



# NHTI—Concord's Community College NECHE Comprehensive Self-Study

Submitted to the New England Commission of Higher Education January 2026





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**Institutional Characteristics Form** Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date 1/15/2026

1. Corporate name of institution: **NHTI- Concord's Community College** \_\_\_\_\_

2. Date institution was chartered or authorized: **1961** \_\_\_\_\_

3. Date institution enrolled first students in degree programs: **1965** \_\_\_\_\_

4. Date institution awarded first degrees: **1966** \_\_\_\_\_

5. Type of control:

Public

State

City

Other

(Specify) \_\_\_\_\_

Private

Independent, not-for-profit

Religious Group

(Name of Church) \_\_\_\_\_

Proprietary

Other: (Specify) \_\_\_\_\_

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? **State of NH. Associate's degree, Certificate, Diploma.**

7. Level of postsecondary offering (check all that apply)

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

Four- or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other doctoral programs \_\_\_\_\_

Other (Specify)

8. Type of undergraduate programs (check all that apply)

- Occupational training at the crafts/clerical level (certificate or diploma)
- Occupational training at the technical or semi-professional level (degree)
- Two-year programs designed for full transfer to a baccalaureate degree
- Liberal arts and general
- Teacher preparatory
- Professional
- Other \_\_\_\_\_

9. The calendar system at the institution is:

- Semester     Quarter     Trimester     Other \_\_\_\_\_

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate    12 credit hours
- b) Graduate            \_\_\_\_\_ credit hours
- c) Professional        \_\_\_\_\_ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1052		
Part-time student headcount	2210		
FTE	3711.5		

b) Number of students (headcount) in non-credit, short-term courses: 58

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Accrediting Agency	Accredited Since	Last Reviewed	Next Review	Notes
Accounting	Association of Collegiate Business Schools and Programs (ACBSP)	2025	Sept. 2016	2026	
Business Administration	Association of Collegiate Business Schools and Programs (ACBSP)	2005	Sept. 2016	2026	
Dental Assisting	Commission on Dental Accreditation of the American Dental Association (CODA)	1973	2018	2026	
Dental Hygiene	Commission on Dental Accreditation of the American Dental Association (CODA)	1970	2018	2026	
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs (CAAHEP) with the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDEMS)	4/28/2000	2017	2027	
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	2019	2019	2026	
Education-TECP	New Hampshire Department of Education, Council for Teacher Education Professional Preparation Programs	2005	Oct. 2025	2031	
Hospitality & Tourism Management	Association of Collegiate Business Schools and Programs (ACBSP)	2005	Sept. 2016	2026	
Information Technology	CISCO Certified Academy- Regional, CompTIA Partner, AWS Academy, Note: National Centers of Academic Excellence in Cybersecurity (CAE-CD) since 2025	2001	n/a	n/a	
Legal Nurse Consultant	American Bar Association	2005	Feb. 2020	n/a	elimination of this program has been proposed
Nursing (RN) -- 3 pathways, RN, LPN-to-RN, PEM-to-RN	Accreditation Commission for Education in Nursing (ACEN)	June 1974	Oct. 2024	2032	
Nursing (RN)-- 3 pathways, RN, LPN-to-RN, PEM-to-RN	New Hampshire Board of Nursing (NHBON)	1970	Fall 2024	2032	
Orthopaedic Technology	National Board for Certification of Orthopaedic Technologists (NBCOT)	2009	2025	2026	
Paralegal Studies	American Bar Association	2005	Feb. 2020	2026	
Paramedic Emergency Medicine	Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) -- NOTE: Also accredited by states of MA and NH through 2026	10/18/1989	2023	2029	
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2004	2020	7/19/1905	
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	1983	2022	7/19/1905	
Sports Management	Association of Collegiate Business Schools and Programs (ACBSP)	2005	Sept. 2016	2026	

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
NA			
B. Out-of-state Locations			
NA			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
NA		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Communications Associate in Arts	ASSOC	50%	12.83
English Associate in Arts	ASSOC	50%	18.75
English Online Associate in Arts	ASSOC	100%	9.25
Liberal Arts Associate in Arts	ASSOC	50%	310.58
Liberal Arts Online Associate in Arts	ASSOC	100%	45.33
Accounting Associate in Science	ASSOC	50%	57.83
Accounting Online Associate in Science	ASSOC	100%	13.75
Addiction Counseling Associate in Science	ASSOC	50%	72.50

Addiction Counseling Online Associate	ASSOC	100%	1.42
Animation & Graphic Game Programming Associate in Science	ASSOC	50%	0.33
Business Administration Associate in Science	ASSOC	50%	200.25
Business Administration Online Associate in Science	ASSOC	100%	61.58
Child and Family Studies Associate in Science	ASSOC	50%	28.08
Computer Engineering Technology Associate in Science	ASSOC	50%	13.17
Criminal Justice Associate in Science	ASSOC	50%	133.17
Criminal Justice Online Associate in Science	ASSOC	100%	38.75
Early Care & Ed. for Young Children with Disabilities Assoc	ASSOC	50%	11.83
Early Childhood Education Associate in Science	ASSOC	50%	68.50
Early Childhood Education Online Associate in Science	ASSOC	100%	47.50
Education Associate in Science	ASSOC	50%	81.42
Electronic Engineering Technology Associate in Science	ASSOC	50%	14.17
General Studies Associate in Science	ASSOC	50%	649.42
General Studies Online Associate in Science	ASSOC	100%	77.25
Hospitality & Tourism Management Associate in Science	ASSOC	50%	24.33
Hospitality & Tourism Management Online Associate in Science	ASSOC	100%	6.92
Human Services Associate in Science	ASSOC	50%	71.17
Industrial Design Technology Associate in Science	ASSOC	50%	12.33
Information Technology-Networking Associate in Science	ASSOC	50%	56.92
Information Technology-Software Dev. Associate in Science	ASSOC	50%	66.67
Manufacturing Engineering Technology Associate in Science	ASSOC	50%	2.83
Mathematics Associate in Science	ASSOC	50%	6.33
Robotics & Automation Engineering Technology Associate	ASSOC	50%	10.58
Sports Management Associate in Science	ASSOC	50%	57.75
Sustainable Agriculture Technology Associate Degree	ASSOC	50%	3.67
Accounting Basic Certificate	CERT	50%	1.50
Accounting Basic Online Certificate	CERT	100%	11.00
Automation Certificate	CERT	50%	0.92
Computer Aided Design Certificate	CERT	50%	1.50
Digital Communications Certificate	CERT	50%	2.83
Early Childhood Education Advanced Certificate	CERT	50%	2.17
Early Childhood Education Advanced Online Certificate	CERT	100%	3.83
Early Childhood Education Certificate	CERT	50%	8.33
Early Childhood Education Entry Level Certificate	CERT	50%	5.25
Early Childhood Education Entry Level Online Certificate	CERT	100%	0.75
Early Childhood Education Online Certificate	CERT	100%	12.58
Education Certificate	CERT	50%	2.67
Education Online Certificate	CERT	100%	7.92
Electronic Technology Certificate	CERT	50%	0.33
English Speakers of Other Languages Certificate	CERT	50%	0.17
Event Conference Management Certificate	CERT	50%	1.50
Event Conference Management Online Certificate	CERT	100%	2.00
General Special Education Certificate	CERT	50%	4.92
General Special Education Certificate	CERT	50%	18.83
Human Service Certificate	CERT	50%	3.92
Information Technology Technical Support Certificate	CERT	50%	1.25
Legal Nurse Consultant Certificate	CERT	50%	2.08
Management Certificate	CERT	50%	0.50
Management Online Certificate	CERT	100%	3.58
Medical Coding Online Certificate	CERT	100%	37.00
Special Education Certificate	CERT	50%	3.00

Special Education Online Certificate	CERT	100%	1.58
Sports Management Certificate	CERT	50%	0.50
Substance Use Disorder Treatment (SUD Tx) Certificate	CERT	50%	8.00
Substance Use Disorder Treatment Online Certificate	CERT	100%	0.50
Sustainable Agriculture Technology Certificate	CERT	50%	1.25
Teacher Education Conversion Certificate	CERT	50%	14.25
Teacher Education Conversion with Certification in ESOL	CERT	50%	8.25
Wedding Planning Management Certificate	CERT	50%	1.25
Wedding Planning Management Online Certificate	CERT	100%	1.50
Young Children with Autism & Exceptionalities Certificate	CERT	50%	1.33

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits

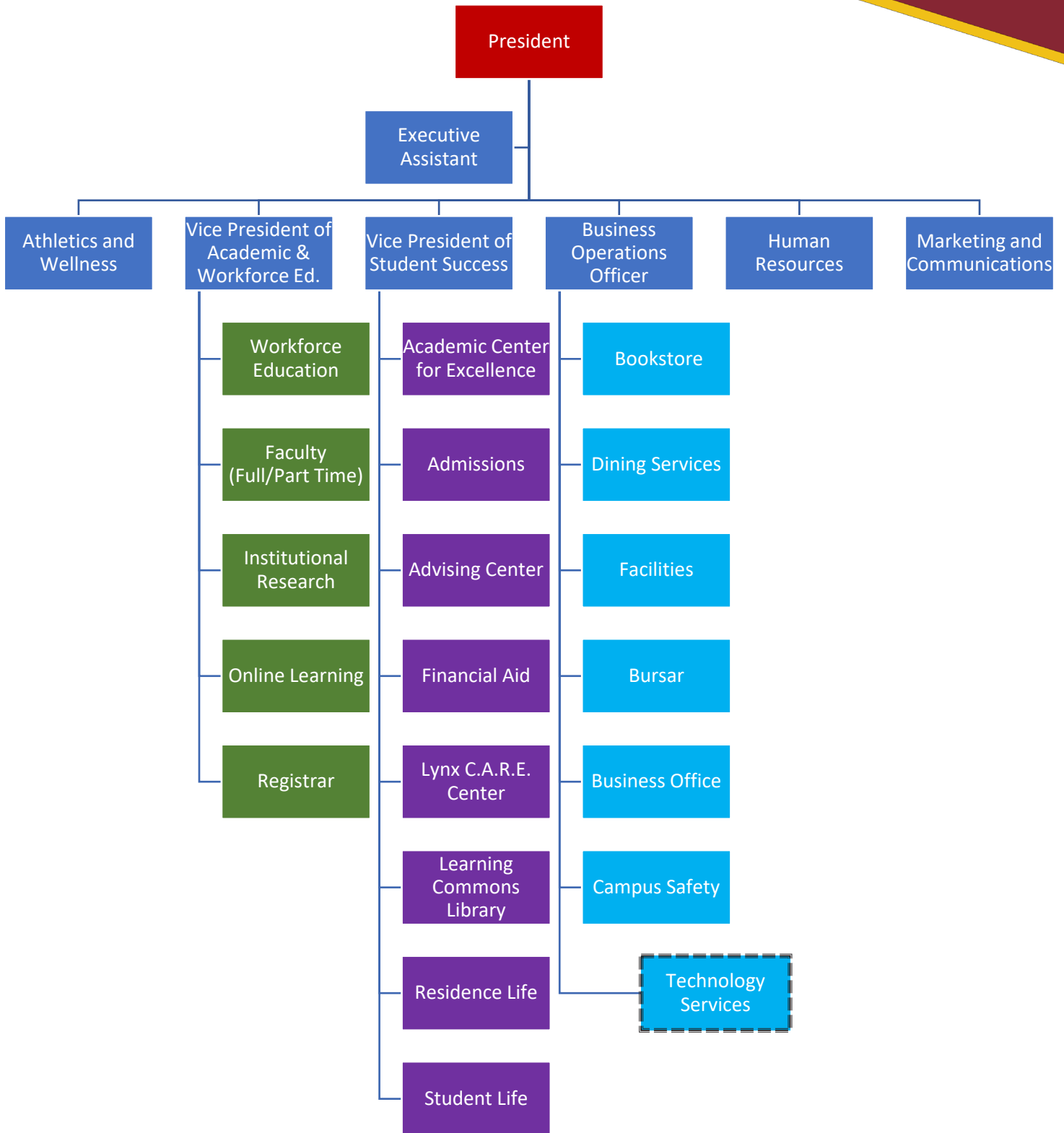
17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
  - Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
  - Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
  - Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

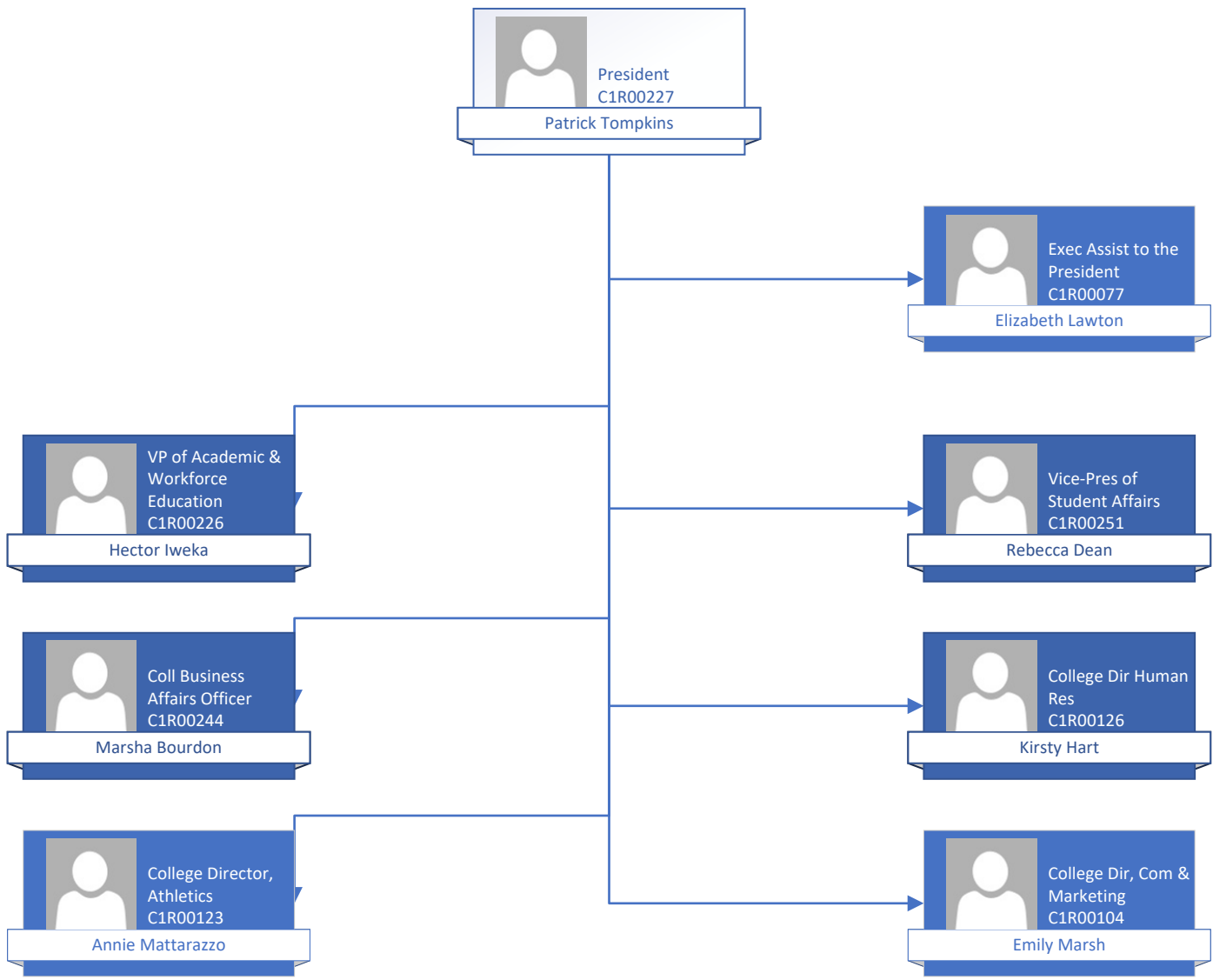
19. Record briefly the central elements in the history of the institution:  
Please see Institutional Background in Self-Study.

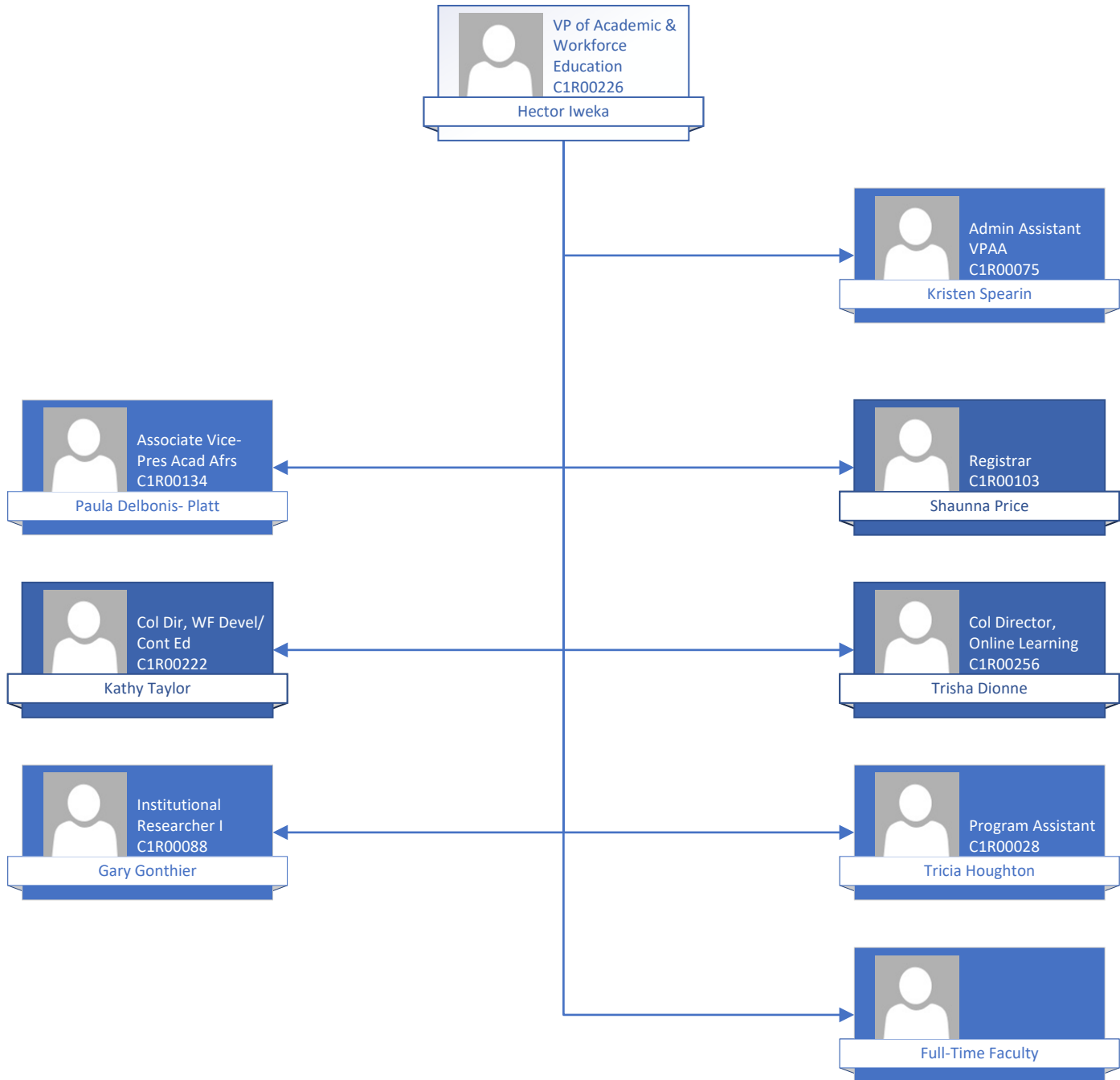
**CHIEF INSTITUTIONAL OFFICERS**

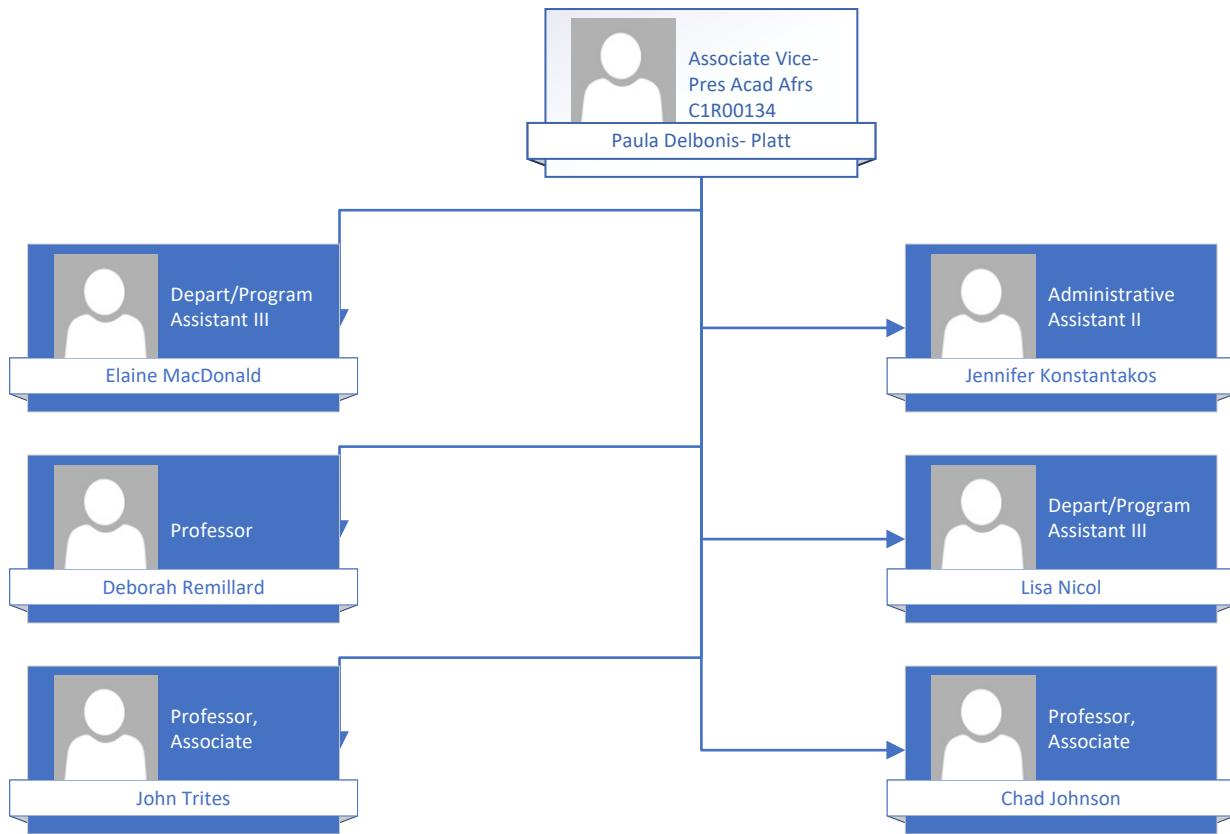
<b>Function or Office</b>	<b>Name</b>	<b>Exact Title</b>	<b>Year of Appointment</b>
Chair Board of Trustees	Kathy Bogle- Shields	Board Chair	2021
President/CEO	Patrick Tompkins	President	2023
Executive Vice President			
Chief Academic Officer	Hector Iweka	Vice President of Academic and Workforce Education	2024
Deans of Schools and Colleges (insert rows as needed)			
Chief Financial Officer	Marsha Bourdon	Business Affairs Officer	2022
Chief Student Services Officer	Rebecca Dean	Vice President of Student Success	2013
Planning	Tim Allison	<i>Chief Advancement Officer &amp; Executive Director</i> The Foundation for NH Community Colleges	
Institutional Research	Gary Gonthier	Statistician	2003
Assessment			
Development	Tim Allison	Chief Advancement Officer & Executive Director The Foundation for NH Community Colleges	
Library	Christie Cho	College Director of Library Programs & Services	
Chief Information Officer	Emily Marsh	Director of Marketing & Communications	2024
Continuing Education	Trisha Dionne	Director of Online Learning	2013
Grants/Research	Gary Gonthier	Statistician	2003
Admissions	Denine Garnett	Director of Admissions	

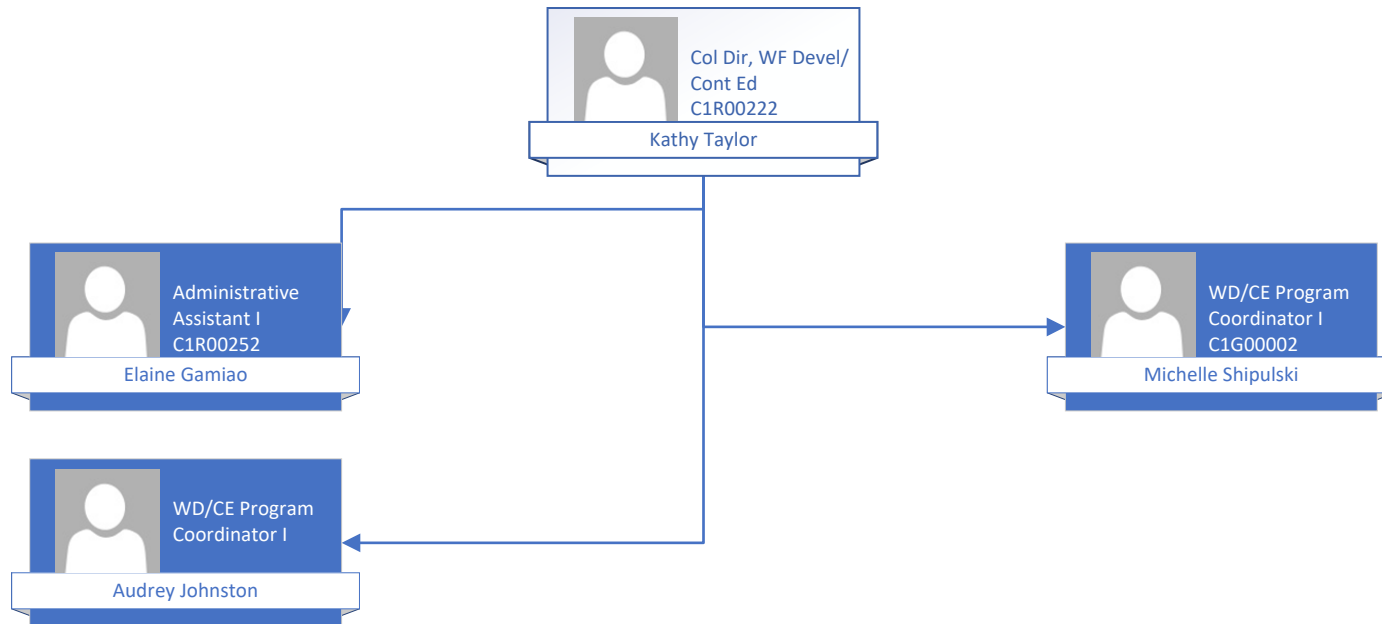
Registrar	Shaunna Price	Registrar	2024
Financial Aid	Sheri Gonthier	CCSNH Financial Aid Director	
Public Relations	Emily Marsh	Director of Marketing & Communications	2024
Alumni Association	Tim Allison	<i>Chief Advancement Officer &amp; Executive Director</i> The Foundation for NH Community Colleges	
Other			

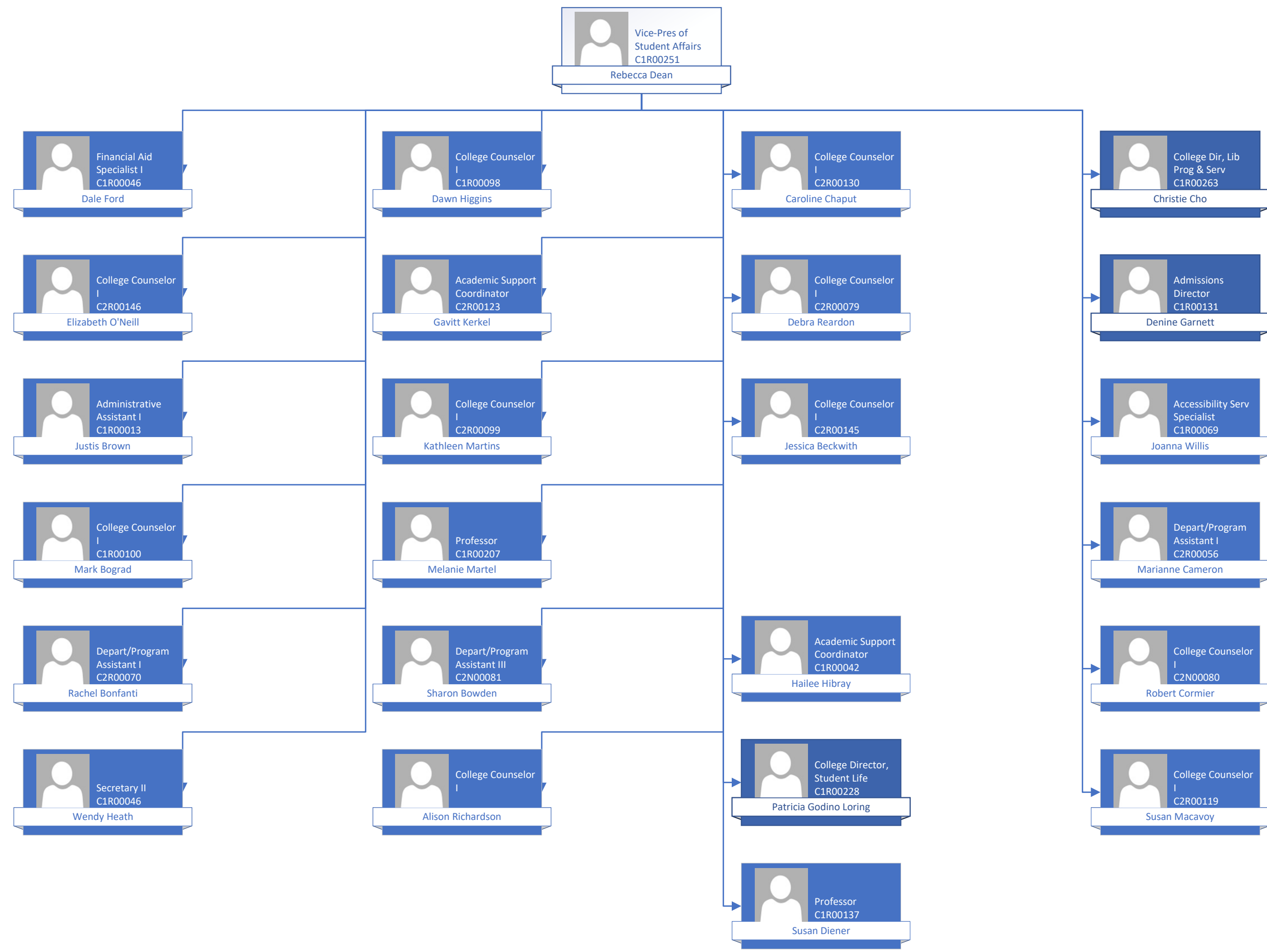


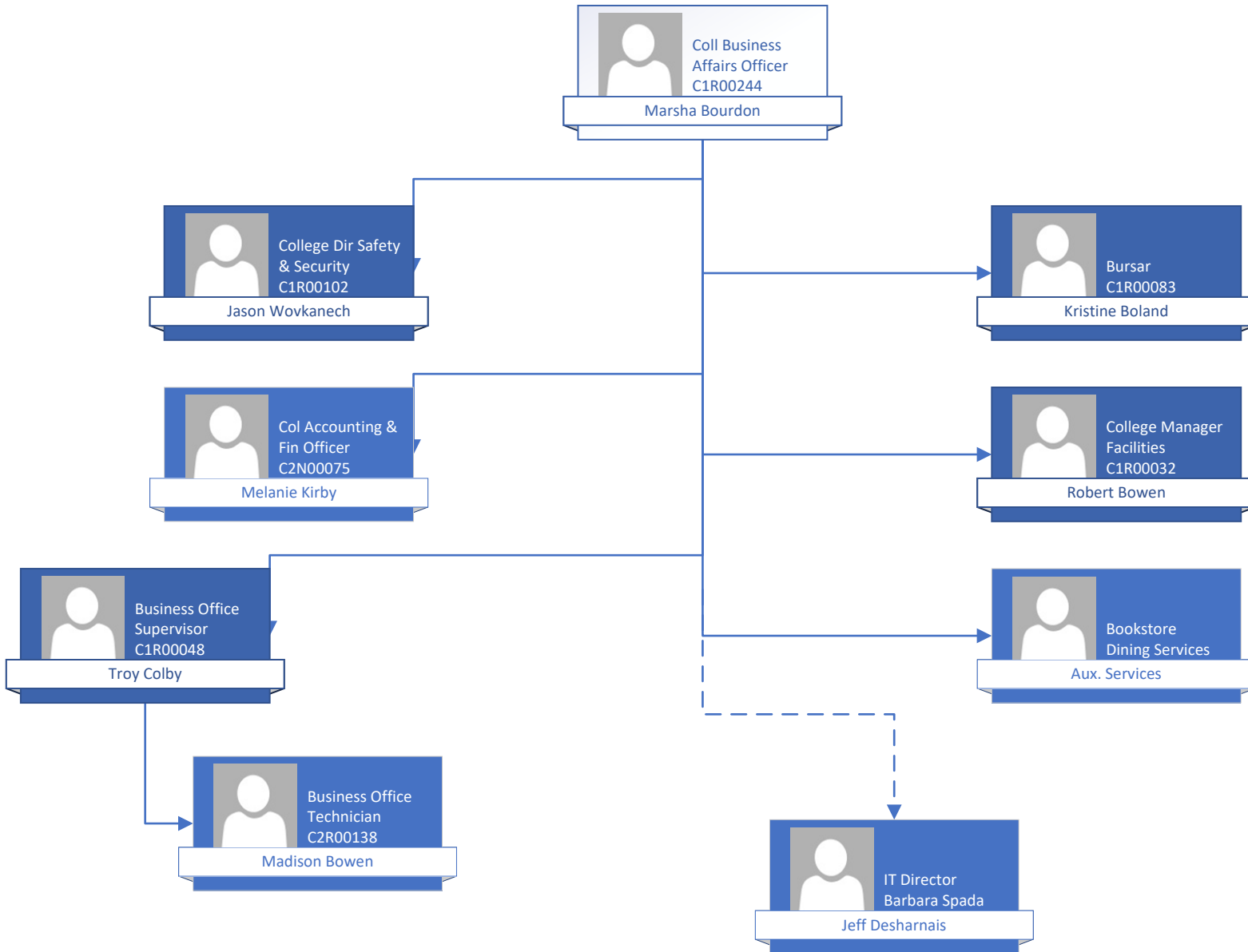


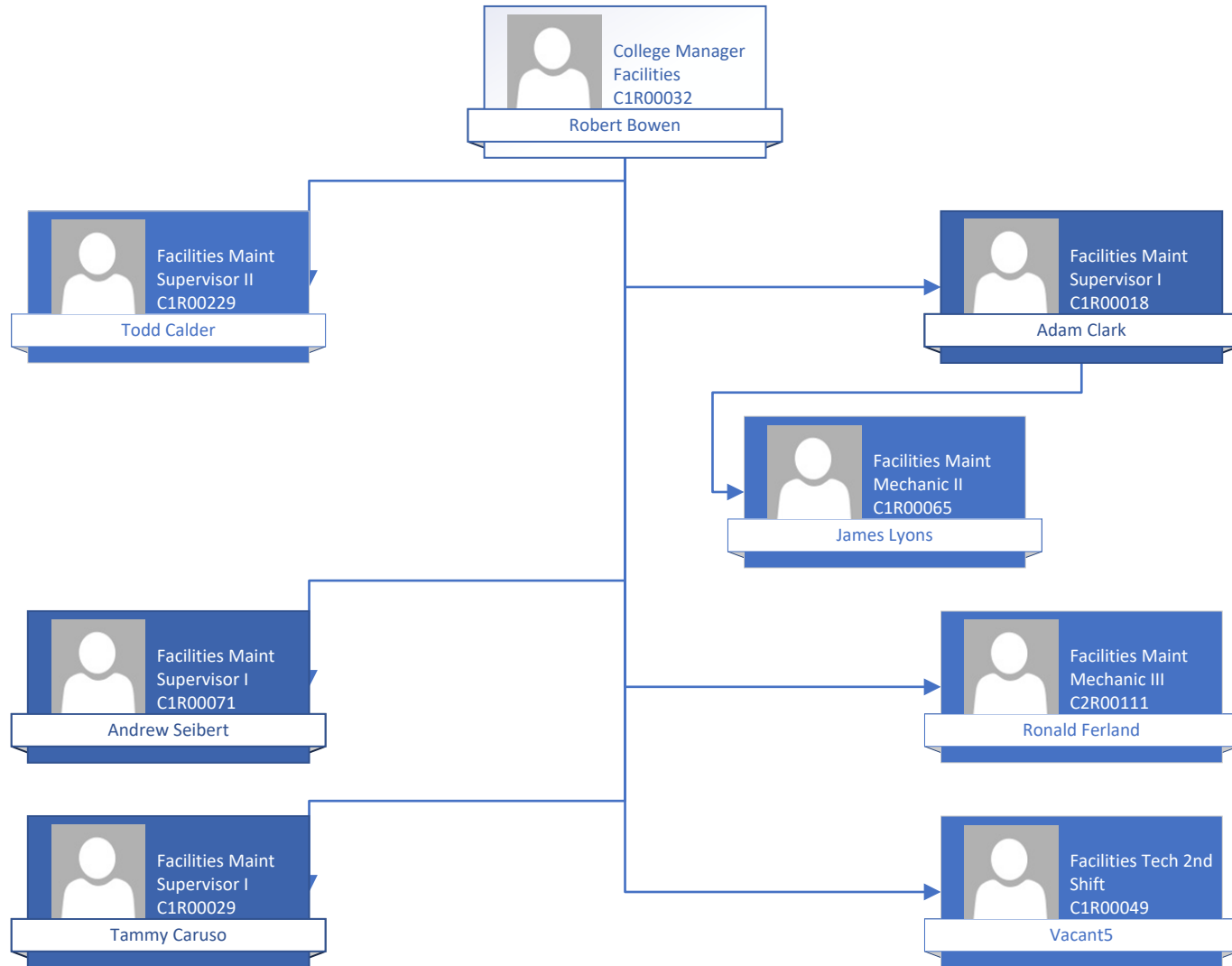










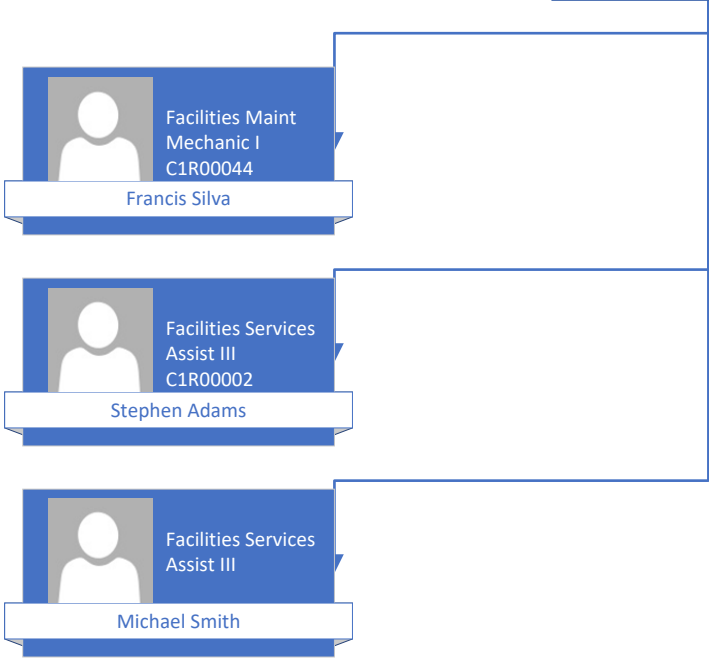


Facilities Maint  
Supervisor I  
C1R00071  
Andrew Seibert

Facilities Maint  
Mechanic I  
C1R00044  
Francis Silva

Facilities Services  
Assist III  
C1R00002  
Stephen Adams

Facilities Services  
Assist III  
Michael Smith



Facilities Maint  
Supervisor I  
C1R00029  
Tammy Caruso

Facilities Services  
Supervisor  
C1R00270  
Alex Yates

Facilities Services  
Assist III  
C1R00009  
Adam Hebert

Facilities Services  
Assist III  
C1R00004  
Jennifer Bartlett

Facilities Services  
Assist III  
C1R00003  
Jessica Arzu

Facilities Services  
Assist III  
C1R00247  
Kristin Bouchard

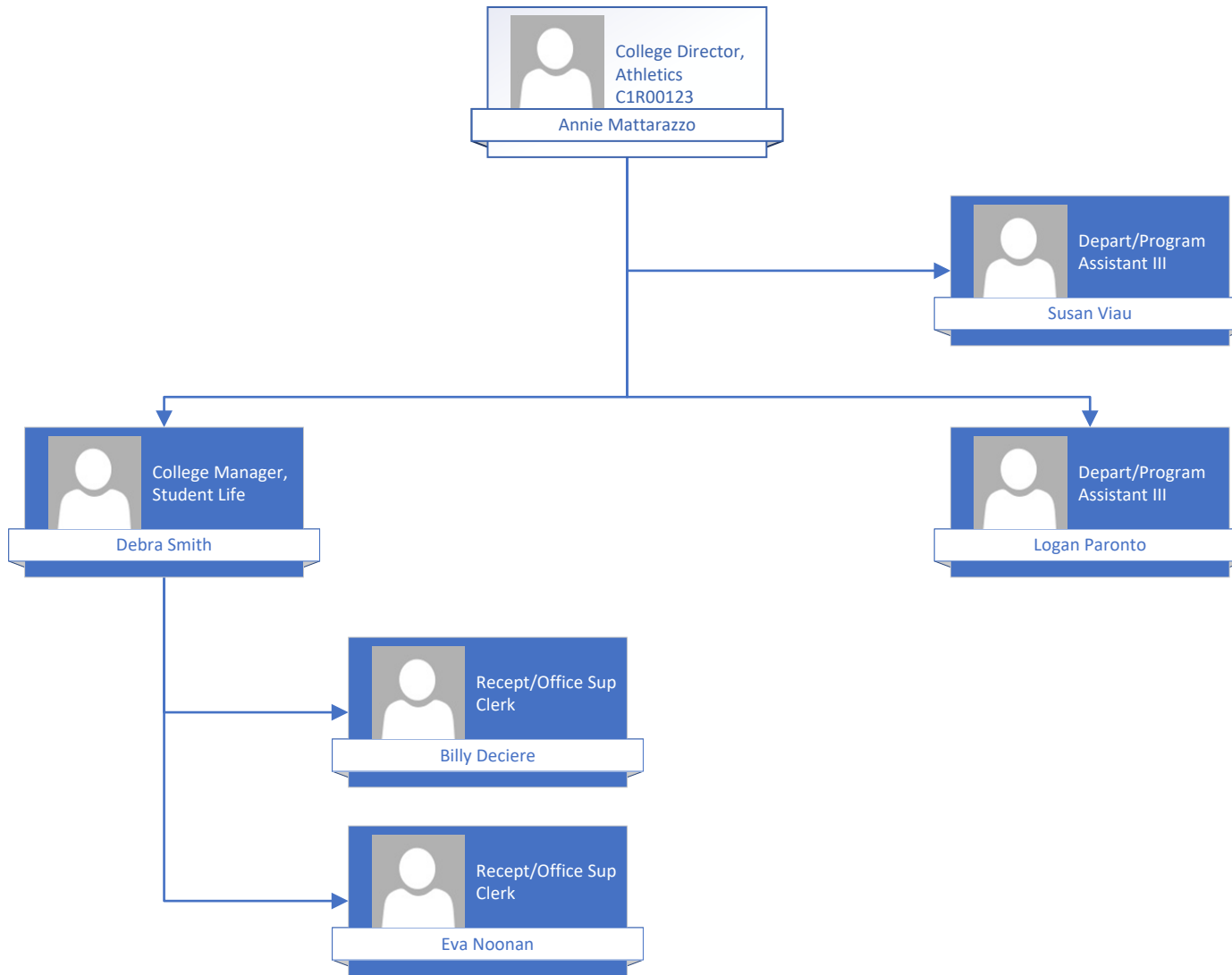
Facilities Services  
Assist III  
C1R00006  
Lee Ann Baillargeon

