

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

2013-2014 Academic Year

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

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. Individual institution and program degree details are available in [EdFind](#), ASHA's online directory.

Data and Methods

The data contained in the national aggregate data tables were collected between August 12, 2014, and December 15, 2014, via ASHA's CSD Education Survey, which was electronically distributed to 308 institutions of higher education with undergraduate and graduate CSD degree programs. Data were collected for academic year (AY) fall 2013 through summer 2014 for the 50 U.S. states, 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 CSD degree programs available at their respective institutions by completing the "profile self-selection" page. The Higher Education Data System (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.

The survey contained nine sections with 53 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 308 academic institutions received the 2014 CSD Education Survey, and 286 completed and submitted data, representing a 93% response rate. Academic programs were contacted via e-mail and phone during the open period to encourage participation.

Among the 286 institutions completing the 2014 CSD Education Survey, data were provided by:

- undergraduate programs in CSD—91% (242/266)
- entry-level master's programs in speech-language pathology—93% (243/260)
- clinical entry-level doctorate programs in audiology—92% (69/75)
- research doctoral degree programs in audiology, speech-language pathology and/or speech, language, and hearing sciences—91% (69/76)

Aggregate and Individual State Aggregate Data Reports Content

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 on the academic program profile self-selection page of the electronic survey. 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 and type of degree programs offered at the institution. 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).

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 fewer 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

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 average number of applications submitted by students are 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.

Graduation

Respondents were asked to provide data on number of degrees granted. 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. Similarly, data collected on time to degree varied between research doctoral degree programs and master's and clinical doctoral degree programs.

Employment

Respondents were asked to include information about first employment post-graduation. Response options for research doctoral graduates differed from those for entry-level degree graduates. Employment totals may not be equal to data on degrees granted.

Clinical Practicum

Respondents with entry level degree programs were asked to provide average number of clinical hours obtained at "on campus" sites and average number of clinical hours 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 time frames measured in three year increments.

Administrative Location

Respondents were asked to indicate where the academic degree program was administratively housed within the institution. The text box responses were categorized in accordance with 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. For programs that erroneously listed street addresses, a manual search of university websites was conducted to determine the administrative location of the degree program

Faculty

Data were collected to gauge faculty recruitment and retention. All 267 institutions that submitted the survey provided data. 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 filled appears to greatly exceed the number available, as some institutions did not provide the number available, only the number filled.

Grants and Contracts

Respondents were asked to provide total number of federally and state funded research and personnel preparation active grants and contracts across all degree programs during the most recently completed academic year. Respondents were asked to provide the total combined dollar amount of direct costs budgeted for the most recently completed academic 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 “N/A”; 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. 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 conducted data review 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 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 data reports should be directed to academicaffairs@asha.org.

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CSD Education Data-At-A-Glance for Academic Year 2013-2014

Institution Summary

- 308 institutions offer undergraduate through research doctoral (PhD) education in CSD
- 266 offer an undergraduate degree in CSD
- 260 offer a master's in speech-language pathology
- 75 offer an entry-level clinical doctorate in audiology
- 3 offer post entry-level clinical doctorate in audiology
- 4 offer a post entry-level clinical doctorate in speech-language pathology
- 76 offer research doctoral degrees in audiology, speech-language pathology and/or speech, language, and hearing sciences

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

- 65,076 master's speech-language pathology applications
- 5,479 entry-level audiology clinical doctoral applications
- 56 post entry-level audiology clinical doctoral applications
- 46 post entry-level speech-language pathology clinical doctoral applications
- 563 research doctoral applications in audiology, speech-language pathology and/or speech, language, and hearing sciences

Total Enrollment

- 38,261 undergraduate CSD majors
- 16,686 master's speech-language pathology students
- 2,573 entry-level audiology clinical doctoral students
- 95 post entry-level audiology clinical doctoral students
- 73 post entry-level speech-language pathology clinical doctoral students
- 810 research doctoral students in audiology, speech-language pathology and/or speech, language, and hearing sciences

Degree's Granted

- 10,099 undergraduate degrees in CSD
- 7,237 speech-language pathology master's degrees
- 568 entry-level audiology clinical doctoral degrees
- 46 post entry-level audiology clinical doctoral degrees
- 10 post entry-level speech-language pathology clinical doctoral degrees
- 183 research doctoral degrees in audiology, speech-language pathology and/or speech, language, and hearing sciences

Data was based on overall response rate of 93% (286 of 308 institutions responding). No extrapolation was conducted.

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Participating Institutions

The following institutions completed the 2014 CSD Education Survey. They represent 286 of the 308 institutions invited to participate. Institutions are listed in alphabetical order by state.

Alabama

Alabama A&M University
Auburn University
Auburn University, Montgomery
Samford 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

Biola University
California State University, Chico
California State University, East Bay
California State University, Fullerton
California State University, Long Beach
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 – Audiology Program
University of the Pacific – SLP Program

Colorado

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

Connecticut

Sacred Heart University
Southern Connecticut State University
University of Connecticut

District of Columbia

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

Florida

Florida Atlantic University
Florida International University
Florida State University
Jacksonville 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 State University
Georgia State University
University of Georgia
University of West Georgia
Valdosta State University

Hawaii

University of Hawaii at Manoa

Idaho

Idaho State University, Pocatello

Illinois

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

Indiana

Ball State University
Butler University
Indiana State University
Indiana University - Purdue University, Fort
Wayne
Purdue University
Saint Mary's College

Iowa

St. Ambrose University
University of Iowa
University of Northern Iowa

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
Western Kentucky University

Louisiana

Louisiana State University - Health Science
Center, New Orleans
Louisiana State University Health Sciences
Center, Shreveport
Louisiana Technical University
Nicholls State 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
Elms College
Emerson College
Harvard Medical School
MGH Institute of Health Professions
Northeastern University
Springfield College
University of Massachusetts, Amherst
Worcester State University

Michigan

Andrews University
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State 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

Fontbonne University
Maryville University
Missouri State University
Rockhurst University
Saint Louis University
Southeast Missouri State University

Missouri *(continued)*

University of Central Missouri
University of Missouri
Washington University

Montana

University of Montana

Nebraska

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

Nevada

Nevada State College
University of Nevada, Reno

New Hampshire

University of New Hampshire

New Jersey

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

New Mexico

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

New York

Adelphi University
Buffalo State College
College of Saint Rose
CUNY, Brooklyn College / Hunter College -
Graduate Center
CUNY, Brooklyn College
CUNY, Hunter College
CUNY, Lehman College
CUNY, Queens College
CUNY, The Graduate Center (PhD Program)
Elmira College
Hofstra University
Iona College
Ithaca College
LIU Brooklyn
LIU Post

New York *(continued)*

Long Island AuD Consortium -
Adelphi/Hofstra/St. John's Universities
Marymount Manhattan College
Mercy College
Molloy College
Nazareth College
New York Medical College
New York University
Pace University
St. John's University
SUNY at Cortland
SUNY at Fredonia
SUNY at New Paltz
SUNY at Plattsburgh
Syracuse University
Teachers College, Columbia University
Touro College
Yeshiva University

North Carolina

Appalachian State University
East Carolina University
North Carolina Central University
Shaw 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 University
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 (NOAC)- 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 Science & Arts of Oklahoma
University of Tulsa

Oregon

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

Pennsylvania

Bloomsburg University of Pennsylvania
California University of Pennsylvania
Clarion University of Pennsylvania
Duquesne University
East Stroudsburg University
Edinboro University of Pennsylvania
Indiana University of Pennsylvania
La Salle University
Marywood University
Misericordia University
Pennsylvania State University
Salus University - Audiology Program
Temple University
University of Pittsburgh
West Chester University

