

Institutional Strategic Planning Council (ISPC)

April 1, 2015

1:00-3:00 (ST 107)

Attendees:

- **Attendees:**

Ruth Leal (Staff-Instructional Production Specialist*ISPC Chair*)

Melissa Bader (Faculty Rep to District EMTF *ISPC Chair*)

Diane Dieckmeyer (VP Academic Affairs*ISPC Chair*)

Carol Farrar, (Dean of Instruction)

Vanessa Acosta (Staff-Admissions and Records)

Beth Gomez (VP Business Services)

Barbara Moore (Transfer Faculty)

Natalie Aceves (Staff-Educational Advisor)

Peggy Campo (Academic Senate President)

David Mills (Basic Skills Faculty)

Jason Parks (Chair of Chairs – APC)

Diann Thursby (Staff-Grants Administrative Specialist)

Greg Aycock (Dean of Institutional Effectiveness)

Jim Thomas (CTE Faculty)

Emile Bradshaw (Tutorial Services Technician)

Celia Brockenbrough (Library Faculty)

Deborah Tompsett-Makin (At-Large)

Ruth Jones-Santos (Staff-Administrative Assistant II)

Mark DeAsis (Dean of Admissions and Records)

Damon Nance (Dean, Technology and Learning Resources)

Koji Uesugi (Dean, Student Services)

Laurie Hankins (Recorder)

- **Absentees:**

Ana Molina (Staff-Administrative Assistant II)

Monica Green (VP Student Services)

John Coverdale (CTE & Grants Advisory Rep)

Benjamin Vargas (ASNC-President)

Andres Elizalde, Associate Professor, English

- **Guests:** Arend Flick, Paul Parnell, Gustavo Ocegura

Approval of Minutes:

Approval of Minutes for March 18, 2015.

Motion by Jim Thomas, second by Deborah Makin to approve the minutes from the March 18, 2015 meeting. Motion approved with one abstention.

I. Action Items:

A. Institutional Set Standards (ISS) – 2nd Reading – (Greg Aycock)

Reviewed the Senate Recommendation regarding Institutional Set Standards Response. Discussion:

- Where does this information go? Where will it live? This document will “live” with the Strategic Planning Committee.
- How can we link it to the Academic Senate? ISPC has already set this up with the Academic Senate President.

Motion by Jason Parks, second by Deborah Makin to accept the Institutional Set Standards (ISS). Motion approved.

II. Information Items:

A. Equity Discussion – (Gustavo Ocegueda)

Handout provided and reviewed by committee followed by discussion.

- Equity Report revealed that males appear to be disproportionately impacted in all areas.
- Control group is the highest performing group as defined by the state.
- Groups totaling less than 20% of the population are not reflected. Refer to online graph. Consider adding more information to the existing chart. Need more information on groups that are not listed. Melissa would like to see ALL disaggregated data.
- Attrition may be the reason that so many areas require intervention.
- DRC students must self-identify. The assumption is that the actual DRC student numbers are much higher than represented but students do not want to disclose.
- Only students that utilize Veterans benefits are reflected. Actual numbers for Veterans group could be higher.
- Comparison is done by region including Norco, Corona and Eastvale

Gaps-questions for feedback

- This plan affects ALL of us. Institutions exist that are miles ahead of us in regards to equity and they were there long before equity money was available. We have lots of work to do. How do we go about getting it done? Should it be a committee of ISPC or should it be a subcommittee of the Academic Senate by appointment?
- The Academic Senate will be discussing equity and needs supportive backing from the institution.
- There is evidence that few people have a clear understanding of student equity.
- The data is academically focused. A subcommittee of the Academic Senate would focus heavily on faculty, but everyone, including faculty, staff and administration needs to be involved.
- Think about an Equity Committee with a stakeholder. Student Equity is now heavily Student Services based with little support from faculty.
- Since Faculty are key to the success of this plan should we consider making it part of Program Review?
- Consider creating a designated roll to coordinate and plan vs committee work. This task is now assigned solely to Gustavo.
- How do we make this not just about Success but also about Equity? Equity training was suggested but will require funding for FT and PT faculty.

- “Equity” is the process of highlighting what is not working.
- Faculty at Saddleback receive a single fact sheet at the beginning of the semester that reflects all the student statistics. This information will only be helpful to our students if the faculty are willing to change their approach to teaching.

Updates:

- Currently working on workshops for summer with equity training on campus
- Flex Day Aug 28 Equity dialog with faculty, staff, and administrators. If you are interested in participating contact Gustavo.

