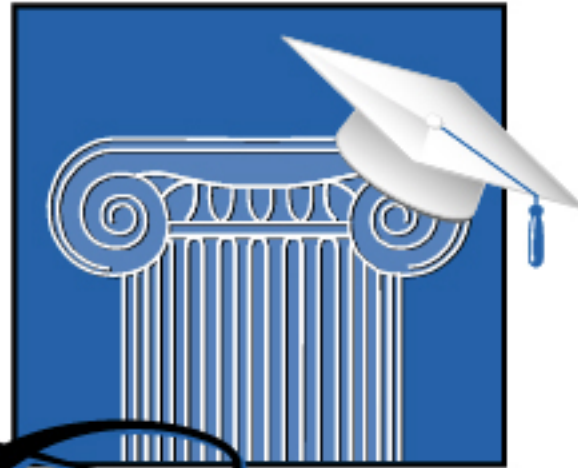


Two-year colleges... linking education
and the economy for the future of Arkansas.



*E*ducation
conomy

A Plan for the Future
Arkansas Association of Two-Year Colleges
2003

AATYC

Dear Arkansans:

The natural state is a wonderful place to live, but it could be so much better.

There's no mystery in how to improve the future of Arkansas. States across the country have demonstrated that education is the key to an improved economy. Two-year colleges provide the link for the people of the State to the jobs of the future. The cold fact is that Arkansas ranks next to last in the United States in per capita income. Not surprisingly, Arkansas also ranks next to last in higher educational attainment. The citizens of Arkansas deserve better. A 12th grade education is no longer enough for most jobs.

It's time to do something to break the cycle.

Since 1991 when Arkansas expanded the two-year college system, the investment has made a difference. The number of Arkansans going to college and completing degrees has increased. Not only have associate degrees increased, but 40 percent of the 2002 university graduates had attended a two-year college. Twelve of the fastest growing small two-year colleges in the U.S. are in Arkansas. Training for business and industry has also increased. For every dollar invested in education, there's been a \$5.57 return – a total economic impact of \$716 million per year.

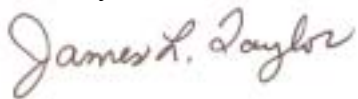
But Arkansas has a long way to go. The results are good, but with a greater investment, they could be so much better.

Two-year colleges can continue to make a difference and change the future of Arkansas. Our goals are to continue to improve the educational attainment in the State, to meet the training needs of business and industry, to work together to get things done we could not accomplish individually, to continue to improve the quality of what we do, and to support a mechanism for predictable, stable, fair and proactive investment.

This report represents a snapshot of where we are, challenges for the future, and the two-year colleges role in meeting those challenges. It was prepared by a committee of representatives from two-year colleges and many of its business partners. Those names are listed on page 15.

The Arkansas Association of Two-Year Colleges (AATYC) seeks partners and supporters as we continue to improve the lives of the citizens of Arkansas and the economy of the State. We need your assistance to establish the investment that will be required.

Sincerely,



Dr. James Taylor
Chancellor, University of Arkansas Community College at Hope
Co-chair



Dr. Edward L. Franklin
Executive Director, Arkansas Association of Two-Year Colleges
Co-chair

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Education-Economy

An Inseparable Linkage

The link between education and the economy is irrefutable. As level of education increases so does income level. Those with no high school diploma have gained less than \$10,000 in average annual earnings over three decades while those with associate degrees have gained nearly \$20,000 in average annual earnings. **A 12th grade education is no longer enough.**

The latest study by the United States Department of Labor indicates that college graduates age 25 and over earn nearly twice as much as workers who stopped with a high school diploma. Also, college graduates have experienced growth in real (inflation adjusted) earnings since 1979. In contrast, high school dropouts have seen their real earnings decline. Further, the unemployment rate for workers who dropped out of high school is nearly four times the rate for college graduates. To highlight the last two points, the table demonstrates the effect of education on unemployment rates.

Educational Attainment	Unemployment Rate Percent
Less than 1 year of high school	8.7
1-3 years of high school	9.3
4 years high school, no diploma	8.1
High school graduate	4.7
Some college, no degree	4.0
Associate Degree	3.3
Bachelor's	2.4
Master's	2.2
Doctorate	1.6
Professional	1.3

The state recovers its subsidy of higher education in sales taxes alone through more purchases from higher salaries.

The American Council on Education (ACE) recently conducted a national study on attitudes toward public higher education. They learned, among other things, that 76 percent of the people surveyed agreed that public colleges and universities make a significant contribution to a state's economy.

The top three ways public colleges are seen as contributing to a state's economy are providing jobs, bringing people and money to the state, and attracting business to the state.

The respondents rated good public colleges and universities as important to each of the following:

- Having a well-trained workforce in the state
- Keeping the state's economy technologically competitive in the 21st century
- Creating jobs in the state
- Keeping the state's economy strong
- Attracting businesses and employers to the state

Adults with any postsecondary education represent 49.1 percent of the national population, earn 64.5 percent of the national income, and pay 70.9 percent of the federal taxes. The state recovers its subsidy of higher education in sales taxes alone through more purchases from higher salaries. This pattern is true in Arkansas and everywhere else in the country.

From 1990 to 2000, the population of individuals age 25 and older in Arkansas grew 11.8 percent. During the same time period, individuals who completed associate degrees grew 43 percent. According to these data, the two-year college completion rate in Arkansas grew four times as fast as the population.

