

Introduction

The Survey of Undergraduate and Graduate Programs in Communication Sciences and Disorders has been conducted since 1982-83. Surveys were conducted in 1982-83, 1983-84, 1984-85, 1985-86, 1986-87, 1988-89, 1990-91, 1992-93, 1994-95, 1996-97, and 1998-99. Due to space limitations, data from the 1983-84 and 1985-86 surveys are not included in several of the tables. For the 1998-99 survey, a response rate of 75.5% was obtained, with 228 of 302 institutions returning the Council's 11th survey (Table 1). This response rate reflects an increase of 12% when compared to the response rate from the 1996-97 survey. Since 1996-97 the survey has included data from responding institutions in Canada and Puerto Rico.

In the 1998-99 survey, response rates varied across programs and areas at the undergraduate, master's, and doctoral levels. The total response rate for all graduate programs was 73.3%, (181 of 247) and 76.8% for all undergraduate programs, (205 of 267). The total response rate for all undergraduate programs increased from 66.9% in 1996-97 to 76.8% in 1998-99, and the response rate for undergraduate only programs increased from 51.4% in the 1996-97 survey to 85.5% in the 1998-99 survey (Table 1). The response rate for master's programs was 73.1%, with 72.3% for audiology, 73.6% for speech-language pathology, and 72.7% for speech/language/hearing sciences. The response rate for doctoral programs was 77.2%, with 77.8% for audiology, 77.2% for speech-language pathology, and 76.5% for speech/language/hearing sciences.

Data from eight of the Council's previous survey reports (1982-83, 1984-85, 1986-87, 1988-89, 1990-91, 1992-93, 1994-95, 1996-97) were used to make comparisons with the 1998-99 data. In order to compare data obtained in the surveys conducted from

1982-83 to 1998-99, some totals were adjusted to 100% based on the percent of programs reporting. These adjustment factors differ for each of the previous surveys and are summarized in Figure 1.

Figure 1. Percent of programs reporting and adjustment factors for survey years 1982-83 through 1992-93.

<u>Survey Year</u>	<u>% Programs Reporting</u>	<u>Adjustment Factor</u>
82-83	87%	1.149
84-85	96%	1.030
86-87	95%	1.053
88-89	92%	1.090
90-91	84%	1.197
92-93	75%	1.333

Different adjustment factors based on actual response rates were calculated for program levels and majors (e. g., audiology, speech-language pathology) in 1994-95, 1996-97, and 1998-99, because response rates differed between undergraduate and graduate programs and among graduate programs in audiology, speech-language pathology, and speech/language/hearing sciences. This form of adjustment assumes that the demographics for those programs not reporting are similar to those programs reporting. By using these adjustment factors, more valid comparisons can be made. Figure 2 summarizes these adjustment factors.

Figure 2. Percent of programs reporting and adjustment factors for educational levels and majors for 1994-95, 1996-97, and 1998-99.

Levels & Majors	% Programs Reporting 1994-95	Adjustment Factor 1994-95	% Programs Reporting 1996-97	Adjustment Factor 1996-97	% Programs Reporting 1998-99	Adjustment Factor 1998-99
Undergraduate Programs	68.0	1.47	66.9	1.49	76.8	1.30
Master's Degree Programs	77.1	Not referred to in document	76.1	1.31	73.1	1.37
Master's Degree Audiology	78.8	1.27	78.2	1.28	72.3	1.38
Master's Degree Speech-Language Pathology	74.9	1.34	73.4	1.36	73.6	1.36
Master's Degree Speech/Language/Hearing Science	90.9	1.10	91.7	1.09	72.7	1.38
Doctoral Degree Programs	89.2	Not referred to in document	85.7	1.17	77.2	1.30
Doctoral Degree Audiology	87.0	1.15	84.8	1.18	77.8	1.29
Doctoral Degree Speech-Language Pathology	87.3	1.15	82.0	1.22	77.2	1.30
Doctoral Degree Speech/Language/Hearing Science	96.6	1.04	93.9	1.06	76.5	1.31

