

MSW Graduates by Race and Ethnicity:

Findings from the 2018 Survey of Master's of Social Work Graduates

September 2019

George Washington University Health Workforce Institute



REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

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Introduction

Information on the real-world experience of graduates of educational programs can play a critical role in helping those educational institutions align their curricula and policies with the needs of the practice environment. The Survey of Social Work Graduates, developed by George Washington University's Fitzhugh Mullan Institute for Health Workforce Equity (previously the GW Health Workforce Institute [HWI]) in collaboration with the Council on Social Work Education (CSWE), the National Association of Social Workers, and a committee of social work deans and directors, is designed to collect data on the jobs new social workers are taking, the services they are providing, the populations they are serving, and their experience in the job market. In 2018, the institute surveyed graduates from more than 50 master's of social work (MSW) programs across the country.

This report presents key results of the 2018 Survey of Social Work Graduates by race and ethnicity. Overall, 1,405 MSWs completed the survey, including 152 Hispanic MSWs, 148 Black/African American Non-Hispanic MSWs, 896 White Non-Hispanic MSWs, and 121 MSWs of a different race.¹ Sections 1 through 6 of this report provide extensive information on the educational and employment outcomes of Hispanic, White Non-Hispanic, Black/African American Non-Hispanic, and all MSW respondents to our survey. Section 7 presents selected results for the 49 Asian and Pacific Islander respondents to the survey compared with all MSW respondents.² This category, used by the Census Bureau, consists of people originating from the Far East, Southeast Asia, or the Indian subcontinent, as well as Hawaii, Guam, Samoa, and other Pacific islands.³

The data⁴ presented in this report have been weighted to better reflect the overall population of social work graduate students in the United States. Survey weights were constructed using data from CSWE's Annual Survey of U.S. Social Work Programs. A detailed description of the survey weight design and survey methodology is included in the Appendix.

Summary of Findings

The following summary highlights notable similarities and differences between MSWs from the 2018 Survey of Social Work Graduates, by race and ethnicity. The main report that follows provides more detailed information on educational and employment outcomes for Hispanic, Black/African American Non-Hispanic, and White Non-Hispanic MSWs versus all MSW respondents; and (2) Asian and Pacific Islander MSWs versus all MSW respondents. The Appendix contains information on the overall survey methodology.

REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Similarities of 2018 MSW Graduates Across All Racial and Ethnic Groups

- Most new social workers are female: More than 88% of graduates were female.
- Nearly one-third of graduates (32%) worked 6 or more years before entering their MSW program.
- Areas of practice focus in MSW programs: More than 79% reported a focus in direct (or clinical) practice working with individuals, families, or groups.
- Most MSW financial support comes from school-based scholarships, employer support, or other forms of financial aid. However, depending on race and ethnicity, 33% to 40% of MSWs receive no funding at all.
- More than 75% of the 2018 graduates were working at the time of the survey (September 2018), and more than 60% were in jobs that required a social work degree or license.
- Some graduates (18%) were working in positions using their social work skills but not titled as a social work position.
- Nearly a third of all direct practice jobs were in private, not-for-profit organizations.
- Job locations were primarily in medium or large cities.
- The age group most commonly served by MSWs is clients aged 18 to 64 years.
- Irrespective of main job focus, most MSWs said they provided mental and behavioral health services to a majority of their clients.
- Median annual income for new graduates was about \$45,000.
- Most new MSWs (79%) expected to become licensed clinical social workers (LCSWs) within the next 5 years.
- Most MSW graduates (91%) would recommend a social work education to others.

Findings by Racial and Ethnic Groups

Black/African American Non-Hispanic

- Black/African American MSWs tend to be older than the average MSW: 43% were over the age of 30, compared with 34% of all MSWs.
- Black/African American MSWs were the most likely to have a bachelor's of social work (BSW) degree (43% vs. 38% of all MSWs) and previous work experience: 23% had 10+ years of experience vs. 18% of all MSWs.
- Black/African American MSWs were least likely to be full-time students (71% vs. 80% of all MSWs) and most likely to be enrolled in an online program (22% vs. 17% of all MSWs).
- Black/African American MSWs were more likely to return to previous employer than the average MSW (35% vs. 28%) and most likely to have employer funding (21% vs. 18% of all MSWs).

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- Black/African American MSWs were least likely to occupy a job requiring a social work degree or license (68% vs. 75% of all MSWs).
- Black/African American MSWs were more likely to be working for government (federal, state, or local) compared with White MSWs: 24% vs. 15%.
- Black/African American MSWs were more likely to report that a majority of their clients were below the poverty level than White MSW respondents: 84% vs. 62%.
- Black/African American MSWs were more likely to be involved with the child welfare system: 49% said a majority of their clients were involved with child welfare vs. 33% of White MSWs.
- Black/African American MSWs were more likely to experience difficulty finding a job they were satisfied with compared with White MSWs: 51% vs. 45%.

Hispanic

- A large share of Hispanic MSWs fall between the ages of 26 and 30 (42% vs. 36% of all MSWs).
- Hispanic MSWs were less likely to have a BSW degree: 28% vs. 38% of all MSWs.
- Hispanic MSWs were less likely to be enrolled in an online program (12% vs. 17% of all MSWs) and less likely to be enrolled in their program full-time (72% vs. 80% of all MSWs).
- Hispanic MSWs are more likely to return to a previous employer (32%) than the average MSW (28%).
- Hispanic MSWs were most likely to focus on children and families in their MSW program (35% vs. 21% of White MSWs).
- Hispanic MSWs were more likely to be working for private, not-for-profit, tax-exempt charitable organizations than all MSW respondents (34% vs. 31%).
- Most Hispanic MSWs (58%), regardless of practice setting or focus, reported that they provide behavioral health services to a majority of their clients.
- Hispanic MSWs were more likely than White MSWs to report that a majority of their clients fall below the poverty level (79% vs. 62%).
- Hispanic MSWs were more likely to be working in large cities: 42% vs. 24% of all MSWs.
- Hispanic MSWs were more likely to experience difficulty finding a satisfactory social work position than the average MSW (61% vs. 50%) and more likely to have to change their plans due to limited social work–related opportunities (33% vs. 27%).

White Non-Hispanic

- White MSWs tend to be younger than other graduates: 35% were between the ages of 21 and 25 compared with 29% of all MSWs.
- White MSWs were the most likely to enter their MSW program with no previous work experience: 29% vs. 25% of all MSWs.
- White MSWs were more likely to be enrolled in their program full time (86% vs. 80% of all MSWs) and least likely to return to a previous employer (25% vs. 28% of all MSWs).
- White MSWs were most likely to lack a funding source for their education (40%).
- For White MSWs, main areas of concentration in their MSW program were mental and behavioral health (37%), followed by children and families (21%).

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- White MSWs were more likely to be working in a job as a social worker that requires a social work degree or license: 69% vs. 50% Black/African American and 52% Hispanic.
- White MSWs were more likely to work in small cities (24%), semirural areas (15%), or rural areas (6%) compared with the average MSW.

Asian and Pacific Islanders

- Asian MSWs were more likely to complete their MSW in person: 78% vs. 71% of all MSWs.
- Asian MSWs were more likely to be actively working as a social worker than the average MSW graduate: 90% vs. 76%.
- Asian MSWs were more likely to be working in large cities (28%) or suburbs of a medium or large city (33%) compared with all MSW graduates (25% and 13%, respectively).
- Asian MSWs were more likely to be concentrating on child and family social work in their program (37% vs. 25% of all MSWs) and working mainly with children and families in their social work job (49% vs. 35% of all MSWs).
- Asian MSWs were also more likely to work for not-for-profit organizations than the average respondent: 48% vs. 31%.
- Asian MSWs were less likely to be "very satisfied" with their salary (16%), employee benefits (43%), or overall social work job (33%) compared with the average MSW (27%, 53%, and 49%, respectively).
- Asian MSWs were far more likely to apply to 10 or more social work–related positions (49% Asian vs. 34% of all MSWs).
- Asian MSWs experienced greater difficulty finding a satisfactory social work position (65%) compared with the average MSW respondent (49%).
- As a result, Asian MSWs were more likely to have to change their plans due to limited social work–related opportunities (43% Asian vs. 27% of all MSWs).
- Asian MSWs were less likely to recommend a social work degree than the average MSW respondent (83% vs. 91%, respectively).
- Most Asian respondents said they intend to become an LCSW within the next 5 years (85% Asian vs. 79% of all MSWs).

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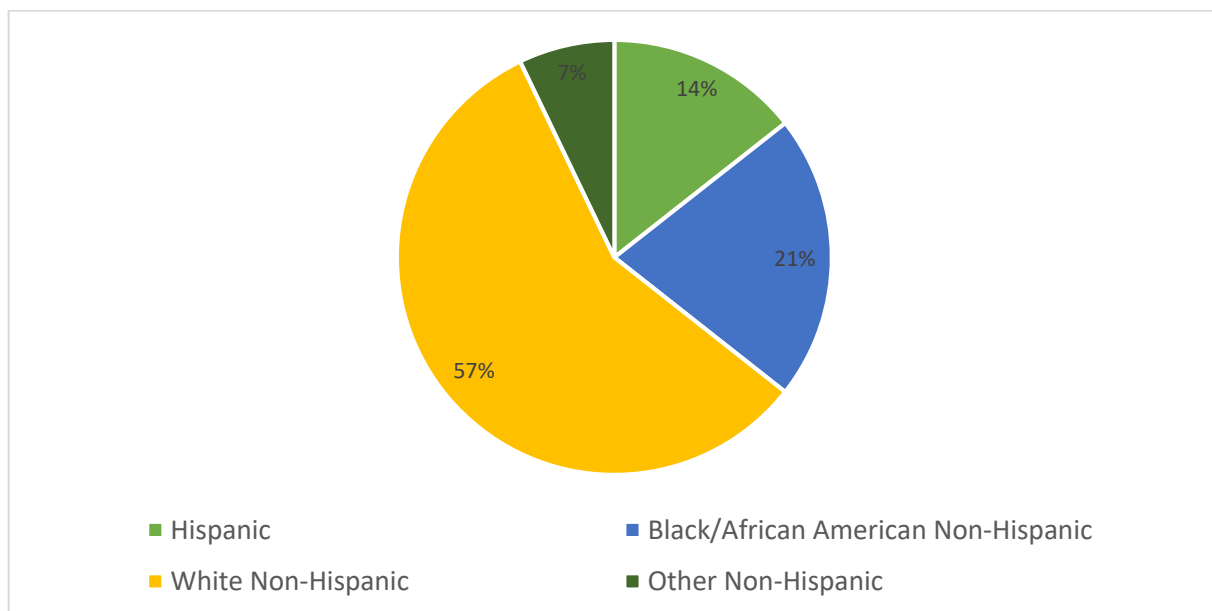
I. Demographics

(Figures 1–4)

Demographic information collected for 2018 MSW graduates included current gender, sexual orientation, race and ethnicity, and age. Graduates were predominantly female and heterosexual across all racial and ethnic groups. The largest racial and ethnic group was White Non-Hispanic (57%), followed by Black/African American Non-Hispanic (21%), Hispanic (14%), and Other Non-Hispanic⁵ (7%), which includes Asian and Pacific Islander (5%).

Graduates had a mean age of 31 years and a median age of 28 years. However, the age distribution of MSW graduates followed different patterns for each racial and ethnic group. When ages were collapsed into four ranges, the greatest share of each racial and ethnic group fell between the ages of 26 to 30 years, but White MSWs were most likely to be in the youngest age category (35% are between the ages of 21 and 25), whereas Black/African American MSWs were most likely to be in the oldest age category (20% are 41 and older). Roughly 68% of Whites and 65% of all MSWs graduated with an MSW degree by age 30, compared with just 57% of Black/African American MSWs. Black/African American graduates were most represented in the 31 to 40 and 41 and older age ranges. Hispanic graduates had a normal distribution pattern across the age range 21 to 40, with the greatest share (42%) in the 26 to 30 age range.

Figure 1: Race and Ethnicity of MSW Graduates



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Figure 2: Current Gender

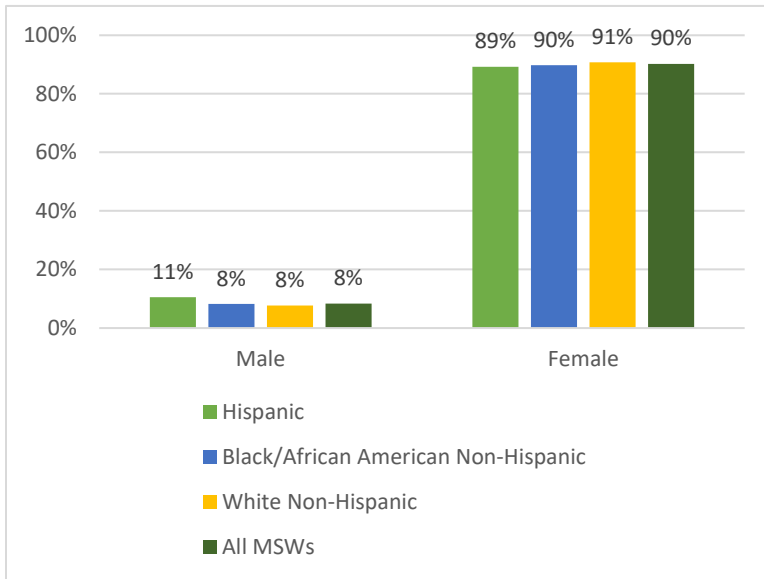


Figure 3: Sexual Orientation

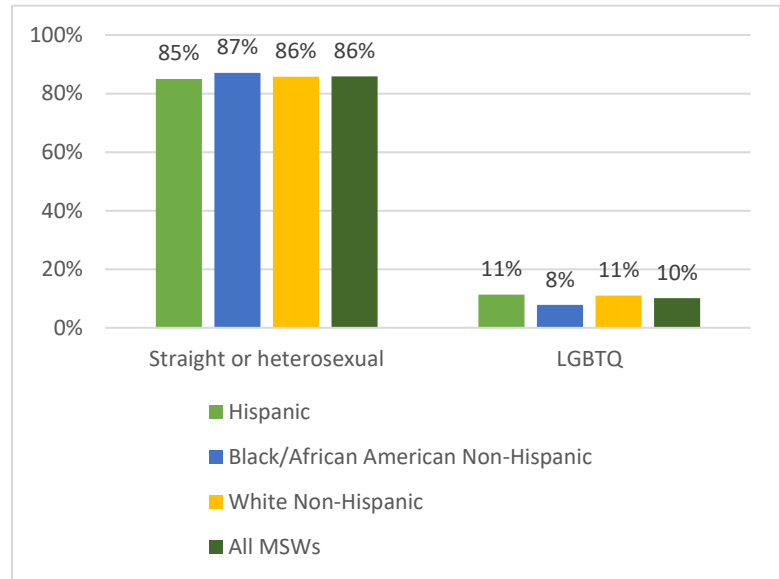
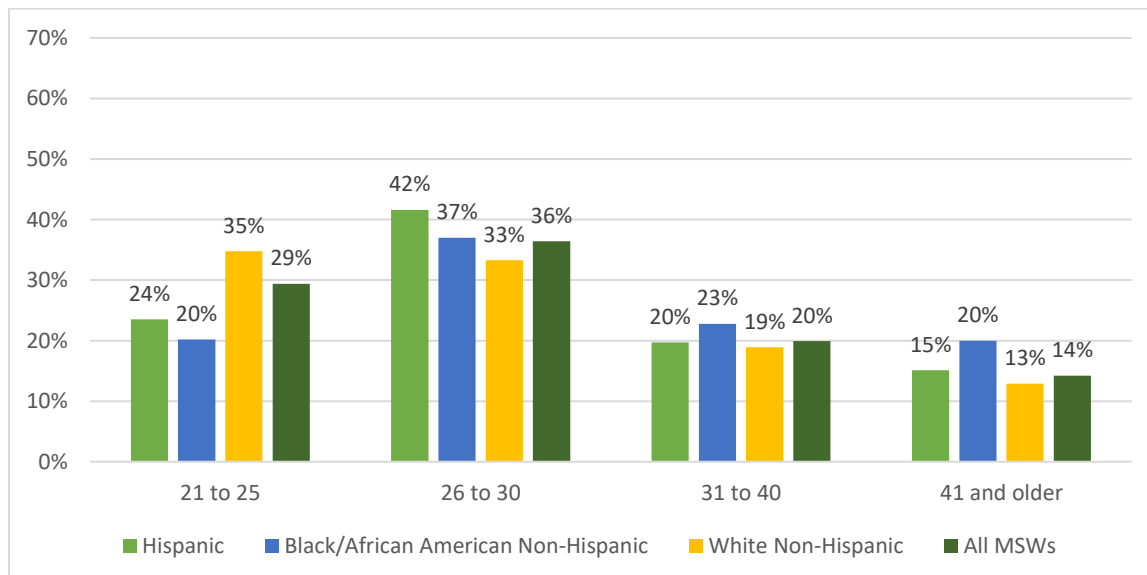


Figure 4: Age of MSW Graduates



II. Education, Training, and Practice Background

(Figures 5–15)

Black/African American graduates were the most likely of the three racial and ethnic subgroups to enter their MSW program with a BSW degree (43%), followed by White (39%) and Hispanic (28%) graduates. Roughly 43% of all MSW graduates worked 1–5 years before entering an MSW program. Hispanic and Black/African American graduates were the *least* likely to have worked less than 1 year before entering graduate school (22% and 16%, respectively). Moreover, Black/African American graduates were the most likely to enter their MSW program with 10 or more years of work experience (23% compared with Non-Hispanic Whites and Hispanics at 17%).

