

Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Final Report

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EXECUTIVE SUMMARY

TOTAL enrollments (undergraduate and graduate) in languages other than English dropped by 9.2% between fall 2013 and fall 2016, as reported in the Modern Language Association's twenty-fifth language enrollment census. Despite the overall drop, there were gains in nearly half of all language programs (45.5%) that mitigate somewhat the downward trend. There is no denying that in some institutions the numbers are negative, but where the numbers are positive, they are impressive indeed. More than half the programs in the following languages were stable or actually increased in overall enrollments: Arabic (51.5%), American Sign Language (53.4%), Biblical Hebrew (53.8%), Japanese (57.4%), and Korean (75.0%). And the following languages had close to half their programs reporting stable or increased enrollments: Portuguese (40.5%), French (41.5%), Modern Hebrew (41.6%), German (47.1%), Latin (47.1%), Chinese (47.5%), Russian (48.6%), and Ancient Greek (48.9%). One-third of the programs in Italian (33.2%) and Spanish (36.3%) reported stability or growth. In advanced undergraduate enrollments (courses in the fifth through eighth semesters), of the fifteen most commonly taught languages, all but Spanish showed stability or growth in more than half their programs. And in graduate enrollments, all fifteen languages showed stability or growth in more than half their programs. These numbers imply that the downturn has affected introductory enrollments (the first through fourth semesters) most sharply, and indeed the 15.9% drop in enrollments at two-year institutions, a special area of concern given those institutions' role in higher education access, corroborates that interpretation.

The total number of language programs offered in fall 2016 was down by 651, or 5.3%, since 2013, whereas between 2009 and 2013 the number of offered programs declined by one. This figure includes commonly taught languages such as French (which fell by 129 programs), Spanish (118), German (86), and Italian (56), as well as less commonly taught languages such as Hindi (which declined by 8), Yiddish (5), and Thai (3). Twenty-three Indigenous American languages that reported enrollments in 2009 or 2013 were not taught in fall 2016. Staffing for less commonly taught languages tends to depend on non-tenure-track hiring, which makes those languages especially vulnerable to budget changes.

Despite challenges at the local and national levels, many language programs remain strong. This report highlights examples of programs whose robust enrollments demonstrate the value of innovative curricular thinking as well as dedicated faculty members who have the support of their administration. Clearly, investments are needed in language education, and this report includes case studies of successful programs on which change can be modeled.

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THIS report is the second of two that analyzes the findings of the Modern Language Association's 2016 language enrollment censuses. The preliminary report presented our findings in broad terms; this final report presents a more fine-grained analysis of the results.

Since 1958, the Modern Language Association (MLA) has gathered and analyzed data on undergraduate and graduate course enrollments in languages other than English in United States colleges and universities. The previous census, the twenty-third, examined language enrollments in fall 2013. In 2016, the MLA conducted the twenty-fourth and twenty-fifth censuses simultaneously, covering summer 2016 and fall 2016. This is the first time since 1971 that the MLA has gathered data on summer enrollments.

From 1958 through 2009, the MLA conducted its censuses with the support of the United States Department of Education. In 2013, the census was partially funded by the National Endowment for the Humanities and the National Security Education Program, and in 2016 it was partially funded by the National Endowment for the Humanities.¹

Since the 1970s, the overall proportion of language course enrollments to total students has held relatively steady at a ratio of just above or below 8 language course enrollments per 100 students (fig. 5). Between fall 2013 and fall 2016, enrollments in languages other than English fell 9.2% in colleges and universities in the United States; of the fifteen most commonly taught languages, only Japanese and Korean showed gains in enrollments (tables 1a and 1b). Over 45% of language programs saw stable or increasing enrollments (table 12a).

Two-year institutions suffered a larger percentage drop in enrollments than four-year institutions. Between fall 2013 and fall 2016, enrollments declined by 7.3% at four-year institutions while declining by 15.9% at two-year institutions (table 2f).

The total number of language programs reporting enrollments fell by 651 programs, or 5.3%, between 2013 and 2016. In contrast, the number of programs held relatively steady between 2009 and 2013, when the number declined by only one (table 10).

Methodology

Beginning in October 2016, we contacted 2,669 postsecondary institutions in the United States, using the MLA database of institutions that offer languages other than English. We supplemented the MLA list of institutions with data from the National Center for Education Statistics and from the 2016 Higher Education Directory to make sure that all accredited, nonprofit institutions were accounted for. Thirty institutions proved ineligible (this group includes institutions that merged, closed, or lost

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accreditation, as well as branch campuses whose enrollment numbers were reported with those of the main campus), reducing the total number to 2,639. Over an eleven-month period, 2,547 AA-, BA-, MA-, and PhD-granting colleges and universities, or 96.5% of all eligible institutions, reported; 92 declined to participate. In addition, 20 institutions with summer enrollments provided information only about fall enrollments, making the summer 2016 response rate 95.8%. These response rates continue the high level of response that has been a goal of MLA language enrollment studies, allowing us to reaffirm that these numbers constitute censuses rather than surveys.²

Approximately one-third of the responses came from two-year colleges and two-thirds from four-year institutions. Of the 2,547 institutions that responded, 219 had no enrollments in languages other than English in fall 2016. These constituted 8.6% of responding two-year institutions and 8.6% of responding four-year institutions. In 2013 the percentages were somewhat lower: 7.5% of responding two-year colleges and 6.7% of responding four-year institutions reported no language enrollments. The percentages were considerably higher in summer 2016 than in fall 2016: 30.4% of responding two-year colleges and 42.7% of responding four-year institutions reported no language courses.

The data from all MLA enrollment censuses, from 1958 to 2016, are searchable online through the Language Enrollment Database (apps.mla.org/flsurvey_search), where the full data set is also available as a downloadable spreadsheet. Included in the database are lists of institutions that did not respond and institutions that reported no language enrollments in 2009, 2013, and 2016.

In conjunction with the update of the Language Enrollment Database, we have added the fall 2016 enrollment figures to the MLA Language Map (apps.mla.org/map_main), which uses data from the United States Census's American Community Survey to display the locations and concentrations of speakers of twenty-nine languages other than English in the United States.³ Users of the Language Map will be able to locate language programs and detailed information about fall 2016 course enrollments in the regions where these languages are spoken in the United States.

Increasing, Decreasing, and Stable Enrollments

The data collected in the 2016 language enrollment census show trends that are polarized. Aggregated fall 2016 course enrollments in languages other than English were 1,417,838. In fall 2013, enrollments were 1,561,131. On the one hand, there is an indisputable drop of 9.2% across total enrollments between fall 2013 and fall 2016. On the other hand, in some sectors of the curriculum and in many institutions across the country there have been gains in enrollments that counter the negative downturn. These two facts combined mean that those programs that suffered a decline in enrollments had to decline by more than 9.2% on average. Programs reporting stable or increasing enrollments were counterbalanced by others that reported declining enrollments; among all programs and for all languages, 54.5% declined and 45.5% increased or were stable (table 12a).

The largest percentages of stability or growth in 2016 were in programs of advanced undergraduate study (55.3%) and graduate study (58.1%) (table 12c and

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table 12d; see table 12b for data on introductory undergraduate programs). There may be fewer undergraduate students taking courses in languages other than English, but the ones who are enrolled are often going further than ever before and presumably are being put in a position to gain greater proficiency than ever before. The data on graduate programs and enrollments suggest that, while some graduate programs have decreased noticeably, others are doing very well indeed. Averaged across all levels, Arabic enrollments fell 5.9%, but 51.5% of all Arabic programs recorded either stable or increased enrollments, and 36.7% reported growth (table 12a); moreover, the number of institutions that reported completed bachelor's degrees in Arabic increased by 27.3% between 2013 and 2016 and doubled between 2009 and 2016 (table 13). French and German enrollments fell by 11.1% and 7.1%, respectively, but 41.5% of all French programs and 47.1% of all German programs reported either stability or gains. Likewise, despite the decline in Russian enrollments in 2016 (7.4%), 48.6% of all Russian programs reported stability or gains in 2016. Chinese enrollments decreased by a sizable 13.1%, yet nearly half the programs, 47.5%, were stable or experienced an increase in enrollments (table 12a). Looking more closely at the percentage of programs in Japanese (where overall enrollments increased by 3.1%) with stable or increasing undergraduate enrollments, one sees that 59.9% were stable or showed an increase at the introductory level and 60.7% were stable or showed an increase at the advanced level (table 12b, table 12c).

One can conclude from the data in 2016 that a program designed to meet the needs of an institution's students that has been provided with enough resources to survive, if not thrive, does succeed. Such programs need to be studied as models of effective foreign language teaching and learning, all the more so in a time of financial constraints, challenges to the profession, and general disregard for language study.

Fall 2016 Language Enrollments

The 9.2% decline in enrollments between fall 2013 and fall 2016 was the second-largest decline in the history of the census (the largest decline, 12.6%, was in 1972). Fall 2013 enrollments had also declined, but by a smaller margin (6.7%). The results for 2016 suggest that the results for 2013 are the beginning of a trend rather than

What Works: Thinking Outside the Book

The American Association of Teachers of French has designated [Elon University's program in French](#) exemplary for courses that catch the attention of Elon's students. Those courses include *Cultural Shifts in France through Music*, *French Theatre in Production*, *Teaching French Language and Culture through the Lens of Social Justice*, *Business Cultures of the Francophone World*, *Social Criticism through Humor*, and *Introduction to the Methods of Literary Analysis on the Subject of Social Justice*. These courses are designed to maximize the collaborative possibilities of the classroom and rely on a pedagogy that engages students in non-textbook-based activities: they compose music, produce plays, participate in community projects, analyze the discourse of humor, and even learn to crack a few jokes of their own. This mission to make something for and with the students in French courses at Elon extends to the curriculum in English, too; take, for example, the course *Eat, Pray, Love: Sacred Space and the Place of Religion in Twenty-First-Century France*, a study abroad course taught in the January term in Paris and then in Montpellier. A catchy title does not a good course make, but it can help attract students.

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a blip; the decline between 2009 and 2016 is 15.3%. Before that decline, there had been sustained growth in language course enrollments (with the exception of a dip of 3.9% in 1995) from 924,337 in 1980 to 1,673,566 in 2009 (fig. 1a; see also fig. 1b for graduate enrollments in these languages).

In terms of ranking, Spanish and French still lead as the two most studied languages. American Sign Language continues to be third, having displaced German in 2013. But there have been shifts elsewhere in the ranking of the fifteen most commonly taught languages. Japanese is now fifth, replacing Italian, which is now sixth. Korean has vaulted over Ancient Greek, Biblical Hebrew, and Portuguese to take the eleventh position. Portuguese and Biblical Hebrew have switched positions. (For the sake of readability, numbers from the tables and figures are not cited extensively in the text of the report. For more detail, we recommend reading the tables and figures as well as the report.)

The enrollment numbers of the fifteen most commonly taught languages cover a wide range. Spanish is in a category all its own, with 712,240 enrollments. As shown in figure 2, Spanish enrollments are still greater than all other language enrollments combined, although the difference is decreasing. French and American Sign Language enrollments are in the 100,000 to 200,000 range, while German, Japanese, Italian, and Chinese enrollments are all between 50,000 and 100,000. Arabic, Latin, and Russian enrollments are in the 20,000 to 30,000 range, while Korean and Ancient Greek enrollments are approximately half that. The enrollments for Portuguese and Biblical Hebrew are almost 10,000. Modern Hebrew, with 5,521 enrollments, is in a different category, but its enrollments are significantly higher than those for the sixteenth to twentieth most commonly taught languages (Aramaic, Farsi/Persian, Vietnamese, Swahili/Kiswahili, and Hawai‘ian), whose enrollments are in the 1,500 to 2,500 range.

In fall 2016, two of the fifteen most commonly taught languages showed increases in enrollments. Japanese enrollments increased by 3.1%, from 66,771 in 2013 to 68,810 in 2016; and Korean enrollments increased by 13.7%, from 12,256 in 2013 to 13,936 in 2016. The growth for Korean is particularly impressive when taking the long view: in the first MLA census, in 1958, 26 enrollments were reported for Korean.

The other thirteen languages most commonly taught showed declines in enrollments in fall 2016. For most of these languages, the 2016 decline follows a decline in 2013. Spanish enrollments, for example, dropped by 9.8% after dropping by 8.3% in 2013. Spanish still lays claim to the majority of language enrollments (50.2%), but the percentage has been decreasing since 1998 (54.7%). A cluster of languages saw a decline of over 20%: Biblical Hebrew (23.9%), Ancient Greek (21.8%), Portuguese (20.8%), and Italian (20.1%). Another cluster showed declines between 10% and 20%: Modern Hebrew (17.6%), Chinese (13.1%), and French (11.1%). Several other languages experienced what could be called, in this context, less radical decreases: Latin (8.6%), Russian (7.4%), German (7.1%), Arabic (5.9%), and American Sign Language (2.3%).

Some languages whose enrollments fell between 2013 and 2016 show overall growth if we look at the decade-long span from 2006 to 2016. American Sign Language, Arabic, and Chinese, for example, demonstrated robust growth in recent censuses before 2016, resulting in an overall increase for the decade.

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The less commonly taught languages (LCTLs), which for the purpose of this study are defined as all languages not included in the top fifteen, remained flat, with aggregated enrollments of 34,747 in 2016 (compared with 34,746 in 2013). LCTL enrollments increased substantially (16.4%) between 2006 and 2009, then declined moderately (11.7%) between 2009 and 2013. LCTL course offerings can be fragile and transitory, since the programs tend to be small and may depend on a single instructor. In addition, they may not be taught every semester, and as a result our census may miss them. In 2016, one college in the West informed us that Navajo is taught only in the spring; if the course had been taught in the fall, approximately 20 additional enrollments would have been counted in the census.

In recent censuses, some institutions have begun to provide more finely grained reporting about LCTLs, listing language variants such as Levantine Arabic or Rabbinic Hebrew that they reported under Arabic or Biblical Hebrew in the past. Such detail is useful, but it also reduces the number of enrollments for the commonly taught languages Arabic, Ancient Greek, and Biblical Hebrew. As a way of balancing the benefits and disadvantages of aggregation and disaggregation, we have combined all variants of Arabic, Ancient Greek, and Biblical Hebrew in most of our tables and graphs but include disaggregated enrollment numbers in table 8, our detailed table of LCTLs; the disaggregated numbers are also available in the enrollment database.

In terms of percentages, between 2013 and 2016 the geographic distribution of enrollments has remained relatively stable (table 3a). Table 3b displays fall enrollments in 2009, 2013, and 2016 in each of the fifty states and in the District of Columbia. Four states recorded increases in enrollments in 2016: Indiana (8.0%), Georgia (6.6%), Idaho (2.6%), and Rhode Island (2.2%). Eight states and the District of Columbia had reported gains in 2013. Some state losses in 2016 were substantial: 28.0% in Oregon, 27.1% in North Dakota, 22.7% in Illinois, 20.2% in Wyoming, and 19.8% in Wisconsin.

What Works: Investing in Teacher Training

The University of Georgia regularly has the highest enrollments in Latin in the country. Most of the enrollments are at the elementary and intermediate levels, where the program continues to use a tried-and-true grammar-and-translation-based approach that follows *Wheelock's Latin*, *Thirty-Eight Latin Stories*, and *Ovid's Metamorphoses: A Reader for Students in Elementary College Latin*. Many other programs also use *Wheelock's* textbook and then turn to Ovid and other canonical authors but without the same impressive results. What is Georgia doing that is so effective? The answer is simple: teacher training and mentoring. Graduate students in the two-year MA program in Latin spend their entire first year in the course Latin Teaching Methods, which includes a review of the material covered in the elementary classes. They then become TAs in their second year and lead their own elementary Latin classes, where they continue to be mentored by the language coordinator. The cohort of TAs is responsible for all sections of the first-semester course, Latin 1001, the foundation of the program; faculty members teach all the courses above the introductory level.

Many of the TAs pursue careers as Latin teachers in middle school and high school programs. In lieu of a traditional master's thesis, students in the MA program in Latin produce teaching portfolios whose projects they can take to classrooms in the future. The department has a tradition of collaborating with K-12 Latin programs, chiefly high school programs, and engages with the National Junior Classical League and the Foreign Language Association of Georgia. This collaboration has helped the department recruit eager and excellent Latin students to the university from throughout the state.

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Trends in Language Enrollments

Table 4 shows the total number of fall enrollments in modern language courses in relation to the total number of students registered in postsecondary institutions in the United States. Students taking language courses, particularly majors, may enroll in more than one language class per semester and therefore may be counted more than once in our census. Thus numbers of students attending institutions of higher education and enrollments in language courses are not equivalent groupings. Nonetheless, the ratio of language course enrollments to total students registered in postsecondary institutions is a figure that over time can serve as an important indicator of student involvement in the study of languages.

The 2016 ratio stands at 7.5, a decline from 8.1 in 2013 and a continuation of the decline from the 9.1 ratio in 2006 (see also [fig. 5](#)). The 2016 ratio is less than half of what it was in 1960 and approaches the lowest ratio recorded, 7.3, in 1980. But since 1974 the ratio has hovered just above or below 8 per 100, so this number is within that range, and perhaps whatever follows it in the next census will be proven to remain within the norm. **Table 4** also shows that, while total postsecondary enrollments since 1960 have shown a growth index of 488.8, modern language enrollments in the same period have a growth index of 225.6. In other words, the growth in language enrollments has not kept pace with the increasing postsecondary population.

Table 5 presents fall language course enrollments in the fifteen most commonly taught languages for the fifty-eight-year span between 1958 and 2016. The percentage change between 1958 and 2016 for Arabic, Chinese, and Japanese is over 8,000%, but it is Korean, with a 53,500% increase, that has the highest percentage change. No percentage change over the long term can be calculated for American Sign Language, since it was not reported in 1958, or even as late as 1986. But, from reported enrollments of only 1,602 in 1990, it has grown to become the third most commonly taught language in colleges and universities in the United States.

Table 6 compares enrollments in the fifteen most commonly taught languages as percentages of total language enrollments and reveals relatively little change in the percentage share since 2013. In contrast, between 2009 and 2013 the percentage for American Sign Language increased by 1.5 percentage points, while the percentage for Spanish declined by 0.8 percentage points ([fig. 3a](#), [fig. 3b](#), and [fig. 3c](#) illustrate these trends).

Two- and Four-Year Institutions and Declining Enrollments

Are four-year institutions reducing their language programs and sending their students to nearby two-year institutions to take language courses? The data disprove this notion. If that were the case, then four-year institutions should show a disproportionately high drop in enrollments as compared with two-year institutions. **Table 2f** compares fall enrollments over time and shows that, on the contrary, two-year institutions have taken a disproportionate share of the decline. In the early years of the census, enrollments at two-year institutions grew faster than they did at four-year institutions, but then the growth slowed and eventually reversed itself. Between fall 2013 and fall 2016, enrollments declined by 7.3% at four-year institutions while declining by

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15.9% at two-year institutions. Over the wide span of time between 1959 and 2016, enrollments at two-year colleges increased by 547.3%, and those at four-year institutions increased by 128.9%. But over the last decade enrollments at two-year colleges declined by 20.9%, while those at four-year institutions declined by only 6.8%.

There are, however, notable exceptions that are not visible when looking at these broad trends. When a four-year institution and a neighboring community college establish an articulation program, for example, both can end up with healthy enrollments with no noticeable drop.

Other Institutional Characteristics and Declining Enrollments

In addition to comparing enrollments at two-year and four-year institutions, we looked at enrollments in relation to other institutional characteristics: by institutional size, by Carnegie Classification, by acceptance rate, and by control and affiliation (i.e., by public, private independent, and private religious categorizations). Although there were differences (for example, private religious institutions showed a smaller enrollment decline between 2013 and 2016 than public institutions or private independent institutions), the differences were not as pronounced as they were when looking at enrollments in two-year and four-year institutions ([table 2g](#), [table 2h](#), [table 2i](#), and [table 2j](#)).

Distribution of Enrollments by Institutional or Program Type

Tables 2a, 2b, and 2c explore distribution patterns in language enrollments in the top fifteen languages at each level of postsecondary instruction: in two-year colleges, in four-year undergraduate programs, and in graduate programs; [table 2d](#) looks at the levels in aggregate. Most languages at all three levels show declines between 2013 and 2016. [Table 2e](#) presents the distribution of language enrollments from 1959 to 2016 between those in two-year colleges and those in four-year undergraduate programs and graduate programs. The trend described in this table shows growth in the share of enrollments at the two-year level over four decades, with a decrease in that share beginning in 2006 and continuing through 2016.

What Works: Integrating Language and Culture

The [Department of German](#) at Georgetown University reported increased enrollments in fall 2016 for all three levels of study included in the census: introductory undergraduate (183, up from 176 in 2013 and 135 in 2009), advanced undergraduate (43, up from 28 in 2013 and 13 in 2009), and graduate (36, up from 34 in 2013 and 19 in 2009). Its [headline-making undergraduate curriculum](#) reflects the department's commitment to close [collaboration](#) between literary and cultural studies faculty members and colleagues with primary expertise in second language acquisition and linguistics. The [four-year curriculum](#) fully integrates language and content; it emphasizes developing cultural literacy and fostering [advanced language acquisition](#). The [revamped PhD program](#) prepares students for diverse career paths in and outside the academy, focusing on reimagining the dissertation beyond the monograph and reducing time to degree for all doctoral students to five years—goals that closely align with the recommendations set forth in the [2014 report of the MLA Task Force on Doctoral Study](#). The redesigned graduate program also reaffirms the department's long-standing practice of making teacher preparation an integral part of doctoral education and addresses the nexus between undergraduate and graduate curricula at institutions where PhD students routinely serve as TAs.

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Enrollments fell at two-year colleges in 2016 for all of the top fifteen languages but Japanese and Korean (table 2a); these are the same two languages that increased in overall enrollments (see table 1a and table 1b). However, Korean showed a larger increase at the two-year level (21.4%) than at the overall level (13.7%), while the increase in Japanese enrollments at the two-year level was very slight (0.3%), much lower than at the overall level (3.1%). Farsi/Persian, Hawai‘ian, and Vietnamese enrollments at the two-year level are sufficiently high so that those languages are among the fifteen most commonly taught at two-year institutions. They remain in this category even though they all suffered declines between 2013 and 2016: Hawai‘ian declined by 5.8%, while Farsi/Persian and Vietnamese had steeper declines of 30.3% and 24.0%, respectively. Over the entire span of the census, some languages have experienced astronomical growth at the two-year level: Arabic, for example, had 14 enrollments in 1959 and 4,701 enrollments in 2016, while Japanese enrollments increased from 69 to 14,625.

Between 2013 and 2016, undergraduate enrollments at four-year institutions fell in all but three of the fifteen most commonly taught languages (table 2b). As is the case at two-year institutions, enrollments in Japanese and Korean rose; the increases were 4.0% and 18.0%, respectively, echoing the rise in overall enrollments. In addition, undergraduate enrollments in American Sign Language increased by 3.9% at four-year institutions. In general, for languages that had declining enrollments, the percentage decline was greater at two-year institutions than at four-year institutions: for example, German declined by 18.6% at two-year institutions and by 5.5% at four-year institutions; the corresponding numbers for Arabic were 15.8% and 3.6%. Portuguese was an exception: it declined by 12.3% at two-year institutions and by 20.9% at four-year institutions.

The languages that showed increases in enrollments at the graduate level are not those that showed increases at the two-year or four-year undergraduate level. Between 2013 and 2016, graduate enrollments grew in Chinese by 6.5%, in Latin by 10.1%, and in Aramaic by 137.9% (table 2c). Several languages that have shown remarkable growth in overall enrollments in the last two censuses suffered severe declines in graduate enrollments between 2013 and 2016. Graduate enrollments in American Sign Language declined by 30.9%, those in Portuguese by 30.2%, and those in Korean by 69.9%. Given the undergraduate interest in these languages, the decline in graduate enrollments may lead to a shortage of teaching faculty in American Sign Language, Korean, and Portuguese.

