



# **Communication Sciences & Disorders (CSD) Education Survey National Aggregate Data Report**

## **2011-2012 Academic Year**

*A joint publication of the  
Council of Academic Programs  
in Communication Sciences  
(CAPCSD) and Disorders and  
the American Speech-  
Language-Hearing  
Association (ASHA)*

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## Introduction

The Communication Sciences and Disorders (CSD) Education Survey National Aggregate Data report is jointly published by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) and the American Speech-Language-Hearing Association (ASHA). It is the authoritative data source for information about CSD undergraduate and graduate education. The report provides information on applications, admissions, enrollment, graduation, and first employment as well as other data about undergraduate through research doctoral (PhD) education to inform the pipeline of the discipline. Detailed information about individual institution and degree program details is in ASHA's online directory, [EdFind](#),

## Data and Methods

The data contained in the national aggregate data tables were collected between October 2, 2012, and December 30, 2012, via ASHA's Higher Education Data System's (HES) CSD Education Survey, which was electronically distributed to 299 institutions of higher education with undergraduate and graduate CSD degree programs. Data were collected for academic year (AY) fall 2011 through summer 2012 for the 50 U.S. states, District of Columbia, and Puerto Rico. Data are based on the actual number of programs that completed and submitted the survey; no statistical extrapolation was conducted.

The survey contained eight sections with 52 questions in various formats, including yes/no, single or multi-selection, data tables, and open text responses. Questions were to be completed for each relevant degree program offered at an institution. An institution with multiple degree programs would, therefore, answer select questions as it applied to each degree program.

The academic program directors or chairs were asked to indicate CSD degree programs available at their respective institutions by completing the "profile self-selection" page. The HES then assigned survey sections and questions to the institution's survey based on the degree programs offered. Program directors and chairs were given the option to authorize access to faculty or staff to assist in completing the survey.

## Response Rate

A total of 299 academic institutions received the 2012 CSD Education Survey and 252 completed and submitted data, representing an 84% response rate. Academic programs were contacted via e-mail and phone during the open period to encourage participation.

Among the 252 institutions completing the 2012 CSD Education Survey, data were provided by institutions with

- Undergraduate programs in CSD—213/255 (84%)
- Clinical entry-level doctorate programs in audiology—68/74 (91%)
- Entry-level master's programs in speech-language pathology (SLP)—225/251 (90%)
- Research doctoral degree programs—67/74 (91%)

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## Aggregate and Individual State Aggregate Data Reports Content

### Degree Program

Data were collected for undergraduate, master's, entry-level clinical doctoral, post entry-level clinical doctoral and research doctoral degree programs in communication sciences and disorders. The number of programs was determined through information provided by program directors or chairs on the academic program profile self-selection page. For institutions that did not complete the profile self-selection page or start the survey, a search of ASHA's database and institutional websites was conducted to determine the number of degree programs offered. Research doctoral degree programs may reflect multiple areas of study at one institution (e.g., audiology, speech-language pathology, and/or speech, language and hearing sciences).

### Administrative Location

Respondents were asked to indicate where the academic degree program was administratively housed within the institution. The text box responses were matched to the most common locations: Allied Health, Health Sciences, Health Professions, Public Health, Arts and Sciences, Humanities, Social and Behavioral Sciences, Audiology, Speech-Language Pathology; Communication Disorders, Communication; Fine Arts, School of Education, Medicine, and Professional Programs/ Studies.

### Gender, Race, Ethnicity, and International Status

Respondents were asked to supply data on student race/ethnicity and gender. The number of programs responding may be less than in other tables, as many institutions indicated they are prohibited from collecting or releasing data on race/ethnicity or gender. Data tables allowed programs to indicate grand totals when a breakdown by race, ethnicity, or gender was not available. International status was defined as the status of students who applied from outside the United States and who have been issued an F1, M1, or J1 Visa by the U.S. Government.

### Applications

The number of applications reported by area of study and degree type does not reflect a 1:1 correspondence with the number of students applying to graduate programs. Data on the average number of institutions to which students apply is currently not available.

### Admissions

Respondents were asked to provide information about academic program capacity for admissions. Some variability across capacity for new admissions occurs according to an academic program's known resources for a given year. In some cases, academic programs are able to enroll a larger number of students than anticipated; hence, capacity may exceed 100%.

### Enrollment

The survey asked respondents to provide data on First-Year enrollment, total enrollment, students enrolled with a documented disability and factors impacting enrollment. Students reflected in First-Year enrollments represent a cohort of students different from those reflected in the applications and admissions data for the same academic year.

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## Graduation

Respondents were asked to provide data on number of degrees granted for each degree program offered. Data collected for research doctoral degrees granted differed from that for undergraduate, entry-level degrees and post entry-level clinical doctorates, as the former required the respondent to indicate number of degrees granted by primary area of specialty (e.g. voice, balance disorders)..

## Employment

Respondents were asked to include information about first employment post-graduation. Response options for research doctoral graduates differ from those for entry-level degree graduates as they include work settings and functions related to academic researcher careers.

## Faculty

Data were collected to gauge faculty recruitment and retention. Some institutions provided faculty information in total only and not by area of study and academic year, therefore, numbers in the same row or column may not add up to the totals reported.

## Post-Doctoral Appointments

The number of post-doctoral appointments filled appears to greatly exceed the number available, as some institutions did not provide the number available, only the number filled.

## Cautions and Limitations of the Data

Academic programs were encouraged to complete the survey in its entirety. However, some questions allowed the respondent to indicate "no data" or "N/A"; therefore, sum totals for "number of programs responding" may vary within and across tables. The program's director or chair was instructed to review and "sign off" to confirm that the data provided were accurate and complete. ASHA staff members reviewed the data intermittently during the survey open period and after the close of the survey. Program directors were contacted via e-mail or phone, alerted to possible data errors, and given the opportunity to correct errors. ASHA staff members conducted data clean-up to eliminate obvious data errors. Tables were generated using SQL Server Reporting Services and SPSS.

## Acknowledgments

This report is published jointly by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) and the American Speech-Language-Hearing Association (ASHA) as a service to the communication sciences and disorders (CSD) academic community. This comprehensive data report also seeks to inform students; local, state, and federal agencies; related organizations; and the general public about the current state of CSD education. Support of the Higher Education Data System (HES) is made possible by ASHA, which maintains the program and provides financial, statistical, and technical support.

## Contact Information

Questions or comments regarding this and other HES data reports, should be directed to [academicaffairs@asha.org](mailto:academicaffairs@asha.org).

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## CSD Education At-A-Glance for Academic Year 2011-2012

### Institution Summary

- 299 institutions offer UG through PhD education in CSD
- 255 offer an undergraduate degree.
- 251 offer a master's in speech language pathology
- 74 offer an entry-level clinical doctorate
- 4 offer post entry -level doctorate in audiology
- 3 offer a post entry- level doctorate in speech language pathology
- 74 offer research doctoral degrees

### Applications Received

- 52,339 master's SLP applications
- 4,040 entry-level audiology clinical doctoral applications
- 244 post entry-level audiology clinical doctoral applications
- 14 post entry-level SLP clinical doctoral applications
- 538 research doctoral applications

### Total Enrollment

- 34,123 undergraduate CSD majors
- 14,038 master's SLP students
- 2,279 entry-level audiology clinical doctoral students
- 77 post entry-level audiology clinical doctoral students
- 56 post entry-level SLP clinical doctoral students
- 743 research doctoral students

### Degrees Granted

- 9,093 undergraduate degrees
- 6,340 SLP master's degrees
- 494 entry-level audiology clinical doctoral degrees
- 33 post entry-level audiology clinical doctoral degrees
- 9 post entry-level SLP clinical doctoral degrees
- 122 research doctoral degrees

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## Participating Institutions

The following institutions completed the 2012 HES CSD Education Survey. They represent 252 of the 299 institutions invited to participate. Institutions are listed in alphabetical order by state.

