

OHIO AUDITOR OF STATE
KEITH FABER



Northwest State
Community College

Performance Audit

July 2026

Efficient

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Effective

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Transparent



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To the Northwest State Community College Board of Trustees and Interested Citizens:

The Auditor of State's Office recently completed a performance audit for Northwest State Community College. This performance audit was conducted at the request of the College and included a limited review of select operational areas. This review was conducted by the Ohio Performance Team and provides an independent assessment of operations.

This performance audit report contains recommendations, supported by detailed analyses, to enhance the the College's overall economy, efficiency, and/or effectiveness. This report has been provided to the College and its contents have been discussed with the appropriate officials. The College has been encouraged to use the recommendations contained in the report to perform its own assessment of operations and develop alternative management strategies independent of the performance audit report.

It is my hope that Northwest State Community College will use the results of the performance audit as a resource for improving operational efficiency as well as service delivery effectiveness. The analyses contained within are intended to provide management with information, and in some cases, a range of options to consider while making decisions about their operations.

This performance audit report can be accessed online through the Auditor of State's website at <http://www.ohioauditor.gov> and choosing the "Search" option. Additional resources related to performance audits are also available on the Ohio Auditor of State's website.

Sincerely,

KEITH FABER
Ohio Auditor of State

Tiffany L. Ridenbaugh, CPA, CFE, CGFM
Chief Deputy Auditor

July 30, 2026

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Northwest State Community College

Performance Audit Summary

WHAT WE LOOKED AT

Northwest State Community College (NSCC or the College) is located in Archbold in northwestern Ohio. NSCC offers 2-year associate degrees, certificate programs, transferable credits towards bachelor's degrees, workforce development training, and College Credit Plus (CCP) courses. The College primarily serves Williams, Fulton, Defiance, and Henry Counties. In addition, the College opened a new campus in Van Wert County to better serve students in Van Wert and Paulding Counties in October of 2025.

Community colleges provide a flexible and affordable option for those seeking higher education. In February of 2026, NSCC leadership requested that the Ohio Performance Team (OPT) examine select provisions of the College's collective bargaining agreements (CBA) and analyze the College's policies and practices concerning low enrolled courses for opportunities for efficiency and to examine their policies in relation to peer institutions. The College's board and administration can use the information contained in this report to help guide strategic operational decisions and educate key stakeholders regarding these choices.

WHAT WE FOUND

While the last few years have been generally challenging for institutions of higher education in Ohio, NSCC has been relatively successful in increasing enrollment and achieving fiscal sustainability. While NSCC has experienced a decrease in enrollment of traditional on campus students, the overall enrollment increase is driven by substantial increases in the number of students enrolled in their CCP and Apprenticeship programs. This large shift in student makeup is one key reason for the decision to open a second campus in Van Wert. As the College continues to expand courses offered at the new campus in Van Wert, there are opportunities to improve efficiency and effectiveness by clarifying key CBA provisions, developing a low enrolled course section policy, and reducing the number of low enrolled courses offered. Clarifying key CBA provisions will allow college leadership greater freedom to assign faculty as needed. Furthermore, developing and implementing a low enrolled course policy could help NSCC reduce expenditures by offering fewer courses that have been identified as low enrolled.

KEY OBSERVATIONS

Key Observation 1: NSCC is one of the few community colleges in Ohio that has seen an increased enrollment. In 2025, NSCC enrolled 3,253 students, an increase of 1,100 (34 percent) between 2021 and 2025. During the same time period, overall Ohio community college enrollment decreased by 26,286 or 30 percent. In addition to increasing enrollment at the Archbold campus, NSCC also opened a new campus in Van Wert in October of 2025 in order to better serve a larger geographic region. Enrollment data for the Van Wert location is not contained within the enrollment figures above, as it will be reflected in their 2026 enrollment once that data is produced.

Key Observations 2: The College has CBAs for both faculty and non-faculty staff that are generally in-line with similar colleges in Ohio. However, there are some key CBA provisions that may benefit from additional clarification during future negotiations.

Key Observation 3: While NSCC's CBAs are largely in line with similar colleges in Ohio, we found that the College has historically elected not to fully enforce all existing provisions regarding faculty assignments and those choices may have constrained NSCC leadership when it came to management decisions. NSCC's course scheduling process for faculty is out of line with peer institutions and the College does not have any formal policies in place that bind them to this process.

Key Observation 4: As the College's enrollment has increased, it has added additional course sections. However, NSCC has added more sections than necessary to meet demand based on increased enrollment. Furthermore, the College lacks a formal policy concerning the cancellation of low-enrolled courses. Low enrolled courses are more costly to run and reducing low enrolled courses is likely to lead to a reduction in overall payroll costs.

SUMMARY OF RECOMMENDATIONS

Recommendation 1: A significant number of low enrolled courses exist without formal policy to help guide decision making. This inefficiency has associated costs that could be taken into consideration as part of a detailed approach to policy development and enforcement. NSCC should develop a formal low enrollment policy and a centralized strategy for reviewing low enrolled programs that considers the financial impact through a cost benefit analysis.

Recommendation 2: Opportunity exists for NSCC to improve efficiency by consolidating course offerings. Consolidating course sections would reduce the faculty workload, resulting in cost savings. NSCC should align course section offerings with student demand and evaluate the impact on instructional staffing.

Recommendation 3: The autonomy given to NSCC faculty in scheduling their courses differs significantly when compared to other community colleges in Ohio and creates staffing difficulties for the College. This autonomy is not granted through a CBA provision and therefore, NSCC should more closely align their course scheduling practices with peer practices and the language of their CBA.

Recommendation 4: While current practices for Preceptorship, Internship, Practicums, Professional Learning and Development days and LMS “Maintenance Days” appear to align with CBA provisions, the lack of clarity can create risk in ensuring compliant and consistent practices. Peer institutions use clear language in bargaining agreements to help minimize conflicting interpretation. The College should consider adding clarifying language to the CBA in order to make NSCC’s CBA language more similar to peer institutions. Alternatively, the College could consider establishing supplemental formal policies that interpret and clarify how the provisions are implemented. Furthermore, doing so may help reduce conflicting interpretations and ultimately simplify management decision-making.

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Audit Analysis and Findings

The following slides contain additional information regarding the audit process including objectives, methodologies, analyses, and our conclusions. This information was presented to Northwest State Community College officials and provides the reasoning and logic behind our recommendations. Further information regarding our analyses can be found in the appendix sections. This information is provided in lieu of the traditional performance audit report.

Audit Plan

- Objective #1: *What opportunities exist to improve the efficiency and effectiveness of the College's course offerings compared to similar higher education institutions and/or best practices?*
- Objective #2: *What opportunities exist to improve the efficiency and effectiveness of the College's Collective Bargaining Agreements compared to similar higher education institutions and/or best practices?*



Course Section Optimization



Course Section Optimization

- Condition: NSCC does not have a formalized policy to define low enrolled courses or a formal cancellation policy.
 - Typically, the applied practice has been to review courses with enrollment of 5 or fewer students.
- Criteria: 9 of the 21 other community colleges have a formal low enrollment policy. The rest operate through informal applied practice. The most common low enrollment threshold applied is 10 students.

Methodology

- Identified low course enrollment and cancellation policies
- Established enrollment and capacity benchmarks
 - Scenario 1: Low enrollment defined as 5 students or fewer
 - Scenario 2: Low enrollment defined as 10 students or fewer
 - Scenario 3: Capacity utilization benchmark of 70%
- Identified “traditional” courses at NSCC
 - Excludes off campus courses, preceptorships, practicums, internships, and independent studies
- Observed all course section offerings, enrollments, and capacities
- Identified areas where consolidation might be possible, while still meeting student demand

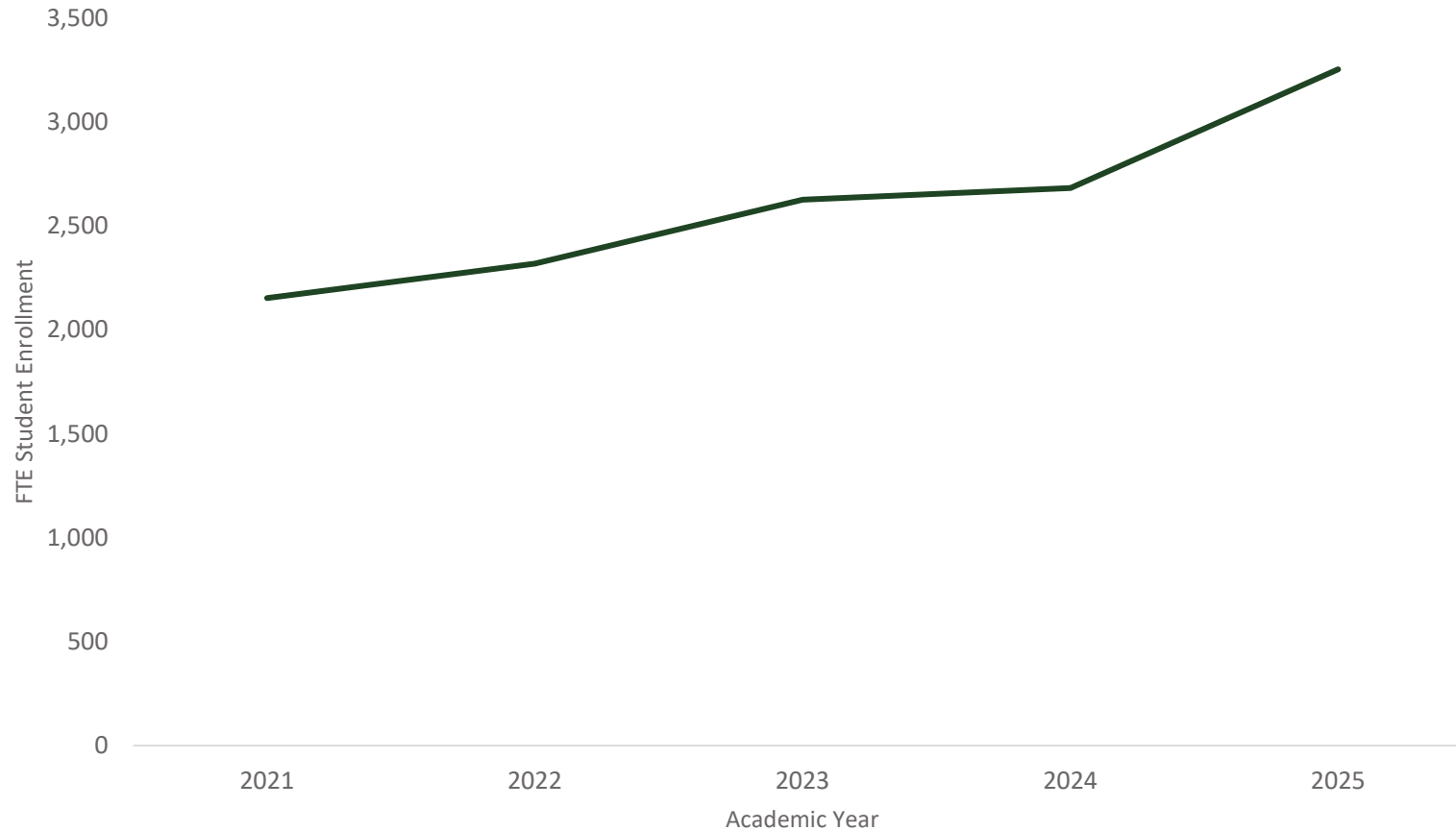
Low Enrollment Policy

- NSCC does not have a formalized policy to define low enrolled courses or a formal cancellation process
- Generally, classes with an enrollment of 5 or fewer are observed as low enrolled
- Cancellation decisions usually include key factors such as enrollment, graduation requirements, faculty load, and break-even points
- NSCC submits a low enrolled course and duplicate program report to ODHE every 3 years, in compliance with ORC 3345.35. This report includes a list of courses identified as low enrolled by the College, with their planned action and rationale.

Peer Policies

- Policy varies across community colleges
- Range: 4 students up to 12 students are used to define low enrolled courses. Fewer than 10 is most common.
- Various factors are used when determining courses to cancel. Common factors include:
 - Enrollment
 - Break even analysis
 - Graduation requirements
 - Internal discussion amongst designated college officials

