

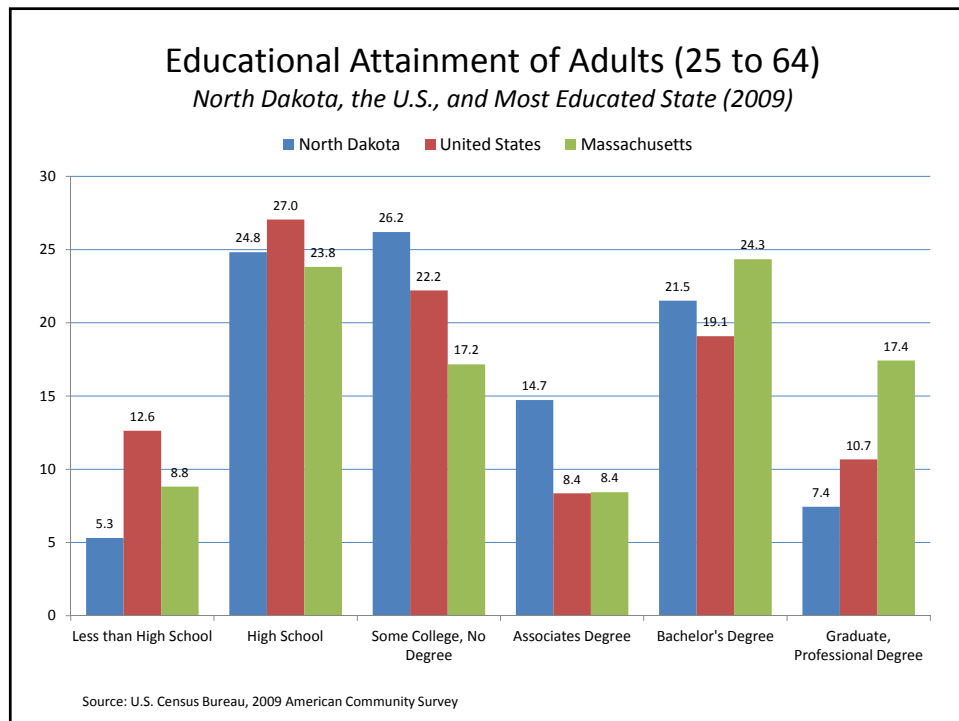
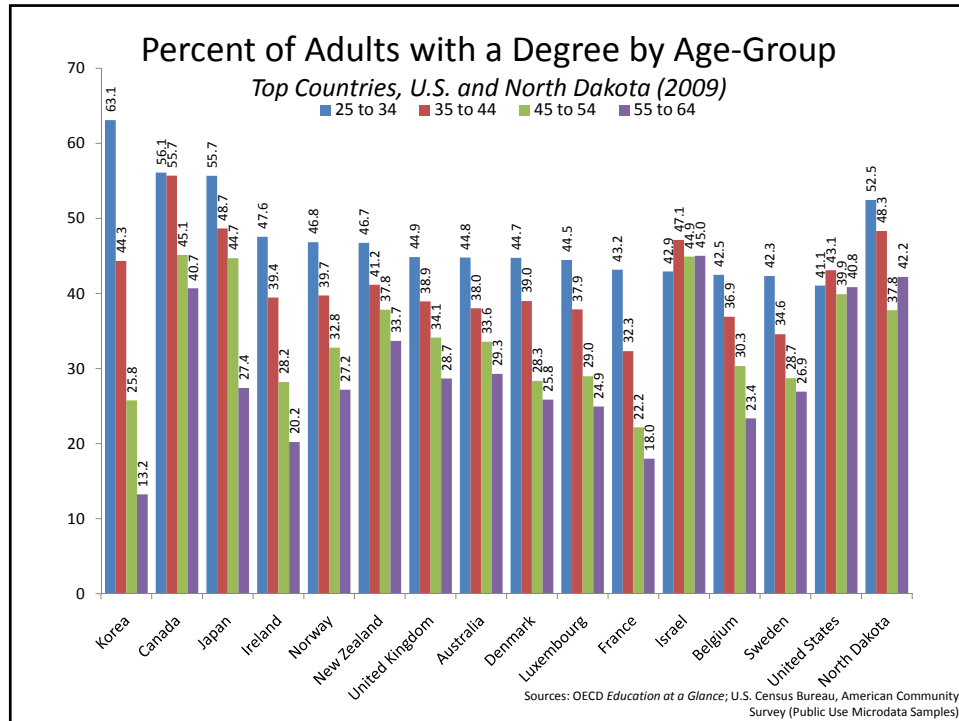


