Total Enrollment. Total enrollment in undergraduate communication sciences and disorders (CSD) programs increased from 34,620 in 2010-2011 to 44,527 in 2012-2013. Total enrollment then mostly decreased between 2012-2013 and 2017-2018. Total enrollment was 38,760 in the most recent academic year (2017-2018), averaging 40,337 over the 8-year period.

Data have been extrapolated to 100% of existing programs.
**Minority Student Enrollment.** The percentage of minorities enrolled in undergraduate CSD programs remained relatively stable between the 2011–2012 and 2013–2014 academic years, increasing to 24.5% in 2014-2015, and reaching 28.1% in the most recent academic year (2017-2018). The percentage of minorities enrolled in undergraduate CSD programs averaged 22.8% over the 7-year period.

![Graph showing minority student enrollment trends from 2011-2012 to 2017-2018]

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

**Male Student Enrollment.** The percentage of males enrolled in undergraduate CSD programs averaged 5.0% between 2010–2011 and 2017–2018, ranging from 4.6% in 2016-2017 to 6.2% in 2012-2013.

![Graph showing male student enrollment trends from 2010-2011 to 2017-2018]

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
**Degrees Granted.** The number of undergraduate degrees granted increased from 9,932 in 2010–2011 to 11,964 in 2016–2017, then slightly decreased to 11,189 in the most recent academic year (2017-2018). The number of undergraduate degrees granted averaged 11,017 between 2011–2012 and 2017–2018.

Data have been extrapolated to 100% of existing programs.

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Communication Sciences and Disorders Education Trend Data
Audiology Clinical Doctorate Entry-Level Programs
2008–2009 to 2017–2018

*Beginning in 2007, the AuD became the entry-level degree for the clinical practice of audiology.*

**Median Capacity for Admissions.** Median capacity refers to the average capacity for the number of students a program can accommodate. The median student capacity for admissions for audiology clinical doctorate entry-level programs remained between 10 and 12 between 2008–2009 and 2017–2018, ranging from 5 to 32 in the most recent academic year (2017–2018). Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
Percent of Applicants Offered Admission. The percent of applicants offered admission averaged 32.7% between 2010–2011 and 2017–2018, ranging from 27.4% in 2012-2013 to 38.2% in 2010-2011.

Percent Filled Capacity (First Year Enrollment Divided by Capacity). First year enrollment divided by student capacity for audiology clinical doctorate entry-level programs averaged 92.1% between 2008–2009 and 2017–2018, ranging from 81.5% in 2008-2009 to 98.4% in 2014-2015.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
Total Enrollment. Total enrollment for audiology clinical doctorate entry-level programs was 3,054 in the 2017–2018 academic year, a 21.2% increase over 2010–2011. Total enrollment decreased from 2,520 in 2010-2011 to 2,480 in 2011-2012, then mostly increased between 2011-2012 and 2017-2018.

Data have been extrapolated to 100% of existing programs.

Minority Student Enrollment. The percentage of minorities enrolled in audiology clinical doctorate entry-level programs averaged 11.4% between 2010-2011 and 2017-2018, ranging from 9.8% in 2014-2015 to 13.8% in 2016-2017.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
Male Student Enrollment. The percentage of males enrolled in audiology clinical doctorate entry-level programs has averaged 14.1% between 2010–2011 and 2017–2018. The percentage of males increased from 13.9% in 2010-2011 to 15.7% in 2012-2013, then gradually decreased to 12.3% in 2017-2018.

Degrees Granted. The number of audiology clinical doctorate entry-level degrees granted increased from 502 in 2008–2009 to 712 in 2017–2018, a 41.8% increase, and averaged 626 over the 10-year period.

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Communication Sciences and Disorders Education Trend Data
Speech-Language Pathology Master’s Programs
2008–2009 to 2017–2018

**Median Capacity for Admissions.** Median capacity refers to the average capacity for the number of students a program can accommodate. The median student capacity for admissions for speech-language pathology master’s programs remained between 26 and 31 for the time period from 2008–2009 to 2017–2018, ranging from 12 to 240 in the most recent academic year (2017–2018). Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
Percent of Applicants Offered Admission. The percent of applicants offered admission averaged 19.6% between 2010–2011 and 2017–2018, ranging from 15.7% in 2012-2013 to 24.0% in the most recent academic year (2017-2018).

