

Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Report on Two-Year Institutions

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THIS report follows two others that analyzed the total enrollments for all institutions in the Modern Language Association's 2016 language enrollment censuses. The preliminary report presented our findings in broad terms; the final report presented a more fine-grained analysis of the results. The present report focuses on two-year institutions, which constitute a significant part of the higher education landscape. Of the more than 18 million students in nonprofit, degree-granting colleges and universities in the United States, 5.8 million are in two-year institutions.

Since 1958, the Modern Language Association (MLA) has gathered and analyzed data on undergraduate and graduate course enrollments in languages other than English in colleges and universities in the United States. 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 was the first time since 1971 that the MLA 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 by the National Security Education Program, and in 2016 it was partially funded by the National Endowment for the Humanities.¹

Between fall 2013 and fall 2016, enrollments in languages other than English fell 15.9% at two-year colleges in the United States; of the fifteen languages with the most enrollments, only Japanese and Korean showed gains in enrollments (tables 1a and 1b).

The 15.9% drop at two-year institutions was considerably greater than the drop at four-year institutions. Between fall 2013 and fall 2016, enrollments declined by 7.3% at four-year institutions (table 2d).

The total number of programs in two-year institutions that reported language enrollments fell by 252 between 2013 and 2016, more than double the decline between 2009 and 2013, when the number of programs fell by 121 (table 7).

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

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Directory to make sure that all accredited, nonprofit institutions were accounted for. Thirty institutions proved ineligible. (This group included institutions that merged, closed, or lost accreditation as well as branch campuses whose enrollment numbers were reported with those of the main campus.) As a result, the total number of eligible institutions was reduced 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 that held language courses in the summer only provided information on 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 approximately two-thirds came from four-year institutions. Of the 2,547 institutions that responded, 219 had no enrollments in languages other than English in fall 2016. In percentage terms, 8.6% of responding two-year institutions and 8.6% of responding four-year institutions reported no language enrollments in fall 2016. 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 enrollments.

The data from all MLA enrollment censuses, from 1958 through 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.

The fall 2016 enrollment figures have also been added 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 spoken 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 of the United States where these languages are spoken.

Fall 2016 Language Enrollments at Two-Year Institutions

Aggregated fall 2016 course enrollments in languages other than English at two-year institutions were 288,741. In fall 2013, enrollments were 343,245. Thus, enrollments fell 15.9% between fall 2013 and fall 2016, the largest decline for two-year colleges in the history of the census. It was also the second consecutive decline, after a 12.7% drop between 2009 and 2013.

Over time there were a number of declines in total enrollments for all institutions: the largest decline (12.6%) was in 1972, followed by smaller drops for three consecutive censuses. Another decline (3.9%) occurred in 1995, before the back-to-back drops in 2013 (6.7%) and 2016 (9.2%). Historically, however, two-year institutions

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witnessed an almost uninterrupted increase in enrollments. In 1972, the year of the largest decline in total enrollments for all institutions, enrollments at two-year institutions declined by only 2.1%. Aside from a few tiny drops of less than 1% in the 1980s, two-year enrollments did not decline again until 2013 (table 1a, table 1b, table 2d, fig. 1). The results for 2016 indicate that the results for 2013 are the beginning of a trend rather than a blip; the decline in two-year enrollments between 2009 and 2016 is 26.5%.

In terms of ranking, Spanish and American Sign Language lead as the two most studied languages at two-year institutions. French is third, followed by Japanese and German. Over the past several censuses, the fifteen languages with the most enrollments at two-year institutions have, for the most part, maintained their relative positions. There are a few exceptions: Between the 2013 and 2016 censuses, German changed positions with Italian, Korean overtook Russian, Hawai‘ian squeezed past Portuguese, and both Hawai‘ian and Portuguese surpassed Latin. Between 2009 and 2013, Korean vaulted over Latin and Vietnamese, and Hawai‘ian overtook Farsi/Persian. Farsi/Persian, Hawai‘ian, and Vietnamese are among the fifteen languages with the most enrollments at two-year institutions, displacing Ancient Greek, Biblical Hebrew, and Modern Hebrew, which are among the fifteen languages with the most enrollments across all institutions. (For the sake of readability, numbers from the tables and figures are not cited extensively in the text of the report. For more details, we recommend reading the tables and figures together with the report.)

The enrollment numbers cover a wide range. Spanish is in a category all its own, with 166,481 enrollments. As shown in figure 2, Spanish enrollments are still greater than enrollments for all other languages combined, although the difference is decreasing. American Sign Language, French, and Japanese are in the 10,000 to 50,000 range, while the remaining languages are all under 10,000. At 377 enrollments, Farsi/Persian is the smallest of the fifteen languages with the most enrollments.

In fall 2016, two of the fifteen languages showed increases in enrollments. Japanese enrollments increased slightly, by 0.3%, from 14,587 in 2013 to 14,625 in 2016; Korean enrollments increased by 21.4%, from 1,377 in 2013 to 1,672 in 2016. Total enrollments for all institutions showed a larger increase in Japanese enrollments in 2016 (3.1%) and a smaller increase in Korean enrollments (13.7%).

The other thirteen languages showed declines in two-year-college enrollments in fall 2016. For most of these languages, the 2016 decline follows a decline in 2013. Spanish enrollments, for example, dropped by 17.2%, after dropping by 14.2% in 2013. Spanish still lays claim to the majority of language enrollments (57.7%), but the percentage has been decreasing since hitting a high of 69.0% in 1995. Between 2013 and 2016, six languages and the aggregated “Other” languages saw a decline of over 20%: Latin (42.9%), Italian (31.9%), Farsi/Persian (30.3%), “Other” languages (25.2%), Vietnamese (24.0%), Russian (24.0%), and Chinese (21.3%). Five languages had declines of between 10% and 20%: French (19.8%), German (18.6%), Spanish (17.2%), Arabic (15.8%), and Portuguese (12.3%). A few languages experienced what in this context could be called less radical decreases: American Sign Language (7.6%) and Hawai‘ian (5.8%).

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Some languages that had drops in enrollments between 2013 and 2016 show growth if we look at the decade-long span from 2006 to 2016. American Sign Language, Arabic, and Hawai‘ian, for example, all increased in enrollments in that time span.

The aggregated “Other” languages—that is, those not included in the top fifteen languages—decreased 25.2% between 2013 and 2016. These languages experienced a large increase (21.0%) between 2006 and 2009, followed by a comparable decrease (22.7%) between 2009 and 2013. These 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 community 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.

Farsi/Persian, Hawai‘ian, and Vietnamese are among the fifteen languages with the most enrollments at two-year institutions but not at all institutions combined. This discrepancy presents a problem for our reporting on the data. We generally refer to the fifteen languages with the most enrollments as commonly taught languages and the others as less commonly taught languages, or LCTLs. In this report, we will treat Farsi/Persian, Hawai‘ian, and Vietnamese as hybrids and include them in the tables and figures that show the commonly taught languages and in those that show LCTLs.

In recent censuses, some institutions have begun to provide more finely grained reporting on LCTLs, listing language variants such as Levantine Arabic or Classical Hebrew that were reported under Arabic or Biblical Hebrew in the past. Such details are useful, but they also reduce the number of enrollments for Arabic, Ancient Greek, and Biblical Hebrew. As a way of balancing the advantages 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 have included disaggregated enrollment numbers in [table 5](#), our detailed table of LCTLs; the disaggregated numbers are also available in the enrollment database.

Between 2013 and 2016, the geographic distribution of enrollments has remained relatively stable in terms of percentages ([table 3a](#)). [Table 3b](#) displays fall enrollments in 2009, 2013, and 2016 in each of the fifty states and in the District of Columbia. Whereas sixteen states had reported gains in 2013, only eight states recorded increases in enrollments in 2016: Indiana (5.3%), Iowa (31.0%), Maine (33.1%), Minnesota (32.4%), Montana (36.0%), New Mexico (45.2%), North Dakota (10.2%), and South Dakota (78.6%). The absolute numbers behind some of these increases are small: for example, Maine moved from 178 in 2013 to 237 in 2016, North Dakota from 88 to 97, and South Dakota from 42 to 75. Some state losses in 2016 were substantial: 73.1% in Georgia, 50.2% in Delaware, 47.1% in Utah, 35.7% in Kentucky, 35.0% in Michigan, and 34.7% in Oregon. Some drops in enrollments are the result of institutional changes. While two-year enrollments in Georgia fell 73.1%, from 2,863 in 2013 to 769 in 2016, they rose 6.6% at the four-year level, from 42,763 to 45,603. Between 2013 and 2016, Georgia Perimeter College and Darton State College, both two-year institutions, merged with four-year institutions,

and those mergers explain both the decrease at the two-year level and the increase at the four-year level. Georgia Perimeter College had a total of 1,713 enrollments in 2013, and Darton State College had 417.

Trends in Language Enrollments

Table 2a presents fall enrollments in the fifteen most commonly taught languages at two-year institutions between 1959 and 2016. The percentage change between 1959 and 2016 is over 33,000% for Arabic and over 21,000% for Japanese. Arabic had 14 enrollments in 1959 and 4,701 enrollments in 2016, while Japanese increased from 69 to 14,625. But Chinese, Italian, and Spanish also showed remarkable growth over the same period, despite recent declines. No percentage change can be calculated over that span for American Sign Language, since it was first reported in 1990. But from enrollments of only 1,140 in 1990, American Sign Language has grown to become the second most commonly taught language in two-year colleges in the United States. Farsi/Persian, Hawai‘ian, and Vietnamese remain among the fifteen most commonly taught languages at two-year institutions despite suffering 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.

Table 2b shows enrollment numbers, in aggregate rather than by language, at two-year colleges, in four-year undergraduate programs, and in graduate programs. **Table 2c** presents the percentage distribution of language enrollments from 1959 to 2016 in two-year colleges and 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.

Table 4 compares enrollments in the fifteen most commonly taught languages as percentages of total language enrollments and reveals relatively little change in the percentage share in recent censuses for most of the languages. The exceptions are Spanish, which showed incremental decreases in percentage share between 2009 and 2016, and American Sign Language, which showed incremental increases over the same time period (**fig. 3a**, **fig. 3b**, and **fig. 3c** illustrate these trends).

Two- and Four-Year Institutions and Declining Enrollments

Are four-year institutions downsizing 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 have a disproportionately high drop in enrollments compared with those of two-year institutions. **Table 2d** compares fall enrollments over time and shows that, on the contrary, two-year institutions have experienced 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 growth slowed and enrollments at two-year institutions eventually began to decline. Between fall 2013 and fall 2016, enrollments declined by 7.3% at four-year institutions while declining by 15.9% at two-year

institutions. Between 1959 and 2016, enrollments at two-year colleges increased by 547.3%, while enrollments at four-year institutions increased by 128.9%. But over the last decade, enrollments at two-year colleges declined by 20.9%, whereas enrollments 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 drops.

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 did public institutions or private independent institutions), the differences were not as pronounced as they were when comparing enrollments in two-year and four-year institutions.

Two- and Four-Year Undergraduate Enrollments

In fall 2016, enrollments at two-year institutions constituted 20.8% of all undergraduate enrollments. In the four censuses before 2016, that percentage ranged from 22.5% in 2013 to 24.8% in 2002. Approximately one-third of the 2,547 responses to the 2016 census came from two-year colleges.

Figures 4a, 4b, 4c, 4d, and 4e show, for five selected languages, the proportion of undergraduate enrollments at two-year institutions and at four-year institutions over the last five censuses. Table 10 presents total undergraduate enrollment numbers as well as two-year enrollments as a percentage of all undergraduate enrollments for these five languages.

In Spanish (fig. 4a and table 10), the percentage share of enrollments for two-year institutions was 29.0% in 2002 and declined to 23.6% in 2016. Despite the decline, these numbers are several percentage points higher than those for all languages combined. French (fig. 4b and table 10) and Arabic (fig. 4c and table 10), in contrast, fall below the percentages for all languages: French ranges from 14.6% to 16.7% for enrollments at two-year institutions, while Arabic falls between 15.2% and 19.1%.

The percentage share of enrollments at two-year institutions for Vietnamese (fig. 4d and table 10) and Hawai‘ian (fig. 4e and table 10), however, are much higher than those for all languages combined. Two-year Hawai‘ian enrollments represented 39.7% of all undergraduate enrollments in 2002, dipped to 28.7% in 2013, then rose to 37.3% in 2016. In some recent census years, enrollments in Vietnamese at two-year institutions constituted the majority of undergraduate Vietnamese enrollments. In 2002, 54.2% of Vietnamese enrollments were at two-year institutions;

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in 2009, the percentage was 54.3%; and in 2013, it was 51.7%, before dropping to 42.8% in 2016.