### Alabama

Alabama A&M University  
Auburn University  
University of Alabama, Tuscaloosa  
University of Montevallo  
University of South Alabama

### Arizona

Arizona State University  
AT Still University - Arizona School of Health Sciences  
Northern Arizona University  
University of Arizona

### Arkansas

Arkansas State University  
Harding University  
Ouachita Baptist University  
University of Arkansas, Fayetteville  
University of Arkansas, Little Rock  
University of Central Arkansas

### California

California State University, Chico  
California State University, East Bay  
California State University, Los Angeles  
California State University, Sacramento  
California State University, San Marcos  
Chapman University  
Loma Linda University  
San Diego State & University of California San Diego - AuD Joint Doctoral Program  
San Diego State University  
San Francisco State University  
San Jose State University  
University of Redlands  
University of the Pacific

### Colorado

University of Northern Colorado

### Connecticut

Southern Connecticut State University  
University of Connecticut

### District of Columbia

Gallaudet University  
George Washington University  
University of the District of Columbia

### Florida

Florida International University  
Florida State University  
Nova Southeastern University - Audiology Program  
Nova Southeastern University - SLP Program  
University of Central Florida  
University of Florida, Gainesville  
University of South Florida

### Georgia

Armstrong Atlantic State University  
Georgia State University  
University of Georgia  
University of West Georgia

### Hawaii

University of Hawaii, Manoa

### Idaho

Idaho State University, Pocatello

### Illinois

Augustana College (IL)  
Eastern Illinois University  
Elmhurst College  
Governors State University  
Illinois State University  
Northern Illinois University  
Northwestern University  
Rush University  
Southern Illinois University, Carbondale  
Southern Illinois University, Edwardsville  
St. Xavier University  
University of Illinois, Urbana-Champaign  
Western Illinois University

### Indiana

Ball State University  
Butler University  
Indiana University  
Purdue University  
St. Mary's College

### Iowa

St. Ambrose University  
University of Iowa  
University of Northern Iowa



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## **Kansas**

Fort Hays State University  
Kansas State University  
University of Kansas  
Wichita State University

## **Kentucky**

Eastern Kentucky University  
Murray State University  
University of Kentucky  
University of Louisville

## **Louisiana**

Louisiana State University - Health Science Center  
New Orleans  
Louisiana State University Health Sciences  
Center, Shreveport  
Louisiana Technical University  
Southeastern Louisiana University  
University of Louisiana, Lafayette  
University of Louisiana, Monroe  
Xavier University of Louisiana

## **Maine**

University of Maine, Orono

## **Maryland**

Loyola University Maryland  
Towson University  
University of Maryland, College Park

## **Massachusetts**

Boston University  
Emerson College  
MGH Institute of Health Professions  
Northeastern University  
University of Massachusetts, Amherst  
Worcester State University

## **Michigan**

Andrews University  
Calvin College  
Central Michigan University  
Eastern Michigan University  
Michigan State University  
Northern Michigan University  
Wayne State University  
Western Michigan University

## **Minnesota**

Minnesota State University, Mankato  
Minnesota State University, Moorhead  
St. Cloud State University  
University of Minnesota, Duluth  
University of Minnesota, Minneapolis

## **Mississippi**

Delta State University  
Jackson State University  
Mississippi University for Women  
University of Mississippi  
University of Southern Mississippi

## **Missouri**

Missouri State University  
Rockhurst University  
Saint Louis University  
Southeast Missouri State University  
University of Missouri  
Washington University

## **Montana**

The University of Montana

## **Nebraska**

University of Nebraska, Kearney  
University of Nebraska, Lincoln  
University of Nebraska, Omaha

## **Nevada**

University of Nevada, Reno

## **New Hampshire**

University of New Hampshire

## **New Jersey**

Kean University of New Jersey  
Montclair State University  
Richard Stockton College of New Jersey  
Seton Hall University

## **New Mexico**

Eastern New Mexico University  
New Mexico State University  
University of New Mexico

## **New York**

Adelphi University  
Buffalo State College  
College of St. Rose  
CUNY, Brooklyn College  
CUNY, Hunter College  
CUNY, Lehman College  
CUNY, Queens College  
Elmira College  
Hofstra University  
Iona College  
Ithaca College  
Long Island AuD Consortium - Adelphi/Hofstra/St.  
John's Universities  
LIU, Brooklyn  
Marymount Manhattan College  
Mercy College

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## **New York** (continued)

Molloy College  
Nazareth College of Rochester  
New York Medical College  
New York University  
Pace University  
St. John's University  
SUNY at Buffalo  
SUNY at Cortland  
SUNY at Fredonia  
SUNY at New Paltz  
SUNY at Plattsburgh  
Syracuse University  
Teachers College, Columbia University  
Touro College

## **North Carolina**

Appalachian State University  
East Carolina University  
North Carolina Central University  
University of North Carolina, Chapel Hill  
University of North Carolina, Greensboro  
Western Carolina University

## **North Dakota**

Minot State University  
University of North Dakota

## **Ohio**

Baldwin-Wallace College  
Bowling Green State University  
Case Western Reserve University  
Cleveland State University  
College of Wooster  
Kent State University  
Miami University of Ohio  
Northeast Ohio AuD Consortium - Kent  
State/University of Akron  
Ohio State University  
Ohio University  
University of Akron  
University of Cincinnati  
University of Toledo

## **Oklahoma**

Oklahoma State University  
University of Central Oklahoma  
University of Oklahoma - Health Sciences Center  
University of Tulsa

## **Oregon**

Pacific University  
Pacific University School of Audiology  
Portland State University  
University of Oregon

## **Pennsylvania**

Bloomsburg University of Pennsylvania  
Clarion University of Pennsylvania  
Duquesne University  
Edinboro University of Pennsylvania  
Geneva College  
Indiana University of Pennsylvania  
La Salle University  
Marywood University  
Misericordia University  
Pennsylvania State University  
Salus University  
Temple University  
University of Pittsburgh  
West Chester University

## **Puerto Rico**

Universidad Del Turabo  
University of Puerto Rico

## **Rhode Island**

University of Rhode Island

## **South Carolina**

Columbia College  
University of South Carolina

## **South Dakota**

University of South Dakota

## **Tennessee**

East Tennessee State University  
Tennessee State University  
University of Memphis  
University of Tennessee, Knoxville  
Vanderbilt University

## **Texas**

Abilene Christian University  
Baylor University  
Our Lady of the Lake University  
Stephen F. Austin State University  
Texas A&M University, Kingsville  
Texas Christian University  
Texas State University, San Marcos  
Texas Tech University Health Sciences Center  
Texas Women's University

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## **Texas** (continued)

University of Houston  
University of Texas at Dallas  
University of Texas, Austin  
University of Texas, El Paso  
University of Texas, Pan-American  
West Texas A & M University

## **Utah**

Brigham Young University  
University of Utah  
Utah State University

## **Vermont**

University of Vermont

## **Virginia**

Hampton University  
James Madison University  
Longwood University  
Old Dominion University  
Radford University  
University of Virginia

## **Washington**

Eastern Washington University  
University of Washington  
Washington State University  
Western Washington University

## **West Virginia**

Marshall University  
West Virginia University

## **Wisconsin**

AuD Consortium, University of Wisconsin-Madison  
& University of Wisconsin-Stevens Point  
Marquette University  
University of Wisconsin, Eau Claire  
University of Wisconsin, Milwaukee  
University of Wisconsin, River Falls  
University of Wisconsin, Stevens Point  
University of Wisconsin, Whitewater

## **Wyoming**

University of Wyoming

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## Communication Sciences and Disorders (CSD) Education Survey National Aggregate Data Report: Highlights, 2011-2012 Academic Year

### Applications and Admissions

- A total of 4,404 applications were received by the 68 audiology clinical doctoral entry-level programs who responded to the survey, of which 1,791 were approved for admission. There were 3,755 applications received and 1,633 approved for admission in 2010-2011 (based on 71 programs responding). The total number of applications does not represent the number of unique applications. Candidates may apply to more than one program and be offered more than one acceptance; therefore, the number of applications reported does not reflect a 1:1 correspondence with the number of students applying to graduate programs.
- A total of 52,339 applications were received by the 224 speech-language pathology master's level programs, of which 12,844 were approved for admission. There were 45,790 applications received and 11,866 approved for admission in 2010-2011 (based on 222 programs responding). The number of applications reported does not reflect a 1:1 correspondence with the number of students applying to graduate programs.
- A total of 538 research doctoral applications were received across all areas of study of which 206 were approved for admission as reported by the 67 institutions offering research doctoral degree programs who responded to the survey. There were 640 applications received and 245 approved for admission 2010-2011 (based on the 64 institutions offering research doctoral degree programs who responded to the survey).
- The majority of applicants across all areas of study were non-international students. Speech and hearing sciences research doctoral programs reported the highest percentage of international applicants (37.5%). The majority of those approved for admission were non-international, ranging from 50.0% of audiology research doctorate applicants to 96.0% of speech-language pathology master's level applicants.
- About a third (29.7%) of audiology clinical doctoral entry-level students were offered admission with funding, as were 16.4% of speech-language pathology master's level students. A much larger percentage of research doctoral students were offered admission with funding (82.4% of audiology research doctoral students, 76.7% of speech-language pathology research doctoral students, and 83.3% of speech and hearing sciences research doctoral students).
- For audiology clinical doctoral entry-level students, the most prevalent types of funding offered were assistantships (43.6%) and scholarships (40.3%). Likewise, for speech-language pathology master's level students, the most prevalent types were assistantships (61%) and scholarships (31.8%). Fellowships were offered to 15.4%, 16.7%, and 26.2% of audiology, speech-language pathology, and speech and hearing sciences research doctoral students, respectively.
- The median GPA for students offered admission was 3.60 for audiology clinical doctoral entry-level students and 3.65 for speech-language pathology master's level students.

