# CSWE
## COUNCIL ON SOCIAL WORK EDUCATION

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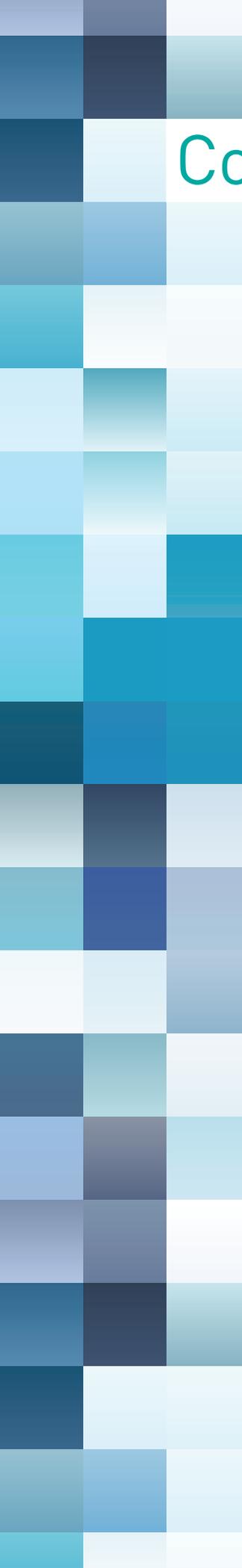Education in the United States**

**2015**

**CSWE**

**COUNCIL ON SOCIAL WORK EDUCATION**

The Annual Survey of Social Work Programs (Annual Survey) is a census of 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 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

## Method

The 2015 Annual Survey was composed of five survey sections that gathered data on baccalaureate programs, master's programs, practice doctorate programs (social work doctoral degree other than research-focused PhD), PhD programs, and faculty members. The program sections included items on program structure, enrollments, program offerings, and degrees awarded. The faculty section 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 survey was administered online through the survey platform, Zarca Interactive. From November 23–24, 2015, invitations to the survey 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 (see Table 1). The 2015 Annual Survey closed in March 2016.

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. Prior to the 2013 Annual Survey, the category of Multiple Race/Ethnicity was reported separately.

The following changes were introduced in the 2015 Annual Survey. All survey sections of the Annual Survey were combined in a single instrument: BSW program, MSW program, practice doctorate program, PhD program, and faculty. Previously, the survey had been administered as five separate instruments. The format for areas of specialized practice offered by MSW programs was restructured to ask about methods and fields of practice separately; this is the format that was used in the Annual Survey from 2013 and prior. The reason for these changes was to provide a clearer picture of methods and fields of practice taught as specializations in programs. The state licensure examination pass rate question for BSW and MSW graduates was removed in response to program feedback. Additionally, items about faculty salary were removed from the annual survey due to low response rates. The CSWE Commission on Research and the CSWE staff are considering new ways of asking about state licensure status and faculty salary in the future. Additionally, the doctoral programs section was truncated to reduce time burden while still collecting necessary information. Instead of asking doctoral programs for demographic information about full-time students taking coursework, full-time students who completed coursework, part-time students taking coursework, and part-time students who completed coursework, they were asked to provide demographic information about their enrolled students in total (i.e., collapsing across the previous categories). Items about faculty salary have been dropped because of low response rates, but the Commission on Research is hoping to launch a survey of faculty members that would gather that information.

Truncated text of the survey questions is used in this report to conserve space. You can find a copy of the complete survey instrument on the CSWE website (**www.cswe.org**). Any questions about this report or the Annual Survey can be addressed to **research@cswe.org**.

## Participation Rate

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 sections for baccalaureate and master's programs, programs were required to respond only to the questions about total number of degrees awarded, URL address of posted assessment outcomes, and year of posting of assessment outcomes. In the faculty survey section and the practice doctorate and PhD program survey sections, programs were not required to respond to any questions. Researchers should exercise caution in data comparisons across survey year, program level, and survey item.

**Table 1. Invitations to and Participation in the 2015 Annual Survey by Survey Section**

| Survey Section | Number of Invitations | Number of Participants | Participation Rate (%) |
|---|---|---|---|
| Baccalaureate program | 508 | 503 | 99.0 |
| Master's program | 242 | 242 | 100 |
| Practice doctorate program | 8 | 8 | 100 |
| PhD program | 75 | 71 | 94.7 |
| Faculty | 569 | 548 | 96.3 |

Table 2 shows that response rates have steadily increased over the last 5 years. The 2015 Annual Survey response rate across all five sections was at the highest level recorded. Most notably, the Master's Program and Practice Doctorate Program sections attained a 100% response rate.

**Table 2. Participation Rate by Survey Section, 2011–2015**

| Survey Section | 2011 (%) | 2012 (%) | 2013 (%) | 2014 (%) | 2015 (%) |
|---|---|---|---|---|---|
| Baccalaureate program | 96.0 | 96.9 | 97.3 | 98.8 | 99.0 |
| Master's program | 97.7 | 98.2 | 99.1 | 99.1 | 100 |
| Doctoral program | 95.8 | 84.9 | 93.2 | — | — |
| Practice doctorate program[a] | — | — | — | 80.0 | 100 |
| PhD program[a] | — | — | — | 92.0 | 94.7 |
| Faculty | 80.2 | 86.7 | 87.1 | 93.9 | 96.3 |

[a]Replaced the Doctoral Program survey instrument used before 2014.

# Institutional Characteristics

## CSWE Membership

Table 3 shows the regional distribution of CSWE program members that participated in the 2015 Annual Survey. A breakdown of data by state/territory 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 | 5.6 | 17 | 7.0 |
| Northeast | 45 | 8.9 | 24 | 9.9 |
| Mid-Atlantic | 65 | 12.9 | 24 | 9.9 |
| Southeast | 108 | 21.5 | 51 | 21.1 |
| Great Lakes | 107 | 21.3 | 43 | 17.8 |
| South Central | 54 | 10.7 | 25 | 10.3 |
| Mid-Central | 39 | 7.8 | 14 | 5.8 |
| Rocky Mountains | 17 | 3.4 | 10 | 4.1 |
| West | 22 | 4.4 | 27 | 11.2 |
| Northwest | 18 | 3.6 | 7 | 2.9 |
| Total | 503 | | 242 | |

*Note:* See Table 4 for definitions of membership regions.

### 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 566 institutions participated in the 2015 Annual Survey (see Figure 1). Public institutions housed more than one half (54.9%) of social work programs, followed by private–religion affiliated institutions (34.5%) and private–other institutions (10.6%).

### Figure 1. Institutional Auspice of Programs



- 60 Private-Other
- 311 Public
- 195 Private-Religion Affiliated
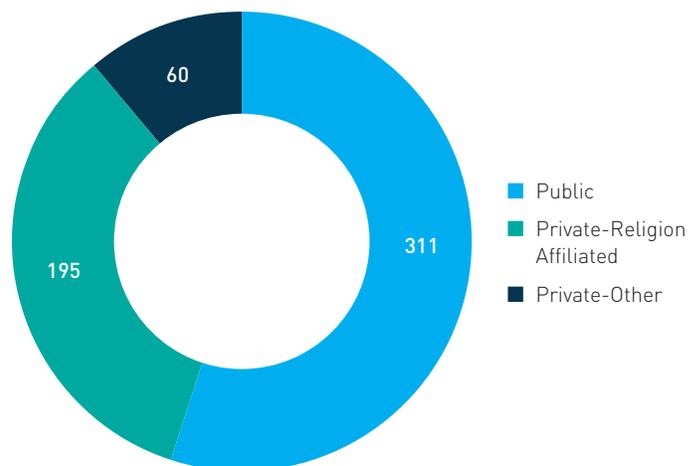
When examining institutional auspice by program level (see Table 5), there were higher proportions of master's and PhD programs housed in public institutions. Baccalaureate programs were most evenly distributed between public and private institutions.

### Table 5. Institutional Auspice by Program Level

| Program Level | Aggregate | Auspice | | |
| | | Public | Private–Religion Affiliated | Private–Other |
| --- | --- | --- | --- | --- |
| | Number | % | % | % |
| Baccalaureate | 503 | 54.9 | 36.6 | 8.5 |
| Master's | 242 | 73.1 | 16.1 | 10.7 |
| Practice doctorate | 8 | 37.5 | 12.5 | 50.0 |
| PhD | 71 | 66.2 | 12.7 | 21.1 |

## Ethnic/Sex Identification

Institutions housing social work programs predominantly self-identified as nonethnic, co-educational (see Table 6). 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 | % |
| --- | --- | --- |
| Nonethnic | | |
| Co-educational | 468 | 82.7 |
| Women's | 12 | 2.1 |
| Historically Black College or University | | |
| Co-educational | 45 | 8.0 |
| Women's | 1 | 0.2 |
| Hispanic-Serving Institution | 31 | 5.5 |
| Tribal College | 3 | 0.5 |
| Other | 6 | 1.1 |
| Total | 566 | |

## 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. For more information about the new Classifications website, consult the Center for Postsecondary Research website. A brief description of the categories is in Table 8.

As Table 7 shows, of the 566 institutions that participated in the 2015 Annual Survey, 51.6% of social work programs were housed in 292 institutions classified as master's colleges and universities, followed by 163 doctorate-granting universities (28.8%), 107 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 (%) | Practice Doctorate (%) | PhD (%) |
| --- | --- | --- | --- | --- |
| Doctorate-Granting Universities | | | | |
| RU/VH | 7.2 | 21.1 | 62.5 | 63.4 |
| RU/H | 11.3 | 21.1 | 0 | 21.1 |
| DRU | 7.4 | 10.3 | 0 | 5.6 |
| Master's Colleges and Universities | | | | |
| Master's/L | 33.6 | 35.1 | 37.5 | 4.2 |
| Master's/M | 12.9 | 7.0 | 0 | 1.4 |
| Master's/S | 6.2 | 1.7 | 0 | 0 |
| Baccalaureate Colleges | | | | |
| Bac/A&S | 6.4 | 1.7 | 0 | 2.8 |
| Bac/Diverse | 13.9 | 1.7 | 0 | 0 |
| Bac/Assoc | 0.4 | 0 | 0 | 0 |
| Associate's Colleges | 0.2 | 0 | 0 | 0 |
| Special-Focus Institutions and Tribal Colleges | 0.6 | 0.4 | 0 | 1.4 |

*Note:* See Table 8 for definition of abbreviations. Number of programs reporting: baccalaureate=503; master's=242; practice doctorate=8; PhD=71.

## Table 8. Basic Carnegie Classifications

| Classification | Description |
|---|---|
| Doctorate-Granting Universities | 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 |
| Master's Colleges and Universities | 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) |
| Baccalaureate Colleges | 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 |
| Associate's Colleges | Institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10% of all undergraduate degrees |
| Special-Focus Institutions | 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) |
| Tribal Colleges | 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 (see Table 9).

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

| Part-Time Program | Program Level | | | |
|---|---|---|---|---|
| | Baccalaureate | Master's | Practice Doctorate | PhD |
| Number of Programs Offering | 221 | 205 | 5 | 32 |
| Percentage of Programs Offering | 44.6 | 87.6 | 62.5 | 46.4 |
| Number of Programs Reporting | 495 | 234 | 8 | 69 |

## Applicant Test Requirements

Master's and doctoral programs were asked whether they required any students to take the Graduate Record Examination (GRE), Miller Analogies Test, or Test of English as a Foreign Language (TOEFL, for students whose native language was not English). Table 10 aggregates the data from their responses. PhD programs were most likely to require GRE sections and the TOEFL.

## Table 10. Applicant Testing Requirements by Program Level

| Requirement for All or Some Applicants | Required by Master's Programs | | Required by Practice Doctorate Programs | | Required by PhD Programs | |
|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % |
| GRE—Verbal Reasoning | 56 | 24.5 | 2 | 25.0 | 62 | 89.9 |
| GRE—Quantitative Reasoning | 48 | 21.0 | 2 | 25.0 | 62 | 89.9 |
| GRE—Analytical Writing | 46 | 20.1 | 2 | 25.0 | 56 | 81.2 |
| MAT | 20 | 8.7 | 1 | 12.5 | 6 | 8.7 |
| TOEFL | 176 | 76.9 | 5 | 62.5 | 67 | 97.1 |

*Note:* Master's programs reporting=229; practice doctorate programs reporting=8, PhD programs reporting=69. GRE=Graduate Record Examination; MAT=Miller Analogies Test; TOEFL=Test of English as a Foreign Language.

