



CSD
Education
Survey

Communication Sciences and Disorders (CSD)
Education Survey
National Aggregate Data Report
2021–2022 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 communication sciences and disorders (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.

Data and Methods

The data contained in the national aggregate data tables were collected between August 1, 2022, and November 4, 2022, via the *CSD Education Survey*, which was electronically distributed to 354 higher education institutions with undergraduate and graduate CSD degree programs. Data were collected for academic year (AY) Fall 2021 through Summer 2022 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. 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 354 academic institutions received the *2022 CSD Education Survey*, and 308 of those institutions completed and submitted data—representing an 87% response rate. Academic programs were contacted via email during the open period to encourage participation.

Among the institutions that completed the *2022 CSD Education Survey*, data were provided by the following:

- Undergraduate programs with a major in the field of CSD—87% (246 of 282)
- Clinical entry-level master's programs in speech-language pathology—91% (278 of 307)
- Clinical entry-level doctoral programs in audiology—95% (76 of 80)
- Post-entry-level clinical doctoral programs in audiology—100% (2 of 2)
- 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—95% (77 of 81)

Content of Aggregate and Individual State Aggregate Data Reports

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 types 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 and Ethnicity, and International Status

Respondents were asked to supply data on student gender and student race and ethnicity. 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 student gender and/or student race and ethnicity. Data tables allowed programs to indicate grand totals when a breakdown by student gender or student race and ethnicity was not available. Data tables also allowed programs to indicate a total for *unknown* as part of the breakdown by student gender and student race and ethnicity. *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 degrees, entry-level degrees, and 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 total number of 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

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. In addition, some demographic questions allowed the respondent to indicate “unknown” or provide incomplete data; therefore, sum totals for demographic categories may vary and not reflect all individuals within a given population. Responses of “unknown” for student gender and student race and ethnicity demographics are not included in the calculations of percentages for those tables. 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 4.0.3 and RStudio Version 1.3.1093.

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; 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 2021-2022

Institution Summary

- 354 institutions offer undergraduate and/or graduate degrees in CSD education
- 282 offer an undergraduate degree in CSD
- 307 offer a master's degree in speech-language pathology
- 80 offer an entry-level clinical doctoral degree in audiology
- 2 offer a post-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
- 56.8% 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)

- 4,510 applications to entry-level clinical doctoral degree programs in audiology
- 54,893 applications to master's degree programs in speech-language pathology
- 7 applications to post-entry-level clinical doctoral degree programs in audiology
- 236 applications to post-entry-level clinical doctoral degree programs in speech-language pathology
- 647 applications to research doctoral degree programs in audiology, speech-language pathology and/or speech and hearing sciences

Total Enrollment

- 36,573 undergraduate students in a CSD major
- 3,047 entry-level clinical doctoral students in audiology
- 21,433 master's students in speech-language pathology
- 7 post-entry-level clinical doctoral students in audiology
- 393 post-entry-level clinical doctoral students in speech-language pathology
- 831 research doctoral students in audiology, speech-language pathology and/or speech and hearing sciences

Degrees Granted

- 10,627 undergraduate degrees in CSD
- 741 entry-level clinical doctoral degrees in audiology
- 9,223 master's degrees in speech-language pathology
- 6 post-entry-level clinical doctoral degrees in audiology
- 88 post-entry-level clinical doctoral degrees in speech-language pathology
- 151 research doctoral degrees in audiology, speech-language pathology and/or speech and hearing sciences

Data was based on an overall response rate of 87% (308 of 354 institutions responding). No extrapolation was conducted.

Data At-A-Glance for Speech-Language Pathology Master's Programs for Academic Year 2021-2022

Institution Summary

- 307 institutions offer a master's degree in speech-language pathology
- 40.3 is the mean student capacity for new admissions
- 32.0 is the median student capacity for new admissions
- 5.4 semesters is the average time-to-degree
- 119.5 average number of graduate practicum hours obtained at on-campus sites
- 329.6 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)

- 54,893 applications received
- 22,845 offered admission
- 41.6% offered admission
- 3.11-3.99 GPA mean range of students offered admission
- 16.6% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

Enrollment

- 9,920 first-year students enrolled
- 4.1% of first-year students were male
- 26.5% of first-year students were of a racial/ethnic minority
- 1.9% of first-year students were international students
- 21,433 total enrollment
- 36.0% of programs reported insufficient clinical placements as having a moderate or major impact on enrollment with (17.6% and 18.4% respectively)
- 36.7% of programs reported insufficient student funding as having a moderate or major impact on enrollment (24.1% and 12.6% respectively)

Degrees Granted and First Employment

- 9,223 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 91% (278 of 307) 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 2021-2022

Institution Summary

- 80 institutions offer an entry-level clinical doctoral degree in audiology
- 13.1 is the mean student capacity for new admissions
- 12.0 is the median student capacity for new admissions
- 10.4 semesters is the average time-to-degree
- 319.3 average number of graduate practicum hours obtained at on-campus sites
- 1,965.6 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)

- 4,510 applications received
- 2,206 offered admission
- 48.9% offered admission
- 3.18-3.99 GPA mean range of students offered admission
- 27.6% offers of admission with funding
- Assistantships and scholarships are the majority of the funding offered

Enrollment

- 829 first-year students enrolled
- 10.6% of first-year students were male
- 25.5% of first-year students were of a racial/ethnic minority
- 4.1% of first-year students were international
- 3,047 total enrollment
- 25.7% of programs reported insufficient clinical placements as having a moderate or major impact on enrollment (10.8% and 14.9% respectively)
- 37.4% of programs reported insufficient funding as having a moderate or major impact on enrollment (22.7% and 14.7% respectively)

Degrees Granted and First Employment

- 741 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 95% (76 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 2021-2022

Institution Summary

- 81 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
- 5.0 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)

- 647 applications received
- 259 offers of admission
- 40.0% offered admission
- 83.8% offers of admission with funding
- Assistantships and fellowships were the majority of the funding offered

Enrollment

- 175 first-year students enrolled
- 15.8% of first-year students were male
- 21.6% of first-year students were of a racial/ethnic minority
- 22.2% of first-year students were international students
- 831 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

- 151 research doctoral degrees were granted
- Faculty/academic position in a CSD program is the primary first employment setting among recent research doctoral graduates

Data based on an overall response rate of 95% (77 of 81) of the research doctoral programs completing the CSD Education Survey. No extrapolation was conducted.