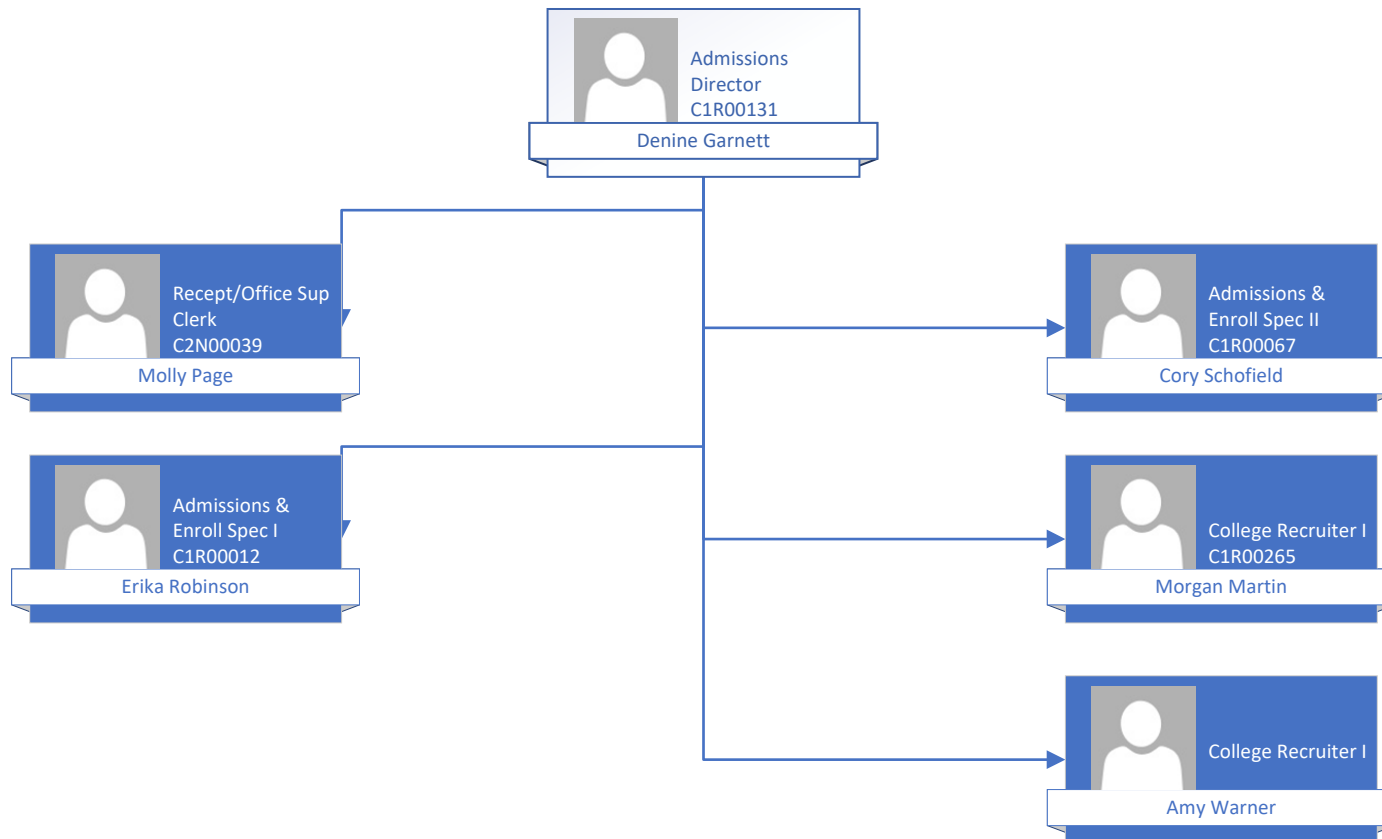
Facilities Services  
Assist III  
Batulo Mahamed

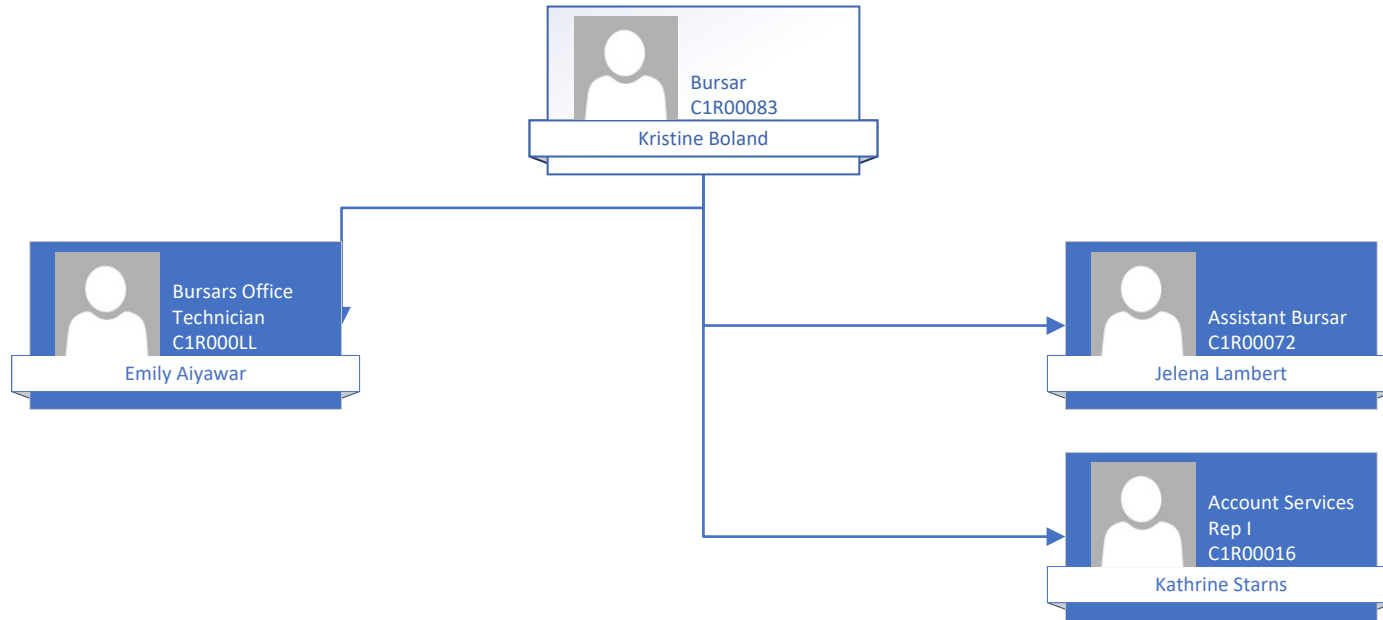
Facilities Services  
Assist III  
Logan Bartlett

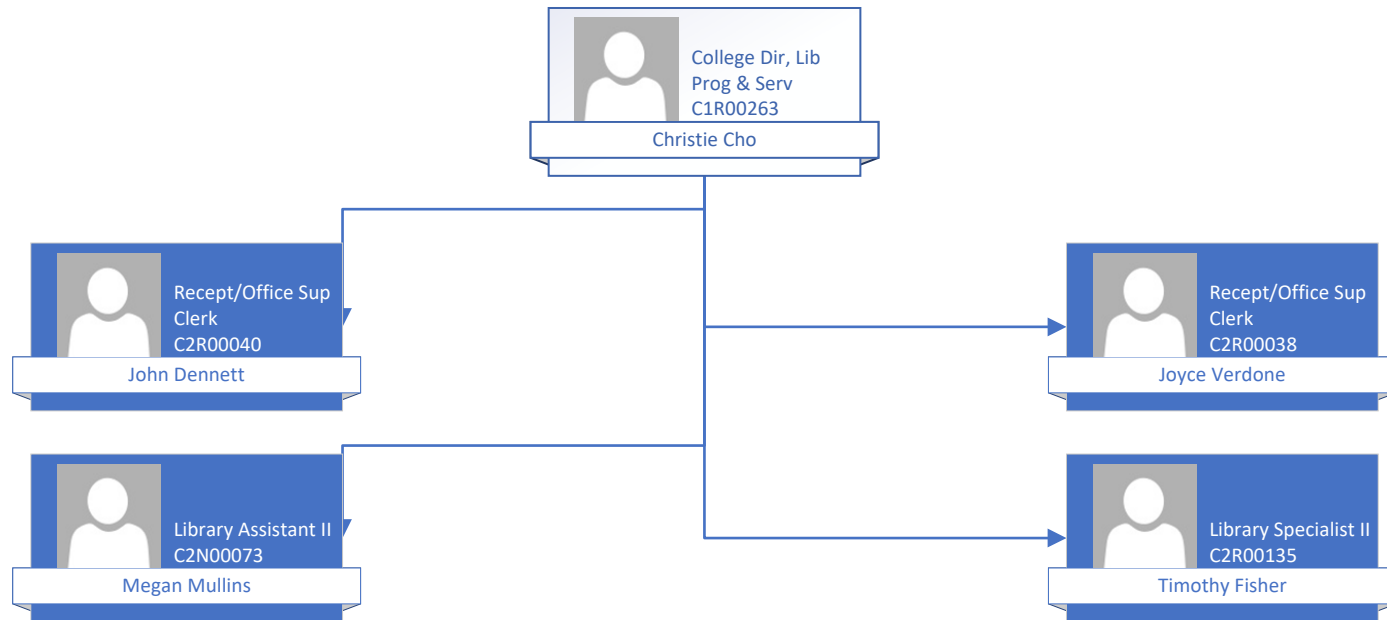
Facilities Services  
Assist III  
Michael Debernardo

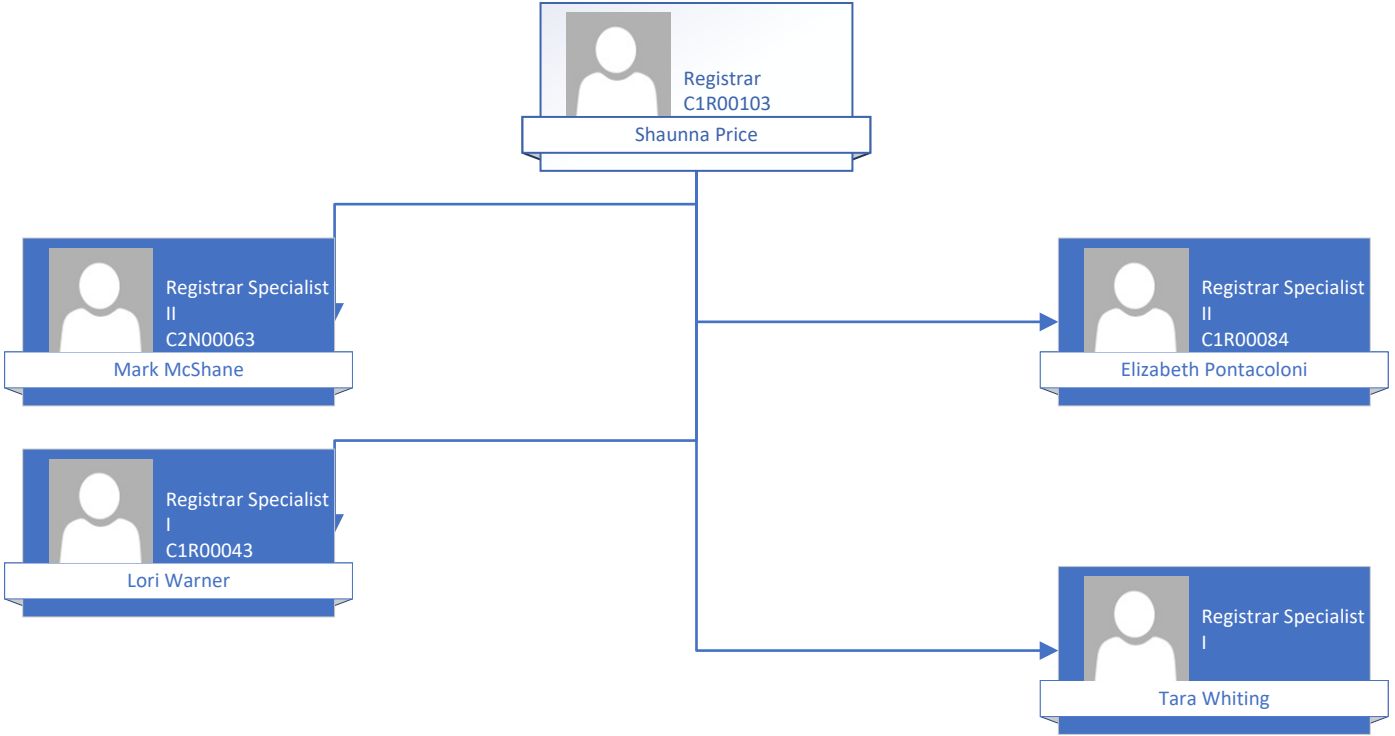












College Dir Safety & Security  
C1R00102  
Jason Wovkanech

Safety & Security Officer III  
C1R00271  
Amy Moriarty

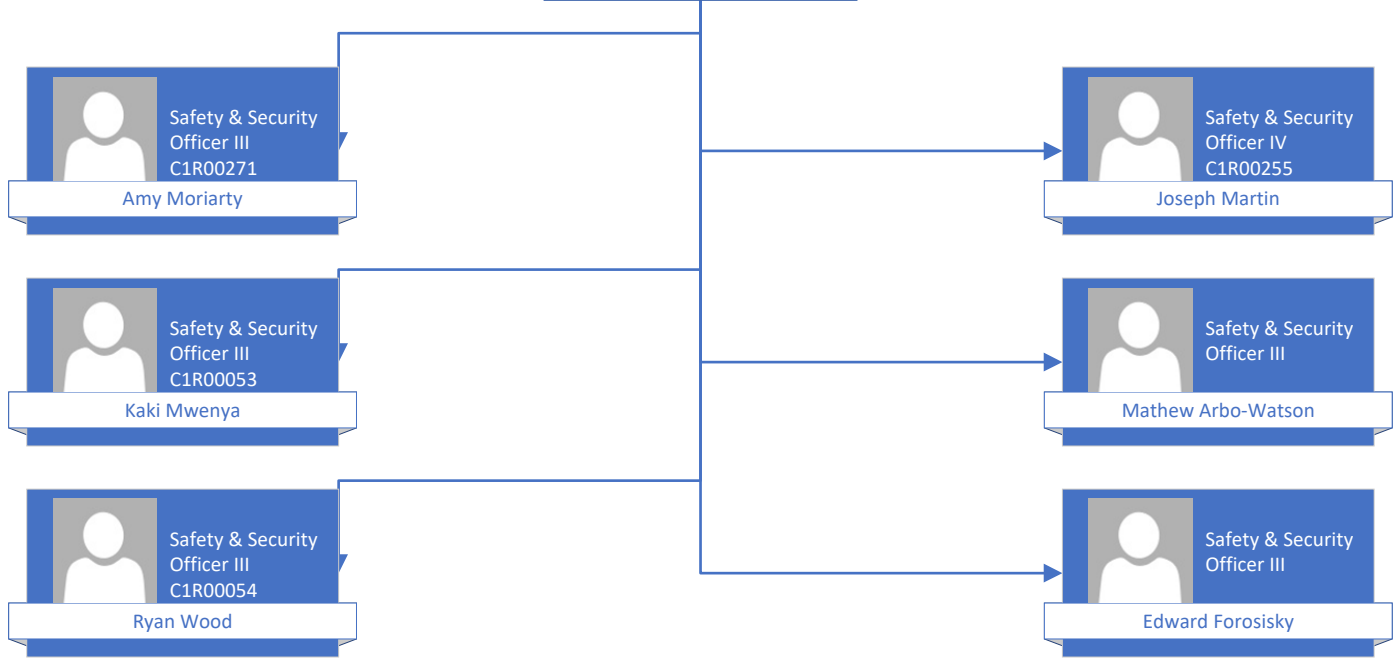
Safety & Security Officer III  
C1R00053  
Kaki Mwenya

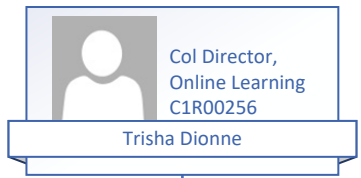
Safety & Security Officer III  
C1R00054  
Ryan Wood

Safety & Security Officer IV  
C1R00255  
Joseph Martin

Safety & Security Officer III  
Mathew Arbo-Watson

Safety & Security Officer III  
Edward Forosisky





Col Director,  
Online Learning  
C1R00256

Trisha Dionne



Acad Technology  
Specialist  
C1R00099

Rebecca Adey-Merrithew

College Director,  
Student Life  
C1R00228  
Patricia Godino Loring

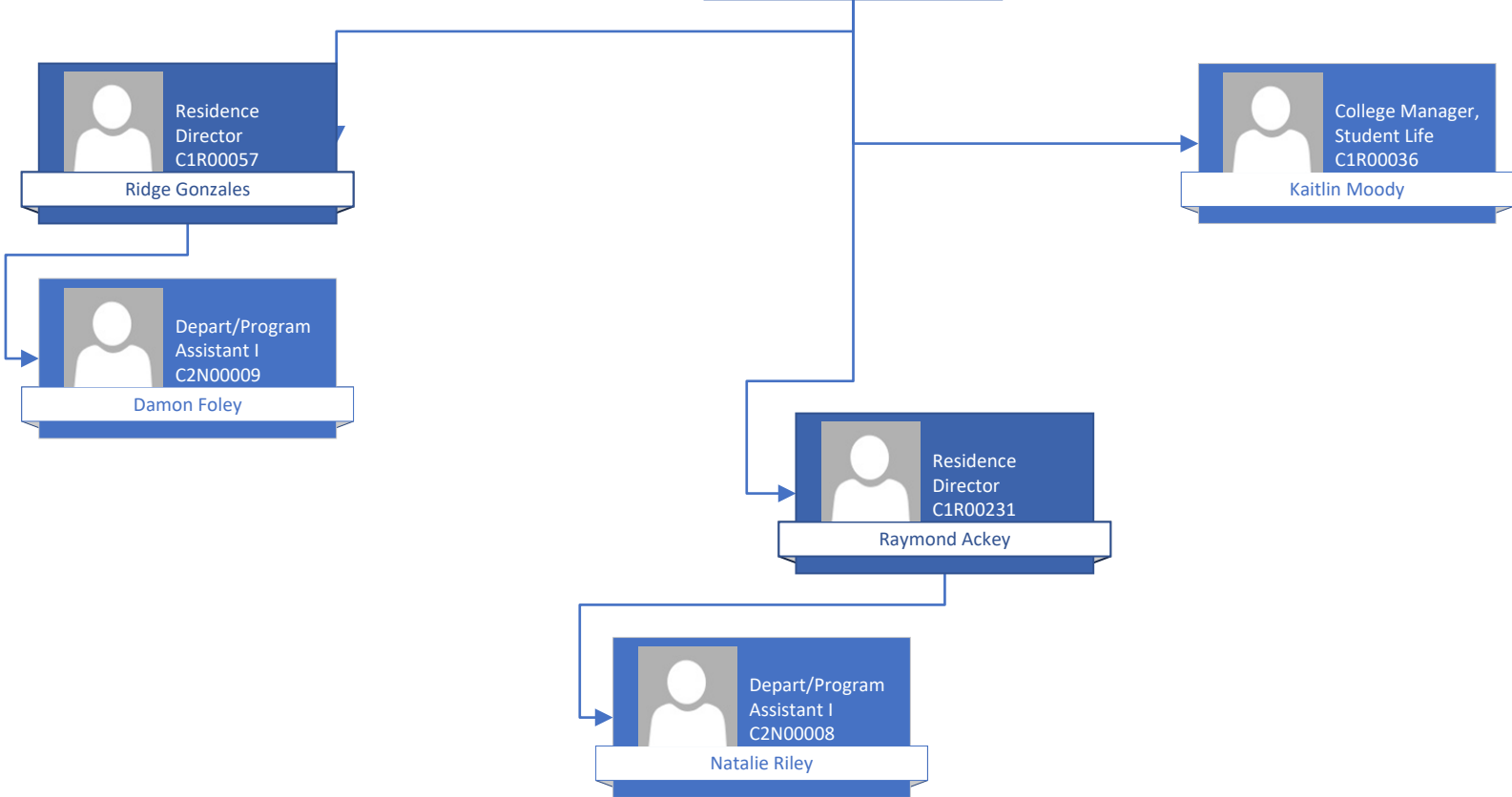
Residence  
Director  
C1R00057  
Ridge Gonzales

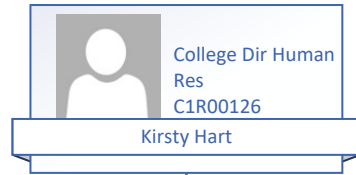
College Manager,  
Student Life  
C1R00036  
Kaitlin Moody

Depart/Program  
Assistant I  
C2N00009  
Damon Foley

Residence  
Director  
C1R00231  
Raymond Ackey

Depart/Program  
Assistant I  
C2N00008  
Natalie Riley

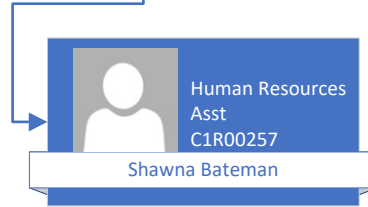




College Dir Human  
Res  
C1R00126

Kirsty Hart

This is a business card for Kirsty Hart. It features a grey placeholder for a profile picture on the left. To the right of the picture, the text reads "College Dir Human Res" on two lines, followed by the ID number "C1R00126". Below the main card area is a white banner with the name "Kirsty Hart".



Human Resources  
Asst  
C1R00257

Shawna Bateman

This is a business card for Shawna Bateman. It features a grey placeholder for a profile picture on the left. To the right of the picture, the text reads "Human Resources Asst" on two lines, followed by the ID number "C1R00257". Below the main card area is a white banner with the name "Shawna Bateman". A blue line connects this card to the one above it, starting from the bottom of the top card, going down, then left, then down again, and finally right into the left side of this card.

## Table of NECHE Actions, Items of Special Attention, or Concerns

Date of NECHE letter	Detailed Actions	NECHE Standards cited	2026 Self-Study Standard
May 3, 2021	Implementing a comprehensive approach to the assessment of student learning and using assessment results for improvement at course, program, and institutional levels	8	4, 5, 8
	Provide clear public statements about what students are expected to gain from their education, academically and, as appropriate to the institution's mission, along other dimensions. Goals for students' education reflect the institution's mission, the level and range of degrees and the certificates offered, and the general expectations of the larger academic community	8.2	4, 5, 8
	Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff	8.3	4, 5, 8
	The institution with stated goals for students' co-curricular learning systematically assesses their achievement	8.4	4, 5, 8
	The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the curriculum and learning opportunities and results for students	8.8	4, 5, 8



May 3, 2021

Dr. Gretchen Mullin-Sawicki  
President  
NHTI – Concord’s Community College  
31 College Drive  
Concord, NH 03301-7412

Dear President Mullin-Sawicki:

I am pleased to inform you that at its meeting on March 5, 2021, the New England Commission of Higher Education considered the interim (fifth-year) report submitted by NHTI – Concord’s Community College and voted to take the following action:

that the interim (fifth-year) report submitted by NHTI – Concord’s Community College be accepted;

that the comprehensive evaluation scheduled for Spring 2026 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Spring 2026 evaluation give emphasis to the institution’s success in:

1. implementing a comprehensive approach to the assessment of student learning and using assessment results for improvement at course, program, and institutional levels;
2. assessing the effectiveness of institutional efforts to close racial equity gaps, including in the co-requisite Gateway courses.

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by NHTI – Concord’s Community College (NHTI) was accepted because it responded to the concerns raised by the Commission in its letters of October 11, 2016 and April 4, 2018 and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends NHTI for its candid and thorough interim (fifth-year) report. Over the past five years, the College has made considerable progress on the areas of emphasis identified during the previous comprehensive evaluation. This progress is all the more commendable since we note that there have been four CEOs in the time between that comprehensive evaluation and the current interim report, and, like all institutions of higher education, the College has been affected by the disruption caused by the COVID-19 pandemic. NHTI has put into place an effective structure for evaluating adjunct faculty which now includes the formation of an evaluation team and

## Introduction

NHTI—Concord’s Community College is pleased to present to the New England Commission of Higher Education (NECHE) this comprehensive report since our last self-study report in 2016.

For its reaccreditation by NECHE, NHTI undertook an extensive self-evaluation. A key objective was to cultivate a more profound institutional awareness among all stakeholders regarding the functions of all departments and their relationship with the Community College System of New Hampshire (CCSNH) System Office, the CCSNH Board of Trustees, and the 6 CCSNH sister community colleges. In addition to fostering this shared insight, the process successfully identified institutional strengths and pinpointed areas for strategic enhancement. The development of this self-study followed a structured, multi-phased approach with input from many contributors.

NHTI began the self-study process in April 2023 when the President’s Cabinet started discussions around the NECHE 10-year self-evaluation report, including the timeline and deliverables. In October 2023, the Cabinet attended the NECHE Self-Study workshops. On February 2, 2024, NECHE Commission Senior Vice President Patricia O’Brien, SND, presented to NHTI administration, faculty, and staff an overview of the purpose and importance of reaccreditation along with general tips on how to meaningfully engage the process. On October 11, 2024, Carol Anderson and Mark Nicholas, Vice Presidents of the Commission, also made an onsite visit to NHTI to reinforce to faculty, staff, and administrators O’Brien’s message and shared further tips on how to address each of the 9 Standards to produce a comprehensive, high-quality self-study and associated report. NHTI assembled committees of full-time faculty and staff to work on the report for each of the 9 Standards for Accreditation; each committee was sponsored by a member of the Cabinet. In November 2023, NHTI’s Standards Committees had their inaugural meeting.

Throughout the months of February 2024 through April 2025, Standards Committees met and updated progress. These teams each submitted 4 drafts, with final drafts submitted in May 2025. NHTI’s monthly Town Hall meetings included updates from NHTI’s NECHE reaccreditation chair and members of the committees. In fall 2025, the E-Series forms were complete, workroom documents were collected, and the draft went through multiple revisions. On October 10, David Podell, chair of the NECHE visiting team, came to NHTI and met with the President, Cabinet, and the writing team and toured the campus. Through the month of November, work continued on the self-study narrative, workroom documents, forms, and other parts of the report. After final editing in December, the entire document of the self-study was delivered to NECHE in early January 2026. The formal invitation for public comments during the Comprehensive Evaluation was posted the second week in January 2026 on our website, social media channels, to our Board of Trustees, NHTI Advisory Board, and to our students, full-time faculty, and staff. It was also presented to local newspapers for distribution.

## NHTI NECHE Self-Study 2026 Timeline

2023	
<b>April 17</b>	Cabinet begins discussion around NECHE 10-year Self-Evaluation Report
<b>May – July</b>	Chair and Co-Chair of Self-Study Steering Committee appointed, Members of Steering Committee appointed
<b>October</b>	Leadership attends NECHE Self-Study Workshop
<b>November</b>	Steering Committees meet for the first time
2024	
<b>January</b>	Official Kickoff of Self-Study at All College Meeting
<b>February</b>	Visit from NECHE Senior Vice President Patricia O'Brien, SND, Steering Committees continue to meet
<b>March – September</b>	Steering Committees continue to meet
<b>October</b>	NECHE Commission Vice Presidents Carol Anderson and Mark Nichols visit NHTI and meet with Self-Study Chairs, Self-Study Chairs, Vice Presidents, and Administration attend NECHE workshop (October 17 and 18), Microsoft Teams site created and document drafts posted
<b>November</b>	Continued Draft 1
<b>December</b>	Each Standards Committee Draft 1 due
2025	
<b>February</b>	Draft 1 Readthrough, Data Dashboard Virtual Meeting with Standard Chairs
<b>March</b>	Draft 2 Due, Readthroughs continue
<b>April</b>	Draft 3 Due, Readthroughs continue
<b>May</b>	Draft 4 Due, Self-Study Chairs begin to review all standards and weave into one document
<b>June</b>	Self-Study Chairs continue to review all standards and weave into one document
<b>July</b>	Self-Study Chairs continue to review all standards and weave into one document, NHTI Self-Study leaders attended NECHE Self-Study Workshop (July 29)
<b>August</b>	Continued work on responses to feedback from the Commission (Carol Anderson)
<b>September</b>	Meeting of chairs of all Standards Committees (Sept 5), E-Series forms completed (Sept 19), Continued work on draft, including data forms and workroom documents, Preparations for Visiting Team: Meeting rooms reserved for site visit; hotel and transportation arrangements confirmed
<b>October</b>	Onsite visit from NECHE Visiting Team Chair (October 10), Continued work on report, workroom documents, and required forms, All College Meeting discussion of NECHE Self-Study report and site visit
<b>November</b>	Electronic workroom, report cover page, table of contents, and appendix finalized (Due November 1), Work on final self-study report
<b>December</b>	Cabinet retreat to review and discuss self-study, Final editing and completion of entire document of self-study, Self-study narrative final review with Standards Committee Chairs
2026	
<b>January</b>	Publication of self-study week of January 19, 2026; an electronic copy of the self-study is sent to each member of visiting team and the Commission, Public notice sent out
<b>February</b>	All College Meeting to prepare for site visit
<b>March</b>	Visiting Team onsite Sunday, March 1 – Wednesday, March 4

# NHTI Self-Study Committees

## Self-Study Steering Committee

Susan Diener, full-time faculty advisor  
Rebecca Dean, Vice President of Student Success

## Standard 1: Mission and Purpose

Jeff Beltramo (Mechanical Engineering Technology full-time faculty) Co-Chair  
Aleta Biladeau (Dental Hygiene full-time faculty) \*  
Todd Calder (Maintenance staff)  
Veronica Thibodeau-Carter (Civil Engineering Technology full-time faculty)  
Kerri Goupil (Nursing full-time faculty)  
Cory Schofield (Admissions staff)  
Kelley Taylor (Nursing full-time faculty) \*  
Amy Vonkadich (Diagnostic Medical Imaging) Co-Chair

## Standard 2: Planning and Evaluation

Deb Albrecht (Dental Assisting full-time faculty) Co-Chair  
Aaron Conn (Information Technology full-time faculty)  
Rachel Leo Flagg (Dental Hygiene full-time faculty)  
Katrina Magee (Dental Hygiene full-time faculty)  
Lorrie Matott (Financial Aid staff) \*  
Barbara Stowers (Dental Hygiene full-time faculty)  
Dennis Tappin (Mechanical Engineering Technology full-time faculty) Co-Chair \*

## Standard 3: Organization and Governance

Liaquat Khan (Architectural Engineering Technology full-time faculty) \*  
Alan Lindsay (English full-time faculty) Co-Chair  
Trish Loring (Director of Residence Life & Student Engagement)  
Melanie Martel (Faculty advisor) Co-Chair  
Stacey Peters (Paralegal full-time faculty)  
Michael Raymond (Criminal Justice Program Coordinator)  
Khatereh Sawal (Math full-time faculty)  
Deb Smith (Wellness staff)  
Michelle Wade (Diagnostic Medical Imaging full-time faculty)  
Amy West (Natural Sciences full-time faculty)

## Standard 4: The Academic Program

Shaunna Babcock (Early Childhood Education full-time faculty) Co-Chair  
Trisha Dionne (Director of Online Learning)  
Dale Ford (Financial Aid staff) \*  
Adam Hopper (Math full-time faculty) \*  
Dan Huston (English full-time faculty)  
Kelly Luedtke (Human Services full-time faculty)  
Kate Marcouillier (Diagnostic Medical Imaging full-time faculty) Co-Chair  
Morgan Martin (Admissions staff)  
Kelly O'Brien (Dental Hygiene full-time faculty)  
Jessana Palm (Biology full-time faculty)  
Debra Reardon (Academic advisor)  
Alison Richardson (Academic Advisor)

**Standard 5: Students**

Tammy Caruso (Maintenance staff)  
Caroline Chaput (Academic advising staff)  
Denine Garnet (Director of Admissions) Co-Chair  
Sandra Inzer (Dental Hygiene full-time faculty) \*  
Chad Johnson (Information Technology full-time faculty)  
Jelena Lambert (Bursar staff)  
Tracey Lesser (Chemistry full-time faculty)  
Kaitlin Moody (Manager of Student Life) Co-Chair  
Jessica Morgan (Administrative Assistant) \*  
Perry Seagroves (Chemistry full-time faculty)  
Naomi Simard (Orthopedics full-time faculty) \*  
Joanna Willis (Accessibility Services specialist)  
Ed Winters (Director of Athletics & Wellness) \*

**Standard 6: Teaching, Learning, and Scholarship**

Rebecca Adey-Merrithew (Online learning staff)  
Lisa Armes (Nursing full-time faculty) \*  
Mark Bograd (Early College coordinator)  
Christie Cho (Library Director) Co-Chair  
Paula DelBonis-Platt (Associate Vice President of Academic Affairs) Co-Chair  
Dawn Higgins (Academic advisor)  
Candace Knowlton (Nursing full-time faculty) \*  
Rae Mello-Andrews (Nursing full-time faculty) \*  
Diana Menard (Early Childhood Education full-time faculty)  
Dan Shagena (Math full-time faculty)

**Standard 7: Institutional Resources**

Todd Bedell (Director of Information Technology) \*  
Kristine Boland (Bursar)  
Robert Bowen (Manager of College Facilities)  
Lisa Centrella (Dental Hygiene full-time faculty)  
Troy Colby (Business Office Supervisor)  
Billie Lunt (Dental Hygiene full-time faculty) Co-Chair  
Craig Meservey (Biology full-time faculty)  
Lisa Scott (Dental Hygiene full-time faculty)  
Beth Wilkes (Biology full-time faculty)  
Jason Wovkanech (Director of Campus Safety)

**Standard 8: Educational Effectiveness**

Kerry Cook (Math full-time faculty) Co-Chair \*  
Kelly Dunn (Education full-time faculty) \*  
Dave Edwards (English full-time faculty)  
Valerie Lavoice (Math full-time faculty)  
Cynthia Lucero (Education full-time faculty) Co-Chair  
Mehrddad Meskoob (Math full-time faculty)  
Elizabeth Pontacoloni (Registrar Office) \*  
Debbie Remillard (Business full-time faculty)

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

Jennifer Brace (Nursing full-time faculty)

William Comeau (Campus Safety officer) \*

Emily Marsh (Director of Marketing & Communications) Co-Chair

Keith Wilding (Paramedic full-time faculty) Co-Chair

\*No longer at the college

## Institutional Overview

NHTI—Concord's Community College, founded in 1965 as the New Hampshire Technical Institute, proudly celebrated its 60th anniversary in 2025. It has grown substantially from its origins with a few engineering programs and 256 students to a vibrant institution serving over 4,600 students annually with more than 70 programs. These programs span diverse fields including essential community-need areas such as dental hygiene, nursing, radiologic technology, and mechanical engineering as well as a host of other programs and certificates. NHTI is also adapting to modern student needs by offering many online and hybrid courses.

NHTI operates as an open access institution of higher education dedicated to serving the people of New Hampshire. As part of the Community College System of New Hampshire (CCSNH), both NHTI and the system strive to provide students with pathways to success designed to help them achieve their personal and professional goals. NHTI offers two residence halls with the capacity to house 250 students. The college is actively working to counter declining enrollment, which mirrors trends among public colleges due to a decrease in high school graduates, by focusing on Early College opportunities for high school students and strengthening transfer agreements.

As one of 7 New Hampshire community colleges, NHTI operates under the system's overarching student and academic policies. To streamline services, as urged by the Board of Trustees, significant centralization efforts have occurred within CCSNH, impacting NHTI's structure and operations. Centralized services include the IT department and ticketing system in which a small group of IT professionals remain on campus. The college also centralized veterans' services and financial aid, with one on-campus financial aid professional coordinating with the system office. A faculty fellow has also been hired by the system office to coordinate academics across campuses.

The past decade has been marked by significant leadership turnover at both the system and college levels. The former chancellor left in 2020, and the new chancellor was hired in July 2021. NHTI has experienced substantial change with 3 presidents and 2 interim presidents since 2014. Since 2017 there have been 4 vice presidents, including the loss of the Vice President of Student Affairs, the hiring of a new Vice President of Student Affairs and Workforce Education, and the addition of 2 new roles, the Vice President of Student Enrollment and Retention, and an Assistant Vice President of Academic Affairs.

NHTI's self-study concludes with a renewed sense of purpose and pride, emphasizing the college's commitment to building upon its strengths in dedicated faculty and staff, program evaluation, and student support services. Despite challenging economic times, the college is confident its mission and values will continue to provide high quality education that serves both our students and the State of New Hampshire.

## Standard One: Mission and Purposes

NHTI—Concord’s Community College was founded in 1965 and is the largest of the 7 community colleges in the State of New Hampshire. We are also the only community college in New Hampshire that provides a comprehensive college experience with residential housing, athletics, and a robust Student Affairs department. In celebration of our 60 years as a community college, we hosted a homecoming weekend in September 2025 that drew hundreds of alumni, students, faculty, staff, friends, and community members to the College with an athletics Hall of Fame induction, alumni-students athletic competitions, food trucks, raffles, and music.

When the College was established in 1965, it was called New Hampshire Technical Institute (NHTI). In 2007, the College changed its name to NHTI—Concord’s Community College to reflect a broader mission that encompasses career pathways in healthcare, business, and college transfer.

NHTI is part of the Community College System of New Hampshire (CCSNH) along with 6 other community colleges: Great Bay Community College, Lakes Region Community College, Manchester Community College, Nashua Community College, River Valley Community College, and White Mountains Community College. CCSNH institutions offer students one of the lowest tuition rates in the state. [Transfer pathways](#) to public and private postsecondary institutions in New Hampshire exist to help students further their personal and educational goals.

CCSNH is overseen by the CCSNH Board of Trustees and Chancellor Dr. Mark Rubenstein. The Board of Trustees and the Chancellor are dedicated to providing students with academic and training opportunities that, as one student said, “impact not just me but my future family tree.” CCSNH institutions offer students the lowest tuition rate of any public college in New Hampshire. [CCSNH Transfer Pathways](#) to New Hampshire’s workforce and to public and private postsecondary institutions in NH help students further their personal, educational, and career goals.

The mission of NHTI has always been to serve the students in our community. Leadership, faculty, and staff embrace our mission as an open access institution, and we have long-standing employees who exemplify our continuous dedication to our students. NHTI’s mission is to “cultivate potential in every learner.” Adopted in spring 2025 under the leadership of President Patrick Tompkins, our new mission statement is part of the college’s conceptual ecosystem that includes refreshed values, a new tag line, and a vision. Collectively, this organizational ecosystem reflects our current and collective work as an open access institution that has an eye towards the future and our feet firmly planted in serving our students and the broader community.

NHTI developed its new [mission, vision, and values](#) statements and tagline through a deliberative, collaborative process that included the College’s multiple audiences, partners, benefactors, and beneficiaries. In May 2024, the process was kicked off with an off-site community forum, led by two employee facilitators, a full-time faculty member, and a full-time staff member, with 40 participants drawn from the NHTI Advisory Board, local school districts, non-profits, private enterprises, political leaders, and government agencies. At the start of the 2024-25 academic year, NHTI closed for several hours to the public to hold an extended All College meeting focused on developing the new organizational conceptual framework. The facilitators from the community forum shared with faculty, staff, and administrators the outcomes of the community forum and then led attendees through a series of collaborative activities to further develop ideas. The president empaneled a Strategic Vision Drafting Committee to take the outcomes of the community forum and the All College meeting and draft possible mission, vision, and values statements and a tagline. The committee solicited additional insights from students and the NHTI Advisory Board. The process engaged NHTI’s shared governance model through consultations with Faculty Council and Staff Council.

The mission, vision, and values statements and tagline were unveiled to the College community in April 2025 and are prominently displayed on the NHTI Website.

## Mission

NHTI cultivates potential in every learner.

## Values

- We love who we are and who we serve.
- We are responsible for ourselves, our college, and our community.

