



CSD
Education
Survey

Communication Sciences and Disorders (CSD)
Education Survey
National Aggregate Data Report
2022–2023 Academic Year

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 CSD discipline. Much of the data are also published on individual institution profiles in [EdFind](#), ASHA's online searchable directory. Trend data are available at <https://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>.

Data and Methods

The data contained in the national aggregate data tables were collected between August 1, 2023, and November 6, 2023, via the *CSD Education Survey*, which was electronically distributed to 358 higher education institutions with undergraduate and graduate CSD degree programs. Data were collected for academic year (AY) Fall 2022 through Summer 2023 for the 50 U.S. states, the District of Columbia, and Puerto Rico. Data in the tables are based on the actual numbers provided by academic institutions that completed and submitted the survey; no statistical extrapolation was conducted.

The academic program directors or chairs were asked to indicate the CSD degree programs available at their respective institutions first. The survey system then assigned sections and questions to the institution's survey on the basis of 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.

The survey contained eight sections with 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 the select questions applicable to each degree program.

Response Rate

A total of 358 academic institutions received the *2023 CSD Education Survey*, and 323 of those institutions completed and submitted data—representing a 90% response rate. Academic programs were contacted via email during the open period to encourage participation.

Among the institutions that completed the *2023 CSD Education Survey*, data were provided by the following:

- Undergraduate programs with a major in the field of CSD—89% (249 of 279)
- Clinical entry-level master's programs in speech-language pathology—92% (286 of 311)
- Clinical entry-level doctoral programs in audiology—96% (77 of 80)
- Post-entry-level clinical doctoral programs in audiology—100% (1 of 1)
- Post-entry-level clinical doctoral programs in speech-language pathology—89% (8 of 9)
- Research doctoral programs in audiology, speech-language pathology, and/or speech, language, and hearing sciences—96% (77 of 80)

Content of National Aggregate Data Report

Degree Program

Data were collected for undergraduate, master's, entry-level clinical doctoral (e.g., AuD), post–entry-level clinical doctoral (e.g., SLPD), and research doctoral (e.g., PhD) degree programs in CSD. The number of programs was determined through information provided by program directors or chairs in the program selection portion of the electronic survey. A search of ASHA's database and institutional websites was conducted for institutions that did not submit the survey to determine the number and types of degree programs offered at each institution. Research doctoral degree programs may reflect multiple areas of study (e.g., audiology, speech-language pathology, and/or speech, language, and hearing sciences) at one institution.

Gender, Race and Ethnicity, International Status, and Language Use

Respondents were asked to supply data on students' (a) gender, (b) race and ethnicity, (c) international status, and (d) language use. The number of programs responding may be fewer than in other tables, as some institutions indicated that they are prohibited from collecting or releasing such data.

Data tables allowed programs to indicate grand totals when a breakdown by these four categories was not available. Data tables also allowed programs to indicate a total for *unknown* as part of the breakdown by student gender, student race and ethnicity, student international status, and student language use.

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. *Bilingual/multilingual* was defined as having an intermediate level of proficiency or higher in at least one language other than English, with *intermediate level* defined as the ability to communicate in a conversation effectively and independently.

Applications

Respondents were asked to provide data on the total number of applications received. 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 applications submitted by individual students are not available from the *CSD Education Survey*.

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, enrollment of students 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.

Graduation

Respondents were asked to provide data on the number of degrees granted. Data collected for research doctoral degrees that were granted differed from data collected for undergraduate degrees, 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. Similarly, data collected on time-to-degree varied between research doctoral degree programs, master’s degree programs, and clinical doctoral degree programs.

Employment

Respondents with research doctoral degree programs were asked to include information about first employment post-graduation for research doctoral graduates. Employment totals may not equal data totals on number of degrees granted.

Clinical Practicum

Respondents with entry-level degree programs were asked to provide the average number of clinical hours that graduates obtained at “on-campus” sites and the average number of clinical hours that they obtained at “off-campus” sites.

Time-to-Degree

Academic programs with entry-level, post–entry-level clinical doctoral, and research doctoral degree programs were asked to provide average time-to-degree. For entry-level degree programs and post–entry-level clinical doctoral programs, the question was posed based on average number of quarter or semester hours required to complete the degree. For research doctoral degree programs, respondents were asked to indicate the number of graduates who completed the degree within certain timeframes measured in 3-year increments.

Administrative Location

Respondents were asked to indicate where the academic degree program was administratively housed within the institution in accordance with the most common locations:

- a. Allied Health, Health Sciences, Health Professions, Public Health
- b. Arts, Sciences, Humanities, Liberal and Fine Arts, Social and Behavioral Sciences
- c. Audiology, Speech-Language Pathology, Communication Disorders
- d. Communications
- e. Education
- f. Medicine
- g. Professional Programs/Studies
- h. Other School/College Types

Faculty

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

Postdoctoral Appointments

The number of postdoctoral appointments available and the number of postdoctoral appointments filled were reported for the most recently completed academic year.

Grants and Contracts

Data not available for the current reporting year.

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 “ND”; therefore, sum totals for “number of programs responding” may vary within and across tables. Column and row totals may not always be equal, as some tables allowed entry of totals only where discrete breakdowns were not permitted. In addition, some demographic questions allowed the respondent to indicate “unknown” or provide incomplete data; therefore, sum totals for demographic categories may vary and may not reflect all individuals within a given population. Responses of “unknown” for student gender demographics and for student race and ethnicity demographics are not included in the calculations of percentages for those tables. The program’s director or chairperson was instructed to review and confirm the accuracy of the data prior to submitting the completed survey. ASHA staff conducted data review during the survey open period, in which case program directors were alerted to possible data errors via email or phone and were given the opportunity to correct those errors. ASHA staff conducted additional quality control checks and data cleaning after the close of the survey to eliminate obvious data errors. Tables were generated using R Version 4.3.1 and RStudio Version 2023.09.0.

Acknowledgments

This report is published jointly by CAPCSD and ASHA as a service to the CSD academic community. This comprehensive data report also seeks to inform students, agencies (local, state, and federal), related organizations, and the general public about the current state of CSD education. Support of the *CSD Education Survey* is made possible by ASHA, which maintains the program and provides financial, statistical, and technical support.

Contact Information

Questions or comments regarding this and related data reports should be directed to CSDEducationSurvey@asha.org.

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Data-At-A-Glance Summary for Academic Year 2022-2023

Institution Summary

- 358 institutions offer undergraduate and/or graduate degrees in CSD education
- 279 offer an undergraduate degree in CSD
- 311 offer a master's degree in speech-language pathology
- 80 offer an entry-level clinical doctoral degree in audiology
- 1 offers a post-entry-level clinical doctoral degree in audiology
- 9 offer a post-entry-level clinical doctoral degree in speech-language pathology
- 80 offer research doctoral degrees in audiology, speech-language pathology and/or speech, language, and hearing sciences
- 58.7% of all CSD programs are administratively housed in schools of allied health, health sciences, health professions and public health

Applications Received (total number of applications across institutions; not number of unique applicants)

- 4,579 applications to entry-level clinical doctoral degree programs in audiology
- 54,960 applications to master's degree programs in speech-language pathology
- 273 applications to post-entry-level clinical doctoral degree programs in speech-language pathology
- 696 applications to research doctoral degree programs in audiology, speech-language pathology and/or speech and hearing sciences

Total Enrollment

- 33,997 undergraduate students in a CSD major
- 3,085 entry-level clinical doctoral students in audiology
- 22,365 master's students in speech-language pathology
- 397 post-entry-level clinical doctoral students in speech-language pathology
- 835 research doctoral students in audiology, speech-language pathology and/or speech and hearing sciences

Degrees Granted

- 10,352 undergraduate degrees in CSD
- 790 entry-level clinical doctoral degrees in audiology
- 10,027 master's degrees in speech-language pathology
- 101 post-entry-level clinical doctoral degrees in speech-language pathology
- 116 research doctoral degrees in audiology, speech-language pathology and/or speech and hearing sciences

Data was based on an overall response rate of 90% (323 of 358 institutions responding). No extrapolation was conducted.