Tables throughout the report provide information regarding programs in each of the 10 federal regions plus OTHER (Canada and Puerto Rico). States in each of the regions are as follows:

REGION I	CT, ME, MA, NH, RI, VT
REGION II	NJ, NY
REGION III	DE, MD, PA, VA, WV, DC
REGION IV	AL, FL, GA, KY, MS, NC, SC, TN
REGION V	IL, IN, MI, MN, OH, WI
REGION VI	AR, LA, NM, OK, TX
REGION VII	IA, KS, MO, NE
REGION VIII	CO, MT, ND, SD, UT, WY
REGION IX	AZ, CA, HI, NV
REGION X	AK, ID, OR, WA
OTHER	Canada and Puerto Rico

I. *Program Information* (Tables 1-4)

The total number of institutions with communication sciences and disorders programs in the United States, Canada, and Puerto Rico was 302 in the 1998-99 academic year. Over the survey's 17 year history, the total number of programs has remained relatively stable (Table 3). Currently, there are 267 undergraduate communication sciences and disorders programs. Of those programs, 55 (21%) provide undergraduate only education, with the remaining 212 (79%) offering undergraduate and graduate education in communication sciences and disorders. Over the 17 year history of the

survey, the total number of undergraduate programs in communication sciences and disorders has ranged from a low of 267 (1998-99) to a high of 301 (1988-89). Since the 1996-97 survey, there was a net decrease of seven audiology and two speech/language/hearing sciences programs, while there was a net increase of nine speech-language pathology programs, all at the master's level. During the same time period, the number of doctoral programs in speech-language pathology, audiology, and speech/language/hearing sciences has remained relatively stable at an average of 56, 48, and 33 programs, respectively (Table 3).

The distribution of academic homes for communication sciences and disorders graduate programs has changed from 1990-91 to 1998-99. Approximately one-quarter of all programs currently are located either in colleges of arts and sciences or allied health and medicine and one-fifth in colleges of education, accounting for more than two-thirds of all programs. From 1992-93 to 1994-95 there was a substantial decrease in the percentage of programs housed in arts and sciences from 42% to 24.3%. Since 1994-95, however, the percentage of programs housed in arts and sciences has remained relatively stable. From 1990-91 to 1998-99 the percentage of programs housed in education and the percentage of programs housed in allied health and medicine remained relatively stable at an average of 19% and 26%, respectively.

II. *Degrees Granted* (Tables 5-8)

Although the number of degrees granted at the bachelor's level in 1997-98 was the third highest in the 17 year history of the survey, this number decreased by 984 (-14.7%) from the 1995-96 survey, reflecting the second consecutive decrease in the number of bachelor's degrees granted since 1987 (Table 8). Further, the number of

females receiving degrees has greatly exceeded that of males across the 17-year history of the survey, while the proportion of males and females receiving degrees has remained relatively stable.

At the master's level, the total number of degrees granted increased by 569 (+9.3%) in 1997-98 when compared to the number granted in 1995-96 (Table 8). From 1981-82 to 1991-92, the total number of master's degrees awarded has remained relatively constant, ranging from approximately 3800 to 4400. The number of master's degrees granted in 1997-98 (6,692) reflects the highest number of master's degrees awarded in the 17 year history of the survey, with the second highest number granted in 1995-96 (6,123). From 1987-88 to 1997-98, there has been a 78% increase in the number of master's degrees granted. Although the number of master's degrees in audiology decreased by 13.4% from 1995-96 to 1997-98, the 873 degrees granted still represents the third highest number of degrees granted in a single year. The number of speech-language pathology degrees granted increased by 731 (+14.4%) between 1995-96 and 1997-98. The 5,819 degrees granted in 1997-98 represents the highest number of degrees granted in speech-language pathology in the 17-year history of the survey. Since 1987-88 there has been a 91.4% increase in the number of master's degrees granted in speech-language pathology. This increase in the number of master's degrees granted continues to occur in the absence of a parallel increase in the number of degree granting programs. During 1997-98, there were no master's degrees granted in speech/language/hearing sciences, representing a first in the history of the survey.

The number of doctoral degrees granted reflected a net decrease of 3 (-2.9%) from 1995-96 to 1997-98, with a decrease of 14 (-50%) in audiology, a decrease of 2

(-3%) in speech-language pathology, and an increase of 13 (+118.2%) in speech/language/hearing sciences. These results reflect a total decrease of 98 (-49%) doctoral degrees granted from the 1981-82 survey. Further, both the total number of doctoral degrees and the number of doctoral degrees in audiology were the lowest number granted in the history of the survey.

An average of 5% of bachelor's degrees in communication sciences and disorders were awarded to males, with a range of 3% (Region IV) to 12% (Region VIII). At the master's level, males earned 13% of audiology degrees, with a range of 4% (Region IV) to 43% (Region VIII) and 5% of speech-language pathology degrees, with a range of 3% (Region III) to 7% (Region VI). At the doctoral level, males earned 42% of audiology degrees, 33% of speech-language pathology degrees, and 28% of speech/language/hearing sciences degrees.

III. *Theses* (Tables 9-11)

The total number of master's theses completed in 1997-98 increased by 48 (+7.8%) from the previous survey (Table 10). Although the overall number of master's theses completed in speech-language pathology increased by 16.9% and in audiology decreased by 26.8%, the percentage of students completing theses in both professions was similar, 14.6% and 13.1%, respectively. Over the 17-year history of the survey, these figures represent the lower end of the range for completion of theses. Based on data derived from Tables 8 and 19, the 1997-98 academic year marks the lowest percentage (9.9%) of graduates completing theses in the 17-year history of the survey.

IV. *Students* (Tables 12-21)

The overall number of undergraduate students in 1998-99 was a record high of 35,445 for an increase of 22.5% from the number reported in the 1996-97 survey. This overall 22.5% increase reflects record high enrollments across each of the four years of undergraduate education, including a 58.4% increase in the freshman class. The 1998-99 increase in undergraduate student enrollment is the sixth consecutive increase since 1986-87. Of the total undergraduate enrollments, males represent 15.9%. This percentage of males represents more than a three-fold increase across all levels of undergraduate enrollment since 1990-91. The freshman class represents an opportunity to even further increase the number of males entering the professions as they currently constitute 21% of freshmen.

The total number (13,657) of master's level students in 1998-99 represents a 14.5% increase from the 1996-97 survey and is the highest enrollment recorded in the history of the survey (Table 15). Of the total number of master's students, 22.5% are part-time (Table 14).

The total number of audiology master's students decreased by 102 between 1996-97 (1,408) and 1998-99 (1,306) for a decrease of 7.2% (Table 15). This decrease is consistent with a general fluctuating pattern of enrollment, varying among all previous surveys by a range of 342 students.

The total number of speech-language pathology master's students increased by 667 between 1996-97 (11,408) and 1998-99 (12,075) for an increase of 5.8%. In 1998-99 77.5% of all master's students in communication sciences and disorders were full-time.

Table 16 shows the total number of males at the master's level increased from 743 in 1996-97 to 812 in 1998-99 (+9.3%). This represents the highest number of males enrolled in communication sciences and disorders master's programs in the history of the survey. The number of females increased as well, from 12,090 in 1996-97 to 12,845 in 1998-99 (+6.2%). Although male students overall increased by 9.3% and female students overall increased by 6.2%, both male and female students overall in audiology decreased by 5.2% and 7.6%, respectively. Males in speech-language pathology increased by 13.2%, and females increased by 5.5%. Although the total number of students in speech/language/hearing sciences programs remained low compared to other areas, there was an overall increase in enrollment of 1,523.5% from 1996-97 to 1998-99. From 1996-97 to 1998-99, enrollment in speech/language/hearing science programs experienced the largest growth (from 17 to 276 students) and the highest total number of students in the history of the survey. This record high enrollment represents a more than three-fold increase from the second highest enrollment (89) in 1994-95.

As may be seen in Tables 18 and 19, there was an 11.5% decrease in the total number of doctoral students between 1996-97 (898) and 1997-98 (795). The total number of audiology doctoral students increased 14% from 225 in 1996-97 to 239 in 1998-99, which represents the highest number of audiology doctoral students in the history of the survey. The total number of speech-language pathology doctoral students decreased 4.1% from 462 in 1996-97 to 443 in 1998-99. Finally, the total number of doctoral students enrolled in speech/language/hearing sciences decreased 46.4% from 211 in 1996-97 to 113 in 1998-99.

The increase in doctoral enrollments observed in the 1996-97 survey was not maintained in the 1998-99 survey. Therefore, it should not be anticipated that there would be a substantial increase in the number of doctoral degrees awarded in the near future.

As is seen in Tables 8 and 18, the number of individuals enrolled in and earning degrees in doctoral programs in communication sciences and disorders has remained relatively stable since 1983-84. Over the 17-year history of the survey, the number of doctoral students enrolled full-time has gradually increased to its current level of 83.6%. Across part-time and full-time status, 21.2% of doctoral students in speech-language pathology, 38.5% in audiology, and 53.1% in speech/language/hearing sciences were males. Overall, 30.9% of doctoral students in 1998-99 were males. This represents a relatively large increase over the previous 14 years, when males comprised approximately 21% of all doctoral students. In general, the proportion of doctoral students enrolled as full-time (versus part-time) has steadily increased since the first survey in 1982-83. Doctoral students are currently at or near their highest rates of full-time status (87.9% in audiology, 81.3% in speech-language pathology, and 84.1% in speech/language/hearing sciences). Gender does not appear to be a variable in whether a doctoral student is full-time or part-time.

Information concerning graduate applications, admissions, and enrollment for master's programs in 1998-99 is reported in Table 20 and 21. Of those individuals who applied to graduate school (26,296), 8,000 (30.4%) were admitted and 5,127 (19.5%) were enrolled. It is important to keep in mind that the number of applicants (26,296) does not necessarily represent different students since many students apply to several

places. Of the number of students who were admitted (8,000), 64.1% enrolled. Table 21 shows 41.7% of the students remained for graduate study at their undergraduate institutions in 1998-99. This figure has remained relatively constant from the 1992-93 survey to the 1998-99 survey. The percentage of graduate students remaining within state (same state as undergraduate institution) was 62.1% in 1998-99, a figure similar to that reported since the 1992-93 survey. The percentage of out-of-state communication sciences and disorders students was 20.2% in 1998-99 compared to 21.9% in 1996-97, and the percentage of students with undergraduate majors from other disciplines was 15.5%, similar to figures reported since the 1992-93 survey. In 1998-99, nontraditional students (older than 30 years) comprised 11.6% of the total master's students, with the percent ranging from 4.3% in Region X to 22.7% in the "other" region.

V. *Faculty* (Tables 22-23)

Table 23 shows a net gain of 225 positions or a 9.6% increase in the number of full-time faculty between 1996-97 and 1998-99. With regard to part-time faculty, there was a net gain of 306 positions or a 35.4% increase between 1996-97 and 1998-99. These results represent the highest number of full-time (2,559) and part-time (1,171) faculty in the history of the survey. In addition, the results represent the second largest single gain in part-time faculty from one survey to the next. The largest single gain for part-time faculty occurred between 1994-95 and 1996-97, whereas, the largest single gain for full-time faculty occurred between 1988-89 and 1990-91. A comparison of the percentage of full-time and part-time male faculty with doctoral degrees from 1990-91 to 1998-99 shows a decrease from 56.2% to 43.2% and 59.8% to 26.1%, respectively. The

1990-91 academic year was the last year in which the proportion of full-time and part-time doctoral male faculty was greater than that of females. In contrast to the proportion of male faculty with doctoral degrees (43.1% full-time and 26.1% part-time), only 11.1% full-time and 7.7% part-time male faculty hold the master's degree as their highest degree. Finally, 54% of the combined full-time and part-time male and female faculty are at the doctoral level.

VI. *Supervisors* (Tables 24 and 25)

Computed from data in Table 24, 54% of the total number of supervisors in 1998-99 were full-time and 46% were part-time, yielding comparable proportions to the previous survey. On the average, there are 3.1 full-time and 2.2 part-time for a combined average of 5.3 supervisors per institution. Further, 10.4% of the full-time and 7.4% of the part-time supervisors were male.

In 1994-95 the reporting of data regarding clinical supervisors was changed to include only those individuals whose primary responsibility was supervision and who were paid by the institution. In previous years, survey data included academic faculty who supervised part-time. It also included unpaid supervisors. In addition, a distinction was made between supervisors who were internal or external to the institution. The current change was made in order to reflect more accurately the number of institutionally supported supervisors. Because of this change, differences between surveys conducted up to and including 1992-93 and those conducted after, need to be interpreted with caution (Table 25).

VII. *Ethnic Minority Groups* (Tables 26-32)

In 1998-99, ethnic minority groups comprised 17.0% of bachelor's (Table 26), 8.5% of master's and 13.6% of doctoral students in communication sciences and disorders (Tables 27 and 28). These percentages of ethnic minority enrollment across educational levels represent the highest percentage in the history of the survey for bachelor's and the second highest percentage for master's and doctoral students. The current levels were highest in 1982-83 for master's (10.2%) and in 1988-89 for doctoral students (13.8%). Considerable variation exists in the percentage of students from ethnic minority groups at all levels of education across geographic regions. Tables 26, 27, and 28 show the largest percentage of bachelor's students from ethnic minority groups in Regions II and IX, the largest percentage of master's students from Regions VI and IX, and the largest percentage of doctoral students from Regions IV and VI.

The percentage of full-time and part-time faculty from ethnic minority groups was 7.5% and 6.2%, respectively in 1998-99 (Table 31). These results represent the second highest percentage of full-time and part-time faculty from ethnic minority groups in the history of the survey, surpassed only slightly by the 1996-97 figures. Finally, the percentage of clinical supervisors from ethnic minority groups was 7.1% in 1998-99 (Table 32) as compared to 6.8% reported in 1996-97.

VIII. *Funding* (Tables 33-36)

According to Table 33, the percentage of programs reporting increases in 1998-99 in institutional, federal, and other sources of revenue exceeded those programs reporting decreases. The greatest percentage of programs reported increases in institutional sources

of funding (in the 1% to 4% range), and this source greatly exceeded all other sources of support. Table 34 shows an increase from 32.4% to 33.7% in institutional support from the 1996-97 to the 1998-99 survey. Overall, there were .94 federal, .15 state, .82 university, and .44 other funded projects per program (Table 35). Similar to the results of the 1996-97 survey, the overwhelming majority of research dollars were awarded from federal sources (82.5%), with other (9.1%), state (5.5%), and university (2.9%) sources following in descending order of support.

As derived from Table 35, there was an average of 2.4 funded research projects per institution. The average federally funded project received \$164,034 (+\$18,501 from 1996-97.) The average state funded project received \$65,816 (+\$613 from 1996-97). The average university funded project received \$6,620 (+\$2,124 from 1996-97); and, the average other funded projects received \$38,448 (-\$38,219 from 1996-97). The total dollar amounts for other funded projects was similar to 1996-97, however, the total number of projects doubled, yielding a 50% decrease in total dollars per project. The average funded project from all funding sources received \$79,136 (+\$1,807 from 1996-97).

As derived from Table 36, there was an average of .49 (-.09 from 1996-97) non-research projects per institution receiving funding from federal sources, .45 (-.07 from 1996-97) projects per institution receiving state support, .58 (-.04 from 1996-97) projects per institution receiving university support, and .61 (-.16 from 1996-97) projects per institution receiving other support. Overall, 2.1 (-.8 from 1996-97) non-research projects per institution received support across all funding sources. The overwhelming majority of funded non-research dollars were derived from federal sources (53%; -9% from 1996-

97), with state (27.7%; +7% from 1996-97), other (15.3%; +4.6% from 1996-97), and university (4.2%; -2.4% from 1996-97) sources following in descending order of support.

As seen in Table 36, of those programs in regions that received funding, the average federally funded non-research project was \$106,149 (+\$20, 407 from 1996-97). The average state funded non-research project received \$60,534 (+\$28,784 from 1996-97). The average university funded non-research project received \$7,227 (-\$1,276 from 1996-97); and, the average other funded non-research project received \$24,981 (+\$13,874 from 1996-97). The average funded non-research project from all sources was \$46, 419 (+\$12,939 from 1996-97).

IX. *Anticipated Doctoral Faculty Needs* (Tables 37 and 38)

For the 1999-2000 academic year, the number of open doctoral faculty positions is projected to be 124 in speech-language pathology, 31 in audiology, and 4 in speech/language/hearing sciences. According to Table 37, the number of anticipated open positions in specialty areas may exceed the total number of actual openings because respondents could mark more than one specialty area for each position. For the 1999-2000 academic year, the distribution of faculty needs in speech-language pathology and audiology remained similar to those of 1996-97; whereas the distribution of faculty needs in speech/language/hearing sciences decreased 67%. Table 38 shows that for 1998-99, the anticipated number of doctoral degrees to be granted was 77 in speech-language pathology, 31 in audiology, and 20 in speech/language hearing sciences. A comparison of Tables 37 and 38 indicates that the number of doctoral graduates will not meet the anticipated number of faculty openings in speech-language pathology or audiology, even

if all doctoral graduates accept university positions. It appears that there are adequate numbers of replacements for speech/language/hearing sciences. The anticipated number of doctoral graduates from ethnic minority groups for 1998-99 was 25, or 19.5% of the total number of anticipated doctoral graduates (Table 38).

X. *Program Characteristics* (Tables 39-43)

In 1998-99, 51.8% of the institutions that offered bachelor's degrees in communication sciences and disorders produced graduates who qualified for some type of professional certification (Table 39). This represents a 53.9% increase from 23.9% in 1994-95 and a 13.8% increase from 45.5% in 1996-97. Although the percentage of undergraduate programs that produced graduates who qualified for some type of professional certification continued to vary widely across regions, six of the eleven regions experienced increases in the number and percent of graduates from 1996-97 to 1998-99 and nine of the eleven regions experienced increases from 1994-95 to 1996-97. Over the eight years represented in Table 39, the number and percent of undergraduate programs that produced graduates who qualified for some type of professional certification has remained relatively steady and high for Region II and relatively steady and low for Region VII. In 1998-99 50% or more of undergraduate programs in eight of the eleven regions had graduates who qualified for some type of professional certification.

In 1998-99, the percentage of programs offering undergraduate practicum was 89.5%. From 1990-91 to 1996-97 the mean number of practicum hours obtained by undergraduate students remained relatively constant, ranging from 70.2 to 81.6 hours

(Table 40), followed by a 39.3% decrease to 49.5 hours of practicum, the lowest number in the survey's history. The mean percent of practicum hours obtained by master's students in off-campus sites has remained relatively unchanged at approximately 61.5% (Table 41). It is recognized that some data may reflect inaccurate reporting (e.g., 250% of practicum hours earned off campus).

Data derived from Tables 6, 7, and 42 show that 915 (18%) of the total number of 1997-98 master's and doctoral graduates were fluent in a language other than English. This percentage has remained relatively stable over the last three surveys (19%, 29%, and 18%, respectively). The number of graduates fluent in another language varied from a low of 23 in Regions I and VII to a high of 142 in Region II.

Of the programs reporting, 60.1% indicated that they are independent departments in their institutions. This percentage is similar to that reported in each survey since 1990-91 (Table 43).

Summary

I. Program information

- ◆ Over the survey's 17-year history, the total number of programs in communication sciences and disorders has remained relatively stable. Audiology represents an exception to this stability, with a net decrease of seven master's degree programs since the last survey and a decrease of 34 programs over the survey's history
- ◆ Of the 267 undergraduate programs in communication sciences and disorders, 55 (21%) are undergraduate only.

II. Degrees granted

- ◆ The number of master's degrees granted in 1997-98 (6,642) reflects the highest number in the 17-year history of the survey. This is a 9.3% increase over 1995-96 and a 78% increase since 1987-88.
- ◆ Thirteen percent of the master's degrees granted were in audiology and 87% were in speech-language pathology in 1997-98.
- ◆ The total number of doctoral degrees granted in communication sciences and disorders (102) in 1997-98 represents a 3% decrease from 1995-96 and is the lowest in the history of the survey.
- ◆ The number of doctoral degrees granted in audiology (14) in 1997-98, represents a 50% decrease from 1995-96 and is the lowest in the history of the survey.

III. Theses

- ◆ In 1997-98, 14.6% of audiology and 13% of speech-language pathology master's students completed a thesis. This represents a 7.8% increase overall from the last survey, but is still relatively low over the 17-year history of the survey.

IV. Students

- ◆ The overall number of undergraduate students in 1998-99 was a record high of 35,445 for an increase of 22.5% from the 1996-97 survey and represents an 82% increase since the initial survey in 1982-83.
- ◆ In 1998-99, 15.9% of undergraduate students in communication sciences and disorders were males which represents more than a three-fold increase since 1990-91. Among freshmen, 21% were males.
- ◆ The total number of master's level students (13,657) in 1998-99 represents a 14.5% increase from the 1996-97 survey and is the highest enrollment recorded in the history of the survey.
- ◆ The number of individuals enrolled in and earning doctoral degrees in communication sciences and disorders has remained relatively stable since 1983/84.
- ◆ In 1998-99, the number of audiology doctoral students was at a record high (239), however, it is not apparent how many students are pursuing clinical versus traditional research doctorates.
- ◆ Of all doctoral students in 1998-99, 31% were males, representing a relatively large increase over the previous 14 years.

- ◆ The proportion of doctoral students enrolled as full-time has steadily increased since 1982-83 to its present levels of 87.9% in audiology, 81.3% in speech-language pathology, and 84.1% in speech/language/hearing sciences.

V. Faculty

- ◆ In 1998-99, 2,559 full-time and 1,171 part-time faculty were employed in communication sciences and disorders departments, representing the highest level in the history of the survey.

VI. Supervisors

- ◆ On average in 1998-99, there were 3.1 full-time and 2.2 part-time supervisors per institution.

VII. Ethnic Minority groups

- ◆ In 1998-99, the projected number of doctoral graduates from ethnic minorities was 19.5% of all anticipated doctoral graduates.
- ◆ In 1998-99, members of ethnic minorities comprised 17% of bachelor's, 8.5% of master's, and 13.6% of doctoral enrollments. These percentages represent the highest in the history of the survey for bachelor's and the second highest for master's and doctoral students.

VIII. Funding

- ◆ The number of research projects and funding levels was substantively unchanged from 1997-98.
- ◆ The average federally funded research project increased by about \$18,500. The average other funded research project decreased by \$38,219 (-50% from 1996-97) while the total number of other funded research projects doubled.

- ◆ The overwhelming majority of 1998-99 research dollars were funded from federal sources (82.5%).
- ◆ The average funded project from all funding sources received \$79,136 (+\$1,807 from 1996-97)
- ◆ The average federally funded non-research project received \$106,149 (+\$20,407 from 1996-97).

IX. Anticipated doctoral faculty needs

- ◆ For the 1999-2000 academic year, the number of open doctoral faculty positions is projected to be 124 in speech-language pathology, 31 in audiology, and 4 in speech/language/hearing sciences.
- ◆ The projected number of doctoral graduates (128) is insufficient to meet the anticipated number of faculty vacancies.

X. Program characteristics

- ◆ In 1998-99, 51.8% of the bachelor's programs produced graduates who qualified for professional certification.
- ◆ The mean number of practicum hours earned in 1998-99 at the bachelor's level decreased to 49.5, the lowest number in the survey's history.