

Introduction

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 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 also 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 instrument itself remains largely unchanged.

Methodology

The Annual Survey is broken into five sections, which cover 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 (BSW and MSW only), financial aid, and degrees awarded. The full-time faculty instrument collects demographic information along with information about faculty title, role, and time assigned to programs and tasks. The part-time instrument collects aggregate data about part-time faculty gender, age, and ethnic/racial identification.

The surveys are administered online through the survey platform Zarca Interactive. In the fall of 2009, survey invitations were e-mailed to program directors at all accredited social work programs and to doctoral programs that are members of the Group for the Advancement of Doctoral Education. Truncated text of the questions is used in most of this summary to conserve space; the entire text of the survey instruments is available at the CSWE website (<http://www.cswe.org/CentersInitiatives/DataStatistics/AnnualSurvey.aspx>).

When reporting percentage breakdowns by gender, the number of respondents of "Unknown Gender" is omitted from computation. When reporting percentage breakdowns by age group, the total number of respondents is used for computation.

Response Rates

The response rates to the different sections of the survey were again quite high in 2009. The master's programs had the highest response rate with 98.5%.

Table 1: Number of Invitations, Responses, and Percent Responding to the 2009 Annual Survey by Section

	Invitations	Responses	Percent
Institutions	523	511	97.7
Baccalaureate Programs	468	456	97.4
Master's Programs	198	195	98.5
Doctoral Programs	70	65	92.9

The response rate for the Annual Survey has failed to reach 100% for some time. Thus the results presented here should be interpreted with caution.

Institutional Characteristics

Social work programs were asked to respond to questions about their structure and the institution in which they are housed. At the time of survey administration, there were 468 accredited baccalaureate and 198 accredited master's social work programs in the United States. Of accredited programs at 523 institutions, 62.1% (325) were baccalaureate-only, 10.5% (55) were master's-only, and 27.3% (143) had both baccalaureate and master's accredited programs at their institutions.

Institutional Auspice

Programs were asked to identify their institutional auspice: (1) public-state, (2) public-other, (3) private-denominational, or (4) private-other. The majority of accredited social work programs were housed in public institutions.

Table 2: Auspice of Institutions Housing a Social Work Program

Institutional Auspice	Number	Percent
Public-State	272	53.8
Public-Other	9	1.8
Private-Denominational	152	30.0
Private-Other	73	14.4

When looking at institutional auspice by program level, there were a lower proportion of stand-alone baccalaureate programs housed in public institutions. These baccalaureate-only programs were more evenly distributed between public and private institutions.

Table 3: Institutional Auspice by Program Level

	Public-State	Public-Other	Private-Denominational	Private-Other
Program Level	Percent	Percent	Percent	Percent
Baccalaureate Only	41.6	1.3	42.3	14.8
Master's Only	64.0	0	12.0	24.0
Baccalaureate and Master's	78.3	3.8	11.3	6.6
Master's and Doctoral	50.0	3.3	10.0	36.7
Baccalaureate, Master's, and Doctoral	82.9	0	8.6	8.6

Gender/Ethnic Identification of Institution

Programs were asked if their institutions identified with specific gender or ethnic groups. Programs predominantly self-identified as "non-ethnic, coeducational" institutions (83.4%; 440). The largest category of programs identifying with a diverse population self-identified as "Historically Black College or University."

Table 4: Ethnic/Gender Identification of Institutions Housing a Social Work Program

Category	Percent
Non-Ethnic	86.1
Coeducational	83.4
Women's	2.7
Historically Black College or University	7.8
Coeducational	7.6
Women's	0.2
Hispanic-Serving Institution – Coeducational	5.9
Other	0.2

Primary Setting of Institution

Programs were asked to identify their institution's primary setting using the categories urban, suburban, and rural. Master's-only and institutions housing multiple programs were more likely to identify their setting as urban. Baccalaureate-only programs were more evenly distributed across setting.

Table 5: Social Work Programs by Program Level and Setting

	Urban	Suburban	Rural
Program Level	Percent	Percent	Percent
Baccalaureate Only	32.2	28.3	39.5
Master's Only	64.0	24.0	12.0
Baccalaureate and Master's	55.2	17.1	27.6
Master's and Doctoral	80.0	16.7	3.3
Baccalaureate, Master's, and Doctoral	80.0	17.1	2.9

Carnegie Classification

The Carnegie Foundation for the Advancement of Teaching devised a framework for categorizing colleges and universities, which has been used extensively in higher education. A brief explanation of the basic categories in the Carnegie Classification is provided below, and further information can be found at the Carnegie Foundation website: <http://www.carnegiefoundation.org/classifications>

- RU/VH: Research Universities (very high research activity)*
- RU/H: Research Universities (high research activity)*
- DRU: Doctoral Research 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)*
- Bac/A&S: Baccalaureate Colleges—Arts & Sciences*
- Bac/Div: Baccalaureate Colleges – Diverse Fields*
- Bac/Assoc: Baccalaureate/Associate's Colleges*
- 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—Private*
- Tribal: Tribal Colleges*

The highest proportion of accredited programs were housed in institutions classified as Master's/Larger Programs (30.8%), followed by Research University/High Research Activity (13.6%), Master's/Medium Programs (13.0%), and Baccalaureate/Diverse Fields (11.8%). Social work programs offering doctoral degrees were most likely to be housed within RU/VH institutions. Baccalaureate-only programs were least likely to be housed within research institutions.

Table 6: Distribution of Social Work Programs by Carnegie Classification and Program Level

Carnegie Classification	BSW	MSW	BSW & MSW	MSW & PhD	BSW, MSW, PhD	Total	
	Percent	Percent	Percent	Percent	Percent	#	Percent
RU/VH	4.3	4.3	8.5	40.4	42.6	48	9.4
RU/H	26.1	5.8	47.8	8.7	11.6	69	13.5
DRU	51.5	6.1	27.3	3.0	12.1	33	6.5
Master's/Larger	58.6	8.3	30.6	1.3	1.3	157	30.7
Master's/Medium	84.8	4.5	10.6	0	0	66	12.9
Master's/Smaller	82.9	2.9	14.3	0	0	35	6.8
Bac/A&S	97.2	0	0	2.8	0	37	7.2
Bac/Diverse	100.0	0	0	0	0	60	11.7
Other *	100.0	0	0	0	0	6	1.2

* The Carnegie categories of Bac/Assoc, Spec/Health, Spec/Faith, Assoc/Private, and Tribal were combined because there were less than five programs within each category.

