CSD Education Survey

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

2023–2024 Academic Year

Introduction

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

Data and Methods

The data contained in the national aggregate data tables were collected between August 1, 2024, and November 7, 2024, via the *CSD Education Survey,* which was electronically distributed to 365 higher education institutions with undergraduate and graduate CSD degree programs. Data were collected for academic year (AY) Fall 2023 through Summer 2024 for the 50 U.S. states, the District of Columbia, and Puerto Rico. Data in the tables are based on the actual numbers provided by academic institutions that completed and submitted the survey; no statistical extrapolation was conducted.

The academic program directors or chairs were asked to indicate the CSD degree programs available at their respective institutions. The survey system then assigned sections and questions to the institution's survey on the basis of the degree programs offered and the answers provided to key questions. Program directors and chairs were given the option to authorize access to faculty or staff to assist in completing the survey.

The survey contained 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 365 academic institutions received the *2024 CSD Education Survey,* and 327 of those institutions completed and submitted data—representing a 90% response rate. Academic programs were contacted via email during the open period to encourage participation.

Among the institutions that completed the *2024 CSD Education Survey,* data were provided by the following:

- Undergraduate programs with a major in the field of CSD—89% (251 of 282)
- Clinical entry-level master's programs in speech-language pathology—92% (293 of 319)
- Clinical entry-level doctoral programs in audiology—96% (77 of 80)
- Post–entry-level clinical doctoral programs in speech-language pathology—100% (8 of 8)
- Research doctoral programs in audiology, speech-language pathology, and/or speech, language, and hearing sciences—98% (79 of 81)

Content of National Aggregate Data Report

Degree Program

Data were collected for undergraduate, master's, entry-level clinical doctoral (i.e., AuD), post–entry-level clinical doctoral (i.e., 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 types of degree programs offered at each institution. Research doctoral 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 and Ethnicity, International Status, and Language Use

Respondents were asked to supply data on students' (a) gender, (b) race and ethnicity, (c) international status, and (d) language use. The number of programs responding may be fewer than in other tables, as some institutions indicated that they are prohibited from collecting or releasing such data.

Data tables allowed programs to indicate grand totals when a breakdown by these four categories was not available. Data tables also allowed programs to indicate a total for *unknown* as part of the breakdown by student gender, student race and ethnicity, student international status, and student language use.

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. *Bilingual/multilingual* was defined as having an intermediate level of proficiency or higher in at least one language other than English, with *intermediate level* defined as having the ability to communicate in a conversation effectively and independently.

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 based on 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 or disorder, 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 the number of degrees granted. Data collected for research doctoral degrees that were granted differed from data collected for undergraduate degrees, entry-level degrees, and post–entry-level clinical doctorates, as the former also asked the respondent to indicate number of degrees granted by primary area of specialty. Data collected on time-to-degree was only collected for research doctoral programs.

Employment

Respondents with research doctoral programs were asked to include information about first employment post-graduation for research doctoral graduates. Employment totals may not equal data totals on number of degrees granted.

Clinical Practicum

Respondents with entry-level degree programs were asked to provide the average number of clinical hours that graduates obtained (a) at "on-campus" sites and (b) at "off-campus" sites.

Time-to-Degree

Academic programs with research doctoral programs were asked to provide average time-to-degree. 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

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.

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 have dependent questions. If a dependent question was determined not to be relevant to an academic program based on its response to a key question earlier in the survey, then the dependent question would not be displayed to the program. In addition, some displayed questions allowed the respondent to indicate "no data available"; 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. In addition, some demographic questions allowed the respondent to indicate "unknown"; therefore, sum totals for demographic categories may vary and may not reflect all individuals within a given population. Responses of "unknown" for student gender demographics, student race and ethnicity demographics, and student language use demographics are not included in the calculations of percentages for those tables. The program's director 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. Program directors were alerted to possible data errors via email and were given the opportunity to correct those 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 4.3.1 and RStudio Version 2023.09.0.

Acknowledgments

This report is published jointly by CAPCSD and ASHA as a service to the CSD academic community. This comprehensive data report also seeks to inform students, agencies (local, state, and federal), 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.

Suggested Citation

Council of Academic Programs in Communication Sciences and Disorders & American Speech-Language-Hearing Association. (2025). *Communication sciences and disorders (CSD) education survey national aggregate data report: 2023–2024 academic year.* Retrieved from www.capcsd.org and www.asha.org

Data-At-A-Glance Summary for Academic Year 2023-2024

Institution Summary

- 365 institutions offer undergraduate and/or graduate degrees in CSD education
- 282 offer an undergraduate degree in CSD
- 319 offer a master's degree in speech-language pathology
- 80 offer an entry-level clinical doctoral degree in audiology
- 8 offer a post–entry-level clinical doctoral degree in speech-language pathology
- 81 offer research doctoral degrees in audiology, speech-language pathology and/or speech, language, and hearing sciences
- 58.1% 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)

- 4,176 applications to entry-level clinical doctoral degree programs in audiology
- 52,179 applications to master's degree programs in speech-language pathology
- 273 applications to post–entry-level clinical doctoral degree programs in speech-language pathology
- 862 applications to research doctoral degree programs in audiology, speech-language pathology and/or speech and hearing sciences

Total Enrollment

- 33,019 undergraduate students in a CSD major
- 3,023 entry-level clinical doctoral students in audiology
- 21,675 master's students in speech-language pathology
- 442 post–entry-level clinical doctoral students in speech-language pathology
- 907 research doctoral students in audiology, speech-language pathology and/or speech and hearing sciences

Degrees Granted

- 9,538 undergraduate degrees in CSD
- 730 entry-level clinical doctoral degrees in audiology
- 9,844 master's degrees in speech-language pathology
- 123 post–entry-level clinical doctoral degrees in speech-language pathology
- 141 research doctoral degrees in audiology, speech-language pathology and/or speech and hearing sciences

Data was based on an overall response rate of 90% (327 of 365 institutions responding). No extrapolation was conducted.

Data At-A-Glance for Speech-Language Pathology Master's Programs for Academic Year 2023-2024

Institution Summary

- 319 institutions offer a master's degree in speech-language pathology
- 38.0 is the mean student capacity for new admissions
- 32 is the median student capacity for new admissions
- 113.0 average number of graduate practicum hours obtained at on-campus sites
- 337.0 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)

- 52,179 applications received
- 23,655 offered admission
- 45.3% offered admission
- 3.08-3.98 GPA mean range of students offered admission
- 18.6% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

Enrollment

- 9,899 first-year students enrolled
- 3.6% of first-year students were male
- 29.0% of first-year students were of a racial/ethnic minority
- 1.6% of first-year students were international students
- 21,675 total enrollment
- 34.4% of programs reported insufficient clinical placements as having a moderate or major impact on enrollment (16.7% and 17.7% respectively)
- 39.1% of programs reported insufficient student funding as having a moderate or major impact on enrollment (25.0% and 14.1% respectively)

Degrees Granted

- 9,844 master's degrees in speech-language pathology were granted

Data based on an overall response rate of 92% (293 of 319) 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 2023-2024

Institution Summary

- 80 institutions offer an entry-level clinical doctoral degree in audiology
- 13.0 is the mean student capacity for new admissions
- 12 is the median student capacity for new admissions
- 305.6 average number of graduate practicum hours obtained at on-campus sites
- 1,947.4 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)

- 4,176 applications received
- 2,150 offered admission
- 51.5% offered admission
- 3.17-3.97 GPA mean range of students offered admission
- 27.1% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

Enrollment

- 863 first-year students enrolled
- 8.1% of first-year students were male
- 22.3% of first-year students were of a racial/ethnic minority
- 2.8% of first-year students were international
- 3,023 total enrollment
- 29.4% of programs reported insufficient clinical placements as having a moderate or major impact on enrollment (14.7% and 14.7% respectively)
- 38.6% of programs reported insufficient student funding as having a moderate or major impact on enrollment (21.3% and 17.3% respectively)

