



RIVER VALLEY

Community College

NECHE

**INTERIM (5-YEAR) REPORT
SUBMITTED JANUARY 2023**

Prepared For The New England Commission of Higher Education

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Introduction & Process

In January 2022, River Valley Community College (RVCC) established the NECHE Interim (5-Year) Report Committee. The committee represented a cross-section of nineteen employees across multiple departments. Three members of the team, the Vice President (CAO), Associate Vice President (ALO), and Faculty Department Chair of Nursing, attended the NECHE Interim Report workshop on February 3, 2022. After that meeting, committee members were arranged into sub-committees and were charged with gathering information and drafting individual sections of the report. The first NECHE interim report meeting with the newly established team proceeded to review procedures, divide tasks, and set deadlines.

A discussion with NECHE's Vice President Gambino on June 7, 2022, gave context to the project and provided a platform for committee members to ask questions as they began their sections. Shared services, such as Veera Bridge, Banner, and Canvas were used to collect data that reflects an accurate and comprehensive evaluation of the College. Additionally, the Director of Institutional Research from the Community College System of New Hampshire was consulted to report on specific topics such as enrollment, trends, and demographics. Although some work took place in summer 2022, subcommittees began meeting in earnest at the beginning of the fall term. Full committee check-ins were held every few weeks to provide structure to work that was mostly taking place asynchronously using shared documents in OneDrive. Throughout this process, faculty were consulted and asked to provide information to reflect Student Learning Outcomes. By early October, editors began to fold the data into narrative form, ensuring a singular voice and data consistency. A draft was submitted to NECHE for a preliminary review on November 17, 2022, and the month of December was spent on final edits. This timeline allowed for a transparent and efficient process. Additionally, RVCC's collaborative approach ensured that the final report is equitable and reflects the efforts and voices of all members of the College.

NECHE Interim Report Team

College Leadership

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NECHE Committee Members

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Kim-Laura Boyle

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Institutional Overview

River Valley Community College is one of seven colleges within the Community College System of New Hampshire (THE CCSNH). The College was founded in 1968 as the New Hampshire Vocational Institute at Claremont. The College was originally established as a nursing and allied health institution. Since then, the College has been renamed River Valley Community College and has expanded program offerings that support local and national industry demands.

Today, the College offers 15 associate degree programs in arts, sciences, and applied sciences, as well as 17 certificates and other non-credit training programs for a range of occupations and interests. The College also offers non-credit workforce development certificates and Early College programs for high school students.

RVCC has three locations that are unique but provide the most consistent and equitable services possible. The main campus is in Claremont, New Hampshire with two additional academic centers in Keene and Lebanon. The Keene Academic Center, co-located at Keene State College, recently transitioned to a new building which is more centrally located on the campus. The move has increased space, programming, and support services for students.

River Valley Community College has three additional sites in which the Licensed Practical Nurse certificate program operates. Expanding rapidly across the state, our LPN program is offered at our academic centers in Keene and Lebanon as well as other THE CCSNH institutions. Beginning in Laconia in Spring 2021 and expanding to Littleton in Spring 2022, fifty-five students are expected to graduate from the program in December 2022. Initiated with support from the state legislature, in Spring 2023 RVCC plans to open a new cohort in Manchester, NH which will expand RVCC's LPN program to approximately eighty students.

RVCC has adopted a holistic approach to working with students due to the diverse population of non-traditional students. RVCC believes that if barriers can be minimized, students are more likely to be engaged, complete their programs, and go on to become successful members of the community. The following statistics represent RVCC students and the overall demographics of the community. The average age of the RVCC student population, excluding high school students enrolled in Early College, is 30. All three counties that encompass the RVCC catchment area are rural with an average household income of \$65,307, according to the United States Census Bureau. Cheshire and Grafton Counties have a poverty rate slightly over 9% whereas Sullivan County has a poverty rate of 11.7%. RVCC has a large population of working parents with 82.6% being women. Over 85% of RVCC students are eligible to receive financial aid. 89% received aid for the 2020-21 academic year. A majority, 81.8% of students, are part-time. In the academic year 2021-2022, RVCC served 1,743 credit students, 792 of which were Early College students. RVCC has kept the cost per credit rate at \$215

since 2018. Based on IPEDS and College Board data, RVCC net tuition (\$18,959) is 10% below the national average.

Between July 1, 2021, and June 30, 2022, RVCC awarded 82 certificates and 121 degrees to 190 graduates. Our student-to-faculty ratio is 7:1 with 27 full-time faculty and 74 part-time and adjunct faculty. In addition, students travel from around the state to attend some of our unique Allied Health and Health Science programs, as there are no other institutions that offer these programs in the state.

RVCC has a robust Early College program that has expanded from New Hampshire to Vermont. The program has created multiple opportunities for high school students to receive college credit at a free or reduced cost. The State of New Hampshire offers a STEM scholarship which provides students in New Hampshire the chance to take two college STEM courses each year for free.

RVCC continues to develop and expand programming to support all community members as the mission supports lifelong learning. The College has focused on providing affordable and flexible education and non-credit training options for students. This aligns with the mission of both RVCC and THE CCSNH to create affordable education pathways while supporting the needs of industry, business, and the community.

Response to Areas of Emphasis

The following section addresses the five matters of special emphasis outlined in the NECHE letter dated October 8, 2019:

Area of Concern One: Implementation of Strategic Plan

River Valley Community College addressed the goals set forth in the 2018-2021 Strategic Plan by developing a series of committees and ad-hoc groups dedicated to fact-finding and problem solving. In general, committees at RVCC are led by a Chair and Co-Chair and include three to six additional members. By establishing these groups, the College has initiated a comprehensive campaign of improving systems, processes, and protocols. In turn, the process has fostered a sense of leadership and created a culture of accountability. The process improved the workflow and content of the 2022-25 Strategic Plan.

The 2018-2021 Strategic Plan included these six initiatives: Financial Stewardship; Student Success; Teaching and Learning; Operational and Technological Efficiency; Community, Business, and Industry Partnerships; and Faculty and Staff Development. RVCC has worked diligently to create financial

strategies to maintain fiscal health despite fluctuating enrollment and reduced allocation from the system office. An example of financial sustainability as it relates to student enrollment and retention is the increase in scholarship opportunities. Since FY19, scholarship dollars disbursed has risen by \$400,000, for a total of over \$1,800,00 disbursed to students in FY21. By providing students with additional funding opportunities, financial barriers that were exacerbated by the COVID-19 pandemic were mitigated resulting in stable retention. RVCC's retention rate of 69% in 2019 dipped slightly in FY20 and FY21 but was back to 69% by FY22. Further, RVCC has managed employee attrition carefully, using retirements as an opportunity to analyze the needs of the College and as a cost savings when necessary. As a result, RVCC has balanced its budget every year while still creating new positions where needed.

The Director of Enrollment and Marketing position was created in 2020 to streamline admissions processes, increase enrollment, and meet the Student Success Initiative in the Strategic Plan. The Admissions team has been able to enhance the enrollment process using technology, shared services, and training. The implementation of Target X Salesforce software has increased accessibility and transparency during the application process, and communication with the applicant. As a result, applications to the College have increased by approximately 5%, and applicants enrolled have increased by over 50% since Fall 2020.

To support professional development of faculty, the Teaching and Learning professional development series was implemented in 2020. These unique, in-house professional development activities are created and presented by faculty for faculty. These sessions celebrate the College's work with students and support RVCC's core values and strategic direction. All RVCC employees are invited. In addition, program directors may invite members of their advisory boards and committees. Past programs have included Diversity, Equity, and Inclusion; Professionalism: Role Modeling for Students; Social Identities and Our Teaching; and OER: Ideas for implementation. Further, since the 2019 self-study, the College has developed a budget and process for employees to apply for both tuition reimbursement and professional development funds.

As an example of operational and technological efficiency, the College has integrated EAB Navigate into its operations. This software enables advisors, liaisons, and faculty to efficiently document advising notes, conversations with students, and to retrieve data pertaining to student success and retention.

Finally, River Valley Community College has continued its tradition of strong community partnerships. During the height of the COVID-19 pandemic, RVCC served as an emergency COVID testing site. When the first vaccinations became available, the College pivoted to provide both testing and vaccinations. RVCC students spent countless clinical hours getting vaccinations to community members. During this difficult time, RVCC never closed the doors, but continued to prioritize the health and safety of

students, employees, and community members, while providing the same educational opportunities and workforce development.

Area of Concern Two: Utilizing Institutional Research

To improve institutional research (IR) support for the rural CCSNH Colleges, including RVCC, changes were made in System Office staffing over the summer of 2022, including the creation of two positions: “Director of IR & Effectiveness” and “System IR Analyst.” Increased IR support for the rural colleges is in the job description for both positions. Prior to the creation of these positions, IR support for RVCC had focused on supporting compliance reporting (including IPEDS) and on providing training to RVCC employees in the use of the CCSNH’s data democratization tool, Veera Bridge.

As an example of a recent data-driven improvement, the New Student Orientation (NSO) Team reviewed their service model and made several changes. Data demonstrated that twenty percent of new students attended orientation during the fall of 2020 and fall of 2021. Research in the field of higher education has shown that students who attend new student orientations achieve better outcomes. Because of this, the RVCC NSO team reviewed their current service model to see if improvements could be made. They reviewed attendance data, conducted a student life engagement survey, and researched best practices from other colleges and then used the data to create the following goals for improved outcomes:

- Offer both online and in-person modalities
- Incorporate more instructional videos and infographics
- Add childcare to reduce barriers for parents
- Increase participation by offering in-person, day, evening, and online sessions at all three campuses

This data, combined with better technology and a more flexible schedule, yielded a 30% increase in new student orientation participation. In Fall 2022, 118 of the approximately 250 new students attended orientation including 67 virtual and 51 in-person visitors.

Data has also been used to make difficult decisions around programmatic changes. System IR provided the leadership team with a per credit cost of programs in early 2021. Two programs that had been struggling for some time, Medical Assistant and Occupational Therapy Assistant, were revealed to be costing the College hundreds of thousands of dollars every year. Having this data allowed the College to work with both programs in the following ways: Medical Assistant was taught out on the credit side and reimagined on the non-credit side as an accelerated, stackable credential with the first cohort set to start in January 2023. The Occupational Therapy Assistant program was also taught-out with the full approval of the Accreditation Council for Occupational Therapy Education (ACOTE). The program is currently inactive and in spring 2023 the College will convene a taskforce to perform a feasibility study for reactivating the program.

Although these were difficult decisions to make, having the data available to inform the decisions allowed the College to move forward in a way that met the needs of students while keeping the institution in a financially healthy place which is outlined in the Financial Resources section of this report.

With these new IR positions in place, and with more sophisticated mechanisms for data collection and analysis, the College will, for AY 23-24, be able to cull more complete data which will represent cross-functional aspects of its operations. Moving ahead, the College is using the IR at its disposal to evaluate the effectiveness of its current curricula, student outcomes, and how both human and physical resources are allocated. As the following section will demonstrate, a large part of how the College collects and analyzes data in the services it shares with the seven CCSNH institutions.

Area of Concern Three: Shared Services

River Valley Community College is one of seven colleges within the Community College of New Hampshire System. Shared services create many advantages and opportunities to provide equitable resources across all colleges in the CCSNH including RVCC. Shared services occur between colleges within the CCSNH as well as within system-wide services.

As discussed in the previous section, Institutional Research is shared between the CCSNH colleges, including RVCC. The recently hired Director of IR & Effectiveness and the System IR Analyst have increased IR support for each of the rural colleges. As a result, RVCC receives more robust support in its compliance reporting (including IPEDS) as well as enhanced training on Veera Bridge. The additional IR support has resulted in more effective data collection and usage by the College, as evidenced in this report.

RVCC is the first college within the CCSNH to share an academic program by running the program at a sister institution. In the Licensed Practical Nursing (LPN) program, RVCC students can apply and complete the LPN program at RVCC, White Mountains Community College (WMCC), or Lakes Region Community College (LRCC). RVCC faculty are based at WMCC and LRCC, and the program utilizes the classrooms and labs on those campuses. Students can take their core liberal arts classes at the home institution, and matriculate into the RN program at the home institution upon graduation if they would like to continue their education. Funding from the State of New Hampshire helped make this shared service a collaborative success with a total of 58 students enrolled in Fall 2022.

In addition to the LPN program, the College also utilizes multiple other shared services. A few examples that have provided improved onboarding, communication, and overall process improvement are Banner, Target X, EAB Navigate, Canvas, and Career Coach. All software programs that are considered shared services have a team of individuals that represent each college within the CCSNH to ensure equal input, training, and transparency.

Deployed since the 2019 NECHE visit, Target X and EAB have improved the student application process and increased advising communication between students and RVCC employees. Both software programs have improved student communication through technology. All RVCC employees have been trained on EAB locally and via system-wide training.

There have also been multiple Canvas improvements over the past few years, including the piloting of course outcomes by the Nursing and Physical Therapist Assistant Program, and the addition of syllabi and grades to Canvas to increase transparency for students. This implementation would have been challenging without using the shared service model and collaborative training methods.

Career Coach is another example of a shared software program that focuses on education and career exploration. Each college in the system may access various parts of Career Coach, however, RVCC utilizes the assessment component, labor market data, resume, work opportunities, and widget tool for marketing programs and wage data. This gives students the opportunity to explore career pathways while providing important data to the College.

The system office at the CCSNH is a central place where many of the software systems are deployed. Along with the many shared programs that are provided through technology, there are multiple other resources used to ensure all seven colleges have access to the same services. A few examples include; risk management, grant management, legal services through Drummond Woodsum Law, scholarship management, payroll, instructional design, a system Controller, and a Regional Financial Aid Director.

Utilizing these areas of shared service has been a successful model for RVCC, allowing for cost savings and the ability to reinvest funding into other areas of the College. RVCC has consistently kept over 5% of budget reserves in each fiscal year since the last NECHE visit. Audited financial statements have indicated no material weaknesses since 2016. Shared services have created an opportunity to collaborate in a fiscally responsible manner during a time of enrollment fluctuation due to the COVID-19 pandemic.

Area of Concern Four: College Website

The River Valley Community College website was redesigned in January 2020. The new site incorporates an interactive academic catalog, student handbook, and online application. The website is fully ADA compliant and designed with a responsive, mobile friendly platform that adapts to all devices. The Community College System of New Hampshire, including River Valley Community College, contracted with MRW Connected, Inc. as its web developer, designer, and on-going service contractor.

The College met with MRW to strategize the redesign process, site architecture, and desired outcomes. During the process, the College evaluated its existing web content, and used the project as an opportunity to create new content. The site was built with search engine optimization (SEO) best practices to maximize its search rankings. SEO features include search-friendly URLs, keyword-rich meta data, and the implementation of Google Analytics. After the launch of the new site, the College implemented a variety of employee trainings.

The robust search feature allows prospective students to access a comprehensive overview of each degree and certificate program including; the program's mission, curriculum details, admissions requirements, course schedules, student learning outcomes, and employment data. Marketing and advertising campaigns direct traffic to the site via call to action messages. In addition, the College's social media outlets and YouTube channel direct prospective students to the online application.

Although the College was unable to obtain analytics from the old site for comparison, there is data which indicates that the site is effective as both a marketing tool and a resource. For example, from 2020 to 2021, the LPN program page saw a 37.36% increase in views. The second largest increase in views was the Online Resources page with a 14.85% increase in views over the same period. The bounce rate is generally around 27%, far below the 50% national average. Bounce rates refer to visitors leaving the site after visiting only the homepage. IT industry research says that optimal bounce rates are in the 26 to 40% range, thus RVCC's low bounce rate demonstrates that the content and interface are effectively driving user interaction.

Area of Concern Five: Keene Academic Center

Since the 2019 self-study, RVCC's Keene Academic Center (KAC) has moved from Cheshire House (2,800 square feet) to 88 Winchester St, centrally located on Keene State College's (KSC) main campus. The 7,000 square foot building is used exclusively by RVCC for administrative offices, student services, and classes. There are currently 92 students attending classes at the KAC, and the adjacent KSC facilities. Based on student demand, the building is open Monday through Friday, 8am to 4pm. Additionally, RVCC students can access the KSC library in the evenings and on the weekends. Of note, 40% of KAC students have utilized KSC facilities since the space-sharing initiative was rolled out.

The Massage Therapy Program, on hold in Keene since 2018, was reinstated at the KAC in Fall 2022. The first cohort enrolled at 93% of its projected enrollment of 14 students. In addition to the Massage Therapy Program, courses in Registered Nursing, LPN, Anatomy & Physiology, Nutrition, Math, and Early Childhood Education are currently offered at the KAC.

Library and tutoring service utilization has increased since the opening of 88 Winchester Street. The Library Director is on-site weekly and distributes materials from the Claremont campus including material requests and a rotating collection of books for the "pop-up" library. Materials are available

for check-out via web form. Twenty-nine items were circulated during the Fall 2022 semester. The 88 Winchester Street campus has a dedicated space for tutoring. As a result, the hours per week of drop-in tutoring have increased from two in fall 2021 to six in fall 2022. The number of tutors working at the Center has increased from one in fall 2021 to four in fall 2022. The increased building traffic and utilization has resulted in an 84% increase in the Food Pantry service since Fall 2021.

In October 2022, students who attend classes at KAC were asked to participate in a survey about their experience at the new building. Overall, the responses were positive, with students reporting that the new building has enhanced their educational experience. 70% of students reported that they have benefitted from the enhanced students' services (tutoring, Financial Aid.) 60% reported positively on the additional employee presence at the center, and 100% of KAC students reported that they feel safe on campus.

Standard 1: Mission & Purpose

RVCC Mission Statement: *River Valley Community College transforms lives by providing a quality and affordable education through innovative personal approaches to lifelong learning and career pathways.*

CCSNH Mission Statement: *Our purpose is to provide residents with affordable, accessible training and education that aligns with the needs of New Hampshire's businesses and communities, delivered through an innovative, efficient, and collaborative system of colleges. CCSNH is dedicated to the educational, professional, and personal success of its students; a skilled workforce for our state's businesses; and a strong New Hampshire economy.*

The RVCC mission was reviewed shortly before the 2019 self-study was published. Currently, the College is assembling a team to review the mission at the beginning of 2023. As noted above, the 2018-2021 Strategic Plan comprised the following pillars: financial stewardship; student success; teaching and learning; operational and technological efficiency; and community, business, and industry partnerships; and faculty and staff development. RVCC has worked diligently to integrate these pillars into all processes and procedures, with the goal of improving the experience of both students and employees. The College continues to integrate modern technologies to support student learning outcomes, and to generate accurate data that can be used to further the mission.

Newly developed programs illustrate the College's success at making data-informed choices in designing programs that address multiple strategic initiatives. The Health Care Applications Program (HCAP) allows students to take courses that are pre- or co-requisites for most of the College's health science programs, thus meeting the goals outlined in Strategic Initiative 2, Student Success. The LNA and LPN programs deliver academic and training programs that align with current high-demand

occupations and local workforce needs within the RVCC demographics, meeting Strategic Initiative 5, Community, Business, and Industry Partnerships. They also demonstrate the achievement of Strategic Initiative 1, Financial Stewardship by increasing enrollment for credit and noncredit courses.

The College has provided enhanced student services to support the student community, and to advance the goals outlined by the Strategic Plan. The RVCC leadership team works in-concert with supervisors, department heads, and other employees across each of its three academic centers to ensure that all areas of student success are addressed. To date, RVCC has made available at all three locations: advising, financial aid services, library, career services, tutoring, student life activities, new student orientation, food pantries, mental health services, and other ancillary support services. Along with providing services at all three locations, a holistic advising model has been implemented to best serve students. RVCC connects education, career, and external life factors into advising practices to meet the student success pillar and help students achieve their goals.

RVCC is committed to providing affordable education opportunities. It is an institutional goal to help lift students out of poverty by helping them develop the skills, education, and training needed for stable and lucrative careers. Scholarship opportunities have increased, and application processes have improved making it easier for students to both enter the postsecondary world and pay for it. The COVID-19 pandemic created many financial barriers for students, but the College worked diligently to lessen the burden by using state and federal funding and college reserves. The development of the Remote Liaison program, which connected all students with a staff member beyond their faculty and advisor, is another way in which RVCC upheld its mission to serve students despite a global pandemic. It is the vision of RVCC to uphold this component of the mission beyond the pandemic. Financial strategies to support students will always be a priority for RVCC.

The College promotes lifelong learning and the development of career pathways for both students and employees. RVCC would not be able to develop successful degrees, certificates, and training without the collaborative effort of community partners and stakeholders. Advisory Committees have played an important role in ensuring best practices and accountability, advising on updated curriculum that reflects the skills needed outside of the classroom and connecting students with various career pathways and transfer opportunities.

RVCC has made a commitment to supporting employee professional development and furthering educational degrees. There are three different funding lines available, each with \$15,000 – one for faculty, one for staff, and one for administration. Anyone can apply for professional development training or tuition reimbursement. The employees at RVCC model the importance of lifelong learning to our students by making education a priority and pursuing further training.

Standard 2: Planning & Evaluation

Planning

Since the publication of the 2019 self-study, Executive Leadership has worked with employees (RVCC leadership has determined that “employees” is a more equitable designation to use than “faculty and staff members” whenever possible) to develop the RVCC 2022-2025 Strategic Plan which continues to foreground: a.) high quality programs relevant to today’s workforce; b.) pathways to advanced degrees; c.) improved student learning outcomes (SLOs); d.) professional development opportunities for faculty. These concepts align with the initiatives set forth by the Community College System and the NECHE standards. The Strategic Plan serves as the basis for RVCCs institutional planning, including new academic programs, internal processes, and external relations.

In October 2022, the College began using Grad Cast to track employment data for graduates, and to analyze RVCC post-graduate community engagement. As information is collected, Grad Cast tailors survey questions to each student based on previous answers. The initial outreach effort for the December 2022 graduating cohort, primarily made up of 55 LPN students, began on October 25, 2022, with follow-up communication scheduled for January 2023. RVCC anticipates that the information GradCast gathers will provide a more accurate picture of post-graduate success, whether the graduate enters the labor force, continues their education, enlists in military service, and/or becomes a homemaker. These data points will provide metrics upon which the College will gauge student success as determined by the mission statement. The College has been utilizing data such as this to increase its scholarship offerings. For example, in FY21, the College has awarded an additional \$400,000 in scholarships, for a total of over \$1,800,000 in disbursements.