NSCC FTE Student Enrollment



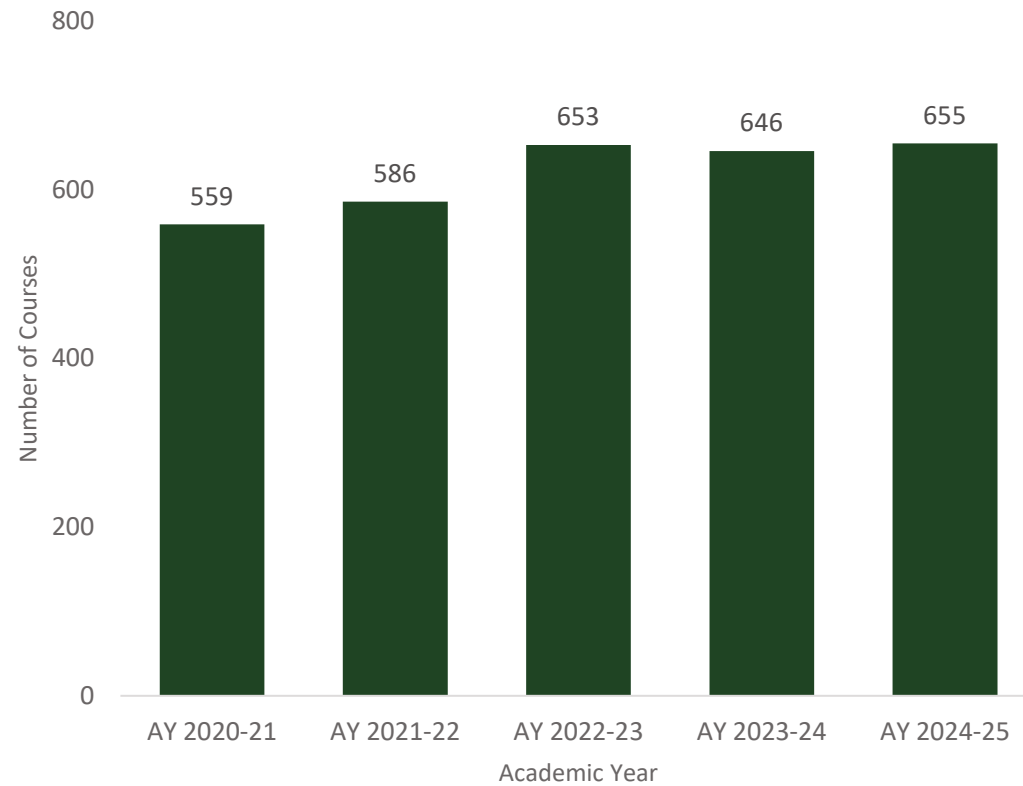
Source: ODHE

5-Year Enrollment Change

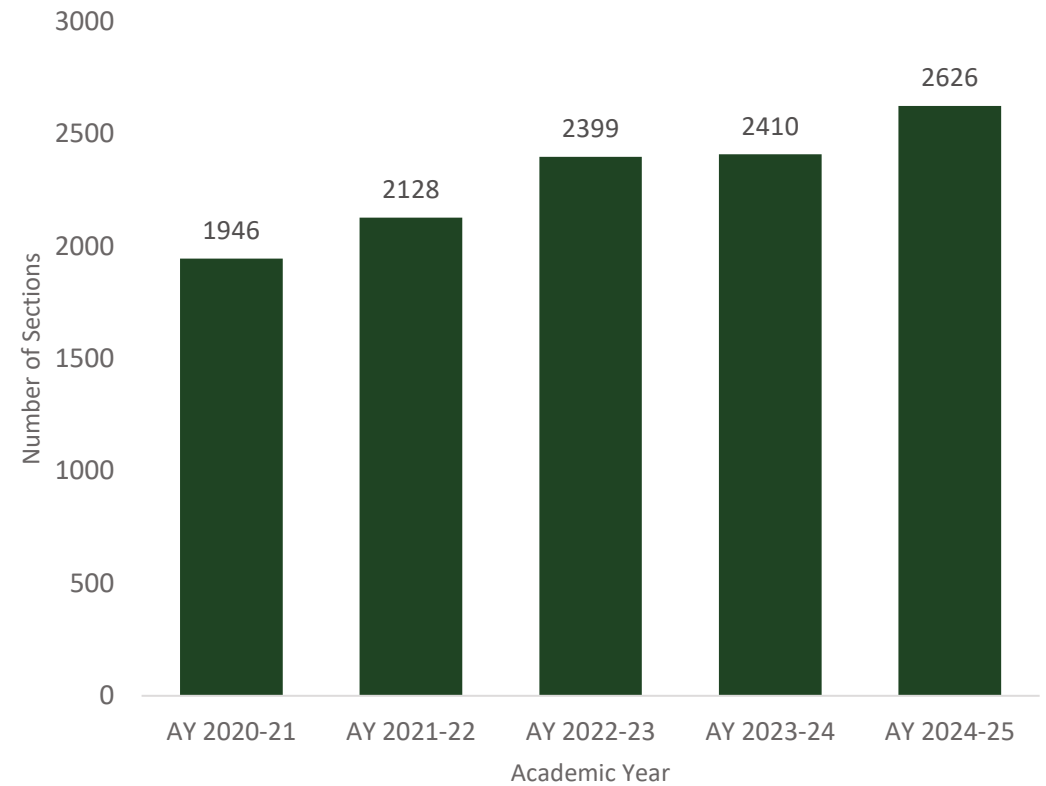
- Increase of 1,100 FTE students, or 34%
- The majority of NSCC's students are enrolled part-time
- Primary enrollment streams include College Credit Plus (CCP), Employer sponsored apprenticeship programs, and traditional online and onsite students seeking degrees
- Enrollment make-up has reportedly shifted from majority traditional students to approximately 68% CCP and apprenticeship students
- In AY 2024-25, 1,166 students were in enrolled in CCP at NSCC

Course Offerings

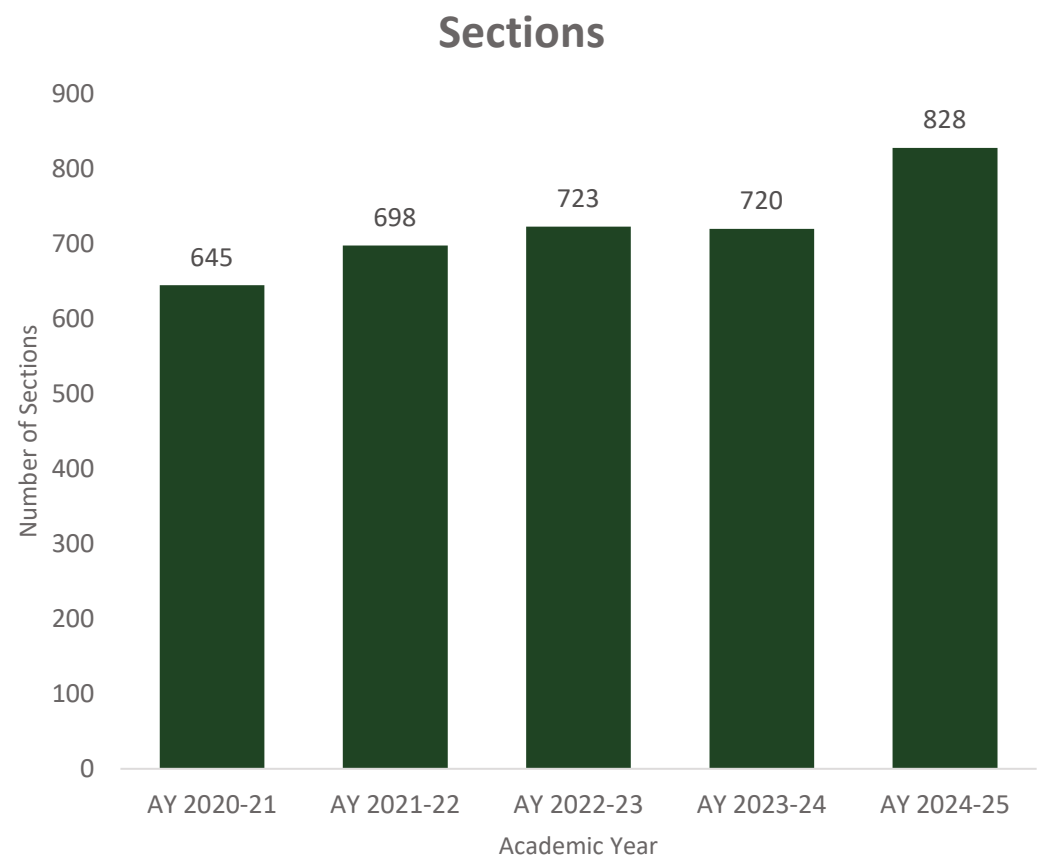
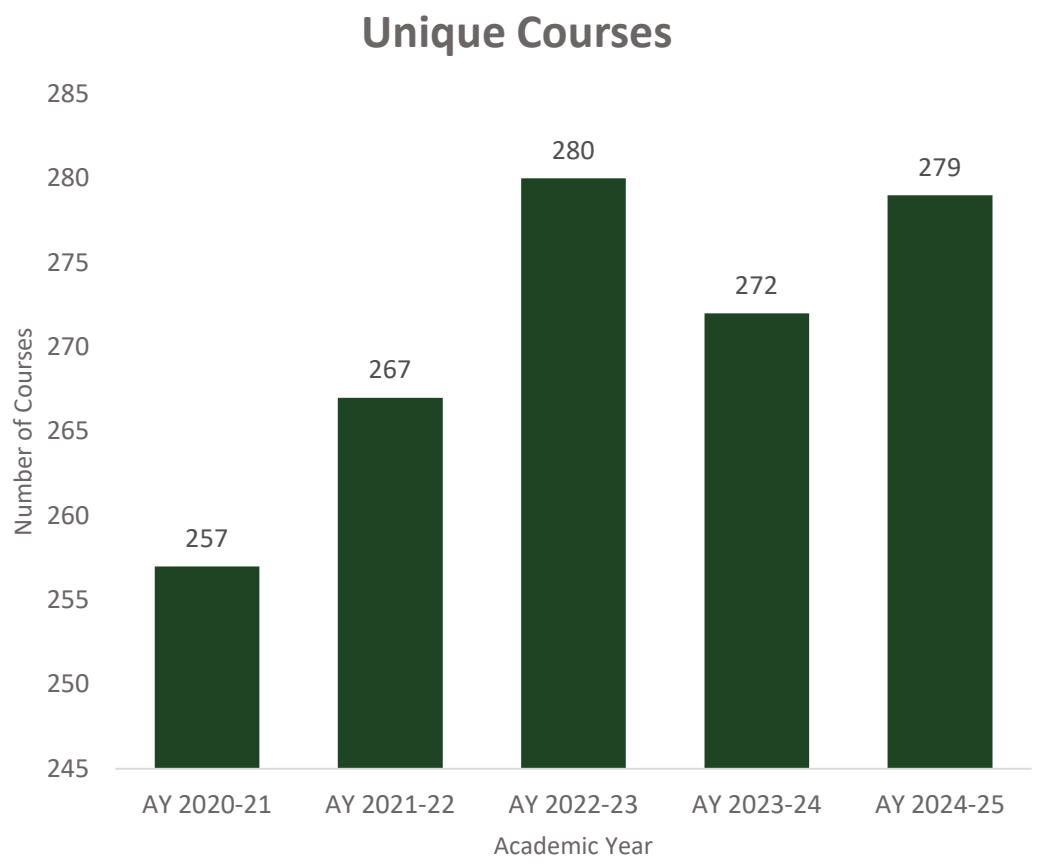
Unique Courses



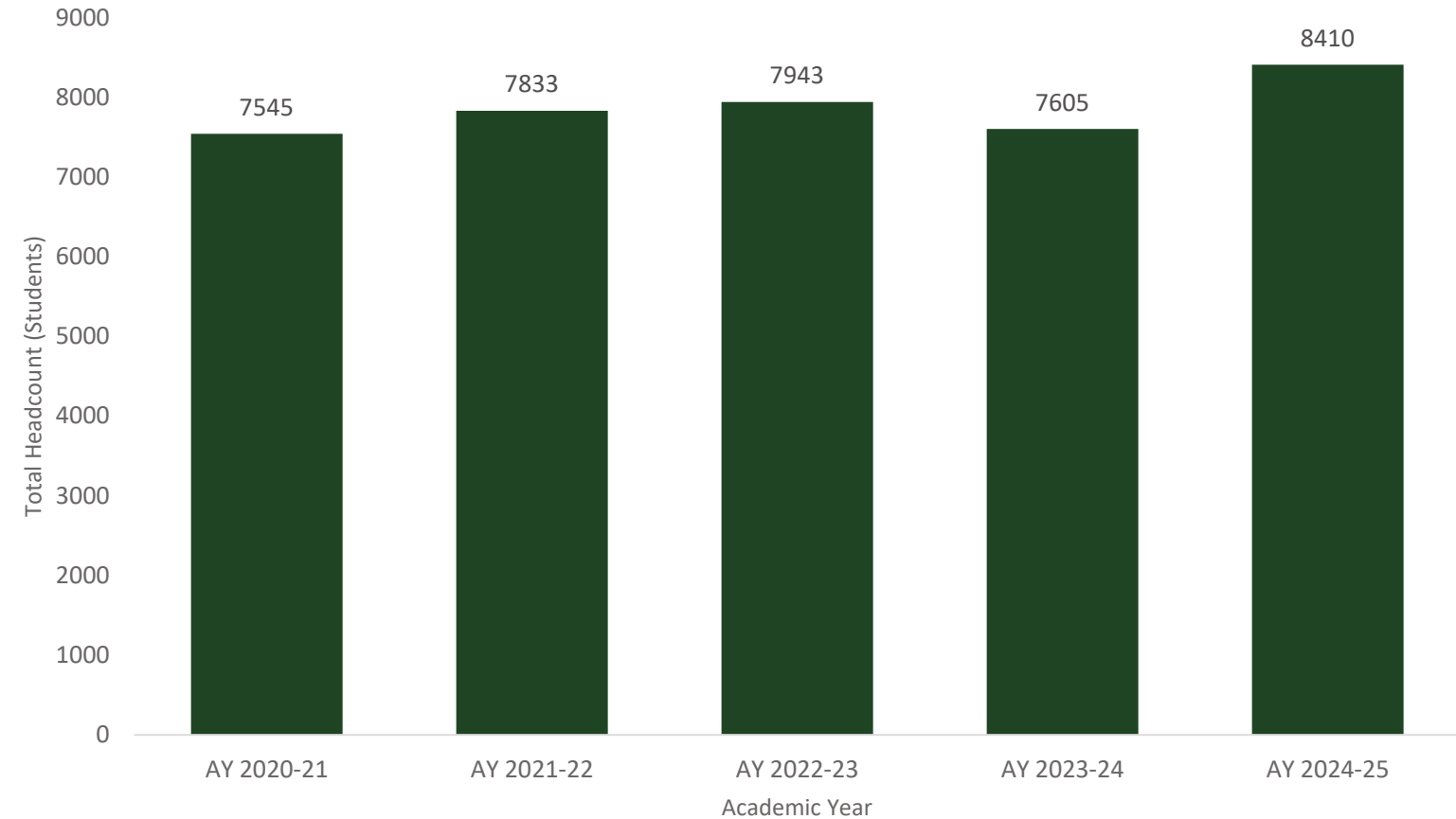
Total Sections



Traditional Course Offerings



Traditional Course Enrollment



Notes:

- Sum of enrollment for all course sections within each academic year
- 5-year increase of 865 students, or 11.5%

Traditional Low Enrolled Sections



*See **Appendix B Low Enrollment Methodology** for additional details regarding this data

Low Enrolled Courses by Subject (5 or fewer)

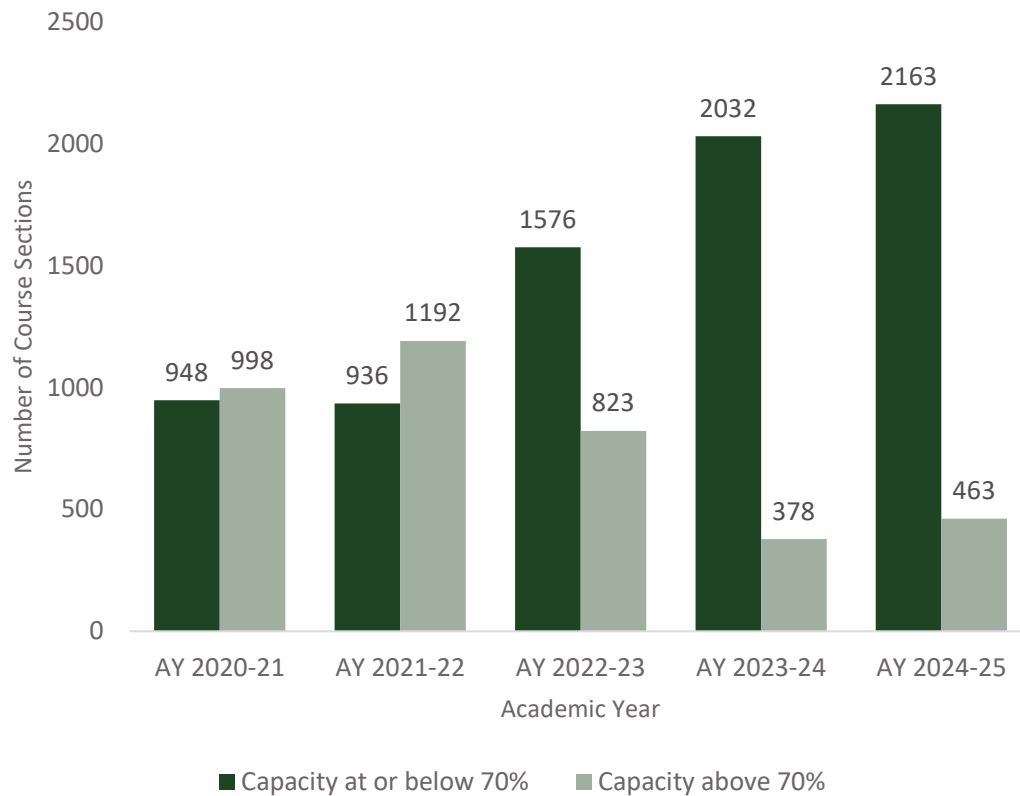
Subject	Total # of Sections	# of Low Enrolled Sections	% of Sections Low Enrolled	Average Enrollment per Section	Enrollment Range
Welding Technologies	30	23	76.7%	4.3	1 – 8
Industry	74	22	29.7%	6.9	1 - 15
English	108	13	12.0%	11.2	1 - 21
Education	19	9	47.4%	8.1	1 - 21
Mathematics	35	8	22.9%	12.0	2 - 24
Nursing - Associate Degree	63	8	12.7%	9.8	3 - 18
Mechanical Engineering Tech	16	7	43.8%	6.8	1 - 21
Management	19	6	31.6%	9.5	3 - 24
Accounting	28	5	17.9%	11.0	1 - 21
Business	20	5	25.0%	11.7	3 - 24