## Applications and Admissions

Programs reported student enrollment as of fall 2015. 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. As referenced in Table 11, the acceptance rate was highest for master's programs.

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

| Stage in Process | Program Level | | | |
|---|---|---|---|---|
| | Master's | | Practice Doctorate | PhD |
| | Full-Time | Part-Time | | |
| **Application** | | | | |
| Applications received | 45,640 | 13,359 | 293 | 1,660 |
| Programs reporting | 215 | 171 | 8 | 66 |
| Applications accepted | 29,793 | 9,591 | 143 | 526 |
| Programs reporting | 217 | 173 | 8 | 68 |
| Overall acceptance rate (%) | 65.3 | 71.8 | 48.8 | 31.7 |
| **New Enrollment** | | | | |
| New students enrolled | 18,161 | 7,559 | 135 | 335 |
| Programs reporting | 218 | 178 | 8 | 68 |
| Overall new enrollment rate (%) | 61.0 | 78.8 | 94.4 | 63.7 |

## Student Enrollment

There was a total enrollment of 95,902 full-time and 29,449 part-time social work students. Across the 5-year period of 2011 to 2015 the full-time enrollment of baccalaureate students increased by 5.2% (average enrollment=53,957.8). The full-time enrollment of master's students increased by 25.7% (average enrollment=35,369.4). The full-time enrollment of doctoral (practice doctorate and PhD) students decreased by 1.4% (average enrollment=1,850.2).

From 2011 to 2015 the part-time enrollment of baccalaureate students increased by 9.1% (average enrollment=7,152.4). The part-time enrollment of master's students increased by 16.1% (average enrollment=19,387.4). The part-time enrollment of doctoral (practice doctorate and PhD) students decreased by 37.9% (average enrollment=620.6). As noted earlier in this report, prior to the 2014 Annual Survey all doctoral programs responded to a single survey section. Beginning with the 2014 Annual Survey, programs responded separately to practice doctorate and PhD program survey sections.

Of the 1,789 full-time doctoral students in Figure 2, 185 were full-time practice doctoral students and 1,604 were full-time PhD students. Of the 472 part-time doctoral students in Figure 3, 29 were part-time practice doctoral students and 443 were part-time PhD students. For the number of enrolled doctoral students by enrollment status, please see Table 41 (for practice doctorate students) and Table 51 (for PhD students).

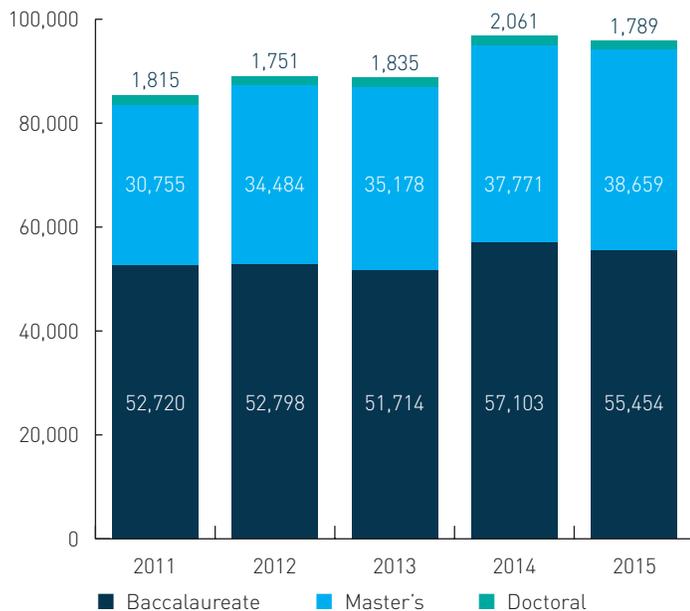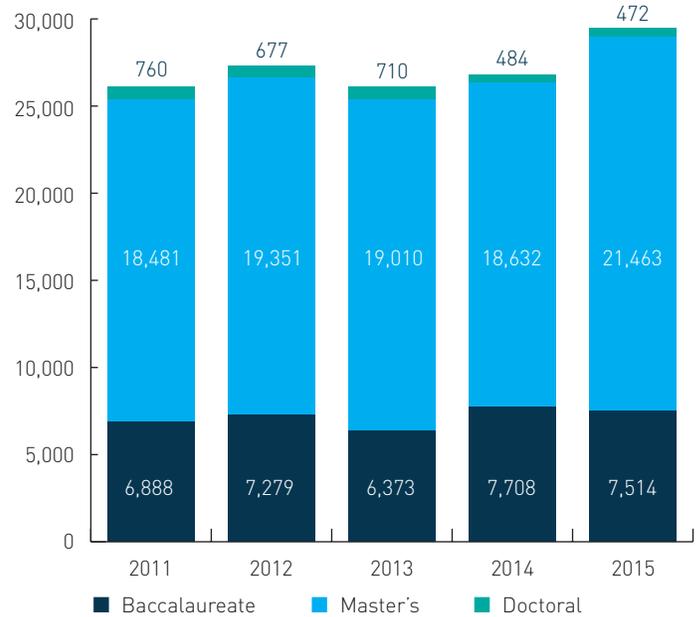Figure 3. Part-Time Enrollment by Program Level, 2011–2015



Figure 2. Full-Time Enrollment by Program Level, 2011–2015

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

| State/Territory | Baccalaureate Full-Time | Baccalaureate Part-Time | Master's Full-Time | Master's Part-Time | Practice Doctorate | PhD |
|---|---|---|---|---|---|---|
| Alabama | 1,483 | 105 | 458 | 86 | | 29 |
| Alaska | 136 | 123 | 23 | 31 | | |
| Arizona | 815 | 107 | 535 | 219 | | 21 |
| Arkansas | 758 | 50 | 178 | 109 | | |
| California | 1,947 | 167 | 3,673 | 3,615 | | 123 |
| Colorado | 724 | 184 | 717 | 119 | | 15 |
| Connecticut | 703 | 15 | 431 | 101 | | 26 |
| Delaware | 146 | | 54 | | | |
| District of Columbia | 115 | 43 | 213 | 26 | | 21 |
| Florida | 1,704 | 493 | 1,219 | 663 | | 78 |
| Georgia | 601 | 83 | 374 | 267 | | 36 |
| Guam | 66 | | | | | |
| Hawaii | 129 | 12 | 161 | 135 | | 15 |
| Idaho | 485 | 58 | 297 | 32 | | |
| Illinois | 1,988 | 422 | 2,366 | 949 | 43 | 131 |
| Indiana | 1,800 | 129 | 539 | 450 | | 12 |
| Iowa | 648 | 34 | 202 | 133 | | 7 |
| Kansas | 809 | 122 | 495 | 200 | | 32 |
| Kentucky | 2,117 | 260 | 742 | 281 | | 61 |
| Louisiana | 1,271 | 390 | 583 | 241 | 13 | 28 |
| Maine | 268 | 68 | 232 | 1,072 | | |
| Maryland | 1,506 | 128 | 1,242 | 317 | | 65 |
| Massachusetts | 1,009 | 258 | 1,926 | 1,455 | | 101 |
| Michigan | 3,548 | 694 | 2,086 | 799 | | 99 |
| Minnesota | 1,319 | 190 | 1,330 | 833 | 38 | 27 |
| Mississippi | 1,774 | 98 | 325 | 208 | | |
| Missouri | 1,227 | 243 | 952 | 270 | | 75 |
| Montana | 212 | 41 | 60 | 7 | | |
| Nebraska | 408 | 11 | 245 | | | |
| Nevada | 77 | 7 | 106 | 55 | | |
| New Hampshire | 244 | 4 | 184 | 18 | | |
| New Jersey | 1,241 | 92 | 1,048 | 1,167 | 58 | 37 |
| New Mexico | 423 | 93 | 261 | 52 | | |
| New York | 2,743 | 674 | 5,284 | 2,533 | 13 | 456 |
| North Carolina | 2,875 | 135 | 1,058 | 232 | | 27 |
| North Dakota | 216 | | 43 | 133 | | |
| Ohio | 2,587 | 497 | 1,363 | 322 | | 78 |
| Oklahoma | 332 | 19 | 138 | 99 | | |
| Oregon | 351 | 27 | 217 | 345 | | 41 |
| Pennsylvania | 3,145 | 459 | 2,151 | 1,274 | 68 | 107 |
| Puerto Rico | 657 | 5 | 828 | 16 | | 31 |
| Rhode Island | 169 | 23 | 93 | 105 | | |
| South Carolina | 1,031 | 58 | 303 | 303 | | 21 |
| South Dakota | 87 | 3 | 61 | 21 | | |
| Tennessee | 1,836 | 174 | 584 | 402 | 33 | 14 |
| Texas | 2,907 | 322 | 1,191 | 560 | | 55 |
| Utah | 444 | | 401 | 94 | | 41 |
| Vermont | 108 | | | | | |
| Virginia | 1,703 | 223 | 631 | 237 | | 52 |
| Washington | 536 | 35 | 393 | 379 | | 36 |
| West Virginia | 428 | 40 | 216 | 98 | | |
| Wisconsin | 1,468 | 96 | 407 | 393 | | 35 |
| Wyoming | 130 | | 40 | 7 | | |
| Total | 55,454 | 7,514 | 38,659 | 21,463 | 266 | 2,033 |

*Note:* Programs reporting: Baccalaureate Full-Time=469; Baccalaureate Part-Time=244; Master's Full-Time=222; Master's Part-Time=200; Practice Doctorate=8; PhD=68.

Figure 4 shows the number of accredited baccalaureate and master's programs by state as of June 2016.

**Figure 4. Accredited Baccalaureate and Master's Social Work Programs**



- ☐ < 8 programs
- ☐ 8–14
- ☐ 15–21
- ☐ 22–33
- ☐ > 33 programs
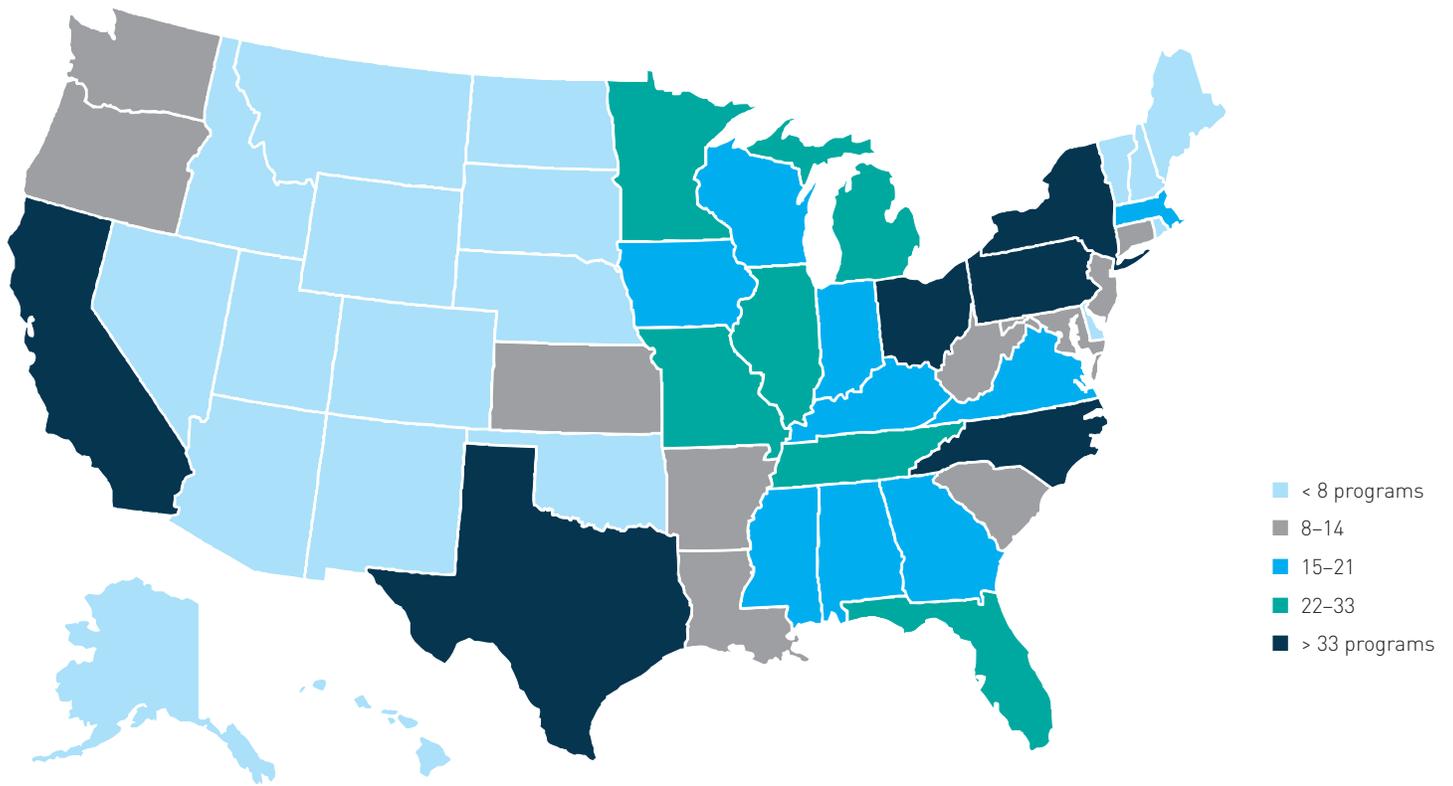
## Online Course Offerings

Master's programs were most likely to have an online presence, as shown in Table 13.