Data At-A-Glance for Speech-Language Pathology Master's Programs for Academic Year 2022-2023

Institution Summary

- 311 institutions offer a master's degree in speech-language pathology
- 39.5 is the mean student capacity for new admissions
- 34 is the median student capacity for new admissions
- 5.4 semesters is the average time-to-degree
- 118.2 average number of graduate practicum hours obtained at on-campus sites
- 335.0 average number of graduate practicum hours obtained at off-campus sites

Applications and Admissions (total number of applications across institutions; not number of unique applicants)

- 54,960 applications received
- 23,121 offered admission
- 42.1% offered admission
- 3.10-4.00 GPA mean range of students offered admission
- 18.9% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

Enrollment

- 10,077 first-year students enrolled
- 3.8% of first-year students were male
- 26.8% of first-year students were of a racial/ethnic minority
- 1.7% of first-year students were international students
- 22,365 total enrollment
- 33.3% of programs reported insufficient clinical placements as having a moderate or major impact on enrollment (16.1% and 17.2% respectively)
- 37.2% of programs reported insufficient student funding as having a moderate or major impact on enrollment (21.6% and 15.6% respectively)

Degrees Granted

- 10,027 master's degrees in speech-language pathology were granted

Data based on an overall response rate of 92% (286 of 311) of the master's in speech-language pathology programs completing the CSD Education Survey. No extrapolation was conducted.

Data At-A-Glance for Audiology Entry-Level Clinical Doctoral Programs for Academic Year 2022-2023

Institution Summary

- 80 institutions offer an entry-level clinical doctoral degree in audiology
- 12.8 is the mean student capacity for new admissions
- 12 is the median student capacity for new admissions
- 10.3 semesters is the average time-to-degree
- 326.0 average number of graduate practicum hours obtained at on-campus sites
- 2,009.6 average number of graduate practicum hours obtained at off-campus sites

Applications and Admissions (total number of applications across institutions; not number of unique applicants)

- 4,579 applications received
- 2,194 offered admission
- 47.9% offered admission
- 3.18-3.99 GPA mean range of students offered admission
- 28.4% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

Enrollment

- 809 first-year students enrolled
- 9.0% of first-year students were male
- 25.2% of first-year students were of a racial/ethnic minority
- 3.0% of first-year students were international
- 3,085 total enrollment
- 24.3% of programs reported insufficient clinical placements as having a moderate or major impact on enrollment (18.9% and 5.4% respectively)
- 40.6% of programs reported insufficient funding as having a moderate or major impact on enrollment (23.0% and 17.6% respectively)

Degrees Granted

- 790 entry-level clinical doctoral degrees in audiology were granted

Data based on an overall response rate of 96% (77 of 80) of the entry-level clinical doctoral programs in audiology completing the CSD Education Survey. No extrapolation was conducted.

Data At-A-Glance for Research Doctoral Degree (PhD) Programs for Academic Year 2022-2023

Institution Summary

- 80 institutions offer a research doctoral degree (e.g., PhD) in audiology, speech-language pathology, or speech and hearing sciences
- 4.8 is the mean student capacity for new admissions
- 4 is the median student capacity for new admissions
- 4-6 years is the time-to-degree for the majority of graduates

Applications & Admissions (number of applications across institutions; not the number of individual applicants)

- 696 applications received
- 261 offers of admission
- 37.5% offered admission
- 89.3% offers of admission with funding
- Assistantships and fellowships were the majority of the funding offered

Enrollment

- 160 first-year students enrolled
- 20.6% of first-year students were male
- 16.7% of first-year students were of a racial/ethnic minority
- 30.4% of first-year students were international students
- 835 total enrollment
- Insufficient number of qualified applicants and insufficient student funding were the most frequently reported major and moderate factors impacting enrollment

Degrees Granted and First Employment

- 116 research doctoral degrees were granted
- Faculty/academic position in a CSD program is the primary first employment setting among recent research doctoral graduates

Data based on an overall response rate of 96% (77 of 80) of the research doctoral programs completing the CSD Education Survey. No extrapolation was conducted.

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Participating Institutions

The following institutions completed the 2023 CSD Education Survey. They represent 323 of the 358 institutions invited to participate

Alabama (8)

Alabama A&M University
Auburn University
Auburn University, Montgomery
Faulkner University
Samford University
University of Alabama, Tuscaloosa
University of Montevallo
University of South Alabama

Arizona (6)

A.T. Still University - Arizona School of Health Sciences (Audiology)
A.T. Still University - Arizona School of Health Sciences (SLP)
Arizona State University
Midwestern University, Arizona
Northern Arizona University
University of Arizona

Arkansas (7)

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

California (21)

Biola University
California Baptist University
California State University, Chico
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Sacramento
California State University, San Marcos
Chapman University
Loma Linda University
San Diego State University
San Diego State University & University of California-San Diego – AuD Joint Doctoral Program

California (*continued*)

San Francisco State University
San Jose State University - SLP Program
University of Redlands
University of Southern California
University of the Pacific - Audiology Program
University of the Pacific - SLP Program

Colorado (3)

Metropolitan State University of Denver
University of Colorado, Boulder
University of Northern Colorado

Connecticut (4)

Sacred Heart University
Southern Connecticut State University
University of Connecticut
University of New Haven

Delaware (1)

University of Delaware

District of Columbia (4)

Gallaudet University
George Washington University
Howard University
University of the District of Columbia

Florida (11)

Albizu University Miami Campus
Florida Atlantic University
Florida International University
Florida State University
Jacksonville University
Nova Southeastern University - Audiology Program
Nova Southeastern University - SLP Program
Southeastern University
University of Central Florida
University of Florida, Gainesville
University of South Florida

Georgia (4)

Georgia State University
Piedmont University
University of Georgia
Valdosta State University

Hawaii (1)

University of Hawaii at Mānoa

Idaho (1)

Idaho State University

Illinois (15)

Augustana College (IL)
DePaul University
Eastern Illinois University
Elmhurst University
Illinois State University
Lewis University
Midwestern University, Illinois
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 (8)

Ball State University
Butler University
Indiana State University
Indiana University South Bend
Indiana University, Bloomington
Purdue University
Purdue University Fort Wayne
Saint Mary's College

Iowa (3)

St. Ambrose University
University of Iowa
University of Northern Iowa

Kansas (4)

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

Kentucky (5)

Brescia University
Eastern Kentucky University
Murray State University
University of Kentucky
Western Kentucky University

Louisiana (6)

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

Maryland (3)

Loyola University Maryland
Towson University
University of Maryland, College Park

Massachusetts (11)

