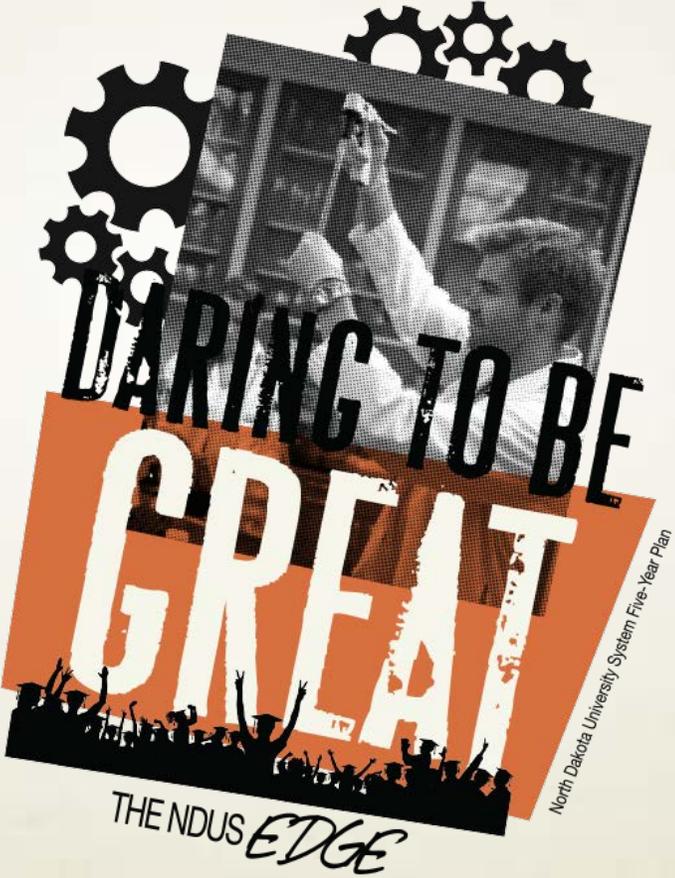


North Dakota University System

MISSION STUDY REPORT

JUNE 2016



LARRY C. SKOGEN, Ph.D., PRESIDENT, BISMARCK STATE COLLEGE

Mission Taskforce Study

In fall 2015 Chancellor Mark Hagerott established a North Dakota University System (NDUS) Mission Study Task Force. He approved a concept for that task force with the first phase focused on the key question:

- Are the state's and each region's economic, education, and workforce needs being met by the current structure of and program delivery (methods and levels) by the North Dakota University System and its individual institutions?



Resources

- Five year-trend in statistical analysis of each institution's completions by programs and/or degrees/certifications.
- North Dakota Job Service analysis of future trends in education, training, and workforce needs in North Dakota at large.
- Burning Glass analysis of education, training, and workforce needs in North Dakota that was included in the NDUS System-wide Master Plan by Paulien and Associates released June 2014.

Resources

- North Dakota Education Standards and Practices Board statistics and analysis of K-12 teacher needs in the state.
- A survey of education, training, and workforce needs in the state's eight Planning Council regions. The thrust of the survey was: are Planning Region's needs being met? If not, what must the university system do to meet those needs? And, what must the institutions in each region do to meet those needs?

Historical Background

What has been will be again, what has been
done will be done again; there is nothing new
under the sun

Ecclesiastes 1:9



Historical Background

- 1885 the Dakota Territorial Legislature passed an appropriation of \$45,000 to construct a building for the agricultural college
- Territorial Governor Gilbert A. Pierce vetoed the bill because “[t]he educational institutions supported by the Territory are already too numerous and are taxing the people for their completion and maintenance without adequate return.”

Historical Background

- At a June 17, 1908 meeting of the University of North Dakota (UND) Board of Trustees, passed a resolution complaining that UND's "Pedagogical and other courses" were being "duplicated at the Agricultural College and other North Dakota state institutions," and asked that a plan be devised "whereby all the state educational institutions can be made to stay within the bounds of the law or within their natural fields of work."



Historical Background

- Number of institutions and duplication and mission definition have been consistent themes in discussions about the efficiencies of NDUS.
- In 1889, the new North Dakota Constitution established seven institutions
- In 1911 the North Dakota Constitution was amended to include another normal school in Minot (today's Minot State University)
- In 1916 to include a normal school in Dickinson (today's Dickinson State University)

Historical Background

- In 1972 state voters agreed to an amendment to the Constitution that removed Ellendale as one of the constituted institutions, but continued recognizing six of the original seven institutions, plus the 1911 and 1916 additions.
 - Only voter approved change to constituted institutions
- 1984 statewide vote moved the junior colleges at Bismarck, Devils Lake, and Williston under the control of the state board (now 11 institutions.)



Historical Background

- Late 1980s request by the Board for “a study of the feasibility, procedures, and timetable for converting Mayville State and/or Valley City State into two-year campuses.”
- February 1990 Board rejected the argument that such a move would save money—in fact, converting to two-year technical schools, the staff argued, may be more expensive—and posited that teacher shortages in North Dakota may result from such a conversation.
- Rather, the report recommended capping enrollments at the largest institutions (UND, NDSU, MiSU, and BSC)
- Board did not approve the latter recommendation.

Historical Background

- 2000s the Board established a Clarifying Campus Mission Task Force that met during the fall of 2003 and into the spring of 2004.
- June 2004 meeting the Board began the approval process for VCSU to deliver graduate degrees
- By 2010 the Board had expanded the missions of VCSU (limited graduate-degree granting) and BSC (limited bachelor-degree granting)



Historical Background

- In 2014 voters resoundingly defeated an effort that was focused on replacing the State Board of Higher Education with a three-person commission, but that same measure would have removed the entire section of the North Dakota Constitution that contained the names and missions of the eight constituted institutions.
- Fall 2015, DSU, VCSU, and MaSU were approved for delivery of Master of Arts in Teaching in response to the Board's concern about teacher shortages in North Dakota

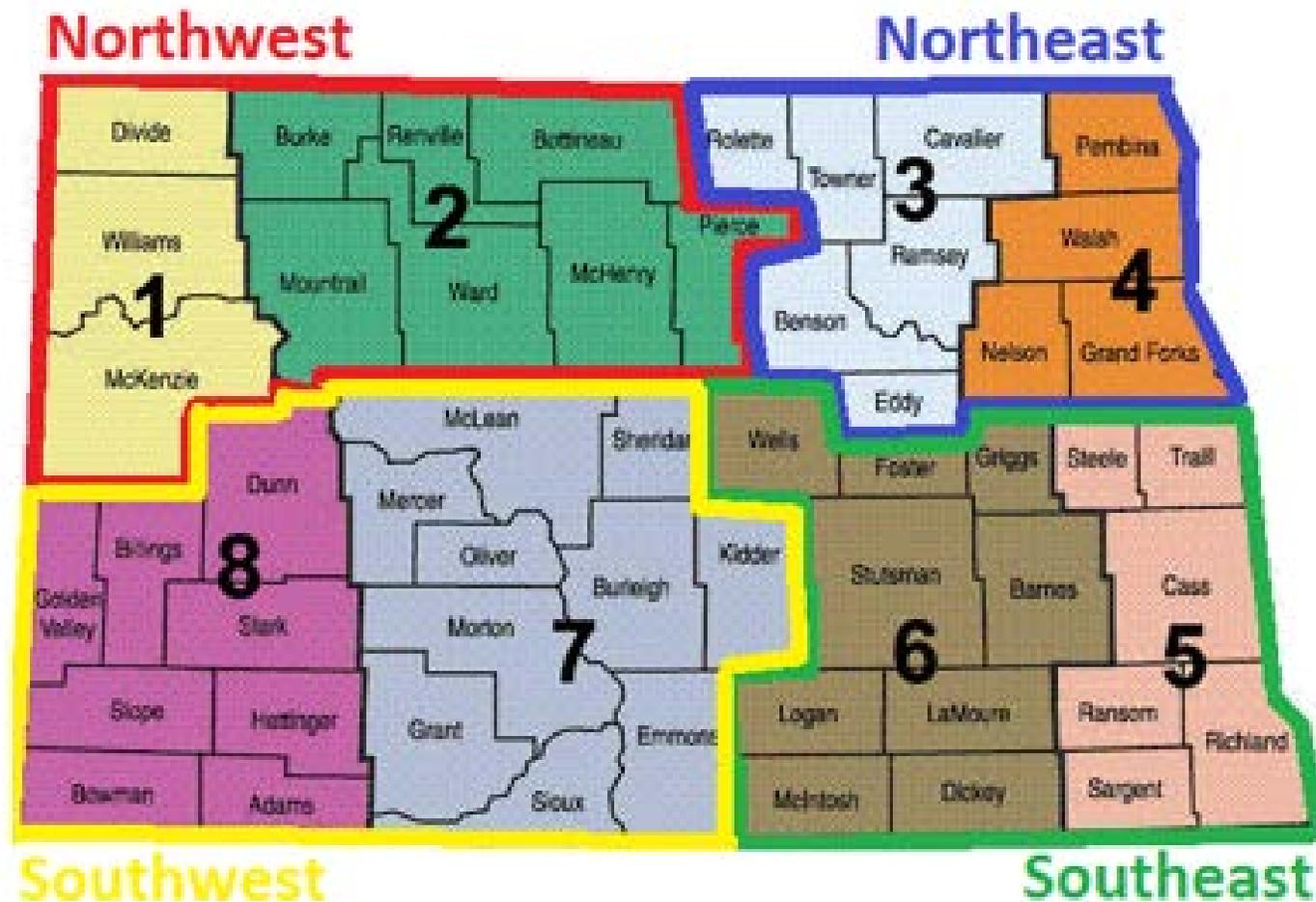


Historical Background

- The minutes and reports of the SBHE during the early twenty-first century demonstrate an appreciation of the age-old concerns about **duplication and the efficacy of appropriate campus missions**, but **actions by the Board during that same time period expanded** some institutional missions to meet the needs of the state and its residents.
- Current Mission Task Force has focused entirely on whether the NDUS and its institutions are meeting the workforce needs of the state



Statewide Demographics



ND Population By Region

ND Population 2010 Census – 2014*

Region	April 1, 2010	Population Estimate (as of July 1)				
	Census	2010	2011	2012	2013	2014
1	30829	31042	33530	36884	41175	45558
2	89967	90438	93354	95787	99280	101040
3	40672	40707	40930	41310	41602	41555
4	88519	88552	88111	89097	90660	91281
5	185481	185918	188440	192484	199068	202851
6	56363	56344	56164	56028	56161	56190
7	141864	142317	144530	147674	151659	154454
8	38896	39027	40183	42441	44252	46553
State	672591	674345	685242	701705	723857	739482

* 2015 Regional & State data will become available after June 2016



ND Population Growth Rate By Region

ND Population Growth Rate 2010 Census – 2014*

Region	Year to Year Rate				5 Year Rate 2010-2014
	2010-11	2011-12	2012-13	2013-14	
1	8%	10%	12%	11%	48%
2	3%	3%	4%	2%	12%
3	1%	1%	1%	---	2%
4	----**	1%	2%	1%	3%
5	1%	2%	3%	2%	9%
6	----	----	----	----	---
7	2%	2%	3%	2%	9%
8	3%	6%	4%	5%	20%
State	2%	2%	3%	2%	10%

* 2015 Regional & State data will become available after June 2016

Statewide Analysis



Statewide Analysis

Burning Glass Statewide Need Met/Not Met

	Sub-baccalaureate level	Baccalaureate+ level
Need not met	<ul style="list-style-type: none"> -Human services/healthcare clerical & support -Finance -Nursing -Transportation/maintenance, repair & installation 	<ul style="list-style-type: none"> -Very modest potential need for computer & IT
Need met	<ul style="list-style-type: none"> -Allied Health -Clerical & admin -Communications -Computer & IT -Construction & architecture -Engineering -Hospitality, food & tourism -Life & physical sciences -Management -Manufacturing & production -Research, planning & analysis -Sales & marketing 	<ul style="list-style-type: none"> -Allied Health -Clerical & admin -Communications -Construction & architecture -Engineering -Finance -Hospitality, food & tourism -Human services/healthcare clerical & support -Life & physical sciences -Management -Manufacturing & production -Nursing -Research, planning & analysis -Sales & marketing -Transportation/maintenance, repair & installation

