



**Communication Sciences and Disorders (CSD)
Education Survey
National Aggregate Data Report
2017–2018 Academic Year**

Introduction

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

Data and Methods

The data contained in the national aggregate data tables were collected between July 24, 2018, and October 31, 2018, via the *CSD Education Survey*, which was electronically distributed to 325 higher education institutions with undergraduate and graduate CSD degree programs. Data were collected for academic year (AY) Fall 2017 through Summer 2018 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. Trend data are available at <http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/>.

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 survey system then assigned sections and questions to the institution's survey on the basis of the degree programs offered. Program directors and chairs were given the option to authorize access to faculty or staff to assist in completing the survey.

The survey contained nine sections with 60 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 325 academic institutions received the *2018 CSD Education Survey*, and 294 completed and submitted data—representing a 90% response rate. Academic programs were contacted via email and phone during the open period to encourage participation.

Among the institutions that completed the *2018 CSD Education Survey*, data were provided by the following:

- Undergraduate programs in CSD—91% (245/270)
- Clinical entry-level master's programs in speech-language pathology—94% (259/277)
- Clinical entry-level doctoral programs in audiology—92% (70/76)
- Post-entry-level clinical doctoral programs in audiology—100% (3/3)
- Post-entry-level clinical doctoral programs in speech-language pathology—88% (7/8)
- Research doctoral degree programs in audiology, speech-language pathology, and/or speech and hearing sciences—89% (71/80)

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 some institutions indicated that they are prohibited from collecting or releasing data on gender, race, and/or ethnicity. 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 the average number of applications submitted by students are not available from the *CSD Education Survey*.

Admissions

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

Enrollment

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

Graduation

Respondents were asked to provide data on 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, Sciences, Humanities, Liberal and Fine Arts, and Social and Behavioral Sciences
- c. Audiology, Speech-Language Pathology, Communication Disorders
- d. Communications
- e. Education
- f. Medicine
- g. Professional Programs/Studies
- h. Other School/College Types

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. 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, in which case program directors were alerted to possible data errors via email or phone and were given the opportunity to correct errors. ASHA staff conducted additional quality control checks and data cleaning after the close of the survey to eliminate obvious data errors. Tables were generated using Microsoft SQL Server Reporting Services, 2008, and IBM SPSS, Version 24.

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 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 *CSD Education Survey* is made possible by ASHA, which maintains the program and provides financial, statistical, and technical support.

Contact Information

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

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Data-At-A-Glance Summary for Academic Year 2017-2018

Institution Summary

- 325 institutions offer undergraduate and/or graduate degrees in CSD education
- 270 offer an undergraduate degree in CSD
- 277 offer a master's degree in speech-language pathology
- 76 offer an entry-level clinical doctoral degree in audiology
- 3 offer a post entry-level clinical doctoral degree in audiology
- 8 offer a post entry-level clinical doctoral degree in speech-language pathology
- 80 offer research doctoral degrees in audiology, speech-language pathology and/or speech and hearing sciences

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

- 5,409 applications to entry-level clinical doctoral degree programs in audiology
- 64,354 applications to master's degree programs in speech-language pathology
- 96 applications to post entry-level clinical doctoral degree programs in audiology
- 212 applications to post entry-level clinical doctoral degree programs in speech-language pathology
- 595 applications to research doctoral degree programs in audiology, speech-language pathology and/or speech and hearing sciences

Total Enrollment

- 34,310 undergraduate students in a CSD major
- 2,773 entry-level clinical doctoral students in audiology
- 17,868 master's students in speech-language pathology
- 85 post entry-level clinical doctoral students in audiology
- 247 post entry-level clinical doctoral students in speech-language pathology
- 771 research doctoral students in audiology, speech-language pathology and/or speech and hearing sciences

Degrees Granted

- 9,904 undergraduate degrees in CSD
- 656 entry-level clinical doctoral degrees in audiology
- 7,915 master's degrees in speech-language pathology
- 32 post entry-level clinical doctoral degrees in audiology
- 45 post entry-level clinical doctoral degrees in speech-language pathology
- 132 research doctoral degrees in audiology, speech-language pathology and/or speech and hearing sciences

Data was based on an overall response rate of 90% (294 of 325 institutions responding). No extrapolation was conducted.

Data At-A-Glance for Speech-Language Pathology Master's Programs for Academic Year 2017–2018

Institution Summary

- 277 institutions offer a master's degree in speech-language pathology
- 47.9% of the programs are administratively housed in schools of allied health, health sciences, health professions and public health
- 34.5 is the mean student capacity for new admissions
- 5 semesters is the average time-to-degree
- 353.9 average number of graduate practicum hours obtained at off-campus sites
- 117.9 average number of graduate practicum hours obtained at on-campus sites

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

- 64,354 applications received
- 19,749 offered admission
- 3.19-3.98 GPA mean range of students offered admission
- 18.77% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

Enrollment

- 8,414 first-year students enrolled
- 4.22% of first-year students were male
- 19.19% of first-year students were of a racial ethnic minority
- 1.18% of first-year students were international students
- 17,868 total enrollment
- 33.70% of programs reported insufficient clinical placements as having a moderate or major impact on enrollment with (22.9% and 10.8% respectively)
- 28.50% of programs reported insufficient student funding as having a moderate or major impact on enrollment (22.90% and 5.60% respectively)

Degree's Granted and First Employment

- 7,915 master's degrees in speech-language pathology were granted
- School setting (Pre-K – 12) is the primary first employment setting among recent graduates

Data based on an overall response rate of 94% (259 of 277) of the master's in speech-language pathology programs completing the CSD Education Survey. No extrapolation was conducted.

Data At-A-Glance for Audiology Entry-Level Clinical Doctoral Programs for Academic Year 2017–2018

Institution Summary

- 76 institutions offer an entry-level clinical doctoral degree in audiology
- 44.4% of the programs are administratively housed in schools of allied health, health sciences, health professions and public health
- 12.6 is the mean student capacity for new admissions
- 11 semesters is the average time-to-degree
- 1,932.8 average number of graduate practicum hours obtained at off-campus sites
- 283.5 average number of graduate practicum hours obtained at on-campus sites

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

- 5,409 applications received
- 1,988 offered admission
- 3.22-3.97 GPA mean range of students offered admission
- 31.68% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

Enrollment

- 759 first-year students enrolled
- 7.77% of first-year students were male
- 13.11% of first-year students were of a racial ethnic minority
- 2.59% of first-year students were international
- 2,773 total enrollment
- 46.90% of programs reported insufficient number of qualified candidates applying as having a moderate or major impact on enrollment (28.1% and 18.8% respectively)
- 24.60% of programs reported competing demands on faculty time as having a moderate or major impact on enrollment with (20.0% and 4.6% respectively)

Degree's Granted and First Employment

- 656 entry-level clinical doctoral degrees in audiology were granted
- Healthcare setting (not including private practice) is the primary first employment setting among recent graduates

Data based on an overall response rate of 92% (70 of 76) of the entry-level clinical doctoral programs in audiology completing the CSD Education Survey. No extrapolation was conducted.

Data At-A-Glance for Research Doctoral Degree (PhD) Programs for Academic Year 2017–2018

Institution Summary

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

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

- 325 applications received
- 133 offers of admission
- 83.33% offers of admission with funding
- Assistantships and fellowships were the majority of the funding offered

Enrollment

- 88 first-year students enrolled
- 31.17% of first-year students were male
- 14.29% of first-year students were of a racial ethnic minority
- 23.38% of first-year students were international students
- 399 total enrollment
- Insufficient number of qualified applicants and insufficient student funding were the most frequently reported major and moderate factors impacting enrollment

Degrees Granted and First Employment

- 64 research doctoral degrees were granted
- Academic-faculty position is the primary first employment setting among recent research doctoral graduates

Data based on an overall response rate of 89% (71 of 80) of the research doctoral programs completing the CSD Education Survey. No extrapolation was conducted.

