



2010 Statistics on Social Work Education in the United States

A SUMMARY

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The Annual Survey of Social Work Programs (Annual Survey) is a census of accredited social work programs that has been 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. 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. The means of collection and reporting have changed over time, but the Annual Survey itself remains largely unchanged.

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1 Introduction

Methodology

The Annual Survey is composed of five instruments: baccalaureate programs, master's programs, doctoral programs, full-time faculty, and part-time faculty. The program instruments include sections on program structure, enrollments, concentrations and field placements (baccalaureate and master's programs only), financial aid, and degrees awarded. The full-time faculty instrument collects information on demographics, academic rank, administrative title, role, and time assigned to programs and tasks. The part-time faculty instrument collects aggregate data about demographic information, academic rank, and salary.

The instruments are administered online through the survey platform Zarca Interactive. In mid-November 2010, survey invitations were e-mailed to program directors at all CSWE-accredited baccalaureate and master's social work programs and to doctoral social work programs that are members of the Group for the Advancement of Doctoral Education. The 2010 survey closed on March 17, 2011.

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

When reporting breakdowns by gender, this summary omits from computation the number of those who responded "Unknown Gender." When reporting breakdowns by age group, the total number of respondents is used, including those choosing Unknown Age. When reporting individuals from underrepresented cultural and ethnic groups, the categories of African American/Other Black, all Latino/Hispanic categories, American Indian/Native American, Asian American/Other Asian, Pacific Islander, and Other are used.

Response Rates

At the time of survey administration 673 accredited baccalaureate and master's social work programs and 70 doctoral social work programs were members of the Group for the Advancement of Doctoral Education in the United States, its territories, and the District of Columbia. As shown in Table 1, the response rates to the different instruments of the 2010 Annual Survey were slightly lower than in 2009, but higher than those seen in 2007 and 2008. Master's programs had the highest response rate.

TABLE 1. Invitations and Responses to the 2010 Annual Survey, by Survey Instrument

Survey Instrument	Number of Invitations	Number of Responses	Percentage Response Rate
Institutions	527	503	95.4
Baccalaureate programs	470	444	94.5
Master's programs	203	197	97.0
Doctoral programs	70	63	90.0

Note. The Institutions "instrument" is derived from the merged baccalaureate, master's, and doctoral programs survey instruments.

The response rates for the Annual Survey have failed to reach 100% for some time, as shown in Table 2. Differing response rates, as well as the introduction of new measures and changes in question wording and category responses, alter the instruments. In addition, response rates vary by question within a survey instrument. Due to these factors, researchers should exercise caution in data comparisons across survey year, program level, and survey question.

TABLE 2. Response Rate by Survey Instrument and Survey Year

	2007 (%)	2008 (%)	2009 (%)	2010 (%)
Survey Instrument				
Institutions	88.3	92.0	97.7	95.4
Baccalaureate programs	86.1	91.6	97.4	94.5
Master's programs	90.9	96.3	98.5	97.0
Doctoral programs	76.1	91.4	92.9	90.0

2 Institutional Characteristics

Institutional Auspice

Programs identified their institutional auspices from among the following: (1) public–state, (2) public–other, (3) private–denominational, or (4) private–other (see Table 3). Public institutions housed more than one-half of accredited social work programs.

TABLE 3. Auspices of Institutions Housing a Social Work Program

Institutional Auspice	Number	Percentage
Public – state	268	53.3
Public – other	7	1.4
Private – denominational	152	30.2
Private – other	76	15.1

When examining institutional auspice by program level, there were higher proportions of stand-alone master’s programs and combined baccalaureate/master’s and baccalaureate/master’s/doctoral programs housed in public institutions. Baccalaureate-only and baccalaureate or master’s/doctoral programs were more evenly distributed between public and private institutions (see Table 4).

TABLE 4. Institutional Auspices by Program Level

	Aggregate	Public: State	Public: Other	Private: Denominational	Private: Other
Program Level	n	(%)	(%)	(%)	(%)
Baccalaureate only	306	41.2	0.7	41.8	16.3
Master’s only	32	65.6	0	18.8	15.6
Baccalaureate and master’s	102	77.5	3.9	12.7	5.9
Master’s and doctoral	28	46.4	3.6	7.1	42.9
Baccalaureate, master’s, doctoral	35	82.9	0	8.6	8.6

Ethnic/Gender Identification of Institution

Programs were asked whether their institutions identified with ethnic or gender groups. As shown in Table 5, programs predominantly self-identified as nonethnic, coeducational institutions. The largest category of programs identifying with a diverse population was Historically Black College or University.

TABLE 5. Ethnic/Gender Identification of Institutions Housing a Social Work Program

Ethnic/Gender Identification	n	Percentage
Nonethnic		
Coeducational	420	83.5
Women’s	13	2.6
Historically Black College or University		
Coeducational	35	7.0
Women’s	1	0.2
Hispanic-Serving Institution		
Coeducational	33	6.6
Tribal College	1	0.2

Primary Setting of Institution

When asked to identify their institutions’ primary settings (urban, suburban, or rural), master’s-only and combined programs were more likely to identify their locations as urban. Baccalaureate-only programs were distributed relatively evenly across settings (see Table 6).

TABLE 6. Percentage of Social Work Programs by Program Level and Setting

Program Level	Urban	Suburban	Rural
Baccalaureate only	31.0	31.0	37.9
Master’s only	65.6	25.0	9.4
Baccalaureate and master’s	54.9	17.6	27.5
Master’s and doctoral	71.4	21.4	7.1
Baccalaureate, master’s, doctoral	74.3	22.9	2.9

Carnegie Classification

The survey collected institutions’ Carnegie classifications. The Carnegie Foundation for the Advancement of Teaching has devised a framework for categorizing colleges and universities that is used extensively in higher education. See a brief explanation of the basic categories in Figure 1; additional information can be found at the Carnegie Foundation’s website (<http://classifications.carnegiefoundation.org/summary/basic.php>).