Summer 2016 Enrollments

In 2016, for the first time since 1971, the MLA conducted a 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 67,788. (In 1969 and 1971, the only other years in which the census covered the summer term, two-year institutions were not systematically surveyed, so no comparisons are possible.)

Summer language enrollments are not widespread: only 559 of 803 two-year institutions reported any summer enrollments. It may be that limited funding (or the lack of funding) for summer study keeps language enrollments low for the summer term. At the time of the summer 2016 census, regulations prevented the use of federal assistance for summer courses, excluding one major source of potential funding.

Summer enrollments in LCTLs are small. Only 0.6% of summer enrollments at two-year institutions were in LCTLs. (In the fall, however, the percentage was only slightly higher, at 0.9%.) Instead, enrollments skew heavily toward Spanish in both semesters. Nearly three-quarters (71.1%) of summer language enrollments and more than half (57.7%) of fall language enrollments were in Spanish.

Some of the languages that appear among the commonly taught languages in the summer at two-year institutions, however, are LCTLs when one considers the total enrollments for all institutions. The first ten languages that appear in table 1c are the same as those for fall in table 1a and are even in the same rank order (except Chinese and Italian, which switch positions between summer and fall). But Armenian, Cree, and Sign Language (as distinct from American Sign Language) are in the top fifteen languages for summer enrollments. Hawai‘ian, Portuguese, and Vietnamese, which are among the commonly taught languages at two-year institutions in the fall, are not on the summer list.

Less Commonly Taught Languages (LCTLs)

For the purpose of this report, we characterize as less commonly taught all languages other than the top fifteen listed in table 1a of the final report on 2016 enrollments at all institutions (Looney and Lusin 32). This means that Vietnamese, Hawai‘ian, and Farsi/Persian, even though they are among the top fifteen languages at two-year institutions, are also categorized as LCTLs in the discussion that follows. 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 5 includes enrollments in variants not reported until 2013, such as Ancient Aramaic and Egyptian Arabic. (For a graph of selected LCTLs at two-year institutions, see figure 5.)

For all institutions—two-year, four-year, and graduate—a total of 310 different LCTLs were offered over the past three censuses (2009, 2013, and 2016); 304

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LCTLs were listed in the 2013 report, 244 in 2009. Each year, the number of LCTLs offered at two-year institutions is much lower, and it has decreased over the past three censuses: 64 LCTLs were offered in 2009; 56 were offered in 2013; and 52 were offered in 2016. While community colleges remain important sites for teaching and learning key heritage languages with ties to local ethnic communities, these institutions tend not to have the resources to offer an array of languages beyond those that are commonly taught.

At the same time, enrollments in several LCTLs recorded limited but solid continuing interest. Tables 6a–6d show data on LCTLs within specific geographic regions, presenting enrollments in selected years since 1974.

In Middle Eastern or African LCTLs (table 6a), total enrollments in 2016 were 716, and one language, Farsi/Persian, accounted for over half, or 377, of all enrollments. Almost all Farsi/Persian enrollments, 366, were reported by two-year institutions in California. The children of Iranian expatriates in Southern California want to study the language for reasons of cultural identity, while students at the Defense Language Institute in Monterey want to master Farsi/Persian because the United States has designated it a critical language. Only seven other languages from this geographic region were offered in 2016: Cape Verdean Creole (19), Aramaic (11), Modern Standard Arabic (183), and four regional variants of Arabic (Levantine, Egyptian, Iraqi, and Sudanese). While the absolute numbers are not high, this varied cluster of kinds of Arabic represents the greatest variety the census has ever recorded.

European LCTLs (table 6b) had a 54.2% decline in enrollments in 2016, and only five languages were reported: Polish, Ancient Greek, Finnish, Serbian/Croatian, and Ukrainian. Of those, only Polish had double-digit enrollments at 49. All enrollments in Polish were reported by three separate institutions in the greater Chicago area, a region of the country known for its Polish roots.

Asian or Pacific LCTLs (table 6c) include three languages with triple-digit enrollments in 2016: Vietnamese (820), Armenian (282), and Filipino/Pilipino/Tagalog (143). The other ten languages range from 1 enrollment in Classical Chinese to 58 in Afghan Pushtu. Between 2013 and 2016, the languages of this region experienced an overall decrease in enrollments of 50.1%. All enrollments in Armenian were reported by two institutions in California—Glendale Community College (246) and Pasadena City College (36). Vietnamese and Filipino/Pilipino/Tagalog were offered at ten institutions in California and two in Hawai‘i.

A bright spot in the story on enrollments for LCTLs at community colleges is Indigenous American LCTLs, whose enrollments increased by 31.8% between 2013 and 2016 (table 6d, fig. 6). Among the top fifteen Indigenous American languages, Hawai‘ian registered the most enrollments at 630, which was a 5.8% decrease from 2013. In 2016, enrollments in the other fourteen languages ranged from 15 to 267. Enrollments rose, sometimes by a considerable percentage, or were stable in ten of the languages. Inupiaq enrollments, for example, increased by 131.8%, from 22 in 2013 to 51 in 2016. Tohono O‘odham enrollments increased by 320.0%, from 15 in 2013 to 63 in 2016; all enrollments in Tohono O‘odham were reported by Tohono O‘odham Community College, a tribal college of around two hundred students in Sells, Arizona. When one considers the size of the college, one realizes

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that an impressive portion of the student body accounts for these enrollments. After Hawai‘ian, the language that regularly has the highest enrollments in this regional group and at two-year institutions is Navajo, which increased between 2013 and 2016 by 51.7%, from 176 to 267.

The number of institutions that teach Indigenous American LCTLs is small in general, and these languages are often taught at two-year tribal community colleges. In 2016, A‘ani Nin / Gros Ventre, Blackfeet, Comanche, Cree, Crow, Inupiaq, Muskogee/Maskoke/Creek, Nakoda, Northern Cheyenne, and Tohono O‘odham were each taught at only one two-year institution. Anishinabe and Arapahoe were each taught at two community colleges. Dakota was taught at four different community colleges across four states. Only three Indigenous American languages were taught at more than a handful of two-year institutions in 2016. Ojibwa/Ojibway/Ojibwe was taught at seven community colleges, Hawai‘ian at six, and Navajo at five.

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.

Between 2013 and 2016, overall enrollments in the LCTLs fell across all institutions by 1,380 (3.4%), but this change is not uniform across institutional types. Two-year institutions bear the brunt of the decline: at these institutions, enrollments fell by 1,447, or 24.6%, which in percentage terms is higher than the decline in overall enrollments for two-year institutions (15.9%). Undergraduate four-year enrollments in the LCTLs, in contrast, rose slightly by 462 (1.6%). Like enrollments at two-year institutions, graduate enrollments in LCTLs fell, declining by 395, or 8.8%.

The Number of Institutions Reporting Enrollments

Enrollment numbers are not the only measure of the health of the language field. Table 7 and tables 8a–8b, which track the number of institutions reporting enrollments over time, help illuminate the issue from another angle. As [table 8a](#) shows, only one of the fifteen most commonly taught languages, Korean, had increases in the number of two-year institutions reporting enrollments both between 1990 and 2009 and between 2009 and 2016. The number of two-year institutions reporting Korean increased from 5 in 1990, to 20 in 2009, and to 25 in 2016.

In addition, the number of two-year institutions reporting four other most commonly taught languages grew significantly between 1990 and 2016: American Sign Language (from 12 institutions to 352), Arabic (from 20 to 106), Chinese (from 53 to 141), and Portuguese (from 12 to 24). Between 2009 and 2016, however, all four languages experienced declines, though relatively small ones, in the number of institutions at which they were reported. (Italian and Japanese followed the same pattern of growth and decline between 1990 and 2009 and between 2009 and 2016, but their growth was considerably more modest; the number of institutions reporting Italian increased from 127 to 169, then declined to 131, and those reporting Japanese increased from 154 to 175, then declined to 167.)

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Between 1990 and 2016, the decline in the percentage of two-year institutions reporting enrollments in French (36.1%), German (39.5%), and Latin (35.0%) was similar. Russian declined more severely (42.9%), while Spanish had only a moderate drop (11.0%).

Three languages (Farsi/Persian, Hawai‘ian, and Vietnamese) that are in the fifteen most commonly taught languages at two-year institutions are not included in table 8a, but they are listed in table 7. Hawai‘ian was remarkably steady, with six institutions reporting enrollments in 2009, in 2013, and in 2016. Farsi/Persian had a slight decline, with seven institutions reporting enrollments in 2009 and in 2013, but only six reporting in 2016. Vietnamese dropped significantly, from fifteen institutions in 2009, to twelve in 2013, and then to ten in 2016.

Table 8b shows the percentage of two-year institutions reporting fall enrollments in the fifteen languages taught at the largest number of institutions. The most notable numbers in the table are those showing the percentage of institutions reporting enrollments in American Sign Language: in 1990, the percentage was only 1.4%; in 2009, it had climbed to 45.1%; and in 2016, it was at 48.4%. No other language matches this meteoric growth, but the percentage of institutions reporting Arabic enrollments also rose significantly, as did the percentage of institutions reporting Chinese and Korean enrollments. The share of institutions reporting enrollments in French, German, Latin, Modern Hebrew, and Russian fell considerably. **Table 7** includes both commonly taught and less commonly taught languages and shows by language the number of two-year institutions reporting fall enrollments in 2009, 2013, and 2016. The total number of two-year language programs reporting enrollments fell by 252 between 2013 and 2016, more than double the decline between 2009 and 2013, when the number of programs fell by 121. The losses occurred in a variety of languages, among commonly taught and less commonly taught languages. For example, 53 fewer institutions reported French in 2016 compared with 2013; in Chinese, the number was 33; in both Arabic and Russian, it was 9.

Among LCTLs, the declines were numerically small, from one to three institutions, but they were widespread. Twenty-five LCTLs that had reported enrollments at one or more institutions in 2013 showed a decline in the number of institutions reporting enrollments in 2016. Of these 25 LCTLs, 16 were not taught at any institution in 2016. For LCTLs, the loss of one or two institutions can be critical. It may mean that the total number of institutions teaching the language is cut in half (as with Cherokee), or it may mean that the language is not taught at all (as with Punjabi).

A total of 35 LCTLs that had enrollments in 2009 or 2013 were not taught at any institution in 2016. For example, Apache was taught at two institutions in 2009, at one institution in 2013, and was not taught in 2016; Indonesian was taught at one institution in 2009 and in 2013 and was not taught in 2016. A total of 19 Indigenous American languages or language groups that were taught in 2009 or 2013 were not taught in 2016. However, 12 LCTLs that were not taught in 2013 reappeared in 2016.

If we look at the aggregated results and view the situation over the long term, then the picture is mixed (**fig. 7**). The number of language programs with enrollments

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at two-year institutions started dropping after 2006. But in the extended period between 1970 and 2006, the number of language programs underwent a slow and unsteady climb (from 2,184 to 2,910). Before this, from 1959 to 1970, the number increased more sharply, from 921 to 2,184. While the number of language programs in 2016 is more than double what it was in 1959, it has dropped to the same level as it was in 1990.

Has the recent decline in enrollments reduced the variety of LCTLs taught at two-year institutions? The data show that it has. **Figure 8a** shows the long-term changes in LCTL enrollments between 1959 and 2016, and **figure 8b** shows the number of LCTLs taught at two-year institutions for the same period. The number of LCTLs taught fell from 64 in 2009, to 56 in 2013, and then to 52 in 2016. The number in 2016 is comparable to what it was in 2006. If we adopt a long-term view, we see that this number is approximately double what it was in both 1974 and 1995. (Farsi/Persian, Hawai‘ian, and Vietnamese are included in the LCTLs in figures 8a and 8b.)

Increasing, Decreasing, and Stable Enrollments

The data collected in the 2016 language enrollment census show trends that are polarized. On the one hand, there is an indisputable drop of 15.9% in total enrollments for two-year institutions. 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. Thus, programs with decreasing enrollments had declines of more than 15.9% on average. Programs that had stable or increasing enrollments were counterbalanced by others that had declining enrollments; between 2013 and 2016, among all two-year programs and for all languages, 57.1% of programs declined and 42.9% increased or were stable.