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Participating Institutions

The following institutions completed the 2018 CSD Education Survey. They represent 294 of the 325 institutions invited to participate.

Alabama

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

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 for Medical Sciences/
University of Arkansas at Little Rock
University of Arkansas, Fayetteville
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 St. Augustine for Health Sciences -
Austin TX
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

Delaware

University of Delaware

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

Hawaii

University of Hawaii at Mānoa

Idaho

Idaho State University, Pocatello

Illinois

Augustana College (IL)
Eastern Illinois University
Elmhurst College
Illinois State University
Midwestern University, Illinois
Northern Illinois University

Illinois (continued)

Northwestern University
Rush University
Southern Illinois University, Carbondale
Southern Illinois University, Edwardsville
St. Xavier University
University of Illinois, Urbana-Champaign
Western Illinois University

Indiana

Ball State University
Butler University
Indiana State University
Indiana University, Bloomington
Purdue University
Purdue University, Fort Wayne
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 and A & M College
Louisiana Technical University
Southeastern Louisiana University
Southern University and A&M College
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

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

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
Truman 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 Coll / Hunter Coll - Grad 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
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

New York (continued)

St. John's University
SUNY at Buffalo
SUNY at Cortland
SUNY at Fredonia
SUNY at New Paltz
SUNY at Plattsburgh
Syracuse University
Teachers College, Columbia University
Touro College
Yeshiva University Katz School of SLP

North Carolina

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

North Dakota

Minot State University
University of 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
Mount Vernon Nazarene University
Northeast Ohio AuD Consortium (NOAC)- Kent
State/University of Akron
Ohio State University
Ohio University
University of Akron
University of Toledo

Oklahoma

Northeastern State University
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
Geneva College
Indiana University of Pennsylvania
La Salle University
Lebanon Valley College
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

Inter American University of Puerto Rico
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
Francis Marion University
South Carolina State University
University of South Carolina

South Dakota

Augustana University
University of South Dakota

Tennessee

East Tennessee State University
Tennessee State University

Tennessee (continued)

University of Memphis
University of Tennessee Health Science Center
Vanderbilt University

Texas

Abilene Christian University
Baylor University
Hardin-Simmons 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
The University of Texas Rio Grande Valley
University of Houston
University of North Texas
University of Texas at Dallas
University of Texas HSC San Antonio
University of Texas, Austin
University of Texas, El Paso
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 Liberty University
West Virginia University

Wisconsin

Marquette University
University of Wisconsin, Eau Claire

Wisconsin (continued)

University of Wisconsin, Milwaukee
University of Wisconsin, River Falls
University of Wisconsin, Stevens Point
University of Wisconsin, Whitewater

Wyoming

University of Wyoming

Highlights

Prerequisites

- Approximately half (54.3%) of audiology clinical doctoral entry-level programs had prerequisite requirements for non-CSD undergraduates, as did 83.4% of speech-language pathology master's level programs (see Table 1).
- The majority of audiology clinical doctoral entry-level programs (62.9%) and speech-language pathology master's level programs (69.1%) offered prerequisite courses whether or not students were admitted to their program (see Table 2).

Applications and Admissions

- A total of 5,409 applications were received by the 70 audiology clinical doctoral entry-level programs that responded to the survey, of which 1,988 were approved for admission. This averaged 77 applications and 28 admissions offers per program (see Tables 3, 4, 7, and 8). By comparison, there were 5,768 applications received and 2,165 approved for admission (based on 70 programs responding) during the 2016-2017 academic year, averaging 82 applications received and 31 offers of admission per program. It is important to consider that the total number of applications does not represent the number of unique applicants. 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 64,354 applications were received by the 259 speech-language pathology master's level programs that responded to the survey. Of these applications, 19,749 were approved for admission. This resulted in an average of 248 applications received per program, and 76 offers of admission (see Tables 3, 4, 7, and 8). In the 2016-2017 academic year, 64,000 applications were received and 18,119 of those applications were approved for admission (based on 252 programs responding), averaging 254 applications received and 72 admission offers per program. 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 595 research doctoral applications were received among the 71 participating institutions offering research doctoral programs across all areas of study and 250 approved for admission (see Tables 3, 4, 7, and 8). During the 2016-2017 academic year, there were 579 applications received and 253 approved for admission (based on 73 participating institutions that had research doctoral programs).
- The majority of applications across all areas of study and degree types were from non-international applicants. Audiology research doctoral programs reported the highest percentage of international applicants (37.8%) (see Table 4). Likewise, the majority of those approved for admission were non-international, ranging from 71.4% for audiology research doctoral programs to 98.1% for speech-language pathology master's level degree programs (see Table 8).
- About one-third (31.7%) of audiology clinical doctoral entry-level students were offered admission with funding, as were 18.8% of speech-language pathology master's level students (see Table 9). A much larger percentage of research doctoral students were offered admission with funding (100.0% of audiology research doctoral students, 89.1% of speech-language pathology research doctoral students, and 83.3% of speech and hearing sciences research doctoral students).
- Of those offered admission with funding, the most prevalent types of funding offered to audiology clinical doctoral entry-level students were scholarship (51.6%) and assistantships (41.9%) (see Table 10). Almost half (46.9%) of speech-language pathology master's level students were offered assistantships and 45.1% were offered scholarships. Assistantships were offered to 92.3%, 66.7%, and 64.5% 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 and speech-language pathology master's level programs was 3.2-4.0 (see Table 11).

Student Capacity for Admissions

- The median student capacity for admissions was 12 students for audiology clinical doctoral entry-level programs, 30 students for speech-language pathology master's level programs, and 3 for research doctoral programs (3 for audiology, 4 for speech-language pathology, and 4 for and speech and hearing sciences (see Table 5).
- Audiology clinical doctoral entry-level programs were filled to 88.3% of their first-year enrollment capacities, speech-language pathology master's level programs were filled to 92.7% capacity, and research doctoral programs were filled to 45.1% capacity (22.5% for audiology, 38.2% for speech-language pathology, and 61.7% for speech and hearing sciences) (see Table 6). In the 2016-2017 academic year, audiology clinical doctoral entry-level programs filled 92.6% of their capacities for first-year enrollment, speech-language pathology master's level programs filled to 97.3%, and research doctoral programs filled 36.1% of their available first-year student openings.
- Audiology clinical doctoral entry-level programs ranged in their percent filled to capacity for first-year enrollments from 41.7% in Kentucky to 120.0% in Arkansas (see Table 20). The range for speech-language pathology master's level programs was from 72.4% in Oregon to 105.2% in Ohio.

First-Year Enrollments

- A total of 759 first-year audiology clinical doctoral entry-level students were reported along with 8,414 speech-language pathology master's level students and 176 research doctoral students (13 for audiology, 75 for speech-language pathology, and 88 for speech and hearing sciences; see Tables 12-14). In the 2016-2017 academic year, there were 797 first-year audiology clinical doctoral entry-level enrollments, 8,500 in speech-language pathology master's level programs, and 164 in research doctoral programs (14 for audiology, 58 for speech-language pathology, and 92 for speech and hearing sciences).
- Across all degree types and areas of study, the majority of first-year students were women—92.2% in audiology clinical doctoral entry-level programs, 95.8% in speech-language pathology master's level programs, 72.7% in audiology research doctoral programs, 79.1% in speech-language pathology research doctoral programs, and 68.8% in speech and hearing sciences research doctoral programs (see Table 13).
- Most first-year entry-level students were white (non-international)—84.3% in audiology clinical doctoral entry-level programs and 79.6% in speech-language pathology master's level programs, as were the majority of research doctoral students (72.7% for audiology, 67.2% for speech-language pathology, and 62.3% for speech and hearing sciences) (see Table 14).

