

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

2014-2015 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 11, 2015, and December 15, 2015, via ASHA's *CSD Education Survey*, which was electronically distributed to 312 higher education institutions with undergraduate and graduate CSD degree programs. Data were collected for academic year (AY) Fall 2014 through Summer 2015 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 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 nine sections with 56 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 312 academic institutions received the 2015 CSD Education Survey, and 287 completed and submitted data, representing a 92% response rate. Academic programs were contacted via e-mail and phone during the open period to encourage participation.

Among the 287 institutions completing the *2015 CSD Education Survey*, data were provided by the following:

- undergraduate programs in CSD—90% (241/268)
- entry-level master's programs in speech-language pathology—94% (246/263)
- clinical entry-level doctorate programs in audiology—96% (71/74)
- research doctoral degree programs in audiology, speech-language pathology and/or speech and hearing sciences—96% (73/76)
- post entry-level clinical doctoral programs in speech-language pathology—100% (5/5)

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 (e.g., audiology, speech-language pathology, and/or speech and hearing sciences) at one institution.

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 that 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, 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 number of degrees granted. Data collected for research doctoral degrees granted differed from data collected for undergraduate, entry-level degrees, as well as for 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 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 timeframes measured in 3-year increments.

Administrative Location

Respondents were asked to indicate where the academic degree program was administratively housed within the institution. The responses, collected via open-text entry, were categorized in accordance with the most common locations:

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

For programs that erroneously listed street addresses, a manual search of university websites was conducted, or direct contact with the academic program was made to determine the administrative location of the degree program.

Faculty

Data were collected to gauge faculty recruitment and retention. All 287 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 available and the number of postdoctoral appointments filled were reported for the most recently completed academic year.

Grants and Contracts

Respondents were asked to provide total number of federally funded 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(s) 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 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 cleanup to eliminate obvious data errors. Tables were generated using Microsoft SQL Server Reporting Services, 2008, and IBM SPSS, Version 22.

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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 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 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 related data reports should be directed to academicaffairs@asha.org.

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CSD Education Data-At-A-Glance for Academic Year 2014-2015

Institution Summary

- 312 institutions offer undergraduate through research doctoral (PhD) education in CSD
- 268 offer an undergraduate degree in CSD
- 263 offer a master's degree in speech-language pathology
- 74 offer an entry-level clinical doctorate degree in audiology
- 8 offer post entry-level clinical doctorate degree in audiology
- 5 offer a post entry-level clinical doctorate degree in speech-language pathology
- 76 offer research doctoral degrees in audiology, speech-language pathology and/or speech and hearing sciences

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

- 6,017 entry-level audiology clinical doctoral
- 65,510 master's speech-language pathology
- 162 post entry-level audiology clinical doctoral
- 92 post entry-level speech-language pathology clinical doctoral
- 612 research doctoral in audiology, speech-language pathology and/or speech and hearing sciences

Total Enrollment

- 36,498 undergraduate CSD majors
- 2,793 entry-level audiology clinical doctoral
- 16,731 master's speech-language pathology
- 116 post entry-level audiology clinical doctoral
- 107 post entry-level speech-language pathology clinical doctoral
- 919 research doctoral in audiology, speech-language pathology and/or speech and hearing sciences

Degree's Granted

- 9,943 undergraduate CSD majors
- 623 entry-level audiology clinical doctoral
- 7,539 master's speech-language pathology
- 44 post entry-level audiology clinical doctoral
- 5 post entry-level speech-language pathology clinical doctoral
- 156 research doctoral in audiology, speech-language pathology and/or speech and hearing sciences

Data was based on overall response rate of 92% (287 of 312 institutions responding). No extrapolation was conducted.

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Participating Institutions

The following institutions completed the 2015 CSD Education Survey. They represent 287 of the 312 institutions invited to participate. Institutions are listed in alphabetical order by state.

Alabama

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

Arizona

Arizona State University
A.T. Still University - Arizona School of Health Sciences
Midwestern University, Arizona
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 Baptist 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

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 Mānoa

Idaho

Idaho State University, Pocatello

Illinois

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

Indiana

Ball State University
Butler University
Indiana State University
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

Murray State University
University of Kentucky
University of Louisville
Western Kentucky University

Louisiana

Louisiana State University - Health Science
Center, New Orleans
Louisiana State University and A & M College
Louisiana Technical University
Southeastern Louisiana University
University of Louisiana, Lafayette
University of Louisiana, Monroe
Xavier University of Louisiana

Maine

University of Maine, Orono

Maryland

Loyola University Maryland
Towson University
University of Maryland, College Park

Massachusetts

Boston University
Bridgewater State University
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
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

New Hampshire

University of New Hampshire

New Jersey

Kean University of New Jersey
Montclair State University
Seton Hall University
Stockton 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 Post
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

New York (continued)

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

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 Mary
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

University of Central Oklahoma
University of Oklahoma – Health Sciences
Center
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
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
Salus University – Speech-Language Pathology Program
Temple University
Thiel College
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
Medical University of South Carolina
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
University of Memphis
University of Tennessee Health Science Center
Vanderbilt University

Texas

Abilene Christian University
Baylor University
Our Lady of the Lake University
Stephen F. Austin State University
Texas A&M University, Kingsville
Texas Christian University
Texas State University
Texas Tech University Health Sciences Center
Texas Woman's University
University of Houston
University of North Texas
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
Radford University
University of Virginia

