Successful College and University Foreign Language Programs, 1995–99: Part 1

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With funding from the Andrew W. Mellon Foundation, the MLA's Office of Foreign Language Programs conducted a survey in the fall of 1999 to determine what factors contribute to the success of foreign language departments. Because the MLA's enrollment surveys of 1995 and 1998 had revealed a significant decline in student interest in some traditionally taught languages, we defined successful departments as those that had stable or increasing enrollments between 1995 and 1999 in beginning and advanced courses and also those that had steady or growing numbers of majors. We realize that this definition is artificial. Departments may lose enrollments despite excellent teaching and effective practices. For example, a newly introduced credit-transfer arrangement with a local college may draw students away from one institution to another. However, because administrators tend to look at student numbers as a criterion for determining departmental support, we concluded that enrollments do count from an institutional point of view.[1]

The survey collected information about a broad range of features characteristic of language and literature departments; it collected data about undergraduate enrollments, majors, and staffing. This report focuses on three aspects of the study. The first section examines trends in enrollments in introductory and advanced courses and numbers of majors. Section 2 indicates

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departmental practices and features, including the distribution of certain teaching approaches, curriculum characteristics, administrative arrangements, and resources for faculty members. Section 3 presents an analysis of the program features associated with growing enrollments in introductory courses. We believe that this information will be useful to departments that wish to compare their situations with those of other departments and that seek ideas for improving their programs and enrollments. Further reports on the relation between program characteristics and growth in enrollments in advanced courses and majors will appear in 2002.

The questionnaire was sent to 2,631 foreign language departments; 1,962, 75%, responded. The distribution of institutional types among the responding departments by control, highest degree granted by the institution, and size is shown in table 1 and indicates that the group of departments

TABLE 1
INSTITUTIONAL CHARACTERISTICS OF DEPARTMENTS CONTACTED AND DEPARTMENTS RESPONDING

	DEPTS. CONTACTED		DEPTS. RESPONDING	
TYPE OF INSTITUTION	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Control				
Public	1,368	52.0	1,018	51.9
Private	483	18.4	358	18.2
Church-related	645	24.5	492	25.1
Unknown	135	5.1	94	4.8
Highest degree granted				
Doctorate	663	25.2	534	27.2
Master's	666	25.3	506	25.8
Bachelor's	429	16.3	315	16.1
Associate's	738	28.1	513	26.1
Unknown	135	5.1	94	4.8
Size				
Very small (<1,000)	293	11.1	190	9.7
Small (1,001–2,000)	475	18.1	353	18.0
Medium (2,001–5,000)	641	24.4	491	25.0
Large (5,001–15,000)	664	25.2	498	25.4
Very large (>15,000)	418	15.9	333	17.0
Unknown	140	5.3	97	4.9
Total	2,631	100.0	1,962	100.0

Figures for departments contacted are based on National Center for Education Statistics database.

responding is representative of the departments contacted. Table 2 shows the differences between the highest degree granted by the institution and the highest degree granted by the foreign language department. So that departments can more easily compare their situation with that of similar departments in the study, we present our findings in terms of the highest degree offered by the department and not by the institution.

As might be expected, the number of programs varies considerably by language (table 3). At the introductory level, the number of programs in Spanish is 9.6 times greater than the number in Chinese; at the advanced level, it is 11 times greater. Table 3 shows the percentage of programs that

TABLE 2
HIGHEST DEGREE GRANTED BY INSTITUTION VERSUS HIGHEST DEGREE GRANTED BY DEPARTMENT

	INSTITUTION		DEPARTMENT	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Doctorate	534	27.2	206	10.5
Master's	506	25.8	166	8.5
Bachelor's	315	16.1	845	43.1
Associate's	513	26.1	389	19.8
No degree	–	–	349	17.8
Unknown	94	4.8	7	0.4
Total	1,962	100.0	1,962	100.0

TABLE 3
PROGRAMS OFFERING INTRODUCTORY AND ADVANCED COURSES, BY LANGUAGE

	NO. OFFERING INTRODUCTORY COURSES	NO. OFFERING ADVANCED COURSES	PERCENTAGE OF PROGRAMS OFFERING BOTH INTRODUCTORY AND ADVANCED COURSES
Chinese	152	96	63.1
French	1,188	825	69.4
German	827	567	68.5
Italian	329	181	55.0
Japanese	319	153	47.9
Russian	221	151	68.3
Spanish	1,568	1,063	67.7

offer both introductory and advanced courses. Overall, 65% of all the programs that offer introductory courses also offer courses at advanced levels.

1: Enrollments

There has been much concern about declining enrollments in some languages, but this study makes clear that many programs are performing creditably. The survey provides information about fall 1995 and fall 1999 enrollments at introductory and advanced levels for each language program in the responding departments. While we hold that growth in enrollments indicates a strong program, we believe that enrollment stability should also be taken as a sign that a program is doing well. In fact, for all the programs in the study, except for Russian at advanced levels, the combined percentage of stable and growing enrollments is higher than the percentage of decreasing enrollments (tables 4 and 5). This finding, we believe, is a very positive one for language departments.

In introductory courses (table 4), there are more programs with increasing than decreasing enrollments, with the exception of German and Russian. The greatest gains are in PhD-granting departments, except in German. The next largest gains are in BA-granting departments for Chinese, German, Japanese, and Spanish and in AA-granting departments for French, Italian, and Russian. Except for Spanish and Italian, programs in MA-granting departments show declines. Across all languages and institutional types, about two-thirds (67.2%) of all language programs reported stable or increasing enrollments in introductory courses, while one-third reported declining enrollments.

For upper-division courses (table 5), the pattern is essentially the same as for introductory courses. In all languages except Russian, there is a higher percentage of departments with increasing enrollments than with declining enrollments. Across all languages and institutional types, again two-thirds (67.7%) of all language programs reported stable or increasing enrollments in upper-division courses.

This study of enrollment trends based on departmental reports reveals a more positive picture than does the MLA's analysis of student registrations. Readers will recall that enrollment trends tracked in MLA surveys from 1990 to 1995 and from 1995 to 1998 show that Spanish enrollments increased significantly; Chinese, Italian, and Japanese enrollments experienced little variation; and French, German, and Russian enrollments declined, the programs losing more than 25% of their students (see Brod and Welles 26; table 4). But members of the foreign language and literature profession should be encouraged to see that nationwide most programs are stable or growing. It is

TABLE 4
ENROLLMENT CHANGE IN THE INTRODUCTORY SEQUENCE BETWEEN FALL 1995 AND FALL 1999 (PERCENTAGE)

ENROLLMENT	OVERALL	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTORATE
Chinese					
Declining	32.2	33.3	32.4	50.0	20.8
Increasing	54.6	46.7	54.4	38.9	75.0
Stable	13.2	20.0	13.2	11.1	4.2
Increasing and stable combined	67.8	66.7	67.6	50.0	79.2
Number of departments	*152*	*15*	*68*	*18*	*24*
French					
Declining	36.3	27.6	39.8	44.2	44.6
Increasing	43.3	43.1	40.6	41.6	50.8
Stable	20.4	29.3	19.6	14.2	4.6
Increasing and stable combined	63.7	72.4	60.2	55.8	55.4
Number of departments	*1,188*	*225*	*591*	*113*	*65*
German					
Declining	42.7	34.9	41.4	52.9	67.2
Increasing	37.8	36.7	39.7	27.1	29.3
Stable	19.5	28.4	18.9	20.0	3.5
Increasing and stable combined	57.3	65.1	58.6	47.1	32.8
Number of departments	*827*	*109*	*461*	*85*	*58*
Italian					
Declining	19.5	19.2	20.5	19.6	13.3
Increasing	66.6	65.4	61.4	64.7	83.3
Stable	13.9	15.4	18.1	15.7	3.4
Increasing and stable combined	80.5	80.8	79.5	80.4	86.7
Number of departments	*329*	*52*	*132*	*51*	*60*
Japanese					
Declining	32.0	29.2	29.7	45.5	37.5
Increasing	49.5	35.4	53.2	42.4	62.5
Stable	18.5	35.4	17.1	12.1	0.0
Increasing and stable combined	68.0	70.8	70.3	54.5	62.5
Number of departments	*319*	*48*	*158*	*33*	*24*
Russian					
Declining	43.0	30.8	44.4	47.4	48.5
Increasing	41.2	46.2	40.2	36.8	48.5
Stable	15.8	23.0	15.4	15.8	3.0
Increasing and stable combined	57.0	69.2	55.6	52.6	51.5
Number of departments	*221*	*13*	*117*	*38*	*33*
Spanish					
Declining	21.2	20.0	18.7	26.5	33.3
Increasing	61.4	57.5	63.4	62.4	63.6
Stable	17.4	22.5	17.9	11.1	3.1
Increasing and stable combined	78.8	80.0	81.3	73.5	66.7
Number of departments	*1,468*	*355*	*636*	*117*	*66*