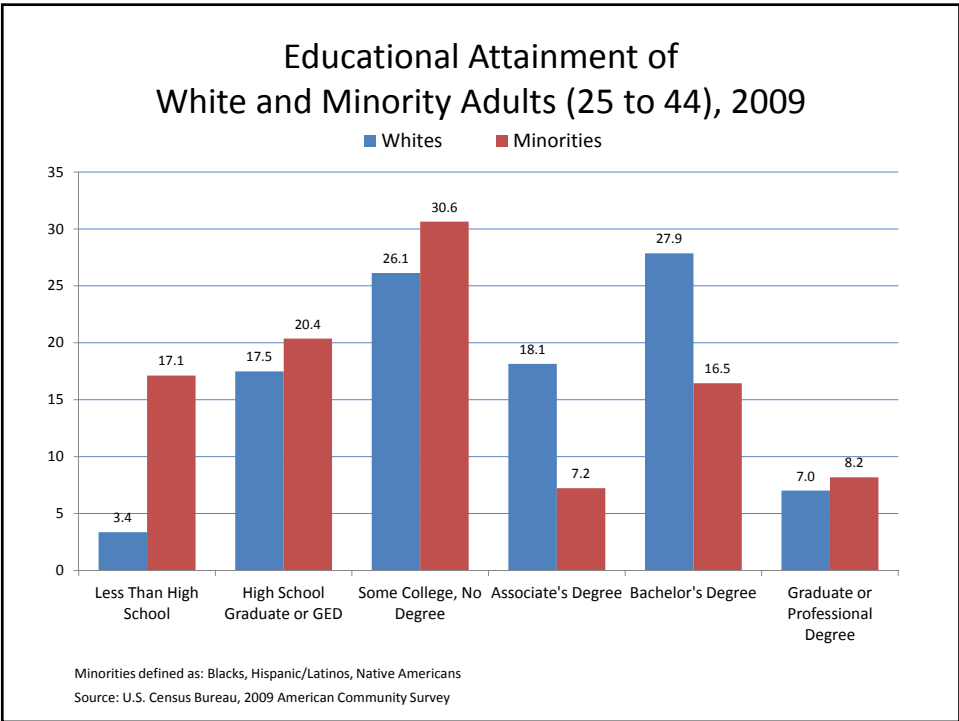
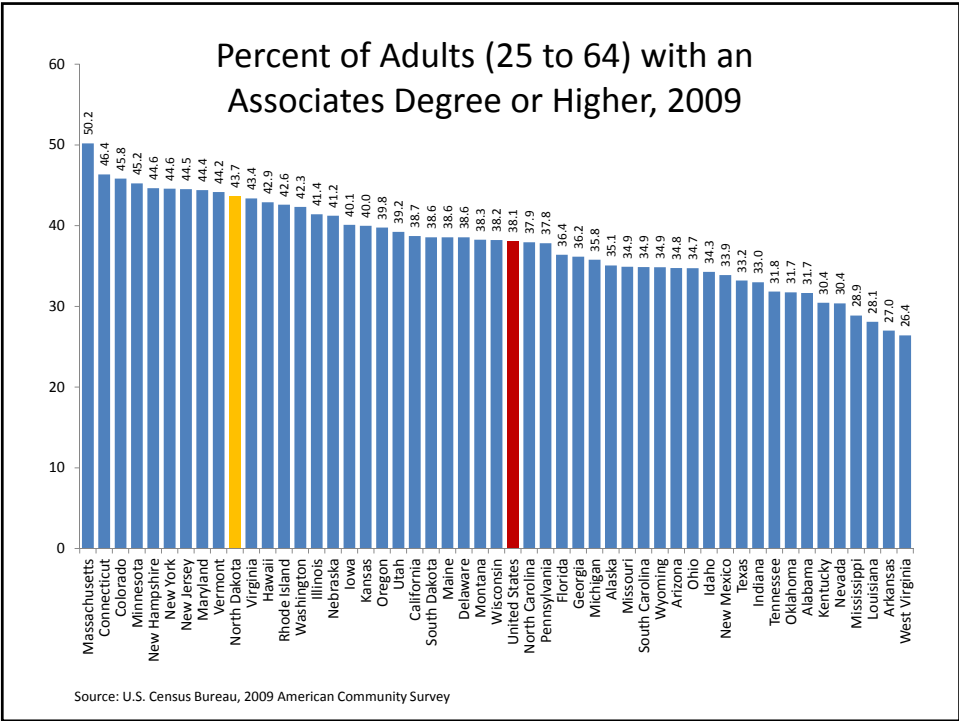
Advancing Higher Education in North Dakota

Prepared by

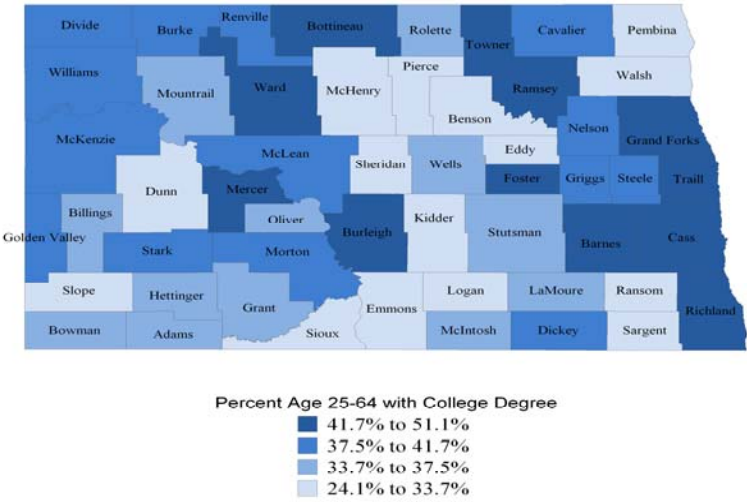
The National Conference of State Legislatures (NCSL)
The National Center for Higher Education management Systems
(NCHEMS)