B. Recommendation 1 Follow-up Discussion (Diane Dieckmeyer)

The policy and procedures for regular evaluation of integrated institutional planning, budgeting and decision-making processes (page 29) was reviewed by the committee. Of the eight “evaluation mechanisms” included in the handout, the focus of this discussion was on items that did not receive an “x” (item #5 Survey of the COTW, item #7 Annual Open Dialogue Session and item #8 Annual Evaluation Report).

What does this mean? We will learn from reflecting on our experience. Discussion:

- Who participates in the surveys?
- Are the questions appropriate?
- Is the audience appropriate?
- Has the survey outlived its usefulness? Is it just a smile sheet?
- Are we using the data correctly?
- What was the need at the time for the survey questions?
- How are students reflected? Students do not attend so they are not reflected.
- Does the data reflect the opinions of only those who attend?
- Would the decision making process improve if we attached the data?
- Consider calendaring discussion of the survey results.
- Consider sending the survey out to the entire institution instead of just the COTW.
- Will a wider net reveal more meaningful information?
- This instrument is a useful document and was used by Dr. Parnel with the Accreditation Team to show that we do assessment.
- Consider doing a more comprehensive accreditation survey every two years linked with the accreditation standard. Send to the entire college for response.
- Follow the progress by reading links and attending the COTW meetings. The evaluation procedures page should be noted on the website.
- Consider timing of the survey.

Summary

- Continue to ask questions
- Send survey to the entire college
- Close the loop and do something with the data
- Revise and use a more comprehensive survey.
- Re-write item #5 or leave as is?
- Revise survey
- Evaluate at the end of one year
- Consider what the strategic issues are right now and five years from now. If we change every year there is no way to compare.

Motion by D. Makin/P. Campo to revise this document and resubmit to the committee. Send to the entire institution instead of just the COTW. Results need to come back to the ISPC. Motion approved.

C. Budget Report/Update-(Beth Gomez)

- Update- \$3,000,000 variance for Norco. FTES does not cost the same at Norco compared to RIV & MV. Committee met to review historical costs. Highest grants at Norco. Norco will retain 83%, district 17%. What happens when grants run out? Agreed to historical cost during transition year only. Committee tasked to come up with fair and equitable solutions and submit to District Strategic Planning Counsel.
- Release of the Governor's 2015-16 budget proposal is just the beginning of the state budget process.
- Strong growth in the Proposition 98 minimum guarantee
- Total Restricted Resources for RCCD \$5.4 Million
- New growth formula funded FTES difference 885 vs 664 or \$1.04 million
- State Mandate Block Grant - will it hold?
- Student Success and Student Equity - will it hold?
- Proposition 30 begins to phase out in 2016
- PERS and STRS increases on average of \$1.20 million per year in each of the next 6 years.
- January - Governor's budget proposal.
- May - Governor releases revised budget
- June - RCCD receives tentative budget
- September Adoption of RCCD 2015-2016 budget

D. Institutional Effectiveness Partnership Initiative (IEPI) Goals and Indicator Report -- (Greg Aycock)

Discussion tabled until next meeting.

III. Open Hearing

- ISPC Enrollment Management Meeting scheduled for Monday, April 6
- Issue with recycling. Items identified as recycling are being picked up and thrown into the regular trash.

Adjourned – 3:02pm

Senate Recommendation Regarding Institutional Set Standards-Procedural Response

Dean of Institutional Effectiveness identifies a “dip” below ISS, as measured by ½ standard deviation from the 5-year norm.

- Shares information with appropriate VP
- VP communicates with ISPC co-chairs
- Co-chairs will identify appropriate constituency to investigate; commit to a new task-force
 - Identify possible causes
 - Generate a plan of action/response-entities to be involved in the action
 - Ensure an assessment plan is in place before the action is applied
 - Consistent reporting out on progress to ISPC
 - Summative report to ISPC

Elements that might be considered:

- Review of core commitments to see if any areas related to the “dip” can be enhanced
- Internal variables, e.g. FTE allocation, faculty retirement, lack of resources
- ISS levels/benchmarks, are they still reasonable/valid
- Identification and examination of existing approaches to teaching and learning, consider if revision/updating is needed
- Institutional data to guide analysis, inform discussion and identify potential gaps or impact; ensure relevance of available data or identify and request additional data
- Assess the impact of external variables on the college
- Experiences of sister colleges in District and other colleges in the region

Strategic Planning Retreat

Reflecting on Recommendation 1

December 3, 2014

Recommendation 1

In order to meet the Standards, the team recommends that the College consistently evaluate all parts of the planning and resource allocation cycle; develop a standard assessment instrument for all participatory governance committees; **develop a process to assess the evaluation mechanisms used in integrated planning and resource allocation to ensure that those evaluations are effective in improving programs, processes, and decision-making structures**; and develop strategies to broadly communicate the results of these evaluations to the entire College community. (Standards I.B.6; I.B.7; IV.A.5)

Do what?