## Vision

- We serve New Hampshire's best interests.
- We offer a comprehensive college experience.
- We relentlessly pursue excellence.

## Tagline

Community focused, career driven.

## Description

NHTI's Mission Values and Vision statement fits within the [mission statement](#) of the Community College System of New Hampshire (CCSNH) which reads, "Our purpose is to provide residents with affordable, accessible, high-quality education and training 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 the state's businesses; and a strong New Hampshire economy."

NHTI currently offers 45 associate [degree programs](#) (9 are paused and not accepting new students), 39 certificate programs (2 are professional certificates, 6 certificates are paused and not accepting new students). Ten degrees are fully online, and 17 certificates are fully online. Of the 39 certificate programs, two are professional certificates (Diagnostic Medical Sonography and Dental Assisting). We also partner with local high schools to offer 104 of our courses as part of our Early College program in which students can earn both college and high school academic credit in each course.

NHTI is an open access community college that recruits students through high school visits, career fairs, social media, employers, community organizations, and other outreach efforts to both recent high school graduates and nontraditional-aged college students. Events such as NHTI Open Houses, Discovery Days, Meet Us Mondays, and Homeschool Nights allow prospective students and their families to learn more about our academic and career pathways. Initiatives like Walk-in-Wednesdays, Financial Aid Fridays, and allied health Advising Hour support prospective and newly accepted students with the onboarding process and are often one of the first steps in establishing positive experiences for our students.

## Appraisal

During the self-study process, the institution reflected on significant changes that have impacted the institution since our last self-study.

- **Leadership:** NHTI experienced significant leadership turnover in the 2019-2023 time period, including 4 presidents and 3 academic vice presidents in this 4-year span. Coupled with large declines in enrollment and the COVID pandemic consuming attention and resources, these disruptions have engendered uncertainty among employees and inhibited the College's ability to adjust, to take advantage of emerging opportunities, and to address threats to the mission. However, despite these challenges, the College has held firmly to who we are and who we serve. While leadership was inconsistent, our faculty and staff, guided by our educational mission, were constant in their devotion and performance.
- **Enrollment:** Since approximately 2012, enrollment at community colleges across the nation has declined significantly as people left college to return to work after the Great Recession and dropped out of college or delayed enrollment during the pandemic and as the population of high school graduates has declined. These trends have been present in New England, including New Hampshire. For example, in fall 2019, NHTI recorded a headcount (excluding Early College) of 4,648, but in fall 2025 the headcount dropped to 3,574. Of course, with enrollment declines, tuition revenue also declined, requiring the College to reassess what operations are core and what academic programs are sustainable. As a result, the College has experienced three rounds of layoffs and other adjustments to operating budgets. Even so, the College would like to emphasize in our self-study that our mission and service to our students and the community have remained constant in how we resource programs and support services. While a sense of disruption may have been acutely felt by faculty and staff, our students and our community remain our source of strength, energy, and focus.
- **Systemness:** Like most of higher education, CCSNH is experiencing weakness in enrollment, increases in costs, and a rapidly changing economic and educational topography. Although each CCSNH college is individually accredited, in New Hampshire law, they are part of a common system. In commitment to a shared mission, the CCSNH Board of Trustees has directed Chancellor Rubinstein to leverage shared services and programs to control costs and expand opportunities for students and communities. This systemness has been an ongoing learning experience for us because of the impact on operations, budget, and human resources. Some efforts that are now being coordinated centrally instead of addressed individually, and disparately, by the colleges include financial aid and information technology. NHTI President Tompkins, along with President Sarmad Saman at White Mountains Community College, is co-chair of the ONE Project (ONE-NHCC, Online Network for Education in New Hampshire's Community Colleges), and NHTI Director of Online Learning Trish Dionne is the project manager. The ONE project unifies all online courses and programs into a central hub which is available to all CCSNH students. NHTI was chosen as the co-lead for the ONE Project because we have the largest number of online students, courses, and programs in CCSNH, and it is one of the few demographic categories at NHTI to have experienced steady growth since our last NECHE accreditation. The goals of the ONE project are to (1) expand access to online education for students, (2) enhance the quality of the online learning experience, and (3) increase efficiency through scale.

The impact of these changes is woven throughout our self-study, but we wanted to make sure it was not the focus of our self-study because our students are our focus. While the road has been bumpy, we have sustained dedication and passion for what we do, and we hope that is communicated in our report.

One way that NHTI has continued to move forward during significant changes is that we make an intentional effort to further support the community and economic growth by increasing the number of workforce credentials offered at the College. In order to maintain relevancy to our community, NHTI partners with key stakeholders in our service area, and sometimes across New

Hampshire, to determine which programs are meeting the needs of the state. For example, NHTI's Radiologic Technology program, the only associate degree program in New Hampshire, will begin a professional certificate in Limited Machine Xray Operator in response to the needs of Urgent Care facilities.

Additionally, NHTI and CCSNH seek to serve the people of the State of New Hampshire as an open access institution of higher education providing pathways of success while creating a welcoming and encouraging environment, valuable support, and programs that allow students to achieve their professional goals. One of NHTI's three Strategic Vision statements is, "We deliver a comprehensive college experience." We do this by offering students the opportunity to live in residence halls on campus, to join Student Senate and 20 other student organizations, to attend on-campus activities, including theatrical productions presented by our Stage Lynx, and to play intercollegiate sports in the Yankee Small College Conference (YSCC), a member of the United States College Athletic Association (USCAA). NHTI's 13 women's and men's sports include teams in basketball, soccer, baseball, softball, volleyball, golf, cross country, and e-sports. The College prioritizes student involvement by offering a club and activity period on Tuesdays from 12:00 to 2:00 p.m., when the College tries to refrain from scheduling classes. Clubs and sports teams contribute to students' comprehensive college experience and provide leadership positions for students, allowing them to serve others at NHTI and prepare for future participation as engaged members of the New Hampshire community. Some clubs are affinitive in nature, such as the Christian Student Organization, the Alliance Club to support the LGBTQ+ community, and *The Eye* literary journal. Other clubs are focused on academic achievement, including the Phi Theta Kappa honor society; and some are focused on academic programs, such as the Central Ray Society (radiologic technology) and the OrthoBlast Society (orthopedics).

Subsequent to the creation of NHTI's new mission, values, vision, and tagline, the College engaged in a process for developing the next strategic plan. At the September 2025 All College meeting, staff, faculty, and administrators worked in groups of 6-8 to brainstorm ideas for strategic goals. The Strategic Goals Drafting Committee, led by President Tompkins and comprised of volunteer staff and faculty, distilled the ideas from the All College meeting into four focus areas: Enrollment & Success, Campus Experience, Programs, and Growth, resulting in 10 draft goals. These were presented at a college Town Hall in October 2025 where questions, concerns, and suggestions were solicited, augmented by a follow-up anonymous survey. In December 2025, the 10 draft goals were discussed at the NHTI College Advisory Board meeting. Taking into account all the comments, in the January-February 2026 period the 10 draft goals will be revised to 2-4 final goals for the next strategic plan. Before the end of the spring semester, the major college units of Academic & Workforce Education, Student Success, Finance and Operations, and Human Resources will develop detailed plans to align with the strategic goals. Implementation of the plan will occur for academic years 2026-27 through 2028-29.

(The previous [Strategic Plan](#) was developed under a former president and spanned the years 2020 to 2025.)

One of NHTI's values is "We are responsible for ourselves, our college and our community." The institution maintains a strong focus on student wellness and features Safe Space training, a Restorative Room, a widely accessible food and clothing cupboard program for students with food or clothing insecurities, and NHTI Cares, a program to help students with immediate and emergency one-time expenses. NHTI also meets community needs by providing workforce development and career opportunities such as the New Hampshire Bring Back the Trades career fair held in the fall 2024, educational and career training through the Workforce Education department, and partnerships with large New Hampshire based companies through Apprenticeship NH. NHTI offers

many allied health programs that are not offered anywhere else in the state, such as Orthopedic Technology, Dental Hygiene, and Radiologic Technology.

NHTI “cultivates potential in every learner” by fostering innovative teaching and learning. Faculty and staff recently worked together to create a team that would provide the criteria by which all programs and certificates were evaluated as part of a Curriculum Portfolio Review (CPR) process. After the rubric was created (Standard Eight) and approved by the Vice President of Academic & Workforce Education (VPAWE), each program chair met with the VPAWE about the need for, sustainability, and educational alignment with New Hampshire’s economy of each academic program. There were ongoing conversations with employers and with faculty colleagues at institutions to which NHTI students transfer, serving to ensure the content and rigor of the curriculum provides students with the knowledge and skills for success both in the workplace and for continuing education as well as meeting the employment needs of the state. NHTI offers multiple articulation agreements with baccalaureate institutions. Students in the allied health programs participate in clinical experiences with local hospitals and medical offices across the state.

NHTI’s commitment to students and the community is widely understood by administration, faculty, staff, and students. The current faculty, staff, and adjunct Collective Bargain Agreements (Standard Six) affirm adherence to the principles of academic freedom and professional conduct. Students are expected to abide by the [Student Code of Conduct](#). The [Academic Affairs Notices](#) included in every syllabus and on every Canvas site (Learning Management System), notes the expectations of classroom civility, mutual respect, fairness, honesty, and integrity. Individual course syllabi explain the expectations and students’ rights both in and out of the classroom. The Student Code of Conduct and faculty expectations are reflective of the mission and values to “cultivate potential in every learner” and the values of “We love who we and who we serve” and “We are responsible for ourselves, our college, and our community.”

The administration, faculty, and staff work together and are committed to the mission and values statement of NHTI by being good stewards of the College’s resources, human, physical and financial. This is particularly important considering the financial challenges across CCSNH, state budget shortfalls, and declining enrollments. Despite these challenges, NHTI is committed to serving the students and the State of New Hampshire.

## Projections

- In academic year 2026 - 2027, adopt and employ the new 3-year NHTI Strategic Plan approved by the CCSNH Board of Trustees.
- Continue to collaborate and find value around CCSNH systemness and be leaders among the other colleges with these efforts. This includes transforming a mindset away from competition with each other and towards collective, supportive action.
- Embrace and fulfill our new mission, values, tagline, and vision through consistent behaviors and decisions that bring our community together around these priorities.

## Standard Two: Planning and Evaluation

NHTI has undergone significant and transformative change since our midterm NECHE report. NHTI hired President Patrick Tompkins in 2023 and since then he has cultivated care, belonging, and support for the College community. President Tompkins is a visionary leader who is aware of the changing dynamics of higher education in the State of New Hampshire and within CCSNH. He values engaging with faculty, staff, and students in a collaborative process of decision-making and ensuring a true alignment in where we are going and what we are doing. Evidence of this is in our monthly Town Hall meetings, semi-annual All College meetings, the Lynx Lowdown employee newsletter, presidential forums at Faculty Council and Staff Council meetings, bi-weekly meetings with the chairs of Faculty Council and Staff Council and being visible on campus to all employees and students.

### Description

NHTI is part of the Community College System of New Hampshire (CCSNH) that includes 7 community colleges throughout the state. Through collaboration with the Board of Trustees, a 3-year CCSNH [strategic plan](#) was created for CCSNH with 2 overarching outcomes. The first outcome states, “By providing affordable, accessible, and high-quality education focused on student success, we will ensure that the students have access to meaningful learning that is well-aligned with their personal and professional aspirations and with the needs of New Hampshire’s workforce today and into the future.” The second outcome states, “CCSNH will be recognized as a foremost and essential postsecondary resource for a well-educated workforce in New Hampshire.” NHTI situates its mission, vision, values, and strategic plan within this CCSNH context. The focus on affordable, accessible, and high-quality education that leads to student success and meaningful learning is what guides institutional planning and evaluation at NHTI. Planning and evaluation across academic programs and services are also guided by the belief in the “potential of every learner.”

NHTI undertakes various planning and evaluation processes to accomplish and improve the achievement of its mission. The institution collects and uses data and information from multiple sources to support long-term and short-term planning and evaluation efforts. CCSNH and NHTI have invested in software and platforms to enhance our data gathering capabilities. Software platforms Veera Bridge from Rapid Insights, Inc.; Banner; Navigate 360; Degree Works; and our chatbot form EdSights, enable NHTI to strategically leverage course level and student level data for planning and evaluation.

### Planning

NHTI engages in short-term and long-term planning that is grounded in the students and communities we serve. Planning efforts in institutional areas focus on sustainability, durability, and relevancy to the current and future needs of our community. The challenges NHTI is currently experiencing (Standard One) significantly factor in institutional planning and evaluation. The use of NHTI data, in addition to data and expectations provided by CCSNH, helps guide our planning.

NHTI values the voices of faculty and staff in long-term and short-term planning. There are Faculty and Staff Councils which meet monthly. The presidents of Faculty and Staff Councils meet regularly with the president of the College to facilitate communication, address issues, offer recommendations, and ensure representation in decision-making processes. Further, our Shared Governance model engages faculty and staff in planning and decision-making processes.

## NHTI Strategic Plan

The NHTI [2020-2025 Strategic Plan](#) helped guide the College under a previous president. The College had several interim presidents during this time, and the College experienced a bit of instability that comes naturally from a change in leadership. Because of changing leadership, the 2020-2025 Strategic Plan was originally embraced by the College but not consistently pursued by subsequent presidents. Additionally, the pandemic radically altered the educational context, making the 2020-2025 Strategic Plan less relevant than when it was conceived. During this time, like all other postsecondary institutions, NHTI focused on successfully coming together and navigating the dynamics of the pandemic.

## CCSNH Strategic Plan

CCSNH has adopted a mission statement for the system as a whole, as well as its 7 colleges.

### CCSNH Mission Statement

Our purpose is to provide residents with affordable, accessible, high-quality education and training 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.

In an effort to more closely address enrollment challenges and a move towards systemness, CCSNH contracted with the National Center for Higher Education Management Systems (NCHEMS) to look at the possibility of pursuing single accreditation for the 7 colleges while retaining their individual identities and service to their local communities. All employees of the Colleges, including NHTI, were able to provide feedback to NCHEMS representatives. In their final report, NCHEMS used quantitative and qualitative national and institutional data to reach the concluding recommendation that single accreditation for the 7 colleges would be more expensive in human, physical, and capital resources than fruitful in advancing the mission of New Hampshire. The NCHEMS report instead recommended the 7 colleges work more closely together, enroll more nontraditional aged college students, create an even more rapid cycle of curriculum review and revision, and be more creative in programming and delivery modalities to meet the needs of employers. NHTI is working with the system office, other colleges, and NHTI stakeholders to implement the results of the [NCHEMS](#) work.

## Master Plan

Master Planning is done on a cycle set by CCSNH and funded according to state appropriations. NHTI's last official [Master Plan](#) was completed in 2016. The College was working on a new Master Plan to be approved in 2022. The plan went through all stages of development except final approval due to the resignation of the College's president. Even so, NHTI used the draft plan in ensuing years to guide campus development and improvements. In 2024, Chancellor Dr. Mark Rubenstein directed President Tompkins that the next Master Plan would be comprehensive of all 7 colleges and NHTI should instead focus on creating a [Facilities Plan](#) to guide the schedule of deferred maintenance at the College. Through NHTI's shared governance model, specifically the Assets Team, the Facilities Plan was developed in the 2024-25 academic year, and its implementation began immediately in summer 2025 to include relatively minor updates, including new carpeting in the dental wing of MacRury hall, and larger projects, including the renovation of the former financial aid office into the Human Resources office. Meantime, CCSNH has begun the foundation for a comprehensive Master Plan, such as assembling a plan for capital requests to New Hampshire's Legislature and the possible establishment of a CCSNH real estate foundation to enable strategic development of land

and facilities at the 7 colleges.

## Technology Plan

In 2023, CCSNH brought all college Information Technology (IT) services into a single CCSNH team to serve the system office and all 7 colleges. The goals of this reorganization were to ensure adequate IT support for each college, standardize hardware, software, and processes, and through greater efficiency free up resources for strategic IT investments. While the smaller colleges benefited most through shared resources, the consolidation did not have a negative impact on NHTI because the largest share of employees came from NHTI and are still housed at NHTI, and the CCSNH main IT office is located on our campus.

The [NHTI Technology Plan](#) aligns with the CCSNH Technology Plan. The plan centers around the following goals.

- Continue to improve student and instructor classroom experiences by upgrading the following areas of classroom technology:
  - Improved audio for classrooms
  - Improved/upgraded visual technologies, such as projectors, smart screens, monitors
  - Improved support for Hybrid/Flexible/Online classroom technologies
  - Standardized and simplified classroom technology for instructor use (audio/video switchers, standardization, BYOD support)
  - Refreshed computer hardware in classrooms and labs
- Implement ID badging for secure and convenient printing
- Explore improvements to mobile printing capabilities
- Upgrade areas of campus to CAT6 ethernet and expand wireless capabilities
- Expand offerings of cloud-based computers and applications which can be accessed by students on-site or from home
- Continuously improve service desk offerings for student technology needs.

## Facilities Plan


























In fall 2024, President Tompkins formed a facilities group to determine the priority items for the College given the challenges with our budget and the extensive needs of updating spaces, buildings and grounds. The Facilities Working Group consisted of faculty, staff, and administration. The group [surveyed](#) faculty, staff, and administrators, conducted a walk around review of physical assets throughout the campus, and documented all maintenance and facility needs. This list was then narrowed down by the working group and put into a spreadsheet. The group then discussed the outcomes of their process at Town Hall meetings and through Staff Council and Faculty Council meetings.





A final [NHTI Facilities Priority List](#) was developed to track and monitor the progress of the priority items.

## Enrollment Forecasting Plan

Enrollment forecasting has been led by NHTI's Cabinet of executive, confidential employees, including the President, Vice President of Academic & Workforce Education, Vice President of Student Success, Business Affairs Officer, Director of Human Resources, and Executive Assistant to

**Table 2.1: Themes and Progress Tracker of the NHTI Facilities Survey**

<p><b>Facilities &amp; Energy Efficiency</b></p>	<ul style="list-style-type: none"> <li> Address heating/cooling issues</li> <li> Examine space utilization</li> <li> Consider renting out facilities</li> <li> Look into generating solar energy</li> <li> Office supplies consolidation</li> </ul>
<p><b>Contract &amp; Vendor Services</b></p>	<ul style="list-style-type: none"> <li> Rent out low/no-usage spaces</li> <li> Consider outsourcing services that are not essential to the core mission of the college</li> </ul>
<p><b>Staff Services</b></p>	<ul style="list-style-type: none"> <li> Examine staffing needs</li> <li> Review faculty payment structures</li> <li> Look into remote work opportunities</li> <li> Automate billing notices and collection letters</li> <li> Develop cross-trained staff</li> </ul>
<p><b>Grants &amp; Donations</b></p>	<ul style="list-style-type: none"> <li> Seek out program specific donations of supplies and funds</li> <li> Seek out and apply for grants geared toward institutions like ours</li> <li> Leverage incentives for implementing solar arrays</li> </ul>
<p><b>Academic Programs</b></p>	<ul style="list-style-type: none"> <li> Reduce low-enrolled courses and increase course caps</li> <li> Redesign/streamline programs</li> <li> Offer more courses in multiple formats</li> </ul>
<p><b>Student Services &amp; Enrollment</b></p>	<ul style="list-style-type: none"> <li> Increase support for under-prepared or struggling students</li> <li> Enhance recruitment efforts</li> <li> Offer more workforce training courses</li> </ul>
<p><b>Marketing &amp; Outreach</b></p>	<ul style="list-style-type: none"> <li> Increase website accuracy and user-friendliness</li> <li> Make student-centered functions easier to access on website</li> <li> Rent out advertising space</li> <li> Increase outreach to high schools</li> </ul>

 Completed
  Ongoing
  Not Investigated
  Completed & Ongoing

the President. Cabinet reviews and uses various trend data that include:

- Credit activity data for the current year
- Credit activity data from previous years
- Program level credit activity YTD vs previous years
- Course level credit activity YTD vs previous years
- High school enrollment increases or declines
- Credit activity data from our sister colleges
- Admissions Data (Standard Five)

Importantly, the Vice President of Student Success uses data in the development and implementation of the [Strategic Enrollment Management Plan](#). For the last several years, the College has forecast a decline in overall credit activity. For the current academic year, we predicted a 2% decline and in previous years a 4% decline.

**Table 2.2: Enrollment Forecast**

Academic Year	2023-2024	2024-2025	2025-2026
Forecast	-4%	-4%	-2%

### Strategic Enrollment Management Plan

NHTI currently has a 3-year [Strategic Enrollment Management Plan](#). The [previous plan](#) was a 5-year plan but was replaced with the new plan after 4 years due to changing times and relevancy. NHTI Strategic Enrollment Management Plans are created by the Strategic Enrollment Management (SEM) Team, led by the Vice President of Student Success, and go through the shared governance process. The SEM membership includes: 3 faculty who are academic department chairs, the Director of Admissions, the Registrar, and the Associate Vice President of Academic Affairs. The plan sets goals and outcomes that optimize student recruitment, onboarding, retention, and completion.

Because NHTI is in part a tuition-driven institution when it comes to funding models, our enrollment numbers are a daily pulse for the community. At the monthly college Town Hall, in semi-annual All College meetings, and in meetings of the Academic Leadership Council, Student Success Council, and CCSNH Board of Trustees, enrollment data and analyses are shared to prompt critical conversations around enrollment trends and strategic enrollment management. While Standard Two focuses on Planning and Evaluation, we hope this report reflects the priority of enrollments and how it is embedded into all levels of the nine NECHE Standards.

When we look at 5-year persistence and retention trends over all 7 community colleges, the good news is that NHTI has seen a slight increase in persistence rates since 2020 (**Table 2.3** and **Table 2.4**). This increase has been experienced at the other colleges as well.

When looking at retention trends over the past 5 years, the data indicate that NHTI has experienced a slight increase in retention rates since a significant drop in fall 2021. Unfortunately, like many other community colleges, we have not met or exceeded pre-pandemic enrollment numbers since 2021.

**Table 2.3: CCSNH Fall to Spring Persistence Rates**

Campus	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
GBCC	75.6%	76.5%	74.9%	78.5%	77.7%	78.9%
LRCC	75.2%	73.0%	74.3%	78.6%	76.2%	80.9%
MCC	77.1%	75.6%	74.0%	75.6%	75.4%	78.1%
NCC	80.0%	75.6%	75.2%	74.6%	80.8%	78.3%
NHTI	79.2%	74.8%	73.8%	75.8%	78.2%	78.3%
RVCC	79.2%	79.0%	78.7%	78.4%	74.4%	71.2%
WMCC	77.6%	75.0%	76.6%	79.1%	78.4%	79.0%

**Table 2.4: CCSNH Fall to Fall Retention Rates**

Campus	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
GBCC	63.1%	64.5%	62.9%	66.4%	67.9%	68.7%
LRCC	63.1%	60.7%	62.6%	68.8%	67.5%	70.8%
MCC	62.0%	63.6%	60.9%	65.5%	65.2%	66.9%
NCC	62.9%	61.1%	61.2%	61.6%	66.3%	67.0%
NHTI	67.7%	66.1%	60.7%	64.2%	67.7%	65.6%
RVCC	64.6%	67.0%	67.1%	72.6%	67.4%	70.3%
WMCC	68.6%	65.3%	68.6%	68.9%	69.0%	68.8%

Because of these enrollment trends partnered with our 10 Year Credit Activity (**Table 2.5**), as well as demographic and college-going trends in New Hampshire and NHTI's primary service area of approximately a 30-mile radius from the College, when planning budgets, NHTI forecasted an overall credit activity decline of 4% in 2024-25 and a projected decline of 2% in 2025-26. At the time of this report, our actual fall credit activity came in at -2.46%.

Additionally, 4-year institutions in New Hampshire have changed their college acceptance standards, which may be diverting some potential NHTI students to those colleges. For example, the University System of New Hampshire (USNH) now accepts grades of C- for students transferring from NHTI to USNH, resulting in more seamless transfer opportunities for our students (see Standard Four).

NHTI, along with the other CCSNH colleges, except Nashua Community College and White Mountain Community College, is partnering with the National Institute of Student Success (NISS), a research based higher education consultant, to analyze data about student performance and the College’s operations. This will help NHTI determine what evidence-based initiatives can increase persistence, retention, completion, and college transfer or job placement. Currently, NHTI is waiting for the NISS final report of analysis and recommendations.

**Table 2.5: 10 Year Credit Activity (Excluding Early College Credits)**

Fall 2015	42,328.70
Fall 2016	40,381.65
Fall 2017	37,528.35
Fall 2018	35,103.40
Fall 2019	31,369.60
Fall 2020	27,258.40
Fall 2021	25,299.20
Fall 2022	23,868.05
Fall 2023	23,676.00
Fall 2024	22,732.90
Fall 2025	22,186.30

### Student Outreach and Communication Plan

One of NHTI’s values is, “We love who we are and who we serve.” To enact this, we outreach strategically to our students at various times during their time at NHTI. Each academic year, the office of Student Success collectively develops a [Student Outreach and Communication Plan](#). These plans are living documents that include scheduled outreach to students but also allow us to respond to current issues impacting our students, either on the campus level, community level, or statewide level. For example, faculty submit student performance alerts and midterm grades so advisors can outreach to struggling students. Our Leroy the Lynx chatbot periodically texts a short self-assessment question to students and follows up with those who indicate they need more support. We also design and conduct phone call campaigns to encourage students to register early for upcoming semesters.

### Emergency Operating Procedures (EOP) Plan

The [NHTI Emergency Response Plan](#) was developed by our Director of Campus Safety and updated in January 2022. At the time of this self-study, an updated Emergency Response Plan was in development with expected completion, adoption, and implementation in the spring 2026 semester.

### Financial and Budget Plan

NHTI’s Business Affairs Office (BAO) uses a forecasting model to plan the College budget. Budget planning begins with projected or actual allocations through CCSNH from New Hampshire’s biennial budget as state allocations are important sources of revenue. New Hampshire state law requires CCSNH and the Board of Trustees to issue a joint annual report which includes detail on the proposed use and distribution of federal funds, ongoing upgrades to information technology systems, and the overall operation of the College, including financial status, enrollment data, and program administration. Reports are published annually around October of each year. The BAO follows all CCSNH Board of Trustees, CCSNH office, and NHTI financial policies in support of the mission and goals of the College. The enrollment projections also form part of projected revenues along with revenues from auxiliary enterprises, such as rentals of our buildings and athletic fields to outside organizations. The BAO projects operating expenses based on projected inflation, energy cost increases, employee benefits, and the cost of goods and services with the goal to improve institutional sustainability (Standard Seven).

### Academic Plan

NHTI participates in robust academic planning. NHTI has implemented a Learning Outcomes and

Assessment Team (LOAT) to evaluate each academic department's Student Learning Outcomes and Program Learning Outcomes. Faculty are the primary members of LOAT, but the team also includes key members of the College's staff.

Students can participate in end-of-semester course evaluations. These evaluations are assessed by department chairs and the office of the Vice President of Academic & Workforce Education and are used to assess course effectiveness, including course content and teaching methods. Evaluations are also used to assess faculty teaching assignments and are used in faculty applications for promotion.

NHTI has a drop report that tracks the number and type of courses where students drop their enrollment (Standard Eight). The drop report generates a student survey to assess a student's reason for the drop so that the information can be used by Academic Affairs & Workforce Education to evaluate trends related to courses in their program. This information assists us with developing programs and processes to support students both academically and non-academically.

Programs with specialized accreditation, such as nursing and education, are required to collect data, host site visits, and participate in regular self-studies to evaluate their programs and inspire future planning.

Perkins Act eligible programs engage in a needs assessment according to Perkins' requirements. This helps departments in planning equipment acquisitions, increasing program access for students, and training faculty. Perkins grant planning also determines if the scope of career and technical programs meets the needs of students and the local workforce.

NHTI has a multi-layered system to determine if course sections and teaching assignments require changes to the schedule. For example, academic department chairs and program coordinators use data to create course schedules that meet student needs. Academic leadership monitors course enrollments to determine where courses or seats need to be added and where courses should be consolidated. NHTI has an email [NHTIScheduling@ccsnh.edu](mailto:NHTIScheduling@ccsnh.edu) where timely changes to the schedule can be addressed to meet the needs of students. However, an area of further examination for NHTI is to investigate the viability of purchasing scheduling software. This would help the College use a predictive analytics model for scheduling courses based on student need.

## Student Affairs Plan

NHTI adopted the Student Engagement Flywheel (**Figure 2.6**) model in fall 2024 for the purpose of continuous evaluation and improvement with student engagement on campus. The Student Life department also created a [month-by-month spreadsheet](#) to track and monitor the goals of events and activities (see Standard Five).

## Evaluation

Evaluation is embedded into all of NHTI's planning efforts. Our NECHE 9 Evaluation Cycle was developed for our 5-year accreditation report and demonstrates a formal evaluation plan across the various leadership and shared governance bodies on campus.

NHTI uses both qualitative and quantitative performance and success indicators to evaluate students' academic progress (Standard Five). Examples of key performance indicators include:

- Success in gateway math and English courses
- Success in first milestone courses
- Credits attempted vs. credits earned

- Semester GPA
- Cumulative GPA
- Enrollment/credit activity
- [NHTI Student Voice Scores](#) from EdSights
- Student engagement at college events
- Workforce Development programs connected to community partners

An area of growth for the College is with our institutional research efforts. The College does not have an official institutional research department, but we do work closely with the CCSNH Institutional Research staff on multiple projects. We are fortunate to have a statistician at NHTI who is responsible for the majority of NHTI research and data reports, as opposed to output also used from the CCSNH Office of Institutional Research.

## Appraisal

### Planning

Guided by our Strategic Mission, Vision and Values, the College has unified around core strategic priorities while also engaging the College to evaluate gap areas and areas of potential growth.

- Student Success and the use of Momentum Metrics (NHTI Strategic Plan, CCSNH Strategic Plan and NHTI Strategic Enrollment Management Plan)
- Technology plan
- Facilities plan
- Strategic Enrollment Management plan
- Emergency Operating Procedures plan
- Financial and Budget plans
- Academic/curriculum plan

With the leadership and vision of President Tompkins, the College has prioritized our identity as a community college and focused our efforts on student access and success. Work such as the Curriculum Portfolio Review (CPR) process allowed these priorities to be practiced by collaborating with faculty on ways to evaluate and assess academic programs using institutional and workforce data. The CPR process spanned more than a year, which required department chairs and program coordinators to rigorously review and assess every academic program and credential. They looked at data that included the number of students accepted into the program, current enrollment, and the number of graduates. Department chairs and program coordinators were encouraged to research, discuss, and propose ways to do 3 things: grow enrollment in their programs; expand pathways in

Figure 2.6: NHTI Student Engagement Flywheel



**Table 2.7: NHTI NECHE 9 Evaluation Cycle**

<b>NHTI NECHE 9</b>	<b>Core Indicator</b>	<b>Review Members</b>	<b>Review Cycle</b>
<b>Mission &amp; Purpose</b>	NHTI Mission & Purpose	NHTI Advisory Board, Cabinet, College Council	Reviewed annually in Nov.
<b>Planning &amp; Evaluation</b>	Cabinet meeting outcomes / accomplishments linked to Strategic Plan	Cabinet	Captured weekly, reviewed annually in Nov. & April
<b>Organization &amp; Governance</b>	Shared Governance	Staff Council, Faculty Council	Reviewed & updated annually in May
	Review of org chart	Cabinet	Updated annually in Aug.
<b>The Academic Program</b>	Program learning outcomes & operating margins are reviewed	Vice President of Academic Affairs & Workforce Education, DCs, PCs, Cabinet	Reviewed annually in Sept.
	Annual Review of Programs		Reviewed annually in June
	Operating Margins Report		Reviewed annually in Aug.
<b>Students</b>	Review of student programs	Cabinet	Reviewed annually in Oct.
	Fulfillment of Educated Person/ General Education goals	Cabinet	Presented annually in Dec.
	Coordinated Care Model of Advising Student Handbook	Vice President of Student Success	Reviewed annually in July
<b>Teaching, Learning &amp; Scholarship</b>	Professional Development review	Cabinet	Reviewed annually in Jan.
	College Catalog update with faculty, staff, & administration credentials		Reviewed annually in May
<b>Institutional Resources</b>	Operating budget	Cabinet	Reviewed & updated annually in June
	Capital budget		Reviewed annually in Oct.
	Facilitiier Plan review, Technology Plan, Budget update	Budget Affairs Officer	Reviewed annually in Feb., presented biannually in Aug. and Jan.
<b>Educational Effectiveness</b>	Assessment plan for General Education, program, course learning outcomes are reviewed	Vice President of Academic Affairs & Workforce Education, DCs, PCs, Cabinet	Reviewed annually in June
	Online Learning Report		Reviewed annually in Sept.
<b>Integrity, Transparency &amp; Public Disclosure</b>	Website check	NHTI Community, Assistant to President, Marketing	Reviewed monthly
	Annual Catalog Updates completed for website		Completed annually in Feb.

their programs; expand exit points in their programs.

Given these 3 overarching goals, faculty began the process of engaging in conversations that supported President Tompkins's vision for academic programs that enact the vision of an open access institution that believes in "the potential of every learner." Key factors in the CPR process were sustainability of the program, future relevance to the workforce and the broader community, and current enrollment numbers, including the data above.

A CPR steering committee was charged by Vice President of Academic & Workforce Education Dr. Hector Iweka to develop a [Program Assessment Framework](#). This framework was employed by department chairs and program coordinators and then reviewed by the Vice President of Academic & Workforce Education (VPAWE) and Associate Vice President of Academic Affairs (AVPAA) to determine the relevance and sustainability of each of the College's programs. This framework and college-wide discussions were created to complement the work of the E-Series and annual program review for the purpose of evaluating program learning outcomes, student learning outcomes, and the sustainability of programs.

The Program Assessment Framework established 4 overall areas of program assessment that align with our mission, values, and vision. The 4 overall areas were: Student Performance and Evaluation; Internal Relations; Resources; and Structure and Content. Each of these areas required department chairs and program coordinators to use program-level data for the past 7 years. The [outcomes](#) from the CPR process were shared with the campus community in spring 2025 and were reviewed and approved by Vice President Iweka, the President's Executive Cabinet, and President Tompkins. Modifications were made and the final recommendations were enacted.

The next step for the Curriculum Portfolio Review process will occur in the 2026 - 2027 academic year and will engage faculty in the process of aligning programs with the College's mission and vision statement for long-term sustainability, relevance to the workforce, and student success.

NHTI uses multiple measures to forecast enrollment during each budget cycle, but there is a desire and initial conversations for CCSNH to adopt a standard predictive model for all 7 colleges, allowing for common comparisons across the system, which will enhance Board of Trustees' understanding of systemwide and individual college enrollment trends and inform decisions of the Chancellor and college presidents.

### **Information Technology and Facilities Maintenance Planning**

In consolidating the IT services and materials across all 7 colleges and the system office, CCSNH adopted a strategic approach to IT, including standardization to improve efficient operations, reduce costs, and enhance quality. An important source of information for these strategies is an IT ticketing system. Users submit tickets to request assistance or report IT issues. In addition to addressing and clearing the tickets, the IT department analyzes trends in tickets to address systemic issues proactively and responsively. System leadership has amplified the efforts of a ticketing system for IT. This ticketing system allows for better resource planning and evaluation in relation to both the technological and human resource needs of the College.

Similarly, NHTI's maintenance department implemented a ticketing system that allows for improved response rates, tactical and strategic solutions, and enhanced communication.

### **Evaluation**

Our evaluation and data use has increased significantly over the years, but it remains an area of growth for NHTI. We continue to work with CCSNH leadership on areas of institutional research and putting data into action. NHTI has led substantial efforts to improve our persistence, retention, and

completion efforts (Standards 4, 5, and 8). The use of an early warning system, required midterm grades, drop survey results, momentum metrics, yearlong alerts, the Academic Recovery Program, and the revision of our corequisite models for math and English are examples of NHTI using evaluation to inform decision making.

Our evaluation and data democratization continue to be areas of growth for both NHTI and CCSNH. The increase in use of Rapid Insight and Navigate Analytics has moved the needle for more people to access and use data for evaluation and evidence-based decision making. The College looks forward in the next couple of years to implementing predictive analytics and course scheduling software to deepen our commitment to ensure students persist and complete their goals at NHTI.

As the future of CCSNH continues to evolve around the drive for more “systemness” across all 7 colleges, NHTI is positioned to use community and student needs and voices to focus on long-term planning and the ability to be nimble in response to the changing dynamics of a system in motion and to create a culture of continuous improvement through the use of shared data to improve all areas of our campus community. To do this, we are:

1. Expanding the use of Momentum Metrics to include financial and academic satisfactory academic progress,
2. Assessing processes and procedures within our Registrar’s Office to align with cross-registration at the other community colleges in NH,
3. Fortifying our short-term credential offerings and building partnerships with local industries,
4. Increasing high school student access to our Early College program and pathways to matriculation, and
5. Implementing a Strategic Plan that embraces all learners and eliminates barriers to success.

## Projections

- By fall 2026, establish a working group of faculty and staff to research and assess the cost and benefits of using a scheduling software platform to provide predictive analytics that forecast the scheduling needs of students.
- Continue collaboration with the CCSNH Institutional Research to make more data driven decisions, especially in the area of predictive analytics for strategic enrollment management and enrollment forecasting.
- Continue implementation of the draft 2022 NHTI Master Plan in conjunction with the CCSNH master planning process and align with the priorities of the NHTI Facilities Plan.
- With a steadfast focus on our mission, values, and vision, but also with an eye towards sustainability and resiliency, develop a multi-year internal and external communication plan that is grounded in financial planning and enrollment forecasting to assess future economic and workforce needs in the State of New Hampshire.

## Standard Three: Organization and Governance

NHTI—Concord’s Community College operates as one of 7 colleges within the larger framework of the Community College System of NH (CCSNH), which is overseen by a 24-member [Board of Trustees](#) (BOT). Board members are appointed by the governor of New Hampshire and confirmed by New Hampshire’s Executive Council. The Board’s membership includes representatives from various sectors, ensuring broad stakeholder representation, including businesses, education, and healthcare. It also includes one CCSNH employee and one CCSNH student representative. Ex-officio members include the presidents of the 7 colleges and key state officials, such as New Hampshire’s Director of Education Support and Higher Education.

### Description

#### Governing Board

The Board of Trustees (BOT) is mandated by [CCSNH policy 210 and NH RSA 188-F:5](#) to be informed, provide financial oversight, govern with openness and integrity, and demonstrate respect and trust management of the New Hampshire Community College System. The Board utilizes a comprehensive committee structure, as outlined in its bylaws ([Board-Policy-100-Bylaws-06-03-19 Article VI](#)), which includes committees such as Executive, Assets and Resources, Finance, Audit, Student Success, and Governance. The full Board convenes monthly, with agendas and approved minutes publicly accessible on the [CCSNH](#) website. Regular internal CCSNH communication is maintained through bi-weekly meetings between the Chancellor and college presidents, quarterly meetings of the System Leadership Team (SLT), bi-weekly CCSNH newsletters, quarterly virtual town halls. A multi-day retreat for board members is hosted annually and focuses on topics of interest and decision-making. The [BOT](#) consistently reviews and revises its governance, as evidenced by ongoing assessments and adoptions to its bylaws and policy 210 in 2024.

New Hampshire’s [Revised Statutes Annotated \(RSA\) 188-F:8](#) authorizes the Board of Trustees to appoint the CCSNH Chancellor as the chief executive officer, whose responsibilities are detailed in [board policies, section 231](#). The Chancellor must be qualified by education and experience, serves at the pleasure of the BOT, and acts as the liaison to state government. A Vice-Chancellor, hired by the BOT in 2023, acts as the chief liaison to college academic and student affairs officers, ensuring the execution of strategic priorities and appropriate resource allocation across the system. The BOT reviews and reissues employment contracts for college presidents at the recommendation of the Chancellor. The College president is structurally answerable, according to the job description, to the BOT for carrying out the duties assigned to them by the BOT and overseen by the Chancellor. Board meetings are public.

The CCSNH Chancellor has oversight of the 7 colleges and presidents. The presidents work directly with the Chancellor and the CCSNH Senior Leadership Team (SLT) that includes, among others, CCSNH leaders from human resources, information technology, government relations and communications, risk management, and finance. College vice presidents with oversight of academic programs and student services are also represented on SLT.

The presidents are under the leadership and oversight of the Chancellor as delegated by the BOT; however, the presidents exert authority on their campuses. The presidents have their own leadership teams, which in NHTI’s case is the president’s cabinet, and are responsible for the decisions at the college level. This includes decisions around areas such as academic programs, student support, finance, and institutional operations.

Curriculum decisions are made locally and at the system level. NHTI’s Curriculum Committee is part

of our Shared Governance Model and reviews all curriculum changes and votes to recommend/ not recommend decisions within their purview. For example, a change to the number of credits in an academic program will be reviewed and acted on by the Committee while a change to the process for interviewing candidates to programs with competitive admissions may be taken to the Committee as an information item. Similarly, some curriculum changes, such as a new degree program, require Chancellor and BOT approval, while other changes, such as a new certificate, are approved by the Chancellor and reported to the BOT.

## Internal Governance

NHTI has implemented a [Shared Governance Model](#), ensuring that all members of the academic community have a meaningful voice in decisions that largely affect the campus. The model, developed by the Governance Organization and Assessment Team (GOAT) in 2023 and implemented in fall 2023, fosters a culture of collaboration. The Cabinet, comprised of the president, 2 vice presidents, the business affairs officer, the human resources director, and the president's executive assistant make administrative decisions regarding the operations of the College, with final decisions the responsibility of the president of the College. The Cabinet meets weekly and publishes [minutes](#) in a regular and timely manner.

The internal governance structure includes 4 standing committees: [Academic Standing](#); [Campus Resources](#); [Community Engagement](#); and [Recruitment, Retention, and Completion](#). These committees consist of faculty and staff and, where appropriate and practical, student representatives. The committees serve as recommending bodies to the College president. Proposals for creating new or revising existing policies and procedures with campus-wide impact are submitted through GOAT, which is responsible for tracking and monitoring proposals and assigning the proposals to appropriate standing committees. The Standing Committees either address the proposal themselves or create a team to review and make recommendations to the committee. After proposals are heard at the standing committees, they are discussed with Faculty and Staff Councils for feedback before being presented to the president for final approval.