Boston University
Bridgewater State University
Emerson College
Gordon College
MGH Institute of Health Professions
MGH Institute of Health Professions – Audiology Program
Northeastern University
Regis College
Springfield College
University of Massachusetts, Amherst
Worcester State University

Michigan (8)

Andrews University
Calvin University
Central Michigan University
Eastern Michigan University
Grand Valley State University
Michigan State University
Wayne State University
Western Michigan University

Minnesota (5)

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

Mississippi (5)

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

Missouri (10)

Fontbonne University
Maryville University
Missouri State University
Rockhurst University
Saint Louis University
Southeast Missouri State University
Truman State University
University of Central Missouri
University of Missouri
Washington University

Montana (1)

University of Montana

Nebraska (3)

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

Nevada (2)

Nevada State University
University of Nevada, Reno

New Hampshire (1)

University of New Hampshire

New Jersey (5)

Monmouth University
Montclair State University
Rutgers, The State University of New Jersey
Seton Hall University
Stockton University

New Mexico (3)

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

New York (27)

Adelphi University
CUNY, Brooklyn Coll / Hunter Coll – Grad Center
CUNY, Brooklyn College
CUNY, Hunter College
CUNY, Queens College
CUNY, The Graduate Center (PhD Program)
Elmira College
Hofstra University
Ithaca College
LIU Brooklyn

New York (continued)

LIU Post
Long Island AuD Consortium –
Adelphi/Hofstra/St. John's Universities
Nazareth College
New York Medical College
New York University
Pace University
St. John's University
Stony Brook University
SUNY at Buffalo
SUNY at Cortland
SUNY at Fredonia
SUNY at New Paltz
SUNY Buffalo State University
Syracuse University
Teachers College, Columbia University
Touro University
Yeshiva University Katz School of SLP

North Carolina (7)

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

North Dakota (3)

Minot State University
University of Mary
University of North Dakota

Ohio (15)

Baldwin Wallace University
Bluffton University
Bowling Green State University
Case Western Reserve University
Cleveland State University
College of Wooster
Kent State University
Miami University
Mount St. Joseph University
Mount Vernon Nazarene University
Northeast Ohio AuD Consortium (NOAC)- Kent State/Univ of Akron
Ohio State University
Ohio University
University of Cincinnati
University of Toledo

Oklahoma (5)

Northeastern State University
Oklahoma State University
University of Central Oklahoma
University of Oklahoma - Health Sciences
Center
University of Science & Arts of Oklahoma

Oregon (4)

Pacific University - Audiology
Pacific University - SLP
Portland State University
University of Oregon

Pennsylvania (24)

Carlow University
Commonwealth University of Pennsylvania
Delaware Valley University
DeSales University
Duquesne University
East Stroudsburg University
Geneva College
Indiana University of Pennsylvania
La Salle University
Lebanon Valley College
Marywood University
Misericordia University
Moravian University
Penn State University Harrisburg
Pennsylvania State University
Pennsylvania Western University
Salus University - Audiology Program
Salus University - SLP Program
Temple University
Thomas Jefferson University
University of Pittsburgh
University of Scranton
West Chester University
Widener University

Puerto Rico (5)

Carlos Albizu University
Inter American University of Puerto Rico
Pontifical Catholic University of Puerto Rico
Universidad Ana G. Mendez – Recinto de
Gurabo
University of Puerto Rico, San Juan

Rhode Island (2)

Rhode Island College
University of Rhode Island

South Carolina (5)

Bob Jones University
Columbia College
Francis Marion University
Medical University of South Carolina
University of South Carolina

South Dakota (2)

Augustana University
University of South Dakota

Tennessee (7)

Austin Peay State University
East Tennessee State University
Freed-Hardeman University
Tennessee State University
University of Memphis
University of Tennessee Health Science Center
Vanderbilt University

Texas (22)

Abilene Christian University
Baylor University
Hardin-Simmons University
Lamar University
Schreiner University
Stephen F. Austin State University
Tarleton State University
Texas A&M University, Kingsville
Texas Christian University
Texas State University
Texas Tech University Health Sciences Center
Texas Woman's University
The University of Texas at Tyler
The University of Texas Rio Grande Valley
University of Houston
University of North Texas
University of St. Augustine for Health Sciences
University of Texas at Dallas
University of Texas Health San Antonio
University of Texas, Austin
University of Texas, El Paso
West Texas A & M University

Utah (4)

Brigham Young University
Rocky Mountain University of Health
Professions
University of Utah
Utah State University

Vermont (1)

University of Vermont

Virginia (4)

Longwood University

Old Dominion University

Radford University

University of Virginia

Washington (4)

Eastern Washington University

University of Washington

Washington State University

Western Washington University

West Virginia (3)

Marshall University

West Liberty University

West Virginia University

Wisconsin (9)

AuD Consortium, University of Wisconsin-

Madison & University of Wisconsin-Stevens
Point

Concordia University Wisconsin

Marquette University

University of Wisconsin, Eau Claire

University of Wisconsin, Madison

University of Wisconsin, Milwaukee

University of Wisconsin, River Falls

University of Wisconsin, Stevens Point

University of Wisconsin, Whitewater

Wyoming (1)

University of Wyoming

Highlights

Prerequisites

- Almost two-thirds (61.7%) of audiology clinical doctoral entry-level programs had prerequisite requirements for non-CSD undergraduates, as did 84.8% of speech-language pathology master's programs (see Table 1).
- More than half (59.6%) of audiology clinical doctoral entry-level programs and almost three-quarters (71.7%) of speech-language pathology master's programs offered prerequisite courses to students whether or not they were admitted to their program (see Table 2).

Applications

- A total of 4,579 **applications** were received by the 77 audiology clinical doctoral entry-level programs that responded to the survey, of which 2,194 were approved for admission, averaging 59 applications and 28 approvals per program (see Tables 3 and 7). By comparison, in the 2021–2022 academic year, 4,510 applications were received by the 76 programs that responded to the survey, of which 2,206 were approved for admission, averaging 59 applications and 29 approvals per program. Note that the total number of applications does not represent the number of unique applicants. Prospective students may have applied to more than one program and received multiple admission offers. As such, the number of applications reported does not reflect a 1:1 correspondence with the number of students that applied to graduate programs during the academic year.
- A total of 54,960 **applications** were received by the 286 speech-language pathology master's programs that responded to the survey, of which 23,121 were approved for admission, averaging 192 applications and 81 approvals per program (see Tables 3 and 7). By comparison, in the 2021–2022 academic year, 54,893 applications were received by the 278 programs that responded to the survey, of which 22,845 were approved for admission, averaging 197 applications and 82 approvals per program. Note that the number of applications reported does not reflect a 1:1 correspondence with the number of students that applied to graduate programs during the academic year.
- A total of 696 research doctoral **applications** were received by the 77 institutions that offered research doctoral programs across all areas of study and responded to the survey, of which 261 were approved for admission (see Tables 3 and 7). By comparison, in the 2021–2022 academic year, 647 applications were received by the 77 institutions that had research doctoral programs across all areas of study and responded to the survey, of which 259 were approved for admission.
- Except for research doctoral programs, the majority (97%–98%) of **applications** across all areas of study and degree types were from non-international applicants. Research doctoral programs reported the highest percentage of international applicants (50.1%) (see Table 4).

