



LAKES
REGION
COMMUNITY
COLLEGE

Laconia, New Hampshire

New England Commission of Higher Education

Fifth-Year Interim Report

August 2023

INTRODUCTION

In April 2022, LRCC's Vice President of Academic and Student Affairs (VPASA) requested that Cathy Kubec, formerly a full-time faculty member, assist the College with coordinating the Five-Year Interim Report. Ms. Kubec had been the Self-Study Coordinator for the comprehensive review in 2018 and had been one of the major contributors to a substantive change request and other accreditation reports since that time. She began by determining what information and documents would be required for this effort and developed a timeline detailing suggested deadlines for the various sections of the report. Then, on July 22, 2022, Ms. Kubec attended the NECHE Interim Report Workshop held in Burlington, MA, to learn more about the interim reporting process.

On July 29, 2022, Ms. Kubec was appointed Interim Vice President of Lakes Region Community College. In preparation for the return of faculty in mid-August that year, she identified a NECHE Interim Report workgroup that would be responsible for the Interim Report forms and for the narratives for each of the accreditation standards. Nine individuals were selected based upon their direct knowledge of, and/or ability to access the information needed to adequately address specific areas of the document.

At the "All-College Meeting" that took place on August 16, 2022, the Interim VPASA reminded the faculty and staff that we would submit an interim report to NECHE in one year, discussed the process, and explained that a workgroup had been selected based upon their ability to address various sections of the report. An organizational meeting of this Interim Report workgroup took place on August 18, 2022. At that meeting, the Interim Report process and timelines were discussed, and the Accreditation Standards were reviewed and distributed. An LRCC NECHE workgroup was set up on Microsoft Teams, with folders for each part of the report. This site served as a data and document repository for all members of the group, and it proved to be an effective and efficient way to communicate with one another between meetings. The report coordinator met with each of the group members in mid-September to discuss progress and facilitate the retrieval of any information and/or data necessary to complete a specific section. The committee met again during the first week in October to discuss any issues affecting information retrieval, to discuss specific report topics, and to note progress made. Following that, group members felt that individual meetings were more beneficial than meetings of the full committee, so they agreed to continue for the most part with individual check-ins. The entire Interim Report workgroup did have one additional meeting together in early December, prior to the end of the Fall Semester. During the semester, the Interim VPASA had taken on several other additional responsibilities and reassigned the Interim Report Coordinator role to the College's Assessment Coordinator, Dr. Rachel Sullivan, who was already a member of the workgroup. Since the College is focused on, and committed to, establishing a culture of assessment, it was fitting that the Assessment Coordinator should lead this work.

Since individual meetings with the various workgroup members proved to be more productive than meetings of the larger group, the report coordinator continued with individual meetings. An initial draft of much of the document had been completed by February 2023. Subsequently, efforts were directed at refining the document, ensuring that all pertinent areas were addressed, and that the most recent data were included as they became available. The IVPASA met regularly with the Interim Report Coordinator to review progress. Committee members were able to reread the draft and make additions or other revisions before the document was finalized and submitted to the New England Commission of Higher Education.

CONTRIBUTORS TO THE PREPARATION OF THE INTERIM REPORT

Patrick Cate, Interim President

Standards 1 and 3

Plans: Most Significant Issues and Initiatives for the Next 5 years

Cathy Kubec, Interim Vice President of Academic and Student Affairs (IVPASA)

Interim Report Coordinator, April 2022 – November 2022

Provided assistance to new Interim Report Coordinator, December 2022 – August 2023

Introduction and contributor/reviewer for the entire report

Rachel Sullivan, Assistant Professor – Social Sciences; LRCC Assessment Coordinator

Interim Report Coordinator, December 2022 – August 2023

Institutional Overview, Standards 6, 8, and E Series Forms

Laura LeMien, Associate Vice President of Academic and Student Affairs (AVPSA)

Data First Forms, Area of Emphasis: Implementing Strategic Plan, and Standard 2

Kristin Purrington, Financial Aid Director

Standard 7

Katie Sweet, Marketing and Public Relations Manager

Standard 9

Shawna Young, Director of Enrollment Management and Onboarding (DEMO)

Standard 9, and Area of Emphasis: Achieving Online Enrollment Goals for Four Online Programs

Matthew Simon, Assistant Professor and Program Coordinator, Math and Science;

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Standard 6 and Area of Emphasis: Distance Education

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Standard 5

Stephen Freeborn, Associate Professor, English; Department Chair Liberal and Professional Studies

Standards 3 and 4

INSTITUTIONAL OVERVIEW

Founded in 1967, Lakes Region Community College (LRCC) is part of the Community College System of New Hampshire (CCSNH). Located in Laconia, LRCC educates students primarily from Belknap, Carroll, Grafton, and Merrimack counties and is one of three rural community colleges that serve the northern part of the state. As the College's name indicates, this is a region of incredible natural beauty, and one of the area's largest industries is hospitality and tourism. Healthcare, social assistance, and manufacturing represent other important economic sectors. The College enrolls approximately 500 matriculated students, and offers a personalized education with an 8:1 student to faculty ratio.

Originally named "New Hampshire Vocational Institute- Laconia", LRCC's identity has long been grounded in the trades. Popular and long-standing programs include Fire Science, Automotive Technologies, and Electrical degree and certificate programs. Today, LRCC is a small, student-centered, comprehensive community college whose identity reflects the complex and dynamic nature of the communities we serve.

In keeping with its mission, LRCC has prioritized responding to the needs of its communities and employer partners. During the review period, several exciting curricular changes have been made. Computer Information Systems and General Studies (now Interdisciplinary Studies) were redesigned and allow flexible and customizable plans that better serve student and industry needs. A new Paramedic certificate program, which enrolled its first class in 2022, was created to fill a gap in local training options for emergency medical services. Now, students in the Fire Science program do not have to attend a different institution to pursue paramedic training, and current firefighters can also enroll in the 12 month/36 credit certificate program. Partnerships are also central to the work of the College. Lakes Region Community College and Concord Hospital-Laconia (Formerly known as Lakes Region General Hospital) have a long history of collaboration that has been largely centered-around the College's Nursing program, which was re-accredited by the Accreditation Commission for Education in Nursing (ACEN) in 2022.

LRCC continues to actively collaborate with and support local K-12 partners. The Running Start, E-Start and Early College programs enable local high school students to access college coursework in numerous content areas at a reduced cost. Enrollment in these programs has grown over time, from 714 students in 2020 to 983 students in 2022, an increase of 37.6%.

Also central to LRCC's mission is a commitment to student success. As an open-access institution, we enroll students from a variety of backgrounds—with some students enrolling immediately after high school graduation and others returning to college after time away from school. LRCC has invested in technologies like EAB Navigate, and has embraced new models and initiatives, including pro-active advising and a Gateway Program, to ensure that all students have the tools to succeed.

AREA OF EMPHASIS: IMPLEMENTING THE STRATEGIC PLAN

In its letter dated October 13th, 2020, NECHE requested that we "give emphasis in the Fall 2023 report to its success in implementing its strategic plan, including developing timelines for implementation and documentation of accomplishments to date". During the last five years, we have finished work on our 2018-2021 strategic plan and are in the midst of carrying out our 2021-2024 strategic plan. This section provides an overview of how the 2018-2021 strategic plan was implemented, how the 2021-2024 strategic plan was developed, and how the 2021-2024 strategic plan is currently being implemented.

LRCC's 2018-2021 Strategic Plan: Implementation and Documentation

The 2018-2021 Strategic Plan was comprised of six overarching goals: to increase enrollment, to build partnerships with the community, to improve revenue and sustainability, to enhance quality of academic programs, to improve/enhance student experience, and to create an environment of collaborative planning, effective communication, and operational transparency. Within these six overarching goals, actionable strategic initiatives and priorities were identified and tracked throughout the course of the three-year strategic plan timeframe. This work was led by the College Coordinating Council (CCC), with input provided from faculty, staff, and the College Advisory Board. After receiving and incorporating feedback from each stakeholder group, the CCC presented the revised plan to the College Leadership Team (CLT) for approval. After approval, the plan was implemented during the Fall 2018 semester. This implementation was tracked using a Strategic Plan Documentation Spreadsheet. An excerpt from this spreadsheet can be found below; this format was used to track progress towards/completion of each strategic initiative.

Table 1: Excerpt from Strategic Plan Documentation Spreadsheet

Goal #1: Increase Enrollment

Strategic Initiative	Action Plan	Deliverable	Date of Completion	Accountability	Status Update
Improve Strategic Recruitment	Explore the organizational structure in recruitment	Review Organizational Chart	December 2018	Director of Enrollment Management and Onboarding (DEMO)	Review of organization structure completed. Recommendation made to hire a FT recruiter accepted. Recruiter hired in May of 2020.

While the documentation for each goal and initiative was standardized, deliverables and status updates differed based on timeline, resources, and the nature of the goal. For example, hiring a new full-time recruiter demonstrates our financial/resource commitment to improving strategic recruitment. At the same time, other goals, such as building partnerships with the community, were met largely by relying on existing staff and intentionally prioritizing outreach. For example, the number of campus spaces rented by community groups increased between 2018 and 2020, and a Community Relations Committee was formed, which led to increased participation in a variety of local community events. While most of the initiatives were either met or are ongoing, it was determined that some initiatives should be removed. For example, creating an Office of Alumni Affairs was removed as financial resources were limited and were used in areas that were a higher priority. Other initiatives, such as researching an LRCC phone app, needed to be undertaken at the CCSNH system level, and were not in our control. The goals outlined in the 2018-2021 strategic plan guided the work of the College, but we were also cognizant of the fact that the plan is a living document, and external factors such as the COVID-19 pandemic altered some of the specific goals initially identified. For example, a goal of increasing the student residential population by 5% each year was not feasible during 2020-2021, when the residential population was intentionally limited due to COVID-19.

Developing the 2021-2024 Strategic Plan

Much like the 2018-2021 Strategic Plan, the 2021-2024 Strategic Plan was also developed by the College Coordinating Council. Due to COVID-19, this process was conducted remotely, via Zoom. As a first step, the CCC conducted a SWOT analysis with faculty and staff. Then, additional feedback was solicited from other campus stakeholders (faculty, staff, and the College Advisory Board) in order to create the goals and initiatives that would drive the College's work during this timeframe. The chair of the CCC emphasized open communication with the campus and provided regular updates as the plan was developed. After incorporating feedback and making revisions, the plan was presented to and approved by the College Leadership Team. The plan consists of three overarching goals, which are aligned with 2-3 more specific objectives:

- Goal #1: Conduct modern and unique programs that meet the needs of our communities
 - Objective #1: Deliver an innovative teaching and learning environment
 - Objective #2: Offer a personalized education that improves student engagement, retention, and completion
 - Objective #3: Prepare learners for success in a changing world
- Goal #2: Become an integral player in the intellectual, economic, social, and creative culture of the Lakes Region
 - Objective #1: Become the leader in workforce development programs in the greater Lakes Region.
 - Objective #2: Promote LRCC as collaborative resource for the region.
- Goal #3: Foster a learning culture
 - Objective #1: All employees engage in professional development activities that foster discipline-specific expertise and are aligned with the College's mission and strategic initiatives.
 - Objective #2: Strengthen shared governance.
 - Objective #3: Promote diverse, inviting, and inclusive communities.

Each objective aligns with several tactics, which are what we measure/track to ensure that the overarching goals are being met. For example, two of the tactics used to meet Goal #1, Objective #1: *Deliver an innovative teaching and learning environment* are: "Increase the number of professional development offerings targeting pedagogical innovation and improvements in student completion" and "Fund small innovation grants for faculty and staff aimed at enhancing program development and student success".

LRCC's 2021-2024 Strategic Plan: Implementation and Documentation So Far

LRCC's Shared Governance Council (SGC) is now tasked with tracking the implementation of the 2021-2024 strategic plan. The development and composition of the SGC is discussed in greater detail in *Standard 3*. The Strategic Planning process at LRCC is collaborative, and the SGC, alongside members of other committees, re-visits the strategic plan to ensure that the tactics are realistic, that the appropriate stakeholders are tasked with enacting each tactic, and that the timeline/progress is being captured. To track progress in implementing the strategic plan, the SGC requests updates from key stakeholders on campus. They also obtain updates from the various college committees, requesting that they outline how their committee work aligns with and supports the strategic plan.

For example, we know that the two tactics identified under Goal #1, Objective #1 have been implemented during the strategic plan timeframe. Our Innovative Pedagogy Fellow was partially tasked with increasing the number of professional development offerings targeting pedagogical innovation and improvements in student completion. As described in our *Areas of Emphasis* and in *Standard 6*, the person in this role has led numerous workshops (six during the 2021-2022 academic year and eight during the 2022-2023 academic year) that are focused on best practices and innovative ways of teaching, ranging from flipping the classroom to aligning objectives with activities to increasing engagement in online courses. And during the 2022-2023 academic year, the College Leadership Team funded an “Innovative Award” using President’s Office funds. Faculty and staff were invited to present an innovative idea that would help deliver student success using funds that were not necessarily available within their approved budget. Each request required a description of the innovative idea, as well as an explanation of how it will support student growth and/or development and how it aligns with our strategic plan.

Examples of funded projects during the 2022-2023 academic year include:

- Virtual reality trainer headsets for the Fire Science and EMS programs. These will allow students to experience lifelike situations where they can practice interviewing, assessing, diagnosing, and treating patients in real time and apply course concepts, without real consequences.
- Updated equipment for the electrical technologies program, which now aligns with the technology versions that are used in textbooks and on the job.
- Adaptable classroom seating that can be used by neurodivergent students

In total, over \$28,000 was dispersed to support six requests.

Additional information about our current strategic plan can be found in *Standard 2: Planning and Evaluation*.

AREAS OF EMPHASIS: DISTANCE EDUCATION AND ACHIEVING ONLINE ENROLLMENT GOALS FOR FOUR PROGRAMS

The Commission requested that we include an update on both our success in offering current courses and academic programs via distance education and in achieving our enrollment goals for four online associate degree programs. These two topics are closely linked and have been impacted by similar campus initiatives and enrollment trends, so they are discussed in the following integrated narrative.

Growth in Online Course Delivery and Enrollment

In July of 2019, we submitted a substantive change to NECHE requesting that degrees in Business Management, Liberal Arts, General Studies, and Computer Technologies be offered in an online format. NECHE approved this request in January 2020. Two months later, the COVID-19 pandemic greatly altered course modalities at educational institutions across the globe. As a result, all courses at LRCC transitioned to an online or non-face-to-face/alternate delivery setting. Since this time, our online education landscape has shifted in ways that were not expected when online degree approval was first requested. Over the past three years, we have focused on offering high-quality online courses across many programs, rather than exclusively offering online-only degrees. This was first driven by necessity in 2020 but has since been driven by a desire to meet the flexible needs of today’s community college students.

Recent student data show how ubiquitous online coursework has become since our last NECHE review. When we examine online course statistics for 2016-2019 LRCC graduates, data show that 43.4% of

students never took an online course, 51.4% of graduates took 1 to 49% of their courses online, and only 5.2% of graduates took 50% or more of their courses online. Today, the percentage of students taking online courses here at LRCC has increased dramatically. When we look at 2019-2022 graduates, only 17.6% completed no credits via distance education, 70.4% of graduates completed fewer than 50% of their courses via distance education, and 12% of graduates completed 50% or more credits via distance education.

The number of courses offered in online, flex, and hybrid formats has also increased during this time period. In Fall of 2022, there were 54 courses offered online, and nearly 30 offered in either a flex or hybrid modality. This is a substantial increase from our 2020 goal of developing five new courses suitable for online delivery.

Table 2: Number of LRCC Course Sections by Modality, Fall 2019 - Fall 2022

Course Modality	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<i>Online</i>	26	31	34	54
<i>Flex</i>	0	14	21	16
<i>Hybrid</i>	11	5	3	10
<i>Zoom Live</i>	0	1	3	3

Supporting Online Course Delivery

In August 2022, we submitted a Distance Education Report that served as an Update for General Approval to Offer Online and Remote Education (offering programs that are 50% or more online). That report showcases our continued capacity to offer programs via distance education, highlights growth in distance education offerings and professional development initiatives, and includes updates to technical infrastructure and improvements to student support services. Much of the information presented in the 2022 Distance Education Report is still current as of July 2023, including:

- The system-based and college-specific technologies used to support the delivery of online courses.
- How we ensure academic integrity, meet ADA compliance, determine appropriate credit hours for online courses, and offer specialized courses (like science labs) in an online format.
- How we make online courses accessible by making laptops available for use by students, offering multiple computer labs, extending WiFi access to campus parking lots, and offering multi-device access to Canvas and other online systems.

We have also made significant investments to ensure that faculty are prepared to teach in online, hybrid, and flex formats. We received federal funding during the COVID-19 pandemic, and we used these additional resources to upgrade classroom technology in traditional academic and technical classrooms which allows for remote student participation in flex courses. And in recent years, we have worked to create programs and professional development offerings that further instructor knowledge in online learning. In 2021, an Innovative Pedagogy Fellow was appointed and tasked with leading and developing workshops and training for faculty at the College. During the Spring 2023 in-service schedule, the Fellow led a workshop on enhancing “Student Engagement in Distance Education.” This workshop was attended by over 90% of the full-time faculty employed by the College and included specific, concrete pedagogical suggestions for how to structure distance learning in ways to improve student engagement. A faculty “lunch and learn” focused on ChatGPT and the impact of AI on education was also held during the Spring 2023 semester. Throughout the year, LRCC and the CCSNH System Office

continue to provide more training to faculty on how to best use and implement various online management tools available to the campus. In particular, training courses on Navigate and Canvas usage have been quite popular, with over 80% of full-time faculty attending. We have also required all faculty (full-time and adjunct) to complete a Canvas Training module created by the Distance Learning Committee, which helps ensure their ability to use Canvas, LRCC's Learning Management System (LMS). Becoming more familiar and comfortable with these tools will only improve the quality of online instruction that our instructors can provide.

During the 2022-2023 academic year, the Distance Learning Committee identified and participated in professional development opportunities to help achieve their mission of ensuring high quality online, remote, hybrid and FLEX delivered courses. All four faculty members of the Distance Learning Committee became certified in "Quality Matters: Applying the Quality Matters Rubric." Quality Matters is a nationally recognized organization that specializes in supporting instructors in developing and implementing distance education courses that best serve students. As noted in the 2022 Distance Education Report, a full-time faculty member previously earned the Quality Matters Teaching Certificate by completing seven training modules designed to help train teachers in online instruction. The "Applying the Quality Matters Rubric" workshop is a rigorous 2-week online course that faculty may take to help them be able to assess and thereby make suggestions for improvement to online courses at their institution. By certifying faculty committee members in the application of this rubric, the committee is now better, and more formally, able to assess the quality of current online education offerings by offering targeted, concrete suggestions for improvements based on the criteria studied in the rubric.

Student Achievement and Support

When we evaluate student achievement, grade distributions are similar across course modalities. As noted in the August 2022 Distance Education report, a total of 9,700 course grades were recorded during the 2019-2022 academic years. When disaggregated by course modality, 1,736 of 2,006 (86.5%) distance education grades were a C or better and 6,856 of 7,694 (89.1%) face-to-face grades were a C or better. Since students are increasingly opting to take online courses, during the 2022-2023 academic year there has been a shift towards offering various student services and support in an online format, too. The Registrar's office has shifted away from paper-based forms, and now offers a majority of its services via the online platform Dynamic Forms. This allows students who may only be taking online courses to complete important administrative tasks without traveling to campus. Many faculty and staff advisors and support counselors offer virtual advising appointments, either by phone or via Zoom or Teams. Analytics data from the EAB Navigate platform show that from July 21st 2022 through July 20th 2023, 172 online appointments were scheduled with Student Success Counselors. Only 26.7% of these appointments resulted in cancellations or no-shows. This is consistent with the no show and cancellation rate of in-person appointments, which was 25.9% during this same time period. Library resources are also made available online through the use of search engines and databases, and students can now submit digital helpdesk tickets to the newly formed Student IT (Information Technology) HelpDesk.

Looking Forward

In our last NECHE review, which occurred prior to this increase in online coursework, we noted that we planned to offer four online programs, with Business Management offered fully online. At the writing of this report, this has not come to fruition. Instead, flex and online courses have been developed for the Business Management, Computer Information Systems (CIS) and Liberal Arts programs, but the CIS degree is the only degree program available fully online. The General Studies degree has also been re-designed/re-named Interdisciplinary Studies, and can include online courses, but it is not marketed as an

entirely online degree program (for more information on this change, please refer to *Standard 4: The Academic Program*). This shift towards different modalities better serves the flexible needs of current and prospective students within our degree programs. From a marketing and recruitment perspective, the College is careful when talking to prospective students to be transparent in what LRCC can deliver. Looking forward, we expect that students will continue to enroll in courses that are offered within Distance Education formats—including asynchronous online, flex, and hybrid options. Our goal is to continue to equip faculty to teach these courses in an effective manner, while also equipping students with the support and resources needed to succeed within these different modalities.

STANDARD 1: MISSION AND PURPOSES

Development of New Mission Statement

In our 2018 NECHE report, we noted that the College’s mission statement was due for a “thorough, comprehensive, and critical review”. This became an institutional priority, and a review of the mission was included as an action item in our 2018-2021 strategic plan (Standard 1.5). The College Coordinating Council (now re-structured and replaced by the Shared Governance Council, see *Standard 3* for more information) began reviewing and revising the mission statement during the Fall 2018 semester. A sub-group representing both faculty and staff met and reviewed three draft mission statement options before bringing these options to the College Coordinating Council, who voted to present the current mission statement draft to the College Leadership Team (CLT). The CLT voted to approve the new mission statement in Spring of 2019, and it was then formally included in the 2019-2020 academic catalog and included on the College’s website (Standard 1.2). The new mission statement is:

Lakes Region Community College provides a dynamic, community-based, high-quality learning environment, delivering a personalized education experience that prepares learners for success.

This new mission is succinct compared to our previous one, better captures our primary focus, and guides the work of the College. For example, one initiative within the current strategic plan is to add cooperative education, internship, or experiential learning opportunities to all majors. This allows a student’s education to be tailored to their interests and prepares them for success. Similarly, recent assessment initiatives, like an alumni survey and learning outcome project, seek to measure key parts of this mission statement—i.e., “prepare learners for success” and “high quality learning environment”.

Development of Community Values

In addition to revising our mission statement, we also developed a set of community values, which highlight the importance of inclusion, integrity, respect, kindness, and success to our campus community (Standard 1.5). The creation of community values was spearheaded by the Diversity, Equity, Inclusion, and Belonging (DEIB) Committee, who began working on a draft during the spring of 2022. This draft was shared with the Cabinet (composition included in Standard 3 narrative) and was sent to the campus community for feedback. The draft was revised based on this feedback and was presented to the Shared Governance Council (SGC) during the Fall 2023 semester. The SGC voted in favor of the community values, recommending that they be sent on to the Cabinet for approval. The Cabinet then approved the values, and they were introduced to the campus community by the president in January 2023. While the process to create and approve these values took about a year, it served as a formative exercise in the practice of shared governance and has resulted in a set of values that are displayed prominently on campus-- through both marketing materials, which outline the values, and actions, which reflect the values.

STANDARD 2: PLANNING AND EVALUATION

Planning

We have embraced a shared governance model, which is described in more detail in Standard 3. As a result, planning frequently involves voices from all corners of campus and from the broader community. For example, a majority of academic programs have Program Advisory Boards, who serve as a voice for community and industry. Similarly, the College Advisory Board is comprised of outside business and civic leaders who are consulted when we engage in the strategic planning process. Planning and evaluation priorities are identified through several different sources-- the College's strategic plan (discussed in more detail in *Area of Emphasis: Implementing the Strategic Plan*), the System's strategic plan, and by local industry needs. LRCC's current strategic plan can be found on our [website](#), and the CCSNH Strategic Plan can be found on the System [website](#) (Standard 2.1).

At the time of our last NECHE review, Financial, Technology, and Library plans were in the beginning stages of being created and/or implemented. Since planning is an on-going process, these plans have been re-visited in recent years. For example, during the 2021-2022 academic year, the Technology Committee created a Technology Refresh Plan. This plan categorized existing technology inventory at the College and proposed a 3–7-year refresh cycle, dependent upon technology type and frequency of use. This plan, coupled with the availability of additional funds during the COVID-19 pandemic, resulted in a significant investment in new classroom technology. Details about the types of technology purchased can be found in *Standard 7*, and the impacts of this technology on course offerings can be found in the combined *Areas of Emphasis: Increasing Enrollment in Four Online Programs and Distance Education*. CCSNH has also worked to leverage technology expertise and resources at the system level. This has resulted in shared services. LRCC now partners with White Mountains Community College, with whom we share an IT director, and IT HelpDesk hours have now been expanded.

Looking to other areas of campus, the creation of a library plan helped re-focus the role of the library from being solely a place of knowledge acquisition to a hub for information literacy. In addition to locating resources, LRCC's librarian also focuses on providing resources that support student success initiatives on campus. More details about these plans, including the library renovation and our financial standing, can be found in *Standard 7*. Other plans that have been created during the review period include an Emergency Operations Plan (February 2021), and we have worked to document processes and procedures through the writing of operations manuals, which have been created for Department Chairs/Program Coordinators and Faculty/Staff and are easily accessible through the Employee Resources page on Canvas.

Our 2018 NECHE Self-Study Report projected that a Master Plan would be completed by 2021. This timeline was delayed due to several factors, including the COVID-19 pandemic, changes in leadership at both the system and college levels, and the lack of an available architect. In December of 2022, an architecture firm began work on this project, and we received an initial report during the Spring 2023 semester. Unfortunately, this report did not include the information needed to help calculate deferred maintenance and mechanical costs over the proposed time frame. As a result, a Master Plan working group is reconvening to better assess the physical plant and to examine enrollment patterns, external relations, and academic offerings on campus. This work is beginning Summer 2023, and has a target completion date of January 2024.

As a small, rural community college, we do not have our own Institutional Research (IR) office. Instead, the College frequently utilizes available staff at the System level. CCSNH now employs a Director of

Institutional Research and Effectiveness and an Institutional Research Analyst, who are available to meet with faculty and staff at LRCC. They provide data for program reviews, NECHE and program-specific external accreditation requirements, and other reporting needs (Standard 2.2). Utilizing a centralized institutional research office has been beneficial, since we have been able to learn about best practices and initiatives related to planning and evaluation that other institutions within the System are implementing. At the same time, there are also inherent challenges associated with sharing resources. The IR office must triage data requests received from all CCSNH campuses, so we do not have a point person solely dedicated to analyzing our campus's data.

Evaluation

We evaluate the quality of our academic programs through our program review process, by reviewing data and reports from external accreditors, and through outcome data—including transfer rates and alumni employment information (Standard 2.7). A more comprehensive overview of how the College evaluates the effectiveness of its academic programs can be found in the *Standard 8: Reflective Essay*.

The creation, closing, and revision of programs is very much driven by evaluation—of community needs, faculty/staff resources, and enrollment numbers (Standard 2.8). For example, since our last NECHE review, a Paramedic certificate program was created to meet local workforce needs (discussed in more detail in *Standard 4: The Academic Program*). Similarly, when our Fire Science program began experiencing declining enrollment, financial resources were directed towards the program to modernize equipment. Fire Science received approximately \$500,000 in unused vacancy rate savings funds, which were used to purchase safety trainers, new fire equipment, and a virtual reality live training simulator. This improved learning experiences for current students and was also used as a marketing tool to attract new students. The following year, enrollment in Fire Science increased significantly, which demonstrates the power of strategic investment.

We have also begun assessing the effectiveness of administrative areas. For example, the One-Stop Office on campus underwent a self-study during the 2021-2022 academic year, which included surveys of campus constituents to assess whether the One-Stop office was adequately meeting their needs. This review and an examination of best practices in the field resulted in a shift in how the One-Stop interacts with students. We now employ enrollment specialists and utilize an intake approach, which better allows us to connect students with services from application through orientation. Processes are also continuously reviewed in order to make sure that they meet stakeholder needs. For example, during the 2022-2023 academic year many paper forms were digitized, allowing students and faculty to complete time-sensitive tasks in a much more efficient manner. Additionally, LRCC's Assessment Committee sent out an information request to many operational areas on campus that asked for the mission and vision of the department/area, data sources used within each office, and how each office is assessing whether they are meeting that mission/vision during the Fall 2022 semester. Responses were reviewed and debrief sessions with employees in these areas to review key data sources and to identify best tracking/reporting practices began during the Spring 2023 semester (Standard 2.6).

Lastly, we have worked to gather feedback from employees to both plan and evaluate professional development and other campus-based activities. Surveys are distributed to faculty and staff after sessions held during our in-service week, and feedback impacts future planning. For example, after providing sessions on inclusion and equity that were information-heavy, with little chance for participation, the Diversity, Equity, Inclusion and Belonging committee (DEIB) invited an external facilitator who planned an interactive activity that utilized the DiSC Assessment, which allowed for active engagement by attendees.

STANDARD 3: ORGANIZATION AND GOVERNANCE

Governing and Advisory Boards

We continue to be governed by the Community College System of New Hampshire Board of Trustees, which includes representatives from different geographic areas of the state and from a variety of industries and backgrounds—including finance, non-profit, manufacturing, and education. There are 24 voting members of the board, who are appointed by the Governor and confirmed by the NH Executive Council. Notably, an LRCC faculty member served as the Employee Representative on the Board of Trustees during the review period. More information about the board, including their meeting minutes and policies, can be found on the [BOT section of the System website](#) (Standard 3.3, 3.4).

We also have a College Advisory Board (CAB), which is comprised of local business and civic leaders. From 2018-2020 there was an emphasis on better integrating the College within the broader Lakes Region community. Members of the CAB directly helped achieve this by being advocates for the College within Laconia and the surrounding towns. In 2022, the Interim President met individually with each member of the CAB to discuss the direction of the College and to allow the CAB to voice their thoughts on the civic and business needs within the community. Recent years have seen turnover in the industries represented on the board due to career shifts and moves during the COVID-19 pandemic. The current goal of the Interim President and chair of the CAB is to identify stakeholders and industries that are missing on the CAB. Meetings have been scheduled to review the CAB bylaws and to begin the process of filling vacant spots during summer 2023.

Internal Governance

While external governance has remained relatively unchanged over the course of this NECHE review period, we have intentionally made several changes to internal governance, with a goal of creating less hierarchical and more inclusive decision-making structures. We value the input we gather from our various stakeholders and believe that governance functions best when all members have opportunities to share information and provide feedback. Faculty and staff, students, and advisory boards are strategically placed in roles that allow for the flow of communication to pass to leadership, giving them the ability to run the College each day (Standard 3.2). Three specific changes that occurred during the review period are the elimination of committees that were deemed extraneous, the creation of a Shared Governance Council, and the creation of a Cabinet. An overview of these changes to internal governance were shared with the campus community, and governance by-laws, which include the mission, principles, and composition of each committee are posted in the Employee Resources page of Canvas, which all faculty and staff have access to.

Committee Restructuring

In 2021, a taskforce group was formed to examine the current committee structure and to make recommendations to leadership for a way to reorganize these groups so they would become more efficient and strategically make better use of all faculty and staff (Standard 3.19). At the time of our last NECHE review, we had 15 committees. LRCC is a small college with limited personnel, which often translated into individuals serving in multiple roles. As of 2023, we now have seven committees: the Assessment Committee, Community Engagement Committee, Curriculum Committee, Distance Learning Committee, Diversity, Equity, Inclusion, and Belonging Committee, Safety Committee, and Technology Committee. These committees more accurately capture the work being done at LRCC and align with key goals and objectives in our strategic plan. Faculty and staff are elected to committees during the Spring semester, for one-to-two-year terms beginning the following Academic Year. Decreasing the number of committees and establishing a set election process has allowed for increased employee and student

representation and has lessened the “burden” of committee work. In the past, some employees were on upwards of five committees, and committees were inactive. Now, employees are encouraged to be on two or fewer committees. This allows for greater commitment and focus. All committees meet regularly to discuss matters in their areas and each committee has a separate Teams site where agendas, goals, and meeting minutes are stored. As a result of this restructuring, there has been increased attendance and engagement at committee meetings. Committees feel empowered to suggest changes and to create new events or trainings, which supports our institutional goal of fostering shared governance. For example, the Community Engagement committee has been able to participate in and plan large events, like Laconia’s Pumpkin Fest and LRCC’s Festival on the Hill, and the DEIB committee envisioned and drafted LRCC’s community values (discussed in *Standard 1: Mission and Purposes*). Looking forward, the initial committee terms/appointments that were created in the restructuring are now coming to a close, and elections were held to fill positions for the 2023-2024 academic year. We will evaluate the effectiveness of this re-structuring by continuing to review committee goals and annual reports, and by soliciting feedback from committee members.

Shared Governance Council

The same taskforce that re-structured committees also proposed the adoption of a Shared Governance Council, which took the place of the College Coordinating Committee (CCC). The SGC is comprised of one representative from each of the seven committees as well as elected faculty, staff, manager, adjunct faculty, department chair, cabinet, and student representatives (Standard 3.16 and 3.17). Initial elections and SGC meetings were held during the Spring 2022 semester, with a full implementation during the 2022-2023 academic year. Like any change, the shift from the CCC to the SGC was not seamless, and there was some confusion across the campus community about the mission and goals of the SGC. Through SGC meetings, trainings, discussions with leadership, and discussions at All Campus Meetings, the goals and mission were more clearly delineated. Now, one of the main charges of the SGC is to manage the strategic plan to ensure that progress is being made toward meeting its goals. Much of the work being done at the committee level aligns with and supports our strategic plan. Through annual reporting and attendance at meetings, work completed on individual committees is monitored and managed by the larger SGC group. Recommendations and input are then regularly reported to the College’s leadership team.

Cabinet

Our 2018 Self-Study NECHE report stated that the President was considering creating a Cabinet to serve as an advising and implementation team. This Cabinet was created during the review period, and includes the following roles on campus: President, Business Affairs Officer, VP of Academic and Student Affairs, AVP of Academic and Student Affairs, Human Resources Coordinator, Director of Enrollment Management and Onboarding, Marketing and Public Relations Manager, and a Faculty Elected Representative. Creating a cabinet has resulted in both a broader set of voices represented and more transparency in the decision-making process. This has had positive impacts on everyday decision making as well as longer term planning. For example, the Cabinet provides feedback when considering the rank order of purchases needed for the College.

After a security audit determined that door access was a possible safety issue, the cabinet advocated for the installation of door access card readers in older campus buildings that previously only had keyed entry. As we begin our master planning process, members of the cabinet are taking the lead on specific sections of the plan and are collaborating with other faculty and staff within these areas to ensure that multiple voices are represented.

System Committees and Taskforces

It is also important to note that committee/council service is not only limited to the campus. Faculty and staff members of LRCC serve on the Chancellor's Staff Advisory Council, the Chancellor's Faculty Advisory Council, and pillar teams for the System Strategic Plan. This ensures that LRCC has a presence and voice within the larger CCSNH System.

STANDARD 4: THE ACADEMIC PROGRAM

We continue to offer high-quality technical and traditional academic associate degree programs to students, who can opt to enroll in any of our 20 associate degree and 26 certificate programs. An additional program, Industrial Automation and Robotics, has received CCSNH board approval to begin during the 2023-2024 academic year. We regularly assess our offerings at both the course and program level, and proposed changes are reviewed by the Curriculum Committee. Courses are assigned a certain number of credit hours based on the federal definition of the credit hour, which can be found in the College Catalog. We define a credit as one instructional hour, which is equal to 50 minutes. Additionally, department chairs review syllabi each semester to ensure that courses meet these expectations. Students now use dual factor authentication to log in to all online platforms, including our LMS, which enhances privacy and verification of student identity. Transcripts are evaluated to determine if students can transfer credits into our programs, and students are able to transfer to other colleges using our block transfer and articulation agreements, which are published on our website and in our academic catalog. In the last five years, we have eliminated one program, Media Arts, and have paused several programs, including Marine Technology, Office Technology Management, and Fire Protection. These changes were driven by shifting industry needs, since many positions in these industries no longer require an associate degree. In some instances, existing programs were also re-designed to better align with industry standards and student needs. Lastly, we have seen a significant increase in students enrolled in dual credit programs. Three of these initiatives (re-designed programs, new program creation, and dual-credit offerings) are discussed in more detail below.

Redesigned Programs: Interdisciplinary Studies and Computer Information Systems

After reviewing our General Studies program, proposed changes were brought to and approved by the Curriculum Committee in the Spring of 2022. Renamed Interdisciplinary Studies (IDS), the program was redesigned to give students a more flexible degree experience. Now, students are able to use past coursework to complete a degree and blend multiple disciplines into a single degree. The IDS degree provides a pathway for pre-nursing students to complete prerequisite work, and there have also been other unanticipated benefits for some students. For example, when the Marine Maintenance program paused student enrollment in its associate degree program, students were still able to enroll in an AS degree program while simultaneously pursuing a certificate in Marine Maintenance. All students in the Interdisciplinary Studies program must complete either a Capstone project or Internship of their choice. This provides students with the opportunity to apply the skills and theories that they have learned throughout their time at LRCC, and supports our strategic plan, which calls for programs to add cooperative education, internship, or experiential learning opportunities to all degrees.

Computer Information Systems (CIS) was also redesigned during the review period. Led by the Department Chair and Program Advisory Board members, changes were made to course offerings and program pathways. This redesign not only established stackable certificates that students can use to build a foundation in the field, but also made it possible for them to proceed at a pace that best fits their needs. These courses are offered in a flex format, allowing learners to either attend classes in person,

participate over Zoom, or watch recordings online. By earning credentials that are scaffolded, students can make use of their certificates sooner while also working their way to a full degree. The two-year program culminates in a 60+ hour internship or a CIS elective that allows students to dig deeper in the part of IT that they are most interested in. With the addition of the student HelpDesk on campus, students can now also complete their internship on campus (Standard 4.8). Students who were already enrolled in previous incarnations of these programs were able to complete their degrees, as program faculty taught-out the prior curriculum (Standard 4.9).

Creating a New Program: Paramedic Certificate

Building new programs is another key focus, especially when barriers or gaps appear within the local community. One instance where we have addressed these concerns is with our new Paramedic Certificate Program. LRCC serves a rural base of students in central New Hampshire, and emergency medical services in the surrounding area need well-educated personnel. In the spring of 2021 a taskforce, made up of local and state emergency service leaders and emergency system leaders, was formed to explore the addition of a paramedic program at LRCC. The taskforce concluded that there was a current gap in training in which current students in the Fire Technologies Program must continue their education at another institution if they desire paramedic education. As a result, we created a 12-month/36 credit certificate program that has several stackable certificates (Healthcare Provider Cardiopulmonary Resuscitation, Advanced Cardiac Life Support, Pediatric Advanced Life Support, Prehospital Trauma Life Support) all leading to a Paramedic Certificate that complies with the New Hampshire Department of Safety Division of Fire Standards, Training and Emergency Medical Services, and National Emergency Medical Service Education Standards. The program was approved by both the CCSNH Board of Trustees and the Curriculum Committee at LRCC and received a Letter of Review, which is a status granted by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. This letter signifies that a program seeking initial accreditation has “demonstrated sufficient compliance with the CAAHEP accreditation Standards; however, it is NOT a guarantee of eventual accreditation.” The program is currently in the process of seeking accreditation, and accreditor visit(s) are set to occur during the 2023-2024 academic year. So far, the program has seen strong enrollment and feedback from students and the local community. Our first class, which ends in August 2023, is expected to provide ten new paramedics to serve the local community.

Growth in Dual-Enrollment Programs

During the review period, we have also seen a substantial increase in the number of high school students who are receiving course credit through one of three programs designed to serve this population: Running Start, Early College, and eStart. In 2020, 714 students participated in a dual enrollment program. By 2022 the number of students enrolled in one of these programs was 983—a 37.7% increase. Running Start courses are taught within the high school setting by high school teachers who are certified as CCSNH instructors, Early College courses are those in which high school students attend courses at CCSNH campuses, and eStart courses run online asynchronously and are often cross-listed with sections of online college courses.

We work closely with our high school partners to ensure that the quality of Running Start courses remains equal to those taught on campus. High school teachers are required to be certified as adjunct instructors in the CCSNH System, course syllabi are reviewed and approved, and an on-site observation by the CCSNH faculty partner is required. Student work is frequently requested so that it can be reviewed. We offer Running Start courses in all area high schools, and site coordinators continue to examine options that will increase course offerings. Enrollment in these courses match those of traditional college courses and serve students well by providing them with dual-credit that can be

applied to all community colleges in New Hampshire, and most 4-year institutions. We have also made strong gains in providing additional eStart options for students, since students have become increasingly comfortable with online learning. We continue to offer the most eStart courses within CCSNH, and enrollment has continued to increase in these courses. This is a mutually beneficial relationship for the College, as having eStart courses cross-listed with online LRCC courses has provided opportunities to offer selections that may traditionally run low-enrolled. While there are fewer students who take advantage of Early College, this option has proven to be an effective way for students to experience a college setting before making their own post high school graduation decisions. We continue to explore ways to increase enrollment in this specific program.

Looking Forward

In recent years, there has also been an effort to increase data use within Enrollment Management and to clearly publicize learning outcomes and requirements for each program. The Director of Enrollment Management and Onboarding regularly provides application and enrollment data to department chairs and program coordinators, and keeps the campus apprised of general trends through presentations at “All Campus” Meetings. Enrollment staff have focused their efforts on providing pathways and programs that meet the needs of students, and providing support to ensure students are able to complete their programs or successfully transfer to four-year institutions. This includes part-time pathways and utilizing terms in ways that allow students to complete the requirements in shortened timeframes or over the summer. On our website, each program has a specific landing page that includes program outcomes, curriculum sequences/templates, and career opportunities with sample salaries (powered by an external platform, Emsi) (Standards 4.2 and 4.3). In the coming years, we will continue to examine program offerings to ensure that they meet the needs of students and the broader community.

