

Background Information &
Key Questions for Group Discussion
Higher Education Roundtable



Bismarck, North Dakota
October 8, 2008



NCHEMS

National Center for Higher Education Management Systems
3035 Center Green Drive, Suite 150
Boulder, Colorado 80301



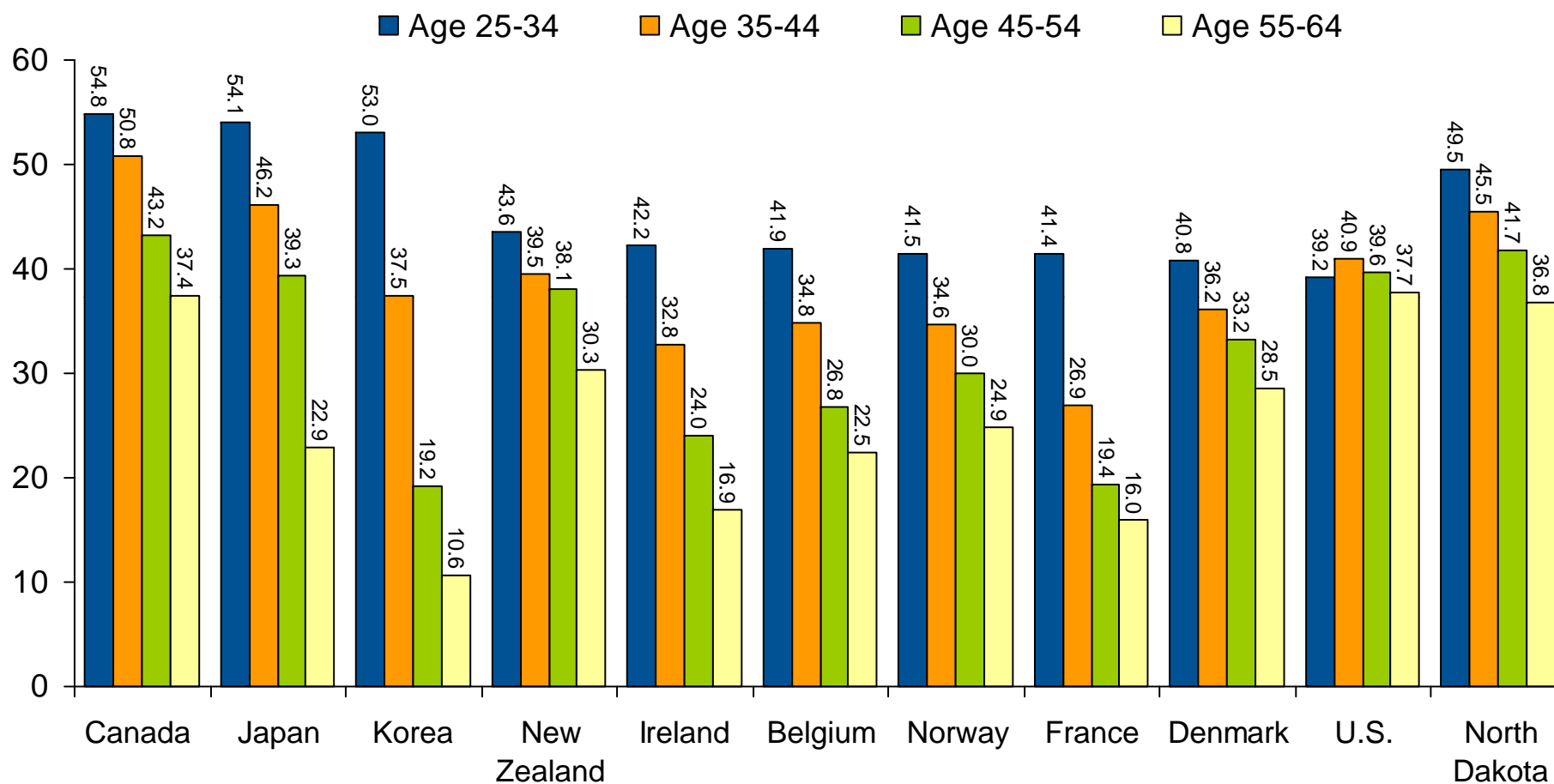
EDUCATION ATTAINMENT



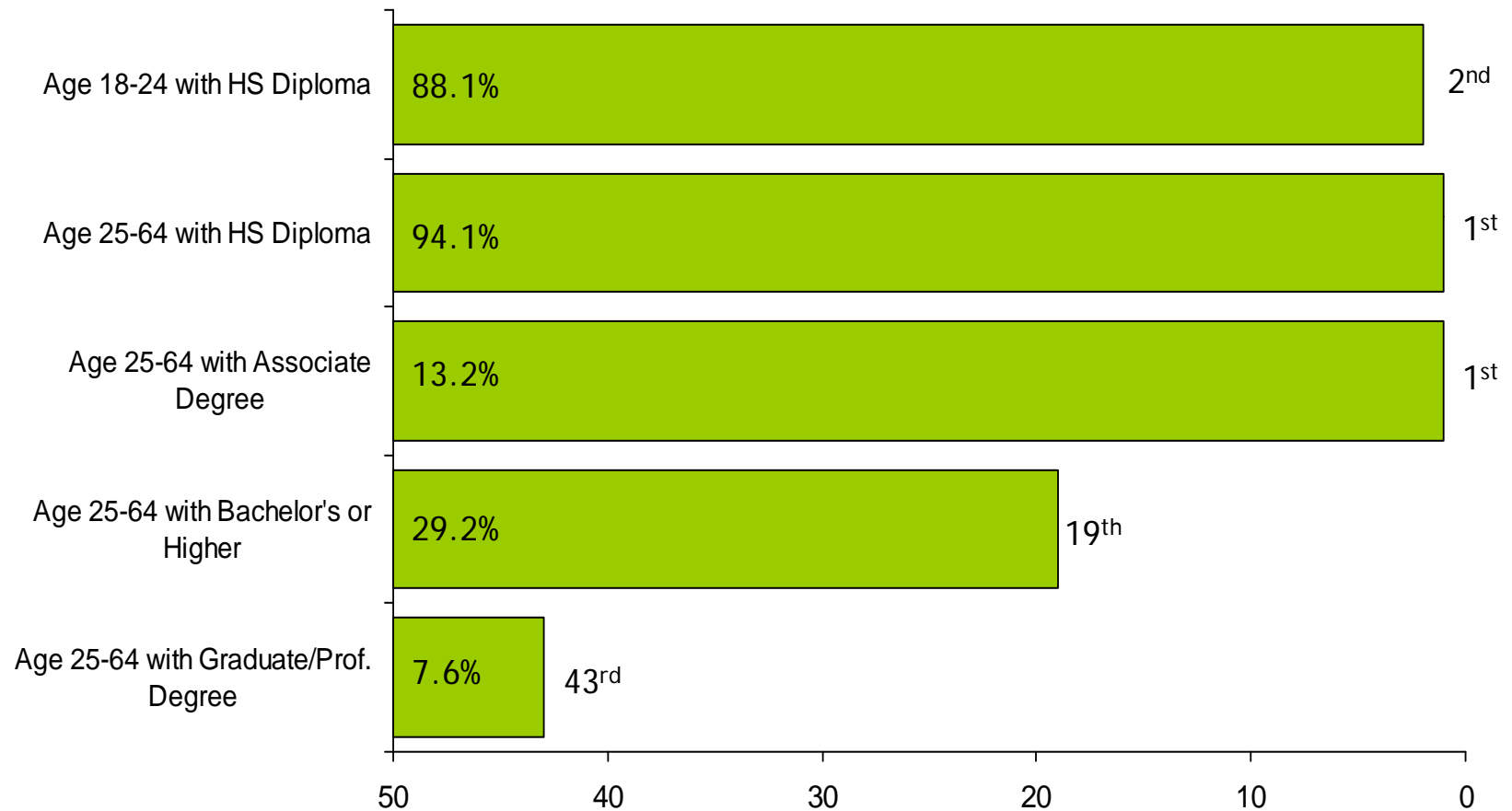
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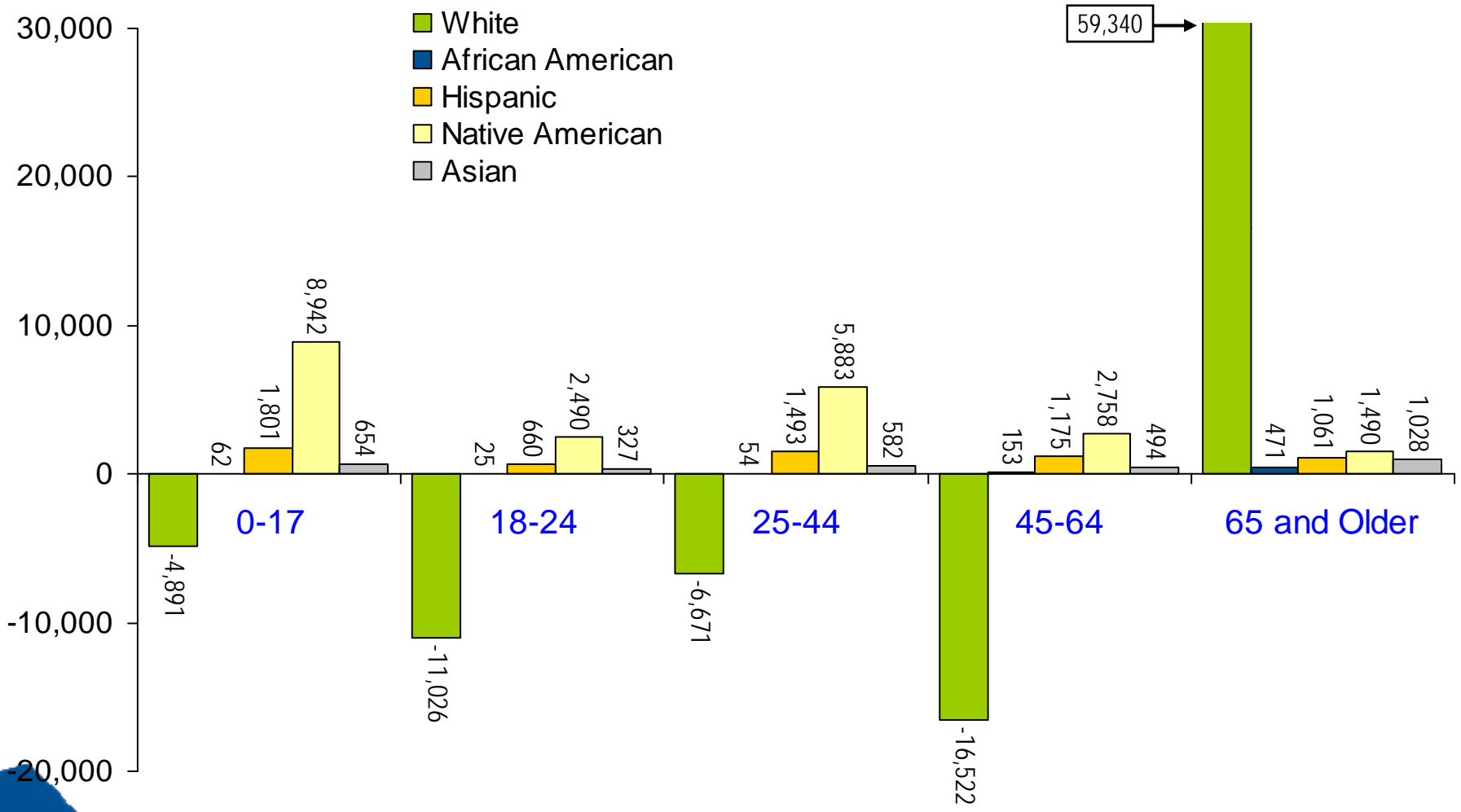
Percent of Adults with an Associate Degree or Higher by Age Group - U.S. & Leading OECD Countries, 2006



