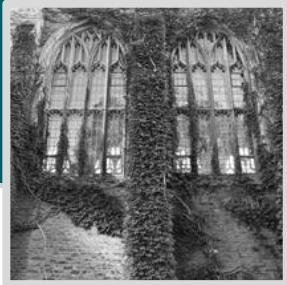


Market Analysis for Professional Master's Programs

Prepared for Clarion University of Pennsylvania

February 2014



In the following report, Hanover Research identifies regional trends in master's degree programs designed for working adults, as well as the regional demand for professionals with master's degrees.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

A 2011 article in the *New York Times* titled “The Master’s as the New Bachelor’s” addresses the growing inclination among employers for candidates with master’s degrees, and while the headline may overstate the trend, advanced degrees are becomingly increasingly important in the job market.¹ Simultaneously, a demographic shift in graduate study means a greater percentage of graduate students are now older, with professional and family commitments.² There is a rising trend among some institutions to accommodate these students in graduate programs through scheduling, online offerings, and tailored support services.³ This report identifies regional trends in master’s degree programs designed for working adults, as well as the regional demand for professionals with master’s degrees. By looking at area programs and economic needs, this report seeks to assist the university with understanding the local market for various master’s degree programs.

The report is structured as follows:

- **Section I** presents an overview of the topic and draws on information regarding recent trends in graduate study among working adults,
- **Section II** profiles 101 programs at 10 regional institutions within 125 miles of Clarion, Pennsylvania, and
- **Section III** examines occupational outlook projections for the region, identifying high-growth occupations requiring a master’s degree.

A companion Excel file provides comprehensive employment projections for the region by education level, as well as a table with each program identified in this report and every institution meeting the criteria established in Section II.

KEY FINDINGS

- **Working adults with professional and family obligations constitute an important and rising demographic for master’s degree programs, and institutions across the country are responding to their needs.** While traditional students may have entered a graduate program within three years after graduating from a baccalaureate program, master’s programs are increasingly attracting older students seeking to further refine their skills. Some institutions are responding by offering special

¹ Pappano, L. “The Master’s as the New Bachelor’s.” *The New York Times*, 2011.

http://www.nytimes.com/2011/07/24/education/edlife/edl-24masters-t.html?pagewanted=all&_r=0

² “The Path Forward.” ETS and Council of Graduate Schools, 2010. pp. 11-12.

http://www.fgereport.org/rsc/pdf/CFG_E_report.pdf

³ Gearon, C. J. “Tips for Fitting Grad School into Your Life: Things to Look for if Your College Days Are Long Behind You.” U.S. News and World Report, 2008. <http://www.usnews.com/education/articles/2008/03/26/tips-for-fitting-grad-school-into-your-life>

support services, while most institutions are targeting this group with online coursework or classes scheduled during weeknights or weekends.

- **There are some fields with high growth and few programs, such as social work and specialized counseling fields.** However, most master's degree programs available to working adults in the region surrounding Clarion are in fields with a high demand. These areas include teaching, education administration, and nursing.
- **Master's programs for working adults are common in the region surrounding Clarion.** Among the 10 regional institutions profiled in this report, there are more than 100 master's degree programs that offer some component ideal for working adults. The number of programs at each institution identified in this report ranges from two to 25.
- **Among regional institutions, competency-based master's degree programs are uncommon, even for working adults.** No program identified in this report is a competency-based program, although programs emphasize that they build on work experience. Some programs allow for self-pacing, but students must still take every course.
- **Among occupations requiring a master's degree, the most openings near Clarion are primarily in health and education.** Health and education occupations range from specialized counselors and teachers to managers and administrators. In addition, there is a demand for candidates with master's degrees in finance and accounting, computer science, engineering, and market research.

SECTION I: PROFESSIONAL MASTER'S DEGREE PROGRAMS

This section defines the programs that are the subject of this market analysis and highlights additional information regarding trends in master's degree programs for working adults.

AN OVERVIEW

For the purposes of this report, we define professional master's degree programs as master's degree programs for working adults intended to serve as professional development. Working adults are typically unable to attend traditional programs due to job responsibilities, and they enroll in graduate study after accruing some quantity of professional experience.

WORKING ADULTS AND GRADUATE STUDY

In an article written in 2008 for *U.S. News and World Report*, a journalist describes the changing demographics of graduate students in the United States.⁴ At the time, nearly one-half of all graduate students enrolled between the ages of 24 and 35, with an additional one-quarter of graduate students beginning an advanced degree program at the age of 36 or older. These statistics draw on data from the Council of Graduate Schools (CGS), which also published a report in coordination with the Educational Testing Service (ETS) in 2010 that highlights the demographic shift among graduate students. According to the report, “‘traditional’ [graduate] students typically apply to graduate schools within a few years of exiting an undergraduate program[, and] most enter before their 30th birthday, are single, and have a moderate level of income.”⁵ However, a “growing number of ‘nontraditional’ students are older, engage in work, family, and school activities at the same time, and view graduate education as a means of changing or improving their employability.”⁶ These agencies have noticed a sharp increase in students aged 40 or older. Given that such responsibilities as marriage have been identified in studies as correlated with lower completion rates, it is important to understand how programs might cater to these students.

According to the 2008 article cited above, some universities are putting accommodations in place. While few institutions have addressed the demographic shifts, the article highlights specific universities that offer career and academic support services specifically for adult learners, as well as child care in some instances. In addition to offering required courses during the evening, administrators think that institutions are increasingly developing family-friendly models of education.⁷ Campus Explorer reiterates the notion that there are family-

⁴ Gearon, Op. cit.

⁵ “The Path Forward,” Op. cit., p.11.

⁶ Ibid., pp. 11-12.

⁷ Gearon, Op. cit.

friendly institutions and programs that offer support to graduate students with professional and family obligations. Campus Explorer is a site designed to help applicants find post-secondary programs and institutions, and it examines the important factors for adults with family obligations. For supporting graduate students with families, the site notes that some institutions will provide paid maternity leave, childcare support, mortgage assistance, health insurance, family friendly campus housing, a family resource center, or a combination of these.⁸ Similarly, those with professional obligations need flexibility, which may come through online coursework or scheduling.⁹

The ETS and CGS joint study also identifies an increase in individuals returning to graduate school after spending time in the workforce. Their data, as well as studies they cite, suggest that skill improvement is a major consideration for individuals returning for an advanced degree.¹⁰ Unfortunately, there has been insufficient scholarship in this area to draw firm conclusions with respect to graduate school and working adults. However, this report seeks to solidify an understanding of program trends in the region surrounding Clarion, Pennsylvania, in the next section.

PRIORITIES AND NEEDS OF ADULT STUDENTS

The Council for Adult and Experiential Learning (CAEL) and Noel-Levitz conduct an annual Adult Learner Inventory to evaluate the needs and priorities of adult students. While the study appears to focus more generally on undergraduate study, much can be gleaned about the motives and interests of adult students in pursuing higher education. At four-year institutions, adult learners provided the following list of priorities, as listed from most important to least important:

1. **Outreach:** The way an institution conducts its outreach to adult learners by overcoming barriers of time, place, and tradition.
2. **Life and Career Planning:** How the institution addresses adult learners' life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.
3. **Financing:** The way an institution promotes choice using an array of payment options... in order to expand equity and financial flexibility.
4. **Teaching-Learning Process:** How the institution's faculty use multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.
5. **Technology:** The use of information technology to provide relevant and timely information to enhance the learning experience.
6. **Transitions:** How the institution supports guided pathways leading into and from its programs and services in order to assure that students' learning will apply to successful achievement of their educational and career goals.