Low Enrolled Courses by Subject (10 or fewer)

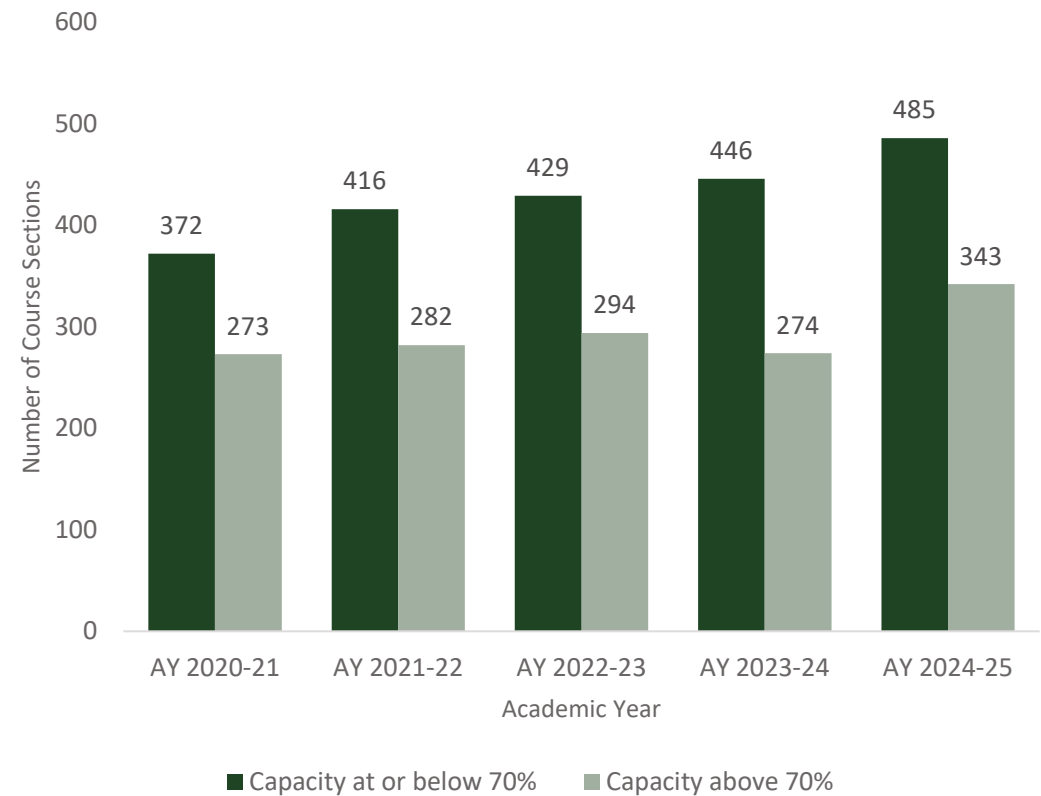
Subject	Total # of Sections	# of Low Enrolled Sections	% of Sections Low Enrolled	Average Enrollment per Section	Enrollment Range
English	106	41	38.7%	11.3	1 - 21
Industry	44	38	86.4%	7.6	1 - 15
Nursing - Associate Degree	59	24	40.7%	10.1	3 - 18
Mathematics	35	19	54.3%	12.0	2 - 24
Management	19	14	73.7%	9.5	3 - 24
Accounting	28	12	42.9%	11.0	1 - 21
Business	20	12	60.0%	11.7	3 - 24
Education	19	12	63.2%	8.1	1 - 21
Social Sciences	25	12	48.0%	11.3	6 - 19
Mechanical Engineering Tech	13	11	84.6%	8.1	1 - 21

Sections at 70% Capacity

All Course Sections



Traditional Course Sections



*See **Appendix B Capacity Utilization Benchmark** for information regarding the selection of 70% as a benchmark

Course Section Optimization

- Conclusion: A significant number of low enrolled courses exist without formal policy to help guide decision making. This inefficiency has costs associated that could be taken into consideration as part of a detailed approach to policy development and enforcement.
- **Recommendation #1:**
 - NSCC should develop a formal low enrollment policy and a centralized strategy for reviewing low enrolled programs that considers the financial impact through a cost benefit analysis.

Course Section Optimization

- Condition: Enrollment has steadily increased over the past 5 years. The number of course section offerings has also been increasing, generally outpacing the enrollment increase.
- Criteria: Capacity has exceeded student demand for various courses.

Highest Enrolled Courses (AY 2024-25)

- Composition I (ENG111)
 - Composition II (ENG 112)
 - General Psychology (PSY110)
 - College Algebra (MTH109)
 - Introduction to Statistics (STA120)
-
- The following tables observe the enrollment, capacity, and number of sections offered for each of these courses over the past five years.

Composition I (ENG111)

	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
Total Enrollment	594	513	507	502	596
Sections Offered	36	31	31	35	54
Enrollment per Section	16.5	16.5	16.4	14.3	11.0
Section Capacity (Avg)	18.2	18.4	18.0	17.7	14.4
Total Enrollment as % of Total Capacity	90.8%	90.0%	90.7%	81.0%	76.5%

Composition II (ENG112)

	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
Total Enrollment	330	313	282	292	321
Sections Offered	22	19	19	21	29
Enrollment per Section	15.0	16.5	14.8	13.9	11.1
Section Capacity (Avg)	21.5	21.5	20.8	21.1	19.5
Total Enrollment as % of Total Capacity	69.9%	76.7%	71.2%	65.8%	56.8%

General Psychology (PSY110)

	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
Total Enrollment	397	422	353	292	381
Sections Offered	22	25	23	22	31
Enrollment per Section	18.0	16.9	15.3	13.3	12.3
Section Capacity (Avg)	21.5	21.6	21.0	21.5	18.5
Total Enrollment as % of Total Capacity	83.8%	78.1%	73.2%	61.9%	66.6%

College Algebra (MTH109)

	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
Total Enrollment	213	205	228	208	214
Sections Offered	9	9	12	11	13
Enrollment per Section	23.7	22.8	19.0	18.9	16.5
Section Capacity (Avg)	28.7	25.8	23.3	23.3	24.0
Total Enrollment as % of Total Capacity	82.6%	88.4%	81.4%	81.3%	68.6%

Introduction to Statistics (STA120)

	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25
Total Enrollment	216	174	228	226	200
Sections Offered	10	8	11	11	11
Enrollment per Section	21.6	21.8	20.7	20.5	18.2
Section Capacity (Avg)	24.2	24.3	24.4	24.2	24
Total Enrollment as % of Total Capacity	89.3%	89.7%	85.1%	85.0%	75.8%

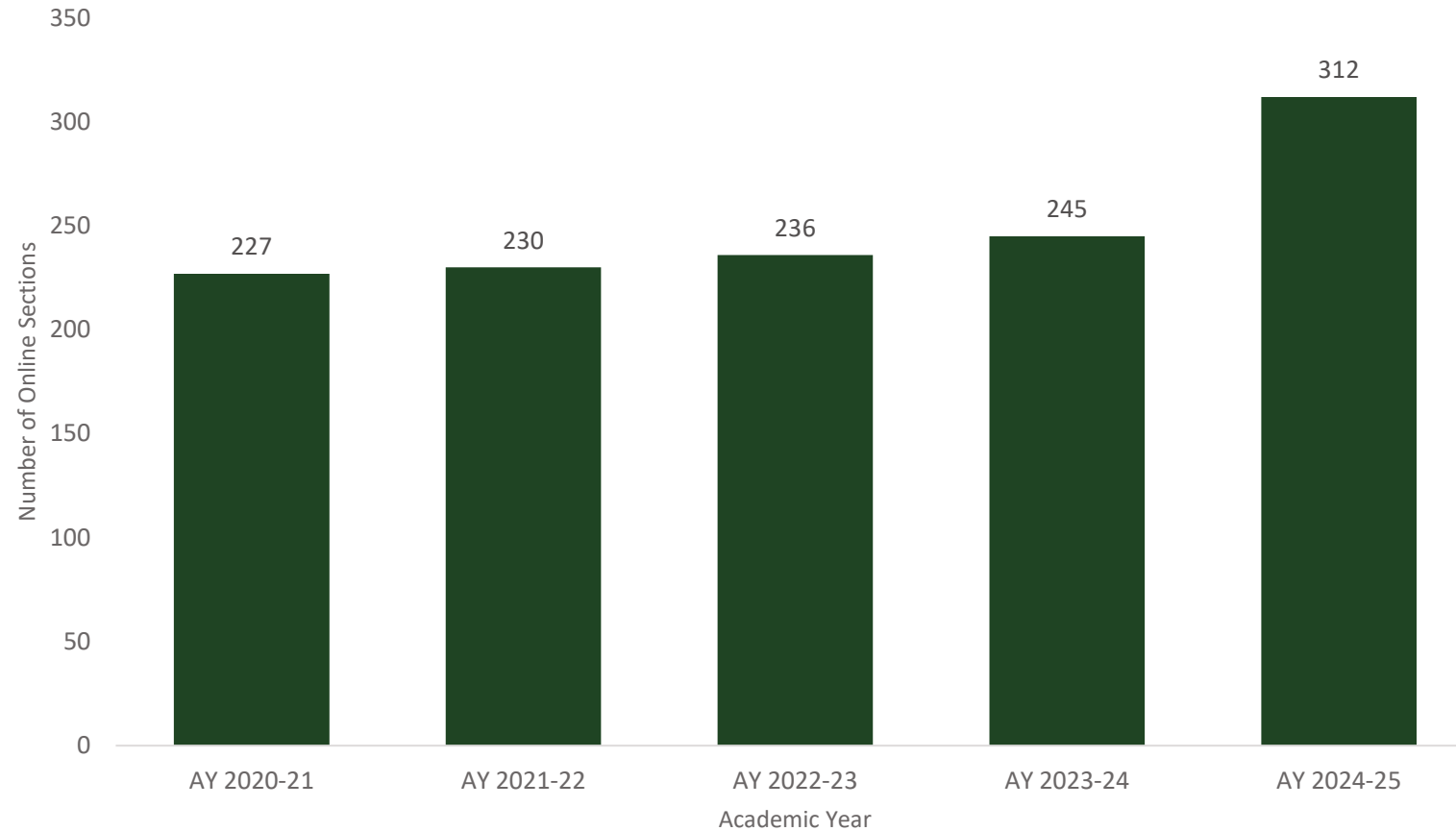
Course Consolidation Methodology

- Calculates a hypothetical minimum number of sections needed, while still serving all students enrolled in a course.
 - Holding NSCC defined max section capacity constant (conservative assumption)
 - Using AY 2024-25 data
 - No regard for scheduling diverse set of section time slot offerings (aggressive assumption)
- Calculated potential reductions by subtracting this hypothetical minimum number of sections needed by the actual number of sections NSCC offered.
- Section consolidation only, no course cancellations

Example

- Spring 2025: Financial Accounting (ACC111)
- 4 sections offered
- 57 students enrolled
- Stated section capacity: 20
- 3 credit hour course
- Calculation: $57/20 = 2.85 = 3$ sections needed
- Potential Section Reductions: $4 - 3 = 1$
- Potential faculty credit hour reduction: $3 \times 1 = 3$