Educational Attainment and Rank Among States, North Dakota, 2005



Projected Change in North Dakota Population by Age and Race/Ethnicity, 2005-25

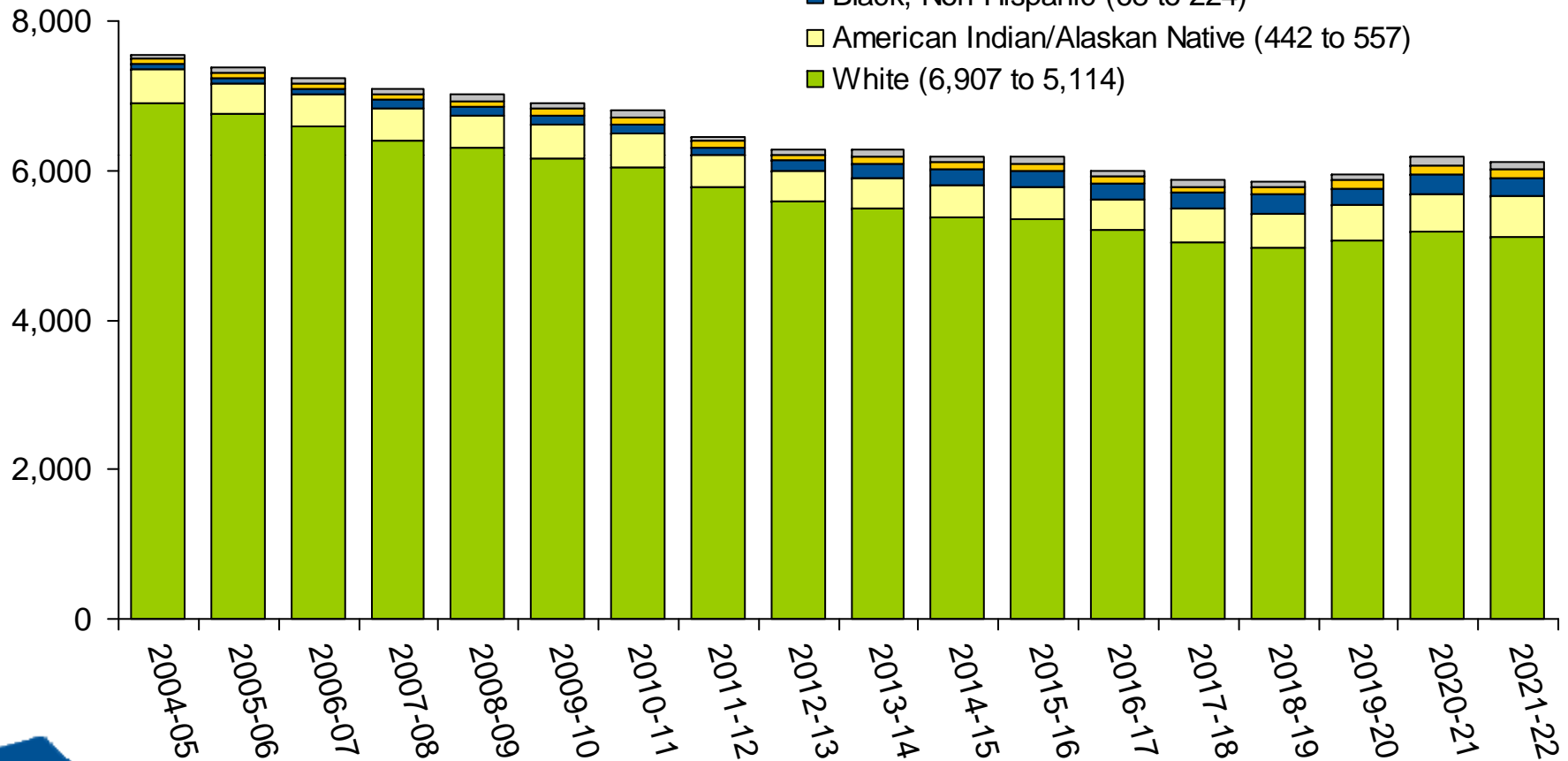


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Source: U.S. Census Bureau

North Dakota Projected High School Graduates By Race, 2005-22

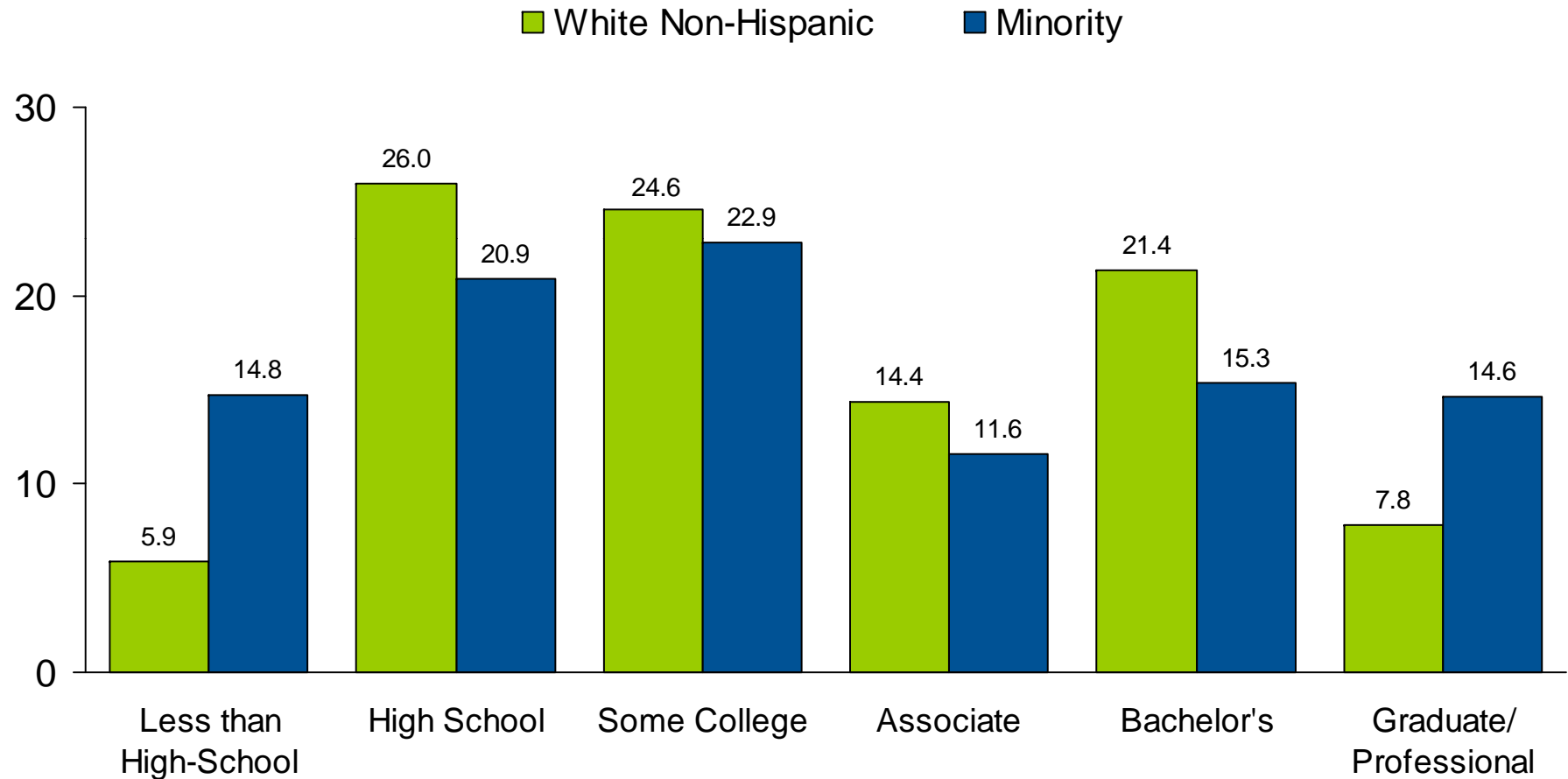


- Asian/Pacific Islander (62 to 91)
- Hispanic (76 to 120)
- Black, Non-Hispanic (68 to 224)
- American Indian/Alaskan Native (442 to 557)
- White (6,907 to 5,114)



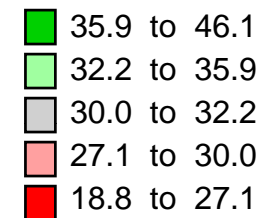
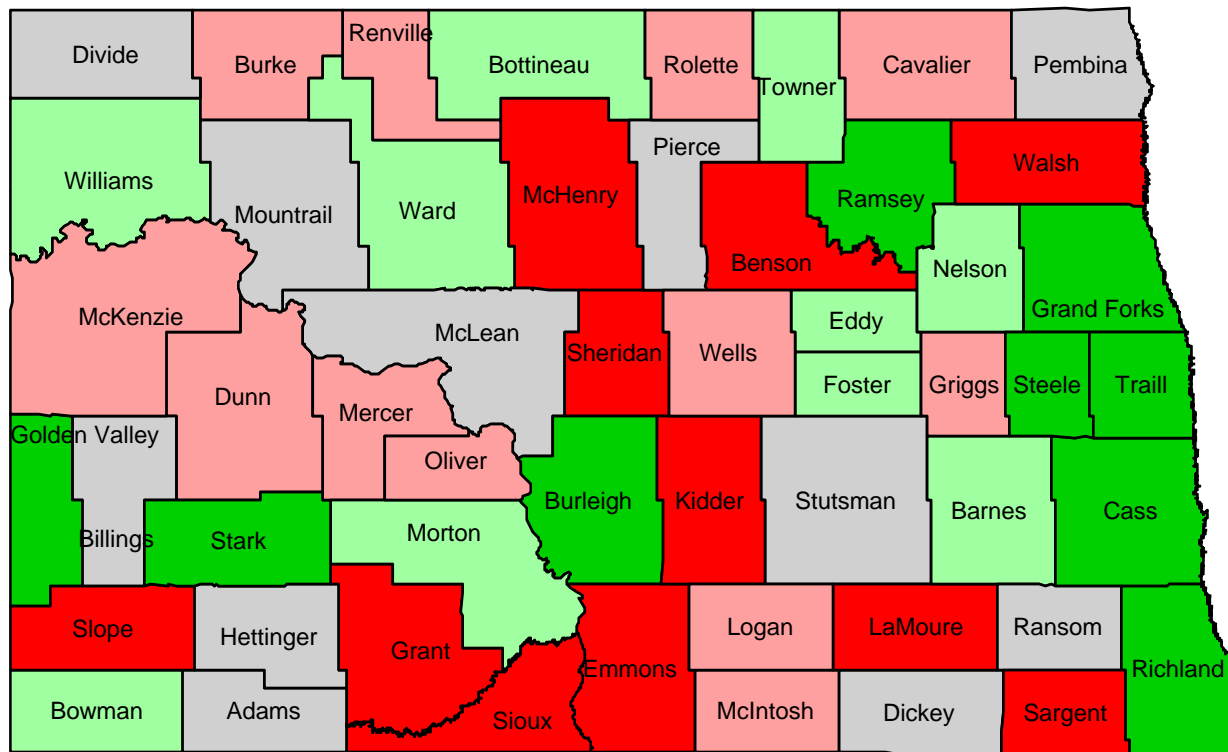
Source: WICHE High School Graduate Projections; *Knocking at the College Door 2008*

Percent Educational Attainment of Population Age 25-64 By Race/Ethnicity—North Dakota, 2005



Source: U.S. Census Bureau, 2005 ACS PUMS File

Percent of Residents Age 25-64 with at Least an Associate Degree, 2000



Burleigh	= 46.0
North Dakota	= 37.2
Sheridan	= 18.9



Source: U.S. Census Bureau

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Discussion Topic: Education Attainment

- Key Questions

1. Is a working age population educated to the level of best in the world appropriate for North Dakota?
2. Where should efforts at improvement be focused?
 - Particular levels
 - Associate or Certificate?
 - Baccalaureate?
 - Other?
 - Particular subpopulation?
 - Native American/Hispanic?
 - Rural?
 - Adults (e.g., 25-44)?
 - Other
3. Most important actions would be _____?
4. What specific steps should be taken by:
 - Legislative Assembly
 - State Board of Higher Education
 - Executive Branch
 - Private Sector