Title IV-E Stipends

Since 1980, the federal Title IV-E child welfare training fund has been a source of financial assistance for social work students specializing in child welfare work.¹ It is necessary to have current data on the number of social work programs participating in this program when discussing funding for social work education and student debt load. A total of 34.6% (154) of the baccalaureate programs that responded to this question (445) offered IV-E stipends in 32 states. Of the master's programs that responded to this question (188), 51.1% (96) provided IV-E stipends in 36 states and the District of Columbia.

¹ National Association of Social Workers (NASW) (2004). *Fact sheet: Title IV-E child welfare training*. Retrieved September 18, 2008 from <http://www.socialworkers.org/advocacy/updates/2003/081204a.asp>

Social Work Full-Time Faculty

For 2009, 408 social work programs (78.0%) provided information on 3,963 full-time faculty members. For the purposes of this *Summary Report*, “full-time” refers to faculty members who spent 50% or more of an FTE in social work education. The full-time faculty instrument includes a separate form for each individual faculty member. The instrument includes questions on faculty member demographic information, title, role, and percent of time assigned to different tasks.

Demographics

Information was provided about each full-time faculty member’s age, gender, and racial/ethnic identification. The largest percentage of full-time faculty members fell into the 55-64 years age category (37.5%). Only 4.3% of the faculty members were under 35 years of age. The majority (67.8%; 2,627) of full-time faculty was female.

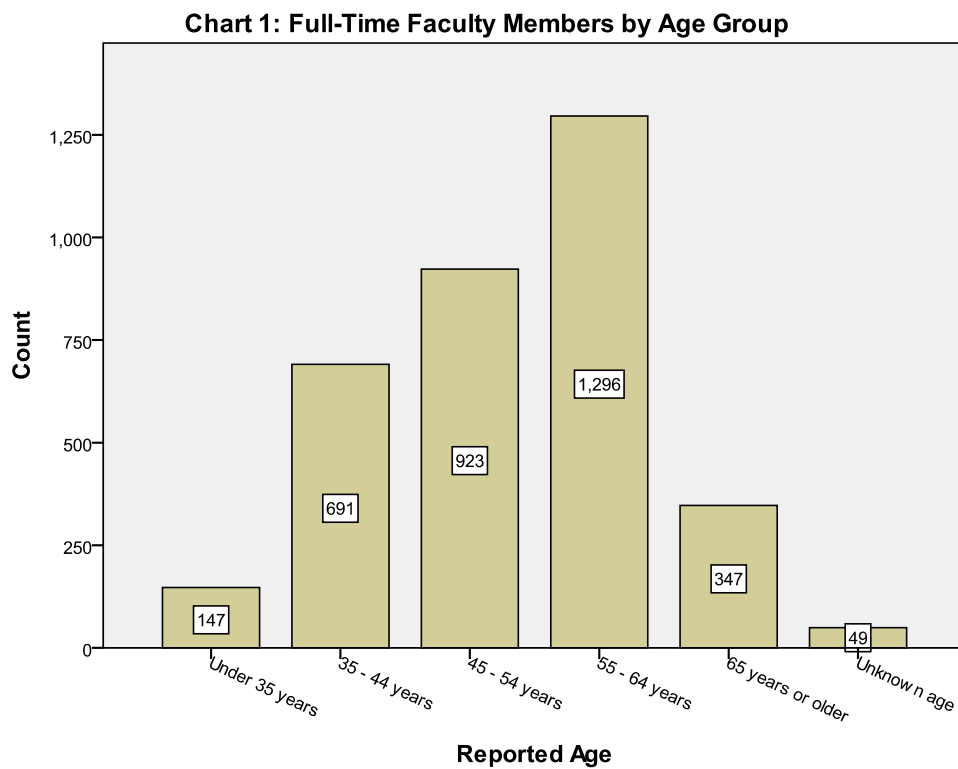


Table 7 shows the racial/ethnic identification of the full-time faculty members. Faculty members from historically under-represented groups (includes all categories, except White, Other, and Unknown) accounted for 27.9% (1,086) of faculty members. Additionally, 1.6% (64) faculty members were identified as foreign (no resident visa).

Table 7: Racial/Ethnic Group Identification of Full-Time Faculty

Racial/Ethnic Group Identification	Number	Percent
White (non-Hispanic)	2,747	70.6
African American/Other Black	559	14.4
Latino/Hispanic	220	5.7
Chicano/Mexican American	72	1.9
Puerto Rican	54	1.4
Other Latino/Hispanic	94	2.4
American Indian/Native American	45	1.2
Asian American/Other Asian	210	5.4
Pacific Islander	11	0.3
Multiple Race/Ethnicity	41	1.1
Other	26	0.7
Unknown	31	0.8

Faculty Title and Rank

A majority of full-time faculty members had no administrative title. Of those faculty members with an administrative title, the program director titles were most common with 9.3% (332) holding one of those titles, followed by Director of Field Instruction.

Table 8: Full-Time Faculty by Administrative Title

Administrative Title	Number	Percent
No Administrative Title	56.8	62.9
Dean	59	1.6
Chairperson	157	4.4
Program Directors		
Director of BSW Program	188	5.3
Director of MSW Program	98	2.7
Director of PhD Program	46	1.3
Other Director Positions		
Associate/Assistant Dean or Director	100	2.8
Assistant Dean or Director	23	0.6
Director of Admissions or Minority Recruitment	14	0.4
Director of Continuing Education or Work Study	9	0.3
Director of Research/Research Administrator	21	0.6
Director, Other	209	5.8
Field Education		
Director of Field Instruction	301	8.4
Associate/Assistant Director of Field Instruction	47	1.3
Other	57	1.7

The most common ranks held by full-time faculty members were Assistant Professor and Associate Professor, with a slightly lower number holding the rank of Professor.