Washington

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

West Virginia

Marshall University
West Virginia University

Wisconsin

AuD Consortium, University of Wisconsin-
Madison & University of Wisconsin-Stevens
Point
Marquette University
University of Wisconsin, Eau Claire
University of Wisconsin, Madison
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 6,017 applications were received by the 71 audiology clinical doctoral entry level programs that responded to the survey, of which 2,332 were approved for admission. This averaged out to 85 applications and 33 admissions offers per program (see Tables 1, 2, 5, and 6). During the 2013-2014 academic year, there were 5,479 applications received and 1,892 approved for admission (based on 69 programs responding). In the 2013-2014 academic year, the average number of applications received per program was 79 and the average number of admissions offers was 27. It is important to consider that the total number of applications does not represent the number of unique applicants. That is, prospective students may apply to more than one program and possibly receive multiple admissions 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 67,510 applications were received by the 246 speech-language pathology master's level programs that responded to the survey. Of these applications, 16,282 were approved for admission. This resulted in an average of 274 applications received per program, and 66 offers of admission (see Tables 1, 2, 5, and 6). In the 2013-2014 academic year, 65,076 applications were received and 15,159 of those applications were approved for admission (based on 243 programs responding). Also, during the 2013-2014 academic year, the average number of applications received per program was 268 and the average number of admission offers was 62. Note that the number of applications reported does not reflect a 1:1 correspondence with the number of students that applied to the graduate programs.
- A total of 612 research doctoral applications were received among the 73 participating institutions offering research doctoral programs across all areas of study. During the 2013-2014 academic year, there were 563 applications received and 249 approved for admission (based on 69 participating institutions that had research doctoral programs).
- The majority of applications across all areas of study and degree types were from non-international applicants. Speech and hearing sciences doctoral programs reported the highest percentage of international applicants (37.6%) (see Table 2). The majority of those approved for admission were non-international, ranging from 73.7% for audiology research doctoral programs to 98.0% for speech-language pathology clinical doctoral post-entry level degree programs (see Table 6).
- Almost a third (29.7%) of audiology clinical doctoral entry level students were offered admission with funding, as were 17.5% of speech-language pathology master's level students (see Table 7). A much larger percentage of research doctoral students were offered admission with funding (79.0% of audiology research doctoral students, 51.1% of speech-language pathology research doctoral students, and 87.3% of speech and hearing sciences research doctoral students).
- For audiology clinical doctoral entry level students, the most prevalent types of funding offered were scholarships (53.2%) and assistantships (45.0%) (see Table 8). More than half (58.4%) of speech-language pathology master's level students were offered assistantships and 33.7% were offered scholarships. Fellowships were offered to 6.7%, 22.1%, and 38.5% of audiology, speech-language pathology, and speech and hearing sciences research doctoral students, respectively.
- The median grade point average (GPA) range for students offered admission to audiology clinical doctoral entry level programs was 3.22-4.00 and the range for speech-language pathology (master's degree) entry level programs was 3.27-4.00 (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 master's entry-level 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).
- Audiology clinical doctoral entry-level programs were filled to 98.4% of their new enrollment capacities, speech-language pathology master's programs were filled to 99.5% capacity, and research doctoral programs were filled to 61.6% capacity (36.4% for audiology, 56.4% for speech-language pathology, and 76.6% for speech and hearing sciences) (see Table 4). In the 2013-2014 academic year, audiology clinical doctoral entry-level programs filled 96.9% of their capacities for new enrollment, speech-language pathology master's programs filled to 101.6%, and research doctoral programs filled 45.4% of their available new student openings.
- Audiology clinical doctoral entry-level programs ranged in their percent filled to capacity for new enrollments from 52.6% in North Carolina to 138.9% in Massachusetts (see Table 18). The range for speech-language pathology master's programs was from 0% in Nevada to 118.8% in Georgia.

First-Year Enrollments

- A total of 784 first-year audiology clinical doctoral entry-level students were reported along with 8,063 speech-language pathology master's level students and 176 research doctoral students (15 for audiology, 74 for speech-language pathology, and 87 for speech and hearing sciences; see Tables 10-12). In the 2013-2014 academic year, there were 741 first-year audiology clinical doctoral entry-level enrollments, 7,838 in master's level speech-language pathology programs, and 142 in research doctoral programs (11 for audiology, 55 for speech-language pathology, and 76 for speech and hearing sciences).
- Across all degree types and areas of study, the majority of first-year students were women 88.0% in audiology clinical doctoral entry-level programs, 95.0% in master's speech-language pathology programs, 76.9% in audiology research doctoral programs, 79.4% in speech-language pathology research doctoral programs, and 81.0% in speech and hearing sciences research doctoral programs (see Table 11).
- Most first-year entry-level students were white (non-international)—88.6% in audiology clinical doctoral entry-level programs and 81.2% in master's speech-language pathology programs, as were the majority of research doctoral students (53.9% for audiology, 63.2% for speech-language pathology, and 69.6% for speech and hearing sciences) (see Table 12).

Total Enrollment

- A total of 36,498 undergraduate students were enrolled for the 2014-2015 academic year based on 89.9% of programs responding to the survey (see Table 13). Of these, 4.8% were male, 24.5% were of a racial/ethnic minority (non-international), and 0.7% were international students (see Tables 14-15). In the 2013-2014 academic year, there were 38,261 undergraduate students enrolled based on 91.0% of programs reporting. Of these, 4.9% were male, 20.6% were of a racial/ethnic minority (non-international) and 0.7% were international students.
- There were 2,793 students enrolled in audiology clinical doctoral entry-level programs, 16,731 enrolled in master's-level speech-language pathology programs, and 919 enrolled in research doctoral programs (91 in audiology, 400 in speech-language pathology, and 428 in speech and hearing sciences) (see Table 13).
- Males comprised 14.9% of all audiology clinical doctoral entry-level students, 4.7% of master's speech-language pathology students, 23.0% of audiology research doctoral students, 17.8% of speech-language pathology research doctoral students, and 23.6% of speech and hearing sciences research doctoral students (see Table 14). Most entry-level students were white (non-international)—87.7% in audiology clinical doctoral entry-level programs and 81.3% in master's speech-language pathology programs (see Table 15). Students from non-white racial/ ethnic groups (non-international) comprised 9.8% of audiology

