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**2014 Statistics on Social Work Education  
in the United States**

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# **2014 Annual Statistics on Social Work Education in the United States**

Council on Social Work Education

The Annual Survey of Social Work Programs (Annual Survey) is a census of accredited social work programs in the United States and its territories, conducted by the Council on Social Work Education (CSWE) since 1952. Data collected in the online Annual Survey are the primary source of information about social work students, graduates, and faculty members. In addition to advancing knowledge about social work education, the data are used to determine program membership dues for accredited baccalaureate and master's programs.

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# Introduction

## Methodology

The 2014 Annual Survey was composed of five instruments that sought to gather data on baccalaureate programs, master's programs, DSW programs, PhD programs, and faculty members. The program instruments included sections on program structure, enrollments, program offerings, and degrees awarded. The faculty instrument collected demographic information and information about academic rank and professional education of full-time and part-time faculty members; it also requested information about administrative titles and tenure status of full-time faculty members.

The instruments were administered online through the survey platform, Zarca Interactive. On November 17, 2014, invitations to the surveys were e-mailed to all CSWE-accredited social work programs and to doctoral social work programs housed at institutions with CSWE-accredited social work programs. The 2014 Annual Survey closed in March 2015.

Truncated text of the questions is used in most of this report to conserve space. The complete text of the survey instruments are available on the CSWE website (<http://www.cswe.org/CentersInitiatives/DataStatistics/AnnualSurvey.aspx>).

As approved by the Commission on Research at the March 2013 Spring Governance meeting, the basis for calculating historically underrepresented groups has been revised. When reporting the number of individuals from historically underrepresented groups, the categories of African American/Other Black, Chicano/Mexican American, Puerto Rican, Other Latino/Hispanic, American Indian/Native American, Asian American/Other Asian, Pacific Islander, Other, and Multiple Race/Ethnicity are used. In previous years, the category of Multiple Race/Ethnicity was reported separately.

The following changes were introduced in the 2014 Annual Survey. A question on certificate offerings by BSW programs was included; the response options were based on those reported by BSW programs in the 2013 Annual Survey. The list of concentrations or specializations offered by MSW programs was updated to reflect those reported by MSW programs in the 2013 Annual Survey. The field placement categories for BSW and MSW programs were revised based on consultation with the CSWE Council on Field Education with updates to some setting descriptions and removal of the "not yet in field" category. The biggest change for the 2014 Annual Survey was the addition of a separate survey section for DSW programs. In this first survey year for separate doctoral survey instruments, the DSW program version matches the PhD program version.

## Participation Rate

The participation rates for the Annual Survey have not attained 100% for some time. Changes in items, wording, and response options alter each year's survey instruments. Programs are not required to respond to most survey items. In the survey instruments for baccalaureate and master's programs, programs were only required to respond to the questions about total number of degrees awarded, posted assessment outcomes, and survey completion. In the faculty survey instrument and the DSW and PhD program survey instruments, programs were required to respond to survey completion items. Researchers should exercise caution in data comparisons across survey year, program level, and survey item.

**Table 1. Invitations to and Participation in the 2014 Annual Survey by Survey Instrument**

Survey Instrument	Number of Invitations	Number of Participants	Participation Rate (%)
Baccalaureate Programs	499	493	98.8
Master's Programs	233	231	99.1
DSW Programs	5	4	80.0
PhD Programs	75	69	92.0
Faculty	561	527	93.9

**Table 2. Participation Rate by Survey Instrument, 2010–2014**

Survey Instrument	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
Baccalaureate Program	94.5	96.0	96.9	97.3	98.8
Master's Program	97.0	97.7	98.2	99.1	99.1
Doctoral Program	90.0	95.8	84.9	93.2	--
DSW Program <sup>a</sup>	--	--	--	--	80.0
PhD Program <sup>a</sup>	--	--	--	--	92.0
Faculty <sup>b</sup>	--	80.2	86.7	87.1	93.9

<sup>a</sup>Replaced the Doctoral Program survey instrument used before 2014.

<sup>b</sup>Replaced the Full-Time Faculty and Part-Time Faculty survey instruments used before 2011.

## Institutional Characteristics

### CSWE Membership

The following table shows the regional distribution of CSWE program members that participated in the 2014 Annual Survey. A breakdown of data by state can be found in Table 12.

**Table 3. Participating Programs by CSWE Membership Region and Program Level**

CSWE Region	Program Level			
	Baccalaureate		Master's	
	Number	%	Number	%
New England	28	5.7	17	7.4
Northeast	47	9.5	23	10.0
Mid-Atlantic	63	12.8	23	10.0
Southeast	103	20.9	48	20.8
Great Lakes	105	21.3	39	16.9
South Central	52	10.5	23	10.0
Mid-Central	39	7.9	14	6.1
Rocky Mountains	17	3.4	10	4.3
West	21	4.3	27	11.7
Northwest	18	3.7	7	3.0
Total	493		231	

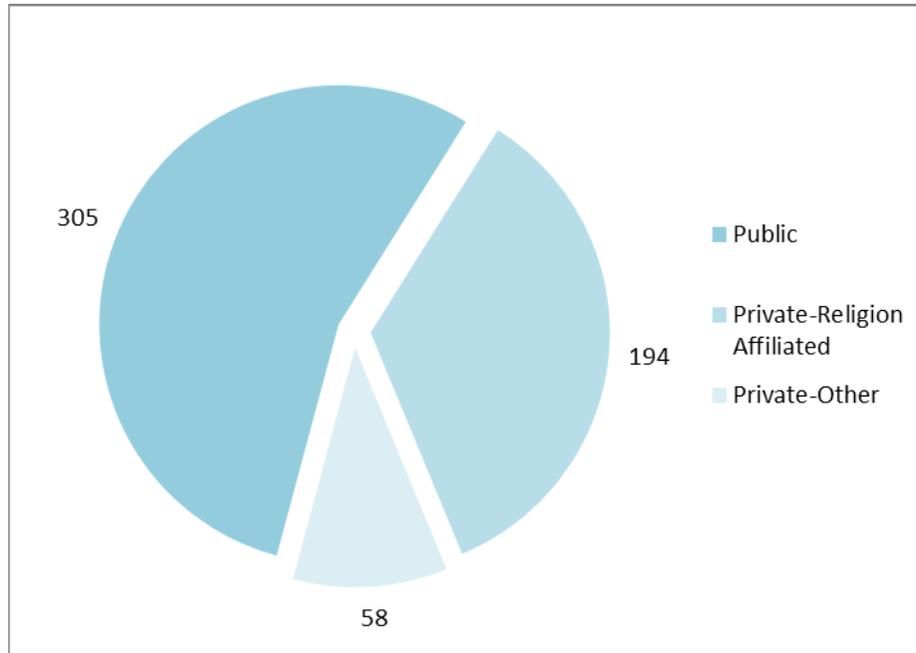
**Table 4. CSWE Membership Regions**

CSWE Region	States/Territories in CSWE Region
New England	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Northeast	New Jersey, New York, Puerto Rico, Virgin Islands
Mid-Atlantic	Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia
Southeast	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
Great Lakes	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
South Central	Arkansas, Louisiana, New Mexico, Oklahoma, Texas
Mid-Central	Iowa, Kansas, Missouri, Nebraska
Rocky Mountains	Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
West	American Samoa, Arizona, California, Guam, Hawaii, Nevada
Northwest	Alaska, Idaho, Oregon, Washington

## Auspice

Social work programs from 557 institutions participated in the 2014 Annual Survey. Public institutions housed more than one half (54.8%) of social work programs, followed by private–religion affiliated institutions (34.8%) and private–other institutions (10.4%).

**Figure 1. Institutional Auspice of Programs**



When examining institutional auspice by program level, there were higher proportions of graduate programs housed in public institutions. Baccalaureate programs were more evenly distributed between public and private institutions than were master’s and doctoral programs.

**Table 5. Institutional Auspice by Program Level**

Program Level	Aggregate	Auspice		
		Public	Private–Religion Affiliated	Private–Other
	Number	%	%	%
Baccalaureate	493	54.4	37.1	8.5
Master’s	231	74.0	15.6	10.4
DSW	4	50.0	25.0	25.0
PhD	69	65.2	13.0	21.7

## Ethnic/Sex Identification

Institutions housing social work programs predominantly self-identified as non-ethnic, coeducational. The largest category of institutions identifying with a diverse population was Historically Black College or University.

**Table 6. Ethnic/Sex Identification of Institutions Housing Social Work Programs**

Ethnic/Sex Identification	Number	%
<b>Non-Ethnic</b>		
Coeducational	464	83.3
Women's	12	2.2
<b>Historically Black College or University</b>		
Coeducational	43	7.7
Women's	1	0.2
<b>Hispanic-Serving Institution</b>	29	5.2
<b>Tribal College</b>	3	0.5
<b>Other</b>	5	0.9
Total	557	

## Carnegie Classification

The Carnegie Foundation for the Advancement of Teaching devised a categorization system for colleges and universities. On October 8, 2014, the Carnegie Foundation for the Advancement of Teaching transferred responsibility for the Carnegie Classification of Institutions of Higher Education to Indiana University Bloomington's Center for Postsecondary Research. The Classification retained the Carnegie name after the Center for Postsecondary Research assumed responsibility on January 1, 2015 (read the full [announcement](#)). For more information about the new Classifications website, look for an announcement from the Indiana University School of Education on the IU Center for Postsecondary Research [website](#).

Of the 557 institutions involved in the 2014 Annual Survey, 51.7% of social work programs were housed in 288 institutions classified as master's colleges and universities, followed by 160 doctorate-granting universities (28.7%), 105 baccalaureate colleges (18.9%), and 4 special-focus institutions and tribal colleges (0.7%).

**Table 7. Social Work Programs by Carnegie Classification and Program Level**

Carnegie Classification	Program Level			
	Baccalaureate (%)	Master's (%)	DSW (%)	PhD (%)
<b>Doctorate-Granting Universities</b>				
RU/VH	7.3	22.1	50.0	65.2
RU/H	11.4	22.1	0	18.8
DRU	6.9	9.5	0	5.8
<b>Master's Colleges and Universities</b>				
Master's/L	33.9	35.1	50.0	4.3
Master's/M	12.8	7.4	0	1.4
Master's/S	6.3	1.3	0	0
<b>Baccalaureate Colleges</b>				
Bac/A&S	6.5	0.9	0	2.9
Bac/Diverse	13.8	1.3	0	0
Bac/Assoc	0.4	0	0	0
<b>Associate's Colleges</b>	0.2	0	0	0
<b>Special-Focus Institutions and Tribal Colleges</b>	0.6	0.4	0	1.4
Number of programs reporting	493	231	4	69

**Table 8. Basic Carnegie Classifications**

Classification	Description
<b>Doctorate-Granting Universities</b>	Institutions that awarded at least 20 research doctoral degrees.
RU/VH	Research universities (very high research activity)
RU/H	Research universities (high research activity)
DRU	Doctoral/research universities
<b>Master's Colleges and Universities</b>	Institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees.
Master's/L	Master's colleges and universities (larger programs)
Master's/M	Master's colleges and universities (medium programs)
Master's/S	Master's colleges and universities (smaller programs)
<b>Baccalaureate Colleges</b>	Institutions where baccalaureate degrees represented at least 10% of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded.
Bac/A&S	Baccalaureate colleges—arts and sciences
Bac/Div	Baccalaureate colleges—diverse fields
Bac/Assoc	Baccalaureate/associate's colleges
<b>Associate's Colleges</b>	Institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10% of all undergraduate degrees.
<b>Special-Focus Institutions</b>	Institutions awarding baccalaureate or higher-level degrees where more than 75% of degrees are in a single field or set of related fields (e.g., faith, health).
<b>Tribal Colleges</b>	Members of the American Indian Higher Education Consortium

### Part-Time Programs

Master's programs were most likely to offer a part-time option to their students, followed by PhD programs and baccalaureate programs.

