

**2012 STATISTICS ON SOCIAL WORK  
EDUCATION IN THE UNITED STATES**



COUNCIL ON SOCIAL WORK EDUCATION

# **2012 Annual Statistics on Social Work Education in the United States**

Council on Social Work Education

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

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# Introduction

## Methodology

The 2012 Annual Survey was composed of four instruments that sought to gather data on baccalaureate programs, master's programs, doctoral programs, and faculty members. The program instruments included sections on program structure, enrollments, program offerings, and degrees awarded. The faculty instrument collected demographic information and information about academic rank and administrative title for full-time and part-time faculty members; it also requested information about tenure status, salary, and work activities of full-time faculty members.

The instruments were administered online through the survey platform, Zarca Interactive. On November 28, 2012, survey invitations were e-mailed to all CSWE-accredited social work programs and to doctoral social work programs that were members of the Group for the Advancement of Doctoral Education in Social Work (GADE; <http://www.gadephd.org>). The 2012 Annual Survey closed in March 2013.

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

When reporting proportional demographic distributions by gender, the number of individuals in the category of Unknown Gender is omitted from computation. When reporting proportional demographic distributions by age group, the total number of individuals is used, including those individuals in the category of Unknown Age. As approved by the Commission on Research at the March 2013 Spring Governance meeting, the basis for calculating historically underrepresented groups has been revised. When reporting historically underrepresented individuals, the categories of African American/Other Black, Chicano/Mexican American, Puerto Rican, Other Latino/Hispanic, American Indian/Native American, Asian American/Other Asian, Pacific Islander, Other, and Multiple Race/Ethnicity are used. In past reports, the category of Multiple Race/Ethnicity was reported separately.

## Participation and Response Rates

At the time of survey administration, there were 482 baccalaureate and 219 master's social work programs accredited by CSWE, and 73 doctoral social work programs in the United States that were members of GADE. The 2012 participation in the Annual Survey improved in comparison with the previous year's participation for all sections except for the doctoral program survey. The faculty survey had the most improved participation rate.

**Table 1. Invitations to and Participation in the 2012 Annual Survey by Survey Instrument**

Survey Instrument	Number Invited	Number Participated	Participation Rate (%)
Baccalaureate Programs	482	467	96.9
Master's Programs	219	215	98.2
Doctoral Programs	73	62	84.9
Faculty	540	468	86.7

**Table 2. Participation Rate by Survey Instrument, 2008–2012**

Survey Instrument	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)
Baccalaureate Programs	91.6	97.4	94.5	96.0	96.9
Master's Programs	96.3	98.5	97.0	97.7	98.2
Doctoral Programs	91.4	92.9	90.0	95.8	84.9
Faculty <sup>a</sup>	—	—	—	80.2	86.7

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

The participation rates for the Annual Survey have not attained 100% for some time. Changes in items, wording, and response options alter each year's survey instruments. Programs are not required to respond to most survey items. In the survey instruments for baccalaureate and master's programs, programs were only required to respond to the questions about total number of degrees awarded, whether they were willing to share their data, and survey completion. In the survey instruments for doctoral programs and faculty, programs were required to respond to one question (survey completion). Because of these factors, researchers should exercise caution in data comparisons across program level and survey item.

# Institutional Characteristics

## CSWE Membership

The following table shows the regional distribution of CSWE program members that participated in the 2012 Annual Survey.

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

CSWE Region	Program Level			
	Baccalaureate		Master's	
	Number	%	Number	%
New England	26	5.6	15	7.0
Northeast	42	9.0	22	10.2
Mid-Atlantic	60	12.8	22	10.2
Southeast	100	21.4	44	20.5
Great Lakes	100	21.4	37	17.2
South Central	51	10.9	21	9.8
Mid-Central	33	7.1	13	6.0
Rocky Mountains	14	3.0	8	3.7
West	23	4.9	26	12.1
Northwest	18	3.9	7	3.3
Total	467		215	

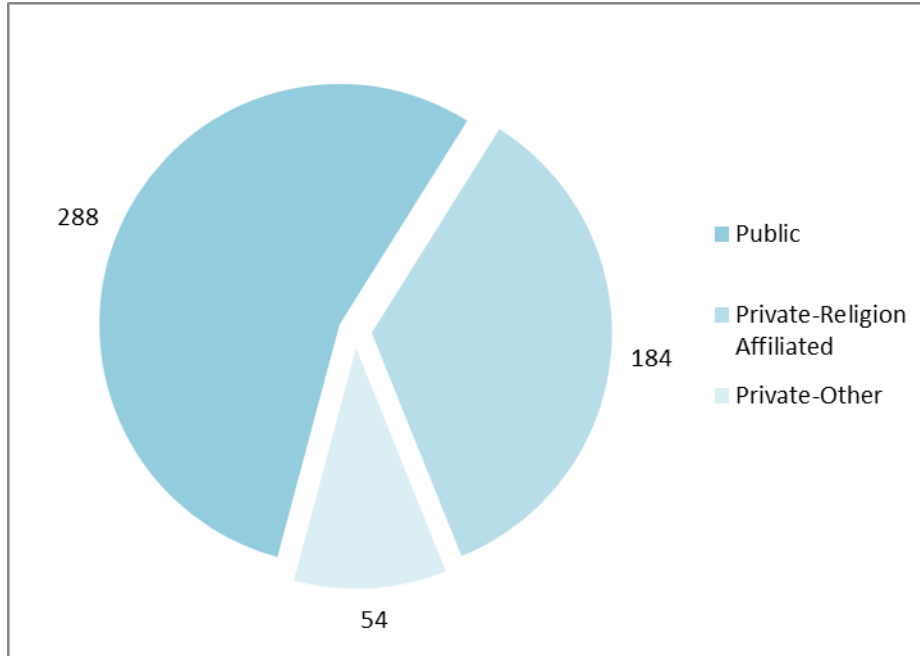
**Table 4. CSWE Membership Regions**

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

## Auspice

Public institutions housed more than one half (54.7%) of social work programs, followed by private–religion affiliated institutions (35.0%) and private–other institutions (10.3%).

**Figure 1. Institutional Auspice of Programs**



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

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

Program Level	Aggregate	Auspice		
		Public	Private–Religion Affiliated	Private–Other
	Number	%	%	%
Baccalaureate	467	54.8	36.8	8.4
Master’s	215	74.4	15.8	9.8
Doctoral	62	71.0	9.7	19.4



## Ethnic/Gender Identification

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

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

Ethnic/Gender Identification	Number	%
<b>Non-Ethnic</b>		
Coeducational	425	80.8
Women's	14	2.7
<b>Historically Black College or University</b>		
Coeducational	43	8.2
Women's	3	0.6
<b>Hispanic-Serving Institution</b>	32	6.1
<b>Tribal College</b>	3	0.6
<b>Other</b>	6	1.1
Total	526	

## Primary Setting

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

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

Program Level	Aggregate	Primary Setting		
		Urban	Suburban	Rural
	Number	%	%	%
Baccalaureate	467	39.0	27.8	33.2
Master's	215	60.5	21.9	17.7
Doctoral	62	75.8	21.0	3.2

## Carnegie Classification

The Carnegie Foundation for the Advancement of Teaching devised a categorization system for colleges and universities. Detailed information about the classifications is located on the Carnegie Foundation website (<http://classifications.carnegiefoundation.org/descriptions/basic.php>).

Overall, 51.1% of social work programs were housed in institutions classified as master's colleges and universities, followed by doctorate-granting universities (29.7%), baccalaureate colleges (18.4%), and special-focus institutions and tribal colleges (0.8%).

**Table 8. Social Work Programs by Carnegie Classification and Program Level**

Carnegie Classification	Program Level		
	Baccalaureate (%)	Master's (%)	Doctoral (%)
<b>Doctorate-Granting Universities</b>			
RU/VH	7.5	23.7	67.7
RU/H	12.0	20.9	17.7
DRU	7.1	9.8	4.8
<b>Master's Colleges and Universities</b>			
Master's/L	34.3	36.3	3.2
Master's/M	12.4	6.0	1.6
Master's/S	6.0	0.9	0
<b>Baccalaureate Colleges</b>			
Bac/A&S	6.6	1.4	3.2
Bac/Diverse	13.3	0.5	0
Assoc/Priv	0.2	0	0
<b>Special-Focus Institutions and Tribal Colleges</b>	0.6	0.5	1.6
Number of Programs Reporting	467	215	62

**Table 9. Basic Carnegie Classifications**

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

## Part-Time Programs

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

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

Part-Time Program	Program Level		
	Baccalaureate	Master's	Doctoral
Number of programs offering	207	184	32
Percentage of programs offering	44.9	86.4	51.6
Number of programs reporting	461	213	62

## Unit System

Most programs reported that they operated on a semester system.

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

Unit System	Program Level			
	Baccalaureate		Master's	
	Number	%	Number	%
Quarter	11	2.4	14	6.6
Semester	448	96.3	194	91.1
Trimester	2	0.4	3	1.4
Other	4	0.9	2	0.9
Programs reporting	465		213	

## Applicant Test Requirements

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

**Table 12. Applicant Testing Requirements by Program Level**

Requirement	Required by Master's Programs		Required by Doctoral Programs	
	Number	%	Number	%
GRE – Verbal Reasoning	39	18.8	54	90.0
GRE – Quantitative Reasoning	35	16.8	54	90.0
GRE – Analytical Writing	32	15.4	44	73.3
MAT	13	6.3	4	6.7
TOEFL	171	82.2	—	—
Programs reporting	208		60	

## Applications and New Enrollments

Programs reported student enrollment as of fall 2012. Because students can apply to multiple programs, CSWE is unable to produce a count of unduplicated applications; the reported number of applications is probably higher than the actual number of applicants.