Spanish enrollments fell at every institutional level for the second time in the history of the census, following an initial drop in 2013. Two-year institutions posted the largest decline (17.2%), from 200,984 in 2013 to 166,481 in 2016. Whereas Spanish graduate enrollments have fluctuated over the past several decades, four-year undergraduate enrollments in Spanish had risen steadily from 1974 to 2009, and two-year college Spanish enrollments had done the same between 1980 and 2009.

Spanish, French, German, Italian, and Russian have been the most prominent modern European languages in the American higher education curriculum for many decades. All have declined, but not in the same way. French, German, and Russian undergraduate enrollments fell precipitously in 1995 and have yet to recover.

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(In 2009, there were small increases in undergraduate enrollments in all three languages, but these gains have been lost in subsequent censuses.) Graduate enrollments in French, German, and Russian have been trending downward since 1990. Spanish, on the other hand, made a meteoric climb through 2009, then declined at all levels over the last two censuses. Italian has followed a similar path: although it suffered a decline on the undergraduate level in 1995, unlike French, German, and Russian it recovered and continued to grow, and like Spanish it began to decline only much later. Undergraduate Italian enrollments started to decline after the 2009 census, graduate enrollments after the 2002 census.

The data on the percentage of enrollment change show these trends. The last column in table 5 shows enrollment change from 1990 (the census before the 1995 decline occurred for French, German, Italian, and Russian) to 2016 for overall enrollments (two-year, four-year undergraduate, and graduate). French, German, and Russian enrollments declined by 35.7%, 39.7%, and 54.2%, respectively. Italian and Spanish, on the other hand, showed an overall increase for the time period, despite recent trends: Italian increased by 13.9% and Spanish by 33.3%.

Ancient Greek, Arabic, Biblical Hebrew, Modern Hebrew, and Portuguese enrollments declined at all institutional levels for which they were listed (Ancient Greek and Biblical Hebrew do not appear among the fifteen most commonly taught languages at two-year institutions, and Modern Hebrew does not appear among the fifteen most commonly taught at two-year institutions and for graduate courses).

Enrollments in Chinese at the two-year level declined for the second census in a row and also at the four-year undergraduate level after rising in 2013. They increased, however, at the graduate level, for the second census in a row. Japanese enrollments are even more mixed: two-year enrollments remain virtually unchanged since 2013, four-year enrollments have increased since 2013, and enrollments in graduate courses continue their decline, which began in 1998 after a steep sustained increase that started in 1980. Graduate enrollments in Japanese stand at 479 in 2016, down from 1,406 in 1995. Given the growth of Korean overall, it is not surprising that enrollments have increased at the undergraduate levels with almost no instances of decline over the decades. But Korean enrollments in graduate courses did fall, from 657 in 2013 to 198 in 2016.

Latin undergraduate enrollments fell, posting a 42.9% decline at the two-year level and an 8.1% decline at the four-year level. But Latin graduate enrollments increased by 10.1%, climbing to 1,032 from 937.

Despite the explosive growth of American Sign Language in the past several decades, enrollments declined at the two-year level and for graduate courses in 2016. At the two-year level, they declined for the second census in a row. But they increased at the four-year undergraduate level, from 56,065 in 2013 to 58,233 in 2016. The declines at the two-year and graduate levels, however, do not undo the long-term growth in American Sign Language, which has been enormous. As table 5 shows, from 1990 to 2016, enrollments in American Sign Language increased by 6,582.9%.

The drop in graduate enrollments in twelve of the fifteen most commonly taught languages is mirrored in a decreasing number of PhDs granted in language fields. The languages listed in the National Science Foundation's *Doctorate Recipients from*

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U.S. Universities in unaggregated form do not include all of the fifteen most commonly taught languages (they include Arabic, Chinese, French, Germanic, Italian, Japanese, Russian, and Spanish). But of those all except one showed a decline in the number of PhDs granted in the decade 2006–16. The exception was Italian, where the number grew by 13.3%. Even Chinese, which grew in graduate enrollments in 2016, showed a 10.5% decline. PhDs granted in other languages fell even more radically, by 44.4% in Arabic, 45.3% in Spanish, 50.0% in Russian, and 61.5% in Japanese. French and Germanic showed more moderate declines of 3.6% and 10.7%, respectively (*Doctorate Recipients*, table 13).

Ratio of Introductory to Advanced Undergraduate Enrollments

Beginning in 2006, the census included questions that track the distinctions between enrollments in introductory and advanced courses. For the purpose of the census, we define introductory enrollments as those in first- and second-year courses and advanced enrollments as those in third- and fourth-year courses. Enrollments in introductory classes may include a variety of tracks. In some institutions, enrollments in introductory classes reflect the presence of a language or a linguistic or cultural

What Works: Curricula that Respond to Student Needs

In 2016, Italian endured a 20.1% decline in enrollments—the greatest overall decline of any language in the top ten most commonly taught languages. There were warning signs in previous MLA censuses: Italian consistently recorded the highest ratio of introductory to advanced courses (e.g., 11:1 in 2013, double the ratio in the other West European languages), indicating that a far greater number of students were taking introductory rather than advanced courses. This imbalance raised concern about students' not progressing to proficiency and not completing degrees in Italian (i.e., not majoring in the language). To compensate for fewer students at higher levels of courses in the target language, many Italian programs have pivoted to an Italian studies model and now offer more courses in English at the advanced level. Programs in classics and Russian or Slavic often adopt a similar strategy.

But even in 2016, just over a third of the programs that report enrollments in Italian show stable or increased enrollments in courses taught in the language. How does a program maintain or build its numbers in a time of overall decline? The program in Italian at St. John's University in Queens, NY, has the largest enrollments in the country. Not surprisingly, it exemplifies many of the best practices that position a program for growth. It regularly offers a full array of courses, newfangled and traditional. There are courses on topics in cultural studies broadly understood, such as cinema, food, the Internet, music, and opera. And there are courses on mainstays of the literary canon, such as Dante, Boccaccio, the Renaissance, and modern Italian theater. There are also courses that build on the vocational possibilities of a degree in a language other than English, such as Italian for business, the art and skill of translation, and international internships. In short, colleagues at St. John's have developed a curriculum that responds to their students' needs, providing a range of courses on the Italian cultural tradition taught *in lingua*, as well as courses that emphasize career options, often offered in combination with other departments and programs. The takeaway is that a mix of curricular options for students is good. It certainly doesn't hurt that the St. John's administration embraces Italian Americans as a key constituency in its community relations.

We need to remind our students that the liberal arts major is not the same thing as a career, but we should point out that a degree in languages can offer interesting vocational possibilities. The faculty members at St. John's University get this. In addition to the traditional major in Italian (or French or Spanish), other tracks are mapped out for students with direct connections to work after graduation in accounting, international business, business administration, international communication, education, hospitality management, and library science. In some cases, a fifth year of specialized study can lead to a bachelor's degree in Italian or another language and a master's degree, for example, in library science.

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general education requirement. Advanced undergraduate language enrollments may lead to language minors and majors and may also reflect courses taken as a part of professional preparation, such as Spanish for the health professions, French for business, German for engineering, and so on. Although different languages require different time frames for attainment of competency levels, enrollment in advanced classes should indicate the beginning of a functional level of proficiency for most European languages. Languages such as Arabic, Chinese, Korean, and Russian require extended learning periods for most native speakers of English. Whichever language is under consideration, the census allows a longitudinal view that makes it possible to monitor relative changes in levels of ability for all languages. It is also possible to note institutional responses to students' changing interests in those languages.

One caveat should be noted in the discussion of introductory versus advanced enrollments: in most cases, numbers are reported to us not by language specialists but by institutional staff members responsible for maintaining records. Directors of institutional research, registrars, and designated staff members in the appropriate dean's office will generally distinguish introductory from advanced enrollments on the basis of course numbers; while these numerical designations are usually regularized, they are not universally transparent as an indication of course level. Languages taught at beginning levels in linguistics or anthropology departments, for instance, may not be assigned the numbers traditionally reserved for introductory courses (e.g., Linguistics 101 will be reserved for an introduction to linguistics). When introductory courses in American Sign Language are offered outside language departments, they may carry a course number that is associated with an upper-level course. In multilanguage departments, languages offered occasionally also may not receive the standard 101-102 or 201-202 designation.

Table 7 shows the fall 2016 undergraduate introductory and advanced enrollments for the fifteen most commonly taught languages and the aggregated LCTLs and provides a ratio of introductory to advanced enrollments; these comparisons are visualized in **figure 4**. The 5:1 ratio for French, German, Japanese, Korean, and Spanish, for example, indicates that for every five introductory enrollments there is one enrollment in an advanced course at the undergraduate level. The table also shows, for comparison, the ratios for 2009 and 2013.

With the notable exception of Korean, the most commonly taught languages showed decreasing enrollments at the advanced level between 2013 and 2016. Advanced enrollments in Korean increased from 2,212 in 2013 to 2,329 in 2016. In addition, Arabic maintained almost the same number of advanced enrollments between 2013 and 2016. In 2016, five languages and the aggregated LCTLs had a 4:1 or better ratio of introductory to advanced undergraduate enrollments (i.e., advanced classes made up 20% or more of all undergraduate enrollments): Biblical Hebrew (2:1), Chinese (3:1), Portuguese (3:1), Russian (3:1), Ancient Greek (4:1), and the aggregated LCTLs (4:1). Biblical Hebrew also had the greatest proportionate number of enrollments at the advanced level in 2013.

Five additional languages had a 5:1 ratio of introductory to advanced enrollments: French, German, Japanese, Korean, and Spanish. Arabic (7:1), Latin (7:1), Modern Hebrew (7:1), American Sign Language (9:1), and Italian (10:1) had the lowest

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percentages of enrollments at the advanced level in 2016—not surprising in American Sign Language and Arabic given the relative newness of programs in these two languages, whose solid enrollments at the introductory level will likely foster the creation of additional advanced courses in the years to come if additional faculty members are hired to support the growth in these languages. Likewise, the steady decline in the proportion of advanced enrollments in Korean—from a 3:1 ratio in 2009 to a 4:1 ratio in 2013 to a 5:1 ratio in 2016—may simply be a reflection of the remarkable recent growth in Korean enrollments: as large numbers of students begin to study at the introductory level, they skew the ratio, and in later years the ratio may readjust.

Comparison of the ratio of undergraduate enrollments at the introductory and advanced levels, moving from 2009 to 2013 to 2016, shows interesting trends. Only two languages, American Sign Language and Chinese, have steadily increased the proportion of advanced enrollments over the eight-year period. In four—Biblical Hebrew, French, German, and Korean—the ratio has decreased over this same period, marking a downward trend in advanced enrollments for these languages. The proportion of advanced enrollments to introductory enrollments in Modern Hebrew grew between 2009 and 2013 but then decreased between 2013 and 2016. Italian and the aggregated LCTLs did the opposite, decreasing then increasing in the same time periods. In 2016, Italian returned to the same ratio that it had in 2009 (10:1). The Italian differential between introductory and advanced undergraduate enrollments is the most marked; as can be seen from the numbers given above, the differential varies widely from one language to another.

Summer 2016 Enrollments

In 2016, the MLA conducted its third census of summer term enrollments (table 1c). If institutions had more than one summer term, we asked them to report combined enrollments for all summer terms. The total number of enrollments was 200,653 (previous reporting on summer terms showed 141,901 enrollments in 1969 and 137,615 in 1971). Summer language enrollments are not widespread: 981 institutions reported that they had no language enrollments in the summer; in contrast, only 219 reported no enrollments in the fall. It may be that limited funding (or the lack of funding) for summer study kept language enrollments low for the 2016 summer term. Since regulations prevented the use of federal assistance for summer courses at the time of data collection, one major source of potential funding was excluded (see *America's Languages* 28).

The summer does not appear to be the time when students explore the less commonly taught languages. Only 1.8% of summer enrollments were in the aggregated LCTLs (in the fall, the percentage was higher, at 2.5%). Instead, enrollments skew heavily toward Spanish, which constituted 61.6% of language enrollments in the summer as compared with 50.2% in the fall.

The languages most commonly taught in the summer are the same as in the fall, but their rankings are different. American Sign Language has the second-highest number of enrollments, ahead of French; other languages that shifted position are Chinese, Ancient Greek, Biblical Hebrew, Italian, Korean, Latin, Portuguese, and Russian.

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Names of Languages

Variations in usage by reporting institutions introduce occasional incongruities in the names of languages appearing in the censuses. From 1958 until recently, our practice was to use the name under which each language was reported to us, preserving slight variations in spelling on the principle that these frequently mark a significant social, cultural, or linguistic distinction to speakers or scholars of the language.

On a number of occasions, however, our consultants and specialists in the field made a case for combining certain language terms. They argued that, when enrollment numbers are scattered among different terms for the same language, an inaccurate picture is painted of the status of that language. For this reason we combined, for example, enrollments for Farsi and Persian under the term Farsi/Persian. Some speakers and linguists consider Filipino, Pilipino, and Tagalog distinct languages; others do not. After much discussion with experts in the field, we decided to use the combined term Filipino/Pilipino/Tagalog.

We did not combine language terms in all cases, however. The extent of difference between the Native American languages reported as Lakota and Dakota, project consultants tell us, may be in dispute among some linguists, but the distinction is important among communities of speakers, and so we report enrollments as they are reported to us. And, while some institutions list Dakota and Lakota as distinct languages, others tell us they teach Dakota/Lakota.

What Works: Community and Cross-Disciplinary Connections

America's Languages: Investing in Language Education for the Twenty-First Century, a report published by the American Academy of Arts and Sciences in 2017, recommends that the study of Native American languages be revitalized. Indeed, strong programs are already in place in which curricula designed for students of Native American and Amerindian languages are proving effective. Enrollments in Anishinabe, Cherokee, Ojibwa, and Tohono O'odham, among others, grew between 2013 and 2016. Navajo, the Native American language with the largest enrollments, was stable, showing only a negligible decrease from 854 in 2013 to 834 in 2016.

Quechua, also known as Kichwa, the Amerindian language used by the Incan empire at its height in the sixteenth century, is spoken today by over ten million people in the Andean Highlands of Bolivia, Peru, Ecuador, Argentina, and Columbia. In the United States, Quechua enrollments have doubled in a decade, from 55 in 2006 to 108 in 2016. While the absolute numbers are not large, the noticeable increase documents the growing interest in the language, which was taught at sixteen different institutions across eleven states in fall 2016. [Ohio State University](#) offers a sequence of courses from beginning through intermediate for students pursuing minors in Andean or Amazonian studies and for students complementing their work in Spanish, Portuguese, or other fields. At New York University, elementary and intermediate Quechua courses are offered for credit through the [Center for Latin American and Caribbean Studies](#), which benefits greatly from an outreach committee that organizes events that showcase the language. An alumnus of the university who served on the committee has established a [weekly radio show](#) in Quechua that connects with the greater New York community of Quechua speakers.

The Amerindian language K'iche' Mayan, also known as Quiché, is regularly offered to students at Duke University, Vanderbilt University, and the University of Virginia through a [partnership](#) that guarantees students four consecutive semesters of instruction in the language. Gathering in smart classrooms at all three campuses, students meet virtually in real time. Vanderbilt also offers undergraduate and graduate students a wide variety of [study abroad programs in Guatemala](#), where they can apply their study of the language to projects in fields from anthropology and archaeology to business and health.

We report enrollments individually in Danish, Norwegian, and Swedish, but we also report enrollments—as reported to us—in Scandinavian; we have checked with reporting institutions and know that more than one of these languages is being taught in courses under the regional designation.

Specialists in American Sign Language, Arabic, Biblical Hebrew, Chinese, Farsi/Persian, French, Greek and Latin, Italian, Japanese, Korean, Modern Hebrew, Filipino/Pilipino/Tagalog, Portuguese, Russian and other Slavic languages, Spanish, and Swahili responded to our requests to review data and nomenclature, and we have relied on their expert assistance to sort through a variety of language issues.⁴

Less Commonly Taught Languages (LCTLs)

For the purpose of this report, we characterize as less commonly taught all languages other than the top fifteen as listed in table 1a when speaking of languages at all program levels. The list of the top fifteen languages changes when we look at subsets, so that designation as an LCTL is specific to context (e.g., Hawai‘ian and Vietnamese are among the languages commonly taught in two-year colleges). Several LCTLs are among the languages commonly taught in two-year colleges. Several LCTLs are language variants that in earlier census years were reported in larger categories, some among the commonly taught languages; thus the list of LCTLs in table 8 includes enrollments in variants not reported until 2013, such as Ancient Aramaic and Egyptian Arabic.

A total of 310 LCTLs were offered in 2009, 2013, or 2016, as shown in table 8 (304 LCTLs were listed in the 2013 report, 244 in 2009). Programs in less commonly taught languages are sometimes short-lived: 29 LCTLs with enrollments in 2016 did not show enrollments in either of the previous two censuses, whereas 78 LCTLs offered in either one or both of the two previous census years were not offered in 2016. Of the 310 LCTLs, 85 were taught in only one reporting institution; at many institutions, extremely low enrollments suggest that study was organized without classroom instruction, perhaps in the form of tutorials, online instruction, or a combination of both.

At the same time, enrollments in several LCTLs recorded limited but solid continuing interest. Tables 9a–9d show data on the LCTLs within each region, presenting enrollments in selected years since 1974.

In Middle Eastern or African LCTLs (table 9a), total enrollments in 2016 reached over 2,000 in two languages, Aramaic and Farsi/Persian, and approached the 2,000 mark in one more, Swahili/Kiswahili. While some LCTLs appear and disappear from the historical enrollment record, these three languages, as well as Akkadian and Yoruba, have consistently shown enrollments in the census since 1958. The number of institutions that teach these languages varies (table 10): Akkadian was taught at only 17 institutions in 2016, while Farsi/Persian was taught at 73 and Swahili/Kiswahili was taught at 67. Both Aramaic and Yoruba were taught at 18 institutions. Some of the other Middle Eastern or African LCTLs are taught at only a few institutions: Malagasy first appeared in the census in 2013 and was taught at two institutions in 2016; Somali first registered enrollments in the census in 1983 and was taught at three institutions in 2016. Zulu has been listed in the census

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longer (since 1974, when it was taught at one institution) and is now taught at 11. Only three out of the fifteen Middle Eastern or African LCTLs suffered a decline in enrollments between 2013 and 2016, and collectively these LCTLs increased their enrollments by 28.3%, differing sharply from overall enrollment trends in 2016.

The top fifteen European LCTLs (table 9b), on the other hand, had an 18.0% decline in enrollments, almost double the overall decline of 9.2%. Only one language, Biblical Greek, had enrollments over 1,000; enrollments in the other fourteen languages ranged between 236 and 785. Individually, the European LCTLs follow three different trends. Dutch, Finnish, Modern Greek, and Polish all declined more or less along the lines that overall enrollments declined. Dutch and Modern Greek enrollments fell in 2013 and 2016, Polish started falling in 2009, and Finnish declined in 2016. Modern Greek enrollments in particular fell very sharply after having experienced a steep rise between 1995 and 2009: in 2016 they were less than half of what they were in 2009. Norwegian and Swedish have taken a different trajectory: since 1995 their enrollments have been remarkably steady. In the third category are four languages that have increasing enrollments: Czech rose by 12.9%, Irish by 12.7%, Romanian/Rumanian by 19.4%, and Yiddish by 61.4%. Romanian/Rumanian has climbed uninterrupted since 1995. The number of institutions that teach these LCTLs varies from a low of two institutions for Slavic languages to a high of 51 for Biblical Greek, but for almost half of the languages listed the number of institutions is between 10 and 20—for example, 19 for Czech, 11 for Finnish, and 18 for Norwegian.

Of the top fifteen Asian and Pacific LCTLs (table 9c), five have over 1,000 enrollments in 2016; the other ten range from 267 to 698. Almost half of these languages showed enrollment increases in 2016: Armenian, Burmese, Classical Chinese, Hindi-Urdu, Indonesian, Mandarin, and Thai. Some of the increases were considerable. Armenian rose by 63.6%, from 693 enrollments in 2013 to 1,134 in 2016. Enrollments in Thai and Urdu have zigzagged for the past four censuses, after steep growth in

What Works: Sharing Courses

To survive in the face of lower enrollments, language departments might consider sharing a single course across several campuses. This sort of collaborative distance-learning model of language education offers a sustainable solution to the teaching of all languages, especially the less commonly taught languages, for which low enrollments are the norm. The [Shared Course Initiative](#)—a collaborative project of Columbia University, Cornell University, and Yale University—has developed a synchronous, interactive, and learner-centered environment for course sharing: face-to-face instruction takes place in the institution where a course originates, and the course is shared through videoconferencing to students in the other two partnering institutions. The initiative leverages the resources of the three institutions to expand curricular offerings in languages, create professional development opportunities, and foster sustainable communities of practice among learners and instructors.

Instead of eliminating programs or requirements, colleges and universities should recommit to language instruction, taking advantage of blended learning programs to provide opportunities for advanced study in languages. Moreover, institutions of higher education should develop regional consortia that facilitate the sharing of language and other educational resources. Faculty members in German and Arabic from the thirteen colleges in the Great Lakes College Association have begun developing advanced undergraduate courses across campuses as part of the [Global Crossroads Shared Language Program](#). A [2017 symposium](#) sponsored by the Andrew W. Mellon Foundation showcased examples of consortia working to share courses. [Sunoikisis](#), a consortium of classics departments, provides guidance in sharing courses in classical languages and civilization.

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earlier censuses, while Filipino/Pilipino/Tagalog enrollments have had small declines since 2009. Enrollments in Cantonese, Hmong, and Turkish increased substantially in 2013, despite overall trends, but declined in 2016. Sanskrit, in contrast, has been declining since 2009. Growth in Vietnamese and Hindi was considerable through 2009 but was reversed in 2013 and 2016. The overall trend for Asian and Pacific LCTLs, however, is positive: enrollments increased by 4.7% between 2013 and 2016. The number of institutions that teach these LCTLs varies from eight for Burmese to 53 for Hindi, but more than half the languages listed are taught in 20 or more institutions—for example, Sanskrit (26), Turkish (47), and Vietnamese (45).

Among the top fifteen indigenous American languages (table 9d), only Hawai‘ian registered more than 1,000 enrollments; enrollments in the other fourteen languages ranged from 56 to 834 in 2016. Enrollments rose in nine of the languages, sometimes by a considerable percentage. Inupiaq enrollments, for example, increased by 240.9%, going from 22 in 2013 to 75 in 2016. But the languages with the highest enrollments declined (Hawai‘ian by 28.1% and Navajo by 2.3%). Because of the weight of these enrollments, overall enrollments for indigenous American languages declined between 2013 and 2016 by 8.4%. The number of institutions that teach these LCTLs is small. Blackfeet, Crow, and Tohono O‘odham are each taught at one institution; Inupiaq at two; and Anishinabe, Choctaw, and Kiowa at three. Four other languages are taught at fewer than ten institutions: Lakota (4), Muskogee/Maskoke/Creek (4), Dakota (6), and Cherokee (8). Only four indigenous American languages are taught at more than a handful of institutions. Hawai‘ian is taught at 15 institutions, Navajo is taught at 14, Quechua/Kichwa languages are taught at 16 institutions, and Ojibwa/Ojibway/Ojibwe is taught at 18.

Of the LCTLs for which enrollments were reported in fall 2016, 52 were offered at two-year institutions, 203 were offered in four-year undergraduate programs, and 108 were reported at the graduate level.

Enrollments fell in the LCTLs as a group by 1,380 (3.4%) between 2013 and 2016, but this change is not uniform across institutional types. Two-year institutions have taken the brunt of the decline, falling by 1,447 enrollments. In percentage terms, they fell by 24.6%, which is higher than the decline in overall enrollments for two-year institutions (see table 2f, which shows an overall decline of 15.9% in two-year enrollments between 2013 and 2016). Undergraduate four-year enrollments in the LCTLs, in contrast, rose slightly by 462 (1.6%). Graduate enrollments in LCTLs, like enrollments at two-year institutions, fell, but not as sharply. They declined by 395 enrollments, or 8.8%.