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Participating Institutions

The following institutions completed the 2022 CSD Education Survey. They represent 308 of the 354 institutions invited to participate

Alabama (7)

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

Arizona (6)

A.T. Still University - Arizona School of Health Sciences (SLP)
A.T. Still University - Arizona School of Health Sciences
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 (21)

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 Francisco State University
San Jose State University - SLP Program
San Jose State University - Audiology Program
University of Redlands
University of Southern California

California (*continued*)

University of the Pacific - Audiology Program
University of the Pacific - SLP Program

Colorado (3)

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

Connecticut (3)

Sacred Heart University
Southern Connecticut State University
University of Connecticut
University of New Haven

Delaware (1)

University of Delaware

District of Columbia (3)

Gallaudet University
George Washington University
University of the District of Columbia

Florida (10)

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 (4)

Georgia State University
Piedmont University
University of Georgia
Valdosta State University

Hawaii (1)

University of Hawaii, 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 (5)

Louisiana State University - Health Science
Center, New Orleans
Louisiana Technical University
University of Louisiana, Lafayette
University of Louisiana, Monroe

Louisiana (continued)

Xavier University of Louisiana

Maine (1)

University of Maine, Orono

Maryland (3)

Loyola University Maryland
Towson University
University of Maryland, College Park

Massachusetts (12)

Boston University
Bridgewater State University
Elms College
Emerson College
Gordon College
Harvard Medical School
MGH Institute of Health Professions
Northeastern University
Regis College
Springfield College
University of Massachusetts, Amherst
Worcester State University

Michigan (7)

Calvin University
Central Michigan University
Eastern Michigan University
Grand Valley State University
Michigan State 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 (3)

Jackson State University
University of Mississippi
University of Southern Mississippi

Missouri (10)

Fontbonne University
Maryville University
Missouri State University
Rockhurst University

Missouri (continued)

Saint Louis University
Southeast Missouri State University
Truman State University
University of Central Missouri
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 College
University of Nevada, Reno

New Hampshire (1)

University of New Hampshire

New Jersey (7)

Kean University of New Jersey
Monmouth University
Montclair State University
Rutgers, The State University of New Jersey
Seton Hall University
Stockton University
William Paterson University of New Jersey

New Mexico (3)

Eastern New Mexico University
New Mexico State University
University of New Mexico

New York (27)

Adelphi University
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)
Hofstra University
Ithaca College
LIU Post
Long Island AuD Consortium –
Adelphi/Hofstra/St. John's Universities

New York (continued)

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

North Carolina (6)

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 (3)

Minot State University
University of Mary
University of North Dakota

Ohio (14)

Baldwin Wallace University
Bluffton University
Bowling Green State University
Case Western Reserve University
Cleveland State University
College of Wooster
Kent State University
Miami University
Mount St. Joseph University
Northeast Ohio AuD Consortium (NOAC)- Kent
State/Univ of Akron
Ohio State University
Ohio University
University of Cincinnati
University of Toledo

Oklahoma (5)

Northeastern State University
Oklahoma State University
University of Central Oklahoma

Oklahoma (continued)

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 (21)

Carlow University
Commonwealth University of Pennsylvania
DeSales University
Duquesne University
East Stroudsburg University
Geneva College
Indiana University of Pennsylvania
La Salle University
Marywood University
Misericordia University
Moravian University
Penn State University Harrisburg
Pennsylvania State 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

Puerto Rico (4)

Carlos Albizu University
Inter American University of Puerto Rico
Pontifical Catholic University of Puerto Rico
University of Puerto Rico, San Juan

Rhode Island (1)

University of Rhode Island

South Carolina (5)

Bob Jones University
Columbia College
Medical University of South Carolina
South Carolina State University
University of South Carolina

South Dakota (1)

University of South Dakota

Tennessee (6)

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

Texas (21)

Abilene Christian University
Baylor University
Hardin-Simmons University
Lamar University
Our Lady of the Lake University
Schreiner 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 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 (6)

Hampton University
James Madison University
Longwood University
Old Dominion University
Radford University
University of Virginia

Washington (3)

Eastern Washington University
University of Washington
Western Washington University

West Virginia (3)

Marshall University
West Liberty University
West Virginia University

Wisconsin (7)

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

Wyoming (1)

University of Wyoming

Highlights

Prerequisites

- Less than half (41.2%) of audiology clinical doctoral entry-level programs had prerequisite requirements for non-CSD undergraduates, while 82.3% of speech-language pathology master's level programs had prerequisite requirements for non-CSD undergraduates (see Table 1).
- More than half of audiology clinical doctoral entry-level programs (56.9%) and almost three-quarters of speech-language pathology master's level programs (70.2%) offered prerequisite courses whether or not students were admitted to their program (see Table 2).

Applications and Admissions

- A total of 4,510 **applications** were received by the 76 audiology clinical doctoral entry-level programs that responded to the survey, of which 2,206 were approved for admission. This averaged 59 applications and 29 offers of admission per program (see Tables 3, 4, 7, and 8). By comparison, in the 2020-2021 academic year, there were 4,938 applications received and 2,144 approved for admission (based on 71 programs responding) averaging 70 applications received and 30 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 54,893 **applications** were received by the 278 speech-language pathology master's level programs that responded to the survey. Of these applications, 22,845 were approved for admission. This resulted in an average of 197 applications received per program, and 82 offers of admission (see Tables 3, 4, 7, and 8). In the 2020-2021 academic year, 58,093 applications were received and 22,483 of those applications were approved for admission (based on 271 programs responding), averaging 214 applications received and 83 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 647 research doctoral **applications** were received among the 77 participating institutions offering research doctoral programs across all areas of study, and 259 were approved for admission (see Tables 3, 4, 7, and 8). During the 2020-2021 academic year, there were 679 applications received and 267 approved for admission (based on 77 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 (42.8%) (see Table 4). Likewise, the majority of those **approved for admission** were non-international, ranging from 71.1% for research doctoral programs to 98.4% for speech-language pathology clinical doctorate entry level degree programs, excluding the one audiology clinical doctorate post–entry-level degree program, which had 100.0% international applicants (see Table 8).
- About a quarter (27.6%) of audiology clinical doctoral entry-level students were **offered admission with funding**, and 16.6% 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 (83.8%).
- Of those offered admission with funding, the most prevalent **types of funding** offered to audiology clinical doctoral entry-level students were scholarships (51.5%) and assistantships (42.9%) (see Table 10). Almost half (48.4%) of speech-language pathology master's level students who were offered admission with funding were offered scholarships, and 42.8% were offered assistantships. Assistantships were offered to 62.2% of research doctoral students, and 22.6% were offered fellowships.