Puerto Rico

Carlos Albizu University
Universidad del Turabo
University of Puerto Rico, San Juan

Rhode Island

Rhode Island College
University of Rhode Island

South Carolina

Bob Jones University
Columbia College
South Carolina State University
University of South Carolina

South Dakota

Augustana College (SD)
University of South Dakota

Tennessee

East Tennessee State University
Tennessee State University

Tennessee *(continued)*

University of Memphis
Vanderbilt University

Texas

Abilene Christian University
Lamar University
Our Lady of the Lake University
Stephen F. Austin State University
Texas A&M University, Kingsville
Texas Christian University
Texas State University
Texas Tech University Health Sciences Center
Texas Woman's University
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
Rocky Mountain University of Health
Professions
University of Utah
Utah State University

Vermont

University of Vermont

Virginia

Hampton University
James Madison University
Longwood University
Old Dominion 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

Highlights

Applications and Admissions

- A total of 5,479 applications were received by the 69 audiology clinical doctoral entry level programs who responded to the survey, of which 1,892 were approved for admission. This averaged out to 79 applications and 27 offered admissions per program (see Tables 1, 2, 5, and 6). There were 5,177 applications received and 1,662 approved for admission in 2012-2013 (based on 69 programs responding). The average number of applications received per program in the 2012-2013 academic year was 74 and an average of 24 were offered admission. 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 65,076 applications were received by the 243 speech-language pathology master's level programs who responded to the survey, of which 15,159 were approved for admission. This resulted in an average of 268 applications received per program, of which an average of 62 applicants was offered admission (see Tables 1, 2, 5, and 6). There were 60,456 applications received and 13,234 approved for admission in 2012-2013 (based on 236 programs responding). In the 2012-2013 academic year, the average number of applications received per program was 256 and an average of 56 were offered admission. The number of applications reported does not reflect a 1:1 correspondence with the number of students applying to graduate programs.
- A total of 563 research doctoral applications were received across all areas of study of which 249 were approved for admission as reported by the 69 institutions offering research doctoral degree programs who responded to the survey. There were 757 applications received and 249 approved for admission 2012-2013 (based on the 69 institutions offering research doctoral degree programs who responded to the survey).
- The majority of applicants across all areas of study were non-international students. Audiology clinical doctoral post-entry level programs reported the highest percentage of international applicants (48.2%) (see Table 2). The majority of those approved for admission were non-international, ranging from 51.1% of audiology clinical doctoral post-entry level programs to 100.0% of speech-language pathology clinical doctoral post-entry level programs (see Table 6).
- More than a third (34.9%) of audiology clinical doctoral entry level students were offered admission with funding, as were 23.6% of speech-language pathology master's level students (see Table 7). A much larger percentage of research doctoral students were offered admission with funding (89.7% of audiology research doctoral students, 91.0% of speech-language pathology research doctoral students, and 75.7% of speech and hearing sciences research doctoral students).
- For audiology clinical doctoral entry level students, the most prevalent types of funding offered were scholarships (45.9%) and assistantships (44.8%) (see Table 8). More than half (57.6%) of speech-language pathology master's level students were offered assistantships and 32.3% were offered scholarships. Fellowships were offered to 42.9%, 30.8%, and 35.0% of audiology, speech-language pathology, and speech and hearing sciences research doctoral students, respectively.
- The median GPA range for students offered admission was 3.27-3.98 for audiology clinical doctoral entry level students and 3.30-4.00 for speech-language pathology master's level students (see Table 9).

Student Capacity for Admissions

- The median student capacity for admissions was 10 students for audiology clinical doctoral entry-level programs, 28 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 (see Table 3).
- The percent of first year enrollments over student capacity for admissions was 96.9% for audiology clinical doctoral entry-level programs, 101.6% for speech-language pathology master's programs, and 45.4% for research doctoral programs (16.7% for audiology, 41.6% for speech-language pathology, and 67.0% for speech and hearing sciences) (see Table 4). In the 2012-2013 academic year, the percent of first year enrollments over student capacity for admissions was 95.3% for audiology clinical doctoral entry-level programs, 98.7% for speech-language pathology master's programs, and 54.6% for research doctoral programs.
- The percent of first year enrollments over student capacity for admissions for audiology clinical doctoral entry-level programs ranged from 55.6% in Indiana to 116.7% in Idaho (see Table 18). The percent of first year enrollments over student capacity for admissions for speech-language pathology master's programs ranged from 76.7% in Montana to 160.5% in Kentucky.

First-Year Enrollments

- A total of 741 first-year audiology clinical doctoral entry-level students were reported, 7,838 speech-language pathology master's level students, and 142 research doctoral students (11 for audiology, 55 for speech-language pathology, and 76 for speech and hearing sciences; see Tables 10-12). In the 2012-2013 academic year, there were 734 first-year audiology clinical doctoral entry-level enrollments, 7,449 for master's speech-language pathology programs, and 175 for research doctoral students (16 for audiology, 86 for speech-language pathology, and 73 for speech and hearing sciences).
- The majority of first-year students were women across all degree types and all areas of study (84.8% in audiology clinical doctoral entry-level programs, 95.3% for master's speech-language pathology programs, 70.0% audiology research doctoral programs, 84.3% for speech-language pathology research doctoral programs, and 80.0% for speech and hearing sciences research doctoral programs (see Table 11).
- Most first-year entry-level students were white (non-international)—86.4% of audiology clinical doctoral entry-level and 83.4% of master's speech-language pathology students, as were the majority of research doctoral students (60.0% for audiology, 74.5% for speech-language pathology, and 68.3% for speech and hearing sciences) (see Table 12).

Total Enrollment

- A total of 38,261 undergraduate students were enrolled for the 2013-2014 academic year based on 91.0% of programs reporting (see Table 13). Of these, 4.9% were male, 20.6% were of a racial/ethnic minority (non-international) and 0.7% were international students (see Tables 14-15). In the 2012-2013 academic year, there were 39,047 undergraduate students enrolled based on 87.7% of programs reporting. Of these, 6.2% were male, 19.7% were of a racial/ethnic minority (non-international) and 0.7% were international students
- There were 2,573 students enrolled in audiology clinical doctoral entry-level programs, 16,686 enrolled in master's-level speech-language pathology programs, and 810 enrolled in research doctoral programs (66 in audiology, 327 in speech-language pathology, and 417 in speech and hearing sciences) (see Table 13).