Degrees Granted

- 730 entry-level clinical doctoral degrees in audiology were granted

Data based on an overall response rate of 96% (77 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 2023-2024

Institution Summary

- 81 institutions offer a research doctoral degree (e.g., PhD) in audiology, speech-language pathology, or speech and hearing sciences
- 4.9 is the mean student capacity for new admissions
- 5 is the median 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)

- 862 applications received
- 303 offers of admission
- 35.2% offered admission
- 91.4% offers of admission with funding
- Assistantships and fellowships were the majority of the funding offered

Enrollment

- 198 first-year students enrolled
- 18.0% of first-year students were male
- 17.6% of first-year students were of a racial/ethnic minority
- 35.9% of first-year students were international students
- 907 total enrollment
- Insufficient student funding, competing demands on faculty time, and insufficient number of qualified candidates applying were the most frequently reported major and moderate factors impacting enrollment

Degrees Granted and First Employment

- 141 research doctoral degrees were granted
- Postdoctoral position is the primary first employment setting among recent research doctoral graduates

Data based on an overall response rate of 98% (79 of 81) of the research doctoral programs completing the CSD Education Survey. No extrapolation was conducted.

Data Tables, 2023-2024 Academic Year

Participating Institutions

The following institutions completed the 2024 CSD Education Survey. They represent 327 of the 365 institutions invited to participate.

Alabama (8)
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 (6)
A.T. Still University - Arizona School of Health Sciences (Audiology)
A.T. Still University - Arizona School of Health Sciences (SLP)
Arizona State University
Midwestern University, Arizona
Northern Arizona University
University of Arizona

Arkansas (6)
Arkansas State University
Harding University
Ouachita Baptist University
University of Arkansas for Medical Sciences
University of Arkansas, Fayetteville
University of Central Arkansas

California (20)
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, Monterey Bay
California State University, Sacramento
California State University, San Marcos
Chapman University
Loma Linda University
San Diego State University
San Diego State University & University of California-San Diego – AuD Joint Doctoral Program
San Francisco State University

California (continued)
San Jose State University - SLP Program
University of Redlands
University of Southern California
University of the Pacific - SLP Program

Colorado (3)
Metropolitan State University of Denver
University of Colorado, Boulder
University of Northern Colorado

Connecticut (4)
Sacred Heart University
Southern Connecticut State University
University of Connecticut
University of New Haven

Delaware (1)
University of Delaware

District of Columbia (4)
Gallaudet University
George Washington University
Howard University
University of the District of Columbia

Florida (11)
Albizu University Miami Campus
Florida Atlantic University
Florida International University
Florida State University
Jacksonville University
Nova Southeastern University - Audiology Program
Nova Southeastern University - SLP Program
Southeastern University
University of Central Florida
University of Florida, Gainesville
University of South Florida

Georgia (6)
Georgia Southern University
Georgia State University
Piedmont University
University of Georgia
University of West Georgia
Valdosta State University

Hawaii (1)
University of Hawaii at Mānoa

Idaho (1)
Idaho State University

Illinois (15)
Augustana College (IL)
DePaul University
Eastern Illinois University
Elmhurst University
Illinois State University
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 (8)
Ball State University
Butler University
Indiana State University
Indiana University South Bend
Indiana University, Bloomington
Purdue University
Purdue University Fort Wayne
Saint Mary's College

Iowa (3)
St. Ambrose University
University of Iowa
University of Northern Iowa

Kansas (4)
Fort Hays State University
Kansas State University
University of Kansas
Wichita State University

Kentucky (5)
Eastern Kentucky University
Murray State University
University of Kentucky
University of Louisville
Western Kentucky University

Louisiana (6)
Louisiana State University - Health Science
  Center, New Orleans
Louisiana Technical University
Southeastern Louisiana University
University of Louisiana, Lafayette
University of Louisiana, Monroe
Xavier University of Louisiana

Maine (1)
University of Maine, Orono

Maryland (4)
Loyola University Maryland
Towson University
University of Maryland, College Park
Women's Institute of Torah Seminary & College

Massachusetts (12)
Boston University
Elms College
Emerson College
Gordon College
Harvard Medical School
MGH Institute of Health Professions
MGH Institute of Health Professions – Audiology
  Program
Northeastern University
Regis College
Springfield College
University of Massachusetts, Amherst
Worcester State University

Michigan (8)
Calvin University
Central Michigan University
Eastern Michigan University
Grand Valley State University
Michigan State University
Northern Michigan University
Wayne State University
Western Michigan University

Minnesota (5)
Minnesota State University, Mankato
Minnesota State University, Moorhead
St. Cloud State University
University of Minnesota Duluth
University of Minnesota, Minneapolis

Mississippi (4)
Jackson State University
Mississippi University for Women
University of Mississippi
University of Southern Mississippi

Missouri (8)
Fontbonne University
Maryville University
Missouri State University
Saint Louis University
Southeast Missouri State University
Truman State University
University of Missouri
Washington University

Montana (1)
University of Montana

Nebraska (3)
University of Nebraska, Kearney
University of Nebraska, Lincoln
University of Nebraska, Omaha

Nevada (2)
Nevada State University
University of Nevada, Reno

New Hampshire (1)
University of New Hampshire

New Jersey (7)
College of New Jersey
Kean University of New Jersey
Monmouth University
Montclair State University
Rutgers, The State University of New Jersey
Seton Hall University
Stockton University

New Mexico (3)
Eastern New Mexico University
New Mexico State University
University of New Mexico

New York (29)
Adelphi University
Binghamton University - SUNY
CUNY, Brooklyn Coll / Hunter Coll – Grad
  Center
CUNY, Brooklyn College

New York *(continued)*
CUNY, Hunter College
CUNY, Queens College
CUNY, The Graduate Center (PhD Program)
D'Youville University
Hofstra University
Ithaca College
LIU Brooklyn
LIU Post
Long Island AuD Consortium –
  Adelphi/Hofstra/St. John's Universities
Mercy University
Molloy University
Nazareth College
New York Medical College
New York University
Pace University
St. John's University
Stony Brook University
SUNY at Buffalo
SUNY at Cortland
SUNY at New Paltz
SUNY Buffalo State University
Syracuse University
Teachers College, Columbia University
Touro University
Yeshiva University Katz School of SLP

North Carolina (7)
Appalachian State University
East Carolina University
Montreat College
North Carolina Central University
University of North Carolina, Chapel Hill
University of North Carolina, Greensboro
Western Carolina University

North Dakota (3)
Minot State University
University of Mary
University of North Dakota

Ohio (15)
Baldwin Wallace University
Bluffton University
Bowling Green State University
Case Western Reserve University
College of Wooster
Kent State University
Miami University
Mount St. Joseph University

Ohio *(continued)*
Mount Vernon Nazarene University
Northeast Ohio AuD Consortium (NOAC)- Kent
   State/Univ of Akron
Ohio State University
Ohio University
University of Akron
University of Cincinnati
University of Toledo

Oklahoma (4)
Oklahoma State University
University of Central Oklahoma
University of Oklahoma - Health Sciences
   Center
University of Science & Arts of Oklahoma

Oregon (4)
Pacific University - Audiology
Pacific University - SLP
Portland State University
University of Oregon

Pennsylvania (24)
Carlow University
Commonwealth University of Pennsylvania
DeSales University
Duquesne University
East Stroudsburg University
Geneva College
Gwynedd Mercy University
Indiana University of Pennsylvania
La Salle University
Marywood University
Misericordia University
Moravian University
Penn State University Harrisburg
Pennsylvania State University
Pennsylvania Western University
Salus University - Audiology Program
Salus University - SLP Program
Temple University
Thiel College
Thomas Jefferson University
University of Pittsburgh
University of Scranton
West Chester University
Widener University