Online Sections Offered



Total Enrollment in Online Sections

AY 2020-21: 3,326

AY 2021-22: 3,465

AY 2022-23: 3,426

AY 2023-24: 3,359

AY 2024-25: 3,855

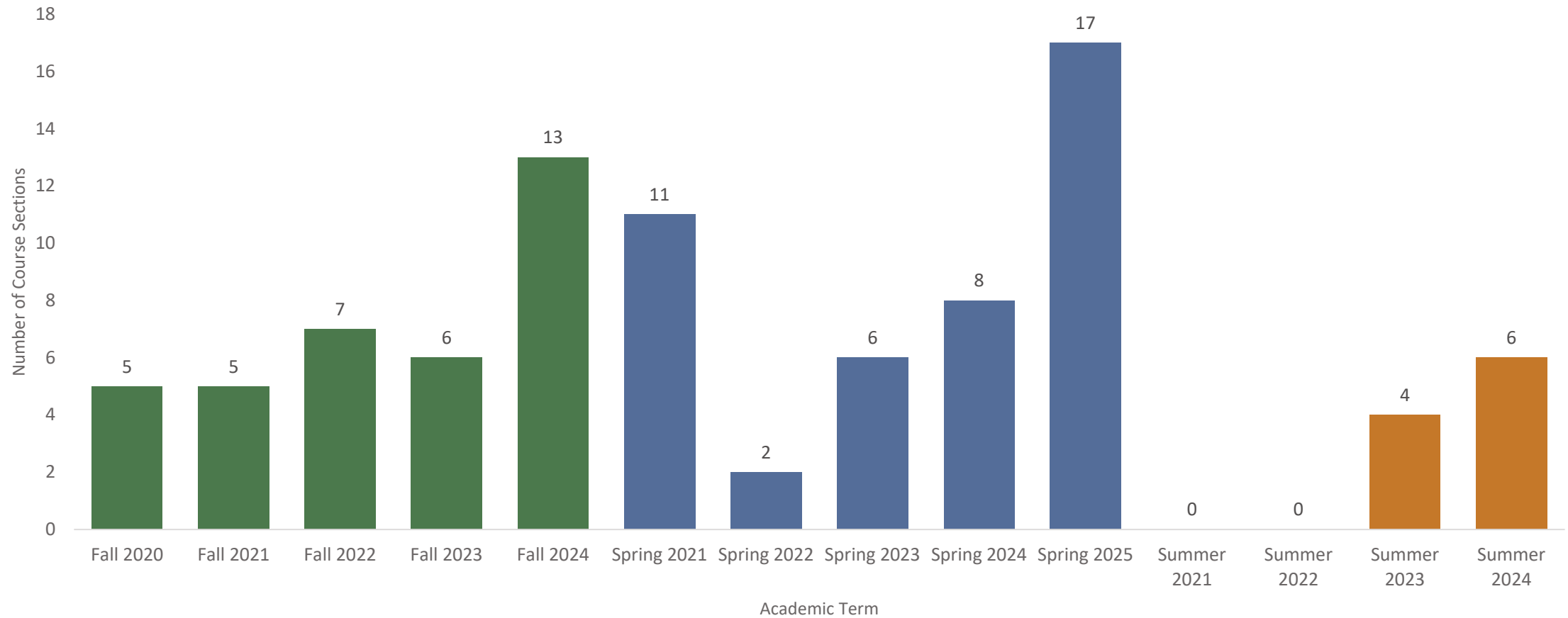
5 Year Enrollment
Increase: 529

% Increase: 16%

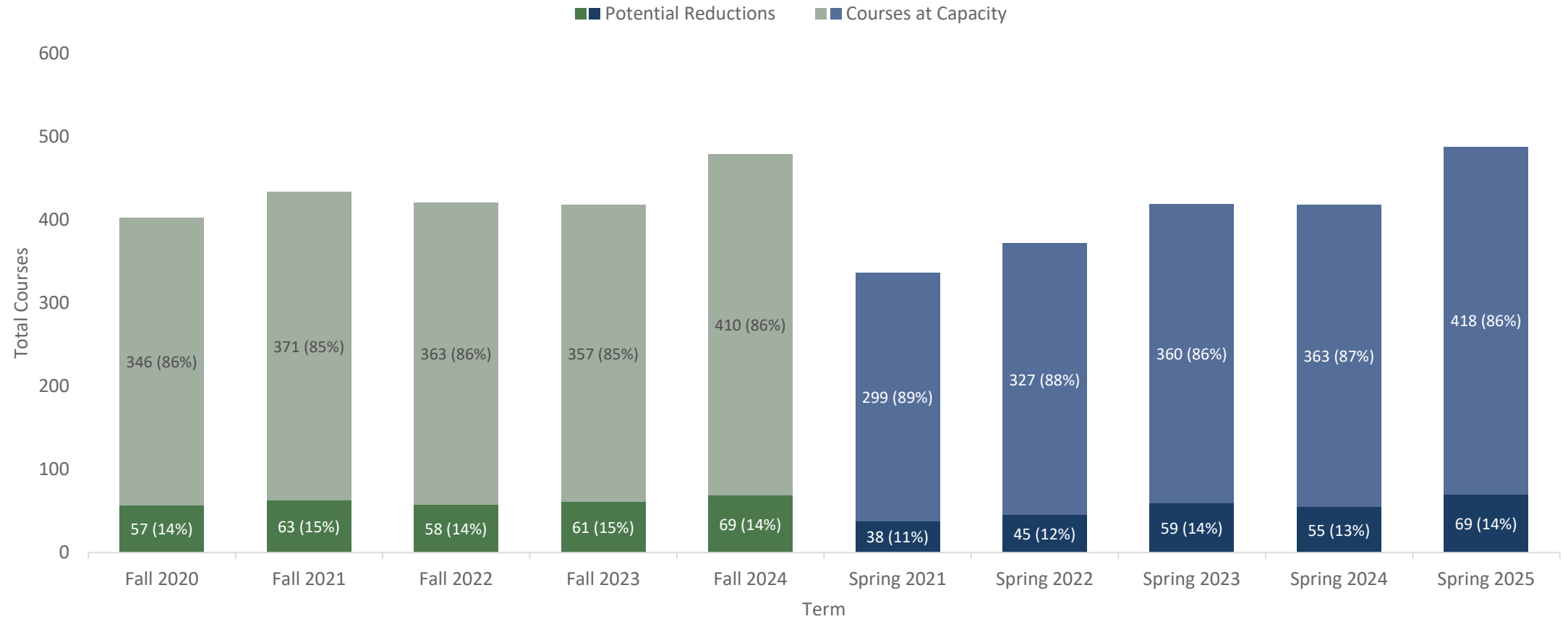
The number of online
sections offered increase
by 37%

Utilization % decreased
from 73% to 66% over 5
years

Online Course Potential Reductions



Potential Consolidation Reductions



*See **Appendix B Evening Courses** for notable context regarding evening course offerings

Highest Reductions Possible AY 2024-25

Course	Sections Reduced (% of total sections offered for that course)	Faculty Credit Hours Reduced
Composition I	22 (42%)	66
Composition II	13 (46%)	39
General Psychology	12 (40%)	36
Microsoft Applications	4 (36%)	12
Financial Accounting	3 (30%)	9

Total Potential Faculty Credit Hour Reductions AY 2024-25

- Based on this method, the following consolidations would have been possible:
 - Total Section Reductions: 138
 - Faculty Credit Hour Reduction: 425.5

Course Section Optimization

- Conclusion: Opportunity exists for NSCC to improve efficiency by consolidating course offerings. Consolidating course sections would reduce the faculty workload, resulting in cost savings.
- **Recommendation #2:**
 - NSCC should align course section offerings with student demand and evaluate the impact on instructional staffing.

Potential Financial Impact

- Scenario 1: Given that many faculty at NSCC work overload, consolidating courses could result in an overload reduction of 425.5 hours per year, resulting in an approximate decrease of \$383,000 in overload wage compensation.
- Scenario 2: 425.5 credit hours is the equivalent of about 15 full time faculty workloads. If the consolidated courses resulted in a 15 FTE reduction in faculty, this could create savings of approximately \$1.7 million.



Collective Bargaining Agreements



Peers

- Belmont Technical College
- Central Ohio Technical College
- Cincinnati State Technical and Community College
- Columbus State Community College
- Cuyahoga Community College
- Edison State Community College
- Hocking Technical College
- North Central State College
- Lakeland Community College
- Owens State Community College
- Southern State Community College
- Terra State Community College

*This group of peers represents all the public community colleges in Ohio that have faculty Collective Bargaining Agreements. In total, this includes 12 of the 21 other public community colleges in Ohio.

Faculty CBA Provisions

- Workload Provisions (Academic Days, **Total Weekly hours**)
- Limits for Overload
- Limits for Summer Instruction and Obligations
- Compensation for Hybrid and Online Program Course Development
- Program Closure and Faculty Position Reductions/Elimination
- Non-faculty/Non-teaching in faculty CBA
- **Professional Learning and Development Days**
- **Learning Management System (LMS) “Maintenance Days”**
- **Course Selection**
- **Credit Hour Allocations**
- **Committee Limits/Requirements**
- Preceptorship, Internship, Practicum, Independent studies

* Provisions in bold font represent those that are identified as out of line with peers

Support Staff CBA Provisions

- **Subcontracting**
- Compensation/**Step Schedule***
- Flex Time
- Overtime
- Breaks/Lunch
- Call-In Pay
- Minimum Staffing
- Shift Differentials and Pay
- Minimum Staffing
- Stipends (uniforms and equipment)
- Severance/SERS Retirement
- Reduction in Force
- Recall
- Positions Covered in CBA

* Provisions in bold font represent those that are identified as out of line with peers

Collective Bargaining Agreements

- Condition: According to the College, NSCC faculty select their courses based on seniority. The CBA provision does not grant faculty this level of autonomy in scheduling their courses.
- Criteria: Only 1 of 21 other community colleges in Ohio schedule faculty in this way. CBA language typically includes a statement that verifies that the College will accept faculty preferences, but ultimately assign courses based on what works for the College.

Course Selection

- Language from CBA: “Faculty members, in consultation with the Dean, will indicate their preferences of courses for the upcoming semester. In the event that 2 faculty members desire the same course, the most senior qualified faculty member within the department or discipline will prevail.” (pg. 21, Article 11, Letter C)
 - Peers CBA – Faculty are involved in the course selection process and their preferences are taken into consideration, but their designated administrator determines course selection and schedule
 - Outreach - 20 out of 21 stated that College retains authority to determine course selection and schedule

Collective Bargaining Agreements

- Conclusion: NSCC faculty's ability to select their courses each term is out of line when compared to other community colleges in Ohio. NSCC officials report that this creates staffing difficulties for the College. These practices are also not in line with the CBA, as this autonomy is not granted through a CBA provision. Therefore, NSCC should more closely align their course scheduling practices with peers and the language of their CBA.
- **Recommendation #3:**
 - The autonomy given to NSCC faculty in scheduling their courses differs significantly when compared to other community colleges in Ohio and creates staffing difficulties for the College. This autonomy is not granted through a CBA provision and therefore, NSCC should more closely align their course scheduling practices with peer practices and the language of their CBA.

Collective Bargaining Agreements

- Condition: NSCC has additional CBA provisions where they are out of line with peers. Most of these were included in a list of provisions that NSCC requested us to compare to peers.
- Criteria: NSCC is out of line with peers when comparing faculty provision requirements for weekly workload hours and calculations, credit hour allocations, and committees. The support staff CBA is out of line with peers when comparing subcontracting provisions and pay structure.

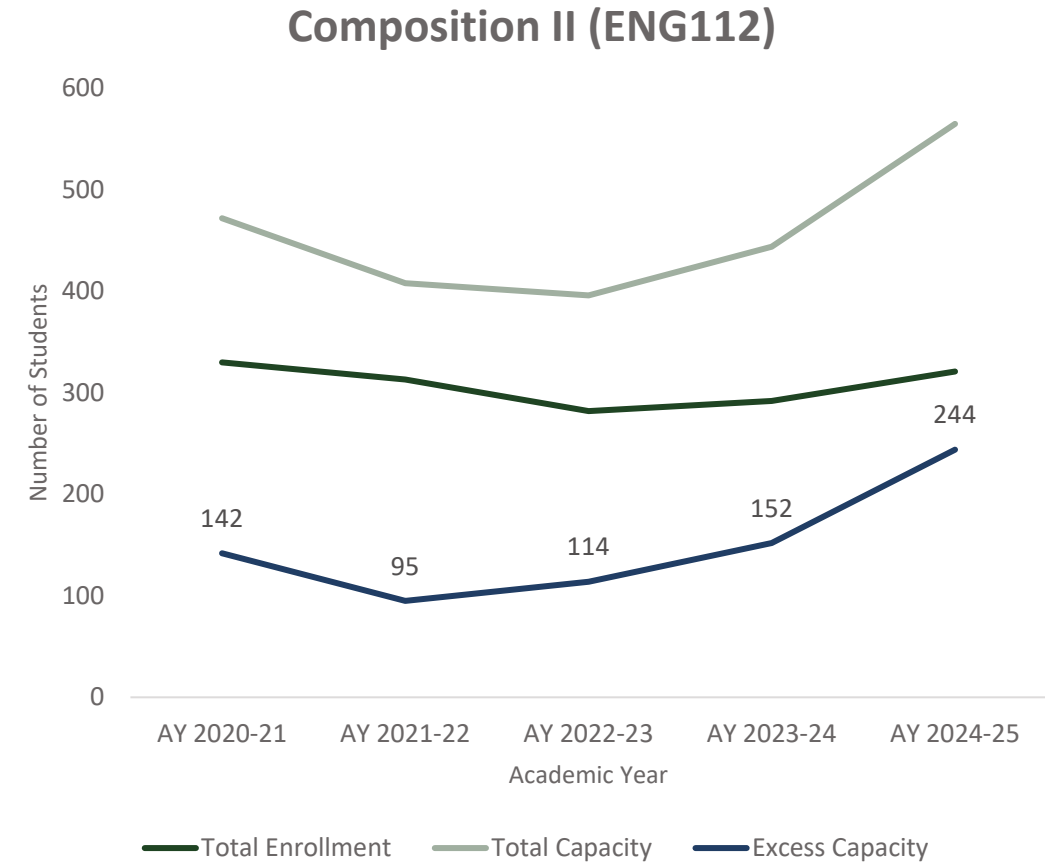
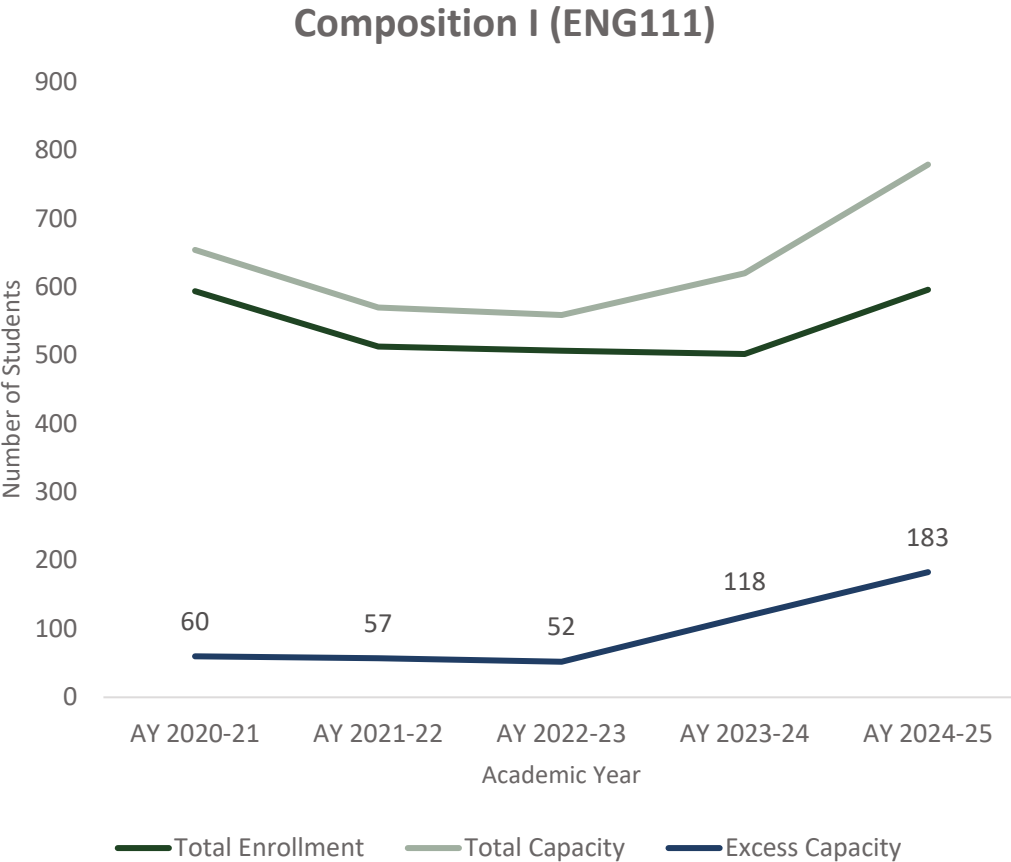
Workload Analysis

Institution	Academic Year (Days)	Days of Instruction	% Days of Instruction	Minimum Weekly Instructional Hours	Weekly Office Hours	Total Weekly Hours
Northwest State Community College	173	160	92.5%	14.0	7	31
Belmont Technical College	170	160	94.1%	15.0	5	N/A
Central Ohio Technical College	N/A	N/A	N/A	20.0	6	40.0
Cincinnati State Technical and Community College	180	N/A	N/A	15.0	10	N/A
Columbus State Community College	170	160	94.1%	15.0	8	40.0
Cuyahoga Community College	180	155	86.1%	15.0	10	37.5
Edison State Community College	178	168	94.4%	N/A	6	N/A
Hocking Technical College	169	N/A	N/A	20.0	6	40.0
North Central State College	N/A	N/A	N/A	15.0	5	40.0
Lakeland Community College	178	160	89.9%	15.0	10	40.0
Owens State Community College	173	N/A	N/A	15.0	7	40.0
Southern State Community College	171	161	94.2%	15.0	5	40.0
Terra State Community College	170	160	94.1%	12.0	5	30.0
Higher Than (# of Peers):	5	1	2	1	7	1
Lower Than (# of Peers):	4	2	5	10	4	8

Credit Hour Allocations

- NSCC – Faculty are compensated (credit hours) the same regardless of class type
- Peers CBA – 9/12 Peers assigned different credit hours to different course types
Example:
 - English course: 1.25 credit hours
 - Lecture Instruction: 1 credit hour
- Outreach -12 out of 21 assign different credit hours to different course types

Enrollment vs Capacity



*This charts above show the enrollment and capacity over the past five academic years and then Excess Capacity is defined as the difference between enrollment and capacity. The trend that can be observed for both courses is that while enrollment has not seen drastic change, the capacity has increased significantly due to the College offering more sections for these courses. This was found to be a noteworthy consideration when analyzing the CBA provision for credit hour allocations, as less students per course section would decrease the workload placed on the corresponding faculty.

