

**2013 STATISTICS ON SOCIAL WORK  
EDUCATION IN THE UNITED STATES**



COUNCIL ON SOCIAL WORK EDUCATION

# **2013 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 2013 Annual Survey was composed of four instruments that sought to gather data on baccalaureate programs, master’s programs, doctoral 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 administrative title for full-time and part-time faculty members; it also requested information about tenure status, salary, and work activities of full-time faculty members.

The instruments were administered online through the survey platform, Zarca Interactive. On November 25, 2013, survey invitations were e-mailed to all CSWE-accredited social work programs and to doctoral social work programs that were members of the [Group for the Advancement of Doctoral Education in Social Work](#) (GADE). The 2013 Annual Survey closed in March 2014.

Truncated text of the questions is used in most of this report to conserve space. The complete text of the survey instruments is available on the [CSWE website](#).

When reporting proportional demographic distributions by gender, the number of individuals in the category of Unknown Gender is omitted from computation. When reporting proportional demographic distributions by age group, the total number of individuals is used, including those individuals in the category of Unknown Age. 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 historically underrepresented individuals, 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 past reports, the category of Multiple Race/Ethnicity was reported separately.

## Participation Rates

At the time of survey administration, there were 490 baccalaureate and 228 master’s social work programs accredited by CSWE and 73 doctoral social work programs in the United States that were members of GADE.

**Table 1. Invitations to and Participation in the 2013 Annual Survey by Survey Instrument**

Survey Instrument	Number of Invitations	Number of Participants	Participation Rate (%)
Baccalaureate programs	490	477	97.3
Master’s programs	228	226	99.1
Doctoral programs	73	68	93.2
Faculty	550	479	87.1

**Table 2. Participation Rate by Survey Instrument, 2009–2013**

Survey Instrument	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)
Baccalaureate programs	97.4	94.5	96.0	96.9	97.3
Master’s programs	98.5	97.0	97.7	98.2	99.1
Doctoral programs	92.9	90.0	95.8	84.9	93.2
Faculty <sup>a</sup>	—	—	80.2	86.7	87.1

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

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 doctoral program survey instrument, programs were required to respond to survey completion items. Because of these factors, researchers should exercise caution in data comparisons across program level and survey item.

# Institutional Characteristics

## CSWE Membership

The following table shows the regional distribution of CSWE program members that participated in the 2013 Annual Survey.

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

CSWE Region	Program Level			
	Baccalaureate		Master's	
	Number	%	Number	%
New England	27	5.7	17	7.5
Northeast	43	9.0	23	10.2
Mid-Atlantic	61	12.8	23	10.2
Southeast	101	21.2	46	20.4
Great Lakes	102	21.4	38	16.8
South Central	52	10.9	23	10.2
Mid-Central	36	7.5	14	6.2
Rocky Mountains	16	3.4	9	4.0
West	21	4.4	26	11.5
Northwest	18	3.8	7	3.1
Total	477		226	

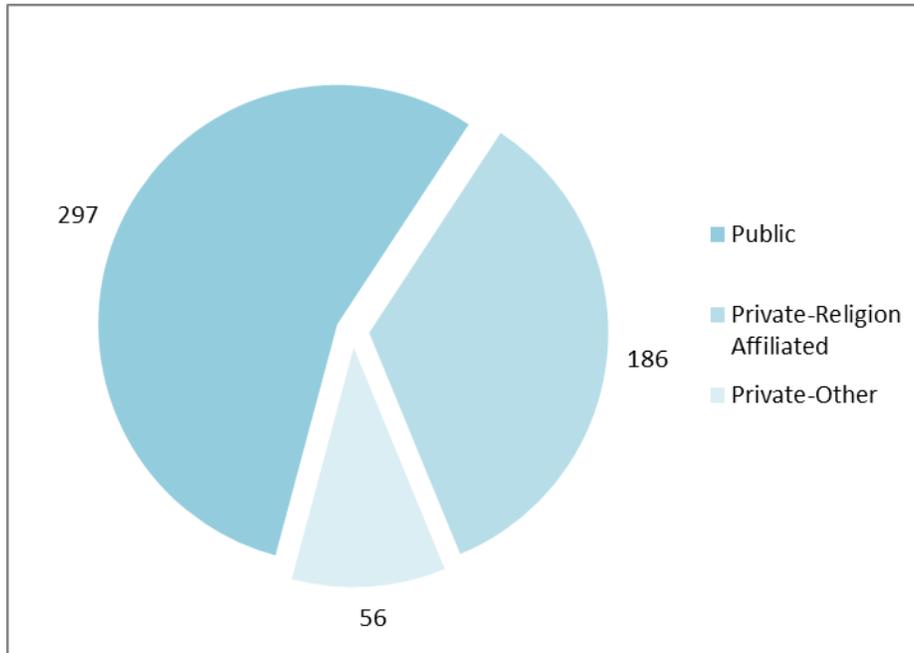
**Table 4. CSWE Membership Regions**

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

Public institutions housed more than one half (55.1%) of social work programs, followed by private–religion affiliated institutions (34.5%) 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	477	54.7	36.9	8.4
Master’s	226	73.5	15.9	10.6
Doctoral	68	66.2	11.8	22.1

**Ethnic/Gender 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/Gender Identification of Institutions Housing Social Work Programs**

Ethnic/Gender Identification	Number	%
<b>Non-Ethnic</b>		
Coeducational	448	83.1
Women’s	11	2.0
<b>Historically Black College or University</b>		
Coeducational	43	8.0
Women’s	1	0.2
<b>Hispanic-Serving Institution</b>	28	5.2
<b>Tribal College</b>	3	0.6
<b>Other</b>	5	0.9
Total	539	

## Primary Institutional Setting

Programs were asked to identify the primary settings of their institutions. Graduate programs were more likely to be housed within urban institutional settings. Baccalaureate programs were more evenly distributed across primary institutional setting.

**Table 7. Social Work Programs by Program Level and Primary Institutional Setting**

Program Level	Aggregate	Primary Setting		
		Urban	Suburban	Rural
	Number	%	%	%
Baccalaureate	477	39.4	28.5	32.1
Master's	226	58.4	23.0	18.6
Doctoral	68	73.5	23.5	2.9

## Carnegie Classification

The Carnegie Foundation for the Advancement of Teaching devised a categorization system for colleges and universities. Detailed information about the classifications is located on the [Carnegie Foundation website](#).

Overall, 51.6% of social work programs were housed in 278 institutions classified as master's colleges and universities, followed by 157 doctorate-granting universities (29.1%), 100 baccalaureate colleges (18.6%), and four special-focus institutions and tribal colleges (0.7%).

**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>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

**Table 9. Social Work Programs by Carnegie Classification and Program Level**

Carnegie Classification	Program Level		
	Baccalaureate (%)	Master's (%)	Doctoral (%)
<b>Doctorate-Granting Universities</b>			
RU/VH	7.5	22.6	64.7
RU/H	11.1	20.8	17.6
DRU	7.3	9.7	5.9
<b>Master's Colleges and Universities</b>			
Master's/L	34.0	36.3	5.9
Master's/M	12.6	7.1	1.5
Master's/S	6.3	0.9	0
<b>Baccalaureate Colleges</b>			
Bac/A&S	6.5	1.3	2.9
Bac/Diverse	13.6	0.9	0
Bac/Assoc	0.2	0	0
Assoc/Priv	0.2	0	0
<b>Special-Focus Institutions and Tribal Colleges</b>	0.6	0.4	1.5
Programs reporting	477	226	68

### Part-Time Programs

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

**Table 10. Programs Offering Part-Time Option to Students by Program Level**

Part-Time Program	Program Level		
	Baccalaureate	Master's	Doctoral
Number of programs offering	193	195	34
Percentage of programs offering	41.0	87.4	50.0
Number of programs reporting	471	223	68

### Unit System

Most programs reported that they operated on a semester system.

**Table 11. Unit System of Programs by Program Level**

Unit System	Program Level			
	Baccalaureate		Master's	
	Number	%	Number	%
Quarter	12	2.5	13	5.9
Semester	456	96.6	204	91.9
Trimester	1	0.2	2	0.9
Other	3	0.6	3	1.4
Programs reporting	472		222	

### Applicant Test Requirements

Master's and doctoral programs were asked if they required 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 12. Applicant Testing Requirements by Program Level**

Requirement for All or Some Applicants	Required by Master's Programs		Required by Doctoral Programs	
	Number	%	Number	%
GRE—Verbal reasoning	59	26.1	58	85.3
GRE—Quantitative reasoning	51	22.6	58	85.3
GRE—Analytical writing	46	20.4	50	73.5
MAT	24	10.6	4	5.9
TOEFL	167	73.9	—	—
Programs reporting	217		66	

## Applications and New Enrollments

Programs reported student enrollment as of fall 2013. 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 13. Number of Degree-Seeking Applicants and Newly Enrolled Students by Program Level**

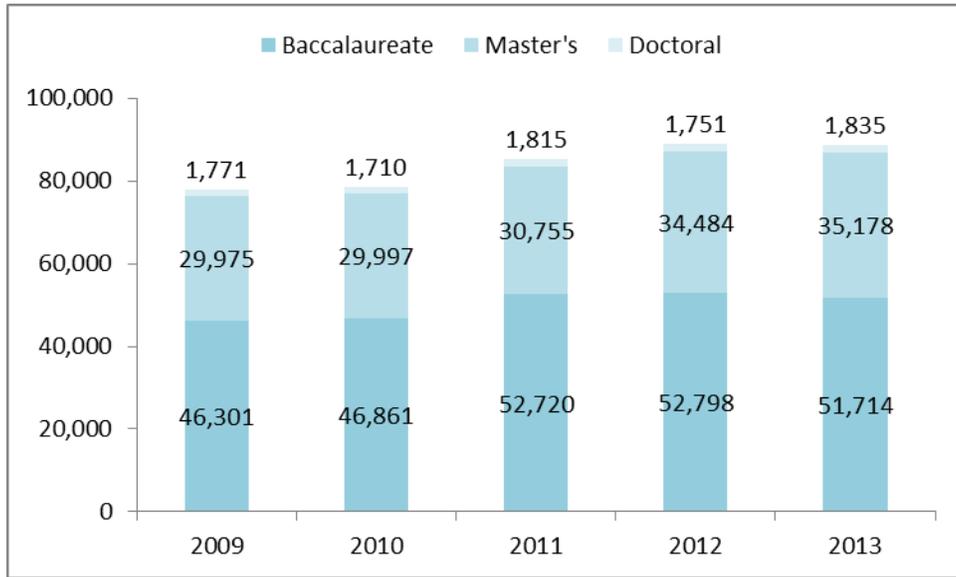
Process Stage	Program Level			
	Baccalaureate	Master's		Doctoral
		Full-Time	Part-Time	
<b>Application</b>				
Applications received	25,579	44,759	12,695	1,962
Programs reporting	431	203	161	67
Applications accepted	19,531	26,533	8,243	593
Programs reporting	433	204	164	67
Overall acceptance rate (%)	76.4	59.3	64.9	30.2
<b>New Enrollment</b>				
New students enrolled	17,428	15,690	6,867	441
Programs reporting	430	206	168	67
Overall new enrollment rate (%)	89.2	59.1	83.3	74.4

The acceptance rate was highest for baccalaureate programs. Accepted applicants to baccalaureate programs were most likely to enroll. There was a total new enrollment of 40,426 social work students of which baccalaureate programs contributed 43.1%, master's programs contributed 55.8%, and doctoral programs contributed 1.1%.

