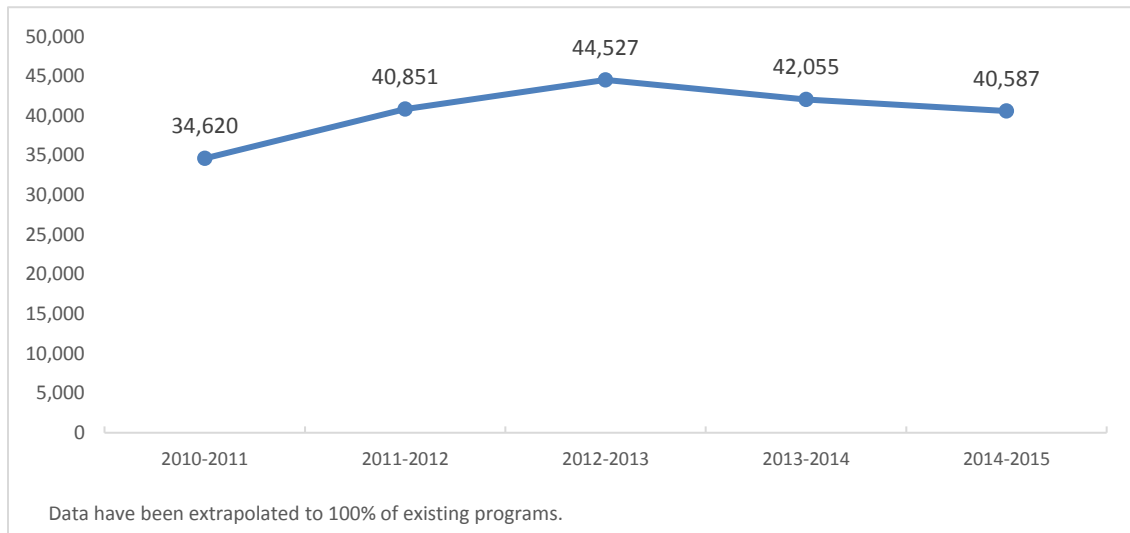


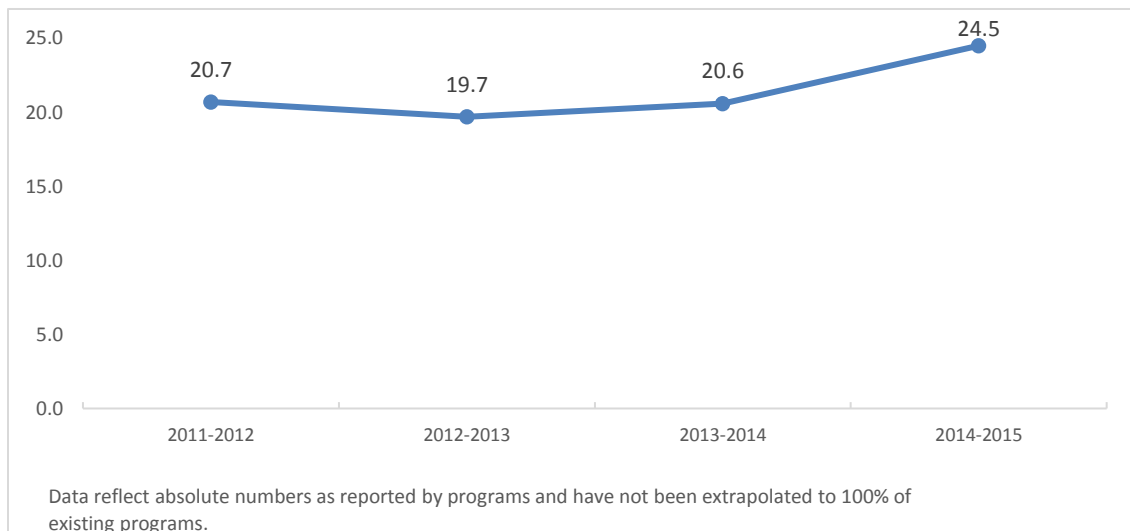


Communication Sciences and Disorders Education Trend Data Undergraduate Programs 2010–2011 to 2014–2015

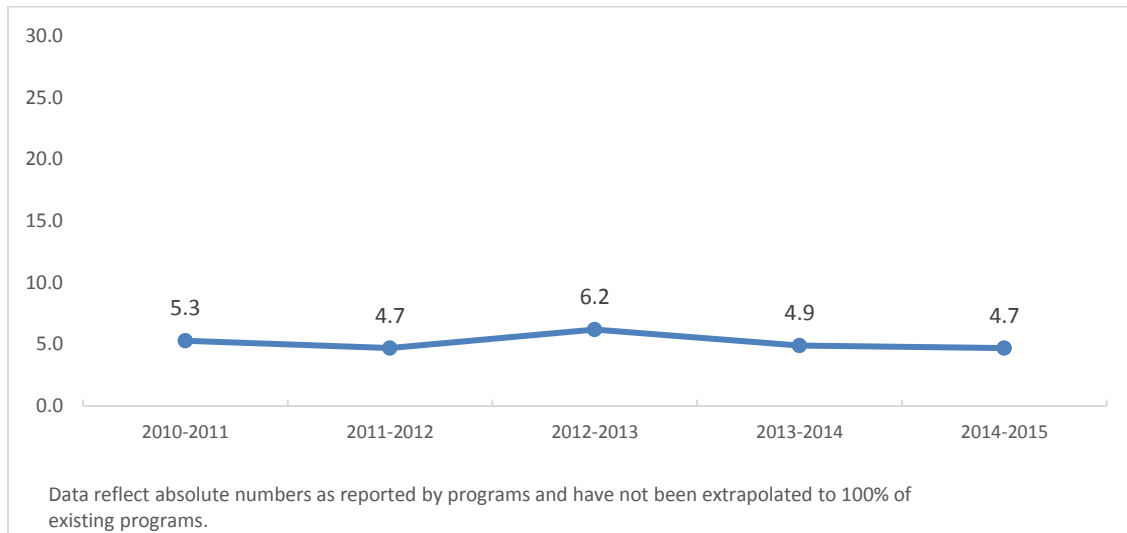
Total Enrollment. Total enrollment in undergraduate communication sciences and disorders programs for 2010–2011 to 2014–2015 shows some fluctuation from year to year. Total enrollment was 40,587 in the most recent academic year, averaging 40,528 over the five year period.