As shown in Table 7, more than one-half (50.5%) of accredited social work programs were housed in institutions classified as master’s colleges and universities, followed by research universities (28.6%) and baccalaureate colleges (19.7%). Baccalaureate-only programs were least likely to be housed at research universities.

Figure 1. The Carnegie Foundation for the Advancement of Teaching framework for categorizing colleges and universities

RU/VH: Research universities (very high research activity)
 RU/H: Research universities (high research activity)
 DRU: Doctoral/research universities

Master’s Colleges and Universities

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

Bac/A&S: Baccalaureate colleges (arts and sciences)
 Bac/Div: Baccalaureate colleges (diverse fields)
 Bac/Assoc: Baccalaureate/associate’s colleges

Special Focus and Other Institutions

Spec/Med: Special focus institutions: Medical schools and medical centers
 Spec/Health: Special focus institutions: Other health profession schools
 Spec/Faith: Special focus institutions: Theological seminaries, Bible colleges, and other faith-related institutions
 Assoc/Priv: Associate’s colleges (private)
 Tribal: Tribal colleges

TABLE 7. Social Work Programs by General Carnegie Classification and Program Level

	BSW (%)	MSW (%)	BSW & MSW (%)	BSW or MSW & PhD (%)	BSW, MSW, & PhD (%)	Aggregate (n)
General Carnegie Classification						
Research universities	23.6	6.3	31.9	16.0	22.2	144
Master’s colleges and universities	67.3	8.7	22.0	1.2	0.8	254
Baccalaureate colleges	98.0	0	0	2.0	0	99
Special focus and other institutions	66.7	16.7	0	0	16.7	6

Part-Time Programs

Master’s programs were most likely to offer a part-time option to their students, followed by doctoral and baccalaureate programs (see Table 8).

TABLE 8. Percentage of Programs Offering Part-Time Option by Program Level

Program Level	Part-Time Option
Baccalaureate	46.7
Master’s	88.5
Doctoral	54.0

Applicant Testing Requirements of Master’s and Doctoral Programs

Master’s and doctoral programs stated whether they required students to take the Graduate Record Examination (GRE; verbal, quantitative, analytical, or written sections) or other tests. Table 9 shows that the proportion of doctoral programs requiring the GRE was greater than that for master’s programs.

TABLE 9. Applicant Testing Requirements by Program Level

Required Test	Required for Master’s Program		Required for Doctoral Program	
	Number	Percentage	Number	Percentage
GRE – verbal	34	17.3	56	88.9
GRE – quantitative	30	15.2	56	88.9
GRE – analytical	17	8.6	35	55.6
GRE – written	19	9.6	27	42.9
MAT	—	—	6	9.5
TOEFL	149	75.6	—	—

Note. MAT=Miller Analogies Test; TOEFL=Test of English as a Foreign Language.

Applications and Enrollments

Table 10 shows numbers of applicants and enrolled students across program level. Programs reported student enrollment and field instruction as of November 1, 2010 (or finalization date, if different, at their programs). Because students can apply to multiple programs, CSWE is unable to produce a count of unduplicated applications; therefore, the actual number of people applying to social work programs is probably inflated.

TABLE 10. Number of Applicants and Enrolled Students by Program Level

	Baccalaureate	Master’s		Doctoral
		Full-Time	Part-Time	
Applications received	20,270	36,564	11,876	1,729
Applications accepted	15,832	21,949	8,057	575
New students enrolled	15,192	13,514	6,555	411
Total enrollment	53,384	29,997	18,387	2,578

The acceptance rate was highest for baccalaureate applicants (78.1%), followed by part-time master's applicants (67.8%), full-time master's applicants (60.0%), and doctoral applicants (33.3%). Accepted applicants to baccalaureate programs were most likely to enroll (96.0%), followed by part-time master's accepted applicants (81.4%), doctoral accepted applicants (71.5%), and full-time master's accepted applicants (61.6%). In 2010 there was a total enrollment of 104,345 social work students, of which baccalaureate programs contributed 51.2%, master's programs contributed 46.4%, and doctoral programs contributed 2.5%.

Financial Aid: Baccalaureate and Master's Students

In total, 263 baccalaureate programs and 121 master's programs provided financial aid information about their students (see Table 11). An average of 86.7% (17,340) of full-time baccalaureate juniors and seniors (unduplicated) and 80.8% (17,981) of full-time master's students (unduplicated) received some form of financial assistance. Compared with the baccalaureate students, financial aid for master's students was most often in the form of public loans (63.2%), followed by voluntary/other funds (22.0%), federal funding (10.9%), and other public funds (4.0%). Financial aid for baccalaureate juniors and seniors was more evenly distributed among the funding categories: 44.6% from public loans, 27.9% from federal funding, 15.7% from voluntary/other funds, and 11.7% from other public funds.

TABLE 11. Number of Baccalaureate Juniors and Seniors and Full-Time Master's Students Receiving Financial Aid by Type of Funding

Type of Funding	Baccalaureate Juniors and Seniors		Full-Time Master's Students	
	Not Tied to Current Field Placement	Tied to Agency and Paid by Field Agency	Not Tied to Current Field Placement	Tied to Agency and Paid by Field Agency
Public funds – federal government	14,694	359	4,269	595
Public funds – loan	24,064	—	28,227	—
Public funds – other	6,257	41	1,377	389
Voluntary funds and other sources	8,375	107	9,431	381

Among baccalaureate programs providing information about the racial/ethnic identification of students receiving financial assistance, 37.4% of the full-time juniors and seniors were from underrepresented racial/ethnic groups (see Table 12). Foreign (no resident visa) students accounted for 2.8% (489) of the baccalaureate students receiving financial assistance. When reporting percentages of respondents from underrepresented racial/ethnic groups, the categories of African American/Other Black, all Latino/Hispanic categories, American Indian/Native American, Asian American/Other Asian, Pacific Islander, and Other are used.