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

| Response | Program Level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Baccalaureate | | Master's | | Practice Doctorate | | PhD | |
| | Number | % | Number | % | Number | % | Number | % |
| Yes, the entire program is available online. | 18 | 4.1 | 41 | 17.6 | 1 | 12.5 | 0 | 0 |
| Yes, part of the program is online or hybrid. | 142 | 32.0 | 100 | 42.9 | 3 | 37.5 | 9 | 13.0 |
| No, but online or hybrid courses will be in operation next academic year. | 11 | 2.5 | 21 | 9.0 | 0 | 0 | 0 | 0 |
| No, but online or hybrid courses are being developed. | 46 | 10.4 | 16 | 6.9 | 0 | 0 | 2 | 2.9 |
| Other | 3 | 0.7 | 1 | 0.4 | 3 | 37.5 | 3 | 4.3 |
| No | 224 | 50.5 | 54 | 23.2 | 1 | 12.5 | 55 | 79.7 |

*Note:* Programs reporting: baccalaureate=444; master's=233; practice doctorate=8; PhD=69.

## Degrees Awarded

A total of 45,837 social work degrees were awarded for the 2014–2015 academic year (see Figure 5); 42.8% were baccalaureate degrees, 56.5% were master's degrees, and 0.8% were doctoral (practice doctorate and PhD) degrees.

### Figure 5. Number of Degrees Awarded by Program Level, 2011–2015



In the 2015 Annual Survey, programs reported the number of graduates who were international. Since 2014, programs have reported the number of students who planned to pursue careers outside the United States (see Table 14).

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

| | Program Level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Baccalaureate | Programs Reporting *(N)* | Master's | Programs Reporting *(N)* | Practice Doctorate | Programs Reporting *(N)* | PhD | Programs Reporting *(N)* |
| Number of international graduates | 117 | 487 | 347 | 84 | 0 | 4 | 48 | 64 |
| As percentage of total number of graduates | 0.6 | | 1.3 | | 0 | | 16 | |
| Number of graduates planning to pursue careers outside U.S. | 128 | 487 | 116 | 39 | 0 | 4 | 12 | 64 |
| As percentage of total number of graduates | 0.7 | | 0.4 | | 0 | | 4 | |

## Student Loan Debt

The amount of loan debt (see Table 15) was smallest for baccalaureate graduates.

### Table 15. Student Loan Debt by Program Level

| Student Loan Debt | Program Level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Baccalaureate | Programs Reporting *(N)* | Master's | Programs Reporting *(N)* | Practice Doctorate | Programs Reporting *(N)* | PhD | Programs Reporting *(N)* |
| Percentage of students with loan debt | 81.3 | 337 | 77.7 | 147 | 71.0 | 3 | 63.1 | 23 |
| Median amount of loan debt | $28,000 | 311 | $40,815 | 138 | $40,000 | 3 | $42,804 | 21 |

The Annual Survey reports only formal loan data provided by university financial aid offices (see Figure 6). As reported by *The Economist*,[1] each new graduate in the United States carries about $40,000 in debt.

## Figure 6. Percentage of Graduates With Loan Debt by Program Level, 2011–2015
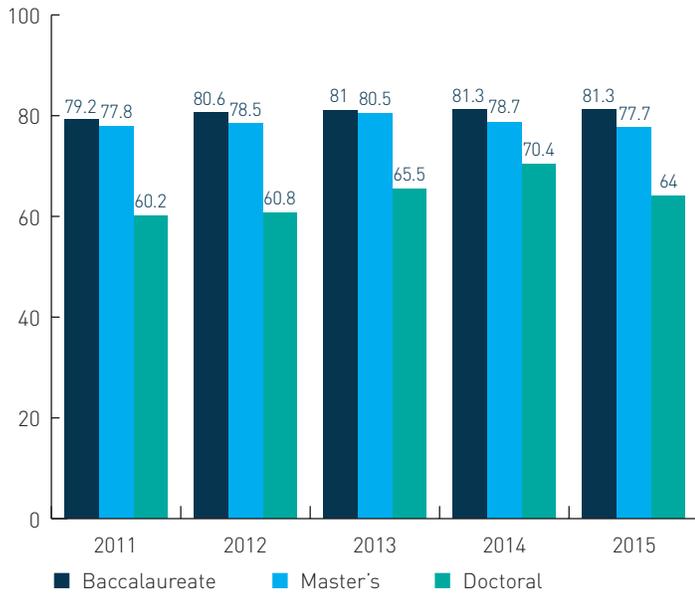


From 2011 to 2015, the median amount of graduate loan debt at the baccalaureate level increased by 17.1%. Median graduate loan debt at the master's level increased by 16.1%. Median amount of graduate debt at the doctoral level (weighted average of practice doctorate and PhD in 2015) decreased by 0.6%.

## Figure 7. Median Amount of Graduate Loan Debt by Program Level, 2011–2015
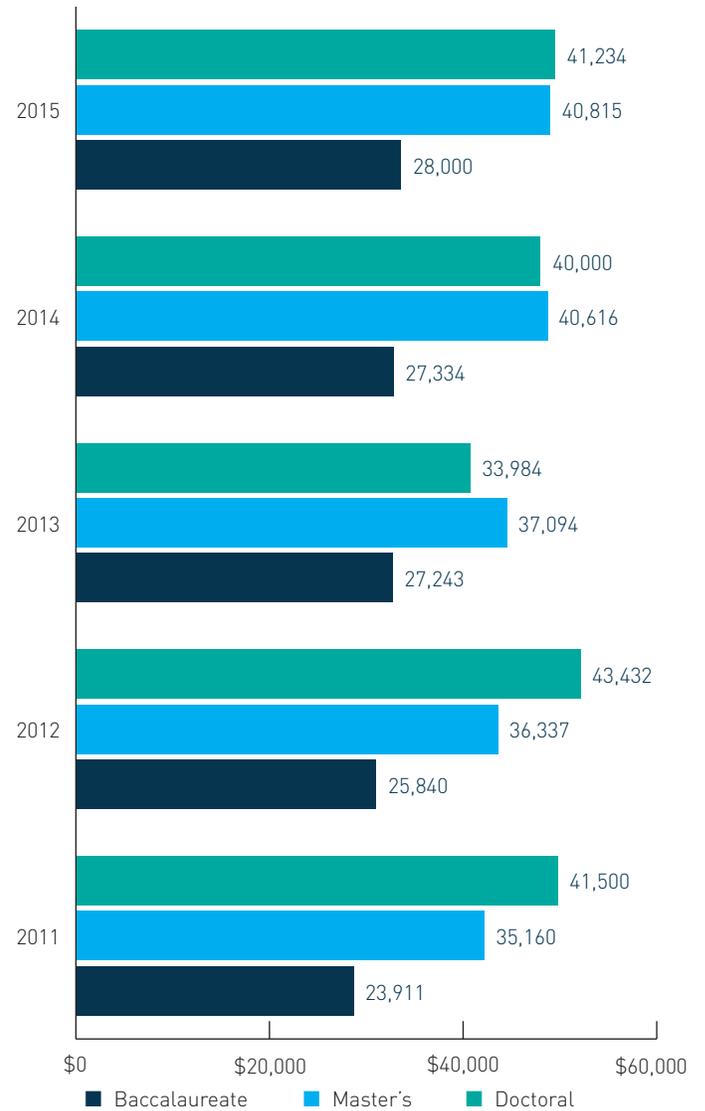


## Title IV-E Stipends

Since 1980 the federal Title IV-E training program[2] 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 (see Table 16) are necessary when discussing funding for social work education and student debt load.

### Table 16. Programs Offering Title IV-E Stipends

| Program Level | Number of States/ Territories | Number of Programs | % of Programs Reporting |
|---|---|---|---|
| Baccalaureate | 33 | 156 | 31.6 |
| Master's | 33 | 105 | 45.3 |

[1] The log-on degree. (2015, March 14). *The Economist*. Retrieved from http://www.economist.com/news/united-states/21646219-college-america-ruinously-expensive-some-digital-cures-are-emerging-log

[2] 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: Faculty Employment

Beginning with the 2013 Annual Survey the CSWE Commission on Research introduced a short topical section to each Annual Survey. In 2015 a special section focused on faculty employment was added to the faculty survey section. Anecdotally, some programs expressed concerns about loss of faculty members due to resignation, retirement, or other reasons, and some have struggled to identify enough qualified candidates to fill the number of vacancies. Information to explore these challenges reported by accredited social work programs was collected in the 2015 Annual Survey (see Tables 17 and 18).

Of 548 program participants who completed the faculty section of the annual survey, 529 (96.5%) responded to the initial question about loss of faculty members due to resignation, retirement, budget cuts, or other reasons. More than a third (36.7%, 194) of the 529 programs responding reported losses of faculty members. The majority (60.7%, 221) of these losses were in full-time tenured or tenure-track positions. More than a quarter (26.3%, 138) of 524 programs reported unfilled vacancies among faculty positions. More than three-fourths (77.8%, 165) of these vacancies were full-time tenured or tenure-track positions. About a fifth (20.2%, 103) of 510 programs reported that they needed additional faculty members but were not permitted to conduct searches.

### Table 17. Faculty Positions Lost Due to Resignation, Retirement, Budget Cuts, or Other Reasons

| Positions Lost | Number | % | Programs Reporting (N) |
|---|---|---|---|
| Experienced loss of positions due to resignation, retirement, budget cuts, etc. | 194 | 36.7 | 529 |
| Type of faculty position lost | | | 194 |
| • Full-time tenured or tenure-track | 221 | 60.7 | |
| • Full-time nontenured or non-tenure-track or contingent | 96 | 26.4 | |
| • Part-time or contract | 47 | 12.9 | |
| Total | 364 | | |

### Table 18. Unfilled Faculty Positions

| Loss | Number | % | Programs Reporting (N) |
|---|---|---|---|
| Unfilled vacancies or declined offers of employment | 138 | 26.3 | 524 |
| Type of unfilled position | | | 138 |
| • Full-time tenured or tenure-track | 165 | 77.8 | |
| • Full-time nontenured or non-tenure-track or contingent | 37 | 17.5 | |
| • Part-time or contract | 10 | 4.7 | |
| Total | 212 | | |
| Programs that needed additional faculty but were unable to conduct search | 103 | 20.2 | 510 |

Programs were asked to identify the top three challenges to hiring faculty members from a list of options (see Table 19). Of the 548 programs that participated in the faculty survey section 503 (91.8%) responded to this challenge item. The top issues identified by programs were constraints regarding the salaries they could offer, competition with other programs, inability to search due to budget issues, and location of program. The most commonly reported other challenges were not enough candidates who identified with the mission of the institutions (e.g., faith-based) and not enough candidates with the necessary licensure (e.g., clinical). Of the 503 responding programs 87 (17.3%) reported no serious challenges to hiring faculty members.

## Table 19. Challenges to Hiring Faculty

| Challenge | Number | % |
|---|---|---|
| Budget constraints (available salary offer) | 284 | 56.5 |
| Competition with other programs | 169 | 33.6 |
| Budget constraints (cannot search) | 141 | 28.0 |
| Location of program | 138 | 27.4 |
| Not enough candidates with necessary practice experience | 117 | 23.3 |
| Not enough candidates with necessary degree | 105 | 20.9 |
| No serious challenges | 87 | 17.3 |
| Other | 34 | 6.8 |

*Note:* Programs reporting=503.