Table 9: Full-Time Faculty by Rank

Rank	Number	Percent
Professor	864	22.8
Associate Professor	1,124	29.6
Assistant Professor	1,163	30.6
Instructor	259	6.8
Lecturer	198	5.2
Clinical Appointment	161	4.2
Adjunct	11	0.3
Other	15	0.4

Highest Earned Degree

Almost three-fourths of full-time faculty members held a doctoral degree in social work, social welfare, or another field. About one-quarter of full-time faculty members held a master's degree in social work or another field. Almost all of the full-time faculty members (92.7%) have a master's in social work; it is the highest earned degree for 25.3% of faculty.

Table 10: Full-Time Faculty by Highest Earned Degree

Degree	Number	Percent
Doctorate in Social Work or Social Welfare	2,171	55.9
Master's in Social Work	983	25.3
Other Doctorate	635	16.3
Other Master's	31	0.8
Law	22	0.6
Unknown	12	0.3
ABD or in Doctoral Program	6	0.2
Other	26	0.7

Licensure

The survey asked what professional licenses were held by faculty members; faculty members could report multiple licenses. A total of 2,619 licenses were held among 3,866 full-time faculty who responded to these questions. Among the faculty who held licensure, 68.5% had one license, 11.5% had two licenses, 1.9% had three licenses, 0.2% had four license. And one faculty member held five licenses.

The most commonly held license was the Licensed Clinical Social Work (LCSW). The most commonly reported "Other" licenses were Licensed Independent Social Worker (LISW), held by 37 faculty members, and Licensed Independent Clinical Social Worker (LICSW), held by 36 full-time faculty members.

Table 11: Full-Time Faculty with Licensure by Type

Licensure	Number
Licensed Clinical Social Worker (LCSW)	1,218
Master's Level Licensed Social Worker	607
Academy of Certified Social Workers (ACSW)	556
Baccalaureate Level Licensed Social Worker	26
Other	212
Unknown	316
None	931

Tenure Status

Almost one-half of full-time faculty members were tenured. Less than 2% of full-time faculty members were housed in institutions with no tenure system.

Table 12: Tenure Status of Full-Time Faculty

Tenure Status	Number	Percent
Tenured	1,847	48.3
On tenure track	984	25.7
Not on tenure track, but institution has tenure system	883	23.1
Institution has no tenure system	62	1.6
Other	50	1.3

Salary

Most (93.8%) of the funding for full-time faculty came from their universities. The following tables include salary information on full-time faculty with titles of professor, associate professor, or assistant professor that did not have an administrative title and for whom we had no missing data for the variables at issue (1,570). Salaries were adjusted to reflect a nine-month academic period. If there were less than five faculty members in a single category, salary information was excluded to ensure confidentiality.

The median salaries (adjusted for 9 months) for full-time faculty members with no administrative title were \$90,000 for Professors, \$68,230 for Associate Professors, and \$56,650 for Assistant Professors. The table below shows salaries by rank and Carnegie classification of the institutions where the faculty members were employed (see the Institutional section for more details on the Carnegie classifications).

Table 13: Median Salary and Middle 50 Percent Salary Range of Full-Time, Non-Administrative Faculty by Rank and Carnegie Classification (adjusted for 9 months)

Rank	Carnegie Classification	Median Salary	Middle 50%		# of Faculty Reporting
Professor	RU/VH	\$110,191	\$93,226	\$136,020	140
	RU/H	\$89,028	\$79,864	\$104,274	80
	DRU	**	**	**	**
	Master's/L	\$75,000	\$64,530	\$86,696	93
	Master's/M	\$62,848	\$40,664	\$82,860	13
	Master's/S	\$74,725	\$68,323	\$82,506	9
	Bac/A&S	\$93,338	\$64,500	\$100,989	11
	Bac/Div	\$57,750	\$44,208	\$65,700	5
Associate Professor	RU/VH	\$76,000	\$69,441	\$87,033	175
	RU/H	\$68,003	\$61,723	\$74,368	126
	DRU	\$67,335	\$60,866	\$87,929	38
	Master's/L	\$60,464	\$54,000	\$68,209	148
	Master's/M	\$58,645	\$52,900	\$61,000	19
	Master's/S	\$49,061	\$40,625	\$60,525	6
	Bac/A&S	\$66,000	\$59,758	\$77,864	8
	Bac/Div	\$52,100	\$48,525	\$53,000	8
Assistant Professor	RU/VH	\$63,100	\$57,000	\$70,000	213
	RU/H	\$57,000	\$51,300	\$62,000	139
	DRU	\$54,677	\$51,500	\$66,550	50
	Master's/L	\$53,675	\$49,140	\$58,611	204
	Master's/M	\$51,300	\$41,604	\$59,000	37
	Master's/S	\$47,350	\$39,825	\$53,056	20
	Bac/A&S	\$52,000	\$45,043	\$57,600	11
	Bac/Div	\$44,499	\$32,052	\$51,000	17

**Excluded

Salaries based on social work program to which the faculty member had primary responsibility are presented below. At each rank, faculty members had higher salaries if they had some assignment to a graduate program.

Table 14: Median Salary and Middle 50 Percent Salary Range of Full-Time, Non-Administrative Faculty by Rank and Primary Program Assignment (adjusted for 9 months)

Rank	Primary Program Assignment	Median Salary	Middle 50%	# of Faculty Reporting
Professor	PhD	\$109,530	\$96,268 - \$140,339	17
	Split-MSW/PhD	\$114,642	\$94,997 - \$135,397	22
	MSW	\$92,066	\$76,940 - \$110,775	198
	Split-BSW/MSW	\$84,799	\$79,983 - \$94,918	28
	BSW	\$75,000	\$64,500 - \$85,796	63
Associate Professor	PhD	\$79,043	\$70,299 - \$89,586	12
	Split-MSW/PhD	\$76,403	\$67,043 - \$84,326	28
	MSW	\$70,000	\$61,500 - \$78,984	283
	Split-BSW/MSW	\$65,268	\$60,000 - \$75,286	53
	BSW	\$61,154	\$55,000 - \$69,670	132
Assistant Professor	PhD	\$65,090	\$60,765 - \$69,101	6
	Split-MSW/PhD	\$65,361	\$59,108 - \$67,000	16
	MSW	\$59,489	\$52,845 - \$65,819	363
	Split-BSW/MSW	\$55,850	\$51,825 - \$59,979	78
	BSW	\$52,000	\$46,000 - \$57,000	210

Assigned Tasks

Full-time faculty members devoted over one-half of their work time to teaching, followed by administrative and research activities.