Among master's programs providing information about the racial/ethnic identification of students receiving financial assistance,

31.0% of the full-time students were from underrepresented racial/ethnic groups. Foreign (no resident visa) students made up 1.8% (326) of the master's students receiving financial assistance.

TABLE 12. Racial/Ethnic Identification of Baccalaureate Juniors and Seniors and Full-Time Master's Students Receiving Financial Aid

Racial/Ethnic Identification	Baccalaureate Juniors and Seniors		Full-Time Master's Students	
	Number	Percentage	Number	Percentage
White (non-Hispanic)	8,418	48.5	9,119	50.7
African American/Other Black	4,021	23.2	2,864	15.9
Chicano/Mexican American	356	2.1	140	0.8
Puerto Rican	292	1.7	74	0.4
Other Latino/Hispanic	1,089	6.3	1,387	7.7
American Indian/Native American	235	1.4	147	0.8
Asian American/Other Asian	322	1.9	742	4.1
Pacific Islander	54	0.3	84	0.5
Other	116	0.7	140	0.8
Multiple race/ethnicity	155	0.9	284	1.6
Unknown	2,282	13.2	3,000	16.7

Student Debt at Graduation

The following proportions of programs responded to the question about debt load carried by their graduates: 45.5% of baccalaureate programs, 42.1% of master's programs, and 20.6% of doctoral programs. As shown in Table 13, graduate debt increased with program level. Programs were asked what percentage of graduates acquired debt while working toward their social work degrees. A smaller proportion of doctoral graduates acquired debt compared with baccalaureate and master's graduates.

TABLE 13. Graduate Debt by Program Level

Program Level	Percentage of Graduates With Debt	Median Debt
Baccalaureate	79.7	\$23,982
Master's	80.2	\$32,198
Doctoral	68.6	\$41,000

Title IV-E Stipends

Since 1980 the federal Title IV-E training program has been a source of financial assistance for social work students specializing in child welfare work.¹ Discussion of funding for social work education and student debt load requires current data on the number of social work programs participating in this program. Of the 431 baccalaureate programs that responded to this question, 34.1% (147) offered IV-E stipends; these programs were located in 31 states. Of the 187 master's programs that responded to this question, 50.3% (94) provided IV-E stipends; these master's programs were located in 35 states and the District of Columbia.

¹ National Association of Social Workers (NASW) (2004). Fact sheet: *Title IV-E child welfare training*. Retrieved from <http://www.socialworkers.org/advocacy/updates/2003/081204a.asp>

3 Full-Time and Part-Time Faculty in Social Work

In 2010, 395 social work programs provided individual information about 3,638 full-time faculty members. For the purposes of this report, *full-time* refers to faculty who spent 50% or more of full-time employment (FTE) in social work education. Ninety-five records were excluded from analysis because the participants responded “part-time” to the question “During the Fall 2010 term, did the institution consider this faculty member a full-time appointment or part-time appointment?” Twenty surveys were excluded from analysis because the participants gave percentages less than 50% for the total FTE assigned to social work program levels or other social work activity, or they gave percentages greater than 50% for FTE worked in units outside social work.

For 2010, 276 programs provided information on 3,923 part-time faculty or instructional staff. For the purposes of this report, *part-time* refers to faculty or instructional staff who spent less than 50% of FTE in social work education.

Demographic Characteristics of Full-Time and Part-Time Faculty

The Annual Survey collected information about the demographic characteristics of full-time and part-time faculty (see Table 14). The largest proportion of full-time faculty fell in the 55–64 years old age range. Very few of the faculty members were under 35 years of age. More than two-thirds of full-time faculty was female. Faculty members from underrepresented racial/ethnic groups accounted for 27.5% (1,000) of full-time faculty. Additionally, 2.0% (72) of full-time faculty was foreign (no resident visa).

Compared with full-time faculty, part-time faculty tended to be younger than full-time faculty, and a smaller proportion (20.5%) were from underrepresented racial/ethnic groups. Only 13 (0.3%) part-time faculty members were foreign (no resident visa).

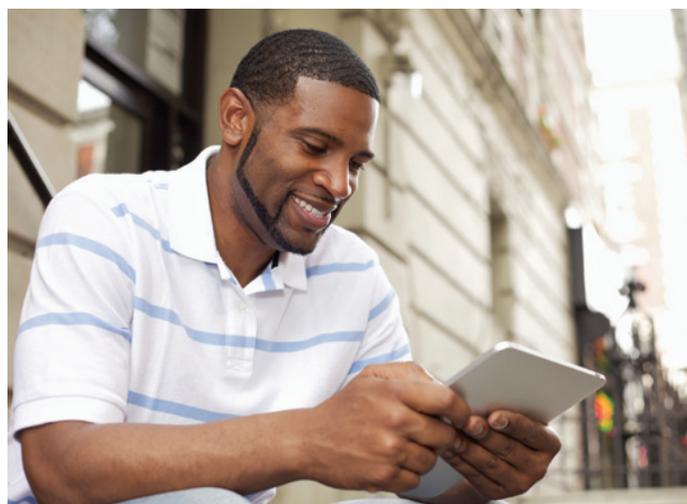


TABLE 14. Demographic Characteristics of Full-Time and Part-Time Faculty

	Full-Time Faculty		Part-Time Faculty	
	Number	Percentage	Number	Percentage
Gender				
Male	1,136	31.4	1,043	29.0
Female	2,478	68.6	2,554	71.0
Age Group				
34 years or younger	136	3.7	369	9.4
35–44 years	731	20.1	850	21.7
45–54 years	928	25.5	864	22.0
55–64 years	1,279	35.2	839	21.4
65 years or older	396	10.9	316	8.1
Unknown	168	4.6	685	17.5
Racial/Ethnic Identification				
White (non-Hispanic)	2,528	69.5	2,852	72.7
African American/ Other Black	508	14.0	499	12.7
Chicano/Mexican American	68	1.9	41	1.0
Puerto Rican	54	1.5	24	0.6
Other Latino/Hispanic	88	2.4	124	3.2
American Indian/ Native American	42	1.2	19	0.5
Asian American/ Other Asian	208	5.7	64	1.6
Pacific Islander	10	0.3	4	0.1
Other	22	0.6	32	0.8
Multiple race/ethnicity	33	0.9	18	0.5
Unknown	77	2.1	246	6.3

Academic Rank or Administrative Title of Full-Time and Part-Time Faculty

A majority (66.3%) of full-time faculty had no administrative title. The largest proportion of full-time faculty held the academic rank of associate professor, followed closely by assistant professor (see Table 15).