Almost half (48.9%, 256) of 523 programs reported having faculty openings for which they were currently conducting searches. About two-thirds (66.3%, 335) of these openings were full-time tenured or tenure-track positions. More than two-thirds (69.0%, 285) were open to new doctorate recipients. Seventy-four programs reported open positions with 50% or more time devoted to administrative duties. Over half (52.7%, 39) of these openings were full-time tenured or tenure-track (see Table 20).

Of the full-time tenured or tenure-track openings, 85.1% were open to new doctorate recipients. Of the full-time nontenured or non-tenure track openings, 77.0% were open to new doctorate recipients. Of the part-time or contract openings, 70.5% were open to new doctorate recipients.

Of the full-time tenured or tenure-track openings, 11.6% involved 50% or more time devoted to administrative duties. Of the full-time nontenured or non-tenure track openings 25.4% involved 50% or more time devoted to administrative duties. Of the part-time or contract openings 6.8% involved 50% or more time devoted to administrative duties.

## Table 20. Open Faculty Positions

| Faculty Openings | Number | % | Programs Reporting (N) |
|---|---|---|---|
| Programs conducting faculty searches | 256 | 48.9 | 523 |
| Number of open faculty positions | | | 256 |
| • Full-time tenured or tenure track | 335 | 66.3 | |
| • Full-time nontenured or non-tenure track | 126 | 25.0 | |
| • Part-time or contract | 44 | 8.7 | |
| Total | 505 | | |
| Number of faculty positions open to new doctorate recipients | | | 256 |
| • Full-time tenured or tenure track | 285 | 69.0 | |
| • Full-time nontenured or non-tenure track | 97 | 23.5 | |
| • Part-time or contract | 31 | 7.5 | |
| Total | 413 | | |
| Number of open faculty positions with 50% or more of time devoted to administrative duties | | | 74 |
| • Full-time tenured or tenure track | 39 | 52.7 | |
| • Full-time nontenured or non-tenure track | 32 | 43.2 | |
| • Part-time or contract | 3 | 4.1 | |

# Full-Time and Part-Time/ Contract Faculty

Prior to 2007, 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 in social work education. The term part-time referred to faculty or instructional staff members who spent less than 50% of full-time employment in social work education. Beginning with the 2012 Annual Survey CSWE definitions of full-time and part-time faculty members were dropped; institutions self-defined their full-time and part-time/contract faculty members.

## Number of Faculty Members

In the 2015 Annual Survey, as shown in Figure 8, 532 institutions reported information about 5,603 full-time faculty members, and 452 institutions reported information about 7,387 part-time or contract faculty members.

### Figure 8. Number of Full-Time and Part-Time/Contract Faculty
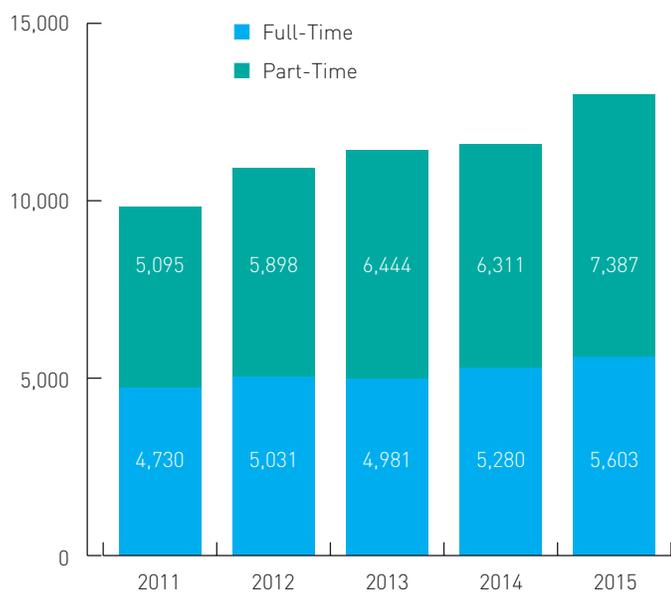


Programs were asked to report the number of full-time and part-time/contract faculty members by assigned program level (see Table 21).

### Table 21. Faculty Teaching Assignment by Program Level

| Faculty | Number | Programs Reporting (N) |
|---|---|---|
| **Full-Time** | | 525 |
| With principal assignment to baccalaureate programs | 2,134 | |
| With principal assignment to master's programs | 3,049 | |
| With principal assignment to research-focused doctoral (PhD) programs | 313 | |
| With principal assignment to applied doctoral (other than PhD) programs | 69 | |
| **Part-Time or Contract** | | 450 |
| Teach baccalaureate-level courses | 2,717 | |
| Teach master's-level courses | 4,950 | |
| Teach research-focused doctoral (PhD) courses | 136 | |
| Teach applied doctoral (other than PhD) courses | 122 | |

Data in Figures 9, 10, and 11 were taken from the baccalaureate, master's, and doctoral program survey instruments in the survey period 2011–2012. In the 2013–2015 Annual Surveys, data in Figures 9–11 and the remaining data in this Full-Time and Part-Time/Contract Faculty report section were taken from the Faculty survey section.

**Figure 9. Number of Faculty Members With Principal Assignment to the Baccalaureate Program Level, 2011–2015**

| Year | Full-Time | Part-Time |
|------|-----------|-----------|
| 2011 | 2,267 | 1,579 |
| 2012 | 2,660 | 2,019 |
| 2013 | 1,910 | 2,159 |
| 2014 | 2,076 | 2,221 |
| 2015 | 2,134 | 2,717 |
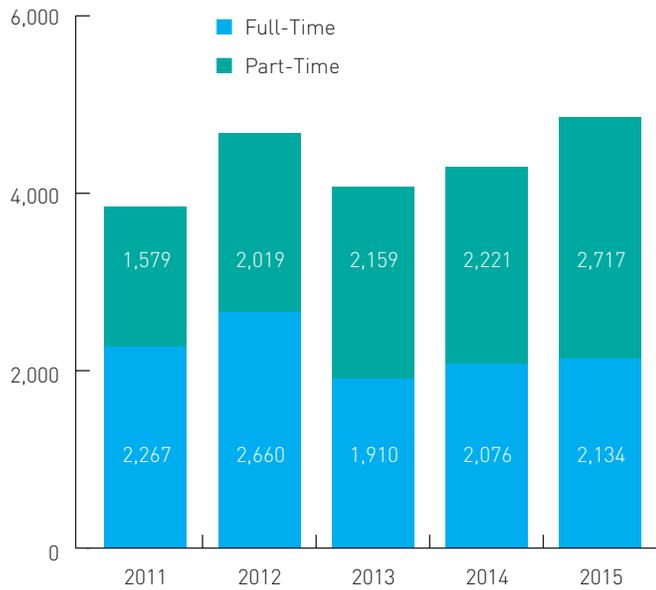
**Figure 11. Number of Faculty Members With Principal Assignment to the Doctoral Program Level, 2011–2015**

| Year | Full-Time | Part-Time |
|------|-----------|-----------|
| 2011 | 449 | 57 |
| 2012 | 331 | 121 |
| 2013 | 495 | 55 |
| 2014 | 450 | 50 |
| 2015 | 382 | 258 |

**Figure 10. Number of Faculty Members With Principal Assignment to the Master's Program Level, 2011–2015**

| Year | Full-Time | Part-Time |
|------|-----------|-----------|
| 2011 | 3,027 | 3,458 |
| 2012 | 3,053 | 3,989 |
| 2013 | 2,653 | 3,987 |
| 2014 | 2,867 | 3,958 |
| 2015 | 3,049 | 4,950 |
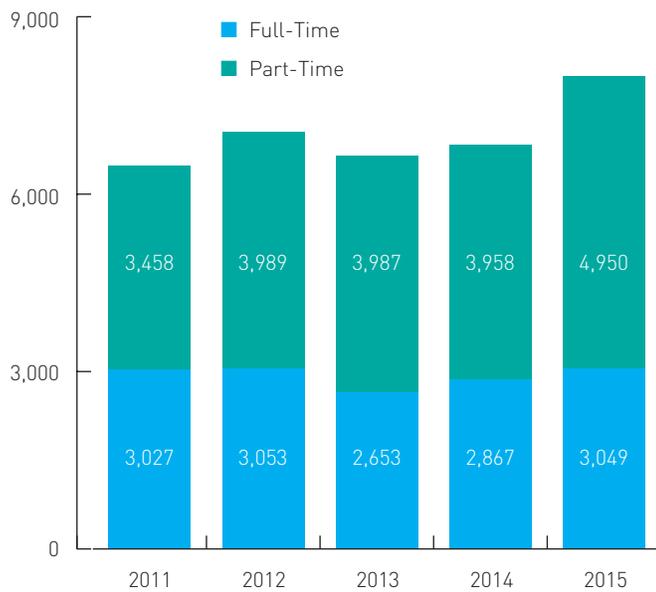
## Academic Rank and Administrative Title

The largest proportion of full-time faculty members held the academic rank of assistant professor, followed closely by associate professor (see Table 22). The most common academic ranks held by part-time faculty members were adjunct and lecturer.

**Table 22. Academic Rank of Full-Time and Part-Time/Contract Faculty Members**

| Academic Rank | Full-Time | | Part-Time/Contract | |
|---------------|-----------|-----|--------------------|-----|
| | Number | % | Number | % |
| Professor | 1,127 | 19.1 | 91 | 1.3 |
| Associate professor | 1,432 | 24.2 | 84 | 1.2 |
| Assistant professor | 1,551 | 26.2 | 275 | 3.8 |
| Instructor | 351 | 5.9 | 1,142 | 16.0 |
| Lecturer | 341 | 5.8 | 1,517 | 21.2 |
| Clinical appointment | 416 | 7.0 | 35 | 0.5 |
| Emeritus | 52 | 0.9 | 23 | 0.3 |
| Adjunct | 121 | 2.0 | 3,498 | 48.9 |
| Field instructor | 307 | 5.2 | 176 | 2.5 |
| Other | 206 | 3.5 | 170 | 2.4 |
| Unknown | 7 | 0.1 | 15 | 0.2 |
| None | | | 123 | 1.7 |
| Total | 5,911 | | 7,149 | |

*Note:* Programs reporting: Full-Time=530; Part-Time/Contract=447.

As Table 23 shows, among full-time faculty members with an administrative title, program directors were most common, with 29.7% (576) holding one of those titles, followed by director of field instruction at 26.2% (509).

#### Table 23. Administrative Titles of Full-Time Faculty Members

| Administrative Title | Number | % |
|---|---|---|
| Dean | 69 | 3.6 |
| Director | 192 | 9.9 |
| Chairperson | 259 | 13.3 |
| **Program Directors** | | |
| Director of research-focused doctoral program | 57 | 2.9 |
| Director of applied doctoral program | 11 | 0.6 |
| Director of master's program | 178 | 9.2 |
| Director of baccalaureate program | 330 | 17.0 |
| **Other Dean or Director Positions** | | |
| Associate dean or director | 124 | 6.4 |
| Assistant dean or director | 23 | 1.2 |
| Director of research/ research administrator | 23 | 1.2 |
| Director of continuing education or work study | 17 | 0.9 |
| Director of admissions or minority recruitment | 23 | 1.2 |
| **Field Education** | | |
| Director of field instruction | 443 | 22.8 |
| Associate/assistant director of field instruction | 66 | 3.4 |
| **Other Titles** | 127 | 6.5 |
| **Total** | 1,942 | |

*Note:* Programs reporting=529.

## Tenure Status

Less than half of full-time faculty members were tenured. About one quarter of faculty members were on tenure track (see Table 24). Few full-time faculty members were employed at institutions without a tenure system.

#### Table 24. Tenure Status of Full-Time Faculty Members

| Tenure Status | Number | % |
|---|---|---|
| Tenured | 2,405 | 44.3 |
| On tenure track | 1,365 | 25.1 |
| Not on tenure track or contingent | 1,396 | 25.7 |
| Institution has no tenure system | 148 | 2.7 |
| Other | 107 | 2.0 |
| Unknown | 9 | 0.2 |
| Total | 5,430 | |

*Note:* Programs reporting=529.