STANDARD 5: STUDENTS

A majority of our academic programs continue to be open access and admit students on a rolling admission basis (Standard 5.3 and 5.4). Our total headcount has decreased since our last NECHE review, but the change in FTE undergraduates has begun to rebound. After experiencing a 15.6% decline in 2020 and a 16.1% decline in 2021, there was a 1.6% increase in 2022.

Table 3: Enrollment by Year and Full-Time and Part-Time Status, 2019-2023

	FY2019	FY2020	FY2021	FY2022
First Year, Full-Time Students	92	61	56	151
First Year, Part-Time Students	82	103	123	150
Second Year, Full-Time Students	198	205	139	67
Second Year, Part-Time Students	188	150	184	126
Total FTE	461	390	327	332
% Change FTE	n/a	-15.6%	-16.1%	1.6%

The demographics of our student body remain similar over the review period—the gender composition is fairly evenly distributed, a majority of students continue to be “traditionally aged”, students come from a range of socioeconomic backgrounds (42% of first-time, full-time students receive Pell Grants),

and there is little racial/ethnic diversity among the student body, since a majority of students come from rural New Hampshire. Over the past five years, we have made targeted changes to enhance the student experience—from application to graduation. Some of the most impactful changes occurred within the admissions team, who increased outreach and worked to streamline operations, and within student services, which were expanded.

Admissions

The admissions team has made significant improvements to the ways in which we connect with and recruit students. A new Director of Enrollment Management and Onboarding was hired in 2021, and the College invested in a full-time marketing manager in May 2022, replacing the long-time part-time marketing manager. Together, the admissions and marketing teams have worked to rebuild LRCC's promotional and outreach activities. In the 2021-2022 recruitment cycle, the admissions and marketing team were able to re-start a traditional recruitment approach, which included hosting in-person open houses, information sessions, campus tours and discovery day events (Standard 5.6). Discovery Day events highlighted key popular technical programs: Automotive, Culinary, Electrical Technologies, and Fire Science. In 2022, 90 students attended these events, and in 2023 attendance was capped at 20 prospective students per program. Middle and high school visits also brought many prospective students to campus, including 40 students from Laconia Middle School and 60 from Gilford Middle School in 2022. Spring 2023 saw increased numbers from these middle schools, as well as dozens of students from area high schools, including Bow High School (10 students), Plymouth Regional High School (15 students), Sugar Valley CTC Auto (20 students), and NW Tech Center of St. Albans (anticipated 25 students).

Outreach to prospective students on the road has increased, too. Our recruiter attended 66 recruitment events during the Fall 2022 semester, and made plans to attend or host 29 events during the Spring 2023 semester. The teams also created and printed a new set of marketing materials and updated the LRCC website to better represent our academic offerings to prospective students. Keeping true to the College's mission, staff participated in local events including a Pumpkin Festival, Holiday Parade, and Polar Plunge, and hosted "Festival on the Hill", an event where the public could visit campus to enjoy music, food, and learn more about the academic programs that we offer. In the 2022-2023 recruitment cycle, the team worked to better leverage the communication capabilities of the CCSNH CRM platform, TargetX, and more quickly connect applicants with the next steps in their educational journey. Applications are actively reviewed to identify prior college coursework, assess documentation for possible placement exam waivers, and identify applicants who may be eligible for educational benefits through Veterans Affairs. If available documentation doesn't allow for placement exam waivers, the academic support coordinator works with incoming students to take the math placement exam to ensure that students register for the correct classes and have access to academic support as needed (Standard 5.5 and Standard 5.7).

As discussed in our 2018 NECHE report, we planned on regularly evaluating the orientation program to ensure that it meets student needs. Regular reviews have occurred, and orientation now includes presentations on our student success resources (including accessibility services), accessing and navigating LRCC digital platforms, student safety and conduct expectations, and it also reserves time for students to meet with faculty advisors and other incoming students by academic program. Emphasizing certain services at orientation has had a positive impact on student usage of these services. As the table below shows, we had a decline in both the total students served and the letters of accommodation distributed during the 2020-21 academic year. While the student population also declined during this time period, which could explain some of this drop in usage, we believed that many students who may

have received accommodations in high school were not seeking out similar services at the college level. After incorporating information about accessibility services into our orientation and onboarding programs, we saw a 164% increase in the number of students served during the 2022-2023 academic year compared to 2021-2022 academic year.

Table 4: Number of Students Receiving Accommodations through Accessibility Services, 2018-2023

Academic Year	Total Students Served	Total Letters of Accommodation
2018-2019	21	24
2019-2020	22	27
2020-2021	13	14
2021-2022	14	20
2022-2023	37	47

As new initiatives occur within the College, orientation materials and sessions continue to be updated. For example, digital platforms now include Navigate, and student conduct is now driven by LRCC’s Community Values statement.

Financial Aid

We understand that college costs can be confusing. The goal of the Financial Aid office is to provide transparency and clarification to students as they navigate this process, and it is staffed by a Director of Financial Aid and a Financial Aid Program Specialist. Students are advised of potential tuition costs via the LRCC website, the Business office, the Financial Aid office and at New Student Orientation (Standard 5.13). Estimated program cost sheets are also available online for long-term planning. Decreasing the College’s student loan default rate was a goal outlined in our 2018 report. IPEDS data shows that the rate has declined in recent years—from 14.7% in FY2017, to 11% in FY2018, to 1.6% in FY2019. The percent of students graduating with debt and the average amount of debt they are graduating with have also decreased—from 64% and \$11,179 in 2017 to 56% and \$8,373 in 2022.

Faculty have worked to decrease costs by adopting no and low cost books and course materials. Our proportion of student registrations in courses with no or low cost books and materials has increased from 21.9% during the 2020-2021 academic year, to 23.2% during the 2021-2022 academic year, to nearly a third, 32.1%, during the 2022-2023 academic year.

Updates to Student Services and Co-Curricular Experiences

Student Success Center

We have also seen significant changes to student services and co-curricular experiences during the review period:

- The Teaching, Learning and Career Center has been restructured into the Student Success Center (SSC), which is the umbrella organization for two full-time and four part-time staff. Different staff members within the SSC are focused on advising, accessibility services, academic coaching, connecting students to community mental health resources, and manage an active caseload of advisees (Standard 5.9 and 5.10).
- Employees within the SSC helped create and expand the “Community Marketplace at LRCC”, which helps address food insecurity among our student population. The Community

Marketplace provides free, healthy food and interview clothing for students. Food goods are purchased monthly from the New Hampshire Food Bank. The space includes a new freezer, commercial refrigerator, and ample shelving. The dedicated space is welcoming, and use of the space is normalized/ promoted by staff and faculty. Cork boards display information about local community resources, recipes, and student activities. Professional clothing, in good condition, is available to take for interviews and professional opportunities. The Community Marketplace is used frequently, with 150-200 visits during the Fall and Spring semesters. This number can include staff and repeat visits by students. The marketplace is restocked often, with two large carloads of deliveries per month.

- The SSC has helped lead the implementation of EAB’s student success platform, Navigate. SSC counselors use Navigate to track their interactions and interventions with students in need, and utilize the platform to solicit information from faculty, who are able to issue alerts based on student performance within courses. We monitor the impact of advising campaigns and campaigns created to support at risk students via the data available in Navigate. Student usage of Navigate is also increasing. In 2020-2021, 0.1% of students registered for courses using Navigate. This increased to 14.9% in 2021-2022, and by 2022-2023, over one-fifth of students, 21.2%, registered for courses using the platform. This is the highest percentage across all CCSNH campuses, and the increased usage (in course registrations, as well as in appointments and alerts) shows that implementation is moving in the right direction. Additional data on outreach through Navigate and student outcomes can be found in the *Standard 8 Reflective Essay*.
- SSC counselors have also implemented a “proactive” advising model—actively working to establish supportive advising relationships early in a student’s academic career. This has been accomplished through outreach campaigns to students, progress campaigns to faculty, and using the EAB Navigate early alert system to help Student Success Center staff connect with students at the first sign of struggle. When surveyed, 76.7% of 2023 alumni indicated that they were either highly satisfied or satisfied with the services that were provided by our student success counselors. Only one student indicated that they were dissatisfied or highly dissatisfied, and the remaining students did not seek out services from the student support center. In 2018, 67.2% of graduates said that they were “absolutely” or “for the most part” satisfied with the services provided by our student support counselors, and 28% had never met with a counselor in the office before. This shift in percentages indicates that the proactive advising model and outreach has been successful—more students are meeting with student support counselors, and they are satisfied with the help and guidance that they are receiving.

Information on the services and resources available within the SSC is available on the [LRCC website](#), shared with prospective and incoming students via the enrollment process, and showcased during New Student Orientation (Standard 5.11). The SSC also partners with external agencies to provide additional services. For example, a four-session stress management support workshop for students was held by Lakes Region Mental Health in October 2022.

One-Stop Model

Our 2018 report noted that we hoped to create a One-Stop model to help centralize student services and promote student retention. The One-Stop was created during the review period, and has resulted in a more streamlined experience for students as they navigate questions related to paying tuition bills, transferring credits, and applying for graduation. The Registrar, Bursar, Financial Aid, and Admissions offices are now housed in a centralized space. As discussed in *Standard 2*, the One-Stop underwent a

review in 2022 and subsequently made changes to its model in order to better serve students. Looking forward, we will continue to review and analyze best practices within this space.

Housing and Co-Curricular Activities

We continue to offer housing to students through a lease agreement with Apple Ridge Apartments in Laconia. Housing is managed by the housing and student life coordinator, who also serves as the primary advisor to the Student Senate. At the time of the 2018 report, there were 48 units available, with space for up to 162 students. It was difficult to fill that number of units, so the lease was revised to better meet the needs of the College. The percentage of units that are filled has remained stable or increased over the past three years, and was at 100% occupancy (max: 75 students) during the Fall 2022 semester.

Increases in student activities were difficult to implement during the COVID-19 pandemic, since a majority of courses were offered in a distance format and few students were on campus. However, the student life coordinator and Student Senate continue to offer regular co-curricular programs in both the LRCC apartments and on campus, and offer active and passive educational experiences. In recent years, the student life coordinator and Student Senate have hosted carnival games and food events, helped plan and promote holiday events for students, and organized trips to local sporting events. Current students are also encouraged to form new student organizations based on academic or personal interests. The student body is largely commuter based. As a result, it can be difficult for clubs to gain momentum. However, one example of a student organization that has been revitalized during the NECHE review period is the Hospitality Club, which is open to students from all majors. Additionally, there has been a push to include student spots on some campus-wide committees, including the Shared Governance Council (Standard 5.15).

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

Over the past five years, we have made targeted investments to support, prioritize, and document the exciting and innovative learning that occurs within classrooms—both virtual and brick-and-mortar—across campus. To ensure quality instruction and support student learning, we have created new roles and invested in new technologies, which are outlined below. At the same time, we have worked to both recruit and retain a highly qualified workforce and have prioritized offering professional development opportunities to faculty and staff across many different roles.

Creation of New Roles

The Innovative Pedagogy Fellow (IPF) is a role appointed to a full-time faculty member. The IPF is charged with developing, implementing, and leading professional development (PD) for faculty on campus, with an emphasis on raising awareness of pedagogical techniques that can improve the quality of classroom instruction both in in-person classes and distance education modalities (Standards 6.15, 6.16, 6.17). The IPF has hosted a number of workshops and trainings during in-service weeks and throughout the semester. While faculty attendance at in-service meetings tends to be mandatory, even non-mandatory PD sessions have attracted attendance from faculty, particularly sessions geared towards pedagogy. Ten participants (41.6% of full-time faculty) attended a professional development session focused on flipped classrooms, and seven participants (29.2% of full-time faculty) attended a professional development session on Open Educational Resources. Furthermore, the IPF has been tasked with implementing, organizing, and supporting a Peer Observation program in which faculty observe a fellow faculty member teaching once per year in a discipline outside of their own area of

expertise to learn new approaches to instruction. This program was implemented during the Spring 2022 semester, and feedback from faculty who participated was positive.

The Assessment Coordinator is a role also appointed to a full-time faculty member. The goal of their work is to promote a positive culture of assessment on campus and to document the various forms of assessment that are occurring within and outside of the classroom, which aligns with NECHE standards 6.15 and 6.17. The Assessment Coordinator serves as the chair of the Assessment Committee, which was reinstated at LRCC since the last NECHE review was completed. The Coordinator and committee have helped shape and standardize the curriculum mapping, program reflection and program review processes, as well as various surveys used on campus (all are described in further detail in the *Standard 8 Essay* and in the *Appendix: E Series Forms*). This work aligns with the projections outlined on page 62 of LRCC's 2018 NECHE report.

Investments in New Technology

From a technological standpoint, we have invested in new programs and resources, including: EAB's Navigate, more collaborative spaces within the library, cameras and televisions, and smartboards. Several of these new technologies allow for modern and adaptable types of instruction, including hybrid and flex courses. LRCC now has ten classrooms that are equipped with Samsung Digital Flipcharts, 20 OWL cameras available in classrooms, and 56 new computers were placed into classrooms in 2022. This investment helps support our mission of flexible education and aligns with NECHE standard 6.16. At the time of our last NECHE report, we were in the process of implementing a new Learning Management System (LMS), Canvas. This is now the primary LMS used on campus, and all faculty were required to complete online training modules to ensure that they are familiar with Canvas capabilities and best practices. Additionally, there has been a recent initiative to encourage faculty members to pursue online training through Quality Matters to get experience – and even certification – in course design and implementation for distance learning modalities (discussed in more detail in *Area of Emphasis: Distance Education*). This initiative, which can be supported by Professional Development funds, aligns with NECHE standards 6.17 and 6.20, and several faculty members have already applied for this program.

Faculty and Academic Staff

Currently, the College employs 25 full-time faculty, 61 part-time faculty, and 1 librarian. Though there has been a small decrease in the number of full-time faculty since the 2018 report (from 28 to 25), the number has increased in recent years—from 23 in 2019 to 25 in 2022, and the percentage of courses taught by full time faculty has increased—from 31% in 2017-2018 to 51% in 2022-2023. Much like our student population, most faculty/staff identify as white, which is representative of the racial/ethnic homogeneity across rural northern New England. While we have limited racial/ethnic diversity, our faculty come from a variety of academic backgrounds. Over half are community college graduates, and seven are alumni of LRCC. There is also gender diversity, with fairly equal representation of faculty who identify as men and those who identify as women. This gender diversity is beginning to extend into technical fields, too. One of our instructors in the historically male-dominated automotive technology program is a woman, and she has helped plan events on campus that support young women who are interested in the automotive field.

Table 5: Full-Time and Adjunct Faculty, 2019-2022

	2019	2020	2021	2022
Full-Time Faculty	23	24	23	25
Part-Time Faculty	102	53	65	61
% of courses taught by full-time faculty	45%	51%	49%	51%

We continue to follow the recruitment, appointment, evaluation, and promotional procedures described in the 2018 Self-Study report. These procedures follow the criteria outlined in the Community College System of New Hampshire Collective Bargaining Agreement (Standards 6.7, 6.8, 6.10). When faculty members take on additional responsibilities, like the role of Innovative Pedagogy Fellow or Assessment Coordinator, they receive credit deductions from their overall teaching load to ensure that they have adequate time to devote to teaching, advising, service, and other responsibilities (Standard 6.7).

Department chairs have worked to make the course schedules both efficient and flexible, and utilize full-time faculty as well as skilled adjunct instructors who are experts in their field to meet course needs each semester. For example, many Business Management and Computer Information Systems are now offered in a flex format, allowing students to attend in-person, synchronously online, or asynchronously online. Similarly, general education courses are offered at different times and in different formats. If a student is looking to enroll in a social science elective, they can select a course within this category that meets in the morning, afternoon, evening, or online. High-enrolled courses like Introduction to Psychology and English Composition typically have multiple sections taught by different faculty members who bring their own experiences and expertise to the course (Standard 6.18). Outside of delivering course content, full-time faculty members also serve as academic advisors for a majority of academic programs. Student Support Counselors serve as academic advisors for students enrolled in Interdisciplinary Studies, and also act as an additional resource for all students. Advising initiatives have been strengthened by technological advancements, including the use of early alerts and trainings led by staff. More detailed analysis of this Early Alert/Navigate data can be found in the Standard 8 Reflective Essay.

All faculty and staff are encouraged to apply for Professional Development Funds, which are distributed on a semesterly basis (Standard 6.6). During the 2021-2022 academic year, the Professional Development Committee had a budget of \$15,000. In total, \$11,491.26 in PD funds were distributed, supporting 19 general faculty and staff requests and three tuition reimbursement requests. Additionally, many LRCC faculty and staff members remain involved in their academic disciplines and professional communities. They belong to a variety of external organizations, attend conferences, and participate in and contribute to community groups. A sampling of recent activities and organizations that faculty and staff have participated in include:

- Presenting at the Annual Meeting of the Eastern Sociological Society
- Receiving Quality Matters Certification
- Serving on advisory boards at local technical and career centers
- Offering technology trainings at local industries
- Serving as advisors for Skills USA State and National level competitions

In addition to external professional development opportunities, faculty and staff take part in college specific professional development opportunities, which are described in more detail in Standard 7, as well as system-wide professional development opportunities, including collaborative “unconferences”. Outside of required events and trainings, during the 2022-2023 academic year, faculty also began to organize faculty forums, where they could meet to discuss current issues and events to then bring to leadership. These meetings support the College’s emphasis on shared governance, which is described in more detail in *Standard 3*.

STANDARD 7: INSTITUTIONAL RESOURCES

Updates to and Investments in Institutional Resources

At the time of our last NECHE review, we identified several institutional priorities that we planned to address in the coming years, including:

- Updates to the Bennett Library (Standard 7.22)
- Updates to classroom technology
- Investing in campus utilities, shift from oil to natural gas
- Moving culinary facilities back to the main campus

We are pleased to report that the College has successfully met/implemented each of these priorities.

Bennett Library

The Bennett Library saw a total renovation during the review period, with new seating options and study spaces. Out-dated books were culled, and new computers were purchased. The library is now a vibrant space on campus where tutoring sessions occur, classes meet with the campus librarian, book discussions take place, and students meet to study and complete course assignments.

Classroom Technology

We have invested in new technology over the last several years, which has enabled us to offer hybrid and flex courses and has allowed instructors to utilize a wider array of pedagogical practices. During Summer 2022, the following technology updates were installed in classrooms: five Flipcharts, two soundbars, one camera/microphone/audio system, and 56 laptops/computers. Previous years saw the installation of cameras and televisions in classrooms, which supported our increase in flex course offerings (see *Areas of Emphasis: Distance Education and Achieving Enrollment Goals in Four Online Programs* for flex course data). Our Technology Committee also created a technology plan, which includes a rolling technology refresh for budgeting and practical purposes.

Utilities

Several shifts to campus utilities have also occurred during the review period. In September of 2020, new boilers were installed in the Turner Building, which allowed for a switch to natural gas. In December 2021, the existing boilers in the CAT and Health Science Building were modified for natural gas. This has resulted in minimal propane use—with only the kitchen café and science lab equipment utilizing propane.

Culinary Arts

The Culinary and Pastry Arts programs returned to campus in Fall 2019, after spending several years at alternate off-campus locations. Initially, a single, dual-purpose Kitchen/Bakery opened in 2019. Over the next year construction continued and in Fall 2021, a second kitchen was completed for Culinary Arts.

This allows multiple lab classes to be offered simultaneously. The Community Table Dining Room, which is student-run restaurant, opened in Fall 2022 for public lunch service. The campus held a ribbon-cutting to commemorate the event, and the restaurant was profiled in a *Laconia Daily Sun* [article](#), which is the local newspaper, and televised throughout the broader region on *NH Chronicle*. Reservations for the student-run restaurant quickly sold out during the initial semester, which provided students with a robust experiential learning opportunity. Our Culinary Arts program is beginning to receive accolades outside of the Lakes Region, too. In June 2023, the Culinary Arts program was invited by Senator Jeanne Shaheen to represent New Hampshire Hospitality at the annual “Experience New Hampshire” event, which was held in the Capital Building in Washington, DC.

Human Resources

CCSNH continues to have a rigorous application and interview process to ensure that all employees are highly qualified. Candidates are screened to ensure they meet each of the qualifications outlined in the supplemental job description. All potential employees meet with committees comprised of faculty and staff, and all prospective faculty are required to demonstrate their proficiency by giving a sample lecture/lesson (Standard 7.1). During the review period, CCSNH contracted with the Segal Group to complete a classification and compensation study for staff positions. Work on this study is ongoing. Human Resources policies and Collective Bargaining Agreements are available to all faculty and staff through the myCCSNH portal, which ensures transparency. Staffing has remained fairly consistent over the review period. We have seen slight increases in the number of full-time instructional staff, and those employed in student and academic affairs and service occupations. Much like our faculty demographics, staff demographics align with those of our students. There is limited racial/ethnic diversity, several staff also attended community colleges, including LRCC, and many, though not all, are originally from the northern New England region.

Table 6: Employment by Selected Staff Categories, 2019-2022

	FY2019		FY2020		FY 2021		FY2022	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Instructional Staff	23	102	24	53	23	65	25	107
Librarians	1	0	1	0	1	0	1	0
Student and Academic Affairs	20	24	10	23	10	28	11	36
Management Occupations	3	0	3	0	3	0	3	0
Business and Financial Operations	4	0	3	0	4	0	4	0
Service Occupations	4	5	4	6	4	8	5	8
Office and Administrative Support	3	2	4	2	4	2	3	2

To ensure frequent communication with the campus community, the Human Resources Coordinator now distributes an “HR News” Newsletter via email. This newsletter includes Employee Assistance Program resources as well as professional development, learning, and social opportunities. Examples of past events made available to the LRCC community include health-focused events, such as virtual chair yoga and a campus walking program, as well as financial wellness and conflict resolution workshops.

Other events highlighted in the newsletter include social events that promote community on campus, such as the annual employee appreciation lunch, as well as pedagogy and DEI based professional development events. More details about professional development funding opportunities can be found in *Standard 6*, and examples of professional development (both campus-based and external) can be found in *Areas of Emphasis: Distance Learning and Increasing Enrollment in Four Online Programs* and in *Standard 6*.

Financial Resources

Over the past five years, we have strategically managed our resources to ensure that LRCC remains a financially stable institution. We have had two financial plans in place during the most recent review period—from 2019-2021, and 2022-2023. These plans included five-year financial forecasting and an overview of long-term debt obligations. Currently, we are working to develop a new ten-year Master Plan to direct the future of the College (Standard 7.6). We are committed to maintaining strong financial leadership, and were able to fill our Business Affairs Officer position with a well-qualified candidate when a vacancy occurred (Standard 7.11). One qualitative shift that has occurred during the review period is the way that departmental budgets are set. Starting in the 2022-2023 academic year, the newly hired Business Affairs Officer met individually with each department head to formulate their own budget. This process, which included a multi-year review of past financial trends as well as future forecasting, has resulted in more transparency and input, and will lead to clearer monitoring in the future. In some instances, the review has also led to positive benefits for students, too. For example, paramedic student fees decreased after the review.

Tuition and fee revenues have declined slightly since our last review, from \$4,557,520 in FY 2018 to \$3,704,774 in FY 2023. This decrease is a result of declining enrollment and CCSNH tuition freezes, which have allowed CCSNH students to pay the same tuition costs per credit for the last five years. At the same time, we have seen substantial increases in state appropriations and federal non-operating grants. When we look at our overall financial position, LRCC has seen substantial increases in our cash and short-term investments—from \$1,100,000 in FY 2018 to \$5,818,913 in FY 2022. The table below shows our operating and non-operating revenues and expenses between FY2020 and FY2023.

Table 7: Selected Operating and Non-Operating Revenues and Expenses, FY2020-FY2023

	FY2020	FY2021	FY2022	FY2023
Operating Revenues				
Tuition and Fees	\$3,936,732	\$3,446,227	\$3,408,166	\$3,704,774
Government Grants and Contracts	\$246,341	\$356,556	\$215,490	\$215,490
Non-Operating Revenues				
State Appropriations (net)	\$6,767,003	\$6,961,329	\$7,344,147	\$7,375,683
Federal Non-Operating Grants	\$1,193,826	\$2,805,389	\$2,917,741	\$2,917,741
Operating Expenses				
Instruction	\$4,182,109	\$4,841,307	\$4,246,713	\$4,416,582
Academic Support	\$828,068	\$874,293	\$690,708	\$718,337

Operating Expenses, cont'd.	FY2020	FY2021	FY2022	FY 2023
Student Services	\$862,624	\$811,346	\$996,731	\$1,036,601
Institutional Support	\$1,616,389	\$2,317,143	\$3,940,333	\$4,097,947*

*This number includes a one-time \$2,100,000 auditing expense, which is described in the operating expenses paragraph, below.

Operating and Non-Operating Revenues

As the table above shows, our decline in tuition and fee revenue was steepest between FY2020 and FY2021, it began to plateau in FY2022, and we then saw an increase in tuition and fee revenue in FY2023. When we look at non-operating revenues, we have seen an increase in financial support from the state of New Hampshire. In fiscal year 2018, state appropriations totaled \$5,489,716. By fiscal year 2023, this number had increased to \$7,375,638. Looking forward, FY24 includes a 5% increase in state appropriations, to \$7,750,000, which is an increase of \$377,000. Increases in grants have come from a variety of sources. One recent example is the Paramedic Emergency Medicine Initiative (PEMI), which is a \$580,000 3-year grant covering the cost of tuition and one instructor within our new paramedic program for a two- year period.

Operating Expenses

As a comprehensive community college, our largest expenditures center on the academic experience and student services, and there is very little money expended on research and public service. Looking forward to fiscal year 2024, we will continue to invest in these areas. For example, FY 2024 instructional operating expenses represent an increase of 13% from FY2020 to \$4,700,000, which accounts for 29% of all LRCC expenses. We also continue to invest in our student services—with expenses in this category increasing 26% from 2020, to \$1,100,000 in FY2024. There is a FY2022 audit entry which is a \$2,100,000 reduction of expense for LRCC related to a liability reduction to OPEB (other post employment benefits). This was a system wide adjustment made after the original FY2022 financial statements were prepared.

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

We continue to ensure that integrity, transparency, and public disclosure are maintained in every aspect of our operations. Much of the information presented in the 2018 report still holds true today, particularly when it comes to policies, procedures, and where information can be found—including how students and faculty/staff can file grievances and our commitment to academic freedom. However, there are also several new initiatives and roles that have been implemented, including communication tools, a full-time marketing role, growth in DEIB, and changes to internal communications, which have positively impacted our ability to continue to meet this standard.

New Initiatives

Communication Tools and Marketing

We continue to publish information in a timely and accessible manner. This allows current and prospective students, as well as faculty, staff, and the public to make informed decisions about the institution and what it offers. Since our most recent Comprehensive Review by NECHE, we have increased methods of communication. For example, we now utilize TargetX and Constant Contact. With the TargetX platform, we can text students directly, and with Constant Contact, we are able to connect with prospective students, parents, and community members whom we meet at events. While digital communication has increased, we have maintained transparency and consistency in sharing accurate and honest information across all communication channels. Messages sent include those marketing our programs, direct student communications (through text, Canvas, Navigate, and Constant Contact), and

community outreach (through social media, email, and community events). In addition to the college website, there are multiple other means available to access information about LRCC, including Facebook, Instagram, and YouTube. We showcase student success on these various social media platforms and in the “news” section of the website. Here, former and current student stories of success are profiled and celebrated.

In our 2018 report, we wrote that we were “actively seeking a dedicated part-time marketing assistant who will have various tasks related to public disclosure...” For several years, a faculty member served as marketing coordinator in a part-time capacity. In 2022, we were able to hire a full-time marketing and public relations manager. The development of this new position has allowed for increased communication across different platforms, including social media, traditional media, and our website to better connect with current and prospective students, as well as the local community.

Diversity, Equity, Inclusion, and Belonging (DEIB) Committee and Community Values

We are dedicated to providing an environment that is inclusive, compassionate, accepting, and safe, regardless of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, and other factors. We encourage education about and celebration of what makes a community diverse. During the review period, we restructured our Equity committee, which was focused primarily on discrimination complaints, and renamed it the Diversity, Equity, Inclusion, and Belonging (DEIB) Committee. Comprised of faculty and staff, the DEIB committee regularly hosts events, distributes resources, and conducts campus climate surveys to assess and promote inclusivity on campus (Standard 9.5). The LRCC Community Values statement, crafted by the DEIB Committee and endorsed by the Shared Governance Council, outlines the values and behaviors that all members of the campus are expected to uphold (Standard 9.1). The community values are described in more detail in *Standard 1: Mission and Purposes*.

Internal Communication

While increased marketing efforts have resulted in more communication with external audiences and prospective students, there has also been an institutional focus on increasing and streamlining internal communication, as well. For example, “All Campus” meetings were just being developed and implemented at the time of our last review. Five years later, “All Campus” meetings occur once a month during the semester, and serve as a time for leadership, faculty, and staff to convene and discuss important changes, highlight individual and committee accomplishments, and address any unanswered questions in a public forum. Campus events, professional development opportunities, and initiatives are also profiled in weekly “what’s happening on campus” emails that are distributed to all faculty and staff. Lastly, the 2022-2023 Faculty-Staff Operations Manual, which all employees have access to through Canvas (Standard 9.3), serves as a place where faculty and staff can locate information on academic freedom and academic honesty.

REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS (STANDARD 8)

WHAT STUDENTS GAIN AS A RESULT OF THEIR EDUCATION

Description

By the time that they have completed their degree, our graduates have gained skills that align with the dual missions of the comprehensive community college-- to secure a job within a particular career path and/or to transfer on to another higher education institution. These skills are clearly defined as program learning outcomes and are published in each year’s [Academic Catalog](#) and on each program’s specific

webpage (links to each program’s outcomes can be found in the *Appendix: E-Series Forms*). This clear delineation of outcomes provides both prospective and current students with a roadmap of what they can expect to learn as they pursue their degree at LRCC.

At the course level, all instructors are now expected to include course outcomes on each syllabus. Inclusion of outcomes on each syllabus is verified on a semester-to-semester basis by department chairs. This oversight ensures consistency and transparency for both students and instructors. Changes to course outcomes must be submitted to and approved by the Curriculum Committee, so outcomes do not differ across course sections.

We view education as a public good, too. So, students are not only learning how to be successful employees or employers, they are also learning how to be productive and thoughtful citizens. This multifaceted approach to learning is outlined in both our “Academic Philosophy” and our “Definition of an Educated Person”. These two statements, which are included in the [Academic Catalog](#), highlight the more difficult to quantify impacts that college can, and should, have on students-- from promoting uniqueness and diversity to modeling and expecting ethical behaviors.

General education categories are set at the Community College System of New Hampshire level and are described in the System’s Academic Affairs Policies handbook, which can be accessed [here](#). While LRCC does not control the general education categories, we do have autonomy in terms of determining which courses can count towards each general education category.

Findings and Analysis

Course Level

We use several different sources of data to measure what students gain as a result of their education. At the course level, student evaluation data is frequently used. All students are invited to complete course evaluations through the online platform IOTA, which we began using during the Fall 2020 semester. Students receive an email invitation, followed by several reminders, during the final weeks of the semester. In order to increase online course evaluation response rates, instructors also distribute information to their students or set aside time in class to complete these evaluations.

Table 8: Course Evaluation Response Rates, Fall 2020-Spring 2023

<i>Term</i>	<i>Overall Response Rate</i>
Fall 2020	15%
Spring 2021	22%
Summer 2021	24%
Fall 2021	33%
Spring 2022	32%
Summer 2022	28%
Fall 2022	39%
Spring 2023	36%

Within the course evaluation, students are asked to respond to a series of closed and open-ended questions. For example, students assess the following two statements using a Likert scale: “Course learning objectives were clearly defined and understandable” and “The course assignments were directly relevant to the course learning objectives.” The course evaluation platform was unable to

provide aggregated data showing the overall average response to this question, but course level data shows that across most sections, students believe that learning objectives are clearly defined and understandable, and assignments are relevant/measure those objectives. Course evaluation data shows student satisfaction, so we know that a majority of students are satisfied with the clarity of learning objectives and the linkages between stated objectives and assignments in their courses at LRCC. To determine if students are meeting these objectives, faculty evaluate their performance on course assignments. For example, SOSC121L: Ethnography of Work is a course that many Liberal Arts and Interdisciplinary Studies students take. One assignment in this course is an Autoethnography, which requires students to reflect on and write about their educational journey to LRCC, while also connecting to course concepts, including objectivity, self-reflection as a research method, and the connection between college and career. This assignment aligns with a course objective as well as a program learning outcome within the Liberal Arts program. When the instructor evaluates this assignment through Canvas, they use a rubric to determine each student’s grade on the assignment, and then use this to assess the student’s mastery on the program learning outcome, too.

The following sections of this essay describe our current assessment process in more detail, including curriculum mapping, aligning course assessments with program learning outcomes, and case studies of student achievement within three programs: Culinary Arts, Electrical Systems Installation and Maintenance, and Art: Studio and Education.

*Program and Institutional Level
Alumni Surveys*

The alumni survey is another data collection mechanism that we use to determine what students are gaining as a result of their education. Historically, this survey is distributed to graduating students at Graduation Cap and Gown pick-up in the One-Stop Office on campus. A sample of questions asked and student responses can be found below for the years 2018 and 2023, the beginning and end of this NECHE review period.

Table 9: Selected Questions and Responses from the LRCC Alumni Survey: 2018 and 2023

Survey Question	Response Options	2018 Data	2023 Data
What are your immediate plans after graduation?*	Full-Time Work	74%	82%
	Part-Time Work	12%	8%
	Continuing School	50%	16%
	Other	4%	0%
Have you found employment in a field related to your degree or training?	Yes	48%	57%
	No	46%	33%
	N/A or Blank	5%	9%
How satisfied are you with the education that you received from LRCC?***	Highly Satisfied	67%	55%
	Satisfied	33%	44%
	Dissatisfied	0%	0%
	Neither Satisfied, nor Dissatisfied	0%	1%
	Highly Dissatisfied	0%	0%

Survey Question	Response Options	2018 Data	2023 Data
How long did it take you to complete your Academic program at LRCC?	Much longer than I expected when I started college	15%	8%
	Somewhat longer than expected	21%	12%
	About what I expected	55%	67%
	Somewhat shorter than expected	5%	1%
	Much shorter than expected	4%	3%

*Responses are not mutually exclusive, so they do not add up to 100%

**Response options in 2018 were: very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, very dissatisfied.

The data above is presented at the aggregate/institutional level, but students are also asked to provide demographic information, including the degree program that they were enrolled in. This data is then provided to department chairs and program coordinators, who are able to evaluate their graduates' future pathways and experiences at/perceptions of LRCC.

Overall, results from the alumni survey are very encouraging and highlight the multiple pathways that students pursue after graduating. A majority of students directly enter the full-time workforce after graduation, and this proportion has increased during the review period. In 2018, half of all graduates indicated that they were furthering their education after graduation. In 2023, only 16% indicated that they are doing so. This is a substantial decrease, but one that aligns with enrollment trends— transfer oriented programs like Liberal Arts have seen enrollment decreases, while technical and oftentimes terminal degree programs have seen sustained (or proportionally increased) enrollment over the review period.

Over half of all alumni have found a job related to their field of study by the time that graduation nears, and this percentage increased between 2018 and 2023, which is evidence that we are preparing students to enter the workforce. And when it comes to self-reported satisfaction data, 100% of 2018 survey respondents indicated that they are very satisfied or satisfied with the education that they received from LRCC. Survey respondents in the 2023 graduating class had similar feelings, with 99% reporting that they are very satisfied or satisfied and only 1% indicating that they are neither satisfied nor dissatisfied. When asked “How long did it take you to complete your academic program at LRCC?”, only 20% of 2023 respondents replied that it took either much or somewhat longer than expected. This is a positive improvement from 2018, when 36% indicated that it took either much or somewhat longer than expected to graduate.

While these results are positive, our Assessment Committee was concerned that the timing of the survey did not fully capture all post-graduate plans, since students can decide to pursue an additional degree or find a job during the summer months. Additionally, asking students to evaluate how well LRCC prepared them for a next step before actually beginning that next step is not a well-operationalized measure of how well the College is preparing students. As a result, the Assessment Committee created an Alumni Follow-up Survey during the Fall 2022 semester, which was sent to recent graduates via email in February 2023. This survey asks students to report their current employment and educational experiences, as well as whether or not they feel like LRCC prepared them for these next steps. The response rate for the alumni survey was 11%. While relatively low, this is on par with alumni survey response rates at other institutions. Overall, findings were extremely encouraging. Some notable data points that we would like to highlight include:

- 91% of respondents reported that they were currently working in the field in which they obtained their degree.
- When asked how well LRCC prepared them for their current job, 48.3% felt that they received adequate preparation, 24.1% said that they were more than adequately prepared, and 27.6% reported that that LRCC prepared them “very well”. Notably, no respondents reported that LRCC less than adequately or very poorly prepared them for their current position.
- When it comes to pursuing additional education, 32% of alumni indicated that they are enrolled in college full-time and 8% responded that they are enrolled in college part-time.
- Of those enrolled in college, 50% reported that LRCC prepared them adequately for the degree that they are currently enrolled in, 30% reported that LRCC more than adequately prepared them for their current degree, and 10% reported that LRCC prepared them very well for their current degree. The remaining 10% indicated that they were pursuing a degree unrelated to the education that they received at LRCC.

Overall, this data shows that alumni gain a strong academic and/or workplace foundation through their LRCC education.

Many programs maintain close connections with their alumni. This is largely due to the nature of the degrees, the size of the graduating cohorts, and the relatively small population of central New Hampshire. For example, many graduates of the Marine Technology program return to campus to participate in continuing education training courses through Mercury Marine. This allows the program coordinator to stay in touch with a majority of graduates as they leave the program and enter the workforce. The nursing program also has a fairly comprehensive picture of where recent graduates end up. This can be attributed to their small cohort size and the program-specific survey that they distribute to recent alumni.

DEIB/Campus Climate Surveys

Alumni data provides us with a snapshot of the types of paths that students take after graduating and provides evidence of what students gain as a result of the degree that they earned at LRCC—a solid career path and/or a solid educational foundation that prepares them for future study. But we are also interested in assessing the non-academic experiences that students have while enrolled in classes, including experiences related to diversity, equity, inclusion, and belonging (DEIB). DEIB is an integral part of our 2021-2024 Strategic Plan, CCSNH’s 2023-2026 Strategic Plan, and NECHE’s most recently updated standards. DEIB is also embedded within our Academic Philosophy and Educated Person Statement, indicating its importance to both the student experience and the institutional culture. During the Fall of 2021, the DEIB Committee created a campus climate survey and sent it to all enrolled students during the Spring 2022 semester and then again during the Spring 2023 semester. The goal of the survey was to develop a better picture of the diversity found within the student community, and to learn more about student experiences with diversity, equity, inclusion, and belonging on campus.

The Lakes Region of New Hampshire, where a majority of the student body lives and works, is frequently depicted as a homogenous area. Yet, in both years the results of the survey show that the student body is diverse in many ways, particularly when it comes to sexual orientation. Additionally, approximately one-third of respondents self-disclosed that they have a disability or mental health diagnosis in both 2022 and 2023. There is no way to know if the same students took the survey both years, so we are unable to identify individual level changes. However, responses to several questions in 2023 showed positive improvement compared to the previous year. In total, 30 students (83%) report that they are

either satisfied or very satisfied with the overall campus climate/environment at LRCC. This is a substantial increase from the 2022 survey, where 20 students, (57%) indicated that they were satisfied or very satisfied with the overall campus climate/environment at LRCC. When it comes to interacting with people from different backgrounds, students are most likely to report that they interact in a meaningful way with students who are from a different gender, social class, sexual orientation, and political party/opinion. Around a third of students note that they sometimes interact with people who are of a different race or ethnicity, and a little over a quarter of respondents indicate that they interact with people of a different race/ethnicity often. This is substantially higher than the results reported in the 2022 survey, where a combined 33% of students note that they interact with people of different racial/ethnic backgrounds sometimes or often.

Responses to substantive questions paint a broader picture of how students engage with others on campus as well as in the classroom. Data show that a majority of students are interacting with people in college who differ from them in some way—either in terms of their gender/gender identity, sexuality, race, or social class. Similarly, a majority of students report that they have not experienced discrimination on campus. Yet, this survey also highlights that some students do not feel like they have found a community where they belong on campus, and some students report feeling excluded. This shows that there is still work to be done to make LRCC a more inclusive campus, and the DEIB committee continues to meet and discuss programming to meet these needs.

Appraisal and Projection

We have made great strides in clearly outlining and publicizing what students gain as a result of their education at LRCC. This is evident in the review of program learning outcomes, the inclusion of course learning outcomes on syllabi, and the embrace of the academic philosophies and the general education foundation of the College. Since the last NECHE Comprehensive Report was submitted in 2018, we have made steps to collect additional data related to what students gain and to better utilize this data-- i.e., by providing departments/programs with digitized alumni data and by surveying students on their experiences with DEIB on campus. Programs have been enacted and initiatives have been created to further work in these areas. For example, our Equity Committee was originally tasked with meeting on an ad hoc basis to evaluate reported instances of discrimination. The committee did not meet regularly, since instances of discrimination are rarely reported on the campus. As a result, the committee was tasked with a broader mission, re-named itself the DEIB committee, and now holds programming open to the campus community. Examples of programs held during the 2021-2022 and 2022-2023 academic years include:

- “Take 5 for DEI” discussions, which highlight relevant news articles and reports on topics like racial representation in New Hampshire and stereotypes about Native Americans
- Book club discussions
- Mental Health Panel
- In-service trainings on biases and communication for faculty/staff
- “Passive” information sources in high-student traffic areas, like bulletin boards and facts broadcast on TV screens

Looking to the future, there are several steps that we will take to further progress in these areas. Examples include:

- Incorporating more DEIB training/information within student spaces and incorporating ideas from the student campus climate survey—either through classes, orientations, or other programming opportunities.
- “Humanizing” this data by continuing to profile successful alumni who are succeeding within their careers and their local communities. These stories can be found in the news section of the LRCC website: <https://www.lrcc.edu/>. The College is also considering holding student focus groups or exit interviews during a student’s last semester, which would allow for a larger sample of students to describe, in their own words, what they have gained as a result of their education at LRCC.
- Continuing to make changes as a result of data. For example, 50% of the Spring 2023 Alumni Survey respondents indicated that they sought assistance from LRCC faculty/staff when transferring to another institution. This points to a possible gap in available services, particularly for recent graduates who may not begin the application process while still a student.

