

North Dakota



**Dennis Jones set the stage:
Now, Let's Design the Play**

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I discovered I love North Dakota!



How ND Ranks in the Nation

- 3rd in HS graduation rates
- 3rd in direct college-going rates
- 17th in 3-yr Assoc. degree grad rates
- 35th in 6-yr Bach. Degree grad rates
- 7th in overall results in the student pipeline



- Source: The Emerging Policy Triangle: Economic Development, Workforce Development and Education, WICHE, May 2007

However...

- ND ranks 49th in the migration of college graduates (22-64)
 - Questions to ponder:
 - Why do they leave?
 - What can ND do to keep its college graduates?
 - Has ND asked college students why they choose to stay in the state or go elsewhere?



And...

- ND ranks 37th in the difference in per capita income between an Assoc. degree holder and a Bach. Degree holder.
 - Questions to ponder:
 - Are the assoc. degree holders paid too well or are the bach. Degree holders not paid enough?
 - Are the graduates working in the profession they chose in school?
 - How to add value to the bach. Degree?

And even harder to swallow...

- ND ranks 48th in the nation in the difference in per capita income between a high school graduate and a Bachelors degree holder.
 - Questions to ponder:
 - To what extent is the oil industry skewing these data in the direction of high school graduates?
 - What happens if/when oil jobs quell if/when prices fall or production is slowed?
 - What skills do oil workers have for changing jobs?

There's good news in the ND pipeline...but ND has to figure out how to keep the graduates in the state:

ACT, Inc. data show:

North Dakota and National Average ACT Composite and Subject Area Scores, 5-Year Trends

		2003	2004	2005	2006	2007
English	State	20.3	20.2	20.4	20.5	20.8
	National	20.3	20.4	20.4	20.6	20.7
Math	State	21.2	21.3	21.2	21.4	21.5
	National	20.6	20.7	20.7	20.8	21.0
Reading	State	21.6	21.5	21.4	21.6	21.9
	National	21.2	21.3	21.3	21.4	21.5
Science	State	21.6	21.4	21.5	21.5	21.6
	National	20.8	20.9	20.9	20.9	21.0
Composite	State	21.3	21.2	21.3	21.4	21.6
	National	20.8	20.9	20.9	21.1	21.2

Number and Percentage of North Dakota ACT-Tested High School Graduates by Race/Ethnicity, 5-Year Trends

	2003		2004		2005		2006		2007	
	N	%	N	%	N	%	N	%	N	%
All Students	7,098	100	6,730	100	6,562	100	6,335	100	6,326	100
African Am./Black	.	.	.	.	33	1	33	1	32	1
Am. Indian/Alaska Native	215	3	240	4	251	4	224	4	242	4
Caucasian Am./White	6,486	91	6,059	90	5,854	89	5,544	88	5,380	85
Hispanic	58	1	63	1	52	1	45	1	47	1
Asian Am./Pacific Islander	45	1	55	1	51	1	55	1	43	1
Other/No Response	268	4	289	4	321	5	434	7	582	9

Note: A "." means an insufficient number of students in that category took the ACT.

North Dakota and National Average ACT Composite Scores by Race/Ethnicity, 5-Year Trends

		2003	2004	2005	2006	2007
All Students	State	21.3	21.2	21.3	21.4	21.6
	National	20.8	20.9	20.9	21.1	21.2
African Am./Black	State	.	.	17.6	19.6	18.4
	National	16.9	17.1	17.0	17.1	17.0
Am. Indian/Alaska Native	State	17.5	16.9	17.5	17.4	17.1
	National	18.7	18.8	18.7	18.8	18.9
Caucasian Am./White	State	21.5	21.4	21.5	21.5	21.8
	National	21.7	21.8	21.9	22.0	22.1
Hispanic	State	20.1	19.0	19.1	20.2	20.5
	National	18.5	18.5	18.6	18.6	18.7
Asian Am./Pacific Islander	State	21.2	21.5	21.5	22.8	21.5
	National	21.8	21.9	22.1	22.3	22.6
Other/No Response	State	20.5	21.1	21.0	21.3	21.7
	National	20.6	20.9	20.9	21.1	21.6

Note: A "." means an insufficient number of students in that category took the ACT.