clinical doctoral entry-level students and 17.1% 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, 35.7% enrolled after practicing five or fewer years in the profession(s)/discipline, 28.6% enrolled while simultaneously enrolled in a clinical doctoral degree program (e.g., AuD/PhD), and 14.3% each enrolled immediately following the receipt of a bachelor's or clinical doctoral degree (see Table 17).
- For first year speech-language pathology research doctoral students, 39.6% enrolled after practicing five or fewer years in the professions(s)/ discipline, 29.7% enrolled immediately following the receipt of their master's degree, and 13.2% enrolled after practicing six or more years (see Table 17).
- About half (45.9%) of first year speech and hearing sciences research doctoral students enrolled upon receipt of a bachelor's degree, 21.4% after practicing five or fewer years in the professions(s)/ discipline, and 17.3% upon receipt of a master's degree (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. About a third (34.3%) of programs reported insufficient student funding as either a moderate (22.9%) or major (11.4%) factor impacting enrollment. More than one fourth of audiology clinical doctoral programs (28.6%) reported insufficient clinical placements as either a moderate (22.9%) or major (5.7%) factor impacting enrollment (see Table 19).
- Insufficient clinical placements (31.3%), insufficient student funding (23.8%) and competing demands on faculty time (21.2%) topped the list of factors having the most impact on enrollment in master's-level speech-language pathology programs. One third (31.3%) of these master's programs reported insufficient clinical placements as either a moderate (17.5%) or major (13.8%) 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 9,943 undergraduate CSD degrees were granted in the 2014-2015 academic year based on 89.9% of programs responding (see Table 20). In the 2013-2014 academic year, 10,099 undergraduate CSD degrees were granted based on 91.0% of programs responding.
- A total of 623 clinical entry-level doctoral degrees in audiology were granted, based on 71 programs reporting, and 7,539 master's degrees were granted in speech-language pathology with 246 programs reporting. In the 2013-2014 academic year, a total of 568 clinical entry-level doctoral degrees were granted in audiology, based on 69 programs reporting, and 7,237 master's degrees were granted in speech-language pathology with 243 programs reporting.
- A total of 156 research doctoral degrees were granted during the 2014-2015 academic year; 12 in audiology, 70 in speech-language pathology, and 74 in speech and hearing sciences (see Table 20). In the 2013-2014 academic year, a total of 183 research doctoral degrees were granted (30 in audiology, 46 in speech-language pathology, and 107 in speech and hearing sciences).
- Most (95.3%) of those earning an undergraduate degree were female (see Table 21). Males represented 14.7% of audiology clinical doctoral entry level degree graduates, 4.7% of speech-language pathology master's degree graduates, 8.3% of audiology research doctoral graduates, 13.2% of speech-language pathology research doctoral graduates, and 21.3% of speech and hearing sciences research doctoral graduates.
- White (non-international) students represented 77.0% of those earning an undergraduate degree, 22.2% were individuals from racial/ethnic minority groups (non-international), and 0.8% of graduates held international status (see Table 22).

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- White (non-international) students represented the majority of graduates from audiology clinical doctoral entry-level degree programs (88.3%), speech-language pathology master's degree programs (84.6%), audiology research doctoral programs (83.3%), speech-language pathology research doctoral programs (67.7%), and speech and hearing sciences research doctoral programs (62.3%) (see Table 22).
 - The top area of specialty for audiology/hearing sciences research doctoral graduates was hearing science ($n=18$) (see Table 23). The top areas of specialty for speech and language pathology/speech sciences research doctoral graduates were child language ($n=38$), neurogenic communication disorders ($n=25$), and swallowing ($n=20$).

Employment

- Audiology clinical doctoral entry level graduates were most likely to be employed in a healthcare setting (including private practice) (94.3% of those employed in-state; $n=280$, and 91.0% of those employed out-of-state; $n=243$) (see Table 24).
- About half of speech-language pathology master's graduates were employed in a school setting (49.5% of those employed in-state; $n=1,980$, and 42.6% of those employed out-of-state; $n=667$) (see Table 24). A similar percentage were employed in healthcare settings (including private practice) (40.5% of those employed in-state; $n=1,620$, and 47.3% of those employed out-of-state; $n=740$).
- The first employment setting for most audiology research doctoral graduates was a faculty/academic position within a CSD program ($n=4$) (see Table 25). The majority of speech-language pathology research doctoral graduates either held a faculty/academic position in a CSD program ($n=40$) or a postdoctoral position ($n=15$). Most graduates of speech and hearing sciences research doctoral programs held a faculty/academic position in a CSD program ($n=26$) or a postdoctoral position ($n=19$).

Thesis Requirement

- Only 2.8% of audiology clinical doctoral entry-level programs required a thesis for conferral of the degree compared to 29.3% of speech-language pathology master's degree programs (see Table 26).

Practicum Hours

- The average number of practicum hours obtained per student at on-campus and off-campus sites, within a given audiology clinical doctoral entry level program was 335.6 and 1,963.4, respectively (see Tables 27-28). The average number of practicum hours obtained per student among speech-language pathology master's level programs was 124.8 and 333.7 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 (63.6%) of audiology research doctoral graduates completed the degree requirements within 4 to 6 years while 36.4% completed their programs within 1 to 3 years (see Table 31). Likewise, the majority (72.2%) of speech-language pathology research doctoral graduates completed their requirements within 4 to 6 years. Three quarters (74.0%) of speech and hearing sciences research doctoral graduates completed the degree requirements within 4 to 6 years and 20.8% required 7 to 10 years to complete their degree programs.
- Of those speech-language pathology and speech and hearing sciences 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 audiology research doctoral students, 1 student dropped out when dissertation requirements were unfulfilled, 1 dropped out when comprehensive

exams and dissertation requirements were unfilled, and 1 dropped out when all three requirements were unfilled.

Where Administratively Housed

- Most audiology, speech-language pathology, and speech and hearing sciences programs are administratively located within schools or colleges of Allied Health; Health Sciences; Health Professions; and/or Public Health (44.2%, 44.7%, and 40.5%, respectively) (see Table 33).

Post-Doctoral Appointments

- For the 2014-2015 academic year, 28 of the 312 institutions responding indicated offering a post-doctoral opportunity (see Table 34). These institutions reported that there were a total of 52 post-doctoral appointments available and that 45 were filled.

Total Number of Faculty

- A total of 5,096 academic and clinical faculty were employed during the 2014-2015 academic year, based on 90.7% of institutions responding (see Table 35). Of these, 2,092 were full-time academic faculty, 927 were part time academic faculty, 1,075 were full-time clinical faculty, and 1,002 were part-time clinical faculty.
- The majority of faculty with research doctoral degrees held them in either speech-language pathology (55.4%) or audiology (17.9%) (see Table 36).