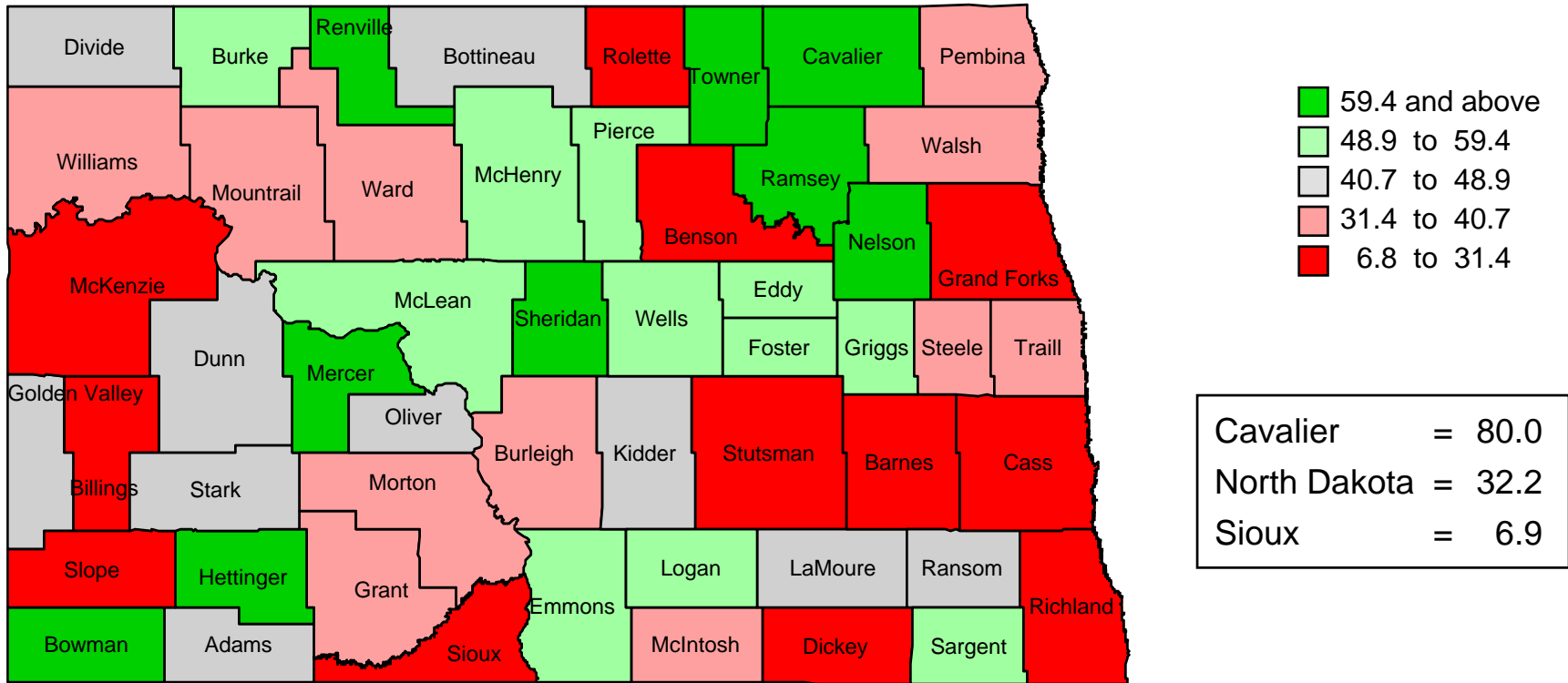
ACCESSIBILITY



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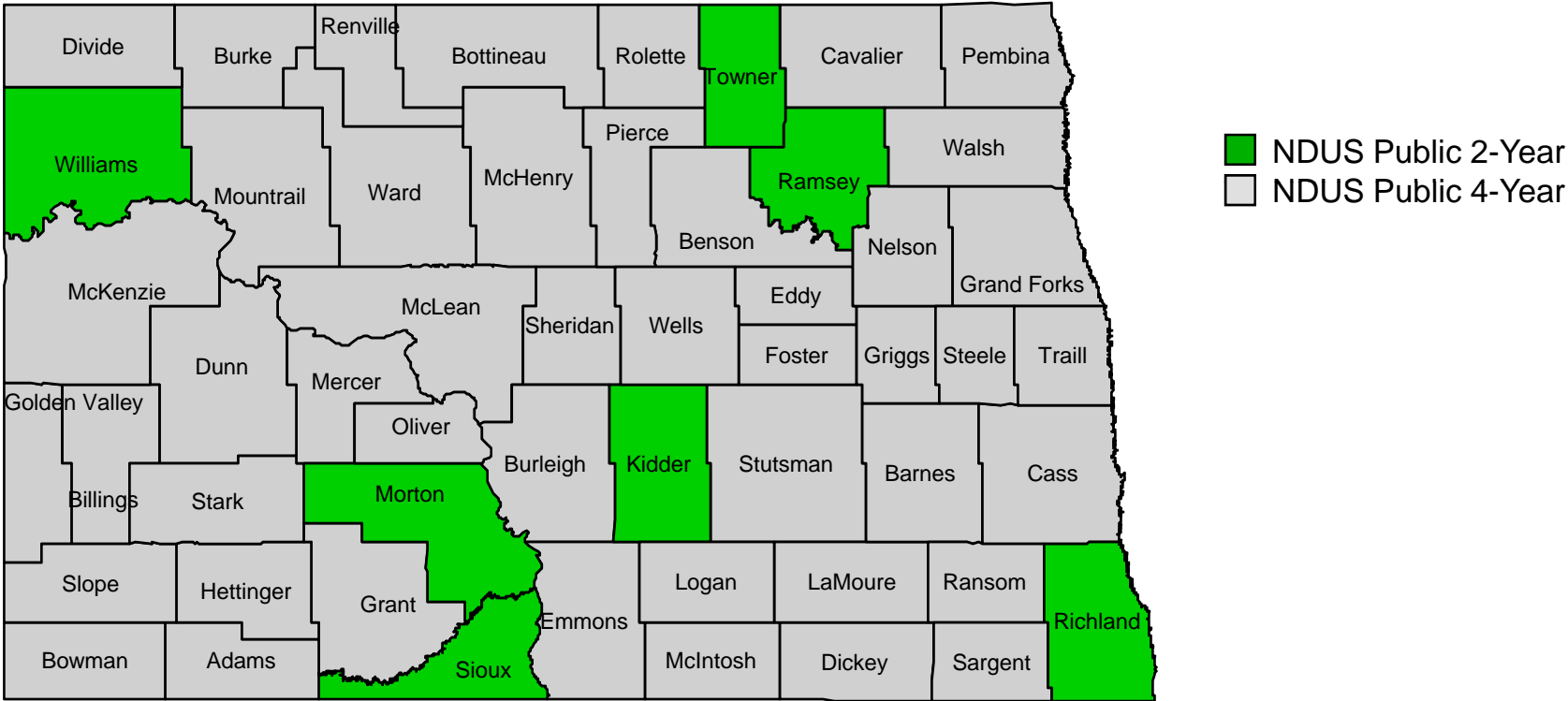
Total Headcount Enrollment (NDUS) as a Percent of Population Age 18-24, 2006



Source: North Dakota University System (NDUS); U.S. Census Bureau Population Estimates



North Dakota Counties for Which 2-Year Institutions (NDUS) Are the Primary Institutions, Fall 2006



Source: NDUS



Discussion Topic: Accessibility

- Key Questions

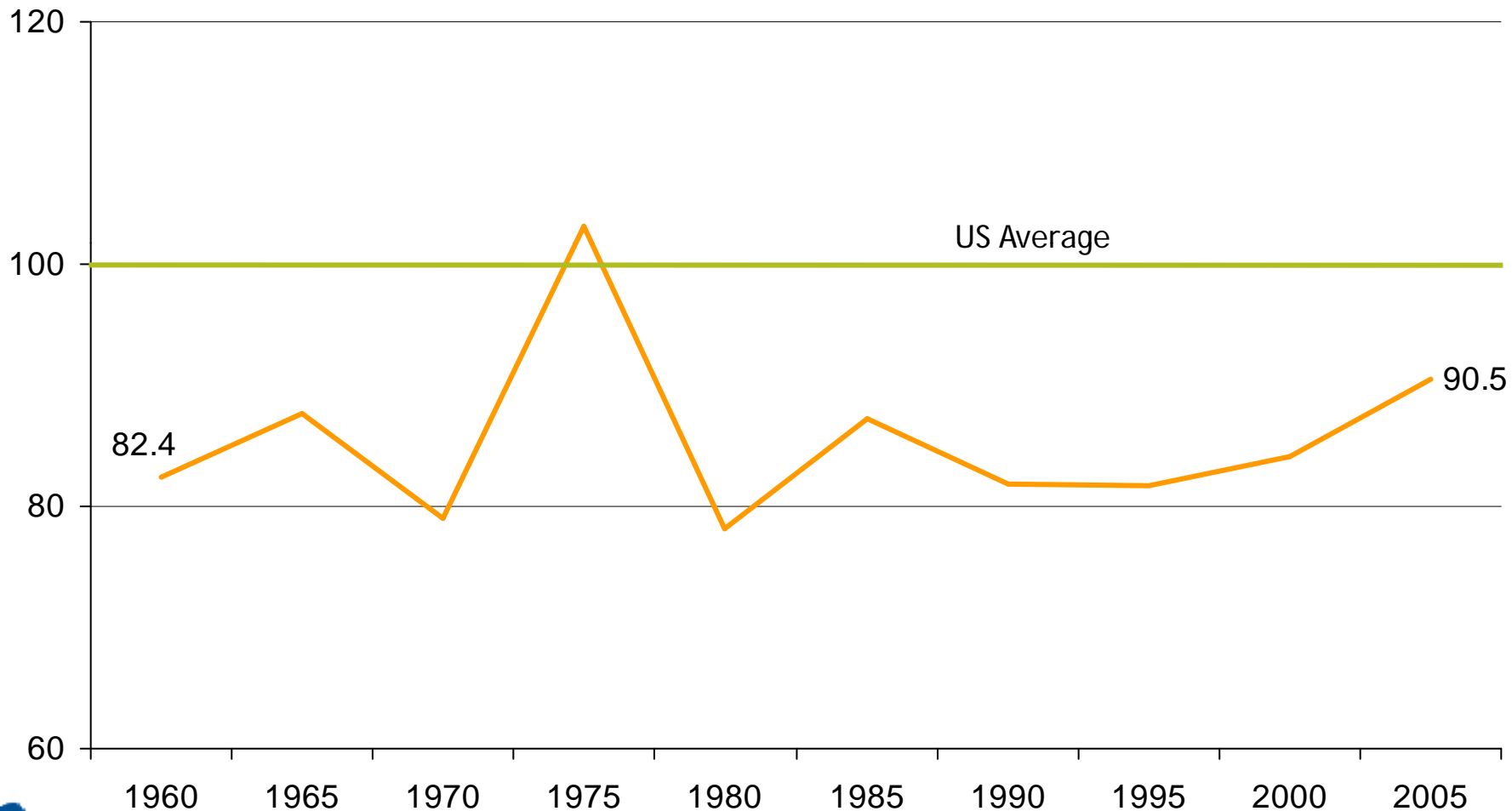
1. Higher Education would be considered accessible if_____?
2. The biggest barrier to accessibility is:
 - Geographic?
 - Programmatic?
 - Economic/Financial?
 - Time?
3. Most important action would be_____?
4. What specific steps should be taken by:
 - Legislative Assembly
 - State Board of Higher Education
 - Executive Branch
 - Private Sector