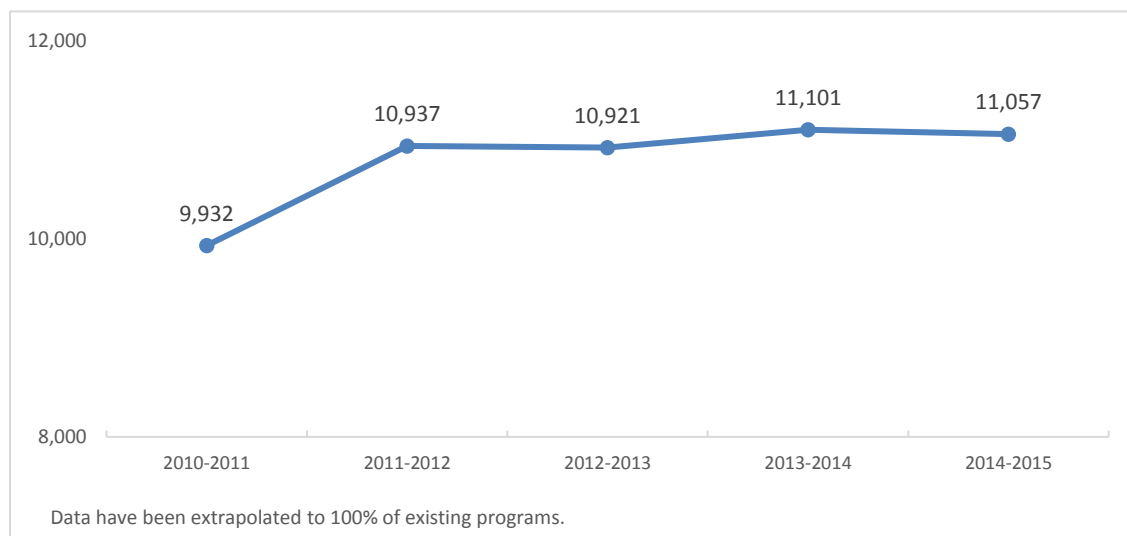
Minority Student Enrollment. The percentage of minorities enrolled in undergraduate communication sciences and disorders programs remained relatively stable between the 2011–2012 and 2013–2014 academic years, and increased to almost 25.0% in 2014–2015.



Male Student Enrollment. The percentage of males enrolled in undergraduate communication sciences and disorders programs has averaged 4.6% between 2011–2012 and in 2014–2015.



Degrees Granted. The number of undergraduate degrees granted increased from 9,932 in 2010–2011 to 11,057 in 2014–2015, a 11.3% increase.

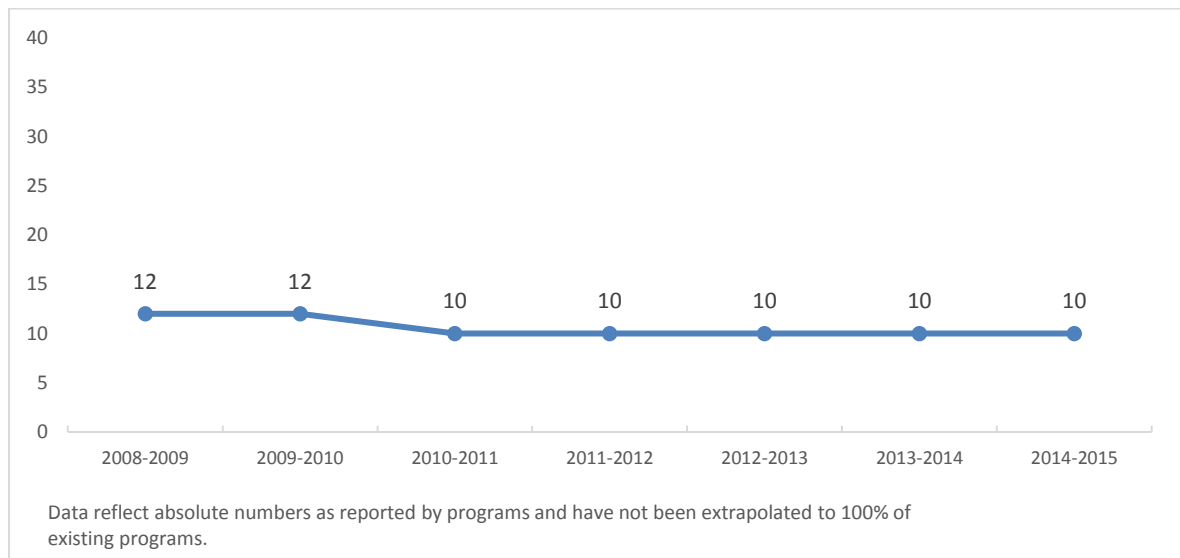


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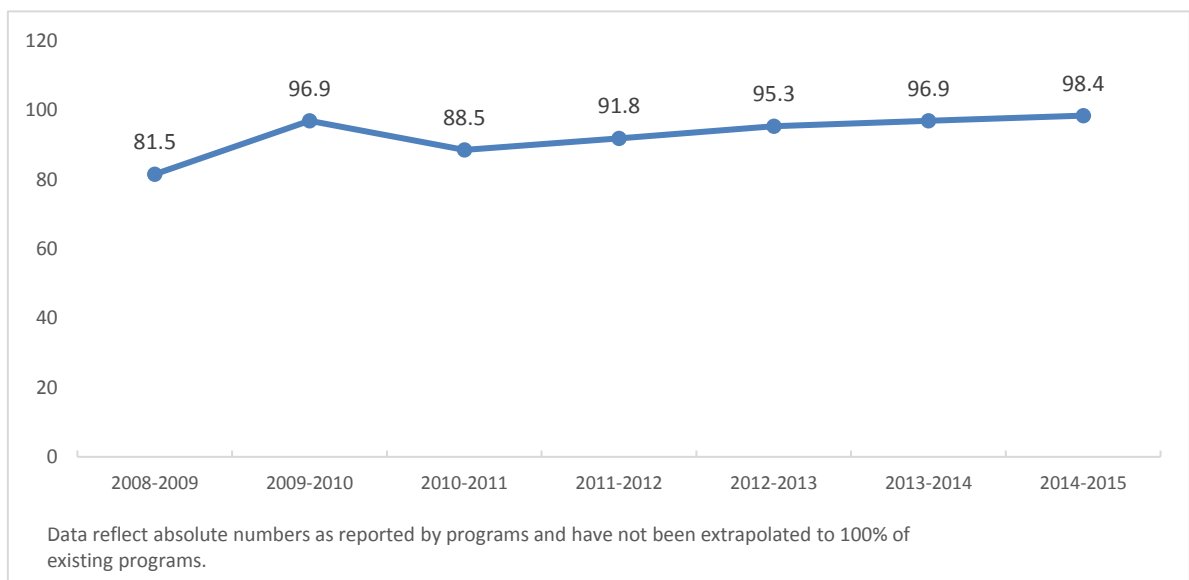


Communication Sciences and Disorders Education Trend Data Audiology Clinical Doctorate Entry-Level Programs 2008–2009 to 2014–2015

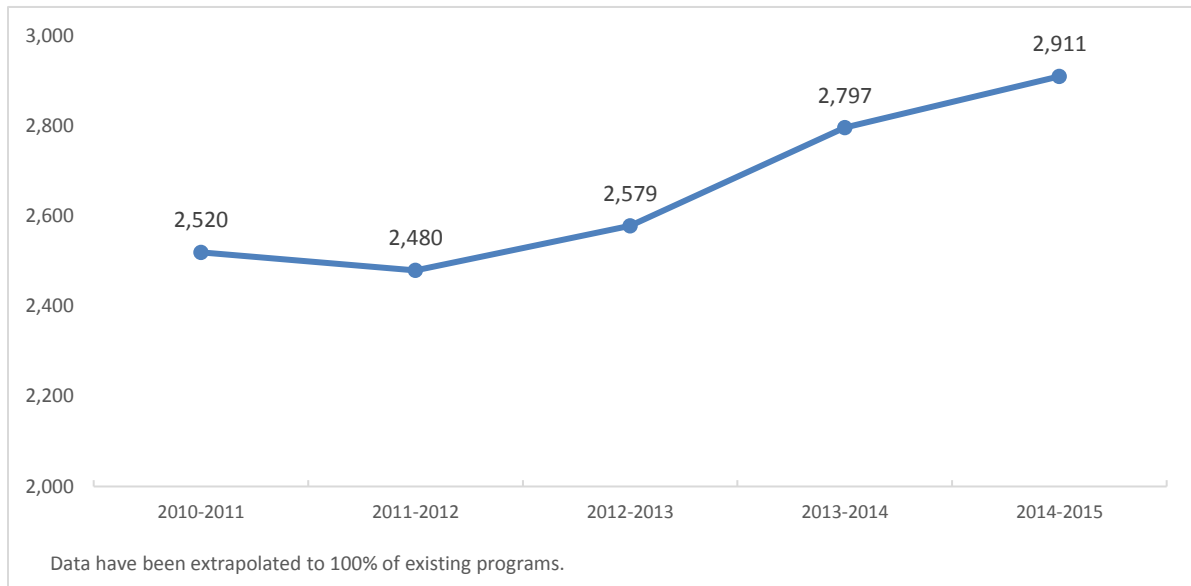
Median Capacity for Admissions. The median student capacity for admissions for audiology clinical doctorate entry-level programs has remained between 10 and 12 between 2008–2009 and 2014–2015, ranging from 5 to 28 in the most recent academic year (2014–2015).