Table 15: Average Percent of Time Spent on Tasks by Full-Time Faculty

Task	Percent
Classroom Teaching	52.5
Administration	15.6
Research	14.1
Field Liaison	5.6
Field Instruction	4.5
Other	7.6

A majority of full-time faculty members' had 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 16 sum to more than 100%.

Table 16: Percent of Faculty Teaching by Program Level

Program Level	Percent
Baccalaureate	45.1
Master's	56.7
Doctoral	8.4
On Sabbatical/Not Applicable	7.0
Other	0.5

Publications

During the 2008-2009 academic year, full-time faculty participated in the following types of publication activity.

Table 17: Number and Type of Publications by Full-Time Faculty

Publication	Number of Faculty	Number of Pubs as Primary Author	Number of Pubs as Co-Author
Refereed Article	943	1,914	2,120
Book	186	226	137
Book Chapter	430	724	418
Book Review	223	363	37
External Report/Monograph	343	760	464

Social Work Part-Time Faculty

The faculty section of the Annual Survey asked social work programs for aggregate data on their part-time faculty. For 2009, 70.6% of programs provided information on 4,182 part-time faculty or instructional staff. For the purposes of this *Summary Report*, “part-time” refers to faculty members or instructional staff who spent less than 50% of an FTE in social work education.

Demographics

Information was provided about the age, gender, and racial/ethnic identification of part-time faculty members. The largest percentage of part-time faculty members fell into the 45-54 years old age category (23.1%). The majority (71.2%) of part-time faculty was female.

Table 18: Number of Part-Time Faculty by Age and Gender

Age Group	Male	Female	Gender Unknown	% of Total
Under 35 years	75	294	0	8.8
35-44 years	200	593	0	19.0
45-54 years	273	694	0	23.1
55-64 years	279	545	0	19.7
65 years or older	106	138	1	5.9
Age Unknown	206	555	223	23.5

Part-time faculty tended to be younger than full-time faculty; more part-time faculty fell into the “under 35 years” age group and fewer part-time faculty fell into the “55-64 years” and “65 years or older” age groups than did full-time faculty.

The table below shows the racial/ethnic identification of part-time faculty members. Members of historically underrepresented groups accounted for 19.5% of part-time faculty. Additionally, 1.8% (75) part-time faculty were foreign (no resident visa). The racial/ethnic identification of part-time faculty was similar to that of full-time faculty.

Table 19: Racial/Ethnic Group Identification of Part-Time Faculty

Racial/Ethnic Group Identification	Number	Percent
White (non-Hispanic)	2,836	67.8
African American/Other Black	488	11.7
Latino/Hispanic		
Chicano/Mexican American	77	1.8
Puerto Rican	43	1.0
Other Latino/Hispanic	78	1.9
American Indian/Native American	32	0.8
Asian American/Other Asian	77	1.8
Pacific Islander	7	0.2
Other	14	0.3
Multiple Race/Ethnicity	12	0.3
Unknown	518	12.4

Highest Earned Degree

About three-fourths of part-time faculty members held a master’s degree, most commonly in social work. About 15% of part-time faculty members held a doctoral degree, again most commonly in social work. Compared with full-time faculty, part-time faculty were much less likely to hold doctoral degrees.

Table 20: Part-Time Faculty by Highest Earned Degree

Degree	Number	Percent
Doctorate, Social Work	401	9.6
Doctorate, Other	240	5.7
Master's, Social Work	3,002	71.8
Master's, Other	133	3.2
Law	38	0.9
Medicine	3	< 0.1
Other	23	0.5
Unknown	342	8.2

Faculty Rank and Salary

The most common ranks held by part-time faculty members were Adjunct, Lecturer, and Instructor. Salary information was provided for 9.6% of the 4,135 part-time faculty members of known rank.

Table 21: Part-Time Faculty by Rank

Rank	Percent	Mean Salary
Professor	0.8	\$16,036
Associate Professor	1.7	\$12,147
Assistant Professor	4.2	\$10,204
Instructor	17.4	\$3,722
Lecturer	21.4	\$7,176
Clinical Appointment	0.1	\$14,624
Field Instructor	6.3	\$5,533
Adjunct	46.2	\$3,446
Emeritus	0.5	\$6,612
Other	0.4	\$5,815
Unknown	0.7	
None	0.4	

Baccalaureate Programs

In 2009, 456 baccalaureate programs (97.4%) responded to the Annual Survey on Social Work Programs. The baccalaureate section addressed student enrollment, field placements, financial aid, and graduates. Additionally, some questions addressed structural components of baccalaureate programs. Most programs (79.6%; 358) reported that an application was required in order to declare social work as students' major. Almost all programs (94.2%; 425) reported that they operated on a semester system.

Baccalaureate Programs: Enrollment

Programs were asked to report student enrollment as of November 1, 2009. A total of 46,301 full-time students and 6,489 part-time students were enrolled as of November 1st for the academic year. Applications received, accepted applicants, and those accepted applicants who enrolled are reported below. It should be noted that the number of applicants most likely includes duplicates, since students may apply to more than one school.

- 23,967 - Applications received and considered
- 17,363 – Applicants accepted for admission
- 14,436 – New students enrolled for Fall 2009

There were **31,303** full-time juniors and seniors enrolled in 448 programs that provided this information, with an average of 69.9 students per program. The following table shows the distribution of enrolled full-time baccalaureate students by gender and age. Overall, the majority of full-time baccalaureate students was 25 and under in age (61.2%) and female (87.8%).

Table 22: Number of Full-Time Baccalaureate Juniors and Seniors by Age and Gender

Age Group	Male	Female	Gender Unknown	Total
25 and Under	1,840	16,610	37	18,487
26-30	527	2,815	37	3,379
31-40	477	2,614	23	3,114
41 and Older	397	2,120	23	2,540
Age Unknown	374	1,954	348	2,676
Total	3,615	26,113	468	30,196

There were **5,203** part-time juniors and seniors enrolled in 229 programs that provided this information, with an average of 22.7 students per program. The following table shows the distribution of enrolled part-time baccalaureate students by gender and age. The age distribution among of part-time baccalaureate students was more evenly distributed than was the case for full-time baccalaureate students. However, the majority of part-time baccalaureate students, as for full-time students, was female (87.1%).