The apparent discrepancy between the 3.4% decline in LCTL enrollments as calculated using the numbers in table 8 and the 0.0% increase in LCTLs reported in table 1a results from differences in categorization. In table 1a (and in other tables in the report, except tables 8, 9a, 9b, and 10), various forms of Ancient Greek, Arabic, and Biblical Hebrew (such as Koine Greek, Moroccan Arabic, and Rabbinic Hebrew) are included in the categories of Ancient Greek, Arabic, and Biblical Hebrew; in other words, they are a part of the fifteen most commonly taught languages. Table 8 disaggregates all the enrollment data, and language categories such as Koine Greek, Moroccan Arabic, and Rabbinic Hebrew are included with the other LCTLs.

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It is important to repeat that enrollments represent course enrollments and not students; thus, for instance, 20 graduate enrollments in Czech might represent only 10 graduate students. Loss of even a few enrollments in an LCTL may signal a threat to a program at a particular institution, or even to the language if it is taught at only an institution or two. Furthermore, a single canceled class in a fall semester can make a language seem to disappear in some MLA enrollment census years.

The Number of Institutions Reporting Enrollments

Enrollment numbers are not the only measure of the health of the language field. Tables 10, 11a, 11b, and 11c, which track the number of institutions reporting enrollments over time, help illuminate the issue from another angle.

Table 11a shows increases in the number of institutions reporting enrollments in five of the fifteen most commonly taught languages in 1990, 2009, and 2016. Not surprisingly, they are American Sign Language, Arabic, Chinese, Korean, and Portuguese, all languages that have grown in enrollments in recent censuses. But, surprisingly, Japanese, which posted an increase in enrollments in 2016, shows a decline in the number of institutions reporting enrollments, from 711 in 2009 to 680 in 2016. The number of institutions reporting Ancient Greek, French, German, and Russian enrollments has fallen uninterrupted in the decades that table 11a describes. The number reporting German enrollments, for example, fell from 1,356 in 1990 to 1,111 in 2009 and then to 990 in 2016. For the remaining languages among the fifteen most commonly taught—Biblical Hebrew, Modern Hebrew, Italian, Japanese, Latin, and Spanish—the number of institutions reporting enrollments increased between 1990 and 2009, then fell between 2009 and 2016.

A more fine-grained look at the numbers, however, reveals some complexities. **Table 11b** shows the number of institutions reporting enrollments in the fifteen most commonly taught languages broken out for two-year institutions, four-year undergraduate institutions, and graduate programs. Of the languages that showed uninterrupted growth overall (American Sign Language, Arabic, Chinese, Korean, and Portuguese), four experienced declines at some institutional or program level. Between 2009 and 2016, American Sign Language, Arabic, Chinese, and Portuguese saw declines in the

What Works: Connecting Languages and Careers

A growing number of departments have created tracks, certificates, minors, or majors, often in conjunction with other departments and programs across campus, to appeal to students (and their parents) who want to be assured that a job will be waiting upon graduation. Illinois Wesleyan University's program in [Spanish and nursing](#) is designed to make it possible for nursing students to gain proficiency in Spanish through coursework on campus and abroad. [Bilingual health-care professionals](#) are very competitive on the job market. Other successful models that reorient the language major toward a profession include Iowa State University's [Languages and Cultures for Professions](#) and the University of Rhode Island's [International Engineering Program](#). [World Languages and Cultures](#) at Georgia State University has redefined itself as a department that emphasizes the importance of language skills, cultural competence, and career readiness for its students and seeks to attract first-generation students and students from underrepresented groups. South Dakota State University's [Workplace Intercultural Competence Certificate](#) provides a useful credential for students who combine coursework in basic management with the study of a language.

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number of institutions reporting enrollments at the two-year level. For the same period of time, American Sign Language, Arabic, and Portuguese showed declines at the graduate level. None of the declines were large (Arabic, for example, fell from 113 institutions to 106 at the two-year level), and four-year undergraduate programs—the largest institutional category—posted increases for all of these languages for 1990, 2009, and 2016. Japanese also experienced declines at the two-year level between 2009 and 2016, but it declined as well at four-year undergraduate institutions. In graduate programs, however, enrollments rose in 2016 from their low point in 2009. The consistent downward trend for Ancient Greek, French, German, and Russian remains the same when the numbers are divided by level, with the exception of a small increase in 2009 and a small decrease in 2016 at the graduate level in Ancient Greek. In Biblical Hebrew, Modern Hebrew, Italian, Japanese, Latin, and Spanish, no consistent upward or downward trend appears when institutions are broken out by level.

The most notable numbers in [table 11c](#) are those showing the percent of institutions reporting enrollments in American Sign Language, which climbed from only 1.0% in 1990 to 29.2% in 2009 and 34.0% in 2016. The percent of institutions with Arabic enrollments also rose significantly, from 5.7% in 1990 to 25.6% in 2016. The share of institutions reporting enrollments in French, German, and Russian fell considerably, while Ancient Greek experienced a small decrease. French declined from 76.5% to 63.5%, German from 56.5% to 42.5%, Russian from 26.1% to 17.4%, and Ancient Greek from 27.3% to 24.7%. The percent of institutions reporting enrollments in the fifteen most commonly taught languages varies widely, from the aforementioned 1.0% for American Sign Language in 1990 to 90.6% for Spanish in 2016, but for most languages the percent is in the range of 10 to 35 percent for the years covered in the table.

[Table 10](#) covers both commonly taught and less commonly taught languages and shows the number of institutions reporting enrollments in 2009, 2013, or 2016 by language. The total number of language programs has suffered a large decline: it is down by 651 programs since 2013. Between 2009 and 2013, the number remained relatively flat, with a decline of only one program. Losses occurred among commonly taught languages and among those less commonly taught. Among the less commonly taught languages, the number of institutions reporting Hindi declined by eight; for Thai the number was three, and for Yiddish it was five. A total of 78 less commonly taught languages represented by enrollments in 2009 or 2013 were not taught at any institution in 2016. For example, Dari/Afghan Persian, which was taught at three institutions in 2009, was taught at two institutions in 2013 and was not taught in 2016; Oneida was taught at two institutions in 2009 and at one institution in 2013 but was not taught in 2016. A total of 23 Indigenous American languages that were taught in 2009 or 2013 were not taught in 2016. Among the commonly taught languages, 56 fewer institutions reported Italian in 2016 than in 2013; in Arabic the number was 22, in Chinese it was 73, and in Latin it was 50.

Enrollments and the Number of Bachelor's Degrees Granted

An additional way to measure the health of the language field is to consider the number of degrees granted as an indicator of the number of majors in a given subject

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at an institution. **Table 13** uses data from the Integrated Postsecondary Education Data System (IPEDS) database to track the number of bachelor's degrees granted by four-year institutions in fourteen of the fifteen most commonly taught languages.⁵ The table lists the number of degrees granted to first and second majors in each language, and the number of institutions granting them, for 2009, 2013, and 2016; the final column shows the difference between 2013 and 2016 as a percent.⁶ Korean, one of the two languages of the fifteen most commonly taught that showed enrollment growth in 2016, demonstrated an 11.5% increase in degrees granted (from 52 in 2013 to 58 in 2016), while the number of institutions granting bachelor's degrees in Korean remained unchanged at six. Japanese, the other language to increase enrollments in 2016, saw a 17.5% decrease in degrees granted (from 899 in 2013 to 742 in 2016) despite the enrollment gains. The number of institutions, however, increased by one between 2013 and 2016.

Paralleling the decline in enrollments in the 2013 and 2016 censuses, none of the other languages showed increases in the number of institutions granting degrees or in degrees granted, except for three that experienced dramatic growth in recent decades: American Sign Language, Arabic, and Chinese. Between 2013 and 2016, the number of institutions granting degrees in Arabic increased by 27.3% and the number granting degrees in Chinese increased by 12.0%. American Sign Language showed growth both in the number of institutions granting degrees (which increased by 7.5%) and in the number of degrees granted (which rose by 19.2%). Institutions continue to build programs in these languages.

Ancient/Classical Greek, Modern Hebrew, and Latin suffered particularly steep declines (over 30% or more) both in the number of institutions granting degrees and in the number of degrees granted between 2013 and 2016. Among the remaining languages, French, Italian, and Russian experienced the most notable declines in the number of degrees granted, going down by 19.7%, 30.0%, and 20.0%, respectively.

Of course, the number of degrees granted is not equivalent to the number of majors, and in any given year some small departments may not have any majoring students who receive a degree. As a result, those departments are not included in the count of institutions in table 13 for that year.

Further Notes on Methodology

The total number of institutions that are included has declined over the course of the last several censuses, in part because of the consolidation of administrative offices. More and more often, colleges and universities with branch campuses provide comprehensive figures for all their campuses; in the past, branch campuses often reported separately.

We began collecting the enrollment data by contacting directors of institutional research or registrars. If they did not respond, we approached deans, provosts, or presidents of institutions. If we were unsuccessful in getting enrollment numbers through them, we contacted chairs of departments. If all else failed, we took enrollments from official institutional Web sites.⁷ We asked respondents to provide enrollments in credit-bearing "language courses and in all courses in which teaching or

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reading is primarily in a language other than English.”⁸ (We specifically mentioned reading because instructors of courses in classical languages conduct class discussion in English.) Institutional representatives had the option to respond on our Web site or by e-mail, mail, fax, or telephone. Between mid-October 2016 and mid-December 2016, we sent four rounds of census requests (two by postal mail and two by e-mail), and we started follow-up telephone calls in early January 2017, when we had 1,700 nonrespondents remaining out of the 2,669 institutions contacted. The data collection process was closed at the beginning of September 2017.

In late spring 2017, we invited specialists in several languages and language groups to review the data, with an eye to identifying possibly anomalous numbers or missing programs or institutions. From July through September 2017, following the advice of these consultants, we contacted omitted programs and recontacted institutions to verify data when necessary.⁹

While we were conducting the summer and fall 2016 censuses, a number of institutions noted inaccuracies in their 2013 data (and, to a lesser extent, in their earlier data). A few institutions also informed us of changes to their 2016 data after we published the preliminary report. We made these corrections, as well as other corrections, when we found discrepancies as we reviewed and analyzed the Language Enrollment Database. As a result, all tables and figures in this report contain the revised numbers, and the current report should be considered the definitive one, superseding all previous reports. In the context of over 23 million enrollments in all the censuses from 1958 to 2016, the revisions were small, and the overall picture is not altered greatly.

It has been the policy of the MLA to exclude for-profit institutions from the census, and the current institution list does so, but over the years some were inadvertently included. Enrollments at for-profit institutions from earlier census years remain in the historical enrollments database, since the database includes all institutions reporting at the time of each census.

We are aware that undercounting of enrollments occurs in certain circumstances. Yeshiva students necessarily study both Biblical Hebrew and Aramaic, but many yeshivas do not report enrollments in Aramaic. American Sign Language courses are often taught in departments other than traditional language departments, such as programs in special education, communication sciences, speech pathology, and social work. Registrars and directors of institutional research may not consider the data of such programs when they are completing our enrollment census.

In 2006 we began to collect enrollments separately for different levels of language courses. We defined the introductory level as first- and second-year language classes

What Works: Rewarding Interest

Institutions can create incentives that bring students into language programs. Mount Holyoke College offers a [Global Competence Award](#) (whose very name highlights three terms that catch a millennial’s attention) to students who have an interest in international studies but for whom it may not be the main focus of their study. The award, which has exceeded the administration’s expectations in generating interest in international studies on campus, requires three semesters of a language beyond the general requirement.

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and the advanced level as third- and fourth-year classes.¹⁰ Although this differentiation by year is rudimentary and disregards variations in requirements, curricular design, and language difficulty, it illuminates an important aspect of language study. Advanced enrollments include majors and indicate potential graduate students as well as individuals who have the capacity to use their language knowledge professionally.

Conclusion

The 2013 MLA census showed overall enrollments falling by 6.7%. At the time, it was not clear whether the drop represented an anomaly in the growth of language enrollments that had continued uninterrupted since 1998 or was the beginning of a sustained downward trend, something that had not happened since the 1970s. The 9.2% decline for fall 2016 clarifies any uncertainty.

The increases in Japanese and Korean enrollments are encouraging, but other indicators provide little reason for optimism when one considers the absolute numbers as a whole. Most striking, perhaps, is that the total number of enrollments in modern language courses in relation to the total number of students at postsecondary institutions in the United States fell to 7.5, almost matching the low point in 1980. One area of concern is the disproportionate drop in enrollments that has occurred at two-year institutions. The causes of—and solutions to—this trend are beyond the scope of the MLA enrollments reports, but we hope they will be explored by others in the field.

Another issue is the effect on language enrollments of course caps and minimums—that is, the minimum number of students required for a class to be offered. Several questions could be explored. Have minimums become more widespread? Has the minimum been increasing? What is the effect of minimums on the number of classes offered and on the continued existence of language programs, particularly programs other than Spanish, which has the highest enrollments?

A third potential area of investigation for researchers is whether the decline in enrollments for 2013 and 2016 may be attributable in part to the loss of government funding for international education. Combined funding for National Resource Centers, Foreign Language and Area Studies Fellowships, Title VI, and the Fulbright-Hays Program dropped from \$125,881,000 in 2010 to \$70,164,000 in 2016, a 44.3% decrease.¹¹ These issues and others are still to be understood.

Despite this bleak picture there are many institutions where programs are growing and departments are thriving. The programs cited throughout this report offer a variety of solutions to the challenging problem of supporting language enrollments.

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Notes

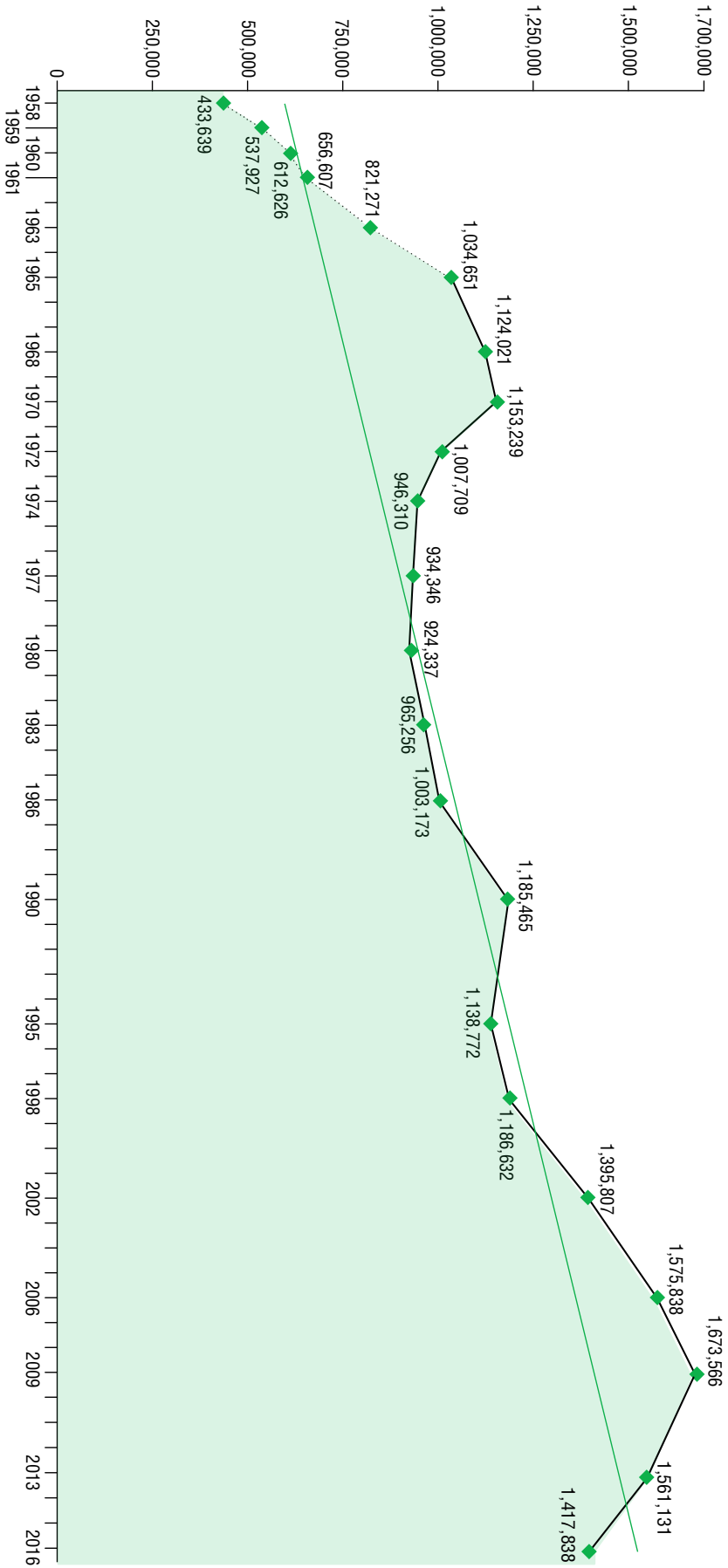
1. We thank the National Endowment for the Humanities for their grant and for their support of our work. Any views, findings, conclusions, or recommendations expressed in this report do not necessarily reflect those of the National Endowment for the Humanities.
2. We are grateful to our chief research assistant, David Rodriguez, who applied his research abilities, organizational skills, and diplomatic talent to the complex tasks of collecting and organizing the enrollment data and following up with nonresponding institutions. We are indebted to Terri Peterson, who gathered online data, followed up on consultants' feedback, and reviewed the functioning of the language database, and to Judy Strassberg, who provided much-needed technical expertise and contributed to the analysis of the data. Thanks also to Lydia Tang, who provided helpful expertise on innovative programs and departments. The difficult and repetitive task of contacting institutions was shared by Roy Chustek, Cindy Cohen, Raquel Cortés, Keith O'Dea, Michael Reilly, and Brenda Sample, and we thank them for their hard work and persistence. Thanks also to Christine Astor, Mara Naaman, and Annie Reiser, as well as to our interns, Dylan Bish and Tyler Walker.
3. The Language Map also displays the locations of speakers of four language groups designated by the United States Census: African languages, other Native North American languages (i.e., languages other than Navajo), other Pacific Island languages, and Scandinavian languages. Visitors can use the map to discover where languages in these groups are taught and to see enrollments in specific languages (such as Wolof, Xhosa, or Yoruba in the African languages group).
4. We extend our warm appreciation and gratitude to our consultants for their detailed review of the data and for their expert advice: Fabian Alfie, Kirk Belnap, Malcolm Compitello, Frederick Greenspahn, Raychelle Harris, Richard LaFleur, Ginger Marcus, Scott McGinnis, Pardis Minuchehr, Gilead Morahg, Alwiya Omar, Ben Rifkin, Kathleen Stein-Smith, Luiz Valente, and Hye-Sook Wang.
5. IPEDS does not provide numbers for Biblical Hebrew as distinct from Ancient Near Eastern and Biblical Languages, Literatures, and Linguistics.
6. We thank David Laurence, former director of research at the MLA, for calculating the statistics in table 13 and for his insightful comments on a number of issues related to the enrollment census and report.
7. Yeshivas do not have courses the way that most universities and colleges do, and all instruction includes Biblical Hebrew and Aramaic. As a result, some yeshivas give us their total institutional enrollments when reporting Biblical Hebrew and Aramaic language enrollments. Given these circumstances, the Higher Education Directory numbers for total institutional enrollments are sometimes the most accurate way to represent how many students study Biblical Hebrew and Aramaic at small yeshivas. For 2016, when we could not get a response from an institution, we took enrollments for some yeshivas from the 2016 Higher Education Directory.
8. View the census instrument at www.mla.org/Enrollment-Report.
9. Before asking the consultants to provide their feedback, we conduct our own assessment of the data. After collecting an institution's enrollments, we check the submitted numbers for accuracy. We compare the current enrollments for each language with those reported in past censuses, and, if the numbers show no dramatic increases or decreases and follow historical ratios of introductory-to-advanced enrollments, we confirm the reported enrollments. In the few instances where the numbers do not fall in line, we investigate further. If possible, we check reported enrollments against those available on an institution's Web site, contact the chairs of departments in which the target language is taught, and return to the original respondent with a request for clarification. Most departments and administrators are eager to ensure the accuracy of the reported enrollments and will respond variously with affirmations of the submitted count, updated numbers, and explanations for variations. When institutions do not respond to our follow-up queries, we accept the enrollments as originally reported.
10. In 2006, the census instrument asked for the number of enrollments in first- and second-year courses, in all other undergraduate courses, and in graduate courses. In 2009, 2013, and 2016, the census instrument asked for the number of enrollments in first- and second-year courses, in third- and fourth-year courses, and in graduate courses. This breakdown fits the course categorization of most but not all institutions. For example, undergraduate courses may be divided into a 1-2-3 rather than a 1-2-3-4 schema, intermediate courses may be counted variously as introductory or advanced, language instruction may begin at the 300 level, and 500-level courses may count both for advanced undergraduate credit and for graduate credit.
11. Because of a calculation error, the 2016 preliminary enrollment report had incorrect funding numbers (although they showed a similar decline). The correct numbers are provided in this report. We are very grateful to Miriam A. Kazanjian, Consultant for the Coalition for International Education, for providing the numbers and for alerting us to the error in the preliminary report. Data were obtained from the United States Department of Education and were verified by the International and Foreign Language Education office.

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- "Table 303.10: Total Fall Enrollment in Degree-Granting Postsecondary Institutions, by Attendance Status, Sex of Student, and Control of Institution: Selected Years, 1947 through 2026." *Digest of Education Statistics, 2016*, National Center for Education Statistics, Feb. 2017, nces.ed.gov/programs/digest/d16/tables/dt16_303.10.asp.

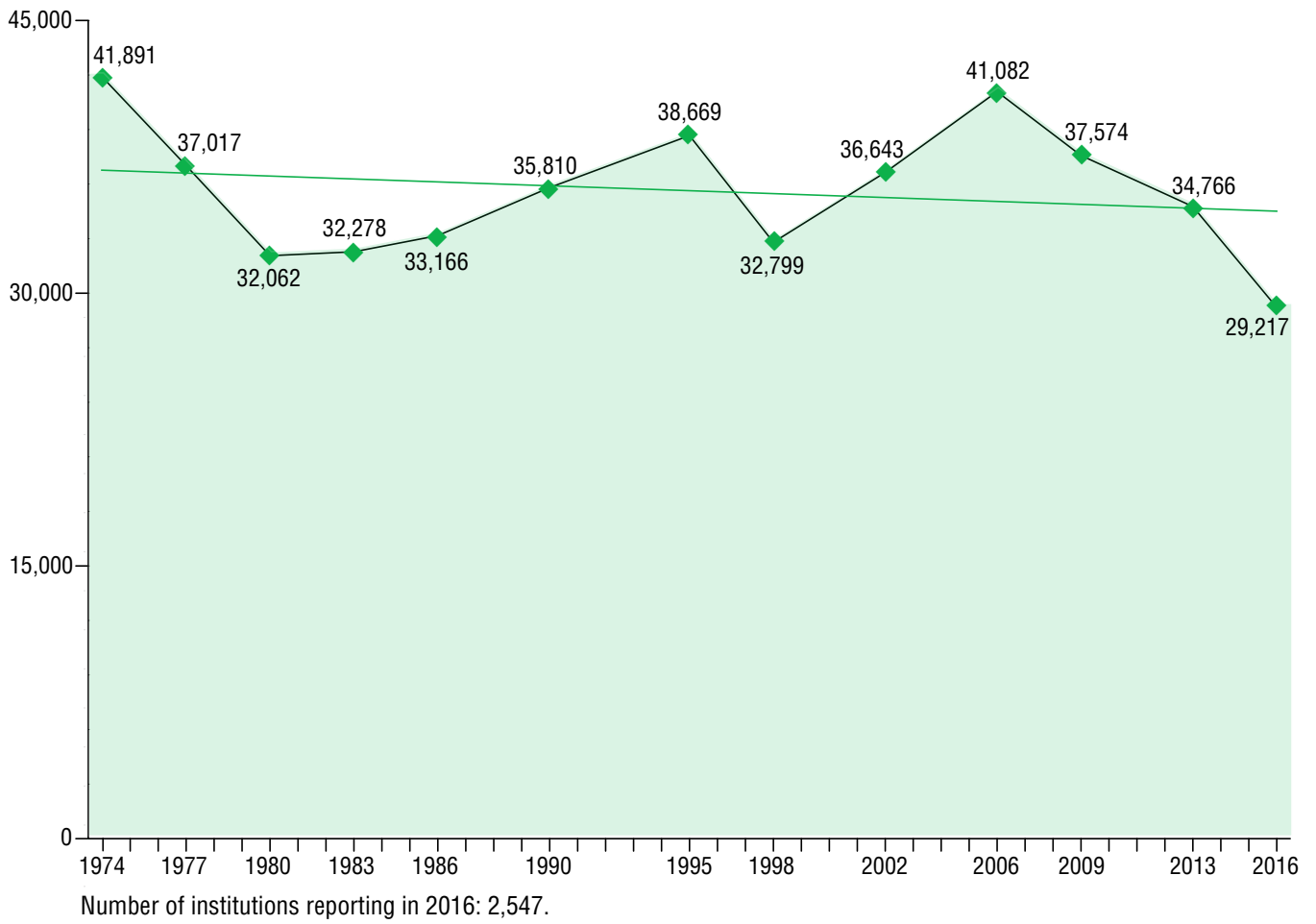
Fig. 1a
Fall Language Enrollments by Year



The dashed line indicates the period of time in which enrollments did not include Latin and Ancient Greek; the 1965 census was the first to include Latin and Ancient Greek. Number of institutions reporting in 2016: 2,547.