The Vice President of Academic & Workforce Education, Vice President of Student Success, Business Affairs Officer, Director of Human Resources, Director of Athletics, and College Director of Marketing and Communications all report to the president of the College and have responsibility respectively for academics, student support, finance and operations, human resources, athletics and wellness, and marketing and communication. Topics, issues, and decisions related to each of these areas are communicated frequently through college Town Halls, Faculty Council and Staff Council meetings, the Lynx Lowdown newsletter, and email.

The Vice President of Student Success (VPSS) oversees the Strategic Enrollment Management Team and the Student Success Council and works through governance to enact a 5-year plan to address concerns with retention, persistence, and completion. The VPSS also reports regularly through college Town Halls, Faculty Council and Staff Council meetings, the Lynx Lowdown newsletter, and email.

The Vice President of Academic & Workforce Education (VPAWE) oversees the Academic Leadership Council of department chairs and program coordinators and works with the Associate Vice President of Academic Affairs to collaborate with faculty on program pathways, student learning outcomes, and K-12 pathways. The VPAWE reports at college Town Halls, Faculty Council and Staff Council meetings, the Lynx Lowdown newsletter, and email.

NHTI also has an [Advisory Board](#) that is composed of NHTI leadership and external community members. This group has breakfast meetings once a month during the academic year. The chair of

the NHTI Advisory Board leads and sets meeting agenda in collaboration with the NHTI President. The NHTI Advisory Board is not a decision-making body, but members are key stakeholders for the NHTI community and critical collaborators to the president.

## Appraisal

### Governing Board

While the March 2025 [NCHEMS report](#) identified the need for more “systemness,” the Chancellor and the BOT have all indicated the need for each of the 7 community colleges to maintain their unique programs, cultures, and work within the local communities. Each college maintains its autonomy in hiring, program offerings, goals, student support services, and student life.

### Internal Governance

There have been significant leadership changes at both the system and at the College level in recent years. Chancellor Dr. Mark Rubenstein was appointed in July 2021, and a new Vice Chancellor Chuck Lloyd was hired in July 2023. Since 2019, NHTI has had 3 presidents and an interim president, 3 academic vice presidents, the loss of the Vice President of Student Affairs, the addition of the Vice President of Student Success, and the addition of an Associate Vice President of Academic Affairs. Despite these disruptions to leadership, NHTI has maintained its commitment to students and institutional stability, reputation, and pursuit of excellence. To mitigate challenges associated with leadership transitions, NHTI has prioritized succession planning, transparent communication, and continuity. While leadership changes can present more long-term challenges, it can also present new opportunities and different perspectives.

The [NHTI Advisory Board](#) has undergone significant transformation since our last self-study. After careful analysis and discussion with the other presidents in CCSNH, President Tompkins reinvigorated Board membership by inviting new leaders in the community to serve on the board, such as a representative from the construction industry.

The [governance standing committee structure](#) encourages broad community input and ensures transparency through public GOAT meetings, newsletters, and proposal tracking. NHTI’s one year pilot of this governance structure was evaluated during the 2024-2025 school year based on feedback collected by members of the GOAT team, a college-wide survey, and discussion at both faculty and staff councils. The GOAT team membership is voted yearly by Faculty Council and Staff Council, and proposers are invited to meetings of the standing committees, Staff Council and Faculty Council. NHTI governance is a work in progress, feedback is still being collected, and the plan is continually evaluated and will be reexamined throughout the 2025-2026 academic year. For example, staff and faculty reported that the process was too cumbersome, opaque, and time-consuming. As a result, GOAT plans to recommend changes to streamline processes.

Faculty Council, Staff Council, Student Senate, the Academic Leadership Council (ALC), and the Cabinet serve as consulting bodies to the President. Faculty and Staff Council meetings are held monthly. An agenda is sent to the constituency days in advance of the meeting, and meeting minutes are kept and made available. The Academic Leadership Council (ALC) is under the purview of the Vice President of Academic & Workforce Education. It consists of non-academic department heads, academic department chairs, and academic program coordinators. The VPAWE schedules monthly meetings and sets the agenda. He reports to the president of the College.

The [Curriculum Committee Process](#), while part of the overall governance structure, operates outside of the 4 standing committees. It is comprised of 8 voting faculty and 3 voting staff members, along with non-voting representatives from various stakeholder offices, including the registrar’s office,

academic advising, admissions, and workforce education. Of the 8 faculty representatives, 5 are elected by Faculty Council and 3 are selected by the Vice President of Academic & Workforce Education. Faculty membership is a broad representation of academic focus areas. Staff Council elects 2 representatives to the Committee, and 1 is chosen by the Vice President of Student Success. The Chair of the Curriculum Committee is a member of and elected by the Committee.

Curriculum proposals are submitted, evaluated for completeness, and then circulated to Faculty and Staff Councils for feedback, which is provided to the Curriculum Committee. Approved proposals are forwarded to the Vice President of Academic & Workforce Education and then the president for final approval. Changes to program credit counts or titles, new programs, and program eliminations also require approval from the CCSNH system office and are reported to, or voted on, by the CCSNH Board of Trustees. This process ensures faculty exercise a “substantive voice” in educational matters, with proposals evaluated for consistency with institutional mission, academic integrity, accreditation standards, and state and federal laws and regulations.

A significant point of reflection during the self-study process was acknowledging the need for Academic Affairs to reinvigorate program advisory committees. These committees are in various states of health, with most active several times during the year, renewed with incoming and outgoing members, and exercising a powerful influence on the curriculum, while a few program advisory committees do not meet as often and have not been refreshed in recent years with new members. Program advisory committees are critical to the relevance of NHTI’s programs and success of its graduates in the workforce. Committee members are external stakeholders who offer insights and guidance on relevant curriculum pathways and competencies for students in their respective programs.

Initiatives that went through the shared governance process in academic year 2024-2025 via the Strategic Enrollment and Management Team and the Student Success Council include:

- **Mid-terms Grades:** NHTI’s shared governance process approved requiring all faculty to submit a mid-term grade for each student so that Student Success can offer additional support to students struggling due to academic and/or nonacademic reasons.
- **Academic Recovery Program:** The shared governance process approved the Academic Recovery Program for Suspended Students and Residence Hall Students not meeting Satisfactory Academic Progress according to the Student Handbook.
- **Residence Hall Living Agreement:** The shared governance process approved changes to the Residence Hall Living Agreement that now requires all students living in the residence halls to be enrolled in a minimum of 12 credit hours per semester and maintain Satisfactory Academic Progress.

NHTI actively seeks student feedback through various avenues to ensure student perspectives are integrated into institutional decision making. The Student Senate plays a central role in gathering and amplifying student voices, influencing such areas as campus policies, student support services, and student life issues. Students can also provide feedback through surveys, course evaluations, discussion boards, and the chatbot, Leroy the Lynx. This commitment to student representation fosters a sense of ownership and community, aligning with NHTI’s values of inclusivity and continuous improvement. This commitment to student representation helps maintain an open dialogue between students and administration, ensuring that NHTI continuously grows to meet the needs of its diverse student body.

## Projections

- By spring 2026, use community and GOATS feedback to update the Shared Governance Model to streamline the proposal and communication processes.
- Work with Student Life and Engagement staff to create more ways to embed student leaders in our shared governance process. This includes having students serve on various teams, committees, and Student Senate.
- In Academic Year 2026 – 2027, reinvigorate Program Advisory Committees for every program at NHTI for the purpose of engaging our community partners in the planning and evaluation of curriculum, enrollment forecasting, and sustainability.

## Standard Four: The Academic Program

NHTI is one of the 7 community colleges in the Community College System of New Hampshire (CCSNH) and adheres to the academic requirements set by the Board of Trustees that are detailed in [CCSNH Academic Policies 620.02](#) which require that associate degrees include a minimum of 60 college level credit bearing coursework, a residency requirement of at least 15 credits completed at NHTI, including 8 of the credits at the 200 level. Students must achieve a GPA of 2.0 or higher on a 4.0 scale to earn the degree and meet all the course distribution requirements set by board policy. Degree requirements include at least 30 credits earned in program-specific courses, and at least 20 credits in general education courses. All degrees require English composition, humanities/fine arts/foreign language, quantitative reasoning/mathematics, science, and social science courses. The Associate in Arts (A.A.) degree requires students to take English Composition, an English elective of 3 credits, 6-8 credits in quantitative reasoning/mathematics, 7-8 credits in natural or physical sciences (including at least one lab science), 9 credits in social science, 9 credits in humanities/fine arts/foreign language, and either 20-24 credits in specialized major field courses or 12-15 credits in liberal arts electives, with 9 open electives. The Associate in Science (A.S.) degree requires 30 credits in program-specific courses and at least 20 credits in general education courses, including at least 3 credits in each of the following: English composition, humanities/fine arts/foreign language, quantitative reasoning, science, and social science.

Certificate programs complement degree programs and range from 11 to 50 credit hours, most of which are structured to be completed in one calendar year with specialized programs such as Diagnostic Medical Sonography and Radiation Therapy extending to 16 months. Certificate requirements include college level coursework and are designed to meet defined core competencies in an occupational field.

NHTI ensures that program requirements are defined and communicated through the [Academic Catalog](#), course syllabi, and the [Academic Affairs Notices](#) included in course syllabi. Associate degree programs at NHTI integrate the general education core with major-specific coursework, ensuring coherence and continuity in student learning. While always serving New Hampshire's best interest, college transfer programs prepare students for transfer to a university, while career-technical programs, such as the Paramedic and Mechanical Engineering Technology programs, prepare students for licensure and employment through a mix of theoretical and practical training. To meet evolving workforce demands, NHTI incorporates industry-specific competencies as determined through program accreditors, program advisory committees, and other labor market information. A recent national trend is students' desire for short-term credentials that lead directly to work. Accordingly, NHTI has built and continues to build stackable credentials within programs or that lead to other programs. For example, students earning a dental assisting certificate can add competencies through workforce education programs or continue onto the dental hygiene associate degree program. This approach is supported by our institutional data report on [Workforce Program Enrollment and Trends](#) that analyzes trend data over the last 3 academic years. Comprehensive information on each program, including descriptions, admission criteria, educational objectives, and curriculum requirements, is publicly available in the [College catalog](#) and on the [College website](#). Also, the [NHTI website program pages](#) include learning outcomes, program maps, course descriptions, prerequisites, admissions criteria, accreditation information, and technical standards when appropriate.

Degree programs at NHTI are designed to provide students with in-depth knowledge and specialized skills within their chosen disciplines. All programs leading to degrees or certificates are characterized by appropriate breadth, depth, and sequential progression, ensuring academic coherence through defined learning goals and structure. Instructional methods prioritize active

learning and skill development to ensure students achieve established outcomes. Academic coherence is demonstrated through clearly defined learning goals, program structures, and content. Policies and procedures for admission, retention, and completion further support this structure. Instructional methods emphasize active learning and skill development, ensuring students meet established outcomes.

## Description

### Assuring Academic Quality

NHTI is a [Complete College America \(CCA\)](#) institution and is dedicated to increasing student retention and completion rates. This commitment involves implementing policies and practices that establish clear pathways to degree completion, holistically addressing student needs, and removing barriers to academic success, thus aligning with the goal of the non-profit CCA, which advocates for equitable access to higher education for all students. The programs are designed for sequential progression with measurable learning outcomes. Each program's learning outcomes are outlined in the [2024-2025 college catalog](#). The [Master Learning Outcomes Matrix](#) further aligns these outcomes with institutional objectives to provide a coherent curriculum. The work of the Learning Outcomes and Assessment Team's (LOAT) highlights ongoing efforts to collect and analyze data systematically through Canvas and Teams platforms.

NHTI upholds high academic quality across its programs through consistent learning outcomes and instructional standards, supported by resources including the Learning Commons Library, the Academic Center for Excellence (ACE), accessibility services, dedicated faculty, and other academic support services. Program quality variations are addressed through [course evaluations, department reports](#), and alignment with accreditation standards. Adjunct faculty are mentored and evaluated by department chairs. Programs are systematically reviewed to ensure consistency with institutional quality standards, including curriculum alignment with mission and accreditation requirements. NHTI recently went through a Curriculum Portfolio Review (CPR) evaluation of the College's more than 80 academic degrees and certificates.

The curriculum development and review processes are guided by institutional policies and primarily addressed by department chairs and program coordinators, the Vice President of Academic & Workforce Education, and NHTI's Curriculum Committee. New programs are developed with input from advisory boards, industry partners, and transfer institutions to ensure relevance and alignment, and NHTI partners with other colleges to deliver programs. Several examples are documented in the following paragraphs.

Nashua Community College is sunsetting their under enrolled paralegal program and advising those students into NHTI's program; however, this is not simply a redirection of students to NHTI but rather a shared program between the two colleges as demonstrated by the placement of a program coordinator for paralegal at NCC in addition to the program coordinator at NHTI. To be clear, the program is credentialed at NHTI, and students from NCC will be officially NHTI students, but the colleges share services with these students.

NHTI is collaborating with River Valley Community College (RVCC) to expand the number of Respiratory Therapy credentials in New Hampshire. RVCC owns the program and is accredited to offer it, but the program has the capacity to serve more students. NHTI is collaborating with Concord Hospital to feed students into RVCC's program. Students would remain in the Concord area for didactic coursework and travel to RVCC 1-2 days a week for lab-based instruction. The hope is that after filling RVCC's program, a full cohort of students can be added at NHTI, though they would still be officially enrolled in RVCC's program.

In NHTI's Workforce Education program, NHTI contracts with Manchester Community College (MCC) to deliver a Licensed Nursing Assistant program that especially serves new Americans by collaborating with the Second Start school in Concord for adult education support and a local nonprofit for tutoring support.

In response to a request from area urgent care centers, NHTI has developed a certificate in Limited Xray Machine Operator (LXMO). In urgent care centers, radiologic technicians do not need the full panoply of skills and diagnostic medical imaging (DMI) equipment as required in a full-service hospital. The LXMO program puts additional DMI credentials into the economy, meets a bespoke employer need, serves students who need a short-term program so they can quickly enter the workforce, and creates a credential that stacks into the A.S. in Radiologic Technology. The first cohort of 10 students started in all 2025, and NHTI's program is the only one of its kind in New Hampshire.

NHTI is developing the A.S. in Healthcare Management degree to meet multiple opportunities and needs. First, NHTI's competitive admissions healthcare programs receive applications several multiples greater than available seats. For example, for the 2025-26 academic year, over 300 students applied for 45 positions in the Radiologic Technology program. Similar imbalances between applicants and available seats occur in other NHTI healthcare programs, including nursing, dental hygiene, and orthopedics. Second, an NHTI alumna who studied information technology at NHTI now serves as Vice President of the Revenue Cycle for a large, international healthcare organization and has encouraged NHTI to educate and train students for the dozens of jobs in healthcare that do not include direct patient care. Third, area health care organizations have validated labor market data indicating a growing need for non-clinical healthcare professionals. The A.S. in Healthcare Management will meet employer needs and provide an additional entry point to students who wish to work in the healthcare field.

The above exemplifies NHTI's committed response to the needs of the community by creating degrees and certificates of high academic quality in high demand fields.

NHTI has a structured process for program eliminations, ensuring compliance with NECHE standards and minimizing student disruption. Teach-out plans are implemented, outlining timelines, course availability, and individualized degree completion pathways. Academic Advisors and department chairs play a crucial role in guiding affected students through these transitions, helping them meet their goals and graduate, and helping them to navigate course registration, financial difficulties, and program completion. For example, [Electronic Engineering Technology termination plans](#) were put in place and sent to their accreditors. NHTI used multiple means (e.g. emails, advising sessions) to outreach to affected students and guide them towards program completion.

NHTI demonstrates effective academic oversight through a structure that includes faculty, staff, and administrators. The model includes the Vice President of Academic & Workforce Education (VPAWE), who reports to the president, is part of the president's cabinet, and collaborates with the vice presidents of academic affairs at other CCSNH colleges. Department chairs report to the VPAWE and program coordinators report to department chairs. Department chairs are responsible for management of the faculty and staff, program coordinators, budgets, and scheduling in their areas. Program coordinators do not supervise faculty or staff but instead attend to the curriculum and industry coordination for their programs. The VPAWE's leadership team includes the Associate Vice President of Academic Affairs, the Director of Online Learning, the Director of Workforce Development and Community Education, the statistician (who handles course scheduling and data requests), and multiple administrative assistants. Additionally, the VPAWE leads the Academic Leadership Council (ALC), comprised of all academic department chairs and program coordinators. The VPAWE collaborates further across the college and CCSNH system through groups like the

President's Cabinet and the CCSNH Senior Leadership Team. The purpose and outcomes of these multiple collaborations is to share information and ensure academic quality in our on-campus, hybrid, and online coursework. NHTI's strategic vision of "to serve New Hampshire's best interest," "deliver a comprehensive college experience," and "relentlessly pursue excellence" acknowledges the importance of educating citizens, consumers, and life-long learners in a democratic society. Academic departments regularly evaluate course and program effectiveness, relying on data from student performance metrics, retention rates, employer feedback, and licensure exams. Institutional policies guide these reviews, ensuring alignment with NHTI's mission and NECHE standards.

NHTI maintains a network of formal agreements with partner institutions and vendors to ensure access to essential external resources, such as clinical and internship training sites, information resources, and technology. These agreements, outlined in contracts and [Memoranda of Understanding \(MOUs\)](#), define the scope of resource use, availability, and responsibilities of each party. To support student accessibility, information about these resources, including access procedures and policies, is made available through the College website, advising offices, and course [syllabi](#). Overall, these agreements provide stability and continuity for both students and faculty. Resource availability is generally reliable, and students receive clear instructions for accessing critical support, particularly in areas such as clinical training and academic materials. Despite this, some students experience challenges when seeking information or support for resources managed outside of NHTI's direct control, such as housing and health services. Additionally, as program eliminations and restructuring efforts continue, such as those driven by the Curriculum Portfolio Review, the institution's dependence on external resources may increase, creating potential risks.

CCSNH works with high schools to provide college credit bearing courses at local high schools, an initiative with multiple paths all of which CCSNH has recently rebranded under the comprehensive term "Early College" (EC). The purposes and benefits of EC include but are not limited to providing high school students a part-time experience of college classes, meeting the abilities and interests of academically mature students, reducing time to completion for a certificate, associate degree, or bachelor's degree, and reducing the total cost of higher education. The State of New Hampshire sets the tuition rates for EC and, depending on the specific program, most EC students earn credits at no cost or significantly reduced cost from the normal tuition rate. EC includes 3 learning and credit earning opportunities for high school students: (1) Early College at Your High School, where students complete classes at the site of their high school (usually taught by a high school teacher who meets NHTI's and NECHE's credentialing requirements for teaching college courses), (2) Early College on a College Campus, where students are mainstreamed with matriculated students in on-campus classes, and (3) Early College Online, where students are also mainstreamed with other students, all of whom are completing the course online. NHTI faculty are assigned to mentor and support qualified high school teachers who teach NHTI classes at the high school to ensure students in Early College at Your High School courses meet the same student learning outcomes as for NHTI matriculated students. Early College students are held to the same standards and comparable learning experiences as NHTI matriculated students.

A distinguishing feature of NHTI's approach to academic quality is our [Educated Person Statement of Philosophy](#) which describes NHTI's overarching and undergirding learning outcomes for all students. The Educated Person Statement is the College's commitment to develop graduates as culturally aware thinkers, problem solvers, and innovators; collaborators; communicators; principled and ethical citizens; and career professionals.

## **Undergraduate Degree Programs**

NHTI offers undergraduate degree programs which provide students with a substantial introduction to broad areas of human knowledge while fostering in-depth mastery in their chosen fields. As

previously stated, system policy requires general education requirements as well as major-specific coursework, ensuring graduates are well-rounded individuals prepared for civic life and professional careers. Academic requirements also meet the vision of NHTI to “serve New Hampshire’s best interest” and “relentlessly pursue excellence.” The descriptions, learning outcomes, and career information published in the College [catalog and website](#) provide clear rationales for each program. The College continuously aligns new program offerings with system policies and institutional philosophy, ensuring a comprehensive education that reflects the values of responsibility to self, college, and community which are stated in our values. NHTI ensures a balance between concentration and general education requirements, offering students diverse course selection options. Certificates and badges are consistent with the standards and quality of degree programs.

NHTI has a large number of programs that produce industry recognized credentials as certified by industry accreditors, including, but not limited to, Paramedic, Architectural Engineering Technology, Paralegal, and Education.

## General Education

The general education core provides students with the foundational knowledge and skills needed for continuing education and successful engagement in communities, workplaces, and personal lives. NHTI believes that for students to develop proficiency in quantitative reasoning, scientific thought, humanities, and social sciences, a general education core is necessary. This core is also a requirement of the CCSNH system and can be found in [CCSNH board and system policy 620](#). NHTI believes general education courses are integral to “serve New Hampshire’s best interest,” and “relentlessly pursue excellence” as stated in our strategic vision and in alignment with our values that “We are responsible for ourselves, our college, and our community.”

Enrollment data in general education courses can help identify high-demand areas and ensure course offerings meet students’ needs and interests. NHTI offers 174 general education courses, listed on the website under their core type. These courses meet CCSNH system requirements and include English composition, quantitative reasoning, social science, lab science, and humanities/fine arts/foreign language. Students have access to NHTI Degree Works, an online platform which identifies the major field courses and the courses that fulfill the requirements for the general education core. In NHTI Degree Works, students can view required and elective courses, including key course information such as number of credits, prerequisites, and course descriptions which collectively enable students to see the breadth and depth of options in each required category of general education requirements.

## The Major Concentration

The [program maps](#) in each degree and certificate demonstrate a clear sequential progression with prerequisites, co-requisites, and increasing complexity, ensuring students achieve a high level of expertise in the major concentration. [Program maps and course descriptions](#) identify the sequential progression and increasing complexity within the programs.

When students apply for admission to NHTI they indicate their desired program of study. Some programs, such as Liberal Arts, are essentially open admissions—if the student meets the requirements for admission to the college in general, such as high school or equivalent completion, they are admitted. For competitive admissions programs, like Dental Hygiene, the student must meet the minimum admissions requirement and then be selected from among all eligible applicants based on additional factors such as grades earned in prerequisite courses. If a student does not meet admission requirements, they are admitted to the Liberal Arts program. Once admission requirements are achieved, a student fills out a Change of Program form to be admitted into

their target program. Students wishing to be admitted into competitive allied health programs are matriculated into the General Studies program and work with an advisor to meet the specific admissions requirements of these selective programs. When students are ready to commit to an allied health program, they fill out a Change of Program form for consideration of admittance into their program.

Course catalogs, program descriptions, and individual syllabi detail learning objectives, career information, and requirements to ensure the clarity of expectations for students. NHTI maintains relationships with community partners, including NHTI program advisory committees, to inform curricula, reflect practical and in-depth knowledge required for successful completion of major courses, and facilitate job placement and further academic pursuits. Faculty contribute significantly to program quality through their expertise, professional experience, and continuous engagement in their field.

Academic Advising and NHTI Degree Works provide students with the information they need to pursue their major in a timely manner, continuously monitoring course and program completion.

### **Transfer Credit**

NHTI is committed to facilitating student transfer into NHTI and onto other colleges, particularly our primary 4-year partners in New Hampshire, including the University System of New Hampshire and Southern New Hampshire University. For students transferring college credits into NHTI, CCSNH has established [policies 650.05](#) and procedures to ensure transfer credits meet academic standards and program requirements. A clear transfer credit policy is located on the [Admissions portion of the NHTI website](#). The Admissions team works diligently to evaluate transfer credits and apply them to students' graduation audits. The transfer credits appear on the student's record and in NHTI Degree Works after having been evaluated and confirmed by the Admissions team. Advisors work with the Admissions team in guiding students in their potential transfer credit eligibility. NHTI strives to maximize the transferability of credits while upholding academic integrity and maintaining coherence of its programs. For college classes a student wishes to transfer into NHTI, and for which NHTI does not yet have a clearly defined transfer equivalency, the NHTI admissions team collaborates with department chairs to evaluate transfer credits, facilitating maximum credit transfer while maintaining academic integrity. This approach is documented in the [Academic Catalog](#), ensuring that all students can access education tailored to their circumstances.

For evaluating transfer credits within CCSNH, NHTI collaborates with other CCSNH schools to establish clear, uniform course evaluation and transfer credit acceptance standards. For example, the math department across the system renumbered its statistics course and updated the course description to be consistent throughout the system, allowing for a seamless transfer among CCSNH schools. In recent years, CCSNH pursued the Course Access Project (CAP), the purpose of which was to identify courses comparable to each other that can be shared across CCSNH colleges, or at least accepted as equivalent for the purpose of certificate or degree program completion. CCSNH is building on CAP and the development of common courses standards, such as in statistics, by providing a one-year, renewable fellowship to a full-time faculty member to facilitate seamless intra-CCSNH transfer by redesigning courses to be identical or, at the least, identifying further course equivalencies based on learning outcomes. While this effort is nascent, it is gaining momentum. This work will be particularly important to the success of the ONE Project (ONE-NHCC, the Online Network for Education in New Hampshire's Community Colleges) so that students from multiple colleges can enroll in and complete the same online course confident that it will equally apply to their programs of study regardless of the college from which they originally enrolled or the requirements on their specific program.

For transfer of NHTI students and graduates to other 4-year schools, NHTI maintains a large number of [articulation agreements](#) that address general transfer into those institutions as well as transfer into specific programs in those institutions.

### **Integrity in the Award of Academic Credit**

NHTI's degree and certificate programs are clearly named, with comprehensive descriptions published on the [website](#) and online [catalog](#). NHTI upholds the integrity of academic credit awarded through clearly defined policies regarding credit hour assignments for all courses and programs. Associate degree programs require a minimum of 60 credit hours, with some programs requiring as many as 83 credit hours. The residency requirements include at least 15 credits (including 8 credits at the 200 course level) completed at NHTI or through Early College courses completed at New Hampshire high schools under NHTI's direct control.

The admissions office evaluates transfer credits coming into the College, and the Registrar's Office enters them into student records and NHTI Degree Works. NHTI only accepts transfer credits of courses with a grade of C or higher and earned at regionally accredited institutions of higher education that apply to a student's program of study. [NHTI Transfer Credit Policy](#) sets expectations regarding International Baccalaureate, Advanced Placement, and College Level Examination Program (CLEP) examination scores, as well as the award of credit for military courses, which follows the guidelines of the American Council on Education. Students with international transcripts must present evaluation of course credits by an accredited credential evaluation service. NHTI also maintains transfer agreements for students who have completed the New Hampshire Police Standards and Training Academies to apply credit to the Criminal Justice program.

Academic policies within the office of Academic & Workforce Education, clearly stated on the NHTI website, outline requirements for re-admission from inactive status and academic standards for program placement, suspension, and appeal processes. NHTI created an [Academic Recovery Program \(APR\)](#), to help students who want to continue their education despite poor performance. Academic advisors and department chairs will work collaboratively with students, providing support to help struggling students achieve success in the awarding of academic credit.

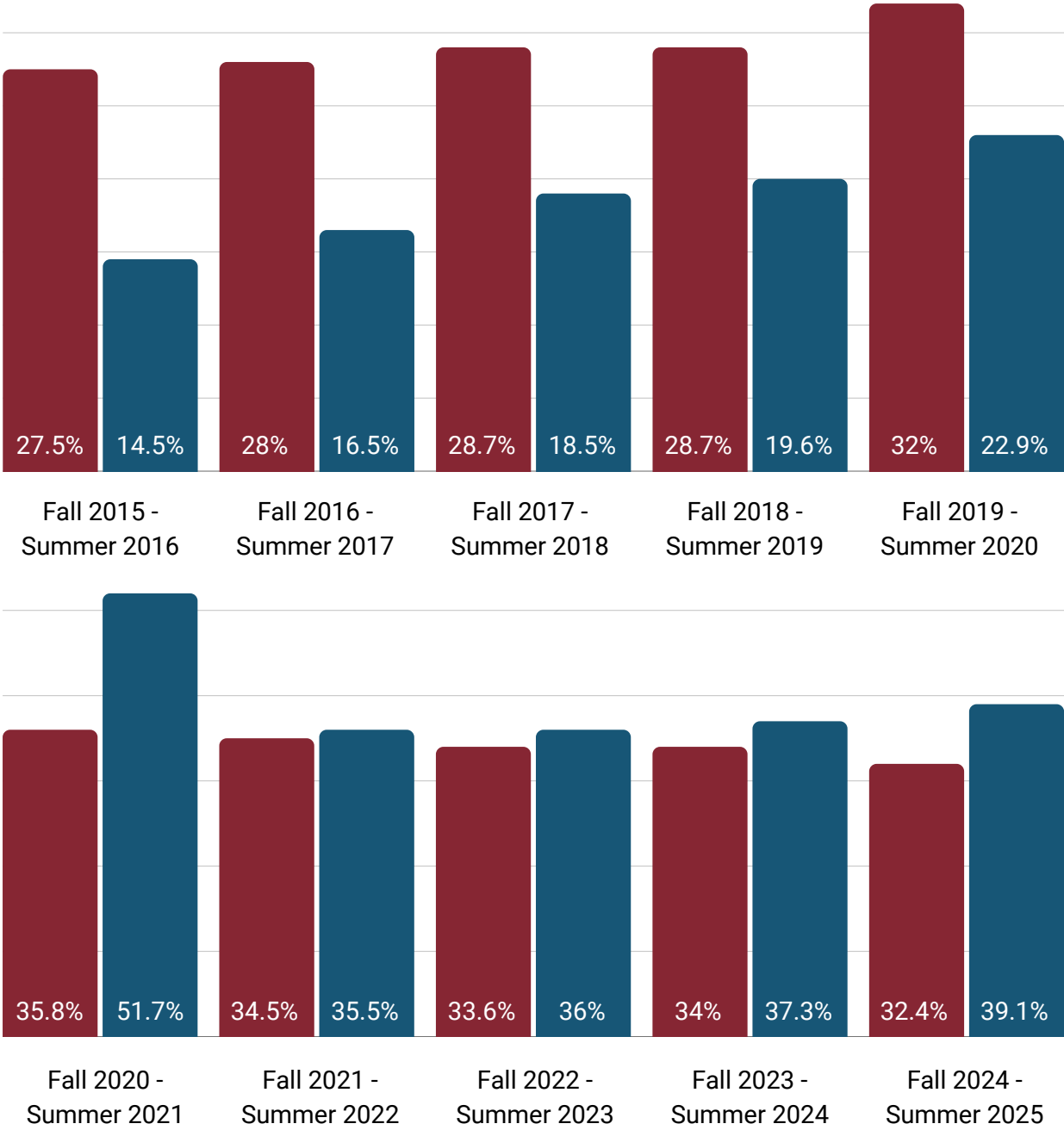
The Academic page on the NHTI website outlines policies and procedures related to academic integrity, including consequences for misconduct and plagiarism. The policies are accessible to students through the [Lynx Den](#) portal. Clear policies ensure and promote a culture of integrity and accountability.

NHTI offers accelerated, concentrated, and distance learning programs that ensure equivalent learning outcomes to traditional programs. Options include 8-week courses, summer semesters, and online/hybrid formats. These flexible options support diverse student needs, enhancing accessibility and quality. Throughout all these programs and modes of delivery, the College provides academic support for students.

Online and hybrid program participation has grown significantly, with the number of students who enrolled in at least one online class rising from 29% in AY2017-18 to 32% in AY2024-25 and the percent of students enrolled exclusively in online courses leaping from 19% in AY 2017-18 to 39% in AY 2024-25 (**Table 4.1**). This growth reflects NHTI's commitment to increasing access to educational programs and delivering a high-quality learning experience for online students.

Fully online and hybrid courses maintain the same student learning outcomes and academic rigor as the traditional in-class format, supported by faculty training and resource allocation. NHTI maintains consistent course quality across all delivery methods, ensuring comparable syllabi, course learning outcomes, and grading standards. Academic departments, led by department

**Table 4.1: Percentage Growth of Enrollment in NHTI Online Classes**



chairs and program coordinators in cooperation with the VPAWE, manage programs, faculty, and learning assessments to support students. Accessibility Services, academic advising, and on-campus and online tutoring also support students.

NHTI uses unique student identification numbers, passwords, and multi-factor authentication to verify student identity in online programs. [CCSNH Facilities Policies](#) protect student privacy and prohibit sharing of accounts. System IT policies are continually monitored and updated. Additionally, NHTI observes federal regulations for online courses to have substantive and regular interaction starting from the first week of the course.

Students, regardless of format, have multiple opportunities to interact with faculty to support and advance their learning. Faculty indicate office hours and other communication channels in their course syllabi and are accessible via telephone, email, web conferencing platforms (e.g., Zoom), and the Canvas learning management system.

## Appraisal

### Assuring Academic Quality

In May 2023, NHTI identified a need for a comprehensive Curriculum Portfolio Review (CPR) of its academic programs and certificates because no such comprehensive review had been conducted for many years and the educational and economic environment in which NHTI serves New Hampshire has changed significantly in recent years, especially due to the COVID pandemic, the development of social media, the e-economy, and AI; and changes in the demographic and industrial composition of the region NHTI primarily serves in the Greater Concord area. The CPR initiative was designed to evaluate the alignment, sustainability, and effectiveness of all academic programs, ensuring they meet institutional and NECHE standards. The process began with an announcement by the President at a Town Hall meeting in October 2023 that the Vice President of Academic & Workforce Education (VPAWE) would be charged with designing and completing the CPR by the end of the 2024-25 academic year. The VPAWE assembled a steering committee to guide the CPR process. The committee comprised of faculty and staff was formally established in November 2023. The CPR team had regular meetings beginning in January 2024 to develop criteria by which degrees and certificates would be evaluated, and a [worksheet](#) was created and distributed to department chairs and program coordinators in October 2024. The department chairs completed and submitted their documents by November 2024, providing critical data on program performance, enrollment trends, completion rates, and alignment with institutional goals. The Committee's charge was to create and facilitate the process, but the responsibility for making decisions about whether to retain, redesign, or eliminate programs was reserved for the VPAWE, who also consulted with the Associate Vice President of Academic Affairs, department chairs, and program coordinators. By December 2024, most of the decisions about program status were made, and in the spring 2025 semester department chairs and program coordinators reported the outcomes to the Curriculum Committee and petitioned for action to redesign or eliminate credentials. Additionally, some programs, including Civil Engineering Technology, were paused and placed on monitoring, pending efforts to revitalize and ensure the sustainability of these programs, or if that is not possible, to eliminate them. The CPR process revealed that some programs would better serve students and employers if they were moved to short-term workforce education programs. For example, consultations with the Program Advisory Committee for the A.S. in Landscape Design indicated that industry would be best served with a short-term, non-academic training program. As one member of the Advisory Committee commented, "We are a specialized profession, but we don't require specialized education." The Committee further explained that they need NHTI to provide basic education in areas like safety and horticulture after which employers will provide specialized

training relevant to their needs. The VPAWE presented the recommendations and outcomes of the CPR to the president's cabinet, which endorsed the recommendations, after which the decisions were reported to the College through Town Halls, other meetings, and email.

Due to low enrollment, lack of alignment with workforce needs, or duplication of offerings, 22 credentials were recommended for elimination. Some academic programs award more than one credential, such as an associate degree and a certificate. Elimination of one credential in a program did not always equate to elimination of the entire program, depending on industry needs and sustainability. Several programs, such as Radiologic Technology and Dental Assisting, were identified for expansion based on workforce needs and student demand. Although over 20 credentials were identified for elimination or significant revision, the CPR also revealed that the vast majority of NHTI credentials are relevant and sustainable, though most also benefitted from changes within the programs to enhance alignment with institutional goals and improve student outcomes.

Faculty played a crucial role in the CPR process, contributing to the development of the review criteria, participating in discussions with each other, advisors, and the VPAWE, and writing appropriate curriculum proposals to go through NHTI's Curriculum Committee. NHTI is especially proud of the CPR process because after years of inattention to a comprehensive review of offerings, NHTI reviewed and acted on over 80 credentials in little more than a year's time. In spring 2025, the Curriculum Committee processed over 100 proposals, the largest volume of its work in a single year that any member can recall. The CPR process will be repeated in the 2025-2026 academic year and subsequently in 3-to-5-year increments, ensuring continuous improvement, resource allocation, and alignment with industry needs and NHTI's mission, values, and vision.

## **Undergraduate Degree Program**

The College is committed to improving retention and completion rates for students. This data has led to the implementation of co-requisite courses in mathematics and English. Using multiple measures to determine a student's best placement in math, many students choose to participate in co-requisite courses in Quantitative Reasoning and College Algebra. NHTI, working with the athletic director, has created athlete study hours requiring academically at-risk athletes to spend time in the Academic Center for Excellence. The Strategic Enrollment Management Team worked to create an academic recovery program for students who have not been making forward momentum toward their goals.

National Student Clearinghouse reports are used to compare retention, persistence, and transfer success rates against national averages, with the goal to ensure NHTI's programs meet or exceed these standards. Data dashboards for enrollment, retention, and graduation rates ensure that all programs are consistently monitored for quality and performance. The [Learning Outcomes Assessment Team \(LOAT\)](#) works to evaluate and refine outcomes assessment processes for academic consistency. Additionally, there are a number of external checks on academic program quality, such as review by industry accrediting organizations, student achievement of licensure, and program outcome assessment by Program Advisory Committees.

A distinguishing feature of NHTI educational programs are workplace-based learning opportunities and capstone projects. While all programs in direct patient care require clinical placement, other programs such as Education and Early Childhood Education have workplace learning built into degree requirements, while Criminal Justice, Information Technology, and Sports Management include required or optional internships. Several programs, including Nursing, Environmental Science, and Architectural Engineering Technology, culminate students with a capstone project. For example, each year, the geriatric class in the Nursing program requires students to work in groups

on a capstone project related to geriatric healthcare education or management. Each year, students in Biology II courses conduct research on Science Education Alliance-Phage Hunters Advancing Genomics and Evolutionary Science (SEA-PHAGES) and publish that research, contributing to the international body of scientific knowledge. In 2025, two students refined a complex method to successfully extract DNA from a bacteriophage and presented the results of their research at the New Hampshire INBRE (IDeA Network of Biomedical Research Excellence) Annual Meeting.

Programs are sustained through dedicated resources, including faculty, facilities, and technology. The institution reviews funding needs systematically. As part of the Shared Governance Model, the Professional Development team has an annual budget to award to faculty and staff in support of professional development, such as conference attendance, and further educational attainment through tuition assistance. Student access to educational programs is supported by financial aid, especially the federal Pell grants for which approximately one third of students in 2023 received funding. Student support is augmented through [scholarships](#) awarded by the [Foundation for New Hampshire's Community Colleges](#) and other donor organizations, such as Granite Edvance.

Investments in infrastructure for online and hybrid learning have resulted in growing participation in these formats, with 39% of undergraduates fully online in 2023. Overall, NHTI's 33% transfer-out rate and a 40.91% bachelor's degree completion rate for transfer students demonstrate alignment with national benchmarks, ensuring that students are well-prepared to succeed beyond NHTI.

NHTI programs are often supported with monetary and equipment purchases from industry. Recently, NHTI was awarded a grant of over \$500,000 to support the Dental Hygiene program through scholarships, equipment, and support for faculty salaries and benefits. Concord Hospital recently donated a used X-ray unit to our Radiologic Technology and Limited Machine Operator programs, and students marvel at the advance in technology and image quality compared to other equipment in our classrooms. These industry partnerships ensure that students are educated and trained for the industry as it exists today, rather than the standards of former eras.

NHTI is working to strategically align its academic offerings with regional workforce needs, as outlined in the [2023 Governor's Executive Order on Workforce Development](#). NHTI reviews labor market information from a variety of sources, including a bespoke report for NHTI provided by EMSI in 2022, and data from the New Hampshire Fiscal Policy Institute, the New Hampshire Employment Security department, and industry organizations such as a recent report from the New Hampshire Hospital Association outlining vacancy rates in high-demand health professions. These data inform NHTI's development, maintenance, and revision of programs that address critical industry sectors. In addition to our academic programs, NHTI delivers a robust portfolio of Workforce Education programs to serve students and employers. Increasingly, NHTI is cross walking credentials between academic and workforce programs to provide students with multiple on and off ramps and multiple opportunities to attain an industry recognized credential for first-time placement into the workforce or to pursue continuing education for upskilling and professional advancement.

There are several CCSNH initiatives that allow all 7 colleges to broadly develop and align degree programs to allow for coherent and seamless course alignment across all 7 colleges that will demonstrate knowledge, learning, and appreciation of the dimensions of learning. Efforts such as Consortium Agreements, the [Course Action Project and ONE NHCC](#) have brought faculty and staff together to achieve this goal.

The enrollment challenges (Standard One, Standard Two, Standard Five, and Standard Seven) the College is facing are difficult. Enrollment has declined by 40% since 2012, resulting in severe budget constraints. Additionally, enrollment declines have been greater in college transfer programs while career technical programs with student:faculty ratios set by externals accreditors have

grown, increasing the ratio of program costs to tuition revenue. As a result, NHTI has lost over half its full-time faculty in the last decade, principally through resignations and retirements, but also through a few layoffs. However, given the forward-thinking leadership of President Tompkins, the College has embraced this time to take a critical look at how we can be resilient as an institution while also being durable, relevant, and sustainable in a rapidly changing environment. Faculty staffing has been addressed through the prioritization of filling critical full-time faculty roles, hiring faculty for new programs, and expanding our pool of adjunct faculty whose industry experience is of high value to our students and our College. Our academic offerings are central to this analysis because we are aware that doing the same thing we have been doing for 60 years may not sustain us or our students in the future. Academic & Workforce Education is leading efforts with their Curriculum Portfolio Review process (Standard Two and Standard Six) to ensure that NHTI remains an academic leader in the state with relevant and sustainable career pathways for both traditional students and our adult learner population.

### **General Education**

The general education core is being evaluated at NHTI for relevance to programs, enrollment numbers, and staffing. This work is ongoing and overseen by the VPAWE, the Academic Leadership Council, and other stakeholders. Additionally, CCSNH overall has pursued some standardization in general education through the Course Access Project and the work of the recently hired faculty fellow. The success of the ONE Project to scale online education across the 7 colleges will require greater alignment of general education and major courses, such as titles, credits, prerequisites, descriptions, and learning outcomes.