Total Enrollment

- A total of 34,310 undergraduate students were enrolled for the 2017-2018 academic year based on 88.5% of programs responding to the survey (see Table 15). Of the 182 programs (67.4%) reporting demographic data, 4.7% were male, 28.1% were of a racial/ethnic minority (non-international), and 1.1% were international students (see Tables 16-17). In the 2016-2017 academic year, there were 36,555 undergraduate students enrolled based on 89.1% of programs reporting. Of these, 4.6% were male, 22.7% were of a racial/ethnic minority (non-international) and 1.2% were international students.
- There were 2,773 students enrolled in audiology clinical doctoral entry-level programs, 17,868 enrolled in speech-language pathology master's level programs, and 771 enrolled in research doctoral programs (53 in audiology, 319 in speech-language pathology, and 399 in speech and hearing sciences) (see Table 15).
- Of the programs reporting demographic data, males comprised 12.3% of all audiology clinical doctoral entry-level students, 4.6% of speech-language pathology master's level students, 40.0% of audiology research doctoral students, 14.0% of speech-language pathology research doctoral students, and 24.2% of speech and hearing sciences research doctoral students (see Table 16). Most entry-level students

were white (non-international)—84.3% in audiology clinical doctoral entry-level programs and 79.4% in speech-language pathology master's level programs (see Table 17). Students from non-white racial/ethnic groups (non-international) comprised 13.3% of audiology clinical doctoral entry-level students and 19.1% of speech-language pathology master's level students (see Table 17).

- The median number of students with a documented disability enrolled in a program was 1 for audiology clinical doctoral entry-level students and 2 for speech-language pathology master's level students. The median number of students enrolled with a documented disability in all research doctoral programs was 0 (see Table 18).
- Of first-year audiology research doctoral students, 27.3% enrolled while simultaneously enrolled in a clinical doctoral degree program (e.g., AuD/PhD). Another 27.3% ($n=3$) enrolled immediately following the receipt of a clinical doctoral degree (see Table 19).
- For first-year speech-language pathology research doctoral students, 41.2% enrolled after practicing five or fewer years in the professions(s)/discipline, 20.6% enrolled immediately following the receipt of their master's degree, and 14.7% enrolled immediately following completion of their clinical fellowship (see Table 19).
- Twenty-five percent of first-year speech and hearing sciences research doctoral students enrolled after practicing five or fewer years in the professions(s)/discipline, 17.0% enrolled immediately following receipt of their bachelor's degree, and 17.0% enrolled immediately following receipt of their master's degree (see Table 19).
- The factor with the greatest impact on enrollment in audiology clinical doctoral entry-level programs was insufficient student funding. Specifically, almost half (46.9%) of programs reported insufficient student funding as either a moderate (28.1%) or major (18.8%) factor impacting enrollment (see Table 21). One quarter (24.6%) of audiology clinical doctoral entry-level programs reported insufficient clinical placements as either a moderate (20.0%) or major (4.6%) factor impacting enrollment.
- Insufficient clinical placements and insufficient student funding topped the list of factors having the greatest impact on enrollment in speech-language pathology master's level programs. One-third (33.7%) of these master's programs reported insufficient clinical placements as either a moderate (22.9%) or major (10.8%) factor impacting enrollment and 28.5% reported insufficient student funding as either a moderate (22.9%) or major (5.6%) factor impacting enrollment (see Table 21).
- Across all research doctoral programs, an insufficient number of qualified candidates applying and insufficient student funding were the factors having the most impact on enrollment (see Table 21).

Graduation

- A total of 9,904 undergraduate CSD degrees were granted in the 2017-2018 academic year based on 88.5% of programs responding (see Table 22). In the 2016-2017 academic year, 10,655 undergraduate CSD degrees were granted based on 89.1% of programs responding.
- A total of 656 clinical entry-level doctoral degrees in audiology were granted based on 70 programs reporting, and 7,915 master's degrees were granted in speech-language pathology with 257 programs reporting. In the 2016-2017 academic year, a total of 689 clinical entry-level doctoral degrees were granted in audiology, based on 70 programs reporting, and 7,759 master's degrees were granted in speech-language pathology with 250 programs reporting.
- A total of 132 research doctoral degrees were granted during the 2017-2018 academic year; 17 in audiology, 51 in speech-language pathology, and 64 in speech and hearing sciences (see Table 22). In the 2016-2017 academic year, a total of 151 research doctoral degrees were granted (16 in audiology, 66 in speech-language pathology, and 69 in speech and hearing sciences).
- Most (95.9%) of those earning an undergraduate degree were female (see Table 23). Males represented 13.1% of audiology clinical doctoral entry-level degree graduates, 4.2% of speech-language pathology master's level degree graduates, 31.3% of audiology research doctoral graduates, 12.8% of speech-language pathology research doctoral graduates, and 40.0% of speech and hearing sciences research doctoral graduates.

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- White (non-international) students represented 76.8% of those earning an undergraduate degree, 22.3% were individuals from racial/ethnic minority groups (non-international), and 1.0% of graduates held international status (see Table 24).
 - White (non-international) students represented the majority of graduates from audiology clinical doctoral entry-level degree programs (84.5%), speech-language pathology master's level degree programs (82.1%), speech-language pathology research doctoral programs (61.7%), and speech and hearing sciences research doctoral programs (76.4%) (see Table 24). White (non-international) represented 50.0% of graduates from audiology research doctoral programs, and international students represented 43.8% of graduates from audiology research doctoral programs.
 - The top area of specialty for audiology/hearing sciences research doctoral graduates was hearing science ($n=12$) (see Table 25). The top areas of specialty for speech-language pathology/speech sciences research doctoral graduates were neurogenic communication disorders ($n=23$) and child language ($n=17$).

Employment

- Audiology clinical doctoral entry-level graduates were most likely to be employed in a health care setting (including private practice) (85.3% of those employed in-state; $n=180$, and 86.5% of those employed out-of-state; $n=268$) (see Table 26).
- Of speech-language pathology master's level graduates employed in-state, about half (46.2%; $n=1,789$) were employed in a school setting and 42.1% ($n=1,631$) were employed in a health care setting (including private practice) (see Table 26). Of those employed out-of-state; 38.4% ($n=637$) were employed in a school setting and 51.4% ($n=853$) were employed in a health care setting (including private practice).
- The first employment setting for most audiology research doctoral graduates was a faculty/academic position within a CSD program ($n=5$) (see Table 27). The majority of speech-language pathology research doctoral graduates also held a faculty/academic position in a CSD program ($n=26$). Most graduates of speech and hearing sciences research doctoral programs held a postdoctoral position ($n=23$) or a faculty/academic position in a CSD program ($n=11$).

Thesis Requirement

- A capstone project was required for conferral of the degree by 61.4% of the audiology clinical doctoral entry-level programs (see Table 28).
- Almost a quarter of speech-language pathology master's level programs required either a thesis or capstone project for conferral of the degree (23.2% each).

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 283.5 and 1,932.8, respectively (see Tables 29-30). The average number of practicum hours obtained per student among speech-language pathology master's level programs was 117.9 and 353.9 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 31-32).
- Speech-language pathology master's level students needed an average (median) of 7 quarters or 5 semesters to complete the program (see Tables 31-32).
- Most (86.4%) audiology research doctoral graduates completed the degree requirements within 4 to 6 years while 9.1% completed their programs within 1 to 3 years (see Table 33). The majority (68.6%) of

speech-language pathology research doctoral graduates completed their requirements within 4 to 6 years while 23.5% completed their programs within 7 to 10 years. Most (76.9%) speech and hearing sciences research doctoral graduates completed the degree requirements within 4 to 6 years while 18.5% required 7 to 10 years to complete their degree programs.

- Of those audiology, 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 34).

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 (44.4%, 47.9%, and 41.5%, respectively) (see Table 35).

Post-Doctoral Appointments

- For the 2017-2018 academic year, 34 of the 294 institutions responding indicated offering a post-doctoral opportunity (see Table 36). These institutions reported that there were a total of 77 post-doctoral appointments available and that 69 were filled.