Although the link between education and the economy is firmly established, it may not be clear about which comes first — the development of the economy or the development of the educational system. The response is that both should be developed concurrently. A state’s economy should be growing and generating jobs at the same time that employees are being trained to join the workforce.

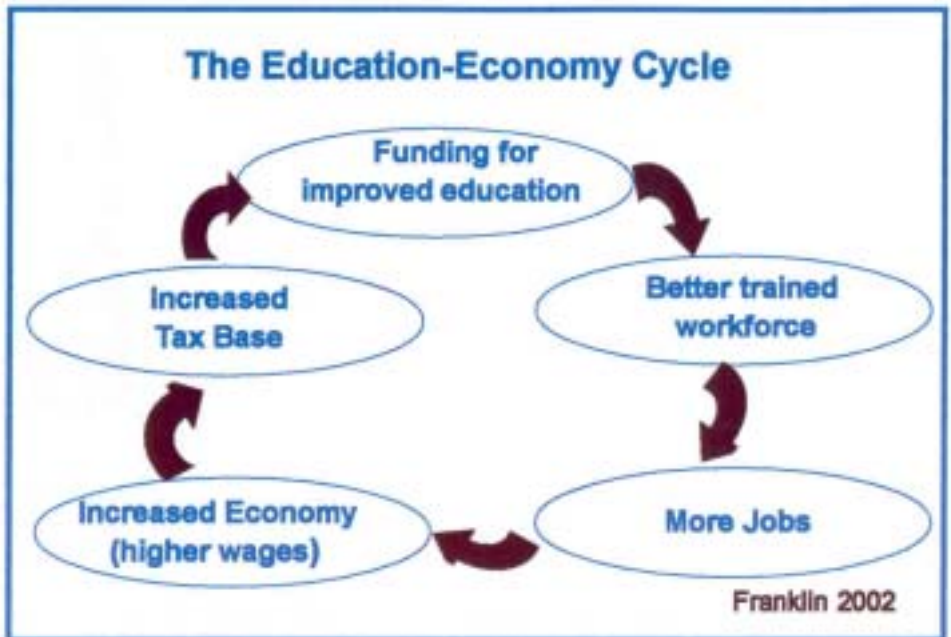
Two-year colleges impact the economy of Arkansas in two significant ways:

1. \$5.57 Return on EVERY \$1 invested.

Arkansas’ two-year colleges provide jobs, their employees and students consume goods and services, own property, and invest in the communities of Arkansas. Dollars are circulated throughout the state economy through college expenditures, purchases of goods and services, salary payments, and capital construction. These dollars, in turn, stimulate the state’s economy leading to new jobs and additional spending.

Total Economic Impact during 2000-2001 of over \$716 Million

Poor economic health and development is directly related to a lack of investment in education.



2. Increased earning power of Associate Degree Graduates means more tax dollars.

While the impact of investment in education on the state’s economy is clear, the impact of a lack of investment is even clearer. When researchers compare the economic health of regions in Arkansas with the monetary investment in education, a striking pattern emerges. Poor economic health and development is directly related to a lack of investment in education.

“We’re improving education with an eye toward the future and an emphasis on lifelong learning. We’ve demonstrated a commitment to providing every Arkansan with the educational opportunities our state needs to further its economic development. We’re a state filled with hard-working people who get up every morning determined to give their children a good life. The key to that goal is a marriage of education and economic development.”

Arkansas Governor Mike Huckabee

Two-Year Colleges

A National Perspective

Uniquely American, that's the community or two-year college. It is the only type of education created solely in the United States. No other institution has focused its mission squarely on serving all of the educational needs of the community in which it resides. No other institution has been called "democracy's college" or the "people's college" for its efforts to expand educational opportunity through accessibility, affordability, and response to the educational and business training needs of the community.

From their modest beginnings in 1901, two-year colleges have grown to number 1171 across America. The latest figures show that 10.4 million students are enrolled, and 45 percent of all first-time college freshmen were enrolled in two-year colleges.

The mission of the two-year college is to serve the educational needs of the community in which it resides and to do so effectively and efficiently. Two-year colleges achieve their missions by offering a comprehensive array of courses and programs that are accessible, affordable, and responsive to business needs.

The two-year college mirrors its community so that the mix of programs, courses, services, and partnerships is unique to that community. Regardless of the location and size of the two-year college, rural or urban, northeast or southwest, small or multi-campus district, each and every two-year college is characterized by a mission that is *comprehensive* in nature that provides *access* to all, that is *affordable*, and that emphasizes *quality*.

Two-year colleges provide educational opportunities to people who would never have a chance to go to college -- this makes an impact on the economy of the state.

Two-year colleges are *comprehensive* –

Two-year colleges achieve their missions by offering a diverse array of programs that include:

- courses and programs designed to allow students to transfer to four-year institutions
- technical programs up to two years in length leading to associate degrees or certificates
- workforce development programs to meet the customized training needs of local and statewide business and industry
- developmental education courses for those whose basic academic skills need to be enhanced in order to assure success
- community service and continuing education courses for occupational upgrading or personal enrichment
- counseling and other support services designed to assist students in meeting their educational goals

Two-year colleges are *accessible* –

Two-year colleges have been the melting pot of higher education.