CONTRIBUTIONS TO ECONOMIC DEVELOPMENT

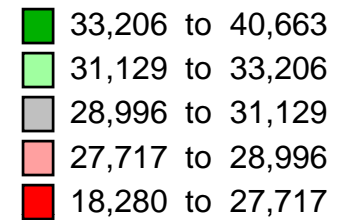
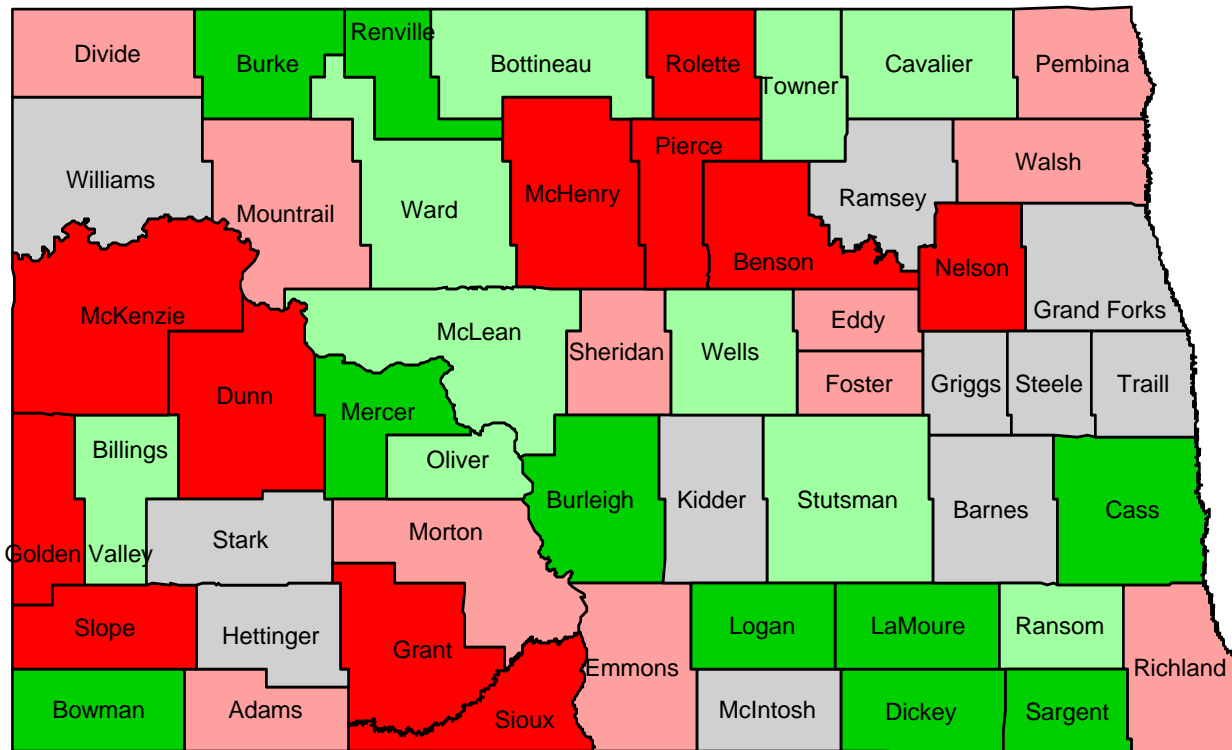


Per Capita Personal Income as a Percent of U.S. Average—North Dakota, 1960-2005



Source: Regional Economic Information System, Bureau of Economic Analysis, U.S. Department of Commerce

Per Capita Personal Income, 2005

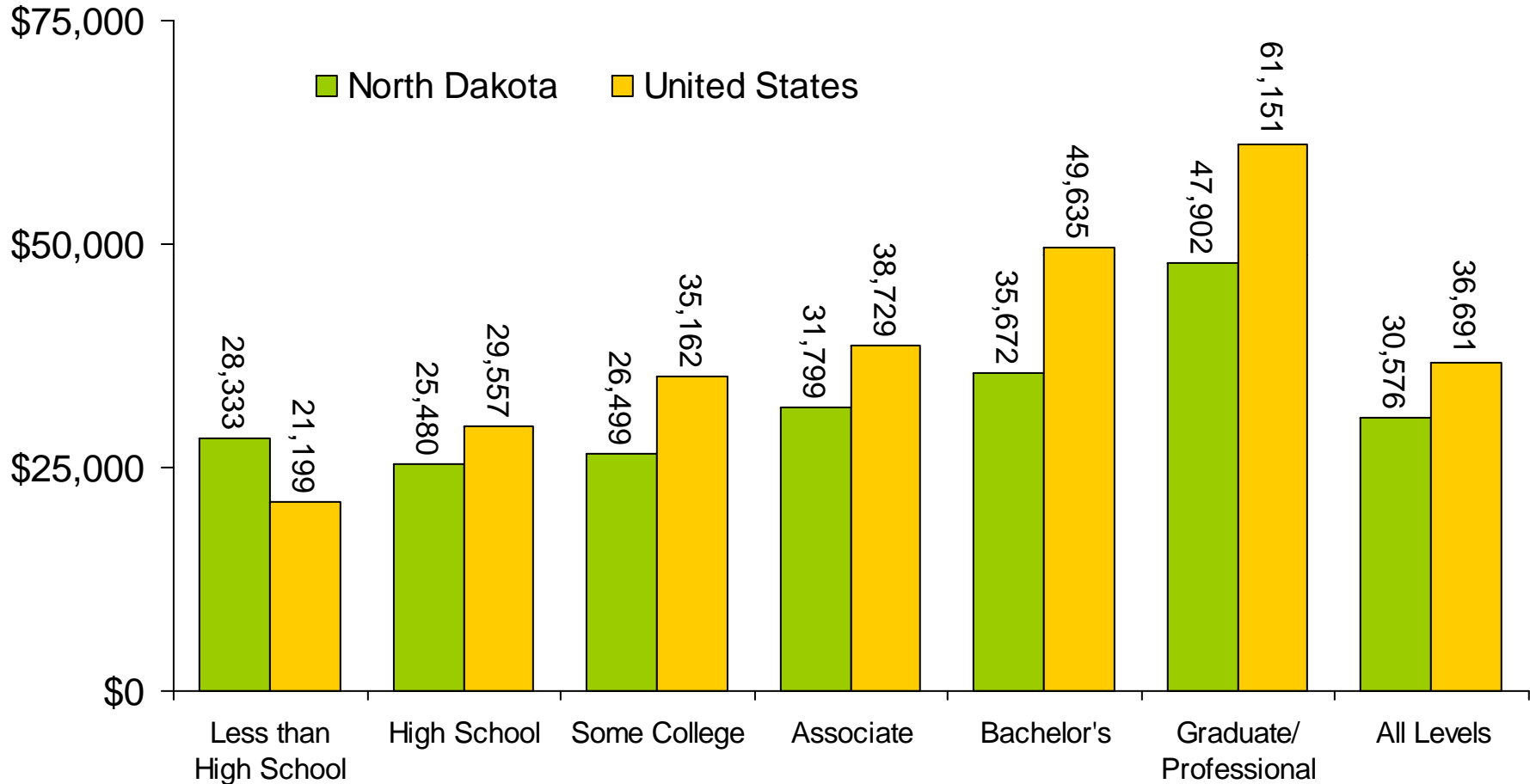


Sargent	=	40,663
North Dakota	=	31,357
Sioux	=	18,280



Source: Bureau of Economic Analysis

Median Earnings by Degree Level, 2005



Note: Data represent persons age 25-64 with positive earnings working 35+ hours per week.

