

Arkansas Public Higher Education Institutional Role and Scope Designations

Revised 2008



Volume 2
Academic Affairs

December 2010

Arkansas Department of Higher Education
114 East Capitol Avenue, Little Rock, Arkansas 72201

REVIEW OF INSTITUTIONAL ROLE AND SCOPE DESIGNATIONS

ACA 6-61-207 requires the Arkansas Higher Education Coordinating Board to establish appropriate institutional role and scope designations in consultation with college and university personnel. The law also requires periodic review of institutional role and scope designations. The Coordinating Board last adopted role and scope designations for each institution in 1999. Act 502 of 2005 amended ACA 6-61-207 by requiring institutional role and scope to address changing economic needs of the state and the new economy.

At the October 27, 2006 AHECB meeting ADHE staff recommended revisions in the role and scope designations for all of the public universities and two-year colleges. Members of the Coordinating Board expressed a desire to avoid proliferating and/or duplicating graduate programs and preferred that the role and scope designations be written in a straightforward manner. The Board voted to defer the agenda item and ask ADHE staff to work with an external consultant to review the language of the role and scope designations.

ADHE secured the services of Dr. Dennis Jones, President, National Center for Higher Education Management Systems, (NCHEMS) and has worked with him since October 2007. Dr. Jones submitted a draft of recommendations in early June 2008. Since that time, ADHE staff has been working with the institutions and have developed final recommendations. Final staff recommendations on the role and scope designations are found on pages 7-9 through 7-64.

The structure of the report is quite different from the present and past role and scope designations. The report explains the structure on pages 7-6 through 7-8. The following comments will provide background for some of the content within the designations.

The Board has expressed concerns about proliferation of graduate programs. The revised designations have addressed the research roles of the universities in terms of statewide and regional impact. The AHECB has granted approval to five institutions to offer doctoral degrees (ASU, UAF, UALR, UAMS, and UCA). UAF and UAMS have carried out most of the research efforts on a statewide basis. The other three have had limited roles in research and doctoral degrees in the past. Since 1999, when the role and scope designations were last reviewed, several legislative acts have impacted upon the roles of ASU and UALR.

- The **Tobacco Settlement Act of 2000** established research roles for UAF, UAMS and ASU through participation in the Arkansas Biosciences Institute. Among the types of research the Institute conducts include agricultural research with medical implications; bioengineering research focused upon the expansion of genetic knowledge and new applications in agricultural-medical fields; and

other research related to tobacco that focuses upon identification and application of new therapeutic approaches to tobacco-related illnesses.

- **Act 563 of 2007** authorized the Arkansas Science and Technology Authority (ASTA) to designate universities that would form the Arkansas Research Alliance. Among the five universities that offer doctoral programs ASU, UAF, UALR and UAMS were selected to participate in the alliance. Act 563 states that ASTA will work with the presidents and chancellors of the research universities and the private sector to improve the state's economy through improving research infrastructure; increase the focus on job-creating research activities and expanded job-creating research activities toward producing more knowledge-based and high-technology jobs in the state.

In 2004, the Milken Institute published a report, "Arkansas' Position in the Knowledge-based Economy". The report recommended that the state utilize key resources, including research institutions, to boost research and science in Arkansas. The report included UALR as one of these institutions.

Given the legislative recognition, the staff recommends language in the role and scope designations of ASU and UALR that reflects their expanded roles in research in Arkansas.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the role and scope designations for Arkansas public colleges and universities as outlined in this agenda item, effective immediately.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents, chancellors, chief academic officers, and institutional board chairs of this action.



*Arkansas Institutions of
Higher Education—
Role and Scope Designations*

July 2008

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ARKANSAS INSTITUTIONS OF HIGHER EDUCATION— ROLE AND SCOPE DESIGNATIONS

Introduction

The Arkansas Higher Education Coordinating Board is charged with establishing appropriate role and scope designations for each public higher education institution in consultation with representatives of the colleges and universities. The statute under which this responsibility is assigned to the Coordinating Board (ACA 6-61-207) also requires that these designations be reviewed on a periodic basis. An amendment to this Act, enacted in 2005, requires these designations to incorporate consideration of the changing economic needs of the state.

The designations under which institutions are currently operating were adopted in 1999. In keeping with the requirement for periodic reviews, the Coordinating Board has undertaken a process designed to yield an updated set of role and scope designations. The results of this effort were presented to the Board for action in October 2007. Concerns expressed by members of the Board led to a deferral of action and a staff decision to engage an external consultant to work with them and representatives of the colleges and universities to develop a set of role and scope designations acceptable to the Board.

It is within this context that staff of the National Center for Higher Education Management Systems (NCHEMS) were asked to:

- Review the 1999 versions of role and scope statements.
- Review the set of statements proposed in 2006 along with information reflecting concerns expressed by Board members.
- Prepare draft statements of mission/role/scope for each public institution in Arkansas.
- Review this draft material at a meeting with Department of Higher Education (DHE) staff and others and submit a final set of suggested statements incorporating modifications to the draft agreed upon at this meeting.

General Approach

In describing the mission/role/scope of colleges and universities, NCHEMS has found it useful to establish such designations by delineating:

- Audiences to be served
- The general array of programs to be offered
- Any special or unique features of institutional mission

1. Audiences

Among the characteristics of audiences to be served are those expressed in terms of:

- Geography—what geographic area is the institution expected to serve?
- Academic preparation—does the institution admit only students with high levels of academic preparation, or does it serve adults regardless of prior levels of academic preparation?

- Age/full-time status. Does the institution primarily serve recent high school graduates, or does it have a special role in serving older (often part-time) students?
- Race/ethnicity. Does the institution have a special role in serving specific subpopulations—African-Americans, Latinos, Native-Americans?
- Employers. Is the institution expected to serve employers:
 - In a region?
 - In specific industries?

2. Array of Programs and Services

Chief among the considerations on this dimension are:

- Level of program. Is the institution authorized to offer doctoral programs? Masters programs? If a community college, is it authorized to offer any programs at the baccalaureate level?
- Academic fields. In particular, what professional programs is the institution authorized to offer (where “professional” is defined broadly to include *applied* programs such as business, education, engineering, and nursing, as well as the more typically acknowledged professional programs of law, medicine, dentistry, etc.)?

3. Special Features

Among the factors in this category are features such as:

- Research emphasis. Is research a primary expectation for the institution? Is the institution expected to create research capacity in specific fields?
- Land-grant status.
- Special delivery capacity. For example, is the institution charged with providing (or managing for the system) online or interactive video courses?

Within this general framework, experience also indicates that it is good practice in the policy sense to avoid the flowery language that often finds its way into descriptions of mission found in promotional pieces. Such language often obscures rather than reveals the true intention of the mission/role/scope statement.

Clear statements of role and scope that adhere to these guidelines have benefits to both institutions and the Coordinating Board. These guidelines will allow for a less onerous new-program-review process as well as a more substantive and clear academic program review process.

A change in institutional role and scope should be a gradual one. Institutions seeking such a substantive change should have established a history of progressing toward such a change so that they can illustrate their institutional capacity to do so. For example, an institution seeking to offer specific courses at a higher degree level than they are currently offering should be able to show that they have the appropriate library holdings to support that change and that they have the economy of scale in student enrollment and current degree production in the academic program to support offering a program with a higher credential. Market demand for the new credential should exist. Some existing faculty should have earned academic credentials that are appropriate to teach at the higher degree level.

Role and scope changes should be a rare occurrence and will most likely involve substantive change reviews by regional and, where applicable, programmatic accreditation agencies. An additional determinant in the decision to approve a role and scope change should be the long-term impact of the state “mix” of institutions with specific role and scope functions.

This set of criteria does **not** mean that certain programs cannot be offered in locations where they are needed and do not currently exist. It does mean, however, that delivery should be under the auspices of an institution with a role and scope that allows delivery without seeking additional approval—either as a joint program with the degree awarded by the “authorized” institution or as a program delivered by an “authorized” institution at an off-campus site.

There is one possible exception to the set of guidelines stated above—the instance in which change of role and scope is forced by an accrediting or licensure organization (as occurred, for example, when entrance to the practice of pharmacy was determined to require a PharmD). In such cases, the approval may have to be granted with the stipulation that approval in no way opens the door to expanding role and scope in fields where change is not essentially mandatory. In particular, expanded role and scope should not be approved for a single program where expansion is voluntary even if the stipulation suggested above is attached; the stipulation will not hold and the floodgates will open to requests for approval of many more programs on an episodic basis.

Institutional Mission/Role/Scope Designations

This section contains suggested mission/role/scope statements for each Arkansas institution using the three-part schema described above.

Arkansas State University-Jonesboro

1. Audiences

Primary audiences are:

- Residents of Arkansas, particularly those of the Delta region who have completed a high school education and are seeking either a college degree or continuing professional education.
- Employers, both public and private, seeking well-educated employees, technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The research community.
- The community and area by providing a broad range of academic and cultural activities and public events.
- K-12 Schools.
- Two-year college transfer students.