## Demographic Characteristics

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

The largest proportion of full-time faculty members was in the age range of 55–64 years (25.8%), followed by faculty members in the age range of 45–54 years (24.2%). More than two thirds of full-time faculty members were female. Faculty members from historically underrepresented groups accounted for 31.1% (1,745) of full-time faculty members. See Table 25 for demographic characteristics.

Compared with full-time faculty members, part-time/contract faculty members tended to be younger, and a smaller proportion (25.7%; 1,899) was from historically underrepresented groups.

## Table 25. Demographic Characteristics of Full-Time and Part-Time/Contract Faculty Members

| Demographic Category | Full-Time | | Part-Time/ Contract | |
|---|---|---|---|---|
| Sex | Number | % | Number | % |
| Male | 1,606 | 28.7 | 1,915 | 25.9 |
| Female | 3,978 | 71.0 | 5,377 | 72.8 |
| Other | a | a | a | a |
| Unknown | 16 | 0.3 | 92 | 1.2 |
| Age Group | | | | |
| Younger than 35 years | 343 | 6.1 | 690 | 9.3 |
| 35–44 years | 1,207 | 21.5 | 1,728 | 23.4 |
| 45–54 years | 1,358 | 24.2 | 1,548 | 21.0 |
| 55–64 years | 1,447 | 25.8 | 1,187 | 16.1 |
| 65 years or older | 705 | 12.6 | 633 | 8.6 |
| Unknown | 543 | 9.7 | 1,601 | 21.7 |
| Racial/Ethnic Identification | | | | |
| White (non-Hispanic) | 3,677 | 65.6 | 4,620 | 62.5 |
| African American/ Other Black | 886 | 15.8 | 1,049 | 14.2 |
| Chicano/Mexican American | 68 | 1.2 | 104 | 1.4 |
| Puerto Rican | 81 | 1.4 | 105 | 1.4 |
| Other Latino/Hispanic | 193 | 3.4 | 298 | 4.0 |
| American Indian/ Native American | 51 | 0.9 | 42 | 0.6 |
| Asian American/ Other Asian | 363 | 6.5 | 182 | 2.5 |
| Pacific Islander | 20 | 0.4 | 19 | 0.3 |
| Other | 32 | 0.6 | 48 | 0.6 |
| Multiple race/ethnicity | 51 | 0.9 | 52 | 0.7 |
| Unknown | 181 | 3.2 | 868 | 11.8 |

*Note:* Programs reporting: Full-Time=532; Part-Time/Contract=452.

[a]Excluded because number of individuals in category was fewer than 5.

## Academic Degrees

Most full-time faculty members (89.1%, 4,993) and part-time/contract faculty members (87.1%, 6,435) held MSW degrees. With regard to highest earned degree (see Table 26), more than two thirds of full-time faculty members held doctoral degrees, most commonly in social work or social welfare. More than one quarter of full-time faculty members held master's degrees as their highest degree, most commonly in social work.

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

## Table 26. Highest Earned Degree of Full-Time and Part-Time/Contract Faculty Members

| Highest Earned Degree | Full-Time | | Part-Time/Contract | |
|---|---|---|---|---|
| | Number | % | Number | % |
| Research-focused doctorate in social work or social welfare | 2,861 | 51.4 | 707 | 10.3 |
| Applied doctorate in social work or social welfare | 353 | 6.3 | 103 | 1.5 |
| Other doctorate | 678 | 12.2 | 231 | 3.4 |
| MSW | 1,552 | 27.9 | 5,482 | 79.5 |
| Other master's degree | 47 | 0.8 | 193 | 2.8 |
| Law | 39 | 0.7 | 55 | 0.8 |
| Medicine | 8 | 0.1 | 6 | 0.1 |
| Other | 9 | 0.2 | 21 | 0.3 |
| Unknown | 17 | 0.3 | 95 | 1.4 |
| Total | 5,564 | | 6,893 | |

*Note:* Programs reporting: Full-Time=529; Part-Time/Contract=442.

## Professional Licensure

More than half (53.8%; 3,015) of full-time faculty members held a current license in social work.

## Research Activities

During the most recently completed academic year, 61.1% (3,426) full-time faculty members engaged in research activities.

# Baccalaureate Programs

Five hundred and three (503) BSW programs participated in the 2015 Annual Survey. Less than half (221, 44.6%) of baccalaureate programs that responded to this item offered a part-time option. Less than a third (162, 32.8%) of baccalaureate programs that responded to this item offered a minor in social work. Twelve (2.4%) baccalaureate programs reported that a social work minor was offered in other departments/schools at their institutions.

## Certificates

Baccalaureate programs were asked which formal certificates were offered (see Table 27). The most frequently offered certificates were in aging/geriatrics/gerontology and child advocacy/child protection/child welfare. Certificates mentioned in the Other category included conflict resolution, disabilities studies, faith-based social work, hospice volunteer, leadership, legal studies, national incident management system, Spanish, violence prevention/intervention, and women's studies.

## Enrollment

More than three-fourths of programs (77.4%; 383) that responded to this item reported that an application was required to declare social work as a major.

There were 55,454 full-time social work majors enrolled as of fall 2015 in the 469 programs that provided this information, with an average of 118.2 students per program. There were 7,514 part-time social work majors enrolled as of fall 2015 in the 244 programs that provided this information, with an average of 30.8 students.

Table 28 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 racial and ethnic groups.

### Table 27. Certificates Offered by Baccalaureate Programs

| Certificate | Programs Offering | |
|---|---|---|
| | Number | % |
| Aging or geriatrics or gerontology | 50 | 10.4 |
| Child advocacy or child protection or child welfare | 50 | 10.4 |
| Addictions or substance abuse | 28 | 5.8 |
| School social work | 11 | 2.3 |
| Cultural competency or diversity or bilingual practice | 9 | 1.9 |
| Case management | 8 | 1.7 |
| Juvenile delinquency or juvenile justice | 7 | 1.5 |
| Nonprofit studies | 5 | 1.0 |
| Health or health care | 4 | 0.8 |
| Ethnic studies | 3 | 0.6 |
| Family support | 3 | 0.6 |
| Mental health | 2 | 0.4 |
| Other | 18 | 3.8 |
| Total | 198 | |

*Note:* Programs reporting=480.

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

| Demographic Category | Full-Time | | Part-Time | |
|---|---|---|---|---|
| Sex | Number | % | Number | % |
| Male | 6,742 | 12.2 | 1,097 | 14.6 |
| Female | 48,476 | 87.4 | 6,342 | 84.4 |
| Other | 20 | < 0.1 | a | a |
| Unknown | 216 | 0.4 | 73 | 1.0 |
| Age Group | | | | |
| Younger than 20 years | 9,430 | 17.0 | 399 | 5.3 |
| 20–24 years | 27,564 | 49.7 | 1,989 | 26.5 |
| 25–34 years | 7,742 | 14.0 | 2,196 | 29.2 |
| 35-44 years | 3,743 | 6.7 | 1,337 | 17.8 |
| 45 years or older | 2,329 | 4.2 | 1,182 | 15.7 |
| Unknown | 4,646 | 8.4 | 411 | 5.5 |
| Racial/Ethnic Identification | | | | |
| White (non-Hispanic) | 28,712 | 51.8 | 3,248 | 43.2 |
| African American/ Other Black | 13,751 | 24.8 | 2,461 | 32.8 |
| Chicano/Mexican American | 1,651 | 3.0 | 187 | 2.5 |
| Puerto Rican | 703 | 1.3 | 54 | 0.7 |
| Other Latino/Hispanic | 4,501 | 8.1 | 664 | 8.8 |
| American Indian/ Native American | 509 | 0.9 | 134 | 1.8 |
| Asian American/ Other Asian | 1,178 | 2.1 | 93 | 1.2 |
| Pacific Islander | 179 | 0.3 | 25 | 0.3 |
| Other | 405 | 0.7 | 47 | 0.6 |
| Multiple race/ethnicity | 1,288 | 2.3 | 143 | 1.9 |
| Unknown | 2,577 | 4.6 | 458 | 6.1 |

*Note:* Programs reporting: Full-Time=469; Part-Time/Contract=244.

[a]Excluded because number of individuals in category was fewer than 5.

Overall, the majority of full-time students was female and under 25 years of age. Full-time students from historically underrepresented groups comprised 43.6% (24,165) 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, with 61% of part-time students under 35 years of age. Part-time programs had a greater proportion of students from historically underrepresented groups (50.7%; 3,808) than did full-time programs. See Figure 12 for total numbers of baccalaureate student enrollment.

## Figure 12. Baccalaureate Student Enrollment, 2011–2015
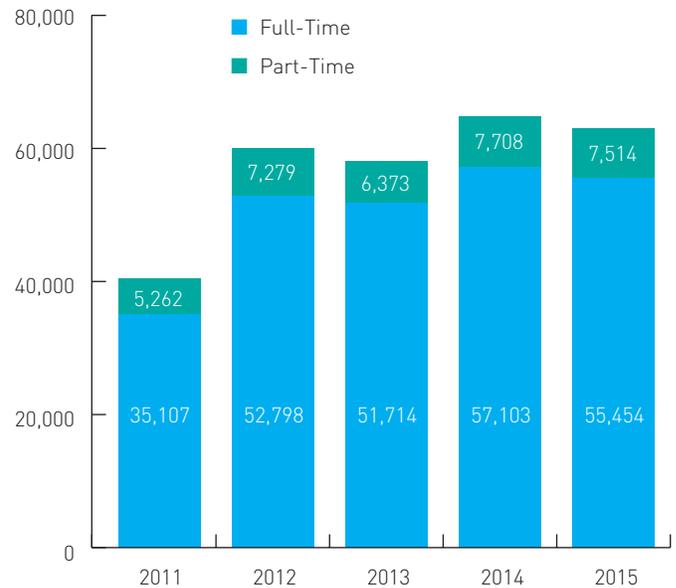


### Field Education

In the 2015 Annual Survey 449 programs provided information on 17,354 students in field placements as of November 1, 2015. Among the field placement categories child welfare continued to have the highest concentration of students, followed by school social work, community mental health or mental health, family services, and aging or gerontological social work (see Table 29). Among the placements listed in the other category were crisis/disaster services, hospice, legal services, tribal social services, and youth services.

## Table 29. Number of Baccalaureate Students in Field Placements

| Field Placement Category | Number | % |
|---|---|---|
| Child welfare | 2,888 | 16.6 |
| School social work | 1,784 | 10.3 |
| Community mental health or mental health | 1,568 | 9.0 |
| Family services | 1,549 | 8.9 |
| Aging or gerontological social work | 1,479 | 8.5 |
| Health/integrative health & mental health | 1,379 | 7.9 |
| Displaced persons/homeless | 913 | 5.3 |
| Corrections or criminal justice | 900 | 5.2 |
| Addictions/physical dependence; alcohol, tobacco, & other drugs | 853 | 4.9 |
| Domestic violence or violence | 700 | 4.0 |
| Developmental disabilities | 581 | 3.3 |
| Public assistance/public welfare | 507 | 2.9 |
| Community development or planning | 463 | 2.7 |
| Advocacy | 327 | 1.9 |
| Immigrant/refugee work | 269 | 1.6 |
| Occupational social work or rehabilitation | 142 | 0.8 |
| LGBTQ | 121 | 0.7 |
| Global/international social work | 93 | 0.5 |
| Administration | 91 | 0.5 |
| Social policy | 88 | 0.5 |
| Military social work | 86 | 0.5 |
| Posttraumatic stress disorder/veterans | 86 | 0.5 |
| Program evaluation | 25 | 0.1 |
| Other | 462 | 2.7 |
| Total | 17,354 | |

*Note:* Programs reporting =449.

## Degrees Awarded

During the 2014–2015 academic year 487 baccalaureate programs awarded 19,596 degrees. Most graduates were female, and 37.4% (7,336) were from historically underrepresented groups. See Table 30 for baccalaureate graduate demographics.