Faculty Openings

- During the 2014-2015 academic year, there was a total of 299 full time faculty openings; 53 in audiology, 206 in speech-language pathology, 17 in speech/ language sciences, 7 in hearing sciences, and 16 in no specific area of study (see Table 37). There was a total of 565 openings projected for the 5-year period of 2016-2021; 112 in audiology, 387 in speech-language pathology, 34 in speech/ language sciences, 17 in hearing sciences, and 15 in no specific area of study.
- A total of 297 searches were conducted for faculty during the 2014-2015 academic year (see Table 38). Of these, 49 searches were conducted for audiology faculty, 202 for speech-language pathology faculty, 5 for hearing sciences faculty, and 23 for speech/ language sciences faculty. An additional 18 searches were for no specific area of study.
- Two-thirds (168; 62.9%) of the positions were filled with full time faculty holding a research doctorate—149 (55.8%) who held a research doctorate in CSD and 19 (7.1%) who held a research doctorate in another discipline. An additional 28 (10.5%) positions were filled with individuals holding a clinical doctorate in CSD and 32 (12.0%) with individuals holding a master's degree in CSD. Thirty-nine (14.6%) of the positions filled were filled with part-time personnel with or without a research doctorate. About a third ($n=86$; 29.0%) of the faculty searches went unfilled.

Federally- and State- Funded Research and Personnel Preparation Grants

- About a third ($n=97$) of responding institutions reported a total 384 federally-funded research grants, adding up to more than \$112.4 million (see Table 39). Forty-four federally-funded personnel preparation grants were reported for an overall amount of \$20.1 million.
- Forty-four institutions reported a total of 36 state-funded research grants totaling more than \$2.1 million and 10 state-funded personnel preparation grants totaling \$2.4 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	74	71	6,017
Clinical Doctorate: Post-Entry Level	8	7	162
Research Doctorate	27	25	42
Speech-Language Pathology			
Master's	263	246	67,510
Clinical Doctorate: Post-Entry Level	5	5	92
Research Doctorate	49	46	253
Speech and Hearing Sciences			
Research Doctorate	43	41	317

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	74	67	5,374	96.69%	184	3.31%
Clinical Doctorate: Post-Entry Level	8	7	127	78.4%	35	21.6%
Research Doctorate	27	21	26	68.42%	12	31.58%
Speech-Language Pathology						
Master's	263	221	57,461	97.45%	1,503	2.55%
Clinical Doctorate: Post-Entry Level	5	5	92	100%	0	0%
Research Doctorate	49	42	183	78.54%	50	21.46%
Speech and Hearing Sciences						
Research Doctorate	43	36	176	62.41%	106	37.59%

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	74	71	797	11.2	10	5	28
Clinical Doctorate: Post-Entry Level	8	3	90	30.0	30	20	40
Research Doctorate	27	17	33	1.9	2	1	5
Speech-Language Pathology							
Master's	263	245	8,102	33.1	28	5	280
Clinical Doctorate: Post-Entry Level	5	3	37	12.3	15	4	18
Research Doctorate	49	33	110	3.3	3	1	9
Speech and Hearing Sciences							
Research Doctorate	43	29	94	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	Percent of Student Capacity Filled
Audiology					
Clinical Doctorate: Entry Level	74	71	797	784	98.37%
Clinical Doctorate: Post-Entry Level	8	3	90	73	81.11%
Research Doctorate	27	17	33	12	36.36%
Speech-Language Pathology					
Master's	263	245	8,102	8,063	99.52%
Clinical Doctorate: Post-Entry Level	5	3	37	38	102.7%
Research Doctorate	49	33	110	62	56.36%
Speech and Hearing Sciences					
Research Doctorate	43	29	94	72	76.6%

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	74	71	2,332
Clinical Doctorate: Post-Entry Level	8	7	86
Research Doctorate	27	25	19
Speech-Language Pathology			
Master's	263	246	16,282
Clinical Doctorate: Post-Entry Level	5	5	98
Research Doctorate	49	46	151
Speech and Hearing Sciences			
Research Doctorate	43	41	113

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	74	67	2,406	98.2%	44	1.8%
Clinical Doctorate: Post-Entry Level	8	6	66	76.74%	20	23.26%
Research Doctorate	27	23	14	73.68%	5	26.32%
Speech-Language Pathology						
Master's	263	226	14,484	97.2%	417	2.8%
Clinical Doctorate: Post-Entry Level	5	5	96	97.96%	2	2.04%
Research Doctorate	49	43	125	86.81%	19	13.19%
Speech and Hearing Sciences						
Research Doctorate	43	39	83	76.15%	26	23.85%

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	59	1,998	594	29.73%
Clinical Doctorate: Post-Entry Level	8	1	1	1	100%
Research Doctorate	27	10	19	15	78.95%
Speech-Language Pathology					
Master's	263	183	12,554	2,195	17.48%
Clinical Doctorate: Post-Entry Level	5	1	5	5	100%
Research Doctorate	49	28	133	68	51.13%
Speech and Hearing Sciences					
Research Doctorate	43	24	110	96	87.27%

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	74	54	571	257	45.01%	7	1.23%	32	5.6%	2	0.35%	304	53.24%
Clinical Doctorate: Post-Entry Level	8	1	1	1	100%	0	0%	0	0%	0	0%	0	0%
Research Doctorate	27	10	15	12	80%	0	0%	1	6.67%	0	0%	4	26.67%
Speech-Language Pathology													
Master's	263	178	2,033	1,188	58.44%	108	5.31%	140	6.89%	17	0.84%	685	33.69%
Clinical Doctorate: Post-Entry Level	5	1	5	0	0%	0	0%	0	0%	0	0%	2	40%
Research Doctorate	49	28	68	46	67.65%	7	10.29%	15	22.06%	0	0%	9	13.24%
Speech and Hearing Sciences													
Research Doctorate	43	24	96	52	54.17%	6	6.25%	37	38.54%	0	0%	6	6.25%

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	74	70	3.25-3.97	3.22-4.00
Speech-Language Pathology				
Master's	263	236	3.25-3.98	3.27-4.00

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	74	71	784
Clinical Doctorate: Post-Entry Level	8	7	74
Research Doctorate	27	25	15
Speech-Language Pathology			
Master's	263	246	8,063
Clinical Doctorate: Post-Entry Level	5	5	114
Research Doctorate	49	46	74
Speech and Hearing Sciences			
Research Doctorate	43	41	87