⁸ "Are There Family Friendly Graduate Schools? Find Out Which Schools Are Most Accommodating to Graduate Students with Children." Campus Explorer. <http://www.campusexplorer.com/college-advice-tips/5DE3D3F3/Are-There-Family-Friendly-Graduate-Schools/>

⁹ "How to Juggle Graduate School, a Career and a Family: Find Out How to Plan Your Graduate Studies around Your Busy Schedule." Campus Explorer. <http://www.campusexplorer.com/college-advice-tips/71162E9E/How-to-Juggle-Graduate-School-a-Career-and-a-Family/>

¹⁰ "The Path Forward," Op. cit., p. 12.

7. Student Support Systems
 8. Assessment of Learning Outcomes¹¹

The Adult Learner Inventory also examines the factors that most influence adult learners' enrollment decisions. Figure 1.1 below outlines these enrollment factors with their rank of importance, **demonstrating the high priority of flexible and convenient class times and program cost**. Again, however, it should be noted that these data were not gathered exclusively from adult students pursuing master's degree programs.

Figure 1.1: Adult Learner Inventory Enrollment Factors

RANK	FACTOR	RANK	FACTOR
1	Availability of program I wanted	11	High rate of job placement
2	Convenient time and place for classes	12	Credit for learning gained from life and work experiences
3 (tie)	Flexible pacing for completing a program	13	Program accreditation by professional organization
3 (tie)	Time required to complete program	14	Distance from campus
5	Availability of financial aid	15	Tuition reimbursement from employer
6	Requirement for current or future job	16	Ability to design my own program
7	Cost	17	Employer endorsement
8	Ability to transfer credits	18	Courses held at employment site
9	Reputation of institution	19	Labor union support
10	Availability of online courses	20	Availability of child care

Source: Noel-Levitz¹²

COMPETENCY BASED EDUCATION

As noted in Section II, no institutions examined in the western Pennsylvania region appear to offer competency-based education options or Prior Learning Assessment (PLA) for students to earn course credit for past work or life experiences. However, this topic has become the focal point of many national conversations in postsecondary education, as institutions evaluate how to offer such a system.

At the "Assessing Outcomes and Competencies" summit hosted by CAEL and the Center for Educational Measurement at Excelsior College, John Cavanaugh, the Chancellor of the Pennsylvania State System of Higher Education, offered the following points as a strategy for improving competency based education options for adult learners:

- Define postsecondary credentials in terms of specific learning outcomes or competencies that are assessed.

¹¹ Bulleted points taken mostly verbatim from: "National Adult Learners Satisfaction-Priorities Report." Noel-Levitz and CAEL. 2013. Pp. 5-6. http://www.cael.org/pdfs/ALI_report_0713

¹² Ibid., p. 10.

- Meet students “at the edge of their learning.” This includes rethinking college readiness and remediation, and expanding learning assessment to all areas of study.
- Design personalized learning pathways to credentials. This will require conducting learning gap analyses to show students where they are on the pathway.¹³

These personalized learning pathways will require institutions to evaluate how the degree programs can be shaped around competency frameworks. For example, University of Maryland University College offers two professional degree programs based on an “outcomes-based curriculum.” This structure allows students and their advisors to map each course’s outcomes and align them to the broader desired outcomes of the degree program. Such systems require strong advising to help students identify where they may receive credit for prior learning, and how to effectively map career goals through the curriculum.¹⁴

Strong assessments of prior learning are also required to maintain an effective competency-based education system. These assessments should be rigorous and valid, and should be developed to directly align with the program or degree frameworks. While such frameworks are still in development, the previously noted conference referenced the Lumina Foundation’s Degree Qualifications Profile as the basis for such an assessment.¹⁵

¹³ Bulleted points taken verbatim from: “Competency-Based Education.” CAEL. 2013, p. 7.
http://www.cael.org/pdfs/CAEL_competency_based_education_2013

¹⁴ Ibid., p. 9.

¹⁵ Ibid., p. 12.

SECTION II: REGIONAL TRENDS IN PROGRAMS

This section identifies trends in master's degree programs catering to working adults among institutions in the region around Clarion, Pennsylvania. A companion Excel file lists each of the identified programs by institution and also provides a table of all institutions within 250 miles of Clarion, Pennsylvania, that fit the criteria for selection.

METHODOLOGY

To examine trends in programs among institutions in the region, we found four-year institutions within 250 miles of Clarion, Pennsylvania. Using the National Center for Education Statistics' (NCES) College Navigator tool, we created a list of relevant institutions by screening for the following criteria:

Four-year institutions located within 250 miles of Clarion, Pennsylvania, and located in Ohio, New York, or Pennsylvania, that award degrees beyond the baccalaureate level and offer weekend and evening learning opportunities, as well as credit for life experiences.¹⁶

For the purposes of this section, we profile the closest seven institutions, which are those within 75 miles of Clarion, Pennsylvania. In addition, we include two institutions from Ohio and one institution from New York, accounting for 12 of the 101 programs identified for this report. These three institutions all lie between 100 and 125 miles from Clarion.

NCES does not clarify how an institution qualifies as offering weekend and evening learning opportunities or credit for life experiences. However, for this report, we present programs that specifically target or offer accommodations for working adults. The primary forms of accommodation include offering courses on evenings, weekends, or both, and delivering courses online.

PROGRAM TRENDS

In the region surrounding Clarion, Pennsylvania, there are several programs catering to adults seeking a master's degree. **Education, health care, and management represent the most common areas of study.** It is worth noting that, as Section III discusses, the most common master's degree programs for working adults are typically in the fields with the greatest number of projected openings in coming years. **To attract working adults, the primary accommodation is typically offering classes during weeknights or weekends.** Many programs offer classes on Saturdays or on one or two weeknights. In addition, many programs are available partially or entirely online. No master's degree program identified in

¹⁶ The specific search can be accessed and replicated by using the following link:
<http://nces.ed.gov collegenavigator/?s=NY+OH+PA&zc=16214&zd=250&of=3&l=94&ic=1&e2=1&e3=1>

this report is competency-based, but work experience is generally seen as an important foundation for coursework.

The variety of fields of study among these programs is high. Among the 10 institutions profiled for this report, there are 32 programs in education fields, ranging from advanced teacher education to educational administration. In addition, there are nine business administration programs and an additional eight management programs. The management programs most commonly address information technology, engineering, health, and international management. There are also eight programs offering advanced training for nurses, particularly to provide nurses with the education to take leadership roles in health organizations. In addition, there are six communication programs, ranging from technology to communication strategies, and five organizational leadership programs. Three institutions each have counseling and justice programs available.

One of the unique programs is clinical mental health counseling, which prepares students for a field with many openings in the area. Others include applied mathematics, intelligence, security policy studies, and orthodontics. Examination of institutions not listed in this section did not yield any other notable programs.

PROGRAMS BY INSTITUTION

The following sub-sections present master's degree programs for working adults by institution. For reference, according to the NCES, Clarion University of Pennsylvania has 5,518 undergraduate students and 1,002 graduate students.¹⁷

INDIANA UNIVERSITY OF PENNSYLVANIA

Located in Indiana, Pennsylvania, Indiana University of Pennsylvania is a four-year public institution.¹⁸ The institution is less than 50 miles from Clarion, Pennsylvania, and it is the only public institution profiled in this report. Figure 2.1 presents institutional characteristics for the university.

Figure 2.1: Institutional Characteristics, Indiana University of Pennsylvania

INDIANA UNIVERSITY OF PENNSYLVANIA	
Distance from Clarion, PA	42.9 miles
Type of Institution	Four-year, public
Undergraduate Student Population	13,275
Graduate Student Population	2,321

Source: NCES College Navigator¹⁹

¹⁷ "Clarion University of Pennsylvania." NCES College Navigator.

<http://nces.ed.gov/collegenavigator/?q=clarion&s=all&id=211644>

¹⁸ Custom search. NCES College Navigator.

<http://nces.ed.gov/collegenavigator/default.aspx?s=NY+OH+PA&zc=16214&zd=250&of=3&l=94&ic=1&e2=1&e3=1&xp=1>

¹⁹ Ibid.