Puerto Rico (4)
Carlos Albizu University

Puerto Rico *(continued)*
Pontifical Catholic University of Puerto Rico
Universidad Ana G. Mendez – Recinto de
   Gurabo
University of Puerto Rico, San Juan

Rhode Island (1)
University of Rhode Island

South Carolina (4)
Bob Jones University
Francis Marion University
Medical University of South Carolina
University of South Carolina

South Dakota (2)
Augustana University
University of South Dakota

Tennessee (6)
Austin Peay State University
East Tennessee State University
Freed-Hardeman University
Tennessee State University
University of Memphis
Vanderbilt University

Texas (23)
Abilene Christian University
Baylor University
East Texas Baptist University
Hardin-Simmons University
Lamar University
Schreiner University
Stephen F. Austin State University
Tarleton 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 at Tyler
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 Health San Antonio
University of Texas, Austin
University of Texas, El Paso
West Texas A & M University

Utah (4)
Brigham Young University
Rocky Mountain University of Health
  Professions
University of Utah
Utah State University

Vermont (1)
University of Vermont

Virginia (7)
Hampton University
James Madison University
Longwood University
Old Dominion University
Radford University
Shenandoah University
University of Virginia

Washington (4)
Eastern Washington University
University of Washington
Washington State University
Western Washington University

West Virginia (3)
Marshall University
West Liberty University
West Virginia University

Wisconsin (10)
AuD Consortium, University of Wisconsin-
  Madison & University of Wisconsin-Stevens
  Point
Concordia University Wisconsin
Marquette University
University of Wisconsin, Eau Claire
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, River Falls
University of Wisconsin, Stevens Point
University of Wisconsin, Whitewater
Viterbo University

Wyoming (1)
University of Wyoming

Highlights

Prerequisites

- More than half (55.8%) of audiology clinical doctoral entry-level programs had prerequisite requirements for non-CSD undergraduates, as did 88.0% of speech-language pathology master's programs (see Table 1).
- More than half (51.9%) of audiology clinical doctoral entry-level programs and more than two-thirds (68.7%) of speech-language pathology master's programs offered prerequisite courses to students whether or not they were admitted to their program (see Table 2).

Applications

- A total of 4,176 **applications** were received by the 77 audiology clinical doctoral entry-level programs that responded to the survey, of which 2,150 were approved for admission, averaging 54 applications and 28 approvals per program (see Tables 3 and 9). By comparison, in the 2022–2023 academic year, 4,579 applications were received by the 77 programs that responded to the survey, of which 2,194 were approved for admission, averaging 59 applications and 28 approvals per program. Note that the total number of applications does not represent the number of unique applicants. Prospective students may have applied to more than one program and received multiple admission 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 52,179 **applications** were received by the 293 speech-language pathology master's programs that responded to the survey, of which 23,655 were approved for admission, averaging 178 applications and 81 approvals per program (see Tables 3 and 9). By comparison, in the 2022–2023 academic year, 54,960 applications were received by the 286 programs that responded to the survey, of which 23,121 were approved for admission, averaging 192 applications and 81 approvals per program. Note that 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 862 research doctoral **applications** were received by the 79 institutions that offered research doctoral programs across all areas of study and responded to the survey, of which 303 were approved for admission (see Tables 3 and 9). By comparison, in the 2022–2023 academic year, 696 applications were received by the 77 institutions that had research doctoral programs across all areas of study and responded to the survey, of which 261 were approved for admission.
- Research doctoral programs reported that 54.5% of **applications** came from international applicants, compared to 50.1% in the 2022–2023 academic year. (see Table 4).

Admissions

- More than half of applicants **approved for admission** to research doctoral programs were non-international, making up 57.7%. (see Table 10).
- More than one-quarter (27.1%) of audiology clinical doctoral entry-level students and 18.6% of speech-language pathology master's students were **offered admission with funding.** A much larger percentage (91.4%) of research doctoral students were offered admission with funding (see Table 11).

- Of those offered admission with funding, the most prevalent **types of funding** offered to audiology clinical doctoral entry-level students were scholarships (49.7%) and assistantships (40.1%). More than half (54.3%) of speech-language pathology master's students who were offered admission with funding were offered scholarships, and 33.2% were offered assistantships. More than half (59.2%) of research doctoral students who were offered admission with funding were offered assistantships, and 14.4% were offered scholarships (see Table 12).
- 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 programs, the median GPA range was 3.07–4.00 (see Table 13).

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 programs, and 5 students for research doctoral programs (see Table 6).
- Audiology clinical doctoral entry-level programs were filled to 86.5% of their first-year enrollment capacity, speech-language pathology master's programs were filled to 88.8%, and research doctoral programs were filled to 51.0% (see Table 7). By comparison, in the 2022–2023 academic year, audiology clinical doctoral entry-level programs were filled to 82.0% of their first-year enrollment capacity, speech-language pathology master's programs were filled to 89.6%, and research doctoral programs were filled to 43.5%.

Graduate First-Year Enrollments

- Academic programs that responded to the survey reported a total of 863 first-year enrollments in audiology clinical doctoral entry-level programs, 9,899 in speech-language pathology master's programs, and 198 in research doctoral programs (see Table 14). By comparison, in the 2022–2023 academic year, academic programs that responded to the survey reported a total of 809 first-year enrollments in audiology clinical doctoral entry-level programs, 10,077 in speech-language pathology master's programs, and 160 in research doctoral programs.
- Across all areas of study and degree types, most first-year students were reported as female—91.5% in audiology clinical doctoral entry-level programs, 96.1% in speech-language pathology master's programs, and 82.0% in research doctoral programs (see Table15).
- The majority of first-year entry-level students were reported as white (non-international)—75.0% in audiology clinical doctoral entry-level programs and 69.4% in speech-language pathology master's programs. Data on race and ethnicity were not gathered for international students, who make up a small percentage of the students in audiology clinical doctoral entry-level programs (2.8%) and speech-language pathology master's programs (1.6%). International students make up a much larger percentage of students in research doctoral programs (35.9%). Considering all research doctoral first-year students, 46.5% were reported as white (non-international). Considering only non-international research doctoral first-year students, 72% were reported as white (non-international) (see Table 16).

Total Enrollment

- A total of 33,019 undergraduate students were enrolled for the 2023–2024 academic year based on 89.0% of programs responding (see Table 17). Of the enrolled students, 4.1% were reported as male and 0.1% were reported as non-binary (see Table 18). About one-third (33.5%) were reported as a racial/ethnic minority (non-international) and 0.9% were international students (see Table 19). Note that 73.0% of programs reported data for gender and 67.4% reported data for race and ethnicity. By comparison, in the 2022–2023 academic year, a total of 33,997 undergraduate students were enrolled based on 89.2% of programs responding. Of the enrolled students, 4.1% were reported as male and 0.1% were reported as

non-binary. Nearly one-third (30.8%) were reported as a racial/ethnic minority (non-international) and 0.9% were international students.

- In graduate programs, 3,023 students were enrolled in audiology clinical doctoral entry-level programs, 21,675 students were enrolled in speech-language pathology master's programs, and 907 students were enrolled in research doctoral programs for the 2023–2024 academic year (see Table 17).

- Of the programs reporting data for gender, individuals who were reported as male comprised 8.3% of audiology clinical doctoral entry-level students, 3.6% of speech-language pathology master's students, and 20.4% of research doctoral students. Individuals who were reported as non-binary comprised 0.5% of audiology clinical doctoral entry-level students, 0.2% of speech-language pathology master's students, and 0.7% of research doctoral students (see Table 18).