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## Student Capacity for Admissions

- The median student capacity for admissions was 10 students for audiology clinical doctoral entry-level programs, 26 students for speech-language pathology programs, and 3 for research doctoral programs, 2 for audiology and 3 each for speech-language pathology and speech and hearing sciences.
- The percent of first-year enrollments over student capacity for admissions was 91.8% for audiology clinical doctoral entry-level programs, 97.4% for speech-language pathology master's programs, and 42.7% for research doctoral programs. In the 2010-2011 academic year, the percent of First-Year enrollments over student capacity for admissions was 88.5% for audiology clinical doctoral entry-level programs, 99.9% for speech-language pathology master's programs, and 45.4% for research doctoral programs.

## First-Year Enrollments

- A total of 678 first-year audiology clinical doctoral entry-level students were reported, 6,818 speech-language pathology master's level students, and 158 research doctoral students (35 for audiology, 66 for speech-language pathology, and 57 for speech and hearing sciences). In the 2010-2011 academic year, there were 675 first-year audiology clinical doctoral entry-level enrollments, 6,847 for master's speech-language pathology programs, and 186 for research doctoral students.
- The majority of first-year students were women across all degree types and all areas of study (83.2% in audiology clinical doctoral entry-level programs, 95.4% for master's speech-language pathology programs, 69.7% audiology research doctoral programs, 87.7% for speech-language pathology research doctoral programs, and 71.9% for speech and hearing sciences research doctoral programs).
- Most First-Year entry-level students were white (non-international)—83.0% of audiology clinical doctoral entry-level and 84.1% of master's speech-language pathology students.

## Total Enrollment

- A total of 34,123 undergraduate students were enrolled for the 2011-2012 academic year based on 83.5% of programs reporting. Of these, 5.3% were male, 20.7% were of a racial/ethnic minority (non-international) and 0.6% were international students. In the 2010-2011 academic year there were 28,471 undergraduate students enrolled based on 82.2% of programs reporting.
- There were 2,279 students enrolled in audiology clinical doctoral entry-level programs, 14,038 enrolled in master's-level speech-language pathology programs, and 743 enrolled in research doctoral programs (101 in audiology, 320 in speech-language pathology, and 322 in speech and hearing sciences).
- Males comprised 15.1% of all audiology clinical doctoral entry-level students, 4.7% of master's speech-language pathology students, 23.7% of audiology research doctoral students, 13.6% of speech-language pathology research doctoral students, and 17.7% of speech and hearing science research doctoral students. Most entry-level students were white (non-international)—85.5% of audiology clinical doctoral entry-level and 83.6% of master's speech-language pathology students. Students from non-white racial/ ethnic groups (non-international) comprised 10.7% of audiology clinical doctoral entry-level students and 14.3% of master's speech-language pathology students.
- Of first-year audiology research doctoral students, 29.3% enrolled while simultaneously enrolled in a clinical doctoral degree program (e.g., AuD/PhD), 22.0% enrolled immediately following the receipt of a clinical doctoral degree, and 19.5% enrolled after practicing five or fewer years in the profession(s)/discipline.

- For first-year speech-language pathology research doctoral students, 35.3% enrolled after practicing five or fewer years in the professions(s)/ discipline, 25.9% after practicing six or more years, and 21.2% enrolled immediately following the receipt of their master's degree.
- About a third (32.4%) of first-year speech and hearing sciences research doctoral students enrolled after practicing five or fewer years in the profession(s)/discipline, 19.4% upon receipt of their bachelor's degree, and 18.5% after practicing six or more years.
- The factors having the most impact on enrollment in audiology clinical doctoral entry-level programs were insufficient student funding and insufficient number of faculty.
- An insufficient number of faculty, an insufficient number of clinical placements, and competing demands on faculty time topped the list of factors having the most impact on enrollment in master's-level speech-language pathology programs.
- Across all research doctoral programs, insufficient student funding and an insufficient number of qualified candidates applying were the two factors having the most impact on enrollment.

## Graduation

- A total of 9,093 undergraduate CSD degrees were granted in the 2011-2012 academic year based on 83.1% of programs responding. In the 2010-2011 academic year, there were 8,168 undergraduate CSD degrees granted based on 82.2% of programs reporting.
- A total of 494 clinical entry-level doctoral degrees in audiology were granted, based on 68 programs reporting, and 6,340 master's degrees were granted in speech-language pathology with 224 programs reporting. In the 2010-2011 academic year, a total of 554 clinical entry-level doctoral degrees were granted in audiology, based on 71 programs reporting, and 6,241 master's degrees were granted in speech-language pathology with 222 programs reporting.
- A total of 122 research doctoral degrees were granted; 17 in audiology, 53 in speech-language pathology, and 52 in speech and hearing sciences. In the 2011-2012 academic year, a total of 113 research doctoral degrees were granted (14 in audiology, 48 in speech-language pathology, and 51 in speech and hearing sciences).
- Most (94.5%) of those earning an undergraduate degree were female. Males represented 14.6% of audiology clinical doctoral entry-level degree graduates, 3.9% of speech-language pathology master's degree graduates, 41.7% of audiology research doctoral graduates, 17.8% of speech-language pathology research doctoral graduates, and 20.0% of speech and hearing sciences research doctoral graduates.
- White (non-international) students represented 77.7% of those earning an undergraduate degree, 21.8% were individuals from racial/ethnic minority groups (non-international) and 0.5% were international.
- Likewise, white (non-international) students represented the majority of graduates from audiology clinical doctoral entry-level degree programs (87.1%), speech-language pathology master's degree programs (84.0%), and research doctoral degree programs (75.0% in audiology, 80.0% in speech-language pathology, and 66.0% in speech and hearing sciences programs).
- The top areas for audiology research doctoral graduates were hearing and balance disorders ( $n=5$ ) and treatment (AR, balance, hearing aids, cochlear implants) ( $n=5$ ). The top areas for speech and language pathology research doctoral graduates were child language ( $n=21$ ) and adult neurogenics ( $n=14$ ). The primary areas or specialties for speech and hearing sciences research doctoral graduates ranged across a broad spectrum including child language ( $n=9$ ), language sciences ( $n=7$ ), voice ( $n=5$ ), speech sciences ( $n=5$ ), hearing sciences ( $n=5$ ), and adult neurogenics ( $n=5$ ).

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## Employment

- Audiology clinical doctoral entry-level graduates were most likely to be employed in a health care setting (including private practice) (46.1% employed in-state and 53.9% out-of-state;  $n=323$ ) while speech-language pathology master's graduates were likely to be employed in a school setting (74.3% in-state and 25.7% out-of-state;  $n=2,098$ ) or health care setting (71.5% in-state and 28.5% out-of-state;  $n=1,868$ ).
- Most audiology research doctoral graduates held an academic faculty position in a CSD program ( $n=8$ ). The majority of speech-language pathology research doctoral graduates also held an academic faculty position in a CSD program ( $n=26$ ). Graduates of speech and hearing sciences research doctoral programs were most likely to hold an academic faculty position or a research position ( $n=19$  and  $n=18$ , respectively).

## Practicum Hours

- The average number of practicum hours obtained at on-campus and off-campus sites, respectively, for those in an audiology clinical doctoral entry-level program was 323.2 and 1809.2. The average number of practicum hours for speech-language pathology master's level students was 125.6 and 313.1 at on-campus and off-campus sites, respectively.

## Time to Degree Completion

- Audiology clinical doctoral entry-level students attending full-time needed an average (median) of 11 semesters or 15 quarters to complete the program.
- Speech-language pathology master's level students needed an average (median) of 5 semesters or 7 quarters to complete the program.
- Almost all (96.6% or  $n=28$ ) of the audiology research doctoral graduates completed the degree requirements within 4 to 6 years while 3.4% ( $n=1$ ) required 7-10 years (see Table 31). The majority (61.5% or  $n=32$ ) of speech-language pathology research doctoral graduates completed their requirements within 4 to 6 years as did most (78.4% or  $n=40$ ) speech and hearing science research doctoral graduates.
- Of those research doctoral students who officially dropped out of their degree program, most left academic coursework, comprehensive exams, and dissertation requirements unfulfilled.

## Where Administratively Housed

- Most (45.2%) audiology programs are administratively located within Allied Health; Health Sciences; Health Professions; Public Health as are 41.8% of speech-language pathology programs. Speech and hearing science programs tend to be administratively located within Allied Health; Health Sciences; Health Professions; Public Health (41.7%) or Arts; Sciences; Humanities; Social and Behavioral Sciences (36.1%).

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## Post-Doctoral Appointments

- For the 2011-2012 academic year, there were 69 post-doctoral appointments available reported by 28 institutions. Programs reported that they filled 58 post-doctoral appointments.

## Total Number of Faculty

- There was a total of 4,394 faculty employed in the 2011-2012 academic year based on 84% of institutions responding. Of these, 1,843 were full-time academic faculty, 788 were part-time academic faculty, 921 were full-time clinical faculty, and 842 were part-time clinical faculty.
- More than half (58.0% or  $n=1,013$ ) of faculty with research doctoral degrees held them in the area of speech-language pathology, 19.3% in audiology, 9.5% in speech/language science, 8.5% in another area, and 4.8% in hearing science.

