My assignment is:
My position in the district is:

- Management: 45.8%
- Faculty: 27.1%
- Staff: 23.7%
- Student: 3.4%
My level of knowledge about the budgetary process at the district or college:

- **Very:**
  - District: 12.4%
  - College: 17.7%

- **Reasonably:**
  - District: 50.4%
  - College: 26.5%

- **Somewhat:**
  - District: 23.0%
  - College: 30.1%

- **Minimally:**
  - District: 5.3%
  - College: 28.3%

- **Not:**
  - District: 2.7%
  - College: 3.5%
My involvement in the budgetary process at the district or college:

- **Extensively Involved**:
  - District: 3.6%
  - College: 16.8%

- **Somewhat Involved**:
  - District: 24.1%
  - College: 41.6%

- **Minimally Involved**:
  - District: 31.3%
  - College: 30.1%

- **Uninvolved**:
  - District: 41.1%
  - College: 11.5%
The district BAM encourages enrollment efficiencies through incentives.

The district BAM takes into consideration funding for new positions necessary for program growth.

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

The district BAM allows the college/district to respond to immediate crisis.

I believe the district-wide budget allocation processes are data driven.

The district BAM is regularly evaluated and assessed.

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

The district BAM encourages enrollment efficiencies through incentives.
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.

The district budget allocation process has been student centered.

The district allocation process is based on institutional planning documents.

The district budget allocation process has encouraged input from all levels of the college/district community including students.

The BAM takes into consideration new programs and initiatives.

The district BAM supports strategic planning.

The district BAM provides for multi-year planning.

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

The district budget allocation process has been student centered.
The district BAM promotes efficiency and rational decision-making.  

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

The district BAM has been broadly communicated.  

The district budget allocation process has been collegial.  

The district budget allocation process supports long-range planning.  

During the past year my college had significant responsibility for its own budget processes (if you are a district employee please select N/A).  

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

The district BAM allows for financial stability in times of state budget difficulties.
I am aware of major regulatory and legal constraints that impact our budget.

The district BAM insures a contingency reserve of at least 5% of total available funds.

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.

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

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

The district BAM supports operational planning.

The district BAM provides a sense of stability and financial predictability.
2011 VS. 2012
The district allocation process is based on institutional planning documents.

My entity (district/college) has received its fair share of the operating budget.
The district BAM supports operational planning. The district BAM is regularly evaluated and assessed.

DBAC Survey, 2011 vs. 2012, District Respondents
The district budget allocation process has encouraged participation and input from the lowest applicable level (the office where the money is actually spent).

DBAC Survey, 2011 vs. 2012, MVC Respondents
The district allocation process is based on institutional planning documents. The district BAM has been broadly communicated. The district BAM allows the college/district to respond to immediate crisis. The district BAM allows for financial stability in times of state budget difficulties.

DBAC Survey, 2011 vs. 2012, NC Respondents
The district BAM takes into consideration funding for new positions necessary for program growth.

DBAC Survey, 2011 vs. 2012, RCC Respondents
DIFFERENCES IN RESPONSES
ALL, 2011 VS. 2012
The district budget allocation process has been student centered.
During the past year my college had significant responsibility for its own budget processes (if you are a district employee please select N/A).
The district allocation process is based on institutional planning documents.
The district BAM insures a contingency reserve of at least 5% of total available funds.
My entity (district/college) has received its fair share of the operating budget.
DIFFERENCES IN RESPONSES

DISTRICT, 2011 VS. 2012
The district BAM supports strategic planning.
The district BAM supports operational planning.
The district BAM allows the college/district to respond to immediate crisis.
The district BAM is regularly evaluated and assessed.
The district BAM insures a contingency reserve of at least 5% of total available funds.
DIFFERENCES IN RESPONSES
MORENO VALLEY COLLEGE, 2011 VS. 2012
The district BAM has been broadly communicated.
The district BAM takes into consideration funding for new positions necessary for program growth.
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.
I believe the district BAM will change as needed to meet strategic goals and economic realities.
DIFFERENCES IN RESPONSES

NORCO COLLEGE, 2011 VS. 2012
The district allocation process is based on institutional planning documents.
The district BAM has been broadly communicated.
The district BAM allows the college/district to respond to immediate crisis.
The district BAM provides a sense of stability and financial predictability.
DIFFERENCES IN RESPONSES
RIVERSIDE CITY COLLEGE, 2011 VS. 2012
The district budget allocation process has been student centered.
The district budget allocation process has been collegial.
The district budget allocation process supports long-range planning.
The district budget allocation process has encouraged participation and input from the lowest applicable level (the office where the money is actually spent).
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.
During the past year my college had significant responsibility for its own budget processes (if you are a district employee please select N/A).
The district BAM takes into consideration funding for new positions necessary for program growth.