**Table 9. Programs Offering Part-Time Option to Students by Program Level**

Part-Time Program	Program Level			
	Baccalaureate	Master's	DSW	PhD
Number of programs offering	205	204	0	33
Percentage of programs offering	41.8	88.7	--	48.5
Number of programs reporting	490	230	4	68

### Applicant Test Requirements

Master's and doctoral programs were asked if they required any students to take the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or Test of English as a Foreign Language (TOEFL, for students whose native language was not English). More doctoral programs than master's programs required GRE sections.

**Table 10. Applicant Testing Requirements by Program Level**

Requirement for All or Some Applicants	Required by Master's Programs		Required by DSW Programs		Required by PhD Programs	
	Number	%	Number	%	Number	%
GRE – Verbal Reasoning	57	25.2	1	25.0	64	94.1
GRE – Quantitative Reasoning	52	23.0	1	25.0	62	91.2
GRE – Analytical Writing	49	21.7	1	25.0	55	80.9
MAT	24	10.6	0	--	9	13.2
TOEFL	180	79.6	2	50.0	64	94.1
Programs reporting	226		4		68	

## Applications and Admissions

Programs reported student enrollment as of fall 2014. Because students can apply to multiple programs, CSWE is unable to produce a count of unduplicated applications; the reported number of applications is probably higher than the actual number of applicants.

**Table 11. Number of Degree-Seeking Applicants, Admissions, and Newly Enrolled Students by Program Level**

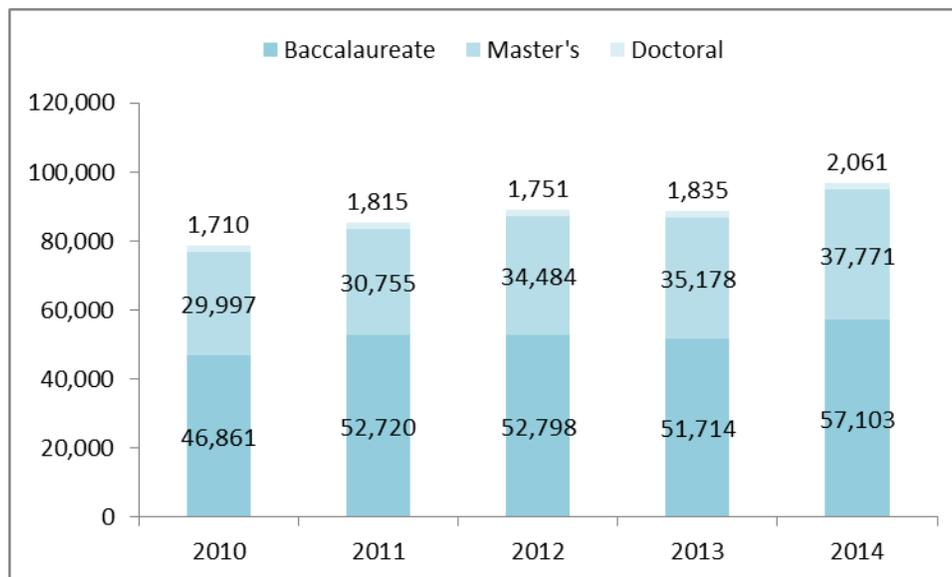
Stage in Process	Program Level			
	Full-Time	Part-Time	DSW	PhD
<b>Application</b>				
Applications received	46,793	14,947	143	1,679
Programs reporting	215	174	4	62
Applications accepted	28,885	9,217	71	525
Programs reporting	214	173	4	63
Overall acceptance rate (%)	61.7	61.7	49.7	31.3
<b>New Enrollment</b>				
New students enrolled	17,375	7,349	69	343
Programs reporting	215	178	4	64
Overall new enrollment rate (%)	60.2	79.7	97.2	65.3

The acceptance rate was highest for master's programs. Accepted applicants to DSW programs were most likely to enroll.

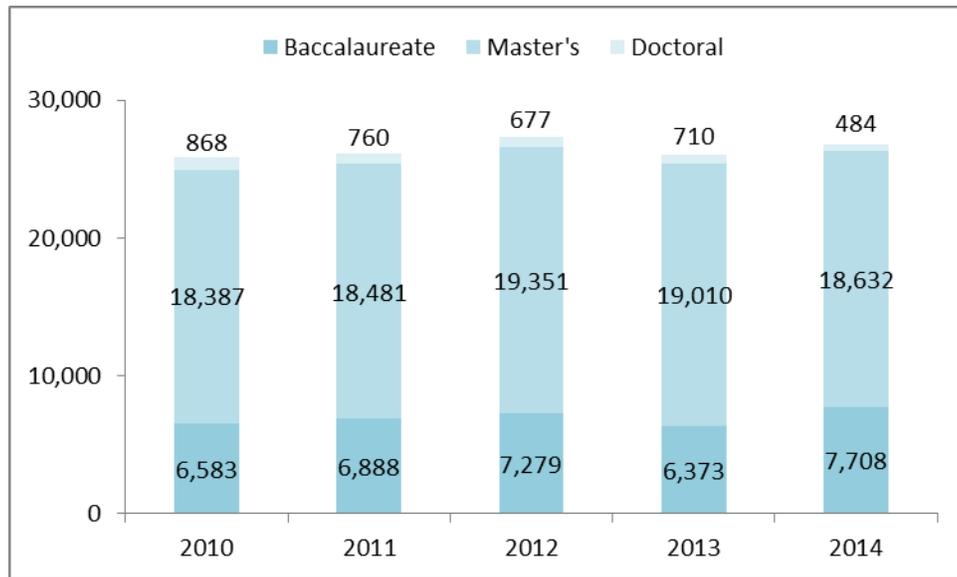
## Student Enrollment

There was a total enrollment of 96,935 full-time and 26,824 part-time social work students. Across the 5-year period of 2010 to 2014, the full-time enrollment of baccalaureate students increased by 21.9% (average enrollment = 52,239); the full-time enrollment of master's students increased by 25.9% (average enrollment = 33,637); the full-time enrollment of doctoral students increased by 20.5% (average enrollment = 1,834). From 2010 to 2014, the part-time enrollment of baccalaureate students increased by 17.1% (average enrollment = 6,966); the part-time enrollment of master's students increased by 1.3% (average enrollment = 18,772); the part-time enrollment of doctoral students decreased by 44.2% (average enrollment = 700).

**Figure 2. Full-Time Enrollment by Program Level, 2010–2014**



**Figure 3. Part-Time Enrollment by Program Level, 2010–2014**



**Table 12. Student Enrollment by State/Territory and Program Level**

State/Territory	Program Level							
	Baccalaureate		Master's		DSW		PhD <sup>a</sup>	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Alabama	1,818	267	469	--			14	--
Alaska	133	103	18	38				
Arizona	746	107	522	196			15	--
Arkansas	665	91	209	82				
California	2,410	126	3,883	3,579			128	--
Colorado	689	183	663	159			37	13
Connecticut	953	206	534	58			16	11
Delaware	--	--	82	39				
District of Columbia	48	53	222	26			17	--
Florida	1,751	465	1,263	860			29	20
Georgia	630	44	777	210			76	--
Guam	--	--	--	--				
Hawaii	205	12	150	137			16	4
Idaho	529	69	233	2				
Illinois	2,043	356	1,833	884	28	--	149	6
Indiana	1,647	118	424	310			35	7
Iowa	674	42	200	133			8	--
Kansas	845	123	404	310			20	3
Kentucky	2,199	203	784	245			36	24
Louisiana	1,225	73	549	251			22	10
Maine	282	62	1,234	89				
Maryland	1,444	168	1,199	66			36	--
Massachusetts	1,179	123	1,981	886			77	24
Michigan	3,647	730	1,857	924			148	9
Minnesota	1,814	276	509	364	40	--	34	3
Mississippi	1,361	359	256	233				
Missouri	1,407	214	796	395			61	7
Montana	212	35	46	14				
Nebraska	417	6	224	--				
Nevada	118	42	87	56				
New Hampshire	214	10	124	21				
New Jersey	1,207	181	1,108	606	115	--	37	2
New Mexico	249	37	148	128				
New York	2,985	432	5,242	2,417			288	184
North Carolina	2,788	156	1,011	227			27	2
North Dakota	210	17	39	130				
Ohio	2,868	549	1,278	484			65	14
Oklahoma	407	16	116	173				
Oregon	310	27	231	306			87	2
Pennsylvania	3,117	457	2,115	956			60	36
Puerto Rico	1,128	172	516	76				
Rhode Island	178	34	77	116				
South Carolina	1,033	31	318	308			6	10
South Dakota	85	4	49	43				
Tennessee	1,535	180	562	335	60	--	20	7
Texas	2,506	323	1,407	415			83	20
Utah	426	--	369	100			52	--
Vermont	214	--	63	8				
Virginia	1,689	273	494	257			19	61
Washington	556	32	563	460			64	5
West Virginia	587	42	121	87				
Wisconsin	1,590	79	381	425			36	--
Wyoming	130	--	31	8				
<b>Total</b>	<b>57,103</b>	<b>7,708</b>	<b>37,771</b>	<b>18,632</b>	<b>243</b>	<b>--</b>	<b>1,818</b>	<b>484</b>
<b>Programs reporting</b>	<b>483</b>	<b>264</b>	<b>222</b>	<b>195</b>	<b>4</b>		<b>64/59</b>	<b>34/29</b>

<sup>a</sup> Combines full-time students taking coursework with full-time students who completed coursework and part-time students taking coursework with part-time students who completed coursework.

## Online Course Offerings

Master's programs were more likely than baccalaureate programs to have an online presence. Doctoral programs were least likely to have online or hybrid offerings.

