

**Coordinating Commission
for
Postsecondary Education**

STRATEGIC PLAN 1993

June 15, 1993

COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

STRATEGIC PLAN

INTRODUCTION

The Commission's purposes, powers, and duties were established and are defined by Article VII, Section 14, of the Constitution of Nebraska and the Coordinating Commission for Postsecondary Education Act. The main purpose of the Commission as described in Section 85-1403 is for coordination of public institutions in Nebraska.

In developing the Commission's Strategic Budget Plan, the Commission first identified in Part I the goals of the Commission, the objective of those goals, the strategies for accomplishing the goals, and the person or persons responsible for those goals. The Commission believes it is crucial for this agency to have well developed goals identifying strategies and the people responsible, so priorities can be set and resources applied appropriately.

Part II, III, and IV contain answers to specific questions posed by the Department of Administrative Services/Budget Division. Each question will be identified followed by the Commission response.

PART 1 - COMMISSION ROLE AND MISSION, GOALS, AND OBJECTIVES

The Role and Mission of the Coordinating Commission for Postsecondary Education

The mission of the Coordinating Commission for Postsecondary Education is to represent the citizens of the State for the purpose of coordinating public postsecondary educational institutions in the State.

The role of the Commission is to examine the priorities, quality, and efficiency of Nebraska postsecondary education; evaluate strategies and statewide processes for effectiveness; and implement efficient improvements. The Commission administers programs, enacts policies, makes determinations, facilitates interaction, seeks to advance cooperation and efficiency, and, through communication, acts as an advocate for higher education.

Goals and Objectives

The Commission is charged, in decision making and planning, to serve the State as a whole. The goals and objectives identified in Part I represent the major responsibilities defined by the Coordinating Commission for Postsecondary Education.

Goal 1: The Commission will maintain an up-to-date Comprehensive Statewide Plan so the plan will continue to serve as a guide to decision making for the Commission and institutions.

Objective: Provide a mechanism to identify, evaluate, and prioritize needed changes to the Comprehensive Plan and to determine if those changes have impact on the Comprehensive Plan.

Strategies:

- Conduct necessary studies to respond to identified needs.
- Propose recommended changes to the sectors and Commission.
- Create an ongoing decision making process to evaluate changes in the sectors, the State and the Nation to determine if those changes impact the Comprehensive Plan.

Responsibility: The Commission, the Comprehensive Planning Steering Committee, and the Commission staff.

Goal 2: Review, monitor, and approve or disapprove new programs proposed by postsecondary institutions, to provide compliance and consistency with the Comprehensive Plan and to prevent unnecessary duplication.

Objective: Within ⁹⁰120 days from the date an institution submits a completed application for a new program, the Commission will review the proposal, according to established procedures and criteria, and approve or disapprove the proposal.

Strategies:

- As needed, revise procedures for submission of new programs by institutions to provide complete information in an efficient manner.

- Provide a mechanism of rules and regulations to evaluate the proposed program(s) based on their relationship to the Comprehensive Plan and the desire to reduce unnecessary duplication.
- In accordance with direction by the Commission, evaluate parameters and timetables to assure continued need and minimum performance standards.

Responsibility: The Commission and the Program Review Committee supported by the Executive Director/Academic Officer, Associate Academic Officer, and other pertinent staff.

Goal 3: Review, monitor, and approve or disapprove existing instructional programs of public postsecondary institutions.

Objective: Identify, evaluate, and make a determination regarding approximately 20% of an institution's programs each year.

Strategies:

- Develop a 5 to 7-year schedule wherein all existing instructional programs will be reviewed by the Commission.
- Create a database of all instructional programs.
- Apply criteria for the evaluation and monitoring process.
- Undertake in-depth review of programs not meeting initial criteria.

Responsibility: The Commission, and the Program Review Committee supported by the Executive Director/Academic Officer, Associate Academic Officer, and other pertinent staff.

Goal 4: The Commission will review, approve or disapprove, and monitor capital construction projects.

Objective: Evaluate, monitor, and approve or disapprove, projects of \$500,000 or more, or if less than \$500,000, of a type the Commission determines it should review.

Strategies:

- Use a decision making mechanism to evaluate capital construction projects.
- Develop a database of all public postsecondary education facilities to assist with the review of projects.
- Monitor projects in conjunction with other agencies who also monitor projects.