The university offers a wide variety of graduate programs, including four master's degree programs taught entirely online.²⁰ Thirteen programs explicitly accommodate non-traditional or working adult students, while another five programs target working professionals but do not list specific accommodations. The primary accommodation is offering classes during evenings and weekends, as well as during the summer for teachers. Among the programs offered, Education is the most common field of study, but there are several less-common programs, such as the online Safety Sciences program and the master's degree program in Sociology for working professionals taught during weeknights.

Figure 2.2: Programs Catering to Adult Students at Indiana University of Pennsylvania

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Arts	Adult and Community Education ²¹	Online program taught by full-time professors
Master of Arts	Adult Education and Communications Technology (Technology track of the Adult and Community Education Program) ²²	The program offers evening classes
Master of Arts	Applied Archaeology ²³	No accommodations identified, but the program targets a mix of students with and without post-baccalaureate experience in the field.
Master of Science	Applied Mathematics ²⁴	Most classes are offered at times convenient for nontraditional students
Master of Arts	Criminology, Online Program ²⁵	Online program with a two year schedule, study while employed
Master of Education	Education ²⁶	This program allows teachers to study while teaching, in the evenings and summer sessions. The program is also taught in Monroeville, rather than at the main campus.
Master of Education	Education of Exceptional Persons ²⁷	Study while teaching, primarily online or in the evening
Master of Education	Elementary and Middle School Mathematics Education ²⁸	Study while teaching, in the evenings and summer sessions

²⁰ "Programs of Study." Indiana University of Pennsylvania. <http://www.iup.edu/upper.aspx?id=49407>

²¹ "Adult and Community Education, M.A." Indiana University of Pennsylvania. <http://www.iup.edu/grad/ace/default.aspx>

²² "Adult Education and Communications Technology, M.A." Indiana University of Pennsylvania. <http://www.iup.edu/upper.aspx?id=93738>

²³ "Applied Archaeology, M.A." Indiana University of Pennsylvania. <http://www.iup.edu/upper.aspx?id=93724>

²⁴ "Applied Mathematics, More Information." Indiana University of Pennsylvania. <http://www.iup.edu/upper.aspx?id=105959>

²⁵ "M.A. in Criminology: Online." Indiana University of Pennsylvania. <http://www.iup.edu/criminology/maonline/default.aspx>

²⁶ "Master's in Education, Monroeville." Indiana University of Pennsylvania. <http://www.iup.edu/page.aspx?id=5373>

²⁷ "M.Ed. in Education of Exceptional Persons." Indiana University of Pennsylvania. <http://www.iup.edu/page.aspx?id=43293>

²⁸ "M.Ed. in Elementary and Middle School Mathematics Education." Indiana University of Pennsylvania. <http://www.iup.edu/page.aspx?id=17551>

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Arts	English: Literature ²⁹	Summers-only option designed for teachers, designed for active professionals
Master of Arts	Teaching English ³⁰	The program is designed for English teachers
Master of Science	Food and Nutrition ³¹	Online program designed for current and future professionals
Master of Education	Health and Physical Education ³²	Designed for current and future teachers
Master of Education	Literacy (Reading Specialist Certification available) ³³	Designed for current, certified teachers
Master of Arts	Music Education ³⁴	Designed for current music teachers, low-residency program with classes online during the school year and on-campus during the summer
Master of Science	Nursing ³⁵	Partially online, designed for registered nurses to assume leadership roles or prepare for a career in education
Master of Arts	Public Affairs ³⁶	Designed for current and future professionals and teachers
Master of Science	Safety Sciences ³⁷	Online program, work experience preferred
Master of Arts	Sociology ³⁸	Primarily evening classes, part-time or full-time, designed for working professionals and others

Sources identified in the table.

CARLOW UNIVERSITY

Located in Pittsburgh, Pennsylvania, Carlow University is a four-year, private not-for-profit institution.³⁹ Figure 2.3 presents institutional characteristics for the university.

²⁹ "M.A. in English: Literature." Indiana University of Pennsylvania. <http://www.iup.edu/page.aspx?id=40967>

³⁰ "English - Teaching English, M.A." Indiana University of Pennsylvania. <http://www.iup.edu/upper.aspx?id=92695>

³¹ "M.S. in Food and Nutrition." Indiana University of Pennsylvania. <http://www.iup.edu/page.aspx?id=25573>

³² "M.Ed. in Health and Physical Education." Indiana University of Pennsylvania.
<http://www.iup.edu/page.aspx?id=12255>

³³ "Master of Education in Literacy and Reading Specialist Certification." Indiana University of Pennsylvania.
<http://www.iup.edu/page.aspx?id=5375>

³⁴ "Music M.A. Education Curriculum." Indiana University of Pennsylvania. <http://www.iup.edu/page.aspx?id=158127>

³⁵ "M.S. in Nursing." Indiana University of Pennsylvania. <http://www.iup.edu/rn-alliedhealth/programs/nursingms/default.aspx>

³⁶ "M.A. in Public Affairs." Indiana University of Pennsylvania.
<http://www.iup.edu/politicalscience/publicaffairs/default.aspx>

³⁷ "M.S. in Safety Sciences." Indiana University of Pennsylvania. <http://www.iup.edu/page.aspx?id=6593>

³⁸ "Sociology MA." Indiana University of Pennsylvania. <http://www.iup.edu/page.aspx?id=61261>

³⁹ Custom search. NCES College Navigator, Op. cit.

Figure 2.3: Institutional Characteristics, Carlow University

CARLOW UNIVERSITY	
Distance from Clarion, PA	61.0 miles
Type of Institution	Four-year, private not-for-profit
Undergraduate Student Population	1,955
Graduate Student Population	967

Source: NCES College Navigator⁴⁰

Carlow University offers five master's degree programs for working adults, primarily in nursing. Each one of these five programs allows students to take either all or some of their courses online, with limited in-person requirements for students pursuing a degree in creative writing or to be a family nurse practitioner.

Figure 2.4: Programs Catering to Adult Students at Carlow University

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Business Administration	Business Administration ⁴¹	Options for working professionals, including fully or partially online
Master of Science in Nursing	Family Nurse Practitioner ⁴²	Combination of online and in-class, for nurses with clinical experience
Master of Science in Nursing	Education and Leadership, Nursing ⁴³	The program can be completed entirely or partially online and prepares current nurses for leadership roles
Master of Fine Arts	Creative Writing ⁴⁴	Conducted at a distance with two 11-day residencies and communication via mail and email
Master of Science in Nursing and Master of Business Administration	Education and Leadership, Nursing ⁴⁵	The program can be completed entirely or partially online

Sources identified in the table.

POINT PARK UNIVERSITY

Point Park University is also a four-year, private not-for-profit institution located in Pittsburgh, Pennsylvania.⁴⁶ Figure 2.5 presents institutional characteristics for the university.

⁴⁰ Ibid.⁴¹ "Business Administration (MBA)." Carlow University. http://www.carlow.edu/Business_Administration.aspx⁴² "Family Nurse Practitioner (MSN)." Carlow University.http://www.carlow.edu/Master_of_Science_in_Nursing_Family_Nurse_Practitioner.aspx⁴³ "Education and Leadership, Nursing (MSN)." Carlow University.http://www.carlow.edu/Master_of_Science_in_Nursing_Concentration_in_Education_and_Leadership.aspx⁴⁴ "Creative Writing (MFA)." Carlow University.http://www.carlow.edu/Master_of_Fine_Arts_in_Creative_Writing.aspx⁴⁵ "MSN-MBA Dual Degree." Carlow University. http://www.carlow.edu/MSN-MBA_Dual_Degree.aspx⁴⁶ Custom search. NCES College Navigator, Op. cit.