- Of the programs reporting data for race and ethnicity, most entry-level students were reported as white (non-international)—75.0% in audiology clinical doctoral entry-level programs and 69.8% in speech-language pathology master's programs. Students who were reported as a racial/ethnic minority (non-international) comprised 22.3% of audiology clinical doctoral entry-level students and 28.7% of speech-language pathology master's students. Data on race and ethnicity were not gathered for international students, who make up a small percentage of the students in audiology clinical doctoral entry-level programs (2.6%) and speech-language pathology master's programs (1.4%). International students make up a much larger percentage of students in research doctoral programs (25.3%). Considering all research doctoral students, 53.4% were reported as white (non-international). Considering only non-international research doctoral students, 72% were reported as white (non-international) (see Table 19).

- Of the programs reporting disability data, the median number of enrolled students with a documented disability or disorder was 3 in audiology clinical doctoral entry-level programs, 3 in speech-language pathology master's programs, and 1 in research doctoral programs (see Table 21).

- Among first-year research doctoral students, 23.8% enrolled immediately following receipt of their master's degree, 27.9% enrolled after practicing for five or fewer years in the profession(s)/discipline, and 17.7% enrolled after practicing for six or more years in the profession(s)/discipline. Another 3.4% enrolled in a research doctoral program while simultaneously enrolled in a clinical doctoral degree program (e.g., AuD/PhD) (see Table 22).

- Insufficient student funding topped the list of factors having the greatest impact on enrollment in audiology clinical doctoral entry-level programs. More than one-third (38.6%) of programs reported insufficient student funding as a moderate (21.3%) or major (17.3%) factor impacting enrollment. In addition, about one-third (34.7%) of programs reported an insufficient number of qualified candidates applying as a moderate (16.0%) or major (18.7%) factor impacting enrollment (see Table 23).

- Insufficient student funding also topped the list of factors having the greatest impact on enrollment in speech-language pathology master's programs. More than one-third (39.1%) of programs reported insufficient student funding as a moderate (25.0%) or major (14.1%) factor impacting enrollment. In addition, about one-third (34.4%) of programs reported insufficient clinical placements as a moderate (16.7%) or major (17.7%) factor impacting enrollment (see Table 23).

- Across all research doctoral programs, factors having the greatest impact on enrollment were insufficient student funding (35.6% major and 11.1% moderate factor), an insufficient number of qualified candidates applying (22.2% major and 15.6% moderate factor), and competing demands on faculty time (13.0% major and 21.7% moderate factor) (see Table 23).

Graduation

- A total of 9,538 undergraduate CSD degrees were granted in the 2023–2024 academic year based on 89.0% of programs responding (see Table 24). By comparison, in the 2022–2023 academic year, 10,352 undergraduate CSD degrees were granted based on 89.2% of programs responding.

- A total of 730 clinical entry-level doctoral degrees in audiology were granted in the 2023–2024 academic year based on 77 programs responding, and 9,844 master's degrees in speech-language pathology were granted based on 293 programs responding (see Table 24). By comparison, in the 2022–2023 academic

year, a total of 790 clinical entry-level doctoral degrees in audiology were granted based on 77 programs responding, and 10,027 master's degrees in speech-language pathology were granted based on 286 programs responding.

- A total of 141 research doctoral degrees were granted in the 2023–2024 academic year based on 79 programs responding (see Table 24)—up from 116 research doctoral degrees in the 2022–2023 academic year.

- Most (96.1%) individuals who earned an undergraduate degree were reported as female. Individuals who were reported as male represented 8.3% of audiology clinical doctoral entry-level degree graduates, 3.3% of speech-language pathology master's degree graduates, and 19.4% of research doctoral degree graduates. Those who were reported as non-binary represented 0.5% of audiology clinical doctoral entry-level degree graduates, 0.2% of speech-language pathology master's degree graduates, and 0.7% of research doctoral degree graduates (see Table 25).

- Most (68.4%) individuals who earned an undergraduate degree were reported as white (non-international); 30.7% were reported as a racial/ethnic minority (non-international); and 0.9% held an international status (see Table 26).

- Individuals who were reported as white (non-international) represented the majority of graduates from audiology clinical doctoral entry-level degree programs (75.6%) and speech-language pathology master's degree programs (72.7%). Data on race and ethnicity were not gathered for international graduates, who make up a small percentage of the graduates in audiology clinical doctoral entry-level programs (2.6%) and speech-language pathology master's programs (1.4%). International graduates make up a much larger percentage of graduates in research doctoral programs (21.7%). Considering all research doctoral graduates, 58.1% were reported as white (non-international). Considering only non-international research doctoral graduates, 74% were reported as white (non-international) (see Table 26).

- Hearing science (n=14), other audiology/hearing science (n=10), and pediatric audiology (n=3) were the top primary areas of specialty for audiology/hearing sciences research doctoral degree graduates. Child language (n=17), neurogenic communication disorders (n=15), swallowing (n=9), and speech science (n=8) were the top primary areas of specialty for speech-language pathology/speech and language sciences research doctoral degree graduates (see Table 29).

Thesis and Capstone Project Requirements

- About two-thirds (67.5%) of audiology clinical doctoral entry-level programs required a capstone project for conferral of the degree (see Table 27).

- More than one-quarter (30.6%) of speech-language pathology master's programs required a capstone project for conferral of the degree; 16.2% required a thesis (see Table 27).

First Employment

- The first employment position for most research doctoral degree graduates was a postdoctoral position (35.6%) or a faculty/academic position in a CSD program (29.5%) (see Table 30).

Clinical Practicum Hours

- Graduates of audiology clinical doctoral entry-level programs obtained an average of 305.6 practicum hours at on-campus sites and 1,947.4 hours at off-campus sites. Graduates of speech-language pathology master's programs obtained an average of 113.0 practicum hours at on-campus sites and 337.0 hours at off-campus sites (see Tables 31 and 32).

Time to Degree

- Most (84.0%) research doctoral graduates completed their degree requirements within 4 to 6 years; 7.6% completed them within 7 to 10 years (see Table 33).
- Research doctoral programs reported a total of 17 students who "officially dropped out" of their degree program. Almost half of research doctoral students who "officially dropped out" of their degree program did so when academic coursework, comprehensive exams, and dissertation requirements were unfulfilled (see Table 34).

Administrative Location

- More than half (58.1%) of all CSD degree programs were administratively located in schools or colleges of Allied Health, Health Sciences, Health Professions, or Public Health within academic institutions (see Table 35).

Postdoctoral Appointments

- For the 2023–2024 academic year, 34 of the 295 institutions responding indicated offering postdoctoral appointments. A total of 115 postdoctoral appointments were available and of these, 89 (77%) were filled (see Table 36).

Total Number of Faculty

- A total of 5,888 academic and clinical faculty were employed during the 2023-2024 academic year based on 89.0% of institutions responding. Of these, 2,376 were full-time academic faculty, 1,114 were part-time academic faculty, 1,407 were full-time clinical faculty, and 997 were part-time clinical faculty (see Table 37).
- Of the 2,157 full-time faculty with research doctoral degrees, more than half (53.3%, n=1,150) held a research doctorate in speech-language pathology. The remainder held a research doctorate in audiology (12.9%, n=279), speech/language science (12.3%, n=265), hearing science (5.7%, n=122), or in another area of study (15.8%, n=341) (see Table 38).

Faculty Openings

- During the 2023–2024 academic year, there was a total of 277 openings for full-time faculty with research doctorates (42 in audiology, 198 in speech-language pathology, 7 in hearing sciences, 13 in speech/language sciences, and 17 in no specific area of study) (see Table 39).
- A total of 266 searches for faculty with research doctorates were conducted during the 2023–2024 academic year; 66.2% of these searches were filled (see Table 40).
- Most of the positions for faculty with research doctorates were filled by individuals who held a research doctorate (90.1%, n=164). An additional 6.0% (n=11) of the positions were filled by individuals who held a clinical master's. An additional 3.8% (n=7) of the positions were filled by individuals who held a clinical doctorate (see Table 43).

