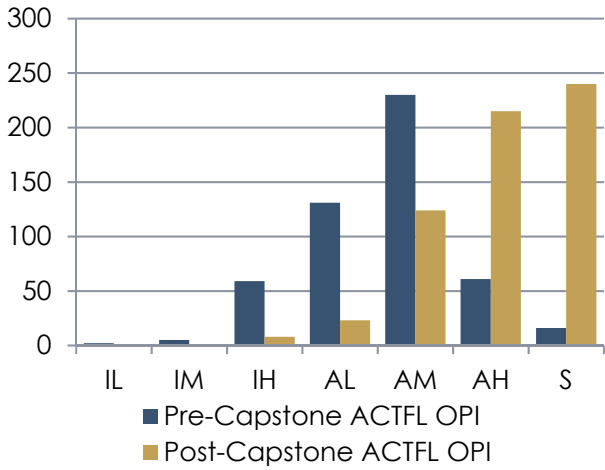
2014-2018 DOMESTIC FLAGSHIP PROGRAM ENROLLMENTS



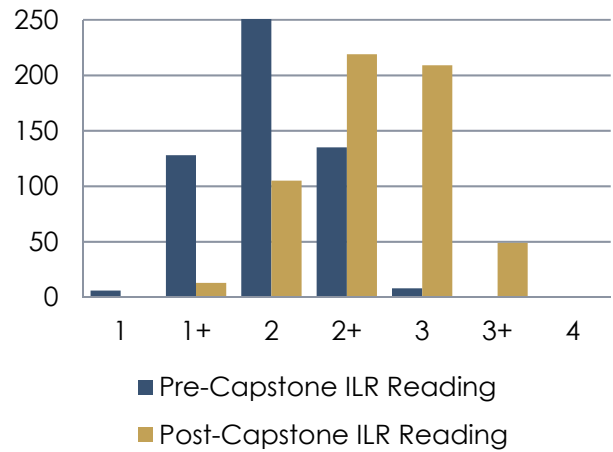
2014-2018 OVERSEAS FLAGSHIP CAPSTONE ENROLLMENTS



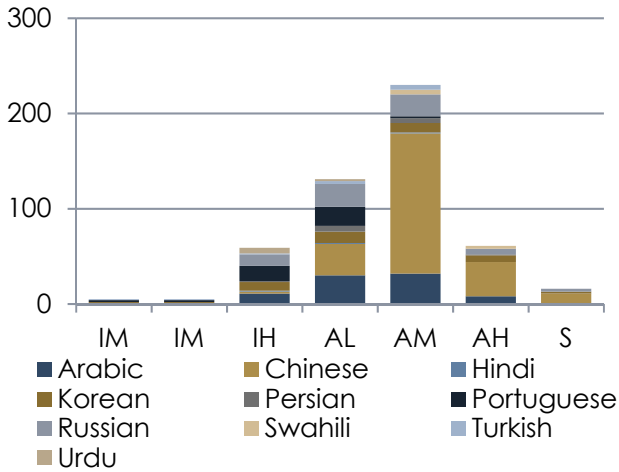
2014-2018 FLAGSHIP PRE- AND POST-CAPSTONE ACTFL SPEAKING (N-611)



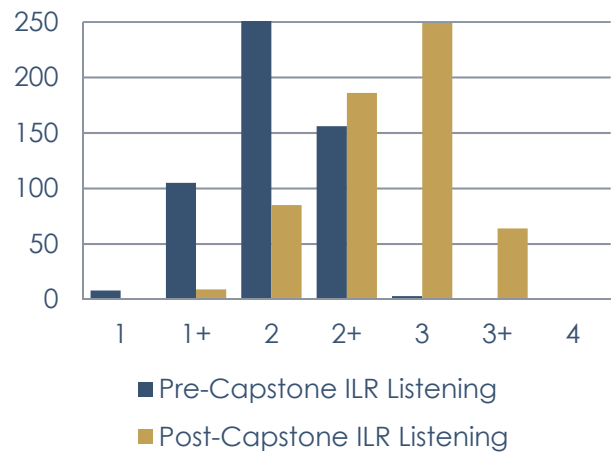
2014-2018 FLAGSHIP PRE- AND POST-CAPSTONE ILR READING (N-596)