Admissions

- Most applicants **approved for admission** were non-international, ranging from 64.1% for research doctoral programs to 98.1% for speech-language pathology master's programs (see Table 8).
- More than one-quarter (28.4%) of audiology clinical doctoral entry-level students and 18.9% of speech-language pathology master's students were **offered admission with funding**. A much larger percentage (89.3%) of research doctoral students were offered admission with funding (see Table 9).

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- Of those offered admission with funding, the most prevalent **types of funding** offered to audiology clinical doctoral entry-level students were scholarships (59.1%) and assistantships (41.1%). More than half (56.9%) of speech-language pathology master's students who were offered admission with funding were offered scholarships, and 36.8% were offered assistantships. Most (64.8%) research doctoral students who were offered admission with funding were offered assistantships, and 23.2% were offered fellowships (see Table 10).
 - The median **grade point average** (GPA) range for students offered admission to audiology clinical doctoral entry-level programs was 3.16–4.00. For students offered admission to speech-language pathology master's programs, the median GPA range was 3.09–4.00 (see Table 11).

Student Capacity for Admissions

- The median student capacity for admissions was 12 students for audiology clinical doctoral entry-level programs, 34 students for speech-language pathology master's programs, and 4 students for research doctoral programs (see Table 5).
- Audiology clinical doctoral entry-level programs were filled to 82.0% of their first-year enrollment capacity, speech-language pathology master's programs were filled to 89.6%, and research doctoral programs were filled to 43.5% (see Table 6). By comparison, in the 2021–2022 academic year, audiology clinical doctoral entry-level programs were filled to 83.4% of their first-year enrollment capacity, speech-language pathology master's programs were filled to 89.4%, and research doctoral programs were filled to 49.9%.

Graduate First-Year Enrollments

- Academic programs that responded to the survey reported a total of 809 first-year enrollments in audiology clinical doctoral entry-level programs, 10,077 in speech-language pathology master's programs, and 160 in research doctoral programs (see Table 12). By comparison, in the 2021–2022 academic year, academic programs that responded to the survey reported a total of 829 first-year enrollments in audiology clinical doctoral entry-level programs, 9,920 in speech-language pathology master's programs, and 175 in research doctoral programs.
- Across all areas of study and degree types, most first-year students self-identified as female—91.0% in audiology clinical doctoral entry-level programs, 96.0% in speech-language pathology master's programs, and 79.4% in research doctoral programs (see Table 13).
- Most first-year entry-level students self-identified as white (non-international)—71.8% in audiology clinical doctoral entry-level programs and 71.5% in speech-language pathology master's programs, as did most (52.9%) students in research doctoral programs (see Table 14).

Total Enrollment

- A total of 33,997 undergraduate students were enrolled for the 2022–2023 academic year based on 89.2% of programs responding (see Table 15). Of the enrolled students, 4.1% self-identified as male and 0.1% self-identified as non-binary (see Table 16). Nearly one-third (30.8%) self-identified as a racial/ethnic minority (non-international) and 0.9% were international students (see Table 17). Note that 73.8% of programs reported data for gender and 70.3% reported data for race and ethnicity. By comparison, in the 2021–2022 academic year, a total of 36,573 undergraduate students were enrolled based on 87.2% of programs responding. Of the enrolled students, 4.2% self-identified as male and 0.1% self-identified as non-binary. Nearly one-third (32.6%) self-identified as a racial/ethnic minority (non-international) and 1.0% were international students.
- In graduate programs, 3,085 students were enrolled in audiology clinical doctoral entry-level programs, 22,365 students were enrolled in speech-language pathology master's programs, and 835 students were enrolled in research doctoral programs for the 2022–2023 academic year (see Table 15).

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- Of the programs reporting data for gender, individuals who self-identified as male comprised 8.9% of audiology clinical doctoral entry-level students, 3.7% of speech-language pathology master's students, and 19.8% of research doctoral students. Individuals who self-identified as non-binary comprised 0.5% of audiology clinical doctoral entry-level students, 0.2% of speech-language pathology master's students, and 0.5% of research doctoral students (see Table 16).
 - Of the programs reporting data for race and ethnicity, most entry-level students self-identified as white (non-international)—74.8% in audiology clinical doctoral entry-level programs and 69.8% in speech-language pathology master's programs. Students who self-identified as a racial/ethnic minority (non-international) comprised 22.7% of audiology clinical doctoral entry-level students, 28.9% of speech-language pathology master's students, and 18.1% of research doctoral students (see Table 17).
 - Of the programs reporting disability data, the median number of enrolled students with a documented disability was 4 in audiology clinical doctoral entry-level programs, 4 in speech-language pathology master's programs, and 1.5 in research doctoral programs (see Table 19).
 - Among first-year research doctoral students, 21.2% enrolled immediately following receipt of their master's degree, 19.0% enrolled after practicing for five or fewer years in the profession(s)/discipline, and 18.2% enrolled after practicing for six or more years in the profession(s)/discipline. Another 2.2% enrolled in a research doctoral degree program while simultaneously enrolled in a clinical doctoral degree program (e.g., AuD/PhD) (see Table 20).
 - Insufficient student funding topped the list of factors having the greatest impact on enrollment in audiology clinical doctoral entry-level programs. More than one-third (40.6%) of programs reported insufficient student funding as a moderate (23.0%) or major (17.6%) factor impacting enrollment. In addition, about one-third (33.8%) of programs reported an insufficient number of qualified candidates applying as a moderate (20.3%) or major (13.5%) factor impacting enrollment (see Table 21).
 - Insufficient student funding also topped the list of factors having the greatest impact on enrollment in speech-language pathology master's programs. More than one-third (37.2%) of programs reported insufficient student funding as a moderate (21.6%) or major (15.6%) factor impacting enrollment. In addition, about one-third (33.3%) of programs reported insufficient clinical placements as a moderate (16.1%) or major (17.2%) factor impacting enrollment (see Table 21).
 - Across all research doctoral programs, factors having the greatest impact on enrollment were insufficient student funding, an insufficient number of qualified candidates applying, and competing demands on faculty time (see Table 21).

Graduation

- A total of 10,352 undergraduate CSD degrees were granted in the 2022–2023 academic year based on 89.2% of programs responding (see Table 22). By comparison, in the 2021–2022 academic year, 10,627 undergraduate CSD degrees were granted based on 87.2% of programs responding.
- A total of 790 clinical entry-level doctoral degrees in audiology were granted in the 2022–2023 academic year based on 77 programs responding, and 10,027 master's degrees in speech-language pathology were granted based on 286 programs responding (see Table 22). By comparison, in the 2021–2022 academic year, a total of 741 clinical entry-level doctoral degrees in audiology were granted based on 76 programs responding, and 9,223 master's degrees in speech-language pathology were granted based on 278 programs responding.
- A total of 116 research doctoral degrees were granted in the 2022–2023 academic year based on 77 programs responding (see Table 22)—down from 151 research doctoral degrees in the 2021–2022 academic year.