Part-time faculty occupied lower academic ranking than did full-time faculty. The most common academic ranks held by part-time faculty members were adjunct, lecturer, and instructor.

TABLE 15. Academic Rank of Full-Time and Part-Time Faculty

Academic Rank	Full-Time		Part-Time	
	Number	Percentage	Number	Percentage
Professor	822	22.8	35	0.9
Associate professor	1,083	30.0	135	3.4
Assistant professor	1,060	29.3	175	4.5
Instructor	226	6.3	376	9.6
Lecturer	167	4.6	893	22.8
Clinical appointment	170	4.7	47	1.2
Adjunct	9	0.2	1,942	49.5
Field instructor	—	—	155	4.0
Other	71	2.0	134	3.4
Emeritus	5	0.1	21	0.5
Unknown/none	—	—	10	0.3

Among full-time faculty with an administrative title, the program director titles were most common, with 8.8% (321) holding one of those titles, followed by director of field instruction (see Table 16).

TABLE 16. Administrative Title of Full-Time Faculty

Administrative Title	Number	Percentage
Dean	55	1.5
Director	166	4.6
Chairperson	147	4.0
Program Directors		
Director of baccalaureate program	190	5.2
Director of master's program	86	2.4
Director of doctoral program	45	1.2
Other Director Positions		
Associate dean or director	79	2.2
Assistant dean or director	22	0.6
Director of research/research administrator	20	0.5
Director of continuing education or work study	12	0.3
Director of admissions or minority recruitment	10	0.3
Field Education		
Director of field instruction	298	8.2
Associate/assistant director of field instruction	46	1.3
Other	48	1.3
None	2,411	66.3

Highest Earned Degree of Full-Time and Part-Time Faculty

Most (3,339, 91.8%) full-time faculty members have MSW degrees. As shown in Table 17, almost three fourths of full-time faculty members held a doctoral degree most commonly in social work/social welfare (55.4%). More than one quarter of full-time faculty held a master's degree as their highest degree, most commonly in social work (25.2%). Compared with full-time faculty, part-time faculty were less likely to hold a doctorate of any kind and more likely to hold a master's of social work degree as their highest degree.

TABLE 17. Highest Earned Degree of Full-Time and Part-Time Faculty

Highest Earned Degree	Full-Time Faculty		Part-Time Faculty	
	Number	Percentage	Number	Percentage
Doctorate in social work or social welfare	2,016	55.4	421	10.7
Other doctorate	592	16.3	258	6.6
Master's of social work	917	25.2	2,963	75.5
Other master's	18	0.5	118	3.0
Law	21	0.6	48	1.2
Medicine	5	0.1	—	—
Other	15	0.4	11	0.3
Unknown	54	1.5	103	2.6

Licensure Among Full-Time Faculty

The survey asked about professional licenses held by full-time faculty; faculty members could report multiple licenses. At least 2,426 licenses were held among 1,839 full-time faculty for whom information was provided. Among the faculty who held licensure, 72.5% had one license, 22.9% had two licenses, 3.6% had three licenses, and 0.9% had four or more licenses.

The most commonly held certification, as shown in Table 18, was Licensed Clinical Social Work. The most commonly reported "Other" licenses were Licensed Independent Social Worker and Licensed Independent Clinical Social Worker.

TABLE 18. Type of Licensure of Full-Time Faculty

Type of Licensure	Number
Licensed Clinical Social Worker	1,105
Master's-level Licensed Social Worker	517
Academy of Certified Social Workers	513
Baccalaureate-level Licensed Social Worker	16
Other	275
Unknown	345
None	791

Tenure Status of Full-Time Faculty

Almost one-half of full-time faculty members were tenured (see Table 19). Very few full-time faculty were housed in institutions with no tenure system.

TABLE 19. Tenure Status of Full-Time Faculty

Tenure Status	Number	Percentage
Tenured	1,750	48.8
On tenure track	902	25.1
Not on tenure track, but institution has tenure system	822	22.9
Institution has no tenure system	75	2.1
Other	39	1.1

Salaries of Full-Time Faculty

Most (93.4%) of the funding for full-time faculty came from their universities rather than from external sources. Table 20 provides salary information on full-time faculty holding academic ranks of professor, associate professor, or assistant professor who did not have an administrative title and for whom there was no missing data for the variables at issue (salary and number of months the salary covered). This resulted in a subsample of 1,427; the representativeness of this sample to the population of full-time faculty is unknown. Salaries were adjusted to reflect a 9-month academic period. The table shows salaries by academic rank and general Carnegie classification of the institutions where the faculty members were employed (see the Institutional Characteristics section for more details on the Carnegie classifications).

The median 9-month salaries for full-time faculty members with no administrative title were \$93,500 for professors, \$68,000 for associate professors, and \$56,700 for assistant professors. Please note the differences in the number of faculty reporting salary data when drawing conclusions about salary differences across rank.