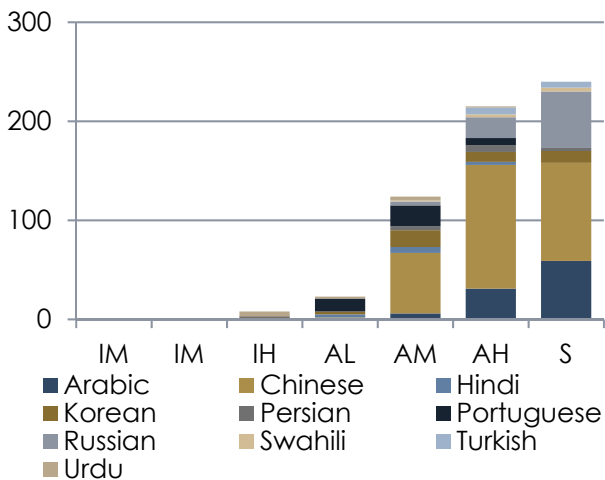
2014-2018 PRE-CAPSTONE ILR SPEAKING BY LANGUAGE (N-611)



2014-2018 FLAGSHIP PRE- AND POST-CAPSTONE ILR LISTENING (N-596)



2014-2018 POST-CAPSTONE ACTFL SPEAKING BY LANGUAGE (N-611)



2014-2018 POST-CAPSTONE SPEAKING (ACTFL)											
	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING											
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	1	1	0	2
IM	0	0	0	0	0	0	2	1	1	1	5
IH	0	0	0	0	0	3	6	19	13	16	57
AL	0	0	0	0	0	2	8	43	45	31	129
AM	0	0	0	0	0	0	2	46	84	95	227
AH	0	0	0	0	0	0	0	1	20	40	61
S	0	0	0	0	0	0	0	0	4	12	16
TOTAL	0	0	0	0	0	5	18	111	168	195	497
	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	3.6%	22.3%	33.8%	39.2%	100%

ARABIC 2014-2018 POSTPOST-CAPSTONE SPEAKING (ACTFL)											
	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING											
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	0	0	0	0	0
IH	0	0	0	0	0	0	0	2	4	5	11
AL	0	0	0	0	0	0	0	3	9	16	28
AM	0	0	0	0	0	0	0	0	7	24	31
AH	0	0	0	0	0	0	0	0	1	7	8
S	0	0	0	0	0	0	0	0	0	1	1
TOTAL	0	0	0	0	0	0	0	5	21	53	79
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	26.6%	67.1%	100%

CHINESE 2014-2018 POSTPOST-CAPSTONE SPEAKING (ACTFL)											
	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING											
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	0	0	0	0	0
IH	0	0	0	0	0	0	0	2	0	0	2
AL	0	0	0	0	0	0	1	16	13	3	33
AM	0	0	0	0	0	0	1	37	66	42	146
AH	0	0	0	0	0	0	0	1	15	20	36
S	0	0	0	0	0	0	0	0	4	6	10
TOTAL	0	0	0	0	0	0	2	56	98	71	227
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	24.7%	43.2%	31.3%	100%

RUSSIAN 2014-2018 POSTPOST-CAPSTONE SPEAKING (ACTFL)