**Table 13. Number of First-Time, Degree-Seeking Applicants and Newly Enrolled Students by Program Level**

Process Stage	Program Level			
	Baccalaureate	Master's		Doctoral
		Full-Time	Part-Time	
<b>Application</b>				
Applications received	31,866	43,686	14,348	2,039
Programs reporting	415	198	160	58
Applications accepted	21,924	25,883	8,891	592
Programs reporting	414	202	162	60
Acceptance rate (%)	82.3	64.4	73.9	41.4
Programs reporting	403	198	153	57
<b>New Enrollment</b>				
New students enrolled	15,950	15,388	7,052	413
Programs reporting	409	205	166	61
New enrollment rate (%)	101.1 <sup>a</sup>	69.3	80.6	70.7
Programs reporting	387	201	155	59

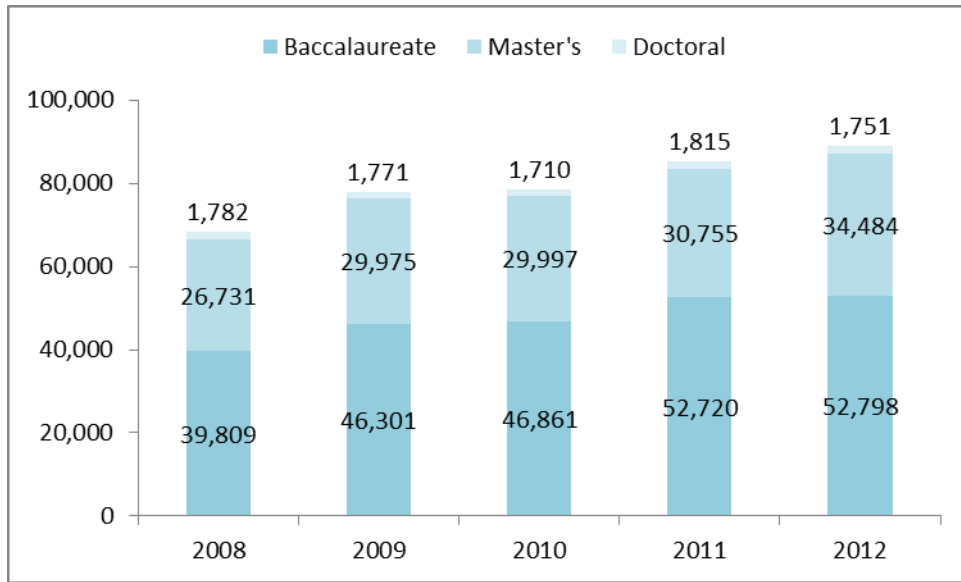
<sup>a</sup>Fifty-eight baccalaureate programs reported a greater number of newly enrolled students than accepted applicants. By comparison, two full-time and three part-time master's programs and no doctoral programs reported a greater number of newly enrolled students than accepted applicants.

The acceptance rate was highest for baccalaureate programs. Accepted applicants to baccalaureate programs were most likely to enroll. There was a total new enrollment of 38,803 social work students, of which baccalaureate programs contributed 41.1%, master's programs contributed 57.8%, and doctoral programs contributed 1.1%.

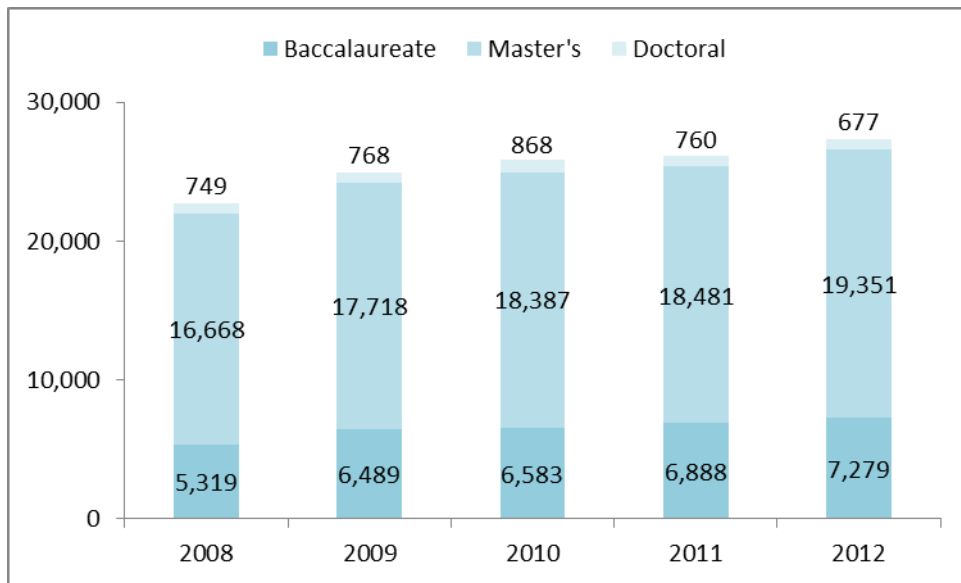
## Total Enrollment

There was a total enrollment of 89,033 full-time and 27,307 part-time social work students. For full-time enrollment, baccalaureate programs contributed 59.3%, master's programs contributed 38.7%, and doctoral programs contributed 2.0%. For part-time enrollment, baccalaureate programs contributed 26.7%, master's programs contributed 70.9%, and doctoral programs contributed 2.5%. Across the 5-year period of 2008 to 2012, the full-time enrollment of baccalaureate students increased by 32.6%; the full-time enrollment of master's students increased by 29.0%. From 2008 to 2012, the part-time enrollment of baccalaureate students increased by 36.8%; the part-time enrollment of master's students increased by 16.1%.

**Figure 2. Full-Time Enrollment by Program Level, 2008–2012**



**Figure 3. Part-Time Enrollment by Program Level, 2008–2012**



## Faculty Size

In each program survey instrument, programs were asked to report the number of full-time and part-time faculty members and instructional staff with primary responsibility to their programs. Most programs reported full-time and part-time faculty/instructional sizes of fewer than 12. The largest sizes were in master's programs.

**Table 14. Full-Time Faculty Size by Program Level**

Full-Time Faculty Size	Program Level					
	Baccalaureate		Master's		Doctoral	
	Number	%	Number	%	Number	%
6 or fewer	375	81.7	51	24.4	39	72.2
7–12	72	15.7	76	36.4	7	13.0
13–18	3	0.7	39	18.7	3	5.6
19–24	2	0.4	12	5.7	3	5.6
25 or more	7	1.5	31	14.8	2	3.7
Programs reporting	459		209		54	

**Table 15. Part-Time Faculty Size by Program Level**

Part-Time Faculty Size	Program Level					
	Baccalaureate		Master's		Doctoral	
	Number	%	Number	%	Number	%
6 or fewer	266	57.8	73	34.9	5	8.6
7–12	57	12.4	33	15.8	6	10.3
13–18	20	4.3	18	8.6	3	5.2
19–24	8	1.7	13	6.2	1	1.7
25 or more	5	1.1	48	23.0	2	3.4
Not reported	104	22.6	24	11.5	41	70.7
Programs reporting part-time faculty	356		185		17	
Number of programs	460		209		58	

## Full-Time Faculty Workload

Programs were given the option of reporting full-time faculty workload by number of courses or number of hours.

**Table 16. Full-Time Faculty Workload by Program Level**

Program Level	Workload	Number of Programs Reporting
<b>Baccalaureate</b>		
Median number of courses per year	6.0	401
Median number of hours per year	24.0	220
<b>Master's</b>		
Median number of courses per year	6.0	193
Median number of hours per year	18.0	65
<b>Doctoral</b>		
Median number of courses per year	4.0	55
Median number of hours per year	12.0	12

## Online or Distance Education Course Offerings

The 2012 Annual Survey inaugurated a section on online or distance education courses offered by social work programs. Master's programs were more likely than baccalaureate programs to have an online presence. Doctoral programs were least likely to have online offerings.

**Table 17. "Does your social work program currently offer online or distance education courses?"**

Response	Program Level					
	Baccalaureate		Master's		Doctoral	
	Number	%	Number	%	Number	%
Yes, the entire program is available online	11	2.4	23	11.0	0	0
Yes, part of the program is online	183	39.7	106	50.5	7	11.5
No, but online/distance education courses will be in operation next academic year	8	1.7	7	3.3	0	0
No, but online/distance education courses are being developed	48	10.4	20	9.5	2	3.3
No online/distance education offerings are being considered	210	45.6	51	24.3	51	83.6
Other	1	0.2	3	1.4	1	1.6
Programs reporting	461		210		61	

Programs that reported having distance education offerings were asked follow-up questions. Most programs with online or distance education offerings permitted full-time and part-time students to take the courses. They were less likely to permit non-degree-seeking students to take the courses.

**Table 18. Students Permitted to Take Online/Distance Education Courses**

Student Status	Baccalaureate Programs Reporting		Master's Programs Reporting		Doctoral Programs Reporting	
	Number	%	Number	%	Number	%
Full-time students	189	97.4	111	86.0	5	71.4
Part-time students	159	82.0	118	91.5	4	57.1
Non-degree-seeking students	104	53.6	34	26.4	0	0

## Program Budget

Programs reported the following financial information.

