DBAC / BAM SURVEY 2015 RESULTS:

ITEM BY ITEM ANALYSIS

PRESENTED TO THE DISTRICT BUDGET ALLOCATION COMMITTEE
OCTOBER 30, 2015

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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.

• This presentation illustrates the item by item analysis.

• Spoiler alert: there were no significant differences for any survey items between 2012 and 2015.
Indicate your knowledge about **DISTRICT** level budgetary processes

- 2012 Mean: 3.16
- 2015 Mean: 3.18

Indicate your knowledge about **COLLEGE** level budgetary processes

- 2012 Mean: 3.49
- 2015 Mean: 3.74
What has been your involvement in budgetary processes at the DISTRICT level?

What has been your involvement in budgetary processes at the COLLEGE level?

2012 Mean: 1.90
2015 Mean: 1.89

2012 Mean: 2.64
2015 Mean: 2.52
BUDGET ALLOCATION PROCESSES

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...}

(1=Strongly Disagree, 4=Strongly Agree)
<table>
<thead>
<tr>
<th>Statement</th>
<th>2012 Mean</th>
<th>2015 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>E) The district budget allocation process has encouraged input from all</td>
<td>2.4</td>
<td>2.3</td>
</tr>
<tr>
<td>levels of the college/district community including students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F) During discussion of how the district budget allocation process might</td>
<td>2.5</td>
<td>2.4</td>
</tr>
<tr>
<td>be made, I was made aware of both the short and long term impacts of</td>
<td></td>
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<tr>
<td>various budgetary decisions.</td>
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<tr>
<td>G) During the past year my college had significant responsibility for its</td>
<td>2.5</td>
<td>2.8</td>
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<tr>
<td>own budget processes (if you are a district employee please select N/A).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H) I am aware of major regulatory and legal constraints that impact our</td>
<td>3.1</td>
<td>3.0</td>
</tr>
<tr>
<td>budget.</td>
<td></td>
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</tbody>
</table>

(1=Strongly Disagree, 4=Strongly Agree)
Knowledge and Involvement with District and College Budgetary Policies

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Statement</th>
<th>2012 Mean</th>
<th>2015 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>I believe the district-wide budget allocation processes are data driven.</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>2)</td>
<td>The district allocation process provides for funding district/college improvements.</td>
<td>2.6</td>
<td>2.3</td>
</tr>
<tr>
<td>3)</td>
<td>The district allocation process is based on institutional planning documents.</td>
<td>2.2</td>
<td>2.2</td>
</tr>
</tbody>
</table>

(1=Strongly Disagree, 4=Strongly Agree)
BUDGET ALLOCATION MODEL

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)
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)
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.
<table>
<thead>
<tr>
<th>Statement</th>
<th>2012 Mean</th>
<th>2015 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q) The district BAM takes into consideration funding for new positions</td>
<td>2.3</td>
<td>2.1</td>
</tr>
<tr>
<td>necessary for program growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R) The district BAM takes into consideration the impact of base budget</td>
<td>3.0</td>
<td>2.9</td>
</tr>
<tr>
<td>adjustments such as the COLA, step/grade increases, utility cost</td>
<td></td>
<td></td>
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<tr>
<td>increases and other fixed cost changes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S) The district BAM encourages enrollment efficiencies through incentives.</td>
<td>2.4</td>
<td>2.2</td>
</tr>
<tr>
<td>T) I believe the district BAM will change as needed to meet strategic</td>
<td>2.7</td>
<td>2.6</td>
</tr>
<tr>
<td>goals and economic realities.</td>
<td></td>
<td></td>
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</table>

(1=Strongly Disagree, 4=Strongly Agree.)
OPEN ENDED QUESTIONS

• Two open-ended questions needed analysis:
  • How can the BAM process be improved?
  • How can the BAM be improved?

• Recoded into broad themes of:
  • Allocation-based
  • Autonomy-based
  • Communication / Transparency-based
  • Implementation-based
  • Other

• 42 open-ended responses for both survey years.
EXAMPLES OF RECODED THEMES

ALLOCATION-BASED

• Decrease in District budget in proportion to cuts at the colleges.
• Base at least partially on state funding mechanism.
• The district BAM strongly favors the Riverside campus (and always has).
• The current state of each college, their facilities, technology etc. should be taken into account as well as any high cost programs.
• Except for some multi-college services, most of the resources need to be moved to the colleges.

AUTONOMY-BASED

• Allow colleges to realize and keep their own savings.
• Allow/encourage equal involvement from all constituency groups.
• Colleges need to be given autonomy in terms of their budget and not be directed by the district in terms of what positions and projects they need to fund
COMMUNICATION / TRANSPARENCY

- The BAM process needs to be more transparent.
- If there is information available on our district website, I am just not savvy enough to find it.
- By communicating the outcomes fairly to the college financial resources committees and making adjustments to acknowledge new initiatives and needs at the smaller colleges.
- Send a "BAM 101" out to all employees and the student government so everyone understands the process.

IMPLEMENTATION

- Begin actual implementation of BAM as it has not yet occurred.
- It needs to include features that support strategic planning.
- Regular assessment of how well it is working and serving the equitable needs of both the colleges and the district.
- There should be an allowance for new programs and facilities built into the BAM.
EXAMPLES OF RECODED THEMES (CONT.)

OTHER

• Some are concerned about the lack of focus for leadership of the VP, Business Services, with the split assignment.

• What is the point of improving the model if it’s not going to be used as it was intended to be?

• Remove the influence of Rotella’s "hand picked“ administrators.

• Eliminate the budget item for the school for the arts. How much has been spent on that item?
RECODED THEMES FOR "HOW CAN BAM PROCESS BE IMPROVED"

- Other: 3 (2012), 1 (2015)
RECODED THEMES FOR "HOW CAN BAM BE IMPROVED"

<table>
<thead>
<tr>
<th>Category</th>
<th>2012</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Autonomy</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Communication / Transparency</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Implementation</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2012 vs 2015
NEXT STEPS

• Deliver an Excel copy of the dataset to DBAC for records and further analysis.

• Plan for survey administration in 2018.
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END OF SLIDE SHOW