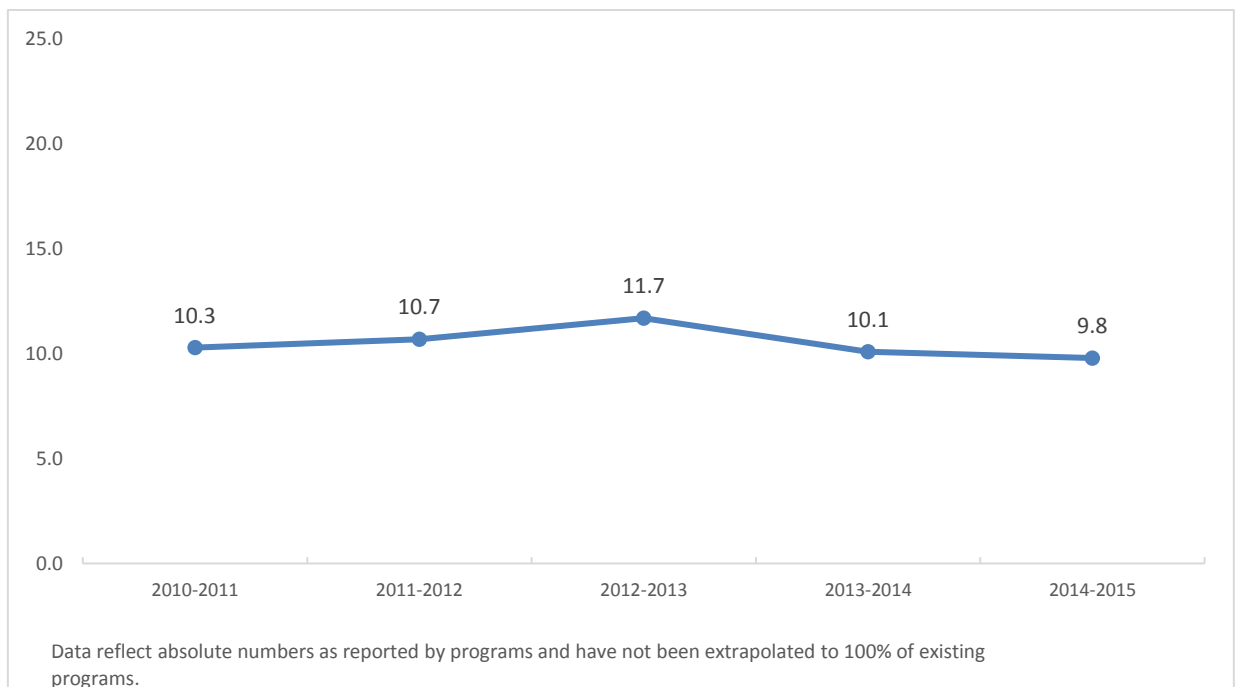
Percent Filled Capacity (First Year Enrollment Over Capacity). First year enrollment over student capacity for audiology clinical doctorate entry-level programs has averaged 92.8% between 2008–2009 and 2014–2015.



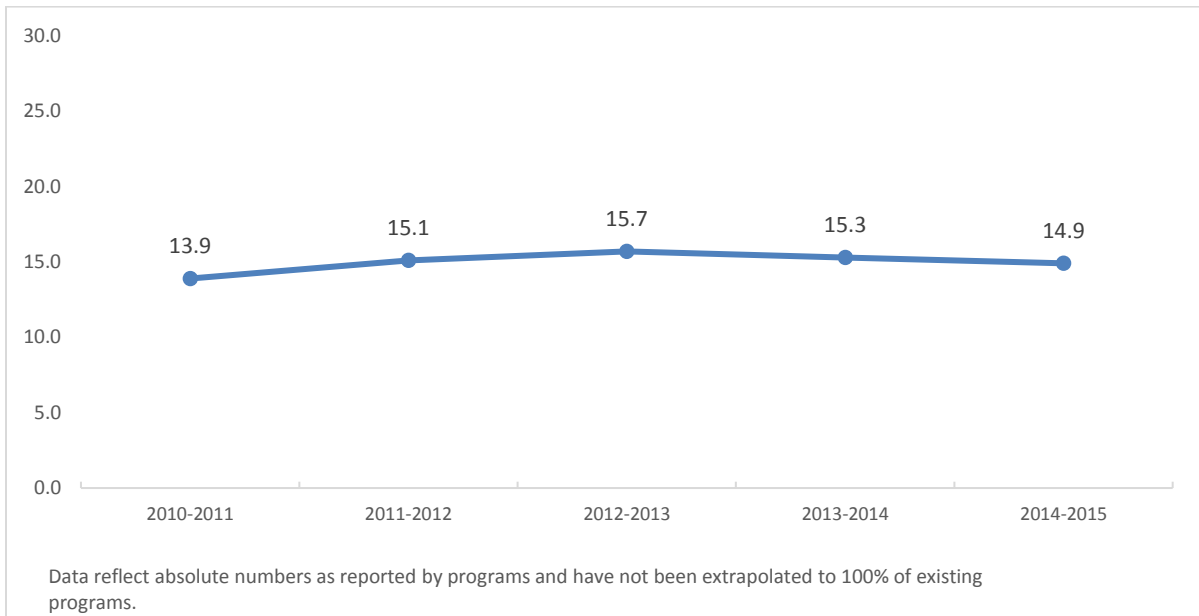
Total Enrollment. Total enrollment for audiology clinical doctorate entry-level programs reached 2,911 in the 2014–2015 academic year, an 15.5% increase over 2010–2011.



