

**Council of Academic Programs in Communication Sciences & Disorders
(CAPCSD)**

**REPORT:
2007-08 DEMOGRAPHIC SURVEY OF
UNDERGRADUATE AND GRADUATE PROGRAMS
IN COMMUNICATION SCIENCES AND DISORDERS**



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INTRODUCTION

The report of the *2007-08 CAPCSD Demographic Survey* includes this Introduction and the Highlighted Summary of the findings of the survey. Additionally there are separate PDF files of the data tables and the actual Demographic Survey. A complete set of these documents appears on the CAPCSD web site (www.capcsd.org).

This Demographic Survey of undergraduate and graduate programs in Communication Sciences and Disorders focuses on data from the 2007-08 academic year. The survey was open and completed by academic programs between October 2008 and February 2009. The last CAPCSD Demographic Survey focused on 2005-06 data and was collected in Fall 2007. As with the *2005-06 CAPCSD Demographic Survey* data in this survey were submitted via the Higher Education System (HES) through a partnership between CAPCSD and ASHA. Implementation of CAPCSD Surveys through HES allows our data to be collected using a more efficient and consistent format and allows pre-population of data that is common across HES instruments. It should be noted that in the current HES system, data is only reported for programs who completed all required data fields and submitted their data. Data from programs who partially completed the survey and did not do the final “submission” step is not included.

In this survey 140 out of 291 (48.1%) of the institutions who have undergraduate and/or graduate degree programs in Communication Sciences and Disorders (CSD) completed and submitted data. This compares to a 41.2% response rate obtained in the *2005-06 Demographic Survey*. However, due to an administrative error in the *2007-08 Survey*, only 270 of the potential CSD programs actually were sent the survey yielding a 51.9% response rate (140 out of 270) of programs who received the survey & submitted their data. All 21 of the institutions which did not receive the survey were undergraduate-only programs. Additionally, no programs outside of the United States participated in the *2007-08 Survey*, so this report focuses strictly on US programs.

In interpreting these data, please use caution because of the low response rate and unknown representation of respondents to the entire population of potential respondents. **It is critical that CAPCSD member programs increase their response rate in future surveys if the Demographic Survey results are to be useful and valid for guiding the CAPCSD organization.**

In regards to the response rate for institutions offering undergraduate programs in CSD, 46.0% (115 out of 250) of institutions with undergraduate degree programs participated in the survey (excluding the programs who did not receive the survey). This compared to a 48.1% response rate in the *2005-06 Survey*. It should be noted that of the 45 institutions with undergraduate-only programs who could have participated in the survey, only two (1.7%) responded to this survey.

The undergraduate-only programs were not included in the 2005-06 survey due to an administrative error. However, in the *2000-01 Demographic Survey*, 41.2% of undergraduate-only programs responded. In future CAPCSD Surveys it will be critical to re-engage the pool of undergraduate-only programs so that their data is included as their contributions to the education of CSD majors is an important one.

Across institutions that have one of more graduate degree programs, 52.8% (131 of 248) responded to this survey, whereas 49.2% reported to *2005-06 Survey*. As in past reports, the graduate programs were organized into clinical and research programs. Clinical programs include the entry-level master's SLP and the clinical doctorate in audiology (AuD) degrees. The response rates were similar in this survey by programs offering AuD degrees (57.5%) and/or Masters SLP degrees (56.4) and were almost identical to the response rates obtained in the *2005-06* and the *2000-01 Surveys*. In this demographic survey, there was a 65.2% response rate by programs offering one or more research doctoral degrees (e.g., PhD, EdD). In the 2005-06 survey 55.2% of programs offering research doctoral degrees responded.

Data from seven of the Council's previous survey reports (1990-91, 1992-93, 1994-95, 1996-97, 1998-99, 2000-01, 2005-06) are provided allowing historical comparisons across an 18 year span. Readers are referred to the CAPCSD web site for copies of earlier Demographic Survey reports. In order to compare data across surveys, where appropriate, data have been adjusted statistically to 100% based on the percentage of programs reporting. These adjustment factors differ for each of the previous surveys and are summarized below in Table A.