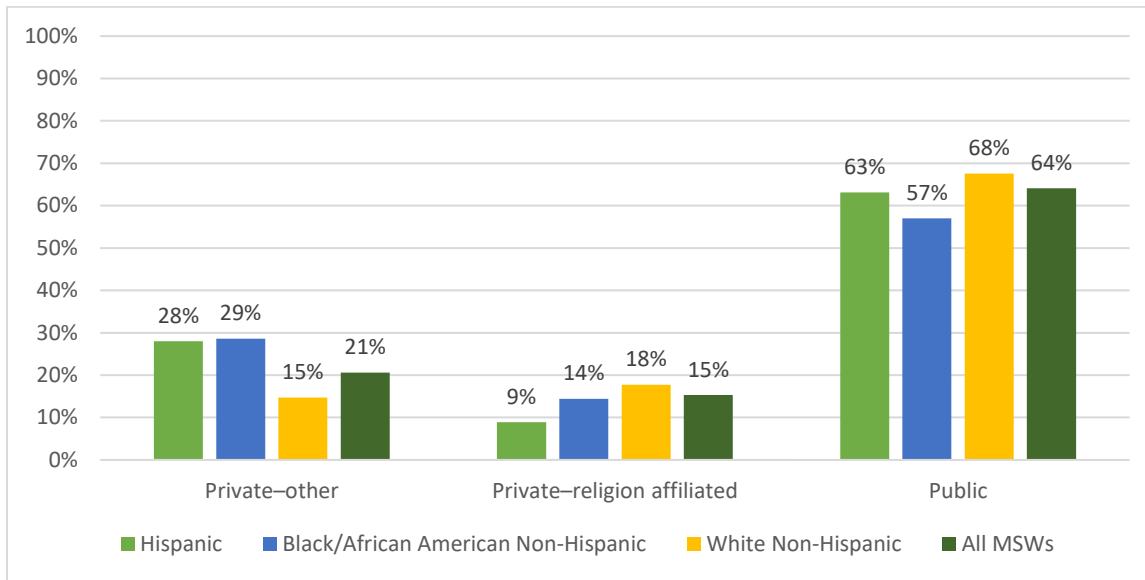
Not surprisingly, previous work experience tends to influence where graduates work after their graduate social work education. Consistent with our finding that Black/African MSWs had the most work experience, they were also the most likely to return to a previous organization upon completing their degree (35%), compared with just 25% of White MSWs and 32% of Hispanic MSWs. On the other hand, Black/African American MSWs were *less* likely to be enrolled in their program full time (71%) compared with White MSWs (86%) and *more* likely to be enrolled in an online social work program (22%) compared with 12%–17% of other racial and ethnic groups.

Areas of practice focus were similar across all racial and ethnic groups. Nearly 80% reported concentrations in direct practice areas, followed by community organizing or advocacy and indirect practice. Figure 12 represents a collapsed category of choices related to the highest frequency of reported concentrations. Across all practice areas, mental and behavioral health was the most frequently chosen focus area for each group, followed by concentrations in child and family social work and generalist practice. Hispanic MSWs were the most likely to focus on child and family social work (35%), compared with just 21% of White and 27% of Black/African American MSWs. Very few graduates reported concentrations in health, substance abuse, aging, or generalist practice.

Sources of funding for education varied notably between racial and ethnic groups. Although very few students received government sources of funding, Black/African American MSWs were the most likely to receive GI Bill or Veterans Affairs (VA) Funds. Black/African American MSWs were also the most likely to have employer financial support, whereas Hispanic MSWs were more likely to receive school-based scholarships (31%) or other forms of financial aid (22%). White MSWs were the most likely to report having no financial support for their social work education (40%).

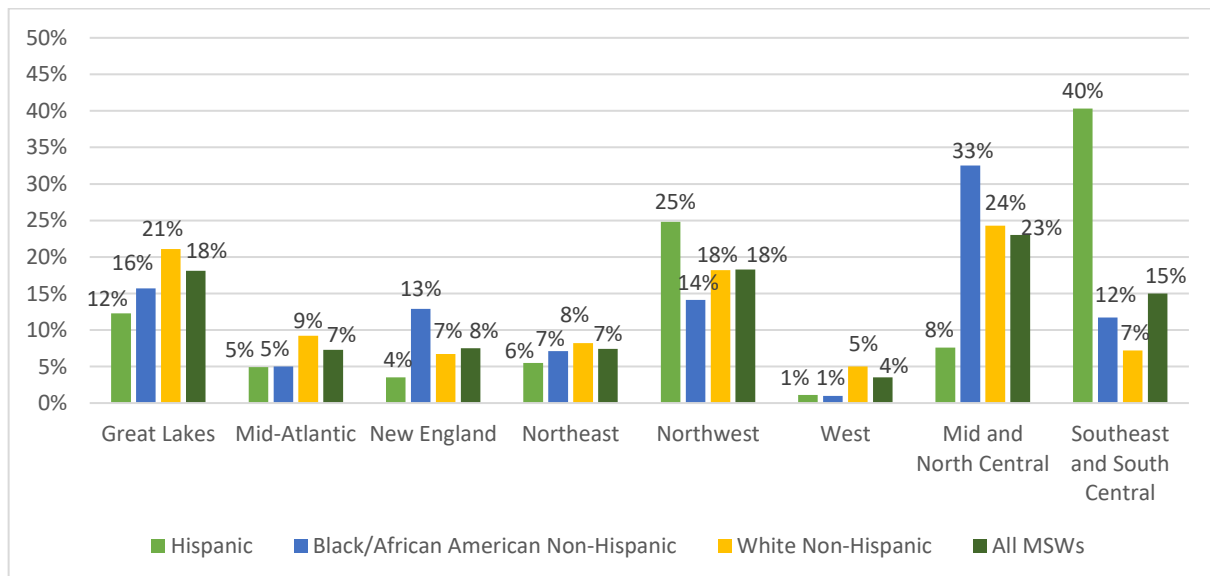
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Figure 5: Institutional Auspice of MSW Program



Note: Programs from which survey respondents graduated were matched with institutional auspice data from the Council on Social Work Education (CSWE), 2017.

Figure 6: Regional Location of School

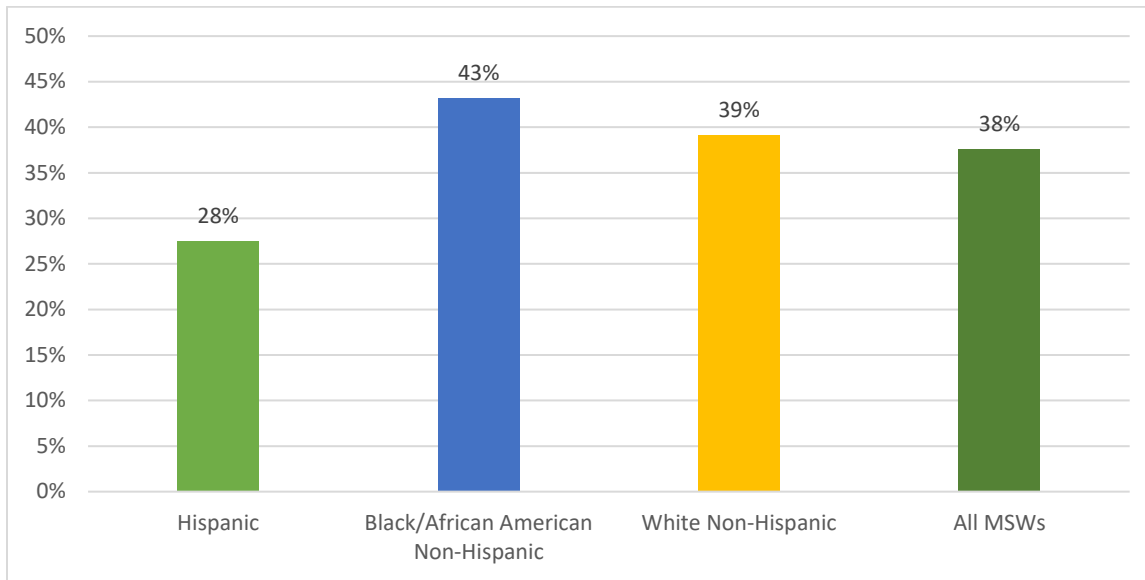


Note: The percentages reflect the percentage within the specific race and ethnicity group.

Programs from which survey respondents graduated were matched with institutional auspice data from the Council on Social Work Education (CSWE), 2017.

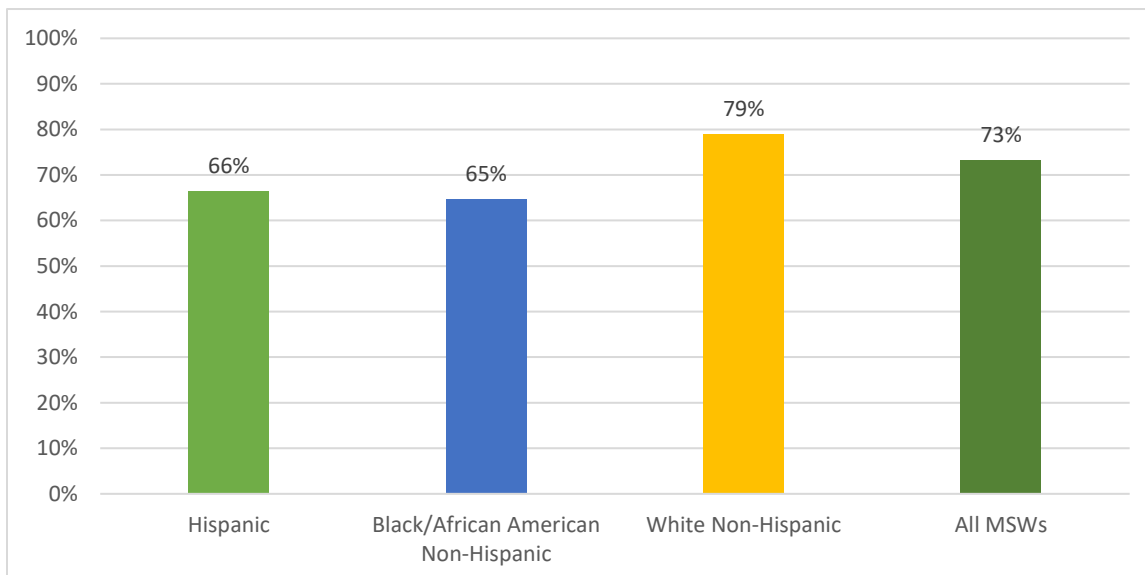
REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 7: BSW Degree Before MSW



Actual question: “Did you already hold a BSW (or equivalent) degree prior to 2018?”

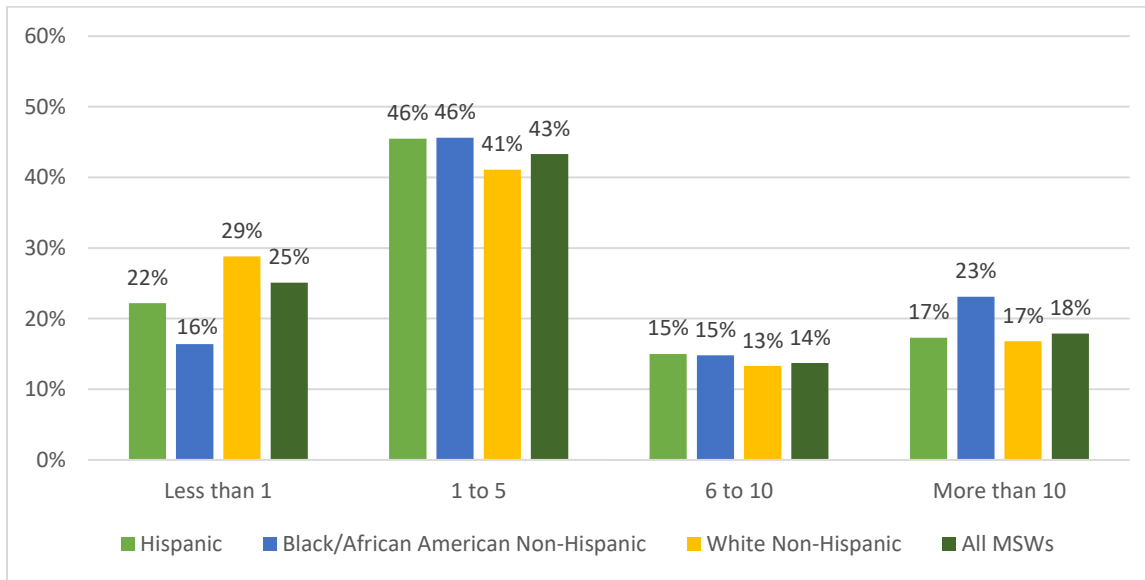
Figure 8: Previous BSWs with Advanced Standing



Actual question: “Did you enter your MSW program as an advanced standing student (because you had previously earned a BSW degree)?” Note: The denominators for Figure 8 are those who entered with a BSW.

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Figure 9: Years Worked Before Social Work Education



Actual question: “How many years were you working before entering the social work education program you recently graduated from?”

Figure 10: MSWs Returning to a Previous Organization

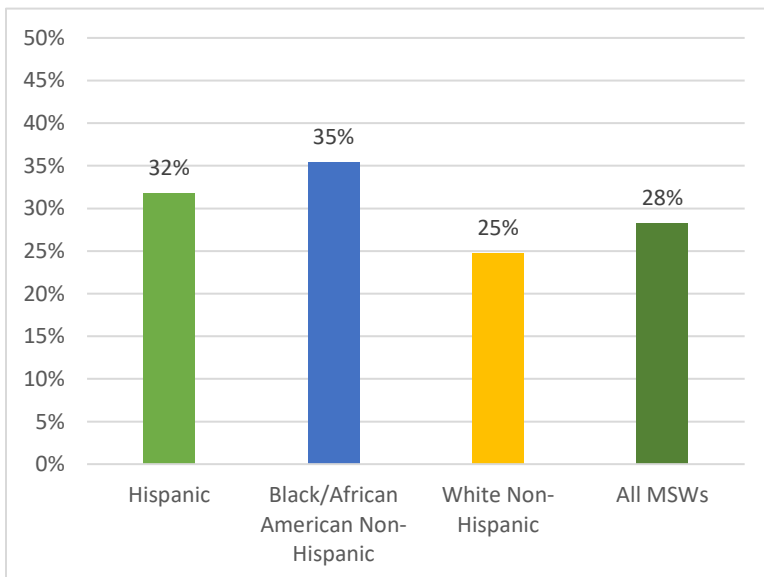
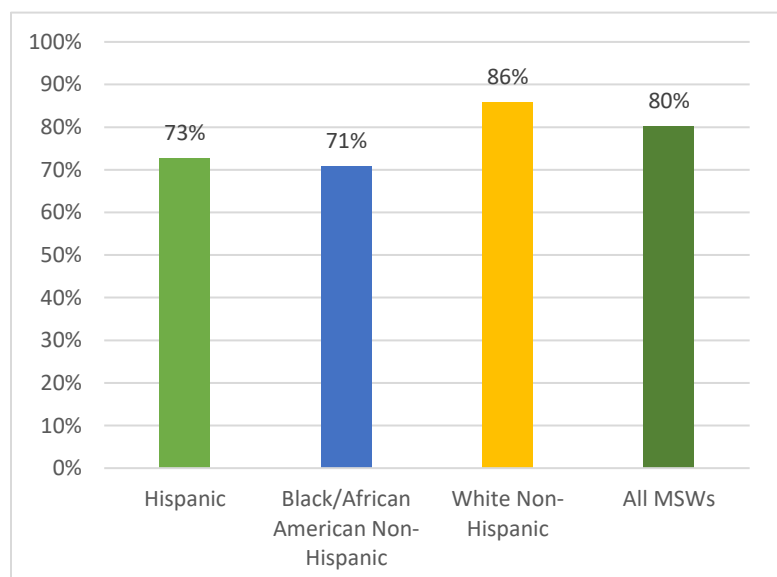


Figure 11: MSWs Enrolled Full Time

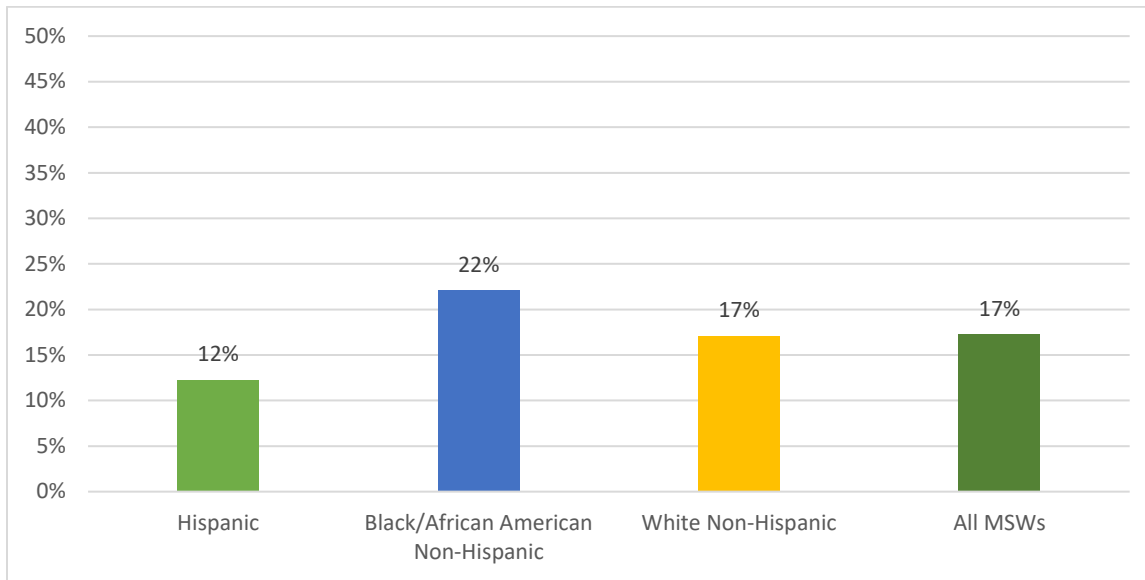


[Figure 10] Actual question: “Did you return to this organization after graduating?”