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Percent Filled Capacity (First Year Enrollment Divided by Capacity). First year enrollment divided by student capacity for speech-language pathology master’s programs remained close to, and twice exceeded, 100.0% between 2008–2009 and 2017–2018.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

![Graph showing enrollment trends](image)

Data have been extrapolated to 100% of existing programs.

**Minority Student Enrollment.** The percentage of minorities enrolled in speech-language pathology master’s programs mostly trended upward between the 2010–2011 and 2017–2018 academic years, from 13.6% in 2010–2011 to 19.1% in the most recent academic year (2017–2018).

![Graph showing minority enrollment trends](image)

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
Male Student Enrollment. The percentage of males enrolled in speech-language pathology master’s programs averaged 4.6% between 2010–2011 and 2017–2018, ranging from 4.3% in 2010-2011 and 2015-2016 to 5.0% in 2013-2014.

Degrees Granted. The number of speech-language pathology master’s degrees granted steadily increased from 6,441 in 2008–2009 to 8,531 in 2017–2018, a 32.4% increase.

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Communication Sciences and Disorders Education Trend Data
Speech-Language Pathology Clinical Doctorate Post Entry-Level Programs
2010–2011 to 2017–2018

**Number of Programs.** The number of speech-language pathology clinical doctorate post entry-level programs increased from two in 2010-2011 to eight in 2016-2017 and 2017-2018.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
**Median Capacity for Admissions.** Median capacity refers to the average capacity for the number of students a program can accommodate. The median student capacity for admissions for speech-language pathology clinical doctorate post entry-level programs decreased from a four-year plateau of 15 to 8 in 2015–2016, then increased to 10 in 2016-2017 and 2017-2018. The median student capacity for admissions for speech-language pathology clinical doctorate post entry-level programs was 10 in 2017-2018, ranging from 4 to 24 across programs. Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.

![Graph showing median capacity from 2010-2018](image)

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

**Percent Filled Capacity (First Year Enrollment Divided by Capacity).** First year enrollment divided by student capacity for speech-language pathology clinical doctorate post entry-level programs averaged 76.4% between 2010–2011 and 2017–2018 and ranged from 40.0% in 2011-2012 to 103.4% in 2017-2018.

![Graph showing percent filled capacity from 2010-2018](image)

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
**Total Enrollment.** Total enrollment for speech-language pathology clinical doctorate post entry-level programs grew significantly (1,126%) between 2010-2011 and 2017-2018. Total enrollment increased from 23 in 2010-2011 to 282 in 2017-2018.

![Graph showing enrollment growth from 2010-2011 to 2017-2018 with data points at 23, 56, 53, 73, 107, 133, 223, and 282.](image)

Data have been extrapolated to 100% of existing programs.

**Degrees Granted.** The number of speech-language pathology clinical doctorate post entry-level degrees granted fluctuated from 7 to 5 between 2010-2011 and 2014-2015, then significantly increased between 2014-2015 and 2017-2018. Fifty-one speech-language pathology clinical doctorate post entry-level degrees were granted in the most recent academic year (2017-2018). The overall increase in the number of degrees granted may be a reflection of the growth in the number of speech-language pathology clinical doctorate post entry-level programs (i.e., from 2 to 8 in the 8-year period).

![Graph showing degrees granted from 2010-2011 to 2017-2018 with data points at 7, 9, 8, 10, 5, 24, 31, and 51.](image)

Data have been extrapolated to 100% of existing programs.
Number of ASHA Members with a Clinical Doctorate in Speech-Language Pathology. Based on ASHA’s year-end counts, the number of ASHA members and affiliates who hold a clinical doctorate in speech-language pathology increased from 43 in 2010 to 223 in 2018. Note that these data include expected degrees, as well as those already conferred.