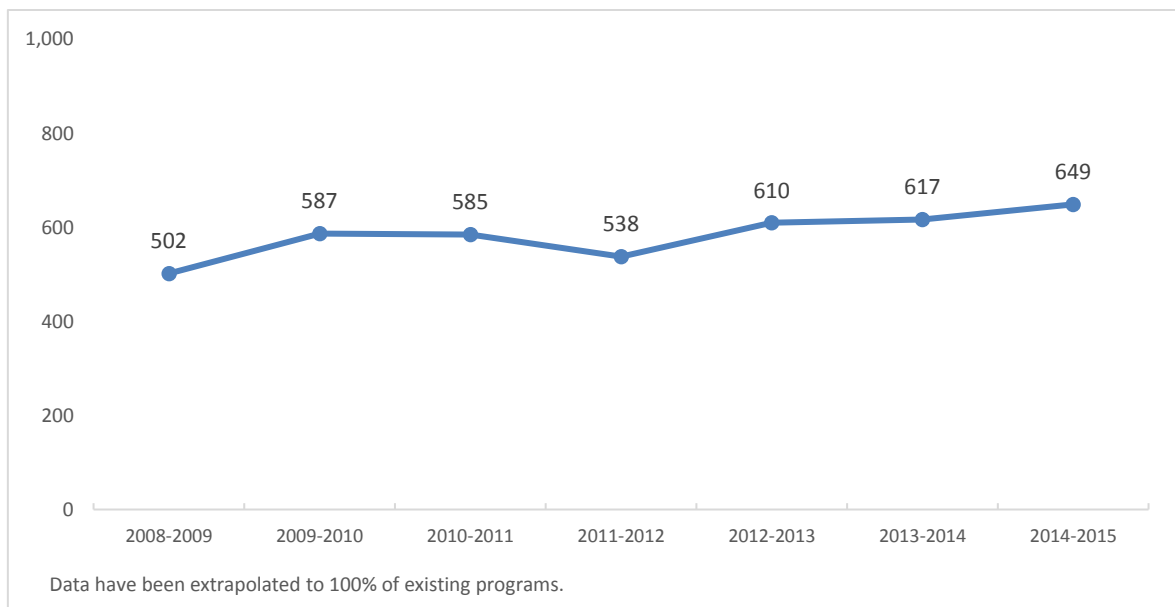
Minority Student Enrollment. The percentage of minorities enrolled in audiology clinical doctorate entry-level programs has remained relatively stable between the 2010–2011 and 2014–2015 academic years, reaching a high of 11.7% in 2012–2013.



Male Student Enrollment. The percentage of males enrolled in audiology clinical doctorate entry-level programs has averaged 15.0% between 2010–2011 and 2014–2015.



Degrees Granted. The number of audiology clinical doctorate entry-level degrees granted increased from 502 in 2008–2009 to 649 in 2014–2015, a 29.3% increase.

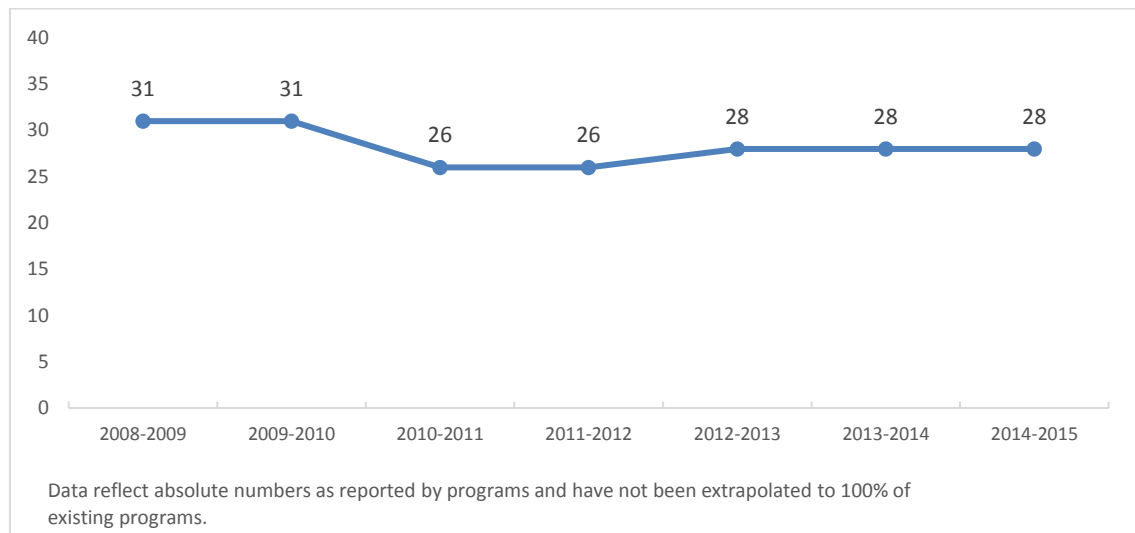


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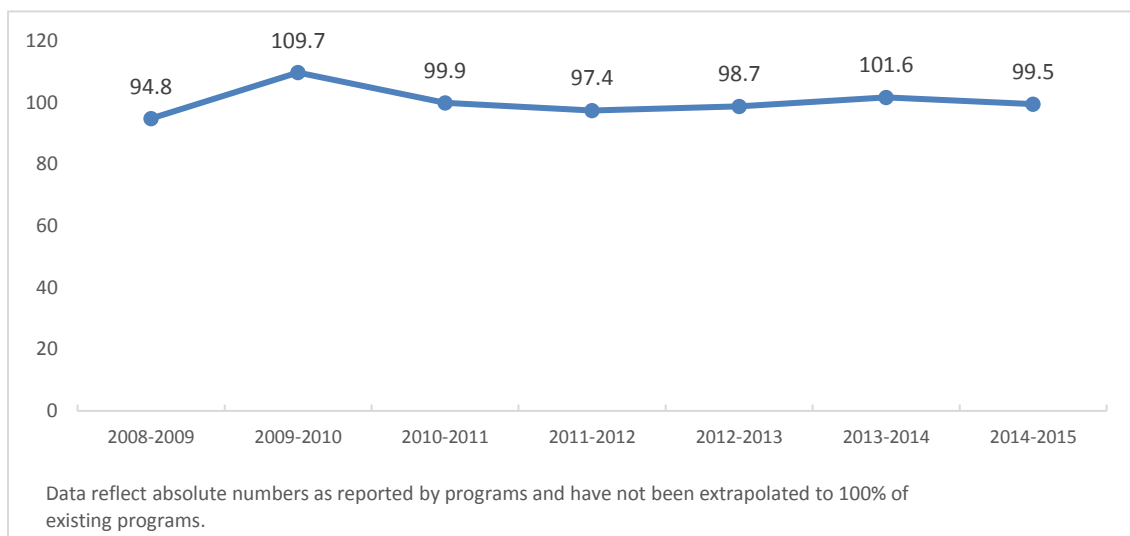


Communication Sciences and Disorders Education Trend Data Speech-Language Pathology Master's Programs 2008–2009 to 2014–2015

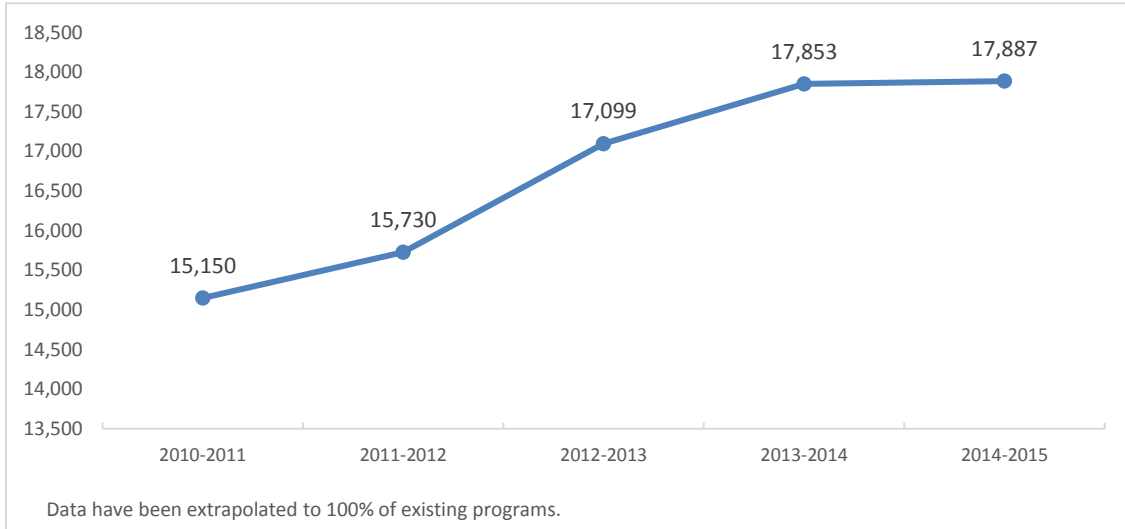
Median Capacity for Admissions. The median student capacity for admissions for SLP programs has remained between 26 and 31 between 2008–2009 and 2014–2015, ranging from 5 to 280 in the most recent academic year (2014–2015).