Another current area of planning is the Liberal Arts Department’s redesign of the Associate of Arts Degree in Liberal Arts, which will include the option for students to add concentrations in a variety of disciplines such as English, mathematics, biological sciences, and psychology. This model will better prepare students for a variety of transfer opportunities while utilizing the course equivalencies that have been established between the CCSNH and the University System of NH (USNH). This redesign demonstrates the strong capacity for RVCC employees to effect changes in the system, including the introduction of DEI-related coursework. Additionally, the expanded LA pathways will present opportunity to advance the DEI initiatives outlined in the Strategic Plan by hiring new faculty, expanded public programming, and other avenues for the College to create a more diverse, equitable, and inclusive learning environment. Internal meetings of a Liberal Arts Taskforce during AY22 led to a proposal to the VPASA in early Fall 2022. The VPASA generated support for the policy change, and by November 2022, concentrations had been approved by the system VPAs and the System Leadership Team, becoming policy for the system.

Evaluation

The College maintains a rigorous Program Review Process to evaluate that each course in its academic programs meets academic standards and expected student outcomes. To date, RVCC programs are 100% in compliance with state standards. In some instances, the College will “sunset” a program, making it inactive for a determined period. For example, the College will sunset the Occupational Therapy Assistant program after the current cohort graduates. Due to low enrollment and waning demand, the College will evaluate if the program can be reconfigured to meet current labor demands while operating in a fiscally responsible manner. Other programs that have been eliminated after review include Criminal Justice and Healthcare Management. Further, the College has an active Curriculum Committee which in the past year has ensured all RVCC syllabi follow the updated, consistent format approved by Department Chairs in AY22 and which has ensured that all course outlines are reviewed on a five-year schedule.

The swiftly changing labor market has prompted the College to re-evaluate positions as they become vacant to determine if the open role can be restructured to meet the shifting demands of the institution more specifically. Growth of some programs has resulted in additional hires, as evidenced by the new employees in the LPN Program. A College Project Coordinator was hired to oversee cross-cutting institutional programs such as the Student Liaison Program (formerly the Remote Liaison Program). The program was tailored to specifically meet the needs of first-time, first-year students with the goal of enhancing student support and improving retention rates. Other positions that were created after evaluation of needs by the Leadership Team were a Student Success Coach, a Marketing Coordinator, and an Allied Health Program Assistant.

With increased levels of staffing at the System Office, a number of additional activities are planned, including quarterly meetings with senior leadership at each of the colleges regarding data analysis needs; support in developing and tracking key metrics in the colleges’ strategic plans; the development of an annual fact sheet for each college; custom dashboards for admissions, enrollment, and other areas as identified to supplement the standard reports provided by System Office; and the provision of data (including outcomes data) to support program review, program accreditation, and comprehensive accreditation. Improvements to the admissions process, the website redesign, and other wrap-around services such as the Student Liaison Program and Accessibility Services, have contributed to the positive admissions trends discussed previously in Area of Emphasis: Strategic Plan. Additionally, an expanded appraisal of RVCC’s accessibility services is available in Standard 5: Students.

In October 2022, the President assembled a task force to evaluate RVCC’s physical space. The goal of the group is to recommend ways that the Collage can best leverage some of its underutilized classrooms, offices and common spaces. The initial meeting of the group, comprised of employees representing all areas of the College, took place in early November 2022. As some programs expand,

and technology shifts the way courses are structured, the task force will consider how the College can make the building more effective for students and employees. The group prioritizes inclusivity, and every effort will be made to ensure that decisions are made through equitable processes. The task force has embraced this initiative with enthusiasm and a feeling of agency, knowing that RVCC leadership values their collective insight and voice.

Standard 3: Organization & Governance

System Governance

River Valley Community College has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. The structure of system governance has remained unchanged since the 2019 self-study. However, the CCSNH chancellor has changed, with Dr. Mark Rubinstein in the position since September 2021.

Internal Governance

President Alfred Williams was appointed as President for River Valley Community College in July 2018. River Valley Community College has its own system of governance that supports scholarship and all areas of academics. The internal governance of RVCC includes the President's Cabinet, President's Extended Cabinet, Department Chairs and Department Heads, and Faculty Forum. The President's Cabinet is comprised of the Vice President, the Associate Vice President, the Executive Assistant to the President, the Chief Accounting Officer, and the Human Resources Manager.

The President's Extended Cabinet was implemented in 2021 and members are representatives from all functional areas of the College. The President's cabinet meets bi-weekly as does the Extended Cabinet. Topics that affect all departments are discussed, including safety updates, facility concerns, and relevant enrollment updates. The result of this initiative has been increased transparency across all departments, thus fostering an increasingly equitable work culture. All-College meetings are held two to three times per semester for college-wide updates and training. Faculty attend monthly academic department meetings and participate in Faculty Forum. Faculty Forum provides an opportunity for faculty to discuss shared concerns and teaching and learning philosophies, and to provide input regarding academic policies and procedures. For example, at the beginning of the pandemic, the College was purchasing Chromebooks to send home with students who needed technology to participate in virtual classes. Faculty Forum raised the issue that Chromebooks do not support all the software needed by students and as a result, the institution switched to purchasing laptops.

In the 2019 self-study, an area of opportunity was the many redundant standing teams in the College. A taskforce on committees was established in the summer of 2019 which identified areas of need and interest at the College. From the findings of that taskforce, RVCC established committees whose work contributes to the mission of the College. Committee members serve a two-year commitment. At the end of the second year, a survey is sent out for employees to record committee preferences. Committee members are assigned by the President's Cabinet and approved by the President. This new process has resulted in 100% participation by all faculty and staff in the governance of the institution.

Standard 4: The Academic Program

Assuring Academic Quality

Curriculum Committee

From Fall 2020 to Spring 2021, Vice Presidents from across the Community College System of NH collaborated to streamline the process for curriculum changes. Significant changes that required review used a common system-wide document through Dynamic Forms. RVCC determined through piloting that this type of form was not effective for lesser changes that are approved through an internal review process. Therefore, RVCC's Vice President created a more user-friendly form to be used internally. Feedback on this new form was collected in Spring 2022 semester from faculty who used it, and it was described as "clear, concise, and easy to use."

Additional updates to the Curriculum Committee process include updating syllabi to a new format. The update allows faculty to easily include curriculum, program, and college policies in the form of an addendum. Program Directors now review syllabi and submit them to Department Chairs for storage. This update also improved the Curriculum Committee's ability to determine which courses required review in RVCC's five-year review cycle. Lastly, the Curriculum Committee process was updated to have the Chair and Chair-Elect review all documentation prior to the meeting to ensure that it is ready for the team to review. This allows for Curriculum Committee to make updates in real-time during the meeting to streamline the updating process. These changes have both increased accessibility and improved communication procedures within the committee and to the College as a whole.

Undergraduate Degree Programs

River Valley Community College prides itself on the strength of the academic programs offered. Because of the high-demand careers that RVCC graduates enter, they generally move from the 5th quintile of income to the third within five years of completion. The success of RVCC students improves the quality of their own lives and strengthens the community in general. Several of the

programs at RVCC are the only of their kind for hundreds of miles. Respiratory Therapy and Physical Therapist Assistant (PTA) Programs are examples of unique programs. The Respiratory Therapy Program is the only degree program offered in the state of New Hampshire. The program has seen an increase in enrollment over the past few years with 13 students enrolled in fall 2021 and 18 students in fall 2022. The PTA program is the only one in both Vermont and New Hampshire with 23 students enrolled in the fall of 2021 and 37 students enrolled in the fall of 2022. According to the United States Bureau of Labor Statistics, there is a 36% projected growth increase over the next ten years for PTA jobs and 22% for Respiratory Therapists.

General Education

Dual Enrollment

RVCC has seen growth in the Early College / dual enrollment sector. In the 2017/2018 academic year, 827 high school students were enrolled in the Early College program. Last year, there were 1,202 students enrolled during the 2021-2022 academic year and currently, 750 are estimated for fall 2022. RVCC is currently partnering with 27 High Schools and Career and Technical Education Centers to offer a total of 110 courses to students.

Integrating General Studies into Liberal Arts

During the academic year 2020-2021, college leadership identified that the General Studies Program was no longer meeting students' needs. General Studies offered three options: a.) an exploratory option, b.) a "create-your-own" major option, and c.) an option to combine a certificate with additional coursework to obtain an associate degree. The exploratory option was determined to be inconsistent with the research behind the Guided Pathways approach. Students were unable to graduate from this option as it served as a repository for students with undeclared majors. Additionally, nearly all students in the exploratory option were awaiting admission into one of RVCC's Allied Health programs. Thus, most students transitioned into our newly created Healthcare Applications Certificate Program (HCAP) which provides a viable pathway to healthcare careers or admission into our various Allied Health programs. At the same time, students can complete the certificate and begin working in healthcare in a variety of entry-level roles including Health Coach, Rehabilitation Aide, Clinical Service Representative, or Home Health Aide.

There were very few students in the "create-your-own" major option, and it was determined that the Liberal Arts Associate Degree program offered sufficient flexibility with open electives and liberal arts electives to allow students to design their degrees toward various transfer goals while providing for greater transferability. Moreover, program directors have better aligned their certificate programs to their associate degrees, eliminating the need to stack a certificate into a separate associate degree.

Paperless Processes

In Fall 2019, RVCC eliminated the use of paper drop and withdraw forms. As part of the new process, students are directed to drop or withdraw using SIS (Student Information System) instead, which allows students to make automatic changes to their course schedules. This change has helped RVCC students avoid the lag in processing time that comes with using paper forms and has helped ensure that students are responsible for making necessary schedule adjustments by the College's published deadlines.

Additionally, the College eliminated the use of paper registration forms and transitioned to online registration forms in February 2020. To date, the College has received 1,746 web form submissions. Students are encouraged to complete an online registration form if they do not yet have a student ID, are having marked difficulty with SIS, or would like to be added to the waitlist for a course. All other students are encouraged to self-register through SIS.

Workforce Development and Community Education

River Valley Community College offers non-credit programs that are geared to meet the needs of area employers by educating and providing credentials to the labor force. These non-credit, short term training programs offer students the opportunity to gain industry-recognized credentials or advanced skills training that can lead to improved career opportunities. Also offered are Continuing Education credits, and employer driven skills training in topics such as Entrepreneurship, Leadership and Management, and Machine Tool.

Locally, there is a large need to fill vacancies in front line healthcare workers. To help meet this need, in the summer of 2020, RVCC launched a Licensed Nursing Assistant (LNA) training program that graduated 27 students in its first year, 64 in the second (2021) and 39 through October 2022. This represents over 130 new LNAs in 19 cohorts to-date. These students have gone on to work in acute care settings, long term care institutions, and many are pursuing advanced nursing degrees. In late 2022, the College launched the Medication Nursing Assistant (MNA) Program which builds upon the success of the LNA training program by offering experienced LNAs the opportunity to advance their careers and expand their training and skills. MNAs function as care partners with RNs and LPNs by administering medications to stable clients in long-term care facilities. The scope of the course covers all the basic principles and techniques of medication administration including an overview of common drugs, their effects and side effects, and key safety issues that include medication interactions, common errors, over-the-counter medications, and medication use in older adults. This course will be delivered as 40 hours of theory in the classroom setting and 40 hours of clinical at an approved clinical facility.

River Valley also offers Continuing Education and required certification classes in the Allied Health sector such as an American Heart Association approved CPR course, and Massage Therapy CEUs. In 2019, 54 students completed one or more of these classes, in 2020 there were 79, and in 2021 there were 43 participants.

To meet the growing need of businesses to identify and promote their next generation of leaders and supervisors, River Valley has delivered customized management and leadership courses, with 55 employees participating in 5 training programs since 2019.

The College has also transitioned its Medical Assistant program from a two-year Associate Degree to a 24-week credential. The first cohort for this 720-hour program is expected to commence in January 2023. Students will work toward earning a Registered Medical Assistant certification, which is not offered at any other colleges in our catchment area. Additionally, the program offers the flexibility of a hybrid teaching model that combines in-class instruction with guided online course work. The program seeks to reduce barriers to completion and certification by including course material costs and license examination fees into the total tuition cost. Students completing the program successfully can earn up to nine (9) college credits that may be applied to other certificates and degrees at RVCC.

Transfer Credit

River Valley Community College has over twenty articulation and transfer agreements with four-year colleges, many of which have been established or updated since 2019. The four-year colleges that RVCC has agreements with include Antioch University, Aspen University, Colby Sawyer College, Granite State University, Keene State College, New England College, Plymouth State University, Rivier University, Saint Joseph's College of Maine, Southern New Hampshire University, and the University of New Hampshire. RVCC continues to update articulation agreements annually and develop new transfer agreements as programs develop.

Integrity in the Award of Academic Credit

Course Equivalencies

During 2018 and 2019, the CCSNH established course equivalencies with the University of New Hampshire (the flagship research institution within the University System of NH) in several content areas including chemistry, physics, English, history, mathematics, and biological sciences.

Equivalencies were established through the review of several artifacts in each content area including syllabi, exams, assignments, and lab manuals. Subsequently, the CCSNH identified that no internal equivalents had been established across the seven colleges within our system. Beginning in the summer of 2022, content groups have convened across the system to establish course equivalencies in the major content areas by following a process like the one used between the CCSNH and UNH. Moreover, RVCC has worked to identify a set of courses that are consistently under-enrolled across the colleges that are viable candidates for course sharing.

Credit Hour Guidelines

The College adheres to CCSNH guidelines (see System Policy 650.01) to ensure the integrity of credit hours. As defined by the policy, a credit hour shall be the equivalent of one (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of- class student work each week for 15 or 16 weeks. One instructional hour shall be equal to fifty (50) minutes of classroom/direct faculty instruction or laboratory/studio or sixty (60) minutes of clinical, practicum/fieldwork, internship or co-op.

Student Verification

To maintain student integrity in online courses, River Valley has implemented several strategies. First, multi-factor authentication through Okta software is required for all students wishing to access their email, Canvas (the learning management software), and other college programs. Respondus Lockdown Browser, which locks down the testing environment in Canvas is used for remote testing and Turnitin, a plagiarism-detecting program, is also integrated into Canvas.

Standard 5: Students

RVCC prioritizes equitable services, student engagement, and improving retention rates. To achieve these goals, the College utilizes a holistic model to address the varied needs of its students. While the COVID-19 pandemic made student engagement more challenging, the College swiftly adapted and implemented support structures to meet the needs of its students. These engagement initiatives enabled students to remain connected with their community during distance learning, which led to the College's IPEDS retentions rate remaining over 50%, even during the height of the pandemic. Through student surveys, data analysis and anecdotal evidence, college leadership evaluated these initiatives and integrated the most successful among them into its student support services.

Admissions

As discussed in detail in Area of Concern 4, the RVCC website contains all the information that a prospective and current student may need to make informed decisions about their education. The RVCC homepage contains links directly to the three most useful areas for students: Admissions, Academics, and Student Resources. These links include access to the college application process, tuition and fees, the Financial Aid office, links to each program page, and links to many policies and procedures that relate to students. Student policies are found on the "Student Resources" tab of the site which includes a link not only to specific policies, forms, and statistics, but also to the Student Handbook.

The College utilizes EAB Navigate as a tool to advise and to communicate with students. Advisors are expected to draft a 'report on appointment' following a meaningful interaction with a student. Report summaries can be viewed by other employees within the College so another employee can step in to

help a student if their program advisor is not available. Advisors' ability to view all report summaries has improved communication, coordination, efficiency, and transparency, and has facilitated a more personalized student experience in advising.

As a communication tool, Navigate is used to email and to text students, either individually or as part of a group. RVCC also uses Degree Works as an advising tool. Advisors use Degree Works to give students a visual representation of the progress they have made in their program of study and to help them plan future courses. Students also have access to Degree Works, allowing them to access this information at their convenience.

The Director of Advising was hired in May 2019. The Director implemented an integrated approach to advising as it was evident that RVCC students needed more referrals to wrap-around services. Many ancillary services were added to the College between 2018 and 2019. The Director of Advising supported the previous implementation of services and focused on improving advising practices. Typical advising meetings are 30 to 60 minutes long to accommodate students. In addition to academic advising, referrals to tutoring services, mental health counseling, food pantry services, transportation, and career counseling are addressed when applicable.

The Director of Advising and the Director of Enrollment and Marketing collaborate on developing cross-training sessions. Topics cover process and procedures for advising career services, transfer, tutoring, admissions, and enrollment. The goal of the training sessions is to create a seamless onboarding process. Assigning prospective and accepted students to specific enrollment staff has improved the onboarding process and has fostered a collaborative culture with staff in Admissions and Advising and with Program Directors.

Full-time academic advisors and faculty share the responsibility for supporting students through academic advising at RVCC. With the expansion of academic advising to new faculty, faculty-driven training was developed to onboard new advisors and update current advisors with the latest processes. In addition, an advising manual was created through a collaborative process in AY22 which supports both staff and faculty advisors.

Career Services were added to the College in 2017. Since the 2019 self-study, Career Coach, an online job board and career site for assessments, labor market information, and resume writing was added as a supplemental tool for students. Career Coach has been useful for the Admissions team when assisting prospective students to explore career and education options. Employers can post opportunities which may include internships, work-study, full, and part-time jobs. In the past six months, Career Coach has been utilized 1,191 times by students, prospective, and community members. The top careers searched for include Nursing, Information Technology, Licensed Practical Nursing, and Radiologic Technology. Two hundred thirteen employers use Career Coach to market opportunities to RVCC students.

Student Services and Co-curricular Experiences

Wrap-Around Services

The COVID-19 pandemic was a catalyst for new models of student engagement and expanded distance learning. To adapt to this, leadership at RVCC launched the Remote Liaison Program in Fall 2020. The College recognized this was a vulnerable time for students, so providing an additional layer of support to students was a natural step to take. To begin, a list of all enrolled students was divided among staff and administrative employees to begin the initial outreach effort. Discussion topics covered everything from course registration to mental health, housing, and food resources. A survey deployed in 2021 as well as anecdotal evidence reflect that the program not only was appreciated by students, but it positively impacted retention and enrollment.

Key results of a 2021 effectiveness survey are as follows:

- 34% of students who participated in the program reported that the initiative helped them remain in and pass their courses.
- 30% of students reported that they registered for the following semester because their liaison encouraged them to do so.
- The remote liaison program was the third most often used resource for students to get valuable information about their academic career.

In this same survey respondents frequently reported that the program was “helpful, encouraging, and supportive.” Due to this feedback, the Remote Liaison Program (rebranded as the Student Liaison Program) was integrated into the general college onboarding process and tailored to address first time, first year students. At the time of this report’s publication, students are actively utilizing their liaisons to inquire about Accessibility Services, Tutoring, and other resources. The College Project Coordinator will continue to collect data on the program and adjust it, as needed, to meet the needs of the ever-evolving student population.

In August 2020, an additional position was created that encompassed both Academic Advisor and Student Life Coordinator responsibilities to increase student engagement opportunities. The additional advising responsibilities allowed advisor caseloads to decrease which created more support for students. At the same time, events were created such as welcome-back weeks at the beginning of the semester. Additional programs such as the Wellness Fair, Spring Fling, mindfulness workshops, and an updated model for new student orientation have been successfully introduced. Events have been held both in-person and via Zoom to increase accessibility and participation at all three RVCC locations.

There is a food pantry at all three campus locations. Free food is supplied by the New Hampshire Food Bank and sponsored by the Student Government Association. Each food pantry is stocked monthly. Students and employees are encouraged to take food whenever they wish with the goal of

lessening food insecurity across the RVCC community. Food pantries at RVCC provide an average of 15,000 pounds of food each year.

Many RVCC students are parents who are balancing school, family, and work. We aim to make this easier for our students by providing modern parents' rooms on each of our three campuses. Each campus has a glider chair, refrigerator, microwave with sterilizing bags, access to a sink, calming lighting, mirrors, and literature. This space is available to all students who need to feed, change, or create a quiet environment for their child. The Claremont campus also has a hospital-grade breast pump and kits. In Lebanon, students can rent a breast pump from the Dartmouth-Hitchcock Medical Center. In Keene, students can access the parents' rooms on the Keene State College campus.

The College is committed to removing financial barriers to foster equity and expediency for students regarding the acquisition of course materials. As such, the implementation of high quality, lower cost materials and Open Education Resources (OER) is supported institutionally by offering training, resources, financial assistance for conference attendance, and course release time to faculty. Courses in several departments have moved to using free OER (Open Education Resources) and/or NoLo resources (No-Cost, Low-Cost materials, which must have a cost of less than \$40 at the college bookstore). Students may use free online versions of these course materials, and, in many classes, they have the option to purchase print copies. Moreover, the College's support of OER usage provides additional opportunities for faculty to create resources they deem most beneficial to student learning outcomes. Almost 30% of RVCC's courses in any given semester are NoLo courses.

The mathematics department implemented OER course materials in its most highly enrolled courses: Fundamentals of Mathematical Literacy, Fundamentals of Mathematical Literacy for STEM, and Statistics I. The Statistics I course adopted an OER textbook in spring 2019 and an OER online homework system. This change saves each student approximately \$160. The Fundamentals of Mathematical Literacy and Fundamentals of Mathematical Literacy for STEM courses adopted OER textbooks in Fall 2021 and replaced an expensive software package with a low-cost online homework system and support framework. These changes save each student approximately \$200.

Although OER resources are less commonly available for Allied Health fields, faculty in the Physical Therapist's Assistant program have worked for many years to develop OER course materials. These resources are used in courses such as Introduction to OT/PT, Clinical Conditions, Activities of Daily Living, PT/OT Management, PT Procedures I, and PT Procedures III. The use of these resources saves each student \$123 for PT Procedures III and \$105 for Clinical Conditions.

Anatomy & Physiology 1 and 2 courses, those with the highest enrollment in the science department, now utilize OER resources for required textbooks and lab manuals. The textbook and lab manuals are free to use online; print copies are optionally available for a significantly lesser cost than traditional publisher resources. For the summer 2020 semester, both courses moved to using an OER textbook.

In the fall 2021 semester, Anatomy & Physiology 1 began to use an OER lab manual written by an RVCC faculty member. The successful implementation of this lab manual led to the creation of an OER lab manual for Anatomy & Physiology 2, which was implemented in the fall 2022 semester. With these resources, students can access course materials immediately, and costs have been reduced by 75-80%. Nutrition, Astronomy, Biology 1, Biology 2, Chemistry 1, Chemistry 2, Microbiology, and Introduction to Chemical Principles also use OER and/or NoLo course materials.

Mental and Physical Health Services

In early 2019, RVCC realized that mental health issues were a growing concern for the student body. Hiring a full-time mental health counselor proved to be a) almost impossible due to the high demand in the area and b) prohibitively expensive for the number of students one counselor could see. As RVCC worked with the local crisis centers it became apparent that only the direst of cases would be seen immediately—every other case would have to wait twelve weeks or longer for even an intake visit. River Valley became a clinical site for therapists in training to complete their hours for licensure. This provided mental health support for students and helped to attract more mental health clinicians to the area. It was an imperfect solution as the hours were limited and only offered at the Claremont location. When COVID-19 hit, and clinicians were no longer able to be on campus, RVCC advocated for the CCSNH to contract with Better Help as a mental health resource for students. This 24/7 service was extremely popular at RVCC and saw high usage. Due to the cost, however, the system transitioned from Better Help to Kepro in September 2021. Kepro lacks the robust slate of offerings that Better Help provided, but it does include crisis support, webinars, and six free counseling sessions per issue per student. Usage rates with Kepro have been much lower than with Better Help, but RVCC continues to promote the service and students share that they are grateful to know the service is available to them.