ASSESSMENT OF STUDENT LEARNING: “WHAT AND HOW STUDENTS ARE LEARNING”

Description

Over the past five years, we have made a concerted effort to identify both what and how students are learning. One of the action items in our 2018-2021 Strategic Plan (further discussed in *Area of Emphasis: Strategic Plan and Standard 2*) was to review all program learning outcomes and revise them as needed. This strategic priority was accomplished by May 2020. After determining that each program had a set of learning outcomes, the next steps were to determine where these outcomes were being covered within the curriculum and to identify how faculty members were assessing students/ tracking progress towards meeting these program learning outcomes. This information-gathering was accomplished through several key initiatives, including: program reflections and reviews, curriculum mapping, and identifying course-level assessments that align with program learning outcomes. Additional details about these three initiatives can be found in the “Findings and Analysis” section, below. The CCSNH system is also invested in identifying commonalities in courses offered across campuses, with a goal of making both course transfer and course enrollment across campuses easier for students.

Faculty, staff, and administrators are also cognizant of the fact that students learn in different ways. Over the last several years, we have worked to adapt course offerings to meet the needs of students who are juggling many competing roles—including parent, caregiver, and employee. In response to these competing roles and obligations, we have greatly increased the number (or proportion) of online courses available to students, which allows students to log in at a time that works for them to complete coursework (see *Areas of Emphasis: Distance Education and Increasing Enrollment in Four Online Programs* for numbers of sections). Additionally, the College offers some courses in 12-week and 8-week intervals. This allows students to receive the same high-quality education in a condensed time frame.

Outside of the classroom, we have committed institutional resources to better support student success, including:

- utilizing the EAB Navigate Early Alerts program to identify and follow up with students who are at risk of not successfully completing a course (data from this initiative is discussed in the third section of this essay)
- identifying targeted tutoring initiatives to better support students in foundational courses and/or those with high failure rates

- implementing a more proactive, rather than reactive, academic advising model

These initiatives have resulted in a better connection with individual students, and in doing so, the institution is developing a better understanding of how students learn. The results of these programs are discussed in more detail in the third section of this essay, “measures of student success.”

Findings and Analysis

LRCC’s Assessment Strategy

At LRCC, students learn in many different ways—some programs are technical in nature and require hundreds of hands-on lab hours, while others are classroom based and focused on fulfilling the transfer mission of the comprehensive community college. As a result, the assessment process has had to adapt to meet these different missions and environments. In the 2018 NECHE report, we indicated that the campus would be utilizing Canvas Outcomes as a central technology platform to track student learning outcomes assessment. However, during the initial implementation phase, it was soon learned that selecting the technology first and then trying to adapt outcomes and assessments to meet the constrictions of that platform was not a suitable strategy. This is especially true because many programs and courses utilize third-party platforms, which do not allow for a clear incorporation of the outcomes feature. So, rather than beginning with a technological platform, the assessment process began by mapping outcomes to courses, and then identifying key assignments within those courses that align with each outcome.

Curriculum Mapping Process

Beginning in Spring 2022, all department chairs and program coordinators were asked to complete curriculum maps for each degree program. The curriculum mapping process was introduced by the campus Assessment Coordinator during an in-service meeting, where the goal and process to complete the maps was outlined. In doing so, they clearly established which courses align with each outcome, and if the outcome is being covered in an introductory capacity or if it is being reinforced. While this was a time-consuming process, several department chairs noted that completing the maps was helpful because it identified where the curriculum and outcomes aligned, and where there were possible holes or divergences. While program outcomes had initially been reviewed by 2020 as part of the last strategic plan, there was turnover in department chairs and program coordinators since that time. With these fresh sets of eyes came interest in revising some outcomes that had not been revised previously. For example, the Fire Science program adapted their outcomes in Fall 2022 to better align with industry standards and current curricular needs. Like all program level changes, these new outcomes were approved by LRCC’s curriculum committee. Similar changes are also in the works for the Human Services program.

Identifying Course-Level Assessments

After creating curriculum maps, the next step in the assessment process involved selecting a sample of programs that would identify assignments within courses that could be used to assess the program learning outcomes. During the Fall 2022 semester pilot, eight programs completed an initial draft, identifying both the courses (using the curriculum maps) and assessments within each course that could be used to track student progress towards these outcomes. This information was documented in a standardized template that allowed programs to have autonomy over how they were determining whether or not a student successfully met an outcome, and that aligns with the NECHE E-Series forms. For example, some degrees have program learning outcomes that can all be connected to assignments and exams that are administered or submitted via Canvas. Others utilize paper exams or connect

outcomes to assessments that are third party platforms. Lastly, some degree programs include outcomes that are tied to certification exams, which are either administered over a different platform or are based on attendance/participation in certain trainings.

Table 10: Sample Program Learning Outcome Template

Program Learning Outcome	Associated Course and Assignment	How is the assignment graded? Where is this data stored?	What criteria will be used to determine if a student meets mastery?	How can this be submitted to the assessment committee?	Who within the program will interpret this data?	What changes have or may be made based on this data?
PLO #1: Sample	LIB1XX: Essay #1	Graded using a rubric, stored in Canvas.	Rubric Score X= exceeds mastery, etc	Graded and connected to outcomes in Canvas	The department chair will review each semester	Emphasis on different content based on student performance

Overall, this template appeared to work out well. It provided faculty members with autonomy and allowed for disciplinary variations while also ensuring that course level assessments were conceptualized and operationalized in a way that aligns with the published program learning outcomes. Initial data related to this pilot can be found in the last section of this essay, “Satisfactory Level of Student Achievement on Mission-Appropriate Student Outcomes.”

Program Review Process

All programs at LRCC are required to complete a comprehensive program review every five years. This program review asks department chairs, program coordinators, and/or full-time faculty to reflect on the trajectory of their program over the program review period. Areas that the review cover include: enrollment, retention, and graduation rates; alumni paths/outcomes; curricular developments and changes; resource needs; how the department’s work aligns with the College’s strategic plan; and goal setting for the next 4–5-year period. The Assessment Coordinator revised the program review form used during the prior review cycle and created a program review guide that provided context/information on how to complete each section. System Institutional Researchers pulled the required enrollment, retention/persistence, and graduation data, which was then sent to department chairs and program coordinators. Throughout the program review process, transparency and accessibility were emphasized. Program reviews were initially introduced at a department chair meeting, and the Assessment Coordinator held open assessment office hours and individual meetings to connect directly with faculty as they worked on the review.

One aspect of the review process that the assessment committee is currently working on is completing the assessment cycle-- i.e., once a review is completed, what happens next? These take a substantial amount of time to complete and contain particularly useful information—both retrospectively (examining trends), and in a future oriented manner (through goal setting). As a result, it is important to make sure that there is a mechanism that allows faculty to receive direct feedback from the College leadership team. During the Spring 2023 semester, the assessment committee began to meet with department chairs/program coordinators who submitted reviews during that academic year to discuss next steps and identify changes that can be made. For example, the Culinary Department Chair, although a long-time faculty member, was relatively new to his department leadership role, and he had never completed a Program Review prior to this one. During his recent meeting with the Assessment

Committee, they were able to help him better distinguish between program and course outcomes. They also encouraged him to identify ways to improve outcomes within the culinary arts program, to better align with changing standards and alumni placement. Based upon this review and discussion, he planned to revisit the outcome planning and mapping process in the coming semester.

Summer Reflections

Somewhat akin to an annual report, summer reflections are a new initiative that began during the summer of 2021. These provide department chairs and program coordinators with a space to reflect on the successes and challenges that their program has faced over the last academic year. They are significantly shorter than program reviews, but there is overlap in the types of questions asked/data gathered. The goals of collecting this data annually are to have more frequent snapshots of each program, to reinforce assessment as an ongoing process, and to provide documentation that will then help chairs/coordinators complete program reviews down the road, rather than starting from scratch. This process has also led to curricular changes, too. For example, the summer review for our advanced manufacturing program outlined a significant challenge that they are facing—sharply declining enrollment-- and also highlighted a program strength—a large and well-organized advisory board comprised of manufacturers who frequently employ graduates of our program. Our leadership team met with the department chair for advanced manufacturing, and it was determined that the advisory board should be consulted to address the enrollment difficulties that the program has faced in recent years. After discussing new directions in the field of manufacturing and local industry needs, the advanced manufacturing chair worked to create a new associate degree program—Industrial Automation and Robotics. This was recently approved by CCSNH and is beginning to enroll students for the Fall 2023 semester.

Appraisal and Projection

We have made progress in identifying and documenting what and how students are learning. The curriculum mapping process has had a positive response from faculty, as it allowed programs to view how their courses align with the overarching outcomes and skill sets outlined within their degree program. Similarly, while the program review process may have initially been viewed as an additional administrative task, the insights gained from this process led to fruitful conversations and a better understanding of the accomplishments and challenges that programs have faced over the last four years. Meeting with department chairs and program coordinators as part of the assessment cycle has also generated useful discussion and feedback. For example, the assessment committee and culinary department chair identified ways to improve outcomes within the culinary arts program, to better align with changing standards and alumni placement.

The initial pilot process of identifying course level assessments that align with program learning outcomes was also successful. Curriculum maps and PLO templates show that in most courses, students are learning content and completing assignments that align with program learning outcomes. Looking forward, we will take the following steps to further assessment in this area:

- In terms of timeline, the program review process has largely been aligned with the NECHE accreditation cycle, with all programs completing reviews during the same academic year (2017-18 and 2022-2023). This is an imperfect system because it links program assessment with accreditation requirements, rather than viewing it as a standalone activity that serves programs, faculty, and students. Moving forward, programs are going to be reviewed in a “cohort” model, with a quarter of programs undergoing review each year. While initially this will result in a shorter timeframe captured within the review, “resetting” the review clock will allow the

Assessment Coordinator and assessment committee to work more closely with each department/program undergoing review and will allow for a more comprehensive follow-up process from campus leadership after the review is complete.

Much of the assessment process so far has focused on the program level. Programs that have not yet identified course level assessments that align with program learning outcomes will be tasked with doing so. Additionally, the Assessment Coordinator will work with faculty to identify assessments that could be used to assess the efficacy of the general education program. This work is already underway. For example, all students must take English Composition. All students enrolled in this course are assigned a critical analysis paper, which is graded using a common rubric across all course sections. This course is currently being refreshed during the Spring 2023 semester by our full-time English professor, and after piloting the new material, all students could be evaluated using this rubric to determine whether they are successfully meeting the English general education requirement.

MEASURES OF STUDENT SUCCESS, INCLUDING RETENTION AND GRADUATION

Description

We have access to traditional measures of student success, including retention/persistence rates, graduation rates, transfer rates, and course grade data. We regularly review this data to ensure that the majority of students are successfully navigating the College environment and not stopping or dropping out. At the same time, we are aware that community colleges tend to have lower rates of student success compared to what is seen at baccalaureate granting institutions; as institutional selectivity increases, so do quantitative measures like persistence/retention and graduation rates. As an open-access institution, we are committed to serving students from all backgrounds by offering a variety of student supports—from tutoring to counseling to summer bridge programs. The goal of these programs is two-fold: to increase connectedness between the individual student and overall institution and to boost overall rates of persistence and completion.

The following section of the reflective essay will provide an overview of retention and graduation data for the years included in the NECHE review period, highlighting both college-level and program specific trends. Student transfer data and destinations, accessed through the National Student Clearinghouse, will also be provided, along with course grade data disaggregated by course length (in weeks). Following this review of data is a discussion of specific student success interventions/programs that have been implemented over the past few years, the Summer Bridge program and Navigate implementation.

Findings and Analysis

Overall, retention and graduation rates align with national rates for students enrolled at public two-year institutions (see NSC Persistence and Retention [report](#) for specific national statistics).

Table 11: LRCC Retention and Graduation Rates, 2019-2022

	2019	2020	2021	2022
Retention Rate (IPEDS)	62%	63%	52%	52%
Graduation Rate (IPEDS- 150% of time)	31%	41%	38%	37%

Our graduation rate has increased across the review period—from 31% in 2019 to 37% in 2022. However, the retention rate has seen a ten percent decrease—from 62% in 2019 to 52% in 2022. This is

still slightly higher than the national average across public two-year institutions, but it is a negative trend that the College is actively examining and addressing through pro-active advising initiatives, the use of early-alerts, and targeted tutoring interventions. A recent National Student Clearinghouse Persistence and Retention report notes that retention rates declined across the nation, and most sharply at two-year institutions. They attribute this decline to the pandemic, which is likely what we are seeing locally, here at LRCC. We will continue to monitor retention data in the coming years to determine if it is an ongoing trend or a shorter-term blip attributed to outside factors.

When data is disaggregated by full-time vs part-time and by first-time vs non first-time status, graduation rates vary greatly across student populations. Consistently, the highest graduation rates (IPEDS 150% of time measurement) are found among non-first time, full-time students, who boast a graduation rate of between 45% and 54% during the NECHE review period, and among first-time full-time students, who have a completion rate of between 30% and 35% during the review period. First-time, part-time students have the lowest graduation rate, between 12 and 23%. However, when we look beyond the 150% time graduation measure, part-time student success rates are markedly higher. When we look at student success outcomes for the first-time, part-time student cohort that enrolled six years ago, 30% received a degree from LRCC, 7% have not graduated but are still enrolled at LRCC, 5% have a degree from a different institution, and 14% transferred to a different institution. This data shows that students are persisting and receiving a credential, but they are doing it at a slower pace due to the number of credits they are taking each semester. As our part-time enrollment increases, these longer looking measures of student success will become increasingly important for us to evaluate.

We have also examined graduation and retention rates across different programs, and have found that rates vary here, too. As a general trend, technical programs tend to have high graduation rates. For example, the 2020 entering cohort for the GM-ASEP Automotive program had a two-year graduation rate of 83.3%, the 2020 entering cohort for Electrical Systems Installation and Management had a two-year graduation rate of 66.7%, and the 2020 entering cohort for Fire Science had a 59.3% graduation rate. In contrast, fields in the Liberal Arts, Early Childhood and Business programs reported graduation rates between 15% and 22%-- which is a marked difference. While some of this variation could be attributed to program differences, other factors must also be examined. For example, several technical programs are more likely to enroll students on a full-time basis and they are more likely to be younger. In contrast, programs with lower graduation rates may also be more likely to enroll part-time students and adult learners. Similarly, some students enroll in programs without the intent to complete a degree—for example, enrolling in Liberal Arts but taking one course per semester based on personal interest, or enrolling in Early Childhood with a goal of earning a certain number of credits and then directly entering the workforce.

Transfer rates are another indicator that we use to measure student success. Data from the National Student Clearinghouse shows that our students transfer to other institutions, and IPEDS data confirms that the overall transfer-out rate for students who began their studies in 2018 is 14%. Some students opt to transfer prior to completing their college degree at LRCC, while others receive an associate degree and then transfer. Colleges and universities that students most frequently transfer to include Granite State College, Plymouth State University, Southern New Hampshire University, Keene State College, University of New Hampshire (Durham and Manchester campuses), and Rivier University.

LRCC has articulation agreements with several colleges, including a Block Transfer Agreement with Plymouth State University, which allows for a more straightforward credit transfer process. And while transferring to local options is a more common route, other students have transferred to more

geographically diverse institutions like the University of Arizona, University of Nebraska-Lincoln, and the University of Texas, San Antonio.

When asked “How well did faculty and staff at LRCC assist you in the transfer process to your current college or university?” in the Alumni Survey, 30% of survey takers responded “very well” and 20% responded “adequately”. Half, or 50% of respondents, said that they did not seek assistance from faculty and staff during the transfer process. On one hand, this data is positive in that no alumni reported that faculty and/or staff were unhelpful as they attempted to navigate the transfer process. However, it also shows that a sizable proportion of students are not utilizing campus resources, which could facilitate a smoother transfer process and/or could inform students of additional options. Increasing transfer support/options is part of our 2021-2024 strategic plan, and is discussed in the appraisal and projection sections of this essay.

As described in the previous section, we now offer courses in condensed time frames, most commonly in 8- or 12-week increments. This allows students to enroll in courses after the traditional 16 week semester has begun (known as “late start” courses), and offers a shorter time frame to complete course credits. This shorter timeframe has benefits to students, but it can also be difficult to learn the same amount of material in a shorter timeframe. Student grade data show that overall, students are performing similarly in these condensed courses when compared to grades received in the traditional 16 week model. Each year, students received the greatest proportion of As within 8-week courses. Failure rates were similar across each course length, which indicates that there is not a greater likelihood of failing for students taking shorter courses. A full overview of grade distribution can be found in the table below:

Table 12: Student Grade Distribution by Course Length, 2020-2023

Academic Year	Course Length (in weeks)	Grade Distribution											
		A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
2020-2021	8	42%	6%	6%	9%	4%	5%	10%	1%	1%	2%	1%	15%
	12	36%	9%	6%	6%	9%	3%	7%	2%	2%	3%	1%	16%
	16	37%	12%	6%	11%	5%	4%	5%	2%	1%	2%	1%	15%
2021-2022	8	42%	10%	8%	11%	6%	3%	4%	3%	1%	2%	2%	10%
	12	34%	9%	11%	9%	7%	5%	8%	3%	1%	2%	2%	10%
	16	38%	13%	10%	10%	6%	4%	4%	3%	1%	2%	1%	8%
2022-2023	8	48%	10%	11%	8%	5%	1%	3%	2%	1%	2%	0%	9%
	12	38%	13%	7%	10%	4%	4%	4%	1%	1%	2%	3%	14%
	16	39%	11%	10%	9%	7%	4%	5%	3%	2%	2%	1%	8%

Targeted Student Success Initiatives

Retention, graduation, transfer rates and grade distributions are one way to measure student success. We have also implemented the following programs, which are designed to increase student success.

Gateway to College: Summer Bridge Program

We held our first Gateway to College: Summer Bridge Program during July of 2022. Fourteen recent high school graduates, who were identified as being possibly at risk/who could benefit from increased social and academic support, participated in the free one-week, residential program. The program featured classroom based academic support in English and Math in the morning, and team-building, social events, and support information sessions in the afternoon. Initial results were very promising—in one week, students increased their placement scores from a 3.7 to a 5.3 in English, which allowed most students to be placed directly into English Composition. At the start of the week, 57% of the Gateway program students showed preparedness for a college-level math course on an initial exam. By Friday, 100% of students tested into college-level math. Qualitative feedback indicates that participants enjoyed the program, with students reporting “It pains me that we don’t get to stay longer,” “I like making new friends and I met some great people” and “I really like making amazing connections with everyone.”

As a result of successfully completing the one-week course, students received credit for College Essentials, which is a one credit course that teaches students to be confident in the classroom and to master the skills needed to succeed at LRCC. Students also received a \$500 scholarship for the Fall 2022 semester. Most impressively, all fourteen Gateway program students enrolled in the Spring 2023 semester, indicating that the program had a positive impact on student persistence. The second Gateway program occurred during Summer 2023, and plans are ongoing to implement and evaluate the program annually.

Navigate Implementation

In 2021, we began using EAB’s Navigate as an Early Alerts Platform, to schedule appointments with academic advisors and Student Success Center Counselors, and to increase documentation after student meetings and advising appointments. Workshops and trainings were held during in-service sessions and during the semester to keep faculty apprised of changes to processes and capabilities. The Student Success Center sent out requests to faculty to gauge student performance. Specific student populations were included in these requests, including first-time students and those who lived in campus housing. Overall, the implementation of Navigate has been successful. The platform is widely used on campus, and has had positive impacts on student success, too.

Highlights: Navigate Communications and Appointments Made
Between June 16th 2022 and June 15th 2023:

- 14,211 messages were sent to LRCC students, 6,185 of these messages were emails and 8,026 were SMS/text messages.
- 2,312 appointments were made, with 478 students
- A majority of appointments made were for advising, but Navigate was also used to meet with students to discuss financial aid and billing, tutoring, time management, and other topics.

The chart below highlights retention differences between students who follow up with a support counselor or advisor after receiving an early alert, and those who do not. The second and third retention time periods show the positive impact that an early alert and intervention (meeting with an advisor) has on students.

Table 13: Retention Rates by Navigate Intervention, 2021-2023

Retention Time Period	Retention Rate: Alert + Follow-up Appointment	Retention Rate: Alert w/ no follow-up appointment
Fall 2021 to Spring 2022	86.4% (19/22)	89.5% (17/19)
Spring 2022 to Fall 2022	69.8% (37/53)	60.9% (14/23)
Fall 2022 to Spring 2023	65% (78/120)	59% (36/61)

Appraisal and Projection

Over the past five years, we have invested significant resources into the area of student success. Now, the College is making a concerted effort to evaluate the efficacy of these initiatives. Programs like the Summer Bridge: Gateway to College have resulted in positive impacts—for the institution at the more macro level, and for students at the more micro level. Looking forward, there is still much work that can be done in this area to support students, and in turn, fulfill the institution’s mission.

One of the objectives within our 2021-2024 strategic plan is to “offer a personalized education that improves student engagement, retention, and completion”. Three of the tactics identified to help achieve this objective are:

- Increase completion or transfer out rates for Liberal Arts and Nursing non-completers
- Fully implement Navigate functions to foster engagement and awareness of transfer and career planning and academic supports
- Track retention and completion/transfer out for each program

Work is already underway within these areas. For example, as part of the program review process, we disaggregated student retention and graduation data by degree program, and provided this data to department chairs. However, this is something that occurred in a retrospective manner, allowing department chairs and program coordinators to review trends over the past four years. Looking forward, this data will be reviewed on an annual basis in order to identify trends in a timely manner. This will allow the College to be more nimble and responsive in its identification of students that could benefit from greater support, and in its enactment of interventions to support student success.

We have mainly looked at how rates of student success differ across academic programs and course selection, which is why there is a specific goal of increasing transfer or completion rates within the Liberal Arts and Nursing programs. Moving forward, this data should also be disaggregated by student demographics—including age, gender, race/ethnicity, and Pell grant status, as well as part-time/full-time status. Disaggregating these rates aligns with the DEIB aspects of our strategic plan. It also aligns with the Student Success and DEIB pillars within the CCSNH strategic plan. System level discussions about student success are focused on using a DEIB lens to determine if student outcomes are equitable or if certain populations are at a higher risk of dropping or stopping out. Once this data is made available to the campus, we can then identify interventions that will better support students who are at a higher risk of stopping or dropping out. Like the Summer Bridge program, these interventions will then be evaluated to determine if they are meeting students’ needs and increasing measures of student success, including retention and graduation rates.

SATISFACTORY LEVELS OF STUDENT ACHIEVEMENT ON MISSION-APPROPRIATE STUDENT OUTCOMES

Description

As a college, we analyze different sources of data to determine whether or not students are successfully meeting mission-appropriate student outcomes. We offer a wide range of programs, and outcomes are measured through different types of assessments: exams, portfolios, licensing exams, and internships, to name a few. A comprehensive overview of these different forms of assessment for each program can be found in the *Appendix: E-Series* forms. This section of the reflective essay will highlight findings from programs that were involved in the pilot course assessment identification process outlined in the “Assessment of Student Learning: What and How Students Learn” section—Electrical Systems Installation and Maintenance/Electrical Power and Control Technologies; Culinary Arts; and Art: Studio Art Track and Art Education Track. Other forms of achievement include performance on licensing exams, so data from the Nursing and Fire Science programs will be introduced and analyzed.

Findings and Analysis

As discussed in prior sections, a selection of programs were tasked with identifying course level assessments that could be used to determine whether or not students are successfully mastering program learning outcomes. Initial analysis of these assessments shows that overall, a majority of students are performing satisfactorily. Below, you will find initial data from three programs: Culinary Arts, Electrical Systems Installation and Maintenance/Electrical Power and Control Technologies, and Art (Studio and Education tracks). These three programs utilized different types of assessments in order to measure student success, given the varied nature of each field.

Case Study- Culinary Arts: There are currently two full-time faculty members in the Culinary Arts department. During the Fall semester, they each taught a course that aligned with several program learning outcomes: CULA151L: Culinary Fundamentals and CULA253L: Intro to Garde Manger. These are both required courses for the Culinary Arts program, with students typically taking CULA151L during their first semester and CULA253L during their third semester. CULA151L: Fundamentals includes a practical exam, where students are required to demonstrate their knife and sauce making skills—foundations in any kitchen. CULA253L includes a portfolio component, which allows students to document the skills and techniques that they learn in Garde Manger. These courses use rubrics to assess student performance, so each culinary faculty member aligned point values on their rubric with four levels of student success, indicating if they exceeded mastery of the program learning outcome, met mastery, were near mastery, or were below mastery. Results are presented in the table below:

Table 14: Selection of Culinary Learning Outcomes Assessment

Program Learning Outcome	Course/Assessment	Student Mastery Levels: % (n)
#1: Demonstrate basic knife skills as well as describe the French terminology of each knife cut.	CULA151L: Knife and Sauce Skills Practical Exam. Exam uses rubric to evaluate multiple knife cuts from 0-65 points.	Exceeds Mastery: 55% (6) Meets Mastery: 27% (3) Near Mastery: 9% (1) Below Mastery: 9% (1)
#2: Prepare stocks, sauces, soups from fundamental ingredients following industry practice	CULA151L: Knife and Sauce Skills Practical Exam. Exam uses rubric to evaluate stock and sauce making from 0-35 points.	Exceeds Mastery: 64% (7) Meets Mastery: 27% (3) Is Near Mastery: 9% (1) Is Below Mastery: 0% (0)

Program Learning Outcome	Course/Assessment	Student Mastery Levels: % (n)
#3: Demonstrate using procedures and terminology in creating recipes from basic ingredients	CULA 253L: Portfolio Project is a documentation on class assignments for individual students.	Exceeds Mastery: 0% (0) Meets Mastery: 20% (1) Is Near Mastery: 40% (2) Is Below Mastery: 40% (2)
#4: Produce several regional ethnic dishes from within the United States and internationally	CULA 253L: Portfolio Project is a documentation on class assignments for individual students.	Exceeds Mastery: 0% (0) Meets Mastery: 20% (1) Is Near Mastery: 40% (2) Is Below Mastery: 40% (2)

This data shows that a majority of students are meeting some outcomes, particularly in the first semester course on culinary fundamentals. However, as the coursework intensifies, the number of students below mastery increased in Intro to Garde Manger. In order to complete the assessment cycle, the Culinary Arts faculty members will review the requirements and student performance within the Intro to Garde Manger course to determine obstacles that are inhibiting students from successfully mastering certain outcomes.

Case Study- Art: The Art program (both the Studio Education and Art Education tracks) utilizes a portfolio to determine whether or not students are meeting the program learning outcomes. In this case, the art program coordinator evaluates the student portfolio, which students create at the end of their time within the degree program. Student art websites are public facing and the program coordinator assesses them on a scale of 1-4 to determine if students are meeting each art program learning outcome.

Table 15: Art Portfolio Assessment

Outcome	Student A	Student B	Student C	Student D
Outcome #1: translate the 3D world onto a 2D surface through drawing, painting, or digital media	4	3	4	4
Outcome #2: utilize the elements of composition, 2D design, 3D design and color theory	4	3	4	4
Outcome #3: realize and create a cohesive body of work, photograph and organize this work into an online portfolio and layout and hang this work in a professional manner	4	4	4	4
Outcome #4: communicate effectively both orally and in writing as well as through artistic communications	4	4	3	3

Key: 4= Exceeds Mastery, 3= Meets Mastery, 2= Partially Mastered, 1= Not Mastered

This data shows that all assessed students are meeting or exceeding mastery for the four art program learning outcomes selected. For privacy reasons, website links are not shared, but each one includes a selection of student work across several artistic mediums along with an artist statement.

Case Study- Electrical Programs: The two full-time professors in our electrical program determined that the best way to assess student mastery of learning outcomes was through specific exams within courses that aligned with each program learning outcome. Based on their expertise within the field, they determined how performance on each exam aligned with mastery level. The table below shows student mastery of four outcomes that were covered in courses taught during the Fall 2022 semester:

Table 16: Electrical Program Learning Outcome Assessment

Program Learning Outcome	Course/Assessment	Student Mastery Levels
#2: Demonstrate proficiency in the understanding and applications of electrical theory including but not limited to Alternating Current (AC) circuits, Direct Current (DC) circuits, series circuits, parallel circuits, series/parallel circuits, voltage, current, resistance, impedance, and power.	ETEC124L: AC/DC Theory; Final Exam.	Exceeds Mastery = 22 % Meets Mastery = 17 % Near Mastery = 35 % Below Mastery = 26%
#4: Demonstrate proficiency in understanding and wiring electrical circuits including but not limited to residential, commercial, and industrial applications.	ETEC126L: Residential Wiring and Electrical Blueprinting; Midterm and Final Exam	Exceeds Mastery = 25% Meets Mastery = 50% Near Mastery = 20% Below Mastery = 5%
#5: Demonstrate proficiency in designing, troubleshooting, and installing electrical controls.	ETEC230: Electrical Motor Controls; Midterm and Final Exams	Exceeds Mastery = 10% Meets Mastery = 80% Near Mastery = 0% Below Mastery = 10%
#6: Demonstrate an understanding of the operation and installation of Photovoltaic (PV) systems.	ETEC215: Photovoltaics; Midterm and Final Exams	Exceeds Mastery = 20% Meets Mastery = 50% Near Mastery = 30% Below Mastery = 0%

Outcomes #4, #5, and #6 have high levels of mastery—with a majority of students meeting or exceeding each program learning outcome. Outcome #2 has a lower level of mastery, with a little over a quarter of students falling into the “below mastery” category, and over a third are “near mastery”. This outcome aligns with one of the most difficult courses in the program—AC/DC theory. During the Fall semester, a group tutoring session for the course was created in order to increase rates of student success, though it was ultimately disbanded due to lack of student attendance. Looking forward, a different intervention could be established in order to increase student success within this course. The electrical program is a good example of a degree that requires different types of assessments in order to determine whether a student is meeting all program learning outcomes. While the data presented above is linked to course exams, other outcomes within the program are linked to whether or not a student obtains OSHA certification and to apprenticeship hours, which are overseen within the lab by a master electrician.

Licensing and Certification Data

Nursing

While all degrees have program learning outcomes, some also rely on certification or licensing data in order to determine whether or not students have satisfactory levels of student achievement on mission-

appropriate student outcomes. Our nursing program prepares students to take the NCLEX- RN (National Council Licensure Examination- Registered Nurse). Nursing graduates have performed very well on the exam—the 1st time test taker pass rate for 2019, 2020, 2021, and 2023 was 100%-- above both the state and national averages. The first-time pass rate in 2022 was 82.35%, and then increased to 100% when 2nd time pass rate is included. Nursing faculty routinely review and update curriculum in order to align with changes on the NCLEX exam and to meet the standards of their external accreditor- the Accreditation Commission for Education in Nursing (ACEN).

Fire Science

Students enrolled in the Fire Science program attend the New Hampshire Division of Fire Standards and Training and EMS (NH Fire Academy) for their Firefighter I and II courses. Upon completion of the courses, students are eligible to test for national certification through the Pro Board, which is a certification recognized in many states throughout the country. Data from the NH Fire Academy show the total number of LRCC fire science students who passed, failed, and withdrew or did not test for the Firefighter I and II exams. Of the 209 students who took these rigorous exams between 1/17/19 and 8/5/22, 175 (84%) earned passing scores.

Table 17: Fire Science: Firefighter I and II Exam Outcomes

Course Start Date	Course	Total Students	Pass	Fail	Withdrew or Did not Test
1/17/19	Firefighter I	19	13	0	6
8/19/2019	Firefighter I	20	9	4	7
1/16/2019	Firefighter II	21	16	1	4
8/28/2019	Firefighter II	24	18	5	1
1/14/2020	Firefighter I	18	10	4	4
8/3/2020	Firefighter II	19	9	0	9
1/6/2021	Firefighter I	20	17	2	1
9/1/2021	Firefighter I	23	10	1	12
1/20/2021	Firefighter II	25	18	0	7
9/1/2021	Firefighter II	12	8	2	2
8/5/2022	Firefighter I	23	20	0	3
1/19/2022	Firefighter II	22	16	6	0
8/5/2022	Firefighter II	23	11	9	3

*data for 2023 is not yet available.

Unfortunately, since these courses and exams are administered through the NH Fire Academy, there is no way of knowing why students withdrew or did not take the exam. However, these data do provide an overview of the number of students who are successfully passing the Firefighter I and II exams each session. Based on feedback from students in 2022, which had a lower than typical pass rate, the Fire Science department implemented a Firefighter exam study session for the cognitive exam.

Fire Science students are also required to pass the Emergency Medical Technician course and have the opportunity to register for the Advanced Emergency Medical Technician course as an elective. The below data shows student pass rates from the National Registry of EMTs. Students have 24 months from the date of passing their class to sit for their national exam and practical. So, these tables report the

overall pass rates and do not take into account the time between course completion and sitting for the national exam, which can be two years.

Table 18: EMT Course and NREMT Exam Data, 2020-2022

EMT Course Data	Spring 2020 (D)	Fall 2020 (N)	Fall 2020 (D)	Spring 2021 (D)	Fall 2021 (D)	Spring 2022 (D)	Fall 2022 (D)	Overall
Course Enrollment	16	9	16	8	16	15	25	
Completed Course	11	6	16	7	13	14	23	
% Completed Course*	68.8%	66.7%	100.0%	87.5%	81.3%	93.3%	92.0%	84.2%
NREMT Exam Data								
Cognitive (Attempted)	100%	100%	100%	86%	85%	86%	70%	89.6%
Cognitive (Passed)	64%	33%	56%	67%	73%	42%	56%	55.9%
Psychomotor (Attempted)	100%	100%	100%	100%	100%	100%	100%	100.0%
Psychomotor (Passed)	100%	100%	100%	100%	100%	100%	100%	100.0%

*Does NOT include students who dropped or failed course

Table 19: AEMT Course and NREMT Exam Data, 2021-2022

AEMT Course Data	Spring 2021 (N)	Summer 2021 (D)	Fall 2021 (N)	Spring 2022 (N)	Summer 2022 (D)	Fall 2022 (N)	Overall
Course Enrollment	10	6	9	8	9	3	
Completed Course	2	5	6	7	8	3	
% Completed Course*	20.0%	83.3%	66.7%	87.5%	88.9%	100.0%	74.4%
NREMT Exam Data							
Cognitive (Attempted)	100%	80%	67%	86%	88%	100%	86.8%
Cognitive (Passed)	50%	75%	50%	50%	43%	67%	55.8%
Psychomotor (Attempted)	100%	100%	100%	100%	100%	100%	100.0%
Psychomotor (Passed)	100%	100%	100%	100%	100%	100%	100.0%

*Does NOT include students who dropped or failed course

Data show that all students have passed the psychomotor component of the EMT exams over the past two years. However, the cognitive test has a lower pass rate. Based on this information, the EMS Program Coordinator and the Department Chair adjusted the delivery and added supports to prepare EMS students for the exam. During 2021-2022, they implemented EMS study groups, used more electronic versus paper testing methods to simulate the National Registry's exam, and began using MyBradyLab, an online resource developed by the textbook's publisher. Since students have two years to complete the exam, future data will show the efficacy of these interventions.

Appraisal and Projection

Over the past two academic years, we have made progress in tracking satisfactory levels of student achievement on mission-appropriate student outcomes. Data from the Culinary, Art, and Electrical programs show that a majority of students are meeting a majority of outcomes. Being able to determine this is the result of careful curriculum mapping, identification of relevant course level assessments, and instructors determining and tracking mastery levels. Being able to access data from the NH Fire

Academy, NCLEX, and EMT board also provides reassurance that students are performing well on outside assessments.

Looking forward, we are going to expand this data tracking to all academic programs to ensure that each department is tracking whether or not students are meeting satisfactory levels of student achievement. Two possible barriers to implementation are staffing and technology. For example, much of this data is compiled and then sent to the Assessment Coordinator via email/stored in Microsoft Teams. Utilizing a more centralized assessment platform, or one built into an existing database, could allow for streamlined data collection and analysis.

INSTITUTIONAL PLANS

Lakes Region Community College has improved as an institution over the last five years, in many aspects of our operation. After nearly a decade of enrollment decline, our enrollment leveled off, and has even begun to increase. When dual enrollment students are included, we have seen the highest increase in enrollment (both headcount and credits generated) of all CCSNH campuses over the last two years. The campus culture, which dealt with challenging leadership transitions and consecutive years of employee layoffs, is now in a strong place, as evidenced by our dramatic increases in the Great Places to Work survey and our ability to hold larger events requiring multidepartment coordination. Many departments have received regional or national recognition for their excellence. These positive developments have helped provide a synergistic environment that benefits our students, staff, faculty, and the communities that we serve. Over the next five years, we will focus on growth in three areas: strategic plan fulfillment, enrollment improvements, and increase leveraging of system wide resources. These areas are all in different stages of development, and our plans are outlined in more detail, below.

Strategic Plan Fulfillment

Our 2021-2024 strategic plan provides guidance for the College in the near term, and focuses on continuing the development of shared governance, improving learning environments, and increasing engagement with the Lakes Region and Central New Hampshire communities. Work is already underway to meet these goals. Our new Paramedic certificate program began enrolling students during the 2022-2023 academic year, and we have increased our non-credit workforce development opportunities. We continue to work with local employers and community leaders to identify ways to support the workforce development needs within the region. A recent example can be found in the ongoing development of our Industrial Automation and Robotics program. The manufacturing industry has a need for qualified workers, yet our Advanced Manufacturing program faced the same challenges that the industry faced and struggled with recruiting students interested in the field. In response, the Advanced Manufacturing department looked to its Program Advisory Committee, which included dozens of area employers in the manufacturing sector, to come together and discuss what the College could do to help. As a result of that meeting, a new program, Industrial Automation and Robotics, was proposed. This new program matches current industry need and also better aligns with high school students' interests. The CCSNH board met in July 2023 to approve the program for a soft Fall 2023 roll out. This example, which shows how we worked with the community and responded to its needs, is a key aspect of fulfilling our mission, vision, and strategic plan. We intend to continue this type of outreach. While we acknowledge that this is not a revolutionary approach, just a few years ago it was not a possibility. The improvement of relationships with the outside community has led to the College being more embedded in the economic and social fabric of the Lakes Region and Central New Hampshire. These improved relationships will likely yield new solutions that the College can offer to the community.

We recognize that having an impact on economic development is a critical goal for the College. However, the College Mission is more than economic in nature. In the coming years, we intend to also provide personal enrichment opportunities to better serve the significant percentage of the local population who are seasonal and/or retired residents. Improving the lives of the people in the community goes beyond economics and workforce. With the opening of the College restaurant on campus, it became apparent that there is a group in the community that would like to engage with LRCC outside of traditional degree programs. As such, starting next summer, an intentional effort is being planned to provide cultural and personal enrichment programs and offerings to attract new community members to our campus.

This focus is a continuation of our efforts to host an increasing number of cultural and civic events on campus. While blood drives, company meetings, and similar events have always been part of LRCC, we have also invited a theater group to use our space for a production, and a Spanish language enthusiast group now meets on campus. These activities assist the College in meeting its mission of service to the whole community.

Enrollment Improvements

Beginning in the early 2010's, our enrollment began to decline significantly. This resulted in not only a negative impact to the budget, but it also negatively impacted the work culture and our impact in the community. This decline was beginning to slow before the Covid-19 pandemic, and we were able to weather those years fairly well. When we include dual enrollment students, during the pandemic our enrollment was nearly flat-- outperforming many of our comparator colleges who saw continued declines. Internal reports show that credits generated have also increased during the last two academic years. The interim report forms do not capture this increase, since credits were generated after the Fall Census date, particularly among dual enrollment students. This trend of increasing enrollment is projected to continue for the next three to five years, for a number of different reasons.

First, two specific areas of enrollment have increased. In the last year, the retention of continuing students has increased, a positive indicator that the investments in staff, faculty, and teaching equipment is helping students persist and be successful. Secondly, the number of dual enrolled students has increased markedly. While this has a positive impact on our current enrollment numbers, it also allows the institution to have a presence in a larger audience at the high school level. Specifically, the increase in dual enrollment opportunities in the technical programs exposes students who may not have been considering higher education options to experience a college level course. The College expects this effort to yield traditional degree seeking students in the future.

Additionally, the ongoing narrative of what the value of higher education is favors LRCC, both in interested students and state funding. As public discourse discounts higher education relative to tuition, LRCC, which has the lowest tuition outside of its sister CCSNH institutions, is perceived as a higher value option for many students and families. This idea, that the value of LRCC and CCSNH is worth investing in, can also be seen in the New Hampshire state appropriation and budget. In this next fiscal year, the state is funding a promise program that will allow low and lower-middle income students access to CCSNH institutions tuition free, is funding an Early Childhood Education scholarship that will bring that cost to near zero and is increasing funding for non-credit workforce development training. This level of increase in educational funding is primarily targeted to the CCSNH and reflects the State's belief in community colleges delivering value to the NH students.

Leveraging Statewide CCSNH Resources

There has been a renewed focus on improving the CCSNH directive of providing a “well-coordinated system of New Hampshire Community Colleges.” This is outlined in the state RSA that empowers the colleges to operate. As such, several discussions and initiatives are being undertaken that will impact the operations and directions of the colleges within CCSNH.

During the Fall of 2022 and beginning of 2023, LRCC was heavily involved in a recent study that reviewed opportunities for increased collaboration between colleges. LRCC Interim President Patrick Cate and White Mountains Community College President Chuck Lloyd were charged by Chancellor Mark Rubenstein to “evaluate a primary alternative that would involve some level of integration between LRCC and White Mountains Community College (WMCC) and affording that group the latitude to consider any additional options that the group considers more optimal.” The two colleges worked together for a focused period of three months and produced a report that concluded, in brief, that there was not enough benefit to merge considering the size of the colleges and the strength of relationship between the colleges and their respective communities. Further, the taskforce did recommend that this work be undertaken at the system level, identifying that opportunities were more impactful at that level rather than the individual college level.