Not surprisingly, Japanese and Korean, which showed growth between 2013 and 2016, had a very high percentage of programs with stable or increasing enrollments; 60.5% of Japanese programs and 79.2% of Korean programs reported stable or increasing enrollments. But several languages that experienced declines in enrollment numbers also had a large proportion of programs with stable or increasing enrollments. French and German enrollments fell nationally by 19.8% and 18.6%, respectively, but 43.7% of all French programs and 45.2% of all German programs reported either stability or gains. Likewise, despite the steep decline in Russian enrollments in 2016 (24.0%), 45.1% of all Russian programs reported stability or growth in 2016. Chinese enrollments decreased by a sizeable 21.3%, yet nearly half of Chinese programs, 47.1%, were stable or experienced an increase in enrollments (**table 9a**; for comparison, **table 9b** shows the percentages for 2009–13).

One can take away from the 2016 data the following crucial detail: 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, for they are apparently remarkable 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.

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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 and spelling under which a language was reported to us, preserving slight variations in spelling on the principle that these may 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 Indigenous 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 in these languages as they are reported to us. And while some institutions list Dakota and Lakota as distinct languages, others tell us they teach Dakota/Lakota.

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, Filipino/Pilipino/Tagalog, French, Greek and Latin, Italian, Japanese, Korean, Modern Hebrew, 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

Further Notes on Methodology

Using the MLA database, which we augmented with data from the 2016 Higher Education Directory and from the National Center for Education Statistics, we contacted 2,669 postsecondary institutions in the United States that offer languages other than English. These included accredited two-year and four-year institutions, universities, and a number of accredited seminaries. The total number of institutions included in the census 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.

To collect the enrollment data, we started by contacting directors of institutional research or registrars. If they did not respond, we approached deans, provosts, or

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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 websites.⁵ We asked respondents to provide enrollments in credit-bearing “language courses and in all courses in which teaching or reading is primarily in a language other than English.”⁶ (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 website or by e-mail, mail, fax, or telephone. Between mid-October 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, at which time we had 1,700 nonrespondents remaining out of the 2,669 institutions we had 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.⁷

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 had 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 (apps.mla.org/flsurvey_search). As a result, all tables and figures in the final report for all institutions and in this report for two-year institutions contain the revised numbers, and these reports should be considered definitive. In the context of over 23 million enrollments in all the censuses from 1958 to 2016, the revisions were small, and the general 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 of 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 an undercounting of enrollments may occur in certain circumstances. For instance, 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 completing our enrollment census.

Conclusion

The 2013 MLA census showed enrollments at two-year institutions falling by 12.7%. At the time, it was not clear whether the drop represented an anomaly in the growth of language enrollments that had continued uninterrupted since 1990 or

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whether it was the beginning of a sustained downward trend, something that had not happened at the two-year level in the history of the census. The 15.9% 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. The disproportionate drop in enrollments that has occurred at two-year institutions in comparison with total enrollments for all institutions is a particular area of concern. 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.

One potential area of investigation for researchers is the effect on language enrollments of course minimums—that is, the minimum number of students required for a course to be offered. Several questions could be explored in this regard: Have minimums become more widespread? Has the average minimum been increasing? What is the effect of minimums on the number of courses offered and on the continued existence of language programs, particularly programs other than Spanish, which has the highest enrollments?

Researchers might also examine 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.⁸ These issues and others require further consideration.

Despite this bleak picture there are many institutions where programs are growing and departments are thriving. MLA census data verify that many programs at two-year institutions are expanding, even flourishing, in a time of declining enrollments. Researchers can use the MLA database to identify those programs and to explore how such programs respond to the challenging problem of declining language enrollments.

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 two-year programs. 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 see where languages in these groups are taught and to view enrollments in specific languages, such as Wolof, Xhosa, or Yoruba in the African languages group.

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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. We also thank David Laurence, former director of research at the MLA, for his insightful comments on a number of issues related to the enrollment census and report.

5. Yeshivas do not have courses the way that most colleges and universities do, and all instruction at yeshivas includes Biblical Hebrew and Aramaic. As a result, some yeshivas give us their total institutional enrollments when reporting Biblical Hebrew and Aramaic 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 a yeshiva, we took enrollment numbers from the 2016 Higher Education Directory.

6. View the census instrument at www.mla.org/Enrollment-Report.

7. 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 website, 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, or explanations for variations. When institutions do not respond to our follow-up queries, we accept the enrollments as originally reported.

8. 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, a consultant to 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 301.10: Enrollment, Staff, and Degrees/Certificates Conferred in Degree-Granting and Non-Degree-Granting Postsecondary Institutions, by Control and Level of Institution, Sex of Student, Type of Staff, and Level of Degree: Fall 2016 and 2015–16." *Digest of Education Statistics, 2017*, National Center for Education Statistics, May 2018, nces.ed.gov/programs/digest/d17/tables/dt17_301_10.asp.
- "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. 1
Fall Language Enrollments by Year at Two-Year Institutions

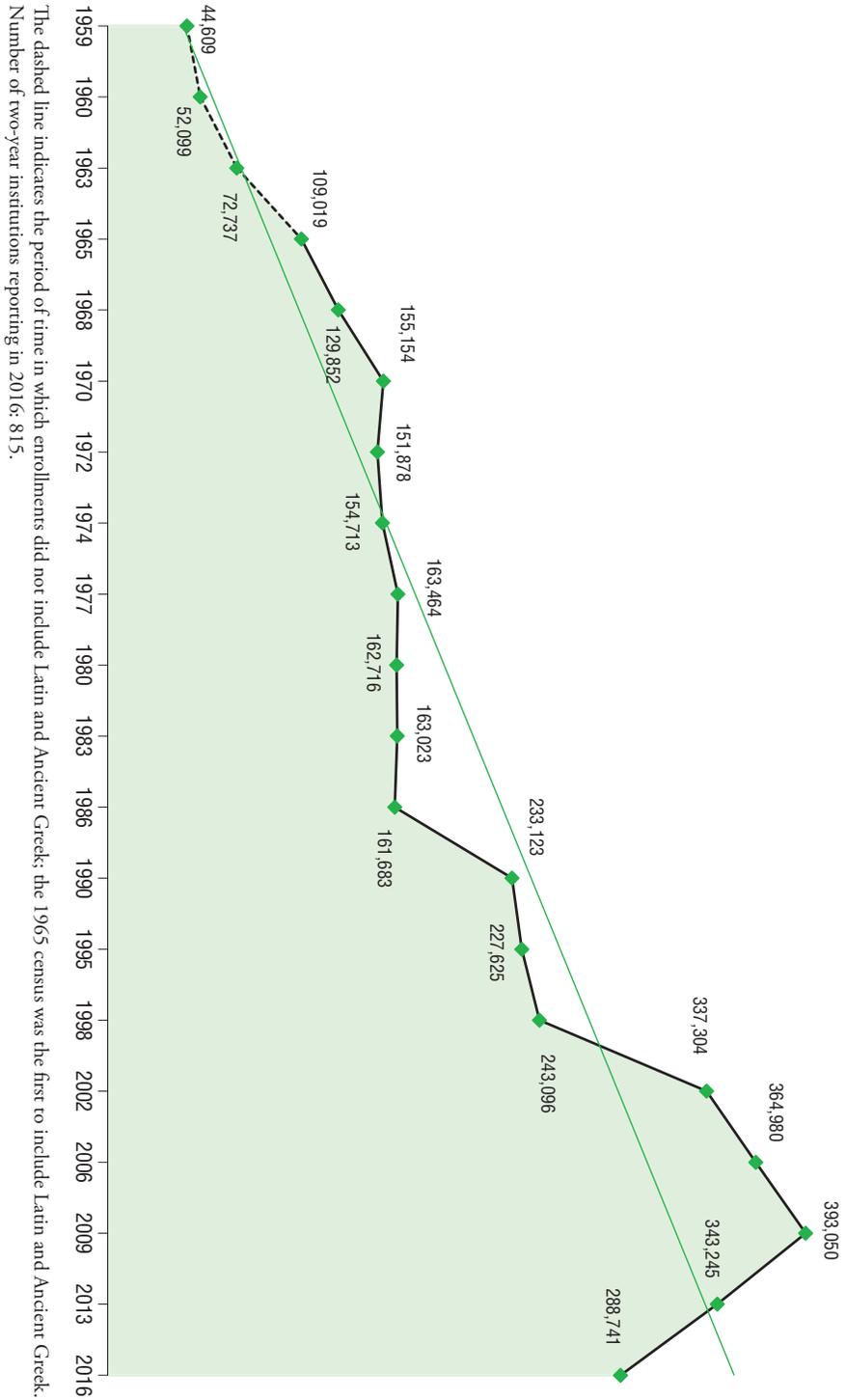
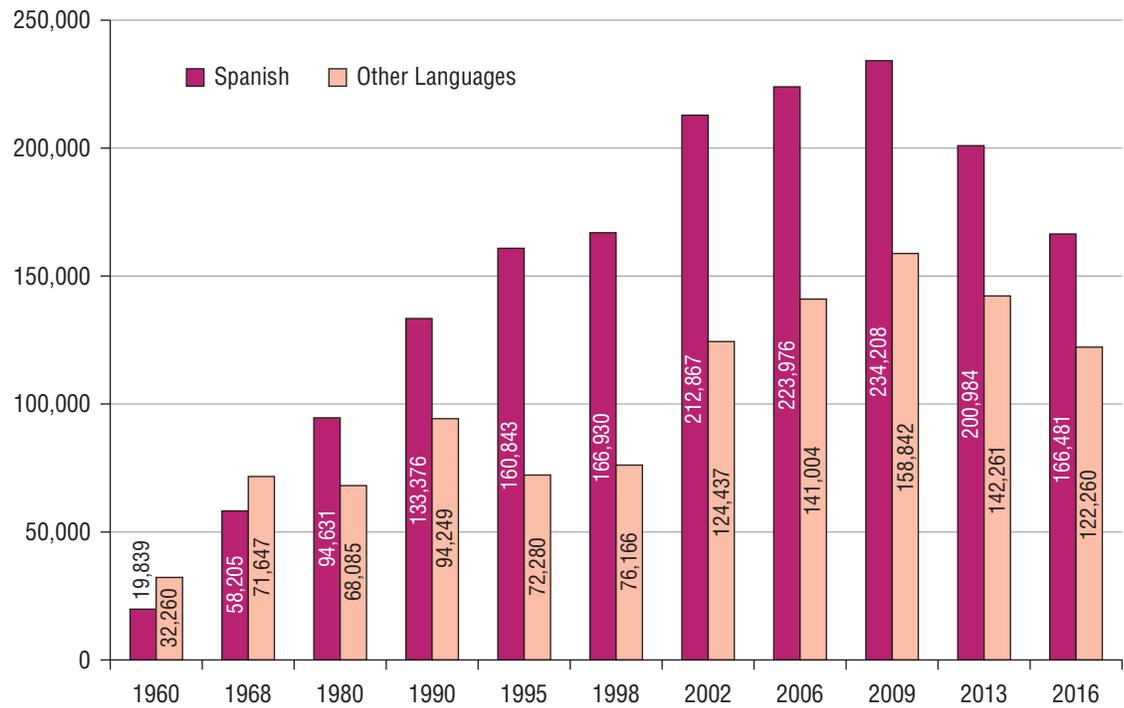


Fig. 2
Fall Enrollments in Spanish at Two-Year Institutions Compared with Those of All Other Languages in Selected Years



Number of two-year institutions reporting in 2016: 815.