The RVCC CARES (Campus Assessment, Response, and Evaluation) team was formed in September 2020 with the goal of supporting the well-being, safety, and success of our students through proactive intervention and resource referrals. This team had been present on campus for some time in many iterations (the START, FIRST, and BIT teams, to name a few). However, the CARES team utilizes a confidential referral process; believes in resourcing the referrer, not the student directly; uses a standard intervention rubric to guide discussions and keeps information as anonymous as possible within the team. Students and employees are encouraged to submit a CARES referral if they are concerned for an RVCC student. The CARES Team reviews submissions within 1-2 business days. In addition, they meet bi-monthly to evaluate students of concern and connect the referrer with appropriate resources. Since September 2020, 109 students have utilized the RVCC CARES Team to access important resources. Data from the team indicates that more than 75% of students referred to the team end up passing their semester, and at least half of them also graduate or register for the following semester. The model of resourcing the referrer has also allowed the team to provide important support for employees who may be struggling with various scenarios that their students have disclosed to them.

In June 2021, RVCC updated Disability Services to Accessibility Services. The Accessibility Services Coordinator modernized the application process and Individual Reasonable Accommodation Plan (IRAP) to electronic, fillable PDFs with electronic signatures, when required. The Accessibility Services Application is also available as a webform on RVCC's website which is sent directly to the Accessibility Services Coordinator for processing when it is completed. During this evaluation, several documents were eliminated from the application process to streamline it. This process update has created more ease of use, thereby allowing more students to gain access to services.

As of December 2022, these changes have resulted in requests for accommodation increasing by 117% from Fall 2021 (23 requests) to Fall 2022 (50 requests). Over this period, the most-requested accommodation was extended exam time. The spike in demand posed a challenge to find alternative testing spaces and more proctors. To adapt, the College integrated remote proctoring software so that testing could be hybridized, eliminating the need for increased in-person proctoring. RVCC will continue to explore assistive technologies and build community partnerships to help students in the classroom. Finally, the entire Accessibility Services process will be evaluated annually to determine its effectiveness.

The Greater Sullivan County area has seen a rise in fentanyl-related overdoses and deaths since the beginning of the pandemic. RVCC students are impacted by this unfortunate reality, and RVCC is making efforts to help mitigate the effects of this public health crisis. The NH Regional Public Health Networks have made available to RVCC, via a local community health center, a supply of fentanyl test strips, overdose prevention bags, COVID-19 rapid tests, and other community health-related resources. There are select areas throughout the three RVCC buildings where students can discreetly take these supplies for themselves, or to distribute to friends and family members.

Student Rights

Student rights and responsibilities are clearly outlined within the RVCC Student Handbook, which is available online and sent to students via email each semester. The handbook is also referenced in each course syllabus. Students who feel their rights have been violated may follow the procedures outlined in the handbook.

Standard 6: Teaching, Learning & Scholarship

Faculty & Academic Staff

River Valley Community College takes deep pride in the quality of its academic staff. Since the 2019 self-study, RVCC has worked to recruit more full-time instructors, going from 23 full-time positions available to 29, the highest since AY16. Adjunct instructors at RVCC are also highly qualified and

dedicated to student success. Other changes to academic staffing include the library moving from one full-time and two part-time positions to two full-time positions, the addition of the third professional advisor/student life coordinator, and the creation of the Student Success Coach and College Project Coordinator positions. All three collective bargaining agreements (CBAs) (for faculty, staff, and adjuncts) expired in 2021, and one-year extensions were signed with all three. Bargaining for the next contracts is set to begin in early 2023.

Teaching and Learning

In February 2020, RVCC facilitated a training for all employees titled “Demystifying Assessments.” The program was led by Dr. Michael Bliss and covered topics such as conducting qualitative assessment and process, assessment design, assessment as a function of culture, aligning evaluations to the mission, advising, and transferability. Participants came away from that training with a new set of assessment tools to utilize in their programs, particularly in relation to the program review process.

At the start of the fall 2022 semester, faculty were invited to apply for one of five fellowships that were funded through the RVCC Office of Academic & Student Affairs. These fellowship opportunities were offered virtually through Lumen Learning Circles, with each applicant having the choice of participating in one of five tracks, including Active Learning, Belonging & Inclusive Teaching, Evidence-based Teaching, Online Teaching Foundation, and Teaching with OER & OER-enabled Pedagogy. The fellowship offers an opportunity to try out best practices, reflect on personal teaching experiences, share ideas, and feedback with peers, and connect with faculty from multiple institutions. The fellowship strives to align current work with additional evidence-based teaching practices to drive student success. Five faculty members were awarded this fellowship opportunity and are currently participating in a nine-week session in the content area of their choosing.

Per the full-time faculty CBA, faculty return nine working days before the semester begins for students. This time period is called “Faculty Work Weeks” and includes both individual and department work time and training and development opportunities. In August 2022, RVCC launched the Faculty Institute, a three-day conference during which presentations, workshops and discussion groups were held on-campus. The event was an effort to create a more dynamic and enriching faculty work week. 85% of faculty reported that the conference-style model was an effective and engaging way to begin the academic year. In terms of the specific content, 96% of attendees said the presenters were well prepared, with 85% reporting that the content was relevant and useful.

An example of a session from the Faculty Institute was a session titled “Assignment Makeover.” In this session, faculty worked to better align their assignments with college course competencies. The presenters introduced a research-based model for restructuring a particular assignment, and faculty workshopped their assignments according to the new rubric. According to data collected from a faculty member who used the tools presented, average assignment scores increased by

approximately eight points, from 79.2 to 87.5 between Fall 2021 and Fall 2022. The faculty member who supplied this data attributed the positive impact on student outcomes to greater clarity in the competencies and objectives of the assignment.

Additionally in fall 2022, the CCSNH began offering LinkedIn Learning to all employees. LinkedIn Learning is an award-winning industry leader in online training, with a digital library of over 16,000 courses covering a wide range of technical, business, software, curriculum support, wellness, social media, and creative topics. The platform allows users to select from thousands of trainings, seminars, and other learning modules to support lifelong learning and professional development. Once there is sufficient data available to review, the College will assess this tool to determine to what degree it has benefitted both student and college outcomes.

Standard 7: Institutional Resources

Human Resources

As of October 11, 2022, RVCC employed 145 employees during the fall semester, including 25 full-time faculty, 82 adjunct faculty, and 32 full-time and 6 part-time staff. Of the 145 employees, 139 are unionized, while the remaining 6 are classified as non-union administrators. All employees must meet minimum employment standards and are evaluated annually to ensure they are meeting these standards.

The College has three bargaining agreements. First, the 2020-2021 THE CCSNH/SEA Collective Bargaining Agreement Covered Professional, Administrative, Technical, and Operating Staff, applies to all full-time and part-time staff, and is currently operating on a one-year extension agreement through September 30, 2023. The 2020-2021 THE CCSNH/NHHEU Collective Bargaining Agreement for full-time faculty applies to full-time regular faculty and is also currently operating on a one-year extension through June 30, 2023. The 2022-2023 THE CCSNH/SEA Collective Bargaining Agreement Covered Adjunct Faculty applies to all adjunct faculty. For the six staff members classified as non-union, procedures are found in the Handbook for Administrative, Managerial, Professional and Operating Support Staff Exempt from the Collective Bargaining Process.

In July 2022, RVCC promoted the Human Resources Coordinator to HR Manager. The HR Manager has digitized paper documents and rolled out electronic contracts, e-signatures, and secure file sharing. These initiatives have resulted in lower costs and a sharp reduction in paper waste. During the pandemic, Cluster, a platform to share photos and memories, was created and utilized by staff to have virtual “water cooler time.” Remote and flexible schedules were organized and put into place to support both students and staff.

In 2021 and 2022, the CCSNH worked with consultants from the Segal Group to develop a classification and compensation structure for professional, administrative, technical, and operating staff positions. This process advanced RVCC’s strategic initiatives, including supporting student success and being an employer of choice. In April 2022, RVCC participated in the Great Colleges to Work For survey to assess employee satisfaction. River Valley scored “very good – excellent” in all categories, adding the College to 2022 Honor Roll of Great Colleges. These results were presented to employees during the 2022 Faculty Institute as part of a team-building presentation. Out of this discussion, employees identified greater professional recognition and improved onboarding as two areas to work on to continue the positive momentum.

Beginning January 2023, THE CCSNH is implementing a revised remote work policy for adjunct faculty. The new policy will limit remote instruction to employees residing in New Hampshire, Vermont,

Maine, Massachusetts, Connecticut, and Rhode Island. As RVCC delivers roughly 30-40% of its instruction via online courses and employed many high-quality adjuncts from outside this designated area, the College was forced to deliver layoff notices in October and November. This has caused understandable frustration for Program Directors and Department Chairs who must now work to find and train new adjuncts before the spring 2023 semester.

Financial Resources

In December 2019, RVCC appointed a new Chief Accounting Officer. The CAO, whose previous role was Business Office Bursar, is well acquainted with all fiscal matters at both the College and system level. The CAO is responsible for managing the business office and reports directly to the College AVPASA.

In March of 2020, the CCSNH Board Finance Committee unanimously voted to approve a revised reserve policy. The policy establishes that each college must maintain a minimum unrestricted net cash position of 5% and target an unrestricted cash position of 10% of operating expenses and the current year principal due on debt. Once colleges have met this reserve goal, they have the authority to move any extra reserves at the discretion of the college president. Colleges are required to notify the Finance Committee if reserve funds are used, and the CCSNH will provide an annual status update on reserves as part of the budgeting process. RVCC's current financial reserve is in excess of \$7 million, far exceeding the required reserve amount mandated by the CCSNH. The College is working to reinvest this money into the institution with a \$690,000 science lab renovation project in addition to a \$36,000 HVAC upgrade.

During the FY23 budget process, an analysis of historical vacancy rates was conducted. To allow the colleges within the system to better improve financial forecasting and allow funds to be utilized during the fiscal year, an improved payroll forecasting process was implemented. Prior to 2022, the 5-year average payroll vacancy savings rate for RVCC was just over 10%. The FY23 operating budget planned for a 9% vacancy savings rate. This integration has allowed our total compensation and benefits decrease from 78% in 2019 of the College's total operating budget, to 66% (\$6,657,884).

The budget for FY23 has been completed and approved by the CCSNH Board of Trustees. Tuition and fee revenue, totaling \$3,497,374, makes up 35% of the College's operating budget. Despite a 40% increase in utility costs (\$91,000 as of 11/1/22) RVCC was able to submit a balanced budget for FY23. RVCC has successfully decreased our bad debt expense over the past five years by working closely with students. In FY20 RVCC had \$83,000 in bad debt expenses. FY22 closed with negative bad debt in the amount of \$15,790.

The seven CCSNH colleges agreed to a five-year funding formula for the State of NH general fund allocation for the 2019 – 2023 fiscal years. As part of this agreement, the colleges also approved an

expense allocation for System Office shared expenses. The formula was reviewed during fiscal year 2020, and a change was recommended to increase the shared service expenses for rural colleges. Due to this change, River Valley Community College experienced a net decrease of \$767,296 in State of NH funding. Due to the careful financial management of the RVCC College Leadership Team, the College was able to accommodate the deficit within the college operating budget. In FY 2020, the College received additional funding from the State of NH to support the LPN program in the amount of \$193,000. Funds were also given in the amount of \$193,000 in FY21.

RVCC received COVID funding totaling \$3.2 million from 2020-2021. Funds were given to both student grants/scholarships (1.1 million) as well as institutional funds (2.1 million). Student grants and scholarships allowed students to apply for funds towards their semester balances or request the funds as a refund to use for gas, food, childcare, etc. Institutional funds allowed for the College to purchase additional cleaning supplies to stop the spread of COVID. The College also purchased technology such as laptops and additional equipment such as additional microscopes in the classrooms to allow for social distancing. In 2022, RVCC voted to transfer the remaining \$540,000 in institutional funds to student grants/scholarships for the fall 2022 and spring 2023 terms.

Information, Physical, and Technological Resources

Information Technology

RVCC's IT department provides day-to-day support through a helpdesk ticketing system, email, phone, and in-person. IT works with end users to resolve technology problems and tracks potential external security threats, most commonly "phishing" emails, while educating the college community about security threats as soon as they are recognized. A Barracuda spam filter quarantines suspicious emails to keep them out of employees' email accounts. A surplus supply of computers, laptops, and accessories are kept on hand in the IT department for rapid response to critical hardware issues and for deploying to inexperienced users.

The RVCC network has been upgraded to a virtual environment from physical servers; this allows for faster connections, fewer lags in service, and the ability to respond to end users wherever they may be working (remotely or on campus). To allow faculty, staff, and students the flexibility needed (due to pandemic or otherwise) additional platforms and services have been added in 2020 including; a ZOOM Pro account, Chromebooks available for check out, voicemail to email forwarding, and A/V equipment to facilitate video conferencing. Other technology added since the 2019 self-study include Kaltura, Respondus, Okta (multi-factor authentication for employees and students), and Microsoft Teams and Sharepoint.

Library Resources

RVCC's Puksta Library has added multiple pieces of technology, periodicals, databases, and activities in the past few years. These support students, RVCC employees, and community members. The library's vision focuses on providing the most current institutional resources while promoting a sense

of holistic academic well-being for students. Support is offered to students to enhance their educational journey at RVCC as well as self-care. Collaboration between the Library and Student Life has allowed students to access state park passes, mindfulness workshops, bullet journaling, family activities, and much more. Pop-up libraries created more equitable services as these travel to various sites. Resources are made available online, for pick-up, and can be delivered to one of the RVCC locations.

The library was instrumental during the COVID-19 pandemic in ensuring the technological needs of students and employees were met. In 2020, the library added forty Chromebooks to the collection that students can check out for an entire semester. Students have access to Chromebooks, Canvas and Zoom. Each Chromebook is equipped with a webcam and students can install Respondus, a lockdown browser technology that students use for test-taking.

Additionally, in 2021, thirty Microsoft Surface Pro tablets were added to the library's collection. Instructors can sign out the tablets for classroom use. The tablets have specialized anatomy and statistics software. Since March 2020, 1,844 pieces of technology and equipment have been circulated in the library. Most of these items were Chromebooks, laptops, Surfaces, and tablet pens. Hot spots were also made available at the start of the pandemic for students, and they continue to be available. Accessibility, modernized technology, and collaboration have created a welcoming and inclusive Library environment for students, employees, and community members that wish to use the space.

In 2020, the College implemented virtual tutoring services through Zoom, including one-on-one and drop-in sessions. Using Zoom has improved access to tutoring services because students do not need to visit campus; they can log in from anywhere. In-person tutoring, drop-in sessions, and workshops are still available for students that wish to utilize those services or support their learning needs. From fall 2020 to the present day, 356 students have accessed free tutoring services available at RVCC.

Physical Resources

Little has changed in terms of physical resources on the Claremont and Lebanon campuses. While the Keene location is now on the Keene State Campus and has moved to a dedicated building, the College is still in possession of the former Washington Street location. This property has been on the market for some time, but as the College must work with the System to sell the property, the process has moved slowly. RVCC had hoped to complete a sale before the winter to save on winter heating and plowing at an empty building, but this outcome does not seem likely as of the writing of this report.

Standard 9: Integrity, Transparency & Public Disclosure

River Valley Community College works diligently to adhere to the mission and vision of the College in all dealings with the students and communities served as well as during interactions between employees. College policies and practices identify clear expectations of our employees and the College works tirelessly to ensure that information provided to the public is accessible, clear, and informative.

Integrity

The College's Mission, Core Values, and Ethics (available in the "RVCC Principles" section of the website) outlines the attributes that promote institutional integrity: Compassion, Respect, Empowerment, Accountability, and Integrity. Besides continuing in good standing with NECHE, RVCC is also held to the highest standards by the individual accrediting agencies of its programs, including NAACLS, ACEN, NHBON, ACOTE, CAPTE, JRCERT, and COARC. RVCC programs are currently in good standing with all accreditors. The College also complies with all local, state, and federal regulations, mandates, and statutes that impact higher education, such as Titles IV and IX, FERPA, ADA, Section 504 of the Rehabilitation Act, and Equal Opportunity, and remains in good standing with NC-SARA.

Transparency

River Valley Community College is committed to being transparent with employees, students, and our local communities. As stated in the Areas of Emphasis, RVCC's website was redesigned in January 2020. The new site is easier to navigate and allows prospective and current students to find vital information quickly. Information such as academic program requirements, admissions procedures, tuition, and fees, and how to apply for financial aid is readily available and easy to access. River Valley Community College's catalog, student handbook, and faculty handbook are available online and can be easily accessed from the website. Consumer information is readily located on the website and is sent out to all employees and students each semester.

All-College Meetings are held three times per year, once each semester. The President's Extended Cabinet Leadership Team meets biweekly to share important updates across all departments. Extended Cabinet meeting minutes are shared with all employees after each meeting. The College distributes two monthly newsletters; one newsletter for employees and another for students.

Public Disclosure

RVCC is clear in its communications with the public via the website, the College Catalog, and the Student Handbook. Information related to application and admission processes is found in both the Catalog and on the website. Employment information for many accredited programs is available directly on program pages. National accrediting agencies often require programs to publish accreditation status, retention rates, graduation rates, national board exam pass rates, and employment statistics. Each accredited program at RVCC follows the national accreditation standards for that program and publishes required information on their program webpage. Links related to public disclosure for the College can be found in Standard 9 Data First Forms.

RVCC is responsive to reasonable requests for information and informs the public about how inquiries may be made through the College's "Contact Us" form on the website. The information from the "Contact Us" page goes to the Admissions Office, and they disseminate the request appropriately. The College posts all relevant information on programmatic outcomes and student success on its website and releases pertinent information via press releases to local news organizations.

Standard 8: Educational Effectiveness

RVCC Student Learning Outcomes

RVCC students should be able to communicate effectively, both verbally and via the current technology in their chosen field of study.

RVCC students should be able to use critical reasoning to solve problems.

RVCC students should be able to perform competently at the entry level in their chosen career path or transfer successfully to the next level of education.

RVCC students should be able to critically analyze contemporary issues in their communities and participate in productive citizenship by engaging in service learning and volunteerism.

RVCC students should be able to demonstrate commitment to diversity, equity, and social responsibility as life-long learners.

RVCC College Outcomes

RVCC is an active community partner and provides programs and activities which expand access to higher education.

RVCC provides holistic student support services and prepares students to be life-long learners.

RVCC supports local economic development by educating a skilled workforce to meet the needs of business, industry, and government.

RVCC measures the educational effectiveness of students in a variety of ways. In addition to the traditional measures of earning a certificate or degree and the ability to pass national professional examinations, the College looks to ensure that all students, regardless of the reason they attend the College, are meeting student outcomes. The student outcomes are rooted in the College's definition of an educated person which identifies that "the primary aim of the College is to assist students in becoming self-reliant, self-confident skilled workers and educated persons.... able to [utilize academic skills to] solve life's problems....and function as a responsible and ethical member of society...to be able to improve their lives and contribute something of value to the community in which they are a part."

The Expected Outcomes of the College reflect this educational philosophy and are benchmarks not only for students who complete credit programs, but also for those who attend the College with a specific goal in mind. That goal might be to take one course to improve status at a current job; to take specific classes with a goal of transferring to a four-year institution or graduate program; or to complete a short-term, non-credit certificate to obtain employment in a particular field. Data on student achievement is collected both formally via surveys at the programmatic and college level, and informally through communication with alumni, advisory boards, and regional employers.

The following reflective essay explores each of these outcomes, analyzes effectiveness data, and explains plans for continued achievement. This essay is organized with RVCC's institutional outcomes as the guiding principle. Under each outcome is a description of the outcome's content, the findings and analysis that the College has gained as a result of this interim self-study, and finally, an appraisal of how the institution will build upon its success and continue to improve where needed.

RVCC SLO: *RVCC students should be able to communicate effectively, both verbally and via the current technology in their chosen field of study.*

Findings & Analysis

River Valley Community College focuses on planning curricula that evaluate the transfer of learning both in the classroom and field. Evaluation of communication through verbal and technological methods takes place through the assessment of student assignments, including research projects, essays and papers, exams, lab reports, collaborative small group assignments, capstone projects, and portfolios. The presence of effective communication can be seen in peer and instructor responses, presentations, exam pass rates, and the ability to apply feedback and new theories within and outside of the classroom. Instructors use evaluation tools that include various rubrics to provide evidence-based assessment of learning. RVCC's evaluation of learning via this model has been proven to be effective as seen in the findings and analysis below as well as the state and national board pass rates as shown with Nursing (94.8%), Respiratory Therapy (100%), Radiologic Technology (100%), and Licensed Practical Nursing Program (100%).

Further, programs such as Early Childhood Education and Social Services all utilize work-based learning strategies such as practicums and field placements to ensure that graduates have both the didactic and hands-on knowledge needed to communicate effectively in their chosen field. Early Childhood Education students complete a level one and two practicum site. Social Services students are also assigned fieldwork placements. Students in both programs attend a seminar to support the theoretical knowledge gained in the classroom to the experience learned in the community. RVCC has seen an increase in students participating in practicum and fieldwork placements in these two programs. Six students participated in practicum and field work placements during the 2020/2021 academic year. Fourteen students participated in the 2021/2022 academic year. Another example comes from the Liberal Arts Program where students participated in a "guerilla poetry" initiative in which they responded to prompts in order to craft expressive writing. The exercise encouraged adaptive and flexible communication strategies, while also serving as a holistic and experiential learning model. The result of the project is a display of the students' writings, which enlivens the campus and bolsters students' confidence in presenting written work to the public.

RVCC students must demonstrate the ability to use technology as it is applied to communication practices through email, phone, Canvas, use of Microsoft Office products, Zoom, virtual presentations, and test-taking software such as Respondus. Many of these communication practices are applied to a student's final participation grade in their courses.

When asked in graduate surveys if programs emphasized and provided opportunities to develop both written and verbal communication skills, graduates rated their programs as follows (one being the lowest score and five being the highest):

2019: 4.41

2020: 4.21

2021: 4.68

2022: 4.56

Appraisal & Projection

The findings and analysis of this outcome illustrate students' increased confidence and competency in their verbal and written communications from 2019 to 2022. Long term analysis to measure the effectiveness beyond RVCC will be evaluated through the addition of GradCast software. GradCast will be able to track the success of graduates beyond RVCC and into the workforce where learned communication and technology skills will be applied.