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- 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 3.11-4.00 (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 5 for research doctoral programs (see Table 5).
- Audiology clinical doctoral entry-level programs were filled to 83.4% of their first-year enrollment capacity, speech-language pathology master's level programs were filled to 89.4% capacity, and research doctoral programs were filled to 49.9% capacity (see Table 6). In the 2020-2021 academic year, audiology clinical doctoral entry-level programs filled 85.1% of their capacities for first-year enrollment, speech-language pathology master's level programs filled 94.4%, and research doctoral programs filled 43.2% of their available first-year student openings.
- Audiology clinical doctoral entry-level programs ranged in their percent filled capacity for first-year enrollments by state from 33.3% in Nebraska to 140.0% in Iowa (see Table 20). The range for speech-language pathology master's level programs was from 37.5% in Hawaii to 129.7% in Colorado.

First-Year Enrollments

- A total of 829 first-year audiology clinical doctoral entry-level students were reported along with 9,920 speech-language pathology master's level students and 175 research doctoral students (Tables 12-14). In the 2020-2021 academic year, there were 794 first-year audiology clinical doctoral entry-level enrollments, 10,374 in speech-language pathology master's level programs, and 172 in research doctoral programs.
- Across all degree types and areas of study, the majority of first-year students identified as women—89.2% in audiology clinical doctoral entry-level programs, 95.7% in speech-language pathology master's level programs, and 83.6% in research doctoral programs (see Table 13).
- Most first-year entry-level students were white (non-international)—70.4% in audiology clinical doctoral entry-level programs and 71.6% in speech-language pathology master's level programs, as were the majority of research doctoral students (56.3%) (see Table 14).

Total Enrollment

- A total of 36,573 undergraduate students were enrolled for the 2021-2022 academic year based on 87.2% of programs responding to the survey (see Table 15). Of the programs reporting demographic data (74.5% of programs reporting for gender and 69.5% for race/ethnicity), 4.2% of enrolled students identified as male, 0.1% identified as non-binary, 32.6% were of a racial/ethnic minority (non-international), and 1.0% were international students (see Tables 16-17). In the 2020-2021 academic year, there were 36,762 undergraduate students enrolled based on 88.0% of programs reporting. Of these students, 4.5% identified as male, 32.5% were of a racial/ethnic minority (non-international), and 0.9% were international students.
- In graduate programs, there were 3,047 students enrolled in audiology clinical doctoral entry-level programs, 21,433 enrolled in speech-language pathology master's level programs, and 831 enrolled in research doctoral programs for the 2021-2022 academic year (see Table 15).
- Of the programs reporting demographic data, individuals who identified as male comprised 9.5% of all audiology clinical doctoral entry-level students, 3.9% of speech-language pathology master's level students, and 21.2% of research doctoral students (see Table 16). Individuals who identified as non-binary comprised 0.4%, 0.2%, and 0.6% respectively. Most entry-level students were white (non-international)—78.1% in audiology clinical doctoral entry-level programs and 71.3% in speech-language pathology master's level programs (see Table 17). Students who were of a racial/ethnic minority (non-

international) comprised 19.7% of audiology clinical doctoral entry-level students, 27.4% of speech-language pathology master's level students, and 19.1% of research doctoral 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, 3 for speech-language pathology master's level students, and 2 for research doctoral students (see Table 18).
- Among first-year research doctoral students, 37.0% enrolled after practicing five or fewer years in the profession(s)/discipline, 14.2% enrolled immediately following receipt of their master's degree, and 12.3% after practicing six or more years in the profession(s)/discipline (see Table 19). Another 6.2% 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, about two-thirds (37.4%) of programs reported insufficient student funding as either a moderate (22.7%) or major (14.7%) factor impacting enrollment (see Table 21). Slightly fewer (25.7%) audiology clinical doctoral entry-level programs reported insufficient clinical placements as either a moderate (10.8%) or major (14.9%) factor impacting enrollment.
- Insufficient student funding also topped the list of factors having the greatest impact on enrollment in speech-language pathology master's level programs. More than two-thirds (36.7%) of these master's programs reported insufficient clinical placements as either a moderate (24.1%) or major (12.6%) factor impacting enrollment (see Table 21).
- Across all research doctoral programs, insufficient student funding, an insufficient number of qualified applicants, and competing demands on faculty time were the factors having the most impact on enrollment (see Table 21).

Graduation

- A total of 10,627 undergraduate CSD degrees were granted in the 2021-2022 academic year based on 87.2% of programs responding (see Table 22). In the 2020-2021 academic year, 10,303 undergraduate CSD degrees were granted based on 88.0% of programs responding.
- A total of 741 clinical entry-level doctoral degrees in audiology were granted based on 76 programs reporting, and 9,223 master's degrees were granted in speech-language pathology with 278 programs reporting. In the 2020-2021 academic year, a total of 706 clinical entry-level doctoral degrees were granted in audiology, based on 71 programs reporting, and 9,111 master's degrees were granted in speech-language pathology with 271 programs reporting.
- A total of 151 research doctoral degrees were granted during the 2021-2022 academic year (see Table 22), up from 148 in the 2020-2021 academic year.
- Most (95.3%) of those earning an undergraduate degree identified as female (see Table 23). Individuals who identified as males represented 10.1% of audiology clinical doctoral entry-level degree graduates, 3.7% of speech-language pathology master's level degree graduates, and 23.5% of research doctoral graduates. Individuals who identified as non-binary represented 0.3%, 0.2%, and 1.3% of graduates respectively.
- White (non-international) students represented 67.8% of those earning an undergraduate degree, 31.3% were individuals of a racial/ethnic minority (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 (81.0%), speech-language pathology master's level degree programs (74.9%), and research doctoral programs (66.5%) (see Table 24).
- The top area of specialty for audiology/hearing sciences research doctoral graduates was hearing science ($n=18$) (see Table 25). The top areas of specialty for speech-language pathology/speech and language sciences research doctoral graduates were neurogenic communication disorders ($n=29$), speech science ($n=19$), and child language ($n=14$).