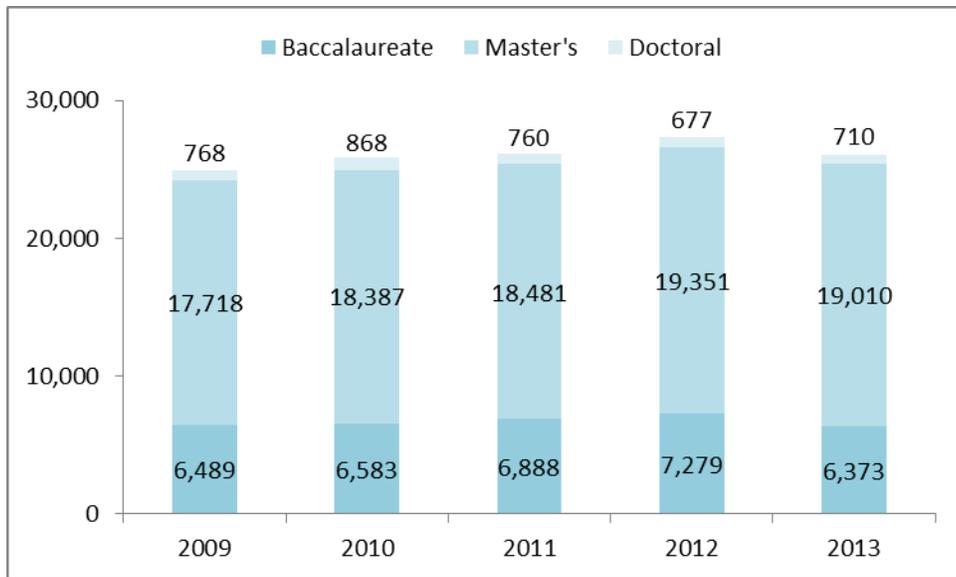
## Student Enrollment

There was a total enrollment of 88,727 full-time and 26,093 part-time social work students. For full-time enrollment, baccalaureate programs contributed 58.3%, master's programs contributed 39.6%, and doctoral programs contributed 2.1%. For part-time enrollment, baccalaureate programs contributed 24.4%, master's programs contributed 72.9%, and doctoral programs contributed 2.7%. Across the 5-year period of 2009 to 2013, the full-time enrollment of baccalaureate students increased by 11.7%; the full-time enrollment of master's students increased by 17.4%; the full-time enrollment of doctoral students increased by 3.6%. From 2009 to 2013, the part-time enrollment of baccalaureate students decreased by 1.8%; the part-time enrollment of master's students increased by 7.3%; the part-time enrollment of doctoral students decreased by 7.6%.

**Figure 2. Full-Time Enrollment by Program Level, 2009–2013**



**Figure 3. Part-Time Enrollment by Program Level, 2009–2013**



Based on requests, a new summary table has been added to the annual statistics report: student enrollment by state/territory and program level. The states reporting the highest overall enrollments were New York and California.

**Table 14. Student Enrollment by State/Territory and Program Level**

State/Territory	Program Level					
	Baccalaureate		Master's		Doctoral	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Alabama	1,866	148	447	0	20	11
Alaska	81	82	23	46	—	—
Arizona	744	125	450	186	19	12
Arkansas	586	20	173	100	—	—
California	2,578	157	3,790	3,392	127	6
Colorado	628	56	537	58	33	11
Connecticut	595	38	536	69	19	8
Delaware	106	20	94	6	—	—
District of Columbia	118	42	184	55	18	0
Florida	1,577	229	1,097	771	38	66
Georgia	684	62	597	274	29	0
Guam	32	2	—	—	—	—
Hawaii	128	12	154	151	16	5
Idaho	523	25	340	19	—	—
Illinois	1,770	279	1,901	790	114	27
Indiana	1,494	167	335	459	38	9
Iowa	671	38	248	108	15	0
Kansas	456	97	398	296	22	13
Kentucky	1,847	257	855	173	29	25
Louisiana	1,109	64	577	271	17	7
Maine	268	61	78	108	—	—
Maryland	879	100	1,081	33	35	0
Massachusetts	1,044	232	2,048	1,047	98	37
Michigan	3,321	651	1,589	957	151	12
Minnesota	1,401	270	326	330	—	—
Mississippi	1,742	250	101	143	—	—
Missouri	1,065	210	818	394	59	7
Montana	15	15	56	16	—	—
Nebraska	339	33	73	28	—	—
Nevada	80	26	157	110	—	—
New Hampshire	191	9	123	15	—	—
New Jersey	1,094	74	1,044	606	78	7
New Mexico	534	16	355	190	—	—
New York	2,722	387	5,287	2,296	264	242
North Carolina	2,166	267	851	219	29	2
North Dakota	234	41	46	119	—	—
Ohio	2,464	400	1,009	536	66	14
Oklahoma	323	9	205	159	—	—
Oregon	336	38	226	269	79	1
Pennsylvania	2,932	353	1,587	1,119	112	39
Puerto Rico	777	13	258	0	—	—
Rhode Island	317	96	93	121	—	—
South Carolina	646	29	394	339	6	11
South Dakota	116	4	66	7	—	—
Tennessee	1,568	171	435	364	20	59
Texas	3,147	340	2,099	946	136	51
Utah	327	0	395	75	43	0
Vermont	106	0	—	—	—	—
Virginia	1,443	173	600	232	29	28
Washington	579	37	549	471	38	0
West Virginia	486	38	118	111	—	—
Wisconsin	1,355	95	356	409	38	0
Wyoming	104	15	19	17	—	—
Total	51,714	6,373	35,178	19,010	1,835	710

## Full-Time Faculty Teaching Load

Programs reported full-time faculty teaching load by number of courses per year.

**Table 15. Full-Time Faculty Teaching Load by Program Level**

Program Level	Median Number of Courses Per Year	Number of Programs Reporting
Baccalaureate	7.0	468
Master's	6.0	219
Doctoral	3.3	64

## Online Course Offerings

The 2013 Annual Survey inaugurated a section on online or distance education courses offered by social work programs. Master's programs were more likely than baccalaureate programs to have an online presence. Doctoral programs were least likely to have online offerings.

**Table 16. Availability of Online Courses by Program Level**

Response	Program Level					
	Baccalaureate		Master's		Doctoral	
	Number	%	Number	%	Number	%
Yes, the entire program is available online	10	2.1	18	8.1	0	0
Yes, part of the program is online	173	36.7	113	50.9	8	11.8
No, but online/distance education courses will be in operation next academic year	8	1.7	6	2.7	0	0
No, but online/distance education courses are being developed	57	12.1	29	13.1	6	8.8
No online/distance education offerings are being considered	223	47.3	55	24.8	53	77.9
Other	0	0	1	0.5	1	1.5
Programs reporting	471		222		68	

## Program Budget

Programs reported the following financial information.

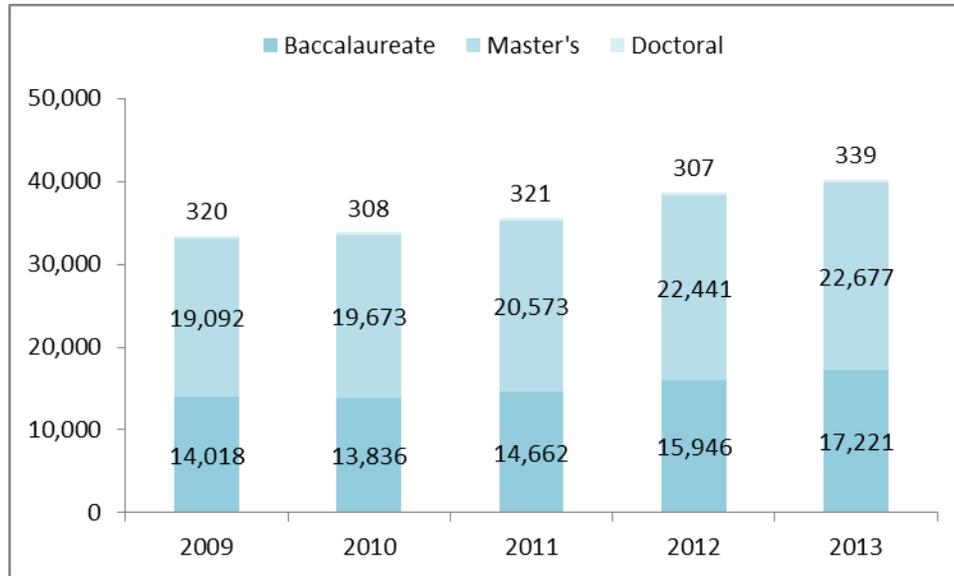
**Table 17. Budget by Program Level**

Program Level	Programs Reporting		Mean	Median
	Number	%		
<b>Baccalaureate</b>				
Budget from college/university	334	70.0	\$1,937,209	\$260,274
Externally funded research expenditures	69	14.5	\$689,342	\$86,869
Philanthropic support raised	112	23.5	\$251,677	\$3,540
Endowment	96	20.1	\$2,969,120	\$86,850
<b>Master's</b>				
Budget from college/university	141	62.4	\$3,094,799	\$974,055
Externally funded research expenditures	85	37.6	\$2,572,872	\$467,493
Philanthropic support raised	94	41.6	\$461,966	\$41,023
Endowment	67	29.6	\$7,363,112	\$982,163
<b>Doctoral</b>				
Budget from college/university	38	55.9	\$1,132,941	\$357,079
Externally funded research expenditures	21	30.9	\$1,276,148	\$200,000
Philanthropic support raised	19	27.9	\$704,350	\$30,359
Endowment	20	29.4	\$3,663,914	\$362,530

## Degrees Awarded

A total of 40,237 social work degrees were awarded for the 2012–2013 academic year; 42.8% were baccalaureate degrees, and 56.4% were master’s degrees. Doctoral degrees comprised 0.8% of social work degrees awarded.