RVCC SLO: *RVCC students should be able to use critical reasoning to solve problems.*

Findings & Analysis

As previously discussed, part of the River Valley Community College mission is to provide a skilled workforce. Two of the top skills needed in today's workforce include critical reasoning and the ability to problem solve. Methods for teaching these skills in the classroom include discussion board assignments, group work, research projects, and simulation labs. Students must have the ability to analyze and interpret information, articulate that information by presenting their understanding in some way, and assess the results of their interpretation.

Board exams that many RVCC graduates must take to attain their industry-recognized credential are one post-program method to assess their knowledge of critical reasoning and problem solving. Several RVCC programs have adjusted program objectives to better prepare students for board exams. For example, the Radiological Technology (RAD) program had low first-attempt pass rates for the American Registry of Radiologic Technicians (ARRT) certification in 2018, 2019, and 2021. RAD purchased and implemented study resources into both didactic instruction and homework assignments to better facilitate review and exam preparedness. In addition, supplemental tutoring services were added to nearly all RAD courses, and a teaching assistant position was created. Both the software and the tutoring provided students with additional opportunities to take their theoretical knowledge and apply it to real life scenarios. The result of these adjustments was an increase in the first attempt pass rate to 100% for 2022.

In 2021, Physical Therapist Assistant (PTA) students had a pass rate of about 70%, falling short of the 85% threshold. In response, the program modified the course content for Senior Seminar in 2022. The change in content increased focus on board exam preparation and proved to be a successful strategy. In 2022, the PTA board exam pass rate rose to 100%.

Lastly, when the Registered Nursing (RN) program saw a dip in the NCLEX pass rates, faculty evaluated the percentages that were used in grading students. It was determined that a small group of students were passing the courses in the program but were not meeting the minimum requirements on the exams. The RN Department weighed exam grades higher, and increased student

opportunities to practice in simulated scenarios. With these changes, the NCLEX pass rate increased to 94.8%, aligning it with the other nursing programs in New Hampshire.

Beyond the allied health programs, other RVCC programs utilize similar hands-on methods to teach critical reasoning and problem-solving skills. For example, in the computer science courses, students have access to both virtual and in-person server labs in order to practice creating and troubleshooting networks in live environments. Students in Early Childhood Education spend time working in the field and analyzing and reflecting on their experiences in order to become better practitioners. The high job placement rates of both programs are indicative that students have learned how to take didactic material and apply that knowledge to career scenarios.

In the same graduation surveys as mentioned earlier, graduates reported that their programs also taught them how to “evaluate, identify, and utilize credible professional resources.” (one being the lowest score and five being the highest):

2019: 4.42

2020: 4.2

2021: 4.76

2022: 4.6

The results of this survey indicate that RVCC graduates exit with a clear understanding of how to analyze and interpret information.

Appraisal & Projection

Decline in average exam passage rates is a key indicator that students might not be fully confident in their critical thinking and reasoning skills. As such, programs must continue to respond as RVCC has when exam rates fall. Involving Advisory Committees to assist with connecting innovative ways to implement critical reasoning and problem-solving skills into the curriculum will be imperative to keep up with workforce demands. Offering specific tutoring for programs has shown to be successful for programs. Challenges with finding and hiring available tutors with specific skill sets have been a barrier but will help increase exam pass rates for all programs.

RVCC SLO: *Students should be able to perform competently at the entry level in their chosen career path or transfer successfully to the next level of education.*

Findings & Analysis

River Valley Community College removed barriers for applicants while still implementing program specific assessments, pre- and co-requisite models to improve competency at all programmatic stages. Licensed Practical Nursing and Registered Nursing Programs have a Test for Academic Essential Skills (TEAS) assessment required with the application process. TEAS assessment evaluates

math, science, reading, and comprehension. The test ensures that candidates are prepared for the rigor of the program. Practice tests are available as are group study sessions since many of the Healthcare Applications students are working towards the goal of passing the TEAS. As mentioned prior, Nursing students had a 100% pass rate showing that entry level support and resources are a key component to retention and completion.

College composition, math, and science are core Liberal Arts courses that are embedded into the program maps. Advisors counsel students to take core classes early on to build a strong foundation of knowledge that will support demands of higher-level learning. Information Literacy Sessions are provided through the library. These sessions have grown from 347 students attending in Fall 2021 to 375 students in Fall 2022. Co-requisites workshops are offered to students that scored below 500 on their SATs or were identified through other assessments as needing additional support. Co-requisite workshops are provided for College Composition, Professional Writing, Fundamentals of Math, Statistics, Functions and Modeling 1, Mathematics for the Environment, and Mathematical Investigations. The co-requisite model allows students who need developmental courses to take college-level courses for credit with intense support built in. RVCC has seen great success with this model. Even during the COVID-19 pandemic, success rates for co-requisite courses remained high:

Statistics Fall 2020			Spring 2021			Fall 2021			Spring 2022		
Total Students:	64		Total Students:	49		Total Students:	44		Total Students:	32	
F/W	14	22%	F/W	8	16%	F/W	13	30%	F/W	5	16%
C or higher	41	64%	C or higher	38	78%	C or higher	27	61%	C or higher	25	78%
College Composition											
Fall 2020			Spring 2021			Fall 2021			Spring 2022		
Total Students:	78		Total Students:	42		Total Students:	73		Total Students:	47	
F/W	13	17%	F/W	6	14%	F/W	15	21%	F/W	10	21%
C or higher	62	79%	C or higher	33	79%	C or higher	55	76%	C or higher	34	72%

RVCC continues to meet the needs of students to provide the entry-level support and resources necessary for all students to complete their programs.

From 2019 to 2021, graduates were asked to rate from zero (worst) to five (best) if RVCC programs provided them with professional knowledge and skills for their chosen field. The results are as follows:

- 2019: 4.45
- 2020: 4.29
- 2021: 4.84
- 2022: 4.56

Graduation rates for associate degrees at RVCC continue to remain in the 30% range for all students, despite the impact of the pandemic:

- 2020 = 32%
- 2021 = 37%

2022 = 29%

There is a contrast between the completion rates of full and part-time students. The average completion rate for full-time students between 2020 and 2022 was approximately 50% while the rate for part-time students was roughly 34%. The lower average for part-time students is explained, in part, because part time students tend to take individual courses for professional development rather than looking to complete a degree. Further, many RVCC students already hold a certificate/license/degree. Approximately 33% of first-time students earn degrees while 51% of returning students earn a degree. The multiple motivations that RVCC students have for enrolling need to be factored in when assessing student success. Approximately 18.5% of students transfer to other institutions after attending RVCC. The College continues to explore processes that allow students to state their educational goals upon entry to the College so that RVCC can utilize this data when assessing SLOs. RVCC saw a decline in the undergraduate headcount completers in 2020 to 609. In 2021, it increased to 621 and continues to climb with 633 completers in 2022.

Appraisal & Projection

River Valley Community College uses Canvas as its Learning Management System and has begun the process of adding course outcomes to the platform. This project was piloted in Spring 2021 with the Registered Nursing (RN) program and our Physical Therapist Assistant (PTA) program. The outcomes in Canvas allow faculty to attach course competencies to assessments and collect data on student performance.

Once the outcomes have been loaded onto Canvas, faculty can begin to attach assessments to outcomes. As the project progresses, the College will collect a continuous data stream of outcomes to reference in future planning and assessment. The current goal is to have one course per program finalized by Fall 2023, and to have all course outcomes loaded into Canvas by Fall 2025.

The Physical Therapist Assistant (PTA) program piloted the Canvas Outcomes Project starting in Spring 2022. Feedback from the thirteen participants shows that Canvas outcomes were useful in measuring individual learning assessments and quizzes. Data interpretation was limited due to the pilot but will be expanded in the future. Students met or mastered 90% of the 206 assessment titles.

RVCC SLO: *Students should be able to critically analyze contemporary issues in their communities and participate in productive citizenship by engaging in service learning and volunteerism.*

River Valley Community College values community commitment as reflected in Strategic Initiative II of the College's strategic plan. All students at RVCC can engage in service learning and volunteering in one form or another. Many programs offer clubs associated with degree and certificate programs, Student Government Association, leadership, and other volunteer opportunities connected internally and externally with the College. A few examples of programs that have incorporated service learning

include the Physical Therapist Assistant (PTA) Program, Respiratory Therapy, Nursing, and Licensed Practical Nursing Program.

Findings & Analysis

Physical Therapist Assistant Program: PTA has a body mechanics club where students can be peer mentors, participate in trail maintenance, and volunteer with the Special Olympics.

Respiratory Therapy Program: Students can participate in Respiratory Care Week video and audio presentations, assist with the community food pantry, and assist with CPR training.

Registered Nursing Program: Students volunteer to welcome new students and participate in new student orientation, assisted with vaccinations at various clinics, food pantries, summer camps, and created a resource center to support students in the program.

Licensed Practical Nursing Program: Students worked with local and state agencies to administer COVID vaccines, assisted with Head Start (Teddy Bear Clinic), and one student traveled to Africa as part of an effort to vaccinate children.

All students: All students can volunteer with the food pantries at one of the three of the RVCC locations. Volunteer opportunities have been organized at the local Claremont Soup Kitchen and Career Services is available to assist students with finding volunteer and service-learning opportunities.

Appraisal & Projection

Although every student can participate in service learning, student's professional and personal lives are enriched by opportunities to connect with their local community. It is the goal of RVCC to uphold its mission which will involve more service-learning opportunities integrated into program curriculum with all programs and not limited to nursing and allied health.

RVCC SLO: *Students should be able to demonstrate commitment to diversity, equity, and social responsibility as life-long learners.*

Findings & Analysis

As RVCC continues to incorporate DEI into its curricula, student outcomes begin to reflect the institutional efforts toward making the College more diverse, equitable, and inclusive. Because so many RVCC students will be entering the healthcare field, program directors and faculty members continuously find practical application of DEI awareness throughout their programs and courses. The College is committed to reducing barriers—linguistic, cultural, and otherwise—for its increasingly diverse student population.

An RVCC DEI Taskforce was established in the 2021 Academic Year. The group assessed the website, college atmosphere (such as bulletin boards, fliers, etc.), and wrote a mission statement. The group then asked to be transitioned to a standing committee. The DEI committee has been instrumental in hosting training sessions on the value of diversity, bias, Safe Zone, and other cultural events. DEI is a

focus outside of this committee as well. In the fall of 2021, RVCC ran the Bridges Out of Poverty program open to all interested attendees. In February 2022, RVCC hosted a comprehensive DEI training for all Department Chairs.

While the College is still developing metrics and graduation survey questions to help measure the effectiveness of DEI efforts on campus, past surveys did inquire about the following:

Was the campus climate respectful, tolerant, and supportive?

2019: 4.4

2020: 4.3

2021: 4.80

2022: 4.63

At RVCC, I increased my knowledge of and responsiveness to diversity (ethnic/racial, cultural, ability/disability, age, gender, socioeconomic status, sexual orientation) in society.

2019: 3.91

2020: 3.91

2021: 4.52

2022: 4.09

This data shows some overall progress towards an inclusive campus climate, but River Valley is dedicated to doing more to move the needle.

Appraisal & Projection

Beyond college initiatives, individual programs are working hard to increase inclusion and belonging. For example, as the LPN program expands, with its growth has come new didactic content that highlights DEI as it is applied to practical nursing. Additionally, case studies are chosen to expand awareness of underserved and marginalized populations, with an emphasis on BIPOC and LGBTQ+ populations. Further, the Registered Nursing program recently evaluated its TEAS admission exam requirement and determined it had to be adjusted to meet the needs of more ESL students. The composite exam score is now used rather than the minimum score within each content area. In the PTA program, concepts of cultural competence are introduced in the first year in both “Activities of Daily Living” and “Intro to OT/PT.” As the result of several program evaluations, it was determined that DEI needed to be introduced into the Senior Seminar. The program foregrounds how culture and/or religion impacts access to healthcare. In this module, particular emphasis has been given to Black, Latino, Muslim, and LGBTQ+ populations. DEI content has been introduced into biological science courses through discussions of historical figures, conversations around bias, and through bulletin board displays that highlight diversity. Additionally, discussions pertaining to disease incidence in difference races and ethnicities highlight important principles in epidemiology. Faculty engage in discussion about the ways in which social and cultural influences affect access to health care.

In the coming years, RVCC will continue to examine the ways in which the College operates in order to ensure equity and accessibility for all students. Despite the small size of the state, there are rich resources at partner four-year institutions that RVCC can continue to tap into, and best practice guidelines that the College will take advantage of in order to ensure the best experience for all students.

RVCC College Outcome: *RVCC is an active community partner and provides programs and activities which expand access to higher education.*

Findings and Analysis

RVCC continuously strives to provide its students with educational opportunities that will directly translate to in-demand career opportunities. By preparing students for the workforce, students' incomes increase significantly, and they move into careers in healthcare, business, tech, and other arenas of commerce. To facilitate this, RVCC seeks funding and scholarship opportunities for its students, and works to remove barriers (financial and otherwise) students may face when considering college.

As mentioned in the Institutional Overview, IPEDS data shows that for AY 2020-21 89% of students received financial aid, 80% of which came from grants and scholarships. 43% of students received Pell grants, above the national average of 33%. Fall 2021 IPEDS data shows that 48% of students are enrolled in fully online courses, and 32% are enrolled in hybrid models. While these numbers reflect the necessity to move courses online during the pandemic, the College has continued to offer many distance learning options in order to reach students who cannot for a variety of reasons attend in-person classes.

RVCC has provided \$1,915,036 in scholarships from federal COVID funding since 2020. This includes CARES Act funds, CRRSA funds, ARP funds, and GOFER funds. The breakdown of scholarships awarded in the past three years is as follows;

2022- \$329,761

2021- \$418,991

2020- \$260,087

When considering RVCC, all students are made aware of the following financial resources to make college more accessible:

- Tuition Assistance Programs
- Federal Work Study
- Rural Heath Careers Scholarships

Student outcomes studies frequently demonstrate that students who attend new student orientations achieve better outcomes. As a result of its efforts to modernize the orientations model, RVCC has experienced a 30% increase in NSO attendees from 2021 to 2022. The College implemented the following strategies to bolster orientation participation:

- Offer physical and virtual experience
- More dynamic visuals
- Available on-site childcare
- Expanded times and locations offered.

As discussed in Area of Concern 5, the effort to expand the Keene Academic Center has allowed the 92 students attending classes there to benefit from library, tutoring, financial aid, and other services. 70% of Keene students have utilized these services, and the College continues to make resources more accessible. Safety is paramount, and the 100% of student safety reporting demonstrates the College's commitment to the well-being of its students.

Appraisal & Projection

In August 2020, the College created a hybrid position of Academic Advisor / Student Life Coordinator. In addition to their advising role, this employee works to increase student engagement opportunities through fun, dynamic programs that enrich the lives of students and their families. The Academic Advisor/Student Life Coordinator was instrumental in gathering data used to evaluate the new student orientation format.

To address critical nursing shortages in the region and beyond, the College launched a Licensed Nursing Assistant (LNA) training program in 2020. As a result, over 130 new LNAs from 19 cohorts have entered the workforce, many of whom are pursuing advanced training in healthcare. To expand upon the success of the LNA training program, RVCC launched an MNA training program in late 2022. Experienced LNAs can apply, and once licensed, will function as care partners with RNs and LPNs by administering medications to stable clients in long-term care facilities.

The College restructured its Medical Assistant program from a two-year associate degree to a 24-week certificate. Students receive a Registered Medical Assistant certification upon completion, a credential unique to RVCC within its catchment area. The program offers a flexible, hybrid schedule and is designed to reduce financial barriers by including course material costs and license examination fees into the total tuition cost. Students who successfully complete the program can earn up to nine college credits, which can in turn be applied toward other certificates or degrees at RVCC.

By incorporating Career Coach, students can quickly access assessments, labor market information, and resume writing tools. Additionally, the program has enabled the admissions team to aid students toward careers in high demand, high paying fields. 1,191 students, prospective students, and

employers have engaged with Career Coach, demonstrating its efficacy. 213 employers currently use Career Coach to reach prospective candidates.

As previously mentioned, the College has examined ways of reducing or removing financial barriers for students and working families. For example, the College has made available high quality, lower cost materials and Open Education Resources (OER). Students may use free online versions of these course materials, and, in many instances, can print copies of books and other material. This initiative also provides opportunities for faculty to take an active role evaluating their course materials to identify which ones can be designated as OER.

RVCC College Outcome: *RVCC provides holistic student support services and prepares students to be life-long learners.*

Findings & Analysis

The College continues to explore assistive technologies and build community partnerships to help students in the classroom and beyond. Students are the heart of RVCC, and the College actively finds ways to support the general well-being of its community. Concerns around housing, food insecurity, substance abuse, mental health, and family obligations can pose significant challenges to students. The College has made great strides to locate resources, provide education, and support its community.

To keep the campus safe and to address concerns in an appropriate fashion, the CARES team was established in September 2020. The CARES team utilizes a confidential referral process; believes in resourcing the referrer, not the student directly; uses a standard intervention rubric to guide discussions and keeps information as anonymous as possible within the team. More than 75% of students referred to CARES passed their courses, and at least half of them also graduated or registered for the following semester.

The College evaluated its Disability Services model and determined that Accessibility Services was a more equitable and inclusive format. In general, disability services require students to adapt to their environment while accessibility services offer ways for the institution to adapt to the student's needs. As part of the 2022 Faculty Institute, a presentation on neurodiversity was given, offering insight and knowledge for faculty to use in the classroom. As discussed in Standard 5: Students, there was a 117% increase in accommodation requests from Fall 2021 to 2022.

Food insecurity is a reality for a portion of the RVCC population. To address this, the College has increased the volume of food it receives from a local food bank. Through marketing and merchandising, the College aims to destigmatize use of the food pantry for students and employees so that anyone who needs it feels welcome to utilize this resource.

Fentanyl and opioid-related death and overdoses have been rising public health crisis nationwide. This stark reality is present across NH and affects the lives of the RVCC student population. A local community health center now makes fentanyl test strips and overdose kits (Narcan) available to RVCC students. These supplies are in discrete locations where students can access them for themselves or their communities.

Appraisal & Projection

In Fall 2020, The College rolled out a Remote Liaison Program which paired students with who served as a liaison to the College. Separate from the advisor and faculty role, the liaison acts as a conduit between the student and the network of resources available to them.

In November 2022, the VPASA and department heads visited the Oasis Learning Partnership to tour the facility and speak with staff and residents. Oasis operates a youth shelter for ages 16 to 21, provides a day program for the public, and is slated to open a charter school in 2023. The organization is the only such facility in NH to offer resources for youth facing housing insecurity. The College is exploring opportunities to assist Oasis through offering information sessions and other opportunities to its residents and clients.

RVCC College Outcome: *RVCC supports local economic development by educating a skilled workforce to meet the needs of business, industry, and government.*

Findings and Analysis

As this report has demonstrated, RVCC graduates join the workforce as skilled, knowledgeable employees who add tremendous value to the industries they enter. The College is currently exploring Workforce Apprenticeship models within healthcare occupations. These programs will lead to credentials that, in turn, will translate to progressive wage gains for graduates. For example, the College offers customized training packages offered with local companies like Rueger and Early College programs through Fujifilm and Hypertherm. Additionally, the College offers programs in areas where there are critical labor shortages.

57% of RVCC graduates enter the labor force with half of those workers entering careers in healthcare. Of note, 20% of RVCC graduates entering the labor force in 2022 are pursuing careers in nursing. These numbers are significant and demonstrate that RVCC is educating a large portion of the region's healthcare workforce.

River Valley offers Continuing Education and certification classes like an American Heart Association approved CPR course, and Massage Therapy CEUs. 176 students have attended these programs to continue their role in the workforce. Additionally, the College offers customized training programs to employers. Since 2019, has delivered five such programs with over 55 employees in attendance. The

College provides soft-skills training through Work Ready NH and helps facilitate a variety of continuing education courses such as the NH Safe Boater Training offered through the State Police. As previously discussed, the Massage Therapy Program was reintroduced to the Keene Academic Center in Fall 2022 since it was placed on hold. The first cohort enrolled had 14 students, or 93% of its projected enrollment.

Appraisal & Projection

The expanded LPN program is offered at our academic centers in Keene and Lebanon as well as other CCSNH institutions. Beginning in Laconia in Spring 2021 and expanding to Littleton in Spring 2022, 55 are expected to graduate in December 2022. To build on this success, the program has received support from the state legislature, and intends to launch a program in Manchester, NH in Spring 2022.

RVCC is the first college within the CCSNH to offer an academic program in partnership with a sister institution. Students can apply and complete the LPN program at RVCC, White Mountains Community College (WMCC), or Lakes Region Community College (LRCC). RVCC faculty are based at WMCC and LRCC. Core liberal arts classes are based in the “home” college until the student matriculates into the RN program.

In October 2022, the College began using GradCast to track employment data and to analyze post-grad activity in the community. The initial outreach effort includes 55 graduating LPN students. The College projects that this data will provide a holistic survey of graduates to help the College appraise its current model. Additionally, these metrics will help committees to determine if RVCC graduates are actively engaged in the community, thus applying the ethos outlined by the mission statement.

Conclusion

In the scant four years since the 2019 self-study and accreditation visit, River Valley Community College has endured both severe budget cuts and a global pandemic. In the midst of potential chaos, RVCC provided a safe, structured environment and innovative and holistic services for its students. This commitment to student success despite any setbacks has ensured stable enrollment and retention rates, continued high graduation rates, and almost 100% job placement. Although there is always room for improvement, and River Valley will continue to be diligent in the search for better process and assessment, the College is fiercely proud of its contribution to the community and to improving student lives.

Institutional Plans

River Valley Community College managed the COVID crises with as little interruption as possible. College enrollment declined significantly less than nationwide levels. In fact, RVCC saw a renewed interest in programs, experiencing a 20% increase in summer enrollment. The College sustained that enrollment gain over the next two summers. Likewise, during COVID, RVCC established a remote liaison program to interact with students on a regular basis. The success of that program was a reminder of the importance of personalized interaction with students. Prior to the COVID-19 pandemic, RVCC already had a significant online presence. This health crisis provided the impetus to further evaluate how the College serves online students. There is no plan to return to the same business model that occurred prior to COVID. Instead, the College is utilizing the lessons learned during COVID to provide a better student experience. The following section outlines the plan for accomplishing this.

Space Utilization

RVCC is currently evaluating how students utilize campus spaces post-COVID. On the Keene campus, the College discovered that having administrative offices and student support in the same space as classrooms was vital to the student experience. Thus, in the re-opening of a new, dedicated space, RVCC worked closely with KSC to ensure supports were side by side with classroom space. Over the next five years, RVCC will continue to evaluate this model of partnership with the local public 4-year college.