- all age groups attend two-year colleges; the average age of two-year college students nationally is 29
- all race and ethnic groups enroll in two-year colleges; two-year colleges enroll 45-55 percent of all African-American, Hispanic, Asian/Pacific Islander, and Native American undergraduate students in the U.S.
- two-year colleges are located within 95 percent of the population nationally
- 80 percent of two-year college students work either full or part-time; flexible classes (day, night, weekend, distance) allow working adults to fit education into their schedules
- 63 percent of the students attend part-time and 37 percent attend full-time; students attend at many different times of the day accommodating students' schedules

Two-year colleges are *affordable* –

Two-year colleges are the dollar savers of higher education.

- consistently offering a quality education for students at costs well below those of four-year institutions
- customized training for business and industry is offered at the lowest possible cost (Some states allocate state funds for customized training which allows colleges to provide an even lower cost to business and industry.)

Two-year colleges provide *quality* –

- the grade-point-average of students who transfer to four-year institutions is the same as students who started at the four-year institution
- 95 percent of businesses and organizations that use two-year colleges for workforce education and training programs would recommend them to others

“...working together, businesses and community colleges are preparing emerging, existing, entrepreneurial and transitional workers for the knowledge economy.” (National Alliance of Business 2000)

The net result of an investment in education –

The National Alliance of Business devoted their May 2000 monthly edition of *Work America* to the role community colleges provide for preparing the workforce for today and tomorrow. In this publication, it was stated that “...working together, businesses and community colleges are preparing emerging, existing, entrepreneurial and transitional workers for the knowledge economy.” The article further states that while “...many employers are frustrated with traditional forms of higher education, community colleges are adapting. They (two-year colleges) are providing education and training to individuals who want to gain knowledge and skills that are in demand in the job market” and “they adjust their programs continually to suit business needs.”

National Models

North Carolina, South Carolina, Alabama, Kentucky, Virginia, and Florida are just a few of the states that have realized increased economic health and well being by investing in their two-year colleges.

According to Martin Lancaster, President of the North Carolina Community College System, no other institution has played a more significant role in supporting economic development in North Carolina than the North Carolina Community College system. The *Wall Street Journal* on a front page profile of Guilford Technical Community College referred to the North Carolina community college system as “the state’s ‘secret weapon’ in economic development.”

North Carolina’s 58 community colleges have been vital in the economic development of the state. North Carolina has constantly been the leader in new and expanding industries and thus has had astounding job growth. The state is often ranked as one of the nation’s top business climates. As North Carolina Governor Scott (1998) has said “economic development is education.”

Arkansas' Two-Year Colleges

Serving the needs of the State

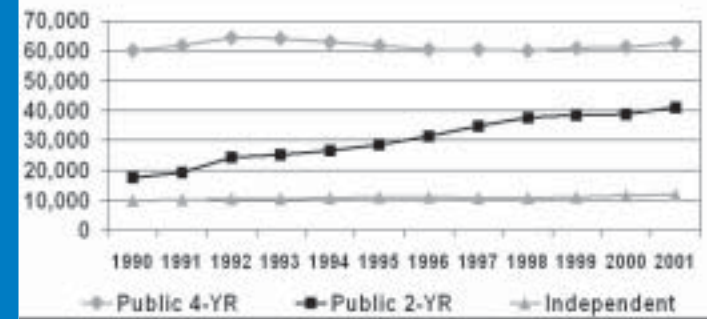
In Arkansas, two-year colleges have many names: there are community colleges, technical colleges, and two-year colleges that are a part of a university system.

All are actually comprehensive two-year colleges dedicated to meeting the higher education needs of their local communities. All two-year colleges are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the same accreditation as all colleges and universities in Arkansas. Each college is uniquely different as each community has different educational needs, yet collectively they have a common mission. Further, like their counterparts in the rest of the nation, they all achieve their mission by offering a comprehensive curriculum that is both accessible and affordable.

By educating first-generation college students, two-year colleges are changing the culture of Arkansas for future generations.

Annual Report on Fall Enrollment

On-campus Enrollment by Sector



[Arkansas Department of Higher Education, 2001]

Two-Year College Successes

The good news from Arkansas' two-year colleges is that their growth since the creation of 14 new two-year colleges in 1991 has been nothing short of phenomenal. From a student headcount enrollment of almost 20,000 in 1991, the enrollment has grown to over 43,300 in Fall 2001. The enrollment growth in two-year colleges has occurred during a span of time when enrollment in four-year colleges, public and private, has remained stable.

Growth in enrollment means more access to higher education. A recent study released by the Lumina Foundation indicated that Arkansas ranked 2nd in access for colleges in the U.S. By educating first-generation college students, two-year colleges are changing the culture of Arkansas for future generations.

