Communication Sciences and Disorders Education Trend Data
2008-2009 to 2013-2014

Median Capacity for Admissions (Absolute Numbers)

Data for 2008-2009 to 2013-2014 indicate that the median capacity for admissions has remained relatively stable for both audiology clinical doctorate entry-level programs and speech-language pathology (SLP) master’s programs. The median student capacity for audiology programs has remained between 10 and 12 in the last six years, ranging from 5 to 28 in the most recent academic year (2013-2014). The median student capacity for SLP programs has remained between 28 and 31 between 2008-2009 and 2013-2014 and ranged from 11 to 240 in 2013-2014.

Data on student capacity in CSD research doctorate programs was first collected in the 2010-2011 academic year. The median student capacity for research doctorate programs has been flat for the last four academic years. The median student capacity for admissions for audiology research doctorate programs was 2 with a range of 1 to 10. The median student capacity for admissions for SLP research doctorate programs was 3 with a range of 1 to 8. The median student capacity for admissions for speech and hearing science research doctorate programs also was 3 with a range of 1 to 7.

The data in this report were gathered through the annual Communication Sciences and Disorders (CSD) Education Survey. The number of institutions responding to the survey varies from year-to-year. Data in this report reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs. For more information on the CSD Education Survey National Aggregate Data Tables, visit http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/ or contact academicaffairs@asha.org.
Communication Sciences and Disorders Education Trend Data
2008-2009 to 2013-2014

Percent Filled Capacity (First Year Enrollment Over Capacity)

First year enrollment over student capacity for audiology clinical doctorate entry-level programs has averaged 91.8% between 2008-2009 and 2013-2014. For speech-language pathology (SLP) master’s programs, first year enrollment student capacity has remained close to, and twice exceeded, 100%.

First year enrollment over student capacity for CSD research doctoral programs ranged from 30.6% in the 2009-2010 to 45.4% in 2013-2014; averaging 42.1% over the six-year period. The first year enrollments over student capacity for audiology research doctoral programs in 2013-2014 was 16.7%; 41.6% for speech-language pathology research doctoral programs, and 67.0% for speech and hearing science research doctoral programs.

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Total enrollment for audiology clinical doctorate entry-level programs reached 2,797 in the 2013-2014 academic year, an 11.0% percent change over 2010-2011. Total enrollment for speech-language pathology (SLP) master's programs has continued to show an increase between 2010-2011 and 2013-2014, reaching 17,853 in the most recent academic year. Data for 2013-2014 reflect a 17.8% percent change over 2010-2011 total enrollments.

Total enrollment in CSD research doctoral programs for 2010-2011 to 2013-2014 shows some fluctuation from year to year. Total enrollment was 882 in the most recent academic year, down from 977 in 2012-2013. The total enrollment in audiology research doctoral programs was 66, in speech-language pathology research doctoral programs 327, and 417 in speech and hearing science research doctoral programs (data for the areas of study within research doctoral programs have not been extrapolated to 100% of programs responding unlike other data included in this report).

The data in this report were gathered through the annual Communication Sciences and Disorders (CSD) Education Survey. The number of institutions submitting data varies from year-to-year. Data in this report have been extrapolated to 100% of existing programs. For entry-level degree programs, data were extrapolated across all programs. For research doctoral programs, data were stratified by the size of the program in terms of total enrollment. For more information on the CSD Education Survey National Aggregate data tables, visit http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/ or contact academicaffairs@asha.org.
Communication Sciences and Disorders Education Trend Data
2010-11 to 2013-2014

Minority and Male Student Enrollment

The percentage of minorities enrolled in audiology clinical doctorate entry-level programs has remained relatively stable between the 2010-2011 and 2013-2014 academic years, reaching a high of 11.7% in 2012-2013. The percentage of minorities in speech-language pathology master’s programs and CSD research doctoral programs has shown a moderate increase over the same time period. Minorities comprised 10.1% of audiology entry-level program enrollment, 15.8% of speech-language pathology program enrollment and 15.6% of CSD research doctoral program enrollment in the 2013-2014 academic year.