Committee Limits/Requirements

- NSCC - 5 hours per week requirement for faculty and no more than 1 standing committee and no more than 2 ad-hoc committees for non-teaching faculty
- Peers CBA:
 - 5 of the 12 peers did not have anything about committees in their CBA
 - 7 of the 12 peers did not include limits or requirements
- Outreach - 14 out of 21 require faculty to serve on committees
 - 5 out of those 14 consider committee work as promotion criteria
 - 2 out of those 14 require faculty to serve on at least one committee
 - 6 out of 21 do not have requirements, but stated that they highly encourage participation and involvement

Subcontracting

- NSCC CBA Language:
 - “There shall be no subcontracting, subletting or assignment outside the bargaining unit for a period exceeding a total of sixty (60) days in any twelve (12) month period per job performed or which is capable of being performed by bargaining unit employees...”
- Peer: No peer has provisions to prevent subcontracting all together
 - Peer CBA Language Example: “The College intends to utilize bargaining unit employees to perform work that they normally perform. However, **the College reserves the right to contract out any work it deems necessary or desirable because of greater efficiency, economy, programmatic benefits or other related factors.**”

Support Staff Pay Structure

- NSCC does not have any step schedules. Pay rate is a set amount and increases annually through COLA increases over the course of the CBA. Any other rate changes must be agreed upon by the college and the bargaining association.
- 5 of the 21 other community colleges have support staff CBAs that include fixed pay schedules.
 - **Only 2 of these colleges have a true step schedule while the other 3 have pay bands or min/max pay ranges.**

Collective Bargaining Agreements

- Summary: While we observed differences in several key provisions, we could not identify any notable impact of their current provisions compared to peers.
- **Assessment Not Yielding Recommendation**

Collective Bargaining Agreements

- Condition: The NSCC faculty CBA contains select provisions that lack definitive language, leaving room for interpretation in how the College puts the provision into practice.
- Criteria: Peer CBA's possess additional clarifying language and structure to ensure a consistent and definitive interpretation.

Preceptorship, Internship, Practicum

- Preceptorship: For student work experience assignments with related duties, **a faculty member shall receive 0.4 credit hours or 0.7 contact hours per student. One credit or one contact hour shall be awarded per lecture hour.**
- Internship: For student work experience assignments with related duties, a faculty member shall receive **0.2 credit hours or 0.3 contact hours per student. One credit or one contact hour shall be awarded per lecture hour.** All internship students assigned to a given faculty member will be counted together when calculating appropriate compensation.
- Practicum:
 - Early Childhood Dev: **One credit or one contact hour shall be awarded per lecture hour. For the practicum experience, faculty shall receive 1 contact hour per student.**
 - Human Services: **One credit or one contact hour shall be awarded per lecture hour. For student practicum experience with related duties, a faculty member shall receive 0.4 credit hours or 0.7 contact hours per student.**

Preceptorship, Internship, Practicum Peer CBAs

CBA Language Example

4. Practicum experience, internship, and directed practice experience—For each practicum experience, internship, and directed practice as these terms are defined by the Ohio Department of Higher Education, with related duties, a faculty member shall receive contact hours for the seminar portion of the course based on the number of credit hours assigned to the seminar, if a seminar is required. Contact hours for monitoring the student at the site of a practicum experience, internship, or directed practice will be based on the total number of students visited in all sections as follows:

- a. Practicum Experience—contact hours for monitoring students at site of experience:

<u>Number of Students</u>	<u>Hours</u>
1-3	1
4-7	2
8-11	3
12-15	4

- b. Internship and Directed Practice—contact hours for monitoring students at site of experience:

<u>Number of Students</u>	<u>Hours</u>
1-3	1
4-7	1.5
8-11	2
12-15	2.5

The contact hours for practicum experience, internship, and directed practice will be paid only for the number of weeks in which the student is attending the experience. For example, if students are only at the site for five weeks, the contact hours will be paid for only five weeks.

- 9 out of 12 had comparable provisions
 - Number of credit hour range: 0.25-4, based on number of students
 - 3 out of those 9 included lecture hours into load calculation

Professional Learning and Development

- NSCC is in line with peers in terms of the number of non-instructional days granted to faculty, but the CBA language is unique in how they require that some of those non-instructional days are specifically to be spent on professional development.
- NSCC CBA Language:
 - “Faculty will commit to five days of college service/professional development in collaboration with the Dean by September 30. It will be reviewed during the academic year. College Service/Professional Development includes activities which enhance faculty skills or promote the academic division such that students and/or the college will benefit, i.e., recruiting, employee training, open houses, business competitions, county fairs, new student advising, mentoring part-time faculty, participation in workshops, or seminars or conferences, new course or program development, visiting business/industries, NSCC days, registration days during the summer, or other commitments as approved by the appropriate Dean.”
- Peer: Peer CBAs do not specify a certain number of days
 - Peer CBA Language Example: “The College and the SSEA agree that they have a mutual interest in having faculty members participate in professional development opportunities including, but not limited to attending classes, attending professional conferences, participating in both internal and external professional development opportunities.”

Outreach Practice: 17 out 21 community colleges have Professional Learning and Development days and 12 stated that **days must occur before each semester.**

LMS Maintenance Days

- NSCC is in line with peers in terms of the number of non-instructional days granted to faculty, but the CBA language is unique in how they require that some of those non-instructional days are specifically to be spent on professional development.
- NSCC CBA Language:
 - “The academic year for faculty under nine-month contracts shall be considered 173 days for calculation purposes and include 4 LMS Days.”
- 1 Peer CBA mentioned days for course material updates
 - Peer CBA Language Example: “During the 5 non-instructional days before each semester (Fall and Spring, not Summer), bargaining unit members have at least one day with no meetings scheduled so they can prepare for the semester”

Outreach Practice:

- 7 out of 21 stated community colleges have days set aside **before each semester** that can be used for course preparation
- 14 out of 21 stated that updating course material is expected as part of faculty's regular workload

Collective Bargaining Agreements

- Conclusion: While current practices for Preceptorship, Internship, Practicums, Professional Learning and Development days, and LMS “Maintenance Days” appear to align with CBA provisions, the lack of clarity can create risk in ensuring compliant and consistent practices. Peer institutions use clear language in bargaining agreements to help minimize conflicting interpretation.
- **Recommendation #4:**
 - The College should consider adding clarifying language to the CBA in order to make NSCC’s CBA language more similar to peer institutions. Alternatively, the College could consider establishing supplemental formal policies that interpret and clarify how the provisions are implemented. Furthermore, doing so may help reduce conflicting interpretations and ultimately simplify management decision-making.

Client Response Letter

Audit standards and AOS policy allow clients to provide a written response to an audit. The letter on the following page is the College's official statement in regards to this performance audit. Throughout the audit process, staff met with College officials to ensure substantial agreement on the factual information presented in the report. When the College disagreed with information contained in the report, and provided supporting documentation, revisions were made to the audit report.



Office of the President

July 21, 2026

The Honorable Keith Faber
Auditor of State
Performance Audit Team
88 E. Broad St.
Columbus, OH 43215

Dear Auditor Faber:

We want to thank your team for the work they did in regards to the Performance Audit for Northwest State Community College, specifically in the areas of the professional collective bargaining agreement (CBA) and course section optimization analysis. We are confident that we can use the data provided to increase efficiencies.

As an institution committed to regional accessibility, growth, and fiscal sustainability, we welcome external evaluations that help us optimize our resources. The observations compiled in this report provide valuable insights into our operational structures as we continue expanding to serve students across Williams, Fulton, Defiance, Henry, Paulding, and Van Wert counties.

Northwest State Community College intends to carefully evaluate each of the four core recommendations presented in the report. Specifically, we will analyze the framework for a formalized low-enrollment policy, assess opportunities for strategic course section consolidation to align with student demand, and closely review provisions within our collective bargaining agreements to align our administrative practices with peer institutions across Ohio.

Following a comprehensive internal evaluation of the financial, programmatic, and stakeholder impacts of these areas, we intend to systematically implement changes where efficiency can be enhanced without compromising the quality of education and support that we provide to our students and community.

We appreciate the work of the Ohio Performance Team and the timely report-outs to our Cabinet and Board of Trustees.

Sincerely,

A handwritten signature in black ink that reads 'Todd Hernandez'.

Todd Hernandez, DIT
President

Appendix A: Purpose, Methodology, Scope, and Objectives of the Audit

Performance Audit Purpose and Overview

Performance audits provide objective analysis to assist management and those charged with governance and oversight to improve program performance and operations, reduce costs, facilitate decision making by parties with responsibility to oversee or initiate corrective action, and contribute to public accountability.

Generally accepted government auditing standards (GAGAS) require that a performance audit be planned and performed so as to obtain sufficient, appropriate evidence to provide a reasonable basis for findings and conclusions based on audit objectives. Objectives are what the audit is intended to accomplish and can be thought of as questions about the program that the auditors seek to answer based on evidence obtained and assessed against criteria.

We conducted this performance audit in accordance with GAGAS. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Audit Scope and Objectives

In order to provide the College with appropriate, data driven, recommendations, the following questions were assessed within each of the agreed upon scope areas:

Summary of Objectives and Conclusions

Objective	Recommendation
Course Section Optimization	
What opportunities exist to improve the efficiency and effectiveness of the College's course offerings compared to similar higher education institutions and/or best practices?	R.1, R.2
Collective Bargaining Agreements	
What opportunities exist to improve the efficiency and effectiveness of the College's Collective Bargaining Agreements compared to similar higher education institutions and/or best practices?	R.3, R.4

Although assessment of internal controls was not specifically an objective of this performance audit, internal controls were considered and evaluated when applicable to scope areas and objectives. The following internal control components and underlying principles were relevant to our audit objectives:¹

- Control environment
 - We assessed the College's control of data reporting systems.
- Risk Assessment
 - We considered the College's activities to assess fraud risks.
- Information and Communication
 - We considered the College's use of quality information in relation to its financial, payroll, and staffing data.
- Control Activities
 - We considered the College's compliance with applicable laws and contracts.

No internal control deficiencies related to the audit scope and objectives were identified during the course of the audit.

¹ We relied upon standards for internal controls obtained from *Standards for Internal Control in the Federal Government* (2014), the U.S. Government Accountability Office, report GAO-14-704G

Audit Methodology

To complete this performance audit, auditors gathered data, conducted interviews with numerous individuals associated with the areas of Office's operations included in the audit scope, and reviewed and assessed available information. Assessments were performed using criteria from a number of sources, including:

- Peers;
- Industry Standards;
- Leading Practices;
- Statutes; and
- Policies and Procedures.

In consultation with the College, we selected all other community colleges in Ohio that have faculty collective bargaining agreements to form the peer group for comparisons contained in this report. Additionally, for information surrounding specific practices or policies, we contacted all the other community colleges in Ohio. These peers are identified as necessary and appropriate within the section where they were used. The peers are:

- Belmont Technical College
- Central Ohio Technical College
- Cincinnati State Technical and Community College
- Columbus State Community College
- Cuyahoga Community College
- Edison State Community College
- Hocking Technical College
- North Central State College
- Lakeland Community College
- Owens State Community College
- Southern State Community College
- Terra State Community College

Appendix B: Course Section Optimization

Low Enrollment Methodology

In consultation with the College, several filters were applied to the course data when identifying low enrolled courses. When only looking at traditional courses, we removed practicums, preceptorships, internships, independent studies, and other off-campus courses such as work force development. Additionally, courses with a capacity of five or fewer were removed when calculating the number of low enrolled courses with a threshold of five students or fewer. Likewise, courses with a capacity of ten or fewer were removed when calculating the number of low enrolled courses with a low enrollment threshold of 10 or fewer students.

Additionally, courses with only one section offered in a given academic year were removed for this analysis. This was done to exclude courses that maintain one offering as a graduation requirement. However, the College could still assess these courses as part of their course optimization process.

Capacity Utilization Benchmark

While some excess capacity is to be expected at higher education institutions due to the nature of course scheduling and attempting to meet student demand, too much excess capacity results in wasted institutional resources. According to *Quantifying the Impact of Excess Capacity in Higher Education* (Lumina Foundation, 2020), excess capacity is growing most rapidly in public, two-year higher education institutions such as NSCC. As of AY 2019, this sector of higher education operated at an average of 73 percent utilization nationwide. This is a decrease from the sector's peak utilization of 93 percent in AY 2009. While unique circumstances can cause fluctuations in capacity utilization, we analyzed all NSCC's course sections against a 70% benchmark to compare against a national average.

Low Course Enrollment

The following table provides a list of all 21 Community Colleges, indicating the community college's direct responses to whether they reported having a formal policy for defining low enrolled courses. It details the specific policies or practices, as stated by the college, along with minimum enrollment requirements. This is then compared to Northwest State Community College.