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	74	63	84	12.02%	615	87.98%
Clinical Doctorate: Post-Entry Level	8	6	23	31.08%	51	68.92%
Research Doctorate	27	23	3	23.08%	10	76.92%
Speech-Language Pathology						
Master's	263	209	321	4.98%	6,128	95.02%
Clinical Doctorate: Post-Entry Level	5	5	6	5.26%	108	94.74%
Research Doctorate	49	40	14	20.59%	54	79.41%
Speech and Hearing Sciences						
Research Doctorate	43	36	15	18.99%	64	81.01%

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	74	63	619	88.56%	64	9.16%	16	2.29%	
Clinical Doctorate: Post-Entry Level	8	6	26	35.14%	21	28.38%	27	36.49%	
Research Doctorate	27	23	7	53.85%	2	15.38%	4	30.77%	
Speech-Language Pathology									
Master's	263	209	5,235	81.18%	1,114	17.27%	100	1.55%	
Clinical Doctorate: Post-Entry Level	5	5	90	78.95%	24	21.05%	0	0%	
Research Doctorate	49	40	43	63.24%	14	20.59%	11	16.18%	
Speech and Hearing Sciences									
Research Doctorate	43	36	55	69.62%	7	8.86%	17	21.52%	

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	268	241	36,498
Audiology			
Clinical Doctorate: Entry Level	74	71	2,793
Clinical Doctorate: Post-Entry Level	8	7	116
Research Doctorate	27	25	91
Speech-Language Pathology			
Master's	263	246	16,731
Clinical Doctorate: Post-Entry Level	5	5	107
Research Doctorate	49	46	400
Speech and Hearing Sciences			
Research Doctorate	43	41	428

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	268	175	1116	4.75%	22,386	95.25%
Audiology						
Clinical Doctorate: Entry Level	74	61	358	14.94%	2,039	85.06%
Clinical Doctorate: Post-Entry Level	8	6	35	30.17%	81	69.83%
Research Doctorate	27	23	20	22.99%	67	77.01%
Speech-Language Pathology						
Master's	263	201	595	4.67%	12,138	95.33%
Clinical Doctorate: Post-Entry Level	5	4	1	2.13%	46	97.87%
Research Doctorate	49	40	65	17.81%	300	82.19%
Speech and Hearing Sciences						
Research Doctorate	43	33	85	23.55%	276	76.45%

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					
			White		Racial/Ethnic Minority		International	
Undergraduate	268	175	17,571	74.76%	5,760	24.51%	171	0.73%
Audiology								
Clinical Doctorate: Entry Level	74	61	2,102	87.69%	235	9.8%	60	2.5%
Clinical Doctorate: Post-Entry Level	8	6	41	35.34%	9	7.76%	66	56.9%
Research Doctorate	27	23	59	67.82%	11	12.64%	17	19.54%
Speech-Language Pathology								
Master's	263	201	10,354	81.32%	2,178	17.11%	201	1.58%
Clinical Doctorate: Post-Entry Level	5	4	24	51.06%	23	48.94%	0	0%
Research Doctorate	49	40	234	64.11%	58	15.89%	73	20%
Speech and Hearing Sciences								
Research Doctorate	43	33	241	66.76%	31	8.59%	89	24.65%

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	268	116	513	4.4	3	0	34
Audiology							
Clinical Doctorate: Entry Level	74	46	74	1.6	1	0	5
Clinical Doctorate: Post-Entry Level	8	3	0	0.0	0	0	0
Research Doctorate	27	18	3	.2	0	0	1
Speech-Language Pathology							
Master's	263	169	348	2.1	1	0	34
Clinical Doctorate: Post-Entry Level	5	3	10	3.3	1	0	9
Research Doctorate	49	31	5	.2	0	0	3
Speech and Hearing Sciences							
Research Doctorate	43	25	13	.5	0	0	3

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	27	19	2 14.3%	0 0.0%	2 14.3%	4 28.6%	1 7.1%	5 35.7%	0 0.0%						
Speech-Language Pathology	49	39	6 6.6%	27 29.7%	0 0.0%	2 2.2%	8 8.8%	36 39.6%	12 13.2%						
Speech and Hearing Sciences	43	34	45 45.9%	17 17.3%	1 1.0%	9 9.2%	0 0.0%	21 21.4%	5 5.1%						

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	100.00%	92.26%
Arizona	83.33%	99.17%
Arkansas	100.00%	92.65%
California	80.00%	109.53%
Colorado	94.44%	85.71%
Connecticut	106.67%	97.85%
District of Columbia	92.31%	107.07%
Florida	100.00%	111.95%
Georgia	—	118.80%
Hawaii	—	92.86%
Idaho	100.00%	100.00%
Illinois	105.66%	95.29%
Indiana	100.00%	105.61%
Iowa	100.00%	98.04%
Kansas	83.33%	98.94%
Kentucky	90.00%	97.60%
Louisiana	88.89%	101.81%
Maine	—	88.24%
Maryland	89.47%	105.13%
Massachusetts	138.89%	103.40%
Michigan	103.45%	101.05%
Minnesota	137.50%	92.73%
Mississippi	100.00%	100.00%
Missouri	103.85%	106.56%
Montana	—	103.33%
Nebraska	70.00%	98.65%
Nevada	—	0.00%

State	Audiology	Speech-Language Pathology
New Hampshire	—	105.56%
New Jersey	100.00%	102.09%
New Mexico	—	88.18%
New York	100.00%	92.26%
North Carolina	52.63%	100.00%
North Dakota	—	80.00%
Ohio	94.55%	93.91%
Oklahoma	90.00%	101.45%
Oregon	120.00%	101.96%
Pennsylvania	101.82%	92.61%
Puerto Rico	100.00%	99.05%
Rhode Island	—	100.00%
South Carolina	—	109.09%
South Dakota	100.00%	100.00%
Tennessee	92.00%	91.81%
Texas	97.73%	98.11%
Utah	116.67%	98.77%
Vermont	—	93.33%
Virginia	100.00%	106.00%
Washington	100.00%	100.00%
West Virginia	100.00%	98.21%
Wisconsin	120.00%	102.15%
Wyoming	—	94.44%