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Fig. 1b
Fall Graduate Language Enrollments in Selected Years



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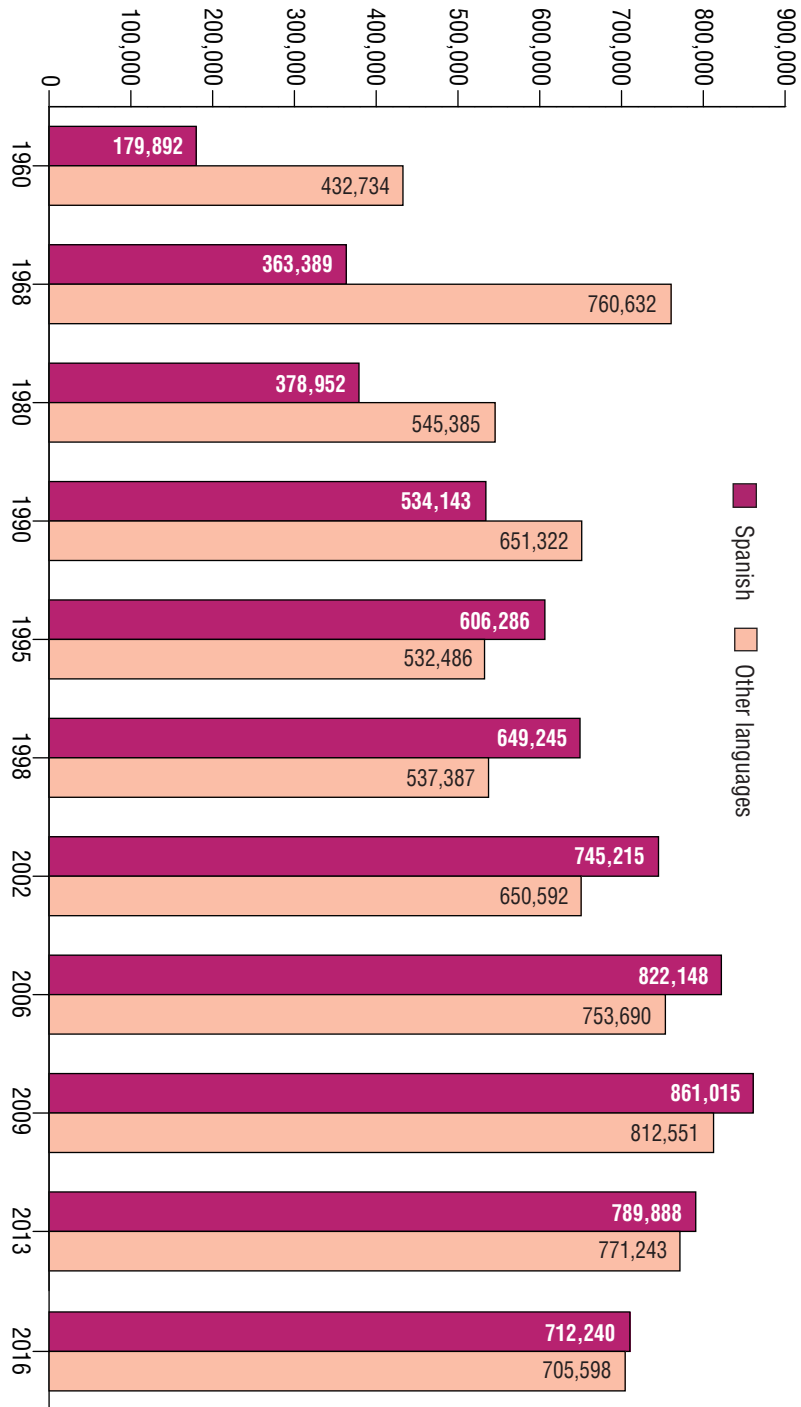


Fig. 2 Enrollments in Spanish Compared with Those of All Other Languages in Selected Years

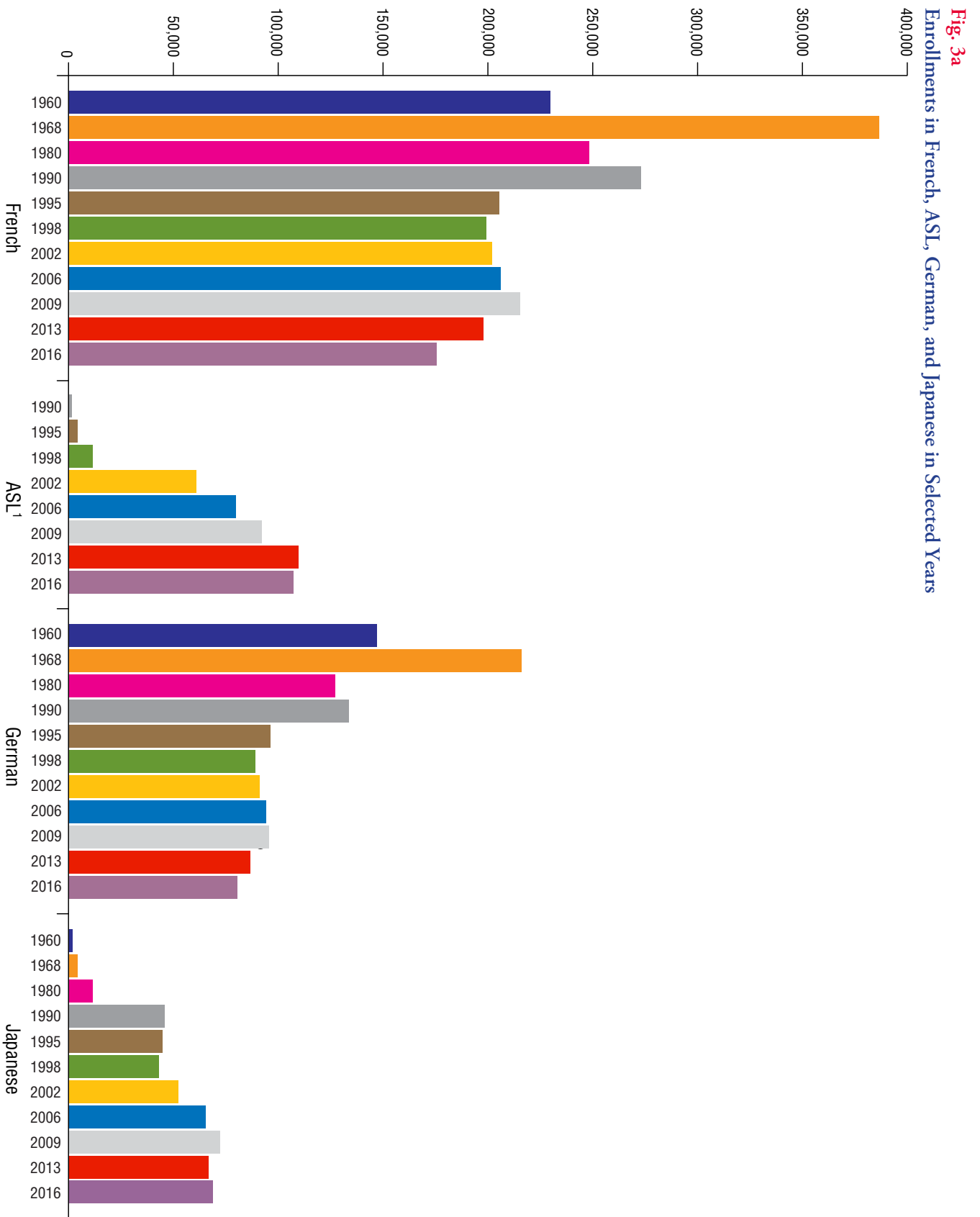


Fig. 3b
Enrollments in Italian, Chinese, Arabic, Latin, and Russian in Selected Years

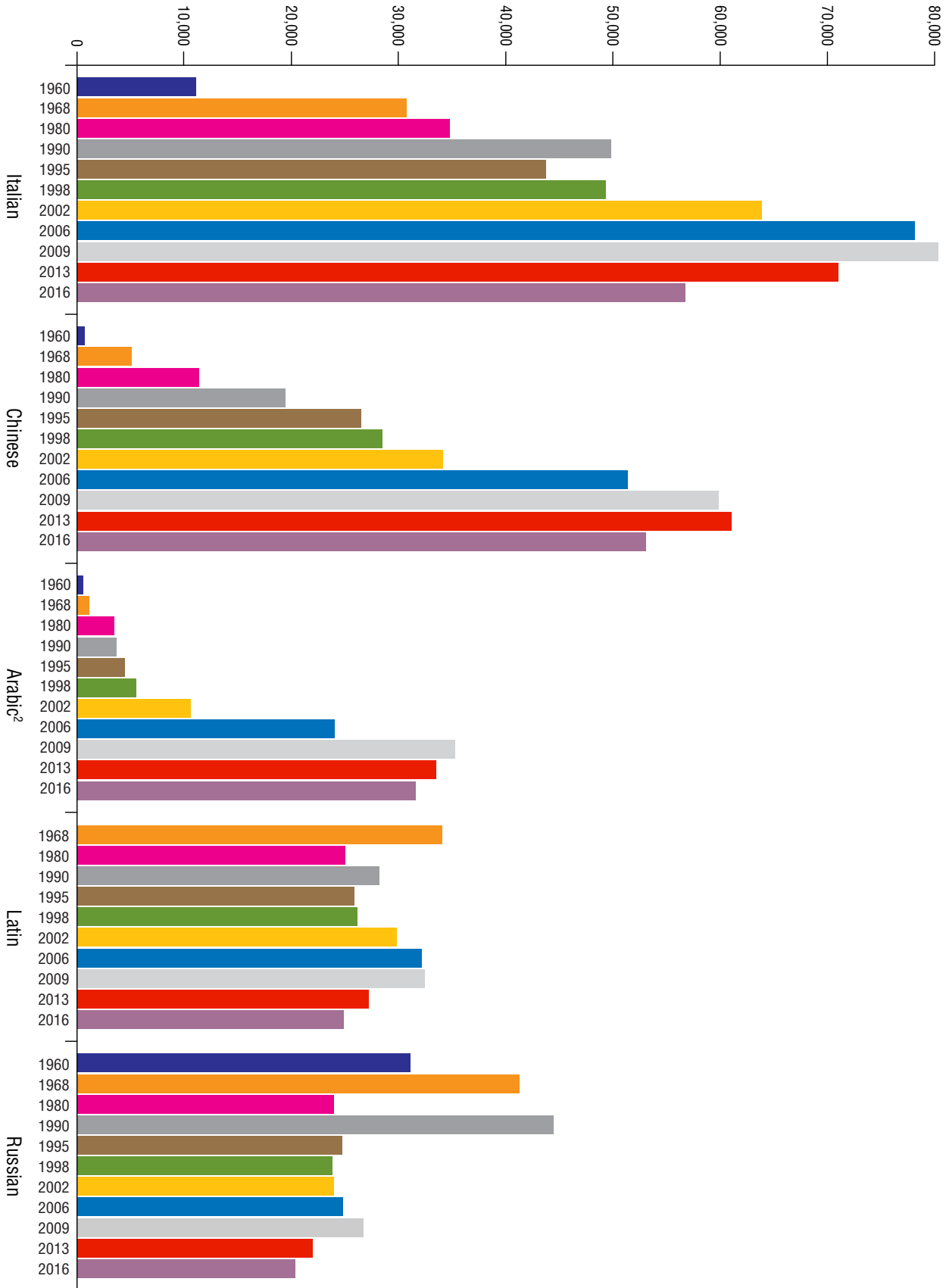
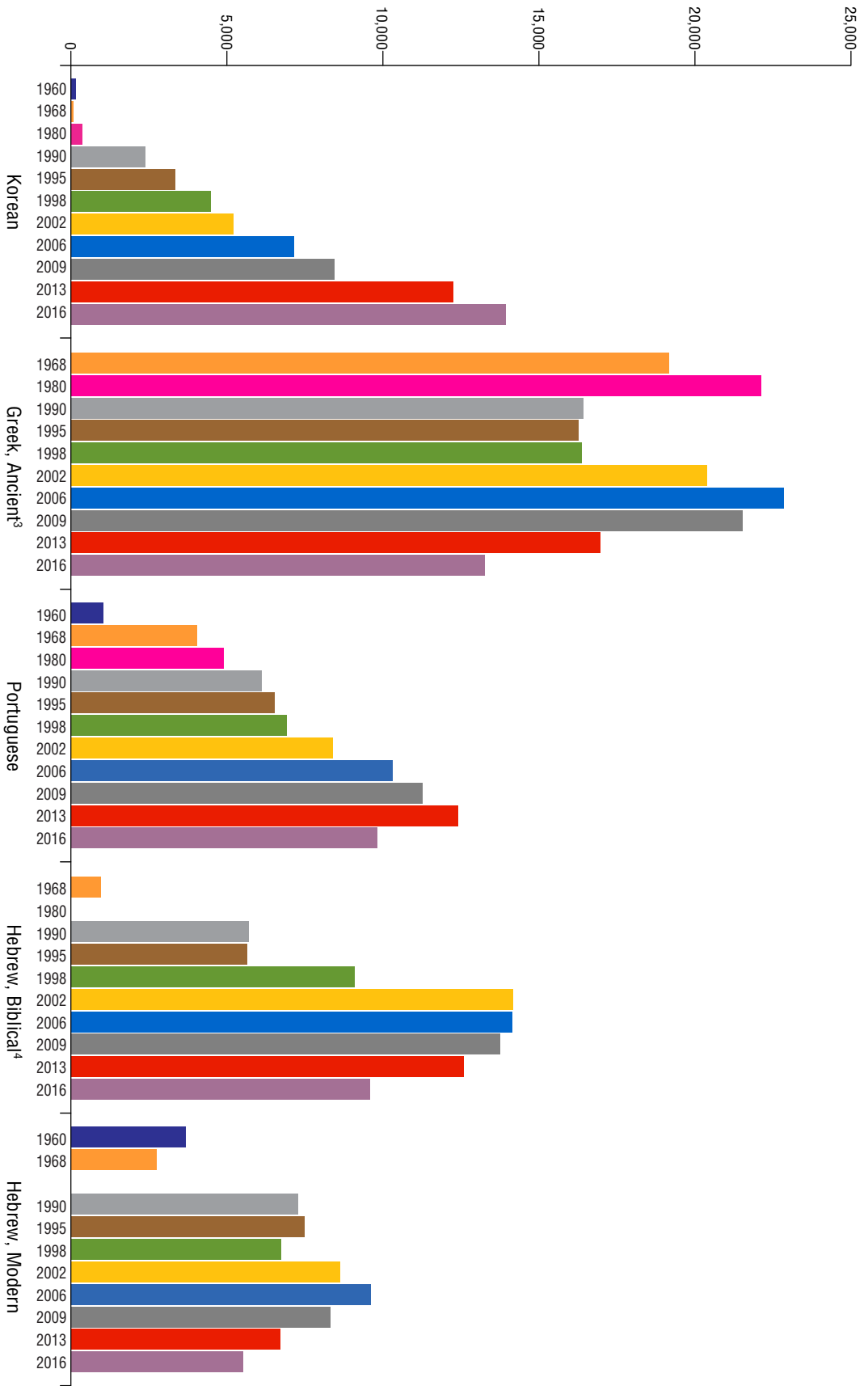


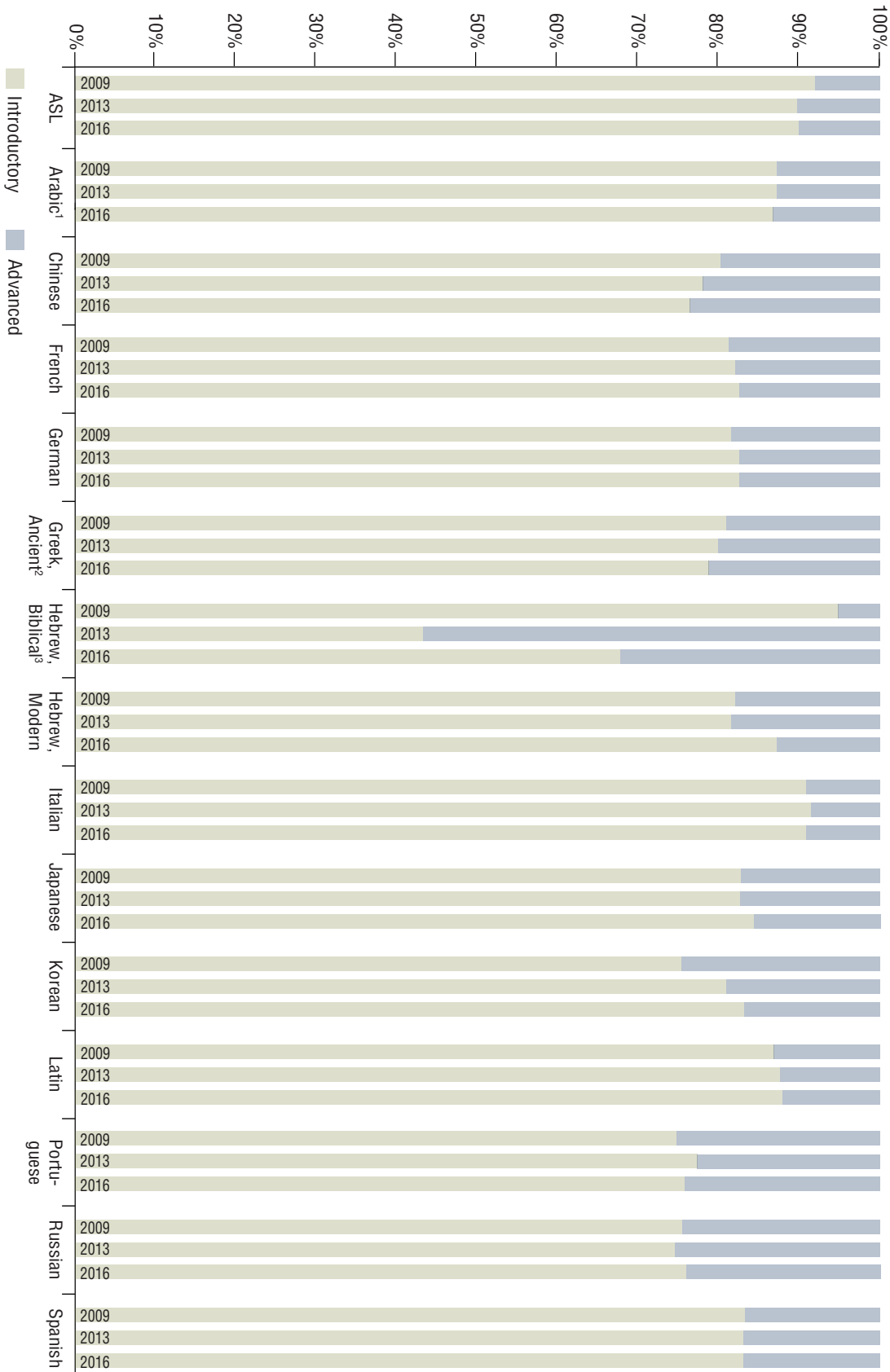
Fig. 3c
Enrollments in Korean, Ancient Greek, Portuguese, Biblical Hebrew, and Modern Hebrew in Selected Years



Number of institutions reporting in 2016: 2,547.

1. Before 1990, figures for ASL are not available.
2. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."
3. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament." Excludes enrollments reported under "Greek," "Greek and Latin," and "Greek and Latin." Enrollments in Ancient Greek were not included in the census until 1965.
4. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic." Excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern." Before 1986, some censuses combined Biblical Hebrew and Modern Hebrew enrollments under Hebrew.

Fig. 4 Percentages of Introductory and Advanced Undergraduate Fall Enrollments in the Top Fifteen Languages in 2009, 2013, and 2016

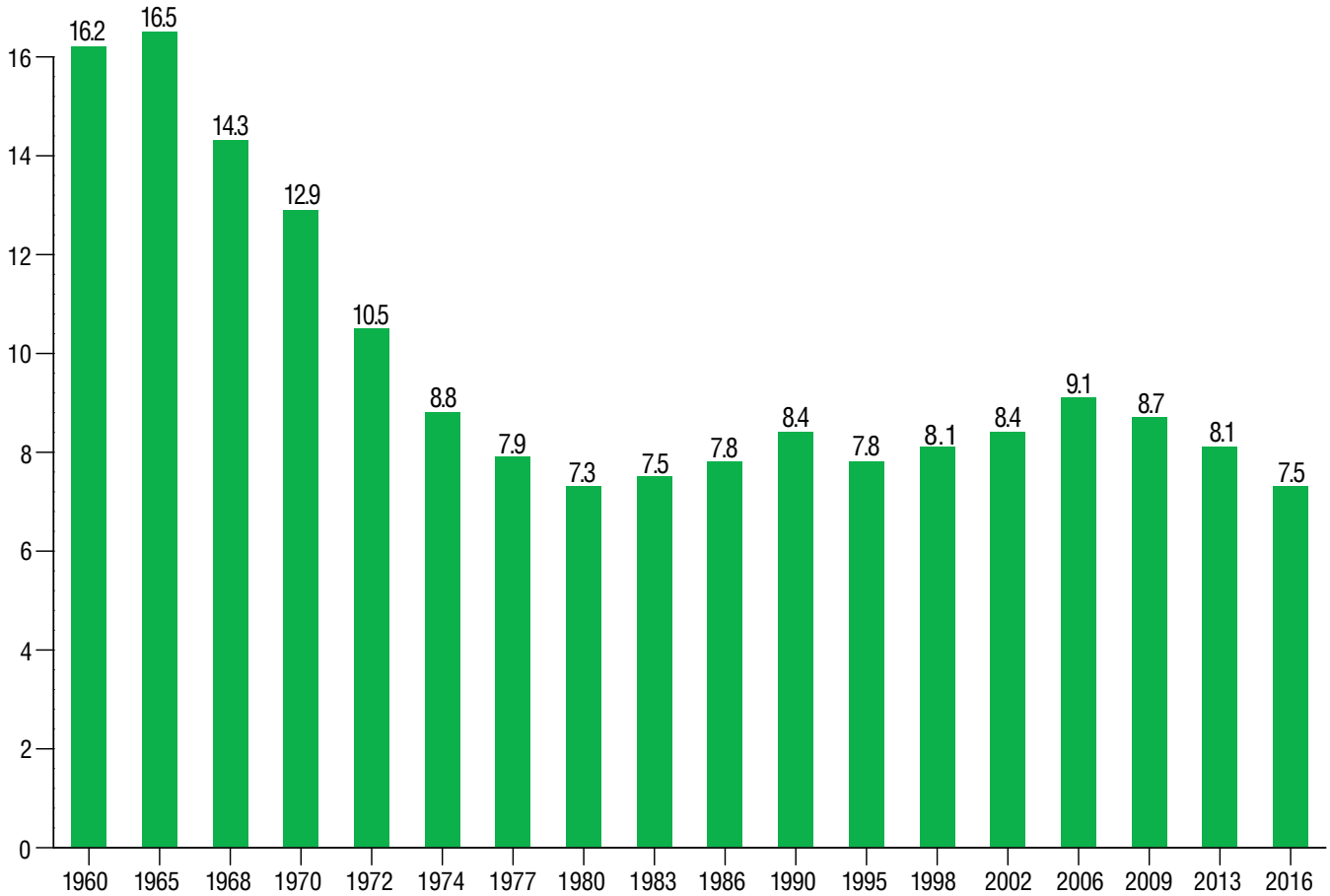


Number of institutions reporting in 2016: 2,547.

1. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Quranic," "Arabic, Sudanese," and "Arabic, Syrian."

2. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament." Excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."

3. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic." Excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern." Before 1986, some censuses combined Biblical Hebrew and Modern Hebrew enrollments under Hebrew.

Fig. 5**Modern Language Course Enrollments per 100 Students Enrolled in Colleges and Universities in the United States**

Number of institutions reporting in 2016: 2,547.

Table 1a
Fall Language Enrollments and Percentage Change (Languages in Descending Order of 2016 Enrollments)

	2006	2009	% Change, 2006–09	2013	% Change, 2009–13	2016	% Change, 2013–16
Spanish	822,148	861,015	4.7	789,888	–8.3	712,240	–9.8
French	206,019	215,244	4.5	197,679	–8.2	175,667	–11.1
American Sign Language	79,744	92,068	15.5	109,567	19.0	107,060	–2.3
German	94,146	95,613	1.6	86,782	–9.2	80,594	–7.1
Japanese	65,410	72,357	10.6	66,771	–7.7	68,810	3.1
Italian	78,176	80,322	2.7	70,982	–11.6	56,743	–20.1
Chinese	51,382	59,876	16.5	61,084	2.0	53,069	–13.1
Arabic ¹	24,010	35,228	46.7	33,526	–4.8	31,554	–5.9
Latin	32,164	32,446	0.9	27,209	–16.1	24,866	–8.6
Russian	24,784	26,740	7.9	21,979	–17.8	20,353	–7.4
Korean	7,146	8,449	18.2	12,256	45.1	13,936	13.7
Greek, Ancient ²	22,842	21,515	–5.8	16,961	–21.2	13,264	–21.8
Portuguese	10,310	11,273	9.3	12,407	10.1	9,827	–20.8
Hebrew, Biblical ³	14,137	13,764	–2.6	12,596	–8.5	9,587	–23.9
Hebrew, Modern	9,620	8,307	–13.6	6,698	–19.4	5,521	–17.6
Other Languages	33,800	39,349	16.4	34,746	–11.7	34,747	0.0
Total	1,575,838	1,673,566	6.2	1,561,131	–6.7	1,417,838	–9.2

Number of institutions reporting in 2016: 2,547.

1. Includes enrollments reported under “Arabic,” “Arabic, Algerian,” “Arabic, Classical,” “Arabic, Egyptian,” “Arabic, Gulf,” “Arabic, Iraqi,” “Arabic, Levantine,” “Arabic, Modern Standard,” “Arabic, Moroccan,” “Arabic, Qur’anic,” “Arabic, Sudanese,” and “Arabic, Syrian.”
2. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”
3. Includes enrollments reported under “Hebrew, Biblical,” “Hebrew, Classical,” and “Hebrew, Rabbinic.” Excludes enrollments reported under “Hebrew” and “Hebrew, Biblical and Modern.”

Table 1b
Fall Language Enrollments and Percentage Change (Languages in Alphabetical Order)

	2006	2009	% Change, 2006–09	2013	% Change, 2009–13	2016	% Change, 2013–16
American Sign Language	79,744	92,068	15.5	109,567	19.0	107,060	-2.3
Arabic ¹	24,010	35,228	46.7	33,526	-4.8	31,554	-5.9
Chinese	51,382	59,876	16.5	61,084	2.0	53,069	-13.1
French	206,019	215,244	4.5	197,679	-8.2	175,667	-11.1
German	94,146	95,613	1.6	86,782	-9.2	80,594	-7.1
Greek, Ancient ²	22,842	21,515	-5.8	16,961	-21.2	13,264	-21.8
Hebrew, Biblical ³	14,137	13,764	-2.6	12,596	-8.5	9,587	-23.9
Hebrew, Modern	9,620	8,307	-13.6	6,698	-19.4	5,521	-17.6
Italian	78,176	80,322	2.7	70,982	-11.6	56,743	-20.1
Japanese	65,410	72,357	10.6	66,771	-7.7	68,810	3.1
Korean	7,146	8,449	18.2	12,256	45.1	13,936	13.7
Latin	32,164	32,446	0.9	27,209	-16.1	24,866	-8.6
Portuguese	10,310	11,273	9.3	12,407	10.1	9,827	-20.8
Russian	24,784	26,740	7.9	21,979	-17.8	20,353	-7.4
Spanish	822,148	861,015	4.7	789,888	-8.3	712,240	-9.8
Other languages	33,800	39,349	16.4	34,746	-11.7	34,747	0.0
Total	1,575,838	1,673,566	6.2	1,561,131	-6.7	1,417,838	-9.2

Number of institutions reporting in 2016: 2,547.

1. Includes enrollments reported under “Arabic,” “Arabic, Algerian,” “Arabic, Classical,” “Arabic, Egyptian,” “Arabic, Gulf,” “Arabic, Iraqi,” “Arabic, Levantine,” “Arabic, Modern Standard,” “Arabic, Moroccan,” “Arabic, Qur’anic,” “Arabic, Sudanese,” and “Arabic, Syrian.”
2. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”
3. Includes enrollments reported under “Hebrew, Biblical,” “Hebrew, Classical,” and “Hebrew, Rabbinic.” Excludes enrollments reported under “Hebrew” and “Hebrew, Biblical and Modern.”

Table 1c
Summer 2016 Language Enrollments (Languages in Descending Order of Totals)

	Number	Percentage
Spanish	123,672	61.6
American Sign Language	18,970	9.5
French	17,467	8.7
German	7,204	3.6
Japanese	6,419	3.2
Chinese	5,033	2.5
Italian	4,968	2.5
Arabic ¹	4,184	2.1
Russian	2,691	1.3
Greek, Ancient ²	1,588	0.8
Latin	1,434	0.7
Korean	1,136	0.6
Hebrew, Biblical ³	987	0.5
Portuguese	769	0.4
Hebrew, Modern	484	0.2
Other Languages	3,647	1.8
Total	200,653	100.0

Number of institutions reporting: 2,527.

1. Includes enrollments reported under “Arabic,” “Arabic, Algerian,” “Arabic, Classical,” “Arabic, Egyptian,” “Arabic, Gulf,” “Arabic, Iraqi,” “Arabic, Levantine,” “Arabic, Modern Standard,” “Arabic, Moroccan,” “Arabic, Qur’anic,” “Arabic, Sudanese,” and “Arabic, Syrian.”
2. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”
3. Includes enrollments reported under “Hebrew, Biblical,” “Hebrew, Classical,” and “Hebrew, Rabbinic.” Excludes enrollments reported under “Hebrew” and “Hebrew, Biblical and Modern.”

Table 2a
Fall Language Enrollments in the Fifteen Most Commonly Taught Languages in Two-Year Institutions in Selected Years (Languages in Descending Order of 2016 Totals)

	1959	1970	1980	1990	1995	2002	2006	2009	2013	2016	% Change, 2013-16	% Change, 1959-2016
Spanish	17,345	75,934	94,631	133,376	160,843	212,867	223,976	234,208	200,984	166,481	-17.2	859.8
American Sign Language ¹				1,140	3,394	37,888	44,628	51,826	50,861	47,002	-7.6	—
French	15,664	45,801	37,174	44,133	29,900	32,960	31,369	34,931	31,380	25,171	-19.8	60.7
Japanese	69		2,619	10,308	9,372	12,585	15,694	17,900	14,587	14,625	0.3	21,095.7
German	9,072	23,284	16,017	19,042	11,444	11,611	12,067	11,964	9,630	7,841	-18.6	-13.6
Italian	376	4,437	5,706	8,350	6,450	10,962	12,824	13,440	10,951	7,462	-31.9	1,884.6
Chinese	68		1,698	3,506	4,415	6,185	8,453	9,188	8,473	6,672	-21.3	9,711.8
Arabic ²	14		194	423	196	1,848	4,411	6,245	5,582	4,701	-15.8	33,478.6
Korean			42	141	169	1,055	1,244	1,079	1,377	1,672	21.4	—
Russian	1,534	1,690	974	3,472	1,900	2,642	2,385	2,613	1,957	1,488	-24.0	-3.0
Vietnamese			50	169	489	1,185	1,203	1,465	1,079	820	-24.0	—
Hawaiian			193	299	635	667	549	556	669	630	-5.8	—
Portuguese			407	365	462	724	800	968	700	614	-12.3	—
Latin		716	517	909	814	998	936	1,401	906	517	-42.9	—
Farsi/Persian			2			328	629	652	541	377	-30.3	—

¹This table lists the fifteen most commonly taught languages at two-year colleges as of fall 2016.

²1. Figures for ASL are not available before 1990.

2. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."

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Table 2b
Fall Undergraduate Language Enrollments in the Fifteen Most Commonly Taught Languages in Four-Year Institutions in Selected Years (Languages in Descending Order of 2016 Totals)

	1958	1974	1980	1990	1995	2002	2006	2009	2013	2016	% Change, 2013-16	% Change, 1958-2016
Spanish	123,760	265,179	276,900	391,972	434,507	522,414	587,249	615,339	579,782	537,940	-7.2	334.7
French	153,539	209,632	205,477	221,862	168,642	164,425	169,940	176,146	163,162	147,735	-9.5	-3.8
German	104,189	127,639	106,578	110,208	80,638	76,690	79,011	81,183	75,293	71,118	-5.5	-31.7
American Sign Language ¹				439	852	22,772	34,348	39,407	56,065	58,233	3.9	—
Japanese		7,063	8,521	34,635	33,945	38,723	48,874	53,794	51,622	53,706	4.0	—
Italian		9,202	26,625	28,254	40,657	36,275	51,898	64,358	66,127	59,387	-18.1	428.7
Chinese		8,328	9,048	15,090	21,014	27,034	41,725	49,641	51,461	45,172	-12.2	—
Arabic ²		1,614	2,862	2,874	3,807	8,205	18,643	28,202	27,288	26,301	-3.6	—
Latin		23,543	23,727	26,311	24,043	27,798	30,189	29,998	25,366	23,317	-8.1	—
Russian	14,896	29,018	21,776	39,291	21,405	20,509	21,645	23,523	19,413	18,341	-5.5	23.1
Korean		67	322	2,188	2,943	4,045	5,665	7,018	10,222	12,066	18.0	—
Greek, Ancient ³		18,640	17,106	11,420	11,809	14,253	16,352	15,942	11,573	9,174	-20.7	—
Portuguese		4,512	4,192	5,421	5,359	7,174	9,033	9,871	11,193	8,854	-20.9	—
Hebrew, Biblical ⁴				2,432	2,458	9,016	8,515	8,539	7,943	5,977	-24.8	—
Hebrew, Modern				6,128	6,401	7,683	8,442	7,498	6,121	5,041	-17.6	—

This table lists the fifteen most commonly taught languages at four-year colleges as of fall 2016.

1. Figures for ASL are not available before 1990.

2. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."

3. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament"; excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."

4. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic"; excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern." Before 1986, some censuses combined Biblical Hebrew and Modern Hebrew enrollments under Hebrew.

Table 2c
Fall Graduate Language Course Enrollments (Languages in Descending Order of 2016 Totals)

	1974	1977	1980	1990	1995	1998	2002	2006	2009	2013	2016	% Change, 2013-16	% Change, 1974-2016
Spanish	9,577	8,895	7,421	8,795	10,936	9,019	9,934	10,923	11,468	9,122	7,819	-14.3	-18.4
Greek, Ancient ¹	5,015	5,304	4,823	4,749	4,385	4,464	6,032	6,429	5,511	5,334	4,084	-23.4	-18.6
Hebrew, Biblical ²				3,243	2,922	3,349	5,131	5,580	5,223	4,651	3,606	-22.5	—
French	9,142	6,883	5,652	7,121	6,809	4,847	4,600	4,710	4,167	3,137	2,761	-12.0	-69.8
American Sign Language ³				23	58	163	121	768	835	2,641	1,825	-30.9	—
German	5,688	4,766	4,420	4,344	4,181	2,933	2,799	3,068	2,466	1,859	1,635	-12.0	-71.3
Chinese	1,108	758	620	831	1,042	1,220	934	1,204	1,047	1,150	1,225	6.5	10.6
Latin	1,163	1,009	775	958	1,040	894	1,045	1,039	1,047	937	1,032	10.1	-11.3
Aramaic ⁴	214	299	100	143	101	59	389	726	345	380	904	137.9	322.4
Italian	1,144	934	833	817	1,035	921	1,039	994	755	644	634	-1.6	-44.6
Arabic ⁵	308	353	415	386	441	445	531	956	781	656	552	-15.9	79.2
Russian	1,781	1,382	1,237	1,713	1,424	964	770	754	604	609	524	-14.0	-70.6
Japanese	867	515	376	887	1,406	1,356	930	842	663	562	479	-14.8	-44.8
Portuguese	370	372	295	332	710	488	487	477	434	514	359	-30.2	-3.0
Korean	20	6	1	46	231	309	111	237	352	657	198	-69.9	890.0

This table lists the fifteen most commonly taught languages at the graduate level as of fall 2016.

Number of institutions reporting in 2016: 2,547.

1. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament." Excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."
2. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic." Excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern." Before 1986, some censuses combined Biblical Hebrew and Modern Hebrew enrollments under Hebrew.
3. Figures for ASL are not available before 1990.
4. Includes enrollments reported under "Aramaic," "Aramaic, Ancient," "Aramaic, Biblical," and "Aramaic, Rabbinic/Talmudic/Targumic."
5. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."

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Table 2d
Total Fall Language Enrollments by Institutional Level in Selected Years

	Two-Year	Four-Year Undergraduate	Graduate	Total
1974	154,713	749,706	41,891	946,310
1977	163,464	733,824	37,017	934,305
1980	162,716	729,559	32,062	924,337
1983	163,023	769,886	32,278	965,187
1986	161,683	808,324	33,166	1,003,173
1990	227,625	922,030	35,810	1,185,465
1995	233,123	866,980	38,669	1,138,772
1998	243,096	910,737	32,799	1,186,632
2002	337,304	1,021,860	36,643	1,395,807
2006	364,980	1,169,776	41,082	1,575,838
2009	393,050	1,242,942	37,574	1,673,566
2013	343,245	1,183,120	34,766	1,561,131
2016	288,741	1,099,880	29,217	1,417,838

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Table 2e
Percentage of Fall Language Enrollments by Institutional
Level in Selected Years

	Two-Year	Four-Year Undergraduate and Graduate
1959	8.3	91.7
1960	8.5	91.5
1963	9.1	90.9
1965	10.5	89.5
1968	11.6	88.4
1970	14.0	86.0
1972	15.1	84.9
1974	16.3	83.7
1977	17.5	82.5
1980	17.6	82.4
1983	16.9	83.1
1986	16.1	83.9
1990	19.2	80.8
1995	20.5	79.5
1998	20.5	79.5
2002	24.2	75.8
2006	23.2	76.8
2009	23.5	76.5
2013	22.0	78.0
2016	20.4	79.6

Enrollments at institutions with no recorded institutional level are not included.

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Table 2f
Percentage Change in Fall Language Enrollments by Institutional Level in Selected Years

	Two-Year Colleges		Four-Year Undergraduate and Graduate Institutions	
	Enrollments	% Change	Enrollments	% Change
1959	44,609	—	493,318	—
1960	52,099	16.8	560,527	13.6
1963	72,737	39.6	728,892	30.0
1965	109,019	49.9	925,632	27.0
1968	129,852	19.1	994,169	7.4
1970	155,154	19.5	952,333	-4.2
1972	151,878	-2.1	855,831	-10.1
1974	154,713	1.9	791,597	-7.5
1977	163,464	5.7	770,841	-2.6
1980	162,716	-0.5	761,621	-1.2
1983	163,023	0.2	802,164	5.3
1986	161,683	-0.8	841,490	4.9
1990	227,625	40.8	957,840	13.8
1995	233,123	2.4	905,649	-5.4
1998	243,096	4.3	943,536	4.2
2002	337,304	38.8	1,058,503	12.2
2006	364,980	8.2	1,210,858	14.4
2009	393,050	7.7	1,280,516	5.8
2013	343,245	-12.7	1,217,886	-4.9
2016	288,741	-15.9	1,129,097	-7.3
1959–2016		547.3		128.9
1974–2016		86.6		42.6
1983–2016		77.1		40.8
1995–2016		23.9		24.7
2006–16		-20.9		-6.8

Number of institutions reporting in 2016: 2,547.

Enrollments at institutions with no recorded institutional level are not included.

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Table 2g
Percentage Change in Fall Language Enrollments by Control and Affiliation, Fall 2009 to Fall 2016

	Public Institutions		Private Independent Nonprofit Institutions		Private Religious Nonprofit Institutions	
	Enrollments	% Change	Enrollments	% Change	Enrollments	% Change
Fall 2009	1,218,252	—	208,425	—	232,877	—
Fall 2013	1,122,628	-7.8%	203,828	-2.2%	219,210	-5.9%
Fall 2016	1,011,220	-9.9%	183,296	-10.1%	204,339	-6.8%

Number of institutions reporting in 2016: 2,547.

Enrollments at institutions with no recorded control and affiliation are not included. Data on control and affiliation come from IPEDS data for 2016.

Table 2h
Percentage Change in Fall Language Enrollments by Institution Size, Fall 2009 to Fall 2016

	Very Small Institutions (under 1,000)		Small Institutions (1,000–4,999)		Medium Institutions (5,000–9,999)		Large Institutions (10,000–19,999)		Very Large Institutions (20,000 and above)	
	Enrollments	% Change	Enrollments	% Change	Enrollments	% Change	Enrollments	% Change	Enrollments	% Change
Fall 2009	26,931	—	297,097	—	259,522	—	383,710	—	694,890	—
Fall 2013	26,274	-2.4	280,503	-5.6	239,128	-7.9	361,836	-5.7	638,877	-8.1
Fall 2016	22,743	-13.4	252,624	-9.9	209,141	-12.5	326,277	-9.8	588,594	-7.9

Number of institutions reporting in 2016: 2,547.

Enrollments at institutions with no recorded institution size are not included. Data on institution size come from IPEDS data for 2016.

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Table 21
Percentage Change in Fall Language Enrollments by Carnegie 2015 Basic Classification, Fall 2009 to Fall 2016

	Associate's Institutions		Special Focus Two-Year Institutions		Baccalaureate and Associate's Institutions		Baccalaureate Institutions		Special Focus Four-Year Institutions		Master's Institutions		Doctoral Institutions		Tribal Colleges	
	Enrollments	Change %	Enrollments	Change %	Enrollments	Change %	Enrollments	Change %	Enrollments	Change %	Enrollments	Change %	Enrollments	Change %	Enrollments	Change %
Fall 2009	371,837	—	149	—	27,950	—	172,106	—	14,217	—	323,007	—	750,421	—	2,293	—
Fall 2013	331,519	-10.8	486	226.2	27,819	-0.5	156,569	-9.0	15,689	10.4	319,650	-1.0	692,966	-7.7	1,838	-19.8
Fall 2016	281,929	-15.0	640	31.7	24,457	-12.1	145,926	-6.8	12,199	-22.2	292,561	-8.5	639,900	-7.7	1,717	-6.6

Number of institutions reporting in 2016: 2,547.

Enrollments at institutions with no recorded Carnegie 2015 Basic Classification are not included. Data on Carnegie 2015 Basic Classification come from IPEDS data for 2016.

Table 2j**Percentage Change in Fall Language Enrollments by College Acceptance Rate, Fall 2009 to Fall 2016**

	<u>0%–25% Acceptance Rate</u>		<u>26%–50% Acceptance Rate</u>		<u>51%–75% Acceptance Rate</u>		<u>76%–100% Acceptance Rate</u>	
	Enrollments	% Change	Enrollments	% Change	Enrollments	% Change	Enrollments	% Change
Fall 2009	105,060	—	256,586	—	525,219	—	342,272	—
Fall 2013	97,265	-7.4	233,271	-9.1	508,664	-3.2	316,014	-7.7
Fall 2016	89,739	-7.7	221,801	-4.9	473,075	-7.0	280,476	-11.2

Number of institutions reporting in 2016: 2,547.

Enrollments at institutions with no recorded application and admission data are not included. Data on applications and admissions come from IPEDS data for 2016.

The acceptance rate was calculated using two IPEDS fields, APPLCN (number of applications) and ADMSSN (number of admissions). ADMSSN was divided by APPLCN, and the result was formatted as a percentage.

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Table 3a
Geographic Distribution of Fall Language Enrollments

	2013		2016	
	Number	% of National	Number	% of National
Northeast	345,664	22.1	320,222	22.6
Midwest	329,542	21.1	295,048	20.8
South Atlantic	361,059	23.1	333,528	23.5
South Central	148,124	9.5	136,872	9.7
Rocky Mountain	109,854	7.0	101,124	7.1
Pacific Coast	266,888	17.1	231,044	16.3
National (total)	1,561,131	100.0	1,417,838	100.0

Northeast: CT, DE, MA, ME, NH, NJ, NY, PA, RI, VT

Midwest: IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI

South Atlantic: AL, DC, FL, GA, KY, MD, NC, SC, TN, VA, WV

South Central: AR, LA, MS, OK, TX

Rocky Mountain: AZ, CO, ID, MT, NM, NV, UT, WY

Pacific Coast: AK, CA, HI, OR, WA

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Table 3b
Fall Language Enrollments by State

	2009	2013	% Change, 2009–13	2016	% Change, 2013–16
Alabama	16,999	16,581	-2.5	14,618	-11.8
Alaska	3,612	2,327	-35.6	2,056	-11.6
Arizona	39,673	33,890	-14.6	30,053	-11.3
Arkansas	11,499	11,475	-0.2	10,063	-12.3
California	220,837	200,250	-9.3	177,233	-11.5
Colorado	25,504	21,909	-14.1	20,585	-6.0
Connecticut	19,009	17,950	-5.6	16,818	-6.3
Delaware	5,949	6,688	12.4	5,507	-17.7
District of Columbia	17,902	23,906	33.5	19,390	-18.9
Florida	56,627	52,992	-6.4	51,940	-2.0
Georgia	44,258	42,763	-3.4	45,603	6.6
Hawaii	9,657	9,985	3.4	8,198	-17.9
Idaho	7,161	7,142	-0.3	7,325	2.6
Illinois	58,767	50,372	-14.3	38,950	-22.7
Indiana	48,048	39,381	-18.0	42,522	8.0
Iowa	18,296	15,795	-13.7	15,717	-0.5
Kansas	12,453	11,027	-11.5	10,077	-8.6
Kentucky	21,333	20,530	-3.8	16,860	-17.9
Louisiana	19,372	17,007	-12.2	16,528	-2.8
Maine	4,660	4,236	-9.1	3,994	-5.7
Maryland	27,450	29,947	9.1	24,827	-17.1
Massachusetts	50,689	46,083	-9.1	41,652	-9.6
Michigan	53,372	46,958	-12.0	38,890	-17.2
Minnesota	33,134	28,912	-12.7	25,310	-12.5
Mississippi	13,830	13,081	-5.4	12,413	-5.1
Missouri	31,434	34,507	9.8	32,081	-7.0
Montana	3,933	3,518	-10.6	3,337	-5.1
Nebraska	8,727	7,770	-11.0	6,997	-9.9
Nevada	10,754	9,455	-12.1	8,832	-6.6
New Hampshire	5,847	6,177	5.6	4,978	-19.4
New Jersey	39,081	36,926	-5.5	33,398	-9.6
New Mexico	11,133	11,836	6.3	11,547	-2.4
New York	144,870	141,436	-2.4	134,052	-5.2
North Carolina	66,001	63,301	-4.1	59,101	-6.6
North Dakota	2,998	2,507	-16.4	1,827	-27.1
Ohio	58,450	57,792	-1.1	54,890	-5.0
Oklahoma	16,789	14,852	-11.5	13,253	-10.8
Oregon	31,595	28,985	-8.3	20,861	-28.0
Pennsylvania	82,269	71,211	-13.4	65,740	-7.7
Rhode Island	9,011	9,073	0.7	9,274	2.2
South Carolina	32,784	31,256	-4.7	28,906	-7.5
South Dakota	3,331	2,791	-16.2	2,330	-16.5
Tennessee	29,370	27,062	-7.9	24,578	-9.2
Texas	98,657	91,664	-7.1	84,615	-7.7
Utah	20,314	19,214	-5.4	17,140	-10.8
Vermont	6,099	5,884	-3.5	4,809	-18.3
Virginia	47,905	45,012	-6.0	41,472	-7.9
Washington	28,463	25,341	-11.0	22,696	-10.4
West Virginia	9,431	7,754	-17.8	6,233	-19.6
Wisconsin	31,132	31,730	1.9	25,457	-19.8
Wyoming	3,097	2,890	-6.7	2,305	-20.2
Total	1,673,566	1,561,131	-6.7	1,417,838	-9.2

Number of institutions
reporting in 2016: 2,547.

