The Public and Private Value of Master’s Education: A Focused Discussion

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Overview

• Background and context
• Case study 1: Texas Tech University
• Case study 2: Saint Mary’s College of California
• Group discussion
Master’s Degrees

• Provide advanced skills and increase job readiness/opportunities for career advancement

• Master’s education is the largest and fastest growing segment of US graduate education
  -- 75% of enrolled graduate students
  -- Number of master’s degrees increased 43% in last decade

Source: CGS “Why should I get a master’s degree”
Earnings and unemployment rates by educational attainment, 2015

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Median usual weekly earnings ($)</th>
<th>Unemployment rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>1,623</td>
<td>1.7</td>
</tr>
<tr>
<td>Professional degree</td>
<td>1,730</td>
<td>1.5</td>
</tr>
<tr>
<td>Master's degree</td>
<td>1,341</td>
<td>2.4</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>1,137</td>
<td>2.8</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>798</td>
<td>3.8</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>738</td>
<td>5.0</td>
</tr>
<tr>
<td>High school diploma</td>
<td>678</td>
<td>5.4</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>493</td>
<td>8.0</td>
</tr>
</tbody>
</table>

All workers: 860 (median usual weekly earnings)  
All workers: 4.3% (unemployment rate)

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
The “New” Economy

• The recession and recovery have hastened a long-term change in the composition of the American workforce

• For the first time, workers with a bachelor’s degree or higher make up a larger share of the workforce (36%) than those with a high school diploma or less (34%)

Source: Georgetown Center for Education and the Workforce
The “New” Economy—con’t

• Out of the 11.6 million jobs created in the post-recession economy, 11.5 million went to workers with at least some college education

• Graduate degree holders gained 3.8 million jobs, bachelor's degree holders gained 4.6 million jobs, and associate degree holders gained 3.1 million

Source: Georgetown Center for Education and the Workforce
Workforce Outlook

Percent change in employment of wage and salary workers, projected 2014–24

- Health care and social assistance
- Construction
- Educational services, private
- Professional and business services
- Mining
- Leisure and hospitality
- Financial activities
- Wholesale trade
- Retail trade
- Other services
- State and local government
- Transportation and warehousing
- Information
- Agriculture
- Manufacturing
- Utilities
- Federal government

Average, all wage and salary workers = 6.5%

Workforce Outlook

Figure 1. Projected Growth in Employment by Level of Educational Attainment, 2010 to 2020

- Doctorate or professional degree: 20%
- Master's degree: 22%
- Bachelor's degree: 17%
- Associate's degree: 18%
- Postsecondary nondegree award: 17%
- Some college, no degree: 18%
- High school or equivalent: 12%
- Less than high school: 14%
- Total: 14%

Source: Sommers & Franklin, 2012
Case Study 1: Texas Tech University
Master’s Degree in Strategic Communication and Innovation
Texas Tech University

- Public
- Flagship of TTU System
- Main campus in Lubbock; Regional Centers in Collin County, El Paso, Fredericksburg, Junction, Marble Falls, Waco; San José, Costa Rica
- Carnegie Doctoral University: Highest Research Activity
- Total enrollment ~37,000
- Graduate enrollment ~6,300
Texas Economy

• Texas has second largest economy of US ($1.6T)

• California, Texas, and New York have the most online job ads that require at least a Bachelor’s degree

Source: Georgetown Center for Education and the Workforce
Economic Threats

Texas is losing ground nationally

- 25- to 34-year-olds with associate degree or higher
- 55- to 64-year-olds with associate degree or higher

Source: American Communities Survey Public Use Microdata Sample 2013
Economic Threats

Source: 2016 Higher Education Almanac
Strategic Plan for Texas Higher Ed

THE OVERARCHING GOAL: 60x30
At least 60 percent of Texans ages 25-34 will have a certificate or degree.
- Supports the economic future of the state

THE SECOND GOAL: COMPLETION
At least 550,000 students in 2030 will complete a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas.
- Requires large increases among targeted groups

THE THIRD GOAL: MARKETABLE SKILLS
All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
- Emphasizes the value of higher education in the workforce

THE FOURTH GOAL: STUDENT DEBT
Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.
- Helps students graduate with manageable debt
## Skills Needed in the Workforce