## Table 30. Demographic Characteristics of Baccalaureate Graduates

| Demographic Category | Baccalaureate Graduates | |
|---|---|---|
| **Sex** | Number | % |
| Male | 2,188 | 11.2 |
| Female | 16,251 | 82.9 |
| Other | 0 | 0 |
| Unknown | 1,157 | 5.9 |
| **Age Group** | | |
| Younger than 20 years | 179 | 0.9 |
| 20–24 years | 9,695 | 49.5 |
| 25–34 years | 4,182 | 21.3 |
| 35-44 years | 1,833 | 9.4 |
| 45 years or older | 1,212 | 6.2 |
| Unknown | 2,495 | 12.7 |
| **Racial/Ethnic Identification** | | |
| White (non-Hispanic) | 10,353 | 52.8 |
| African American/Other Black | 4,067 | 20.8 |
| Chicano/Mexican American | 442 | 2.3 |
| Puerto Rican | 191 | 1.0 |
| Other Latino/Hispanic | 1,635 | 8.3 |
| American Indian/Native American | 150 | 0.8 |
| Asian American/Other Asian | 342 | 1.7 |
| Pacific Islander | 45 | 0.2 |
| Other | 112 | 0.6 |
| Multiple race/ethnicity | 352 | 1.8 |
| Unknown | 1,907 | 9.7 |

*Note:* Programs reporting=487.

# Master's Programs

Two hundred and forty-two (242) MSW programs participated in the 2015 Annual Survey. Two hundred and five (205, 87.6%) of the 234 master's programs that replied to this item reported that they offer a part-time program option.

Master's programs were asked about their institutions' plans, if any, to offer an advanced practice doctorate degree (see Table 31). The most commonly offered/planned type of applied doctoral degree was clinical. The type of degrees listed in the Other category were research and teaching, and research.

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

| | Institutions | |
|---|---|---|
| Status of Applied Doctoral Degree[a] | Number | % |
| Already offer such a degree | 9 | 3.9 |
| Planning to offer in next academic year | 3 | 1.3 |
| Planning to offer within two academic years | 11 | 4.7 |
| Not planning to offer such a degree | 209 | 90.1 |
| Type of Applied Doctoral Degree[b] | | |
| Administrative | 1 | 4.3 |
| Clinical | 12 | 52.2 |
| General | 3 | 13.0 |
| Policy | 0 | 0 |
| Teaching | 4 | 17.4 |
| Other | 3 | 13.0 |

[a]Programs reporting=232.

[b]Programs reporting=23.

### Advanced-Standing Application and New Enrollment

The overall acceptance rate (77.7%) for advanced-standing applicants from baccalaureate programs at their same institution was higher than the overall acceptance rate (74.4%) for advanced-standing applicants from other institutions. The overall new enrollment rate (78.8%) of advanced-standing applicants from their own baccalaureate programs also was higher than the overall new enrollment rate (70.3%) of advanced-standing applicants from other baccalaureate programs. See Figure 13 for advanced-standing statistics.

Figure 13. Number of Master's Students With Advanced Standing
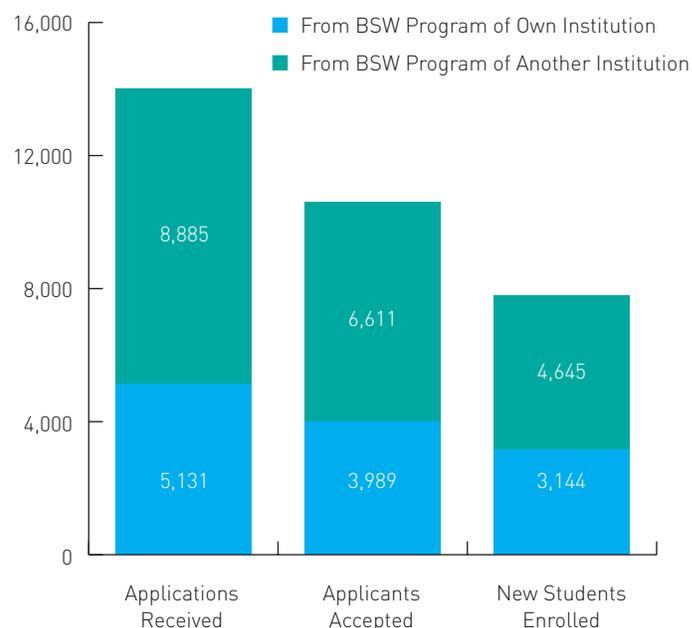
## Joint Degrees and Certificates

Two hundred and twenty-eight programs reported offering at least one joint degree (see Table 32). Law was the most popular joint degree, followed by public health. Among the more frequently reported joint degrees in the Other category were bioethics, information science, and mental health-related.

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

| Joint Degree | Programs Offering | |
| --- | --- | --- |
| | Number | % |
| Law | 49 | 21.5 |
| Public health | 42 | 18.4 |
| Public administration/public policy | 31 | 13.6 |
| Divinity/theology | 25 | 11.0 |
| Research-focused doctorate in social work or social welfare | 22 | 9.6 |
| Business administration | 21 | 9.2 |
| Urban planning | 7 | 3.1 |
| Criminal justice/criminology | 7 | 3.1 |
| Education | 6 | 2.6 |
| Women's studies | 5 | 2.2 |
| International studies | 4 | 1.8 |
| Applied doctorate in social work or social welfare | 4 | 1.8 |
| Gerontology | 3 | 1.3 |
| Nonprofit management | 3 | 1.3 |
| Other | 28 | 12.3 |

*Note:* Programs reporting=228.

Two hundred and twenty-four programs reported offering at least one formal certificate (see Table 33). Programs most frequently offered aging/gerontology and school social work. The most common certificates reported in the Other category were community development, leadership-related, play therapy, and social action.

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

| Certificate | Programs Offering | |
| --- | --- | --- |
| | Number | % |
| Aging/gerontology | 56 | 25.0 |
| School social work | 48 | 21.4 |
| Addictions/substance abuse | 27 | 12.1 |
| Child/adolescent welfare | 21 | 9.4 |
| Nonprofit management | 15 | 6.7 |
| Health/health care | 13 | 5.8 |
| Trauma | 13 | 5.8 |
| Gender or women's studies | 11 | 4.9 |
| Global/international/refugee | 11 | 4.9 |
| Military social work | 9 | 4.0 |
| Disabilities | 8 | 3.6 |
| Human services management | 7 | 3.1 |
| Family & marriage | 6 | 2.7 |
| Clinical | 4 | 1.8 |
| Religion or spirituality-related | 3 | 1.3 |
| Forensic social work | 1 | 0.4 |
| Other | 38 | 17.0 |

*Note:* Programs reporting=224.

## Enrollment

Table 34 shows demographic characteristics of master's students, and Figure 14 charts enrollment by year. There were 38,659 full-time students enrolled as of fall 2015 in the 222 programs that provided this information, with an average of 174.1 students per program. Overall, full-time master's students were predominantly female and under 35 years of age. There were 38.7% (14,950) full-time students from historically underrepresented groups.

There were 21,463 part-time students enrolled as of fall 2015 in the 200 programs that reported this information, with an average of 107.3 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 42.3% (9,078) 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 | |
|---|---|---|---|---|
| Sex | Number | % | Number | % |
| Male | 5,710 | 14.8 | 3,738 | 17.4 |
| Female | 32,781 | 84.8 | 17,543 | 81.7 |
| Other | 14 | < 0.1 | 16 | 0.1 |
| Unknown | 154 | 0.4 | 166 | 0.8 |
| Age Group | | | | |
| Younger than 25 years | 12,461 | 32.2 | 3,036 | 14.1 |
| 25–34 years | 15,731 | 40.7 | 10,198 | 47.5 |
| 35–44 years | 4,752 | 12.3 | 4,469 | 20.8 |
| 45 years or older | 2,899 | 7.5 | 2,987 | 13.9 |
| Unknown | 2,816 | 7.3 | 773 | 3.6 |
| Racial/Ethnic Identification | | | | |
| White (non-Hispanic) | 21,409 | 55.4 | 11,016 | 51.3 |
| African American/ Other Black | 6,684 | 17.3 | 4,829 | 22.5 |
| Chicano/Mexican American | 994 | 2.6 | 539 | 2.5 |
| Puerto Rican | 644 | 1.7 | 140 | 0.7 |
| Other Latino/Hispanic | 3,297 | 8.5 | 1,960 | 9.1 |
| American Indian/ Native American | 317 | 0.8 | 190 | 0.9 |
| Asian American/ Other Asian | 1,449 | 3.7 | 656 | 3.1 |
| Pacific Islander | 152 | 0.4 | 81 | 0.4 |
| Other | 354 | 0.9 | 112 | 0.5 |
| Multiple race/ethnicity | 1,059 | 2.7 | 571 | 2.7 |
| Unknown | 2,300 | 5.9 | 1,369 | 6.4 |

*Note:* Programs reporting: Full-Time=222; Part-Time=200.

**Figure 14. Master's Student Enrollment, 2011–2015**



## Areas of Specialized Practice

In the 2015 Annual Survey the format for areas of specialized practice reverted to that used in the 2013 Annual Survey (i.e., distinguishing methods from fields of practice) to present a sharper picture of methods and fields of practice being taught as specializations (see Table 35). Master's programs reported student enrollment in the following areas of specialized practice: methods (212) and fields of practice (174). Clinical/direct practice had the highest enrollment and was offered by the greatest number of programs among the various methods. The next highest offerings and enrollment were in advanced generalist. Among fields of practice, the top three in terms of enrollment and number of programs offering them were children/youths/ families, mental health, and trauma.

## Table 35. Student Enrollment in Areas of Specializations Offered by Master's Programs

| Program Structure/Areas of Specialized Practice | Enrollment | Programs Offering | |
|---|---|---|---|
| | | Number | % |
| **Method[a]** | | | |
| Clinical or direct practice | 20,157 | 104 | 49.1 |
| Advanced generalist | 7,183 | 63 | 29.7 |
| Community development, organization, or planning | 1,112 | 27 | 12.7 |
| Administration | 880 | 29 | 13.7 |
| Policy practice | 197 | 9 | 4.2 |
| Nonprofit or public management | 100 | 4 | 1.9 |
| Program evaluation | 20 | 1 | 0.5 |
| Other | 2,598 | 34 | 16.0 |
| **Field of Practice[b]** | | | |
| Children, youths, or families | 4,299 | 61 | 35.1 |
| Mental health | 3,734 | 46 | 26.4 |
| Trauma | 1,221 | 10 | 5.7 |
| Aging, gerontology, or multigenerational | 899 | 41 | 23.6 |
| Community or social systems | 895 | 15 | 8.6 |
| Health | 862 | 28 | 16.1 |
| Integrated health or behavioral health | 797 | 9 | 5.2 |
| Global, international, immigrant, or refugee issues | 388 | 14 | 8.0 |
| School social work | 355 | 26 | 14.9 |
| Addictions or substance abuse | 340 | 22 | 12.6 |
| Rural social work | 296 | 8 | 4.6 |
| Multicultural | 212 | 4 | 2.3 |
| Military social work or veteran services | 87 | 10 | 5.7 |
| Leadership | 80 | 7 | 4.0 |
| Corrections or criminal justice | 57 | 6 | 3.4 |
| Housing services | 8 | 3 | 1.7 |
| Disabilities | 6 | 2 | 1.1 |
| Occupational | 6 | 2 | 1.1 |
| Research | 0 | 1 | 0.6 |
| Other | 2,470 | 32 | 18.4 |

[a]Programs reporting=212.

[b]Programs reporting=174.

## Field Education

As reported by 213 master's programs, 39,747 students were assigned to field placements as of November 1, 2015. Mental health had the highest placement of students, followed by child/youths and school social work. The most common field placements in the other category were corrections/criminal justice, domestic violence, higher education counseling, and LGBTQ (see Table 36).

On behalf of the John A. Hartford Foundation CSWE requested updated information about the number of accredited MSW programs that were offering the Hartford Partnership Program for Aging Education (HPPAE) field model. Thirty-four (34, 15.7%) programs reported that they offered HPPAE or a similar geriatric field education model based on HPPAE.

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

| Field Placement Category | Number of Students | % of Students |
|---|---|---|
| Mental health | 5,835 | 14.7 |
| Child or youths | 4,816 | 12.1 |
| School social work | 4,324 | 10.9 |
| Health | 3,439 | 8.7 |
| Families | 2,736 | 6.9 |
| Integrated health or behavioral health | 2,233 | 5.6 |
| Addictions/physical dependence; alcohol, tobacco, & other drugs | 2,033 | 5.1 |
| Aging or multigenerational | 2,024 | 5.1 |
| Community | 1,558 | 3.9 |
| Clinical | 1,313 | 3.3 |
| Displaced persons/homeless | 1,100 | 2.8 |
| Military social work or veteran services | 1,058 | 2.7 |
| Advanced generalist | 927 | 2.3 |
| Trauma | 785 | 2.0 |
| Disabilities | 719 | 1.8 |
| Administration | 675 | 1.7 |
| Policy | 380 | 1.0 |
| Immigrants or refugees | 351 | 0.9 |
| Global/international | 249 | 0.6 |
| Leadership | 236 | 0.6 |
| Nonprofit or public management | 227 | 0.6 |
| Rural | 124 | 0.3 |
| Research | 114 | 0.3 |
| Multicultural | 82 | 0.2 |
| Other | 2,409 | 6.1 |
| Total | 39,747 | |

*Note:* Programs reporting=213.