During the self-study process, Academic Affairs along with department chairs and program coordinators, explored opportunities to more intentionally work with external stakeholders to assess both general education and program level course requirements to ensure curricula remain relevant to the current and future needs of our students and New Hampshire's economy. NHTI has long benefited from the counsel and industry contacts provided by our Program Advisory Committees (Standard Three). NHTI is in the process of revitalizing the entire Program Advisory Committee system to ensure membership is current, active and contributable to the quality of NHTI's programs.

### **The Major or Concentration**

To ensure support for students to complete coursework in their major program of study, NHTI maintains a drop report, monitors academic alerts and mid-term grades reported by faculty, offers support programs like study halls for athletes and free tutoring for all students, and engages struggling students in an Academic Recovery process. Given that student progress towards completion can be obstructed by course schedules and course sequencing that do not match students' needs, NHTI and CCSNH are exploring the implementation of course scheduling software that will allow the College to better meet the needs of our students when it comes to what classes are needed and when. It will also allow the College to use predictive analytics to accurately offer a coherent and substantive schedule of courses that students need for degree completion.

### **Transfer Credit**

The [NH Transfer Guarantee](#) is a collective effort between CCSNH and 4-year institutions in New Hampshire, allowing for a simpler transfer process for community college students than was formerly the case. [Key findings](#) of the NH Transfer Guarantee have been that students are maintaining strong academic achievement pre- and post-transfer. Students participating in the Transfer Guarantee continued in their academic programs at high rates with the program-wide

1-year retention rate coming in at 92%.

Articulation agreements between NHTI and other institutions guide students interested in continuing their education. Academic advisors, department chairs, and program coordinators assist students in navigating these agreements, ensuring clarity and alignment with program requirements. NHTI also works with the University System of New Hampshire and invites universities to open houses, student orientations, and transfer fairs. NHTI, through the work of the Phi Theta Kappa (PTK) honor society, hosts an annual [transfer fair](#), featuring more than 20 colleges from New Hampshire and surrounding states that provides information and access to NHTI students, and not incidentally, raises thousands of dollars each year to support PTK scholarships for students.

In fall 2025, students enrolled in 31 courses at another CCSNH campus as part of our consortium agreements. The most popular courses taken at another CCSNH campus are math, physics, and lab science courses. The ONE Project to scale online learning will increase access for NHTI students to courses and programs not available at NHTI. It will also increase NHTI revenues and course and program sustainability by enrolling students from other CCNH colleges who can benefit from NHTI's unique academic portfolio.

For many faculty, having students transfer to another institution is a sign of success for meeting and obtaining student goals. **Table 4.2** indicates transfer data trends over the past 10 years of students who transfer out at 150% completion. Most of our transfer students move on to either a 4-year public or private institution. Although the raw number of transfer students has declined in recent years due to declining enrollment in NHTI's college transfer programs, the percentage of students successfully transferring has been rising overall. **Table 4.3** and **Table 4.4** indicate that most of our transfer students earn more than 30 credits and have a GPA above 2.5 when they transfer out.

Given this trend data, the College has focused on establishing good relationships with our colleagues at the other colleges in New Hampshire. NHTI faculty have established professional relationships with department chairs and faculty at other colleges and universities to strengthen pathways for our students who are considering transferring. Because transfer pathways lead students to further educational and workforce opportunities, the [NH Transfer Guarantee](#) has proven to be an effective, systemwide effort to officially partner with other colleges in New Hampshire to reduce barriers and increase transfer pathways.

### **Integrity in the Award of Academic Credit**

NHTI demonstrates clear and ongoing authority and administrative oversight for all academic elements of courses for which it awards college credit or credentials. Department chairs and program coordinators, in collaboration with the office of Academic & Workforce Education, establish and design courses, evaluate programs and certificates, establish required competencies, and oversee delivery methods to ensure academic integrity and alignment with NHTI, CCSNH, and NECHE standards. NHTI provides faculty-driven processes for course and program design, changes, and deletions through the faculty-led Curriculum Committee. The committee oversees the program curricula, rigor, quality, sustainability, and compliance with academic policies.

The evaluation of student learning and the awarding of credit is based upon clear criteria which are outlined in the [College catalog](#), course syllabi, and program and course student learning outcomes. Evaluation and assessment are conducted through exams, presentations, projects, clinicals, and written evaluations. NHTI's grading system provides a definition for each grade awarded. The College has offered learning sessions for faculty on the creation of rubrics to ensure best

**Table 4.2: Institution type and location at which students first enrolled after transferring out (among Associate’s FTFT students who transferred out at 150%)**

Fall Cohort Year	Outcome Year	Cohort Transferred Out	NH, private 4-year	NH, public 4-year	NH, 2-year	Out-of-state, private 4-year	Out-of-state, public 4-year	Out-of-state, 2 year
2012	2015	203	25.6%	35.0%	17.2%	9.4%	8.4%	4.4%
2013	2016	199	20.6%	31.2%	19.6%	10.6%	7.5%	10.6%
2014	2017	154	14.9%	41.6%	16.9%	11.7%	7.1%	7.8%
2015	2018	162	17.3%	31.5%	19.1%	11.1%	11.7%	9.3%
2016	2019	118	19.5%	37.3%	16.9%	11.0%	9.3%	5.9%
2017	2020	137	20.4%	43.1%	15.3%	13.9%	4.4%	2.9%
2018	2021	121	20.7%	24.0%	33.1%	9.9%	5.0%	7.4%
2019	2022	59	28.8%	20.3%	16.9%	15.3%	10.2%	8.5%
2020	2023	74	17.6%	16.2%	32.4%	4.1%	10.8%	18.9%
2021	2024	85	28.2%	21.2%	27.1%	5.9%	8.2%	9.4%

**Table 4.3: GPA at the time of transferring out**

	0-30 credit hours	31-60 credit hours	Overall
Mean	1.89	3.09	2.53
Median	1.94	3.14	2.84

**Table 4.4: Overall credit hours earned at time of transferring out (Associate’s FTFT students who transferred)**

Fall Cohort Year	Outcome Year	Cohort Transferred Out	0-30 credit hours	31-60 credit hours
2012	2015	203	59	144
2013	2016	199	78	121
2014	2017	154	74	80
2015	2018	162	76	86
2016	2019	118	47	71
2017	2020	137	45	92
2018	2021	121	77	44
2019	2022	59	40	19
2020	2023	74	62	12
2021	2024	85	59	26

practice in assessment. As part of this self-study, Standard Eight outlines the E-series report with a comprehensive look at cyclical assessment of student outcomes by department and then by program and certificate.

## Projections

- In fall 2026, continue leadership of the CCSNH ONE Project for online learning by creating a comprehensive schedule of online programs and courses that is stewarded by NHTI’s Office of Online Learning.
- Through Town Hall meetings, All College meetings, and the Academic Leadership Council of department chairs and program coordinators, continue to support the critical work of the Curriculum Portfolio Review process to help the institution ensure relevant, durable, and sustainable career pathways for students.
- In Academic Year 2026 – 2027, refresh Program Advisory Committees for all career and technical education programs to ensure curriculum alignment and relevancy with industry needs.
- In Academic Year 2026-27, continue NHTI’s collaboration with CCSNH colleges to establish a comprehensive and uniform Credit for Prior Learning (CPL) process that builds on the current work at NHTI with CPL that reduces time to completion for NHTI students.
- In Academic Year 2026 – 2027, develop at least 2 additional program pathways for allied health careers in response to the twin pressures of student interest and industry demand.

## Standard Five: Students

NHTI's value of "loving who we are and who we serve" along with being "responsible for ourselves, our college, and our community" is lived out every day by leadership, faculty, and staff. Fostering and transforming the intellectual and personal development of our students is at the core of everything we do and every decision that we make. Our academic departments and student services support our students' success by providing individualized attention from the point of inquiry to the point of completion. NHTI's comprehensive array of student services, robust academic support mechanisms, transparent financial aid processes, and holistic student engagement opportunities collectively underscores our dedication to students. NHTI serves students in associate degree, certificate, and workforce development programs on campus and online, and intentionally develops programs and services to well serve all students in those programs and locations.

### Description

#### Admissions

NHTI enrolled 7,671 students in September 2025, and 1,787 were identified as full-time students and 5,884 part-time students. Our associate in science degree programs had the highest number for both full- and part-time students enrolled (1,353). These numbers exclude Early College students.

NHTI employs multifaceted and ethical recruitment strategies to attract a diverse student body from across New Hampshire and beyond. The [Admissions Travel Schedule](#) includes external and internal recruiting events including career and college fairs, high school visits, adult education programs, virtual information sessions, open houses, onsite acceptance days, Express Admissions events, accepted student days, and year-round campus tours. NHTI offers some distinctive opportunities for students including on-campus residential housing, robust athletic programs, and unique academic programs, including the state's only Dental Hygiene, Dental Assisting, Radiation Therapy, Diagnostic Medical Sonography, Architectural Engineering Technology and Civil Engineering Technology programs.

NHTI has an open enrollment policy for general admission to the College; however, allied health programs in which enrollment is restricted to a fixed number of students have criteria and processes for admission to the program. Students must self-certify they have or will complete high school or the equivalent prior to the academic term for which they've applied. To aid in accurate course placement and academic advising, students are strongly encouraged to provide high school and, if applicable, college transcripts.

Detailed general admission requirements are available on NHTI's website and catalog. The [How to Apply](#) webpage provides clear directions for first-time students, transfer students, homeschool students, international students, and veterans, outlining any additional requirements applicable to each group. The admissions page also includes guidance for single course registration and Early College students engaging in dual enrollment, high school, and college consecutively. Degrees with specialized admission requirements, particularly within allied health, explicitly detail the required prerequisites on their respective [program homepage](#). These additional admission requirements might include prerequisite coursework, references, essays, exam scores, prior licensure, and interviews to ensure that admitted student possess the necessary foundational knowledge, aptitude, and skills for program success.

Applicants with military affiliations including veterans, active-duty personnel, and dependents

receive personalized financial planning support, including a college financial plan via email and a letter outlining the cost of attendance. [The NHTI Military Student's Admissions and Support Services](#) website provides additional information on available benefits and the application process.

First-time borrowers are guided through essential steps, including loan entrance counseling, and the annual student loan acknowledgement, providing crucial details on loan specifics, interest rates, repayment terms, and total borrowing costs. The Master Promissory Note must also be completed by each borrower, outlining the terms and conditions of the loan. The information is provided with the award notifications and is available online. Upon loan disbursement, the Bursar's Office electronically sends a Loan Notification Letter, informing the student of the loan type and amount disbursed while also reminding them of their right to cancel within 14 days. Students are provided with information on setting up direct deposit for any excess financial aid, ensuring efficient and convenient access to funds.

The [CCSNH Early College Program](#) allows New Hampshire high school students to take college courses at a reduced cost and begin their postsecondary pathway while still in high school. Early College courses are offered in 3 different formats: at the high school, on the NHTI campus, and online. As of the 2018-2019 school year, the state of New Hampshire allocated funding for high school students to take up to 2 Early College in the High School courses for free. This Early College Scholarship funding was formerly called the STEM Scholarship and the Governor's Scholarship.

In compliance with federal regulations, International Students seeking an F-1 student visa to study at NHTI must submit additional materials; these items are outlined on the [International Student Admissions page](#). The F-1 certifying official resides in the Admission Office.

NHTI implemented the software platform Target X in 2021 as its web-based admissions platform. This system allows students to submit applications, track their status, and monitor outstanding requirements. Target X provides the ability to send custom messaging to recruits about events, academic student life opportunities, submission instructions, and reminders for incomplete applications.

The implementation of Target X propelled our admissions department to construct more responsive and timely workflows when accepting and communicating with students. Target X now allows for a structured and deliberate sequence of email messages guiding newly admitted students through the next steps of the enrollment process. These targeted message campaigns include such things as essential information on meeting with an academic advisor to register, financial aid, scholarships, on-campus housing, and academic support, and an invitation to New Student Orientation. It also includes information on how students can access their student accounts on the Lynx Den, the NHTI student intranet, including student email, Student Information System-SIS, Navigate, Canvas, and other applications. Targeted messaging includes specialized messages for adult learners, military/veterans, and first-generation students. As the registration period approaches, calls and text reminders are initiated through NHTI's contract with [The University of New Hampshire Outreach and Enrollment Center](#) (OEC) to encourage students to meet with their academic advisors to discuss goals, enroll in courses, and ask questions.

A challenge that NHTI has faced over the years is the increasing number of applicants to our competitive allied health programs. The number of applicants to these programs exceeds the number of students who can be accepted due to limits in the number of clinical placements in the field. For example, the Radiology Technology program last year (fall 2024 cohort) accepted 42 applicants out of 365 applicants. The current year's cohort (fall 2025) accepted 43 of the 501 who applied. The College was concerned that hundreds of students wanting to attend NHTI were receiving rejection letters instead of acceptance letters. Through the work of the then Liberal Arts

and General Studies Department Chair, NHTI created the Allied Healthcare Pathway that offers alternative acceptance into NHTI.

Through the work of academic advising and faculty support, a unique acceptance and onboarding experience was created for these students where they attend a virtual Allied Health Advising Hour to meet their specialized academic advisor and engage with other students in their cohort. The virtual Allied Health Advising Hour has been very popular with students and their families. The goal of the advising hour is to provide a warm pathway into NHTI despite the student not being accepted into their program of choice. The same advisor then follows the student throughout their journey at NHTI and works closely with our allied health faculty to provide support to these students.

Newly accepted students are encouraged to attend [New Student Orientation](#) prior to the start of the fall and spring semesters. These events offer interactive information sessions about institutional expectations, student resources, and academic support. There is a student panel where new students ask questions to current NHTI students about their experiences. Students also have the opportunity to meet their respective faculty advisors. Our allied health students attend separate specialized departmental orientations that include registering for classes with their program faculty.

With the increase in online interactions with students, from advising to completing courses, especially for adult learners and working students, online [orientation modules](#) are available on our website featuring greetings and videos from various campus offices and highlighting resources and opportunities pertinent to online students.

The institution's commitment to student success is evident in its advising model that includes student engagement strategies, individualized advising, and responsive support systems. The Academic Advising Center is staffed with 8 academic advisors (4 full-time, 4 part-time), and each advisor is assigned to students according to the student's Academic Focus Area (AFA). The advisors work arm-in-arm with the Department Chairs, Program Coordinators, and faculty in their Academic Focus Areas. Every student is assigned an academic advisor who provides holistic and proactive support from point of acceptance to completion. Onboarding newly accepted students begins with a meeting with their academic advisor. During these meetings, students and their advisors discuss future academic and career goals. Based on these conversations and a comprehensive review of [multiple measures for placement](#) (including high school transcripts, GPA, standardized test scores such as SATs, and prior college coursework), advisors collaborate with the student on the appropriate gateway English and math courses, and other required and elective courses, to take and other aspects of onboarding, including housing, financial aid, athletics, Easy Login, the Student Information System, and Navigate.

In order to enhance efforts to make sure all newly accepted students speak or meet with an academic advisor within a day or two of acceptance, a [Gap List](#) spreadsheet is utilized to track incoming students and other various information (first-time, transfer, and readmissions) to ensure that all newly accepted students have not "fallen through the gap" and have made all the necessary steps to register and start classes. Administrative staff track each student's progress and provides data analysis to the Vice President of Student Success. The Gap List also enables targeted outreach and promotional messages, such as orientation reminders, registration event notifications, and follow-ups for missed advising appointments.

As a Guided Pathways institution, NHTI uses multiple measures to determine math placement. In some instances, students have the option to take a math placement assessment to determine their optimal course level (Standard Eight).

NHTI offers ESOL (English Speakers of Other Languages) coursework, tutoring, and support services for non-native English language speakers. These courses develop reading, writing,

speaking, and listening skills essential for college level work. Advisors can recommend that [English for Speakers of Other Languages \(ESOL\)](#) use our institutional English Language Assessment to determine appropriate ESOL or English course placement. International students admitted on an F-1 visa must demonstrate language proficiency via standard assessment such as the TOEFL, IELTS, or institutional assessment in New Hampshire as part of their application and may be placed in ESOL coursework based on their results.

## **Student Services and Co-Curricular Experiences**

The Office of Student Life is dedicated to enhancing the student's experience by offering a variety of programming and activities grounded in evidence-based principles of student development and engagement. The office coordinates a wide array of co-curricular activities throughout the year and provides oversight for over 20 student clubs and organizations, fostering a vibrant campus community.

NHTI encourages students to take an active role in governance. Through the Student Senate, students are empowered to engage in campus affairs and determine the allocation of funds for events and programs. Furthermore, student representatives hold positions on NHTI's Lynx Leaders Forum (a group of administrative, faculty, staff, and student leaders) and the CCSNH Board of Trustees ensuring student voices are part of the institutional decision-making process. A designated student activity period from 12:00 to 2:00 p.m. each Tuesday throughout the academic year, when no classes are scheduled, provides dedicated time for students, faculty, and staff to participate in student organizations and activities of personal interest.

The Office of Student life in collaboration with wellness and recreation staff offers [Student Leadership Opportunities](#), which facilitate leadership development opportunities through the Leadership Lecture Series and the signature [Lynx to Leadership program](#), which celebrated its 15<sup>th</sup> anniversary in 2024.

The Athletics Department at NHTI oversees intercollegiate teams competing in the Yankee Small College Conference (YSCC) in baseball, basketball, soccer, volleyball, cross country, golf, and E-sports. As members of the United States Collegiate Athletic Association (USCAA), NHTI's student athletes and teams strictly adhere to all USCAA eligibility policies and by-laws, including academic standing, transfer documentation, and program specific requirements. Student-athlete expectations and eligibility are clearly outlined in the [Athletics Student Handbook](#).

The athletic department and coaching staff prioritize the academic success of student athletes, collaborating closely with academic advisors, diligently monitoring mid-semester grades and drop reports, and organizing academic data reports for each team at the conclusion of every semester. All student athletes are required to maintain a 2.0 GPA in accordance with NHTI guidelines, a standard that now surpasses USCAA by-laws. Additionally, student athletes must maintain 12 credits while playing and must complete 24 credits by the end of their academic year to maintain eligibility for subsequent seasons. The Athletics Department has collaborated with the Academic Center for Excellence to provide study halls for athletes.

The Office of Residence Life manages on-campus student housing at NHTI, offering accommodations in 2 residence halls: Langley Hall with 163 beds and 83 beds in South Hall, which is a "housing plus" community allowing year-round residence. Each hall has support and supervision from a Residence Hall Director, which is a professional staff position, as well as student Resident Assistants (RAs) who serve as crucial resources for campus information.

Residence Hall Councils in each hall plan events and activities and address community concerns. Both residence halls include kitchenettes, laundry, study lounges, and common areas/lounges. In

the 2024-2025 academic year, the residence halls housed 35 different majors. Athletes comprised 17% of residents, and 80% of residents were from New Hampshire, and 20% were from other states. The ages of students living in the residence halls ranged from 17 to 50. There were 90 men, 88 women and 12 students identifying as non-binary. Housing Plus students made up 25% of residence and 5% have accommodations. Residence Life surveys resident students to assess the extent to which their needs were being met and to make recommendations to improve their experiences.

Policies on students' rights and responsibilities, including student conduct and grievance procedures, are comprehensively published in the [Student Handbook](#) and in the [Academic Affairs Notices](#), the latter of which is included in all course syllabi. This ensures that students are fully informed of their rights and obligations within the institutional framework.

Student records are meticulously maintained in strict compliance with the Family Educational Rights and Privacy Act (FERPA), as outlined in CCSNH system [policies 690.13 Student Education Records and 562.01 Records Management and Retention Policy](#), safeguarding student privacy and confidentiality.

Professional academic advisors work with students to determine momentum toward their goals and address questions about different programs, course options, and allied health admissions requirements. Academic advisors strategically track and monitor students while developing a caring and supportive relationship with their students. Academic advisors provide guidance, accountability, and expectations for students to remain on track and meet their academic and career goals. Proactive outreach throughout the semesters is conducted through various methods including phone, texting, emails, on campus appointments, and zoom appointments. Outreach is also conducted by the Outreach and Enrollment Center (OEC) and email campaigns through a contract with the University System of New Hampshire. NHTI also uses the EZ Texting platform to connect with targeted populations. The data from all of our outreach campaigns allow us to better track outreach efforts, including recipient numbers, opt-out rates, and student responses. The OEC call campaigns provide an outcomes data report on such things as students who are now attending another institution, wrong numbers, and students who have moved or are now in the military or no longer interested in attending NHTI. This enables staff to update contact and ensure effective communication.

Faculty members, using the Navigate platform, are encouraged to submit Early Alerts for students. The percentage of faculty submitting early alerts has grown over the years due to faculty interest and the need to improve our efforts at persistence and retention. Alerts have an automated backend system that triggers a notification to our coordinated care team. Alerts are then individually managed by a coordinated care team member. This includes academic advisors, Lynx Care, Assistance, Resources, and Encouragement (C.A.R.E) staff, Academic Center for Excellence staff, athletics staff, and Accessibility Services who serve students requiring additional support in academics, mental health, and self-efficacy.

Additionally, Navigate Alerts can be issued by faculty or professional staff at any point in the academic year for various concerns, including problems with books and supplies, low attendance, missing assignments, life issues, mental health needs, or accessibility needs. Comments within the alert system offer crucial context for tracking outreach and ensuring continuity in service provided to each student. Outreach is conducted through phone calls, text messages, and/or emails to connect with students and provide referrals to relevant departments. Once a resolution is determined, the case is closed.

All faculty are now required to submit mid-term grades, which has allowed support staff to engage

and monitor students on a deeper level than in the past. Academic Advisors use the Mid-Term Grade Report to reach out to both students who are doing well and students who would benefit from additional support. Advisors are required to initiate outreach to what we call “high priority” students. These are students who earn a C- or below in a gateway or milestone course or who have more than one grade below a C. Students work collaboratively with their advisors to determine the best course of action, including meeting with their instructor, attending tutoring, or creating a time management plan.

The CCSNH and NHTI Financial Aid office is committed to ensuring students have access to financial aid information through our Financial Aid Office located in the Academic Center for Excellence (ACE) and our user-friendly [website](#). The “[How to Apply](#)” section on the Admissions website emphasizes the importance of applying for financial aid as a crucial step in enrollment. It directs students to the Financial Aid website, which includes links to scholarships and the Free Application for Federal Student Aid (FAFSA). Accepted students receive a PDF enrollment checklist, and a follow-up email campaign through Target X provides students with additional information to guide them through the financial aid application process. The Financial Aid Office processes each FAFSA application within 14 business days of receipt. Students are promptly notified via student email about their financial aid offer and receive clear instructions for accepting or declining awards through the Student Information System (SIS). All financial aid awards are based on individual student needs as outlined in their FAFSA application. For students selected for verification, a detailed email outlines necessary steps and required documents. The [NHTI Financial Aid Office](#) also works closely with [Granite Edvance](#), a New Hampshire based educational non-profit organization that provides financial and other assistance to students. Granite Edvance is onsite during New Student Orientation, Open House, and [Financial Aid Fridays](#).

NHTI is committed to transparency regarding the cost of education, ensuring students are well informed about the financial investment in their education. [Detailed cost estimates](#) for each program are easily accessible on the NHTI website, allowing students to make informed decisions about their education. In compliance with federal regulations, NHTI provides a comprehensive cost of attendance estimate, including both direct and indirect expenses.

The NHTI Bursar’s Office and the Financial Aid Office work closely together to provide students with financial guidance and instructions for accessing the student loan database system, empowering borrowers to view their lenders and monitor loan activity, which promotes financial literacy. Students sign a form and are advised to monitor their loan database. NHTI prioritizes financial education and support for all students, including those who are no longer eligible for financial aid, or who have graduated, providing Direct Loan Exiting Counseling Guides for loan management and repayment.

NHTI’s Academic Center for Excellence (ACE) is a student hub at NHTI that provides holistic support designed to foster student success. These supports include:

- Calculator Loaner Program
- Laptop Loaner Program
- Athletic Study Hour
- Proctored testing, Make Up Testing, and CLEP testing
- Math Lab
- Writing Center and Study Solutions Lab
- Lynx Care, Assistance, Resources, and Encouragement (C.A.R.E) Center
- Accessibility Services

- How-To support for Canvas, SIS, and Easy Login
- Restorative Room

The availability of tutoring services within ACE is responsive to student needs. The Vice President of Student Success in collaboration with the ACE Department assesses demand in specific subjects and seeks recommendations from instructors for qualified student tutors. Approved tutors work with their schedule and determine a schedule when the tutor will be available. Navigate kiosks are utilized to track and monitor student attendance in tutoring, open lab sessions, and the athletic study hall. Navigate analytics is regularly used to assess service utilization and identify user demographics, informing continuous improvement efforts.

ACE also provides placement testing services, is an official CLEP testing center, and provides proctoring for students who may be taking a make-up test or who may be taking online coursework at other institutions.

The NHTI Learning Commons Library functions as a traditional library while embracing modern technology and collection development. It offers complete scholarly and research services, including reference and instructional support and access to dozens of databases. Students can schedule appointments with library staff for assistance with research, database utilization, and citation practices. The library boasts an extensive collection of over 50,000 print books, 600,000+ e-books, numerous print and electronic journals, digital magazines, film and audio collections, and a streaming video database.

The Learning Commons Library is the designated home library for the New Hampshire Chapter of the American Institute of Architects and Structural Engineers of New Hampshire. The [Learning Commons Library's](#) comprehensive services for online databases, social awareness toolkits, and collaboration with academic, public, and special library networks, supporting the College's initiatives on information literacy and the development of an educated person. The College's archives preserve historical records, documents, photographs and ephemera of NHTI. The library also hosts campus events and exhibits that foster intellectual and community engagement and connection.

[Accessibility Services](#) provides support services to students with identified needs, ensuring compliance with Section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act of 1991 through the creation of [Reasonable Accommodation Plans \(RAP\)](#), assistive technology, equipment loans, and academic coaching. NHTI is committed to non-discrimination for all students, including those with disabilities, in admissions and academic support opportunities. Participation in Accessibility Services is voluntary. Students must disclose their disability to the Accessibility Services Coordinator and submit appropriate documentation prior to their first semester. Accommodations are tailored to a student's individual needs, with eligibility determined by the Accessibility Services Coordinator. Once a student receives their Letter of Accommodation, they are responsible for providing it to their instructors and discussing how academic needs will be met. Accessibility Services collaborates with faculty to provide support to these students.

Starting in spring 2026, all CCSNH Accessibility departments will pilot a new software platform called Accommodate, which will streamline the workflow for students requesting accommodations and those who work with these students. It will also standardize processes across all 7 colleges in CCSNH and provide valuable data that was not previously accessible.

In the fall 2024 semester, a cross-functional group consisting of the Vice President of Student Success, faculty, and staff met to review and propose [NHTI's Strategic Enrollment Management plan for 2024-2027](#). This plan, developed with a shared governance process with feedback from the President's Cabinet and Faculty and Staff Councils, ensures that all students feel supported

and have the resources necessary to meet their goals. Key objectives and success indicators were identified under 4 strategic pillars of Recruitment, Onboarding, Retention, and Completion. These include developing programs for first-generation students, increasing supplemental instruction for high-stakes/high-difficulty courses, such as Anatomy and Physiology I and II, and enhancing course completion rates. NHTI is launching an Academic Recovery Program to improve students' GPAs and completion rates.

NHTI utilizes an automated chatbot platform from EdSights that we named Leroy the Lynx in honor of our college mascot. This tool has been transformational for us to "listen" to authentic student voices and be more responsive to what our students are experiencing at NHTI. Leroy the Lynx schedules frequent and consistent outreach to students. Student responses will trigger Leroy to offer resources and identify students at risk, and the support staff then follows up with these students. Leroy also fosters a relationship with students through weekly text messages, providing information on academic support and Lynx Care, Assistance, Resources and Encouragement (C.A.R.E.) Center resources. Weekly reports go to academic advisors who reach out to students who identify as struggling or at risk to offer resources, provide feedback, and create relationships with students. Data from the AY2023-2024 Leroy Overview, along with the NHTI 2024 drop survey, indicate that the most pressing student needs are finance, mental health, and work-life balance.

Each week, academic advisors receive a report on students who have dropped a class in the previous week. The students are contacted by an advisor to determine if they have any needs. Advisors also send out an automated drop survey to gather feedback on the students' reasons for withdrawing and how advising or other student support services can better assist them. This continuous feedback loop directly informs service improvements.

Regular assessment and evaluation, particularly through strategic enrollment management initiatives and data-driven insights from tools such as Leroy the Lynx and student surveys, ensure continuous improvement and adaptation to evolving student needs. These integrated efforts contribute to fostering a supportive and effective learning environment that empowers students to achieve their academic and personal potential.

## Appraisal

### Admissions

NHTI has experienced an overall consistent number of applications to the College over the past 5 years. This is also true for the overall percentage of accepted students and the conversion rate of accepted to registered students. As noted previously in Standard Two and subsequently in Standard Seven, despite the overall consistent number of applications and conversion to acceptance, the college has not experienced overall credit activity stabilization or growth in the last 10 years.

College leadership examines and discusses credit activity and enrollment on a weekly basis during cabinet meetings and remains concerned about the lack of overall stability of our enrollment trends (**Table 5.1**). College leadership is also cognizant that we have not experienced significant growth in applications, accepted and registered students over the past 5 years. Our enrollment trend data has been central to many decision-making processes, including budget, facilities, staffing, and program-level discussions. This self-study reflects the challenges we encountered when making these decisions, especially when we have budgeted for an overall decline in enrollment in the last several years.

Our Early College data trends indicate continuing interest in our high school partnerships. **Table 5.2** indicates we have almost reached pre-pandemic enrollment numbers for our Early College programs.

**Table 5.1: Admissions Five Year Trend Data**

	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
Number of Applications	4,213	4,084	4,154	3,937	4,314
Number of Accepts	3,509	3,459	3,636	3,347	3,490
Percent of Applications to Accepts	83.3%	84.7%	87.5%	85.0%	80.9%
Number of Registers	1,713	1,711	1,669	1,645	1,755
Percent of Accepts to Registers	48.8%	49.5%	45.9%	49.1%	50.3%

**Table 5.2: Early College Dashboard Totals**

Academic Year	Students	Credit Activity
2018-2019	1,827	6,760
2019-2020	2,033	7,327
2020-2021	1,231	5,508
2021-2022	1,585	5,686
2022-2023	1,704	6,161
2023-2024	1,852	6,447
2024-2025	2,002	6,969

Enhanced efforts at the System Office to expand course offerings and participating high schools occurred in 2024 with the hiring of 2 full-time Early College positions to lead systemwide efforts. Careful analysis is being done at the system level to critically evaluate our Early College Programs and how they are being offered. NHTI looks forward to innovative approaches that might amplify how we serve our high school students and create more alignment with current best practices.

The Student Success Department utilizes a monthly report that compares year-to-date trends for the number of Applications, Accepts, and Registered students. The monthly [Admissions Dashboard](#) allows the college to analyze conversion data from the point of application to acceptance to registered and assess admission trends.

The Admissions Dashboard also disaggregates the data at the program level so that we can assess growth or loss by program from the previous year. High school data is also disaggregated on the Admissions Dashboard to determine what high schools have high numbers of students attending NHTI or low numbers. This helps our Admissions team determine onsite visits and opportunities for more intentional outreach.

The Admissions Dashboard is a manually produced report that is shared with the Student Success Department. With the support and collaboration occurring between Academic Affairs and Student Success, the College is looking at ways to provide this data for faculty to use when growing their programs.

## Student Services and Co-Curricular Experiences

Student Success Indicators and Momentum Metrics are tracked, monitored, and evaluated by our Academic Advisors with a high level of involvement and support from faculty, Academic & Workforce Education, and College leadership. Our success indicators are central to our Strategic Enrollment Management Plan and to fulfilling our mission of “cultivat[ing] potential in every learner.”

Student success at NHTI is defined by a student’s momentum with achieving student learning outcomes and objectives by course and by program. These momentum metrics are touchpoints throughout each semester when the student is enrolled at the College.

The intentional and strategic use of momentum metrics allows key departments and people to actively monitor any disruptions to a student’s academic momentum. This means that when a student receives an Early Alert or drops a course, we are tracking and reaching out to the student, typically within 24 hours. For example, if a student receives an Early Alert, it is triaged to our [Care Action Team](#), which then reaches out to the student within 1 business day. The Care Action Team member then follows up with the person who submitted the alert to confirm they followed through with outreach to the student.

The use of momentum metrics has significantly impacted how and when we outreach to students (**Table 5.3**). The metrics also allow us to engage with students in a caring and supportive way. We know that when a student drops a course, does not pass a milestone course, or is not making satisfactory academic progress, something is going on in their lives that is disrupting their academic momentum. Now when students drop a course, they receive a message from their advisor that basically tells them, “We noticed, we care, and let’s meet to talk about it”.

Increasing retention and completion rates is at the core of The Strategic Enrollment Management Team. The implementation of Momentum Metrics allowed us to take a deeper analysis into the retention and completion rates by targeted populations. The team, along with the Student Success Council, assessed the retention and completion rates disaggregated by the following student populations: Continuing, First Time, Transfer, and Enrolled in at least 1 Online Class. The trend data (**Tables 5.5 to 5.8**) over 5 years indicated that our new students and transfer students had a higher rate of retention compared to continuing students, with more than half of the new and transfer population being retained. However, less than half of continuing students and students in 1 or more online classes have been retained in the last 5 years.

Because of the high impact of using momentum metrics, in fall 2023 the Strategic Enrollment Management Team proposed that we start to require that all faculty submit all midsemester grades to help increase retention rates by strategically monitoring and reaching out to students at the midpoint in the course. This would allow the college community to outreach to those high priority students, but also to those students doing well and sending them a positive message. Historically, faculty only had to submit grades of C- or below, and it was not required. The proposal to require all faculty to submit all grades (including grades above a C-) was vetted by the faculty union and moved through the Shared Governance process in spring 2024. It was approved and a full implementation occurred in fall 2024. The success of requiring midsemester grades was significant. In fall 2024, approximately 94% of midsemester grades were submitted. By spring 2025, we reached 100% of midsemester grades submitted. Much of the success rests with our Registrar

**Table 5.3: NHTI Success Indicators**

Momentum Metric	Monitoring and Outreach Cycle
Drop report	Once a week (typically on Mondays)
Early alerts	Within fourth week of semester
Yearlong alerts	All year
Mid semester grade report	One week after mid semester grades are posted
Success rate in gateway courses	End of semester
Success rate in milestone courses	End of semester
Credits attempted vs. credits earned	End of semester
Term GPA	End of semester
Cumulative GPA	End of semester
Persistence (returning next semester)	Fall to spring or spring to fall
Retention (returning next term)	Fall to fall or spring to spring
In progress (enrolled in next semester)	End of term
Non-completion (not enrolled and no credetial)	End of term
Completion (graduation)	End of term

**Table 5.4: Fall to Fall Retention All NHTI Students**

Cohort Year	Awarded Credential	Percent Awarded Credential	Not Registered for Next Fall	Percent Not Registered for Next Fall	Registered for Next Fall	Percent Registered for Next Fall
Fall 2021	453	19%	953	39%	1,021	42%
Fall 2022	359	17%	775	36%	1,032	48%
Fall 2023	446	21%	695	32%	1,010	47%
Fall 2024	431	20%	736	34%	991	46%

**Table 5.5: Fall to Fall Retention Continuing Students**

Cohort Year	Awarded Credential	Percent Awarded Credential	Not Registered for Next Fall	Percent Not Registered for Next Fall	Registered for Next Fall	Percent Registered for Next Fall
Fall 2020	1,543	33%	1,337	29%	1,745	38%
Fall 2021	1,335	33%	1,204	30%	1,463	37%
Fall 2022	1,251	34%	1,000	27%	1,390	38%
Fall 2023	1,364	37%	913	25%	1,376	38%
Fall 2024	1,345	40%	874	26%	1,169	35%

**Table 5.6: Fall to Fall Retention First Time Students**

Cohort Year	Awarded Credential	Percent Awarded Credential	Not Registered for Next Fall	Percent Not Registered for Next Fall	Registered for Next Fall	Percent Registered for Next Fall
Fall 2020	103	5%	983	45%	1,108	51%
Fall 2021	99	5%	1,025	47%	1,063	49%
Fall 2022	85	4%	867	42%	1,115	54%
Fall 2023	87	4%	811	42%	1,048	54%
Fall 2024	108	5%	862	40%	1,180	55%

**Table 5.7: Fall to Fall Retention Transfer Students**

Cohort Year	Awarded Credential	Percent Awarded Credential	Not Registered for Next Fall	Percent Not Registered for Next Fall	Registered for Next Fall	Percent Registered for Next Fall
Fall 2020	66	6%	484	42%	597	52%
Fall 2021	97	8%	498	42%	585	50%
Fall 2022	78	8%	378	39%	519	53%
Fall 2023	77	7%	418	40%	538	52%
Fall 2024	80	8%	395	39%	532	53%

**Table 5.8: Fall to Fall Retention of Students in One or More Online Class**

Cohort Year	Awarded Credential	Percent Awarded Credential	Not Registered for Next Fall	Percent Not Registered for Next Fall	Registered for Next Fall	Percent Registered for Next Fall
Fall 2020	432	20%	769	35%	1,007	46%
Fall 2021	242	17%	605	42%	578	41%
Fall 2022	180	15%	487	40%	552	45%
Fall 2023	234	19%	472	38%	522	43%
Fall 2024	212	17%	467	38%	535	44%

and Academic & Workforce Education that made midsemester grades a priority and communicated this with faculty.

The College plans to assess the effectiveness of midsemester grades over the next 3 years. The response so far from academic advisors has been positive as it allows them to celebrate with students doing well and allows for reconnection for those not doing well. Faculty have also had a positive response as it allows them to collaborate with advisors, especially with students of concern.

Strategic Enrollment Management is overseen by the Vice President of Student Success. There is a team of 7 individuals (3 Department Chairs, the Associate Vice President of Academic Affairs, the Registrar, the Director of Admissions, and the Director of Online Learning) who lead the planning, direction and implementation of our Strategic Enrollment Management Plan. The first Strategic Enrollment Management Plan (SEM) was a 5-year plan spanning 2020 – 2025. That plan was replaced a year earlier than planned due to the rapidly changing landscape within the College and higher education in general. The current SEM spans 2024 – 2027 and has fewer but hopefully more achievable goals than the previous plan. The oversight of the SEM is done by the team, and the Student Success Council is the group that takes action with the goals of the plan.

The Student Success Council was formed in 2024 and achieved the following goals in 2024-25.

- Academic Recovery Program
- Student Engagement Flywheel Assessment Tool
- Satisfactory Academic Progress for Housing Students
- Waitlist

After significant research, including with a college in Connecticut, it was realized that our current Banner system does not allow for a waitlist system to be put in place. Because of this, we continue with a manually processed waitlist system.

Upon the recommendation of current research, our Student Affairs team developed a Student Engagement Flywheel (Standard Two) along with a [Student Engagement Month-by-Month Plan](#) to better plan, assess, and improve student engagement at NHTI. These plans allowed us to set a goal for all students to make durable connections during their first semester at NHTI. We hope to

implement a way to do this in fall 2026.

The College also critically assessed students who were not making satisfactory academic progress and explored how we can best support them so that they persist and stay at NHTI (**Table 5.9**). Supporting students on, or getting close to, academic probation has remained an area of focus for NHTI. The College noticed that the overall retention numbers of students on probation dropped significantly since fall 2020, with only 38% of students on probation returning the following fall. The development and implementation of the [Academic Recovery Program](#) was designed in response to this drop in retention, and the College plans to evaluate the effectiveness of the program over the next 3 years.

The Academic Recovery Program was developed and approved through the Shared Governance process. Full implementation began in fall 2025. Aligned with this effort, maintaining Satisfactory Academic Progress was added to our Resident Hall Housing Contract, and this also went through the Shared Governance process.

**Table 5.9: Fall to Fall Retention of Students on Academic Probation**

Cohort Year	Awarded Credential	Percent Awarded Credential	Not Registered for Next Fall	Percent Not Registered for Next Fall	Registered for Next Fall	Percent Registered for Next Fall
Fall 2020	11	18%	19	31%	31	51%
Fall 2021	4	7%	35	58%	21	35%
Fall 2022	12	13%	42	44%	41	43%
Fall 2023	8	10%	35	45%	34	44%
Fall 2024	12	16%	36	47%	29	38%

Student Success Council Goals for 2025-2026 AY:

- DFW Report and Analysis
- Achievement Gaps (partnered with the DFW report)
- Programs and Prerequisites
- Workflow for Student Conduct on the side of Faculty and Staff
- Summer Institutes

In alignment with the work yielded from our partnership with the National Student Institute for Success (NISS), the DFW Report will be analyzed, reviewed, and discussed to determine areas of opportunity for enhancing support services, such as supplemental instruction, summer institutes, and achievement gaps.

As NHTI and CCSNH move towards more alignment with course offerings and students having the ease of taking a class at another campus, there became a need for our Accessibility Coordinators to better align process and procedures for students receiving accommodations. Within the last several years, the Accessibility Coordinators at each campus have made significant changes to offer a

uniform process for accessibility students that includes:

- Common Accessibility Services website for all 7 colleges
- Common Template for Application Process
- Common Template for Letter of Accommodation
- Implementation of [Accommodate](#) software (soft rollout scheduled for spring 2026)

The coordinators have also aligned language and made the accommodation plans clearer for both students and faculty.

## Ongoing Assessment and Evaluation of Student Engagement

“Deliver[ing] a comprehensive college experience” is part of NHTI’s Strategic Vision statement. This vision is lived out within our community by creating intentional opportunities for student engagement that go beyond the classroom (both virtual and in person). The [Student Engagement Spreadsheet](#) is created every academic year to establish a schedule, goals, and measurable outcomes of student engagement opportunities on campus. There are “anchor” programs that happen every year due to a high turnout and interest in these events. This includes our Welcome Back BBQ and our Awards Capstone Night (**Table 5.10**). Because NHTI is predominantly a commuter college, it is a challenge to plan and schedule events that draw in our commuter students. But pop-up events such as Therapy Dogs and Chair Massages are ones that allow any student walking through the Student Center to get involved. In fall 2025, our Lynx Care, Assistance, Resources and Encouragement (C.A.R.E) Center hosted a [Fall Refresh Fest](#) for students that promoted mental health providers, therapeutic activities, and stress management tips.