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- Most (95.8%) individuals who earned an undergraduate degree self-identified as female. Individuals who self-identified as male represented 8.7% of audiology clinical doctoral entry-level degree graduates, 3.6% of speech-language pathology master's degree graduates, and 23.4% of research doctoral degree graduates. Those who self-identified as non-binary represented 0.7% of audiology clinical doctoral entry-level degree graduates, 0.1% of speech-language pathology master's degree graduates, and 0.0% of research doctoral degree graduates (see Table 23).
 - Most (70.7%) individuals who earned an undergraduate degree self-identified as white (non-international); 28.4% self-identified as a racial/ethnic minority (non-international); and 0.9% held an international status (see Table 24).
 - Individuals who self-identified as white (non-international) represented the majority of graduates from audiology clinical doctoral entry-level degree programs (78.3%), speech-language pathology master's degree programs (71.3%), and research doctoral degree programs (63.6%) (see Table 24).
 - Hearing science ($n=8$) was the top primary area of specialty for audiology/hearing sciences research doctoral degree graduates. Child language ($n=16$), neurogenic communication disorders ($n=15$), and speech science ($n=12$) were the top primary areas of specialty for speech-language pathology/speech and language sciences research doctoral degree graduates (see Table 26).

Thesis and Capstone Project Requirements

- Most (68.1%) audiology clinical doctoral entry-level programs required a capstone project for conferral of the degree (see Table 25).
- More than one-quarter (27.4%) of speech-language pathology master's programs required a capstone project for conferral of the degree; 14.2% required a thesis (see Table 25).

First Employment

- The first employment position for most research doctoral degree graduates was a faculty/academic position in a CSD program (35.8%) or a postdoctoral position (26.4%) (see Table 27).

Clinical Practicum Hours

- Graduates of audiology clinical doctoral entry-level programs obtained an average of 326.0 practicum hours at on-campus sites and 2009.6 hours at off-campus sites. Graduates of speech-language pathology master's programs obtained an average of 118.2 practicum hours at on-campus sites and 335.0 hours at off-campus sites (see Tables 28 and 29).

Time to Degree

- Audiology clinical doctoral entry-level graduates completed their degree requirements in an average of 15.5 quarters or 10.3 semesters (see Tables 30 and 31).
- Speech-language pathology master's graduates completed their degree requirements in an average of 7.6 quarters or 5.4 semesters (see Tables 30 and 31).
- Most (77.1%) research doctoral graduates completed their degree requirements within 4 to 6 years; 11.0% completed them within 7 to 10 years (see Table 32).
- Most research doctoral students who "officially dropped out" of their degree program did so when academic coursework, comprehensive exams, and dissertation requirements were unfulfilled (see Table 33).

Administrative Location

- More than half (58.7%) of all CSD degree programs were administratively located in schools or colleges of Allied Health, Health Sciences, Health Professions, or Public Health within academic institutions (see Table 34).

Postdoctoral Appointments

- For the 2022–2023 academic year, 31 of the 322 institutions responding indicated offering postdoctoral appointments. A total of 94 postdoctoral appointments were available and of these, 60 were filled (see Table 35).

Total Number of Faculty

- A total of 5,943 academic and clinical faculty were employed during the 2022-2023 academic year based on 89.9% of institutions responding. Of these, 2,316 were full-time academic faculty, 1,170 were part-time academic faculty, 1,356 were full-time clinical faculty, and 1,101 were part-time clinical faculty (see Table 36).
- Of the 2,327 full-time faculty with research doctoral degrees, more than half (56.2%, $n=1,308$) held a research doctorate in speech-language pathology. The remainder held a research doctorate in audiology (14.4%, $n=335$), speech/language science (11.8%, $n=274$), hearing science (5.4%, $n=125$), or in another area of study (12.2%, $n=285$) (see Table 37).

Faculty Openings

- During the 2022–2023 academic year, there was a total of 328 openings for full-time faculty with research doctorates (43 in audiology, 231 in speech-language pathology, 9 in hearing sciences, 23 in speech/language sciences, and 22 in no specific area of study) (see Table 38).
- A total of 282 searches for faculty with research doctorates were conducted during the 2022–2023 academic year; 62.4% of these searches were filled (see Table 39).
- Most of the positions for faculty with research doctorates were filled by individuals who held a research doctorate in CSD (85.4%, $n=152$) or in another discipline (5.6%, $n=10$). An additional 4.5% ($n=8$) of the positions were filled by individuals who held a clinical doctorate in CSD (five in audiology and three in speech-language pathology). An additional 4.5% ($n=8$) of the positions were filled by individuals who held a master's degree in CSD (see Table 40).

Applications and Admissions Tables 1-11

Table 1—Number and Percent of Programs with Prerequisite Requirements for Non-CSD Undergraduates by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Prerequisite Requirements for Non-CSD Undergraduates			
	Existing Programs	Programs Responding	Required		Not Required	
Audiology						
Clinical Doctorate: Entry-Level	80	47	29	61.7%	18	38.3%
Speech-Language Pathology						
Master's	311	198	168	84.8%	30	15.2%

Table 2—Number and Percent of Programs with Prerequisite Offerings for Non-CSD Undergraduates by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Prerequisite Requirements for Non-CSD Undergraduates					
	Existing Programs	Programs Responding	Offered to All Students		Offered to Admitted Students Only		Required but Not Offered	
Audiology								
Clinical Doctorate: Entry-Level	80	47	28	59.6%	5	10.6%	5	10.6%
Speech-Language Pathology								
Master's	311	198	142	71.7%	28	14.1%	27	13.6%

Table 3—Total Number of Applications by Area of Study and Degree Type

Area of Study and Degree Type	Number of		
	Existing Programs	Programs Responding	Applications
Audiology			
Clinical Doctorate: Entry-Level	80	77	4,579
Speech-Language Pathology			
Master's	311	286	54,960
Clinical Doctorate: Post Entry-Level	9	8	273
Research Doctorate	80	77	696

Note: 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.

Table 4—Number and Percent of Applications by Area of Study, Degree Type, and International vs. Non-International Status

Area of Study and Degree Type	Number of		Number of Applications			
	Existing Programs	Programs Responding	Non-International		International	
Audiology						
Clinical Doctorate: Entry-Level	80	68	4,187	96.7%	142	3.3%
Speech-Language Pathology						
Master's	311	264	49,989	97.9%	1,078	2.1%
Clinical Doctorate: Post Entry-Level	9	7	259	97.7%	6	2.3%
Research Doctorate	80	66	328	49.9%	329	50.1%

Table 5—Student Capacity for Admissions by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Student Capacity for Admissions				
	Existing Programs	Programs Responding	Sum	Mean	Median	Minimum	Maximum
Audiology							
Clinical Doctorate: Entry-Level	80	77	986	12.8	12	0	32
Speech-Language Pathology							
Master's	311	285	11,246	39.5	34	0	350
Clinical Doctorate: Post Entry-Level	9	8	171	21.4	11	5	80
Research Doctorate	80	77	368	4.8	4	0	20

Table 6—Student Capacity for Admissions and Actual First-Year Enrollments by Area of Study and Degree Type

Area of Study and Degree Type	Number of				Percent of Student Capacity Filled
	Existing Programs	Programs Responding	Student Capacity for Admissions	First-Year Enrollments	
Audiology					
Clinical Doctorate: Entry-Level	80	77	986	809	82.0%
Speech-Language Pathology					
Master's	311	286	11,246	10,077	89.6%
Clinical Doctorate: Post Entry-Level	9	8	171	157	91.8%
Research Doctorate	80	77	368	160	43.5%