## Degrees Awarded

As reported by 228 programs, the median number of credits normally required for the master's degree was 60.0. As reported by 209 programs, the median number of credits required for an advanced-standing master's degree was 36.0.

During the 2014–2015 academic year 25,883 master's degrees were awarded by 233 programs. Of these degrees, 174 programs reported that 5,599 (21.6%) were advanced standing MSW degrees.

Most of the graduates were female. The proportion of graduates identifying with a historically underrepresented group was 33.7% (8,720). See Table 37 for master's graduates demographics.

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

| Demographic Category | Master's Graduates | |
| --- | --- | --- |
| Sex | Number | % |
| Male | 3,447 | 13.3 |
| Female | 20,661 | 79.8 |
| Other | a | a |
| Unknown | 1,771 | 6.8 |
| **Age Group** | | |
| Younger than 25 years | 4,460 | 17.2 |
| 25–34 years | 12,066 | 46.6 |
| 35–44 years | 3,462 | 13.4 |
| 45 years or older | 2,420 | 9.3 |
| Unknown | 3,475 | 13.4 |
| **Racial/Ethnic Identification** | | |
| White (non-Hispanic) | 14,001 | 54.1 |
| African American/Other Black | 3,948 | 15.3 |
| Chicano/Mexican American | 528 | 2.0 |
| Puerto Rican | 246 | 1.0 |
| Other Latino/Hispanic | 2,133 | 8.2 |
| American Indian/Native American | 227 | 0.9 |
| Asian American/Other Asian | 873 | 3.4 |
| Pacific Islander | 98 | 0.4 |
| Other | 127 | 0.5 |
| Multiple race/ethnicity | 540 | 2.1 |
| Unknown | 3,162 | 12.2 |

*Note:* Programs reporting=233.

[a]Excluded because number of individuals in category was fewer than 5.

# Practice Doctorate Programs

This is the second year of data collection on practice doctorates separate from data collection for PhDs. All eight programs currently offering a practice doctorate (doctoral degree other than research-focused PhD) were invited to take part in the 2015 Annual Survey, and the participation rate was 100%.

In the 2015 Annual Survey, practice doctorate programs were asked to describe the focus of their doctorates. More than half of the programs reported a clinical and/or teaching focus (programs were permitted to select multiple foci; see Table 38).

### Table 38. Focus of Practice Doctorates

| Focus | Number | % |
|---|---|---|
| Administration | 1 | 11.1 |
| Clinical | 5 | 55.6 |
| General | 2 | 22.2 |
| Policy | 0 | 0 |
| Teaching | 5 | 55.6 |
| Other | 1 | 11.1 |

*Note:* Programs reporting=8.

Most (87.5%, 7) programs reported that their full-time faculty taught courses in other departments/schools at their institutions.

## Applications and New Enrollments

There were 293 applications received in the 2014–2015 academic year. One hundred and forty-three acceptances into practice doctorate programs occurred, and 135 students were newly enrolled in practice doctorate programs (see Table 11).

Demographic information (see Table 39) was provided by seven programs to describe 223 of the 293 total applicants. More than three-fourths of the applicants were female. The proportion of applicants identifying with a historically underrepresented group was 26.5% (59).

### Table 39. Demographic Characteristics of Practice Doctorate Program Applicants

| Demographic Category | Practice Doctorate Applicants | |
|---|---|---|
| **Sex** | Number | % |
| Male | 42 | 18.8 |
| Female | 172 | 77.1 |
| Other | 5 | 2.2 |
| Unknown | a | a |
| **Age Group** | | |
| Younger than 25 years | 0 | 0 |
| 25–34 years | 54 | 24.2 |
| 35–44 years | 67 | 30.0 |
| 45 years or older | 61 | 27.4 |
| Unknown | 41 | 18.4 |
| **Racial/Ethnic Identification** | | |
| White (non-Hispanic) | 128 | 57.4 |
| African American/Other Black | 39 | 17.5 |
| Chicano/Mexican American | 0 | 0 |
| Puerto Rican | 0 | 0 |
| Other Latino/Hispanic | 6 | 2.7 |
| American Indian/Native American | a | a |
| Asian American/Other Asian | 5 | 2.2 |
| Pacific Islander | 0 | 0 |
| Other | a | a |
| Multiple race/ethnicity | 5 | 2.2 |
| Unknown | 36 | 16.1 |

*Note:* Programs reporting=7.

[a]Excluded because number of individuals in category was fewer than 5.

Programs responded that their 135 newly enrolled students primarily came from a background in social work (see Table 40), with all holding master's degrees in social work. Seven programs reported that 123 (91.1%) of newly enrolled students had 2 years of post-master's applied social work experience.

## Table 40. Number of Newly Enrolled Practice Doctorate Students by Educational Background

| Educational Background | Number | % |
|---|---|---|
| Has MSW and has BSW | 56 | 41.5 |
| Has MSW but does not have BSW | 79 | 58.5 |
| Has non-social work graduate degree and has BSW | 0 | 0 |
| Has non-social work graduate degree; does not have BSW | 0 | 0 |
| Does not have graduate degree; has BSW | 0 | 0 |
| Does not have graduate degree; does not have BSW | 0 | 0 |
| Unknown educational background | 0 | 0 |
| Total | 135 | |

*Note:* Programs reporting=8.

Programs provided demographic information about 143 newly enrolled students (see Table 41). Most of the new students were female. The proportion of new students identifying with a historically underrepresented group was 34.3% (49).

## Table 41. Demographic Characteristics of Newly Enrolled Practice Doctorate Students

| Demographic Category | Newly Enrolled Practice Doctorate Students | |
|---|---|---|
| **Sex** | Number | % |
| Male | 27 | 18.9 |
| Female | 116 | 81.1 |
| Other | 0 | 0 |
| Unknown | 0 | 0 |
| **Age Group** | | |
| Younger than 25 years | 0 | 0 |
| 25–34 years | 33 | 23.1 |
| 35–44 years | 46 | 32.2 |
| 45 years or older | 34 | 23.8 |
| Unknown | 30 | 21.0 |
| **Racial/Ethnic Identification** | | |
| White (non-Hispanic) | 85 | 59.4 |
| African American/Other Black | 33 | 23.1 |
| Chicano/Mexican American | a | a |
| Puerto Rican | 0 | 0 |
| Other Latino/Hispanic | a | a |
| American Indian/Native American | a | a |
| Asian American/Other Asian | 5 | 3.5 |
| Pacific Islander | 0 | 0 |
| Other | a | a |
| Multiple race/ethnicity | a | a |
| Unknown | 9 | 6.3 |

*Note:* Programs reporting=8.

[a]Excluded because number of individuals in category was fewer than 5.

## Enrollment

Seven programs provided details, shown in Table 42, on the enrollment status of 214 enrolled students.

### Table 42. Number of Practice Doctorate Students by Enrollment Status

| Enrollment Status | Number | % |
|---|---|---|
| Full-time taking coursework | 164 | 76.6 |
| Full-time who completed coursework (i.e., all but capstone/research paper) | 21 | 9.8 |
| Part-time taking coursework | 29 | 13.6 |
| Part-time who completed coursework (i.e., all but capstone/research paper) | 0 | 0 |
| Total | 214 | |

*Note:* Programs reporting=7.

In the 2015 Annual Survey, practice doctorate programs were asked to provide demographic information about their enrolled students in total; previously this information was separated by enrollment status (i.e., full-time/part-time by status of coursework). Programs reported demographic characteristics of 266 enrolled students across enrollment status as of November 1, 2015, or the date in the fall term on which student lists were finalized (see Table 43). Students were predominantly female. The proportion of enrolled students from historically underrepresented groups was 28.9% (77).

### Table 43. Demographic Characteristics of Practice Doctorate Enrolled Students

| Demographic Category | Enrolled | |
|---|---|---|
| **Sex** | Number | % |
| Male | 50 | 18.8 |
| Female | 216 | 81.2 |
| Other | 0 | 0 |
| Unknown | 0 | 0 |
| **Age Group** | | |
| Younger than 25 years | 0 | 0 |
| 25–34 years | 44 | 16.5 |
| 35–44 years | 81 | 30.5 |
| 45 years or older | 68 | 25.6 |
| Unknown | 73 | 27.4 |
| **Racial/Ethnic Identification** | | |
| White (non-Hispanic) | 171 | 64.3 |
| African American/Other Black | 42 | 15.8 |
| Chicano/Mexican American | a | a |
| Puerto Rican | a | a |
| Other Latino/Hispanic | 7 | 2.6 |
| American Indian/Native American | a | a |
| Asian American/Other Asian | 7 | 2.6 |
| Pacific Islander | 0 | 0 |
| Other | 0 | 0 |
| Multiple race/ethnicity | 17 | 6.4 |
| Unknown | 18 | 6.8 |

*Note:* Programs reporting=8.

[a] Excluded because number of individuals in category was fewer than 5.

## Degrees Awarded

During the 2014–2015 academic year 58 degrees were awarded by four practice doctorate programs (see Table 44 for demographic characteristics). Most of the graduates were female. The proportion of graduates who identified with a historically underrepresented group was 27.6% (16).

None of the four programs reported any international graduates, and none of the four programs reported any graduates who planned to pursue social work careers in countries other than the United States. None of the four programs responding awarded joint MSW/doctoral degrees over this period.

## Table 44. Demographic Characteristics of Practice Doctorate Graduates

| Demographic Category | Practice Doctorate Graduates | |
| --- | --- | --- |
| Sex | Number | % |
| Male | 14 | 24.1 |
| Female | 42 | 72.4 |
| Other | a | a |
| Unknown | a | a |
| Age Group | | |
| Younger than 25 years | a | a |
| 25–34 years | a | a |
| 35–44 years | 28 | 48.3 |
| 45 years or older | 23 | 39.7 |
| Unknown | a | a |
| Racial/Ethnic Identification | | |
| White (non-Hispanic) | 33 | 56.9 |
| African American/Other Black | 9 | 15.5 |
| Chicano/Mexican American | 0 | 0 |
| Puerto Rican | a | a |
| Other Latino/Hispanic | a | a |
| American Indian/Native American | 0 | 0 |
| Asian American/Other Asian | 0 | 0 |
| Pacific Islander | a | a |
| Other | 0 | 0 |
| Multiple race/ethnicity | a | a |
| Unknown | 9 | 15.5 |

*Note:* Programs reporting=4.

aExcluded because number of individuals in category was fewer than 5.

Most graduates took 3 years or less to obtain their doctorates (see Table 45). Three-fourths of the eight programs reported that their school policy allowed 5 or 6 years for completion of their doctoral degree (see Table 46).

## Table 45. Years Taken by Practice Doctorate Graduates to Obtain Degree

| Years to Awarded Degree | Number | % |
| --- | --- | --- |
| 3 Years or fewer | 46 | 79.3 |
| 4 Years | 5 | 8.6 |
| 5 Years | 5 | 8.6 |
| Unknown | a | a |
| Total | 58 | |

*Note:* Programs reporting=4.

aExcluded because number of individuals in category was fewer than 5.

## Table 46. Years That School Policy Allows for Completion of Practice Doctorate Degree

| Years | Number of Programs | % of Programs |
| --- | --- | --- |
| 4 or fewer | 0 | 0 |
| 5 | 3 | 37.5 |
| 6 | 3 | 37.5 |
| Other | a | a |
| Unknown | a | a |

*Note:* Programs reporting=8.

aExcluded because number of programs in category was fewer than 3.

## Employment of Graduates

Four programs provided information on the employment status of their graduates, shown in Table 47. The largest proportion of graduates went into private clinical practice.