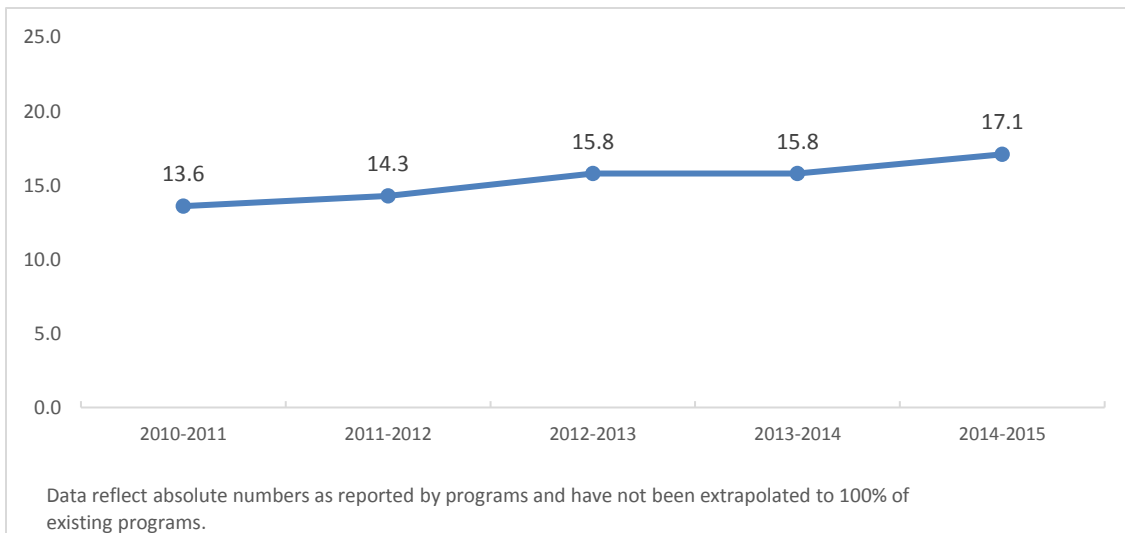
Percent Filled Capacity (First Year Enrollment Over Capacity). First year enrollment over student capacity for SLP master's programs has remained close to, and twice exceeded, 100.0% between 2008–2009 and 2014–2015.



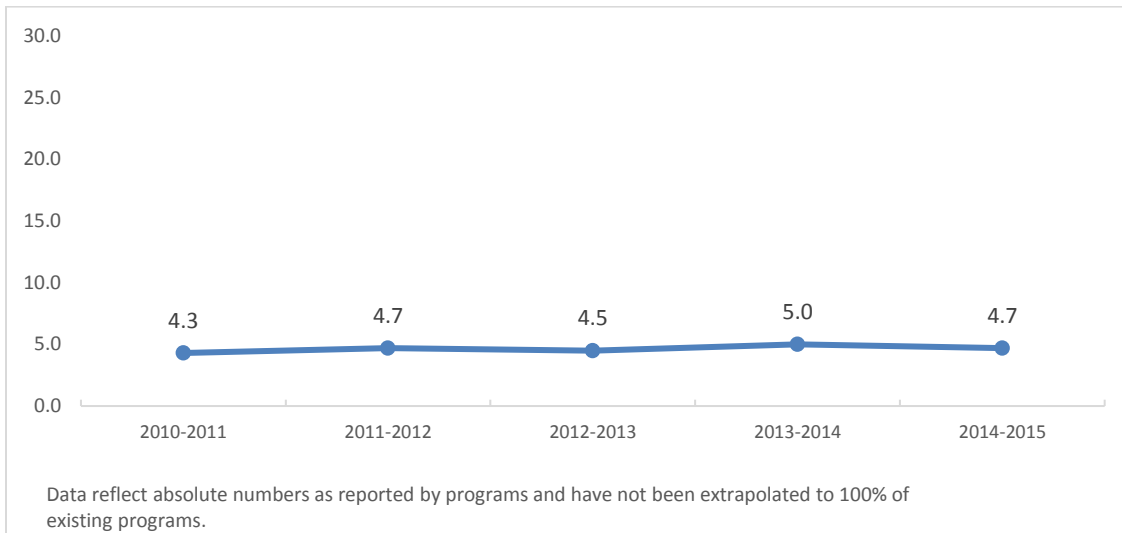
Total Enrollment. Total enrollment for SLP master’s programs reached 17,887 in the 2014–2015 academic year, an 18.1% increase over 2010–2011.



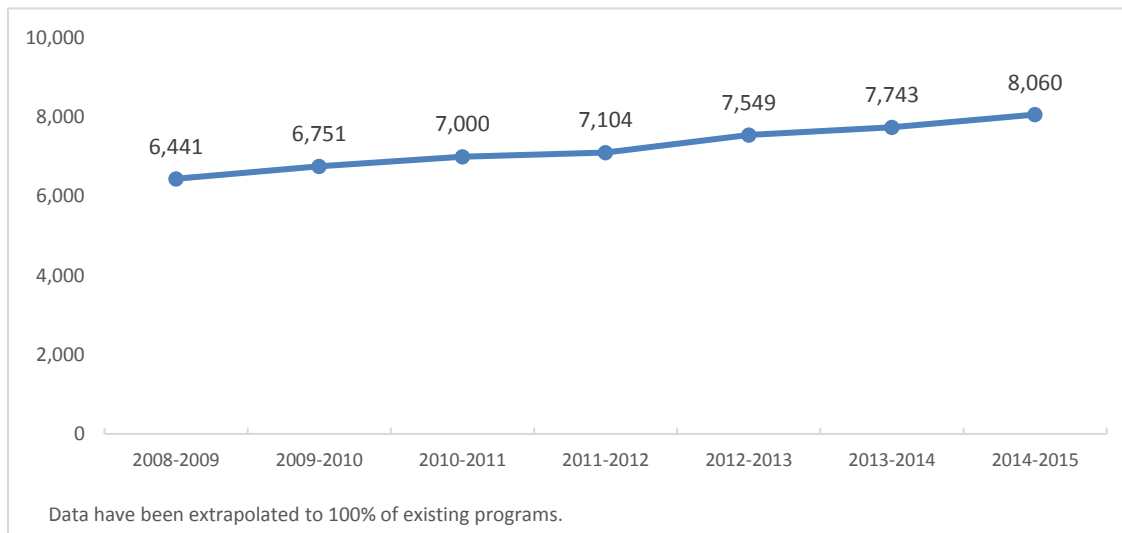
Minority Student Enrollment. The percentage of minorities enrolled in SLP master’s programs has remained relatively stable between the 2010–2011 and 2014–2015 academic years, reaching a high of 17.1% in 2014–2015.