Since the release of that report, CCSNH has been engaged in multiple efforts to provide a more coordinated approach to community college in New Hampshire. For example, IT departments have moved from individual colleges to the system office which offers a more varied expertise to all colleges, and work has been done to identify courses that may be offered on multiple campuses to increase access to quality education statewide. The academic work has accreditation implications and the CCSNH and LRCC have been in consistent communication with NECHE staff on any potential changes.

Under the current system fiscal allocation model, we receive a higher per student capita amount of the state appropriation than the other CCSNH institutions, based on a funding formula developed more than three years ago. That funding model benefits us in a positive way, but does impact the budgets of the other CCSNH institutions. As such, the amount of funding in the next fiscal year was reduced by 1% to begin to right size the funding model. It is anticipated that LRCC will see a flattening or a reduced amount of state appropriation from CCSNH in the coming years.

Interim President Cate was appointed by the Board in July 2022 for a six-month term which was later extended to December 31, 2023. This extension was provided to continue a stable leadership for LRCC while the Chancellor and the Board determine what, if any, changes to the LRCC structure and leadership may be needed going forward. These decisions are expected to be made by September 2023.

The work that the CCSNH colleges are doing to find opportunities for collaboration is strongly endorsed by the CCSNH Board of Trustees and is likely to be a focus for the next five years. LRCC is actively engaged in these efforts and recognizes the importance of these developments not only for the sustainability of our colleges and system, but more importantly to improve our delivery of our mission. As the changing economic environment impacts LRCC, it is positioned well to continue to meet its mission.

The next five years are projected to be a time of continued growth, characterized by improved environments for teaching and learning and the development of sustainable fiscal practices that will yield better opportunities for the community that we serve.

Appendix

- A: Affirmation of Compliance
- B: Most Recent Audited Financial Statement
- C: The Auditor's Management Letter
- D: Interim Report Forms
- E: Making Assessment More Explicit (The E Series)
Forms

**AFFIRMATION OF COMPLIANCE WITH
 FEDERAL REGULATIONS RELATING TO TITLE IV**

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	Academic Catalog & Transfer Opportunities
Print Publications	LRCC Academic Catalog, p. 33
Self-study/Fifth-year Report Page Reference	Standard 4, p. 15

- 2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	LRCC Student Handbook
Print Publications	Student Handbook, “Student Rights- Grievance Procedures”
Self-study/Fifth-year Report Page Reference	Standard 9, p. 27

- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Unique Student Log in & Dual Factor Authentication
Self-study/Fifth-year Report Page Reference	Standard 4, p. 15

- 4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that Lakes Region Community College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: 8/8/23



(A Component Unit of the State of New Hampshire)

FINANCIAL STATEMENTS

and

REPORTS IN ACCORDANCE WITH THE UNIFORM GUIDANCE

June 30, 2022 and 2021

With Independent Auditor's Reports

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Reports on Audits of Financial Statements and Supplementary Information

June 30, 2022 and 2021

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Community College System of New Hampshire
(A Component Unit of the State of New Hampshire)

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities and the discretely-presented component unit of the Community College System of New Hampshire (a Component Unit of the State of New Hampshire) (CCSNH) as of and for the years ended June 30, 2022 and 2021, and the related notes to the financial statements, which collectively comprise CCSNH's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and discretely-presented component unit of CCSNH as of June 30, 2022 and 2021, and the representative changes in financial position, and where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

We did not audit the financial statements of the discretely-presented component unit, which statements reflect 3 percent of assets, 53 percent and 34 percent of net position and 2 percent of revenues, respectively, as of June 30, 2022 and 2021, and the respective changes in financial position, and where applicable, cash flows for the year then ended. Those statements were audited by another auditor whose report has been furnished to us, and our opinions, insofar as it relates to the amounts included for the discretely-presented component unit, is based solely on the report of the other auditor. The financial statements of the discretely-presented component unit were not audited in accordance with *Government Auditing Standards*.

Basis for Opinions

We conducted our audits in accordance with U.S. generally accepted auditing standards (U.S. GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of CCSNH and to meet our ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Changes in Accounting Principle

As discussed in Note 2 to the basic financial statements, CCSNH adopted Governmental Accounting Standards Board (GASB) Statement No. 87, *Leases* in 2022. Our opinion is not modified with respect to that matter.

As discussed in Note 3 to the basic financial statements, CCSNH adopted GASB Statement No, 100, *Accounting Changes and Error Corrections* in 2022. Our opinion is not modified with respect to that matter.

Correction of Error

As discussed in Note 3 to the basic financial statements, certain errors resulting in overstatement of amounts previously reported for other postemployment benefit liabilities as of June 30, 2021, were discovered by management of CCSNH subsequent to the issuance of the June 30, 2022 financial statements. Accordingly, amounts reported related to other postemployment benefits have been restated in the 2021 financial statements now presented, and an adjustment has been made to net position as of June 30, 2021, to correct the error. Our opinion was not modified with respect to that matter.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about CCSNH's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with U.S. GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with U.S. GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of CCSNH's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about CCSNH's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

U.S. generally accepted accounting principles require that Management's Discussion and Analysis on pages 4 through 22 and the required supplementary information on pages 61 through 69 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information, in accordance with U.S. generally accepted auditing standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated April 20, 2023 on our consideration of CCSNH's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of CCSNH's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering CCSNH's internal control over financial reporting and compliance.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire
April 20, 2023

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

INTRODUCTION

The following Management's Discussion and Analysis (MD&A) includes the strategic vision and economic outlook, as well as an analysis of the financial position and operations for the Community College System of New Hampshire (CCSNH) for the fiscal years ended June 30, 2022, 2021 and 2020. This discussion is provided by the management of CCSNH and should be read in conjunction with the financial statements and notes.

The New Hampshire State Legislature, through the passage of Chapter 361, Laws of 2007, established CCSNH as a body politic and corporate for the purpose of providing a well-coordinated system of public community college education. Governance of CCSNH was placed with a single Board of Trustees which serves as its policy-making and operating authority.

CCSNH is a state-wide system of seven independently accredited institutions including White Mountains Community College (WMCC), Lakes Region Community College (LRCC), River Valley Community College (RVCC), NHTI – Concord's Community College, Manchester Community College (MCC), Nashua Community College (NCC) and Great Bay Community College (GBCC), as well as five academic centers in Keene, Littleton, Rochester, North Conway and Lebanon, New Hampshire.

The financial statements include the activity of the Community Colleges of New Hampshire Foundation (the Foundation), which is a separate legal entity established as a 501(c)(3) corporation and is a discretely-presented non-major component unit of CCSNH. The Foundation's mission is to provide greater access to educational opportunities through financial assistance for student scholarships, program development, and enhancements to college facilities. The MD&A includes information only for CCSNH, not its component unit. Complete financial statements of the Foundation can be obtained from CCSNH's system office.

STRATEGIC VISION AND ECONOMIC OUTLOOK

CCSNH Mission, Vision and Goals

CCSNH is dedicated to enhancing the lives of its students by providing an affordable, and accessible, portfolio of educational and training opportunities that are designed to foster the personal, educational, and professional growth of our students. This mission has never been more evident than over the last few years, as the impact of the COVID-19 pandemic created a multitude of challenges for our students, Colleges, and industries across the State of New Hampshire (the State). Throughout fiscal year 2022, CCSNH was able to flex its operations by being nimble in responding to the changing needs of our students as the impact of the pandemic waned. This agile response allowed CCSNH to pinpoint key focus areas within our program offerings, to meet the elasticity of enrollment, for the changing demographics of our student body. Maintaining an entrepreneurial approach is a critically important step for CCSNH to ensure its financial sustainability and to provide the necessary resources to support our students. Furthermore, 2022 saw CCSNH maintain a decade long practice of operating without increasing the cost of tuition; further reinforcing the goal of ensuring affordable and accessible educational pathways for student across the state. To maintain this practice, CCSNH continues to review the effectiveness of its operations by focusing our efforts to optimize expenses through the oversight of the organization's shared services and administrative practices.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Why 65?

**Approximately
65% of jobs in NH
by 2025 will require
postsecondary
education**

—Georgetown U. Center on Education
and the Workforce

To maintain New Hampshire's positive historical economic indicators, including low unemployment and high per capita income, the State of New Hampshire (the State) will need 65% of adults with education beyond high school. CCSNH is committed to achieving this vision by 2025. CCSNH acts as an engine for the State's economy, graduating students with certificates and degrees of economic value to New Hampshire. The more students who attend, particularly from the existing workforce, the more quickly our State moves towards educational attainment rates required to meet new labor and economic needs.

Our Colleges are poised to meet these workforce challenges. By launching careers, facilitating job mobility and promotions, and building seamless transfer to continued education at the baccalaureate level, CCSNH is in the business of making successful alumni. In order to maintain and grow our improved rates of student completion and achieve 65 by 25, we need to:

1. Assure clear pathways for students to credentials that lead to strong career prospects and continuing education, secured through partnerships with industry, four-year universities, and high schools; and,
2. Strategically meet postsecondary education needs for the state, including addressing the unique needs of our rural communities. Meeting the needs of rural communities requires CCSNH to close equity gaps between metro areas and less densely populated parts of the state, where educational attainment and income levels are not nearly as high.

CCSNH will enable student success and academic operations in support of the above goals through strong financial operations and conscientious stewardship of our assets and resources. We will accomplish this by:

1. Maintaining strong internal financial and facility controls and sustainability through sound budget, accounting, investment and procurement operations;
2. Establishing CCSNH as an employer of choice; and,
3. Using data and technology to support our attainment goals.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Curriculum with Economic and Transfer Value

As the impact of the pandemic has waned, CCSNH continues to research the needs of the State's labor market and how to best position our students to succeed by providing pathways to meet those needs. During 2022, CCSNH continued to see a slight shift in the ages of our student body (20-24 and 25+) and the trend to meet student needs by delivering more flexible, non-traditional, modalities to accommodate the demands facing today's community college students. By taking a nimble approach to program delivery, CCSNH is able to provide academic access to students who need flexibility to address their individual work – life balance; this approach increases the economic value of a CCSNH credential for students as they do not have to sacrifice their educational goals while managing life's demands. These shifting efforts continue to drive CCSNH to remain nimble, and to flex with the market, by continuing to provide local opportunities for learners that meet their needs through degree programs, customized training programs for employers, professional certificates, microcredentials, and high school pathways through dual enrollment programs. Implementing these strategies will allow CCSNH to adjust to the changing needs of the labor market in a post-pandemic world.

Teaching and learning are the bedrock of CCSNH's success, and students being employed with living wages or better in their area of study indicates whether we succeed here, as does transfer to baccalaureate at junior standing. In order to meet these goals, CCSNH must strive to keep its curriculum fresh and relevant through constant updates based on four-year university, employer and industry input. This demands an unprecedented rate of collaboration with the New Hampshire Department of Employment Security to ensure we stay abreast of weekly labor market fluctuations. All program descriptions, modifications, eliminations and introductions must consider the following attributes for ultimate approval:

- Career opportunities associated with program
- Data quantifying need for program change, elimination or introduction, including from labor economics sources such as NH Employment Security, EMSI (Labor Market Statistics), Bureau of Labor Statistics
- Job openings and wage information
- Proposed career steps upon workforce entry
- Evidence of early employer partnership
- List of job titles associated with program
- Evidence of early four-year partnership
- Narrative of community impact / need
- Baccalaureate institutions to which a program transfers
- Proposed student outcomes
- Semester-by-semester listing of courses students should take
- Similarities to other programs at CCSNH and potential enrollment impact

Our students also must be ready across multiple majors to transfer majority or all credits to nearby destinations. Our transfer strategy to four-year institutions builds on partnership with the University System, though not at the expense of other popular destinations for our students, including Southern New Hampshire University, Colby-Sawyer College, Rivier University, New England College, and St. Anselm College.

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To promote transfer to four-year institutions, CCSNH will continue to make strides in four areas in particular:

- **Pathways and articulation:** We will create clear, 8-semester, 2+2 maps to every program for which it makes sense at each four-year institution. Course equivalency and bolstering general education transfer across all degree types complements this effort.
- **Transfer support:** We will mitigate transfer shock for students moving from associate to baccalaureate level by creating connections between student services and faculty across CCSNH and USNH.
- **Data exchange:** CCSNH will facilitate information sharing at the transcript level to better understand student readiness for baccalaureate and to bolster reverse transfer of credit efforts.
- **Transfer mindset:** Staff across all programs will promote transfer fairs, campus tours, classroom visits, transfer advising, and related activity to increase awareness and attainment of baccalaureate success.

By accomplishing these four complementary aims, alongside continuing to strengthen vocationally oriented programs, CCSNH alumni will be successful in work and life.

Student Success Performance

While many aspects of the pandemic have receded, families across the state are still continuing to juggle basic needs related to childcare and food insecurities – both issues remain considerable barriers of going to and succeeding in college. After the initial waive of pandemic driven enrollment decline of -15.6%, between AY20 and AY21 , CCSNH's enrollment realized an aggregated net decline of -4.3% in credits sold and an -6.4% decline in headcount across all student cohorts, this includes traditional students and dual/concurrent student population during the 2022 year. Furthermore, New Hampshire community college students that have persisted, have shown their continued resilience by following their academic journeys as 2,179 students graduated during the 2022 year. These individual achievements are a result of student persistence rates that have begun to shifting upward, toward pre-pandemic levels (currently at 79%). These rates are a measure of student progress as it highlights the number of students that are working to remain on pace toward graduation.

During the course of the pandemic, CCSNH has been the recipient of three (3) federal stimulus packages, totaling nearly \$44 million, to be used in two distinct buckets: student aid and institutional support. The latest round, the American Rescue Plan Act (ARPA), is the most generous package (\$24.1 million total) to date and contains four (4) specific spending criteria that we must follow:

1. Student support: direct emergency aid or student grants
2. Institutional support including personal protective equipment (PPE), training, technology, and lost revenue

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3. Implement best practices aimed at mitigating the spread of COVID-19
4. Direct outreach to students around possible changes in their financial aid packages

This unprecedented level of federal funding positioned CCSNH to provide the necessary resources to our students in need, through direct student aid awards (totaling \$11.2mm allocated in 2022), allowed our seven Colleges to invest in the necessary technological infrastructure needed to continue the shift to online (synchronous and asynchronous) and hybrid modalities, and to procure appropriate safeguards to protect the faculty and staff that were essential for campus operations (totaling \$12.5mm allocated in 2022). A significant portion of the institutional funds were used to enhance the overall student experience, as it afforded CCSNH to continue to implement technologies that allowed for technical, hands-on, courses to be taught online. This technology allowed students to containing their training needs in new and creative ways that ensured they could complete their degrees on time.

FINANCIAL STATEMENTS

CCSNH reports its activity as a business-type activity using the full accrual basis of accounting. The accrual basis of accounting ensures that all amounts owed to CCSNH and all pending obligations are accounted for in the appropriate period.

The three financial statements presented are the Statement of Net Position; the Statement of Revenues, Expenses and Changes in Net Position; and the Statement of Cash Flows. The Statement of Net Position and the Statement of Revenues, Expenses and Changes in Net Position are also presented for June 30, 2021 by individual campus. The assets and liabilities and net position as well as the revenues and expenses of the Chancellor's office are allocated to the individual campuses based on each campus' relative percentage of student full-time equivalents (FTEs).

CHANGE IN ACCOUNTING PRINCIPLE AND CORRECTION OF ERROR

As disclosed in Note 1 to the basic financial statements, in 2021 CCSNH adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 84, *Fiduciary Activities*. There were no significant changes made to the basic financial statements to comply with the new accounting standard.

As disclosed in Note 2 to the basic financial statements, CCSNH adopted new accounting guidance, GASB Statement No. 87, *Leases* during the year ended June 30, 2022. The adoption of the standard at July, 1, 2020, required recognition of \$36,867 of short-term lease receivables, \$438,201 of long-term lease receivables, \$475,068 in deferred inflows of resources, \$1,008,278 in short-term lease liabilities, \$6,194,326 of long-term lease liabilities, and \$7,202,604 in right-to-use assets. At June 30, 2021, those balances related to leases in which CCSNH was the lessor were short-term lease receivables of \$137,912, long-term lease receivables of \$301,212, and deferred inflows of resources net of accumulated amortization of \$437,766. At June 30, 2021, those balances related to leases in which CCSNH was the lessee were short-term lease liabilities of \$730,445, long-term lease liabilities of \$5,567,206, and right to use assets net of accumulated amortization of \$6,244,884. The impact of the adoption of the standard for the year ended June 30, 2021 was a reduction in net position of \$51,409.

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As disclosed in Note 3 to the basic financial statements, CCSNH adopted new accounting guidance, GASB Statement No. 100, *Accounting Changes and Error Corrections* during the year ended June 30, 2022. The adoption of the standard was directly resulting from CCSNH identifying a material error in the covered population which impacted the calculations related to the other postemployment benefits liability (OPEB liability). This error was identified by CCSNH's management subsequent to the issuance of the June 30, 2022 financial statements.

The correction of the error was corrected as of the measurement date of July 1, 2021 due to the availability of the actuarial valuation and data. The cumulative effect of the correction of error at July 1, 2021 resulted in a prior period restatement of net position in the amount of \$20,721,331. The impact of correction of error at July 1, 2021 is summarized below:

	<u>Restated</u> <u>July 1, 2021</u>		<u>Original</u> <u>July 1, 2021</u>		<u>Difference</u>
Deferred outflows	\$ 15,890,083	\$	21,330,650	\$	5,440,567
OPEB liability	73,888,588		98,667,767		(24,779,179)
Deferred inflows	16,597,680		21,720,566		(5,122,886)
Beginning net position	3,282,921		(17,438,410)		20,721,331

The correction of the error also resulted in a restatement of the change in net position for the year ended June 30, 2022. The impact of correction of error for the year ended June 30, 2022 is summarized below:

	<u>Restated</u> <u>June 30, 2022</u>		<u>Original</u> <u>June 30, 2022</u>		<u>Difference</u>
Employee compensation and benefits	\$ 52,596,999	\$	56,337,166	\$	(3,740,167)
Increase in net position	32,782,826		29,042,659		3,740,167

STATEMENT OF NET POSITION

The Statement of Net Position presents the assets, deferred outflows of resources, liabilities, deferred inflows of resources and net position of CCSNH at the end of the fiscal year. Net position is a residual amount equal to assets and deferred outflows of resources less liabilities and deferred inflows of resources. Net position is presented in four categories. The first category, "invested in capital assets, net of related debt," consists of capital assets, net of accumulated depreciation and reduced by outstanding balances of any borrowings that are attributable to the acquisition, construction or improvement of those assets. The next category is "restricted net position," which consists of restricted assets reduced by liabilities related to those assets. Restricted net position balances are further classified as nonexpendable or expendable. Nonexpendable balances consist of loan funds and permanent endowments (available for investment purposes only). Expendable balances are available for expenditure by CCSNH, but must be spent for purposes determined by external entities. Unrestricted net position balances are not subject to externally imposed restrictions and may be designated for specific purposes by management of CCSNH.

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A summarized Statement of Net Position is as follows:

	June 30,		
	2022	2021 Restated	2020
Assets			
Current	\$ 62,173,383	\$ 54,300,709	\$ 43,873,176
Capital assets, net	100,262,621	104,568,144	108,215,937
Other noncurrent assets	<u>34,249,680</u>	<u>37,650,668</u>	<u>24,218,091</u>
Total assets	<u>196,685,684</u>	<u>196,519,521</u>	<u>176,307,204</u>
Deferred outflows of resources	<u>28,098,327</u>	<u>34,485,617</u>	<u>10,343,620</u>
Liabilities			
Current	16,035,638	13,543,614	12,068,083
Noncurrent	<u>139,030,753</u>	<u>199,820,892</u>	<u>160,450,547</u>
Total liabilities	<u>155,066,391</u>	<u>213,364,506</u>	<u>172,518,630</u>
Deferred inflows of resources	<u>33,651,873</u>	<u>35,079,042</u>	<u>48,224,767</u>
Net position (deficit)			
Invested in capital assets, net of related debt	89,117,701	92,606,092	94,624,683
Restricted nonexpendable	20,937,783	18,722,735	18,060,888
Restricted expendable	5,138,716	10,652,266	4,287,899
Unrestricted	<u>(79,128,453)</u>	<u>(139,419,503)</u>	<u>(151,066,043)</u>
Total net position (deficit)	<u>\$ 36,065,747</u>	<u>\$ (17,438,410)</u>	<u>\$ (34,092,573)</u>

Current assets

Current assets consist of \$51.89 million in cash, cash equivalents, and short-term investments; \$7.25 million in accounts, notes, leases, and contracts receivable; \$1.12 million due from the State; and \$1.91 million in other current assets.

The \$7.87 million increase in current assets was primarily attributable to a \$15.03 million increase in cash, cash equivalents, and short-term investments, netted against a decrease in grants and contracts receivable of \$7.4 million. The increase in cash was primarily attributable to earnings and to the collection of receivables on contracts. The decrease in grants and contracts receivable was mainly due to decreases in federal accounts receivable of \$7.23 million related to Higher Education Emergency Relief Funds (HEERF).

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In 2021, current assets increased by \$10.43 million from 2020 and was primarily attributable to increases in grants and contracts receivable and student receivables of \$8.83 million and \$1.17 million respectively.

Capital assets, net of accumulated depreciation

The overall decrease in net capital assets of \$4.3 million for 2022 was due to net additions of \$3.37 million, net of depreciation expense of \$7.67 million. General equipment and building and land improvement net additions amounted to \$1.49 million and \$1.88 million, respectively.

The increase in general equipment was primarily attributable to purchases of equipment related to classroom instruction of \$764 thousand, vehicles of \$112 thousand, major IT equipment of \$231 thousand, and general other equipment of \$385 thousand. The increase in building and land improvements was primarily due to critical maintenance projects at LRCC and NHTI of \$496 thousand and \$576 thousand respectively along with renovations and asbestos abatement at NCC of \$385 thousand, construction of a new facility in Littleton for WMCC of \$700 thousand netted against a sale of land at WMCC of \$302 thousand.

The decrease in capital assets from 2020 to 2021 of \$3.65 million was due to fixed asset purchases of \$3.96 million, net of depreciation expense of \$7.61 million.

Other noncurrent assets

Other noncurrent assets consist of \$25.94 million in long-term investments; \$6.42 million in right-of-use assets related to GASB 87; \$1.59 million in the long-term portion of a note receivable held on the property in Stratham, New Hampshire sold in fiscal year 2015; \$173 thousand in non-current lease receivables and \$124 thousand for the long-term portion of student loans receivable.

The decrease in other noncurrent assets from the prior year of \$3.4 million is mainly attributable to an decrease in long-term investments of \$3.3 million. The decrease is mostly attributable to net unrealized losses of \$4.55 million, investment fees of \$74 thousand and distributions of \$896 thousand netted against contributions of \$2.2 million. This investment account maintains cash received from the State under the UNIQUE scholarship program. Under this program, the State remits cash to CCSNH of which a portion is paid out to students, using a defined formula, for tuition expenses, and the remainder is reinvested for future use. Only the earnings on the reinvested funds may be used for future use. The principal portion is held within the restricted nonexpendable portion of net position.

The increase in other noncurrent assets from 2020 to 2021 of \$6.89 million was primarily attributable to an increase in investments of \$7.01 million. This increase was mostly attributable to net unrealized gains of \$7.24 million.

Deferred outflows of resources

The financial statement deferred outflows of resources category is used to report consumption of resources applicable to a future reporting period. The balance reported for fiscal years 2022, 2021 and 2020 include amounts for certain pension and other postemployment benefit changes.

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Current liabilities

Current liabilities include accounts payable and accrued liabilities of \$2.16 million, deferred revenue of \$6.21 million, current portions of long-term debt of \$1.39 million, current portion of GASB 87 lease liability of \$967 thousand and accrued salaries and benefits of \$5.30 million.

Current liabilities increased by \$2.5 million in 2022, primarily due to an increase in accounts payable and accrued expenses of \$1.1 million, mostly due to an increase in capital asset payables of \$700 thousand and other payable of \$400 thousand. Increases were also seen in deferred revenue of \$1.8 million, mostly brought on by increases in prepaid revenue on grants of \$2.8 million, net of \$1 million decrease in prepaid tuition deposits. The remainder of the change within current liabilities was due to a decrease in accrued salaries and benefits of \$591 thousand due to the timing of payroll tax payments and an increase in the current portion of GASB 87 lease liability of \$236 thousand.

Current liabilities increased by \$1.45 million from fiscal year 2020 to 2021. The increase was mainly due to an increase in GASB 87 lease liability of \$709 thousand due to the retrospective implementation of the standard in 2021 and to an increase in deferred revenue of \$915 thousand mostly caused by an increase in prepaid tuition deposits.

Noncurrent liabilities

Noncurrent liabilities include liabilities for unfunded pension obligations and unfunded other postemployment benefit (OPEB) obligations of \$46.62 million and \$73.89 million, respectively. Also included in noncurrent liabilities are noncurrent portions of long-term debt of \$8.96 million, noncurrent portion of GASB 87 lease liability of \$5.59 million, long-term employee benefits accruals of \$3.72 million, refundable advances of \$232 thousand, and funds due to the state of New Hampshire of \$21 thousand.

Noncurrent liabilities decreased by \$61 million in 2022. The decrease was primarily due to decreases in CCSNH unfunded liabilities for pensions and OPEB of \$21.75 million and \$16.85 million, respectively. These unfunded liabilities, calculated by an independent actuary, fluctuate based on several variables, including, but not limited to, financial markets, employee demographics and life expectancies. Moreover, the correction of an error in reporting by an outside entity reduced our unfunded OPEB liability by an additional \$20.72 million, which flowed through the beginning net position. Lastly, overall, long-term debt declined by \$1.39 million due to normal amortization of the debt.

Noncurrent liabilities increased by \$39.37 million from fiscal year 2020 to 2021. The increase was primarily due to increases in CCSNH unfunded liabilities for pensions and OPEB of \$15.42 million and \$20.04 million, respectively along with an increase in non-current GASB 87 lease liability of \$5.57 million related to the retrospective implementation of the standard in 2021. The remainder of the change in non-current liabilities was due to a decrease in the non-current portion of long-term debt of \$1.43 million due to normal amortization.

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Deferred inflows of resources

Deferred inflows of resources are used to report acquisition of resources applicable to a future reporting period. The balance in fiscal year 2022, 2021, and 2020 reflects certain amounts related to OPEB, pensions, leases receivable, and refunding of bond debt.

Net position

Overall net position increased by \$32.78 million during the fiscal year. The increase is due to net operating and nonoperating income over expenses of \$27.76 million and other changes in net position of \$5.02 million.

CCSNH's net investment in capital assets decreased by \$3.5 million during the current fiscal year. The decrease was attributable to an overall decline in net capital assets of \$4.3 million netted against a decrease in capital asset related debt of \$1.38 million, a decrease in deferred gains on bond refundings of \$48 thousand, and an increase in payables on capital assets of \$609 thousand.

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	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
Assets								
Current assets								
Cash and cash equivalents	\$ 38,886,021	\$ 5,494,791	\$ 6,826,695	\$ 5,821,834	\$ 4,991,154	\$ 3,027,616	\$ 5,225,813	\$ 7,498,118
Student accounts receivable, net	2,230,517	155,956	219,010	771,470	52,434	436,240	248,548	346,859
Current portion of leases receivable	128,747	128,747	-	-	-	-	-	-
Other current assets	1,908,230	148,428	112,177	521,550	209,202	426,182	223,944	266,747
Current portion of note and contributions receivable	116,682	7,705	8,525	33,986	7,427	25,686	14,996	18,357
Grants and contracts receivable	4,773,215	972,292	355,123	270,459	547,451	1,057,181	871,891	698,818
Operating investments	13,005,193	858,774	950,156	3,788,035	827,759	2,862,899	1,671,470	2,046,100
Due from State of NH for capital appropriations	<u>1,124,778</u>	<u>502,681</u>	<u>3,314</u>	<u>550,689</u>	<u>2,887</u>	<u>14,555</u>	<u>43,516</u>	<u>7,136</u>
Total current assets	<u>62,173,383</u>	<u>8,269,374</u>	<u>8,475,000</u>	<u>11,758,023</u>	<u>6,638,314</u>	<u>7,850,359</u>	<u>8,300,178</u>	<u>10,882,135</u>
Noncurrent assets								
Student loans receivable, net	123,633	-	14,664	2,750	3,374	92,779	7,356	2,710
Leases receivable, net of current portion	172,464	172,464	-	-	-	-	-	-
Note and contributions receivable, net	1,593,088	105,197	116,392	464,020	101,397	350,693	204,749	250,640
Investments	25,939,342	1,712,856	1,895,122	7,555,375	1,650,996	5,710,159	3,333,810	4,081,024
Right-of-use-assets	6,421,153	154,886	134,110	91,351	789,062	63,683	14,414	5,173,647
Capital assets, net	<u>100,262,621</u>	<u>4,850,199</u>	<u>7,452,936</u>	<u>18,874,030</u>	<u>14,419,469</u>	<u>26,056,682</u>	<u>15,718,067</u>	<u>12,891,238</u>
Total noncurrent assets	<u>134,512,301</u>	<u>6,995,602</u>	<u>9,613,224</u>	<u>26,987,526</u>	<u>16,964,298</u>	<u>32,273,996</u>	<u>19,278,396</u>	<u>22,399,259</u>
Total assets	<u>\$ 196,685,684</u>	<u>\$ 15,264,976</u>	<u>\$ 18,088,224</u>	<u>\$ 38,745,549</u>	<u>\$ 23,602,612</u>	<u>\$ 40,124,355</u>	<u>\$ 27,578,574</u>	<u>\$ 33,281,394</u>
Deferred outflows of resources								
Pension	\$ 12,208,244	\$ 806,148	\$ 891,932	\$ 3,555,907	\$ 777,034	\$ 2,687,463	\$ 1,569,044	\$ 1,920,716
Other postemployment benefits	<u>15,890,083</u>	<u>1,049,272</u>	<u>1,160,926</u>	<u>4,628,319</u>	<u>1,011,377</u>	<u>3,497,964</u>	<u>2,042,246</u>	<u>2,499,979</u>
Total deferred outflows of resources	<u>\$ 28,098,327</u>	<u>\$ 1,855,420</u>	<u>\$ 2,052,858</u>	<u>\$ 8,184,226</u>	<u>\$ 1,788,411</u>	<u>\$ 6,185,427</u>	<u>\$ 3,611,290</u>	<u>\$ 4,420,695</u>

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	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
Liabilities								
Current liabilities								
Accounts payable and accrued expenses	\$ 1,410,113	\$ 79,850	\$ 88,231	\$ 315,130	\$ 278,353	\$ 222,597	\$ 163,012	\$ 262,940
Accounts payable for capital assets	755,103	33,654	98	324,610	363,753	4,866	27,911	211
Accrued salaries and benefits	5,298,557	375,202	398,401	1,576,391	359,268	1,108,470	663,474	817,351
Unearned revenue and deposits	6,217,011	440,112	284,535	963,562	220,687	952,863	2,808,465	546,787
Current portion of lease liability	967,175	135,915	119,792	26,704	296,367	23,932	13,656	350,809
Current portion of bonds payable	1,337,952	56,745	-	200,375	-	355,865	229,873	495,094
Current portion of notes payable	<u>49,727</u>	<u>-</u>	<u>23,229</u>	<u>11,939</u>	<u>14,559</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total current liabilities	<u>16,035,638</u>	<u>1,121,478</u>	<u>914,286</u>	<u>3,418,711</u>	<u>1,532,987</u>	<u>2,668,593</u>	<u>3,906,391</u>	<u>2,473,192</u>
Noncurrent liabilities								
Due to State of New Hampshire	20,560	-	-	-	17,510	3,050	-	-
Accrued salaries and benefits	3,723,214	233,500	229,700	1,165,873	209,710	815,227	521,873	547,331
Refundable advances	231,655	-	17,526	105,294	4,700	84,389	14,962	4,784
Net pension liability	46,623,713	3,078,709	3,406,318	13,580,132	2,967,521	10,263,514	5,992,233	7,335,286
Lease liability, net of current portion	5,587,645	20,075	13,199	61,560	515,841	39,589	-	4,937,381
Bonds payable	7,504,153	216,615	-	813,097	-	1,898,400	929,080	3,646,961
Other postemployment benefits	73,888,588	4,122,001	2,882,344	25,121,460	4,628,637	16,354,656	10,230,342	10,549,148
Notes payable, net of current portion	<u>1,451,225</u>	<u>-</u>	<u>1,438,673</u>	<u>12,552</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total noncurrent liabilities	<u>139,030,753</u>	<u>7,670,900</u>	<u>7,987,760</u>	<u>40,859,968</u>	<u>8,343,919</u>	<u>29,458,825</u>	<u>17,688,490</u>	<u>27,020,891</u>
Total liabilities	<u>\$ 155,066,391</u>	<u>\$ 8,792,378</u>	<u>\$ 8,902,046</u>	<u>\$ 44,278,679</u>	<u>\$ 9,876,906</u>	<u>\$ 32,127,418</u>	<u>\$ 21,594,881</u>	<u>\$ 29,494,083</u>
Deferred inflows of resources								
Pension	\$ 16,616,836	\$ 1,097,262	\$ 1,214,022	\$ 4,840,001	\$ 1,057,634	\$ 3,657,948	\$ 2,135,650	\$ 2,614,319
Other postemployment benefits	16,597,680	1,095,997	1,212,623	4,834,422	1,056,414	3,653,731	2,133,189	2,611,304
Deferred gain from advance bond refunding	141,615	4,703	-	65,208	-	1,413	70,026	265
Leases receivable	<u>295,742</u>	<u>295,742</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total deferred inflows of resources	<u>\$ 33,651,873</u>	<u>\$ 2,493,704</u>	<u>\$ 2,426,645</u>	<u>\$ 9,739,631</u>	<u>\$ 2,114,048</u>	<u>\$ 7,313,092</u>	<u>\$ 4,338,865</u>	<u>\$ 5,225,888</u>
Net position (deficit), restated								
Invested in capital assets, net of related liabilities	\$ 89,117,701	\$ 4,538,482	\$ 5,990,936	\$ 17,497,904	\$ 14,084,356	\$ 23,796,137	\$ 14,461,177	\$ 8,748,709
Restricted nonexpendable	20,937,783	1,379,374	1,574,818	6,084,393	1,329,558	4,598,428	2,684,738	3,286,474
Restricted expendable	5,138,716	338,559	374,585	1,493,378	326,332	1,128,657	658,953	818,252
Unrestricted	<u>(79,128,453)</u>	<u>(422,101)</u>	<u>872,052</u>	<u>(32,164,210)</u>	<u>(2,340,177)</u>	<u>(22,653,950)</u>	<u>(12,548,750)</u>	<u>(9,871,317)</u>
Total net position (deficit)	<u>\$ 36,065,747</u>	<u>\$ 5,834,314</u>	<u>\$ 8,812,391</u>	<u>\$ (7,088,535)</u>	<u>\$ 13,400,069</u>	<u>\$ 6,869,272</u>	<u>\$ 5,256,118</u>	<u>\$ 2,982,118</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

The purpose of the Statement of Revenues, Expenses and Changes in Net Position is to present operating and nonoperating revenues received by the institution, operating and nonoperating expenses incurred, and any other revenues, expenses, gains and losses. Changes in net position as presented on the Statement of Net Position are based on the activity presented in the Statement of Revenues, Expenses and Changes in Net Position.

A summarized Statement of Revenues, Expenses and Changes in Net Position follows:

	Years Ended June 30,		
	2022	2021 Restated	2020
Operating revenues			
Net tuition and fees	\$ 21,179,583	\$ 28,691,160	\$ 39,157,918
Other operating revenues	<u>23,032,891</u>	<u>20,316,717</u>	<u>26,209,018</u>
Total operating revenues	<u>44,212,474</u>	<u>49,007,877</u>	<u>65,366,936</u>
Operating expenses			
Employee compensation and benefits	52,596,999	86,503,583	81,714,133
Other operating expenses	<u>35,999,578</u>	<u>35,554,760</u>	<u>32,074,649</u>
Total operating expenses	<u>88,596,577</u>	<u>122,058,343</u>	<u>113,788,782</u>
Operating loss	<u>(44,384,103)</u>	<u>(73,050,466)</u>	<u>(48,421,846)</u>
Nonoperating revenues (expenses) and other changes			
State appropriations - operating	56,000,000	55,360,000	57,255,000
State appropriations - capital	2,290,942	1,940,544	2,063,720
Capital grants and contracts	524,093	885,666	176,133
Lease revenue	145,488	38,225	-
COVID-19 funding	23,102,359	24,256,194	5,435,377
Investment (loss) return used for operations	(1,014,369)	824,199	1,133,885
Investment (loss) return net of amount used for operations	(5,513,550)	6,364,366	150,565
Nonexpendable contributions	2,208,985	653,374	1,715,005
Interest expense on capital debt	(451,735)	(514,614)	(598,632)
Interest expense on leases	<u>(125,284)</u>	<u>(103,325)</u>	<u>-</u>
Nonoperating revenues and other changes, net	<u>77,166,929</u>	<u>89,704,629</u>	<u>67,331,053</u>
Increase in net position	<u>32,782,826</u>	16,654,163	18,909,207
Net position (deficit), beginning of year, as previously stated	(17,438,410)	(34,092,573)	(53,001,780)
Cumulative effect of correction of an error	<u>20,721,331</u>	-	-
Net position (deficit), beginning of year, restated	<u>3,282,921</u>	<u>(34,092,573)</u>	<u>(53,001,780)</u>
Net position (deficit), end of year	<u>\$ 36,065,747</u>	<u>\$ (17,438,410)</u>	<u>\$ (34,092,573)</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Statements of Revenues, Expenses and Changes in Net Position - 2022

	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
Operating revenues								
Tuition and fees	\$ 52,513,733	\$ 3,694,175	\$ 3,851,660	\$ 14,649,198	\$ 3,442,190	\$ 11,388,945	\$ 6,625,757	\$ 8,861,808
Less scholarships	<u>(31,334,150)</u>	<u>(2,660,592)</u>	<u>(2,601,567)</u>	<u>(8,071,465)</u>	<u>(2,197,024)</u>	<u>(7,807,328)</u>	<u>(3,658,336)</u>	<u>(4,337,838)</u>
Net tuition and fees	21,179,583	1,033,583	1,250,093	6,577,733	1,245,166	3,581,617	2,967,421	4,523,970
Grants and contracts	16,969,565	1,921,816	993,346	5,062,626	1,363,087	3,028,950	2,144,284	2,455,456
Other auxiliary enterprises	2,643,492	32,712	-	2,105,140	504,275	1,365	-	-
Other operating revenue	<u>3,419,834</u>	<u>546,949</u>	<u>194,119</u>	<u>1,027,378</u>	<u>296,129</u>	<u>672,030</u>	<u>306,087</u>	<u>377,142</u>
Total operating revenues	<u>44,212,474</u>	<u>3,535,060</u>	<u>2,437,558</u>	<u>14,772,877</u>	<u>3,408,657</u>	<u>7,283,962</u>	<u>5,417,792</u>	<u>7,356,568</u>
Operating expenses								
Employee compensation and benefits	52,596,999	5,010,163	5,150,914	12,904,574	4,956,537	10,308,231	6,924,348	7,342,232
Other operating expenses	24,404,967	3,028,524	1,740,470	6,453,601	3,594,970	2,687,393	3,192,033	3,707,976
Utilities	2,997,477	307,077	220,750	756,207	366,453	548,627	429,471	368,892
Depreciation	<u>8,597,134</u>	<u>638,560</u>	<u>679,753</u>	<u>2,279,532</u>	<u>701,812</u>	<u>1,712,652</u>	<u>1,001,806</u>	<u>1,583,019</u>
Total operating expenses	<u>88,596,577</u>	<u>8,984,324</u>	<u>7,791,887</u>	<u>22,393,914</u>	<u>9,619,772</u>	<u>15,256,903</u>	<u>11,547,658</u>	<u>13,002,119</u>
Operating loss	<u>(44,384,103)</u>	<u>(5,449,264)</u>	<u>(5,354,329)</u>	<u>(7,621,037)</u>	<u>(6,211,115)</u>	<u>(7,972,941)</u>	<u>(6,129,866)</u>	<u>(5,645,551)</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Statements of Revenues, Expenses and Changes in Net Position - 2022 (Concluded)

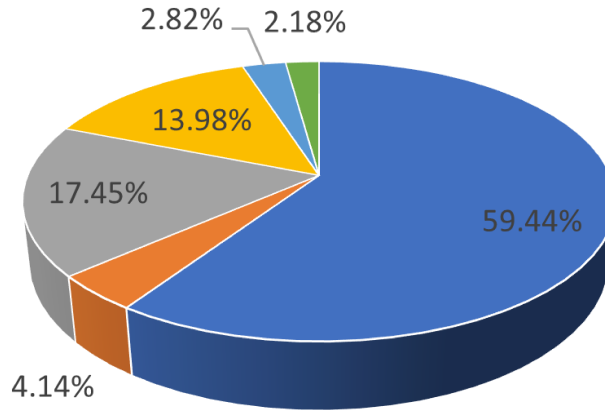
	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
Nonoperating revenues (expenses)								
State appropriations - operating	56,000,000	6,307,903	6,581,493	11,072,527	7,344,147	9,036,173	8,029,797	7,627,960
COVID-19 funding	23,102,359	2,092,424	1,445,475	6,112,279	1,911,274	4,689,603	3,114,913	3,736,391
Lease revenue	145,488	145,488	-	-	-	-	-	-
Investment loss used for operations	(1,014,369)	(72,630)	(98,070)	(281,551)	(61,775)	(222,784)	(120,835)	(156,724)
Investment loss excluding amount used for operations	(5,513,550)	(364,077)	(402,819)	(1,605,937)	(350,928)	(1,213,726)	(708,620)	(867,443)
Interest expense on leases	(125,284)	(1,063)	(1,002)	(1,229)	(2,172)	(437)	(116)	(119,265)
Interest expense on capital debt	<u>(451,735)</u>	<u>(10,682)</u>	<u>(53,436)</u>	<u>(34,564)</u>	<u>(1,260)</u>	<u>(95,925)</u>	<u>(42,709)</u>	<u>(213,159)</u>
Nonoperating revenues, net	<u>72,142,909</u>	<u>8,097,363</u>	<u>7,471,641</u>	<u>15,261,525</u>	<u>8,839,286</u>	<u>12,192,904</u>	<u>10,272,430</u>	<u>10,007,760</u>
Income before other changes in net position	<u>27,758,806</u>	<u>2,648,099</u>	<u>2,117,312</u>	<u>7,640,488</u>	<u>2,628,171</u>	<u>4,219,963</u>	<u>4,142,564</u>	<u>4,362,209</u>
Other changes in net position								
State appropriations - capital	2,290,942	1,078,857	53,434	670,827	1,361	124,689	307,783	53,991
Capital grants and contracts	524,093	43,792	21,211	54,706	56,165	111,592	166,715	69,912
Nonexpendable contributions	<u>2,208,985</u>	<u>145,866</u>	<u>161,388</u>	<u>643,413</u>	<u>140,598</u>	<u>486,275</u>	<u>283,906</u>	<u>347,539</u>
Total other changes in net position	<u>5,024,020</u>	<u>1,268,515</u>	<u>236,033</u>	<u>1,368,946</u>	<u>198,124</u>	<u>722,556</u>	<u>758,404</u>	<u>471,442</u>
Increase in net position	32,782,826	3,916,614	2,353,345	9,009,434	2,826,295	4,942,519	4,900,968	4,833,651
Net position (deficit), beginning of year, restated	(17,438,410)	549,405	4,945,150	(22,133,490)	9,254,896	(2,634,738)	(2,308,024)	(5,111,609)
Cumulative effect of correction of error	<u>20,721,331</u>	<u>1,368,295</u>	<u>1,513,896</u>	<u>6,035,521</u>	<u>1,318,878</u>	<u>4,561,491</u>	<u>2,663,174</u>	<u>3,260,076</u>
Net position (deficit), beginning of year, restated	<u>3,282,921</u>	<u>1,917,700</u>	<u>6,459,046</u>	<u>(16,097,969)</u>	<u>10,573,774</u>	<u>1,926,753</u>	<u>355,150</u>	<u>(1,851,533)</u>
Net position (deficit), end of year	<u>\$ 36,065,747</u>	<u>\$ 5,834,314</u>	<u>\$ 8,812,391</u>	<u>\$ (7,088,535)</u>	<u>\$ 13,400,069</u>	<u>\$ 6,869,272</u>	<u>\$ 5,256,118</u>	<u>\$ 2,982,118</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

2022 Revenue by source



- Non-operating, net
- Net Tuition and fees
- Other revenue
- Other changes in net position
- Grants and contracts
- Auxiliary revenue

Operating revenues

Overall operating revenue declined by \$4.8 million in fiscal year 2022 relative to fiscal year 2021.