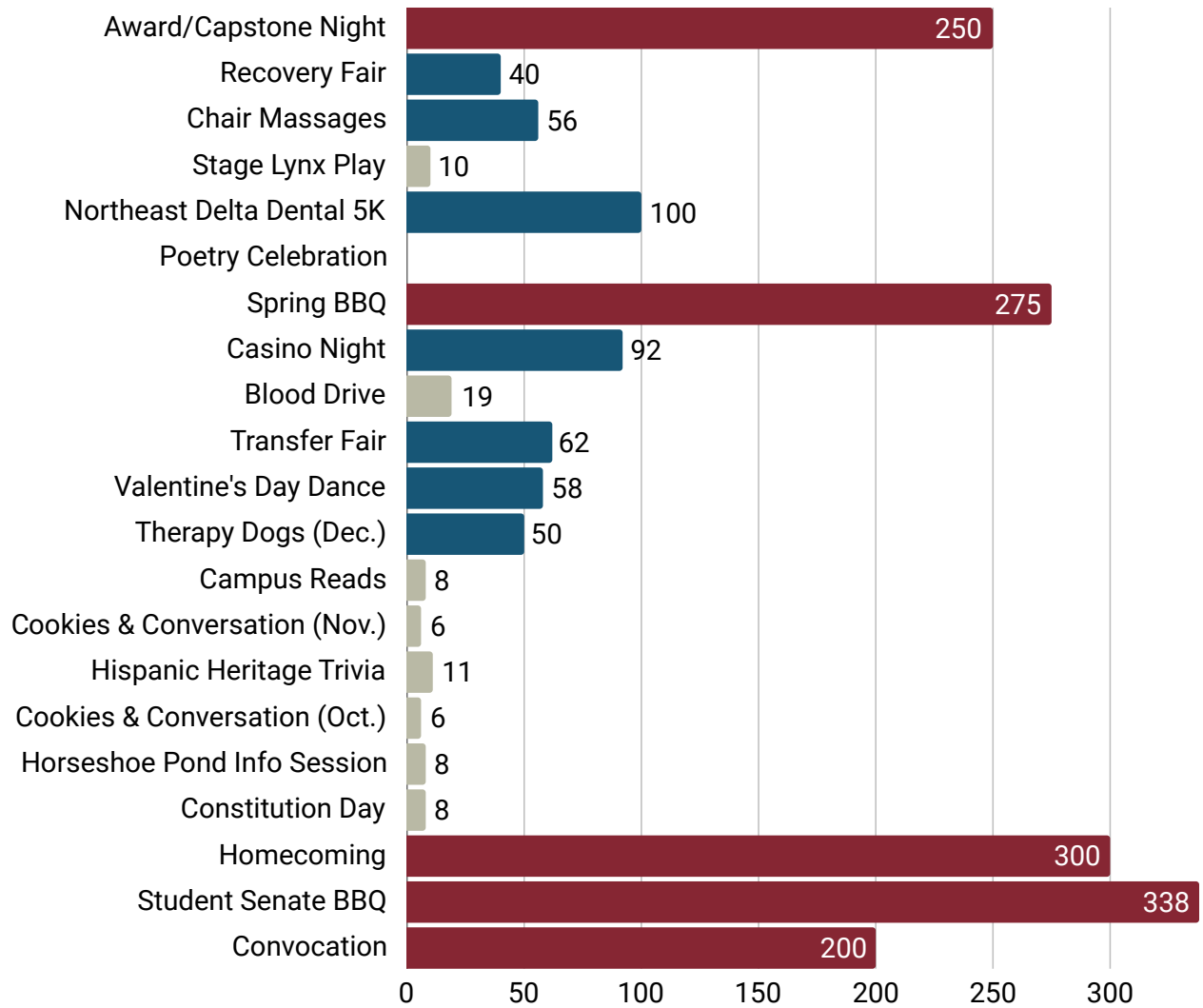
Our [Lynx Care, Assistance, Resources, Encouragement \(C.A.R.E\) Center](#) has 2 part-time staff who are trained in counseling and crisis management. They provide short-term individualized sessions for students in need. While the Lynx C.A.R.E Center does not provide 24/7 assistance, Campus Safety responds 24/7 to all students in need. Both Campus Safety and our Lynx C.A.R.E team work in partnership with community resources and providers.

When analyzing the reasons why students seek out our [Lynx C.A.R.E Center](#), we realize that there is an increased need these days for students to have a space where they can go where it is calming, quiet, and restorative. In spring 2022, the Strategic Enrollment Management Team began work on proposing a restorative space. This space was approved by Shared Governance and was unveiled in fall 2023 with a mural designed by and voted on by Student Senate.

To support students in need, we also have a [NHTI Cares](#) process where students can submit requests for emergency funds for things like books, groceries, gas, and car repairs. We also partner with [Granite Edvance](#) for additional student emergency funding. Since our partnership launched in spring 2024, CCSNH has provided over \$123,500 in emergency aid to 201 students across our 7 colleges. Even more inspiring, according to Institutional Research, 79.0% of students who received this support either completed their credentials in the same semester they received funding or returned the following semester. For comparison, the baseline for undergraduate students (excluding Early College and Workforce Development) is 70.8%, a remarkable difference that underscores the tangible impact of supporting our students.

Promoting a comprehensive college experience is amplified at NHTI with our texting bot from Ed Sights, named Leroy the Lynx. Through a series of intentional text messages that are part of our [NHTI Student Outreach Plan](#), the College can listen to student voices through the texting platform. Our academic advisors respond to students who share their thoughts and feelings with Leroy the Lynx, so students know that we are listening and that we care. For example, a text message is sent

**Table 5.10: Student Engagement Heatmap 2024-2025**



to students once a semester to ask students who are taking an online class how they feel about their sense of belonging at NHTI. A little more than 80% of the students who responded in the fall 2024 survey felt a sense of belonging. About 7% responded neutrally to the question, and about 10% responded that they did not feel they belonged. Within 24 hours a staff member who had previously connected with the students who responded that they did not feel as though they belonged and asked them to explain in more detail why they felt that way. We were then able to connect these students with academic support services, financial aid, faculty members, or a student group or club. We have a 96% buy-in rate for students who agree to receive Leroy the Lynx text messages and have increased our ability to effectively engage with our students and calculate the 4 major risk factors within the Ed Sights platform: Academic, Engagement, Financial, and Wellness.

## Projections

- Develop a plan in spring 2026, through the efforts of the Student Success Council to work with Department Chairs to utilize the Admissions Dashboard (Target X data + Banner data) and the strategic use of momentum metrics for tracking and monitoring students.
- In spring 2026, evaluate and discuss the outcomes report from our NISS work, and through the Student Success Council and the Academic Leadership Council make recommendations for implementation of recommendations, especially around career counseling, financial workshops, and courses with high DFW rates.
- Develop by fall 2026 at least 3 new student engagement activities to increase engagement and belonging with intentional efforts to increase the number of durable student-to-student connections and establish social media student groups in online classes.
- By fall 2026, fully enact our mission as an open access community college by removing unnecessary admissions and prerequisites requirements for programs and courses that do not require competitive admissions.

## Standard Six: Teaching, Learning, and Scholarship

NHTI's faculty and academic staff actively demonstrate their commitment to teaching, learning, and scholarship through robust educational practices and support services. The College employs professionals with proven expertise who bring extensive knowledge and expertise to their roles. This dedication ensures NHTI students receive high quality education, advancing their academic and career goals, and encourages individualized experiences and meaningful interactions between members of the teaching and learning community. CCSNH and NHTI publish policies that govern faculty qualifications, recruitment and hiring, workload for instructional and non-instructional duties, performance expectations and evaluation, and continuous professional development. The work of faculty in the classroom and non-instructional duties like curriculum development is supported by a constellation of academic staff, including tutors, lab assistants, administrative assistants, and advisors.

### Description

#### Faculty and Academic Staff

NHTI faculty are the primary mechanism through which the College delivers on its mission. Academic programs and courses are delivered by 3 categories of instructors: full-time faculty, adjunct faculty, and Early College in the high school instructor. As part of the Community College System of New Hampshire (CCSNH), NHTI's faculty policies are governed by CCSNH Board of Trustees policies, CCSNH system policies, and separate collective bargaining agreements (CBAs) for [full-time](#) and [adjunct faculty](#).

Full-time faculty ranks are gradated, from lowest to highest: lecturer, instructor, assistant professor, associate professor, professor. The 3 ranks for adjunct faculty, lowest to highest, are instructor, lecturer, and senior lecturer. NHTI also utilizes instructors for Early College in high school classes. Although these instructors meet the same qualification standards and abide by the same academic policies as full-time faculty and adjunct faculty, Early College in the high school instructors are not ranked because they are not remunerated by the college and are not "covered" faculty in one of the CBAs.

[CCSNH system policies 620.01-690.13](#) outline faculty qualifications, ensuring that full-time faculty, adjunct faculty, and Early College in the high school faculty possess the necessary qualifications and expertise in the subjects they teach, whether general education or major subject fields. Most full-time and adjunct faculty, especially in career technical fields, have relevant experience working in their fields in public or private practice. NHTI students benefit from the scholarly and creative works of our faculty. For example, a textbook written by a communications faculty is used in colleges across the country, biology faculty conduct research on SEA PHAGES that is published in their field, faculty are authors of creative works such as plays, and environmental faculty contribute to the wider community through support of the on-campus Sycamore Community Garden..

NHTI follows CCSNH policy to ensure as broad a candidate pool as possible who are recruited, interviewed, and hired through standard protocols that enable academic qualifications and merit to be the focus of hiring decisions. To recruit faculty and advertise open positions, NHTI leverages various resources such as industry job boards, professional associations, and the NHTI website. Postings for faculty positions are based on a standard job description (SJD) which is derived from CCSNH policies and the faculty CBAs. The SJD is reviewed and approved by the department chair, the VPAWE, and the CCSNH Office of Human Resources officer. The SJD outlines required qualifications, duties and responsibilities, and work conditions, such as length of appointment, usually 12-month for department chairs and 10-month for full-time teaching faculty. Adjunct

appointments run for the length of a semester and are renewable based on the needs of the class schedule and alignment between faculty qualifications and institutional needs.

Applicants are reviewed by the Human Resources (HR) office and the hiring manager, usually the department chair or the Vice President of Academic & Workforce Education (VPAWE); applicants who meet CCSNH qualification standards are “certified” as eligible for hire into the posted position. Since our current Human Resources Director joined the college in 2023, NHTI has standardized the [hiring process](#).

For full-time faculty positions, once candidates are certified, the hiring manager forms a selection committee of 3 to 5 members, with HR approving the committee’s membership. HR drafts and approves interview questions, and interviews are scheduled. If a large pool of candidates exists, initial interviews may occur via phone calls. The selection committee conducts interviews and assesses the candidates. Selection committees make recommendations to the VPAWE who, with the approval of the President, makes the final determination on job offers. HR confirms eligibility for hire and works with the VPAWE and President to set the salary within published ranges and according to credentials and experience.

NHTI follows federal and state laws and regulations to ensure non-discrimination in recruitment and hiring. Additionally, the college employs a faculty of a variety of backgrounds, experiences, and talents.

Like most community colleges, NHTI hires adjunct instructors every semester, sometimes very near to the start date of a class, due to employee turnover and emerging needs for instructors to teach new courses in existing and new programs. The adjunct faculty hiring process begins with the VPAWE charging department chairs assessing their staffing needs and making recommendations/ requests to open the search process. As with the process for hiring full-time faculty, the hiring process for adjuncts is collaborative among the department chair, VPAWE, and HR to ensure the quality and integrity of the process. The department chair follows a process for hiring adjunct faculty very similar to the process for hiring full-time faculty in terms of certifying, interviewing, and recommending adjunct faculty for hiring. Given the continuous cycle of adjunct hiring, the VPAWE typically hires adjunct faculty without requiring the approvals of the President. As with the hiring of full-time faculty, the hiring process for adjunct faculty adheres to CCSNH policies and NHTI Human Resources hiring procedures.

For both full-time and adjunct faculty hires, the department chair works with candidates to obtain required documents. Human Resources adds candidate details to a [New Hire Paperwork Tracking file](#) and creates a candidate folder. Human Resources completes the leveling appointment form, signed by the VPAWE, and initiates the hiring process using ClearCompany, our recruitment and talent management software. Hiring includes passing a background check.

At the time of hire and contract renewal (every year for full-time faculty and every semester for adjunct faculty), NHTI requires a contract signed by the instructor and NHTI administration that stipulates the terms of employment, including term, duties, and compensation. The instructional duties for full-time faculty are further delineated in formal workload documents that document the assignment of instructional and non-instructional duties for the semester/academic year, as applicable. Faculty salaries and benefits are determined by and provided in accordance with CCSNH policies and the full-time and adjunct faculty CBAs.

Early College in the high school instructors are usually identified and recommended to NHTI by the participating high school. The NHTI Early College coordinator, department chairs, and VPAWE vet these potential instructors to ensure their credentials and experience adhere to the standards for full-time and adjunct faculty.

The full-time and adjunct faculty CBAs outline the roles and responsibilities of faculty, including instructional and non-instructional duties, as well as the duties of department chairs and program coordinators. Faculty are onboarded through a standard Human Resources process, and the office of Academic & Workforce Education provides various orientation, training, and support opportunities for new faculty. The department chair has primary responsibility for integrating new instructors into the college and department.

NHTI maintains an [Adjunct Faculty Guidebook](#), posted on the NHTI website, to orient adjunct faculty. NHTI also has an active adjunct team, supported by full-time faculty and staff, which hosts an Adjunct Orientation every August prior to the fall semester. The orientation includes workshops on online resources, accessibility services, campus safety, library resources, and a welcome address from key administrators. It also allows the new adjunct faculty the opportunity to get a school ID card and parking pass and to meet with a representative of the adjunct union. Early College in the high school instructors are mentored by full-time faculty who are separately compensated for that work. Full-time faculty are also mentored, and they are further developed so that they are not only prepared for their teaching assignments, but also for the non-instructional duties, such as curriculum development and student and program learning outcomes assessment.

The Vice President of Academic and Workforce Education (VPAWE), in collaboration with the VPAWE, actively onboards department chairs and program coordinators (DC/PC). Onboarding and training sessions have been revitalized as new administration brings standardization to the mentorship process for new faculty leaders. Opportunities to collaborate and problem solve interdepartmentally occur at monthly Academic Leadership Council (ALC) meetings, where department chairs and program coordinators convene to discuss issues ranging from curriculum and institutional effectiveness to continuous quality improvement initiatives, such as improving scheduling efficiencies. These meetings actively promote interdepartmental and peer collaboration.

All new DC and PCs receive [official onboarding](#) at the start of the fall semester. Guided by the Collective Bargaining Agreement, participants receive instructions related to their roles and expectations. Training includes the alignment of departmental goals with the College's mission, values, and goals. Faculty leaders receive education in tracking student success metrics through program outcome creation, data analysis, and departmental budget management.

The number of instructors at NHTI fluctuates over time and varies by discipline. For example, NHTI employs few full-time and adjunct instructors and no Early College in the high school instructors in the summer. Decisions about whether to hire and assign full-time or adjunct instructors are informed by factors such as standards of external accreditors, such as the Board of Nursing, the availability of instructors, and the college budget. For example, healthcare areas such as nursing and dental hygiene have much lower full-time-to-adjunct ratios than in English, where a strong core of 3 full-time faculty mentors lead adjunct and Early College instructors and direct the work of the department. This includes a current initiative to redevelop a co-requisite model for students who need additional support in their entry level college composition course. In art, the full-time faculty member retired in 2025, and given the relatively small number of enrolled students, the ready availability of instructors, and budget constraints, the college opted to not fill that full-time faculty line and instead employed adjunct instructors to teach the courses, with part-time instructor/staff member serving as program coordinator under the supervision of the VPAWE. In other disciplines, such as history, while no full-time faculty are employed, adjunct instructors are onboarded, oriented, mentored, and supported by a department chair for the meta-major, in this case the chair of Liberal Arts.

The delivery of academic programs and all NHTI instructors are supported by program coordinators, department chairs, lab assistants, library staff, tutors, and administrative assistants, in addition to the leadership of the VPAWE and the Associate Vice President of Academic Affairs (AVPAA). Program coordinators ensure the relevance, consistency, and quality of the educational program.

Department chairs usually serve multiple program coordinators and provide administrative leadership through equipment purchases, faculty and staff supervision, and course scheduling. Both program coordinators and department chairs are members of the VPAWE's Academic Leadership Council, which provides coherent coordination of academics. Lab assistants are responsible for maintaining lab classrooms, such as chemistry. In the Academic Center for Excellence (ACE) NHTI blends professional tutors with peer tutors to provide a wide range of support to students. Tutors are recommended by faculty and ACE coordinates tutoring support for departments, such as the placement of a math tutor in the same suite as the offices for math faculty.

The administration and support of academic programming are primarily led by full-time faculty. They establish and maintain the curriculum, assess program and student learning outcomes, advise students, coordinate with support staff, assist in policy making, and provide leadership and service in NHTI's Shared Governance Model.

Several administrative assistants provide academic support such as managing the verification of physical exams and vaccination documentation in certain healthcare programs.

NHTI encourages its faculty to engage in professional development and therefore provides professional development opportunities, information sharing within departments and across the College, and consistent evaluation of quality instruction to ensure faculty remain current in their theory, knowledge, skills, and pedagogy. NHTI supports scholarly research and grant funded work at both the College and system-wide levels. For example, NHTI's faculty and students have benefited significantly from 2 rounds of funding to the CCSNH system and UNH through the Andrew W. Mellon Foundation Community College-University Partnership (CCUP) grant program. In December 2024, CCSNH and UNH received a new 2-year Mellon grant. NHTI has included a faculty fellow on the grant team since its inception, contributing to the work of an \$824,000 grant. NHTI students have presented their faculty-guided research at NHTI's capstone project presentation event and annual symposia hosted by the campuses, including a state-wide symposium at NHTI. After two 3-year grant cycles with two 1-year extensions, the CCSNH-UNH partnership received funding from January 2017 through December 2024. Initial grant cycles primarily focus on completing Transfer Pathways and academic Major Articulations; this work is now functionally complete. Notably, the model developed through the New Hampshire Humanities Collaborative enabled CCSNH and the University System of New Hampshire (USNH) to quickly and comprehensively respond to a 2023 bill from the NH Legislature ([HB 1530](#)), which mandated clear transfer pathways between the two college systems.

Another excellent example of scholarly work is the work of the Professor of Chemistry and Environmental Science who engaged in [multiple research studies](#) with students in partnerships with area organizations. This professor along with a Ph.D. in Environmental Toxicology and staff at the Department of Environmental Services' (NHDES) Environmental Health Program, [studied](#) how [contaminants](#), specifically per-and polyfluoroalkyl substances (PFAs), affect vegetable cultivation in New Hampshire. NHTI's natural sciences faculty also collaborated with a Plymouth State University's environmental sciences professor to study soil temperature and moisture in a climate-mitigation project, in which NHTI students set up an array of 235 mirrors on glass rods and buried sensor lines at the campus's Sycamore Community Garden.

The [CCSNH IRB Policy and Procedure Manual](#) outlines the policies, procedures, and ethical guidelines for research involving human subjects within CCSNH. The manual is guided by the Belmont Report's ethical principles of respect for persons, beneficence, and justice. It details the membership, responsibilities, and review of categories of the IRB, ensuring that all human subject research adheres to ethical standards and regulatory requirements. Each campus has an IRB contact person. Under the current, revised shared governance structure at NHTI, adopted in 2022, the above IRB procedures replaced the previous structure, which had housed IRB responsibilities

under the Institutional Research, Effectiveness, and Sustainability (IRES) shared governance committee.

At NHTI, faculty can apply for [professional development](#) funding using an accessible form. Tuition reimbursement is available through a specific [professional development policy](#) and application process. The NHTI library actively supports professional development through research, scholarly engagement, and academic success through its physical and virtual collections, as well as program-specific library research guides. The College regularly documents professional development support through a professional development team chaired by NHTI's Human Resources Director. The team reports annually on fund utilization. For the 2024-2025 academic year, a total of 27 submissions were received, with 24 approvals and 3 denials. Of these submissions, 20 were for conference and seminar requests, and 5 for tuition reimbursement. The total budget for professional development and tuition reimbursement for the 2024-2025 academic year was \$25,000. Faculty and staff requested a total of \$27,959 with \$22,900 approved.

The College's allocation of professional development funds is augmented by department budgets, no-cost webinars and meetings, and grant funds, such as the annual Perkins grant that supports career technical education. Department chairs often integrate workshops and materials into departmental Canvas sites and monthly departmental meetings, providing wider access to best practices and resources to both full-time and adjunct faculty, and fostering updates and experimentation within the discipline.

CCSNH professional development and training opportunities include the annual [CCSNH Symposium](#) held each May and hosted by one of the colleges. The symposium features presentations and workshops by faculty and staff from NHTI, the other colleges, the system office, and occasionally outside experts to explore new approaches to teaching and learning, best practices, and emerging trends in higher education. The symposium provides valuable opportunities for members of the CCSNH educational community to share ideas and connect with colleagues across the system. No classes are held on this day, and the event is open to all CCSNH employees. Symposium themes have included pandemic-era learning solutions, educational technologies, student success, and building community in the digital classroom.

Likewise, the annual [Winter Convening](#), held virtually, offers faculty, staff, and administrators an opportunity to lead and/or engage in systemwide professional development. Themes for the Winter Convening have included prior learning assessment programs, dual enrollment, and student success.

CCSNH provides additional training annually to faculty and staff through the online Memic training platform. Training includes, but is not limited to, Title IX, cyber security, and campus safety.

Most adjunct faculty are actively working in their fields, which brings a high level of excellence to the classroom and also enables full-time faculty to remain connected with developments in their areas of expertise.

The NHTI 2025 CBA Workload Document Template defines workload assignments for full-time faculty, encompassing both instructional and non-instructional duties. Full-time faculty are responsible for 15 to 18 teaching contact hours per semester (30-36 per year), with the balance of their full-time workload consisting of academic duties, such as curriculum development, and administrative duties, such as service on shared governance committees, or, indeed, the creation of this self-study report.

After the department chairs propose and the VPAWE confirms the assignment of a normal teaching load for each full-time faculty member, faculty may teach additional contact hours through Faculty Assigned Overload (FAO) and Faculty Elected Overload (FEO). FAO occurs when the VPAWE assigns contact hours above 15-18 in a semester to meet the needs of students. FEO occurs when there are

more courses scheduled than can be covered by the normal teaching load and assigned overload of faculty; the faculty member requests a teaching overload, and the VPAWE approves the elected overload. In the current CBA, full-time faculty successfully negotiated the removal of limits to contact hours for FEO. Now, instead, the VPAWE works closely with department chairs to determine appropriate workloads that promote student and faculty success. The CBA stipulates the pay rate and pay schedule for FAO and FEO. In assigning workloads, the VPAWE strives to ensure equity, to appropriately balance instructional and non-instructional duties, and meet the scheduling needs of the college.

The [CCSNH Human Resource policies \(section 318.2\)](#) limit adjunct faculty to no more than 25 hours per semester across all CCSNH campuses, providing a clear formula for calculating adjunct faculty workload. These policies foster equity and ensure faculty have adequate time to provide effective instruction and student support, and contribute to institutional work and professional development, in line with the NHTI mission of cultivating potential in every learner. Teaching loads are assigned first to full-time faculty as part of the conditions of their employment at NHTI. When the number of classes exceeds the total workload of full-time faculty, department chairs and the VPAWE assign classes to adjunct instructors. In some disciplines, like history, adjunct faculty teach all the classes with support from department chairs, program coordinators, and the VPAWE and Associate Vice President of Academic Affairs. To ensure all scheduled classes are covered by an instructor, occasionally an adjunct instructor can be assigned a temporary teaching load that exceeds the limits in policy 318.2. Starting in the 2024-25 academic year, the VPAWE directed department chairs to recruit more adjunct faculty to reduce the need for overloads assigned to full-time and adjunct faculty.

Faculty responsibilities are detailed in the CCSNH policy, each instructor's standard job description (SJD), and additional policies as developed and published by the VPAWE. These materials are published on the CCSNH and NHTI websites, shared online repositories, including SharePoint and Canvas, and in documents such as contracts, workload letters, and the Academic Affairs notices that appear in college syllabi. CCSNH and NHTI policies include "Academic Freedom & Professional Responsibility" (["Collective Bargaining Agreement for the Full-time Faculty Bargaining Unit," Article VI](#)). Additionally, all NHTI employees are expected to advance the College's mission to "Cultivate potential in every learner" through our stated values of "We love who we are and who we serve" and "We are responsible for ourselves, our college, and our community." NHTI's Educated Person Statement of Philosophy is a reflection of the faculty's commitment to the college's mission and values.

NHTI requires all faculty to use the Canvas learning management system to deliver instruction in online classes and support instruction in on-campus classes. NHTI provides comprehensive training and support for technical and effective use of Canvas. All new full-time and adjunct faculty receive an invitation to participate in the [Canvas 101 course](#) created within Canvas. Department chairs actively train their faculty, providing resources for on campus, online, and hybrid teaching, including sample course content and desk copies of textbooks. The CCSNH Academic Technology Team offers Canvas training webinars in the weeks preceding each semester, open to all CCSNH employees, including full-time and adjunct faculty. All faculty teaching online receive an [informational email](#) the week preceding the semester covering attendance monitoring in online courses, important term dates, a document describing [Regular and Substantive Interaction](#), and other relevant information. The College maintains an extensive collection of online [resources and tutorials](#), including step-by-step guides, video tutorials, and best practices for effective Canvas use.

Beginning in 2023, cross-campus systems in multiple disciplines instituted meetings to establish course equivalencies across colleges as part of a Course Access Project (CAP). These faculty groups provided essential support and subject matter expertise, fostering collaboration across campuses. The work resulted in shared courses, such as ANTH 101: Introduction to Anthropology,

among campuses, aligning with the identified need of greater “systemness.” A newly appointed CCSNH Faculty Fellow has been tasked with significantly scaling the alignment of curricula, primarily courses rather than programs, across the 7 colleges.

The CCSNH ONE Project (ONE-NHCC, the Online Network for Education in New Hampshire’s Community Colleges) began in the spring of 2024 with the goal of enhancing student access, teaching and learning quality, and operational efficiency in online courses and programs. Starting in spring 2026, a common Canvas template is being rolled out across all asynchronous online CCSNH classes. In standardizing the template, CCSNH seeks to divert students’ cognitive load from learning how to navigate each online class uniquely to attention to course learning outcomes. The ONE project is led by 2 CCSNH president co-chairs, including NHTI’s President Tompkins, and an executive committee that includes the CCSNH director of information technology, the CCSNH director of academic technologies, the NHTI director of online learning, and a vice president of academic affairs from one of the colleges. Additionally, the ONE Project is supported by a steering committee of nearly 20 faculty, staff, and administrators representing each of the 7 colleges and the CCSNH office. Initial implementation of the project began with a summer 2025 pilot with Math 106 Statistics offered across 2 colleges. For academic year 2026-27, the ONE project will create the first comprehensive schedule of online courses across the 7 colleges.

Collectively, professional development support, training opportunities, and unique teaching and learning opportunities buttress faculty commitment to currency in their field and in teaching pedagogy. A range of full-time and adjunct faculty provide students with both the breadth and depth of perspectives that will serve them and their employers well.

The [Full-time Faculty Performance Evaluation Form](#), designed by CCSNH, assesses the job performance of full-time faculty at NHTI. This comprehensive evaluation process reviews performance standards, goals from the previous year, job descriptions, student course evaluations, and classroom observations. Performance criteria encompass the effectiveness of teaching and learning, institutional service, community and professional development activities, and professional conduct. The evaluation process promotes continuous improvement and professional development through a structured and comprehensive assessment. [The full-time faculty CBA](#) outlines the timeline and processes for evaluation. These evaluations are conducted in partnership between department chairs and the VPAWE and provide opportunities for faculty, department chairs, and VPAWE to discuss program and professional development goals.

NHTI department chairs also evaluate all of their adjunct faculty on a regular schedule. Department chairs are instructed to complete evaluations at the end of each spring semester using a standardized process and form for [Adjunct Faculty Evaluations](#). NHTI continues to use one evaluation form for adjunct faculty. However, a new process has been drafted in order to create different forms for evaluating adjuncts teaching in-person and adjuncts teaching online due to the different needs of these modalities. The current evaluation form uses best practices to enhance the quality of teaching and learning at NHTI and promote institutional and instructional effectiveness. The department chair first asks the adjunct to review their student evaluations for the preceding academic year. Those evaluations are gathered for every NHTI course section using the IOTA platform. They are visible to the faculty’s immediate supervisor, too. The adjunct is asked to complete a self-reflection, and the department chair completes the supervisor’s evaluation and shares and discusses the form with the adjunct faculty member. Copies are retained in both the academic department and in the office of Academic & Workforce Education.

NHTI’s promotion process for full-time faculty is detailed in the [CCSNH full-time faculty CBA, Article XI](#), ensuring promotions are based on merit, contributions to the institution, and professional development. Faculty candidates meet minimum educational and experiential qualifications and demonstrate (1) teaching effectiveness, (2) academic contributions, (3) service to students, (4) service to the College and the community, and (5) engagement with professional development.

Candidates submit a comprehensive portfolio, including documentation on teaching effectiveness, professional activities and letters of recommendation. Each year, NHTI assembles a Faculty Promotion Review Team of faculty designated as “Master Teacher Fellows” based on longevity of service and quality of performance. Master Teacher Fellows receive additional compensation to manage the promotion process and to make promotion recommendations to the VPAWE.

In the [full-time faculty CBA](#), CCSNH/NHTI stipulates the criteria for promotion and the relative weights of each criterion and employs a 4-point evaluation scale like the scale used to determine student grade point averages.

Similarly, adjunct faculty are promoted based on years of service and evaluated performance. At the time of hiring, adjunct faculty are “levelled” at one of three ranks: instructor, lecturer, and senior lecturer. Adjunct faculty are eligible for promotion from instructor to lecturer and from lecturer to senior lecturer, by accumulating for each level 6 semesters of teaching service and demonstrating successful performance.

NHTI continually evaluates the sufficiency of the number and composition of full-time faculty to deliver academic programs and the broader mission of the College. For example, the Curriculum Portfolio Review was a faculty-led process to evaluate every one of NHTI’s degrees and certificates for relevance, rigor, and sustainability. The initial CPR was conducted in 2024-25, will be revisited in 2026, and will then be on a cycle where each program is reviewed at least every 3 years. The VPAWE led a significant restructuring of academic leadership through the Program Realignment process in spring 2025. This effort was needed because although the composition of NHTI programs and the full-time faculty corps had changed significantly since the COVID pandemic, the department chair and program coordinator structure had not been comprehensively evaluated and updated. The purpose and outcomes of the process were to ensure the academic leadership structure of department chairs and program coordinators reflects current conditions and needs. As a result, significant realignments were made, including bringing the Math, Information Technology, and Engineering Technology programs into a single department. Again, the department chairs and program coordinators are members of the Academic Leadership Council which advises the VPAWE and ensures the quality of teaching and learning.

The sufficiency of instructors and academic support staff is also evaluated through specialized program accreditation reviews, such as the reaccreditation of the Education program in 2025-26 and the Nursing program in 2024-25. Additionally, sufficiency is assessed when faculty positions become vacant and when constructing the college’s budget. When a full-time faculty position or academic staff position opens due to resignation or retirement, the VPAWE makes a recommendation to the President’s Cabinet about whether to fill it. Considerations include the requirements of the program/teaching discipline, number of students in the program/discipline, accreditation requirements, availability of adjunct faculty, and budget. And, each year as the College prepares its budget, every employee line, including full-time faculty and academic support staff, is evaluated to ensure the position continues to align with the College’s mission, values, vision, and resources. Filling open adjunct positions is at the discretion of the VPAWE, i.e. does not require Cabinet review and approval, since adjunct instructors are employed to teach individual classes rather than as instructors with full-time instructional and non-instructional duties.

NHTI believes in 2 truths about the mix of adjunct and full-time faculty. First, adjunct faculty enable NHTI to meet the scheduling requirements of students for day, evening, weekend, and online classes and provide inimitable talent, skills, and experience that enriches NHTI’s academic environment. Second, NHTI seeks to prioritize the retention and hiring of full-time faculty because full-time faculty serve the College and students more comprehensively than adjunct faculty. For example, full-time faculty have unique responsibilities to serve on shared governance committees and to contribute to this reaccreditation report.

In recent years, NHTI has moved from a model where faculty provided most advising to a blended faculty-professional advising system. Cohort programs, like nursing, that are highly regimented in the program of study and have specialized requirements like clinical rotations are primarily advised by the program coordinators and full-time faculty in those departments because they have nearly daily contact with each student and are best placed to guide them through the cohort on the set program pathway. Less rigidly structured programs, such as college transfer programs, where students have multiple course options and full- and part-time students move at different paces, are supported primarily by professional advisors housed in the Advising Center in the NHTI Learning Commons and available for appointments or drop-ins. Students are assigned to an academic advisor upon admission and according to the student's area of study. Advisors meet with students in-person, through web conferences, or by telephone to review career and personal goals, assess academic progress, and assist with registration. Advisors also help students navigate college resources, student clubs, athletics, work-study programs, and student activities. The advising team proactively engages with students at key touchpoints throughout their program and in response to key indicators of student persistence such as mid-semester grades and alerts for academic and non-academic needs that faculty submit through the Navigate system. Advisors also work with students when they drop a class, need a schedule adjustment, need to file a financial aid appeal, want to discuss career exploration, wish to change their major, apply for graduation, navigate a concern with a course, and prepare for transfer to another college.

Professional advisors receive regular training and program updates from the full-time faculty, primarily the program coordinators. NHTI's Shared Governance Model (Standard Three), especially the Academic Standing Committee (and associated teams) and the Curriculum Committee, ensures faculty are positioned in the most critical roles for stewardship of programs and courses.

Multiple communication streams between faculty and advisors foster student success. Faculty can submit alerts to inform advisors when specific students might be experiencing academic and personal difficulties. Leroy the Lynx chatbot and the Care Action Team (Standard Five) contact students via text messaging multiple times a semester to check in on their academic and personal well-being. Working in collaboration with full-time and adjunct faculty, based on the student's response, advisors and counselors link students to various support services such as Accessibility Services or the Academic Center for Excellence. Advisors also reach out to students who are considered at risk or high priority, which is how the College refers to these students. Advisors engage in targeted outreach to various student groups, including athletes, transfer students, students requiring accessibility services, English as Second Language students, and international students. Advising team members leverage EAB Navigate to message students via email or text in response to student questions, texts, emails, drop reports, Leroy the Lynx responses, mid-term grade reports, and final grade reports. The strong collaboration between advisors, faculty, and students creates seamless support for students from acceptance through completion.

## **Appraisal**

### **Faculty and Academic Staff**

NHTI has robust recruitment, hiring, onboarding, and evaluation processes for full-time and adjunct faculty, supported by CCSNH and NHTI policies and the full-time and adjunct CBAs. Even so, NHTI engages in a process of continuous improvement by reviewing and revising these processes and providing training to supervisors and members of hiring committees.

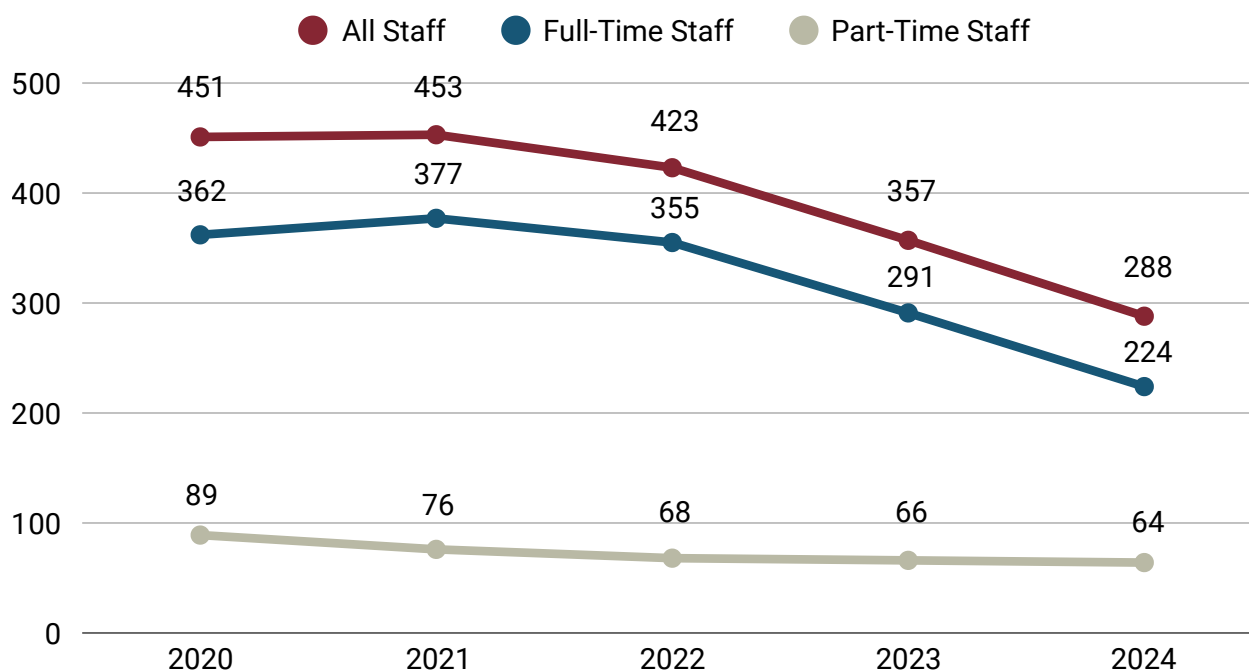
The categories of employment in academic areas—full-time faculty, adjunct faculty, Early College instructors, lab assistants, and administrative assistants—have served the college well, with the addition of supervisory duties assigned to full-time faculty who are department chairs and full-time and adjunct faculty who serve as program coordinators.

The successful recruitment of faculty is uneven, with multiple, highly qualified applicants for some positions, typically general education courses, and few or even no qualified applicants for high demand fields like nursing. Faculty salaries, particularly in health care, information technology, and engineering technology fields can be significantly less than what can be earned in the private sector, and nationally. Since 2019, salaries for higher education faculty have lagged the pace of inflation<sup>1</sup>. NHTI addresses this through extensive outreach efforts, such as recruiting from industry partners and professional and personal networks, through the attractiveness of our educational service mission, and through the quality of our workplace, including attractive fringe benefits, paid holidays and leave time, and for most full-time faculty, full-time pay for 10-months of work. As is common in community colleges, adjunct salaries are low and are not intended to comprise a family’s sole source of income but instead provide financial recognition and appreciation for industry professionals who generously share their expertise in our classrooms.

NHTI has experienced an overall decline in both faculty and academic staff positions over the last 5 years (**Table 6.1** and **Table 6.2**).

The decline in full-time faculty has been greater than the decline in enrollment (Standards 2 & 7). This is because as enrollment declines, economies of scale get tighter so that fewer students support overhead costs such as utilities and maintenance. Additionally, enrollment declines have been greater in college transfer programs, where the faculty-to-student ratio is higher than for many career technical programs like Radiologic Technology. Additionally, through the Curriculum Portfolio Review process, in addition to eliminating low-enrollment programs or programs no longer aligned with industry needs, the process is creating new programs in healthcare, including a Limited Xray

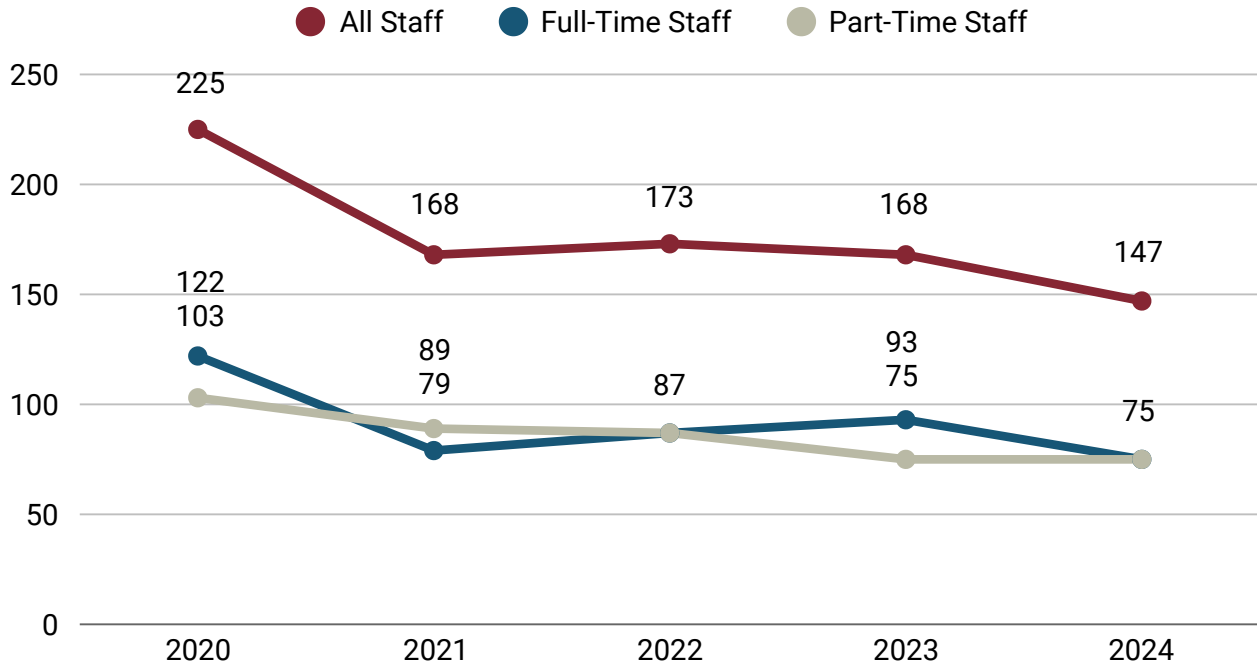
**Table 6.1: Trends in Instructional Staff**



<sup>1</sup> “Eight charts that tell you everything about faculty pay” (2025). NEA Today. Retrieved Dec. 16, 2025. <https://www.nea.org/nea-today/all-news-articles/eight-charts-tell-you-everything-about-faculty-pay>.

