



# **OPERATING BUDGET PROCEDURES**

**Coordinating Commission for  
Postsecondary Education**

**April 15, 2008**

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# INTRODUCTION

The following procedures are to be used by public postsecondary educational institutions for submission of their 2009-2011 biennial operating Budget Requests to the Coordinating Commission for Postsecondary Education. The procedures, to the fullest extent possible, use forms and information requests similar to those presented to institutional governing boards, Department of Administrative Services, and the Legislative Fiscal Office.

In their budget requests, institutions should identify the categories of educational services provided by each campus. In addition, each institution should identify the base year budget (2008-2009) by level of activity associated with each category of educational service. Institutions should project continuation changes in support of these categories of services, and provide a rationale for projected changes, which are the result of either (a) explicit institutional planning objectives, (reallocation); or (b) anticipated inflationary changes for services in the next two-year period. Each institution should present its expanded or new requests for each year of the biennium in priority order.

Pursuant to Nebraska Statutes, Revised Statute 85-1416, the Commission is directed to review and modify, if necessary, to promote compliance and consistency with the Comprehensive Statewide Plan for Postsecondary Education and prevent unnecessary duplication, the budget requests of the governing boards. Each public postsecondary educational institution is to submit an outline of its proposed operating budget, with such other supporting information as may be requested by the Commission or believed necessary or appropriate by the institution.

The analysis of the budget requests and recommendations will primarily focus on the requests for new and expanded programs and services and identify major statewide funding issues and initiatives. The Commission's recommendation for approval or modification of the budget request and priorities shall be submitted to the Governor and the Legislature on October 15th of each even-numbered year. The Commission may also make recommendations on deficit requests.

# GENERAL INSTRUCTIONS

## A. Definitions

**Commission** shall mean the Coordinating Commission for Postsecondary Education.

**Governing Board** shall mean the Board of Regents of the University of Nebraska, the Board of Trustees of the Nebraska State Colleges, or the board of governors for each community college area.

**Public Institution** shall mean any of the following: University of Nebraska-Lincoln, University of Nebraska at Omaha, University of Nebraska at Kearney, University of Nebraska Medical Center, Nebraska College of Technical Agriculture, Chadron State College, Peru State College, Wayne State College, Central Community College Area, Metropolitan Community College Area, Mid-Plains Community College Area, Southeast Community College Area, Northeast Community College Area, Western Nebraska Community College Area, including any other campus administered as a separate entity by a governing board, or any other public postsecondary educational institution which may be established by the Legislature after January 1, 1992.

**Modify/Modifications** shall mean changes recommended by the Commission to budget requests, state aid requests, budget priority lists, or major deficit requests of public institutions, to ensure compliance and consistency with the Comprehensive Statewide Plan and prevent unnecessary duplication.

**Budget Request**, as defined by the Revised Statutes of Nebraska, shall mean the complete recitation, on forms prescribed by the Governor's Budget Division and in the manner prescribed by such division, of the operating funds requests of a public institution for the biennium next following the then current biennium.

**New and Expanded Budget Request** shall mean the request for funding of Commission-approved new programs, expanded services, or workload increases in the next biennium; for replacing other revenue sources with general fund support; and for funding increases associated with the prior year's deficit appropriation.

## **B. Format for Operating Budget Submission**

Each operating budget request should be presented in a three-ring notebook, the page size not to exceed 8 1/2" x 11".

Each three-ring notebook should include an index to facilitate review of budget documents. It is preferred that institutions use the index format as described in the DAS Budget Instructional Manual.

Institutions with multiple campuses may include, under single cover, the budget requests of all campuses within the system. However, separate and complete budget request information for each campus must be submitted and separated by dividers as appropriate. The community colleges may submit their budgets by area.

