CSD Education Survey

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

## 2019–2020 Academic Year

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

## Introduction

The *Communication Sciences and Disorders (CSD) Education Survey National Aggregate Data Report* is jointly published by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) and the American Speech-Language-Hearing Association (ASHA). It is the authoritative data source for information about CSD undergraduate and graduate education. The report provides information on applications, admissions, enrollment, graduation, and first employment as well as other data about undergraduate through research doctoral (PhD) education to inform the pipeline of the discipline. 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 August 3, 2020, and November 12, 2020, via the *CSD Education Survey,* which was electronically distributed to 331 higher education institutions with undergraduate and graduate CSD degree programs. Data were collected for academic year (AY) Fall 2019 through Summer 2020 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 https://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/.

The academic program directors or chairs were asked to indicate the CSD degree programs available at their respective institutions first. 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 eight sections with 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 331 academic institutions received the *2020 CSD Education Survey*, and 302 completed and submitted data—representing a 91% response rate. Academic programs were contacted via email and phone during the open period to encourage participation.

Among the institutions that completed the *2020 CSD Education Survey*, data were provided by the following:

- Undergraduate programs in CSD—92% (250 of 272)
- Clinical entry-level master's programs in speech-language pathology—95% (275 of 290)
- Clinical entry-level doctoral programs in audiology—93% (74 of 80)
- Post–entry-level clinical doctoral programs in audiology—50% (2 of 4)
- Post–entry-level clinical doctoral programs in speech-language pathology—88% (7 of 8)
- Research doctoral degree programs in audiology, speech-language pathology, and/or speech, language, and hearing sciences—94% (78 of 83)

# 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 in the program selection portion of the electronic survey. A search of ASHA's database and institutional websites was conducted for institutions that did not submit the survey to determine the number and type of degree programs offered at each institution. Research doctoral degree programs may reflect multiple areas of study (e.g., audiology, speech-language pathology, and/or speech, language, 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 gender, race, or ethnicity 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 individual 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 the average number of clinical hours that they obtained at "on-campus" sites and the average number of clinical hours that they 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 in accordance with the most common locations:

a. Allied Health, Health Sciences, Health Professions, Public Health
b. Arts, Sciences, Humanities, Liberal and Fine Arts, 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 the total number of federally funded, state funded, and university 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 “ND”; 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 R Version 3.6.1 and RStudio Version 1.2.5019.

## 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 2019-2020

## Institution Summary

- 331 institutions offer undergraduate and/or graduate degrees in CSD education
- 272 offer an undergraduate degree in CSD
- 290 offer a master's degree in speech-language pathology
- 80 offer an entry-level clinical doctoral degree in audiology
- 4 offer a post entry-level clinical doctoral degree in audiology
- 8 offer a post entry-level clinical doctoral degree in speech-language pathology
- 83 offer research doctoral degrees in audiology, speech-language pathology and/or speech, language, and hearing sciences
- 53.3% of all CSD programs are administratively housed in schools of allied health, health sciences, health professions and public health

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

- 4,876 applications to entry-level clinical doctoral degree programs in audiology
- 56,148 applications to master's degree programs in speech-language pathology
- 31 applications to post entry-level clinical doctoral degree programs in audiology
- 178 applications to post entry-level clinical doctoral degree programs in speech-language pathology
- 612 applications to research doctoral degree programs in audiology, speech-language pathology and/or speech and hearing sciences

## Total Enrollment

- 37,909 undergraduate students in a CSD major
- 2,887 entry-level clinical doctoral students in audiology
- 20,499 master's students in speech-language pathology
- 0 post entry-level clinical doctoral students in audiology
- 261 post entry-level clinical doctoral students in speech-language pathology
- 857 research doctoral students in audiology, speech-language pathology and/or speech and hearing sciences

## Degrees Granted

- 10,683 undergraduate degrees in CSD
- 710 entry-level clinical doctoral degrees in audiology
- 8,576 master's degrees in speech-language pathology
- 0 post entry-level clinical doctoral degrees in audiology
- 68 post entry-level clinical doctoral degrees in speech-language pathology
- 144 research doctoral degrees in audiology, speech-language pathology and/or speech and hearing sciences

Data was based on an overall response rate of 91% (302 of 331 institutions responding). No extrapolation was conducted.

# Data At-A-Glance for Speech-Language Pathology Master's Programs for Academic Year 2019-2020

## Institution Summary

- 290 institutions offer a master's degree in speech-language pathology
- 38.7 is the mean student capacity for new admissions
- 5.4 semesters is the average time-to-degree
- 117.2 average number of graduate practicum hours obtained at on-campus sites
- 296.0 average number of graduate practicum hours obtained at off-campus sites

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

- 56,148 applications received
- 21,877 offered admission
- 39.0% offered admission
- 3.13-4.12 GPA mean range of students offered admission
- 16.0% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

## Enrollment

- 9,826 first-year students enrolled
- 4.3% of first-year students were male
- 24.1% of first-year students were of a racial ethnic minority
- 1.1% of first-year students were international students
- 20,499 total enrollment
- 42.0% of programs reported insufficient clinical placements as having a moderate or major impact on enrollment with (22.1% and 19.9% respectively)
- 30.7% of programs reported insufficient student funding as having a moderate or major impact on enrollment (20.6% and 10.1% respectively)

## Degree's Granted and First Employment

- 8,576 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 95% (275 of 290) 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 2019-2020

## Institution Summary

- 80 institutions offer an entry-level clinical doctoral degree in audiology
- 11.9 is the mean student capacity for new admissions
- 10.4 semesters is the average time-to-degree
- 302.7 average number of graduate practicum hours obtained at on-campus sites
- 1,880.0 average number of graduate practicum hours obtained at off-campus sites

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

- 4,876 applications received
- 2,070 offered admission
- 42.5% offered admission
- 3.17-3.97 GPA mean range of students offered admission
- 27.0% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

## Enrollment

- 769 first-year students enrolled
- 10.4% of first-year students were male
- 20.0% of first-year students were of a racial ethnic minority
- 2.0% of first-year students were international
- 2,887 total enrollment
- 38.5% of programs reported insufficient clinical placements as having a moderate or major impact on enrollment (27.1% and 11.4% respectively)
- 40.0% of programs reported insufficient funding as having a moderate or major impact on enrollment with (25.7% and 14.3% respectively)

## Degree's Granted and First Employment

- 710 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 93% (74 of 80) 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 2019-2020

### Institution Summary

- 83 institutions offer a research doctoral degree (e.g., PhD) in audiology, speech-language pathology, or speech and hearing sciences
- 4.6 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)

- 612 applications received
- 256 offers of admission
- 91.0% offers of admission with funding
- Assistantships and fellowships were the majority of the funding offered

### Enrollment

- 182 first-year students enrolled
- 18.1% of first-year students were male
- 14.1% of first-year students were of a racial ethnic minority
- 20.5% of first-year students were international students
- 857 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

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

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## Participating Institutions

The following institutions completed the 2020 CSD Education Survey. They represent 302 of the 331 institutions invited to participate.

