DBAC / BAM SURVEY
2015 RESULTS

PRESENTED TO THE DISTRICT BUDGET ALLOCATION COMMITTEE
MAY 29, 2015

DAVID TORRES
RIVERSIDE COMMUNITY COLLEGE DISTRICT – INSTITUTIONAL RESEARCH & STRATEGIC PLANNING
PURPOSE / METHODOLOGY

• The following survey was part of the District Budget Advisory Council's ongoing assessment effort and thus is related to accreditation.

• The survey focuses on districtwide budget processes and the District's Budget Allocation Model.

• Replication of survey conducted in Spring 2012.
SAMPLE SIZES AND RESPONSE RATES

- MVC (n=30): 70.0%
- NC (n=56): 57.1%
- RCC (n=29): 62.1%
- District (n=31): 64.5%
- Total (n=146): 62.3%
On a scale of 1 to 5 (with 5 being very knowledgeable), indicate your knowledge about DISTRICT level budgetary processes:

On a scale of 1 to 5 (with 5 being very knowledgeable), indicate your knowledge about COLLEGE level budgetary processes:

On a scale of 1 to 4 (with 4 being extensively involved), indicate your involvement in budgetary processes at the DISTRICT level:

On a scale of 1 to 4 (with 4 being extensively involved), indicate your involvement in budgetary processes at the COLLEGE level:
A) The district budget allocation process has been student centered.*

B) The district budget allocation process has been collegial.*

C) The district budget allocation process supports long-range planning.

D) The district budget allocation process has encouraged participation and input from the lowest applicable level (the office where the money is actually spent).

(1=Strongly Disagree, 4=Strongly Agree, * indicates statistically significant difference)
E) The district budget allocation process has encouraged input from all levels of the college/district community including students.

F) During discussion of how the district budget allocation process might be made, I was made aware of both the short and long term impacts of various budgetary decisions.

G) During the past year my college had significant responsibility for its own budget processes (college employees only).

H) I am aware of major regulatory and legal constraints that impact our budget.

(1=Strongly Disagree, 4=Strongly Agree, * indicates statistically significant difference)
I) I believe the district-wide budget allocation processes are data driven.*

J) The district allocation process provides for funding district/college improvements.

K) The district allocation process is based on institutional planning documents.

(1=Strongly Disagree, 4=Strongly Agree, * indicates statistically significant difference)
A) The district BAM has been broadly communicated.

B) The district BAM is easy to understand.

C) The district BAM supports strategic planning.

D) The district BAM supports operational planning.

(1=Strongly Disagree, 4=Strongly Agree, * indicates statistically significant difference)
E) The district BAM allows the college/district to respond to immediate crisis.

F) The district BAM provides for multi-year planning.

G) The district BAM is regularly evaluated and assessed.

H) The district BAM promotes efficiency and rational decision-making.

(1=Strongly Disagree, 4=Strongly Agree, * indicates statistically significant difference)
I) The district BAM provides a sense of stability and financial predictability.*

J) The district BAM effectively supports the district/college mission and goals.*

K) The district BAM provides for long-range liabilities and obligations.

L) The district BAM allows for financial stability in times of state budget difficulties.

(1=Strongly Disagree, 4=Strongly Agree, * indicates statistically significant difference)
M) The district BAM insures a contingency reserve of at least 5% of total available funds.

N) My entity (district/college) has received its fair share of the operating budget.*

O) The BAM takes into consideration new programs and initiatives.*

P) The district BAM takes into consideration operating costs for new facilities.

(1=Strongly Disagree, 4=Strongly Agree, * indicates statistically significant difference)
Q) The district BAM takes into consideration funding for new positions necessary for program growth.

R) The district BAM takes into consideration the impact of base budget adjustments such as the COLA, step/grade increases, utility cost increases and other fixed cost changes.

S) The district BAM encourages enrollment efficiencies through incentives.

T) I believe the district BAM will change as needed to meet strategic goals and economic realities.

(1=Strongly Disagree, 4=Strongly Agree, * indicates statistically significant difference)
OBSERVATIONS

- Expected significant differences related to district / college knowledge and involvement

- Unexpected significant differences exist in perceptions of budget allocation process:
  - student-centered, collegial, and data-driven

- Unexpected significant differences exist relative to the district BAM:
  - providing a sense of stability and financial predictability
  - effectively supporting the district/college mission and goals
  - ensuring entities (district/college) receive a fair share of the operating budget
  - taking new programs and initiatives into consideration

(1=Strongly Disagree, 4=Strongly Agree, * indicates statistically significant difference)
NEXT STEPS

• Written report scheduled for summer 2015
• Item-by-item comparison to 2012 survey
• Full analysis of open-ended questions:
  • How can the BAM process be improved?
  • How can the BAM be improved?
DBAC / BAM SURVEY
2015 RESULTS

END OF SLIDE SHOW