Applications and Admissions Tables 1-13

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	77	43	55.8%	34	44.2%
Speech-Language Pathology						
Master's	319	284	250	88.0%	34	12.0%

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

| Area of Study and Degree Type | Number of | | Prerequisite Requirements for Non-CSD Undergraduates | | | | | |
	Existing Programs	Programs Responding	Offered to All Students		Offered to Admitted Students Only		Required but Not Offered	
Audiology								
Clinical Doctorate: Entry-Level	80	77	40	51.9%	5	6.5%	13	16.9%
Speech-Language Pathology								
Master's	319	284	195	68.7%	34	12.0%	53	18.7%

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

Area of Study and Degree Type	Number of			
	Existing Programs	Programs Responding	Programs with Applications	Applications
Audiology				
Clinical Doctorate: Entry-Level	80	77	75	4,176
Speech-Language Pathology				
Master's	319	293	292	52,179
Clinical Doctorate: Post Entry-Level	8	8	7	273
Research Doctorate	81	79	76	862

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 for Research Doctoral Programs by International vs. Non-International Status

Area of Study and Degree Type	Number of		Number of Applications			
	Existing Programs	Programs Responding	Non-International		International	
Research Doctorate	81	71	368	45.5%	440	54.5%

Table 5—Number and Percent of Programs that Require GRE Scores for Admission

Area of Study and Degree Type	Number of Existing Programs	Number of Programs Responding	Number and Percent of Programs that Require GRE Scores for Admission	
Audiology				
Clinical Doctorate: Entry-Level	80	73	8	11.0%
Speech-Language Pathology				
Master's	319	291	26	8.9%

Table 6—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	77	998	13.0	12	0	32
Speech-Language Pathology							
Master's	319	293	11,142	38.0	32	0	300
Clinical Doctorate: Post Entry-Level	8	8	181	22.6	10	5	80
Research Doctorate	81	79	388	4.9	5	0	20

Table 7—Student Capacity for Admissions and Actual First-Year Enrollments by Area of Study and Degree Type

Area of Study and Degree Type	Number of				
	Existing Programs	Programs Responding	Student Capacity for Admissions	First-Year Enrollments	Percent of Student Capacity Filled
Audiology					
Clinical Doctorate: Entry-Level	80	77	998	863	86.5%
Speech-Language Pathology					
Master's	319	293	11,142	9,899	88.8%
Clinical Doctorate: Post Entry-Level	8	8	181	145	80.1%
Research Doctorate	81	79	388	198	51.0%

Table 8—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	97.3%	67.2%
Arizona	92.9%	93.7%
Arkansas	70.0%	89.9%
California	94.7%	89.3%
Colorado	65.0%	93.6%
Connecticut	113.3%	88.4%
Delaware	—	62.2%
District of Columbia	92.3%	88.4%
Florida	96.2%	86.1%
Georgia	—	94.7%
Hawaii	—	100.0%
Idaho	75.0%	90.0%
Illinois	82.5%	96.8%
Indiana	78.8%	85.4%
Iowa	80.0%	81.0%
Kansas	70.4%	95.4%
Kentucky	90.0%	98.0%
Louisiana	81.8%	85.5%
Maine	—	76.0%
Maryland	107.4%	83.7%
Massachusetts	86.4%	97.0%
Michigan	85.3%	95.2%
Minnesota	70.0%	107.6%
Mississippi	90.0%	87.6%
Missouri	76.7%	95.0%
Montana	—	97.1%
Nebraska	91.7%	87.8%

Table 8—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	—	96.0%
New Hampshire	—	76.7%
New Jersey	78.6%	85.7%
New Mexico	—	85.4%
New York	80.8%	83.5%
North Carolina	84.6%	93.1%
North Dakota	—	83.3%
Ohio	93.1%	92.9%
Oklahoma	100.0%	85.1%
Oregon	85.2%	99.1%
Pennsylvania	76.4%	83.3%
Puerto Rico	100.0%	76.0%
Rhode Island	—	66.7%
South Carolina	—	87.8%
South Dakota	87.5%	100.0%
Tennessee	79.1%	92.5%
Texas	93.8%	87.0%
Utah	90.9%	87.9%
Vermont	—	100.0%
Virginia	85.7%	85.6%
Washington	83.3%	99.2%
West Virginia	86.7%	100.0%
Wisconsin	90.0%	96.4%
Wyoming	—	75.0%

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

Table 9—Number and Percent Approved for Admission by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Number Approved for Admission	Number of Applications	Percent Approved for Admission
	Existing Programs	Programs Responding	Programs with Approvals for Admission			
Audiology						
Clinical Doctorate: Entry-Level	80	77	75	2,150	4,176	51.5%
Speech-Language Pathology						
Master's	319	293	291	23,655	52,179	45.3%
Clinical Doctorate: Post Entry-Level	8	8	7	184	273	67.4%
Research Doctorate	81	79	72	303	862	35.2%

Table 10—Number and Percent Approved for Admission for Research Doctoral Programs by International vs. Non-International Status

Area of Study and Degree Type	Number of		Number Approved for Admission			
	Existing Programs	Programs Responding	Non-International		International	
Research Doctorate	81	71	169	57.7%	124	42.3%

Table 11—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	77	2,150	583	27.1%
Speech-Language Pathology					
Master's	319	293	23,655	4,399	18.6%
Clinical Doctorate: Post Entry-Level	8	8	184	35	19.0%
Research Doctorate	81	79	303	277	91.4%

Table 12—Number and Percent of Students Offered the Following Types of Funding among Students Offered Admission with Funding by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Students Offered Admission with Funding									
	Existing Programs	Programs Responding	Students Offered Admission with Funding	Assistantships		Extramural		Fellowships		Intramural		Scholarships	
Audiology													
Clinical Doctorate: Entry-Level	80	64	583	234	40.1%	20	3.4%	28	4.8%	41	7.0%	290	49.7%
Speech-Language Pathology													
Master's	319	220	4,399	1,460	33.2%	111	2.5%	265	6.0%	77	1.8%	2,388	54.3%
Clinical Doctorate: Post Entry-Level	8	3	35	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35	100.0%
Research Doctorate	81	68	277	164	59.2%	37	13.4%	35	12.6%	4	1.4%	40	14.4%

Note: 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 13—GPA Range of Students Offered Admission by Area of Study and Degree Type

Area of Study and Degree Type	Number of		GPA Range	
	Existing Programs	Programs Responding	Mean	Median
Audiology				
Clinical Doctorate: Entry-Level	80	72	3.17-3.97	3.20-4.00
Speech-Language Pathology				
Master's	319	277	3.08-3.98	3.07-4.00

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

Enrollment Tables 14-23

Table 14—Graduate First-Year Enrollment by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Graduate First-Year Enrollment
	Existing Programs	Programs Responding	Programs with First-Year Students	
Audiology				
Clinical Doctorate: Entry-Level	80	77	75	863
Speech-Language Pathology				
Master's	319	293	287	9,899
Clinical Doctorate: Post Entry-Level	8	8	7	145
Research Doctorate	81	79	58	198

Table 15—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		Unknown
Audiology									
Clinical Doctorate: Entry-Level	80	64	62	8.1%	700	91.5%	3	0.4%	0
Speech-Language Pathology									
Master's	319	261	323	3.6%	8,650	96.1%	24	0.3%	11
Clinical Doctorate: Post Entry-Level	8	7	4	2.8%	140	96.6%	1	0.7%	0
Research Doctorate	81	54	30	18.0%	137	82.0%	0	0.0%	0

Note: Percentage calculations do not include unknown.