- Males comprised 15.3% of all audiology clinical doctoral entry-level students, 5.0% of master's speech-language pathology students, 23.4% of audiology research doctoral students, 14.9% of speech-language pathology research doctoral students, and 23.9% of speech and hearing science research doctoral students (see Table 14). Most entry-level students were white (non-international)—87.4% of audiology clinical doctoral entry-level and 82.8% of master's speech-language pathology students (see Table 15). Students from non-white racial/ ethnic groups (non-international) comprised 10.1% of audiology clinical doctoral entry-level students and 15.8% of master's speech-language pathology students (see Table 15).
- The median number of students enrolled with a documented disability was 1 for audiology clinical doctoral entry-level students and master's speech-language pathology students. The median number of students enrolled with a documented disability in all research doctoral programs was 0 (see Table 16).
- Of first year audiology research doctoral students, 46.2% enrolled while simultaneously enrolled in a clinical doctoral degree program (e.g., AuD/PhD), 23.1% enrolled after practicing five or fewer years in the profession(s)/discipline, and 23.1% enrolled after practicing 6 or more years in the profession(s)/discipline (see Table 17).
- For first year speech-language pathology research doctoral students, 46.3% enrolled after practicing five or fewer years in the professions(s)/ discipline, 31.3% enrolled after practicing six or more years, and 16.3% enrolled immediately following the receipt of their master's degree (see Table 17).
- About a third (32.6%) of first year speech and hearing sciences research doctoral students enrolled upon receipt of their bachelor's degree, 18.8% upon receipt of their master's degree, and 15.3% after practicing five or fewer years in the professions(s)/ discipline (see Table 17).
- Factors having the most impact on enrollment in audiology clinical doctoral entry-level programs were insufficient student funding and insufficient clinical placements. Forty percent of programs reported insufficient student funding as either a moderate (23.9%) or major (16.4%) factor impacting enrollment. Less than one fourth of audiology clinical doctoral programs (22.4%) reported insufficient clinical placements as either a moderate (16.4%) or major (6.0%) factor impacting enrollment (see Table 19).
- Insufficient clinical placements (32.5%), insufficient student funding (26.9%) and competing demands on faculty time (26.5%) topped the list of factors having the most impact on enrollment in master's-level speech-language pathology programs. One third (32.5%) of master's SLP programs reported insufficient clinical placements as either a moderate (17.1%) or a major (15.4%) factor impacting enrollment (see Table 19).
- Across all research doctoral programs, an insufficient number of qualified candidates applying and insufficient student funding were the two factors having the most impact on enrollment (see Table 19).

Graduation

- A total of 10,099 undergraduate CSD degrees were granted in the 2013-2014 academic year based on 91.0% of programs responding (see Table 20). In the 2012-2013 academic year, 9,577 undergraduate CSD degrees were granted based on 87.7% of programs responding.
- A total of 568 clinical entry-level doctoral degrees in audiology were granted, based on 69 programs reporting, and 7,237 master's degrees were granted in speech-language pathology with 243 programs reporting. In the 2012-2013 academic year, a total of 577 clinical entry-level doctoral degrees were granted in audiology, based on 70 programs reporting, and 6,932 master's degrees were granted in speech-language pathology with 236 programs reporting.
- A total of 183 research doctoral degrees were granted; 30 in audiology, 46 in speech-language pathology, and 107 in speech and hearing sciences (see Table 20). In the 2012-2013 academic year, a total of 132 research doctoral degrees were granted (16 in audiology, 64 in speech-language pathology, and 52 in speech and hearing sciences).
- Most (95.6%) of those earning an undergraduate degree were female (see Table 21). Males represented 16.0% of audiology clinical doctoral entry level degree graduates, 4.0% of speech-language pathology master's degree graduates, 25.0% of audiology research doctoral graduates, 16.3% of speech-language

pathology research doctoral graduates, and 34.3% of speech and hearing sciences research doctoral graduates.

- White (non-international) students represented 81.4% of those earning an undergraduate degree, 17.7% were individuals from racial/ethnic minority groups (non-international), and 1.0% were international (see Table 22).
- Likewise, white (non-international) students represented the majority of graduates from audiology clinical doctoral entry-level degree programs (87.8%), speech-language pathology master's degree programs (84.1%), speech-language pathology research doctoral programs (67.4%), and speech and hearing sciences research doctoral programs (68.6%) (see Table 22). The only exception was in audiology research doctoral programs, in which 20.8% students were from racial/ethnic minority groups (non-international) and 29.2% were international.
- The top areas for audiology/hearing sciences research doctoral graduates were hearing science ($n=42$) and hearing disorders ($n=15$) (see Table 23). The top areas for speech and language pathology/speech sciences research doctoral graduates were child language ($n=34$), speech science ($n=24$), and neurogenic communication disorders ($n=20$).

Employment

- Audiology clinical doctoral entry level graduates were most likely to be employed in a healthcare setting (including private practice) (86.1% of those employed in-state; $n=230$, and 87.3% of those employed out-of-state; $n=251$).
- Speech-language pathology master's graduates were more likely to be employed in a school setting (52.6% of those employed in-state; $n=3,891$, and 43.9% of those employed out-of-state; $n=1,636$) (see Table 24).
- Most audiology research doctoral graduates held a faculty/academic position in a CSD program ($n=8$) (see Table 25). The majority of speech-language pathology research doctoral graduates either held a faculty/academic position in a CSD program ($n=26$) or a clinical position in a non-academic setting ($n=10$). Most graduates of speech and hearing sciences research doctoral programs held a postdoctoral position ($n=52$), a faculty/academic position in a CSD program ($n=32$), or a research position in a non-academic setting ($n=32$).

Thesis Requirement

- Only 4.3% of audiology clinical doctoral entry-level programs required a thesis for conferral of the degree compared to 32.1% of speech-language pathology master's degree programs (see Table 26).

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 383.2 and 1,922.1 (see Tables 27-28). The average number of practicum hours for speech-language pathology master's level students was 134.9 and 334.1 at on-campus and off-campus sites, respectively.

Time to Degree Completion

- Audiology clinical doctoral entry-level students needed an average (median) of 15 quarters or 11 semesters to complete the program (see Tables 29-30).
- Speech-language pathology master's level students needed an average (median) of 7 quarters or 5 semesters to complete the program (see Tables 29-30).
- Most (62.5%) of audiology research doctoral graduates completed the degree requirements within 4 to 6 years while 33.3% required 7 to 10 years (see Table 31). Likewise, the majority (72.7%) of speech-language pathology research doctoral graduates completed their requirements within 4 to 6 years. About

two-thirds (69.1%) of speech and hearing science research doctoral graduates completed the degree requirements within 4 to 6 years and 16.2% required 7 to 10 years.

- Of those audiology and speech-language pathology research doctoral students who officially dropped out of their degree program, most left academic coursework, comprehensive exams, and dissertation requirements unfulfilled (see Table 32). For speech and hearing science doctoral students, 9 students dropped out when academic coursework, comprehensive exams, and dissertation requirements were unfulfilled and 3 when comprehensive exams and dissertation requirements were unfulfilled.

Where Administratively Housed

- Most audiology, speech-language pathology, and speech and hearing sciences programs are administratively located within Allied Health; Health Sciences; Health Professions; Public Health (46.6%, 43.0%, and 43.6%, respectively) (see Table 33).

Post-Doctoral Appointments

- For the 2013-2014 academic year, 27 of the 286 institutions responding indicated offering a post-doctoral opportunity (see Table 34). These institutions reported that there were a total of 57 post-doctoral appointments available and that 55 were filled.

Total Number of Faculty

- A total of 4,952 academic and clinical faculty were employed in academic year 2013-2014 based on 92.9% of institutions responding (see Table 35). Of these, 2,072 were full-time academic faculty, 861 were part time academic faculty, 1,002 were full-time clinical faculty, and 930 were part-time clinical faculty.
- The majority of faculty with research doctoral degrees held them in either speech-language pathology (55.2%) or audiology (17.7%) (see Table 36).

Faculty Openings

- There was a total of 281 full time faculty openings in academic year 2013-2014; 44 in audiology, 208 in speech-language pathology, 19 in speech sciences, 5 in hearing sciences, and 6 in no specific area of study (see Table 37). There was a total of 604 openings projected for the 5-year period 2015-2020; 134 in audiology, 396 in speech-language pathology, 42 in speech sciences, 18 in hearing sciences, and 22 in no specific area of study.
- A total of 275 searches were conducted for faculty in the 2013-2014 academic year (see Table 38). Of these, 41 searches were conducted for audiology faculty, 204 for speech-language pathology faculty, 4 for hearing sciences faculty, and 20 for speech and hearing sciences faculty. An additional 6 were for no specific area of study.
- About half (130; 43.8%) of the faculty openings were filled with full-time faculty who hold a research doctorate in CSD and 11.4% were filled with faculty who hold a master's degree in CSD (see Table 38). Seventy-four (24.9%) of the 275 faculty searches went unfilled.