Total Number of Faculty

- A total of 5,364 academic and clinical faculty were employed during the 2017-2018 academic year, based on 90.5% of institutions responding (see Table 37). Of these, 2,169 were full-time academic faculty, 985 were part time academic faculty, 1,237 were full-time clinical faculty, and 973 were part-time clinical faculty.
- Of the 2,064 faculty with research doctoral degrees, the majority held a research doctorate in either speech-language pathology (56.4%) or audiology (14.7%) (see Table 38).

Faculty Openings

- During the 2017-2018 academic year, there was a total of 284 full time faculty openings; 45 in audiology, 196 in speech-language pathology, 5 in hearing sciences, 19 in speech/ language sciences, and 19 in no specific area of study (see Table 39). There were a total of 539 openings projected for the 5-year period of 2018-2019: 2022-2023; 103 in audiology, 351 in speech-language pathology, 11 in hearing sciences, 43 in speech/ language sciences, and 31 in no specific area of study.
- A total of 263 searches were conducted for faculty during the 2017-2018 academic year (see Table 40). Of these, 34 searches were conducted for audiology faculty, 187 for speech-language pathology faculty, 5 for hearing sciences faculty, and 17 for speech/ language sciences faculty. An additional 20 searches were for no specific area of study.
- Two-thirds (173; 67.3%) of the positions were filled with full time faculty holding a research doctorate—148 (57.6%) who held a research doctorate in CSD and 25 (9.7%) who held a research doctorate in another discipline. An additional 15 (5.8%) positions were filled with individuals holding a clinical doctorate in CSD and 39 (15.2%) with individuals holding a master's degree in CSD. Thirty (11.7%) of the positions filled were filled with part-time personnel with or without a research doctorate. About a third ($n=78$; 30.4%) of the faculty searches went unfilled.

Federally-and State-Funded Research and Personnel Preparation Grants

- About a third ($n=105$) of responding institutions reported a total 364 federally-funded research grants, adding up to more than \$190.7 million (see Table 41). Fifty-nine federally funded personnel preparation grants were reported for an overall amount of more than \$13.1 million.
- Fifty-five institutions reported a total of 21 state-funded research grants totaling \$3.6 million and 13 state-funded personnel preparation grants totaling \$2.8 million (see Table 42).

Applications and Admissions Tables 1-11

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

Area of Study and Degree Type	Number of		Prerequisite Requirements for Non-CSD Undergraduates			
	Existing Programs	Programs Responding	Required		Not Required	
Audiology						
Clinical Doctorate: Entry-Level	76	70	38	54.29%	32	45.71%
Speech-Language Pathology						
Master's	277	259	216	83.40%	43	16.60%

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

Area of Study and Degree Type	Number of		Prerequisite Requirements for Non-CSD Undergraduates					
	Existing Programs	Programs Responding	Offered to All Students		Offered to Admitted Students Only		Required but Not Offered	
Audiology								
Clinical Doctorate: Entry-Level	76	70	44	62.86%	8	11.43%	18	25.71%
Speech-Language Pathology								
Master's	277	259	179	69.11%	47	18.15%	33	12.74%

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

Area of Study and Degree Type	Number of		
	Existing Programs	Programs Responding	Applications
Audiology			
Clinical Doctorate: Entry-Level	76	70	5,409
Clinical Doctorate: Post Entry-Level	3	3	96
Research Doctorate	24	22	42
Speech-Language Pathology			
Master's	277	259	64,354
Clinical Doctorate: Post Entry-Level	8	7	212
Research Doctorate	49	42	228
Speech and Hearing Sciences			
Research Doctorate	45	41	325

Note: The number of applications reported by area of study and degree type does not reflect a 1:1 correspondence with the number of students applying to graduate programs.

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

Area of Study and Degree Type	Number of		Number of Applications			
	Existing Programs	Programs Responding	Non-International		International	
Audiology						
Clinical Doctorate: Entry-Level	76	65	4,761	96.57%	169	3.43%
Clinical Doctorate: Post Entry-Level	3	3	85	88.54%	11	11.46%
Research Doctorate	24	20	23	62.16%	14	37.84%
Speech-Language Pathology						
Master's	277	239	57,462	98.23%	1,037	1.77%
Clinical Doctorate: Post Entry-Level	8	6	170	97.7%	4	2.3%
Research Doctorate	49	39	145	73.98%	51	26.02%
Speech and Hearing Sciences						
Research Doctorate	45	37	228	75%	76	25%

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

Area of Study and Degree Type	Number of		Student Capacity for Admissions				
	Existing Programs	Programs Responding	Sum	Mean	Median	Minimum	Maximum
Audiology							
Clinical Doctorate: Entry-Level	76	68	860	12.6	12	5	32
Clinical Doctorate: Post Entry-Level	3	3	47	15.7	15	2	30
Research Doctorate	24	18	49	2.7	3	1	5
Speech-Language Pathology							
Master's	277	255	8,800	34.5	30	12	240
Clinical Doctorate: Post Entry-Level	8	7	89	12.7	10	4	24
Research Doctorate	49	33	157	4.8	4	1	30
Speech and Hearing Sciences							
Research Doctorate	45	30	133	4.4	4	1	12

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

Area of Study and Degree Type	Number of				
	Existing Programs	Programs Responding	Student Capacity for Admissions	First-Year Enrollments	Percent of Student Capacity Filled
Audiology					
Clinical Doctorate: Entry-Level	76	68	860	759	88.26%
Clinical Doctorate: Post Entry-Level	3	3	47	33	70.21%
Research Doctorate	24	18	49	11	22.45%
Speech-Language Pathology					
Master's	277	250	8,800	8,153	92.65%
Clinical Doctorate: Post Entry-Level	8	7	89	92	103.37%
Research Doctorate	49	32	157	60	38.22%
Speech and Hearing Sciences					
Research Doctorate	45	29	133	82	61.65%

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

Area of Study and Degree Type	Number of		Number Approved for Admission
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	76	69	1,988
Clinical Doctorate: Post Entry-Level	3	3	39
Research Doctorate	24	22	16
Speech-Language Pathology			
Master's	277	257	19,749
Clinical Doctorate: Post Entry-Level	8	7	106
Research Doctorate	49	41	101
Speech and Hearing Sciences			
Research Doctorate	45	41	133

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

Area of Study and Degree Type	Number of		Number Approved for Admission			
	Existing Programs	Programs Responding	Non-International		International	
Audiology						
Clinical Doctorate: Entry-Level	76	64	1,842	95.39%	89	4.61%
Clinical Doctorate: Post Entry-Level	3	3	29	74.36%	10	25.64%
Research Doctorate	24	20	10	71.43%	4	28.57%
Speech-Language Pathology						
Master's	277	242	17,992	98.11%	347	1.89%
Clinical Doctorate: Post Entry-Level	8	6	94	95.92%	4	4.08%
Research Doctorate	49	38	79	85.87%	13	14.13%
Speech and Hearing Sciences						
Research Doctorate	45	38	101	80.16%	25	19.84%

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

Area of Study and Degree Type	Number of			Students Offered Admission with Funding	Percent of Students Offered Admission with Funding
	Existing Programs	Programs Responding	Students Offered Admission		
Audiology					
Clinical Doctorate: Entry-Level	76	54	1,610	510	31.68%
Clinical Doctorate: Post Entry-Level	3	0	—	—	—
Research Doctorate	24	11	15	15	100%
Speech-Language Pathology					
Master's	277	193	15,420	2,894	18.77%
Clinical Doctorate: Post Entry-Level	8	0	—	—	—
Research Doctorate	49	28	92	82	89.13%
Speech and Hearing Sciences					
Research Doctorate	45	25	132	110	83.33%

