



# MICHIGAN

OFFICE OF THE AUDITOR GENERAL

## AUDIT REPORT



THOMAS H. McTAVISH, C.P.A.  
AUDITOR GENERAL

“...The auditor general shall conduct post audits of financial transactions and accounts of the state and of all branches, departments, offices, boards, commissions, agencies, authorities and institutions of the state established by this constitution or by law, and performance post audits thereof.”

– Article IV, Section 53 of the Michigan Constitution

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Michigan  
Office of the Auditor General  
**REPORT SUMMARY**

*Performance Audit*

Report Number:  
32-120-04

*Charles Stewart Mott Community College*

Released:  
August 2005

*Charles Stewart Mott Community College is a public, two-year institution of higher education offering academic, vocational-technical, and community education programs. The College, located in Flint, began as Flint Junior College in 1923. In June 1969, voters of Genesee Intermediate School District approved the creation of an expanded community college district with an elected Board of Trustees and a new tax levy. Following the death of Charles Stewart Mott in 1973, the Board of Trustees changed the College's name to Charles Stewart Mott Community College.*

**Audit Objective:**

To assess the effectiveness of the College's efforts to evaluate the quality of its educational programs.

**Audit Conclusion:**

The College was somewhat effective in its efforts to evaluate the quality of its educational programs.

**Reportable Conditions:**

The College needs to expedite its process for evaluating the quality and effectiveness of its educational programs (Finding 1).

The College did not consistently verify and document that faculty possessed required credentials prior to employment (Finding 2).

The College did not evaluate faculty performance on a routine basis (Finding 3).

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**Audit Objective:**

To assess the effectiveness of the College's admissions and monitoring practices to help students successfully complete their classes and programs.

**Audit Conclusion:**

The College's admissions and monitoring practices were generally effective in helping students successfully complete their classes and programs.

**Reportable Condition:**

The College needs to improve its enforcement of placement testing requirements and establish course enrollment requirements (Finding 4).

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**Audit Objective:**

To assess the effectiveness and efficiency of the College's use of educational program resources.

**Audit Conclusion:**

The College was generally effective and efficient in its use of educational program resources.

**Reportable Conditions:**

The College had not developed a policy addressing minimum class enrollment standards (Finding 5).

The College did not ensure that students complied with its repetitive course enrollment policy. Also, the College did not monitor repetitive course enrollments to identify and counsel those students not making satisfactory academic progress. (Finding 6)

The College did not assess classroom utilization as required by the Office of the State Budget, Department of Management and Budget (Finding 7).

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**Agency Responses:**

Our audit report includes 7 findings and 8 corresponding recommendations. The College's preliminary response indicates that it agrees with all 8 recommendations and has initiated corrective action.

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A copy of the full report can be obtained by calling 517.334.8050 or by visiting our Web site at: <http://audgen.michigan.gov>



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August 12, 2005

Ms. Lenore Croudy, Chair  
Board of Trustees  
and  
Dr. M. Richard Shaink, President  
Charles Stewart Mott Community College  
Flint, Michigan

Dear Ms. Croudy and Dr. Shaink:

This is our report on the performance audit of Charles Stewart Mott Community College.

This report contains our report summary; description of agency; audit objectives, scope, and methodology and agency responses and prior audit follow-up; comments, findings, recommendations, and agency preliminary responses; and a glossary of acronyms and terms.

Our comments, findings, and recommendations are organized by audit objective. The agency preliminary responses were taken from the College's responses subsequent to our audit fieldwork. Annual appropriations acts require that the audited institution develop a formal response within 60 days after release of the audit report.

We appreciate the courtesy and cooperation extended to us during this audit.

AUDITOR GENERAL



## TABLE OF CONTENTS

### CHARLES STEWART MOTT COMMUNITY COLLEGE

	<u>Page</u>
INTRODUCTION	
Report Summary	1
Report Letter	3
Description of Agency	6
Audit Objectives, Scope, and Methodology and Agency Responses and Prior Audit Follow-Up	8
COMMENTS, FINDINGS, RECOMMENDATIONS, AND AGENCY PRELIMINARY RESPONSES	
Efforts to Evaluate the Quality of Educational Programs	12
1. Evaluation of Educational Programs	13
2. Faculty Credentials	15
3. Faculty Evaluations	17
Student Success in Completing Classes and Programs	18
4. Placement Testing Requirements	18
Use of Educational Program Resources	21
5. Minimum Class Enrollment	23
6. Repetitive Course Enrollment	24
7. Space Utilization	26
GLOSSARY	
Glossary of Acronyms and Terms	29

## Description of Agency

Charles Stewart Mott Community College is a public, two-year institution of higher education offering academic, vocational-technical, and community education programs. The College, located in Flint, began as Flint Junior College in 1923 and was a department of the Flint School District. In June 1969, voters of Genesee Intermediate School District approved the creation of an expanded community college district with an elected Board of Trustees and a new tax levy. The College was renamed Genesee Community College. Following the death of Charles Stewart Mott (a noted philanthropist) in 1973, the Board of Trustees changed the College's name to Charles Stewart Mott Community College.