TABLE 20. Median Salary and Middle 50% Salary Range of Full-Time, Nonadministrative Faculty by Academic Rank and General Carnegie Classification (Adjusted for 9 Months)

Academic Rank	General Carnegie Classification	Number of Faculty Reporting	Median Salary	Middle 50%	
Professor					
	Research universities	214	\$101,326	\$88,895	\$124,941
	Master's colleges and universities	97	\$74,466	\$63,375	\$87,443
	Baccalaureate colleges	22	\$84,971	\$62,625	\$108,302
Associate Professor					
	Research universities	325	\$73,155	\$65,000	\$83,648
	Master's colleges and universities	157	\$60,125	\$54,031	\$66,450
	Baccalaureate colleges	14	\$55,104	\$49,308	\$63,250
Assistant Professor					
	Research universities	340	\$61,500	\$54,664	\$69,260
	Master's colleges and universities	223	\$52,000	\$45,360	\$57,000
	Baccalaureate colleges	28	\$47,750	\$44,250	\$53,649

Task Assignments of Full-Time Faculty

Full-time faculty members devoted more than half of their work time to teaching, followed by administrative and research activities (see Table 21).

TABLE 21. Percentage of Time Spent on Tasks by Full-Time Faculty

Task	Percentage
Classroom teaching	52.4
Administration	16.0
Research	15.0
Field liaison	5.1
Field instruction	4.7
Other	6.9

A majority of full-time faculty members spent some instructional time at the master's program level. Because full-time faculty might have teaching responsibilities at more than one program level, percentages in Table 22 sum to more than 100%.

TABLE 22. Percentage of Full-Time Faculty With Instructional Time by Program Level

Program Level	Percentage
Baccalaureate	44.5
Master's	54.2
Doctoral	7.5
On sabbatical/not applicable	8.0
Other	1.3

Publication Activity of Full-Time Faculty

During the 2009–2010 academic year full-time faculty participated in the types of publication activities shown in Table 23.

TABLE 23. Full-Time Faculty by Type of Publication Activity

Type of Publication	Number as Primary Author	Number as Coauthor
Refereed article	1,806	2,082
Book	164	152
Book chapter	539	332
Book review	270	50
External report/monograph	641	291

Salaries of Part-Time Faculty

Table 24 includes salary information for part-time faculty of known academic rank and for whom we had no missing salary data.

TABLE 24. Median Salary of Part-Time Faculty by Academic Rank

Academic Rank	Number of Programs Reporting	Median Salary
Professor	20	\$4,644
Associate professor	25	\$3,600
Assistant professor	28	\$3,205
Instructor	59	\$3,000
Lecturer	50	\$3,208
Clinical appointment	12	\$4,094
Field instructor	11	\$3,000
Adjunct	116	\$2,693
Emeritus	16	\$3,750
Other	17	\$3,477

4 Baccalaureate Programs

In 2010, 444 baccalaureate programs (94.5%) responded to the Annual Survey. Some questions addressed structural components of baccalaureate programs. Most programs (78.2%; 347) reported that an application was required to declare social work as a student's major. Almost all programs (95.0%; 417) reported that they operated on a semester system.

Enrollment in Baccalaureate Programs

There were 31,145 full-time juniors and seniors enrolled in the 426 programs that provided this information, with an average of 73.1 students per program. Table 25 shows the distribution of enrolled full-time and part-time baccalaureate juniors and seniors by their demographic characteristics. When reporting percentage breakdowns by gender, we omit the number of respondents of "unknown gender" from computation. When reporting percentage breakdowns by age group, we use the total number of respondents, including those of "unknown age." When reporting percentages of respondents from underrepresented racial/ethnic groups, the categories of African American/Other Black, all Latino/Hispanic categories, American Indian/Native American, Asian American/Other Asian, Pacific Islander, and Other are used.



TABLE 25. Demographic Characteristics of Full-Time and Part-Time Baccalaureate Juniors and Seniors

	Full-Time Juniors and Seniors		Part-Time Juniors and Seniors	
	Number	Percentage	Number	Percentage
Gender				
Male	3,624	12.3	671	14.2
Female	25,876	87.7	4,060	85.8
Age Group				
25 or younger	18,606	59.7	1,274	25.6
26–30	3,463	11.1	835	16.8
31–40	3,301	10.6	1,159	23.3
41 or older	2,654	8.5	1,198	24.1
Age unknown	3,121	10.0	509	10.2
Racial/Ethnic Identification				
White (non-Hispanic)	17,195	55.2	2,221	44.6
African American/ other Black	6,455	20.7	1,382	27.8
Chicano/Mexican American	1,162	3.7	135	2.7
Puerto Rican	482	1.5	59	1.2
Other Latino/ Hispanic	1,538	4.9	333	6.7
American Indian/ Native American	392	1.3	131	2.6
Asian American/ other Asian	668	2.1	96	1.9
Pacific Islander	124	0.4	22	0.4
Other	242	0.8	33	0.7
Multiple race/ ethnicity	312	1.0	51	1.0
Unknown	2,575	8.3	512	10.3

Overall, the majority of full-time baccalaureate juniors and seniors was age 25 years or younger (59.7%) and female (87.7%). Full-time students from underrepresented racial/ethnic groups comprised 35.5% of the total full-time enrollment. Among full-time juniors and seniors, 0.8% (237) was foreign (no resident visa).

The age distribution among of the 4,975 part-time baccalaureate juniors and seniors was more evenly distributed than was the case for the full-time baccalaureate students. The majority of part-time baccalaureate students, as for full-time students, was female (85.8%). Part-time programs had a greater proportion of students from underrepresented racial/ethnic groups (44.0%). Among part-time juniors and seniors, 0.6% (28) was foreign.

Field Instruction in Baccalaureate Programs

In the 406 programs that provided this information, 12,463 full-time and part-time students were in field placements as of November 1, 2010 (see Table 26). Programs reported the number of students in the provided field placement categories. The child welfare category continued to have the highest concentration of students (17.4%), followed by family services (10.3%), mental health or community mental health (10.1%), aging/gerontological social work (8.9%), and school social work (8.7%). The most common “other” placements were various types of youth services and refugee/immigrant services.