Male Student Enrollment. The percentage of males enrolled in SLP master’s programs has averaged 4.6% between 2010–2011 and in 2014–2015.



Degrees Granted. The number of SLP master’s degrees granted increased from 6,441 in 2008–2009 to 8,060 in 2014–2015, a 25.1% increase.

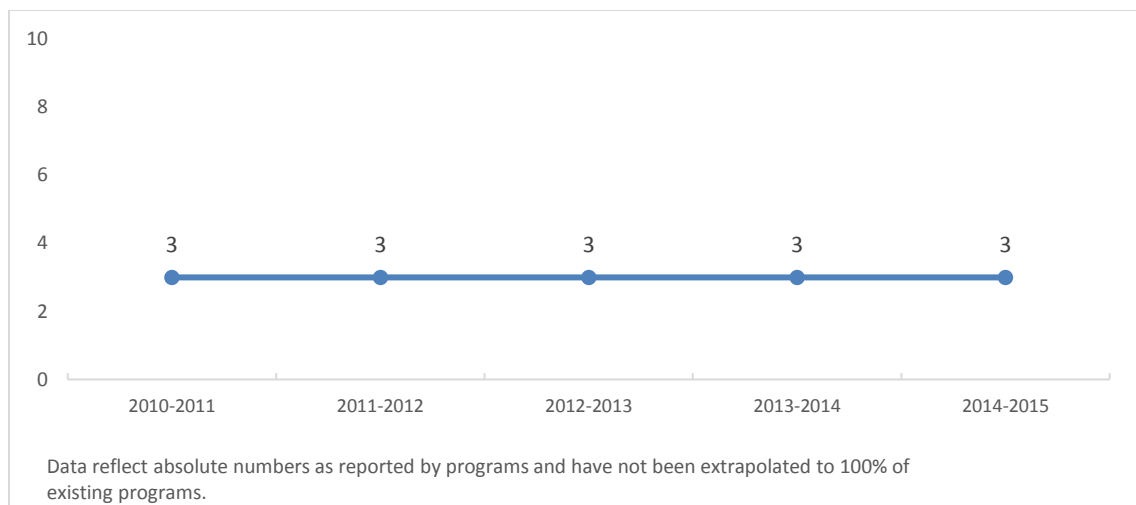


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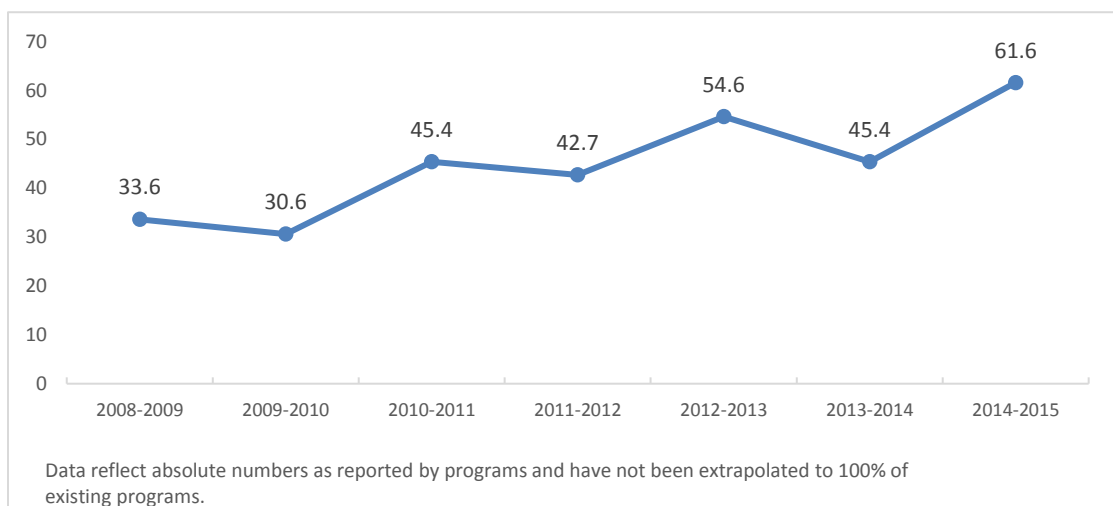


Communication Sciences and Disorders Education Trend Data Research Doctorate Programs 2008–2009 to 2014–2015

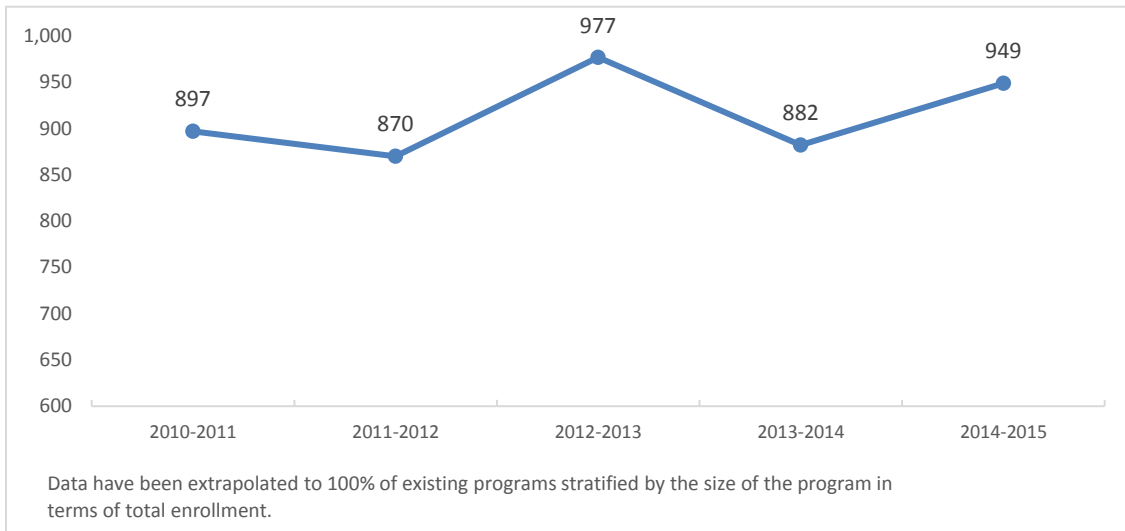
Median Capacity for Admissions. Data on student capacity in CSD research doctorate programs was first collected in the 2010–2011 academic year. The median student capacity for research doctorate programs has been flat for the last five academic years. The median student capacity for admissions for audiology research doctorate programs was 2 with a range of 1 to 5 in the most recent academic year (2014–2015); 3 for SLP research doctorate programs with a range of 1 to 9, and 3 for speech and hearing science research doctorate programs with a range of 1 to 7.