Educational Attainment *Where Do We Stand Now?*

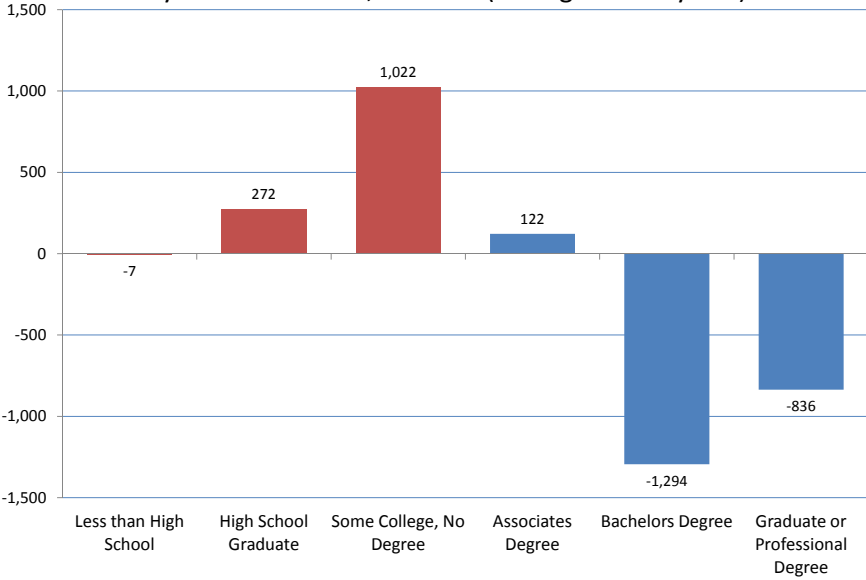




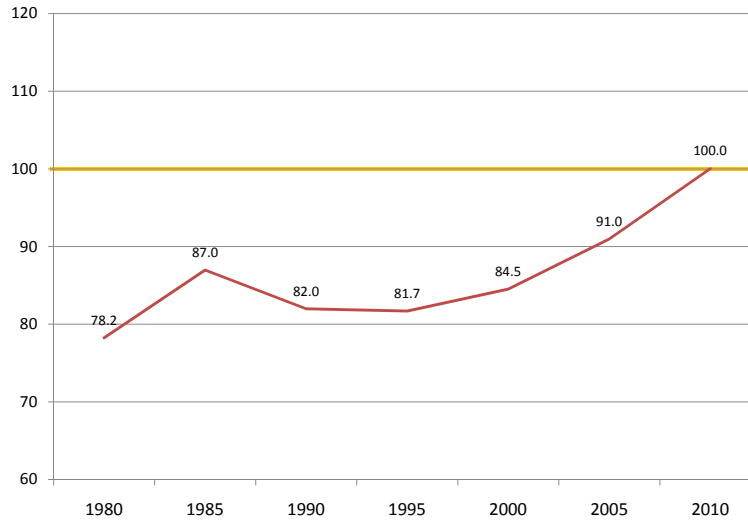
Percent of Adults Aged 25 to 64 with College Degrees – Associate and Higher – by County (2009)



Annual Net Migration (immigration - emigration) of Adults 22-64 years by Education Level, 2005-09 (average over 4 years)

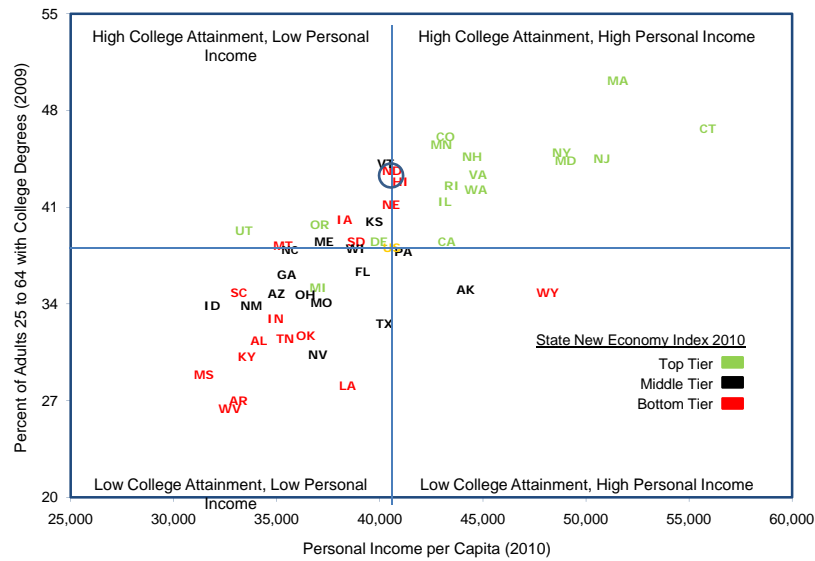


North Dakota Personal Income per Capita as a Percent of the U.S. Average (1980 to 2010)