Federally- and State- Funded Research and Personnel Preparation Grants

- About a third ($n=95$) of responding institutions reported a total 423 federally-funded research grants adding up to more than \$117.7 million (see Table 39). Forty-four federally-funded personnel preparation grants were reported for an overall amount of \$11.4 million.
- Thirty-nine institutions reported a total of 32 state-funded research grants totaling more than \$1.6 million and 15 state-funded personnel preparation grants totaling \$1.5 million (see Table 40).

Applications and Admissions Tables 1-9

Table 1—Total Number of Applications by Area of Study and Degree Type

Area of Study and Degree	Number of		
	Existing Programs	Programs Responding	Applications
Audiology			
Clinical Doctorate: Entry Level	75	69	5,479
Clinical Doctorate: Post-Entry Level	3	3	56
Research Doctorate	28	25	62
Speech-Language Pathology			
Master's	260	243	65,076
Clinical Doctorate: Post-Entry Level	4	4	46
Research Doctorate	49	43	202
Speech and Hearing Sciences			
Research Doctorate	43	39	299

Table 2—Total Number of Applications by Area of Study, Degree Type, and International vs. Non-International Status

Area of Study and Degree	Number of		Number of Applications			
	Existing Programs	Programs Responding	Non-International		International	
Audiology						
Clinical Doctorate: Entry Level	75	67	5,054	95.68%	228	4.32%
Clinical Doctorate: Post-Entry Level	3	3	29	51.79%	27	48.21%
Research Doctorate	28	20	40	67.8%	19	32.2%
Speech-Language Pathology						
Master's	260	220	55,776	98.06%	1,105	1.94%
Clinical Doctorate: Post-Entry Level	4	3	31	100%	0	0%
Research Doctorate	49	41	149	73.76%	53	26.24%
Speech and Hearing Sciences						
Research Doctorate	43	34	193	69.93%	83	30.07%

Table 3—Student Capacity for Admissions by Area of Study and Degree Type

Area of Study and Degree	Number of		Student Capacity for Admissions				
	Existing Programs	Programs Responding	Sum	Mean	Median	Minimum	Maximum
Audiology							
Clinical Doctorate: Entry Level	75	69	765	11.1	10	5	28
Clinical Doctorate: Post-Entry Level	3	3	112	37.3	40	2	70
Research Doctorate	28	19	60	3.2	2	1	10
Speech-Language Pathology							
Master's	260	239	7,674	32.1	28	11	240
Clinical Doctorate: Post-Entry Level	4	3	42	14.0	15	5	22
Research Doctorate	49	33	113	3.4	3	1	8
Speech and Hearing Sciences							
Research Doctorate	43	31	100	3.2	3	1	7

Table 4—Student Capacity for Admissions and Actual First Year Enrollments by Area of Study and Degree Type

Area of Study and Degree	Number of				
	Existing Programs	Programs Responding	Student Capacity for Admissions	First Year Enrollments	First Year Enrollments over Student Capacity for Admissions
Audiology					
Clinical Doctorate: Entry Level	75	69	765	741	96.86%
Clinical Doctorate: Post-Entry Level	3	3	112	42	37.5%
Research Doctorate	28	19	60	10	16.67%
Speech-Language Pathology					
Master's	260	239	7,674	7,797	101.6%
Clinical Doctorate: Post-Entry Level	4	3	42	34	80.95%
Research Doctorate	49	33	113	47	41.59%
Speech and Hearing Sciences					
Research Doctorate	43	31	100	67	67%

Table 5—Total Number Approved for Admission by Area of Study and Degree Type

Area of Study and Degree	Number of		Number Approved for Admission
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry Level	75	69	1,892
Clinical Doctorate: Post-Entry Level	3	3	45
Research Doctorate	28	25	27
Speech-Language Pathology			
Master's	260	243	15,159
Clinical Doctorate: Post-Entry Level	4	4	37
Research Doctorate	49	43	112
Speech and Hearing Sciences			
Research Doctorate	43	39	110

Table 6—Number Approved for Admission by Area of Study, Degree Type, and International vs. Non-International Status

Area of Study and Degree	Number of		Number Approved for Admission			
	Existing Programs	Programs Responding	Non-International		International	
Audiology						
Clinical Doctorate: Entry Level	75	63	1,668	97.49%	43	2.51%
Clinical Doctorate: Post-Entry Level	3	3	23	51.11%	22	48.89%
Research Doctorate	28	20	19	76%	6	24%
Speech-Language Pathology						
Master's	260	223	13,486	98.39%	220	1.61%
Clinical Doctorate: Post-Entry Level	4	3	26	100%	0	0%
Research Doctorate	49	40	92	82.14%	20	17.86%
Speech and Hearing Sciences						
Research Doctorate	43	35	82	82.83%	17	17.17%

Table 7—Number and Percent of Students Offered Admission with Funding by Area of Study and Degree Type

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		
Audiology					
Clinical Doctorate: Entry Level	74	60	1,416	494	34.89%
Clinical Doctorate: Post-Entry Level	3	0	—	—	—
Research Doctorate	29	14	29	26	89.66%
Speech-Language Pathology					
Master's	257	167	9,463	2,229	23.55%
Clinical Doctorate: Post-Entry Level	2	0	—	—	—
Research Doctorate	51	27	85	77	91%
Speech and Hearing Sciences					
Research Doctorate	42	21	107	81	75.7%

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

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

Area of Study and Degree	Number of			Students Offered Admission with Funding									
	Existing Programs	Programs Responding	Students Offered Admission with Funding	Assistantships		Extramural		Fellowships		Intramural		Scholarships	
Audiology													
Clinical Doctorate: Entry Level	75	56	514	230	44.75%	17	3.31%	22	4.28%	5	0.97%	236	45.91%
Clinical Doctorate: Post-Entry Level	3	0	—	—	—	—	—	—	—	—	—	—	—
Research Doctorate	28	10	21	7	33.33%	6	28.57%	9	42.86%	0	0%	3	14.29%
Speech-Language Pathology													
Master's	260	165	1,978	1140	57.63%	78	3.94%	106	5.36%	15	0.76%	638	32.25%
Clinical Doctorate: Post-Entry Level	4	0	—	—	—	—	—	—	—	—	—	—	—
Research Doctorate	49	23	52	21	40.38%	5	9.62%	16	30.77%	0	0%	22	42.31%
Speech and Hearing Sciences													
Research Doctorate	43	25	100	57	57%	9	9%	35	35%	0	0%	3	3%

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

Table 9—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	75	66	3.26-3.96	3.27-3.98
Speech-Language Pathology				
Master's	260	233	3.27-3.96	3.30-4.00

Enrollment Tables 10-19

Table 10—Graduate First Year Enrollment by Area of Study and Degree Type

Area of Study and Degree	Number of		Graduate First Year Enrollment
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry Level	75	69	741
Clinical Doctorate: Post-Entry Level	3	3	42
Research Doctorate	28	25	11
Speech-Language Pathology			
Master's	260	243	7,838
Clinical Doctorate: Post-Entry Level	4	4	34
Research Doctorate	49	43	55
Speech and Hearing Sciences			
Research Doctorate	43	39	76