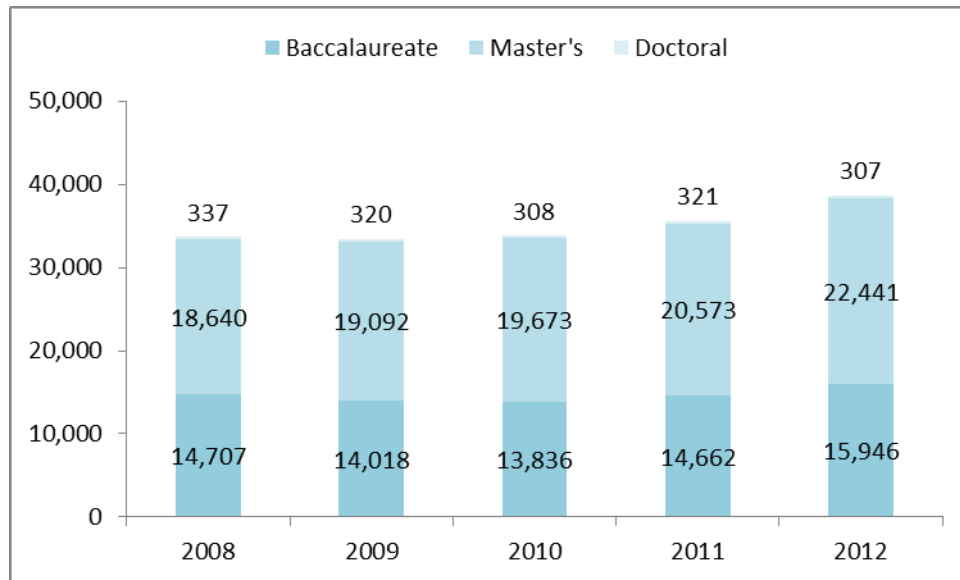
**Table 19. Budget by Program Level**

Program Level	Number of Programs Reporting	Mean	Median
<b>Baccalaureate</b>			
Budget from college/university	279	\$2,522,689	\$303,511
Externally funded research expenditures	74	\$741,181	\$98,500
Philanthropic support raised	112	\$309,854	\$2,461
Endowment	76	\$5,224,723	\$99,293
<b>Master's</b>			
Budget from college/university	126	\$3,640,475	\$1,205,528
Externally funded research expenditures	75	\$2,361,047	\$867,642
Philanthropic support raised	77	\$452,821	\$48,614
Endowment	63	\$9,766,205	\$1,200,000
<b>Doctoral</b>			
Budget from college/university	33	\$1,473,052	\$458,784
Externally funded research expenditures	22	\$876,689	\$247,500
Philanthropic support raised	20	\$215,213	\$17,106
Endowment	16	\$4,203,240	\$507,704

## Degrees Awarded

A total of 38,694 social work degrees were awarded for the 2011–2012 academic year; 41.2% were baccalaureate degrees, 58.0% were master's degrees, and 0.8% were doctoral degrees.

**Figure 4. Number of Degrees Awarded by Program Level, 2008–2012**





## Student Licensure

One hundred seventy-two (172) baccalaureate programs and 162 master's programs reported that their graduates took state licensure examinations. Table 20 below presents licensure examination pass rates for those programs that provided the information.

**Table 20. Student Licensure by Program Level**

Program Level	
<b>Baccalaureate</b>	
Student state licensure examination pass rate (%)	83.4
Number of programs reporting	96
<b>Master's</b>	
Student state licensure examination pass rate (%)	79.8
Number of programs reporting	98

## Student Loan Debt

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

**Table 21. Student Loan Debt by Program Level**

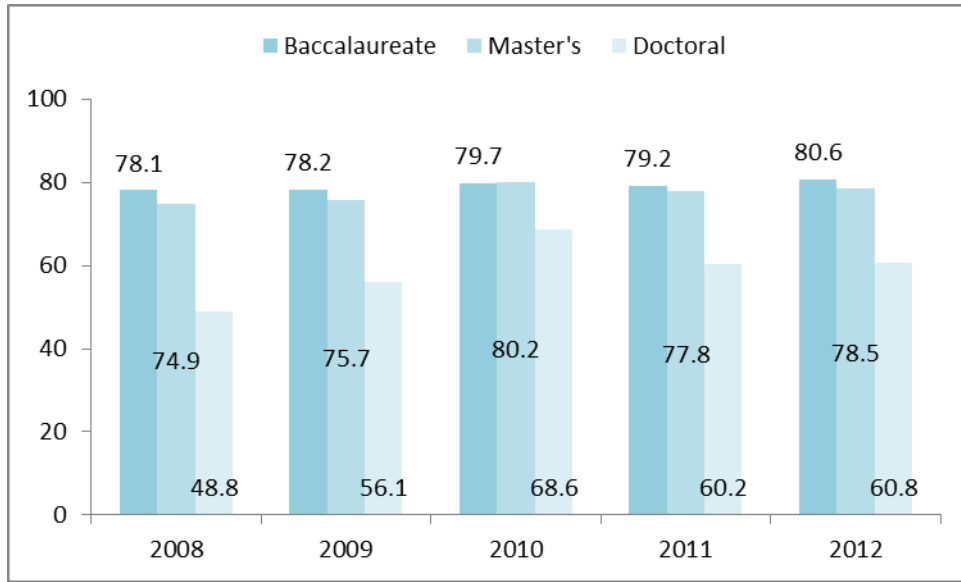
Student Loan Debt	Program Level		
	Baccalaureate	Master's	Doctoral
Percentage of students with loan debt	80.6	78.5	60.8
Number of programs reporting	296	122	24
Mean amount of loan debt	\$26,615	\$36,938	\$45,869
Median amount of loan debt	\$25,840	\$36,337	\$43,432
Number of programs reporting	262	110	20

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

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

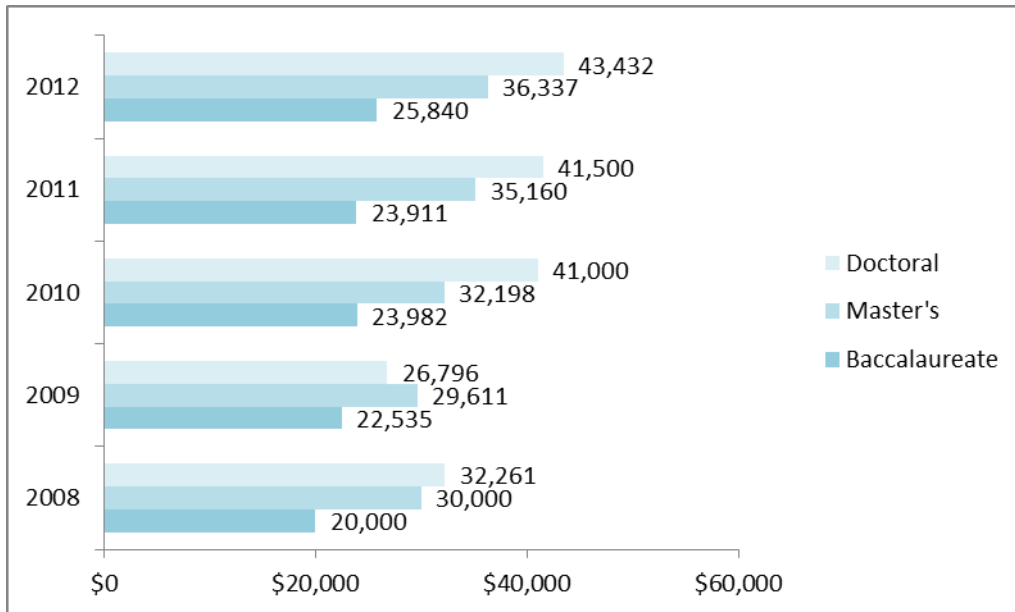
<sup>2</sup> Institute for College Access and Success (2012, October). *Student debt and the class of 2011*. Available at <http://projectonstudentdebt.org/files/pub/classof2011.pdf>

**Figure 5. Percentage of Graduates With Loan Debt by Program Level, 2008–2012**



In recent years, the proportion of students with loan debt and the amount of their loan debt have been increasing.

**Figure 6. Median Amount of Graduate Loan Debt by Program Level, 2008–2012**



## Title IV-E Stipends

Since 1980, the federal Title IV-E training program<sup>3</sup> has been a source of financial assistance for social work students specializing in child welfare. Current data on the number of social work programs participating in this program are necessary when discussing funding for social work education and student debt load.

**Table 22. Programs Offering Title IV-E Stipends**

<b>Program Level</b>	<b>Number of States/Territories</b>	<b>Number of Programs</b>	<b>% of Programs Reporting</b>
Baccalaureate	33	150	32.5
Master's	35	99	46.7

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<sup>3</sup> National Association of Social Workers (2004, August). Fact sheet: Title IV-E child welfare training program. Available at <http://www.socialworkers.org/advocacy/updates/2003/081204a.asp>.

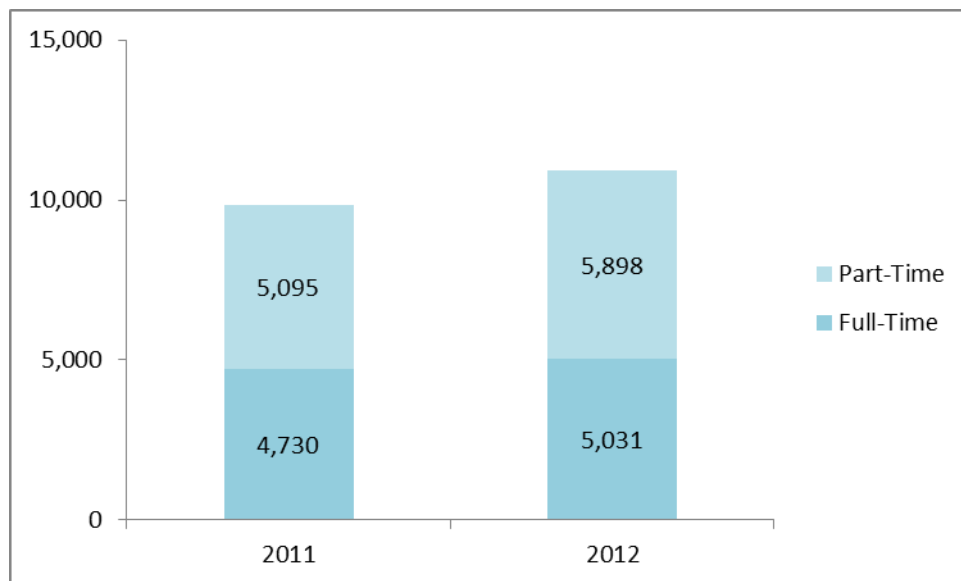
## Full-Time and Part-Time Faculty Members

In 2011, the faculty section of the Annual Survey was modified. In the past, individualized information was collected about each faculty member. Programs filled out a separate form for each faculty member every year. In 2007, the process changed to collect individualized information on full-time faculty members but only aggregate information on part-time faculty members. In 2011, the process changed again to collect only aggregate information about full-time and part-time faculty members. The term *full-time* referred to faculty members who spent 50% or more of full-time employment (FTE) in social work education. The term *part-time* referred to faculty or instructional staff members who spent less than 50% of FTE in social work education. In the 2012 Annual Survey, definitions of full-time and part-time faculty members were dropped; programs self-defined their full-time and part-time faculty members. The CSWE Commission on Research is considering other methods to survey faculty members directly.