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Table 4
Fall Modern Language (ML) Course Enrollments Compared with Total Number of Students Enrolled in Colleges and Universities in the United States

	Total Number of Students ¹	Total Student Index of Growth (%)	ML Enrollments ²	ML Index of Growth (%)	ML Enrollments per 100 Students
1960	3,789,000	100.0	612,626	100.0	16.2
1965	5,920,864	156.3	977,118	159.5	16.5
1968	7,491,863	197.7	1,070,759	174.8	14.3
1970	8,562,554	226.0	1,108,274	180.9	12.9
1972	9,193,880	242.6	962,840	157.2	10.5
1974	10,189,463	268.9	896,860	146.4	8.8
1977	11,233,645	296.5	884,105	144.3	7.9
1980	11,985,181	316.3	877,186	143.2	7.3
1983	12,271,921	323.9	921,754	150.5	7.5
1986	12,286,372	324.3	960,329	156.8	7.8
1990	13,604,944	359.1	1,140,873	186.2	8.4
1995	14,021,418	370.1	1,096,603	179.0	7.8
1998	14,142,694	373.3	1,144,106	186.8	8.1
2002	16,017,469	422.7	1,345,590	219.6	8.4
2006	16,692,999	440.6	1,520,847	248.3	9.1
2009	18,578,440	490.3	1,621,087	264.6	8.7
2013	18,718,238	494.0	1,521,074	248.3	8.1
2016	18,521,801	488.8	1,382,288	225.6	7.5

Number of institutions reporting in 2016: 2,547.

The total numbers of students were purged in 2013 of those enrolled in for-profit institutions and those in institutions granting a degree of less than two years, since the MLA enrollment census does not include those institutions.

1. The figures in the first column are derived from data in publications of the United States Department of Education's National Center for Education Statistics. The total enrollment for 1960 is an estimate. Statistics for 1965–2013 are drawn from *Digest of Education Statistics, 2016* ("Table 303.10"). We derived our figures by subtracting the numbers in the "For-profit" column from the numbers in the "Total enrollment" column. The figure for 2016 is derived from the provisional data presented in *Enrollment and Employees in Postsecondary Institutions, Fall 2016* (Ginder et al.).
2. Includes all languages reported in the census except Latin and Ancient Greek, which are excluded from this table because the 1960 survey covered modern languages only. To show comparable numbers over time, Latin and Ancient Greek were removed from all other enrollment numbers listed in this table.

Table 5
Fall Enrollments in the Fifteen Most Commonly Taught Languages in Selected Years

	1958	1970	1980	1990	1995	2002	2006	2009	2013	2016	% Change, 1958–2016	% Change, 1990–2016
Spanish	126,303	386,617	378,952	534,143	606,286	745,215	822,148	861,015	789,888	712,240	463.9	33.3
French	157,900	358,494	248,303	273,116	205,351	201,985	206,019	215,244	197,679	175,667	11.3	-35.7
American Sign Language ¹	—	—	—	1,602	4,304	60,781	79,744	92,068	109,567	107,060	—	6,582.9
German	107,870	201,766	127,015	133,594	96,263	91,100	94,146	95,613	86,782	80,594	-25.3	-39.7
Japanese	844	6,620	11,516	45,830	44,723	52,238	65,410	72,357	66,771	68,810	8,052.8	50.1
Italian	9,577	34,236	34,793	49,824	43,760	63,899	78,176	80,322	70,982	56,743	492.5	13.9
Chinese	615	6,115	11,366	19,427	26,471	34,153	51,382	59,876	61,084	53,069	8,529.1	173.2
Arabic ²	364	1,333	3,471	3,683	4,444	10,584	24,010	35,228	33,526	31,554	8,568.7	756.7
Latin ³	—	28,422	25,019	28,178	25,897	29,841	32,164	32,446	27,209	24,866	—	-11.8
Russian	16,042	36,369	23,987	44,476	24,729	23,921	24,784	26,740	21,979	20,353	26.9	-54.2
Korean	26	101	365	2,375	3,343	5,211	7,146	8,449	12,256	13,936	53,500.0	486.8
Greek, Ancient ⁴	—	16,543	22,132	16,414	16,272	20,376	22,842	21,515	16,961	13,264	—	-19.2
Portuguese	582	5,065	4,894	6,118	6,531	8,385	10,310	11,273	12,407	9,827	1,588.5	60.6
Hebrew, Biblical ⁵	—	—	—	5,695	5,648	14,183	14,137	13,764	12,596	9,587	—	68.3
Hebrew, Modern	3,014	—	—	7,271	7,479	8,619	9,620	8,307	6,698	5,521	83.2	-24.1
Other Languages	10,502	71,558	32,524	13,719	17,271	25,316	33,800	39,349	34,746	34,747	—	153.3
Total	433,639	1,153,239	924,337	1,185,465	1,138,772	1,395,807	1,575,838	1,673,566	1,561,131	1,417,838	227.0	19.6

Number of institutions reporting in 2016: 2,547.

1. Figures for ASL are not available before 1990.

2. Includes enrollments reported under “Arabic,” “Arabic, Algerian,” “Arabic, Classical,” “Arabic, Egyptian,” “Arabic, Gulf,” “Arabic, Iraqi,” “Arabic, Levantine,” “Arabic, Modern Standard,” “Arabic, Moroccan,” “Arabic, Qur’anic,” “Arabic, Sudanese,” and “Arabic, Syrian.”

3. Latin and Ancient Greek were not included in the 1958 census.

4. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”

5. Includes enrollments reported under “Hebrew, Biblical,” “Hebrew, Classical,” and “Hebrew, Rabbinic.” Excludes enrollments reported under “Hebrew” and “Hebrew, Biblical and Modern.” Before 1986, some censuses combined Biblical Hebrew and Modern Hebrew enrollments under Hebrew.

Table 6
Percentage of Total Fall Language Course Enrollments for the Fifteen Most Commonly Taught Languages in 2016

	1968	1980	1990	1995	2002	2006	2009	2013	2016
Spanish	32.3	41.0	45.1	53.2	53.4	52.2	51.4	50.6	50.2
French	34.4	26.9	23.0	18.0	14.5	13.1	12.9	12.7	12.4
American Sign Language ¹	—	—	0.1	0.4	4.4	5.1	5.5	7.0	7.6
German	19.2	13.7	11.3	8.5	6.5	6.0	5.7	5.6	5.7
Japanese	0.4	1.2	3.9	3.9	3.7	4.2	4.3	4.3	4.9
Italian	2.7	3.8	4.2	3.8	4.6	5.0	4.8	4.5	4.0
Chinese	0.5	1.2	1.6	2.3	2.4	3.3	3.6	3.9	3.7
Arabic ²	0.1	0.4	0.3	0.4	0.8	1.5	2.1	2.1	2.2
Latin	3.0	2.7	2.4	2.3	2.1	2.0	1.9	1.7	1.8
Russian	3.7	2.6	3.8	2.2	1.7	1.6	1.6	1.4	1.4
Korean	0.01	0.04	0.2	0.3	0.4	0.5	0.5	0.8	1.0
Greek, Ancient ³	1.7	2.4	1.4	1.4	1.5	1.4	1.3	1.1	0.9
Portuguese	0.4	0.5	0.5	0.6	0.6	0.7	0.7	0.8	0.7
Hebrew, Biblical ⁴	—	—	0.5	0.5	1.0	0.9	0.8	0.8	0.7
Hebrew, Modern	—	—	0.6	0.7	0.6	0.6	0.5	0.4	0.4
Other languages	1.6	3.5	1.2	1.5	1.8	2.1	2.4	2.2	2.5
Total percentage	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total enrollment	1,124,021	924,337	1,185,465	1,138,772	1,395,807	1,575,838	1,673,566	1,561,131	1,417,838

Number of institutions reporting: 2,547.

1. Figures for ASL are not available before 1990.

2. Includes enrollments reported under “Arabic,” “Arabic, Algerian,” “Arabic, Classical,” “Arabic, Egyptian,” “Arabic, Gulf,” “Arabic, Iraqi,” “Arabic, Levantine,” “Arabic, Modern Standard,” “Arabic, Moroccan,” “Arabic, Qur’anic,” “Arabic, Sudanese,” and “Arabic, Syrian.”

3. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”

4. Includes enrollments reported under “Hebrew, Biblical,” “Hebrew, Classical,” and “Hebrew, Rabbinic.” Excludes enrollments reported under “Hebrew” and “Hebrew, Biblical and Modern.” Before 1986, some censuses combined Biblical Hebrew and Modern Hebrew enrollments under Hebrew.

Table 7
Comparison of Introductory and Advanced Undergraduate Fall Language Enrollments, 2009, 2013, and 2016

	Introductory Enrollments, 2016	Advanced Enrollments, 2016	Ratio of Introductory to Advanced Enrollments		
			2016	2013	2009
American Sign Language	94,599	10,636	9:1	9:1	11:1
Arabic ¹	26,888	4,114	7:1	7:1	7:1
Chinese	39,634	12,210	3:1	4:1	4:1
French	142,648	30,258	5:1	5:1	4:1
German	65,103	13,856	5:1	5:1	4:1
Greek, Ancient ²	7,229	1,951	4:1	4:1	4:1
Hebrew, Biblical ³	4,057	1,924	2:1	1:1	1:1
Hebrew, Modern	4,719	690	7:1	4:1	5:1
Italian	50,934	5,175	10:1	11:1	10:1
Japanese	57,616	10,715	5:1	5:1	5:1
Korean	11,409	2,329	5:1	4:1	3:1
Latin	20,954	2,880	7:1	7:1	7:1
Portuguese	7,169	2,299	3:1	3:1	3:1
Russian	15,052	4,777	3:1	3:1	3:1
Spanish	584,533	119,888	5:1	5:1	5:1
Other Languages	26,018	6,357	4:1	6:1	5:1
Total	1,158,562	230,059	5:1	5:1	5:1

Number of institutions reporting: 2,527. Numbers in the ratio column are rounded.

1. Includes enrollments reported under “Arabic,” “Arabic, Algerian,” “Arabic, Classical,” “Arabic, Egyptian,” “Arabic, Gulf,” “Arabic, Iraqi,” “Arabic, Levantine,” “Arabic, Modern Standard,” “Arabic, Moroccan,” “Arabic, Qur’anic,” “Arabic, Sudanese,” and “Arabic, Syrian.”
2. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”
3. Includes enrollments reported under “Hebrew, Biblical,” “Hebrew, Classical,” and “Hebrew, Rabbinic.” Excludes enrollments reported under “Hebrew” and “Hebrew, Biblical and Modern.” Before 1986, some censuses combined Biblical Hebrew and Modern Hebrew enrollments under Hebrew.

Table 8
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
A'ani Nin / Gros Ventre	2009	13			13
	2013				0
	2016	15			15
African languages	2009				0
	2013		4	0	4
	2016				0
Afrikaans	2009		4	0	4
	2013		4	0	4
	2016		25	1	26
Ahtena/Ahtna	2009				0
	2013				0
	2016		16		16
Akan	2009		13	0	13
	2013		38	3	41
	2016		18	3	21
Akkadian	2009		47	81	128
	2013		38	71	109
	2016		45	74	119
Alaskan languages	2009		207	0	207
	2013				0
	2016				0
Albanian	2009		0	1	1
	2013				0
	2016		10	0	10
Algonquin/Anishinaabemowin	2009				0
	2013				0
	2016	9			9
Alutiiq	2009				0
	2013				0
	2016		31		31
Amharic	2009		60	0	60
	2013		17	1	18
	2016		57	1	58
Anglo-Saxon	2009				0
	2013				0
	2016		0	19	19
Anishinabe	2009	36			36
	2013	70			70
	2016	63	31		94
Apache	2009	47			47
	2013	25			25
	2016	0	9		9
Arabian, Old South	2009				0
	2013			4	4
	2016				0
Arabic, Classical	2009	0	235	0	235
	2013		84	14	98
	2016		6	5	11

(continued)

Table 8 (*cont.*)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Arabic, Egyptian	2009				0
	2013	45	113	0	158
	2016	38	150	0	188
Arabic, Gulf	2009				0
	2013		4	0	4
	2016	0	0	0	0
Arabic, Iraqi	2009	60	1	0	61
	2013	159			159
	2016	25			25
Arabic, Levantine	2009				0
	2013	200	48	0	248
	2016	56	98	0	154
Arabic, Modern Standard	2009				0
	2013	4	548	21	573
	2016	183	666	20	869
Arabic, Moroccan	2009				0
	2013				0
	2016		1		1
Arabic, Qur'anic	2009		20	1	21
	2013		0	0	0
	2016		1	1	2
Arabic, Sudanese	2009		0	3	3
	2013		4	0	4
	2016	7	1	0	8
Aramaic	2009		229	333	562
	2013	28	701	368	1,097
	2016	11	1,936	645	2,592
Aramaic, Ancient	2009				0
	2013		0	3	3
	2016		199	254	453
Aramaic, Biblical	2009				0
	2013				0
	2016			5	5
Aramaic, Modern	2009		22	0	22
	2013				0
	2016				0
Aramaic, Rabbinic/Talmudic/ Targumic	2009		0	12	12
	2013		0	9	9
	2016		124	0	124
Arapahoe	2009	41	19	0	60
	2013	17	7		24
	2016	15	15		30
Arikara	2009	13			13
	2013		12		12
	2016		0		0
Armenian	2009	537	209	1	747
	2013	512	180	1	693
	2016	282	850	2	1,134

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Armenian, Classical	2009		0	7	7
	2013		5	0	5
	2016			1	1
Armenian, Eastern	2009		84	0	84
	2013		96		96
	2016		51		51
Armenian, Modern	2009				0
	2013		17		17
	2016		31	12	43
Armenian, Western	2009		31	0	31
	2013		20		20
	2016		26		26
Ashanti-Twi	2009				0
	2013		22		22
	2016				0
Assiniboine	2009	23			23
	2013	43			43
	2016				0
Athabaskan languages	2009				0
	2013		12	4	16
	2016		19	1	20
Aymara	2009		1	0	1
	2013				0
	2016				0
Azerbaijani	2009		2	0	2
	2013				0
	2016				0
Azeri	2009		3	0	3
	2013				0
	2016				0
Bamana	2009		26	2	28
	2013		11	3	14
	2016		40		40
Bambara	2009		0	0	0
	2013		21		21
	2016				0
Basque	2009		57	3	60
	2013		118	5	123
	2016		87	7	94
Bengali/Bangla	2009	1	95	2	98
	2013		54	10	64
	2016	15	91	7	113
Blackfeet	2009	42			42
	2013	38	27		65
	2016	56			56
Bosnian	2009		52	3	55
	2013				0
	2016				0

(continued)

Table 8 (*cont.*)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Bosnian/Croatian/Serbian	2009		24	0	24
	2013		147	7	154
	2016		152	7	159
Bulgarian	2009		12	0	12
	2013		16	0	16
	2016		11	5	16
Burmese	2009		29	0	29
	2013		31	12	43
	2016		310	10	320
Cambodian	2009		27	0	27
	2013		47		47
	2016		19	0	19
Cantonese	2009	57	119	9	185
	2013	66	206	11	283
	2016	30	236	1	267
Catalan	2009		105	5	110
	2013		82	5	87
	2016		117	7	124
Cebuano	2009				0
	2013		9		9
	2016		16		16
Celtic languages	2009		49	0	49
	2013				0
	2016				0
Chamorro	2009		18	0	18
	2013		6		6
	2016		10		10
Chechen	2009				0
	2013				0
	2016		8		8
Cherokee	2009	27	321	0	348
	2013	16	417	0	433
	2016	13	428	0	441
Cheyenne	2009		28	0	28
	2013		9		9
	2016				0
Cheyenne, Northern	2009	50			50
	2013	42			42
	2016	42			42
Chichewa	2009		3	0	3
	2013		1		1
	2016		4		4
Chickasaw	2009				0
	2013				0
	2016		8	0	8
Chinese, Classical	2009		179	26	205
	2013		148	37	185
	2016	1	265	32	298

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Chinese, Premodern	2009				0
	2013		16		16
	2016			6	6
Chinook Wa Wa	2009				0
	2013	19	1		20
	2016				0
Chinyanja	2009		11	0	11
	2013				0
	2016				0
Chippewa/Cree	2009		12	0	12
	2013		7		7
	2016		12		12
Choctaw	2009	6	187	0	193
	2013	1	213	0	214
	2016	4	180	0	184
Coeur d'Alene	2009	4			4
	2013	7			7
	2016	0			0
Comanche	2009		12	0	12
	2013				0
	2016	17	9	0	26
Coptic	2009		4	15	19
	2013		13	10	23
	2016		2	14	16
Cree	2009	44	20	0	64
	2013	35	15		50
	2016	47			47
Creole languages	2009				0
	2013				0
	2016		9		9
Creole, African	2009				0
	2013		12	0	12
	2016				
Creole, Cape Verdean	2009	32	32	0	64
	2013	13	28		41
	2016	19	18	0	37
Creole, Haitian	2009		135	0	135
	2013		171	8	179
	2016		192	4	196
Creole, Jamaican/Patois	2009				0
	2013				0
	2016		17		17
Creoloid languages	2009				0
	2013		13	6	19
	2016		0	0	0
Croatian	2009		42	2	44
	2013		1		1
	2016				0

(continued)

Table 8 (cont.)**Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016**

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Crow	2009	94			94
	2013	81			81
	2016	116			116
Czech	2009		391	15	406
	2013		189	20	209
	2016		232	4	236
Czech/Slovak	2009				0
	2013				0
	2016		16	0	16
Dakota	2009	173	54	0	227
	2013	66	36	0	102
	2016	140	44	0	184
Dakota/Lakota	2009	19	66	0	85
	2013		68	0	68
	2016		28	0	28
Danish	2009		155	0	155
	2013		64	0	64
	2016		111	0	111
Dari/Afghan Persian	2009	29	17	0	46
	2013	6	4	3	13
	2016	0			0
Dena'ina/Tanaina	2009				0
	2013				0
	2016		20		20
Dinka	2009		3	0	3
	2013				0
	2016				0
Dutch	2009		506	10	516
	2013		334	13	347
	2016		262	2	264
East Asian languages	2009				0
	2013			1	1
	2016				0
Egyptian	2009		83	31	114
	2013		49	2	51
	2016		58	22	80
Egyptian, Ancient	2009				0
	2013		16	3	19
	2016		24	12	36
Egyptian, Late	2009				0
	2013		2	1	3
	2016				0
Egyptian, Middle	2009		15	1	16
	2013		35	10	45
	2016		3	3	6
Eskimo	2009				0
	2013		94		94
	2016				0

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Esperanto	2009		7	0	7
	2013				0
	2016				0
Estonian	2009		2	0	2
	2013		3	1	4
	2016		7	3	10
Far Eastern languages	2009				0
	2013		10		10
	2016				0
Farsi/Persian	2009	652	1,799	108	2,559
	2013	541	2,048	111	2,700
	2016	377	1,823	130	2,330
Fijian	2009				0
	2013		9		9
	2016		3		3
Filipino/Pilipino/Tagalog	2009	592	768	0	1,360
	2013	346	977	2	1,325
	2016	143	1,161	4	1,308
Finnish	2009	8	108	0	116
	2013	6	375	2	383
	2016	2	245	3	250
French, Cajun	2009				0
	2013	0	10		10
	2016		0		0
French, Old	2009				0
	2013			12	12
	2016	0	26	6	32
Fula	2009		3	0	3
	2013				0
	2016				0
Gaelic	2009		8	0	8
	2013		66	0	66
	2016		58	0	58
Gaelic, Scottish	2009		39	0	39
	2013		3	0	3
	2016		7		7
Galician	2009				0
	2013		8	0	8
	2016				0
Georgian	2009		14	1	15
	2013		1	6	7
	2016		6		6
German, Middle High	2009		45	20	65
	2013	0	13	0	13
	2016		5	4	9
German, Old Low / Saxon, Old	2009				0
	2013				0
	2016			9	9

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
German, Pennsylvania	2009				0
	2013				0
	2016		19		19
German, Theological	2009		0	7	7
	2013		0	16	16
	2016			9	9
Gikuyu/Kikuyu	2009		0	0	0
	2013		1	0	1
	2016		2		2
Greek	2009		126	26	152
	2013	8	25	0	33
	2016		0	0	0
Greek and Hebrew	2009				0
	2013		21	11	32
	2016		30	20	50
Greek and Latin	2009		1,274	32	1,306
	2013		756	9	765
	2016			4	4
Greek, Biblical	2009		155	220	375
	2013		441	783	1,224
	2016		552	950	1,502
Greek, Koine	2009		388	523	911
	2013		729	1,096	1,825
	2016		353	347	700
Greek, Modern	2009	72	1,872	38	1,982
	2013	0	1,033	104	1,137
	2016	0	730	55	785
Greek, New Testament	2009		98	95	193
	2013		526	538	1,064
	2016		121	257	378
Greek, Old Testament	2009		0	3	3
	2013		0	0	0
	2016				0
Guarani	2009				0
	2013		6		6
	2016		7		7
Gujarati	2009		11	0	11
	2013		6		6
	2016		5		5
Haida	2009				0
	2013		7		7
	2016		15		15
Hausa	2009		34	0	34
	2013		5	0	5
	2016		3	0	3
Hawai‘ian	2009	556	1,351	99	2,006
	2013	669	1,663	87	2,419
	2016	630	1,057	53	1,740

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Hebrew	2009	36	529	35	600
	2013	9	342	69	420
	2016		90	12	102
Hebrew, Biblical and Modern	2009				0
	2013		104	51	155
	2016		386	87	473
Hebrew, Classical	2009		6	0	6
	2013		40	0	40
	2016				0
Hebrew, Rabbinic	2009				0
	2013		1	4	5
	2016		22	161	183
Hidatsa	2009	34			34
	2013		34		34
	2016		33		33
Hindi	2009	39	2,071	63	2,173
	2013	48	1,701	64	1,813
	2016	29	1,345	52	1,426
Hindi-Urdu	2009	5	603	23	631
	2013	10	512	11	533
	2016	0	670	28	698
Hittite	2009		9	3	12
	2013		7	3	10
	2016		6	2	8
Hmong	2009	110	272	11	393
	2013	123	418	1	542
	2016	57	350	1	408
Ho-Chunk	2009	30			30
	2013	15			15
	2016	10			10
Hungarian	2009		101	4	105
	2013		112	12	124
	2016		104	2	106
Icelandic	2009		7	0	7
	2013		10		10
	2016		10		10
Icelandic, Old	2009				0
	2013		0	9	9
	2016				0
Igbo	2009		22	0	22
	2013		32	1	33
	2016		29	0	29
Ilocano/Ilokano	2009	0	96	0	96
	2013		88		88
	2016		67		67
Indonesia, Bahasa	2009				0
	2013			12	12
	2016			9	9