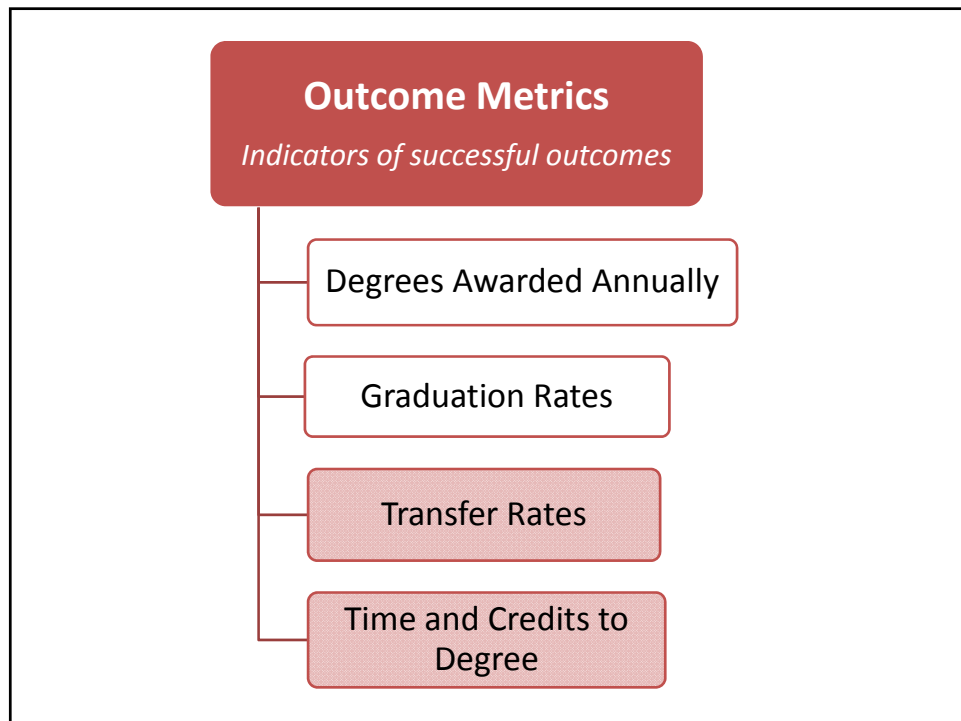
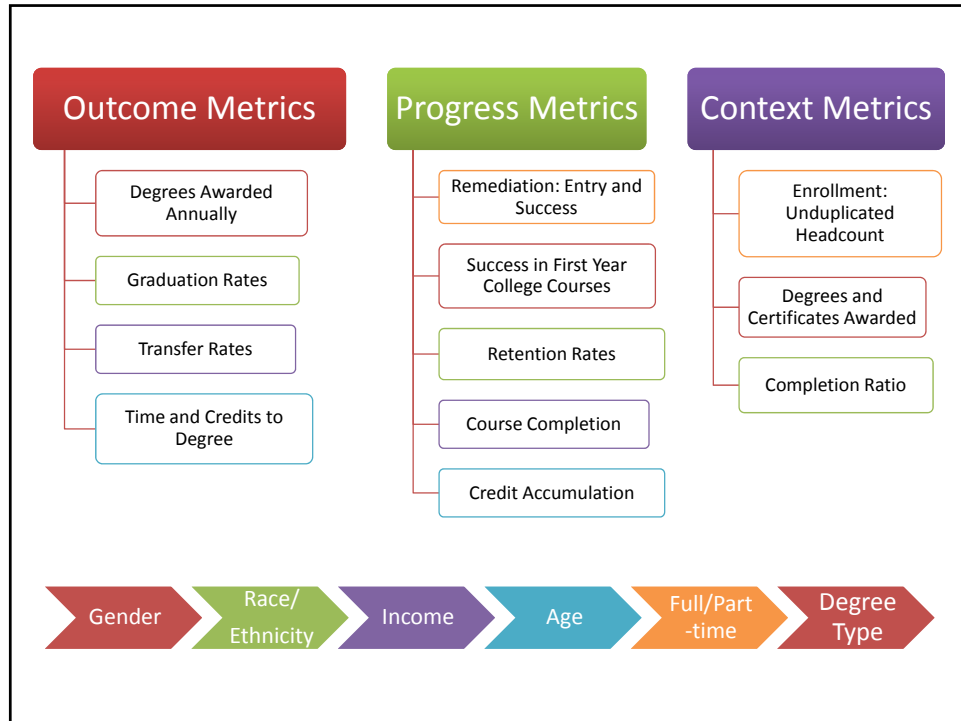


Source: U.S. Bureau of Economic Analysis

The Relationship Between Educational Attainment, Personal Income, and the State New Economy Index (2010)

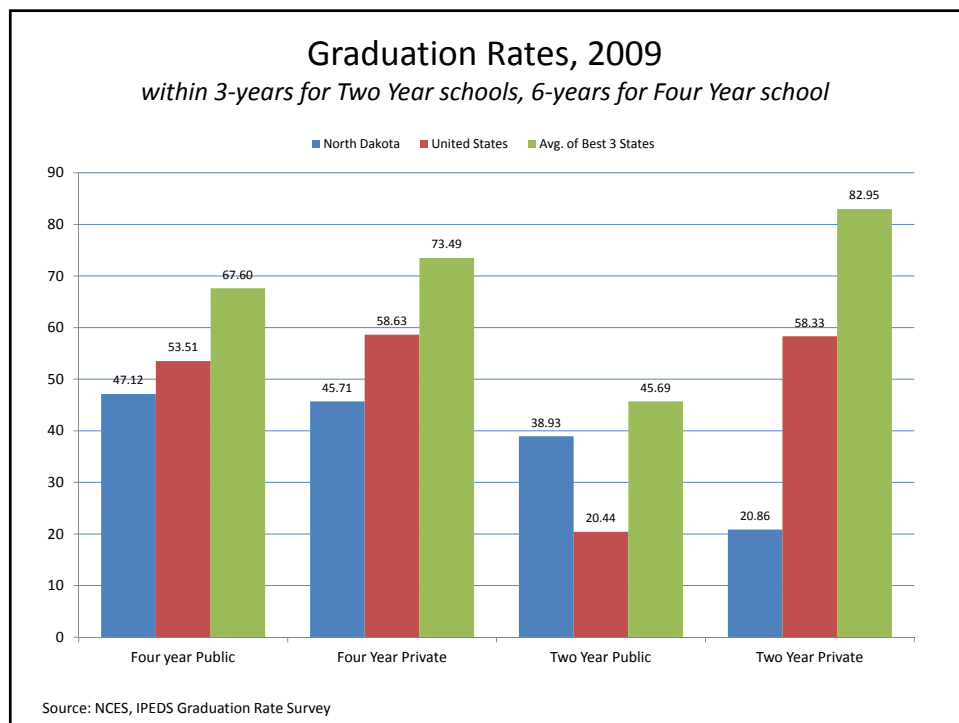


Source: U.S. Census Bureau, 2010 American Community Survey; Bureau of Economic Analysis; Kauffman Foundation



