

# Successful College and University Foreign Language Programs, 1995–99: Part 2

## Program Features Associated with Rising Enrollments in Advanced Courses and with Increasing Numbers of Majors

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THE MLA's Office of Foreign Language Programs has undertaken a project funded by the Andrew W. Mellon Foundation to discover what factors make foreign language programs successful. The field is increasingly aware of evolving conditions affecting foreign language programs in colleges and universities in this country. For one thing, enrollment patterns are changing. Before the project was undertaken, the MLA's 1995 and 1998 enrollment surveys showed that while the number of students studying languages remained relatively stable, Spanish enrollments represented more than half the total, and student interest had declined in three traditionally taught languages—French, German, and Russian. Enrollment in less commonly taught languages (LCTLs) was increasing slightly, and of those students not taking Spanish a greater number were studying a greater number of languages (Brod and Welles 23 and 28; table 1). The most recent enrollment survey for fall 2002 shows a marked change: registrations are up in all the fifteen most commonly taught languages. Increases are particularly notable for American Sign Language, Arabic, and Italian. The downward trends for German, French, and Russian have stabilized or shown signs of reversal. The number of LCTLs offered and the number of students studying them increased substantially as well (Welles, tables 1a and 1b).

The national context of foreign language and literature programs presents complex challenges. Most parents are eager for their children to study a second language in elementary and secondary schools. Yet the public perception that learning a language other than English is irrelevant and the idea that widespread knowledge of English around the world makes it un-

necessary to know the primary language of someone whose second or third is English discourage heritage language speakers from maintaining their home languages and English speakers from learning new ones. Furthermore, the teaching of languages has changed dramatically in the last several decades. The technological revolution allows access to languages and cultures in completely new ways; today's students, skilled in the uses of computers and the Internet, expect to take advantage of these tools in the classroom. Student populations, more diverse in age, ethnicity, and preparation for college, are increasingly career-minded and concerned that their language study be useful to them. The traditional rationale that learning a language deepens understanding of the world through the study of the linguistic, literary, and cultural artifacts of another people has been supplemented by the idea that language knowledge will be practical and enhance professional situations in later life.

In the face of these changes and challenges, we wanted to find out how departments are managing and what conditions favor departmental success. Our fall 1999 survey collected information about the

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distribution of certain teaching approaches, curricular characteristics, administrative arrangements, and resources for faculty members, as well as data about enrollments in introductory and advanced courses and the number of majors in 1995 and 1999. We defined successful departments as those with rising enrollments and an increasing number of majors. Although we recognize that quantitative assessment leaves out much about the quality and texture of education and about the achievements of students, enrollment figures and numbers of majors are among the most visible signs of a flourishing department and in administrators' eyes are often the basis for awarding faculty lines, technological resources, and other forms of support. Further, enrollment is a gauge that can be consistently measured.

We sent the survey to 2,631 undergraduate departments in two- and four-year institutions; the overall response rate was 75%. While 1,962 departments teaching 119 languages responded, the language-specific responses reflect the separate language programs housed in each department, and their total number was 6,022. Of these programs, 3,926 were in BA-, MA- or PhD-granting departments. The analysis in this report is based on responses from the 2,738 language programs in 65 languages that reported offering advanced courses and the 1,981 programs that reported majors in the years 1995 and 1999. The responses from two-year colleges will be the subject of a future report.

Our first report of the project examined the overall distribution of program features queried in the survey, general trends in enrollments at introductory and advanced levels, and numbers of majors in the seven languages that had the largest number of students (Goldberg and Welles, "Successful . . . Programs"). The introductory level was defined as beginning and intermediate courses up to the bridge or transitional course (if it existed); the advanced level was defined as all courses beyond an introductory sequence taught in the target language. The report included an analysis of those features associated with growing enrollments in introductory courses. It may be found on our Web site at [www.adfl.org](http://www.adfl.org), and highlights of it appear in the *ADFL Bulletin* (Goldberg and Welles, "From the Editors"). The current study focuses on those factors most often associated with rising enrollments at the advanced levels and with increasing numbers of majors. Members of the foreign language and literature profession should be encouraged to see that the majority of programs nationwide are stable or growing and that many of the innovative and long-standing practices associated with enrollment growth can be found across a wide range of departments.

## Enrollments in Advanced Courses and Majors

What specifically do we know about advanced courses and majors, and what do we know about them in relation to each other and the introductory sequence? Advanced course work is not offered to the same degree across all languages in undergraduate programs. Table 1 shows the number of programs in the top seven languages and the percentage of those programs that offer both introductory and advanced courses; 76% is the average.

The ratio of introductory to advanced course enrollments is found in table 2. The ratios fall between 2.1 and 3.1 introductory students per advanced student, except in Italian, where the ratio is 4.9.

Table 3 displays the ratio of enrollments in introductory classes to the number of majors (including double majors). There is one major for approximately

**Table 1**  
Programs Offering Introductory and Advanced Courses, by Language (Fall 1999)

Top Seven Languages (Alphabetically)	Number Offering Introductory Courses	Number Offering Advanced Courses	Percentage Offering Both
Chinese	110	81	73.6
French	769	660	85.8
German	604	494	81.8
Italian	243	153	63.0
Japanese	215	123	57.2
Russian	188	143	76.1
Spanish	819	772	94.3

**Table 2**  
Ratio of Students in Introductory Courses to Students in Advanced Courses, by Language and by Highest Degree Granted in the Department (Fall 1999)

Language	Highest Degree Granted			Overall
	BA	MA	PhD	
Chinese	2.4	2.7	2.8	2.4
French	2.8	2.9	2.5	2.8
German	2.5	3.3	2.2	2.5
Italian	4.3	5.7	4.5	4.9
Japanese	2.8	2.9	2.8	2.9
Russian	2.1	2.0	2.6	2.1
Spanish	3.1	3.6	2.3	3.1

every four students in introductory courses in the languages with the lowest enrollments (Russian, Japanese, and Chinese). For French, German, and Spanish the ratio is somewhat higher, and for Italian it is even higher, possibly because of the relatively few programs that offer advanced-level courses. The ratio of advanced-level enrollments to number of majors (table 4) is much lower and more consistent across languages; one out of every two or three students in an advanced course is likely to be a major or double major. Spanish programs, which overall have a much greater number of students than other languages, show about the same ratio of advanced enrollments to majors as do other language programs.

Part 1 of the study found that in many departments enrollments in both introductory and advanced courses had increased from fall 1995 to fall 1999. While growth in enrollments may indicate a healthy program, stable enrollments, particularly in the light of falling national

enrollments reported in the MLA's 1998 enrollment survey, may also be taken as a sign that a program is doing well. In fact, for each language except Russian at the advanced level the combined percentage of programs with stable and growing enrollments in all the programs in this study (including those in two-year colleges) is higher than that of programs with decreasing enrollments (Goldberg and Welles, "Successful . . . Programs" 174–78). Table 5 shows enrollment change in advanced courses in four-year institutions. The percentages in the BA-, MA-, and PhD-granting groups are weighted according to their size, and the "Overall" averages are calculated from them. In French, German, and Japanese, the percentage of programs with increasing enrollments is approximately 45%; the percentage in Chinese, Italian, and Spanish ranges from 54.3% to 62.9%. Russian was lowest at 32.9%. In increasing and stable enrollments combined, six languages were higher than 50%; programs with advanced courses that were increasing or stable in Russian made up less than 50%. Overall, the percentage of programs with increasing enrollments was 50.3%; for programs that maintained or increased enrollments it was 66.1%.

Course enrollments are an important measure of a department's strength, but they are not the only numeric indicator of its ability to retain students; an increase in the number of majors is also significant. In four-year undergraduate programs, more than half of those in Chinese, Japanese, and Spanish and half in Italian experienced growth in majors between 1995 and 1999 (table 6). Overall, 51.8% of the language programs studied reported an increased number of majors, and 68.8% indicated a stable or increased number of majors.

**Table 3**  
Ratio of Students in Introductory Courses to Number of Majors, by Language and by Highest Degree Granted in the Department (Fall 1999)

Language	Highest Degree Granted			Overall
	BA	MA	PhD	
Chinese	3.7	4.8	5.4	4.4
French	6.7	8.9	8.9	7.2
German	6.0	8.1	9.5	6.7
Italian	14.5	9.6	24.9	19.7
Japanese	4.0	4.3	6.3	4.6
Russian	3.7	4.7	4.9	4.4
Spanish	8.7	8.9	10.2	8.9

**Table 4**  
Ratio of Advanced-Level Enrollments to Number of Majors, by Language and by Highest Degree Granted in the Department (Fall 1999)

Language	Highest Degree Granted			Overall
	BA	MA	PhD	
Chinese	2.0	2.0	2.7	2.0
French	2.5	2.6	3.7	2.5
German	2.5	2.4	3.6	2.5
Italian	2.9	2.5	5.2	3.6
Japanese	1.8	1.7	2.1	1.8
Russian	2.3	2.2	2.0	2.3
Spanish	2.5	2.8	3.7	2.8

### The Correlation of Program Practices and Enrollment Growth

We focus first on programs with increasing enrollments at advanced levels and second on programs that report a rise in the number of majors. The analysis of the data shows which program features (e.g., study abroad, a language requirement) are associated with enrollment growth and to what degree that association exists. While our data show only the co-occurrence of a feature with increasing, stable, or decreasing enrollments—which is not the same as showing cause and effect—the reader may be prompted to ask, "Does feature X actually attract students to a language course?" It is not unreasonable in many cases to speculate that the correlation of a feature and enrollment change points to causality.

**Table 5**  
**Enrollment Change in Programs with Advanced Courses between Fall 1995 and Fall 1999, by Language and by Highest Degree Granted in the Department (Percentage of Programs)**

Enrollments by Language	Highest Degree Granted			Overall
	BA	MA	PhD	
<b>Chinese</b>				
Decreasing	20.0	50.0	27.3	27.2
Increasing	62.2	50.0	54.5	58.0
Stable	17.8	0.0	18.2	14.8
Increasing and stable combined	80.0	50.0	72.7	72.8
<i>No. of programs</i>	45	14	22	81
<b>French</b>				
Decreasing	40.1	37.0	45.3	40.3
Increasing	41.1	49.0	50.0	43.2
Stable	18.8	14.0	4.7	16.5
Increasing and stable combined	59.9	63.0	54.7	59.7
<i>No. of programs</i>	496	100	64	660
<b>German</b>				
Decreasing	37.9	55.4	39.3	40.7
Increasing	43.1	33.8	57.1	43.3
Stable	19.0	10.8	3.6	16.0
Increasing and stable combined	62.1	44.6	60.7	59.3
<i>No. of programs</i>	364	74	56	494
<b>Italian</b>				
Decreasing	27.4	17.1	35.7	28.1
Increasing	56.5	54.3	51.8	54.3
Stable	16.1	28.6	12.5	17.6
Increasing and stable combined	72.6	82.9	64.3	71.9
<i>No. of programs</i>	62	35	56	153
<b>Japanese</b>				
Decreasing	36.7	38.1	43.5	38.2
Increasing	46.8	47.6	47.8	47.2
Stable	16.5	14.3	8.7	14.6
Increasing and stable combined	63.3	61.9	56.5	61.8
<i>No. of programs</i>	79	21	23	123
<b>Russian</b>				
Decreasing	52.5	45.2	62.5	53.1
Increasing	32.5	35.4	31.2	32.9
Stable	15.0	19.4	6.3	14.0
Increasing and stable combined	47.5	54.8	37.5	46.9
<i>No. of programs</i>	80	31	32	143
<b>Spanish</b>				
Decreasing	21.2	25.9	18.5	21.8
Increasing	61.1	59.8	81.5	62.9
Stable	17.7	14.3	0.0	15.3
Increasing and stable combined	78.8	74.1	81.5	78.2
<i>No. of programs</i>	595	112	65	772

**Table 6**  
**Change in the Number of Majors between Fall 1995 and Fall 1999, by Language and by Highest Degree Granted in the Department (Percentage of Programs)**

No. of Majors, by Language	Highest Degree Granted			Overall
	BA	MA	PhD	
<b>Chinese</b>				
Decreasing	12.5	22.2	7.1	12.8
Increasing	70.8	77.8	78.6	74.4
Stable	16.7	0.0	14.3	12.8
Increasing and stable combined	87.5	77.8	92.9	87.2
<i>No. of programs</i>	24	9	14	47
<b>French</b>				
Decreasing	37.3	36.5	33.3	36.8
Increasing	43.9	45.9	56.2	45.5
Stable	18.8	17.6	10.5	17.7
Increasing and stable combined	62.7	63.5	66.7	63.2
<i>No. of programs</i>	394	85	57	536
<b>German</b>				
Decreasing	38.2	44.4	40.4	39.4
Increasing	39.7	37.1	46.8	40.2
Stable	22.1	18.5	12.8	20.4
Increasing and stable combined	61.8	55.6	59.6	60.6
<i>No. of programs</i>	262	54	47	363
<b>Italian</b>				
Decreasing	28.6	33.3	37.2	33.7
Increasing	53.5	50.0	51.2	51.7
Stable	17.9	16.7	11.6	14.6
Increasing and stable combined	71.4	66.7	62.8	66.3
<i>No. of programs</i>	28	18	43	89
<b>Japanese</b>				
Decreasing	22.6	50.0	37.5	32.2
Increasing	54.8	50.0	50.0	52.5
Stable	22.6	0.0	12.5	15.3
Increasing and stable combined	77.4	50.0	62.5	67.8
<i>No. of programs</i>	31	12	16	59
<b>Russian</b>				
Decreasing	58.5	28.0	67.9	53.8
Increasing	24.5	44.0	32.1	31.1
Stable	17.0	28.0	0.0	15.1
Increasing and stable combined	41.5	72.0	32.1	46.2
<i>No. of programs</i>	53	25	28	106
<b>Spanish</b>				
Decreasing	18.5	20.6	22.0	19.1
Increasing	64.4	63.9	72.9	65.2
Stable	17.1	15.5	5.1	15.7
Increasing and stable combined	81.5	79.4	78.0	80.9
<i>No. of programs</i>	492	97	59	648

**Table 7**  
**Percentage Difference (Correlation with Growth) in Advanced Enrollment in French Programs That Have and Do Not Have a Full-Time Introductory Course Coordinator in the Department**

	Enrollment						Pct. Difference
	Decreasing		Stable		Increasing		
	No.	Pct.	No.	Pct.	No.	Pct.	
Departments with a coordinator	67	32.2	37	17.8	104	50.0	12.8
Departments without a coordinator	186	41.4	96	21.4	167	37.2	

All responses were analyzed by comparing programs with and without a specified feature or characteristic in the categories of decreasing, stable, and increasing enrollments. In this report, we focus on the relation of features to increasing enrollments. The percentage that expresses the correlation of growth with a feature equals the difference between the percentage of programs that have the feature and the percentage that do not. For example, when there was a full-time coordinator for the introductory sequence, 50% of French programs had increasing advanced enrollments; in the absence of that coordinator, 37.2% had increasing enrollments. The correlation with growth is the difference between those percentages: 12.8%. Thus we can say that programs in French with a full-time introductory-level coordinator are 12.8% more likely to experience advanced enrollment growth than those that do not have one (table 7; to compare French with the other languages and language groups, see fig. 1N on p. 43).

Appendix tables A–E show in detail the percentages and the numbers they represent for features or characteristics and categories of enrollment change (growth, stability, or decline) in five languages or language groups. (The percentages add up to 100% across a row.) Since there was great variation in the numbers of responses among the different languages, we put some languages in groups to make the numbers of programs more similar while retaining as much as possible the distinctions among languages. French has 660 programs, German 494, Spanish 772; Chinese (81), Italian (153), Japanese (123), and Russian (143) are grouped and labeled CIJR (500); the other 58 languages, the least commonly taught languages, are grouped and labeled LCTLs (312).

### Calculating the Strength of Correlation

In this report, we distinguish among features that are very strongly, strongly, or occasionally associated with increasing advanced enrollments. (In a few instances

we refer also to features that are not indicated by the data to have that association in any meaningful degree.) We determine the strength of association with growth on the basis of the percentage difference between programs reporting a gain in advanced enrollments and having the feature in question and programs reporting a gain in advanced enrollments but lacking the feature in question. The features very strongly associated with the gain generally have a correlation with growth over 8% (some are well over 20%) in at least three of the five languages or language groups. We characterize features as having a strong association or correlation with growth when they are over 4% more likely to occur in programs with increasing enrollments in at least three of the five languages or language groups. Although 4% may appear to represent only a modest difference in gain from 1995 to 1999, it signals a steady annual average gain of 1%, and the consistency of that gain (not to mention the possibility of its continuation) is significant. Features only occasionally (though still significantly) associated with increasing advanced enrollments also showed a 4% or greater likelihood to occur in programs having the feature in question but in only two of the five languages or language groups.

### Features Showing a Very Strong Correlation with Growth

Five features show a very strong correlation with increasing enrollments, specifically above 8% (often much above) in at least three of the five language groups (French, German, Spanish, CIJR, and LCTLs).

#### *Study Abroad*

In part 1 of this report, study abroad correlated more strongly than any other program feature with increasing enrollments at introductory levels. Study-abroad opportunities are widely available, and students make good use of them. Less than 7% of respondents said

that they did not offer opportunities for study abroad, and approximately 7% said that their study-abroad enrollments had decreased. Close to 54% said that their study-abroad enrollments grew between 1995 and 1999; slightly more than 25% said that their enrollments abroad were stable.

The correlation of growth in study abroad with growth at advanced levels is also very strong. The popularity of study abroad and its positive relation with enrollments follows other trends that we have found in this study. Students take advantage of opportunities to practice their language and deepen their knowledge of another culture in an authentic environment.

Figure 1A, derived from the data in the appendix, shows the relation between change in advanced enrollments and the growth or lack of growth in study-abroad programs. The greatest difference in the category of increasing enrollments between programs that had growth in study abroad and those that did not is in Spanish, where programs were 18.3% more likely (68.5% – 50.2%) to experience gain in advanced enrollments if they had a growing study-abroad program (for more detail, see app. table C, question 77; differences between percentages in the bar graphs may be off by .1% or .2% because of rounding).<sup>1</sup> The weakest

correlation between growth in study abroad and gain in enrollments (57.0% – 55.6% = 1.4%) is in the LCTLs; the correlation with growth for the other language groups is 12.2% for German, 8.0% for French, and 6.6% for CIJR.

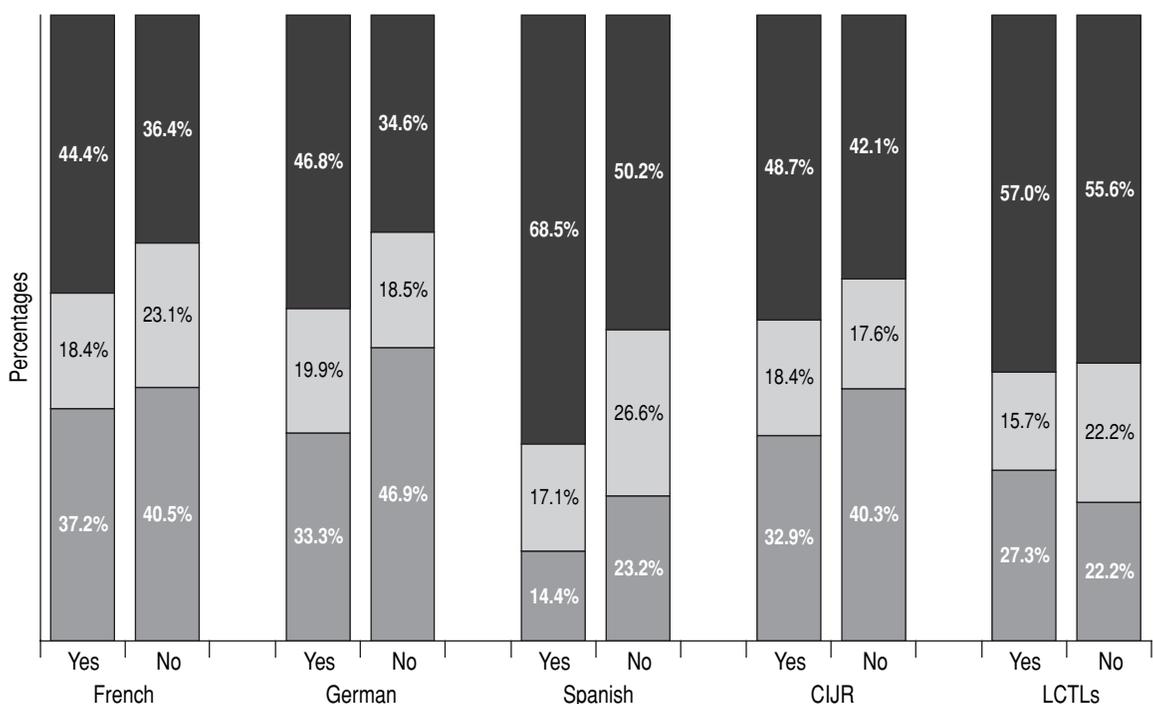
*Enrollments in the Introductory Sequence*

There is a very strong degree of correlation between growing enrollments at the introductory level and growth in advanced enrollments. This result is what we might expect: a good experience in an introductory sequence will likely propel students to the next level (just as a bad experience will do the opposite). But statistical confirmation of the relation of strong introductory programs with good enrollments in advanced courses provides an argument for thinking carefully about departmental resources and giving attention to lower-division curricula and teaching. Figure 1B illustrates the relation between change in advanced enrollments and growth or lack of growth in introductory courses.