## **C. Submission Schedule**

1. Information to be submitted by the University and State Colleges by August 15, 2008 and by the Community Colleges by September 15, 2008:
  - a. Index
  - b. Planning Issues and Critical Needs (as defined in the CCPE Operating Budget Procedures)
    - 1) System
    - 2) Campus/Area
  - c. Areas of Emphasis
  - d. Budget Outline
  - e. Budget Priorities - submitted in priority order.  
*(DAS Form 70-EX or Institutional form submitted to governing boards with CCPE-identified information)*
  
2. Information to be submitted to the Commission by September 15, 2008 or as so designated by the Department of Administrative Services/Budget Division:
  - a. Full institutional budget requests of 2009-2011 biennium
  - b. Supplemental forms

# BUDGET NARRATIVE

## A. Planning Issues and Critical Needs

In order to be well informed in our review of budget requests and to fully appreciate the needs of the individual institutions and sectors as a whole, each institution is requested to describe the critical issues it faces for the next biennium, as well as those for the following three to five years. These considerations are important to the Commission to more fully understand new and expanded requests, general review of budget documents and the potential for cooperation and collaboration of the State's institutions.

This part of the Budget Summary would not be the role and mission statement, nor is it the strategic plan, although it should be consistent with the role and mission and strategic plans of the institution. We believe the Planning Issues and Critical Needs part would be specific, concrete objectives. These objectives should highlight only a relatively small number of critical issues B generally no more than six B that the institution wishes to bring to the attention of the Coordinating Commission for Postsecondary Education.

Planning issues, as stated in the Budget Narrative, focus on the current fiscal year, the biennium and the immediate and short-range future. The critical needs issues stated in the Budget Narrative are more particular to the current biennial request and would probably change significantly over the coming three to five-year period, although there would be some continuity from year to year. As critical need issues are resolved, they undoubtedly will be replaced by others.

We suggest that the following questions serve as a guideline to developing Part I of the Budget Narrative.

1. What are the major critical issues of the institution during the next three to five years?
2. Why have each of these been identified as major issues?
3. What is the institution's strategy for addressing each of its critical issues?
4. In planning for the near future (4 to 6 years), what issues are of concern to the institution and how does the institution plan to manage those issues?

The Commission will analyze the Budget Narrative as one of the first steps in reviewing the institution's budget submission. The Budget Narrative will:

- § Provide a basis for reviewing base level budget requests and for making modifications and recommendations regarding new and expanded requests to the Governor and the Legislature;
- § Provide a basis for updating or revising the Comprehensive Statewide Plan;
- § Assist the Commission in evaluating the achievement of statewide goals such as enhancing student access, improving program quality, or improving minority participation.

## B. Areas of Emphasis

Many of those critical issues identified in Part A may be addressed through the designation of "areas of emphasis." These "areas of emphasis" may designate a specific academic program/service offered at one or more institution, academic programs/ services offered by a college/school within an institution, a research/public service/ support area at one or more institutions, or a focused system-wide initiative such as increased graduation rates. Areas of emphasis are NOT broad designations such as improvement of teaching, enhancement of student services, or any other non-specific category.

The purpose of the "areas of emphasis" is to enable an institution or system to request funds which are in addition to those needed to meet base activities and price changes. The institutions should emphasize those areas where the institution is planning to achieve excellence in education. The intent is to encourage institutions to set priorities which serve the students= and the state's interest.

In essence, the approach is as follows:

§ The Commission will establish its statewide "areas of emphasis" for the coming biennium. The Commission intends to stress these areas as strong funding targets for new appropriations.

§ At the time of the biennial budget submittal to the Commission, each institution, system, or area will present its "Areas of emphasis" in which the institution proposes to achieve excellence through targeted additional funding and the plans for how it will achieve these priorities. For the 2009-2011 biennial budget request, the institutions are requested to limit their "areas of emphasis" as follows:

University System	up to eight (8)
State College System	up to four (4)
Community Colleges	One for each community college area and one as advanced by the Nebraska Community College Association

§ The Commission will review all requests for new and expanded funding according to the Budget Review Criteria. Preference will be given to those requests that fit within one of the "areas of emphasis" of the Commission or the governing board.

The Commission believes the use of "areas of emphasis" has the potential for making an explicit connection between improvement in higher education, the future of the state's economy, and the well being of its people. Therefore, the Commission's budget recommendations to the Governor and the Legislature will directly reflect major state priorities for strengthening higher education and enhancing the excellence of specific programs according to plans of each institution.

On March 6, 2008, the Commission established four issues as the Commission's Areas of Emphasis for the 2009-2011 biennial operating budget recommendations. Following are the Commission's four Areas of Emphasis.