Source: U.S. Census Bureau, 2005 PUMS

Development Report Card for the States, North Dakota 2007

North Dakota Strengths (Top 10 Rankings)

Rank	Measure
1	High School Completion
1	Affordable Urban Housing
1	Involuntary Part-Time Employment
1	Highway Performance
1	Air Pollution
1	Crime Rate
2	Unemployment Rate
2	Graduate Students in Science and Engineering
2	Change in Average Annual Pay
3	Academic Research and Development
3	Change in High School Attainment
4	Change in Poverty Rate
4	Voting Rate
4	Income Distribution
4	PhD Scientists and Engineers
5	Loans to Small Businesses
5	Five Year Change in New Companies
5	Change in Private Research and Development
7	Income Distribution Change
7	Average Annual Pay Growth
8	Teen Pregnancy
8	Conversion of Cropland to Other Uses
8	Energy Costs

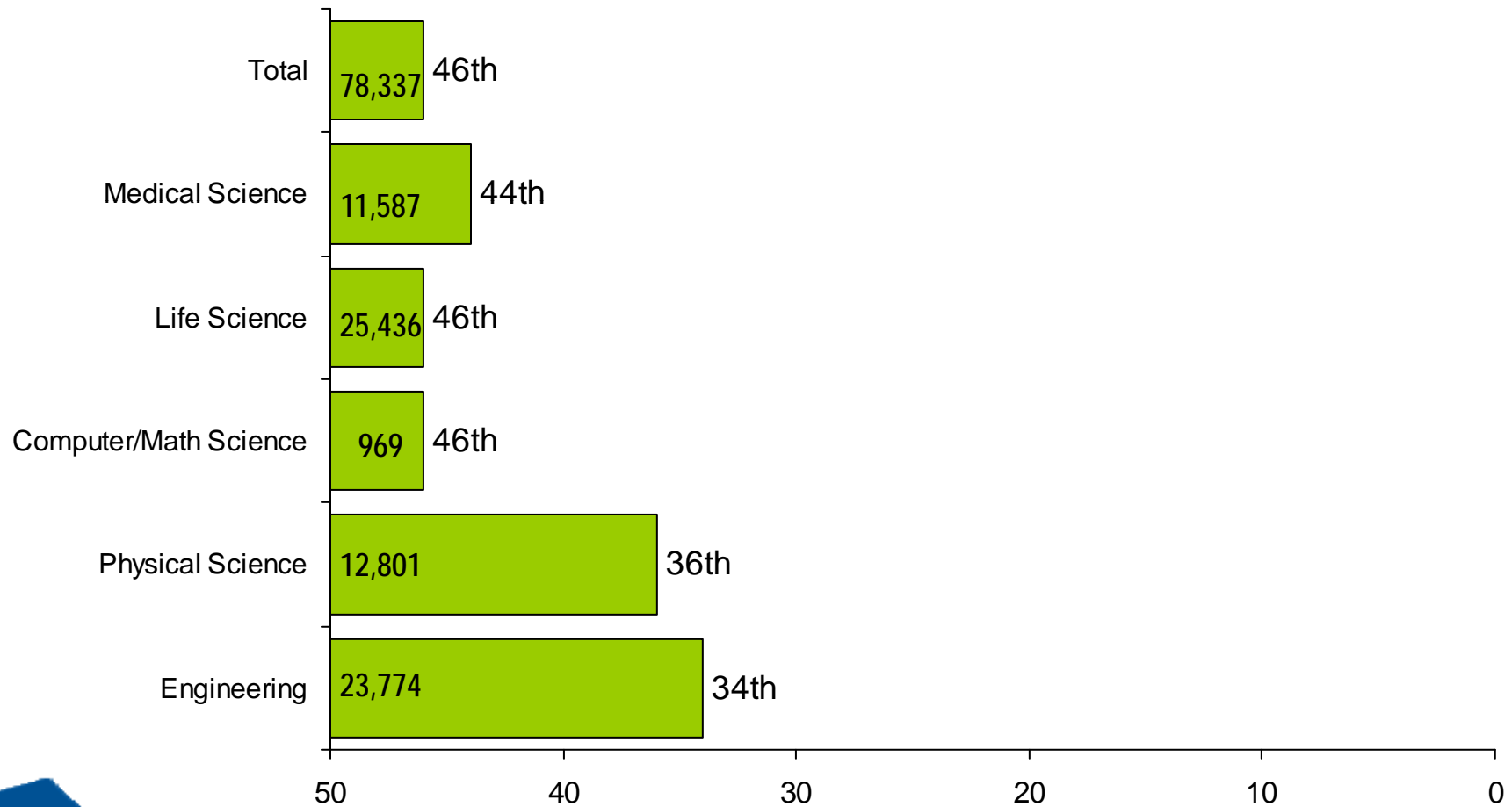
North Dakota Weaknesses (Bottom 10 Rankings)

Rank	Measure
42	Change in Health Professional Shortage Areas
43	Employment Growth: Long Term
43	Job Creation by Start-Up Businesses
43	Net Migration
43	Health Professional Shortage Areas
44	Business Created Via University R&D
44	Change in Business Closings
45	Disparity between Rural and Urban Areas
45	Strength of Traded Sector
46	SBIC Financing
47	Broadband Access
47	Change in Toxic Release Inventory
47	Average Annual Pay
47	Per Capita Energy Consumption
47	Venture Capital Investments
47	Change in Homeownership Rate
49	Charitable Giving
49	Greenhouse Gas Emissions



North Dakota Rank—Federal Research and Expenditures, 2005

(Values in Thousands of \$)



Source: National Science Foundation



Discussion Topic: Contribution to Economic Development

- Key Questions

1. The most important contribution to higher education could make to economic development in North Dakota is_____?
2. Where is the biggest gap between state needs and higher education's current contribution:
 - Research?
 - Developing Entrepreneurs?
 - Training a workforce?
 - Helping parts of the state with greatest need?
3. Most important action would be_____?
4. What specific steps should be taken by:
 - Legislative Assembly
 - State Board of Higher Education
 - Executive Branch
 - Private Sector



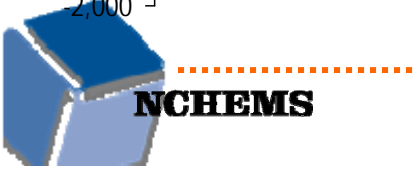
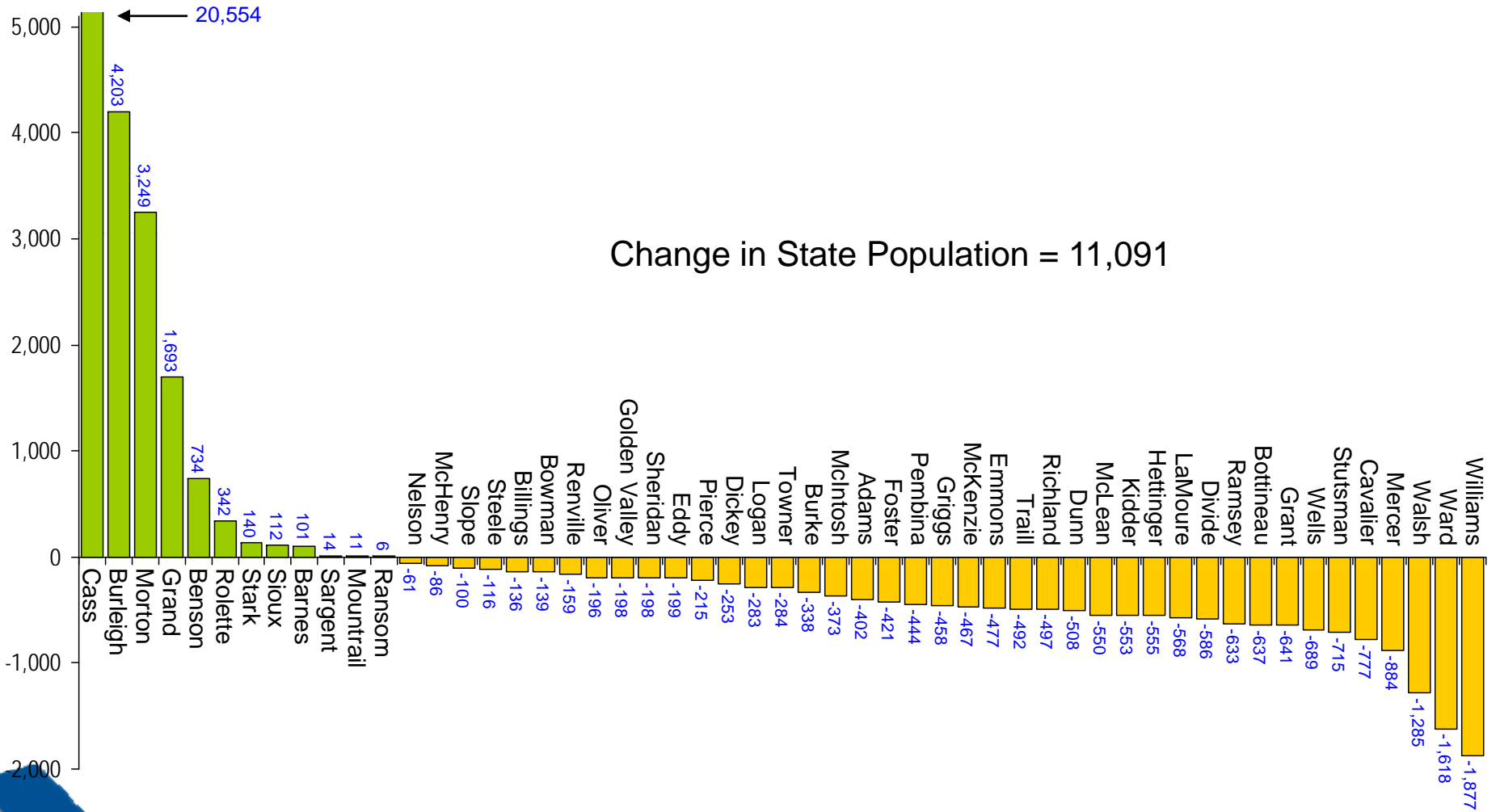
MEETING WORKFORCE NEEDS



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North Dakota Change in Total Population By County, 2005-2030