Statewide Analysis

Planning Council members and business leaders from Regions 1 through 8 were asked to identify the education and training priorities for their respective regions. The collective priorities are:

1. Agriculture
2. Pre-K to 12th education
3. Healthcare
4. Engineering
5. Technology
6. Energy
7. Manufacturing
8. Business

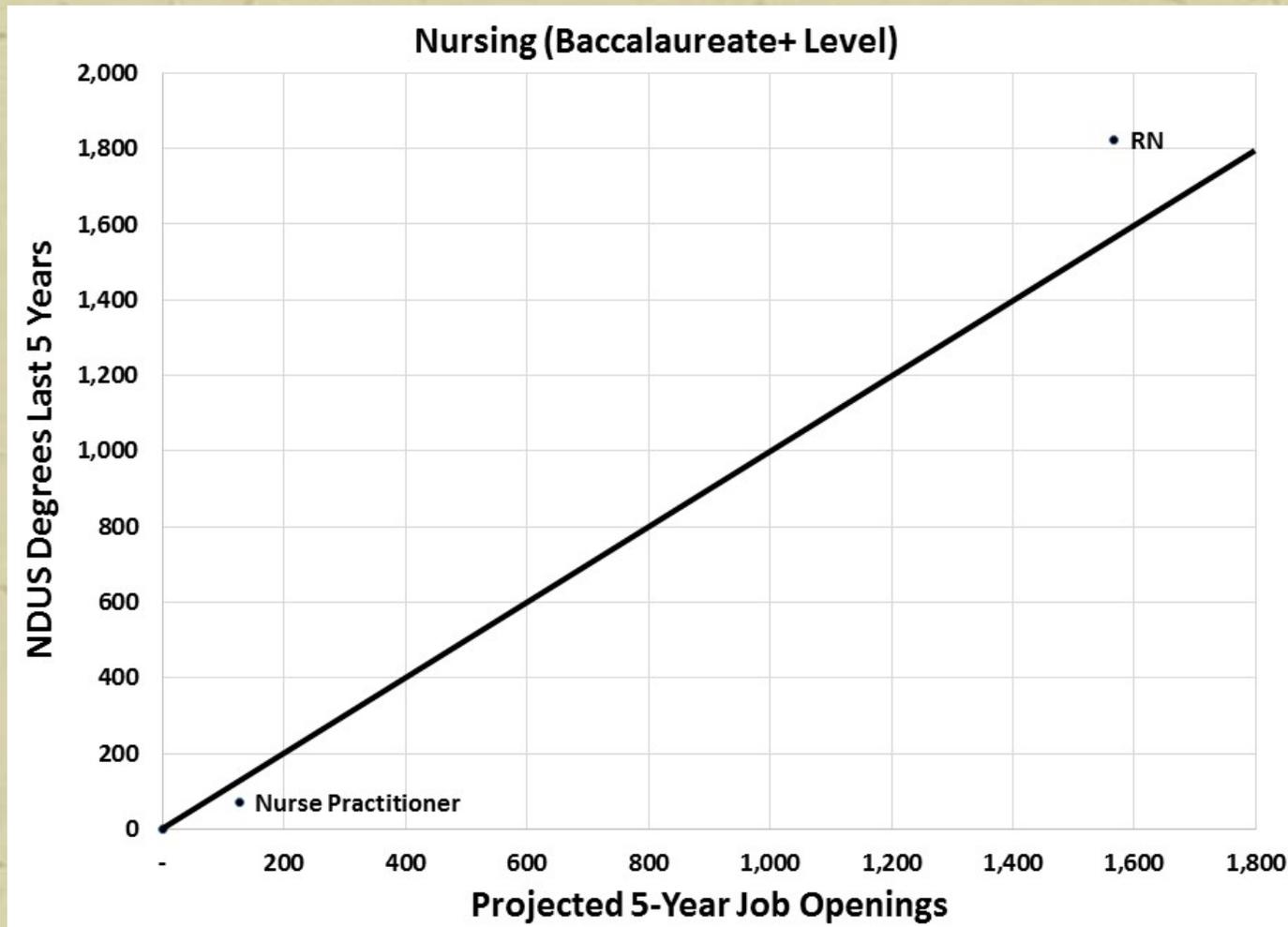


Statewide Analysis

- The final statewide analysis was the Job Service projections measured against NDUS production.
- What is most revealing about these graphs is comparing statewide degree production with regional demand and needs.
- Burning Glass and the surveys may reveal a regional need or priority, statewide production in a high demand area may already be met.
- This study demonstrates that statewide NDUS production does not necessarily equate into meeting statewide or regional needs or priorities.

Statewide Analysis

Graph 1 – Statewide Production/Northwest Need-Priority



The overlay of Burning Glass and the Regional Council survey indicates that baccalaureate+ nursing is high-need/priority in the Northwest. Graph 1 compares projected ND job openings in relevant occupations with NDUS system-wide degree production.

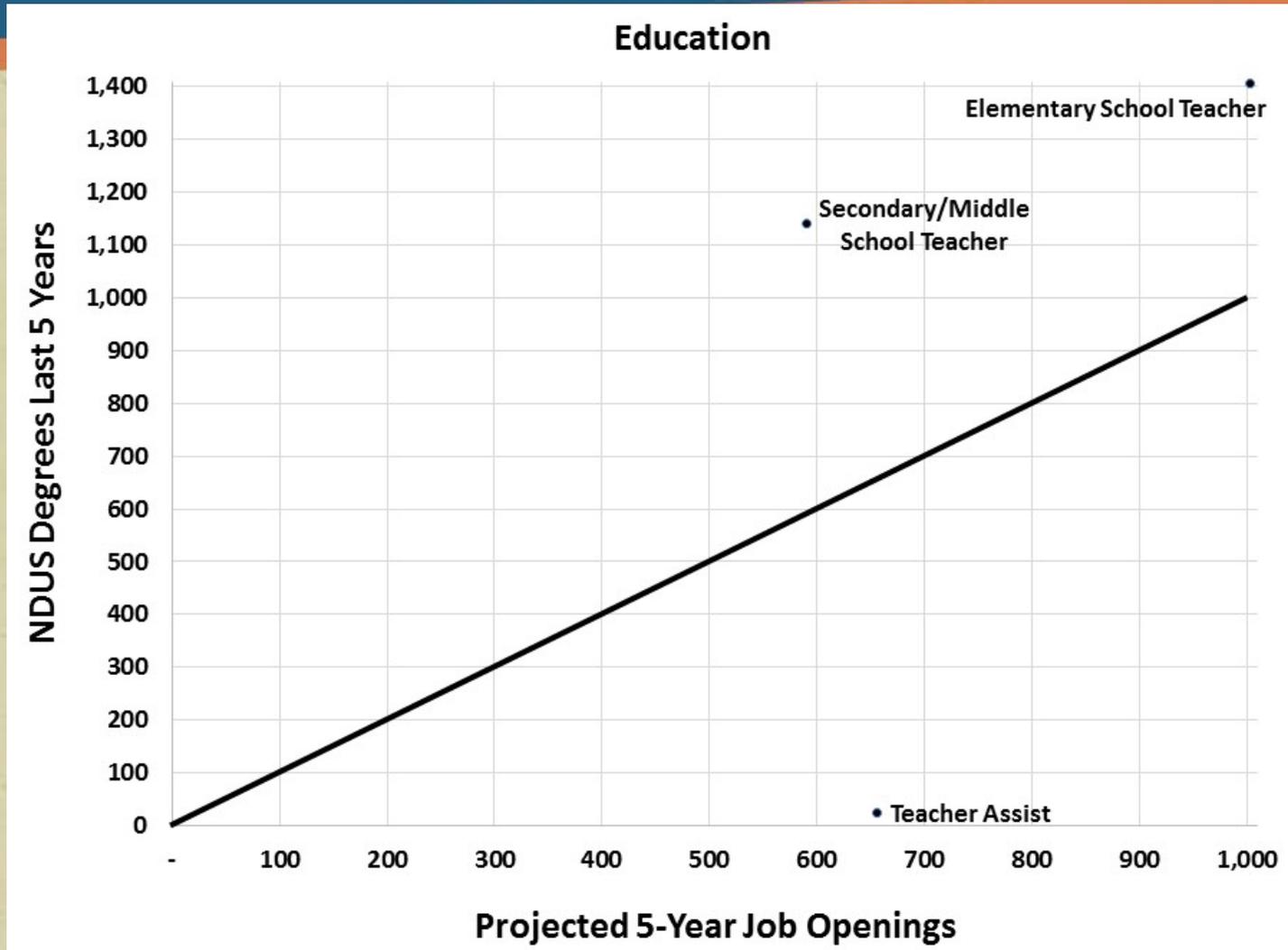
Statewide Analysis

- This analysis demonstrates that meeting a workforce need through system-wide production does not mean that that priority is met for one or more of the Planning Regions.
- Statewide projections on K-12 education needs presented a unique challenge for researchers.



Statewide Analysis

Graph 2 - Statewide



The overlay of Burning Glass and the Regional Council survey indicates that teacher education is a high priority statewide.

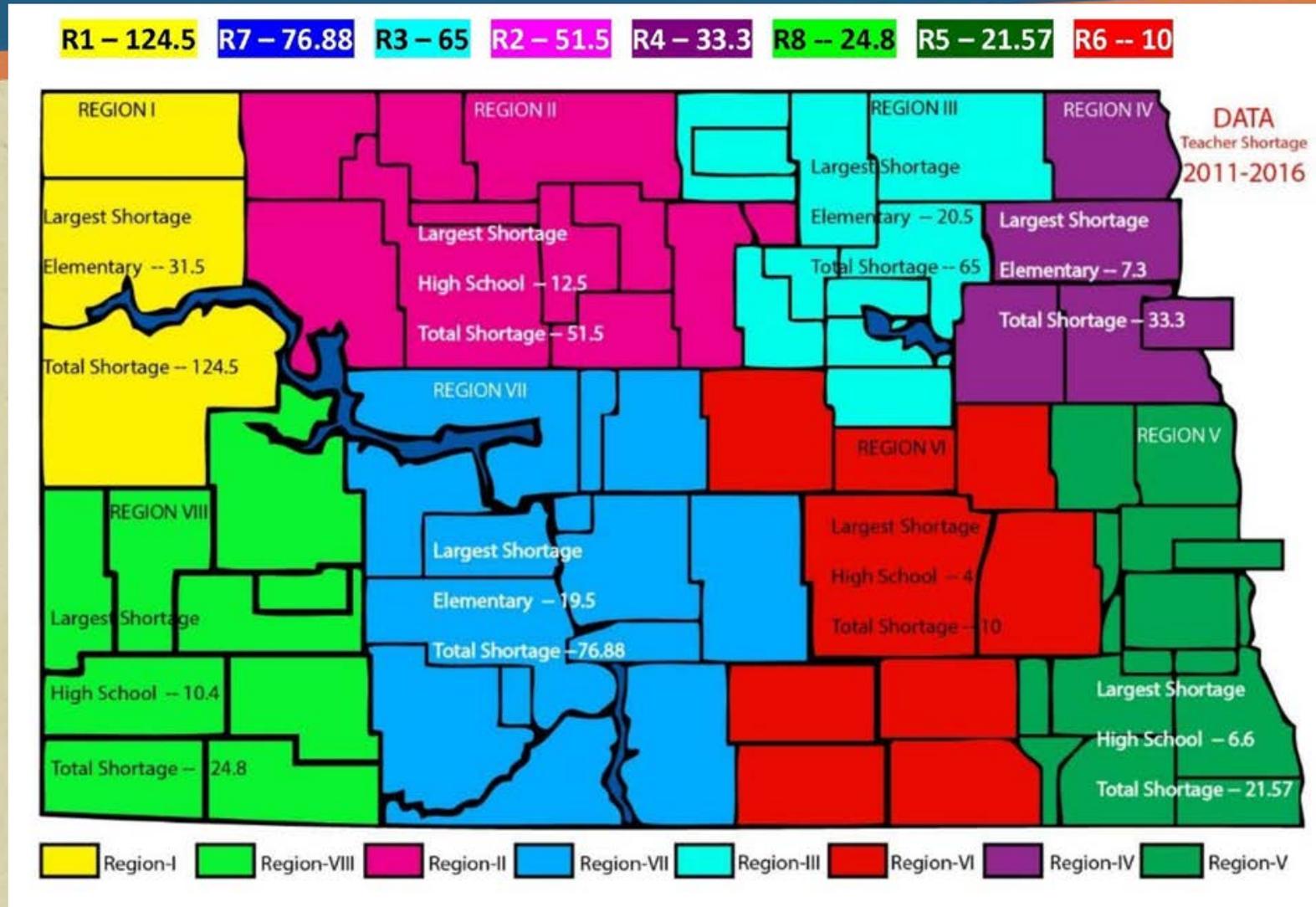
Graph 2 compares projected ND job openings in teaching occupations with NDUS system-wide degree production.