Efficient • Effective • Transparent

Institution	Formal Policy	Policy/Practice	Minimum Enrollment
Northwest State Community College	No	No formal policy, but the practice is to look at class with 5 or fewer as low enrolled.	6
Clark State	No	Peer references the Faculty Handbook, however the handbook does not state a specific low enrollment policy or definition. Factors include whether or not there are students who need it in order to graduate, next offering of the course, and/or reasonable substitutes.	N/A
Central Ohio Technical College	Yes	As stated in the Guide for Master Course Schedule Development, class cancellation reviews will begin approximately 30 days prior to the start of the semester. Courses with enrollment less than 10 are reviewed for course cancellation. Minimum thresholds are: 7 for extended campuses and 10 for Newark Campus. Consideration will be given for courses to run with low enrollment based upon need for potential graduates, student progression in program, and new program launches.	10
Stark State	No	We don't have a formal policy but define low enrolled as less than 10 students per our business practices. If a course is offered for two years with low enrollment, we will inactivate the course. Two years is a full cycle for a FT student completing the degree.	10
Zane State	Yes	As stated in the Faculty Overload and Adjunct Pay Guidelines, all classes below 10 are cancelled. Exception: co-requisite math and English courses will have a low threshold of 5. The decision date is seven days before the semester starts. Exceptions can be made by Deans/CAO in coordination with faculty. Exceptions shall be documented in the course cancellation report.	10
Belmont Technical College	No	Financially, we take into account the cost of the faculty, supplies, etc. to run the course. If the class does not at least break even, we do not run the class. Our number at Belmont College is 4 students to break even. The week before the semester starts, enrollment is reviewed and courses that have lower than 4 are cancelled. Advising moves students into other courses. If a student needs the course to graduate, it is discussed with admin/faculty to determine if the course can be delivered as an Independent Study. If not, the class will run so that the student's graduation is not impacted or delayed.	4

Marion Tech	No	Our practice is that low enrolled are courses with 4 or less students. We will then cancel the course (unless it will interfere with a student graduation or progression). Then the instructor is paid at a low enrolled reduce rate. When receiving the low enrolled report, the CAO will email the deans and directors for review. The deans and directors will then respond back with their action plan and reasoning.	5
Edison State	Yes	Low enrollment definitions and timelines: 0-2 students: cancelled one month prior to term start, 2-4 students: may be cancelled two weeks prior. Final cancellation decisions made the Tuesday before classes begin. Elimination decisions follow the structured timeline above and are made by: Academic deans, in consultation with the Provost when necessary.	5
Washington State	No information provided	No information provided	N/A
Columbus State Community College	Yes	The College does not have a separate standalone published policy defining low-enrolled courses or sections. The most direct published guidance appears in Article 4.03(B) and 4.03(C). Those sections state that class size is determined by: the College's mission, values, and goals; that the College considers a reasonable minimum class size to be eight students; that there is no guarantee a section will run with fewer than eight students; and that certain sections may be exempt based on limited resources, graduating student need, or accreditation standards. They also provide a decision point for section enrollment and compensation. At the section level, low-enrollment decisions are guided by the same published contract language. In general, sections with eight or more registered students by the decision point identified in Article 4.03(C) will not be canceled. If the College elects to run a section with fewer than eight students, the contract addresses that circumstance as well. Section-level decisions are made by the Chair and Dean and may take into account factors referenced above.	8

Lakeland Community College	Yes	Peer references the CBA, which states: "Sections offered but enrolling fewer than the twelve (12) students may be canceled by the Executive Vice-President and Provost, Associate Provosts, and/or the faculty member's Dean for that semester." As programs have been eliminated, the Curriculum Committee has been removing associated courses.	12
Southern State	No	Not a written policy but a practice. This initiative stems from the State of Ohio law (Section 3345.35 ORC) and the ODHE for efficiency and demonstrating quality, cost-effectiveness, and market demand for programs and courses. In late 2015, SSCC's Board of Trustees approved a minimum course enrollment threshold of 50% of the Curriculum Committee determined capacity. Additionally, the College has a goal of a 70% fill rate capacity across all course sections each term. While this is the policy side of the process, there are a number of other factors that contribute to the decisions required to meet the enrollment threshold: Criteria Guiding Cancellation Decisions 1. Student Impact/Program Delivery - Is it a required course for a program, which students need to graduate? - Is it a course in the second year of a program, which is required for students to graduate? - Is it a transfer module course, which students need for transfer purposes? - Is it a new program with limited enrollment? 2. Alternative Options - Are there available seats in other sections? - Is there another section available on the same campus/on a nearby campus? - Is it a section which has been added to accommodate students on waitlist to ensure timely progression to completion?	50 Percent of Capacity

Cuyahoga	No	The College does not maintain a formal policy that specifically defines low-enrolled courses or sections. However, we do follow established internal guidelines for managing and evaluating course cancellations related to low enrollment (refer to #2 below for guidelines). 2. Internal Guidelines for Course Cancellations Due to Low Enrollment: Courses with fewer than ten enrolled students are identified as low enrolled and are subject to evaluation by the academic dean. In determining whether the course should remain on the schedule, the dean considers the academic and operational implications of cancellation, including but limited to: Impact on student progression, Graduation Requirement, Program necessity, Uniqueness of the course offering, Critical timing within the academic pathway. Factors used to justify retaining low-enrolled courses may include: The course is essential for student progression, and no reasonable alternative course is available within the needed timeframe. The course is required for graduation. The section provides a unique offering (i.e., paired courses, time of day, Honors, and modality diversity). The course has a maximum enrollment below ten due to instructional design or space limitations, such as studios, labs, or clinicals. The course is an independent study or practicum. The course supports a new program that is still building enrollment.	10
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Lorain County	Yes	LCCC adheres to ORC section 3345.35 in the evaluation of all courses and programs that we offer and to the Chancellor's definition of low-enrollment courses as "course sections that fall below 20% above the institutionally defined threshold for that course section over two or more semesters." Our office of Institutional Research set our threshold at twelve (12) students using the above guidance. LCCC also employs a differentiated analysis for low enrolled courses in unique circumstances, such as newly created courses or courses within newly launched programs. Low-enrolled course eliminations are determined administratively through academic and enrollment management processes considering student demand, program requirements, completion pathways, and institutional resource stewardship. In addition to the above process, LCCC uses a standardized course cancellation process each enrollment cycle. All proposed cancellations, typically due to low enrollment, are required to be entered into a centralized Microsoft Teams tracking spreadsheet, which includes published deadlines and serves as the official system of record. Academic Divisions submit proposed cancellations, Advising reviews and documents recommendations, and Deans provide final approval. Student outreach occurs only after this authorization is recorded. The Provost/VP, Academic Affairs, VP, Enrollment Management & Student Services, Deans, and Advisors have ongoing access to the tracking system. This process and the results are reviewed at the end of each enrollment cycle for continuous improvement. If this course cancellation process impacts full-time faculty load, faculty may be assigned credit courses originally listed for adjunct faculty.	12
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North Central State	No	The Peer references their Course Cancellation Procedure, which states: “(B) The Assistant Dean reviews the class schedule, registration data and other pertinent information to identify sections that do not meet the minimum requirement for registration. (1) For first year courses, the minimum registration must be at least 10 students. (2) For second year courses, the minimum registration must be at least 8 students. (C) Three weeks prior to the start of the term, sections are identified that do not meet the minimum requirement for registration or do not have an instructor assigned. (1) Sections will be analyzed/investigated with the following considerations: (a) For sections without an assigned instructor, can an instructor be assigned prior to the Section Cancellation Friday? If not, section should be considered for cancellation. (b) Can the section be combined with another section with sufficient enrollment? (c) Pull a student roster for the section to determine whether any student is scheduled to graduate during the current semester. Consider any impact to student graduation if the section is canceled and determine mitigation strategies. Consider if section is a prerequisite to another core course and determine mitigation strategies. (d) After reviewing the student roster, consider whether the section is fulfilling an “elective” requirement for registered students. If section is an “elective”, determine alternative sections with sufficient registration that can be substituted for the student’s program. (e) Consider the impact to load for FT faculty in the event that the section is canceled and determine appropriate mitigation strategies (including but not limited to running a course with low enrollment). (f) Consult with, as appropriate, Program Directors, Coordinators or Faculty regarding proposed cancellations and/or mitigation strategies to obtain additional ideas/input.	10
Owens State	Yes	We have guidelines for low-enrolled classes. Anything with less than 6 courses in a single section offering must have a rationalization and may be kept if students in a teach out, need it for graduation, are keeping a cohort on track, etc.	6

Sinclair Community College	No	During an academic department's required Program Coaching every five years, departments are provided with enrollment trend data for their lowest enrolled courses, and must respond to the directions below: Course Enrollment. State law requires all Ohio Public institutions to evaluate courses every three years in terms of enrollment (see ORC Section 3345.35), and to report to the Chancellor on this evaluation every three years. Accordingly, all courses with average course enrollment of fewer than 15 students in the most recent full fiscal year are listed. Seven-year trend data is provided. For each course, the department will take one of the following actions: 1. Offer the course less often 2. Eliminate the course 3. Offer fewer sections of the course 4. Change modality 5. Merge the course with another existing course.	15
Rhodes State	No	The College does not have a formal policy for "low enrolled" courses. However, the College has set low enrollment as 12 students. This was reported in the College's "Low Enrollment and Duplicate Program report to ODHE. In most cases, courses that do not meet the low enrolled threshold are canceled for that particular semester. The exceptions to this practice are if it is a capstone course, clinical, internship, practicum, directed practice experiences, and/or the student(s) need the course to maintain progression to be able to graduate on time.	12
Rio Grande	Yes	No additional information provided from College; The College references the CBA which states: "All courses (undergraduate and graduate) with fewer than six (6) students will be subject to the approved University Course Cancellation Policy."	6
Terra State	No	Several factors are taken into consideration including modality (online, face-to-face), student population (CCP, apprenticeship, or general student), and whether the course is taught by a full-time faculty member or an adjunct. Further consideration is given whether the course is required for graduation or an elective option.	N/A
Cincinnati Technical and Community College	Yes	The College has established 8 students as a "fiscally sound" enrollment threshold. Courses with fewer than 8 students are designated low enrollment and will be cancelled unless approved by Provost. Each semester, the academic division submits to the Provost requests, with rationale, for running low-enrolled courses. An academic program must have sufficient enrollment overall and sufficient average class size overall in order to be permitted to run a low enrolled course.	8

Hocking College	No	Hocking College does not have a formal policy regarding low-enrolled courses. Each low-enrolled course is examined individually and factors such as (1) the number of graduating students enrolled, (2) the frequency of the course in the schedule, and (3) the potential for suitable alternatives are examined. A meeting will be held no later than the Wednesday before a course starts on the following Monday to determine whether a low-enrolled course will be offered.	N/A
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Evening Courses

In response to the course consolidation analysis, NSCC noted the importance of having evening course options available for their students. While the data was not present within the dataset used for this analysis, the College did provide us additional data that enabled us to take evening courses into consideration for the Spring 2025 term. During this term, NSCC offered 76 evening (after 5PM) course sections, out of 828 total traditional course sections. Of the 69 course section reductions identified for Spring 2025, 22 of those courses had an evening section offered. In order to maintain evening offerings for their students, the consolidation opportunity might be reduced for some of those courses if student demand is unable to be filled otherwise.

Appendix C: Collective Bargaining Agreements

Each of the sections below contain comprehensive tables that contain CBA provision language and/or reported practice for specific provisions we compared to NSCC.

Course Selection

The following table shows the comparison of Northwest State Community College's Course Selection CBA language with that of all 21 community colleges in Ohio. It also includes peer outreach responses from each college regarding their practices related to the CBA provision.

Institution	CBA Language	Practice
Northwest State Community College	"Faculty members, in consultation with the Dean, will indicate their preferences of courses for the upcoming semester. In the event that 2 faculty members desire the same course, the most senior qualified faculty member within the department or discipline will prevail."	College stated that faculty are allowed to pick their courses, based on seniority. The College can ask them to choose certain courses, but it's up to the faculty.
Lakeland Community College	"The objective of scheduling is to make the best and most economical use of buildings, facilities, and faculty to facilitate the accomplishment of student goals. Faculty members participate variously in schedule preparation. Schedules shall be developed to operate for the convenience of students. To the extent possible, however, the convenience and wishes of faculty shall be taken into consideration."	No additional information provided.
Belmont Technical College	"The semester schedule for a bargaining unit member's teaching duties is determined by the designated administrator in consultation with bargaining unit member and subject to approval by VP of Academics. The best qualified member shall be offered course assignments on a rotating basis each semester with seniority prioritized first."	Faculty select their courses by seniority within the department. Each semester, this rotates.

Central Ohio Technical College	"The semester schedule for a faculty member's teaching duties is determined by the designated administrator in consult with faculty member and subject to approval by Provost. If the faculty member refuses the assignment, the assignment shall be offered to the next most senior faculty members."	No additional information provided
Cuyahoga Community College	"The College administration may equalize individual faculty members' instructional assignments over a two-year period if deemed appropriate."	The course staffing process is designed to be transparent and consultative, with faculty input on the course section, modality, and scheduling. Final instructional assignments, however, remain the responsibility of the Associate Deans, as they have the "right of assignment".
Edison State Community College	"The College's right to manage its operations shall include, but not be limited to, its rights to: Suspend, discipline, demote, or discharge for just cause, or lay off, transfer, assign, schedule, promote, or retain employees."	This is covered in the bargaining agreement under management rights and scheduling provisions. The College retains authority to: assign courses, sections, schedules, and modalities. Faculty input may occur at the departmental or dean level, but: no contractual right to choose specific courses, times, or locations is established. Final authority rests with administration.
Cincinnati State Tech and Community College	"By August 1 of each year, the academic deans and directors, or their designees, shall consult with faculty to establish in writing the faculty member's projected workload for the upcoming academic year."	Academic deans assign workload to FT Faculty per the needs of the students and the curriculum via an "annual Workload projection procedure".
Columbus State Community College	"As the Chairperson, or their designee, makes course/section assignments, they will take faculty seniority, the faculty member's preference, their assigned campus, and the faculty member's full-time status into consideration. If these assignments cannot be agreed upon, the Chairperson shall retain authority to make a final determination of course assignments."	At the departmental level, the schedule is managed and set by the Chair, who may modify the schedule in consultation with the faculty.
Hocking Technical College	"The assignment of courses will be the responsibility of each instructional area's administrator."	Courses are assigned primarily by the program manager (effectively a department chair) working in tandem with one of the four school deans.

North Central State College	"If the initial schedule assigned to a faculty member is less than the base teaching load, they may be assigned an additional course or courses for which they are qualified to bring them up to at least the minimum teaching load."	Course assignments are developed with consideration for both institutional needs and faculty input. Full-time faculty are typically given the opportunity to express preferences regarding course offerings each term. However, final course assignments are determined by the Dean or Assistant Dean, who retain the management right to assign courses in a manner that best supports student needs and ensures the effective delivery of the academic schedule.
Owens State Community College	"Faculty will be scheduled with a normal teaching load and will be compensated for overload assignments."	Courses are requested by faculty and assigned by qualifications and then seniority.
Southern State Community College	"After determination of Employee teaching assignments, the College shall establish and post a Schedule of Classes and Employee teaching assignments for the academic year."	No additional information provided.
Terra State Community College	"Faculty members may provide input to their Dean for their preferred course scheduling and assignments and the College will attempt to accommodate those preferences."	The primary responsibility for creation of the Schedule of Courses for an academic term shall rest with the Academic Deans, who shall solicit input on the construction of the schedule from the full-time faculty.
Clark State	No CBA	This is generally a collaborative process, however in the case of conflicts, the dean makes the assignment.
Stark State	No CBA	Courses are assigned based on expertise in the topic with FT faculty being assigned first. Faculty members can have input but the respective department chair determines course assignments to ensure that all courses can be staffed.
Zane State	No CBA	The dean is responsible for determining the schedule of classes with department faculty input. Faculty submit preferences, but the dean is responsible for final scheduling of teaching assignments based on expertise to teach certain courses.
Marion Tech	No CBA	They are assigned by the area dean based on expertise of the faculty member, transcripts, and some input from the faculty member although the area dean is the final decision on workload placement. Faculty can have input into course sections such as onsite vs online, prison or on campus, and times.

Washington State	No CBA	Because we are so small, the face to face classes are given to full time faculty first, then online courses are assigned. Again, do to our size we may only have one faculty member over a program. They have to take the on-campus courses unless we have an adjunct that has a specialty in the topic area. Faculty also share their preferences with the Deans. Those preferences usually align with their content strengths. Usually, the Dean supports those requests. Student need is what drives the time and modality in which classes are offered. Then faculty choose based on the already designed schedule. Faculty do not design the schedule.
Lorain County	No CBA	Course assignments are made administratively in accordance with Policy III-430 to meet instructional, programmatic, and student access needs. Faculty preferences related to course sections, modality, schedule, or location may be considered; however, final assignment authority rests with academic administration.
Sinclair Community College	No CBA	Faculty members must accept, if so assigned, teaching assignments in any part of the day or evening schedule.
Rhodes State	No CBA	Faculty are assigned courses based on credentials/expertise/experience. Faculty may provide preferences for days, times and locations to program Coordinators and Deans, but they may or may not be granted based on need and room availability.
Rio Grande	No CBA	No additional information provided

Credit Hour Allocations

The following table shows the comparison of Northwest State Community CBA language for credit hour allocation provision with that of all 21 community colleges in Ohio. It also includes peer outreach responses from each college regarding their practices related to the CBA provision.