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

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

### Arkansas
Arkansas State University
Harding University
Ouachita Baptist University
University of Arkansas for Medical Sciences
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, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Sacramento
California State University, San Marcos
Chapman University
Loma Linda University
San Diego State & University of California San Diego - AuD Joint Doctoral Program
San Diego State University
San Francisco State University
San Jose State University
University of Redlands
University of the Pacific – SLP Program

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

### Connecticut
Sacred Heart University
Southern Connecticut State University
University of Connecticut

### Delaware
University of Delaware

### District of Columbia
Gallaudet University
George Washington 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
Georgia State University
University of Georgia

### Hawaii
University of Hawaii, Mãnoa

### Idaho
Idaho State University, Pocatello

### Illinois
Augustana College (IL)
Eastern Illinois University
Elmhurst College
Illinois State University

**Illinois** ***(continued)***

Lewis University
Midwestern University, Illinois
Northern Illinois University
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**

Brescia University
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
University of Minnesota, Minneapolis

**Mississippi**

Delta State University
Jackson State University
Mississippi University for Women
University of Mississippi
University of Southern Mississippi

**Missouri**

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

**Missouri** ***(continued)***
University of Central Missouri
University of Missouri
Washington University

**Montana**
University of Montana

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

**Nevada**
Nevada State College
University of Nevada, Reno

**New Hampshire**
University of New Hampshire

**New Jersey**
Kean University of New Jersey
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**
Buffalo State College
College of Saint Rose
CUNY, Brooklyn College
CUNY, Hunter College
CUNY, Lehman College
CUNY, Queens College
CUNY, The Graduate Center (PhD Program)
Elmira College
Hofstra University
Iona College
Ithaca College
LIU Post
Long Island AuD Consortium - Adelphi/Hofstra/St. John's Universities
Mercy College
Molloy College
Nazareth College

**New York** ***(continued)***
New York Medical College
New York University
Pace University
St. John's University
Stony Brook University
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
Bluffton University
Bowling Green State University
Case Western Reserve University
Cleveland State University
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 Cincinnati
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
Moravian College
Pennsylvania State University
Salus University – Speech-Language Pathology Program
Temple University
Thiel College
University of Pittsburgh
West Chester University

**Puerto Rico**

Carlos Albizu University
Inter American University of Puerto Rico
Universidad Ana G. Mendez - Recinto de Gurabo
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
Medical University of South Carolina
South Carolina State University
University of South Carolina

**South Dakota**

University of South Dakota

**Tennessee**

East Tennessee State University
Tennessee State University
University of Memphis
University of Tennessee Health Science Center
Vanderbilt University

**Texas**

Abilene Christian University
Baylor University
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 St. Augustine for Health Sciences
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

AuD Consortium, University of Wisconsin-Madison & University of Wisconsin-Stevens Point
Concordia University, Wisconsin
Marquette University

## Wisconsin *(continued)*

University of Wisconsin, Eau Claire
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, River Falls
University of Wisconsin, Stevens Point
University of Wisconsin, Whitewater

## Wyoming

University of Wyoming

# Highlights

## Prerequisites

- More than half (57.9%) of audiology clinical doctoral entry-level programs had prerequisite requirements for non-CSD undergraduates, as did 82.1% of speech-language pathology master's level programs (see Table 1).
- Almost two-thirds of audiology clinical doctoral entry-level programs (61.4%) and three-quarters of speech-language pathology master's level programs (72.0%) offered prerequisite courses whether or not students were admitted to their program (see Table 2).

## Applications and Admissions

- A total of 4,876 applications were received by the 74 audiology clinical doctoral entry-level programs that responded to the survey, of which 2,070 were approved for admission. This averaged 66 applications and 28 offers of admission per program (see Tables 3, 4, 7, and 8). By comparison, there were 5,489 applications received and 2,104 approved for admission (based on 73 programs responding) during the 2018-2019 academic year, averaging 75 applications received and 29 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 56,148 applications were received by the 275 speech-language pathology master's level programs that responded to the survey. Of these applications, 21,877 were approved for admission. This resulted in an average of 204 applications received per program, and 80 offers of admission (see Tables 3, 4, 7, and 8). In the 2018-2019 academic year, 60,784 applications were received and 21,007 of those applications were approved for admission (based on 263 programs responding), averaging 230 applications received and 80 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 612 research doctoral applications were received among the 78 participating institutions offering research doctoral programs across all areas of study, and 256 were approved for admission (see Tables 3, 4, 7, and 8). During the 2018-2019 academic year, there were 647 applications received and 258 approved for admission (based on 76 participating institutions that had research doctoral programs).
- The majority of applications across all areas of study and degree types were from non-international applicants. Research doctoral programs reported the highest percentage of international applicants (33.0%) (see Table 4). Likewise, the majority of those approved for admission were non-international, ranging from 76.4% for research doctoral programs to 99.1% for speech-language pathology clinical doctorate post-entry level degree programs (see Table 8).
- Almost one-third (27.0%) of audiology clinical doctoral entry-level students were offered admission with funding, and 16.0% of speech-language pathology master's level students were offered admission with funding (see Table 9). A much larger percentage of research doctoral students were offered admission with funding (91.0%).
- Of those offered admission with funding, the most prevalent types of funding offered to audiology clinical doctoral entry-level students were assistantships (48.0%) and scholarships (46.6%). (see Table 10). Almost half (46.0%) of speech-language pathology master's level students who were offered admission with funding were offered assistantships, and 45.9% were offered scholarships. Assistantships were offered to 56.7% of research doctoral students, and 25.3% were offered fellowships.
- The median grade point average (GPA) range for students offered admission to audiology clinical doctoral entry-level programs was 3.20-4.00. For students offered admission to speech-language pathology master's level programs, the median GPA range was 3.14-4.00 (see Table 11).

## Student Capacity for Admissions

- The median student capacity for admissions was 12 students for audiology clinical doctoral entry-level programs, 32 students for speech-language pathology master's level programs, and 4 for research doctoral programs (see Table 5).
- Audiology clinical doctoral entry-level programs were filled to 87.7% of their first-year enrollment capacity, speech-language pathology master's level programs were filled to 92.7% capacity, and research doctoral programs were filled to 51.1% capacity (see Table 6). In the 2018-2019 academic year, audiology clinical doctoral entry-level programs filled 88.7% of their capacities for first-year enrollment, speech-language pathology master's level programs filled 94.3%, and research doctoral programs filled 44.8% of their available first-year student openings.
- Audiology clinical doctoral entry-level programs ranged in their percent filled capacity for first-year enrollments from 40.0% in Connecticut to 115.4% in the District of Columbia (see Table 20). The range for speech-language pathology master's level programs was from 76.0% in South Dakota to 130.9% in New Mexico.

## First-Year Enrollments

- A total of 769 first-year audiology clinical doctoral entry-level students were reported along with 9,826 speech-language pathology master's level students and 182 research doctoral students (Tables 12-14). In the 2018-2019 academic year, there were 790 first-year audiology clinical doctoral entry-level enrollments, 9,267 in speech-language pathology master's level programs, and 186 in research doctoral programs.
- Across all degree types and areas of study, the majority of first-year students were women—89.4% in audiology clinical doctoral entry-level programs, 95.5% in speech-language pathology master's level programs, 81.9% in research doctoral programs (see Table 13).
- Most first-year entry-level students were white (non-international)— 78.1% in audiology clinical doctoral entry-level programs and 74.8% in speech-language pathology master's level programs, as were the majority of research doctoral students (65.4%) (see Table 14).

## Total Enrollment

- A total of 37,909 undergraduate students were enrolled for the 2019-2020 academic year based on 91.5% of programs responding to the survey (see Table 15). Of the programs reporting demographic data (78.7% for gender and 73.2% for race/ethnicity), 6.0% were male, 31.5% were of a racial/ethnic minority (non-international), and 1.0% were international students (see Tables 16-17). In the 2018-2019 academic year, there were 37,802 undergraduate students enrolled based on 92.3% of programs reporting. Of these, 5.2% were male, 29.5% were of a racial/ethnic minority (non-international) and 1.0% were international students.
- In graduate programs, there were 2,887 students enrolled in audiology clinical doctoral entry-level programs, 20,499 enrolled in speech-language pathology master's level programs, and 857 enrolled in research doctoral programs for the 2019-2020 academic year (see Table 15).
- Of the programs reporting demographic data, males comprised 10.0% of all audiology clinical doctoral entry-level students, 4.2% of speech-language pathology master's level students, and 21.7% of research doctoral students (see Table 16). Most entry-level students were white (non-international)— 79.2% in audiology clinical doctoral entry-level programs and 75.4% in speech-language pathology master's level programs (see Table 17). Students from non-white racial/ethnic groups (non-international) comprised 18.6% of audiology clinical doctoral entry-level students and 23.3% of speech-language pathology master's level students (see Table 17).