Responsibility: The Commission, and the Budget, Construction and Financial Aid Committee. The Facilities Coordinator and other pertinent staff support the Commission and Committee with respect to construction projects.

Goal 5: The Commission will review and modify, if necessary, the operating budget requests of the governing boards.

Objective: Evaluate operating budgets, within the current statutory 30 day period, to maintain consistency with the Comprehensive Plan and role & mission of the institution, and to prevent duplication.

Strategies:

- Design a set of uniform budget submission documents in cooperation with DAS/Budget Division and the Legislative Fiscal Office to decrease workload of the institutions.
- Establish uniform rationales for approving or modifying budget requests.
- Develop a database for ongoing budget evaluation, including peer institutions.

Responsibility: The Commission, and the Budget, Construction and Financial Aid Committee. The Fiscal Officer and staff support the Commission and Committee with respect to operating budget requests of the governing boards.

Goal 6: Study and recommend appropriate levels of student tuition and fees for each public institution to the Governor and the Appropriations Committee of the Legislature.

Objective: Recommend levels of tuition and fees that are consistent with the Comprehensive Plan for each public postsecondary educational institution.

Strategies:

- Identify criteria and design methodology to be used in the study of tuition levels.
- Evaluate present methods of setting tuition used by the institutions.
- Develop database of institutional and peer information.
- Establish guidelines for recommendation to the institutions and the Legislature for setting tuition.

Responsibility: The Commission, and the Budget, Construction and Financial Aid Committee supported by the Fiscal Officer, and other pertinent staff.

Goal 7: The Commission will review and prioritize, from a statewide perspective, individual capital construction budget requests.

Objective: Provide a unified prioritization of approved individual capital construction projects consistent with the Statewide Facilities Plan and Comprehensive Statewide Plan.

Strategies:

- Use a consistent and fair mechanism for statewide prioritization of capital construction requests.
- Develop a database of all public postsecondary education facilities in Nebraska to assist with prioritizing requests.

Responsibility: The Commission, and the Budget, Construction and Financial Aid Committee supported by the Facilities Coordinator, and other pertinent staff.

Goal 8: The Commission will review and comment on institutional long-range facilities plans as they are developed or updated by the institutions over the next five to seven years.

Objective: Provide a method to review long-range facilities plans for (a) consistency with the Comprehensive Statewide Plan, Statewide Facilities Plan, and institutional role and mission assignments and (b) identification of unnecessary duplication of facilities.

Strategies:

- Develop a review mechanism for review of institutional long-range facilities plans.
- Develop a database of all public postsecondary education facilities to assist in the review of long-range plans.

Responsibility: The Commission, and the Budget, Construction and Financial Aid Committee supported by the Facilities Coordinator, and other pertinent staff.

Goal 9: The Commission is to review, monitor, and approve or disapprove facilities use by any public institution regarding proposed or existing education centers.

Objective: Evaluate the need for individual institutions offering classes in education centers.

Strategies:

- Use specific criteria to review, monitor, and approve/disapprove.
- Establish a database of all education centers' activities.
- Engage an ongoing review process to monitor unnecessary duplication and inefficiency by institutions participating in education centers.

Responsibility: The Commission, and the Off-Campus Education Committee supported by the Executive Director/Academic Officer, Associate Academic Officer, and other appropriate staff.

Goal 10: The Commission will review and approve or disapprove off-campus programs including programs offered outside an institution's geographic/programmatic service area.

Objective: Approve only those programs that meet the needs for accessible quality postsecondary education without unnecessary duplication.

Strategies:

- Implement policies and procedures to consider off-campus programs.
- Facilitate and guide off-campus instructional programs to meet the needs of the region and state.

Responsibility: The Commission, and the Off-Campus Education Committee supported by the Executive Director, Associate Academic Officer and other appropriate staff.

Goal 11: The Commission will review, toward possible authorization, out-of-state, non-profit postsecondary educational institutions wishing to offer courses or degree programs in the State of Nebraska.

Objective: To authorize out-of-state, non-profit postsecondary institutions that meet appropriate standards to offer college credit courses or degree programs within the State of Nebraska.

Strategies:

- Implement the review process to consider proposals by out-of-state institutions.
- Create a database of all out-of-state institutions offering courses in Nebraska.

Responsibility: The Commission, and the Institutional Authorization Committee supported by the Executive Director, Associate Academic Officer, and other appropriate staff.

Goal 12: Within the limits of available state resources, the Commission shall work toward providing Nebraska residents access to the Nebraska institution of his or her choice.