Figure 2.5: Institutional Characteristics, Point Park University

POINT PARK UNIVERSITY	
Distance from Clarion, PA	61.5 miles
Type of Institution	Four-year, private not-for-profit
Undergraduate Student Population	3,225
Graduate Student Population	967

Source: NCES College Navigator⁴⁷

Point Park University offers 14 distinct master's degree programs that cater to adult learners. The vast majority of the programs accommodate working professionals through classes taught on Saturdays, weeknights, or both. A few programs also offer online and hybrid delivery formats. Among the university's offerings are education, management, and communications programs, as well as writing and criminal justice.

Figure 2.6: Programs Catering to Adult Students at Point Park University

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Arts	Communication Technology ⁴⁸	An entirely evening class schedule is available.
Master of Science	Criminal Justice Administration ⁴⁹	The program is designed for working adults and taught year-round, and all classes are taught on Saturdays
Master of Arts	Curriculum and Instruction ⁵⁰	All classes are taught on Saturdays, evenings, and during the summer; designed for working professionals
Master of Arts	Educational Administration ⁵¹	All classes are taught on Saturdays, evenings, and during the summer; designed for working professionals
Master of Science	Engineering Management ⁵²	All classes are taught in the evenings or on Saturdays to accommodate working adults
Master of Arts	Intelligence and Global Security ⁵³	All classes are taught on Saturdays.

⁴⁷ Ibid.⁴⁸ "Master of Arts in Communication Technology." Point Park University.

<http://www.pointpark.edu/Academics/Schools/SchoolofCommunication/Programs/GraduatePrograms/MAinCommTechnology>

⁴⁹ "Master's in Criminal Justice Administration." Point Park University.

<http://www.pointpark.edu/Academics/Schools/SchoolofArtsandSciences/Departments/CriminalJusticeandIntelligenceStudies/CriminalJusticeAdministrationGraduate>

⁵⁰ "Master's in Curriculum And Instruction." Point Park University.

<http://www.pointpark.edu/Academics/Schools/SchoolofArtsandSciences/Departments/Education/GraduatePrograms/CurriculumandInstructionGraduate>

⁵¹ "Master's in Educational Administration." Point Park University.

<http://www.pointpark.edu/Academics/Schools/SchoolofArtsandSciences/Departments/Education/GraduatePrograms/EducationalAdministrationGraduate>

⁵² "Master's in Engineering Management." Point Park University.

<http://www.pointpark.edu/Academics/Schools/SchoolofArtsandSciences/Departments/NaturalSciencesandEngineeringTechnology/EngineeringManagement>

⁵³ "Master's Degree in Global Security and Intelligence." Point Park University.

<http://www.pointpark.edu/Academics/Schools/SchoolofArtsandSciences/Departments/CriminalJusticeandIntelligenceStudies/MasterinIntelligenceGlobalSecurity>

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Arts	Journalism and Mass Communication ⁵⁴	The program is intended for working professionals.
Master of Business Administration	Business Administration, concentrations in Health Systems Management; International Business; Management; Management Information Systems; and Sports, Arts, and Entertainment Management ⁵⁵	The program is intended for working professionals, and courses are offered Saturdays and evenings
Master of Business Administration	Global Management ⁵⁶	Courses are offered during weeknight evenings.
Master of Arts	Organizational Leadership ⁵⁷	The program offers classes on campus during evenings, as well as through online and hybrid delivery formats. The program is designed for working professionals.
Master of Fine Arts	Screenwriting and Playwriting ⁵⁸	This is a low residency program with online and distance learning, as well as three residencies.
Master of Education	Special Education (Pre-Kindergarten through Grade 8 or Grades 7 through 12) ⁵⁹	The program is designed for current certified teachers, classes are offered on evenings and Saturdays.
Master of Education	Teaching and Leadership ⁶⁰	Classes are offered on Saturdays, evenings, and during the summer through traditional, online, and hybrid formats.

Sources identified in the table.

DUQUESNE UNIVERSITY

Like Carlow University and Point Park University, Duquesne University is a four-year, private not-for-profit institution located in Pittsburgh, Pennsylvania.⁶¹ Figure 2.7 presents institutional characteristics for the university.

⁵⁴ "Master's in Journalism and Mass Communication." Point Park University.
<http://www.pointpark.edu/Academics/Schools/SchoolofCommunication/Programs/GraduatePrograms/MasterofArtsJournalismandMasCommunication>

⁵⁵ "M.B.A. Degree in Pittsburgh." Point Park University.
<http://www.pointpark.edu/Academics/Schools/Business/GraduatePrograms/MBA>

⁵⁶ "M.B.A. in Global Management and Administration." Point Park University.
<http://www.pointpark.edu/Academics/Schools/Business/GraduatePrograms/MBAGlobalManagement>

⁵⁷ "Master's in Organizational Leadership." Point Park University.
<http://www.pointpark.edu/Academics/Schools/Business/GraduatePrograms/MasterofArtsOrganizationalLeadership>

⁵⁸ "M.F.A. in Screenwriting and Playwriting: Low-Residency." Point Park University.
<http://www.pointpark.edu/Academics/Schools/COPA/COPADeptsMajors/LowResMFA>

⁵⁹ "Master's in Special Education." Point Park University.
<http://www.pointpark.edu/Academics/Schools/SchoolofArtsandSciences/Departments/Education/GraduatePrograms/SpecialEducation>

⁶⁰ "Master of Education in Teaching and Leadership." Point Park University.
<http://www.pointpark.edu/Academics/Schools/SchoolofArtsandSciences/Departments/Education/GraduatePrograms/TeachingLeadership>

Figure 2.7: Institutional Characteristics, Duquesne University

DUQUESNE UNIVERSITY	
Distance from Clarion, PA	62.4 miles
Type of Institution	Four-year, private not-for-profit
Undergraduate Student Population	5,832
Graduate Student Population	4,124

Source: NCES College Navigator⁶²

With the largest graduate student population of the institutions identified in this report, Duquesne University offers a wide variety of master's degree programs. While some of the programs listed in Figure 2.8 also recruit students who are pursuing an academic trajectory and recent graduates of baccalaureate programs, all 25 programs target professionals in the field. Furthermore, almost every program in Figure 2.8 provides accommodations for students with full-time employment, through online delivery options, part-time study, and evening and weekend classes. Given the large number of programs, Duquesne University also offers some uncommon programs, such as child psychology, forensic nursing, and healthcare ethics.

Figure 2.8: Programs Catering to Adult Students at Duquesne University

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Science in Education	Child Psychology ⁶³	Evening classes allow students to work during the day.
Master of Science in Education	Counselor Education (School Counseling, Clinical Mental Health Counseling, or Marriage and Family Counseling) ⁶⁴	The program offers evening classes, and a Saturday program may begin in the 2014-2015 academic year.
Master of Science in Education	Early Level PreKindergarten-4 ⁶⁵	The program is designed for professionals and certified teachers.
Master of Science	Educational Studies ⁶⁶	Courses are offered online, and the program targets working professionals.

⁶¹ Custom search. NCES College Navigator, Op. cit.⁶² Ibid.⁶³ "M.S. Ed. Child Psychology." Duquesne University. <http://duq.edu/academics/schools/education/graduate-programs-education/school-psychology-graduate-programs/ms-child-psychology>⁶⁴ "M.S. Ed. Counselor Education." Duquesne University. <http://duq.edu/academics/schools/education/graduate-programs-education/ms-ed-counselor-education>⁶⁵ "MS Early Level PreK-4." Duquesne University. <http://duq.edu/academics/schools/education/graduate-programs-education/ms-early-level-prek-4>⁶⁶ "Educational Studies Program." Duquesne University. <http://duq.edu/academics/schools/education/graduate-programs-education/ms-educational-studies>

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Science in Education	Instructional Technology ⁶⁷	The program is designed for professionals.
Master of Science in Education	Program Evaluation ⁶⁸	The program is designed for professionals working in the field, and all courses are available online.
Master of Science in Education	Reading and Language Arts ⁶⁹	The program is designed for certified teachers.
Master of Science in Education	School Administration ⁷⁰	Courses are available in a combination of on-campus and online study.
Master of Science in Education	Secondary Education ⁷¹	One track is designed for returning secondary teachers, and for returning teachers, coursework is determined by the student and his or her advisor.
Master of Business Administration	Business Administration ⁷²	The school recently redesigned its curriculum for working professionals, offering part-time and full-time study, as well as evening and online options.
Master of Business Administration	Sustainability ⁷³	The program prefers candidates with professional experience, but specific accommodations are unclear.
Master of Science	Information Systems Management ⁷⁴	There are full-time and part-time offerings for professionals.
Master of Health Management Systems	Health Management Systems ⁷⁵	There are full-time and part-time options, and all courses are offered in the evening to accommodate working professionals.
Master of Science	Leadership ⁷⁶	Available entirely online
Master of Arts	Integrated Marketing Communication ⁷⁷	The communications department recruits both traditional and non-traditional students, but this program is a professional track designed for working professionals.