2. Array of Programs and Services

ASU offers:

- Associate programs across a range of areas.
- Baccalaureate programs in arts and humanities, the natural sciences and social sciences appropriate for a comprehensive university.
- Baccalaureate and masters programs in a number of professional fields including, but not limited to, agriculture and technology, environmental sciences, communications, education, engineering, nursing and allied health, and business.
- Doctoral programs that meet regional and state needs, most importantly programs in education, heritage studies, environmental sciences, physical therapy, and biosciences.
- Services specifically designed to meet the needs of business and industry, public institutions, and the non-profit sector.

3. Special Features

- Arkansas Biosciences Institute.
- Delta Center for Economic Development and University Museum SITES.
- Beck PRIDE Program for Wounded Veterans.\

Arkansas Tech University

1. Audiences

Arkansas Tech University (ATU) is responsible for serving:

- Residents of the northwest quadrant of Arkansas who have completed a high school education and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—school districts, health care providers, local governments, and private businesses.
- Economic development interests and entrepreneurs in the region.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

ATU serves these audiences by offering:

- Certificate and associate degree programs in applied technologies, nursing and allied health.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate and masters programs in the professional fields of communications, information technology, engineering, education, nursing and allied health, and business.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- Engineering programs, including an associate degree in nuclear engineering, emergency administration and management, geology, and hospitality administration.
- Arkansas Tech University-Ozark campus provides education in associate and certificate programs.

Henderson State University

1. Audiences

Henderson State University (HSU) is responsible for serving:

- Residents of southwest Arkansas who have completed high school and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—school districts, health care providers, local governments, and private businesses.
- Economic development interests and regional entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

HSU serves these audiences by providing:

- An array of liberal arts programs at the baccalaureate level—arts and humanities, social sciences, natural sciences—appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in education, business, and nursing.
- Masters programs in education, the liberal arts, and business.
- An Education Specialist program.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- HSU has adopted the mission of the state's Public Liberal Arts University.
- Baccalaureate program for training commercial airline pilots.

Southern Arkansas University

1. Audiences

Southern Arkansas University (SAU) in Magnolia is responsible for serving:

- Residents of southwest and south central Arkansas who have completed a high school education and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—school districts, health care providers, local governments, and private businesses.
- Economic development interests and entrepreneurs in the region.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

SAU serves its primary audiences by providing:

- An associate and baccalaureate-level program in nursing.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in the professional fields of business, education, nursing, and human services (i.e., social work and criminal justice).
- Masters programs in education, computer science, kinesiology, counseling, public administration, and business administration, and agriculture.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- Agriculture and education programs.
- Regional natural resources research with emphasis in lignite development.
- Nursing programs to assist regional medical community needs.

University of Arkansas, Fayetteville

1. Audiences

The University of Arkansas, Fayetteville (UAF) has a statewide mission. As such, its audiences are:

- Residents from throughout Arkansas who have excelled in high school studies and are seeking to complete baccalaureate degrees.
- Individuals seeking graduate and professional degrees.
- Employers, both public and private, seeking not only well-educated employees but technical assistance and applied research.
- Economic development interests and entrepreneurs throughout the state.
- Academic disciplines and the research community.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Two-year college transfer students.

2. Array of Programs and Services

UAF offers:

- A broad range of baccalaureate, masters, doctoral and professional programs that include core arts and sciences, agriculture, architecture, journalism, information sciences, education, engineering, law, public administration, nursing, allied health, and business.
- Basic and applied research
- Services specifically designed to meet the needs of statewide economic development—continuing professional education, technical and professional services, support of small businesses and entrepreneurs, and technology transfer.

3. Special Features

- UAF is the state's 1862 land-grant institution and is classified as a Carnegie high research activity university.
- Nationally competitive research and economic development activity in emerging areas such as nanotechnology, laser technology, biotechnology, and sustainability.
- Library resources and special holdings such as the Fulbright papers made available through on-site and electronic access to student and faculty scholars and citizens throughout the state.

University of Arkansas at Fort Smith

1. Audiences

The University of Arkansas at Fort Smith (UAFS) is responsible for serving:

- Residents of west and west central Arkansas who have completed a high school education and are seeking a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—including school districts, health care providers, local governments, and private businesses.
- Economic development interests and entrepreneurs in the region.
- The community and area by providing a broad range of academic and cultural activities and events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UAFS serves these audiences by providing:

- Certificate and associate degree programs in the applied technologies, nursing and allied health fields.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with an undergraduate student body.
- Baccalaureate programs in the applied fields of nursing and allied health, education, applied sciences, and business.
- Services designed specifically to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- Incorporation of applied, hands-on learning experiences as an integral component of educational programs.
- Integration of a globally focused approach to general education and enhanced international study options in all degree programs.
- Experiential learning emphases and internship opportunities in most majors.

University of Arkansas at Little Rock

1. Audiences

As the state's metropolitan university, the University of Arkansas at Little Rock (UALR) has the responsibility for serving:

- Residents of Arkansas and the Little Rock metropolitan area who have completed a high school education and are seeking either a college degree or continuing professional education. As a metropolitan university, the institution serves adult, part-time students in particular.
- Employers across the state, particularly in the region, both public and private, seeking well-educated employees, technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The research community.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UALR serves these audiences by providing:

- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Associate, baccalaureate and masters programs in the professional fields of particular importance in the region, including journalism and communications, public administration and community services, computer and information science, nursing, human services (including social work and criminal justice), education, engineering, and business.
- Doctoral programs most needed by regional and state employers, most importantly programs in education and applied science.
- Services specifically designed to meet the needs of statewide and regional economic development—continuing professional education, technical and professional services, support of small businesses and entrepreneurs, and technology transfer.

3. Special Features

- Institute for Economic Advancement.
- Nanotechnology Center.
- UALR-UAMS joint academic and research programs.

University of Arkansas at Monticello

1. Audiences

The University of Arkansas at Monticello (UAM) is responsible for serving:

- Residents of southeast Arkansas who have completed a high school education and are seeking a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region in both public and private sectors—school districts, health care providers, local governments, and private employers including the agriculture and forest products industries.
- Regional economic development interests and entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UAM serves these audiences by providing:

- Certificate and associate programs in applied technologies including nursing and selected allied health fields.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in the professional fields of forestry, education, community services, nursing, business, and human services (i.e. social work and criminal justice).
- Masters programs in forestry and education.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- An open admission university.
- Forest Resources program.
- UAM College of Technology campuses in Crossett and McGehee provide education in associate, certificate programs, and the Arkansas Heavy Equipment Operator Training Academy offers training and certification for timber and construction equipment operation.

University of Arkansas at Pine Bluff

1. Audiences

The University of Arkansas at Pine Bluff (UAPB) is responsible for serving:

- Residents of the state of Arkansas, with particular emphasis on the Delta, who have completed high school and are seeking either a college degree or continuing professional education.
- Regional and state employers, both public and private—including school districts, health care providers, local governments, community agencies and private businesses, especially those in agricultural areas.
- Regional and state economic development interests and entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UAPB serves these audiences by providing:

- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in the professional fields of agriculture, computer and information sciences, education, community services, nursing, regulatory science and business.
- Masters programs in education, substance abuse counseling, and aquaculture and fisheries, agricultural regulations and other areas.
- Services and programs specifically designed to meet the needs of the state and regional community and economic development with a particular emphasis on diverse and rural populations.

3. Special Features

- Arkansas' historically black university and the state's 1890 land-grant institution.
- Graduate-level Addiction Studies Program.
- Center of Excellence in Aquaculture/Fisheries and USDA Center of Excellence in Regulatory Science.

University of Central Arkansas

1. Audiences

The University of Central Arkansas (UCA) is responsible for serving:

- Residents of the state, particularly those in central Arkansas who have completed high school and are seeking either a college degree or continuing professional education.
- Regional and state employers, both public and private—including school districts, health care providers, local governments, private businesses and community agencies seeking technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UCA serves these audiences by providing:

- Baccalaureate arts and science programs in the variety appropriate to a comprehensive, teaching university.
- Baccalaureate programs in the professional fields of journalism, computer and information sciences, education, public administration, nursing and allied health, and business.
- Masters programs in education, business, nursing, allied health and selected arts and science fields.
- Doctoral programs in physical therapy, communicative sciences and disorders, leadership studies, and school psychology.
- Services specifically designed to meet the needs of state and regional economic development.

3. Special Features

- UCA supports Arkansas public schools through the Arkansas Center for Mathematics and Science Education, the Arkansas Public School Resources Center, and other initiatives.
- UCA is a regional center of the Asian Studies Development Program for the East-West Center.
- UCA serves communities and their leaders through the Community Development Institute – the first such organization in the nation, established in 1987 – and related initiatives.