## Faculty Openings

- There was a total of 172 full-time faculty openings in academic year 2011-2012, 183 anticipated for academic year 2012-2013, and a total of 408 openings projected for the 5-year period 2012-2017.
- A total of 233 searches were conducted for full-time faculty with doctoral degrees in the 2011-2012 academic year. Of these, 52 searches were conducted for audiology faculty, 167 for speech-language pathology faculty, 3 for hearing science faculty, and 11 for speech-language science faculty.
- About half (47.3% or  $n=142$ ) of the full-time faculty openings were filled with full-time faculty who hold a research doctorate in CSD and 41 (13.7%) were filled with part-time personnel with or without a research doctorate. Fifty-eight (19.3%) of the 300 faculty searches went unfilled.

## Federally-and State-Funded Research Grants, Personnel Preparation Grants, and Contracts

- About a third (36.8% or  $n=110$ ) of responding institutions reported a total of 673 federally-funded research grants adding up to more than \$250 million. Sixty federally-funded personnel preparation grants were reported for an overall amount of \$18 million.
- Sixty-six (22.1%) of responding institutions reported a total of 60 state-funded research grants totaling \$16.5 million and 12 state-funded personnel preparation grants totaling just under \$1 million.



## Applications and Admissions Tables 1-9

**Table 1-Total Number of Applications by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Applications
	Existing Programs	Programs Responding	
<b>Audiology</b>			
Clinical Doctorate: Entry-level	74	68	4,404
Clinical Doctorate: Post-Entry-level	4	4	244
Research Doctorate	31	30	52
<b>Speech-Language Pathology</b>			
Master's	251	224	52,339
Clinical Doctorate: Post-Entry-level	3	2	14
Research Doctorate	51	46	238
<b>Speech and Hearing Sciences</b>			
Research Doctorate	39	36	248

**Table 2-Total Number of Applications by Area of Study, Degree Type, and International vs. Non-International, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Non-International		International	
	Existing Programs	Programs Responding				
<b>Audiology</b>						
Clinical Doctorate: Entry-level	74	63	3,907	94.95%	208	5.05%
Clinical Doctorate: Post-Entry-level	4	4	211	86.48%	33	13.52%
Research Doctorate	31	24	26	59.09%	18	40.91%
<b>Speech-Language Pathology</b>						
Master's	251	210	47,473	97.93%	1,001	2.07%
Clinical Doctorate: Post-Entry-level	3	2	12	85.71%	2	14.29%
Research Doctorate	51	37	140	69.65%	61	30.35%
<b>Speech and Hearing Sciences</b>						
Research Doctorate	39	31	155	62.5%	93	37.5%

**Table 3-Student Capacity for Admission by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Student Capacity for Admissions				
	Existing Programs	Programs Responding	Sum	Mean	Median	Minimum	Maximum
<b>Audiology</b>							
Clinical Doctorate: Entry-level	74	67	739	11	10	5	25
Clinical Doctorate: Post-Entry-level	4	3	52	17.3	20	2	30
Research Doctorate	31	22	61	2.8	2	1	7
<b>Speech-Language Pathology</b>							
Master's	251	222	6,872	31	26	10	240
Clinical Doctorate: Post-Entry-level	3	1	15	15	15	15	15
Research Doctorate	51	32	108	3.4	3	1	10
<b>Speech and Hearing Sciences</b>							
Research Doctorate	39	26	84	3.2	3	1	8

**Table 4-Student Capacity for Admission and Actual First-Year Enrollments by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of				First-Year Enrollments Over Student Capacity for Admissions
	Existing Programs	Programs Responding	Student Capacity for Admissions	First-Year Enrollments	
<b>Audiology</b>					
Clinical Doctorate: Entry-level	74	67	739	678	91.75%
Clinical Doctorate: Post-Entry-level	4	3	52	45	86.54%
Research Doctorate	31	22	61	16	26.23%
<b>Speech-Language Pathology</b>					
Master's	251	221	6,872	6,694	97.41%
Clinical Doctorate: Post-Entry-level	3	1	15	6	40%
Research Doctorate	51	32	108	54	50%
<b>Speech and Hearing Sciences</b>					
Research Doctorate	39	26	84	38	45.24%

**Table 5-Total Number Approved for Admission by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Number Approved for Admission
	Existing Programs	Programs Responding	
<b>Audiology</b>			
Clinical Doctorate: Entry-level	74	68	1,791
Clinical Doctorate: Post-Entry-level	4	4	90
Research Doctorate	31	30	21
<b>Speech-Language Pathology</b>			
Master's	251	224	12,844
Clinical Doctorate: Post-Entry-level	3	2	12
Research Doctorate	51	46	100
<b>Speech and Hearing Sciences</b>			
Research Doctorate	39	36	85

**Table 6-Number Approved for Admission by Area of Study and Degree Type, and International vs. Non-International Status, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Number Approved for Admission			
	Existing Programs	Programs Responding	Non-International		International	
<b>Audiology</b>						
Clinical Doctorate: Entry-level	74	63	1,573	93.58%	108	6.42%
Clinical Doctorate: Post-Entry-level	4	4	64	71.11%	26	28.89%
Research Doctorate	31	23	10	50%	10	50%
<b>Speech-Language Pathology</b>						
Master's	251	208	11,544	96.04%	476	3.96%
Clinical Doctorate: Post-Entry-level	3	2	10	83.33%	2	16.67%
Research Doctorate	51	38	66	72.53%	25	27.47%
<b>Speech and Hearing Sciences</b>						
Research Doctorate	39	33	63	74.12%	22	25.88%

**Table 7-Number and Percentage of Students Offered Admission with Funding by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of			Students Offered Admission with Funding	Percentage of Students Offered Admission with Funding
	Existing Programs	Programs Responding	Students Offered Admission		
<b>Audiology</b>					
Clinical Doctorate: Entry-level	74	60	1,576	468	29.7%
Clinical Doctorate: Post-Entry-level	4	3	89	0	0%
Research Doctorate	31	15	17	14	82.35%
<b>Speech-Language Pathology</b>					
Master's	251	190	11,364	1,867	16.43%
Clinical Doctorate: Post-Entry-level	3	1	10	0	0%
Research Doctorate	51	33	86	66	76.74%
<b>Speech and Hearing Sciences</b>					
Research Doctorate	39	24	78	65	83.33%

**Table 8-Number and Percentage of Students Offered the Following Types of Funding Among Students Offered Admission with Funding by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of			Number and Percent of Students Offered Admission with Funding									
	Existing Programs	Programs Responding	Students Offered Admission With Funding	Assistantships		Extramural		Fellowships		Intramural		Scholarships	
<b>Audiology</b>													
Clinical Doctorate: Entry-level	74	54	452	197	43.58%	14	3.1%	24	5.31%	0	0%	182	40.27%
Clinical Doctorate: Post-Entry-level	4	0	—	—	—	—	—	—	—	—	—	—	—
Research Doctorate	31	8	13	8	61.54%	2	15.38%	2	15.38%	0	0%	2	15.38%
<b>Speech-Language Pathology</b>													
Master's	251	167	1,813	1106	61%	59	3.25%	129	7.12%	28	1.54%	576	31.77%
Clinical Doctorate: Post-Entry-level	3	0	—	—	—	—	—	—	—	—	—	—	—
Research Doctorate	51	26	66	42	63.64%	9	13.64%	11	16.67%	0	0%	5	7.58%
<b>Speech and Hearing Sciences</b>													
Research Doctorate	39	20	65	37	56.92%	10	15.38%	17	26.15%	1	1.54%	1	1.54%

Note: Where dashes (-) occur, no data was provided



**Table 9-Average GPA of Students Offered Admission by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Average GPA			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
<b>Audiology</b>						
Clinical Doctorate: Entry-level	74	68	3.58	3.60	3.20	3.83
<b>Speech-Language Pathology</b>						
Master's	251	225	3.59	3.65	.00	3.94

## Enrollment Tables 10-19

**Table 10-Graduate First-Year Enrollment by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Graduate First Year Enrollment
	Existing Programs	Programs Responding	
<b>Audiology</b>			
Clinical Doctorate: Entry-level	74	68	678
Clinical Doctorate: Post-Entry-level	4	4	45
Research Doctorate	31	30	35
<b>Speech-Language Pathology</b>			
Master's	251	224	6,818
Clinical Doctorate: Post-Entry-level	3	2	8
Research Doctorate	51	46	66
<b>Speech and Hearing Sciences</b>			
Research Doctorate	39	36	57