These discussions in Keene led RVCC leadership to re-think how students access services on the main campus in Claremont. Many of the allied health programs utilize block schedules to limit the specific days that students need to be on campus. The goal across programs is for students to be on campus 1-2 days per week with the remaining days free for clinical rotations (for those with clinical programs). This scheduling is also important to accommodate many students who commute an hour or more each way to access unique program offerings. For non-allied health programs and the Liberal Arts core, RVCC has maintained a healthy mix of synchronous and asynchronous online offerings, in person courses, and hybrid and hyflex offerings.

With all of this in mind, River Valley leadership is searching for a way to reach the most students in the most flexible way. Currently, on the main campus, many offices are behind locked doors, making the “pop in” appointment difficult. As the remote liaison program demonstrated, student contact is vital to success. A taskforce of staff and faculty across the College has been created to look at every office and classroom and see how the College can better support the student experience. This taskforce will be speaking with their colleagues and utilizing surveys in order to formulate recommendations as to how to better design common spaces, offices spaces, and classroom spaces. The goal of the committee is to improve the student experience while supporting employees in effectively doing their jobs. Technology and signage will play a significant role. Student spaces for

study, meetings, and groups are being evaluated as part of this process. This collaborative effort across the College will be completed by Summer 2023 and will position the College to better serve students going forward.

This effort to improve spaces for the student experience is combined with upgrades to key labs. RVCC's programs have substantial technology and equipment. In addition, the majority of classrooms have seen upgrades to best utilize the equipment to train the local workforce. Liberal Arts classrooms have the latest technology to support learning. However, there are a number of science labs that have not seen improvement since the 1970s. As illustrated, RVCC's strong financial position allows the College to fund significant lab upgrades through reserves. Anatomy and Physiology, Chemistry, Biology and Medical Lab Technician classrooms will be upgraded beginning in summer 2023. These upgrades and redesigns of space will be vital to student success over the next five years.

Shared Programming

RVCC is in the midst of an experiment to provide programming Statewide. The College received funding from the State to establish a LPN program. LPNs are vitally needed by the State of New Hampshire. As RVCC primarily serves western New Hampshire, it would not be possible to significantly impact state needs if the College only enrolled students from its catchment area. Thus, RVCC has offered the program on the campuses of partner Community Colleges in New Hampshire. The success of this programming, currently on five locations around the state, has led to an increase in students joining the second year of RN Programs. Additional funding will make it possible to add two locations over the coming years. RVCC's program is slated to be graduating 100 LPN's per year by 2025. As the initial funding was provided by the State, RVCC has until FY2025 to ensure the long-term viability of the program. As this fulfills our mission to the serve the State of New Hampshire and to help students move into careers, it is vital that we remain on track to support the program over the next five years. Based on the success of this model, RVCC is now looking to bring other allied health programs, such as Medical Lab Technician and Respiratory Therapy, to other locations around the state. Simultaneously, the College is exploring having unique programs such as CDL and paramedic housed on the RVCC campus but run out of one of the sister colleges. Working together is the only way to meet the employment needs of the state and provide high-quality instruction and career options to students.

New Programming

River Valley Community College consistently evaluates its programming to ensure the long-term viability. It is also vital that programming is both financially obtainable for students and leads to positive outcomes. River Valley is in process of shifting its Medical Assisting Program. In addition, RVCC remains ever mindful of the impact a degree has on the earning capabilities of graduates. The College is always looking at ways to support graduates' earning potential. With this in mind, River Valley developed two additional post-graduate certificates for our Radiological Technology graduates,

one in Computed Tomography and one in Mammography. The College hopes to have these two programs fully integrated over the next five years.

Strategic Plan

As discussed earlier in this report, RVCC developed a new three-year strategic plan, approved in Spring 2022. This plan links the five pillars established by the Community College System of New Hampshire. The College established the plan to review key goals before this self-study and chose a three-year plan with the intention of re-visiting priorities prior to our NECHE accreditation visit. The overarching theme of the plan is student success. Student success is what motivates and drives employees at River Valley. Faculty and staff consistently look for ways to move students towards their goals. Program completion has a real impact on students' earnings once they reach their goal and the College is very conscious of the ethical duty it must support those measures. As this report stresses, the RVCC Strategic Plan is designed to ensure continued student success. To put it simply, this region needs RVCC to be financially sustainable so that the College can continue to graduate students, improving their outcomes and providing key members of the workforce. College programs must support student success and need to be under constant evaluation. Standards and integrity within programs are vital for students to meet licensing requirements. RVCC must be consistently looking for innovative ways and new ideas to support success.

Appendix A: Affirmation of Compliance



New England Commission of Higher Education
 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
 Tel: 781-425-7785 | Fax: 781-425-1001 | www.neche.org

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	https://catalog.rivervalley.edu/advanced-standing-placement ; https://www.rivervalley.edu/programs-training/nh-transfer/
Print Publications	https://catalog.rivervalley.edu/
Self-study/Fifth-year Report Page Reference	pg. 21

- 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	https://catalog.rivervalley.edu/student-rights-grievance-procedures
Print Publications	https://catalog.rivervalley.edu/student-code-of-conduct
Self-study/Fifth-year Report Page Reference	p. 28

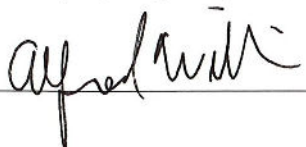
- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the 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	Secure login, passcode, multi-factor authentication
Self-study/Fifth-year Report Page Reference	p. 22

- 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 River Valley Community College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: 1/10/23

March, 2016, June 2020, August 2021

Appendix B: Audited Financial Statement



(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.

Change 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 this 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 21 and the required supplementary information on pages 60 through 68 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 November 29, 2022 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
November 29, 2022

**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



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.

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

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

**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

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

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.

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

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.

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	34,249,680	37,650,668	24,218,091
Total assets	196,685,684	196,519,521	176,307,204
Deferred outflows of resources	33,538,894	34,485,617	10,343,620
Liabilities			
Current	16,035,638	13,543,614	12,068,083
Noncurrent	163,809,932	199,820,892	160,450,547
Total liabilities	179,845,570	213,364,506	172,518,630
Deferred inflows of resources	38,774,759	35,079,042	48,224,767
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	(103,589,951)	(139,419,503)	(151,066,043)
Total net position (deficit)	\$ 11,604,249	\$ (17,438,410)	\$ (34,092,573)

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
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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).

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.

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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.

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 \$68.38 million and \$111.46 million, respectively. Also included in noncurrent liabilities are noncurrent portions of long-term debt of \$10.34 million, long-term employee benefits accruals of \$3.79 million, and refundable advances of \$285 thousand.

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Noncurrent liabilities decreased by \$36 million in 2022. The decrease was primarily due to decreases in CCSNH unfunded liabilities for pensions and OPEB of \$21.75 million and \$12.79 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. Additionally, 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.

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 \$29.04 million during the fiscal year. The increase is due to net operating and nonoperating income over expenses of \$24 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.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
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Statements of 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>
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>21,330,650</u>	<u>1,408,529</u>	<u>1,558,412</u>	<u>6,212,998</u>	<u>1,357,662</u>	<u>4,695,624</u>	<u>2,741,485</u>	<u>3,355,940</u>
Total deferred outflows of resources	<u>\$ 33,538,894</u>	<u>\$ 2,214,677</u>	<u>\$ 2,450,344</u>	<u>\$ 9,768,905</u>	<u>\$ 2,134,696</u>	<u>\$ 7,383,087</u>	<u>\$ 4,310,529</u>	<u>\$ 5,276,656</u>

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

Management's Discussion and Analysis (Unaudited)

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Statements of 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>
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	98,667,767	5,758,246	4,692,704	32,338,913	6,205,792	21,809,422	13,415,043	14,447,647
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>163,809,932</u>	<u>9,307,145</u>	<u>9,798,120</u>	<u>48,077,421</u>	<u>9,921,074</u>	<u>34,913,591</u>	<u>20,873,191</u>	<u>30,919,390</u>
Total liabilities	<u>\$ 179,845,570</u>	<u>\$ 10,428,623</u>	<u>\$ 10,712,406</u>	<u>\$ 51,496,132</u>	<u>\$ 11,454,061</u>	<u>\$ 37,582,184</u>	<u>\$ 24,779,582</u>	<u>\$ 33,392,582</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	21,720,566	1,434,277	1,586,900	6,326,569	1,382,478	4,781,458	2,791,599	3,417,285
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>\$ 38,774,759</u>	<u>\$ 2,831,984</u>	<u>\$ 2,800,922</u>	<u>\$ 11,231,778</u>	<u>\$ 2,440,112</u>	<u>\$ 8,440,819</u>	<u>\$ 4,997,275</u>	<u>\$ 6,031,869</u>
Net position (deficit)								
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>(103,589,951)</u>	<u>(2,037,369)</u>	<u>(915,099)</u>	<u>(39,289,131)</u>	<u>(3,897,111)</u>	<u>(28,038,783)</u>	<u>(15,692,622)</u>	<u>(13,719,836)</u>
Total net position (deficit)	<u>\$ 11,604,249</u>	<u>\$ 4,219,046</u>	<u>\$ 7,025,240</u>	<u>\$ (14,213,456)</u>	<u>\$ 11,843,135</u>	<u>\$ 1,484,439</u>	<u>\$ 2,112,246</u>	<u>\$ (866,401)</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:

	<u>Years Ended June 30,</u>		
	<u>2022</u>	2021 <u>Restated</u>	<u>2020</u>
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	56,337,166	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>92,336,744</u>	<u>122,058,343</u>	<u>113,788,782</u>
Operating loss	<u>(48,124,270)</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	29,042,659	16,654,163	18,909,207
Net position (deficit), beginning of year	<u>(17,438,410)</u>	<u>(34,092,573)</u>	<u>(53,001,780)</u>
Net position (deficit), end of year	<u>\$ 11,604,249</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	56,337,166	5,257,136	5,424,169	13,993,974	5,194,593	11,131,573	7,405,046	7,930,675
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>92,336,744</u>	<u>9,231,297</u>	<u>8,065,142</u>	<u>23,483,314</u>	<u>9,857,828</u>	<u>16,080,245</u>	<u>12,028,356</u>	<u>13,590,562</u>
Operating loss	<u>(48,124,270)</u>	<u>(5,696,237)</u>	<u>(5,627,584)</u>	<u>(8,710,437)</u>	<u>(6,449,171)</u>	<u>(8,796,283)</u>	<u>(6,610,564)</u>	<u>(6,233,994)</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)

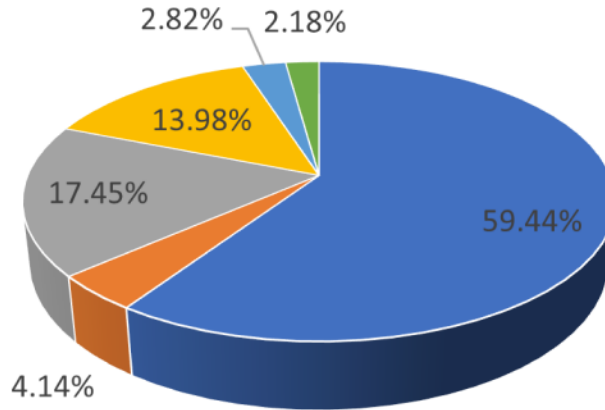
	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
Nonoperating revenues (expenses)								
State appropriations - operating	56,000,000	6,307,903	6,581,493	11,072,527	7,344,147	9,036,173	8,029,797	7,627,960
COVID-19 funding	23,102,359	2,092,424	1,445,475	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>24,018,639</u>	<u>2,401,126</u>	<u>1,844,057</u>	<u>6,551,088</u>	<u>2,390,115</u>	<u>3,396,621</u>	<u>3,661,866</u>	<u>3,773,766</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	29,042,659	3,669,641	2,080,090	7,920,034	2,588,239	4,119,177	4,420,270	4,245,208
Net position (deficit), beginning of year, restated	<u>(17,438,410)</u>	<u>549,405</u>	<u>4,945,150</u>	<u>(22,133,490)</u>	<u>9,254,896</u>	<u>(2,634,738)</u>	<u>(2,308,024)</u>	<u>(5,111,609)</u>
Net position, end of year	<u>\$ 11,604,249</u>	<u>\$ 4,219,046</u>	<u>\$ 7,025,240</u>	<u>\$ (14,213,456)</u>	<u>\$ 11,843,135</u>	<u>\$ 1,484,439</u>	<u>\$ 2,112,246</u>	<u>\$ (866,401)</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.

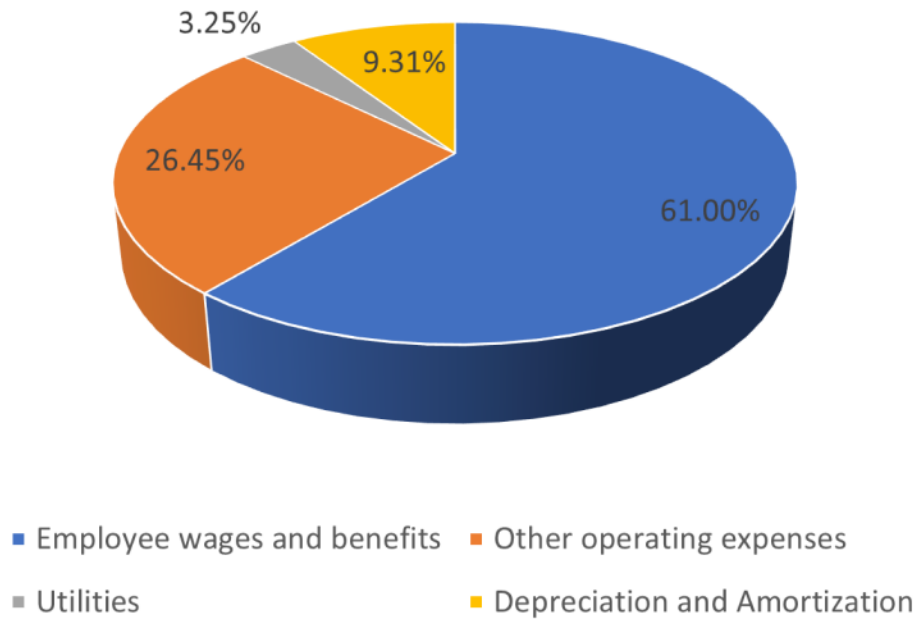
The increase in net nonoperating revenues and other changes in net position from 2020 to 2021 of \$22.4 was primarily due to an increase in investment returns not used for operations of \$6.21 million and pandemic related grant monies received from the federal government of \$18.82 million net of reduced 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 \$29.7 million from 2021. While salaries decreased by about \$1.95 million, employee benefits cost decreased by \$28.3 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 \$29.24 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	62,173,383	54,300,709	476,957	284,831
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	134,512,301	142,218,812	5,621,820	5,726,087
Total assets	196,685,684	196,519,521	6,098,777	6,010,918
Deferred outflows of resources				
Pension	12,208,244	17,985,947	-	-
Other postemployment benefits	21,330,650	16,499,670	-	-
Total deferred outflows of resources	33,538,894	34,485,617	-	-
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	16,035,638	13,543,614	6,157	2,153
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	98,667,767	111,458,152	-	-
Notes payable, net of current portion	1,451,225	1,500,953	-	-
Total noncurrent liabilities	163,809,932	199,820,892	-	-
Total liabilities	179,845,570	213,364,506	6,157	2,153
Deferred inflows of resources				
Pension	16,616,836	5,902,034	-	-
Other postemployment benefits	21,720,566	28,549,249	-	-
Deferred gain from advance bond refunding	141,615	189,993	-	-
Lease receivables	295,742	437,766	-	-
Total deferred inflows of resources	38,774,759	35,079,042	-	-
Net position (deficit)				
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	(103,589,951)	(139,419,503)	724,731	803,563
Total net position (deficit)	\$ 11,604,249	\$ (17,438,410)	\$ 6,092,620	\$ 6,008,765

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	56,337,166	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>92,336,744</u>	<u>122,058,343</u>	<u>1,756,952</u>	<u>1,067,598</u>
Operating (loss) income	<u>(48,124,270)</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>24,018,639</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>29,042,659</u>	<u>16,654,163</u>	<u>83,855</u>	<u>1,586,175</u>
Net position (deficit), beginning of year, restated	<u>(17,438,410)</u>	<u>(34,092,573)</u>	<u>6,008,765</u>	<u>4,422,590</u>
Net position (deficit), end of year	<u>\$ 11,604,249</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	\$ (48,124,270)	\$ (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	(4,830,980)	(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	(12,790,385)	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	(6,828,683)	(10,052,001)
Net cash used for operating activities	\$ (48,257,998)	\$ (65,202,219)
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	47,513	160,496
Payments for the acquisition of capital assets	\$ 2,711,314	\$ 4,953,409

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.

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.

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.

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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.

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.

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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.

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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.

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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.

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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.

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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.

3. 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.

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4. 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>

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5. 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	(12,790,385)	-	98,667,767	-
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>\$ (34,103,107)</u>	<u>\$ (2,274,684)</u>	<u>\$171,463,343</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.

6. 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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7. 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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8. 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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9. 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.

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 \$94,780,974 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 4.633% and 4.813%, respectively.

For the years ended June 30, 2022 and 2021, CCSNH recognized OPEB income of \$23,073,949 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	\$ 19,310,893	\$ 12,979,147
Differences between expected and actual experience	-	2,267,110
Changes in proportion	193,971	5,292,528
Unamortized difference between proportionate share contributions and contributions paid	-	1,131,800
Proportionate share of contributions subsequent to the measurement date	<u>1,498,000</u>	<u>-</u>
Balances as of June 30, 2022	<u>\$ 21,002,864</u>	<u>\$ 21,670,585</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	\$ 6,527,338
2024	603,887
2025	(3,918,568)
2026	<u>(1,046,936)</u>
	<u>\$ 2,165,721</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 <u>(1.16%)</u>	Current Discount Rate <u>(2.16%)</u>	1% Increase <u>(3.16%)</u>
CCSNH's proportionate share of the total State OPEB liability	<u>\$ 113,337,262</u>	<u>\$ 94,780,974</u>	<u>\$ 80,230,687</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:

	<u>1% Decrease</u>	Current <u>Trend Rates</u>	<u>1% Increase</u>
CCSNH's proportionate share of the total State OPEB liability	<u>\$ 77,910,664</u>	<u>\$ 94,780,974</u>	<u>\$ 117,006,048</u>

10. 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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11. 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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12. 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.

13. 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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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
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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.*

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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
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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
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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)*

	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	4.6334 %	4.8132 %	4.8440 %	4.9304 %	4.9660 %	4.9255 %
Employer's proportionate share of the collective total State OPEB Plan liability	\$ 94,780,974	\$ 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	200 %	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 November 29, 2022, 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>			
<i>Career and Technical Education - Basic Grants to States</i>			
	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

Appendix C: Auditor's Management Letter



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 November 29, 2022. 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 (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.

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 8.
- The disclosures of other postemployment benefits (OPEB) required by GASB Statement No. 75 in Note 9.
- The disclosure of the COVID-19 Considerations and specific federal relief funding received by and awarded to CCSNH in Note 13.

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 November 29, 2022.

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
November 29, 2022

Community College System of New Hampshire

Year End: June 30, 2022

Passed Adjusting Journal Entries

Date: 7/1/2008 To 6/30/2022

Number	Date	Name	Account No	Reference	Debit	Credit	Proposed Net Income (Loss)	Proposed Amount Chg	Recurrence	Misstatement
Net Income (Loss)							29,126,515.36			
PAJE01	6/30/2022	Student Accounts Receivable	1200 CCSNH	602		284,825.37				
PAJE01	6/30/2022	Bad Debt Expense	7X00 CCSNH	602	284,825.37					
To write off balances in excess of 90 days old to be consistent with the System's write off policy.					284,825.37	284,825.37	28,841,689.99	(284,825.37)		
					284,825.37	284,825.37	28,841,689.99	(284,825.37)		

Appendix D: Interim Report Forms



New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100 • Burlington, MA
01803 phone: (781)-425-7785 • fax: (781) 425-1001
<http://neche.org>

INTERIM REPORT FORMS

Revised October 2018; Effective December 1, 2018

General instructions:

Data First forms provide evidence to support the institution's comprehensive self-study. Each of the 35 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements (e.g., 7.2-7.5a), yearly IPEDS surveys (7.1, 8.1), College Scorecard (5.3), National Student Clearinghouse reports (8.2), and other institutional reports and publications. Institutions that do not submit IPEDS or participate in the Clearinghouse should contact Commission staff for guidance about how to complete these sections of the forms.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

In the following forms, the column "**Current Year**" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Year" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Year" column.

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Instructions and definitions are embedded in each form. To see the instructions, move the mouse on top of red boxes with a **?**. This version of the Interim Report forms has been formatted to print the forms only. If you wish to print the forms with their accompanying instructions, you can find a specially formatted version of Interim Report forms on the Commission website: <http://neche.org>.

Additional guidance about completing the forms for Standard 8, *Educational Effectiveness*, can be found in the Statement on Student Achievement and Success Data Forms, available on the NECHE website.

If you have questions about completing the Interim Report forms, please call a member of the Commission staff for assistance.