[Figure 11] Actual question: “Were you enrolled as a full-time student throughout your program?”

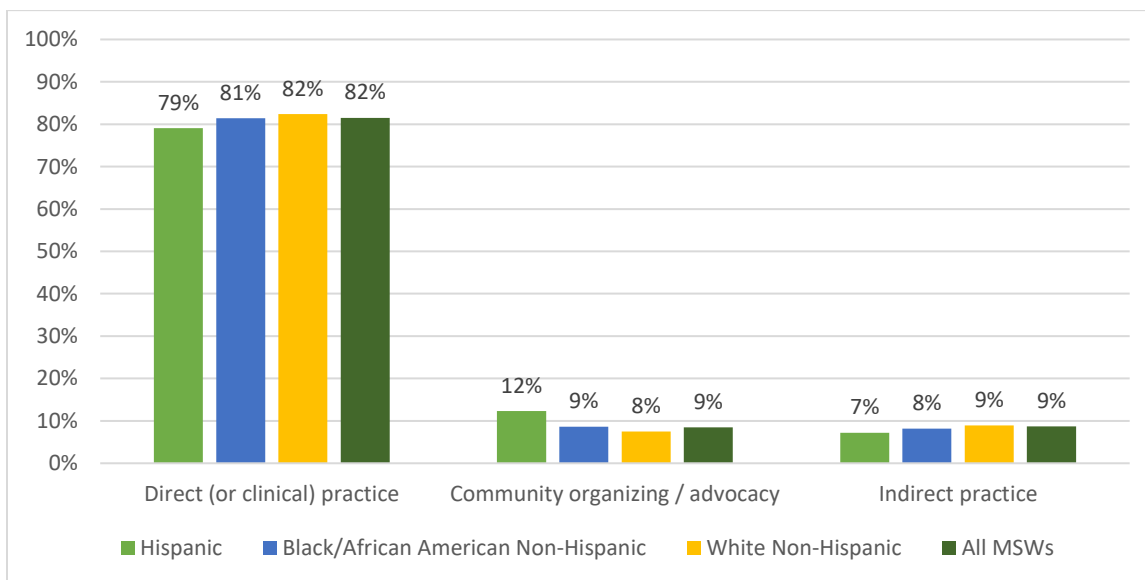
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Figure 12: Percentage of Graduates with Primarily (90% or More) Online Social Work Education



Actual question: “Outside of your field placements, how was your program mainly taught? Primarily in-person (90% or more); primarily online (90% or more); blended online and in-person?”

Figure 13: Graduates’ Focus in Their MSW Program

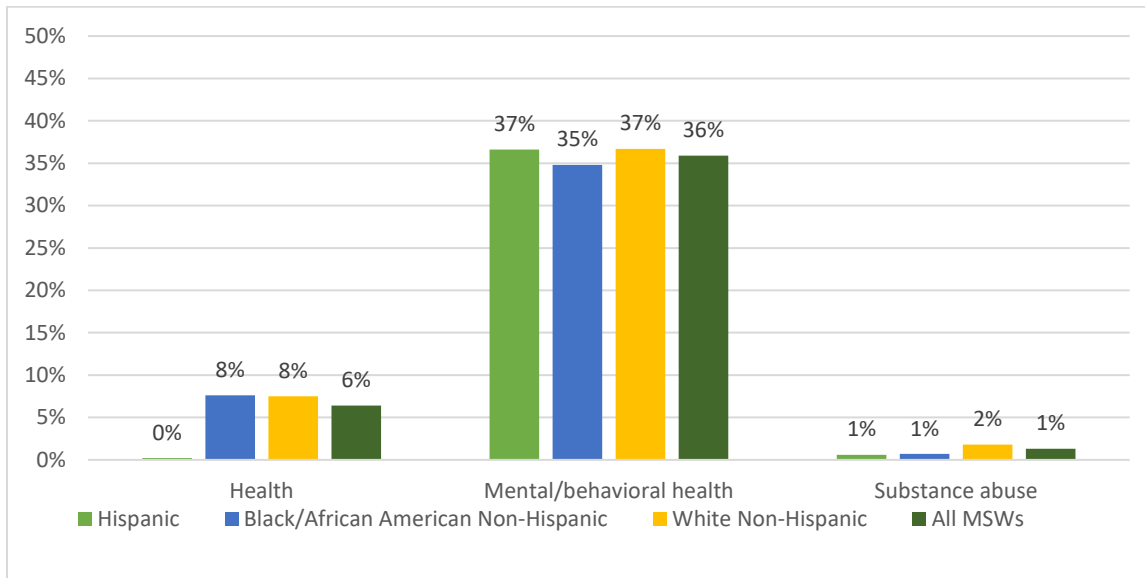


Actual question: “Which of the following best describes the general practice focus of your program?”

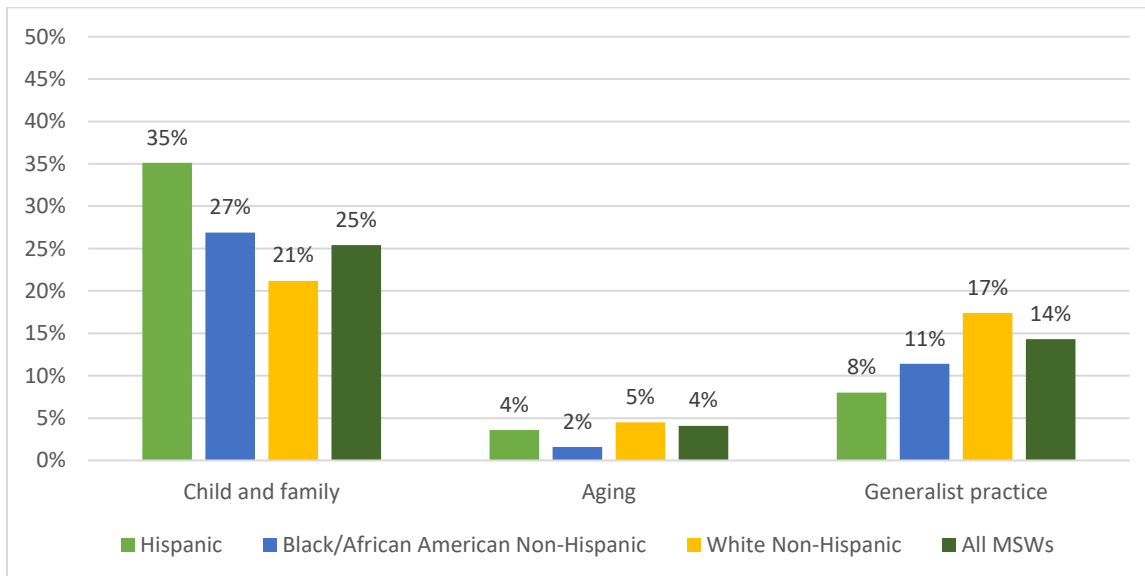
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Figure 14: Graduates' Educational Concentration in Their MSW Program

Panel A: Healthcare and Mental or Behavioral Health Educational Concentrations



Panel B: Child and Family, Aging, and General Educational Concentrations

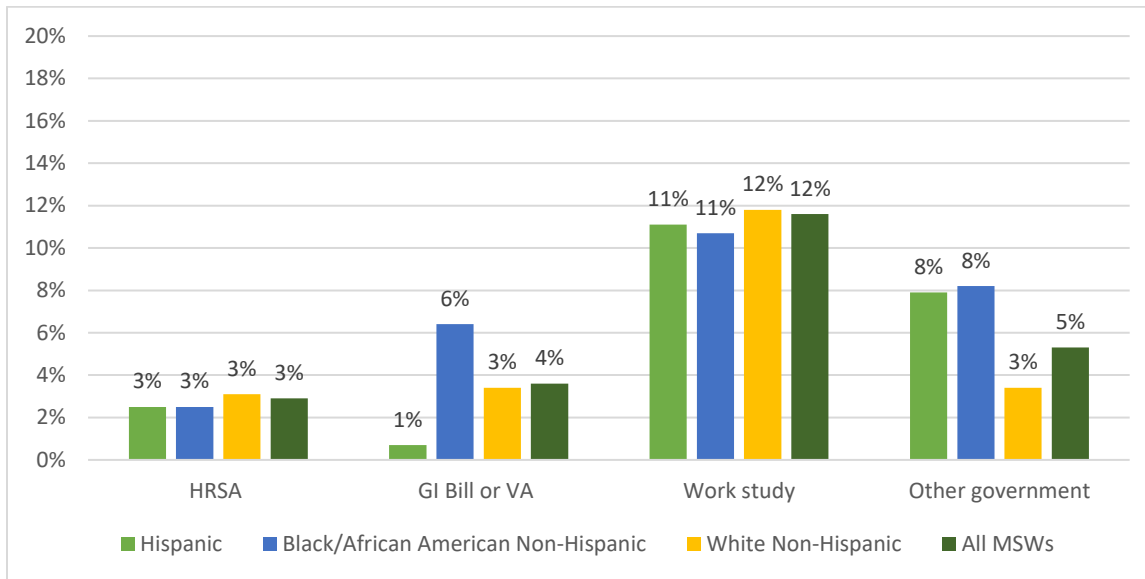


Actual question: "Which of the following best describes your concentration in this program?"

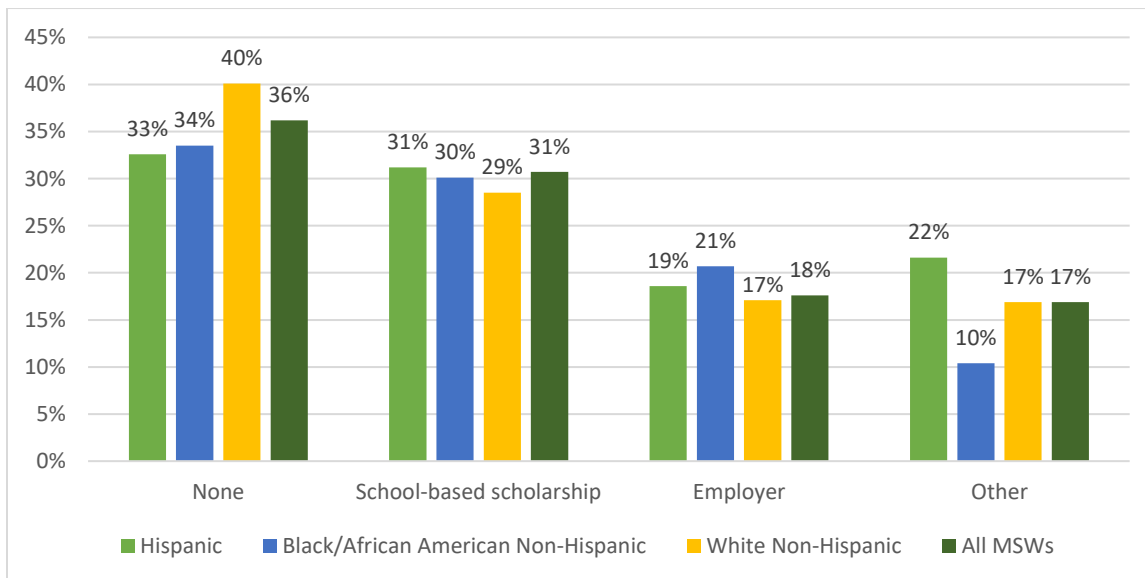
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Figure 15: Financial Support

Panel A: Government Financial Aid



Panel B: School Financial Support and Other Forms of Aid



Note: The “HRSA” category includes Health Resources and Services Administration Behavioral Health Workforce Education Scholarship and HRSA Scholarship for Disadvantaged Students. “GI Bill or VA” includes Department of Defense funds (GI Bill) and Department of Veteran Affairs (VA) funds. “Other government” includes the Minority Fellowship Program, the Social Work HEALS scholarship, Title IV Child Welfare Stipend, and other child welfare scholarships and fellowships.

III. Current or Future Work

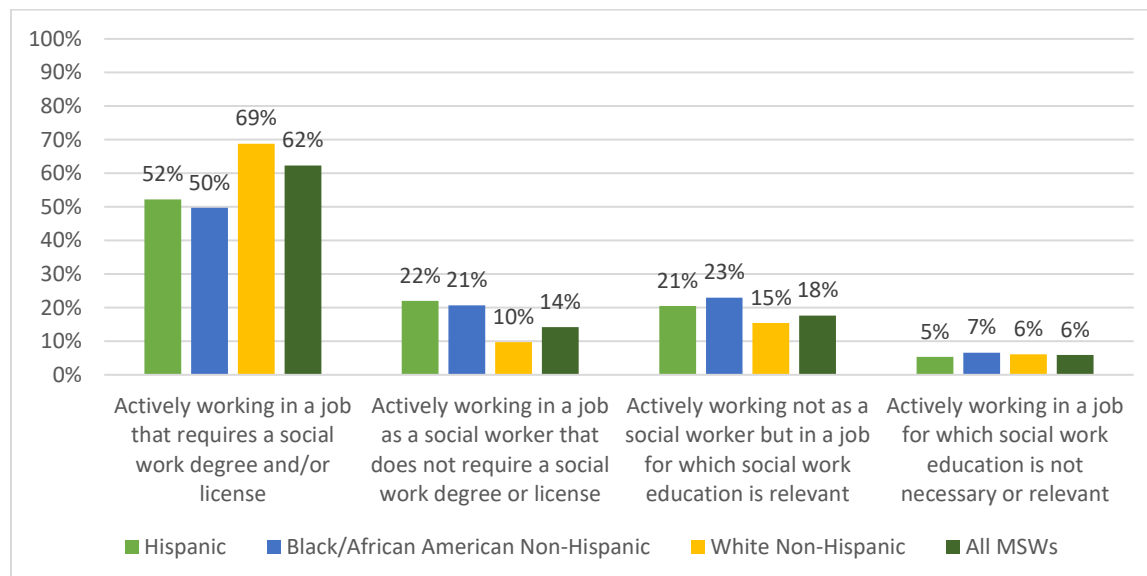
(Figures 16–28)

Among graduates who were working as social workers or had accepted a job at the time of the survey, roughly one-third of Hispanic and Black/African American MSW graduates indicated that a license was required for their social work job, whereas nearly half of White graduates (48%) reported a licensure requirement. On the other hand, only a third of White MSWs said an MSW degree was required for their social work position, compared with 36%–41% of other racial/ethnic groups.

The overwhelming majority of all social work jobs involved the provision of direct services to individuals, families, and groups. Although the majority of MSWs were actively employed in social work jobs, roughly 20% of graduates occupied non–social work jobs.