Table 23: Number of Part-Time Baccalaureate Juniors and Seniors by Age and Gender

Age Group	Male	Female	Gender Unknown	Total
25 and Under	136	1,204	0	1,340
26-30	137	905	0	1,042
31-40	154	1,037	0	1,191
41 and Older	189	1,021	0	1,210
Age Unknown	34	218	134	386
Total	650	4,385	134	5,169

There were 12,015 full-time students from historically underrepresented groups, comprising 40.7% of the total full-time enrollment. Part-time students' gender composition was comparable to full-time students (87.1% female; 4,385). However, part-time programs had a greater proportion of students from historically underrepresented groups (48.1%; 2,426). Among full-time juniors and seniors, 1.3% (409) were foreign (no resident visa). Among part-time juniors and seniors, 1.1% (58) were foreign.

Table 24: Racial/Ethnic Identification of Full-Time and Part-Time Baccalaureate Juniors and Seniors

Racial/Ethnic Identification	Full-Time Juniors & Seniors		Part-Time Juniors & Seniors	
	Number	Percent	Number	Percent
White (non-Hispanic)	15,928	54.0	2,291	45.4
African American/Other Black	6,824	23.1	1,452	28.8
Chicano/Mexican American	1,060	3.6	261	5.2
Puerto Rican	695	2.4	35	0.7
Other Latino/Hispanic	2,042	6.9	436	8.6
American Indian/Native American	387	1.3	71	1.4
Asian American/Other Asian	638	2.2	93	1.8
Pacific Islander	121	0.4	22	0.4
Multiple Race/Ethnicity	248	0.8	56	1.1
Other	229	0.8	52	1.0
Unknown	1,339	4.5	272	5.4

Baccalaureate Programs: Field Instruction

In the 428 programs that provided this information, 14,746 full-time and part-time students were in a field placement as of November 1, 2009. Categories of field placements were provided, and programs were asked to report how many students were in each field placement category. Among the categories, Child Welfare continued to have the highest concentration of students (15.0%), followed by the category of Other (14.7%), Family Services (9.7%), School Social Work (8.0%), Health (7.9%), and Aging/Gerontological Social Work (7.8%). The most common “Other” placements were various types of youth services, veteran-related services, and GLBT-related services.

Table 25: Number of Baccalaureate Students in Field Placements as of November 1, 2009 by Category

Category	Full-Time Students	Part-Time Students	Total
Administration	63	4	67
Aging/Gerontological Social Work	1,097	54	1,151
Alcohol, Drug, or Substance Abuse	619	40	659
Child Welfare	2,118	96	2,214
Community Planning	300	16	316
Corrections/Criminal Justice	848	80	928
Developmental Disabilities	391	32	423
Domestic Violence or Crisis Intervention	634	24	658
Family Services	1,356	70	1,426
Group Services	240	10	250
Health	1,100	70	1,170
Housing	358	24	382
International	127	10	137
Mental Health or Community Mental Health	1,036	85	1,121
Program Evaluation	10	0	10
Public Assistance/Public Welfare	257	6	263
Rehabilitation	138	11	149
School Social Work	1,135	47	1,182
Social Policy	74	1	75
Other	1,425	740	2,165

Baccalaureate Programs: Financial Aid

At the 272 programs that provided this information, an average of 85.3% (19,538) of full-time juniors and seniors received some form of financial assistance.

At the 285 programs that provided information about the racial/ethnic identification of students receiving financial assistance, 43.8% of the full-time juniors and seniors were students from historically underrepresented groups. Foreign (no resident visa) students comprised 2.2% (432) of the students receiving financial assistance.

Table 26: Racial/Ethnic Identification of Full-Time Juniors and Seniors Receiving Financial Aid

Racial/Ethnic Identification	Full-Time Juniors & Seniors	
	Number	Percent
White (non-Hispanic)	7,329	49.9
African American/Other Black	3,680	25.0
Chicano/Mexican American	572	3.9
Puerto Rican	613	4.2
Other Latino/Hispanic	838	5.7
American Indian/Native American	199	1.4
Asian American/Other Asian	295	2.0
Pacific Islander	77	0.5
Multiple Race/Ethnicity	162	1.1
Other	107	0.7
Unknown	821	5.6

Baccalaureate Programs: Degrees Awarded

During the 2008-2009 academic year, 449 baccalaureate programs awarded **14,018 degrees**. Most graduates were female (89.3%) and 37.0% were from a historically underrepresented group.

Table 27: Baccalaureate Graduates by Racial/Ethnic Identification

Racial/Ethnic Identification	Baccalaureate Graduates	
	Number	Percent
White (non-Hispanic)	7,466	57.1
African American/Other Black	2,755	21.1
Chicano/Mexican American	398	3.0
Puerto Rican	305	2.3
Other Latino/Hispanic	812	6.2
American Indian/Native American	129	1.0
Asian American/Other Asian	305	2.3
Pacific Islander	50	0.4
Multiple Race/Ethnicity	81	0.6
Other	84	0.6
Unknown	687	5.3

Programs were also asked to report on graduate debt load. The graduate debt section had a lower response rate than other sections. On average, 78.2% of graduates acquired loan debt while working towards a BSW (246 programs reporting). The average debt load reported was \$24,683 (215 programs reporting).

Master's Programs

In 2009, 195 master's programs (98.5%) responded to the Annual Survey on Social Work Programs. The master's section addressed student applications, enrollment, concentrations, field placements, financial aid, and graduates. Additionally, some questions addressed structural components of master's programs.

Programs were asked to report whether tests were required for application, specifically the GRE, GMAT, and TOEFL. The majority of programs (77.5%; 148) required the TOEFL for students who did not consider English their native language. Most institutions did not require students to take the GRE or GMAT, with the highest percentage (20.6%; 40) requiring the GRE Verbal section and 20.2% (39) requiring the GRE Quantitative section (see doctoral enrollment for a comparison of application processes).

Respondents were also asked to identify dual degrees and certificates that were offered through their program. Law was the most popular dual degree offered by programs, followed by public health.

Table 28: Master's Programs Offering Dual Degrees by Degree Area

Dual Degree	Number Offering	Percent Offering
Business Administration	17	8.7
Education	6	3.1
Law	47	24.1
Doctorate in Social Work	18	9.2
Public Administration/Public Policy	23	11.8
Public Health	33	16.9
Theology/Divinity	23	11.8
Urban Planning	5	2.6
Other	26	13.3

Among certificates offered, the most frequently offered was aging/gerontology, followed by school social work. Given the frequency in reporting the "Other" category, additional fields will be included for this question in the future.