The College operates under Sections 389.1 - 389.15 of the *Michigan Compiled Laws*, commonly known as the Community College Act of 1966. It is governed by a Board of Trustees consisting of seven members elected by the voters of the community college district for six-year terms of office.

The College offers various academic programs resulting in associate degrees or certificates of achievement. Certificate of achievement programs are designed for students who are seeking job-entry skills and for those who wish to improve their performance on their present jobs or who wish to qualify for advancement. Certificate of achievement programs generally require at least 31 credits of instruction. In addition, the College offers alternative training programs that involve less than 31 credits and are designed to provide students with highly specific training to enhance their skills for specific employment.

The College offers credit courses at the following 10 locations: Main Campus - Flint; Southern Lakes Branch Campus - Fenton; Lapeer Extension Center - Lapeer; Northern Tier Center - Clio; MCC Howell (Livingston Regional M-TEC) - Howell; and Extension Centers - Genesee Area Skill Center, Carman-Ainsworth High School, Clio High School, Flushing High School, and Mt. Morris High School.

As of fall semester 2003, the College employed 157 full-time faculty, 332 part-time faculty, and 261 full-time administrative and other personnel. In addition, the College enrolled 10,188 students for fall semester 2003.

The College receives its financial support from local property tax assessments, grants, student tuition and fees, appropriations from the State of Michigan, and various gifts. For the fiscal year ended June 30, 2003, the College reported general fund revenue of \$81,564,020 and expenses and transfers of \$74,691,333.

## Audit Objectives, Scope, and Methodology and Agency Responses and Prior Audit Follow-Up

### Audit Objectives

Our performance audit\* of Charles Stewart Mott Community College had the following objectives:

1. To assess the effectiveness\* of the College's efforts to evaluate the quality of its educational programs.
2. To assess the effectiveness of the College's admissions and monitoring practices to help students successfully complete their classes and programs.
3. To assess the effectiveness and efficiency\* of the College's use of educational program resources.

### Audit Scope

Our audit scope was to examine the program and other records of Charles Stewart Mott Community College. Our audit was conducted in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States and, accordingly, included such tests of the records and such other auditing procedures as we considered necessary in the circumstances.

A public accounting firm engaged by the College annually audits the College's financial statements.

### Audit Methodology

Our audit procedures, performed from March through July 2004, included the review and testing of College records and procedures primarily for the period July 1, 2001 through July 31, 2004.

We conducted a preliminary review of the College's operations to formulate a basis for developing audit objectives and defining the audit scope. Our review included interviewing College personnel, reviewing applicable policies and procedures, analyzing available data and statistics, reviewing reference manuals, and obtaining an

\* See glossary at end of report for definition.

understanding of the College's management control\* and operational and academic activities.

To accomplish our first objective, we evaluated the College's efforts and methods used to assess and monitor the quality of its educational programs. We determined whether the College had established procedures for evaluating and obtaining accreditation of its programs. We evaluated the College's efforts to survey its graduates to determine if the education provided by the College was satisfactory to meet the students' educational and career goals. We examined the College's efforts to obtain the results of licensing and certification examinations and the processes used by the College to contact employers of graduates and four-year colleges and universities to determine if the training provided by the College was adequate. Also, we reviewed the methods used by the College to assess the job training needs of the community's employers.

To accomplish our second objective, we reviewed the College's admissions and enrollment processes, including the methods used by the College for determining course placement and enrolling students in developmental courses\*. We extracted student academic record information from the College's database and analyzed the academic assessment and placement process. Also, we analyzed the effectiveness of the College's developmental courses by reviewing course enrollment data for students enrolled at the College during the period from July 2001 through March 2004. We evaluated the College's efforts and methods used for monitoring the academic progress\* and achievement of students. We reviewed enrollment trends and the College's efforts to recruit and retain students.

To accomplish our third objective, we extracted student academic record information from the College's database for use in examining minimum class enrollment, repetitive course enrollment, and course withdrawals. Also, we analyzed the College's assignment methods for, and use of, its classrooms, laboratories, and faculty, including the assignment of sabbaticals.

#### Agency Responses and Prior Audit Follow-Up

Our audit report includes 7 findings and 8 corresponding recommendations. The College's preliminary response indicates that it agrees with all 8 recommendations and has initiated corrective action.

\* See glossary at end of report for definition.