The data in this report were gathered through the annual Communication Sciences and Disorders (CSD) Education Survey. The number of institutions responding to the survey varies from year to year. For more information on the CSD Education Survey National Aggregate Data Tables, visit [http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/] or contact CSDEducationSurvey@asha.org.
Communication Sciences and Disorders Education Trend Data
Research Doctorate Programs
2008–2009 to 2017–2018

Median Capacity for Admissions. Data on student capacity in communication sciences and disorders (CSD) research doctorate programs was first collected in the 2010–2011 academic year. Median capacity refers to the average capacity for the number of students a program can accommodate. The median student capacity for research doctorate programs has been flat for the last seven academic years. The median student capacity for admissions for audiology research doctorate programs was 3, with a range of 1–5 in the most recent academic year (2017–2018); it was 4 for speech-language pathology research doctorate programs, with a range of 1–30; and it was 4 for speech and hearing science research doctorate programs, with a range of 1–12. Median values are presented because they are more stable than means (averages) and are less sensitive to extreme values.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
Percent of Applicants Offered Admission. The percent of research doctoral program applicants offered admission averaged 37.2% between 2010–2011 and 2017–2018. In the most recent academic year (2017-2018), the percent of applicants offered admission was 40.2%; it was 35.7% for audiology research doctoral programs; it was 40.4% for speech-language pathology research doctoral programs; and it was 40.6% for speech and hearing science research doctoral programs.

First Year Enrollment. First year enrollment for CSD research doctoral programs was 204 in 2017-2018; it was 13 for audiology research doctoral programs; it was 75 for speech-language pathology research doctoral programs; and it was 88 for speech and hearing science research doctoral programs (note that data for the areas of study within research doctoral programs have not been extrapolated to 100% of programs responding). It has fluctuated from year to year, ranging from 155 in 2013-2014 to 204 in 2017-2018, and averaging 180 over the 8-year period.
Percent Filled Capacity (First Year Enrollment Divided by Capacity). First year enrollment divided by student capacity for CSD research doctoral programs ranged from 30.6% in 2009–2010 to 61.6% in 2014–2015; averaging 43.4% over the 10-year period. The first year enrollments over student capacity for audiology research doctoral programs in 2017–2018 was 22.5%; it was 38.2% for speech-language pathology research doctoral programs; and it was 61.7% for speech and hearing science research doctoral programs.

The drop from 61.6% in 2014-2015 to 38.5% in 2015-2016 and 36.1% in 2016-2017 is because CSD research doctoral programs reported higher capacity for 2015-2016 and 2016-2017, which caused the percent filled capacity to be lower. The total sum of capacity for all CSD research doctoral programs that responded was 237 in 2014-2015, 379 in 2015-2016, and 360 in 2016-2017.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs. Only data from programs who reported both first enrollment and student capacity are included in the analysis.
**Total Enrollment.** Total enrollment in CSD research doctoral programs for the time period from 2010–2011 to 2017–2018 shows some fluctuation from year to year, ranging from 870 in 2011-2012 to 977 in 2012-2013. Total enrollment was 896 in the most recent academic year, averaging 914 over the 8-year period. The total enrollment was 53 in audiology research doctoral programs, was 319 in speech-language pathology research doctoral programs, and was 399 in speech and hearing science research doctoral programs (note that data for the areas of study within research doctoral programs have not been extrapolated to 100% of programs responding).

![Graph showing total enrollment from 2010-2011 to 2017-2018]

Data have been extrapolated to 100% of existing programs stratified by the size of the program in terms of total enrollment.

**Minority Student Enrollment.** The percentage of minorities enrolled in research doctoral programs increased 45.9% between 2010–2011 and 2017–2018, ranging from 11.9% in 2013-2014 to 17.8% in 2017-2018. Minorities comprised 8.9% of audiology research doctoral program enrollment, 18.2% of speech-language pathology research doctoral program enrollment, and 18.5% of speech and hearing science research doctoral program enrollment in the 2017–2018 academic year.

![Graph showing minority enrollment percentage from 2010-2011 to 2017-2018]

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
Male Student Enrollment. For research doctoral programs, the percentage of males averaged 20.2% between 2010–2011 and 2017–2018, ranging from 16.8% in 2011–2012 to 21.6% in 2016–2017. In the most recent academic year, the percentage of males enrolled was 40.0% in audiology research doctoral programs, 14.0% in speech-language pathology research doctoral programs, and 24.2% in speech and hearing science research doctoral programs.