Table 16—Graduate First-Year Enrollment by Area of Study, Degree Type, and Race/Ethnicity

Area of Study and Degree Type	Number of		Graduate First-Year Enrollment by Race/Ethnicity						
			Non-International						
	Existing Programs	Programs Responding	White		Racial/Ethnic Minority		International		Unknown
Audiology									
Clinical Doctorate: Entry-Level	80	62	545	75.0%	162	22.3%	20	2.8%	11
Speech-Language Pathology									
Master's	311	239	5,587	69.4%	2,332	29.0%	128	1.6%	113
Clinical Doctorate: Post Entry-Level	9	6	89	64.0%	50	36.0%	0	0.0%	6
Research Doctorate	80	52	79	46.5%	30	17.6%	61	35.9%	0

Note: Percentage calculations do not include unknown.

Note: Data on race and ethnicity were not gathered for international students. Considering all research doctoral first-year students, 46.5% were reported as white. Considering only non-international research doctoral first-year students, 72% were reported as white.

Table 17—Total Enrollment by Area of Study and Degree Type

Area of Study and Degree Type	Number of			Total Enrollment
	Existing Programs	Programs Responding	Programs with Students	
Undergraduate	282	251	251	33,019
Audiology				
Clinical Doctorate: Entry-Level	80	77	77	3,023
Speech-Language Pathology				
Master's	319	293	287	21,675
Clinical Doctorate: Post Entry-Level	8	8	8	442
Research Doctorate	81	79	76	907

Table 18—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		Unknown
Undergraduate	282	206	1,073	4.1%	24,871	95.7%	34	0.1%	310
Audiology									
Clinical Doctorate: Entry-Level	80	64	216	8.3%	2,366	91.2%	13	0.5%	1
Speech-Language Pathology									
Master's	319	257	682	3.6%	18,337	96.2%	45	0.2%	13
Clinical Doctorate: Post Entry-Level	8	8	15	3.4%	424	96.1%	2	0.5%	1
Research Doctorate	81	68	165	20.4%	637	78.8%	6	0.7%	0

Note: Percentage calculations do not include unknown.

Table 19—Total Enrollment by Area of Study, Degree Type, and Race/Ethnicity

Area of Study and Degree Type	Existing Programs	Programs Responding	White		Racial/Ethnic Minority		International		Unknown
Undergraduate	282	190	16,091	65.7%	8,199	33.5%	211	0.9%	664
Audiology									
Clinical Doctorate: Entry-Level	80	60	1,777	75.0%	529	22.3%	62	2.6%	35
Speech-Language Pathology									
Master's	319	238	12,044	69.8%	4,955	28.7%	247	1.4%	473
Clinical Doctorate: Post Entry-Level	8	8	276	64.2%	154	35.8%	0	0.0%	12
Research Doctorate	81	62	407	53.4%	162	21.3%	193	25.3%	10

Note: Percentage calculations do not include unknown.
Note: Data on race and ethnicity were not gathered for international students. Considering all research doctoral students, 53.4% were reported as white. Considering only non-international research doctoral students, 72% were reported as white.

Table 20—Total Enrollment by Area of Study, Degree Type, and Student Language Use

Area of Study and Degree Type	Number of		Total Enrollment by Language Use				
	Existing Programs	Programs Responding	Bilingual/Multilingual		English Monolingual		Unknown
Undergraduate	282	49	457	15.2%	2,553	84.8%	23
Audiology							
Clinical Doctorate: Entry-Level	80	28	212	21.0%	798	79.0%	55
Speech-Language Pathology							
Master's	319	146	1,792	20.8%	6,811	79.2%	372

Note: Percentage calculations do not include unknown.

Table 21—Number of Students Enrolled with a Documented Disability or Disorder by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Number of Students Enrolled with a Documented Disability or Disorder			Percent of Students Enrolled with a Documented Disability or Disorder*
	Existing Programs	Programs Responding	Sum	Mean	Median	
Undergraduate	282	93	1,063	11.4	6	10.9%
Audiology						
Clinical Doctorate: Entry-Level	80	33	158	4.8	3	12.5%
Speech-Language Pathology						
Master's	319	137	682	5.0	3	7.1%
Clinical Doctorate: Post Entry-Level	8	3	11	3.7	1	3.4%
Research Doctorate	81	14	23	1.6	1	11.2%

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

Table 22—Number of First-Year Research Doctoral Students and the Experiences that Immediately Preceded Their Enrollment

Area of Study	Number of			Immediately Following Receipt of						While Simultaneously Enrolled in Clinical Doctoral Degree (e.g., AuD/PhD)		Immediately Following Completion of Clinical Fellowship		After Practicing in the Profession(s)/Discipline(s)				Other experience outside of the profession(s)/discipline	
	Existing Programs	Programs with First-Year Students	Programs Responding	Bachelor's Degree		Master's Degree		Clinical Doctoral Degree						5 or Fewer Years		6 or More Years			
Research Doctorate	81	58	50	24	16.3%	35	23.8%	1	0.7%	5	3.4%	1	0.7%	41	27.9%	26	17.7%	14	9.5%

Table 23—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	57.3%	17	22.7%	12	16.0%	3	4.0%
Competing demands on faculty time	31	41.9%	23	31.1%	17	23.0%	3	4.1%
Insufficient clinical placements	32	42.7%	21	28.0%	11	14.7%	11	14.7%
Insufficient number of qualified candidates applying	32	42.7%	17	22.7%	12	16.0%	14	18.7%
Insufficient student funding	23	30.7%	23	30.7%	16	21.3%	13	17.3%
Insufficient space (e.g. lab, classroom)	56	74.7%	13	17.3%	6	8.0%	—	—
Research Doctorate								
Insufficient number of faculty	22	47.8%	10	21.7%	10	21.7%	4	8.7%
Competing demands on faculty time	23	50.0%	7	15.2%	10	21.7%	6	13.0%
Insufficient clinical placements	46	100.0%	—	—	—	—	—	—
Insufficient number of qualified candidates applying	19	42.2%	9	20.0%	7	15.6%	10	22.2%
Insufficient student funding	13	28.9%	11	24.4%	5	11.1%	16	35.6%
Insufficient space (e.g. lab, classroom)	39	84.8%	6	13.0%	1	2.2%	—	—

Table 23—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

	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
Insufficient number of faculty	184	63.0%	46	15.8%	38	13.0%	24	8.2%
Competing demands on faculty time	149	50.9%	70	23.9%	48	16.4%	26	8.9%
Insufficient clinical placements	134	45.7%	58	19.8%	49	16.7%	52	17.7%
Insufficient number of qualified candidates applying	156	53.4%	52	17.8%	50	17.1%	34	11.6%
Insufficient student funding	114	40.1%	59	20.8%	71	25.0%	40	14.1%
Insufficient space (e.g. lab, classroom)	211	72.0%	51	17.4%	19	6.5%	12	4.1%

Clinical Doctorate: Post Entry-Level

	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
Insufficient number of faculty	4	50.0%	1	12.5%	3	37.5%	—	—
Competing demands on faculty time	4	50.0%	1	12.5%	3	37.5%	—	—
Insufficient clinical placements	8	100.0%	—	—	—	—	—	—
Insufficient number of qualified candidates applying	3	37.5%	3	37.5%	—	—	2	25.0%
Insufficient student funding	3	37.5%	2	25.0%	2	25.0%	1	12.5%
Insufficient space (e.g. lab, classroom)	8	100.0%	—	—	—	—	—	—