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

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

Area of Study and Degree Type	Number of			Students Offered Admission with Funding									
	Existing Programs	Programs Responding	Students Offered Admission with Funding	Assistantships		Extramural		Fellowships		Intramural		Scholarships	
Audiology													
Clinical Doctorate: Entry-Level	76	52	492	206	41.87%	5	1.02%	44	8.94%	12	2.44%	254	51.63%
Clinical Doctorate: Post Entry-Level	3	0	—	—	—	—	—	—	—	—	—	—	—
Research Doctorate	24	10	13	12	92.31%	0	0%	1	7.69%	0	0%	0	0%
Speech-Language Pathology													
Master's	277	188	2,781	1304	46.89%	95	3.42%	120	4.31%	20	0.72%	1255	45.13%
Clinical Doctorate: Post Entry-Level	8	0	—	—	—	—	—	—	—	—	—	—	—
Research Doctorate	49	25	75	50	66.67%	12	16%	27	36%	3	4%	9	12%
Speech and Hearing Sciences													
Research Doctorate	45	23	107	69	64.49%	10	9.35%	24	22.43%	1	0.93%	9	8.41%

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

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

Area of Study and Degree Type	Number of		GPA Range	
	Existing Programs	Programs Responding	Mean	Median
Audiology				
Clinical Doctorate: Entry-Level	76	67	3.22-3.97	3.20-4.00
Speech-Language Pathology				
Master's	277	248	3.19-3.98	3.20-4.00

Enrollment Tables 12-21

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

Area of Study and Degree Type	Number of		Graduate First Year Enrollment
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	76	70	759
Clinical Doctorate: Post Entry-Level	3	3	33
Research Doctorate	24	21	13
Speech-Language Pathology			
Master's	277	254	8,414
Clinical Doctorate: Post Entry-Level	8	7	92
Research Doctorate	49	41	75
Speech and Hearing Sciences			
Research Doctorate	45	40	88

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

Area of Study and Degree Type	Number of		Graduate First-Year Enrollment by Gender			
	Existing Programs	Programs Responding	Male		Female	
Audiology						
Clinical Doctorate: Entry-Level	76	58	51	7.77%	605	92.23%
Clinical Doctorate: Post Entry-Level	3	3	3	9.09%	30	90.91%
Research Doctorate	24	18	3	27.27%	8	72.73%
Speech-Language Pathology						
Master's	277	221	296	4.22%	6,713	95.78%
Clinical Doctorate: Post Entry-Level	8	6	4	4.76%	80	95.24%
Research Doctorate	49	36	14	20.9%	53	79.1%
Speech and Hearing Sciences						
Research Doctorate	45	35	24	31.17%	53	68.83%

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

Area of Study and Degree Type	Number of		Graduate First-Year Enrollment by Race/Ethnicity						
	Existing Programs	Programs Responding	Non-International						
			White		Racial/Ethnic Minority		International		
Audiology									
Clinical Doctorate: Entry-Level	76	58	553	84.3%	86	13.11%	17	2.59%	
Clinical Doctorate: Post Entry-Level	3	3	14	42.42%	3	9.09%	16	48.48%	
Research Doctorate	24	18	8	72.73%	1	9.09%	2	18.18%	
Speech-Language Pathology									
Master's	277	221	5,581	79.63%	1,345	19.19%	83	1.18%	
Clinical Doctorate: Post Entry-Level	8	6	50	59.52%	32	38.1%	2	2.38%	
Research Doctorate	49	36	45	67.16%	10	14.93%	12	17.91%	
Speech and Hearing Sciences									
Research Doctorate	45	35	48	62.34%	11	14.29%	18	23.38%	

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

Area of Study and Degree Type	Number of		Total Enrollment
	Existing Programs	Programs Responding	
Undergraduate	270	239	34,310
Audiology			
Clinical Doctorate: Entry-Level	76	69	2,773
Clinical Doctorate: Post Entry-Level	3	3	85
Research Doctorate	24	21	53
Speech-Language Pathology			
Master's	277	251	17,868
Clinical Doctorate: Post Entry-Level	8	7	247
Research Doctorate	49	41	319
Speech and Hearing Sciences			
Research Doctorate	45	39	399

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

Area of Study and Degree Type	Number of		Total Enrollment by Gender			
	Existing Programs	Programs Responding	Male		Female	
Undergraduate	270	182	1175	4.74%	23,595	95.26%
Audiology						
Clinical Doctorate: Entry-Level	76	58	296	12.29%	2,112	87.71%
Clinical Doctorate: Post Entry-Level	3	3	13	15.29%	72	84.71%
Research Doctorate	24	18	18	40%	27	60%
Speech-Language Pathology						
Master's	277	217	639	4.56%	13,369	95.44%
Clinical Doctorate: Post Entry-Level	8	6	9	4.39%	196	95.61%
Research Doctorate	49	37	41	14.04%	251	85.96%
Speech and Hearing Sciences						
Research Doctorate	45	34	86	24.16%	270	75.84%

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

Area of Study and Degree Type	Number of		Total Enrollment by Race/Ethnicity					
	Existing Programs	Programs Responding	Non-International					
			White		Racial/Ethnic Minority		International	
Undergraduate	270	182	17,538	70.8%	6,954	28.07%	278	1.12%
Audiology								
Clinical Doctorate: Entry-Level	76	58	2,029	84.26%	321	13.33%	58	2.41%
Clinical Doctorate: Post Entry-Level	3	3	31	36.47%	6	7.06%	48	56.47%
Research Doctorate	24	18	30	66.67%	4	8.89%	11	24.44%
Speech-Language Pathology								
Master's	277	217	11,128	79.44%	2,675	19.1%	205	1.46%
Clinical Doctorate: Post Entry-Level	8	6	132	64.39%	71	34.63%	2	0.98%
Research Doctorate	49	37	190	65.07%	53	18.15%	49	16.78%
Speech and Hearing Sciences								
Research Doctorate	45	34	207	58.15%	66	18.54%	83	23.31%

Table 18—Number of Students Enrolled with a Documented Disability by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Number of Students Enrolled with a Documented Disability				
	Existing Programs	Programs Responding	Sum	Mean	Median	Minimum	Maximum
Undergraduate	270	114	643	5.6	4	0	32
Audiology							
Clinical Doctorate: Entry-Level	76	39	75	1.9	1	0	9
Clinical Doctorate: Post Entry-Level	3	1	0	0.0	0	0	0
Research Doctorate	24	13	0	0.0	0	0	0
Speech-Language Pathology							
Master's	277	160	415	2.6	2	0	29
Clinical Doctorate: Post Entry-Level	8	5	2	0.4	0	0	2
Research Doctorate	49	23	6	0.3	0	0	2
Speech and Hearing Sciences							
Research Doctorate	45	24	11	0.5	0	0	4

Table 19—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)				Other experience outside of the profession(s)/discipline					
	Existing Programs	Programs Responding	Bachelor's Degree	Master's Degree	Clinical Doctoral Degree	While Simultaneously Enrolled in Clinical Doctoral Degree (e.g., AuD/PhD)	Immediately Following Completion of Clinical Fellowship	5 or Fewer Years	6 or More Years									
Audiology	24	16	0	0.0%	2	18.2%	3	27.3%	3	27.3%	2	18.2%	1	9.1%	0	0.0%	0	0.0%
Speech-Language Pathology	49	35	3	4.4%	14	20.6%	0	0.0%	2	2.9%	10	14.7%	28	41.2%	7	10.3%	4	5.9%
Speech and Hearing Sciences	45	35	17	17.0%	17	17.0%	6	6.0%	7	7.0%	3	3.0%	25	25.0%	13	13.0%	12	12.0%

Table 20—First-Year Enrollments over Student Capacity for Admissions of Clinical Entry-Level Audiology Doctoral Programs and Speech-Language Pathology Master’s Programs by State

State	Audiology	Speech-Language Pathology
Alabama	100.00%	95.81%
Arizona	90.24%	95.34%
Arkansas	120.00%	100.00%
California	100.00%	87.76%
Colorado	105.56%	102.44%
Connecticut	80.00%	104.76%
Delaware	—	86.67%
District of Columbia	100.00%	81.34%
Florida	88.00%	90.05%
Georgia	—	—
Hawaii	—	93.75%
Idaho	100.00%	—
Illinois	91.94%	88.92%
Indiana	81.25%	104.49%
Iowa	70.00%	102.80%
Kansas	88.24%	94.74%
Kentucky	41.67%	94.09%
Louisiana	94.44%	91.63%
Maine	—	88.89%
Maryland	80.00%	93.50%
Massachusetts	87.50%	95.62%
Michigan	90.32%	98.36%
Minnesota	—	91.95%
Mississippi	100.00%	90.63%
Missouri	90.00%	89.11%
Montana	—	100.00%
Nebraska	100.00%	85.90%