TABLE 5
ENROLLMENT CHANGE IN THE UPPER DIVISION BETWEEN FALL 1995 AND FALL 1999 (PERCENTAGE)

ENROLLMENT	OVERALL	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTORATE
Chinese					
Declining	28.1	0.0	20.0	50.0	27.3
Increasing	55.2	50.0	62.2	50.0	54.5
Stable	16.7	50.0	17.8	0.0	18.2
Increasing and stable combined	71.9	100.0	80.0	50.0	72.7
Number of departments	*96*	*2*	*45*	*14*	*22*
French					
Declining	38.3	22.4	40.1	37.0	45.3
Increasing	43.2	41.1	41.1	49.0	50.0
Stable	18.5	36.5	18.8	14.0	4.7
Increasing and stable combined	61.7	77.6	59.9	63.0	54.7
Number of departments	*825*	*85*	*496*	*100*	*64*
German					
Declining	39.3	20.6	37.9	55.4	39.3
Increasing	43.2	35.3	43.1	33.8	57.1
Stable	17.5	44.1	19.0	10.8	3.6
Increasing and stable combined	60.7	79.4	62.1	44.6	60.7
Number of departments	*567*	*34*	*364*	*74*	*56*
Italian					
Declining	27.6	18.8	27.4	17.1	35.7
Increasing	52.5	31.2	56.5	54.3	51.8
Stable	19.9	50.0	16.1	28.6	12.5
Increasing and stable combined	72.4	81.2	72.6	82.9	64.3
Number of departments	*181*	*16*	*62*	*35*	*56*
Japanese					
Declining	34.6	8.3	36.7	38.1	43.5
Increasing	46.4	41.7	46.8	47.6	47.8
Stable	19.0	50.0	16.5	14.3	8.7
Increasing and stable combined	65.4	91.7	63.3	61.9	56.5
Number of departments	*153*	*12*	*79*	*21*	*23*
Russian					
Declining	53.6	0.0	52.5	45.2	62.5
Increasing	31.8	100.0	32.5	35.4	31.2
Stable	14.6	0.0	15.0	19.4	6.3
Increasing and stable combined	46.4	100.0	47.5	54.8	37.5
Number of departments	*151*	*1*	*80*	*31*	*32*
Spanish					
Declining	21.5	19.4	21.2	25.9	18.5
Increasing	60.3	49.0	61.1	59.8	81.5
Stable	18.2	31.6	17.7	14.3	0.0
Increasing and stable combined	78.5	80.6	78.8	74.1	81.5
Number of departments	*1,063*	*155*	*595*	*112*	*65*

our hope that departments will use the information in this study for justifying ongoing and increased institutional support for language programs.

Majors

While course enrollments are an important measure of a department's strength, they are not the only indicator. The number of majors is also significant because it demonstrates a department's ability to build student commitment. Table 6 shows that more than half the programs in Chinese, Japanese, and Spanish and exactly half in Italian have experienced growth in the number of majors between 1995 and 1999. Of the language programs studied, two-thirds (67.5%) show a stable or growing number of majors.

We also wanted to understand the relation of enrollments in introductory and advanced classes to the number of majors. The ratio of the number of students in introductory courses to the number of majors (table 7) shows that for approximately every four students in introductory courses in the languages with the lowest enrollments (Russian, Japanese, and Chinese) there is one major. We find it remarkable that in the truly foreign languages (i.e., those not cognate with English) a quarter of those who start language study are motivated to become majors. For French, German, and Spanish, the ratio is somewhat higher, and for Italian it is even higher. The ratio of advanced-level enrollments to the number of majors (table 8) 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. Spanish programs, which have a much greater number of students than other languages, show about the same ratio as the other languages of advanced-level enrollments to the number of majors.

Minors and Double Majors

We were also interested in the number of minors and double majors, as we have heard these options described as effective methods for attracting students to advanced-level courses. Double majors and minors were quantified in a different way. We asked departments whether the number of students enjoying these options had increased, stayed the same, or decreased from 1995 to 1999. For double majors (table 9), those departments that said they had a gain accounted for 60.3% of the total that responded; 35.3% reported a stable number, 4.5% a decline. For minors (table 10), 69.2% of the programs reported an increase, 25.9% stability, and 4.9% a loss. In other words, the majority of departments offering these options reported that the options are increasingly utilized by students.[2]

We find it noteworthy that departments in MA-granting institutions were less likely to report growth or stability in enrollments and majors in all languages compared with other institutions. As we have seen, there are also

TABLE 6
CHANGE IN NUMBER OF MAJORS BETWEEN FALL 1995 AND FALL 1999 (PERCENTAGE)

MAJORS	OVERALL	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTORATE
Chinese					
Decreasing	14.0	0.0	12.5	22.2	7.1
Increasing	74.0	0.0	70.8	77.8	78.6
Stable	12.0	0.0	16.7	0.0	14.3
Increasing and stable combined	86.0	0.0	87.5	77.8	92.9
Number of departments	*50*	*0*	*24*	*9*	*14*
French					
Decreasing	36.3	33.3	37.3	36.5	33.3
Increasing	44.5	16.7	43.9	45.9	56.2
Stable	19.2	50.0	18.8	17.6	10.5
Increasing and stable combined	63.7	66.7	62.7	63.5	66.7
Number of departments	*573*	*24*	*394*	*85*	*57*
German					
Decreasing	38.8	33.3	38.2	44.4	40.4
Increasing	40.4	33.4	39.7	37.1	46.8
Stable	20.8	33.3	22.1	18.5	12.8
Increasing and stable combined	61.2	66.7	61.8	55.6	59.6
Number of departments	*376*	*6*	*262*	*54*	*47*
Italian					
Decreasing	33.7	50.0	28.6	33.3	37.2
Increasing	50.0	0.0	53.5	50.0	51.2
Stable	16.3	50.0	17.9	16.7	11.6
Increasing and stable combined	66.3	50.0	71.4	66.7	62.8
Number of departments	*92*	*2*	*28*	*18*	*43*
Japanese					
Decreasing	30.8	33.3	22.6	50.0	37.5
Increasing	52.3	66.7	54.8	50.0	50.0
Stable	16.9	0.0	22.6	0.0	12.5
Increasing and stable combined	69.2	66.7	77.4	50.0	62.5
Number of departments	*65*	*3*	*31*	*12*	*16*
Russian					
Decreasing	53.7	0.0	58.5	28.0	67.9
Increasing	31.5	0.0	24.5	44.0	32.1
Stable	14.8	0.0	17.0	28.0	0.0
Increasing and stable combined	46.3	0.0	41.5	72.0	32.1
Number of departments	*108*	*0*	*53*	*25*	*28*
Spanish					
Decreasing	19.5	25.4	18.5	20.6	22.0
Increasing	63.6	50.9	64.4	63.9	72.9
Stable	16.9	23.7	17.1	15.5	5.1
Increasing and stable combined	80.5	74.6	81.5	79.4	78.0
Number of departments	*737*	*59*	*492*	*97*	*59*

TABLE 7
RATIO OF NUMBER OF STUDENTS IN INTRODUCTORY COURSES TO NUMBER OF MAJORS, BETWEEN FALL 1995 AND FALL 1999

LANGUAGE	OVERALL	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTORATE
Chinese	4.6	0.0	3.7	4.8	5.4
French	7.4	14.8	6.7	8.9	8.9
German	6.9	13.4	6.0	8.1	9.5
Italian	19.6	60.0	14.5	9.6	24.9
Japanese	4.5	7.2	4.0	4.3	6.3
Russian	4.2	0.0	3.7	4.7	4.9
Spanish	9.5	16.0	8.7	8.9	10.2

TABLE 8
RATIO OF ADVANCED-LEVEL ENROLLMENTS TO NUMBER OF MAJORS, BETWEEN FALL 1995 AND FALL 1999

LANGUAGE	OVERALL	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTORATE
Chinese	2.0	0.0	2.0	2.0	2.7
French	2.6	4.0	2.5	2.6	3.7
German	2.7	3.1	2.5	2.4	3.6
Italian	3.7	12.0	2.9	2.5	5.2
Japanese	1.8	1.8	1.8	1.7	2.1
Russian	2.2	0.0	2.3	2.2	2.0
Spanish	2.8	3.6	2.5	2.8	3.7

TABLE 9
CHANGE IN NUMBER OF DOUBLE MAJORS BETWEEN FALL 1995 AND FALL 1999 (AA-GRANTING DEPARTMENTS NOT INCLUDED)