- Of the programs reporting disability data, the median number of students with a documented disability enrolled in a program was 3 for audiology clinical doctoral entry-level students, 2 for speech-language pathology master's level students, and 1 for research doctoral students (see Table 18).
- Among first-year research doctoral students, 25.3% enrolled after practicing five or fewer years in the professions(s)/discipline, 21.7% after practicing six or more years in the profession(s)/discipline, and 18.1% enrolled immediately following receipt of their master's degree (see Table 19). Another 4.2% enrolled in a PhD program while simultaneously enrolled in a clinical doctoral degree program (e.g., AuD/PhD).
- The factor with the greatest impact on enrollment in audiology clinical doctoral entry-level programs was insufficient student funding. Specifically, not quite half (40.0%) of programs reported insufficient student funding as either a moderate (25.7%) or major (14.3%) factor impacting enrollment (see Table 21). Slightly fewer (38.5%) audiology clinical doctoral entry-level programs reported insufficient clinical placements as either a moderate (27.1%) or major (11.4%) factor impacting enrollment.
- Insufficient clinical placements topped the list of factors having the greatest impact on enrollment in speech-language pathology master's level programs. Just under half (42.0%) of these master's programs reported insufficient clinical placements as either a moderate (22.1%) or major (19.9%) factor impacting enrollment (see Table 21).
- Across all research doctoral programs, insufficient student funding and an insufficient number of qualified applicants were the factors having the most impact on enrollment (see Table 21).

## Graduation

- A total of 10,683 undergraduate CSD degrees were granted in the 2019-2020 academic year based on 91.5% of programs responding (see Table 22). In the 2018-2019 academic year, 10,713 undergraduate CSD degrees were granted based on 92.3% of programs responding.
- A total of 710 clinical entry-level doctoral degrees in audiology were granted based on 74 programs reporting, and 8,576 master's degrees were granted in speech-language pathology with 275 programs reporting. In the 2018-2019 academic year, a total of 712 clinical entry-level doctoral degrees were granted in audiology, based on 73 programs reporting, and 8,408 master's degrees were granted in speech-language pathology with 264 programs reporting.
- A total of 144 research doctoral degrees were granted during the 2019-2020 academic year (see Table 22), up from 132 in the 2018-2019 academic year.
- Most (95.0%) of those earning an undergraduate degree were female (see Table 23). Males represented 11.8% of audiology clinical doctoral entry-level degree graduates, 3.3% of speech-language pathology master's level degree graduates, and 22.6% of research doctoral graduates.
- White (non-international) students represented 70.4% of those earning an undergraduate degree, 28.5% 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 (84.6%), speech-language pathology master's level degree programs (77.0%), and research doctoral programs (60.9%) (see Table 24).
- The top area of specialty for audiology/hearing sciences research doctoral graduates was hearing science ($n$=17) (see Table 25). The top areas of specialty for speech-language pathology/speech and language sciences research doctoral graduates were child language ($n$=22) and neurogenic communication disorders ($n$=16).

## Employment

- The top first employment settings for audiology clinical doctoral entry-level graduates were healthcare (43.4%) and private practice (23.5%) (see Table 26).

- The top first employment settings for speech-language pathology master's level graduates Pre-K-12 schools (34.4%) and healthcare (17.8%) (see Table 26).
- The first employment setting for most research doctoral graduates was a faculty/academic position within a CSD program (33.3%; *n*=44) or a postdoctoral position (20.5%; *n*=27) (see Table 27).

## Thesis Requirement

- A capstone project was required for conferral of the degree by 66.7% of the audiology clinical doctoral entry-level programs (see Table 28).
- More than a third of speech-language pathology master's level programs required either a thesis or capstone project for conferral of the degree (18.8% and 20.3%, respectively) (see Table 28).

## 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 302.7 and 1,880.0, respectively (see Tables 29-30). The average number of practicum hours obtained per student among speech-language pathology master's level programs was 117.2 and 296.0 at on-campus and off-campus sites, respectively.

## Time to Degree Completion

- Audiology clinical doctoral entry-level students needed an average of 13.5 quarters or 10.4 semesters to complete the program (see Tables 31-32).
- Speech-language pathology master's level students needed an average of 7.7 quarters or 5.4 semesters to complete the program (see Tables 31-32).
- Most (80.4%) research doctoral graduates completed their degree requirements within 4 to 6 years while 12.3% completed their program requirements within 7-10 years (see Table 33).
- Of those research doctoral students who officially dropped out of their degree program, most left academic coursework, comprehensive exams, and dissertation requirements unfulfilled (see Table 34).

## Administrative Location

- More than half of all communication sciences and disorders programs are administratively located within schools or colleges of Allied Health, Health Sciences, Health Professions, and/or Public Health (53.3%) (see Table 35).

## Post-Doctoral Appointments

- For the 2019-2020 academic year, 33 of the 302 institutions responding indicated offering a post-doctoral opportunity (see Table 36). These institutions reported that there were a total of 86 post-doctoral appointments available and that 65 were filled.

## Total Number of Faculty

- A total of 5,930 academic and clinical faculty were employed during the 2019-2020 academic year, based on 91.2% of institutions responding (see Table 37). Of these, 2,318 were full-time academic faculty, 1,158 were part time academic faculty, 1,282 were full-time clinical faculty, and 1,172 were part-time clinical faculty.
- Of the 2,290 faculty with research doctoral degrees, the majority held a research doctorate in speech-language pathology (54.3%), another area of study (16.2%), or audiology (14.0%) (see Table 38).

## Faculty Openings

- During the 2019-2020 academic year, there was a total of 282 full time faculty openings; 34 in audiology, 191 in speech-language pathology, 8 in hearing sciences, 30 in speech/ language sciences, and 19 in no specific area of study (see Table 39).
- A total of 234 searches were conducted for faculty during the 2019-2020 academic year, with 59.4% of the searches filled (see Table 40).
- Most of the positions were filled with faculty who hold a research doctorate in CSD (87.9%, *n*=123), and 7.1% (*n*=10) were filled by faculty who hold a research doctorate in another discipline (see Table 41). An additional 2.9% (*n*=4) of positions were filled with individuals holding a clinical doctorate in CSD, and 2.1% (*n*=3) with individuals holding a master's degree in CSD.

## Federally-and State-Funded Research and Personnel Preparation Grants

- About a third (*n*=123) of responding institutions reported a total 467 federally-funded research grants, adding up to more than $166.1 million (see Table 42). Sixty-one federally funded personnel preparation grants were reported for an overall amount of almost $25.3 million.
- Sixty-six institutions reported a total of 41 state-funded research grants totaling $4.6 million and 17 state-funded personnel preparation grants totaling $2.4 million (see Table 43).

## 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 | 80 | 57 | 33 | 57.9% | 24 | 42.1% |
| **Speech-Language Pathology** | | | | | | |
| Master's | 290 | 207 | 170 | 82.1% | 37 | 17.9% |

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

| | Number of | | Prerequisite Requirements for Non-CSD Undergraduates | | | | | |
|---|---|---|---|---|---|---|---|---|
| Area of Study and Degree Type | Existing Programs | Programs Responding | Offered to All Students | | Offered to Admitted Students Only | | Required but Not Offered | |
| **Audiology** | | | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 57 | 35 | 61.4% | 8 | 14.0% | 4 | 7.0% |
| **Speech-Language Pathology** | | | | | | | | |
| Master's | 290 | 207 | 149 | 72.0% | 31 | 15.0% | 24 | 11.6% |

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

| | Number of | | |
|---|---|---|---|
| Area of Study and Degree Type | Existing Programs | Programs Responding | Applications |
| **Audiology** | | | |
| Clinical Doctorate: Entry-Level | 80 | 74 | 4,876 |
| Clinical Doctorate: Post Entry-Level | 4 | 2 | 31 |
| **Speech-Language Pathology** | | | |
| Master's | 290 | 275 | 56,148 |
| Clinical Doctorate: Post Entry-Level | 8 | 7 | 178 |
| **Research Doctorate** | 83 | 78 | 612 |

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—Number and Percent 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 | 80 | 66 | 4,321 | 94.8% | 235 | 5.2% |
| Clinical Doctorate: Post Entry-Level | 4 | 1 | 30 | 96.8% | 1 | 3.2% |
| **Speech-Language Pathology** | | | | | | |
| Master's | 290 | 246 | 46,748 | 96.3% | 1,785 | 3.7% |
| Clinical Doctorate: Post Entry-Level | 8 | 6 | 177 | 99.4% | 1 | 0.6% |
| **Research Doctorate** | 83 | 64 | 356 | 67.0% | 175 | 33.0% |

