

# Trends: Chinese Enrollment and Education at Post-Secondary Institutions



The Power  
of International  
Education

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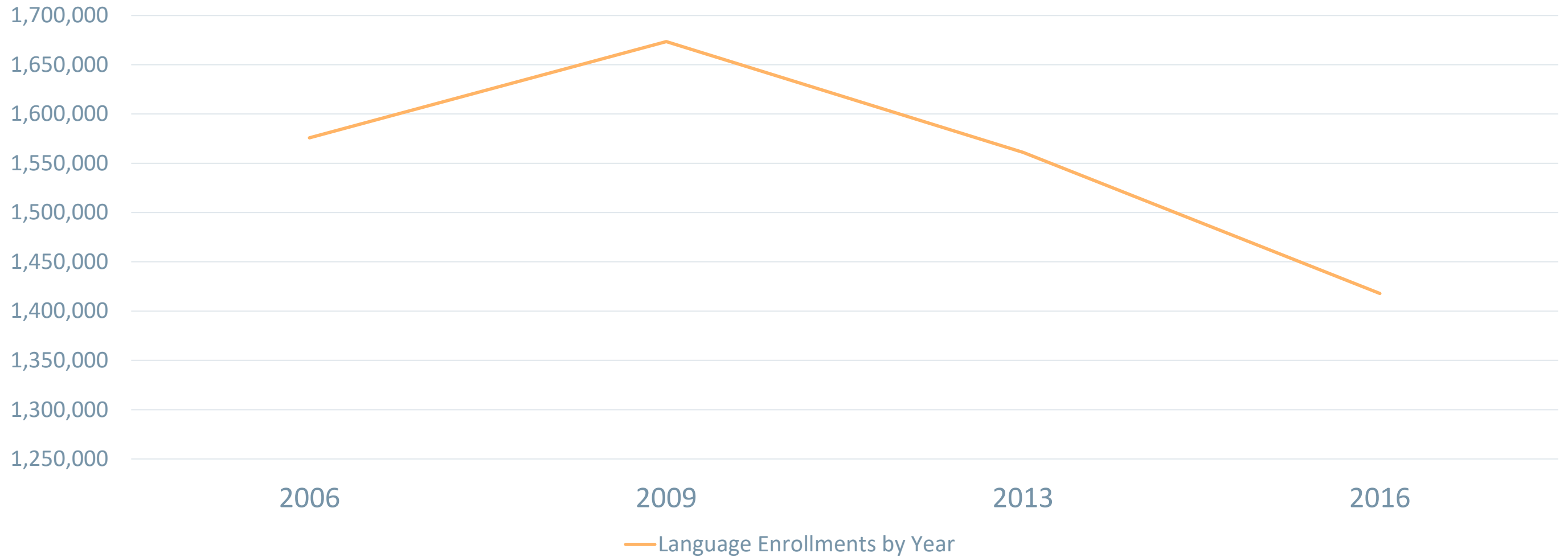