LANGUAGE	NUMBER	PERCENTAGE (BASED ON SUBTOTAL FOR EACH LANGUAGE)
Chinese		
Increased	75	55.6
Stayed the same	59	43.7
Decreased	1	0.7
Subtotal	135	100.0
French		
Increased	449	59.3
Stayed the same	267	35.3
Decreased	41	5.4
Subtotal	757	100.0
German		
Increased	378	60.6
Stayed the same	216	34.6
Decreased	30	4.8
Subtotal	624	100.0
Italian		
Increased	173	66.3
Stayed the same	78	29.9
Decreased	10	3.8
Subtotal	261	100.0
Japanese		
Increased	155	61.3
Stayed the same	93	36.8
Decreased	5	2.0
Subtotal	253	100.0
Russian		
Increased	119	59.5
Stayed the same	73	36.5
Decreased	8	4.0
Subtotal	200	100.0
Spanish		
Increased	477	59.7
Stayed the same	282	35.3
Decreased	40	5.0
Subtotal	799	100.0
Total	3,029	

TABLE 10
CHANGE IN NUMBER OF MINORS BETWEEN FALL 1995 AND FALL 1999

LANGUAGE	NUMBER	PERCENTAGE (BASED ON SUBTOTAL FOR EACH LANGUAGE)
Chinese		
Increased	92	69.7
Stayed the same	37	28.0
Decreased	3	2.3
Subtotal	132	100.0
French		
Increased	518	68.4
Stayed the same	198	26.2
Decreased	41	5.4
Subtotal	757	100.0
German		
Increased	416	67.9
Stayed the same	168	27.4
Decreased	29	4.7
Subtotal	613	100.0
Italian		
Increased	194	76.1
Stayed the same	50	19.6
Decreased	11	4.3
Subtotal	255	100.0
Japanese		
Increased	180	73.5
Stayed the same	56	22.9
Decreased	9	3.7
Subtotal	245	100.0
Russian		
Increased	119	61.0
Stayed the same	63	32.3
Decreased	13	6.7
Subtotal	195	100.0
Spanish		
Increased	553	69.2
Stayed the same	205	25.7
Decreased	41	5.1
Subtotal	799	100.0
Total	2,996	

many fewer MA-granting departments among our respondents than there are in the national distribution of institutional types (see table 2). The lower rates of growth and stability in MA enrollments may be partly explained by enrollment changes in arts and sciences courses in higher education since the 1960s—especially in comprehensive state institutions, where most MA-granting programs are housed. In an article about trends in undergraduate degrees, Sarah E. Turner and William G. Bowen point out that after 1970, when there were more than enough students to fill college classrooms, institutions were able to improve enrollments in their academic programs. A large part of this increase occurred at the growing state colleges and universities, which previously emphasized preprofessional programs. When the number of students stopped rising and these institutions had to compete for students, the comprehensive institutions returned to career-oriented curricula. This trend may also have affected language enrollments and the kind of language courses these institutions offered. As we see in section 3 ("Practices in Programs Reporting Growth in Introductory Course Enrollments"), language study for special purposes and preprofessional training appears to be particularly strong in MA-granting institutions.

2: Departmental Practices and Features

Survey questions sought to shed light on a department's language requirements, technology, support for faculty members, faculty contribution to departmental directions, curriculum, special opportunities for students to study or practice languages, and connections with high schools and the community. This section of the report is based on the 1,962 responses from departments; results are analyzed in relation to the highest degree offered by the department when this factor suggests significant differences.

Language Requirements

Of great concern to the language field are institutional language requirements: they affect enrollments and staffing and demonstrate an institution's commitment to languages in undergraduate education. We found that 23.7% of the responding institutions had entrance requirements and 60.1% had graduation requirements (table 11).

In comparison with the percentages reported in the MLA's 1995 survey of entrance and degree requirements (Brod and Huber), we see that the entrance requirement in BA-, MA-, and PhD-granting institutions has risen from 21% to 31% and the graduation requirement from 68% to 75.4%. In two-year colleges the entrance requirement rose from 3% to 8.4% and from 23% to 30.9% for graduation. Does the rise in both entrance and graduation requirements

suggest that language study is seen more as part of the core curriculum in some institutions? Although the increases are modest, they are encouraging.

Technology

Technological resources are widely available and utilized, as indicated by tables 12A and 12B.

We see from table 12B that over 70% of departments use technology in classroom teaching, make use of a language lab or media center, and expect students to use technology outside class. Technology for distance learning and for testing and placement fell far behind the other uses reported. Looking at distance learning by highest degree granted reveals that it was used by only 24.5% of the BA-, 33.7% of the MA-, and 28.8% of the PhD-

TABLE 11
LANGUAGE REQUIREMENTS (PERCENTAGE)

	AA	BA	MA	PHD	BA, MA, PHD	ALL
Entrance	8.4	26.3	42.1	46.6	31.9	23.7
Graduation	30.9	71.1	86.1	84.5	75.4	60.1

TABLE 12A
TECHNOLOGY AVAILABLE FOR FACULTY MEMBERS AND STUDENTS (PERCENTAGE)

	FACULTY MEMBERS	STUDENTS
E-mail	98.9	86.5
Personal computers	97.1	74.0
World Wide Web	98.3	87.5

TABLE 12B
DEPARTMENTS USING TECHNOLOGY FOR INSTRUCTIONAL PURPOSES (PERCENTAGE)

Classroom teaching	71.2
Student practice outside class	80.4
Media centers	70.4
Testing and placement	30.9
Distance learning	33.4

granting departments. It is striking, in comparison, that 56% of the AA-granting departments reported programs using distance learning. This fact probably reflects response to the needs of the nontraditional students commonly served by two-year institutions.

Faculty Support

Support was also available to most faculty members but varied according to highest degree granted by the department (table 13).

Over 53% of the BA-, MA-, and PhD-granting departments provide support for study abroad; 36% of the two-year colleges do so. Similarly, 78% of the BA-, MA-, and PhD-granting departments provide support for faculty research and scholarship; 32% of the two-year colleges do so.

Mission Statement, Educational Objectives, and Faculty Discussion

We queried not only the prevalence of the mission statement as a formal written document about departmental goals but also the frequency of faculty discussion about the statement. Slightly more than half the departments (50.5%) said that they had a mission statement. Of the departments that had mission statements, 45.9% reported that they reviewed the statement every few years, 26.2% reviewed it annually, 22.2% reviewed it on an ad hoc basis, and 4.8% said that they had not reviewed their statement in the last five years. We also asked how frequently departmental conversations about educational objectives took place. Annual or more frequent meetings for this purpose were characteristic of 65.3% of the departments. Meetings on an ad hoc basis took place in 21.7% of the departments, and meetings were held every few years or had not been held in the last five years in 6% or less of the departments. Only 35% of the departments did not schedule time to discuss their educational aims. It is clear that more often than not faculty members are invited to contribute to a department's sense of direction and that departments set aside time for these discussions.

TABLE 13
DEPARTMENTAL OR INSTITUTIONAL SUPPORT FOR FACULTY ACTIVITIES (PERCENTAGE)

Travel to conferences	91.7
Technology training	75.9
Research and scholarship	63.1
Study abroad	47.9
Course development	41.0

Curriculum

The field has been debating for many decades how best to teach language, literature, and culture. Pedagogical approaches and the place of literature and cultural materials in the curriculum are often key to these debates. Table 14A identifies the relative importance of oral communication, reading, and writing in introductory courses.

The emphasis on oral communication is also shown by the responses to the question about assessment: 46% of respondents said they use some form of an oral proficiency interview, 30% said they use a portfolio, and 28% use other instruments in addition to grades for measuring student progress. Table 14B shows the balance between literature and culture in the introductory language sequence.

It is easy to see that culture, however our respondents construe it, is considered to be more useful and important than literature for teaching language at this level. Notably, however, literature still plays a role in more than a quarter of the courses.

For advanced courses the situation is reversed. Table 15 indicates the relative importance of different kinds of texts and emphases. Respondents were offered eight options: the first three asked about the balance between literary and nonliterary texts; the next five asked about approaches, organizing principles, and types of literature taught. Since most two-year

TABLE 14A
TEACHING EMPHASES IN INTRODUCTORY LANGUAGE COURSES (PERCENTAGE)

More emphasis on reading and writing than on oral communication	5.4
Equal emphasis on reading and writing as on oral communication	38.3
More emphasis on oral communication than on reading and writing	23.1
A balance of reading and writing with oral communication according to the preference of the instructor	32.4

TABLE 14B
LITERATURE AND CULTURE IN INTRODUCTORY LANGUAGE COURSES (PERCENTAGE)

More emphasis on culture than on literature	68.5
Equal emphasis on literature and culture	25.3
More emphasis on literature than on culture	4.9

TABLE 15
EMPHASES IN ADVANCED UNDERGRADUATE COURSES TAUGHT IN THE TARGET LANGUAGE IN BA-, MA-, AND PHD-GRANTING DEPARTMENTS (PERCENTAGE)

Literary and nonliterary texts	
More emphasis on literary than on nonliterary texts	53.4
Equal emphasis on literary and nonliterary texts	35.4
More emphasis on nonliterary than on literary texts	8.5
Types of literature and approaches	
Canonical literature organized by periods, authors, and genres	43.0
Canonical and some noncanonical literature or approaches based on race, class, or gender	49.6
Primarily noncanonical literature	7.4
Primarily surveys of civilization by period	24.1
Nontraditional curriculum emphasizing language for business or other special purposes	27.3

institutions do not have advanced courses, the percentages were calculated only for BA-, MA-, and PhD-granting departments.