## 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 | 80 | 74 | 877 | 11.9 | 12 | 0 | 27 |
| Clinical Doctorate: Post Entry-Level | 4 | 2 | 2 | 1.0 | 1 | 0 | 2 |
| **Speech-Language Pathology** | | | | | | | |
| Master's | 290 | 274 | 10,604 | 38.7 | 32 | 0 | 363 |
| Clinical Doctorate: Post Entry-Level | 8 | 7 | 107 | 15.3 | 10 | 0 | 45 |
| **Research Doctorate** | 83 | 78 | 356 | 4.6 | 4 | 0 | 21 |

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

| | Number of | | | | |
|---|---|---|---|---|---|
| Area of Study and Degree Type | Existing Programs | Programs Responding | Student Capacity for Admissions | First-Year Enrollments | Percent of Student Capacity Filled |
| **Audiology** | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 74 | 877 | 769 | 87.7% |
| Clinical Doctorate: Post Entry-Level | 4 | 2 | 2 | 0 | 0.0% |
| **Speech-Language Pathology** | | | | | |
| Master's | 290 | 275 | 10,604 | 9,826 | 92.7% |
| Clinical Doctorate: Post Entry-Level | 8 | 7 | 107 | 93 | 86.9% |
| **Research Doctorate** | 83 | 78 | 356 | 182 | 51.1% |

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

| Area of Study and Degree Type | Number of Existing Programs | Number of Programs Responding | Number Approved for Admission | Number of Applications | Percent Approved for Admission |
|---|---|---|---|---|---|
| **Audiology** | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 74 | 2,070 | 4,876 | 42.5% |
| Clinical Doctorate: Post Entry-Level | 4 | 2 | 0 | 31 | 0.0% |
| **Speech-Language Pathology** | | | | | |
| Master's | 290 | 275 | 21,877 | 56,148 | 39.0% |
| Clinical Doctorate: Post Entry-Level | 8 | 7 | 114 | 178 | 64.0% |
| **Research Doctorate** | 83 | 78 | 256 | 612 | 41.8% |

## Table 8—Number and Percent 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 | 80 | 67 | 1,861 | 96.2% | 73 | 3.8% |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | 0 | | 0 | |
| **Speech-Language Pathology** | | | | | | |
| Master's | 290 | 252 | 18,617 | 96.3% | 719 | 3.7% |
| Clinical Doctorate: Post Entry-Level | 8 | 6 | 113 | 99.1% | 1 | 0.9% |
| **Research Doctorate** | 83 | 62 | 188 | 76.4% | 58 | 23.6% |

## 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 | | | | Percent of Students Offered Admission with Funding |
|---|---|---|---|---|---|
| | Existing Programs | Programs Responding | Students Offered Admission | Students Offered Admission with Funding | |
| **Audiology** | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 74 | 2,070 | 558 | 27.0% |
| Clinical Doctorate: Post Entry-Level | 4 | 2 | 0 | 0 | |
| **Speech-Language Pathology** | | | | | |
| Master's | 290 | 275 | 21,877 | 3,506 | 16.0% |
| Clinical Doctorate: Post Entry-Level | 8 | 7 | 114 | 36 | 31.6% |
| **Research Doctorate** | 83 | 78 | 256 | 233 | 91.0% |

## 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

| | Number of | | | Students Offered Admission with Funding | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Area of Study and Degree Type | Existing Programs | Programs Responding | Students Offered Admission with Funding | Assistantships | | Extramural | | Fellowships | | Intramural | | Scholarships | |
| **Audiology** | | | | | | | | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 60 | 558 | 268 | 48.0% | 15 | 2.7% | 25 | 4.5% | 5 | 0.9% | 260 | 46.6% |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | — | — | — | — | — | — | — | — | — | — | — |
| **Speech-Language Pathology** | | | | | | | | | | | | | |
| Master's | 290 | 221 | 3,506 | 1,612 | 46.0% | 129 | 3.7% | 197 | 5.6% | 10 | 0.3% | 1,609 | 45.9% |
| Clinical Doctorate: Post Entry-Level | 8 | 2 | 36 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 6 | 16.7% |
| **Research Doctorate** | 83 | 62 | 233 | 132 | 56.7% | 32 | 13.7% | 59 | 25.3% | 8 | 3.4% | 37 | 15.9% |

Note: Where dashes (—) occur, no data were provided. The sum of the students offered each type of funding may not equal the total students offered admission with funding as students may have been offered more than one type of funding.

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

| Area of Study and Degree Type | Number of: Existing Programs | Number of: Programs Responding | GPA Range: Mean | GPA Range: Median |
|---|---|---|---|---|
| **Audiology** | | | | |
| Clinical Doctorate: Entry-Level | 80 | 70 | 3.17-3.97 | 3.20-4.00 |
| **Speech-Language Pathology** | | | | |
| Master's | 290 | 273 | 3.13-4.12 | 3.14-4.00 |

Note: Programs may report a top GPA above 4.0, depending on the scale of the GPA.

# 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 Existing Programs | Number of Programs Responding | Graduate First Year Enrollment |
|---|---|---|---|
| **Audiology** | | | |
| Clinical Doctorate: Entry-Level | 80 | 74 | 769 |
| Clinical Doctorate: Post Entry-Level | 4 | 2 | 0 |
| **Speech-Language Pathology** | | | |
| Master's | 290 | 275 | 9,826 |
| Clinical Doctorate: Post Entry-Level | 8 | 7 | 93 |
| **Research Doctorate** | 83 | 78 | 182 |

## 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 | | Non-Binary | |
| **Audiology** | | | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 66 | 77 | 10.4% | 664 | 89.4% | 2 | 0.3% |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | — | — | — | — | — | — |
| **Speech-Language Pathology** | | | | | | | | |
| Master's | 290 | 257 | 377 | 4.3% | 8,457 | 95.5% | 19 | 0.2% |
| Clinical Doctorate: Post Entry-Level | 8 | 6 | 1 | 1.1% | 92 | 98.9% | 0 | 0.0% |
| **Research Doctorate** | 83 | 53 | 32 | 18.1% | 145 | 81.9% | 0 | 0.0% |

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

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

| | Number of | | Graduate First-Year Enrollment by Race/Ethnicity | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Non-International | | | | | |
| Area of Study and Degree Type | Existing Programs | Programs Responding | White | | Racial/Ethnic Minority | | International | |
| **Audiology** | | | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 61 | 520 | 78.1% | 133 | 20.0% | 13 | 2.0% |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | — | — | — | — | — | — |
| **Speech-Language Pathology** | | | | | | | | |
| Master's | 290 | 240 | 5,981 | 74.8% | 1,923 | 24.1% | 90 | 1.1% |
| Clinical Doctorate: Post Entry-Level | 8 | 6 | 58 | 62.4% | 34 | 36.6% | 1 | 1.1% |
| **Research Doctorate** | 83 | 52 | 102 | 65.4% | 22 | 14.1% | 32 | 20.5% |

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

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

| Area of Study and Degree Type | Number of Existing Programs | Number of Programs Responding | Total Enrollment |
|---|---|---|---|
| **Undergraduate** | 272 | 249 | 37,909 |
| **Audiology** | | | |
| Clinical Doctorate: Entry-Level | 80 | 74 | 2,887 |
| Clinical Doctorate: Post Entry-Level | 4 | 2 | 0 |
| **Speech-Language Pathology** | | | |
| Master's | 290 | 275 | 20,499 |
| Clinical Doctorate: Post Entry-Level | 8 | 7 | 261 |
| **Research Doctorate** | 83 | 78 | 857 |

## 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 | | Non-Binary | |
| **Undergraduate** | 272 | 214 | 1,883 | 6.0% | 29,405 | 93.9% | 36.0 | 0.1% |
| **Audiology** | | | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 67 | 273 | 10.0% | 2,462 | 89.8% | 6.0 | 0.2% |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | — | — | — | — | — | — |
| **Speech-Language Pathology** | | | | | | | | |
| Master's | 290 | 252 | 770 | 4.2% | 17,440 | 95.7% | 19.0 | 0.1% |
| Clinical Doctorate: Post Entry-Level | 8 | 6 | 11 | 4.2% | 248 | 95.4% | 1.0 | 0.4% |
| **Research Doctorate** | 83 | 68 | 163 | 21.7% | 587 | 78.1% | 2.0 | 0.3% |