**Key for figs. 1A–1N**

- Programs with gain in advanced enrollments
- Programs with stability in advanced enrollments
- Programs with loss in advanced enrollments

**Figure 1A**  
**The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic: Is Study Abroad Growing?**



For most language groups, programs that have increasing introductory enrollments are more than twice as likely to have increasing advanced enrollments also.

Emphasis on oral communication and on culture rather than on literature in introductory courses also correlates with growth at the advanced level in most languages, as it did at the introductory levels. The study revealed that almost a quarter of the programs emphasize speaking over reading and writing, while 38.3% give these functions equal weight, and only 5.4% put more emphasis on reading and writing. Culture defines courses much more frequently (68.5%) than literature (4.9%). Equal emphasis on literature and culture in these early language courses was the preference of 25.3% (Goldberg and Welles, "Successful . . . Programs" 185–86). At first glance, the numbers in the appendix tables seem to show that programs that place more emphasis on reading and writing than on speaking and more emphasis on literature than on culture are also frequently associated with growth in advanced enrollments (see app. tables, questions 21 and 27). But because the numbers of positive responses to those questions were extremely low—most were below nine per language—they cannot be considered indicative of trends in the field.

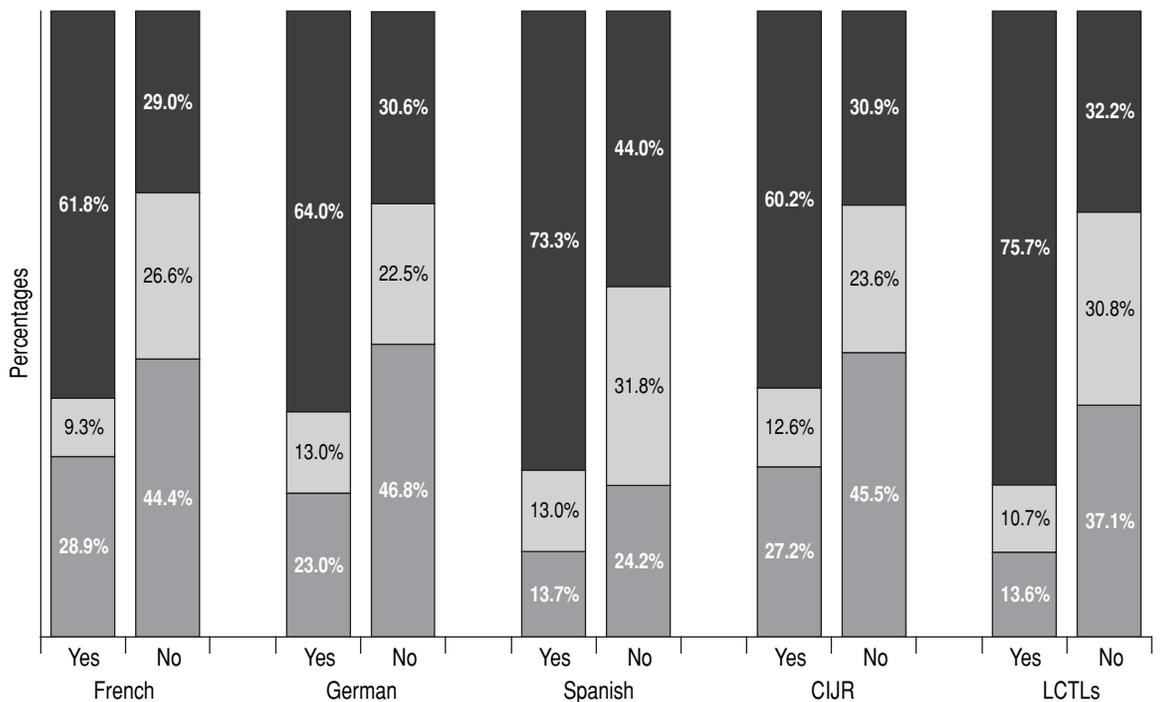
### Number of Majors

Growth in number of majors is associated very strongly with enrollment growth in advanced courses. The percentage difference, ranging from 41.6% in German to 35.1% for the LCTLs, is the highest among the features showing very strong correlation with enrollment growth. The correlation with growth is 39.5% for Spanish, 37.4% for CIJR, and 36.9% for French (fig. 1C). It stands to reason that since majors make up about half the population of those who take advanced courses, a greater number of them create higher enrollments. However, it is also likely that more students who are committed to a program and who have had a good experience with its curriculum, study abroad, and other activities will create an atmosphere of enthusiasm that encourages other students to continue to advanced levels whether or not as majors.

### Double Majors, Minors

Programs that experienced growth in the number of double majors and of minors between 1995 and 1999 were also more likely than those that did not to have experienced increasing enrollments in advanced courses. (The same association for elementary-level

**Figure 1B**  
The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:  
Are Introductory Enrollments Increasing?



enrollments was reported in part 1 of this study [Goldberg and Welles, “Successful . . . Programs” 207–08].) The correlation with growth for double majors was very strong in all language groups, but strongest in Spanish, at 15.4%. In French it was 11.3%, in German 7.4%. For the language group CIJR it was only 2.6%, but for the LCTLs it was 12.0% (see fig. 1D).

Figure 1E shows that the results for number of minors are very similar. Spanish programs with an increasing number of minors are 24.0% more likely to have experienced growth at the advanced level. The correlation with growth in French programs is 9.6%. The CIJR group is lower, at 4.1%; German is at 1.7%; LCTLs stand in the middle, at 6.5%.

Students have many opportunities to pursue a double major or a minor, and they use them. More than half the programs said that the number of their double majors increased between 1995 and 1999, and more than 60% said that the number of minors increased over the same time period. Approximately a third said that the number of double majors remained stable, and 25% said that the number of minors was stable. Very few (less than 5%) said that their double majors or their minors decreased, and an insignificant percentage said that they offered neither double ma-

jors nor minors. It appears that programs with enrollment options—minors, majors, and double majors— attracted more students because of the flexibility offered. Those students who do not want to make the commitment required for a foreign language major can still receive a minor. Or they can add to their commitment and pursue a double major degree.

### Features Showing a Strong Correlation with Growth

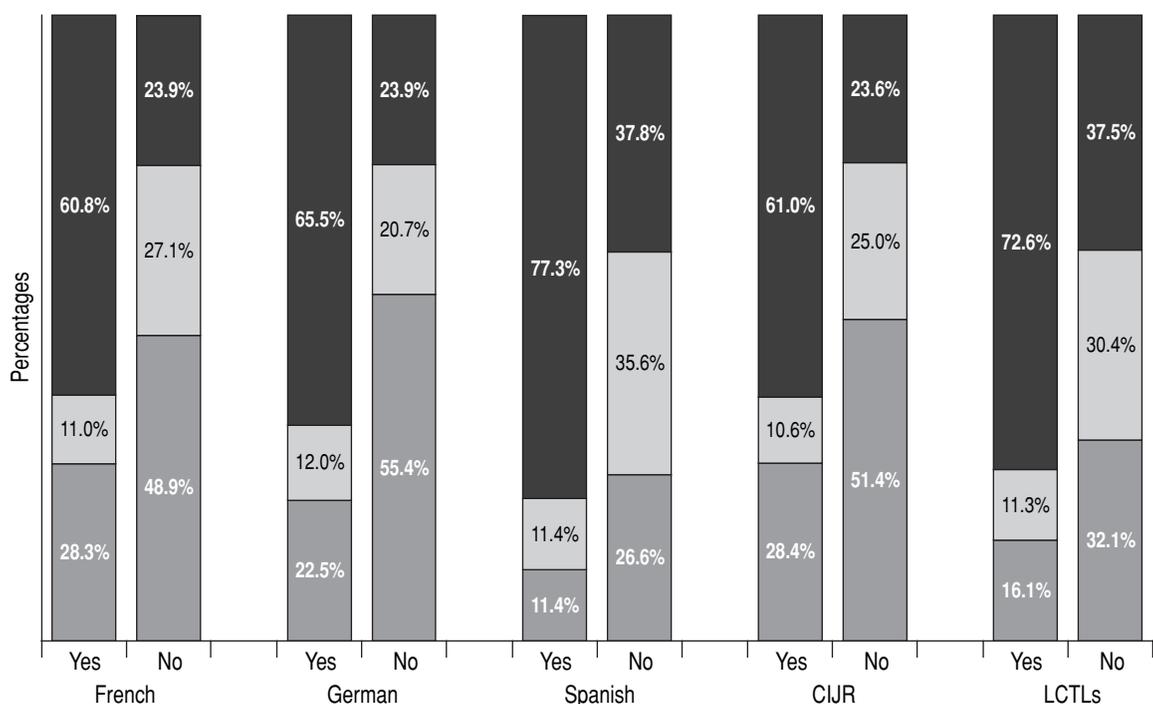
#### Language Requirement

Language requirements for graduation are of great concern to the language field: they affect elementary-level enrollments and staffing and in a sense demonstrate an institution’s commitment to languages in undergraduate education. The foreign language graduation requirement is strongly associated with growth in advanced enrollments—particularly in German, where the correlation with growth is 9.4%. Spanish (7.4%),

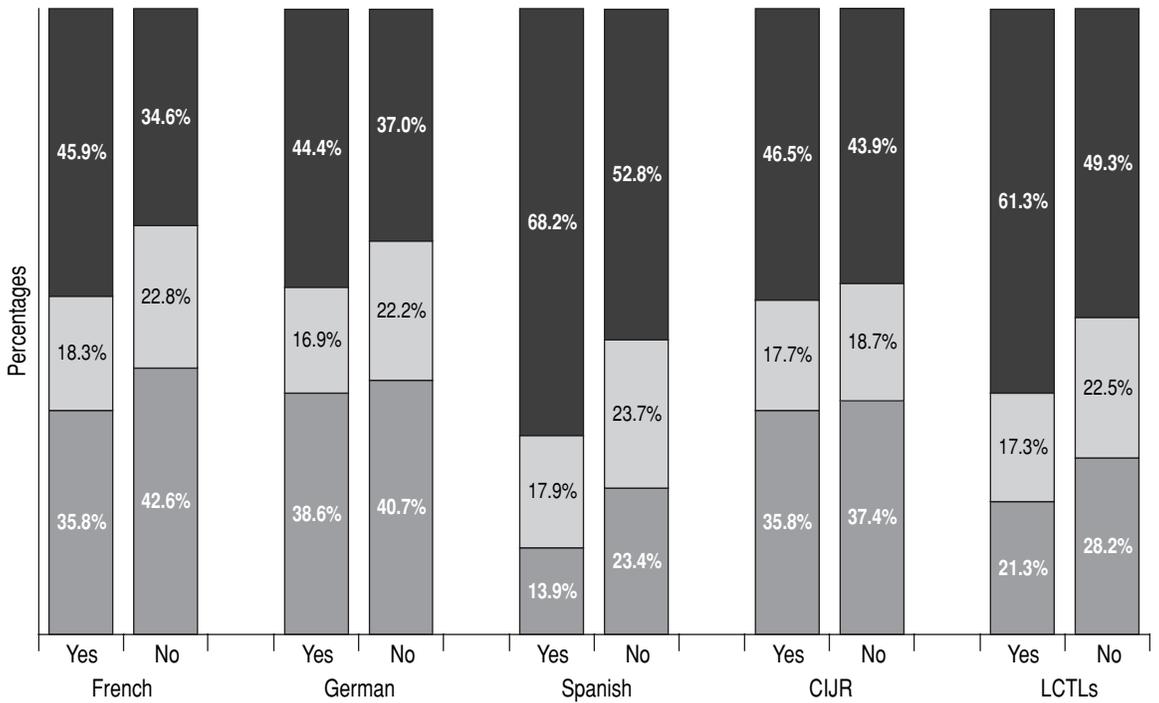
#### Key for figs. 1A–1N

- Programs with gain in advanced enrollments
- Programs with stability in advanced enrollments
- Programs with loss in advanced enrollments

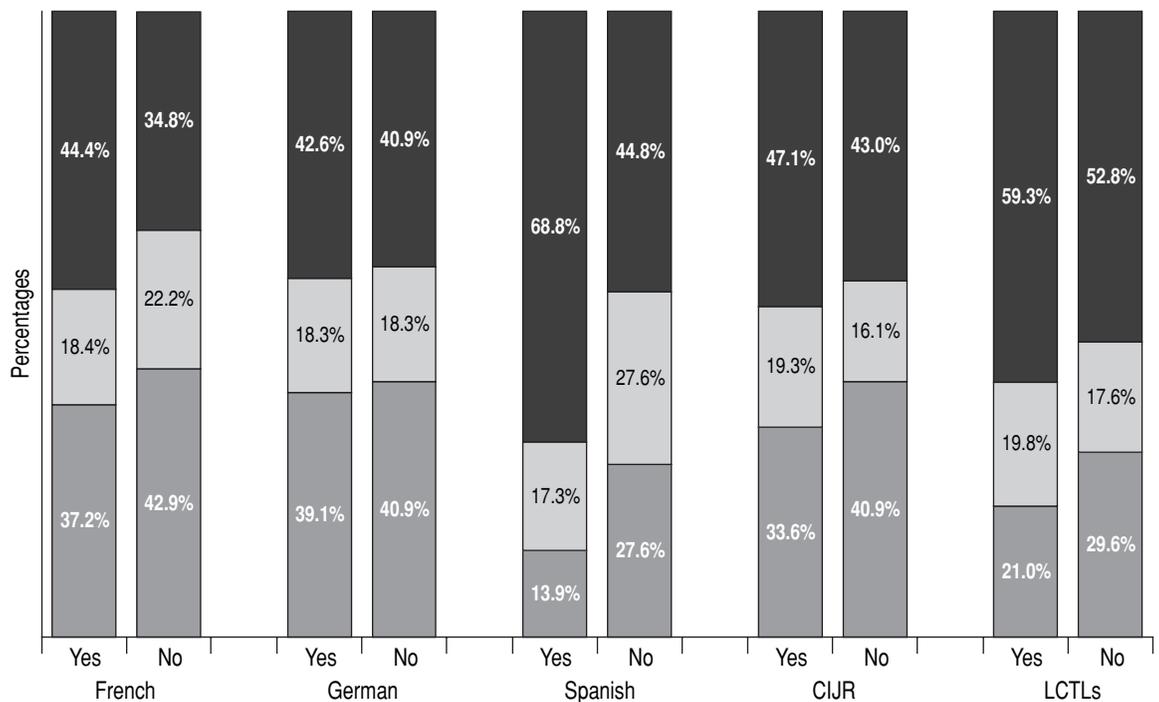
**Figure 1C**  
**The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic: Is the Number of Majors Increasing?**



**Figure 1D**  
**The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:**  
**Is the Number of Double Majors Increasing?**



**Figure 1E**  
**The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:**  
**Is the Number of Minors Increasing?**



LCTLs (4.7%), and CIJR (3.9%) all show a significant positive association between the requirement and growth (fig. 1F). Overall, 76.3% of responding four-year institutions reported a language requirement for graduation. An entrance language requirement was reported by 32.4% of all those institutions, but it does not show a notable positive association with advanced enrollment growth, except for Spanish (6.2%) and French (3.6%).

*Testing for Assessment and Placement*

Assessment of incoming students is strongly associated with growth in advanced enrollments. Departments were asked if they use testing for assessment and placement; 71.0% of respondents said yes. As figure 1G shows, German programs that tested for assessment and placement of incoming students were 10.0% more likely to have growing advanced enrollments than German programs that did not. Programs in French and the CIJR group were 6.9% and 6.6% more likely, respectively, to have experienced growth when they tested for assessment and placement. The correlation with growth in Spanish programs with testing of incoming students was not significant (.2%), and in the LCTLs there was a notably negative correlation (-10.6%). Since students who are placed at an appropriate level have a better

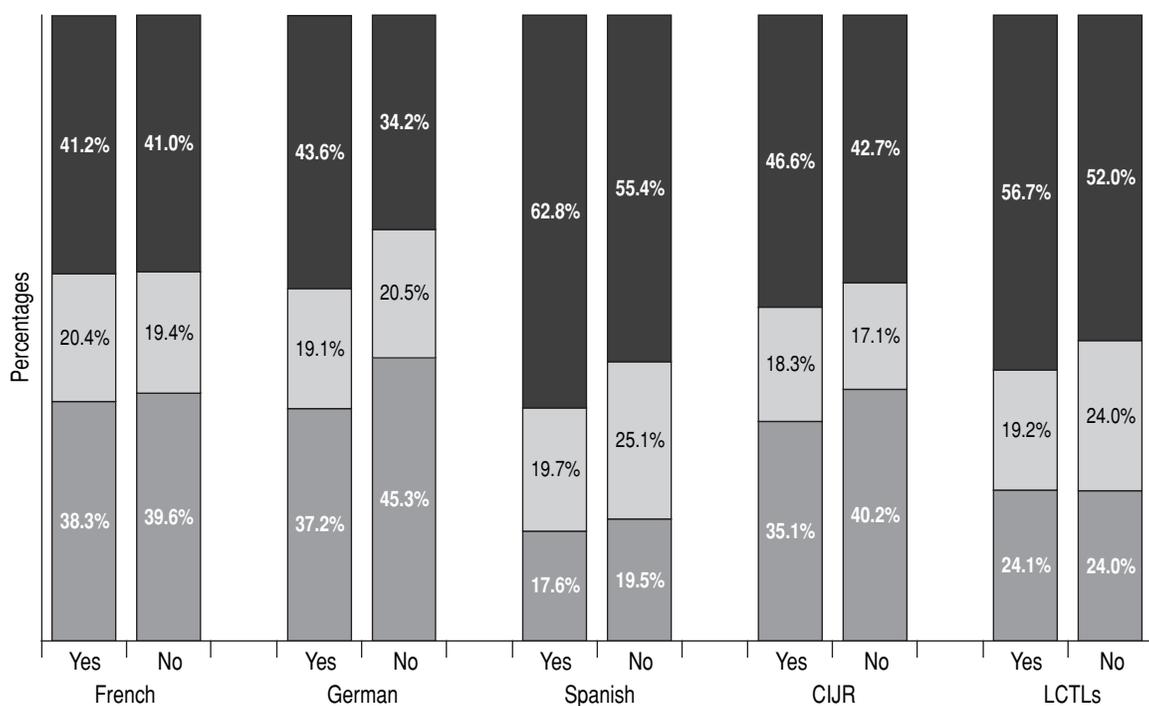
chance of making progress and telling their friends about a satisfying learning experience, careful assessment is clearly an important tool. For the LCTLs, where most nonheritage students begin language study in college, assessment and placement is not an issue. But it is difficult to explain why LCTL programs in departments without assessment and placement of incoming students show greater growth at advanced levels than those with it. Could it be that careful assessment and placement actually send students away from the LCTLs, placing them instead in the commonly taught languages they began in high school? As we have said, we can only hypothesize. The data show association between features and enrollments; they do not explain cause.

Respondents were also asked whether they used some form of oral proficiency interview (OPI, SOPI, MOPI, etc.) or portfolios to evaluate students. While 54.0% of the programs said that they used some form of proficiency interview and 38.6% said that they used portfolios, neither kind of in-class assessment is associated with growth in advanced courses.

**Key for figs. 1A–1N**

- Programs with gain in advanced enrollments
- Programs with stability in advanced enrollments
- Programs with loss in advanced enrollments

**Figure 1F**  
**The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:**  
**Is There a Foreign Language Graduation Requirement?**



### Support for Faculty Members

Departments responding to the survey reported on several areas in which they provided support for foreign language faculty activities: research and scholarship (82.2%), training in the use of technology (77.5%), study abroad (56.0%), and course development (45.8%). Details of the support were not given, only its absence or presence. Figure 1H shows that support for faculty study abroad is strongly associated with a gain in advanced enrollments: the data record a correlation with growth in Spanish (5.9%), CIJR (9.4%), and LCTLs (8.8%). No other area in which faculty members receive institutional or departmental support shows a significant positive correlation with advanced enrollment growth. This result is consistent with the very strong association found between enrollment growth and student study abroad.

### Special Opportunities outside the Usual Classroom Schedule

As with elementary-level enrollments, a number of special opportunities for campus- or community-based language study or practice outside normal semester-length classroom programs are associated with growth in enrollments in advanced courses. We asked departments

whether they offered campus-based intensive courses, immersion courses, presemester programs, winter-break programs, weekend programs, language houses, or state-side internships or service in a target-language community. Most of these opportunities are offered in less than a third of all departments, as table 8 shows.

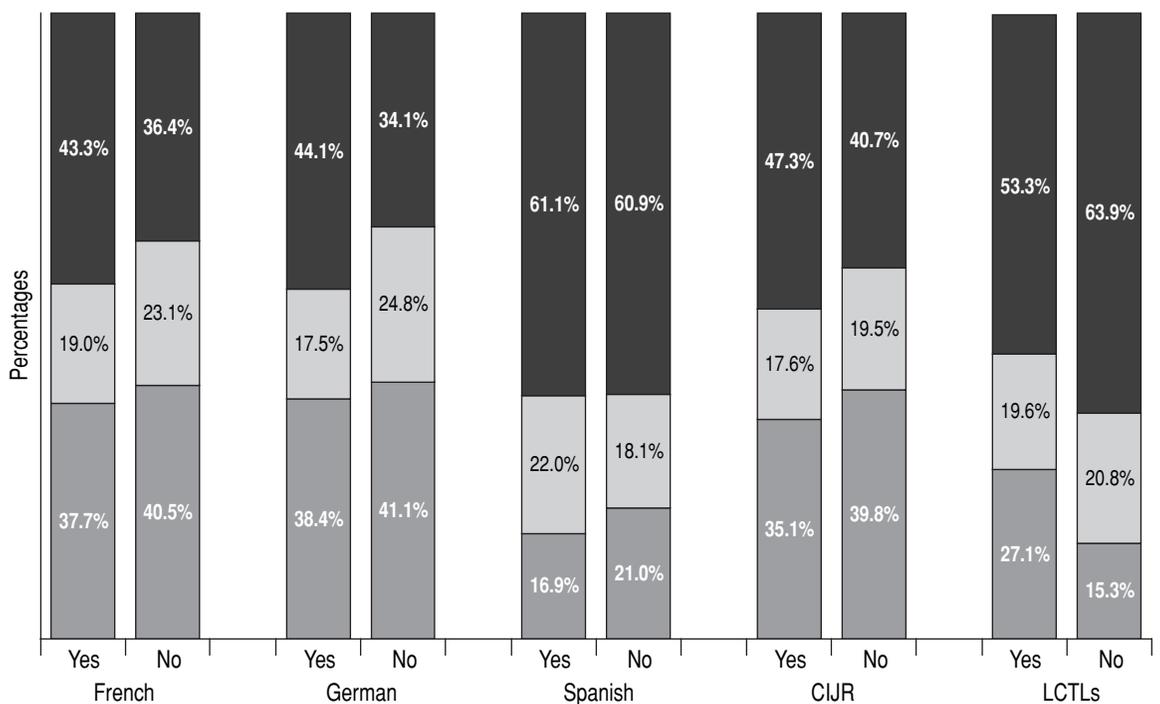
Of all the special opportunities reported, presemester programs show a very strong association with growth in advanced enrollments (fig. 1I). The CIJR and LCTL groups were respectively 18.6% and 18.9% more likely to have experienced growth when they offered presemester

**Table 8**  
Campus- and Community-Based Programs

Type of Program	Percentage of Programs
Intensive courses	53.1
Service in local target community	36.5
Internship in local target community	36.2
Immersion courses	26.7
Language houses	22.6
Winter-break programs	15.2
Weekend programs	10.7
Presemester programs	7.2

**Figure 1G**

The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic: Are Incoming Students Tested for Assessment and Placement?



programs. The correlation with growth was 16.8% for Spanish, 2.8% for French, and -3.2% for German.

Language houses, internships, and service in the community were all strongly correlated with growth in advanced enrollments (figs. 1J–L): three of the five languages and language groups have a 4% or greater correlation with growth and the given feature. Notably, these opportunities for out-of-class experiences with language are not associated with the language and language group enrollments uniformly. Only Spanish enrollments are strongly associated with growth when coupled with each of the three opportunities (10.3% for language houses, 5.5% for internships, 5.9% for service). French enrollments have a positive association with all three opportunities, but only for internships is the correlation with growth over 4% (9.8%). German enrollment growth is negatively associated with service and internships but positively associated with language houses (4.6%). The German figures suggest that the enrollment crisis in German at the time of our survey was too severe to be affected by certain opportunities (although language houses were certainly correlated with growth). The Spanish figures suggest that with booming enrollments the field was in position to take advantage of every opportunity. And

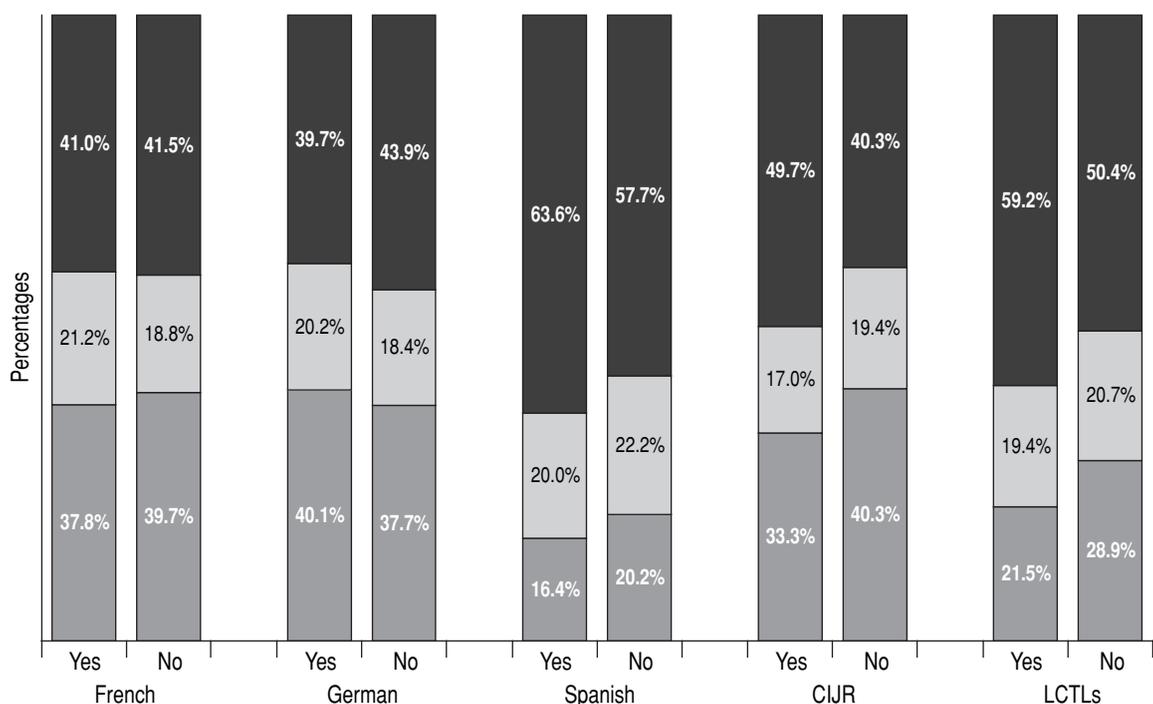
it is tempting to conclude that in French the internships simply worked much better than service programs or language houses in shoring up enrollments. But all these interpretations are speculative.

In the CIJR group, programs offering service opportunities were 7.7% more likely to have experienced growth; for CIJR programs offering language houses, the correlation with growth was 6.5%. In the LCTL group, programs offering service opportunities were 6.9% more likely to have experienced growth; for LCTL programs offering internships the correlation with growth was 12.7%. Internships had a negligible association with growth in enrollments in CIJR, and language houses (a rarity in these languages) had a negative association with growth in LCTLs. These data suggest that special opportunities for study outside the traditional class- and department-based frame affect languages differently. But in general (with the exceptions noted) we find a strong correlation between advanced enrollment growth and language houses, internships, and service programs in the community.

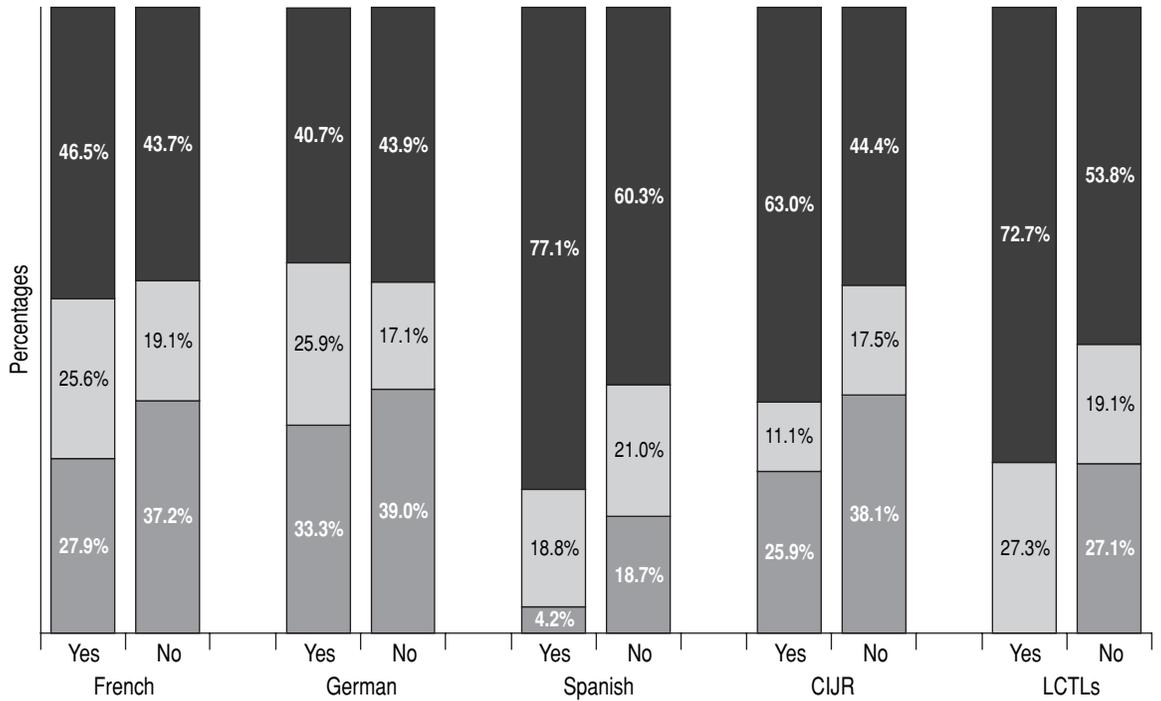
**Key for figs. 1A–1N**

- Programs with gain in advanced enrollments
- Programs with stability in advanced enrollments
- Programs with loss in advanced enrollments

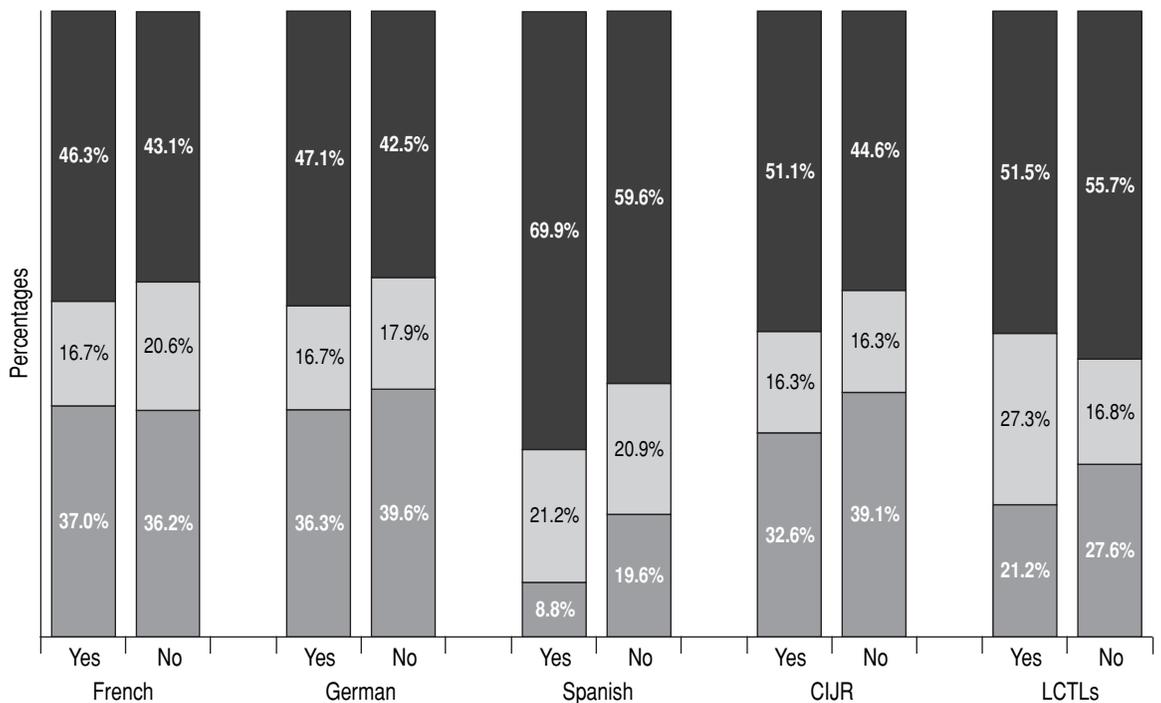
**Figure 1H**  
**The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:**  
**Does the Department or Institution Provide Support for Faculty Study Abroad?**



**Figure 1I**  
 The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:  
 Do Students Have Opportunities to Take Presemester Programs?



**Figure 1J**  
 The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:  
 Do Students Have the Opportunity to Live in Language Houses?



Other special opportunities show occasional association with advanced enrollment growth. Offering intensive study is more than 4% likely to be associated with growth in German (11.2%) and CIJR (6.7%) programs but not in French, Spanish, or the LCTLs (see app. table F, question 13). Programs offering state-side immersion opportunities are 5.4% and 10.4% more likely to be associated with growth in Spanish and CIJR programs, respectively, but not in French, German, or the LCTLs (question 14). Weekend programs are associated with growth in Spanish (5.2%) and in CIJR (11.4%); they are also positively associated with growth in French and German but not at levels above 4% (question 17). Striking in these findings is that all three of these special opportunities have a considerably greater than 4% positive correlation with growth in advanced enrollments (between 6.7% and 11.4%) in the CIJR programs. Also notable are immersion and weekend programs in Spanish, both reporting an over 5% positive correlation with growth.

Not only domestic opportunities for language use in authentic situations outside class but also exchange programs have a strong association with advanced enrollment growth. Exchange programs in French, German, and Spanish show a notable correlation with growth (resp., 8.6%, 7.4%, and 6.9%). Curiously, exchange programs are not correlated with advanced

growth in the CIJR or the LCTL groups (question 40). Programs allowing students to study languages across institutional units through language-across-the-curriculum programs or programs with professional schools show a notable positive correlation with growth in advanced course enrollments only in Spanish (questions 36 and 37). The association between growth and language-across-the-curriculum and programs with professional schools is stronger at the introductory (Goldberg and Welles, “Successful . . . Programs” 193–94) than at the advanced level.

### Features Showing an Occasional Correlation with Growth

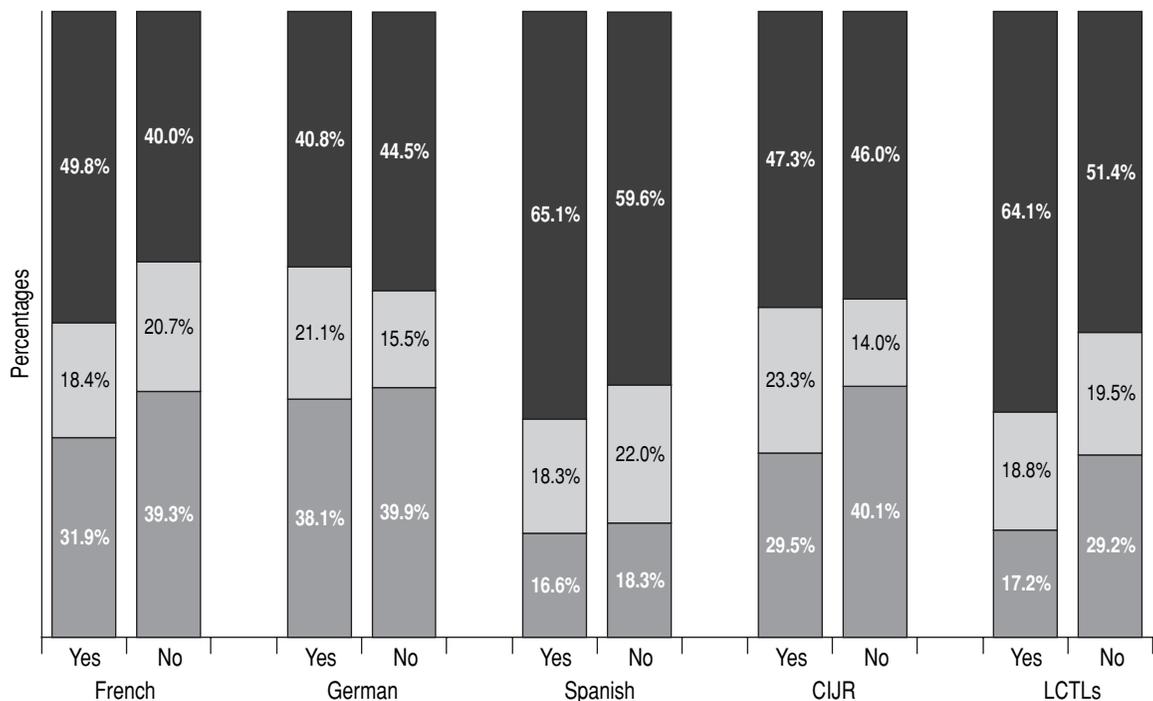
#### Programs for Secondary School Teachers

Programs that offer preparation for secondary school teachers do not have a strong correlation with increasing advanced enrollments. Of the respondents, 60.4% reported that they included teacher preparation in their

#### Key for figs. 1A–1N

- Programs with gain in advanced enrollments
- Programs with stability in advanced enrollments
- ▒ Programs with loss in advanced enrollments

**Figure 1K**  
**The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:**  
**Do Students Have Opportunities for Internships in the Community?**



options. The positive correlation extends across all languages but is fairly low, with French at 6.6%, German at 3.7%, Spanish at 3.5%, and CIJR at 2.6%. The LCTLs have a negligible association with growth at 0.4%, which reflects how little these languages are taught below the postsecondary level (question 45). More striking are the responses to a subset of questions about where the responsibility for teacher education lies: for 11.0% of the respondents it was in the department alone, for 39.5% it was in the school of education, and for 48.7% that responsibility was shared equally by the department and the school of education. Programs that featured such sharing had very strong correlation with enrollment growth, ranging from 10.2% to 15.6%, in German and the CIJR and the LCTL groups (fig. 1M). Spanish had a notable 4.0% correlation, but the French correlation with growth was slightly negative. Evidently teacher-preparation programs are most successful when they follow a collaborative model and take advantage of two kinds of expertise: that of the disciplinary department (language, literature, and culture) and that of the school of education (teaching methods).

#### A Language Program Coordinator

Programs reporting a full-time coordinator or supervisor of an elementary or intermediate language pro-

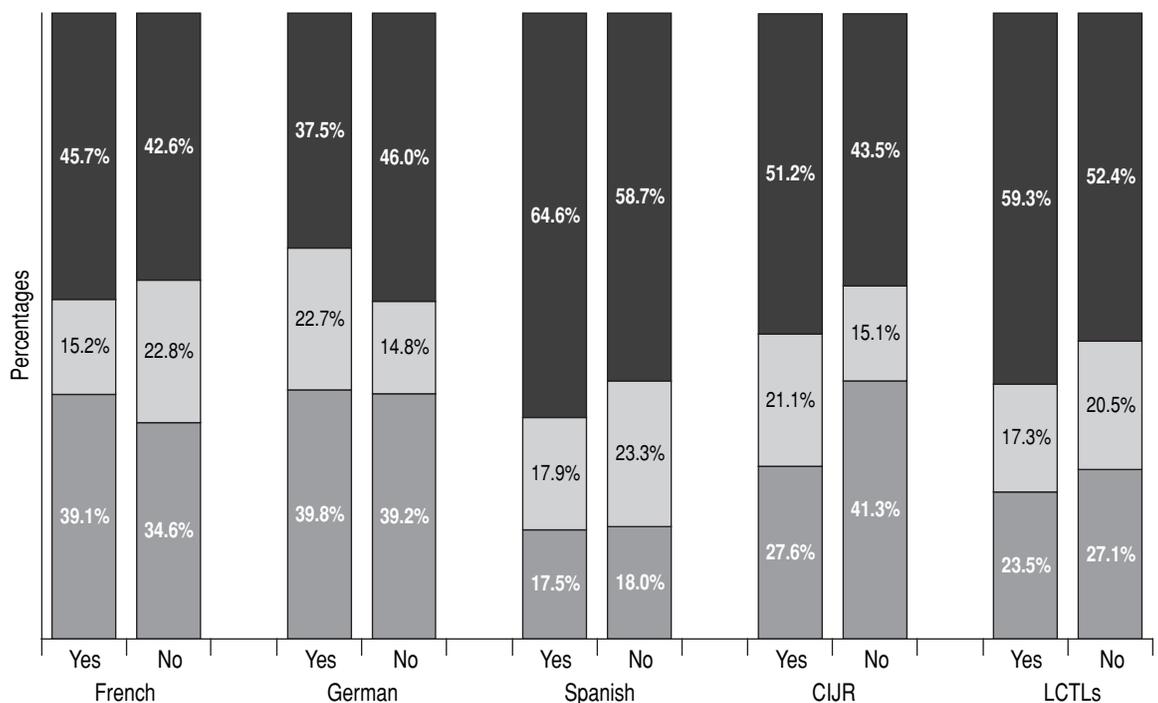
gram, 37.4% of respondents, show an occasional correlation with advanced enrollment growth. As shown in figure 1N, the correlation is striking in German and French programs (resp. 8.9% and 12.8%). There is a modest correlation with growth in Spanish programs, and a negative one in the CIJR and LCTL groups. These findings suggest that hard-working French and German programs are supported by supervised and coordinated instruction, whereas Spanish programs are buoyed by other practices and phenomena, so that even though a coordinator may be important to them, a person in that role does not determine enrollment growth at the advanced level.