- Develop a process
- To assess the evaluation mechanisms
- To assure they are effective
- In improving programs, processes, decision-making structures

Eight “evaluation mechanisms”

- ✓ Annual Survey of Effectiveness of the Planning Councils
- ✓ Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees
- ✓ Memorandum from College President
- ✓ Annual Progress Report on Educational Master Plan Goals, Objectives and “Dashboard Indicators”
- ✓ Survey of Committee of the Whole Membership
- ✓ Report of Resource Allocation
- ✓ Annual Open Dialogue Session
- ✓ Annual Evaluation Report

Our Framework

John Dewey ...

“We do not learn from our experience, we learn from reflecting on experience.”

John Dewey



Reflection

- Meaning-making
- Systematic, rigorous thinking
- In community
- Valuing personal and intellectual growth

Making Meaning

Do these evaluation mechanisms impact:

Programs

Processes

Decision-making structures

Mechanism	Programs	Processes	Decision-Making
Annual Survey of Effectiveness of the Planning Councils		X	X
Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees		X	X
Memorandum from College President			X
Annual Progress Report on Educational Master Plan Goals, Objectives and "Dashboard Indicators"	X	X	X
Survey of Committee of the Whole Membership			
Report of Resource Allocation	X	X	X
Annual Open Dialogue Session			
Annual Evaluation Report			



**FY 2015-16
Governor's Budget Proposal**
Institutional Strategic Planning Council
April 1, 2015

Beith Gomez, Vice President
Business Services

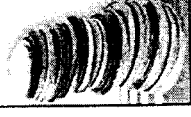


2015-16 Proposed Budget Topics of Discussion

1. Prop 98 Overview
2. 2015-16 State Budget Overview
3. Items to Consider
4. Next Steps



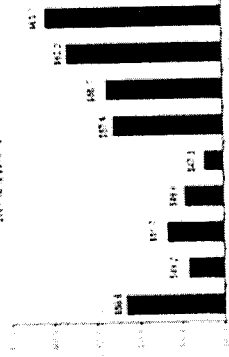
Release of the Governor's
FY2015-16 Budget Proposal is
just the beginning of the State
budget process...



Strong Growth in the Proposition 98 Minimum Guarantee

- FY 2014-15 approved budget set the K-14 minimum guarantee at \$60.9 billion. Now it is set at \$65.2 billion.
- FY 2015-16 Governor estimates the guarantee at \$68.7 billion. A year-over-year increase of about 7.9%.

Source: K-14
Proposition 98
2014-15-16 FY



FY 2015-16 Governor's Budget Proposal

<i>(In Millions)</i>		
	State	RCCLD
Unrestricted Ongoing Revenues	\$ 106.9	\$ 3.1
Access (2% / 2.5% - Equals 664 Credit FTES)		
COLA (1.55%)	\$ 92.4	\$ 2.2
Base Allocation Increase	\$ 125.9	\$ 2.9
Total Unrestricted Ongoing Revenues	\$ 324.3	\$ 8.2
Unrestricted One-time Revenues		
State Mandate Block Grant	\$ 351.3	\$ 8.2
Total Unrestricted Revenues	\$ 675.6	\$ 16.1

Items to Consider

- New Growth Formula
 - Will implementation be delayed?
- Funded FTES Difference
 - 885 vs. 664
 - \$1.04 million

NORCO
2015-16

FY 2015-16 Governor's Budget Proposal

<i>(In Millions)</i>		
	State	RCCLD
Restricted Revenues	\$ 209.0	\$ 4.7
Student Success and Student Equity	\$ 39.6	\$ 0.7
Proposition 39 - Energy Efficiency Funds		
Total Restricted Revenues	\$ 235.6	\$ 5.2
Other		
Career Technical Education	\$ 48.0	
Adult Education	\$ 80.0	
Apprenticeship	\$ 29.1	
Appormentment Deferral Retirement	\$ 94.5	
Enhanced Non-Credit Rate Equalization	\$ 49.0	
Total Other	\$ 230.6	

Items to Consider (continued)

- State Mandate Block Grant
 - Will it hold?
 - Unrestricted vs. Restricted?
 - Redirected for specific purposes?
 - Amount reduced?
 - One-time funding