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

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

| | Number of | | Total Enrollment by Race/Ethnicity | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Non-International | | | | | |
| Area of Study and Degree Type | Existing Programs | Programs Responding | White | | Racial/Ethnic Minority | | International | |
| **Undergraduate** | 272 | 199 | 19,310 | 67.5% | 9,020 | 31.5% | 290 | 1.0% |
| **Audiology** | | | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 63 | 2,016 | 79.2% | 473 | 18.6% | 55 | 2.2% |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | — | — | — | — | — | — |
| **Speech-Language Pathology** | | | | | | | | |
| Master's | 290 | 237 | 12,349 | 75.4% | 3,814 | 23.3% | 217 | 1.3% |
| Clinical Doctorate: Post Entry-Level | 8 | 6 | 156 | 60.9% | 97 | 37.9% | 3 | 1.2% |
| **Research Doctorate** | 83 | 66 | 465 | 62.7% | 128 | 17.3% | 149 | 20.1% |

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

## 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 | | | Percent of Students Enrolled with a Documented Disability* |
|---|---|---|---|---|---|---|
| | Existing Programs | Programs Responding | Sum | Mean | Median | |
| **Undergraduate** | 272 | 116 | 1,125 | 9.7 | 5 | 6.9% |
| **Audiology** | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 31 | 108 | 3.5 | 3 | 7.8% |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | — | — | — | — |
| **Speech-Language Pathology** | | | | | | |
| Master's | 290 | 127 | 448 | 3.5 | 2 | 4.5% |
| Clinical Doctorate: Post Entry-Level | 8 | 2 | 7 | 3.5 | 3.5 | 3.8% |
| **Research Doctorate** | 83 | 9 | 15 | 1.7 | 1 | 14.4% |

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

*Only data reported from programs that provided both the total number of students enrolled and the number of students with a documented disability were used to calculate the percent of students enrolled with a documented disability.

## Table 19—Number of First-Year Research Doctoral Students and the Experiences that Immediately Preceded Their Enrollment

| | Number of | | Immediately Following Receipt of | | | | | | | | | | After Practicing in the Profession(s)/Discipline(s) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Area of Study | 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 | | Other experience outside of the profession(s)/ discipline | |
| **Research Doctorate** | 83 | 54 | 17 | 10.2% | 30 | 18.1% | 5 | 3.0% | 7 | 4.2% | 11 | 6.6% | 42 | 25.3% | 36 | 21.7% | 18 | 10.8% |

## 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** | 90.5% | 78.6% |
| **Arizona** | 83.7% | 94.4% |
| **Arkansas** | 75.0% | 100.8% |
| **California** | 91.3% | 89.1% |
| **Colorado** | 90.9% | 100.0% |
| **Connecticut** | 40.0% | 90.5% |
| **Delaware** | — | 90.0% |
| **District of Columbia** | 115.4% | 82.4% |
| **Florida** | 86.3% | 79.7% |
| **Georgia** | — | 96.6% |
| **Hawaii** | — | 93.8% |
| **Idaho** | 100.0% | 100.0% |
| **Illinois** | 79.4% | 96.4% |
| **Indiana** | 87.5% | 90.0% |
| **Iowa** | 60.0% | 89.9% |
| **Kansas** | 100.0% | 91.7% |
| **Kentucky** | 42.9% | 98.5% |
| **Louisiana** | 90.0% | 88.7% |
| **Maine** | — | 86.4% |
| **Maryland** | 112.0% | 97.7% |
| **Massachusetts** | 100.0% | 96.5% |
| **Michigan** | 83.3% | 97.0% |
| **Minnesota** | 77.8% | 96.2% |
| **Mississippi** | 87.5% | 84.9% |
| **Missouri** | 89.3% | 93.2% |
| **Montana** | — | 100.0% |
| **Nebraska** | 85.7% | 91.8% |

Source: 2020 CSD Education Survey. 2019-2020 Academic Year

## 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** | — | 98.7% |
| **New Hampshire** | — | 88.6% |
| **New Jersey** | 93.8% | 97.2% |
| **New Mexico** | — | 130.9% |
| **New York** | 94.1% | 86.4% |
| **North Carolina** | 91.7% | 82.9% |
| **North Dakota** | — | 84.7% |
| **Ohio** | 95.1% | 97.0% |
| **Oklahoma** | — | 99.0% |
| **Oregon** | 100.0% | 102.7% |
| **Pennsylvania** | 63.6% | 94.6% |
| **Puerto Rico** | 100.0% | 93.4% |
| **Rhode Island** | — | 100.0% |
| **South Carolina** | — | 82.7% |
| **South Dakota** | 100.0% | 76.0% |
| **Tennessee** | 89.7% | 94.2% |
| **Texas** | 100.0% | 99.2% |
| **Utah** | 81.8% | 101.5% |
| **Vermont** | — | 80.0% |
| **Virginia** | 100.0% | 91.6% |
| **Washington** | 50.0% | 100.0% |
| **West Virginia** | — | 95.7% |
| **Wisconsin** | 100.0% | 96.3% |
| **Wyoming** | — | 94.4% |

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 | 43 | 61.4% | 12 | 17.1% | 10 | 14.3% | 5 | 7.1% |
| Competing demands on faculty time | 36 | 51.4% | 20 | 28.6% | 10 | 14.3% | 4 | 5.7% |
| Insufficient clinical placements | 33 | 47.1% | 10 | 14.3% | 19 | 27.1% | 8 | 11.4% |
| Insufficient number of qualified candidates applying | 45 | 65.2% | 14 | 20.3% | 7 | 10.1% | 3 | 4.3% |
| Insufficient student funding | 30 | 42.9% | 12 | 17.1% | 18 | 25.7% | 10 | 14.3% |
| Insufficient space (e.g. lab, classroom) | 52 | 74.3% | 10 | 14.3% | 6 | 8.6% | 2 | 2.9% |
| **Clinical Doctorate: Post Entry-Level** | | | | | | | | |
| Insufficient number of faculty | 1 | 50.0% | — | — | 1 | 50.0% | — | — |
| Competing demands on faculty time | 1 | 50.0% | — | — | — | — | 1 | 50.0% |
| Insufficient clinical placements | 2 | 100.0% | — | — | — | — | — | — |
| Insufficient number of qualified candidates applying | 1 | 100.0% | — | — | — | — | — | — |
| Insufficient student funding | 1 | 50.0% | — | — | — | — | 1 | 50.0% |
| Insufficient space (e.g. lab, classroom) | 1 | 50.0% | — | — | — | — | 1 | 50.0% |
| **Research Doctorate** | | | | | | | | |
| Insufficient number of faculty | 31 | 64.6% | 8 | 16.7% | 6 | 12.5% | 3 | 6.3% |
| Competing demands on faculty time | 28 | 58.3% | 11 | 22.9% | 6 | 12.5% | 3 | 6.3% |
| Insufficient clinical placements | 45 | 93.8% | 1 | 2.1% | 1 | 2.1% | 1 | 2.1% |
| Insufficient number of qualified candidates applying | 21 | 44.7% | 10 | 21.3% | 6 | 12.8% | 10 | 21.3% |
| Insufficient student funding | 22 | 45.8% | 6 | 12.5% | 10 | 20.8% | 10 | 20.8% |
| Insufficient space (e.g. lab, classroom) | 45 | 93.8% | 2 | 4.2% | 1 | 2.1% | — | — |