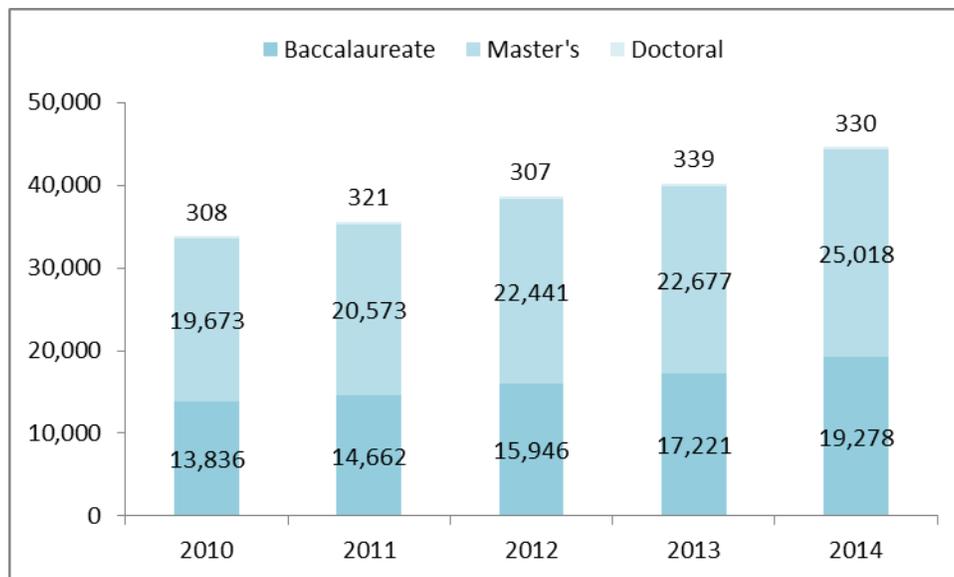
**Table 13. Availability of Online or Hybrid Courses by Program Level**

Response	Program Level							
	Baccalaureate		Master's		DSW		PhD	
	Number	%	Number	%	Number	%	Number	%
Yes, the entire program is available online	9	1.8	27	11.8	2	50.0	0	--
Yes, part of the program is online or hybrid	162	32.9	106	46.5	1	25.0	7	10.1
No, but online or hybrid courses will be in operation next academic year	7	1.4	15	6.6	0	--	1	1.4
No, but online or hybrid courses are being developed	51	10.4	28	12.3	1	25.0	7	10.1
No	263	53.5	52	22.8	0	--	54	78.3
Programs reporting	492		228		4		69	

## Degrees Awarded

A total of 44,626 social work degrees were awarded for the 2013–2014 academic year; 43.2% were baccalaureate degrees, 56.1% were master's degrees, and 0.7% were doctoral (DSW and PhD) degrees.

**Figure 4. Number of Degrees Awarded by Program Level, 2010–2014**



In the 2014 Annual Survey, we asked for the number of graduates who planned to pursue their social work careers outside the United States in place of the number of foreign (no resident visa) students.

**Table 14. Graduates Planning to Pursue Social Work Careers Outside the United States by Program Level**

	Program Level			
	Baccalaureate	Master's	DSW	PhD
Number of graduates planning to pursue careers outside U.S.	213	88	0	17
As percent of total number of graduates	1.1	0.4	--	5.5
Number of programs reporting	490	229	2	65

## State Licensure Examination

One-hundred fifty (32.3%) baccalaureate programs and 189 (85.5%) master's programs reported that their graduates took state licensure examinations. Table 16 below presents licensure examination pass rates for those programs that provided the information.

**Table 15. Student Licensure Examination Pass Rate by Program Level**

Program Level	
<b>Baccalaureate</b>	
Student state licensure examination pass rate (%)	84.9
Number of programs reporting	98
<b>Master's</b>	
Pass rate (%) for master's-level examination (no post-degree experience)	83.5
Number of programs reporting	87
Pass rate (%) for advanced generalist examination	84.0
Number of programs reporting	13
Pass rate (%) for clinical examination	77.6
Number of programs reporting	71

## Student Loan Debt

A smaller proportion of doctoral graduates carried loan debt compared with baccalaureate and master's graduates.

**Table 16. Student Loan Debt by Program Level**

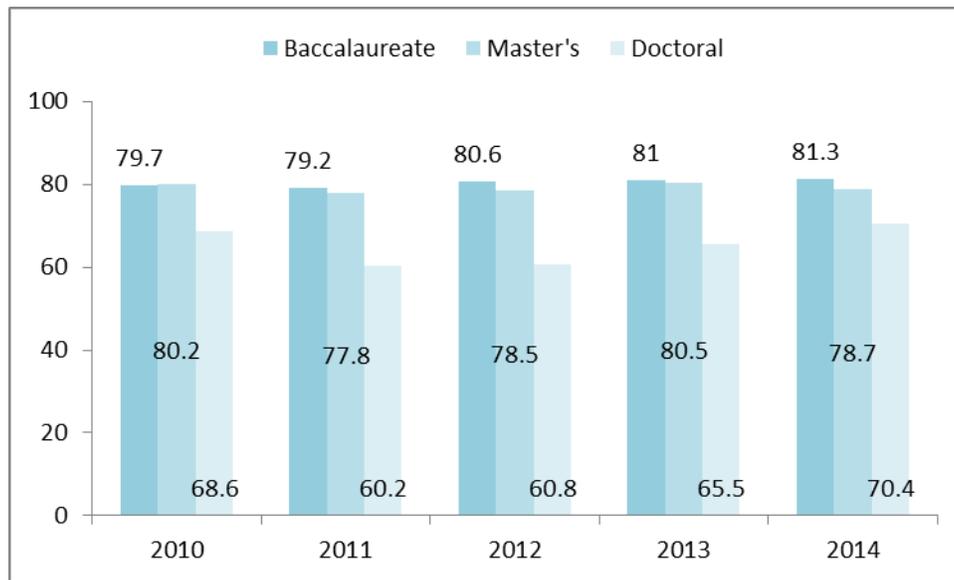
Student Loan Debt	Program Level			
	Baccalaureate	Master's	DSW	PhD
Percent of students with loan debt	81.3	78.7	a	70.4
Number of programs reporting	333	140	a	32
Median amount of loan debt	\$27,334	\$40,616	a	\$40,000
Number of programs reporting	308	135	a	24

<sup>a</sup>Excluded because fewer than 3 programs reported data.

The Annual Survey reports only formal loan data provided by university financial aid offices. As reported by *The Economist*,<sup>1</sup> each new graduate in the United States carries about \$40,000 in debt.

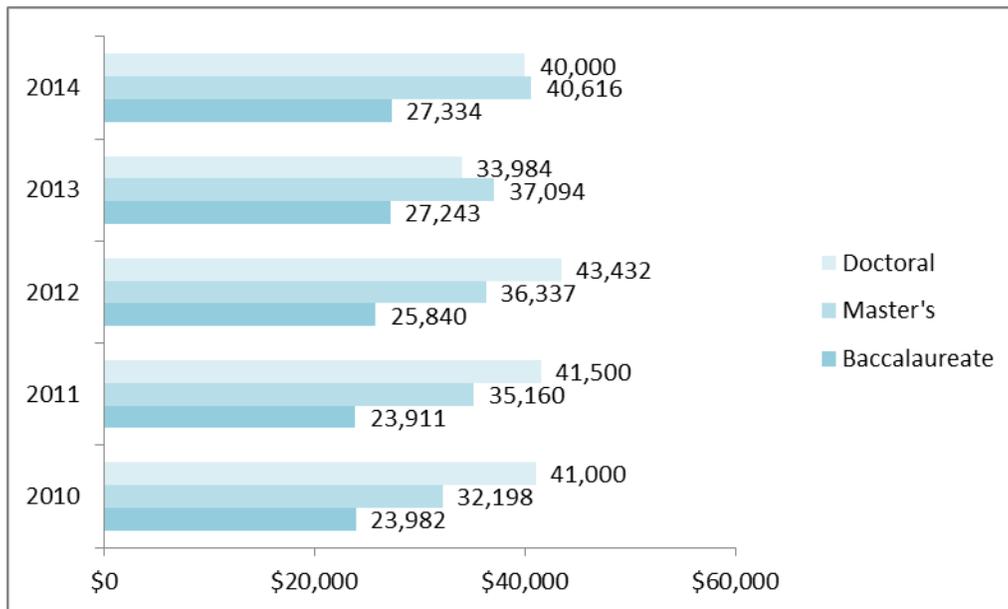
<sup>1</sup> Staff (2015, March 14). The log-on degree. *The Economist*, pp. 29-30. New York, NY.

**Figure 5. Percentage of Graduates With Loan Debt by Program Level, 2010–2014**



From 2010 to 2014, the median amount of graduate loan debt at the baccalaureate level increased by 14.0%. Median graduate loan debt at the master's level increased by 26.1%. Median amount of graduate debt at the doctoral level decreased by 2.4%.

**Figure 6. Median Amount of Graduate Loan Debt by Program Level, 2010–2014**



## Title IV-E Stipends

Since 1980, the federal Title IV-E training program<sup>2</sup> has been a source of financial assistance for social work students specializing in child welfare. Current data on the number of social work programs participating in this program are necessary when discussing funding for social work education and student debt load.

**Table 17. Programs Offering Title IV-E Stipends**

<b>Program Level</b>	<b>Number of States/Territories</b>	<b>Number of Programs</b>	<b>% of Programs Reporting</b>
Baccalaureate	33	143	29.2
Master's	33	98	42.8

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<sup>2</sup> National Association of Social Workers (2004, August). Fact sheet: Title IV-E child welfare training program. Available at <http://www.socialworkers.org/advocacy/updates/2003/081204a.asp>.

# Special Topic: World of Work and Financial Capabilities in Social Work Curriculum

Beginning with the 2013 Annual Survey, the CSWE Commission on Research introduced a short topical section to each Annual Survey. In 2014, this special section, added to the BSW Program and MSW Program survey instruments, focused on employment and financial issues covered within the curriculum.

The Workplace Center at Columbia School of Social Work and CSWE received funding from the New York Community Trust and the Calvin K. Kazanjian Economics Foundation to support study of how schools are preparing social workers to serve individuals in facing employment issues and developing financial capabilities. The results are presented here and will be used in ongoing work by the Center and CSWE in developing curriculum materials and other resources.