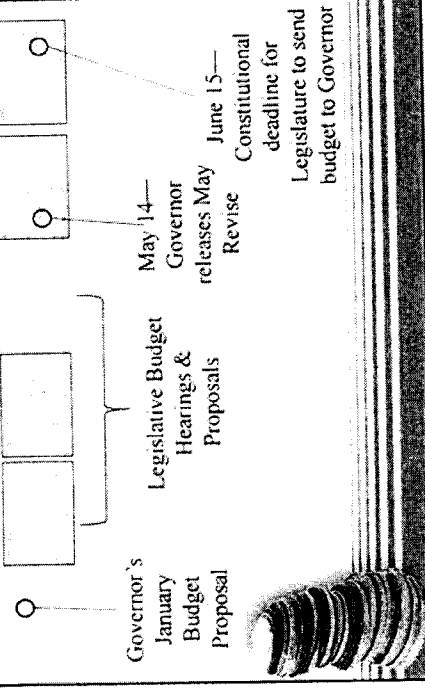
NORCO
2015-16

Items to Consider (continued)

- Student Success and Student Equity
 - Will it hold?
 - Redirected to other Categorical Programs?
 - Match requirement?
- Proposition 30 begins to phase out in 2016
- PERS and STRS increases on average of \$1.20 million per year in each of the next 6 years

NORCO COLLEGE

State Budget Process



2015-16 Proposed Budget Timeline

- Governor's May Revision
- RCCCD Tentative Budget -- June
- Final State Budget by June 30, 2015
- Adoption of RCCCD 2015-2016 Budget - September

NORCO COLLEGE

Riverside Community College District
 Historical Information - Fill Ratios
 FY 2008-09 Through FY 2013-14

Year	MVC		NC		RCC	
	Fill Ratio	Fill Ratio	Fill Ratio	Fill Ratio	Fill Ratio	Fill Ratio
2008	74.99%	75.80%	80.87%			
2009	93.87%	98.25%	95.09%			
2010	94.02%	101.40%	92.71%			
2011	92.64%	100.39%	93.09%			
2012	86.86%	97.29%	89.58%			
2013	84.13%	94.62%	87.08%			

6 Yr Avg 87.75% 94.63% 89.74%

Compiled by Raj: Ext 8979
 November, 2014

Riverside Community College District
 Historical Information - FTES/FTEF
 FY 2008-09 Through FY 2013-14

Year	MVC		NC		RCC	
	FTES/FTEF	FTES/FTEF	FTES/FTEF	FTES/FTEF	FTES/FTEF	FTES/FTEF
2008	14.02	18.77	15.71			
2009	14.97	21.92	17.86			
2010	14.16	20.72	16.52			
2011	14.05	20.03	16.32			
2012	14.08	19.72	16.32			
2013	14.13	19.05	16.07			

6 Yr Avg 14.23 20.03 16.47 50.73
 Percentage 28.06% 39.49% 32.45%

Compiled by Raji: Ext 8979
 November, 2014

Riverside Community College District
 Historical Information - WSCH/FTEs
 FY 2008-09 Through FY 2013-14

Year	MVC		NC		RCC	
	WSCH/FTEF	WSCH/FTEF	WSCH/FTEF	WSCH/FTEF	WSCH/FTEF	WSCH/FTEF
2008	451.63	604.55	505.99			
2009	482.11	706.02	575.26			
2010	456.14	667.20	531.93			
2011	452.47	645.17	525.60			
2012	453.37	635.19	525.62			
2013	452.24	609.89	514.34			

6 Yr Avg 457.99 644.67 529.79 1,632.45
 Percentage 28.06% 39.49% 32.45%

Compiled by Raj: Ext 8979
 November, 2014

Historical Percentage Distribution of FTES by College

1/23/2015

Credit Resident FTES	2008-2009	% Distribution	2009-2010	% Distribution	2010-2011
MOV	7144	23.29%	6929	22.38%	6814.03
NOR	6788	22.13%	6973	22.52%	6748.34
RIV	16738	54.57%	17063	55.10%	15470.43
District	30670	100.00%	30965	100.00%	29032.8

Credit Resident FTES	2011-2012	% Distribution	*2012-2013	% Distribution	2013-2014
MOV	5905.02	22.96%	5768.63	23.03%	6089.31
NOR	5921.04	23.02%	5804.79	23.17%	6153.68
RIV	13894.46	54.02%	13478.92	53.80%	13997.65
District	25720.52	100.00%	25052.34	100.00%	26240.64

Target 2014-2015	Base Funding		Unfunded	
Credit Resident FTES	2014-2015	% Distribution	2014-2015	% Distribution
MOV	6362.94			
NOR	6362.94			
RIV	14819.3			
District	27545.18		1055	

*Includes Borrowing

Raj Ext 8979

Riverside Community College District
District Budget Advisory Council
Budget Allocation Model
Entity Budget Alignment Proposal
January 23, 2015