Fiscal year 2022 net tuition and fees decreased by \$7.51 million relative to fiscal year 2021. Gross tuition decreased in fiscal year 2022 by approximately \$2.34 million (5.43%) relative to fiscal year 2021, while student fees declined by about \$204 thousand (2.14%) for the same time frame. The decrease is attributable to a decline in credits sold in FY 2022 relative to FY 2021 of 6.8%. Lastly, fiscal year 2022 saw an increase in scholarship expenses of about \$5.26 million (20.2%) relative to fiscal year 2021. The remainder of the change was due to an increase in non-credit revenue in 2022 of \$291 thousand (13.4%) relative to 2021.

With regard to tuition and fees, CCSNH continues to struggle with declining enrollment, albeit at a slower pace than in years past. The decline in 2022 relative to 2021 of 5.43% is significantly lower than the decline in 2021 relative to 2020 of 11.75%. Declining high school populations coupled with significantly increases in wages for positions not requiring a college degree are the largest factors in the enrollment challenges.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

Fiscal year 2022 saw an increase in other operating revenue of \$2.71 million (13.3%) relative to fiscal year 2021. Auxiliary revenue, mostly in the areas of student housing and board plans, saw increases of \$700 thousand and \$299 thousand respectively. Additional increases were seen in private local revenue of \$827 thousand mostly fueled by the Foundation for CCSNH's "Class of 2021 scholarship". White Mountains Community College sold land in 2022, for which they realized a gain of \$222 thousand. The remainder of the increase was due to smaller increases across various other revenue sources such as donations, indirect cost revenue and other miscellaneous revenue sources.

Between 2021 and 2020 other operating revenue declined by about \$5.89 million. This was primarily due to decreases in Auxiliary revenue, mostly in the areas of student housing and board plans, of \$2.29 million due to the COVID 19 pandemic. Additional declines were seen in federal and grant revenue of \$3.6 million.

Nonoperating revenues and other changes

Total nonoperating revenues and other changes in net position decreased by \$12.56 million in fiscal year 2022 relative to fiscal year 2021. Net nonoperating revenue decreased by \$14.1 million, while other changes in net position increased by \$1.54 million.

The primary reason for the decrease in net nonoperating revenue in fiscal year 2022 relative to fiscal year 2021 was a decrease in investment returns of \$13.69 million and a decrease in pandemic related grant monies received from the federal government of \$1.15 million. These 2 declines were partially offset by an increase in state appropriations of \$640 thousand. The reason for the sharp decline in investment returns were unrealized losses in the investment portfolios. In 2021, we achieved unrealized gains of approximately \$7.24 million while in 2022 we suffered unrealized losses of about \$6.46 million.

The increase in other changes to net position in 2022 of \$1.54 million was due to an increase in state funding for the UNIQUE endowment scholarship program of about \$1.55 million in 2022 relative to 2021.

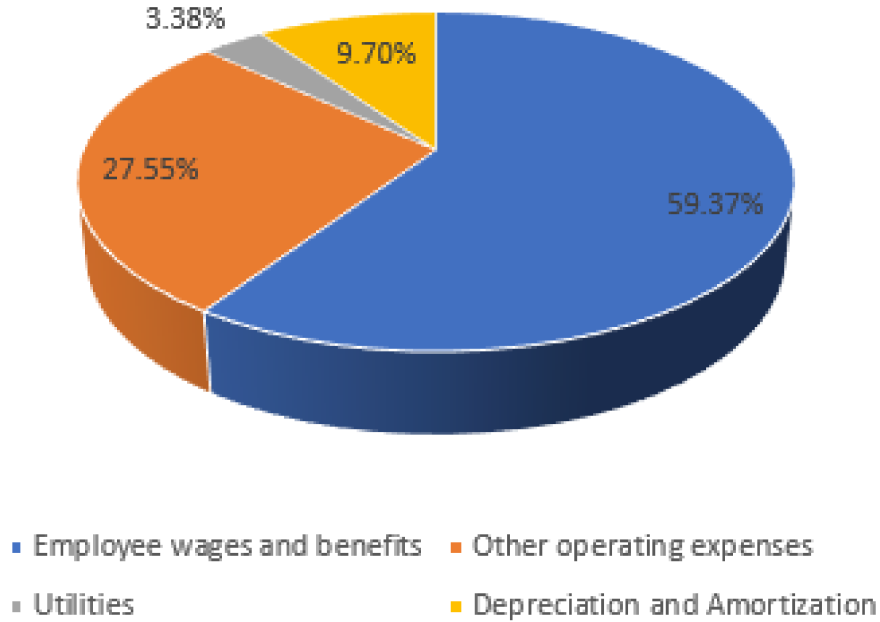
The increase in net nonoperating revenues and other changes in net position from 2020 to 2021 of \$22.4 was primarily due to an increase in investment returns not used for operations of \$6.21 million and pandemic related grant monies received from the federal government of \$18.82 million net of reduced general appropriations from the state in the amount of \$1.89 million and reduced Unique endowment funding of \$1.06 million.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

2022 Expenditures by type



Operating expenses

In fiscal year 2022, operating expenses decreased by \$33.46 million from 2021. While salaries decreased by about \$1.95 million, employee benefits cost decreased by \$31.76 million. The primary driver of the decrease in employee benefits were the adjustments to decrease the unfunded liabilities for Pension and OPEB in fiscal year 2022 beyond what these same adjustments were in 2021. In 2022, the pension and OPEB adjustments were \$25.94 million while in 2021 they were considerably less at only \$2.39 million. Employee benefits other than pension and OPEB decreased by \$1.16 million. The adjustments related to the Pension and OPEB liabilities resulted in a reduction in operating expenses.

Other operating expenses were relatively stable in 2022 relative to 2021, increasing by only \$465 thousand (1.13%). This amount consists of multiple relatively immaterial changes across a wide variety of operating expenses.

Operating expenses increased by \$3.48 million in 2021 from 2020. The primary factors for the increase were seen in increases in current expenses of \$2.46 million, information technology (IT) expenses of \$1.39 million and consulting expenses of \$1.17 million, netted against declines in rental expenses of \$1.08 million and food costs of \$587 thousand.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Management's Discussion and Analysis (Unaudited)

June 30, 2022 and 2021

STATEMENTS OF CASH FLOWS

The statements of cash flows summarize transactions involving cash and cash equivalents during each fiscal year. The statements provide an additional tool to assess the financial health of the institution and its ability to generate future cash flows to meet its obligations.

	<u>Years Ended June 30,</u>		
	<u>2022</u>	2021 Restated	<u>2020</u>
Net cash used - operating activities	\$ (48,257,998)	\$ (65,202,219)	\$ (50,357,761)
Net cash provided - noncapital financing activities	69,947,568	68,905,792	63,152,900
Net cash used - capital and related financing activities	(3,619,999)	(4,077,627)	(2,581,748)
Net cash used - investing activities	<u>(6,794,068)</u>	<u>297,200</u>	<u>(769,455)</u>
Net (decrease) increase in cash and cash equivalents	11,275,503	(76,854)	9,443,936
Cash and cash equivalents, beginning of year	<u>27,610,518</u>	<u>27,687,372</u>	<u>18,243,436</u>
Cash and cash equivalents, end of year	<u>\$ 38,886,021</u>	<u>\$ 27,610,518</u>	<u>\$ 27,687,372</u>

CCSNH maintains the cash position necessary to meet its obligations. The amount of cash on hand fluctuates during the year due to the timing of tuition receipts and federal financial aid payments.

Cash and cash equivalents increased by \$11 million during 2022, decreased by \$77 thousand during 2021, and increased by \$9.4 million during 2020, primarily due to fluctuations in the appropriations from the State and federal funding received through COVID-related relief funds.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Statements of Net Position

June 30, 2022 and 2021

	Community College System of New Hampshire		Community Colleges of New Hampshire Foundation	
	2022	Restated 2021	2022	2021
Assets				
Current assets				
Cash and cash equivalents	\$ 38,886,021	\$ 27,610,518	\$ 476,957	\$ 280,831
Student accounts receivable, net	2,230,517	2,979,467	-	-
Current portion of leases receivable	128,747	137,912	-	-
Other current assets	1,908,230	1,921,274	-	-
Current portion of note and contributions receivable	116,682	113,238	-	4,000
Grants and contracts receivable	4,773,215	12,179,244	-	-
Operating investments	13,005,193	9,245,589	-	-
Due from State of New Hampshire for capital appropriations	1,124,778	113,467	-	-
Total current assets	<u>62,173,383</u>	<u>54,300,709</u>	<u>476,957</u>	<u>284,831</u>
Noncurrent assets				
Student loans receivable, net	123,633	150,895	-	-
Leases receivable, net of current portion	172,464	301,212	-	-
Note and contributions receivable, net of current portion	1,593,088	1,709,770	-	-
Investments	25,939,342	29,243,907	5,621,820	5,726,087
Right-of-use asset, nets	6,421,153	6,244,884	-	-
Capital assets, net	100,262,621	104,568,144	-	-
Total noncurrent assets	<u>134,512,301</u>	<u>142,218,812</u>	<u>5,621,820</u>	<u>5,726,087</u>
Total assets	<u>196,685,684</u>	<u>196,519,521</u>	<u>6,098,777</u>	<u>6,010,918</u>
Deferred outflows of resources				
Pension	12,208,244	17,985,947	-	-
Other postemployment benefits	15,890,083	16,499,670	-	-
Total deferred outflows of resources	<u>28,098,327</u>	<u>34,485,617</u>	<u>-</u>	<u>-</u>
Liabilities				
Current liabilities				
Accounts payable and accrued expenses	1,410,113	1,060,027	6,157	2,153
Accounts payable for capital assets	755,103	51,573	-	-
Current portion of accrued salaries and benefits	5,298,557	5,891,807	-	-
Unearned revenue and deposits	6,217,011	4,432,332	-	-
Current portion of lease liability	967,175	730,445	-	-
Current portion of bonds payable	1,337,952	1,329,918	-	-
Current portion of notes payable	49,727	47,512	-	-
Total current liabilities	<u>16,035,638</u>	<u>13,543,614</u>	<u>6,157</u>	<u>2,153</u>
Noncurrent liabilities				
Due to the State of New Hampshire	20,560	-	-	-
Accrued salaries and benefits, net of current portion	3,723,214	3,790,454	-	-
Refundable advances	231,655	285,529	-	-
Net pension liability	46,623,713	68,376,494	-	-
Lease liability, net of current portion	5,587,645	5,567,206	-	-
Bonds payable, net of current portion	7,504,153	8,842,104	-	-
Other postemployment benefits	73,888,588	111,458,152	-	-
Notes payable, net of current portion	1,451,225	1,500,953	-	-
Total noncurrent liabilities	<u>139,030,753</u>	<u>199,820,892</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>155,066,391</u>	<u>213,364,506</u>	<u>6,157</u>	<u>2,153</u>
Deferred inflows of resources				
Pension	16,616,836	5,902,034	-	-
Other postemployment benefits	16,597,680	28,549,249	-	-
Deferred gain from advance bond refunding	141,615	189,993	-	-
Lease receivables	295,742	437,766	-	-
Total deferred inflows of resources	<u>33,651,873</u>	<u>35,079,042</u>	<u>-</u>	<u>-</u>
Net position (deficit), as restated				
Invested in capital assets, net of related liabilities	89,117,701	92,606,092	-	-
Restricted nonexpendable	20,937,783	18,722,735	3,033,694	1,902,451
Restricted expendable	5,138,716	10,652,266	2,334,195	3,302,751
Unrestricted	(79,128,453)	(139,419,503)	724,731	803,563
Total net position (deficit)	<u>\$ 36,065,747</u>	<u>\$ (17,438,410)</u>	<u>\$ 6,092,620</u>	<u>\$ 6,008,765</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Statements of Revenues, Expenses and Changes in Net Position

Years Ended June 30, 2022 and 2021

	<u>Community College System of New Hampshire</u>		<u>Community Colleges of New Hampshire Foundation</u>	
	<u>2022</u>	Restated <u>2021</u>	<u>2022</u>	<u>2021</u>
Operating revenues				
Tuition and fees	\$ 52,513,733	\$ 54,764,389	\$ -	\$ -
Less scholarships	<u>(31,334,150)</u>	<u>(26,073,229)</u>	<u>-</u>	<u>-</u>
Net tuition and fees	21,179,583	28,691,160	-	-
Grants and contracts	16,969,565	16,750,221	-	-
Contributions	-	-	1,823,788	1,071,014
Auxiliary enterprises	2,643,492	1,544,707	-	-
Other operating revenue	<u>3,419,834</u>	<u>2,021,789</u>	<u>-</u>	<u>-</u>
Total operating revenues	<u>44,212,474</u>	<u>49,007,877</u>	<u>1,823,788</u>	<u>1,071,014</u>
Operating expenses				
Employee compensation and benefits	52,596,999	86,503,583	-	-
Other operating expenses	24,404,967	24,340,949	1,756,952	1,067,598
Utilities	2,997,477	2,646,734	-	-
Depreciation and amortization	<u>8,597,134</u>	<u>8,567,077</u>	<u>-</u>	<u>-</u>
Total operating expenses	<u>88,596,577</u>	<u>122,058,343</u>	<u>1,756,952</u>	<u>1,067,598</u>
Operating (loss) income	<u>(44,384,103)</u>	<u>(73,050,466)</u>	<u>66,836</u>	<u>3,416</u>
Nonoperating revenues (expenses)				
State of New Hampshire appropriations	56,000,000	55,360,000	-	-
Lease revenue	145,488	38,225	-	-
COVID funding	23,102,359	24,256,194	-	-
Investment (loss) return for operations	(1,014,369)	824,199	181,718	150,381
Investment (loss) return excluding amount for operations	(5,513,550)	6,364,366	(1,260,942)	1,259,399
Interest expense on leases	(125,284)	(103,325)	-	-
Interest expense on capital debt	<u>(451,735)</u>	<u>(514,614)</u>	<u>-</u>	<u>-</u>
Nonoperating revenues, net	<u>72,142,909</u>	<u>86,225,045</u>	<u>(1,079,224)</u>	<u>1,409,780</u>
Income (loss) before other changes in net position	<u>27,758,806</u>	<u>13,174,579</u>	<u>(1,012,388)</u>	<u>1,413,196</u>
Other changes in net position				
State of New Hampshire capital appropriation	2,290,942	1,940,544	-	-
Capital grants and contracts	524,093	885,666	-	-
Nonexpendable contributions	<u>2,208,985</u>	<u>653,374</u>	<u>1,096,243</u>	<u>172,979</u>
Total other changes in net position	<u>5,024,020</u>	<u>3,479,584</u>	<u>1,096,243</u>	<u>172,979</u>
Increase in net position	<u>32,782,826</u>	<u>16,654,163</u>	<u>83,855</u>	<u>1,586,175</u>
Net position, beginning of year, as previously stated	(17,438,410)	(34,092,573)	6,008,765	4,422,590
Cumulative effect of correction of an error	<u>20,721,331</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net position (deficit), beginning of year, restated	<u>3,282,921</u>	<u>(34,092,573)</u>	<u>6,008,765</u>	<u>4,422,590</u>
Net position (deficit), end of year	<u>\$ 36,065,747</u>	<u>\$ (17,438,410)</u>	<u>\$ 6,092,620</u>	<u>\$ 6,008,765</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Statements of Cash Flows

Years Ended June 30, 2022 and 2021

	Community College System of New Hampshire	
	2022	Restated 2021
Cash flows from operating activities		
Receipts from tuition and fees	\$ 20,951,207	\$ 28,638,118
Receipts from grants and contracts	38,474,763	18,970,034
Receipts from auxiliary enterprises	2,643,492	1,544,707
Payments to suppliers	(27,052,358)	(27,316,477)
Payments to employees	(86,707,980)	(88,508,504)
Other cash receipts	3,432,878	1,469,903
Net cash used for operating activities	(48,257,998)	(65,202,219)
Cash flows from noncapital financing activities		
State of New Hampshire appropriations	56,000,000	55,360,000
COVID funding received	11,738,583	12,892,418
Contributions for long-term purposes	2,208,985	653,374
Net cash provided by noncapital financing activities	69,947,568	68,905,792
Cash flows from capital and related financing activities		
Appropriations from the State of New Hampshire for capital expenditures	1,279,631	2,164,098
Payments made to the State of New Hampshire for capital accounts payable	20,560	-
Capital grants and contracts received	524,093	885,666
Purchase of capital assets	(2,711,314)	(4,953,409)
Payments received on note receivable	113,238	109,895
Principal on bonds payable, other long-term liabilities and leases	(2,220,810)	(1,611,570)
Interest on bonds payable, other long-term liabilities and leases	(625,397)	(672,307)
Net cash used for capital and related financing activities	(3,619,999)	(4,077,627)
Cash flows from investing activities		
Proceeds from sales and maturities of investments	896,337	3,954,021
Purchase of investments	(7,780,284)	(3,795,791)
Interest and dividends received	89,879	138,970
Net cash provided by (used for) investing activities	(6,794,068)	297,200
Net increase (decrease) in cash and cash equivalents	11,275,503	(76,854)
Cash and cash equivalents, beginning of year	27,610,518	27,687,372
Cash and cash equivalents, end of year	\$ 38,886,021	\$ 27,610,518

The accompanying notes are an integral part of these financial statements.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Statements of Cash Flows (Concluded)

Years Ended June 30, 2022 and 2021

	Community College System of New Hampshire	
	2022	Restated 2021
Reconciliation of operating loss to net cash used for operating activities		
Operating loss	\$ (44,384,103)	\$ (73,050,466)
Adjustments to reconcile operating loss to net cash used for operating activities		
Depreciation and amortization	8,597,134	8,567,077
Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources		
Student accounts receivable	748,950	(1,172,881)
Other current assets	13,044	(551,886)
Student loans receivable	27,262	18,022
Grants and contracts receivable	18,769,805	2,535,977
Deferred outflows of resources - pension	5,777,703	(10,847,469)
Deferred outflows of resources - OPEB	609,587	(13,294,528)
Accounts payable and accrued expenses	350,086	(328,794)
Accrued salaries and benefits	(660,490)	199,827
Unearned revenue and deposits	1,784,679	914,735
Other postemployment benefits	(37,569,564)	20,044,485
Net pension liability	(21,752,781)	15,421,887
Refundable advances	(53,874)	(129,082)
Deferred inflows of resources - pension	10,714,802	(3,477,122)
Deferred inflows of resources - OPEB	8,769,762	(10,052,001)
Net cash used for operating activities	\$ <u>(48,257,998)</u>	\$ <u>(65,202,219)</u>
Reconciliation of noncash activity		
Acquisition of capital assets	\$ 3,367,331	\$ 4,829,650
Less: Acquisition of capital assets included in accounts payable at year-end	(755,103)	(51,573)
Add: Acquisition of capital assets included in accounts payable at prior year-end	51,573	14,836
Add: Payments on long-term liabilities used to finance the acquisitions of capital assets	<u>47,513</u>	<u>160,496</u>
Payments for the acquisition of capital assets	\$ <u>2,711,314</u>	\$ <u>4,953,409</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Notes to Financial Statements

June 30, 2022 and 2021

Nature of Business

The Community College System of New Hampshire (CCSNH or the System) is comprised of the following colleges:

NHTI - Concord's Community College (NHTI);
Manchester Community College (MCC);
Nashua Community College (NCC);
Great Bay Community College (GBCC);
Lakes Region Community College (LRCC);
White Mountains Community College (WMCC); and
River Valley Community College (RVCC).

CCSNH's main purpose is to provide a well-coordinated system of public community college education. CCSNH is governed by a single board of trustees with 22 voting members appointed by the Governor and Executive Council and two voting members who are full time students enrolled within CCSNH and are elected by the student body. CCSNH funds its operations through tuition, room and board, fees, grants, legacies and gifts, and State of New Hampshire (the State) appropriations.

Community Colleges of New Hampshire Foundation (the Foundation) is a separate legal entity established as a 501(c)(3) corporation. The Foundation is structured to seek and secure private funds and/or grants in order to supplement the traditional revenue sources of CCSNH. The Foundation's mission is to support CCSNH and make higher education more accessible by providing student scholarship assistance, facility and staff support programs, and improved education facilities. These assets and all activity of the Foundation are included in the financial statements of CCSNH as a discretely-presented component unit.

1. Summary of Significant Accounting Policies

Recently Adopted Accounting Pronouncement

During the year ended June 30, 2022, CCSNH adopted new accounting guidance, GASB Statement No. 87, *Leases*. The retrospective adjustments made to the basic financial statements to comply with the new accounting standards have been reported as an adjustment of prior periods, and the financial statements presented for the periods affected have been restated.

During the year ended June 30, 2022, CCSNH adopted new accounting guidance, GASB Statement No. 100, *Accounting Changes and Error Corrections*. The adoption of the statement and related guidance during the year ended June 30, 2022 did not have a material impact of the financial statements of CCSNH.

In January 2017, the Governmental Accounting Standards Board (GASB) issued Statement No. 84, *Fiduciary Activities*, to improve guidance regarding the identification of fiduciary activities to accounting and financial reporting purposes and how those activities should be reported. The adoption of the statement and related guidance during the year ended June 30, 2021 did not have a material impact of the financial statements of CCSNH.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Notes to Financial Statements

June 30, 2022 and 2021

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (U.S. GAAP), as prescribed by the Governmental Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

CCSNH has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements.

CCSNH's policy is to define operating activities in the statement of revenues, expenses and changes in net position as those that generally result from exchange transactions, such as charges for services provided to students and for the purchase of goods and services. Certain other transactions are reported as nonoperating revenues (expenses). These nonoperating revenues (expenses) include CCSNH's operating appropriations from the State lease revenue, COVID funding, net investment income (loss), and interest expense. The other changes in net position include capital appropriations from the State, grant and contract revenue used for capital, gifts received by the Foundation restricted for long-term purposes, and contributions received related to the UNIQUE scholarship program restricted for long-term purposes.

Cash and Cash Equivalents

Cash and cash equivalents in the statement of cash flows include unrestricted cash which is either held in demand deposit or short-term money market accounts, and highly-liquid savings deposits and investments with original maturities of three months or less when purchased.

Student Accounts and Loans Receivable

The Federal Perkins Student Loan Program has provisions for deferment, forbearance, and cancellation of the individual loans. Principal payments, interest, and losses due to cancellation are shared by the College and the U.S. Government in proportion to their share of funds provided. Amounts advanced by the federal government under this program are ultimately refundable and are classified as refundable advances.

Both student accounts receivable and student loans receivable are stated at their unpaid principal balances adjusted for charge-offs and the allowance for loan losses. Fees and interest income on these receivables are recorded when received. For both student accounts and student loans receivable, CCSNH provides for probable uncollectible amounts through a charge to expense and a credit to the allowance account based on its assessment of the current status of individual accounts. Student accounts receivables that are still outstanding after CCSNH has used reasonable collection efforts are written off through a charge to the allowance for bad debts and a credit to student accounts receivable. There was no allowance for bad debts for student accounts receivable at June 30, 2022 and 2021. Student loan receivables that are still outstanding after CCSNH has used reasonable collection efforts are written off through a charge to the allowance for loan losses and a credit to student loans receivable. Student loans receivable at June 30, 2022 and 2021 are reported net of an allowance for loan losses of \$213,605 and \$294,184, respectively.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Notes to Financial Statements

June 30, 2022 and 2021

Collections of the student loans receivable may not be used to pay current liabilities. Accordingly, the student loans receivable are recorded in the accompanying statements of net position as noncurrent assets.

Investments

CCSNH and the Foundation carry investments at their fair value. Fair value is estimated using the methods described in Note 11. Purchased and gifted securities are recorded at fair value on the date of the acquisition or gift, net of any brokerage fees. Realized and unrealized gains and losses in the investment portfolio are allocated on a specific-identification basis.

Capital Assets

Capital assets are recorded at cost when purchased or constructed and at fair value at the date of donation. In accordance with CCSNH's capitalization policy, only equipment (including equipment acquired under capital leases), capital projects and internally-generated intangibles with a projected cost of \$5,000 or more are capitalized. Costs for maintenance, repairs and minor renewals and replacements are expensed as incurred. The costs of library materials are expensed as incurred.

Depreciation of assets acquired are recorded on a straight-line basis over the estimated useful lives of the related assets, principally as follows:

Buildings	40 years
Building and land improvements	20 years
Equipment and vehicles	5 years

When capital assets are retired or otherwise disposed of, the asset and accumulated depreciation accounts are adjusted and any resulting gain or loss is reflected in the statement of revenues, expenses and changes in net position.

Note Receivable

During the year ended June 30, 2015, GBCC sold its former Stratham, New Hampshire Campus for \$2,750,000. The buyer paid cash of \$250,000 at closing and signed a note receivable to CCSNH for \$2,500,000. The note receivable is expected to be paid in monthly installments of \$13,865, including interest at 3%, through September 14, 2024. All remaining outstanding principal and interest is expected to be repaid on October 14, 2024, which is expected to amount to approximately \$1,500,000. The note receivable balance as of June 30, 2022 and 2021 was \$1,709,770 and \$1,823,008, respectively. Management determined a reserve was not required at June 30, 2022 and 2021.

Unearned Revenue and Deposits

Unearned revenue and deposits consist primarily of deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year. Revenue from summer programs is recognized ratably over the applicable academic periods.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Notes to Financial Statements

June 30, 2022 and 2021

Compensated Absences

Employees earn the right to be compensated during certain absences. The accompanying statements of net position reflect an accrual for the amounts earned, including related benefits ultimately payable for such benefit. A portion of this liability is classified as current and represents CCSNH's estimate of vacation time that will be paid during the next fiscal year to employees.

Refundable Advances

CCSNH participates in the Federal Perkins Loan Program, which is funded through a combination of federal and institutional resources. The portion of this program that has been funded with federal funds is ultimately refundable to the U.S. Government upon termination of CCSNH's participation in the program. The portion that would be refundable if the programs were terminated as of June 30, 2022 and 2021 has been included in the accompanying statements of net position as a noncurrent liability. The portion of this program that has been funded with institutional funds has been classified as restricted - nonexpendable since these funds can only be used for loans during the time CCSNH participates in the Federal Perkins Loan Program. CCSNH is no longer issuing new loans and the funds are not available for general operations.

Net Pension Liability

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the New Hampshire Retirement System (NHRS), and additions to/deductions from the NHRS's fiduciary net position has been determined on the same basis as it is reported by the NHRS. Detailed information about the Pension Plan's fiduciary net position is available in the separately issued NHRS annual report available from the NHRS website at <https://www.nhrs.org>. NHRS's financial statements are prepared using the accrual basis of accounting. Both plan member and employer contributions are recognized in the period in which contributions are legally due. Benefits and refunds are recognized when due and payable in accordance with the terms of the plan. Investments are reported at fair value. Investments in both domestic and non-U.S. securities are valued at current market prices and expressed in U.S. dollars. NHRS uses a trade-date accounting basis for these investments. Investments in non-registered commingled funds are valued at net asset value as a practical expedient to estimate fair value.

Other Postemployment Benefits

For the purposes of measuring the net liability, deferred outflows of resources and deferred inflows of resources related to other postemployment benefits (OPEB), and OPEB expense, information about the fiduciary net position of the NHRS OPEB Plan and the State of New Hampshire OPEB Plan (the State OPEB Plan) (collectively, the OPEB Plans) has been determined on the same basis as it is reported by NHRS and the State OPEB Plan.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Notes to Financial Statements

June 30, 2022 and 2021

Deferred Outflows and Inflows of Resources

Deferred outflows of resources represent a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense) until then. Deferred inflows of resources represent an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

Net Position

GASB requires that resources be classified for accounting purposes into the following four net position categories:

Invested in capital assets, net of related debt: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets, and increased or reduced by deferred inflows and deferred outflows related to those assets.

Restricted - nonexpendable: Net assets subject to externally-imposed conditions that CCSNH must maintain them in perpetuity.

Restricted - expendable: Net assets whose use is subject to externally-imposed conditions that can be fulfilled by the actions of CCSNH or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the CCSNH's Board of Trustees.

CCSNH has adopted a policy of generally utilizing restricted, expendable resources, when available, prior to unrestricted resources.

Net Student Fees

Student tuition, dining, residence, and other fees are presented net of scholarships applied to students' accounts.

Contributions

Contributions are recorded at their fair value at the date of gift. Promises to donate to CCSNH are recorded as receivables and revenues when the CCSNH has met all applicable eligibility and time requirements. Contributions to be used for endowment purposes are categorized as restricted nonexpendable. Other gifts are categorized as unrestricted. Because of uncertainties with regard to their realizability and valuation, bequests and other intentions to give and conditional promises are not recognized as assets until the specified conditions are met.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Notes to Financial Statements

June 30, 2022 and 2021

Operating Revenues and Expenses

Operating revenues consist of tuition and fees; federal, state and other grants and contracts; sales and services of education activities; and auxiliary enterprises revenues. Operating expenses include instruction, public service, academic support, student services, institutional support, operations and maintenance, student aid, auxiliary enterprises, and residential life and depreciation. Capital items represent all other changes in long-term plant and endowment net assets. Revenues are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only to the extent expended for expenditure driven grants or, in the case of fixed-price contracts, when the contract terms are met or completed.

Income Taxes

The Internal Revenue Service has determined that CCSNH is a wholly-owned instrumentality of the State of New Hampshire and, as such, is generally exempt from federal income tax. The Foundation is exempt from income taxes because it is a 501(c)(3) organization.

If an exempt organization regularly carries on a trade or business not substantially related to its exempt purpose, except that it provides funds to carry out that purpose, the organization is subject to tax on its income from that unrelated trade or business. The System has evaluated the positions taken on its business activities and has concluded no unrelated business income tax exists at June 30, 2022 and 2021.

Use of Estimates in Financial Statement Preparation

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

2. Change in Accounting Principle

During the year ended June 30, 2022, CCSNH adopted new accounting guidance, GASB Statement No. 87, *Leases*. The retrospective adjustments made to the basic financial statements to comply with the new accounting standards have been reported as an adjustment of prior periods, and the financial statements presented for the periods affected have been restated.

The adoption of the standard at July, 1, 2020, required recognition of \$36,867 of short-term lease receivables, \$438,201 of long-term lease receivables, \$475,068 in deferred inflows of resources, \$1,008,278 in short-term lease liabilities, \$6,194,326 of long-term lease liabilities, and \$7,202,604 in right-to-use assets. At June 30, 2021, those balances related to leases in which CCSNH was the lessor were short-term lease receivables of \$137,912, long-term lease receivables of \$301,212, and deferred inflows of resources net of accumulated amortization of \$437,766. At June 30, 2021, those balances related to leases in which CCSNH was the lessee were short-term lease liabilities of \$730,445, long-term lease liabilities of \$5,567,206, and right to use assets net of accumulated amortization of \$6,244,884. The impact of the adoption of the standard for the year ended June 30, 2021 was a reduction in net position of \$51,409.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Notes to Financial Statements

June 30, 2022 and 2021

3. Correction of Error

CCSNH identified a material error in the covered population which impacted the calculations related to the amounts recorded for the OPEB liability. This error was identified by CCSNH's management subsequent to the issuance of the June 30, 2022 financial statements.

The correction of the error was corrected as of the measurement date of July 1, 2021 due to the availability of the actuarial valuation and data. The cumulative effect of the correction of error at July 1, 2021 resulted in a prior period restatement of net position in the amount of \$20,721,331. The impact of correction of error at July 1, 2022 is summarized below:

	<u>Restated</u> <u>July 1, 2021</u>		<u>Original</u> <u>July 1, 2021</u>		<u>Difference</u>
Deferred outflows	\$ 15,890,083	\$	21,330,650	\$	5,440,567
OPEB liability	73,888,588		98,667,767		(24,779,179)
Deferred inflows	16,597,680		21,720,566		(5,122,886)
Beginning net position	3,282,921		(17,438,410)		20,721,331

The correction of the error also resulted in a restatement of the change in net position for the year ended June 30, 2022. The impact of correction of error for the year ended June 30, 2022 is summarized below:

	<u>Restated</u> <u>June 30, 2022</u>		<u>Original</u> <u>June 30, 2022</u>		<u>Difference</u>
Employee compensation and benefits	\$ 52,596,999	\$	56,337,166	\$	(3,740,167)
Increase in net position	32,782,826		29,042,659		3,740,167

4. Cash and Cash Equivalents

Custodial credit risk is the risk that, in the event of bank failure, CCSNH's deposits may not be returned. Deposits are considered uninsured and uncollateralized if they are not covered by depository insurance and are (a) uncollateralized, (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in CCSNH's name.

As of June 30, 2022 and 2021, CCSNH's uncollateralized uninsured cash and cash equivalents were approximately \$21,150,000 and \$27,200,000, respectively. Deposits held in noninterest-bearing transaction accounts are aggregated with any interest-bearing deposits, and the combined total amounts are insured up to the first \$250,000 per financial institution.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Notes to Financial Statements

June 30, 2022 and 2021

5. Capital Assets

Capital asset activity for the year ended June 30, 2022 is summarized below:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Retirements</u>	<u>Transfers</u>	<u>Ending Balance</u>
Land	\$ 915,187	\$ -	\$ (302,200)	\$ -	\$ 612,987
Construction-in-process	<u>366,961</u>	<u>2,176,847</u>	<u>-</u>	<u>(378,969)</u>	<u>2,164,839</u>
Total non-depreciable assets	<u>1,282,148</u>	<u>2,176,847</u>	<u>(302,200)</u>	<u>(378,969)</u>	<u>2,777,826</u>
Land improvements	7,149,771	-	-	-	7,149,771
Buildings and improvements	200,008,789	68,050	(130,263)	378,969	200,325,545
Equipment and vehicles	<u>20,610,424</u>	<u>1,486,387</u>	<u>(461,505)</u>	<u>-</u>	<u>21,635,306</u>
Total depreciable assets	<u>227,768,984</u>	<u>1,554,437</u>	<u>(591,768)</u>	<u>378,969</u>	<u>229,110,622</u>
Accumulated depreciation	<u>(124,482,988)</u>	<u>(7,672,855)</u>	<u>530,016</u>	<u>-</u>	<u>(131,625,827)</u>
Capital assets, net	<u>\$ 104,568,144</u>	<u>\$ (3,941,571)</u>	<u>\$ (363,952)</u>	<u>\$ -</u>	<u>\$ 100,262,621</u>

Capital asset activity for the year ended June 30, 2021 is summarized below:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Retirements</u>	<u>Transfers</u>	<u>Ending Balance</u>
Land	\$ 915,187	\$ -	\$ -	\$ -	\$ 915,187
Construction-in-process	<u>461,509</u>	<u>1,734,671</u>	<u>-</u>	<u>(1,829,219)</u>	<u>366,961</u>
Total non-depreciable assets	<u>1,376,696</u>	<u>1,734,671</u>	<u>-</u>	<u>(1,829,219)</u>	<u>1,282,148</u>
Land improvements	7,149,771	-	-	-	7,149,771
Buildings and improvements	197,479,208	700,362	-	1,829,219	200,008,789
Equipment and vehicles	<u>19,759,525</u>	<u>1,536,359</u>	<u>(685,460)</u>	<u>-</u>	<u>20,610,424</u>
Total depreciable assets	<u>224,388,504</u>	<u>2,236,721</u>	<u>(685,460)</u>	<u>1,829,219</u>	<u>227,768,984</u>
Accumulated depreciation	<u>(117,549,263)</u>	<u>(7,609,357)</u>	<u>675,632</u>	<u>-</u>	<u>(124,482,988)</u>
Capital assets, net	<u>\$ 108,215,937</u>	<u>\$ (3,637,965)</u>	<u>\$ (9,828)</u>	<u>\$ -</u>	<u>\$ 104,568,144</u>

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Notes to Financial Statements

June 30, 2022 and 2021

6. Long-Term Liabilities

Changes in long-term liabilities during the year ended June 30, 2022 were as follows:

	<u>Beginning Balance</u>		<u>Additions</u>		<u>Reductions</u>		<u>Ending Balance</u>		<u>Current Portion</u>
Accrued salaries and benefits	\$ 9,682,261	\$	-	\$	(660,490)	\$	9,021,771	\$	5,298,557
Due to the State	-		-		-		20,560		-
Refundable advances	285,529		-		(53,874)		231,655		-
Net pension liability	68,376,494		-		(21,752,781)		46,623,713		-
Bonds payable	10,172,022		-		(1,329,917)		8,842,105		1,337,952
OPEB	111,458,152		-		(37,569,564)		73,888,588		-
Lease liabilities	6,297,651		1,100,549		(843,380)		6,554,820		967,175
Notes payable	<u>1,548,465</u>		<u>-</u>		<u>(47,513)</u>		<u>1,500,952</u>		<u>49,727</u>
Long-term liabilities	<u>\$207,820,574</u>	\$	<u>1,100,549</u>	\$	<u>(62,257,519)</u>	\$	<u>146,684,164</u>	\$	<u>7,653,411</u>

Changes in long-term liabilities during the year ended June 30, 2021 were as follows:

	<u>Beginning Balance</u>		<u>Additions</u>		<u>Reductions</u>		<u>Ending Balance</u>		<u>Current Portion</u>
Accrued salaries and benefits	\$ 9,482,434	\$	199,827	\$	-	\$	9,682,261	\$	5,891,807
Refundable advances	414,611		-		(129,082)		285,529		-
Net pension liability	52,954,607		15,421,887		-		68,376,494		-
Bonds payable	11,623,096		-		(1,451,074)		10,172,022		1,329,918
OPEB	91,413,667		20,044,485		-		111,458,152		-
Lease liabilities	-		7,202,604		(904,953)		6,297,651		730,445
Notes payable	<u>1,708,961</u>		<u>59,844</u>		<u>(220,340)</u>		<u>1,548,465</u>		<u>47,512</u>
Long-term liabilities	<u>\$167,597,376</u>	\$	<u>42,928,647</u>	\$	<u>(2,705,449)</u>	\$	<u>207,820,574</u>	\$	<u>7,999,682</u>

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Notes payable

Future minimum payments of notes payable as of June 30 are as follows:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ 49,727	\$ 54,324	\$ 104,051
2024	36,639	52,399	89,038
2025	24,973	50,867	75,840
2026	25,894	49,946	75,840
2027	26,848	48,992	75,840
2028 - 2032	149,835	229,365	379,200
2033 - 2037	179,561	199,639	379,200
2038 - 2042	215,183	164,017	379,200
2043 - 2047	257,873	121,328	379,201
2048 - 2052	309,032	70,168	379,200
2053 - 2056	<u>225,387</u>	<u>13,451</u>	<u>238,838</u>
	<u>\$ 1,500,952</u>	<u>\$ 1,054,496</u>	<u>\$ 2,555,448</u>

During 2016, RVCC entered into an agreement with USDA in the amount of \$1,600,000 to finance the purchase a building in Lebanon, New Hampshire. The note payable is to be repaid over 40 years at a fixed interest rate of 3.625%. As of June 30, 2022 and 2021 the balance due to USDA was \$1,461,903 and \$1,484,306, respectively.