Respondents reported that literature is the foundation for slightly more than half their advanced courses; however, the nature of the literature taught and, for nearly half the respondents, the approaches to literature selected have been expanded to include race, class, or gender criticism. The canon remains important: surveys of civilization are not prevalent, and courses based on nonliterary or noncanonical texts are rare. About a quarter of respondents reported that they have a nontraditional language strand for business or other purposes. These data suggest that the curriculum is undergoing gradual change. Innovation has appeared in the kinds of literature being taught, in approaches being used, and in the inclusion of nonliterary materials.

Special Opportunities for Language Learning, Practice, and Use outside Traditional Courses

We were particularly interested in the availability of special student opportunities for language learning outside the regular course schedule or the normal semester- or quarter-length course frame or outside the classroom altogether (table 16). Such opportunities as intensive language study and on- and off-campus practice with native speakers in real-life situations are relatively innovative and have been the topic of much discussion in the field.

Most departments obviously do not offer these extra opportunities; eleven options were present in 30% or less of the departments; six options

TABLE 16
SPECIAL OPPORTUNITIES (PERCENTAGE)

Campus- or community-based programs	
Intensive courses	46.8
Service internships in local target community	28.8
Internships in local target community	27.3
Immersion courses	23.7
Language houses	18.4
Winter-break programs	13.4
Weekend programs	11.8
Presemester programs	6.9
Study across institutional units	
Language across the curriculum	20.4
Programs with professional school	19.1
Study abroad	
Exchange programs	51.8
Internships	38.4
Service programs	25.0

were present in less than 20% of the departments. We had been hearing so much about these new opportunities that we were surprised by the small numbers of programs that offer them. But we realize that discussion about them has been generated in part by their novelty. Further, some of the innovations have not been more generally adopted perhaps because they require extra work by faculty members or because they need outside funding at the beginning. Only intensive courses, exchange programs, and internships abroad are widely used. As we see in the third section of this report ("Practices in Programs"), these practices are among the most frequently associated with enrollment gains at the introductory level.

Off-Campus Connections

Activities sponsored by a department outside the college campus demonstrate the department's willingness to look beyond its borders. While such activities may not specifically have to do with teaching students, we believe that strengthening ties with public schools and the community inside or outside the campus opens lines of communication. These lines in turn add to the effectiveness of departmental programs, for example, by facilitating practice teaching in the schools, providing internships in the community, or improving placement of incoming students.

For institutions that draw students from the regional population, connections with high schools are of particular importance in creating the long sequences of learning necessary for language mastery. Table 17 records the percentages of departments that reported articulation activities with local high schools for three different purposes.

While the number of those engaged in articulation activities is not large, we find it encouraging that many departments are making efforts to cross institutional and departmental lines for conversations with their counterparts in secondary schools. Positive responses may have been limited also because many institutions do not draw on local secondary schools for their students.

While the questionnaire did not define "local community," departments were free to interpret this idea of outreach as intended for the campus or off-campus community. Activities sponsored for the local community suggest a dynamic and engaged department, one that is responsive to broad campus and off-campus issues, and conceivably to fund-raising. About half of all departments reported offering programs to the community (table 18). Here it is worthwhile mentioning a few of the prominent variations among departmental types: 79.0% of PhD-granting departments offer lectures to the community, while 69.3% of MA- granting, 57.8% of BA-granting, and 45.5% of AA-granting departments offer a similar service. Two-year colleges, however, are the most likely (69.4%) to offer language courses to the

TABLE 17
REPORTED PURPOSES FOR ARTICULATION WITH HIGH SCHOOLS (PERCENTAGE)

To facilitate placement of entering students	33.4
To bring faculty members together for exchange of information	42.4
To develop a coherent curriculum	19.5

TABLE 18
PROGRAMS OFFERED BY DEPARTMENTS TO THE COMMUNITY (PERCENTAGE)

Lectures	55.5
Films	51.4
Language courses	46.9
Other programs	50.9

community (i.e., not to the regular student population); only 39.0% of BA-granting, 47.6% of MA-granting, and 33.5% of PhD-granting departments offer them.

Administrative Arrangements: Language Coordinators, Language Centers, and Teacher Preparation

In recent years, departments and institutions have been working to strengthen language and literature programs, not only through a focus on teaching, pedagogy, and materials but through supervisory and collaborative arrangements as well. Thirty-five percent of the responding departments reported that they have a full-time language coordinator, 20.9% reported that they have a language center, and 39.2% said that they have programs of study for prospective secondary school teachers. Of those that said they have teacher education programs, 11% said the department has primary responsibility for the program, 45% said it shares responsibility with the school of education, and 42% said the school of education has the primary responsibility. The highest degree offered by a department is a determining factor: language coordinators are characteristic of 59.6% of MA-granting and 81.1% of PhD-granting departments but present in only 23.1% of BA- and 32.0% of AA-granting departments. Language centers exist on the campuses of 42.2% of the PhD-granting departments, while less than 20% of institutions with AA-, BA-, and MA-granting departments have them. Ninety percent of the teacher education programs are in BA- and MA-granting departments.

In sum, departments generally have ample access to and use of the Internet and personal computers, offer broad support for faculty members, and sponsor formal conversations about their work on a fairly regular basis. Most have study-abroad programs for students, and almost half offer intensive courses. The introductory curriculum is likely to be based on culture and oral communication, while advanced courses tend to be based on literature both traditional and nontraditional. Many departments also offer films, lectures, and language courses for the local community and promote discussion with faculty members in local high schools. Less common are departments with special opportunities for student language practice and study outside the normal course framework, teacher education programs, language coordinators, or language centers. While the picture is shifting slightly according to the highest degree granted by a department, the shift occurs only in regard to a few features. The question that remains for this report to address is which of these factors are associated with successful departments.

3: Practices in Programs Reporting Growth in Introductory Course Enrollments

We have seen that between 1995 and 1999 a majority of programs had either stable or rising enrollments in the introductory sequence of language courses. If we compare the percentage of programs that gained enrollments and reported having a particular feature with the percentage of programs that gained enrollments and reported not having that feature, we can calculate the likelihood and strength of the co-occurrence or association between enrollment growth and a given practice.[3] Of the practices described in the previous section, this section highlights those that are consistently or frequently associated with programs reporting enrollment growth in the introductory language sequence.

Reporting the association of enrollment growth with a particular feature in percentages allows us to compare the likelihood of growth in two comparable groups—one having a particular attribute and one lacking that attribute—without concern that the two groups might contain considerably different numbers of programs. For example, a group of programs (e.g., a subset of all Chinese programs in BA-granting departments) with attribute *x* might contain twenty instances, while a group without attribute *x* (also a subset of all Chinese programs in BA-granting departments) might contain forty instances. If we simply compared counts of programs reporting growth, we might find that the number was the same (e.g., four) in both the group that has attribute *x* and the group that does not. But reporting only the numbers of programs that have attribute *x* would mask the significant finding that the likelihood of growth (the association between growth and attribute *x*) is actually higher in the group with attribute *x* (four of twenty = 20%) than in the group without it (four of forty = 10%). The use of percentages thus allows us to discuss the relative frequency of growth. In the discussion that follows, we use the term *relative growth* to express, as a percentage, the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have these characteristics.[4]

We are cautious about drawing conclusions on the basis of an association or co-occurrence: there are too many possible combinations of practices to say that a co-occurrence of any single feature and rising enrollments definitively isolates a cause. The size of the percentage of relative growth must also be interpreted carefully.[5] Because enrollments in different languages differ enormously, it is probably not useful to look for meaning in small differences between percentage values. Instead, we think it is useful to distinguish between weak and strong relative growth. Although an association

of any magnitude suggests a positive relation between growth and a given practice, a relative growth rate of less than 10% has been taken in this study to be comparatively weak, a relative growth rate of greater than 10% to be comparatively strong.

Special Opportunities on Campus and off Campus

A number of special opportunities for campus- or community-based language study or practice outside normal semester-length classroom programs are frequently associated with growth in enrollments in the introductory language sequence. For example, in table 19 consider French programs in departments that offer immersion programs. Within the group of French programs in departments that grant BA degrees, those that offered immersion programs were 16.8% more likely than those that did not to have experienced growth in introductory-level French courses. Similarly, among French programs in departments that grant MA degrees, those that offered immersion programs were 10.8% more likely to report growth in introductory courses. And French programs in PhD-granting departments that reported offering immersion programs were an extraordinary 56.5% more likely to have experienced growth in their introductory course enrollments.