## 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 | 155 | 57.6% | 53 | 19.7% | 42 | 15.6% | 19 | 7.1% |
| Competing demands on faculty time | 136 | 50.7% | 58 | 21.6% | 53 | 19.8% | 21 | 7.8% |
| Insufficient clinical placements | 104 | 38.4% | 53 | 19.6% | 60 | 22.1% | 54 | 19.9% |
| Insufficient number of qualified candidates applying | 195 | 72.5% | 44 | 16.4% | 22 | 8.2% | 8 | 3.0% |
| Insufficient student funding | 127 | 47.6% | 58 | 21.7% | 55 | 20.6% | 27 | 10.1% |
| Insufficient space (e.g. lab, classroom) | 190 | 70.4% | 35 | 13.0% | 33 | 12.2% | 12 | 4.4% |
| **Clinical Doctorate: Post Entry-Level** | | | | | | | | |
| Insufficient number of faculty | 3 | 50.0% | — | — | 3 | 50.0% | — | — |
| Competing demands on faculty time | 4 | 66.7% | — | — | 2 | 33.3% | — | — |
| Insufficient clinical placements | 6 | 100.0% | — | — | — | — | — | — |
| Insufficient number of qualified candidates applying | 3 | 50.0% | 3 | 50.0% | — | — | — | — |
| Insufficient student funding | 3 | 50.0% | 2 | 33.3% | 1 | 16.7% | — | — |
| Insufficient space (e.g. lab, classroom) | 6 | 100.0% | — | — | — | — | — | — |
| **Research Doctorate** | | | | | | | | |
| Insufficient number of faculty | 48 | 64.9% | 15 | 20.3% | 6 | 8.1% | 5 | 6.8% |
| Competing demands on faculty time | 42 | 58.3% | 13 | 18.1% | 10 | 13.9% | 7 | 9.7% |
| Insufficient clinical placements | 69 | 93.2% | 2 | 2.7% | 3 | 4.1% | — | — |
| Insufficient number of qualified candidates applying | 33 | 45.8% | 12 | 16.7% | 12 | 16.7% | 15 | 20.8% |
| Insufficient student funding | 33 | 45.2% | 11 | 15.1% | 15 | 20.5% | 14 | 19.2% |
| Insufficient space (e.g. lab, classroom) | 60 | 81.1% | 8 | 10.8% | 5 | 6.8% | 1 | 1.4% |

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 Existing Programs | Number of Programs Responding | Total Number of Degrees Granted |
|---|---|---|---|
| **Undergraduate** | 272 | 249 | 10,683 |
| **Audiology** | | | |
| Clinical Doctorate: Entry-Level | 80 | 74 | 710 |
| Clinical Doctorate: Post Entry-Level | 4 | 2 | 0 |
| **Speech-Language Pathology** | | | |
| Master's | 290 | 275 | 8,576 |
| Clinical Doctorate: Post Entry-Level | 8 | 7 | 68 |
| **Research Doctorate** | 83 | 78 | 144 |

## Table 23—Number and Percent 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 | | Non-Binary | |
| **Undergraduate** | 272 | 196 | 381 | 4.9% | 7,342 | 95.0% | 6 | 0.1% |
| **Audiology** | | | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 64 | 77 | 11.8% | 577 | 88.1% | 1 | 0.2% |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | — | — | — | — | — | — |
| **Speech-Language Pathology** | | | | | | | | |
| Master's | 290 | 244 | 248 | 3.3% | 7,312 | 96.1% | 48 | 0.6% |
| Clinical Doctorate: Post Entry-Level | 8 | 6 | 4 | 6.0% | 63 | 94.0% | 0 | 0.0% |
| **Research Doctorate** | 83 | 53 | 31 | 22.6% | 106 | 77.4% | 0 | 0.0% |

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

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

| | Number of | | Total Number of Degrees Granted | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Non-International | | | | | |
| Area of Study and Degree Type | Existing Programs | Programs Responding | White | | Racial/Ethnic Minority | | International | |
| **Undergraduate** | 272 | 178 | 4,663 | 70.4% | 1,890 | 28.5% | 67 | 1.0% |
| **Audiology** | | | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 61 | 522 | 84.6% | 81 | 13.1% | 14 | 2.3% |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | — | — | — | — | — | — |
| **Speech-Language Pathology** | | | | | | | | |
| Master's | 290 | 222 | 5,216 | 77.0% | 1,453 | 21.4% | 105 | 1.6% |
| Clinical Doctorate: Post Entry-Level | 8 | 6 | 40 | 60.6% | 22 | 33.3% | 4 | 6.1% |
| **Research Doctorate** | 83 | 54 | 81 | 60.9% | 18 | 13.5% | 34 | 25.6% |

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

## 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 | Number of Institutions Responding | Number of Research Doctoral Degrees Granted |
|---|---|---|---|
| **Audiology/Hearing Sciences** | | | |
| Balance | 83 | 22 | — |
| Hearing conservation | 83 | 22 | — |
| Hearing science | 83 | 22 | 17 |
| Pediatric audiology | 83 | 22 | 3 |
| Psychoacoustics | 83 | 22 | — |
| Rehabilitative audiology | 83 | 22 | 3 |
| Other Audiology/Hearing Science | 83 | 22 | 8 |
| Total | 83 | 22 | 31 |
| **Speech-Language Pathology/Speech and Language Sciences** | | | |
| AAC | 83 | 43 | 1 |
| Aural rehabilitation | 83 | 43 | 1 |
| Child Language | 83 | 43 | 22 |
| Fluency | 83 | 43 | 6 |
| Language science | 83 | 43 | 9 |
| Literacy | 83 | 43 | 5 |
| Neurogenic communication disorders | 83 | 43 | 16 |
| Phonology/articulation | 83 | 43 | 1 |
| Speech science | 83 | 43 | 9 |
| Swallowing | 83 | 43 | 5 |
| Voice | 83 | 43 | 7 |
| Other SLP/Speech Sciences | 83 | 43 | 10 |
| Total | 83 | 43 | 92 |

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

# First Employment Tables 26-28

## Table 26—First Employment for Clinical 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 Existing Programs | Number of Programs Responding | In State | Out Of State | Unknown Location | Total |
|---|---|---|---|---|---|---|
| **Audiology** | | | | | | |
| **Clinical Doctorate: Entry-Level** | | | | | | |
| Healthcare | 80 | 69 | 119 | 161 | 16 | 306 |
| Private practice | 80 | 69 | 68 | 89 | 3 | 166 |
| School (Pre-K-12) | 80 | 68 | 9 | 6 | 0 | 19 |
| College/university | 80 | 68 | 4 | 15 | 0 | 19 |
| Unknown | 80 | 68 | 11 | 10 | 95 | 134 |
| Other | 80 | 68 | 9 | 12 | 3 | 24 |
| Not employed | 80 | 69 | 11 | 17 | 5 | 37 |
| **Speech-Language Pathology** | | | | | | |
| **Master's** | | | | | | |
| Healthcare | 290 | 252 | 820 | 423 | 81 | 1,372 |
| Private practice | 290 | 250 | 585 | 325 | 54 | 997 |
| School (Pre-K-12) | 290 | 252 | 1,776 | 645 | 157 | 2,646 |
| College/university | 290 | 249 | 9 | 4 | 0 | 14 |
| Unknown | 290 | 258 | 205 | 29 | 1,693 | 2,172 |
| Other | 290 | 249 | 113 | 30 | 14 | 160 |
| Not employed | 290 | 249 | 166 | 45 | 116 | 335 |

## 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 | Number of Programs Responding | Number of Graduates | Percent of Graduates |
|---|---|---|---|---|
| **Research Doctorate** | | | | |
| Faculty/academic position in a CSD program | 83 | 50 | 44 | 33.3% |
| Faculty/academic position in another discipline | 83 | 50 | 0 | 0.0% |
| Clinical position in an academic setting | 83 | 50 | 5 | 3.8% |
| Clinical position in a non-academic setting | 83 | 50 | 15 | 11.4% |
| Administration position in an academic setting | 83 | 50 | 3 | 2.3% |
| Administration position in a non-academic setting | 83 | 50 | 2 | 1.5% |
| Research position in an academic setting | 83 | 50 | 9 | 6.8% |
| Research position in a non-academic setting | 83 | 51 | 8 | 6.1% |
| Postdoctoral position | 83 | 51 | 27 | 20.5% |
| Postponed employment | 83 | 50 | 5 | 3.8% |
| Unknown | 83 | 51 | 14 | 10.6% |