## **Commission Established 2009-2011 Areas of Emphasis**

In identifying its Areas of Emphasis for the review and recommendations on 2009-2011 biennial budget requests, the Coordinating Commission has aligned the areas of emphasis with the recommendations of the LR174 Task Force on Higher Education. The Commission finds the Task Force's recommendations to be consistent with the goals of the Comprehensive Statewide Plan for Postsecondary Education, reflective of the higher education needs of Nebraska resident, and consistent with previous Area of Emphasis as identified by the Commission.

The following identifies the Commission Areas of Emphasis for the 2009-2011 Biennial Budget Review and Recommendations:

### **2009-2011 Areas of Emphasis for CCPE's Biennial Review and Recommendations on Postsecondary Institutions' Operating Budgets**

In identifying its Areas of Emphasis for the review and recommendations on 2009-2011 biennial budget requests, the Coordinating Commission has aligned the areas of emphasis with the recommendations of the LR 174 Higher Education Task Force. The Commission finds the Task Force's recommendations to be consistent with the goals of the *Comprehensive Statewide Plan for Postsecondary Education*, reflective of the higher education needs of Nebraska residents, and consistent with previous Areas of Emphasis as identified by the Commission.

The following identifies the Commission Areas of Emphasis for the 2009-2011 Biennial Budget Review and Recommendations (not in priority order):

- **Initiatives to Increase Need-based Financial Aid Funding.**

The Commission would encourage efforts and initiatives to increase need-based student financial aid as a means to improve access to higher education for Nebraskans with limited financial means.

The Commission would support initiatives to decrease the unmet financial need of students and decrease reliance on student loans. Initiatives might focus on grants, scholarships or other forms of assistance.

*This area of emphasis relates directly to recommendation #1 of the LR174 Task Force to increase the number of students who enter postsecondary education in Nebraska.*

- **Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs and to Specific Workforce Needs of the State.**

The Commission would support initiatives that help improve Nebraska's workforce, address identified regional needs and provide new, high-skill, high-wage jobs for graduates of our colleges and universities. Requests could focus on targeting program development in fields of high demand, on updating the skills of working adults, or on meeting needs of existing, new and planned businesses. This area of emphasis would include initiatives that enhance an institution's ability to provide workforce training and retraining, or to expand degree programs into rural areas where there is need and demand.

This area of emphasis could also include technical assistance to employers and dissemination of applied research to support job creation and new employment opportunities for individuals with high levels of education attainment. The Commission would support requests that improve college partnerships with business and industry or respond to a specifically expressed workforce need, to support a targeted industry or cluster, meet a community need, or meet a rural regional need.

*This area of emphasis relates to LR 174 Task Force Recommendation #3 to reduce the out-migration of Nebraskans with high levels of educational attainment.*

- **Initiatives to Improve Retention and Graduation Rates.**

The Commission would encourage and support budget requests and initiatives that help to improve student retention and graduation rates at the institutions. Approved requests could be for analyses of the causes of poor retention rates and development of campus-based strategies to address those problems. Requests could also focus on services to adult students, such as the development of degree completion programs for those who stopped college in earlier years, assessment of work experience that may count towards a degree, development of alternative course scheduling to enable completion of degrees for those who are employed, new support systems for those who must work while completing their degrees, or development of student services that positively affect retention and graduation rates.

*This area of emphasis relates to LR 174 Task Force Recommendation #2 to increase the proportion of students who enroll and successfully persist through degree completion.*

- **Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.**

The Commission would support budget requests that enhance or promote collaboration among postsecondary education institutions, PK-12 educational system, or with private sector organizations. The requests could include initiatives to

strengthen or expand upon 2-plus-2 programs and other academic credit transfer programs. In addition, collaboration and sharing initiatives could focus on sharing of course offerings or course development costs among several institutions, collaborative efforts to improve college support services, for adult and distance learners, or institutions working together to meet the needs of regions, communities and employers of the state. The initiatives could also provide sharing of facilities and faculty or collaborative development of instructional programs for serving dual enrollment students in high schools.

*This area of emphasis relates to LR 174 Task Force Recommendation #1 to increase the proportion of students who enroll and successfully persist through degree program completion; and Recommendation #2 to increase the proportion of students who enroll and successfully persist through degree program completion.*

# BUDGET REQUEST OUTLINE

## A. General Guidelines

In determining the budget request, the institution should begin with the institution's budget for the current year's appropriation, including projections of funds for retention of current programs and services. To this base, the institution may describe those inflationary costs necessary to maintain current programs and services in the next fiscal year or biennium. The base budget request, also known as the continuation budget request, assumes no across-the-board salary increases and they should not be included in the budget request.