**Figure 4. Number of Degrees Awarded by Program Level, 2009–2013**



## Student Licensure

One hundred thirty-eight baccalaureate programs and 174 master’s programs reported that their graduates took state licensure examinations. Table 18 below presents licensure examination pass rates for those programs that provided the information. Information about ASWB examination pass rates can be found on the [CSWE website](#).

**Table 18. Student Licensure by Program Level**

Program Level	
<b>Baccalaureate</b>	
Student state licensure examination pass rate (%)	82.9
Number of programs reporting	94
<b>Master’s</b>	
Pass rate (%) for master’s-level examination (no post-degree experience)	85.4
Number of programs reporting	84
Pass rate (%) for advanced generalist examination	72.0
Number of programs reporting	13
Pass rate (%) for clinical examination	75.4
Number of programs reporting	64

## Student Loan Debt

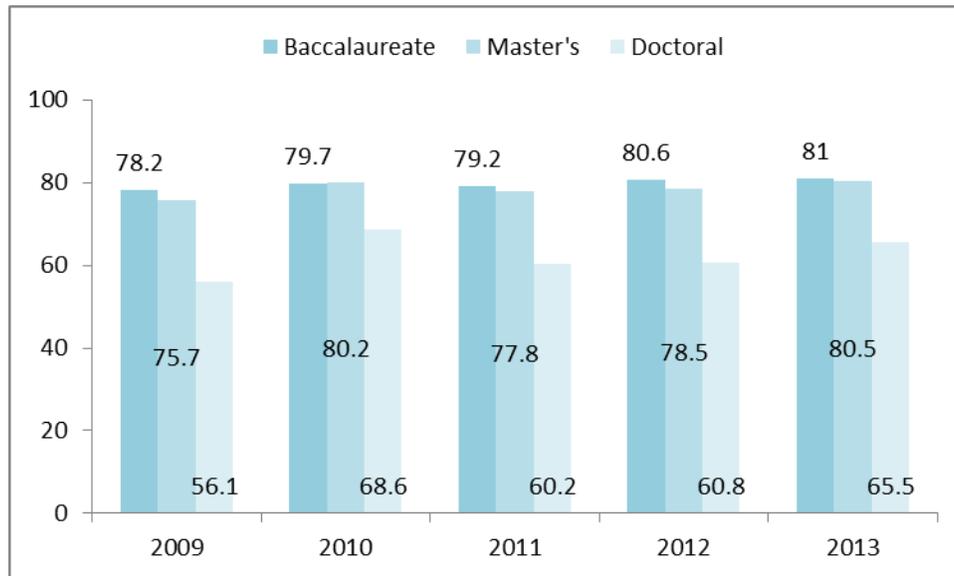
A smaller proportion of doctoral graduates carried loan debt compared with baccalaureate and master’s graduates, but amount of student loan debt increased with program level.

**Table 19. Student Loan Debt by Program Level**

Student Loan Debt	Program Level		
	Baccalaureate	Master’s	Doctoral
Percent of students with loan debt	81.0	80.5	65.5
Number of programs reporting	319	125	25
Mean amount of loan debt	\$31,880	\$41,754	\$42,149
Number of programs reporting	274	118	20

The Annual Survey reports only formal loan data provided by university financial aid offices. However, student debt load may include debt other than formal loans. According to a survey of MSW graduates from 25 states,<sup>1</sup> more than a quarter of respondents owed at least \$40,000 related to earning their MSW degrees. About 30% had borrowed at least \$30,000 of their total college education debt. Credit cards were used more commonly than any private educational loan to finance the students' professional education; a quarter of respondents had at least a \$500 monthly credit card payment obligation. Two thirds of the class of 2011 had loan debt, with an average debt of \$26,600, according to a report from the Institute for College Access and Success.<sup>2</sup> That was a 5% increase from 2010.

**Figure 5. Percentage of Graduates With Loan Debt by Program Level, 2009–2013**

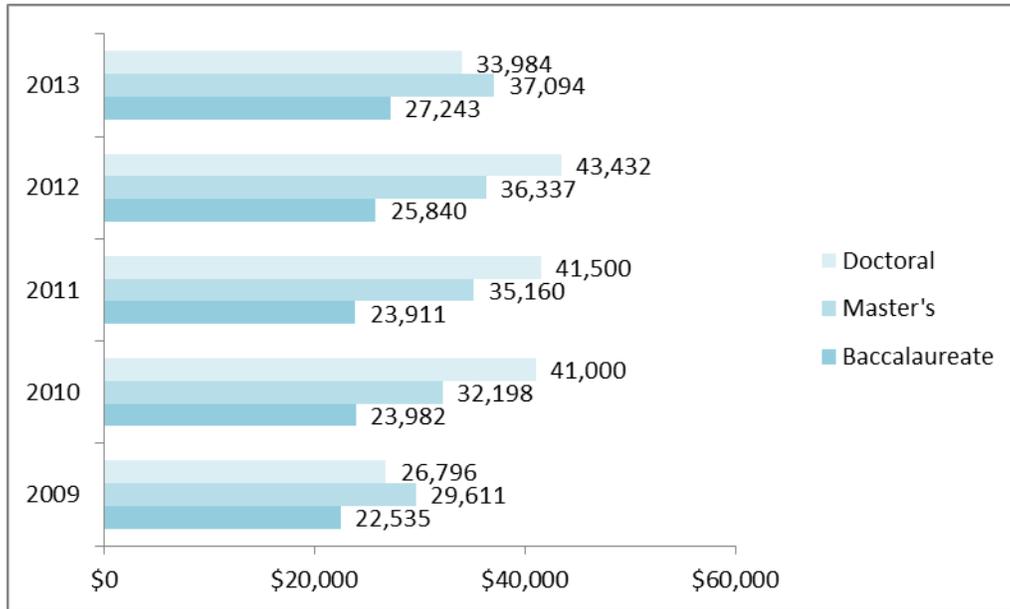


In recent years, the proportion of graduates with loan debt has been increasing. The amount of loan debt has been increasing for baccalaureate and master's graduates; in the most recent academic year, the amount of loan debt reported for doctoral graduates dropped.

<sup>1</sup> Yoon, I. (2012). Debt burdens among MSW graduates: A national cross-sectional study. *Journal of Social Work Education, 48*, 105–125.

<sup>2</sup> Institute for College Access and Success. (2012, October). *Student debt and the class of 2011*. Available at <http://projectonstudentdebt.org/files/pub/classof2011.pdf>

**Figure 6. Median Amount of Graduate Loan Debt by Program Level, 2009–2013**



### Title IV-E Stipends

Since 1980, the federal Title IV-E training program<sup>3</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 20. Programs Offering Title IV-E Stipends**

Program Level	Number of States	Number of Programs	% of Programs Reporting
Baccalaureate	31	146	31.5
Master's	33	94	42.5

<sup>3</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: Interprofessional Education Offerings

Beginning with the 2013 Annual Survey, the CSWE Commission on Research introduced a short topical section that will vary in each annual survey. In 2013, this section focused on the issue of interprofessional education (IPE). CSWE used the World Health Organization (2010) statement as a definition: “Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health concerns.”

With the implementation of the Affordable Care Act, CSWE received numerous questions about how social work students were being prepared for the changing healthcare environment. This special topics section explored how social work programs were collaborating in educational initiatives with other health and behavioral health professions.

About two thirds of BSW programs and about half of MSW programs reported that they had no interprofessional education offerings.

**Table 21. Programs With Interprofessional Education Offerings**

Does your social work program have any interprofessional education (IPE) offerings?	BSW Programs		MSW Programs	
	Number	%	Number	%
Yes	126	27.5	92	42.6
No	316	68.8	115	53.2
Not sure	17	3.7	9	4.2
Programs reporting	459		216	

Programs that reported not having interprofessional offerings were asked for the top three reasons for their lack of offerings. The most commonly cited reason by both BSW and MSW programs was lack of resources. The second most frequently cited reason by BSW programs was uncertainty about how to initiate such offerings. The second most frequently cited reason by MSW programs was that such offerings were still in the development stage.

Among other reasons reported by BSW programs were: There were no undergraduate programs in health professions at their institutions with which the BSW programs could collaborate. There were plans to have IPE offerings at the master’s level, not the baccalaureate level. The programs had cross-listed courses but they were not sure if these courses qualified as IPE. The programs had not been aware of any ACA-related initiatives.

Several MSW programs reported that they would explore such IPE offerings in future.