### Number of Faculty Members

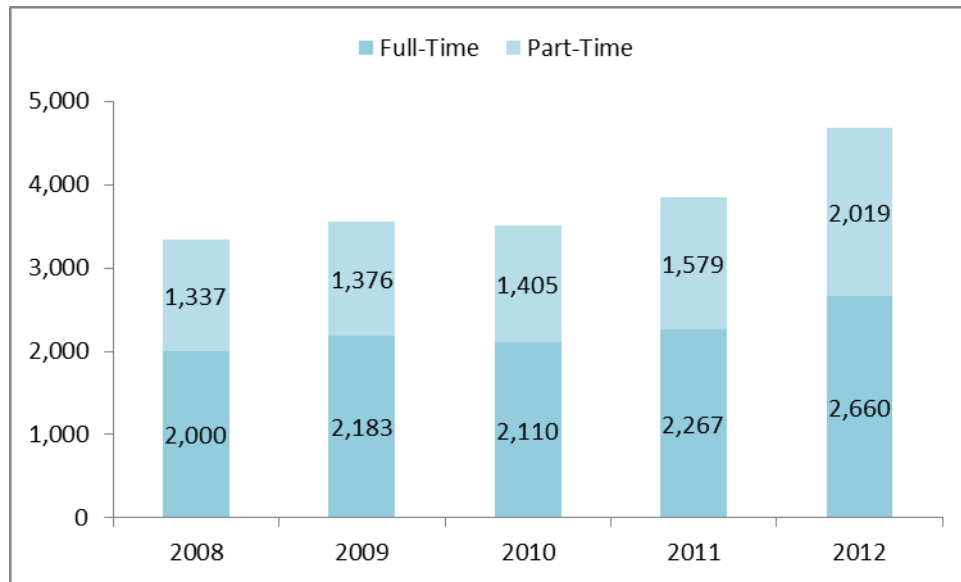
In the 2012 Annual Survey, 468 (86.7%) institutions provided information about 5,031 full-time and 5,898 part-time faculty members. Data in Figure 7 were taken from the faculty survey. Only data from survey years 2011 and 2012 are included, reflecting the changeover to aggregate information.

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

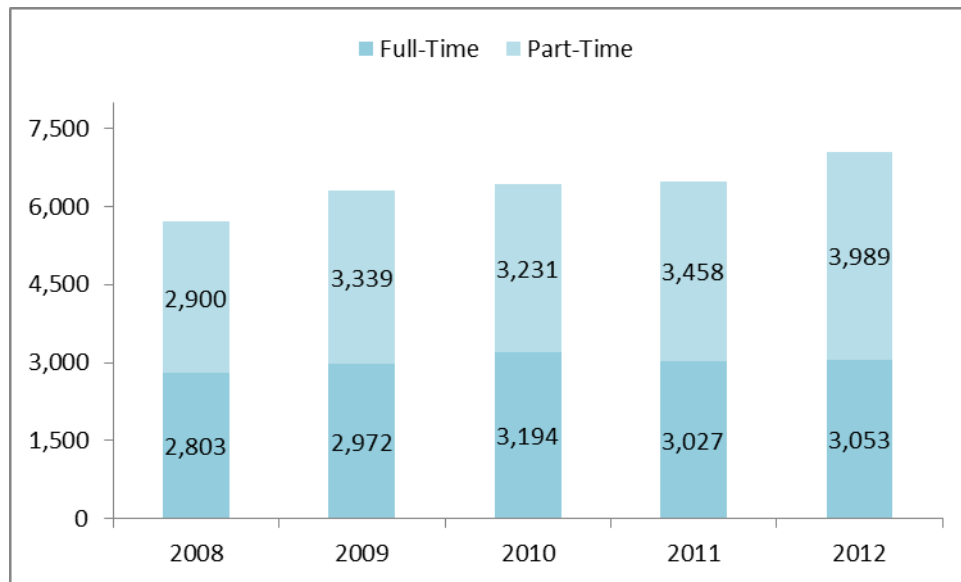


Data in the following three figures were taken from the baccalaureate, master's, and doctoral program survey instruments; the remaining data in this Full-Time and Part-Time Faculty report section were taken from the Faculty survey instrument. Overall, there were more full-time faculty members than part-time faculty members reported at the baccalaureate and doctoral levels; there were more part-time faculty members than full-time faculty members reported at the master's level.

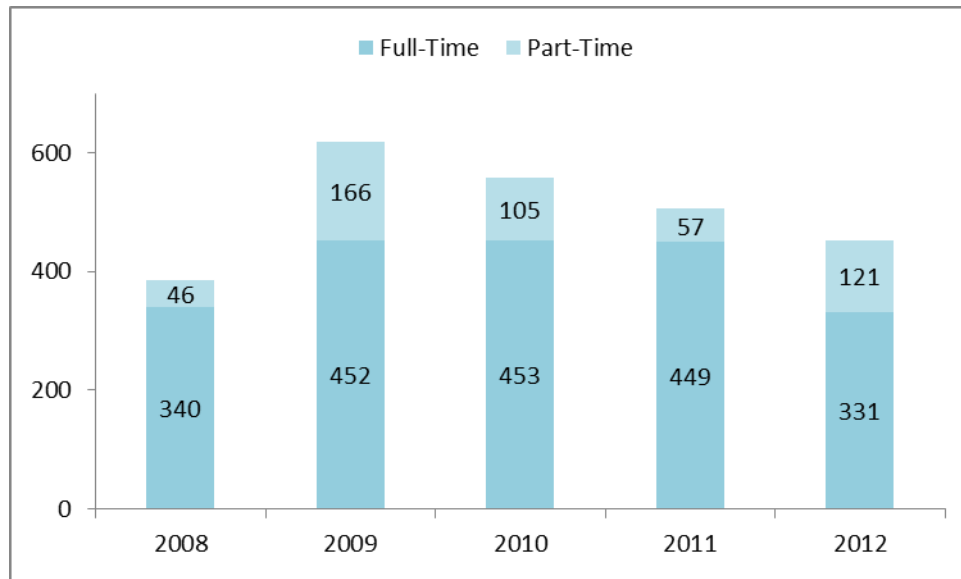
**Figure 8. Number of Faculty Members With Primary Teaching Responsibility at Baccalaureate Program Level, 2008–2012**



**Figure 9. Number of Faculty Members With Primary Teaching Responsibility at Master's Program Level, 2008–2012**



**Figure 10. Number of Faculty Members With Primary Teaching Responsibility at Doctoral Program Level, 2008–2012**



## Demographic Characteristics

See page 5 of this report to review the methods of calculating proportional demographic distributions by gender, age group, and historically underrepresented groups.

The largest proportion of full-time faculty members was in the age range of 55–64 years. More than two thirds of full-time faculty members were female. Faculty members from historically underrepresented groups accounted for 29.8% (1,498) of full-time faculty members. Additionally, 1.8% (93) of full-time faculty was foreign (no resident visa).

Compared with full-time faculty members, part-time faculty members tended to be younger, and a smaller proportion (21.9%; 1,292) was from historically underrepresented groups. Only 0.2% (14) of part-time faculty members were foreign (no resident visa).

Among the 420 programs that provided this information, 1.2% (59) of their full-time faculty members were former Minority Fellowship Program (MFP) Fellows; 0.2% (9) of their part-time faculty members were former MFP Fellows.

**Table 23. Demographic Characteristics of Full-Time and Part-Time Faculty Members**

Demographic Category	Full-Time		Part-Time	
	Number	%	Number	%
<b>Gender</b>				
Male	1,514	30.2	1,611	27.8
Female	3,496	69.8	4,193	72.2
Unknown	21		94	
<b>Age Group</b>				
Under 35 years	273	5.4	531	9.0
35–44 years	1,057	21.0	1,359	23.0
45–54 years	1,208	24.0	1,176	19.9
55–64 years	1,546	30.7	1,128	19.1
65 years or older	589	11.7	518	8.8
Unknown	358	7.1	1,186	20.1
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	3,426	68.1	3,816	64.7
African American/Other Black	744	14.8	721	12.2
Chicano/Mexican American	94	1.9	87	1.5
Puerto Rican	45	0.9	75	1.3
Other Latino/Hispanic	146	2.9	179	3.0
American Indian/Native American	63	1.3	29	0.5
Asian American/Other Asian	297	5.9	118	2.0
Pacific Islander	23	0.5	17	0.3
Other	42	0.8	26	0.4
Multiple Race/Ethnicity	44	0.9	40	0.7
Unknown	107	2.1	790	13.4
Number of programs reporting	468		397	

**Academic Rank and Administrative Title**

A majority (65.8%; 3,312) of full-time faculty members had no administrative title. The largest proportion of full-time faculty members held the academic rank of assistant professor, followed closely by associate professor. The most common academic ranks held by part-time faculty members were adjunct, lecturer, and instructor.

**Table 24. Academic Rank of Full-Time and Part-Time Faculty Members**

Academic Rank	Full-Time		Part-Time	
	Number	%	Number	%
Professor	1,022	20.3	39	0.7
Associate Professor	1,328	26.4	67	1.1
Assistant Professor	1,348	26.8	121	2.1
Instructor	345	6.9	870	14.8
Lecturer	287	5.7	1,375	23.3
Clinical Appointment	381	7.6	62	1.1
Emeritus	9	0.2	40	0.7
Adjunct	17	0.3	2,673	45.3
Field Instructor	66	1.3	227	3.8
Other	168	3.3	156	2.6
None	---	---	12	0.2
Unknown	60	1.2	256	4.3
Total	5,031		5,898	
Programs reporting	468		397	

Among full-time faculty members with an administrative title, program directors were most common, with 30.0% (516) holding one of those titles, followed by director of field instruction.