Although MSW graduates occupied jobs across a variety of settings, frequent characteristics of new social work employment included working for private not-for-profit organizations, practicing in urban areas, and focusing on children and families. Compared with the other racial and ethnic groups, White graduates were more likely to work in small cities and semirural or rural areas. All groups indicated that mental or behavioral health services were a main area of service delivery in their position and that clients were primarily low income, Medicaid eligible, or involved with the child welfare system. Regardless of job location or client population, salaries were somewhat low across all groups.

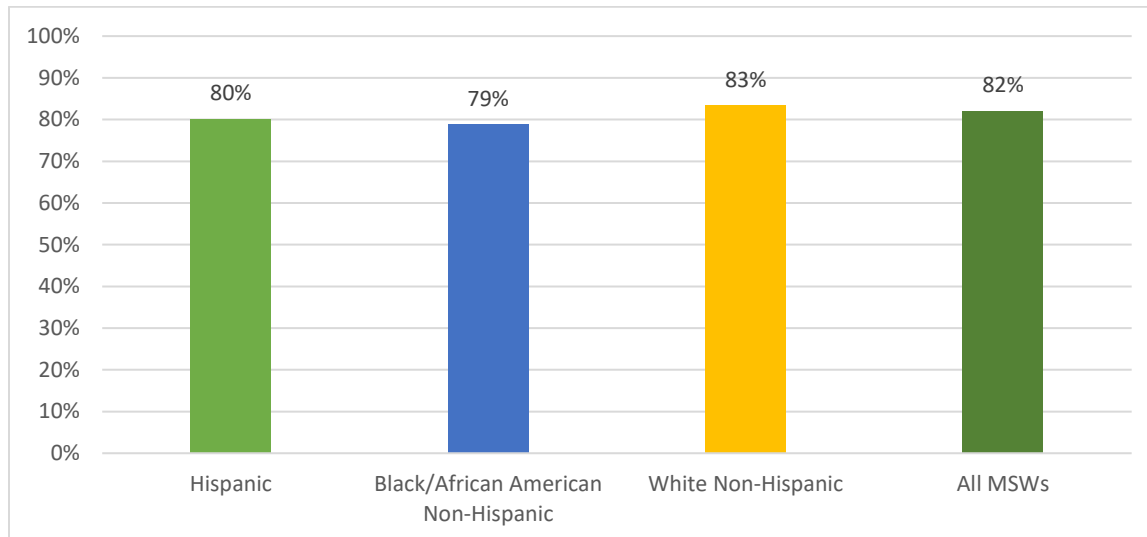
Figure 16: Principal Position and Relevance of Social Work Education



Actual question: “Which of the following best describes your principal position (or the position you are about to start)?” Includes only those who were currently working or accepted an offer. MSWs working in non–social work jobs include those “actively working not as a social worker but in a job for which you believe a social work education is relevant” and those “actively working in a job for which a social work education was not necessary or relevant.”

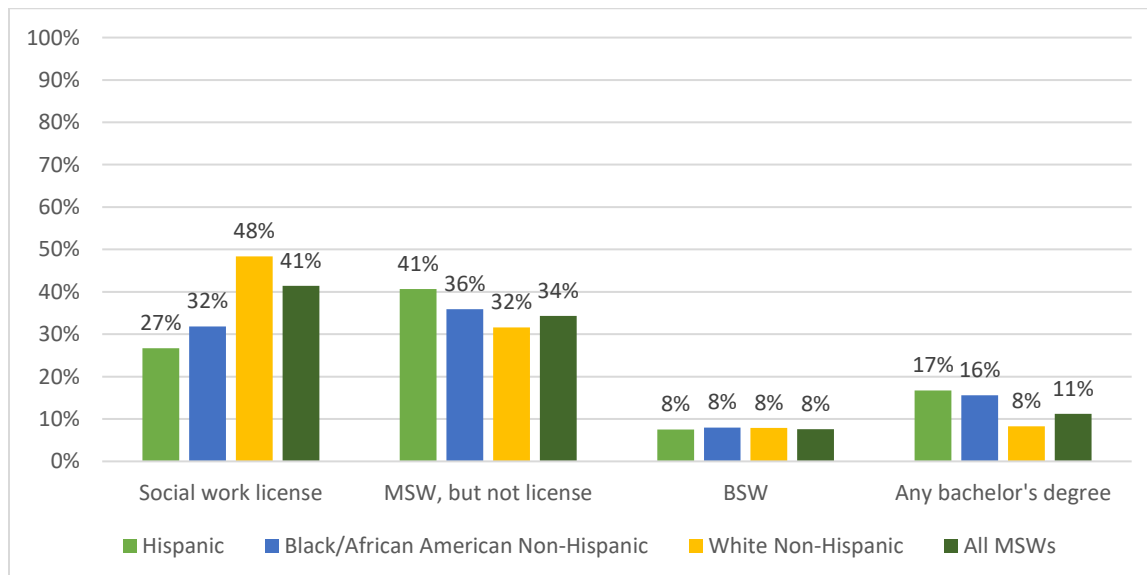
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Figure 17: Percentage of Graduates Working Directly With Individuals, Families, or Groups



Direct work with individuals, families, or groups includes “institutions including counseling and therapy; child welfare; general support to individuals and families and/or connecting them with services; healthcare support, case management or coordination; school social work; group therapy or other group work.” Includes only those who were actively working as social workers.

Figure 18: Education and Licensure Requirements for Current Position of Those Working in Social Work

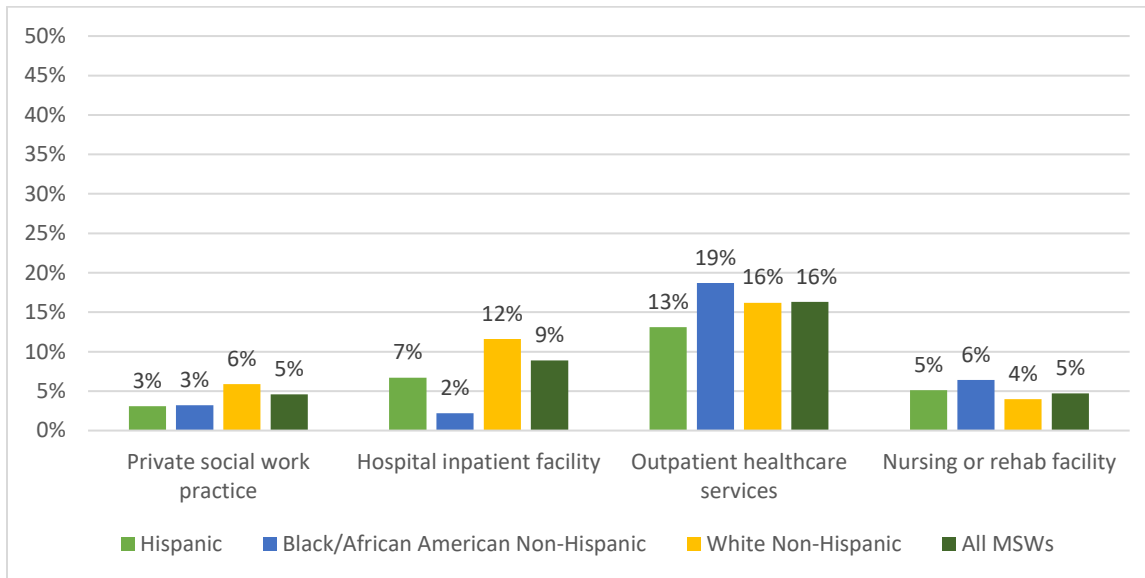


Actual question: “What is the minimum educational or licensing requirement for your current principal position (or the one you are about to start)?” Includes only those who were actively working in direct social work. Education and licensing requirements listed as “High school diploma” or “Other” were excluded because of the low number of observations.

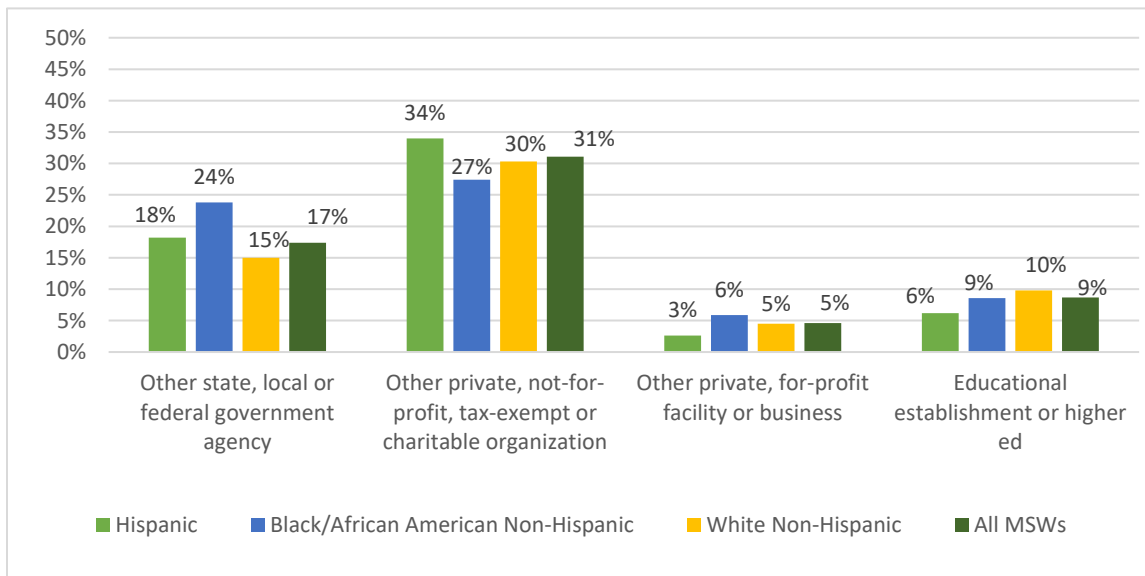
REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 19: Current Work Setting

Panel A: Healthcare and Private Practice



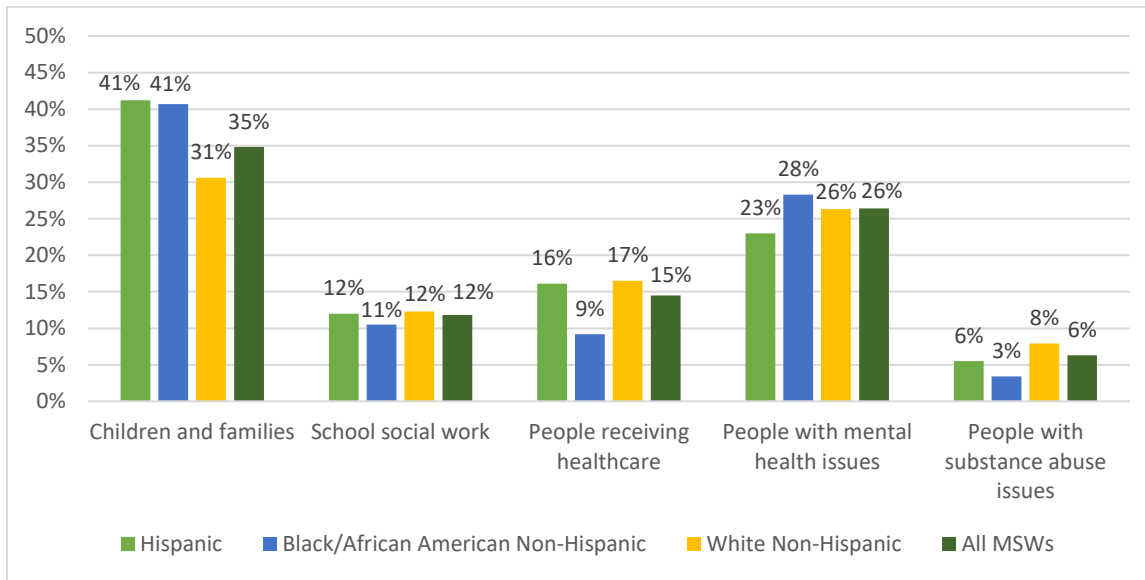
Panel B: Government Agencies, Private Organizations, and Educational Establishments



Actual question: "In your principal position who are you (or will you be) working for?" Includes only those who were actively working in direct social work.

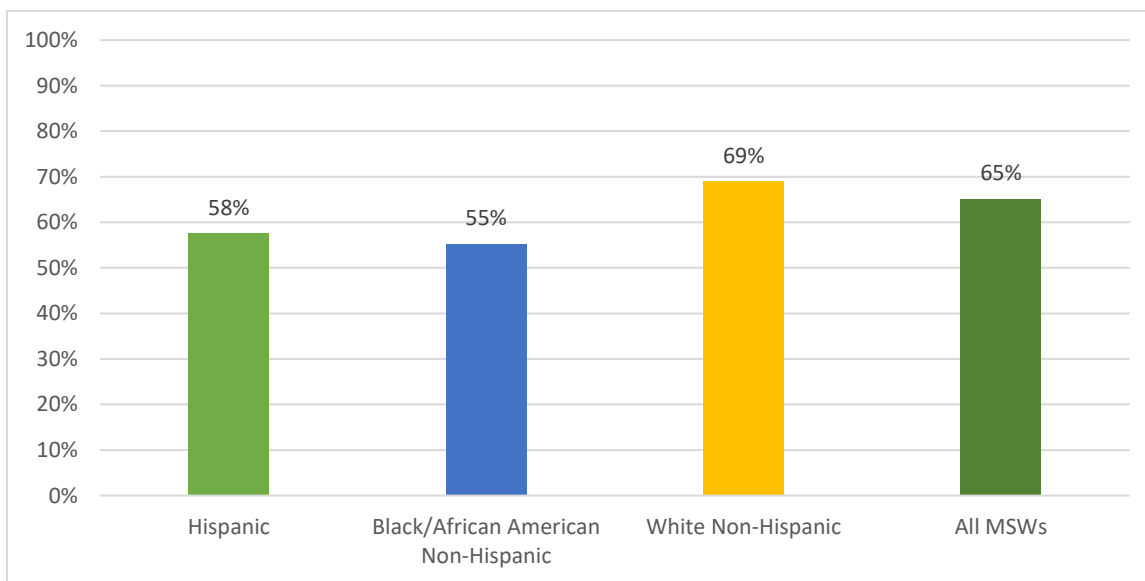
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Figure 20: Main Focus of Work in Principal Position



Actual question: “Which of the following do you consider to be the main focus of work in your primary position (or the position you are about to start)?” Includes only those who were actively working in direct social work.

Figure 21: Percentage of MSWs Who Provide Mental or Behavioral Health Services to a Majority of Clients

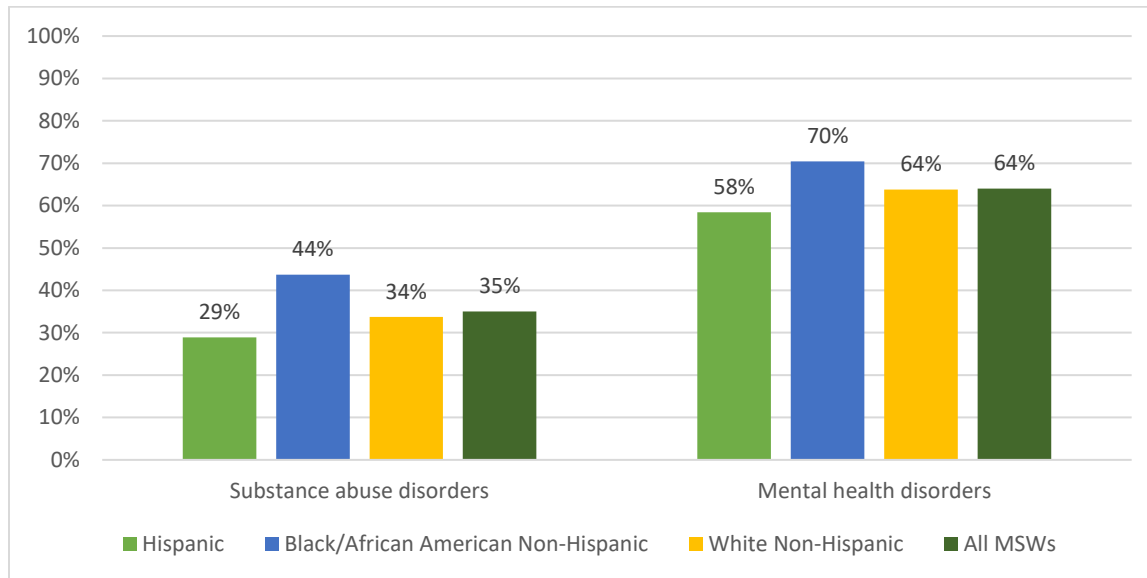


Actual question: “For what percent of your clients do you provide mental health/behavioral health services (or expect to provide in your new position)?” Includes only those who were actively working in direct social work.