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Indonesian	2009	17	233	46	296
	2013	12	262	15	289
	2016		353	22	375
Indonesian, Malay	2009				0
	2013		65	18	83
	2016		14	2	16
Ingwaeonic languages	2009				0
	2013			3	3
	2016				0
Inuktitut	2009				0
	2013		2		2
	2016		8		8
Inupiaq	2009	31			31
	2013	22			22
	2016	51	24	0	75
Iranian languages	2009		158	0	158
	2013		13		13
	2016				0
Iranian languages, Middle	2009				0
	2013			3	3
	2016			4	4
Iranian languages, Old	2009		0	21	21
	2013				0
	2016				0
Irish	2009	27	298	0	325
	2013		213	0	213
	2016		235	5	240
Irish, Modern	2009		76	0	76
	2013		95	0	95
	2016		81	0	81
Irish, Old	2009		7	0	7
	2013				0
	2016		0	0	0
Irish, Old and Middle	2009				0
	2013		3		3
	2016				0
Japanese, Classical	2009		22	0	22
	2013		59	7	66
	2016		52	0	52
Javanese	2009		1	0	1
	2013				0
	2016				0
Kannada	2009		4	0	4
	2013		5		5
	2016		2		2
Kazakh/Qazaq	2009		3	1	4
	2013		11	5	16
	2016		3	3	6

(continued)

Table 8 (*cont.*)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Khmer	2009		58	2	60
	2013	19	58	0	77
	2016	50	116	3	169
Ki-Kongo	2009				0
	2013				0
	2016		1		1
Kiksht	2009				0
	2013	5			5
	2016	2			2
Kinyarwanda	2009				0
	2013				0
	2016		4		4
Kiowa	2009		121	0	121
	2013		77	0	77
	2016	3	165	0	168
Kirgiz/Kyrgyz	2009		1	0	1
	2013				0
	2016			1	1
Kootenai	2009		9	0	9
	2013		13		13
	2016		5		5
Kumeyaay	2009				0
	2013	13			13
	2016				0
Kurdish	2009		18	0	18
	2013		10	0	10
	2016		3	1	4
Ladino	2009		3	0	3
	2013		4		4
	2016				0
Lakota	2009		580	21	601
	2013		571	2	573
	2016		376	0	376
Laotian	2009				0
	2013				0
	2016		7		7
Latin, Medieval	2009	20	124	0	144
	2013	0	3	9	12
	2016		17	0	17
Latvian	2009		7	0	7
	2013		4		4
	2016		9		9
Lingala	2009		11	1	12
	2013		9		9
	2016		15	0	15
Lithuanian	2009				0
	2013		62	0	62
	2016		7		7

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Luganda	2009		0	0	0
	2013		18		18
	2016				0
Luiseno	2009		16	0	16
	2013				0
	2016		18		18
Lushootseed	2009	10			10
	2013	0	5	0	5
	2016		0	0	0
Lusoga/Soga	2009				0
	2013				0
	2016		1		1
Luwian	2009				0
	2013				0
	2016		4	1	5
Malagasy	2009				0
	2013		48		48
	2016		88		88
Malay	2009		1	0	1
	2013		20	0	20
	2016		6		6
Malayalam	2009		16	2	18
	2013		44	0	44
	2016		28	9	37
Maliseet Wabanaki	2009		28	0	28
	2013		30	0	30
	2016		5		5
Manchu	2009		0	0	0
	2013		3		3
	2016		2		2
Mandan	2009	4			4
	2013				0
	2016		3		3
Mandarin	2009	440	1,187	109	1,736
	2013	391	399	123	913
	2016	45	1,093	41	1,179
Maninka	2009				0
	2013		1		1
	2016				0
Maori	2009		42	0	42
	2013		23		23
	2016		33		33
Marathi	2009		9	0	9
	2013		4	1	5
	2016		11	2	13
Mayan	2009		26	0	26
	2013				0
	2016		1	0	1

(continued)

Table 8 (*cont.*)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Mayan, Kaqchikel	2009				0
	2013		7	4	11
	2016				0
Mayan, Quiché	2009				0
	2013		33	0	33
	2016		12	6	18
Mayan, Yucatec	2009				0
	2013		7	5	12
	2016		1	2	3
Menominee	2009	31			31
	2013		30		30
	2016		0		0
Mixtecan languages	2009				0
	2013				0
	2016		5	0	5
Mohawk	2009		21	0	21
	2013				0
	2016		15		15
Mongolian	2009		15	0	15
	2013		4	12	16
	2016		12	6	18
Muskogee/Maskoke/Creek	2009		143	0	143
	2013		149	0	149
	2016	64	52	0	116
Nahuatl languages	2009		21	0	21
	2013		0		0
	2016		24	6	30
Nakoda	2009				0
	2013				0
	2016	25			25
Nakona	2009	8			8
	2013	7			7
	2016	12			12
Namibian languages	2009		9	0	9
	2013				0
	2016				0
Native American languages	2009				0
	2013		17		17
	2016				0
Navajo	2009	245	665	4	914
	2013	176	678	0	854
	2016	267	567	0	834
Near Eastern languages	2009				0
	2013		6		6
	2016		1	5	6
Nepali	2009		44	0	44
	2013		27	1	28
	2016		16	0	16

(continued)

Table 8 (*cont.*)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Nez Perce	2009	11	38	0	49
	2013		30	0	30
	2016		26		26
Norse	2009		12	3	15
	2013				0
	2016				0
Norse, Old	2009				0
	2013		46	7	53
	2016		13	0	13
Norwegian	2009		826	5	831
	2013		729	5	734
	2016		668	4	672
Norwegian, Modern	2009				0
	2013		31	0	31
	2016		0		0
Nselxcin (Okanogan and Nespelem)	2009				0
	2013	10			10
	2016	8			8
Ojibwa/Ojibway/Ojibwe	2009	328	372	0	700
	2013	183	260	0	443
	2016	253	250	0	503
Okinawan	2009				0
	2013				0
	2016		28		28
Omaha	2009	13			13
	2013	13			13
	2016	8			8
Oneida	2009	25	17	0	42
	2013		9	0	9
	2016		0	0	0
Osage	2009				0
	2013		6		6
	2016		0		0
Palenquero	2009				0
	2013		1		1
	2016				0
Pali	2009		1	1	2
	2013		1	2	3
	2016		6	0	6
Pashto	2009		15	0	15
	2013	356	14	6	376
	2016		3	3	6
Pawnee	2009				0
	2013		3		3
	2016		0		0
Phoenician	2009				0
	2013			3	3
	2016				0

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Pima	2009	12			12
	2013	0			0
	2016	0			0
Plains Indian Sign Language	2009				0
	2013	1			1
	2016				0
Polish	2009	94	1,127	30	1,251
	2013	57	776	38	871
	2016	49	662	20	731
Potawatomi	2009				0
	2013				0
	2016		5	0	5
Prakrit languages	2009				0
	2013				0
	2016			7	7
Pulaar	2009		0	0	0
	2013		2		2
	2016		5		5
Punjabi	2009	305	160	0	465
	2013	13	111	0	124
	2016	0	124	0	124
Pushtu, Afghan	2009	95			95
	2013				0
	2016	58			58
Quechua/Kichwa languages	2009		94	10	104
	2013		71	23	94
	2016		96	12	108
Romance languages	2009				0
	2013		14	11	25
	2016		9	22	31
Romanian/Rumanian	2009		180	15	195
	2013		209	2	211
	2016		250	2	252
Sahaptin languages	2009		11	0	11
	2013		12	0	12
	2016		10		10
Salish	2009	14	32	0	46
	2013	0	38		38
	2016		50		50
Samoan	2009	0	281	0	281
	2013	0	264		264
	2016		264		264
Sanskrit	2009		376	105	481
	2013		274	73	347
	2016		241	91	332
Sanskrit, Vedic	2009		0	16	16
	2013		13	52	65
	2016		11	38	49

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Scandinavian languages	2009		518	57	575
	2013		84	5	89
	2016		291	16	307
Semitic languages	2009				0
	2013			1	1
	2016				0
Semitic languages, Ancient	2009				0
	2013			1	1
	2016				0
Serbian	2009		68	22	90
	2013				0
	2016				0
Serbian/Croatian	2009		11	1	12
	2013	14	29	4	47
	2016	2	32	5	39
Serbo-Croatian	2009	4	148	7	159
	2013		55	6	61
	2016		17	1	18
Sesotho	2009		24	0	24
	2013		0	0	0
	2016				0
Setswana	2009		0	0	0
	2013		4		4
	2016		1		1
Shona	2009		1	1	2
	2013				0
	2016				0
Shoshoni	2009	10	10	0	20
	2013				0
	2016	3	6		9
Sign language	2009				0
	2013	12	72		84
	2016	163	176		339
Sinhala/Sinhalese/Singhalese	2009		4	0	4
	2013		0	0	0
	2016		20	0	20
Slavic languages	2009		79	3	82
	2013		24	11	35
	2016		237	31	268
Slavic, Church	2009		10	0	10
	2013			4	4
	2016				0
Slavic, Old Church	2009		53	20	73
	2013			6	6
	2016			5	5
Slavonic, Old Church	2009				0
	2013		14		14
	2016		3	8	11

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Slovak	2009		64	0	64
	2013		25	0	25
	2016		32		32
Slovene/Slovenian	2009	13	13	0	26
	2013		30	1	31
	2016		26	0	26
Somali	2009		44	2	46
	2013		80	1	81
	2016		131	0	131
Southeast Asian languages	2009				0
	2013				0
	2016			5	5
Spanish, Pastoral	2009		0	14	14
	2013		6	13	19
	2016			26	26
Sumerian	2009		16	5	21
	2013		15	13	28
	2016		15	6	21
Swahili/Kiswahili	2009	7	2,510	38	2,555
	2013	0	2,218	41	2,259
	2016	0	1,803	39	1,842
Swedish	2009		756	2	758
	2013		720	12	732
	2016		656	0	656
Syriac	2009		8	17	25
	2013		11	10	21
	2016		1	19	20
Tahitian	2009		18	0	18
	2013		12		12
	2016		5		5
Taiwanese	2009		16	1	17
	2013		15	2	17
	2016		9		9
Tajik	2009		4	0	4
	2013		1		1
	2016		1	0	1
Tamil	2009		83	11	94
	2013		73	9	82
	2016		95	9	104
Tati	2009				0
	2013				0
	2016		1		1
Telugu	2009		40	7	47
	2013		51	0	51
	2016		23	0	23
Thai	2009	14	286	17	317
	2013	6	276	10	292
	2016		310	11	321

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Tibetan	2009		73	36	109
	2013		118	62	180
	2016		105	22	127
Tibetan, Classical	2009		32	9	41
	2013		17	11	28
	2016		15	0	15
Tigrinya	2009		4	0	4
	2013				0
	2016		2		2
Tlingit	2009				0
	2013		89		89
	2016		51		51
Tocharian languages	2009				0
	2013		0	6	6
	2016				0
Tohono O'odham	2009	28	5	0	33
	2013	15			15
	2016	63			63
Tonga	2009	0	16	0	16
	2013				0
	2016				0
Tongan	2009		35	0	35
	2013	21	38		59
	2016		78		78
Tsimshian	2009				0
	2013				0
	2016		5		5
Tswana	2009		1	0	1
	2013				0
	2016				0
Turkic languages	2009		3	2	5
	2013				0
	2016				0
Turkic, Ancient	2009				0
	2013				0
	2016		7		7
Turkic, Old	2009				0
	2013		4		4
	2016				0
Turkish	2009	8	582	58	648
	2013	61	608	61	730
	2016	20	528	80	628
Turkish, Middle	2009				0
	2013				0
	2016		10	0	10
Turkish, Ottoman	2009		7	0	7
	2013			12	12
	2016		14	13	27

(continued)

Table 8 (*cont.*)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Twi	2009		19	6	25
	2013		108	2	110
	2016		69	5	74
Ugaritic	2009		1	17	18
	2013		3	0	3
	2016		5	7	12
Ukrainian	2009		63	11	74
	2013		55	4	59
	2016	1	62	19	82
Urdu	2009	23	277	30	330
	2013	98	229	24	351
	2016	7	286	22	315
Uyghur	2009		9	0	9
	2013		5	5	10
	2016		4	5	9
Uzbek	2009	4	22	1	27
	2013		17	10	27
	2016		9	1	10
Vedic	2009				0
	2013			4	4
	2016			0	0
Vietnamese	2009	1,465	1,231	16	2,712
	2013	1,079	1,009	9	2,097
	2016	820	1,095	7	1,922
Welsh	2009		33	0	33
	2013		78	0	78
	2016		48	0	48
Welsh, Early	2009		8	0	8
	2013				0
	2016				0
Welsh, Middle	2009				0
	2013		2		2
	2016				0
Wolof	2009		160	4	164
	2013		67	7	74
	2016		46	2	48
Xhosa	2009		16	1	17
	2013		22	1	23
	2016		1	0	1
Xwlemi (Lummi)	2009	15			15
	2013				0
	2016				0
Yaqui	2009	12			12
	2013				0
	2016				0
Yiddish	2009		301	30	331
	2013		230	21	251
	2016		383	22	405

(continued)

Table 8 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages, 2009, 2013, 2016

		Undergraduate Programs		Graduate Programs	Totals
		Two-Year Institutions	Four-Year Institutions		
Yoruba	2009		407	0	407
	2013		228	2	230
	2016		290	10	300
Yup'ik/Yupic	2009				0
	2013		41		41
	2016		92		92
Yurok	2009				0
	2013		23		23
	2016				0
Zapotec languages	2009		8	0	8
	2013				0
	2016				0
Zulu	2009		107	0	107
	2013		84	6	90
	2016		115	4	119
Zuni	2009	13			13
	2013	21	23	0	44
	2016				0
Totals	2009	6,828	31,617	2,712	41,157
	2013	5,873	29,767	4,508	40,148
	2016	4,426	30,229	4,113	38,768

Table 9a
Fall Enrollments in Fifteen Leading Middle Eastern or African Less Commonly Taught Languages in Selected Years

	1974	1990	1995	2002	2006	2009	2013	2016	% Change 2013–16	% Change 1974–2016
Aramaic	371	332	196	1,686	2,556	562	1,097	2,592	136.3	598.7
Farsi/Persian	278	380	469	1,202	2,282	2,559	2,700	2,330	-13.7	738.1
Swahili/Kiswahili	1,694	1,209	1,209	1,593	2,173	2,555	2,259	1,842	-18.5	8.7
Arabic, Modern Standard							573	869	51.7	—
Hebrew, Biblical and Modern					10		155	473	205.2	—
Aramaic, Ancient							3	453	15,000.0	—
Yoruba	87	134	108	76	265	407	230	300	30.4	244.8
Arabic, Egyptian							158	188	19.0	—
Hebrew, Rabbinic							5	183	3,560.0	—
Arabic, Levantine							248	154	-37.9	—
Somali					4	46	81	131	61.7	—
Aramaic, Rabbinic/ Talmudic/Targumic					8	12	9	124	1,277.8	—
Akkadian	168	84	98	95	96	128	109	119	9.2	-29.2
Zulu	7	63	54	72	136	107	90	119	32.2	1,600.0
Malagasy							48	88	83.3	—
Total	2,605	2,202	2,134	4,724	7,530	6,376	7,765	9,965	28.3	282.5
% change	NA	-15.5	-3.1	121.4	59.4	-15.3	21.8	28.3		

Table 9b
Fall Enrollments in Fifteen Leading European Less Commonly Taught Languages in Selected Years

	1974	1990	1995	2002	2006	2009	2013	2016	% Change 2013–16	% Change 1974–2016
Greek, Biblical					15	375	1,224	1,502	22.7	—
Greek, Modern	533	835	538	804	1,323	1,982	1,137	785	-31.0	47.3
Polish	1,123	888	802	1,053	1,381	1,251	871	731	-16.1	-34.9
Greek, Koine						911	1,825	700	-61.6	—
Norwegian	1,557	845	624	777	782	831	734	672	-8.4	-56.8
Swedish	1,396	1,051	726	736	722	758	732	656	-10.4	-53.0
Yiddish	1,079	347	656	438	976	331	251	405	61.4	-62.5
Greek, New Testament						193	1,064	378	-64.5	—
Scandinavian Languages					37	575	89	307	244.9	—
Slavic Languages	36					82	35	268	665.7	644.4
Dutch	456	507	364	375	445	516	347	264	-23.9	-42.1
Romanian/Rumanian	31	87	75	126	134	195	211	252	19.4	712.9
Finnish	134	96	92	162	150	116	383	250	-34.7	86.6
Irish	60	58	89	318	372	325	213	240	12.7	300.0
Czech	337	230	266	321	329	406	209	236	12.9	-30.0
Total	6,742	4,944	4,232	5,110	6,666	8,847	9,325	7,646	-18.0	13.4
% change	NA	-26.7	-14.4	20.7	30.5	32.7	5.4	-18.0		

Table 9c
Fall Enrollments in Fifteen Leading Asian or Pacific Less Commonly Taught Languages in Selected Years

	1974	1990	1995	2002	2006	2009	2013	2016	% Change 2013–16	% Change 1974–2016
Vietnamese	29	327	1,010	2,236	2,485	2,712	2,097	1,922	-8.3	6,527.6
Hindi	223	306	694	1,430	1,962	2,173	1,813	1,426	-21.3	539.5
Filipino/Pilipino/ Tagalog	325	342	680	1,142	1,569	1,360	1,325	1,308	-1.3	302.5
Mandarin	40					1,736	913	1,179	29.1	2,847.5
Armenian	121	255	217	607	774	747	693	1,134	63.6	837.2
Hindi-Urdu	161	125	263	427	393	631	533	698	31.0	333.5
Turkish	156	172	167	314	624	648	730	628	-14.0	302.6
Hmong		13	170	283	402	393	542	408	-24.7	—
Indonesian	121	222	256	225	301	296	289	375	29.8	209.9
Sanskrit	402	251	377	487	616	481	347	332	-4.3	-17.4
Thai	71	192	278	330	307	317	292	321	9.9	352.1
Burmese	4	2	32	49	35	29	43	320	644.2	7,900.0
Urdu	41	90	88	152	349	330	351	315	-10.3	668.3
Chinese, Classical				74	108	205	185	298	61.1	—
Cantonese	46	83	33	180	178	185	283	267	-5.7	480.4
Total	1,740	2,380	4,265	7,936	10,103	12,243	10,436	10,931	4.7	528.2
% change	NA	36.8	79.2	86.1	27.3	21.2	-14.8	4.7		

Table 9d
Fall Enrollments in Fifteen Leading Indigenous American Less Commonly Taught Languages in Selected Years

	1974	1990	1995	2002	2006	2009	2013	2016	Percentage Change 2013–16	Percentage Change 1974–2016
Hawai‘ian	555	913	1,890	1,687	1,654	2,006	2,419	1,740	-28.1	213.5
Navajo	589	186	832	783	649	914	854	834	-2.3	41.6
Ojibwa/Ojibway/Ojibwe	95	233	321	270	633	700	443	503	13.5	429.5
Cherokee	15	57	73	118	306	348	433	441	1.8	2,840.0
Lakota	54				19	601	573	376	-34.4	596.3
Choctaw	14	8		63	168	193	214	184	-14.0	1,214.3
Dakota	37					227	102	184	80.4	397.3
Kiowa				77	82	121	77	168	118.2	—
Crow		21	38	55	79	94	81	116	43.2	—
Muskogee/Maskoke/ Creek	20			132	179	143	149	116	-22.1	480.0
Quechua/Kichwa Languages	33	45	54	51	55	104	94	108	14.9	227.3
Anishinabe				24	244	36	70	94	34.3	—
Inupiaq		48		51	109	31	22	75	240.9	—
Tohono O‘odham		5	39	49	28	33	15	63	320.0	—
Blackfeet		34	53	41	83	42	65	56	-13.8	—
Total	1,412	1,550	3,300	3,401	4,288	5,593	5,611	5,058	-9.9	258.2
Percentage Change	NA	9.8	112.9	3.1	26.1	30.4	0.3	-9.9		

**Enrollments in
Languages Other Than
English in United States
Institutions of Higher
Education, Summer
2016 and Fall 2016:
Final Report**

Table 10
Number of Institutions Reporting Fall Enrollments, by Language

	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
A'ani Nin / Gros Ventre	1		-1	1	1
African Languages		1	1		-1
Afrikaans	2	2	0	4	2
Ahtena/Ahtna			0	1	1
Akan	1	3	2	3	0
Akkadian	17	15	-2	17	2
Alaskan Languages	1		-1		0
Albanian	1		-1	2	2
Algonquin/ Anishinaabemowin			0	1	1
Alutiiq			0	1	1
American Sign Language (ASL)	730	756	26	792	36
Amharic	6	6	0	8	2
Anglo-Saxon			0	1	1
Anishinabe	2	3	1	3	0
Apache	2	1	-1	1	0
Arabic, Old South		1	1		-1
Arabic	565	589	24	567	-22
Arabic, Classical	12	6	-6	3	-3
Arabic, Egyptian		7	7	3	-4
Arabic, Gulf		1	1		-1
Arabic, Iraqi	2	1	-1	1	0
Arabic, Levantine		3	3	4	1
Arabic, Modern Standard		11	11	14	3
Arabic, Moroccan			0	1	1
Arabic, Qur'anic	3		-3	1	1
Arabic, Sudanese	1	1	0	2	1
Aramaic	17	20	3	18	-2
Aramaic, Ancient		1	1	2	1
Aramaic, Biblical			0	1	1
Aramaic, Modern	1		-1		0
Aramaic, Rabbinic/ Talmudic/ Targumic	2	4	2	1	-3
Arapahoe	5	4	-1	3	-1
Arikara	1	1	0		-1
Armenian	14	9	-5	11	2
Armenian, Classical	1	1	0	1	0
Armenian, Eastern	1	1	0	2	1
Armenian, Modern		2	2	1	-1
Armenian, Western	2	2	0	2	0

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Table 10 (cont.)
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	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
Ashanti-Twi		1	1		-1
Assiniboine	1	1	0		-1
Athabaskan Languages		1	1	1	0
Aymara	1		-1		0
Azerbaijani	1		-1		0
Azeri	1		-1		0
Bamana	2	2	0	3	1
Bambara		1	1		-1
Basque	1	5	4	4	-1
Bengali/Bangla	12	11	-1	15	4
Blackfeet	1	3	2	1	-2
Bosnian	4		-4		0
Bosnian/Croatian/ Serbian	1	12	11	15	3
Bulgarian	2	4	2	2	-2
Burmese	3	4	1	8	4
Cambodian	1	2	1	2	0
Cantonese	8	11	3	9	-2
Catalan	11	9	-2	13	4
Cebuano		1	1	1	0
Celtic Languages	1		-1		0
Chamorro	1	1	0	1	0
Chechen			0	1	1
Cherokee	10	8	-2	8	0
Cheyenne	2	1	-1		-1
Cheyenne, Northern	1	1	0	1	0
Chichewa	2	1	-1	3	2
Chickasaw			0	1	1
Chinese	782	867	85	794	-73
Chinese, Classical	11	14	3	16	2
Chinese, Premodern		1	1	1	0
Chinook Wa Wa		2	2		-2
Chinyanja	1		-1		0
Chippewa/Cree	1	1	0	1	0
Choctaw	3	4	1	3	-1
Coeur D'Alene	1	1	0		-1
Comanche	1		-1	2	2
Coptic	3	5	2	3	-2
Cree	2	2	0	1	-1
Creole Languages			0	1	1
Creole, African		1	1	0	-1
Creole, Cape Verdean	3	2	-1	2	0
Creole, Haitian	7	14	7	16	2