Statewide Analysis

Graph 2 demonstrates that plenty of graduates majored in Education programs to meet state needs. The reality is, however, that there are teacher shortages statewide, as demonstrated in this Education Standards and Practices Board (ESPB) Map.



Statewide Analysis



Statewide Analysis

- Obviously, there are teacher shortages of varying degrees in every Regional Planning area.
- That a student is studying in an education field does not necessarily mean that student intends on teaching in North Dakota.
- ESPB then measures the number of applicants and degree completers who attempt ND Teacher Licensure examination each year.
- Using ESPB methodology demonstrates that for 2014-2015, roughly 80% of NDUS education program graduates demonstrated that intent to seek employment in ND.

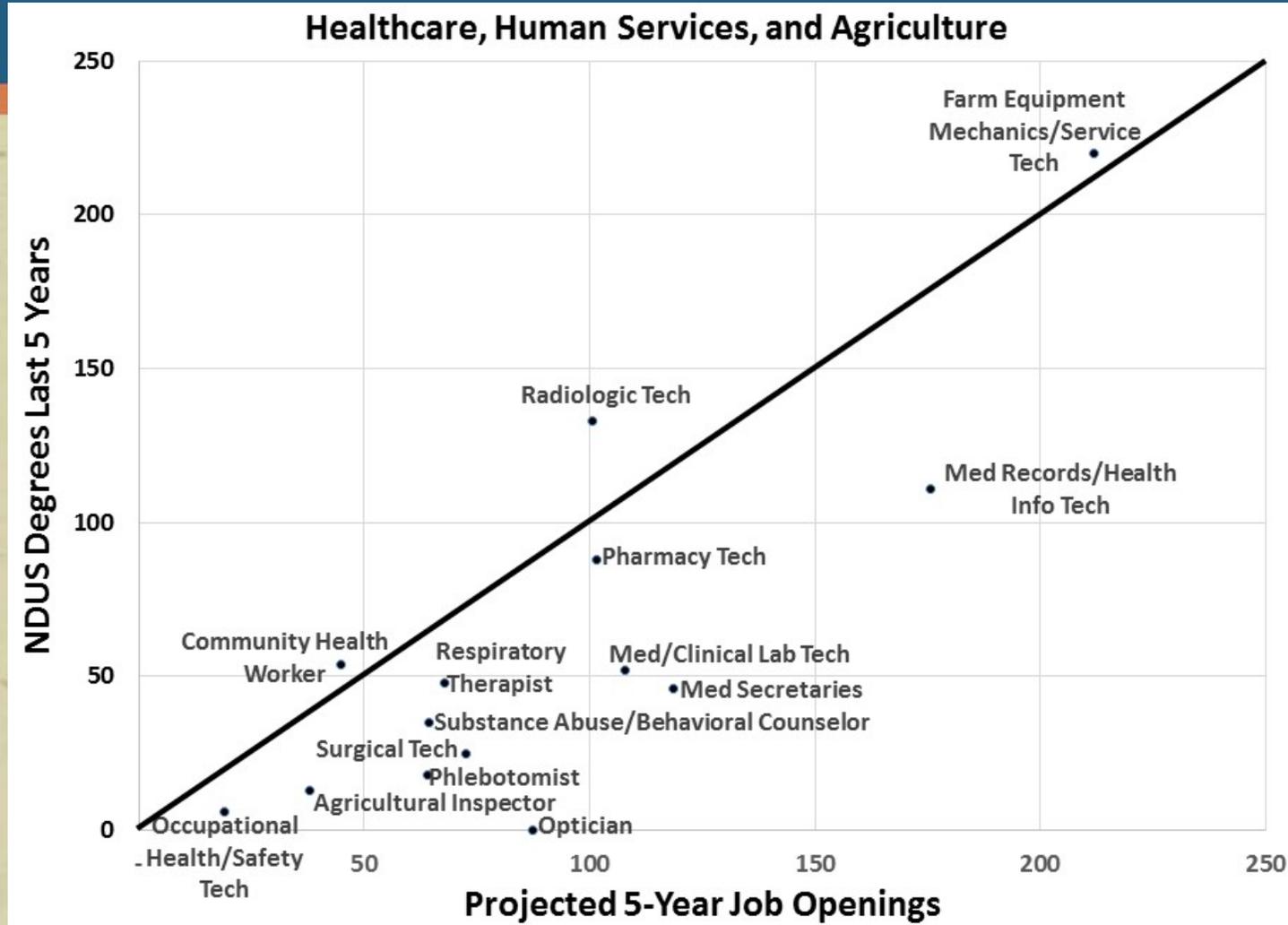
Statewide Analysis

- ND State Superintendent of Public Instruction Kirsten Baesler established a Teacher Recruitment and Retention Task Force.
- “Through the analyzation of data the task force has determined that the majority of our unfilled positions exist in our smaller rural schools, and further there is an even greater challenge filling open teaching positions in smaller, rural schools in isolated areas. Rather than take a teaching job in a small, rural isolated school, graduates with teaching degrees often choose another career option in larger metropolitan area of North Dakota.”
- Retention, it turns out, also impacts the teacher shortage: “Graduates teach for a year or two but too often leave the profession within the first five years for different reasons.”

Statewide Analysis

- The ND teacher shortage is very real, as the ESPB map demonstrates, and a very complex issue, as Superintendent Baesler's task force concluded.
- From an NDUS perspective, the production of K-12 educators must continue at current rates so as not to worsen the crisis.
- In response to this crisis the SBHE has expanded the missions of VCSU, MaSU, and DSU to offer masters-level degrees in teacher education.
- Of the 80% of the NDUS education program graduates who took the state teachers examination in 2014-2015, there was a 92% first-time pass rate.

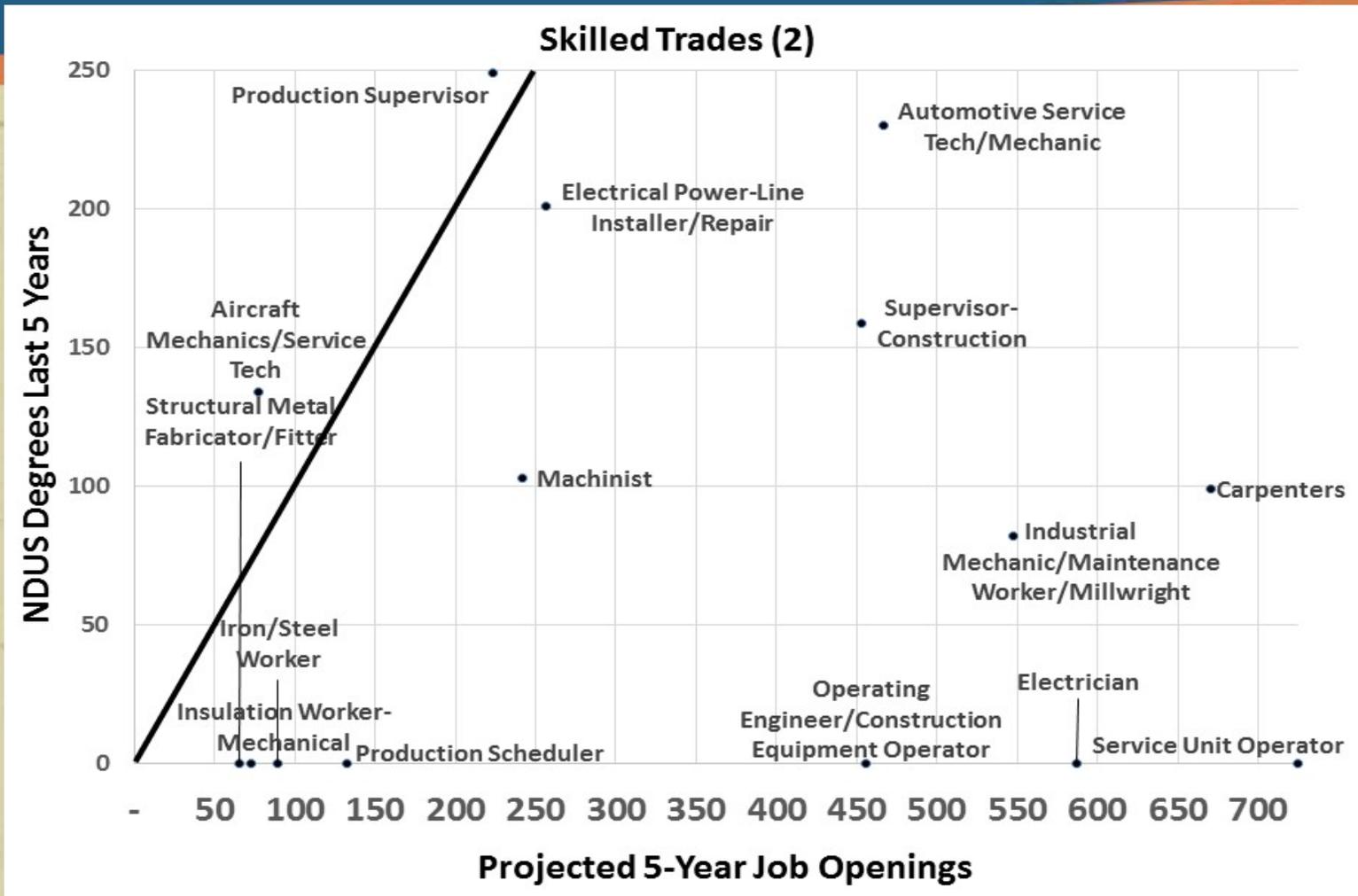
Statewide Analysis



Graph 3 – Northeast: Sub-baccalaureate

The overlay of Burning Glass and the Regional Council survey indicates that sub-baccalaureate human services/healthcare clerical and support occupations are high need/priority in the Northeast. Agriculture is also a priority. Graph 3 compares projected ND job openings in relevant occupations with NDUS system-wide degree production.