Employment

- The top first employment settings for audiology clinical doctoral entry-level graduates were healthcare (41.3%) and private practice (27.2%) (see Table 26).
- The top first employment settings for speech-language pathology master's level graduates were Pre-K-12 schools (22.3%) and healthcare (19.5%) (see Table 26).
- The first employment setting for most research doctoral graduates was a faculty/academic position within a CSD program (39.2%) or a post-doctoral position (27.3%) (see Table 27).

Thesis Requirement

- A capstone project was required for conferral of the degree by 68.6% 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 capstone project or a thesis for conferral of the degree (22.2% and 16.7%, 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 319.3 and 1,965.6, respectively (see Tables 29-30). The average number of practicum hours obtained per student among speech-language pathology master's level programs was 119.5 and 329.6 at on-campus and off-campus sites, respectively.

Time to Degree Completion

- Audiology clinical doctoral entry-level graduates completed their degree requirements in an average of 13.5 quarters or 10.4 semesters (see Tables 31-32).
- Speech-language pathology master's level graduates completed their degree requirements in an average of 7.8 quarters or 5.4 semesters (see Tables 31-32).
- Most (77.9%) research doctoral graduates completed their degree requirements within 4 to 6 years while 15.4% 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 (56.8%) (see Table 35).

Post-Doctoral Appointments

- For the 2021-2022 academic year, 27 of the 308 institutions responding indicated offering a post-doctoral opportunity (see Table 36). These institutions reported that there were a total of 70 post-doctoral appointments available and that 59 were filled.

Total Number of Faculty

- A total of 5,919 academic and clinical faculty were employed during the 2021-2022 academic year, based on 87.0% of institutions responding (see Table 37). Of these, 2,320 were full-time academic faculty, 1,197 were part time academic faculty, 1,244 were full-time clinical faculty, and 1,174 were part-time clinical faculty.

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- Of the 2,290 faculty with research doctoral degrees, 54.4% ($n=1,246$) held a research doctorate in speech-language pathology, 14.4% ($n=329$) held a research doctorate in audiology, 12.4% ($n=283$) held a research doctorate in speech/ language sciences, 4.9% ($n=113$) held a research doctorate in hearing science, and 13.9% ($n=319$) held a research doctorate in another area of study (see Table 38).

Faculty Openings

- During the 2021-2022 academic year, there was a total of 321 full time faculty openings; 50 in audiology, 220 in speech-language pathology, 4 in hearing sciences, 31 in speech/ language sciences, and 16 in no specific area of study (see Table 39).
- A total of 293 searches were conducted for faculty during the 2021-2022 academic year, with 68.6% of the searches filled (see Table 40).
- Most of the positions were filled with faculty who hold a research doctorate in CSD (85.6%, $n=172$), and 4.0% ($n=8$) were filled by faculty who hold a research doctorate in another discipline (see Table 41). An additional 6.5% ($n=13$) of positions were filled with individuals holding a clinical doctorate in CSD, with 4 individuals holding a clinical doctorate in audiology, 8 individuals holding a clinical doctorate in speech-language pathology, and one individual holding a clinical doctorate in no specific area of study. An additional 4.0% ($n=8$) of positions were filled with individuals holding a master's degree in CSD.

Federally and State-Funded Research and Personnel Preparation Grants

- About a third ($n=116$) of responding institutions reported a total 561 federally funded research grants, adding up to more than \$244.7 million (see Table 42). Fifty-two federally funded personnel preparation grants were reported for an overall amount of over \$24.8 million.
- Sixty institutions reported a total of 48 state-funded research grants totaling over \$4.4 million and 10 state-funded personnel preparation grants totaling over \$2.2 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	51	21	41.2%	30	58.8%
Speech-Language Pathology						
Master's	307	198	163	82.3%	35	17.7%

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	51	29	56.9%	7	13.7%	4	7.8%
Speech-Language Pathology								
Master's	307	198	139	70.2%	31	15.7%	28	14.1%

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

Area of Study and Degree Type	Number of		
	Existing Programs	Programs Responding	Applications
Audiology			
Clinical Doctorate: Entry-Level	80	76	4,510
Clinical Doctorate: Post Entry-Level	2	2	7
Speech-Language Pathology			
Master's	307	278	54,893
Clinical Doctorate: Post Entry-Level	8	8	236
Research Doctorate	81	77	647

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	71	4,161	96.4%	154	3.6%
Clinical Doctorate: Post Entry-Level	2	1	0	0.0%	7	100.0%
Speech-Language Pathology						
Master's	307	260	49,959	97.5%	1,261	2.5%
Clinical Doctorate: Post Entry-Level	8	8	228	96.6%	8	3.4%
Research Doctorate	81	65	360	57.2%	269	42.8%

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	76	994	13.1	12	0	32
Clinical Doctorate: Post Entry-Level	2	2	18	9.0	9	8	10
Speech-Language Pathology							
Master's	307	275	11,091	40.3	32	0	600
Clinical Doctorate: Post Entry-Level	8	8	172	21.5	11	5	72
Research Doctorate	81	77	351	4.6	5	0	15

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

Area of Study and Degree Type	Number of				
	Existing Programs	Programs Responding	Student Capacity for Admissions	First-Year Enrollments	Percent of Student Capacity Filled
Audiology					
Clinical Doctorate: Entry-Level	80	76	994	829	83.4%
Clinical Doctorate: Post Entry-Level	2	2	18	4	22.2%
Speech-Language Pathology					
Master's	307	278	11,091	9,920	89.4%
Clinical Doctorate: Post Entry-Level	8	8	172	156	90.7%
Research Doctorate	81	77	351	175	49.9%

Table 7—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			
Audiology					
Clinical Doctorate: Entry-Level	80	76	2,206	4,510	48.9%
Clinical Doctorate: Post Entry-Level	2	2	5	7	71.4%
Speech-Language Pathology					
Master's	307	278	22,845	54,893	41.6%
Clinical Doctorate: Post Entry-Level	8	8	180	236	76.3%
Research Doctorate	81	77	259	647	40.0%

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	70	2,015	94.9%	109	5.1%
Clinical Doctorate: Post Entry-Level	2	1	0	0.0%	5	100.0%
Speech-Language Pathology						
Master's	307	262	20,971	98.4%	339	1.6%
Clinical Doctorate: Post Entry-Level	8	7	176	97.8%	4	2.2%
Research Doctorate	81	63	182	71.1%	74	28.9%