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	49	70.0%	11	15.7%	7	10.0%	3	4.3%
Competing demands on faculty time	41	58.6%	13	18.6%	14	20.0%	2	2.9%
Insufficient clinical placements	30	42.9%	20	28.6%	16	22.9%	4	5.7%
Insufficient number of qualified candidates applying	59	84.3%	9	12.9%	2	2.9%	—	—
Insufficient student funding	23	32.9%	23	32.9%	16	22.9%	8	11.4%
Insufficient space (e.g. lab, classroom)	48	68.6%	16	22.9%	2	2.9%	4	5.7%
Clinical Doctorate: Post-Entry Level								
Insufficient number of faculty	4	80.0%	—	—	1	20.0%	—	—
Competing demands on faculty time	4	80.0%	—	—	1	20.0%	—	—
Insufficient clinical placements	5	100.0%	—	—	—	—	—	—
Insufficient number of qualified candidates applying	4	80.0%	—	—	1	20.0%	—	—
Insufficient student funding	3	60.0%	—	—	—	—	2	40.0%
Insufficient space (e.g. lab, classroom)	4	80.0%	1	20.0%	—	—	—	—
Research Doctorate								
Insufficient number of faculty	8	38.1%	8	38.1%	3	14.3%	2	9.5%
Competing demands on faculty time	9	42.9%	7	33.3%	5	23.8%	—	—
Insufficient clinical placements	19	95.0%	1	5.0%	—	—	—	—
Insufficient number of qualified candidates applying	6	28.6%	7	33.3%	3	14.3%	5	23.8%
Insufficient student funding	7	33.3%	6	28.6%	2	9.5%	6	28.6%
Insufficient space (e.g. lab, classroom)	16	76.2%	5	23.8%	—	—	—	—

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	151	62.9%	45	18.8%	22	9.2%	22	9.2%
Competing demands on faculty time	130	54.2%	59	24.6%	31	12.9%	20	8.3%
Insufficient clinical placements	106	44.2%	59	24.6%	42	17.5%	33	13.8%
Insufficient number of qualified candidates applying	224	93.7%	8	3.3%	3	1.3%	4	1.7%
Insufficient student funding	110	46.0%	72	30.1%	46	19.2%	11	4.6%
Insufficient space (e.g. lab, classroom)	156	65.3%	45	18.8%	28	11.7%	10	4.2%
Clinical Doctorate: Post-Entry Level								
Insufficient number of faculty	4	80.0%	—	—	1	20.0%	—	—
Competing demands on faculty time	4	80.0%	—	—	1	20.0%	—	—
Insufficient clinical placements	5	100.0%	—	—	—	—	—	—
Insufficient number of qualified candidates applying	4	80.0%	1	20.0%	—	—	—	—
Insufficient student funding	4	80.0%	1	20.0%	—	—	—	—
Insufficient space (e.g. lab, classroom)	5	100.0%	—	—	—	—	—	—
Research Doctorate								
Insufficient number of faculty	25	59.5%	11	26.2%	5	11.9%	1	2.4%
Competing demands on faculty time	22	52.4%	14	33.3%	5	11.9%	1	2.4%
Insufficient clinical placements	38	92.7%	3	7.3%	—	—	—	—
Insufficient number of qualified candidates applying	13	31.0%	9	21.4%	11	26.2%	9	21.4%
Insufficient student funding	17	40.5%	9	21.4%	8	19.0%	8	19.0%
Insufficient space (e.g. lab, classroom)	34	81.0%	5	11.9%	2	4.8%	1	2.4%

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	23	62.2%	9	24.3%	5	13.5%	—	—
Competing demands on faculty time	20	54.1%	13	35.1%	4	10.8%	—	—
Insufficient clinical placements	35	94.6%	1	2.7%	1	2.7%	—	—
Insufficient number of qualified candidates applying	14	37.8%	7	18.9%	10	27.0%	6	16.2%
Insufficient student funding	15	40.5%	9	24.3%	4	10.8%	9	24.3%
Insufficient space (e.g. lab, classroom)	29	78.4%	7	18.9%	1	2.7%	—	—

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	268	241	9,943
Audiology			
Clinical Doctorate: Entry Level	74	71	623
Clinical Doctorate: Post-Entry Level	8	7	44
Research Doctorate	27	25	12
Speech-Language Pathology			
Master's	263	246	7,539
Clinical Doctorate: Post-Entry Level	5	5	5
Research Doctorate	49	46	70
Speech and Hearing Sciences			
Research Doctorate	43	41	74

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	268	173	323	4.68%	6,575	95.32%
Audiology						
Clinical Doctorate: Entry Level	74	62	79	14.68%	459	85.32%
Clinical Doctorate: Post-Entry Level	8	6	13	29.55%	31	70.45%
Research Doctorate	27	20	1	8.33%	11	91.67%
Speech-Language Pathology						
Master's	263	204	283	4.72%	5,714	95.28%
Clinical Doctorate: Post-Entry Level	5	4	0	0%	0	0%
Research Doctorate	49	39	9	13.24%	59	86.76%
Speech and Hearing Sciences						
Research Doctorate	43	33	13	21.31%	48	78.69%

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	268	173	5,314	77.04%	1,532	22.21%	52	0.75%
Audiology								
Clinical Doctorate: Entry Level	74	62	475	88.29%	51	9.48%	12	2.23%
Clinical Doctorate: Post-Entry Level	8	6	21	47.73%	5	11.36%	18	40.91%
Research Doctorate	27	20	10	83.33%	1	8.33%	1	8.33%
Speech-Language Pathology								
Master's	263	204	5,071	84.56%	812	13.54%	114	1.9%
Clinical Doctorate: Post-Entry Level	5	4	0	0%	0	0%	0	0%
Research Doctorate	49	39	46	67.65%	12	17.65%	10	14.71%
Speech and Hearing Sciences								
Research Doctorate	43	33	38	62.3%	7	11.48%	16	26.23%

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	47	2
Hearing conservation	76	47	0
Hearing science	76	47	18
Pediatric audiology	76	47	2
Psychoacoustics	76	47	2
Rehabilitative audiology	76	47	1
Total	76	47	25
Speech-Language Pathology/Speech Sciences			
AAC	76	65	9
Aural rehabilitation	76	65	2
Child Language	76	65	38
Fluency	76	65	5
Language science	76	65	12
Literacy	76	65	6
Neurogenic communication disorders	76	65	25
Phonology/articulation	76	65	3
Speech science	76	65	6
Swallowing	76	65	20
Voice	76	65	5
Total	76	65	131