University of Arkansas for Medical Sciences

1. Audiences

The University of Arkansas for Medical Sciences (UAMS) is a statewide institution serving:

- Those individuals seeking an education that will prepare them for entry into the health care professions.
- Health care professionals seeking continuing professional education.
- Employers, most specifically health care providers.
- Patients in locations throughout Arkansas.
- The economic development interests of the state.

2. Array of Programs and Services

To serve these audiences, UAMS provides:

- Certificate and associate programs in allied health fields.
- Baccalaureate programs in nursing and allied health fields.
- Masters programs in biomedical sciences, nursing, allied health and public health.
- Professional doctoral programs in medicine, pharmacy, public health and audiology.
- Ph.D. programs in biomedical sciences, nursing and public health.
- Residency and fellowship programs for physicians
- Basic and applied research.
- Direct patient care through the university hospital, affiliated clinics and a system of Area Health Education Centers.
- Regional programs at many sites throughout Arkansas.
- Services designed to promote economic development through commercialization of results of its biomedical/biotechnology research.

4. Special Features

- Growing research productivity relating to cancer, aging, addictions and public health.
- UAMS Arkansas Bioventures, a business and technology incubator.
- Care of patients from all Arkansas counties, all states and many foreign countries.

Arkansas Northeastern College

1. Audiences

Arkansas Northeastern College (ANC) is responsible for serving:

- The residents of Mississippi, Craighead, Poinsett and Greene counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ANC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing and selected allied health fields, criminal justice, and early childhood education.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- University Center operated since 1992, hosting numerous undergraduate and graduate degree programs.
- “The Solutions Group”, an innovative business and industry training and services organization which operates as a division of the college.

Arkansas State University-Beebe

1. Audiences

Arkansas State University-Beebe (ASUB) is responsible for serving:

- The residents of Jackson, White, Prairie, Woodruff, Lonoke, Craighead, Poinsett and Faulkner counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUB serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing and selected allied health fields, child care (early childhood), and business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- A two-year agriculture equipment technician program in cooperation with the John Deere Corporation.
- A two-year veterinarian technician program endorsed by and in cooperation with the Arkansas Veterinarian Medical Association.
- A Shale Gas Drilling training program endorsed by and in cooperation with Chesapeake, Nomac, and Union Drilling.

Arkansas State University-Mountain Home

1. Audiences

Arkansas State University-Mountain Home (ASUMH) is responsible for serving:

- The residents of Baxter and Marion counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUMH serves the needs of these audiences by providing:

- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in information sciences, nursing and selected allied health fields, criminal justice, and secretarial sciences.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.
- Basic/workplace skills training

3. Special Features

- Unique efforts include collaborative endeavors with the UAMS College of Health-Related Professions to offer programs locally and the only Funeral Science program offered via distance delivery in the state.
- Based on the Northwest Region Occupation Projections from the Department of Workforce Services, and with input from local business and industry partners, offerings at ASUMH address 10 of the identified occupational needs requiring post-secondary education.

Arkansas State University-Newport

1. Audiences

Arkansas State University-Newport (ASUN) is responsible for serving:

- The residents of Jackson, White, Prairie, Woodruff, Lonoke, Craighead, Poinsett and Faulkner counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUN serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing, education, information systems, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- A Commercial Driver Training Program.
- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- Only High Voltage Lineman Technology program in the state.

Black River Technical College

1. Audiences

Black River Technical College (BRTC) is responsible for serving:

- The residents of Randolph, Lawrence, Clay and Greene counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

BRTC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, child care, cosmetology, nursing and allied health professions, accounting, and secretarial sciences.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Associates program in Fire Training.
- Partnership with the Arkansas Fire Academy and the National Fire Academy.

Cossatot Community College of the University of Arkansas

1. Audiences

Cossatot Community College of the University of Arkansas (CCCUA) is responsible for serving:

- The residents of Sevier, Little River, Howard and Pike counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

CCCUA serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, education and child care, nursing and selected allied health professions, computing and information systems, and general business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Howard County and Little River County campus locations.
- Various community computer and educational centers.
- Mobile Classrooms.

East Arkansas Community College

1. Audiences

East Arkansas Community College (EACC) is responsible for serving:

- The residents of St. Francis, Cross, Lee, Monroe, Woodruff and Poinsett counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

EACC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer systems and applications, police science, nursing and selected allied health professions, business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- Plastic Injection Molding Training facilities.
- A Cisco Regional Academy.

Mid-South Community College

1. Audiences

Mid-South Community College (MSCC) is responsible for serving the needs of:

- The residents of Crittenden and Poinsett counties who are seeking:
 - Preparation for college-level studies.
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

MSCC serves these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer systems and applications, diesel technology including an engine testing facility and chemical analysis of alternative fuels, advanced manufacturing with an emphasis on Computer Numeric Controls, and other applied technologies.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- A Cisco Regional Academy.
- The MSCC Technical Center which offers technical training to area high school students in information systems technology, diesel technology, manufacturing, and allied health.

North Arkansas College

1. Audiences

North Arkansas College (Northark) is responsible for serving the needs of:

- The residents of Boone, Carroll, Madison, Newton, Searcy and Marion counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

Northark serves these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, engineering and science technologies, computer systems and applications, nursing and selected allied health professions, business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic, cultural and athletic events sponsored by the college.
-

3. Special Features:

- Northark with its partner, North Arkansas Regional Medical Center, offers professional and community health education through the North Arkansas Partnership for Health Education to complement its credit allied health programs.
- The Northark Technical Center provides technical occupational programs for high schools in Northark's service area.
- Northark provides opportunities for athletes from its service area high schools to continue their participation in intercollegiate sports including basketball, baseball, softball, and rodeo.

National Park Community College

1. Audiences

National Park Community College (NPCC) is responsible for serving the needs of:

- The residents of Garland, Saline and Montgomery counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

NPCC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in child care and education, police and fire sciences, construction trades, applied technologies, nursing and a variety of allied health professions, hospitality management, accounting and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Allied Health programs.
- Marine Repair Technology program.
- High School Tech Center.

Northwest Arkansas Community College

1. Audiences

Northwest Arkansas Community College (NWACC) is responsible for serving the needs of:

- The residents of Benton and Washington counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
 - English as a second language (ESL).
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

NWACC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer and information sciences, engineering technologies, legal assisting, criminal justice and fire safety, nursing and selected allied health fields, and business management and other career fields/professions as identified by community needs.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Nationally and internationally delivered programs/services as identified by the region's corporate and business leaders and national organizations including but not limited to the following: The Institute for Corporate and Public Safety, The National Child Protection Training Center (Southern United States), and the Global Business Development Center.

Ouachita Technical College

1. Audiences

Ouachita Technical College (OTC) is responsible for serving the needs of:

- The residents of Hot Spring, Clark, Dallas, Grant and Saline counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

OTC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare matriculated students and high school students for transfer to four-year institutions.
- Occupational training in computer sciences and applications, criminal justice, cosmetology, early childhood education, applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training and apprenticeships, both credit and non-credit, to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Electrical Apprenticeship program.
- Cosmetology program.
- Paramedic to RN program.

Ozarka College

1. Audiences

Ozarka College (Ozarka) is responsible for serving the needs of:

- The residents of Izard, Fulton, Sharp and Stone counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

Ozarka serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in selected applied technologies, child care and education, culinary arts, nursing and selected allied health fields, and secretarial sciences.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Significant LPN programs in three counties to provide for the growing need for skilled health care workers in rural north central Arkansas.
- State and nationally recognized Culinary Arts program providing skilled culinary workers that compete regionally for outstanding careers in the food service industry.
- Expanding grant programs to address health, nutrition, exercise and life-long learning for the growing population of senior citizens in north central Arkansas.

Phillips Community College of the University of Arkansas

1. Audiences

Phillips Community College of the University of Arkansas (PCCUA) is responsible for serving the needs of:

- The residents of Phillips, Arkansas, Desha, Lee and Monroe counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

PCCUA meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in computer systems and applications, early childhood/child care, cosmetology, applied technologies, nursing and selected allied health professions, and business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- Campuses at Stuttgart and Dewitt.
- Owns and makes available to the public the Pillow-Thompson House widely regarded as one of the finest examples of Queen Anne architecture in the South.

Pulaski Technical College

1. Audiences

Pulaski Technical College (Pulaski Tech) is responsible for serving the needs of:

- The residents of Pulaski, Saline, Faulkner and Lonoke counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

Pulaski Tech meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career-technical education in aerospace technology; transportation technology; manufacturing technology; construction technology; information technology; applied technology; engineering technologies; nursing and allied health fields; hospitality, culinary arts, cosmetology and other personal service fields; business, office and paralegal technologies; and early childhood development.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Pulaski Technical College is the state's largest comprehensive two-year college, offering an extensive array of technical and occupational programs to meet the needs of business and industry.

- College Business and Industry Center serves the corporate and continuing education needs of the state's largest industry sectors (i.e. aerospace, manufacturing, information technology, service, small business, etc.).
- Operates the Arkansas Culinary School, providing associate degrees and technical certificates that meet the needs of the state's hospitality, food and beverage industries.