## B. Content of the Outline

At a minimum, the Commission requests that all budget request submissions include the following information:

### 1. Budget Narrative

Highlights of the operating budget request, including planning issues and critical needs for the biennium and the following three to five years. This should also include descriptions of inflationary increases, new building openings, etc. Included in the narrative should be the details on the "areas of emphasis" and their relationship to the budgeting process.

### 2. Summation of Budget Request

A numerical summary of the institution's budget request. Include total revenues by fund source as defined by DAS.

### 3. New and Expanded Requests

A listing of all new or expanded requests with dollar amounts and a total of new funds requested. Narratives for new and expanded funding should be included as described in Section IV. It would be most helpful if the requests were in priority order.

# NEW AND EXPANDED BUDGET REQUESTS

## A. General Guidelines

Budget priority requests are those proposed institutional increases to the base budget request. Priorities must maintain the context of the institutions role and mission.

New or expanded budget requests should be prioritized, from highest to lowest, in order of importance to the institution.

## B. New and Expanded

The following information will be beneficial to the Commission in its review of new and expanded requests:

1. A statement of need that is documented by qualitative and quantitative measures;
2. Clearly articulated goals; and
3. Proposed outcomes by which success can be evaluated.

Priority consideration will be given to new and expanded proposals which address the following areas:

1. **Initiatives to Increase Need-based Financial Aid Funding.**
2. **Initiatives that Respond to Educational and Workforce Development Needs of Nebraska, to Community Development Needs and to Specific Workforce Needs of the State.**
3. **Initiatives to Improve Retention and Graduation Rates.**
4. **Initiatives to Strengthen Existing and Establish New Collaborative Educational Efforts.**

These priorities do not preclude favorable consideration of other new or expanded funding requests.

## C. Submission Format

By statute, the institutions need only submit the information provided to their governing boards. However, the following information would be beneficial for the Commission's review and recommendations of new and expanded funding:

**1. Justification of the need for the budget request.**

This section should provide a description of the process used by the institution to research and evaluate the need for the new or expanded funds. As such, it should answer the following questions: How will the resources requested improve the quality of instruction and/or allow the institution to address more effectively the needs and demands of students and/or constituents? What will be accomplished with the new requested resources? What are the ramifications if the requested increase is not funded?

This section should describe how the improvement is to be accomplished. It should explain why this method is an appropriate strategy.

**2. A description of the resources requested.**

This section should show the new state resources requested along with other sources of support, and the future resource plan related to the budget request.

**3. Projected expenditures.**

This section should show projected expenditures by Program Classification Structure (PCS) and PCS sub-program. This will include detailed information and personal services. The information should include employees by position, i.e., faculty, administration, clerical, etc.

**4. What relationship does the request have to the institution's plans and goals?**

This section should describe the budget request in the context of the plans and priorities set forth in the institution's Budget Narrative. The description should show how the request relates to the objectives and future plans of the institution. It may demonstrate the institution's strategy for improving the quality of programs, enhancing the effectiveness of academic support, or other support functions, or addressing the educational needs of its students and constituents.

**5. Proposed outcomes.**

This section should identify proposed outcomes of increased funding. The outcomes should be definable, with measurable indicators used to assess the progress toward and/or achievement of stated goals and objectives. This section should detail how program outcomes will be evaluated by the institution to determine if the desired or stated benefits of the new request are being realized and whether or at what point the institution may adjust program objectives to accomplish the stated goals.

# BUDGET REVIEW CRITERIA

Review criteria for the Budget Requests will primarily focus on new and expanded requests which shall be subject to an in-depth review as contained in Appendix A. The areas of concentration will be:

1. Compliance and consistency with the Comprehensive Statewide Plan for Postsecondary Education, to include:
  - a. Fulfillment of role and mission
  - b. Increased access
  - c. Meets the needs of the students and the state
  - d. Creates an exemplary institution
  - e. Creates or enhances partnerships
  - f. Promotes high quality
  - g. Responsive to workforce development and ongoing training.
2. Demonstration of need and prioritization of new and expanded requests.
3. Compliance or compatibility with institutional strategic plan
4. Evidence that no unnecessary duplication exists
5. Evidence of improvement in the institution's efficiency and effectiveness
6. Demonstration of measurable outcomes
7. Relationship to identified "areas of emphasis."