We asked departments whether they offered campus-based intensive courses, immersion programs, presemester programs, winter-break programs, weekend programs, language houses, and stateside internships or service programs in a target-language community. Many of these special opportunities are more than 10% likely to be associated with growth in introductory enrollments.

- BA-granting departments offering language houses (in all languages),[6] weekend programs (in all but Chinese), and immersion programs (in all but Chinese and Spanish) show a stronger than 10% likelihood, in comparison with departments not offering such programs, of also having rising introductory enrollments.
- MA-granting departments offering intensive programs (except in Chinese and Italian), immersion programs (in French and German), presemester programs (in German, Japanese, and Spanish), winter-break programs (in Italian), weekend programs (in French, Italian, and Spanish), language houses (in French, Italian, and Spanish), internships (in Italian and Japanese), and service programs in the community (in Spanish) are more than 10% likely to have rising introductory enrollments.
- PhD-granting departments offering intensive programs (in German, Italian, and Russian), immersion programs (in French, German, and Spanish), presemester programs (in all reported languages), winter-break programs (in Spanish), weekend programs (except in Spanish), language houses (in Italian and Japanese), internships (in Chinese, Italian, Japanese, and Russian), and service programs (in Chinese, Japanese, Russian, and Spanish) show a stronger than 10% likelihood of also having rising introductory enrollments.

TABLE 19
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS IN PROGRAMS REPORTING CAMPUS AND OFF-CAMPUS SPECIAL OPPORTUNITIES FOR LANGUAGE STUDY (PERCENTAGE)

SPECIAL OPPORTUNITIES	ALL[6]	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Intensive courses								
BA-granting		34.7			32.7		4.0	
MA-granting	28.2		38.9	113.2		20.0	22.2	37.1
PhD-granting	2.2			19.2	67.3		33.3	
Immersion programs								
BA-granting	9.5	1.3	16.8	24.7	36.2	40.6	47.0	
MA-granting	4.4		10.8	59.3				
PhD-granting	14.5		56.5	56.3	8.3			13.5
Presemester programs								
BA-granting	10.2	21.0	26.2				79.0	16.2
MA-granting	14.0			68.6	5.0	66.7		35.7
PhD-granting	43.9	50.0	21.1	22.2	11.7	111.1	114.3	68.0
Winter-break programs								
BA-granting	4.1		13.4	31.9			10.0	
MA-granting					37.8			
PhD-granting			2.0		0.5			17.1
Weekend programs								
BA-granting	19.3		28.5	21.4	26.5	19.7	35.3	13.8
MA-granting	16.4		47.7		21.6			28.1
PhD-granting	13.2	50.0	63.6	63.6	27.5	33.3	75.0	
Language houses								
BA-granting	19.2	27.9	16.0	25.5	49.5	20.7	52.3	12.6
MA-granting	22.5		32.9		58.7	2.0		65.5
PhD-granting			8.3		15.2	53.1		
Internships in the community								
BA-granting	9.6		5.7	7.5	13.1	15.7	22.4	17.1
MA-granting	0.5		1.6		22.0	20.0		8.6
PhD-granting	9.5	25.0			12.2	25.0	29.9	5.2
Service programs in the community								
BA-granting	11.9	1.3	32.3		7.4	29.2	11.6	12.2
MA-granting								10.7
PhD-granting	12.3	29.6		6.5		35.4	24.7	46.2

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

Variables such as language, highest degree granted by the department, and interaction with numerous other program features make it difficult to explain with certainty why one special opportunity is associated with growth in a particular program and another is not. The data taken together, however, demonstrate that classroom-based and off-campus special opportunities outside the normal three- or four-times-a-week class frame are frequently associated with rising enrollments. While it is the usual semester-length, classroom-based introductory courses that see growth in enrollments, the availability of learning experiences outside the traditionally scheduled format seems to attract students to the department and to traditional classes.

Most of these special opportunities are not widespread, though some are more common than others (see table 16). Intensive courses, the most frequently occurring of the special opportunities, are found in 33.3% of the programs in BA-granting, 49.2% of the programs in MA-granting, and 75.9% of the programs in PhD-granting departments. Presemester programs, one of the least frequently reported of the special opportunities for stateside language study, occur in only 4.9% of the programs in BA-granting departments, 5.5% of the programs in MA-granting departments, and 8.2% of the programs in PhD-granting departments.

That a practice is unusual does not negate the statistical evidence of a strong association with rising enrollments, although a limited number of cases means that a few errors in reporting might noticeably alter the resulting percentages. This risk is unavoidable in a study of innovative practices: only a limited number of departments experiment with these special opportunities. Presemester programs, for instance, are found in only 32 of 636 Spanish programs in BA-granting departments. Despite the small number of departments offering such innovations, however, the association of these innovations with rising enrollments is notable. Spanish programs offering presemester study are 16% more likely to report gains in enrollments in the introductory sequence than programs that do not offer this feature (see table 19).

Language Study across Institutional Units

Programs offering students opportunities to study languages across institutional units—for example, through language-across-the-curriculum programs or through associations with professional schools—frequently report rising enrollments. These data support the general finding that special opportunities outside the traditional class- and department-based frame are associated with growth in enrollments in the introductory sequence. Here the data suggest not only that special scheduling and opportunities for practice in real situations co-occur with growth but also that

opportunities to use language for intellectual purposes and professional preparation are associated with growth as well. Table 20 describes the relative growth rate in introductory course enrollments in programs offering opportunities for language learning across the curriculum and special arrangements with professional schools. Notably, most co-occurrences of enrollment growth and such opportunities are in programs in MA-granting departments. That MA-granting departments are strong in programs emphasizing applied language use was corroborated by the response to a separate question we asked about languages for special purposes: here too programs in MA-granting departments showed the strongest and most frequent association with rising enrollments (table 25, sec. 8). These findings are consistent with the findings of Turner and Bowen.

Uses of Technology

As we have seen above (table 12B), the most frequent use of technology is for student practice outside the classroom. In decreasing order of frequency follow use of technology in the classroom, use of technology for testing and placement, and use of technology for distance learning. While 80.4% of all departments report using technology for practice outside the classroom, only 30.9% report using it for distance learning.

This picture takes on a very different aspect when we examine the association between various uses of technology and growth in enrollments in

TABLE 20

RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS IN PROGRAMS REPORTING SPECIAL OPPORTUNITIES FOR LANGUAGE STUDY ACROSS INSTITUTIONAL UNITS (PERCENTAGE)

SPECIAL OPPORTUNITIES	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Language across the curriculum								
BA-granting	2.4		7.2		32.8		24.0	
MA-granting	14.4		42.9	15.4	26.3	1.8		16.1
PhD-granting			15.4					
Programs with professional schools								
BA-granting	6.7	50.5		19.8	21.7		13.4	0.7
MA-granting	24.7		29.0	7.4	13.0	352.4	2.9	31.6
PhD-granting	1.4	80.0		46.3				

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

the introductory sequence (table 21). The use of technology that is most consistently associated with enrollment growth is testing and placement. In table 21, across the entire field of 21 program types described (i.e., programs in the 7 languages in each of the 3 department types: BA-, MA-, and PhD-granting), 17 (81%) of those using technology for testing and placement reported growth in introductory enrollments.[7] Programs that used technology for distance learning reported growth in enrollments in 12 of the 21 (57%) program types questioned. Programs using technology for practice outside class reported growth in enrollments in only 8 of the 21 (38%) program types questioned.

The range of relative growth rates across languages in the area of testing and placement is wide. Language programs in BA-granting departments that use technology for testing and placement (with the exception of Japanese) are between 6.0% (Spanish) and 53.0% (Chinese) more likely to

TABLE 21
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS IN PROGRAMS REPORTING USES OF TECHNOLOGY (PERCENTAGE)

USES OF TECHNOLOGY	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Teaching in class								
BA-granting	0.4			1.5	26.5		3.0	
MA-granting				33.3				
PhD-granting				124.0	6.4			26.7
Practice outside class								
BA-granting			0.1		21.7			
MA-granting	7.0			20.5	88.2			16.3
PhD-granting		215.8		92.2	64.3			
Testing and placement								
BA-granting	10.7	53.0	15.6	8.1	34.1		16.8	6.0
MA-granting	23.3		29.5	36.1	42.9			9.7
PhD-granting		28.6	4.6	112.5	8.0	14.3		0.7
Distance learning								
BA-granting	3.6	9.1	20.9	8.4	7.7	6.0	8.0	
MA-granting			38.8	54.5				
PhD-granting	1.3	13.8			15.4	82.0	55.6	

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

report rising enrollments than programs that do not. Programs in MA-granting departments (with the exception of Chinese, Japanese, and Russian) are between 9.7% (Spanish) and 42.9% (Italian) more likely to report rising enrollments if they use technology for testing and placement. Programs in PhD-granting departments (with the exception of Russian) are between 0.7% (Spanish) and 112.5% (German) more likely to report rising enrollments if they use technology for testing and placement. French, German, Italian, and Spanish programs in all department types are more likely to report enrollment growth if they use technology for testing and placement.