Objective: To foster personal growth and enhance the economic potential of Nebraska by promoting postsecondary educational opportunities in Nebraska and encouraging Nebraska residents to seek higher education within the State.

Strategies:

- Administer four financial aid programs:
 - Scholarship Assistance Program (SAP)
 - Postsecondary Education Award Program (PEAP)
 - State Scholarship Award Program (SSAP)
 - State Student Incentive Grant Program (SSIG)
- Advocate financial assistance for financially needy students to the appropriate decision-making bodies.

Responsibility: The Assistant Fiscal Officer is responsible for the administration of the financial aid programs. Direction and policy changes are the responsibility of the Commission, and the Budget, Construction and Financial Aid Committee.

Goal 13: The Commission will promote public awareness of postsecondary education and other Commission-related issues.

Objective: Keep the general public, state, and educational leaders aware of postsecondary educational issues and activities, as well as of the accomplishments and activities of the Commission.

Strategies:

- Develop and distribute publications which promote and increase awareness of postsecondary education in Nebraska.
- Develop and distribute news releases and news information sheets to keep news media aware of postsecondary education activities.
- Coordinate with public relations personnel at the postsecondary educational institutions to participate in cooperative projects which promote postsecondary education.
- Speak to groups, organizations, and community leaders, about postsecondary education and the Commission.

Responsibility: The Communications/Special Projects Coordinator is responsible for the development of Commission publications, for communicating with the news media, and for coordination with the public relations personnel at the institutions. Commissioners and/or staff could represent the Commission at speaking engagements.

Goal 14: Administer the Integrated Postsecondary Education Data System (IPEDS), Nebraska Education Data System (NEEDS), and other information systems to facilitate consistent decision-making by the Commission and policy makers.

Objective: To provide the Commission and others with timely and meaningful information pertinent to the exercise of their duties.

Strategies:

- Administer IPEDS and NEEDS under Commission processes and Federal guidelines.
- Create and distribute annual report(s) of the submitted information.
- Conduct a review of all data systems to determine the necessity of having more than one database system with the proposed outcome of decreasing unnecessary duplication and redundancies.
- Develop other appropriate databases, including Private Career Schools in Nebraska.
- Identify and consolidate data from national sources, regional databases, institutions, and specific subject area.

Responsibility: The Research Officer is responsible for the IPEDS and NEEDS systems. Institutions are responsible for submitting data. The Research Officer is responsible for compiling data and developing the data base used to assist the Commission in decision making.

Goal 15: The Commission will administer funds for the Eisenhower Program for the Improvement of Mathematics and Science Education.

Objective: To award grants that will encourage innovative improvements in mathematics and science instruction in the State.

Strategies:

- Administer the program under Commission process and Federal guidelines.
- Advocate means to enhance the success of various award funded instructional programs.

Responsibility: The Associate Academic Officer is responsible for attending Eisenhower meetings, for reviewing and monitoring the success of various instructional programs, and for administering the grant process. The Commission is responsible for approving grant awards.

Goal 16: The Commission will develop guidelines regarding the delivery of developmental/remedial education at the postsecondary education level in Nebraska.

Objective: To determine the most effective and efficient method of providing developmental/remedial education to students enrolled in public postsecondary education institutions in Nebraska, and to coordinate with the Department of Education to seek solutions to the demand for developmental/remedial education programs at the postsecondary education level.

Strategies:

- Conduct a study of developmental/remedial education to identify and evaluate what developmental/remedial programs and services are offered at postsecondary education institutions in the state and review national trends and model programs in other states.
- Develop guidelines for policies and procedures which will lead to more efficient and effective developmental/remedial education programs within Nebraska.
- Collaborate with the State Board of Education to develop recommendations on teacher education and other educational issues that would help to improve student preparation levels and lessen the need for developmental/remedial education in postsecondary education.

Responsibility: The Commission, and the Comprehensive Planning Committee supported by the Executive Director, Associate Academic Officer, Special Projects Coordinator, and other appropriate staff.

Goal 17: The Commission will actively support and participate in the Midwestern Higher Education Commission Compact.

Objective: To facilitate the best use of state funds by considering educational options in other states which may avoid funding of high cost programs in Nebraska, among other functions of the Compact as may be relevant to Nebraska.

Strategies:

- Provide administrative support to Nebraska's Midwestern Higher Education Compact Commissioners.
- Assist in development of a database of educational programs offered by the Midwest Compact.