**Table 25. Administrative Title of Full-Time Faculty Members**

Administrative Title	Number	%
Dean	68	4.0
Director	159	9.2
Chairperson	210	12.2
<b>Program Directors</b>		
Director of Doctoral Program	59	3.4
Director of Master's Program	158	9.2
Director of Baccalaureate Program	299	17.4
<b>Other Dean or Director Positions</b>		
Associate Dean or Director	109	6.3
Assistant Dean or Director	33	1.9
Director of Research/Research Administrator	22	1.3
Director of Continuing Education or Work Study	18	1.0
Director of Admissions or Minority Recruitment	25	1.5
<b>Field Education</b>		
Director of Field Instruction	396	23.0
Associate/Assistant Director of Field Instruction	67	3.9
<b>Other Titles</b>	96	5.6
Total	1,719	
Programs reporting	468	

## Tenure Status

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

**Table 26. Tenure Status of Full-Time Faculty Members**

Tenure Status	Number	%
Tenured	2,218	44.1
On tenure track	1,242	24.7
Not on tenure track, but institution has tenure system	1,400	27.8
Not on tenure track because institution has no tenure system	171	3.4
Total	5,031	
Programs reporting	468	

## Academic Degrees

Most full-time faculty (88.9%, 4,472) and part-time faculty members (83.0%, 4,895) held a MSW degree. With regard to highest earned degree, more than two thirds of full-time faculty members held a doctoral degree, most commonly in social work or social welfare. More than one quarter of full-time faculty members held a master's degree as their highest degree, most commonly in social work.

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



**Table 27. Highest Earned Degree of Full-Time and Part-Time Faculty Members**

Highest Earned Degree	Full-Time		Part-Time	
	Number	%	Number	%
Doctorate in Social Work or Social Welfare	2,665	53.0	604	10.2
Other Doctoral Degree	774	15.4	369	6.3
Master of Social Work	1,386	27.5	4,275	72.5
Other Master's Degree	54	1.1	223	3.8
Law	33	0.7	56	0.9
Medicine	4	0.1	9	0.2
Other	19	0.4	40	0.7
Unknown	96	1.9	322	5.5
Total	5,031		5,898	
Programs reporting	468		397	

### Professional Licensure

Almost half (49.0%; 2,466) of full-time faculty members held a social work license.

### Research Activities

During academic year 2011-2012, 57.6% (2,900) full-time faculty members engaged in research activities.

### Faculty Salary by Academic Rank

Programs reported the following average annual salary data for full-time faculty members as of November 1, 2012.

**Table 28. Average Annual Salary for Full-Time Faculty Members by Academic Rank**

Academic Rank	Number of Programs Reporting	Number of Faculty Reported	Mean Salary Reported	Middle 50% Salary Range	
Professor	268	950	\$89,930	\$70,000	\$104,964
Associate Professor	307	1,263	\$69,643	\$60,000	\$77,000
Assistant Professor	332	1,335	\$58,301	\$51,059	\$65,000
Instructor	128	481	\$45,972	\$40,205	\$52,974
Lecturer	70	237	\$50,073	\$44,889	\$58,950
Other Rank(s)	55	308	\$58,203	\$49,986	\$65,696
No Rank	14	23	\$54,485	\$46,688	\$64,841

The following table provides average annual salary data for the three highest academic ranks by general Carnegie classification. The Carnegie classifications of Special-Focus Institutions and Tribal Colleges were omitted due to inadequate sample size.

**Table 29. Average Annual Salary for Full-Time Faculty Members by Carnegie Classification and Academic Rank**

<b>Carnegie Classification/ Academic Rank</b>	<b>Number of Programs Reporting</b>	<b>Number of Faculty Reported</b>	<b>Mean Salary Reported</b>	<b>Middle 50% Salary Range</b>	
<b>Doctorate-Granting Universities</b>	141				
Professor		99	\$108,566	\$90,000	\$122,530
Associate Professor		112	\$77,957	\$67,351	\$86,354
Assistant Professor		116	\$64,132	\$56,614	\$69,935
<b>Master's Colleges &amp; Universities</b>	244				
Professor		134	\$81,108	\$68,991	\$92,054
Associate Professor		155	\$66,483	\$59,861	\$72,000
Assistant Professor		171	\$56,516	\$51,235	\$61,992
<b>Baccalaureate Colleges</b>	80				
Professor		34	\$69,753	\$58,125	\$77,250
Associate Professor		38	\$57,300	\$48,814	\$63,500
Assistant Professor		42	\$49,040	\$45,000	\$50,000

## Baccalaureate Programs

In 2012, 96.9% (467) baccalaureate programs participated in the Annual Survey. Most programs (77.3%; 360) reported that an application was required to declare social work as a major.

### Enrollment of Social Work Majors

There were 52,798 full-time social work majors enrolled as of fall 2012 in the 453 programs that provided this information, with an average of 116.6 students per program. There were 7,279 part-time social work majors enrolled as of fall 2012 in the 207 programs that reported offering a part-time program, with an average of 35.2 students.

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

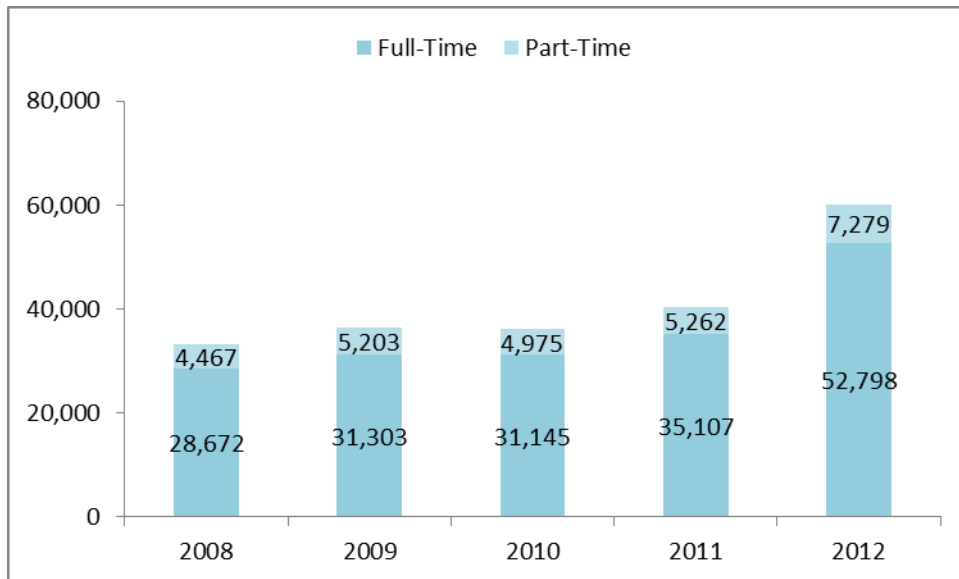
**Table 30. Demographic Characteristics of Full-Time and Part-Time Baccalaureate Students**

Demographic Category	Full-Time		Part-Time	
	Number	%	Number	%
<b>Gender</b>				
Male	6,358	12.5	938	13.9
Female	44,316	87.5	5,811	86.1
Unknown	2,124		530	
<b>Age Group</b>				
Under 25 years	32,553	61.7	1,683	23.1
25–34 years	7,390	14.0	1,923	26.4
35–44 years	4,248	8.0	1,349	18.5
45 years or older	2,733	5.2	1,077	14.8
Unknown	5,874	11.1	1,247	17.1
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	26,731	50.6	3,049	41.9
African American/Other Black	12,836	24.3	2,193	30.1
Chicano/Mexican American	1,709	3.2	167	2.3
Puerto Rican	1,112	2.1	16	0.2
Other Latino/Hispanic	3,693	7.0	535	7.3
American Indian/Native American	495	0.9	68	0.9
Asian American/Other Asian	912	1.7	109	1.5
Pacific Islander	154	0.3	21	0.3
Other	296	0.6	42	0.6
Multiple Race/Ethnicity	874	1.7	80	1.1
Unknown	3,986	7.5	999	13.7
Number of programs reporting	453		453	

Overall, the majority of full-time students was female and under 25 years of age. Full-time students from historically underrepresented groups made up 41.8% (22,081) of the total full-time enrollment. Among full-time students, 0.8% (404) were foreign (no resident visa).

The majority of part-time students was female. The age distribution among the part-time students was more equal than was the case for the full-time students. Part-time programs had a greater proportion of students from historically underrepresented groups (44.4%; 3,231). Among part-time students, 0.5% (35) were foreign.

**Figure 11. Baccalaureate Student Enrollment, 2008–2012**



**Field Education**

In the 2012 Annual Survey, 442 programs provided information on 15,611 students in field placements as of November 1, 2012. Among the field placement categories, child welfare continued to have the highest concentration of students, followed by family services, school social work, mental health or community mental health, aging/gerontological social work, and health. The most common placements listed in the other category were various types of refugee/immigrant services or homeless/unemployment/basic needs services.

**Table 31. Field Placements of Baccalaureate Students by Category**

<b>Field Placement Category</b>	<b>Number</b>	<b>%</b>
Child Welfare	2,621	16.8
Family Services	1,660	10.6
School Social Work	1,552	9.9
Mental Health or Community Mental Health	1,514	9.7
Aging/Gerontological Social Work	1,447	9.3
Health	1,198	7.7
Corrections/Criminal Justice	876	5.6
Domestic Violence or Crisis Intervention	871	5.6
Alcohol, Drug, or Substance Abuse	796	5.1
Housing	595	3.8
Developmental Disabilities	511	3.3
Community Planning	383	2.5
Public Assistance/Public Welfare	348	2.2
Group Services	262	1.7
Rehabilitation	183	1.2
International	152	1.0
Military Social Work	99	0.6
Social Policy	92	0.6
Administration	81	0.5
Program Evaluation	22	0.1
Other	348	2.2
Subtotal	15,611	
Not yet assigned to field but will be assigned later in the year	1,704	
Not participating in field instruction this academic year	7,119	
Total	24,434	
Number of programs reporting	442	

## Degrees Awarded

During the 2011–2012 academic year, 453 baccalaureate programs awarded 15,946 degrees. Most graduates were female, 37.0% (5,901) were from historically underrepresented groups, and 0.8% (125) of graduates were foreign.