**Table 18. Employment/Finance Topics in Social Work Curriculum**

Current Curriculum	Yes		No		Not Sure	
	Number	%	Number	%	Number	%
<b>“Does your BSW program’s current curriculum (foundation or other courses) cover the following topics?”</b>						
Helping clients overcome challenges/barriers to employment/world of work	263	55.1	167	35.0	47	9.9
Programs Reporting	477					
Improving clients’ financial capabilities or financial literacy	162	33.9	259	54.2	57	11.9
Programs Reporting	478					
<b>“Does your MSW program’s current curriculum (foundation or other courses) cover the following topics?”</b>						
Helping clients overcome challenges/barriers to employment/world of work	99	45.0	79	35.9	42	19.1
Programs Reporting	220					
Improving clients’ financial capabilities or financial literacy	70	32.0	106	48.4	43	19.6
Programs Reporting	219					

**Table 19. Reasons for Non-Inclusion of Employment/Finance in Social Work Curriculum**

Reasons for Non-Inclusion in Curriculum	World of Work/ Employment		Financial Capabilities/ Financial Literacy	
	Number	%	Number	%
<b>BSW Programs</b>				
Curriculum is being revised to cover this topic in future	28	5.7	44	8.9
Program is interested in covering this topic but not sure how to do so	90	18.3	121	24.5
Lack of resources	69	14.0	95	19.3
Lack of interest among social work faculty	24	4.9	27	5.5
Lack of interest among social work students	20	4.1	25	5.1
Other	55	11.2	70	14.2
Programs Reporting	493		493	
<b>MSW Programs</b>				
Curriculum is being revised to cover this topic in future	14	6.1	13	5.6
Program is interested in covering this topic but not sure how to do so	33	14.3	43	18.6
Lack of resources	33	14.3	39	16.9
Lack of interest among social work faculty	20	8.7	22	9.5
Lack of interest among social work students	13	5.6	18	7.8
Other	35	15.2	36	15.6
Programs reporting	231		231	

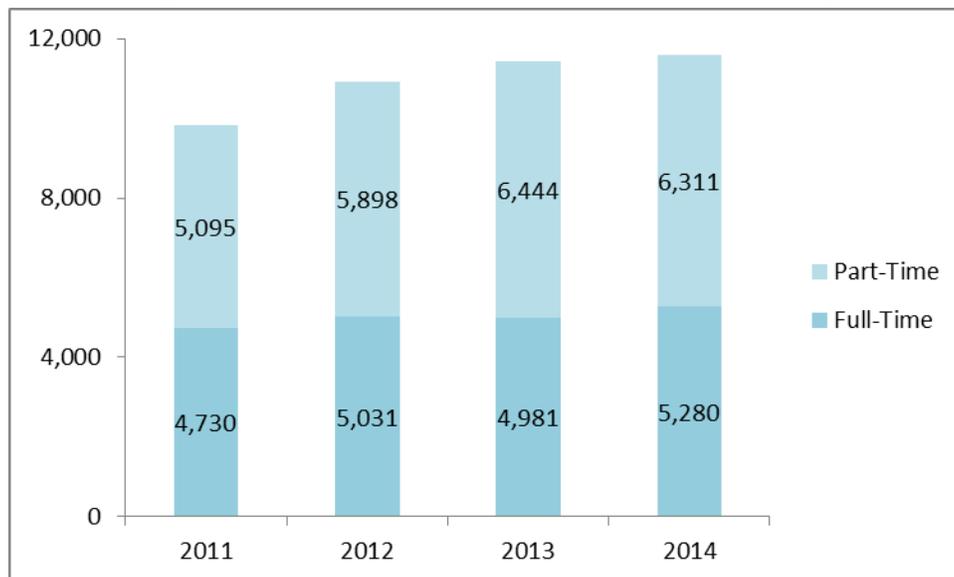
## Full-Time and Part-Time/Contract Faculty

Data collection for the faculty section of the Annual Survey has been modified in recent years. In the past, individualized information was collected about each faculty member. Programs filled out a separate form for each faculty member every year. In 2007, the process changed to collect individualized information on full-time faculty members but only aggregate information on part-time faculty members. In 2011, the process changed again to collect aggregate information about full-time and part-time faculty members. The shift has led to a dramatic increase in response rate. The term *full-time* referred to faculty members who spent 50% or more of full-time employment (FTE) in social work education. The term *part-time* referred to faculty or instructional staff members who spent less than 50% of FTE in social work education. In the 2012 Annual Survey, definitions of full-time and part-time faculty members were dropped; institutions were asked to self-define their full-time and part-time/contract/contingent faculty members.

### Number of Faculty Members

In the 2014 Annual Survey, 527 (93.9%) institutions reported information about 5,280 full-time faculty members, and 441 institutions reported information about 6,311 part-time or contract faculty members.

Figure 7. Number of Full-Time and Part-Time/Contract Faculty



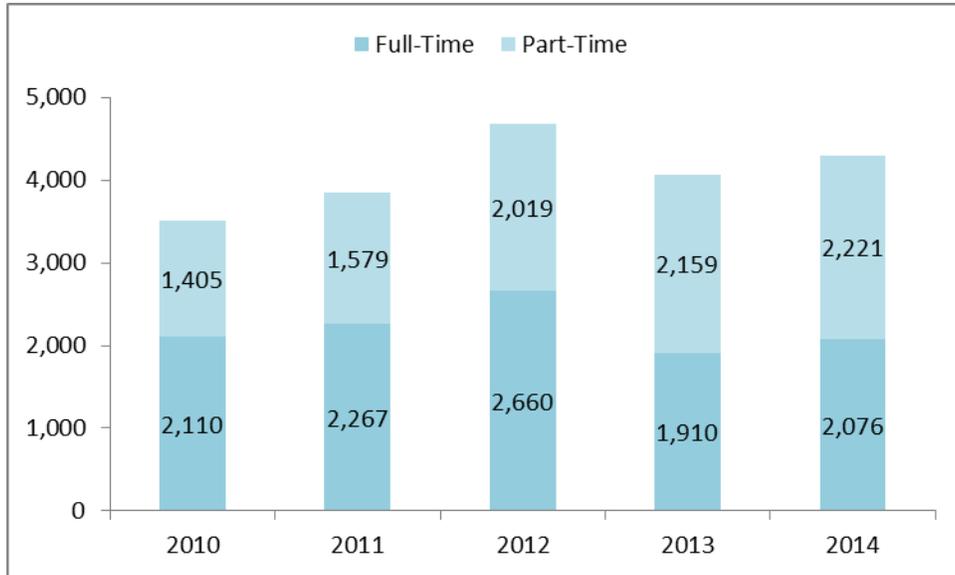
Programs were asked to report the number of full-time and part-time/contract faculty members by assigned program level. Some programs split the time of the faculty evenly between program levels (e.g., full-time faculty with .5 to baccalaureate program and .5 to master's program), which is why a decimal point is included.

Table 20. Faculty Teaching Assignment by Program Level

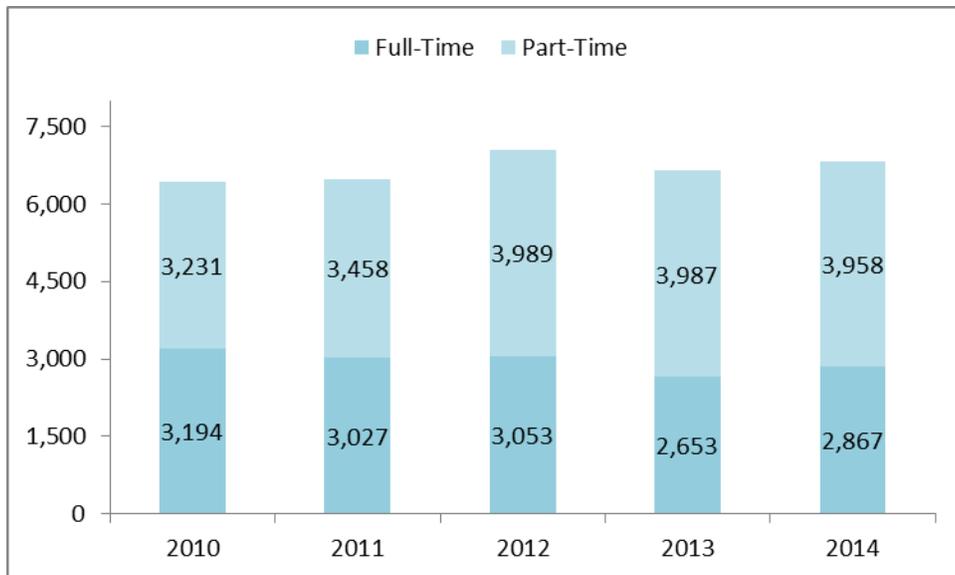
Faculty	Number
<b>Full-Time</b>	
With principal assignment to baccalaureate programs	2,075.5
With principal assignment to master's programs	2,867.0
With principal assignment to research-focused doctoral (PhD) programs	414.0
With principal assignment to applied doctoral (other than PhD) programs	36.0
Programs reporting	514
<b>Part-Time or Contract</b>	
Teach baccalaureate-level courses	2,221.0
Teach master's-level courses	3,958.0
Teach research-focused doctoral (PhD) courses	26.0
Teach applied doctoral (other than PhD) courses	24.0
Programs reporting	433

Data in the following three figures were taken from the baccalaureate, master's, and doctoral program survey instruments in the time period 2010-2012. In the 2013 and 2014 Annual Surveys, data in the following three figures and the remaining data in this Full-Time and Part-Time Faculty report section were taken from the Faculty survey instrument.

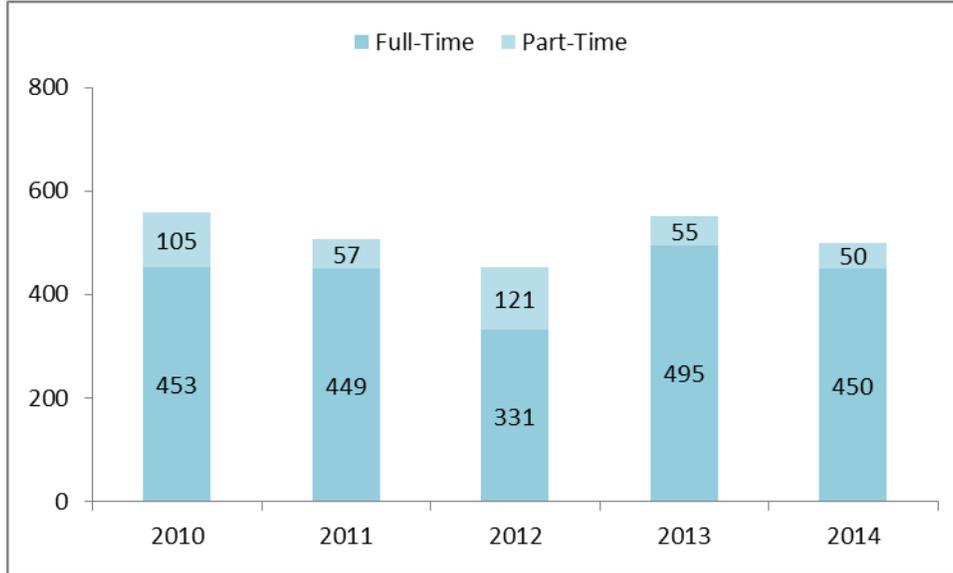
**Figure 8. Number of Faculty Members With Primary Assignment to the Baccalaureate Program Level, 2010–2014**



**Figure 9. Number of Faculty Members With Primary Assignment to the Master's Program Level, 2010–2014**



**Figure 10. Number of Faculty Members With Primary Assignment to the Doctoral Program Level, 2010–2014**



### Academic Rank and Administrative Title

The largest proportion of full-time faculty members held the academic rank of assistant professor, followed closely by associate professor. The most common academic ranks held by part-time faculty members were adjunct and lecturer.