Rich Mountain Community College

1. Audiences

Rich Mountain Community College (RMCC) is responsible for meeting the needs of:

- The residents of Polk, Scott, Montgomery, Pike and Howard counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

RMCC meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in computer and information systems, child development, selected applied technologies, practical nursing, and business/office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Off-campus sites at Waldron, Mt. Ida, and Wickes.
- Hosts Secondary Career Center technical programs for high schools in the service area.
- Involved in the development of the airport industry at the Mena Airport.

South Arkansas Community College

1. Audiences

South Arkansas Community College (SouthArk) is responsible for serving the needs of:

- The residents of Union, Ashley, Chicot and Bradley counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

SouthArk meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in education/early childhood, applied technologies, commercial vehicle operation, nursing and numerous allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Numerous health science programs. El Dorado is the medical center of South Arkansas.
- Program in teacher education.
- Workforce education programs that have received state and national recognition.

Southern Arkansas University Tech

1. Audiences

Southern Arkansas University Tech (SAU Tech) is responsible for meeting the needs of:

- The residents of Ouachita, Calhoun, Columbia and Dallas counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

SAU Tech meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer systems and applications, engineering technologies, child care education and early childhood and secondary education, police and fire sciences, applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Arkansas Fire Academy.
- Arkansas Environmental Academy.
- Aviation Maintenance Technologies.

Southeast Arkansas College

1. Audiences

Southeast Arkansas College (SEARK) is responsible for meeting the needs of:

- The residents of Jefferson, Lincoln, Cleveland, Drew, Grant and Desha counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

SEARK meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Vocational training in computer systems and applications, child care, legal assisting, criminal justice and fire sciences, applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Emergency Administration and Management (EMAN) program.
- Contextualized Development Education for Practical Nursing program.
- Revamped Developmental Education to encourage student success.

University of Arkansas Community College at Batesville

1. Audiences

The University of Arkansas Community College at Batesville (UACCB) is responsible for meeting the needs of:

- The residents of Independence, Cleburne, Stone and Sharp counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCB meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Vocational training in early childhood education, criminal justice, selected applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Associate of Applied Science in Aviation Maintenance program.
- Member of the University of Arkansas Online Consortium offering complete Associate of Arts Degree on line.
- LPN to RN Online Nursing program.

University of Arkansas Community College at Hope

1. Audiences

The University of Arkansas Community College at Hope (UACCH) is responsible for serving the needs of:

- The residents of Hempstead, Miller, Nevada, Lafayette, Howard and Pike counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCH meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in funeral service and mortuary science, education, child care, criminal justice, applied technologies, practical nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Program in Funeral Service Education
- Member of the University of Arkansas Online Consortium offering complete Associate of Arts degree program online.
- Power Plant Technology program.

University of Arkansas Community College at Morrilton

1. Audiences

The University of Arkansas Community College at Morrilton (UACCM) is responsible for serving the needs of:

- The residents of Conway, Van Buren, Pope, Yell, Perry and Faulkner counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCM meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical training in education, engineering technologies, child development, applied technologies, nursing, and business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Programs designed for jobs related to production in the Fayetteville Shale.

Additional Considerations

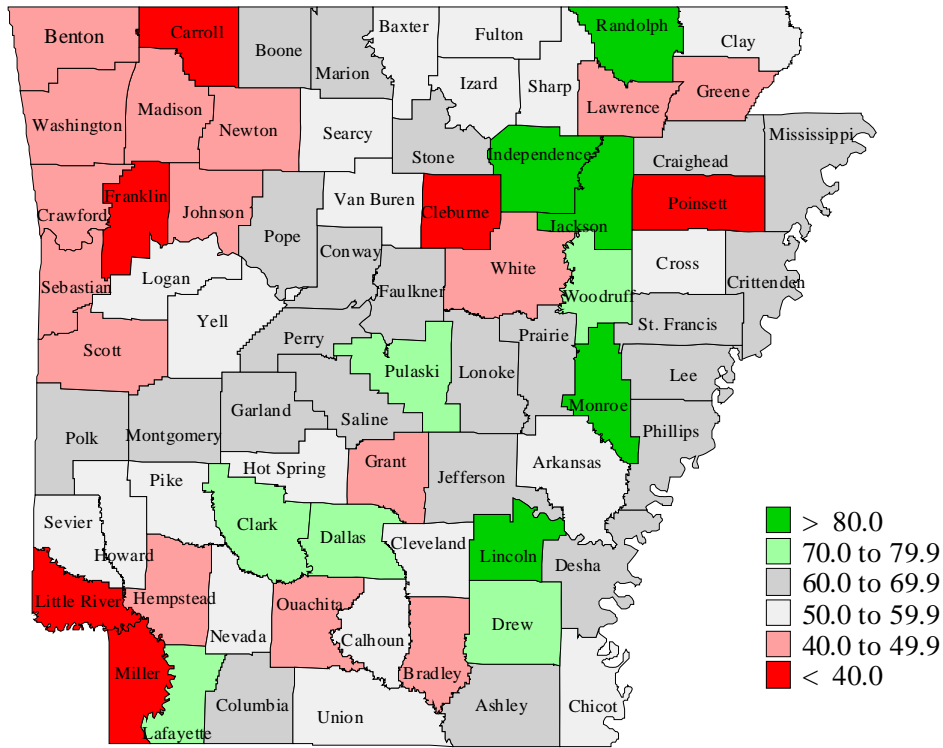
1. Audiences to Be Served

The role and scope designations of the two-year institutions are written in such a way that service (or responsibility) areas are specified by county. The designation for the four-year institutions are written in such a way that they indicate responsibility for serving different general regions of the state, but without the county level specificity. In all cases, there is some geographic area indicated as part of the role and scope designation, and—at least for the two-year colleges—these assignments cover the entirety of the state.

While all parts of the state are within a responsibility area, the level of service provided to different counties (as measured by participation rates calculated in various ways) varies widely from one county to another (see Figures 1-5). These findings do not necessarily call for changes in assignments of workforce/responsibility areas, but they do suggest the need to focus planning and accountability attention on the delivery of services to clients in those counties that are being least well served.

Since four-year and two-year institutions offer fundamentally different kinds of programs, the fact that participation by residents overall is high (as reflected in Figures 1 and 2 following) does not mean that residents' needs are being met. Randolph County is a case in point. Figures 1 and 2 reveal a high overall participation rate, but Figures 3-5 suggest that services are being provided primarily by two-year institutions. The question to be asked is whether or not some four-year programs need to be “brokered into” the region.

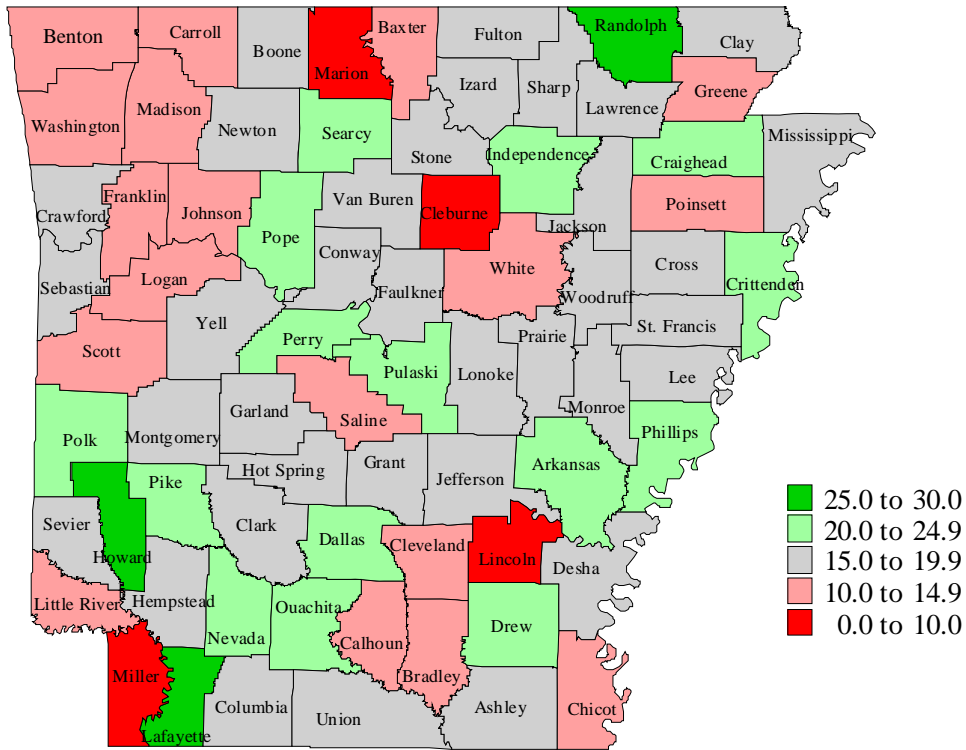
FIGURE 1.
Arkansas Counties—First-Time Full-Time Undergraduates in 2-Year and 4-Year Institutions as a Percent of Public High School Graduates, Fall 2006