Machine Operator program, where accreditor standards require low faculty-student ratios. In short, the College’s faculty budget doesn’t stretch as far in CTE programs as it does in general education.

**Table 6.2: Trends in Non-Instructional Staff**



The data also reflects the major disruption in enrollment that the institution experienced during the pandemic, which forced the institution to reassess departmental structures and staffing across the College, with non-instructional staff positions being impacted the most. As noted, the CPR process addressed needed changes to program mix and credentials offered, while the Program realignment process restructured the Academic Leadership Council of department chairs and program coordinators to better align with the current mix of programs and level of student enrollment.

Because NHTI relies on tuition for about half of its budget and a state allocation based in-part on enrollment, the enrollment decline in recent years directly affects the College’s resources to employ full-time faculty. These enrollment declines have had a significant negative impact on almost all we do at the college, from staffing, to programming, to support services. These disruptions were exacerbated by frequent turnover at the president and vice president levels since just before the pandemic.

At the same time, however, large enrollment changes led the college to its massive CPR and Program Realignment projects, which have resulted in the more relevant, innovative and responsive mix of current programs and a more streamlined organization.

During the self-study process, the office of Academic & Workforce Education discovered that a new process for onboarding faculty needs to be created to ensure a consistent and uniform process for onboarding. Currently, program specific onboarding occurs on a department-by-department basis with little consistency. Because of this, Academic & Workforce Education decided that a more consistent process across all departments is necessary.

## Teaching and Learning

NHTI is proud of the performance of our faculty, students, and graduates. Our faculty are leaders in their fields, committed to NHTI's mission to "cultivate potential in every learner," and engage in the scholarly work and professional development to remain current in their subject matter and teaching methods. At graduation, students and their families seek out their faculty mentors to take pictures together. They send thank you emails, and through our program advisory committees, employers consistently extol the preparation of our graduates for the world of work.

CCSNH also supports faculty in adopting Open Educational Resources (OERs) by offering professional development opportunities and facilitating system-wide work by faculty and librarians. This cohort of educators forms the Open CCSNH Group, promoting OER adoption among their respective campuses. Open CCSNH's work has resulted in a grant opportunity for faculty committed to adopting OERs, reevaluation of low-cost course material thresholds that better correspond to inflation rates, and more uniform cataloging and course marking attributes, providing student greater clarity in course selection. Students can now differentiate between no- and low-cost courses in their course search.

NHTI's Faculty Council, of which all full-time faculty are considered members, is an essential component of NHTI's Shared Governance Model and an important review and advisory body for the VPAWE and President. Faculty Council meets throughout the academic year to review submitted proposals, develop additional proposals, and discuss topics of interest and merit to the faculty and the college. The President meets throughout the year with the Faculty Council president and holds forums at Faculty Council whether invited by the Council or requested by the President.

At the CCSNH level, the Chancellor's Faculty Advisory Council (CFAAC) is a vital communication and advisory committee, representing the views and recommendations of faculty around the system. Two faculty representatives from each CCSNH college serve on CFAAC, acting as a direct conduit for information and discussion between the Chancellor's office and faculty at their respective campuses. Each faculty representative serves a 2-year term, with staggered membership ensuring 1 new faculty member from each campus joins annually. To be eligible, faculty must have a minimum of 2 years' experience as a full-time faculty member at their college. NHTI representatives are nominated and voted on by faculty at a regularly scheduled Faculty Council meeting. CFAAC's role has become increasingly important as CCSNH seeks to advance quality and efficiency through greater systemness. For example, when the ONE online project sought to standardize the Canvas template (navigation menu) across all online courses, the template recommended by the ONE Steering Committee was reviewed by CFAAC, which then provided suggestions that enhanced the template and provided an implicit endorsement of the value of adopting the template.

NHTI continues to demonstrate sustained and strategic commitment to academic excellence through its robust instructional framework and faculty support systems. The College recruits, retains, and employs a strong mix of full-time and adjunct faculty members, along with a capable team of staff members. Faculty and adjuncts meet the qualifications established by CCSNH for both general education and technical disciplines. This ensures instructional integrity and subject-matter expertise across all academic offerings. The needs of each department and the workload capability of each instructor vary, and the VPAWE works with department chairs to ensure instruction is delivered in an academically responsible manner.

Faculty workload is clearly defined, with full-time instructors assigned 15–18 contact hours per semester. The institution distinguishes between Faculty Elected Overload (FEO) and Faculty Assigned Overload (FAO), promoting transparency and workload balance. A structured performance evaluation process incorporating student feedback, classroom observations, and faculty self-

reflection, supports continuous instructional improvement and professional accountability.

Promotion pathways for both full-time and adjunct faculty are merit-based and clearly articulated, recognizing excellence in teaching, contributions to institutional initiatives, and professional engagement. NHTI further invests in faculty development through dedicated funding, including a \$25,000 allocation for the 2024–2025 academic year, as well as tuition reimbursement and support for conference participation.

New and continuing faculty benefit from comprehensive onboarding and training in the Canvas learning management system. Resources such as Canvas 101 and departmental mentoring ensure instructional readiness and consistency. System-wide initiatives, including the [Course Access Project \(CAP\)](#) and [ONE-NHCC](#), foster curricular alignment and collaborative learning across CCSNH institutions.

To meet the evolving needs of its student population, NHTI continues to deliver instruction through multiple modalities, including in-person, online, hybrid, and accelerated formats. NHTI's academic programs are complemented by the Learning Commons—a centralized resource hub that integrates library services, academic advising, tutoring, and counseling—providing comprehensive and continuous student-centered support.

Of course, artificial intelligence is having a rapid and systemic impact on teaching and learning. In a positive development, faculty and students are using AI to become more efficient, more creative, and more impactful. Less positively, the incidence of academic dishonesty stemming from AI is both growing and impossible to fully assess because even a moderately skilled AI user can use AI to create products that are nearly indistinguishable from human generated content. In CCSNH, NHTI is a leader in addressing these issues through the creation of an informal network of faculty and staff interested in, and actively working with AI, which influenced CCSNH to create a systemwide AI affinity group that meets regularly during the academic year.

NHTI actively promotes scholarship and research engagement. Faculty and students participate in grant-funded initiatives, such as the Mellon Foundation's CCUP grant, and collaborate with state agencies and universities on environmental research. Events such as the CCSNH Symposium and Winter Convening provide platforms for scholarly exchange and professional development.

The College also supports the adoption and creation of Open Educational Resources (OER), enhancing affordability and access of course materials for students. Faculty have been eligible for system-wide stipends during the 2024–2025 and 2025–2026 academic years, incentivizing the integration of OER into their courses.

NHTI benefits from an active Shared Governance structure that enjoys the privilege of diverse representation of college stakeholders. The Chancellor's Faculty Academic Advisory Council (CFAAC) ensures faculty representation in academic decision-making. The Governance and Organizational Assessment Team (GOAT) conducts annual evaluations of shared governance structures, including the Institutional Review Board (IRB). Monthly meetings of Faculty and Staff Councils, along with the faculty-led Curriculum Committee, provide ongoing feedback and oversight of academic programs and initiatives.

Through these integrated supports, structures, and initiatives, NHTI exemplifies a comprehensive and forward-looking approach to teaching, learning, and scholarship that is anchored in quality, collaboration, and continuous improvement.

## Projections

- By spring 2026, the VPAWE, collaborating with department chairs and program coordinators, will complete an assessment of the staffing needs of each program and make recommendations to the Cabinet.
- By spring 2026, the Professional Development Team will develop recommendations to Cabinet for increasing NHTI professional development opportunities to strengthen employees' ability to grow in their positions and better serve the students of NHTI.
- By spring 2027, Academic & Workforce Education will establish a new onboarding process for both adjunct and full-time faculty. Through the creation of mentoring programs, onboarding sessions, or interactive online modules, the new process will foster a deeper understanding of the College's strategic vision and instructional standards and create a more cohesive and responsive teaching and learning community.
- In fall 2026, NHTI will identify a team of faculty and staff to work in coordination with CCSNH to establish comprehensive guidelines for the ethical and effective use of Artificial Intelligence within the College. These guidelines will help faculty, staff, and students navigate AI tools responsibly, enhancing learning while safeguarding ethical standards and academic integrity.

## Standard Seven: Institutional Resources

NHTI takes a strategic and deliberate approach to financial strategy, management and controls to provide the resources necessary to support its mission. Unlike some of the other CCSNH colleges, NHTI has submitted a balanced budget every year under the leadership of the current administration and has ended the fiscal year in balance. These efforts over the last several years to submit a balanced budget to CCSNH have positioned the institution so that sufficient human, financial, information, physical, and technological resources support all areas of operational and educational responsibilities.

The College demonstrates a commitment to institutional resources to support its mission to “cultivate potential in every learner.” Continual evaluation and oversight safeguard the sufficiency of resources to maintain and continuously improve the quality of educational programming and to ensure NHTI can support itself in the future. The institution operates ethically and effectively in the areas of risk management, regulatory compliance, internal controls, and contingency management. The school’s dedication to its mission, vision and values is evident in its robust and well-maintained information, physical and technological resources, coupled with ample support services. These resources are continually enhanced and effectively utilized for the purpose of supporting students throughout their college journey.

### Description

#### Human Resources

Under NHTI leadership, there is an emphasis on hiring, training, and supporting qualified personnel. Staffing needs are assessed in alignment with the College’s mission and vision during each annual budget cycle – through processes such as the Curriculum Portfolio Review and the Program Realignment of the department chair and program coordinator structure – and each time a position becomes vacant due to resignation or retirement.

The College Human Resources department works closely with the CCSNH Human Resources department to ensure that all policies and procedures are upheld. CCSNH operates according to the legally binding rules of [collective bargaining agreements](#) (CBAs). The CBAs are agreed to through a process that includes various representatives from CCSNH, college leadership, faculty and staff, and the unions. CBAs delineate clear rules and regulations for fair and equitable compensation and working conditions for all faculty and staff. The CBAs also provide standards for consistency and redress of grievances. The collective bargaining process for each bargaining unit typically aligns with New Hampshire’s biennial budget cycle. The most recent agreements for full-time faculty, adjunct faculty, and staff were reached in 2025. CBAs are published through various means, such as email, by both CCSNH, and the respective unions.

The Human Resources department clearly outlines its policies on the CCSNH website [System-Policies-300-Human-Resources](#), which include faculty and staff workloads, conflicts of interests, outside commitments, expectations for workplace conduct, Title IX expectations, and remote work policies. This policy was also added to the NHTI [faculty and staff portal](#) as an easily accessed portal for faculty. Policies and notices are also posted in employee break rooms and distributed through email.

NHTI uses the platform Clear Company to recruit for all open positions. Applicants in the portal are evaluated according to their education and experience. Qualified applicants are then certified and can be officially considered for the position.

[The policies and procedures](#) for performance evaluations are maintained by both the CCSNH office and NHTI Human Resources Department. These performance evaluations are conducted on a regular basis and involve the opportunity for both the employee and the supervisor to set goals, discuss performance criteria, and determine any necessary plans for improvement.

## Financial Resources

NHTI’s budget rests primarily on 2 pillars, each contributing approximately 50% to the overall budget: tuition and fee revenue, and the State of New Hampshire’s allocation. While the state government determines funding appropriations for its community colleges, NHTI realizes that this funding is limited in scope and presents community colleges with the challenge of maintaining sufficient financial resources to support its mission.

Most state appropriations are part of the state’s biennial budget and are contained in House Bill 1, which outlines expected revenue levels and allocates funds for state agencies, including CCSNH. In the 2012-2024 budget cycles, the New Hampshire Legislature sought to restrain tuition growth at community colleges through offsetting state allocations. In that period, CCSNH tuition grew by only \$5 a credit hour. However, in its planning for the 2025-2027 biennium, the state forecast a significant reduction in available revenue and did not further fund a tuition freeze for CCSNH; the CCSNH Board of trustees accordingly increased tuition by 7%. NHTI has raised fees paid by students and those renting our facilities in line with overall inflation. Supporting the mission to serve students and build pathways, the state allocates funds to support Early College programs that enable high school students to earn college credit.

The CCSNH system office is responsible for appropriating the funds to each CCSNH institution, including NHTI. **Table 7.1** shows the College general fund changes including the portion NHTI allocates to CCSNH shared services, (IT, personnel, marketing). Shared Services expenses were merged with the general fund and net fund into one allocation for FY26. To supplement the state funding, each college collects tuition and fees as the primary source of revenue. In addition, to other operating revenue, the College also receives an estimated \$284,000 each fiscal year from the Carl D. Perkins grant.

**Table 7.1: CCSNH General Fund Allocation Trends**

Operating Budget	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
State General Fund	\$10,999,329	\$11,131,863	\$12,106,116	\$9,669,208	\$9,557,716
Previous Year Change	(\$461,133)	\$132,534	\$974,253	(\$2,436,908)	(\$111,492)
CCSNH Shared Services	\$2,628,003	\$2,347,214.04	\$3,072,566.96	\$93,333	-
	(\$453,846.96)	(\$280,788.96)	\$725,352.92	(\$2,979,233.96)	(\$93,333)
Net Result	(\$7,286.04)	\$413,322.96	\$248,900.08	\$542,325.96	(\$18,159)

Like our sister institutions in New Hampshire, NHTI has experienced a significant enrollment challenge since the pandemic (see Standards Two and Five for enrollment analysis). NHTI's financial dashboards and enrollment dashboards reflect the current challenges. Given these challenges, the College has made strategic efforts to increase our financial resources, such as partnering with Delta Dental for equipment donations and program support, generating scholarships and expendable funds through the Foundation for New Hampshire's Community Colleges, and using grants, such as the annual Perkins grant. We also increased our revenue over the last 10 years through new programming in workforce development, housing the New Hampshire Mountain Kings hockey academy in an unused residence hall, long-term leasing of space for the main office of the University System of New Hampshire, and leasing our on-campus Mary Stuart Gile Early Learning Center to the Boys and Girls and Club of Central and Northern New Hampshire.

Given the challenge with financial resources, NHTI leadership has been able to stabilize the budget and submit a balanced budget to CCSNH. To achieve and maintain stable budgets, in addition to revenue generation noted above, NHTI has worked diligently to constrain costs through several layoffs of staff and faculty positions, not filling some positions opened due to resignations and retirements, and careful stewardship of expenditures.

Despite financial constraints, the NHTI community is a dedicated, devoted, and mission-driven community which understands that the school operates with limited financial resources – and that NHTI's focus on students, academic rigor, and our broader community allows the institution to thrive and grow. Most importantly, the quality of our educational programs has remained strong as evidenced by student learning outcomes assessments, licensure and job placement rates of 90-100% in all healthcare programs, and several recent program reaccreditations, such as the recommendation by a visiting team for the renewal of our Education program accreditation for 6 years without conditions.

Even as the College reduced personnel and expenditures through the Curriculum Portfolio Review process to eliminate underperforming programs, the College has created new programs, such as the Paramedic-RN bridge program and Healthcare Management (target start date: fall 2026), and created new seats in competitive admissions programs like Dental Hygiene. Additionally, since 2024, the College has increased its deferred maintenance budget from \$0 to \$600,000, resulting in overdue improvements such as repairing long-running roof leaks in the Learning Commons and renovating the Academic Center for Excellence. The college has always budgeted for maintenance, but not to the recent degree until the Board of Trustees mandated that each college use a portion of its operating budget toward deferred maintenance. This allows the colleges to replace vital, outdated equipment and perform other maintenance projects without asking for emergency board approval, which helps the colleges save for the future by reducing requests for critical maintenance dollars approved by the State of New Hampshire.

NHTI takes a conservative approach to budgeting, using multiple data points to forecast revenue and expenses, biweekly budget updates and analyses in Cabinet meetings, and monthly budget reports presented at Town Hall meetings. Additionally, CCSNH's finance office actively monitors and audits NHTI revenues, payroll, and accounts payable for integrity and sustainability.

The CCSNH Controller, with authority delegated from the CCSNH Board of Trustees, holds primary responsibility for cash management and investment, including all funds other than those held in endowment by the affiliated Community Colleges of New Hampshire Foundation, which have established guidelines for investments. Fundraising efforts follow CCSNH policies and align with our plans to support or improve programs, support students, purchase equipment, and support staffing. These investments are subject to periodic review and modification by the CCSNH Investment Committee on [CCSNH Policy 400-System Finance, dated September 15, 2020](#).

Under RSA 188-F, tuition is set by the CCSNH Board of Trustees, which is granted autonomy in the management and control of all the property and business of the system.

Institutional and student fees are determined by the individual college and used to support program needs and operations. The 2020-2025 5-year financial plan affords a projection of the future financial health and stability of the College. BerryDunn is our consulting and accounting firm that conducts our [audits](#) and provides insight into fiscal accountability.

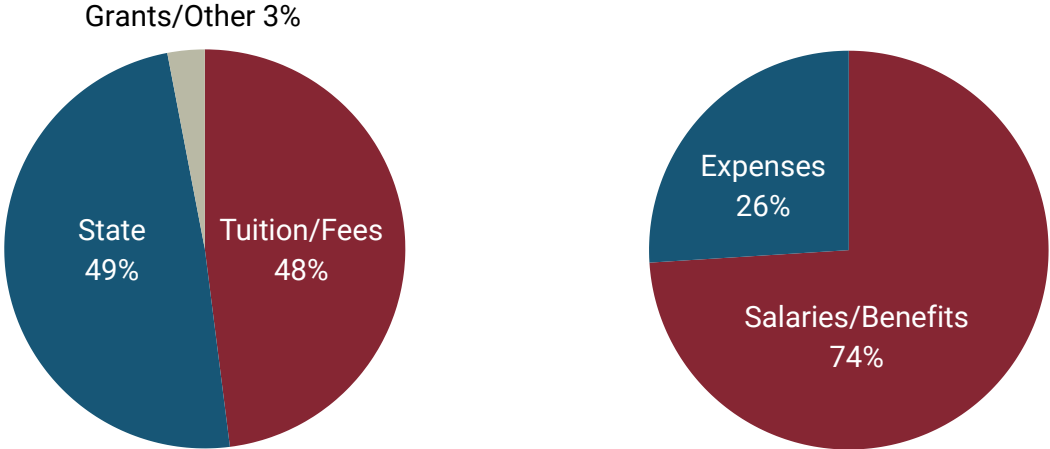
The institution engages in realistic [multi-year financial planning](#) as evidenced by the CCSNH requirement to submit a 2-year budget. The first year of this budget is formally approved by the Board of Trustees, while the second year serves as a foundational component for financial modeling and planning to ensure long-term sustainability. Budget development begins with all colleges using a set of shared assumptions related to increases in salaries/benefits and realistic enrollment projections, program evaluations, resource and facilities maintenance, and projected general fund allocation. As noted, NHTI also benefits from other revenue sources including grants, donations, rents, leases, and commissions, and room and board. New revenue streams or significant investments must align with the College’s mission, vision, and strategic and facilities plans.

The institution regularly reviews its administrative structure and financial operations for effectiveness. An updated [NHTI Organizational Chart](#) provides a clear depiction of the administrative structure.

The Business Affairs Officer (BAO) analyzes the operating budget and uses financial data from both the institution and CCSNH to create a realistic and balanced budget. NHTI provides full budget transparency when the BAO reports at all college meetings, town hall meetings, and publications, including in the monthly Lynx Lowdown employee newsletter. This openness fosters discussion and understanding around budget and fiscal decisions made at the College.

As evidenced by the revenue and expense charts below, NHTI relies primarily on tuition/fee revenue to supplement the state’s general fund appropriation. Similar to most community colleges, about 78% of the expense budget is absorbed by salaries and fringe benefits.

**Figure 7.2: NHTI Fiscal Year 2024 Revenue**    **Figure 7.3: NHTI Fiscal Year 2024 Expenses**



The BAO meets yearly with each academic department chair to set realistic budgets for the coming year, directly linking financial allocations to educational activities and program needs. The BAO also sends a monthly budget report to each department and engages managers in further discussions in an ongoing manner. Support for the College's academic, student, and operational purchasing is supported by internal accounts payable staff who report to the BAO and follow protocols to ensure proper oversight of the CCSNH purchasing policy. The [4.21b 5-year Financial Plan](#) and [3.10 Budget Report](#) consistently illustrates how financial resources are managed to maintain sustainability. College financial statements are created by the CCSNH Controller with support from each college's BAO, who submit regular income statements showing actuals to budget and future projections for revenue and expenses. Financial statements are submitted to the CCSNH Board of Trustees to review on a regular basis. Coordination by a subcommittee of the CCSNH Board of Trustees and our annual external financial audits by BerryDunn (Appendix) demonstrates the college's adherence to appropriate policies and procedures. The overarching financial policies of CCSNH are available [online](#).

NHTI offers a comprehensive financial aid program to assist students in funding their education. The Free Application for Federal Student Aid (FAFSA) must be submitted by students annually for eligibility determination for federal, state, and institutional aid. As per government requirements, students must be matriculated into a financial aid eligible program to qualify for most types of aid (see Standard Five).

Types of financial aid available include grants, scholarships, work study, Federal Direct Loans, Parent PLUS loans, and tuition waiver programs. Some examples of scholarships include the Student Senate Returning Student Award, and the Tom and Deb Walton Scholarship Fund. [Scholarships and their requirements](#) can be found on the NHTI website. [Tuition waiver programs](#) include programs for foster care youth, children of fallen soldiers, and first responders, to name a few. In 2024, the State of New Hampshire provided a Promise grant to offer free tuition for CCSNH students who enrolled in summer courses of up to 8 credits and were also enrolled for the fall 2024 semester. In addition, Early College programs offer pathways from high school to higher education. Persistence following the fall semester is tracked and monitored for retention rates.

When students are awarded financial aid, they are contacted through their student email. Students can see their award, financial aid status, and outstanding requirements in their Student Information System. [A scholarship fund report](#) is available to demonstrate the impact of philanthropic contributions on student support.

CCSNH centralized the role of financial aid for all CCSNH schools by appointing a systemwide financial aid director. The director manages federal, state, and institutional financial aid programs to ensure they are administered effectively and in compliance with laws and regulations. The director also liaises with financial aid staff at the colleges who advise students about available financial aid options, eligibility criteria, and the application process. Policies are regularly reviewed by the Director and other CCSNH and college administrators.

[The NHTI Student Financial Aid Handbook](#) provides detailed policies and procedures, demonstrating adherence to Title IV regulations as part of its participation in federal student aid programs. NHTI also partners with [Granite Edvance](#) a 501(c) (3) nonprofit organization which helps "New Hampshire families plan and pay for higher education." Granite Edvance provides workshops at NHTI and participates in open houses and other events at NHTI. NHTI offers Financial Aid Fridays, a dedicated day to support students with financial aid questions or concerns. These access opportunities are popular with students with dozens showing up at most events.

[NHTI's organizational chart](#) clearly depicts the BAO's reporting structure, indicating a direct

reporting line to the College President as the primary responsibility. A member of the President's Cabinet, which meets weekly, the BAO also works closely with the CCSNH office to oversee financial operations, including budget development, financial monitoring, contract management, and the alignment of revenue and expenses with NHTI and CCSNH goals.

The BAO constructs operating budgets based on CCSNH Board of Trustees' guidelines, and the Board's and the Chancellor's assumptions for revenues and expenses; budget development includes a 2-year financial plan, including contingency planning. The BAO is responsible for forecasting tuition, revenue streams, projected department expenses, and projected wage and benefit increases. The BAO reviews and finalizes all contracts with financial implications, such as the dining hall and bookstore, submitting contracts to the CCSNH office for further review, ensuring compliance and financial integrity. The BAO collaborates with key stakeholders including, but not limited to, Academic & Workforce Education, Student Success, Resident Life and Student Engagement, the NHTI College Advisory Board, and the CCSNH director of risk management to ensure the institution's ethical oversight of financial resources. Financial Aid operations and the CCSNH Foundation are overseen by CCSNH to coordinate aid awards in compliance with ethical and sound financial practices. The BAO regularly assesses NHTI's financial position and has the ability to reallocate resources as necessary to achieve NHTI's mission.

As part of CCSNH, NHTI has access to and adheres to comprehensive insurance and [risk management policies](#), including the Fleet Safety Policy. CCSNH publishes [board and system policies](#), which include policies for operational areas, and reports to internal and external constituency groups, the Chancellor, and the Board of Trustees. Financial information is reported externally to the executive branch of the state government, the New Hampshire, and Senate Finance Committee.

An internal auditor at CCSNH primarily focuses on internal controls such as segregation of duties and purchasing procedures. An external accounting firm, BerryDunn, performs independent external audits. Financials are audited according to Generally Accepted Accounting Principles (GAAP), General Accepted Auditing Standards (GAAS), and the Government Auditing Standards (GAS) as per the CCSNH Board [policy 461](#) and [policy 427.10](#) to ensure the independence and objectivity of the auditor. CCSNH audits financial statements and discloses financial information for each of the 7 colleges, including NHTI, to support the determination regarding sufficiency and stability of the school's financial resources. The audit and management letter is appropriately reviewed by the institution's administration and advisory board. The [Segregation of Financial Duties Policy](#) outlines strict separation of responsibilities to deter fraud, ensuring no single person can initiate, approve, record, reconcile, and modify reports for the same transaction.

Purchasing policies require 1 bid for purchases under \$10,000 and 3 bids for purchases of \$10,000 to 49,000, while purchases above \$50,000 require NHTI to engage in the CCSNH bid process. The Chancellor may delegate responsibility to college presidents to approve purchases up to \$100,000 with the Chancellor having authority up to \$500,000. Information Technology purchases of \$2,000 and above require System Office Chief Information Officer (CIO) approval. An exception can be made as CCSNH can issue a sole source letter for pieces of equipment that may only be produced by 1 manufacturer. All invoices are approved by the College BAO and/or CCSNH Chief Accounting Officer.

The College accurately represents itself and its capacities to prospective donors and accurately portrays the impact that their gifts can reasonably be expected to have. NHTI offers multiple gift giving opportunities. All [giving opportunities](#) are clearly articulated on the NHTI website and clearly articulate the policies under which gifts are solicited and received. NHTI partners with the system office in fundraising initiatives. [The Foundation for New Hampshire Community Colleges](#) provides

support for students, faculty, and programs across the system. Other NHTI giving opportunities include the NHTI Annual Fund to support students and faculty, the NHTI Scholarship Fund to provide need based financial assistance, and the NHTI Athletics Fund to support sports at the College.

Each of New Hampshire's community colleges goes through a Master Planning process that engages the entire campus community to evaluate and assess various areas of critical need that align with the College's mission and vision. The Master Planning process allows for long-term visionary thinking and resource sustainability for continued relevance to the community.

### **Information, Physical, and Technological Resources**

The IT department is employed through CCSNH, but staff are assigned to specific colleges to provide on-site and remote in-person assistance to faculty, staff, and students, as well as in-person classroom technology support. The IT offices are accessible daily from 8 a.m. to 5p.m., excluding weekends and holidays. The IT department installs, configures, maintains, and supports all classroom technology and equipment, including computers and computer labs, audio-video equipment, hybrid and online learning technologies, printing, computer hardware, operating systems, and software applications. Additionally, for students in need of loaner laptops, the College provides laptops that are appropriately designed for student use. Cloud-based virtual computers are also provided to students, offering various applications that can be accessed on campus or remotely from home or through personal devices. Significant investments in classroom technology ensure students and faculty have necessary resources. In FY25 during a time of budget surplus, the College spent over \$200,000 on IT, doubling the yearly expense budget to improve technology.

Additionally, the IT department supports technology needs for on-site events, both internal and external, which includes computer, network, and audio/video support, as well as NHTI Athletics event technology, such as the HUDL game and stat tracking camera systems.

The [Learning Commons Library](#) provides access to 9 desktop computers, 10 laptops, 12 tablets, 3 Bluetooth-enabled screens, headphones, and printing, scanning, and photocopying services. The Learning Commons Library fully supports online learning and virtual access by maintaining extensive digital information and research services. To facilitate student scholarship, the library director has created research guides for every program of study and a Canvas-based digital badging course on information literacy.

The institution demonstrates the effectiveness of its policies and procedures in ensuring the reliability of its technology systems, the integrity and security of data, and the privacy of individuals. The institution establishes and applies clear policies and procedures and monitors and responds to illegal or inappropriate uses of its technology systems and resources. It has [disaster and business continuity plans](#) and recovery policies and procedures that are regularly evaluated and updated. The IT department has adequate infrastructure and contingency plans to support students, faculty, and staff. There is a ticketing system available 24/7 to align with academic planning and student success. The student and employee handbooks include information about the proper use of technology, college issued devices and student personal devices. The College prioritizes electronic environments to allow better Wi-Fi access to study and research. Recently, a new Wi-Fi pole was constructed in the parking lot to enable people to access Wi-Fi from their cars. There are computer labs in every academic building as well as the Learning Commons Library.

The Learning Commons Library is the central hub of the campus and includes the Academic Center for Excellence, Academic Advising, Accessibility Services, student study areas, tutoring services and the bookstore. Grappone Hall is primarily used for nursing and education programs, and it features

lecture halls, study lounges, classrooms, labs, and faculty offices. MacRury Hall houses classrooms, labs, and studios, primarily for healthcare programs. Other campus buildings include places to gather and study, such as the Caccia Student Center. The residence halls include TV lounges, study lounges, kitchenettes, and laundry facilities.

NHTI facilities are continuously evaluated for conditions, safety, and security. The maintenance department at NHTI, responsible for the upkeep of campus buildings and grounds, conducts regular inspections to identify and address potential hazards, such as inoperable lighting or structural issues. An annual lighting and safety walk is held with campus safety, involving various campus stakeholders to assess and improve campus safety measures. Additionally, the department maintains emergency call boxes and elevator phones, ensuring they are functional and accessible for all. The Campus Safety staff of 9 full-time and 1 part-time officers provides 24/7/365 staffing to maintain a safe educational environment. NHTI also has AED devices and basic first aid kits throughout campus.

## Appraisal

### Human Resources

Human Resources policies align with systemwide policies across all 7 community colleges in New Hampshire. These policies and procedures are equitable and effective due to the level of system oversight, alignment, and regulations. Onboarding is critical to our hiring process along with timely performance evaluations and the overall accessibility of our Human Resources staff on campus and at the CCSNH office. Despite NHTI having 3 Human Resources directors in a little more than 3 years, our current director has been with NHTI since 2023, and we created a new full-time assistant role in the Human Resources office to enable us to provide comprehensive and excellent performance in all areas. This has allowed NHTI to restore processes that had languished and to create new processes, particularly related to recruitment, onboarding, and evaluation. Sometimes, simple changes can have a significant impact by reflecting the College's values. NHTI lacked clear processes for what we call "arrivals and departures" of employees. Now, however, we have clear processes for onboarding, such as setting up new employees with office technology. For departures, we have initiated a process for removing employees from IT systems and the directory on our website. In response to employee requests to be made aware when employees are hired and when they resign or retire, our monthly Lynx Lowdown internal newsletter now has a section titled "Arrivals and Departures" to provide updates on employee names, positions, and statuses.

### Financial Resources

Community colleges in New Hampshire are resourced almost equally between tuition and state funding, the latter of which varies according to the needs of the state and the priorities of the Governor. The allocation of state funding to NHTI depends in significant measure upon enrollment, or what CCSNH calls credit activity. The funding model is a blend of tuition and state funding, both of which are tied to enrollment, and presents challenges when credit activity declines even as inflation increases operating expenses and reduces our economies of scale. **Table 7.4** documents that our credit activity has declined significantly over the past 10 years, creating imbalances between projected revenues and expenses.

To address these challenges, the College had to make difficult decisions around program sustainability (Standard Two), hiring and/or filling for open positions, and other "right-sizing" measures. For example, changes in enrollment and expenses in fiscal year 2025 led the College to not fill certain positions, enact a handful of faculty and staff layoffs, and close our Health Services department. Services provided by that department, such as physical exams for athletes,

COVID vaccinations, minor health concerns such as the flu, and the processing of medical histories for students in health professions, were deemed non-essential and imbalanced between cost and benefit. In closing the health services department, we trained staff, especially Campus Safety and Residence Life staff, on community resources available to students, including a Concord Hospital urgent care center located on grounds adjacent to the campus. We also adjusted internal processes and purchased software for documenting health records for those required to submit them to live on campus, play sports, and/or participate in our healthcare education programs. While the change to processing those medical histories was disruptive and can still be improved, NHTI maintains compliance with the requirements for medical documentation. Our allied health, athletes, and resident hall students are documented through a new software platform and new department level processes. For FY 2026, the College was faced with another budget deficit, due to declining credit activity and increased expenses, particularly for deferred maintenance. This led the College to use data from the Curriculum Portfolio Review process (Standard Two) to enact layoffs and start the process of pausing some programs or consider moving them to workforce development. While the budget and personnel adjustment in FY25 and FY26 were challenging and dispiriting, we are proud to have squarely faced the challenges, to have restructured programs, operations, and personnel to better align and support our vision to offer “a comprehensive college experience” while sustaining the quality of our educational programs and supporting our institutional improvements now and in the future.

**Table 7.4: 10 Year Credit Activity (Excluding Early College Credits)**

<b>Fall 2015</b>	42,328.70
<b>Fall 2016</b>	40,381.65
<b>Fall 2017</b>	37,528.35
<b>Fall 2018</b>	35,103.40
<b>Fall 2019</b>	31,369.60
<b>Fall 2020</b>	27,258.40
<b>Fall 2021</b>	25,299.20
<b>Fall 2022</b>	23,868.05
<b>Fall 2023</b>	23,676.00
<b>Fall 2024</b>	22,732.90
<b>Fall 2025</b>	22,186.30

The layoffs and budget restrictions were not easy for the College and college leadership was sensitive to making sure the budget challenges were discussed frequently, openly, and freely during Town Hall Meetings, Academic Leadership Meetings, Student Success Meetings, and All College Meetings. Budget reports were presented and discussed at length with the college community, and feedback was encouraged as to how to solve our challenges without impacting our bottom line. A survey of faculty and staff to solicit ideas for ensuring balance between revenues and expenses demonstrated to the College the administration’s commitment to transparency and collaboration and yielded actionable insights. After the layoffs, Town Halls/ community forums were held to discuss the difficult emotions that come with letting people go.

NHTI’s overall financial position remains stable, showing moderate improvement in liquidity and reserves. Key challenges include ongoing enrollment softness, rising personnel costs, and pressures from deferred maintenance needs. To address these, the College continues to implement strong expense controls, diversify revenue, and achieve expense savings. Cash reserves remain well above the CCSNH Board of Trustees’ policy requirement of \$2MM.

The College’s [Multi-Year Financial Plan](#) expires in 2025 and will be updated to reflect a 3-year plan that aligns with the NHTI’s incoming 3-year strategic plan, for Academic Years 2026/27-2028/29. The budget plan was effective in communicating transparency and educating the College community about revenue sources, expense categories, and basic forecasting assumptions. Despite ongoing financial constraints, NHTI leadership has successfully stabilized operations and submitted balanced budgets to the System for the past 3 budget cycles.

**Table 7.5: NHTI Cash Reserves 5 Year Trend**

Cash Reserves	FY20	FY21	FY22	FY23	FY24
Operating Fund	3,006,080	5,178,427	6,433,022	3,684,879	4,626,496
Total College Reserves	3,772,167	5,803,411	7,819,568	4,777,137	5,432,809

On the data dashboards, tuition and fee revenue can be seen trending downward from 2020 to 2024 due to the decline in enrollment. New Hampshire continues to see a decline in New Hampshire's high school age population, one of the College's largest sources of new enrollment.

**Table 7.6** demonstrates NHTI's conservative approach to budget forecasting compared to actuals, coupled with academic program realignments in FY25 and a tuition increase of \$15 per credit for FY26.

**Table 7.6: Budgeted Credit Activity Predictions and Actuals**

	FY22	FY23	FY24	FY25	FY26
Budgeted Credits	66,121	58,413	54,686	55,442	56,980
Budgeted Revenue	12,331,479	11,657,785	10,691,044	10,813,343	11,687,519
Actual Credits	58,926	57,527	60,361	58,057	56,315
Actual Revenue	11,689,219	11,278,491	11,152,660	11,185,447	11,651,703

In FY22, CCSNH corrected for a State of New Hampshire error in our Other Post Employment Benefits (OPEB), which represents the unfunded portion of post-employment health insurance coverage for those employees who meet the requirements to receive this benefit when retired. The discovery of this error revealed that CCSNH's OPEB liability was \$25MM less than was originally calculated. It was determined that NHTI's portion for this coverage was \$9MM, resulting in an expense reduction. The OPEB liability is adjusted annually via an adjustment to the expense, which prompted the reduction.

College finances are continuously monitored by leadership at the College level and by CCSNH, with particular attention to state budget planning variables and New Hampshire's demographic and high school population challenges. While NHTI is fortunate to receive funding from the state, we strive to find alternate funding sources, including short-term classroom and athletic field rentals, medium term leasing of 1 of our dorm buildings, and long-term leasing of 1 of our buildings to the University System of New Hampshire.

NHTI continues to experience enrollment-driven revenue pressure, compounded by variability in state appropriations (**Table 7.7**). In FY25, the State General Fund is reported net of NHTI's assessed share of CCSNH shared services, resulting in a lower appropriation amount; correspondingly, FY25 operating expenses were also reduced, as shared services costs were no longer recorded as institutional expenses. This accounting treatment does not alter NHTI's underlying operating

capacity but highlights the institution’s reliance on tuition revenue and the importance of ongoing rightsizing, financial planning, and alignment of resources to support mission-critical operations and long-term sustainability.

**Table 7.7: NHTI State Funding and Tuition Revenue, FY22-25**

<b>NHTI Budget</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
State General Fund	10,999,329	11,131,863	12,106,116	9,669,208
Tuition & Fee Revenue	14,649,198	14,128,827	14,201,647	13,079,798
Total	26,249,668	24,384,700	25,364,731	22,749,006
State Allocation Percent of Total	41.9%	45.65%	47.73%	42.5%

CCSNH provides support to the College with well qualified grants personnel to manage both application and management of large external grants, such as the Perkins grant. The Board of Trustees recently approved a tuition increase of \$15 per credit for the first time in 8 years to offset reduced enrollment revenue.

Auxiliary funds consisting of 3 residence halls, Capital Commons, Athletics Wellness, and Student Center facilities do not receive general fund support and rely on student funds derived from the \$25 per credit comprehensive fee and other revenue sources to balance the budgets. The bond debt in the Langley Hall renovation was recently paid with debt remaining in the Student Center and Capital Commons.

NHTI is diversifying its revenue streams to remain financially stable. This is apparent in the 3.14 Revenue and Expense Report and the 3.9 Industry Partner Grants. Northeast Delta Dental donated funds to establish personnel support for billing of Medicaid patients, instruction, and investments in dental equipment for a period of 3 years.

Other external funding successes include the partnership between New Hampshire Police Standards and Training which rents space in the NHTI Capital Commons dining room for meal services, yielding annual income of \$20K to offset the bond debt in the Commons. NHTI has also partnered with the New Hampshire Mountain Kings, a North American Hockey League franchise, to lease to them unused dormitory space for their hockey players who attend Bishop Brady High School and train for entrance into college or professional hockey play. Starting 3 years ago, in FY24 the Mountain Kings lease yielded \$243,000. With the franchise expanding into a women’s team, the Mountain Cats in FY25 yielded additional lease payments, raising total revenue to \$460,945, which is used to support the housing budget that has been adversely affected by a decline in demand from NHTI students for our dorms. This is an example of NHTI’s entrepreneurial approach to sustaining programs and opportunities we deem essential to “cultivate potential in every learner” and to “offer a comprehensive college experience.”

NHTI is also working with the United States Army National Guard to rent out space in a campus building. Recently, the University System of New Hampshire renovated and rented space on campus, providing a revenue stream of \$88,000 per year over the next 5 years. The Boys and Girls Club of Central and Northern NH lease has netted \$240,000 over the last 5 years, and they have just

signed a new 4-year contract with a 5% increase. Most recently, the BOT approved NHTI's contract with Kearsarge Energy for Group net metering for a solar array in Concord, which is forecasted to net NHTI \$1.2 million over the next 20 years and will offset our energy expenses.

NHTI's responsible budget practices demonstrate our commitment to New Hampshire, CCSNH, and the NHTI community and highlights our efforts to develop, implement, and evaluate multiple initiatives to increase enrollment and revenue and minimize the impact on our community. Our self-study highlights these initiatives into almost every standard but here is a brief list of things we have done as a college community: increasing class size; removing barriers to acceptance into non-competitive programs; proactive advising; using Momentum Metrics to inform decisions on student support; using Multiple Measures for course placement; deploying outreach technology such as Leroy the Lynx chatbot, deploying a comprehensive and strategic Student Outreach and Communication Plan, and outreaching to struggling students as indicated by faculty reports of midsemester grades.

### **Information, Physical, and Technological Resources**

With increased course modalities, and fewer in-person students, the College has sufficient physical resources to support all students, faculty, and staff. Class schedules and office structures have been evaluated and consolidated to better use the space and allow for vacant space to be repurposed for new programs, growth in existing programs, or leasing to outside organizations. Investments in high flex classrooms and media technology support the needs of students, faculty, and community members who rent classroom space. The College's information technology plan provides a template for investment and is budgeted each year as part of the College's ongoing commitment to effective and innovative use of technology to deliver instruction and support College operations.

In FY25, CCSNH consolidated the IT departments of the 7 colleges and the CCSNH system office by creating a centralized model strengthening both academic and operational support to faculty, staff, and students. The CCSNH Information and Academic Technologies Support Portal offers remote assistance 24/7/365 via chat, phone call, and email. Onsite assistance is available Monday-Friday during business hours. The consolidation significantly reduced expenses, standardized software, hardware, and processes, and expanded the delivery of IT services to evenings and weekends.