Tab#	Section	Lead	Reach out to	Status	Method
1	Gen Info	Mel/Jill		Info entered, but Melanie you may want to confirm the audit type - I just copied from the 10-year report - response: all of our audits are unqualified - MH	
2	Stds 1,2,3	Jillian		Done (unless there are other institution-wide plans I'm not aware of) (Jenn can confirm academic program review)	
3	Std 3-Locations & Modalities	Jillian		Ready for review to be sure the way I separated out the numbers is okay to report.	used SXRDEM2 report for the nine applicable terms.
4	Std 4-Summary Degree Seeking	Jillian		Done	used SXEDEM2 for 202210, and SXRICLB
5	Std 4-Summary Other Students	Jillian		Done	used SXEDEM2 for 202210, and SXRICLB
6	Std 4-Enroll, Cr Hours, Info Lit	Jillian	Sarah for Info Lit piece	Done (Sarah may be able to track down more historical data - otherwise can add explanation)	used SXRDEM2 for the applicable Fall semesters
7	Std 5-Admissions	Jillian	Suzanne	Done - unless Suzanne G. has changes (touched based 7/22)	SXRADMS for past fall semesters applicants and accepts, SXRDEM2 for those who ended up enrolling
8	Std 5-Enrollment	Jillian		Done	used SZRHCN5, used FR/SR designation to determine 1st and 2nd years
9	Std 5-Fin Aid, Debt	Melanie	Shannon Carroll	Pending Loan repayment percentages current and future year.	State Aid includes GOV, UNQ, VSAC, ECEPR
10	Std 6-Faculty Acad Stf by Cat	Melanie	Connie Sampson	Done	
11	Std 6-Appts., Departures	Melanie	Connie Sampson	Done	
12	Std 7-Human Resources	Jillian	Connie	Done! (unless Connie has any explanation to add)	last four years of IPEDS reports
13	Std 7-Financial Position	Melanie	Steve Fader - data Michelle Lockwood-auditor	Pending FY22 reported data	Audited Financials https://www.ccsnh.edu/about-ccsnh/financials-and-reports/
14	Std 7-Revenues&Expenses	Melanie	Steve Fader - data Michelle Lockwood-auditor	Pending FY22 reported data, current year and forward year estimates.	IPEDS Part B, Part C, and Part E-2
15	Std 7-Debt	Melanie	Steve Fader - data Michelle Lockwood-auditor	Pending FY22 reported data, current year and forward year estimates.	IPEDS Finance Report Part L, Part K and Part A
16	Std 7-Supplemental Fin Data	Melanie	Steve Fader - data Michelle Lockwood-auditor	Pending FY22 reported data, current year and forward year estimates and financial aid source data.	Reference Std 7 Financial Position
17	Std 7a-Liquidity	Melanie	Steve Fader - data Michelle Lockwood-auditor	In Process	Reference Std 7 Financial Position
18	Std 8-Ret&Grad UG	Jillian		Done. (unless we want to make up some "other retention/persistence rates"... which we did do ethnicity last time - but not sure it's necessary)	IPEDS Reports: Fall Enrollment (retention %), Graduation Rates, and Outcome Measures
19	Std 8- Prog Rates&Oth Meas	Jillian	SW for NSC Data, etc.!	Done!	determine terms (201710 and 201720, 201910 and 201920 - Bs and Ts. Compare to 202210 and 202220 for still enrolled) and cohort (Suzanne pulled list from data warehouse, Jillian pulled list from Banner SXRDEM2 - compared, made any needed edits), SW sent final cohorts to NSC and replied with qty for each field, SW used same report to summarize highest degrees earned
20	Std 8-Rates	Jillian	Program Directors	Done for now, will ask again in early-October to get updated info on May 2022 grads. Emailed DCs/PDs on 7/11/22 requesting license exam and job placement data - data incoming	asked PDs/DCs
21	Std 8-Ret&Grad- GR DE OCP	Jillian		Done!/Not Applicable	
22	Std 9.1-Integrity	Melanie/ Jillian		Pending Review	
23	Std 9.2-Transparency	Melanie/ Jillian		Pending Review	
24	Std 9.3-Public Disclosure	Mel/Jill		Done!	pulled web pages from catalog, handbook, and website



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INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes/No	Unqualified
	2022	Yes	Unqualified
	1 Year Prior 2021	Yes	Unqualified
	2 Years Prior 2020	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.rivervalley.edu/a	February 22, 2017

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	https://www.rivervalley.edu/wp-content/uploads/2020/08/RVCC-2018-2021-Strategic-Plan.pdf
2022	2022-2025	https://www.rivervalley.edu/wp-content/uploads/2022/05/RVCC-Strategic-Plan-2022-25.pdf
Expected by 2026	2026-2029	n/a

Other institution-wide plans*

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

Year completed	Effective Dates	Website location

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

- Academic Advising Manual
- Strategic Marketing Plan
- Emergency Management Plan

2022	2022	Posted in Canvas, Teams, and Shared Folder
2021	2021-2022	Shared Internally

EVALUATION

Academic program review

- Program review system (colleges and departments). System last updated: 2018 with subsequent update in progress as of May 2022
- Program review schedule (e.g., every 5 years) Every five years, if not accredited by an outside agency

Website location

*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,

Name of the sponsoring entity	Community College System of New Hampshire
Website location of documentation of relationship	https://www.ccsnh.edu/

Governing Board

Website location	
By-laws	https://www.ccsnh.edu/wp-content/uploads/2019/09/Board-
Board members' names and affiliations	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
			(FY 2020)	(FY 2021)	(FY 2022)
Total Annual Unduplicated Headcount	All*	varies	1,872	1,757	1,743
Main campus	Claremont, NH	9/1/1968	550	227	246
Clinicals / Practicums / Internships	Varies, primarily NH	varies	109	118	105
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)	Keene, NH**	9/1/2004	213	46	61
Other instructional locations (US)	Lebanon, NH	1/19/2016	78	62	43
Other instructional locations (US)	PN Courses at other CCSNH location - Laconia***	1/19/2021		8	24
Other instructional locations (US)	PN Courses at other CCSNH location - Littleton***	1/18/2022			8
Branch campuses (overseas)					
Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY 2020)	(FY 2021)	(FY 2022)
Distance Learning Programs					
Programs 50-99% on-line	****	2006	808	906	888
Programs 100% on-line					
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	1 - Early College / Running Start	1999	876	789	762
Contractual Arrangements involving the award of credit	1 - AMTT with Strum, Ruger, Co.	6/19/2019	13	12	10

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

Please enter any explanatory notes in the box below

*Data points in this row include total annual unduplicated headcount for all locations and modalities. Students will be repeated below if, for example they took a class in Lebanon and Online. Counts are not duplicated in each row in each year.

**Our Keene location moved from our own building to a co-locating arrangement with Keene State College in the Fall of 2019. At the height of the covid-19 pandemic, we did shift back to our building for classes as needed to accommodate our communiting student population as we had alternative safety measures in place compared to the residential KSC student population and have since resumed courses at KSC. We are looking forward to commencing the management of our own space on their campus in the fall 2022 semester.

***With the support of our state legislature, our Practical Nursing program has been taught at other CCSNH locations and plans to further expand in coming semesters.

****Students do not enroll in online degree programs. All students enrolled in the College may take online courses. Enrollment reflects any student who enrolled in an online course, and most students were also enrolled in face-to-face courses within their program.

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

Fall 2021 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	105							105
Main Campus PT	310							310
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	415	0	0	0	0	0	0	415
Total FTE	303.08							303.08
Enter FTE definition:	Credits / 12 = FTE							
Degrees Awarded, Most Recent Year	120							120

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

Students at RVCC apply to the college, not to an academic center. All students are considered as part of the data for the RVCC main campus but any student can take classes at the Keene Academic Center, the Lebanon Academic Center, and Online. Students do not enroll into a specific location or modality.

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

Fall 2021 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	15	0		15	105	120
Main Campus PT	191	88		279	310	589
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	206	88	0	294	415	709
Total FTE	110.07	28.25		138	303.08	441.40
Enter FTE definition:	Credits / 12 = FTE	Credits / 12 = FTE				
Certificates Awarded, Most Recent Year	79					

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

Students at RVCC apply to the college, not to an academic center. All students are considered as part of the data for the RVCC main campus but any student can take classes at the Keene Academic Center, the Lebanon Academic Center, and Online. Students do not enroll into a specific location or modality. Running Start (in high school dual enrollment) students not included (Headcount: Ft: 4, Pt: 542, FTE: Ft: 4.42, Pt: 203.92).

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

	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
For Fall Term, as of Census Date					
Certificate	88	72	163	206	210
Associate	623	576	446	415	423
Baccalaureate					
Total Undergraduate	711	648	609	621	633

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

	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
For Fall Term, as of Census Date					
Master's					
Doctorate					
First Professional					
Other					
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 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
Undergraduate	6464	5976	5326	4965	5064
Graduate					
Total	6,464	5,976	5,326	4,965	5,064

**Standard 4: The Academic Program
(Information Literacy sessions)**

	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
Main campus					
Sessions embedded in a class				6	10
Free-standing sessions			2	67	75
Branch/other locations					
Sessions embedded in a class				5	5
Free-standing sessions				7	10
Online sessions				262	275
URL of Information Literacy Reports	https://rivervalley.libguides.com/Library/infolit				

Please enter any explanatory notes in the box below

-Running Start (in high school dual enrollment) students not included (Headcount/Credits: Fall 2018: 630/2503, Fall 2019: 696/2878, Fall 2020: 587/2552, Fall 2021: 542/2472). Non-Matriculated students not included (Headcount/Credits: Fall 2018: 95/454, Fall 2019: 79/428, Fall 2020: 73/380, Fall 2021: 92/367).
 -Information literacy session data is not available prior to 9/18/20 due to a staffing change.

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 (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Goal (specify year) (Fall 2022)
Total Applications Initiated	999	944	973	1,003	1,023
Freshmen - Undergraduate	?				
Completed Applications	?	366	314	347	336
Applications Accepted	?	366	285	310	333
Applicants Enrolled	?	245	202	195	179
% Accepted of Applied	100.0%	90.8%	89.3%	99.1%	100.0%
% Enrolled of Accepted	66.9%	70.9%	62.9%	53.8%	100.0%
Percent Change Year over Year					
Completed Applications	na	-14.2%	10.5%	-3.2%	2.0%
Applications Accepted	na	-22.1%	8.8%	7.4%	2.9%
Applicants Enrolled	na	-17.6%	-3.5%	-8.2%	91.5%
Average of statistical indicator of aptitude of enrollees: (define below)	?				
*See Below	n/a	n/a	n/a	n/a	n/a
Transfers - Undergraduate	?				
Completed Applications	182	141	152	165	168
Applications Accepted	182	140	147	165	168
Applications Enrolled	132	103	100	97	168
% Accepted of Applied	100.0%	99.3%	96.7%	100.0%	100.0%
% Enrolled of Accepted	72.5%	73.6%	68.0%	58.8%	100.0%
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

*RVCC has an open admission policy, which means that all students who apply are accepted (admission to some allied health programs is competitive). Multiple measures (such as SAT scores, high school diploma, faculty developed assessment, etc.) are used to determine placement in certain courses (such as College Composition, Statistics I, etc.). Similar methods are used to determine if remedial coursework is needed, though we aim to use the co-req workshop model rather than remedial courses when applicable.

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 (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Goal (specify year) (Fall 2022)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	85	88	72	62	63
	Part-Time Headcount	388	350	313	345	352
	Total Headcount	473	438	385	407	415
	Total FTE	285.08	280.33	246.42	237.50	242.25
Second Year	Full-Time Headcount	73	58	50	58	59
	Part-Time Headcount	254	226	246	246	251
	Total Headcount	327	284	296	304	310
	Total FTE	238.42	206.58	210.50	218.25	222.62
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	158	146	122	120	122
	Part-Time Headcount	642	576	559	591	603
	Total Headcount	800	722	681	711	725
	Total FTE	524	487	457	456	465
	% Change FTE Undergraduate	na	-7.0%	-6.2%	-0.3%	2.0%
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		800	722	681	711	725
Grand Total FTE		524	487	457	456	465
	% Change Grand Total FTE	na	-7.0%	-6.2%	-0.3%	2.0%

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?

<https://www.rivervalley.edu/about/river-valley-principles/>

? Three-year Cohort Default Rate

(FY 2016)	(FY 2017)	(FY 2018)
15.9	11.1	14.3

? Three-year Loan repayment rate
(from College Scorecard)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)

? Student Financial Aid

Total Federal Aid	\$3,425,105	\$3,202,907	\$2,901,843	\$3,172,260	\$3,175,529
Grants	\$1,073,835	\$1,017,476	\$975,755	\$1,022,356	\$1,022,356
Loans	\$2,328,202	\$2,178,707	\$1,922,701	\$2,143,203	\$2,143,203
Work Study	\$23,068	\$6,721	\$3,387	\$6,700	\$9,969
Total State Aid	\$131,303	\$157,023	\$151,842	\$154,433	\$154,433
Total Institutional Aid	\$0	\$0	\$0	\$0	\$0
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$68,306	\$61,989	\$73,570	\$61,335	\$66,300
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$68,306	\$61,989	\$73,570	\$61,335	\$66,300

Student Debt

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

Undergraduates	69%	60%	60%	63%	63%
Graduates					
First professional students					

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$11,539	\$9,696	\$9,312	\$10,182	\$10,182
Graduates					
First professional students					

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$6,857	\$6,136	\$5,290		
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

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
-------------------------------	-------------------------------	------------------------------	---------------------------

? Number of Faculty by category

Full-time	21	22	27	25
Part-time				
Adjunct	64	70	63	73
Clinical	9	12	11	9
Research				
Visiting				
Other; specify below:				
Total	94	104	101	107

Percentage of Courses taught by full-time faculty

4			
4			
%			

? Number of Faculty by rank, if applicable

Professor	11	13	14	13
Associate	9	7	10	8
Assistant	1	1	3	4
Instructor				
Other; specify below:				
Total	21	21	27	25

? Number of Academic Staff by category

Librarians	1	1	1	1
Advisors	3	2	3	3
Instructional Designers				
Other; specify below:				
Total	4	3	4	4

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 (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
FT	PT	FT	PT	FT	PT	FT	PT

1. Number of Faculty Appointed

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

1						2	
2						1	
3	0	0	0	0	0	3	0

2. Number of Faculty in Tenured Positions

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

0	0	0	0	0	0	0	0

3. Number of Faculty Departing

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

2				3		4	
2	0	0	0	3	0	4	0

4. Number of Faculty Retiring

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

		1					
0	0	1	0	0	0	0	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		
	(Fall 2018)			(Fal 2019)			(Fall 2020)			(Fall 2021)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	22	134	156	26	122	148	27	146	173	27	66	93
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	1	2	3	1	1	2	1	1	2	1	0	1
Library Technicians	0	1	1	0	1	1	0	1	1	0	1	1
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	10	38	48	11	30	41	14	33	47	15	22	37
Management Occupations	3	0	3	3	0	3	3	0	3	3	0	3
Business and Financial Operations	4	1	5	3	0	3	4	0	4	3	0	3
Computer, Engineering and Science		2	2	2	1	3	2	1	3	2	1	3
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	0	0	0	0	0	0	0	0	0	0	0	0
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	2	4	6	4	2	6	4	2	6	4	1	5
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	4	9	13	2	6	8	3	4	7	2	3	5
Natural Resources, Construction, Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	46	191	237	52	163	215	58	188	246	57	94	151

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 2022	Percent Change		
				2 yrs-1 yr prior	1 yr-most recent	
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$6,738,594	\$7,266,506	\$7,776,851	7.8%	7.0%
?	Cash held by State Treasurer	\$1,506	\$1,018	\$3,314	-32.4%	225.5%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$358,850	\$693,821	\$574,133	93.3%	-17.3%
?	Contributions Receivable, Net	\$122,170	\$127,927	\$124,917	4.7%	-2.4%
?	Inventory and Prepaid Expenses				-	-
?	Long-Term Investments	\$1,403,339	\$2,052,132	\$1,895,122	46.2%	-7.7%
?	Loans to Students	\$20,760	\$17,109	\$14,664	-17.6%	-14.3%
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$8,678,063	\$8,070,715	\$7,452,936	-7.0%	-7.7%
?	Other Assets	\$728,224	\$2,529,254	\$2,696,631	247.3%	6.6%
	Total Assets	\$18,051,506	\$20,758,482	\$20,538,568	15.0%	-1.1%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$606,478	\$578,737	\$629,751	-4.6%	8.8%
?	Deferred revenue & refundable advances	\$244,923	\$352,255	\$284,535	43.8%	-19.2%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments	\$0	\$0	\$0	-	-
?	Refundable government advances	\$22,021	\$20,725	\$17,526	-5.9%	-15.4%
?	Other long-term liabilities	\$13,609,936	\$14,862,909	\$12,581,516	9.2%	-15.3%
	Total Liabilities	\$14,483,358	\$15,814,626	\$13,513,328	9.2%	-14.6%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	(\$5,046,324)	(\$3,741,794)	(\$915,099)	-25.9%	-75.5%
?	Foundation				-	-
	Total	(\$5,046,324)	(\$3,741,794)	(\$915,099)	-25.9%	-75.5%
	Temporarily restricted net assets					
	Institutional	\$7,772,150	\$6,586,410	\$5,990,936	-15.3%	-9.0%
?	Foundation				-	-
	Total	\$7,772,150	\$6,586,410	\$5,990,936	-8.2%	-9.0%
	Permanently restricted net assets					
	Institutional	\$1,442,322	\$2,099,240	\$1,949,403	45.5%	-7.1%
?	Foundation				-	-
	Total	\$1,442,322	\$2,099,240	\$1,949,403	45.5%	-7.1%
	Total Net Assets	\$3,568,148	\$4,943,856	\$7,025,240	38.6%	42.1%
	TOTAL LIABILITIES and NET ASSETS	\$18,051,506	\$20,758,482	\$20,538,568	15.0%	-1.1%

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	\$3,717,926	\$3,895,010	\$3,851,660	\$3,659,077	\$3,549,304.69
⌵ Room and board					
⌵ Less: Financial aid	-\$119,659	-\$320,935	-\$310,567	-\$100,000	-\$97,000
Net student fees	\$3,598,267	\$3,574,075	\$3,541,093	\$3,559,077	\$3,452,305
⌵ Government grants and contracts	\$392,694	\$224,099	\$205,895	\$205,895	\$205,895
⌵ Private gifts, grants and contracts	\$35,856	\$9,488	\$0	\$0	\$0
⌵ Other auxiliary enterprises	\$38,859	\$32,929	\$28,214	\$28,214	\$28,214
Endowment income used in operations	\$0	\$0	\$0	\$0	\$0
⌵ Other revenue (specify):	\$127,127	\$107,324	\$120,733	\$120,733	\$120,733
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	\$4,192,803	\$3,947,915	\$3,895,935	\$3,913,919	\$3,807,147
OPERATING EXPENSES (in 000s)					
⌵ Instruction	\$3,888,756	\$4,461,590	\$4,456,507	\$4,443,577	\$4,428,425
⌵ Research	\$4,717	\$5,568	\$6,391	\$6,391	\$6,391
⌵ Public Service	\$4,284	\$4,230	\$8,353	\$8,353	\$8,353
⌵ Academic Support	\$632,983	\$737,469	\$604,357	\$595,000	\$595,000
⌵ Student Services	\$1,241,389	\$1,369,658	\$1,343,998	\$1,300,000	\$1,300,000
⌵ Institutional Support	\$2,325,145	\$2,696,100	\$257,424	\$2,450,000	\$2,467,798
Fundraising and alumni relations					
⌵ Operation, maintenance of plant (if not allocated)	\$1,147,867	\$820,412	\$1,430,556	\$1,430,556	\$1,516,587
⌵ Scholarships and fellowships (cash refunded by public institution)	\$1,432,585	\$1,820,050	\$2,262,409	\$1,432,585	\$1,432,585
⌵ Auxiliary enterprises	\$37,810	\$27,978	\$37,875	\$37,875	\$37,875
⌵ Depreciation (if not allocated)					
⌵ Other expenses (specify):	\$23,665	\$416,119	\$31,425	\$31,425	\$31,425
Other expenses (specify):					
Total operating expenditures	\$10,739,201	\$12,359,174	\$10,439,294	\$11,735,761	\$11,824,439
Change in net assets from operations	-\$6,546,398	-\$8,411,259	-\$6,543,359	-\$7,821,842	-\$8,017,292
NON OPERATING REVENUES (in 000s)					
⌵ State appropriations (net)	\$6,839,708	\$6,896,129	\$6,581,493	\$6,322,813	\$6,512,497
⌵ Investment return	\$71,328	\$487,841	-\$500,889	\$19,427	\$19,427
⌵ Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	\$20,500	\$19,000	\$73,886	\$37,795	\$43,560
⌵ Other (specify): Federal grants	\$1,212,321	\$2,005,254	\$2,024,652	\$1,212,321	\$1,212,321
Other (specify): State grants	\$199,102	\$229,891	\$228,329	\$228,329	\$228,329
Other (specify): Local grants	\$663	\$1,870	\$1,157	\$1,157	\$1,157
Net non-operating revenues	\$8,343,622	\$9,639,985	\$8,408,628	\$7,821,842	\$8,017,292
Income before other revenues, expenses, gains, or losses	\$1,797,224	\$1,228,726	\$1,865,269	\$0	\$0
⌵ Capital appropriations (public institutions)	\$140,090	\$101,132	\$53,434	\$98,219	\$84,262
⌵ Other (specify): Additions to permanent endowments	\$108,283	\$45,849	\$161,388	\$105,173.33	\$104,136.78
TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,045,597	\$1,375,707	\$2,080,091	\$203,392	\$188,398

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY2022)	Current Year (FY2023)	Next Year Forward (FY 2024)
	Long-term Debt					
	Beginning balance	\$1,527,324	\$1,505,913	\$1,484,307	\$1,461,903	\$1,438,674
	Additions	\$0	\$0	\$0	\$0	\$0
	Reductions	(\$21,411)	(\$21,607)	(\$22,404)	(\$23,229)	(\$24,086)
	Ending balance	\$1,505,913	\$1,484,306	\$1,461,903	\$1,438,674	\$1,414,588
	Interest paid during fiscal year	\$55,001	\$54,233	\$53,436	\$52,611	\$51,754
	Current Portion	\$21,607	\$22,404	\$23,229	\$24,086	\$24,973
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	23.46	16.03	24.33	0.00	0.00
	Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.42	0.30	0.21	0.20	0.20
	Debt to Assets Ratio Long-term Debt / Total Assets	0.08	0.07	0.07	0.07	0.07

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.