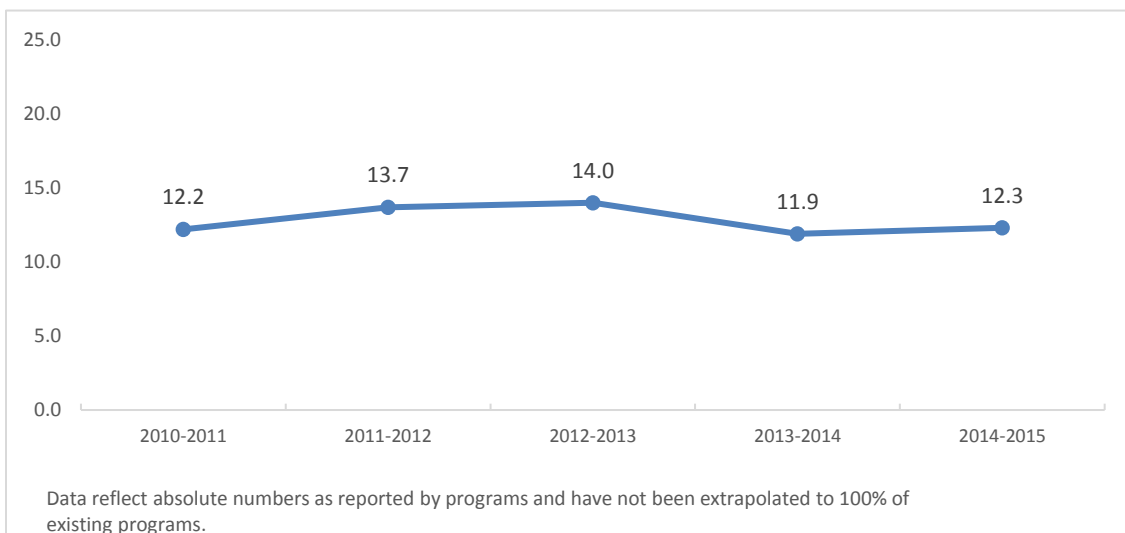
Percent Filled Capacity (First Year Enrollment Over Capacity). First year enrollment over student capacity for CSD research doctoral programs ranged from 30.6% in the 2009–2010 to 61.6% in 2014–2015; averaging 44.8% over the seven-year period. The first year enrollments over student capacity for audiology research doctoral programs in 2014–2015 was 36.4%; 56.4% for speech-language pathology research doctoral programs, and 76.6% for speech and hearing science research doctoral programs.



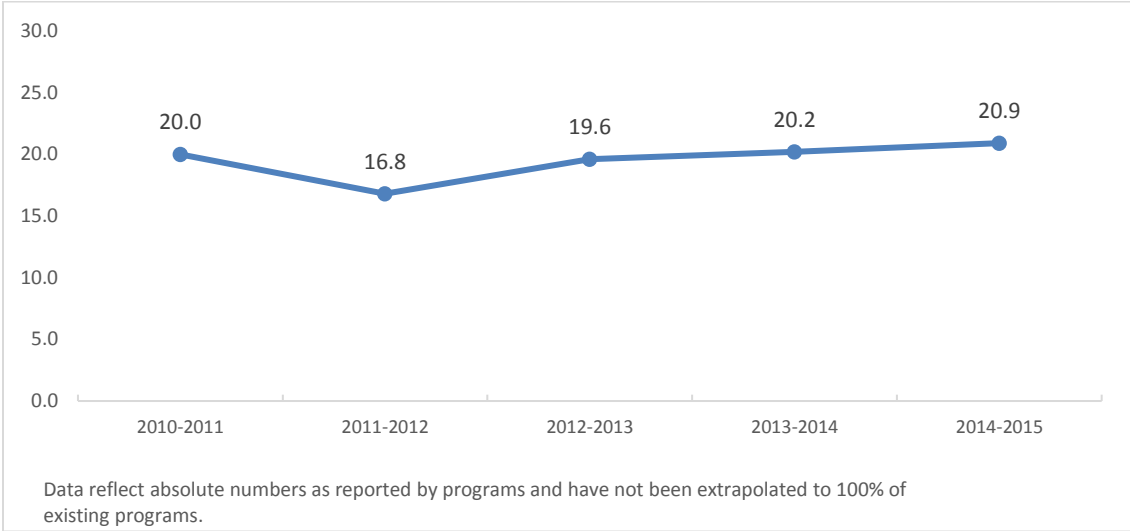
Total Enrollment. Total enrollment in CSD research doctoral programs for 2010–2011 to 2014–2015 shows some fluctuation from year to year. Total enrollment was 949 in the most recent academic year, averaging 915 over the five-year period. The total enrollment in audiology research doctoral programs was 91, in speech-language pathology research doctoral programs 400, and 428 in speech and hearing science research doctoral programs (data for the areas of study within research doctoral programs have not been extrapolated to 100% of programs responding).



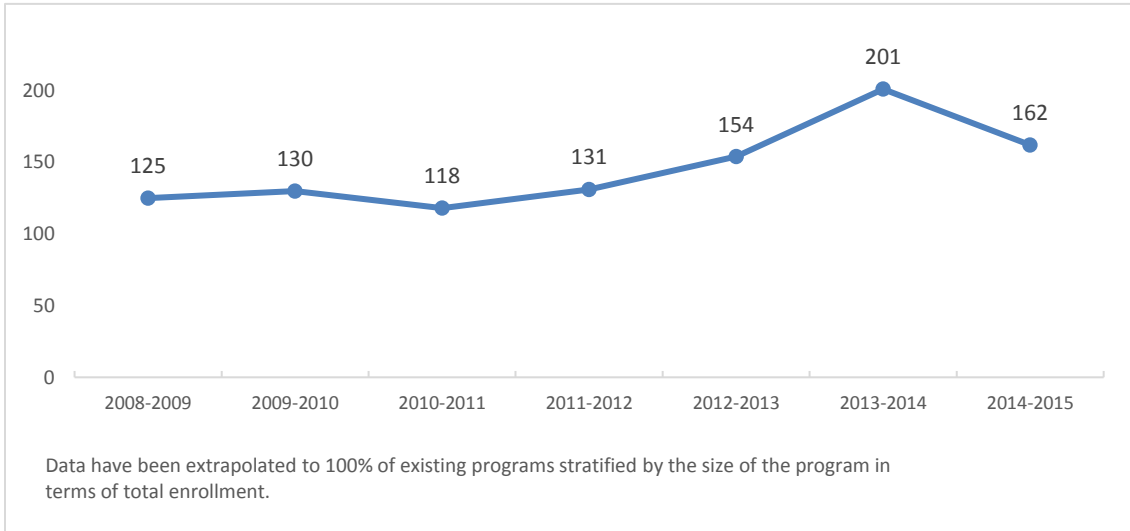
Minority Student Enrollment. The percentage of minorities enrolled in research doctoral programs has shown moderate fluctuation between the 2010–2011 and 2014–2015 academic years, reaching a high of 14.0% in 2012–2013. Minorities comprised 12.6% of audiology entry-level program enrollment, 15.9% of speech-language pathology program enrollment and 8.6% of CSD research doctoral program enrollment in the 2014–2015 academic year.



Male Student Enrollment. For research doctoral programs, the percentage of males has averaged 19.5% between 2010–2011 and 2014–2015. In the most recent academic year, the percentage of males enrolled in audiology research doctoral programs was 23.0%, 17.8% in speech-language pathology research doctoral programs, and 23.6% in speech and hearing science research doctoral programs.