## 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 | 80 | 57 | 2 | 3.5% | 38 | 66.7% |
| Clinical Doctorate: Post-Entry Level | 4 | 1 | 0 | 0.0% | 0 | 0.0% |
| **Speech-Language Pathology** | | | | | | |
| Master's | 290 | 207 | 39 | 18.8% | 42 | 20.3% |
| Clinical Doctorate: Post-Entry Level | 8 | 7 | 0 | 0.0% | 3 | 42.9% |
| **Research Doctorate** | 83 | 63 | 4 | 6.3% | 3 | 4.8% |

## 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: Existing Programs | Number of: Programs Responding | Average Number of Graduate Practicum Hours Obtained at On-Campus Sites |
|---|---|---|---|
| **Audiology** | | | |
| Clinical Doctorate: Entry-Level | 80 | 59 | 302.7 |
| **Speech-Language Pathology** | | | |
| Master's | 290 | 233 | 117.2 |

## 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: Existing Programs | Number of: Programs Responding | Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites |
|---|---|---|---|
| **Audiology** | | | |
| Clinical Doctorate: Entry-Level | 80 | 61 | 1880.0 |
| **Speech-Language Pathology** | | | |
| Master's | 290 | 236 | 296.0 |

# 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: Existing Programs | Number of: Programs Responding | Average Time to Degree in Quarters: Mean | Median | Minimum | Maximum |
|---|---|---|---|---|---|---|
| **Audiology** | | | | | | |
| Clinical Doctorate: Entry-Level | 80 | 2 | 13.5 | 13.5 | 12.0 | 15.0 |
| Clinical Doctorate: Post Entry-Level | 4 | 0 | — | — | — | — |
| **Speech-Language Pathology** | | | | | | |
| Master's | 290 | 9 | 7.7 | 7.0 | 7.0 | 9.0 |
| Clinical Doctorate: Post Entry-Level | 8 | 3 | 8.0 | 7.0 | 7.0 | 10.0 |

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

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

| Area of Study and Degree Type | Number of: Existing Programs | Number of: Programs Responding | Average Time to Degree in Semesters: Mean | Median | Minimum | Maximum |
|---|---|---|---|---|---|---|
| **Audiology** | | | | | | |
| Clinical Doctorate: Entry-Level | 78 | 61 | 10.4 | 11.0 | 8.0 | 12.0 |
| Clinical Doctorate: Post Entry-Level | 4 | 1 | 11.0 | 11.0 | 11.0 | 11.0 |
| **Speech-Language Pathology** | | | | | | |
| Master's | 281 | 225 | 5.4 | 5.0 | 4.0 | 8.0 |
| Clinical Doctorate: Post Entry-Level | 8 | 4 | 7.5 | 7.5 | 3.0 | 12.0 |

## Table 33—Number of Graduates Who Completed the Research Doctoral Degree Requirements within the Following Time Frames

| | Number of | | Number of Years | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Area of Study | Existing Programs | Programs Responding | 1-3 | | 4-6 | | 7-10 | | More than 10 | |
| **Research Doctorate** | 83 | 53 | 10 | 7.2% | 111 | 80.4% | 17 | 12.3% | 0 | 0.0% |

## Table 34—Number of Research Doctoral Students Who "Officially Dropped Out" of the Degree Program When the Following Requirements Were Unfulfilled

| | Number of | | Number of Students Who Drop Out When the Following Requirements Were Unfulfilled | | |
|---|---|---|---|---|---|
| Area of Study | Existing Programs | Programs Indicating student dropouts | Academic Coursework, Comprehensive Exams, Dissertation | Comprehensive Exams, Dissertation | Dissertation Only |
| **Research Doctorate** | 83 | 16 | 15 | 4 | 3 |

## Administrative Location

### Table 35—Administrative Location of Programs within Academic Institutions

| Number of | | Administrative Location of CSD Degree Programs within the Institution | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Existing Institutions | Responding Institutions | 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 | |
| 331 | 298 | 161 | 53.3% | 62 | 20.5% | 9 | 3.0% | 9 | 3.0% | 36 | 11.9% | 9 | 3.0% | 12 | 4.0% |

## Post-Doctoral Appointments

### Table 36—Number of Post-Doctoral Appointments Available and Filled

| Number of | | | Total Number of | |
|---|---|---|---|---|
| Existing Institutions | Institutions Responding | Institutions that Offer Post-Doctoral Appointments | Post-Doctoral Appointments Available | Post-Doctoral Appointments Filled |
| 331 | 302 | 33 | 86 | 65 |

# 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** | 2,318 | 1,282 | 3,600 |
| **Part time** | 1,158 | 1,172 | 2,337 |
| **Total** | 3,476 | 2,454 | 5,930 |

Note: 302 of 331 (91.2%) 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** | 321 |
| **Speech Language Pathology** | 1,244 |
| **Hearing Science** | 119 |
| **Speech/Language Science** | 235 |
| **Other** | 371 |
| **Total** | 2,290 |

Note: 302 of 331 (91.2%) institutions provided data.

## Table 39—Total Number of Openings for Full Time Faculty with Research Doctorates

| Area of Study | Academic Year (2019-2020) |
|---|---|
| **Audiology** | 34 |
| **Speech Language Pathology** | 191 |
| **Hearing Sciences** | 8 |
| **Speech/Language Sciences** | 30 |
| **No Specific Area of Study** | 19 |
| **Total** | 282 |

Note: 298 of 331 (90.0%) institutions provided data.

## Table 40— Total Searches for Faculty with Research Doctorates Conducted and Filled

| Total Number of Searches Conducted | Total Number of Searches Filled | Percent of Searches Filled | Filled with Faculty Who Hold | |
|---|---|---|---|---|
| | | | Research Doctorate(s) in CSD | Research Doctorate(s) in Another Discipline |
| 234 | 139 | 59.4% | 123 | 10 |

Note: 300 of 327 (91.7%) institutions provided data.

## Table 41—Number of Searches for Faculty with Research Doctorates and Positions Filled by Area of Study

| | | Filled with Faculty Who Hold A | | | | Filled with Faculty Hired | | |
|---|---|---|---|---|---|---|---|---|
| Area of Study | Number of Searches Filled | Research Doctorate(s) in CSD | Research Doctorate(s) in Another Discipline | Clinical Doctorate(s) in CSD | Master's in CSD | Full-Time | Part-Time | Number of Searches Unfilled |
| **Audiology** | 21 | 16 | 1 | 3 | 1 | 21 | 0 | 8 |
| **Speech-Language Pathology** | 98 | 90 | 5 | 1 | 2 | 98 | 0 | 69 |
| **Hearing Science** | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 3 |
| **Speech/Language Sciences** | 10 | 10 | 0 | 0 | 0 | 10 | 0 | 5 |
| **No specific area of study** | 9 | 5 | 4 | 0 | 0 | 9 | 0 | 8 |
| **Total** | 140 | 123 | 10 | 4 | 3 | 140 | 0 | 93 |

Note: 302 of 331 (91.2%) institutions provided data.

## Grants and Contracts Tables 42-43

### Table 42—Total Number and Dollar Amount of Federally Funded Research and Personnel Preparation Grants and Contracts by State