Statewide Analysis



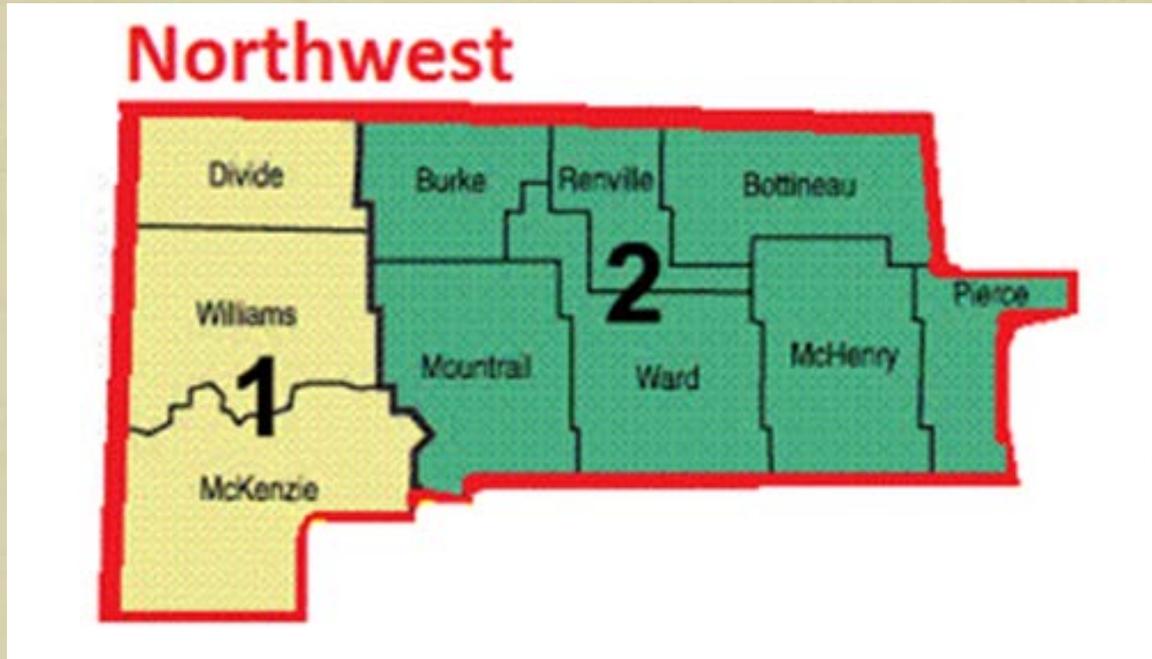
The overlay of Burning Glass and the Regional Council survey indicates that sub-baccalaureate transportation/maintenance, repair, and installation occupations are high-need/priority in the Southwest. Manufacturing is also a priority. Graph 4 compares projected ND job openings in some relevant occupations with NDUS system-wide degree production.

Graph 4 – Southwest: Sub-baccalaureate

Regional Analysis



Northwest Region



Northwest Region

Burning Glass concluded that there were a number of baccalaureate and sub-baccalaureate needs in the Northwest.

	Sub-baccalaureate level	Baccalaureate+ level
Need not met	<ul style="list-style-type: none"> -Allied Health -Human services/healthcare clerical & support -Finance -Transportation/maintenance, repair & installation 	<ul style="list-style-type: none"> -Allied Health -Nursing -Computer & IT -Modest need for hospitality, food & tourism
Need met	<ul style="list-style-type: none"> -Clerical & admin -Communications -Computer & IT -Construction & architecture -Engineering -Hospitality, food & tourism -Life & physical sciences -Management -Manufacturing & production -Nursing -Research, planning & analysis -Sales & marketing 	<ul style="list-style-type: none"> -Clerical & admin -Communications -Construction & architecture -Engineering -Finance -Human services/healthcare clerical & support -Life & physical sciences -Management -Manufacturing & production -Research, planning & analysis -Sales & marketing -Transportation/maintenance, repair & installation

Northwest Region

Survey respondents from Planning Regions 1 and 2 provided identical priorities in positions 1, 2, and 3, and mirrored exactly the priorities of the respondents from across the state. Both regions diverge on priority #4 from the state consensus, and not surprisingly listed “energy” as a higher priority than the rest of the state.

Ranking order	State	Region 1	Region 2
1.	Agriculture	Agriculture	Agriculture
2.	Pre-K to 12 th edu	Pre-K to 12 th edu	Pre-K to 12 th edu
3.	Healthcare	Healthcare	Healthcare
4.	Engineering	Energy	Energy
5.	Technology	Business	Manufacturing
6.	Energy	Technology	Engineering
7.	Manufacturing	Engineering	Technology
8.	Business	Manufacturing	Business

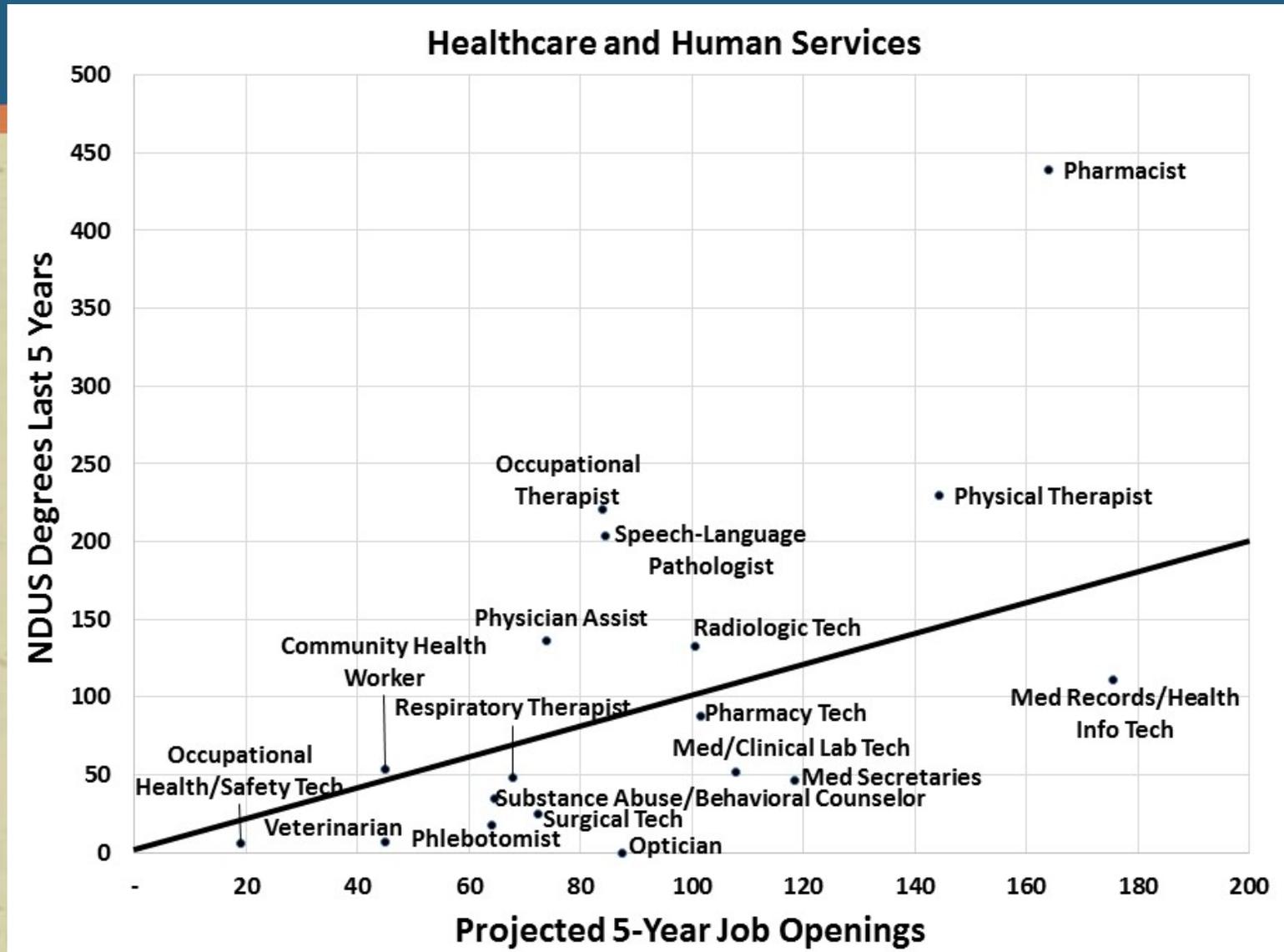
Northwest Region

When overlaying Burning Glass, survey responses, Job Service projections, and NDUS production, Graphs 5 and 6 demonstrate the need for two- and four-year programs in that region.



Northwest Region

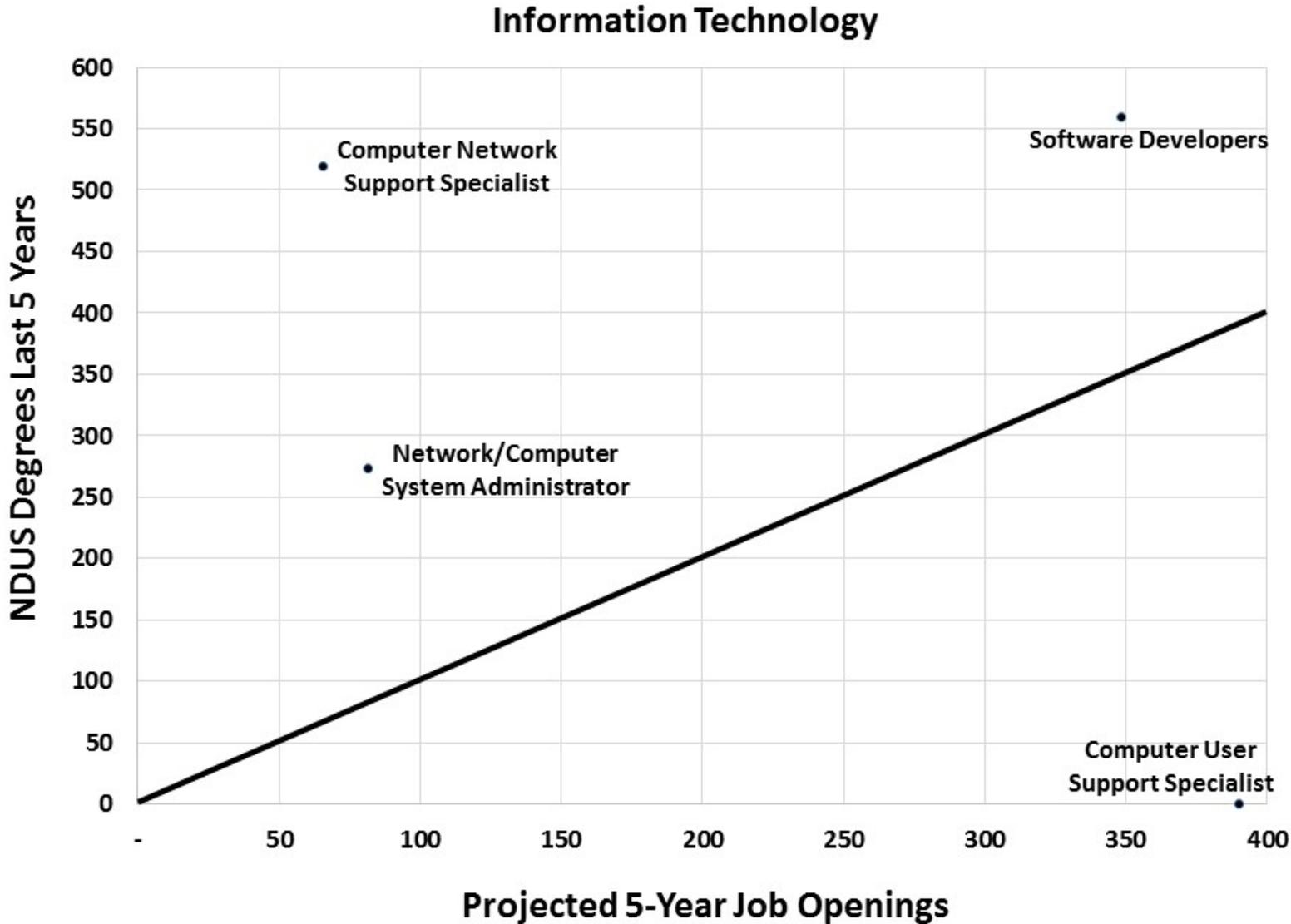
Graph 5



The overlay of Burning Glass and the Regional Council survey indicates that allied health and sub-baccalaureate human services/healthcare clerical and support occupations are high-need/priority in the Northwest. Graph 5 compares projected ND job openings in relevant occupations with NDUS system-wide degree production.