Degrees Granted. The number of research doctoral degrees granted averaged 150 between 2008–2009 and 2017–2018, ranging from 118 in 2010–2011 to 201 in 2013–2014. A total of 149 research doctoral degrees were granted in 2017–2018. Not extrapolating to 100% of programs reporting, in 2017–2018 there were 17 audiology research doctoral degrees granted, 51 speech-language pathology research doctoral degrees granted, and 64 speech and hearing science research doctoral degrees granted.
**Completion and Attrition Rates.** Attrition rates were calculated by adding the total number of research doctoral students enrolled to the number of dropouts, then dividing the number of dropouts by the total enrollment and dropout sum. For example, 771 research doctoral students were enrolled in 2017-2018 and programs reported that 26 students officially dropped out of the degree program, leaving academic coursework, comprehensive exams, and/or dissertation requirements unfulfilled. The sum of the 771 students enrolled and the 26 dropouts was 797; 797 divided by 26 equals 3.3%. Completion rates have averaged 96.6% over the last eight years, while attrition rates have averaged 3.4%.

![Completion and Attrition Rates Graph](image)

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
First Employment for Research Doctoral Graduates. The percentage of research doctoral graduates pursuing a faculty or academic position as their first employment was 36.7% in 2017–2018, averaging 41.5% between 2010–2011 and 2017–2018. Those taking a research position increased from 8.9% in 2016–2017 to 16.7% in 2017–2018. About one fifth (21.7%) of 2017–2018 research doctoral graduates held a postdoctoral position. Note that the CSD Education Survey did not include the “postdoctoral position” and “postponed employment” response options in 2011–2012. These categories were included in subsequent surveys to monitor trends in these areas.

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.
Number of ASHA Members Who Hold a Research Doctorate. Based on ASHA’s year-end counts, the number of ASHA members and affiliates who hold a research doctorate (i.e., PhD) increased 3.9% between 2010 and 2018. In 2018, 4,842 individuals held a research doctorate, slightly down from 4,871 in 2017. Note that these data include expected degrees, as well as those already conferred.

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Total Number of Academic and Clinical Faculty. The total number of faculty in communication sciences and disorders (CSD) programs increased from 4,394 in 2011–2012 to 5,364 in 2017–2018. Note that these data reflect 84.0% of programs reporting in 2011–2012 and 90.0% reporting in 2017–2018, which may account for some of the differences in numbers. The proportion of academic faculty to clinical faculty remained about the same over the seven years. Of the total, 59.9% were academic faculty in 2011–2012, and 58.8% were academic faculty in 2017–2018.
Number of Full- and Part-Time Faculty. Full-time faculty comprised about two-thirds of all faculty employed in CSD education programs in 2017–2018. The proportion of full-time faculty to part-time faculty remained about the same over the 7 between 2011–2012 and 2017–2018. Of the total, 62.9% were full-time faculty in 2011–2012, and 63.5% were full-time faculty in 2017–2018.

Number of Faculty With Research Doctoral Degrees. The number of faculty with research doctoral degrees increased from 1,748 in 2011–2012 to 2,064 in 2017–2018. Note that these data reflect 84.0% of programs reporting in 2011–2012 and 90.0% reporting in 2017–2018, which may account for some of the differences in numbers. Of the 2,064 faculty with research doctoral degrees, 1,164 were in speech-language pathology, 303 in audiology, 212 in speech/language science, 122 in hearing science, and 263 in another area of study.
**Number of Full Time Faculty Openings.** The total number of full time faculty openings averaged 262 between 2011-2012 and 2017-2018. Of the 284 full time faculty openings in 2017-2018, 45 were in audiology, 196 in speech-language pathology, 5 in hearing sciences, 19 in speech/language sciences, and 19 in no specific area of study.

**Percent of Faculty Positions Filled.** The percent of faculty positions filled averaged 88% over the last five academic years, ranging from 81% in 2013-2014 to 98% in the most recent academic year (2017-2018). In 2017-2018, 257 of the 263 faculty searches conducted resulted in the position being filled; 32 of the 34 audiology positions, all \( n = 197 \) of the speech-language pathology positions, 4 of the 5 hearing sciences positions, 11 of the 17 speech/language sciences positions, and 13 of the 20 positions in no specific area of study. Note that data are not presented for the 2011-2012 academic year because the total number of positions filled exceeded that of the total number of faculty searches conducted.

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