Table 29: Master's Programs Offering Certificates by Area

Certificate	Number Offering	Percent Offering
Addictions/Substance Abuse	19	9.7
Aging/Gerontology	52	26.7
Developmental Disabilities	6	3.1
Human Services Management	10	5.1
Jewish Services	4	2.1
Marriage and Family	7	3.6
School Social Work	51	26.2
Women's Studies	6	3.1
Other	59	30.3

Master's Programs: Enrollment

There were 44,853 applications to full-time and part-time master's of social work programs in 2009. Almost 20% of the applications were for advanced standing status (8,938). Because students can apply to multiple programs, CSWE is unable to produce a count of unduplicated applications. The acceptance rate for applications to full-time programs was 65.6%. The acceptance rate for applications to part-time programs was 72.8%. Of those students who were accepted for admission, 60.8% of full-time applicants and 78.8% of part-time applicants went on to enroll.

Table 30: Number of Master's Program Applications and Students Enrolled

	Full-Time	Part-Time
Applications received and considered	33,335	11,518
Applicants accepted for admission	21,858	8,381
New students enrolled	13,282	6,606

As of November 1, 2009, the total enrollment of full-time master's students was 29,975; the total enrollment of part-time master's students was 17,718. Table 31 shows the distribution of enrolled full-time master's students by gender and age.

Table 31: Number of Full-Time Master's Students by Age and Gender

Age Group	Male	Female	Gender Unknown	Total
25 and Under	1,009	10,681	34	11,724
26-30	1,077	6,258	15	7,350
31-40	945	3,784	9	4,738
41 and Older	639	2,830	10	3,479
Age Unknown	251	1,449	984	2,684
Total	3,921	25,002	1,052	29,975

Overall, 86.4% of full-time master's students and 86.7% of part-time master's students were female. The largest proportion of full-time master's students were "25 and under" in age (39.1%). The largest proportion of part-time master's students was "26 to 30" in age (26.6%).

Table 32: Number of Part-Time Master's Students by Age and Gender

Age Group	Male	Female	Gender Unknown	Total
25 and Under	262	2,840	12	3,114
26-30	542	4,166	13	4,721
31-40	714	3,900	6	4,620
41 and Older	633	3,285	8	3,926
Age Unknown	107	588	642	1,337
Total	2,258	14,779	681	17,718

Master's programs had 30.5% (9,148) full-time students from historically underrepresented groups and 33.8% (5,980) of part-time students.

Table 33: Racial/Ethnic Identification of Full-Time and Part-Time Master's Students

Racial/Ethnic Identification	Full-Time Master's Students		Part-Time Master's Students	
	Number	Percent	Number	Percent
White (non-Hispanic)	16,770	56.0	9,939	56.1
African American/Other Black	4,567	15.2	3,469	19.6
Chicano/Mexican American	634	2.1	471	2.7
Puerto Rican	397	1.3	144	0.8
Other Latino/Hispanic	1,832	6.1	1,167	6.6
American Indian/Native American	254	0.9	146	0.8
Asian American/Other Asian	1,136	3.8	390	2.2
Pacific Islander	82	0.3	67	0.4
Multiple Race/Ethnicity	246	0.8	126	0.7
Other	365	1.2	178	1.0
Unknown	3692	12.3	1,621	9.1

Master's Programs: Concentrations and Field Placements

Among the 189 programs that provided this information, almost one-half (47.6%) offered a single-tier (method only) concentration. About one-third (32.8%) of the programs offered a double-tier (method and field of practice) concentration. The remaining programs offered single-tier (field of practice only) (15.3%) or some other type of concentration system (4.3%).

Questions about concentrations offered were broken out into two parts – methods and fields of practice. Respondents were asked to report whether they offered a concentration and the number of students enrolled in each concentration. The table below shows methods concentrations and student enrollment, ordered by frequency of offering by programs.

Table 34: Programs Offering Concentrations and Students Enrolled by Method

Method	Number Offering	Percent Offering	Students Enrolled
Direct Practice/Clinical	111	56.9	19,933
Community Planning/Organization	30	15.4	939
Management or Administration	35	17.9	763
Social Policy	16	8.2	377
Program Evaluation	12	6.2	197
Combination of Direct Practice/Clinical and Community Planning or Management/Administration	23	11.8	637
Combination of Direct Practice/Clinical and Social Policy or Program Evaluation	16	8.2	764
Combination of Community Planning and Management/Administration	27	13.8	1,152
Combination of Social Policy and Program Evaluation	7	3.6	192
Generalist	25	12.8	2,577
Advanced Generalist	49	25.1	4,829
Other	29	14.9	2,476

Programs reported 23,148 full-time and 11,688 part-time students with a declared method concentration. Enrollment in Direct Practice/Clinical concentrations far out-paced enrollment in all other methods, comprising 57.2% of methods enrollments. The next highest enrollments were in Advanced Generalist (13.9%) and Generalist (7.4%).

Programs reported 10,511 full-time and 4,369 part-time students in a field of practice concentration. The concentrations in a field of practice are listed below by frequency of offering. The concentration of Families, Children and Youth was the most popular, with 27.1% of student enrollment. Other concentrations with a high proportion of students enrolled were Mental Health (13.4%) and Health and Mental Health (9.3%).

Table 35: Programs Offering Concentrations and Students Enrolled by Field of Practice

	Number Offering	Percent Offering	Students Enrolled
Addictions/Substance Abuse	32	16.4	473
Administration	26	13.3	235
Aging/Gerontology	56	28.7	877
Children & Youth	33	16.9	1,076
Community & Social Systems	27	13.8	788
Disabilities	21	10.8	81
Families, Children, & Youth	76	39.0	4,038
Health	35	17.9	698
Mental Health	49	25.1	1,993
Health & Mental Health	39	20.0	1,382
International/Global or Immigrant Issues	16	8.2	94
Occupational	11	5.6	95
Research	11	5.6	77
Rural Social Work	13	6.7	141
School Social Work	43	22.1	852
Other	46	23.6	1,980

Master's Programs: Field Instruction

In the master's programs, 30,037 full-time and part-time students were in a field placement as of November 1, 2009. Categories of field placements were provided, and programs were asked to report how many students were in each field placement category. Among the categories, Mental Health or Community Mental Health had the highest concentration of students (20.4%), followed by Child Welfare (11.8%), Family Services (11.4%), Health (11.4%), and School Social Work (11.2%).