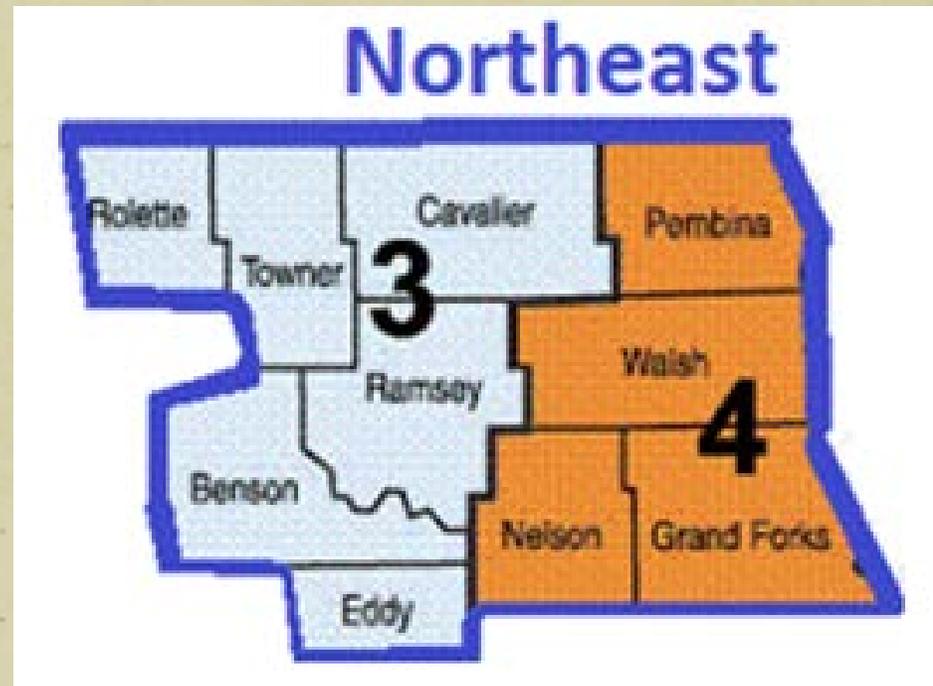
Northwest Region

Graph 6



The overlay of Burning Glass and the Regional Council survey indicates that baccalaureate+ computer and IT occupations are high need/priority in the Northwest. Graph 6 compares projected ND job openings in relevant occupations with NDUS system-wide degree production.

Northeast Region



Northeast Region

Burning Glass concluded that the need for baccalaureate degrees was being met in the Northeast, but that there were a number of sub-baccalaureate degree needs in that region.

	Sub-baccalaureate level	Baccalaureate+ level
Need not met	<ul style="list-style-type: none"> -Allied Health -Human services/healthcare clerical & support -Finance 	<ul style="list-style-type: none"> -Modest need for hospitality, food & tourism
Need met	<ul style="list-style-type: none"> -Clerical & admin -Communications -Computer & IT -Construction & architecture -Engineering -Hospitality, food & tourism -Life & physical sciences -Management -Manufacturing & production -Nursing -Research, planning & analysis -Sales & marketing -Transportation/maintenance, repair & installation 	<ul style="list-style-type: none"> -Allied Health -Clerical & admin -Communications -Computer & IT -Construction & architecture -Engineering -Finance -Human services/healthcare clerical & support -Life & physical sciences -Management -Manufacturing & production -Nursing -Research, planning & analysis -Sales & marketing -Transportation/maintenance, repair & installation

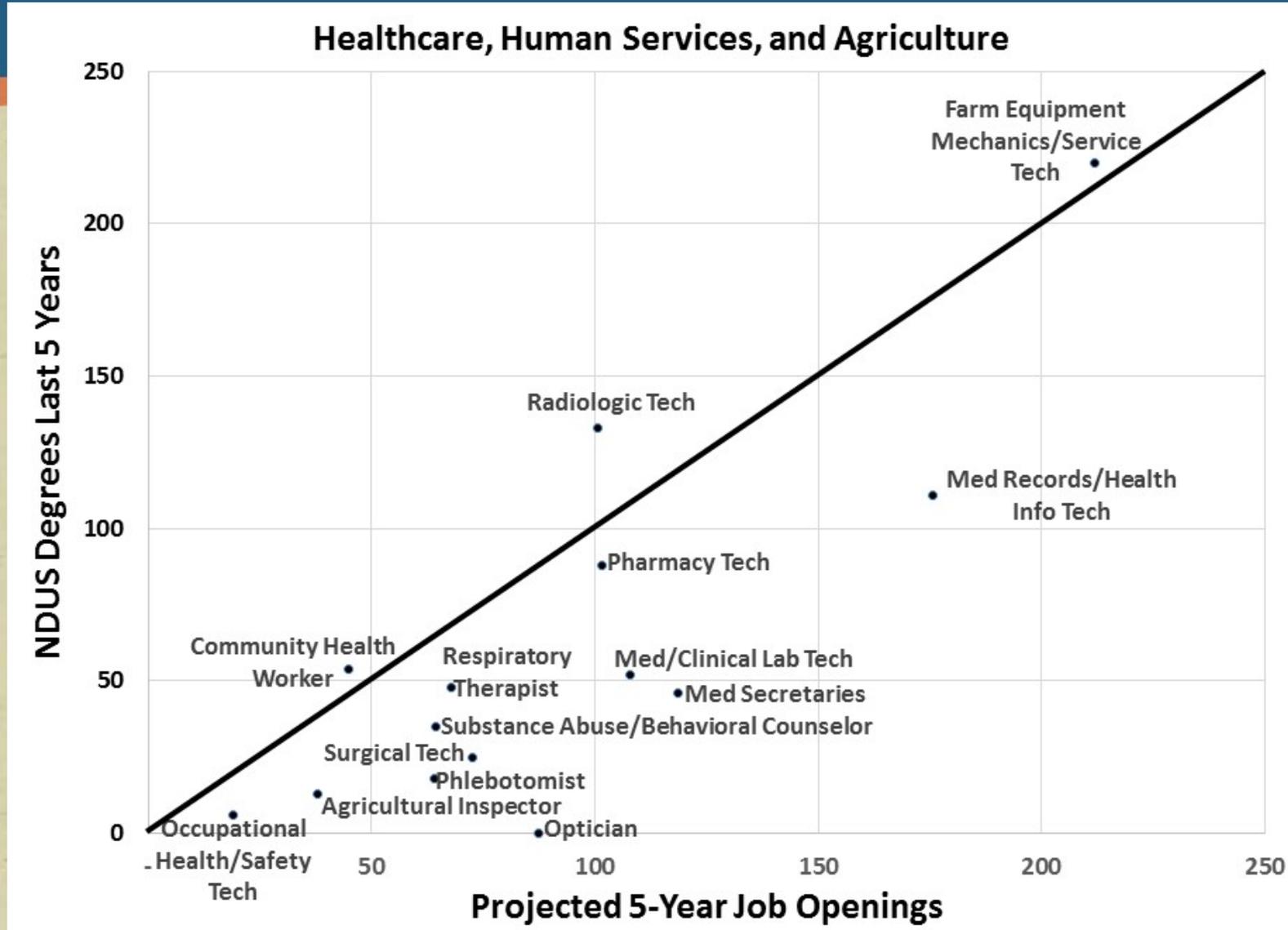
Northeast Region

Ranking order	State	Region 3	Region 4
1.	Agriculture	Agriculture	Agriculture
2.	Pre-K to 12 th edu	Pre-K to 12 th edu	Engineering
3.	Healthcare	Healthcare	Manufacturing
4.	Engineering	Technology	Energy
5.	Technology	Business	Healthcare
6.	Energy	Energy	Pre-K to 12 th edu
7.	Manufacturing	Engineering	Business
8.	Business	Manufacturing	Technology



Northeast Region

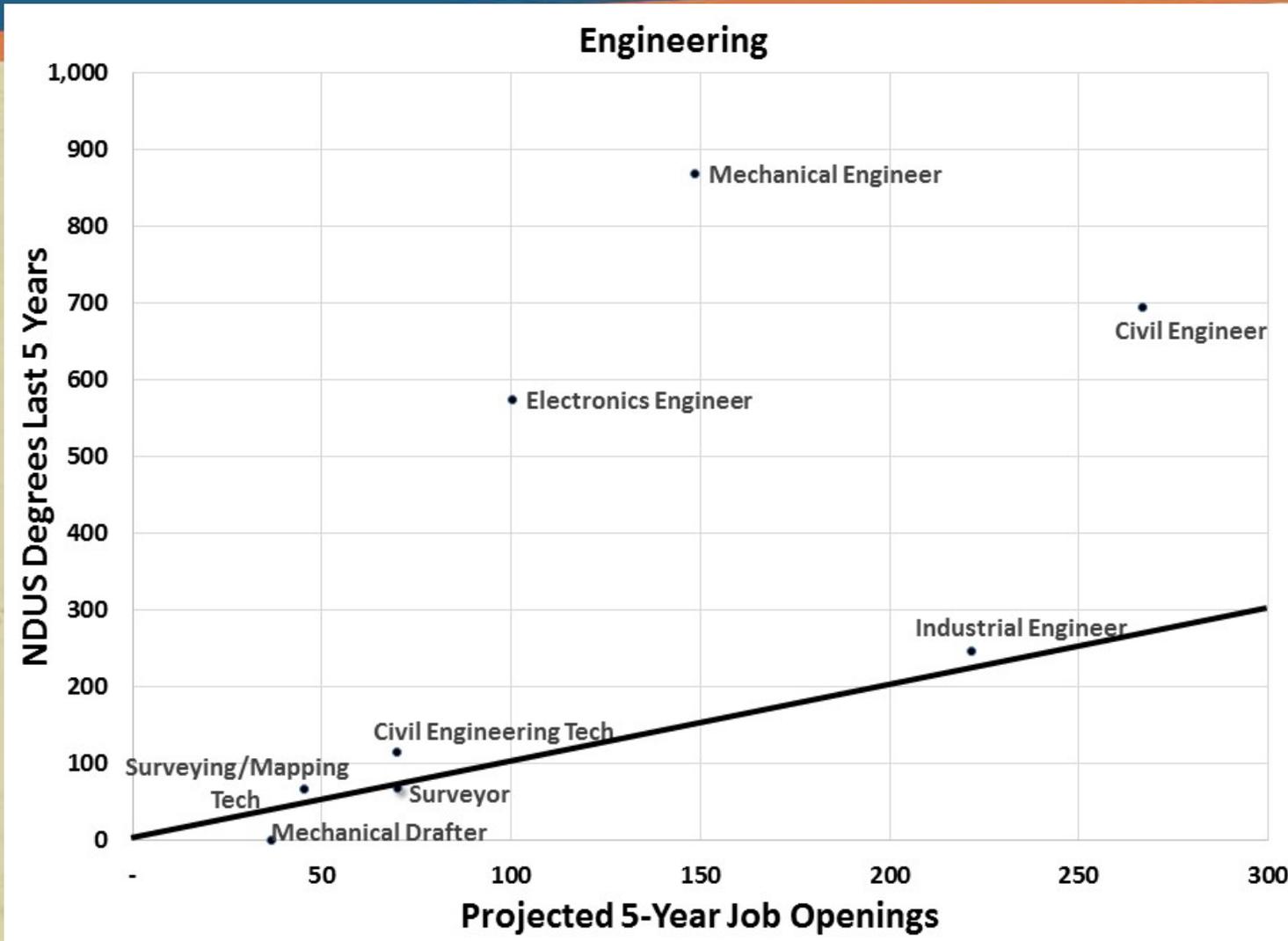
Graph 7



The overlay of Burning Glass and the Regional Council survey indicates that sub-baccalaureate human services/healthcare clerical and support occupations are high need/priority in the Northeast. Agriculture is also a priority. Graph 7 compares projected ND job openings with NDUS system-wide degree production.