TABLE 26. Number of Baccalaureate Students in Field Placements by Category

Field Placement Category	Total Number of Students
Child welfare	2,173
Family services	1,288
Mental health or community mental health	1,257
Aging/gerontological social work	1,108
School social work	1,084
Health	959
Corrections/criminal justice	792
Domestic violence or crisis intervention	702
Alcohol, drug, or substance abuse	687
Housing	476
Developmental disabilities	391
Public assistance/public welfare	290
Community planning	262
Group services	171
Rehabilitation	130
International	120
Administration	106
Social policy	85
Military social work	55
Program evaluation	24
Other	304

Baccalaureate Degrees Awarded

Baccalaureate programs awarded 13,836 degrees during the 2009–2010 academic year (see Table 27). Most graduates were female (89.5%), and 32.7% were from underrepresented racial/ethnic groups.

TABLE 27. Racial/Ethnic Identification of Baccalaureate Graduates

Racial/Ethnic Identification	Baccalaureate Graduates	
	Number	Percentage
White (non-Hispanic)	7,399	53.5
African American/other Black	2,469	17.8
Chicano/Mexican American	439	3.2
Puerto Rican	194	1.4
Other Latino/Hispanic	746	5.4
American Indian/Native American	170	1.2
Asian American/other Asian	302	2.2
Pacific Islander	46	0.3
Other	164	1.2
Multiple race/ethnicity	115	0.8
Unknown	1,792	13.0

5 Master's Programs

Advanced Standing

In 2010, 197 master's programs (97.0%) responded to the Annual Survey. As shown in Table 28, the acceptance rate for master's program applicants from baccalaureate programs at the same school of social work was slightly higher (78.4%) than the acceptance rate for applicants from other baccalaureate programs (74.1%). The enrollment of applicants from their own baccalaureate programs was much higher (85.9%) than the enrollment rate of applicants from other baccalaureate programs (72.6%).

TABLE 28. Number of Students With Advanced Standing Status in Master's Programs

	From BSW Program of Own School of Social Work	From BSW Program Other Than Own School of Social Work
Applications received	2,752	6,043
Applicants accepted	2,157	4,478
New students enrolled	1,852	3,253

Programs reported that the average total number of credits normally required for a master's of social work degree was 62.7, with a range of 18–131. The average total number of credits required for an advanced standing master's of social work degree was 37.9, with a range of 13–100.

Dual Degrees and Certificates Offered by Master's Programs

Respondents identified dual degrees and certificates offered through their programs. Law was the most popular dual degree offered, followed by public health (see Table 29). The most common dual degrees listed as "other" were international affairs/studies and child development.

TABLE 29. Master's Programs Offering Dual Degrees by Degree Area

Degree Area	Number Offering	Percentage Offering
Law	47	23.9
Public health	32	16.2
Public administration/public policy	24	12.2
Theology/divinity	23	11.7
Business administration	17	8.6
Doctorate in social work	16	8.1
Education	7	3.6
Urban planning	4	2.0
Other	25	12.7

Among certificates, the most frequently offered were aging/gerontology and school social work (see Table 30). The most common certificates listed as "other" were clinical social work, nonprofit management, and child/family welfare.

TABLE 30. Master's Programs Offering Certificates by Area

Area of Certificate	Number Offering	Percentage Offering
Aging/gerontology	45	22.8
School social work	45	22.8
Addictions/substance abuse	17	8.6
Human services management	13	6.6
Developmental disabilities	8	4.1
Marriage and family	8	4.1
Women's studies	8	4.1
Jewish services	2	1.0
Other	51	25.9

Enrollment in Master's Programs

As of November 1, 2010, the total enrollment of full-time master's students was 29,997; the total enrollment of part-time master's students was 18,387. Table 31 shows the distribution of enrolled full-time master's students by demographic characteristics.

TABLE 31. Demographic Characteristics of Full-Time and Part-Time Master's Students

	Full-Time Master's Students		Part-Time Master's Students	
	Number	Percentage	Number	Percentage
Gender				
Male	3,968	13.6	2,570	14.2
Female	25,223	86.4	15,514	85.8
Age Group				
25 or younger	11,825	39.4	3,117	17.0
26–30	7,714	25.7	4,997	27.2
31–40	4,664	15.5	4,936	26.8
41 or older	3,510	11.7	4,169	22.7
Age unknown	2,284	7.6	1,168	6.4
Racial/Ethnic Identification				
White (non-Hispanic)	17,426	58.1	10,042	54.6
African American/other Black	4,734	15.8	3,621	19.7
Chicano/Mexican American	529	1.8	459	2.5
Puerto Rican	254	0.8	96	0.5
Other Latino/Hispanic	2,266	7.6	1,388	7.5
American Indian/ Native American	283	0.9	163	0.9
Asian American/other Asian	1,216	4.1	410	2.2
Pacific Islander	81	0.3	68	0.4
Other	343	1.1	210	1.1
Multiple race/ethnicity	379	1.3	192	1.0
Unknown	2,486	8.3	1,738	9.5

Overall, full-time master's students were predominantly female and younger than 30 years of age. There were 32.4% (9,706) full-time students from underrepresented racial/ethnic groups and 1.7% (520) full-time foreign (no resident visa) students.

Part-time master's students were also predominantly female, but were more diverse in age than were full-time master's students. Master's programs had 34.9% (6,415) part-time students from underrepresented racial/ethnic groups and 0.6% (110) part-time foreign (no resident visa) students.

Concentrations and Field Placements in Master's Programs

Almost half (46.7%) of master's programs offered a single-tier (method only) concentration. About one third (29.9%) of the programs offered a double-tier (method and field of practice) concentration. The remaining programs offered single-tier (field of practice only; 15.7%) or some other type of concentration system (7.6%).