**Table 11-Graduate First-Year Enrollment by Area of Study, Degree Type and Gender, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Graduate First-Year Enrollment by Gender			
	Existing Programs	Programs Responding	Male		Female	
<b>Audiology</b>						
Clinical Doctorate: Entry-level	74	62	105	16.83%	519	83.17%
Clinical Doctorate: Post-Entry-level	4	3	6	13.33%	39	86.67%
Research Doctorate	31	22	10	30.3%	23	69.7%
<b>Speech-Language Pathology</b>						
Master's	251	198	263	4.58%	5,478	95.42%
Clinical Doctorate: Post-Entry-level	3	2	3	37.5%	5	62.5%
Research Doctorate	51	36	8	12.31%	57	87.69%
<b>Speech and Hearing Sciences</b>						
Research Doctorate	39	30	16	28.07%	41	71.93%

**Table 12-Graduate First-Year Enrollment by Area of Study, Degree Type and Race/Ethnicity, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Graduate First-Year Enrollment by Race/Ethnicity					
	Existing Programs	Programs Responding	White		Racial/Ethnic Minority Non-International		International	
<b>Audiology</b>								
Clinical Doctorate: Entry-level	74	62	518	83.01%	91	14.58%	15	2.4%
Clinical Doctorate: Post-Entry-level	4	3	28	62.22%	5	11.11%	12	26.67%
Research Doctorate	31	22	20	60.61%	5	15.15%	8	24.24%
<b>Speech-Language Pathology</b>								
Master's	251	198	4,828	84.1%	778	13.55%	135	2.35%
Clinical Doctorate: Post-Entry-level	3	2	4	50%	2	25%	2	25%
Research Doctorate	51	36	49	75.38%	6	9.23%	10	15.38%
<b>Speech and Hearing Sciences</b>								
Research Doctorate	39	30	36	63.16%	5	8.77%	16	28.07%

**Table 13-Total Enrollment by Area of Study and Degree Type, 2011-2012 Academic Year, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Total Enrollment
	Existing Programs	Programs Responding	
<b>Undergraduate</b>	255	213	34,123
<b>Audiology</b>			
Clinical Doctorate: Entry-level	74	68	2,279
Clinical Doctorate: Post-Entry-level	4	4	77
Research Doctorate	31	30	101
<b>Speech-Language Pathology</b>			
Master's	251	224	14,038
Clinical Doctorate: Post-Entry-level	3	2	56
Research Doctorate	51	46	320
<b>Speech and Hearing Sciences</b>			
Research Doctorate	39	36	322

**Table 14-Total Enrollment by Area of Study, Degree Type and Gender, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Total Enrollment by Gender			
	Existing Programs	Programs Responding	Male		Female	
<b>Undergraduate</b>	255	138	1097	5.31%	19,561	94.69%
<b>Audiology</b>						
Clinical Doctorate: Entry-level	74	59	302	15.05%	1,705	84.95%
Clinical Doctorate: Post-Entry-level	4	3	12	15.58%	65	84.42%
Research Doctorate	31	23	22	23.66%	71	76.34%
<b>Speech-Language Pathology</b>						
Master's	251	191	536	4.72%	10,828	95.28%
Clinical Doctorate: Post-Entry-level	3	1	2	22.22%	7	77.78%
Research Doctorate	51	36	39	13.64%	247	86.36%
<b>Speech and Hearing Sciences</b>						
Research Doctorate	39	31	49	17.69%	228	82.31%

**Table 15-Total Enrollment by Area of Study, Degree Type and Race/Ethnicity, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Total Enrollment by Race/Ethnicity					
	Existing Programs	Programs Responding	White		Racial/Ethnic Minority Non-International		International	
<b>Undergraduate</b>	255	138	16,259	78.71%	4,279	20.71%	120	0.58%
<b>Audiology</b>								
Clinical Doctorate: Entry-level	74	59	1,716	85.5%	215	10.71%	76	3.79%
Clinical Doctorate: Post-Entry-level	4	3	55	71.43%	7	9.09%	15	19.48%
Research Doctorate	31	23	57	61.29%	16	17.2%	20	21.51%
<b>Speech-Language Pathology</b>								
Master's	251	191	9,495	83.55%	1,624	14.29%	245	2.16%
Clinical Doctorate: Post-Entry-level	3	1	1	11.11%	5	55.56%	3	33.33%
Research Doctorate	51	36	196	68.53%	40	13.99%	50	17.48%
<b>Speech and Hearing Sciences</b>								
Research Doctorate	39	31	198	71.48%	34	12.27%	45	16.25%

**Table 16-Number of Students Enrolled with a Documented Disability by Area of Study and Degree, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Number of Students Enrolled with a Documented Disability				
	Existing Programs	Programs Responding	Sum	Mean	Median	Minimum	Maximum
<b>Undergraduate</b>	255	100	523	5.2	2	0	150
<b>Audiology</b>							
Clinical Doctorate: Entry-level	74	48	46	1.0	1	0	5
Clinical Doctorate: Post-Entry-level	4	4	1	.3	0	0	1
Research Doctorate	31	19	2	.1	0	0	1
<b>Speech-Language Pathology</b>							
Master's	251	168	240	1.4	1	0	11
Clinical Doctorate: Post-Entry-level	3	1	0	.0	0	0	0
Research Doctorate	51	31	3	.1	0	0	1
<b>Speech and Hearing Sciences</b>							
Research Doctorate	39	27	10	.4	0	0	4



**Table 17-Number of First-Year Research Doctoral Students by Area of Study and the Experiences that Immediately Preceded Their Enrollment, 2011-2012 Academic Year**

Area of Study	Number of		Immediately Following Receipt of							After Practicing in the Profession(s)/Discipline			
	Existing Programs	Programs Responding	Bachelor's Degree	Master's Degree	Clinical Doctoral Degree	While Simultaneously Enrolled in Clinical Doctoral Degree (e.g., AuD/PhD)	Immediately Following Completion of Clinical Fellowship	5 or Fewer Years	6 or More Years				
<b>Audiology</b>	31	20	4 9.8%	4 9.8%	9 22.0%	12 29.3%	0 .0%	8 19.5%	4 9.8%				
<b>Speech-Language Pathology</b>	51	33	5 5.9%	18 21.2%	0 .0%	2 2.4%	8 9.4%	30 35.3%	22 25.9%				
<b>Speech and Hearing Sciences</b>	39	29	21 19.4%	14 13.0%	2 1.9%	12 11.1%	4 3.7%	35 32.4%	20 18.5%				

**Table 18-First-Year Enrollments over Student Capacity for Admissions of Clinical Entry-level and Master’s Programs by State and Area of Study, 2011-2012 Academic Year**

State	Audiology	Speech-Language Pathology
Alabama	100%	94.49%
Arizona	86.84%	92.5%
Arkansas	100%	84.62%
California	100%	87.9%
Colorado	75%	—*
Connecticut	90%	83.08%
District of Columbia	100%	90.28%
Florida	89.36%	99.26%
Georgia	—	94.51%
Hawaii	—	91.67%
Idaho	87.5%	98.15%
Illinois	86.54%	103.27%
Indiana	53.13%	99.06%
Iowa	88.89%	102.41%
Kansas	61.11%	98.89%
Kentucky	—	104.26%
Louisiana	85%	77.48%
Maine	—	112.5%
Maryland	104.55%	102.59%
Massachusetts	40%	102.58%
Michigan	86.67%	103.05%
Minnesota	44.44%	101%
Mississippi	100%	92.93%

State	Audiology	Speech-Language Pathology
Missouri	120.83%	101.67%
Montana	—	108.7%
Nebraska	87.5%	98.57%
Nevada	—	96%
New Hampshire	—	105.56%
New Jersey	120%	45.39%
New Mexico	—	108.64%
New York	71.43%	95.78%
North Carolina	66.67%	93.15%
North Dakota	—	95.56%
Ohio	94%	112.59%
Oklahoma	100%	102%
Oregon*	—	126.36%
Pennsylvania	115.38%	94.63%
Puerto Rico	—	100%
Rhode Island	—	86.96%
South Carolina	—	92.86%
South Dakota	120%	128%
Tennessee	131.91%	113.6%
Texas	93.55%	92.01%
Utah	95%	102.44%
Vermont	—	93.33%
Virginia	87.5%	112.34%
Washington	100%	101.68%
West Virginia	75%	77.36%

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State	Audiology	Speech-Language Pathology
<b>Wisconsin</b>	106.67%	96.21%
<b>Wyoming</b>	—	100%

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Note: Where dashes (-) occur, no program available

\*Data entry error for first year enrollments at one Colorado institution

\*\*Audiology program in Oregon was in accreditation candidacy review status at the time of the CSD Education Survey fielding