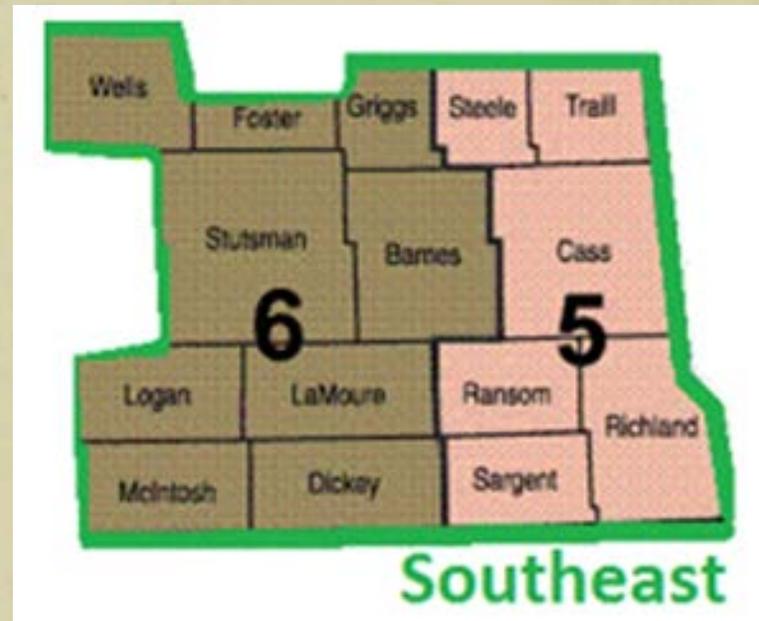
Northeast Region

Graph 8



The overlay of Burning Glass and the Regional Council survey indicates that engineering is a priority in the Northeast. Graph 8 compares projected ND job openings in relevant occupations with NDUS system-wide degree production.

Southeast Region



Southeast Region

Burning Glass concluded that the need for baccalaureate degrees was also being met in the Southeast, but that there remained a number of sub-baccalaureate degree needs in that region.

	Sub-baccalaureate level	Baccalaureate+ level
Need not met	<ul style="list-style-type: none"> -Clerical & admin -Computer & IT -Human services/healthcare clerical & support -Finance 	<ul style="list-style-type: none"> -Modest need for hospitality, food & tourism
Need met	<ul style="list-style-type: none"> -Allied Health -Communications -Construction & architecture -Engineering -Hospitality, food & tourism -Life & physical sciences -Management -Manufacturing & production -Nursing -Research, planning & analysis -Sales & marketing -Transportation/maintenance, repair & installation 	<ul style="list-style-type: none"> -Allied Health -Clerical & admin -Communications -Computer & IT -Construction & architecture -Engineering -Finance -Human services/healthcare clerical & support -Life & physical sciences -Management -Manufacturing & production -Nursing -Research, planning & analysis -Sales & marketing -Transportation/maintenance, repair & installation



Southeast Region

Planning Council Region respondents in both Regions 5 and 6 diverged significantly from each other and the rest of the state. However, it is worth noting that the growing manufacturing industry in the Southeast resulted in a fairly high priority in that industry by both Planning Regions. Moreover, the growing presence of software companies in Region 5, such as Microsoft, certainly resulted in such a high rating for Technology in that region.

Ranking order	State	Region 5	Region 6
1.	Agriculture	Technology; Engineering	Healthcare
2.	Pre-K to 12 th Edu		Agriculture
3.	Healthcare	Pre-K to 12 th Edu	Pre-K to 12 th Edu
4.	Engineering	Agriculture	Energy
5.	Technology	Manufacturing	Manufacturing
6.	Energy	Healthcare	Engineering
7.	Manufacturing	Energy	Business
8.	Business	Business	Technology



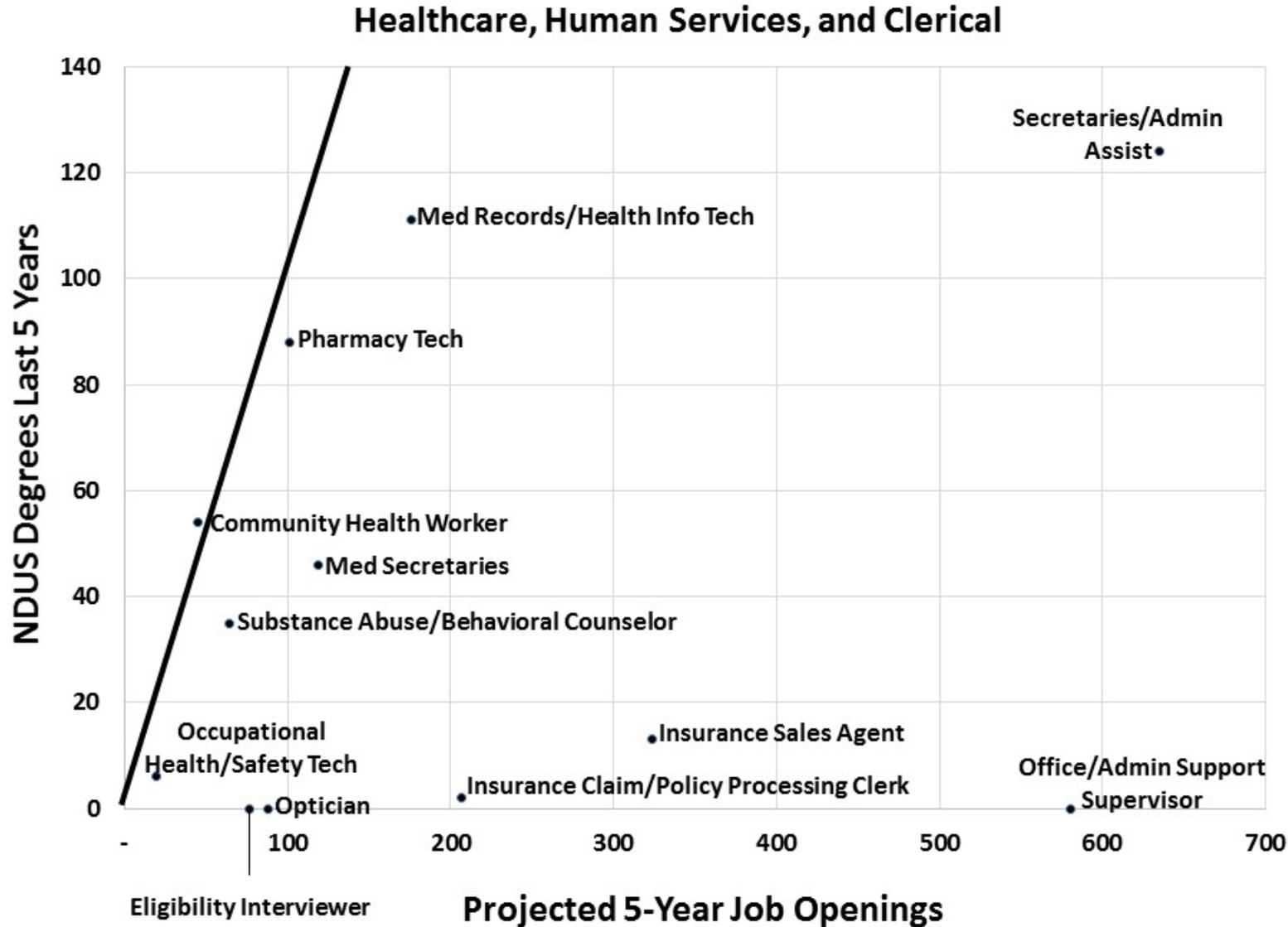
Southeast Region

When overlaying Burning Glass, survey responses, Job Service projections, and NDUS production, Graphs 9 and 10 demonstrate the very high need for two-year programs in that region.



Southeast Region

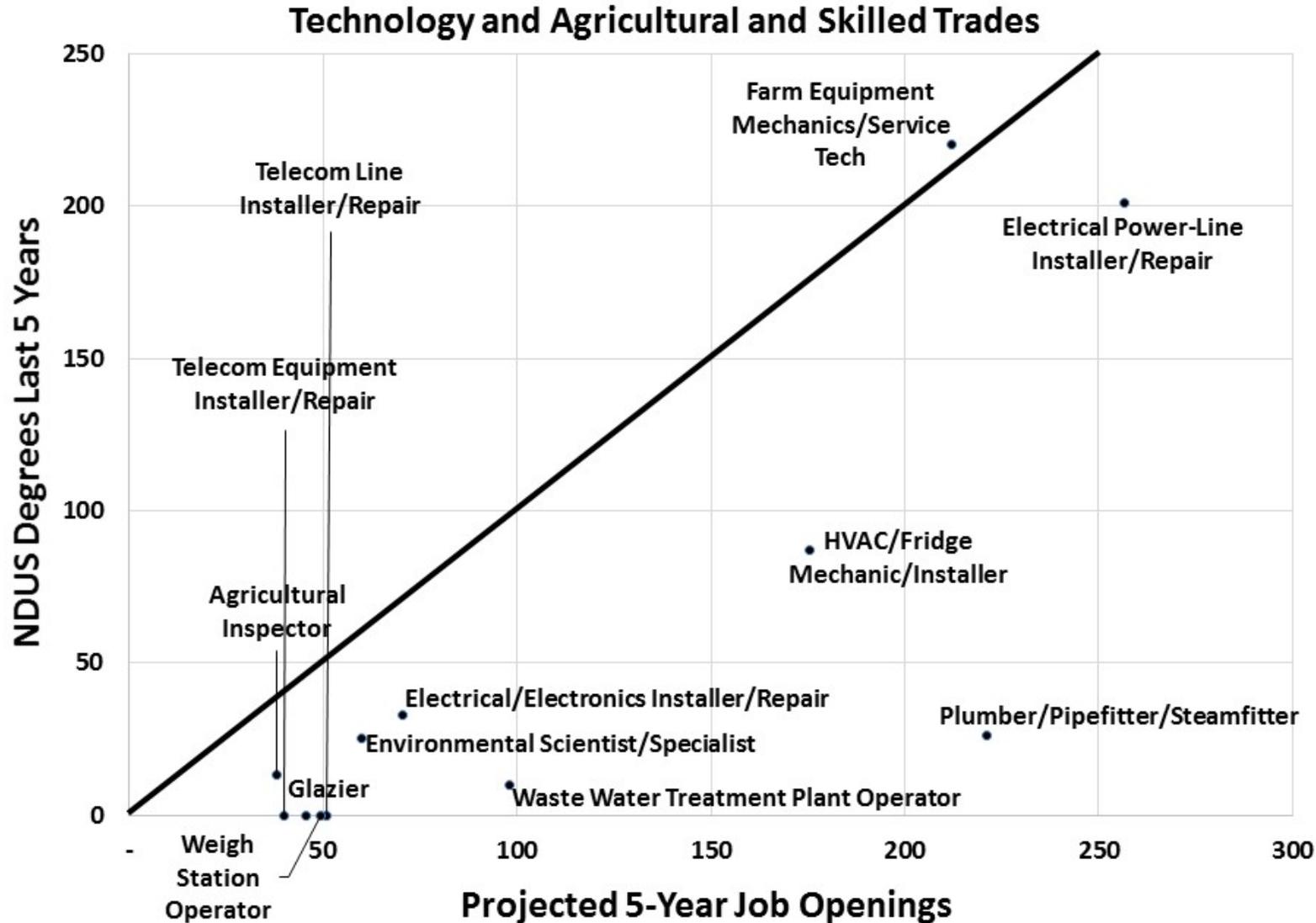
Graph 9



The overlay of Burning Glass and the Regional Council survey indicates that sub-baccalaureate administrative, clerical, and support occupations in human services/healthcare and business more generally are high-need/priority in the Southeast. Graph 9 compares projected ND job openings in relevant occupations with NDUS system-wide degree production.