Background

The current construct of the Budget Allocation Model is based on a FTES model and reflects, for the most part, how resources are allocated from the State. The State model does not differentiate, and makes no provision for, high cost programs versus any other program offered at a college/district. In other words, there is one credit FTES rate applied against all earned credit FTES, regardless of the cost to produce the FTES. The same is true for the current BAM. The previous model “worked” for the Riverside Community College District until we became three colleges since all resources generated (apportionment, lottery, non-resident fees, etc., etc.) were used to pay all expenditures at all three colleges and the District, irrespective of where the resources were generated. To reflect a three college environment, a new Budget Allocation Model was developed. The first attempt in FY 2008-2009 was essentially an expenditure based incremental growth model. This model did not allocate resources based on decisions made by the colleges, but rather, it reflected collective districtwide decision-making (positions, COLA, step and column, utilities, new facilities, growth, etc.) with some slight modifications for any remaining funds.

As we matured in a three college environment, a need was expressed to allocate resources to the colleges to provide more budget autonomy. Thus, the current credit FTES based model was developed and was implemented (albeit with the substantial issue of entity budget alignment still left unresolved) in FY 2013-14. The BAM calculates a “one size fits all” rate that is applied to the FTES generated by each college (similar to the state model). Inequities between the revenues generated by each college versus the expenditures incurred by each college emerged. This basic stumbling block issue has remained since implementation (and actually has been the same unresolved issue since implementation of the first BAM in FY 2008-2009), despite the numerous discussions and analytical attempts that have been made to resolve it.

Countless decisions have been made over the years relative to the instructional programs started and conducted at each college, staffing levels, service levels, etc. In addition, each college is unique as it relates to the age of its workforce; the mix of benefits selected by staff; the age of its facilities; its geographic footprint; use of facilities by the community, etc., etc.

These are our “realities” and, practically speaking, they aren’t going to change. For the most part, we aren’t going to realign programs between colleges; reassign staff between colleges; cancel or eliminate programs; or create the perfect mix of high volume, low cost FTES producing programs to support the low volume, high cost FTES producing programs...at least not in the short term.

A number of BAM Principles (see attached) have not been implemented because the basic entity budget alignment issue has not been resolved. A collective decision needs to be made on changes to the BAM to recognize our “realities” so that we have a starting point to move forward.

In consultation with Chancellor Burke, he indicated that we know what it costs to produce FTES, by college, and we know how much FTES we produce, by college. The unknown is the rate per FTES, which

Riverside Community College District
District Budget Advisory Council
Budget Allocation Model
Entity Budget Alignment Proposal
January 23, 2015

can be derived by a simple equation of FTES Rate = Cost to Produce FTES / FTES. These discussions centered around discipline costs; however, the same principles can be applied on an aggregate basis. He asked the Vice Chancellor of Business and Financial Services to develop a methodology to revise the Budget Allocation Model to reflect this basic premise and then meet with him and the three college Presidents to discuss the conceptual framework.

The results of those meetings was support for the concept and a recommendation for DBAC to consider realignment of the Budget Allocation Model using a historical average of expenditures per credit FTES and application of the resulting ratios to the BAM "Total Funding Rate Per Target Credit FTES" beginning with FY 2015-16.

The following assumptions/observations were noted and are listed here for DBAC's consideration:

- Historical Expenditures per FTES using a six (6) year average to smooth-out year-over-year anomalies (increases/decreases) (see attached)
 - Goal would be to have a ten (10) year rolling average
 - Arguments can be made about efficiencies and inefficiencies at the program level, in administration, etc., etc., and what impact this may or may not have on the model; however, a multi-year average can smooth out year-to-year anomalies.
 - Note – Application of the ratios results in a remainder that has been allocated on an FTES percentage basis in order to balance the example
- Takes into consideration our realities...the hundreds of decisions made regarding program placement at each college, staffing, program cost, high cost and low cost programs, cost effective/ineffective delivery of instruction, effective/ineffective budget oversight/decision-making, staff seniority, etc.
- Uses only fiscal year actual costs incurred
- Total expenditures per FTES takes into consideration ALL costs (support, administration, instruction, facilities) to produce the FTES.
- Historical expenditure information was used starting with FY 2008-09 since this is when three college status started.
- Adheres to the following BAM Principles:
 - #3 – Equitable Allocation of Resources
 - #4 – Enrollment Management Decisions Drive the Allocation of Resources
 - #5 – Simple, Readily Communicable and Understood, and as Easy to Administer as Possible
 - #6 – Defined in Measurable Terms to Maintain Objectivity and Predictability and the Outcome is Independently Verifiable
 - #7 – Driven by Verifiable Data
- Results in a revision to the Budget Allocation Model itself, not a realignment or reduction of resources
- Provides a starting point, or baseline, to begin moving forward on other BAM revision items as well as a basis for closing the remaining gap in future years

Riverside Community College District
District Budget Advisory Council
Budget Allocation Model
Entity Budget Alignment Proposal
January 23, 2015

Next Steps

DBAC is to review the information distributed at the January 23, 2015 meeting and be prepared to discuss at the February 2015 DBAC meeting. The goal is to reach consensus and to make a recommendation to DSPC.