**Table 22. Reasons That Programs Did Not Have Interprofessional Education Offerings**

Reason for Lack of IPE Offerings	BSW Programs		MSW Programs	
	Number	%	Number	%
Lack of resources	167	52.8	64	55.7
Social work program is interested but not sure how to start	95	30.1	20	17.4
IPE offerings are being developed	43	13.6	28	24.3
Lack of interest by other professionals at institution	44	13.9	14	12.2
No health/behavioral health programs at institution	36	11.4	9	7.8
Lack of interest in social work program	23	7.3	12	10.4
Other	44	13.9	10	8.7
Programs reporting	316		115	

Nursing was the most frequently reported health profession with which BSW and MSW programs were involved, followed by public health. Among other health professions that were involved in IPE offerings with BSW programs were physical therapy, speech pathology, dietetics/nutrition, and respiratory therapy. Among other health professions that were involved in IPE offerings with MSW programs were physical therapy, speech pathology, and nutrition.

**Table 23. Health Professions Involved in Interprofessional Education Offerings**

Health Profession	BSW Programs		MSW Programs	
	Number	%	Number	%
Dentistry	4	3.2	16	17.4
Medicine	22	17.5	43	46.7
Nursing	81	64.3	62	67.4
Osteopathic medicine	4	3.2	2	2.2
Pharmacy	20	15.9	26	28.3
Public health	34	27.0	51	55.4
Other	54	42.9	35	38.0
No IPE offerings with health professions	33	26.2	8	8.7
Programs reporting	126		92	

Psychology was the most frequently reported behavioral health profession with which BSW programs were involved, followed by occupational therapy. This order was flipped at the master's level; occupational therapy was the most frequently reported behavioral health profession with which MSW programs were involved, followed by psychology. Among other behavioral health professions involved in IPE offerings with BSW programs were counseling and gerontology. Among other behavioral health professions involved in IPE offerings with MSW programs were counseling and public health.

**Table 24. Behavioral Health Professions Involved in Interprofessional Education Offerings**

Behavioral Health Profession	BSW Programs		MSW Programs	
	Number	%	Number	%
Marriage & family therapy	14	11.1	11	12.0
Occupational therapy	21	16.7	26	28.3
Psychiatric nursing	6	4.8	15	16.3
Psychiatry	6	4.8	15	16.3
Psychology	65	51.6	24	26.1
Other	35	27.8	16	17.4
No IPE offerings with behavioral health professions	37	29.4	23	25.0
Programs reporting	126		92	

BSW programs' IPE offerings with disciplines other than health or behavioral health fields included criminal justice, law, sociology, and women's/gender studies. MSW programs' IPE offerings with disciplines other than health or behavioral health fields included business, education, law, and public administration.

At the baccalaureate and master's levels, combined courses and special events were the most common activities included in interprofessional education offerings, followed by field placements and joint projects. Other activities reported by BSW programs included international studies, grant activities, and continuing education workshops. Other activities reported by MSW programs included joint certificates or dual degrees, continuing education/professional development, and study abroad.

**Table 25. Activities Included in Interprofessional Education Offerings**

Activity	BSW Programs		MSW Programs	
	Number	%	Number	%
Combined courses	61	48.4	45	48.9
Field placements	44	34.9	42	45.7
Joint projects	41	32.5	42	45.7
Portions of courses (e.g., modules, lectures)	40	31.7	24	26.1
Skills workshops	27	21.4	22	23.9
Special events (e.g., conferences)	55	43.7	45	48.9
Other	24	19.0	16	17.4
Programs reporting	126		92	

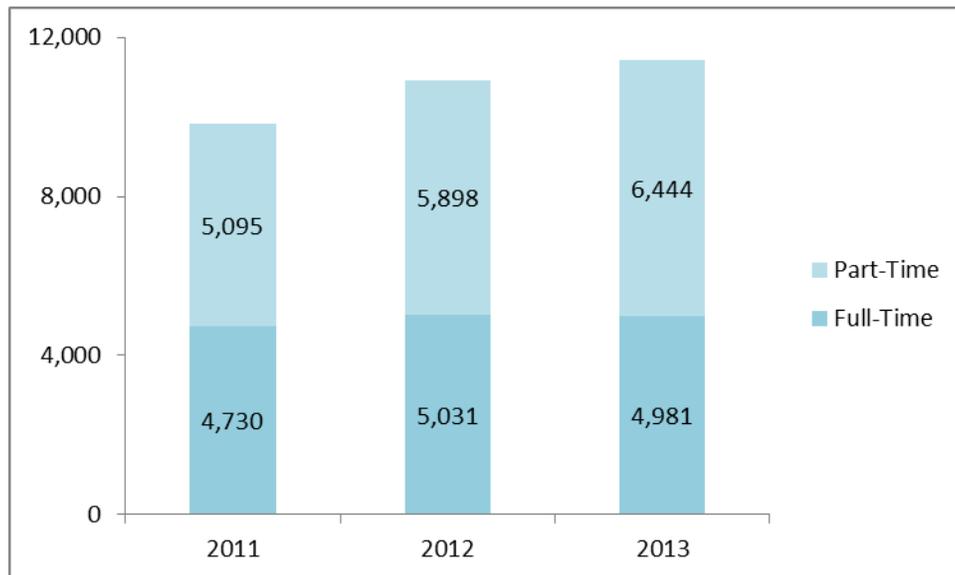
## Full-Time and Part-Time Faculty Members

In 2011 the faculty section of the Annual Survey was modified. 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 only aggregate information about full-time and part-time faculty members. 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; programs self-defined their full-time and part-time/contract faculty members.

### Number of Faculty Members

In the 2013 Annual Survey, 479 (87.1%) institutions provided information about 4,981 full-time and 6,444 part-time faculty members. Data in Figure 7 were taken from the faculty survey. Only data from survey years 2011–2013 are included, reflecting the changeover to aggregate information.

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



In the faculty survey instrument, programs were asked to report the number of full-time and part-time faculty members and instructional staff by assigned program level. Because faculty may teach at more than one program level, faculty may have been counted more than once.

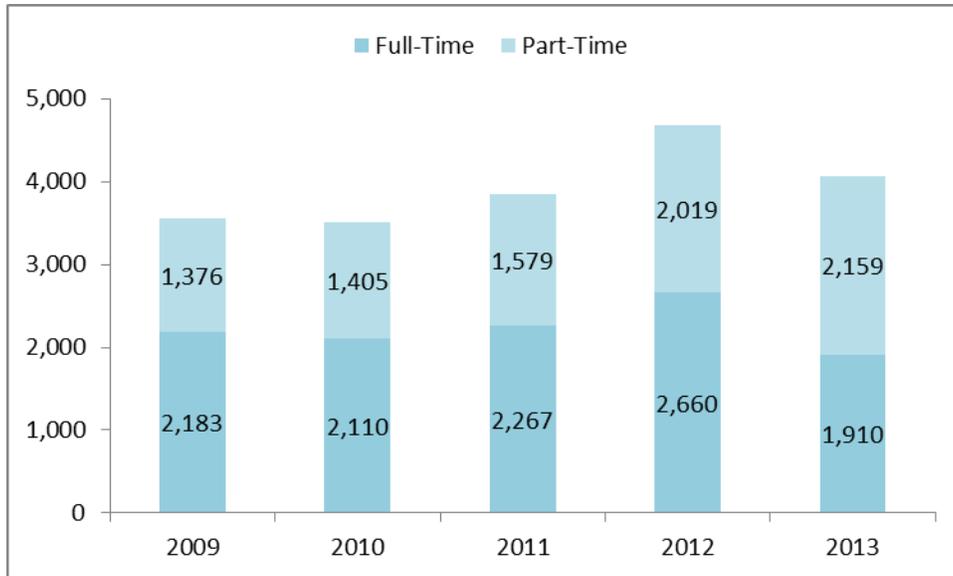
Table 26. Faculty Teaching Assignment by Program Level

Faculty	Number
<b>Full-Time</b>	
With principal assignment to baccalaureate programs	1,910
With principal assignment to master's programs	2,653
With principal assignment to doctoral programs	495
<b>Part-Time or Contract</b>	
Teach baccalaureate-level courses	2,159
Teach master's-level courses	3,987
Teach doctoral-level courses	55
Programs reporting	469

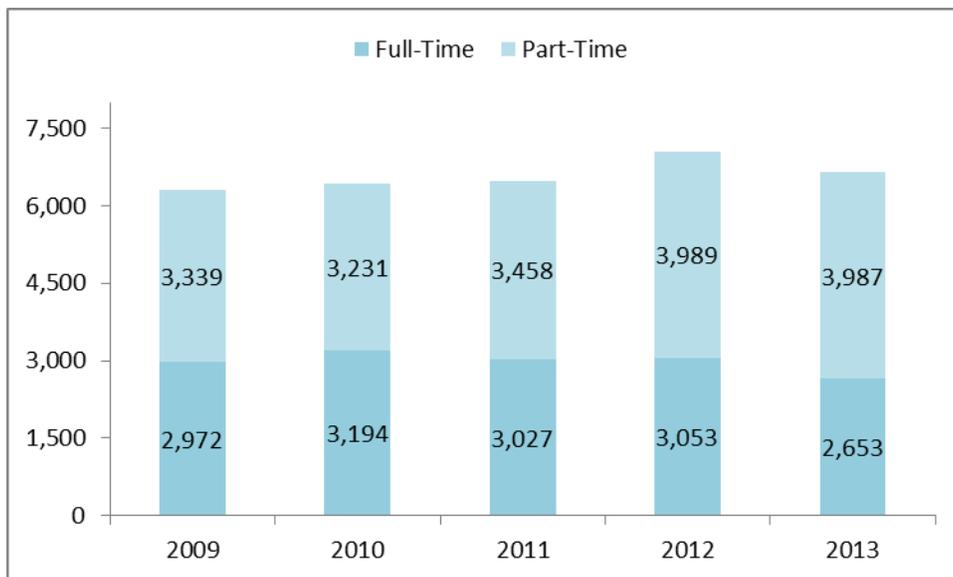
Data in the following three figures were taken from the baccalaureate, master's, and doctoral program survey instruments in the time period 2009–2012. In the 2013 Annual Survey, data in the following three figures and the

remaining data in this Full-Time and Part-Time Faculty report section were taken from the faculty survey instrument. The number of full-time and part-time faculty reported by programs for their instructional staff do not match the number of full-time and part-time faculty reported by programs for demographic characteristics.