2007 North Dakota Average ACT Composite Scores by College-Preparatory Minimum Core Coursework and Race/Ethnicity

	Number Tested	Percent Taking Minimum Core or More	Average ACT Composite Score	
			Minimum Core or More	Less than Core
All Students	6,326	54	22.8	19.8
African Am./Black	32	47	20.1	16.8
Am. Indian/Alaska Native	242	36	19.2	16.0
Caucasian Am./White	5,380	56	22.9	20.1
Hispanic	47	47	22.0	18.9
Asian Am./Pacific Islander	43	56	23.2	19.9

Note: A "." means an insufficient number of students in that category took the ACT.

What We Know from NCHEMS

- The pipeline is prepared well and ND is third-highest in first-time freshmen directly out of high school to attend college
- Even those without high school diplomas are employed
- ND is losing its college graduates among 22 to 64 year-olds
- ND has a high net out-migration of educated individuals

NCHEMS also noted...

- The people ND is losing have degrees and career interests in areas of projected job growth
- This includes engineers, computer specialists, social service workers, health care diagnosticians and treating practitioners
- Your educated (and higher wage) people are located in just a few areas of the state.

Development Report Card

- Options based on NCHEMS work:
 - Capitalize on strengths and mitigate (or remove) weaknesses
 - Improve business vitality (lack of entrepreneurial energy and business competitiveness)
 - Make the most of the "A" ND received in Development Capacity (Human resources, Financial Resources, Infrastructure resources, Amenity resources and natural capital, and INNOVATION ASSETS!



THIS IS ONLY A TEST

What states know about other states and why it's important!



Examples from Oklahoma: EDGE

What did and didn't work and why...

Market ND to ND and the US

- Make it a priority to learn what young people need out of ND in order to stay and make the state their home.
- Tourism is 2nd largest industry (State of ND): Capitalize, advertise beyond border states
- Market your innovation assets like Michigan is doing

Self-examine ND

- Create another VISION 2000-type focused initiative designed to look 20 years out; sustain the effort with the roundtables. Bring public and private interests together.
 - Take a look back as well - are institutions in the NDUS more entrepreneurial? Is the spirit of taking risk taking hold on campuses?
 - Identify all the ways in which higher education drives or could drive the state's economy.
 - How to distribute wealth in the state.

As you examine ND...

- Select a few of the items in the cornerstones and measure their effectiveness, such as
 - #2 under Cornerstone 1: Have more partnerships been formed with tribal colleges?
 - More than any other population, this population is most likely to stay in ND. How will your state help students in the tribal colleges?
- As you examine the cornerstones and identify where you have or have not met your goals
 - Search deeply and practically to understand why certain objectives were not met. It might just mean the objective wasn't right for the time or situation in ND.
 - If the objective was right and just didn't happen, re-examine the responsibility areas and partnerships.

ND has much going for it...

- You've got young people, looking you in the eye, wanting to be what they hope when they grow up. This is your greatest asset! Make sure there is a way to earn money, raise a family, and continue the heritage of ND!



So if Dennis set the stage...

- The “Play” should be a revised study of ND and the degree to which is met its goals in the VISION 2000 document.
- The “characters” must be all levels of government, higher education, workforce leadership, and the people of the state
- Supporting actors and actresses should be members of the private sector

But don't just stop with a play

- Conduct sophisticated market research...especially among the age group leaving the state
- Take the “play” to “film” and do advanced, cutting-edge marketing targeted at two audiences...the age group leaving the state and audiences outside the state - for tourism purposes, but also to lure businesses and graduates from other states into your economic base.

And Articulate Your Base

- Make sure you know what your economic base CAN be with a little blood, sweat and tears.
- Consider higher education the engine driving your economy and take off! Turn research into business, turn ideas into policy.
- And above all, remember your audience...it's more than just yourselves, it's the people who vote for you, depend on you, and/or look to you for leadership.

And you will get rave ratings!

- Information on Oklahoma's EDGE can be obtained at www.okhighered.org
- Thanks to ACT, Inc. for sharing their data
- And if you have further questions, I can be reached at dmize@wiche.edu
- WICHE's website and policy portal SPIDO can be helpful, and the "Emerging Policy Triangle" Report is available as well at: www.wiche.edu