Fig. 3a
Fall Enrollments in American Sign Language, French, Japanese, and German at Two-Year Institutions in Selected Years

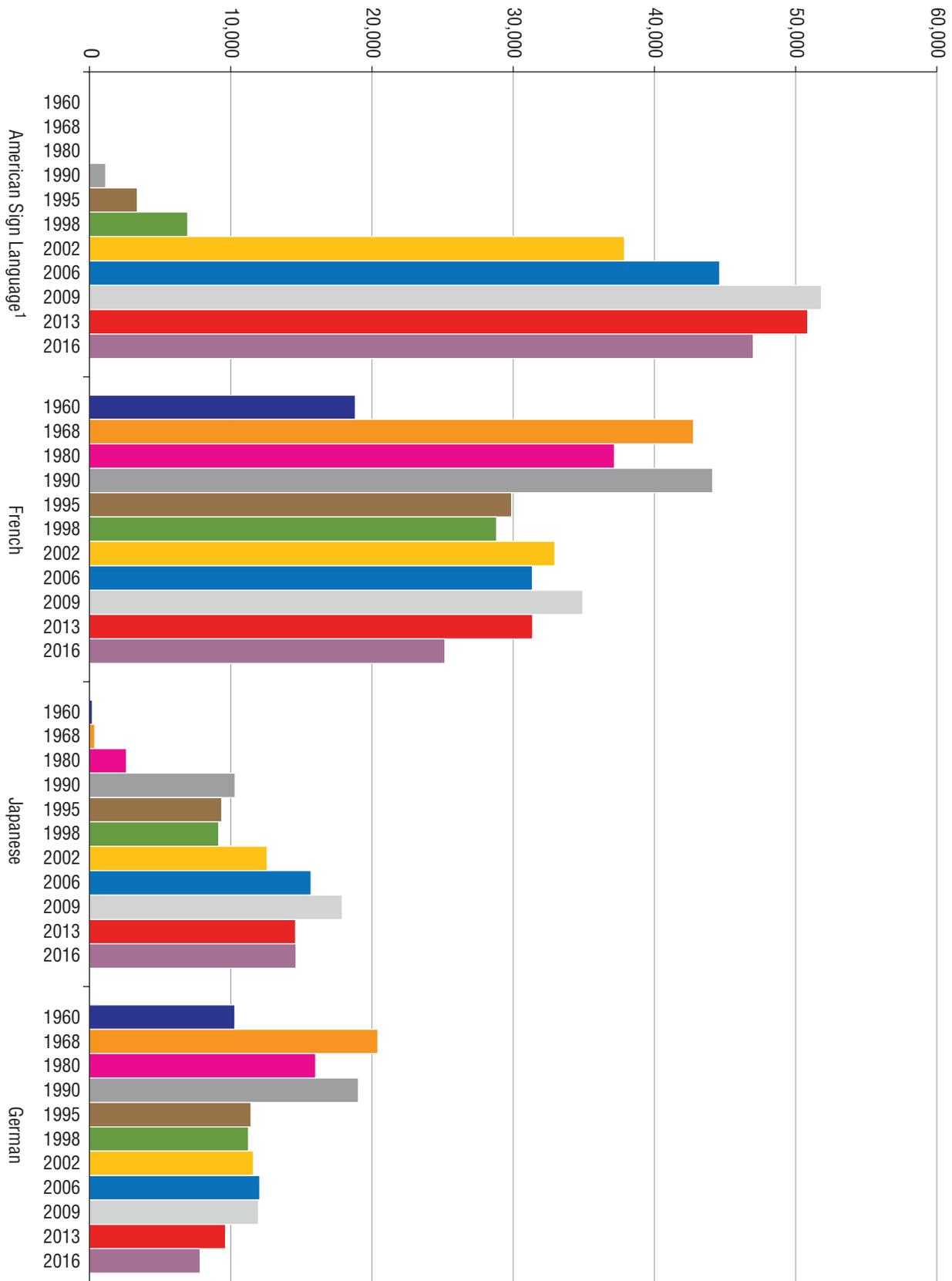


Fig. 3b
 Fall Enrollments in Italian, Chinese, Arabic, Korean, and Russian at Two-Year Institutions in Selected Years

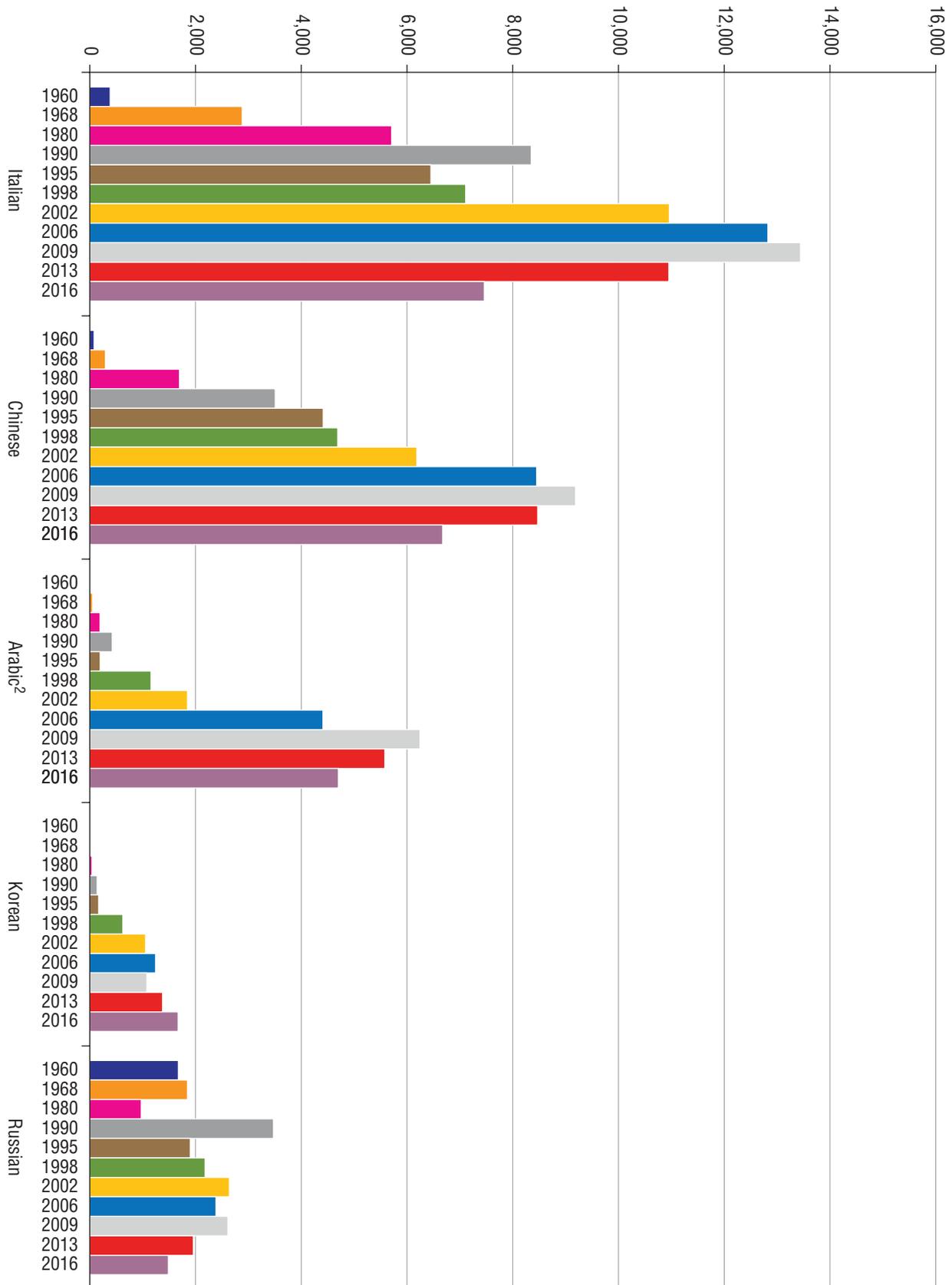
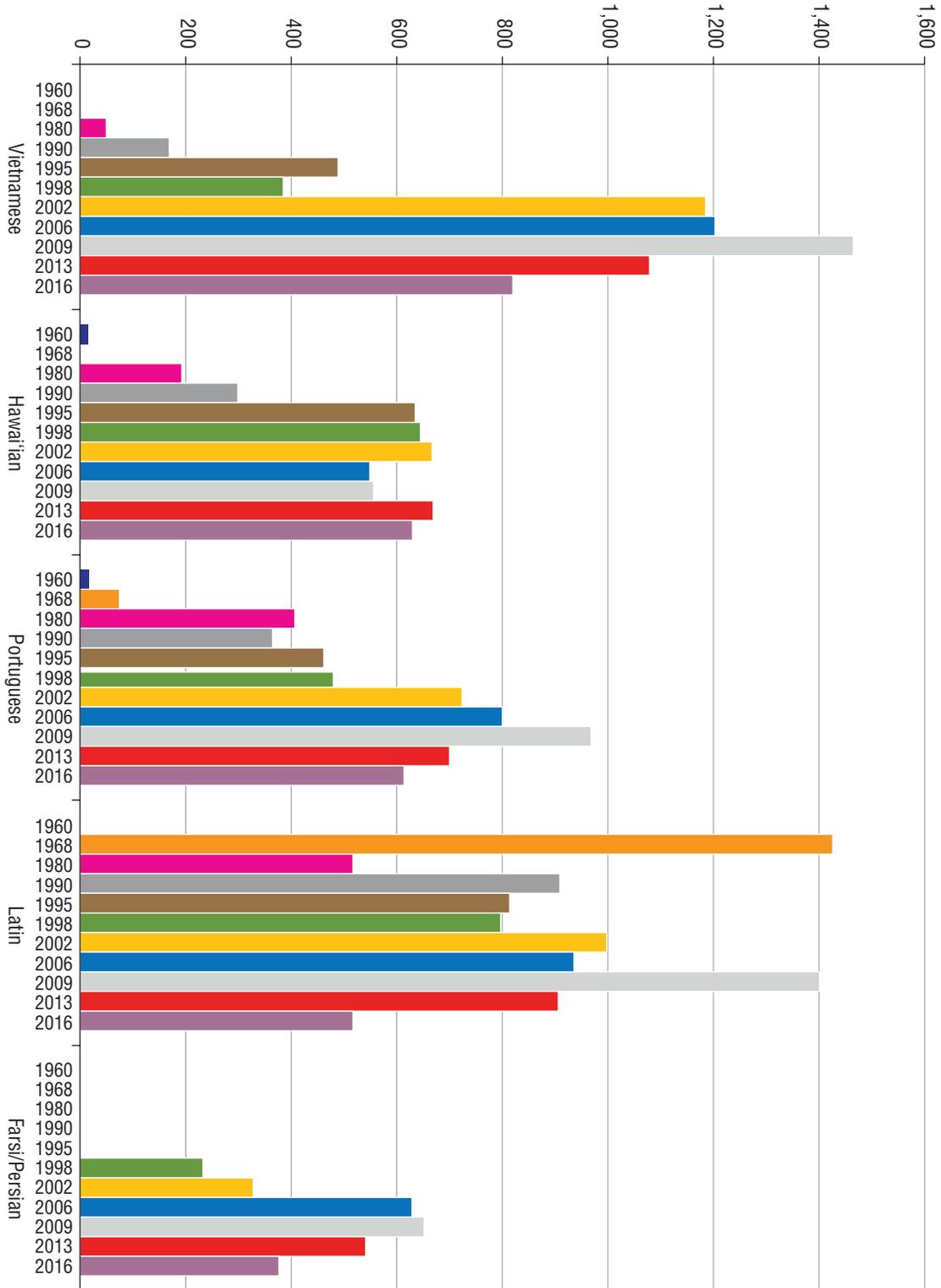


Fig. 3c
Fall Enrollments in Vietnamese, Hawai'ian, Portuguese, Latin, and Farsi/Persian at Two-Year Institutions in Selected Years



Number of two-year institutions reporting in 2016: 815.