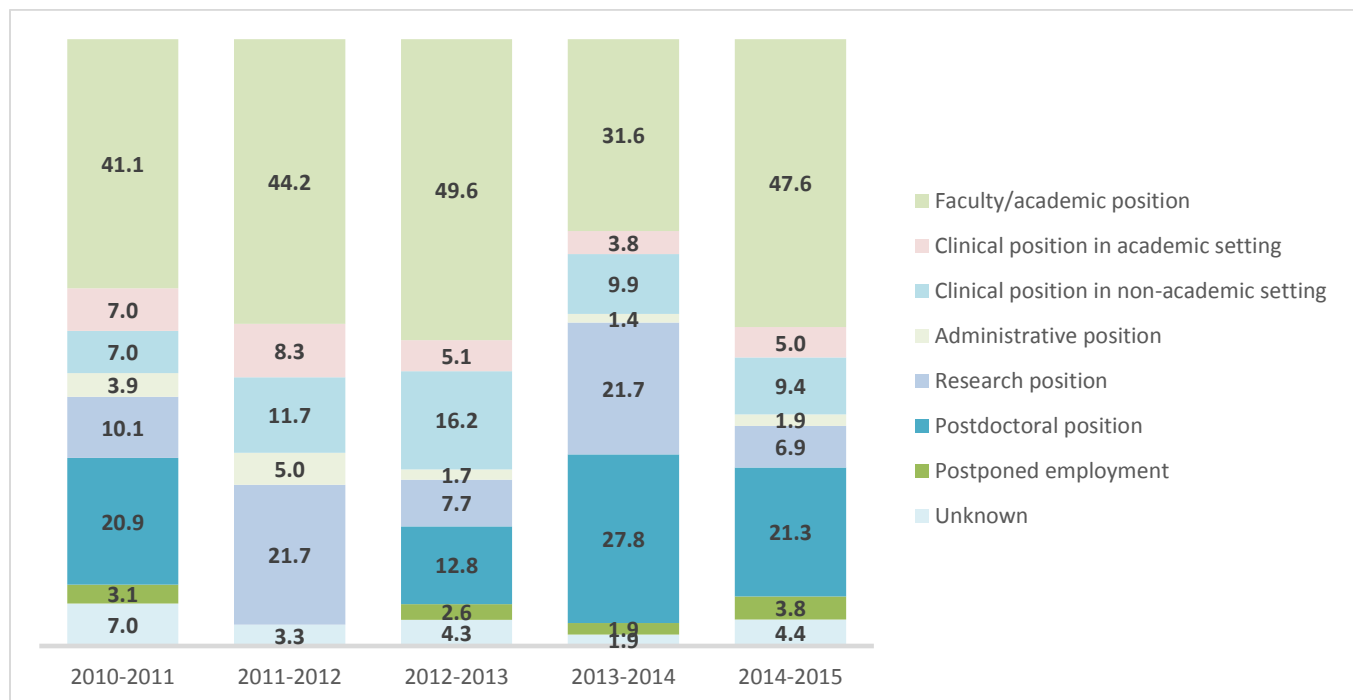


Degrees Granted. There were 162 CSD research doctoral degrees granted in 2014–2015, down from 201 in 2013–2014. Not extrapolating to 100% of programs reporting, there were 12 audiology research doctoral degrees granted in 2014–2015, 70 speech-language pathology research doctoral degrees granted, and 74 speech and hearing science research doctoral degrees granted.



First Employment for Research Doctoral Graduates. The percentage of research doctoral graduates pursuing a faculty or academic position as their first employment increased from 41.1% in 2010–2011 to 47.6% in 2014–2015; a +15.8% percent change. Those taking a clinical position in an academic setting has dropped from 7.0% in 2010–2011 to 5.0% in 2014–2015. Almost 7% of new research doctoral graduates held a research position in 2014–2015 and 21.3% 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 have been included in subsequent surveys to monitor trends in these areas.



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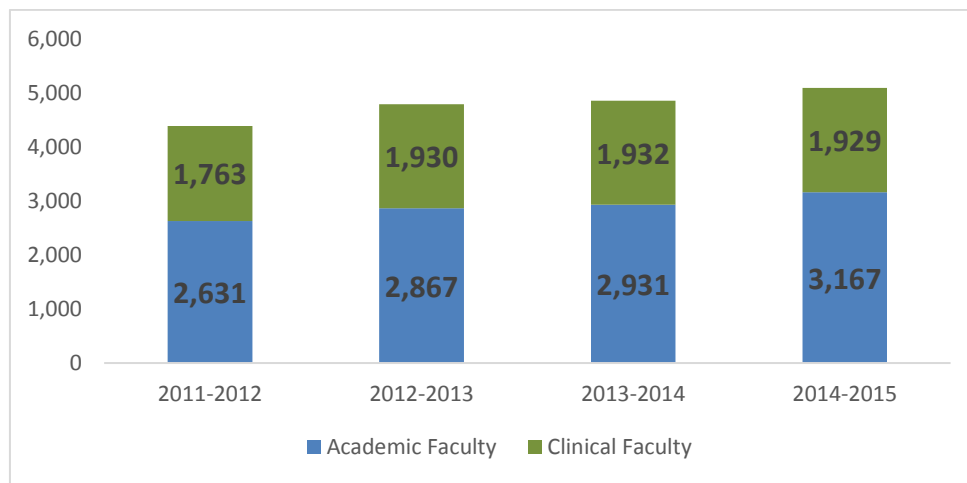


Communication Sciences and Disorders Education Trend Data

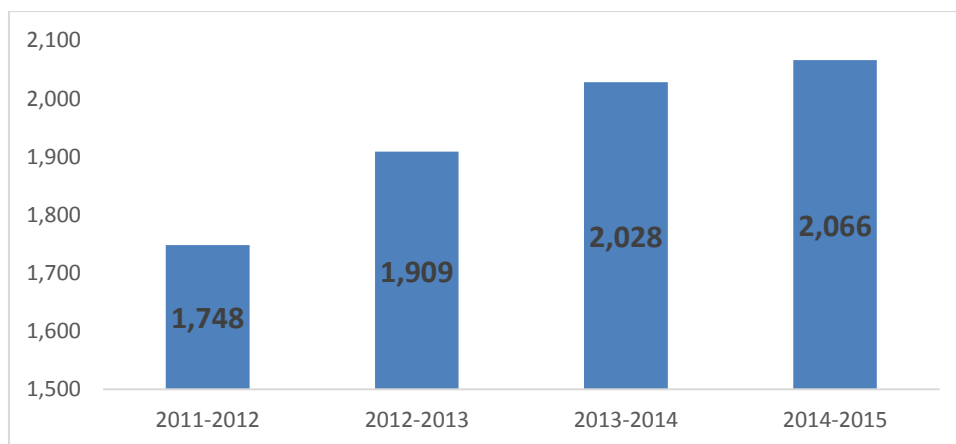
Program Faculty

2011–2012 to 2014–2015

Total Number of Faculty. The total number of faculty in CSD programs increased from 4,394 in 2011–2012 to 5,096 in 2014–2015. Note that these data reflect 84.0% of programs reporting in 2011–2012 and 91.0% reporting in 2014–2015, which may account for some of the difference in numbers. The proportion of academic faculty to clinical faculty remained about the same over the four years. Of the total, 59.9% were academic faculty in 2011–2012 and 59.2% were academic faculty in 2014–2015.



Number of Faculty with Research Doctoral Degrees. The number of faculty with research doctoral degrees increased from 1,748 in 2011–2012 to 2,066 in 2014–2015. Again, note that these data reflect 84.0% of programs reporting in 2011–2012 and 91.0% reporting in 2014–2015, which may account for some of the difference in numbers.



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