Table 7—Number and Percent Approved for Admission by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Number Approved for Admission	Number of Applications	Percent Approved for Admission
	Existing Programs	Programs Responding			
Audiology					
Clinical Doctorate: Entry-Level	80	77	2,194	4,579	47.9%
Speech-Language Pathology					
Master's	311	286	23,121	54,960	42.1%
Clinical Doctorate: Post Entry-Level	9	8	195	273	71.4%
Research Doctorate	80	77	261	696	37.5%

Table 8—Number and Percent Approved for Admission by Area of Study, Degree Type, and International vs. Non-International Status

Area of Study and Degree Type	Number of		Number Approved for Admission			
	Existing Programs	Programs Responding	Non-International		International	
Audiology						
Clinical Doctorate: Entry-Level	80	68	2,004	97.4%	53	2.6%
Speech-Language Pathology						
Master's	311	268	21,272	98.1%	414	1.9%
Clinical Doctorate: Post Entry-Level	9	7	181	96.8%	6	3.2%
Research Doctorate	80	63	157	64.1%	88	35.9%

Table 9—Number and Percent of Students Offered Admission with Funding by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Students Offered Admission with Funding	Percent of Students Offered Admission with Funding
	Existing Programs	Programs Responding	Students Offered Admission		
Audiology					
Clinical Doctorate: Entry-Level	80	77	2,194	623	28.4%
Speech-Language Pathology					
Master's	311	286	23,121	4,374	18.9%
Clinical Doctorate: Post Entry-Level	9	8	195	32	16.4%
Research Doctorate	80	77	261	233	89.3%

Table 10—Number and Percent of Students Offered the Following Types of Funding among Students Offered Admission with Funding by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Students Offered Admission with Funding									
	Existing Programs	Programs Responding	Students Offered Admission with Funding	Assistantships	Extramural	Fellowships	Intramural	Scholarships	Assistantships	Extramural	Fellowships	Intramural	Scholarships
Audiology													
Clinical Doctorate: Entry-Level	80	68	623	256	41.1%	16	2.6%	22	3.5%	16	2.6%	368	59.1%
Speech-Language Pathology													
Master's	311	228	4,374	1,608	36.8%	76	1.7%	212	4.8%	102	2.3%	2,490	56.9%
Clinical Doctorate: Post Entry-Level	9	3	32	0	0.0%	0	0.0%	1	3.1%	0	0.0%	31	96.9%
Research Doctorate	80	63	233	151	64.8%	37	15.9%	54	23.2%	12	5.2%	26	11.2%

Note: The sum of the students offered each type of funding may not equal the total students offered admission with funding as students may have been offered more than one type of funding.

Table 11—GPA Range of Students Offered Admission by Area of Study and Degree Type

Area of Study and Degree Type	Number of		GPA Range	
	Existing Programs	Programs Responding	Mean	Median
Audiology				
Clinical Doctorate: Entry-Level	80	74	3.18-3.99	3.16-4.00
Speech-Language Pathology				
Master's	311	283	3.10-4.00	3.09-4.00

Note: Programs may report a top GPA above 4.0, depending on the scale of the GPA.

Enrollment Tables 12-21

Table 12—Graduate First-Year Enrollment by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Graduate First Year Enrollment
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	80	77	809
Speech-Language Pathology			
Master's	311	286	10,077
Clinical Doctorate: Post Entry-Level	9	8	157
Research Doctorate	80	77	160

Table 13—Graduate First-Year Enrollment by Area of Study, Degree Type, and Gender

Area of Study and Degree Type	Number of		Graduate First-Year Enrollment by Gender						
	Existing Programs	Programs Responding	Male		Female		Non-Binary		Unknown
Audiology									
Clinical Doctorate: Entry-Level	80	67	67	9.0%	676	91.0%	0	0.0%	8
Speech-Language Pathology									
Master's	311	262	350	3.8%	8,865	96.0%	19	0.2%	45
Clinical Doctorate: Post Entry-Level	9	6	9	6.2%	137	93.8%	0	0.0%	1
Research Doctorate	80	55	29	20.6%	112	79.4%	0	0.0%	1

Note: Percentage calculations do not include unknown.

Table 14—Graduate First-Year Enrollment by Area of Study, Degree Type, and Race/Ethnicity

Area of Study and Degree Type	Number of		Graduate First-Year Enrollment by Race/Ethnicity							
	Existing Programs	Programs Responding	Non-International				International	Unknown		
			White	Racial/Ethnic Minority						
Audiology										
Clinical Doctorate: Entry-Level	80	63	509	71.8%	179	25.2%	21	3.0%	9	
Speech-Language Pathology										
Master's	311	239	5,887	71.5%	2,205	26.8%	139	1.7%	399	
Clinical Doctorate: Post Entry-Level	9	6	89	63.6%	49	35.0%	2	1.4%	7	
Research Doctorate	80	52	73	52.9%	23	16.7%	42	30.4%	0	

Note: Percentage calculations do not include unknown.

Table 15—Total Enrollment by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Total Enrollment
	Existing Programs	Programs Responding	
Undergraduate	279	249	33,997
Audiology			
Clinical Doctorate: Entry-Level	80	77	3,085
Speech-Language Pathology			
Master's	311	286	22,365
Clinical Doctorate: Post Entry-Level	9	8	397
Research Doctorate	80	77	835

Table 16—Total Enrollment by Area of Study, Degree Type, and Gender

Area of Study and Degree Type	Number of		Total Enrollment by Gender						
	Existing Programs	Programs Responding	Male	Female	Non-Binary	Unknown			
Undergraduate	279	206	1,140	4.1%	26,401	95.7%	34	0.1%	118
Audiology									
Clinical Doctorate: Entry-Level	80	67	245	8.9%	2,495	90.6%	15	0.5%	1
Speech-Language Pathology									
Master's	311	258	729	3.7%	18,928	96.1%	34	0.2%	89
Clinical Doctorate: Post Entry-Level	9	6	15	4.3%	335	95.2%	2	0.6%	1
Research Doctorate	80	68	146	19.8%	586	79.6%	4	0.5%	3

Note: Percentage calculations do not include unknown.

Table 17—Total Enrollment by Area of Study, Degree Type, and Race/Ethnicity

Area of Study and Degree Type	Number of		Total Enrollment by Race/Ethnicity						
	Existing Programs	Programs Responding	Non-International				International	Unknown	
			White		Racial/Ethnic Minority				
Undergraduate	279	196	17,601	68.3%	7,930	30.8%	231	0.9%	453
Audiology									
Clinical Doctorate: Entry-Level	80	64	1,911	74.8%	579	22.7%	64	2.5%	43
Speech-Language Pathology									
Master's	311	240	12,778	69.8%	5,291	28.9%	244	1.3%	555
Clinical Doctorate: Post Entry-Level	9	6	211	62.4%	120	35.5%	7	2.1%	15
Research Doctorate	80	66	423	58.3%	131	18.1%	171	23.6%	27

Note: Percentage calculations do not include unknown.

Table 18—Total Enrollment by Area of Study, Degree Type, and Student Language Use

Area of Study and Degree Type	Number of		Total Enrollment by Language Use				
	Existing Programs	Programs Responding	Bilingual/Multilingual		English Monolingual		Unknown
Undergraduate	279	61	684	17.5%	3,221	82.5%	2,727
Audiology							
Clinical Doctorate: Entry-Level	80	26	182	20.5%	705	79.5%	157
Speech-Language Pathology							
Master's	311	145	1,930	22.0%	6,840	78.0%	1,608

Note: Percentage calculations do not include unknown.