#### Uses of Technology

The most frequent instructional use of technology is for student practice outside the classroom (85.0%); the second is for teaching in the classroom (74.4%); the third is for testing and placement (34.3%). The least frequently reported use of technology is distance learning (27.0%).

Both technology used for practice outside the classroom and technology used for testing and placement show an occasional correlation with advanced enrollment growth. For programs using technology for practice outside the classroom, the correlation with

**Figure 1L**  
The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:  
Do Students Have Opportunities for Service in the Community?



growth in French and Spanish is significant (resp., 6.2% and 6.9%); for programs using technology for testing and placement, it is significant in German (6.5%) and CIJR (4.9%) (app. table F, questions 59 and 60). The second finding is consistent with results in our study of growth in elementary and intermediate language courses, where we reported that the use of technology most consistently associated with enrollment growth at those levels is testing and placement. Technology used for practice outside the classroom, however, is not associated with growth at the introductory levels (Goldberg and Welles, "Successful . . . Programs" 195). Testing and placement apparently play a significant role in enrollments in a number of languages. Both distance learning and technology used for in-class instruction are significantly associated with enrollment growth in advanced courses only in the CIJR group (question 61).

*Heritage Learners*

Heritage learners are an important part of the enrollment pool for programs in (among others) Arabic, Chinese, French, Korean, Russian, Spanish, and Vietnamese. Specifically designed programs for such learners are not the norm: special classes for heritage learners

are offered in 23.3% of responding programs, and preparation for faculty members who teach heritage learners is available in 9.7% of them. But such preparation is only occasionally associated with advanced enrollment growth: the correlation is 6.3% for French, 8.6% for Spanish, 3.1% for the LCTLs (question 50). Special classes for heritage learners show a modest but consistently positive association with growth at advanced levels, except for the LCTLs (question 49).

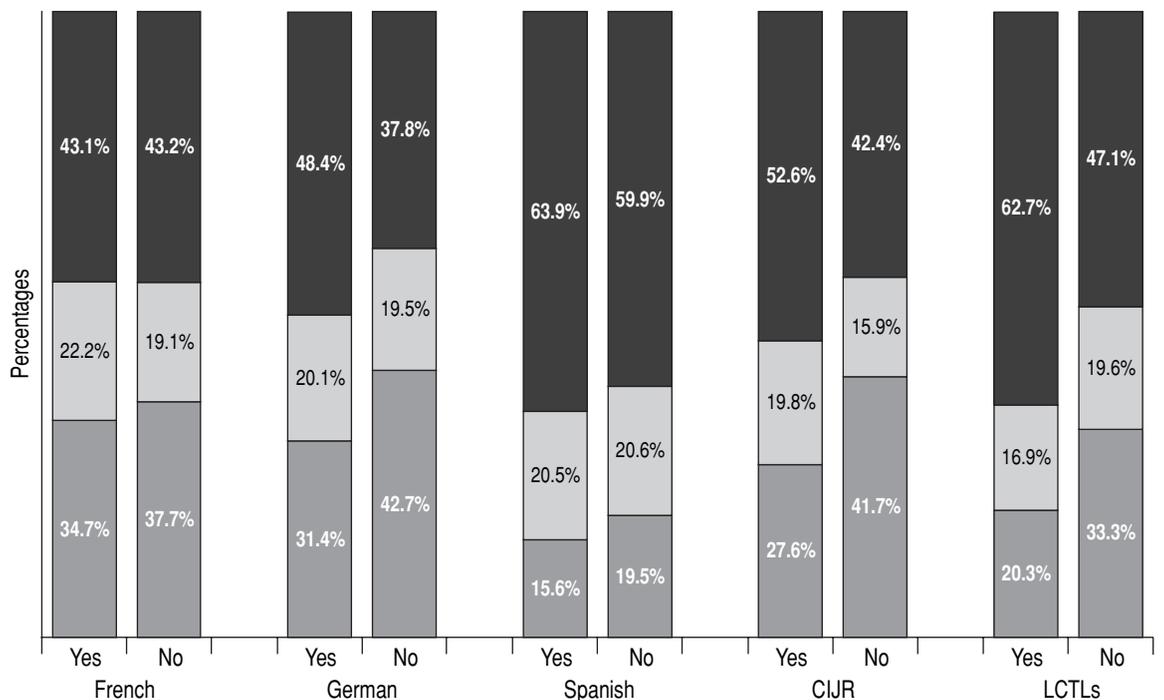
*Language Centers*

A language center on campus was reported in 17.7% of BA-granting, 23.6% of MA-granting, and 39.1% of PhD-granting departments. The presence of a campus center that is separate from language departments and to some degree responsible for language teaching is occasionally associated with growth in advanced enrollments: 4.0% for CIJR, 4.7% for LCTLs, but only 2.3% for French. In Spanish, correlation with growth is flat at 0.0% (question 63).

**Key for figs. 1A–1N**

- Programs with gain in advanced enrollments
- Programs with stability in advanced enrollments
- ▒ Programs with loss in advanced enrollments

**Figure 1M**  
**The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:**  
**Do the Foreign Language Department and School of Education Share Responsibility for the Secondary School Teaching Program?**



When programs were asked about the function of the center in relation to language departments on campus, their responses showed only occasional correlation with growth, as follows: 37.9% for German and 15.0% for Spanish when the center provided all language teaching, 6.6% for LCTLs when the center provided some language teaching, 15.1% for German and 12.0% for Spanish when the center supported all language teaching, 10.0% for German and 5.4% for CIJR when the center supported teaching only on request, and 14.4% for French and 15.9% for CIJR when the center was best described as a media center (questions 64–68). The repeated presence of German and to a lesser degree Spanish and the CIJR group is notable. German enrollments were particularly weak during the period of the survey, and these data on language centers suggest that external support to a weak program is frequently associated with strength in advanced enrollments.

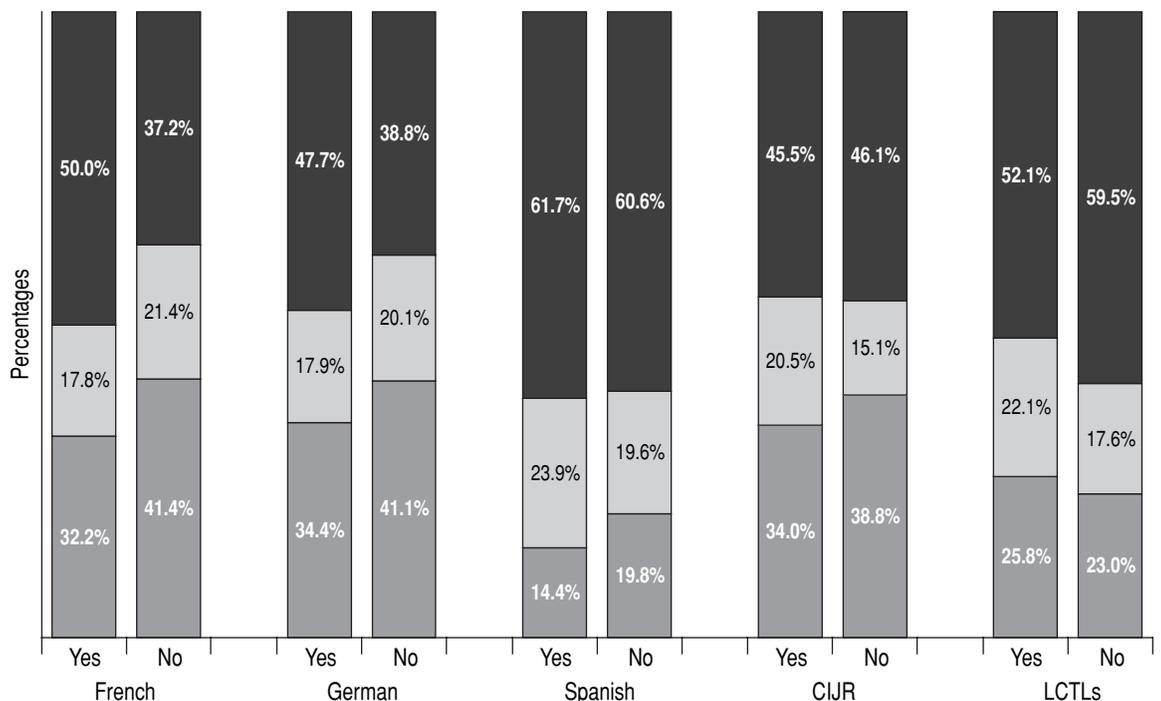
#### *Advanced Curricular Approaches*

Because teaching language, literature, and culture is central to the profession and because much innovation has occurred in approaches to teaching and the curriculum, we asked questions that would give a broad picture of the status of literature and culture and pedagogical strategies throughout the undergraduate sequence.

At the advanced level, more than half the programs in responding departments reported that literature is the foundation of the curriculum. A third reported that their curriculum emphasizes literary and nonliterary texts equally. In slightly over half, the approach to literature combines an emphasis on the canon with perspectives that take account of race, class, or gender. In slightly less than half, the curriculum is based simply on the canon. A quarter described the curricular core of their programs as a survey of civilization. Less than 10% said their programs were based largely on nonliterary or noncanonical texts. More than a quarter of all respondents reported that they had a nontraditional strand offering language for business or other purposes (table 9).

This distribution suggests the richness of curricular approaches available for students interested in pursuing studies in foreign languages, literatures, and cultures in our colleges and universities. Since respondents were asked to check as many places on the questionnaire as were appropriate to describe their programs, many were able to characterize their approach, for instance, as balanced both vis-à-vis literary and nonliterary texts and vis-à-vis canonical and noncanonical literature. The balance between traditional and innovative is notable, as is the evidence that the study of literature constitutes a significant

**Figure 1N**  
The Relation between Change in Advanced Enrollments and a Program Feature or Characteristic:  
Is There a Full-Time Introductory Language Coordinator?



**Table 9**  
**Emphasis in the Advanced Undergraduate Curriculum**

Type of Emphasis	Percentage of Programs
On literary texts	54.4
On literary and nonliterary texts equally	35.0
On nonliterary texts	8.9
On canon, by period	45.0
On canon, with some noncanonical literature	51.6
On noncanonical literature	7.7
On surveys of civilization	25.8
On language for special purposes	28.9

part of the core in more than 90% of all curricula reported. The number of programs offering some form of language for special purposes, in the context of a continuing emphasis on literature, is also striking.

We expected to find a clear indication of the kinds of courses that correlated with enrollment growth, but no one curricular emphasis showed a strong association across the board. The most consistent correlation with growth occurred when the canon was expanded to include perspectives of race, class, and gender, but the correlation was modest in all the languages (question 32). Three other approaches showed association in three language groups: the canon organized by period, an emphasis on literary over nonliterary texts, and an equal emphasis on literary and nonliterary texts. There was less association with growth in curricula emphasizing language for business or other special purposes. Programs that base their curriculum on a survey of civilization or largely on nonliterary or noncanonical texts clearly do not have an association with growth. The data suggest that students are attracted to different programs: programs that offer grounding in the literary classics, that combine the classics with contemporary approaches (defined as dealing with race, class, and gender), and that introduce noncanonical and nonliterary texts.

A few features appear in the appendix tables whose correlation with growth suggests that at least for advanced courses they do not make much difference in attracting enrollments. One was the discussion of educational objectives, about which 65.0% of programs reported annual or more frequent meetings for this purpose. Although this kind of discussion seemed a significant factor in relation to introductory programs (Goldberg and Welles, "Successful . . . Programs" 201–

03), it was not significantly associated with enrollment growth at advanced levels; three languages are in positive territory, but only one is above 4% (question 3). About half the departments reported offering programs to the local community, and all the types included in the responses, whether language courses, films, lectures, or other interactions, were associated with growth at the introductory level. But for advanced courses the degree of correlation with few exceptions was slightly above or below zero (questions 51–54). Changing from a single to a multilanguage department, changing from a multi- to a single language department, or merging with another department (a concern for many departmental administrators) has negative correlations (questions 55–57).

### The Correlation of Program Practices and Growth in Number of Majors

This report has concentrated on growth in advanced enrollments, but growth in the number of majors is a related issue. Are the same features associated with one associated with the other? Table 10 shows that in most cases they are. For 34 of the 58 features, the correlation with growth is even greater for majors than for advanced enrollments; for 11, it is equal; for 13, the correlation for majors is less than for advanced enrollments.

We have seen that for study abroad the correlation with growth with advanced enrollments is very strong, with three of the five languages or language groups greater than 8%. The correlation with number of majors is also very strong, with four of the five languages or language groups greater than 8%. Furthermore, CIJR and the LCTLs have notably higher percentages (15.6% and 13.8%) in the majors category than in the advanced category (6.7% and 1.5%) (see app. table F). Increasing introductory-level enrollments correlate very strongly with growth in both advanced-level enrollments and number of majors (5 of 5 greater than 8%). An increase in double majors is also associated equally with growth in advanced enrollments and number of majors (3 of 5), but an increase in minors correlates more strongly with number of majors than with advanced enrollments (particularly in CIJR).

Other features correlate with growth in number of majors: support for faculty study abroad, the presence of a full-time introductory language coordinator, the use of technology resources in and outside the classroom, the presence of a separate language center on campus, and most of the features that deal with student

opportunities. Particularly notable are student opportunities with professional schools: the correlation with growth for advanced enrollments is insignificant, with only one of the five languages or language groups showing a greater than 4% difference, but for number of majors the correlation rises sharply to very strong, with three of the five languages or language groups over 8%.

Only graduation requirements, assessment of incoming students, articulation in curriculum development, and special preparation for heritage learners show a decrease in the number of majors. On occasion, the difference is logical. For example, special programs with professional schools require the prolonged commitment typical of a major or double major, whereas heritage students, although drawn to advanced courses that expand their knowledge of their home culture, generally major in areas other than a language in which they already have some competence. But sometimes the logic is elusive. For example, when foreign language departments and schools of education have equal responsibility for secondary school teaching, the correlation with growth for advanced enrollments is very strong, with three of the five languages or language groups greater than 8%, but for number of majors the correlation is insignificant, with only one of the five greater than 4%. When foreign language departments alone have the responsibility for secondary school teaching, the results are reversed: the correlation with growth for advanced courses is insignificant (1 of the 5 languages or language groups shows a greater than 4% difference); for majors, the correlation is very strong (3 of the 5 languages or language groups show a greater than 8% difference).

We have seen that the programs that show the most growth in enrollments and majors offer students a range of opportunities to use the language and to experience authentic linguistic and cultural environments abroad and in the local community. Students are also attracted to programs that recognize their achievements and give them a credential, such as a major, a minor, double major, or a certificate in teacher education. The association with growth for curricular approaches does not suggest any clear direction; both traditional and more expanded approaches seem to work; courses based completely on nonliterary or non-canonical texts or on a survey of civilization do not often correlate with growth. While Spanish holds sway over enrollments and thus commands a larger share of the budget and visibility on campus, the less highly enrolled languages are just as successfully engaged in

many of the activities that have been found to support a firm grounding in the basics and opportunity for advancing to higher linguistic and cultural levels.

What about the future of language teaching and learning? The data we have studied lead us to the following speculations. As technology becomes ever more accessible and faculty members develop greater expertise in applying it, the use of media, Internet, and computer software will become both more frequent and more effective in the classroom. Since language centers appear to be a positive factor in enrollment growth (as well as an organizational and possibly fiscal expedient), their number can be expected to increase, as will their role in training faculty members and teaching students. More programs will be tailored to meet the needs of the growing population of heritage learners. Teaching methods for introductory levels will be improved and refined, and the subject matter for advanced courses will be expanded to include new and interdisciplinary approaches. We are confident that the inventiveness of members of the field will continue to reverberate with innovative approaches and programs to strengthen student achievement in languages, literatures, and cultures. In sum, these data reveal a vibrant, diversified field in which many methodological and curricular approaches serve both new and traditional needs of a diverse student population and also provide evidence of a strong foundation for further development.

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## Note

<sup>1</sup>This percentage and others in the text of the article that are calculated on the basis of the numbers given in the bar graphs may vary from the numbers reporting the same phenomena in the percentage difference column of appendix tables A through F by a tenth of a percent. This variance occurs because the figures from the appendix tables are rounded on the basis of a greater number of decimal points.

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**Table 10**  
**Comparing Correlations with Growth: Program Features and Advanced Enrollments, Program Features and Number of Majors**

A Yes to the Question of . . .	Advanced Enrollments	Number of Majors
Is there a foreign language graduation requirement?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Is there support for faculty study abroad?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Is there release time for course development?	–	<input type="checkbox"/>
Is there support for faculty technology training?	–	<input type="checkbox"/> <input type="checkbox"/>
Is there support for faculty research and scholarship?	–	<input type="checkbox"/> <input type="checkbox"/>
Does your department have a full-time introductory course coordinator?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Is there assessment and placement of incoming students?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<b>Are there special opportunities:</b>		
intensive courses?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
immersion programs?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
presemester programs?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
winter-break programs?	–	<input type="checkbox"/>
weekend programs?	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>
language houses?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
internships in the community?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
service programs in the community?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Introductory sequence:</b>		
Does it emphasize reading-writing over oral practice?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/>
Does it place equal emphasis on reading-writing and oral practice?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Does it emphasize oral practice over reading-writing?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Is its emphasis determined by the instructor?	–	–
<b>Introductory language courses:</b>		
Do they emphasize culture over literature?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Do they place equal emphasis on culture and literature?	–	<input type="checkbox"/> <input type="checkbox"/>
Do they emphasize literature over culture?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<b>Advanced undergraduate curriculum:</b>		
Does it emphasize literary over nonliterary texts?	<input type="checkbox"/>	
Does it place equal emphasis on literary and nonliterary texts?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Does it emphasize nonliterary over literary texts?	–	–
Does it emphasize the canon?	<input type="checkbox"/>	–
Does it combine the canon with some noncanonical literature?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Does it emphasize noncanonical literature?	–	<input type="checkbox"/>
Does it teach surveys of civilization by period?	<input type="checkbox"/>	<input type="checkbox"/>
Does it teach language for special purposes?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Each hollow square represents a language or language group that showed a 4% to 8% likelihood of growth for the queried feature. A solid square represents a more than 8% correlation with growth.

Table 10 (Comparing Correlations with Growth, *cont.*)

A Yes to the Question of . . .	Advanced Enrollments	Number of Majors
Are there opportunities for languages across the curriculum?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Are there opportunities for study in programs with professional schools?	<input type="checkbox"/>	■ ■ ■
<b>Student opportunities abroad:</b>		
Are there internships?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Are there service programs?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Are there exchange programs?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	■ ■ ■
<b>Is there assessment of students:</b>		
OPI, SOPI, MOPI?	–	–
portfolios?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Articulation with high schools:</b>		
Is there placing of students?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Is there curriculum development?	<input type="checkbox"/>	–
Is there a program for secondary school language teachers?	<input type="checkbox"/>	–
<b>Program for secondary school teaching:</b>		
Does the FL department have responsibility?	<input type="checkbox"/>	■ ■ ■
Do the FL department and school of education have equal responsibility?	■ ■ ■	<input type="checkbox"/>
Does the school of education have responsibility?	–	–
<b>Heritage students:</b>		
Are there specially designed classes for heritage learners?	<input type="checkbox"/>	–
Is there special preparation for faculty members to teach heritage learners?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<b>Does the department sponsor:</b>		
lectures for the local community?	–	<input type="checkbox"/>
films for the local community?	–	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
language courses for the local community?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Is there other interaction between the department and the local community?	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Does the department use technology resources:</b>		
in the classroom?	–	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
for student practice outside class?	<input type="checkbox"/> <input type="checkbox"/>	■ ■ ■
for testing and placement?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
for distance learning?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a separate language center on campus?	<input type="checkbox"/> <input type="checkbox"/>	■ ■ ■
<b>Enrollments:</b>		
Is the number of double majors increasing?	■ ■ ■	■ ■ ■
Is the number of minors increasing?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	■ ■ ■
Are study-abroad enrollments increasing?	■ ■ ■	■ ■ ■ ■
Are enrollments in introductory courses increasing?	■ ■ ■ ■ ■	■ ■ ■ ■ ■

## Appendix

Tables A–E supply the numbers, percentages, and percentage differences in advanced enrollments according to responses to 87 yes-no questions (percentages are by row). Table F summarizes the percentage differences (i.e., correlations with growth). Tables include programs with advanced courses in departments granting a BA, MA, or PhD.