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

Area of Study and Degree Type	Number of			Students Offered Admission with Funding	Percent of Students Offered Admission with Funding
	Existing Programs	Programs Responding	Students Offered Admission		
Audiology					
Clinical Doctorate: Entry-Level	80	76	2,206	608	27.6%
Clinical Doctorate: Post Entry-Level	2	2	5	0	0.0%
Speech-Language Pathology					
Master's	307	278	22,845	3,795	16.6%
Clinical Doctorate: Post Entry-Level	8	8	180	35	19.4%
Research Doctorate	81	77	259	217	83.8%

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

Area of Study and Degree Type	Number of			Students Offered Admission with Funding									
	Existing Programs	Programs Responding	Students Offered Admission with Funding	Assistantships	Extramural	Fellowships	Intramural	Scholarships	Assistantships	Extramural	Fellowships	Intramural	Scholarships
Audiology													
Clinical Doctorate: Entry-Level	80	64	608	261	42.9%	14	2.3%	27	4.4%	16	2.6%	313	51.5%
Clinical Doctorate: Post Entry-Level	2	0	—	—	—	—	—	—	—	—	—	—	—
Speech-Language Pathology													
Master's	307	220	3,795	1,623	42.8%	150	4.0%	219	5.8%	31	0.8%	1,838	48.4%
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	61	217	135	62.2%	28	12.9%	49	22.6%	6	2.8%	28	12.9%

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		GPA Range	
	Existing Programs	Programs Responding	Mean	Median
Audiology				
Clinical Doctorate: Entry-Level	80	73	3.18-3.99	3.20-4.00
Speech-Language Pathology				
Master's	307	274	3.11-3.99	3.11-4.00

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		Graduate First Year Enrollment
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	80	76	829
Clinical Doctorate: Post Entry-Level	2	2	4
Speech-Language Pathology			
Master's	307	278	9,920
Clinical Doctorate: Post Entry-Level	8	8	156
Research Doctorate	81	77	175

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		Unknown
Audiology									
Clinical Doctorate: Entry-Level	80	69	82	10.6%	692	89.2%	2	0.3%	1
Clinical Doctorate: Post Entry-Level	2	0	—	—	—	—	—	—	—
Speech-Language Pathology									
Master's	307	259	371	4.1%	8,756	95.7%	23	0.3%	9
Clinical Doctorate: Post Entry-Level	8	8	5	3.2%	150	96.2%	1	0.6%	0
Research Doctorate	81	58	27	15.8%	143	83.6%	1	0.6%	0

Note: Percentage calculations do not include unknown. Where dashes (—) occur, no data were provided.

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

Area of Study and Degree Type	Number of		Graduate First-Year Enrollment by Race/Ethnicity						
	Existing Programs	Programs Responding	Non-International				International	Unknown	
			White	Racial/Ethnic Minority					
Audiology									
Clinical Doctorate: Entry-Level	80	65	503	70.4%	182	25.5%	29	4.1%	3
Clinical Doctorate: Post Entry-Level	2	0	—	—	—	—	—	—	—
Speech-Language Pathology									
Master's	307	241	6,029	71.6%	2,234	26.5%	156	1.9%	174
Clinical Doctorate: Post Entry-Level	8	6	87	66.4%	39	29.8%	5	3.8%	10
Research Doctorate	81	55	94	56.3%	36	21.6%	37	22.2%	0

Note: Percentage calculations do not include unknown. 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		Total Enrollment
	Existing Programs	Programs Responding	
Undergraduate	282	246	36,573
Audiology			
Clinical Doctorate: Entry-Level	80	76	3,047
Clinical Doctorate: Post Entry-Level	2	2	7
Speech-Language Pathology			
Master's	307	278	21,433
Clinical Doctorate: Post Entry-Level	8	8	393
Research Doctorate	81	77	831

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		Unknown
Undergraduate	282	210	1,269	4.2%	28,727	95.7%	16	0.1%	150
Audiology									
Clinical Doctorate: Entry-Level	80	69	259	9.5%	2,456	90.1%	11	0.4%	4
Clinical Doctorate: Post Entry-Level	2	0	—	—	—	—	—	—	—
Speech-Language Pathology									
Master's	307	252	733	3.9%	18,027	95.9%	33	0.2%	94
Clinical Doctorate: Post Entry-Level	8	8	14	3.6%	375	95.9%	2	0.5%	2
Research Doctorate	81	69	171	21.2%	630	78.2%	5	0.6%	2

Note: Percentage calculations do not include unknown. Where dashes (—) occur, no data were provided.

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

Area of Study and Degree Type	Number of		Total Enrollment by Race/Ethnicity						
	Existing Programs	Programs Responding	Non-International				International	Unknown	
			White	Racial/Ethnic Minority					
Undergraduate	282	196	18,724	66.4%	9,184	32.6%	280	1.0%	843
Audiology									
Clinical Doctorate: Entry-Level	80	64	1,966	78.1%	496	19.7%	56	2.2%	14
Clinical Doctorate: Post Entry-Level	2	0	—	—	—	—	—	—	—
Speech-Language Pathology									
Master's	307	241	12,811	71.3%	4,926	27.4%	230	1.3%	402
Clinical Doctorate: Post Entry-Level	8	6	206	61.1%	123	36.5%	8	2.4%	17
Research Doctorate	81	67	484	60.9%	152	19.1%	159	20.0%	5

Note: Percentage calculations do not include unknown. 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	282	97	750	7.7	5	6.8%
Audiology						
Clinical Doctorate: Entry-Level	80	33	127	3.8	3	8.7%
Clinical Doctorate: Post Entry-Level	2	0	—	—	—	—
Speech-Language Pathology						
Master's	307	112	448	4.0	3	5.8%
Clinical Doctorate: Post Entry-Level	8	0	—	—	—	—
Research Doctorate	81	12	21	1.8	2	12.1%

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

Area of Study	Number of		Immediately Following Receipt of				While Simultaneously Enrolled in Clinical Doctoral Degree (e.g., AuD/PhD)		After Practicing in the Profession(s)/Discipline(s)				Other experience outside of the profession(s)/discipline
	Existing Programs	Programs Responding	Bachelor's Degree	Master's Degree	Clinical Doctoral Degree	Immediately Following Completion of Clinical Fellowship	5 or Fewer Years	6 or More Years	5 or Fewer Years	6 or More Years			
Research Doctorate	81	56	19 11.7%	23 14.2%	7 4.3%	10 6.2%	7 4.3%	60 37.0%	20 12.3%	16 9.9%			