**Table 19-Number and Percentage of Programs that Rated Factors Impacting Enrollment by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study, Degree and Factors Impacting Enrollment	Number and Percent							
	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
<b>Audiology</b>								
<b>Clinical Doctorate: Entry-level</b>								
Insufficient number of faculty	41	60.3%	16	23.5%	4	5.9%	7	10.3%
Competing demands on faculty time	36	52.9%	19	27.9%	7	10.3%	6	8.8%
Faculty expertise not available	56	82.4%	9	13.2%	2	2.9%	1	1.5%
Insufficient clinical placements	40	58.8%	15	22.1%	8	11.8%	5	7.4%
Insufficient number of qualified candidates applying	47	69.1%	14	20.6%	5	7.4%	2	2.9%
Insufficient student funding	15	22.1%	25	36.8%	18	26.5%	10	14.7%
Insufficient space (e.g. lab, classroom)	49	72.1%	12	17.6%	5	7.4%	2	2.9%
<b>Clinical Doctorate: Post-Entry-level</b>								
Insufficient number of faculty	3	75.0%	—	—	—	—	1	25.0%
Competing demands on faculty time	2	50.0%	1	25.0%	1	25.0%	—	—
Faculty expertise not available	3	75.0%	1	25.0%	—	—	—	—
Insufficient clinical placements	4	100.0%	—	—	—	—	—	—
Insufficient number of qualified candidates applying	—	—	1	25.0%	1	25.0%	2	50.0%
Insufficient student funding	—	—	—	—	3	75.0%	1	25.0%
Insufficient space (e.g. lab, classroom)	4	100.0%	—	—	—	—	—	—
<b>Research Doctorate</b>								
Insufficient number of faculty	14	46.7%	5	16.7%	3	10.0%	8	26.7%
Competing demands on faculty time	11	36.7%	9	30.0%	7	23.3%	3	10.0%
Faculty expertise not available	15	50.0%	6	20.0%	6	20.0%	3	10.0%
Insufficient clinical placements	26	86.7%	3	10.0%	1	3.3%	—	—
Insufficient number of qualified candidates applying	9	30.0%	9	30.0%	3	10.0%	9	30.0%
Insufficient student funding	8	26.7%	5	16.7%	11	36.7%	6	20.0%
Insufficient space (e.g. lab, classroom)	21	70.0%	8	26.7%	—	—	1	3.3%

Area of Study, Degree and Factors Impacting Enrollment	Number and Percent							
	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
<b>Speech-Language Pathology</b>								
<b>Master's</b>								
Insufficient number of faculty	128	56.9%	49	21.8%	29	12.9%	19	8.4%
Competing demands on faculty time	106	47.1%	61	27.1%	44	19.6%	14	6.2%
Faculty expertise not available	193	85.8%	22	9.8%	10	4.4%	—	—
Insufficient clinical placements	120	53.3%	52	23.1%	35	15.6%	18	8.0%
Insufficient number of qualified candidates applying	213	94.7%	9	4.0%	2	.9%	1	.4%
Insufficient student funding	94	41.8%	71	31.6%	48	21.3%	12	5.3%
Insufficient space (e.g. lab, classroom)	144	64.0%	48	21.3%	23	10.2%	10	4.4%
<b>Clinical Doctorate: Post-Entry-level</b>								
Insufficient number of faculty	1	50.0%	—	—	1	50.0%	—	—
Competing demands on faculty time	1	50.0%	1	50.0%	—	—	—	—
Faculty expertise not available	2	100.0%	—	—	—	—	—	—
Insufficient clinical placements	1	50.0%	—	—	—	—	1	50.0%
Insufficient number of qualified candidates applying	1	50.0%	1	50.0%	—	—	—	—
Insufficient student funding	—	—	1	50.0%	—	—	1	50.0%
Insufficient space (e.g. lab, classroom)	2	100.0%	—	—	—	—	—	—
<b>Research Doctorate</b>								
Insufficient number of faculty	26	56.5%	13	28.3%	4	8.7%	3	6.5%
Competing demands on faculty time	21	45.7%	15	32.6%	9	19.6%	1	2.2%
Faculty expertise not available	25	54.3%	13	28.3%	7	15.2%	1	2.2%
Insufficient clinical placements	44	95.7%	1	2.2%	1	2.2%	—	—
Insufficient number of qualified candidates applying	15	32.6%	12	26.1%	13	28.3%	6	13.0%
Insufficient student funding	13	28.3%	12	26.1%	9	19.6%	12	26.1%
Insufficient space (e.g. lab, classroom)	37	80.4%	9	19.6%	—	—	—	—

Area of Study, Degree and Factors Impacting Enrollment	Number and Percent							
	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
<b>Speech and Hearing Sciences</b>								
<b>Research Doctorate</b>								
Insufficient number of faculty	19	52.8%	11	30.6%	4	11.1%	2	5.6%
Competing demands on faculty time	17	47.2%	12	33.3%	4	11.1%	3	8.3%
Faculty expertise not available	23	63.9%	5	13.9%	7	19.4%	1	2.8%
Insufficient clinical placements	35	97.2%	—	—	—	—	1	2.8%
Insufficient number of qualified candidates applying	9	25.0%	10	27.8%	11	30.6%	6	16.7%
Insufficient student funding	15	41.7%	5	13.9%	8	22.2%	8	22.2%
Insufficient space (e.g. lab, classroom)	29	80.6%	6	16.7%	—	—	1	2.8%

Note: Where dashes (-) occur, no data was provided

## Graduation Tables 20-23

**Table 20-Total Number of Degrees Granted by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Total Number of Degrees Granted
	Existing Programs	Programs Responding	
<b>Undergraduate</b>	255	212	9,093
<b>Audiology</b>			
Clinical Doctorate: Entry-level	74	68	494
Clinical Doctorate: Post-Entry-level	4	4	33
Research Doctorate	31	30	17
<b>Speech-Language Pathology</b>			
Master's	251	224	6,340
Clinical Doctorate: Post-Entry-level	3	2	9
Research Doctorate	51	46	53
<b>Speech and Hearing Sciences</b>			
Research Doctorate	39	36	52



**Table 21-Total Number of Degrees Granted by Area of Study, Degree Type and Gender, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Total Number of Degrees Granted			
	Existing Programs	Programs Responding	Male		Female	
<b>Undergraduate</b>	255	146	325	5.46%	5,628	94.54%
<b>Audiology</b>						
Clinical Doctorate: Entry-level	74	58	64	14.55%	376	85.45%
Clinical Doctorate: Post-Entry-level	4	3	5	15.15%	28	84.85%
Research Doctorate	31	18	5	41.67%	7	58.33%
<b>Speech-Language Pathology</b>						
Master's	251	192	207	3.86%	5,158	96.14%
Clinical Doctorate: Post-Entry-level	3	0	—	—	—	—
Research Doctorate	51	29	8	17.78%	37	82.22%
<b>Speech and Hearing Sciences</b>						
Research Doctorate	39	29	10	20%	40	80%

Note: Where dashes (-) occur, no data was provided

**Table 22-Total Number of Degrees Granted by Area of Study, Degree Type and Race/Ethnicity, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Total Number of Degrees Granted					
	Existing Programs	Programs Responding	White		Racial/Ethnic Minority Non-International		International	
<b>Undergraduate</b>	255	146	4,623	77.66%	1,298	21.8%	32	0.54%
<b>Audiology</b>								
Clinical Doctorate: Entry-level	74	58	383	87.05%	42	9.55%	15	3.41%
Clinical Doctorate: Post-Entry-level	4	3	26	78.79%	2	6.06%	5	15.15%
Research Doctorate	31	18	9	75%	1	8.33%	2	16.67%
<b>Speech-Language Pathology</b>								
Master's	251	192	4,505	83.97%	700	13.05%	160	2.98%
Clinical Doctorate: Post-Entry-level	3	0	—	—	—	—	—	—
Research Doctorate	51	29	36	80%	2	4.44%	7	15.56%
<b>Speech and Hearing Sciences</b>								
Research Doctorate	39	29	33	66%	5	10%	12	24%

Note: Where dashes (-) occur, no data was provided

**Table 23-Number of Research Doctoral Degrees Granted by Area of Study and Primary Area or Specialty, 2011-2012 Academic Year**

Area of Study and Primary Area or Specialty	Number of		
	Existing Programs	Programs Responding	Research Doctoral Degrees Granted
<b>Audiology</b>	31	30	
Hearing and Balance Disorders			5
Phonology/Articulation			0
Voice			1
Other SLP			0
Language Sciences			0
Speech Sciences			0
Hearing Sciences			1
Other Sciences			0
Audiologic Assessment			1
Hearing Loss Prevention			0
Treatment (AR, Balance, Hearing Aids, Cochlear Implants)			5
Other Audiology			2
Adult Neurogenics			0
Child Language			0
Dysphagia			2
Fluency			0
<b>Speech-Language Pathology</b>	51	46	
Hearing and Balance Disorders			0
Phonology/Articulation			4
Voice			4
Other SLP			3
Language Sciences			1
Speech Sciences			2
Hearing Sciences			0
Other Sciences			1