USDA Rural Development loan, 3.625%, \$1.6 million, 40 year term, 9/30/2015 - 8/20/2055. Monthly payments \$6,320. All debt covenants are being met.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

RVCC doesn't use 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 (06/30)		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	\$1,522,551	\$3,568,148	\$4,943,856	\$7,025,240	\$7,228,632
	Total increase/decrease in net assets	\$2,045,597	\$1,375,708	\$2,081,384	\$203,392	\$188,398
	Net assets end of year	\$3,568,148	\$4,943,856	\$7,025,240	\$7,228,632	\$7,417,030
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$119,659	\$320,936	\$310,567	\$100,000	\$97,000
	Federal, state and private grants	\$1,412,085	\$1,801,049	\$1,877,956	\$1,412,085	\$1,412,085
	Restricted funds	\$20,500	\$19,000	\$73,886	\$50,000	\$50,000
	Total	\$1,552,244	\$2,140,985	\$2,262,409	\$1,562,085	\$1,559,085
	% Discount of tuition and fees	3.2%	8.2%	8.1%	2.7%	2.7%
?	% Unrestricted discount					
	Net Tuition Revenue per FTE	\$5,938	\$6,248	\$6,279	\$6,640	\$6,639
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
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 (06/30)	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	\$4,617,781	\$6,738,594	\$7,266,506	\$7,776,851	\$7,776,851
Cash Flow from Operating Activities	\$2,245,974	\$583,686	\$1,083,656	\$56,413	\$56,413
Cash Flow from Investing Activities	(\$48,553)	\$20,863	(\$496,646)	\$19,427	\$19,427
Cash Flow from Financing Activities	(\$76,608)	(\$76,637)	(\$76,665)	(\$75,840)	(\$75,840)
Cash and Cash Equivalents end of year	\$6,738,594	\$7,266,506	\$7,776,851	\$7,776,851	\$7,776,851
LIQUIDITY RATIOS					
Current Assets	\$7,181,027	\$8,078,587	\$8,475,000	\$8,475,000	\$8,475,000
Current Liabilities	\$851,401	\$930,992	\$914,286	\$914,286	\$914,286
Current Ratio	8.43	8.68	9.27	9.27	9.27
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	229.03	214.60	271.91	241.87	240.06
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.					
RVCC 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 2023)
IPEDS Retention Data					
Associate degree students (First-time, full-time student retention rate - degrees and certs)	69%	64%	51%	69%	90%
Bachelors degree students					
IPEDS Graduation Data (150% of time)					
Associate degree students	18%	32%	37%	29%	30%
Bachelors degree students					
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	45%	43%	40%	47%	48%
Awarded a degree within eight years	47%	43%	42%	47%	46%
Not awarded within eight years but still enrolled	3%	4%	1%	0%	0%
First-time, part-time students					
Awarded a degree within six years	26%	27%	24%	18%	19%
Awarded a degree within eight years	28%	29%	26%	19%	18%
Not awarded within eight years but still enrolled	5%	1%	2%	2%	0%
Non-first-time, full-time students					
Awarded a degree within six years	63%	58%	56%	61%	63%
Awarded a degree within eight years	63%	58%	56%	63%	62%
Not awarded within eight years but still enrolled	0%	0%	0%	2%	0%
Non-first-time, part-time students					
Awarded a degree within six years	53%	55%	48%	32%	34%
Awarded a degree within eight years	53%	57%	49%	34%	33%
Not awarded within eight years but still enrolled	5%	2%	1%	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		Associate & Certificate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution			34%	31%
Not graduated, still enrolled at original institution			4%	5%
Degree from a different institution			12%	2%
Transferred to a different institution			12%	19%
Not graduated, never transferred, no longer enrolled			37%	43%
First-time, Part-time Students				
Degree from original institution			24%	28%
Not graduated, still enrolled at original institution			2%	8%
Degree from a different institution			6%	5%
Transferred to a different institution			18%	17%
Not graduated, never transferred, no longer enrolled			50%	42%
Non-first-time, Full-time Students				
Degree from original institution			45%	49%
Not graduated, still enrolled at original institution			0%	0%
Degree from a different institution			13%	8%
Transferred to a different institution			17%	28%
Not graduated, never transferred, no longer enrolled			25%	15%
Non-first-time, Part-time Students				
Degree from original institution			42%	50%
Not graduated, still enrolled at original institution			1%	5%
Degree from a different institution			13%	7%
Transferred to a different institution			19%	10%
Not graduated, never transferred, no longer enrolled			26%	27%

Measures of Student Achievement and Success/Institutional Performance and Goals

		Associate & Certificate Cohort Entering	
		6 years ago	4 years ago
Highest degree earned by RVCC students at any institution (including RVCC); methodology in #1 below:			
1 Certificate		57	36
2 Associate's		80	102
3 Bachelor's		41	16
4 Master's		2	0
5 Professional		1	1
6 Doctorate		2	1

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 Cohort includes those entering students at RVCC in either the fall or the spring semester of the academic year who would be counted as "enrolled" per the IPEDS Outcome Measures criteria, who have available records from National Student Clearinghouse, and who are not deceased.

**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 ACSP BOC (Medical Lab Technician)	4	4	7	6	2	2	4	4
2 ARRT (Radiologic Technology)	12	6	11	10	10	6	9	9
3 ASCP PBT (Phlebotomy)	data not tracked							
4 CAPTE (Physical Therapist Assistant)	11	11	16	15	17	14	8	8
5 CMA (AAMA) (Medical Assistant)	4	4	9	9	2	2	n/a	n/a
6 MBLEx (Massage Therapy)	22	19	11	8	13	12	8	5
7 NBCOT (Occupational Therapy Assistant)	13	13	7	7	6	6	6	6
8 NBRC TMC low-cut (Respiratory Therapy)	11	7	5	5	7	5	7	7
9 NBRC TMC high-cut (Respiratory Therapy)	11	5	5	5	7	5	7	7
10 NBRC CSE (Respiratory Therapy)	5	5	4	4	4	3	5	4
11 NCLEX - RN (Registered Nurse)	20	20	40	39	30	25	37	35
12 NCLEX - PN (Practical Nurse)	n/a	n/a	14	14	37	37	tbd*	tbd*
13								
14								

Job Placement Rates**									
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1 A.S., Respiratory Therapy / 1 year		11	7	6	5	7	6	7	7
2 A.S., Radiologic Technology / 1 year		6	6	10	10	6	6	9	8
3 A.S., Medical Lab Technician		4	4	7	7	3	3	5	4
4 A.S., Nursing / 6 months		20	20	40	35	30	30	39	38
5 Cert., Practical Nurse / 6 months		n/a	n/a	14	14	37	37	53	tbd*
6 A.S., Physical Therapist Assistant/6 months		11	10	16	15	17	14	8	7
7 A.S., Occupational Therapy Assistant/6 months		13	13	7	7	6	6	6	6
8 Cert., Massage Therapy/6 months		22	19	11	8	13	12	8	5
9									

* Check this box if the program reported is subject to "gainful employment" requirements. (n/a: repealed years ago)

Web location of gainful employment report (if applicable) n/a: repealed years ago

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)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Completion Rates					
1					
2					
3					

4					
5					

Placement Rates

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

*LPN 2022 grads just completed in December 2022 so pass rates and employment rates are not yet available.
 **Job placement counts only consider graduates seeking employment in the field of the program. Additionally, under guidance of program accrediting agencies, certain job placement numbers only consider graduates who have passed licensing exams. A noteworthy upcoming endeavor will be our work with GradCast which will track employment rates more closely.

**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 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations					
1	n/a				
2	n/a				
3	n/a				
4	RVCC has completely embraced the "one college" philosophy that allows students to freely select to enroll in courses in Claremont, Keene, or Lebanon; days or evenings; on-campus, on-line, or hybrid. Because so many students mix their schedules to accommodate their work, family, and personal obligations, it is not practical to assign them to a specific location or modality for the purpose of tracking retention or graduation.				
5	RVCC has completely embraced the "one college" philosophy that allows students to freely select to enroll in courses in Claremont, Keene, or Lebanon; days or evenings; on-campus, on-line, or hybrid. Because so many students mix their schedules to accommodate their work, family, and personal obligations, it is not practical to assign them to a specific location or modality for the purpose of tracking retention or graduation.				

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

P	Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
	Academic honesty		https://catalog.rivervalley.edu/student-handbook-20222023	VPASA
	Intellectual property rights		https://www.ccsnh.edu/copyright-and-intellectual-property/	CCSNH; CBA
	Conflict of interest		https://www.rivervalley.edu/about/working-at-rvcc/	CCSNH; CBA
	Privacy rights		https://www.rivervalley.edu/consumer-information/	CCSNH
	Fairness for students		https://catalog.rivervalley.edu/student-handbook-20222023	VPASA
	Fairness for faculty		https://www.ccsnh.edu/wp-content/uploads/2021/11/Board-Policy-300-H	CCSNH; HR
	Fairness for staff		https://www.ccsnh.edu/wp-content/uploads/2021/11/Board-Policy-300-H	CCSNH; HR
	Academic freedom		https://www.ccsnh.edu/academic-freedom/	CCSNH; CBA
	Research		https://www.ccsnh.edu/academic-freedom/	CCSNH System 690.6 Academic Freedom
	Title IX		https://www.rivervalley.edu/titleix/	CCSNH; CBA; HR; Title IX Coordinator
	Other; specify		https://www.rivervalley.edu/about/non-discrimination-policy/	CCSNH; CBA; HR; Title IX Coordinator

Non-discrimination policies

	Recruitment and admissions		https://www.rivervalley.edu/about/non-discrimination-policy/	CCSNH; CBA; HR; Title IX Coordinator
	Employment		https://www.ccsnh.edu/non-discrimination-policy-2/	CCSNH; CBA; HR; Title IX Coordinator
	Evaluation		https://www.rivervalley.edu/about/non-discrimination-policy/	CCSNH; CBA; HR; Title IX Coordinator
	Disciplinary action		https://www.rivervalley.edu/about/non-discrimination-policy/	CCSNH; CBA; HR; Title IX Coordinator
	Advancement		https://www.rivervalley.edu/about/non-discrimination-policy/	CCSNH; CBA; HR; Title IX Coordinator
	Other; specify			

Resolution of grievances

	Students		https://catalog.rivervalley.edu/student-handbook-20222023	VPASA
	Faculty		https://www.ccsnh.edu/wp-content/uploads/2021/11/Board-Policy-300-H	CBA
	Staff		https://www.ccsnh.edu/wp-content/uploads/2021/11/Board-Policy-300-H	CBA
	Other; specify			

P	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?	https://www.rivervalley.edu/consumer-information/
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.rivervalley.edu/admissions/welcome/
Processes for employment	https://catalog.rivervalley.edu/student-handbook-20222023
Processes for grading	https://catalog.rivervalley.edu/student-handbook-20222023
Processes for assessment	https://catalog.rivervalley.edu/student-handbook-20222023
Processes for student discipline	https://catalog.rivervalley.edu/student-handbook-20222023
Processes for consideration of complaints and appeals	https://www.rivervalley.edu/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
Gainful employment	https://www.rivervalley.edu/consumer-information/
NEASC Accreditation	https://www.rivervalley.edu/about/accreditation/
Commission on Accreditation of Allied Health Education Programs	https://www.rivervalley.edu/about/accreditation/
Commission on Accreditation for Respiratory Care	https://www.rivervalley.edu/about/accreditation/
National Accrediting Agency for Clinical Laboratory Sciences	https://www.rivervalley.edu/about/accreditation/
Commission on Accreditation of Physical Therapy Education	https://www.rivervalley.edu/about/accreditation/
The American Occupational Therapy Association, Inc. (AOTA)	https://www.rivervalley.edu/about/accreditation/
New Hampshire Board of Nursing	https://www.rivervalley.edu/about/accreditation/
Accreditation Council of Business Scholls and Programs	https://www.rivervalley.edu/about/accreditation/
Accreditaion Commission for Education in Nursing	https://www.rivervalley.edu/about/accreditation/
Joint Review Committee on Education in Radiologic Technology.	https://www.rivervalley.edu/about/accreditation/

Date of last review of:	
Print publications	ongoing
Digital publications	ongoing

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	https://catalog.rivervalley.edu/
Obligations and responsibilities of students and the institution	https://catalog.rivervalley.edu/student-handbook-20222023
Information on admission and attendance	https://www.rivervalley.edu/admissions/welcome/
Institutional mission and objectives	https://www.rivervalley.edu/about/river-valley-principles/
Expected educational outcomes	https://www.rivervalley.edu/about/river-valley-principles/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.rivervalley.edu/about/accreditation/
Requirements, procedures and policies re: admissions	https://catalog.rivervalley.edu/general-admissions-requirements-and-procedures , https://www.rivervalley.edu/admissions/welcome/
Requirements, procedures and policies re: transfer credit	https://catalog.rivervalley.edu/transfer-of-credit , https://www.rivervalley.edu/programs-training/nh-transfer/
A list of institutions with which the institution has an articulation agreement	https://catalog.rivervalley.edu/articulation-agreements
Student fees, charges and refund policies	https://www.rivervalley.edu/paying-for-rvcc/tuition-and-fees/ , https://www.rivervalley.edu/paying-for-rvcc/refunds/ , https://catalog.rivervalley.edu/refunds-for-tuition
Rules and regulations for student conduct	https://catalog.rivervalley.edu/student-code-of-conduct , https://catalog.rivervalley.edu/student-conduct-and-discipline
Procedures for student appeals and complaints	https://catalog.rivervalley.edu/student-code-of-conduct , https://catalog.rivervalley.edu/nondiscrimination-policy , https://catalog.rivervalley.edu/grade-appeal-process , https://www.rivervalley.edu/consumer-information/
Other information re: attending or withdrawing from the institution	https://catalog.rivervalley.edu/college-withdrawal , https://catalog.rivervalley.edu/student-status
Academic programs	https://catalog.rivervalley.edu/degrees , https://www.rivervalley.edu/programs/
Courses currently offered	https://www.rivervalley.edu/admissions/course-schedules/ , https://catalog.rivervalley.edu/classes
Other available educational opportunities	https://www.rivervalley.edu/cwf/
Other academic policies and procedures	https://catalog.rivervalley.edu/ , https://catalog.rivervalley.edu/student-handbook-20222023 , https://www.ccsnh.edu/wp-content/uploads/2022/05/System-Policies-600-Academic-05-05-22.pdf
Requirements for degrees and other forms of academic recognition	https://catalog.rivervalley.edu/associate-degree-requirements , https://catalog.rivervalley.edu/certificate-requirements
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalog.rivervalley.edu/rvcc-faculty , https://www.rivervalley.edu/directory/
Names and positions of administrative officers	https://catalog.rivervalley.edu/river-valley-community-college-administration , https://www.rivervalley.edu/meet-the-leadership-team/
Names, principal affiliations of governing board members	https://www.ccsnh.edu/board-of-trustees/ , https://catalog.rivervalley.edu/river-valley-community-college-administration
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	https://www.rivervalley.edu/locations/lebanon-academic-center/ , https://www.rivervalley.edu/locations/keene/
Programs, courses, services, and personnel not available in any given academic year.	n/a
Size and characteristics of the student body	https://www.rivervalley.edu/about/about-river-valley/
Description of the campus setting	https://www.rivervalley.edu/about/about-river-valley/
Availability of academic and other support services	https://www.rivervalley.edu/student-support/
Range of co-curricular and non-academic opportunities available to students	https://www.rivervalley.edu/student-support/student-life/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.rivervalley.edu/student-support/on-campus-resources/
Institutional goals for students' education	https://catalog.rivervalley.edu/expected-outcomes , https://www.rivervalley.edu/about/river-valley-principles/
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.rivervalley.edu/consumer-information/ . Additionally, where available, this information is on program pages under "Goals & Outcomes", for example: https://www.rivervalley.edu/program/medical-laboratory-technician/ and https://www.rivervalley.edu/program/physical-therapist-assistant/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.rivervalley.edu/paying-for-rvcc/ , https://www.rivervalley.edu/paying-for-rvcc/tuition-and-fees/
Expected amount of student debt upon graduation and loan payment rates	https://www.rivervalley.edu/paying-for-rvcc/financialaid/loans/
Statement about accreditation	https://www.rivervalley.edu/about/accreditation/

Appendix E: Degree Programs & Certificates

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:	Expected Outcomes of the College are found in the College Catalog: https://catalog.rivervalley.edu/expected-outcomes	All Associate degree students complete courses designed to provide opportunities to develop one or more of the outcomes listed in Expected Outcomes. Evidence of the development of these skills comes through course assessments, activities, assignments, practicals, internships, and clinical experiences. Feedback from outside constituencies including the communities served via the College Advisory Committee.	Faculty interpret evidence of learning exhibited in the coursework. The Curriculum Committee works with Program Directors to ensure appropriate rigor is listed in the syllabus outline. The College Administration reviews feedback from outside constituencies.		
For general education if an undergraduate institution:	Associate degree programs require either specific general education courses or specific distributions of these courses. Requirements are published in the College Catalog: https://catalog.rivervalley.edu/associate-degree-requirements	Evidence comes through evaluation of Program Maps to ensure compliance with general education requirements for all degree programs. Stackable certificate program maps are also considered to support students who move to the degree level programs.	The Curriculum Committee evaluates all changes prior to making a recommendation to the VPASA for approval.		The College Catalog, including Program Maps, are reviewed yearly.
1. Accounting, AS	https://www.rivervalley.edu/program/accounting/	Successful completion of courses requires a demonstration of practical knowledge of computer and accounting skills through	The Department Chair works with faculty to define and evaluate program outcomes.	Courses and programs have been revised to reflect changes in the law and industry and to align with transfer	August 2021

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)
		comprehensive case problems and final exams. "Soft skills" critical to employability are assessed through projects in Professional Communications course.	Individual student outcomes are interpreted by faculty and by the Department Chair through advising meetings each semester. Transfer data is gathered from graduates in their final semester.	requirements of four-year institutions.	
2. Accounting, Certificate	https://www.rivervalley.edu/program/accounting-certificate/	Successful completion of courses requires a demonstration of practical knowledge of computer and accounting skills through comprehensive case problems and final exams	The Department Chair works with faculty to define and evaluate program outcomes. Individual student outcomes are interpreted by faculty and by the Department Chair through advising meetings each semester.	Courses and programs have been revised to reflect changes in the law and industry.	August 2021
3. Advanced Accounting, Certificate	https://www.rivervalley.edu/program/advanced-accounting/	Successful completion of courses requires a demonstration of practical knowledge of computer and accounting skills through comprehensive case problems and final exams	The Department Chair works with faculty to define and evaluate program outcomes. Individual student outcomes are interpreted by faculty and by the Department Chair through advising meetings each semester.	Courses and programs have been revised to reflect changes in the law and industry	August 2021
4. Advanced Machine Tool Technology, Certificate	https://catalog.rivervalley.edu/advanced-machine-tool-technology/advanced-machine-tool-technology	Hold off			

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)
(Cohort Only)					
5. Biological Science, AS	https://www.rivervalley.edu/program/biological-science/	We don't use a capstone course anymore because it is not transferrable. There is no objective data captured, and graduate survey information has not been available for review. Anecdotal information about program outcomes (which are department level outcomes listed for the Liberal Arts department) is obtained through instructor, PD, and advisor interactions with students in and out of class. When possible, we also know what colleges students transfer to (by talking with and advising them on these plans).	Instructors, PD and advisors obtain the data through interactions with students in and out of the classroom.	A second full-time faculty member for biological science was added in January 2022.	The last one was done in AY 2018-2019.
6. Business Management, AS	https://www.rivervalley.edu/program/business-management-2/	Students who enroll in the Business Management program are trained with marketable skills to help them start in the workforce or continue on to a Bachelor's degree at one of our many transfer institutions. Our Business Management program is taught both online and in the classroom to cater to all types of learners, and to be	The instructor interprets whether or not the student has mastered the outcomes of the lesson as well as the course overall. The students each have an advisor that they also meet with to discuss progress and address any issues. The Department Chair along with the faculty review the competencies.	Recently, the program was redesigned to incorporate awarding an Accounting I Certificate after the completion of the first year of the Business Program. This decision was made due to the similarity in course requirements for the Accounting and Business Programs and acts as a	AY 2020-2021

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)
		<p>convenient to many different lifestyles. The Department of Business Management and Accounting strives to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage critical thinking through scholarly research and case analysis <input type="checkbox"/> Develop effective oral and written communication skills <input type="checkbox"/> Expand awareness of career pathways <input type="checkbox"/> Engender a deep understanding of the impact of one's contribution to the workplace <p>The mission of RVCC is to transform lives by providing a quality and affordable education through innovative personal approaches to lifelong learning and career pathways. The Business Management Program offers a variety of courses both in person and online in order to help all students access the curriculum. The program also offers late start courses in a condensed format. The Business program contains a variety of electives so that</p>		<p>"stackable degree" that students can utilize before they even complete the Business Degree.</p>	

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)
		students may choose the courses that align with their personal and professional personal goals.			
7. Business Management, Certificate	https://www.rivervalley.edu/program/business-management/	The variety of courses offered along with part-time faculty who are experts in the field make up a robust program that exposes the students to real-world experiences and examples. In various courses, students are required to create fictional businesses, as well as business plans	The instructor interprets whether or not the student has mastered the outcomes of the lesson as well as the course overall. The students each have an advisor that they also meet with to discuss progress and address any issues.	Recently, the program was redesigned to incorporate awarding an Accounting I Certificate after the completion of the first year of the Business Program. This decision was made due to the similarity in course requirements for the Accounting and Business Programs and acts as a "stackable degree" that students can utilize before they even complete the Business Degree.	August 2021
8. Computed Tomography, Certificate	https://catalog.rivervalley.edu/radiologic-technology/radiology-computed-tomography	Not yet running			
9. Cybersecurity and Healthcare IT, AS	https://www.rivervalley.edu/program/cyber-security-and-healthcare-it/	The advising process monitors the academic progress of each student. In support of student progress of learning formative and summative assessments are utilized. All technology	The Program Director utilizes the advising process to track student grades; graduation and retention are reviewed yearly; graduate	One course name was changed to match Cisco's course names to be more recognizable within the industry. Added	April 2018

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)
		courses must be successfully completed with a minimum grade of “C” or higher to move on within their program. Students complete their degree program by taking the last in a series of technology courses which is their Technology Capstone course that also needs to be completed successfully with a minimum grade of “C” or higher.	employment as well as graduate transfer successes are documented by keeping in contact with graduates through email or social media such as LinkedIn.	Functions and Modeling I course to the degree.	
10. Cybersecurity and Healthcare IT, Certificate	https://www.rivervalley.edu/program/cybersecurity/	The advising process monitors the academic progress of each student. In support of student progress of learning formative and summative assessments are utilized. All technology courses need to be successfully completed with a minimum grade of “C” or higher.	The Program Director utilizes the advising process to track student grades; graduation and retention are reviewed yearly; graduate employment as well as graduate transfer successes are documented by keeping in contact with graduates through email or social media such as LinkedIn.	One course name was changed to match Cisco’s course names to be more recognizable within the industry. Added Functions and Modeling I course to the degree.	April 2018
11. Early Childhood Education, AS	https://www.rivervalley.edu/program/early-childhood-education/ ECE Program Handbook	This program utilizes the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Professional Preparations Programs. Academic progress is	Program Director; grades tracked through the advising process; students must complete Practicum I with a minimum grade of “C”, performance in capstone experience (Practicum II and Practicum Seminar)	Three major curricular updates have occurred: new course development, a course revision, and a revised program of study for the ECE Degree.	Report submitted, and presentation delivered in August 2021.