<table>
<thead>
<tr>
<th>Attribute</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>80.1</td>
</tr>
<tr>
<td>Ability to work in a team</td>
<td>78.9</td>
</tr>
<tr>
<td>Communication skills (written)</td>
<td>70.2</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>70.2</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>68.9</td>
</tr>
<tr>
<td>Strong work ethic</td>
<td>68.9</td>
</tr>
<tr>
<td>Initiative</td>
<td>65.8</td>
</tr>
<tr>
<td>Analytical/quantitative skills</td>
<td>62.7</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>60.9</td>
</tr>
<tr>
<td>Technical skills</td>
<td>59.6</td>
</tr>
<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>58.4</td>
</tr>
<tr>
<td>Computer skills</td>
<td>55.3</td>
</tr>
<tr>
<td>Detail-oriented</td>
<td>52.8</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>48.4</td>
</tr>
<tr>
<td>Friendly/outgoing personality</td>
<td>35.4</td>
</tr>
<tr>
<td>Strategic planning skills</td>
<td>26.7</td>
</tr>
<tr>
<td>Creativity</td>
<td>23.6</td>
</tr>
<tr>
<td>Tactfulness</td>
<td>20.5</td>
</tr>
<tr>
<td>Entrepreneurial skills/risk-taker</td>
<td>18.6</td>
</tr>
</tbody>
</table>

Source: *Job Outlook 2016*, National Association of Colleges and Employers
Demand for Communication

• Changing role of communications¹
  “In 2007, communications functioned largely to fend off bad publicity, today it functions to set agendas and build engagement across all stakeholders”

• Texas job market²

<table>
<thead>
<tr>
<th>Title</th>
<th>2010 Employment</th>
<th>2020 Projected</th>
<th>Percent Change</th>
<th>Average Annual Job Openings</th>
<th>Average Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising and Promotions Managers</td>
<td>2,390</td>
<td>2,780</td>
<td>16%</td>
<td>110</td>
<td>$90,138</td>
</tr>
<tr>
<td>Public Relations and Fundraising Managers</td>
<td>3,360</td>
<td>4,010</td>
<td>19%</td>
<td>160</td>
<td>$117,390</td>
</tr>
<tr>
<td>Public Relations Specialists (Technicians)</td>
<td>18,930</td>
<td>23,400</td>
<td>23%</td>
<td>950</td>
<td>$56,997</td>
</tr>
</tbody>
</table>

¹Source: Arthur W. Page Society (2013), The CEO View; ²Source: Texas Workforce Commission
Master’s Degree in Strategic Communication and Innovation

• Address workforce need to provide upper-level communication

• Graduates learn how to use communication in a strategic manner to best represent their organizations (achieve operational goals, compete effectively in knowledge-based global economy)

• Launched in Fall 2015: 30-credit, fully online program (asynchronous)
Master’s Degree in Strategic Communication and Innovation

- First 4 students graduate Dec. 2016
- All secured jobs/offers

Out of State (AR, CA, FL, GA, IN, NM)

91% Texas

9%
CASE STUDY 2
Saint Mary’s College of California

Private, Catholic, Lasallian
Main campus in Moraga, California with offsite locations throughout northern California and internationally
Carnegie Master’s Large, Hispanic Serving Institution
Total enrollment ~5000
Graduate enrollment ~1500
Characteristics of Regional Economy: East (San Francisco) Bay

• Highly educated
• Older (median age ~40, compared to 35 CA)
• Diverse (41% white)
• “Blue” (75% voted for Clinton)

Employer demand for master’s degrees increased by:

• 18% from 2013-2015
• 66% from 2010-2015
Major Employment Fields

- Energy (especially oil)
- Government
- Health care
- Science and technology
- Education
Aligning Program Development with Regional Needs

- Market Research
- Center for Regional Economy
- Government Relations
- Community and Business Relations
- Partnerships
- Alumni
California Teacher Shortage

New Hires

Continuing
Teacher Shortage: Projected need for new hires exceeds supply by 6000 teachers

Program Completers at California Universities
Special Education Credential Expansion

• Existing program with alumni and partnerships schools throughout the region, including a strong partnership with Mount Diablo School District

• Teacher shortage in California

• Development of onsite special education cohort on site for paraprofessionals at Mount Diablo District Offices
MS in Business Analytics: Employers

- Deloitte
- Apple
- University of CA
- Bank of the West
- Kaiser Permanente
- Google
- Visa
- Wells Fargo
- Hewlett-Packard
- Adobe Systems
- Ebay

Job Postings
MS in Business Analytics

- Development of Advisory Board
- Faculty hiring and refinement of curriculum with tech needs
- Internships in tech companies
- Launch summer 2015: 40 students, currently 85
PSM Environmental Science: Skills and Knowledge (mentions in job postings)
Professional Science Masters Degree
Environmental Science

• Regional Development Council/Center for the Regional Economy
• Market Research
• Faculty leadership and hiring
• Program start fall 2018
Regional Development Conference

- Congressional Visit to Representative Mark DeSaulnier March 2016

- Regional Development Conference February 2017
Questions

• How do you make the case for the impact of master’s education on the health of regional and state economies?

• To what extent, if any, should workforce considerations be used for the evaluation and/or development of master’s programs?

• Are the public and private benefits of master’s education mutually exclusive?