1. Figures for American Sign Language 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."

Fig. 4a
Undergraduate Enrollments in Spanish

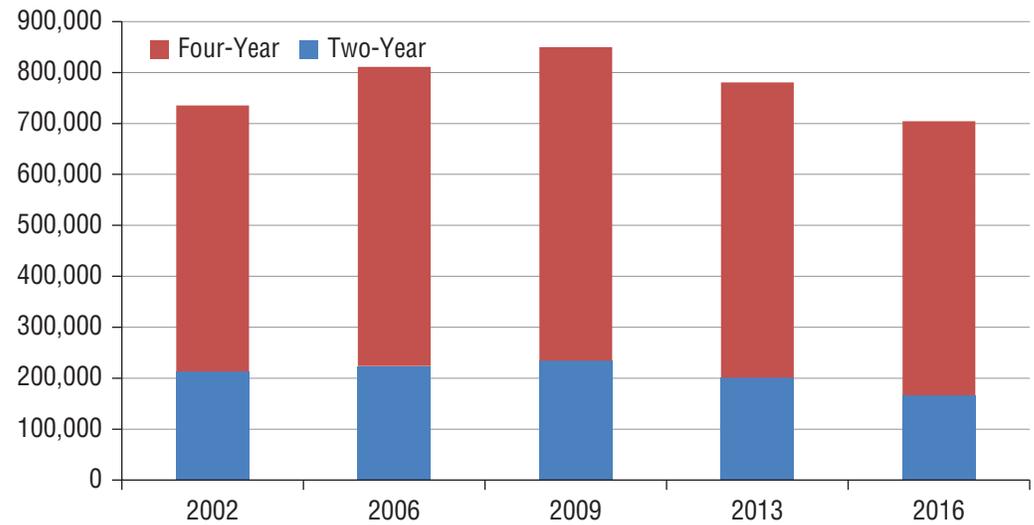


Fig. 4b
Undergraduate Enrollments in French

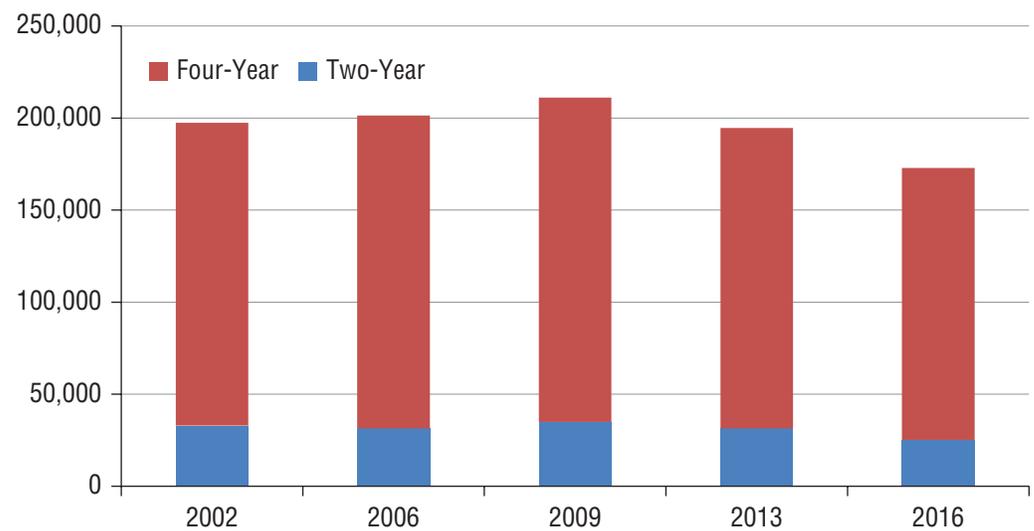


Fig. 4c
Undergraduate Enrollments in Arabic

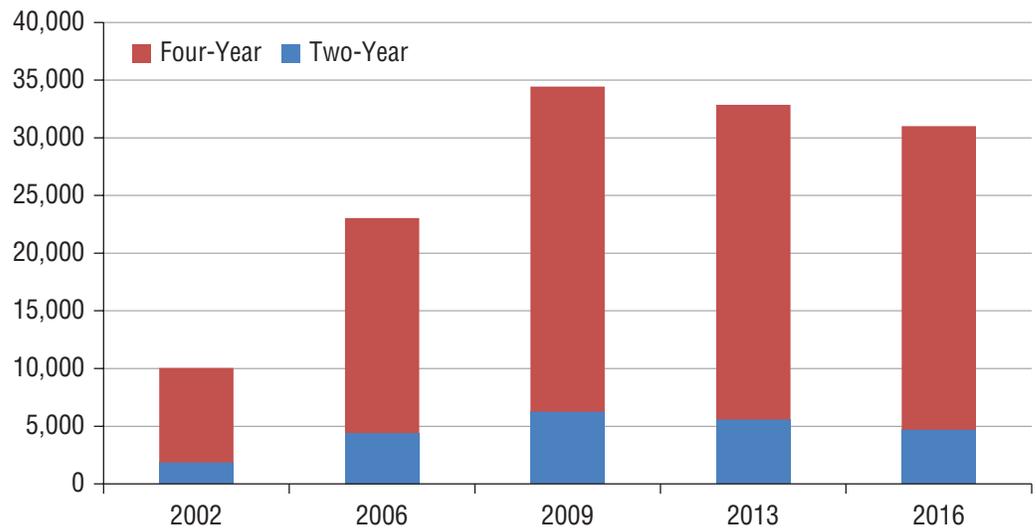


Fig. 4d
Undergraduate Enrollments in Vietnamese

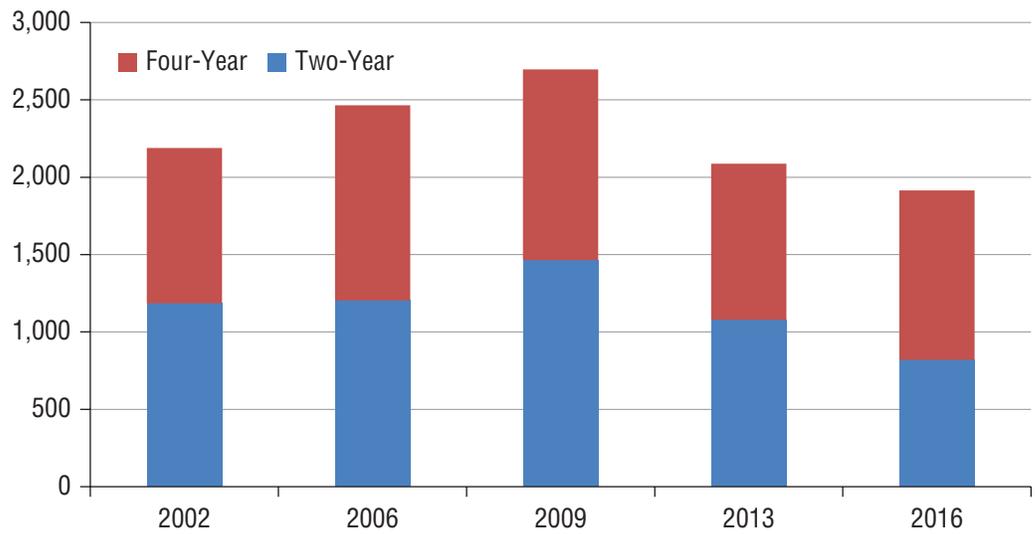
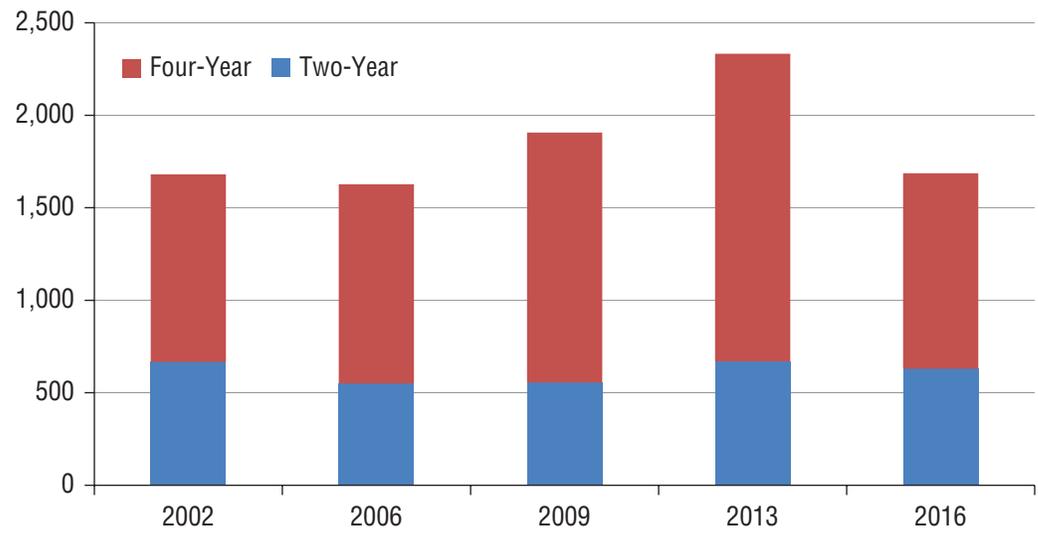


Fig. 4e
Undergraduate Enrollments in Hawai‘ian



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Fig. 5 Fall Enrollments in Fifteen Selected Less Commonly Taught Languages at Two-Year Institutions, 1959–2016

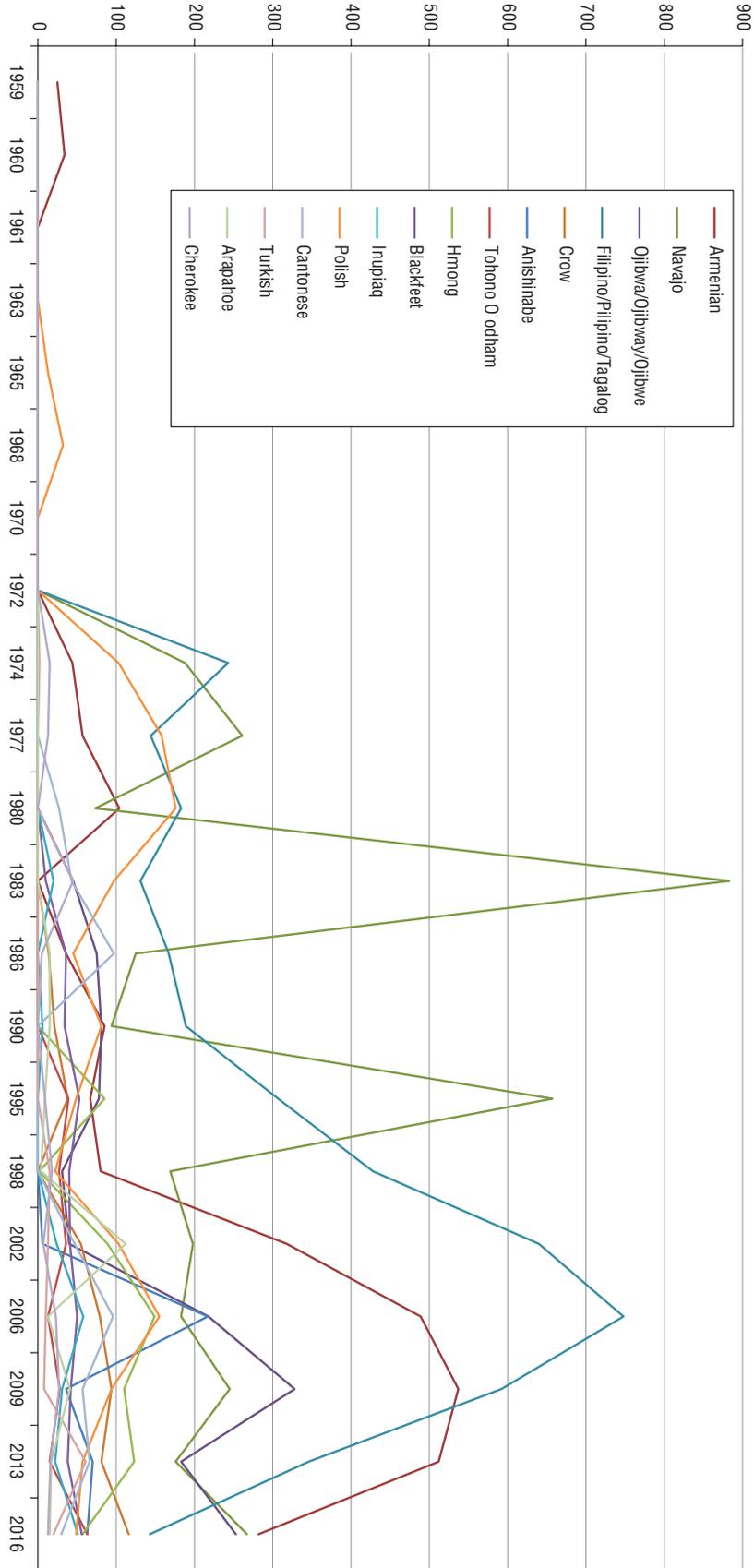
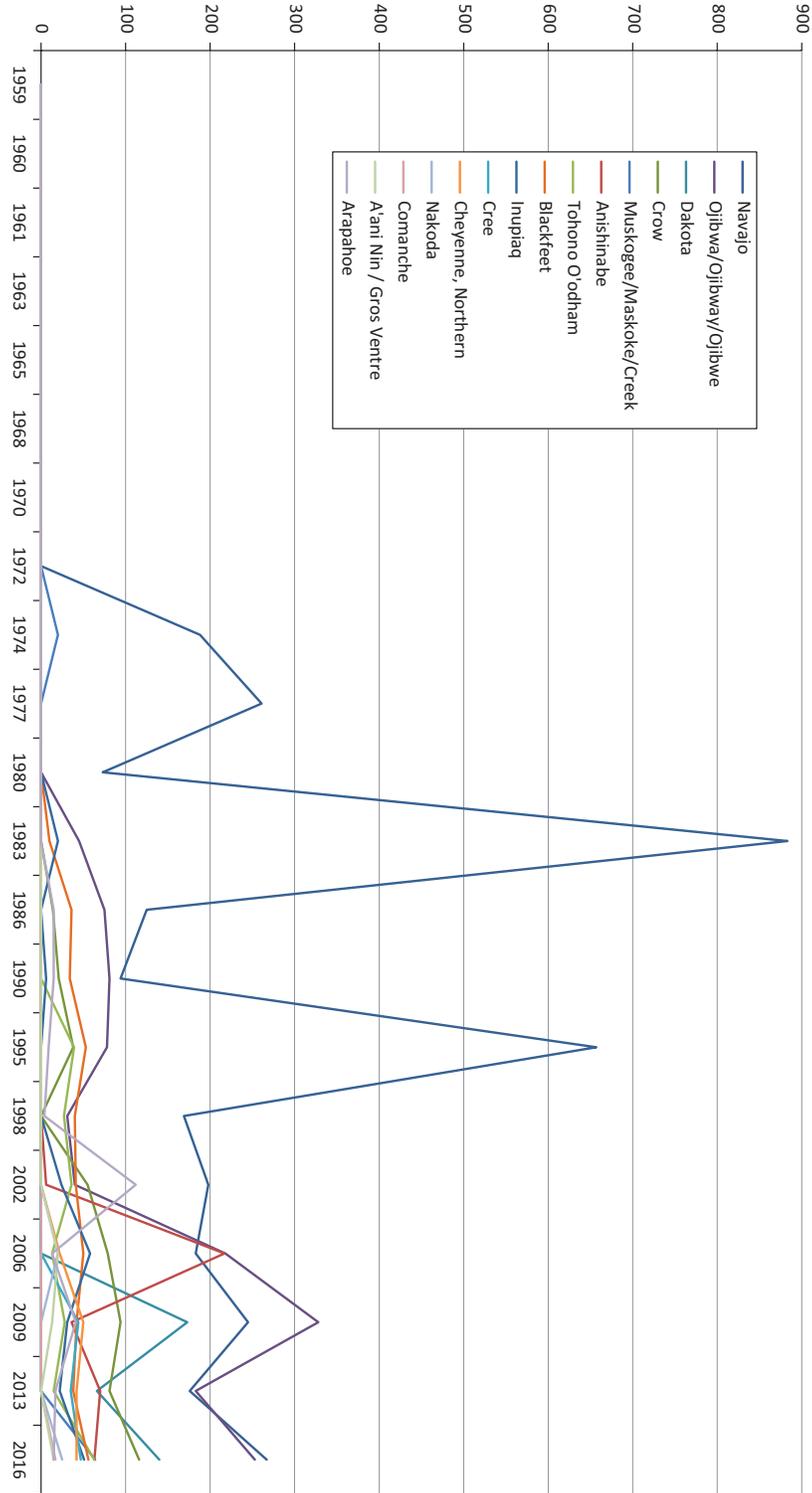