Table 11—Graduate First Year Enrollment by Area of Study, Degree Type and Gender

Area of Study and Degree	Number of		Graduate First Year Enrollment by Gender			
	Existing Programs	Programs Responding	Male		Female	
Audiology						
Clinical Doctorate: Entry Level	75	61	97	15.18%	542	84.82%
Clinical Doctorate: Post-Entry Level	3	3	14	33.33%	28	66.67%
Research Doctorate	28	21	3	30%	7	70%
Speech-Language Pathology						
Master's	260	204	292	4.68%	5,947	95.32%
Clinical Doctorate: Post-Entry Level	4	3	1	4.35%	22	95.65%
Research Doctorate	49	36	8	15.69%	43	84.31%
Speech and Hearing Sciences						
Research Doctorate	43	33	12	20%	48	80%

Table 12—Graduate First Year Enrollment by Area of Study, Degree Type and Race/Ethnicity

Area of Study and Degree	Number of		Graduate First Year Enrollment by Race/Ethnicity						
	Existing Programs	Programs Responding	Non-International				International		
			White		Racial/Ethnic Minority				
Audiology									
Clinical Doctorate: Entry Level	75	61	552	86.38%	70	10.95%	17	2.66%	
Clinical Doctorate: Post-Entry Level	3	3	17	40.48%	5	11.9%	20	47.62%	
Research Doctorate	28	21	6	60%	1	10%	3	30%	
Speech-Language Pathology									
Master's	260	204	5,206	83.44%	923	14.79%	110	1.76%	
Clinical Doctorate: Post-Entry Level	4	3	12	52.17%	11	47.83%	0	0%	
Research Doctorate	49	36	38	74.51%	6	11.76%	7	13.73%	
Speech and Hearing Sciences									
Research Doctorate	43	33	41	68.33%	6	10%	13	21.67%	

Table 13—Total Enrollment by Area of Study and Degree Type

Area of Study and Degree	Number of		Total Enrollment
	Existing Programs	Programs Responding	
Undergraduate	266	242	38,261
Audiology			
Clinical Doctorate: Entry Level	75	69	2,573
Clinical Doctorate: Post-Entry Level	3	3	95
Research Doctorate	28	25	66
Speech-Language Pathology			
Master's	260	243	16,686
Clinical Doctorate: Post-Entry Level	4	4	73
Research Doctorate	49	43	327
Speech and Hearing Sciences			
Research Doctorate	43	39	417

Table 14—Total Enrollment by Area of Study, Degree Type and Gender

Area of Study and Degree	Number of		Total Enrollment by Gender			
	Existing Programs	Programs Responding	Male		Female	
Undergraduate	266	163	1173	4.92%	22,656	95.08%
Audiology						
Clinical Doctorate: Entry Level	75	57	312	15.3%	1,727	84.7%
Clinical Doctorate: Post-Entry Level	3	3	27	28.42%	68	71.58%
Research Doctorate	28	22	15	23.44%	49	76.56%
Speech-Language Pathology						
Master's	260	199	615	4.95%	11,812	95.05%
Clinical Doctorate: Post-Entry Level	4	3	2	7.14%	26	92.86%
Research Doctorate	49	38	44	14.92%	251	85.08%
Speech and Hearing Sciences						
Research Doctorate	43	32	89	23.92%	283	76.08%

Table 15—Total Enrollment by Area of Study, Degree Type and Race/Ethnicity

Area of Study and Degree	Number of		Total Enrollment by Race/Ethnicity					
	Existing Programs	Programs Responding	Non-International			International		
			White	Racial/Ethnic Minority	White	Racial/Ethnic Minority	International	
Undergraduate	266	163	18,752	78.69%	4,902	20.57%	175	0.73%
Audiology								
Clinical Doctorate: Entry Level	75	57	1,781	87.35%	205	10.05%	53	2.6%
Clinical Doctorate: Post-Entry Level	3	3	46	48.42%	5	5.26%	44	46.32%
Research Doctorate	28	22	41	64.06%	6	9.38%	17	26.56%
Speech-Language Pathology								
Master's	260	199	10,286	82.77%	1,968	15.84%	173	1.39%
Clinical Doctorate: Post-Entry Level	4	3	14	50%	12	42.86%	2	7.14%
Research Doctorate	49	38	185	62.71%	44	14.92%	66	22.37%
Speech and Hearing Sciences								
Research Doctorate	43	32	244	65.59%	37	9.95%	91	24.46%

Table 16—Number of Students Enrolled with a Documented Disability by Area of Study and Degree Type

Area of Study and Degree	Number of		Number of Students Enrolled with a Documented Disability				
	Existing Programs	Programs Responding	Sum	Mean	Median	Minimum	Maximum
Undergraduate	266	114	519	4.6	3	0	33
Audiology							
Clinical Doctorate: Entry Level	75	47	53	1.1	1	0	9
Clinical Doctorate: Post-Entry Level	3	2	3	1.5	2	1	2
Research Doctorate	28	14	2	.1	0	0	1
Speech-Language Pathology							
Master's	260	178	294	1.7	1	0	18
Clinical Doctorate: Post-Entry Level	5	2	0	0.0	0	0	0
Research Doctorate	49	28	5	.2	0	0	1
Speech and Hearing Sciences							
Research Doctorate	43	22	6	.3	0	0	2

Table 17—Number of First Year Research Doctoral Students by Area of Study 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)					
	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	
Audiology	28	14	0	0.0%	0	0.0%	1	7.7%	6	46.2%	0	0.0%	3	23.1%	3	23.1%
Speech-Language Pathology	49	33	3	3.8%	13	16.3%	0	0.0%	0	0.0%	2	2.5%	37	46.3%	25	31.3%
Speech and Hearing Sciences	43	32	47	32.6%	27	18.8%	4	2.8%	16	11.1%	7	4.9%	22	15.3%	21	14.6%

Table 18—First Year Enrollments over Student Capacity for Admissions of Clinical Entry-Level and Master’s Programs by State and Area of Study

State	Audiology	Speech-Language Pathology
Alabama	94.74%	94.93%
Arizona	92.50%	84.17%
Arkansas	111.11%	100.75%
California	90.00%	97.09%
Colorado	100.00%	105.66%
Connecticut	70.00%	109.23%
District of Columbia	92.31%	105.32%
Florida	97.67%	96.80%
Georgia	—	99.34%
Hawaii	—	85.71%
Idaho	116.67%	103.70%
Illinois	105.77%	98.58%
Indiana	55.56%	101.09%
Iowa	70.00%	96.74%
Kansas	88.89%	95.51%
Kentucky	100.00%	160.54%
Louisiana	88.89%	108.33%
Maine	—	100.00%
Maryland	115.79%	104.31%
Massachusetts	115.00%	111.40%
Michigan	107.14%	98.88%
Minnesota	88.89%	104.85%
Mississippi	71.43%	98.97%
Missouri	108.33%	104.02%
Montana	—	76.67%
Nebraska	70.00%	101.30%
Nevada	—	100.00%

State	Audiology	Speech-Language Pathology
New Hampshire	—	94.44%
New Jersey	100.00%	99.53%
New Mexico	—	106.12%
New York	92.11%	99.89%
North Carolina	62.50%	104.95%
North Dakota	—	95.56%
Ohio	110.71%	98.95%
Oklahoma	—	109.88%
Oregon	110.00%	103.64%
Pennsylvania	89.09%	101.32%
Puerto Rico	100.00%	104.05%
Rhode Island	—	105.88%
South Carolina	—	98.57%
South Dakota	100.00%	100.00%
Tennessee	96.88%	98.04%
Texas	102.50%	101.02%
Utah	104.76%	105.13%
Vermont	—	77.78%
Virginia	100.00%	100.00%
Washington	100.00%	104.63%
West Virginia	87.50%	115.09%
Wisconsin	113.33%	94.97%
Wyoming	—	133.33%