The Commission also performs analysis:

1. Regarding the overall operation of the institution for compliance with the Statewide Comprehensive Plan;
2. For the purpose of performing various comparison studies with peers and as a national profile; and
3. To make general comments regarding the financing of postsecondary education.

## **ADDITIONAL INFORMATION REQUIREMENTS**

1. The Commission requests a copy of each institution's full budget document as submitted to the Department of Administrative Services/Budget Division according to the time frame specified in the Budget Instructions for the 2009-2011 Biennium or in instruction letters from the Department of Administrative Services/Budget Division.
2. The Commission requests a copy of each institution's supplemental forms as submitted to the Department of Administrative Services/Budget Division.
3. The Commission requests one copy of all official forms, documents, and budget information pertinent to the 2009-2011 budget submission which is requested by and submitted to the Department of Administrative Services/Budget Division and Legislative Fiscal Office.

# **APPENDICES**

# APPENDIX A. New and Expanded Budget Request Review Form

<p style="text-align: center;"><b>REVIEW CRITERIA</b> <b>CCPE Budget Rule 11</b></p>	<p style="text-align: center;">High ..... Low</p>
<p><b>1. COMPLIANCE AND CONSISTENCY WITH THE COMPREHENSIVE STATEWIDE PLAN</b></p> <p><b>A. The level of fulfillment of Role and Mission</b></p> <p><i>The enhancement of three primary areas of responsibility: instruction, research and public service. The requests should maintain a balance appropriate to an institution's role and mission, that will best serve the students and the needs of the state.</i></p> <p><b>B. Degree the request provides increased access</b></p> <p><i>This category may include efforts to increase minority or under-served representation, control costs, use emerging technologies for delivery of instruction, increase ease of movement between institutions, or increase convenience through addressing student needs, responsive and flexible instructional offerings, or cooperative arrangements.</i></p> <p><b>C. Degree to which the request meets the needs of the students and the state</b></p> <p><i>Included in this category would be requests to increase student services and learning support services such as accessible libraries, computer labs, and modern equipment; produce more skilled, creative workers; increase global perspectives; provide accessible faculty and academic support services such as tutoring labs and assessment centers; and meet the needs of local businesses and citizens</i></p>	<p style="text-align: center;">G G G G G</p> <p style="text-align: center;">G G G G G</p> <p style="text-align: center;">G G G G G</p>

<p style="text-align: center;"><b>REVIEW CRITERIA</b> <b>CCPE Budget Rule 11</b></p>	<p style="text-align: center;">High ..... Low</p>
<p><b>D. The degree to which the request creates an exemplary educational institution</b></p> <p><i>Requests should demonstrate the institution's steadfast commitment to its students and their education; prioritization of efforts within teaching, research, and public service; the most efficient use of resources; and accountability through measurable outcomes appropriate to each institution's specific role and mission such as student retention, job placement rates, graduation levels, recognition of outstanding performance, and attraction of students from out-of-state or out-of-the-country will receive the highest rating. Requests should demonstrate institutional strengths which enhance its distinct role.</i></p>	<p style="text-align: center;">G G G G G</p>
<p><b>E. The level of partnerships created or enhanced</b></p> <p><i>Requests in this area will demonstrate cooperative or collaborative efforts between primary/secondary institutions and postsecondary institutions, between postsecondary institutions, and between businesses and institutions within and outside the state. This category may also include requests that demonstrate linkages between academic research and industrial research, the transfer of technology produced by research, and joint ventures to enhance education and research.</i></p>	<p style="text-align: center;">G G G G G</p>
<p><b>F. Degree to which the request promotes high quality institutions</b></p> <p><i>Requests should demonstrate maximum utilization and management of fiscal and human resources. Requests that demonstrate improved quality will show innovation, targeting of need, productivity, and receptivity to change.</i></p>	<p style="text-align: center;">G G G G G</p>