Table 20—First-Year Enrollments over Student Capacity for Admissions of Clinical Entry-Level Audiology Doctoral Programs and Speech-Language Pathology Master’s Programs by State (continued)

State	Audiology	Speech-Language Pathology
Nevada	—	—
New Hampshire	—	100.00%
New Jersey	80.00%	99.50%
New Mexico	—	87.93%
New York	90.57%	90.43%
North Carolina	83.33%	90.68%
North Dakota	—	98.15%
Ohio	84.78%	105.21%
Oklahoma	—	99.11%
Oregon	92.59%	72.38%
Pennsylvania	87.30%	92.24%
Puerto Rico	—	97.78%
Rhode Island	—	81.48%
South Carolina	—	93.57%
South Dakota	100.00%	100.00%
Tennessee	85.71%	96.20%
Texas	92.98%	93.87%
Utah	69.57%	95.87%
Vermont	—	100.00%
Virginia	100.00%	89.94%
Washington	77.78%	98.23%
West Virginia	90.00%	98.33%
Wisconsin	—	97.62%
Wyoming	—	100.00%

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

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

Area of Study, Degree Type and Factors Impacting Enrollment	Number and Percent							
	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
Audiology								
Clinical Doctorate: Entry-Level								
Insufficient number of faculty	39	60.9%	19	29.7%	3	4.7%	3	4.7%
Competing demands on faculty time	30	46.9%	23	35.9%	6	9.4%	5	7.8%
Insufficient clinical placements	30	46.2%	19	29.2%	13	20.0%	3	4.6%
Insufficient number of qualified candidates applying	42	64.6%	11	16.9%	11	16.9%	1	1.5%
Insufficient student funding	18	28.1%	16	25.0%	18	28.1%	12	18.8%
Insufficient space (e.g. lab, classroom)	47	72.3%	13	20.0%	4	6.2%	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)	2	66.7%	1	33.3%	—	—	—	—
Research Doctorate								
Insufficient number of faculty	14	66.7%	2	9.5%	1	4.8%	4	19.0%
Competing demands on faculty time	11	55.0%	7	35.0%	2	10.0%	—	—
Insufficient clinical placements	19	95.0%	—	—	1	5.0%	—	—
Insufficient number of qualified candidates applying	6	30.0%	2	10.0%	6	30.0%	6	30.0%
Insufficient student funding	5	25.0%	6	30.0%	8	40.0%	1	5.0%
Insufficient space (e.g. lab, classroom)	17	85.0%	1	5.0%	2	10.0%	—	—

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

Area of Study, Degree Type, and Factors Impacting Enrollment	Number and Percent							
	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
Speech-Language Pathology								
Master's								
Insufficient number of faculty	150	60.0%	51	20.4%	31	12.4%	18	7.2%
Competing demands on faculty time	128	51.6%	74	29.8%	30	12.1%	16	6.5%
Insufficient clinical placements	106	42.6%	59	23.7%	57	22.9%	27	10.8%
Insufficient number of qualified candidates applying	206	82.4%	27	10.8%	14	5.6%	3	1.2%
Insufficient student funding	111	44.6%	67	26.9%	57	22.9%	14	5.6%
Insufficient space (e.g. lab, classroom)	164	65.9%	57	22.9%	21	8.4%	7	2.8%
Clinical Doctorate: Post Entry-Level								
Insufficient number of faculty	6	85.7%	—	—	1	14.3%	—	—
Competing demands on faculty time	3	42.9%	3	42.9%	1	14.3%	—	—
Insufficient clinical placements	6	85.7%	—	—	—	—	1	14.3%
Insufficient number of qualified candidates applying	4	57.1%	1	14.3%	2	28.6%	—	—
Insufficient student funding	3	42.9%	2	28.6%	1	14.3%	1	14.3%
Insufficient space (e.g. lab, classroom)	6	85.7%	1	14.3%	—	—	—	—
Research Doctorate								
Insufficient number of faculty	29	74.4%	7	17.9%	2	5.1%	1	2.6%
Competing demands on faculty time	21	53.8%	13	33.3%	5	12.8%	—	—
Insufficient clinical placements	36	92.3%	3	7.7%	—	—	—	—
Insufficient number of qualified candidates applying	13	33.3%	10	25.6%	7	17.9%	9	23.1%
Insufficient student funding	14	35.9%	10	25.6%	11	28.2%	4	10.3%
Insufficient space (e.g. lab, classroom)	32	82.1%	5	12.8%	1	2.6%	1	2.6%

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

Area of Study, Degree Type and Factors Impacting Enrollment	Number and Percent							
	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
Speech and Hearing Sciences								
Research Doctorate								
Insufficient number of faculty	22	61.1%	7	19.4%	4	11.1%	3	8.3%
Competing demands on faculty time	21	58.3%	7	19.4%	7	19.4%	1	2.8%
Insufficient clinical placements	35	97.2%	—	—	1	2.8%	—	—
Insufficient number of qualified candidates applying	16	44.4%	4	11.1%	10	27.8%	6	16.7%
Insufficient student funding	13	36.1%	6	16.7%	10	27.8%	7	19.4%
Insufficient space (e.g. lab, classroom)	28	77.8%	5	13.9%	3	8.3%	—	—

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

Graduation Tables 22-25

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

Area of Study and Degree Type	Number of		Total Number of Degrees Granted
	Existing Programs	Programs Responding	
Undergraduate	270	239	9,904
Audiology			
Clinical Doctorate: Entry-Level	76	70	656
Clinical Doctorate: Post Entry-Level	3	3	32
Research Doctorate	24	22	17
Speech-Language Pathology			
Master's	277	257	7,915
Clinical Doctorate: Post Entry-Level	8	7	45
Research Doctorate	49	42	51
Speech and Hearing Sciences			
Research Doctorate	45	41	64

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

Area of Study and Degree Type	Number of		Total Number of Degrees Granted			
	Existing Programs	Programs Responding	Male		Female	
Undergraduate	270	182	287	4.11%	6,693	95.89%
Audiology						
Clinical Doctorate: Entry-Level	76	62	78	13.13%	516	86.87%
Clinical Doctorate: Post Entry-Level	3	3	4	12.5%	28	87.5%
Research Doctorate	24	21	5	31.25%	11	68.75%
Speech-Language Pathology						
Master's	277	232	294	4.24%	6,637	95.76%
Clinical Doctorate: Post Entry-Level	8	6	2	5.41%	35	94.59%
Research Doctorate	49	38	6	12.77%	41	87.23%
Speech and Hearing Sciences						
Research Doctorate	45	37	22	40%	33	60%

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

Area of Study and Degree Type	Number of		Total Number of Degrees Granted					
	Existing Programs	Programs Responding	Non-International					
			White		Racial/Ethnic Minority		International	
Undergraduate	270	182	5,357	76.75%	1,556	22.29%	67	0.96%
Audiology								
Clinical Doctorate: Entry-Level	76	62	502	84.51%	75	12.63%	17	2.86%
Clinical Doctorate: Post Entry-Level	3	3	7	21.88%	1	3.13%	24	75%
Research Doctorate	24	21	8	50%	1	6.25%	7	43.75%
Speech-Language Pathology								
Master's	277	232	5,691	82.11%	1,137	16.4%	103	1.49%
Clinical Doctorate: Post Entry-Level	8	6	26	70.27%	11	29.73%	0	0%
Research Doctorate	49	38	29	61.7%	6	12.77%	12	25.53%
Speech and Hearing Sciences								
Research Doctorate	45	37	42	76.36%	4	7.27%	9	16.36%