- Assist with compiling a catalog of open programs at Compact member institutions.
- Utilize an established method of evaluating new programs in light of compact program options.

Responsibility: The Executive Director/Academic Officer and the Associate Academic Officer are responsible for the operational involvement with the Compact. A Coordinating Commission for Postsecondary Education Commissioner is a Nebraska representative to the Compact.

Goal 18: The Commission will consider the aspect of quality outcomes in accomplishing its statutory mandates, such as with respect to institutional programs, budgets, and facilities.

Objective: To measure the planned outcomes designated by the institutions.

Strategies:

- Identify quality outcomes.
- Develop an assessment mechanism.
- Create an ongoing process of quality measurement and evaluation.

Responsibility: The Commission, each Committee, and staff.

PART II - IMPLEMENTING CONTINUOUS STRATEGIC BUDGET PLANNING

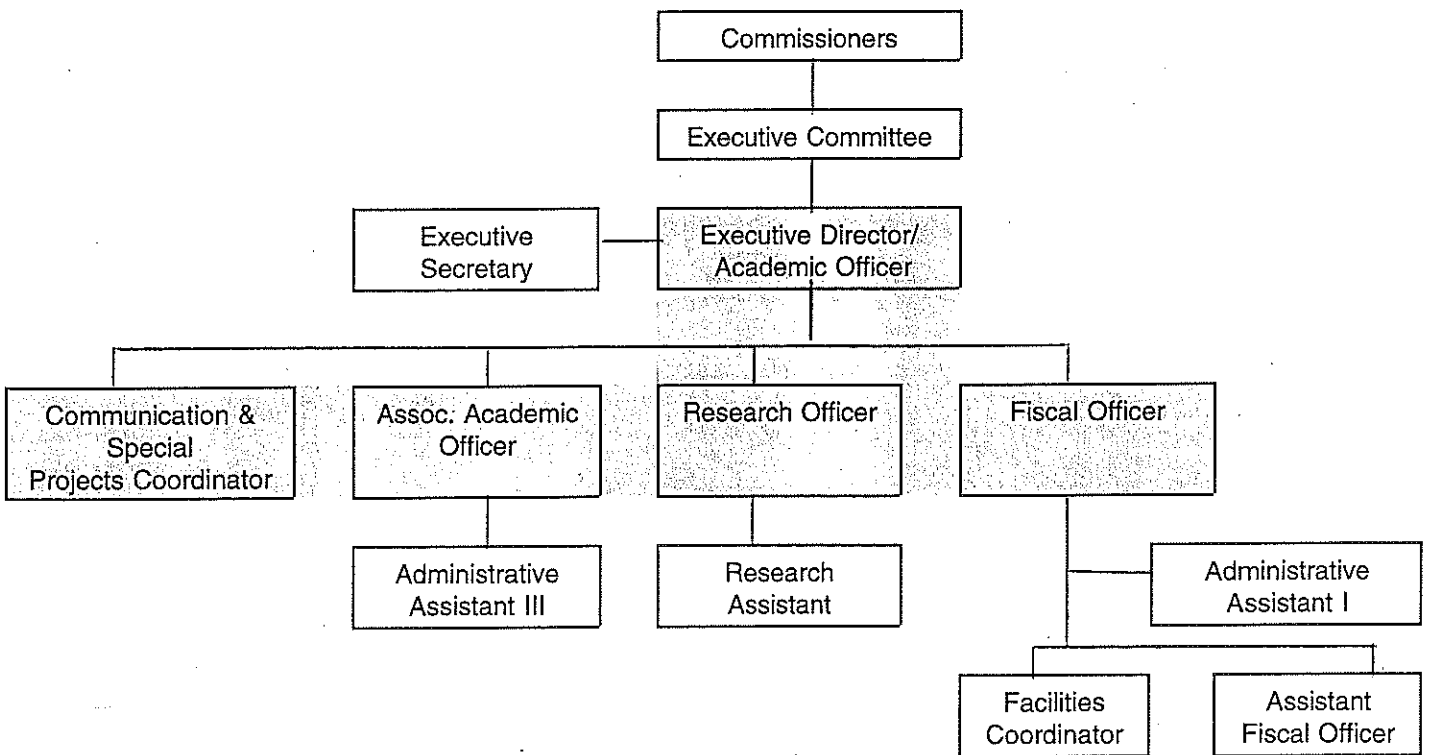
The following information answers the questions posed by the Department of Administrative Services and will describe the Commission's progress in establishing a constant budget reallocation process wherein the Commission defines goals, allocates resources, evaluates progress, explores alternatives, and terminates ineffective practices.