<p style="text-align: center;"><b>REVIEW CRITERIA</b> <b>CCPE Budget Rule 11</b></p>	<p style="text-align: center;">High ..... Low</p>
<p><b>G. Degree the request is responsive to workforce development</b></p> <p><i>Requests in this area would demonstrate a commitment to workforce training, technical assistance to employers, and assistance for specifically expressed workforce needs, community needs, or a rural regional need. Requests may also enable degree programs to be available in rural areas. Requests could be for matching funds, partnerships in educating students, support for a target industry or sector, or offering services related to the success of minorities in the workforce.</i></p>	<p style="text-align: center;">G G G G G</p>
<p><b>1. OVERALL COMPLIANCE AND CONSISTENCY WITH COMPREHENSIVE PLAN</b></p>	<p style="text-align: center;">G G G G G</p>
<p><b>2. DEGREE OF DEMONSTRATED NEED</b></p> <p><i>Demonstrated need may include such items as continuous enrollment increases, ineffective student/faculty ratios by program, substantial reliance on part-time faculty, undergraduate demand for closed classes, protection of students, or changes in the student population that may require more student services. The request will demonstrate that appropriate numbers of students will be served, that the need is reasonable considering all alternatives, and that the non-funding of the request will be detrimental to the institution. The priority order of the requests will be examined and equated to the most needed request of the institution. Those requests ranked highest by the institution may receive the highest rating in this category.</i></p>	<p style="text-align: center;">G G G G G</p>

<p style="text-align: center;"><b>REVIEW CRITERIA</b> <b>CCPE Budget Rule 11</b></p>	<p style="text-align: right;">High ..... Low</p>
<p><b>3. THE LEVEL OF COMPATIBILITY WITH INSTITUTIONAL STRATEGIC PLANNING PARAMETERS</b></p> <p><i>The request furthers the goals of the strategic plan or accomplishes the objectives of the short-term or mid-term institutional strategic plan. The plans must have clearly defined mission statements regarding roles of teaching, research, and public service.</i></p>	<p style="text-align: right;">G G G G G</p>
<p><b>4. EVIDENCE THAT THERE IS NOT UNNECESSARY DUPLICATION</b></p> <p><i>The request will demonstrate effective use of public funds in comparison to other similar requests. Unnecessary duplicative requests do not substantially increase access and/or serve valid educational needs considering other programs in Nebraska postsecondary educational institutions.</i></p>	<p style="text-align: right;">G G G G G</p>
<p><b>5. DEGREE TO WHICH THE REQUEST ENHANCES THE INSTITUTION'S EFFICIENCY AND EFFECTIVENESS</b></p> <p><i>Requests that demonstrate cost savings or increased productivity will be considered efficient. Requests that demonstrate responsiveness and flexibility in instruction, research and public service will be one criteria for showing effectiveness. Effectiveness can also be demonstrated by requests that address student needs of advising, counseling, tutoring, and other forms of support for the student population. Requests demonstrating effectiveness should contain statements of purpose and potential outcomes.</i></p>	<p style="text-align: right;">G G G G G</p>

<p style="text-align: center;"><b>REVIEW CRITERIA</b> <b>CCPE Budget Rule 11</b></p>	<p style="text-align: center;">High ..... Low</p>
<p><b>6. DEGREE TO WHICH MEASURABLE OUTCOMES HAVE BEEN DEMONSTRATED</b></p> <p><i>Outcomes may be measured by institutional benchmarks, or assessment plans developed for accrediting associations. Outcomes are a vehicle to determine the excellence of a program or the accountability of the institution. The request should define how success will be measured by the institution and what indicators will demonstrate achievement or success. The indicators should assess the request's cost and the eventual performance achievement.</i></p>	<p style="text-align: center;">G G G G G</p>
<p><b>7. LEVEL TO WHICH REQUEST SUPPORTS IDENTIFIED "AREAS OF EMPHASIS"</b></p> <p><i>The requests relate specifically to an identified area the institution has designated as a targeted area of concentration for funding considerations.</i></p>	<p style="text-align: center;">G G G G G</p>
<p><b>8. LEVEL TO WHICH REQUEST SUPPORTS THE COMMISSION= S IDENTIFIED A AREAS OF EMPHASIS@</b></p> <p><i>The request relates specifically to an area identified by the Commission as a statewide issue or target for increased funding considerations.</i></p>	<p style="text-align: center;">G G G G G</p>