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	90.0%	74.6%
Arizona	76.7%	103.5%
Arkansas	75.0%	89.0%
California	71.6%	102.3%
Colorado	110.0%	129.7%
Connecticut	86.7%	97.0%
Delaware	—	52.5%
District of Columbia	61.5%	94.7%
Florida	91.5%	92.3%
Georgia	—	76.9%
Hawaii	—	37.5%
Idaho	100.0%	89.1%
Illinois	92.9%	96.1%
Indiana	60.0%	85.6%
Iowa	140.0%	106.4%
Kansas	91.3%	93.1%
Kentucky	100.0%	95.4%
Louisiana	55.0%	82.7%
Maine	—	96.0%
Maryland	59.3%	95.6%
Massachusetts	90.0%	102.6%
Michigan	92.3%	93.7%
Minnesota	66.7%	95.2%
Mississippi	70.0%	93.8%
Missouri	70.4%	82.8%
Montana	—	97.1%
Nebraska	33.3%	93.5%

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	—	78.8%
New Hampshire	—	91.4%
New Jersey	37.5%	96.7%
New Mexico	—	103.7%
New York	81.4%	82.7%
North Carolina	88.5%	87.4%
North Dakota	—	84.7%
Ohio	87.7%	91.7%
Oklahoma	40.0%	100.0%
Oregon	100.0%	100.0%
Pennsylvania	103.1%	87.3%
Puerto Rico	100.0%	104.8%
Rhode Island	—	88.0%
South Carolina	—	88.2%
South Dakota	100.0%	100.0%
Tennessee	88.9%	102.9%
Texas	93.7%	67.0%
Utah	72.7%	88.1%
Vermont	—	95.0%
Virginia	100.0%	107.1%
Washington	83.3%	95.9%
West Virginia	66.7%	96.9%
Wisconsin	100.0%	99.5%
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	48	64.0%	11	14.7%	11	14.7%	5	6.7%
Competing demands on faculty time	39	52.7%	19	25.7%	12	16.2%	4	5.4%
Insufficient clinical placements	38	51.4%	17	23.0%	8	10.8%	11	14.9%
Insufficient number of qualified candidates applying	37	49.3%	14	18.7%	15	20.0%	9	12.0%
Insufficient student funding	31	41.3%	16	21.3%	17	22.7%	11	14.7%
Insufficient space (e.g. lab, classroom)	56	74.7%	12	16.0%	5	6.7%	2	2.7%
Clinical Doctorate: Post Entry-Level								
Insufficient number of faculty	2	100.0%	—	—	—	—	—	—
Competing demands on faculty time	2	100.0%	—	—	—	—	—	—
Insufficient clinical placements	2	100.0%	—	—	—	—	—	—
Insufficient number of qualified candidates applying	—	—	—	—	—	—	1	100.0%
Insufficient student funding	1	100.0%	—	—	—	—	—	—
Insufficient space (e.g. lab, classroom)	2	100.0%	—	—	—	—	—	—
Research Doctorate								
Insufficient number of faculty	25	53.2%	11	23.4%	7	14.9%	4	8.5%
Competing demands on faculty time	26	55.3%	11	23.4%	4	8.5%	6	12.8%
Insufficient clinical placements	44	93.6%	3	6.4%	—	—	—	—
Insufficient number of qualified candidates applying	17	37.0%	8	17.4%	12	26.1%	9	19.6%
Insufficient student funding	22	46.8%	7	14.9%	5	10.6%	13	27.7%
Insufficient space (e.g. lab, classroom)	44	93.6%	3	6.4%	—	—	—	—

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	170	61.8%	43	15.6%	35	12.7%	27	9.8%
Competing demands on faculty time	154	56.0%	59	21.5%	33	12.0%	29	10.5%
Insufficient clinical placements	128	47.1%	46	16.9%	48	17.6%	50	18.4%
Insufficient number of qualified candidates applying	166	60.4%	46	16.7%	39	14.2%	24	8.7%
Insufficient student funding	116	43.0%	55	20.4%	65	24.1%	34	12.6%
Insufficient space (e.g. lab, classroom)	203	74.1%	40	14.6%	24	8.8%	7	2.6%
Clinical Doctorate: Post Entry-Level								
Insufficient number of faculty	4	50.0%	2	25.0%	1	12.5%	1	12.5%
Competing demands on faculty time	4	50.0%	1	12.5%	2	25.0%	1	12.5%
Insufficient clinical placements	8	100.0%	—	—	—	—	—	—
Insufficient number of qualified candidates applying	6	75.0%	2	25.0%	—	—	—	—
Insufficient student funding	5	71.4%	1	14.3%	1	14.3%	—	—
Insufficient space (e.g. lab, classroom)	8	100.0%	—	—	—	—	—	—
Research Doctorate								
Insufficient number of faculty	46	61.3%	14	18.7%	6	8.0%	9	12.0%
Competing demands on faculty time	34	45.3%	20	26.7%	9	12.0%	12	16.0%
Insufficient clinical placements	73	98.6%	1	1.4%	—	—	—	—
Insufficient number of qualified candidates applying	35	47.3%	11	14.9%	9	12.2%	19	25.7%
Insufficient student funding	27	36.0%	11	14.7%	14	18.7%	23	30.7%
Insufficient space (e.g. lab, classroom)	68	90.7%	6	8.0%	1	1.3%	—	—

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

Graduation Tables 22-25

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

Area of Study and Degree Type	Number of		Total Number of Degrees Granted
	Existing Programs	Programs Responding	
Undergraduate	282	246	10,627
Audiology			
Clinical Doctorate: Entry-Level	80	76	741
Clinical Doctorate: Post Entry-Level	2	2	6
Speech-Language Pathology			
Master's	307	278	9,223
Clinical Doctorate: Post Entry-Level	8	8	88
Research Doctorate	81	77	151

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	Unknown	
Undergraduate	282	187	371	4.6%	7,684	95.3%	12	0.1%	103
Audiology									
Clinical Doctorate: Entry-Level	80	66	67	10.1%	593	89.6%	2	0.3%	0
Clinical Doctorate: Post Entry-Level	2	0	—	—	—	—	—	—	—
Speech-Language Pathology									
Master's	307	237	299	3.7%	7,732	96.1%	13	0.2%	21
Clinical Doctorate: Post Entry-Level	8	7	2	2.3%	86	97.7%	0	0.0%	0
Research Doctorate	81	57	36	23.5%	115	75.2%	2	1.3%	2

Note: Percentage calculations do not include unknown. Where dashes (—) occur, no data were provided.