**Table 21. Academic Rank of Full-Time and Part-Time/Contract Faculty Members**

Academic Rank	Full-Time		Part-Time/ Contract	
	Number	%	Number	%
Professor	1,071	19.5	40	0.7
Associate Professor	1,385	25.3	64	1.1
Assistant Professor	1,458	26.6	151	2.5
Instructor	390	7.1	819	13.5
Lecturer	283	5.2	1,610	26.5
Clinical appointment	375	6.8	57	0.9
Emeritus	22	0.4	24	0.4
Adjunct	163	3.0	3,030	49.9
Field Instructor	149	2.7	128	2.1
Other	184	3.4	84	1.4
Unknown	0	--	3	< 0.1
None	--	--	57	0.9
Total	5,480		6,067	
Programs reporting	517		434	

Among full-time faculty members with an administrative title, program directors were most common, with 32.2% (567) holding one of those titles, followed by director of field instruction.

**Table 22. Administrative Title of Full-Time Faculty Members**

Administrative Title	Number	%
Dean	62	3.5
Director	147	8.3
Chairperson	221	12.5
<b>Program Directors</b>		
Director of Research-Focused Doctoral Program	54	3.1
Director of Applied Doctoral Program	8	0.5
Director of Master's Program	180	10.2
Director of Baccalaureate Program	325	18.5
<b>Other Dean or Director Positions</b>		
Associate Dean or Director	107	6.1
Assistant Dean or Director	27	1.5
Director of Research/Research Administrator	21	1.2
Director of Continuing Education or Work Study	11	0.6
Director of Admissions or Minority Recruitment	30	1.7
<b>Field Education</b>		
Director of Field Instruction	426	24.2
Associate/Assistant Director of Field Instruction	67	3.8
<b>Other Titles</b>	75	4.3
Total	1,761	
Programs reporting	527	

## Tenure Status

Less than half of full-time faculty members were tenured. About one quarter of faculty members were on tenure track. Few full-time faculty members were employed at institutions without a tenure system.

**Table 23. Tenure Status of Full-Time Faculty Members**

Tenure Status	Number	%
Tenured	2,328	45.4
On tenure track	1,288	25.1
Non-tenured or contingent	1,239	24.2
Institution has no tenure system	107	2.1
Other	159	3.1
Unknown	3	0.1
Total	5,124	
Programs reporting	511	

## Demographic Characteristics

See page 5 of this report to review the methods of calculating proportional demographic distributions by historically underrepresented groups.

The largest proportion of full-time faculty members was in the age range of 55–64 years. More than two-thirds of full-time faculty members were female. Faculty members from historically underrepresented groups accounted for 30.9% (1,629) of full-time faculty members.

Compared with full-time faculty members, part-time/contract faculty members tended to be younger, and a smaller proportion (23.8%; 1,504) was from historically underrepresented groups.

**Table 24. Demographic Characteristics of Full-Time and Part-Time/Contract Faculty Members**

Demographic Category	Full-Time		Part-Time/ Contract	
	Number	%	Number	%
<b>Sex</b>				
Male	1,527	28.9	1,641	26.0
Female	3,748	71.0	4,592	72.8
Other	0	--	2	< 0.1
Unknown	5	0.1	76	1.2
<b>Age Group</b>				
Under 35 years	303	5.7	624	9.9
35–44 years	1,213	23.0	1,437	22.8
45–54 years	1,274	24.1	1,381	21.9
55–64 years	1,532	29.0	1,114	17.7
65 years or older	655	12.4	543	8.6
Unknown	303	5.7	1,212	19.2
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	3,604	68.3	4,068	64.5
African American/Other Black	839	15.9	864	13.7
Chicano/Mexican American	62	1.2	98	1.6
Puerto Rican	66	1.3	95	1.5
Other Latino/Hispanic	163	3.1	199	3.2
American Indian/Native American	56	1.1	22	0.3
Asian American/Other Asian	338	6.4	136	2.2
Pacific Islander	13	0.2	22	0.3
Other	40	0.8	36	0.6
Multiple race/ethnicity	52	1.0	32	0.5
Unknown	47	0.9	739	11.7
Programs reporting	517		441	

### Academic Degrees

Most full-time faculty (89.0%, 4,698) and part-time/contract faculty members (89.1%, 5,621) held a MSW degree. With regard to highest earned degree, more than two-thirds of full-time faculty members held a doctoral degree, most commonly in social work or social welfare. More than one-quarter of full-time faculty members held a master's degree as their highest degree, most commonly in social work.

Compared with full-time faculty members, part-time faculty members were less likely to hold a doctorate in any field and more likely to hold a master's as their highest degree.

**Table 25. Highest Earned Degree of Full-Time and Part-Time Faculty Members**

Highest Earned Degree	Full-Time		Part-Time	
	Number	%	Number	%
Research-focused doctorate in Social Work or Social Welfare	2,704	51.4	520	8.5
Applied doctorate in Social Work or Social Welfare	262	5.0	101	1.7
Other doctorate	706	13.4	229	3.8
MSW	1,418	27.0	4,918	80.6
Other master's degree	106	2.0	170	2.8
Law	39	0.7	52	0.9
Medicine	6	0.1	5	0.1
Other	18	0.3	39	0.6
Unknown	1	< 0.1	67	1.1
Total	5,260		6,101	
Programs reporting	514		438	

### Professional Licensure

Over half (53.6%; 2,828) of full-time faculty members held a current license in social work.

## Research Activities

During the most recently completed academic year, 60.2% (3,181) full-time faculty members engaged in research activities.

## Full-Time Faculty Salary

**Table 26. Annual Salary for Full-Time Faculty Members by Administrative Title**

Administrative Title	Programs Reporting		Median Salary Reported	Middle 50% Salary Range	
	Number	%			
Dean	54	10.2	\$187,472	\$120,304	\$220,001
Director/Chair of School/Department of Social Work	250	47.4	\$88,700	\$70,000	\$109,175
Director of Social Work Research-Focused Doctoral Program	37	7.0	\$108,000	\$90,317	\$131,806
Director of Social Work Applied Doctoral Program	7	1.3	\$90,580	\$75,000	\$105,031
Director of MSW Program	130	24.7	\$74,500	\$64,801	\$92,000
Director of BSW Program	268	50.9	\$67,250	\$58,634	\$80,000
Director of Field Instruction/Education	328	62.2	\$60,000	\$51,515	\$70,159

## Baccalaureate Programs

Four hundred and ninety-three (493) BSW programs participated in the 2014 Annual Survey. Two-hundred five (205, 41.8%) baccalaureate programs reported that they offer a part-time option. One-hundred fifty-three (153, 31.4%) baccalaureate programs offered a minor in social work. Twenty (20, 4.1%) baccalaureate programs reported that a social work minor was offered in another department/school at their institution.

### Certificates

Baccalaureate programs were asked about what formal certificates are offered. The most frequently offered certificates were in child advocacy/child protection/child welfare and aging/geriatrics/gerontology. Certificates mentioned in the other category included conflict management/resolution, court-approved mediator, disability studies, LGBTQ, Spanish for health care, and women's studies.

**Table 27. Certificates Offered by Baccalaureate Programs**

Certificate	Programs Offering	
	Number	%
Child Advocacy or Child Protection or Child Welfare	55	11.4
Aging or Geriatrics or Gerontology	45	9.3
Addictions or Substance Abuse	27	5.6
School Social Work	16	3.3
Case Management	6	1.2
Juvenile Delinquency or Juvenile Justice	5	1.0
Cross-Cultural Competency or Diversity	4	0.8
Health or Health Care	3	0.6
Nonprofit Studies	3	0.6
Ethnic Studies	2	0.4
Family Support	2	0.4
Mental Health	2	0.4
Other	16	3.3
Total	186	
Programs reporting	483	

### Enrollment

Most programs (79.6%; 386) reported that an application was required to declare social work as a major.

There were 57,103 full-time social work majors enrolled as of fall 2014 in the 483 programs that provided this information, with an average of 118.2 students per program. There were 7,708 part-time social work majors enrolled as of fall 2014 in the 264 programs that provided this information, with an average of 29.2 students.

The following table shows the distribution of enrolled full-time and part-time baccalaureate students by their demographic characteristics. See page 5 of this report to review the methods of calculating proportional demographic distributions by historically underrepresented groups.

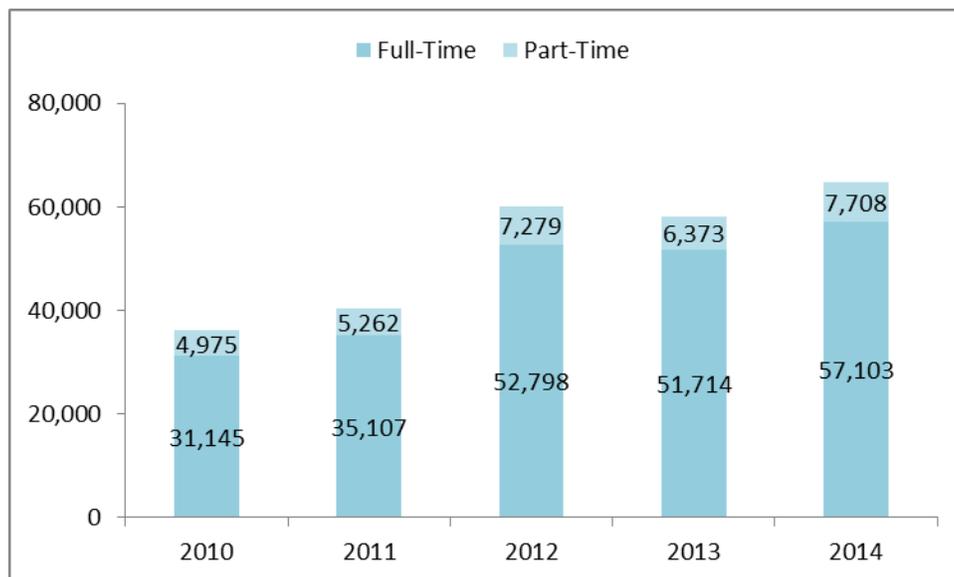
**Table 28. Demographic Characteristics of Full-Time and Part-Time Baccalaureate Social Work Majors**

Demographic Category	Full-Time		Part-Time	
	Number	%	Number	%
<b>Sex</b>				
Male	6,735	11.8	1,092	14.2
Female	49,012	85.8	6,301	81.7
Other	6	< 0.1	0	--
Unknown	1,350	2.4	315	4.1
<b>Age Group</b>				
Under 20 years	9,626	16.9	295	3.8
20–24 years	28,757	50.4	1,888	24.5
25–34 years	8,145	14.3	2,075	26.9
35-44 years	3,955	6.9	1,385	18.0
45 years or older	2,362	4.1	1,154	15.0
Unknown	4,258	7.5	911	11.8
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	29,674	52.0	3,026	39.3
African American/Other Black	13,634	23.9	2,412	31.3
Chicano/Mexican American	1,769	3.1	255	3.3
Puerto Rican	1,031	1.8	200	2.6
Other Latino/Hispanic	4,057	7.1	535	6.9
American Indian/Native American	442	0.8	104	1.3
Asian American/Other Asian	1,165	2.0	101	1.3
Pacific Islander	172	0.3	17	0.2
Other	407	0.7	36	0.5
Multiple race/ethnicity	1,225	2.1	142	1.8
Unknown	3,527	6.2	880	11.4
Programs reporting	483		264	

Overall, the majority of full-time students was female and under 25 years of age. Full-time students from historically underrepresented groups made up 41.9% (23,902) of the total full-time enrollment.