National Rank / 5-Year Enrollment Growth

12 Arkansas Colleges in Top 50, 5 Arkansas Colleges in Top 15

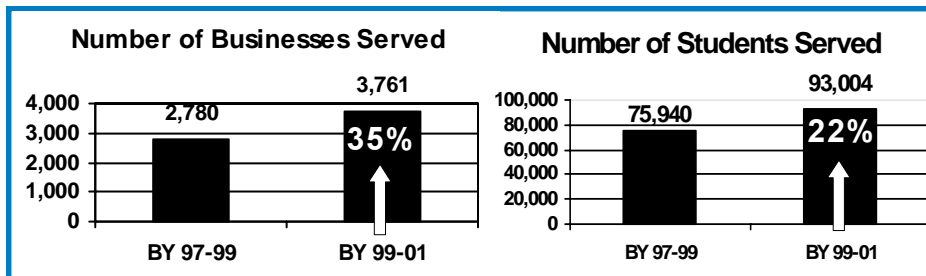
Rank	Institution	Enrollment	
		Fall 94	Fall 99
3	University of Arkansas Community College at Batesville	226	994
7	Pulaski Technical College	1,176	4,112
11	Ozarka College	371	829
12	Southeast Arkansas College	806	1,789
13	Mid-South Community College	508	1,119
23	Petit Jean College (UACCM)	626	1,236
24	Northwest Arkansas Community College	2,040	3,923
27	Ouachita Technical College	479	896
31	Cossatot Technical College (CCCUA)	469	819
32	Arkansas State University - Mountain Home	620	1,069
35	Black River Technical College	738	1,243
35	University of Arkansas Community College at Hope	737	1,235

Arkansas' two-year colleges are *comprehensive* -

Like their national counterparts, Arkansas' two-year colleges achieve their mission by offering a diverse array of programs.

- 40 percent of May 2002 public university graduates had attended a two-year college
- technical programs leading to certificates or degrees
Vocational degrees increased 72 percent from Fall 1997 to Fall 2001.
- technical programs that meet industry's need for knowledge-based skills
 - two-year college campuses now offer 22 Information Technology Industry Certification programs
 - AATYC coordinates nine Regional Cisco (Information Network Skills) Academies, with 86 local academy labs at colleges and high schools statewide, serving 2,000 students
 - customized workforce training that meets specialized workforce development needs in Arkansas

In 2000-01, the WorkForce Training Consortium, made up of 23 collaborating colleges, provided Non-Credit Customized Training to more full-time employee students (48,165) than were served in traditional for-credit programs! The training demand and service growth looks like this for the past four years.



Arkansas' two-year colleges are *accessible* -

Like their national counterparts, Arkansas' two-year colleges serve the diverse populations of the state.

- since fall 1997, there has been a 25 percent increase in the number of students in the age bracket of 18-24 [average age of students]
- two-year colleges serve 3,000 more minority students now than they did in 1991; in terms of percentages, minority enrollments in two-year colleges are above the overall rate in higher education in Arkansas and above the national rate in higher education

- the percentage of black students in Arkansas' two-year colleges is 16.9 percent compared to the state population of 16.1 percent
- the number of Hispanic students attending two-year colleges has increased by 54 percent from 1997 to 2001
- the percentage of female students in Arkansas' two-year colleges is 62 percent providing opportunities for unemployed and underemployed workers
- almost all Arkansans live within 60 miles of a two-year college
- 48.5 percent of all students who start college begin at a two-year college
- during the past five years, the number of full-time students at two-year colleges has increased by 25.3 percent

Arkansas' two-year colleges are *affordable*-

Like their national counterparts, Arkansas' two-year colleges are the dollar savers of higher education.

- for an Arkansas resident, average annualized in-state tuition and mandatory fees for a full-time undergraduate student attending a two-year college in 2002-03 is \$1,752 (\$1,735 nationally) while the average in-state tuition and mandatory fees for full-time undergraduate students attending a four-year university in 2002-03 is \$3,645 (\$4,081 nationally). Shrinking state support has caused tuition increases for two-year colleges in Arkansas. (See page 11.)

Arkansas' two-year colleges provide *quality* -

Like their national counterparts, Arkansas' two-year colleges provide quality education.

- 40 percent of May 2002 public university graduates had attended a two-year college
- Vocational degrees increased 72 percent from Fall 1997 to Fall 2001

A 2001-02 statewide survey by the Good Faith Fund (Arkansas) provided these results

- 100 percent of the businesses that partnered with a community/technical college/institute were satisfied with customized training classes for their employees
- 97 percent of respondents said that the availability of skilled workers is a key factor in their ability to grow and remain competitive (survive)
- 93 percent were satisfied with the degree or non-degree skills training of hired students

Challenges for Arkansas

Arkansas has much to be proud of in its two-year colleges. Although other states began investing in two-year colleges twenty years before Arkansas did, Arkansas has done much to close the gap. Given the economic challenges facing the state and the known link between education and the economy, the question remains, can Arkansas do more?

Comprehensive Enough?

Although Arkansas' two-year colleges provide a comprehensive mix of programs and training, more needs to be done to ensure that Arkansas' workforce will have the skills they need. In 2002, the Arkansas State Chamber of Commerce/AIA and AATYC did a statewide survey and found that

- 76 percent of employers have difficulty finding and replacing skilled employees
- 66 percent of employers have to interview from 6 to 20 applicants to fill one skilled position
- employers feel that interpersonal and teamwork skills, information technology, technical skills, and applied academic skills are the most important needs