Source: North Dakota State Data Center



Percent of Civilians Age 25-64 Participating in the Workforce by Education Attainment, 2005

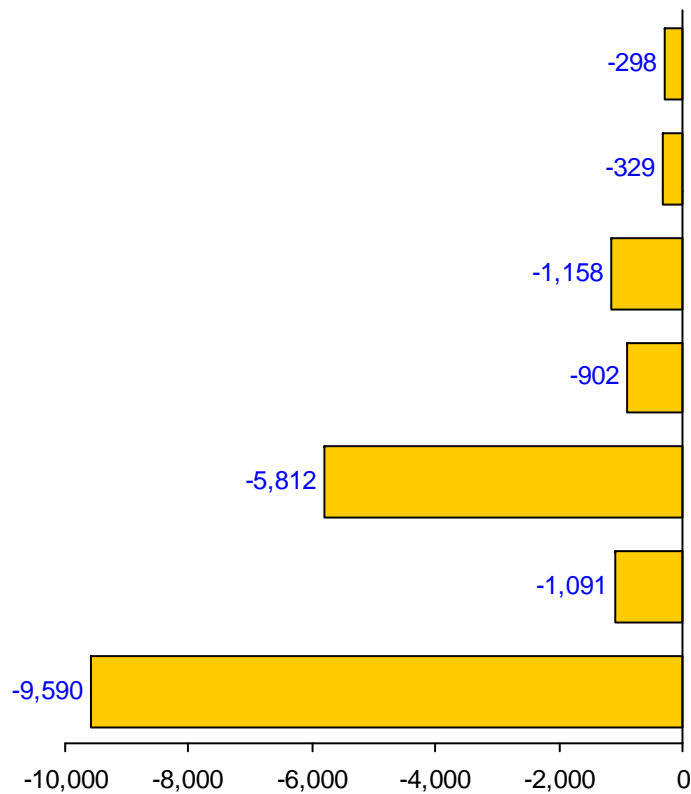
	<u>United States</u>	<u>North Dakota</u>
Less than High School	63.0	78.7
High School	75.3	81.3
Some College	79.0	85.5
Associate Degree	82.6	87.0
Bachelor's Degree	83.5	89.2
Graduate/Prof. Degree	86.1	89.2



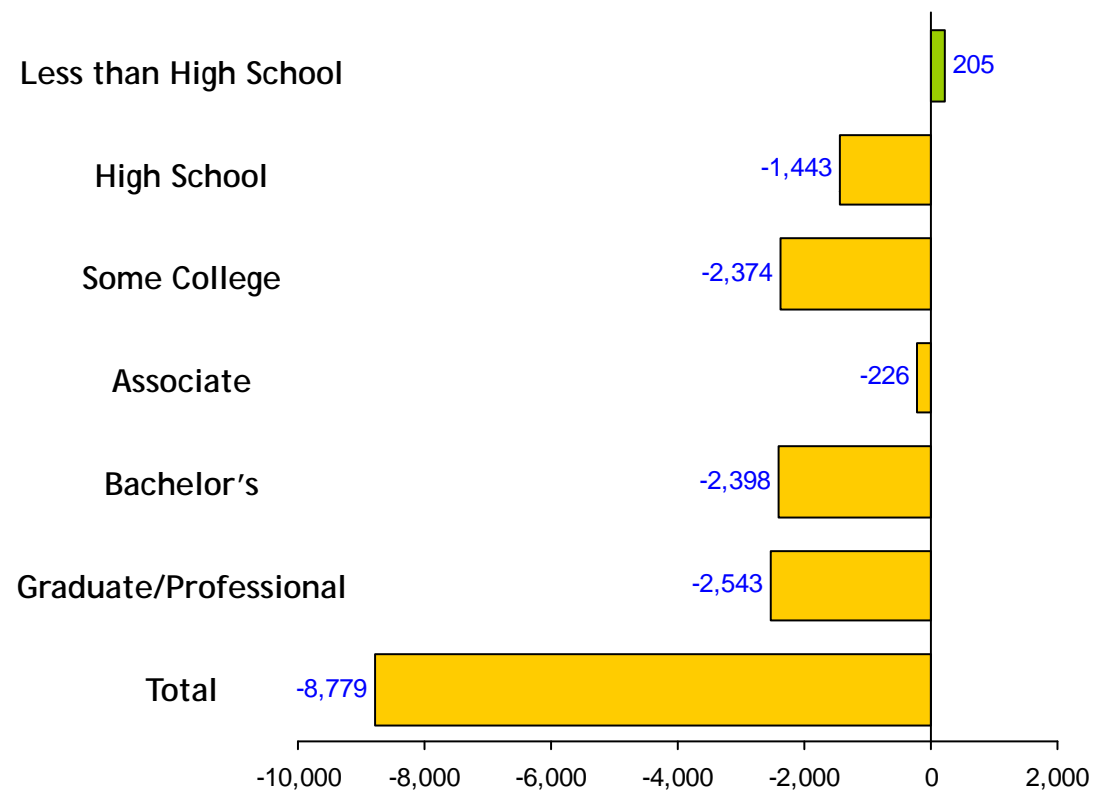
Source: U.S. Census Bureau, 2005 American Community Survey PUMS File