7. Bonds Payable

Bonds payable consisted of the following at June 30:

	<u>2022</u>	<u>2021</u>
2009 Series A General Obligation Bonds (original principal of \$5,000,000) Serial bonds maturing through 2029 with annual principal payments from \$200,000 to \$300,000 and interest rates from 4.00% to 5.50%.	\$ 1,400,000	\$ 1,700,000
2010 Series A General Obligation Bonds (original principal of \$1,996,995) Serial bonds maturing through 2025 with annual principal payments from \$0 to \$666,111 and coupon interest rates from 2.00% to 5.00%.	262,788	293,361
2012 Series B General Obligation Bonds (original principal of \$6,000,000) Serial bonds maturing through 2032 with annual principal payments from \$160,000 to \$240,000 and interest rates from 2.64% to 4.15%. A portion of these bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	1,595,875	1,835,336
2013 Series B General Obligation Bonds (original principal of \$2,000,000) Serial bonds maturing through 2033 with annual principal payments from \$79,763 to \$133,446 and interest rates from 4.00% to 4.68%. A portion of these bonds were refunded as part of the issuance of the 2017 Series A General Obligation bonds.	772,904	906,181

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	<u>2022</u>	<u>2021</u>
2014 Series A General Obligation Refunding Bonds (original principal of \$2,762,813) maturing through 2028 with annual principal payments ranging from \$34,564 to \$102,325 and interest rates from 1.50% to 5.00%.	1,919,452	2,278,303
2016 Series A General Obligation Refunding Bonds (original principal of \$921,602) maturing through 2028 with annual principal payments ranging from \$36,734 to \$192,626 and interest rates from 1.88% to 2.50%.	214,793	214,793
2017 Series A General Obligation Bonds (original principal of \$4,015,070) maturing through 2036 with annual principal payments ranging from \$160,464 to \$267,756 and interest rates from 2.25% to 4.80%.	<u>2,676,293</u>	<u>2,944,048</u>
	<u>\$ 8,842,105</u>	<u>\$ 10,172,022</u>

During the year ended June 30, 2015, CCSNH advance refunded selected bonds. The difference between the reacquisition price and the net carrying amount of the old debt of approximately \$523,000 was recorded as a deferred inflow of resources and will be recognized in the statement of revenues, expenses and changes in net position on an annual basis through the year 2028 using the effective-interest method. At June 30, 2022 and 2021 the unamortized deferred gain from advance refunding of the bonds was \$141,615 and \$189,993, respectively.

Principal and interest payments on bonds payable for the next five years and in subsequent five-year periods are as follows at June 30:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ 1,337,952	\$ 374,508	\$ 1,712,460
2024	901,433	315,342	1,216,775
2025	1,078,481	268,296	1,346,777
2026	1,109,823	221,226	1,331,049
2027	912,213	169,527	1,081,740
2028 - 2032	2,620,943	375,100	2,996,043
2033 - 2037	<u>881,260</u>	<u>57,535</u>	<u>938,795</u>
	<u>\$ 8,842,105</u>	<u>\$ 1,781,534</u>	<u>\$ 10,623,639</u>

Interest expense related to the bonds for the years ended June 30, 2022 and 2021 was \$395,195 and \$450,050, respectively.

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8. Leases

Lessor

In instances in which CCSNH is the lessor, GASB Statement No. 87 requires the recording of a lease receivable asset and a deferred inflow of resources by lessors even in the case of a lease which does not transfer ownership of the leased asset.

The total lease receivables were \$301,211 and \$439,124 as of June 30, 2022 and 2021, respectively. During the years ended June 30, 2022 and 2021, CCSNH recognized \$3,464 and \$922, respectively, in interest revenue related to lease receivables.

The resource inflows represent principal payments received. The total deferred inflows of resources amounted to \$295,742 and \$437,766 as of June 30, 2022 and 2021, respectively. During the years ended June 30, 2022 and 2021, CCSNH recognized \$142,024 and \$37,303, respectively, in rental revenue amortized from the deferred inflows of resources.

Long-term lease agreements existing prior to the implementation date of July 1, 2020 were valued at the discounted value of future expected scheduled lease payments as of the implementation date. Long-term lease agreements entered into subsequent to the implementation date of July 1, 2020 were valued at the discounted value of future expected scheduled lease payments as of the commencement date of the individual lease. The discount rate for leases as of June 30, 2022 and 2021 was 3%. The expected future payments include extension option periods as their exercise is reasonably certain.

At June 30, 2022, the projected minimum future revenue and interest from noncancelable rental agreements is approximately:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>
2023	\$ 128,747	\$ 2,184
2024	84,006	1,246
2025	40,361	724
2026	40,361	280
2027	<u>7,736</u>	<u>3</u>
	<u>\$ 301,211</u>	<u>\$ 4,437</u>

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Lessee

In instances in which CCSNH is the lessee, GASB Statement No. 87 requires the recording as a right-to-use asset and lease liability even in the case that the lease does not transfer ownership of the leased asset.

The total lease liabilities were \$6,554,820 and \$6,297,651 as of June 30, 2022 and 2021, respectively. During the years ended June 30, 2022 and 2021, CCSNH incurred \$125,284 and \$103,325, respectively, in interest expenses related to lease liabilities.

The right-of-use assets represent lease payments made. The total right-of-use asset value net of accumulative amortization amounted to \$6,421,153 and \$6,244,884 as of June 30, 2022 and 2021, respectively. During the years ended June 30, 2022 and 2021, CCSNH recognized \$924,280 and \$957,720, respectively, in amortization expense from the right-of-use assets.

Long-term lease agreements existing prior to the implementation date of July 1, 2020 were valued at the discounted value of future expected scheduled lease payments as of the implementation date. Long-term lease agreements entered into subsequent to the implementation date of July 1, 2020 were valued at the discounted value of future expected scheduled lease payments as of the commencement date of the individual lease. The discount rate for leases as of June 30, 2022 and 2021 was 3%. The expected future payments include extension option periods as their exercise is reasonably certain.

At June 30, 2022, the projected minimum future amortization and interest from noncancelable lease agreements is approximately:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Amortization of Right-of-Use Asset</u>
2023	\$ 967,175	\$ 115,448	\$ 971,554
2024	721,502	103,338	724,978
2025	634,774	91,716	659,988
2026	251,387	85,026	263,253
2027	98,623	82,697	125,358
2028 to 2032	515,398	382,294	617,382
2033 to 2037	571,220	326,472	617,215
2038 to 2042	633,088	264,603	617,215
2043 to 2047	701,657	196,034	617,215
2048 to 2052	777,653	120,039	617,215
2053 to 2056	<u>682,343</u>	<u>35,812</u>	<u>589,783</u>
	<u>\$ 6,554,820</u>	<u>\$ 1,803,479</u>	<u>\$ 6,421,156</u>

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9. Defined Benefit Pension Plan

CCSNH participates in the NHRS, which, as governed by Revised Statutes Annotated (RSA) 100-A, is a public employee retirement system that administers a cost-sharing, multiple-employer pension plan (Pension Plan). NHRS is qualified as a tax-exempt organization under Sections 401(a) and 501(a) of the Internal Revenue Code. Substantially all full-time state employees, public school teachers and administrators, permanent firefighters and permanent police officers within the State are eligible and required to participate in the NHRS. The pension plan is divided into two membership groups; State and local employees and teachers belong to Group I and police and firefighters belong to Group II. All of CCSNH's employees are part of Group I. The provisions of the Pension Plan can be amended only by legislative action taken by the New Hampshire State Legislature, pursuant to the authority granted it under the New Hampshire State Constitution.

The NHRS pension plan and trust was established in 1967 by RSA 100-A:2. The Pension Plan is a contributory, defined benefit plan providing service, disability, death, and vested retirement benefits to members and their beneficiaries. Although benefits are funded by member contributions, employer contributions and trust fund assets, NHRS computes benefits on the basis of members' Average Final Compensation (AFC) and years of creditable service. Unlike a defined contribution plan, NHRS benefits provided to members are not dependent upon the amount of contributions paid into the NHRS or the investment return on trust assets.

To qualify for a normal service retirement, Group I members must have attained 60 years of age. However, a member who commenced service on or after July 1, 2011 shall not receive a service retirement allowance until attaining 65 years of age. The member may receive a reduced allowance after age 60 if the member has at least 30 years of creditable service. The allowance shall be reduced for each month by which the date on which benefits commence precedes the month after which the member attains 65 years of age, by $\frac{1}{4}$ of one percent.

For members retiring prior to the age of 65, the yearly pension amount is 1.67% of AFC multiplied by years of creditable service. For members retiring at 65 or older, the yearly pension amount is 1.52% of AFC multiplied by years of creditable service. For members vested prior to January 1, 2012, AFC is based on the highest three years of creditable service. For members not vested prior to January 1, 2012, or hired on or after July 1, 2011, AFC is based on a member's highest five years of creditable service. At age 65, the yearly pension amount is recalculated with an appropriate graduated reduction based on years and months of creditable service that the member has at the time of retirement.

Contributions Required and Made

The Pension Plan is financed by contributions from the members and participating employers and investment earnings. Contributions required to cover that amount of cost not met by the members' contributions are determined by a biennial actuarial valuation by the Pension Plan's actuary. By statute, the Board of Trustees of NHRS is responsible for the certification of employer contribution rates, which are determined through the preparation of biennial valuations of NHRS's assets by NHRS's actuary using the entry-age normal cost method.

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Commencing July 1, 2011, all Group I employees are responsible to accrue contributions at 7.00% of covered payroll.

In terms of the employer share of contributions made to the Retirement Plan, the pension contribution rate for Group I employees was 10.88% for the two-year period ended June 30, 2021. Effective July 1, 2021, the employer share was increased to 13.75% and will remain fixed through June 30, 2023.

For the years ended June 30, 2022 and 2021, CCSNH contributions to the Pension Plan were \$6,033,129 and \$5,146,499, respectively.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022 and 2021, respectively, CCSNH reported a liability of \$46,623,713 and \$68,376,494 for its proportionate share of the net pension liability. The 2022 net pension liability is based on an actuarial valuation performed as of June 30, 2020 and a measurement date of June 30, 2021. The net pension liability was rolled forward from June 30, 2020 to June 30, 2021. CCSNH's proportion of the net pension liability was based on a projection of CCSNH's long-term share of contributions to the Pension Plan relative to the projected contributions of all participating employers, as actuarially determined. At June 30, 2022 and 2021, CCSNH's proportion of the net pension liability was 1.0520% and 1.0690%, respectively.

During the years ended June 30, 2022 and 2021, CCSNH recognized pension expense of \$772,853 and \$6,243,795, respectively.

At June 30, 2022, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 1,305,531	\$ 488,118
Changes in assumptions	4,869,584	-
Net difference between projected and actual investment earnings on pension plan investments	-	13,039,584
Changes in proportion and differences between employer contributions and share of contributions	-	3,089,134
Contributions subsequent to the measurement date	<u>6,033,129</u>	<u>-</u>
Balances as of June 30, 2022	<u>\$ 12,208,244</u>	<u>\$ 16,616,836</u>

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Amounts reported as deferred outflows of resources related to pensions resulting from CCSNH contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year ending June 30,</u>	
2023	\$ (2,954,796)
2024	(1,495,392)
2025	(1,592,283)
2026	<u>(4,399,250)</u>
	<u>\$ (10,441,721)</u>

At June 30, 2021, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 1,846,496	\$ 734,168
Changes in assumptions	6,763,792	-
Net difference between projected and actual investment earnings on pension plan investments	4,229,160	-
Changes in proportion and differences between employer contributions and share of contributions	-	5,167,866
Contributions subsequent to the measurement date	<u>5,146,499</u>	<u>-</u>
Balances as of June 30, 2021	<u>\$ 17,985,947</u>	<u>\$ 5,902,034</u>

Actuarial Assumptions

The total pension liability was determined by a roll-forward of the actuarial valuations as of June 30, 2021 using the following actuarial assumptions, which, accordingly, apply to 2019 and 2020 measurements:

Actuarial cost method	Entry age normal
Inflation	2.00% per year
Salary increases	5.60% average, including inflation per year
Wage inflation	2.75% per year (2.25% for teachers)
Investment rate of return	6.75%, net of investment expense, including inflation, per year

Mortality rates used in the June 30, 2020 measurement were based on the Pub-2010 Healthy Retiree Mortality Tables with credibility adjustments for each group (Police and Fire combined) and projected fully generational mortality improvements using Scale MP-2019, based on the results of the most recent actuarial experience study, which was for the period of July 1, 2016 – June 30, 2019.

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Long-Term Rates of Return

The long-term expected rate of return on pension plan investments was selected from a best-estimate range determined using the building-block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return net of investment expenses by the target asset allocation percentage and by adding expected inflation.

The following table presents target allocations and the geometric real rates of return for 2021 and 2020:

<u>Asset Class</u>	<u>Target Allocation</u>		<u>Weighted Average Long-Term Expected Real Rate of Return</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
Large cap equities	22.50 %	22.50 %	6.46 %	3.71 %
Small/mid cap equities	<u>7.50</u>	<u>7.50</u>	1.14	4.15
Total domestic equity	30.00	30.00		
International equities (unhedged)	14.00	13.00	5.53	3.96
Emerging international equities	<u>6.00</u>	<u>7.00</u>	2.37	6.20
Total international equities	20.00	20.00		
Core bonds	25.00	9.00	3.60	0.42
Global multi-sector fixed income	-	10.00	-	1.66
Absolute return fixed income	<u>-</u>	<u>6.00</u>	-	0.92
Total fixed income	25.00	25.00		
Private equity	10.00	10.00	8.85	7.71
Private debt	<u>5.00</u>	<u>5.00</u>	7.25	4.81
Total alternative investments	15.00	15.00		
Real estate	<u>10.00</u>	<u>10.00</u>	6.60	2.95
Total	<u>100.00 %</u>	<u>100.00 %</u>		

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Discount Rate

The discount rate used to measure the total pension liability as of June 30, 2022 and 2021 was 6.75%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. For purposes of the projection, member contributions and employer service cost contributions are projected based on the expected payroll of current members only. Employer contributions are determined based on the pension plan's actuarial funding policy and as required by RSA 100-A:16. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity Analysis

The following presents CCSNH's proportionate share of the net pension liability calculated using the discount rate of 6.75%, as well as what CCSNH's proportionate share of the pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	1% Decrease <u>(5.75%)</u>	Current Discount Rate <u>(6.75%)</u>	1% Increase <u>(7.75%)</u>
CCSNH's proportionate share of the net pension liability	\$ <u>66,677,244</u>	\$ <u>46,623,713</u>	\$ <u>29,895,794</u>

Change in Assumption for Purpose of Contribution Rate

On July 1, 2016, the Board of Trustees of NHRS announced a change to adopt revised actuarial assumptions based on the results of a five-year experience study conducted by the retirement systems consulting actuary. Included in these changes will be the lowering of the assumed rate of return from 7.75% to 7.25%. This rate will be used in September to set employer contribution rates for fiscal years 2019, 2020 and 2021. On June 9, 2020, the Board of Trustee voted to reduce the retirement system's investment assumptions, lowering the assumed rate of return from 7.25% to 6.75%. By statute, this valuation will determine employer contribution rates for fiscal years 2022 and 2023.

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10. Other Postemployment Benefits

Plan Description - NHRS OPEB

In addition to providing pension benefits, NHRS administers a cost-sharing multiple-employer defined benefit postemployment medical subsidy healthcare plan designated in statute (RSA 100-A:52, RSA 100-A:52a and RSA 100-A:52-b) by membership type. The membership types are Group I Teachers, Group I Political Subdivision Employees, Group I State Employees, and Group II Police Officer and Firefighters. All CCSNH employees are Group I participants. The NHRS OPEB Plan provides a medical insurance subsidy to qualified retired members. The medical subsidy is a payment made by NHRS to the former employer or their insurance administrator toward the cost of health insurance for a qualified retiree, his/her qualified spouse, and his/her certifiably dependent children with a disability who are living in the household and being cared for by the retiree. Under specific conditions, the qualified beneficiaries of members who die while in service may also be eligible for the medical subsidy. For qualified retirees not eligible for Medicare the subsidy amounts are \$375.56 for a single-person plan and \$751.12 for a two-person plan. For those qualified retirees eligible for Medicare, the amounts are \$236.84 for a single-person plan and \$473.68 for a two-person plan. There have been no increases in the monthly maximum subsidy amounts since July 1, 2007. The plan is closed to new entrants.

For CCSNH (Group) I members, substantially all employees who were hired on or before June 30, 2003 and have 10 years of service may become eligible for these benefits if they reach normal retirement age while working for the State and receive their pensions on a periodic basis rather than a lump sum. During fiscal year 2004, legislation was passed that requires State Group I employees hired on or after July 1, 2003 to have 20 years of State service in order to qualify for health coverage benefits. These and similar benefits for active employees are authorized by state law and administered through the Employee and Retiree Benefit Risk Management Fund, which is the State's self-insurance fund, implemented in October 2003, for active State employees and retirees. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75.

Contributions Required and Made

The State Legislature has indicated it plans to only partially fund (on a pay-as-you-go basis) the annual required contribution (ARC), an actuarially determined rate.

Plan members are not required to contribute to the OPEB Plans. CCSNH makes annual contributions to the OPEB Plans equal to the amount required by RSA 100-a: 52. For all Group I employees, effective July 1, 2019 the annual contribution rate was decreased from 1.07% to 1.05% and remained fixed through June 30, 2021. Effective July 1, 2021, the contribution rate decreased to 0.78% and will remain fixed through June 30, 2023. For Group II employees, effective July 1, 2019 the annual contribution rate was decreased from 4.10% to 3.66% and remained fixed through June 30, 2021. Effective July 1, 2021, the contribution rate decreased to 3.21% and will remain fixed through June 30, 2023. CCSNH's contributions for the NHRS OPEB Plan for the years ended June 30, 2022 and 2021 were \$327,786 and \$460,247, respectively, which were equal to its ARC.

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NHRS OPEB Liabilities, NHRS OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to NHRS OPEB

At June 30, 2022, CCSNH reported a liability of \$3,886,793 for its proportionate share of the net NHRS OPEB liability. The net NHRS OPEB liability as of June 30, 2022 is based on an actuarial valuation performed as of June 30, 2020 and a measurement date of June 30, 2021. The net OPEB liability was rolled forward from June 30, 2020 to June 30, 2021.

At June 30, 2021, CCSNH reported a liability of \$4,322,066 for its proportionate share of the net NHRS OPEB liability. The net NHRS OPEB liability as of June 30, 2021 is based on an actuarial valuation performed as of June 30, 2019 and a measurement date of June 30, 2020. The net NHRS OPEB liability was rolled forward from June 30, 2020 to June 30, 2021.

CCSNH's proportion of the net NHRS OPEB liability was based on a projection of the CCSNH's long-term share of contributions to NHRS relative to the projected contributions of all participating employers as actuarially determined. At June 30, 2022 and 2021, CCSNH's proportion of the net NHRS OPEB liability was 0.9706% and 0.9874%, respectively.

For the years ended June 30, 2022 and 2021, CCSNH recognized OPEB expense of \$98,330 and \$298,263, respectively, related to the NHRS OPEB Plan.

At June 30, 2022, CCSNH reported deferred outflows of resources and deferred inflows of resources related to NHRS OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ -	\$ 811
Net difference between projected and actual investment earnings on NHRS OPEB plan investments	-	48,553
Changes in proportion	-	617
Contributions subsequent to the measurement date	<u>327,786</u>	<u>-</u>
Balances as of June 30, 2022	<u>\$ 327,786</u>	<u>\$ 49,981</u>

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Amounts reported as deferred outflows related to pensions resulting from CCSNH contributions subsequent to the measurement date will be recognized as a reduction of the net NHRS OPEB liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to NHRS OPEB will be recognized in NHRS OPEB expense as follows:

<u>Year ending June 30,</u>	
2023	\$ (12,534)
2024	(10,201)
2025	(11,435)
2026	<u>(15,811)</u>
	<u>\$ (49,981)</u>

At June 30, 2021, CCSNH reported deferred outflows of resources and deferred inflows of resources related to NHRS OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes in assumptions	\$ 27,790	\$ -
Difference between expected and actual experience	-	12,523
Net difference between projected and actual investment earnings on NHRS OPEB plan investments	16,171	14,232
Contributions subsequent to the measurement date	<u>460,247</u>	<u>-</u>
Balances as of June 30, 2021	<u>\$ 504,208</u>	<u>\$ 26,755</u>

Actuarial Assumptions

The collective total NHRS OPEB liability was determined by a roll forward of the actuarial valuation as of June 30, 2020, using the following actuarial assumptions, which apply to the 2020 and 2021 measurements:

Actuarial cost method	Entry-age normal
Amortization method	Level percentage-of-payroll, closed
Remaining amortization period	Not applicable, under statutory funding
Investment rate of return	6.75% net of investment expenses, including inflation per year
Salary rate increase	5.60% average, including inflation per year
Price inflation	2.00% per year
Wage inflation	2.75% per year (2.25% for Teachers)
Healthcare cost trend rates	Not applicable, given the benefits are fixed stipends
Aging factors	Not applicable, given the benefits are fixed stipends

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Mortality rates used in the June 30, 2021 and 2020 measurement were based on the Pub-2010 Healthy Retiree Mortality Tables with credibility adjustments for each group (Police and Fire combined) and projected fully generational mortality improvements using Scale MP-2019, based on the results of the most recent actuarial experience study, which was for the period of July 1, 2016 – June 30, 2019.

Long-Term Rates of Return

The long-term expected rate of return on NHRS OPEB plan investments was selected from a best estimate range determined using the building block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return net of investment expenses by the target asset allocation percentage and by adding expected inflation.

Following is a table presenting target allocations and the geometric real rates of return for each asset class:

<u>Asset Class</u>	<u>Target Allocation</u>		<u>Weighted Average Long-Term Expected Real Rate of Return</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
Large cap equities	22.50 %	22.50 %	6.46 %	4.25 %
Small/mid cap equities	<u>7.50</u>	<u>7.50</u>	1.14	4.50
Total domestic equity	30.00	30.00		
International equities (unhedged)	14.00	13.00	5.53	4.50
Emerging international equities	<u>6.00</u>	<u>7.00</u>	2.37	6.00
Total international equities	20.00	20.00		
Core bonds	25.00	9.00	3.60	1.12
Global multi-sector fixed income	-	10.00	-	2.46
Absolute return fixed income	<u>-</u>	<u>6.00</u>	-	1.50
Total fixed income	25.00	25.00		
Private equity	10.00	10.00	8.85	7.90
Private debt	<u>5.00</u>	<u>5.00</u>	7.25	4.86
Total alternative investments	15.00	15.00		
Real estate	<u>10.00</u>	<u>10.00</u>	6.60	3.00
Total	<u>100.00 %</u>	<u>100.00 %</u>		

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Discount Rate

The discount rate used to measure the total NHRS OPEB liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made under the current statute by RSA 100-A:16. Based on those assumptions, the NHRS OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on NHRS OPEB plan investments was applied to all periods of projected benefit payments to determine the collective total NHRS OPEB liability.

Sensitivity Analysis

The following presents CCSNH's proportionate share of the net NHRS OPEB liability calculated using the discount rate of 6.75%, as well as what CCSNH's proportionate share of the NHRS OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease <u>(5.75%)</u>	Current Discount Rate <u>(6.75%)</u>	1% Increase <u>(7.75%)</u>
CCSNH's proportionate share of the net OPEB liability	\$ <u>4,225,250</u>	\$ <u>3,886,793</u>	\$ <u>3,592,314</u>

NHRS OPEB Plan Fiduciary Net Position

Detailed information about the NHRS OPEB Plans' fiduciary net position is available in the separately issued NHRS annual report available from NHRS' website at <https://www.nhrs.org>.

The NHRS OPEB plan's fiduciary net position has been determined on the same basis used by NHRS. NHRS's financial statements are prepared using the accrual basis of accounting. Both plan member and employer contributions are recognized in the period in which contributions are legally due. Benefits and refunds are recognized when due and payable in accordance with the terms of the plan. Investments are reported at fair value. Investments in both domestic and non-U.S. securities are valued at current market prices and expressed in U.S. dollars. NHRS uses a trade-date accounting basis for these investments. Investments in non-registered commingled funds are valued at net asset value as a practical expedient to estimate fair value.

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Plan Description - State OPEB Plan

RSA 21-I:30 specifies that the State provide certain health care benefits for retired employees and their spouses through a single-employer (primary government and component units) defined benefit plan. These benefits include group hospitalization, hospital medical care, surgical care, and other medical care. Substantially all of the State's employees who were hired on or before June 30, 2003 and have 10 years of service may become eligible for these benefits if they reach normal retirement age while working for the State and receive their pensions on a periodic basis rather than in a lump sum. During fiscal year 2004, legislation was passed that requires State Group I employees hired on or after July 1, 2003 to have 20 years of state service in order to qualify for retiree health benefits. All CCSNH employees fall into the Group I category. Additionally, during fiscal year 2012, legislation was passed requiring Group I employees hired after July 1, 2011 to have 25 years of State service and increased the normal retirement age for Group I employees hired after July 1, 2011. The CCSNH liability does not include individuals that retired as CCSNH employees prior to 2012.

These and similar benefits for active employees and retirees are authorized by RSA 21-I:30 and provided through the Employee and Retiree Benefit Risk Management Fund which is the State's self-insurance internal service fund. The State OPEB Plan funds the cost of medical and prescription drug claims by charging actuarially developed working rates to State agencies for participating employees, retirees, and eligible spouses. An additional major source of funding for retiree benefits is from the NHRS medical subsidy payment described previously in this footnote. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75. The State administers the plan. It does not issue a separate stand-alone financial report.

Contributions Required and Made

The State Legislature has indicated it currently plans to continue to require contributions on a pay-as-you-go basis to fund benefits paid. CCSNH's contributions to the State for the years ended June 30, 2022 and 2021 were \$1,140,474 and \$1,441,057, respectively.

State OPEB Plan Liabilities, State OPEB Plan Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to State OPEB Plan

At June 30, 2022, CCSNH reported a liability of \$70,001,795 for its proportionate share of the State OPEB Plan liability. The State OPEB Plan liability at June 30, 2022 was determined by an actuarial valuation as of December 31, 2020 adjusted forward to a measurement date of June 30, 2020. The State OPEB Plan liability was rolled forward from December 31, 2020 to June 30, 2021.

At June 30, 2021, CCSNH reported a liability of \$107,136,086 for its proportionate share of the State OPEB Plan liability. The State OPEB Plan liability at June 30, 2021 was determined by an actuarial valuation as of December 31, 2018 adjusted forward to a measurement date of June 30, 2020. The State OPEB Plan liability was rolled forward from December 31, 2018 to June 30, 2020.

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CCSNH's proportion of the State OPEB Plan liability was based on a projection of CCSNH's long-term share of contributions to the State relative to the projected contributions of all participating employers as actuarially determined. At June 30, 2020 and 2020, CCSNH's proportion of the State OPEB Plan's liability was 3.422% and 4.813%, respectively.

For the years ended June 30, 2022 and 2021, CCSNH recognized OPEB income of \$26,814,116 and \$1,705,892, respectively, related to the State OPEB Plan.

At June 30, 2022, CCSNH reported deferred outflows of resources and deferred inflows of resources related to State OPEB Plan from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes in assumptions	\$ 14,262,326	\$ 9,585,928
Differences between expected and actual experience	-	1,674,405
Changes in proportion	193,971	5,292,528
Proportionate share of contributions subsequent to the measurement date	<u>1,106,000</u>	<u>-</u>
Balances as of June 30, 2022	<u>\$ 15,562,297</u>	<u>\$ 16,552,861</u>

Amounts reported as deferred outflows related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the total State OPEB liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to State OPEB Plan will be recognized in State OPEB Plan expense as follows:

<u>Year ending June 30,</u>	
2023	\$ (4,856,990)
2024	(532,866)
2025	2,697,884
2026	<u>595,408</u>
	<u>\$ (2,096,564)</u>

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At June 30, 2021, CCSNH reported deferred outflows of resources and deferred inflows of resources related to State OPEB Plan from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Changes in assumptions	\$ 13,796,519	\$ 23,369,606
Differences between expected and actual experience	-	1,415,070
Changes in proportion	387,943	2,506,143
Unamortized difference between employer contributions and proportionate share of contributions	-	1,231,675
Proportionate contributions subsequent to the measurement date	<u>1,811,000</u>	<u>-</u>
Balances as of June 30, 2021	<u>\$ 15,995,462</u>	<u>\$ 28,522,494</u>

Actuarial Assumptions

The collective total State OPEB Plan liability was determined by a roll forward of the actuarial valuation as of December 31, 2018, using the following actuarial assumptions, which apply to the 2019 and 2020 measurements:

Actuarial cost method	Entry age normal
Amortization method	Level percent of pay, open
Remaining amortization period	30 years
Investment rate of return	Not applicable as there are no invested assets
Salary rate increase - Group I	14.75% decreasing over 12 years to an ultimate level of 3.25%, including inflation
Discount rate	2.16% as of June 30, 2021 measurement and 2.21% as of June 30, 2020 valuation
Price inflation	3.25% per year
Wage inflation	2.75% per year

Contributions:

Retiree contributions are expected to increase with a blended medical and prescription drug trend.

Mortality rates were based on the following:

- Pre-retirement – PubG-2010 Headcount-Weighted Employee General Mortality Tables for Group 1 for the 2020 valuation; RP-2014 mortality tables for the 2019 valuation.

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Postretirement mortality rates:

- Healthy: PubG-2010 Headcount-Weighted Healthy Retiree General Mortality Tables for Group I for the 2020 valuation; RP-2014 mortality tables for the 2019 valuation.
- Disabled: PubNS-2010 Headcount-Weighted Non-Safety Disabled Retiree Mortality Tables for Group I for the 2020 valuation; RP-2014 mortality tables for the 2019 valuation.

The following scale factors for each member classification are applied to all mortality tables:

	<u>2021</u>	<u>2020</u>
Scale - Male	101 %	101 %
Scale - Female	109 %	109 %

As of January 1, 2019, the State implemented a Medicare Advantage plan which contributed to the reduction in the overall plan liability in the year of implementation.

Healthcare trend rates are based on the following:

Medical:

- Non-Medicare: 0% for one year, then 5.50% decreasing by 0.25% each year to an ultimate level of 4.5% per year. For 2020, (17.05%) for one year, then 17.20% for one year, then 5.50% decreasing by 0.25% per year to 4.5% per year.
- Medicare: n/a through contract period, then 4.5% per year. For 2020, (12.2%) for one year then 4.5% per year.

Prescription Drug:

- Non-Medicare: 15.0% for one year, then 7.50% decreasing by 0.25% each year to an ultimate level of 4.5% per year. For the 2020 valuation, (12.17%) for one year, 3.30% for one year then 7.5% decreasing by 0.25% each year to 4.5% per year.
- Medicare: 9.5% for one year, decreasing by 0.5% each year to an ultimate level of 4.5% per year. For 2020 valuation, 9.75% for one year, 6.20% for one year then 6.5%, decreasing by 0.25% each year to an ultimate level of 4.5% per year.

The actuarial assumptions used in the June 30, 2021 and 2020 valuations were based on the results of the most recent actuarial experience study, which was for the period of July 1, 2010 to June 30, 2015.

Discount Rate

Because the State OPEB Plan is not funded, the discount rate is based on the yield or index rate for 20-year, tax-exempt general obligation municipal bonds with an average rate of AA/Aa or higher as shown in the Bond Buyer 20-Bond General Obligation Index.

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Changes in Assumptions

The discount rate was decreased from 2.21% as of June 30, 2020 to 2.16% as of June 30, 2021. The trend assumptions were revised to reflect known changes in claims experience and future expectations. Per capita health costs and administrative expenses were recalculated based on more recent data.

Sensitivity Analysis

The following presents CCSNH's proportionate share of the total State OPEB liability calculated using the discount rate of 2.16%, as well as what CCSNH's proportionate share of the State OPEB Plan liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (1.16%)	Current Discount Rate (2.16%)	1% Increase (3.16%)
CCSNH's proportionate share of the total State OPEB liability	\$ <u>83,706,798</u>	\$ <u>70,001,795</u>	\$ <u>59,255,480</u>

The following presents CCSNH's proportionate share of the total State OPEB liability calculated using the current trend rates, as well as what CCSNH's proportionate share of the State OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current rates:

	1% Decrease	Current Trend Rates	1% Increase
CCSNH's proportionate share of the total State OPEB liability	\$ <u>57,541,995</u>	\$ <u>70,001,795</u>	\$ <u>86,416,430</u>

11. Contingencies and Commitments

Union Contracts

Substantially all of CCSNH's employees are covered by a collective bargaining agreement, except for executive officers and confidential personnel. As of March 2017, CCSNH full-time faculty were represented by the NH Higher Education Union (NHHEU), which is part of the International Brotherhood of Electrical Workers, Local 2320. In May, 2022 The CCSNH and NHHEU, Local 2320 entered into a Memorandum of Understanding, that provided for the extension of the 2020-2021 Collective Bargaining Agreement through June 30, 2023; an across-the-board salary increase of 3% effective August 12, 2022, and a two day reduction in days of responsibilities for 10 month and 11 month faculty. It is anticipated that CCSNH and the NHHEU will engage in contract negotiations in the Fall, 2022.

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Certain adjunct faculty of CCSNH are covered by a collective bargaining agreement, separate from the agreement described in the previous paragraph, and are represented by the State Employees' Association of New Hampshire, Inc., which is part of the SEIU 1984, CTW, CLC. The current collective bargaining agreement has a period of July 14, 2022 through June 30, 2022. CCSNH and the SEIU will engage in contract negotiations for the adjunct faculty bargaining unit in the Spring of 2023.

CCSNH staff are covered by a collective bargaining agreement, separate from the agreement described previously, also currently represented by the State Employees' Association of New Hampshire, Inc. (SEA), which is part of the Service Employees International Union Local 1984, CTW, CLC (SEIU). In August, 2022 The CCSNH and SEA, Local 1984 entered into a Memorandum of Understanding, that provided for the extension of the 2020-2021 Collective Bargaining Agreement through September 30, 2023; an across-the-board salary increase of 3% effective August 12, 2022, and recognition of the Juneteenth (June 19) holiday. It is anticipated that CCSNH and the NHHEU are expected to engage in contract negotiations in the Fall, 2022.

Contingencies

CCSNH participates in various federally-funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time.

CCSNH is involved in various claims and legal actions arising in the ordinary course of business. The ultimate disposition of these matters is indeterminable but, in the opinion of management, the amount of ultimate liability would not have a significant impact on CCSNH's financial condition.

Commitments

CCSNH has entered into various construction contracts. The following commitments are ongoing projects at June 30, 2022:

	Expended through <u>June 30, 2022</u>	Committed <u>Future Costs</u>	Total Committed <u>Costs of Project</u>
NHTI	\$ 560,970	\$ 617,368	\$ 1,178,338
MCC	16,130	60,551	76,681
NCC	390,891	205,972	596,863
LRCC	487,611	537,534	1,025,145
WMCC	704,107	1,120,660	1,824,767
RVCC	<u>5,130</u>	<u>23,000</u>	<u>28,130</u>
Total	<u>\$ 2,164,839</u>	<u>\$ 2,565,085</u>	<u>\$ 4,729,924</u>

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12. Investments

Fair Value Measurement

GASB Statement No. 72, *Fair Value Measurement and Application*, establishes a fair value hierarchy for investments that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to measurements involving significant unobservable inputs (Level 3 measurements).

The three levels of the fair value hierarchy are as follows:

- Level 1: Inputs are unadjusted, quoted prices in active markets for identical assets at the measurement date. The types of assets carried at Level 1 fair value generally are securities listed in active markets. The Foundation has valued its investments, listed on national exchanges, at the last sales price as of the day of the valuation.
- Level 2: Inputs are based upon quoted prices for similar instruments in active markets, quoted prices for identical or similar instruments in markets which are not active, and model-based valuation techniques for which all significant assumptions are observable in the market or can be corroborated by observable market data for substantially the full term of the asset or liability. The fair values are therefore determined using model-based techniques that incorporate these inputs.
- Level 3: Inputs are generally unobservable and typically reflect management's estimates of assumptions that market participants would use in pricing the asset or liability. The fair values are therefore determined using model-based techniques that include discounted cash flow models and similar techniques.

The inputs or methodology used for valuing investments are not necessarily an indication of the risk associated with those investments.

CCSNH Investments

CCSNH operating investments consist of an investment in a short-term bond mutual fund. The fund targets a dollar-weighted average maturity of 0.75 years or less and invests in U.S dollar-denominated money market and high-quality, investment-grade debt securities, primarily in the financial service industry. The fund's investments in fixed-rate securities have a maximum maturity of two years and investments in floating-rate securities have a maximum maturity of three years.

Long-term investments include the UNIQUE endowment funds assets and other unrestricted investments. The State Uniform Prudent Management of Institutional Funds Act requires the preservation of the original gift (corpus value) of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. The System classifies as permanently restricted net position: (1) the original value of gifts donated to the permanent endowment, (2) the original value of subsequent gifts to the permanent endowment, and (3) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund.

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Subject to the intent of a donor expressed in the gift instrument, the System may appropriate for expenditure or accumulate so much of an endowment fund as the System determines is prudent for the uses, benefits, purposes, and duration for which the endowment fund is established. Endowment assets are invested in a well-diversified asset mix, which includes equity and debt securities, that is intended to result in a consistent inflation-protected rate of return that has sufficient liquidity to make an annual distribution of 4% while growing the funds, if possible. Cumulative appreciation on these funds was \$5,127,109 and \$10,640,659 at June 30, 2022 and 2021, respectively and is reported in restricted expendable net position.

The System manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds or exchange-traded funds.

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, CCSNH will not be able to recover the value of the investment or collateral securities that are in possession of an outside party. Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of CCSNH, and are held by either the counterparty or the counterparty's trust department or agency, but not in CCSNH's name. As of June 30, 2022 and 2021, CCSNH's investments included in the statements of net position were not exposed to custodial credit risk. The investments were held by the counterparty, in the name of CCSNH.

Investments held by CCSNH were comprised of the following at June 30, 2022:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Cash and cash equivalents	\$ 458,333	\$ -	\$ -
Equity mutual funds	25,126,019	-	-
Fixed-income mutual funds	<u>13,360,183</u>	-	-
Total	<u>\$ 38,944,535</u>	<u>\$ -</u>	<u>\$ -</u>

Investments held by CCSNH were comprised of the following at June 30, 2021:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Equity mutual funds	\$ 22,420,825	\$ -	\$ -
Fixed-income mutual funds	<u>16,068,671</u>	-	-
Total	<u>\$ 38,489,496</u>	<u>\$ -</u>	<u>\$ -</u>

A summary of fixed-income mutual fund maturities as of June 30, 2022 and 2021 is as follows:

	<u>2022</u>	<u>Maturities</u>		<u>2021</u>	<u>Maturities</u>
\$ 1,027,071		More than 3 years	\$ 161,542		More than 3 years
741,725		Less than 3 year	9,245,589		Less than 3 years
<u>11,591,387</u>		N/A	<u>6,661,540</u>		N/A
<u>\$ 13,360,183</u>			<u>\$ 16,068,671</u>		

The maturities are the weighted averages of the debt securities in which the funds invest.

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CCSNH has not defined a limit in its investment policies regarding the amount that can be placed with one issuer. However, the investment policy defines that the portfolio should be well diversified as to limit exposure to one issuer or security. As of June 30, 2022 individual investments representing more than 5% of the CCSNH's investments were as follows:

	Percentage of Investments
Strategic Advisors Large Cap Fund	31.3%
Strategic Advisors International Fund	10.0%
Strategic Advisors Core Income Fund	15.9%

Community Colleges of New Hampshire Foundation

The Foundation has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment funds, while also maintaining the purchasing power of those endowment assets over the long-term. Accordingly, the investment process seeks to achieve an after-cost total real rate of return, including investment income as well as capital appreciation, which exceeds the annual distribution with acceptable levels of risk. Endowment assets are invested in a well-diversified asset mix, which includes equity and debt securities, that is intended to result in a consistent inflation-protected rate of return that has sufficient liquidity to make an annual distribution of 4% while growing the funds, if possible. Actual returns may vary from this amount. Investment risk is measured in terms of the total endowment fund; investment assets and allocation between asset classes and strategies are managed to not expose the fund to unacceptable levels of risk.

Investments held by the Foundation were comprised of the following at June 30, 2022:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Cash and cash equivalents	\$ 296,938	\$ -	\$ -
Equities	4,565,916	-	-
Fixed-income	1,055,904	-	-
Total	\$ 5,918,758	\$ -	\$ -

Investments held by the Foundation were comprised of the following at June 30, 2021:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Cash and cash equivalents	\$ 146,433	\$ -	\$ -
Equities	4,682,580	-	-
Fixed-income	1,043,507	-	-
Total	\$ 5,872,520	\$ -	\$ -

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13. Risk Management

CCSNH is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; and natural disaster for which CCSNH carried insurance.

CCSNH has insurance coverage that includes automotive, crime, employment practices, fire, general liability, pollution, theft, and workers' compensation. There have been no significant changes in insurance coverage during the past fiscal year. Settlements did not exceed coverage amounts during fiscal years 2022 and 2021.

14. COVID-19 Considerations and Relief Funding

On March 11, 2020, the World Health Organization declared coronavirus disease (COVID-19) a global pandemic. Local, U.S., and world governments encouraged self-isolation to curtail the spread of COVID-19 by mandating the temporary shut-down of business in many sectors and imposing limitations on travel and the size and duration of group gatherings. Most sectors are experiencing disruption to business operations. There is unprecedented uncertainty surrounding the duration of the pandemic, its potential economic ramifications, and additional government actions to mitigate them. Accordingly, while management expects this matter to impact operating results, the related financial impact and duration cannot be reasonably estimated.

The U.S. government has responded with relief legislation as a response to the COVID-19 outbreak. The U.S government has enacted three statues into law to address the economic impact of the COVID-19 outbreak; the first on March 27, 2020, called the Coronavirus Aid, Relief, and Economic Security Act (CARES Act); the second on December 27, 2020, called the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA); and the third on March 11, 2021 called the American Rescue Plan Act (ARPA). The CARES Act, CRRSAA and ARPA, among other things, 1) authorize emergency loans to distressed businesses by establishing, and providing funding for, forgivable bridge loans; 2) provide additional funding for grants and technical assistance; 3) delay due dates for employer payroll taxes and estimated tax payments for organizations; and 4) revise provisions of the Code, including those related to losses, charitable deductions, and business interest. Management has evaluated the impact of the CARES Act on CCSNH, including its potential benefits and limitations that may result from additional funding.