The majority of part-time students was female. The age distribution among the part-time students was more equal than was the case for the full-time students. Part-time programs had a greater proportion of students from historically underrepresented groups (49.3%; 3,802).

**Figure 11. Baccalaureate Student Enrollment, 2010–2014**



## Field Education

In the 2014 Annual Survey, 462 programs provided information on 18,255 students in field placements as of November 1, 2014. As mentioned in the introduction text, the Council on Field Education made recommendations for changes to the questions, including removal of the “not yet in field” options. Among the field placement categories, child welfare continued to have the highest concentration of students, followed by school social work, and family services. The most common placements listed in the other category were adoption, crisis/disaster services, hospice, human trafficking, medical social work, and youth-related services.

**Table 29. Field Placements of Baccalaureate Students by Category**

Field Placement Category	Number	%
Child Welfare	2,898	15.9
School Social Work	1,827	10.0
Family Services	1,802	9.9
Aging or Gerontological Social Work	1,618	8.9
Health/Integrative Health & Mental Health	1,538	8.4
Community Mental Health or Mental Health	1,477	8.1
Corrections or Criminal Justice	922	5.1
Addictions/Physical Dependence; Alcohol, Tobacco, & Other Drugs	900	4.9
Displaced Persons/Homeless	833	4.6
Domestic Violence or Violence	815	4.5
Developmental Disabilities	594	3.3
Public Assistance/Public Welfare	455	2.5
Community Development or Planning	450	2.5
Advocacy	297	1.6
Immigrant/Refugee Work	246	1.3
Occupational Social Work or Rehabilitation	194	1.1
Social Policy	114	0.6
Military Social Work	105	0.6
LGBTQ	101	0.6
Post-Traumatic Stress Disorder/Veterans	97	0.5
Global/International Social Work	96	0.5
Administration	68	0.4
Program Evaluation	31	0.2
Other	777	4.3
Total	18,255	
Programs reporting	462	

## Degrees Awarded

During the 2013–2014 academic year, 490 baccalaureate programs awarded 19,278 degrees. Most graduates were female, and 38.3% (7,384) were from historically underrepresented groups.

**Table 30. Demographic Characteristics of Baccalaureate Graduates**

Demographic Category	Baccalaureate Graduates	
	Number	%
<b>Sex</b>		
Male	2,182	11.3
Female	15,860	82.3
Other	4	< 0.1
Unknown	1,232	6.4
<b>Age Group</b>		
Under 20 years	234	1.2
20–24 years	9,347	48.5
25–34 years	4,077	21.1
35-44 years	1,753	9.1
45 years or older	1,149	6.0
Unknown	2,718	14.1
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	10,025	52.0
African American/Other Black	3,904	20.3
Chicano/Mexican American	617	3.2
Puerto Rican	276	1.4
Other Latino/Hispanic	1,516	7.9
American Indian/Native American	153	0.8
Asian American/Other Asian	407	2.1
Pacific Islander	63	0.3
Other	115	0.6
Multiple race/ethnicity	333	1.7
Unknown	1,869	9.7
Programs reporting	490	

Programs reported that 213 (1.1%) of their graduates planned to pursue social work careers in countries other than the United States.

## Master's Programs

Two hundred thirty-one (231) MSW programs participated in the 2014 Annual Survey. Two hundred four (204, 88.7%) master's programs reported that they offer a part-time program option.

Master's programs were asked about their institutions' plans, if any, to offer an applied social work doctoral degree, such as a DSW.

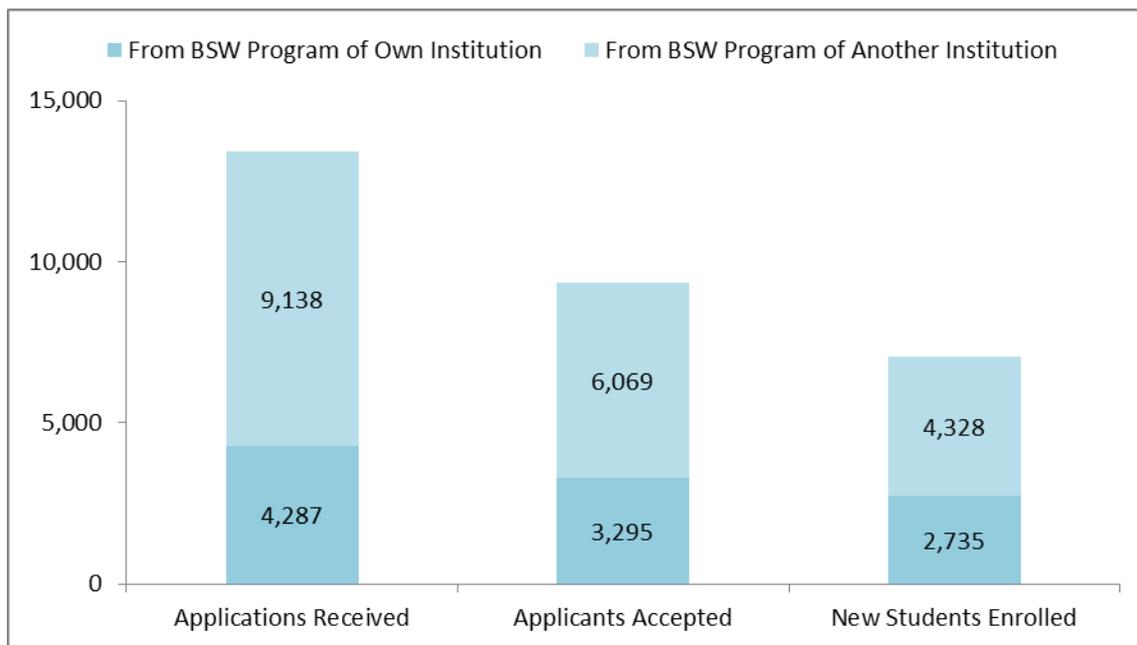
**Table 31. Planned Offerings of Applied Social Work Doctoral Degree**

Status of Applied Doctoral Degree	Institutions	
	Number	%
Already offer such a degree	6	2.6
Planning to offer in next academic year	3	1.3
Planning to offer within two academic years	12	5.3
Not planning to offer such a degree	207	90.8
Programs reporting	228	
Type of Applied Doctoral Degree		
Administrative	1	5.0
Clinical	12	60.0
Teaching	2	10.0
Other	5	25.0
Programs reporting	20	

## Advanced-Standing Application and New Enrollment

The overall acceptance rate (76.9%) for advanced standing applicants from baccalaureate programs at their same institution was higher than the overall acceptance rate (66.4%) for advanced standing applicants from other institutions. The overall new enrollment rate (83.0%) of advanced standing applicants from their own baccalaureate programs also was higher than the overall new enrollment rate (71.3%) of advanced standing applicants from other baccalaureate programs.

**Figure 12. Number of Master's Students With Advanced Standing**



## Joint Degrees and Certificates

Two-hundred twenty-three (223) programs reported offering at least one joint degree. Law was the most popular joint degree, followed by public health. Among the more frequently reported joint degrees in the other category were gerontology, religion-related studies, and women's studies.

**Table 32. Joint Degrees Offered by Master's Programs**

Joint Degree	Programs Offering	
	Number	%
Law	51	22.9
Public Health	40	17.9
Public Administration/Public Policy	28	12.6
Divinity/Theology	25	11.2
Research-Focused Doctorate in Social Work or Social Welfare	22	9.9
Business Administration	18	8.1
Urban Planning	7	3.1
Criminal Justice/Criminology	6	2.7
Education	4	1.8
International Studies	3	1.3
Applied Doctorate in Social Work or Social Welfare	2	0.9
Other	27	12.1
Programs reporting	223	

Two-hundred twenty-four (224) programs reported offering at least one formal certificate. Programs most frequently offered aging/gerontology and school social work. The most common certificates reported in the other category were forensic social work, religion-related, and violence-related.

**Table 33. Certificates Offered by Master's Programs**

Certificate	Programs Offering	
	Number	%
Aging/Gerontology	56	25.0
School Social Work	45	20.1
Addictions/Substance Abuse	26	11.6
Child/Adolescent Welfare	18	8.0
Nonprofit Management	18	8.0
Trauma	15	6.7
Global/International/Refugee	14	6.3
Health/Health Care	11	4.9
Clinical	10	4.5
Gender or Women's Studies	10	4.5
Military Social Work	9	4.0
Disabilities	8	3.6
Human Services Management	6	2.7
Family & Marriage	5	2.2
Jewish Services	4	1.8
Other	34	15.2
Programs Reporting	224	

## Enrollment

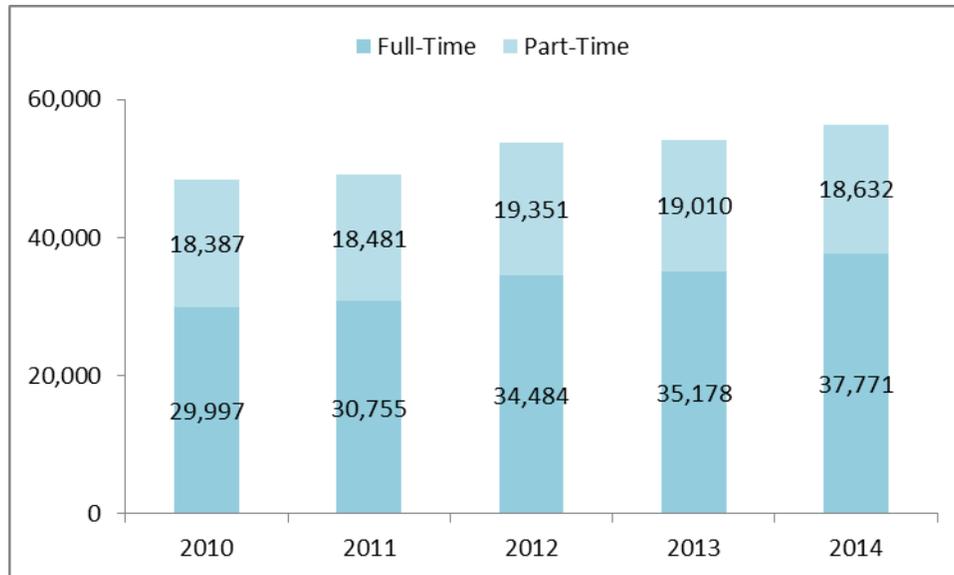
There were 37,771 full-time students enrolled as of fall 2014 in the 222 programs that provided this information, with an average of 170.1 students per program. Overall, full-time master's students were predominantly female and under 34 years of age. There were 36.9% (13,925) full-time students from historically underrepresented groups.