The agency preliminary response that follows each recommendation in our report was taken from the College's written comments and oral discussion subsequent to our audit fieldwork. Annual appropriations acts require the principal executive officer of the audited institution to submit a written response to our audit to the House and Senate Appropriations Committees, the House and Senate Fiscal Agencies, the Department of Labor and Economic Growth, the Auditor General, and the State Budget Director. The response is due within 60 days after the audit report has been issued and should specify the action taken by the institution regarding the audit report's recommendations.

We released our prior performance audit of Charles Stewart Mott Community College (#3212093) in June 1994. Within the scope of this audit, we followed up 7 of the 12 prior audit recommendations. The College complied with 6 of the 7 prior audit recommendations. The other prior audit recommendation was rewritten for inclusion in this report.

COMMENTS, FINDINGS, RECOMMENDATIONS,  
AND AGENCY PRELIMINARY RESPONSES

## **EFFORTS TO EVALUATE THE QUALITY OF EDUCATIONAL PROGRAMS**

### **COMMENT**

**Background:** Charles Stewart Mott Community College's mission\* is "to provide high quality, accessible and affordable educational opportunities and services - including university transfer, technical and lifelong learning programs - that promote individual development and improve quality of life in a multicultural community." In fiscal year 2002-03, the College expended approximately \$36 million on instruction and instructional support.

Consistent with the College's mission statement, the College established the Committee for the Assessment of Student Learning, reestablished the Institutional Research Office, and established the Curriculum Office. Also, in fall 2002, the College implemented an assessment plan and academic priority review process as methods for measuring the effectiveness and efficiency of its programs.

The assessment plan includes program/discipline reviews. These reviews provide the College with information to strategically plan the curriculum. This is performed by collecting and assessing information pertaining to: the program/discipline's need; student data; curriculum data; the program/discipline's effectiveness; and available resources, including faculty and facilities.

The College's academic priority review process aids in the allocation of space, personnel, and funding resources by using a point scale. The point scale rates the academic units based on external demand for the program, internal demand for the curriculum, curriculum processes, student learning outcomes\*, other curriculum outcomes, size and efficiency of curriculum, and revenue and other resources, as well as costs and other expenses.

**Audit Objective:** To assess the effectiveness of the College's efforts to evaluate the quality of its educational programs.

**Conclusion:** The College was somewhat effective in its efforts to evaluate the quality of its educational programs. Our assessment disclosed reportable

\* See glossary at end of report for definition.

conditions\* related to the evaluation of educational programs, faculty credentials and faculty evaluations (Findings 1 through 3).

## **FINDING**

### 1. Evaluation of Educational Programs

The College needs to expedite its process for evaluating the quality and effectiveness of its educational programs.

At the College's current rate of progression (12 program/discipline reviews every 1.5 years), it will take the College approximately 10.5 years to complete the first round of program/discipline reviews.

A North Central Association of Colleges and Schools (NCA) report in 2000 stated that the lack of systematic institutional planning and implementation is problematic for the future of the College. The NCA report also stated that there was a lack of systematic collection, interpretation, and use of institutional data for planning purposes. In 2003, the College submitted its response acknowledging the seriousness of the issue.

Evaluating the quality and effectiveness of education is essential in determining whether the College is adequately preparing its students for employment after completion of associate degree, certificate, or specialized training programs; is adequately preparing students for transfer to four-year institutions; or is adequately assisting students in meeting their personal goals, which may be less than an associate degree or certificate.

Our review of the College's evaluation efforts disclosed that as of April 2004 (4 years after the NCA reported on data collection deficiencies), only 12 (14.1%) of 85 program/discipline reviews were completed and only 7 (8.2%) more were in process. The College's assessment plan requires program/discipline reviews to be completed on a three-year cycle, with one-third of the programs and disciplines undergoing review and self-evaluation each year. The purpose of these program/discipline reviews is to conduct curricular strategic planning. The College informed us that it estimates that all programs and disciplines will have gone through this process by 2008. However, at its current rate of progression

\* See glossary at end of report for definition.

(12 program/discipline reviews every 1.5 years), it will take the College 9 more years to complete its first round of program/discipline reviews.

The College developed an academic priority review process as a component of its evaluation efforts. The College informed us that, starting with fiscal year 2004-05, divisions are to review program priorities reports, respond to concerns, and develop action plans for continuous improvement. The College's academic priority review process aids in the allocation of space, personnel, and funding resources.

In its response to a similar prior audit finding in 1994, the College stated that it agreed with the recommendation and would address these issues as part of its efforts to meet accreditation mandates and its rewriting of the College's mission statement.

### **RECOMMENDATION**

We recommend that the College expedite its process for evaluating the quality and effectiveness of its educational programs.