In April 2020, CCSNH was awarded approximately \$6,000,000 of CARES Act Higher Education Emergency Relief Funds (HEERF I). Under the terms of the HEERF I grant agreement, 50% of the award is to be awarded to students as emergency financial aid for student expenses incurred related to COVID-19. The remaining 50% is to be used to cover certain costs CCSNH incurred as a result of the financial impact of COVID-19. During the years ended June 30, 2022 and 2021, CCSNH had expended \$221,910 and \$3,836,851. As of June 30, 2021, \$447,986 was recorded in grants and contracts receivable. The full amount had been received as of June 30, 2022.

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Notes to Financial Statements

June 30, 2022 and 2021

In June 2020, the System was awarded a grant from the State of New Hampshire's Governor's Office for Emergency Relief and Recovery (GOFERR). CCSNH was awarded \$11,000,000 total of which \$6,000,000 was to be awarded to student for additional aid and \$5,000,000 to cover certain expenses incurred through December 30, 2020 as a result of the pandemic. During the year ended June 30, 2021, the System had expended \$7,662,134 of the funding. There was a remaining amount of \$2,900,000 that was sent back to the State. As of June 30, 2021, the full amount incurred had been recognized as revenue and received by CCSNH.

In April 2020, the NHTI campus was designated an alternative care site for COVID-19 patients. Funding is expected to be received from FEMA to reimburse costs with setting up the alternative care site. During the year ended June 30, 2021, the System incurred \$28,502 of expenses that included the costs to prepare the site for use and to store items previously used in the space. As of June 30, 2021, the full amount incurred had been recognized as revenue and received by CCSNH.

In January 2021, the University was awarded approximately \$13,700,000 of CRRSAA Higher Education Emergency Relief Funds (HEERF II). Under the terms of the HEERF II grant agreement, at least the minimum student award from HEERF I was to be awarded to students as emergency financial aid for student expenses incurred and lost earnings related to COVID-19. The remaining amounts are to be used to cover certain costs CCSNH incurred as a result of the financial impact of COVID-19. At June 30, 2021, CCSNH had satisfied the terms and conditions of the grant agreement and recognized the revenue in the amount of \$12,999,823. As of June 30, 2021, \$8,601,862 was recorded in grants and contracts receivable. As of June 30, 2022, CCSNH had satisfied the terms and conditions of the grant agreement to recognize the revenue for the remaining \$701,681. As of June 30, 2022, \$302,644 was recorded in grants and contracts receivable.

In March 2021, CCSNH was awarded approximately \$24,100,000 of ARPA Higher Education Emergency Relief Funds (HEERF III). Under the terms of the HEERF III grant agreement, 50% of the award is to be awarded to students as emergency financial aid for student expenses incurred and lost earnings related to COVID-19. The remaining 50% is to be used to cover certain costs CCSNH incurred as a result of the financial impact of COVID-19. At June 30, 2021, CCSNH had satisfied the terms and conditions of the grant agreement and recognized the revenue in the amount of \$1,648,009. As of June 30, 2021, \$1,056,224 was recorded in grants and contracts receivable. As of June 30, 2022, CCSNH had satisfied the terms and conditions of the grant agreement and recognized the revenue in the amount of \$21,999,306. As of June 30, 2022, \$3,572,211 was recorded in grants and contracts receivable. CCSNH has the remaining award of \$413,241 to expend during fiscal year 2023.

In July 2022, White Mountain Community College was awarded approximately \$176,874 of ARPA Community Colleges and Rural IHEs Serving a High percentage of Low Income students and experiencing Enrollment Decline (HEERF IV). As of June 30, 2022, the System had not received or expended any of the HEERF IV award.

REQUIRED SUPPLEMENTARY INFORMATION

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Required Supplementary Information (Unaudited)

June 30

Schedule of Collective Net Pension Liability *

	June 30,							
	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Employer proportion of the collective net pension liability	1.0520 %	1.0690 %	1.1005 %	1.1181 %	1.2800 %	1.3580 %	1.5230 %	1.5521 %
Employer's proportionate share of the collective net pension liability	\$46,623,713	\$68,376,494	\$52,954,607	\$53,837,038	\$62,962,418	\$72,213,216	\$60,334,154	\$58,259,797
Employer's covered-employee payroll	\$47,302,381	\$45,456,756	\$44,474,567	\$45,853,123	\$40,724,800	\$40,875,944	\$46,847,155	\$35,091,551
Employer's proportionate share of the collective net pension liability as a percentage of the employer's covered employee-payroll	99 %	150 %	119 %	117 %	155 %	177 %	129 %	166 %
Plan fiduciary net position as a percentage of the total pension liability	72.22 %	58.72 %	65.59 %	64.73 %	56.22 %	58.30 %	65.47 %	66.32 %

** Schedule is intended to show 10 years. Additional years will be added as they become available. Information above is presented as of the measurement date for the respective reporting periods.*

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Required Supplementary Information (Unaudited)

Years Ended June 30

Schedule of Employer Contributions (Pension Plan) *

	Years ended June 30,									
	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
Required employer contribution**	\$ 6,033,129	\$ 5,146,499	\$ 4,945,695	\$ 4,927,782	\$ 5,080,526	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636	\$ 3,688,122	\$ 3,688,122
Actual employer contribution**	\$ 6,033,129	\$ 5,146,499	\$ 4,945,695	\$ 4,927,782	\$ 5,080,526	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636	\$ 3,688,122	\$ 3,688,122
Difference	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employer's covered-employee payroll	\$ 43,877,302	\$ 47,302,381	\$ 45,456,756	\$ 44,474,567	\$ 45,853,123	\$ 40,724,800	\$ 40,875,944	\$ 46,847,155	\$ 35,091,551	\$ 35,091,551
Employer contribution as a percentage of the employer's covered-employee payroll	13.75 %	10.88 %	10.88 %	11.08 %	11.08 %	12.50 %	12.50 %	10.51 %	10.51 %	10.51 %

* Schedule is intended to show 10 years. Additional years will be added as they become available.
 ** Contributions above are annual contributions subsequent to the measurement date.
 Information above is presented as of CCSNH's fiscal year end for the respective reporting periods.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Required Supplementary Information (Unaudited)

June 30, 2022

Notes to the Required Supplementary Information-Pension

Changes of
assumptions:

The roll-forward of the total pension liability from June 30, 2020 to June 30, 2021 reflects expected service and interest costs reduced by actual benefit payments.

The roll-forward of the total pension liability from June 30, 2019 to June 30, 2020 reflects expected service and interest costs reduced by actual benefit payments.

The roll-forward of the total pension liability from June 30, 2018 to June 30, 2019 reflects expected service and interest costs reduced by actual benefit payments.

The roll-forward of the total pension liability from June 30, 2017 to June 30, 2018 reflects expected service and interest costs reduced by actual benefit payments.

The roll-forward of the total pension liability from June 30, 2016 to June 30, 2017 reflects expected service and interest costs reduced by actual benefit payments, refunds, and administrative expenses for the plan year.

The roll-forward of the total pension liability from June 30, 2015 to June 30, 2016 reflects expected service cost and interest reduced by actual benefit payments.

Actuarially determined contribution rates for the 2010-2011 biennium were determined based on the June 30, 2009 actuarial valuation.

Actuarially determined contribution rates for the 2012-2013 biennium were determined based on the June 30, 2011 actuarial valuation.

Actuarially determined contribution rates for the 2014-2015 biennium were determined based on the June 30, 2013 actuarial valuation.

Actuarially determined contribution rates for the 2016-2017 biennium were determined based on the June 30, 2015 actuarial valuation.

Actuarially determined contribution rates for the 2018-2019 biennium were determined based on the June 30, 2017 actuarial valuation.

Actuarially determined contribution rates for the 2020-2021 biennium were determined based on the June 30, 2019 actuarial valuation.

Actuarially determined contribution rates for the 2022-2023 biennium were determined based on the June 30, 2021 actuarial valuation.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Required Supplementary Information (Unaudited)

June 30

Schedule of Collective Net OPEB Liability (NHRS OPEB Plan) *

	June 30,					
	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Employer proportion of the collective net NHRS OPEB Plan liability	0.971 %	0.987 %	1.014 %	1.032 %	1.195 %	1.264 %
Employer's proportionate share of the collective net NHRS OPEB Plan liability	\$ 3,886,793	\$ 4,322,066	\$ 4,322,066	\$ 4,723,754	\$ 5,462,993	\$ 6,118,030
Employer's covered-employee payroll	\$ 43,833,048	\$ 44,212,095	\$ 43,131,776	\$ 45,010,854	\$ 45,010,854	\$ 44,776,463
Employer's proportionate share of the collective net NHRS OPEB Plan liability as a percentage of the employer's covered employee-payroll	8.87 %	9.78 %	10.02 %	10.49 %	12.14 %	13.66 %
Plan fiduciary net position as a percentage of the total NHRS OPEB Plan liability	11.06 %	7.74 %	7.75 %	7.53 %	7.91 %	5.21 %

** Schedule is intended to show 10 years. Additional years will be added as they become available. Information above is presented as of the measurement date for the respective reporting periods.*

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Required Supplementary Information (Unaudited)

Years Ended June 30

Schedule of Employer Contributions (NHRS OPEB Plan) *

	Years ended June 30,					
	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Required employer contributions**	\$ 466,418	\$ 460,247	\$ 464,227	\$ 461,510	\$ 465,916	\$ 738,178
Actual employer contributions**	\$ 466,418	\$ 460,247	\$ 464,227	\$ 461,510	\$ 465,916	\$ 738,178
Employer's covered-employee payroll	\$ 59,797,179	\$ 43,833,048	\$ 44,212,095	\$ 43,131,776	\$ 42,702,430	\$ 45,010,854
Employer contribution as a percentage of the employer's covered-employee payroll	0.78 %	1.05 %	1.05 %	1.07 %	1.09 %	1.64 %

* Schedule is intended to show 10 years. Additional years will be added as they become available.

** Contributions above are annual contributions during the measurement date.

Information above is presented as of CCSNH's fiscal year end for the respective reporting periods.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Required Supplementary Information (Unaudited)

June 30, 2022

Notes to the Required Supplementary Information (NHRS OPEB Plan)

Changes of
assumptions:

The roll-forward of the total OPEB liability from June 30, 2020 to June 30, 2021 reflects expected service and interest costs reduced by actual benefit payments, refunds, and administrative expenses for the plan year.

The roll-forward of the total OPEB liability from June 30, 2019 to June 30, 2020 reflects expected service and interest costs reduced by actual benefit payments, refunds, and administrative expenses for the plan year.

The roll-forward of the total OPEB liability from June 30, 2018 to June 30, 2019 reflects expected service and interest costs reduced by actual benefit payments, refunds, and administrative expenses for the plan year.

The roll-forward of the total OPEB liability from June 30, 2017 to June 30, 2018 reflects expected service and interest costs reduced by actual benefit payments, refunds, and administrative expenses for the plan year.

The roll-forward of the total OPEB liability from June 30, 2016 to June 30, 2017 reflects expected service and interest costs reduced by actual benefit payments, refunds, and administrative expenses for the plan year.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Required Supplementary Information (Unaudited)

June 30

Schedule of Changes in the Total OPEB Liability (State OPEB Plan) *

	Years ended June 30,				
	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Total State OPEB Plan liability					
Service cost	\$ 88,855,352	\$ 62,882,134	\$ 63,316,502	\$ 76,699,396	\$ 111,333,637
Interest	50,667,474	64,136,527	75,264,960	81,507,353	84,314,931
Change in benefit terms	(498,097,828)	-	-	-	-
Differences between expected and actual experience	(36,352,537)	(10,281,706)	(24,532,584)	(7,652,967)	(7,885,961)
Changes of assumptions	252,239,520	358,302,338	(177,242,643)	(235,526,750)	(784,281,319)
Changes in benefit terms	-	-	-	(182,835,031)	-
Benefits	<u>(37,624,000)</u>	<u>(44,600,000)</u>	<u>(51,332,000)</u>	<u>(51,625,000)</u>	<u>(49,772,000)</u>
Net change in total State OPEB Plan liability	(180,312,019)	430,439,293	(114,525,765)	(319,432,999)	(646,290,712)
Total State OPEB Plan liability, beginning of year	<u>2,225,901,154</u>	<u>1,795,461,861</u>	<u>1,909,987,626</u>	<u>2,229,420,625</u>	<u>2,875,711,337</u>
Total State OPEB Plan liability, end of year	<u>\$ 2,045,589,135</u>	<u>\$ 2,225,901,154</u>	<u>\$ 1,795,461,861</u>	<u>\$ 1,909,987,626</u>	<u>\$ 2,229,420,625</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Required Supplementary Information (Unaudited)

June 30

Schedule of Collective Total OPEB Liability (State OPEB Plan) - Restated *

	June 30,					
	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Employer proportion of the collective total State OPEB Plan liability	3.4220 %	4.8132 %	4.8440 %	4.9304 %	4.9660 %	4.9255 %
Employer's proportionate share of the collective total State OPEB Plan liability	\$ 70,001,795	\$107,136,086	\$ 86,970,326	\$ 94,170,836	\$ 110,713,469	\$ 141,644,569
Employer's covered-employee payroll	\$ 47,302,381	\$ 45,456,756	\$ 45,456,756	\$ 45,853,123	\$ 40,724,800	\$ 40,875,944
Employer's proportionate share of the collective total State OPEB Plan liability as a percentage of its covered employee payroll	148 %	236 %	191 %	205 %	272 %	347 %

** Schedule is intended to show 10 years. Additional years will be added as they become available. Information above is presented as of the measurement date for the respective reporting periods.*

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Required Supplementary Information (Unaudited)

June 30, 2022

Notes to the Required Supplementary Information (State OPEB Plan)

There are no assets accumulated in a trust that meets the criteria in GASB 75 paragraph 4 to pay related benefits.

Changes of
assumptions:

Changes in assumptions reflect trend assumption revisions to reflect current experience and future expectations.

The discount rate decreased from 2.21% as of June 30, 2020 to 2.16% as of June 30, 2021.

The discount rate decreased from 3.50% as of June 30, 2019 to 2.21% as of June 30, 2020.

The discount rate decreased from 3.87% as of June 30, 2018 to 3.50% as of June 30, 2019.

The discount rate increased from 3.58% as of June 30, 2017 to 3.87% as of June 30, 2018.

The discount rate increased from 2.85% as of June 30, 2016 to 3.58% as of June 30, 2017.

The roll-forward of the total OPEB liability from December 31, 2020 to June 30, 2021 reflects expected service and interest costs reduced by actual benefit payments, refunds, and administrative expenses for the plan year.

The roll-forward of the total OPEB liability from December 31, 2018 to June 30, 2020 reflects expected service and interest costs reduced by actual benefit payments, refunds, and administrative expenses for the plan year.

The roll-forward of the total OPEB liability from December 31, 2018 to June 30, 2019 reflects expected service and interest costs reduced by actual benefit payments, refunds, and administrative expenses for the plan year.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Trustees
Community College System of New Hampshire
(A Component Unit of the State of New Hampshire)

We have audited, in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and the discretely-presented component unit of the Community College System of New Hampshire (a Component Unit of the State of New Hampshire) (CCSNH), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise CCSNH's basic financial statements, and have issued our report thereon dated November 29, 2022. We did not audit the financial statements of the discretely-presented component unit. Those financial statements were audited by another auditor whose report has been furnished to us, and our opinion, insofar as it related to the amounts included for the discretely-presented component unit, was based solely on the report of the other auditor. The financial statements of the discretely-presented component unit were not audited in accordance with *Government Auditing Standards* and, accordingly, this report does not include reporting on internal control over financial reporting or compliance associated with the discretely-presented component unit.

Report Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered CCSNH's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of CCSNH's internal control. Accordingly, we do not express an opinion on the effectiveness of CCSNH's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether CCSNH's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of CCSNH's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering CCSNH's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire
November 29, 2022

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL
OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE**

Board of Trustees
Community College System of New Hampshire
(A Component Unit of the State of New Hampshire)

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the Community College System of New Hampshire's (CCSNH) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of CCSNH's major federal programs for the year ended June 30, 2022. CCSNH's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, CCSNH complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of CCSNH and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of CCSNH's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to CCSNH's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on CCSNH's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with U.S. generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about CCSNH's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with U.S. generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding CCSNH's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of CCSNH's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of CCSNH's internal control over compliance. Accordingly, no such opinion is expressed.

We did not audit CCSNH's compliance with the billing, collections and due-diligence compliance requirements specified by the Federal Perkins Loan Program and described in the Uniform Guidance. These functions were performed by Educational Computer Systems, Inc. (ECSI). ECSI's compliance with the billing, collections, and due-diligence compliance requirements was examined by other independent accountants, as described in the following paragraph. The report of those accountants has been furnished to us, and our opinion, expressed herein, insofar as it relates to CCSNH's compliance with those requirements, is based solely on the report of the other independent accountants.

ECSI's compliance with the requirements governing the functions that it performs for CCSNH was examined by other independent accountants whose report has been furnished to us. The report of the other independent accountants indicates that compliance with those requirements was examined in accordance with the *Guide for Audits of Proprietary Schools and for Compliance Attestation Engagements for Third-Party Services Administering Title IV Programs* issued by the U.S. Department of Education, Office of Inspector General.

Based on our review of the service organization's independent accountants' report, we have determined that all of the compliance requirements included in the Uniform Guidance that are applicable to the major programs in which CCSNH participates are addressed in either our audit or the report of the service organization's accountants. Further, based on our review of the service organization's independent accountants' report, we have determined that it does not contain any findings of noncompliance that would have a direct and material effect on one or more of CCSNH's major federal programs' compliance with the requirements described in the first paragraph of this report.

We believe that our audit and the report of the other independent accountants provide a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of CCSNH's compliance.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above, however, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Board of Trustees
Community College System of New Hampshire
(A Component Unit of the State of New Hampshire)

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the basic financial statements of CCSNH as of and for the year ended June 30, 2022, and the related notes to the financial statements and have issued our report thereon dated April 22, 2023, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the basic financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire
November 29, 2022

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

<u>Federal Grantor/Pass-Through Grantor/Program Title</u>	<u>Federal AL Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Total Federal Expenditures</u>
<u>United States Department of Agriculture</u>			
Community Facilities Loans and Grants - Direct	10.766		\$ 1,548,365
Rural Energy for America Program - Direct	10.868		<u>24,944</u>
Total United States Department of Agriculture			<u>1,573,309</u>
<u>United States Department of Labor</u>			
Apprenticeship USA Grants - Direct	17.285		1,051,375
<i>Southern New Hampshire Services - Passed-Through</i>			
Workforce Investment Act Dislocated Worker National Reserve Demonstration Grants	17.280	N/A	<u>510</u>
Total United States Department of Labor			<u>1,051,885</u>
<u>Department of Treasury</u>			
<i>State of New Hampshire - Passed-Through</i>			
COVID-19 - Coronavirus State and Local Fiscal Recovery Funds	21.027	N/A	150,961
<u>Research and Development Cluster</u>			
<i>National Science Foundation - Direct</i>			
Education and Human Resources	47.076		133,635
Integrative Activities	47.083		<u>69,367</u>
Total National Science Foundation			<u>203,002</u>
<u>United States Department of Education</u>			
<i>Student Financial Assistance Cluster - Direct</i>			
Federal Supplemental Educational Opportunity Grants (FSEOG)	84.007		719,523
Federal Work-Study Program (FWS)	84.033		88,472
Federal Perkins Loan Program (Perkins)	84.038		445,079
Federal Pell Grant Program (Pell)	84.063		10,573,621
Federal Direct Student Loans (NDSL)	84.268		<u>20,733,124</u>
Total Student Financial Assistance Cluster			<u>32,559,819</u>

The accompanying notes are an integral part of these financial statements.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Schedule of Expenditures of Federal Awards (Continued)

Year Ended June 30, 2022

<u>Federal Grantor/Pass-Through Grantor/Program Title</u>	<u>Federal CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Total Federal Expenditures</u>
<i>New Hampshire Department of Education - Passed-Through</i>			
Career and Technical Education - Basic Grants to States			
	84.048	20210795	74,501
	84.048	20220099	877,936
	84.048	20203141	11,057
	84.048	20220525	61,197
	84.048	V048A170029	34,800
	84.048	20211649	102,948
	84.048	20220867	48,073
	84.048	N/A	<u>14,158</u>
Total CFDA number 84.048			<u>1,224,670</u>
<i>HEERF Education Stabilization Funds - Direct</i>			
COVID-19 - Education Stabilization Fund (Part A)	84.425 E		11,329,009
COVID-19 - Education Stabilization Fund (Part B)	84.425 F		<u>6,284,469</u>
Total HEERF Education Stabilization Funds			<u>17,613,478</u>
Total U.S. Department of Education			<u>51,397,967</u>
<u>Japan - U.S. Friendship Commission - Passed-Through</u>			
Northern Border Regional Development	90.601		7,958
<u>United States Department of Health and Human Services</u>			
<i>New Hampshire Department of Health and Human Services- Passed-Through</i>			
Child Care and Development Block Grant	93.575	G1401NHCCDF	129,538
Mental and Behavioral Health Education and Training Grants - Passed-Through	93.732	M01HP31271	13,673
<i>Trustees of Dartmouth College- Passed-Through</i>			
Biomedical Research and Research Training	93.859	FY21# 5P20GM103506-09	<u>95,459</u>
Total U.S. Department of Health and Human Services			<u>238,670</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Schedule of Expenditures of Federal Awards (Concluded)

Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Total Federal Expenditures
<u>United States Department of Homeland Security</u>			
Disaster Grants - Public Assistance (Presidentially Declared Disasters) - Direct	97.036		<u>28,502</u>
Total Expenditures of Federal Awards			<u>\$ 54,652,254</u>

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)

Notes to Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

1. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the federal grant activity of the Community College System of New Hampshire (CCSNH) for the year ended June 30, 2022. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a portion of the operations of CCSNH, it is not intended to, and does not, present the financial position, changes in net position or cash flows of CCSNH.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Office of Management and Budget Circular A-21, *Cost Principles for Educational Institutions*, for federal agreements entered into before December 26, 2014, and the Uniform Guidance for federal agreements entered into on or after December 26, 2014, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

CCSNH has not elected to use the 10% de minimis indirect cost rate.

3. Federal Perkins Loan Program

The Federal Perkins loan program is administered directly by CCSNH and balances and transactions relating to the program are included in the System's financial statements. Loans outstanding at the beginning of the year and loans made during the year are included in the federal expenditures presented in the Schedule. The balance of Perkins loans outstanding at June 30, 2022 was \$339,238.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Schedule of Findings and Questioned Costs

Year Ended June 30, 2022

Section I. Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:		<u>Unmodified</u>	
Internal control over financial reporting:			
Material weakness(es) identified?	_____ Yes	<u> X </u> No	
Significant deficiency(ies) identified that are not considered to be material weaknesses?	_____ Yes	<u> X </u> None Reported	
Noncompliance material to financial statements noted?	_____ Yes	<u> X </u> No	

Federal Awards

Internal control over major programs:			
Material weakness(es) identified?	_____ Yes	<u> X </u> No	
Significant deficiency(ies) identified that are not considered to be material weaknesses?	_____ Yes	<u> X </u> None Reported	
Type of auditor's report issued on compliance for major programs:		<u>Unmodified</u>	
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance?	_____ Yes	<u> X </u> No	

Identification of Major Programs:

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>
17.285	U.S. Department of Education Apprenticeship USA Grants
84.007, 84.033, 84.038, 84.063, 84.268	U.S. Department of Education Student Financial Assistance Cluster
84.425E	U.S. Department of Education - COVID-19 - Education Stabilization Fund (Part A)
84.425F	U.S. Department of Education - COVID-19 - Education Stabilization Fund (Part B)

Dollar threshold used to distinguish between Type A and Type B programs:	\$750,000
Auditee qualified as low-risk auditee?	<u> X </u> Yes _____ No

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
(A Component Unit of the State of New Hampshire)**

Schedule of Findings and Questioned Costs (Concluded)

Year Ended June 30, 2022

Section II. Findings Relating to the Financial Statements Which are Required to be Reported in Accordance with Government Auditing Standards

NONE

Section III. Findings for Each Major Federal Program

NONE



Board of Trustees
Community College System of New Hampshire
(A Component Unit of the State of New Hampshire)

We have audited the financial statements of the business – type activities and the discretely presented component unit of the Community College System of New Hampshire (A Component Unit of the State of New Hampshire) (CCSNH) as of and for the year ended June 30, 2022 and have issued our report thereon dated April 20, 2023. Professional standards require that we communicate to you the following information related to our audit.

Our Responsibility under U.S. Generally Accepted Auditing Standards, Government Auditing Standards and Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)

As stated in our engagement letter dated April 6, 2022, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles (U.S. GAAP). Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered CCSNH’s internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on each major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether CCSNH’s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with the Uniform Guidance, we examined, on a test basis, evidence about compliance with the types of compliance requirements described in the OMB *Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on CCSNH’s compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on CCSNH’s compliance with those requirements.

U.S. GAAP provides for certain required supplemental information (RSI) to supplement the basic financial statements. Our responsibility with respect to management’s discussion and analysis on pages 4 through 21 and the required supplemental information on pages 60 through 68, which supplement the basic financial statements, is to apply certain limited procedures in accordance with U.S. generally accepted auditing standards (U.S. GAAS). However, the RSI was not audited and, because the limited procedures, do not provide us with sufficient evidence to express an opinion or provide any assurance, we do not express an opinion or provide any assurance on the RSI.

Our responsibility for the schedule of expenditures of federal awards (supplementary information) accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Significant Risks

In our engagement letter, we identified the risks we expected would meet the definition of “significant risks” pursuant to U.S. GAAS, which are risks toward the upper end of the risk spectrum based on their likelihood and potential magnitude. Through conclusion of our audit of the financial statements, we have not identified any additional significant risks.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by CCSNH are described in Note 1 to the financial statements.

As disclosed in Note 2 to the basic financial statements, CCSNH adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 87, *Leases* during the year ended June 30, 2022. The adoption of the standard at July 1, 2020, required recognition of \$36,867 of short-term lease receivables, \$438,201 of long-term lease receivables, \$475,068 in deferred inflows of resources, \$1,008,278 in short-term lease liabilities, \$6,194,326 of long-term lease liabilities, and \$7,202,604 in right-to-use assets. At June 30, 2021, those balances related to leases in which CCSNH was the lessor were short-term lease receivables of \$137,912, long-term lease receivables of \$301,212, and deferred inflows of resources net of accumulated amortization of \$437,766. At June 30, 2021, those balances related to leases in which CCSNH was the lessee were short-term lease liabilities of \$730,445, long-term lease liabilities of \$5,567,206, and right to use assets net of accumulated amortization of \$6,244,884. The impact of the adoption of the standard for the year ended June 30, 2021 was a reduction in net position of \$51,409.

As disclosed in Note 2 to the basic financial statements, CCSNH adopted new accounting guidance, GASB Statement No. 100, *Accounting Changes and Error Correction* during the year ended June 30, 2022. The adoption of the standard was directly resulting from CCSNH identifying a material error in the covered population which impacted the calculations related to the OPEB liability. This error was identified by CCSNH's management subsequent to the issuance of the June 30, 2022 financial statements.

No other new accounting policies were adopted and the application of existing policies was otherwise not changed during the year ended June 30, 2022. We noted no transactions entered into by CCSNH during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

- The disclosure that an allowance for loan losses is not necessary for the note receivable on the Stratham Property in Note 1.

- The disclosure of the cost-sharing multiple-employer defined benefit pension plan required by GASB Statement No. 68 in Note 9.
- The disclosures of other postemployment benefits (OPEB) required by GASB Statement No. 75 in Note 10.
- The disclosure of the COVID-19 Considerations and specific federal relief funding received by and awarded to CCSNH in Note 14.

The financial statement disclosures are neutral, consistent, and clear.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

- The estimates used in the calculation of the OPEB liability, deferred inflows of resources and deferred outflows of resources related to the OPEB plans. The net OPEB liability and related deferred inflows of resources and deferred outflows of resources related to the OPEB plan administered by the State of New Hampshire (the State) are based on information provided by Segal Consulting, the actuary engaged by the State. The net OPEB liability and related deferred inflows of resources and deferred outflows of resources related to the OPEB plan administered by the New Hampshire Retirement System (NHRS) are based on actuarial information provided by the NHRS and audited by Plante Moran, PLLC.
- The estimates used in the calculation of the net pension liability, deferred inflows of resources and deferred outflows of resources related to the pension plan, which are based on actuarial information provided by the New Hampshire Retirement System and audited by Plante Moran, PLLC.
- The estimated useful lives of capital assets used in the calculation of depreciation expense, which are based on the perceived life of the related capital assets.

We have evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards define an audit adjustment as a proposed correction of the respective financial statements that, in our judgment, may not have been detected, except through our auditing procedures. An audit adjustment may or may not indicate matters that could have a significant effect on the Organization's financial reporting process (that is, cause future financial statements to be materially misstated). There were no such adjustments.

The attached schedule identifies an uncorrected misstatement of the financial statements. Management has determined its effects are immaterial to the financial statements taken as a whole. The uncorrected misstatement or the matters underlying it could potentially cause future period financial statements to be materially misstated even though, in our judgment, such unrecorded misstatement is immaterial to the financial statements under audit.

Disagreements with Management

For purposes of this letter, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated April 20, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to CCSNH's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as CCSNH's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

PART II – INTERNAL CONTROL MATTERS

In planning and performing our audit of the financial statements of CCSNH as of and for the year ended June 30, 2022, in accordance with U.S. GAAS, we considered CCSNH's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purposes of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of CCSNH's internal control. Accordingly, we do not express an opinion on the effectiveness of CCSNH's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

We appreciate the cooperation and assistance of the management of CCSNH during the course of our audit.

This communication is intended solely for the use of the Audit Committee, Board of Trustees, and management of CCSNH and is not intended to be, and should not be, used by anyone other than these specified parties.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire
April 20, 2023

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input type="text" value="2022"/>	Yes	Unqualified
Most Recent Year	2021	Yes	Unqualified
1 Year Prior	2020	Yes	Unqualified
2 Years Prior		Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2023
Next Year	2024

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.lrcc.edu/about/about	February 2019

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
2018	2018-2021	N/A- No longer active
2021	2021-2024	https://www.lrcc.edu/about/institutional-information/strategic-plan/
2024	2025-2028	N/A

Other institution-wide plans*

Master plan
Academic plan
Financial plan
Technology plan
Enrollment plan
Development plan

Year completed	Effective Dates	Website location
		In Progress, anticipated completion 2/24.
		Academic priorities are embedded in strategic plan, https://www.lrcc.edu/about/institutional-information/strategic-plan/
		Stored internally, financial targets are also embedded in LRCC & CCSNH Strategic Plans
		Previous plans are stored internally, technology plans are now created at the system level
		Created 2023-2024, stored internally.
		Led by the Foundation for CCSNH, https://givenhcc.org/

Plans for major units (e.g., departments, library)*

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
Program review schedule (e.g., every 5 years)

Website location
Program Review Form & Follow-Up (internal)
Every 4 years

*Insert additional rows, as appropriate.

**Standard 3: Organization and Governance
(Board and Internal Governance)**

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity

Website location of documentation of relationship

Community College System of New Hampshire
https://www.ccsnh.edu/about-ccsnh/

Governing Board

By-laws

Board members' names and affiliations

Website location
https://www.ccsnh.edu/wp-content/uploads/2019/09/Board-Policy-100-Bylaws-06-03-
https://www.ccsnh.edu/board-of-trustees/

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY20)	(FY 21)	(FY 22)
<div style="display: flex; align-items: center;"> <div style="background-color: red; color: white; padding: 2px; margin-right: 5px;">v</div> <div style="margin-right: 5px;">v</div> <div style="margin-right: 5px;">v</div> <div style="margin-right: 5px;">v</div> <div style="margin-right: 5px;">v</div> <div style="margin-right: 5px;">v</div> </div> Main campus	Laconia, NH USA	8/1/1967	519	502	494
Other principal campuses	N/A				
Branch campuses (US)	N/A				
Other instructional locations (US)	N/A				
Branch campuses (overseas)	N/A				
Other instructional locations (overseas)	N/A				

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY20)	(FY 21)	(FY 22)
Distance Learning Programs					
Programs 50-99% on-line	*		*	*	*
Programs 100% on-line	1		*	*	*
<div style="display: flex; align-items: center;"> <div style="background-color: red; color: white; padding: 2px; margin-right: 5px;">v</div> Correspondence Education </div>	N/A				
Low-Residency Programs	N/A				
Competency-based Programs	N/A				
Dual Enrollment Programs	Running Start, Early College, Estart	See Below	714	839	983
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

* Our redesigned CIS program is now offered 100% online, and other programs can be completed between 50-99% online, though they are not marketed as online programs. Program online enrollment is not available, but overall distance ed enrollment for degree seeking students can be found in Standard 4.
Dual Enrollment Initiated Dates: Running Start: Fall 1999 Early College: Fall 2015 Estart: Fall 2015.

**Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	136	N/A	N/A	N/A	N/A	N/A	N/A	136
Main Campus PT	153	N/A	N/A	N/A	N/A	N/A	N/A	153
Other Principal Campus FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Other Principal Campus PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Branch campuses FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Branch campuses PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Other Locations FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Other Locations PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Overseas Locations FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Overseas Locations PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Distance education FT	35	N/A	N/A	N/A	N/A	N/A	N/A	35
Distance education PT	81	N/A	N/A	N/A	N/A	N/A	N/A	81
Correspondence FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Correspondence PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Low-Residency FT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Low-Residency PT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Unduplicated Headcount Total	405	0	0	0	0	0	0	405
Total FTE								314.13
Enter FTE definition:	Total Credits/12							
Degrees Awarded, Most Recent Year	112							112

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

LRCC also has course labeled as Flex courses. These courses students can take the course online, in person or via Zoom. We do not require students to report their modality. The enrollment for these courses are as follows: Associate Degree FT: 23 PT 11

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	17	0	0	17	136	153
Main Campus PT	21	14		35	153	188
Other Principal Campus FT	N/A	N/A	N/A	0		0
Other Principal Campus PT	N/A	N/A	N/A	0		0
Branch campuses FT	N/A	N/A	N/A	0		0
Branch campuses PT	N/A	N/A	N/A	0		0
Other Locations FT	N/A	N/A	N/A	0		0
Other Locations PT	N/A	N/A	N/A	0		0
Overseas Locations FT	N/A	N/A	N/A	0		0
Overseas Locations FT	N/A	N/A	N/A	0		0
Distance education FT	1	N/A	N/A	1	35	36
Distance education PT	12	N/A	N/A	12	81	93
Correspondence FT	N/A	N/A	N/A	0		0
Correspondence PT	N/A	N/A	N/A	0		0
Low-Residency FT	N/A	N/A	N/A	0		0
Low-Residency PT	N/A	N/A	N/A	0		0
Unduplicated Headcount Total	51	14	0	65	405	470
Total FTE	35.80	10.00		46		45.80
Enter FTE definition:	Total Credits/12					
Certificates Awarded, Most Recent Year						

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

LRCC also has course labeled as Flex courses. These courses students can take the course online, in person or via Zoom. We do not require students to report their modality. The enrollment for these courses are as follows: Certificate FT: 8 PT 6. Visiting Students: Students not enrolled in a program. Distance Education data are students that have been able to enroll in all online classes.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)

	3 Years Prior (Fall 19)	2 Years Prior (Fall 20)	1 Year Prior (Fall 21)	Current Year (Fall 22)	Next Year Forward (goal) (Fall 23)
For Fall Term, as of Census Date					
Certificate	23	24	44	64	*
Associate	552	513	482	439	*
Baccalaureate	N/A	N/A	N/A	N/A	N/A
Total Undergraduate	575	537	526	503	0

Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)

	3 Years Prior (Fall 2)	2 Years Prior (Fall 2)	1 Year Prior (Fall 2)	Current Year (Fall 2)	Next Year Forward (goal) (Fall 2)
For Fall Term, as of Census Date					
Master's	N/A	N/A	N/A	N/A	N/A
Doctorate	N/A	N/A	N/A	N/A	N/A
First Professional	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total Graduate	0	0	0	0	0

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior (Fall 19)	2 Years Prior (Fall 20)	1 Year Prior (Fall 21)	Current Year (Fall 22)	Next Year Forward (goal) (Fall 23)
Undergraduate	6110	5440	5116	5076	5177
Graduate	N/A	N/A	N/A	N/A	N/A
Total	6,110	5,440	5,116	5,076	5,177

Standard 4: The Academic Program
(Information Literacy sessions)

Main campus					
Sessions embedded in a class	**	**	16	21	21
Free-standing sessions	**	**	**	**	**
Branch/other locations					
Sessions embedded in a class	N/A	N/A	N/A	N/A	N/A
Free-standing sessions	N/A	N/A	N/A	N/A	N/A
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

*We do not differentiate between certificate and associate degree students in our enrollment projections. ** LRCC's Librarian began collecting data for course-based information literacy sessions in 2021-2022, this number represents the number of courses the librarian was electronically embedded in, and the number of database and research talks that were given in courses, including the college essentials course.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 19)	2 Years Prior (FY 20)	1 Year Prior (FY 21)	Current Year (FY 22)	Goal (specify year) (FY 23)
Freshmen - Undergraduate	?				
Completed Applications	416	412	364	466	400
Applications Accepted	416	410	364	466	400
Applicants Enrolled	189	162	144	196	211
% Accepted of Applied	100.00%	99.50%	100.00%	100.00%	100.0%
% Enrolled of Accepted	45.40%	39.50%	39.60%	42.10%	52.8%
Percent Change Year over Year					
Completed Applications	na	-1.00%	-11.70%	28.00%	-14.2%
Applications Accepted	na	-1.40%	-11.20%	28.00%	-14.2%
Applicants Enrolled	na	-14.30%	-11.10%	36.10%	7.7%
Average of statistical indicator of aptitude of enrollees: (define below)	?				
Transfers - Undergraduate	?				
Completed Applications	164	177	180	136	100
Applications Accepted	164	169	162	136	90
Applications Enrolled	88	80	70	63	36
% Accepted of Applied	100.00%	95.50%	90.00%	100.00%	90.0%
% Enrolled of Accepted	53.70%	47.30%	43.20%	46.30%	40.0%
Master's Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

**Standard 5: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
UNDERGRADUATE						
First Year	Full-Time Headcount	92	61	56	151	138
	Part-Time Headcount	82	103	123	150	109
	Total Headcount	174	164	179	301	247
	Total FTE	188	150	105	213	138
Second Year	Full-Time Headcount	198	205	139	67	113
	Part-Time Headcount	188	150	184	126	170
	Total Headcount	386	355	323	193	283
	Total FTE	273	240	222	119	113
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	290	266	195	218	251
	Part-Time Headcount	270	253	307	276	279
	Total Headcount	560	519	502	494	530
	Total FTE	461	390	327	332	251
	% Change FTE Undergraduate	na	-15.6%	-16.1%	1.6%	-24.4%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	560	519	502	494	530
	Grand Total FTE	461	390	327	332	251
	% Change Grand Total FTE	na	-15.6%	-16.1%	1.6%	-24.4%

Please enter any explanatory notes in the box below

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?