Table A. Percent of programs reporting with adjustment factors for survey years 1990-91 through 2007-08

Survey Year	% Programs Reported	Adjustment Factor
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
05 – 06	49%	2.032
07 – 08	51.9%	1.927

Because response rates differed between undergraduate and graduate programs and among graduate programs in Audiology, SLP, and SHS (Speech & Hearing Science), 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 by sections. At the conceptual level, the adjustment factor is the inverse of the response rate (i.e., $1/RR$). So for instance, if the response rate is 50% then the adjustment

factor is $1/.5 = 2.0$. This form of adjustment assumes that the demographics for those programs reporting are similar to those of the programs who did not report (i.e., they are a representative sample). Readers are reminded that data from the current survey were based on an overall return rate of 51.9% of all possible CSD programs in the US who received the survey. **When dealing with such large sets of missing data, it is possible that adjustments may not reflect the same results as if a 100% response rate had occurred.**

Table B. Percent of programs reporting and adjustment factors for educational levels and majors for 1998-99, 2000-01, 2005-06, and 2007-08.

	% Programs Reporting 2000-01	Adjustment Factor 2000-01	% Programs Reporting 2005-06	Adjustment Factor 2005-06	% Programs Reporting 2007-08	Adjustment Factor 2007-08
UNDERGRADUATE PROGRAMS						
Bachelor's Degrees (CSD)	69.2	1.45	48.1 (of those with opportunity to respond)	2.534	51.9 (of those with opportunity to respond)	1.927
GRADUATE PROGRAMS						
Clinical Entry Level Degrees						
Master's Degree SLP	51.1	1.78	56.2	1.779	56.4	1.773
Clinical Doctorate AuD	58.3	1.72	58.0	1.724	57.5	1.739
Research Doctoral Degrees						
Institutions offering 1 or more research doctoral degrees	NA	NA	NA	NA	65.2	1.534
Audiology	61.5	1.63	50.0	2.000	62.1	1.610
Speech-Language Pathology	63.9	1.56	62.0	1.613	65.1	1.536
Speech & Hearing Sciences	76	1.32	55.0	1.818	58.5	1.709

Some of the tables in this report provide information in relation to federal regions. Table C provides a summary of response rates in relation to regional designations. As indicated none of the International programs responded to the *2007-08 Demographic Survey*. Therefore all results are presented in terms of data from CSD programs in the United States only.

Table C. Federal Regions & International Programs with 2007-08 Response Rate

Region	State	# Programs	# Responding	% Responding
I	CT, ME, MA, NH, RI, VT	20	9	45.0%
II	NY, NJ	39	15	38.5%
III	DE, MD, PA, VA, WV, DC	34	21	61.8%
IV	AL, FL, GA, KY, MS, NC, SC, TN	53	19	35.8%
V	IL, IN, MI, MN, OH, WI	55	23	41.8%
VI	AR, LA, NM, OK, TX	45	25	55.6%
VII	IA, KS, MO, NE	20	13	65.0%
VIII	CO, MT, ND, SD, UT, WY	13	3	23.1%
IX	AZ, CA, HI, NV	28	10	35.7%
X	AK, ID, OR, WA	10	4	40.0%
Other	CANADA, PUERTO RICO*	6	0	0.0%
Totals		323	142	

HIGHLIGHTED SUMMARY

I. Background on CSD Institutions and Survey Participants

- Readers are again cautioned to be cognizant of low response rates by CSD programs overall when interpreting any of the data.
- It is critical that CSD programs nationally take steps to increase their response rate in future surveys if the Demographic Survey results are to be useful and valid for guiding the CAPCSD organization.
- Table 2 clearly shows the move nationally towards clinical doctoral degrees in audiology with the 76.9% decrease in master's degree programs in audiology.
- The implied decrease in undergraduate-only degree programs (Table 2) actually reflects the administrative error in the *2007-08 Survey* where 21 UG-only programs did not receive the survey and therefore were not part of the pool of potential respondents.