### **AGENCY PRELIMINARY RESPONSE**

The College agrees and informed us that in recent years there has been a series of positive steps toward strengthening the College's institutional assessment plan, such as:

- In fiscal year 1998-99, the Institutional Research Office was moved under the Vice President of Academic Affairs to systematically collect, organize, and distribute institutional and academic data.
- In fiscal year 2000-01, the Vice President of Academic Affairs formed a program review team to improve the College's program review processes.
- In fall 2002, after the College's financial audit was completed, that team compiled the first program and discipline cost/revenue analysis report and distributed it to the academic areas. This was a "beta" year for the report, many small adjustments and corrections were made in the instrument and the data.

- In fall 2003 and fall 2004, after the financial audits, cost/revenue reports were issued and have been widely used by faculty and administrators to examine the cost/revenue efficiency of individual programs and disciplines. This will continue to be an annual report.

The College informed us that the second stage of its program evaluation project began in winter 2003 when the Academic Affairs Office undertook the development of a comprehensive set of program prioritization criteria by which the College can evaluate the effectiveness of programs and disciplines. Also, the College stated that working through summer and fall 2003, with steady faculty input, the team developed 54 criteria in nine categories to assess the value to the students, community, and College of each of 77 discipline and program areas. The College further informed us that the program priorities evaluation instrument was completed by the end of June 2004. The College stated that the first complete program priorities report, evaluating all of the College's disciplines and programs, was published in February 2005. Also, the College informed us that the first annual report, 2004-05, is being reviewed and necessary adjustments to the report process and format will be incorporated for 2005-06. This will become an annual program prioritization report for the purpose of guiding resource allocation.

## **FINDING**

### 2. Faculty Credentials

The College did not consistently verify and document that faculty possessed required credentials prior to employment.

Without ensuring that appropriately credentialed faculty are hired, students may not receive the highest quality of education.

NCA's Commission of Institutions of Higher Education recognizes the importance of qualified instructors in its accreditation Criterion Two. This Criterion requires that the institution effectively organize the human resources necessary to accomplish its purposes. As evidence of this Criterion, the NCA requires faculty to possess educational credentials that substantiate appropriate preparation for the courses that they teach.

We reviewed personnel files for 48 (16 full-time, 16 adjunct, and 16 part-time) of 489 faculty members for evidence that the faculty possessed the minimum credentials required for this position.

Transcripts and/or resumes for 3 of the adjunct and 5 of the part-time faculty members did not document the appropriate credentials to satisfy the minimum requirements outlined in their job descriptions. Also, the personnel files for 2 full-time, 2 adjunct, and 3 part-time faculty did not contain transcripts to document that instructors possessed required credentials.

### **RECOMMENDATION**

We recommend that the College consistently verify and document that faculty possess required credentials prior to employment.

### **AGENCY PRELIMINARY RESPONSE**

The College agrees and informed us that the verification of part-time faculty credentials is done by the deans, who are occasionally under intense pressure to fill part-time positions prior to the beginning of semesters. Also, the College informed us that the Human Resources Office has implemented a procedure whereby deans are notified when there is an apparent discrepancy between the expectations of the College and the qualifications of individual part-time faculty. This audit procedure is conducted after the part-time faculty member has been hired. Further, the College informed us that it has considerably modified its hiring procedure for full-time faculty. As a result of this new, structured process, the College stated that it is highly unlikely that unqualified full-time faculty could be hired in the future.

In addition, the College informed us that as requirements change over time, it is possible that some faculty may have met the minimum requirements when they were hired but do not meet the new criteria.

## **FINDING**

### **3. Faculty Evaluations**

The College did not evaluate faculty performance on a routine basis.

Without periodic faculty member performance evaluations, the College may not timely identify performance deficiencies and initiate appropriate action. As a result, students may not receive the highest quality of education possible.

The College's master contract with its faculty union requires regular performance evaluations for faculty every 1 to 3 years, depending on the faculty member's position. However, the College's 2000 NCA accreditation report stated: "The Evaluation Team is concerned that a thorough evaluation of faculty only takes place every third year."

We reviewed personnel files for 48 (16 full-time, 16 adjunct, and 16 part-time) of 489 faculty members for evidence that the faculty received performance evaluations as required by their contract. Our review disclosed that the College could not provide documentation that it prepared performance evaluations for 18 (37.5%) of the 48 faculty members as required. The period of time between performance evaluations averaged 11 years and ranged from 3.5 to 38 years.

## **RECOMMENDATION**

We recommend that the College evaluate faculty performance on a routine basis.