Randolph	107.9	Perry	66.0	Van Buren	57.5	Hempstead	48.4
Jackson	98.5	Boone	65.9	Cross	56.7	Lawrence	48.2
Independence	87.9	Prairie	65.2	Hot Spring	55.7	Ouachita	47.7
Lincoln	82.6	Marion	65.0	Izard	54.5	Washington	47.4
Monroe	82.6	Garland	63.0	Yell	54.4	Madison	47.1
Pulaski	79.5	Columbia	62.2	Sevier	54.3	Johnson	46.5
Clark	73.5	St. Francis	61.9	Fulton	53.4	Sebastian	44.5
Drew	73.2	Saline	61.3	Chicot	53.0	Newton	44.1
Woodruff	72.3	Faulkner	61.3	Baxter	52.6	Benton	42.0
Dallas	70.4	Polk	61.3	Clay	51.6	Bradley	41.5
Lafayette	70.0	Crittenden	61.2	Logan	51.6	Scott	41.2
Conway	69.5	Montgomery	61.1	Calhoun	51.2	Grant	41.2
Craighead	69.0	Stone	60.9	Cleveland	51.1	Crawford	40.1
Phillips	68.1	Mississippi	60.9	Pike	51.0	Poinsett	39.4
Lonoke	67.4	Desha	60.2	Sharp	50.4	Carroll	39.3
Jefferson	67.2	Howard	59.9	Union	50.3	Franklin	37.7
Lee	66.7	Nevada	58.8	Searcy	50.0	Little River	37.4
Pope	66.3	Arkansas County	58.5	White	49.5	Cleburne	35.1
Ashley	66.3	Arkansas State	57.8	Greene	49.1	Miller	22.2

Source: Arkansas Department of Higher Education; U.S. Census Bureau, 2006 Population Estimates and 2000 Decennial Census

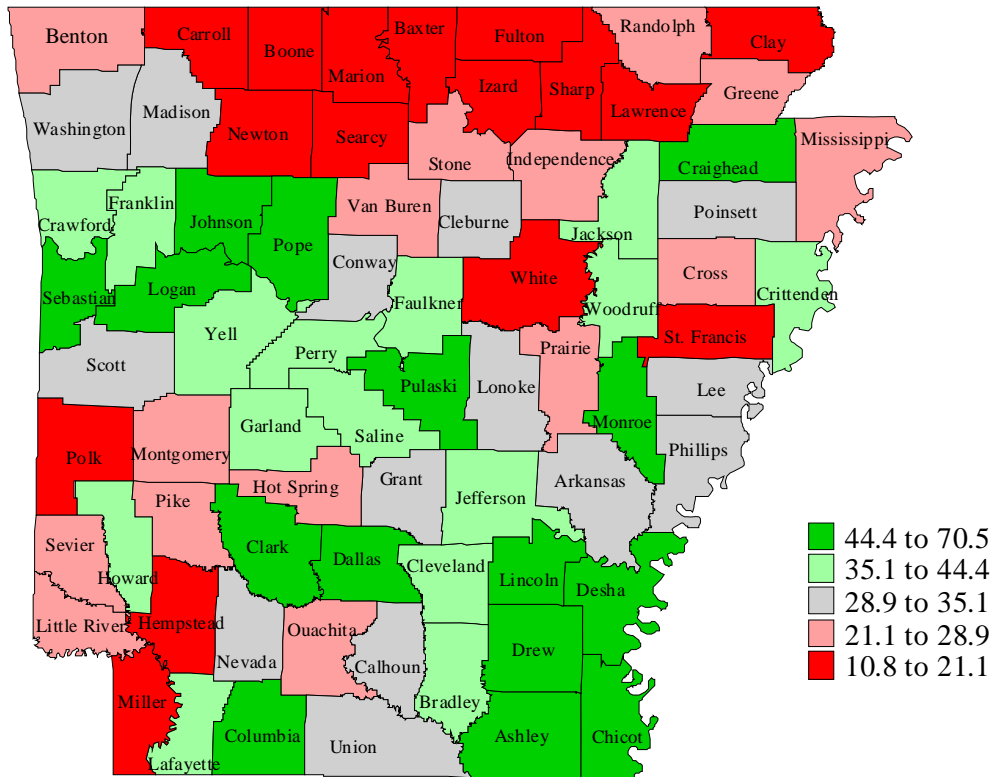
FIGURE 2.
Arkansas Counties—First-Time Full-Time Undergraduates as a Percent of Population Age 18-24 with Just a High School Diploma, 2006



Lafayette	30.0	Sharp	19.6	Fulton	17.2	Johnson	14.1
Howard	29.6	Cross	19.6	Clark	17.2	Logan	13.9
Randolph	25.2	Monroe	19.5	Izard	17.1	Cleveland	13.6
Polk	23.4	Desha	19.3	Union	17.0	Washington	13.1
Searcy	23.2	St. Francis	19.2	Yell	16.9	Bradley	13.1
Arkansas County	23.1	Conway	19.1	Arkansas State	16.8	Baxter	12.4
Pike	22.7	Ashley	18.9	Faulkner	16.6	Madison	12.3
Dallas	22.6	Clay	18.8	Hot Spring	16.5	Franklin	11.9
Pulaski	22.3	Lawrence	18.7	Stone	16.5	Greene	11.6
Phillips	21.8	Mississippi	18.6	Grant	16.3	Poinsett	11.3
Ouachita	21.3	Sevier	18.4	Lee	16.2	Benton	11.3
Pope	21.3	Jefferson	18.3	Montgomery	15.8	Calhoun	11.2
Independence	21.0	Lonoke	18.2	Jackson	15.7	Scott	10.8
Nevada	20.9	Boone	17.9	Crawford	15.5	Carroll	10.2
Drew	20.6	Columbia	17.9	Van Buren	15.1	Little River	10.1
Perry	20.5	Sebastian	17.5	Newton	15.0	Cleburne	9.6
Crittenden	20.3	Hempstead	17.5	Saline	14.5	Lincoln	9.0
Craighead	20.2	Woodruff	17.3	Chicot	14.2	Marion	9.0
Prairie	19.6	Garland	17.3	White	14.2	Miller	5.7

Source: Arkansas Department of Higher Education; U.S. Census Bureau, 2006 Population Estimates and 2000 Decennial Census

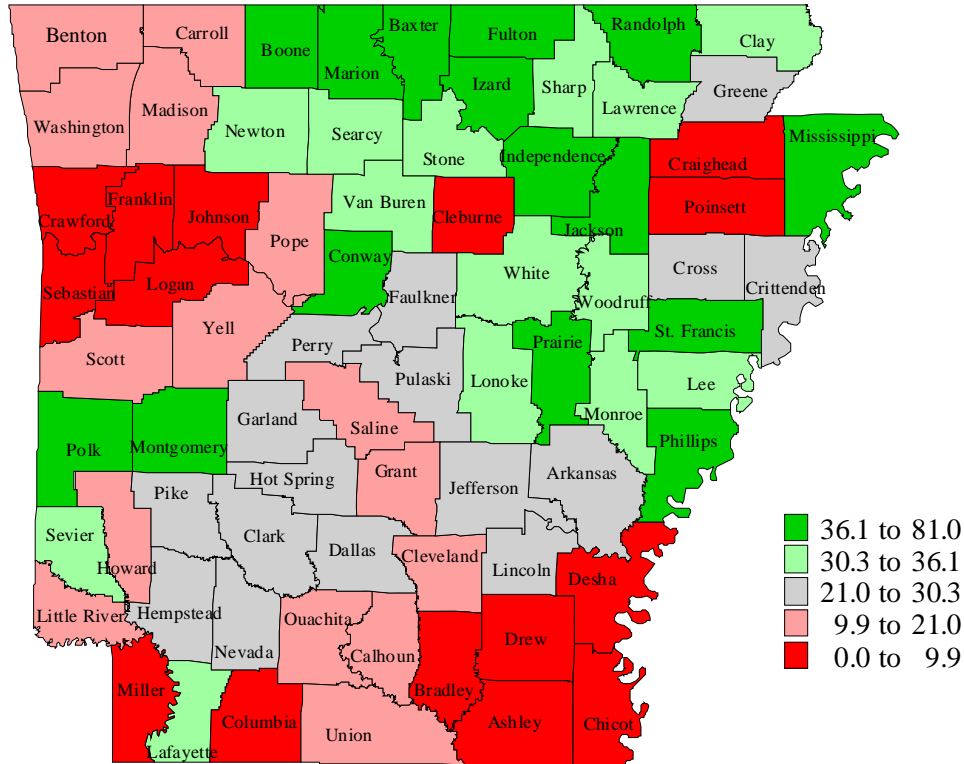
FIGURE 3.
Arkansas Counties—First-Time Full-Time Undergraduates in 4-Year Institutions as a Percent of Public High School Graduates, Fall 2006