**Table A: French (N = 660)**

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
1 Is there a foreign language entrance requirement?	Yes	214	81	37.9	40	18.7	93	43.5	3.6
	No	444	174	39.2	93	20.9	177	39.9	
2 Is there a foreign language graduation requirement?	Yes	514	197	38.3	105	20.4	212	41.2	0.3
	No	144	57	39.6	28	19.4	59	41.0	
<b>Department review of education objectives:</b>									
3 Does it occur at least annually?	Yes	429	158	36.8	91	21.2	180	42.0	2.5
	No	223	93	41.7	42	18.8	88	39.5	
4 Does it occur every few years?	Yes	48	22	45.8	10	20.8	16	33.3	-8.4
	No	604	229	37.9	123	20.4	252	41.7	
5 Does it occur on an ad hoc basis?	Yes	155	62	40.0	29	18.7	64	41.3	0.2
	No	497	189	38.0	104	20.9	204	41.0	
6 Has it not occurred in the past five years?	Yes	20	9	45.0	3	15.0	8	40.0	-1.1
	No	632	242	38.3	130	20.6	260	41.1	
7 Is there support for faculty study abroad?	Yes	373	141	37.8	79	21.2	153	41.0	-0.4
	No	287	114	39.7	54	18.8	119	41.5	
8 Is there release time for course development?	Yes	284	105	37.0	65	22.9	114	40.1	-1.9
	No	376	150	39.9	68	18.1	158	42.0	
9 Is there support for faculty technology training?	Yes	507	196	38.7	111	21.9	200	39.4	-7.6
	No	153	59	38.6	22	14.4	72	47.1	
10 Is there support for faculty research and scholarship?	Yes	546	212	38.8	111	20.3	223	40.8	-2.1
	No	114	43	37.7	22	19.3	49	43.0	
11 Does your department have a full-time introductory course coordinator?	Yes	208	67	32.2	37	17.8	104	50.0	12.8
	No	449	186	41.4	96	21.4	167	37.2	
12 Is there assessment and placement of incoming students?	Yes	464	175	37.7	88	19.0	201	43.3	6.9
	No	195	79	40.5	45	23.1	71	36.4	
<b>Are there special opportunities:</b>									
13 intensive courses?	Yes	256	99	38.7	51	19.9	106	41.4	-3.8
	No	241	86	35.7	46	19.1	109	45.2	
14 immersion programs?	Yes	149	52	34.9	29	19.5	68	45.6	2.9
	No	337	126	37.4	67	19.9	144	42.7	
15 presemester programs?	Yes	43	12	27.9	11	25.6	20	46.5	2.8
	No	435	162	37.2	83	19.1	190	43.7	
16 winter-break programs?	Yes	86	39	45.3	17	19.8	30	34.9	-10.9
	No	395	135	34.2	79	20.0	181	45.8	
17 weekend programs?	Yes	52	19	36.5	10	19.2	23	44.2	1.0
	No	430	158	36.7	86	20.0	186	43.3	
18 language houses?	Yes	108	40	37.0	18	16.7	50	46.3	3.2
	No	378	137	36.2	78	20.6	163	43.1	
19 internships in the community?	Yes	207	66	31.9	38	18.4	103	49.8	9.8
	No	285	112	39.3	59	20.7	114	40.0	
20 service programs in the community?	Yes	197	77	39.1	30	15.2	90	45.7	3.1
	No	289	100	34.6	66	22.8	123	42.6	
<b>Introductory sequence:</b>									
21 Does it emphasize reading-writing over oral practice?	Yes	19	6	31.6	4	21.1	9	47.4	6.5
	No	638	249	39.0	128	20.1	261	40.9	

Table A (French, *cont.*)

Question		Row Total	Enrollments						Pct. Difference	
			Decreasing		Stable		Increasing			
			No.	Pct.	No.	Pct.	No.	Pct.		
<b>Introductory sequence (<i>cont.</i>):</b>										
22 Does it place equal emphasis on reading-writing and oral practice?	Yes	253	96	37.9	51	20.2	106	41.9	1.3	
	No	404	159	39.4	81	20.0	164	40.6		
23 Does it emphasize oral practice over reading-writing?	Yes	165	55	33.3	36	21.8	74	44.8	5.0	
	No	492	200	40.7	96	19.5	196	39.8		
24 Is its emphasis determined by the instructor?	Yes	220	98	44.5	41	18.6	81	36.8	-6.4	
	No	437	157	35.9	91	20.8	189	43.2		
<b>Introductory language courses:</b>										
25 Do they emphasize culture over literature?	Yes	488	192	39.3	89	18.2	207	42.4	4.7	
	No	167	62	37.1	42	25.1	63	37.7		
26 Do they place equal emphasis on culture and literature?	Yes	152	57	37.5	39	25.7	56	36.8	-5.7	
	No	503	197	39.2	92	18.3	214	42.5		
27 Do they emphasize literature over culture?	Yes	15	5	33.3	3	20.0	7	46.7	5.6	
	No	640	249	38.9	128	20.0	263	41.1		
<b>Advanced undergraduate curriculum:</b>										
28 Does it emphasize literary over nonliterary texts?	Yes	380	149	39.2	72	18.9	159	41.8	1.5	
	No	280	106	37.9	61	21.8	113	40.4		
29 Does it place equal emphasis on literary and nonliterary texts?	Yes	218	83	38.1	42	19.3	93	42.7	2.2	
	No	442	172	38.9	91	20.6	179	40.5		
30 Does it emphasize nonliterary over literary texts?	Yes	49	18	36.7	13	26.5	18	36.7	-4.8	
	No	611	237	38.8	120	19.6	254	41.6		
31 Does it emphasize the canon?	Yes	320	107	33.4	75	23.4	138	43.1	3.7	
	No	340	148	43.5	58	17.1	134	39.4		
32 Does it combine the canon with some noncanonical literature?	Yes	375	156	41.6	58	15.5	161	42.9	4.0	
	No	285	99	34.7	75	26.3	111	38.9		
33 Does it emphasize noncanonical literature?	Yes	38	14	36.8	13	34.2	11	28.9	-13.0	
	No	622	241	38.7	120	19.3	261	42.0		
34 Does it teach surveys of civilization by period?	Yes	176	69	39.2	39	22.2	68	38.6	-3.5	
	No	484	186	38.4	94	19.4	204	42.1		
35 Does it teach language for special purposes?	Yes	198	72	36.4	36	18.2	90	45.5	6.1	
	No	462	183	39.6	97	21.0	182	39.4		
36 Are there opportunities for languages across the curriculum?	Yes	138	55	39.9	29	21.0	54	39.1	-2.2	
	No	511	197	38.6	103	20.2	211	41.3		
37 Are there opportunities for study in programs with professional schools?	Yes	167	57	34.1	38	22.8	72	43.1	2.6	
	No	479	192	40.1	93	19.4	194	40.5		
<b>Student opportunities abroad:</b>										
38 Are there internships?	Yes	387	150	38.8	78	20.2	159	41.1	-0.9	
	No	255	95	37.3	53	20.8	107	42.0		
39 Are there service programs?	Yes	238	95	39.9	46	19.3	97	40.8	0.7	
	No	384	144	37.5	86	22.4	154	40.1		
40 Are there exchange programs?	Yes	450	163	36.2	91	20.2	196	43.6	8.6	
	No	200	89	44.5	41	20.5	70	35.0		
<b>Is there assessment of students:</b>										
41 OPI, SOPI, MOPI?	Yes	345	133	38.6	80	23.2	132	38.3	-4.7	
	No	300	120	40.0	51	17.0	129	43.0		
42 portfolios?	Yes	271	103	38.0	59	21.8	109	40.2	-0.8	
	No	368	144	39.1	73	19.8	151	41.0		
<b>Articulation with high schools:</b>										
43 Is there placing of students?	Yes	234	75	32.1	57	24.4	102	43.6	4.1	
	No	418	177	42.3	76	18.2	165	39.5		

Appendix Table A (French, cont.)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
<b>Articulation with high schools (cont.):</b>									
44 Is there curriculum development?	Yes	137	39	28.5	35	25.5	63	46.0	6.5
	No	509	210	41.3	98	19.3	201	39.5	
45 Is there a program for secondary school language teachers?	Yes	456	165	36.2	93	20.4	198	43.4	6.6
	No	201	87	43.3	40	19.9	74	36.8	
<b>Program for secondary school teaching:</b>									
46 Does the FL department have responsibility?	Yes	47	19	40.4	8	17.0	20	42.6	-0.7
	No	405	145	35.8	85	21.0	175	43.2	
47 Do the FL department and school of education have equal responsibility?	Yes	216	75	34.7	48	22.2	93	43.1	-0.2
	No	236	89	37.7	45	19.1	102	43.2	
48 Does the school of education have responsibility?	Yes	189	70	37.0	37	19.6	82	43.4	0.4
	No	263	94	35.7	56	21.3	113	43.0	
<b>Heritage learners:</b>									
49 Are there specially designed classes for them?	Yes	125	53	42.4	18	14.4	54	43.2	2.6
	No	529	200	37.8	114	21.6	215	40.6	
50 Is there special preparation for faculty members to teach them?	Yes	47	14	29.8	11	23.4	22	46.8	6.3
	No	598	235	39.3	121	20.2	242	40.5	
<b>Does the department sponsor:</b>									
51 lectures for the local community?	Yes	399	145	36.3	89	22.3	165	41.4	0.6
	No	253	107	42.3	43	17.0	103	40.7	
52 films for the local community?	Yes	399	153	38.3	82	20.6	164	41.1	0.7
	No	255	101	39.6	51	20.0	103	40.4	
53 language courses for the local community?	Yes	284	104	36.6	64	22.5	116	40.8	0.2
	No	362	146	40.3	69	19.1	147	40.6	
54 Is there other interaction between the department and the local community?	Yes	364	128	35.2	79	21.7	157	43.1	5.5
	No	279	121	43.4	53	19.0	105	37.6	
<b>Has the department structure changed:</b>									
55 from single to multilanguage?	Yes	97	37	38.1	27	27.8	33	34.0	-8.1
	No	553	215	38.9	105	19.0	233	42.1	
56 from multilanguage to single language?	Yes	57	30	52.6	10	17.5	17	29.8	-12.0
	No	591	222	37.6	122	20.6	247	41.8	
57 Has the department merged with another department in another discipline?	Yes	96	34	35.4	26	27.1	36	37.5	-4.2
	No	559	220	39.4	106	19.0	233	41.7	
<b>Does the department use technology resources:</b>									
58 in the classroom?	Yes	491	185	37.7	104	21.2	202	41.1	0.2
	No	166	69	41.6	29	17.5	68	41.0	
59 for student practice outside class?	Yes	567	218	38.4	112	19.8	237	41.8	6.2
	No	90	37	41.1	21	23.3	32	35.6	
60 for testing and placement?	Yes	222	86	38.7	50	22.5	86	38.7	-3.4
	No	434	168	38.7	83	19.1	183	42.2	
61 for distance learning?	Yes	172	55	32.0	48	27.9	69	40.1	-1.2
	No	484	199	41.1	85	17.6	200	41.3	
62 Does the department use a language lab on campus?	Yes	534	202	37.8	108	20.2	224	41.9	3.9
	No	126	53	42.1	25	19.8	48	38.1	
63 Is there a separate language center on campus?	Yes	121	48	39.7	21	17.4	52	43.0	2.3
	No	538	207	38.5	112	20.8	219	40.7	
<b>Language center:</b>									
64 Does it provide all language teaching on campus?	Yes	28	9	32.1	9	32.1	10	35.7	-9.4
	No	93	39	41.9	12	12.9	42	45.2	
65 Does it provide some language teaching on campus?	Yes	34	18	52.9	6	17.6	10	29.4	-18.9
	No	87	30	34.5	15	17.2	42	48.3	

Appendix Table A (French, *cont.*)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
<b>Language center (<i>cont.</i>):</b>									
66 Does it support language teaching on campus?	Yes	26	8	30.8	9	34.6	9	34.6	-10.6
	No	95	40	42.1	12	12.6	43	45.3	
67 Does it support language teaching at departmental request?	Yes	26	10	38.5	9	34.6	7	26.9	-20.4
	No	95	38	40.0	12	12.6	45	47.4	
68 Does it function as a language media center?	Yes	90	34	37.8	14	15.6	42	46.7	14.4
	No	31	14	45.2	7	22.6	10	32.3	
<b>Number of double majors:</b>									
69 Is it increasing?	Yes	388	139	35.8	71	18.3	178	45.9	11.3
	No	272	116	42.6	62	22.8	94	34.6	
70 Is it stable?	Yes	220	96	43.6	46	20.9	78	35.5	-8.6
	No	440	159	36.1	87	19.8	194	44.1	
71 Is it decreasing?	Yes	33	13	39.4	9	27.3	11	33.3	-8.3
	No	627	242	38.6	124	19.8	261	41.6	
72 Are there no double majors?	Yes	3	2	66.7	0	0.0	1	33.3	-7.9
	No	657	253	38.5	133	20.2	271	41.2	
<b>Number of minors:</b>									
73 Is it increasing?	Yes	441	164	37.2	81	18.4	196	44.4	9.6
	No	198	85	42.9	44	22.2	69	34.8	
74 Is it stable?	Yes	156	65	41.7	35	22.4	56	35.9	-7.4
	No	483	184	38.1	90	18.6	209	43.3	
75 Is it decreasing?	Yes	34	14	41.2	9	26.5	11	32.4	-9.6
	No	605	235	38.8	116	19.2	254	42.0	
76 Are there no minors?	Yes	8	6	75.0	0	0.0	2	25.0	-16.7
	No	631	243	38.5	125	19.8	263	41.7	
<b>Study-abroad enrollments:</b>									
77 Are they increasing?	Yes	392	146	37.2	72	18.4	174	44.4	8.0
	No	264	107	40.5	61	23.1	96	36.4	
78 Are they stable?	Yes	158	67	42.4	36	22.8	55	34.8	-8.4
	No	498	186	37.3	97	19.5	215	43.2	
79 Are they decreasing?	Yes	38	16	42.1	8	21.1	14	36.8	-4.6
	No	618	237	38.3	125	20.2	256	41.4	
80 Is there yearly variation?	Yes	48	18	37.5	11	22.9	19	39.6	-1.7
	No	608	235	38.7	122	20.1	251	41.3	
81 Is study abroad not offered?	Yes	20	6	30.0	6	30.0	8	40.0	-1.2
	No	636	247	38.8	127	20.0	262	41.2	
<b>Enrollments in introductory courses:</b>									
82 Are they increasing?	Yes	246	71	28.9	23	9.3	152	61.8	32.8
	No	414	184	44.4	110	26.6	120	29.0	
83 Are they stable?	Yes	157	42	26.8	70	44.6	45	28.7	-16.5
	No	503	213	42.3	63	12.5	227	45.1	
84 Are they decreasing?	Yes	254	142	55.9	38	15.0	74	29.1	-19.6
	No	406	113	27.8	95	23.4	198	48.8	
<b>Number of majors:</b>									
85 Is it increasing?	Yes	237	67	28.3	26	11.0	144	60.8	36.8
	No	284	139	48.9	77	27.1	68	23.9	
86 Is it stable?	Yes	92	23	25.0	42	45.7	27	29.3	-13.8
	No	429	183	42.7	61	14.2	185	43.1	
87 Is it decreasing?	Yes	192	116	60.4	35	18.2	41	21.4	-30.6
	No	329	90	27.4	68	20.7	171	52.0	
<b>Totals</b>			255	38.6	133	20.2	272	41.2	

**Table B: German (N = 494)**

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
1 Is there a foreign language entrance requirement?	Yes	161	65	40.4	29	18.0	67	41.6	0.2
	No	333	128	38.4	67	20.1	138	41.4	
2 Is there a foreign language graduation requirement?	Yes	376	140	37.2	72	19.1	164	43.6	9.4
	No	117	53	45.3	24	20.5	40	34.2	
<b>Department review of education objectives:</b>									
3 Does it occur at least annually?	Yes	325	117	36.0	70	21.5	138	42.5	2.7
	No	166	74	44.6	26	15.7	66	39.8	
4 Does it occur every few years?	Yes	38	17	44.7	7	18.4	14	36.8	-5.1
	No	453	174	38.4	89	19.6	190	41.9	
5 Does it occur on an ad hoc basis?	Yes	115	50	43.5	18	15.7	47	40.9	-0.9
	No	376	141	37.5	78	20.7	157	41.8	
6 Has it not occurred in the past five years?	Yes	13	7	53.8	1	7.7	5	38.5	-3.2
	No	478	184	38.5	95	19.9	199	41.6	
7 Is there support for faculty study abroad?	Yes	282	113	40.1	57	20.2	112	39.7	-4.2
	No	212	80	37.7	39	18.4	93	43.9	
8 Is there release time for course development?	Yes	227	89	39.2	49	21.6	89	39.2	-4.2
	No	267	104	39.0	47	17.6	116	43.4	
9 Is there support for faculty technology training?	Yes	393	156	39.7	79	20.1	158	40.2	-6.3
	No	101	37	36.6	17	16.8	47	46.5	
10 Is there support for faculty research and scholarship?	Yes	422	161	38.2	85	20.1	176	41.7	1.4
	No	72	32	44.4	11	15.3	29	40.3	
11 Does your department have a full-time introductory course coordinator?	Yes	151	52	34.4	27	17.9	72	47.7	8.9
	No	343	141	41.1	69	20.1	133	38.8	
12 Is there assessment and placement of incoming students?	Yes	365	140	38.4	64	17.5	161	44.1	10.0
	No	129	53	41.1	32	24.8	44	34.1	
<b>Are there special opportunities:</b>									
13 intensive courses?	Yes	193	61	31.6	36	18.7	96	49.7	11.2
	No	197	90	45.7	31	15.7	76	38.6	
14 immersion programs?	Yes	103	31	30.1	29	28.2	43	41.7	-2.8
	No	274	113	41.2	39	14.2	122	44.5	
15 presemester programs?	Yes	27	9	33.3	7	25.9	11	40.7	-3.2
	No	346	135	39.0	59	17.1	152	43.9	
16 winter-break programs?	Yes	69	28	40.6	14	20.3	27	39.1	-5.6
	No	306	116	37.9	53	17.3	137	44.8	
17 weekend programs?	Yes	39	14	35.9	7	17.9	18	46.2	3.1
	No	337	132	39.2	60	17.8	145	43.0	
18 language houses?	Yes	102	37	36.3	17	16.7	48	47.1	4.6
	No	280	111	39.6	50	17.9	119	42.5	
19 internships in the community?	Yes	147	56	38.1	31	21.1	60	40.8	-3.7
	No	238	95	39.9	37	15.5	106	44.5	
20 service programs in the community?	Yes	128	51	39.8	29	22.7	48	37.5	-8.5
	No	250	98	39.2	37	14.8	115	46.0	
<b>Introductory sequence:</b>									
21 Does it emphasize reading-writing over oral practice?	Yes	10	1	10.0	2	20.0	7	70.0	29.3
	No	479	192	40.1	92	19.2	195	40.7	
22 Does it place equal emphasis on reading-writing and oral practice?	Yes	186	75	40.3	38	20.4	73	39.2	-3.3
	No	303	118	38.9	56	18.5	129	42.6	

Appendix Table B (German, *cont.*)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
<b>Introductory sequence (<i>cont.</i>):</b>									
23 Does it emphasize oral practice over reading-writing?	Yes	135	59	43.7	17	12.6	59	43.7	3.3
	No	354	134	37.9	77	21.8	143	40.4	
24 Is its emphasis determined by the instructor?	Yes	158	58	36.7	37	23.4	63	39.9	-2.1
	No	331	135	40.8	57	17.2	139	42.0	
<b>Introductory language courses:</b>									
25 Do they emphasize culture over literature?	Yes	362	149	41.2	66	18.2	147	40.6	-3.1
	No	128	43	33.6	29	22.7	56	43.8	
26 Do they place equal emphasis on culture and literature?	Yes	114	41	36.0	25	21.9	48	42.1	0.9
	No	376	151	40.2	70	18.6	155	41.2	
27 Do they emphasize literature over culture?	Yes	14	2	14.3	4	28.6	8	57.1	16.2
	No	476	190	39.9	91	19.1	195	41.0	
<b>Advanced undergraduate curriculum:</b>									
28 Does it emphasize literary over nonliterary texts?	Yes	276	113	40.9	56	20.3	107	38.8	-6.2
	No	218	80	36.7	40	18.3	98	45.0	
29 Does it place equal emphasis on literary and nonliterary texts?	Yes	172	61	35.5	36	20.9	75	43.6	3.2
	No	322	132	41.0	60	18.6	130	40.4	
30 Does it emphasize nonliterary over literary texts?	Yes	40	21	52.5	8	20.0	11	27.5	-15.2
	No	454	172	37.9	88	19.4	194	42.7	
31 Does it emphasize the canon?	Yes	236	92	39.0	51	21.6	93	39.4	-4.0
	No	258	101	39.1	45	17.4	112	43.4	
32 Does it combine the canon with some noncanonical literature?	Yes	273	107	39.2	50	18.3	116	42.5	2.2
	No	221	86	38.9	46	20.8	89	40.3	
33 Does it emphasize noncanonical literature?	Yes	35	14	40.0	7	20.0	14	40.0	-1.6
	No	459	179	39.0	89	19.4	191	41.6	
34 Does it teach surveys of civilization by period?	Yes	125	52	41.6	23	18.4	50	40.0	-2.0
	No	369	141	38.2	73	19.8	155	42.0	
35 Does it teach language for special purposes?	Yes	158	60	38.0	33	20.9	65	41.1	-0.5
	No	336	133	39.6	63	18.8	140	41.7	
36 Are there opportunities for languages across the curriculum?	Yes	108	43	39.8	20	18.5	45	41.7	0.2
	No	379	147	38.8	75	19.8	157	41.4	
37 Are there opportunities for study in programs with professional schools?	Yes	127	42	33.1	32	25.2	53	41.7	-0.3
	No	357	145	40.6	62	17.4	150	42.0	
<b>Student opportunities abroad:</b>									
38 Are there internships?	Yes	310	115	37.1	56	18.1	139	44.8	9.0
	No	173	72	41.6	39	22.5	62	35.8	
39 Are there service programs?	Yes	172	53	30.8	48	27.9	71	41.3	0.6
	No	302	131	43.4	48	15.9	123	40.7	
40 Are there exchange programs?	Yes	378	146	38.6	69	18.3	163	43.1	7.4
	No	112	46	41.1	26	23.2	40	35.7	
<b>Is there assessment of students:</b>									
41 OPI, SOPI, MOPI?	Yes	277	101	36.5	62	22.4	114	41.2	-1.6
	No	208	88	42.3	31	14.9	89	42.8	
42 portfolios?	Yes	209	82	39.2	43	20.6	84	40.2	-2.8
	No	272	105	38.6	50	18.4	117	43.0	
<b>Articulation with high schools:</b>									
43 Is there placing of students?	Yes	188	64	34.0	44	23.4	80	42.6	1.5
	No	302	127	42.1	51	16.9	124	41.1	
44 Is there curriculum development?	Yes	99	31	31.3	24	24.2	44	44.4	3.0
	No	384	155	40.4	70	18.2	159	41.4	

Appendix Table B (German, cont.)