## **AGENCY PRELIMINARY RESPONSE**

The College agrees and informed us that this is an area in which the College has been attempting to improve. Also, the College stated that the Human Resources Office has implemented a procedure whereby deans are notified after each semester of those part-time faculty who should be evaluated under the terms of the labor agreement. In the future, the College will explore improving its compliance for adjunct and full-time faculty.

## STUDENT SUCCESS IN COMPLETING CLASSES AND PROGRAMS

### COMMENT

**Audit Objective:** To assess the effectiveness of the College's admissions and monitoring practices to help students successfully complete their classes and programs.

**Conclusion:** The College's admissions and monitoring practices were generally effective in helping students successfully complete their classes and programs. However, our assessment disclosed a reportable condition related to placement testing requirements (Finding 4).

### FINDING

#### 4. Placement Testing Requirements

The College needs to improve its enforcement of placement testing requirements and establish course enrollment requirements.

Placement testing and corresponding enrollment requirements help identify at-risk students and help those students attain the necessary skills for college-level courses. Placement testing and corresponding enrollment requirements also promote successful academic achievement and reduce the instances of course repeats and withdrawals.

Our review of the College's placement testing and course enrollment practices disclosed:

- a. The College did not consistently enforce its requirement that all new degree or certificate-seeking students complete placement tests prior to registering for their first semester classes.

With a few exceptions, the College requires that all new degree or certificate-seeking students complete placement testing before registering for their first semester classes. The College uses the ACCUPLACER test\*, which measures students' skills and abilities in reading, writing, and mathematics. The College recommends, but does not require, that students who test in the

\* See glossary at end of report for definition.

developmental range complete developmental English and mathematics courses.

However, our analysis showed that there were 1,962 (14.9%) of 13,137 new degree or certificate-seeking students without placement test scores for the period summer semester 2001 through fall semester 2003. Our review of 39 of the 1,962 students disclosed that 10 (25.6%) students should have taken the placement test or the College should have documented that the student was properly exempt.

- b. The College did not require students who enrolled in a developmental course to successfully complete that developmental course before enrolling in a college-level course.

The "Analysis of Developmental Education at Michigan's Associate Degree-Granting Institutions" prepared for the Michigan Department of Education in May 1999 concluded that students who pass their developmental courses are more likely to pass a subsequent college-level course in a related subject than are students who fail the developmental course and still enroll in a related subsequent college-level course. This College participated in the study.

We analyzed course enrollment data for students who enrolled in developmental courses for the period fall semester 2002 through winter semester 2004. Our analysis showed that 221 (54.6%) of 405 students who received a satisfactory grade\* in their developmental mathematics course prior to enrolling in a college-level mathematics course were successful in their first related college-level course. In contrast, 8 (13.8%) of 58 students who did not receive a satisfactory grade in their developmental mathematics course were successful in their first college-level mathematics course.

In addition, our analysis showed that 477 (70.5%) of 677 students who received a satisfactory grade in their developmental English course prior to enrolling in a college-level English course were successful in their first related college-level course. In contrast, 34 (25.8%) of 132 students who did not receive a satisfactory grade in their developmental English course were successful in their first college-level English course.

\* See glossary at end of report for definition.

## **RECOMMENDATION**

We recommend that the College improve its enforcement of placement testing requirements and establish course enrollment requirements.

## **AGENCY PRELIMINARY RESPONSE**

The College views this recommendation in two parts: placement testing requirements and course enrollment requirements. The College's response is separated accordingly.

The College agrees with the first part and informed us that it has put corrective action measures in place to improve its management control by enforcing its placement testing requirements.

The College stated that it is continually improving its processes both to enhance services to its students and to improve operational efficiency and effectiveness. The College will limit the electronic (computer) access of employees to identified employees in Student Services, or their authorized delegates, who have the ability to electronically allow students to bypass the placement testing requirements. Also, Student Services will specify the particular and consistent electronic documentation procedures to be used by those identified employees.