Drew	70.4	Yell	41.5	Phillips	31.9	Van Buren	21.9
Ashley	62.5	Bradley	40.1	Madison	31.4	Benton	21.4
Craighead	60.7	Jefferson	39.9	Nevada	31.4	Sevier	21.1
Pope	56.4	Crawford	39.4	Scott	29.8	Hempstead	21.1
Columbia	55.4	Lafayette	38.9	Conway	29.6	Clay	20.5
Lincoln	54.7	Faulkner	38.8	Grant	29.4	Marion	20.4
Desha	52.7	Cleveland	38.6	Cleburne	29.0	Polk	20.3
Pulaski	52.1	Franklin	36.8	Hot Spring	28.9	Miller	19.7
Chicot	51.7	Arkansas State	36.1	Ouachita	28.8	Carroll	19.6
Logan	50.2	Jackson	35.6	Greene	28.0	St. Francis	19.4
Monroe	50.0	Garland	35.3	Little River	27.5	Boone	19.2
Clark	49.0	Crittenden	35.1	Independence	27.3	White	18.0
Johnson	44.7	Lonoke	35.0	Randolph	27.0	Lawrence	17.1
Dallas	44.4	Calhoun	34.9	Pike	26.5	Sharp	16.1
Sebastian	44.4	Washington	34.7	Cross	26.5	Izard	15.9
Perry	42.7	Union	34.0	Stone	26.4	Fulton	15.5
Saline	42.6	Arkansas County	33.3	Montgomery	25.0	Baxter	15.2
Howard	42.0	Lee	33.3	Mississippi	23.0	Searcy	14.7

Source: Arkansas Department of Higher Education; U.S. Census Bureau, 2006 Population Estimates and 2000 Decennial Census

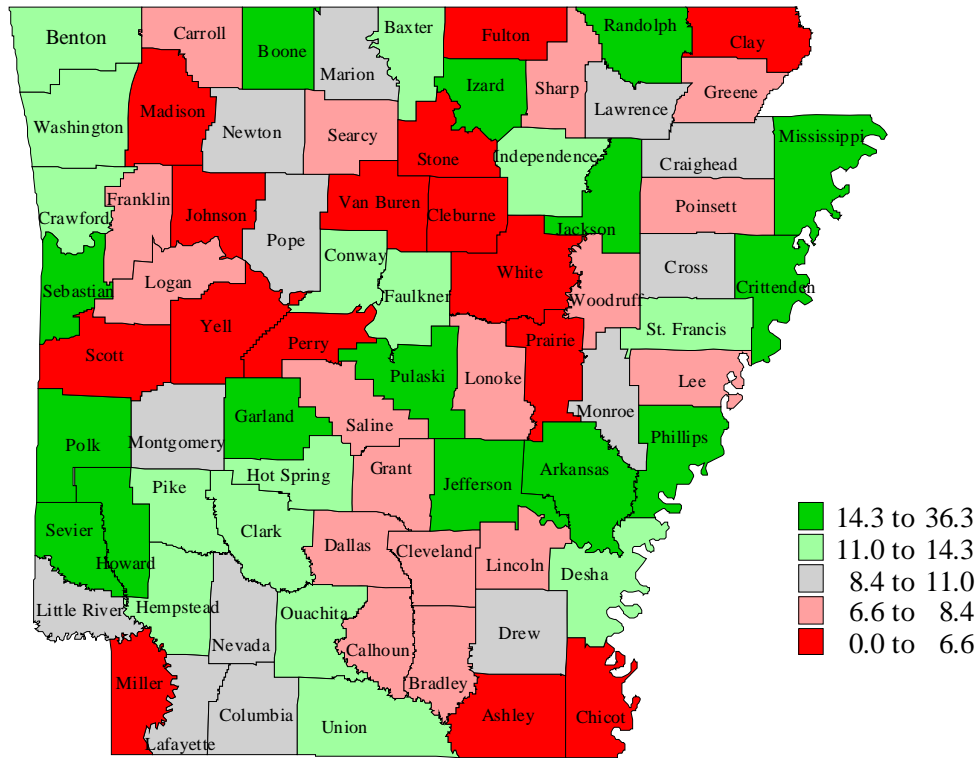
FIGURE 4.
Arkansas Counties—First-Time Full-Time Undergraduates in 2-Year Institutions as a Percent of Public High School Graduates, Fall 2006



Randolph	80.9	Lee	33.3	Dallas	25.9	Grant	11.8
Jackson	62.9	Newton	33.3	Arkansas County	25.2	Scott	11.4
Independence	60.6	Sevier	33.1	Pike	24.5	Pope	10.0
Boone	46.6	Monroe	32.6	Clark	24.5	Little River	9.9
Marion	44.7	Lonoke	32.4	Perry	23.3	Craighead	8.3
St. Francis	42.5	White	31.5	Faulkner	22.5	Desha	7.5
Prairie	42.4	Lafayette	31.1	Arkansas State	21.7	Columbia	6.7
Polk	41.0	Lawrence	31.1	Greene	21.0	Poinsett	6.7
Conway	39.9	Clay	31.1	Benton	20.5	Cleburne	6.1
Izard	38.6	Woodruff	30.8	Carroll	19.6	Ashley	3.8
Fulton	37.9	Cross	30.3	Ouachita	18.9	Drew	2.8
Mississippi	37.9	Lincoln	27.9	Saline	18.7	Miller	2.5
Baxter	37.4	Garland	27.7	Howard	17.9	Johnson	1.9
Phillips	36.3	Nevada	27.5	Union	16.3	Bradley	1.4
Montgomery	36.1	Hempstead	27.4	Calhoun	16.3	Logan	1.3
Van Buren	35.6	Pulaski	27.3	Madison	15.7	Chicot	1.3
Searcy	35.3	Jefferson	27.3	Yell	12.9	Franklin	0.9
Stone	34.5	Hot Spring	26.8	Washington	12.7	Crawford	0.7
Sharp	34.3	Crittenden	26.1	Cleveland	12.5	Sebastian	0.1

Source: Arkansas Department of Higher Education; U.S. Census Bureau, 2006 Population Estimates and 2000 Decennial Census

FIGURE 5.
Arkansas Counties—Part-Time Undergraduate Enrollment as a Percent of Population Age 18-24 with Just a High School Diploma, Fall 2006



Phillips	36.3	Desha	12.9	Little River	9.3	Carroll	7.3
Arkansas County	34.3	Faulkner	12.6	Marion	9.0	Greene	7.0
Polk	25.5	Clark	12.4	Pope	9.0	Poinsett	6.9
Pulaski	23.5	Arkansas State	12.3	Lafayette	8.8	Dallas	6.6
Crittenden	20.2	Independence	12.3	Newton	8.7	Prairie	6.2
Garland	18.5	Pike	12.1	Cross	8.5	Clay	6.0
Mississippi	17.6	Crawford	12.0	Lonoke	8.4	White	5.5
Sebastian	17.0	Hot Spring	11.4	Lee	8.4	Van Buren	5.4
Howard	16.0	Benton	11.2	Lincoln	8.3	Stone	5.0
Randolph	15.9	Hempstead	11.2	Searcy	8.1	Chicot	4.8
Izard	15.6	Conway	11.1	Franklin	8.0	Perry	4.7
Jefferson	14.6	Washington	11.0	Grant	7.9	Yell	4.6
Boone	14.6	Monroe	10.7	Woodruff	7.8	Scott	4.5
Jackson	14.3	Craighead	10.6	Saline	7.7	Fulton	4.4
Sevier	14.3	Lawrence	10.4	Cleveland	7.6	Ashley	3.9
Union	13.7	Columbia	10.3	Sharp	7.5	Madison	2.6
St. Francis	13.4	Nevada	9.9	Logan	7.4	Johnson	2.6
Baxter	13.2	Montgomery	9.9	Calhoun	7.3	Cleburne	2.4
Ouachita	13.1	Drew	9.6	Bradley	7.3	Miller	1.9

Source: Arkansas Department of Higher Education; U.S. Census Bureau, 2006 Population Estimates and 2000 Decennial Census

2. Meeting Workforce

Employers are important audiences for all public institutions of postsecondary education in Arkansas. An important part of role and scope designation is to ensure that these designations for institutions align with workforce needs of employers in the service area. One way to approach this task is to align information about workforce needs in each region of the state (from data available from the Department of Workforce Services) with degree production information for the higher education institutions in that region. Maps indicating the workforce regions along with the public two- and four-year institutions located in each region are provided in Figures 6 and 7.

This is an admittedly crude measure in that:

- It does not account for in- and out-migration of workers.
- It does not account for numbers of positions filled by individuals already trained and coming back into the workplace.
- It cannot take into account demand in emerging occupational areas.

Nonetheless, it provides an indication of the extent of the match/mismatch between workforce demand and supply.