Net Migration by Degree Level and Age Group, North Dakota

22- to 29-Year-Olds

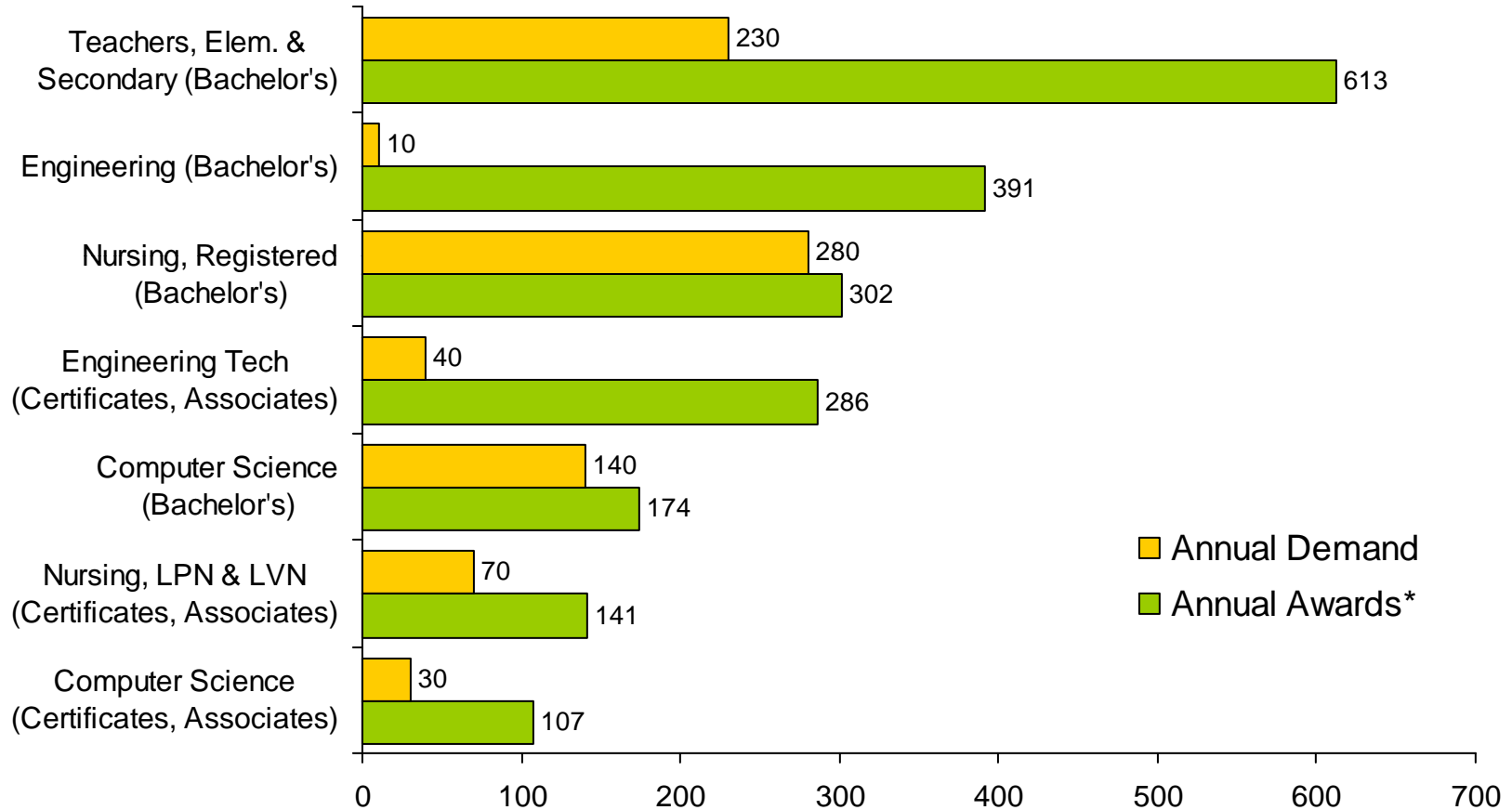


30- to 64-Year-Olds



Source: U.S. Census Bureau, 2000 Census; 5% PUMS Files

Annual Demand and Awards Produced in Key Occupational Fields

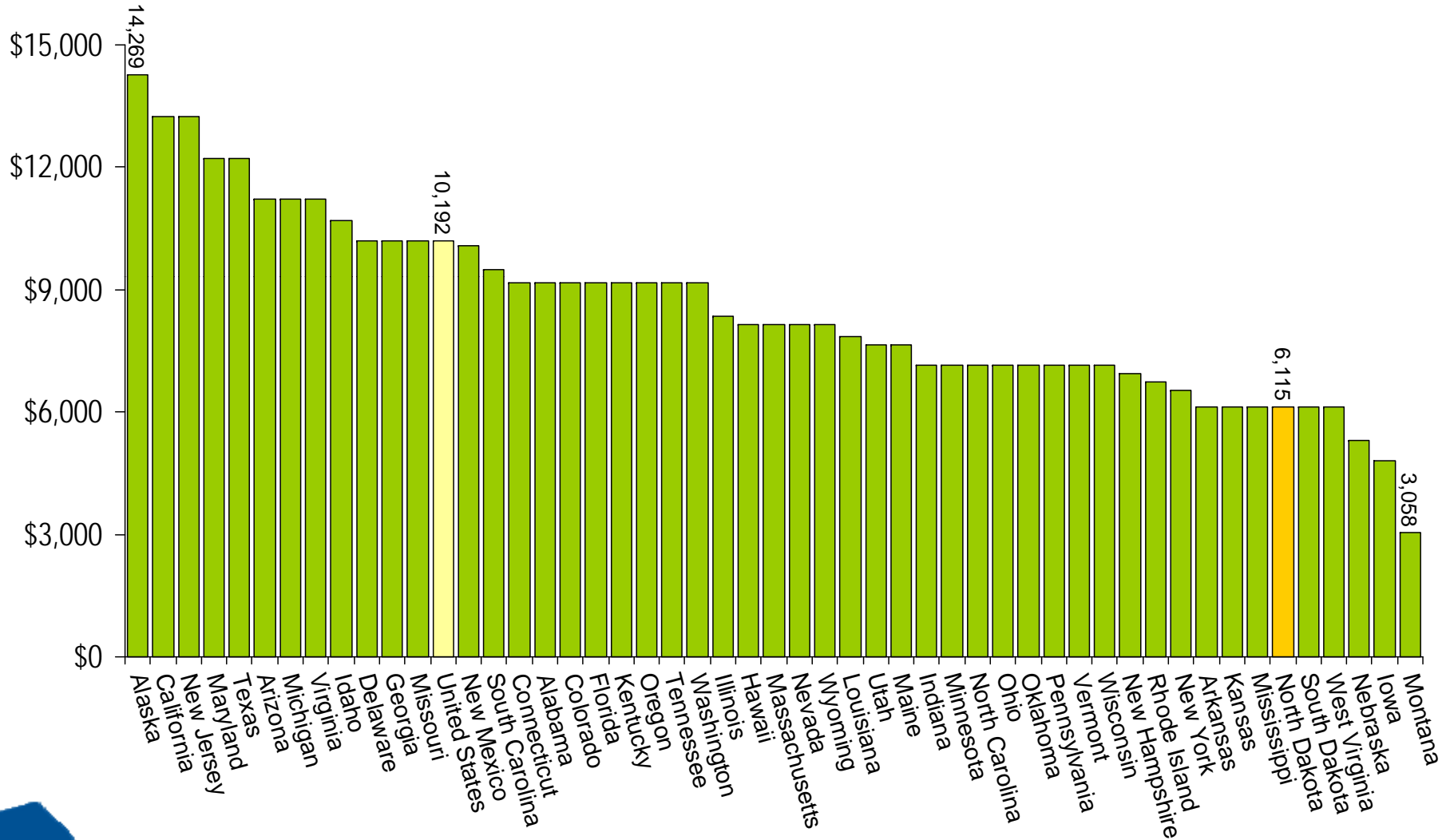


* Annual average 2003-05

Source: State Employment Projections 2004-14; NCES, IPEDS 2003-05 Completions File

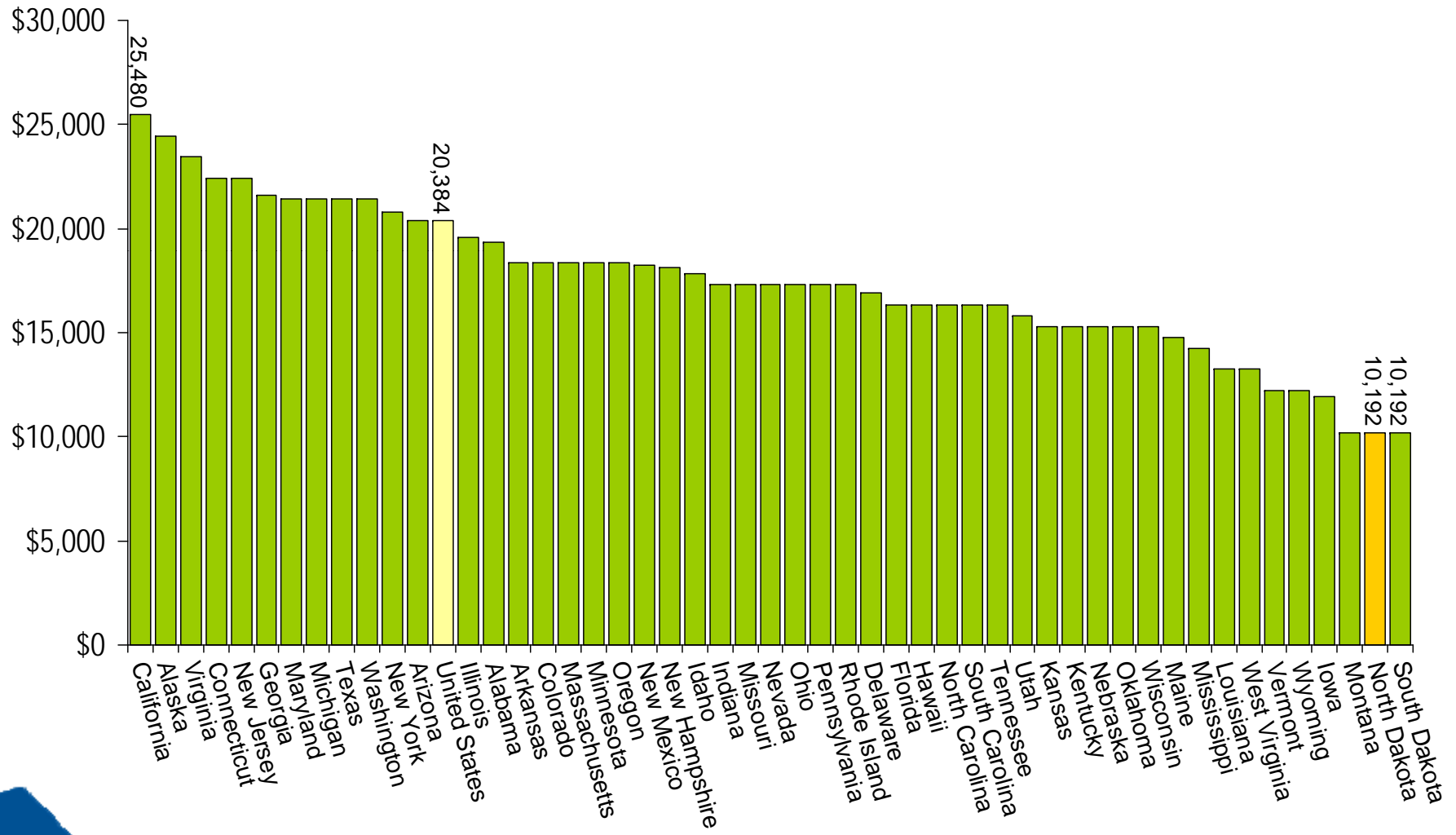


Difference in Median Earnings Between a High School Diploma and an Associate Degree, 2005



Source: U.S. Census Bureau, 2005 ACS PUMS File

Difference in Median Earnings Between a High School Diploma and a Bachelor's Degree, 2005



Source: U.S. Census Bureau, 2005 ACS PUMS File



Discussion Topic: Meeting Workforce Needs

- Key Questions

1. The North Dakota University System would be viewed as being responsive to employers' workforce needs if _____?
2. What are the workforce requirements versus what the North Dakota University System is providing?
 - Right programs but too few graduates (or too little student interest)?
 - Programs missing in key areas (types of programs or geographic areas)?
 - Key skills missing?
3. Most important action would be _____?
4. What specific steps should be taken by:
 - Legislative Assembly
 - State Board of Higher Education
 - Executive Branch
 - Private Sector