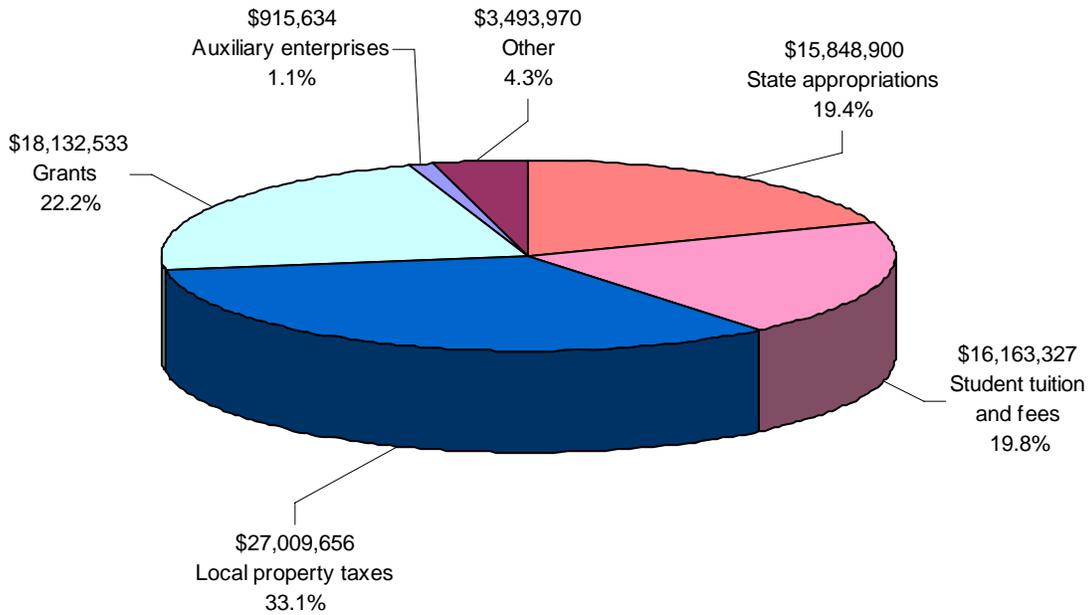
As to the second part, the College agrees that a formal policy addressing minimum academic enrollment standards and the requirements for exceptions should be implemented. The College informed us that the Vice President for Academic Affairs will issue a policy statement and document its application.

# USE OF EDUCATIONAL PROGRAM RESOURCES

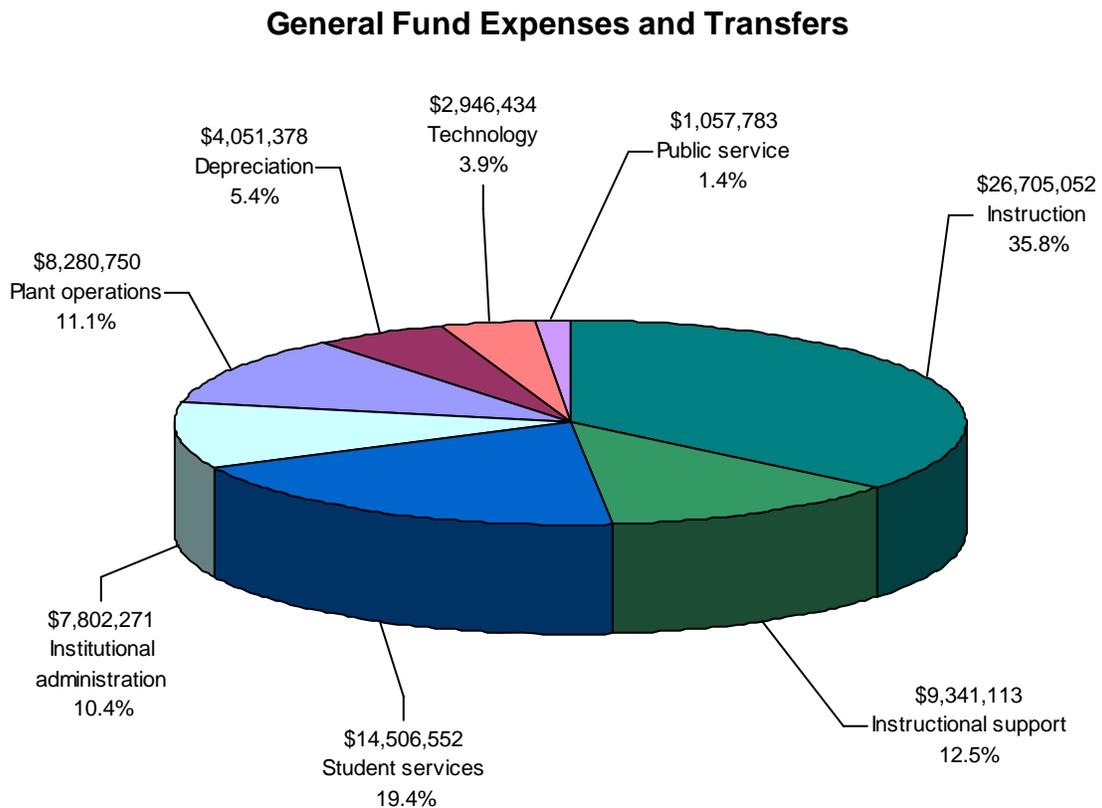
## COMMENT

**Background:** The College receives its general fund revenues for educational programs from four primary sources: local property taxes, grants, student tuition and fees, and State appropriations. The following chart shows the amount and percentage of each funding source for the fiscal year ended June 30, 2003:

**General Fund Revenues -  
Combined Operating and Nonoperating**



The College's general fund primarily supports its costs for instruction, student services, instructional support, and instructional administration. The following chart shows the amount and percentage of general fund expenses and transfers for the fiscal year ended June 30, 2003:



**COMMENT**

**Audit Objective:** To assess the effectiveness and efficiency of the College's use of educational program resources.

**Conclusion:** The College was generally effective and efficient in its use of educational program resources. Our assessment disclosed reportable conditions pertaining to minimum class enrollment, repetitive course enrollment, and space utilization (Findings 5 through 7).