Full-Time Introductory and Intermediate Course Coordinator

Two hundred eighty-three programs in BA-granting departments whose enrollments have grown report that they use a full-time coordinator; 831 programs in BA-granting departments whose enrollments have grown report not having a coordinator. The 283 programs with an introductory sequence coordinator are overall 16.6% more likely to experience growth in enrollments than are the 831 programs without a coordinator. French, Italian, Japanese, and Russian programs in BA-granting departments having a coordinator show notably strong relative growth rates (table 22). It is perhaps surprising that this association with growth occurs only very occasionally in programs in MA- and PhD-granting departments, which are the types more likely to have full-time coordinators. We can only hypothesize that BA programs that have made the less usual (for their type of department) and probably more recent effort to provide this additional layer of administrative attention are more rewarded than programs in MA- and PhD-granting departments, which have commonly used coordinators for a long time.

TABLE 22
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS IN PROGRAMS REPORTING PRESENCE OF A FULL-TIME COORDINATOR OR SUPERVISOR OF INTRODUCTORY AND INTERMEDIATE COURSES (PERCENTAGE)

FULL-TIME COORDINATOR	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
BA-granting	16.6	9.1	18.4	9.8	21.9	19.4	16.7	5.2
MA-granting			7.5				55.6	
PhD-granting			4.6	35.4				

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

Language Centers and Language Resource Centers

Having an entity that is separate from language departments and to some degree responsible for language teaching—for example, a language center or a language resource center—is strongly associated with enrollment growth in almost all languages in MA- and PhD-granting departments (table 23).[8] Across all languages, programs in PhD-granting departments in institutions with a language center were 30.4% more likely to have experienced growth in introductory course enrollments than similar programs in institutions without a language center. Programs in MA-granting departments in institutions with a language center were 18% more likely to have seen growth in introductory course enrollments. Notably, German programs in MA-granting departments in institutions with a language center were 79.5% more likely to report rising enrollments in introductory courses than comparable programs in institutions without a language center. Only Chinese and Japanese programs in MA-granting departments and German programs in PhD-granting departments do not demonstrate a strong association. In BA-granting departments, by contrast, Chinese programs alone show evidence of a strong association between enrollment growth and language centers.

Emphasis on Reading and Writing versus Oral Communication in the Introductory Language Sequence and on Curricular Approaches in Advanced Courses

Emphasis in the introductory language sequence

Respondents were asked to describe the actual practice in their introductory language sequence, with reference to the degree of emphasis placed on

TABLE 23

RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS WITH EXISTENCE OF ON-CAMPUS LANGUAGE CENTER OR LANGUAGE RESOURCE CENTER (PERCENTAGE)

LANGUAGE CENTER	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
BA-granting		39.7	7.1		0.3			
MA-granting	18.0		24.8	79.5	23.5		66.1	11.0
PhD-granting	30.4	55.6	70.4		18.5	25.0	38.9	24.6

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

reading, writing, and oral communication (table 24). Programs that emphasized oral communication in introductory-level classes were twice as likely to report growth as those that emphasized either reading and writing or reading and writing balanced with oral communication. The association of an emphasis on oral communication with growth in enrollments occurs in 17 of the 21 (81%) program types analyzed. By contrast, only 9 of the 21 (43%) program types show a positive association between an emphasis on reading and writing and rising enrollments; of programs reporting a balance in emphasis, again 9 of the 21 (43%) program types show a positive association with rising enrollments. Twenty-nine percent or 6 of the 21 program types show an association between leaving curricular emphasis in the introductory sequence up to the instructor's discretion and enrollment growth in those courses.

Advanced curricular emphasis

The impact of curricular emphasis in advanced undergraduate courses on growth in introductory enrollments varies widely across program types

TABLE 24
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS AND CURRICULAR EMPHASIS IN INTRODUCTORY COURSES (PERCENTAGE)

CURRICULAR EMPHASIS	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Reading and writing								
BA-granting	3.5		9.1		35.5	34.2	68.9	2.5
MA-granting				58.8				
PhD-granting	23.7		125.9				114.3	79.4
Balance between reading and writing and oral communication								
BA-granting	2.3	14.3	14.7	12.7	5.9	14.7	6.8	
MA-granting							41.2	
PhD-granting				65.0	7.8			
Oral communication								
BA-granting	2.8	0.3	0.5			3.4	14.3	10.1
MA-granting	17.3		6.5	34.3	39.9	97.1		7.1
PhD-granting	9.0	20.0	54.6	9.1	11.4	42.9	19.0	1.9
Instructor's discretion								
BA-granting								0.7
MA-granting								6.4
PhD-granting		57.1				91.7	38.1	45.0

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

(table 25). Both traditional and less traditional approaches show occasional association with enrollment growth. If we look at the first three numbered categories of table 25, it appears that growth in introductory enrollments is most frequently associated with a balanced emphasis between literary and nonliterary texts. But if we look only at the strong rates of relative growth reported, those over 10%, a more diffuse distribution emerges. The data suggest three instances of strong association between an emphasis on literary texts at the advanced level and growth in enrollments at the introductory level, five instances of strong association between a balanced emphasis and growth, and five instances of strong association between an emphasis on nonliterary texts and growth.

Similarly, the data in categories 4 through 7 suggest that many different approaches are associated with enrollment growth. In BA-granting departments, emphasis on "canonical literature by period, author, or genre" and emphasis on "the canon with a recent addition of some noncanonical literature or approaches based on race, class, or gender" both show a strong association with rising enrollments in four instances: both approaches show this association in Chinese and French; Italian and Spanish programs associate growth with the period, author, or genre approach to canonical literature; and German and Russian programs associate growth with an approach emphasizing the canon but containing some noncanonical literature. In other words, neither emphasis stands out as the preferred option in BA-granting departments.

German and Russian programs in BA-, MA-, and PhD-granting departments reporting an emphasis on noncanonical literature all demonstrate a strong likelihood of showing gains in enrollments when compared with departments not reporting this emphasis. Italian programs in BA-granting departments and Chinese and Japanese programs in PhD-granting departments also reported this association. It must be stressed that very few programs described their curricula in these terms, but the data still demonstrate that these programs are notably successful in attracting students to their elementary-level language sequences.

While these instances seem to suggest evidence of the benefits of a revamped, nontraditional curriculum, data gathered in response to the next question offer strong and possibly surprising evidence that a highly traditional curricular approach can also draw students. Programs were asked if their upper-level curriculum could be described as "based primarily on surveys of civilization by period." Though the group responding in the affirmative was again small, these programs also demonstrated a strong likelihood of enrollment growth in their introductory sequence. Chinese, Japanese, and Russian programs in BA-granting departments; German and

TABLE 25
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS AND EMPHASIS IN THE ADVANCED UNDERGRADUATE CURRICULUM (PERCENTAGE)

EMPHASIS IN CURRICULUM	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
1. On literary texts								
BA-granting			8.4					3.1
MA-granting						28.6		
PhD-granting	16.3		96.4			1.3		21.1
2. On literary and nonliterary texts equally								
BA-granting	4.0			3.0	18.9	13.8	16.8	0.8
MA-granting					6.7	2.2	60.3	
PhD-granting		20.0			7.9	4.2	5.0	
3. On nonliterary texts								
BA-granting		0.3	17.5	10.2				7.1
MA-granting								
PhD-granting		26.7					122.9	36.8
4. On canon by period								
BA-granting	1.7	21.2	10.5		13.5			14.2
MA-granting				11.1		58.3		
PhD-granting	3.0	8.9		128.3		1.3		8.4
5. On canon, with some noncanonical literature								
BA-granting	12.5	16.7	16.7	21.8			25.5	7.3
MA-granting					21.4			
PhD-granting								
6. On noncanonical literature								
BA-granting				10.5	12.0		46.2	
MA-granting				114.3			80.0	
PhD-granting		53.3		63.1		91.7	104.5	
7. On surveys of civilization								
BA-granting	4.6	44.0				16.2	31.9	3.5
MA-granting				92.0		97.1		
PhD-granting	15.9	20.0	38.8	235.4	2.8	25.0		9.3
8. On language for special purposes								
BA-granting	10.4	2.9	18.8	13.1	15.2			5.7
MA-granting	15.4			24.0	44.4	104.2		12.5
PhD-granting		15.4		1.4			20.0	

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory couse enrollments compared with similar programs that do not have those characteristics.