We divided questions about concentrations offered by master's programs into two parts: methods and fields of practice. Programs reported whether they offered a concentration and the number of students enrolled in each concentration. Table 32 shows method concentrations and total student enrollment.

TABLE 32. Master's Programs Offering Concentrations by Method and Total Student Enrollment

Method	Number Offering	Percentage Offering	Total Student Enrollment
Direct practice/clinical	110	55.8	20,855
Advanced generalist	56	28.4	5,655
Generalist	26	13.2	2,425
Combination of direct practice/clinical and community planning or management/administration	25	12.7	1,032
Combination of community planning and management/administration	32	16.2	977
Community planning/organization	32	16.2	962
Management or administration	31	15.7	872
Combination of direct practice/clinical and social policy or program evaluation	9	4.6	656
Social policy	10	5.1	480
Program evaluation	8	4.1	364
Combination of social policy and program evaluation	7	3.6	249
Other	30	15.2	2,997

Enrollment in direct practice/clinical concentrations (55.6%) far outpaced enrollment in all other methods. The next highest enrollments were in advanced generalist (15.1%) and generalist (6.5%). Among the "other" methods, respondents mentioned multisystem approaches or other combinations.

In fields of practice, the families, children, and youth concentration was the most popular, with 24.8% of total student enrollment (see Table 33). Other concentrations with a high proportion of students enrolled were mental health (14.6%), children and youth (7.5%), and health and mental health (7.2%). The most common "other" fields of practice were military social work, criminal justice/corrections, and domestic violence/abuse.

TABLE 33. Master's Programs Offering Concentrations by Field of Practice and Total Student Enrollment

Field of Practice	Number Offering	Percentage Offering	Total Student Enrollment
Families, children, and youth	78	39.6	4,086
Mental health	60	30.5	2,412
Children and youth	43	21.8	1,241
Health and mental health	31	15.7	1,185
Health	43	21.8	1,010
Aging/gerontology	64	32.5	1,001
School social work	53	26.9	984
Community and social systems	41	20.8	646
Addictions/substance abuse	37	18.8	561
International/global or immigrant issues	24	12.2	255
Rural social work	15	7.6	241
Administration	29	14.7	197
Disabilities	26	13.2	144
Research	13	6.6	131
Occupational	10	5.1	109
Other	49	24.9	2,286

Field Instruction in Master's Programs

In the master's programs, 32,026 full-time and part-time students were in field placements as of November 1, 2010 (see Table 34). Programs reported how many students were in provided field placement categories. Among the categories, mental health or community mental health had the highest concentration of students (21.8%), followed by school social work (12.1%), health (11.0%), child welfare (10.7%), and family services (10.1%). The most common "other" field placements were veteran services and military social work.

TABLE 34. Number of Master's Students by Field Placement Category

Field Placement Category	Total Number of Students
Mental health or community mental health	6,972
School social work	3,888
Health	3,523
Child welfare	3,428
Family services	3,240
Aging/gerontological social work	1,983
Alcohol, drug, or substance abuse	1,680
Corrections/criminal justice	966
Domestic violence or crisis intervention	938
Community planning	729
Housing services	578
Developmental disabilities	570
Administration	560
Group services	410
International	344
Public assistance/public welfare	253
Social policy	244
Rehabilitation	208
Occupational	191
Program evaluation	99
Other	1,222

Master's Degrees Awarded

During the 2009–2010 academic year 19,673 master's of social work degrees were awarded. As shown in Table 35, females comprised 87.4% of the graduates. The proportion of graduates identifying with underrepresented ethnic/racial groups was 27.4% (5,395); 1.3% (258) of graduates were foreign (no resident visa).

TABLE 35. Demographic Characteristics of Master's Graduates

	Master's Graduates	
	Number	Percentage
Gender		
Male	2,183	12.6
Female	15,159	87.4
Age Group		
25 or younger	4,469	22.7
26–30	5,482	27.9
31–40	3,621	18.4
41 or older	2,674	13.6
Unknown	3,427	17.4
Racial/Ethnic Identification		
White (non-Hispanic)	10,253	52.1
African American/other Black	2,680	13.6
Chicano/Mexican American	435	2.2
Puerto Rican	133	0.7
Other Latino/Hispanic	1,153	5.9
American Indian/Native American	145	0.7
Asian American/other Asian	587	3.0
Pacific Islander	58	0.3
Other	204	1.0
Multiple race/ethnicity	167	0.8
Unknown	3,858	19.6

5 Doctoral Programs

Educational Backgrounds of Newly Enrolled Doctoral Students

For the 2010 Annual Survey, 63 (90.0%) doctoral programs responded. Newly enrolled students primarily came from a background in social work, with most (78.3%) holding a master's degree in social work; 13.6% held graduate degrees from other fields (see Table 36).

TABLE 36. Number of Newly Enrolled Doctoral Students by Educational Background

	Has MSW	Has Other Graduate Degree	Does Not Have Graduate Degree
Has BSW	103	7	11
Does not have BSW	219	49	22

Most of the 1,729 applicants to doctoral programs were female (see Table 37). The largest proportion of applicants fell in the 26–30 years of age group. Most of the 411 newly enrolled doctoral students also were female. Newly enrolled students tended to be older than were applicants; the largest proportion of newly enrolled students fell in the 31–40 years of age group. Among applicants, 44.8% identified with underrepresented racial/ethnic groups, and 23.9% (413) were foreign (no resident visa). Among newly enrolled doctoral students, 37.0% (152) identified with underrepresented racial/ethnic groups; 12.9% (53) were foreign.