BUDGET ALLOCATION MODEL

BAM Principles

1. Equilibrium in the operating budget structural balance is maintained through assurance that ongoing expenditures do not exceed ongoing revenues and that compliance with State and District reserve requirements is maintained.
2. The BAM recognizes that resource allocation is linked to District-wide strategic planning.
3. The BAM provides for the equitable allocation of available resources to the three (3) colleges and the District Office, while ensuring compliance with statutory and regulatory requirements.
4. Enrollment management decisions drive the allocation of operational resources.
5. The BAM is simple, readily communicable and understood, and as easy to administer as possible.
6. The BAM is defined in measurable terms to maintain objectivity and predictability and so that the outcome is independently verifiable.
7. The BAM is driven by verifiable data.

Policy/Organizational Considerations

1. Defining the roles of the District vis-à-vis the District's four major entities in the budget development and execution processes.
2. Defining the way in which compliance with statutory, regulatory and policy requirements shall be assured (e.g. FON, 50% Law, categorical match).
3. Defining self-insurance funding.
4. Defining DSPS services and funding levels.

BAM Revision Components

1. RCCD's BAM will mirror the State funding model for the California Community Colleges for the basic allocation, full-time-equivalent student (FTES) apportionment, one-time funding, and one-time funding on an annual basis (e.g. Prop 30). The model will comply with budget-related statutory and regulatory requirements (e.g. 50% Law, FON, etc.).
2. The minimum 5% required level of District reserves and funding for the district office will be the first allocations of the District's "Total Available Funds" in the Unrestricted General Fund.
3. In recognition that it may be necessary to transition over time to a point whereby each of the colleges achieve equilibrium between allocated revenues and the expenditures needed to support instructional service levels to students, a separate allocation may be provided.
4. Non-State apportionment, one-time funds, ongoing funds and entrepreneurial revenues (e.g. Norco College Trading Post, Riverside City College Splash, Nonresident tuition, indirect cost reimbursements, lease/rental income, etc.) that are specific to a particular entity will be retained by the respective college that generates the revenue.
5. Revenue sources that are not specifically identifiable to a particular entity will be allocated based on the same methodology used to allocate apportionment revenues unless otherwise specified by the funding source.
6. A minimum of 1% of total available funds will be allocated for contingency at the entity level.

Riverside Community College District
 Historical Expenditures Per Credit FTES
 FY 2008-2009 Through FY 2013-2014

	<u>FY 2008-09</u>	<u>FY 2009-10</u>	<u>FY 2010-11</u>	<u>FY 2011-12</u>	<u>FY 2012-13</u>	<u>FY 2013-14</u>	<u>Six Year Avg</u>	<u>%</u>	<u>Ratio</u>
<u>RCC</u>									
Expenditures	\$ 69,330,166	\$ 66,314,950	\$ 66,321,879	\$ 63,403,355	\$ 60,722,428	\$ 65,713,997	\$ 65,301,129	57.37%	1.06:1
Credit FTES	16,738.00	17,063.00	15,470.68	13,894.46	13,478.92	13,997.65	15,107.12	54.06%	
Expenditures per FTES	4,142.08	3,886.48	4,286.94	4,563.21	4,504.99	4,694.64	4,322.54		
<u>NC</u>									
Expenditures	\$ 21,200,922	\$ 20,842,574	\$ 21,241,620	\$ 21,113,218	\$ 21,705,417	\$ 23,662,428	\$ 21,627,697	19.00%	0.83:1
Credit FTES	6,788.00	6,973.00	6,748.35	5,921.04	5,804.79	6,153.71	6,398.15	22.89%	
Expenditures per FTES	3,123.29	2,989.04	3,147.68	3,565.80	3,739.23	3,845.23	3,380.31		
<u>MVC</u>									
Expenditures	\$ 27,348,012	\$ 26,037,540	\$ 27,649,063	\$ 26,559,941	\$ 25,397,862	\$ 28,333,110	\$ 26,887,588	23.62%	1.02:1
Credit FTES	7,144.00	6,929.00	6,814.03	5,905.02	5,768.48	6,088.16	6,441.45	23.05%	
Expenditures per FTES	3,828.11	3,757.76	4,057.67	4,497.86	4,402.87	4,653.81	4,174.15		
<u>Combined</u>									
Expenditures	\$ 117,879,100	\$ 113,195,064	\$ 115,212,562	\$ 111,076,514	\$ 107,825,707	\$ 117,709,535	\$ 113,816,414	100.00%	1:1
Credit FTES	30,670.00	30,965.00	29,033.06	25,720.52	25,052.19	26,239.52	27,946.72	100.00%	
Expenditures per FTES	3,843.47	3,655.58	3,968.32	4,318.60	4,304.04	4,485.96	4,072.62		