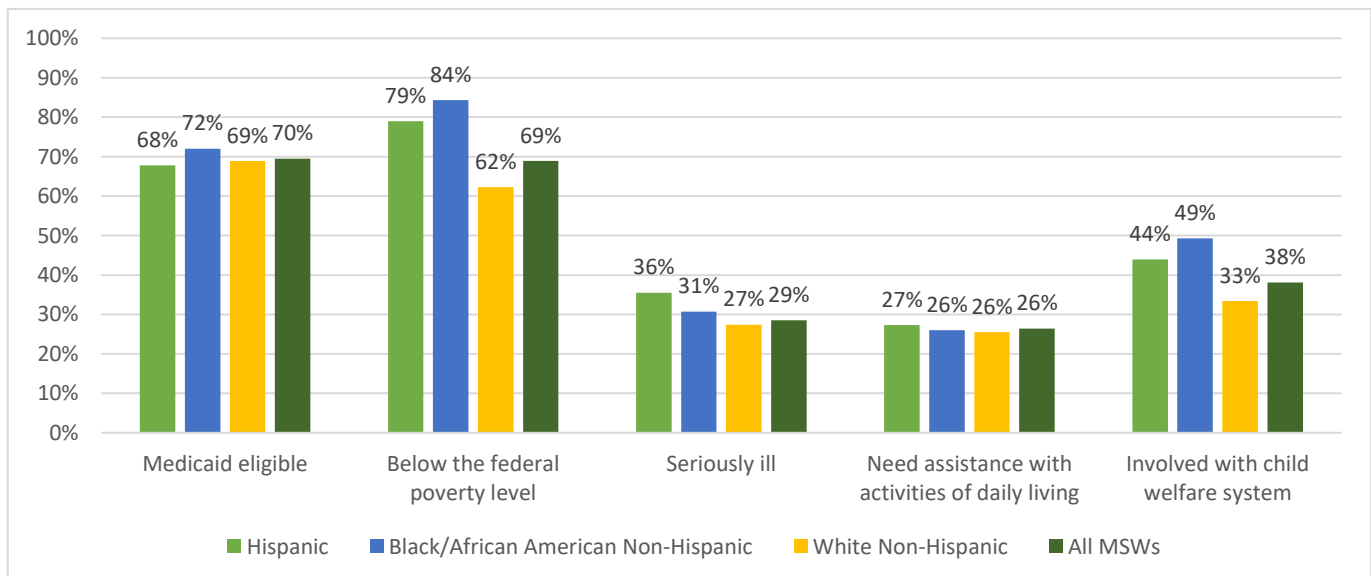
REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 22: Characteristics of Clients Served

Panel A: MSW Respondents with More Than 50% of Clients with:



Panel B: MSW Respondents with More Than 50% of Clients Who Are:

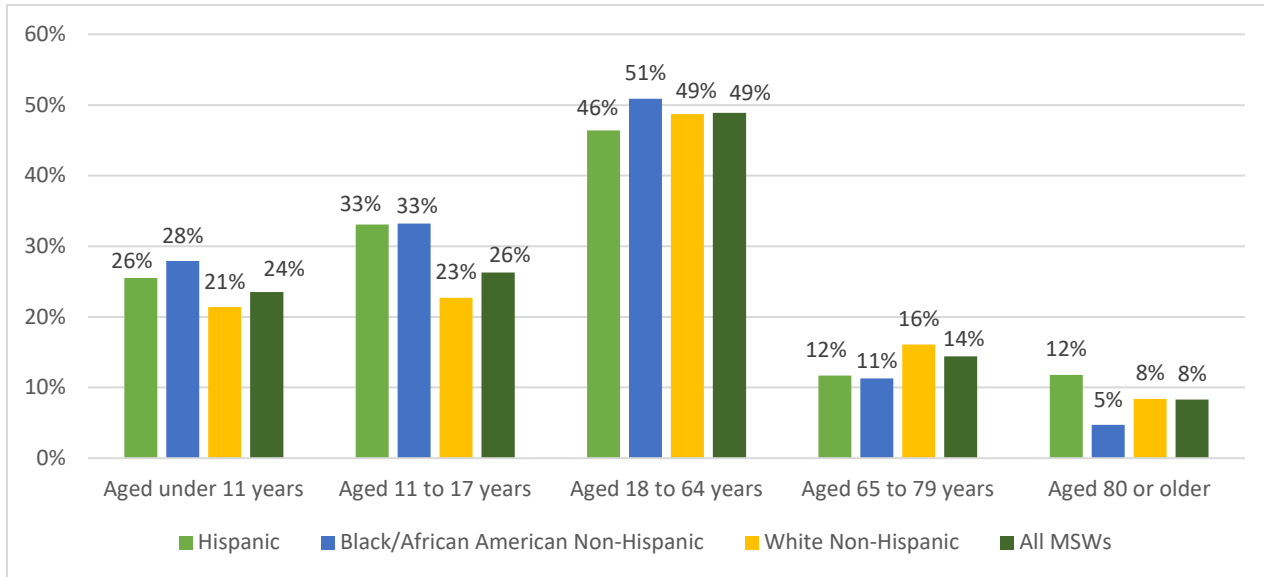


Actual question: "Approximately what percent of your current clients (or clients you expect to have in your new position) would fall into each of following categories?" Each question is independent; clients are likely to be reported in multiple categories. Includes only those who were actively working in direct social work.

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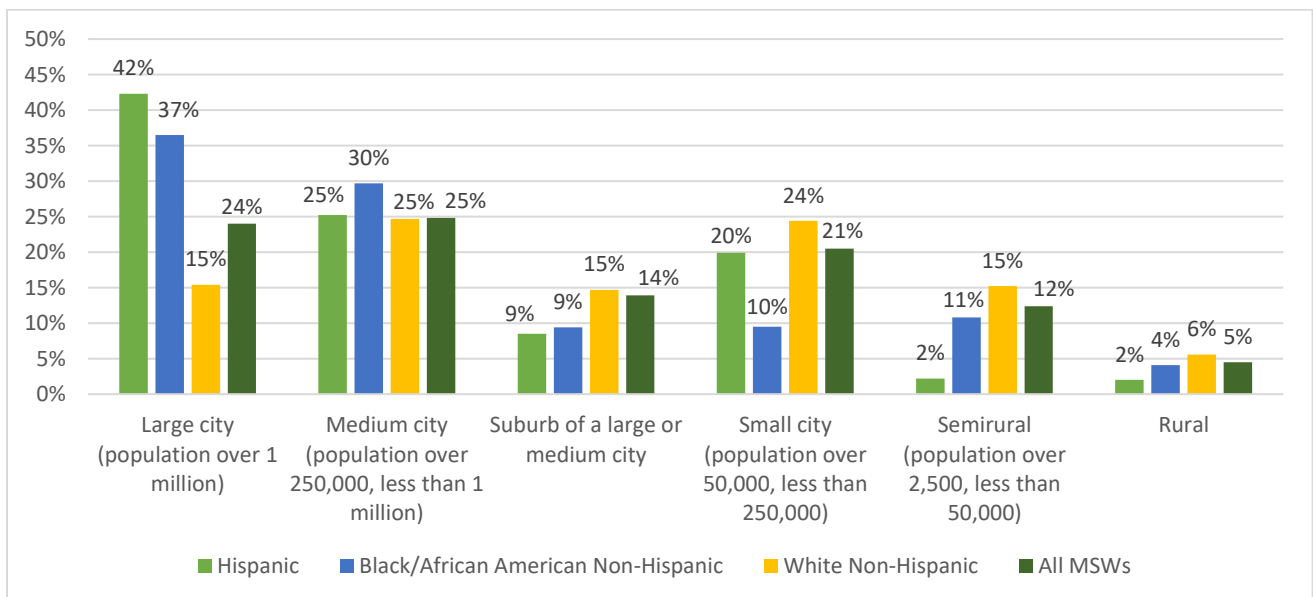
Figure 23: Age Groups Served

Respondents with More Than 50% of Clients:



Actual question: “Currently, approximately what percent of your clients (or clients you expect to have) are in each of the following age groups?” Includes only those who were actively working in direct social work.

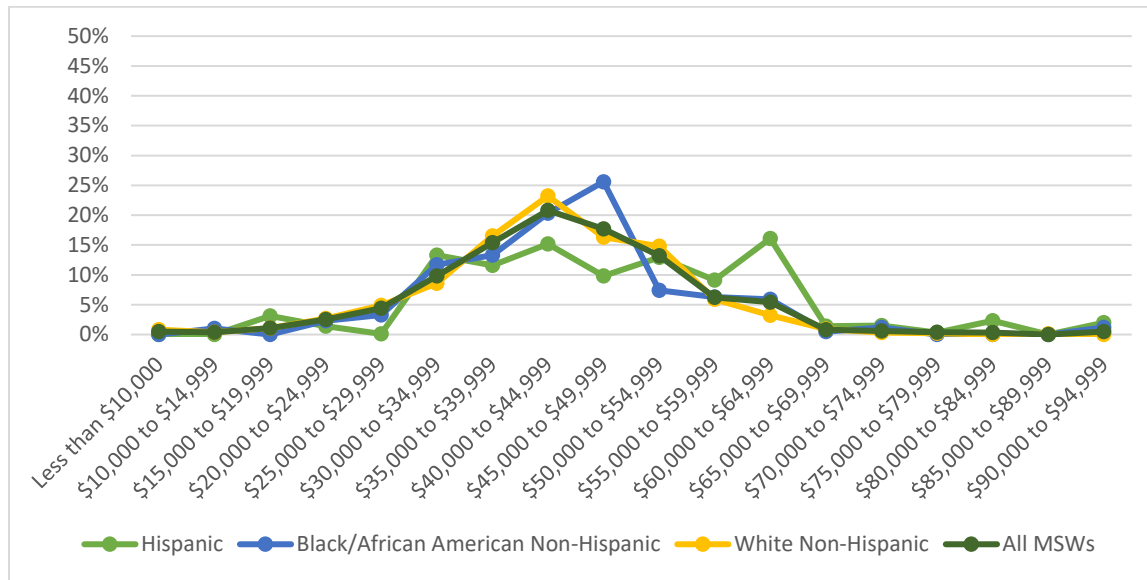
Figure 24: Demographics of Principal Practice Location



Actual question: “Which best describes the demographics of the principal area in which you are/will be practicing?” Includes only those who were actively working in direct social work.

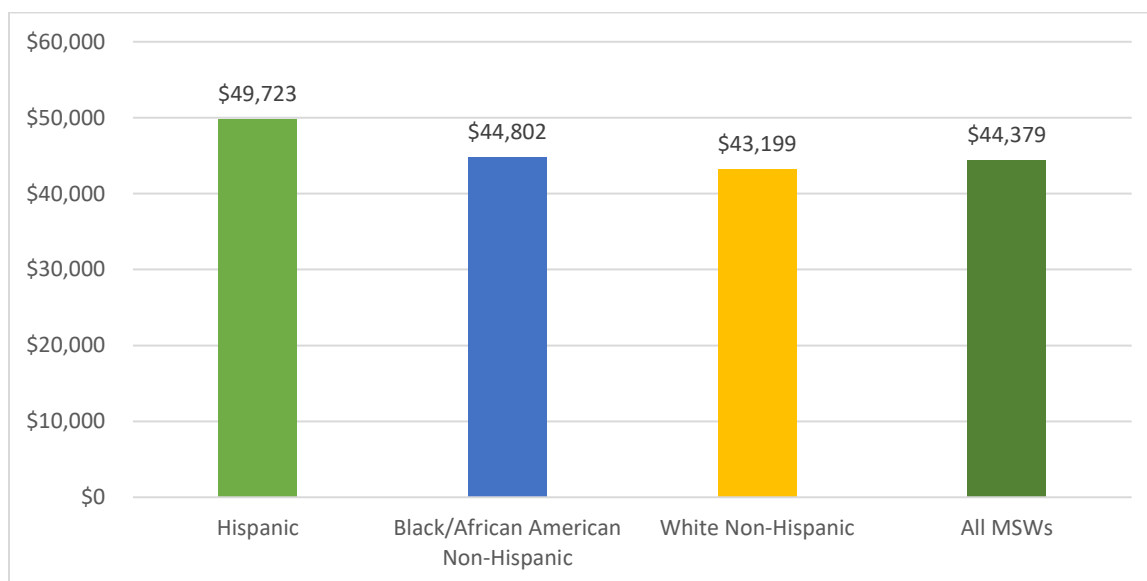
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Figure 25: Average Income of Graduates by Race and Ethnicity



Actual question: "What is your expected total gross income from your principal position (the one you spend most time in)?" Includes only those who were actively working in direct social work.

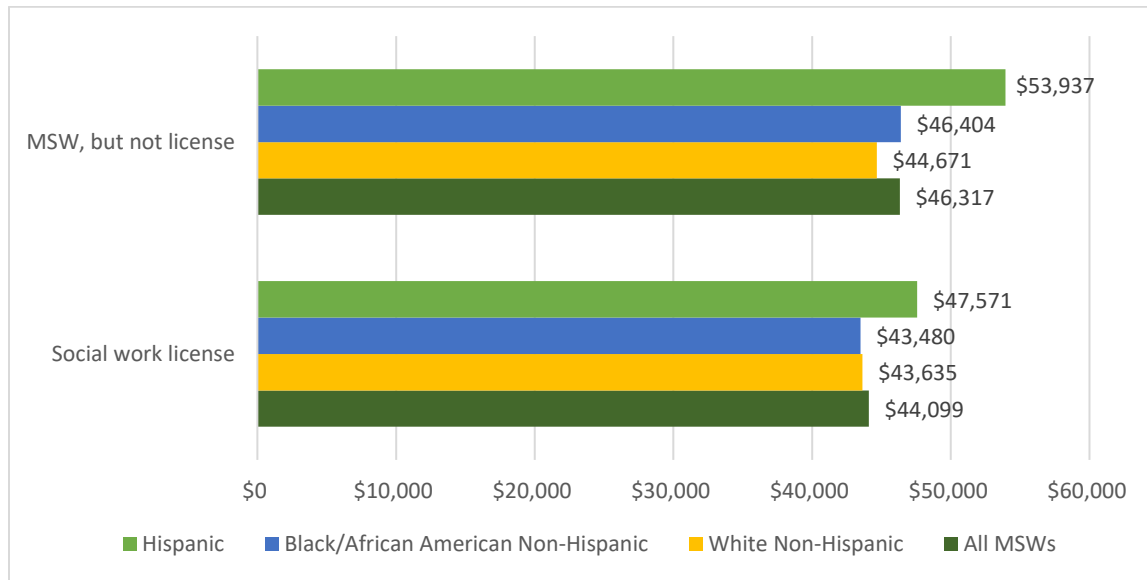
Figure 26: Expected Income for MSWs Providing Direct Services to Individuals, Families, or Groups



Includes only those who were actively working in direct social work.

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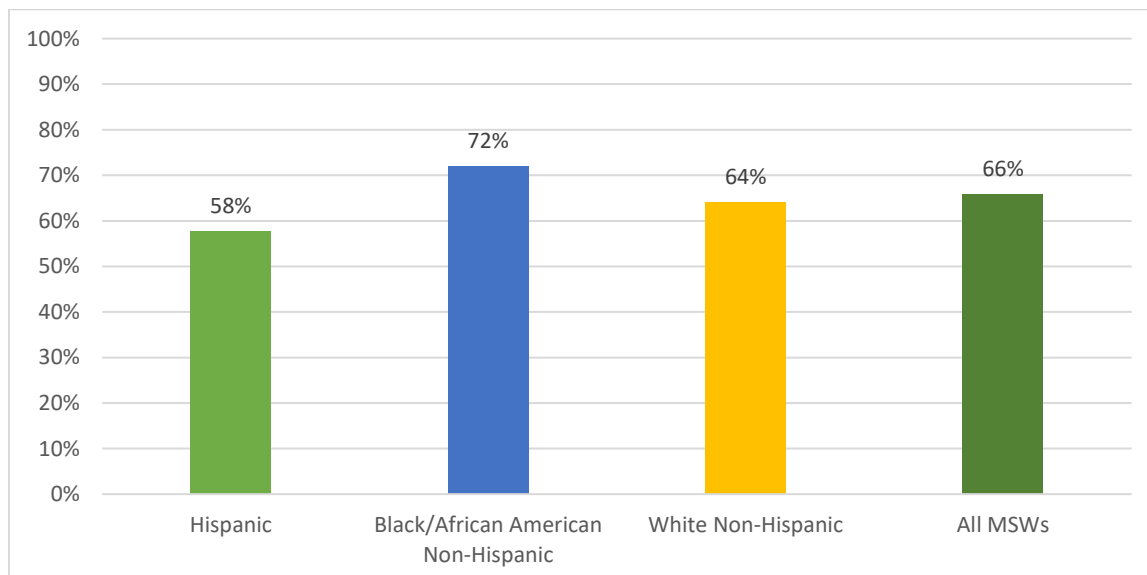
Figure 27: Expected Income for Those Working in a Position Requiring an MSW Degree or License



Includes only those who were actively working in direct social work.