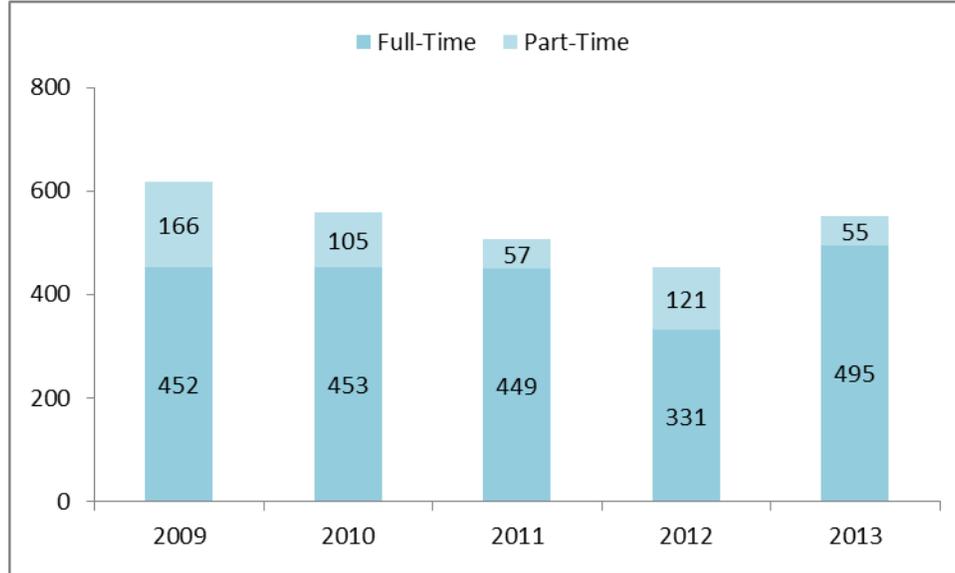
**Figure 8. Number of Faculty Members With Primary Teaching Responsibility at Baccalaureate Program Level, 2009–2013**



**Figure 9. Number of Faculty Members With Primary Teaching Responsibility at Master's Program Level, 2009–2013**



**Figure 10. Number of Faculty Members With Primary Teaching Responsibility at Doctoral Program Level, 2009–2013**



### **Demographic Characteristics**

See page 5 of this report to review the methods of calculating proportional demographic distributions by gender, age group, and 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 30.0% ( $n=1,496$ ) of full-time faculty members. Additionally, 1.4% ( $n=72$ ) of full-time faculty was foreign (no resident visa).

Compared with full-time faculty members, part-time faculty members tended to be younger, and a smaller proportion (23.1%;  $n=1,491$ ) was from historically underrepresented groups. Only 0.4% ( $n=28$ ) of part-time faculty members was foreign (no resident visa).

**Table 27. Demographic Characteristics of Full-Time and Part-Time Faculty Members**

Demographic Category	Full-Time		Part-Time	
	Number	%	Number	%
<b>Gender</b>				
Male	1,519	30.6	1,769	27.6
Female	3,447	69.4	4,636	72.4
Unknown	15		39	
<b>Age Group</b>				
Under 35 years	265	5.3	626	9.7
35–44 years	1,071	21.5	1,448	22.5
45–54 years	1,159	23.3	1,345	20.9
55–64 years	1,472	29.6	1,211	18.8
65 years or older	562	11.3	559	8.7
Unknown	452	9.1	1,255	19.5
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	3,389	68.0	4,237	65.8
African American/Other Black	735	14.8	828	12.8
Chicano/Mexican American	104	2.1	123	1.9
Puerto Rican	53	1.1	81	1.3
Other Latino/Hispanic	130	2.6	212	3.3
American Indian/Native American	63	1.3	33	0.5
Asian American/Other Asian	301	6.0	136	2.1
Pacific Islander	14	0.3	17	0.3
Other	48	1.0	22	0.3
Multiple race/ethnicity	48	1.0	39	0.6
Unknown	96	1.9	716	11.1
Programs reporting	468		412	

### 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 28. Academic Rank of Full-Time and Part-Time Faculty Members**

Academic Rank	Full-Time		Part-Time	
	Number	%	Number	%
Professor	1,031	20.0	49	0.8
Associate p	1,316	25.6	79	1.3
Assistant professor	1,359	26.4	280	4.5
Instructor	309	6.0	807	13.0
Lecturer	276	5.4	1,398	22.6
Clinical appointment	358	7.0	57	0.9
Emeritus	25	0.5	38	0.6
Adjunct	170	3.3	3,045	49.2
Field instructor	133	2.6	282	4.6
Other	167	3.2	96	1.6
None	—	—	55	0.9
Unknown	1	< 0.1	1	< 0.1
Total	5,145		6,187	
Programs reporting	465		402	

Among full-time faculty members with an administrative title, program directors were most common, with 30.8% ( $n=503$ ) holding one of those titles, followed by director of field instruction.

**Table 29. Administrative Title of Full-Time Faculty Members**

Administrative Title	Number	%
Dean	67	4.1
Director	139	8.5
Chairperson	207	12.7
<b>Program Directors</b>		
Director of doctoral program	61	3.7
Director of master's program	156	9.6
Director of baccalaureate program	286	17.5
<b>Other Dean or Director Positions</b>		
Associate dean or director	106	6.5
Assistant dean or director	18	1.1
Director of research/research administrator	20	1.2
Director of continuing education or work study	10	0.6
Director of admissions or minority recruitment	26	1.6
<b>Field Education</b>		
Director of field instruction	391	24.0
Associate/assistant director of field instruction	63	3.9
<b>Other Titles</b>	82	5.0
Total	1,632	
Programs reporting	466	

### 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 30. Tenure Status of Full-Time Faculty Members**

Tenure Status	Number	%
Tenured	2,213	45.8
On tenure track	1,145	23.7
Nontenured or contingent	1,227	25.4
Institution has no tenure system	133	2.8
Other	112	2.3
Unknown	1	< 0.1
Total	4,831	
Programs reporting	459	

### Academic Degrees

Most full-time faculty (88.9%;  $n=4,426$ ) and part-time faculty members (83.7%;  $n=5,394$ ) 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 31. 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	2,394	48.3	424	7.0
Advanced practice doctorate in social work or social welfare	335	6.8	159	2.6
Other doctoral degree	701	14.2	300	5.0
Master's of social work	1,377	27.8	4,639	77.0
Other master's degree	75	1.5	224	3.7
Law	37	0.7	69	1.1
Medicine	4	0.1	9	0.1
Other	26	0.5	46	0.8
Unknown	4	0.1	155	2.6
Total	4,953		6,025	
Programs reporting	465		405	

### Professional Licensure

Over half (51.4%;  $n=2,562$ ) of full-time faculty members held a license in social work.

### Research Activities

During academic year 2012–2013, 58.5% ( $n=2,914$ ) full-time faculty members engaged in research activities.

### Faculty Salary

Programs reported the following average annual salary data for full-time faculty members as of November 1, 2013.

**Table 32. Average Annual Salary for Full-Time Faculty Members by Academic Rank**

Academic Rank	Programs Reporting		Number of Faculty Reported	Mean Salary Reported	Middle 50% Salary Range	
	Number	%				
Professor	18	3.8	33	\$82,759	\$68,838	\$97,191
Associate professor	21	4.4	57	\$67,852	\$54,500	\$76,500
Assistant professor	24	5.0	88	\$57,086	\$50,250	\$60,000

**Table 33. Average Annual Salary for Full-Time Faculty Members by Administrative Title**

Administrative Title	Programs Reporting		Mean Salary Reported	Middle 50% Salary Range	
	Number	%			
Dean	53	11.1	\$170,194	\$117,500	\$213,249
Director/chair of school/department of social work	212	44.3	\$93,203	\$68,348	\$103,414
Director of social work doctoral program	48	10.0	\$105,561	\$90,272	\$116,142
Director of MSW program	113	23.6	\$81,765	\$65,000	\$94,343
Director of BSW program	222	46.3	\$70,219	\$60,000	\$78,708
Director of Field instruction/education	267	55.7	\$62,895	\$52,000	\$70,000

# Baccalaureate Programs

In 2013, 97.3% ( $n=477$ ) baccalaureate programs participated in the Annual Survey.

## Certificates

Sixty-four (13.7%) programs offered formal certificate programs. The most frequently offered certificates were in aging/gerontology/geriatrics and in child welfare. Certificates mentioned in the other category included Christian ministry, disabilities, legal studies, mental health, nonprofit studies, and play therapy.

**Table 34. Certificates Offered by Baccalaureate Programs**

Certificate	Number	%
Aging/gerontology/geriatrics	25	29.8
Child advocacy/child protection/child welfare/public child welfare	25	29.8
Addictions counseling/chemical dependency/substance abuse	12	14.3
Cross-cultural competency/diversity/ethnic studies	4	4.8
Family, children, & youth/family life/family support	3	3.6
School social work	3	3.6
Case management	2	2.4
Health/health care	2	2.4
Juvenile delinquency/juvenile justice	2	2.4
Other	6	7.1
Total	84	
Programs reporting	64	

## Enrollment

Most programs (79.0%;  $n=372$ ) reported that an application was required to declare social work as a major.

There were 51,714 full-time social work majors enrolled as of fall 2013 in the 456 programs that provided this information, with an average of 113 students per program. There were 6,373 part-time social work majors enrolled as of fall 2013 in the 256 programs that provided this information, with an average of 25 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 gender, age group, and historically underrepresented groups.