There were 18,632 part-time students enrolled as of fall 2014 in the 195 programs that reported this information, with an average of 95.5 students. Part-time master's students were predominantly female but more diverse in age than were full-time master's students. Master's programs had 40.4% (7,528) part-time students from historically underrepresented groups.

**Table 34. Demographic Characteristics of Full-Time and Part-Time Master's Students**

Demographic Category	Full-Time		Part-Time	
	Number	%	Number	%
<b>Sex</b>				
Male	5,760	15.2	2,898	15.6
Female	31,783	84.1	15,697	84.2
Other	12	< 0.1	7	< 0.1
Unknown	216	0.6	30	0.2
<b>Age Group</b>				
Under 25 years	11,935	31.6	2,531	13.6
25–34 years	15,720	41.6	8,925	47.9
35–44 years	4,608	12.2	3,965	21.3
45 years or older	2,976	7.9	2,716	14.6
Unknown	2,532	6.7	495	2.7
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	21,304	56.4	9,900	53.1
African American/Other Black	6,232	16.5	4,020	21.6
Chicano/Mexican American	730	1.9	465	2.5
Puerto Rican	617	1.6	128	0.7
Other Latino/Hispanic	3,119	8.3	1,616	8.7
American Indian/Native American	312	0.8	202	1.1
Asian American/Other Asian	1,485	3.9	517	2.8
Pacific Islander	152	0.4	79	0.4
Other	352	0.9	104	0.6
Multiple race/ethnicity	926	2.5	397	2.1
Unknown	2,542	6.7	1,204	6.5
Number of programs reporting	222		195	

**Figure 13. Master's Student Enrollment, 2010–2014**



## Concentrations and Specializations

In the 2014 Annual Survey, the questions about concentrations and specializations were updated from separate questions about methods and fields of practice to a single question that includes a combination of methods and fields of practice. Programs were asked to report whether they offer each specialization and the number of students enrolled. Due to this change, there were significant differences in the number of programs reporting that they offer a concentration as well as the number of students enrolled. One-hundred ninety-two (192, 83.1%) master's programs reported 39,946 student enrolled in the following concentrations or specializations.

**Table 35. Student Enrollment in Concentrations or Specializations Offered by Master's Programs**

Concentration or Specialization	Enrollment	Programs Offering	
		Number	%
Clinical	14,025	61	31.8
Advanced Generalist	5,703	50	26.0
Mental Health	2,899	35	18.2
Children or Youth	2,367	37	19.3
Families	1,788	25	13.0
Community	1,225	26	13.5
Health	1,120	23	12.0
Administration	852	29	15.1
Trauma	833	5	2.6
School Social Work	633	24	12.5
Military Social Work or Veterans Services	569	8	4.2
Aging or Multigenerational	493	28	14.6
Leadership	382	7	3.6
Multicultural	310	2	1.0
Addictions	258	14	7.3
Nonprofit or Public Management	233	9	4.7
Policy	190	10	5.2
Integrated Health or Behavioral Health	126	4	2.1
Immigrants or Refugees	83	4	2.1
Rural	70	2	1.0
Global or International	57	4	2.1
Disabilities	14	4	2.1
Research	7	1	0.5
Other	5,709	56	29.2
Programs reporting		192	

## Field Education

In master's programs 37,699 students were assigned to field placements as of November 1, 2014. As mentioned in the introduction text, the Council on Field Education made recommendations for changes to the questions, including removal of the "not yet in field" options. Community mental health or mental health had the highest placement of students, followed by health, school social work, child welfare, and family services. The most common field placements in the other category were food bank, higher education services, hospice, housing, and youth services.

**Table 36. Field Placements of Master's Students by Category**

Field Placement Category	Number of Students	% of Students
Community mental health or mental health	7,032	18.7
Health/integrative health & mental health	5,324	14.1
School social work	4,467	11.8
Child welfare	3,698	9.8
Family services	3,317	8.8
Aging or gerontological social work	1,996	5.3
Addictions/physical dependence; alcohol, tobacco, & other drugs	1,963	5.2
Community development or planning	1,073	2.8
Corrections or criminal justice	1,056	2.8
Domestic violence or violence	1,056	2.8
Displaced persons/homeless	934	2.5
Developmental disabilities	730	1.9
Military social work	591	1.6
Post-traumatic stress disorder/veterans	573	1.5
Administration	496	1.3
Immigrant/refugee work	478	1.3
Advocacy	370	1.0
Social policy	308	0.8
Public assistance/public welfare	273	0.7
LGBTQ	214	0.6
Occupational social work or rehabilitation	211	0.6
Global/international social work	118	0.3
Program evaluation	105	0.3
Other	1,316	3.5
Total	37,699	
Programs reporting	211	

## Degrees Awarded

As reported by 226 programs, the median number of credits normally required for the master's degree was 60.0. The median number of credits required for an advanced-standing master's degree was 36.0 (204 programs reporting).

During the 2013–2014 academic year 25,018 master's degrees were awarded by 229 programs. Of these degrees, 5,741 (22.9%) were advanced standing MSW degrees.

Most of the graduates were female. The proportion of graduates identifying with a historically underrepresented group was 32.7% (8,185). Master's programs reported that 88 (0.4%) of their graduates planned to pursue social work careers in countries other than the United States.

**Table 37. Demographic Characteristics of Master's Graduates**

Demographic Category	Master's Graduates	
	Number	%
<b>Sex</b>		
Male	3,188	12.7
Female	20,623	82.4
Other	5	< 0.1
Unknown	1,202	4.8
<b>Age Group</b>		
Under 25 years	4,333	17.3
25–34 years	11,923	47.7
35–44 years	3,390	13.6
45 years or older	2,412	9.6
Unknown	2,960	11.8
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	13,765	55.0
African American/Other Black	4,008	16.0
Chicano/Mexican American	671	2.7
Puerto Rican	187	0.7
Other Latino/Hispanic	1,460	5.8
American Indian/Native American	201	0.8
Asian American/Other Asian	808	3.2
Pacific Islander	108	0.4
Other	191	0.8
Multiple race/ethnicity	551	2.2
Unknown	3,068	12.3
Programs reporting	229	

## DSW Programs

Four of five invited DSW programs participated in this first year of this data collection.

A majority (75.0%, 3) of DSW programs reported that their full-time faculty taught courses in other departments/schools at their institutions.

### Applications and New Enrollments

As reported by 4 programs, degree-seeking, newly enrolled students primarily came from a background in social work, with most (72.5%) holding a master's degree in social work. Four (4, 100%) DSW programs reported that 67 (97.1%) of newly enrolled students had two years of post-master's applied social work experience.

**Table 38. Number of Newly Enrolled DSW Students by Educational Background**

<b>Educational Background</b>	<b>Number</b>	<b>%</b>
Has MSW and has BSW	15	21.7
Has MSW but does not have BSW	35	50.7
Has non-social work graduate degree and has BSW	0	--
Has non-social work graduate degree; does not have BSW	0	--
Does not have graduate degree; has BSW	0	--
Does not have graduate degree; does not have BSW	0	--
Unknown educational background	19	27.5
Total	69	
Programs reporting	4	

During the 2013–2014 academic year there were 143 applicants to the 4 DSW programs that reported this information. Over two-thirds of the applicants were female. The proportion of applicants identifying with a historically underrepresented group was 37.1% (53).

**Table 39. Demographic Characteristics of DSW Program Applicants**

Demographic Category	DSW Applicants	
	Number	%
<b>Sex</b>		
Male	29	20.3
Female	100	69.9
Other	10	7.0
Unknown	a	a
<b>Age Group</b>		
Under 25 years	0	--
25–34 years	28	19.6
35–44 years	42	29.4
45 years or older	48	33.6
Unknown	25	17.5
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	65	45.5
African American/Other Black	26	18.2
Chicano/Mexican American	a	a
Puerto Rican	a	a
Other Latino/Hispanic	7	4.9
American Indian/Native American	5	3.5
Asian American/Other Asian	a	a
Pacific Islander	a	a
Other	a	a
Multiple race/ethnicity	5	3.5
Unknown	25	17.5
Programs reporting	4	

<sup>a</sup>Excluded because number in category was less than 5.

Four (4) DSW programs provided demographic information about 69 newly enrolled students. Most of the new students were female. The proportion of new students identifying with a historically underrepresented group was 36.2% (25).

**Table 40. Demographic Characteristics of Newly Enrolled DSW Students**

Demographic Category	Newly Enrolled DSW Students	
	Number	%
<b>Sex</b>		
Male	12	17.4
Female	56	81.2
Other	a	a
Unknown	a	a
<b>Age Group</b>		
Under 25 years	0	--
25–34 years	17	24.6
35–44 years	22	31.9
45 years or older	30	43.5
Unknown	0	--
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	38	55.1
African American/Other Black	14	20.3
Chicano/Mexican American	a	a
Puerto Rican	a	a
Other Latino/Hispanic	a	a
American Indian/Native American	a	a
Asian American/Other Asian	a	a
Pacific Islander	a	a
Other	a	a
Multiple race/ethnicity	a	a
Unknown	6	8.7
Programs reporting	4	

<sup>a</sup>Excluded because number in category was less than 5.

## Enrollment

DSW programs identified full-time enrolled students in two categories: those who were taking coursework (143, 58.8%) and those who had completed coursework (100, 41.2%), as of November 1, 2014, or the date in the fall term on which student lists were finalized. DSW programs reported no part-time students

The following table provides a breakdown of the sex and racial/ethnic identification of enrolled students, with comparison across enrollment status. Students were predominantly female across enrollment status. A higher proportion of full-time students taking coursework were from historically underrepresented groups (52, 36.4%) than were full-time students who had completed coursework (25, 25.0%).

**Table 41. Percentage of DSW Students by Demographic Category and Enrollment Status**

<b>Demographic Category</b>	<b>Full-Time Taking Coursework (%)</b>	<b>Full-Time Completed Coursework (%)</b>
<b>Sex</b>		
Male	24.5	19.0
Female	74.8	80.0
Other	a	a
Unknown	a	a
<b>Age Group</b>		
Under 25 years	a	a
25–34 years	21.0	15.0
35–44 years	31.5	46.0
45 years or older	46.2	39.0
Unknown	a	a
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	59.4	69.0
African American/ Other Black	18.2	9.0
Chicano/Mexican American	a	a
Puerto Rican	a	a
Other Latino/Hispanic	4.9	6.0
American Indian/ Native American	a	a
Asian American/ Other Asian	a	a
Pacific Islander	a	a
Other	a	a
Multiple race/ethnicity	4.2	a
Unknown	4.2	6.0
Number of programs reporting	4	4

<sup>a</sup>Excluded because underlying number in category was less than 5.