FIGURE 6.
Arkansas Public 2-Year Locations

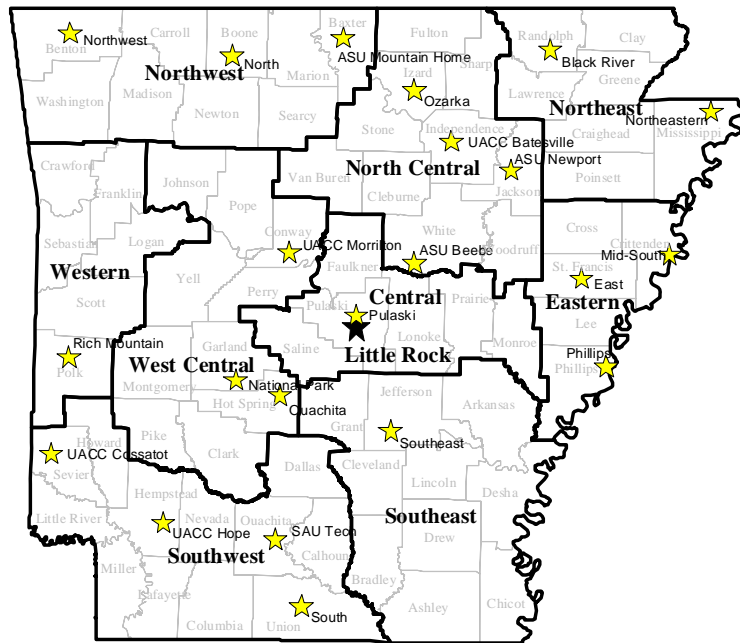
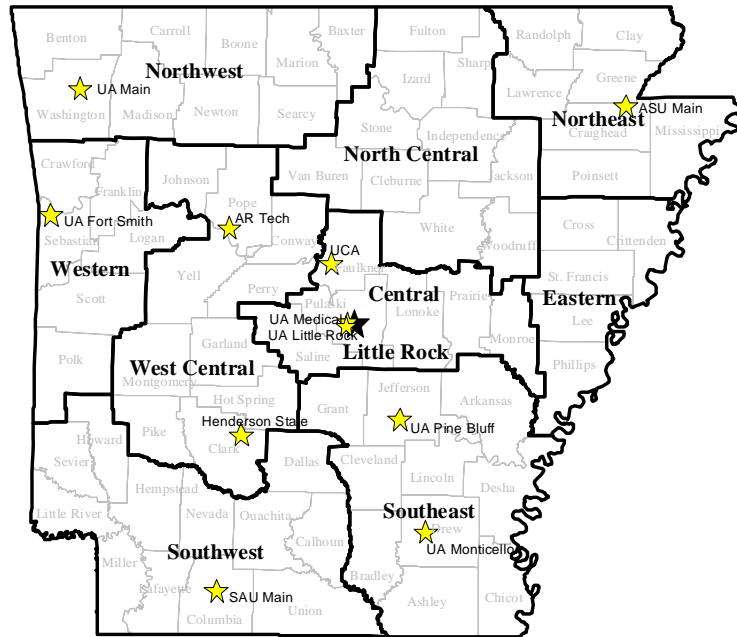


FIGURE 7.
Arkansas Public 4-Year Locations



The data for the state as a whole and for each region of the state are presented in Tables 1-11. Statewide, the greatest needs are in nursing, education, business (in various specific subfields) and some of the skilled vocational occupations, all fields in which programs are offered in numerous institutions scattered across the state.

Approached on a regional basis, most of the unmet demand is in occupational areas in which educational programs exist in the region—the issues are those of student demand, institutional capacity and throughput, not those of needs for entirely new programs. Technically, the role and scope designations as proposed are written in such a way that institutions could respond to unmet needs within the designations without seeking a broadening of these designations. This does not mean that additional programs are not required, however.

Reviewing the data on a region-by-region basis reveals areas in which additional programs **might** be required. These areas can be identified by noting occupations for which the data in Tables 2-11 reveal areas in which there is demand and **zero** average annual awards. In reviewing the regional data, mismatches between demand and supply recur in a few fields:

- Human resource management
- Property and real estate managers
- Bus and truck mechanics

- Pharmacists
- Special education

The first two of these can be accommodated by adding specialties within the business category. Given the nature of pharmacy programs, it is unlikely that adding more programs in this field is feasible (although expanding current capacity might be considered). Bus and truck mechanics are needed in several regions, as are special education teachers. In the case of diesel mechanics, the issue is one of substantial under-production relative to need. With regard to special education teachers, the problem appears to be more one of distribution than of overall production levels. Generally speaking, those occupations that represent specialization within either a business field or in teacher education require a baccalaureate degree. The health care fields (nursing, etc.) along with fields such as auto and diesel mechanics require associate-level programs. Depending on specific needs, programs in information technology appropriately may be at either the associate or baccalaureate levels.

TABLE 1
State of Arkansas Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Nursing Aides, Orderlies and Attendants	685	252	-433
Clergy	411	170	-241
Human Resources Management and Services	267	51	-216
Elementary and Secondary Teachers (except Special Education)	1,410	1,230	-180
Automotive Service Technicians and Mechanics	267	110	-157
Bus and Truck Mechanics and Diesel Engine Specialists	169	38	-131
Insurance Sales Agents	119	10	-109
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	330	244	-86
Medical and Health Services Managers	115	46	-69
Registered Nurses	1,115	1,066	-49
Sales Managers	113	75	-38
Pharmacists	130	105	-25
Computer Software Engineers, Applications; Operations and Systems Analysts; Specialists, Programmers	502	502	0
Financial Managers and Loan Officers	204	289	85
Licensed Practical and Licensed Vocational Nurses	494	615	121
Lawyers	127	260	133
Accountants and Auditors	331	504	173
Management Analysts and Cost Estimators	221	483	262
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	1,095	1,420	325
Preschool and Kindergarten Teachers (except Special Education)	212	699	487
Postsecondary Teachers, All Other	352	NA	NA

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 2
Northwest Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Nursing Aides, Orderlies and Attendants	90	0	-90
Automotive Service Technicians and Mechanics	74	7	-67
Registered Nurses	183	122	-61
Computer Software Engineers, Applications; Operations and Systems Analysts; Specialists, Programmers	144	95	-49
Clergy	86	38	-48
Human Resources Management and Services	68	21	-47
Property and Real Estate Managers, Agents, Appraisers and Assessors	44	0	-44
Bus and Truck Mechanics and Diesel Engine Specialists	44	0	-44
Construction Managers, Inspectors	45	3	-42
Insurance Sales Agents	40	0	-40
Computer and Information Systems Managers	32	0	-32
Licensed Practical and Licensed Vocational Nurses	68	39	-29
Elementary and Secondary Teachers (except Special Education)	369	343	-26
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	32	21	-11
Sales Managers	68	62	-6
Marketing Management and Market Research Analysts	139	155	16
Financial Managers and Loan Officers	66	125	59
Management Analysts and Cost Estimators	58	165	107
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	192	471	279

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 3
North Central Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Nursing Aides, Orderlies and Attendants	47	14	-33
Registered Nurses	77	63	-14
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	22	8	-14
Property and Real Estate Managers, Agents, Appraisers and Assessors	14	0	-14
Special Education Teachers	22	10	-12
Pharmacists	11	0	-11
Automotive Service Technicians and Mechanics	20	11	-9
Financial Managers and Loan Officers	14	5	-9
Human Resources Management and Services	15	6	-9
Bus and Truck Mechanics and Diesel Engine Specialists	11	17	6
Elementary and Secondary Teachers (except Special Education)	125	149	24
Accountants and Auditors	12	46	34
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	43	107	64
Licensed Practical and Licensed Vocational Nurses	40	115	75
Postsecondary Teachers, All Other	13	NA	NA

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 4
Northeast Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	77	24	-53
Nursing Aides, Orderlies and Attendants	72	42	-30
Human Resources Management and Services	17	0	-17
Adult Literacy, Remedial Education and GED Teachers and Ins	13	0	-13
Pharmacists	13	0	-13
Bus and Truck Mechanics and Diesel Engine Specialists	12	0	-12
Medical and Health Services Managers	10	0	-10
Emergency Medical Technicians and Paramedics	14	12	-2
Automotive Service Technicians and Mechanics	18	19	1
Medical and Clinical Lab. Technologists/Technicians	16	20	4
Licensed Practical and Licensed Vocational Nurses	54	65	11
Social Service Workers	14	54	40
Accountants and Auditors	21	68	47
Farm, Ranch and Other Agricultural Managers	12	65	53
Radiologic Technologists and Technicians	17	72	55
Elementary and Secondary Teachers (except Special Education)	138	240	102
Registered Nurses	107	216	109
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	53	182	129
Preschool and Kindergarten Teachers (except Special Education)	20	162	142