Research Doctorate

	Not a Factor		Minor Impact		Moderate Impact		Major Impact	
Insufficient number of faculty	40	53.3%	16	21.3%	14	18.7%	5	6.7%
Competing demands on faculty time	30	40.0%	19	25.3%	18	24.0%	8	10.7%
Insufficient clinical placements	72	96.0%	2	2.7%	1	1.3%	—	—
Insufficient number of qualified candidates applying	31	41.9%	18	24.3%	13	17.6%	12	16.2%
Insufficient student funding	21	28.4%	16	21.6%	10	13.5%	27	36.5%
Insufficient space (e.g. lab, classroom)	60	80.0%	10	13.3%	4	5.3%	1	1.3%

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

Graduation Tables 24-29

Table 24—Total Number of Degrees Granted by Area of Study and Degree Type

Area of Study and Degree Type	Number of			
	Existing Programs	Programs Responding	Programs with Graduates	Total Number of Degrees Granted
Undergraduate	282	251	247	9,538
Audiology				
Clinical Doctorate: Entry-Level	80	77	76	730
Speech-Language Pathology				
Master's	319	293	281	9,844
Clinical Doctorate: Post Entry-Level	8	8	7	123
Research Doctorate	81	79	53	141

Table 25—Number and Percent of Degrees Granted by Area of Study, Degree Type, and Gender

Area of Study and Degree Type	Number of Existing Programs	Programs Responding	Total Number of Degrees Granted						
			Male		Female		Non-Binary		Unknown
Undergraduate	282	191	265	3.8%	6,744	96.1%	10	0.1%	8
Audiology									
Clinical Doctorate: Entry-Level	80	65	53	8.3%	586	91.3%	3	0.5%	1
Speech-Language Pathology									
Master's	319	248	277	3.3%	8,134	96.5%	17	0.2%	4
Clinical Doctorate: Post Entry-Level	8	7	4	3.3%	118	95.9%	1	0.8%	0
Research Doctorate	81	49	26	19.4%	107	79.9%	1	0.7%	0

Note: Percentage calculations do not include unknown.

Table 26—Number and Percent of Degrees Granted by Area of Study, Degree Type, and Race/Ethnicity

Area of Study and Degree Type	Number of		Total Number of Degrees Granted						
			Non-International						
	Existing Programs	Programs Responding	White		Racial/Ethnic Minority		International		Unknown
Undergraduate	282	172	4,361	68.4%	1,957	30.7%	60	0.9%	169
Audiology									
Clinical Doctorate: Entry-Level	80	57	411	75.6%	121	22.2%	12	2.2%	1
Speech-Language Pathology									
Master's	319	220	5,335	72.7%	1,898	25.9%	102	1.4%	177
Clinical Doctorate: Post Entry-Level	8	7	85	69.7%	37	30.3%	0	0.0%	1
Research Doctorate	81	48	75	58.1%	26	20.2%	28	21.7%	1

Note: Percentage calculations do not include unknown.
Note: Data on race and ethnicity were not gathered for international students. Considering all research doctoral graduates, 58.1% were reported as white. Considering only non-international research doctoral graduates, 74% were reported as white.

Table 27—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	77	2	2.6%	52	67.5%
Speech-Language Pathology						
Master's	319	284	46	16.2%	87	30.6%
Clinical Doctorate: Post-Entry Level	8	8	0	0.0%	6	75.0%
Research Doctorate	81	79	5	6.3%	0	0.0%

Table 28— Total Number of Research Doctoral Degrees Granted by Broad Area of Study

Broad Area of Study	Number of Programs Responding with Graduates	Degrees Granted
Audiology/Hearing Science	21	32
SLP/Speech Science	43	97
Total		129

Table 29—Number of Research Doctoral Degrees Granted by Primary Area of Specialty

Area of Study and Primary Area of Specialty	Existing Programs	Programs with Graduates	Programs Responding	Research Doctoral Degrees Granted
Audiology/Hearing Sciences				
Balance	81	21	20	1
Hearing conservation	81	21	20	1
Hearing science	81	21	20	14
Pediatric audiology	81	21	20	3
Psychoacoustics	81	21	20	2
Other Audiology/Hearing Science	81	21	20	10
Unknown	81	21	20	0
Total	81	21	20	31
Speech-Language Pathology/Speech and Language Sciences				
AAC	81	43	38	4
Aural rehabilitation	81	43	38	1
Child Language	81	43	38	17
Fluency	81	43	38	2
Language science	81	43	38	5
Literacy	81	43	38	6
Neurogenic communication disorders	81	43	38	15
Phonology/articulation	81	43	38	1
Speech science	81	43	38	8
Swallowing	81	43	38	9
Voice	81	43	38	6
Other SLP/Speech Sciences	81	43	38	5
Unknown	81	43	38	0
Total	81	43	38	79

First Employment

Table 30—First Employment for Research Doctoral Degree Graduates by Area of Study and Employment Setting

| Area of Study, Degree Type and Employment Setting | Number of | | | | |
	Existing Programs	Programs with Graduates	Programs Responding	Graduates	Percent of Graduates
Research Doctorate					
Faculty/academic position in a CSD program	81	53	49	39	29.5%
Faculty/academic position in another discipline	81	53	49	3	2.3%
Clinical position in an academic setting	81	53	49	10	7.6%
Clinical position in a non-academic setting	81	53	49	5	3.8%
Administrative position in an academic setting	81	53	49	1	0.8%
Administrative position in a non-academic setting	81	53	49	0	0.0%
Research position in an academic setting	81	53	49	4	3.0%
Research position in a non-academic setting	81	53	49	9	6.8%
Postdoctoral position	81	53	49	47	35.6%
Other or unknown employment setting	81	53	49	5	3.8%
Not employed	81	53	49	2	1.5%
Unknown employment status	81	53	49	7	5.3%

Clinical Practicum Tables 31-32

Table 31—Average Number of Graduate Practicum Hours Obtained at On-Campus Sites by Area of Study and Degree Type

Area of Study and Degree Type	Number of		Average Number of Graduate Practicum Hours Obtained at On-Campus Sites
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	80	74	305.6
Speech-Language Pathology			
Master's	319	254	113.0

Table 32—Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites by Area of Study and Degree Type

| Area of Study and Degree Type | Number of | | Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites |
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	80	74	1,947.4
Speech-Language Pathology			
Master's	319	254	337.0

Time to Degree Tables 33-34

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

Area of Study	Number of			Number of Years							
	Existing Programs	Programs with Graduates	Programs Responding	1-3		4-6		7-10		More than 10	
Research Doctorate	81	53	49	8	6.1%	110	84.0%	10	7.6%	3	2.3%

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

Area of Study	Number of		Number of Students Who Drop Out When the Following Requirements Were Unfulfilled		
	Existing Programs	Programs Indicating student dropouts	Academic Coursework, Comprehensive Exams, Dissertation	Comprehensive Exams, Dissertation	Dissertation Only
Research Doctorate	81	15	8	6	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	None of the above
365	327	190 58.1%	52 15.9%	15 4.6%	9 2.8%	35 10.7%	7 2.1%	9 2.8%	10 3.1%

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
365	295	34	115	89

Faculty Tables 37-44

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	2,376	1,407	3,783
Part time	1,114	997	2,105
Total	3,490	2,398	5,888

Note: 325 of 365 (89.0%) institutions provided data.

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

Research Doctoral Degree by Area of Study	Number of Full-Time Faculty with Research Doctoral Degrees
Audiology	279
Speech Language Pathology	1,150
Hearing Science	122
Speech/Language Science	265
Other	341
Total	2,157

Note: 323 of 365 (89.5%) institutions provided data.

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

Area of Study	Academic Year (2023-2024)
Audiology	42
Speech Language Pathology	198
Hearing Sciences	7
Speech/Language Sciences	13
No Specific Area of Study	17
Total	277

Note: 318 of 365 (87.1%) institutions provided data.