⁶⁷ "MSED Instructional Technology." Duquesne University. <http://duq.edu/academics/schools/education/graduate-programs/instructional-technology/msed-instructional-technology>

⁶⁸ "M.S.Ed. Program Evaluation." Duquesne University. <http://duq.edu/academics/schools/education/graduate-programs-education/ms-education-program-evaluation>

⁶⁹ "M.S.Ed. Reading and Language Arts." Duquesne University. <http://duq.edu/academics/schools/education/graduate-programs-education/ms-ed-reading-language-arts>

⁷⁰ "School Administration and Supervision." Duquesne University. <http://duq.edu/academics/schools/education/graduate-programs-education/school-admin-and-supervision>

⁷¹ "M.S.Ed. Secondary Education." Duquesne University. <http://duq.edu/academics/schools/education/graduate-programs-education/ms-ed-secondary-education>

⁷² "MBA." Duquesne University. <http://duq.edu/academics/schools/business/graduate/mba>

⁷³ "MBA Sustainability." Duquesne University. <http://mba.sustainability.duq.edu/application-process/index.asp>

⁷⁴ "MS-ISM." Duquesne University. <http://duq.edu/academics/schools/business/graduate/ms-ism>

⁷⁵ "Master of Health Management Systems." Duquesne University. <http://duq.edu/academics/schools/health-sciences/academic-programs/health-management-systems/master-of-health-management-systems>

⁷⁶ "MS in Leadership." Duquesne University. <http://duq.edu/academics/schools/leadership-and-professional-advancement/graduate-degrees/ms-in-leadership>

⁷⁷ "Master's Programs." Duquesne University. <http://duq.edu/academics/schools/liberal-arts/graduate-school/programs/communication-/masters-programs>

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Arts	Corporate Communication ⁷⁸	The communications department recruits both traditional and non-traditional students, but this program is a professional track designed for working professionals.
Master of Arts	Communication Studies ⁷⁹	The communications department recruits both traditional and non-traditional students, and this program is designed for both academic and professional students.
Master of Arts	Healthcare Ethics ⁸⁰	There are full-time and part-time offerings, and classes are taught in the afternoon and evening.
Master of Arts	Historical Studies or Public History ⁸¹	Students in these programs include professionals and history teachers.
Master of Arts	Pastoral Ministry ⁸²	There are full-time and part-time options, as well as some online and hybrid courses, and the program is designed for individuals currently involved in the pastoral professions.
Master of Science	Media Arts and Technology ⁸³	The program targets current and future professionals.
Master of Music	Music Education ⁸⁴	Courses offered during the summer, and some courses offered online during the academic year; teaching experience strongly encouraged
Master of Science in Nursing	Family Nurse Practitioner ⁸⁵	The program is offered online, with an orientation and two one-week stays during the second and third years of the program spent on campus
Master of Science in Nursing	Forensic Nursing ⁸⁶	There are full-time and part-time options, as well as online study options.

⁷⁸ Ibid.⁷⁹ Ibid.⁸⁰ "Graduate Academic Programs in Healthcare Ethics." Duquesne University.<http://duq.edu/academics/schools/liberal-arts/graduate-school/programs/healthcare-ethics>⁸¹ "Graduate History Programs." Duquesne University. <http://duq.edu/academics/schools/liberal-arts/graduate-school/programs/history>⁸² "Master of Arts in Pastoral Ministry." Duquesne University. <http://duq.edu/academics/schools/liberal-arts/graduate-school/programs/theology/master-of-arts-in-theology/pastoral-ministry>⁸³ "Master of Science in Media Arts and Technology." Duquesne University.<http://duq.edu/academics/schools/liberal-arts/graduate-school/programs/media-arts-and-technology>⁸⁴ "Master of Music: Major in Music Education." Duquesne University.<http://duq.edu/academics/schools/music/departments/music-education/master-of-music-major-in-music-education>⁸⁵ "MSN Family (Individual Across the Lifespan) Nurse Practitioner." Duquesne University.[http://duq.edu/academics/schools/nursing/graduate-programs/master-science-nursing/family-\(individual-across-the-lifespan\)-nurse-practitioner](http://duq.edu/academics/schools/nursing/graduate-programs/master-science-nursing/family-(individual-across-the-lifespan)-nurse-practitioner)⁸⁶ "MSN Forensic Nursing." Duquesne University. <http://duq.edu/academics/schools/nursing/graduate-programs/master-science-nursing/forensic-nursing>

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Science in Nursing	Nursing Education ⁸⁷	This program is offered online, with an orientation and two one-week stays during the second and third years of the program spent on campus. There are also full-time and part-time options.

Sources identified in the table.

SETON HILL UNIVERSITY

Seton Hill University is a four-year, private not-for-profit institution located in Greensburg, Pennsylvania.⁸⁸ Figure 2.9 presents institutional characteristics for the university.

Figure 2.9: Institutional Characteristics, Seton Hill University

SETON HILL UNIVERSITY	
Distance from Clarion, PA	63.8 miles
Type of Institution	Four-year, private not-for-profit
Undergraduate Student Population	1,925
Graduate Student Population	414

Source: NCES College Navigator

All graduate programs at Seton Hill University cater to working adults. As Figure 2.10 quotes from the university, all of the programs are designed with online, weekend, and evening offerings for students with family or professional obligations. The fields of study available include orthodontics and therapy, as well as two education programs.

Figure 2.10: Programs Catering to Adult Students at Seton Hill University

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Arts	Art Therapy	All Seton Hill graduate programs are designed for students with busy family and/or professional lives. Scheduling includes online, Saturdays, and evenings.
Master of Arts	Elementary and Middle Level Education	
Master of Arts	Marriage and Family Therapy	
Master of Business Administration	Business Administration	
Master of Science	Orthodontics	
Master of Science	Physician Assistant	
Master of Arts	Special Education	
Master of Fine Arts	Writing Popular Fiction	

Source: Seton Hill University⁸⁹

⁸⁷ "MSN Nursing Education." Duquesne University. <http://duq.edu/academics/schools/nursing/graduate-programs/master-science-nursing/nursing-education>

⁸⁸ Custom search. NCES College Navigator, Op. cit.

⁸⁹ "Graduate Programs." Seton Hill University. http://www.setonhill.edu/academics/graduate_programs

ROBERT MORRIS UNIVERSITY

Robert Morris University is a four-year, private not-for-profit institution located in Moon Township, Pennsylvania.⁹⁰ Figure 2.11 presents institutional characteristics for the university.

Figure 2.11: Institutional Characteristics, Robert Morris University

ROBERT MORRIS UNIVERSITY	
Distance from Clarion, PA	64.0 miles
Type of Institution	Four-year, private not-for-profit
Undergraduate Student Population	4,144
Graduate Student Population	1,037

Source: NCES College Navigator

As with Seton Hill University, all Robert Morris graduate degree programs are intended to cater to working professionals. The primary means of accommodating work schedules is to offer programs online, with some programs meeting one night per week. The university also offers students in most of these programs the option of enrolling part-time and taking as little as one course at a time. Some programs offer eight-week modules during which students may take as many or as few courses as they wish, allowing for self-paced learning and progress to the degree. Robert Morris University also offers some uncommon programs, such as taxation and engineering management, that prepare students for high-demand occupations in the region.