1. *Identify the name and title of the person who has day-to-day responsibility for your agency's strategic budget planning process.*

Carna Pfeil, Fiscal Officer, has day-to-day responsibility for the Commission's strategic budget planning process. This does not refer to the day-to-day operation and management of the agency's budget. The reference here is to the management decisions of how and where funds are spent or reallocated.

2. *Describe or provide a flow chart of your agency's on-going strategic budget planning process. Include information such as who is involved, how it is organized, and what decisions must go through the process.*

The current organizational flow chart for the Commission's ongoing strategic planning process is as follows (shaded area represents management team):



Each year, prior to the beginning of the fiscal year, and each biennium, prior to submitting the biennial budget request, the Executive Director and the management team review the duties of each position and the priority of those duties. In the review of the duties, the workload of each employee is examined for equitable workload distribution among the employees. Questions are asked such as "Is everyone carrying his or her load?" "Do responsibilities need to be reassigned?" "Instead of hiring a new employee, can duties be reassigned or temporary help be employed to alleviate the problem?" This type of review is done more frequently if circumstances warrant.

Each functional area (academic, research, and fiscal), handles its own daily strategic allocation of human resources and accompanying fiscal resources. To assist in this process, the Commission has developed internal cost centers for each area. At least quarterly, the management team reviews the direction of each area and suggests reassignment of responsibilities, personnel, and fiscal resources, if necessary. Requests for temporary help are also discussed and evaluated by the management team. The final decision to add temporary help is the responsibility of the Executive Director.

Any dramatic change in responsibilities of personnel are issues that are approved by the Executive Director with some matters forwarded to the full Commission for approval. The full Commission is responsible for any major shifts in the priorities of the Commission.

3. *How often does your agency conduct internal budget reviews that help to implement a strategic budget planning process?*

As shown in question #2, the Commission consists of a management team that decides issues of strategic direction for the agency. The management team meets at least monthly to discuss projects required to meet specific goals. The projects are evaluated to determine priority and utilization of resources, both human and fiscal, and to determine if reassignment or reallocation is needed to complete the project(s) in a specific timeframe.

If there is an urgent need, or a deadline that has been changed, the management team may meet more often than once a month. In certain instances, other staff members are requested to be part of the decision making team.

4. *Provide recent examples of your agency's efforts to reallocate resources from lower priority to higher priority activities. What criteria are used to guide such reallocations. How do those criteria relate to the goals of the agency as identified in the strategic budget plan submitted last year?*

One example of the Commission's effort to reallocate from lower to higher priority projects occurred when the Commission began developing peer groups for Nebraska public postsecondary institutions. Because the Commissioners believed the Commission should be staffed by the present eleven employees, it was necessary to evaluate internal possibilities for completing the peer group process. In the evaluation process, it was determined that research would be necessary to develop peer groups and statistical analysis would be important to the quality of the peer groups. Therefore, the appropriate person to assist the Executive Director and the Peer Group Committee with the selection process was the Research Officer.

Once the decision was made to reallocate the Research Officer's time to the peer group process, the Research Officer's development of a database for educational statistics was reprioritized to a lower priority with implementation moved to a future date. Some work on the IPEDS data was assigned to the Research Assistant and a work-study student was hired to help with data input, as did the Administrative Assistant I. The Executive Secretary, Assistant Fiscal Officer, and Special Projects Coordinator were also called upon to assist in the peer group process.

The criteria used to guide our reallocation process is as follows:

- (1) Type of new project(s), timeframe, changes in current projects.
- (2) Projects currently in process, timeframe, and human and financial resources involved.
- (3) Determination of priority of all projects according to timeframes in statutes or other guiding timeframes.
- (4) Evaluation of present personnel responsibilities and how responsibilities could be shifted among employees if necessary.
- (5) Financial resources available for new or expanded projects(s).
Possibility of reallocations.
- (6) Evaluation of the most cost effective means to accomplish current and new projects, (i.e. hiring a work-study person for data input, using SOS as temporary clerical assistance, and providing for an internship to help with program and policy analysis).

The above criteria are used wholly or in part on a continuous basis to evaluate the goals and objectives of the Commission.