Table 19—Number of Students Enrolled with a Documented Disability by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Number of Students Enrolled with a Documented Disability			Percent of Students Enrolled with a Documented Disability*
	Existing Programs	Programs Responding	Sum	Mean	Median	
Undergraduate	279	101	911	9.0	5	8.2%
Audiology						
Clinical Doctorate: Entry-Level	80	33	180	5.5	4	12.2%
Speech-Language Pathology						
Master's	311	137	682	5.0	4	7.0%
Clinical Doctorate: Post Entry-Level	9	2	8	4.0	4	3.0%
Research Doctorate	80	12	21	1.8	1.5	10.5%

*Only data reported from programs that provided both the total number of students enrolled and the number of students with a documented disability were used to calculate the percent of students enrolled with a documented disability.

Table 20—Number of First-Year Research Doctoral Students and the Experiences that Immediately Preceded Their Enrollment

Area of Study	Number of		Immediately Following Receipt of					After Practicing in the Profession(s)/Discipline(s)				Other experience outside of 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			
Research Doctorate	80	52	21 15.3%	29 21.2%	2 1.5%	3 2.2%	15 10.9%	26 19.0%	25 18.2%	16 11.7%		

Table 21—Number and Percent of Programs that Rated Factors Impacting Enrollment by Area of Study and Degree Type

Area of Study, Degree Type and Factors Impacting Enrollment	Number and Percent							
	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
Audiology								
Clinical Doctorate: Entry-Level								
Insufficient number of faculty	53	71.6%	4	5.4%	9	12.2%	8	10.8%
Competing demands on faculty time	42	56.8%	13	17.6%	13	17.6%	6	8.1%
Insufficient clinical placements	34	45.9%	22	29.7%	14	18.9%	4	5.4%
Insufficient number of qualified candidates applying	35	47.3%	14	18.9%	15	20.3%	10	13.5%
Insufficient student funding	28	37.8%	16	21.6%	17	23.0%	13	17.6%
Insufficient space (e.g. lab, classroom)	59	79.7%	9	12.2%	5	6.8%	1	1.4%
Research Doctorate								
Insufficient number of faculty	22	50.0%	5	11.4%	10	22.7%	7	15.9%
Competing demands on faculty time	22	50.0%	6	13.6%	8	18.2%	8	18.2%
Insufficient clinical placements	40	90.9%	2	4.5%	1	2.3%	1	2.3%
Insufficient number of qualified candidates applying	19	43.2%	9	20.5%	12	27.3%	4	9.1%
Insufficient student funding	17	39.5%	7	16.3%	8	18.6%	11	25.6%
Insufficient space (e.g. lab, classroom)	37	84.1%	5	11.4%	1	2.3%	1	2.3%

Table 21—Number and Percent of Programs that Rated Factors Impacting Enrollment by Area of Study and Degree Type (continued)

Area of Study, Degree Type, and Factors Impacting Enrollment	Number and Percent							
	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
Speech-Language Pathology								
Master's								
Insufficient number of faculty	166	59.7%	48	17.3%	39	14.0%	25	9.0%
Competing demands on faculty time	142	50.7%	62	22.1%	46	16.4%	30	10.7%
Insufficient clinical placements	131	47.0%	55	19.7%	45	16.1%	48	17.2%
Insufficient number of qualified candidates applying	139	49.8%	70	25.1%	32	11.5%	38	13.6%
Insufficient student funding	98	36.4%	71	26.4%	58	21.6%	42	15.6%
Insufficient space (e.g. lab, classroom)	205	73.2%	40	14.3%	27	9.6%	8	2.9%
Clinical Doctorate: Post Entry-Level								
Insufficient number of faculty	4	50.0%	1	12.5%	3	37.5%	—	—
Competing demands on faculty time	4	50.0%	2	25.0%	1	12.5%	1	12.5%
Insufficient clinical placements	8	100.0%	—	—	—	—	—	—
Insufficient number of qualified candidates applying	6	75.0%	2	25.0%	—	—	—	—
Insufficient student funding	5	62.5%	2	25.0%	1	12.5%	—	—
Insufficient space (e.g. lab, classroom)	8	100.0%	—	—	—	—	—	—
Research Doctorate								
Insufficient number of faculty	42	59.2%	17	23.9%	9	12.7%	3	4.2%
Competing demands on faculty time	34	47.2%	17	23.6%	10	13.9%	11	15.3%
Insufficient clinical placements	69	95.8%	2	2.8%	1	1.4%	—	—
Insufficient number of qualified candidates applying	38	52.8%	11	15.3%	8	11.1%	15	20.8%
Insufficient student funding	28	40.0%	14	20.0%	9	12.9%	19	27.1%
Insufficient space (e.g. lab, classroom)	59	81.9%	10	13.9%	3	4.2%	—	—

Note: Where dashes (—) occur, no data were provided.

Graduation Tables 22-26

Table 22—Total Number of Degrees Granted by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Total Number of Degrees Granted
	Existing Programs	Programs Responding	
Undergraduate	279	249	10,352
Audiology			
Clinical Doctorate: Entry-Level	80	77	790
Speech-Language Pathology			
Master's	311	286	10,027
Clinical Doctorate: Post Entry-Level	9	8	101
Research Doctorate	80	77	116

Table 23—Number and Percent of Degrees Granted by Area of Study, Degree Type, and Gender

Area of Study and Degree Type	Number of		Total Number of Degrees Granted						
	Existing Programs	Programs Responding	Male		Female		Non-Binary		Unknown
Undergraduate	279	196	321	4.0%	7,692	95.8%	18	0.2%	34
Audiology									
Clinical Doctorate: Entry-Level	80	65	60	8.7%	624	90.6%	5	0.7%	9
Speech-Language Pathology									
Master's	311	247	310	3.6%	8,306	96.3%	11	0.1%	86
Clinical Doctorate: Post Entry-Level	9	6	4	4.1%	93	94.9%	1	1.0%	0
Research Doctorate	80	51	25	23.4%	82	76.6%	0	0.0%	9

Note: Percentage calculations do not include unknown.

Table 24—Number and Percent of Degrees Granted by Area of Study, Degree Type, and Race/Ethnicity

Area of Study and Degree Type	Number of		Total Number of Degrees Granted						
	Existing Programs	Programs Responding	Non-International				International	Unknown	
			White	Racial/Ethnic Minority					
Undergraduate	279	176	4,925	70.7%	1,975	28.4%	65	0.9%	190
Audiology									
Clinical Doctorate: Entry-Level	80	60	513	78.3%	133	20.3%	9	1.4%	9
Speech-Language Pathology									
Master's	311	231	5,640	71.3%	2,148	27.2%	123	1.6%	263
Clinical Doctorate: Post Entry-Level	9	5	57	66.3%	29	33.7%	0	0.0%	3
Research Doctorate	80	51	63	63.6%	15	15.2%	21	21.2%	17

Note: Percentage calculations do not include unknown.