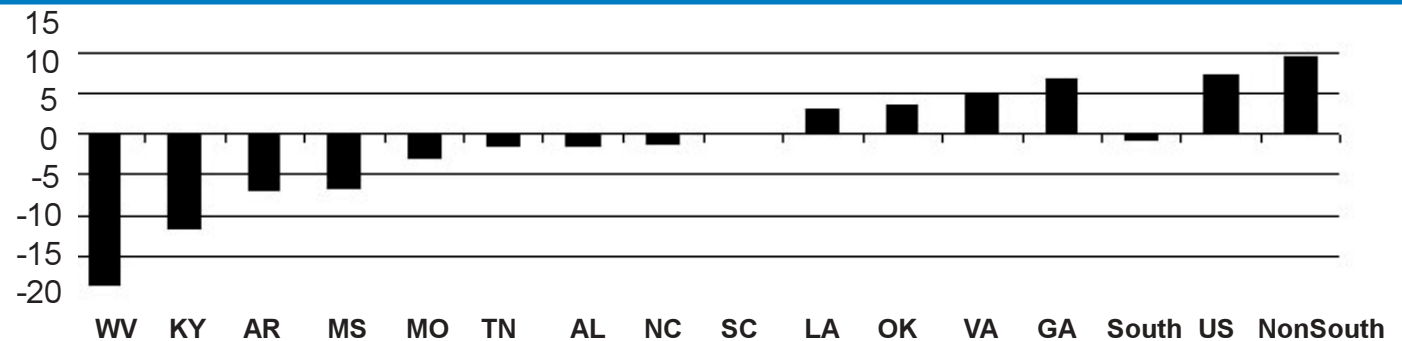
...the people of Arkansas will need to see that if they succeed at raising their educational level, then the jobs will be there, and those jobs will enhance their economic well being.

Accessible enough?

The enrollment growth data clearly show that Arkansas' two-year colleges are accessible. However, there has been a distinct gap in Arkansas between access to higher education and educational attainment. Despite improved accessibility, the statistics compiled by the Southern Regional Education Board (SREB) regarding attainment outlined below are alarming:

- At 6.7 percent, Arkansas is tied with Georgia for the second lowest percent of adults enrolled in college who are 25 years or older. This compares with 7.7 percent for the south and 8.8 percent for the entire U.S.
- Arkansas is next to the lowest in the percent of adults 25+ with a bachelor's degree (17 percent). This compares with 20.3 percent for the south and 25.1 percent for the entire U.S.
- Arkansas falls behind the south in the percent of adults with a high school degree or better.
- The state faces an upcoming threat to its economic well-being since the number of prime age workers in Arkansas is declining (see chart below). This means each worker in the State must be better trained in order to compete with states who have more workers.

Disappearing Workforce
Percent Change in Prime Age
Workers, 2000-2025 (18-44 year olds)



From other sources, the statistics are equally discouraging.

- 25 percent fewer students are enrolled in higher education in Arkansas than four states of similar population
- the Arkansas college going rate is 58 percent compared to the national average of 62 percent

Will increasing access to higher education improve attainment? It will, but first the people of Arkansas will need to see that if they succeed at raising their educational level, then the jobs will be there and those jobs will enhance their economic well being.

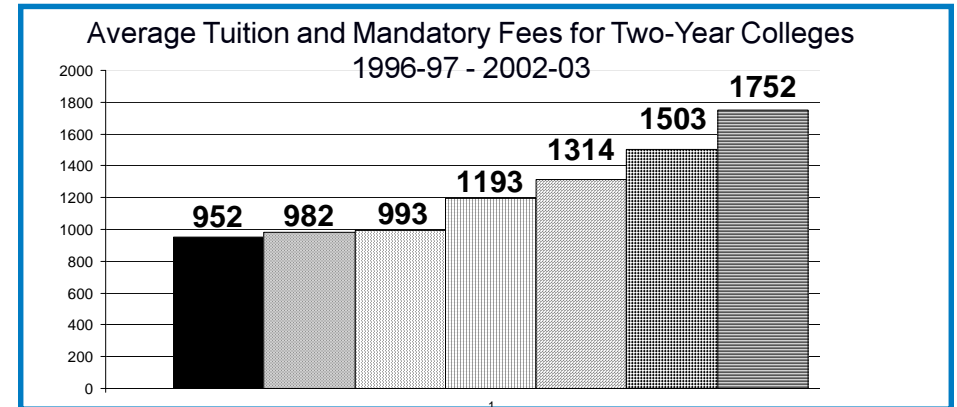
Affordable enough?

Arkansas' two-year colleges are proud that they are able to save both taxpayers and students money by keeping their tuition and fees low. Nevertheless, the distribution and level of funding Arkansas' two-year colleges are serious barriers, not only to affordability but consequently, to access and quality as well.

At present there is no direct funding of workforce training in the State of Arkansas. Additionally, the two-year colleges are not adequately funded to allow for access of more students to credit classes. This pipeline is critical for our new workforce and for students who will continue on to complete their baccalaureate degree. State funding has not kept pace with the rapid growth of the two-year colleges. Traditionally, when the economy of a state or local area has a down-turn, the enrollments in two-year colleges increase. As a result of economic down-turn, state funds are typically cut back just at the time that the two-year colleges are in the most need of increased funding to keep pace with growth. It's a vicious cycle, the result of which is either diminished access or diminished quality or both. Neither is acceptable.