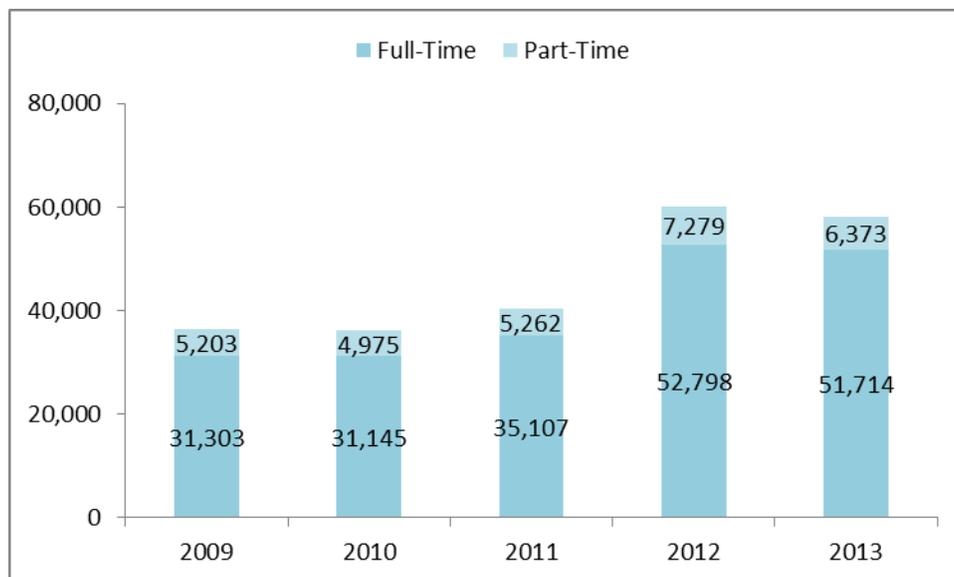
**Table 35. Demographic Characteristics of Full-Time and Part-Time Baccalaureate Students**

Demographic Category	Full-Time		Part-Time	
	Number	%	Number	%
<b>Gender</b>				
Male	6,516	12.8	917	14.8
Female	44,347	87.2	5,280	85.2
Unknown	851		176	
<b>Age Group</b>				
Under 25 years	34,353	66.4	1,803	28.3
25–34 years	7,506	14.5	1,817	28.5
35–44 years	3,704	7.2	1,217	19.1
45 years or older	2,624	5.1	1,111	17.4
Unknown	3,527	6.8	425	6.7
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	27,128	52.5	2,921	45.8
African American/Other Black	12,821	24.8	1,772	27.8
Chicano/Mexican American	1,577	3.0	95	1.5
Puerto Rican	704	1.4	51	0.8
Other Latino/Hispanic	3,697	7.1	552	8.7
American Indian/Native American	470	0.9	86	1.3
Asian American/Other Asian	982	1.9	100	1.6
Pacific Islander	144	0.3	22	0.3
Other	281	0.5	29	0.5
Multiple race/ethnicity	956	1.8	79	1.2
Unknown	2,954	5.7	666	10.5
Programs reporting	456		256	

Overall, the majority of full-time students was female and under 25 years of age. Full-time students from historically underrepresented groups made up 41.8% ( $n=21,632$ ) of the total full-time enrollment. Among full-time students, 0.8% ( $n=408$ ) were foreign (no resident visa).

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 (43.7%;  $n=2,786$ ). Among part-time students, 0.3% ( $n=18$ ) were foreign.

**Figure 11. Baccalaureate Student Enrollment, 2009–2013**



## Field Education

In the 2013 Annual Survey, 452 programs provided information on 16,386 students in field placements as of November 1, 2013. Among the field placement categories, child welfare continued to have the highest concentration of students, followed by family services, school social work, mental health or community mental health, aging/gerontological social work, and health. The most common placements listed in the other category were various types of refugee/immigrant services or homeless/unemployment/basic needs services.

**Table 36. Field Placements of Baccalaureate Students by Category**

Field Placement Category	Number	%
Child welfare	2,721	16.6
Family services	1,753	10.7
School social work	1,620	9.9
Mental health or community mental health	1,567	9.6
Aging/gerontological social work	1,518	9.3
Health	1,226	7.5
Corrections/criminal justice	909	5.5
Domestic violence or crisis intervention	826	5.0
Alcohol, drug, or substance abuse	740	4.5
Housing	614	3.7
Developmental disabilities	536	3.3
Public assistance/public welfare	476	2.9
Community planning	393	2.4
Group services	295	1.8
International	195	1.2
Rehabilitation	160	1.0
Social policy	136	0.8
Military social work	127	0.8
Administration	94	0.6
Program evaluation	25	0.2
Other	455	2.8
Subtotal	16,386	
Not yet assigned to field but will be assigned later in the academic year	1,464	
Not participating in field instruction this academic year	5,975	
Total	23,825	
Programs reporting	452	

## Degrees Awarded

During the 2012–2013 academic year, 471 baccalaureate programs awarded 17,221 degrees. Most graduates were female, 37.4% ( $n=6,440$ ) were from historically underrepresented groups, and 0.6% ( $n=96$ ) of graduates were foreign.

**Table 37. Demographic Characteristics of Baccalaureate Graduates**

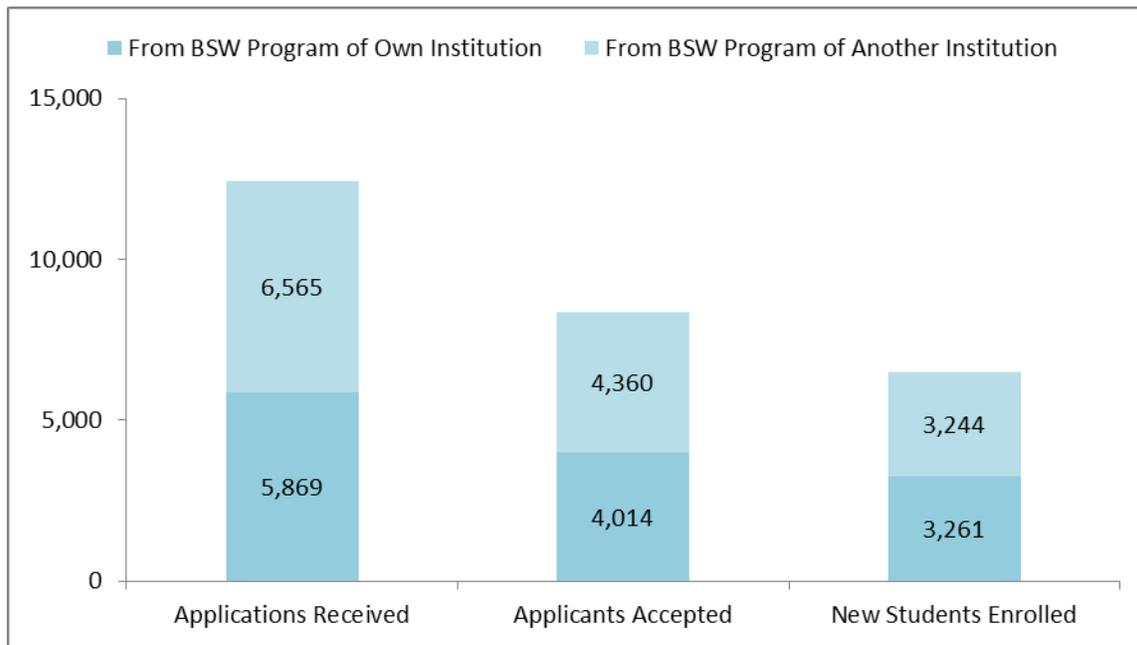
Demographic Category	Baccalaureate Graduates	
	Number	%
<b>Gender</b>		
Male	2,046	12.4
Female	14,465	87.6
Unknown	710	
<b>Age Group</b>		
Under 25 years	8,886	51.6
25–34 years	3,636	21.1
35–44 years	1,598	9.3
45 years or older	1,056	6.1
Unknown	2,045	11.9
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	9,290	53.9
African American/Other Black	3,607	20.9
Chicano/Mexican American	472	2.7
Puerto Rican	193	1.1
Other Latino/Hispanic	1,258	7.3
American Indian/Native American	172	1.0
Asian American/Other Asian	344	2.0
Pacific Islander	48	0.3
Other	99	0.6
Multiple race/ethnicity	247	1.4
Unknown	1,491	8.7
Programs reporting	471	

## Master's Programs

### Advanced-Standing Application and New Enrollment

In 2013, 99.1% ( $n=226$ ) of master's programs participated in the Annual Survey. The overall acceptance rate (68.4%) 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 (81.2%) of advanced-standing applicants from their own baccalaureate programs also was higher than the overall new enrollment rate (74.4%) of advanced-standing applicants from other baccalaureate programs.

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



### Dual/Joint Degrees and Certificates

Two hundred-fourteen programs reported offering at least one dual/joint degree. Law was the most popular dual/joint degree, followed by public health. Among the more frequently reported dual/joint degrees in the other category were bioethics, gerontology, and social policy.

**Table 38. Master's Programs Offering Dual/Joint Degrees**

Dual/Joint Degree	Number of Programs Offering	% of Programs Offering
Law	52	24.3
Public health	37	17.3
Theology/divinity	26	12.1
Doctorate in social work	24	11.2
Public administration/public policy	24	11.2
Business administration	20	9.3
Criminal justice/criminology	6	2.8
Urban planning	6	2.8
Education	4	1.9
International studies	3	1.4
Other	27	12.6

Two hundred-seventeen 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 global/international health/refugees and trauma.