Figure 28: Supervision in Principal Position

Percentage of MSWs Whose Supervisor Is a Social Worker or Social Work Qualified:



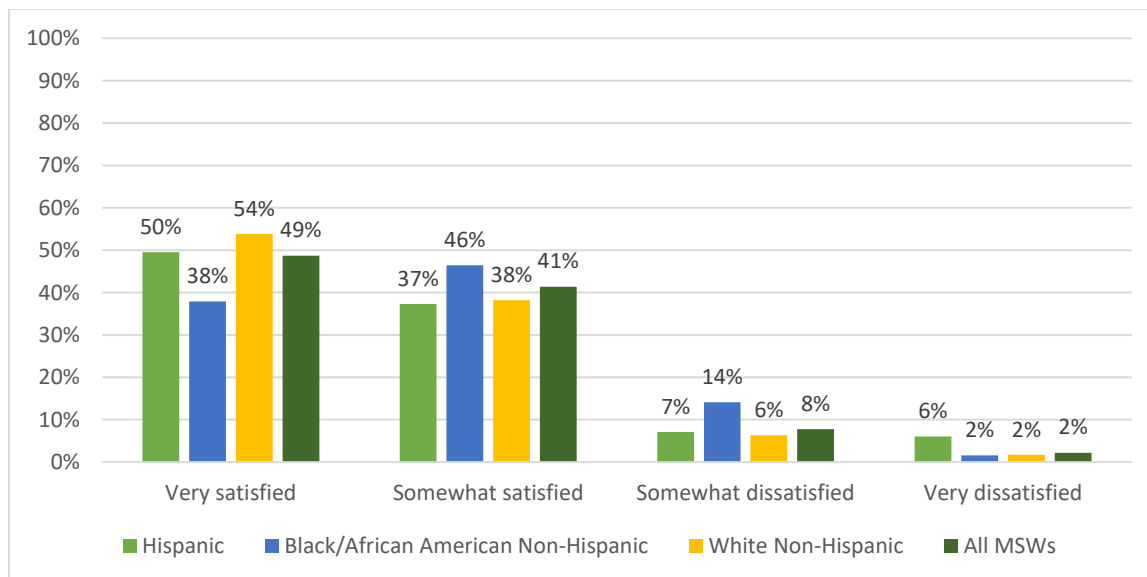
Actual question: "Is your immediate supervisor in this position a social worker or social work qualified?" Includes only those actively working in direct social work.

IV. Satisfaction

(Figures 29–31)

Patterns of satisfaction with current or prospective employment indicated that graduates tended to be “very satisfied” or “somewhat satisfied” with their position and employment benefits. Not surprisingly, most graduates were less satisfied with their salary or compensation than with their benefits. White MSWs were the most likely to be “very satisfied” with their salary (31%) and overall position (54%), whereas Hispanic and Black/African American MSWs were least likely to be satisfied with their salary and overall position, respectively. Roughly a third of Hispanic MSWs were “very” or “somewhat” dissatisfied with the salary in their current position, compared with just 24% of White MSWs. On the other hand, Hispanic MSWs were the group most likely to be “very satisfied” with the employee benefits in current job (60%), and White MSWs were the group most likely to be “very dissatisfied” with this aspect of their social work employment (8%).

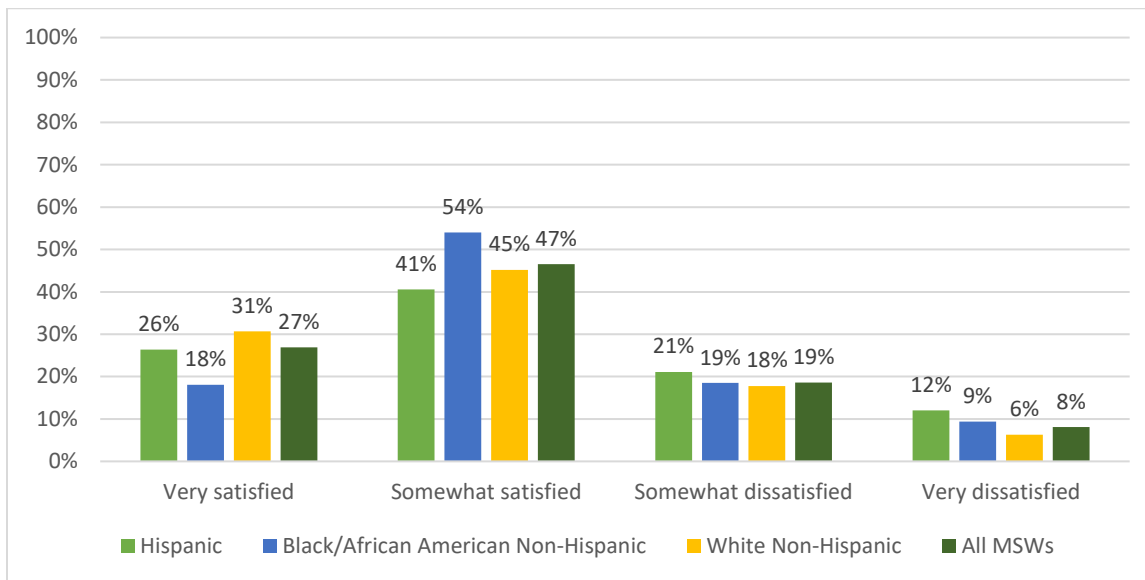
Figure 29: Graduates’ Overall Satisfaction with Current Position



Actual question: “What is your overall level of satisfaction with your current positions (or the one(s) you are about to start)?” Includes only those who were actively working in direct social work.

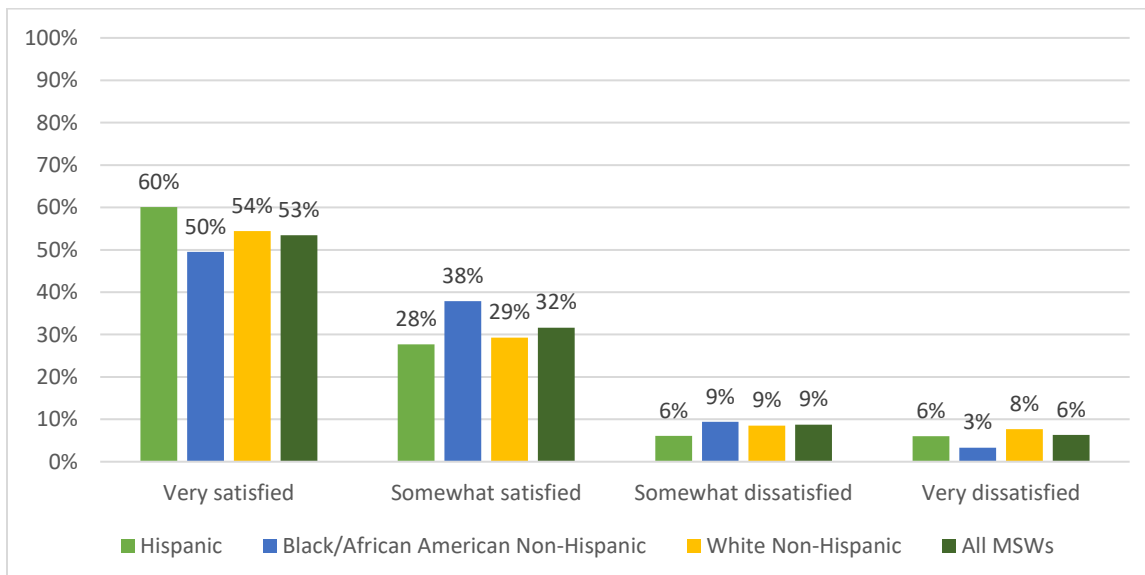
REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 30: Satisfaction with Current (or Expected) Salary or Compensation



Actual question: "What is your level of satisfaction with your current (or expected) social work salary/compensation?" Includes only those who were actively working in direct social work.

Figure 31: Satisfaction with Current (or Expected) Employment Benefits



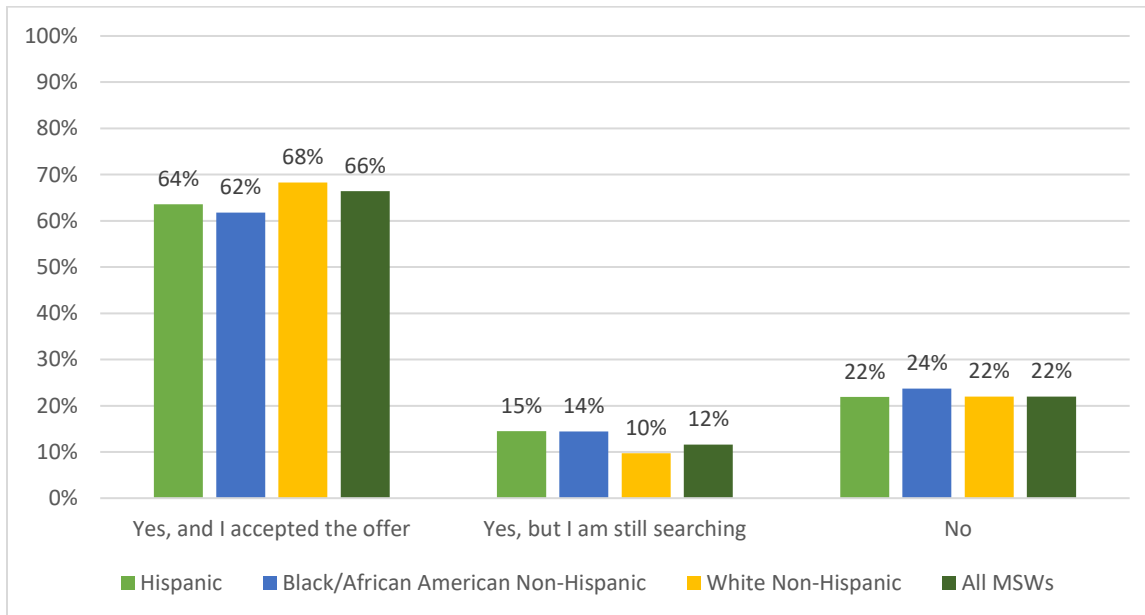
Actual question: "What is your level of satisfaction with your current (or expected) employment benefits in your principal position?" Includes only those who were actively working in direct social work.

V. Job Search

(Figures 32–38)

Most graduates who searched for a social work–related position were offered a job (ranging from 76% for Black/African American MSWs to 79% for Hispanic MSWs). Roughly one-third of MSWs reported applying for **10 or more** social work–related jobs. Many recent graduates experienced difficulty finding a social work–related position they were satisfied with and some had to change their plans due to limited social work–related opportunities. More than half of Hispanic and Black/African American graduates reported having difficulty finding a position they were satisfied with, compared to 45% of White graduates. Among MSWs who experienced difficulty finding a position, most attributed their difficulty to low salaries or compensation rather than an overall lack of jobs in their community. Nevertheless, MSWs across all groups overwhelming said they would recommend a social work degree to others.

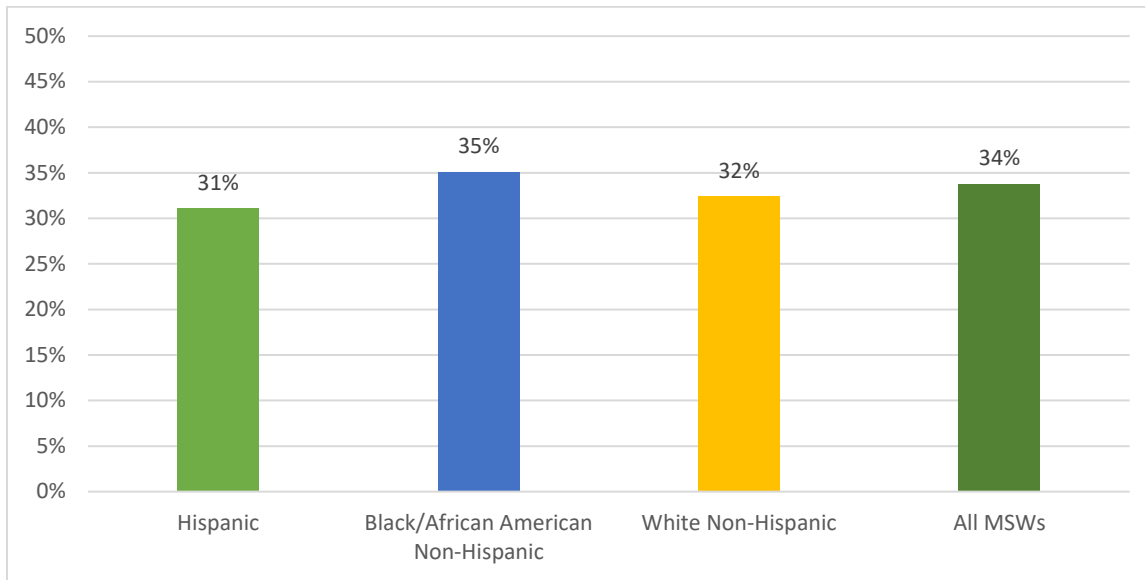
Figure 32: Percentage of Graduates Offered a Social Work–Related Position



Actual question: “Have you been (or were you) offered a social work–related position?” Includes only those who searched for a job.

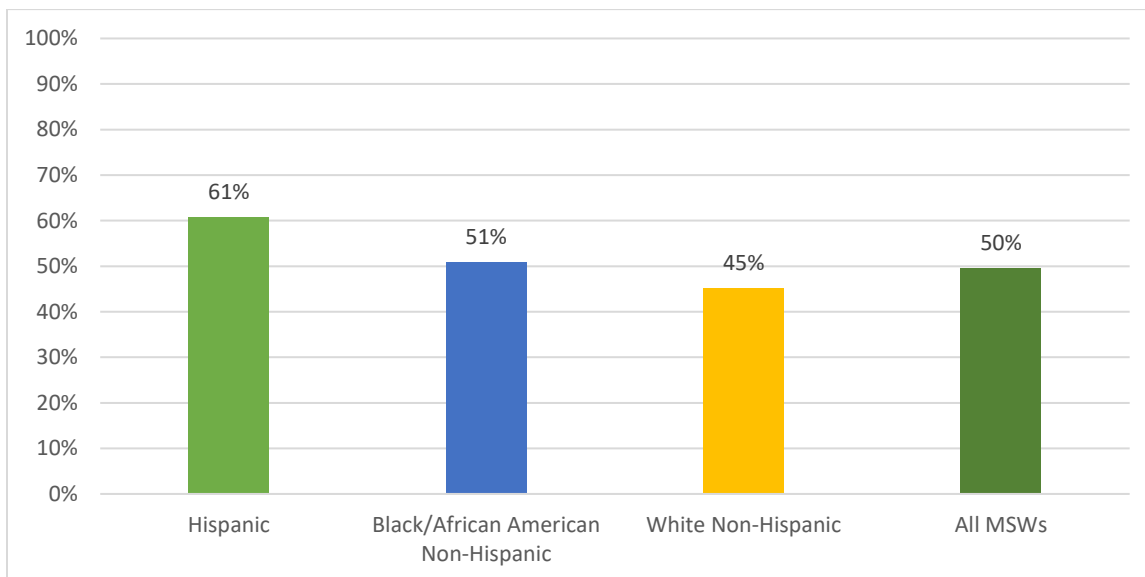
REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 33: Percentage of Graduates Who Applied for 10 or More Social Work–Related Positions



Actual question: “How many social work or social work–related jobs did you apply for (excluding education or training positions)?” Includes only those who searched for a job.

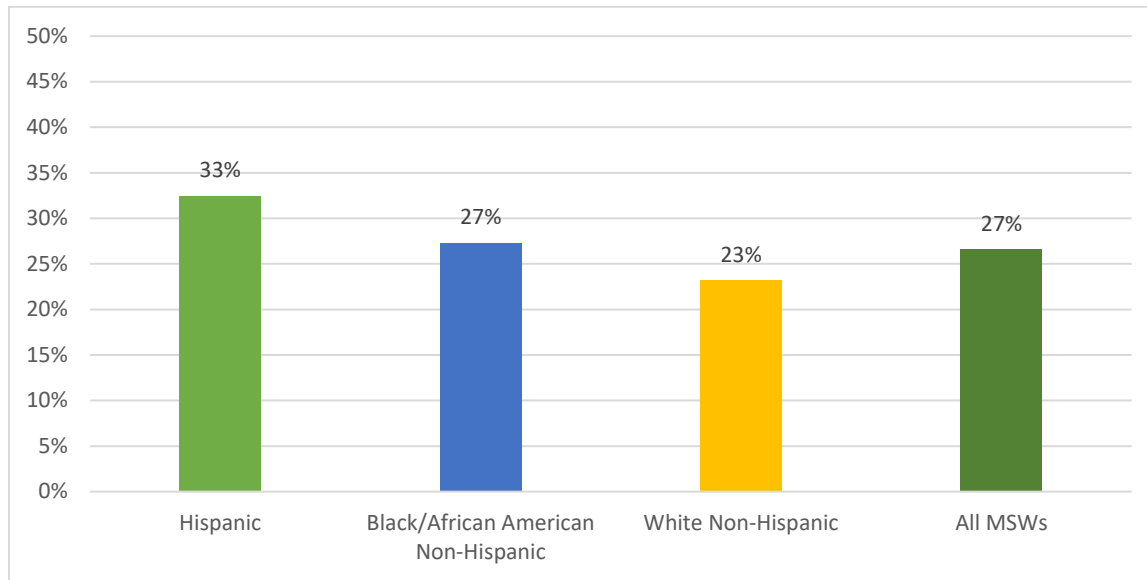
Figure 34: Job Search Difficulty



Actual question: “Did you have difficulty finding a position that you were satisfied with?” Includes all who stated they searched for a job.

REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 35: Change of Plans Due to Limited Social Work–Related Job Opportunities



Actual question: “Did you have to change your plans because of limited social work–related job opportunities?” Includes all who stated that they searched for a job.

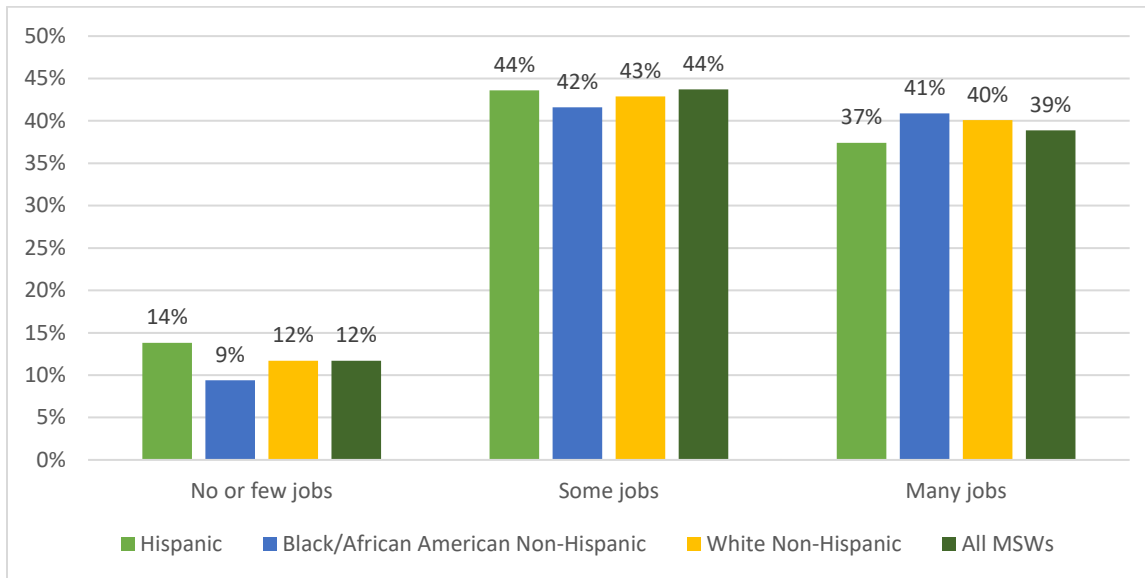
Figure 36: Reason for Difficulty in Finding a Position, Among Those Who Report Having a Difficult Time

	Non-Hispanic			
	Hispanic	Black	White	All MSWs
Overall lack of jobs or opportunities	2%	8%	11%	9%
Lack of jobs or opportunities in desired locations	15%	12%	9%	11%
Lack of jobs or opportunities in desired setting (e.g., hospital, school)	19%	12%	22%	19%
Inadequate salary or compensation offered	40%	34%	30%	33%
Available job responsibilities not a good match to my interests	16%	9%	8%	9%
Absence of supervision for licensure	1%	4%	4%	3%

Actual question: “What would you say was the SINGLE MOST IMPORTANT reason (check one only)?” Includes all who stated that they had difficulty finding a position that they were satisfied with and those who searched for a job.

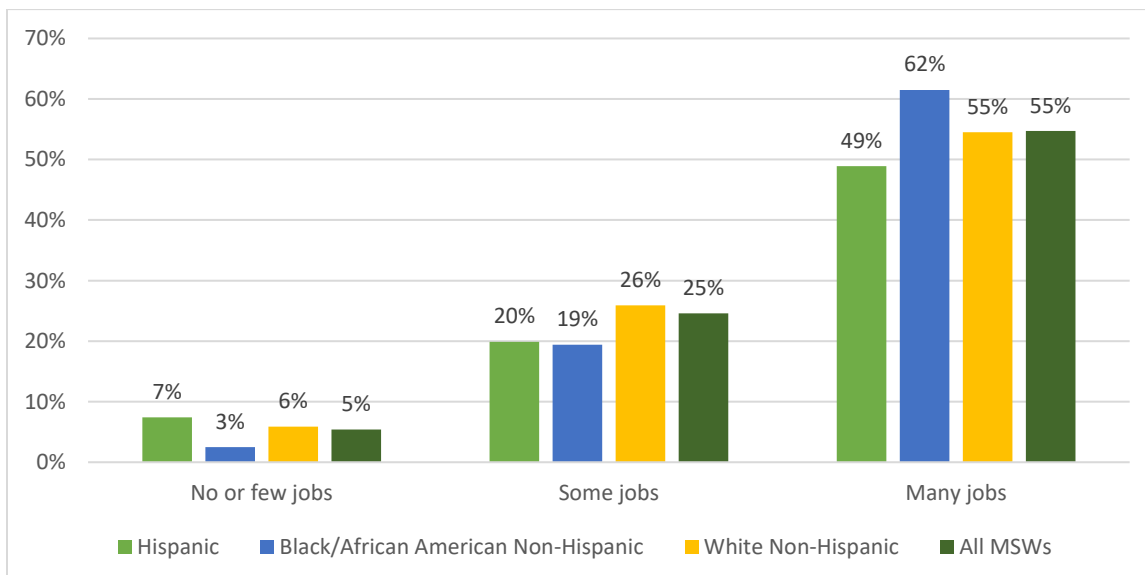
REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 37: Graduates' Assessment of Social Work Opportunities Locally



Actual question: "What is your overall assessment of social work or social work-related jobs/opportunities within 50 miles of the site where you took your social work degree?" "Unknown" category is excluded.

Figure 38: Graduates' Assessment of Social Work Opportunities **Nationally**



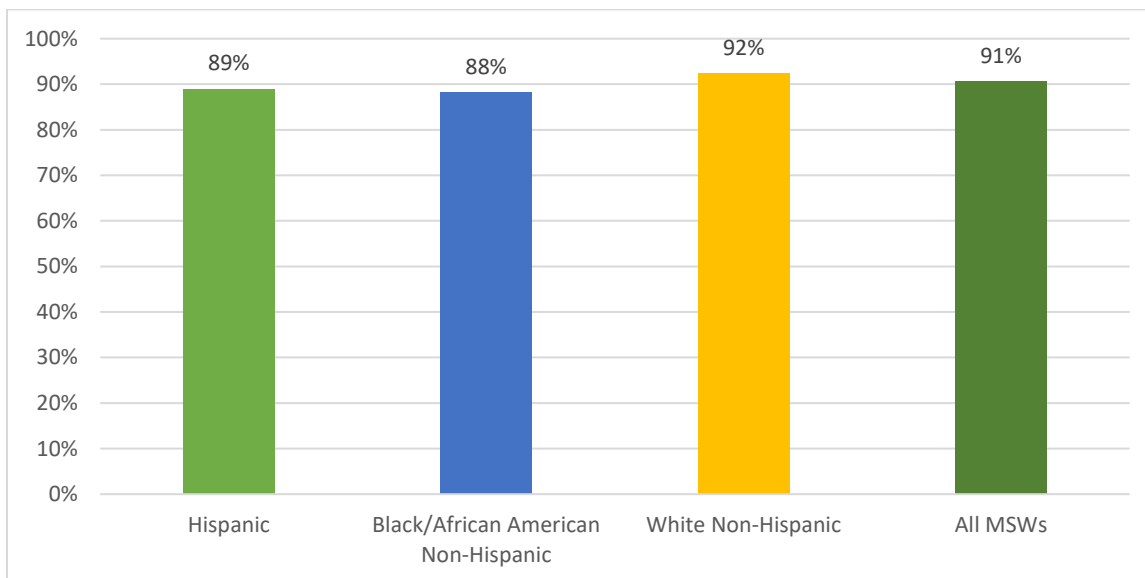
Actual question: "What is your overall assessment of social work or social work-related jobs/opportunities nationally?" "Unknown" category is excluded.

VI. Future Plans

(Figures 39–43)

Licensure was viewed as a next step in most MSWs’ professional careers: More than 75% planned to become an LCSW within the next 5 years. Nearly half of MSW graduates indicated they would continue their education, with about one-third intending to take another social work degree. Black/African American MSWs were more likely to report intentions to take an additional non–social work degree (34%) compared with White (18%) and Hispanic (20%) MSWs. White and Hispanic MSWs were the most likely to report having “other plans” for continuing their education (51% and 50%, respectively vs. 33% of Black/African American MSWs). Overall, most MSWs expressed satisfaction with their MSW degree: 89% to 92% said they would recommend a social work degree to others.

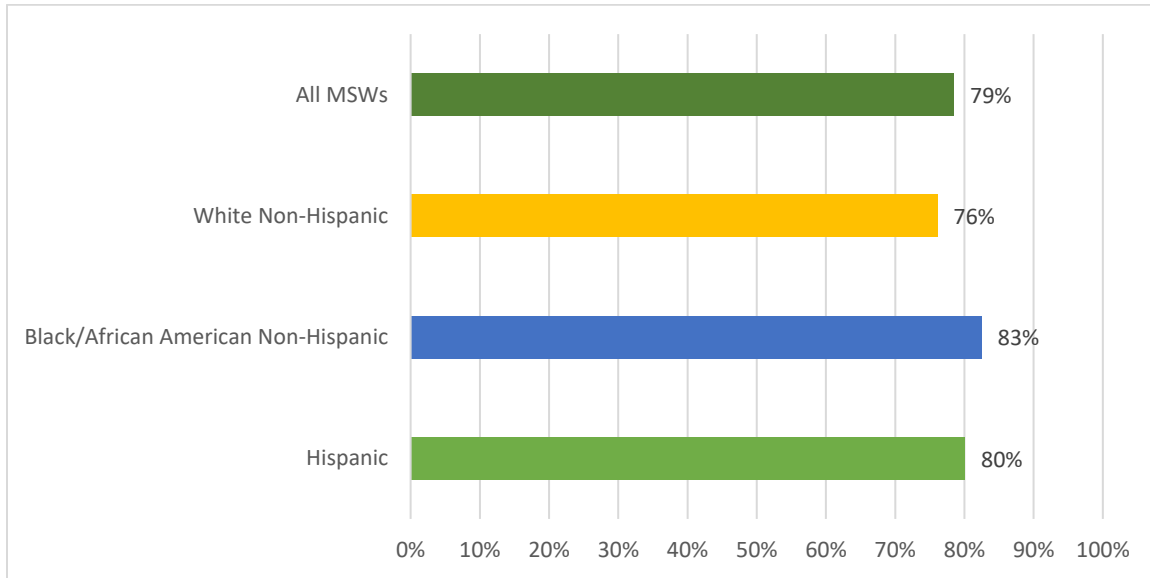
Figure 39: Social Work Degree Satisfaction: Recommending the MSW



Actual question: “Would you recommend a social work degree to others?”

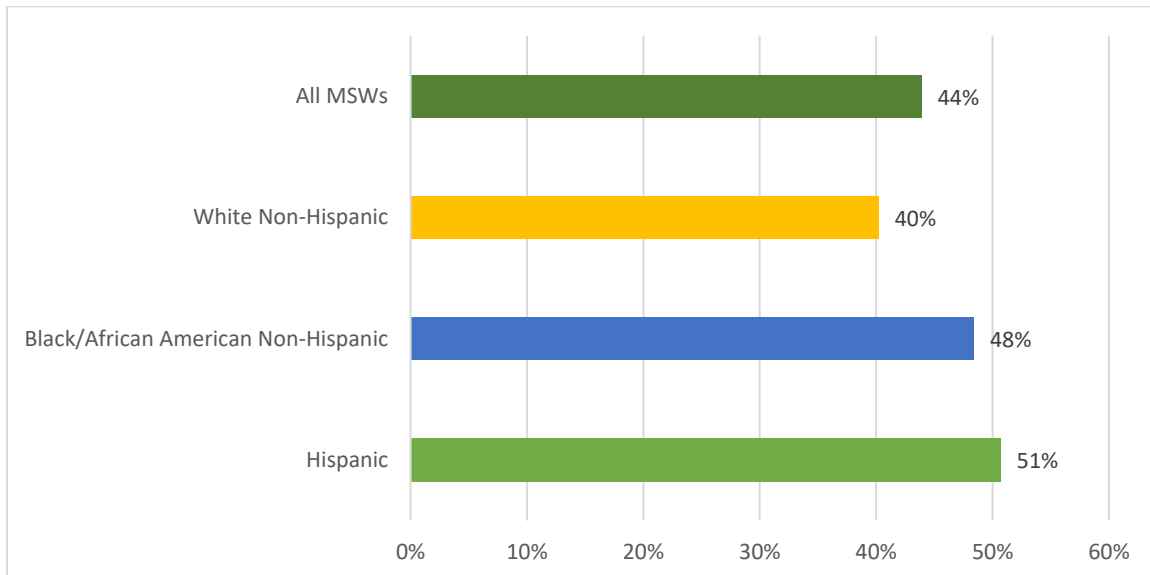
REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 40: Plans to Obtain an LCSW License Within Next 5 Years



Actual question: "Do you intend to become a licensed clinical social worker within in the next 5 years?"

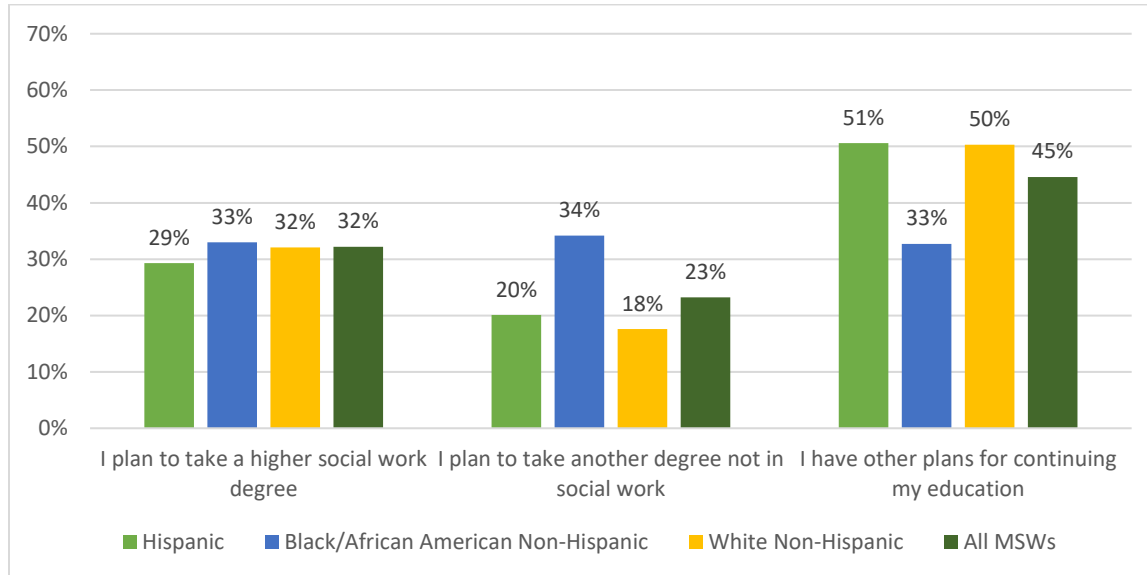
Figure 41: Percentage of MSWs Who Intend to Continue Their Social Work Education



Actual question: "Do you plan to continue your social work education (or seek education that will assist you in a social work or social work–related career)?"