Question		Row Total	Enrollments						Pct. Difference	
			Decreasing		Stable		Increasing			
			No.	Pct.	No.	Pct.	No.	Pct.		
45	Is there a program for secondary school language teachers?	Yes No	327 166	122 70	37.3 42.2	65 31	19.9 18.7	140 65	42.8 39.2	3.7
<b>Program for secondary school teaching:</b>										
46	Does the FL department have responsibility?	Yes No	35 288	18 102	51.4 35.4	6 58	17.1 20.1	11 128	31.4 44.4	-13.0
47	Do the FL department and school of education have equal responsibility?	Yes No	159 164	50 70	31.4 42.7	32 32	20.1 19.5	77 62	48.4 37.8	10.6
48	Does the school of education have responsibility?	Yes No	129 194	52 68	40.3 35.1	26 38	20.2 19.6	51 88	39.5 45.4	-5.8
<b>Heritage learners:</b>										
49	Are there specially designed classes for them?	Yes No	82 407	32 158	39.0 38.8	14 82	17.1 20.1	36 167	43.9 41.0	2.9
50	Is there special preparation for faculty members to teach them?	Yes No	30 456	14 175	46.7 38.4	6 90	20.0 19.7	10 191	33.3 41.9	-8.6
<b>Does the department sponsor:</b>										
51	lectures for the local community?	Yes No	318 171	118 70	37.1 40.9	70 26	22.0 15.2	130 75	40.9 43.9	-3.0
52	films for the local community?	Yes No	324 166	124 67	38.3 40.4	67 29	20.7 17.5	133 70	41.0 42.2	-1.1
53	language courses for the local community?	Yes No	209 275	81 107	38.8 38.9	41 54	19.6 19.6	87 114	41.6 41.5	0.2
54	Is there other interaction between the department and the local community?	Yes No	288 193	111 75	38.5 38.9	57 38	19.8 19.7	120 80	41.7 41.5	0.2
<b>Has the department structure changed:</b>										
55	from single to multilanguage?	Yes No	92 397	36 157	39.1 39.5	19 75	20.7 18.9	37 165	40.2 41.6	-1.3
56	from multilanguage to single language?	Yes No	46 439	20 170	43.5 38.7	11 83	23.9 18.9	15 186	32.6 42.4	-9.8
57	Has the department merged with another department in another discipline?	Yes No	59 430	18 173	30.5 40.2	20 75	33.9 17.4	21 182	35.6 42.3	-6.7
<b>Does the department use technology resources:</b>										
58	in the classroom?	Yes No	386 106	147 46	38.1 43.4	79 17	20.5 16.0	160 43	41.5 40.6	0.9
59	for student practice outside class?	Yes No	440 51	171 21	38.9 41.2	87 9	19.8 17.6	182 21	41.4 41.2	0.2
60	for testing and placement?	Yes No	173 319	57 135	32.9 42.3	37 59	21.4 18.5	79 125	45.7 39.2	6.5
61	for distance learning?	Yes No	137 354	54 138	39.4 39.0	28 68	20.4 19.2	55 148	40.1 41.8	-1.7
62	Does the department use a language lab on campus?	Yes No	411 83	163 30	39.7 36.1	79 17	19.2 20.5	169 36	41.1 43.4	-2.3
63	Is there a separate language center on campus?	Yes No	101 393	43 150	42.6 38.2	20 76	19.8 19.3	38 167	37.6 42.5	-4.9
<b>Language center:</b>										
64	Does it provide all language teaching on campus?	Yes No	19 82	3 40	15.8 48.8	3 17	15.8 20.7	13 25	68.4 30.5	37.9
65	Does it provide some language teaching on campus?	Yes No	31 70	17 26	54.8 37.1	7 13	22.6 18.6	7 31	22.6 44.3	-21.7

Appendix Table B (German, *cont.*)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
<b>Language center (<i>cont.</i>):</b>									
66 Does it support language teaching on campus?	Yes	18	4	22.2	5	27.8	9	50.0	15.1
	No	83	39	47.0	15	18.1	29	34.9	
67 Does it support language teaching at departmental request?	Yes	22	7	31.8	5	22.7	10	45.5	10.0
	No	79	36	45.6	15	19.0	28	35.4	
68 Does it function as a language media center?	Yes	76	36	47.4	13	17.1	27	35.5	-8.5
	No	25	7	28.0	7	28.0	11	44.0	
<b>Number of double majors:</b>									
69 Is it increasing?	Yes	295	114	38.6	50	16.9	131	44.4	7.4
	No	189	77	40.7	42	22.2	70	37.0	
70 Is it stable?	Yes	171	67	39.2	40	23.4	64	37.4	-6.3
	No	313	124	39.6	52	16.6	137	43.8	
71 Is it decreasing?	Yes	16	10	62.5	1	6.3	5	31.3	-10.6
	No	468	181	38.7	91	19.4	196	41.9	
72 Are there no double majors?	Yes	2	0	0.0	1	50.0	1	50.0	8.5
	No	482	191	39.6	91	18.9	200	41.5	
<b>Number of minors:</b>									
73 Is it increasing?	Yes	312	122	39.1	57	18.3	133	42.6	1.8
	No	164	67	40.9	30	18.3	67	40.9	
74 Is it stable?	Yes	133	52	39.1	23	17.3	58	43.6	2.2
	No	343	137	39.9	64	18.7	142	41.4	
75 Is it decreasing?	Yes	23	11	47.8	6	26.1	6	26.1	-16.7
	No	453	178	39.3	81	17.9	194	42.8	
76 Are there no minors?	Yes	8	4	50.0	1	12.5	3	37.5	-4.6
	No	468	185	39.5	86	18.4	197	42.1	
<b>Study-abroad enrollments:</b>									
77 Are they increasing?	Yes	282	94	33.3	56	19.9	132	46.8	12.2
	No	211	99	46.9	39	18.5	73	34.6	
78 Are they stable?	Yes	125	62	49.6	24	19.2	39	31.2	-13.9
	No	368	131	35.6	71	19.3	166	45.1	
79 Are they decreasing?	Yes	33	17	51.5	5	15.2	11	33.3	-8.8
	No	460	176	38.3	90	19.6	194	42.2	
80 Is there yearly variation?	Yes	42	15	35.7	8	19.0	19	45.2	4.0
	No	451	178	39.5	87	19.3	186	41.2	
81 Is study abroad not offered?	Yes	11	5	45.5	2	18.2	4	36.4	-5.3
	No	482	188	39.0	93	19.3	201	41.7	
<b>Enrollments in introductory courses:</b>									
82 Are they increasing?	Yes	161	37	23.0	21	13.0	103	64.0	33.3
	No	333	156	46.8	75	22.5	102	30.6	
83 Are they stable?	Yes	109	31	28.4	48	44.0	30	27.5	-17.9
	No	385	162	42.1	48	12.5	175	45.5	
84 Are they decreasing?	Yes	217	119	54.8	26	12.0	72	33.2	-14.8
	No	277	74	26.7	70	25.3	133	48.0	
<b>Number of majors:</b>									
85 Is it increasing?	Yes	142	32	22.5	17	12.0	93	65.5	41.5
	No	213	118	55.4	44	20.7	51	23.9	
86 Is it stable?	Yes	76	24	31.6	26	34.2	26	34.2	-8.1
	No	279	126	45.2	35	12.5	118	42.3	
87 Is it decreasing?	Yes	137	94	68.6	18	13.1	25	18.2	-36.3
	No	218	56	25.7	43	19.7	119	54.6	
<b>Totals</b>			193	39.1	96	19.4	205	41.5	

Table C: Spanish (N = 772)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
1 Is there a foreign language entrance requirement?	Yes	237	38	16.0	45	19.0	154	65.0	6.2
	No	531	102	19.2	117	22.0	312	58.8	
2 Is there a foreign language graduation requirement?	Yes	575	101	17.6	113	19.7	361	62.8	7.4
	No	195	38	19.5	49	25.1	108	55.4	
<b>Department review of education objectives:</b>									
3 Does it occur at least annually?	Yes	504	88	17.5	113	22.4	303	60.1	-2.3
	No	258	50	19.4	47	18.2	161	62.4	
4 Does it occur every few years?	Yes	54	9	16.7	7	13.0	38	70.4	10.2
	No	708	129	18.2	153	21.6	426	60.2	
5 Does it occur on an ad hoc basis?	Yes	179	33	18.4	36	20.1	110	61.5	0.7
	No	583	105	18.0	124	21.3	354	60.7	
6 Has it not occurred in the past five years?	Yes	25	8	32.0	4	16.0	13	52.0	-9.2
	No	737	130	17.6	156	21.2	451	61.2	
7 Is there support for faculty study abroad?	Yes	420	69	16.4	84	20.0	267	63.6	5.9
	No	352	71	20.2	78	22.2	203	57.7	
8 Is there release time for course development?	Yes	336	59	17.6	75	22.3	202	60.1	-1.3
	No	436	81	18.6	87	20.0	268	61.5	
9 Is there support for faculty technology training?	Yes	590	105	17.8	131	22.2	354	60.0	-3.7
	No	182	35	19.2	31	17.0	116	63.7	
10 Is there support for faculty research and scholarship?	Yes	625	111	17.8	135	21.6	379	60.6	-1.3
	No	147	29	19.7	27	18.4	91	61.9	
11 Does your department have a full-time introductory course coordinator?	Yes	243	35	14.4	58	23.9	150	61.7	1.1
	No	526	104	19.8	103	19.6	319	60.6	
12 Is there assessment and placement of incoming students?	Yes	527	89	16.9	116	22.0	322	61.1	0.2
	No	243	51	21.0	44	18.1	148	60.9	
<b>Are there special opportunities:</b>									
13 intensive courses?	Yes	284	44	15.5	62	21.8	178	62.7	1.7
	No	292	57	19.5	57	19.5	178	61.0	
14 immersion programs?	Yes	166	17	10.2	40	24.1	109	65.7	5.4
	No	393	81	20.6	75	19.1	237	60.3	
15 presemester programs?	Yes	48	2	4.2	9	18.8	37	77.1	16.8
	No	504	94	18.7	106	21.0	304	60.3	
16 winter-break programs?	Yes	102	20	19.6	27	26.5	55	53.9	-9.2
	No	455	79	17.4	89	19.6	287	63.1	
17 weekend programs?	Yes	62	11	17.7	10	16.1	41	66.1	5.2
	No	496	87	17.5	107	21.6	302	60.9	
18 language houses?	Yes	113	10	8.8	24	21.2	79	69.9	10.4
	No	450	88	19.6	94	20.9	268	59.6	
19 internships in the community?	Yes	241	40	16.6	44	18.3	157	65.1	5.5
	No	327	60	18.3	72	22.0	195	59.6	
20 service programs in the community?	Yes	246	43	17.5	44	17.9	159	64.6	6.0
	No	317	57	18.0	74	23.3	186	58.7	
<b>Introductory sequence:</b>									
21 Does it emphasize reading-writing over oral practice?	Yes	25	3	12.0	5	20.0	17	68.0	7.4
	No	741	136	18.4	156	21.1	449	60.6	
22 Does it place equal emphasis on reading-writing and oral practice?	Yes	285	55	19.3	55	19.3	175	61.4	0.9
	No	481	84	17.5	106	22.0	291	60.5	

Appendix Table C (Spanish, *cont.*)

Question		Row Total	Enrollments						Pct. Difference	
			Decreasing		Stable		Increasing			
			No.	Pct.	No.	Pct.	No.	Pct.		
<b>Introductory sequence (<i>cont.</i>):</b>										
23 Does it emphasize oral practice over reading-writing?	Yes	198	32	16.2	45	22.7	121	61.1	0.4	
	No	568	107	18.8	116	20.4	345	60.7		
24 Is its emphasis determined by the instructor?	Yes	258	49	19.0	56	21.7	153	59.3	-2.3	
	No	508	90	17.7	105	20.7	313	61.6		
<b>Introductory language courses:</b>										
25 Do they emphasize culture over literature?	Yes	580	105	18.1	107	18.4	368	63.4	10.5	
	No	185	34	18.4	53	28.6	98	53.0		
26 Do they place equal emphasis on culture and literature?	Yes	168	30	17.9	49	29.2	89	53.0	-10.2	
	No	597	109	18.3	111	18.6	377	63.1		
27 Do they emphasize literature over culture?	Yes	17	4	23.5	4	23.5	9	52.9	-8.2	
	No	748	135	18.0	156	20.9	457	61.1		
<b>Advanced undergraduate curriculum:</b>										
28 Does it emphasize literary over nonliterary texts?	Yes	434	87	20.0	88	20.3	259	59.7	-2.7	
	No	338	53	15.7	74	21.9	211	62.4		
29 Does it place equal emphasis on literary and nonliterary texts?	Yes	255	37	14.5	56	22.0	162	63.5	4.0	
	No	517	103	19.9	106	20.5	308	59.6		
30 Does it emphasize nonliterary over literary texts?	Yes	64	16	25.0	12	18.8	36	56.3	-5.0	
	No	708	124	17.5	150	21.2	434	61.3		
31 Does it emphasize the canon?	Yes	375	66	17.6	79	21.1	230	61.3	0.9	
	No	397	74	18.6	83	20.9	240	60.5		
32 Does it combine the canon with some noncanonical literature?	Yes	403	78	19.4	75	18.6	250	62.0	2.4	
	No	369	62	16.8	87	23.6	220	59.6		
33 Does it emphasize noncanonical literature?	Yes	54	8	14.8	19	35.2	27	50.0	-11.7	
	No	718	132	18.4	143	19.9	443	61.7		
34 Does it teach surveys of civilization by period?	Yes	222	41	18.5	50	22.5	131	59.0	-2.6	
	No	550	99	18.0	112	20.4	339	61.6		
35 Does it teach language for special purposes?	Yes	232	35	15.1	56	24.1	141	60.8	-0.2	
	No	540	105	19.4	106	19.6	329	60.9		
36 Are there opportunities for languages across the curriculum?	Yes	147	19	12.9	27	18.4	101	68.7	9.8	
	No	615	119	19.3	134	21.8	362	58.9		
37 Are there opportunities for study in programs with professional schools?	Yes	185	26	14.1	37	20.0	122	65.9	7.6	
	No	569	114	20.0	123	21.6	332	58.3		
<b>Student opportunities abroad:</b>										
38 Are there internships?	Yes	421	77	18.3	89	21.1	255	60.6	-1.1	
	No	331	58	17.5	69	20.8	204	61.6		
39 Are there service programs?	Yes	278	43	15.5	58	20.9	177	63.7	4.5	
	No	456	90	19.7	96	21.1	270	59.2		
40 Are there exchange programs?	Yes	505	86	17.0	99	19.6	320	63.4	6.9	
	No	255	51	20.0	60	23.5	144	56.5		
<b>Is there assessment of students:</b>										
41 OPI, SOPI, MOPI?	Yes	411	66	16.1	100	24.3	245	59.6	-2.2	
	No	346	73	21.1	59	17.1	214	61.8		
42 portfolios?	Yes	313	48	15.3	61	19.5	204	65.2	7.5	
	No	432	89	20.6	94	21.8	249	57.6		
<b>Articulation with high schools:</b>										
43 Is there placing of students?	Yes	277	39	14.1	60	21.7	178	64.3	5.4	
	No	486	99	20.4	101	20.8	286	58.8		
44 Is there curriculum development?	Yes	156	20	12.8	40	25.6	96	61.5	0.7	
	No	600	116	19.3	119	19.8	365	60.8		

Appendix Table C (Spanish, cont.)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
45 Is there a program for secondary school language teachers?	Yes	529	93	17.6	109	20.6	327	61.8	3.5
	No	240	47	19.6	53	22.1	140	58.3	
<b>Program for secondary school teaching:</b>									
46 Does the FL department have responsibility?	Yes	55	9	16.4	12	21.8	34	61.8	-0.1
	No	470	83	17.7	96	20.4	291	61.9	
47 Do the FL department and school of education have equal responsibility?	Yes	263	41	15.6	54	20.5	168	63.9	4.0
	No	262	51	19.5	54	20.6	157	59.9	
48 Does the school of education have responsibility?	Yes	207	42	20.3	42	20.3	123	59.4	-4.1
	No	318	50	15.7	66	20.8	202	63.5	
<b>Heritage learners:</b>									
49 Are there specially designed classes for them?	Yes	185	33	17.8	34	18.4	118	63.8	4.1
	No	580	107	18.4	127	21.9	346	59.7	
50 Is there special preparation for faculty members to teach them?	Yes	67	9	13.4	12	17.9	46	68.7	8.6
	No	689	129	18.7	146	21.2	414	60.1	
<b>Does the department sponsor:</b>									
51 lectures for the local community?	Yes	454	69	15.2	107	23.6	278	61.2	1.4
	No	309	71	23.0	53	17.2	185	59.9	
52 films for the local community?	Yes	444	70	15.8	101	22.7	273	61.5	1.7
	No	321	69	21.5	60	18.7	192	59.8	
53 language courses for the local community?	Yes	328	59	18.0	72	22.0	197	60.1	-1.2
	No	428	79	18.5	87	20.3	262	61.2	
54 Is there other interaction between the department and the local community?	Yes	422	69	16.4	89	21.1	264	62.6	3.4
	No	333	69	20.7	67	20.1	197	59.2	
<b>Has the department structure changed:</b>									
55 from single to multilanguage?	Yes	114	23	20.2	20	17.5	71	62.3	1.4
	No	646	114	17.6	139	21.5	393	60.8	
56 from multilanguage to single language?	Yes	71	9	12.7	14	19.7	48	67.6	7.2
	No	687	127	18.5	145	21.1	415	60.4	
57 Has the department merged with another department in another discipline?	Yes	137	28	20.4	38	27.7	71	51.8	-11.2
	No	631	111	17.6	122	19.3	398	63.1	
<b>Does the department use technology resources:</b>									
58 in the classroom?	Yes	568	95	16.7	128	22.5	345	60.7	-0.3
	No	200	44	22.0	34	17.0	122	61.0	
59 for student practice outside class?	Yes	656	116	17.7	135	20.6	405	61.7	6.9
	No	113	24	21.2	27	23.9	62	54.9	
60 for testing and placement?	Yes	265	37	14.0	63	23.8	165	62.3	2.1
	No	504	102	20.2	99	19.6	303	60.1	
61 for distance learning?	Yes	200	28	14.0	49	24.5	123	61.5	1.1
	No	568	112	19.7	113	19.9	343	60.4	
62 Does the department use a language lab on campus?	Yes	602	105	17.4	126	20.9	371	61.6	3.4
	No	170	35	20.6	36	21.2	99	58.2	
63 Is there a separate language center on campus?	Yes	123	22	17.9	26	21.1	75	61.0	0.0
	No	648	117	18.1	136	21.0	395	61.0	
<b>Language center:</b>									
64 Does it provide all language teaching on campus?	Yes	29	3	10.3	5	17.2	21	72.4	15.0
	No	94	19	20.2	21	22.3	54	57.4	
65 Does it provide some language teaching on campus?	Yes	43	7	16.3	10	23.3	26	60.5	-0.8
	No	80	15	18.8	16	20.0	49	61.3	