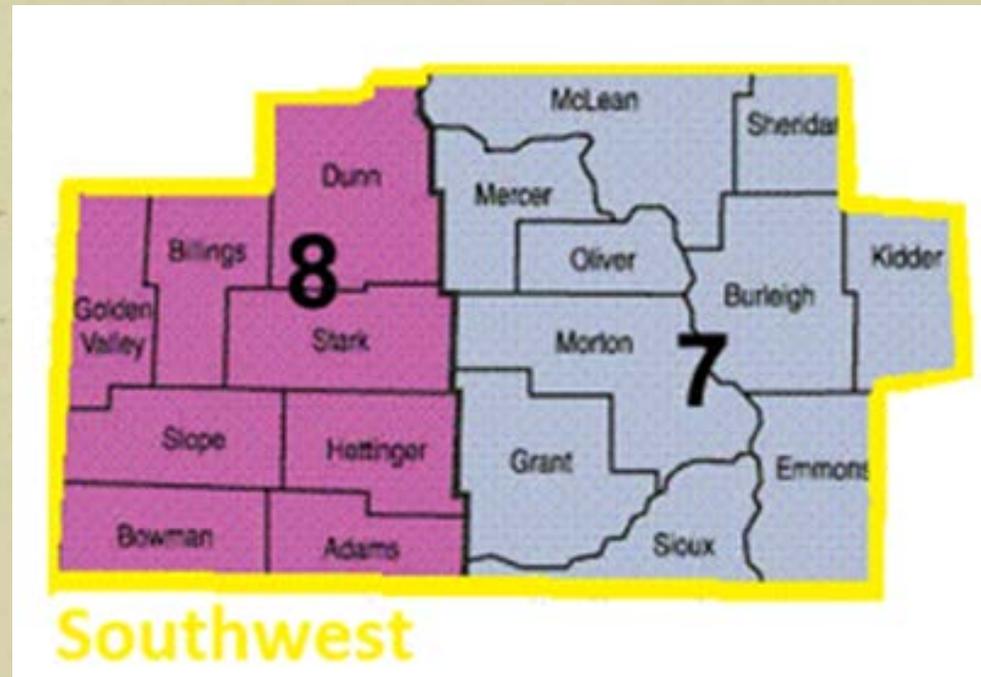
Southeast Region

Graph 10



The overlay of Burning Glass and the Regional Council survey indicates that technology and agriculture are priorities in the Southeast. Graph 10 compares projected ND job openings in relevant occupations with NDUS system-wide degree production.

Southwest Region



Southwest Region

Burning Glass concluded that the need for two- and four-year degrees was high in the Southwest.

	Sub-baccalaureate level	Baccalaureate+ level
Need not met	<ul style="list-style-type: none"> -Allied Health -Human services/healthcare clerical & support -Finance -Transportation/maintenance, repair & installation 	<ul style="list-style-type: none"> -Allied Health -Nursing -Computer & IT -Modest need for hospitality, food & tourism
Need met	<ul style="list-style-type: none"> -Clerical & admin -Communications -Computer & IT -Construction & architecture -Engineering -Hospitality, food & tourism -Life & physical sciences -Management -Manufacturing & production -Nursing -Research, planning & analysis -Sales & marketing 	<ul style="list-style-type: none"> -Clerical & admin -Communications -Construction & architecture -Engineering -Finance -Human services/healthcare clerical & support -Life & physical sciences -Management -Manufacturing & production -Research, planning & analysis -Sales & marketing -Transportation/maintenance, repair & installation

Southwest Region

Ranking order	State	Region 7	Region 8
1.	Agriculture	Healthcare	Manufacturing; Engineering
2.	Pre-K to 12 th edu	Energy	
3.	Healthcare	Agriculture	Pre-K to 12 th edu
4.	Engineering	Pre-K to 12 th edu	Agriculture
5.	Technology	Technology	Energy
6.	Energy	Engineering	Business
7.	Manufacturing	Business	Technology
8.	Business	Manufacturing	Healthcare



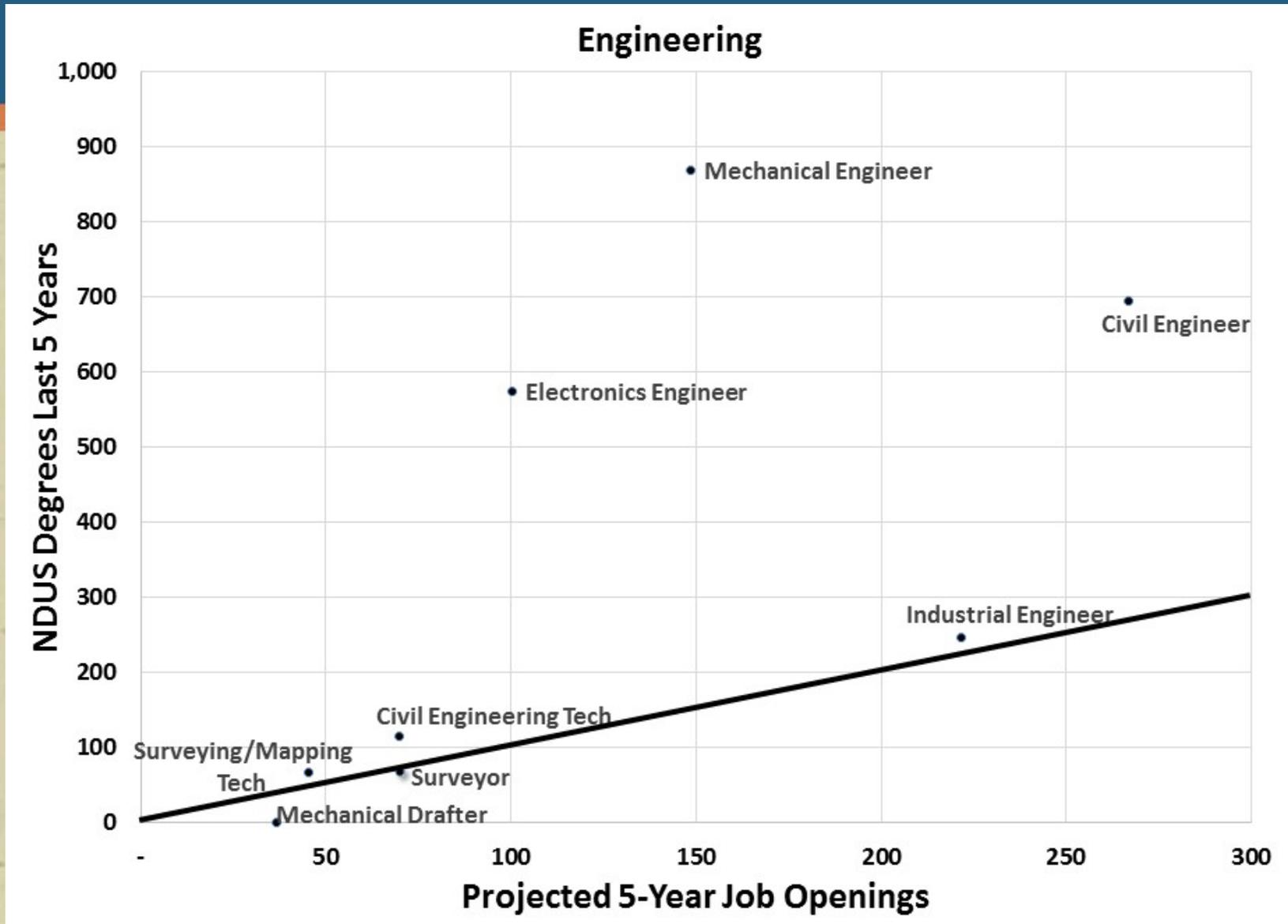
Southwest Region

When overlaying Burning Glass, survey responses, Job Service projections, and NDUS production, Graphs 11 and 12 demonstrate the very high need and priority for two- and four-year programs in that region.



Southwest Region

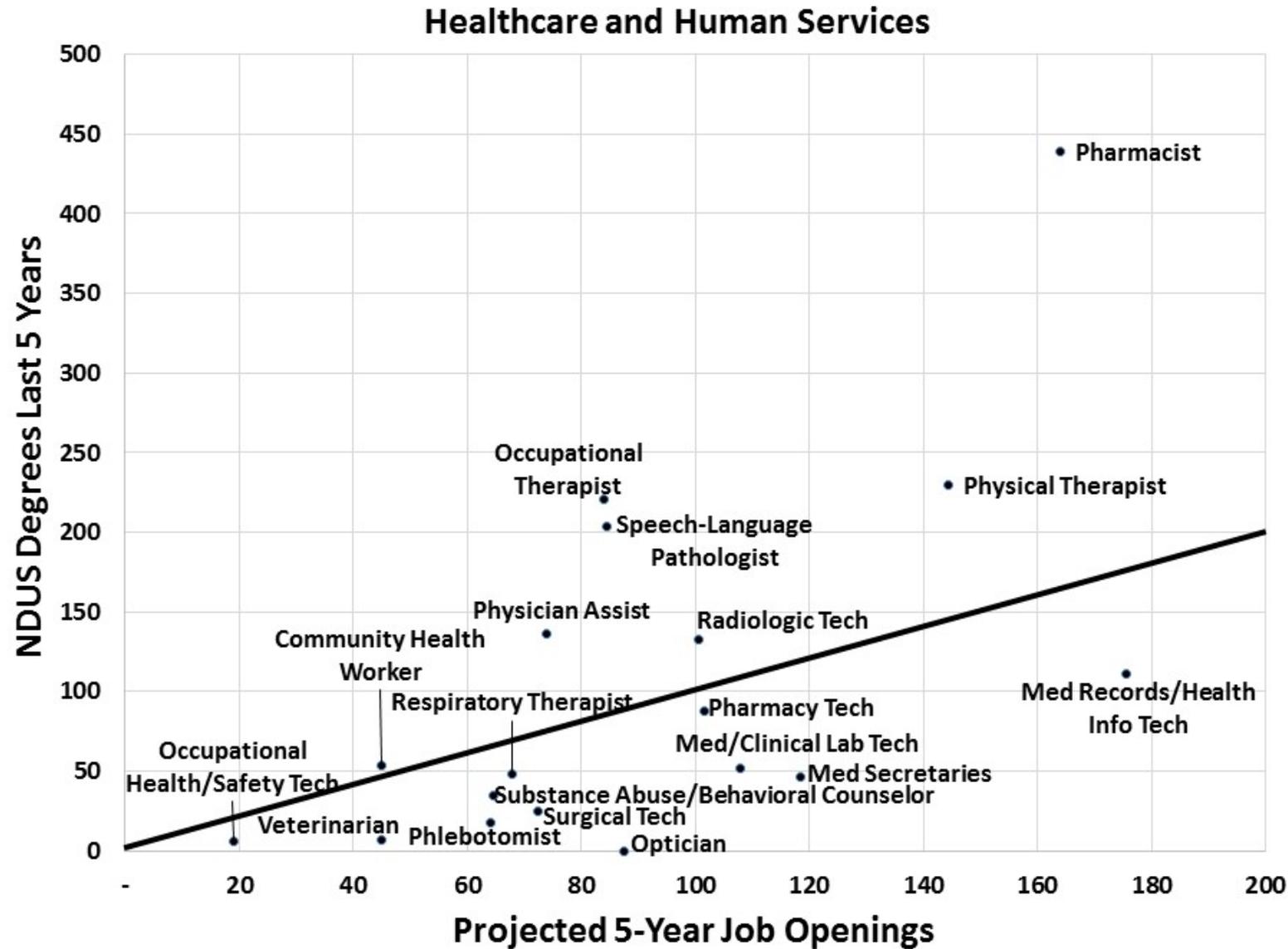
Graph 11



The overlay of Burning Glass and the Regional Council survey indicates that engineering is a priority in the Southwest. Graph 11 compares projected ND job openings in relevant occupations with NDUS system-wide degree production.