Table 25—Number of Research Doctoral Degrees Granted by Primary Area of Specialty

Area of Study and Primary Area of Specialty	Number of		
	Existing Institutions	Institutions Responding	Research Doctoral Degrees Granted
Audiology/Hearing Sciences			
Balance	80	41	1
Hearing conservation	80	41	9
Hearing science	80	41	12
Pediatric audiology	80	41	2
Psychoacoustics	80	41	4
Rehabilitative audiology	80	41	2
Other Audiology/Hearing Science	80	41	6
Total	80	41	36
Speech-Language Pathology/Speech Sciences			
AAC	80	65	9
Aural rehabilitation	80	65	4
Child Language	80	65	17
Fluency	80	65	5
Language science	80	65	9
Literacy	80	65	3
Neurogenic communication disorders	80	65	23
Phonology/articulation	80	65	2
Speech science	80	65	7
Swallowing	80	65	5
Voice	80	65	3
Other SLP/Speech Sciences	80	65	9
Total	80	65	96

First Employment Tables 26-28

Table 26—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 Type and Employment Setting	Number of					Total
	Existing Programs	Programs Responding	In State	Out Of State	Unknown Location	
Audiology						
Clinical Doctorate: Entry-Level						
Healthcare	76	70	104	176	1	290
Private practice	76	70	76	92	5	177
School (Pre-K-12)	76	70	6	6	0	17
College/university	76	70	5	9	1	15
Unknown	76	70	7	8	34	58
Other	76	70	8	12	0	20
Not employed	76	70	5	7	4	16
Clinical Doctorate: Post Entry-Level						
Healthcare	3	0	—	—	—	—
Private practice	3	0	—	—	—	—
School (Pre-K-12)	3	0	—	—	—	—
College/university	3	0	—	—	—	—
Unknown	3	0	—	—	—	—
Other	3	0	—	—	—	—
Not employed	3	0	—	—	—	—
Speech-Language Pathology						
Master's						
Healthcare	277	259	995	559	167	1,799
Private practice	277	259	636	294	78	1,014
School (Pre-K-12)	277	259	1,789	637	229	2,749
College/university	277	259	9	6	0	15
Unknown	277	259	257	82	534	1,092
Other	277	259	110	49	53	213
Not employed	277	259	79	32	122	254
Clinical Doctorate: Post Entry-Level						
Healthcare	8	0	—	—	—	—
Private practice	8	0	—	—	—	—
School (Pre-K-12)	8	0	—	—	—	—
College/university	8	0	—	—	—	—
Unknown	8	0	—	—	—	—
Other	8	0	—	—	—	—
Not employed	8	0	—	—	—	—

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

Area of Study, Degree Type and Employment Setting	Number of		
	Existing Programs	Programs Responding	Graduates
Audiology			
Research Doctorate			
Faculty/academic position in a CSD program	24	15	5
Faculty/academic position in another discipline	24	15	2
Clinical position in an academic setting	24	15	1
Clinical position in a non-academic setting	24	15	0
Administration position in an academic setting	24	15	0
Administration position in a non-academic setting	24	15	0
Research position in an academic setting	24	15	1
Research position in a non-academic setting	24	15	1
Postdoctoral position	24	15	1
Postponed employment	24	15	0
Unknown	24	15	0
Speech-Language Pathology			
Research Doctorate			
Faculty/academic position in a CSD program	49	36	26
Faculty/academic position in another discipline	49	36	0
Clinical position in an academic setting	49	36	3
Clinical position in a non-academic setting	49	36	8
Administration position in an academic setting	49	36	1
Administration position in a non-academic setting	49	36	0
Research position in an academic setting	49	36	6
Research position in a non-academic setting	49	36	1
Postdoctoral position	49	36	2
Postponed employment	49	36	2
Unknown	49	36	0

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

Area of Study, Degree Type and Employment Setting	Number of		
	Existing Programs	Programs Responding	Graduates
Speech and Hearing Sciences			
Research Doctorate			
Faculty/academic position in a CSD program	45	34	11
Faculty/academic position in another discipline	45	34	0
Clinical position in an academic setting	45	34	3
Clinical position in a non-academic setting	45	34	3
Administration position in an academic setting	45	34	0
Administration position in a non-academic setting	45	34	2
Research position in an academic setting	45	34	6
Research position in a non-academic setting	45	34	5
Postdoctoral position	45	34	23
Postponed employment	45	34	5
Unknown	45	34	2

Table 28—Number and Percent of Programs that Require a Thesis and/or a Capstone for Conferral of the Graduate Degree by Area of Study and Degree Type

Area of Study and Degree	Number of Existing Programs	Number of Programs Responding	Number and Percent of Programs that Require Thesis	Number and Percent of Programs that Require Capstone Project
Audiology				
Clinical Doctorate: Entry Level	76	70	2 2.9%	43 61.4%
Clinical Doctorate: Post-Entry Level	3	3	0 0.0%	1 33.3%
Research Doctorate	24	22	0 0.0%	1 4.5%
Speech-Language Pathology				
Master's	277	259	60 23.2%	60 23.2%
Clinical Doctorate: Post-Entry Level	8	7	0 0.0%	3 42.9%
Research Doctorate	49	42	0 0.0%	2 4.8%
Speech and Hearing Sciences				
Research Doctorate	45	41	1 2.4%	— —

Clinical Practicum Tables 29-30

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

Area of Study and Degree Type	Number of		Average Number of Graduate Practicum Hours Obtained at On-Campus Sites
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	76	62	283.5
Speech-Language Pathology			
Master's	277	236	117.9

Table 30—Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	76	62	1932.8
Speech-Language Pathology			
Master's	277	234	353.9

Time to Degree Tables 31-34

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

Area of Study and Degree Type	Number of		Average Time to Degree in Quarters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
Audiology						
Clinical Doctorate: Entry-Level	76	4	14.3	15	12	15
Clinical Doctorate: Post Entry-Level	3	1	8.0	8	8	8
Speech-Language Pathology						
Master's	277	12	7.0	7	6	8
Clinical Doctorate: Post Entry-Level	8	2	8.0	8	7	9

Table 32—Average Time to Degree in Semesters by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Average Time to Degree in Semesters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
Audiology						
Clinical Doctorate: Entry-Level	76	66	10.8	11	8	14
Clinical Doctorate: Post Entry-Level	3	2	4.5	5	4	5
Speech-Language Pathology						
Master's	277	247	5.3	5	4	9
Clinical Doctorate: Post Entry-Level	8	5	7.0	7	3	11

Table 33—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	24	19	2	9.1%	19	86.4%	1	4.5%	0	0.0%
Speech-Language Pathology	49	39	4	7.8%	35	68.6%	12	23.5%	0	0.0%
Speech and Hearing Sciences	45	35	1	1.5%	50	76.9%	12	18.5%	2	3.1%

Table 34—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	24	3	5	—	—
Speech-Language Pathology	49	7	4	2	2
Speech and Hearing Sciences	45	7	10	2	1

Note: Where dashes (—) occur, no data were provided. 69 of 80 (86.3%) institutions with research doctoral degree programs responded.

Administrative Location

Table 35—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; Health Professions; Public Health		Arts; Sciences; Humanities; Liberal & Fine Arts; Social and Behavioral Sciences		Audiology; Speech-Language Pathology; Communication Disorders		Communications		Education		Medicine		Professional Programs/ Studies	
Audiology	32	44.4%	23	31.9%	6	8.3%	2	2.8%	4	5.6%	4	5.6%	1	1.4%
Speech-Language Pathology	124	47.9%	52	20.1%	17	6.6%	10	3.9%	40	15.4%	5	1.9%	11	4.2%
Speech and Hearing Sciences	17	41.5%	15	36.6%	1	2.4%	2	4.9%	2	4.9%	4	9.8%	—	—

Note: Where dashes (—) occur, no data were provided. 294 of 325 (90.5%) institutions responded.