Table 36: Number of MSW Students in Field Placement by Category as of November 1, 2009

Category	Full-Time Students	Part-Time Students	Total
Administration	432	143	575
Aging/Gerontological Social Work	1,384	381	1,765
Alcohol, Drug, or Substance Abuse	1,114	368	1,482
Child Welfare	2,518	1,040	3,558
Community Planning	650	172	822
Corrections/Criminal Justice	812	223	1,035
Developmental Disabilities	379	112	491
Domestic Violence or Crisis Intervention	570	227	797
Family Services	2,603	819	3,422
Group Services	313	68	381
Health	2,652	761	3,413
Housing Services	385	96	481
International	239	28	267
Mental Health or Community Mental Health	4,625	1,488	6,113
Program Evaluation	58	8	66
Public Assistance/Public Welfare	218	26	244
Occupational	138	10	148
Rehabilitation	161	32	193
School Social Work	2,773	593	3,366
Social Policy	192	33	225
Other	745	448	1,193

Master's Programs: Financial Aid

At the 124 programs that provided this information, an average of 79.4% (18,132) of full-time students received some form of financial aid. The largest source of funds was public subsidized and unsubsidized loans. This was followed distantly by support from the school or university.

Master's Programs: Degrees Awarded

During the 2008-2009 academic year, 19,092 master's of social work degrees were awarded from 195 member programs. Females comprised 87.3% of the graduates.

Table 37: Number of Master's Graduates by Age and Gender

Age Group	Male	Female	Gender Unknown	Total
25 and Under	278	4,128	5	4,411
26-30	592	4,492	35	5,119
31-40	608	2,813	28	3,449
41 and Older	446	2,045	21	2,512
Age Unknown	237	1,404	1,839	3,480
Total	2,161	14,882	1,928	18,971

The proportion of graduates identified with a historically underrepresented group was 27.8% (5,306). About 1.7% (320) of graduates were identified as foreign (no resident visa).

Table 38: Racial/Ethnic Identification of Master's Graduates

Racial/Ethnic Identification	Master's Graduates	
	Number	Percent
White (non-Hispanic)	10,722	56.3
African American/Other Black	2,826	14.8
Chicano/Mexican American	401	2.1
Puerto Rican	199	1.0
Other Latino/Hispanic	976	5.1
American Indian/Native American	157	0.8
Asian American/Other Asian	581	3.0
Pacific Islander	55	0.3
Multiple Race/Ethnicity	111	0.6
Other	176	0.9
Unknown	2,849	15.0

Programs were also asked about the debt load of MSW graduates. According to the 101 programs (51.8%) that responded, 75.7% of their graduates had an average loan debt of \$30,789.

Doctoral Programs

In 2009, 65 doctoral programs (98.5%) responded to the Annual Survey of Social Work Programs. The doctoral section addressed student applications, enrollment, concentrations, field placements, financial aid, and graduates. Additionally, some questions addressed structural components of doctoral programs.

Doctoral programs were asked if they require students to take the GRE (verbal, quantitative, analytical, and written sections), MAT, or TOEFL. The proportion of programs at the doctoral level requiring the GRE was greater than for programs at the master's level.

Table 39: Applicant Testing Requirements by Degree Level

Required Test	Required for Master's Program		Required for Doctoral Program	
	Number	Percent	Number	Percent
GRE – Verbal	40	20.6	59	93.7
GRE – Quantitative	39	20.2	58	93.5
GRE – Analytical	22	11.8	33	70.2
GRE – Written	21	11.5	33	64.7
MAT			5	12.2

Doctoral Programs: Applicants and Newly Enrolled Students

The acceptance rate for applications in 2009 was 37.0%. Because students can apply to multiple programs, an unduplicated count of applications cannot be determined. Most applicants who were accepted went on to enroll in the program (70.5%).

Table 40: Number of Applications and Students Enrolled by Program

	Number
Applications received and considered	1,606
Applicants accepted for admission	594
New students enrolled	419

Newly enrolled students primarily came from a background in social work, with most (79.3%) holding a master's degree in social work; 15.8% held graduate degrees from other fields.

Table 41: Number of Newly Enrolled Doctoral Students by Educational Background

	Has MSW	Has Other Graduate Degree	Does Not Have Graduate Degree
Has BSW	104	12	2
Does Not Have BSW	272	63	21

Most of the applicants to doctoral programs were female. The largest proportion of applicants fell in the "26-30" age group. Most of the newly enrolled doctoral students were also female. Newly enrolled students tended to be older than applicants; the largest proportion of newly enrolled students fell in the "31-40" age group. Among applicants, 45.6% were from a historically underrepresented group, and a few (1.8%; 295) were foreign (no resident visa). Among newly enrolled doctoral students, 36.8% identified with a historically underrepresented group; 10.6% (45) were foreign.

Table 42: Demographic Characteristics of Applicants and Newly Enrolled Doctoral Students

	Applicants		Newly Enrolled	
	Number	Percent	Number	Percent
Gender				
Male	403	26.9	111	26.3
Female	1,097	73.1	311	73.7
Age Group	Number	Percent	Number	Percent
25 and Under	178	11.8	38	9.0
26-30	517	34.2	127	30.0
31-40	484	32.1	151	35.7
41 or Older	253	16.8	94	22.2
Unknown	77	5.1	13	3.1
Racial/Ethnic Identification	Number	Percent	Number	Percent
White (non-Hispanic)	609	40.4	233	55.5
African American/Other Black	296	19.6	75	17.9
Chicano/Mexican American	12	0.8	3	0.7
Puerto Rican	10	0.7	3	0.7
Other Latino/Hispanic	56	3.7	11	2.6
American Indian/Native American	18	1.2	7	1.7
Asian American/Other Asian	243	16.1	43	10.3
Pacific Islander	6	0.4	2	0.5
Other	49	3.2	10	2.4
Multiple Race/Ethnicity	19	1.3	4	1.0
Unknown	191	12.7	28	6.7

Doctoral Programs: Enrolled Students

Doctoral programs were asked to identify enrolled students who fell into two categories – those who were taking coursework and those who had completed coursework as of November 1, 2009. There were 2,490 students enrolled in doctoral programs. Most doctoral students were full-time (69.8%); a slight majority of doctoral students had completed coursework (53.1%).