Table 24—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						
	Existing Programs	Programs Responding	Non-International				International	Unknown	
			White	Racial/Ethnic Minority					
Undergraduate	282	173	4,869	67.8%	2,247	31.3%	69	1.0%	136
Audiology									
Clinical Doctorate: Entry-Level	80	61	486	81.0%	101	16.8%	13	2.2%	7
Clinical Doctorate: Post Entry-Level	2	0	—	—	—	—	—	—	—
Speech-Language Pathology									
Master's	307	225	5,640	74.9%	1,806	24.0%	84	1.1%	127
Clinical Doctorate: Post Entry-Level	8	5	46	60.5%	29	38.2%	1	1.3%	0
Research Doctorate	81	57	103	66.5%	20	12.9%	32	20.6%	2

Note: Percentage calculations do not include unknown. 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	Institutions Responding	Research Doctoral Degrees Granted
Audiology/Hearing Sciences			
Balance	81	22	2
Hearing conservation	81	22	1
Hearing science	81	22	18
Pediatric audiology	81	22	1
Psychoacoustics	81	22	9
Rehabilitative audiology	81	22	2
Other Audiology/Hearing Science	81	22	5
Total	81	22	38
Speech-Language Pathology/Speech and Language Sciences			
AAC	81	47	4
Aural rehabilitation	81	47	1
Child Language	81	47	14
Fluency	81	47	4
Language science	81	47	11
Literacy	81	47	4
Neurogenic communication disorders	81	47	29
Phonology/articulation	81	47	6
Speech science	81	47	19
Swallowing	81	47	3
Voice	81	47	6
Other SLP/Speech Sciences	81	47	10
Total	81	47	111

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 and Employment Setting

Area of Study, Degree Type and Employment Setting	Number of		
	Existing Programs	Programs Responding	Graduates
Audiology			
Clinical Doctorate: Entry-Level			
Healthcare	80	61	302
Private practice	80	60	199
School (Pre-K-12)	80	60	10
College/university	80	60	10
Pursuing another degree	80	60	7
Other or unknown employment setting	80	60	7
Not employed	80	61	12
Unknown employment status	80	61	59
Speech-Language Pathology			
Master's			
Healthcare	307	205	1,750
Private practice	307	205	1,229
School (Pre-K-12)	307	206	2,002
College/university	307	197	9
Pursuing another degree	307	196	17
Other or unknown employment setting	307	197	408
Not employed	307	192	98
Unknown employment status	307	203	1,356

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			Percent of Graduates
	Existing Programs	Programs Responding	Graduates	
Research Doctorate				
Faculty/academic position in a CSD program	81	55	56	39.2%
Faculty/academic position in another discipline	81	55	5	3.5%
Clinical position in an academic setting	81	55	3	2.1%
Clinical position in a non-academic setting	81	55	3	2.1%
Administrative position in an academic setting	81	55	0	0.0%
Administrative position in a non-academic setting	81	55	1	0.7%
Research position in an academic setting	81	55	9	6.3%
Research position in a non-academic setting	81	55	9	6.3%
Postdoctoral position	81	55	39	27.3%
Other or unknown employment setting	81	55	7	4.9%
Not employed	81	55	1	0.7%
Unknown employment status	81	55	10	7.0%

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	51	3	5.9%	35	68.6%
Clinical Doctorate: Post-Entry Level	2	1	0	0.0%	0	0.0%
Speech-Language Pathology						
Master's	307	198	33	16.7%	44	22.2%
Clinical Doctorate: Post-Entry Level	8	4	0	0.0%	2	50.0%
Research Doctorate	81	57	3	5.3%	1	1.8%

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		Average Number of Graduate Practicum Hours Obtained at On-Campus Sites
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	80	63	319.3
Speech-Language Pathology			
Master's	307	227	119.5

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

Area of Study and Degree Type	Number of		Average Number of Graduate Practicum Hours Obtained at Off-Campus Sites
	Existing Programs	Programs Responding	
Audiology			
Clinical Doctorate: Entry-Level	80	64	1965.6
Speech-Language Pathology			
Master's	307	235	329.6

Time to Degree Tables 31-34

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

Area of Study and Degree Type	Number of		Average Time to Degree in Quarters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
Audiology						
Clinical Doctorate: Entry-Level	80	2	13.5	13.5	12	15
Clinical Doctorate: Post Entry-Level	2	0	—	—	—	—
Speech-Language Pathology						
Master's	307	8	7.8	7	7	11
Clinical Doctorate: Post Entry-Level	8	1	7.0	7	7	7

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		Average Time to Degree in Semesters			
	Existing Programs	Programs Responding	Mean	Median	Minimum	Maximum
Audiology						
Clinical Doctorate: Entry-Level	80	49	10.4	11	8	12
Clinical Doctorate: Post Entry-Level	2	1	8.0	8	8	8
Speech-Language Pathology						
Master's	307	188	5.4	5	4	7
Clinical Doctorate: Post Entry-Level	8	3	5.3	6	3	7

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 Responding	1-3		4-6		7-10		More than 10	
Research Doctorate	81	56	8	5.4%	116	77.9%	23	15.4%	2	1.3%

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	19	17	3	4

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	56.8%	Arts; Sciences; Humanities; Liberal & Fine Arts; Social and Behavioral Sciences	17.9%	Audiology; Speech-Language Pathology; Communication Disorders	6	1.9%	Communications	9	2.9%	Education	39	12.7%	Medicine	8	2.6%	Professional Programs/ Studies	9	2.9%	None of the above	7	2.3%

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
354	308	27	70	59

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	2,320	1,244	3,564
Part time	1,197	1,174	2,358
Total	3,508	2,409	5,919

Note: 308 of 354 (87.0%) 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	329
Speech Language Pathology	1,246
Hearing Science	113
Speech/Language Science	283
Other	319
Total	2,290

Note: 306 of 354 (86.4%) institutions provided data.

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

Area of Study	Academic Year (2021-2022)
Audiology	50
Speech Language Pathology	220
Hearing Sciences	4
Speech/Language Sciences	31
No Specific Area of Study	16
Total	321

Note: 305 of 354 (86.2%) 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	
293	201	68.6%	172	85.6%	8	4.0%

Note: 308 of 354 (87.0%) institutions provided data.