--

Three-year Cohort Default Rate
 Three-year Loan repayment rate
 (from College Scorecard)

(FY 2017)	(FY 2018)	(FY 2019)
14.7	11	1.6
43.1	49.3	51.2

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2)

Student Financial Aid

Total Federal Aid
 Grants
 Loans
 Work Study
 Total State Aid
 Total Institutional Aid
 Grants
 Loans
 Total Private Aid
 Grants
 Loans

\$3,223,021	\$2,550,922	\$2,218,052	\$1,112,063	
\$959,613	\$865,568	\$783,126	\$430,395	
\$2,229,342	\$1,685,187	\$1,432,388	\$679,492	
\$34,066	\$167	\$2,538	\$2,176	
\$260,533	\$250,478	\$287,222	\$176,250	
\$9,425	\$6,905	\$6,675	\$6,125	
\$9,425	\$6,905	\$6,675	\$6,125	
\$0	\$0	\$0	\$0	
\$385,028	\$261,122	\$154,205	\$135,744	
\$68,955	\$57,836	\$23,744	\$76,394	
\$316,073	\$203,286	\$130,461	\$59,350	

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	72%	61%	56%	0%	0%
Graduates	0%	0%	0%	0%	0%
First professional students	0%	0%	0%	0%	0%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$14,511	\$11,726	\$8,373	\$0	\$0
Graduates	\$0	\$0	\$0	\$0	\$0
First professional students	\$0	\$0	\$0	\$0	\$0

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students					
First professional students					

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language				
English (reading, writing, communication skills)				
Math				
Other				

Please enter any explanatory notes in the box below

3 Year Loan Repayment rate is for years 14/15, 15/16, and 16/17. Those are the most recent rates available.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 19)	(FY 20)	(FY 21)	(FY 22)

? Number of Faculty by category

Full-time	23	24	23	25
Part-time	0	0	0	
Adjunct	102	53	65	61
Clinical	0	0	0	
Research	0	0	0	
Visiting	0	0	0	
Other; specify below:				
Total	125	77	88	86

Percentage of Courses taught by full-time faculty

	45.00%	51.00%	49.00%	51.00%
--	--------	--------	--------	--------

? Number of Faculty by rank, if applicable

Professor	13	11	7	5
Associate	2	6	10	14
Assistant	6	4	4	4
Instructor	2	2	2	2
Other; specify below:				
Total	23	23	23	25

? Number of Academic Staff by category

Librarians	1	1	1	1
Advisors	23	23	23	25
Instructional Designers				
Other; specify below:				
Total	24	24	24	26

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 19)		(FY 20)		(FY 21)		(FY 22)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

				1			
				2		3	
1						1	
1						1	
	0		1		5		8
2	0	0	1	3	5	5	8

Number of Faculty in Tenured Positions

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

0	0	0	0	0	0	0	0

Number of Faculty Departing

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

						1	
				1			
1				1			
	35		25		36		22
1	35	0	25	2	36	1	22

Number of Faculty Retiring

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

1				1		1	
1							
2	0	0	0	1	0	1	0

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY19)			(FY 20)			(FY 21)			(FY 22)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	23	102	125	24	53	77	23	65	88	25	107	132
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	1		1	1		1	1		1	1		1
Library Technicians	1		1			0			0			0
Archivists, Curators, Museum staff			0			0			0	0		0
Student and Academic Affairs	20	24	44	10	23	33	10	28	38	11	36	47
Management Occupations	3		3	3		3	3		3	3		3
Business and Financial Operations	4		4	3		3	4		4	4		4
Computer, Engineering and Science	1	1	2	1	1	2	2		2	2		2
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media			0			0			0			0
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	4	5	9	4	6	10	4	8	12	5	8	13
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	3	2	5	4	2	6	4	2	6	3	2	5
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Transportation, Material Moving			0			0			0			0
Total	60	134	194	50	85	135	51	103	154	54	153	207

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Most Recent Year FY 2022	Percent Change yrs-1 yr prior	2 1 yr-most recent
ASSETS (in 000s)					
☐ Cash and Short Term Investments	\$3,734,081	\$4,364,604	\$5,818,913	16.9%	33.3%
☐ Cash held by State Treasurer	\$34,208	\$58,186	\$2,887	70.1%	-95.0%
☐ Deposits held by State Treasurer	\$0	\$0	\$0		
☐ Accounts Receivable, Net	\$215,788	\$994,074	\$599,885	360.7%	-39.7%
☐ Contributions Receivable, Net	\$122,424	\$113,594	\$108,824	-7.2%	-4.2%
☐ Inventory and Prepaid Expenses	\$0	\$0	\$0	-	-
☐ Long-Term Investments	\$1,407,735	\$1,822,221	\$1,650,996	29.4%	-9.4%
☐ Loans to Students	\$12,744	\$6,464	\$3,374	-49.3%	-47.8%
☐ Funds held under bond agreement	\$0	\$0	\$0	-	-
☐ Property, plants, and equipment, net	\$14,326,067	\$14,224,789	\$14,419,469	-0.7%	1.4%
☐ Other Assets	\$760,170	\$2,278,908	\$3,132,960	199.8%	37.5%
Total Assets	\$20,613,217	\$23,862,840	\$25,737,308	15.8%	7.9%
LIABILITIES (in 000s)					
☐ Accounts payable and accrued liabilities	\$543,273	\$511,897	\$1,312,300	-5.8%	156.4%
☐ Deferred revenue & refundable advances	\$216,354	\$269,682	\$220,687	24.6%	-18.2%
☐ Due to state	\$0	\$0	\$0	-	-
☐ Due to affiliates	\$0	\$0	\$0	-	-
☐ Annuity and life income obligations	\$0	\$0	\$0	-	-
☐ Amounts held on behalf of others	\$0	\$0	\$0	-	-
☐ Long-term investments	\$0	\$0	\$0	-	-
☐ Refundable government advances	\$20,807	\$13,916	\$4,700	-33.1%	-66.2%
☐ Other long-term liabilities	\$13,208,690	\$13,812,593	\$12,356,486	4.6%	-10.5%
Total Liabilities	\$13,989,124	\$14,608,088	\$13,894,173	4.4%	-4.9%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	(\$9,031,729)	(\$6,768,737)	(\$3,897,111)	-25.1%	-42.4%
☐ Foundation					
Total	(\$9,031,729)	(\$6,768,737)	(\$3,897,111)	-25.1%	-42.4%
Temporarily restricted net assets					
Institutional	\$14,243,218	\$14,196,477	\$14,084,356	-0.3%	-0.8%
☐ Foundation				-	-
Total	\$14,243,218	\$14,196,477	\$14,084,356	-0.3%	-0.8%
Permanently restricted net assets					
Institutional	\$1,412,604	\$1,827,012	\$1,655,890	29.3%	-9.4%

P	Foundation				-	-
	Total	\$1,412,604	\$1,827,012	\$1,655,890	29.3%	-9.4%
	Total Net Assets	\$6,624,093	\$9,254,752	\$11,843,135	39.7%	28.0%
	TOTAL LIABILITIES and NET ASSETS	\$20,613,217	\$23,862,840	\$25,737,308	15.8%	7.9%

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources
(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (6 /30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
OPERATING REVENUES (in 000s)					
Ⓟ Tuition and fees	\$3,936,732	\$3,446,227	\$3,408,166	\$3,704,774	\$3,778,870
Ⓟ Room and board	\$0	\$0	\$0	\$0	\$0
Ⓟ Less: Financial aid	-\$136,760	-\$132,204	-\$109,994	-\$131,185	-\$115,000
Net student fees	\$3,799,972	\$3,314,023	\$3,298,172	\$3,573,589	\$3,663,870
Ⓟ Government grants and contracts	\$246,341	\$356,556	\$215,490	\$215,490	\$215,490
Ⓟ Private gifts, grants and contracts	\$35,968	\$11,458	\$17,902	\$17,902	\$17,902
Ⓟ Other auxiliary enterprises	\$686,168	\$429,834	\$542,074	\$589,364	\$600,000
Endowment income used in operations	\$0	\$0			
Ⓟ Other revenue (specify):	\$169,859	\$169,247	\$200,206	\$200,206	\$200,206
Other revenue (specify):	\$0	\$0	\$0	\$0	\$0
Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0
Total Operating Revenues	\$4,938,308	\$4,281,118	\$4,273,844	\$4,596,550	\$4,697,468
OPERATING EXPENSES (in 000s)					
Ⓟ Instruction	\$4,182,109	\$4,841,307	\$4,246,714	\$4,416,582	\$4,735,911
Ⓟ Research	\$4,732	\$4,944	\$5,567	\$5,790	\$6,080
Ⓟ Public Service	\$10,682	\$3,756	\$7,277	\$7,568	\$7,946
Ⓟ Academic Support	\$828,068	\$874,293	\$690,708	\$718,337	\$754,254
Ⓟ Student Services	\$862,624	\$811,346	\$996,732	\$1,036,601	\$1,088,431
Ⓟ Institutional Support	\$1,616,389	\$2,317,143	\$3,940,333	\$4,097,947	\$4,302,844
Fundraising and alumni relations	\$0	\$0	\$0	\$0	\$0
Ⓟ Operation, maintenance of plant (if not allocated)	\$1,621,493	\$698,487	\$1,573,177	\$1,636,105	\$2,017,910
Ⓟ Scholarships and fellowships (cash refunded by public institution)	\$1,461,453	\$1,660,483	\$2,017,542	\$2,098,243	\$2,394,656
Ⓟ Auxiliary enterprises	\$751,273	\$635,782	\$354,790	\$368,982	\$387,431
Ⓟ Depreciation (if not allocated)	\$0	\$0			\$0
Ⓟ Other expenses (specify):	\$34,291	\$604,020	-\$2,122,606	\$604,020	\$604,020
Other expenses (specify):					\$0
Total operating expenditures	\$11,373,114	\$12,451,561	\$11,710,235	\$14,990,175	\$16,299,482
Change in net assets from operations	-\$6,434,806	-\$8,170,443	-\$7,436,391	-\$10,393,624	-\$11,602,015
NON OPERATING REVENUES (in 000s)					
Ⓟ State appropriations (net)	\$6,767,003	\$6,961,329	\$7,344,147	\$7,375,683	\$7,752,775
Ⓟ Investment return	\$82,434	\$451,737	-\$412,703	\$152,579	\$152,579
Ⓟ Interest expense (public institutions)	\$0	\$0		\$0	\$0
Gifts, bequests and contributions not used in operations	\$47,854	\$52,592		\$0	\$0
Ⓟ Other (specify): Federal nonoperating grants	\$1,193,826	\$2,805,389	\$2,917,741	\$2,917,741	\$3,207,741
Other (specify): State nonoperating grants	\$209,058	\$190,343	\$178,384	\$178,384	\$178,384
Other (specify): Gifts & Local nonoperating grants & other	\$10,715	\$23,161	\$93,156	\$93,156	\$93,156
Net non-operating revenues	\$8,310,890	\$10,484,551	\$10,120,725	\$10,717,543	\$11,384,635
Income before other revenues, expenses, gains, or losses	\$1,876,084	\$2,314,108	\$2,684,334	\$323,919	-\$217,380
Ⓟ Capital appropriations (public institutions)	\$574,801	\$275,838	\$1,361	\$0	\$300,000
Ⓟ Other (specify): Additions to permanent endowments	\$108,622	\$40,713	\$140,598	\$96,644	\$96,644
TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,559,507	\$2,630,659	\$2,826,293	\$420,563	\$179,265

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6 / 30)		3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
	Long-term Debt					
	Beginning balance	\$141,887	\$82,850	\$28,312	\$826,767	\$515,841
	Additions	\$0	\$0	\$1,371,049	\$0	\$0
	Reductions	(\$59,037)	(\$54,538)	(\$572,594)	(\$310,926)	(\$286,297)
	Ending balance	\$82,850	\$28,312	\$826,767	\$515,841	\$229,544
	Interest paid during fiscal year	\$7,450	\$3,369	\$3,432	\$3,432	\$3,432
	Current Portion	\$54,538	\$13,753	\$310,926	\$286,297	\$286,297
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	30.27	135.15	8.54	1.12	-0.75
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.01	0.00	0.07	0.04	0.02
	Debt to Assets Ratio Long-term Debt / Total Assets	0.00	0.00	0.03	0.02	0.01

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Bonds issued through the State of NH, not directly to LRCC (CCSNH). College is provided with schedules for repayment to the State. The State can refinance at any time. FY22 additions related to GASB 87 lease accounting. LRCC currently leases apartments for student housing.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

LRCC does not have any lines of credit.

Future borrowing plans (please describe).

No future borrowing plans at this time.

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (6 / 30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
NET ASSETS					
Net assets beginning of year	\$4,064,586	\$6,624,093	\$9,254,896	\$11,843,135	\$12,263,698
Total increase/decrease in net assets	\$2,559,507	\$2,630,659	\$2,588,239	\$420,563	\$179,265
Net assets end of year	\$6,624,093	\$9,254,752	\$11,843,135	\$12,263,698	\$12,442,963
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$136,760	\$132,202	\$109,994	\$131,185	\$115,000
Federal, state and private grants	\$1,413,599	\$1,607,893	\$1,925,394	\$1,963,902	\$2,284,680
Restricted funds	\$47,854	\$52,592	\$92,148	\$92,148	\$92,148
Total	\$1,598,213	\$1,792,687	\$2,127,536	\$2,187,235	\$2,491,828
% Discount of tuition and fees	3.5%	3.8%	3.2%	3.5%	3.0%
% Unrestricted discount					
Net Tuition Revenue per FTE	\$6,387	\$6,398	\$6,306	\$6,569	\$6,602
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	n/a	n/a	n/a	n/a	n/a
Please indicate your institution's endowment spending policy:					
Please enter any explanatory notes in the box below.					

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (6 / 30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$1,822,875	\$3,734,081	\$4,364,604	\$5,819,213	\$6,225,217
Cash Flow from Operating Activities	\$2,017,082	\$666,159	\$1,900,656	\$267,984	\$26,686
Cash Flow from Investing Activities	(\$48,937)	\$18,902	(\$432,294)	\$152,579	\$152,579
Cash Flow from Financing Activities	(\$56,939)	(\$54,538)	(\$13,753)	(\$14,559)	(\$14,559)
Cash and Cash Equivalents end of year	\$3,734,081	\$4,364,604	\$5,819,213	\$6,225,217	\$6,389,923
LIQUIDITY RATIOS					
Current Assets	\$4,096,074	\$5,553,990	\$6,638,314	\$7,044,318	\$7,209,024
Current Liabilities	\$759,627	\$781,579	\$1,532,987	\$1,532,987	\$1,532,987
Current Ratio	5.39	7.11	4.33	4.60	4.70
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	119.84	127.94	181.38	151.58	143.09
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority:					
No					
Please enter any explanatory notes in the box below.					
LRCC cash flow managed by the CCSNH Controller's Office					

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY2020)	(FY 2021)	(FY 2022)	(FY 23)
IPEDS <u>Retention</u> Data					
Associate degree students	62%	63%	52%	52%	52%
Bachelors degree students					
? IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students	31%	41%	38%	37%	37%
Bachelors degree students					
? IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years	32%	31%	30%	35%	35%
Awarded a degree within eight years	32%	31%	30%	35%	35%
Not awarded within eight years but still enrolled	1%	1%	0%	0%	0%
First-time, part-time students					
Awarded a degree within six years	12%	22%	15%	23%	23%
Awarded a degree within eight years	14%	26%	17%	24%	24%
Not awarded within eight years but still enrolled	4%	1%	3%	0%	0%
Non-first-time, full-time students					
Awarded a degree within six years	45%	48%	46%	54%	54%
Awarded a degree within eight years	46%	48%	47%	54%	54%
Not awarded within eight years but still enrolled	1%	1%	0%	0%	0%
Non-first-time, part-time students					
Awarded a degree within six years	22%	29%	23%	20%	20%
Awarded a degree within eight years	25%	31%	23%	21%	21%
Not awarded within eight years but still enrolled	5%	1%	0%	0%	0%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

**Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)**

Category of Student/Outcome Measure	Bachelor Cohort Entering		LRCC	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students			(N=437)	(N=256)
Degree from original institution			45%	33%
Not graduated, still enrolled at original institution			1%	9%
Degree from a different institution			7%	4%
Transferred to a different institution			11%	15%
Not graduated, never transferred, no longer enrolled			37%	39%
First-time, Part-time Students				
Degree from original institution			30%	16%
Not graduated, still enrolled at original institution			7%	8%
Degree from a different institution			5%	3%
Transferred to a different institution			14%	8%
Not graduated, never transferred, no longer enrolled			43%	65%
Non-first-time, Full-time Students				
Degree from original institution			41%	35%
Not graduated, still enrolled at original institution			0%	10%
Degree from a different institution			15%	6%
Transferred to a different institution			25%	19%
Not graduated, never transferred, no longer enrolled			20%	29%
Non-first-time, Part-time Students				
Degree from original institution			36%	22%
Not graduated, still enrolled at original institution			3%	8%
Degree from a different institution			11%	2%
Transferred to a different institution			27%	18%
Not graduated, never transferred, no longer enrolled			23%	49%

Measures of Student Achievement and Success/Institutional Performance and Goals						
Highest Degree Earned by LRCC Students at any Institution (including LRCC)						
1			Associate's	AAS	21	20
				AA	24	9
				AS	103	36
2			Bachelor's		30	7
3			Master's		4	0
4						

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1						
2						
3						
4						

Definition and Methodology Explanations

1	Success of students pursuing higher degrees: Degrees earned by LRCC students at any institution including LRCC.
2	

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

? State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								

? National Licensure Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 NCLEX	15	15	15	15	13	13	17	4 (1st attempt)
2							*remaining 3 passed on 2nd attempt	
3								
4								
5								

? Job Placement Rates									
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1									
2									
3									
4									
5									

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2019)	FY2020	FY 2021	FY 2022	(FY 2023)

? Completion Rates				
1	LNA State Licensure Examination	100%	100%	100%
2				
3				
4				
5				

? Placement Rates				
1				
2				
3				
4				
5				

Please enter any explanatory notes in the box below

**Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 19)	(FY20)	(FY 21)	(FY 22)	(FY 23)

? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time	N/A	N/A	N/A	N/A	N/A
Average time to degree	N/A	N/A	N/A	N/A	N/A
Other measures, specify:					

? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time	N/A	N/A	N/A	N/A	N/A
Average time to degree	N/A	N/A	N/A	N/A	N/A
Other measures, specify:					

? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time	N/A	N/A	N/A	N/A	N/A
Average time to degree	N/A	N/A	N/A	N/A	N/A
Other measures, specify:					

Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates	N/A	N/A	N/A	N/A	
Graduation rates	N/A	N/A	N/A	N/A	
Other measures, specify:					

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	N/A	N/A	N/A	N/A	N/A
Retention rates	N/A	N/A	N/A	N/A	N/A
Graduation rates	N/A	N/A	N/A	N/A	N/A
Other measures, specify:					

Definition and Methodology Explanations					
1	There are not enough students enrolled in online programs only to calculate reliable retention or graduation rates.				
2					
3					
4					
5					

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

iv	Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
	Academic honesty		https://catalog.lrcc.edu/academic-honesty	Academic and Student Affairs
	Intellectual property rights		https://www.ccsnh.edu/copyright-and-intellectua	CCSNH-Collective Bargaining
	Conflict of interest		https://www.ccsnh.edu/wp-content/uploads/202	CCSNH System Office (321.07)
	Privacy rights		https://www.ccsnh.edu/wp-content/uploads/202	CCSNH System Office (562.06)
	Fairness for students		https://www.lrcc.edu/wp-content/uploads/2023/C	Academic and Student Affairs
	Fairness for faculty		https://catalog.lrcc.edu/academic-honesty	Academic and Student Affairs
	Fairness for staff		https://catalog.lrcc.edu/academic-honesty	Academic and Student Affairs
	Academic freedom		https://www.lrcc.edu/wp-content/uploads/2023/C	Academic and Student Affairs
	Research		N/A	
	Title IX		https://www.lrcc.edu/about/title-ix/	Academic and Student Affairs
	Other; specify			

Non-discrimination policies				
	Recruitment and admissions		https://www.lrcc.edu/wp-content/uploads/2023/C	Admissions
	Employment		https://www.lrcc.edu/about/employment-opportu	Human Resources
	Evaluation			
	Disciplinary action		https://www.lrcc.edu/wp-content/uploads/2023/07/2023-2024-Student-	Academic and Student Affairs
	Advancement		N/A	
	Other; specify			

Resolution of grievances				
	Students		https://www.lrcc.edu/wp-content/uploads/2023/07/2023-2024-Student-Internal-Site-CCSNH	Academic and Student Affairs
	Faculty		Internal Site-CCSNH	Human Resources
	Staff		Internal Site-CCSNH	Human Resources
	Other; specify			

v	Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	Inquiries can be made to the lrccinfo email located at the bottom of the LRCC webpage
Notice of availability of publications and of audited financial statement or fair summary	https://www.ccsnh.edu/about-ccsnh/financials-and-reports/
Processes for admissions	https://www.lrcc.edu/lrcc-admissions/
Processes for employment	https://www.lrcc.edu/about/employment-opportunities/
Processes for grading	https://catalog.lrcc.edu/explanation-of-grades
Processes for assessment	https://www.ccsnh.edu/wp-content/uploads/2023/03/System-Policies-600-Academic-03-10-22.pdf (630.01)
Processes for student discipline	https://www.lrcc.edu/wp-content/uploads/2023/07/2023-2024-Student-Handbook-FINAL-1.pdf
Processes for consideration of complaints and appeals	Consumer Information

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	https://www.lrcc.edu/programs/course-catalogs/
Obligations and responsibilities of students and the institution	https://www.lrcc.edu/about/institutional-information/consumer-information-disclosures/
Information on admission and attendance	https://www.lrcc.edu/lrcc-admissions/
Institutional mission and objectives	https://www.lrcc.edu/about/about-lrcc/
Expected educational outcomes	https://catalog.lrcc.edu/academic-philosophy
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.lrcc.edu/about/about-lrcc/
Requirements, procedures and policies re: admissions	https://www.lrcc.edu/wp-content/uploads/2023/07/2023-2024-Student-Handbook-FINAL-1.pdf
Requirements, procedures and policies re: transfer credit	https://catalog.lrcc.edu/transfer-credit
A list of institutions with which the institution has an articulation agreement	https://catalog.lrcc.edu/high-school-and-college-articulations
Student fees, charges and refund policies	https://catalog.lrcc.edu/tuition-refund-policy
Rules and regulations for student conduct	https://www.lrcc.edu/wp-content/uploads/2023/07/2023-2024-Student-Handbook-FINAL-1.pdf
Procedures for student appeals and complaints	https://www.lrcc.edu/wp-content/uploads/2023/07/2023-2024-Student-Handbook-FINAL-1.pdf
Other information re: attending or withdrawing from the institution	https://catalog.lrcc.edu/dropping-a-course
Academic programs	https://catalog.lrcc.edu/degrees
Courses currently offered	https://www.lrcc.edu/programs/course-schedules/
Other available educational opportunities	https://catalog.lrcc.edu/
Other academic policies and procedures	https://catalog.lrcc.edu/
Requirements for degrees and other forms of academic recognition	https://catalog.lrcc.edu/graduation-requirements
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalog.lrcc.edu
Names and positions of administrative officers	https://catalog.lrcc.edu/lakes-region-community-college-administration
Names, principal affiliations of governing board members	https://www.lrcc.edu/college-advisory-board/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A
Programs, courses, services, and personnel not available in any given academic year.	N/A
Size and characteristics of the student body	https://www.lrcc.edu/about/about-lrcc/
Description of the campus setting	https://www.lrcc.edu/about/about-lrcc/
Availability of academic and other support services	https://www.lrcc.edu/student-resources/student-support/
Range of co-curricular and non-academic opportunities available to students	https://www.lrcc.edu/student-resources/student-life-at-lrcc/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.lrcc.edu/student-resources/student-support/
Institutional goals for students' education	https://catalog.lrcc.edu/definition-of-an-educated-person
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.lrcc.edu/about/about-lrcc/
Total cost of education and net price, including availability of financial aid and typical length of study	www.lrcc.edu/wp-content/uploads/2023/01/CCSNH-Student-Financial-Aid-Handbook-appr-12-15-22.pdf
Expected amount of student debt upon graduation and loan payment rates	www.lrcc.edu/wp-content/uploads/2023/01/CCSNH-Student-Financial-Aid-Handbook-appr-12-15-22.pdf
Statement about accreditation	https://www.lrcc.edu/about/institutional-information/accredited-college/

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	LRCC's Academic Philosophy and Definition of an Educated Person can be found in the LRCC Academic Catalog . Key parts of the Educated Person Definition: Human Relationships, Communication, Critical Thinking and Creative Problem Solving/Decision Making, Global and Diverse Perspective, Mathematical and	Students achieve this outcome through the general education program and major specific courses.	Course instructors interpret this evidence at the course level on a semester by semester basis.	N/A	N/A

	Scientific Processes, Information Literacy, Career-Based Technical Skills				
For general education if an undergraduate institution:	<p>General Education course requirements are published in the LRCC Academic Catalog. Students graduating from an AS or AAS program must earn at least 20 credits in general education courses, including at least 3 credits in the following areas:</p> <ul style="list-style-type: none"> • English Composition • Humanities/Fine Arts/Foreign Language • Quantitative Reasoning/Mathematic • Science • Social Sciences 	<p>Specific courses are identified for each general education category, course objectives align with relevant material in the identified category, and students are assessed based on whether or not they meet these outcomes.</p> <p>Common assessments are used when possible, i.e. the same essay assignment is used across all English composition sections.</p>	Course instructors interpret this evidence at the course level on a semester by semester basis.	Changes to course assessments are made based on student performance.	General education courses are evaluated when creating articulation agreements, like the block transfer program through Plymouth State University.
List each degree	Student Learning Outcomes can be found on the Accounting program webpage and in	Summative Course Assessments	Course instructors evaluate and grade summative course	Program outcomes were changed within the last NECHE review	2/2023

<p>program: Accounting (AS & Certificate)</p>	<p>the LRCC Academic Catalog.</p>	<p>Internship: BUS175L- Cooperative Education/Internshi p I (optional for students) Outside Credentials: students can get certified in Quickbooks.</p>	<p>assessments each semester. Internships are designed in conjunction with the department chair.</p>	<p>period. Feedback was solicited from the advisory board. Changes were made to scheduling based on student demand; program now offers flex courses.</p>	
<p>Advanced Manufacturin g (AS & Certificate)</p>	<p>Student Learning Outcomes can be found on the Advanced Manufacturing program webpage and in the LRCC Academic Catalog.</p>	<p>Summative Course Assessments: Final exams in most courses align with both course and program learning outcomes. Curriculum mapping led to identification of which course & assignment aligns with particular program learning outcomes.</p>	<p>Department chair and course instructors evaluate student performance on summative course assessments each semester.</p>	<p>If there are commonly missed questions/sections on summative assessments, course instructor/departm ent chair re- assesses course material and emphasizes certain sections or concepts in future iterations of the course. No other changes have been made to curriculum due to</p>	<p>5/2023</p>

				low program enrollment from 2020 onwards. Interest in the program appears to be rebounding, so changes will be re-assessed based on the results of a larger pool of students.	
Art (AA- Art Education Track & Studio Art Track)	Student Learning Outcomes can be found on the Art program webpages (Art Education and Studio Art) and in the LRCC Academic Catalog .	<p>Portfolio Review: Many Art courses have an end of semester portfolio review. Additionally, students must take ARTS266L: Portfolio their final semester.</p> <p>Course Assessments: Other course assessments, including exams, quizzes, and long/short</p>	Program Coordinator and course instructors assess student work and review student progress each semester.	An Art Education track was added to this degree program.	2/2023

		responses align with program learning outcomes.			
Automotive-General Motors ASEP-Automotive Service Education Program (AAS)	Student Learning Outcomes can be found on the General Motors ASEP program webpage and in the LRCC Academic Catalog .	<p>Outside Credentials: Students earn several manufacturer (GM) recognized training credentials.</p> <p>Employer Feedback: is regularly obtained through visits to student co-op sites.</p>	Department Chair and program faculty monitor course and training credential progress electronically by reviewing course progress through the GM Center of Learning, Canvas, & by reviewing Employer Feedback each semester.	The manufacturer makes changes to curriculum on an annual basis to align with current product and skill sets that they want technicians to obtain in a 2-year cycle.	5/2021
Automotive-Toyota/Lexus T-Ten (AAS)	Student Learning Outcomes can be found on the Toyota/Lexus T-Ten program webpage and in the LRCC Academic Catalog .	<p>Outside Credentials: The Toyota T-Ten program requires students to obtain 2 ASE certifications prior to graduation.</p> <p>Employer Feedback: is regularly obtained through visits to student co-op sites.</p>	Department Chair and program faculty monitor progress electronically by reviewing performance on course assessments and student completion of ASE certifications each semester.	Feedback from advisory board as well as employers during on-site visits during co-op portion can lead to curricular changes, ex: discussing adding a hybrid/electric course to T-Ten.	11/2022

			<p>Department chair and program faculty also receive employer feedback every 4-5 weeks.</p> <p>The program advisory board is also included in conversations about curriculum and changes.</p> <p>Feedback from Toyota: twice monthly metrics calls that cover recruitment, retention, and course progress.</p>		
Automotive Technology (AAS & certificates-Advanced Automotive, Basic Automotive)	Student Learning Outcomes can be found on the Automotive program webpage and in the LRCC Academic Catalog .	<p>Outside Credentials: Students are encouraged, but not required, to receive ASE certification.</p> <p>Curriculum is designed around ASE standards but</p>	Course outcomes and assessment are reviewed annually by the Department Chair and discussed with program faculty and advisory board.	Changes to tasks and assessments have been made to align with ASE Education Foundation standards updates, as well as, stay current with industry trends based on feedback	Fall 2023

		has not been reviewed and accredited.		from employers and industry partners.	
Business Management (AS & Certificate)	Student Learning Outcomes can be found on the Business Management program webpage and in the LRCC Academic Catalog .	<p>Summative Course Projects: Most courses have large-scale projects and are graded using rubrics to assess student learning.</p> <p>Internships: BUS175L- Cooperative Education/Internship I (optional for students)</p>	<p>Department chair completes syllabi review of course outcomes/content each semester.</p> <p>Course instructor evaluates summative assessments during each semester.</p> <p>Internship Supervisor: writes letter of performance/evaluation of student</p> <p>Advisory Board: provides feedback on larger curricular changes.</p> <p>-</p>	<p>Created flex courses for student convenience and to meet needs of low enrolled courses.</p> <p>Removed Pre-requisites from several courses to improve student accessibility to classes.</p> <p>Modifications in course scheduling to allow for better accessibility to classes</p> <p>Assignment Changes within courses to better match outcomes.</p>	2/2023

<p>Computer Information Systems (AS & Certificates-PC Applications, Programming , Technologist)</p>	<p>Student Learning Outcomes can be found on the Computer Information Systems program webpage and in the LRCC Academic Catalog.</p>	<p>Outside Certifications: many CIS courses use TestOut as a learning platform. If students successfully complete the TestOut assessments, it can lead to certifications in the field.</p> <p>Course Assessments: some courses offer pre and post course assessments and/or feature course assignments that are aligned with learning outcomes.</p>	<p>The Department Chair and Course Instructors review student progress within each course on a semester to semester basis.</p>	<p>Curricular Changes: the entire CIS program has been re-designed since the last NECHE review in order to meet current industry needs and student demand.</p> <p>Flex and Online Courses: designed to meet student scheduling needs.</p> <p>Course Changes: materials are adapted to better address commonly missed certification sections and/or assessment areas.</p>	<p>3/2023</p>
<p>Culinary Arts / Pastry Arts (AS & Certificate)</p>	<p>Student Learning Outcomes can be found on the Culinary Arts program webpage , the Pastry Arts program webpage, and in the LRCC Academic Catalog.</p>	<p>Course Assessments: Rubrics are used & specific assignments are aligned with</p>	<p>The department chair and course instructors interpret evidence each semester by evaluating course assessments,</p>	<p>Credits to graduate from program were reduced to 60.</p> <p>Curricular changes: adjustment to lab contact hours in</p>	<p>3/2023</p>

		<p>program level outcomes.</p> <p>Fieldwork/Internship: CULA232L- Culinary Co-op Education.</p> <p>Employer Feedback: CULA232L- Culinary Co-op Education.</p>	<p>fieldwork/internship, and employer feedback.</p>	<p>pastry arts to be in line with scheduled hour of the class.</p>	
<p>Early Childhood Education (AS & Certificates- Adv. Certificate in ECE, Associate Teacher Certificate, Lead Teacher Certificate)</p>	<p>Student Learning Outcomes can be found on the Early Childhood Education program webpage and in the LRCC Academic Catalog.</p>	<p>Practicum: ECE265L students complete a 130 hour practicum course.</p> <p>Final Portfolio</p> <p>Mentor Evaluation</p> <p>Summative Course Assessment: National Association for the Education of Young Children (NAEYC) Standards presentation</p>	<p>Course instructors evaluate student performance on summative course assessments each semester.</p>	<p>The program coordinator is in the process of revising courses. No other changes have been made to the program at this time.</p>	<p>To be completed Fall 2023</p>

<p>Electrical Power and Control Technologies (AAS & Certificate)</p>	<p>Student Learning Outcomes can be found on the Electrical Power and Control Technologies program webpage and in the LRCC Academic Catalog.</p>	<p>Summative Course Assessments: final exams correspond with both course and program learning outcomes. Curriculum mapping led to identification of which course & assignment aligns with particular program learning outcomes.</p> <p>Outside Certification: Students receive Occupational Safety and Health Administration’s (OSHA) 30-hour construction site safety certification for the Construction Industry and NFPA 70E training for safe electrical work protocols.</p>	<p>Program coordinator and/or course instructors evaluate student performance on summative course assessments each semester.</p> <p>A Master Electrician must sign off on certification to reduce apprenticeship hours based on lab time.</p>	<p>If there are commonly missed questions/sections, course instructor re-assesses course material and emphasizes certain sections or concepts in future iterations of the course.</p>	<p>5/2023</p>
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		<p>Lab/Practical Work Experience: students receive time off of their apprenticeship based on the hours that they spend in the lab (practical experience) setting.</p>			
Electrical Systems Installation and Maintenance (AAS & Certificate)	Student Learning Outcomes can be found on the Electrical Systems Installation and Maintenance program webpage and in the LRCC Academic Catalog .	<p>Summative Course Assessments: final exams correspond with both course and program learning outcomes. Curriculum mapping led to identification of which course & assignment aligns with particular program learning outcomes.</p> <p>Outside Certification: Students receive Occupational</p>	<p>Program coordinator and/or course instructors evaluate student performance on summative course assessments each semester.</p> <p>A Master Electrician must sign off on certification to reduce apprenticeship hours based on lab time.</p>	If there are commonly missed questions/sections course instructor/program coordinator re-assesses course material and emphasizes certain sections or concepts in future iterations of the course.	5/2023

		<p>Safety and Health Administration's (OSHA) 30-hour construction site safety certification for the Construction Industry and NFPA 70E training for safe electrical work protocols.</p> <p>Lab/Practical Work Experience: students receive time off of their apprenticeship based on the hours that they spend in the lab (practical experience) setting.</p>			
Electro-Mechanical Technologies (AS & Certificate: Machine Maintenance Technician)	Student Learning Outcomes can be found on the Electro-Mechanical Technologies program webpage and in the LRCC Academic Catalog .	<p>Summative Course Assessments: Final exams in most courses align with both course and program learning outcomes. Curriculum mapping led to</p>	Department chair and course instructors evaluate student performance on summative course assessments each semester.	If there are commonly missed questions/sections on summative assessments, course instructor/department chair re-assesses course	5/2023

		<p>identification of which course & assignment aligns with particular program learning outcomes.</p>		<p>material and emphasizes certain sections or concepts in future iterations of the course.</p> <p>No other changes have been made to curriculum due to low program enrollment from 2020 onwards. Interest in the program appears to be rebounding, which can result in a larger sample of students and a more comprehensive assessment.</p>	
<p>Fire Science (AS & Certificate)</p>	<p>Student Learning Outcomes can be found on the Fire Science program webpage and in the LRCC Academic Catalog.</p>	<p>Outside Certification: Many students take a national certification exam but it is not tied to a course grade or program</p>	<p>Department Chair and course instructors review student progress on course assessments on a semester to semester basis.</p>	<p>Based on review of curriculum, program learning outcomes have been updated and realigned to meet courses and community needs</p>	<p>2/2023</p>

		<p>completion, due to exam timing.</p> <p>Summative Course Assessments: Exams and projects align with course and program learning outcomes.</p> <p>FESHE Recognition: an acknowledgement that a collegiate emergency services degree program meets the minimum standards of excellence established by FESHE professional development committees and the National Fire Academy.</p>	<p>Advisory Board provides feedback during meetings.</p>	<p>during the Fall 2022 semester.</p> <p>Curricular Changes: removed the educational methodology and advanced fire codes course from the electives list.</p> <p>Put the fire protection program on pause.</p>	
Graphic Design (AS &	Student Learning Outcomes can be found	Capstone Course: Students must take	Course Instructor and Department	Certain content areas are	3/2023

<p>Certificates-Advanced & Foundations)</p>	<p>on the Graphic Design program webpage and in the LRCC Academic Catalog.</p>	<p>the Graphic Design capstone course- GRA280L. They complete a project & submit a portfolio that is graded using a rubric.</p> <p>Course Assessments: final exams and projects align with both course and program learning objectives.</p>	<p>Chair review student performance each semester.</p>	<p>emphasized more in future iterations of the class depending on student performance each semester.</p>	
<p>Human Services (AS, AS w/ optional concentration in Gerontology, & Certificates: Developmental Disabilities, Gerontology, Human Services)</p>	<p>Student Learning Outcomes can be found on the Human Services program webpage and in the LRCC Academic Catalog.</p>	<p>Practicum Feedback: employers/supervisors provide student feedback to determine if students are meeting outcomes.</p>	<p>Course Instructors review practicum feedback and interpret evidence of student performance each semester.</p>	<p>No changes have been made due to program coordinator and course instructor turnover.</p>	<p>3/2023</p>

<p>Interdisciplinary Studies (AS) (formerly General Studies)</p>	<p>Student Learning Outcomes can be found on the Interdisciplinary Studies program webpage and in the LRCC Academic Catalog.</p>	<p>*Revised program as of 2022-23 Capstone Course: Program outcomes are embedded in the capstone course, but students have not yet taken this course.</p>	<p>Department chair/program faculty will review student progress on assessments within the capstone course once it is offered.</p>	<p>N/A- New Program</p>	<p>Revised program, will be reviewed in 2024 once first class graduates/capstone one is taught.</p>
<p>Liberal Arts (AS)</p>	<p>Student Learning Outcomes can be found on the Liberal Arts program webpage and in the LRCC Academic Catalog.</p>	<p>Summative assessments have been identified to determine if students are meeting course objectives.</p> <p>National Student Clearinghouse data is reviewed to determine transfer outcomes.</p>	<p>Course instructors interpret evidence each semester to determine whether students are meeting criteria on summative assessments.</p> <p>Department chair reviews syllabi to ensure objectives are listed and connected to assessments each semester.</p>	<p>Established Block Transfer agreement with Plymouth State University.</p> <p>Established Transfer Pathway with Colby-Sawyer College.</p> <p>Three new “special topics” courses created based on student interest and demand that align with program learning outcomes.</p> <p>Course scheduling has been re-</p>	<p>11/2022</p>

				<p>evaluated—courses streamlined to ensure adequate student enrollment, while also offering additional sections in high-demand areas.</p> <p>Increased dual enrollment course offerings to students through Running Start and eStart programs.</p>	
<p>Marine Maintenance (Certificate, AAS and Diagnostic Repair Certificate are on Pause as of May 2022)</p>	<p>Student Learning Outcomes can be found on the Marine Maintenance program webpage and in the LRCC Academic Catalog.</p>	<p>Internship: 200 hour contact at a dealer (required for AAS)</p> <p>Outside Certifications: Students earn a basic systems technician certification as part of curriculum</p>	<p>Program Coordinator & Internship Supervisor: evaluate students weekly and in an exit interview.</p> <p>Marine Advisory Committee: provide feedback based on their experiences working with students.</p>	<p>The AAS degree is currently not accepting new students. The certificate is still being offered with the goal of rebuilding the AAS program to be more conducive to seasonal needs of dealers and students, which is unique to the</p>	<p>7/2023</p>

		<p>through Mercury University.</p> <p>SP-2: safety training program- 2 certificates earned related to safe shop practices</p> <p>NC3-certs: certification on using a piece of electrical equipment (no longer part of program).</p> <p>Course Assessments: Mercury University online assessments are embedded within each topic.</p>	<p>NH Marine Trades Association: help guide curriculum and decision making based on what they are seeing in the field regarding student skills and industry needs.</p> <p>Course Instructors review course assessments during each semester.</p>	<p>marine industry in New England.</p> <p>Curricular Changes: annually review data and course materials to ensure that curriculum covers current models in order to meet industry standards.</p>	
Nursing (AS)	<p>Student Learning Outcomes can be found on the Nursing program webpage and in the LRCC Academic Catalog.</p>	<p>Course Assessments: All students must perform at a satisfactory level in each clinical portion of a course. This is assessed</p>	<p>Course Instructors and Department Chair review student progress at the end of each course by using a learning assessment tracking process: review each</p>	<p>Curricular Changes: From 1st semester onward, all students attend acute care clinical and give medications.</p>	2022 (ACEN review)

		<p>using a clinical evaluation tool.</p> <p>Course Grade Benchmark: students must earn an 80% or higher in each nursing course.</p> <p>Outside Certification: NCLEX- RN Licensure Pass Rate</p>	<p>program learning outcome and look at evaluation methods used to assess them, then set a benchmark.</p> <p>Curriculum Evaluation Committee: meets regularly to evaluate data and make changes accordingly.</p> <p>Stakeholder Feedback: employer surveys & student surveys are regularly distributed.</p> <p>Advisory Committee: are consulted/informed of possible curricular changes.</p>	<p>Updated textbooks in key courses, including Med-Surg and Maternal Child.</p> <p>Working to revise additional aspects of curriculum for a 2025 implementation.</p> <p>Student Support: Implemented new program policies to improve follow-up with students who are not meeting the 80% benchmark. Expanded resources through ATI and incorporated them into the curriculum.</p>	
Paramedic (Certificate)	Student Learning Outcomes can be found on the Paramedic program	Outside Certification: Students can take the national	The Department Chair and lead instructor for Paramedic certificate	N/A- new program	Between August 2023- March 2024: In-person site visit from

	<p>webpage and in the LRCC Academic Catalog.</p> <p>*This is a new program that first enrolled students during Fall 2022.</p>	<p>paramedic exam through the National Registry of EMTs.</p> <p>*This is a new program as of Fall 2022, so students have not yet graduated or taken the national certification exam.</p>	<p>will review evidence once it is collected.</p>		<p>national accreditor.</p>
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**E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION**

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
General Motors Automotive Service Educational Program (GM ASEP) is accredited through the ASE Education Foundation (EF)	Last on-site visit occurred May 2021	No major issues were identified.	This accreditor looks at 5 standards that are required for renewal, with 2 additional optional ones.	May 2026
Toyota T-TEN Toyota Certification	Fall 2022 Next step, will be ASE EF certification. They have joined	No major issues were identified.	This accreditor looks at 11 areas, operations and	Next full review is in Fall 2027

	forces and are now using a quicker accreditation process.		each curricular area.	
<p>Nursing: Accreditation Commission for Education in Nursing</p> <p>NH State Board of Nursing</p>	Officially accredited on October 7 th , 2022.	<p>Areas Needing Development:</p> <p>Make sure that outcome data is shared with communities of interest (i.e. Program Advisory Committee)</p> <p>Ensure the nurse administrator has sufficient time and resources to complete responsibilities.</p> <p>Ensure the number of staff within nursing education is sufficient to support the nursing program (ie:</p>	<p>Licensure exam pass rate</p> <p>Program completion rate</p> <p>Job placement</p>	Next scheduled review: Spring 2030.

		administrative support, not faculty numbers) Clearer reporting of program outcome data.		
Paramedic: CAAHEP/CoAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions)	This is a new program that began Fall 2022. The program has received a Letter of Review, which is a status indicating that a program seeking initial accreditation has demonstrated sufficient compliance with the CAAHEP accreditation standards. It is expected that an accreditation review will occur during the 2023-2024 academic year.	N/A: New program pursuing accreditation	Maintain ongoing compliance with the CAAHEP standards & meet all administrative requirements specified in Appendix A of the CAAHEP Standards and Guidelines.	2023-2024 Academic Year

*Record results of key performance indicators in form 8.3 of the Data First Forms. Institutions selecting E1b should also include E1a.