Institution	CBA Language	Practice
Northwest State Community College	No mention in CBA	During Entrance Conference, NSCC stated that faculty are compensated, in terms of credit hours, the same regardless of class type.
Lakeland Community College	ENGL 0111, 1110, 1111, 1120, 1121, 2201, and 2202, and BUSM 2400 courses carry a 1.25 factor per credit hour. Credit hours of lecture-discussion translate to one (1) unit per contact hour. Contact hours of laboratory are computed at .89 units per class hour	No additional information provided.
Belmont Technical College	1 contact hour = 50 mins lecture 50 mins lab 150 mins workshop 1 50 mins credit hour 1 credit hour for 4 contact hours of field exp	All courses are treated equally, except for nursing.
Central Ohio Technical College	1 contract hours = 50 mins of lecture or 50 minutes of lab	One lecture hour equals one credit hour which equals one contact hour. b. Two laboratory hours (with out-of-class work) equal one (1) credit hour which equals two (2) contact hours, or three laboratory hours (without out-of-class work) equals one (1) credit hour which equals three (3) contact hours. Lecture— a. Additional load hour(s) will be provided in accordance with the following schedule. Class size shall be determined based upon enrollment of the 14th day of the semester: Number of Students Contact Hours: 75 to 99 = .5 hrs. 100 to 149 = 1.0 hrs. 150 or more = 1.5 hrs.

Cuyahoga Community College	Labs .85 basis English 1010, 1020 1.2 ESU	For workload purposes, all credit hours are generally, one (1) credit-hour of lecture presentation (i.e. lecture hour of class meeting per week) will equal one (1) ESU per academic semester. Exceptions to this standard are as follows: a. English 1010 and 1020, which shall receive 1.2 ESU's for each lecture hour of class meeting per week. b. Non-clinical laboratory hours shall receive .85 ESU's for each lecture hour of class meeting per week (one laboratory hour is fifty (50) minutes).
Edison State Community College	No mention in CBA	Credit hours are differentiated based on course type. The Faculty Workload Policy establishes different workload calculations for: • Lecture courses • Labs/clinicals (clock hours × 0.75) • Internships, externships, practica, and directed practice (credit hours × students × 0.25) • Under-enrolled and independent study courses (credit hours prorated by enrollment) • Blocked courses, using the highest contract hour value.
Cincinnati State Tech and Community College	No mention in CBA	There is no differentiation amongst disciplines in how faculty are awarded workload.
Columbus State Community College	ENGL Sections = 1.25 cred hour	Not entirely, Specified English composition courses carrying a 1.25 factor per credit hour for workload calculation in Article 4.03(D), and internships, clinicals, practicums, and field experiences being staffed according to accreditation standards with workload calculated by headcount or lab-hour ratio as described in the Guidelines on Assignment of Instructional Methods.
Hocking Technical College	Writing instructor credit hours will be weighted 1.20. Writing instructors will be assigned 15-16 credit hours.	For the purposes of workload, all credit hours are treated equally regardless of academic discipline.

North Central State College	Open Lab = 0.5 hour of load/hour in the lab	Faculty workload is calculated based on either 15 credit hours or 18 contact hours, whichever threshold is met first. The contact hour component typically reflects courses with additional instructional time requirements, such as labs, practicums, and other hands-on learning experiences.
Owens State Community College	No mention in CBA	No additional information provided
Southern State Community College	No mention in CBA	An Employee who, throughout an Academic Semester, performs the activities set forth below, shall receive the number of units indicated: a. One (1) unit for each credit hour per week. b. Units for each laboratory contact hour per week will be .65.
Terra State Community College	1 unit = 1 credit hour/week Labs = 0.6 credit hours, if faculty is required to be in lab.	Per the attached Faculty Workload Policy, all credit hours are treated equally for the purpose of assigning load.
Clark State	No CBA	One instructional hour (typically 50 minutes per week of a full 15-week semester or 750 total minutes in which faculty are guiding the overall learning experience of students in an on-campus, online, hybrid, or video-conferencing format) = 1.0 (2) One laboratory hour (typically 50 minutes per week of a full 15-week semester or 750 total minutes in which faculty are guiding students as they develop skills/practice procedures in an on-campus, online, hybrid, or video-conferencing format) = .75 One Directed Learning Lab (including directed learning) lab hour = .75
Stark State	No CBA	They are treated equally.
Zane State	No CBA	Most lecture courses are 1 credit hour for a fifty-minute lecture for 16 weeks, ENLG writing courses are 1.25 per credit hour to account for grading writing assignments. Laboratory hours are either 2 or 3 per credit hour. A three-hour lab is one credit hour for students and counts toward load as .75 X 3 = 2.25 load, with a requirement of 15 hours per fall and spring. A two-hour lab is 1 hour for students and counts as 1 X 2 = 2.0 load.

Marion Tech	No CBA	We do not differentiate based on course type.
Washington State	No CBA	All credit hours are treated equally.
Lorain County	No CBA	1.00 - for each assigned weekly lecture/discussion or recitation or contact hours. (2) 1.20 - for each assigned weekly classroom teaching contact hour of English writing courses. (3) 1.00 - for each laboratory hour assigned. (4) 1.00 - for each weekly clinical teaching contact hour assigned.
Sinclair Community College	No CBA	Teaching load is computed on the basis of one full hour of credit for each contact hour in a lecture/discussion, and 0.85 hours of credit for each contact hour in laboratory/clinical/practicum/studio/directed practice, etc. For English composition courses, faculty teaching load is computed at 1.25 hours of credit for each contact hour. Courses taught as independent study are also part of teaching load and will be paid at the rate of 0.2 hours of credit per student.
Rhodes State	No CBA	Course preparation/improvements/developed based on credit hours and delivery modalities.
Rio Grande	No CBA	All lecture and labs are 1 credit hour.

Subcontracting (Non-Instructional)

The following table shows the comparison of Northwest State Community College's subcontracting language with that of all 5 community college peers who have a support staff CBA.

Institution	CBA Language
Northwest State Community College	"There shall be no subcontracting, subletting or assignment outside the bargaining unit for a period exceeding a total of sixty (60) days in any twelve (12) month period per job performed or which is capable of being performed by bargaining unit employees, with the exception of positions vacated by employees on leaves of absence per Article I (B) (2) or if paragraph B below applies. No supervisor or non-bargaining unit employee shall at any time perform work performed by, or which could be performed by, employees except in case of emergency and then only for a limited period of time."
Columbus State Community College	"The College intends to utilize bargaining unit employees to perform work that they normally perform. However, the College reserves the right to contract out any work it deems necessary or desirable because of greater efficiency, economy, programmatic benefits or other related ifactors. The College will notify the Union thirty (30) days prior to contracting out new bargaining unit work, and representatives of the parties shall meet and confer about the subcontracting decision after there has been full disclosure by the College and an exchange of relevant information."
Cuyahoga Community College	"Before the College subcontracts any work that eliminates current bargaining unit member jobs, it shall provide the Union with reasonable notice and allow it to attempt to negotiate provisions that would eliminate the need for subcontracting. The Union may arbitrate the College's rejection of the Union's final offer to avoid subcontracting but the only issue is whether the College's rejection of the Union's offer was an abuse of discretion."
Hocking Technical College	No mention in CBA
Owens State Community College	"The parties recognize that the College may contract out or subcontract work in any department covered by this contract. The College may utilize temporary employment (no longer than ninety (90) days), in cases where specialized, professional or technical services are required and where present employees do not possess the skills or sufficient numbers to perform the required work. In unusual circumstances (i.e. high-risk pregnancy, recovery following surgery, etc.), the time may be extended by mutual consent of the Vice President of Human Resources and Administration or College designee and the Executive Committee of the Owens Support Staff Union."
Terra State Community College	"The College agrees that subcontracting of work will not result in a reduction of regular hours for a current bargaining unit employee or a layoff of a current bargaining unit employee who, immediately prior to the subcontracting, was performing the same work as the subcontractor."
Cincinnati State Tech and Community College	"The College retains the right to use subcontractors. No subcontractors shall be used to prevent bargaining unit members from working a 40-hour work week. In the event of a

	lay-off, the work performed by the laid off employee(s) shall not be assigned to a subcontractor for the period of such lay-off.”
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Committee Limits and Requirements

The following table shows the comparison of Northwest State Community CBA language for the Committee provision with that of all 21 community colleges in Ohio. It also includes peer outreach responses from each college regarding their practices related to the CBA provision.

Institution	CBA Language	Practice
Northwest State Community College	“Departmental and College committee meetings will be scheduled to accommodate, as much as possible, individual faculty members’ schedules. Each full-time instructor shall be available for up to five (5) service hours per week for administrative meetings, curriculum development, authorized committee work, and other specific college-related duties as assigned by the Administration.	Faculty are required to committee to 5 hours per week of Committee work
Lakeland Community College	No mention in CBA	Faculty do serve on committees; however, requirements and/or limits are not clearly stated.
Belmont Technical College	No mention in CBA	Although not noted in the CBA specifically, we do ask that faculty be involved through shared governance. Also, the faculty evaluations include committee and event participation.
Central Ohio Technical College	“Attends and participates in department, Faculty, and College Committees and other scheduled meetings/activities at which attendance is expected.”	No additional information provided

Cuyahoga Community College	No mention in CBA	The College recognizes and values faculty contributions beyond the classroom. As such, full-time faculty may be assigned committee responsibilities. For example, faculty representation is required for governance committees, such as the Committee on Curriculum and Degree Requirements, the Committee on Learning Outcomes Assessment, and Committee on Enrollment Management.
Edison State Community College	No mention in CBA	Faculty service—including committee work—is required. • The Faculty Workload Policy explicitly includes participation in college service and committees as a core expectation of full-time faculty • The CBA does not specify numeric minimums or maximum limits on committee service. Expectations are qualitative rather than quantified. • Committee assignments are managed administratively at the college level through The President's and Provost's office and the Academic Senate.
Cincinnati State Tech and Community College	"The Faculty Senate shall establish and maintain appropriate standing committees and ad hoc committees to make known its recommendations regarding those academic matters for which it has significant responsibility."	The College relies upon faculty participation in shared governance AAUP. There is no limit on participation. Participation is required via: Tenure-Track Faculty. Tenured Faculty — Academic Dean may deny assigning overload if a faculty member is not participating in the life of the College.
Columbus State Community College	No mention in CBA	The College does not have a published college-wide requirement that every faculty member serve on a specified number of committees.
Hocking Technical College	No mention in CBA	There are no expectations for committee service. However, membership on the Academic Affairs Committee is highly encouraged.

North Central State College	No mention in CBA	Faculty are expected to actively participate in shared governance through committee service. As part of this expectation, faculty typically serve on at least one institutional committee at all times. This requirement helps ensure broad representation in decision-making processes while supporting the operational and strategic needs of the College.
Owens State Community College	No mention in CBA	We have term limits of 2-3 years on most college-wide committees, and those are being reviewed now.
Southern State Community College	No mention in CBA	Employees shall participate in and devote reasonable time and effort to committee work, as required by Article 7, Section 7.05 of this Agreement; Participation in committee work supports applications for tenure or promotion.
Terra State Community College	No mention in CBA	A full-time faculty member's professional responsibilities include, but are not limited to the following: "...serving on committees as assigned..." Such College responsibilities may not exceed forty-eight (48) hours per semester outside of regular office hours without corresponding reduction in regularly scheduled office hours. Where a faculty member asserts that any such assigned duty will conflict with another College responsibility, the administrator making the assignment shall discuss the concern with the faculty member before proceeding with the assignment.
Clark State	No CBA	All faculty are required to serve on at least one committee. There is no additional compensation for this. Some committee chair roles do involve extra work and those individuals receive course release or a stipend.
Stark State	No CBA	We have requirements that are based on earned faculty rank. Faculty members start as instructors. The requirements for committee work increase with each rank.

Zane State	No CBA	Committee work is highly recommended (one committee minimum) and is part of the rank and promotion criteria.
Marion Tech	No CBA	We have 8 standing college wide committees. Faculty are then appointed by either the CAO, faculty senate, or staff work group. The committee list is maintained by the Chief of Staff and updated yearly.
Washington State	No CBA	There is no requirement. We try to encourage involvement without making anything mandatory.
Lorain County	No CBA	<u>Policy II-205:Committees and Campus Involvement in Decision-Making</u> (A) It is the responsibility of the President to ensure that employees of the College have opportunities for involvement in the development of decisions which directly affect them.
Sinclair Community College	No CBA	“Workplace Service” is one of the four Critical Performance Areas included in the job description of tenure-track and tenured faculty, and the Handbook states that, “To meet expectations in workplace and community service means actively participating in institutional governance, committees, or institutional initiatives.”
Rhodes State	No CBA	Faculty are asked to participate in Shared Governance committees and Councils by the Faculty Association. The President and VP for Institutional Effectiveness Planning may appoint faculty, staff, and administrators to committees or councils.
Rio Grande	No CBA	There are limitations on participation for each committee.

Preceptorship, Internship, and Practicum

The following table shows the comparison of Northwest State Community CBA language for Preceptorship, Internship and Practicum provision with that of all 21 community colleges in Ohio.

Institution	CBA Language
Northwest State Community College	Preceptorship: For student work experience assignments with related duties, a faculty member shall receive 0.4 credit hours or 0.7 contact hours per student. One credit or one contact hour shall be awarded per lecture hour. Internship: For student work experience assignments with related duties, a faculty member shall receive 0.2 credit hours or 0.3 contact hours per student. One credit or one contact hour shall be awarded per lecture hour. All internship students assigned to a given faculty member will be counted together when calculating appropriate compensation. Practicum Early Childhood Dev: One credit or one contact hour shall be awarded per lecture hour. For the practicum experience, faculty shall receive 1 contact hour per student Human Services: One credit or one contact hour shall be awarded per lecture hour. For student practicum experience with related duties, a faculty member shall receive 0.4 credit hours or 0.7 contact hours per student. Independent studies required as regular faculty workload: If workload exceeds full-time instructional load; \$90/credit hour; \$75/contact hour.
Lakeland Community College	“Guided studies program is designed to provide both faculty and students with an opportunity to pursue a special interest topic in depth which would not normally be provided in a two-year community college curriculum. Faculty participation in the program is voluntary. Payment: Number of credit hours x # of students.”
Belmont Technical College	“Independent studies not considered part of a full-time faculty load. Full time bargaining unit members shall only be required to meet with students enrolled in an independent study 4 times per fall and spring semester and 2 times in the summer semester. A full-time bargaining unit member shall receive independent study pay under the following formula: (a) number of independent study credit hours (b) times the number of independent study students (c) times the students' actual applicable tuition rate for each hour of independent study. Independent study pay shall be paid at the end of every semester.”