| State | Number of Existing Institutions | Number of Institutions Responding | Number of Research Grants | Total $ Amount of Research Grants | Number of Personnel Preparation Grants | Total $ Amount of Personnel Preparation Grants |
|---|---|---|---|---|---|---|
| **Alabama** | 8 | 3 | 5 | $83,000 | 0 | $0 |
| **Arizona** | 5 | 4 | 16 | $3,126,829 | 0 | $0 |
| **Arkansas** | 7 | 2 | 0 | $0 | 0 | $0 |
| **California** | 20 | 10 | 28 | $13,695,085 | 10 | $8,300,000 |
| **Colorado** | 3 | 2 | 5 | $1,587,044 | 0 | $0 |
| **Connecticut** | 3 | 2 | 6 | $1,342,668 | 0 | $0 |
| **Delaware** | 1 | 1 | 10 | $1,696,885 | 0 | $0 |
| **District of Columbia** | 4 | 2 | 5 | $666,161 | 0 | $0 |
| **Florida** | 10 | 5 | 25 | $5,125,861 | 7 | $641,592 |
| **Georgia** | 5 | 1 | 2 | $3,000,000 | 0 | $0 |
| **Hawaii** | 1 | 0 | — | — | — | — |
| **Idaho** | 1 | 0 | — | — | — | — |
| **Illinois** | 15 | 3 | 44 | $8,099,736 | 0 | $0 |
| **Indiana** | 7 | 1 | 5 | $1,194,133 | 0 | $0 |
| **Iowa** | 3 | 1 | 6 | $448,555 | 0 | $0 |
| **Kansas** | 4 | 1 | 10 | $14,113,488 | 0 | $0 |
| **Kentucky** | 6 | 2 | 2 | $91,234 | 0 | $0 |
| **Louisiana** | 9 | 1 | 3 | $601,655 | 0 | $0 |
| **Maine** | 1 | 0 | — | — | — | — |
| **Maryland** | 3 | 1 | 1 | $20,000 | 0 | $0 |
| **Massachusetts** | 10 | 6 | 40 | $11,149,486 | 1 | $239,321 |
| **Michigan** | 9 | 2 | 2 | $403,049 | 0 | $0 |
| **Minnesota** | 5 | 0 | — | — | — | — |
| **Mississippi** | 5 | 2 | 2 | $460,563 | 1 | $246,232 |
| **Missouri** | 10 | 3 | 3 | $2,218,545 | 3 | $3,750,000 |
| **Montana** | 1 | 1 | 5 | $3,375,000 | 1 | $1,250,000 |
| **Nebraska** | 3 | 1 | 13 | $11,631,852 | 5 | $2,327,149 |
| **Nevada** | 2 | 1 | 1 | $28,985 | 0 | $0 |

## Table 42—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 | Number of Research Grants | | | |
| **New Hampshire** | 1 | 1 | 3 | $80,000 | 0 | $0 |
| **New Jersey** | 7 | 2 | 3 | $1,639,831 | 1 | $1,250,000 |
| **New Mexico** | 3 | 2 | 6 | $1,021,887 | 0 | $0 |
| **New York** | 35 | 7 | 25 | $14,308,841 | 1 | $121,787 |
| **North Carolina** | 8 | 6 | 11 | $1,384,602 | 6 | $2,335,957 |
| **North Dakota** | 3 | 1 | 0 | $0 | 0 | $0 |
| **Ohio** | 15 | 4 | 13 | $5,040,982 | 0 | $0 |
| **Oklahoma** | 6 | 0 | — | — | — | — |
| **Oregon** | 4 | 3 | 7 | $453,038 | 2 | $0 |
| **Pennsylvania** | 20 | 5 | 43 | $6,992,152 | 1 | $381,684 |
| **Puerto Rico** | 4 | 1 | 0 | $0 | 0 | $0 |
| **Rhode Island** | 2 | 0 | — | — | — | — |
| **South Carolina** | 6 | 3 | 29 | $6,611,911 | 0 | $0 |
| **South Dakota** | 2 | 1 | 2 | $235,000 | 0 | $0 |
| **Tennessee** | 6 | 5 | 19 | $7,906,074 | 8 | $2,480,921 |
| **Texas** | 20 | 9 | 22 | $7,495,808 | 3 | $645,701 |
| **Utah** | 4 | 3 | 10 | $10,894,982 | 4 | $663,356 |
| **Vermont** | 1 | 1 | 0 | $0 | 0 | $0 |
| **Virginia** | 6 | 4 | 2 | $485,916 | 3 | $134,813 |
| **Washington** | 4 | 3 | 15 | $7,668,531 | 0 | $0 |
| **West Virginia** | 3 | 0 | — | — | — | — |
| **Wisconsin** | 9 | 3 | 16 | $9,582,856 | 4 | $507,054 |
| **Wyoming** | 1 | 1 | 2 | $139,909 | 0 | $0 |
| **Total** | 331 | 123 | 467 | $166,102,134 | 61 | $25,275,567 |

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

## Table 43—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 | Number of Research Grants | | | |
| **Alabama** | 8 | 1 | 1 | $160,000 | 0 | $0 |
| **Arizona** | 5 | 3 | 0 | $0 | 1 | $249,840 |
| **Arkansas** | 7 | 1 | 1 | $2,500 | 0 | $0 |
| **California** | 20 | 3 | 2 | $700,000 | 1 | $333,333 |
| **Colorado** | 3 | 2 | 4 | $21,000 | 0 | $0 |
| **Connecticut** | 3 | 1 | 0 | $0 | 0 | $0 |
| **Delaware** | 1 | 0 | — | — | — | — |
| **District of Columbia** | 4 | 0 | — | — | — | — |
| **Florida** | 10 | 1 | 2 | $685,545 | 0 | $0 |
| **Georgia** | 5 | 0 | — | — | — | — |
| **Hawaii** | 1 | 1 | 0 | $0 | 0 | $0 |
| **Idaho** | 1 | 0 | — | — | — | — |
| **Illinois** | 15 | 0 | — | — | — | — |
| **Indiana** | 7 | 0 | — | — | — | — |
| **Iowa** | 3 | 1 | 0 | $0 | 0 | $0 |
| **Kansas** | 4 | 0 | — | — | — | — |
| **Kentucky** | 6 | 2 | 1 | $5,000 | 0 | $0 |
| **Louisiana** | 9 | 1 | 9 | $630,969 | 0 | $0 |
| **Maine** | 1 | 0 | — | — | — | — |
| **Maryland** | 3 | 1 | 0 | $0 | 0 | $0 |
| **Massachusetts** | 10 | 0 | — | — | — | — |
| **Michigan** | 9 | 1 | 0 | $0 | 0 | $0 |
| **Minnesota** | 5 | 1 | 0 | $0 | 1 | $2,025 |
| **Mississippi** | 5 | 1 | 0 | $0 | 0 | $0 |
| **Missouri** | 10 | 0 | — | — | — | — |
| **Montana** | 1 | 1 | 0 | $0 | 0 | $0 |

## Table 43—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 | Number of Research Grants | | | |
| **Nebraska** | 3 | 2 | 2 | $24,900 | 5 | $423,862 |
| **Nevada** | 2 | 1 | 0 | $0 | 0 | $0 |
| **New Hampshire** | 1 | 1 | 0 | $0 | 0 | $0 |
| **New Jersey** | 7 | 2 | 0 | $0 | 0 | $0 |
| **New Mexico** | 3 | 3 | 1 | $25,000 | 0 | $0 |
| **New York** | 35 | 4 | 0 | $0 | 1 | $15,000 |
| **North Carolina** | 8 | 4 | 6 | $482,261 | 0 | $0 |
| **North Dakota** | 3 | 1 | 0 | $0 | 0 | $0 |
| **Ohio** | 15 | 2 | 3 | $48,758 | 0 | $0 |
| **Oklahoma** | 6 | 1 | 0 | $0 | 0 | $0 |
| **Oregon** | 4 | 0 | — | — | — | — |
| **Pennsylvania** | 20 | 1 | 0 | $0 | 0 | $0 |
| **Puerto Rico** | 4 | 1 | 0 | $0 | 0 | $0 |
| **Rhode Island** | 2 | 1 | 1 | $200,000 | 0 | $0 |
| **South Carolina** | 6 | 1 | 0 | $0 | 1 | $198,186 |
| **South Dakota** | 2 | 0 | — | — | — | — |
| **Tennessee** | 6 | 5 | 1 | $756,333 | 3 | $1,030,167 |
| **Texas** | 20 | 5 | 3 | $566,232 | 2 | $150,603 |
| **Utah** | 4 | 2 | 0 | $0 | 0 | $0 |
| **Vermont** | 1 | 1 | 0 | $0 | 0 | $0 |
| **Virginia** | 6 | 2 | 0 | $0 | 2 | $7,400 |
| **Washington** | 4 | 1 | 1 | $50,000 | 0 | $0 |
| **West Virginia** | 3 | 2 | 2 | $232,853 | 0 | $0 |
| **Wisconsin** | 9 | 1 | 1 | $6,245 | 0 | $0 |
| **Wyoming** | 1 | 0 | — | — | — | — |
| **Total** | 331 | 66 | 41 | $4,597,596 | 17 | $2,410,416 |

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