**Table 39. Master’s Programs Offering Certificates**

Area of Certificate	Number	%
Aging/gerontology	54	24.9
School social work	40	18.4
Addictions/substance abuse	25	11.5
Child welfare	15	6.9
Nonprofit management	14	6.5
Developmental disabilities	8	3.7
Family and marriage	7	3.2
Human services management	7	3.2
Military social work	7	3.2
Women’s studies	5	2.3
Jewish services	4	1.8
Other	53	24.4

## Enrollment

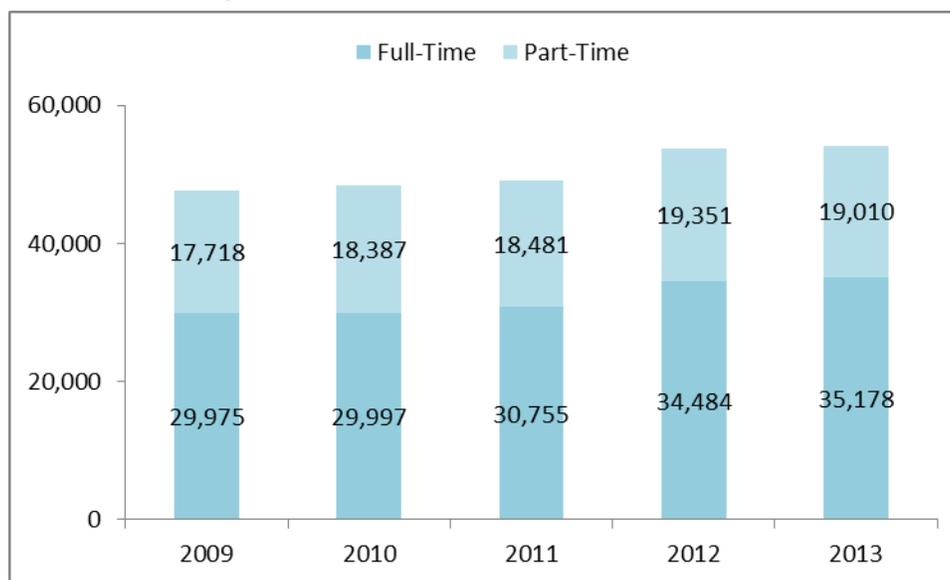
There were 35,178 full-time students enrolled as of fall 2013 in the 213 programs that provided this information, with an average of 165.2 students per program. Overall, full-time master’s students were predominantly female and under 34 years of age. There were 35.1% ( $n=12,355$ ) full-time students from historically underrepresented groups and 2.0% ( $n=694$ ) full-time foreign students (no resident visa).

There were 19,010 part-time students enrolled as of fall 2013 in the 192 programs that reported this information, with an average of 99.0 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 38.3% ( $n=7,275$ ) part-time students from historically underrepresented groups and 0.9% ( $n=167$ ) part-time foreign students.

**Table 40. Demographic Characteristics of Full-Time and Part-Time Master’s Students**

Demographic Category	Full-Time		Part-Time	
	Number	%	Number	%
<b>Gender</b>				
Male	5,100	14.5	3,010	15.9
Female	29,996	85.5	15,927	84.1
Unknown	82		73	
<b>Age Group</b>				
Under 25 years	11,807	33.6	2,448	12.9
25–34 years	14,501	41.2	8,379	44.1
35–44 years	4,041	11.5	4,123	21.7
45 years or older	2,816	8.0	2,855	15.0
Unknown	2,013	5.7	1,205	6.3
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	20,213	57.5	10,184	53.6
African American/Other Black	5,515	15.7	3,710	19.5
Chicano/Mexican American	629	1.8	443	2.3
Puerto Rican	360	1.0	81	0.4
Other Latino/Hispanic	2,915	8.3	1,742	9.2
American Indian/Native American	324	0.9	188	1.0
Asian American/Other Asian	1,418	4.0	608	3.2
Pacific Islander	83	0.2	67	0.4
Other	260	0.7	116	0.6
Multiple race/ethnicity	851	2.4	320	1.7
Unknown	2,610	7.4	1,551	8.2
Number of programs reporting	213		192	

**Figure 13. Master's Student Enrollment, 2009–2013**



### Concentrations and Specializations

Almost one half of master's programs offered only method concentrations. About one third of the programs offered method and field of practice concentrations. The remaining programs offered only field of practice or some other type of concentration system.

**Table 41. Master's Programs Offering Concentrations**

Type of Concentration System	Number	%
Method	108	50.2
Field of practice	26	12.1
Method and field of practice	70	32.6
Other	11	5.1
Programs reporting	215	

Offerings and enrollment in direct practice/clinical concentrations outpaced other methods (table listings are by programs offering). The next highest offerings and enrollment were in advanced generalist.

**Table 42. Master's Programs Offering Concentrations by Method and Student Enrollment**

Method	Programs Offering		Enrollment	
	Number	%	Number of Students	Number of Programs Reporting
Direct practice/clinical	122	56.7	23,038	110
Advanced generalist	56	26.0	5,803	53
Management or administration	55	25.6	1,578	34
Community development/organization	54	25.1	1,829	40
Social policy	25	11.6	3,588	10
Program evaluation	17	7.9	754	6
Other	27	12.6	2,710	32
Not yet determined	—	—	4,235	31
Programs reporting	215			

Among fields of practice the concentration of children, youth, and families was the most popular, followed by mental health (table listings are by programs offering).

**Table 43. Master's Programs Offering Concentrations by Field of Practice and Student Enrollment**

Field of Practice	Programs Offering		Enrollment	
	Number	%	Number of Students	Number of Programs Reporting
Children, youth, and families	91	48.9	6,707	84
Mental health	69	37.1	4,031	61
Aging/gerontology	64	34.4	1,245	53
School social work	54	29.0	1,137	46
Health and mental health	49	26.3	1,703	31
Health	47	25.3	1,623	50
Addictions/substance sbuse	47	25.3	905	38
Community and social systems	38	20.4	943	35
Criminal justice/corrections	33	17.7	251	31
Disabilities	32	17.2	167	26
Military social work	24	12.9	272	21
International/global or immigrant issues	18	9.7	91	11
Housing services	18	9.7	86	20
Rural social work	16	8.6	287	10
Research	12	6.5	68	4
Occupational	12	6.5	45	9
Other	34	18.3	2,576	43
Not yet determined	—	—	3,622	34
Programs reporting	186			

### Field Education

In master's programs 36,774 full-time and part-time students were assigned to field placements as of November 1, 2013. Mental health or community mental health had the highest placement of students, followed by school social work, health, child welfare, and family services. The most common field placements in the other category were LGBT, university-related services, legal/legislative services, and homelessness/hospice care.

**Table 44. Field Placements of Master's Students by Category**

Field Placement Category	Number of Students	% of Students
Mental health or community mental health	8,417	22.9
School social work	4,166	11.3
Health	3,795	10.3
Child welfare	3,727	10.1
Family services	3,588	9.8
Aging/gerontological social work	2,275	6.2
Alcohol, drug, or substance abuse	1,860	5.1
Criminal justice/corrections	1,070	2.9
Domestic violence or crisis intervention	945	2.6
Community planning	947	2.6
Military social work	882	2.4
Housing services	834	2.3
Developmental disabilities	678	1.8
Administration	553	1.5
Group services	402	1.1
Public assistance/public welfare	378	1.0
Social policy	289	0.8
International	253	0.7
Occupational	171	0.5
Rehabilitation	169	0.5
Program evaluation	126	0.3
Other	1,249	3.4
Subtotal	36,774	
Not yet assigned to field but will be later in the academic year	3,248	
Not participating in field Instruction this academic year	5,910	
Total	45,932	
Programs reporting	206	

### Degrees Awarded

As reported by 217 programs, the median number of credits normally required for the master's degree was 60.0. As reported by 197 programs, the median number of credits required for an advanced-standing master's degree was 36.0.

During the 2012–2013 academic year 22,677 master's degrees were awarded by 219 programs. Most of the graduates were female. The proportion of graduates identifying with a historically underrepresented group was 31.2% ( $n=7,076$ ); 1.8% ( $n=403$ ) of graduates were foreign.

**Table 45. Demographic Characteristics of Master's Graduates**

Demographic Category	Master's Graduates	
	Number	%
<b>Gender</b>		
Male	2,965	13.6
Female	18,779	86.4
Unknown	933	
<b>Age Group</b>		
Under 25 years	4,030	17.8
25–34 years	10,421	46.0
35–44 years	3,327	14.7
45 years or older	2,268	10.0
Unknown	2,631	11.6
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	12,393	54.7
African American/Other Black	3,492	15.4
Chicano/Mexican American	371	1.6
Puerto Rican	208	0.9
Other Latino/Hispanic	1,511	6.7
American Indian/Native American	186	0.8
Asian American/Other Asian	726	3.2
Pacific Islander	67	0.3
Other	160	0.7
Multiple race/ethnicity	355	1.6
Unknown	3,208	14.1
Programs reporting	219	

## Doctoral Programs

In 2013, 93.2% ( $n=68$ ) social work doctoral programs that were members of GADE participated in the CSWE Annual Survey. Among the responding programs 94.1% ( $n=64$ ) offered PhD degrees, 4.4% ( $n=3$ ) offered both PhD and DSW degrees, and one program offered only the DSW degree.

A majority (63.6%,  $n=42$ ) of doctoral programs reported that their full-time faculty taught courses in other departments/schools at their institutions.

### Combined MSW/Doctoral Programs

More than a third (38.2%,  $n=26$ ) of programs reported having a combined MSW/doctoral program.

**Table 46. Applications and Enrollment in Combined MSW/Doctoral Programs**

Combined MSW/Doctoral Program	Number	%
Applicants	135	
Applicants who were admitted	26	
Overall admission rate (%)		19.3
Enrolled as of November 1, 2013	40	
Enrolled having no graduate degree	16	
Enrolled having graduate degree in another discipline	17	
Programs reporting	22	

### Application and New Enrollment

As reported by 65 programs, first-time, degree-seeking, newly enrolled students primarily came from a background in social work, with most (85.5%) holding a master's degree in social work; 11.5% held graduate degrees from other fields. Very few (2.9%) newly enrolled students did not have a graduate degree.

**Table 47. Number of Newly Enrolled Doctoral Students by Educational Background**

	Number	%
Has MSW and has BSW	103	21.6
Has MSW but does not have BSW	305	63.9
Has non-social work graduate degree and has BSW	2	0.4
Has non-social work graduate degree; does not have BSW	53	11.1
Does not have graduate degree; has BSW	1	0.2
Does not have graduate degree; does not have BSW	13	2.7
Total	477	
Programs reporting	65	

During the 2012–2013 academic year there were 1,879 applicants to the 64 doctoral programs that reported this information. More than two thirds of the applicants were female. The proportion of applicants identifying with a historically underrepresented group was 42.6% ( $n=800$ ); 22.1% ( $n=416$ ) of applicants were foreign.