Area of Study and Primary Area or Specialty	Number of		
	Existing Programs	Programs Responding	Research Doctoral Degrees Granted
Audiologic Assessment			0
Hearing Loss Prevention			0
Treatment (AR, Balance, Hearing Aids, Cochlear Implants)			0
Other Audiology			0
Adult Neurogenics			14
Child Language			21
Dysphagia			1
Fluency			2
<b>Speech and Hearing Sciences</b>	<b>39</b>	<b>36</b>	
Hearing and Balance Disorders			0
Phonology/Articulation			2
Voice			5
Other SLP			1
Language Sciences			7
Speech Sciences			5
Hearing Sciences			5
Other Sciences			1
Audiologic Assessment			0
Hearing Loss Prevention			0
Treatment (AR, Balance, Hearing Aids, Cochlear Implants)			2
Other Audiology			2
Adult Neurogenics			5
Child Language			9
Dysphagia			4
Fluency			4

## First Employment Tables 24-25

**Table 24-First Employment for Clinical Entry-level and Post Entry-level Degree Graduates by Area of Study, Employment Setting and In-State vs. Out-Of-State Status, 2011-2012 Academic Year**

Area of Study, Degree and Employment Setting	Number of					Total
	Existing Programs	Programs Responding	In State	Out Of State	Unknown Location	
<b>Audiology</b>						
<b>Clinical Doctorate: Entry-level</b>						
Healthcare setting (including private practice)	74	68	149	174	9	357
School setting (K-12)	74	68	5	5	0	12
College/university	74	68	8	7	0	16
Unknown setting	74	68	2	6	14	27
Other setting	74	68	6	9	3	20
Not employed	74	68	5	3	4	12
<b>Clinical Doctorate: Post-Entry-level</b>						
Healthcare setting (including private practice)	4	4	2	30	0	32
School setting (K-12)	4	4	1	0	0	1
College/university	4	4	0	0	0	0
Unknown setting	4	4	0	0	0	0
Other setting	4	4	0	0	0	0
Not employed	4	4	0	0	0	0
<b>Speech-Language Pathology</b>						
<b>Master's</b>						
Healthcare setting (including private practice)	251	224	1,335	533	101	2,053
School setting (K-12)	251	224	1,558	540	106	2,272
College/university	251	224	6	9	0	15
Unknown setting	251	224	285	67	356	1,001
Other setting	251	224	139	53	23	217
Not employed	251	224	64	14	10	100
<b>Clinical Doctorate: Post-Entry-level</b>						
Healthcare setting (including private practice)	3	2	1	0	0	1
School setting (K-12)	3	2	1	1	0	2
College/university	3	2	0	2	0	2
Unknown setting	3	2	0	0	0	3
Other setting	3	2	1	0	0	1
Not employed	3	2	0	0	0	0

**Table 25-First Employment for Research Doctoral Degree Graduates by Area of Study and Employment Setting, 2011-2012 Academic Year**

Area of Study, Degree and Employment Setting	Number of		
	Existing Programs	Programs Responding	Graduates
<b>Audiology</b>			
<b>Research Doctorate</b>			
Academic faculty position	31	16	8
Clinical faculty position	31	16	5
Clinical position	31	16	4
Administrative position	31	16	1
Research position	31	16	3
Unknown	31	16	2
Other	31	16	0
Not employed	31	16	0
<b>Speech-Language Pathology</b>			
<b>Research Doctorate</b>			
Academic faculty position	51	29	26
Clinical faculty position	51	29	3
Clinical position	51	29	7
Administrative position	51	29	3
Research position	51	29	5
Unknown	51	29	1
Other	51	29	1
Not employed	51	29	0
<b>Speech and Hearing Sciences</b>			
<b>Research Doctorate</b>			
Academic faculty position	39	25	19
Clinical faculty position	39	25	2
Clinical position	39	25	3
Administrative position	39	25	2
Research position	39	25	18
Unknown	39	25	1
Other	39	25	3
Not employed	39	25	3

## Clinical Practicum Tables 26-28

**Table 26-Number and Percentage of Programs that Require Thesis for Conferral of the Graduate Degree by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Number and Percent of Programs that Require Thesis for Conferral of the Graduate Degree	
	Existing Programs	Programs Responding		
<b>Audiology</b>				
Clinical Doctorate: Entry-level	74	68	3	4.4%
Clinical Doctorate: Post-Entry-level	4	4	0	.0%
Research Doctorate	31	30	0	.0%
<b>Speech-Language Pathology</b>				
Master's	251	225	69	30.7%
Clinical Doctorate: Post-Entry-level	3	2	0	.0%
Research Doctorate	51	46	0	.0%
<b>Speech and Hearing Sciences</b>				
Research Doctorate	39	36	1	2.8%

**Table 27-Average Number of Graduate Practicum Hours Obtained at On-Campus Sites by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Average Number of Graduate Practicum Hours Obtained at On-Campus Sites
	Existing Programs	Programs Responding	
<b>Audiology</b>			
Clinical Doctorate: Entry-level	74	68	323.2
<b>Speech-Language Pathology</b>			
Master's	251	225	125.6



**Table 28-Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites
	Existing Programs	Programs Responding	
<b>Audiology</b>			
Clinical Doctorate: Entry-level	74	68	1809.2
<b>Speech-Language Pathology</b>			
Master's	251	225	313.1

## Time to Degree Tables 29-32

**Table 29-Average Time to Degree in Quarters by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Average Time to Degree in Quarters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
<b>Audiology</b>						
Clinical Doctorate: Entry-level	74	5	14.8	15	12	16
Clinical Doctorate: Post-Entry-level	4	1	8.0	8	8	8
<b>Speech-Language Pathology</b>						
Master's	251	13	7.2	7	5	8
Clinical Doctorate: Post-Entry-level	3	—	—	—	—	—

Note: Where dashes (-) occur, no data was provided

**Table 30-Average Time to Degree in Semesters by Area of Study and Degree Type, 2011-2012 Academic Year**

Area of Study and Degree	Number of		Average Time to Degree in Semesters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
<b>Audiology</b>						
Clinical Doctorate: Entry-level	74	63	10.9	11	8	12
Clinical Doctorate: Post-Entry-level	4	3	7.0	5	5	11
<b>Speech-Language Pathology</b>						
Master's	251	212	5.6	5	4	44
Clinical Doctorate: Post-Entry-level	3	2	13.5	14	12	15

Note: Where dashes (-) occur, no data was provided

**Table 31-Number of Graduates Who Completed the Research Doctoral Degree Requirements within the Following Time Frames by Area of Study, 2011-2012 Academic Year**

Area of Study	Number of		Number of Years							
	Existing Programs	Programs Responding	1-3		4-6		7-10		More than 10	
<b>Audiology</b>	31	18	0	.0%	28	96.6%	1	3.4%	0	0.0%
<b>Speech-Language Pathology</b>	51	32	7	13.5%	32	61.5%	13	25.0%	0	0.0%
<b>Speech and Hearing Sciences</b>	39	26	1	2.0%	40	78.4%	9	17.6%	1	2.0%

**Table 32-Number of Research Doctoral Students "Officially Dropped Out" of the Degree Program When the Following Requirements Were Unfulfilled By Area of Study, 2011-2012 Academic Year**

Area of Study	Number of		Number When the Following Requirements Were Unfulfilled		
	Existing Programs	Programs Responding	Academic Coursework, Comprehensive Exams, Dissertation	Comprehensive Exams, Dissertation	Dissertation Only
<b>Audiology</b>	31	17	2	2	0
<b>Speech-Language Pathology</b>	51	30	10	3	2
<b>Speech and Hearing Sciences</b>	39	23	9	0	3

## Administrative Location

**Table 33-Administrative Location of Programs within Institutions by Area of Study, 2011-2012 Academic Year**

Administrative Location of CSD Degree Programs within the Institution																
Area of Study	Allied Health Health Sciences; Health Professions; Public Health		Arts; Sciences; Humanities; Social and Behavioral Sciences		Audiology; Speech-Language Pathology; Communication Disorders		Communication; Fine Arts		Education		Medicine		Professional Programs/ Studies		Other	
<b>Audiology</b>	33	45.2%	21	28.8%	7	9.6%	2	2.7%	3	4.1%	4	5.5%	1	1.4%	2	2.7%
<b>Speech-Language Pathology</b>	94	41.8%	62	27.6%	10	4.4%	5	2.2%	46	20.4%	5	2.2%	3	1.3%	—	—
<b>Speech and Hearing Sciences</b>	15	41.7%	13	36.1%	2	5.6%	2	5.6%	1	2.8%	2	5.6%	1	2.8%	—	—

Note: 252 out of 299 (84%) of institutions responded. Where dashes (-) occur, no data was provided.

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## Post-Doctoral Appointments

**Table 34-Number of Post-Doctoral Appointments Available and Filled, 2011-2012 Academic Year**

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Number of Existing Institutions	Number of Institutions Responding	Total Number of Post-Doctoral Appointments Available	Total Number of Post-Doctoral Appointments Filled
299	28	69	58

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Note: 252 of the 299 (84%) institutions provided data.

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## Faculty Tables 35-38

**Table 35-Total Number of Academic and Clinical Faculty Who Were Employed, 2011-2012  
Academic Year**

Employed	Academic Faculty	Clinical Faculty	Total
<b>Full-time</b>	1843	921	2764
<b>Part Time</b>	788	842	1630
<b>Total</b>	2631	1763	4394

Note: 252 of the 299 (84%) institutions provided data.