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

Table 19—Number and Percent of Programs that Rated Factors Impacting Enrollment by Area of Study and Degree Type

Area of Study, Degree 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	46	68.7%	17	25.4%	3	4.5%	1	1.5%
Competing demands on faculty time	34	50.7%	23	34.3%	8	11.9%	2	3.0%
Insufficient clinical placements	40	59.7%	12	17.9%	11	16.4%	4	6.0%
Insufficient number of qualified candidates applying	50	74.6%	12	17.9%	5	7.5%	—	—
Insufficient student funding	18	26.9%	22	32.8%	16	23.9%	11	16.4%
Insufficient space (e.g. lab, classroom)	50	74.6%	14	20.9%	2	3.0%	1	1.5%
Clinical Doctorate: Post-Entry Level								
Insufficient number of faculty	3	100.0%	—	—	—	—	—	—
Competing demands on faculty time	3	100.0%	—	—	—	—	—	—
Insufficient clinical placements	3	100.0%	—	—	—	—	—	—
Insufficient number of qualified candidates applying	2	66.7%	1	33.3%	—	—	—	—
Insufficient student funding	2	66.7%	1	33.3%	—	—	—	—
Insufficient space (e.g. lab, classroom)	3	100.0%	—	—	—	—	—	—
Research Doctorate								
Insufficient number of faculty	10	52.6%	6	31.6%	1	5.3%	2	10.5%
Competing demands on faculty time	9	47.4%	4	21.1%	6	31.6%	—	—
Insufficient clinical placements	18	94.7%	1	5.3%	—	—	—	—
Insufficient number of qualified candidates applying	3	15.0%	6	30.0%	7	35.0%	4	20.0%
Insufficient student funding	4	20.0%	7	35.0%	6	30.0%	3	15.0%
Insufficient space (e.g. lab, classroom)	14	73.7%	5	26.3%	—	—	—	—

Area of Study, Degree 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	140	59.8%	47	20.1%	29	12.4%	18	7.7%
Competing demands on faculty time	106	45.3%	66	28.2%	44	18.8%	18	7.7%
Insufficient clinical placements	113	48.3%	45	19.2%	40	17.1%	36	15.4%
Insufficient number of qualified candidates applying	215	91.9%	15	6.4%	3	1.3%	1	.4%
Insufficient student funding	90	38.5%	81	34.6%	48	20.5%	15	6.4%
Insufficient space (e.g. lab, classroom)	148	63.8%	46	19.8%	29	12.5%	9	3.9%
Clinical Doctorate: Post-Entry Level								
Insufficient number of faculty	2	66.7%	1	33.3%	—	—	—	—
Competing demands on faculty time	2	66.7%	—	—	1	33.3%	—	—
Insufficient clinical placements	2	66.7%	—	—	—	—	1	33.3%
Insufficient number of qualified candidates applying	2	66.7%	—	—	1	33.3%	—	—
Insufficient student funding	—	—	2	66.7%	—	—	1	33.3%
Insufficient space (e.g. lab, classroom)	3	100.0%	—	—	—	—	—	—
Research Doctorate								
Insufficient number of faculty	23	57.5%	10	25.0%	6	15.0%	1	2.5%
Competing demands on faculty time	22	55.0%	9	22.5%	7	17.5%	2	5.0%
Insufficient clinical placements	36	92.3%	2	5.1%	1	2.6%	—	—
Insufficient number of qualified candidates applying	13	31.7%	7	17.1%	13	31.7%	8	19.5%
Insufficient student funding	14	34.1%	13	31.7%	7	17.1%	7	17.1%
Insufficient space (e.g. lab, classroom)	32	80.0%	5	12.5%	2	5.0%	1	2.5%

Area of Study, Degree and Factors Impacting Enrollment	Number and Percent							
	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
Speech and Hearing Sciences								
Research Doctorate								
Insufficient number of faculty	20	55.6%	14	38.9%	2	5.6%	—	—
Competing demands on faculty time	19	52.8%	13	36.1%	3	8.3%	1	2.8%
Insufficient clinical placements	34	97.1%	1	2.9%	—	—	—	—
Insufficient number of qualified candidates applying	8	22.2%	9	25.0%	10	27.8%	9	25.0%
Insufficient student funding	10	27.8%	8	22.2%	12	33.3%	6	16.7%
Insufficient space (e.g. lab, classroom)	30	83.3%	5	13.9%	1	2.8%	—	—

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

Graduation Tables 20-23

Table 20—Total Number of Degrees Granted by Area of Study and Degree Type

Area of Study and Degree	Number of		Total Number of Degrees Granted
	Existing Programs	Programs Responding	
Undergraduate	266	242	10,099
Audiology			
Clinical Doctorate: Entry Level	75	69	568
Clinical Doctorate: Post-Entry Level	3	3	46
Research Doctorate	28	25	30
Speech-Language Pathology			
Master's	260	243	7,237
Clinical Doctorate: Post-Entry Level	4	4	10
Research Doctorate	49	43	46
Speech and Hearing Sciences			
Research Doctorate	43	39	107

Table 21—Total Number of Degrees Granted by Area of Study, Degree Type and Gender

Area of Study and Degree	Number of		Total Number of Degrees Granted			
	Existing Programs	Programs Responding	Male		Female	
Undergraduate	266	162	266	4.36%	5,836	95.64%
Audiology						
Clinical Doctorate: Entry Level	75	58	76	16.03%	398	83.97%
Clinical Doctorate: Post-Entry Level	3	2	4	9.76%	37	90.24%
Research Doctorate	28	18	6	25%	18	75%
Speech-Language Pathology						
Master's	260	201	224	4.03%	5,330	95.97%
Clinical Doctorate: Post-Entry Level	4	3	0	0%	4	100%
Research Doctorate	49	34	7	16.28%	36	83.72%
Speech and Hearing Sciences						
Research Doctorate	43	29	36	34.29%	69	65.71%

Table 22—Total Number of Degrees Granted by Area of Study, Degree Type and Race/Ethnicity

Area of Study and Degree	Number of		Total Number of Degrees Granted					
	Existing Programs	Programs Responding	Non-International				International	
			White	Racial/Ethnic Minority				
Undergraduate	266	162	4,964	81.35%	1077	17.65%	61	1%
Audiology								
Clinical Doctorate: Entry Level	75	58	416	87.76%	42	8.86%	16	3.38%
Clinical Doctorate: Post-Entry Level	3	2	27	65.85%	0	0%	14	34.15%
Research Doctorate	28	18	12	50%	5	20.83%	7	29.17%
Speech-Language Pathology								
Master's	260	201	4,670	84.08%	802	14.44%	82	1.48%
Clinical Doctorate: Post-Entry Level	4	3	2	50%	2	50%	0	0%
Research Doctorate	49	34	29	67.44%	5	11.63%	9	20.93%
Speech and Hearing Sciences								
Research Doctorate	43	29	72	68.57%	12	11.43%	21	20%

Table 23—Number of Research Doctoral Degrees Granted by Primary Area of Specialty

Primary Area of Specialty	Number of		
	Existing Institutions	Institutions Responding	Research Doctoral Degrees Granted
Audiology/Hearing Sciences			
Balance	76	42	2
Hearing conservation	76	42	1
Hearing disorders	76	42	15
Hearing science	76	42	42
Pediatric audiology	76	42	0
Psychoacoustics	76	42	4
Rehabilitative audiology	76	42	3
Total	76	42	67
Speech-Language Pathology/Speech Sciences			
AAC	76	66	2
Aural rehabilitation	76	66	1
Child Language	76	66	34
Fluency	76	66	7
Language science	76	66	10
Literacy	76	66	8
Neurogenic communication disorders	76	66	20
Phonology/articulation	76	66	2
Speech science	76	66	24
Swallowing	76	66	2
Voice	76	66	6
Total	76	66	116

Note: 91% (69 of 76) institutions offering research doctoral degrees in CSD provided data.