Note: 96% (73 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		In State	Out Of State	Unknown Location	Total
	Existing Programs	Programs Responding				
Audiology						
Clinical Doctorate: Entry Level						
Healthcare (including private practice)	74	71	280	243	8	545
School (Pre-K-12)	74	71	2	5	2	9
College/university	74	71	5	10	0	15
Unknown	74	71	2	1	40	43
Other	74	71	8	6	0	14
Not employed	74	71	0	2	5	7
Clinical Doctorate: Post-Entry Level						
Healthcare (including private practice)	8	7	0	0	0	0
School (Pre-K-12)	8	7	0	0	0	0
College/university	8	7	1	0	0	1
Unknown	8	7	0	0	0	0
Other	8	7	0	0	0	0
Not employed	8	7	0	0	0	0
Speech-Language Pathology						
Master's						
Healthcare (including private practice)	263	246	1,620	740	95	2,571
School (Pre-K-12)	263	246	1,980	667	149	2,862
College/university	263	246	12	6	1	20
Unknown	263	246	232	84	462	943
Other	263	246	105	50	21	192
Not employed	263	246	49	19	19	105
Clinical Doctorate: Post-Entry Level						
Healthcare (including private practice)	5	5	1	1	0	2
School (Pre-K-12)	5	5	0	2	0	2
College/university	5	5	0	1	0	1
Unknown	5	5	0	2	0	2
Other	5	5	0	0	0	0
Not employed	5	5	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	27	14	4
Faculty/academic position in another discipline	27	14	0
Clinical position in an academic setting	27	14	0
Clinical position in a non-academic setting	27	14	3
Administration position in an academic setting	27	14	0
Administration position in a non-academic setting	27	14	0
Research position in an academic setting	27	14	0
Research position in a non-academic setting	27	14	0
Postdoctoral position	27	14	0
Postponed employment	27	14	2
Unknown	27	14	0
Speech-Language Pathology			
Research Doctorate			
Faculty/academic position in a CSD program	49	40	40
Faculty/academic position in another discipline	49	40	1
Clinical position in an academic setting	49	40	7
Clinical position in a non-academic setting	49	40	9
Administration position in an academic setting	49	40	0
Administration position in a non-academic setting	49	40	1
Research position in an academic setting	49	40	2
Research position in a non-academic setting	49	40	2
Postdoctoral position	49	40	15
Postponed employment	49	40	1
Unknown	49	40	3
Speech and Hearing Sciences			
Research Doctorate			
Faculty/academic position in a CSD program	43	34	26
Faculty/academic position in another discipline	43	34	5
Clinical position in an academic setting	43	34	1
Clinical position in a non-academic setting	43	34	3
Administration position in an academic setting	43	34	1
Administration position in a non-academic setting	43	34	1

Area of Study, Degree and Employment Setting	Number of		
	Existing Programs	Programs Responding	Graduates
Research position in an academic setting	43	34	1
Research position in a non-academic setting	43	34	6
Postdoctoral position	43	34	19
Postponed employment	43	34	3
Unknown	43	34	4

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	74	71	2	2.8%
Clinical Doctorate: Post-Entry Level	8	7	0	.0%
Research Doctorate	27	25	0	.0%
Speech-Language Pathology				
Master's	263	246	72	29.3%
Clinical Doctorate: Post-Entry Level	5	5	0	.0%
Research Doctorate	49	46	0	.0%
Speech and Hearing Sciences				
Research Doctorate	43	41	1	2.4%

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	74	63	335.6
Speech-Language Pathology			
Master's	263	214	124.8

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	74	63	1,963.4
Speech-Language Pathology			
Master's	263	215	333.7

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	74	5	14.6	15	12	16
Clinical Doctorate: Post-Entry Level	8	2	11.5	12	8	15
Speech-Language Pathology						
Master's	263	12	7.3	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	74	66	10.8	11	8	12
Clinical Doctorate: Post-Entry Level	8	3	6.0	5	4	9
Speech-Language Pathology						
Master's	263	234	5.4	5	4	9
Clinical Doctorate: Post-Entry Level	5	4	6.5	7	0	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	27	16	4	36.4%	7	63.6%	0	0.0%	0	0.0%
Speech-Language Pathology	49	38	8	11.1%	52	72.2%	12	16.7%	0	0.0%
Speech and Hearing Sciences	43	35	4	5.2%	57	74.0%	16	20.8%	0	0.0%

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

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	27	3	1	1	1
Speech-Language Pathology	49	9	11	—	1
Speech and Hearing Sciences	43	11	9	2	3

Note: Where dashes (-) occur, no data were provided. 71 of 76 (93.4%) institutions with research doctoral degree programs responded

Administrative Location

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

Administrative Location of CSD Degree Programs within the Institution																
Area of Study	Allied Health; Health Sciences; Public Health		Arts; Sciences; Humanities; Liberal & Fine Arts; Social and Behavioral Sciences		Audiology; Speech- Language Pathology; Communication Disorders		Communications		Education		Medicine		Professional School; Professional Programs/ Studies		Other	
	Audiology	34	44.2%	21	27.3%	5	6.5%	2	2.6%	6	7.8%	4	5.2%	—	—	5
Speech-Language Pathology	115	44.7%	62	24.1%	7	2.7%	9	3.5%	49	19.1%	6	2.3%	6	2.3%	3	1.2%
Speech and Hearing Sciences	17	40.5%	13	31.0%	1	2.4%	3	7.1%	3	7.1%	3	7.1%	—	—	2	4.8%

Note: Where dashes (-) occur, no data were provided. 297 of 312 (95.2%) 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
312	28	52	45

Note: 287 of 308 institutions (93%) provided data for the survey. 28 of the 287 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	2,092	1,075	3,167
Part time	927	1,002	1,929
Total	3,019	2,077	5,096

Note: 283 of 312 (90.7%) institutions provided data

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	369
Speech Language Pathology	1,144
Speech/Language Science	199
Hearing Science	95
Other	259
Total	2,066