Riverside Community College District
 Budget Allocation Model - REVISION PROFORMA
 FY 2014-2015

	Total
Contingency Budget from FY 2013-2014	\$ 6,358,532

Apportionment

Basic Allocation	\$ 10,683,362
Cr FTEs (MVC - 5,935.13; NC - 5,935.13; RCC - 13,822.95 (25,693.21))	119,126,422
COLA at .85%	1,107,007
Growth at 3.43% (MVC - 203.80; NC - 203.80; RCC - 474.65 (882.25))	4,125,287
Total Gross Apportionment	\$ 135,042,078
Less, Property Taxes	(28,791,147)
Less, Enrollment Fees	(8,813,935)
Less, Estimated Deficit Factor	(751,397)
Total Net Apportionment	\$ 96,685,599

Total Beginning Balance and Apportionment

Less, Contingency Reserve (Board Adopted at 4.28% or more)	(7,801,811)
Less, DO Allocation	(3,387,198)
Less, DSS Allocation	(16,993,707)

Less, Outgoing Transfer for Self-Insured Liability (Resource 6100)	-
Less, Outgoing Transfer for CSJCL (Resource 1120)	(110,900)
Less, Outgoing Transfer for DSPS Match and FWS Support	(997,493)

Total Funds for Per Credit FTES Calculation

Target Credit FTES Target	\$ 73,753,022
Target Funding Rate Per Target Credit FTES	27,545.18

Total Funding Rate Per Target Credit FTES (Adjusted per Entity)

Target Credit FTES Target	\$ 2,677,5291	\$ 2,744,2797	\$ 2,222,3725	\$ 2,841,8381
	27,545.18	6,362.94	6,362.94	14,819.31

Total Funds for Per Credit FTES Calculation

FY 2013-14 Excess (Shortfall) of Budgeted Revenues	\$ 1,493,768	\$ 579,024	\$ 971,335	\$ (56,591)
FY 2013-14 Excess (Shortfall) of Budgeted Expenditures	3,198,754	800,743	431,678	1,966,333
Non-Credit FTES	442,474	276,728	-	165,746
Federal Revenues	188,321	58,738	51,220	78,363
Other State Revenues	6,772,643	1,564,481	1,564,481	3,643,681
Local Revenues	41,915,826	9,300,155	9,424,395	23,191,276
Incoming Transfer from Customized Solutions (Resource 1170)	53,283	-	53,283	-
Incoming Transfer from Bookstore (Resource 1110)	429,923	54,800	240,423	134,700

Total Available Funds

Total Available Funds	\$ 128,248,014	\$ 30,105,039	\$ 26,884,669	\$ 71,258,307
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Base Expenditures for FY 2014-2015

FY 2014-2015	(128,248,014)	(30,676,951)	(26,228,136)	(71,342,927)
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Budget (Shortfall) or Excess

	\$ 0	\$ (571,912)	\$ 656,533	\$ (84,620)
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	DSS	DO
	857,450	(40,136)
	-	875,168
	-	-
	-	-
	264,384	-
	-	-
\$ 1,121,834	\$ 835,032	(4,222,230)
	(18,115,541)	(3,387,198)
\$ (16,993,707)	\$ (3,387,198)	(16,993,707)

Riverside Community College District
 Budget Allocation Model - Final Budget
 FY 2014-2015