Fig. 6 Fall Enrollments in Fifteen Selected Indigenous American Less Commonly Taught Languages at Two-Year Institutions, 1959–2016



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Fig. 7
Number of Two-Year Language Programs with Enrollments

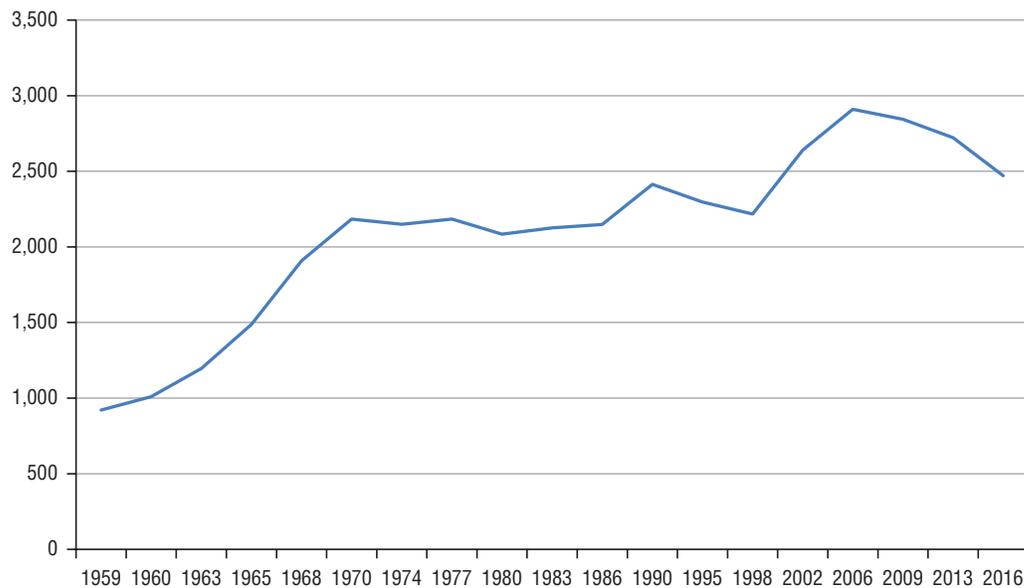


Fig. 8a
Fall Enrollments in Less Commonly Taught Languages at Two-Year Institutions in Selected Years

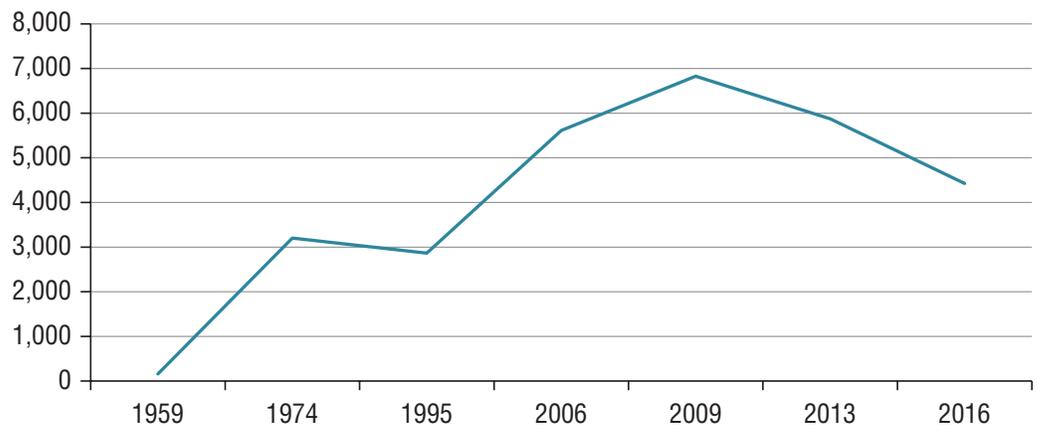
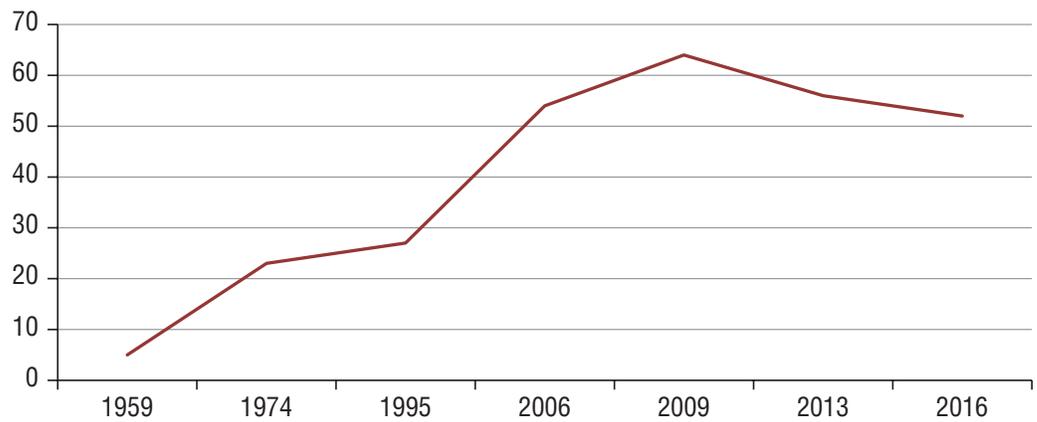


Fig. 8b
Total Number of Less Commonly Taught Languages Taught at Two-Year Institutions in Selected Years



Farsi/Persian, Hawai‘ian, and Vietnamese enrollments are included in these graphs.

Table 1a
Fall Language Enrollments and Percentage Change in the Fifteen Most Commonly Taught Languages in Two-Year Institutions
(Languages in Descending Order of 2016 Totals)

Language	2006	2009	% Change, 2006–09	2013	% Change, 2009–13	2016	% Change, 2013–16
Spanish	223,976	234,208	4.6	200,984	-14.2	166,481	-17.2
American Sign Language	44,628	51,826	16.1	50,861	-1.9	47,002	-7.6
French	31,369	34,931	11.4	31,380	-10.2	25,171	-19.8
Japanese	15,694	17,900	14.1	14,587	-18.5	14,625	0.3
German	12,067	11,964	-0.9	9,630	-19.5	7,841	-18.6
Italian	12,824	13,440	4.8	10,951	-18.5	7,462	-31.9
Chinese	8,453	9,188	8.7	8,473	-7.8	6,672	-21.3
Arabic ¹	4,411	6,245	41.6	5,582	-10.6	4,701	-15.8
Korean	1,244	1,079	-13.3	1,377	27.6	1,672	21.4
Russian	2,385	2,613	9.6	1,957	-25.1	1,488	-24.0
Vietnamese	1,203	1,465	21.8	1,079	-26.3	820	-24.0
Hawai‘ian	549	556	1.3	669	20.3	630	-5.8
Portuguese	800	968	21.0	700	-27.7	614	-12.3
Latin	936	1,401	49.7	906	-35.3	517	-42.9
Farsi/Persian	629	652	3.7	541	-17.0	377	-30.3
Other Languages	3,812	4,614	21.0	3,568	-22.7	2,668	-25.2
Total	364,980	393,050	7.7	343,245	-12.7	288,741	-15.9

Number of two-year institutions reporting in 2016: 815.

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.”

Table 1b**Fall Language Enrollments and Percentage Change in the Fifteen Most Commonly Taught Languages in Two-Year Institutions (Languages in Alphabetical Order)**

Language	2006	2009	% Change, 2006–09	2013	% Change, 2009–13	2016	% Change, 2013–16
American Sign Language	44,628	51,826	16.1	50,861	-1.9	47,002	-7.6
Arabic ¹	4,411	6,245	41.6	5,582	-10.6	4,701	-15.8
Chinese	8,453	9,188	8.7	8,473	-7.8	6,672	-21.3
Farsi/Persian	629	652	3.7	541	-17.0	377	-30.3
French	31,369	34,931	11.4	31,380	-10.2	25,171	-19.8
German	12,067	11,964	-0.9	9,630	-19.5	7,841	-18.6
Hawai‘ian	549	556	1.3	669	20.3	630	-5.8
Italian	12,824	13,440	4.8	10,951	-18.5	7,462	-31.9
Japanese	15,694	17,900	14.1	14,587	-18.5	14,625	0.3
Korean	1,244	1,079	-13.3	1,377	27.6	1,672	21.4
Latin	936	1,401	49.7	906	-35.3	517	-42.9
Portuguese	800	968	21.0	700	-27.7	614	-12.3
Russian	2,385	2,613	9.6	1,957	-25.1	1,488	-24.0
Spanish	223,976	234,208	4.6	200,984	-14.2	166,481	-17.2
Vietnamese	1,203	1,465	21.8	1,079	-26.3	820	-24.0
Other Languages	3,812	4,614	21.0	3,568	-22.7	2,668	-25.2
Total	364,980	393,050	7.7	343,245	-12.7	288,741	-15.9

Number of two-year institutions reporting in 2016: 815.

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.”