Note: 283 of 312 (90.7%) institutions provided data

Table 37—Total Number of Full Time Faculty Openings

Area of Study	Academic Year (2014-2015)	5 Year Period (2016-2021)
Audiology	53	112
Speech Language Pathology	206	387
Speech Sciences	17	34
Hearing Sciences	7	17
No Specific Area of Study	16	15
Total	299	565

Note: 279 of 312 (89.4%) 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	49	24	3	12	3	12	13	54	
Speech-Language Pathology	202	106	10	11	29	25	60	181	
Hearing Science	5	4	0	0	0	0	1	4	
Speech-Language Science	23	10	4	3	0	0	6	17	
No Specific Area of Study	18	5	2	2	0	2	6	11	
Total	297	149	19	28	32	39	86	267	

Note: 276 of the 312 (88.5%) institutions provided data

Grants and Contracts Tables 39-40

Table 39—Total Number and Dollar Amount of Federally Funded Research and Personnel Preparation Grants and Contracts by State

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	1	\$457,644	0	\$0
Arizona	5	3	25	\$18,045,894	0	\$0
Arkansas	6	1	1	\$300,000	0	\$0
California	19	5	12	\$1,049,634	4	\$2,500,000
Colorado	3	1	6	\$547,620	0	\$0
Connecticut	3	2	4	\$409,069	0	\$0
District of Columbia	4	3	10	\$1,382,513	1	\$1,200,000
Florida	8	4	12	\$2,385,774	2	\$2,044,021
Georgia	5	1	2	\$2,700,000	0	\$0
Hawaii	1	—	—	—	—	—
Idaho	1	1	2	\$108,172	0	\$0
Illinois	15	4	27	\$10,711,213	0	\$0
Indiana	7	—	—	—	—	—
Iowa	3	1	19	\$3,115,663	4	\$387,560
Kansas	4	1	10	\$213,995	0	\$0
Kentucky	6	1	2	\$142,039	1	\$98,209
Louisiana	10	1	1	\$141,785	0	\$0
Maine	1	—	—	—	—	—
Maryland	3	1	7	\$1,000,286	0	\$0
Massachusetts	10	6	29	\$7,684,525	1	\$227,844
Michigan	9	3	11	\$2,158,569	0	\$0
Minnesota	5	1	7	\$445,033	—	—
Mississippi	5	1	0	\$0	1	\$204,795
Missouri	10	3	2	\$230,005	0	\$0
Montana	1	1	23	\$68,399	0	\$0
Nebraska	3	2	4	\$1,827,338	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	\$388,000	—	—
New Mexico	3	3	2	\$2,301,000	2	\$1,450,000
New York	34	8	12	\$2,287,605	3	\$202,500
North Carolina	8	3	4	\$724,516	4	\$1,032,709
North Dakota	3	1	1	\$390,663	0	\$0
Ohio	13	7	14	\$2,316,345	7	\$1,561,187
Oklahoma	6	—	—	—	—	—
Oregon	3	3	12	\$1,310,806	0	\$0
Pennsylvania	17	3	13	\$2,784,483	0	\$0
Puerto Rico	3	1	1	\$121,000	0	\$0
Rhode Island	2	—	—	—	—	—
South Carolina	5	2	38	\$16,138,123	0	\$0
South Dakota	2	—	—	—	—	—
Tennessee	6	4	26	\$6,225,802	6	\$2,889,055
Texas	18	4	11	\$13,396,473	5	\$5,242,875
Utah	4	2	3	\$1,500,000	2	\$1,090,225
Vermont	1	—	—	—	—	—
Virginia	6	1	0	\$0	0	\$0
Washington	4	1	12	\$2,729,338	0	\$0
West Virginia	2	—	—	—	—	—
Wisconsin	8	3	14	\$4,593,959	1	\$16,500
Wyoming	1	1	3	\$150,000	—	—
Total	312	97	384	\$112,483,282	44	\$20,147,480

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	5	1	0	\$0	0	\$0
Arkansas	6	—	—	—	—	—
California	19	—	—	—	1	\$60,000
Colorado	3	—	—	—	—	—
Connecticut	3	—	—	—	—	—
District of Columbia	4	—	—	—	—	—
Florida	8	2	1	\$9,905	0	\$0
Georgia	5	—	—	—	—	—
Hawaii	1	—	—	—	—	—
Idaho	1	1	0	\$0	0	\$0
Illinois	15	—	—	—	—	—
Indiana	7	—	—	—	—	—
Iowa	3	2	1	\$53,587	0	\$0
Kansas	4	—	—	—	—	—
Kentucky	6	1	0	\$0	0	\$0
Louisiana	10	2	4	\$255,354	0	\$0
Maine	1	—	—	—	—	—
Maryland	3	—	—	—	—	—
Massachusetts	10	2	0	\$0	0	\$0
Michigan	9	—	—	—	—	—
Minnesota	5	1	3	\$95,000	—	—
Mississippi	5	1	0	\$0	0	\$0
Missouri	10	1	0	\$0	0	\$0
Montana	1	—	—	—	—	—

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	\$155,005	2	\$184,840
Nevada	2	—	—	—	—	—
New Hampshire	1	—	—	—	—	—
New Jersey	6	1	5	—	—	—
New Mexico	3	—	—	—	—	—
New York	34	3	0	\$0	1	\$29,992
North Carolina	8	3	2	\$28,458	0	\$0
North Dakota	3	1	0	\$0	1	\$62,076
Ohio	13	3	1	\$28,727	0	\$0
Oklahoma	6	—	—	—	—	—
Oregon	3	1	0	\$0	0	\$0
Pennsylvania	17	2	7	\$436,383	2	\$34,291
Puerto Rico	3	—	—	—	—	—
Rhode Island	2	—	—	—	—	—
South Carolina	5	1	2	\$131,784	0	\$0
South Dakota	2	1	2	\$305,000	0	\$0
Tennessee	6	4	1	\$565,692	2	\$2,061,116
Texas	18	3	4	\$47,628	0	\$0
Utah	4	—	—	—	—	—
Vermont	1	1	0	\$0	1	\$14,740
Virginia	6	2	0	\$0	0	\$0
Washington	4	—	—	—	—	—
West Virginia	2	—	—	—	—	—
Wisconsin	8	2	2	\$25,000	0	\$0
Wyoming	1	—	—	—	—	—
Total	312	44	36	\$2,137,523	10	\$2,447,055

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