II. Description of Undergraduate Programs and Students

- Undergraduate enrollment is larger in the third and fourth years likely reflecting when students are identified as a CSD Major (Table 3).
- The majority of CSD undergraduate students continue to be female (94.7% female; 5.3% male) (Table 3)
- The data indicated that 15.2% of undergraduate students came from racial/ethnic minority groups (Table 3).
- The highest percentage of students from racial/ethnic minority groups (at 26.6%) was reported in geographic Region IX (made up of the following states: Arizona, California, Hawaii, and Nevada) followed closely (at 22.5%) by Region IV (which included Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina and Tennessee) (Table 4)
- Fewer than 1% of CSD undergraduates are international students (Table 3).
- Table 5 suggests that there has been a 32.8% increase in undergraduate enrollment compared to data from the *2005-06 Survey*.
- It appears that the number of undergraduate programs that offer some type of professional certification (i.e., certification to provide SL services in the schools) has decreased since the prior survey (Table 7).
- At the undergraduate level, the number of degrees granted shows a consistent increase over time (Table 27).
- Based on adjusted values, there was an increase of 9% in undergraduate degrees awarded compared to the *2005-06* data (Table 27).

III. Description of Clinical Entry Degree Programs and Students (Masters SLP; AuD)

- Use caution when examining Tables 8 and 9 because:
 - The data reflect multiple applications and acceptances by individuals to more than one CSD program.
 - Data on applicants and acceptances may not include clear designation of racial/ethnic minority or gender status.
- In Table 10, note that the newly enrolled data focuses on clinical entry level students newly enrolled in 2007-08. In contrast, the data in Tables 8 and 9 reflects applications and acceptances received in 2007-08 (who would potentially enroll in 2008-09).
- A higher percentage of male students are enrolled in AuD programs (14.9%) than in Masters SLP (M-SLP) programs (3.5%) (Table 10). The gender data from this survey are similar to that reported in the *2005-06 Survey* for students in the clinical-entry degree programs.
- Table 10 provides data on enrollment showing that 9.3% of M-SLP students were completing their program on part-time status. In contrast, only 1.3% of AuD students were designated as part-time students.
- A small percentage of students in the clinical-entry degree programs are classified as international (AuD 3.7%; M-SLP 1.2%) (Table 10).
- Similar overall percentage levels of “nontraditional” students (students over 30 years old) were reported in AuD programs (6.2%) and M-SLP programs (8.0%). Interestingly, 31.8% of the males in AuD programs were identified as “nontraditional”, while only 8.2% of the males in the M-SLP program were “nontraditional” (Table 10).
- The data in this survey on gender as well as racial/ethnic minority status have remained stable since the *2005-06 Demographic Survey* (Tables 11& 12). (Cautions are warranted as the data across studies have not been adjusted limiting comparisons between the two surveys).
- Readers should be cautious when interpreting the regional based data, especially for AuD programs, due to the limited number of participants in some regions (Table 13).
- Table 14 provides information about where newly enrolled students in the clinical entry degree programs received their undergraduate degrees, it was interesting to see that 43.4% of AuD students came from CSD programs in another state. In contrast, only 19.3% of newly enrolled M-SLP students came from an out-of-state CSD program.
- The largest percentage of newly enrolled M-SLP students (33.7%) came from the same institution where they earned their undergraduate CSD degree (Table 14).
- 22.9 % of M-SLP and 14.3% of newly enrolled AuD students earned their undergraduate degree in a field other than CSD (Table 14).
- A very small percentage of newly enrolled students in clinical entry degree programs earned their undergraduate degrees in international institutions (0.6% AuD; 1.6% M-SLP) (Table 14).
- Gender data on degrees awarded indicated that males comprised 10.6% of AuD graduates but only 3.3% of M-SLP graduates (Table 15)
- Caution is warranted in interpreting data from Table 17 due to possible errors in data entry (example: no M-SLP student could graduate from a clinical-entry degree program having completed only 5 total hours of patient contact time).

- Examination of practicum hours demonstrates the differences in length of programs for AuD vs M-SLP students. The mean total practicum hours earned by SLP students was 425, compared to 2112 for AuD students (Table 17).
- The majority (85.2%) of graduating AuD students were employed in clinical positions while a small percentage (3.4%) were employed in faculty positions (Table 19).
- A nonclinical Masters degree in Speech and Hearing Sciences is rarely being awarded, which is consistent with historical data (Table 27).
- Based on adjusted numbers, the total number of M-SLP degrees conferred in 2007-08 is higher than in any previous survey (Table 27).
- AuD degrees increased by 43.9% since the 2005-06 Demographic Survey (Table 27).