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

Area of Study, Degree and Employment Setting	Number of					Total
	Existing Programs	Programs Responding	In State	Out Of State	Unknown Location	
Audiology						
Clinical Doctorate: Entry Level						
Healthcare setting (including private practice)	75	69	198	219	11	428
School setting (K-12)	75	69	7	6	1	14
College/university	75	69	8	9	0	17
Unknown setting	75	69	3	3	12	40
Other setting	75	69	9	10	0	19
Not employed	75	69	5	4	0	27
Clinical Doctorate: Post-Entry Level						
Healthcare setting (including private practice)	3	3	0	0	0	0
School setting (K-12)	3	3	0	0	0	0
College/university	3	3	0	0	0	0
Unknown setting	3	3	0	0	0	0
Other setting	3	3	0	0	0	0
Not employed	3	3	0	0	0	0
Speech-Language Pathology						
Master's						
Healthcare setting (including private practice)	260	243	1481	719	58	2337
School setting (K-12)	260	243	2045	801	83	3007
College/university	260	243	11	7	0	20
Unknown setting	260	243	173	55	588	888
Other setting	260	243	118	46	60	252
Not employed	260	243	63	8	29	192
Clinical Doctorate: Post-Entry Level						
Healthcare setting (including private practice)	5	4	3	0	2	5
School setting (K-12)	5	4	0	0	1	1
College/university	5	4	0	0	1	1
Unknown setting	5	4	0	0	2	2
Other setting	5	4	1	0	0	1
Not employed	5	4	0	0	0	0

Table 25—First Employment for Research Doctoral Degree Graduates by Area of Study and Employment Setting

Area of Study, Degree and Employment Setting	Number of		
	Existing Programs	Programs Responding	Graduates
Audiology			
Research Doctorate			
Faculty/academic position in a CSD program	28	15	8
Faculty/academic position in another discipline	28	15	0
Clinical position in an academic setting	28	15	1
Clinical position in a non-academic setting	28	15	4
Administration position in an academic setting	28	15	0
Administration position in a non-academic setting	28	15	0
Research position in an academic setting	28	15	1
Research position in a non-academic setting	28	15	1
Postdoctoral position	28	15	5
Postponed employment	28	15	1
Unknown	28	15	0
Speech-Language Pathology			
Research Doctorate			
Faculty/academic position in a CSD program	49	31	26
Faculty/academic position in another discipline	49	31	1
Clinical position in an academic setting	49	31	2
Clinical position in a non-academic setting	49	31	10
Administration position in an academic setting	49	31	0
Administration position in a non-academic setting	49	31	1
Research position in an academic setting	49	31	3
Research position in a non-academic setting	49	31	1
Postdoctoral position	49	31	2
Postponed employment	49	31	0
Unknown	49	31	2
Speech and Hearing Sciences			
Research Doctorate			
Faculty/academic position in a CSD program	43	31	32
Faculty/academic position in another discipline	43	31	0
Clinical position in an academic setting	43	31	5
Clinical position in a non-academic setting	43	31	7
Administration position in an academic setting	43	31	1
Administration position in a non-academic setting	43	31	1

Area of Study, Degree and Employment Setting	Number of		
	Existing Programs	Programs Responding	Graduates
Research position in an academic setting	43	31	8
Research position in a non-academic setting	43	31	32
Postdoctoral position	43	31	52
Postponed employment	43	31	3
Unknown	43	31	2

Table 26—Number and Percent of Programs that Require Thesis for Conferral of the Graduate Degree by Area of Study and Degree Type

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		
Audiology				
Clinical Doctorate: Entry Level	75	69	3	4.3%
Clinical Doctorate: Post-Entry Level	3	3	0	0.0%
Research Doctorate	28	25	0	0.0%
Speech-Language Pathology				
Master's	260	243	78	32.1%
Clinical Doctorate: Post-Entry Level	5	4	0	0.0%
Research Doctorate	49	43	0	0.0%
Speech and Hearing Sciences				
Research Doctorate	43	39	1	2.6%

Clinical Practicum Tables 27-28

Table 27—Average Number of Graduate Practicum Hours Obtained at On-Campus Sites by Area of Study and Degree Type

Area of Study and Degree	Number of		Average Number of Graduate Practicum Hours Obtained at On-Campus Sites
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry Level	75	68	383.2
Speech-Language Pathology			
Master's	260	243	134.9

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

Area of Study and Degree	Number of		Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry Level	75	68	1922.1
Speech-Language Pathology			
Master's	260	243	334.1

Time to Degree Tables 29-32

Table 29—Average Time to Degree in Quarters by Area of Study and Degree Type

Area of Study and Degree	Number of		Average Time to Degree in Quarters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
Audiology						
Clinical Doctorate: Entry Level	75	5	14.6	15	12	16
Clinical Doctorate: Post-Entry Level	3	1	8.0	8	8	8
Speech-Language Pathology						
Master's	260	11	7.4	7	7	8
Clinical Doctorate: Post-Entry Level	5	—	—	—	—	—

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

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

Area of Study and Degree	Number of		Average Time to Degree in Semesters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
Audiology						
Clinical Doctorate: Entry Level	75	64	10.9	11	8	14
Clinical Doctorate: Post-Entry Level	3	2	4.5	5	4	5
Speech-Language Pathology						
Master's	260	230	5.6	5	4	44
Clinical Doctorate: Post-Entry Level	5	4	8.0	9	3	12

Table 31—Number of Graduates Who Completed the Research Doctoral Degree Requirements within the Following Time Frames by Area of Study

Area of Study	Number of		Number of Years							
	Existing Programs	Programs Responding	1-3		4-6		7-10		More than 10	
Audiology	28	13	0	0.0%	15	62.5%	8	33.3%	1	4.2%
Speech-Language Pathology	49	31	7	15.9%	32	72.7%	5	11.4%	0	0.0%
Speech and Hearing Sciences	43	30	4	5.9%	47	69.1%	11	16.2%	6	8.8%

Table 32—Number of Research Doctoral Students "Officially Dropped Out" of the Degree Program When the Following Requirements Were Unfulfilled by Area of Study

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
Audiology	28	3	1	—	1
Speech-Language Pathology	49	7	3	6	2
Speech and Hearing Sciences	43	11	9	3	0

Note: Where dashes (-) occur, no data were provided. 69 of 76 (91%) institutions with research doctoral degree programs responded.

Administrative Location

Table 33—Administrative Location of Programs within Academic Institutions by Area of Study

Area of Study	Administrative Location of CSD Degree Programs within the Academic Institution															
	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	
Audiology	34	46.6%	18	24.7%	6	8.2%	3	4.1%	4	5.5%	4	5.5%	—	—	4	5.5%
Speech-Language Pathology	105	43.0%	59	24.2%	9	3.7%	9	3.7%	51	20.9%	6	2.5%	5	2.0%	—	—
Speech and Hearing Sciences	17	43.6%	12	30.8%	2	5.1%	2	5.1%	2	5.1%	3	7.7%	—	—	1	2.6%

Note: Where dashes (-) occur, no data were provided. 286 of 308 (93%) institutions responded.