	Total		Moreno Valley	Norco	Riverside		DSS	DO
Contingency Budget from FY 2013-2014	\$ 6,358,532							
Apportionment								
Basic Allocation	\$ 10,683,362							
Cr FTES (MVC - 5,935.13; NC - 5,935.13; RCC - 13,822.95 (25,693.21))	119,126,422							
COLA at .85%	1,107,007							
Growth at 3.43% (MVC - 203.80; NC - 203.80; RCC - 474.65 (882.25))	4,125,287							
Total Gross Apportionment	\$ 135,042,078							
Less, Property Taxes	(28,791,147)							
Less, Enrollment Fees	(8,813,935)							
Less, Estimated Deficit Factor	(751,397)							
Total Net Apportionment	\$ 96,685,599							
Total Beginning Balance and Apportionment	\$ 103,044,131							
Less, Contingency Reserve (Board Adopted at 4.28% or more)	(7,801,811)							
Less, DO Allocation	(3,387,198)							
Less, DSS Allocation	(16,993,707)							
Less, Outgoing Transfer for Self-Insured Liability (Resource 6100)	-							
Less, Outgoing Transfer for CSJCL (Resource 1120)	(110,900)							
Less, Outgoing Transfer for DSPS Match and FWS Support	(997,493)							
Total Funds for Per Credit FTES Calculation	\$ 73,753,022							
Total Target Credit FTES	27,545.18							
BAM Funding Rate Per Credit FTES	\$ 2,677.5291							
Total Funding Rate Per Target Credit FTES	\$ 2,677.5291							
Target Credit FTES Target	27,545.18							
Total Allocated Beginning Balance and Apportionment	\$ 73,753,022							
FY 2013-14 Excess (Shortfall) of Budgeted Revenues	1,493,768							(40,136)
FY 2013-14 Excess (Shortfall) of Budgeted Expenditures	3,198,754							857,450
Non-Credit FTES	442,474							-
Federal Revenues	188,321							-
Other State Revenues	6,772,643							-
Local Revenues	41,915,826							-
Incoming Transfer from Customized Solutions (Resource 1170)	53,283							-
Incoming Transfer from Bookstore (Resource 1110)	429,923							-
Total Available Funds	\$ 128,248,014							
Base Expenditures for FY 2014-2015	(128,248,014)							(18,115,541)
FY 2014-2015	\$ (0)							\$ (16,993,707)
Budget (Shortfall) or Excess	\$ 1,121,834							\$ 835,032
								(4,222,230)
								\$ (3,387,198)

Riverside Community College District
 Historical Information - Fill Ratios
 FY 2008-09 Through FY 2013-14

Year	MVC	NC	RCC
	Fill Ratio	Fill Ratio	Fill Ratio
2008	74.99%	75.80%	80.87%
2009	93.87%	98.25%	95.09%
2010	94.02%	101.40%	92.71%
2011	92.64%	100.39%	93.09%
2012	86.86%	97.29%	89.58%
2013	84.13%	94.62%	87.08%

6 Yr Avg 87.75% 94.63% 89.74%

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 November, 2014

Riverside Community College District
 Historical Information - FTES/FTEF
 FY 2008-09 Through FY 2013-14

Year	MVC		NC		RCC	
	FTES/FTEF		FTES/FTEF		FTES/FTEF	
2008	14.02		18.77		15.71	
2009	14.97		21.92		17.86	
2010	14.16		20.72		16.52	
2011	14.05		20.03		16.32	
2012	14.08		19.72		16.32	
2013	14.13		19.05		16.07	

6 Yr Avg 14.23 20.03 16.47 50.73
 Percentage 28.06% 39.49% 32.45%

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 November, 2014

Riverside Community College District
 Historical Information - WSCH/FTEs
 FY 2008-09 Through FY 2013-14

Year	MVC		NC		RCC	
	WSCH/FTEF		WSCH/FTEF		WSCH/FTEF	
2008	451.63		604.55		505.99	
2009	482.11		706.02		575.26	
2010	456.14		667.20		531.93	
2011	452.47		645.17		525.60	
2012	453.37		635.19		525.62	
2013	452.24		609.89		514.34	

6 Yr Avg 457.99 644.67 529.79 1,632.45
 Percentage 28.06% 39.49% 32.45%

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 November, 2014

Historical Percentage Distribution of FTES by College

1/23/2015

Credit Resident FTES	2008-2009	% Distribution	2009-2010	% Distribution	2010-2011
MOV	7144	23.29%	6929	22.38%	6814.03
NOR	6788	22.13%	6973	22.52%	6748.34
RIV	16738	54.57%	17063	55.10%	15470.43
District	30670	100.00%	30965	100.00%	29032.8

Credit Resident FTES	2011-2012	% Distribution	*2012-2013	% Distribution	2013-2014
MOV	5905.02	22.96%	5768.63	23.03%	6089.31
NOR	5921.04	23.02%	5804.79	23.17%	6153.68
RIV	13894.46	54.02%	13478.92	53.80%	13997.65
District	25720.52	100.00%	25052.34	100.00%	26240.64

Target 2014-2015	Base Funding		Unfunded	
Credit Resident FTES	2014-2015	% Distribution	2014-2015	% Distribution
MOV	6362.94			
NOR	6362.94			
RIV	14819.3			
District	27545.18		1055	

*Includes Borrowing

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