Japanese programs in MA-granting departments; and Chinese, French, German, and Japanese programs in PhD-granting departments all showed an association between a survey of civilization curriculum and enrollment growth at the elementary level. Again, the conclusion indicated is that no single curricular approach at the advanced undergraduate level is exclusively associated with rising enrollments in the introductory sequence.

We cannot see in these data any clear pattern of association across all languages and program types between enrollment growth and curricular emphasis. Specialists in specific languages may recognize trends, but what emerges finally is evidence that curricular emphasis in upper-level classes is not a uniformly strong predictor of elementary-level enrollment growth, that students at the elementary level are not consistently drawn to departments by any one curricular approach in advanced courses. Both traditional and less traditional approaches show occasional association with enrollment growth.

Formal Faculty Discussion

Formal faculty discussion around a variety of professional issues is often associated with rising enrollments across all levels and languages. As discussed above, we asked respondents about the frequency of formal faculty interaction concerning a departmental mission statement and broad educational objectives. We also asked if issues in language education had been discussed in faculty-wide conversations about methodology or objectives that included reference to content-based teaching, teaching for oral proficiency, or the Standards for Foreign Language Learning. Overall, formal faculty discussion is associated just over 50% of the time with enrollment growth. Most notable is the frequent association of growth in enrollments in the introductory sequence with discussions of content-based teaching and oral proficiency (table 28). With the exception of the consistently strong association of discussions in these two areas with growth, there is no uniform pattern in the distribution of strong associations between formal faculty discussion and enrollment growth. (A few specific languages and department types provide exceptions.) Despite the apparent absence of a clear pattern, the relative frequency of the association of enrollment growth with formal faculty discussions of method and content seems significant to us.

Table 26 describes programs that reported a positive association between rising introductory enrollments and faculty discussion of a departmental mission statement. We have seen that only about half of all responding departments have a mission statement. While programs that show the most frequent strong associations between growth and statement

TABLE 26
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS IN PROGRAMS REPORTING FACULTY DISCUSSION OF MISSION STATEMENT (PERCENTAGE)

DISCUSSION OF MISSION STATEMENT	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Annually or more often								
BA-granting	0.4	3.3			14.5		3.3	9.3
MA-granting						212.5		
PhD-granting	6.1		40.0		22.7	50.0		
Every few years								
BA-granting		54.4		5.7		2.1		
MA-granting					1.6			11.6
PhD-granting		8.9					12.5	30.4
On an ad hoc basis								
BA-granting	3.5		16.2		8.4	19.5	18.4	
MA-granting	5.7		20. 4	31.6	22.2	13.3		
PhD-granting	4.1	40.0	36.4		26.3		43.2	51.0

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

review are those that report discussions on an ad hoc basis (rather than annually or "every few years"), the data also suggest that, overall, regular review of the departmental mission statement (be it annual, every few years, or ad hoc) is frequently associated with enrollment growth. Table 27 describes the association between rising enrollments and faculty discussion of broad educational objectives, although here strong rates of relative growth are more evenly distributed, regardless of whether discussions took place annually, every few years, or on an ad hoc basis.

Enrollment growth is associated most frequently with discussions that dealt with content-based teaching (62%, or 13 of the 21 program types), teaching for oral proficiency (52%, or 11 of the 21 program types), and the Standards for Foreign Language Learning (38%, or 8 of the 21 program types). Table 28 gives these relative growth rates. Here the data suggest even more than in the previous two tables that a program in which faculty members engage in formal discussions about teaching and department-wide practices is inclined to be an effective program, attracting increasing numbers of students to its introductory courses. There are a few exemplary languages: Italian records seven instances of strong relative growth, and

TABLE 27
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS IN PROGRAMS REPORTING FACULTY DISCUSSION OF BROAD EDUCATIONAL OBJECTIVES (PERCENTAGE)

DISCUSSION OF BROAD EDUCATIONAL OBJECTIVES	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Annually or more often								
BA-granting	2.5	37.0	3.8			59.6	28.1	1.0
MA-granting				9.5				
PhD-granting	0.7			57.1	11.1			2.6
Every few years								
BA-granting	0.5		20.0	18.0				13.3
MA-granting	16.9		17.3	108.0	20.0	1.8		11.5
PhD-granting	17.5	26.7	13.5		5.7	68.9	48.7	
On an ad hoc basis								
BA-granting				3.2	13.3			
MA-granting	5.1				7.7	43.8	286.7	5.0
PhD-granting			18.4			27.3		24.2

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

German and Spanish each record five instances of strong relative growth. The German and Spanish instances are particularly interesting because, as reported in the MLA's 1998 survey, enrollments in these two languages over the period reported have been notably divergent, Spanish enrollments growing dramatically and German enrollments falling (Brod and Welles). The current data indicate that departments, by effective faculty practices, may distinguish themselves in enrollment growth despite overall trends.

Department-Sponsored Activities for the Local Community

Programs were asked if they sponsored activities such as lectures, films, or language courses for the local community, whether these activities were offered on campus or in the community beyond the campus. Programs that sponsored such activities were more likely to report growth in introductory sequence enrollments than those that did not. Table 29 records the association between sponsoring activities and enrollment growth. Russian and Italian programs in particular reflect a strong association between outreach through cultural programs and rising enrollments at the introductory level. This finding is particularly interesting because Russian and Italian

TABLE 28
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS IN PROGRAMS REPORTING FACULTY DISCUSSION OF METHODOLOGICAL PRACTICES (PERCENTAGE)

SUBJECT OF DISCUSSION	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Content-based teaching								
BA-granting	2.2	11.5	9.8	0.1	16.7			
MA-granting	17.9		13.0	272.4	12.5		28.6	12.0
PhD-granting	6.9	14.0	18.4		12.7			15.0
Teaching for oral proficiency								
BA-granting				25.2	4.7			
MA-granting	32.9		30.4		15.2		40.6	10.5
PhD-granting	3.7	114.3	50.0	80.0	40.6			14.0
Standards for Foreign Language Learning								
BA-granting				3.8			13.7	3.5
MA-granting	3.1			65.8	41.7			10.7
PhD-granting				31.2	14.0			

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

programs have experienced very different overall enrollment patterns during the period in question, Italian rising dramatically and Russian suffering considerable losses. The data here suggest that programs in both languages benefit from strong outreach components. French, Japanese, and Spanish programs also show the benefits of outreach through cultural programs.

Study Abroad

Increasing participation in study-abroad programs is clearly associated with rising enrollments in the introductory sequence in BA- and MA-granting departments (table 30). In all 2,391 reporting BA-granting programs, we find that departments with increasing enrollments in programs abroad are 20.1% more likely to have also gained enrollments in the introductory sequence than departments whose study-abroad enrollments did not increase. Increasing participation in programs abroad is also associated with rising enrollments in the introductory sequence in all reporting programs in MA-granting departments, with the exception of Chinese: those programs with increasing enrollments in study abroad are 35.6% more likely to have gained in introductory enrollments between 1995 and 1999.[9] In programs in PhD-granting departments, with the exception of German,

TABLE 29
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS IN DEPARTMENTS SPONSORING ACTIVITIES FOR THE LOCAL COMMUNITY (PERCENTAGE)

ACTIVITY FOR THE COMMUNITY	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Lectures								
BA-granting	5.2	12.5	5.7		6.6		42.1	9.1
MA-granting	3.3		20.0		48.1			37.4
PhD-granting	10.2		44.0		25.0		106.9	1.9
Films								
BA-granting	5.7			1.2	13.7	5.3	87.4	9.1
MA-granting	0.2			17.2	20.0	25.0		2.6
PhD-granting	4.3		29.8	18.2	10.0			15.2
Language courses								
BA-granting		17.3	7.0				66.6	
MA-granting	16.3		16.8	87.9	42.6	2.9	11.8	
PhD-granting	14.8	63.6			15.9	175.0	35.7	23.2
Other (unspecified)								
BA-granting	2.3	0.7	4.6		9.8	9.6	62.8	
MA-granting	18.1		2.1			111.8		41.4
PhD-granting	2.4	50.0	3.7			44.7	12.5	

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

TABLE 30
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS AND ENROLLMENT TRENDS IN STUDY-ABROAD PROGRAMS (PERCENTAGE)

STUDY-ABROAD PROGRAMS	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
BA-granting	20.1		21.4	20.6	25.2	23.7	47.9	29.2
MA-granting	35.6		12.0	77.8	7.1	125.0	65.0	42.2
PhD-granting				50.9				

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

the picture is different: programs reporting greater participation in study-abroad programs are 2.3% less likely to report rising enrollments in the introductory sequence.