**Table 48. Demographic Characteristics of Doctoral Program Applicants**

Demographic Category	Doctoral Applicants	
	Number	%
<b>Gender</b>		
Male	519	27.9
Female	1,338	72.1
Unknown	22	
<b>Age Group</b>		
Under 25 years	129	6.9
25–34 years	1,009	53.7
35–44 years	411	21.9
45 years or older	184	9.8
Unknown	146	7.8
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	798	42.5
African American/Other Black	272	14.5
Chicano/Mexican American	19	1.0
Puerto Rican	6	0.3
Other Latino/Hispanic	65	3.5
American Indian/Native American	37	2.0
Asian American/Other Asian	311	16.6
Pacific Islander	<sup>a</sup>	<sup>a</sup>
Other	32	1.7
Multiple race/ethnicity	57	3.0
Unknown	281	15.0
Programs reporting	64	

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

Sixty-five doctoral programs provided demographic information about 455 newly enrolled students. Most of the new students were female. The proportion of new students identifying with a historically underrepresented group was 39.8% ( $n=181$ ); 10.5% ( $n=48$ ) of new students were foreign.

**Table 49. Demographic Characteristics of Newly Enrolled Doctoral Students**

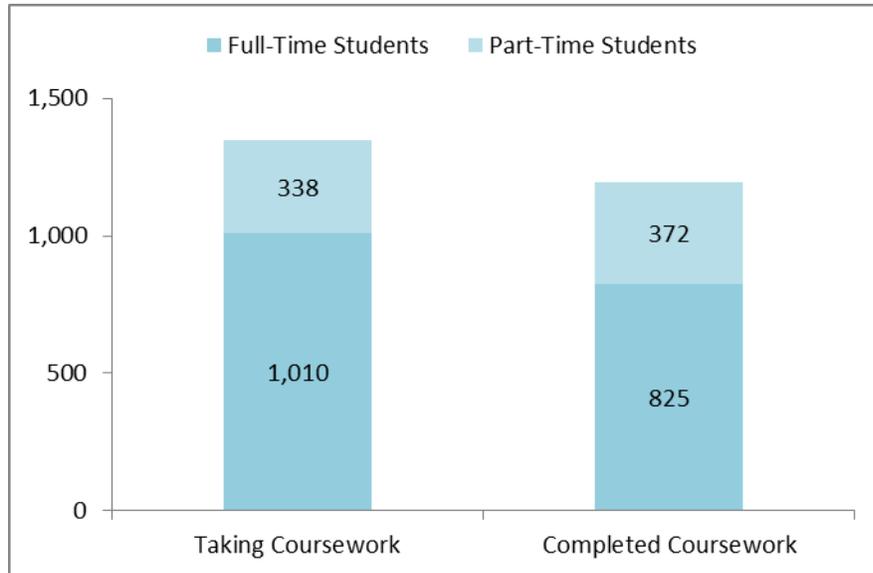
Demographic Category	Newly Enrolled Doctoral Students	
	Number	%
<b>Gender</b>		
Male	110	24.2
Female	345	75.8
Unknown	0	
<b>Age Group</b>		
Under 25 years	17	3.7
25–34 years	231	50.8
35–44 years	125	27.5
45 years or older	63	13.8
Unknown	19	4.2
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	232	51.0
African American/Other Black	76	16.7
Chicano/Mexican American	13	2.9
Puerto Rican	<sup>a</sup>	<sup>a</sup>
Other Latino/Hispanic	14	3.1
American Indian/Native American	<sup>a</sup>	<sup>a</sup>
Asian American/Other Asian	45	9.9
Pacific Islander	<sup>a</sup>	<sup>a</sup>
Other	11	2.4
Multiple race/ethnicity	17	3.7
Unknown	42	9.2
Programs reporting	65	

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

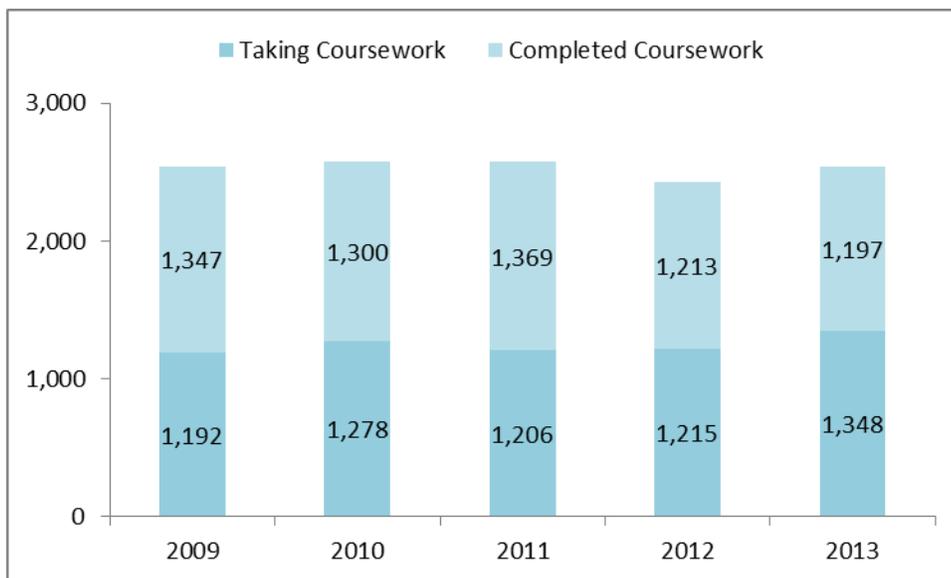
## Enrollment

Doctoral 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, 2013, or the date in the fall term on which student lists were finalized.

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



**Figure 15. Doctoral Student Enrollment, 2009–2013**



The following table provides a breakdown of the gender 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 (40.7% of those taking coursework; 38.4% of those who had completed coursework) were from historically underrepresented groups than were part-time students (32.0% of those taking coursework; 33.1% of those who had completed coursework).

**Table 50. Percentage of Doctoral 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>Gender</b>				
Male	24.1	24.0	22.2	21.2
Female	75.9	76.0	77.8	78.8
<b>Age Group</b>				
Under 25 years	3.0	a	0.6	a
25–34 years	52.9	29.3	45.2	21.8
35–44 years	25.5	35.8	32.5	42.5
45 years or older	13.6	26.6	17.5	30.9
Unknown	5.0	8.0	4.2	4.8
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	51.6	62.7	51.6	60.2
African American/ Other Black	14.9	18.3	13.2	17.2
Chicano/Mexican American	1.7	2.1	1.8	1.6
Puerto Rican	a	a	a	a
Other Latino/Hispanic	3.9	4.1	3.8	3.5
American Indian/ Native American	1.2	a	0.7	a
Asian American/ Other Asian	12.9	4.7	14.1	8.6
Pacific Islander	0.7	a	a	a
Other	1.7	a	2.2	a
Multiple race/ethnicity	3.6	a	1.7	a
Unknown	7.7	5.3	9.9	6.7
Number of programs reporting	61	36	54	31

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

Among full-time students taking coursework, 16.2% ( $n=164$ ) were foreign (no resident visa); 3.0% ( $n=10$ ) of part-time students taking coursework were foreign. Among full-time students who had completed coursework, 15.8% ( $n=130$ ) were foreign; 6.5% ( $n=24$ ) of part-time students who had completed coursework were foreign.

## Degrees Awarded

During the 2012–2013 academic year, 339 degrees were awarded by 61 doctoral programs. Ten degrees were awarded as joint MSW/doctoral degrees. Four programs reported degrees that were awarded jointly with other departments: anthropology, economics, education, psychology, public health, and sociology.

**Table 51. Type and Number of Doctoral Degrees Awarded**

Doctoral Degree Awarded	Number	%
DSW	19	5.6
PhD	320	94.4
Programs reporting	61	

Most of the graduates were female. The proportion of graduates who identified with a historically underrepresented group was 35.4% ( $n=120$ ); 15.3% ( $n=52$ ) of graduates were foreign.

**Table 52. Demographic Characteristics of Doctoral Graduates**

Demographic Category	Doctoral Graduates	
	Number	%
<b>Gender</b>		
Male	67	20.2
Female	265	79.8
Unknown	7	
<b>Age Group</b>		
Under 25 years	0	0
25–34 years	104	30.7
35–44 years	142	41.9
45 years or older	87	25.7
Unknown	6	1.8
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	199	58.7
African American/Other Black	41	12.1
Chicano/Mexican American	<sup>a</sup>	<sup>a</sup>
Puerto Rican	<sup>a</sup>	<sup>a</sup>
Other Latino/Hispanic	13	3.8
American Indian/Native American	<sup>a</sup>	<sup>a</sup>
Asian American/Other Asian	49	14.5
Pacific Islander	<sup>a</sup>	<sup>a</sup>
Other	9	2.7
Multiple race/ethnicity	6	1.8
Unknown	20	5.9
Programs reporting	61	

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

Over half (56.9%) of graduates took 4 to 6 years to obtain their doctorates.

**Table 53. Years Taken by Doctoral Graduates to Obtain Degree**

Years to Awarded Degree	Number	%
3 or less	20	6.3
4	51	15.9
5	63	19.7
6	68	21.3
7	35	10.9
8	29	9.1
9	17	5.3
10 or more	37	11.6
Unknown	0	0
Total	320	
Programs reporting	58	

**Table 54. Years That School Policy Allows for Completion of Doctoral Degree**

Years	Number of Programs	% of Programs
4 or less	0	0
5–6	4	6.1
7–8	39	59.1
9–10	15	22.7
11 or more	4	6.1
Other	3	4.5
No limit	1	1.5
Unknown	0	0
Programs reporting	66	

### Employment of Graduates

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

**Table 55. Employment Status of Doctoral Graduates**

Employment Status	Number	%
Tenure-line faculty position in CSWE-accredited program	143	35.2
Academic research position	30	7.4
Nonacademic administrative position	27	6.7
Non–tenure-line faculty position in CSWE-accredited program	26	6.4
Postdoctoral fellow	25	6.2
Private clinical practice	23	5.7
Academic administrative position	13	3.2
Faculty position in a program not accredited by CSWE	12	3.0
Nonacademic research position	12	3.0
Consulting position	8	2.0
Other	36	8.9
Not employed	13	3.2
Unknown	38	9.4
Programs reporting	57	