## Table 47. Employment Status of Practice Doctorate Graduates

| Employment Status | Number | % |
| --- | --- | --- |
| Private clinical practice | 24 | 41.4 |
| Non–tenure-line faculty position in CSWE-accredited program | 11 | 19.0 |
| Tenure-line faculty position in CSWE-accredited program | 10 | 17.2 |
| Faculty position in a program not accredited by CSWE | 0 | 0 |
| Nonacademic research position | 0 | 0 |
| Postdoctoral fellow | 0 | 0 |
| Nonacademic administrative position | a | a |
| Academic research position | a | a |
| Academic administrative position | a | a |
| Consulting position | a | a |
| Other | a | a |
| Not employed | 0 | 0 |
| Unknown | a | a |

*Note:* Programs reporting=4.

aExcluded because number of individuals in category was fewer than 5.

# PhD Programs

Seventy-one (94.7%) PhD programs participated in the 2015 Annual Survey. More than two-thirds (68.1%, 47) of 69 PhD programs reported that their full-time faculty taught courses in other departments/schools at their institutions. More than one-third (25, 36.2%) of 69 programs reported that they had a combined MSW/PhD program.

## Applications and New Enrollments

As reported by 66 programs, there were 1,660 applications received in the 2014–2015 academic year. Five hundred and twenty-six acceptances were reported by 68 programs, and 335 students were newly enrolled in 68 reporting PhD programs (see Table 11).

During the 2014–2015 academic year there were 1,694 applicants to the 64 PhD programs that reported demographic information. More than two-thirds of the applicants were female. The proportion of applicants identifying with a historically underrepresented group was 50.3% (852). Table 48 shows PhD program applicant demographic data.

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

| Demographic Category | PhD Applicants | |
|---|---|---|
| **Sex** | Number | % |
| Male | 457 | 27.0 |
| Female | 1,211 | 71.5 |
| Other | 6 | 0.4 |
| Unknown | 20 | 1.2 |
| **Age Group** | | |
| Younger than 25 years | 130 | 7.7 |
| 25–34 years | 992 | 58.6 |
| 35–44 years | 325 | 19.2 |
| 45 years or older | 138 | 8.1 |
| Unknown | 109 | 6.4 |
| **Racial/Ethnic Identification** | | |
| White (non-Hispanic) | 588 | 34.7 |
| African American/Other Black | 247 | 14.6 |
| Chicano/Mexican American | 38 | 2.2 |
| Puerto Rican | 16 | 0.9 |
| Other Latino/Hispanic | 76 | 4.5 |
| American Indian/Native American | 13 | 0.8 |
| Asian American/Other Asian | 357 | 21.1 |
| Pacific Islander | [a] | [a] |
| Other | 51 | 3.0 |
| Multiple race/ethnicity | 50 | 3.0 |
| Unknown | 254 | 15.0 |

*Note:* Programs reporting=64.

[a]Excluded because number of individuals in category was fewer than 5.

As reported by 64 programs, degree-seeking, newly enrolled students primarily came from a background in social work, with most (80.2%) holding a master's degree in social work; 12.5% held graduate degrees from other fields (see Table 49). Very few (7.2%) newly enrolled students did not have a graduate degree. Sixty-two PhD programs reported that 195 (52.0%) of newly enrolled students had 2 years of post-master's applied social work experience.

## Table 49. Number of Newly Enrolled PhD Students by Educational Background

| Educational Background | Number | % |
|---|---|---|
| Has MSW and has BSW | 56 | 14.9 |
| Has MSW but does not have BSW | 245 | 65.3 |
| Has non-social work graduate degree and has BSW | a | a |
| Has non-social work graduate degree; does not have BSW | 46 | 12.3 |
| Does not have graduate degree; has BSW | a | a |
| Does not have graduate degree; does not have BSW | 26 | 6.9 |
| Unknown | 0 | 0 |
| Total | 375 | |

*Note:* Programs reporting=64.

[a]Excluded because number of individuals in category was fewer than 5.

Sixty-three (63) PhD programs provided demographic information about 354 newly enrolled students (see Table 50). Most of the new students were female. The proportion of new students identifying with a historically underrepresented group was 49.4% (175).

## Table 50. Demographic Characteristics of Newly Enrolled PhD Students

| Demographic Category | Newly Enrolled PhD Students | |
|---|---|---|
| **Sex** | Number | % |
| Male | 89 | 25.1 |
| Female | 260 | 73.4 |
| Other | 0 | 0 |
| Unknown | 5 | 1.4 |
| **Age Group** | | |
| Younger than 25 years | 24 | 6.8 |
| 25–34 years | 201 | 56.8 |
| 35–44 years | 97 | 27.4 |
| 45 years or older | 30 | 8.5 |
| Unknown | a | a |
| **Racial/Ethnic Identification** | | |
| White (non-Hispanic) | 171 | 48.3 |
| African American/Other Black | 60 | 16.9 |
| Chicano/Mexican American | 8 | 2.3 |
| Puerto Rican | 5 | 1.4 |
| Other Latino/Hispanic | 27 | 7.6 |
| American Indian/Native American | a | a |
| Asian American/Other Asian | 46 | 13.0 |
| Pacific Islander | a | a |
| Other | 12 | 3.4 |
| Multiple race/ethnicity | 12 | 3.4 |
| Unknown | 8 | 2.3 |

*Note:* Programs reporting=63.

[a]Excluded because number of individuals in category was fewer than 5.

## Combined MSW/PhD Programs

More than a third (36.2%, 25) of 69 programs reported having a combined MSW/PhD program, as shown in Table 51.

### Table 51. Applications, Admissions, and New Enrollments in Combined MSW/PhD Programs

| Combined MSW/PhD Program | Number | % |
|---|---|---|
| Applicants | 143 | |
| Applicants who were admitted | 33 | |
| Overall admission rate | | 23.1 |
| Enrolled as of November 1, 2014 | 22 | |
| Overall enrollment rate | | 66.7 |
| Enrolled having no graduate degree | 5 | |
| Enrolled having graduate degree in another discipline | 14 | |

*Note:* Programs reporting=25.

## Enrollment

Sixty-eight (68) PhD programs identified 2,047 enrolled students as of November 1, 2015, or the date in the fall term on which student lists were finalized. Table 52 reports students by enrollment status.

### Table 52. Number of Enrolled PhD Students by Enrollment Status

| Enrollment Status | Number | % |
|---|---|---|
| Full-time taking coursework | 831 | 40.6 |
| Full-time who completed coursework (i.e., all but capstone/research paper) | 773 | 37.8 |
| Part-time taking coursework | 196 | 9.6 |
| Part-time who completed coursework (i.e., all but capstone/research paper) | 247 | 12.1 |
| Total | 2,047 | |

*Note:* Programs reporting=68.

In the 2015 Annual Survey, PhD programs were asked to provide demographic information about their enrolled students in total; previously this information was separated out by enrollment status (i.e., full-time/part-time by status of coursework). Sixty-eight PhD programs reported demographic information for 2,033 enrolled students. Table 53 provides the demographic characteristics of enrolled students across enrollment status. Students were predominantly female. The proportion of enrolled students from historically underrepresented groups were 43.8% (891).

### Table 53. Demographic Characteristics of Enrolled PhD Students

| Demographic Characteristic | Enrolled Students | |
|---|---|---|
| | Number | % |
| **Sex** | | |
| Male | 493 | 24.2 |
| Female | 1,539 | 75.7 |
| Other | a | a |
| Unknown | a | a |
| **Age Group** | | |
| Younger than 25 years | 56 | 2.8 |
| 25–34 years | 829 | 40.8 |
| 35–44 years | 650 | 32.0 |
| 45 years or older | 377 | 18.5 |
| Unknown | 121 | 6.0 |
| **Racial/Ethnic Identification** | | |
| White (non-Hispanic) | 1,068 | 52.5 |
| African American/Other Black | 313 | 15.4 |
| Chicano/Mexican American | 32 | 1.6 |
| Puerto Rican | 39 | 1.9 |
| Other Latino/Hispanic | 107 | 5.3 |
| American Indian/Native American | 26 | 1.3 |
| Asian American/Other Asian | 268 | 13.2 |
| Pacific Islander | a | a |
| Other | 50 | 2.5 |
| Multiple race/ethnicity | 52 | 2.6 |
| Unknown | 74 | 3.6 |

*Note:* Programs reporting=68.

[a]Excluded because number of individuals in category was fewer than 5.

## Degrees Awarded

During the 2014–2015 academic year 300 degrees were awarded by 64 PhD programs. As reported by 11 programs, 23 (7.7%) degrees were awarded as joint MSW/PhD degrees. Among 61 programs that reported this information, three (4.9%) programs reported that their degrees were awarded jointly with another department/school (divinity, public health, and sociology).

Most of the graduates were female (see Table 54). The proportion of graduates who identified with a historically underrepresented group was 40.7% (122). Sixty-four PhD programs reported 48 (16.0%) international graduates. Sixty-four programs reported 12 (4.0%) graduates who were planning to pursue careers outside the United States.

### Table 54. Demographic Characteristics of PhD Graduates

| Demographic Category | PhD Graduates | |
|---|---|---|
| Sex | Number | % |
| Male | 60 | 20.0 |
| Female | 237 | 79.0 |
| Other | a | a |
| Unknown | a | a |
| Age Group | | |
| Younger than 25 years | 0 | 0 |
| 25–34 years | 104 | 34.7 |
| 35–44 years | 118 | 39.3 |
| 45 years or older | 73 | 24.3 |
| Unknown | 5 | 1.7 |
| Racial/Ethnic Identification | | |
| White (non-Hispanic) | 169 | 56.3 |
| African American/Other Black | 41 | 13.7 |
| Chicano/Mexican American | a | a |
| Puerto Rican | 6 | 2.0 |
| Other Latino/Hispanic | 12 | 4.0 |
| American Indian/Native American | a | a |
| Asian American/Other Asian | 44 | 14.7 |
| Pacific Islander | a | a |
| Other | 9 | 3.0 |
| Multiple race/ethnicity | a | a |
| Unknown | 9 | 3.0 |

*Note:* Programs reporting=64.

[a]Excluded because number of individuals in category was fewer than 5.

More than half (58.7%) of graduates took 4 to 6 years to obtain their doctorates, as shown in Table 55.

### Table 55. Years Taken by PhD Graduates to Obtain Degree

| Years to Awarded Degree | Number | % |
|---|---|---|
| 3 Years or fewer | 14 | 4.7 |
| 4 Years | 42 | 14.1 |
| 5 Years | 71 | 23.8 |
| 6 Years | 62 | 20.8 |
| 7 Years | 45 | 15.1 |
| 8 Years | 19 | 6.4 |
| 9 Years | 16 | 5.4 |
| 10 Years or More | 29 | 9.7 |
| Total | 298 | |

*Note:* Programs reporting=63.

Most programs (80.6%) reported that their school policy allowed 7–10 years for completion of a PhD degree (see Table 56). The most common Other school policy was 5–6 years with the possibility of extension.

### Table 56. Years That School Policy Allows for Completion of PhD Degree

| Years | Number of Programs | % of Programs |
|---|---|---|
| 4 or fewer | 0 | 0 |
| 5–6 | 6 | 9.0 |
| 7–8 | 35 | 52.2 |
| 9–10 | 19 | 28.4 |
| 11 or More | a | a |
| Other | 4 | 6.0 |
| No Limit | a | a |

*Note:* Programs reporting=67.

[a]Excluded because number of programs in category was fewer than 3.

## Employment of Graduates

PhD programs provided information on the employment status of their graduates (see Table 57). More than a third of PhD graduates obtained tenure-line faculty positions in CSWE-accredited programs. Other employment reported were adjunct teaching positions or positions outside the United States.

Table 57. Employment Status of PhD Graduates

| Employment Status | Number | % |
|---|---|---|
| Tenure-line faculty position in CSWE-accredited program | 118 | 39.7 |
| Nonacademic administrative position | 34 | 11.4 |
| Postdoctoral fellow | 25 | 8.4 |
| Academic research position | 23 | 7.7 |
| Private clinical practice | 21 | 7.1 |
| Non–tenure-line faculty position in CSWE-accredited program | 18 | 6.1 |
| Nonacademic research position | 14 | 4.7 |
| Academic administrative position | 14 | 4.7 |
| Consulting position | 6 | 2.0 |
| Faculty position in a program not accredited by CSWE | [a] | [a] |
| Other | 14 | 4.7 |
| Not employed | 6 | 2.0 |
| Unknown | [a] | [a] |
| Total | 297 | |

*Note:* Programs reporting=59.

[a]Excluded because number of individuals in category was fewer than 5.

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