5. *Describe how your agency reviews vacant positions. Include information such as who is involved, what workload data are examined, and what criteria are applied when approving or denying hiring requests within the agency. How do those criteria relate to the goals of the agency as identified in the strategic budget plan submitted last year?*

Vacant positions come from either creation of a new position or replacement of a staff member. Since this Commission is but a year and a half-old, not long ago all positions were vacant. The organizational chart, job descriptions, salary schedules, etc., were developed between the Commissioners and the Executive Director. That process considered objectives to accomplish and the most functional means to achieve them. From those objectives, separate duties were defined and consideration given to the qualifications of staff necessary to complete those duties.

Should new full-time positions be established, and that is unlikely, it would only be in response to the conclusion that there is no feasible way to integrate additional functions into existing positions or by consolidating duties into different positions. No new full-time permanent position can be established without approval of the Commission.

A vacancy in an existing position would be considered an opportunity to reconsider the duties of that position, skills required, etc. in the context of agency needs at that moment, and as anticipated regarding Commission priorities. A vacant position may also prompt the review of all agency positions relevant to current responsibilities, available skills, workloads, etc. to determine the most effective and efficient means to accomplish our goals. Depending on the context of the position, the management team would provide an appropriate degree of input to the Executive Director regarding reorganization of positions or duties. The Commission's Executive Committee, together with the Executive Director, would make the determination unless they conclude the full Commission should participate in the position review. The Commissioners directly participate in employment of officer-level positions, while other-than-officer-level positions are handled administratively.

6. *Describe how your agency decides which functions to automate and how it allocates its data processing resources. Include information such as who is involved, criteria, and recent examples.*

In determining what functions need to be automated, all staff members met to discuss data needs, the most efficient and effective means of gathering and storing data, what data was required to be automated, and the means of automating the data. The Research Area assisted by staff will develop a database of educational statistics (local and some national) to be used for program review, budget review, tuition and fee reviews, and facilities review.

Data processing resources are allocated almost exclusively to the Research Area. This is warranted because the Research Area is responsible for the IPEDS system, NEEDS system, peer groups, and database development and management.

7. *Describe your agency's efforts for assessing the efficiency and effectiveness of its programs. Include information such as who is involved, frequency, criteria, and recent examples.*

The Commission staff must continuously review its operations and workloads to determine the most productive means of accomplishing its tasks. In this endeavor, the staff met in January and February 1993, to evaluate whether the practices which characterized the Commission during its first year were appropriate for current and future needs. During this meeting, the staff developed a "white paper" addressing efficiency, effectiveness, duplication, coordination, cooperation, and direction. Following are some of the highlights.

- (1) The staff affirmed its commitment to eliminating duplication, both within the institutions and within the Commission, and facilitating greater efficiency. During the first year, out of need to create rules and policies, the direction of the Commission necessarily was more narrowly issue-driven. The staff believes the Commission should change its focus to rise above micro-issues to devote attention to broad implications. The staff acknowledges that the Commission, however, will always have the responsibility to make issue determinations, such as in new instructional programs and capital projects.
- (2) The staff will review all rules and regulations and, where possible, simplify procedures and eliminate unnecessary information requests and/or processes that delay decision making.
- (3) Assure that we at the Commission are not guilty of duplicating the efforts of others or asking the institutions for information that is available to us through other sources, such as DAS, IPEDS, NEEDS, etc.
- (4) With a staff of only 11, it is essential that we use the most efficient means possible to meet our statutory responsibilities. For example, one of our statutory responsibilities is to monitor capital construction projects. We know that the institutions, the DAS-Building Division and the Legislative Fiscal Office also have responsibilities to monitor the progress of these projects. Staff believes the Commission should monitor these projects from the broadest of perspectives and only become involved at a more in-depth level if significant changes to a project are brought to our attention by DAS, LFO or the institution. Another example is the review of construction projects at the University of Nebraska Medical Center.

Since the Hospital and Medical Care Facilities Division (Certificate of Need) also reviews some Medical Center construction projects, the staff developed a joint review process with the above Division to eliminate duplication of efforts.

PART III - EXAMINING ALTERNATIVE APPROACHES TO THE DELIVERY OF STATE GOVERNMENT SERVICES.

Although Part III, Examining Alternative Approaches to the Delivery of State Government Services, does not apply substantially to the operations of the Commission, there are a few minor operations where the Commission could suggest deregulation or privatization. Therefore we will provide brief answers to questions one and two as posed by the Department of Administrative Services.