Central Ohio Technical College	“Practicum experience, internship, and directed practice experience: a faculty member shall receive contact hours for the seminar portion of the course based on the number of credit hours assigned to the seminar, if a seminar is required. Contact hours for monitoring the student at the site of a practicum experience, internship, or directed practice will be based on the total number of students visited in all sections as follows: Practicum Experience: contact hours for monitoring students at site of experience: Number of Students: 1-3 = 1 Hour 4-7 = 2 Hours 8-11 = 3 Hours 12-15 = 4 Hours Internship and Directed Practice: contact hours for monitoring students at site of experience: Number of Students: 1-3 = 1 Hour 4-7 = 1.5 Hours 8-11 = 2 Hours 12-15 = 2.5 Hours The contact hours for practicum experience, internship, and directed practice will be paid only for the number of weeks in which the student is attending. For example, if students are only at the site for five weeks, the contact hours will be paid for only five weeks.”
Cuyahoga Community College	No provision stated in CBA about calculation
Edison State Community College	No provision stated in CBA
Cincinnati State Tech and Community College	“Practicum, clinical, and other experiential education coordination workload units shall be awarded as follows: - 2-3 units/semester for developing and maintaining site agreements. The number of units awarded each semester shall be determined collaboratively by the faculty member and their Dean based on the number of site agreements/affiliations maintained and/or in development during that particular semester - 1 workload unit for each contact hour of instruction on-site - 0.33 workload units for direct student oversight for each student enrolled.”
Columbus State Community College	“Nothing stated in CBA about calculation. Internship, clinical, and practicum sections are also exempt from this class size standard and will be staffed in accordance with program accreditation standards.”

Hocking Technical College	"In those instances, in which Bargaining Unit Employees are assigned practicum, field, co-op and/or directed practiced experience as part of his/her instructional duties, load determinations shall be calculated according to the following formula: 1-4 students = 1 contact hour 5-7 students = 2 contact hours 8-11 students = 3 contact hours 12-14 students = 4 contact hours CBA has full breakdown."
North Central State College	"Practicum: To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the students at least once biweekly, provides the final grade, and teaches at least one course on campus. Cooperative work experience: The experience is coordinated by a faculty member of the College who visits the job site for a conference with the student and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer. Field Experience: The experience is coordinated by a faculty member of the College who assists the students in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester and assigns the course grade to the student after appropriate consultation with the employer/supervisor. All 0.25 hour of load per student."
Owens State Community College	"For co-ops with related duties, a faculty member shall receive .3 contact hours per student (in lieu of the credit hours assigned to such courses). Required co-op seminar will be calculated into load one (1) lecture hour to one (1) credit/contact hour For field experiences with related duties, a faculty member shall receive .3 contact hours per student (in lieu of the credit hours assigned to such courses). Field experience will not receive class preparation credit for involvement of less than ten (10) students. With the exception of corporate programs, field experiences with less than ten (10) students will be voluntary. Multiple sections may be combined to ensure a course runs. For practicums, clinical applications, applied lessons, independent studies and miscellaneous applications with related duties, a faculty member shall receive .6 contact hours per student (in lieu of the credit hours assigned to such courses). Required seminars will be calculated into load on a one (1) lecture hour to one (1) contact hour ratio. Independent Studies will be calculated as overload."
Southern State Community College	"Upon approval by the Chief Academic Officer, independent study compensation shall be one-hundred fifty dollars (\$150) per credit hour per student. Units taught as independent study shall not be included in the Employees' computation towards overload. Compensation for independent study shall be paid at the end of the semester in which the study is completed.
Terra State Community College	For purposes of load, a faculty member will receive one-half (1/2) credit hour for each student participating in an independent study class."

Professional Learning and Development

The following table shows the comparison of Northwest State Community CBA language for their Professional Learning and Development provision with that of all 21 community colleges in Ohio. It also includes peer outreach responses from each college regarding their practices related to the CBA provision.

Institution	CBA Language:	Practice:
Northwest State Community College	“Faculty will commit to five days of college service/professional development that have to be completed by September 30 th . Ex: recruiting, employee training, open houses, seminars, conferences, etc. Professional development days that fall during the regular semester will not be counted toward the five college service/professional development days when a faculty member is excused from instructional time, meetings or office hours.”	Faculty submits to Dean how they plan to use these days and Dean approves.
Lakeland Community College	“The College encourages faculty to seek professional development opportunities. These opportunities shall be made available to each bargaining unit member in accordance with the College’s travel policy. The College agrees to maintain a professional development pool of \$50,000 each academic year. Full-time faculty members may request up to \$1,500 out of state or \$1,200 in-state per year for professional development subject to approval by the Professional Development Committee. When determining distribution of funds, the Committee should consider whether a faculty member failed to receive funding in the prior year because the pool ran out of funds.”	Lakeland does have development days before each semester with opportunities for professional development.
Belmont Technical College	“The College will establish funds to be appropriated for the use of bargaining unit members to attend professional meetings, conferences and workshops, which shall not exceed \$2000 annually for any bargaining unit member.”	No P&D Days

Central Ohio Technical College	“In the spirit of our ongoing efforts to maximize student learning, and in the interest of strengthening the College’s performance-based culture and the Faculty’s ability to engage in continuous improvement, Faculty are encouraged to participate in collaborative, ongoing, non-regularly scheduled reviews of their professional performance. Each academic year, excluding the year in which the Faculty member is up for contract renewal, Faculty shall participate in an annual performance review with their designated administrator.”	"Faculty Development Week" - 5 business days prior to the first day of classes autumn term.
Cuyahoga Community College	“Members of the bargaining unit who have been contracted by the College as full-time faculty members for a minimum of seven (7) academic years of teaching service are eligible to apply for a professional improvement leave. Effective August 16, 2025, the College will provide funds for travel to professional meetings and other appropriate activities in the amount of one thousand, four-hundred (\$1,400) per year, four-thousand, two hundred dollars (\$4,200) per contract period, per faculty member. Such funds may be utilized by faculty members to defer the cost of courses for professional development related to the faculty member’s particular discipline and for other faculty professional development purposes.”	In addition, full-time faculty are required to participate annually in five professional development days, including two (2) convocation days, two (2) campus days, and one faculty colloquium day. New tenure-track faculty also participate in a year-long onboarding and professional learning program.

Edison State Community College	“A full-time teaching faculty member who has held a non-leave-interrupted, fulltime appointment with the College for at least seven (7) years shall be eligible for consideration for a professional development leave of absence of up to one (1) year for purposes of research, advanced study, an exchange teaching assignment, travel, governmental service, or any other professional experience which is related to his or her field of teaching, or which will improve his or her professional competence as a College faculty member. Full-time faculty members may be accorded the privilege of traveling to and participating in professional meetings and similar activities related to their teaching assignments with the College. Such travel and participation shall be reimbursed within the limits of the College's budget for such purposes and in accordance with the College's policies and procedures and requirements prescribed for official travel by the State of Ohio. Approval of such travel shall be at the discretion of the appropriate dean and the Provost.”	Professional learning and development - o Professional development is an expected faculty responsibility under the Faculty Workload Policy - o Faculty are required to participate in professional development sessions during the duty week before the Fall and Spring semester.
Cincinnati State Tech and Community College	“Eligible to enroll in up to 3 courses per semester without payment; up to 12 credit hours/semester must maintain GPA of 2.0 to waive tuition/fees. Faculty can use pool of \$600,000.00 for tuition reimbursement and carries over year to year for advanced degrees/continuing education/PD. Reimbursement: 75% of current tuition rate for Ohio residents if at UC; 75% of cost of tuition if other institution.”	No additional information provided.

Columbus State Community College	“Both parties recognize that professional development is a necessity for faculty development, maintenance of professional credentials, and the advancement of the mission of the College. Furthermore, "Professional Development" is a category that many faculty have depended on for purposes of promotion and tenure, and full-time faculty at Columbus State have a well-established history of ample opportunities for professional development, including reimbursement for conference registration fees and other travel expenses necessary to support and advance the College's mission. The Senior Vice President of Academic Affairs will decide how much funding will be considered along with other budgetary priorities that may arise. However, a minimum of \$300,000 will be designated for professional development by the Academic Council Faculty Entry Training and Professional Development Committee and will be distributed among departments based on priorities determined by individual departments.”	Article 47.01 does expressly provide for ten (10) required professional workdays for all faculty; these professional workdays may also be used for department, division, or College meetings, as well as workshops, conferences, training, or pedagogical research activities. The results of those professional activities are documented through the annual faculty appraisal process. Additional opportunities are also available through reassigned hours and sabbatical or professional development Provisions.
Hocking Technical College	No mention in CBA	One day each semester is set aside for faculty-wide professional development.

North Central State College	“Each fiscal year the College will annually allocate by department, a sum equal to \$1,100 per faculty member. The purpose of these funds is to fund activities above and beyond any College-mandated professional meetings or conferences, which will be funded by the College using other resources. Professional development funds are subject to approval of the Dean/Assistant Dean with the intent that each faculty member has access to those funds.”	Yes
Owens State Community College	“A full-time bargaining unit member who has held a full-time appointment with the College for at least six (6) years may request a leave of absence without pay or benefits for up to one (1) year for purposes of advanced study or other professional experience which is related to his/her professional competence as a College bargaining unit member. If any professional development of any kind for a bargaining unit member including the attainment and maintenance of certifications and licensures related to the expertise in his/her field is required by the college for whatever reason this training, education, certification, etc. shall be paid by the college. Full-time bargaining unit members shall be granted full tuition waivers for all course and general fees for any ace classes they take at the college.”	We have 173 total duty days which include at least one week before classes begin in Fall and Spring to allow for professional development, college-wide meetings, and preparation time.
Southern State Community College	“The College and the SSEA agree that they have a mutual interest in having faculty members participate in professional development opportunities including, but not limited to attending classes, attending professional conferences, participating in both internal and external professional development opportunities. The College shall provide the SSEA an annual allowance for professional development purposes on August 1 of each contract year in the amount of \$30,000.00.”	A week before classes each fall and spring term is reserved for professional development (PD) and course support. We also have required “5th Friday” Assessment workshops throughout the year as well as monthly “lunch and learns.” We support professional development through reimbursement and incentives for off campus PD.

Terra State Community College	“Faculty can request one (1) or more days of paid leave to attend a workshop, seminar, or other educational meeting related to their professional duties. Full-time instructional staff, their dependent natural and legally adopted children and step-children (as defined in Section 132(f) of the Internal Revenue Code, as amended, or any successor provision), and the faculty member's spouse, may enroll in credit courses at the College without a tuition charge. The tuition waiver does not include the application fee, general fees, and laboratory fees.”	“Yes- per Section 7.01 of the TFA contract, professional development is integrated as part of the 10 non-instructional days required for each academic year. Duties for faculty commence up to five workdays prior to the start of classes each term.”
Clark State	No CBA	All faculty are required to complete 30 hours of professional development/year. These generally correspond with their contract.
Stark State	No CBA	The days prior to the start of fall and spring semester also include time for professional development, which is hosted internally.
Zane State	No CBA	Professional development is offered during the week before classes begin in fall and spring, as well as at various other times throughout the year.
Marion Tech	No CBA	This is all built into the faculty workload.
Washington State	No CBA	We do require faculty to take part in PD days. We have two weeks set aside before the start of the semester for fall. The first week is for professional development that is mandatory. The second week is for office time, course prep and peer to peer department meetings.
Lorain County	No CBA	There are six (6) Faculty Development Days are provided during each academic year allowing for course preparation, required and optional professional development and learning opportunities.
Sinclair Community College	No CBA	There are 2 dedicated days before semester begins; Wednesday and Thursday should be utilized for Fall Faculty Professional Development Day (FFPDD) and Fall Conference.

Rhodes State	No CBA	The College provides faculty with professional development money in annual budgets and webinars that are designed for faculty development. We do ask faculty and Deans for topic suggestions each year. It is tracked by the Assistant VP of Special Programs, Projects, and Outreach.
Rio Grande	No CBA	No additional information provided

LMS “Maintenance Days”

The following table shows the comparison of Northwest State Community CBA language for days allocated toward updating course material with that of all 21 community colleges in Ohio. It also includes peer outreach responses from each college regarding their practices related to the CBA provision.

Institution	CBA Language	Practice
Northwest State Community College	“The academic year for faculty under nine-month contracts shall be considered 173 days for calculation purposes and include 4 LMS Days”	LMS Days were added into the most recent contract because faculty stated that they needed extra time to update course material in LMS system. Faculty can use the days anytime.
Lakeland Community College	No mention in CBA	No additional information provided
Belmont Technical College	“During the 5 non-instructional days before each semester (Fall and Spring, not Summer), bargaining unit members have at least one day with no meetings scheduled so they can prepare for the semester.”	1 day during fall forum, 1 day during spring forum, must not have any meetings scheduled and can be solely designated as prep days. Outside of this time, any updates to course material is considered to be built into their existing workload.
Central Ohio Technical College	No mention in CBA	Although not included in the bargaining agreement, past and current practice is to dedicate 3 days for faculty development and 2 days for class preparation.
Cuyahoga Community College	No mention in CBA	The College does not designate specific days solely for curriculum updates; rather, curriculum review and revision occur throughout the academic year. Faculty may receive release time or service credits for work related to updating curricula, course content, and materials.
Edison State Community College	No mention in CBA	Four (4) duty days per semester are specifically allotted for preparation and grading within the 178-duty-day contract year.

Cincinnati State Tech and Community College	No mention in CBA	Curriculum Updating. Part of existing workload; no separate dedicated days for updating (Academic Dean may provide workload unit(s) if faculty member is creating a wholly new academic program or course.)
Columbus State Community College	No mention in CBA	The College does not identify a separate standalone published policy that creates faculty course-update days outside the regular workload structure.
Hocking Technical College	No mention in CBA	Assumes that faculty are full-time employees and course development activities are completed as part of their full-time duties. There are no separate days or hours compensated or allowances made for course development.
North Central State College	No mention in CBA	Built into existing workload.
Owens State Community College	No mention in CBA	We have 173 total duty days which include at least one week before classes begin in Fall and Spring to allow for professional development, college-wide meetings, and preparation time.
Southern State Community College	No mention in CBA	It is part of normal workload.
Terra State Community College	No mention in CBA	Per Section 7.01 of the TFA contract, professional development is integrated as part of the 10 non-instructional days required for each academic year. Duties for faculty commence up to five workdays prior to the start of classes each term.
Clark State	No CBA	No additional information provided.
Stark State	No CBA	The days are built into the existing workload, which includes days prior to the start of each fall and spring semester.
Zane State	No CBA	Updated course material is expected as part of the regular workload.
Marion Tech	No CBA	This is all built into the faculty workload.
Washington State	No CBA	We have two weeks set aside before the start of the semester for fall. The first week is for professional development that is mandatory. The second week is for office time, course prep and peer to peer department meetings.

Lorain County	No CBA	LCCC does not maintain a policy providing separate or dedicated course preparation days. Course preparation, course revision, and instructional planning are considered inherent to faculty instructional responsibilities.
Sinclair Community College	No CBA	The obligation to perform services for an academic year begins on the Monday closest to August 16 of each calendar year and ends on the last day for submission of spring term grades, as scheduled in the academic calendar published prior to the start of each academic year. Monday and Tuesday of that week are “Faculty Planning Days.
Rhodes State	No CBA	Continuous improvements for courses are part of the faculty workload.
Rio Grande	No CBA	No additional information provided.

OHIO AUDITOR OF STATE KEITH FABER



NORTHWEST STATE COMMUNITY COLLEGE

HENRY COUNTY

AUDITOR OF STATE OF OHIO CERTIFICATION

This is a true and correct copy of the report, which is required to be filed pursuant to Section 117.26, Revised Code, and which is filed in the Office of the Ohio Auditor of State in Columbus, Ohio.



Certified for Release 7/30/2026

65 East State Street, Columbus, Ohio 43215
Phone: 614-466-4514 or 800-282-0370

This report is a matter of public record and is available online at
www.ohioauditor.gov