Appendix Table C (Spanish, *cont.*)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
<b>Language center (<i>cont.</i>):</b>									
66 Does it support language teaching on campus?	Yes	27	4	14.8	4	14.8	19	70.4	12.0
	No	96	18	18.8	22	22.9	56	58.3	
67 Does it support language teaching at departmental request?	Yes	24	4	16.7	6	25.0	14	58.3	-3.3
	No	99	18	18.2	20	20.2	61	61.6	
68 Does it function as a language media center?	Yes	86	16	18.6	18	20.9	52	60.5	-1.7
	No	37	6	16.2	8	21.6	23	62.2	
<b>Number of double majors:</b>									
69 Is it increasing?	Yes	446	62	13.9	80	17.9	304	68.2	15.3
	No	299	70	23.4	71	23.7	158	52.8	
70 Is it stable?	Yes	254	54	21.3	62	24.4	138	54.3	-11.7
	No	491	78	15.9	89	18.1	324	66.0	
71 Is it decreasing?	Yes	35	12	34.3	8	22.9	15	42.9	-20.1
	No	710	120	16.9	143	20.1	447	63.0	
72 Are there no double majors?	Yes	10	4	40.0	1	10.0	5	50.0	-12.2
	No	735	128	17.4	150	20.4	457	62.2	
<b>Number of minors:</b>									
73 Is it increasing?	Yes	510	71	13.9	88	17.3	351	68.8	24.0
	No	232	64	27.6	64	27.6	104	44.8	
74 Is it stable?	Yes	183	42	23.0	51	27.9	90	49.2	-16.1
	No	559	93	16.6	101	18.1	365	65.3	
75 Is it decreasing?	Yes	37	19	51.4	8	21.6	10	27.0	-36.1
	No	705	116	16.5	144	20.4	445	63.1	
76 Are there no minors?	Yes	12	3	25.0	5	41.7	4	33.3	-28.4
	No	730	132	18.1	147	20.1	451	61.8	
<b>Study-abroad enrollments:</b>									
77 Are they increasing?	Yes	445	64	14.4	76	17.1	305	68.5	18.4
	No	323	75	23.2	86	26.6	162	50.2	
78 Are they stable?	Yes	174	36	20.7	49	28.2	89	51.1	-12.5
	No	594	103	17.3	113	19.0	378	63.6	
79 Are they decreasing?	Yes	39	16	41.0	9	23.1	14	35.9	-26.2
	No	729	123	16.9	153	21.0	453	62.1	
80 Is there yearly variation?	Yes	59	9	15.3	14	23.7	36	61.0	0.2
	No	709	130	18.3	148	20.9	431	60.8	
81 Is study abroad not offered?	Yes	51	14	27.5	14	27.5	23	45.1	-16.8
	No	717	125	17.4	148	20.6	444	61.9	
<b>Enrollments in introductory courses:</b>									
82 Are they increasing?	Yes	445	61	13.7	58	13.0	326	73.3	29.2
	No	327	79	24.2	104	31.8	144	44.0	
83 Are they stable?	Yes	181	30	16.6	80	44.2	71	39.2	-28.3
	No	591	110	18.6	82	13.9	399	67.5	
84 Are they decreasing?	Yes	140	49	35.0	23	16.4	68	48.6	-15.0
	No	632	91	14.4	139	22.0	402	63.6	
<b>Number of majors:</b>									
85 Is it increasing?	Yes	405	46	11.4	46	11.4	313	77.3	39.5
	No	233	62	26.6	83	35.6	88	37.8	
86 Is it stable?	Yes	114	16	14.0	60	52.6	38	33.3	-35.9
	No	524	92	17.6	69	13.2	363	69.3	
87 Is it decreasing?	Yes	119	46	38.7	23	19.3	50	42.0	-25.6
	No	519	62	11.9	106	20.4	351	67.6	
<b>Totals</b>			140	18.1	162	21.0	470	60.9	

Table D: CIJR (N = 500)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
1 Is there a foreign language entrance requirement?	Yes	187	74	39.6	38	20.3	75	40.1	-9.1
	No	311	106	34.1	52	16.7	153	49.2	
2 Is there a foreign language graduation requirement?	Yes	382	134	35.1	70	18.3	178	46.6	3.9
	No	117	47	40.2	20	17.1	50	42.7	
<b>Department review of education objectives:</b>									
3 Does it occur at least annually?	Yes	297	90	30.3	64	21.5	143	48.1	5.5
	No	197	87	44.2	26	13.2	84	42.6	
4 Does it occur every few years?	Yes	54	26	48.1	7	13.0	21	38.9	-7.9
	No	440	151	34.3	83	18.9	206	46.8	
5 Does it occur on an ad hoc basis?	Yes	131	56	42.7	18	13.7	57	43.5	-3.3
	No	363	121	33.3	72	19.8	170	46.8	
6 Has it not occurred in the past five years?	Yes	12	5	41.7	1	8.3	6	50.0	4.1
	No	482	172	35.7	89	18.5	221	45.9	
7 Is there support for faculty study abroad?	Yes	294	98	33.3	50	17.0	146	49.7	9.4
	No	206	83	40.3	40	19.4	83	40.3	
8 Is there release time for course development?	Yes	272	102	37.5	48	17.6	122	44.9	-2.1
	No	228	79	34.6	42	18.4	107	46.9	
9 Is there support for faculty technology training?	Yes	411	150	36.5	77	18.7	184	44.8	-5.8
	No	89	31	34.8	13	14.6	45	50.6	
10 Is there support for faculty research and scholarship?	Yes	437	157	35.9	81	18.5	199	45.5	-2.1
	No	63	24	38.1	9	14.3	30	47.6	
11 Does your department have a full-time introductory course coordinator?	Yes	268	91	34.0	55	20.5	122	45.5	-0.6
	No	232	90	38.8	35	15.1	107	46.1	
12 Is there assessment and placement of incoming students?	Yes	387	136	35.1	68	17.6	183	47.3	6.6
	No	113	45	39.8	22	19.5	46	40.7	
<b>Are there special opportunities:</b>									
13 intensive courses?	Yes	274	98	35.8	43	15.7	133	48.5	6.7
	No	141	55	39.0	27	19.1	59	41.8	
14 immersion programs?	Yes	114	33	28.9	21	18.4	60	52.6	10.4
	No	282	115	40.8	48	17.0	119	42.2	
15 presemester programs?	Yes	27	7	25.9	3	11.1	17	63.0	18.6
	No	365	139	38.1	64	17.5	162	44.4	
16 winter-break programs?	Yes	60	18	30.0	14	23.3	28	46.7	1.1
	No	336	130	38.7	53	15.8	153	45.5	
17 weekend programs?	Yes	36	13	36.1	3	8.3	20	55.6	11.4
	No	360	136	37.8	65	18.1	159	44.2	
18 language houses?	Yes	141	46	32.6	23	16.3	72	51.1	6.5
	No	258	101	39.1	42	16.3	115	44.6	
19 internships in the community?	Yes	129	38	29.5	30	23.3	61	47.3	1.3
	No	272	109	40.1	38	14.0	125	46.0	
20 service programs in the community?	Yes	123	34	27.6	26	21.1	63	51.2	7.7
	No	271	112	41.3	41	15.1	118	43.5	
<b>Introductory sequence:</b>									
21 Does it emphasize reading-writing over oral practice?	Yes	18	7	38.9	0	0.0	11	61.1	15.9
	No	478	172	36.0	90	18.8	216	45.2	
22 Does it place equal emphasis on reading-writing and oral practice?	Yes	228	70	30.7	42	18.4	116	50.9	9.5
	No	268	109	40.7	48	17.9	111	41.4	

Appendix Table D (CIJR, *cont.*)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
<b>Introductory sequence (<i>cont.</i>):</b>									
23 Does it emphasize oral practice over reading-writing?	Yes	128	53	41.4	21	16.4	54	42.2	-4.8
	No	368	126	34.2	69	18.8	173	47.0	
24 Is its emphasis determined by the instructor?	Yes	122	49	40.2	27	22.1	46	37.7	-10.7
	No	374	130	34.8	63	16.8	181	48.4	
<b>Introductory language courses:</b>									
25 Do they emphasize culture over literature?	Yes	355	126	35.5	62	17.5	167	47.0	3.8
	No	141	53	37.6	27	19.1	61	43.3	
26 Do they place equal emphasis on culture and literature?	Yes	126	47	37.3	27	21.4	52	41.3	-6.3
	No	370	132	35.7	62	16.8	176	47.6	
27 Do they emphasize literature over culture?	Yes	15	6	40.0	0	0.0	9	60.0	14.5
	No	481	173	36.0	89	18.5	219	45.5	
<b>Advanced undergraduate curriculum:</b>									
28 Does it emphasize literary over nonliterary texts?	Yes	274	98	35.8	46	16.8	130	47.4	3.6
	No	226	83	36.7	44	19.5	99	43.8	
29 Does it place equal emphasis on literary and nonliterary texts?	Yes	181	63	34.8	37	20.4	81	44.8	-1.6
	No	319	118	37.0	53	16.6	148	46.4	
30 Does it emphasize nonliterary over literary texts?	Yes	48	16	33.3	16	33.3	16	33.3	-13.8
	No	452	165	36.5	74	16.4	213	47.1	
31 Does it emphasize the canon?	Yes	213	64	30.0	41	19.2	108	50.7	8.5
	No	287	117	40.8	49	17.1	121	42.2	
32 Does it combine the canon with some noncanonical literature?	Yes	281	109	38.8	42	14.9	130	46.3	1.1
	No	219	72	32.9	48	21.9	99	45.2	
33 Does it emphasize noncanonical literature?	Yes	34	12	35.3	11	32.4	11	32.4	-14.4
	No	466	169	36.3	79	17.0	218	46.8	
34 Does it teach surveys of civilization by period?	Yes	97	25	25.8	23	23.7	49	50.5	5.9
	No	403	156	38.7	67	16.6	180	44.7	
35 Does it teach language for special purposes?	Yes	150	48	32.0	30	20.0	72	48.0	3.1
	No	350	133	38.0	60	17.1	157	44.9	
36 Are there opportunities for languages across the curriculum?	Yes	155	54	34.8	28	18.1	73	47.1	2.1
	No	331	123	37.2	59	17.8	149	45.0	
37 Are there opportunities for study in programs with professional schools?	Yes	174	58	33.3	36	20.7	80	46.0	0.5
	No	319	120	37.6	54	16.9	145	45.5	
<b>Student opportunities abroad:</b>									
38 Are there internships?	Yes	298	115	38.6	56	18.8	127	42.6	-7.9
	No	192	63	32.8	32	16.7	97	50.5	
39 Are there service programs?	Yes	146	50	34.2	29	19.9	67	45.9	0.7
	No	334	125	37.4	58	17.4	151	45.2	
40 Are there exchange programs?	Yes	404	146	36.1	73	18.1	185	45.8	-0.4
	No	93	33	35.5	17	18.3	43	46.2	
<b>Is there assessment of students:</b>									
41 OPI, SOPI, MOPI?	Yes	277	95	34.3	59	21.3	123	44.4	-2.1
	No	217	85	39.2	31	14.3	101	46.5	
42 portfolios?	Yes	174	66	37.9	32	18.4	76	43.7	-3.1
	No	314	113	36.0	54	17.2	147	46.8	
<b>Articulation with high schools:</b>									
43 Is there placing of students?	Yes	161	49	30.4	37	23.0	75	46.6	1.2
	No	335	132	39.4	51	15.2	152	45.4	
44 Is there curriculum development?	Yes	94	29	30.9	25	26.6	40	42.6	-4.0
	No	402	152	37.8	63	15.7	187	46.5	

Appendix Table D (CIJR, cont.)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
45 Is there a program for secondary school language teachers?	Yes	248	87	35.1	44	17.7	117	47.2	2.6
	No	251	93	37.1	46	18.3	112	44.6	
<b>Program for secondary school teaching:</b>									
46 Does the FL department have responsibility?	Yes	25	6	24.0	4	16.0	15	60.0	14.3
	No	223	81	36.3	40	17.9	102	45.7	
47 Do the FL department and school of education have equal responsibility?	Yes	116	32	27.6	23	19.8	61	52.6	10.2
	No	132	55	41.7	21	15.9	56	42.4	
48 Does the school of education have responsibility?	Yes	107	49	45.8	17	15.9	41	38.3	-15.6
	No	141	38	27.0	27	19.1	76	53.9	
<b>Heritage learners:</b>									
49 Are there specially designed classes for them?	Yes	162	56	34.6	27	16.7	79	48.8	3.9
	No	334	123	36.8	61	18.3	150	44.9	
50 Is there special preparation for faculty members to teach them?	Yes	73	21	28.8	18	24.7	34	46.6	0.5
	No	408	151	37.0	69	16.9	188	46.1	
<b>Does the department sponsor:</b>									
51 lectures for the local community?	Yes	380	128	33.7	78	20.5	174	45.8	-1.6
	No	116	50	43.1	11	9.5	55	47.4	
52 films for the local community?	Yes	359	120	33.4	70	19.5	169	47.1	3.8
	No	134	57	42.5	19	14.2	58	43.3	
53 language courses for the local community?	Yes	190	57	30.0	38	20.0	95	50.0	6.7
	No	298	119	39.9	50	16.8	129	43.3	
54 Is there other interaction between the department and the local community?	Yes	284	93	32.7	58	20.4	133	46.8	2.5
	No	203	85	41.9	28	13.8	90	44.3	
<b>Has the department structure changed:</b>									
55 from single to multilanguage?	Yes	105	43	41.0	22	21.0	40	38.1	-9.8
	No	388	135	34.8	67	17.3	186	47.9	
56 from multilanguage to single language?	Yes	67	23	34.3	15	22.4	29	43.3	-3.4
	No	424	155	36.6	71	16.7	198	46.7	
57 Has the department merged with another department in another discipline?	Yes	39	9	23.1	9	23.1	21	53.8	8.7
	No	447	166	37.1	79	17.7	202	45.2	
<b>Does the department use technology resources:</b>									
58 in the classroom?	Yes	396	140	35.4	71	17.9	185	46.7	3.2
	No	101	40	39.6	17	16.8	44	43.6	
59 for student practice outside class?	Yes	447	165	36.9	81	18.1	201	45.0	-11.0
	No	50	13	26.0	9	18.0	28	56.0	
60 for testing and placement?	Yes	180	53	29.4	39	21.7	88	48.9	4.9
	No	318	127	39.9	51	16.0	140	44.0	
61 for distance learning?	Yes	127	38	29.9	26	20.5	63	49.6	4.9
	No	369	142	38.5	62	16.8	165	44.7	
62 Does the department use a language lab on campus?	Yes	446	163	36.5	79	17.7	204	45.7	-0.6
	No	54	18	33.3	11	20.4	25	46.3	
63 Is there a separate language center on campus?	Yes	165	51	30.9	34	20.6	80	48.5	4.0
	No	335	130	38.8	56	16.7	149	44.5	
<b>Language center:</b>									
64 Does it provide all language teaching on campus?	Yes	22	5	22.7	8	36.4	9	40.9	-8.7
	No	143	46	32.2	26	18.2	71	49.7	
65 Does it provide some language teaching on campus?	Yes	30	7	23.3	8	26.7	15	50.0	1.9
	No	135	44	32.6	26	19.3	65	48.1	

## Appendix Table D (CIJR, cont.)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
<b>Language center (cont.):</b>									
66 Does it support language teaching on campus?	Yes	37	13	35.1	9	24.3	15	40.5	-10.2
	No	128	38	29.7	25	19.5	65	50.8	
67 Does it support language teaching at departmental request?	Yes	38	10	26.3	8	21.1	20	52.6	5.4
	No	127	41	32.3	26	20.5	60	47.2	
68 Does it function as a language media center?	Yes	142	42	29.6	28	19.7	72	50.7	15.9
	No	23	9	39.1	6	26.1	8	34.8	
<b>Number of double majors:</b>									
69 Is it increasing?	Yes	299	107	35.8	53	17.7	139	46.5	2.6
	No	187	70	37.4	35	18.7	82	43.9	
70 Is it stable?	Yes	172	63	36.6	34	19.8	75	43.6	-2.9
	No	314	114	36.3	54	17.2	146	46.5	
71 Is it decreasing?	Yes	12	6	50.0	1	8.3	5	41.7	-3.9
	No	474	171	36.1	87	18.4	216	45.6	
72 Are there no double majors?	Yes	3	1	33.3	0	0.0	2	66.7	21.3
	No	483	176	36.4	88	18.2	219	45.3	
<b>Number of minors:</b>									
73 Is it increasing?	Yes	327	110	33.6	63	19.3	154	47.1	4.1
	No	149	61	40.9	24	16.1	64	43.0	
74 Is it stable?	Yes	114	48	42.1	17	14.9	49	43.0	-3.7
	No	362	123	34.0	70	19.3	169	46.7	
75 Is it decreasing?	Yes	21	9	42.9	3	14.3	9	42.9	-3.1
	No	455	162	35.6	84	18.5	209	45.9	
76 Are there no minors?	Yes	14	4	28.6	4	28.6	6	42.9	-3.0
	No	462	167	36.1	83	18.0	212	45.9	
<b>Study-abroad enrollments:</b>									
77 Are they increasing?	Yes	277	91	32.9	51	18.4	135	48.7	6.7
	No	221	89	40.3	39	17.6	93	42.1	
78 Are they stable?	Yes	141	51	36.2	30	21.3	60	42.6	-4.5
	No	357	129	36.1	60	16.8	168	47.1	
79 Are they decreasing?	Yes	34	19	55.9	3	8.8	12	35.3	-11.3
	No	464	161	34.7	87	18.8	216	46.6	
80 Is there yearly variation?	Yes	39	17	43.6	5	12.8	17	43.6	-2.4
	No	459	163	35.5	85	18.5	211	46.0	
81 Is study abroad not offered?	Yes	7	2	28.6	1	14.3	4	57.1	11.5
	No	491	178	36.3	89	18.1	224	45.6	
<b>Enrollments in introductory courses:</b>									
82 Are they increasing?	Yes	254	69	27.2	32	12.6	153	60.2	29.3
	No	246	112	45.5	58	23.6	76	30.9	
83 Are they stable?	Yes	77	20	26.0	33	42.9	24	31.2	-17.3
	No	423	161	38.1	57	13.5	205	48.5	
84 Are they decreasing?	Yes	167	92	55.1	25	15.0	50	29.9	-23.8
	No	333	89	26.7	65	19.5	179	53.8	
<b>Number of majors:</b>									
85 Is it increasing?	Yes	141	40	28.4	15	10.6	86	61.0	37.3
	No	148	76	51.4	37	25.0	35	23.6	
86 Is it stable?	Yes	41	9	22.0	23	56.1	9	22.0	-23.2
	No	248	107	43.1	29	11.7	112	45.2	
87 Is it decreasing?	Yes	107	67	62.6	14	13.1	26	24.3	-27.9
	No	182	49	26.9	38	20.9	95	52.2	
<b>Totals</b>			181	36.2	90	18.0	229	45.8	

Table E: LCTLs (N = 312)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
1 Is there a foreign language entrance requirement?	Yes	129	26	20.2	31	24.0	72	55.8	0.3
	No	182	50	27.5	31	17.0	101	55.5	
2 Is there a foreign language graduation requirement?	Yes	261	63	24.1	50	19.2	148	56.7	4.7
	No	50	12	24.0	12	24.0	26	52.0	
<b>Department review of education objectives:</b>									
3 Does it occur at least annually?	Yes	180	40	22.2	40	22.2	100	55.6	-0.3
	No	129	35	27.1	22	17.1	72	55.8	
4 Does it occur every few years?	Yes	21	4	19.0	2	9.5	15	71.4	16.9
	No	288	71	24.7	60	20.8	157	54.5	
5 Does it occur on an ad hoc basis?	Yes	87	26	29.9	16	18.4	45	51.7	-5.5
	No	222	49	22.1	46	20.7	127	57.2	
6 Has it not occurred in the past five years?	Yes	21	5	23.8	4	19.0	12	57.1	1.6
	No	288	70	24.3	58	20.1	160	55.6	
7 Is there support for faculty study abroad?	Yes	191	41	21.5	37	19.4	113	59.2	8.7
	No	121	35	28.9	25	20.7	61	50.4	
8 Is there release time for course development?	Yes	158	39	24.7	30	19.0	89	56.3	1.1
	No	154	37	24.0	32	20.8	85	55.2	
9 Is there support for faculty technology training?	Yes	239	57	23.8	50	20.9	132	55.2	-2.3
	No	73	19	26.0	12	16.4	42	57.5	
10 Is there support for faculty research and scholarship?	Yes	266	63	23.7	54	20.3	149	56.0	1.7
	No	46	13	28.3	8	17.4	25	54.3	
11 Does your department have a full-time introductory course coordinator?	Yes	163	42	25.8	36	22.1	85	52.1	-7.3
	No	148	34	23.0	26	17.6	88	59.5	
12 Is there assessment and placement of incoming students?	Yes	240	65	27.1	47	19.6	128	53.3	-10.6
	No	72	11	15.3	15	20.8	46	63.9	
<b>Are there special opportunities:</b>									
13 intensive courses?	Yes	188	49	26.1	39	20.7	100	53.2	-2.0
	No	67	20	29.9	10	14.9	37	55.2	
14 immersion programs?	Yes	70	17	24.3	20	28.6	33	47.1	-10.4
	No	179	48	26.8	28	15.6	103	57.5	
15 presemester programs?	Yes	11	0	0.0	3	27.3	8	72.7	18.9
	No	236	64	27.1	45	19.1	127	53.8	
16 winter-break programs?	Yes	30	5	16.7	11	36.7	14	46.7	-8.8
	No	218	60	27.5	37	17.0	121	55.5	
17 weekend programs?	Yes	22	4	18.2	7	31.8	11	50.0	-4.9
	No	226	61	27.0	41	18.1	124	54.9	
18 language houses?	Yes	66	14	21.2	18	27.3	34	51.5	-4.2
	No	185	51	27.6	31	16.8	103	55.7	
19 internships in the community?	Yes	64	11	17.2	12	18.8	41	64.1	12.7
	No	185	54	29.2	36	19.5	95	51.4	
20 service programs in the community?	Yes	81	19	23.5	14	17.3	48	59.3	6.8
	No	166	45	27.1	34	20.5	87	52.4	
<b>Introductory sequence:</b>									
21 Does it emphasize reading-writing over oral practice?	Yes	39	9	23.1	4	10.3	26	66.7	12.6
	No	270	66	24.4	58	21.5	146	54.1	
22 Does it place equal emphasis on reading-writing and oral practice?	Yes	149	34	22.8	33	22.1	82	55.0	-1.2
	No	160	41	25.6	29	18.1	90	56.3	