Degrees Awarded Annually

- **Do you have data on this for each state?**
- *Purpose: To determine how many undergraduate degrees and certificates the state's system of postsecondary education and its public colleges and universities are awarding annually, and to measure change over time.*
- *Definition: Annual number of certificates of one year or greater in length¹, associate degrees, and bachelor's degrees awarded*



Transfer Rates

Percent of students who transfer from a 2-year to a 4-year institution

of students from the denominator who enroll at a 4-year institution

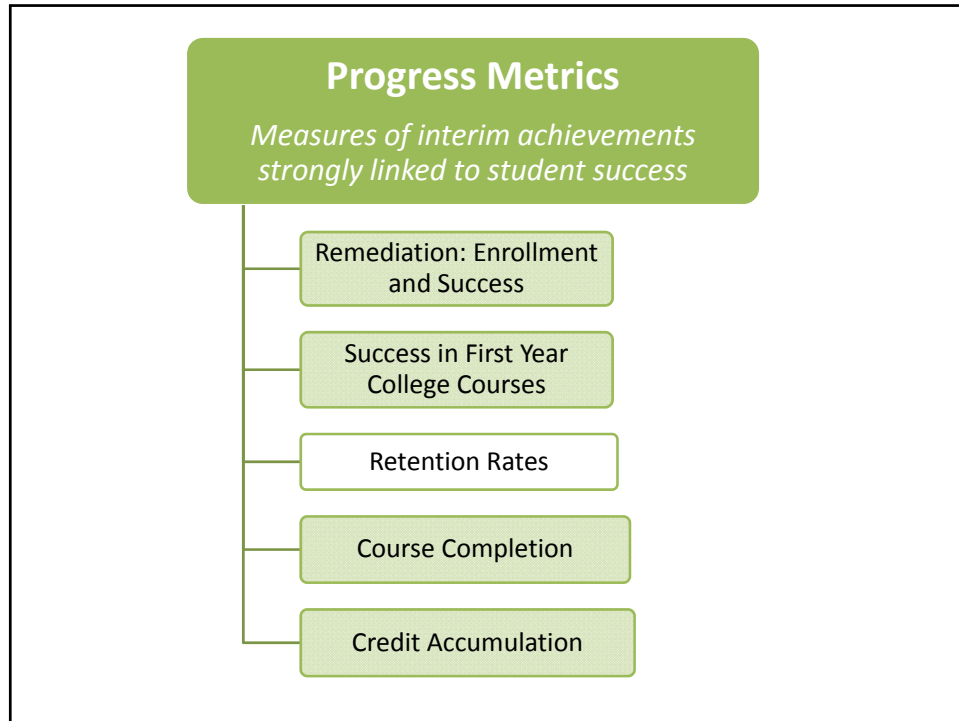


Transfer Rate

of students entering a 2-year institution in the fall semester

Time and Credits to Degree

- *Definition: Time to degree. Average length of time in years a student takes to complete an associate degree, a bachelor's degree, or a certificate of one year or greater normal program time. Start with*
- *the degrees/certificates awarded in a specified year and determine how many total years and*
- *months elapsed from the first date of entry to the date of completion. Partial years should be*
- *expressed as a decimal. Average the number of years across students and report by degree type.*
- Credits to degree. Average number of credits a student has accumulated when they earn an
- associate degree, a bachelor's degree, or a certificate of one year or greater. Start with the
- degrees/certificates awarded in a specified year and determine the total number of credit hours
- each student completed since first enrolling. Average the number of credit hours across students
- and report by degree type.



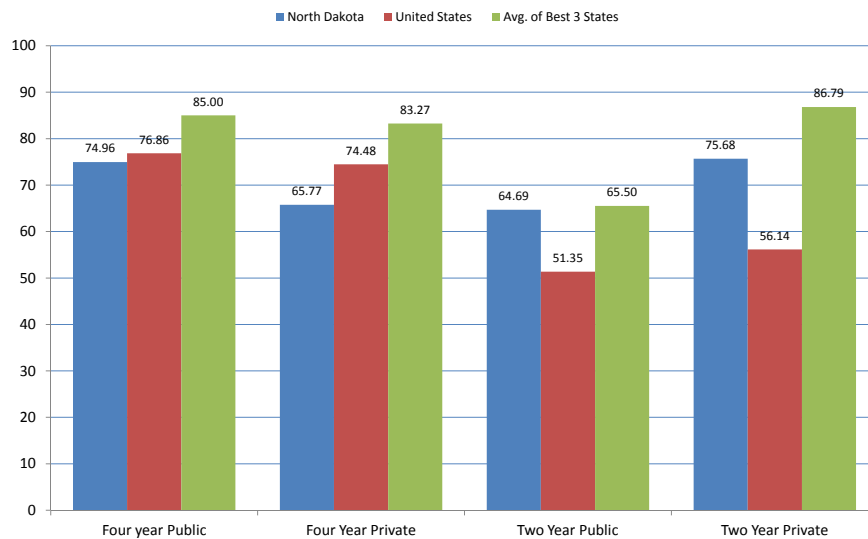
Remediation: Entry and Success

- **Entry:** Annual number and percentage of entering first-time undergraduate students who enroll in remedial math, English/reading, or both math and English/reading courses; by race/ethnicity, gender, age groups, Pell status (at time of entry).
- **Both Remedial Math and English:**
- **Numerator:** Number and percentage of students from the cohort (denominator) who enrolled in a remedial English/reading and a remedial math course during the first academic year.
- **Denominator:** All first-time degree or certificate-seeking students entering in the fall semester of the specified year.
- **Success:** Annual number and percentage of entering first-time undergraduate students who complete remedial education courses in math, English/reading, or both and complete a college-level course in the same subject;
- **Both Remedial Math and English:**
- **Numerator:** Number and percentage of remedial students (denominator) who complete all required courses in remedial English/reading and math and the first college-level English/reading and math courses within two academic years.
- **Denominator:** All first-time degree or certificate-seeking students enrolled in both remedial English/reading and math course(s) during the first academic year.