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Table 1c
Summer 2016 Language Enrollments in Two-Year Institutions
(Languages in Descending Order of Totals)

	Number	Percentage
Spanish	48,198	71.1%
American Sign Language	9,600	14.2%
French	3,875	5.7%
Japanese	1,816	2.7%
German	964	1.4%
Chinese	846	1.2%
Italian	705	1.0%
Arabic ¹	671	1.0%
Korean	250	0.4%
Russian	110	0.2%
Farsi/Persian	109	0.2%
Sign Language	54	0.1%
Cree	52	0.1%
Armenian	50	0.1%
Latin	50	0.1%
Other Languages	438	0.6%
Total	67,788	100.0%

Number of two-year institutions reporting summer 2016 enrollments: 803.

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."

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)

Language	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	—

This table lists the fifteen most commonly taught languages at two-year colleges as of fall 2016. Number of two-year institutions reporting in 2016: 815.

1. Figures for American Sign Language 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."

**Enrollments in Languages
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Table 2b
Total Fall Language Enrollments by Institutional Level in Selected Years

Year	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

Total number of institutions reporting in 2016: 2,547;
number of two-year institutions reporting in 2016: 815.

*Enrollments in Languages
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Table 2c
Percentage of Fall Language Enrollments by Institutional
Level in Selected Years

Year	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

Total number of institutions reporting in 2016: 2,547;
number of two-year institutions reporting in 2016: 815.
Enrollments at institutions with no recorded institutional level
are not included.

*Enrollments in Languages
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Table 2d
Percentage Change in Fall Language Enrollments by Institutional Level in Selected Years

Year	Two-Year		Four-Year Undergraduate and Graduate	
	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%
2006–2016		-20.9%		-6.8%

Total number of institutions reporting in 2016: 2,547.

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

*Enrollments in Languages
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Table 3a
Geographic Distribution of Fall Language Enrollments in Two-Year Institutions

	2013		2016	
	Number	% of National	Number	% of National
Northeast	59,101	17.2%	50,755	17.6%
Midwest	47,865	13.9%	41,434	14.3%
South Atlantic	50,334	14.7%	38,523	13.3%
South Central	33,269	9.7%	30,524	10.6%
Rocky Mountain	25,093	7.3%	22,288	7.7%
Pacific Coast	127,583	37.2%	105,217	36.4%
National (total)	343,245	100.0%	288,741	100.0%

Note: Number of two-year institutions reporting in 2016: 815.

States included in each region:

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

*Enrollments in Languages
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Table 3b
Fall Language Enrollments by State in Two-Year Institutions

State	2009	2013	% Change, 2009–13	2016	% Change, 2013–16
Alabama	1,828	1,259	-31.1	1,174	-6.8
Alaska	46	54	17.4	51	-5.6
Arizona	16,922	13,994	-17.3	11,997	-14.3
Arkansas	1,030	873	-15.2	727	-16.7
California	130,162	110,104	-15.4	92,333	-16.1
Colorado	4,528	3,317	-26.7	2,597	-21.7
Connecticut	2,767	2,044	-26.1	1,788	-12.5
Delaware	618	823	33.2	410	-50.2
District of Columbia					
Florida	8,177	1,600	-80.4	1,490	-6.9
Georgia	4,051	2,863	-29.3	769	-73.1
Hawai'i	2,349	2,699	14.9	2,376	-12.0
Idaho	776	1,359	75.1	1,196	-12.0
Illinois	13,474	11,986	-11.0	9,304	-22.4
Indiana	2,324	1,917	-17.5	2,019	5.3
Iowa	5,360	3,222	-39.9	4,222	31.0
Kansas	2,557	2,705	5.8	2,401	-11.2
Kentucky	2,268	2,255	-0.6	1,449	-35.7
Louisiana	255	892	249.8	825	-7.5
Maine	62	178	187.1	237	33.1
Maryland	7,524	6,805	-9.6	5,788	-14.9
Massachusetts	4,965	5,061	1.9	4,397	-13.1
Michigan	12,597	11,085	-12.0	7,202	-35.0
Minnesota	3,141	2,448	-22.1	3,240	32.4
Mississippi	4,432	2,956	-33.3	2,783	-5.9
Missouri	3,325	4,624	39.1	3,612	-21.9
Montana	459	311	-32.2	423	36.0
Nebraska	1,473	1,054	-28.4	924	-12.3
Nevada	999	1,006	0.7	794	-21.1
New Hampshire	404	595	47.3	456	-23.4
New Jersey	12,534	11,782	-6.0	8,895	-24.5
New Mexico	2,798	2,310	-17.4	3,353	45.2
New York	29,631	30,827	4.0	28,531	-7.4
North Carolina	16,673	17,409	4.4	12,879	-26.0
North Dakota	332	88	-73.5	97	10.2
Ohio	8,794	6,050	-31.2	5,717	-5.5
Oklahoma	3,348	2,133	-36.3	1,849	-13.3
Oregon	7,677	7,953	3.6	5,194	-34.7
Pennsylvania	7,426	6,677	-10.1	5,085	-23.8
Rhode Island	1,158	991	-14.4	848	-14.4
South Carolina	4,618	4,385	-5.0	4,102	-6.5
South Dakota	150	42	-72.0	75	78.6
Tennessee	4,568	3,786	-17.1	3,523	-6.9
Texas	27,099	26,415	-2.5	24,340	-7.9
Utah	1,641	1,300	-20.8	688	-47.1
Vermont	134	123	-8.2	108	-12.2
Virginia	10,653	9,384	-11.9	6,966	-25.8
Washington	9,648	6,773	-29.8	5,263	-22.3
West Virginia	278	588	111.5	383	-34.9
Wisconsin	3,604	2,644	-26.6	2,621	-0.9
Wyoming	1,413	1,496	5.9	1,240	-17.1
Total	393,050	343,245	-12.7	288,741	-15.9

Number of two-year institutions reporting in 2016: 815.

Table 4
Fall Language Enrollments for the Fifteen Most Commonly Taught Languages in Two-Year Institutions in Selected Years

	1968	1980	1990	1995	2002	2006	2009	2013	2016
Spanish	44.82%	58.16%	58.59%	68.99%	63.11%	61.37%	59.59%	58.55%	57.66%
American Sign Language ¹	—	—	0.50%	1.46%	11.23%	12.23%	13.19%	14.82%	16.28%
French	32.94%	22.85%	19.39%	12.83%	9.77%	8.59%	8.89%	9.14%	8.72%
Japanese	0.29%	1.61%	4.53%	4.02%	3.73%	4.30%	4.55%	4.25%	5.07%
German	15.73%	9.84%	8.37%	4.91%	3.44%	3.31%	3.04%	2.81%	2.72%
Italian	2.22%	3.51%	3.67%	2.77%	3.25%	3.51%	3.42%	3.19%	2.58%
Chinese	0.23%	1.04%	1.54%	1.89%	1.83%	2.32%	2.34%	2.47%	2.31%
Arabic ²	0.04%	0.12%	0.19%	0.08%	0.55%	1.21%	1.59%	1.63%	1.63%
Korean	—	0.03%	0.06%	0.07%	0.31%	0.34%	0.27%	0.40%	0.58%
Russian	1.42%	0.60%	1.53%	0.82%	0.78%	0.65%	0.66%	0.57%	0.52%
Vietnamese	—	0.03%	0.07%	0.21%	0.35%	0.33%	0.37%	0.31%	0.28%
Hawai‘ian	—	0.12%	0.13%	0.27%	0.20%	0.15%	0.14%	0.19%	0.22%
Portuguese	0.06%	0.25%	0.16%	0.20%	0.21%	0.22%	0.25%	0.20%	0.21%
Latin	1.10%	0.32%	0.40%	0.35%	0.30%	0.26%	0.36%	0.26%	0.18%
Farsi/Persian	—	—	—	—	0.10%	0.17%	0.17%	0.16%	0.13%
Other Languages	1.15%	1.53%	0.88%	1.13%	0.83%	1.04%	1.17%	1.04%	0.92%
Total percentage	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total enrollments	129,852	162,716	227,625	233,123	337,304	364,980	393,050	343,245	288,741

Number of two-year institutions reporting in 2016: 815. The languages listed are the fifteen most commonly taught in two-year institutions in 2016.

1. Figures for American Sign Language 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.”

Table 5
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 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	1097
	2016	11	1,936	645	2592
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	1134

(continued)

Table 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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 5 (*cont.*)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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	2559
	2013	541	2,048	111	2700
	2016	377	1,823	130	2330
Fijian	2009				0
	2013		9		9
	2016		3		3
Filipino/Pilipino/Tagalog	2009	592	768	0	1360
	2013	346	977	2	1325
	2016	143	1,161	4	1308
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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	1306
	2013		756	9	765
	2016			4	4
Greek, Biblical	2009		155	220	375
	2013		441	783	1224
	2016		552	950	1502
Greek, Koine	2009		388	523	911
	2013		729	1,096	1825
	2016		353	347	700
Greek, Modern	2009	72	1,872	38	1982
	2013	0	1,033	104	1137
	2016	0	730	55	785
Greek, New Testament	2009		98	95	193
	2013		526	538	1064
	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	2006
	2013	669	1,663	87	2419
	2016	630	1,057	53	1740

(continued)

Table 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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	2173
	2013	48	1,701	64	1813
	2016	29	1,345	52	1426
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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
Ingwaconic 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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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	1736
	2013	391	399	123	913
	2016	45	1,093	41	1179
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
Mayan, Kaqchikel	2009				0
	2013		7	4	11
	2016				0
Mayan, Quiche	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 / Indigenous 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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 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	1251
	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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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	2555
	2013	0	2,218	41	2259
	2016	0	1,803	39	1842
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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 5 (cont.)
Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 2016

		Undergraduate Programs			Totals
		Two-Year Institutions	Four-Year Institutions	Graduate Programs	
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	2712
	2013	1,079	1,009	9	2097
	2016	820	1,095	7	1922
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 5 (cont.)**Fall Enrollments in 310 Less Commonly Taught Languages in 2009, 2013, and 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 6a**Fall Enrollments in Thirteen Middle Eastern or African Less Commonly Taught Languages in Two-Year Institutions in Selected Years**

Language	1974	1990	1995	2002	2006	2009	2013	2016	% Change, 2013–16
Farsi/Persian				328	629	652	541	377	-30.3
Arabic, Modern Standard							4	183	4,475.0
Arabic, Levantine							200	56	-72.0
Arabic, Egyptian							45	38	-15.6
Arabic, Iraqi						60	159	25	-84.3
Creole, Cape Verdean					8	32	13	19	46.2
Aramaic		16		36	26		28	11	-60.7
Arabic, Sudanese							0	7	—
Hebrew	1,460					36	9		-100.0
Swahili/Kiswahili	402		53	47	32	7			—
Kurmanji					10				—
Sorani					15				—
Tonga					14				—
Total	1,862	16	53	411	734	787	999	716	-28.3
% Change	NA	-99.1	231.3	675.5	78.6	7.2	26.9	-28.3	

There are only thirteen Middle Eastern or African less commonly taught languages with enrollments in two-year institutions for the selected years.