Table 43: Percent of Full-Time and Part-Time Enrolled Doctoral Students by Status

	Taking Coursework	Completed Coursework
Full-Time Students	76.0	64.2
Part-Time Students	24.0	35.8

In Table 44, there is a break-down of the gender and racial/ethnic identification of enrolled students, including a comparison across the different enrollment statuses.

Table 44: Percentage of Enrolled 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	23.5	20.9	25.0	21.4
Female	76.5	79.1	75.0	78.6
Racial/Ethnic Group Identification				
White (non-Hispanic)	53.9	65.3	53.9	62.9
African American/Other Black	15.5	22.4	17.3	13.9
Chicano/Mexican American	0.6	0	0.7	0.6
Puerto Rican	0.3	0.7	0.8	1.5
Other Latino/Hispanic	4.1	1.4	3.9	4.6
American Indian/Native American	1.1	0.7	1.3	0.6
Asian American/Other Asian	11.1	4.3	13.5	5.6
Pacific Islander	1.4	0.7	1.2	0.4
Other	3.0	0.7	2.3	1.5
Multiple Race/Ethnicity	1.3	0.7	0.5	1.0
Unknown	7.7	2.9	4.6	7.5

Doctoral Programs: Financial Assistance

Doctoral programs reported that 235 students taking coursework and 147 students who had completed coursework received formal loans.

Table 45: Students Taking Coursework Who Received Funding

	Number of Students	Percent of Tuition Received	Mean Amount per Academic Year
Tuition Assistance Only			
University Funds	70	83.2	
School of Social Work Funds	116	74.9	
Funded Faculty Grants	11	100.0	
Grants Received Directly by Student	2	20.0	
Other	6	27.0	
Stipend Support Only			
University Funds	16		\$6,888
School of Social Work Funds	24		\$7,281
Funded Faculty Grants	6		\$5,768
Grants Received Directly by Student	2		---
Other	6		\$1,566
Tuition Assistance & Stipend Support			
University Funds	196	95.0	\$19,157
School of Social Work Funds	305	87.7	\$21,402
Funded Faculty Grants	93	89.2	\$18,608
Grants Received Directly by Student	25	74.3	\$17,796
Other	26	76.7	\$47,830

Table 46: Students with Completed Coursework Who Received Funding

	Number of Students	Percent of Tuition Received	Mean Amount per Academic Year
Tuition Assistance Only			
University Funds	52	82.5	
School of Social Work Funds	76	89.0	
Funded Faculty Grants	4	100.0	
Grants Received Directly by Student	112	84.0	
Other	20	63.0	
Stipend Support Only			
University Funds	14		\$7,408
School of Social Work Funds	25		\$4,320
Funded Faculty Grants	9		\$14,765
Grants Received Directly by Student	8		\$17,496
Other	4		\$19,500
Tuition Assistance & Stipend Support			
University Funds	75	92.0	\$18,455
School of Social Work Funds	84	89.0	\$20,283
Funded Faculty Grants	57	98.8	\$21,023
Grants Received Directly by Student	16	95.5	\$14,567
Other	17	80.2	\$19,457

Overall, most of the doctoral students receiving financial assistance were female. The largest proportion of students receiving financial aid fell in the “31-40” age group. Overall, 38.6% identified with a historically underrepresented racial/ethnic group. Overall, 15.3% (158) of doctoral students being financially assisted were foreign (no resident visa). The table below provides a demographic break-down of doctoral students receiving financial assistant by coursework category.

Table 47: Demographic Characteristics of Doctoral Students Receiving Financial Aid by Coursework Category

	Students Taking Coursework		Students Who Completed Coursework	
	Number	Percent	Number	Percent
Gender				
Male	174	24.8	70	21.3
Female	527	75.2	259	78.7
Age Group				
25 and Under	33	4.7	*	*
26-30	194	27.5	61	18.5
31-40	281	39.8	147	44.7
41 or Older	150	21.3	115	35.0
Unknown	47	6.7	5	1.5
Racial/Ethnic Identification				
White (non-Hispanic)	405	58.4	188	57.3
African American/Other Black	115	16.6	38	11.6
Chicano/Mexican American	*	*	*	*
Puerto Rican	*	*	*	*
Other Latino/Hispanic	25	3.6	17	5.2
American Indian/Native American	6	0.9	7	2.1
Asian American/Other Asian	87	12.5	52	15.9
Pacific Islander	6	0.9	*	*
Other	19	2.7	11	3.4
Multiple Race/Ethnicity	5	0.7	*	*
Unknown	20	2.9	8	2.4

* Excluded because number in category was less than 5.

Doctoral Programs: Degrees Awarded

During the 2008–2009 academic year, 320 degrees were awarded from 65 doctoral programs. Most of the graduates were female (75.9%). The percentage of graduates from a historically underrepresented racial/ethnic group was 34.4%. Over one-half of students took four to seven years to obtain their doctorates.

Table 48: Doctoral Graduates by Years Taken to Obtain Degree

Years to Awarded Degree	Number	Percent
Less than 4 years	22	6.9
4 years	61	19.1
5 years	56	17.5
6-7 years	87	27.2
8-9 years	43	13.4
10 or more years	46	14.4
Unknown	5	1.6

Eighteen programs (27.7%) responded to questions about loan debt, reporting that 56.1% of their graduates had an average debt acquired while working towards a doctorate of \$37,272.

Doctoral Programs: Employment of Graduates

Doctoral programs provided information on the known employment status of their graduates.

Table 49: Doctoral Graduates by Employment Status

Employment Status of Doctoral Graduates	Number	Percent
Tenure-line faculty position	104	30.6
Non-tenure-line faculty position	23	6.8
Academic research position	24	7.1
Non-academic research position	14	4.1
Academic administrative position	5	1.5
Non-academic administrative position	32	9.4
Post-doctoral fellow	18	5.3
Private clinical practice	18	5.3
Consulting position	6	1.8
Other	48	14.1
Not employed	2	0.6
Unknown	46	13.5