Success in First Year College Courses

- Annual number and percentage of entering first-time degree- or certificate-seeking undergraduate students who complete entry college-level math and English courses within the first two consecutive academic years;
- Numerator: Number of students from cohort (denominator) who complete at least one entry college-level (nonremedial or developmental course) math and at least one English course within the first two consecutive academic years.
- Denominator: Number of first-time degree- or certificate-seeking undergraduate students enrolling in the fall semester of a specified year.

Retention Rates, 2009 *% of Students who re-enroll from First to Second Year*



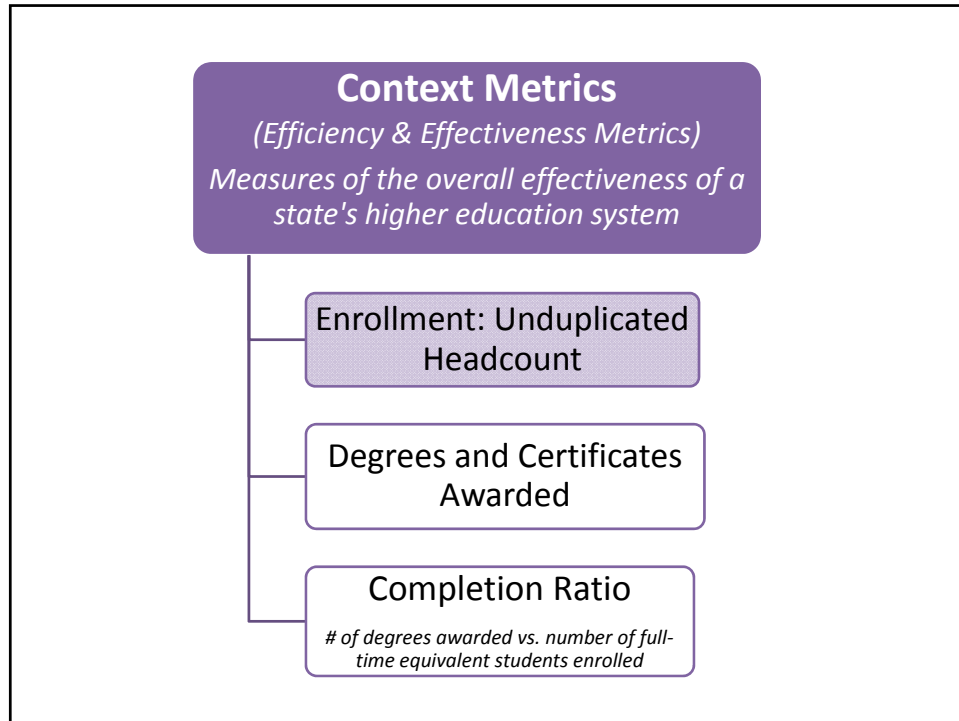
Source: NCES, IPEDS Enrollment Survey

Course Completion

- *Definition: Percentage of credit hours completed out of those attempted by entering degree- or certificate seeking undergraduate students, by semester and annually*
- Numerator: Number of credit hours awarded to undergraduate students at the end of a specified semester or academic year.
- Denominator: Number of credit hours degree- or certificate-seeking undergraduate students enrolled in during the same specified semester or academic year.