The percentage of males enrolled in audiology clinical doctorate entry-level programs has increased from 13.9% in 2010-2011 to 15.3% in 2013-2014, while the percentage of males in speech-language pathology master’s programs has averaged 4.6% over the four-year period. For research doctoral programs, the percentage of males has increased from 16.8% in 2011-2012 to 25.4% in 2013-2014. In the most recent academic year, the percentage of males enrolled in audiology research doctoral programs was 23.4%, 14.9% in speech-language pathology research doctoral programs, and 23.9% in speech and hearing science research doctoral programs.

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The number of audiology clinical doctorate entry-level degrees granted increased from 502 in 2008-2009 to 617 in 2013-2014, a 22.9% percent change. The number of speech-language pathology master’s degrees granted increased from 6,441 in 2008-2009 to 7,743 in 2013-2014, a 20.2% percent change.

The number of CSD research doctoral degrees granted reached a high of 201 in 2013-2014; a 60.8% percent increase from 2008-2009. Not extrapolating to 100% of programs reporting, there were 30 audiology research doctoral degrees granted in 2013-2014, 46 speech-language pathology research doctoral degrees granted, and 107 speech and hearing science research doctoral degrees granted.

The data in this report were gathered through the annual Communication Sciences and Disorders (CSD) Education Survey. The number of institutions submitting data varies from year-to-year. Data in this report have been extrapolated to 100% of existing programs. For entry-level degree programs, data were extrapolated across all programs. For research doctoral programs, data were stratified by the size (small and large) of the program in terms of total enrollment. For more information on the CSD Education Survey National Aggregate Data Tables, visit http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/ or contact academicaffairs@asha.org.
Communication Sciences and Disorders Education Trend Data  
2010-2011 to 2013-2014

Undergraduate Enrollment and Degrees Granted  
(Extrapolated to 100% of Programs Reporting)

Total Enrollment

- Total enrollment for undergraduate communication sciences and disorders programs was 42,055 in the 2013-2014 academic year, a 5.6% percent decrease over 2012-2013 and a 21.5% percent increase over 2010-2011.

Degrees Granted

- There were 11,101 undergraduate communication sciences and disorders degrees granted in 2013-2014, a 1.6% increase over 2012-2013 and an 11.8% increase over 2010-2011.

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Communication Sciences and Disorders Education Trend Data
2010-2011 to 2013-2014

First Employment for Research Doctoral Graduates (Percentages)

The percentage of research doctoral graduates pursuing a faculty or academic position as their first employment decreased from 41.1% in 2010-2011 to 31.6% in 2013-2014; a -23.1% percent change. Those taking a clinical position in an academic setting has dropped from 7.0% in 2010-2011 to 3.8% in 2013-2014. Almost 22% of new research doctoral graduates held a research position in 2013-2014 and 27.8% held a postdoctoral position.

Note that the CSD Education Survey did not include the “postdoctoral position” and “postponed employment” response options in 2011-2012. These categories have been included in subsequent surveys to monitor trends in these areas.

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The total number of faculty in CSD programs increased from 4,394 in 2011-2012 to 4,863 in 2013-2014. Note that these data reflect 84.0% of programs reporting in 2011-2012 and 93.0% reporting in 2013-2014, which may account for some of the difference in numbers.

The proportion of academic faculty to clinical faculty remained about the same over the three years. Of the total, 59.9% were academic faculty in 2011-2012 and 60.3% were academic faculty in 2013-2014.

The number of faculty with research doctoral degrees increased from 1,748 in 2011-2012 to 2,028 in 2013-2014. Again, note that these data reflect 84.0% of programs reporting in 2011-2012 and 93.0% reporting in 2013-2014, which may account for some of the difference in numbers.

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