TABLE 37. Demographic Characteristics of Applicants and Newly Enrolled Doctoral Students

	Applicants		Newly Enrolled	
	Number	Percentage	Number	Percentage
Gender				
Male	418	25.1	95	23.2
Female	1,247	74.9	314	76.8
Age Group				
25 or younger	159	9.2	25	6.1
26–30	606	35.0	146	35.5
31–40	578	33.4	155	37.7
41 or older	264	15.3	78	19.0
Unknown	122	7.1	7	1.7
Racial/Ethnic Identification				
White (non-Hispanic)	714	41.3	233	56.7
African American/ other Black	256	14.8	61	14.8
Chicano/Mexican American	18	1.0	7	1.7
Puerto Rican	a	—	a	—
Other Latino/Hispanic	85	4.9	16	3.9
American Indian/ Native American	10	0.6	7	1.7
Asian American/ other Asian	256	14.8	43	10.5
Pacific Islander	6	0.3	a	—
Other	142	8.2	14	3.4
Multiple race/ethnicity	22	1.3	6	1.5
Unknown	218	12.6	20	4.9

^a Excluded because number in category was less than 5.

Enrolled Doctoral Students

Doctoral programs identified enrolled students who fell into two categories—those who were taking coursework (1,278) and those who had completed coursework (1,300) as of November 1, 2010, or on the date in the fall term in which student lists were completed (see Table 38). There were 2,578 students enrolled in doctoral programs. Most doctoral students were full-time (66.3%, 1,710); a slight majority (50.4%) of doctoral students had completed coursework.

TABLE 38. Number of Doctoral Students by Enrollment Status

	Taking Coursework	Completed Coursework
Full-time students	891	819
Part-time students	387	481

Table 39 shows 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 than part-time students were from underrepresented racial/ethnic groups or were foreign.

TABLE 39. Percentage of Doctoral Students by Demographic Category and Enrollment Status

	Full-Time Taking Coursework	Part-Time Taking Coursework	Full-Time Completed Coursework	Part-Time Completed Coursework
Gender				
Male	21.4	23.4	24.1	23.3
Female	78.6	76.6	75.9	76.7
Racial/Ethnic Identification				
White (non-Hispanic)	53.6	61.0	54.1	65.3
African American/other Black	14.6	20.2	16.2	15.6
Chicano/Mexican American	0.9	0	1.6	0.4
Puerto Rican	0.6	1.0	0.7	1.0
Other Latino/Hispanic	4.5	2.6	4.3	4.2
American Indian/Native American	1.7	1.0	2.0	0.6
Asian American/other Asian	9.5	3.6	12.2	5.4
Pacific Islander	1.3	1.0	0.7	1.2
Other	3.9	3.1	4.4	1.2
Multiple race/ethnicity	1.2	0.8	1.0	1.2
Unknown	8.1	5.7	2.8	3.7
Foreign (No Resident Visa)	13.8	7.8	12.5	10.6

Financial Assistance in Doctoral Programs

Doctoral programs reported that 798 students taking coursework and 403 students who had completed coursework received formal loans.

Overall, most of the doctoral students receiving financial assistance were female. The largest proportion of students receiving financial aid fell in the 31-40 years of age group (37.5%). A larger proportion of students who had completed coursework were from underrepresented racial/ethnic groups than were students who were taking coursework (38.7% versus 32.2%). Table 40 provides a demographic breakdown of doctoral students receiving financial assistance by coursework category.

TABLE 40. Demographic Characteristics of Doctoral Students Receiving Financial Aid by Coursework Category

	Taking Coursework		Completed Coursework	
	Number	Percentage	Number	Percentage
Gender				
Male	164	22.0	110	28.2
Female	583	78.0	280	71.8
Age Group				
25 or younger	27	3.4	a	---
26-30	216	27.1	66	16.4
31-40	299	37.5	151	37.5
41 or older	173	21.7	101	25.1
Unknown	83	10.4	82	20.3
Racial/Ethnic Identification				
White (non-Hispanic)	410	51.4	222	55.1
African American/other Black	110	13.8	56	13.9
Chicano/Mexican American	8	1.0	a	---
Puerto Rican	a	---	a	---
Other Latino/Hispanic	24	3.0	17	4.2
American Indian/Native American	11	1.4	a	---
Asian American/other Asian	70	8.8	47	11.7
Pacific Islander	a	---	9	2.2
Other	26	3.3	17	4.2
Multiple race/ethnicity	6	0.8	a	---
Unknown	125	15.7	24	6.0
Foreign (No Resident Visa)	101	12.7	66	16.4

^a Excluded because number in category was less than 5.

Doctoral Degrees Awarded

Doctoral programs awarded 308 degrees during the 2009–2010 academic year. Most of the graduates were female (74.4%). The percentage of graduates who identified with an underrepresented racial/ethnic group was 33.1%; 12.7% of graduates were foreign (no resident visa). Almost half (48.4%) of graduates took 5 to 7 years to obtain their doctorates (see Table 41).

TABLE 41. Years Taken by Doctoral Graduates to Obtain Degree

Years to Awarded Degree	Number	Percentage
Less than 4 years	20	6.5
4 years	48	15.6
5 years	71	23.1
6–7 years	78	25.3
8–9 years	50	16.2
10 or more years	38	12.3
Unknown	a	---

^a Excluded because number in category was less than 5.

Employment of Doctoral Graduates

Doctoral programs provided information on the employment status of their graduates. Almost one third of doctoral graduates obtained tenure-line faculty positions (30.2%); 10.7% of doctoral graduates obtained nontenure-line faculty positions (see Table 42).

TABLE 42. Employment Status of Doctoral Graduates

Employment Status	Number	Percentage
Tenure-line faculty position	93	30.2
Nontenure-line faculty position	33	10.7
Postdoctoral fellow	21	6.8
Nonacademic administrative position	18	5.8
Academic research position	17	5.5
Private clinical practice	16	5.2
Nonacademic research position	11	3.6
Academic administrative position	3	1.0
Consulting position	3	1.0
Other	9	2.9
Not employed	3	1.0
Unknown	81	26.3



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