**Table 32. Demographic Characteristics of Baccalaureate Graduates**

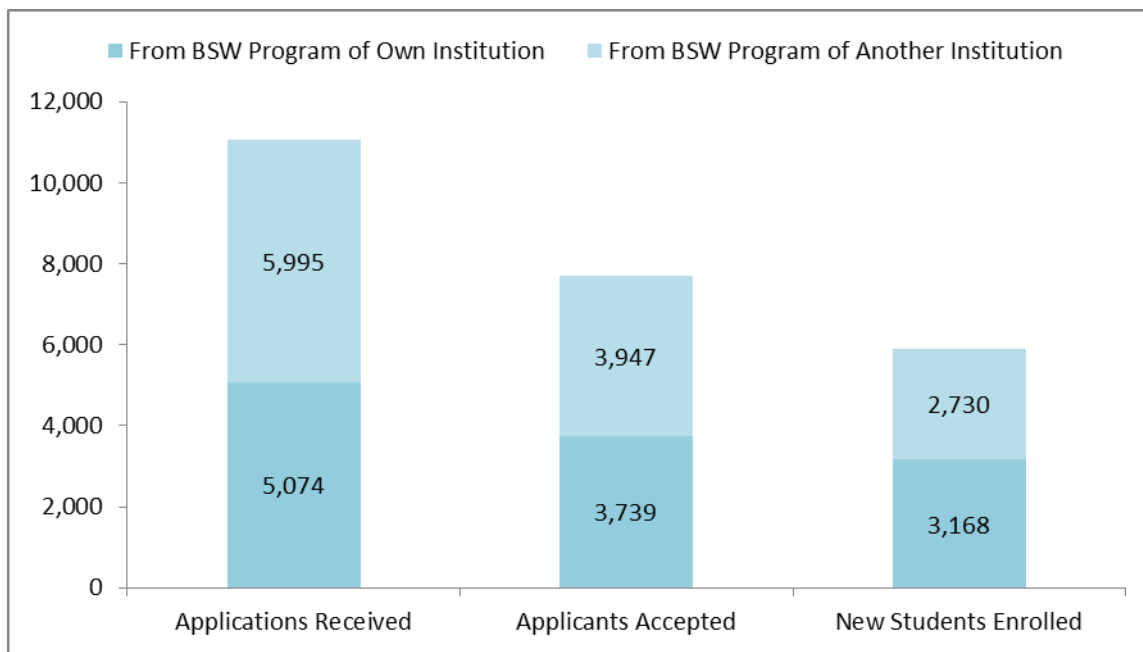
Demographic Category	Baccalaureate Graduates	
	Number	%
<b>Gender</b>		
Male	1,699	11.1
Female	13,654	88.9
Unknown	593	
<b>Age Group</b>		
Under 25 years	8,355	52.4
25–34 years	3,308	20.7
35–44 years	1,543	9.7
45 years or older	1,055	6.6
Unknown	1,685	10.6
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	8,665	54.3
African American/Other Black	3,376	21.2
Chicano/Mexican American	447	2.8
Puerto Rican	221	1.4
Other Latino/Hispanic	1,096	6.9
American Indian/Native American	145	0.9
Asian American/Other Asian	311	2.0
Pacific Islander	38	0.2
Other	94	0.6
Multiple Race/Ethnicity	173	1.1
Unknown	1,380	8.7
Number of programs reporting	453	

# Master's Programs

## Advanced-Standing Application and New Enrollment

In 2012, 98.2% (215) of master's programs participated in the Annual Survey. The acceptance rate (78.9%) for advanced-standing applicants from baccalaureate programs at their same institution was higher than the acceptance rate (70.9%) for advanced-standing applicants from other institutions. The new enrollment rate (84.7%) of advanced-standing applicants from their own baccalaureate programs also was higher than the new enrollment rate (73.6%) of advanced-standing applicants from other baccalaureate programs.

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



## Enrollment

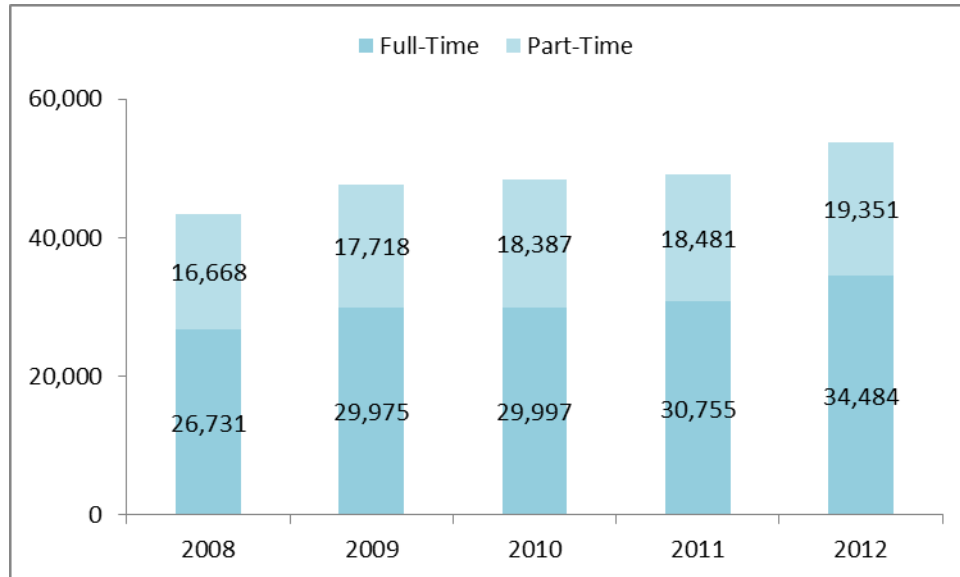
There were 34,484 full-time students enrolled as of fall 2012 in the 210 programs that provided this information, with an average of 164.2 students per program. Overall, full-time master's students were predominantly female and under 34 years of age. There were 35.1% (12,091) full-time students from historically underrepresented groups and 2.0% (673) full-time foreign students (no resident visa).

There were 19,351 part-time students enrolled as of fall 2012 in the 184 programs that reported offering a part-time program, with an average of 105.2 students. Part-time master's students were predominantly female but more diverse in age than were full-time master's students. Master's programs had 37.4% (7,232) part-time students from historically underrepresented groups and 0.5% (94) part-time foreign students.

**Table 33. Demographic Characteristics of Full-Time and Part-Time Master's Students**

Demographic Category	Full-Time		Part-Time	
	Number	%	Number	%
<b>Gender</b>				
Male	4,809	14.3	2,700	14.6
Female	28,845	85.7	15,852	85.4
Unknown	830		799	
<b>Age Group</b>				
Under 25 years	11,801	34.2	2,630	13.6
25–34 years	13,366	38.8	7,685	39.7
35–44 years	4,199	12.2	4,447	23.0
45 years or older	2,807	8.1	3,097	16.0
Unknown	2,311	6.7	1,492	7.7
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	19,504	56.6	10,433	53.9
African American/Other Black	5,671	16.4	3,802	19.6
Chicano/Mexican American	948	2.7	550	2.8
Puerto Rican	336	1.0	103	0.5
Other Latino/Hispanic	2,231	6.5	1,443	7.5
American Indian/Native American	272	0.8	155	0.8
Asian American/Other Asian	1,470	4.3	559	2.9
Pacific Islander	86	0.2	72	0.4
Other	326	1.0	115	0.6
Multiple Race/Ethnicity	751	2.2	433	2.2
Unknown	2,889	8.4	1,686	8.7
Number of programs reporting	210		195	

**Figure 13. Master's Student Enrollment, 2008–2012**





## Dual/Joint Degrees and Certificates

Eighty-four (84) programs reported offering at least one dual/joint degree. Law was the most popular dual/joint degree, followed by public health. Among the more frequently reported dual/joint degrees in the other category were Jewish studies, women’s studies, and human development.

**Table 34. Master’s Programs Offering Dual/Joint Degrees**

Dual/Joint Degree	Number of Programs Offering	% of Programs Offering
Law	50	24.0
Public Health	36	17.3
Theology/Divinity	25	12.0
Doctorate in Social Work	23	11.1
Public Administration/Public Policy	23	11.1
Business Administration	18	8.7
Criminal Justice/Criminology	5	2.4
Education	5	2.4
Urban Planning	5	2.4
International Studies	3	1.4
Other	25	12.0

One-hundred-seventeen (117) programs reported offering at least one formal certificate. Programs most frequently offered aging/gerontology and school social work. The most common certificates reported in the other category were play therapy, end of life, and forensic social work.

**Table 35. Master’s Programs Offering Certificates**

Area of Certificate	Number of Programs Offering	% of Programs Offering
Aging/Gerontology	55	26.4
School Social Work	46	22.1
Addictions/Substance Abuse	27	13.0
Child Welfare	15	7.2
Nonprofit Management	12	5.8
Developmental Disabilities	8	3.8
Family and Marriage	8	3.8
Human Services Management	7	3.4
Military Social Work	6	2.9
Women’s Studies	6	2.9
Jewish Services	4	1.9
Other	47	22.6

## Concentrations and Specializations

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

**Table 36. Concentrations Offered by Master's Programs**

Type of Concentration System	Number of Programs Offering	% of Programs Offering
Method	94	46.1
Field of Practice	28	13.7
Method and Field of Practice	59	28.9
Other	23	11.3
Programs reporting	204	

Offerings and enrollment in direct practice/clinical concentrations outpaced other methods. The next highest offerings and enrollment were in advanced generalist. The other reported methods involved various combinations.

**Table 37. Master's Programs Offering Concentrations by Method and Student Enrollment**

Method	Programs Offering		Enrollment	
	Number	%	Number	%
Direct Practice/Clinical	116	56.9	22,907	55.4
Advanced Generalist	57	27.9	6,272	15.2
Management or Administration	47	23.0	1,356	3.3
Community Development/Organization	44	21.6	1,882	4.5
Social Policy	18	8.8	2,163	5.2
Program Evaluation	11	5.4	532	1.3
Other	32	15.7	2,948	7.1
Not yet determined	—	—	3,320	8.0
Programs reporting	204		168	

Among fields of practice the concentration of children, youth, and families was the most popular, followed by mental health. The most commonly reported fields of practice in the other category were advanced generalist, child welfare, and individualized options.