Figure 2.12: Programs Catering to Adult Students at Robert Morris University

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Business Administration	Business Administration ⁹¹	There are part-time and online options, as well as general flexibility for busy professionals.
Master of Science	Taxation ⁹²	This program is designed for professionals.
Master of Science	Human Resource Management ⁹³	This is an exclusively online program.
Master of Science	Engineering Management ⁹⁴	This program is offered either on campus or online.
Master of Science	IT Project Management ⁹⁵	The program is designed for current and future IT professionals, and the institution indicates that students working full time can complete the degree in two and one half years or less

⁹⁰ Custom search. NCES College Navigator, Op. cit.

⁹¹ "M.B.A. Degree." Robert Morris University. <http://www.rmu.edu/Graduate/programs/MBA>

⁹² "Taxation Degree." Robert Morris University. <http://www.rmu.edu/Graduate/programs/Taxation>

⁹³ "Online Human Resource Management Degree." Robert Morris University. <http://www.rmu.edu/Online/AcademicPrograms/MastersPrograms/HumanResourceManagement>

⁹⁴ "Engineering Management Degree." Robert Morris University.

<http://www.rmu.edu/Graduate/programs/EngineeringManagement#Flexibility>

⁹⁵ "IT Project Management Degree." Robert Morris University.

<http://www.rmu.edu/Graduate/programs/ITProjectManagement#Flexibility>

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Science	Organizational Leadership ⁹⁶	Full-time and part-time options exist, as well as online and hybrid options. Admission is rolling, with classes starting every eight weeks and students taking classes one night per week.
Master of Science	Instructional Leadership ⁹⁷	Full-time and part-time options exist, as well as online and hybrid options. Admission is rolling, with classes starting every eight weeks and students taking classes one night per week.
Master of Science	Business Education ⁹⁸	Full-time and part-time options exist, as well as online and hybrid options. Admission is rolling, with classes starting every eight weeks and students taking classes one night per week.
Master of Education	Literacy (Reading Specialist Certification available) ⁹⁹	Full-time and part-time options exist, as well as online and hybrid options. Admission is rolling, with classes starting every eight weeks and students taking classes one night per week.
Master of Education	Special Education ¹⁰⁰	Full-time and part-time options exist, as well as online and hybrid options. Admission is rolling, with classes starting every eight weeks and students taking classes one night per week.
Master of Science	Competitive Intelligence Systems (Enterprise Systems concentration available) ¹⁰¹	Designed for current and future professionals. According to the institution, students working full-time can complete the degree in two and one half years or less.
Master of Science	Internet Information Systems (Enterprise Systems concentration available) ¹⁰²	Designed for current and future professionals. According to the institution, students working full-time can complete the degree in two and one half years or less.
Master of Science	Information Security and Assurance ¹⁰³	Designed for current and future professionals. According to the institution, students working full-time can complete the degree in two and one half years or less.
Master of Science in Nursing	Nursing Education ¹⁰⁴	This program is offered either on campus or online.

⁹⁶ "Organizational Leadership Degree." Robert Morris University.
<http://www.rmu.edu/Graduate/programs/OrganizationalLeader#Flexibility>

⁹⁷ "Instructional Leadership Degree." Robert Morris University.
<http://www.rmu.edu/Graduate/programs/InstructionalLeadership#Flexibility>

⁹⁸ "Business Education Degree." Robert Morris University.
<http://www.rmu.edu/Graduate/programs/BusinessEducation#Flexibility>

⁹⁹ "Literacy - Reading Specialist Certification (M.Ed.)." Robert Morris University.
<http://www.rmu.edu/Graduate/programs/Literacy-ReadingSpecialist#Flexibility>

¹⁰⁰ "Special Education Certification." Robert Morris University.
<http://www.rmu.edu/Graduate/programs/SpecialEducation#Flexibility>

¹⁰¹ "Competitive Intelligence Systems Degree." Robert Morris University.
<http://www.rmu.edu/Graduate/programs/CompetitiveIntelligenceSystems#Flexibility>

¹⁰² "Internet Information Systems Degree." Robert Morris University.
<http://www.rmu.edu/Graduate/programs/InternetInformationSystems#Flexibility>

¹⁰³ "Information Security & Assurance Degree." Robert Morris University.
<http://www.rmu.edu/Graduate/programs/InformationSecurityAssurance#Flexibility>

¹⁰⁴ "Nursing Education (M.S.N.) - Now Online." Robert Morris University.
<http://www.rmu.edu/Online/AcademicPrograms/MastersPrograms/NursingEducation>

MERCYHURST UNIVERSITY

Located in Erie, Pennsylvania, Mercyhurst University is a four-year, private not-for-profit institution.¹⁰⁵ Of the institutions identified in this report, only Notre Dame College has fewer graduate students. Figure 2.13 presents institutional characteristics for the university.

Figure 2.13: Institutional Characteristics, Mercyhurst University

MERCYHURST UNIVERSITY	
Distance from Clarion, PA	71.1 miles
Type of Institution	Four-year, private not-for-profit
Undergraduate Student Population	2,771
Graduate Student Population	332

Source: NCES College Navigator

The university notes that its programs in “administration of justice, organizational leadership, secondary education, special education and exercise science [...] traditionally attract mid-career professionals from the tri-state area who pursue graduate studies on a part- or full-time basis.”¹⁰⁶ Mercyhurst University offers a limited number of master’s degree programs catering to working adults, but these include some unique offerings among such programs, such as exercise science and applied intelligence. In addition to part-time options and evening classes, the applied intelligence program is offered entirely online.

Figure 2.14: Programs Catering to Adult Students at Mercyhurst University

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Arts	Administration of Justice ¹⁰⁷	According to the university, the program primarily attracts mid-career professionals.
Master of Science	Organizational Leadership ¹⁰⁸	According to the university, the program primarily attracts mid-career professionals, and the schedule is designed for working professionals.
Master of Science	Secondary Education ¹⁰⁹	According to the university, the program primarily attracts mid-career professionals, and classes are offered in the evenings and throughout the year.
Master of Science	Special Education ¹¹⁰	According to the university, the program primarily attracts mid-career professionals, and classes are offered in the evenings and throughout the year.

¹⁰⁵ Custom search. NCES College Navigator, Op. cit.

¹⁰⁶ “Graduate Degrees.” Mercyhurst University. <http://www.mercyhurst.edu/academics/graduate>

¹⁰⁷ “Administration of Justice.” Mercyhurst University.

<http://www.mercyhurst.edu/academics/graduate/administration%20of%20justice>

¹⁰⁸ “Organizational Leadership.” Mercyhurst University.

<http://www.mercyhurst.edu/academics/graduate/organizational%20leadership>

¹⁰⁹ “Secondary Education.” Mercyhurst University.

<http://www.mercyhurst.edu/academics/graduate/secondary%20education>

¹¹⁰ “Special Education.” Mercyhurst University.

<http://www.mercyhurst.edu/academics/graduate/special%20education>

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Science	Exercise Science ¹¹¹	According to the university, the program primarily attracts mid-career professionals.
Master of Science	Applied Intelligence ¹¹²	The online program is for working professionals, while those with no work experience are encouraged to apply to the on-campus program.

Sources identified in the table.

MALONE UNIVERSITY

Located in Canton, Ohio, Malone University is a four-year, private not-for-profit institution.¹¹³ Figure 2.15 presents institutional characteristics for the university.