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)
		<p>monitored through the advising process. Both student and faculty roles and responsibilities in this process are outlined in the ECE Program Handbook. Performance evaluations, including both formative and summative assessments, for each course support the monitoring of students' progress of learning. Students must complete the 100-level practicum course with a minimum grade of a "C" in order to move on to the 200-level practicum course. Both the 100-level and 200-level practicum courses utilize written feedback from the site and from the instructor's site visits. Students take ECE 220R/Practicum Seminar at the same time they take the 200-level practicum. These two courses comprise the student capstone experience. Students develop a degree portfolio in seminar that documents their mastery of program outcomes. The ECE Program Director works closely with any student placed on academic probation. Follow-up check-ins focus on progress in current courses and utilization of additional</p>	<p>reviewed at end of fall and spring semesters, retention and graduation rates reviewed annually; employment and transfer success documented through contacts with program graduates.</p>		

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)
		supports and services.			
12. Early Childhood Education, Infant & Toddler Certificate	https://www.rivervalley.edu/program/early-childhood-education-infant-and-toddler/ ECE Program Handbook	Information gathered through the advising process; performance evaluations (formative and summative assessments) in required courses.	Program Director; grades tracked through the advising process; retention and graduation rates reviewed annually; employment and transfer success documented through contacts with program graduates.	This is a new program—launched in Fall 2017; developed from the following evidence—ECE student and graduate feedback, employer input, state ECE initiatives, and updates from the Program Director’s ongoing professional development activities.	Report submitted, and presentation delivered in May 2022.
13. Early Childhood Education Level 1, Certificate	https://www.rivervalley.edu/program/early-childhood-education-level-i/ ECE Program Handbook	Information gathered through the advising process; performance evaluations (formative and summative assessments) in required courses.	Program Director; grades tracked through the advising process; retention and graduation rates reviewed annually; employment and transfer success documented through contacts with program graduates	Three major curricular updates have occurred: new course development, a course revision, and a revised program of study for the ECE Degree.	Report submitted, and presentation delivered in August 2021.
14. Early Childhood Education Level 2, Certificate	https://www.rivervalley.edu/program/early-childhood-education-level-ii/ ECE Program Handbook	Information gathered through the advising process; performance evaluations (formative and summative assessments) in required courses.	Program Director; grades tracked through the advising process; retention and graduation rates reviewed annually; employment and transfer success documented through contacts with program graduates.	Three major curricular updates have occurred: new course development, a course revision, and a revised program of study for the ECE Degree.	Report submitted, and presentation delivered in August 2021.

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)
15. Healthcare Applications	https://www.rivervalley.edu/program/healthcare-2/	We don't use a capstone course anymore because it is not transferrable. There is no objective data captured, and graduate survey information has not been available for review. Anecdotal information about program outcomes (which are department level outcomes listed for the Liberal Arts department) is obtained through instructor, PD, and advisor interactions with students in and out of class. When possible, we also know what colleges students transfer to (by talking with and advising them on these plans).	The program director, instructors and advisors obtain anecdotal information through interactions with students in and out of class.	A second full-time faculty member was added to biological science in January 2022.	AY 2018-2019
16. Information Technology, AS	https://www.rivervalley.edu/program/information-technology-2/	The advising process monitors the academic progress of each student. In support of student progress of learning formative and summative assessments are utilized. All technology courses must be successfully completed with a minimum grade of "C" or higher to move on within their program. Students complete their degree program by taking the last in a series of technology courses which is their Technology Capstone course that also needs to be completed successfully with a minimum grade of "C"	The Program Director utilizes the advising process to track student grades; performance in the Technology Capstone course successful completion with a minimum grade of a "C" or higher; graduation and retention are reviewed yearly; graduate employment as well as graduate transfer successes are documented by keeping in contact with graduates through email or social	One course name was changed to match Cisco's course names to be more recognizable within the industry. Added the Functions and Modeling I course to the degree.	April 2022

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)
		or higher.	media such as LinkedIn.		
17.Liberal Arts, AA	https://www.rivervalley.edu/program/liberal-arts/	Liberal Arts courses are designed to reflect the broader goals of the Liberal Arts degree. Liberal Arts syllabi/course outlines are standardized (for each class) in the following areas: Course descriptions, course competencies, course topics, and performance evaluation. Current syllabi are either in this format or in the process of being revised into this format. We also use standardized program maps and degree progress tools to ensure that all degree requirements are met, including institutional credit requirements, upper-level credit requirements, and degree-specific course requirements. A degree audit is completed for each student prior to graduation.	The syllabi are subject to a periodic review process to ensure that standardized features are up-to-date. Revisions are made as appropriate, and the Curriculum Committee reviews and approves the updated syllabi. The Department Chair updates the Program Map as needed and submits it to the Curriculum Committee for review and approval.	One significant curriculum change has been the addition of the co-requisite model for our College Composition course. This entailed two revisions of the pre-requisites for the course. This change has provided students with a wider variety of options for meeting the College Composition requirement, including the ability to bypass Introduction to College Composition in some cases and the opportunity to receive additional targeted support while taking College Composition. This change aligns with composition models currently in effect at other colleges within CCSNH. Another notable update has been the addition of	Submitted Fall 2021

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)
				Photography and Digital Imaging to the Liberal Arts catalog. This course was previously taught at NCC by one of our current adjunct faculty members, and both student and faculty interest were taken into account when importing the course into the RVCC catalog. Student interest was reflected, in part, by the large number of registrants (30+) in the grant-funded photography workshop offered in April of 2021 as part of the Arts in April program.	
18.Mammography, Certificate	https://www.rivervalley.edu/program/radiologic-technology/mammography/	Not yet running			
19.Message Therapy, Certificate	https://www.rivervalley.edu/program/message-therapy/	Ability to demonstrate the following: Full body Swedish Massage, Demonstrate an Outcome based massage, Ability to demonstrate deep tissue massage and myofascial release; complete 120 hours of hands-on practice; Employment data: 100% of	Program director interprets data through FSMTP reporting of mBLEX exam scores; through advising and communication with alumni, other data points are measured.	massage program was re-vamped within past five years – fall start only; clear part-time or full-time program maps were developed; massage specific courses in Anatomy/Physiology;	2022

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)
		graduates are employed to their satisfaction; mBLEX exam results: 2021 = 91.7% first time pass rate; 100% ultimate pass rate		Kinesiology/Pathology; program expanded back to Keene area; non hands on courses offered in online format; 2021 – program moved only to daytime to allow parents to utilize school and day care for children while attending classes.	
20. Medical Laboratory Technician, AS	https://www.rivervalley.edu/program/medical-laboratory-technician/	MLT program collects & reviews the following items: Exam pass rates within first year following graduation * Job placement rates Graduation rates * Attrition rates * Items with * are reported yearly to accrediting body (NAACLS) and assessed to see if meet their benchmark value of 70% Graduate Satisfaction surveys Course evaluations Employer satisfaction surveys	Program collects and analyzes data. NAACLS benchmark items are reported yearly to accrediting agency and published per NAACLS standard requirements in public forum (ie on our website). Survey data is reported to advisory board at annual meeting to inform program revision if necessary. Also used to prioritize purchase of new equipment, books, etc for MLT student lab.	Upgrade equipment in student lab using Perkins Grant Funds: Microscopes Chemistry analyzers Serofuges Hematology analyzer Coag analyzer Program Director Instituted “Open Lab Hours” to provide more practice time in student lab to improve skills needed during clinical practicum and as a new grad bench tech	2018
21. Networking, AS	https://www.rivervalley.edu/program/networking/	The advising process monitors the academic progress of each student. In support of student progress of learning formative and summative assessments are	The Program Director utilizes the advising process to track student grades; performance in the Technology Capstone	As a Cisco Networking Academy partner with Cisco the degree was modified	April 2018

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)
		utilized. All technology courses must be successfully completed with a minimum grade of “C” or higher to move on within their program. Students complete their degree program by taking the last in a series of technology courses which is their Technology Capstone course that also needs to be completed successfully with a minimum grade of “C” or higher.	course successful completion with a minimum grade of a “C” or higher; graduation and retention are reviewed yearly; graduate employment as well as graduate transfer successes are documented by keeping in contact with graduates through email or social media such as LinkedIn.	based on the industry need updates received from Cisco. The Cisco curriculum that we utilize as a Cisco Networking Academy changed from four courses to three courses. Two of those three courses student learning outcomes had to be updated to match industry skills requirements. Four course names were changed to match Cisco’s course names to be more recognizable within the industry. Added Functions and Modeling I course to the degree.	
22. Networking, Certificate	https://www.rivervalley.edu/program/networking-2/	The advising process monitors the academic progress of each student. In support of student progress of learning formative and summative assessments are utilized. All technology courses need to be successfully completed with a minimum grade of “C” or higher.	The Program Director utilizes the advising process to track student grades; graduation and retention are reviewed yearly; graduate employment as well as graduate transfer successes are	As a Cisco Networking Academy partner with Cisco the degree was modified based on the industry need updates received from Cisco. The Cisco curriculum that we utilize as a Cisco	April 2018

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)
			documented by keeping in contact with graduates through email or social media such as LinkedIn.	Networking Academy changed from four courses to three courses. Two of those three courses student learning outcomes had to be updated to match industry skills requirements. Four course names were changed to match Cisco's course names to be more recognizable within the industry.	
23.Nursing, AS (including LPN-Direct & LPN-Bridge)	https://www.rivervalley.edu/program/nursing/ https://www.rivervalley.edu/program/lpn-to-rn-direct-entry-program/ https://www.rivervalley.edu/program/lpn-to-rn-bridge-program-2/	We use a standardized test, ATI Comprehensive Predictor, at the beginning of the 4th semester which identifies each student's individual prediction of passing the NCLEX licensing exam as well as identifying nursing concepts that the student needs to review for deeper learning. These results are then incorporated in the Nursing Seminar II course (4th semester) as a graded assignment where the students use the data to create a study plan in the areas they need to focus on. The ATI Comprehensive Predictor is then administered again at the	Who interprets the evidence and what is the process? For accreditation, the Department Chair use the data from the ATI Comprehensive Predictor to show evidence of achievement in specific areas that align with our End of Program Student Learning Outcomes and share with the nursing faculty. We review it at the end of each year to determine areas that need refocus of teaching. We also determine what the Expected Level of	We use standardized exams and objective reports to identify concepts that our students need more learning, then focus on those areas to improve learning. Administrative changes to roles and responsibility were done to improve alignment and collaboration between cohorts at different campuses. There is now one Program Director who oversees both	February 2021

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)
		end of the semester to compare results and identify readiness for taking the NCLEX licensing exam. ATI uses the aggregated data from the second test results to create an NCLEX review that focuses on the areas needing review to ensure students are ready to be successful in passing the licensing exam.	Achievement (ELA) is for each area so achievement can be measured.	campuses. The new role of Clinical Coordinator was assigned to 3 faculty to assist with setting up clinical rotations and hiring clinical faculty.	
24. Occupational Therapy Assistant, AS	https://www.rivervalley.edu/program/occupational-therapy-assistant/	Licensure exam, comprehensive practical exams, clinical practicums, Demonstrate positive ethical behaviors Conduct themselves in a professional manner Establish occupational identity and behaviors that supports work with diverse populations in the evolving healthcare environment Demonstrate occupational competence as evidenced by provision of competent, quality patient care with the highest degree of professionalism and ethical behavior, including adherence to supervision guidelines. Employ strategies of occupational adaptation to promote health, wellness, and participation for individuals	Core faculty meet weekly to discuss data from course work. Course outlines are updated every 5 years with input from core faculty.	Program currently on hold per low enrollment.	2018

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)
		<p>and their caregivers through purposeful activity, occupations, technology, within the framework of “best practice”.</p> <p>Demonstrate effective intra and interpersonal communication skills to support productive relationships with consumers, caregivers, coworkers,</p> <p>Utilize critical thinking and clinical reasoning strategies to address therapeutic problems as presented in working environment.</p> <p>Value and instill lifelong learning skills to support service competence, community service, and personal growth and development.</p>			
25. Phlebotomy, Certificate	https://www.rivervalley.edu/program/phlebotomy/	<p>Clinical practicums. The goal of the Phlebotomy program is to provide students with the skills required of entry-level clinicians and to meet the Route 2 eligibility requirements for the Phlebotomy Technician (PBT) examination through the American Society of Clinical Pathologists (ASCP). At the end of the Phlebotomy Program, certificate recipients will:</p> <p>Demonstrate entry-level</p>			AY: 2019-2020

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)
		<p>phlebotomy skills for routine procedures.</p> <p>Demonstrate professional conduct and practice behavior consistent with established professional code of ethics.</p> <p>Communicate accurately and precisely using written, verbal and non-verbal techniques, ensuring understanding by the recipient.</p> <p>Demonstrate skills representative of safe working practices as defined by the CDC and OSHA.</p> <p>Describe health care systems, including functions, components and organizational structures.</p> <p>Describe the components and functions of departments of the clinical laboratory.</p> <p>Define medical terminology associated with the function of a phlebotomist.</p> <p>Relate basic anatomy and physiology concepts to the practices and procedures of a phlebotomist.</p>			
26. Physical Therapist Assistant, AS	https://www.rivervalley.edu/program/physical-therapist-assistant/	Licensure exam, comprehensive practical exams, clinical practicums, consistently demonstrate and implement appropriate role utilization of the physical	Core faculty meet weekly to discuss curriculum adjustments. Biannual Advisory board meetings where curriculum changes are	Re-organization of PT Procedures II for Spring of 2023. Acquired new stander aid, hospital bed, platform walkers.	2016

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)
		<p>therapist assistant in the application of established treatment interventions as directed by the primary physical therapist.</p> <p>consistently demonstrate sensitivity to individual and cultural differences in accordance with the Standards of Ethical Conduct for the PTA in an effort to assure safe and proper conduct for all interactions within the profession.</p> <p>consistently demonstrate the Standards of Practice for PTAs in an effort to assure safe and proper conduct for all interactions within the profession.</p> <p>consistently demonstrate competence, critical thinking and skill in the timely implementation of a comprehensive treatment plan as developed by their supervising physical therapist(s)</p> <p>consistently demonstrate competence while regularly reporting to, and communicating with, supervising physical therapists regarding patient progress and treatment modifications in accordance with changes in</p>	<p>discussed and feedback is acquired. Advisory board also provides Feedback for equipment used out in the field to aid in the purchase of equipment.</p>		

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)
		<p>patient status.</p> <p>consistently demonstrate competence in data collection procedures, integrating the findings of such procedures to the patient's plan of care.</p> <p>consistently demonstrate professional behavior during interactions and teaching with healthcare professionals, patients, and their families while providing the desired psycho-social support among diverse populations.</p> <p>consistently perform effective and accurate written and verbal communication skills in documenting the relevant aspects of patient care, including patient response and progress.</p> <p>integrate information obtained from professional literature review into clinical practice as evidenced-based practitioners of physical therapy.</p> <p>practice as entry-level physical therapist assistants who exhibit continued growth as professionals throughout their careers.</p>			
27. Practical Nursing, Certificate	https://www.rivervalley.edu/program/nursing-licensed-practical-nurse-lpn/	NCLEX-PN licensure exam, clinical practicums	Each unit exam is analyzed (once all cohorts have completed the test) by the DC;	Reviewing this data in real time allows the team to see areas for improvement in	The program is in constant review. At the end of each semester, the team reviews students'

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			<p>results are documented and shared with the faculty team in weekly team meetings. This helps the team identify areas of content that may need further reinforcement and test items that didn't perform well. The ATI assessments are analyzed in similar fashion; the results of these assessments are documented in the "LPN program Outcomes measurement and Systematic Plan of Evaluation".</p>	<p>student understanding of content so that these can be reinforced prior to moving into the next content area. It also provides insight into the test items and those that proved challenging are reviewed and determination made if it is lack of focus in lecture/assignments or a poorly written test item. That then provides the direction of action (change how info is presented or item re-written)</p>	<p>performance and suggestions are made for changes/improvement, and DC tracks these (via meeting minutes and on the SPE doc) so that changes can happen the next time the course is offered. The program is in year 3 of existence and in the window for initial accreditation (spring 2023). Once that has happened, the frequency of review may be scaled back, however as we continue to grow it will be imperative that the ongoing assessment is done to ensure consistency across cohorts.</p>
28. Radiologic Technology, AS	https://www.rivervalley.edu/program/radiologic-technology/	<p>American Registry of Radiologic Technologists Registry exam is the best way the Rad program currently measures the outcomes of the degree</p>	<p>The registry pass rate is interpreted by the Rad program faculty, specifically the Program Director and Clinical Coordinator. It is assessed bi-annually with the Rad Program's Advisory Board and by using a Program Assessment Data Outcomes form to track the data</p>	<p>The changes that have been made include addition of a registry review course to the program map (being implemented in spring of 2023), increase in Rad course passing grade from 75% to 77% (above the benchmark for the ARRT exam), and changes to</p>	2021

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)
				programmatic policies including attendance policies for clinical/didactic courses.	
29. Respiratory Therapy, AS	https://www.rivervalley.edu/program/respiratory-therapy/	CoARC Employer Surveys from the past year's graduates. CoARC Graduate Surveys CoARC Advisory Board Surveys Current Student Surveys Detailed TCM (Therapist Multiple Choice Exam – CRT Certification) - results by content area. CRT Certification is the first level of credentialing. Any category below the CoARC set standards requires an action plan to be submitted with the report. CoARC monitors that we meet or exceed national passing rates. Students must pass TCM with a high cut score to qualify for the CSE examination. Detailed CSE (Clinical Simulation Examination – RRT Certification) – results by graduate performance and appear in a summarized format in the Annual School Summary report. At this time action plans are not needed for graduate performance. In addition, a report on CSE examination	The program director, Department chair and program faculty interpret the data. The results of the annual report are shared in the Fall Advisory Board meeting.	Currently we have an action plan for patient assessment results in place. CoARC requires 3 years' worth of monitoring per content before the action plan is closed. With the test results from the most recent graduating class, the current action plan will be completed. Curriculum and textbook revision was done to address the RT program issues.	2016

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)
		content and subtype scores are generated for review. I can pull individual students' performance reports from the NRBC website. The program retention and passing rates.			
30.Social Services, AS	https://www.rivervalley.edu/program/social-services/ In course materials for HSV 110R/Introduction to Social Services and HSV 271R/Social Services Seminar	Academic progress is monitored through the advising process. Performance evaluations, including both formative and summative assessments, for each course support the monitoring of students' progress of learning. Students take HSV 271R/Social Services Seminar at the same time they take HSV 270R/Social Services Fieldwork. These two courses comprise the student capstone experience. Students develop a degree portfolio in seminar that documents their mastery of program outcomes. The SOSV Program Director works closely with any student placed on academic probation. Follow-up check-ins focus on progress in current courses and utilization of additional supports and services.	Program Director; grades tracked through the advising process; performance in capstone experience (Social Services Fieldwork and Social Services Seminar) reviewed at end of fall and spring semesters, retention and graduation rates reviewed annually; employment and transfer success documented through contacts with program graduates	In April 2016, the Human Services Program was placed on hold due to low enrollment, low graduation rates, and lengthy completion timeframes. The ECE Program Director, who was also the Department Chair at the time, assumed all responsibilities for the Human Services Program. A teach-out option was provided to current, matriculated students. The new Social Services Degree and Certificate were launched in Fall 2017.	Report submitted, and presentation delivered in May 2022
31.Social Services, Certificate	https://www.rivervalley.edu/program/social-services-2/	Information gathered through the advising process;	Program Director; grades tracked through the	In April 2016, the Human Services	Report submitted, and presentation delivered in

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)
	In course materials for HSV 110R/Introduction to Social Services and HSV 271R/Social Services Seminar	performance evaluations (formative and summative assessments) in required courses	advising process; retention and graduation rates reviewed annually; employment and transfer success documented through contacts with program graduates	Program was placed on hold due to low enrollment, low graduation rates, and lengthy completion timeframes. The ECE Program Director, who was also the Department Chair at the time, assumed all responsibilities for the Human Services Program. A teach-out option was provided to current, matriculated students. The new Social Services Degree and Certificate were launched in Fall 2017.	May 2022
32.Criminal Justice, AS	https://catalog.rivervalley.edu/criminal-justice/criminal-justice				Program in teach-out
33.Healthcare Management	https://catalog.rivervalley.edu/business/healthcare-management				Program in teach-out
34.Medical Administrative Assistant, Certificate	https://catalog.rivervalley.edu/medical-assistant/medical-administrative-assistant				Program in teach-out
35.Medical Assistant, Certificate	https://catalog.rivervalley.edu/medical-assistant/medical-assistant	Practicum survey Graduation survey Employer survey CMA Exam results	MAPD The AAMA prior to RVCC voluntarily withdrawing CAAHEP accreditation- submitted in yearly reports and	Calling employers and former students Keeping in touch with graduates to obtain employment status	Program in teach-out

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)
			must meet thresholds or else narratives are submitted		

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the NECHE website: www.NECHE.org) for more information about completing these forms.

(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.). *	(6) Date and nature of next scheduled review.
Medical Assisting, CAAHEP	2015	The review conducted by the Medical Assisting Education Review Board (MAERB) and CAAHEP's Board of Directors recognized the program's substantial compliance with the nationally established accreditation standards. This program was awarded an eight-year accreditation, the maximum allowed by MAERB/CAAHEP. Minor citations were addressed and approved in February 2019.	Retention Placement Grad Satisfaction Rate Employer Satisfaction Rate Exam Participation Rate Exam Pass Rate	2023 (sunsetting program and will thus not be participating in this review cycle)
Physical Therapy Assistant, CAPTE	2016	The program was required to clarify the workloads for the program faculty and send them a completed annual assessment (a template had been sent the first time). These updates were accepted, and a 10-year continuing accreditation was granted.	Graduation Employment rates Licensure pass rates Number and variety of clinical education sites	2025
Respiratory Therapy, COARC	2016	No deficiencies were reported. The program was given a full 10-year accreditation.	On-time graduation NBRC pass rates (High cut score) Employer satisfaction rates Job placement rates Graduate satisfaction rates	2026
Nursing, ACEN & NH BON	2021	No deficiencies were reported. The program was given full accreditation until 2029.	Graduation rates Exam Pass Rates Employment Rates	2029
Medical Lab Technician, NAACLS	2018	Continuing accreditation awarded for ten years. A 'Year 5 Interim Report' must be submitted to NAACLS with a summary of the last five years of annual reporting, a narrative on how outcomes measures are analyzed and used in program assessment, and a narrative describing any actions taken as a result of the program assessment.	ASCP BOC pass rates Program completion rates Employment rates	2028
Radiologic Technology, JRCERT	2021	The program is fully accredited. JRCERT stated the program was not in compliance for Objective 6.1: 5-year credentialing examination pass rate of not less than 75%. Follow up progress report required 12/2/22.	Exam Pass Rate Job Placement Rate Number of Clinical Education Sites Graduation	2026

Occupational Therapy Assistant, ACOTE	2018	The program is fully accredited. Two areas were identified by ACOTE that needed further attention and update via a Progress Report on 2/15/19: 1. Balanced workload giving AFWC release time to perform FW planning and placement duties: This area has been met and three contact hours of release time has been given to AFWC. 2. Integration of a COTA into didactic instruction: This area has been met and COTA was integrated into OCTA212 course in Spring 2019.	Retention Rates Job Placement Rates Grad Satisfaction Rate Employer Satisfaction Rate Exam Pass Rate	2023
Nursing: Licensed Practical Nursing, ACEN	2021: Candidate for Initial Accreditation	Accreditation Candidate. Initial Accreditation visit January 2023	Exam Pass Rates Employment Rates Graduation Rates	2023 Initial Accreditation

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.