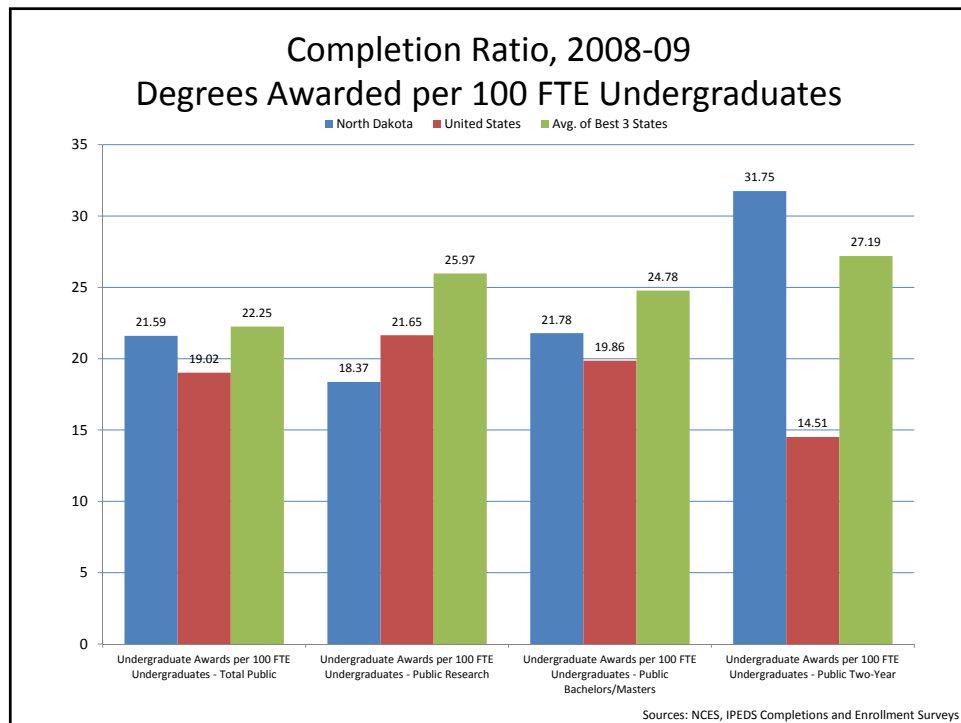
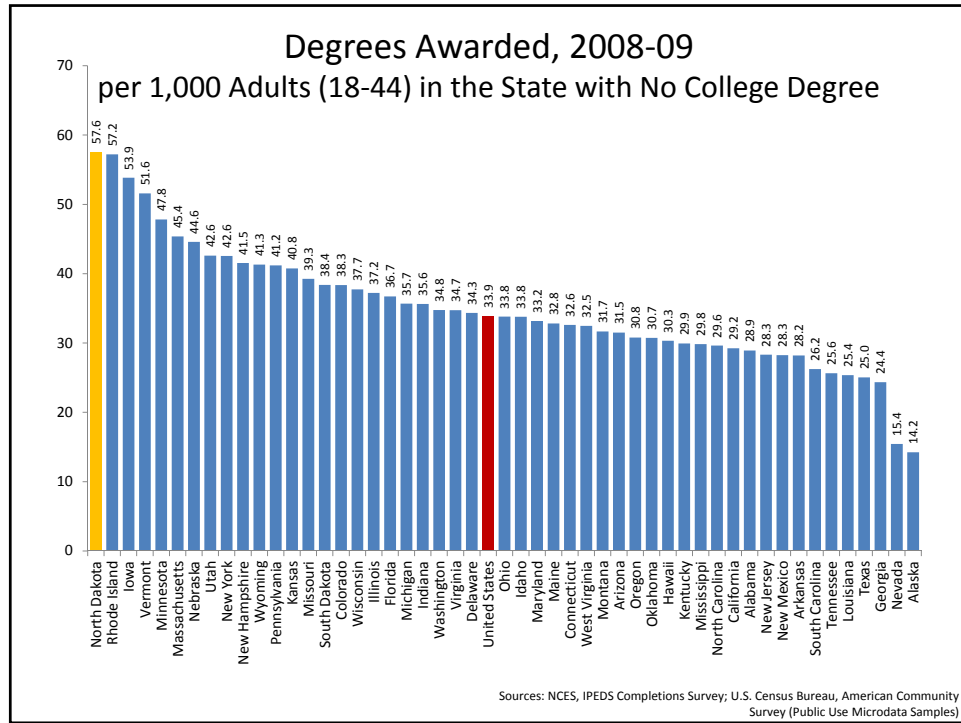
Credit Accumulation

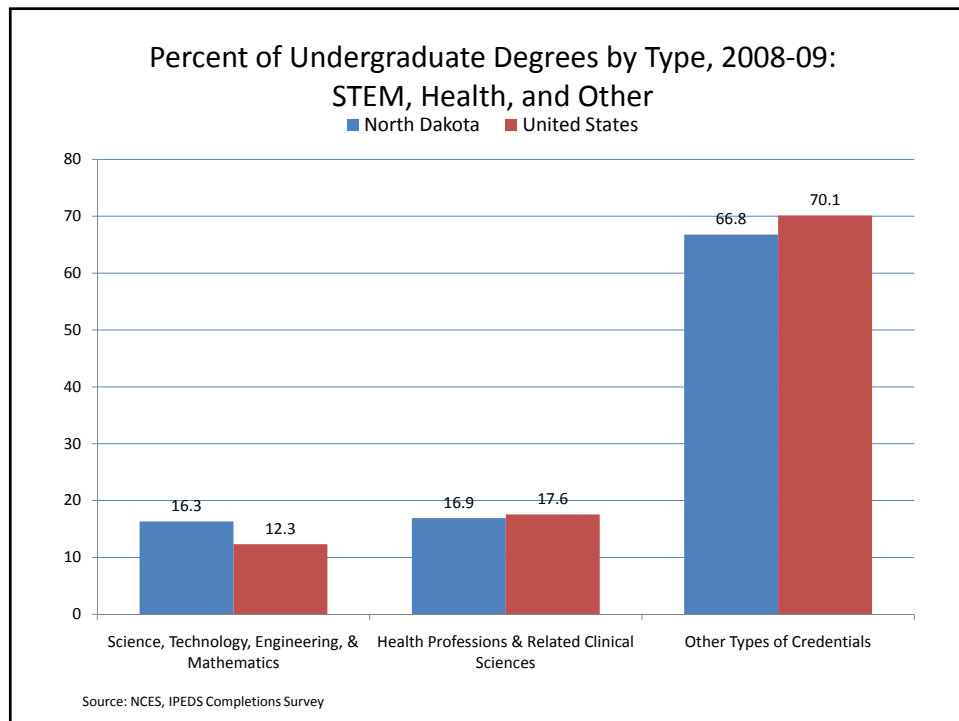
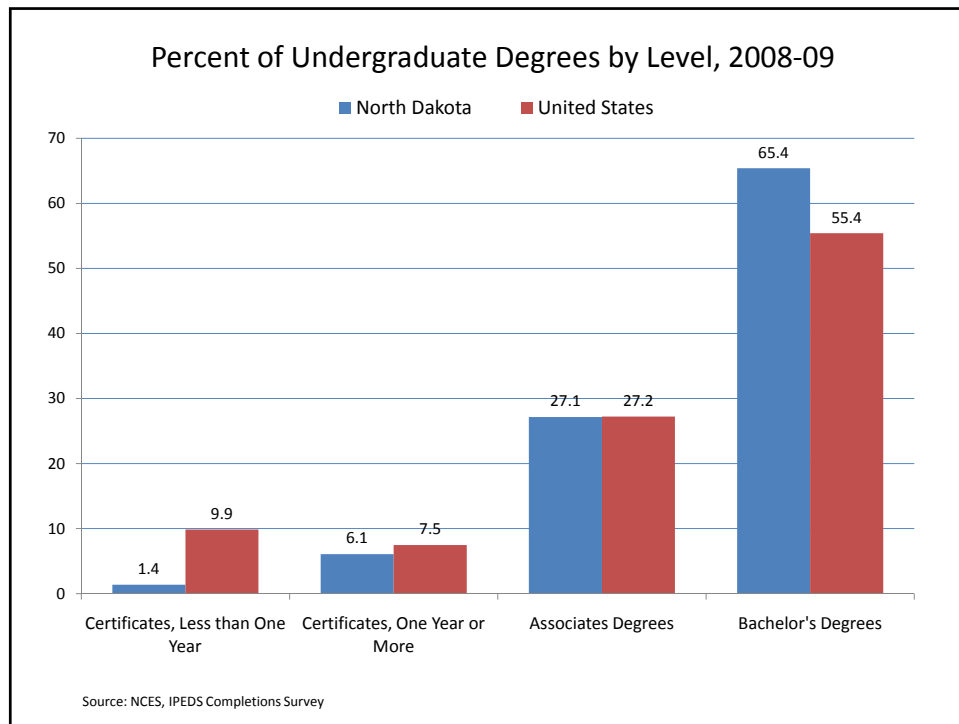
- *Definition: Number and percentage of first-time degree- or certificate-seeking undergraduate students completing 24 credit hours (for full-time students) or 12 credit hours (for part-time students) within their first academic year*
- **Full-Time Students:**
- Numerator: Number of students from cohort (denominator) completing 24 credit hours within one academic year after entry.
- Denominator: Number of first-time, full-time degree- or certificate-seeking undergraduate students entering in the fall semester of the specified year.
- **Part-Time Students**
- Numerator: Number of students from cohort (denominator) completing 12 credit hours within one academic year of entry.
- Denominator: Number of first-time, part-time degree- or certificate-seeking undergraduate students entering in the fall semester of the specified year.