**Table 38. Master's Programs Offering Concentrations by Field of Practice and Student Enrollment**

Field of Practice	Programs Offering		Enrollment	
	Number	%	Number	%
Children, Youth, and Families	90	44.1	5,118	20.3
Mental Health	72	35.3	3,498	13.9
Aging/Gerontology	69	33.8	1,048	4.2
School Social Work	58	28.4	1,041	4.1
Health	51	25.0	1,177	4.7
Health and Mental Health	51	25.0	1,389	5.5
Addictions/Substance Abuse	50	24.5	787	3.1
Community and Social Systems	41	20.1	765	3.0
Criminal Justice/Corrections	39	19.1	262	1.0
Disabilities	33	16.2	131	0.5
Housing Services	22	10.8	75	0.3
International/Global or Immigrant Issues	22	10.8	104	0.4
Military Social Work	21	10.3	582	2.3
Research	16	7.8	17	0.1
Rural Social Work	16	7.8	377	1.5
Occupational	11	5.4	68	0.3
Other	33	16.2	2,401	9.5
Not yet determined	—	—	6,324	25.1
Programs reporting	204		138	

## Field Education

In master's programs 36,531 full-time and part-time students were assigned to field placements as of November 1, 2012. Mental health or community mental health had the highest placement of students, followed by school social work, health, child welfare, and family services. The most common field placements in the other category were advocacy and youth-related areas.

**Table 39. Field Placements of Master's Students by Category**

Field Placement Category	Number of Students	% of Students
Mental Health or Community Mental Health	7,979	21.8
School Social Work	4,272	11.7
Health	3,870	10.6
Child Welfare	3,826	10.5
Family Services	3,150	8.6
Aging/Gerontological Social Work	2,154	5.9
Alcohol, Drug, or Substance Abuse	1,957	5.4
Criminal Justice/Corrections	1,137	3.1
Domestic Violence or Crisis Intervention	1,038	2.8
Housing Services	966	2.6
Military Social Work	877	2.4
Community Planning	876	2.4
Developmental Disabilities	759	2.1
Administration	684	1.9
Group Services	499	1.4
Social Policy	358	1.0
International	328	0.9
Public Assistance/Public Welfare	276	0.8
Rehabilitation	265	0.7
Occupational	233	0.6
Program Evaluation	143	0.4
Other	884	2.4
Subtotal	36,531	
Not yet assigned to field but will be later in the year	3,033	
Not participating in field Instruction this academic year	5,297	
Total	44,861	
Programs reporting	196	

## Degrees Awarded

As reported by 208 programs, the median number of credits normally required for the master's degree was 60 (range of 16 to 131). As reported by 186 programs, the median number of credits required for an advanced-standing master's degree was 36 (range of 10 to 100).

During the 2011–2012 academic year 22,441 master's degrees were awarded as reported by 213 programs. Most of the graduates were female. The proportion of graduates identifying with a historically underrepresented group was 31% (6,963); 1.4% (307) of graduates were foreign.

**Table 40. Demographic Characteristics of Master's Graduates**

Demographic Category	Master's Graduates	
	Number	%
<b>Gender</b>		
Male	2,931	13.7
Female	18,524	86.3
Unknown	986	
<b>Age Group</b>		
Under 25 years	3,971	17.7
25–34 years	10,024	44.7
35–44 years	3,438	15.3
45 years or older	2,441	10.9
Unknown	2,567	11.4
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	12,295	54.8
African American/Other Black	3,425	15.3
Chicano/Mexican American	498	2.2
Puerto Rican	155	0.7
Other Latino/Hispanic	1,377	6.1
American Indian/Native American	178	0.8
Asian American/Other Asian	744	3.3
Pacific Islander	80	0.3
Other	168	0.7
Multiple Race/Ethnicity	338	1.5
Unknown	3,183	14.2
Programs reporting	213	

## Doctoral Programs

In 2012, 84.9% (62) social work doctoral programs that were members of GADE participated in the CSWE Annual Survey. Among the responding programs 96.8% (60) offered PhD degrees, and 3.2% (2) offered both PhD and DSW degrees.

### Combined MSW/Doctoral Programs

More than a third (36.1%, 22) of programs reported having a combined MSW/doctoral program.

**Table 41. Applications and Enrollment in Combined MSW/Doctoral Programs**

Combined MSW/Doctoral Program	Number of Programs Reporting	Number	%
Applicants	22	190	
Applicants who were admitted	21	36	
Admission rate (%)	19	—	42.3
Enrolled as of November 1, 2012	22	38	
Enrolled having no graduate degree	21	15	
Enrolled having graduate degree in another discipline	20	19	

### Application and New Enrollment

During the 2011–2012 academic year there were 2,039 applicants to the 58 doctoral programs that reported this information. About two thirds of the applicants were female. The proportion of applicants identifying with a historically underrepresented group was 48.7% (993); 31.2% (636) of applicants were foreign.

**Table 42. Demographic Characteristics of Doctoral Program Applicants**

Demographic Category	Doctoral Applicants	
	Number	%
<b>Gender</b>		
Male	660	32.4
Female	1,376	67.6
Unknown	3	
<b>Age Group</b>		
Under 25 years	150	7.4
25–34 years	1,023	53.1
35–44 years	426	20.9
45 years or older	182	8.9
Unknown	198	9.7
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	786	38.5
African American/Other Black	315	15.4
Chicano/Mexican American	28	1.4
Puerto Rican	<sup>a</sup>	<sup>a</sup>
Other Latino/Hispanic	78	3.8
American Indian/Native American	9	0.4
Asian American/Other Asian	365	17.9
Pacific Islander	9	0.4
Other	133	6.5
Multiple Race/Ethnicity	55	2.7
Unknown	260	12.8
Programs reporting	58	

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

As reported by 58 programs, first-time, degree-seeking, newly enrolled students primarily came from a background in social work, with most (81.2%) holding a master’s degree in social work; 16.2% held graduate degrees from other fields. Very few (2.6%) newly enrolled students did not have a graduate degree.

**Table 43. Number of Newly Enrolled Doctoral Students by Educational Background**

	Number	%
Has MSW and has BSW	85	22.3
Has MSW but does not have BSW	225	58.9
Has non—social work graduate degree and has BSW	2	0.5
Has non—social work graduate degree; does not have BSW	60	15.7
Does not have graduate degree; has BSW	2	0.5
Does not have graduate degree; does not have BSW	8	2.1
Total	382	
Programs reporting	58	

Sixty-one (61) doctoral programs provided demographic information about 413 newly enrolled students. Most of the new students were female. The proportion of new students identifying with a historically underrepresented group was 43.6% (180); 14.8% (61) of new students were foreign.

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

Demographic Category	Newly Enrolled Doctoral Students	
	Number	%
<b>Gender</b>		
Male	112	27.1
Female	301	72.9
Unknown	0	
<b>Age Group</b>		
Under 25 years	24	5.8
25–34 years	215	52.1
35–44 years	104	25.2
45 years or older	55	13.3
Unknown	15	3.6
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	211	51.1
African American/Other Black	83	20.1
Chicano/Mexican American	<sup>a</sup>	<sup>a</sup>
Puerto Rican	<sup>a</sup>	<sup>a</sup>
Other Latino/Hispanic	15	3.6
American Indian/Native American	<sup>a</sup>	<sup>a</sup>
Asian American/Other Asian	55	13.3
Pacific Islander	<sup>a</sup>	<sup>a</sup>
Other	7	1.7
Multiple Race/Ethnicity	10	2.4
Unknown	22	5.3
Programs reporting	61	

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

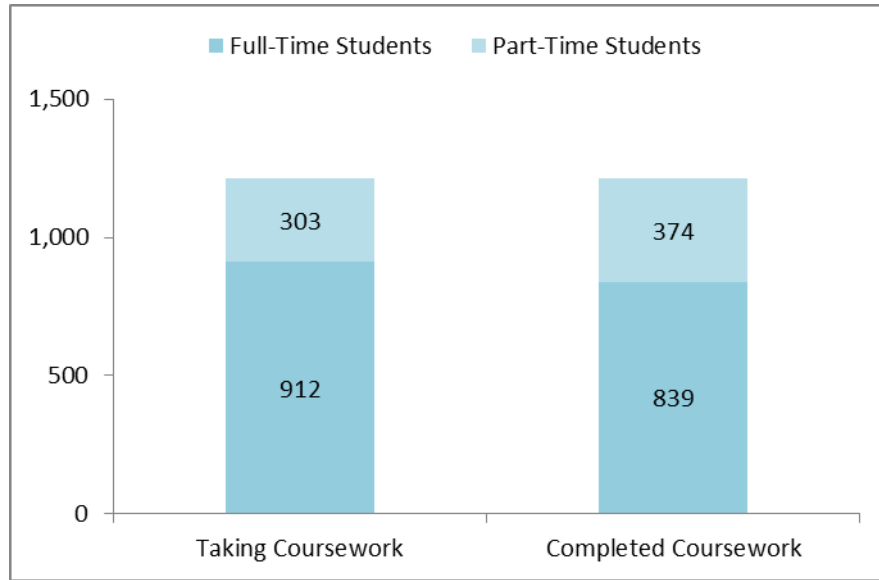
## Enrollment

There were 1,751 full-time students enrolled as of fall 2012 in the 61 programs that provided this information, with an average of 28.7 students per program. There were 677 part-time students enrolled as of fall 2012 in the 32 programs that reported offering a part-time program, with an average of 21.2 students.