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 5
Western Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Elementary and Secondary Teachers (except Special Education)	154	8	-146
Nursing Aides, Orderlies and Attendants	53	0	-53
Special Education Teachers	25	0	-25
Registered Nurses	86	68	-18
Bus and Truck Mechanics and Diesel Engine Specialists	18	0	-18
Financial Managers and Loan Officers	15	0	-15
Human Resources Management and Services	15	0	-15
Property and Real Estate Managers, Agents, Appraisers and Assessors	15	0	-15
Construction Managers, Inspectors	10	0	-10
Automotive Service Technicians and Mechanics	21	15	-6
Accountants and Auditors	20	20	0
Licensed Practical and Licensed Vocational Nurses	41	56	15
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	58	85	27
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	43	85	42
Preschool and Kindergarten Teachers (except Special Education)	16	66	50

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 6
West Central Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Property and Real Estate Managers, Agents, Appraisers and Assessors	24	0	-24
Human Resources Management and Services	21	0	-21
Pharmacists	17	0	-17
Massage Therapists	13	0	-13
Nursing Aides, Orderlies and Attendants	62	50	-12
Bus and Truck Mechanics and Diesel Engine Specialists	11	0	-11
Special Education Teachers	20	9	-11
Elementary and Secondary Teachers (except Special Education)	171	168	-3
Registered Nurses	114	116	2
Automotive Service Technicians and Mechanics	21	25	4
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	25	32	7
Educational, Vocational and School Counselors	12	22	10
Education Administrators, Elementary and Secondary School	11	24	13
Clergy	22	41	19
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	68	108	40
Accountants and Auditors	17	60	43
Licensed Practical and Licensed Vocational Nurses	42	132	90
Preschool and Kindergarten Teachers (except Special Education)	33	141	108

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 7
Central Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Nursing Aides, Orderlies, and Attendants	198	0	-198
Elementary & Secondary Teachers (except Special Education)	185	83	-102
Registered Nurses	152	56	-96
Licensed Practical and Licensed Vocational Nurses	71	0	-71
Automotive Service Technicians and Mechanics	47	0	-47
Management Analysts and Cost Estimators	26	0	-26
Pharmacists	25	0	-25
Human Resources Management and Services	48	24	-24
Administrative Services Managers	21	0	-21
Welding, Cutting, Soldering, Brazing, Machine Setters & Operators	21	0	-21
Psychiatric Technicians	18	0	-18
Construction Managers, Inspectors	16	0	-16
Bus and Truck Mechanics and Diesel Engine Specialists	15	0	-15
Sales Managers	14	0	-14
Computer and Information Systems Managers	13	0	-13
Medical and Health Services Managers	14	1	-13
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	101	93	-8
Fitness Trainers and Aerobics Instructors	20	15	-5
Financial Managers and Loan Officers	21	36	15
Accountants and Auditors	29	76	47

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 8
Eastern Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Elementary & Secondary Teachers (except Special Education)	55	1	-54
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	19	3	-16
Licensed Practical and Licensed Vocational Nurses	15	4	-11
Bus and Truck Mechanics and Diesel Engine Specialists	12	2	-10
Nursing Aides, Orderlies, and Attendants	16	9	-7
Special Education Teachers	7	0	-7
Social Service Workers	7	7	0
Registered Nurses	24	40	16

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 9
Southwest Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	38	15	-23
Special Education Teachers	10	0	-10
Human Resources Management and Services	10	0	-10
Elementary and Secondary Teachers (except Special Education)	99	90	-9
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	24	24	0
Industrial Engineers	10	12	2
Automotive Service Technicians and Mechanics	15	22	7
Registered Nurses	37	52	15
Nursing Aides, Orderlies and Attendants	39	71	32
Licensed Practical and Licensed Vocational Nurses	31	94	63

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 10
Southeast Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	39	12	-27
Special Education Teachers	13	0	-13
Clergy	12	0	-12
Human Resources Management and Services	11	0	-11
Computer Software Engineers, Applications; Operations and Systems Analysts; Specialists, Programmers	15	16	1
Social Service Workers	11	19	8
Registered Nurses	68	79	11
Elementary & Secondary Teachers (except Special Education)	78	97	19
Accountants and Auditors	11	33	22
Licensed Practical and Licensed Vocational Nurses	48	82	34
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	44	118	74

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 11
City of Little Rock Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Clergy	128	2	-126
Nursing Aides, Orderlies, and Attendants	90	0	-90
Human Resources Management and Services	51	0	-51
Licensed Practical and Licensed Vocational Nurses	68	28	-40
Elementary & Secondary Teachers (except Special Education)	90	56	-34
Property and Real Estate Managers, Agents, Appraisers, and Assessors	31	0	-31
Insurance Sales Agents	27	0	-27
Automotive Service Technicians and Mechanics	31	8	-23
Medical and Health Services Managers	26	10	-16
Bus and Truck Mechanics and Diesel Engine Specialists	22	16	-6
Medical and Clinical Laboratory Technologists/Technicians	34	28	-6
Registered Nurses	260	255	-5
Health Technologists and Technicians, All Other	22	17	-5
Accountants and Auditors	59	61	2
Aircraft Mechanics and Service Technicians	22	43	21
Financial Managers and Loan Officers	33	55	22
Administrative Services Managers	20	46	26
Computer Software Engineers, Applications; Operations & Systems Analysts; Specialists, Programmers	75	103	28
Management Analysts and Cost Estimators	67	116	49
Public Relations Specialists	22	73	51
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	167	237	70
Lawyers	35	119	84

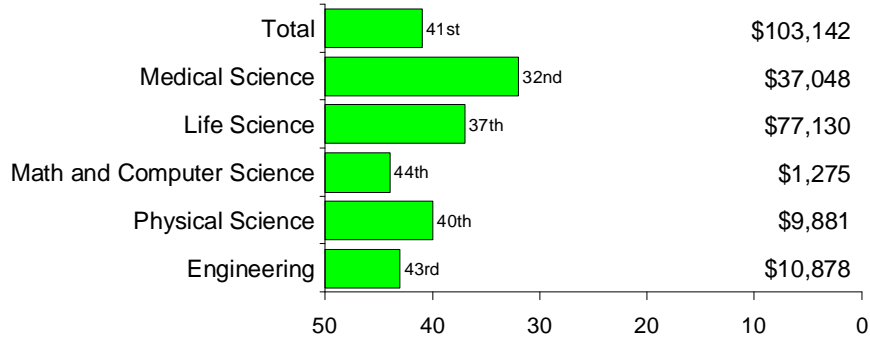
Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

3. Research

The University of Arkansas at Fayetteville and the University of Arkansas for Medical Services are the only two institutions that have research as part of their assigned missions. As research universities go, they are relatively small.

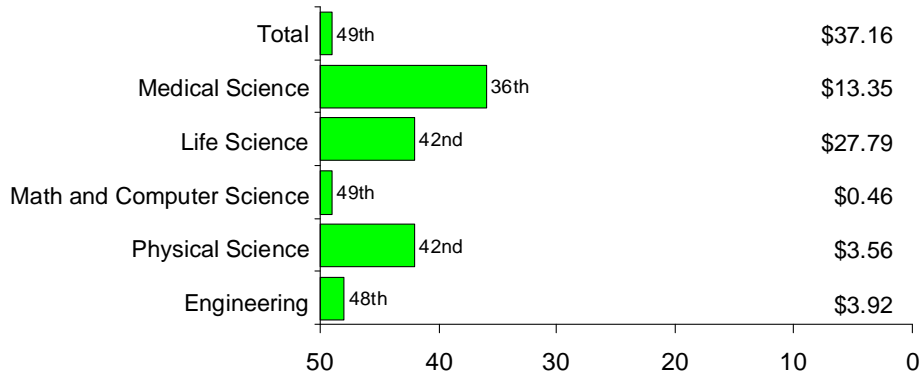
Collectively, Arkansas institutions garner federal research and development funds at levels that place the state 41st among the 50 states. Since the state is 32nd in terms of total population, per capita funding for R&D from federal sources is 49th among the 50 states (see Figures 8 and 9). These rankings suggest the importance of focusing any research investments in those institutions already assigned research missions and not assign this role to additional institutions.

FIGURE 8.
Arkansas Rank—Federal R&D Expenditures, 2005



Source: National Science Foundation; U.S. Census Bureau Population Estimates

FIGURE 9.
Arkansas Rank—Federal R&D Expenditures Per Capita, 200



Source: National Science Foundation; U.S. Census Bureau Population Estimates

Governor Beebe's Five Goals for Economic Development

1. We will increase the incomes of Arkansans at a growth pace greater than the national average.
2. We will expand entrepreneurship focusing on knowledge-based enterprises
3. We will compete more effectively in the global marketplace for new businesses, jobs, and create a business retention strategy to reduce closures.
4. Our economic development policy will meet the special needs and take advantage of the extraordinary assets of various areas of the state. It will not be one size fits all.
5. We will increase the number of workers with post secondary training so they are prepared when they enter the workforce and equipped for new jobs in the future.