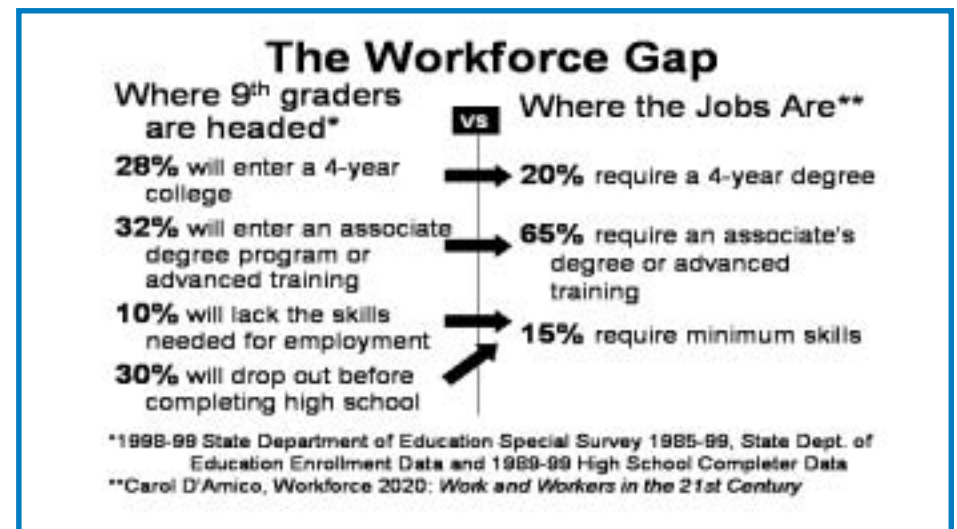
With the decline in percentage of funds from state sources, it becomes necessary for two-year colleges to seek funding from other sources. Traditionally, two-year colleges could count on a local tax base and student tuition and fees to round out the institution's finances. While all but six of Arkansas' two-year colleges have some form of local tax base, it is in many instances restricted in use and/or is inadequate to make up the deficiencies in state funding. That leaves the students as the next greatest source of income. The tuition and fees among Arkansas' two-year colleges have increased dramatically and are close

to doubling what they were just four years ago. As a state, we can no longer put the burden of inadequate funding on the backs of our students. In addition, there are no scholarships for the working poor. The adult who is supporting the family and wants to go to college gets little, if any, funding. Yet, 80 percent of the workforce for 2010 is already working.



Quality enough?

Clearly, there's a gap between the type of job growth that Arkansas is experiencing and the economic condition of the state. Information from the *State of the South 2000* report shows that Arkansas still suffers from an unfavorable business mix—job losses in farming combined with slow growth in construction, finance, and services. The report also noted that Arkansas has a low concentration of high-technology employment ranking 41st among the states. Growth in jobs that require little training and education can not and will not sustain a healthy economy.



Meeting the Challenges

The Two-Year Colleges' Plan for the Future

Arkansas' two-year colleges have matured and stand ready to further their role in the economic development of the State. They have taken a leadership role in developing business partnerships and meeting the needs of business and industry through revised course offerings, the development of the WorkForce Training Consortium, the development of the distance education consortium (ACCESS Arkansas), and the development of business partnerships with the State Chamber of Commerce, the Arkansas Department of Economic Development, and the Arkansas Hospitality Association along with other associations. They have also partnered with private companies such as Cisco, Baldor and others to develop industry-based customized training programs.

One way in which the two-year colleges in Arkansas have worked to close gaps and meet challenges is to work collaboratively to maximize resources. The two-year colleges in consort with the Arkansas Association of Two-Year Colleges (AATYC) have worked together and/or regularly share resources to

- establish the WorkForce Training Consortium to provide customized training to business and industry
- develop a program of web-based distance education—3408 students were enrolled in web-based courses in Fall 2001
- establish 82 Cisco academies across the state
- develop an Associate of Arts degree in Teaching
- promote through publications what two-year colleges mean to the State and how they could improve the economy of Arkansas
- save money by purchasing software through the power of group purchase

99 percent of the students in Arkansas' two-year colleges are residents of the state and will stay in the state.

- develop common course offerings in hospitality management, HVAC, industrial technology, and workforce readiness
- create staff development opportunities
- develop a statewide plan for the future

Another means for closing the gaps is to make learning more accessible. The two-year colleges are doing that through the use of multiple delivery systems such as web-based courses, interactive televised courses, weekend classes, packaged TV courses, and flexible scheduling.

The two-year colleges are strengthening the educational portion of the education/economy link by working closely with the public schools to form a seamless educational system. To date, the two systems have worked collaboratively to establish

EAST programs on college campuses, to develop the Cisco Academies on high school campuses, to develop the Associate of Arts in Teaching degree at all two-year colleges, to establish concurrent enrollment programs, to establish Tech Prep programs, and to develop secondary vocational centers.

An investment in the future of Arkansas

It is significant to note that 99 percent of the students in Arkansas' two-year colleges are residents of the state. The importance of that figure is that most students are place bound and already working. They are tied to their local communities and, therefore, the education they receive is more likely to be used in that community. They will take a job in or near the community where they are receiving their education. As a result, there is a positive impact on their community through improved workforce and increased dollars.

Arkansas' two-year colleges are coming into their own as economic tools to be used by the State. Each two-year college is part of the economic engine of its own community and collectively the colleges contribute to a trained workforce and thus the overall economy of the state. By following the examples of those states that have succeeded in developing the link between economic growth and education, Arkansas can improve its future.

The State of Arkansas must invest in education if this vision of the future is to be achieved. Adequate funding is critical if the two-year colleges of Arkansas are to accommodate growth, maintain quality, and enhance the educational attainment of its citizens. These are all necessary to form the educational linkage that will stimulate and develop the economic potential of the state.