Enrollment: Unduplicated Headcount

- *Definition: Annual unduplicated number of students enrolled over a 12-month period at public institutions of higher education, disaggregated by attendance status at entry (full-time or part-time), race/ethnicity, gender, age, and Pell recipient status at entry. Enrollment should be reported for each public institution, and aggregated by sector and by certificate-seeking, associate degree-seeking, bachelor's degree-seeking, and undetermined or courses-only.*



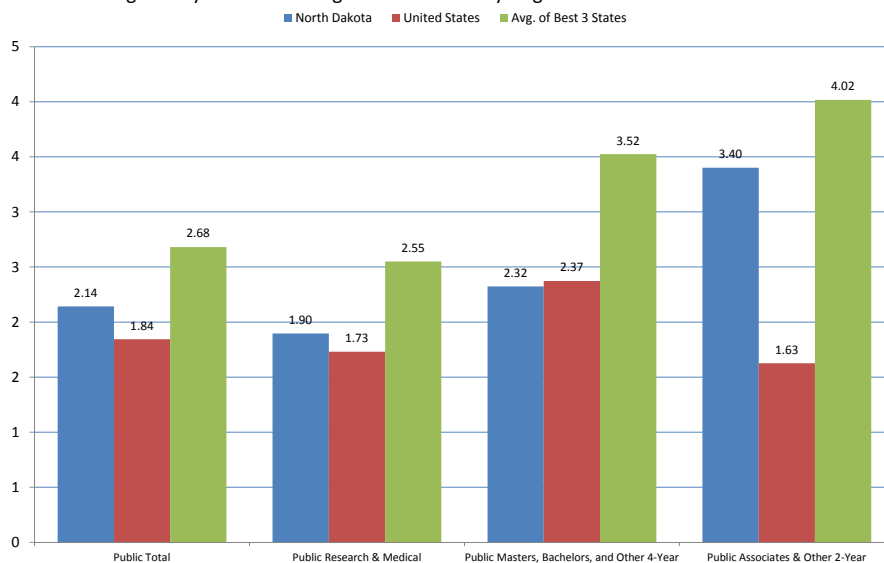


Degrees Weighted by Value to the State and Individuals: Median Earnings in the State Employment Market

Degree-Level	Median Earnings	Indexed to Bachelor's Degrees	Awards	Weighted Awards
Certificates STEM	25,986	0.77	53	41
Certificates Health	21,989	0.65	179	116
Certificates Other	24,987	0.74	221	163
Associates STEM	35,981	1.06	368	391
Associates Health	29,984	0.88	332	294
Associates Other	31,584	0.93	1,248	1,163
Bachelors STEM	51,973	1.53	889	1,364
Bachelors Health	34,982	1.03	594	613
Bachelors Other	33,882	1.00	3,368	3,368
Masters STEM	54,971	1.62	202	328
Masters Health	49,974	1.47	130	192
Masters Other	40,979	1.21	642	776
Doctorates STEM	15,992	0.47	47	22
Doctorates Health	361,812	10.68	61	651
Doctorates Other	41,978	1.24	67	83
First-Professionals STEM	13,993	0.41	0	0
First-Professionals Health	149,922	4.42	143	
First-Professionals Other	84,956	2.51	80	201
TOTAL			8,624	9,766

Total Public Revenues per Degree = State, Local, Tuition and Fee Revenue / Weighted Awards

Degrees Awarded per \$100,000 of Funding, 2008-09
State & Local Appropriations and Tuition & Fees
Weighted by Median Earnings of Graduates - by Degree-Level and STEM and Health



Sources: NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)