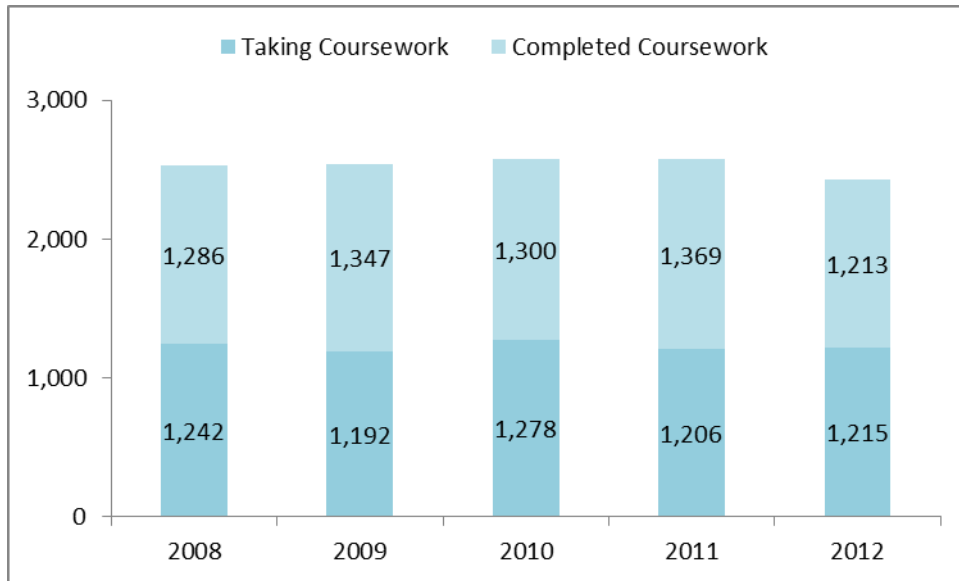
Doctoral programs identified enrolled students in two categories: those who were taking coursework (50.0%) and those who had completed coursework (50.0%) as of November 1, 2012, or the date in the fall term on which student lists were finalized.



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



**Figure 15. Doctoral Student Enrollment, 2008–2012**



The following table provides a breakdown of the gender and racial/ethnic identification of enrolled students, with comparison across enrollment status. Students were predominantly female across enrollment status. Higher proportions of full-time students (40.1% of those taking coursework; 39.5% of those who had completed coursework) were from historically underrepresented groups than were part-time students (32.7% of those taking coursework; 26.7% of those who had completed coursework).

**Table 45. Percentage of Doctoral Students by Demographic Category and Enrollment Status**

Demographic Category	Full-Time Taking Coursework (%)	Part-Time Taking Coursework (%)	Full-Time Completed Coursework (%)	Part-Time Completed Coursework (%)
<b>Gender</b>				
Male	21.4	20.5	22.2	21.9
Female	78.6	79.5	77.8	78.1
<b>Age Group</b>				
Under 25 years	3.1	a	a	a
25–34 years	57.1	29.4	36.2	17.1
35–44 years	24.1	39.6	39.7	44.7
45 years or older	12.6	30.0	19.5	36.1
Unknown	3.1	a	4.4	1.9
<b>Racial/Ethnic Identification</b>				
White (non-Hispanic)	51.5	65.0	49.2	66.3
African American/ Other Black	15.5	20.1	16.2	12.0
Chicano/Mexican American	0.8	a	1.4	a
Puerto Rican	a	a	0.7	a
Other Latino/Hispanic	3.6	4.3	3.6	3.2
American Indian/ Native American	1.0	a	1.4	a
Asian American/ Other Asian	14.3	4.0	10.8	6.7
Pacific Islander	0.9	a	0.7	a
Other	2.6	a	3.9	1.9
Multiple Race/Ethnicity	1.4	1.7	0.6	a
Unknown	8.3	2.3	11.3	7.0
Number of programs reporting	61	61	61	61

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

Among full-time students taking coursework, 18.5% (169) were foreign (no resident visa); 3.3% (10) of part-time students taking coursework were foreign. Among full-time students who had completed coursework, 12.6% (106) were foreign; 8.3% (31) of part-time students who had completed coursework were foreign.

## Degrees Awarded

During the 2011–2012 academic year, 307 degrees were awarded by 59 doctoral programs. Five degrees were awarded as joint MSW/doctoral degrees; two degrees were awarded jointly with other departments.

**Table 46. Type and Number of Doctoral Degrees Awarded**

Doctoral Degree Awarded	Number	%
DSW	9	2.9
PhD	298	97.1
Programs reporting	59	

Most of the graduates were female. The proportion of graduates who identified with a historically underrepresented group was 36.5% (112); 11.1% (34) of graduates were foreign.

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

Demographic Category	Doctoral Graduates	
	Number	%
<b>Gender</b>		
Male	72	23.5
Female	235	76.5
Unknown	0	
<b>Age Group</b>		
Under 25 years	0	0
25–34 years	78	25.4
35–44 years	114	37.1
45 years or older	99	32.2
Unknown	16	5.2
<b>Racial/Ethnic Identification</b>		
White (non-Hispanic)	182	59.3
African American/Other Black	38	12.4
Chicano/Mexican American	7	2.3
Puerto Rican	<sup>a</sup>	<sup>a</sup>
Other Latino/Hispanic	12	3.9
American Indian/Native American	<sup>a</sup>	<sup>a</sup>
Asian American/Other Asian	35	11.4
Pacific Islander	<sup>a</sup>	<sup>a</sup>
Other	9	2.9
Multiple Race/Ethnicity	5	1.6
Unknown	13	4.2
Programs reporting	59	

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

Almost one half (51.5%) of graduates took 4 to 6 years to obtain their doctorates.

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

Years to Awarded Degree	Number	%
3 or less	20	6.5
4	44	14.3
5	63	20.5
6	51	16.6
7	37	12.1
8	19	6.2
9	13	4.2
10 or more	53	17.3
Unknown	7	2.3
Programs reporting	59	

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

Years	Number of Programs	% of Programs
4 or less	0	0
5–6	3	5.0
7–8	33	55.0
9–10	15	25.0
11 or more	5	8.3
No limit	3	5.0
Unknown	1	1.7
Programs reporting	60	

## Employment of Graduates

Doctoral programs provided information on the employment status of their graduates. Almost one third of doctoral graduates obtained tenure-line faculty positions in CSWE-accredited programs. The most common other employment reported was in academic positions in non-CSWE-accredited programs.

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

Employment Status	Number	%
Tenure-line faculty position in CSWE-accredited program	93	30.3
Academic research position	26	8.5
Postdoctoral fellow	24	7.8
Nonacademic administrative position	20	6.5
Private clinical practice	20	6.5
Non-tenure-line faculty position in CSWE-accredited program	16	5.2
Nonacademic research position	15	4.9
Consulting position	7	2.3
Academic administrative position	6	2.0
Other	20	6.5
Not employed	7	2.3
Unknown	53	17.3
Programs reporting	58	

## Gerontology and Aging-Related Opportunities

The Annual Survey collected data on behalf of the National Center for Gerontological Social Work Education (Gero-Ed Center). Data from the Annual Survey items submitted by the Gero-Ed Center are used to promote gerontological competencies in social work programs. Additional information about the Gero-Ed Center is available on the CSWE website (<http://www.cswe.org/AboutGeroEd.aspx>).

### Baccalaureate and Master's Programs

Baccalaureate and master's programs were asked what opportunities in aging (within their programs or jointly with other departments) were available to their students. Field practica were the most common opportunities available to baccalaureate and master's students. Baccalaureate programs were more likely than master's programs to offer voluntary service activities as opportunities in aging for their students. Master's programs were more likely than baccalaureate programs to offer special events or research opportunities for their students.

**Table 51. Opportunities in Aging by Program Level**

Opportunity	Baccalaureate		Master's	
	Number	%	Number	%
Specialization	—	—	23	10.7
Concentration	—	—	18	8.4
Minor	90	19.3	—	—
Field practicum	376	80.5	173	80.5
Special events (e.g., lectures, colloquia)	167	35.8	99	46.0
Service learning or other volunteer work	305	65.3	71	33.0
Research	109	23.3	92	42.8
Certificate	60	12.8	61	28.4
Stipends or scholarships	39	8.4	62	28.8
Area of emphasis	46	9.9	42	19.5
Student interest group	38	8.1	28	13.0
Other	29	6.2	9	4.2

Baccalaureate and master’s programs were more likely to offer elective courses specializing in aging than required courses.

**Table 52. Courses in Aging Offered by Program Level**

Courses	Baccalaureate		Master’s	
	Number	Programs Reporting	Number	Programs Reporting
<b>Courses Specifically on Aging or Older Adults (Age 65 or Older)</b>				
Required	89	425	99	189
Elective	337	425	270	189
<b>Courses Infused With Gerontological Social Work Competencies and Practice Behaviors</b>	Number	Programs Reporting	Number	Programs Reporting
Generalist level	1,573	423	641	185
Advanced level	394	423	574	185

Programs estimated the percentages of their students who had aging-related experiences. The most common aging-related experiences estimated by baccalaureate and master’s programs were interactions with older adults (age 65 or older) in the classroom. Master’s programs were more likely than were baccalaureate programs to report graduates who had completed specialized curricular structures in aging and who were employed in settings serving primarily older adults.

**Table 53. Estimated Percentage of Opportunities in Aging by Program Level**

Opportunity	Baccalaureate		Master’s	
	Estimated %	Programs Reporting	Estimated %	Programs Reporting
Students who had the opportunity to interact directly with older adults in classes	40.0	401	39.7	136
Students placed in field settings serving predominantly older adults				
In generalist practice placement	11.2	406	8.6	167
In advanced placement	---	---	9.3	167
Graduates who completed a specialized curricular structure in aging	2.7	371	9.3	100
Graduates employed in settings serving primarily older adults	7.9	333	10.6	121

## Doctoral Programs

Seventeen (17) programs reported that 23 doctoral candidates completed dissertations focused on aging. Thirty-six (36) programs reported that 87 doctoral students participated in research other than a dissertation that was related to aging (e.g., practicum, funded project, independent study).

Few doctoral graduates pursued careers specializing in aging.

**Table 54. Estimated Percentage of Doctoral Graduates Pursuing Careers Specializing in Aging**

Specialization	Number of Programs Reporting	Number of Graduates
Faculty member teaching aging content within a social work program	7	8
Postdoctoral gerontological researcher	a	b
Gerontological social work practitioner	a	b
Gerontological researcher in nonacademic setting	a	b

<sup>a</sup>Excluded because number of programs reporting was less than 3.

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

### Full-Time Faculty Members

In the 2012 Annual Survey, 468 social work programs provided information on 5,031 full-time faculty members. At the 464 programs that reported these data, gerontology was the specialized area of expertise of 9.3% (469) of full-time faculty members. During the 2011–2012 academic year 8.7% (438) of full-time faculty members participated in gerontological research.