IV. Description of Research Doctoral Degree Programs and Students

- 27% of applicants to research doctoral degree programs were identified as international applicants (Table 20).
- Approximately 62.5% of the students admitted into research doctoral programs were caucasian, 13.3% were identified as members of an ethnic/racial minority group, and 18.7% were international (Table 21).
- In Table 22, note that the data focuses on the newly enrolled students in research doctoral degree programs in 2007-08. In contrast, the data in Tables 20 and 21 reflect applications and acceptances received in 2007-08 (who would potentially enroll in 2008-09).
- It should be noted that some institutions only offer one doctoral degree designation, regardless of whether the student focuses on aspects of hearing or speech/language. Other programs offer more than one doctoral degree designation (e.g., Audiology; Speech/Language Pathology; Speech/Hearing Sciences). Therefore one cannot necessarily extrapolate the number of students being trained with a hearing vs. speech/language focus due to the varied forms of degree designation (Table 22).
- A grand total of 153 newly enrolled research doctoral degree students was reported, with 11.7% in Audiology, 50.3% in Speech/Hearing Sciences, and 37.9% in Speech/Language Pathology degree programs (Table 22).
- The *2007-08 Demographic Survey* committee questions aspects of the data in Table 23. The question in the survey says “Indicate the number of **first year** doctoral students that fall into the following categories based upon their highest degree earned at the time of enrollment in the program”. The data suggests that there are almost an equal number of students beginning a doctoral program having an undergraduate degree as their highest earned degree (99 students indicated), as students who have earned a master’s degree before starting the research doctoral program (98 students indicated). While there are CSD programs which have the option of students moving from bachelor’s into doctoral degree programs, the committee questions whether 50% of the current doctoral students have not earned a master’s degree. It is thought that this question was likely misinterpreted frequently by those entering the data into the survey.
- Similar to the results of the *2005-06 Demographic Survey*, approximately 10% of the CSD research doctoral degrees awarded in 2007-08 were in Audiology, while 90% were designated as doctoral degrees in Speech/Language Pathology or Speech/Hearing Sciences (Table 25).

- In terms of gender, 74% of those earning research doctoral degrees were designated as female, 21% as male, and 5% were unspecified in terms of gender. Note that unspecified gender typically means that the institution is not permitted to provide data on gender (Table 25).
- Of the research doctoral degrees awarded, 22.6% were earned by students classified as “international” (Table 25).
- Data regarding the employment settings of those who earned doctoral degrees in 2007-08 indicated that 45.4% were in faculty positions, 22.0% were in post-doctoral positions, 12.9% had clinical positions, with 7.8% having research positions in non-academic settings (Table 28).
- When examining the differences between 2005-06 and 2007-08 adjusted data on degrees granted, it appears that there has been an increase in degrees granted across all degree programs (Table 27).

V. Miscellaneous: Clinical Faculty Eligibility for Promotion/Tenure; Research Faculty Openings; Grant/Contract Funding

- The data on clinical appointments suggests that few programs offer a tenure option, but 44.4% do offer a promotion ladder for such appointments (Table 29).
- Based on raw data from respondents to this survey, 23.5% of full-time faculty positions remained unfilled across all areas (Table 30).
- We are uncertain about the reporting of 14 Speech/Language Pathology faculty positions for faculty who hold a clinical doctorate (Table 30). It appears that multiple respondents may mis-read the question.
- Of the faculty openings in 2007-08, 67.8% were in speech/language pathology, 22.9% in Audiology and 12.2% in Speech and Hearing Science (Table 31).
- Projections for the next 5 year period (2007 - 2012) on anticipated faculty openings by discipline suggest a substantial increase across all three disciplines. Projected openings percentages within each discipline appear to be similar to current openings (Table 31).
- Adult Neurogenics and Child Language historically been the areas of highest demand for faculty positions (Table 32)
- Historical examination of the percent of open faculty positions filled (approximately 75%) has remained fairly constant across surveys since 1998-99 (Table 33).