Table 25—Number and Percent of Programs that Require a Thesis and/or a Capstone for Conferral of the Graduate Degree by Area of Study and Degree Type

Area of Study and Degree	Number of Existing Programs	Number of Programs Responding	Number and Percent of Programs that Require Thesis		Number and Percent of Programs that Require Capstone Project	
Audiology						
Clinical Doctorate: Entry Level	80	47	1	2.1%	32	68.1%
Speech-Language Pathology						
Master's	311	197	28	14.2%	54	27.4%
Clinical Doctorate: Post-Entry Level	9	5	0	0.0%	4	80.0%
Research Doctorate	80	54	1	1.9%	1	1.9%

Table 26—Number of Research Doctoral Degrees Granted by Primary Area of Specialty

Area of Study and Primary Area of Specialty	Number of		
	Existing Institutions	Institutions Responding	Research Doctoral Degrees Granted
Audiology/Hearing Sciences			
Balance	80	11	0
Hearing conservation	80	11	0
Hearing science	80	11	8
Pediatric audiology	80	11	1
Psychoacoustics	80	11	1
Rehabilitative audiology	80	11	1
Other Audiology/Hearing Science	80	11	5
Total	80	11	16
Speech-Language Pathology/Speech and Language Sciences			
AAC	80	38	3
Aural rehabilitation	80	38	0
Child Language	80	38	16
Fluency	80	38	1
Language science	80	38	6
Literacy	80	38	3
Neurogenic communication disorders	80	38	15
Phonology/articulation	80	38	1
Speech science	80	38	12
Swallowing	80	38	6
Voice	80	38	7
Other SLP/Speech Sciences	80	38	6
Total	80	38	76

First Employment

Table 27—First Employment for Research Doctoral Degree Graduates by Area of Study and Employment Setting

Area of Study, Degree Type and Employment Setting	Number of			Percent of Graduates
	Existing Programs	Programs Responding	Graduates	
Research Doctorate				
Faculty/academic position in a CSD program	80	47	38	35.8%
Faculty/academic position in another discipline	80	47	5	4.7%
Clinical position in an academic setting	80	47	4	3.8%
Clinical position in a non-academic setting	80	48	6	5.7%
Administrative position in an academic setting	80	47	1	0.9%
Administrative position in a non-academic setting	80	47	1	0.9%
Research position in an academic setting	80	47	9	8.5%
Research position in a non-academic setting	80	47	3	2.8%
Postdoctoral position	80	47	28	26.4%
Other or unknown employment setting	80	47	9	8.5%
Not employed	80	47	0	0.0%
Unknown employment status	80	47	2	1.9%

Clinical Practicum Tables 28-29

Table 28—Average Number of Graduate Practicum Hours Obtained at On-Campus Sites by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Average Number of Graduate Practicum Hours Obtained at On-Campus Sites
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	80	64	326.0
Speech-Language Pathology			
Master's	311	233	118.2

Table 29—Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	80	63	2009.6
Speech-Language Pathology			
Master's	311	243	335.0

Time to Degree Tables 30-33

Table 30—Average Time to Degree in Quarters by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Average Time to Degree in Quarters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
Audiology						
Clinical Doctorate: Entry-Level	80	2	15.5	15.5	15	16
Speech-Language Pathology						
Master's	311	9	7.6	7	7	11
Clinical Doctorate: Post Entry-Level	9	1	9	9	9	9

Table 31—Average Time to Degree in Semesters by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Average Time to Degree in Semesters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
Audiology						
Clinical Doctorate: Entry-Level	80	45	10.3	11	8	12
Speech-Language Pathology						
Master's	311	187	5.4	5	4	8
Clinical Doctorate: Post Entry-Level	9	4	5.5	6	3	7

Table 32—Number of Graduates Who Completed the Research Doctoral Degree Requirements within the Following Time Frames

Area of Study	Number of		Number of Years							
	Existing Programs	Programs Responding	1-3		4-6		7-10		More than 10	
Research Doctorate	80	50	9	8.3%	84	77.1%	12	11.0%	4	3.7%

Table 33—Number of Research Doctoral Students Who "Officially Dropped Out" of the Degree Program When the Following Requirements Were Unfulfilled

Area of Study	Number of		Number of Students Who Drop Out When the Following Requirements Were Unfulfilled		
	Existing Programs	Programs Indicating student dropouts	Academic Coursework, Comprehensive Exams, Dissertation	Comprehensive Exams, Dissertation	Dissertation Only
Research Doctorate	80	15	17	1	4

Administrative Location

Table 34—Administrative Location of Programs within Academic Institutions

Number of		Administrative Location of CSD Degree Programs within the Institution																
Existing Institutions	Responding Institutions	Allied Health; Health Sciences; Health Professions; Public Health	Arts; Sciences; Humanities; Liberal & Fine Arts; Social and Behavioral Sciences	Audiology; Speech-Language Pathology; Communication Disorders	Communications	Education	Medicine	Professional Programs/ Studies	None of the above									
358	322	189	58.7%	58	18.0%	7	2.2%	10	3.1%	36	11.2%	7	2.2%	7	2.2%	8	2.5%	

Post-Doctoral Appointments

Table 35—Number of Post-Doctoral Appointments Available and Filled

Number of			Total Number of	
Existing Institutions	Institutions Responding	Institutions that Offer Post-Doctoral Appointments	Post-Doctoral Appointments Available	Post-Doctoral Appointments Filled
358	322	31	94	60

Faculty Tables 36-40

Table 36—Total Number of Academic and Clinical Faculty by Full-Time and Part-Time Employment Status

Employed	Academic Faculty	Clinical Faculty	Total
Full time	2,316	1,356	3,672
Part time	1,170	1,101	2,272
Total	3,486	2,457	5,943

Note: 322 of 358 (89.9%) institutions provided data.

Table 37—Total Number of Full-Time Faculty with Research Doctoral Degrees by Area of Study

Research Doctoral Degree by Area of Study	Number of Full-Time Faculty
Audiology	335
Speech Language Pathology	1,308
Hearing Science	125
Speech/Language Science	274
Other	285
Total	2,327

Note: 320 of 358 (89.4%) institutions provided data.

Table 38—Total Number of Openings for Full-Time Faculty with Research Doctorates

Area of Study	Academic Year (2022-2023)
Audiology	43
Speech Language Pathology	231
Hearing Sciences	9
Speech/Language Sciences	23
No Specific Area of Study	22
Total	328

Note: 315 of 358 (88.0%) institutions provided data.

Table 39— Total Searches for Faculty with Research Doctorates Conducted and Filled

Total Number of Searches Conducted	Total Number of Searches Filled	Percent of Searches Filled	Filled with Faculty Who Hold			
			Research Doctorate(s) in CSD		Research Doctorate(s) in Another Discipline	
282	176	62.4%	152	86.4%	10	5.7%

Note: 322 of 358 (89.9%) institutions provided data.

Table 40— Number of Searches for Faculty with Research Doctorates and Positions Filled by Area of Study

Area of Study	Number of Searches Filled	Filled with Faculty Who Hold A				Filled with Faculty Hired		Number of Searches Unfilled
		Research Doctorate(s) in CSD	Research Doctorate(s) in Another Discipline	Clinical Doctorate(s) in CSD	Master's in CSD	Full-Time	Part-Time	
Audiology	31	25	1	5	0	31	0	7
Speech-Language Pathology	114	99	5	3	7	113	1	74
Hearing Science	4	4	0	0	0	4	0	4
Speech/Language Sciences	19	19	0	0	0	19	0	6
No specific area of study	10	5	4	0	1	10	0	6
Total	178	152	10	8	8	177	1	97

Note: 322 of 358 (89.9%) institutions provided data