### **Degrees Awarded**

DSW programs are still relatively new; only one program reported graduates, so no details are provided here.

## PhD Programs

Sixty-nine (69) PhD programs participated in the 2014 Annual Survey. A majority (60.3%, 41) of 68 PhD programs reported that their full-time faculty taught courses in other departments/schools at their institutions.

### Applications and New Enrollments

As reported by 64 programs, degree-seeking, newly enrolled students primarily came from a background in social work, with most (78.4%) holding a master's degree in social work; 14.0% held graduate degrees from other fields. Very few newly enrolled students did not have a graduate degree. Sixty (60) PhD programs reported that 193 (56.3%) of newly enrolled students had two years of post-master's applied social work experience.

**Table 42. Number of Newly Enrolled PhD Students by Educational Background**

Educational Background	Number	%
Has MSW and has BSW	57	16.6
Has MSW but does not have BSW	212	61.8
Has non-social work graduate degree and has BSW	a	a
Has non-social work graduate degree; does not have BSW	48	14.0
Does not have graduate degree; has BSW	a	a
Does not have graduate degree; does not have BSW	20	5.8
Unknown	10	2.9
Total	343	
Programs reporting	64	

<sup>a</sup>Excluded because underlying number in category was less than 5.

During the 2013–2014 academic year there were 1,732 applicants to the 64 PhD programs that reported this information. About three-quarters of the applicants were female. The proportion of applicants identifying with a historically underrepresented group was 50.6% (876).

**Table 43. Demographic Characteristics of PhD Program Applicants**

Demographic Category	PhD Applicants	
	Number	%
<b>Sex</b>		
Male	441	25.5
Female	1,290	74.5
Other	a	a
Unknown	a	a
<b>Age Group</b>		
Under 25 years	137	7.9
25–34 years	1,024	59.1
35–44 years	312	18.0
45 years or older	150	8.7
Unknown	109	6.3
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	676	39.0
African American/Other Black	252	14.5
Chicano/Mexican American	18	1.0
Puerto Rican	a	a
Other Latino/Hispanic	86	5.0
American Indian/Native American	14	0.8
Asian American/Other Asian	314	18.1
Pacific Islander	a	a
Other	154	8.9
Multiple race/ethnicity	32	1.8
Unknown	180	10.4
Programs reporting	64	

<sup>a</sup>Excluded because number in category was less than 5.

Sixty-five (65) PhD programs provided demographic information about 347 newly enrolled students. Most of the new students were female. The proportion of new students identifying with a historically underrepresented group was 44.7% (155).

**Table 44. Demographic Characteristics of Newly Enrolled PhD Students**

Demographic Category	Newly Enrolled PhD Students	
	Number	%
<b>Sex</b>		
Male	96	27.7
Female	251	72.3
Other	0	--
Unknown	0	--
<b>Age Group</b>		
Under 25 years	25	7.2
25–34 years	185	53.3
35–44 years	91	26.2
45 years or older	46	13.3
Unknown	0	--
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	180	51.9
African American/Other Black	56	16.1
Chicano/Mexican American	6	1.7
Puerto Rican	a	a
Other Latino/Hispanic	13	3.7
American Indian/Native American	6	1.7
Asian American/Other Asian	44	12.7
Pacific Islander	6	1.7
Other	15	4.3
Multiple race/ethnicity	6	1.7
Unknown	12	3.5
Programs reporting	65	

<sup>a</sup>Excluded because number in category was less than 5.

### Combined MSW/PhD Programs

More than a third (36.8%, 25) of 68 programs reported having a combined MSW/PhD program.

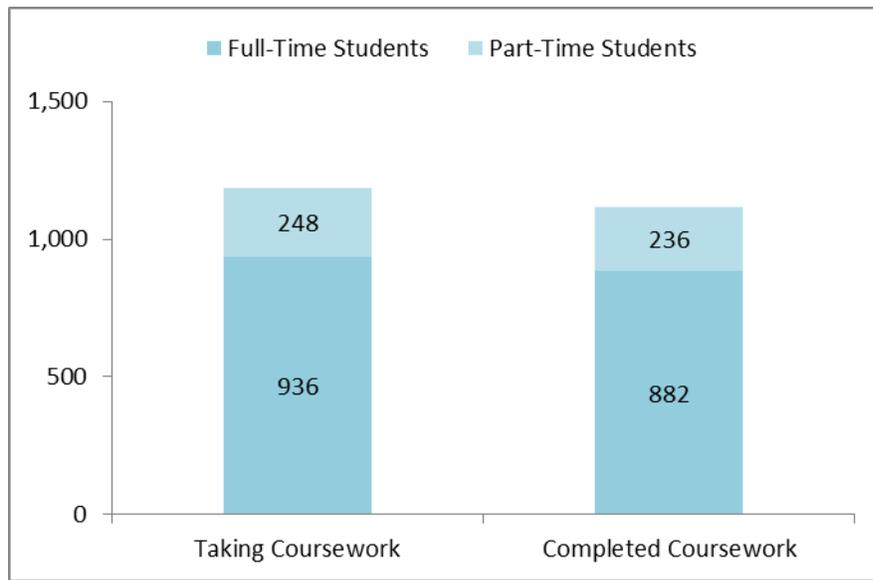
**Table 45. Applications, Admissions, and New Enrollment in Combined MSW/PhD Programs**

Combined MSW/PhD Program	Number	%
Applicants	106	
Applicants who were admitted	31	
Overall admission rate		29.2
Enrolled as of November 1, 2013	27	
Overall enrollment rate		87.1
Enrolled having no graduate degree	12	
Enrolled having graduate degree in another discipline	15	
Programs reporting	25	

### Enrollment

PhD programs identified full-time and part-time enrolled students in two categories: those who were taking coursework and those who had completed coursework as of November 1, 2014, or the date in the fall term on which student lists were finalized.

**Figure 14. Number of PhD Students by Enrollment Status**



The following table provides a breakdown of the sex and racial/ethnic identification of enrolled students, with comparison across enrollment status. Students were predominantly female across enrollment status. Higher proportions of full-time students (48.1% of those taking coursework; 44.9% of those who had completed coursework) were from historically underrepresented groups than were part-time students (35.1% of those taking coursework; 30.1% of those who had completed coursework).

**Table 46. Percentage of PhD Students by Demographic Category and Enrollment Status**

Demographic Category	Full-Time Taking Coursework (%)	Part-Time Taking Coursework (%)	Full-Time Completed Coursework (%)	Part-Time Completed Coursework (%)
<b>Sex</b>				
Male	24.7	25.0	22.4	24.6
Female	75.3	75.0	76.4	72.0
Other	--	--	<sup>a</sup>	--
Unknown	--	--	1.0	3.4
<b>Age Group</b>				
Under 25 years	3.5	--	<sup>a</sup>	--
25–34 years	52.2	29.8	42.6	21.6
35–44 years	26.2	37.5	35.0	39.4
45 years or older	12.8	27.0	18.0	33.5
Unknown	5.2	5.6	4.0	5.5
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	49.0	59.3	52.5	68.2
African American/ Other Black	16.3	22.2	16.3	11.9
Chicano/Mexican American	1.4	<sup>a</sup>	1.4	<sup>a</sup>
Puerto Rican	<sup>a</sup>	<sup>a</sup>	<sup>a</sup>	<sup>a</sup>
Other Latino/Hispanic	6.4	2.4	4.4	4.7
American Indian/ Native American	1.3	<sup>a</sup>	1.4	<sup>a</sup>
Asian American/ Other Asian	13.9	4.4	16.0	9.7
Pacific Islander	0.6	<sup>a</sup>	<sup>a</sup>	<sup>a</sup>
Other	5.6	<sup>a</sup>	3.4	<sup>a</sup>
Multiple race/ethnicity	2.2	2.0	1.2	<sup>a</sup>
Unknown	2.9	5.6	2.6	<sup>a</sup>
Number of programs reporting	64	34	59	29

<sup>a</sup>Excluded because underlying number in category was less than 5.

## Degrees Awarded

During the 2013–2014 academic year, 311 degrees were awarded by 65 PhD programs. Twelve (12, 3.9%) degrees were awarded as joint MSW/PhD degrees. Among seven (7) programs that reported this information, one degree was awarded jointly with another department.

Most of the graduates were female. The proportion of graduates who identified with a historically underrepresented group was 37.6% (117). Programs reported that 17 (5.5%) of their graduates planned to pursue social work careers in countries other than the United States.

**Table 47. Demographic Characteristics of PhD Graduates**

Demographic Category	PhD Graduates	
	Number	%
<b>Sex</b>		
Male	72	23.2
Female	239	76.8
Other	0	--
Unknown	0	--
<b>Age Group</b>		
Under 25 years	a	a
25–34 years	84	27.0
35–44 years	130	41.8
45 years or older	81	26.0
Unknown	14	4.5
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	175	56.3
African American/Other Black	55	17.7
Chicano/Mexican American	6	1.9
Puerto Rican	a	a
Other Latino/Hispanic	8	2.6
American Indian/Native American	a	a
Asian American/Other Asian	30	9.6
Pacific Islander	a	a
Other	14	4.5
Multiple race/ethnicity	a	a
Unknown	19	6.1
Programs reporting	65	

<sup>a</sup>Excluded because number in category was less than 5.

Over half (58.9%) of graduates took 4 to 6 years to obtain their doctorates.

**Table 48. Years Taken by PhD Graduates to Obtain Degree**

Years to Awarded Degree	Number	%
3 Years or Less	14	4.6
4 Years	48	15.8
5 Years	75	24.7
6 Years	56	18.4
7 Years	39	12.8
8 Years	29	9.5
9 Years	14	4.6
10 Years or More	29	9.5
Total	304	
Programs reporting	64	

**Table 49. Years That School Policy Allows for Completion of PhD Degree**

Years	Number of Programs	% of Programs
4 or Less	0	--
5–6	4	6.0
7–8	42	62.7
9–10	14	20.9
11 or More	2	3.0
Other	3	4.5
No Limit	2	3.0
Programs reporting	67	

### Employment of Graduates

PhD programs provided information on the employment status of their graduates. About one third of PhD graduates obtained tenure-line faculty positions in CSWE-accredited programs. Other employment reported were positions with the military, government, or public service.

**Table 50. Employment Status of PhD Graduates**

Employment Status	Number	%
Tenure-line faculty position in CSWE-accredited program	102	33.7
Postdoctoral fellow	30	9.9
Nonacademic administrative position	29	9.6
Non–tenure-line faculty position in CSWE-accredited program	22	7.3
Academic research position	21	6.9
Private clinical practice	17	5.6
Faculty position in a program not accredited by CSWE	16	5.3
Nonacademic research position	11	3.6
Academic administrative position	6	2.0
Consulting position	5	1.7
Not employed	4	1.3
Other	14	4.6
Unknown	26	8.6
Programs reporting	60	