# Notes on the Modern Language Association's Language Enrollment Data

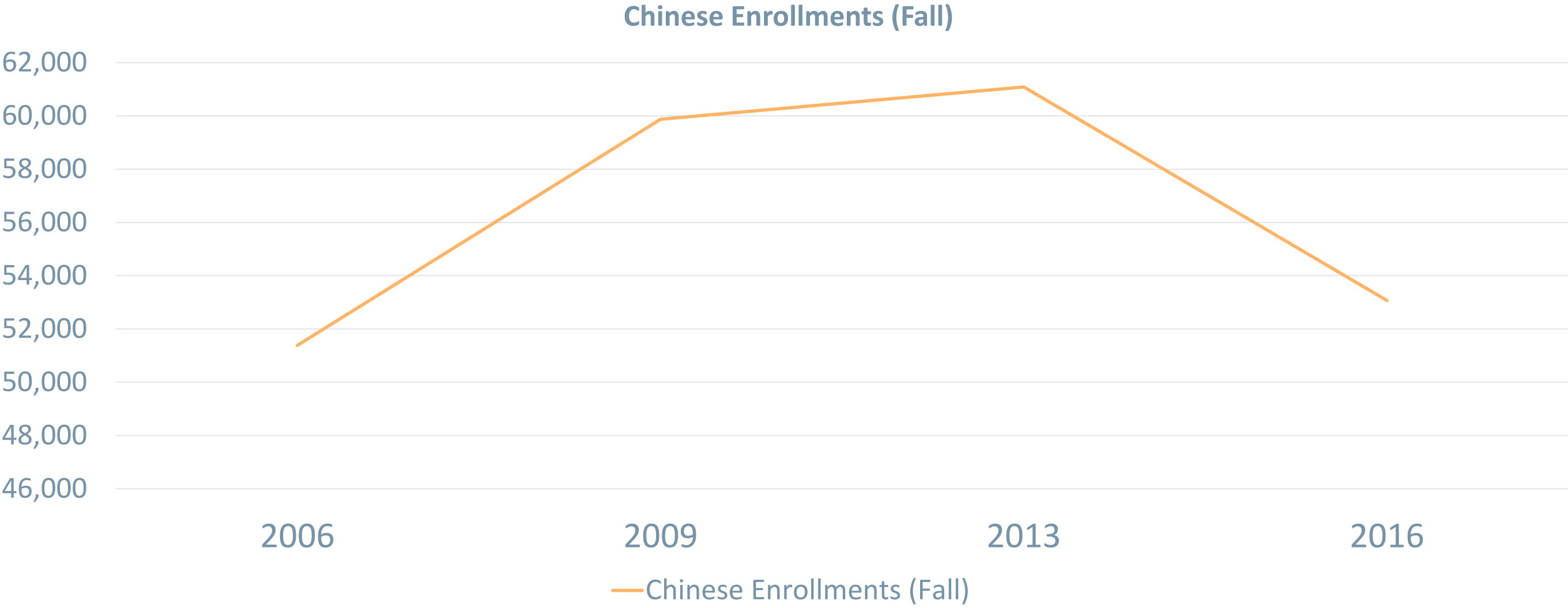
- Reporting gathers data on both undergraduate and graduate enrollment in languages at colleges and universities across the U.S.
- Snapshot in Time
  - Fall Semester in years that data is collected
- Retrospective in Nature
  - Most recent concrete data is from 2016; next full report will only be available in 2023

# Overall Trends in Post-Secondary Language Education

Fall Language Enrollments by Year



# Trends in Chinese Enrollment



# Strength Behind the High-Level Numbers

- Graduate-level enrollments have grown – slightly – in Chinese in the 2006-2016 period
- Ratio of introductory to advanced course enrollments is 3:1
  - 4:1 for Less Commonly Taught Languages (LCTLs) overall, and 5:1 for commonly taught languages in the U.S. context such as Spanish, French
- The number of institutions that have reported enrollments in Chinese has increased in the 2009-2016 period
- While overall enrollments decreased, 47.5% of Chinese language programs reported stable or increased language enrollments

# What Do Institutions Need?

- Connecting the language with the culture
  - Common theme in successful programs is engagement beyond “just the language”
- Competent speakers/teachers for all levels
  - Low (and improving) ratio of introductory to advanced enrollments a promising trend and opportunity to deepen impact and expand offerings

# Impact of Trends on Teacher Exchange

- Declining resources and even declining enrollments do not necessarily mean a decline in demand for qualified teachers
  - If resources follow enrollments, funded/sponsored programming can become vital and even more impactful
- In the Fulbright FLTA Program context, institutional demand has remained strong and consistent year over year



# References

- Looney, Dennis and Natalia Lusin. “Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Final Report.” Modern Language Association of America, 2019, [www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf](http://www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf)