

COUNCIL OF ACADEMIC PROGRAMS IN
COMMUNICATION SCIENCES AND DISORDERS

**2000-01 DEMOGRAPHIC SURVEY OF
UNDERGRADUATE AND GRADUATE PROGRAMS
IN COMMUNICATION SCIENCES AND DISORDERS**

Conducted by the Committee for the Study of Demographics

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INTRODUCTION

This Demographic Survey of Undergraduate and Graduate Programs in Communication Sciences and Disorders (CSD) was conducted in 2000-01. The Demographic Surveys have been conducted annually from 1982-83 through 1986-87, and biannually thereafter. Due to space limitations, data from the 1983-84 and 1985-86 surveys are not included in several of the tables (this omission of the oldest data was begun with the report of the 1998-99 survey). Since 1996-97 the survey has also included data from responding international institutions. For the 2000-01 survey, an overall response rate of 54% was obtained, with 162 of 302 institutions returning the Council's 12th survey (Table 1). This response rate reflects a decrease of 20%, when compared to the response rate from the 1998-99 survey, and represents the lowest return rate in the history of the demographic survey.

Undergraduate, master's, and doctoral degree programs in CSD are undergoing significant changes, thus this year's survey required the development of a new taxonomy for organizing the demographic information. These changes are due to such factors as the addition of new degree programs (e.g., Au.D.), expansion of scope of practice, and changes in accreditation standards. The new taxonomy organizes programs into undergraduate and graduate programs. The graduate programs are further subdivided into clinical or research programs. Clinical programs include both entry-level (e.g., master's, AuD.) and post entry-level (i.e., non-accredited clinical doctoral programs). Research programs include doctorates in Audiology, Speech-Language Pathology (SLP), and Speech and Hearing Science (SHS), and master's degrees in SHS. The new taxonomy provides an historical linkage to demographic data from past reports while providing a format for organizing the current changes occurring in the field of CSD.

In the 2000-01 survey, response rates varied across programs and categories. The total response rate for all graduate programs was 56% (141 out of 251), which was a 17% decrease from the 73% response rate to the 1998-99 Demographic Survey. In this survey, 69% (162 out of 234) of all undergraduate programs responded, a decrease of 8% compared to the 77% response rate in 1998-99. The response rate for undergraduate only programs decreased from 86% in the 1998-99 survey to 41% in the 2000-01 survey (Table 1).

The response rate for clinical entry-level programs in Audiology was 53% for programs offering a master's degree and 58% for programs offering the entry-level clinical doctorate. In speech-language pathology (SLP) clinical entry-level programs, 56% of the programs offering a master's degree responded. In this Demographic Survey, data on clinical post-entry-level programs were limited, including just four programs offering the clinical doctorate in audiology and one offering a clinical doctorate degree in SLP. The response for research programs offering a master's degree in SH Sciences was 77% (13/17). The response rate from programs offering doctoral research programs of study (e.g., Ph.D., Ed.D., and Sc.D..) was 62% for Audiology, 64% for SLP, and 62% for SHS.

Data from nine of the Council's previous survey reports (1982-83, 1984-85, 1986-87, 1988-89, 1990-91, 1992-93, 1994-95, 1996-97, 1998-99) are provided allowing readers to make comparisons with the 2000-01 data. In order to compare data obtained in the surveys conducted from 1982-83 to 2000-01, where appropriate, data were adjusted statistically to 100%, based on the percentage of programs reporting. These adjustment factors differ for each of the previous surveys and are summarized in Table A.

Table A. Percent of programs reporting and adjustment factors for survey years 1982-83 through 2000-01.

Survey Year	% Programs Reported	Adjustment Factor
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
94-95	72%	1.389
96-97	67%	1.492
98-99	76%	1.316
00-01	54%	1.852

Because response rates differed between undergraduate and graduate programs and among graduate programs in Audiology, SLP, and SH S, beginning with the 1994-95 survey different adjustment factors, based on actual response rates, were calculated for various program classifications and majors (e. g., Audiology, SLP). Table B summarizes the adjustment factors.

Table B. Percent of programs reporting and adjustment factors for educational levels and majors for 1996-97, 1998-99, and 2000-01.

	% Programs Reporting 1996-97	Adjustment Factor 1996-97	%Programs Reporting 1998-99	Adjustment Factor 1998-99	%Programs Reporting 2000-01	Adjustment Factor 2000-01
UNDERGRADUATE PROGRAMS						
	66.9	1.49	76.8	1.30	69.2	1.45
GRADUATE PROGRAMS						
MASTER'S DEGREES (Audiology., SLP, SHS)	76.1	1.31	73.1	1.37	NA	NA
GRADUATE CLINICAL PROGRAMS						
	Audiology					
Master's	78.2	1.28	72.3	1.38	53.9%	1.86
Clinical Doctorate Entry-Level Au.D.	NA	NA	NA	NA	58.3%	1.72
Clinical Doctorate Post-entry-level Au.D.	NA	NA	NA	NA	75.0%	1.33
	Speech-Language Pathology					
Master's	73.4	1.36	73.6	1.36	56.1%	1.78
Clinical Doctorate Entry-Level	NA	NA	NA	NA	NA	NA
Clinical Doctorate Post-entry-level	NA	NA	NA	NA	100%	1.0
GRADUATE RESEARCH PROGRAMS						
DOCTORAL DEGREES (Audiology., SLP, SHS)	85.7	1.17	77.2	1.30	NA	NA
	Audiology					
Doctorate (e.g., PhD, Sc.D.)	84.8	1.18	77.8	1.29	61.5%	1.63
	Speech-Language Pathology					
Doctorate (e.g., PhD, Sc.D.)	82.0	1.22	77.2	1.30	63.9%	1.56
	Speech & Hearing Sciences					
Master's	91.7	1.09	72.7	1.38	76.5%	1.31
Doctorate (e.g., PhD, Sc.D.)	93.9	1.06	76.5	1.31	76.0%	1.32

This form of adjustment assumes that the demographics for those programs not reporting are similar to those of the programs who did report (i.e., they are a representative sample). Readers are reminded that data from the current survey were based on an overall return rate from only 54% of CSD programs. When dealing with such large sets of missing data, it is possible that the adjustments may not reflect the same results as if a 100% response rate had occurred.

Tables throughout the report provide information regarding programs in each of the 10 federal regions plus International programs. 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	International

SUMMARY POINTS

I. Program Information

- Of the 302 programs surveyed, 77% offer undergraduate education in communication sciences and disorders. Of those, 22% are only undergraduate and 78% also offer graduate programs.
- Of the 302 programs surveyed, 83% offer graduate degrees. Of those, 23% offer only graduate education and 77% also offer undergraduate education.
- Of the 251 programs offering graduate degrees, 43% offer clinical entry-level degrees in Audiology, 99% in SLP, and 27% offer research doctoral degrees.
- From 1998-99 to 2000-01, decreases were observed in the number of undergraduate, master's Audiology programs, research doctoral programs in Audiology, and SHS. Increases were observed in the number of master's SLP programs and entry-level clinical doctoral programs in Audiology.

II. Degrees Granted

- From 1997-98 to 1999-2000, there was a 4% decrease in the number of undergraduate degrees awarded. Males represented 6% of these graduates.
- Small decreases were noted in the number of master's degrees awarded in Audiology and SLP. Males represented 12% and 6% of these graduates in Audiology and SLP, respectively.
- There was a 63% increase in the number of research doctoral degrees awarded in SLP in 1999-2000. This represented the highest number of research doctoral degrees awarded since 1981-82. Research doctoral degrees in Audiology and SHS were at their second-lowest and lowest levels, respectively, in the history of the survey.

III. Graduate Theses

- The percentage of master's degree students in Audiology and SLP who completed theses was 12% and 13%, respectively. Both percentages are low relative to the previous surveys in which the range was 12% to 29% in Audiology and 13% to 24% in SLP.

IV. Students

- Undergraduate enrollments for 2000-01 dropped 54% from 1998-99 and represents the lowest enrollment figures since 1988-89. Large enrollment decreases were noted for freshmen through seniors. Male undergraduate enrollment dropped from 16% to 4%.
- Enrollment in master's degree programs in SLP was down 4%, while Audiology showed an increase of 17% from 1998-99 to 2000-01.
- Adjusted enrollment for clinical doctoral programs was 124 in entry-level programs (all in Audiology) and 463 in post entry-level programs (420 in Audiology and 43 in SLP).
- Adjusted research doctoral enrollments for 2000-01 was 795, identical to 1998-99. This includes an increase of 2% in SLP, an increase of 27% in SHS, and a decrease of 16% in Audiology. Male enrollment in these programs was down 38% in Audiology, 14% in SLP, and 57% in SHS.

V. Faculty

- In 2000-01, the number of full-time faculty increased to its highest level in the history of the survey, but part-time faculty decreased by 25% from 1998-99.

VI. Supervisors

- On average, there were 3.0 full-time and 2.1 FTE, part-time supervisors per graduate program for a combined average of 5.1 FTE supervisors per graduate program.

VII. Ethnic Minority Groups

- In 2000-01, members of ethnic minorities comprised 9% of bachelor's, 11% of master's, 14% of entry-level clinical doctoral, and 12% of all students in research doctoral degree programs. Members of ethnic minorities also comprised 7% of faculty and 8% of clinical supervisors.

VIII. Funding

- The overwhelming majority (89%) of research funding in 2000-01 was awarded by federal sources, with a mean award of \$186,388 per project, an increase of 14% from 1998-99.
- The primary funding source for non-research awards was also federal (42%), with a mean award of \$109,563 per project, an increase of 3% over 1998-99.

IX. Anticipated Doctoral Level Faculty Needs

- For 2000-01, the number of open faculty positions was projected to be 157 (120 in SLP, 34 in Audiology, and 3 in SHS). The specialty areas most needed were in adult neurogenics (n=35) and child language (n=31).
- In 2000-01, only 58% of faculty searches were successful.
- The number of anticipated research doctoral graduates for 2000-01 was projected to be 83 (56 in SLP, 13 in Audiology, and 14 in SHS). Projections for graduates of clinical

doctoral degrees for 2000-01 were 11 and 153 in entry-level and post entry-level programs, respectively.

X. Program Characteristics

- The mean number of practicum hours completed at the undergraduate level continued to decrease in 2000-01, to 44 hours.
- The mean percent of graduate practicum hours completed at off-campus sites remained stable at 63%.

XI. Employment of Doctoral Graduates

- The percentage of doctoral graduates accepting faculty positions was 45% in 1999-2000 and 65% in 2000-01, although not all were in CAA accredited CSD programs.

I. **I. Program Information** (Tables 1, 2, 3)

A total number of 302 domestic and international programs in CSD received the demographic survey for the 2000-01 academic year. Over the survey's 19 year history, the total number of programs has remained relatively stable (Table 2). Currently, 234 (77%) offer undergraduate education in CSD. Of those programs, 51 (22%) provide only undergraduate education, and the remaining 183 (78%) offer both undergraduate and graduate education in CSD. Sixty-eight (23%) offer only graduate education. Of the 251 programs offering graduate degrees, 107 (43%) offer entry-level degrees in Audiology (master's or clinical doctorate), 249 (99%) offer entry-level degrees in SLP (master's or clinical doctorate), one offers a post-entry-level degree in Audiology, and 67 (27%) offer research doctoral degrees.

Over the 19-year history of the survey, the total number of undergraduate programs in CSD has ranged from a current low of 234 (2000-01) to a high of 301 in the 1988-89 academic year (Table 2). Since the 1998-99 survey, there was a net decrease of 10 master's Audiology and 5 master's SHS programs, while there was a net increase of 2 master's SLP programs. During the same time period, there was a net decrease of 6 research doctoral programs in Audiology and 9 research doctoral programs in SHS. In research doctoral SLP programs, a net increase of 4 programs was reported. Some of the decreases in Audiology programs reported in the current survey presumably may be explained by the inclusion of a new classification, the clinical doctoral degree in Audiology. There were 16 of these new programs reported (Table 2) in this survey.

The distribution of academic homes for CSD graduate programs has changed across the last decade. Over 60% of all programs continue to reside in Colleges of Arts and Sciences, Education, or Allied Health. One point of interest is that beginning with the 1998-99 survey and

continuing through the present survey, approximately 20% of all programs responding selected the “Other” category indicating that their institutional homes no longer fit in the traditional categories of the survey (Table 3).

II. Degrees Granted (Tables 4, 5, 6A, 6B, 6C, 7)

The number of undergraduate degrees granted in CSD for the 1999-2000 academic year as reported in the current demographic survey was 5,472 revealing a 4% decrease from the number awarded in 1997-98 (n = 5,698). As in previous years, the number of females (n = 4,887) far exceeded the number of males (n = 248) receiving undergraduate degrees (Table 7).

At the master’s level, small decreases were noted in the number of degrees awarded for both Audiology and SLP (856 versus 873, and 5,692 versus 5,819, respectively). Future surveys may detect whether the number of master’s degrees awarded in Audiology is influenced by the awarding of the entry-level clinical doctorate in Audiology. A total of 19 clinical doctorates in Audiology were earned in 1999-2000, but all were at the post entry-level. A male/female gender disparity continued to be in evidence for these master’s degrees (Table 7).

A large increase (63%) in the number of research doctoral degrees awarded in SLP was observed. In the 1999-2000 academic year, a total of 105 research doctorates were awarded compared to 64 degrees awarded in 1997-98. In Audiology, there was a 28% increase in the number of research doctorates awarded, with 18 awarded in 1999-2000 compared to 14 degrees awarded in 1997-98. The number of research doctorates in SHS decreased 67%, with 8 awarded in 1999-2000 versus 24 degrees awarded in 1997-98.

In SLP, the number of males earning research doctoral degrees in 1999-2000 did not appreciably change from 1997-98. However, the number of females earning a research doctorate

in 1999-2000 increased substantially (89%) to 81 from the 43 degrees reported in 1997-98. The number of males and females earning research doctorates in Audiology or SHS remains small. Readers are referred to Table 6C for gender details on the research doctoral degrees.

III. Graduate Theses (Tables 8, 9, 10)

The total number of graduate theses reported for 1999-2000 was 564. Because this value, and the data in previous studies, consists of raw rather than adjusted numbers, they cannot be compared to one another to determine changes in numbers across time. Examination of the current survey indicated that 12% of Audiology students (n = 61) in master's programs completed a thesis while 86% (n = 12) of Audiology clinical doctorate students were reported to have done the same. Similarly, 13% of SLP master's students (n = 421) and 88% (n = 7) of SLP clinical doctorate students completed a thesis (Table 8).

IV. Students (Tables 11, 12, 13, 14, 15A, 15B, 15C, 16, 17, 18, 19, 20)

When reviewing the most recent adjusted data in this section, the reader is urged to exercise caution as a result of the very low survey response rates. The number of students projected to be enrolled in CSD undergraduate programs decreased dramatically from 35,445 in 1998-99 to 16,397 in 2000-01, a 54% decrease. In fact, the current data reflect the lowest undergraduate enrollment since the 1988-89 demographic survey (Table 11).

Historically, programs in CSD have successfully retained and in fact added to student cohorts enrolled as first and second year students. For example, Table 11 shows that in 1992-93 a total of 8,554 students were enrolled as first (n=3,274) and second year (n=5,280) students. Two years later in 1994-95 this same cohort expanded to a total of 16,987 third (n=7,872) and fourth

year (n=9,115) students. This corresponded to a 50% (n = 8,433) increase in students for this cohort. Similarly, over the following two, two-year intervals, increases of 56% and 47% were reported. However, in 1998-99 there were 15,263 first and second year students enrolled in CSD programs. In 2000-01 there were only 10,421 students enrolled as third and fourth year students, reflecting a 47% decrease. This decrease likely represents both attrition and reduced recruitment of new students into the upper classes of undergraduate CSD programs.

Overall, there were 64 more students enrolled in entry-level clinical programs (i.e., Audiology master's, clinical doctorate in Audiology, SLP master's) in 2000-01 (n = 13,261) than in 1998-99 (n = 13,197), despite a drop of 459 in student enrollment in SLP programs. Audiology programs (master's and entry-level Au.D. combined) increased by 339 students; however, it should be noted that the number of males in these programs decreased by 24% (n = 49) (Table 15A).

Enrollment in master's level SLP was reduced by 4% (n = 459 from 1998-99). In the present survey, 80% of all clinical entry-level students in CSD were enrolled as full-time students. In 1998-99, 78% of master's degree students were enrolled full-time (Tables 13, 14, 15A).

The number of males enrolled in clinical entry-level programs (FT plus PT) decreased from 802 in 1998-99 to 546 in 2000-01 (32%). In contrast, the number of females in clinical entry-level programs (FT plus PT) increased from 12,579 in 1998-99 to 12,715 in 2000-01 (1%).

Overall adjusted enrollment in research doctoral programs in 2000-01 was 795, identical to 1998-99 and third highest in the history of the survey. There was a 16% (n = 37) decrease in the number of students enrolled in Audiology research doctoral programs, including a 38% (n = 35) decrease in males, and a 1% (n = 2) decrease in females. In SLP there were 2% (n = 7) more

students enrolled in research doctoral programs in 2000-01 than in 1998-99, with 14% (n = 13) decrease of males and a 6% (n = 20) increase of females. The number of students enrolled in SHS research doctoral programs increased 27% (n = 30), with a 57% (n = 34) decrease in males and a 121% (n = 64) increase in females. Across males and females, the number of full-time students decreased 7% (n = 44) and the number of male and female part-time students increased 34% (n = 44) (Tables 16, 17, 18).

Readers should note that this is the first survey that distinctly collected data on the clinical doctorate degree. It is not known how or if programs included these data in previous surveys. Thus, the influence of enrollment in clinical doctorates on enrollment in research doctorates cannot be determined.

Data regarding master's degree student applications and admissions demonstrate consistency between the 1998-99 and 2000-01 surveys, with the exception that the percentage of students who applied and were admitted has increased from 30% to 43%. Of the students who were admitted, the number who actually enrolled dropped from 64% to 56%. The percentage of graduate students remaining within state (same state as undergraduate institution) was 56% in 2000-01, a figure similar to that reported since the 1992-93 survey. The percentage of out-of-state CSD students was 21% in 2000-01 compared to 20% in 1998-99, and the percentage of students with undergraduate majors from other disciplines was 18% in 2000-01, a figure similar to that reported since the 1992-93 survey. In 2000-01, non-traditional students (older than 30 years) comprised 12% of the total graduate students, similar to 12% for 1998-99. (Tables 19 and 20).

V. Faculty (Tables 21, 22)

A gender difference existed among faculty members with doctoral degrees as evidenced by the 2000-01 survey results indicating that 41% of full-time faculty and 38% of part-time faculty were males. These gender differences are in the same direction as seen in the student demography with females outnumbering males. A gender difference was even more pronounced among faculty with master's degrees (as their highest degree) where 11% of full-time faculty and 10% of part-time faculty were males. These data were similar to those found in the 1998-99 survey (Table 21).

Overall, 76% of faculty in CSD departments had full-time positions in 2000-01. Table 22 shows a net gain of 229 positions or a 9% increase in the number of full-time faculty between 1998-99 and 2000-01, continuing a growth trend noted since the 1994-95 survey. With regard to part-time faculty, there was a net loss of 289 positions or a 25% decrease between 1998-99 and 2000-01. These latter results represent the highest number of full-time ($n = 2,788$) and the second highest part-time ($n = 882$) faculty in the history of the survey (Table 22).

VI. Supervisors (Tables 23, 24)

In 2000-01 59% ($n = 425$) of all supervisors were employed full-time while 41% were employed part-time, yielding comparable proportions to the previous survey (Table 23). On the average, there were 3.0 full-time and 2.1 (FTE) part-time for a combined average of 5.1 supervisors per institution. Further, 10% of the full-time and 8% of the part-time supervisors were male (Table 23). The overall number of clinical supervisors in 2000-01 reflects a decrease of 109 (-8%) people from the 1998-99 survey (Table 24).

Note that since 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 provided limited and variable levels of supervision. 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 more accurately reflect the number of institutionally supported supervisors. Because of this change, differences between surveys conducted up to and including 1992-93 and those conducted thereafter, need to be interpreted with caution (Table 24). Nevertheless, the reported total number of supervisors (n = 1,286) is the lowest number reported in the history of the survey.

VII. Ethnic Minority Groups (Tables 25, 26, 27, 28, 28, 30, 31)

In the 2000-01 survey data, ethnic minority groups comprised 9% (n = 1,053) of undergraduate, 11% (n = 818) of clinical entry-level, and 12% (n = 70) of research doctoral students in CSD (Tables 25, 26 and 27). Examination of the ethnic minority data from the current and past surveys indicates that the very high percentage level of ethnic minority students in CSD reported in the 1998-99 survey (17%) was not maintained in 2000-01 (9%), but was similar to that seen in 1996-97 (11%).

With the new organizational taxonomy, a direct and valid comparison between entry-level clinical students in the current survey and master's students in past years is not possible. However, the 11% of ethnic minority, clinical, entry-level students in 2000-01 represented a record high percentage. Data on the percent of ethnic minority students in research doctoral programs remained at a level similar to the last four surveys.

As noted in the previous survey, considerable variation exists in the percentage of students from ethnic minority groups at all levels of education across geographic regions (range: 0 - 25%). The largest percentage of undergraduate students from an ethnic minority was in Region VI (15%). The largest percentage of clinical entry-level students from an ethnic minority was in Region IX (25%), with the largest percentage of research doctoral students from an ethnic minority in Region V (24%) (Tables 25, 26, 27).

The percentage of both full-time and part-time faculty from ethnic minority groups was reported to be 7% (n = 70) in the 2000-01 survey (Table 30), and has remained essentially stable since 1994-95. Specifically, 7% (n = 81.6) of all doctoral level faculty were identified as members of an ethnic minority (Table 28), with 7% (n = 66.2) of all master's level faculty identified as members of an ethnic minority (Table 29). The percentage of part-time faculty from ethnic minorities was 7% in the current survey, slightly up from the previous survey (6%) (Table 30).

The percentage of supervisors who are members of an ethnic minority was 8% in 2000-01, essentially unchanged from the previous survey (Table 31).

VIII. Funding (Tables 32, 33, 34, 35)

Every previous survey revealed a larger percentage of programs reporting funding increases (versus decreases) from each of the funding sources measured (federal, university, and other) relative to the previous fiscal year. The current survey also included a new category, state funding. Of those institutions reporting any increase or decrease in funding from each of the four sources, University funding was the source most likely to show an increase (38% in 2000-01), continuing past trends. An exception to past trends is the record low percentage of institutions

reporting increases in federal funding (1% in 2000-01 versus 10% in 1998-99) (Table 33). As in the previous two surveys, the funding source that resulted in the greatest percentage of programs reporting funding increases from the previous fiscal year was university funding. Overall, there were 1.05 federal, 0.10 state, 1.01 university, and 0.38 other funded projects per program (Table 34). Similar to the findings of recent surveys, the overwhelming majority of research funding was awarded from federal sources (89%), with university (5%), other (4%), and state (1%) sources following in descending order of support. The total research funding reported by the programs responding was \$30,875,031.

As derived from Table 34, there was a mean of 3.4 funded research projects per program (up from 2.4 in 1998-99). The mean federally funded project received \$186,388 (up \$22,354 from 1998-99). The mean state-funded project received \$28,393 (down \$37,423 from 1998-99). The mean university-funded project received \$11,436 (up \$4,816 from 1998-99). Projects funded from other sources averaged \$23,714 (down \$14,734). The mean funded research award from all sources was \$72,307 (down \$6,829 from 1998-99).

The largest percentage of non-research funded projects came from federal sources (42%), followed by state funding (34%), other (16%), and university funding (9%). The total funding for non-research projects reported by the programs responding was \$13,384,406. As derived from Table 35, there was a mean of 0.36 non-research projects per institution (down 0.13 from 1998-99); 0.41 state-funded projects per program (down 0.04 from 1998-99); 0.85 university-funded projects per program (up 0.27 from 1998-99); and 0.43 other-funded projects per program (down 0.18 from 1998-99). Overall, 2.7 non-research awards per institution were received in 2000-01 (up 0.64 from 1998-99).

The mean level of federal funding per non-research projects was \$109,563 (up \$3,414 from 1998-99). The mean level of state funding per project was \$77,530 (up \$16,996 from 1998-99). The mean level of university funding per project was \$9,701 (up \$2,474 from 1998-99). The mean level of other funding per non-research project was \$35,012 (up \$10,031 from 1998-99). The mean level of funding per non-research project across all funding sources was \$46,153 (down \$266 from 1998-99).

IX. Anticipated Doctoral Level Faculty Needs (Tables 36A, 36B, 36C, 37A, 37B, 37C)

For the 2001-02 academic year, the number of open faculty positions was reported to be 120 in SLP, 34 in Audiology and 3 in SHS. These numbers were very similar to those in the previous survey. The faculty specialty areas in greatest demand in 2001-01 were in adult neurogenics (n = 35) and child language (n = 31) (Table 36A). The current data cannot be directly compared to past data due to a change in question format. In the previous survey, programs were asked to “check the area(s) of expertise that you will be seeking” and were permitted to check more than one area for each vacancy. In contrast, in the current survey, respondents were asked to “check the primary area of expertise (choose one)”. Therefore, the numbers in the current survey may actually underestimate the faculty needs. Table 36B indicates long term anticipated research doctoral level faculty openings.

Table 36C indicates that the success rates for research doctoral level faculty searches have declined over each of the past three years. The most recently reported data on success rates were from 2000-01 and indicated that 58% of the searched positions were filled. Table 37A shows that the largest numbers of anticipated research doctoral level graduates in 2000-01 were in child language (n = 23) and adult neurogenics (n = 16). In Audiology, anticipated

doctoral level research graduates were equally split between clinical assessment (n = 6) and aural rehabilitation/amplification (n = 6).

Tables 37B and 37C respectively present information on anticipated entry-level and post entry-level clinical doctoral graduates in 2000-01 for both SLP and Audiology. This is the first Council survey in which these data were analyzed, thus they can serve as a baseline for future surveys.

X. Program Characteristics (Tables 38, 39, 40, 41, 42)

In 2000-01, 24% of the programs that offered bachelor's degrees in communication sciences and disorders produced graduates who qualified for some type of professional certification (Table 38). This represents a substantial decrease from the 52% reported in 1998-99. The percentage varies considerably across regions, but all reported percentages below 42% and all but one showed a decrease from 1998-99.

In 2000-01, the mean number of practicum hours completed by undergraduate students was 44, the lowest mean number since these data were first analyzed in 1990-91 (Table 39). In contrast, the mean percent of practicum hours completed by graduate students at off-campus locations was 63% in 2000-01, the highest percentage since these data were first analyzed in 1990-91 (Table 40).

Table 41 shows that 11% of the 1999-2000 master's and doctoral graduates were fluent in a language other than English. This is below the percentages reported in the previous four surveys (18%, 19%, 29%, and 18%, respectively).

XI. Employment of Doctoral Graduates (Table 43)

This was the first survey in which these data were requested. In 1999-2000, a total of 84 doctoral graduates were reported by the responding programs. This included 46 SLP; 29 Audiology and 9 in SHS graduates. Audiology graduates were from 12 research-based and 17 clinically-based programs. Of the 84 doctoral graduates, 38 (45%) accepted faculty positions (32 of the 38 in CAA accredited programs). An additional 34 (40%) accepted clinical positions (10 in academic programs and 24 in non-academic settings). Eight (10%) accepted postdoctoral positions, two (2%) accepted administrative positions, and two (2%) postponed employment. Of the 17 individuals who received clinical doctorates in Audiology in 1999-2000, 15 accepted clinical positions in non-academic settings, one accepted a faculty position, and one accepted a clinical position in an academic setting.

In 2000-01, the total number of doctoral graduates reported by the responding programs dropped to 52 (37 in SLP; 8 in Audiology; and 7 in SHS). All of the doctoral degrees in Audiology were research-based. Of the 52 doctoral graduates, 34 (65%) accepted faculty positions (24 of the 34 in CAA accredited programs). Another seven (13%) accepted clinical positions (4 in academic programs and 3 in non-academic settings). Seven (13%) accepted postdoctoral positions and four (8%) postponed employment.

Table 1

Number of institutions providing education at various levels and in major areas of specialization in communication sciences and disorders and the number of programs reported in the Council's 2000-01 Survey

	Total	Reported		Unreported	
	N	N	%	N	%
Institutions with Programs in Communication Sciences and Disorders	302	162	53.6	140	46.4
Undergraduate Programs					
Total Number	234	162	69.2	72	30.8
Undergraduate Programs ONLY	51	21	41.2	30	58.8
Graduate Programs	251	141	56.2	110	43.8
Clinical					
AUDIOLOGY					
Master's	102	55	53.9	47	46.1
Clinical Doctorate					
Entry Level AuD.	12	7	58.3	5	41.7
Post-Entry Level AuD.	4	3	75.0	1	25.0
SPEECH-LANGUAGE PATHOLOGY					
Master's	244	137	56.1	107	43.9
Clinical Doctorate					
Entry-Level (e.g., SLP-D)	0	0	-----	0	-----
Post Entry-Level (e.g., SLP-D)	1	1	100.0	0	0.0
Research / Academic					
SPEECH AND HEARING SCIENCES					
Master's	18	14	77.8	4	22.2
Doctorate (Ph.D., EdD., ScD.)	25	19	76.0	6	24.0
SPEECH-LANGUAGE PATHOLOGY					
Doctorate (Ph.D., EdD., ScD.)	62	40	64.5	22	35.5
AUDIOLOGY					
Doctorate (Ph.D., EdD., ScD.)	39	24	61.5	15	38.5

Table 2

Number of institutions and programs grouped by levels and areas of specialization from 1982-83 to 2000-01 with percent differences.

	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	1998/99 to 2000/01	
											Difference	Percent
											Numerical	Percent
Total Programs in the Discipline	300	293	304	301	298	296	300	310	302	302	0	0.0
Undergraduate												
Total Number	276	268	289	301	298	296	275	278	267	234	-33	-12.4
Undergraduate Programs ONLY	59	53	60	58	61	64	72	70	55	51	-4	-7.3
Clinical												
AUDIOLOGY												
Master's	144	146	137	133	135	129	118	119	112	102	-10	-8.9
Clinical Doctorate	***** no data available *****											
Entry Level AuD.	***** no data available *****											
Post-Entry Level AuD.	***** no data available *****											
SPEECH-LANGUAGE PATHOLOGY												
Master's	230	237	242	237	237	228	223	233	242	244	2	0.8
Clinical Doctorate	***** no data available *****											
Entry-Level (e.g., SLP-D)	***** no data available *****											
Post Entry-Level (e.g., SLP-D)	***** no data available *****											
1	***** no data available *****											
Research / Academic												
SPEECH AND HEARING SCIENCES												
Master's	26	26	25	23	26	20	22	24	22	18	-4	-18.2
Doctorate (Ph.D., EdD., ScD.)	39	35	35	31	30	29	29	33	34	25	-9	-26.5
SPEECH-LANGUAGE PATHOLOGY												
Doctorate (Ph.D., EdD., ScD.)	52	54	57	54	56	56	55	61	57	62	5	8.8
AUDIOLOGY												
Doctorate (Ph.D., EdD., ScD.)	50	52	50	45	50	45	46	46	45	39	-6	-13.3

Table 3

Location of Communication Sciences and Disorders graduate departments within institutions of higher learning from 1990-91 to 2000-01

Location	1990-91		1992-93		1994-95		1996-97		1998-99		2000-01	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Arts and Sciences	104	35	92	42	46	24.3	43	24.9	44	24.3	32	22.5
Education	58	19	44	20	35	18.5	33	19.1	33	18.2	23	16.2
Allied Health	69	23 ¹	49	22	47	24.9	40	23.1	43	23.8	33	23.2
Medicine			5	2	8	4.2	7	4	4	2.2	2	1.4
Communications and Fine Arts	18	6	12	5	26	13.8	17	9.8	7	3.9	4	2.8
Professional Studies			6	3	4	2.1	5	2.9	4	2.2	5	3.5
Social and Behavioral Sciences	17	6 ²	5	2	7	3.7	8	4.6	6	3.3	1	0.7
Other	32	11	4	2	14	7.4	16	9.2	40	22.1	27	19.0
No response	0	0	5	2	2	1.1	4	2.3	0	0	14	9.9
Totals	298	100.0	222	100.0	189	100.0	173	100.0	181	100.0	141	100.0

¹Allied Health and Medicine combined in this survey.²Professional Studies, Social and Behavioral Sciences combined in this survey.

Table 4

Bachelor's degrees awarded in discipline in 1999-2000 by gender and region with 63 percent of institutions reporting.

Region	Male		Female		Total
	N	%	N	%	
I	10	4.7	204	95.3	214
II	21	5.3	374	94.7	421
III	29	8.0	335	92.0	371
IV	18	2.9	596	97.1	614
V	57	8.0	655	92.0	834
VI	20	3.6	529	96.4	549
VII	15	6.6	211	93.4	244
VIII	2	2.4	81	97.6	83
IX	21	11.8	157	88.2	178
X	30	19.9	121	80.1	130
Other	3	0.0	18	0.0	21
Totals	226	6.4	3,281	93.6	3,659

Note: Numbers may not add due to incomplete reporting of gender data.

Table 5

Master's degrees awarded in 1999-2000 by major, gender and region with 56 percent of institutions reporting

Region	Audiology					Speech-language pathology					Speech and Hearing Science					TOTAL	% MALE	% FEMALE	
	M		F		TOTAL	M		F		TOTAL	M		F		TOTAL				
	N	%	N	%			N	%	N		%		N	%		N	%		
I	0	0.0	16	100.0	16	10	5.1	188	94.9	198	0	0.0	0	0.0	0	214	4.7	95.3	
II	6	9.2	59	90.8	65	15	4.5	315	95.5	356	0	0.0	0	0.0	0	421	5.3	94.7	
III	3	8.8	31	91.2	41	26	7.9	304	92.1	330	0	0.0	0	0.0	0	371	8.0	92.0	
IV	6	7.1	79	92.9	85	12	2.3	517	97.7	529	0	0.0	0	0.0	0	614	2.9	97.1	
V	12	13.3	78	86.7	108	45	7.2	577	92.8	726	0	0.0	0	0.0	0	834	8.0	92.0	
VI	6	14.3	36	85.7	42	14	2.8	493	97.2	507	0	0.0	0	0.0	0	549	3.6	96.4	
VII	3	7.7	36	92.3	39	12	6.4	175	93.6	205	0	0.0	0	0.0	0	244	6.6	93.4	
VIII	1	11.1	8	88.9	9	1	1.4	73	98.6	74	0	0.0	0	0.0	0	83	2.4	97.6	
IX	9	30.0	21	70.0	30	12	8.1	136	91.9	148	0	0.0	0	0.0	0	178	11.8	88.2	
X	4	16.0	21	84.0	25	26	20.6	100	79.4	105	0	0.0	0	0.0	0	130	19.9	80.1	
OTHER	0	0.0	0	0.0	0	3	15.0	17	85.0	20	0	0.0		100.0	1	21	15.0	85.0	
Total	—	50	11.5	385	88.5	460	176	5.7	2,895	94.3	3,198	0	0.0	1	100.0	1	3,659	6.4	93.6

Note: Numbers may not add due to incomplete reporting of gender data.

Table 6A

Clinical doctorate degrees in Audiology awarded in 1999-2000 by level, gender and region with 56 percent of institutions reporting.

Region	Entry-Level					Post Entry-Level					TOTAL	% MALE	% FEMALE
	M		F		TOTAL	M		F		TOTAL			
	N	%	N	%	TOTAL	N	%	N	%	TOTAL			
I	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0.0	0.0
II	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0.0	0.0
III	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0.0	0.0
IV	0	0.0	0	0.0	0	5	41.7	7	58.3	12	12	41.7	58.3
V	0	0.0	0	0.0	0	0	0.0	0	0.0	2	2	0.0	0.0
VI	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0.0	0.0
VII	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0.0	0.0
VIII	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0.0	0.0
IX	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0.0	0.0
X	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0.0	0.0
OTHER	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0		0.0
TOTAL	0	0.0	0	0.0	0	5	41.7	7	58.3	14	14	41.7	58.3

Table 6B

Clinical doctoral degrees in Speech-Language Pathology awarded in 1999-2000 by gender and region with 56 percent of institutions reporting.

Region	Speech-Language Pathology					TOTAL
	M		E			
	N	%	N	%		
I	0	0.0	0	0.0	0	
II	0	0.0	0	0.0	0	
III	0	0.0	0	0.0	0	
IV	1	12.5	7	87.5	8	
V	0	0.0	0	0.0	0	
VI	0	0.0	0	0.0	0	
VII	0	0.0	0	0.0	0	
VIII	0	0.0	0	0.0	0	
IX	0	0.0	0	0.0	0	
X	0	0.0	0	0.0	0	
OTHER	0	0.0	0	0.0	0	
TOTAL	1	12.5	7	87.5	8	

Note: All clinical doctoral degree programs in speech-language pathology are assumed to be post entry-level at this time. Numbers may not add due to incomplete reporting of gender data.

Table 6C

Research doctoral degrees awarded in 1999-2000 by major, gender and region with 56 percent of institutions reporting.

Region	Audiology					Speech-Language Pathology					Speech and Hearing Science					Totals					
	N	M	%	N	%	TOTAL	N	M	%	N	%	TOTAL	N	M	%	N	%	TOTAL	TOTAL	% MALE	% FEMALE
I	0	0.0		1	100.0	1	1	33.3	2	66.7	3	0	0.0	0	0.0	0	0.0	0	4	25.0	75.0
II	1	100.0		0	0.0	1	1	50.0	1	50.0	2	1	20.0	4	80.0	5			8	37.5	62.5
III	0	0.0		1	100.0	1	3	14.3	18	85.7	21	0	0.0	0	0.0	0			22	13.6	86.4
IV	3	60.0		2	40.0	5	2	20.0	8	80.0	10	0	0.0	0	0.0	0			15	33.3	66.7
V	1	50.0		1	50.0	2	3	33.3	6	66.7	12	0	0.0	0	0.0	0			14	36.4	63.6
VI	0	0.0		0	0.0	0	1	25.0	3	75.0	4	0	0.0	1	100.0	1			5	20.0	80.0
VII	1	100.0		0	0.0	1	2	22.2	7	77.8	8	0	0.0	0	0.0	0			9	30.0	70.0
VIII	0	0.0		0	0.0	0	0	0.0	0	0.0	0	0	0.0	0	0.0	0			0	0.0	0.0
IX	0	0.0		0	0.0	0	0	0.0	2	100.0	2	0	0.0	0	0.0	0			2	0.0	100.0
X	0	0.0		0	0.0	0	0	0.0	4	100.0	4	0	0.0	0	0.0	0			4	0.0	100.0
OTHER	0	0.0		0	0.0	0	0	0.0	1	100.0	1	0	0.0		0.0	0			1	0.0	100.0
TOTAL	6	54.5		5	45.5	11	13	20.0	52	80.0	67	1	16.7	5	83.3	6			84	24.4	75.6

Note: Numbers may not add due to incomplete reporting of gender data.

Table 7

Degrees granted in communication sciences and disorders by level, major and gender from 1981-82 to 1999-2000. Figures are adjusted to 100 percent for comparison

Degrees	1981/82	1983/84	1985/86	1987/88	1989/90	1991/92	1993/94	1995/96	1997/98	1999/2000	1997/98 to 1999/2000 Difference		
											Numerical	Percent	
BACHELOR'S PROGRAMS													
Male	331	316	255	202	250	291	378	357	307	248	-59	-19.3	
Female	4712	4384	4045	3721	4329	5345	6800	6,325	5,391	4,887	-504	-9.4	
Total	5,043	4,700	4,300	3,923	4,579	5,636	7,178	6,682	5,698	5,472	-226	-4.0	
GRADUATE PROGRAMS													
Clinical													
AUDIOLOGY													
Master's-M	154	120	102	104	83	89	128	134	111	93	-18	-16.2	
Master's-F	529	604	596	611	551	596	869	874	762	1	-761	-99.9	
Master's Total	683	724	698	715	634	685	997	1,008	873	856	-17	-2.0	
Clinical Doctorate*													
Entry Level AuD.-M	***** no data available *****										0	----	----
Entry Level AuD.-F	***** no data available *****										0	----	----
Entry Level AuD. Total	***** no data available *****										0	----	----
Post-Entry Level AuD.-M	***** no data available *****										7	7	----
Post-Entry Level AuD.-F	***** no data available *****										9	9	----
Post-Entry Level AuD. Total	***** no data available *****										19	19	----
SPEECH-LANGUAGE PATHOLOGY													
Master's-M	191	179	141	134	148	137	182	184	288	313	25	8.8	
Master's-F	3,096	3,493	3,147	2,906	3,380	3,492	4,209	4,904	5,531	5,153	-378	-6.8	
Master's Total	3,287	3,672	3,288	3,040	3,528	3,629	4,391	5,088	5,819	5,692	-127	-2.2	
Clinical Doctorate**													
Entry-Level (e.g., SLP-D)-M	***** no data available *****										0	----	----
Entry-Level (e.g., SLP-D)-F	***** no data available *****										0	----	----
Entry-Level (e.g., SLP-D) Total	***** no data available *****										0	----	----
Post Entry-Level (e.g., SLP-D)-M	***** no data available *****										1	----	----
Post Entry-Level (e.g., SLP-D)-F	***** no data available *****										7	----	----
Post Entry-Level (e.g., SLP-D) Total	***** no data available *****										8	----	----
Research / Academic													
AUDIOLOGY													
Doctorate (Ph.D., EdD., ScD.)-M	20	19	13	16	19	9	8	8	6	10	4	63.0	
Doctorate (Ph.D., EdD., ScD.)-F	17	12	15	25	26	17	28	20	8	8	0	1.9	
Doctorate (Ph.D., EdD., ScD.) Total	37	31	28	41	45	26	36	28	14	18	4	28.1	
SPEECH-LANGUAGE PATHOLOGY													
Doctorate (Ph.D., EdD., ScD.)-M	21	18	9	22	18	13	8	15	21	20	-1	-3.4	
Doctorate (Ph.D., EdD., ScD.)-F	95	50	63	52	65	56	57	51	43	81	38	88.7	
Doctorate (Ph.D., EdD., ScD.) Total	116	68	72	74	83	69	65	66	64	105	41	63.3	
SPEECH AND HEARING SCIENCES													
Master's-M	3	1	5	0	5	1	1	2	0	0	0	0.0	
Master's-F	16	21	37	5	4	4	14	25	0	1	1	0.0	
Master's Total	19	22	42	5	9	5	15	27	0	1	1	0.0	
Doctorate (Ph.D., EdD., ScD.)-M	11	10	8	4	11	4	5	5	7	1	-6	-81.1	
Doctorate (Ph.D., EdD., ScD.)-F	36	6	11	16	13	11	9	6	17	7	-10	-61.2	
Doctorate (Ph.D., EdD., ScD.) Total	47	16	19	20	24	15	14	11	24	8	-16	-67.0	

Note: Numbers may not add due to incomplete reporting of gender data.

Table 8

Number of graduate theses completed between September 1, 1999 and August 31, 2000, with 56 percent of graduate degree programs reporting.

Graduate Programs	Number of theses	Percentage of degrees that completed theses
Clinical		
AUDIOLOGY		
Master's	61	11.9
Clinical Doctorate		
Entry Level AuD.	0	0.0
Post-Entry Level AuD.	12	85.7
SPEECH-LANGUAGE PATHOLOGY		
Master's	421	13.2
Clinical Doctorate		
Entry-Level (e.g., SLP-D)	0	0.0
Post Entry-Level (e.g., SLP-D)	7	87.5
Research / Academic		
SPEECH AND HEARING SCIENCES		
Master's	0	
Doctorate (Ph.D., EdD., ScD.)	5	
SPEECH-LANGUAGE PATHOLOGY		
Doctorate (Ph.D., EdD., ScD.)	49	
AUDIOLOGY		
Doctorate (Ph.D., EdD., ScD.)	9	

Table 9

Number of graduate theses completed by major from 1981-82 to 1999-2000.

Program	1981/82	1983/84	1985/86	1987/88	1989/90	1991/92	1993/94	1995/96	1997/98	1999/2000	1997/98 to 1999/2000	
											Difference Numerical	Percent
AUDIOLOGY												
Master's	155	154	146	114	142	196	218	127	93	61	-32	-34.4
Clinical Doctorate	***** no data available *****										12	
Research Doctorate	***** no data available *****										9	
SPEECH-LANGUAGE PATHOLOGY												
Master's	510	629	511	385	656	596	1,063	484	566	421	-145	-25.6
Clinical Doctorate	***** no data available *****										7	
Research Doctorate	***** no data available *****										49	
SPEECH AND HEARING SCIENCES												
Master's	6	4	6	13	7	6	4	6	6	0	-6	-100.0
Research Doctorate	***** no data available *****										5	
Total	671	787	663	512	805	798	1,285	617	665	564	-101	-15.2

Table 10

Percent of clinical degree graduates completing theses by major from 1981-82 to 1999-2000.

	1981/82	1983/84	1985/86	1987/88	1989/90	1991/92	1993/94	1995/96	1997/98	1999/2000	1997/98 to 1999/2000 Difference Percent
AUDIOLOGY											
Master's	22.4	21.3	20.9	15.9	22.4	28.6	21.9	16.1	14.6	11.9	-2.7
Clinical Doctorate	***** no data available *****									85.7	---
SPEECH-LANGUAGE PATHOLOGY											
Master's	15.0	17.1	15.5	12.7	18.6	16.4	24.2	13.0	13.1	13.2	0.1
Clinical Doctorate	***** no data available *****									87.5	---
SPEECH AND HEARING SCIENCES											
Master's	15.8	18.2	14.3	100.0	77.8	100.0	26.7	24.0	0.0	0.0	0.0
Overall Mean	16.3	17.8	16.5	13.6	19.3	18.5	23.7	13.6	13.4	13.0	-0.4

Note: 1987/88 calculation based on a N of 5; 1989/90 calculation based on a N of 9; in other years the number of science programs varied from 19 to 49

Table 11

Enrollment at the undergraduate level by year of enrollment from 1982-83 to 2000-01. Figures are adjusted to 100 percent for comparison.

Undergraduate Level	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	1998/99 to 2000/01 Difference	
											Numerical	Percent
First Year	2,933	2,422	2,572	2,710	2,858	3,274	3,062	4,629	7,331	2,845	-4,487	-61.2
Second Year	4,409	3,772	3,671	3,783	4,155	5,280	4,899	6,150	7,932	3,131	-4,801	-60.5
Third Year	6,093	4,969	4,398	4,824	5,783	7,241	7,872	8,685	9,587	4,875	-4,712	-49.2
Fourth Year	6,041	5,173	4,580	4,484	5,427	6,994	9,115	9,476	10,594	5,546	-5,048	-47.6
Total	19,476	16,336	15,221	15,801	18,223	22,789	24,948	28,940	35,445	16,397	-19,048	-53.7

Table 12

Number of undergraduate students and percentage of males in 2000-01 by year and region, with 63 percent of institutions reporting.

Region	First Year		Second Year		Third Year		Fourth Year		Total	
	N	% Male	N	% Male	N	% Male	N	% Male	N	% Male
I	65	3.1	147	1.4	210	2.4	220	12.0	642	5.6
II	163	2.5	196	3.6	320	4.7	321	6.5	1,000	4.7
III	238	3.4	259	2.7	358	4.7	487	3.3	1,342	3.6
IV	164	1.2	237	1.7	538	4.1	644	3.1	1,583	3.0
V	687	3.5	588	3.9	690	3.9	917	3.7	2,882	3.7
VI	216	2.3	370	5.4	321	2.7	535	3.4	1,442	4.3
VII	231	4.8	197	2.0	234	3.0	283	3.9	945	3.5
VIII	65	6.2	63	4.8	68	2.9	100	10.0	296	6.4
IX	50	8.0	45	2.2	180	4.4	212	4.2	487	4.5
X	83	11.0	57	8.8	143	10.0	112	2.7	395	8.1
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	1,962	4.2	2,159	3.3	3,062	13.5	3,831	14.8	11,014	4.1

Note: Numbers may not add due to incomplete reporting of gender data.

Table 13

Master's students in 2000-01 by major, full- and part-time enrollment and region, with 56 percent of institutions reporting.

Region	Audiology				Speech-language pathology				Science				Majors Combined						Total	%
	M		F		M		F		M		F		M		F		M&F			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
I	1	0	28	0	11	0	344	19	0	0	0	0	12	0	372	19	384	19	403	6.0
II	5	5	29	22	22	27	582	386	0	0	0	0	27	32	611	408	638	440	1,078	16.1
III	4	0	62	3	17	3	505	44	0	0	0	0	21	3	567	47	588	50	638	9.5
IV	5	0	97	0	24	19	768	186	0	0	0	0	29	19	865	186	894	205	1,099	16.4
V	18	1	175	2	31	9	1,020	155	0	0	1	0	49	10	1,196	157	1,245	167	1,412	21.1
VI	7	1	132	2	19	3	525	93	0	0	0	0	26	4	657	95	683	99	782	11.7
VII	6	1	53	2	7	0	326	61	0	0	0	0	13	1	379	63	392	64	456	6.8
VIII	2	3	17	3	1	0	75	36	0	0	0	0	3	3	92	39	95	42	137	2.0
IX	5	0	37	2	10	1	262	26	0	0	0	0	15	1	299	28	314	29	343	5.1
X	11	0	56	5	12	0	208	14	0	0	0	0	23	0	264	19	287	19	306	4.6
Other	1	0	0	1	3	0	33	2	2	0	2	0	6	0	35	3	41	3	44	0.7
Totals	65	11	686	42	157	62	4,648	1,022	2	0	3	0	224	73	5,337	1,064	5,561	1,137	6,698	100.0

Note: Numbers may not add due to incomplete reporting of gender data.

Table 14

Clinical entry-level students in communication sciences and disorders by major, gender and full- and part-time enrollment from 1982-83 to 2000-01. Figures are adjusted to 100 percent for comparison.

Student Population	Enrollment										1998/99 to 2000/01 Difference		
	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	Numerical	Percent	
AUDIOLOGY													
Master's total	1,521	1,414	1,347	1,179	1,352	1,304	1,508	1,408	1,306	1,495	189	14.5	
Master's - M/FT	232	174	170	132	172	166	180	178	184	121	-63	-34.3	
Master's - M/PT	49	51	18	41	29	18	37	35	18	20	2	13.7	
Master's - F/FT	1,079	1,038	992	857	997	1,041	1,137	1,066	978	1,276	298	30.5	
Master's - F/PT	161	151	167	149	154	79	154	129	126	78	-48	-38.0	
Clinical Doctorate Total	***** no data available *****										124	----	----
Clinical Doctorate M-FT	***** no data available *****										10	----	----
Clinical Doctorate M-PT	***** no data available *****										0	----	----
Clinical Doctorate F-FT	***** no data available *****										114	----	----
Clinical Doctorate F-PT	***** no data available *****										0	----	----
SPEECH-LANGUAGE PATHOLOGY													
Master's total	7,558	7,639	7,764	7,228	8,747	8,768	10,333	11,408	12,075	10,482	-1,593	-13.2	
Master's - M/FT	380	285	254	288	310	281	362	413	480	279	-201	-41.8	
Master's - M/PT	140	182	162	159	81	95	111	117	120	110	-10	-8.0	
Master's - F/FT	4,819	4,642	4,574	4,626	5,989	6,316	7,344	8,177	8,741	8,273	-468	-5.3	
Master's - F/PT	2,219	2,530	2,774	2,155	2,367	2,076	2,516	2,701	2,734	1,819	-915	-33.5	
TOTALS													
Master's total	8,847	8,879	8,941	8,275	9,927	9,906	11,661	12,752	13,197	11,981	-1,216	-9.2	
M/FT	380	285	254	288	310	281	362	527	480	289	-191	-39.7	
M/PT	189	233	180	200	110	113	148	152	138	131	-7	-5.2	
F/FT	5,898	5,680	5,566	5,483	6,986	7,357	8,481	9,243	9,719	9,663	-56	-0.6	
F/PT	2,380	2,681	2,941	2,304	2,521	2,155	2,670	2,830	2,860	1,897	-963	-33.7	
M & F FT	6,278	5,965	5,820	5,771	7,296	7,638	8,843	9,770	10,199	9,953	-246	-2.4	
M & F PT	2,569	2,914	3,121	2,504	2,631	2,268	2,818	2,982	2,998	2,028	-970	-32.4	

Table 15A

Enrollment at the clinical entry-level by major and gender from 1982-83 to 2000-01. Figures are adjusted to 100 percent for comparison.

Entry-Level	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	1998/99 to 2000/01 Difference	
											Numerical	Percent
AUDIOLOGY												
Master's Total	1,521	1,414	1,347	1,179	1,352	1,304	1,508	1,408	1,306	1,495	189	14.5
Master's-M	281	225	189	173	201	184	217	213	202	141	-61	-30.0
Master's-F	1,240	1,189	1,158	1,006	1,151	1,120	1,291	1,195	1,104	1,354	250	22.7
Clinical Doctorate Total	***** no data available *****									124	----	----
Clinical Doctorate-M	***** no data available *****									10	----	----
Clinical Doctorate-F	***** no data available *****									114	----	----
SPEECH-LANGUAGE PATHOLOGY												
Master's Total	7,558	7,639	7,765	7,228	8,747	8,768	10,333	11,408	12,075	10,482	-1,593	-13.2
Master's-M	520	467	416	447	391	376	473	530	600	390	-210	-35.0
Master's-F	7,038	7,172	7,349	6,781	8,356	8,392	9,860	10,878	11,475	10,093	-1,382	-12.0
Clinical Doctorate Total	***** no data available *****									---	---	---
Clinical Doctorate-M	***** no data available *****									---	---	---
Clinical Doctorate-F	***** no data available *****									---	---	---
TOTAL	9,079	9,053	9,112	8,407	10,099	10,072	11,841	12,816	13,381	12,102	-1,279	-9.6

Table 15B

Enrollment at the post entry-level clinical doctorate by major and gender. Figures are adjusted to 100 percent for comparison.

Post Entry-Level	2000/01
AUDIOLOGY	
Clinical Doctorate Total	420
Clinical Doctorate-M	88
Clinical Doctorate-F	309
SPEECH-LANGUAGE PATHOLOGY	
Clinical Doctorate Total	43
Clinical Doctorate-M	2
Clinical Doctorate-F	41
TOTAL	463

Table 15C

Enrollment at the speech and hearing science master's level by major and gender from 1982-83 to 2000-01. Figures are adjusted to 100 percent for comparison.

Post Entry-Level	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	1998/99 to 2000/01 Difference	
											Numerical	Percent
SPEECH AND HEARING SCIENCE												
Master's Total	81	58	27	38	47	48	89	17	276	6	-270	-97.7
Master's-M	7	6	5	5	8	4	7	0	10	3	-7	-74.2
Master's-F	74	52	22	33	39	44	82	17	266	4	-262	-98.5

Table 16

Research doctoral students in 2000-01 by major, full- and part-time enrollment and region, with 56 percent of institutions reporting.

Region	Audiology				Speech-language pathology				Speech and Hearing Science				Majors Combined						Total	%
	M		F		M		F		M		F		M		F		M&F			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
I	0	1	0	1	3	0	11	1	0	0	0	0	3	1	11	2	14	3	17	2.8
II	7	0	2	0	1	0	8	6	4	0	29	25	12	0	39	31	51	31	82	13.6
III	5	1	25	3	1	5	61	21	0	1	0	1	6	7	86	25	92	32	124	20.6
IV	5	2	15	13	9	1	74	8	0	0	0	0	14	3	89	21	103	24	127	21.1
V	10	1	19	2	13	5	58	6	4	1	2	1	27	7	79	9	106	16	122	20.2
VI	2	0	5	2	0	0	3	0	3	0	8	7	5	0	16	9	21	9	30	5.0
VII	0	0	2	2	4	6	12	5	0	2	3	7	4	8	17	14	21	22	43	7.1
VIII	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
IX	1	0	1	0	3	0	9	0	0	0	0	0	4	0	10	0	14	0	14	2.3
X	1	0	4	0	2	1	16	1	5	0	6	0	8	1	26	1	34	2	36	6.0
Other	1	0	7	0	0	0	0	0	0	0	0	0	1	0	7	0	8	0	8	1.3
Totals	32	5	80	23	36	18	252	48	16	4	48	41	84	27	380	112	464	139	603	100

Table 17

Research doctoral students in communication sciences and disorders by major, gender and full- and part-time enrollment from 1982-83 to 2000-01. Figures are adjusted to 100 percent for comparison.

Student Population	Enrollment										1998/99 to 2000/01 Difference	
	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	Numerical	Percent
Aud Total	143	158	191	203	218	201	193	225	239	228	-11	-4.5
M/FT	50	52	61	49	50	38	36	53	80	52	-28	-34.8
M/PT	14	20	13	17	16	11	17	14	12	8	-4	-32.1
F/FT	44	70	92	108	128	118	116	130	130	130	0	0.3
F/PT	35	16	25	29	24	34	24	28	17	37	20	120.5
SLP Total	431	433	501	461	529	459	467	462	443	549	106	23.9
M/FT	64	53	50	56	69	53	48	66	80	56	-24	-30.3
M/PT	26	9	17	15	25	11	21	17	14	28	14	99.3
F/FT	206	251	297	286	296	277	258	275	280	391	111	39.5
F/PT	135	120	137	104	139	118	140	104	69	74	5	7.8
Sci Total	132	92	101	118	75	81	104	211	113	144	31	27.3
M/FT	47	20	29	23	17	23	28	37	48	21	-27	-56.0
M/PT	9	4	3	6	4	3	5	7	12	5	-7	-56.0
F/FT	47	40	57	63	38	28	54	140	47	63	16	34.8
F/PT	29	28	12	26	16	27	17	27	6	54	48	802.0
Majors Total	706	683	793	782	822	741	764	898	795	921	126	15.8
M/FT	161	125	140	128	136	114	112	156	208	129	-79	-37.9
M/PT	49	33	33	38	45	25	43	38	38	41	3	8.8
F/FT	297	361	446	457	462	423	428	545	457	584	127	27.9
F/PT	199	164	174	159	179	179	181	159	92	166	74	80.4
M & F FT	458	486	586	585	598	537	540	701	665	713	48	7.3
M & F PT	248	197	207	197	224	204	224	197	130	207	77	59.5

Table 18

Enrollment at the research doctoral level by major and gender from 1982-83 to 2000-01. Figures are adjusted to 100 percent for comparison.

Doctoral Level	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	1998/99 to 2000/01 Numerical	Difference Percent
AUDIOLOGY												
Total	141	157	191	203	218	201	193	225	239	228	-11	-4.6
M Total	63	72	74	66	66	49	53	67	92	60	-32	-34.8
F Total	78	85	117	137	152	152	140	158	147	167	20	13.6
SPEECH-LANGUAGE PATHOLOGY												
Total	432	433	501	461	529	459	467	462	443	549	106	23.9
M Total	90	62	67	71	94	64	69	83	94	84	-10	-10.6
F Total	342	371	434	390	435	395	398	379	349	465	116	33.2
SPEECH AND HEARING SCIENCE												
Total	133	92	101	118	75	81	104	211	113	144	31	27.4
M Total	56	24	32	29	21	26	33	44	60	26	-34	-56.7
F Total	77	68	69	89	54	55	71	167	53	117	64	120.8
COMBINED RESEARCH DOCTORAL MAJORS												
Total	706	682	793	782	822	741	764	898	795	921	126	15.8
M Total	209	158	173	166	181	139	155	194	246	170	-76	-30.9
F Total	497	524	620	616	641	602	609	704	549	750	201	36.6

Table 19

Numbers and percentages of master's students who applied, who were admitted, and who enrolled in graduate programs in 2000-01 by region, with 56 percent of institutions reporting.

Region	Applied/Enrolled			Applied/Admitted			Admitted/Enrolled		
	# Applied	# Enrolled	% Enrolled	# Applied	# Admitted	% Admitted	# Admitted	# Enrolled	% Enrolled
I	1,358	210	15.5	1,358	517	38.1	517	210	40.6
II	2,982	501	16.8	2,982	752	25.2	752	501	66.6
III	1,834	418	22.8	1,834	775	42.3	775	418	53.9
IV	2,195	711	32.4	2,195	1,102	50.2	1,102	711	64.5
V	3,136	745	23.8	3,136	1,632	52.0	1,632	745	45.6
VI	1,709	483	28.3	1,709	768	44.9	768	483	62.9
VII	824	258	31.3	824	520	63.1	520	258	49.6
VIII	187	69	36.9	187	84	44.9	84	69	82.1
IX	508	163	32.1	508	244	48.0	244	163	66.8
X	583	159	27.3	583	240	41.2	240	159	66.3
Other	148	16	10.8	148	16	10.8	16	16	100.0
Totals	15,464	3,733	24.1	15,464	6,650	43.0	6,650	3,733	56.1

Table 20

Percentages by region of clinical entry-level students enrolled in 2000-01 coming from the department's own undergraduate program, from another CSD department within the state, from out-of-state, from other undergraduate disciplines, and percentage of non-traditional (over 30 years old) students.

Region	From own undergrad program (percent)	From another in- state CSD undergrad program (percent)	From out- of-state CSD program (percent)	From other undergrad disciplines (percent)	Non- traditional (older students) (percent)
I	14.3	16.1	31.0	24.0	18.9
II	27.6	32.3	15.4	18.4	14.9
III	35.1	16.5	35.4	11.4	5.9
IV	34.7	22.4	23.0	20.0	10.4
V	40.7	30.6	20.0	8.5	8.4
VI	47.1	28.2	18.5	7.4	7.1
VII	54.5	15.1	21.7	1.4	6.2
VIII	70.7	8.3	18.3	2.7	17.7
IX	52.0	16.6	28.9	2.6	13.1
X	44.5	12.5	20.2	6.2	13.5
Other	0.0	0.0	0.0	100.0	20.0
Mean percentage	38.3	18.1	21.1	18.4	12.4

Table 21

Full- and part-time (FTE) faculty in 2000-01 by degree, gender and region, with 56% of institutions reporting

Region	Masters Degrees								Doctoral Degrees								Combined							
	Full-Time				Part-Time				Full-Time				Part-Time				Full-Time				Part-Time			
	M	F	Total	% Male	M	F	Total	% Male	M	F	Total	% Male	M	F	Total	% Male	M	F	Total	% Male	M	F	Total	% Male
I	3	15	21	8.3	0.7	20.8	22.5	3.1	18	34	52	34.6	0.7	2.3	3.0	22.1	21	49	73	30.0	1.3	23.2	25.5	5.4
II	9	35	44	11.4	6.2	54.5	63.7	10.1	40	66	106	37.7	21.2	17.0	38.2	55.5	49	101	150	32.7	27.3	71.5	101.8	27.6
III	6	45	51	6.3	3.6	29.2	36.8	11.0	41	75	116	35.3	2.5	7.7	10.2	24.6	47	120	167	28.1	6.1	36.9	47.0	14.2
IV	7	98	105	3.4	6.8	58.0	64.8	10.4	80	96	176	45.5	9.5	31.0	41.5	23.5	87	194	281	31.0	16.3	89.0	106.3	15.4
V	9	116	145	3.4	4.9	68.3	76.3	6.7	97	109	229	47.1	4.0	5.0	11.8	44.6	106	225	374	32.0	9.0	73.3	88.0	10.9
VI	9	60	82	6.3	3.0	26.2	30.2	10.3	39	74	118	34.5	3.5	8.6	12.1	28.9	48	134	200	26.4	6.5	34.8	42.3	15.8
VII	6	40	46	7.0	2.4	12.9	15.3	15.6	43	63	96	40.6	4.7	6.5	11.2	41.9	49	103	142	32.2	7.1	19.4	26.5	26.7
VIII	4	13	17	13.3	0.0	2.0	2.0	0.0	11	18	29	37.9	0.0	3.0	3.0	0.0	15	31	46	32.6	0.0	5.0	5.0	0.0
IX	3	15	19	8.8	6.0	14.4	21.4	29.5	20	30	50	40.0	3.0	4.0	7.0	42.9	23	45	69	33.8	9.0	18.4	28.4	32.9
X	2	15	17	6.3	1.0	17.0	18.0	5.6	12	26	38	31.6	5.3	4.0	7.3	56.8	14	41	55	25.5	6.3	21.0	25.3	22.9
Other	0	1	1	0.0	0.0	0.0	0.0	0.0	5	4	9	55.6	0.0	0.0	0.0	0.0	5	5	10	50.0	0.0	0.0	0.0	0.0
Totals	58	453	548	11.4	34	303	351	10.2	406	595	1,019	40.6	54	89	145	37.9	464	1,048	1,567	30.7	88.8	392.4	495.8	18.4

Table 22

Number of full-time and part-time (FTE) faculty from 1982-83 to 2000-01. Figures are adjusted to 100 percent for comparison.

	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	1998/99 to 2000/01 Difference	
											Numerical	Percent
Full-Time	2,292	2,144	2,077	2,037	2,295	2,224	2,215	2,334	2,559	2,788	229	9.0
Part-Time	643	713	685	674	829	641	581	864	1,171	882	-289	-24.7
Totals	2,935	2,857	2,762	2,711	3,124	2,865	2,796	3,198	3,729	3,671	-59	-1.6

Table 23

Full- and part-time (FTE) clinical supervisors in 2000-01 by gender and region, with 56 percent of institutions reporting.

Region	Number of Institutions	Number of Full-Time Clinical Supervisors	Full-Time Supervisors				Number of Part-Time Clinical Supervisors (FTE)	Part-Time Supervisors			
			M		F			M		F	
			N	%	N	%		N	%	N	%
I	7	13	1	7.7	12	92.3	25.9	1.3	5.0	24.6	95.0
II	16	36	6	16.7	30	83.3	34.7	3.5	10.1	31.2	89.9
III	17	38	3	7.9	35	92.1	31.5	2.4	7.6	29.1	92.4
IV	23	77	5	6.5	72	93.5	71.5	8.0	11.2	63.5	88.8
V	29	105	4	3.8	101	96.2	55.6	4.0	7.9	46.9	92.1
VI	19	57	5	8.8	52	91.2	24.0	1.0	4.2	23.0	95.8
VII	13	41	6	14.6	35	85.4	14.8	0.3	1.7	14.5	98.3
VIII	3	18	4	22.2	14	77.8	3.0	0.0	0.0	3.0	100.0
IX	7	17	4	23.5	13	76.5	10.2	0.8	7.4	9.4	92.6
X	6	22	3	13.6	19	86.4	24.0	2.0	8.3	22.0	91.7
Other	1	1	0	0.0	1	100.0	2.0	0.0	0.0	2.0	100.0
Totals	141	425	41	9.6	384	90.4	297	23	7.9	269	92.1

Note: Numbers may not add due to incomplete reporting of gender data.

Table 24

Number of clinical supervisors from 1982-83 to 2000-01. Figures are adjusted to 100 percent for comparison.

	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	1996/97 to 1998/99 Difference	
											Numerical	Percent
Supervisors	2,092	1,741	1,849	1,468	1,871	1,330	1,415	1,402	1,396	1,286	-109	-7.8

Table 25

Total number and percent of full- and part-time ethnic minority undergraduate students in 2000-01 by region, with 63 percent of institutions reporting

Region	Total Number of Students (FT & PT) in Region	Ethnic Minorities	
		N	%
I	642	22	3.4
II	1000	125	12.5
III	1342	134	10.0
IV	1583	218	13.8
V	2880	193	6.7
VI	1738	266	15.3
VII	945	19	2.0
VIII	296	0	0.0
IX	487	55	11.3
X	395	21	5.3
Other	0	0	0.0
Totals	11,308	1,053	9.3

Table 26

Total number and percent of full- and part-time ethnic minority clinical entry-level students in 2000-01 by region, with 56 percent of institutions reporting.

Region	Total Number of Students (FT & PT) in Region	Ethnic Minorities	
		N	%
I	486	16	3.3
II	1,087	71	6.5
III	778	62	8.0
IV	1,412	256	18.1
V	1,451	128	8.8
VI	879	137	15.6
VII	458	44	9.6
VIII	137	0	0.0
IX	343	87	25.4
X	306	17	5.6
Other	38	0	0.0
Totals	7,375	818	11.1

Table 27

Total number and percent of full- and part-time ethnic minority research doctoral students in 2000-01 by region, with 56 percent of institutions reporting.

Region	Total Number of Students (FT & PT) in Region	Ethnic Minorities	
		N	%
I	17	3	17.6
II	76	14	18.4
III	128	7	5.5
IV	102	12	11.8
V	123	29	23.6
VI	30	2	6.7
VII	43	3	7.0
VIII	0	0	0.0
IX	14	0	0.0
X	35	0	0.0
Other	8	0	0.0
Totals	576	70	12.2

Table 28

Full- and part-time (FTE) ethnic minority doctoral level faculty by region for 2000-01, with 56 percent of institutions reporting.

Region	Total Number of Faculty (FT & PT) in Region	Ethnic Minorities	
		N	%
I	55.0	4.0	7.3
II	143.5	6.0	4.2
III	127.2	11.3	8.8
IV	216.5	19.5	9.0
V	240.8	14.0	5.8
VI	130.1	23.6	18.1
VII	94.2	0.0	0.0
VIII	32.0	1.0	3.1
IX	57.0	1.0	1.8
X	45.3	1.3	2.8
Other	9.0	0.0	0.0
Totals	1,150.4	81.6	7.1

Table 29

Full- and part-time (FTE) ethnic minority master's level faculty by region for 2000-01, with 56 percent of institutions reporting.

Region	Total Number of Faculty (FT & PT) in Region	Ethnic Minorities	
		N	%
I	43.5	2.0	4.6
II	107.7	6.0	5.6
III	87.8	8.7	9.9
IV	169.8	18.0	10.6
V	221.3	6.7	3.0
VI	112.2	19.8	17.6
VII	61.3	1.0	1.6
VIII	19.0	1.0	5.3
IX	40.4	3.0	7.4
X	35.0	0.0	0.0
Other	1.0	0.0	0.0
Totals	898.7	66.2	7.4

Table 30

Faculty and student enrollment from combined ethnic minority groups as a percent of total student enrollment and total faculty at the three educational levels from 1982-83 to 2000-01.

Population	Percent of Minorities										Percent Change 1998/99 to 2000/01	
	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01		
Faculty												
Full-Time	5.8	5.7	5.7	5.6	5.2	6.0	7.2	7.8	7.5	7.2		-0.3
Part-Time	NA	3.5	3.2	3.2	3.5	6.0	6.1	6.4	6.2	7.2		1.0
Students												
Undergraduate	11.8	9.9	9.8	8.4	8.7	8.3	7.8	11.1	17.0	9.3		-7.7
Clinical Entry-level												
Master's	10.2	7.5	6.9	6.2	7.8	7.6	7.2	8.2	8.5	11.1		2.6
Clinical Doctorate										13.9		---
Research Doctorate	10.2	11.0	9.4	13.8	10.9	12.9	12.4	13.1	13.6	12.2		0.5

Table 31

Number and percentage of ethnic minority full- and part-time practicum supervisors, internal to the institution, in 2000-01 by region, with 56 percent of institutions reporting.

Region	Number of Institutions	Total Number of Clinical (FT & PT) Supervisors	Ethnic Minorities	
			N	%
I	7	38.9	1.0	2.6
II	16	70.7	2.0	2.8
III	17	69.5	6.7	9.6
IV	23	148.5	23.0	15.5
V	29	161.6	8.5	5.3
VI	19	81.0	10.0	12.4
VII	13	55.8	0.0	0.0
VIII	3	21.0	1.0	4.8
IX	7	27.2	2.0	7.4
X	6	46.0	1.0	2.2
Other	1	2.0	0.0	0.0
Totals	141	722.1	55.2	7.6

Table 32

Percent of change in funding from university, federal, state and other sources for 2000-01 vs 1999-2000.

Percent of Change	University				Federal				State				Other			
	Increases		Decreases		Increases		Decreases		Increases		Decreases		Increases		Decreases	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-4	17	12.1	4	2.8	2	1.4	1	0.7	3	2.1	1	0.7	2	1.4	2	1.4
5-8	16	11.3	1	0.7	1	0.7	0	0.0	3	2.1	0	0.0	2	1.4	0	0.0
9-12	4	2.8	1	0.7	1	0.7	0	0.0	2	1.4	2	1.4	0	0.0	0	0.0
13-17	1	0.7	1	0.7	3	2.1	3	2.1	0	0.0	0	0.0	0	0.0	1	0.7
18-22	3	2.1	1	0.7	1	0.7	0	0.0	1	0.7	1	0.7	2	1.4	0	0.0
23-30	2	1.4	0	0.0	1	0.7	1	0.7	1	0.7	1	0.7	1	0.7	1	0.7
31-40	1	0.7	0	0.0	1	0.7	0	0.0	0	0.0	0	0.0	1	0.7	0	0.0
41-50	3	2.1	1	0.7	1	0.7	2	1.4	0	0.0	0	0.0	2	1.4	0	0.0
51-60	0	0.0	1	0.7	0	0.0	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0
61-99	2	1.4	0	0.0	1	0.7	0	0.0	0	0.0	0	0.0	1	0.7	0	0.0
100+	5	3.5	1	0.7	4	2.8	1	0.7	2	1.4	4	2.8	7	5.0	1	0.7
Total	54	38.3	11	7.8	16	11.3	9	6.4	12	8.5	9	6.4	18	12.8	5	3.5
		<u>N</u>	<u>%</u>			<u>N</u>	<u>%</u>			<u>N</u>	<u>%</u>			<u>N</u>	<u>%</u>	
No change		22	15.6			16	11.3			19	13.5			12	8.5	
No data reported		54	38.3			100	70.9			101	71.6			106	75.2	

Table 33

Percent of institutions reporting increases and decreases in funding from university, federal, state, and other sources from 1982-83 to 2000-01.

	1982/83	1984/85	1986/87	1988/89	1990/91	1992/93	1994/95	1996/97	1998/99	2000/01	
University											
Increases	NA	NA	57.5	77.2	68.7	9.0	9.5	32.4	33.7	38.3	
Decreases	NA	NA	4.8	1.5	3.2	8.6	10.4	9.8	7.2	7.8	
Federal											
Increases	7.9	11.8	12.1	9.8	9.6	13.1	14.9	12.1	9.9	1.1	
Decreases	4.7	5.0	2.8	1.8	5.6	8.1	9.9	7.5	5.5	5	
State											
Increases			***** no data available *****								8.5
Decreases			***** no data available *****								6.4
Other											
Increases	6.9	7.1	8.3	7.2	7.2	11.7	5.4	11.6	11.6	12.8	
Decreases	0.7	1.1	1.4	1.4	1.2	2.7	1.8	3.5	2.2	3.5	

Table 34

Number of funded research projects and total amount of awards in 2000-01 by source, with 56 percent of institutions reporting.

Region	Number of Programs Responding to Survey	Source of Funds												Totals	
		Federal			State			University			Other				
		Total Number of Awards	\$	%	Total Number of Awards	\$	%	Total Number of Awards	\$	%	Total Number of Awards	\$	%	N	\$
I	7	6	1,770,000	72.5	0	0	0.0	11	620,000	25.4	1	50,000	2.0	17	2,440,000
II	16	18	2,798,841	98.3	-----	-----		7	24,888	0.9	1	24,630	0.9	36	2,848,359
III	17	23	1,377,050	63.4	4	141,000	6.5	9	364,605	16.8	12	289,585	13.3	46	2,172,240
IV	23	23	3,523,354	86.1	4	60,000	1.5	14	196,740	4.8	10	311,542	7.6	48	4,091,636
V	29	43	8,460,077	94.4	1	500	0.0	56	217,399	2.4	12	282,898	3.2	101	8,960,874
VI	19	7	817,585	61.2	3	165,000	12.4	25	154,000	11.5	8	198,455	14.9	39	1,335,040
VII	13	10	3,035,626	97.0	1	6,000	0.2	6	22,465	0.7	6	64,720	2.1	39	3,128,811
VIII	3	1	29,477	85.5	-----	-----		-----	-----		1	5,000	14.5	37	34,477
IX	7	5	1,404,121	96.8	-----	-----		4	16,806	1.2	2	30,000	2.1	9	1,450,927
X	6	12	4,369,287	99.0	1	25,000	0.6	11	18,380	0.4	0	0	0.0	17	4,412,667
Other	1	-----	-----		-----	-----		-----	-----		-----	-----		38	0
Totals	141	148	27,585,418.00	89.3	14	397,500.00	1.3 #	143	1,635,283.00	5.3	53	1,256,830.00	4.1	427	30,875,031

Table 35

Number of funded non-research projects and total amount of awards in 2000-01 by source, with 56 percent of institutions reporting.

Region	Number of Institutions	Source of Funds												Totals	
		Federal			State			University			Other			N	\$
		N	\$	%	N	\$	%	N	\$	%	N	\$	%		
I	7	11	145,761	34.6	4	153,000	36.3	6	38,000	9.0	2	85,000	20.2	23	421,761
II	16	1	50,000	8.8	7	321,000	56.7	2	165,000	29.2	1	30,000	5.3	11	566,000
III	17	3	594,996	31.5	4	964,000	51.0	23	150,743	8.0	4	181,000	9.6	34	1,890,739
IV	23	18	2,405,115	50.3	15	2,025,463	42.4	27	160,330	3.4	21	186,525	3.9	81	4,777,433
V	29	8	1,193,334	71.7	4	71,172	4.3	21	128,505	7.7	10	270,756	16.3	43	1,663,767
VI	19	5	643,759	37.4	7	286,000	16.6	12	112,200	6.5	6	680,400	39.5	30	1,722,359
VII	13	5	554,746	40.8	6	442,286	32.6	12	65,875	4.8	10	295,838	21.8	33	1,358,745
VIII	3	----	----	----	1	26,000	58.4	7	18,500	41.6	----	----	----	8	44,500
IX	7	----	----	----	----	----	----	6	25,000	8.8	3	257,860	91.2	9	282,860
X	6	0	0	0.0	10	207,840	31.7	4	300,023	45.7	4	148,379	22.6	18	656,242
Other	1	----	----	----	----	----	----	----	----	----	----	----	----	0	0
Totals	141	51	5,587,711	41.7	58.00	4,496,761	33.6	120.00	1,164,176	8.7	61.00	2,135,758	16.0	290.00	13,384,406

Table 36A

Number of research doctoral level faculty openings for one year periods in speech-language pathology, audiology, and speech and hearing science from 1991-92 to 2001-02 with 56 percent of programs reporting.

	1991-92	1993-94	1995-96	1997-98	2001-2002
Speech-Language Pathology	133	153	119	124	120
Child Language/Phonology	75	50			
Child Language			41	41	31
Phonology/Articulation			39	35	13
Adult Neurogenics	107	52	51	53	35
Voice	23	37	38	45	10
Fluency	23	40	32	35	1
Other	34	50	19	24	8
Audiology	43	31	36	31	34
Clinical Assessment	31	34	40	36	7
Aural Rehabilitation	27	29	30	25	3
Other	18	10	10	8	1
Speech Hearing Science	6	12	7	4	6
Speech Science	16	31	31	32	4
Hearing Science	4	8	13	11	2
Other	0	0	2	3	0

Table 36B

Number of research doctoral level faculty openings projected for five year periods from 1998 to 2002 with 56 percent of programs reporting.

	1998-2003	2000-2005	2002-2007
Speech-Language Pathology	151	156	130
Audiology	58	41	31
Speech Hearing Science	10	17	9

Table 36C

Number of searches for full-time doctoral level faculty from 1998-99 to 2000-01 with 56 percent of programs reporting.

	1998-99	1999-00	2000-01
Number of Searches	105	123	131
Number of Positions Filled	77	83	76
Percentage of Positions Filled	73.3	67.5	58.0

Table 37A

Number of anticipated research doctoral level graduates for 2000-01 in speech-language pathology, audiology, and speech and hearing science by ethnicity, gender and area of specialty.

	Totals	White			Ethnic Minorities		
		M	F	%	M	F	%
RESEARCH DOCTORATE							
Audiology							
Clinical							
Assessment	6	2	3	100.0	0	0	0.0
Aural Rehab./							
Amplification	6	2	2	100.0	0	0	0.0
Other	1	0	1	100.0	0	0	0.0
Subtotal	13	4	6	100.0	0	0	0.0
Speech-Language							
Child							
Language	23	3	9	63.2	0	7	36.8
Adult							
Neurogenics	16	3	10	92.9	0	1	7.1
Fluency	5	3	1	100.0	0	0	0.0
Voice	6	1	4	100.0	0	0	0.0
Other	6	0	6	100.0	0	0	0.0
Subtotal	56	10	30	83.3	0	8	16.7
Speech Hearing Science							
Speech	7	2	4	100.0	0	0	0.0
Hearing	7	1	2	75.0	0	1	25.0
Other	0	0	0	0.0	0	0	0.0
Subtotal	14	3	6	90.0	0	1	10.0
Total	83	17	42	86.8	0	9	13.2

Note: Numbers may not add due to incomplete reporting of ethnic data.

Table 37B

Number of anticipated entry-level clinical doctoral graduates for 2000-01 in speech-language pathology and audiology by ethnicity, gender and area of specialty.

	Totals	White			Ethnic Minorities		
		M	F	%	M	F	%
ENTRY-LEVEL CLINICAL DOCTORATE							
Audiology							
Clinical Assessment	4	1	3	100.0	0	0	0.0
Aural Rehab./Amplification	0	0	0	0.0	0	0	0.0
Other	4	4	0	100.0	0	0	0.0
Subtotal	8	5	3	100.0	0	0	0.0
Speech-Language							
Child Language	0	0	1	100.0	0	0	0.0
Adult Neurogenics	2	0	3	100.0	0	0	0.0
Fluency	1	1	0	100.0	0	0	0.0
Voice	0	0	0	0.0	0	0	0.0
Other	0	0	0	0.0	0	0	0.0
Subtotal	3	1	4	100.0	0	0	0.0
Total	11	6	7	100.0	0	0	0.0

Note: Numbers may not add due to incomplete reporting of ethnic data.

Table 37C

Number of anticipated post entry-level clinical doctoral graduates for 2000-01 in audiology by ethnicity, gender and area of specialty.

	Totals	White			Ethnic Minorities		
		M	F	%	M	F	%
POST ENTRY-LEVEL CLINICAL DOCTORATE							
Audiology							
Clinical Assessment	6	0	5	100.0	0	0	0.0
Aural Rehab./ Amplification	5	2	0	66.7	0	1	33.3
Other	142	0	7	100.0	0	0	0.0
Subtotal	153	2	12	93.3	0	1	6.7

Note: Numbers may not add due to incomplete reporting of ethnic data.

Table 38

Number and percent of undergraduate programs whose graduates qualify for some type of professional certification by region from 1990-91 to 2000-01, with 63 percent of institutions reporting

Region	Number of Institutions in 2000-01	1990-91		1992-93		1994-95		1996-97		1998-99		2000-01	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
I	10	6	35.3	7	53.8	2	16.7	3	33.3	6	54.5	1	10.0
II	19	11	45.8	12	57.1	12	50.0	12	50.0	19	59.4	8	42.1
III	17	10	34.5	6	28.6	3	13.6	5	25.0	14	56.0	3	17.6
IV	27	15	44.1	11	34.4	9	27.3	17	53.1	21	58.3	6	22.2
V	34	11	20.8	8	17.0	6	14.6	22	53.7	22	52.4	10	29.4
VI	24	7	21.2	7	20.6	5	17.2	20	66.7	21	63.6	8	33.3
VII	13	2	10.5	1	5.9	1	7.7	1	7.1	1	6.3	1	7.7
VIII	4	5	41.7	4	33.3	3	23.1	4	40.0	5	71.4	1	25.0
IX	7	5	26.3	4	22.2	7	43.8	6	40.0	5	33.3	0	0.0
X	6	2	22.2	1	14.3	2	33.3	3	37.5	3	50.0	1	16.7
Other	1							2	33.3	1	20.0	----	----
Totals	162	74	29.7	61	27.5	50	23.9	95	45.5	118	51.8	39	24.1

Table 39

Range and mean number of practicum hours obtained by undergraduate students by region from 1990-91 to 2000-01

Region		1990-91		1992-93		1994-95		1996-97		1998-99		2000-01	
		Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean
I	10	0 - 320	45.8	0 - 150	33.8	0 - 75	15.6	0 - 125	23.1	0 - 125	20.7	0 - 100	25.0
II	19	0 - 200	86.5	0 - 135	67.2	0 - 450	80.7	0 - 162	51.9	0 - 140	46.0	0 - 120	42.3
III	17	0 - 400	85.5	0 - 350	66.1	0 - 150	48.5	0 - 450	69.5	0 - 400	47.8	0 - 125	30.1
IV	27	0 - 250	78.8	0 - 325	73.6	0 - 600	120.1	0 - 450	97.5	0 - 225	44.9	0 - 375	50.3
V	34	0 - 450	108.9	0 - 400	60.9	0 - 450	85.6	0 - 600	129.4	0 - 388	66.2	0 - 450	78.8
VI	24	0 - 275	95.9	0 - 425	76.1	0 - 150	59.3	0 - 125	46.1	0 - 350	45.6	0 - 400	55.9
VII	13	0 - 150	60.1	0 - 175	59.6	10 - 170	57.2	0 - 450	75.4	0 - 100	33.5	0 - 70	24.3
VIII	4	0 - 275	81.3	0 - 400	92.5	0 - 200	56.7	0 - 575	88.0	0 - 400	87.5	0 - 80	40.0
IX	7	0 - 125	37.6	0 - 450	105.1	0 - 410	102.7	0 - 400	89.7	0 - 400	46.4	0 - 450	80.0
X	6	2.5 - 190	53.0	0 - 200	75.4	15 - 150	66.3	0 - 150	31.3	0 - 30	6.7	0 - 35	9.2
Other	1							196 - 365	280.5	350 - 350	350.0	----	----
Summary	162	0 - 450	81.4	0 - 450	70.2	0 - 600	76.1	0 - 600	81.6	0 - 400	49.5	0 - 450	43.6

Table 40

Range of percent and mean percent of practicum hours obtained by graduate students in off-campus practicum sites by region from 1990-91 to 2000-01

Region		1990-91		1992-93		1994-95		1996-97		1998-99		2000-01	
		Range of %	Mean	Range of %	Mean	Range of %	Mean	Range of %	Mean	Range of %	Mean	Range of %	Mean
I	7	58 - 100	75.0	50 - 85	71.3	6 - 85	63.4	10 - 85	62.1	15 - 85	66.3	25 - 88	62.6
II	16	25 - 100	68.1	30 - 90	62.1	25 - 90	61.2	40 - 90	66.4	13 - 250	74.9	21 - 85	61.5
III	17	30 - 100	58.9	33 - 84	62.0	20 - 85	61.1	30 - 85	60.4	30 - 90	66.3	30 - 100	68.8
IV	23	25 - 87.7	49.8	23 - 93	59.2	25 - 100	56.2	25 - 75	53.8	30 - 100	57.5	0 - 100	55.1
V	29	20 - 100	55.8	20 - 100	56.0	7 - 100	55.4	7 - 100	58.2	30 - 85	60.6	15 - 100	58.1
VI	19	18 - 100	51.9	0 - 100	51.2	25 - 85	59.7	40 - 200	69.7	20 - 85	55.7	0 - 80	57.7
VII	13	20 - 100	54.1	10 - 90	50.0	20 - 75	50.7	35 - 80	61.0	23 - 90	58.8	25 - 100	57.7
VIII	3	13.5 - 60	41.6	0 - 99	44.6	25 - 75	57.4	27 - 70	48.0	20 - 62	44.3	30 - 100	65.0
IX	7	20 - 100	55.9	0 - 87	51.0	33 - 80	61.3	30 - 75	53.0	25 - 90	54.8	35 - 75	57.7
X	6	20 - 65	38.3	40 - 75	49.2	23 - 66	37.3	37 - 75	60.7	25 - 80	55.8	20 - 75	51.7
Other	1							80 - 100	95.0	50 - 100	82.4	95 - 95	95.0
Summary	141	13.5 - 100	55.9	0.0 - 100	56.1	6.0 - 100	57.6	7 - 200	60.7	13 - 250	61.5	0 - 100	62.8

Table 41

Number of 1999-2000 master's and doctoral level graduates who are fluent in a language other than English by region, with 56 percent of institutions reporting.

Region	Number of Institutions	Number of 1999-2000 Graduates Fluent in Language Other than English (Master's and Doctorate)
I	7	21
II	16	94
III	17	43
IV	23	34
V	29	85
VI	19	60
VII	13	14
VIII	3	13
IX	7	38
X	6	13
Other	1	1
Totals	141	*416

* This represents 11% of the 1999-2000 graduates reported.

Table 42

Number and percent of programs existing as independent departments by region from 1990-91 to 2000-01, with 63 percent of programs reporting.

Region	1990-91		1992-93		Independent department				1998-99		2000-01	
	Number	%	Number	%	1994-95	1996-97	Number	%	Number	%	Number	%
I	11	64.7	9	69.2	10	83.3	6	66.7	5	45.5	5	50.0
II	13	54.2	14	66.7	12	50.0	12	50.0	19	59.4	12	63.2
III	17	58.6	16	76.2	14	63.6	12	60.0	14	56.0	13	76.5
IV	14	41.2	13	40.6	15	45.5	16	50.0	21	58.3	16	59.3
V	38	71.7	36	76.6	26	63.4	29	70.7	27	64.3	25	73.5
VI	14	42.4	12	35.3	9	31.0	11	36.7	20	60.6	14	58.3
VII	12	63.2	10	58.8	11	84.6	11	78.6	10	62.5	9	69.2
VIII	10	83.3	8	66.7	7	53.8	8	80.0	4	57.1	3	75.0
IX	14	73.7	10	55.6	7	43.8	12	80.0	10	66.7	6	85.7
X	7	77.8	3	42.9	4	66.7	3	37.5	4	66.7	4	66.7
Other							4	66.7	3	60.0	1	100.0
Totals	150	60.2	131	59.0	115	55.0	124	59.3	137	60.1	121	74.7

Note: Includes undergraduate only programs.

Table 43

Employment of 1999-2000 and 2000-01 doctoral graduates with 56 percent of programs reporting.

	1999-2000 Graduates					2000-01 Graduates				
	SLP	Sp/L Sci	Audiology (Research)	Audiology (Clinical)	Hearing Sciences	SLP	Sp/L Sci	Audiology (Research)	Audiology (Clinical)	Hearing Sciences
Faculty Position										
CAA program	26	2	3	1	0	18	4	2	0	0
Other CSD program	4	0	0	0	1	7	1	2	0	0
Other discipline	0	0	1	0	0	0	0	0	0	0
Clinical Position										
CAA program	3	0	0	1	0	2	0	0	0	0
Other academic setting	3	0	3	0	0	2	0	0	0	0
Non-academic setting	6	1	1	15	1	2	0	1	0	0
Administrative Position										
CAA program	1	0	0	0	0	0	0	0	0	0
Other academic setting	0	0	0	0	0	0	0	0	0	0
Non-academic setting	1	0	0	0	0	0	0	0	0	0
Postdoctoral Position	1	3	4	0	0	5	0	2	0	0
Postponed Employment	1	1	0	0	0	1	1	1	0	1
TOTAL	46	7	12	17	2	37	6	8	0	1

March 1, 2001

Dear Colleagues:

Since 1982-83, the CAPCSD has conducted a survey of member program demographics. The purpose of the study is to present contemporary and historical national and regional data that can be used to guide our individual and collective planning for the future. This survey is normally conducted every two years and provides valuable information about program characteristics, current students, graduates, faculty, and clinical supervisors. The Council has tried to minimize any changes to the instrument in an effort to preserve our ability to make historical comparisons. The recent changes in Audiology standards, including the transition to an entry-level doctoral degree to practice Audiology, has required the Executive Board to carefully review and modify our current instrument to make the data useful to the membership. For example, it has been assumed in previous surveys that "doctoral" referred to research-based doctoral degrees. That is no longer the case. To further complicate matters, many individuals have received doctoral degrees in Audiology recently that were neither entry-level nor research-based. It's important that we don't pool those data and provide misleading information about recent doctoral graduates. The shortage of qualified faculty has also created a need to acquire more information for member programs about recent doctoral graduates and the revisions in the instrument are intended to accomplish that objective.

The Executive Board has attempted to limit changes to the instrument, but also to adapt to the changing landscape. Your participation in the survey is vital if the results are to be accurate and useful. Please give this a high priority by completing it accurately and promptly so that all member programs can benefit from it. Participation rates have traditionally been around 75% - let's exceed that this time.

Sincerely,

CAPCSD Committee for the Study of Demographics
Don Goldberg
Mikael D.Z. Kimelman
Cheryl Messick
Roy Shinn, Chair

Return your completed survey in the enclosed envelope to:

Deadline: April 1, 2001

Roy Shinn
Department of Speech and Communication Studies
Edinboro University of Pennsylvania
Edinboro, PA 16444
ATT: National Survey

All questions should be directed to Roy Shinn at Edinboro University at:

Shinn@edinboro.edu

814-732-2730

Fax: 814-732-2433

Program No. _____
Date Rec. _____

SURVEY QUESTIONNAIRE FOR UNDERGRADUATE ONLY PROGRAMS

Please print clearly or type:

PROGRAM NAME: _____ INDEPENDENT DEPARTMENT: Yes: _____ No: _____

DEPARTMENT NAME: _____

COLLEGE/DIVISION/SCHOOL: _____ INSTITUTION: _____

CIRCLE THE NUMBER (FROM THE LIST BELOW) WHERE YOUR PROGRAM IS LOCATED IN YOUR INSTITUTION:

- | | | |
|---------------------------------|-------------------------------|-------------------------|
| 1. ARTS & SCIENCES | 2. EDUCATION | 3. ALLIED HEALTH |
| 4. MEDICINE | 5. COMMUNICATIONS & FINE ARTS | 6. PROFESSIONAL STUDIES |
| 7. SOCIAL & BEHAVIORAL SCIENCES | 8. OTHER _____ | |

PROGRAM ADDRESS : _____
Street or P.O. Box No.

City State Zip

PROGRAM DIRECTOR: _____ PHONE: () _____ FAX: () _____

PERSON RESPONSIBLE FOR COMPLETING SURVEY (if other than PROGRAM DIRECTOR): _____

TABLE #1 LEVEL AND EXTENT OF COURSEWORK OFFERED IN DISCIPLINE		
1. Coursework only, no degree offered _____	3. Number of credit hours offered in discipline _____ sem. hrs. _____ qtr. hrs.	
2. Number of courses offered in discipline _____ * If you do not offer a bachelor's degree in communication disorders, stop here.		

TABLE #2	
1. Do the graduates of your undergraduate program qualify for certification to work as professionals in your state (excluding speech aides)? (e.g., school clinicians) Yes _____ No _____ (check one)	
2. What is the approximate NUMBER of practicum hours (excluding observation) that an average undergraduate student in your program obtains? _____ (Enter a NUMBER)	

TABLE #3 CURRENT STUDENT CENSUS (ENTER NUMBERS) UNDERGRADUATE (INCLUDE ALL STUDENTS)										
	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS			
	M	F	M	F	M	F		TOTAL MALE	TOTAL FEMALE	COMBINED M/F
1 st year							=			
2 nd year							=			
3 rd year							=			
4 th year							=			
Other							=			

Return your completed survey in the enclosed envelope to: **Deadline: April 15, 2001**

Roy Shinn
Department of Speech and Communication Studies
Edinboro University of Pennsylvania
Edinboro, PA 16444
ATT: National Survey

All questions should be directed to Roy Shinn at Edinboro University at:
Shinn@edinboro.edu
814-732-2730
Fax: 814-732-2433

**COUNCIL OF ACADEMIC PROGRAMS IN COMMUNICATION
SCIENCES AND DISORDERS 2000-2001
SURVEY QUESTIONNAIRE FOR GRADUATE PROGRAMS**

Program No. _____
Date Rec. _____

Please print clearly or type:

PROGRAM NAME: _____ INDEPENDENT DEPARTMENT: Yes: _____ No: _____

DEPARTMENT NAME: _____

COLLEGE/DIVISION/SCHOOL: _____ INSTITUTION: _____

CIRCLE THE NUMBER (FROM THE LIST BELOW) WHERE YOUR PROGRAM IS LOCATED IN YOUR INSTITUTION:

- | | | |
|---------------------------------|-------------------------------|-------------------------|
| 1. ARTS & SCIENCES | 2. EDUCATION | 3. ALLIED HEALTH |
| 4. MEDICINE | 5. COMMUNICATIONS & FINE ARTS | 6. PROFESSIONAL STUDIES |
| 7. SOCIAL & BEHAVIORAL SCIENCES | 8. OTHER _____ | |

PROGRAM ADDRESS: _____
Street or P.O. Box No.

City State Zip

PROGRAM DIRECTOR: _____ PHONE: () _____ FAX: () _____

PERSON RESPONSIBLE FOR COMPLETING SURVEY (if other than PROGRAM DIRECTOR): _____

E-mail: _____

TABLE #1 LEVEL AND EXTENT OF COURSEWORK OFFERED IN DISCIPLINE (FILL OUT ONLY ONE OF FOUR CATEGORIES)	TABLE #2 CURRENT ENTRY-LEVEL PRACTITIONER STUDENT PROFILE (REPORT IN ESTIMATED PERCENTAGES)
<p>(6) Offer bachelor's degree program in conjunction with graduate degree program:</p> <p>Master's A_____ SLP_____ Sci_____</p> <p>PhD A_____ SLP_____ Sci_____</p> <p>EdD A_____ SLP_____ Sci_____</p> <p>ScD A_____ SLP_____ Sci_____</p> <p>Aud Entry-level A_____</p> <p>AuD Post entry-level A_____</p> <p>Other _____ A_____ SLP_____ Sci_____</p>	<p>1. From own undergraduate program _____%</p> <p>2. From another undergraduate CSD program within state _____%</p> <p>3. From undergraduate CSD program out-of-state _____%</p> <p>4. From other undergraduate disciplines _____%</p> <p>TOTAL (SUM OF 1, 2, 3, 4) = _____ 100 %</p>
<p>2. Offer both master's and doctoral programs (No bachelor's degree):</p> <p>Master's A_____ SLP_____ Sci_____</p> <p>PhD A_____ SLP_____ Sci_____</p> <p>EdD A_____ SLP_____ Sci_____</p> <p>ScD A_____ SLP_____ Sci_____</p> <p>Aud Entry-level A_____</p> <p>AuD Post entry-level A_____</p> <p>Other _____ A_____ SLP_____ Sci_____</p>	<p>5. Non-traditional (older than 30 years) students _____% of above 100%</p>
<p>(2) Offer Entry-level Master's or AuD Program only (no bachelor's or research doctoral degrees):</p> <p>Master's A_____ SLP_____ Sci_____</p> <p>AuD Entry-level A_____</p> <p>AuD Post entry-level A_____</p>	
<p>(3) Offer Research Doctoral Program only (No bachelor's, master's, or AuD degrees):</p> <p>PhD A_____ SLP_____ Sci_____</p> <p>EdD A_____ SLP_____ Sci_____</p> <p>ScD A_____ SLP_____ Sci_____</p> <p>Other _____ A_____ SLP_____ Sci_____</p>	

TABLE #3
UNDERGRADUATE/GRADUATE EDUCATION

Do the graduates of your undergraduate program qualify for certification to work as professionals in your state (excluding speech aides)? (e.g., school clinicians) YES_____ NO_____

What is the approximate NUMBER of practicum hours (excluding observation) that an average undergraduate student in your program obtains? _____ (Enter a NUMBER)

What is the approximate PERCENTAGE of practicum hours that an average graduate student obtains in off-campus sites of total hours accumulated at on and off-campus sites? _____ (Enter a PERCENTAGE)

How many of your 2000-2001 graduates (Masters and Doctorates) are fluent in a language other than English to the point that an interpreter would not be needed to interact with a client? _____(Enter a NUMBER)

TABLE #4 Graduate Applications for 2000-01 (enter numbers)	TABLE #5 Theses completed between September 1, 1999 and August 31, 2000 (enter numbers)		
Completed Applications: _____	A	SLP	SCI
Admitted: _____	Master's _____	_____	_____
Enrolled: _____	AuD Entry-level _____	_____	_____
	AuD Post entry-level _____	_____	_____
	PhD _____	_____	_____
	EdD _____	_____	_____
	ScD _____	_____	_____
	Other _____	_____	_____

NOTE REGARDING TABLES REQUESTING ETHNIC DATA:

(1) Six of the survey tables request ethnic data which are used for program planning and recruitment. If your university collects these data, PLEASE include them. If your university does not collect these data or you are not at liberty to share them, please complete the 3 columns under TOTALS, including the TOTAL MALE, TOTAL FEMALE, and COMBINED M/F columns. These columns appear on the six tables requesting ethnic data.

TABLE #6 DEGREES GRANTED BETWEEN SEPTEMBER 1, 1999 AND AUGUST 31, 2000 (enter numbers)									
	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS		
	M	F	M	F	M	F	TOTAL MALE	TOTAL FEMALE	COMBINED M/F
Bachelor's							=		
Master's A							=		
SLP							=		
SCI							=		

TABLE #6 (continued) DEGREES GRANTED BETWEEN SEPTEMBER 1, 1999 AND AUGUST 31, 2000 (enter numbers)

	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS			
	M	F	M	F	M	F		TOTAL MALE	TOTAL FEMALE	COMBINED M/F
AuD Entry-level A							=			
AuD Post entry-level A							=			
PhD A							=			
SLP							=			
SCI							=			
EdD A							=			
SLP							=			
SCI							=			
ScD A							=			
SLP							=			
SCI							=			
Other _____ A							=			
SLP							=			
SCI							=			

TABLE #7 CURRENT STUDENT CENSUS (enter numbers) UNDERGRADUATE (Include all students)

	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS			
	M	F	M	F	M	F		TOTAL MALE	TOTAL FEMALE	COMBINED M/F
1 st year							=			
2 nd year							=			
3 rd year							=			
4 th year							=			

NOTE REGARDING TABLE #8

- (1) P/T & F/T NUMBERS FOR MALES AND FEMALES, UNDER EACH ETHNIC GROUP, AND INTERNATIONAL STUDENTS MUST BE ADDED HORIZONTALLY TO PRODUCE THE TOTAL MALE AND FEMALE COLUMNS FOR EACH AREA UNDER MASTER'S AND DOCTORAL (i.e., The total p/t males from all categories must be added to the p/t male column).
- (2) The "Total Male Cell" and the "Total Female Cell" equals the "Combined M/F cell."
- (3) Sp./Hrg. Science: Basic science career in research primarily.

TABLE #8 CURRENT STUDENT CENSUS: GRADUATE (Include all students)									
	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS		
	M	F	M	F	M	F	TOTAL MALE	TOTAL FEMALE	COMBINED M/F
MASTER'S									
AUD									
P/T							=		
F/T							=		
SLP									
P/T							=		
F/T							=		
SP/HRG SCI									
P/T							=		
F/T							=		
AuD ENTRY-LEVEL									
AUD									
P/T							=		
F/T							=		
AuD POST ENTRY-LEVEL									
AUD									
P/T							=		
F/T							=		
PhD									
AUD									
P/T							=		
F/T							=		
SLP									
P/T							=		
F/T							=		
SP/HRG SCI									
P/T							=		
F/T							=		

TABLE #8 (continued)

CURRENT STUDENT CENSUS: GRADUATE (Include all students)

	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS		
	M	F	M	F	M	F	TOTAL MALE	TOTAL FEMALE	COMBINED M/F
EdD									
AUD									
P/T							=		
F/T							=		
SLP									
P/T							=		
F/T							=		
SP/HRG SCI									
P/T							=		
F/T							=		
ScD									
AUD									
P/T							=		
F/T							=		
SLP									
P/T							=		
F/T							=		
SP/HRG SCI									
P/T							=		
F/T							=		
OTHER _____									
AUD									
P/T							=		
F/T							=		
SLP									
P/T							=		
F/T							=		
SP/HRG SCI									
P/T							=		
F/T							=		

NOTE REGARDING TABLE #9

- (4) *Percent part-time positions as a fraction based on a percentage of the full-time work week at your institution, e.g., 3 part-time faculty working 10 hours a week or 25% of a 40 hour week equal a total of .75 to be entered in the table cell.
- (5) ENTER FACULTY MEMBER IN 1 CELL ONLY FOR THE PRIMARY POSITION.
- (6) Table 9 includes graduate students who supervise and/or teach.
- (7) This number does not include off-campus, unpaid site supervisors.

TABLE #9									
CURRENT TOTAL FACULTY/STAFF CENSUS: INCLUDING SUPERVISORS (ENTER NUMBER)									
	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS		
	M	F	M	F	M	F	TOTAL MALE	TOTAL FEMALE	COMBINED M/F
	FACULTY/STAFF WHO HOLD A RESEARCH-BASED DOCTORAL DEGREE (e.g. PhD, EdD, ScD)								
	FULL-TIME								
TOTALS FULL-TIME (for each column)							=		
	PART-TIME*								
TOTALS PART-TIME (for each column)							=		
	FACULTY/STAFF WHO HOLD CLINICALLY-BASED DOCTORAL DEGREE (e.g. AuD)								
	FULL-TIME								
TOTALS FULL-TIME (for each column)							=		
	PART-TIME*								
TOTALS PART-TIME (for each column)							=		
	FACULTY/STAFF WHO HOLD A MASTER'S DEGREE AS HIGHEST DEGREE								
	FULL-TIME								
TOTALS FULL-TIME (for each column)							=		
	PART-TIME*								
TOTALS PART-TIME (for each column)							=		

NOTE CONCERNING CLINICAL SUPERVISION TABLE (TABLE #10)

- (1) All Faculty & Staff whose primary job responsibilities are clinical supervision.
- (2) These persons should also be included in the previous table (#9) requesting numbers of part-time and full-time personnel.
- (3) In Table 10, doctoral and master's level personnel are combined for all categories.
- (4) Table 10 does NOT include off-campus site supervisors who are NOT paid by the institution.
- (5) Table 10 DOES include graduate students who supervise.
- (6) * Percent part-time positions as a fraction based on a percentage of the full-time work week at your institution, e.g., 3 part-time supervisors working 10 hours a week or 25% of a 40 hour week equal a total of .75 to be entered in the table cell.

TABLE #10 CENSUS OF ONLY CLINICAL SUPERVISORS (Enter Numbers)

Supervisors	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS		
	M	F	M	F	M	F	TOTAL MALE	TOTAL FEMALE	COMBINED M/F
ALL DOCTORAL & MASTER'S FULL-TIME									
TOTALS FULL-TIME (for each column)							=		
ALL DOCTORAL AND MASTER'S PART-TIME *									
TOTALS PART-TIME (for each column)							=		

TABLE #11 Intra and Extramural Grants and Contacts 2000-01

	Federal	State	University	Other
Research Only				
# of awards	_____	_____	_____	_____
Amount	_____	_____	_____	_____
Personnel Preparation Grants/Projects				
# of Awards	_____	_____	_____	_____
Amount	_____	_____	_____	_____
Other				
# of Awards	_____	_____	_____	_____
Amount	_____	_____	_____	_____

TABLE #12 Changes in Funding Levels 1999-00 vs. 2000-01

Source	Estimate percentage of change	
	% Increase	% Decrease
University	_____	_____
Federal	_____	_____
State	_____	_____
Other	_____	_____

NOTE CONCERNING TABLES 13 AND 14

If you have already filled a position that was open for 2001-02, please respond as if you were still in the process of filling it.

TABLE #13

Doctoral Level Faculty Needs (Enter Numbers)	A	SLP	Sci
Number of full-time doctoral level (e.g. non-AuD) anticipated faculty openings for Academic year, 2001-2002	_____	_____	_____
Number of full-time doctoral level faculty openings due to anticipated retirements for the next five academic years, 2002-2007: (Do not include openings for 2001-2002)	_____	_____	_____
How many searches did you have (for full-time doctoral-level faculty) and were they successfully filled:			
	<u>F/T Searches</u>	<u>Number Filled</u>	<u>Degree(s) of person(s) hired</u>
1998-99	_____	_____	_____
1999-00	_____	_____	_____
2000-01	_____	_____	_____

TABLE #14

Based on your anticipated doctoral level faculty vacancies, check the primary area of expertise that you will be seeking (choose one).

	2000-2001		2000-2001
SPEECH-LANGUAGE PATHOLOGY		SPEECH AND HEARING SCIENCE	
Child Language	_____	Speech Science	_____
Phonology/Articulation	_____	Hearing Science	_____
Adult Neurogenics	_____	Other	_____
Voice	_____		
Fluency	_____		
Other	_____		
AUDIOLOGY			
Clinical Assessment	_____		
Aural Rehabilitation/Amplification	_____		
Other	_____		

NOTE CONCERNING TABLES 15 AND 16

Tables 15 and 16 are to be completed by institutions that conferred any doctoral degrees in the discipline during 1999-00 and/or 2000-01.

TABLE #15A Anticipated Number of Research Doctoral (e.g. PhD, EdD, ScD) Graduates Between September 1, 2000 and August 31, 2001

	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.		INTERNATIONAL		TOTALS		
	M	F	M	F	M	F	TOTAL MALE	TOTAL FEMALE	COMBINED M/F
SPEECH-LANG. ●									
Child Language							=		
Adult Neurogenics							=		
Fluency							=		
Voice							=		
*Other _____							=		
AUDIOLOGY ●									
Clinical Assessment							=		
Aural Rehab./Amplification							=		
*Other _____							=		
SPEECH & HRG. SCIENCE ●									
Speech							=		
Hearing							=		
*Other _____							=		

* Please Specify

● Assign the graduate to major area of interest; no graduate should be listed more than once.

TABLE #15B Anticipated Number of Entry-Level Clinical Doctoral (e.g. AuD) Graduates Between September 1, 2000 and August 31, 2001

	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS		
	M	F	M	F	M	F	TOTAL MALE	TOTAL FEMALE	COMBINED M/F
SPEECH-LANG. •									
Child Language							=		
Adult Neurogenics							=		
Fluency							=		
Voice							=		
*Other _____							=		
AUDIOLOGY •									
Clinical Assessment							=		
Aural Rehab./Amplification							=		
*Other _____							=		

*Please Specify

• Assign the graduate to major area of interest; no graduate should be listed more than once.

TABLE #15C Anticipated Number of Post-Entry-Level Clinical Doctoral (e.g. AuD) Graduates Between September 1, 2000 and August 31, 2001

	WHITE		ETHNIC MINORITIES (i.e., AFRICAN AMERICAN, HISPANIC, NATIVE AMERICAN, ASIAN AMERICAN, ETC.)		INTERNATIONAL		TOTALS		
	M	F	M	F	M	F	TOTAL MALE	TOTAL FEMALE	COMBINED M/F
AUDIOLOGY •									
Clinical Assessment							=		
Aural Rehab./Amplification							=		
*Other _____							=		

*Please Specify

• Assign the graduate to major area of interest; no graduate should be listed more than once.

NOTE CONCERNING TABLES 16A AND 16B

For each doctoral graduate, indicate the type of position they accepted upon graduation. For Audiology, indicate whether the degree was research-based (e.g., PhD, EdD, etc.) or clinically based (e.g., AuD).

TABLE #16A 1999-00 Doctoral Graduates and Employment

Employment	SLP	Sp/L Sci	Audiology Res Doct	Audiology AuD	Hear Sci
Faculty in CAA program					
Faculty in other CSD program (e.g., PhD only, UG only)					
Faculty in other discipline (e.g., ORL, Special Ed)					
Clinical position in CAA program					
Clinical position in other academic setting					
Clinical position in non-academic setting					
Administrative position in CAA program					
Administrative position in other academic setting					
Administrative position in non-academic setting					
Postdoctoral position					
Postponed employment					

TABLE #16B 2000-01 Doctoral Graduates and Employment

Employment	SLP	Sp/L Sci	Audiology Res Doct	Audiology AuD	Hear Sci
Faculty in CAA program					
Faculty in other CSD program (e.g., PhD only, UG only)					
Faculty in other discipline (e.g., ORL, Special Ed)					
Clinical position in CAA program					
Clinical position in other academic setting					
Clinical position in non-academic setting					
Administrative position in CAA program					
Administrative position in other academic setting					
Administrative position in non-academic setting					
Postdoctoral position					
Postponed employment					

March 1, 2001

Dear Colleagues:

Since 1982-83, the CAPCSD has conducted a survey of member program demographics. The purpose of the study is to present contemporary and historical national and regional data that can be used to guide our individual and collective planning for the future. This survey is normally conducted every two years and provides valuable information about program characteristics, current students, graduates, faculty, and clinical supervisors. The Council has tried to minimize any changes to the instrument in an effort to preserve our ability to make historical comparisons. The recent changes in Audiology standards, including the transition to an entry-level doctoral degree to practice Audiology, has required the Executive Board to carefully review and modify our current instrument to make the data useful to the membership. For example, it has been assumed in previous surveys that "doctoral" referred to research-based doctoral degrees. That is no longer the case. To further complicate matters, many individuals have received doctoral degrees in Audiology recently that were neither entry-level nor research-based. It's important that we don't pool those data and provide misleading information about recent doctoral graduates. The shortage of qualified faculty has also created a need to acquire more information for member programs about recent doctoral graduates and the revisions in the instrument are intended to accomplish that objective.

The Executive Board has attempted to limit changes to the instrument, but also to adapt to the changing landscape. Your participation in the survey is vital if the results are to be accurate and useful. Please give this a high priority by completing it accurately and promptly so that all member programs can benefit from it. Participation rates have traditionally been around 75% - let's exceed that this time.

Sincerely,

CAPCSD Committee for the Study of Demographics
Don Goldberg
Mikael D.Z. Kimelman
Cheryl Messick
Roy Shinn, Chair

Return your completed survey in the enclosed envelope to:

Deadline: April 1, 2001

Roy Shinn
Department of Speech and Communication Studies
Edinboro University of Pennsylvania
Edinboro, PA 16444
ATT: National Survey

All questions should be directed to Roy Shinn at Edinboro University at:

Shinn@edinboro.edu

814-732-2730

Fax: 814-732-2433