Figure 2.15: Institutional Characteristics, Malone University

MALONE UNIVERSITY	
Distance from Clarion, PA	107.8 miles
Type of Institution	Four-year, private not-for-profit
Undergraduate Student Population	1,897
Graduate Student Population	444

Source: NCES College Navigator

Malone University does not offer a wide range of graduate degrees, and it only offers three programs targeting working adults. The three programs are among the most popular fields, including business, education, and counseling. All of these programs schedule classes one night per week, with the business administration program also offered entirely online.

Figure 2.16: Programs Catering to Adult Students at Malone University

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Business Administration	Business Administration ¹¹⁴	Courses are offered online or one night per week in a classroom.
Master of Arts	Education ¹¹⁵	Courses are offered one night per week.
Master of Arts in Education	Counseling and Human Development ¹¹⁶	Courses are offered one night per week.

Sources identified in the table.

¹¹¹ "Exercise Science." Mercyhurst University. <http://www.mercyhurst.edu/academics/graduate/exercise%20science>

¹¹² "Online Master of Science in Applied Intelligence." Mercyhurst University. <http://www.iismu.org/online-ms-applied-intelligence%20%20>

¹¹³ Custom search. NCES College Navigator, Op. cit.

¹¹⁴ "Master of Business Administration." Malone University. <http://www.malone.edu/admissions/graduate/mba/>

¹¹⁵ "Master of Arts in Education." Malone University. <http://www.malone.edu/admissions/graduate/education/>

¹¹⁶ "Counseling and Human Development." Malone University.

<http://www.malone.edu/admissions/graduate/counseling/>

NOTRE DAME COLLEGE

Located in Cleveland, Ohio, Notre Dame College is a four-year, private not-for-profit institution.¹¹⁷ Notre Dame College has the fewest graduate students of the 10 institutions identified in this report. Figure 2.17 presents institutional characteristics for the university.

Figure 2.17: Institutional Characteristics, Notre Dame College

NOTRE DAME COLLEGE	
Distance from Clarion, PA	113.8 miles
Type of Institution	Four-year, private not-for-profit
Undergraduate Student Population	1,848
Graduate Student Population	281

Source: NCES College Navigator¹¹⁸

Notre Dame College only offers two programs that cater to adult students. However, the Master of Education program allows students to focus on one of three tracks: for an intervention specialist certification, a reading endorsement, or a technology endorsement. The other program is in the field of security policy studies, and while both programs are taught online, there are three weekend visits to campus for students in the security policy studies programs. A

Figure 2.18: Programs Catering to Adult Students at Notre Dame College

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Education	Focus areas available in Mild/Moderate Intervention Specialist, Reading Endorsement, and Technology Endorsement ¹¹⁹	The program is available online.
Master of Arts	Security Policy Studies ¹²⁰	This is an online program, with three weekend visits to campus.

Sources identified in the table.

MEDAILLE COLLEGE

Medaille College is a four-year, private not-for-profit institution located in Buffalo, New York.¹²¹ Figure 2.19 presents institutional characteristics for the university.

Figure 2.19: Institutional Characteristics, Medaille College

MEDAILLE COLLEGE	
Distance from Clarion, PA	123.0 miles
Type of Institution	Four-year, private not-for-profit

¹¹⁷ Custom search. NCES College Navigator, Op. cit.

¹¹⁸ Ibid.

¹¹⁹ "Master of Education Degree Programs." Notre Dame College.

<http://www.notredamecollege.edu/admissions/graduate/master-education>

¹²⁰ "Master of Arts in Security Policy Studies." Notre Dame College.

<http://www.notredamecollege.edu/admissions/graduate/master-security-poicy>

¹²¹ Custom search. NCES College Navigator, Op. cit.

MEDAILLE COLLEGE	
Undergraduate Student Population	1,803
Graduate Student Population	784

Source: NCES College Navigator

The college offers seven master's degree programs that cater to working adults. Every program is offered outside the typical workweek, and two programs are offered online. Each program is different, but the institution relies heavily on schedules that include weeknights and infrequent weekend meetings. While the college offers some of the most popular programs, it also offers marriage and family therapy and clinical mental health counseling. As Section III notes, the latter is a field with a high number of average annual openings, and no other institution identified in this section offers a program in this field for working adults.

Figure 2.20: Programs Catering to Adult Students at Medaille College

DEGREE	PROGRAM	ACCOMMODATIONS FOR ADULT STUDENTS
Master of Arts	Marriage and Family Therapy ¹²²	Classes are offered one weekend per month over two and one-half years.
Master of Arts	Clinical Mental Health Counseling ¹²³	Classes are offered online or on campus one weekend per month.
Master of Arts	Psychology ¹²⁴	Classes are offered online or on campus two nights per week plus one Saturday every two months.
Master of Business Administration	Business Administration ¹²⁵	Designed for working professionals, classes are offered during evenings and online.
Master of Arts	Organizational Leadership ¹²⁶	Designed for working professionals, classes are offered during evenings and online.
Master of Science in Education	Elementary Education ¹²⁷	Classes are offered two weekdays per week or every other weekend for 16 months.
Master of Science in Education	Adolescent Education (Secondary Education) ¹²⁸	Classes are offered two weekdays per week or every other weekend for 16 months.

Sources identified in the table.

¹²² "Master of Arts in Marriage and Family Therapy (MFT)." Medaille College. <http://www.medaille.edu/sage/master-marriage-family-therapy>

¹²³ "Master of Arts in Clinical Mental Health Counseling." Medaille College. <http://www.medaille.edu/sage/master-mental-health-counseling>

¹²⁴ "Master of Arts in Psychology." Medaille College. <http://www.medaille.edu/sage/master-psychology>

¹²⁵ "Master of Business Administration." Medaille College. <http://www.medaille.edu/sage/master-business-administration>

¹²⁶ "Master of Arts in Organizational Leadership." Medaille College. <http://www.medaille.edu/sage/master-organizational-leadership>

¹²⁷ "Master of Science in Education (MSEd): Elementary Education Grades 1-6 (Primary/Junior)." Medaille College. <http://www.medaille.edu/sage/elementary-education>

¹²⁸ "Master of Science in Education (MSEd): Adolescent Education Grades 7-12 (Intermediate/Senior)." Medaille College. <http://www.medaille.edu/sage/secondary-education>

SECTION III: LABOR MARKET CONDITIONS

This section examines the labor market conditions in the region surrounding Clarion, Pennsylvania. A companion Excel file presents full employment projections for the region by education level required.

METHODOLOGY

To examine labor market conditions in the surrounding area, we used occupational employment projections from Ohio, New York, and Pennsylvania. However, to maximize the relevance of the labor market figures in this report for Clarion University of Pennsylvania, the figures include a geographical region that spans northeast Ohio, central and western Pennsylvania, and western New York. The figures presented in this section derive from the Ohio Department of Job and Family Services, the New York Department of Labor, and the Pennsylvania Department of Labor and Industry.¹²⁹ The regional data presented here aggregate data from the Cleveland area in Ohio, which represents the northeast area of the state; the region of Western New York, which includes the counties in the southwestern portion of the state; and the Central, North Central, Northwest, Southern Alleghenies, Southwest Corner, Tri-County, West Central, and Westmoreland-Fayette workforce investment areas of Pennsylvania, which comprise the western portion of the state.