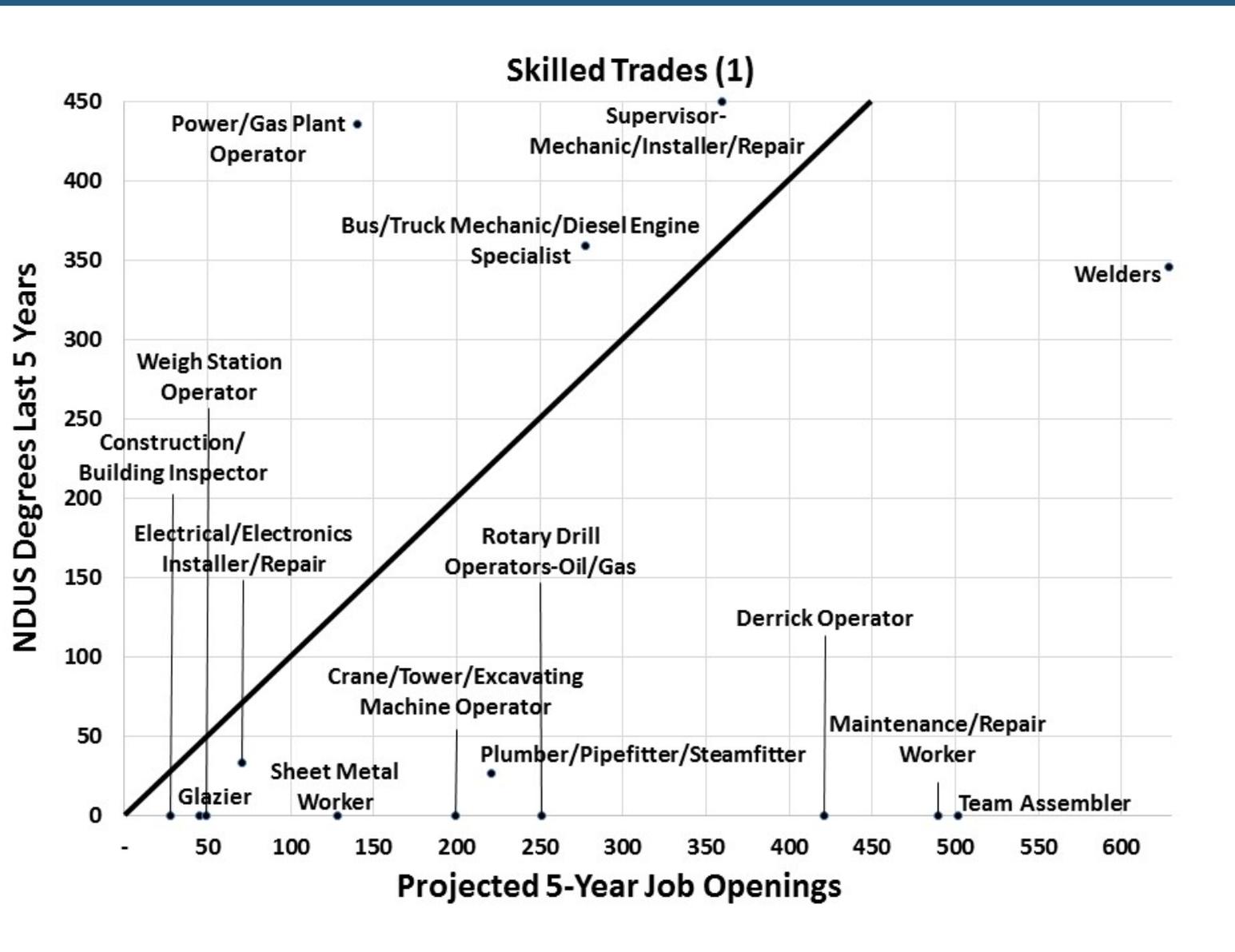
Southwest Region

Graph 12

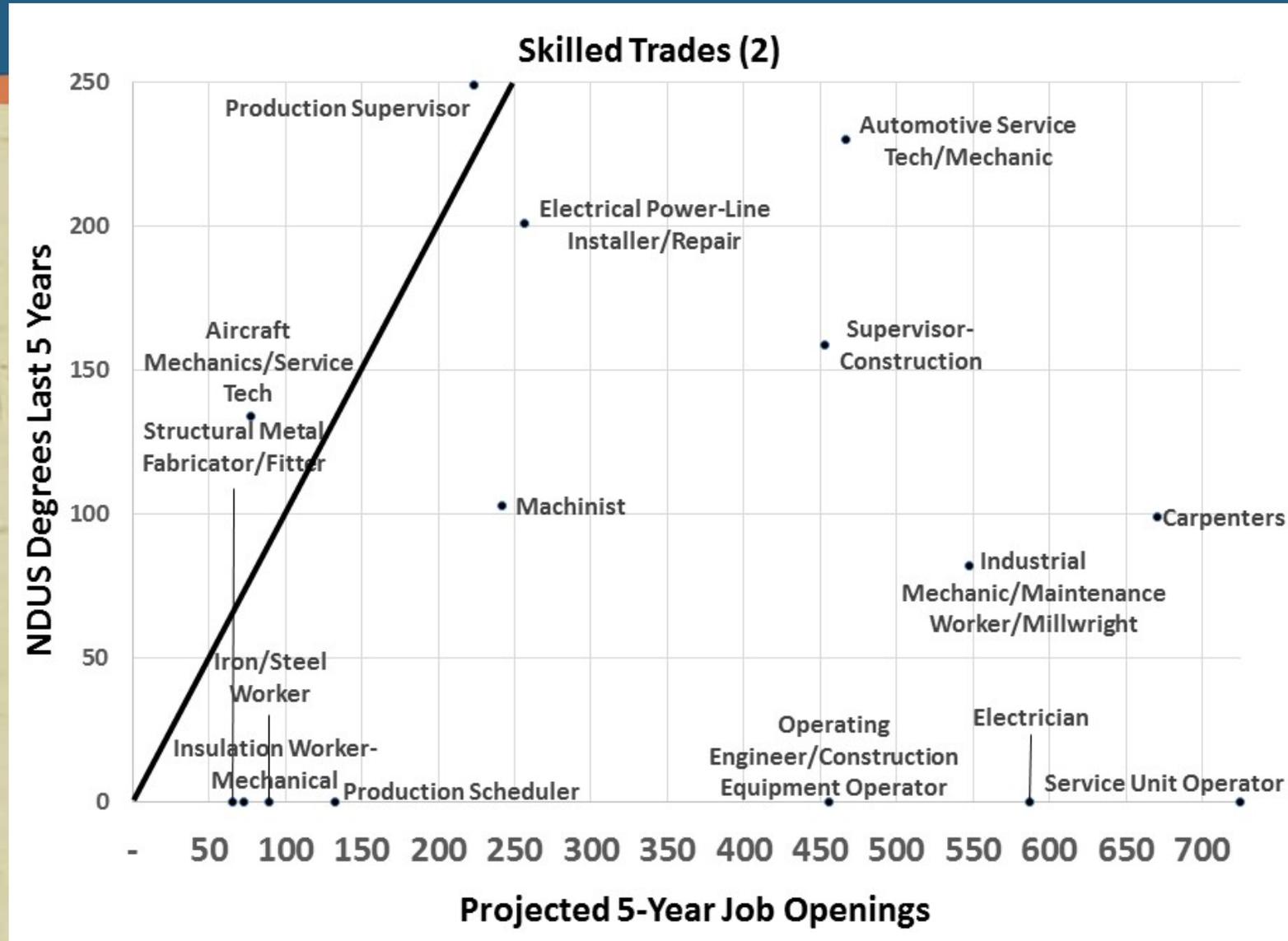


The overlay of Burning Glass and the Regional Council survey indicates that allied health and sub-baccalaureate human services/healthcare clerical and support occupations are high-need/priority in the Southwest. Graph 12 compares projected ND job openings in relevant occupations with NDUS system-wide degree production.

Additional Southwest Graphs



Additional Southwest Graphs



Regional Analysis Conclusion

- These regional analyses demonstrate that there are significant differences in needs and priorities across the eight Planning Regions of North Dakota.
- While the Burning Glass analysis shows a need for four-year degrees in allied health, nursing, and computing and IT in the western part of the state, those same degree needs are being met in the east.
- At the two-year degree level, the west needs are in transportation, maintenance, repair, and installation, while these needs are again being met in the east.
- At the same time, there are varying needs across the state for two-year degree graduates.



Regional Analysis Conclusion

- The priorities as perceived by the Planning Councils and business leaders in the Planning Regions demonstrate significant differences.
- Taken collectively, the statewide first priority is Agriculture. Regions 1, 2, 3, and 4, rated Agriculture as their first priority, creating statistically the highest priority for the state.
- For only one of the other regions did Agriculture even rank second, and it came in fourth position for two of the other regions.
- Technology barely climbed the ladder from last place in all the regions, except in Region 5 where it was ranked first!



Regional Analysis Conclusion

- There is no single solution to meeting the needs or priorities of every region
- There is danger in assuming a statewide solution meets the needs of every region.
- That reality leads to the question, how might the NDUS meet those varied needs and priorities, and how can state leaders help in that process?



Survey Participants Perceptions of NDUS

Theme 1: NDUS is providing adequate support and resources.

Theme 2: NDUS may consider adapting educational offerings to meet specific workforce demands.

Theme 3: NDUS institutions must do more to inform high school students.

Theme 4: Business and Industry must do more to inform high school students.



Survey Participants Perceptions of NDUS

Theme 5: **Preparing students for the future is going to require a joint effort** by NDUS and business and industry.

- More practical learning experiences
- The state needs more internship/mentor opportunities
- Closer working relationship with NDUS
- Hope that industry leaders can be more involved in curriculum and program development

Theme 6: **“Soft skills” are important in an NDUS education.**

Conclusions

This study resulted in the following five conclusions:

1. North Dakota is a very big state. Education and training degrees offered in one region of the state do not translate into employers being able to employ those skilled workers in another part of the state.
2. There are very uneven employee pools for jobs depending on location and salary levels. For example, NDUS provides Fargo, Grand Forks, and Bismarck a pool of employees to select from, but those same pools of employees are not readily available to more rural areas of the state. This is particularly true in K-12 education.



Conclusions

3. The NDUS has six four-year degree granting institutions that make up 77% of the total student enrollment. At the baccalaureate level, the statewide data indicate NDUS continues to meet most employer needs, however, needs specific to each region continue to go unmet. Both Burning Glass and the Planning Council survey participants indicate that in the western part of the state there is a need for the delivery of more four-year programs. This fact raises the possibility of expanding educational offerings (through delivery methods, collaboration, or mission changes) designed to meet those needs.



Conclusions

4. The NDUS has five two-year degree granting institutions that make up 23% of the total student enrollment. The data indicate greatest employer needs statewide are at the sub-baccalaureate level, particularly in the medical and skilled trades. This fact raises the possibility of expanding educational offerings (through delivery methods, collaboration, or mission changes) designed to meet those needs.
5. There is a need to develop connections more fully among elementary education, secondary education, higher education/NDUS, and business/industry to enhance students' understanding of available occupations and corresponding fields of study.

Acknowledgements

The NDUS Mission Study Committee includes members from institutions across the system.

- ❖ Dr. Larry C. Skogen (Chair) -- President, BSC
- ❖ Dr. Gary Hagen -- President, MaSU
- ❖ Dr. Richard Rothaus -- Interim Vice Chancellor for Academic and Student Affairs, NDUS
- ❖ Dr. Steve Shirley -- President, MiSU
- ❖ Dr. Doug Darling -- President, LRSC
- ❖ Dr. Tisa Mason -- President, VCSU
- ❖ Dr. Ray Nadolny -- President, WSC
- ❖ Harvey Link -- VP Academic Affairs, NDSCS
- ❖ Jennifer Weber -- Research Analyst, NDUS
- ❖ Dr. Stacie Iken -- Chief Institutional Effectiveness and Strategic Planning Officer, BSC
- ❖ Dr. Ellie Shockley -- Analyst, Institutional Effectiveness and Strategic Planning, BSC
- ❖ Cari Olson -- Director of Institutional Research, MiSU

Acknowledgements

In addition to the research for the Mission Study done by the research staff committee members, staff and faculty from MiSU also assisted with the development of the Survey.

- ❖ Dr. Daniel Conn – Assistant Professor Teacher Education
- ❖ Dr. Lori Willoughby – Assistant Dean, Graduate School
- ❖ Penny Belgarde – Graduate Student

Administrative assistance for the study was provided by BSC staff.

- ❖ Janell Campbell – Administrative Assistant
- ❖ Dr. Stacie Iken
- ❖ Dr. Ellie Shockley

Other contributors to the study were staff from ND Workforce Development and Job Service.

- ❖ Wayde Sick – Director, Workforce Division, ND Dept. of Commerce
- ❖ Susan Gunsch – Director, Workforce Development, Job Service ND

QUESTIONS?





THANK YOU

LARRY.SKOGEN@BISMARCKSTATE.EDU