Whatever funding mechanism is developed, it must go beyond using just dollars per FTE as the basis because the underlying factors are more complex. A funding mechanism must take into consideration factors such as the differences in rural/urban economies and settings, institutional growth, the age and size of facilities, the mix of technical/transfer students and programs, the level of student preparation, and the mix of full and part time faculty.

A recent study by the National Council for Continuing Education and Training indicates that 17 states directly fund workforce training through the two-year colleges. At present, Arkansas does not. Those states have recognized that there needs to be support for noncredit business and industry customized training. Direct funding would enable the WorkForce Training Consortium to be securely funded for the future and provide the colleges with the necessary financial support to develop customized classes for local businesses. Also, with funding to support workforce training, two-year colleges can enhance their capability for providing training to business and industry and at the same time build an infrastructure that will enable training to be offered at a lower cost. The latter may be especially significant in allowing small businesses to afford to train their employees at a level not currently possible.

Without a stable funding mechanism, it is impossible to adequately plan for the future. In the present climate of change, colleges that are not able to adequately plan are destined to struggle for survival. This, too, is no longer acceptable. A stable funding mechanism would be beneficial to the legislature as they assess the higher education funding needs. To implement the needed funding formula would require a significant increase in current funding. This formula should address growth and equity.

Goals and objectives of Arkansas' two-year colleges

Other states have utilized their two-year colleges to enhance the economies of their states. Arkansas' two-year colleges stand ready to make the same contribution. The following goals and objectives of Arkansas' two-year colleges indicate how the plan can be accomplished. Each college puts these goals into action on its own campus through its own strategic plan.

Goal 1: To increase and improve the educational attainment level of the citizens of Arkansas.

Objectives

- continue to provide accessible, low cost, quality programs close to home
- meet the needs of unserved and underserved populations
- increase access through multiple delivery systems
- further develop an institutional effectiveness model to enhance enrollment, retention, and graduation
- secure scholarships for the working poor
- develop programs to meet new technology jobs
- provide a cultural change in Arkansas through the education of first generation college students

Goal 2: To develop a seamless, comprehensive system of workforce development that meets the needs of Business and Industry.

Objectives

- address the needs of the existing, transitional, emerging, and entrepreneurial workforces
- assess, collect, and compile local and regional needs into local and statewide plans
- work closely with the Arkansas Department of Economic Development and businesses to meet current and future workforce demands
- serve as a clearinghouse to coordinate workforce development services

Goal 3: To increase collaboration and maximize resources.

Objectives

- continue to identify common problems and develop solutions by sharing resources among all two-year colleges
- work with K-12 and universities to establish a seamless K-16 system of education
- continue collaborative activities such as AATYC, ACCESS Arkansas, and WorkForce Training Consortium

Goal 4: To enhance quality through continuous improvement.

Objectives

- develop continuous improvement processes in all areas of each college
- develop an institutional and statewide institutional effectiveness model
- identify and communicate best practices
- maintain up-to-date technology

Goal 5: To support a formalized funding mechanism for higher education in Arkansas that is predictable, stable, fair, and proactive.

Objectives

- work with collaborative partners to provide a funding model for Arkansas' educational priorities - access, quality, and growth
- expand funding to address technology needs
- develop knowledge in external fundraising and grants

Required Partners

Arkansas' two-year colleges can't do it alone. AATYC needs the help of partners to improve the economic lives of Arkansans. Our pledge to the citizens of Arkansas is to seek the assistance of the following partners. Together, we can make a difference.

Office of the Governor

Arkansas General Assembly

Civic and community leaders

Citizens of Arkansas

Business and Industry

Training consortia

Arkansas Department of Higher Education

Arkansas Department of Workforce Education

Arkansas Department of Economic Development

Arkansas Department of Education (K-12)

Arkansas State Chamber/Associated Industries of Arkansas

Arkansas Economic Developers Association

Entergy - Teamwork Arkansas

Workforce Investment Board

Universities and other higher education institutions

Technical Program Advisory Committees

The 23 member institutions of the

Arkansas Association of Two-Year Colleges

This list is not comprehensive, but represents some of our major partners.

The two-year colleges need the help of partners to improve the economic lives of Arkansans.

The Cover

The cover is representative of the relationship of the economy of the state or region and the education of the workforce. Education and the economy are undeniably linked because a strong education means a strong economy.

In 1950, a high school education was enough to qualify a person for 55 percent of all jobs. Today, a high school degree only qualifies a person for 15 percent of all jobs. We must strengthen our postsecondary educational opportunities for all Arkansans. A 12th grade education is no longer enough.

“For many years, the Arkansas State Chamber of Commerce and Associated Industries of Arkansas have been committed to educational excellence. Arkansas business leaders know that our educational system must be able to deliver trained and prepared workers in order to meet the competitive challenges and demands of business and industry. Two-year colleges are the highlight of the Arkansas educational system and are making a great contribution toward meeting these challenges and demands.”

Ron Russell, State Chamber / AIA President and CEO

The Planning Process

Throughout the past year, many hours have been devoted to the production of this statewide plan for two-year colleges. Representatives from the two-year colleges, economic development, business and industry, the State Chamber/AIA, Department of Higher Education, Entergy/Teamwork Arkansas, the Governor’s Office, and many others have collaborated to produce this document.