To obtain information regarding the education level required for each occupation, we matched the Standard Occupational Classification (SOC) codes of occupations provided at the state level to information regarding education levels provided by the Bureau of Labor Statistics (BLS) of the United States Department of Labor.¹³⁰ The SOC system ensures that, regardless of the occupation title, occupation data is comparable across states. Unfortunately, 20 occupations were not included in the BLS database for information regarding education levels. Since education requirements may fluctuate within an occupation, we corroborated the BLS education requirements with employer survey data provided by the O*NET OnLine database of occupations. O*NET OnLine provides thorough profiles of occupations by SOC code, based on surveys of employers.¹³¹ With few exceptions, these profiles identify the percentage of employer respondents indicating that a specific education level is required for a given occupation. For each of the high-growth occupations requiring a bachelor's degree shown in Figure 3.2, additional notation is

¹²⁹ [1] "Ohio Job Outlook: Cleveland Area." Ohio Department of Job and Family Services. Available from: <http://ohiolmi.com/proj/OhioJobOutlook.htm>
 [2] "Long-Term Occupational Employment Projections: Western New York." New York Department of Labor. Available from: <http://www.labor.ny.gov/stats/lproj.shtm>
 [3] "Long-Term Occupational Employment Projections for Workforce Investment Areas." Pennsylvania Department of Labor and Industry. Available from:

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=1463450&mode=2>

¹³⁰ "Standard Occupational Classification." Bureau of Labor Statistics. <http://www.bls.gov/soc/>

¹³¹ The database search page for O*NET OnLine. O*NET OnLine. <http://www.onetonline.org/find/>

provided with respect to employer preference for candidates with a master's degree, based on O*NET OnLine data.

OCCUPATIONAL EMPLOYMENT PROJECTIONS

Within the region defined by the methodology, annual openings for occupations requiring a master's degree are highest among healthcare and education professions. These include counselors, education administrators, librarians, and therapists, among others. The local demand for advanced degrees in education and healthcare matches with the program trends identified in Section II of this report, but there are several high-growth occupations, such as mental health counselors and medical and public health social workers, with few corresponding programs for working adults in the region. Figure 3.1 displays regional data for occupations with more than 100 average annual openings projected and that require a master's degree, according to BLS data.

Among high-growth occupations requiring a bachelor's degree, however, there are several occupations for which employer surveys indicate a moderate or strong demand for candidates with master's degrees. These include additional education and health occupations, as well as positions in accounting and finance, computer science, market research, and engineering. Figure 3.2 presents the occupations with more than 200 average annual openings among occupations requiring a bachelor's degree. While the BLS only recognizes these occupations as requiring a bachelor's degree, details from the O*NET OnLine database reveal that many employers hiring for these positions are seeking candidates with master's degrees.

Data not shown here for Clarion, Crawford, Erie, Forest, Venango, and Warren counties closely mirror the regional trends. Due to errors in SOC codes, these tables do not include a reported demand of 279 average annual openings for special education teachers across early childhood and elementary education. According to the O*NET database, there is no data on the education requirements for this group, but many districts are seeking candidates with master's degrees to fill special education teaching positions at the middle school and secondary levels.¹³²

¹³² [1] "Summary Report for 25-2051.00 – Special Education Teachers, Preschool." O*NET OnLine. <http://www.onetonline.org/link/summary/25-2051.00>
[2] "Summary Report for 25-2052.00 – Special Education Teachers, Kindergarten and Elementary School." O*NET OnLine. <http://www.onetonline.org/link/summary/25-2052.00>
[3] "Summary Report for 25-2053.00 – Special Education Teachers, Middle School." O*NET OnLine. <http://www.onetonline.org/link/summary/25-2053.00>
[4] "Summary Report for 25-2054.00 – Special Education Teachers, Secondary School." O*NET OnLine. <http://www.onetonline.org/link/summary/25-2054.00>

Figure 3.1: Fastest Growing Occupations in the Region that Require a Master's Degree, by Average Annual Openings

SOC CODE	OCCUPATION TITLE	EMPLOYMENT		NET CHANGE	PERCENTAGE CHANGE	AVERAGE ANNUAL OPENINGS
		2010	2020			
21-1014	Mental Health Counselors	6,720	8,310	1,590	24%	299
21-1022	Medical and Public Health Social Workers	5,680	7,120	1,440	25%	284
21-1012	Educational, Vocational, and School Counselors	7,030	7,620	590	8%	211
29-1122	Occupational Therapists	4,220	5,170	950	23%	173
11-9032	Education Administration, Elementary and Secondary School	5,700	5,700	0	0%	171
21-1015	Rehabilitation Counselors	4,550	5,220	670	15%	160
11-9033	Education Administrators, Postsecondary	3,630	4,060	430	12%	150
29-1127	Speech Language Pathologists	4,110	4,810	700	17%	147
25-9031	Instructional Coordinators	3,470	3,840	370	11%	115
25-4021	Librarians	4,400	4,390	-10	0%	113

Source: The Ohio Department of Job and Family Services, the New York Department of Labor, and the Pennsylvania Department of Labor and Industry

Figure 3.2: Fastest Growing Occupations in the Region that Require a Bachelor's Degree, by Average Annual Openings

SOC CODE	OCCUPATION TITLE	EMPLOYMENT		NET CHANGE	PERCENT CHANGE	AVERAGE ANNUAL OPENINGS
		2010	2020			
25-2021	Elementary School Teachers, except Special Education**	41,000	43,500	2,500	6%	1,145
13-2011	Accountants and Auditors*	31,280	34,630	3,350	11%	1,006
11-1021	General and Operations Managers	33,000	32,190	-30	-2%	617
25-2022	Middle School Teachers, except Special and Vocational Education**	17,590	18,720	1,130	6%	496
25-2031	Secondary School Teachers, except Special and Career/ Technical Education*	17,980	17,090	-890	-5%	495
13-1161	Market Research Analysts and Marketing Specialists**	7,780	10,300	2,520	32%	467
39-9032	Recreation Workers	13,930	15,630	1,700	12%	390
15-1121	Computer Systems Analysts*	9,920	11,870	1,950	20%	382
17-2141	Mechanical Engineers**	9,960	10,540	580	6%	371
11-9111	Medical and Health Services Managers**	9,500	10,850	1,350	14%	364

SOC CODE	OCCUPATION TITLE	EMPLOYMENT		NET CHANGE	PERCENT CHANGE	AVERAGE ANNUAL OPENINGS
		2010	2020			
41-4011	Sales Representatives, Wholesale & Manufacturing, Technical and Scientific Products	11,080	11,850	770	7%	342
13-1111	Management Analysts	11,260	12,870	1,610	14%	339
15-1142	Network and Comp. Systems architects and Admins	8,580	10,400	1,820	21%	320
21-1021	Child, Family, and School Social Workers	8,830	9,830	1,000	11%	308
27-2022	Coaches and Scouts*	6,510	7,760	1,250	19%	286
13-1051	Cost Estimators	6,360	7,830	1,470	23%	272
41-3031	Securities/Commodities/Fin. Serv. Sales Agents	7,610	8,050	440	6%	257
11-2022	Sales Managers*	7,690	8,030	340	4%	257
15-1132	Software Developers, Applications*	7,570	9,300	1,730	23%	254
27-1024	Graphic Designers	6,440	6,830	390	6%	240
11-3031	Financial Managers***	11,030	11,280	250	2%	240
21-1023	Mental Health and Substance Abuse Social Workers***	5,250	6,270	1,020	19%	231
13-2072	Loan Officers	6,330	6,960	630	10%	228
11-3051	Industrial Production Managers*	7,290	7,830	540	7%	227
11-1011	Chief Executives	8,570	8,250	-20	-4%	224
17-2112	Industrial Engineers*	7,690	8,070	380	5%	220
27-3031	Public Relations Specialists*	4,920	5,780	860	17%	219
13-1151	Training and Development Specialists*	5,670	6,830	1,160	20%	207

*** Three asterisks indicate that more than one-half of employer respondents to O*NET surveys indicate that a master's degree is required for this occupation

** Two asterisks indicate that at least 25 percent, but no more than 50 percent, of employer respondents to O*NET surveys indicate that a master's degree is required for this occupation

* One asterisk indicates that some percentage less than 25 percent of respondents indicate that a master's degree is required for this occupation

Source: For employment projections, the Ohio Department of Job and Family Services, the New York Department of Labor, and the Pennsylvania Department of Labor and Industry; for education requirements from employer survey data, O*NET Online.

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