Table 40— Total Searches for Full-Time Faculty with Research Doctorates Conducted and Filled

Number of		Total Number of	
Existing Institutions	Institutions Responding	Searches Conducted	Searches Filled
365	327	266	176

Table 41— Full-Time Research Doctoral Faculty Searches Filled/Unfilled by Position Area of Study

Area of Study	Number of Searches Filled	Number of Searches Unfilled
Audiology	21	17
Speech Language Pathology	123	58
Hearing Sciences	6	0
Speech/Language Sciences	14	1
No Specific Area of Study	11	4
Total	175	80

Note: 327 of 365 (89.6%) institutions provided data.

Table 42— Full-Time Research Doctoral Faculty Searches Filled by Faculty Area of Study

Area of Study	Number of Searches Filled
Audiology	19
Speech Language Pathology	122
Hearing Sciences	8
Speech/Language Sciences	17
No Specific Area of Study	9
Total	175

Note: 327 of 365 (89.6%) institutions provided data.

Table 43 — Full-Time Research Doctoral Faculty Searches Filled by Faculty Degree

Degree	Number of Searches Filled
Clinical Master's	11
Clinical Doctorate	7
Research Doctorate	164
Total	182

Note: 327 of 365 (89.6%) institutions provided data.

Table 44 — Full-Time Research Doctoral Faculty Searches Filled by Faculty Full/Part Time Status

Status	Number of Searches Filled
Full Time	182
Part Time	3
Total	185

Note: 327 of 365 (89.6%) institutions provided data.

Grants and Contracts Tables 45-46

Table 45—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	1	3	$634,592	0	$0
Arizona	6	5	22	$20,289,536	1	$1,274,578
Arkansas	7	3	2	$491,907	0	$0
California	23	10	26	$4,477,115	11	$5,994,226
Colorado	3	2	7	$42,168,843	1	$125,000
Connecticut	4	2	10	$4,248,795	0	$0
Delaware	1	1	10	$8,680,472	0	$0
District of Columbia	4	2	2	$154,039	0	$0
Florida	12	4	14	$11,021,722	2	$1,500,000
Georgia	6	2	3	$5,365,528	1	$489,154
Hawaii	1	0	—	—	—	—
Idaho	1	1	4	$1,060,000	0	$0
Illinois	16	8	50	$7,532,990	3	$1,303,976
Indiana	8	1	3	$198,641	0	$0
Iowa	3	1	14	$10,283,460	0	$0
Kansas	4	1	9	$14,492,012	2	$2,250,000
Kentucky	6	2	0	$0	30	$914,705
Louisiana	9	1	2	$525,239	0	$0
Maine	1	0	—	—	—	—
Maryland	4	3	25	$1,171,000	2	$560,000
Massachusetts	13	7	58	$42,283,105	0	$0
Michigan	9	4	22	$3,710,434	0	$0
Minnesota	5	1	1	$32,210	0	$0
Mississippi	5	1	0	$0	1	$1,092,556
Missouri	10	3	8	$1,915,980	0	$0
Montana	1	1	1	$21,000	1	$1,216,235
Nebraska	3	1	4	$1,570,527	0	$0

Table 45—Total Number and Dollar Amount of Federally Funded Research and Personnel Preparation Grants and Contracts by State (continued)

| State | Number of | | | | | |
	Existing Institutions	Institutions Responding	Number of Research Grants	Total $ Amount of Research Grants	Number of Personnel Preparation Grants	Total $ Amount of Personnel Preparation Grants
Nevada	2	0	—	—	—	—
New Hampshire	1	1	2	$424,668	0	$0
New Jersey	8	1	2	$430,979	0	$0
New Mexico	3	2	4	$2,045,741	3	$3,837,433
New York	36	9	51	$27,899,318	0	$0
North Carolina	9	3	9	$3,231,451	1	$250,000
North Dakota	3	0	—	—	—	—
Ohio	16	7	26	$5,371,583	2	$1,558,651
Oklahoma	6	1	1	$10,771	0	$0
Oregon	4	2	9	$8,612,902	2	$1,412,400
Pennsylvania	26	6	61	$10,682,232	1	$249,950
Puerto Rico	5	2	2	$50,000	0	$0
Rhode Island	2	0	—	—	—	—
South Carolina	6	2	20	$12,589,007	0	$0
South Dakota	2	1	1	$10,000	0	$0
Tennessee	8	4	48	$4,980,731	11	$1,267,120
Texas	25	10	45	$38,718,959	1	$250,000
Utah	4	2	10	$1,586,222	2	$375,066
Vermont	1	1	4	$324,253	0	$0
Virginia	7	5	6	$2,056,061	1	$84,000
Washington	4	3	21	$11,771,207	0	$0
West Virginia	3	1	1	$25,000	0	$0
Wisconsin	10	4	46	$24,479,787	1	$8,000
Wyoming	1	0	—	—	—	—
Total	365	135	669	$337,630,019	80	$26,013,050

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

Table 46—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	0	$0	0	$0
Arizona	6	2	0	$0	0	$0
Arkansas	7	2	1	$4,000	0	$0
California	23	4	1	$25,000	0	$0
Colorado	3	1	0	$0	0	$0
Connecticut	4	0	—	—	—	—
Delaware	1	1	0	$0	0	$0
District of Columbia	4	1	0	$0	0	$0
Florida	12	6	2	$425,000	0	$0
Georgia	6	1	1	$136,249	0	$0
Hawaii	1	1	1	$1,647	1	$246,260
Idaho	1	1	3	$99,810	0	$0
Illinois	16	3	1	$29,810	0	$0
Indiana	8	0	—	—	—	—
Iowa	3	0	—	—	—	—
Kansas	4	1	1	$1,000	0	$0
Kentucky	6	1	0	$0	0	$0
Louisiana	9	1	0	$0	0	$0
Maine	1	0	—	—	—	—
Maryland	4	1	0	$0	0	$0
Massachusetts	13	1	1	$113,876	0	$0
Michigan	9	2	2	$64,500	0	$0
Minnesota	5	0	—	—	—	—
Mississippi	5	1	2	$210,000	0	$0
Missouri	10	2	1	$3,149	0	$0
Montana	1	1	4	$305,438	0	$0

Table 46—Total Number and Dollar Amount of State-Funded Research and Personnel Preparation Grants and Contracts by State (continued)

| State | Number of | | | | | |
	Existing Institutions	Institutions Responding	Number of Research Grants	Total $ Amount of Research Grants	Number of Personnel Preparation Grants	Total $ Amount of Personnel Preparation Grants
Nebraska	3	1	0	$0	0	$0
Nevada	2	1	0	$0	0	$0
New Hampshire	1	0	—	—	—	—
New Jersey	8	1	0	$0	0	$0
New Mexico	3	3	2	$29,403	0	$0
New York	36	1	0	$0	0	$0
North Carolina	9	0	—	—	—	—
North Dakota	3	1	0	$0	0	$0
Ohio	16	2	0	$0	0	$0
Oklahoma	6	2	1	$21,381	0	$0
Oregon	4	1	1	$20,000	0	$0
Pennsylvania	26	4	5	$19,427	0	$0
Puerto Rico	5	0	—	—	—	—
Rhode Island	2	1	1	$39,138	0	$0
South Carolina	6	1	0	$0	0	$0
South Dakota	2	1	1	$235,000	0	$0
Tennessee	8	2	1	$1,160,574	1	$680,364
Texas	25	3	3	$1,448,455	0	$0
Utah	4	2	0	$0	1	$115,000
Vermont	1	1	0	$0	0	$0
Virginia	7	0	—	—	—	—
Washington	4	1	3	$178,696	0	$0
West Virginia	3	2	2	$175,752	2	$715,968
Wisconsin	10	1	1	$10,000	0	$0
Wyoming	1	1	3	$107,144	0	$0
Total	365	68	45	$4,864,449	5	$1,757,592

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