	NL	NM	NH	IL	IM	IH	AL	AM	AH	S	TOTAL
PRE-CAPSTONE SPEAKING											
NL	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	0	0	0	0	0	0	0	0	0
NH	0	0	0	0	0	0	0	0	0	0	0
IL	0	0	0	0	0	0	0	0	0	0	0
IM	0	0	0	0	0	0	0	1	4	7	12
IH	0	0	0	0	0	0	0	3	11	10	24
AL	0	0	0	0	0	0	0	0	2	21	23
AM	0	0	0	0	0	0	0	0	0	6	6
AH	0	0	0	0	0	0	0	0	0	3	3
S	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	4	17	47	68
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	25.0%	69.1%	100%

2014-2018 POST-CAPSTONE SPEAKING (ILR)

	0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE SPEAKING (ILR)										
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	1	0	0	0	0	1
1+	0	0	0	0	4	2	2	0	0	8
2	0	0	0	0	25	76	103	3	0	207
2+	0	0	0	0	3	55	169	8	0	235
3	0	0	0	0	0	3	68	3	0	74
3+	0	0	0	0	0	0	1	0	0	1
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	33	136	343	14	0	526
	0.0%	0.0%	0.0%	0.0%	6.3%	25.9%	65.2%	2.7%	0.0%	100%

ARABIC 2014-2018 POST-CAPSTONE SPEAKING (ILR)

	0	0+	1	1+	2	2+	3	3+	4	TOTAL
PRE-CAPSTONE SPEAKING (ILR)										
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	7	34	2	0	43
2+	0	0	0	0	0	0	25	2	0	27
3	0	0	0	0	0	0	7	1	0	8
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	7	66	5	0	78
	0.0%	0.0%	0.0%	0.0%	0.0%	9.0%	84.6%	6.4%	0.0%	100%

CHINESE 2014-2018 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	1	19	22	0	0	42
2+	0	0	0	0	1	45	106	0	0	152
3	0	0	0	0	0	2	46	0	0	48
3+	0	0	0	0	0	0	1	0	0	1
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	2	66	175	0	0	243
	0.0%	0.0%	0.0%	0.0%	0.8%	27.2%	72.0%	0.0%	0.0%	100%

RUSSIAN 2014-2018 POST-CAPSTONE SPEAKING (ILR)										
PRE-CAPSTONE SPEAKING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	0	0	1	0	0	1
2	0	0	0	0	0	7	26	1	0	34
2+	0	0	0	0	0	0	20	5	0	25
3	0	0	0	0	0	0	5	2	0	7
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	7	52	8	0	67
	0.0%	0.0%	0.0%	0.0%	0.0%	10.4%	77.6%	11.9%	0.0%	100%

2014-2018 POST-CAPSTONE READING (ILR)										
PRE-CAPSTONE READING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	2	1	3	0	0	0	6
1+	0	0	0	6	35	60	18	3	0	122
2	0	0	0	5	65	123	113	16	0	322
2+	0	0	0	0	3	32	73	24	0	132
3	0	0	0	0	0	0	1	6	1	8
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	13	104	218	205	49	1	590
	0.0%	0.0%	0.0%	2.2%	17.6%	36.9%	34.7%	8.3%	0.2%	100%

ARABIC 2014-2018 POST-CAPSTONE READING (ILR)											
PRE-CAPSTONE READING (ILR)		0	0+	1	1+	2	2+	3	3+	4	TOTAL
	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	1+	0	0	0	0	5	11	6	0	0	22
	2	0	0	0	0	7	24	25	2	0	58
	2+	0	0	0	0	1	3	11	0	0	15
	3	0	0	0	0	0	0	0	0	0	0
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	13	38	42	2	0	95	
		0.0%	0.0%	0.0%	0.0%	13.7%	40.0%	44.2%	2.1%	0.0%	100%

CHINESE 2014-2018 POST-CAPSTONE READING (ILR)											
PRE-CAPSTONE READING (ILR)		0	0+	1	1+	2	2+	3	3+	4	TOTAL
	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	1+	0	0	0	5	20	28	7	0	0	60
	2	0	0	0	5	46	63	39	7	0	160
	2+	0	0	0	0	2	17	30	15	0	64
	3	0	0	0	0	0	0	0	0	0	0
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	10	68	108	76	22	0	284	
		0.0%	0.0%	0.0%	3.5%	23.9%	38.0%	26.8%	7.7%	0.0%	100%