Post-Doctoral Appointments

Table 34—Number of Post-Doctoral Appointments Available and Filled

Number of Existing Institutions	Number of Institutions offering Post-Doctoral Opportunities	Total Number of Post-Doctoral Appointments Available	Total Number of Post-Doctoral Appointments Filled
308	27	57	55

Note: 286 of 308 institutions (93%) provided data to this question. 27 of the 286 institutions indicated offering a post-doctoral opportunity.

Faculty Tables 35-38

Table 35—Total Number of Academic and Clinical Faculty Who Were Employed

Employed	Academic Faculty	Clinical Faculty	Total
Full time	2072	1002	3121
Part time	861	930	1831
Total	2931	1932	4952

Note: 286 of 308 (93%) institutions provided data. Column and row totals may not always equal as some tables allowed entry of totals only where discrete breakdowns were not provided.

Table 36—Total Number of Faculty with Research Doctoral Degrees by Area of Study

Research Doctoral Degree by Area of Study	Number of Faculty
Audiology	358
Speech Language Pathology	1120
Speech/Language Science	189
Hearing Science	111
Other	250
Total	2028

Note: 286 of 308 (93%) institutions provided data.

Table 37—Total Number of Full Time Faculty Openings

Area of Study	Academic Year (2013-2014)	5 Year Period (2015-2020)
Audiology	44	134
Speech Language Pathology	208	396
Speech Sciences	19	42
Hearing Sciences	5	18
No Specific Area of Study	6	22
Total	281	604

Note: 271 of 308 (88%) institutions provided data.

Table 38—Number of Faculty Searches and Positions Filled by Area of Study

Area of Study	Total Number of Faculty 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					
Audiology	41	14	2	10	0	5	16	31	
Speech-Language Pathology	204	106	12	7	35	15	52	175	
Hearing Science	4	3	0	0	0	0	1	3	
Speech-Language Science	20	12	4	0	0	2	3	18	
No Specific Area of Study	6	1	3	0	0	0	1	4	
Total	275	130	21	16	34	22	74	223	

Note: 256 of the 308 (83%) institutions provided data. Column and row totals may not always equal as some tables allowed entry of totals only where discrete breakdowns were not provided.

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

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	7	2	3	\$675,587	1	\$0
Arizona	4	3	29	\$10,183,033	0	\$0
Arkansas	6	1	1	\$416,069	0	\$0
California	18	6	13	\$2,300,000	13	\$998,883
Colorado	3	1	12	\$1,368,014	0	\$0
Connecticut	3	1	1	\$379,463	0	\$0
District of Columbia	4	3	7	\$697,623	3	\$241,420
Florida	8	5	9	\$2,532,196	3	\$738,212
Georgia	5	1	2	\$2,575,957	0	\$0
Hawaii	1	—	—	—	—	—
Idaho	1	1	2	\$19,000	0	\$0
Illinois	14	5	28	\$10,219,783	0	\$0
Indiana	7	—	—	—	—	—
Iowa	3	1	14	\$3,462,569	0	\$0
Kansas	4	1	32	\$384,026	0	\$0
Kentucky	6	2	5	\$791,800	1	\$99,108
Louisiana	10	—	—	—	—	—
Maine	1	—	—	—	—	—
Maryland	3	1	16	\$661,370	0	—
Massachusetts	10	6	55	\$8,007,987	2	\$200,686
Michigan	9	3	12	\$1,767,478	0	\$0
Minnesota	5	1	7	\$476,000	—	—
Mississippi	5	1	1	\$9,500	0	\$0
Missouri	10	3	10	\$359,043	0	\$0
Montana	1	1	0	\$0	0	\$0
Nebraska	3	3	9	\$2,445,468	0	\$0
Nevada	2	—	—	—	—	—

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			
New Hampshire	1	—	—	—	—	—
New Jersey	6	1	1	\$383,000	—	—
New Mexico	3	2	2	\$2,600,000	2	\$1,800,000
New York	34	8	9	\$3,124,982	1	\$300,000
North Carolina	8	4	32	\$20,912,142	4	\$1,078,218
North Dakota	2	—	—	—	—	—
Ohio	13	5	15	\$4,049,628	2	\$2,546,364
Oklahoma	6	—	—	—	—	—
Oregon	3	2	4	\$319,000	0	\$0
Pennsylvania	17	3	21	\$9,113,859	2	\$595,000
Puerto Rico	3	1	0	\$0	0	\$0
Rhode Island	2	—	—	—	—	—
South Carolina	5	2	6	\$10,177,791	0	\$0
South Dakota	2	—	—	—	—	—
Tennessee	6	3	27	\$13,757,728	6	\$1,903,198
Texas	18	4	7	\$1,188,426	3	\$699,000
Utah	4	2	4	\$138,418	1	\$250,000
Vermont	1	1	1	\$4,305	0	\$0
Virginia	6	1	4	—	—	—
Washington	4	1	18	\$1,859,075	—	—
West Virginia	2	—	—	—	—	—
Wisconsin	8	2	2	\$249,465	0	\$0
Wyoming	1	1	2	\$115,000	0	\$0
Total	308	95	423	\$117,724,785	44	\$11,450,089

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

Table 40—Total Number and Dollar Amount of State Funded Research and Personnel Preparation Grants and Contracts by State

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	7	1	0	\$0	0	\$0
Arizona	4	—	—	—	—	—
Arkansas	6	1	0	\$0	1	\$30,500
California	18	2	6	\$22,000	1	\$180,000
Colorado	3	—	—	—	—	—
Connecticut	3	—	—	—	—	—
District of Columbia	4	—	—	—	—	—
Florida	8	1	0	\$0	0	\$0
Georgia	5	—	—	—	—	—
Hawaii	1	—	—	—	—	—
Idaho	1	1	1	\$3,167	0	\$0
Illinois	14	—	—	—	—	—
Indiana	7	—	—	—	—	—
Iowa	3	—	—	—	—	—
Kansas	4	1	1	\$9,308	0	\$0
Kentucky	6	1	0	\$0	0	\$0
Louisiana	10	—	—	—	—	—
Maine	1	—	—	—	—	—
Maryland	3	—	—	—	—	—
Massachusetts	10	—	—	—	—	—
Michigan	9	—	—	—	—	—
Minnesota	5	1	2	\$100,000	—	—
Mississippi	5	1	1	\$35,000	0	\$0
Missouri	10	1	0	\$0	1	\$77,648
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	\$158,466	2	\$174,000
Nevada	2	—	—	—	—	—
New Hampshire	1	—	—	—	—	—
New Jersey	6	—	—	—	—	—
New Mexico	3	—	—	—	—	—
New York	34	4	2	\$6,000	0	\$0
North Carolina	8	2	1	\$13,458	0	\$0
North Dakota	2	—	—	—	—	—
Ohio	13	3	2	\$178,727	0	\$0
Oklahoma	6	—	—	—	—	—
Oregon	3	2	1	\$5,500	0	\$0
Pennsylvania	17	2	7	\$462,383	0	\$0
Puerto Rico	3	—	—	—	—	—
Rhode Island	2	—	—	—	—	—
South Carolina	5	1	1	\$100,000	1	\$145,047
South Dakota	2	—	—	—	—	—
Tennessee	6	3	1	\$494,980	3	\$732,000
Texas	18	1	0	\$0	1	\$16,521
Utah	4	1	1	\$78,441	2	\$172,040
Vermont	1	—	—	—	—	—
Virginia	6	2	3	\$0	2	\$0
Washington	4	—	—	—	—	—
West Virginia	2	2	0	\$0	0	\$0
Wisconsin	8	3	1	\$10,000	1	\$37,408
Wyoming	1	—	—	—	—	—
Total	308	39	32	\$1,677,430	15	\$1,565,164

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