Table 6b**Fall Enrollments in Fifteen Leading European Less Commonly Taught Languages in Two-Year Institutions in Selected Years**

Language	1974	1990	1995	2002	2006	2009	2013	2016	% Change, 2013–16
Polish	103	81	49	103	155	94	57	49	-14.0
Greek, Ancient	628	245	78	91	61	62	54	6	-88.9
Finnish	26	6	2	6	4	8	6	2	-66.7
Serbian/Croatian							14	2	-85.7
Ukrainian	9							1	—
Greek, Modern	23	101	14	11	20	72			—
Irish						27			—
Latin, Medieval						20			—
Serbo-Croatian				133	30	4			—
Hungarian		8		10	5				—
Czech	45			1					—
Yiddish		3	15						—
Swedish	199	36	2						—
Dutch	39	29							—
Norwegian	144	29							—
Total	1,216	538	160	355	275	287	131	60	-54.2
% Change	N/A	-55.8	-70.3	121.9	-22.5	4.4	-54.4	-54.2	

Table 6c
Fall Enrollments in Fifteen Leading Asian or Pacific Less Commonly Taught Languages in Two-Year Institutions in Selected Years

Language	1974	1990	1995	2002	2006	2009	2013	2016	% Change, 2013–16
Vietnamese		169	489	1,185	1,203	1,465	1,079	820	-24.0
Armenian	44	85	67	318	489	537	512	282	-44.9
Filipino/Pilipino/Tagalog	243	189	307	640	748	592	346	143	-58.7
Pushtu, Afghan						95		58	—
Hmong			85	89	149	110	123	57	-53.7
Khmer							19	50	163.2
Mandarin						440	391	45	-88.5
Cantonese				47	96	57	66	30	-54.5
Hindi		1			14	39	48	29	-39.6
Turkish	2			13	10	8	61	20	-67.2
Bengali/Bangla						1		15	—
Urdu		2			60	23	98	7	-92.9
Chinese, Classical								1	—
Pashto				10	100		356		-100.0
Tongan							21		-100.0
Total	289	446	948	2,302	2,869	3,367	3,120	1,557	-50.1
% Change	NA	54.3	112.6	142.8	24.6	17.4	-7.3	-50.1	

Table 6d**Fall Enrollments in Sixteen Leading Indigenous American Less Commonly Taught Languages in Two-Year Institutions in Selected Years**

Language	1974	1990	1995	2002	2006	2009	2013	2016	% Change, 2013–16
Hawai'ian	150	299	635	667	549	556	669	630	-5.8
Navajo	188	94	657	198	183	245	176	267	51.7
Ojibwa/Ojibway/Ojibwe		81	78	40	218	328	183	253	38.3
Dakota						173	66	140	112.1
Crow		21	38	55	79	94	81	116	43.2
Muskogee/Maskoke/Creek	20							64	—
Anishinabe				6	217	36	70	63	-10.0
Tohono O'odham			39	36	13	28	15	63	320.0
Blackfeet		34	53	41	50	42	38	56	47.4
Inupiaq		6		24	58	31	22	51	131.8
Cree						44	35	47	34.3
Cheyenne, Northern					22	50	42	42	0.0
Nakoda					20			25	—
Comanche								17	—
A'ani Nin / Gros Ventre					20	13		15	—
Arapahoe		15	9	112	13	41	17	15	-11.8
Total	358	550	1,509	1,179	1,442	1,681	1,414	1,864	31.8
% Change	NA	53.6	174.4	-21.9	22.3	16.6	-15.9	31.8	

There are sixteen indigenous American less commonly taught languages in two-year institutions included in this table because both A'ani Nin / Gros Ventre and Arapahoe had fifteen enrollments in 2016.

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Number of Two-Year Institutions Reporting Fall Enrollments, by Language

Language	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
A'ani Nin / Gros Ventre	1		-1	1	1
Algonquin/Anishinaabemowin			0	1	1
American Sign Language	372	349	-23	352	3
Anishinabe	2	3	1	2	-1
Apache	2	1	-1		-1
Arabic	112	110	-2	101	-9
Arabic, Egyptian		1	1	1	0
Arabic, Iraqi	1	1	0	1	0
Arabic, Levantine		1	1	1	0
Arabic, Modern Standard		1	1	1	0
Arabic, Sudanese			0	1	1
Aramaic		1	1	1	0
Arapahoe	2	2	0	2	0
Arikara	1		-1		0
Armenian	5	3	-2	2	-1
Assiniboine	1	1	0		-1
Bengali/Bangla	1		-1	1	1
Blackfeet	1	1	0	1	0
Cantonese	1	3	2	1	-2
Cherokee	2	2	0	1	-1
Cheyenne, Northern	1	1	0	1	0
Chinese	154	174	20	141	-33
Chinese, Classical			0	1	1
Chinook Wa Wa		1	1		-1
Choctaw	1	1	0	1	0
Coeur D'Alene	1	1	0		-1
Comanche			0	1	1
Cree	1	1	0	1	0
Creole, Cape Verdean	2	1	-1	1	0
Crow	1	1	0	1	0
Dakota	3	4	1	4	0
Dakota/Lakota	1		-1		0
Dari/Afghan Persian	1	1	0		-1
Farsi/Persian	7	7	0	6	-1
Filipino/Pilipino/Tagalog	11	8	-3	5	-3
Finnish	1	1	0	1	0
French	463	450	-13	397	-53
German	264	249	-15	221	-28
Greek		1	1		-1
Greek, Ancient	5	6	1	1	-5
Greek, Modern	2		-2		0
Hawai'ian	6	6	0	6	0
Hebrew	2	1	-1		-1

(continued)

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Table 7 (cont.)
Number of Two-Year Institutions Reporting Fall Enrollments, by Language

Language	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
Hebrew, Biblical	1	1	0	1	0
Hebrew, Modern	13	13	0	11	-2
Hidatsa	1		-1		0
Hindi	2	3	1	2	-1
Hindi-Urdu	1	1	0		-1
Hmong	2	2	0	3	1
Ho-Chunk	1	1	0	1	0
Indonesian	1	1	0		-1
Inupiaq	1	1	0	1	0
Irish	1		-1		0
Italian	169	156	-13	131	-25
Japanese	175	171	-4	167	-4
Khmer		1	1	2	1
Kiksht		1	1	1	0
Kiowa			0	1	1
Korean	20	23	3	25	2
Kumeyaay		1	1		-1
Latin	49	39	-10	26	-13
Latin, Medieval	1		-1		0
Lushootseed	2		-2		0
Mandan	1		-1		0
Mandarin	3	3	0	2	-1
Menominee	1		-1		0
Muskogee/Maskoke/Creek			0	1	1
Nakoda			0	1	1
Nakona	1	1	0	1	0
Navajo	7	2	-5	5	3
Nez Perce	1		-1		0
Nselxcin (Okanogan and Nespelem)		1	1	1	0
Ojibwa/Ojibway/Ojibwe	5	7	2	7	0
Omaha	1	1	0	1	0
Oneida	1		-1		0
Pashto		1	1		-1
Pima	1		-1		0
Plains Indian Sign Language		1	1		-1
Polish	5	3	-2	3	0
Portuguese	28	29	1	24	-5
Punjabi	2	1	-1		-1
Pushtu, Afghan	1		-1	1	1
Russian	78	77	-1	68	-9
Salish	1		-1		0
Serbian/Croatian		1	1	1	0

(continued)

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Table 7 (cont.)
Number of Two-Year Institutions Reporting Fall Enrollments, by Language

Language	2009	2013	Loss/Gain, 2009–13	2016	Loss/Gain, 2013–16
Serbo-Croatian	1		-1		0
Shoshoni	2		-2	1	1
Sign Language		1	1	3	2
Slovene/Slovenian	1		-1		0
Spanish	808	764	-44	704	-60
Swahili/Kiswahili	1		-1		0
Thai	1	1	0		-1
Tohono O'odham	1	1	0	1	0
Tongan		1	1		-1
Turkish	1	3	2	2	-1
Ukrainian			0	1	1
Urdu	1	1	0	1	0
Uzbek	1		-1		0
Vietnamese	15	12	-3	10	-2
Xwlemi (Lummi)	1		-1		0
Yaqui	1		-1		0
Zuni	1	1	0		-1
Total	2,844	2,723	-121	2,471	-252

Table 8a
Number of Institutions Reporting Fall Enrollments in the Fifteen Most Commonly Taught Languages, by Program Level

Language	Two-Year				Four-Year Undergraduate				Graduate			
	1990	2009	2016	% Change, 1990–2016	1990	2009	2016	% Change, 1990–2016	1990	2009	2016	% Change, 1990–2016
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

Total number of institutions reporting in 2016: 2,547; number of two-year institutions reporting in 2016: 815.

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 8b

Percentage of Two-Year Institutions Reporting Fall Enrollments in the Fifteen Languages Taught at the Largest Number of Institutions

Language	1990	2009	2016
American Sign Language	1.4%	45.1%	48.4%
Arabic ¹	2.4%	13.6%	13.9%
Chinese	6.3%	18.7%	19.4%
French	73.3%	56.2%	54.5%
German	43.1%	32.0%	30.4%
Hebrew, Modern	2.5%	1.6%	1.5%
Italian	15.0%	20.5%	18.0%
Japanese	18.2%	21.2%	22.9%
Korean	0.6%	2.4%	3.4%
Latin	4.7%	5.9%	3.6%
Ojibwa/Ojibway/Ojibwe	0.4%	0.6%	1.0%
Portuguese	1.4%	3.4%	3.3%
Russian	14.0%	9.5%	9.3%
Spanish	93.4%	98.1%	96.7%
Vietnamese	0.6%	1.8%	1.4%
Number of institutions on which percentages are based	847	824	728

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.”

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Table 9a
Percentage of Programs at Two-Year Institutions 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	-7.6	51.1%	3.6%	45.3%	48.9%
Arabic ¹	-15.8	52.5%	13.9%	33.6%	47.5%
Chinese	-21.3	52.9%	20.5%	26.7%	47.1%
French	-19.8	56.3%	17.1%	26.7%	43.7%
German	-18.6	54.8%	19.0%	26.2%	45.2%
Italian	-31.9	68.5%	8.6%	22.8%	31.5%
Japanese	0.3	39.5%	12.4%	48.0%	60.5%
Korean	21.4	20.8%	25.0%	54.2%	79.2%
Latin	-42.9	71.4%	7.1%	21.4%	28.6%
Portuguese	-12.3	60.6%	6.1%	33.3%	39.4%
Russian	-24.0	54.9%	22.0%	23.2%	45.1%
Spanish	-17.2	66.2%	4.6%	29.1%	33.8%

Table 9b
Percentage of Programs at Two-Year Institutions with Decreasing, Stable, or Increasing Enrollments between Fall 2009 and Fall 2013

	% Change in Enrollments	% of Programs with Enrollments			
		Decreasing	Stable	Increasing	<i>Stable or Increasing</i>
American Sign Language	-1.9	48.7%	6.3%	45.0%	51.3%
Arabic ¹	-10.6	51.1%	9.9%	38.9%	48.9%
Chinese	-7.8	41.0%	20.7%	38.2%	59.0%
French	-10.2	47.9%	10.5%	41.6%	52.1%
German	-19.5	59.4%	9.4%	31.3%	40.6%
Italian	-18.5	61.3%	7.7%	30.9%	38.7%
Japanese	-18.5	60.9%	8.7%	30.4%	39.1%
Korean	27.6	34.8%	4.3%	60.9%	65.2%
Latin	-35.3	58.5%	7.5%	34.0%	41.5%
Portuguese	-27.7	42.1%	7.9%	50.0%	57.9%
Russian	-25.1	42.0%	27.3%	30.7%	58.0%
Spanish	-14.2	64.1%	3.4%	32.6%	35.9%

No change includes +/-2.

Number of two-year institutions reporting in 2016: 815.

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."

Table 10
Undergraduate Enrollments by Level in Selected Years and for Selected Languages

	Two-Year Institutions					Four-Year Institutions				
	2002	2006	2009	2013	2016	2002	2006	2009	2013	2016
Spanish	212,867	223,976	234,208	200,984	166,481	522,414	587,249	615,339	579,782	537,940
French	32,960	31,369	34,931	31,380	25,171	164,425	169,940	176,146	163,162	147,735
Arabic ¹	1,848	4,411	6,245	5,582	4,701	8,205	18,643	28,202	27,288	26,301
Vietnamese	1,185	1,203	1,465	1,079	820	1,003	1,261	1,231	1,009	1,095
Hawai'ian	667	549	556	669	630	1,014	1,078	1,351	1,663	1,057
All languages	337,304	364,980	393,050	343,245	288,741	1,021,860	1,169,776	1,242,942	1,183,120	1,099,880

	Undergraduate Total					Two-Year Enrollments as % of Undergraduate Total				
	2002	2006	2009	2013	2016	2002	2006	2009	2013	2016
Spanish	735,281	811,225	849,547	780,766	704,421	29.0%	27.6%	27.6%	25.7%	23.6%
French	197,385	201,309	211,077	194,542	172,906	16.7%	15.6%	16.5%	16.1%	14.6%
Arabic ¹	10,053	23,054	34,447	32,870	31,002	18.4%	19.1%	18.1%	17.0%	15.2%
Vietnamese	2,188	2,464	2,696	2,088	1,915	54.2%	48.8%	54.3%	51.7%	42.8%
Hawai'ian	1,681	1,627	1,907	2,332	1,687	39.7%	33.7%	29.2%	28.7%	37.3%
All languages	1,359,164	1,534,756	1,635,992	1,526,365	1,388,621	24.8%	23.8%	24.0%	22.5%	20.8%

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."