## **FINDING**

### 5. Minimum Class Enrollment

The College had not developed a policy addressing minimum class enrollment standards.

A minimum enrollment policy would help ensure that the College's resources are used efficiently. Such a policy identifies the minimum student enrollment for classes based on revenues and expenses associated with varying class size, identifies factors to consider in hold/cancel determinations, identifies who has the authority to approve holding low-enrollment classes, and requires documentation of these conditions and approvals.

As described to us, the College informally required a minimum enrollment of two-thirds of a class's official maximum size. However, this practice did not include documenting the reason and formal approval for holding low-enrollment classes. Also, this practice did not require consideration of the impact of students for whom tuition is waived.

Our review of 6,677 credit classes held from summer semester 2001 through fall semester 2003 disclosed that 1,641 (24.6%) credit classes were held with enrollment levels that were less than two-thirds of the classes' official maximum size. The College informed us that the probable reasons for holding these classes included various conditions, such as the class is offered once per year or the class was needed for student graduation. However, the College was unable to provide evidence for its decision to hold these classes.

Documenting both the reason and formal approval for holding low-enrollment classes would help ensure that the College's resources are efficiently used.

In addition, the College had not recently assessed the appropriateness of minimum enrollment being two-thirds of the official maximum class size, a practice the College established in 1992. Although the College prepares financial reports for each academic division, documenting each division's expenditures, revenue, number of courses taught, and total course enrollment, it did not use this information to determine the number of students needed for a class or division to break even.

## **RECOMMENDATION**

We recommend that the College develop a policy addressing minimum class enrollment standards.

## **AGENCY PRELIMINARY RESPONSE**

The College agrees and informed us that it has taken steps to address and correct the problem. As the finding noted, within the last three years, the College has developed an annual cost/revenue analysis report that provides the data needed to guide minimum class enrollment decisions. Specifically, the cost/revenue analysis report includes, for each program and discipline in the curriculum, cost per contact hour, direct revenue as a percentage of direct expenditure, and the ratio of faculty contact hours (faculty salary) to student contact hours (tuition and fees). The College stated that this analysis is provided to the faculty in each program and discipline annually. To this financial data, the College will add criteria addressing curricular requirements, such as the need to offer courses required by students for program completion on a consistent schedule.

## **FINDING**

### **6. Repetitive Course Enrollment**

The College did not ensure that students complied with its repetitive course enrollment policy. Also, the College did not monitor repetitive course enrollments to identify and counsel those students not making satisfactory academic progress.

Generally, repetitive course enrollment indicates a lack of academic progress. The establishment of reasonable limitations on repetitive course enrollments would provide the College with the opportunity to identify and counsel students who are not progressing satisfactorily. Also, allowing students to repetitively enroll in the same course without monitoring them and providing academic assistance to help ensure that students satisfactorily complete the applicable course results in the inefficient use of State, federal, and local tax dollars, which fund approximately 75% of each course.

The College's repetitive course enrollment policy states that a student may self-register for the same course for a limit of three times. Also, the policy states that a student may register for the same course, for the fourth time, with an

advisor's or a counselor's approval. However, the policy does not allow more than four registrations for the same course.

Our analysis of the repetitive course enrollments of students enrolled from summer semester 2001 through fall semester 2003 disclosed 431 instances (related to 358 students) in which students repeated a course four or more times. The following table summarizes those courses for which 10 or more students enrolled and received a grade for the course four or more times:

<u>Section</u>	<u>Course Description</u>	<u>Number of Students Enrolled Four or More Times</u>	<u>Range of Times Enrolled</u>
ENGL-101	English Composition	56	4 - 7
PSCN-171	Introduction to American Government	50	4 - 6
PSYC-281	General Psychology	42	4 - 7
NURS-100	Nutrition for Health	28	4 - 6
ENGL-102	English Composition	25	4 - 8
MATH-101	Beginning Algebra	24	4 - 8
MATH-160	Intermediate Algebra	19	4 - 7
NURS-103	Pharmacology and Therapeutics	15	4 - 6
MATH-161	College Algebra	13	4 - 12
SOCY-191	Introductory Sociology	10	4 - 5

Also, our review of 28 of the 358 students disclosed that, for 16 (57.1%) of the 28 students, the College could not document whether the student obtained approval to register for the course. This occurred because College employees with access to the student registration system had the ability to override the registration system's controls and register a student for a fourth or more time without an advisor's or a counselor's approval. Also, the College informed us that it did not monitor the academic progress of students with high repetitive course enrollments.