The Planning Committee

Diane Atchison, Southern Arkansas University Tech

Anne Austin, University of Arkansas Community College at Batesville

Dan Bakke and Mark Johnson, Pulaski Technical College

Daryl Bassett, Public Service Commission (formerly represented the Governor’s Office)

Linda Beene, Arkansas Department of Higher Education (formerly represented Southwest Arkansas Technology Learning Center)

Ed Coulter, Arkansas State University Mountain Home

Nathan Crook, University of Arkansas Community College at Morrilton

Jane English, Workforce Investment Board

Glen Fenter, Mid-South Community College

Steve Floyd and Ron Harrell, Arkansas Department of Higher Education

Ed Franklin, Arkansas Association of Two-Year Colleges, co-chair

Danny Games, Entergy/Teamwork Arkansas and the Economic Developers Association

Kenny Hall, Arkansas State Chamber/AIA

Jack Lassiter, University of Arkansas System

Steve Lease, Arkansas Association of Two-Year Colleges/WorkForce Training Consortium

Robin Myers, Mississippi County Community College

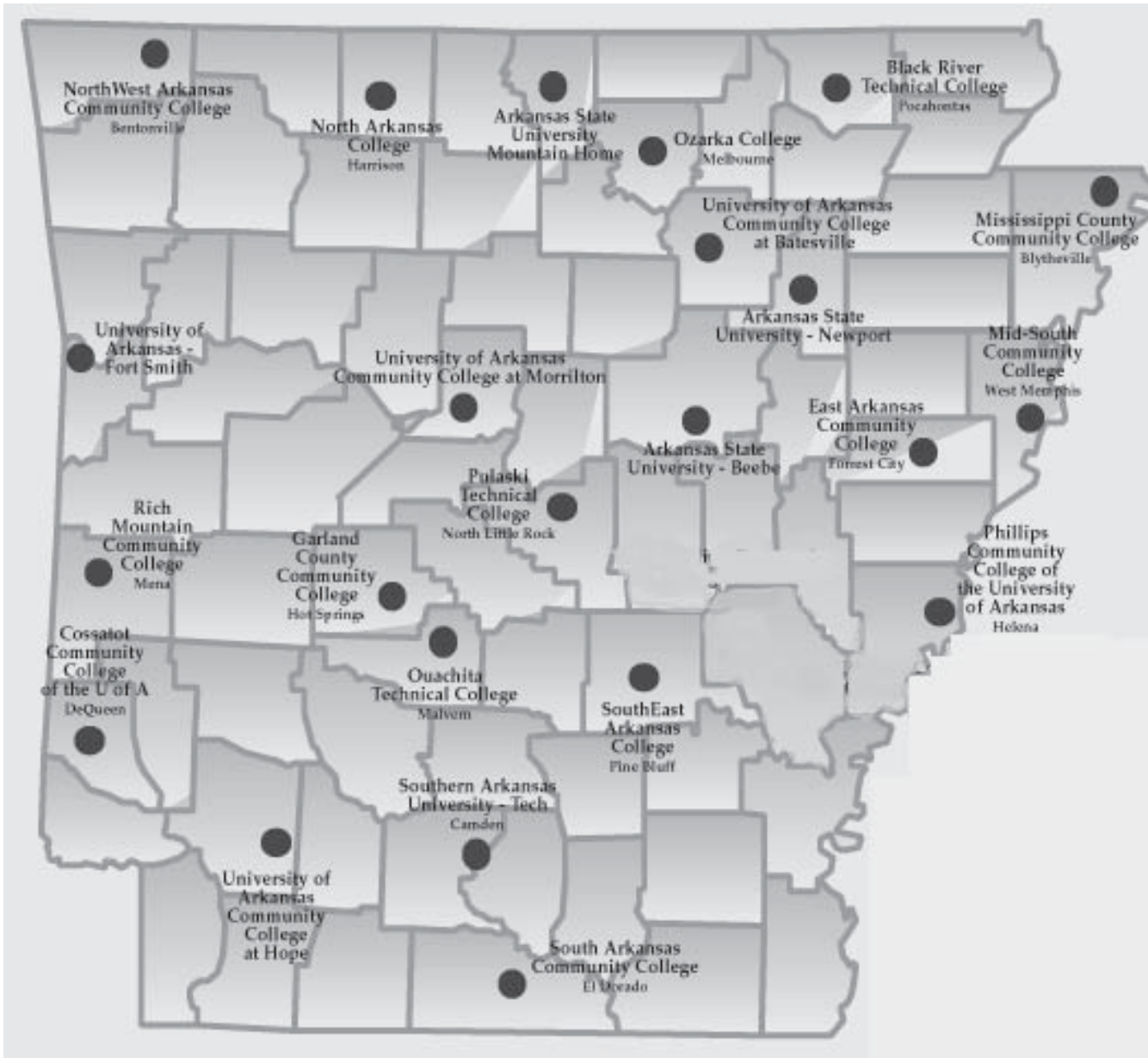
Judy Post, Arkansas Association of Two-Year Colleges

Janet Smith, Rich Mountain Community College

Steve Sparks, Arkansas Department of Economic Development

James Taylor, University of Arkansas Community College at Hope, co-chair

Gordon Watts, University of Arkansas at Little Rock



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