Appendix Table E (LCTLs, *cont.*)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
<b>Introductory sequence (<i>cont.</i>):</b>									
23 Does it emphasize oral practice over reading-writing?	Yes	60	16	26.7	10	16.7	34	56.7	1.2
	No	249	59	23.7	52	20.9	138	55.4	
24 Is its emphasis determined by the instructor?	Yes	61	16	26.2	15	24.6	30	49.2	-8.1
	No	248	59	23.8	47	19.0	142	57.3	
<b>Introductory language courses:</b>									
25 Do they emphasize culture over literature?	Yes	178	49	27.5	32	18.0	97	54.5	-3.4
	No	133	26	19.5	30	22.6	77	57.9	
26 Do they place equal emphasis on culture and literature?	Yes	98	17	17.3	25	25.5	56	57.1	1.7
	No	213	58	27.2	37	17.4	118	55.4	
27 Do they emphasize literature over culture?	Yes	35	9	25.7	5	14.3	21	60.0	4.6
	No	276	66	23.9	57	20.7	153	55.4	
<b>Advanced undergraduate curriculum:</b>									
28 Does it emphasize literary over nonliterary texts?	Yes	174	42	24.1	30	17.2	102	58.6	6.4
	No	138	34	24.6	32	23.2	72	52.2	
29 Does it place equal emphasis on literary and nonliterary texts?	Yes	116	28	24.1	25	21.6	63	54.3	-2.3
	No	196	48	24.5	37	18.9	111	56.6	
30 Does it emphasize nonliterary over literary texts?	Yes	38	9	23.7	11	28.9	18	47.4	-9.6
	No	274	67	24.5	51	18.6	156	56.9	
31 Does it emphasize the canon?	Yes	139	36	25.9	34	24.5	69	49.6	-11.1
	No	173	40	23.1	28	16.2	105	60.7	
32 Does it combine the canon with some noncanonical literature?	Yes	138	34	24.6	24	17.4	80	58.0	3.9
	No	174	42	24.1	38	21.8	94	54.0	
33 Does it emphasize noncanonical literature?	Yes	32	8	25.0	8	25.0	16	50.0	-6.4
	No	280	68	24.3	54	19.3	158	56.4	
34 Does it teach surveys of civilization by period?	Yes	81	21	25.9	20	24.7	40	49.4	-8.6
	No	231	55	23.8	42	18.2	134	58.0	
35 Does it teach language for special purposes?	Yes	83	14	16.9	24	28.9	45	54.2	-2.1
	No	229	62	27.1	38	16.6	129	56.3	
36 Are there opportunities for languages across the curriculum?	Yes	136	32	23.5	26	19.1	78	57.4	2.8
	No	174	43	24.7	36	20.7	95	54.6	
37 Are there opportunities for study in programs with professional schools?	Yes	114	29	25.4	24	21.1	61	53.5	-3.7
	No	187	45	24.1	35	18.7	107	57.2	
<b>Student opportunities abroad:</b>									
38 Are there internships?	Yes	136	25	18.4	33	24.3	78	57.4	2.0
	No	168	47	28.0	28	16.7	93	55.4	
39 Are there service programs?	Yes	95	19	20.0	32	33.7	44	46.3	-12.7
	No	200	53	26.5	29	14.5	118	59.0	
40 Are there exchange programs?	Yes	224	54	24.1	47	21.0	123	54.9	-3.2
	No	86	22	25.6	14	16.3	50	58.1	
<b>Is there assessment of students:</b>									
41 OPI, SOPI, MOPI?	Yes	183	45	24.6	42	23.0	96	52.5	-8.2
	No	122	29	23.8	19	15.6	74	60.7	
42 portfolios?	Yes	107	22	20.6	24	22.4	61	57.0	2.9
	No	196	54	27.6	36	18.4	106	54.1	
<b>Articulation with high schools:</b>									
43 Is there placing of students?	Yes	97	22	22.7	23	23.7	52	53.6	-3.5
	No	212	54	25.5	37	17.5	121	57.1	
44 Is there curriculum development?	Yes	59	12	20.3	22	37.3	25	42.4	-16.7
	No	249	62	24.9	40	16.1	147	59.0	

Appendix Table E (LCTLs, cont.)

Question		Row Total	Enrollments						Pct. Difference	
			Decreasing		Stable		Increasing			
			No.	Pct.	No.	Pct.	No.	Pct.		
45 Is there a program for secondary school language teachers?	Yes	111	29	26.1	20	18.0	62	55.9	0.4	
	No	200	47	23.5	42	21.0	111	55.5		
<b>Program for secondary school teaching:</b>										
46 Does the FL department have responsibility?	Yes	10	4	40.0	2	20.0	4	40.0	-17.0	
	No	100	25	25.0	18	18.0	57	57.0		
47 Do the FL department and school of education have equal responsibility?	Yes	59	12	20.3	10	16.9	37	62.7	15.7	
	No	51	17	33.3	10	19.6	24	47.1		
48 Does the school of education have responsibility?	Yes	41	13	31.7	8	19.5	20	48.8	-10.6	
	No	69	16	23.2	12	17.4	41	59.4		
<b>Heritage learners:</b>										
49 Are there specially designed classes for them?	Yes	108	26	24.1	24	22.2	58	53.7	-3.7	
	No	202	49	24.3	37	18.3	116	57.4		
50 Is there special preparation for faculty members to teach them?	Yes	38	3	7.9	13	34.2	22	57.9	3.1	
	No	263	72	27.4	47	17.9	144	54.8		
<b>Does the department sponsor:</b>										
51 lectures for the local community?	Yes	240	55	22.9	53	22.1	132	55.0	-3.8	
	No	68	20	29.4	8	11.8	40	58.8		
52 films for the local community?	Yes	209	49	23.4	48	23.0	112	53.6	-5.6	
	No	98	26	26.5	14	14.3	58	59.2		
53 language courses for the local community?	Yes	134	32	23.9	34	25.4	68	50.7	-8.4	
	No	169	41	24.3	28	16.6	100	59.2		
54 Is there other interaction between the department and the local community?	Yes	193	50	25.9	40	20.7	103	53.4	-6.3	
	No	109	23	21.1	21	19.3	65	59.6		
<b>Has the department structure changed:</b>										
55 from single to multilanguage?	Yes	52	14	26.9	13	25.0	25	48.1	-8.8	
	No	255	61	23.9	49	19.2	145	56.9		
56 from multilanguage to single language?	Yes	33	6	18.2	3	9.1	24	72.7	17.9	
	No	270	68	25.2	54	20.0	148	54.8		
57 Has the department merged with another department in another discipline?	Yes	37	11	29.7	9	24.3	17	45.9	-11.7	
	No	269	64	23.8	50	18.6	155	57.6		
<b>Does the department use technology resources:</b>										
58 in the classroom?	Yes	224	56	25.0	42	18.8	126	56.3	0.3	
	No	84	19	22.6	18	21.4	47	56.0		
59 for student practice outside class?	Yes	231	59	25.5	47	20.3	125	54.1	-5.4	
	No	79	17	21.5	15	19.0	47	59.5		
60 for testing and placement?	Yes	99	25	25.3	23	23.2	51	51.5	-6.3	
	No	211	50	23.7	39	18.5	122	57.8		
61 for distance learning?	Yes	84	17	20.2	20	23.8	47	56.0	-0.2	
	No	226	59	26.1	40	17.7	127	56.2		
62 Does the department use a language lab on campus?	Yes	238	63	26.5	44	18.5	131	55.0	-2.1	
	No	70	13	18.6	17	24.3	40	57.1		
63 Is there a separate language center on campus?	Yes	114	23	20.2	24	21.1	67	58.8	4.7	
	No	198	53	26.8	38	19.2	107	54.0		
<b>Language center:</b>										
64 Does it provide all language teaching on campus?	Yes	10	1	10.0	3	30.0	6	60.0	1.3	
	No	104	22	21.2	21	20.2	61	58.7		
65 Does it provide some language teaching on campus?	Yes	38	7	18.4	7	18.4	24	63.2	6.6	
	No	76	16	21.1	17	22.4	43	56.6		

Appendix Table E (LCTLs, *cont.*)

Question		Row Total	Enrollments						Pct. Difference
			Decreasing		Stable		Increasing		
			No.	Pct.	No.	Pct.	No.	Pct.	
<b>Language center (<i>cont.</i>):</b>									
66 Does it support language teaching on campus?	Yes	22	6	27.3	8	36.4	8	36.4	-27.8
	No	92	17	18.5	16	17.4	59	64.1	
67 Does it support language teaching at departmental request?	Yes	31	6	19.4	7	22.6	18	58.1	-1.0
	No	83	17	20.5	17	20.5	49	59.0	
68 Does it function as a language media center?	Yes	79	19	24.1	17	21.5	43	54.4	-14.1
	No	35	4	11.4	7	20.0	24	68.6	
<b>Number of double majors:</b>									
69 Is it increasing?	Yes	150	32	21.3	26	17.3	92	61.3	12.0
	No	142	40	28.2	32	22.5	70	49.3	
70 Is it stable?	Yes	118	30	25.4	28	23.7	60	50.8	-7.8
	No	174	42	24.1	30	17.2	102	58.6	
71 Is it decreasing?	Yes	12	4	33.3	2	16.7	6	50.0	-5.7
	No	280	68	24.3	56	20.0	156	55.7	
72 Are there no double majors?	Yes	12	6	50.0	2	16.7	4	33.3	-23.1
	No	280	66	23.6	56	20.0	158	56.4	
<b>Number of minors:</b>									
73 Is it increasing?	Yes	167	35	21.0	33	19.8	99	59.3	6.5
	No	125	37	29.6	22	17.6	66	52.8	
74 Is it stable?	Yes	100	30	30.0	18	18.0	52	52.0	-6.9
	No	192	42	21.9	37	19.3	113	58.9	
75 Is it decreasing?	Yes	11	2	18.2	1	9.1	8	72.7	16.9
	No	281	70	24.9	54	19.2	157	55.9	
76 Are there no minors?	Yes	14	5	35.7	3	21.4	6	42.9	-14.3
	No	278	67	24.1	52	18.7	159	57.2	
<b>Study-abroad enrollments:</b>									
77 Are they increasing?	Yes	121	33	27.3	19	15.7	69	57.0	1.5
	No	189	42	22.2	42	22.2	105	55.6	
78 Are they stable?	Yes	108	24	22.2	27	25.0	57	52.8	-5.1
	No	202	51	25.2	34	16.8	117	57.9	
79 Are they decreasing?	Yes	25	5	20.0	5	20.0	15	60.0	4.2
	No	285	70	24.6	56	19.6	159	55.8	
80 Is there yearly variation?	Yes	23	3	13.0	5	21.7	15	65.2	9.8
	No	287	72	25.1	56	19.5	159	55.4	
81 Is study abroad not offered?	Yes	33	10	30.3	5	15.2	18	54.5	-1.8
	No	277	65	23.5	56	20.2	156	56.3	
<b>Enrollments in introductory courses:</b>									
82 Are they increasing?	Yes	169	23	13.6	18	10.7	128	75.7	43.6
	No	143	53	37.1	44	30.8	46	32.2	
83 Are they stable?	Yes	58	17	29.3	29	50.0	12	20.7	-43.1
	No	254	59	23.2	33	13.0	162	63.8	
84 Are they decreasing?	Yes	77	35	45.5	12	15.6	30	39.0	-22.3
	No	235	41	17.4	50	21.3	144	61.3	
<b>Number of majors:</b>									
85 Is it increasing?	Yes	62	10	16.1	7	11.3	45	72.6	35.1
	No	56	18	32.1	17	30.4	21	37.5	
86 Is it stable?	Yes	31	5	16.1	10	32.3	16	51.6	-5.9
	No	87	23	26.4	14	16.1	50	57.5	
87 Is it decreasing?	Yes	25	13	52.0	7	28.0	5	20.0	-45.6
	No	93	15	16.1	17	18.3	61	65.6	
<b>Totals</b>			76	24.4	62	19.9	174	55.8	

**Table F: Summary of Correlation with Growth for Languages and Language Groups**

Question	French	German	Spanish	CIJR	LCTLs
1 Is there a foreign language entrance requirement?	3.6	0.2	6.2	-9.1	0.3
2 Is there a foreign language graduation requirement?	0.3	9.4	7.4	3.9	4.7
<b>Department review of education objectives:</b>					
3 Does it occur at least annually?	2.5	2.7	-2.3	5.5	-0.3
4 Does it occur every few years?	-8.4	-5.1	10.2	-7.9	16.9
5 Does it occur on an ad hoc basis?	0.2	-0.9	0.7	-3.3	-5.5
6 Has it not occurred in the past five years?	-1.1	-3.2	-9.2	4.1	1.6
7 Is there support for faculty study abroad?	-0.4	-4.2	5.9	9.4	8.7
8 Is there release time for course development?	-1.9	-4.2	-1.3	-2.1	1.1
9 Is there support for faculty technology training?	-7.6	-6.3	-3.7	-5.8	-2.3
10 Is there support for faculty research and scholarship?	2.1	1.4	-1.3	-2.1	1.7
11 Does your department have a full-time introductory course coordinator?	12.8	8.9	1.1	-0.6	-7.3
12 Is there assessment and placement of incoming students?	6.9	10.0	0.2	6.6	-10.6
<b>Are there special opportunities:</b>					
13 intensive courses?	-3.8	11.2	1.7	6.7	-2.0
14 immersion programs?	2.9	-2.8	5.4	10.4	-10.4
15 presemester programs?	2.8	-3.2	16.8	18.6	18.9
16 winter-break programs?	-10.9	-5.6	-9.2	1.1	-8.8
17 weekend programs?	1.0	3.1	5.2	11.4	-4.9
18 language houses?	3.2	4.6	10.4	6.5	-4.2
19 internships in the community?	9.8	-3.7	5.5	1.3	12.7
20 service programs in the community?	3.1	-8.5	6.0	7.7	6.8
<b>Introductory sequence:</b>					
21 Does it emphasize reading-writing over oral practice?	6.5	29.3	7.4	15.9	12.6
22 Does it place equal emphasis on reading-writing and oral practice?	1.3	-3.3	0.9	9.5	-1.2
23 Does it emphasize oral practice over reading-writing?	5.0	3.3	0.4	-4.8	1.2
24 Is its emphasis determined by the instructor?	-6.4	-2.1	-2.3	-10.7	-8.1
<b>Introductory language courses:</b>					
25 Do they emphasize culture over literature?	4.7	-3.1	10.5	3.8	-3.4
26 Do they place equal emphasis on culture and literature?	-5.7	0.9	-10.2	-6.3	1.7
27 Do they emphasize literature over culture?	5.6	16.2	-8.2	14.5	4.6
<b>Advanced undergraduate curriculum:</b>					
28 Does it emphasize literary over nonliterary texts?	1.5	-6.2	-2.7	3.6	6.4
29 Does it place equal emphasis on literary and nonliterary texts?	2.2	3.2	4.0	-1.6	-2.3
30 Does it emphasize nonliterary over literary texts?	-4.8	-15.2	-5.0	-13.8	-9.6
31 Does it emphasize the canon?	3.7	-4.0	0.9	8.5	-11.1
32 Does it combine the canon with some noncanonical literature?	4.0	2.2	2.4	1.1	3.9
33 Does it emphasize noncanonical literature?	-13.0	-1.6	-11.7	-14.4	-6.4
34 Does it teach surveys of civilization by period?	-3.5	-2.0	-2.6	5.9	-8.6
35 Does it teach language for special purposes?	6.1	-0.5	-0.2	3.1	-2.1
36 Are there opportunities for languages across the curriculum?	-2.2	0.2	9.8	2.1	2.8
37 Are there opportunities for study in programs with professional schools?	2.6	-0.3	7.6	0.5	-3.7

Appendix Table F (Summary of Correlation with Growth, cont.)

Question	French	German	Spanish	CIJR	LCTLs
<b>Student opportunities abroad:</b>					
38 Are there internships?	-0.9	9.0	-1.1	-7.9	2.0
39 Are there service programs?	0.7	0.6	4.5	0.7	-12.7
40 Are there exchange programs?	8.6	7.4	6.9	-0.4	-3.2
<b>Is there assessment of students:</b>					
41 OPI, SOPI, MOPI?	-4.7	-1.6	-2.2	-2.1	-8.2
42 portfolios?	-0.8	-2.8	7.5	-3.1	2.9
<b>Articulation with high schools:</b>					
43 Is there placing of students?	4.1	1.5	5.4	1.2	-3.5
44 Is there curriculum development?	6.5	3.0	0.7	-4.0	-16.7
45 Is there a program for secondary school language teachers?	6.6	3.7	3.5	2.6	0.4
<b>Program for secondary school teaching:</b>					
46 Does the FL department have responsibility?	-0.7	-13.0	-0.1	14.3	-17.0
47 Do the FL department and school of education have equal responsibility?	-0.2	10.6	4.0	10.2	15.7
48 Does the school of education have responsibility?	0.4	-5.8	-4.1	-15.6	-10.6
<b>Heritage learners:</b>					
49 Are there specially designed classes for them?	2.6	2.9	4.1	3.9	-3.7
50 Is there special preparation for faculty members to teach them?	6.3	-8.6	8.6	0.5	3.1
<b>Does the department sponsor:</b>					
51 lectures for the local community?	0.6	-3.0	1.4	-1.6	-3.8
52 films for the local community?	0.7	-1.1	1.7	3.8	-5.6
53 language courses for the local community?	0.2	0.2	-1.2	6.7	-8.4
54 Is there other interaction between the department and the local community?	5.5	0.2	3.4	2.5	-6.3
<b>Has the department structure changed:</b>					
55 from single to multilanguage?	-8.1	-1.3	1.4	-9.8	-8.8
56 from multilanguage to single language?	-12.0	-9.8	7.2	-3.4	17.9
57 Has the department merged with another department in another discipline?	-4.2	-6.7	-11.2	8.7	-11.7
<b>Does the department use technology resources:</b>					
58 in the classroom?	0.2	0.9	-0.3	3.2	0.3
59 for student practice outside class?	6.2	0.2	6.9	-11.0	-5.4
60 for testing and placement?	-3.4	6.5	2.1	4.9	-6.3
61 for distance learning?	-1.2	-1.7	1.1	4.9	-0.2
62 Does the department use a language lab on campus?	3.9	-2.3	3.4	-0.6	-2.1
63 Is there a separate language center on campus?	2.3	-4.9	0.0	4.0	4.7
<b>Language center:</b>					
64 Does it provide all language teaching on campus?	-9.4	37.9	15.0	-8.7	1.3
65 Does it provide some language teaching on campus?	-18.9	-21.7	-0.8	1.9	6.6
66 Does it support language teaching on campus?	-10.6	15.1	12.0	-10.2	-27.8
67 Does it support language teaching at departmental request?	-20.4	10.0	-3.3	5.4	-1.0
68 Does it function as a language media center?	14.4	-8.5	-1.7	15.9	-14.1

**Appendix Table F (Summary of Correlation with Growth, cont.)**

Question	French	German	Spanish	CIJR	LCTLs
<b>Number of double majors:</b>					
69 Is it increasing?	11.3	7.4	15.3	2.6	12.0
70 Is it stable?	-8.6	-6.3	-11.7	-2.9	-7.8
71 Is it decreasing?	-8.3	-10.6	-20.1	-3.9	-5.7
72 Are there no double majors?	-7.9	8.5	-12.2	21.3	-23.1
<b>Number of minors:</b>					
73 Is it increasing?	9.6	1.8	24.0	4.1	6.5
74 Is it stable?	-7.4	2.2	-16.1	-3.7	-6.9
75 Is it decreasing?	-9.6	-16.7	-36.1	-3.1	16.9
76 Are there no minors?	-16.7	-4.6	-28.4	-3.0	-14.3
<b>Study-abroad enrollments:</b>					
77 Are they increasing?	8.0	12.2	18.4	6.7	1.5
78 Are they stable?	-8.4	-13.9	-12.5	-4.5	-5.1
79 Are they decreasing?	-4.6	-8.8	-26.2	-11.3	4.2
80 Is there yearly variation?	-1.7	4.0	0.2	-2.4	9.8
81 Is study abroad not offered?	-1.2	-5.3	-16.8	11.5	-1.8
<b>Enrollments in introductory courses:</b>					
82 Are they increasing?	32.8	33.3	29.2	29.3	43.6
83 Are they stable?	-16.5	-17.9	-28.3	-17.3	-43.1
84 Are they decreasing?	-19.6	-14.8	-15.0	-23.8	-22.3
<b>Number of majors:</b>					
85 Is it increasing?	36.8	41.5	39.5	37.3	35.1
86 Is it stable?	-13.8	-8.1	-35.9	-23.2	-5.9
87 Is it decreasing?	-30.6	-36.3	-25.6	-27.9	-45.6