## **RECOMMENDATIONS**

We recommend that the College ensure that students comply with its repetitive course enrollment policy.

We also recommend that the College monitor repetitive course enrollments to identify and counsel those students not making satisfactory academic progress.

## **AGENCY PRELIMINARY RESPONSE**

The College agrees and informed us that it has reviewed its institutional policy and made changes to limit a student to four enrollments in a course that he/she is failing to complete. The College believes that there are appropriate courses and circumstances when a student might reasonably enroll in a course multiple times. The College stated that it is critical that its policy match its intentions and that the policy be enforced.

Also, the College informed us that it took a number of steps to force students to comply with its repeat enrollment policy:

- First, the staff, advisers, and counselors were reminded of the policy and the proper procedures.
- Second, the College limited the number of staff with access allowing overrides.
- Third, any student wishing to register for a course for the fourth time is required to meet with the Executive Dean of Student Services. During this meeting, the Dean reviews the student's earlier enrollments to identify issues and solutions to ensure that the student satisfactorily completes the course. This monitoring and counseling will assist students in making satisfactory academic progress.
- The final step to comply with this policy will be the development of a list of courses in which students should be allowed to register four or more times without intervention. Some art and music courses fall within this category. The College believes that there are independent studies, special topics, fieldwork, and practicum courses in which the course content changes and, therefore, multiple enrollments are appropriate.

## **FINDING**

### **7. Space Utilization**

The College did not assess classroom utilization as required by the Office of the State Budget, Department of Management and Budget.

An assessment of classroom utilization is essential to ensure that the College is making the most efficient use of its resources and to provide a basis for determining future classroom needs.

In fiscal years 2001-02 through 2003-04, the Office of the State Budget required the College to include building and/or classroom utilization rates (percentage of rooms used and percentage of capacity) in its five-year capital outlay master plan.

Our review of the College's five-year capital outlay master plan disclosed that the College included the square footage and maximum capacity of each room. However, the College did not include the required information pertaining to the percentage of rooms used or the percentage of capacity.

### **RECOMMENDATION**

We recommend that the College assess classroom utilization as required by the Office of the State Budget.

### **AGENCY PRELIMINARY RESPONSE**

The College agrees and informed us that a classroom-by-classroom utilization report compiled by the College's architect was included in the College's five-year capital outlay master plan, which was submitted to the Office of the State Budget on November 6, 2003. Unfortunately, it was not properly placed in the plan and it represented classroom utilization data from fall semester 2000.

Also, the College informed us that, based on the audit recommendation and realizing the importance of a classroom utilization study for space utilization purposes, the College selected and purchased, in February 2004, a comprehensive software package for scheduling facilities, services, and resources. By purchasing this software system, the College will produce the requested results accurately and without the time-consuming, costly manual effort required to provide this data to an outside source. This software will allow the College to present the percentage of rooms used or the percentage of capacity for any time frame, as requested.

# GLOSSARY

## Glossary of Acronyms and Terms

academic progress	The progression toward completion of coursework required for a degree or certificate program.
ACCUPLACER test	A test that measures students' skills and abilities in reading, writing, and mathematics. The College uses the test results as a tool for placing students in courses.
developmental courses	Courses that provide academically under-prepared students with the skills they need to succeed in college-level courses. Developmental courses provide learning strategies designed to improve or overcome any marked deficiency in basic competencies, including a deficiency in content previously taught but not learned.
effectiveness	Program success in achieving mission and goals.
efficiency	Achieving the most outputs and outcomes practical with the minimum amount of resources.
management control	The plan of organization, methods, and procedures adopted by management to provide reasonable assurance that goals are met; resources are used in compliance with laws and regulations; valid and reliable data is obtained and reported; and resources are safeguarded against waste, loss, and misuse.
mission	The agency's main purpose or the reason that the agency was established.
NCA	North Central Association of Colleges and Schools.
outcomes	The actual impacts of a program.

performance audit	An economy and efficiency audit or a program audit that is designed to provide an independent assessment of the performance of a governmental entity, program, activity, or function to improve public accountability and to facilitate decision making by parties responsible for overseeing or initiating corrective action.
reportable condition	A matter that, in the auditor's judgment, represents either an opportunity for improvement or a significant deficiency in management's ability to operate a program in an effective and efficient manner.
satisfactory grade	A grade that earns credit toward graduation.