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	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
Creole, Jamaican/ Patois			0	1	1
Creoloid Languages		1	1		-1
Croatian	5	1	-4		-1
Crow	1	1	0	1	0
Czech	26	26	0	19	-7
Czech/Slovak			0	1	1
Dakota	5	6	1	6	0
Dakota/Lakota	3	3	0	2	-1
Danish	12	7	-5	8	1
Dari/Afghan Persian	3	2	-1		-2
Dena'ina/Tanaina			0	1	1
Dinka	1		-1		0
Dutch	19	23	4	17	-6
East Asian Languages		1	1		-1
Egyptian	7	3	-4	7	4
Egyptian, Ancient		2	2	5	3
Egyptian, Late		1	1		-1
Egyptian, Middle	3	6	3	3	-3
Eskimo		1	1		-1
Esperanto	1		-1		0
Estonian	1	2	1	2	0
Far Eastern Languages		1	1		-1
Farsi/Persian	67	73	6	73	0
Fijian		1	1	1	0
Filipino/Pilipino/ Tagalog	35	31	-4	31	0
Finnish	11	12	1	11	-1
French	1,642	1,608	-34	1,479	-129
French, Cajun		1	1		-1
French, Old		2	2	3	1
Fula	1		-1		0
Gaelic	1	3	2	3	0
Gaelic, Scottish	3	1	-2	1	0
Galician		1	1		-1
Georgian	4	2	-2	2	0
German	1,111	1,076	-35	990	-86
German, Middle High	5	1	-4	1	0
German, Old Low / Saxon, Old			0	2	2
German, Pennsylvania			0	1	1
German, Theological	3	3	0	2	-1
Gikuyu/Kikuyu		1	1	1	0
Greek	2	2	0		-2

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Table 10 (cont.)
Number of Institutions Reporting Fall Enrollments, by Language

	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
Greek and Hebrew		2	2	2	0
Greek and Latin	2	5	3	1	-4
Greek, Ancient	608	512	-96	479	-33
Greek, Biblical	15	41	26	51	10
Greek, Koine	12	39	27	29	-10
Greek, Modern	57	46	-11	41	-5
Greek, New Testament	7	28	21	17	-11
Greek, Old Testament	1		-1		0
Guarani		1	1	1	0
Gujarati	1	1	0	1	0
Haida		1	1	1	0
Hausa	5	3	-2	2	-1
Hawai‘ian	15	15	0	15	0
Hebrew	13	8	-5	3	-5
Hebrew, Biblical	308	259	-49	262	3
Hebrew, Biblical and Modern		5	5	10	5
Hebrew, Classical	1	3	2		-3
Hebrew, Modern	174	173	-1	158	-15
Hebrew, Rabbinic		2	2	2	0
Hidatsa	1	1	0	1	0
Hindi	66	61	-5	53	-8
Hindi-Urdu	14	14	0	21	7
Hittite	3	2	-1	3	1
Hmong	8	11	3	12	1
Ho-Chunk	1	1	0	1	0
Hungarian	13	11	-2	11	0
Icelandic	1	1	0	2	1
Icelandic, Old		1	1		-1
Igbo	3	5	2	5	0
Ilocano/Ilokano	1	2	1	2	0
Indonesia, Bahasa		1	1	1	0
Indonesian	19	14	-5	17	3
Indonesian, Malay		2	2	3	1
Ingwaeonic Languages		1	1		-1
Inuktitut		1	1	1	0
Inupiaq	1	1	0	2	1
Iranian Languages	2	2	0		-2
Iranian Languages, Middle		1	1	1	0
Iranian Languages, Old	1		-1		0
Irish	15	11	-4	11	0
Irish, Modern	3	7	4	7	0

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Table 10 (cont.)
Number of Institutions Reporting Fall Enrollments, by Language

	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
Irish, Old	1		-1		0
Irish, Old and Middle		1	1		-1
Italian	670	665	-5	609	-56
Japanese	711	707	-4	680	-27
Japanese, Classical	2	6	4	4	-2
Javanese	1		-1		0
Kannada	3	1	-2	1	0
Kazakh/Qazaq	2	5	3	3	-2
Khmer	4	8	4	8	0
Ki-Kongo			0	1	1
Kiksht		1	1	1	0
Kinyarwanda			0	1	1
Kiowa	2	1	-1	3	2
Kirgiz/Kyrgyz	1		-1	1	1
Kootenai	1	1	0	1	0
Korean	135	154	19	162	8
Kumeyaay		1	1		-1
Kurdish	1	1	0	2	1
Ladino	1	1	0		-1
Lakota	5	4	-1	4	0
Laotian			0	1	1
Latin	588	590	2	540	-50
Latin, Medieval	7	1	-6	1	0
Latvian	1	1	0	1	0
Lingala	1	1	0	2	1
Lithuanian		2	2	2	0
Luganda		1	1		-1
Luiseno	1		-1	1	1
Lushootseed	2	1	-1		-1
Lusoga/Soga			0	1	1
Luwian			0	1	1
Malagasy		2	2	2	0
Malay	1	4	3	2	-2
Malayalam	3	3	0	3	0
Maliseet Wabanaki	1	2	1	1	-1
Manchu		1	1	1	0
Mandan	1		-1	1	1
Mandarin	15	20	5	18	-2
Maninka		1	1		-1
Maori	2	2	0	3	1
Marathi	2	2	0	2	0
Mayan	3		-3	1	1
Mayan, Kaqchikel		1	1		-1
Mayan, Quiche		2	2	2	0

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Table 10 (cont.)
Number of Institutions Reporting Fall Enrollments, by Language

	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
Mayan, Yucatec		2	2	1	-1
Menominee	1	1	0		-1
Mixtecan Languages			0	1	1
Mohawk	1		-1	1	1
Mongolian	2	2	0	2	0
Muskogee/Maskoke/ Creek	2	3	1	4	1
Nahuatl Languages	1		-1	5	5
Nakoda			0	1	1
Nakona	1	1	0	1	0
Namibian Languages	1		-1		0
Native American Languages		1	1		-1
Navajo	14	9	-5	14	5
Near Eastern Languages		1	1	2	1
Nepali	4	7	3	4	-3
Nez Perce	2	1	-1	1	0
Norse	3		-3		0
Norse, Old		3	3	2	-1
Norwegian	21	19	-2	18	-1
Norwegian, Modern		2	2		-2
Nselxcin (Okanogan and Nespelem)		1	1	1	0
Ojibwa/Ojibway/ Ojibwe	16	19	3	18	-1
Okinawan			0	1	1
Omaha	1	1	0	1	0
Oneida	2	1	-1		-1
Osage		1	1		-1
Palenquero		1	1		-1
Pali	2	2	0	2	0
Pashto	4	9	5	2	-7
Pawnee		1	1		-1
Phoenician		1	1		-1
Pima	1		-1		0
Plains Indian Sign Language		1	1		-1
Polish	55	47	-8	48	1
Portuguese	221	238	17	225	-13
Potawatomi			0	1	1
Prakrit Languages			0	1	1
Pulaar		1	1	2	1
Punjabi	10	8	-2	9	1

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Table 10 (cont.)
Number of Institutions Reporting Fall Enrollments, by Language

	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
Pushtu, Afghan	1		-1	1	1
Quechua/Kichwa Languages	10	14	4	16	2
Romance Languages		2	2	3	1
Romanian/Rumanian	9	13	4	9	-4
Russian	453	437	-16	406	-31
Sahaptin Languages	1	2	1	2	0
Salish	2	1	-1	1	0
Samoan	3	4	1	3	-1
Sanskrit	32	28	-4	26	-2
Sanskrit, Vedic	2	1	-1	2	1
Scandinavian Languages	7	5	-2	6	1
Semitic Languages		1	1		-1
Semitic Languages, Ancient		1	1		-1
Serbian	4		-4		0
Serbian/Croatian	1	3	2	5	2
Serbo-Croatian	11	4	-7	3	-1
Sesotho	1		-1		0
Setswana		1	1	1	0
Shona	1		-1		0
Shoshoni	3		-3	2	2
Sign Language		3	3	6	3
Sinhala/Sinhalese/ Singhalese	1		-1	1	1
Slavic Languages	2	6	4	2	-4
Slavic, Church	1	1	0		-1
Slavic, Old Church	5	1	-4	1	0
Slavonic, Old Church		1	1	3	2
Slovak	3	2	-1	2	0
Slovene/Slovenian	3	3	0	2	-1
Somali	4	3	-1	3	0
Southeast Asian Languages			0	1	1
Spanish	2,264	2,228	-36	2,110	-118
Spanish, Pastoral	1	2	1	1	-1
Sumerian	5	7	2	6	-1
Swahili/Kiswahili	83	69	-14	67	-2
Swedish	30	25	-5	27	2
Syriac	4	4	0	3	-1
Tahitian	1	1	0	1	0
Taiwanese	3	3	0	2	-1
Tajik	2	1	-1	1	0

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Table 10 (*cont.*)
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	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
Tamil	9	7	-2	8	1
Tati			0	1	1
Telugu	7	4	-3	2	-2
Thai	18	23	5	20	-3
Tibetan	13	17	4	17	0
Tibetan, Classical	3	2	-1	2	0
Tigrinya	1		-1	1	1
Tlingit		2	2	2	0
Tocharian Languages		1	1		-1
Tohono O'odham	2	1	-1	1	0
Tonga	1		-1		0
Tongan	2	3	1	3	0
Tsimshian			0	1	1
Tswana	1		-1		0
Turkic Languages	1		-1		0
Turkic, Ancient			0	1	1
Turkic, Old		1	1		-1
Turkish	44	48	4	47	-1
Turkish, Middle			0	1	1
Turkish, Ottoman	1	2	1	3	1
Twi	3	9	6	6	-3
Ugaritic	4	1	-3	2	1
Ukrainian	13	12	-1	14	2
Urdu	17	17	0	20	3
Uyghur	3	4	1	3	-1
Uzbek	8	6	-2	4	-2
Vedic		1	1		-1
Vietnamese	54	44	-10	45	1
Welsh	5	4	-1	3	-1
Welsh, Early	1		-1		0
Welsh, Middle		1	1		-1
Wolof	14	15	1	10	-5
Xhosa	5	2	-3	1	-1
Xwlemi (Lummi)	1		-1		0
Yaqui	1		-1		0
Yiddish	20	24	4	19	-5
Yoruba	16	15	-1	18	3
Yup'ik/Yupic		1	1	2	1
Yurok		1	1		-1
Zapotec Languages	1		-1		0
Zulu	14	13	-1	11	-2
Zuni	1	2	1		-2
Total	12,385	12,384	-1	11,733	-651

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Table 11a
Number of Institutions Reporting Fall Enrollments in the Fifteen Most Commonly Taught Languages, for All Program Levels Combined

	1990	2009	2016	% Change, 1990–2016
American Sign Language	23	730	792	3,343.5
Arabic ¹	137	583	596	335.0
Chinese	412	782	794	92.7
French	1,836	1,642	1,479	–19.4
German	1,356	1,111	990	–27.0
Greek, Ancient ²	655	643	576	–12.1
Hebrew, Biblical ³	261	309	264	1.1
Hebrew, Modern	156	174	158	1.3
Italian	543	670	609	12.2
Japanese	657	711	680	3.5
Korean	50	135	162	224.0
Latin	556	588	540	–2.9
Portuguese	146	221	225	54.1
Russian	626	453	406	–35.1
Spanish	2,122	2,264	2,110	–0.6

Number of institutions reporting in 2016: 2,547.

1. Includes enrollments reported under “Arabic,” “Arabic, Algerian,” “Arabic, Classical,” “Arabic, Egyptian,” “Arabic, Gulf,” “Arabic, Iraqi,” “Arabic, Levantine,” “Arabic, Modern Standard,” “Arabic, Moroccan,” “Arabic, Qur’anic,” “Arabic, Sudanese,” and “Arabic, Syrian.”
2. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”
3. Includes enrollments reported under “Hebrew, Biblical,” “Hebrew, Classical,” and “Hebrew, Rabbinic.” Excludes enrollments reported under “Hebrew” and “Hebrew, Biblical and Modern.”

Table 11b
Number of Institutions Reporting Fall Enrollments in the Fifteen Most Commonly Taught Languages, by Program Level

	Two-Year			% Change, 1990–2016	Four-Year			% Change, 1990–2016	Graduate			% Change, 1990–2016
	1990	2009	2016		1990	2009	2016		1990	2009	2016	
American Sign Language	12	372	352	2,833.3	10	353	436	4,260.0	2	31	23	1,050.0
Arabic ¹	20	113	106	430.0	110	460	482	338.2	36	55	53	47.2
Chinese	53	154	141	166.0	355	624	649	82.8	46	49	59	28.3
French	621	463	397	-36.1	1,209	1,174	1,081	-10.6	204	178	147	-27.9
German	365	264	221	-39.5	983	841	766	-22.1	163	119	106	-35.0
Greek, Ancient ²	16	5	1	-93.8	558	557	501	-10.2	169	179	174	3.0
Hebrew, Biblical ³	3	1	1	-66.7	158	225	187	18.4	123	134	117	-4.9
Hebrew, Modern	21	13	11	-47.6	132	158	146	10.6	28	17	17	-39.3
Italian	127	169	131	3.1	414	500	477	15.2	67	46	52	-22.4
Japanese	154	175	167	8.4	498	534	513	3.0	55	44	50	-9.1
Korean	5	20	25	400.0	45	113	135	200.0	6	17	26	333.3
Latin	40	49	26	-35.0	505	528	501	-0.8	89	94	81	-9.0
Portuguese	12	28	24	100.0	129	190	199	54.3	40	40	35	-12.5
Russian	119	78	68	-42.9	502	372	337	-32.9	83	49	44	-47.0
Spanish	791	808	704	-11.0	1,317	1,444	1,397	6.1	238	277	242	1.7

Number of institutions reporting in 2016: 2,547.

1. Includes enrollments reported under “Arabic,” “Arabic, Algerian,” “Arabic, Classical,” “Arabic, Egyptian,” “Arabic, Gulf,” “Arabic, Iraqi,” “Arabic, Levantine,” “Arabic, Modern Standard,” “Arabic, Moroccan,” “Arabic, Qur’anic,” “Arabic, Sudanese,” and “Arabic, Syrian.”

2. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”

3. Includes enrollments reported under “Hebrew, Biblical,” “Hebrew, Classical,” and “Hebrew, Rabbinic.” Excludes enrollments reported under “Hebrew” and “Hebrew, Biblical and Modern.”

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Table 11c
Percentage of Institutions Reporting Fall Enrollments in the
Fifteen Most Commonly Taught Languages

	1990	2009	2016
American Sign Language	1.0	29.2	34.0
Arabic ¹	5.7	23.3	25.6
Chinese	17.2	31.3	34.1
French	76.5	65.6	63.5
German	56.5	44.4	42.5
Greek, Ancient ²	27.3	25.7	24.7
Hebrew, Biblical ³	10.9	12.4	11.3
Hebrew, Modern	6.5	7.0	6.8
Italian	22.6	26.8	26.2
Japanese	27.4	28.4	29.2
Korean	2.1	5.4	7.0
Latin	23.2	23.5	23.2
Portuguese	6.1	8.8	9.7
Russian	26.1	18.1	17.4
Spanish	88.5	90.5	90.6
Number of institutions on which percentages are based	2,399	2,502	2,328

1. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."
2. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament." Excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."
3. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic." Excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern."

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Table 12a
Percentage of All Programs with Decreasing, Stable, or Increasing Enrollments between
Fall 2013 and Fall 2016

	% Change in Enrollments	% of Programs with Enrollments			
		Decreasing	Stable*	Increasing	<i>Stable or Increasing</i>
American Sign Language	-2.3	46.6	6.3	47.1	53.4
Arabic ¹	-5.9	48.5	14.8	36.7	51.5
Chinese	-13.1	52.5	19.0	28.4	47.5
French	-11.1	58.5	13.3	28.2	41.5
German	-7.1	52.9	14.1	33.0	47.1
Greek, Ancient ²	-21.8	51.1	22.2	26.6	48.9
Hebrew, Biblical ³	-23.9	46.3	19.4	34.4	53.8
Hebrew, Modern	-17.6	58.4	16.3	25.3	41.6
Italian	-20.1	66.8	10.4	22.9	33.2
Japanese	3.1	42.6	12.3	45.1	57.4
Korean	13.7	25.0	10.8	64.2	75.0
Latin	-8.6	52.9	14.8	32.3	47.1
Portuguese	-20.8	59.5	12.8	27.7	40.5
Russian	-7.4	51.4	15.5	33.1	48.6
Spanish	-9.8	63.7	5.1	31.3	36.3
Other languages	0.2	51.8	12.6	35.7	48.3
Total	-9.2	54.5	12.5	33.0	45.5

Number of institutions reporting in 2016: 2,547.

*No change includes +/- 2.

1. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."
2. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament." Excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."
3. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic." Excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern."

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Table 12b
Percentage of Introductory Undergraduate Programs with Decreasing, Stable, or
Increasing Enrollments between Fall 2013 and Fall 2016

	% Change in Enrollments	% of Programs with Enrollments			
		Decreasing	Stable*	Increasing	<i>Stable or Increasing</i>
American Sign Language	-1.4	47.2	5.9	46.9	52.8
Arabic ¹	-6.2	50.1	15.1	34.9	49.9
Chinese	-15.3	57.2	14.1	28.8	42.8
French	-10.6	58.7	10.5	30.8	41.3
German	-7.1	52.1	13.5	34.4	47.9
Greek, Ancient ²	-21.7	49.9	22.5	27.6	50.1
Hebrew, Biblical ³	18.3	47.5	16.0	36.5	52.5
Hebrew, Modern	-10.3	57.4	16.0	26.6	42.6
Italian	-20.8	66.5	10.3	23.3	33.5
Japanese	5.4	40.1	12.7	47.2	59.9
Korean	21.5	25.6	10.5	64.0	74.4
Latin	-8.9	53.8	15.4	30.8	46.2
Portuguese	-22.0	61.1	11.3	27.5	38.9
Russian	-5.5	47.5	20.2	32.3	52.5
Spanish	-9.8	62.1	5.4	32.5	37.9
Other languages	-6.9	51.2	11.2	37.6	48.8
Total	-8.9	54.5	11.6	33.9	45.5

Number of institutions reporting in 2016: 2,547.

*No change includes +/- 2.

1. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."
2. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament." Excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."
3. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic." Excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern."

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Table 12c
Percentage of Advanced Undergraduate Programs with Decreasing, Stable, or Increasing Enrollments between Fall 2013 and Fall 2016

	% Change in Enrollments	% of Programs with Enrollments			
		Decreasing	Stable*	Increasing	<i>Stable or Increasing</i>
American Sign Language	-3.6	39.8	8.1	52.2	60.2
Arabic ¹	-2.3	37.1	30.3	32.7	62.9
Chinese	-7.2	42.5	23.1	34.4	57.5
French	-13.6	48.6	21.4	30.0	51.4
German	-6.5	44.3	24.8	30.8	55.7
Greek, Ancient ²	-18.6	32.8	42.8	24.4	67.2
Hebrew, Biblical ³	-57.4	37.0	34.3	28.7	63.0
Hebrew, Modern	-42.4	34.1	36.4	29.5	65.9
Italian	-14.2	45.3	22.8	31.8	54.7
Japanese	-7.1	39.3	24.0	36.7	60.7
Korean	5.3	33.0	25.0	42.0	67.0
Latin	-11.7	36.0	34.2	29.7	64.0
Portuguese	-14.9	50.0	24.2	25.8	50.0
Russian	-12.3	43.2	25.7	31.1	56.8
Spanish	-9.5	55.9	11.2	32.9	44.1
Other languages	36.2	39.8	27.7	32.5	60.2
Total	-9.7	44.7	23.1	32.2	55.3

Number of institutions reporting in 2016: 2,547.

*No change includes +/- 2.

1. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."
2. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament." Excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."
3. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic." Excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern."

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Table 12d
Percentage of Graduate Programs with Decreasing, Stable, or Increasing Enrollments
between Fall 2013 and Fall 2016

	% Change in Enrollments	% of Programs with Enrollments			
		Decreasing	Stable*	Increasing	<i>Stable or Increasing</i>
American Sign Language	-30.9	31.3	40.6	28.1	68.8
Arabic ¹	-15.9	41.9	33.9	24.2	58.1
Chinese	6.5	36.6	31.0	32.4	63.4
French	-12.0	44.8	30.4	24.9	55.2
German	-12.0	38.9	38.1	23.0	61.1
Greek, Ancient ²	-23.4	43.0	31.4	25.6	57.0
Hebrew, Biblical ³	-22.5	46.4	18.5	35.1	53.6
Hebrew, Modern	-53.5	42.9	35.7	21.4	57.1
Italian	-1.6	43.3	28.3	28.3	56.7
Japanese	-14.8	35.7	50.0	14.3	64.3
Korean	-69.9	19.4	61.3	19.4	80.6
Latin	10.1	32.4	40.0	27.6	67.6
Portuguese	-30.2	49.0	28.6	22.4	51.0
Russian	-14.0	36.1	42.6	21.3	63.9
Spanish	-14.3	48.1	22.0	29.8	51.9
Other languages	15.7	39.6	19.8	40.7	60.4
Total	-16.0	41.9	30.6	27.5	58.1

Number of institutions reporting in 2016: 2,547.

*No change includes +/- 2.

1. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."
2. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament." Excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."
3. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic." Excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern."

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Table 13
Number of Bachelor's Degrees Granted for First and Second Majors in Fourteen Most Commonly Taught Languages, with Number of Institutions

Language	2009	2013	2016	Percentage Change 2013–16
American Sign Language				
Degrees Granted	281	463	552	19.2
Institutions	32	40	43	7.5
Arabic				
Degrees Granted	118	222	215	-3.2
Institutions	14	22	28	27.3
Chinese				
Degrees Granted	514	706	648	-8.2
Institutions	60	75	84	12.0
French				
Degrees Granted	3,669	3,539	2,843	-19.7
Institutions	547	530	473	-10.8
German				
Degrees Granted	1,536	1,389	1,237	-10.9
Institutions	322	307	279	-9.1
Greek, Ancient/Classical				
Degrees Granted	49	48	33	-31.3
Institutions	21	27	15	-44.4
Hebrew, Modern				
Degrees Granted	76	69	9	-87.0
Institutions	12	14	6	-57.1
Italian				
Degrees Granted	486	464	325	-30.0
Institutions	92	94	91	-3.2
Japanese				
Degrees Granted	722	899	742	-17.5
Institutions	67	76	77	1.3
Korean				
Degrees Granted	27	52	58	11.5
Institutions	5	6	6	0.0
Latin				
Degrees Granted	126	126	78	-38.1
Institutions	52	49	31	-36.7
Portuguese				
Degrees Granted	61	84	77	-8.3
Institutions	16	22	20	-9.1
Russian				
Degrees Granted	466	564	451	-20.0
Institutions	114	106	96	-9.4
Spanish				
Degrees Granted	13,252	12,594	10,511	-16.5
Institutions	827	807	787	-2.5
Total				
Degrees Granted	21,383	21,219	17,779	-16.2
Institutions	946	946	935	-1.2

These numbers are calculated from data files in the IPEDS data center: nces.ed.gov/ipeds/use-the-data. The languages in the table correspond to the following CIP codes: American Sign Language (16.1601, 16.1602, 16.1603, and 16.1699), Arabic (16.1101), Chinese (16.0301), French (16.0901), German (16.0501), Greek, Ancient/Classical (16.1202), Hebrew, Modern (16.1102), Italian (16.0902), Japanese (16.0302), Korean (16.0303), Latin (16.1203), Portuguese (16.0904), Russian (16.0402), Spanish (16.0905). Biblical Hebrew is included within the CIP code 16.1103, Ancient Near Eastern and Biblical Languages, Literatures, and Linguistics, and since this category includes languages other than Biblical Hebrew, it could not be used. For this reason Biblical Hebrew is not included in the above table. The institution counts exclude institutions that reported zero language degree completions in a given year.