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**Table 36-Total Number of Faculty with Research Doctoral Degrees by Area of Study, 2011-2012 Academic Year**

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Research Doctoral Degree by Area of Study	Number of Faculty
<b>Audiology</b>	337
<b>Speech Language Pathology</b>	1013
<b>Speech/Language Science</b>	166
<b>Hearing Science</b>	84
<b>Other</b>	148
<b>Total</b>	1748

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Note: 252 of the 299 (84%) institutions provided data.

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**Table 37-Total Number of Full-time Faculty Openings, 2011-2012 Academic Year**

Area of Study	Academic Year (2011-2012)	Academic Year (2012-2013)	5 Year Projected (2012-2017)	Row Total
<b>Audiology</b>	27	29	93	149
<b>Speech Language Pathology</b>	135	135	272	542
<b>Speech Sciences</b>	7	13	28	48
<b>Hearing Sciences</b>	3	6	15	24
<b>Total</b>	172	183	408	763

Note: 252 of the 299 (84%) institutions provided data.

**Table 38-Number of Faculty Searches and Positions Filled by Area of Study, 2011-2012 Academic Year**

Area of Study	Total Number of Searches Conducted	Filled with Full-Time Faculty Who Hold				Master's in CSD	Filled with Part-Time Personnel with or without Research Doctorate(s)	Unfilled	Total Number of Positions Filled
		Research Doctorate(s) in CSD	Research Doctorate(s) in Another Discipline	Clinical Doctorate(s) in CSD					
<b>Audiology</b>	52	35	2	10	2	2	8	59	
<b>Speech-Language Pathology</b>	167	104	11	4	22	39	38	218	
<b>Hearing Science</b>	3	0	3	0	0	0	2	5	
<b>Speech-Language Science</b>	11	3	2	0	3	0	10	18	

Note: 252 of the 299 (84%) institutions provided data.

## Grants and Contracts Tables 39-40

**Table 39-Total Number and Dollar Amount of Federally Funded Research and Personnel Preparation Grants and Contracts by State, 2011-2012 Academic Year**

State	Number of			Total \$ Amount of Research Grants	Number of Personnel Preparation Grants	Total \$ Amount of Personnel Preparation Grants
	Existing Institutions	Institutions Responding	Research Grants			
Alabama	6	3	4	\$3,594,940	0	\$0
Arizona	4	2	29	\$14,132,579	0	\$0
Arkansas	6	1	1	\$59,000	0	\$0
California	18	4	0	\$0	4	\$900,000
Colorado	3	—	—	—	—	—
Connecticut	2	2	1	\$156,114	0	\$0
District of Columbia	4	3	11	\$1,465,312	2	\$450,000
Florida	8	3	6	\$759,381	2	\$425,580
Georgia	5	1	1	\$2,459,822	0	\$0
Hawaii	1	1	1	\$100,000	0	\$0
Idaho	1	1	0	\$0	0	\$0
Illinois	13	8	31	\$9,780,268	1	\$783,198
Indiana	7	2	46	\$9,885,234	1	\$275,000
Iowa	3	2	17	\$5,596,708	0	\$0
Kansas	4	3	20	\$3,178,330	0	\$0
Kentucky	6	3	1	\$170,000	2	\$4,000,000
Louisiana	10	2	0	\$0	1	\$799,999
Maine	1	—	—	—	—	—
Maryland	3	2	6	\$1,021,155	0	\$0
Massachusetts	9	5	16	\$4,254,465	2	\$426,961
Michigan	8	3	8	\$1,945,505	0	\$0
Minnesota	5	1	7	\$700,000	0	\$0
Mississippi	5	2	0	\$0	1	\$210,000
	9	3	2	\$201,308	0	\$0

State	Number of			Total \$ Amount of Research Grants	Number of Personnel Preparation Grants	Total \$ Amount of Personnel Preparation Grants
	Existing Institutions	Institutions Responding	Research Grants			
Missouri						
Montana	1	1	0	\$0	0	\$0
Nebraska	3	—	—	—	—	—
Nevada	1	1	1	\$500,000	0	\$0
New Hampshire	1	1	0	\$0	0	\$0
New Jersey	5	—	—	—	—	—
New Mexico	3	2	1	\$430,475	0	\$0
New York	34	8	5	\$778,202	8	\$1,454,996
North Carolina	8	5	17	\$15,644,592	8	\$100,000
North Dakota	2	—	—	—	—	—
Ohio	13	8	21	\$3,035,470	4	\$2,514,628
Oklahoma	6	1	2	\$250,000	0	\$0
Oregon	4	1	5	\$269,062	2	\$46,000
Pennsylvania	17	8	56	\$11,771,308	11	\$2,667,467
Puerto Rico	3	—	—	—	—	—
Rhode Island	2	—	—	—	—	—
South Carolina	4	1	4	\$7,351,611	1	\$790,900
South Dakota	2	—	—	—	—	—
Tennessee	6	4	24	\$9,193,197	4	\$1,545,372
Texas	18	5	295	\$139,815,746	2	\$500,000
Utah	3	2	4	\$2,200,000	4	\$300,000
Vermont	1	—	—	—	—	—
Virginia	6	1	4	\$0	0	\$0
Washington	4	1	25	\$2,400,000	0	\$0
West Virginia	2	—	—	—	—	—
Wisconsin	8	2	1	\$30,000	0	\$0
Wyoming	1	1	0	\$0	0	\$0
<b>Total</b>	299	110	673	\$253,129,784	60	\$18,190,101

**Table 40-Total Number and Dollar Amount of State Funded Research Grants and Contracts by State, 2011-2012 Academic Year**

State	Number of			Total \$ Amount of Research Grants	Number of Personnel Preparation Grants	Total \$ Amount of Personnel Preparation Grants
	Existing Institutions	Institutions Responding	Research Grants			
Alabama	6	2	1	\$43,200	0	\$0
Arizona	4	3	1	\$50,000	1	\$151,784
Arkansas	6	1	0	\$0	1	\$30,500
California	18	1	0	\$0	0	\$0
Colorado	3	—	—	—	—	—
Connecticut	2	1	0	\$0	0	\$0
District of Columbia	4	—	—	—	—	—
Florida	8	1	0	\$0	0	\$0
Georgia	5	—	—	—	—	—
Hawaii	1	—	—	—	—	—
Idaho	1	1	1	\$10,000	0	\$0
Illinois	13	2	0	\$0	0	\$0
Indiana	7	—	—	—	—	—
Iowa	3	1	0	\$0	0	\$0
Kansas	4	1	0	\$0	0	\$0
Kentucky	6	2	0	\$0	0	\$0
Louisiana	10	1	0	\$0	0	\$0
Maine	1	—	—	—	—	—
Maryland	3	2	0	\$0	1	\$75,000
Massachusetts	9	—	—	—	—	—
Michigan	8	1	0	\$0	0	\$0
Minnesota	5	—	—	—	—	—
Mississippi	5	1	0	\$0	0	\$0
Missouri	9	2	2	\$8,439	0	\$0
Montana	1	1	0	\$0	0	\$0

State	Number of			Total \$ Amount of Research Grants	Number of Personnel Preparation Grants	Total \$ Amount of Personnel Preparation Grants
	Existing Institutions	Institutions Responding	Research Grants			
Nebraska	3	1	1	\$37,000	0	\$0
Nevada	1	—	—	—	—	—
New Hampshire	1	1	0	\$0	0	\$0
New Jersey	5	1	0	\$0	1	\$160,000
New Mexico	3	—	—	—	—	—
New York	34	4	0	\$0	0	\$0
North Carolina	8	3	8	\$1,632,580	0	\$0
North Dakota	2	1	0	\$0	0	\$0
Ohio	13	4	3	\$75,517	1	\$132,000
Oklahoma	6	1	0	\$0	0	\$0
Oregon	4	1	0	\$0	0	\$0
Pennsylvania	17	7	13	\$922,656	0	\$0
Puerto Rico	3	—	—	—	—	—
Rhode Island	2	—	—	—	—	—
South Carolina	4	1	0	\$0	0	\$0
South Dakota	2	—	—	—	—	—
Tennessee	6	3	2	\$100,000	1	\$34,000
Texas	18	4	25	\$13,642,499	1	\$117,586
Utah	3	1	0	\$0	1	\$30,000
Vermont	1	1	0	\$0	1	\$103,904
Virginia	6	4	1	\$0	3	\$44,995
Washington	4	1	1	\$50,000	0	\$0
West Virginia	2	1	0	\$0	0	\$0
Wisconsin	8	1	1	\$9,993	0	\$0
Wyoming	1	1	0	\$0	0	\$0
<b>Total</b>	299	66	60	\$16,581,884	12	\$879,769

Note: 252 of the 299 (84%) institutions provided data. Where dashes (-) occur, no data was provided.