RUSSIAN 2014-2018 POST-CAPSTONE READING (ILR)											
PRE-CAPSTONE READING (ILR)		0	0+	1	1+	2	2+	3	3+	4	TOTAL
	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	1+	0	0	0	0	1	2	1	2	0	6
	2	0	0	0	0	5	10	31	3	0	49
	2+	0	0	0	0	0	0	14	4	0	18
	3	0	0	0	0	0	0	1	6	1	8
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	6	12	47	15	1	81	
		0.0%	0.0%	0.0%	0.0%	7.4%	14.8%	58.0%	18.5%	1.2%	100%

2014-2018 POST-CAPSTONE LISTENING (ILR)											
PRE-CAPSTONE LISTENING (ILR)		0	0+	1	1+	2	2+	3	3+	4	TOTAL
	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	1	2	2	1	0	0	6
	1+	0	0	0	5	27	45	19	5	0	101
	2	0	0	0	3	53	112	141	19	0	328
	2+	0	0	0	0	3	26	85	38	0	152
	3	0	0	0	0	0	0	1	1	1	3
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	9	85	185	247	63	1	590	
		0.0%	0.0%	0.0%	1.5%	14.4%	31.4%	41.9%	10.7%	0.2%	100%

ARABIC 2014-2018 POST-CAPSTONE LISTENING (ILR)											
PRE-CAPSTONE LISTENING (ILR)		0	0+	1	1+	2	2+	3	3+	4	TOTAL
	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0	0
	1+	0	0	0	1	2	8	2	0	0	13
	2	0	0	0	0	4	21	33	4	0	62
	2+	0	0	0	0	1	2	13	5	0	21
	3	0	0	0	0	0	0	0	0	0	0
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	7	31	48	9	0	96	
		0.0%	0.0%	0.0%	1.0%	7.3%	32.3%	50.0%	9.4%	0.0%	100%

CHINESE 2014-2018 POST-CAPSTONE LISTENING (ILR)											
PRE-CAPSTONE LISTENING (ILR)		0	0+	1	1+	2	2+	3	3+	4	TOTAL
	0	0	0	0	0	0	0	0	0	0	0
	0+	0	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	1	0	0	0	0	1
	1+	0	0	0	4	19	25	6	0	0	54
	2	0	0	0	3	41	53	61	4	0	162
	2+	0	0	0	0	2	9	39	16	0	66
	3	0	0	0	0	0	0	0	0	0	0
	3+	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	7	63	87	106	20	0	283	
		0.0%	0.0%	0.0%	2.5%	22.3%	30.7%	37.5%	7.1%	0.0%	100%

RUSSIAN 2014-2018 POST-CAPSTONE LISTENING (ILR)

	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	2	6	3	1	0	12
2	0	0	0	0	3	5	31	9	0	48
2+	0	0	0	0	0	1	7	10	0	18
3	0	0	0	0	0	0	1	1	1	3
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	5	12	42	21	1	81
	0.0%	0.0%	0.0%	0.0%	6.2%	14.8%	51.9%	25.9%	1.2%	100%

2014-2018 POST-CAPSTONE WRITING (ILR)

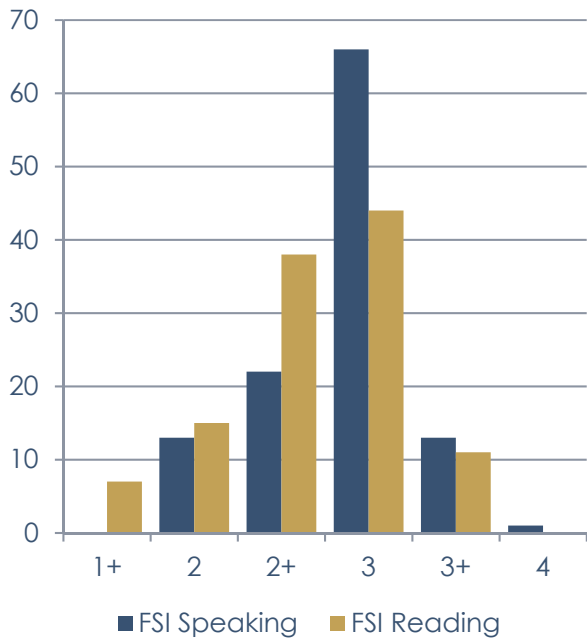
	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	9	1	0	0	0	10
1+	0	0	0	1	22	26	7	0	0	56
2	0	0	0	1	7	41	31	4	0	84
2+	0	0	0	0	0	4	6	0	1	11
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	2	38	72	44	4	1	161
	0.0%	0.0%	0.0%	1.2%	23.6%	44.7%	27.3%	2.5%	0.6%	100.0%

ARABIC 2014-2018 POST-CAPSTONE WRITING (ILR)

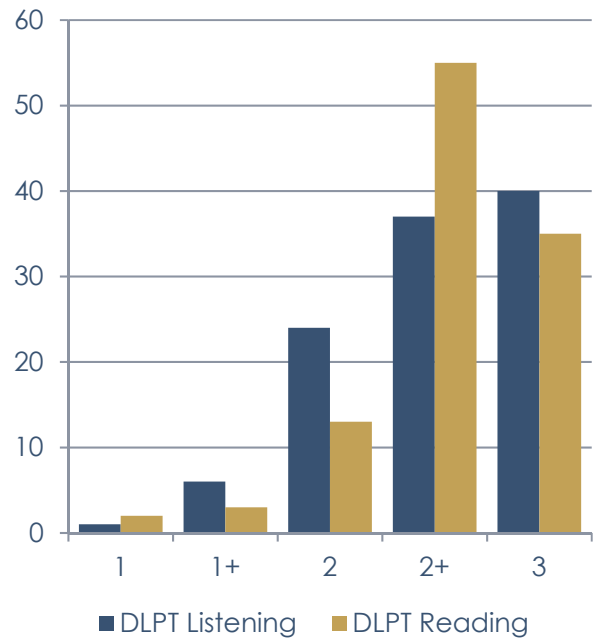
	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	8	1	0	0	0	9
1+	0	0	0	1	20	18	3	0	0	42
2	0	0	0	1	7	20	12	4	0	44
2+	0	0	0	0	0	1	0	0	0	1
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	2	35	40	15	4	0	96
	0.0%	0.0%	0.0%	2.1%	36.5%	41.7%	15.6%	4.2%	0.0%	100.0%

RUSSIAN 2014-2018 POST-CAPSTONE WRITING (ILR)										
PRE-CAPSTONE WRITING (ILR)	0	0+	1	1+	2	2+	3	3+	4	TOTAL
0	0	0	0	0	0	0	0	0	0	0
0+	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
1+	0	0	0	0	2	5	4	0	0	11
2	0	0	0	0	0	13	15	0	0	28
2+	0	0	0	0	0	2	4	0	1	7
3	0	0	0	0	0	0	0	0	0	0
3+	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	2	20	23	0	1	46
	0.0%	0.0%	0.0%	0.0%	4.3%	43.5%	50.0%	0.0%	2.2%	100.0%

2014-2018 BOREN FLAGSHIP SCHOLAR
FSI EXIT PROFICIENCY (N-115)



2014-2018 BOREN FLAGSHIP SCHOLAR
DLPT EXIT PROFICIENCY (N-108)⁵



⁵ Boren Flagship Students were tested using the DLPT, which only registers proficiency up to ILR 3.