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

Area of Study	Filled with Faculty Who Hold A					Filled with Faculty Hired		Number of Searches Unfilled
	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	
Audiology	35	29	1	4	1	35	0	14
Speech-Language Pathology	138	120	3	8	7	136	2	59
Hearing Science	3	3	0	0	0	3	0	1
Speech/Language Sciences	18	16	2	0	0	18	0	8
No specific area of study	7	4	2	1	0	7	0	3
Total	201	172	8	13	8	199	2	85

Note: 308 of 354 (87.0%) 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			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	\$409,750	0	\$0
Arizona	6	3	22	\$20,135,866	2	\$1,284,325
Arkansas	7	2	3	\$291,907	1	\$60,655
California	23	7	11	\$3,929,848	7	\$3,057,161
Colorado	3	2	7	\$58,488,926	0	\$0
Connecticut	4	2	13	\$1,752,254	0	\$0
Delaware	1	1	19	\$20,775,945	0	\$0
District of Columbia	4	2	7	\$2,037,803	0	\$0
Florida	11	4	18	\$3,120,750	5	\$634,637
Georgia	6	2	2	\$1,290,908	0	\$0
Hawaii	1	0	—	—	—	—
Idaho	1	1	3	\$647,589	0	\$0
Illinois	16	4	48	\$8,465,328	0	\$0
Indiana	8	1	3	\$299,000	0	\$0
Iowa	3	1	8	\$7,488,782	0	\$0
Kansas	4	1	10	\$8,163,533	1	\$1,250,000
Kentucky	6	1	0	\$0	0	\$0
Louisiana	9	0	—	—	—	—
Maine	1	0	—	—	—	—
Maryland	3	2	18	\$2,573,885	2	\$1,360,000
Massachusetts	12	5	48	\$17,440,510	1	\$997,960
Michigan	9	4	13	\$1,791,714	1	\$15,000
Minnesota	5	0	—	—	—	—
Mississippi	5	2	1	\$173,556	1	\$249,960
Missouri	10	3	3	\$554,630	5	\$812,478
Montana	1	1	3	\$0	1	\$150,000
Nebraska	3	2	5	\$3,171,332	0	\$0
Nevada	2	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	0	—	—	—	—
New Jersey	8	2	5	\$440,924	1	\$0
New Mexico	3	2	6	\$4,443,316	0	\$0
New York	35	9	39	\$6,971,921	2	\$5,200,000
North Carolina	8	5	10	\$1,422,583	2	\$475,578
North Dakota	3	1	0	\$0	0	\$0
Ohio	16	6	29	\$7,448,735	1	\$1,221,558
Oklahoma	6	0	—	—	—	—
Oregon	4	2	7	\$7,158,452	2	\$2,500,000
Pennsylvania	27	5	45	\$7,964,114	2	\$657,996
Puerto Rico	5	0	—	—	—	—
Rhode Island	2	0	—	—	—	—
South Carolina	6	2	32	\$6,373,831	0	\$0
South Dakota	2	0	—	—	—	—
Tennessee	7	5	43	\$9,255,034	8	\$2,226,324
Texas	21	10	42	\$10,958,047	2	\$2,290,263
Utah	4	3	15	\$12,900,298	1	\$199,989
Vermont	1	1	0	\$0	1	\$8,646
Virginia	6	4	2	\$0	2	\$95,000
Washington	4	1	14	\$3,565,788	0	\$0
West Virginia	3	0	—	—	—	—
Wisconsin	9	3	3	\$2,750,280	1	\$58,811
Wyoming	1	1	3	\$139,000	0	\$0
Total	354	116	561	\$244,796,139	52	\$24,806,341

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	2	1	\$301,500	0	\$0
Arizona	6	2	3	\$328,938	0	\$0
Arkansas	7	1	8	\$37,000	0	\$0
California	23	3	1	\$424,000	1	\$300,000
Colorado	3	1	0	\$0	0	\$0
Connecticut	4	1	0	\$0	0	\$0
Delaware	1	0	—	—	—	—
District of Columbia	4	0	—	—	—	—
Florida	11	2	2	\$332,311	0	\$0
Georgia	6	1	2	\$185,638	0	\$0
Hawaii	1	1	0	\$0	0	\$0
Idaho	1	0	—	—	—	—
Illinois	16	3	1	\$16,684	0	\$0
Indiana	8	0	—	—	—	—
Iowa	3	0	—	—	—	—
Kansas	4	0	—	—	—	—
Kentucky	6	0	—	—	—	—
Louisiana	9	1	1	\$2,500	1	\$1,200
Maine	1	1	1	\$10,000	0	\$0
Maryland	3	1	1	\$10,000	0	\$0
Massachusetts	12	0	—	—	—	—
Michigan	9	0	—	—	—	—
Minnesota	5	1	1	\$25,000	0	\$0
Mississippi	5	1	0	\$0	0	\$0
Missouri	10	1	0	\$0	0	\$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	8	\$60,540	0	\$0
Nevada	2	1	1	\$28,985	0	\$0
New Hampshire	1	0	—	—	—	—
New Jersey	8	2	1	\$0	0	\$0
New Mexico	3	2	0	\$0	0	\$0
New York	35	1	0	\$0	0	\$0
North Carolina	8	1	0	\$0	0	\$0
North Dakota	3	1	0	\$0	0	\$0
Ohio	16	2	3	\$468,888	0	\$0
Oklahoma	6	2	2	\$140,398	0	\$0
Oregon	4	0	—	—	—	—
Pennsylvania	27	2	1	\$9,967	0	\$0
Puerto Rico	5	0	—	—	—	—
Rhode Island	2	1	1	\$158,000	1	\$115,000
South Carolina	6	1	0	\$0	0	\$0
South Dakota	2	0	—	—	—	—
Tennessee	7	4	1	\$1,075,645	1	\$477,274
Texas	21	5	6	\$749,255	1	\$844,430
Utah	4	3	0	\$0	3	\$280,657
Vermont	1	1	0	\$0	0	\$0
Virginia	6	2	0	\$0	1	\$75,000
Washington	4	0	—	—	—	—
West Virginia	3	3	2	\$79,415	1	\$109,200
Wisconsin	9	0	—	—	—	—
Wyoming	1	0	—	—	—	—
Total	354	60	48	\$4,444,664	10	\$2,202,761

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