While the percentages vary, this pattern is by and large sustained across individual languages. Programs in BA-granting departments reporting increased study-abroad enrollments are between 20.6% (German) and 47.9% (Russian) more likely to have increased enrollments in the introductory sequence between 1995 and 1999 than departments whose study-abroad enrollments have not increased. Only in Chinese language programs in BA-granting departments are study-abroad enrollments not tied positively to enrollments in the introductory sequence. In MA-granting departments the relative growth ranges from a low of 7.1% in Italian programs to 125% in Japanese programs.

In PhD-granting departments, the picture in individual languages is much the same as in all PhD-granting departments taken together: departments with rising enrollments in study-abroad programs are less likely to have an enrollment gain in the introductory language sequence. This finding is surprising, given the relative strength of study-abroad programs in PhD-granting departments (not shown in table): departments whose study-abroad enrollments are rising outnumber those whose study-abroad programs are not, in Chinese, 13 to 11; in French, 41 to 23; in Italian, 43 to 16; in Japanese, 13 to 11; and in Spanish, 43 to 22.

Minors and Double Majors

Programs in which the numbers of minors and double majors increased between 1995 and 1999 frequently reported enrollment growth in introductory language courses (tables 31 and 32). When we look at the data in terms of languages, the association between enrollment growth and number of minors is found in programs in French, German, Japanese, and Spanish across all department types; with double majors it is found in all programs except French in MA-granting departments and Japanese in PhD-granting departments. Apparently a department that includes advanced foreign language and literature courses in students' programs without demanding the commitment that a major requires presents the kind of dynamic and engaging image that attracts undergraduates to the earlier levels of language study.

Looking at the data in terms of department types, we find that an increase in the number of minors is associated with growth in introductory courses in all language programs in BA-granting departments and selected languages in MA- and PhD-granting departments. Increases in BA-granting departments in the number of double majors was associated with

TABLE 31
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS AND NUMBER OF MINORS IN A DEPARTMENT (PERCENTAGE)

NUMBER OF MINORS	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Increased								
BA-granting	22.2	6.5	14.2	18.5	8.7	21.2	17.9	42.7
MA-granting	17.5		18.3	54.2		87.5		33.6
PhD-granting			20.4	50.0		14.3		7.9
Stable								
BA-granting		13.6						
MA-granting			2.8		29.9		84.1	
PhD-granting		26.7				51.8		8.4

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

TABLE 32
RELATIVE GROWTH IN INTRODUCTORY COURSE ENROLLMENTS AND NUMBER OF DOUBLE MAJORS IN A DEPARTMENT (PERCENTAGE)

NUMBER OF DOUBLE MAJORS	ALL	CHINESE	FRENCH	GERMAN	ITALIAN	JAPANESE	RUSSIAN	SPANISH
Increased								
BA-granting	21.3	10.0	32.0	39.6		2.6	17.9	28.8
MA-granting	2.1			52.2		66.7		24.5
PhD-granting	6.7		139.4	110.5				28.0
Stable								
BA-granting		2.5				5.6		
MA-granting	10.6		44.8				23.8	10.3
PhD-granting		40.0			9.5	20.0		

Positive relative growth percentages (see note 4) express the increase in likelihood that programs with certain characteristics will have growth in introductory course enrollments compared with similar programs that do not have those characteristics.

growth in introductory courses for all languages except Italian. This association is found in MA-granting departments offering double majors in programs in German, Japanese, and Spanish and in PhD-granting departments in programs in French, German, and Spanish. Perhaps as significant as programs reporting an increase of double majors and minors between 1995 and 1999 are programs in which the number of students selecting either option has remained stable. If we include the programs with stable numbers of double majors and minors, the picture is even more striking. Growth or stability in the number of double majors and in the number of minors correlates with increasing enrollments in elementary-level courses in 17 of the 21 (81%) program types.

The results of this study are preliminary rather than definitive, but they tell us a great deal about practices that contribute to effective teaching, administration, and design of foreign language programs. Some of the programmatic features and pedagogical practices that we have found to be associated with enrollment growth may not in and of themselves attract students to departments or programs. For example, a student would not be likely to say, "I am going to take Chinese because the modern language department uses technology for testing and placement." But the student may hear of a lively department in which incoming students are placed at appropriate levels and are enthusiastic about their progress. The student may never recognize that appropriate placement and a careful monitoring of student accomplishments are among the reasons for the positive buzz about the department on campus. Behind the buzz that attracts students are an engaged faculty and lively, varied programs that offer the maximum number of opportunities to learn effectively, to practice and apply the language beyond the traditional classroom format, and to be exposed to cultural difference in a variety of contexts.

Much about the survey has yet to be analyzed. Future reports will interpret the relation of departmental practices to enrollment growth in advanced courses and to number of majors. We will also report on fluctuation in faculty size by department and the relation of number of full-time faculty members to enrollment patterns. Phase 2 of the project will be a more detailed study of a limited number of programs; we hope it will provide information and perspectives on nonquantifiable factors of departmental success.

NOTES

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[1]There are, of course, programs that measure success by decreasing rather than increasing enrollments in the introductory sequence. Such programs encourage better preparation at the high school level and provide noncredit support to help false beginners jump over the introductory sequence and enter more advanced courses. We assume, however, that there are too few such programs to outweigh the general concept of more is better that we have applied here. Readers may suggest that other measures of success, particularly student achievement, need to be considered for a complete picture. The absence of uniformly applied assessments of achieved levels of language proficiency (oral proficiency interviewing, for instance, or some modified version of it, is used in fewer than half the responding departments) precludes this study's looking at that crucial measure of effective language programs.

[2]The analysis of minors and double majors in tables 9 and 10 is based on the pool of 6,022 programs in the 1,962 departmental respondents minus those that did not indicate whether the number of student minors or double major programs were up or down, minus those in languages other than the seven included for analysis, and minus those in degree categories other than the BA, MA, and PhD.

[3]The data in this section of the report, unless otherwise indicated, refer to language programs rather than to departments. Since many departments contain any number of distinct language programs, when we analyze the data by individual languages, we deal with a pool much larger than the 1,962 departments discussed above. Departments were asked to report on their five biggest programs. The entire pool of language programs reported on in the survey, including those in AA-, BA-, MA-, and PhD-granting departments, totals 6,022. For the purpose of this section of the report, the 1,084 programs in AA-granting departments were removed from the pool to be dealt with in a later study. In addition, since only data from BA-, MA-, and PhD-granting departments were analyzed, 983 programs in departments granting no degree and 29 departments that simply did not respond to the question of what degree they granted were also removed from the pool. Thus the pool discussed here totals 3,926 programs in BA-, MA-, and PhD-granting departments. The number is even smaller—3,469 programs—when we discuss only those programs with falling, stable, and rising enrollments, since not every program provided enrollment figures that allowed us to place it in one of these categories (e.g., a program that reported data only for 1999).

[4]The formula for calculating positive relative growth percentages is as follows: the percentage of programs reporting feature *x* that gained in enrollments between 1995 and 1999 (gain-yes programs) minus the percentage of programs that reported not having feature *x* but that nonetheless gained in enrollments between 1995 and 1999 (gain-no programs) yields the percentage-point difference. This difference divided by the percentage of gain-no programs yields the percentage of relative growth. The calculation allows us to make the statement that departments that have feature *x* are *y*% more likely to have experienced enrollment gains between 1995 and 1999 than departments that do not. Negative growth percentages (i.e., where the feature is associated with shrinking introductory-level enrollments) are not shown in tables 19–32.

[5]Very small actual program numbers tend to produce dramatic percentage changes. We have corrected for this to some degree by not reporting cases in which the number

of departments with the feature that gained enrollments and the number of departments without the feature that gained enrollments together total fewer than ten.

[6]The data reported in the "All" column in tables 19 through 32 are an aggregate of the data for all reported languages, Arabic to Zulu, and not a total of the numbers given for the seven languages listed in the other columns in the table.

[7]Figures for the numbers of program types exhibiting an association between growing enrollments and a particular feature (always expressed as "X of the 21 program types") are not explicitly reported in the tables. We have rounded off these percentages to the nearest whole number. Percentages of relative growth are rounded off to the nearest tenth.

[8]Because the terms used by different institutions for such an entity designated a range of administrative structures, it is difficult to know exactly what respondents had in mind when they answered that their institution had "an entity separate from language departments that is to some degree responsible for language teaching." We asked respondents to specify whether the center provides all or some language teaching on campus; evaluates, supervises, and supports all language teaching; evaluates, supervises, and supports language teaching at the request of the department; or functions as a media center.

[9]The percentage differences for Italian language programs in MA-granting departments are 7%, quite smaller than for all other languages, but Italian programs in MA-granting departments reporting stable rather than rising study-abroad enrollments were 48% more likely than departments without stable study-abroad enrollments to have rising enrollments in the introductory sequence. In other languages, stable study-abroad enrollments generally did not correlate positively with enrollment growth.

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