1. *Identify potential areas for deregulation, because of reduced need for state government control, availability or feasibility of other arrangements for public protection, or adverse effects of regulation to the public. Include any information on the impact of such deregulation.*

An area where the Commission may recommend change in statutes to decrease its regulatory authority is in capital construction review. Presently, the Commission must review all projects over \$100,000 that use bond surplus funds. The regulation governing the use of bond surplus funds is very specific about the use of those funds and also requires governing board approval.

The Commission staff believes its review of those specific projects and many other projects involving repairs, replacements, or maintenance are not necessary. These projects have little to do with unnecessary duplication, compliance with the Comprehensive Statewide Plan, or coordination of postsecondary facilities. Removing the Commission from this particular review process would not seriously affect the quality of already established reviews and would eliminate some unnecessary workloads for the institutions and the Commission. The Commission would still propose to review surplus fund projects involving new construction or renovation of existing facilities or lease-purchase agreements.

2. *Identify potential areas for privatization of state government services. Include information on the costs and benefits, if available.*

The statutory responsibilities of the Commission leave little room for privatizing its operations. However, the Commission will continue to evaluate its operations with privatization possibilities as a parameter.

PART IV - HISTORY OF AGENCY PERSONNEL GROWTH, SINCE 1982

1. *The base employment level is the "Total Agency FTE Used", as reported on the December 1982 Position Staffing Report.*

The Coordinating Commission for Postsecondary Education was constitutionally and statutorily created in January 1992. Consequently, there is no 1982 base employment level.

While there was a Nebraska Coordinating Commission operating in 1982, it had little regulatory authority or planning responsibility. In addition, two of the agency's positions were funded by the University of Nebraska. Therefore, comparing the current Commission with its predecessor, which was abolished in June 1991, would be inappropriate and present a distorted picture of staffing.

2. *Calculate the difference between the base employment level and the "Total Agency FTE Used", as reported on the December 1992 Position Staffing Report. This represents the total staffing increase (or decline) for the agency.*

The December 1992 Position Staffing report indicates an employment level of 12.0 FTE, including 1.0 full-time temporary employee. The Position Staffing at the inception of the Coordinating Commission in January 1992 was 11.0 FTE.

3. *Calculate the difference between the "Total Agency FTE Used", as reported on the December 1992 Position Staffing Report and the budgeted FTE for FY93, as reported in the agency's official budget request document. This represents current vacancies and unfilled positions.*

The Commission's official FY 93-95 budget request indicates an estimated employment level of 11.15 permanent FTE in 1992-93. This figure represents 93% of the actual staffing level in December 1992.

4. *Provide a summary of the major changes contributing to the agency's total staffing increase. At a minimum, this should include the program involved, the precipitating event (such as new legislation, federal mandate, workload changes, or an expansion of activities), the year(s) affected, and the number of FTE associated with the precipitating event. If new legislation was the cause, include the LB number and the year enacted, if available. Also provide specific information regarding any federal mandates or new activities. The intent is to identify the reasons for employment changes and the general magnitude of those changes. It is not necessary to reconcile every single FTE over the last 10 years.*

Commission's staffing level as of December 1992 can be traced directly to adoption of a constitutional amendment in 1990 and subsequent legislation in

1991 (LB663). Among the directives in LB 663 which led to the current employee level are: (1) the review of institutional capital construction and operating budget requests; (2) the development of a Comprehensive Statewide Plan and Statewide Facilities Plan, (3) the review and approval/disapproval of new and existing instructional programs, (4) the review of participation in education centers and in off-campus instruction by public institutions, (5) the review of class offerings in Nebraska by out-of-state institutions, (6) the review of statewide tuition levels at public institutions, and (7) the implementation and maintenance of comprehensive postsecondary education information systems, including IPEDS and NEEDS.

5. *Identify any current vacancies and unfilled positions as of December 31, 1992, and discuss the agency's plans for filling them. List the classification title, annual salary, program and funding source, and length of time vacant.*

The part-time permanent position established in January 1993 for maintenance of the Nebraska Education Data System (NEEDS) still remains vacant. Plans are being made to fill this position as soon as possible provided there is an appropriation to that effect. This position, a Word Processing Specialist, will be funded from Program 640, General Fund, at \$8.50 per hour or \$8,840 annually plus benefits if made permanent.