Post-Doctoral Appointments

Table 36—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
325	34	77	69

Note: 294 of 325 institutions (90.5%) provided data for the survey. 34 of the 294 institutions indicated offering a post-doctoral opportunity.

Faculty Tables 37-40

Table 37—Total Number of Academic and Clinical Faculty by Full-Time and Part-Time Employment Status

Employed	Academic Faculty	Clinical Faculty	Total
Full time	2,169	1,237	3,406
Part time	985	973	1,958
Total	3,154	2,210	5,364

Note: 294 of 325 (90.5%) institutions provided data.

Table 38—Total Number of Faculty with Research Doctoral Degrees by Area of Study

Research Doctoral Degree by Area of Study	Number of Faculty
Audiology	303
Speech Language Pathology	1,164
Hearing Science	122
Speech/Language Science	212
Other	263
Total	2,064

Note: 294 of 325 (90.5%) institutions provided data.

Table 39—Total Number of Full Time Faculty Openings

Area of Study	Academic Year (2017-2018)	5 Year Period (2018-2019:2022-2023)
Audiology	45	103
Speech Language Pathology	196	351
Hearing Sciences	5	11
Speech/Language Sciences	19	43
No Specific Area of Study	19	31
Total	284	539

Note: 289 of 325 (88.9%) institutions provided data.

Table 40—Number of Faculty Searches and Positions Filled by Area of Study

Area of Study	Total Number of Full-Time Research Doctorate 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	34	21	1	7	2	1	12	32	
Speech-Language Pathology	187	112	14	7	35	29	50	197	
Hearing Science	5	3	1	0	0	0	2	4	
Speech-Language Science	17	7	4	0	0	0	6	11	
No Specific Area of Study	20	5	5	1	2	0	8	13	
Total	263	148	25	15	39	30	78	257	

Note: 282 of 325 (86.8%) institutions provided data.

Grants and Contracts Tables 41-42

Table 41—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	8	2	1	\$422,525	0	\$0
Arizona	5	3	22	\$5,909,965	2	\$947,417
Arkansas	6	—	—	—	1	—
California	21	5	12	\$3,334,669	5	\$1,750,000
Colorado	3	1	0	\$0	0	\$0
Connecticut	3	2	4	\$2,651,898	0	\$0
Delaware	1	1	4	\$273,000	0	\$0
District of Columbia	4	3	7	\$529,343	1	\$1,289,000
Florida	9	4	30	\$11,596,314	3	\$1,385,076
Georgia	5	—	—	—	—	—
Hawaii	1	—	—	—	—	—
Idaho	1	1	3	\$560,599	0	\$0
Illinois	14	4	25	\$7,135,971	0	\$0
Indiana	7	2	21	\$11,553,709	0	\$0
Iowa	3	1	9	\$21,753,951	0	\$0
Kansas	4	1	8	\$2,193,190	0	\$0
Kentucky	6	2	1	\$7,635	2	\$475,104
Louisiana	9	1	0	\$0	0	\$0
Maine	1	1	0	\$0	0	\$0
Maryland	3	1	5	\$7,742,624	0	\$0
Massachusetts	10	4	29	\$7,396,078	1	\$249,959
Michigan	9	2	5	\$2,008,407	0	\$0
Minnesota	5	1	0	\$0	0	\$0
Mississippi	5	1	1	\$148,168	1	\$249,927
Missouri	10	4	6	\$646,125	4	\$107,798
Montana	1	1	1	\$70,000	1	\$248,000
Nebraska	3	3	8	\$2,530,485	1	\$248,134
Nevada	2	—	—	—	—	—

Table 41—Total Number and Dollar Amount of Federally Funded Research and Personnel Preparation Grants and Contracts by State (continued)

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	1	1	\$150,000	1	\$72,500
New Jersey	6	1	1	\$259,630	1	\$1,230,342
New Mexico	3	2	4	\$799,984	3	\$375,000
New York	34	7	21	\$8,521,172	13	\$0
North Carolina	8	4	8	\$1,850,108	2	\$337,103
North Dakota	3	—	—	—	—	—
Ohio	15	5	10	\$3,290,435	1	\$248,522
Oklahoma	6	—	—	—	—	—
Oregon	4	3	20	\$4,070,317	7	\$2,257,639
Pennsylvania	19	6	21	\$4,191,612	0	\$0
Puerto Rico	4	—	—	—	—	—
Rhode Island	2	—	—	—	—	—
South Carolina	6	1	10	\$34,815,036	0	\$0
South Dakota	2	1	2	\$300,000	0	\$0
Tennessee	6	4	18	\$9,061,237	2	\$651,784
Texas	19	6	11	\$4,673,077	2	\$240,000
Utah	4	3	9	\$8,661,924	3	\$497,553
Vermont	1	—	—	—	—	—
Virginia	6	3	0	\$0	2	\$284,000
Washington	4	2	21	\$19,027,289	0	\$0
West Virginia	3	1	0	\$0	0	\$0
Wisconsin	9	3	4	\$2,466,700	0	\$0
Wyoming	1	1	1	\$150,000	0	\$0
Total	325	105	364	\$190,753,176	59	\$13,144,858

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

Table 42—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	8	—	—	—	—	—
Arizona	5	2	0	\$0	1	\$338,450
Arkansas	6	—	—	—	—	—
California	21	1	0	\$0	0	\$0
Colorado	3	1	0	\$0	0	\$0
Connecticut	3	1	0	\$0	0	\$0
Delaware	1	—	—	—	—	—
District of Columbia	4	—	—	—	—	—
Florida	9	3	2	\$230,230	0	\$0
Georgia	5	—	—	—	—	—
Hawaii	1	—	—	—	—	—
Idaho	1	—	—	—	—	—
Illinois	14	2	0	\$0	0	\$0
Indiana	7	1	0	\$0	0	\$0
Iowa	3	2	0	\$0	0	\$0
Kansas	4	1	0	\$0	0	\$0
Kentucky	6	2	1	\$15,622	0	\$0
Louisiana	9	—	—	—	—	—
Maine	1	1	1	\$10,000	0	\$0
Maryland	3	1	1	\$45,000	0	\$0
Massachusetts	10	1	2	\$2,250,000	0	\$0
Michigan	9	3	0	\$0	2	\$440,364
Minnesota	5	—	—	—	—	—
Mississippi	5	1	0	\$0	0	\$0
Missouri	10	1	0	\$0	0	\$0
Montana	1	1	0	\$0	0	\$0

Table 42—Total Number and Dollar Amount of State Funded Research and Personnel Preparation Grants and Contracts by State (continued)

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	0	\$0	1	\$158,000
Nevada	2	—	—	—	—	—
New Hampshire	1	—	—	—	—	—
New Jersey	6	—	—	—	—	—
New Mexico	3	—	—	—	—	—
New York	34	5	3	\$16,000	1	\$175
North Carolina	8	—	—	—	—	—
North Dakota	3	1	0	\$0	1	\$60,000
Ohio	15	—	—	—	—	—
Oklahoma	6	1	0	\$0	0	\$0
Oregon	4	3	0	\$0	2	\$649,458
Pennsylvania	19	2	3	\$183,133	0	\$0
Puerto Rico	4	1	0	\$0	0	\$0
Rhode Island	2	—	—	—	—	—
South Carolina	6	—	—	—	—	—
South Dakota	2	1	2	\$85,000	0	\$0
Tennessee	6	4	2	\$400,100	2	\$935,167
Texas	19	4	2	\$379,000	1	\$140,520
Utah	4	2	1	\$5,000	2	\$121,533
Vermont	1	1	0	\$0	0	\$0
Virginia	6	2	1	\$18,000	0	\$0
Washington	4	—	—	—	—	—
West Virginia	3	1	0	\$0	0	\$0
Wisconsin	9	1	0	\$0	0	\$0
Wyoming	1	—	—	—	—	—
Total	325	55	21	\$3,637,085	13	\$2,843,667

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