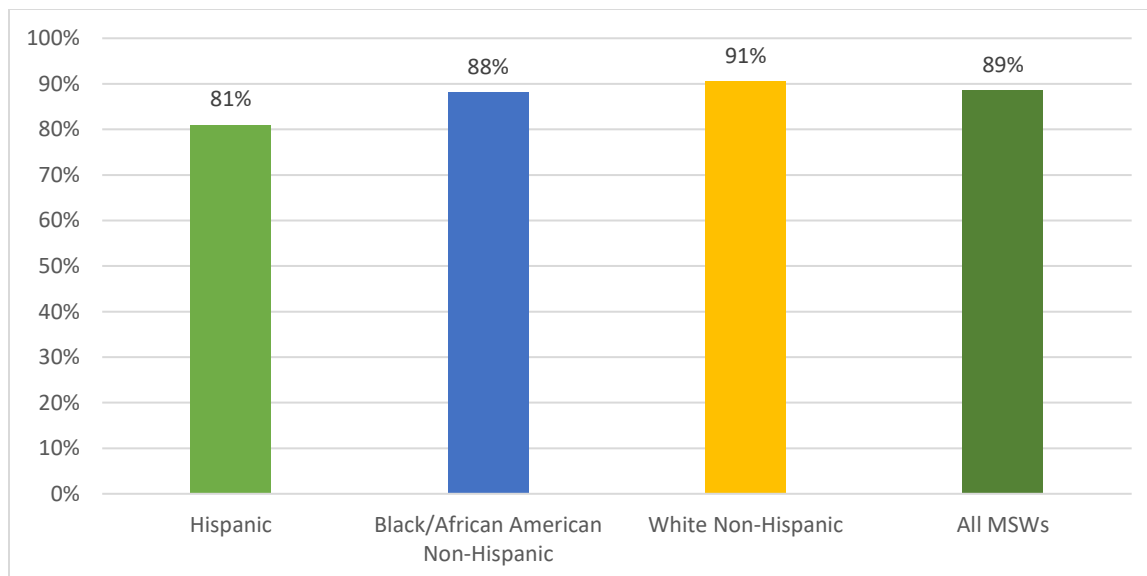
REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 42: Plans for Continued Social Work Education (Among Those Planning to Continue Their Education)



Actual question: “How do you plan to continue your education?” (among those who said they intend to continue).

Figure 43: Graduates’ Willingness to Participate in Future Follow-up Surveys



Actual question: “The HWI in consultation with social work organizations may undertake future surveys to learn more about the career pathways of social workers. Would you be willing to participate in future surveys?”

VII. 10 Key Findings from Asian and Pacific Islander MSWs

(Figures 44–48)

This section provides data comparing the results for Asian and Pacific Islanders compared with all MSW respondents. There were 49 responses from MSWs who identified as Asian or Pacific Islander. Given the small number of respondents, this section provides limited results compared with previous sections. For brevity, Asian and Pacific Islander are henceforth referred to as Asian.

Key Findings

1. Asian MSWs were more likely than other MSWs to complete their MSW program in-person.
2. Asian MSWs were more likely to be actively working as a social worker than the average MSW graduate (90% vs. 76%).
3. Asian MSWs were more likely to be working in large cities (28%) or suburbs of a medium or large city (33%) compared with MSW graduates overall (25% and 13%, respectively).
4. Asian MSWs were more likely to be concentrating on child and family social work in their MSW program (37% vs. 25% of all MSWs) and more likely to be working with mainly children and families in their social work job (49% vs. 35% of all MSWs). Asian MSWs were also more likely to work for not-for-profit organizations (48%) than the average MSW respondent (31%).
5. Asian MSWs were far less likely to be "very satisfied" with their salary (16%), employee benefits (43%), or overall social work position (33%) than the average MSW (27%, 53%, and 49%, respectively).
6. Asian MSWs were far more likely to apply to 10 or more social work–related positions (49% Asian vs. 34% of all MSWs).
7. Asian MSWs experienced greater difficulty finding a satisfactory social work position (65%) compared with the average MSW respondent (49%).
8. As a result, Asian MSWs were more likely to have to change their plans due to limited social work–related opportunities (43% Asian vs. 27% of all MSWs).
9. Asian MSWs were less likely to recommend a social work degree compared with the average MSW respondent (83% vs. 91%, respectively).
10. Most Asian respondents said they intended to become an LCSW within the next 5 years (85% Asian vs. 79% of all MSWs).

REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 44: Program Delivery: Asian and Pacific Islander vs. All MSWs

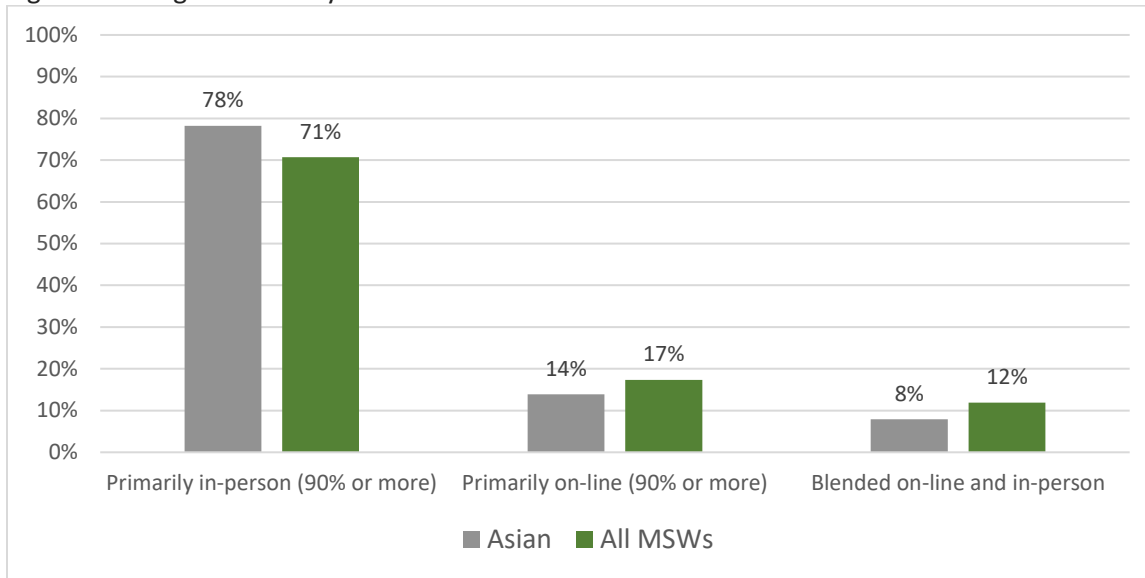


Figure 45: Principal Employment: Asian and Pacific Islander vs. All MSWs

	Asian	All MSWs
Actively working in a job that requires a social work degree or license	69%	62%
Actively working in a job as a social worker that does not require a social work degree or license	21%	14%
Actively working not as a social worker but in a job for which you believe a social work education has provided relevant preparation	8%	18%
Actively working in a job for which a social work education was not a necessary or relevant preparation (please describe)	2%	6%

REPORT ON MSW GRADUATES BY RACE AND ETHNICITY

Figure 46: Practice Area Demographics: Asian and Pacific Islander vs. All MSWs

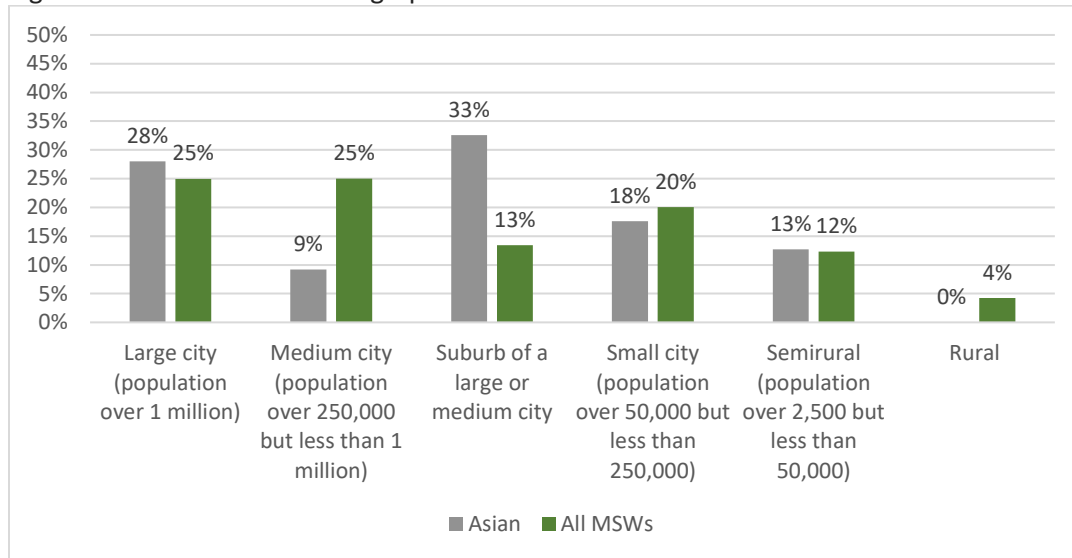
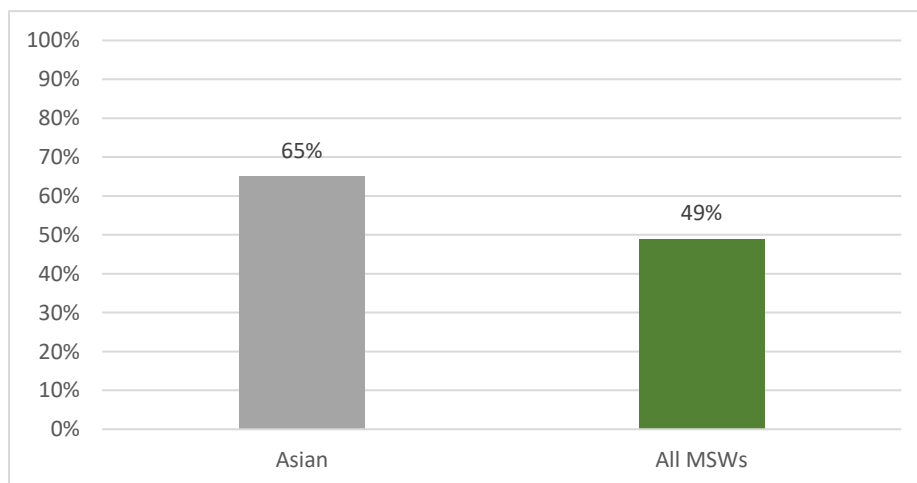


Figure 47: Satisfaction: Asian and Pacific Islander vs. All MSWs

Percentage of MSWs Who Are “Very Satisfied” With the Following Aspects of Their Social Work Employment:

	Salary	Employee Benefits	Overall Position
Asian MSWs	16%	43%	33%
All MSWs	27%	53%	49%

Figure 48: Percentage of MSWs Who Experienced Difficulty Finding a Satisfactory Social Work Position: Asian and Pacific Islander vs. All MSWs



Appendix: Survey and Weighting Methodology

Overall Survey Methodology

The target group for the survey was students graduating with a social work degree in 2018, including a BSW or equivalent degrees such as bachelor of art in social work (BASW) and MSW or equivalents such as master of social service (MSS), master of science in social administration (MSSA), or master of science in social work (MSSW). The survey was conducted in early fall to allow time for spring graduates to have searched for employment and captured students graduating between January and August 2018. All accredited social work programs in the United States were invited to participate in the survey.

When fielding its surveys, the Mullan Institute uses REDCap survey software, which has the capability to establish a unique survey link for each participant via e-mail in order to prevent duplicate responses and enable the sending of survey reminders only to those who have not yet responded. Although a few schools were able to provide the Mullan Institute with e-mail addresses from their records, in most instances student e-mail addresses were obtained by schools forwarding an invitation with a REDCap public web link to their students in May, June, and July 2018 that enabled interested students to sign up for the survey in advance and provide an e-mail address that would still be valid when the survey went live in late August. To maximize the number of responses, a \$20 incentive was offered for the first 1,100 MSWs and 400 BSWs to complete the survey. Lists of survey registrants were sent to the schools from which they graduated for confirmation of graduation status. REDCap was then used to conduct the survey via unique web links e-mailed to each of almost 2,500 confirmed registrants. The survey launched at the end of August 2018 and closed after 4 weeks with 1,780 responses. Data cleaning, and exclusion of individuals who did not enter their degree program information, reduced the final figure to 1,716 valid responses, for a response rate of 68.9%.

This diversity report examines responses from a total of 1,405 MSWs across 53 different U.S. colleges and universities (1,317 after weighting). The total group of MSW respondents includes 152 Hispanic MSWs, 148 Black/African American Non-Hispanic MSWs, 896 White Non-Hispanic MSWs, and 121 other race Non-Hispanic MSWs.

Construction of Survey Weights

Generally, post-stratification weights are constructed by calculating the ratio of the population proportion of the weighting variable and the sample proportion of the weighting variable. The sample proportion comes from our 2018 survey of Social Work Graduates, and the population proportion is derived from the 2018 CSWE social workers. In our survey we have multiple characteristics that we want to balance with the overall population. We therefore construct weights using three variables:

- **Auspice:** the institutional auspice or sponsorship (e.g., private school vs. public school) of the college or university containing the respondent's social work program
- **Region:** the region where the social work program resides (e.g., Mid-Atlantic region, West Coast region)

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- **Race:** respondent's race (e.g., Black, White, Asian)
- **Ethnicity:** specifically, Hispanic ethnicity (i.e., Hispanic vs. Non-Hispanic)

Given our desire to weight on 4 characteristics, we construct survey weights by using a manual iterative strategy. We compute each of the 4 weights sequentially over 3 cycles, for a total of 12 iterations. First, we compute the *auspice* weight (weight A), weight the data using weight A, and then generate the weighted frequencies for *region*. Next, we compute the *region* weight (weight B), weight the data by using weight A $\times$ weight B, and then generate the weighted frequencies for *race*. Third, we compute the *race* weight (weight C), weight the data by using weight A $\times$ weight B $\times$ weight C, and then generate the weighted frequencies for *ethnicity*. Finally, we compute the *ethnicity* weight (weight D), which completes the first cycle (the first 4 iterations).

For the next cycle we re-compute the auspice weight (weight A') by using all 4 weights from the first round (weight A $\times$ weight B $\times$ weight C $\times$ weight D) and continue the iterative process through weight D'. This process is repeated again for a total of 3 cycles and 12 iterations. The resulting data are therefore weighted by weight A'' $\times$ weight B'' $\times$ weight C'' $\times$ weight D'' until the weighted frequencies and population frequencies converge. The final survey weight is equal to the product of all 12 weights.

First Cycle	Second Cycle	Third Cycle
<i>Weight A</i> (auspice)	Weight A' $\times$ Weight A $\times$ Weight B $\times$ Weight C $\times$ Weight D	Weight A'' $\times$ Weight A' $\times$ Weight B' $\times$ Weight C' $\times$ Weight D' $\times$ Weight A $\times$ Weight B $\times$ Weight C $\times$ Weight D
<i>Weight A $\times$ Weight B</i> (auspice $\times$ region)	Weight A' $\times$ Weight B' $\times$ Weight A $\times$ Weight B $\times$ Weight C $\times$ Weight D	Weight A'' $\times$ Weight B'' $\times$ Weight A' $\times$ Weight B' $\times$ Weight C' $\times$ Weight D' $\times$ Weight A $\times$ Weight B $\times$ Weight C $\times$ Weight D
<i>Weight A $\times$ Weight B $\times$ Weight C</i> (auspice $\times$ region $\times$ race)	Weight A' $\times$ Weight B' $\times$ Weight C' $\times$ Weight A $\times$ Weight B $\times$ Weight C $\times$ Weight D	Weight A'' $\times$ Weight B'' $\times$ Weight C'' $\times$ Weight A' $\times$ Weight B' $\times$ Weight C' $\times$ Weight D' $\times$ Weight A $\times$ Weight B $\times$ Weight C $\times$ Weight D
<i>Weight A $\times$ Weight B $\times$ Weight C $\times$ Weight D</i> (auspice $\times$ region $\times$ race $\times$ ethnicity)	Weight A' $\times$ Weight B' $\times$ Weight C' $\times$ Weight D' $\times$ Weight A $\times$ Weight B $\times$ Weight C $\times$ Weight D	Weight A'' $\times$ Weight B'' $\times$ Weight C'' $\times$ Weight D'' $\times$ Weight A' $\times$ Weight B' $\times$ Weight C' $\times$ Weight D' $\times$ Weight A $\times$ Weight B $\times$ Weight C $\times$ Weight D = Survey Weight

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1. The “Other” race category includes American Indian/Alaska Native, Asian or Pacific Islander, other race, and more than one race.
2. The Asian and Pacific Islanders category is presented as a separate analysis given the low sample size ($N = 49$).
3. Source: <https://www.census.gov/topics/population/race/about.html>
4. Technical note: The numbers provided in each figure have been rounded to the nearest whole integer, including bar chart data labels. Bars with the same data label may appear slightly different due to the fact that the charts are generated using unrounded data.
5. The “Other Non-Hispanic” group is collapsed from the following categories: “American Indian/Alaska Native,” “Asian or Pacific Islander,” “Other race,” and “More than 1 race.”