The CCSNH Technology Department is engaging in forward-looking technology planning in response to campus and student needs. These plans include:

- Continue to improve student and instructor classroom experiences by upgrading the following areas of classroom technology:
  - Improved audio for classrooms
  - Improved/upgraded visual technologies, such as projectors, smart screens, monitors
  - Improved support for hybrid/flexible/online classroom technologies
  - Standardized and simplified classroom technology for instructor use (audio/video switchers, bring-your-own-device support)
  - Refreshed computer hardware in classrooms and labs
- Implement ID badging for secure and convenient printing
- Explore improvements to mobile printing capabilities
- Upgrade areas of campus to CAT6 ethernet and expand wireless capabilities

- Expand offerings of cloud-based computers and applications which can be accessed by students on-site or from home
- Continuously improve service desk offerings for student technology needs

In 2022, the [Facilities Master Plan](#) created the pathway for the College to invest in facilities, including new roofs, HVAC systems, boilers, and the reconstruction of College Drive to allow students a clear walking path between college buildings while limiting traffic to maintenance and emergency vehicle access. Changes in leadership and a reduction in Capital Budget allocation from the State of New Hampshire, in addition to declining enrollment, shifted the priority from building new facilities to prioritizing the upkeep of existing structures.

In 2024, CCSNH instructed each college to create a [Facilities Plan](#). NHTI created a 3-year plan to allocate funds to maintain existing facilities. In addition, each college budgets additional deferred maintenance funds that allow colleges to utilize preapproved funds faster to invest in facilities. Most recently, HVAC systems were overhauled in MacRury Hall and replaced with ductless mini split systems to increase efficiency and provide temperature-controlled learning environments for students, staff, and visitors of the dental clinic. Numerous improvements have been made to buildings and grounds to enhance the safety and quality of the on-campus experience. For example, new fencing and gates better control traffic and parking near NHTI’s public boat launch, and the refacing of the fireplace chimney in the Student Center restored a peeling facade to its intended monumental look.

In fiscal year 2025, in accordance with the new Board of Trustees [Finance Policy 470](#), the College began budgeting for deferred maintenance within its operating funds to ensure sufficient funds are dedicated to facilities upkeep. Previously, CCSNH colleges repaired and updated facilities out of part of the operating budget that included personnel, equipment, and supplies for our maintenance unit. By separating deferred maintenance into its own budget line, where College facilities had languished with chipped paint, torn carpets, and areas without climate control, they are now functional and appealing. To meet the Board’s directive, a multi-year phased-in approach has been created that will allow each college to build an amount equal to the depreciation of \$1.8M found in the FY23 audited financial statement. The runway for the phased period will cover FY25-FY31 (**Table 7.8**).

Critical Maintenance funding allocated to NHTI remains variable and cannot be relied upon as a consistent source. The ongoing challenge lies in sustaining the annual increases in deferred maintenance allocations without corresponding growth in state appropriations. As a result, the College has aggressively assessed where expenses can be responsibly reduced and where revenues can be increased through workforce development programs, online programs and courses, and auxiliary enterprises such as leases.

**Table 7.8: Buildings and Improvements Depreciation Phased Approach**

<b>FY23 Depreciation</b>	1,839,984
FY25	306,664
FY26	613,328
FY27	919,992
FY28	1,226,656
FY29	1,533,320
FY30	1,839,984

## Projections

- By fall 2026, in collaboration with the CCSNH office, Board of Trustees, and other CCSNH colleges, establish a real estate foundation to monetize building and grounds assets through long-term leases and partnerships to develop underutilized real estate.
- By 2028, achieve financial resiliency and sustainability by creating at least 3 innovative and transformational opportunities for reducing our revenue inefficiencies and increasing our value and academic vibrancy.
- In the next 3 years, establish at least 2 intentional community connections to co-develop and fund alternative allied health pathways.
- By spring 2027, develop a data report to help us more accurately and strategically assess:
  - the enrollment and financial health of the institution
  - hiring decisions
  - our ability to sustain high value programs that meet the future needs of our communities
  - operational costs and fees
  - right-sizing efforts (building usage, classroom needs, organizational structure)
- In AY 2025-26, continue and expand efforts to strategically engage the campus community in conversations around our financial health and the future uses of campus facilities and grounds.

## Standard Eight: Educational Effectiveness

Student achievement is at the core of our mission to cultivate potential in every learner. NHTI is committed to providing a comprehensive educational experience that leads to deep and meaningful learning for all students. Students come to NHTI with a range of abilities, goals and aspirations, and the College is dedicated to serving all students. Leadership at the College has transformed the ability to actively and strategically merge the student side of the College with the academic side of the College to respond to the rapidly changing needs of our students and our communities. Sustainability and relevancy are high priority performance goals for NHTI. We are keeping a pulse on what our students will need and want in the future and how NHTI will be part of leading the way with that in New Hampshire, especially with the success of our students with the curriculum we offer. To ensure students and the broader New Hampshire community are well served, NHTI engages in continuous assessment of student outcomes, including learning outcomes, licensure rates, and post-graduation outcomes.

### Description

NHTI's mission is to "cultivate potential in every learner," and NHTI is a community that embraces our students and the transformation that they can achieve in and out of the classroom. College leadership has a shared belief that we transform the lives of our students, and that belief supports the critical work of faculty and staff. Student learning outcomes are at the core of this transformation, and the College, especially Academic & Workforce Education (AWE), engages in robust, extensive, and ongoing evaluation of student learning and achievement. These continual evaluations address the array of student bodies, including, but not limited to, credential level (degree and certificate), modality (on-campus, online, hybrid, hybrid), and student type (e.g. recent high school graduates).

NHTI establishes, maintains, and publishes expected outcomes for students, including the College's mission, values, vision, and strategic plan; program learning outcomes; student learning outcomes; and our broader goals for graduates as articulated in the [Educated Person Statement of Philosophy](#). Because the Student Success and AWE departments share a passion for our students and their success, the two departments work closely to establish a common foundation of clearly defined student success indicators (Standard Five) and continuous efforts to critically assess and evaluate authentic learning to ensure our learning outcomes, curriculum, and forms of assessment align with future-ready students and workforce and college transfer pathways.

NHTI is acutely aware of the rapidly changing educational and political landscape in our nation, New England, and New Hampshire. We actively track developments in higher education and the workforce to ensure our curricula, pedagogy, and student support services align with current trends and the needs of our community. Educational effectiveness is both the end and the means of our mission, the achievement of which we address through collaborative efforts with internal and external to create relevant, sustainable, and resilient educational pathways for students and our community. Simple, but essential, elements of this are demonstrated in our value statement that "We are responsible for ourselves, our college, and our community," and our tagline of "Community focused, career driven." Accordingly, NHTI focuses on student learning and achievement throughout the access-completion throughput by clearly articulating behavioral and measurable goals and outcomes and verifying the achievement of those through multiple assessment methods (e.g. learning outcomes assessments and licensure rates) from first course enrollment to program completion.

In addition to academic and workforce competencies, NHTI has established metrics for students'

co-curricular success (Standard Five). The Student Success department builds these metrics into the Strategic Enrollment Management plan, and our collaboration with the National Institute of Student Success (NISS, Standard Five) is enabling us to identify core indicators of success and risk and develop strategies to foster the one and mitigate the other. NHTI tracks these co-curricular measures on weekly, semester, and entire program completion cycles. Our assessments include quantitative measures such as GPA and qualitative measures such as feedback loops with employers. NHTI regularly looks to benchmarks and peer institution markers, such as pass rates on the nursing NCLEX exam, to assess the success and health of our programs.

The College has adapted to the evolving needs of our students by offering various learning modalities, including in-person, online, hybrid, and hybrid instruction. The flexibility of these options allows students to move forward more easily toward degree completion. Although portions of our students enroll exclusively in one modality, such as on campus or online, most students move among them according to their needs (Standard Four). For example, a student may choose to live on campus because they want exclusively in-person instruction, while someone whose job requires that they work varying shifts may elect to enroll only in online classes so that their work schedules and school schedules do not create barriers to success and completion.

The institution actively encourages continuous enrollment across all terms to help students, particularly part-time students, stay on track toward degree completion. Our work with the NISS is enabling us to understand barriers to completion, such as full-time students who are enrolled in fewer than 15 credits a semester, resulting in students needing more than 2 years to complete a 60-credit degree program. NHTI has also expanded summer course offerings, published schedules for the yearly 3 academic terms (instead of 1 semester at a time), and offers courses in accelerated 8-week and 1-week formats to allow student flexibility on aligning their academic schedule with their work and home schedules and on the pace of program completion.

The institution demonstrates strong transfer outcomes (Standard Four). NHTI offers over 80 courses that easily transfer to four-year institutions through the [NH Transfer Guarantee](#). A significant initiative to better align courses across CCSNH began in 2022. These efforts are led by a cross-functional CCSNH team, and the goal is to increase transferability within CCSNH and with our primary public university transfer partner, the University System of New Hampshire. For example, MATH 106 Statistics has the same course number, title, description, and learning outcomes throughout CCSNH. This work will make it easier for students to earn their degree by allowing them to take courses across different campuses. For example, an NHTI student who lives on campus may take a course at another college when they return home during the summer.

Additionally, the work of the ONE project (ONE-NHCC, Online Network for Education in New Hampshire's Community Colleges) has 3 goals: (1) increasing access to courses and programs to students throughout New Hampshire and beyond, (2) enhancing the quality of the teaching and learning experience, and (3) increasing efficiency to better leverage resources throughout CCSNH.

Degree Works is an interactive technology platform that allows students, faculty, and staff to track and monitor a student's progress towards completion.

NHTI is in the process of implementing a DFW Report (Standard Two). The use of this data is an area of growth for the College and will allow faculty to assess high risk courses in their programs and develop ways to support students in these courses. This includes using the data to identify achievement gaps according to student population (e.g. part-time, full-time, on-campus, online). NHTI also has a robust adult learner support system, including proactive advising, an Adult Learner's Canvas site, and text messaging. NHTI is also partnering with [Granite Edvance](#), a New Hampshire educational foundation, to develop and offer more adult learner events on campus and

virtually, including career exploration and financial aid application assistance.

The College employs a systematic approach to enrollment and retention, including proactive advising, text messaging, early and year-long alerts, and midterm grade reporting. In fall 2024, there was a college-wide shift to reporting all midterm grades. Prior to the fall 2024 semester, only midterm grades of C- or below were recorded. In fall 2025, NHTI saw a 100% faculty participation in midterm grade reporting. The Strategic Enrollment Management team (SEM) develops multi-year strategic plans, coordinates enrollment and retention efforts, and leverages technology for persistence tracking. The Student Success Council, a sub-group of the SEM Team, addresses student success comprehensively, including initiatives such as a new [Academic Recovery Program](#) and the aforementioned success measures and interventions. The SEM team and the Student Success Council track data on several momentum metrics. A current goal for the SEM team is to research and reduce achievement gaps in gateway courses (Standard Five).

While New Hampshire law and federal regulations prohibit programs and outcomes measures tied to demographic groups like sex and race, NHTI addresses the success of those kinds of groups through a comprehensive approach to student success and wellbeing. For example, in an attempt to support students in math classes, NHTI co-located a student tutor in the office suite of the math faculty. Most students, including subpopulations such as athletes, residents, and students receiving federal financial aid, and students enrolled in externally accredited programs like nursing, must achieve and sustain GPA levels and satisfactory academic progress. Beyond academics, some of the ways we support students are through clubs and activities, a food pantry and clothes closet, and counseling services that can refer students to external resources.

As a college held to federal standards for financial aid, NECHE Standards for Accreditation, and accreditation standards by external organizations like the Board of Nursing, NHTI regularly tracks student outcomes such as momentum metrics (e.g. retention and progression) and licensure rates. For example, NHTI's allied health graduates consistently outperform national average pass rates on [licensure exams](#). Dental Hygiene graduates consistently exceed national benchmarks for the National Board first exam attempts, and for the last two years, all students also have completed the ADEX Patient Treatment Clinical Exam on their first attempt. Associate in Science in Nursing student graduates also perform better than the national average on licensure exams and have excellent post-graduation employment rates.

NHTI's tuition is set by the Board of Trustees in consultation with the New Hampshire Legislature. In fall 2025, tuition increased by 7% after more than 10 years of remaining at the same rate. The CCSNH tuition rate is one of the highest in the country, but still lower than the monies received through financial aid. Tuition is lower than at other public and private universities in New Hampshire. Recognizing accessibility and affordability as critical factors for retention and completion, NHTI launched the No-Cost Low-Cost (NOLO) initiative in spring 2020. By fall 2024, 26 sections utilized no-cost materials, and 21 sections used low-cost materials. For example, in fall 2024, 75% of PSYC 105C/MC courses used the OpenStax OER Psychology 2e text. CCSNH has actively promoted the adoption of Open Education Resources (OER) for instructional materials, and in just the last 2 years 15 NHTI faculty have received stipends to develop OERs.

The Academic & Workforce Education (AWE) department provides oversight for NHTI's assessment of educational effectiveness. AWE oversees the academic departments, online learning, workforce development, the Learning Outcomes Assessment Team (LOAT), and institutional research, certifying each year that graduates have achieved the outcomes as prescribed by the faculty in the curriculum. Our Vice President of Academic & Workforce Education (VPAWE) has established that the plan for outcomes assessment should be assessed annually, through each department's annual

report. In 2024-25 and 2025-26, NHTI undertook the Curriculum Portfolio Review to assess the relevance and sustainability of all degree and certificate programs, and it has established a plan to conduct this review for each program on a regular cycle.

At the last 10-year report, NHTI acknowledged the need to make a concerted effort to assess program learning outcomes (PLOs) and student learning outcomes (SLOs). A new team was created, the Learning Outcomes and Assessment Team (LOAT), to help guide academic departments in understanding what assessment is, why it matters, and how it impacts student success.

Though some of our academic departments were familiar with assessment due to their departmental accreditation requirements (Education, Engineering, and Allied Health programs in particular), other departments did not have such requirements and were mostly unaware of these methods. The first goal of LOAT was to start with simple definitions and modest expectations for building educational assessment into departmental policies. LOAT created an institutionally representative [Program Learning Outcome \(PLO\) matrix](#) to model what departments could use to construct their own PLO assessment models.

With few exceptions, courses at NHTI did not have defined and measurable SLOs 10 years ago. LOAT, in conjunction with AWE, worked with faculty to develop SLOs to publish in all course syllabi. This work involved training and workshops to define key terms such as “direct/indirect assessments,” “measurable,” “definable,” and so forth. LOAT helped faculty understand the connection between [Student Learning Outcomes \(SLO\)](#) and PLOs. All courses at NHTI have SLOs defined and published on [webpages](#), in the course catalog, and in course syllabi.

Part of the PLO/SLO accounting has been overseen by AWE via two mechanisms: annual reports and Curriculum Portfolio Review (CPR). The annual report includes departmental PLO matrices. Under the guidance of LOAT and AWE, the faculty developed a rubric in 2022 to assess the [Educated Person Statement of Philosophy](#) for our college. The LOAT team provides support to department chairs in developing and maintaining their assessment of outcomes for their annual reports.

NHTI assesses student learning and achievement outside the College grounds and educational experiences. For example, we track transfer, licensure, and employment rates, augmented by regular assessments by transfer institutions and employers through our program advisory committees and NHTI’s College Advisory Board. NHTI employs multiple means of cross-checking validations, such as benchmarking licensure rates to peer institutions and refreshing membership of our program advisory committees to ensure employer assessments are continually representative across a broad range.

## Appraisal

### Corequisite Math and English

NHTI assessments of student learning and success indicated gateway English and math courses could sometimes delay or arrest student progress towards completion. A topic of significant discussion and attention at both the College and CCSNH level has been revisiting our corequisite models for gateway Math and English courses. NHTI first offered corequisite courses in 2020 after CCSNH institutions partnered with Complete College America. An abundance of resources and support went into redesigning developmental courses to align with the impressive work of the corequisite model happening at other colleges across the country. The corequisite model implemented at NHTI had heterogeneous student groupings for English 101 (meaning co-

requisite and non-co-requisite students were both enrolled in the same English course) and homogeneous student groupings for Math 120 and Math 124. Our corequisite courses were given the section designation in the Student Information System of XC, and multiple measures were used to place students in XC sections of gateway Math and English. Since its implementation, the College has experienced challenges with maintaining the corequisite model as it was implemented, and **Table 8.1** indicates our overall success rates with this model need improvement. Although NHTI is committed to additional efforts to increase success rates in gateway English and math courses, our disappointing progress to date has been driven by factors such as the disruption during the pandemic, leadership turnover at the executive level and among the full-time faculty, and insufficient professional development opportunities.

**Table 8.1: Math Retention Rates Developmental Math vs. Corequisite Math (2019-2024)**

	Math Course	MATH120C	MATH120XC
<b>No Developmental Math</b>	Not Return	1826	652
		66.5%	61.2%
	Return	918	413
		33.5%	38.8%
Total	2744	1065	
<b>Developmental Math</b>	Not Return	391	Course Not Offered as Corequisite
		56.9%	
	Return	296	
		43.1%	
Total	687		

Another challenge with our current corequisite model is the cost difference for students enrolled in a corequisite class compared to the traditional class. **Table 8.2** details the total cost of each course. The corequisite courses have a higher cost for the student, especially the English corequisite course, which costs student an extra \$350. The corequisite math courses cost students an extra \$110. These cost differences are significant for our students. For the English corequisite course, students have an extra hour added to their schedule that disincentivizes self-placement in corequisite coursework: Students resist registering for English 101XC and opt for the traditional English course, often against their academic advisors’ recommendations.

Because of the cost difference and the challenges of registering students in these courses, NHTI is aware that this is an area of growth and opportunity for us. Earlier data indicated that success in co-requisite courses compared to developmental courses mirrored the positive results the nation is experiencing. To further advance this work, a new [Corequisite Working Group](#) was established in fall 2025 to begin to address course design and to look at the success in other states that have fully scaled their co-requisite courses. The engagement of faculty, staff, and administrators with external groups like Complete College America and the National Institute for Student Success is helping to inform our data analysis and solution developments.

### Retention and Completion

“We relentlessly pursue excellence” is core to NHTI’s Strategic Vision and to our focus on educational effectiveness. To better understand the experiences and achievement learning

outcomes of our students, the College used 5-year data to assess the retention rates of students who fail to achieve learning outcomes and objectives in courses they are enrolled in. We divided the data analysis into those students who achieved less than half (50%) of their credits attempted vs. students who achieved 50% or more of their credits attempted. The retention data in **Table 8.3** and **Table 8.4** confirmed what we knew to be true—students who fail to achieve course learning outcomes have lower fall-to-fall retention rates than those students who achieve course learning outcomes.

**Table 8.2: Cost Comparison of Co-Requisite vs. Traditional Course**

<b>ENGL</b>	101XC	English Composition	\$1,310
<b>ENGL</b>	101C	English Composition	\$960
<b>MATH</b>	124XC	College Algebra	\$1,070
<b>MATH</b>	124C	College Algebra	\$960
<b>MATH</b>	120XC	Quantitative Reasoning	\$1,070
<b>MATH</b>	120C	Quantitative Reasoning	\$960

**Table 8.3: Fall to Fall Retention of Students Who Earned Less Than 50% of Credits Attempted**

<b>Cohort Year</b>	<b>Awarded Credential</b>	<b>Not Registered for Next Fall</b>	<b>Registered for Next Fall</b>
<b>Fall 2020</b>	6%	46%	47%
<b>Fall 2021</b>	0%	52%	48%
<b>Fall 2022</b>	4%	61%	35%
<b>Fall 2023</b>	11%	57%	33%
<b>Fall 2024</b>	11%	49%	39%

**Table 8.4: Fall to Fall Retention of Students Who Earned More Than 50% of Credits Attempted**

<b>Cohort Year</b>	<b>Awarded Credential</b>	<b>Not Registered for Next Fall</b>	<b>Registered for Next Fall</b>
<b>Fall 2020</b>	16%	44%	40%
<b>Fall 2021</b>	20%	41%	39%
<b>Fall 2022</b>	18%	42%	40%
<b>Fall 2023</b>	22%	41%	37%
<b>Fall 2024</b>	19%	39%	42%

Responding to the 5-year retention data for credits attempted and our dedication to relentlessly pursuing excellence, the Drop Report was created in fall 2024 to determine barriers to student achievement by course and by program. The Drop Report allows us to track, monitor, and evaluate the rate at which courses are dropped, the timing of when the courses are dropped, and the reason why courses are dropped. Using both qualitative and quantitative data, the Drop Report gives us evidence to help Academic & Workforce Education better plan and improve goals for educational effectiveness. The Drop Report data are disaggregated to different student populations at NHTI, including full-time, part-time, athletes, and housing students.

While the initial data from the fall 2024 Drop Report represented a small sample size (n = 65; 21 on campus student responses; 44 online student responses) and therefore the data is neither causative nor definitive, they validated our decision to track these data and encouraged us to advance interventions and practices to reduce the percentage of course drops. The data from the initial report were shared with the Strategic Enrollment Management Team, and once we gather a larger sample size, the goal is to create a robust report to be used for planning and evaluation of courses.

Results from the fall 2024 Drop Report indicate that the highest rated personal reason why students dropped an online class was due to Mental/Physical Concerns (39.3%) and Change in Work Schedule (18.18%). For on-campus classes, the highest rated personal reason for students dropping a class was the same as the online course and that was Mental/Physical Concerns (38.89%), which was followed by Finances (22.2%).

Results from the fall 2024 Drop Report indicate that out of the 65 students, 49% (n = 31) dropped Anatomy and Physiology I (Biology 195). The next highest dropped course was Calculus I (Math 205) with 16% (n = 10) followed by English Composition (English 101) with 11% (n = 7).

While data is still being collected to obtain a more robust sample size, the Drop Report will provide department chairs and program coordinators with critical data to evaluate their programs and areas where students might encounter barriers to completion. In fall 2025, the Drop Report was updated to a less manual process by having it automated through Navigate Alerts. Advisors now receive an alert within 24 hours when a student in their caseload has dropped a course. Outreach to this student is tracked and monitored in Navigate Notes.

### **Curriculum Portfolio Review (CPR)**

Analysis of student outcomes also happened within Academic & Workforce Education (AWE) around educational effectiveness and our ability to “serve New Hampshire’s best interest” and being “community focused, career driven.” Given the dynamics of our enrollment challenges along with the rapidly changing needs for relevant programs for future students and the workforce, AWE engaged in an intensive [Curriculum Portfolio Review](#) (CPR) process to evaluate all certificate and degree programs. The Vice President of Academic & Workforce Development empaneled a committee to identify the criteria for assessing the programs, collaborated with NHTI’s statistician in creating associated data reports, charged program coordinators (PCs) with creating analyses based on the data, collaborated with the PCs to determine actions (e.g. sunseting or expanding a program) in response to the CPR for their programs, and facilitated the engagement of CPR through the shared governance model, such as review and action by the President’s Cabinet and the College’s Curriculum Committee.

The [CPR Program Assessment Worksheet](#) (**Table 8.5**) was developed by the Curriculum Portfolio Review Committee to facilitate this process. This framework and college-wide discussions were used to complement the work of the E-Series and annual program review for the purpose

**Table 8.5: CPR Program Assessment Worksheet**

<b>A. Student Performance and Satisfaction</b> Guiding Question: Are we meeting students where they are, and are students achieving their goals? Rationale: Fulfilling the mission of NHTI, advancing student success			
Criteria	Collection/ Analysis Strategy	7-Year Data Trends	Analysis and Comments
Student demand <i>(Enrollment/enrollment capacity/applicants for academic year)</i>			
Student advising/onramp/offramp opportunities <i>(Describe your advising structure, who advises students in the Department/Advising Center, are courses offered in alignment with degree requirements)</i>			
Student support <i>(Coaching/ tutoring/open lab)</i>			
Conferral/graduation rate			
Time to completion within program <i>(6-year completion rate)</i>			
Post graduation outcomes <i>(Wages, transfer statistics, licensure, job placement rates)</i>			
Student performance and satisfaction			
Section analysis			
Action plan based on analysis			
<b>B. Institutional Relationships</b> Guiding Question: Are we meeting workforce and community needs? Rationale: Aligning with NHTI mission statement			
Collaboratives and consortiums <i>(Community relationships)</i>			
Describe industry needs and support and/or advisory board structure. <i>(Advisory board members, meeting frequency, meeting minutes, or a plan in place to establish/re-establish)</i>			
Program impact on community/region/state <i>(Employer survey or list strengths and weaknesses; is this the only program offered in NH?)</i>			
Articulation agreements/transferability of program/courses			
List CCSNH colleges with duplicate program <i>(Impact it has on your program)</i>			

of evaluating program learning outcomes, student learning outcomes, and the sustainability of programs. The 2 overarching components of the CPR assessment were (1) Student Performance and Satisfaction and (2) Institutional Relationships.

The outcomes of the CPR process were categorized in 11 different options, and AWE engaged in multiple strategic conversations with faculty and key stakeholders during this process.

### **Outcomes of the Curriculum Portfolio Review Process**

- Create/move to new department (transition summer to fall 2025)
- Program type: degree or certificate
- Review of 2023-24 program status
- Review of current 2024-25 program status
- Admissions (accepting students, Y/N?)
- Creation of new program
- Growth or no change in program enrollment
- Pause/monitor program and reassess
- Change of credential (degree, certificate, workforce)
- Share program with another CCSNH college
- Sunset program

The outcomes of the CPR process included the creation of 3 new programs, placing 4 programs on pause, and sunsetting 22 programs. A list of those programs put on pause or on sunset can be found in **Table 8.6**.

A more detailed [outcomes report](#) provides additional information about the status of each program. At the time of our self-study, the official process for closing programs has started and we plan to complete the process through NECHE by fall 2026.

It is important to note that the CPR process engaged faculty in difficult conversations about the viability and health of their programs. The CPR process has not been easy for the College, and pausing or sunsetting programs has impacted the entire community. However, the CPR was a thoughtful and collaborative process that looked internally at NHTI curriculum while also looking externally with an eye toward the future health, sustainability, and relevancy of what NHTI can offer the local community and the broader needs of the State of New Hampshire.

### **Post Graduate Outcomes**

During our self-study process, NHTI was concurrently partnering with the National Institute of Student Success (NISS) to determine areas of growth to increase student retention and completion. One area that was identified was the ability to better identify pathways to a career or job placement for our students. Career counseling is currently provided by Academic Advisors or Department Chairs or through online tools. Through the efforts of the NISS work, NHTI has verifiable information about what students have gained as a result of their education, but we need to forge pathways to assess the success of our graduates.

**Table 8.6: NHTI Programs on Pause or Plans to Sunset**

<b>Program (all programs listed are not accepting students from Admissions)</b>	<b>23-24 Status</b>	<b>24-25 Plan</b>	<b>Notes</b>
A.S. Recreation and Leisure Studies	Paused	Sunset	Curriculum sunset in progress
Cert., Digital Communication	Paused	Sunset	Program elimination complete
Cert., Event/Conference Management	Paused	Paused	Possible move to Workforce
Cert., Legal Nurse Consulting	Active	Sunset	Curriculum sunset in progress
Cert., Wedding Planning	Paused	Paused	Possible move to Workforce
A.S. Industrial Design	Paused	Sunset	Curriculum sunset in progress
A.S. AGGP	Paused	Sunset	Curriculum sunset in progress
A.S. Electronic Engineering Technology	Paused Previously	Sunset	Curriculum sunset in progress
A.S. Manufacturing Engineering Technology	Paused Previously	Sunset	Curriculum sunset in progress
A.S. Manufacturing Engineering Technology-Automation	Paused Previously	Sunset	Curriculum sunset in progress
A.S. Mathematics	Paused	Sunset	Curriculum sunset in progress
A.S. Robotics and Automation Engineering Technology	Paused Previously	Sunset	Curriculum sunset in progress
Cert., Adv. Manufacturing Processes	Paused Previously	Sunset	Program elimination complete
Cert., AGGP	Paused Previously	Sunset	Program elimination complete
Cert., Applied Career Fund. for Adv. Manufacturing	Paused Previously	Sunset	Program elimination complete
Cert., Automation	Paused Previously	Sunset	Program elimination complete
Cert., CAD	Active	Sunset	Program elimination complete
Cert., Computer Technology Programming	Paused Previously	Sunset	Program elimination complete
Cert., Electronic Technology	Paused Previously	Sunset	Program elimination complete
Cert., IT Hardware and Software	Paused	Sunset	Program elimination complete
Cert., IT Networking	Paused	Sunset	Program elimination complete
Cert., IT Tech Support	Paused	Paused	Revisions in progress
Cert., IT VoIP	Active	Sunset	Program elimination complete
Cert., Linux	Active	Sunset	Program elimination complete
Cert., Coaching	Active	Sunset	Program elimination in progress
Cert., Sustainable Agriculture Technology	Active	Paused	Monitoring plans submitted

## Projections

- Starting in fall 2026, the Learning Outcomes Assessment Team will focus on the SLO assessment process conducted every year.
- By fall 2027, NHTI will develop and implement a Student Learning Outcomes assessment cycle and every SLO (by program and by course) will be loaded into Canvas.
- By fall 2026, the Corequisite Redesign will be implemented in Math and English
- After reviewing the NISS findings, DFW course data will be analyzed and used for decision-making by faculty. Recommendations on career counseling and job placement efforts will also be made.
- By spring 2027, NHTI will officially close programs through the formal accreditation process

# Standard Nine: Integrity, Transparency and Public Disclosure

NHTI maintains high ethical standards in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the public. Through its policies and practices, NHTI endeavors to exemplify the values it articulates in our [Mission, Purpose, and Values Statement](#). In presenting the institution to students, prospective students, and other members of the public, the [NHTI](#) website provides information, including information about student success, that is complete, accurate, timely, readily accessible, clear and sufficient for intended audiences to make informed decisions about NHTI.

## Description

### Integrity

CCSNH, and therefore NHTI, ensures that members of its community, including the Board of Trustees, administration, faculty, staff, and students, will act responsibly, ethically, and with integrity. Board policies are outlined in [NH RSA 188-F:4](#) as well as the [CCSNH](#) website. Institutional leadership follows the [Mission, Purpose, and Values Statement](#) and members of the institutional community understand and assume their responsibilities in the pursuit of integrity through [student](#) and [faculty](#) handbooks as also articulated within the [CBAs](#).

Appropriate policies and procedures to ensure [academic honesty](#) can be found easily at multiple sites on the [NHTI](#) website, the [Student Handbook](#), and the NHTI [Academic Affairs Notice](#), which is included with all syllabi and as part of each courses Canvas-site with these sources being reviewed periodically by the Office of Academic & Workforce Education. The institution's educational policies and procedures are equitably applied to all its students using the guidelines contained within these documents, including the appeals processes.

NHTI is committed to the free pursuit and dissemination of knowledge as supported by the [Mission, Purpose, and Values Statement](#) as well as the [Educated Person Statement of Philosophy](#). At the state level, [RSA 188-F:3](#) "Legislative Oversight" empowers the CCSNH Board of Trustees to protect the institution from inappropriate external influence which might threaten the academic freedom of faculty members or otherwise inhibit the pursuit of academic excellence, and directs the Board of Trustees to manage CCSNH in a manner which promotes academic excellence and serves the educational needs of the people of New Hampshire. Similar protections for academic freedom can be found in the [CBA](#). While NHTI's [Student Code of Conduct](#) process addresses issues of academic honesty each year, NHTI has not documented issues of ethical violations by administration or employees, or infringements on academic freedom.

NHTI holds [NECHE accreditation](#) and has formal authority from the State of New Hampshire, pursuant to [RSA 188-F:1](#), appropriate governmental agency authorizing NHTI (as a subsidiary of CCSNH) to grant and confer in the name of the Colleges all such degrees, literary titles, honors, and distinctions as other community colleges may of right do.

NHTI adheres to non-discriminatory policies, both as an individual [college](#) as well as throughout [CCSNH](#) (see 323.01 *Workplace Conduct* & 323.02 *Title IX/RSA 188-H Sexual Misconduct and Grievance Procedure*). NHTI fosters a welcoming culture that respects and supports students in alignment with the law and NHTI's [Mission, Purpose, and Values Statement](#). NHTI is especially proud to draw students of varying abilities from high school to senior citizenship from across the State of New Hampshire, regionally, and nationally, and from over 60 countries. Our students are some of the highest performers in their high schools and adults who have had success in work and with their families, they are native English speakers and New Americans speakers of other

languages, and they have varying needs for instructional support and accessibility services.

NHTI interacts with prospective students, and their influencers such as parents and community organizers, with honesty and integrity, providing on the College [Academic Honesty](#) website and other published sources in-depth information on academic [policies](#) including: [academic standards](#), expectations of [honesty](#) and [classroom etiquette](#), the [grading system](#), and requirements for [graduation](#). [NHTI](#) and [CCSNH](#) provide information on tuition, fees, and student [financial aid](#) to ensure prospective students have an understanding of their fiscal responsibilities.

NHTI is responsible for all activities that are sponsored by the institution or that carry its name. Whether these [activities](#) are part of [residence life](#), [leadership programs](#), or student [organizations](#), they are compatible with the institution's mission and are administered within its organizational structure and with overseeing faculty or staff advisors. The institution assumes responsibility for the appropriateness and integrity of such activities and sets aside an activity period each Tuesday from 12 to 2 p.m. for students, faculty, and staff to participate in student organizations of special interest.

NHTI has established and publicized clear policies ensuring institutional integrity. Included among them are appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff, or students. The procedures are clearly defined in the [student](#) and [faculty](#) handbooks as well as being listed on the website under academic policies/[standards](#). Further information can be found on the College's [Student Code of Conduct](#) and [Consumer Information](#) pages.

NHTI enjoys a regular and positive relationship with NECHE. Our administrators attend the NECHE Annual Meeting and other activities, our faculty and staff are informed of and adhere to NECHE standards, and we reach out to NECHE for specialized support, including 2 visits from NECHE leadership to NHTI during our engagement with the current self-study process.

## Transparency

The [NHTI](#) website is a hub of information for current and prospective students. Additional information can be found on the [Lynx](#) website for current students, in the [College Catalog](#) and on the [Athletic Department](#) website and on the [CCSNH](#) website.

On NHTI's homepage, information is clearly visible about average class sizes, the number of students served annually, the percentage of students who receive financial aid, and the number of programs offered. Links to key resources are also available on the homepage, including, but not limited to, Academic Programs, Admissions, and Financial Aid. Students may also visit [Consumer Information](#) webpage for detailed information about their educational investment.

Key processes are outlined on NHTI's website, including [How to Apply](#) information from the Admissions Office, and [employment expectations and policies](#). The Lynx website for current students includes information on [grading policies](#) and the [Student Code of Conduct](#). The [Important Forms](#) webpage includes many key documents, for example, information and forms for dropping courses and requesting academic accommodations.

NHTI's [Contact Us](#) webpage includes mailing addresses, phone numbers, and numerous email addresses for key departments. The emails on this page are continuously monitored by staff who prioritize responding to questions and requests as quickly as possible.

NHTI's recent [financial records](#) can be found on the [CCSNH](#) website.

An [archive of NHTI's catalogs](#) can be found online in pdf format. The live [College Catalog](#) is updated on an annual basis; this process includes a catalog audit completed by the Registrar to ensure that

all courses, programs, forms, and policies are consistent across the College. NHTI programs are also evaluated and approved by federal agencies for awarding financial aid and military benefits.

Each [academic program](#) outlined in NHTI's catalog has information for students to assess its value. This includes learning outcomes, career expectations, and career placement statistics (when available). Faculty and student achievements are regularly recognized through [news articles](#) on NHTI's website.

Important documents, including the catalog, [faculty guidebook](#), and manuals, are regularly reviewed by NHTI's staff departments. Once reviewed, edits are made, and the new documents are updated throughout NHTI's websites and via print versions across campus.

## Public Disclosure

The institution maintains a comprehensive, public [website](#) and digital [catalog](#), which do an adequate job of disclosing all aspects of the College, including its [Mission, Purpose, and Values Statement](#) and [expected educational outcomes](#). The website discloses its status as a [public institution](#), and its current [accreditation status](#) is accurately and explicitly worded. The website provides comprehensive coverage of academic and nonacademic policies and processes, including but not limited to, [admissions](#), [transfer credit](#), [tuition and fees](#), [withdrawing from the institution](#), [academic programs](#), and [degrees](#), academic [policies and procedures](#), including [graduation requirements](#) for certifications and degrees, [student conduct](#), and [concerns and complaints](#).

Per NECHE standards, the institution publishes a list of its continuing [faculty](#), their departmental and program affiliation, as well as degrees held and institutions granting them. The names and positions of [administrative officers](#), and the names and principal affiliations of members of the [NHTI Advisory Board](#) are also published.

The institution's website [publishes](#) the size/characteristics of its student population as well as description of the campus. The modality of instruction, academic and other support services, co-curricular and non-academic opportunities, and library and other information resources are described in detail. Also, readily accessible on the website is information about [student achievement](#) and [institutional performance](#).

## Appraisal

### Integrity

The College determined that its submission process for student, faculty, and staff concerns needed to be more transparent and accessible. A small group gathered in fall 2025 to assess this issue and come up with a solution. As a result, the concerns submission form is located on its own [Reporting Concerns](#) webpage, which is separated from Campus Safety's own submission form for campus incidents. The navigation of these 2 tools was also improved, so that students can easily find these important resources.

To enhance student experiences and align policies across the 7 colleges, CCSNH made important updates to the policy around retaining records. The [CCSNH Records Retention Schedule](#) was approved and implemented by [CCSNH Information Technology](#). This new policy allows all 7 colleges to follow the same regulations and timetable for retaining records, which benefits students who take classes at more than one CCSNH institution.

CCSNH is currently in the process of updating all websites within the system to adhere to recent changes in the law around accessibility of website information. Under the leadership of CCSNH Information Technology, a small working group was formed to make all required updates and

changes by April 2026. The updates being implemented align with the [Web Content Accessibility Guidelines \(WCAG\) 2.1](#). These updated guidelines introduce important new criteria aimed at improving access for users with disabilities, especially in the areas of mobile accessibility, low vision, and cognitive and learning disabilities.

By adhering to WCAG 2.1 AA, NHTI and CCSNH will:

- Meet our legal obligations under federal accessibility laws
- Ensure all students, including those with disabilities, can fully participate in academic life
- Create a more usable and inclusive digital environment for everyone
- Reduce the risk of accessibility-related complaints or litigation

These updates reflect how students increasingly access content on various devices and address common barriers that impact learning.

## Transparency

NHTI has successfully implemented web-based chat bots so that students can connect directly with departments that offer resources. This solution made staff interaction more accessible to students who may be off campus, find phone calls daunting, or simply prefer to interact via chat. As a result of this success, the College implemented a new chat bot to further enhance the connection with students. This bot, called “Leroy the Lynx,” is a friendly helper that can be reached via the website or text. The bot has been specifically programmed by the Student Success team to answer common student questions and connect individuals to vital resources. We have found that students will often share information with “Leroy” that they would not otherwise share freely with our staff members. This allows us to flag high-risk students more easily and give them the appropriate follow-up support. The college’s website is a constant work in progress, which has been significantly improved since the hiring of a new Director of [Marketing and Communications](#) in April 2025.

## Projections

- By 2028, the Director of Marketing will continue a website audit and develop a plan of action to address several key areas of the website: forms and documents, program transparency, searchability, and overall navigation.
- As part of its website audit, the College will improve searchability and toggling between [nhti.edu](#) and [lynx.nhti.edu](#) so that students who only seek information in one area can still be connected to resources in the other area.
- In Academic Year 2026 – 2027, the Director of Marketing will work with faculty and create public platforms on social media and our website that highlight post graduate outcomes, including licensure pass rates, and transfer and employment data.
- In fall 2025 and spring 2026, NHTI will adhere to the CCSNH WCAG Standards efforts to ensure that all academic programs, student services, and college communications on our website are fully compliant with the ADA Act and WCAG 2.0 Standards.



**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	<a href="https://catalog.nhti.edu/transferring-to-nhti">https://catalog.nhti.edu/transferring-to-nhti</a>
Print Publications	NHTI Academic Catalog
Self-study/Fifth-year Report Page Reference	p. 24

- 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	<a href="https://lynx.nhti.edu/academics/academic-policies/grading-system/">https://lynx.nhti.edu/academics/academic-policies/grading-system/</a>
Print Publications	NHTI Student Handbook
Self-study/Fifth-year Report Page Reference	p. 35

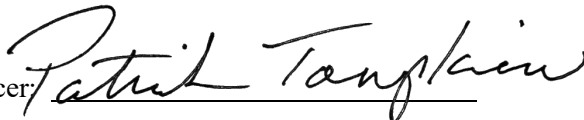
- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the 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	<a href="https://www.nhti.edu/academics/onlinelearning/state-authorization/">https://www.nhti.edu/academics/onlinelearning/state-authorization/</a>
Self-study/Fifth-year Report Page Reference	p. 26

- 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	<a href="https://www.nhti-to-host-neche-for-evaluation-visit">https://www.nhti-to-host-neche-for-evaluation-visit</a>
Print Publications	Press releases sent to Concord Monitor newspaper and Concord Patch newspaper
Self-study Page Reference	Introduction Section

The undersigned affirms that NHTI - Concord's Community College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:  Date: 1/10/26

**Standard 7: Institutional Resources**  
**(Statement of Financial Position/Statement of Net Assets)**

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY2023)	1 Year Prior (FY2024)	Most Recent Year (FY2025)	% Change 1 yr prior	2 yrs-	% Change 1 y-most recent
<b>ASSETS (in 000s)</b>						
?	Cash and Short Term Investments	\$7,967	\$9,252	\$10,792	16.1%	16.6%
?	Cash held by State Treasurer	\$26	\$331	\$3	1165.3%	-99.1%
?	Deposits held by State Treasurer	\$0	\$0	\$0	-	-
?	Accounts Receivable, Net	\$1,491	\$1,786	\$2,901	19.8%	62.5%
?	Contributions Receivable, Net	\$424	\$0	\$0	-100.0%	-
?	Inventory and Prepaid Expenses	\$0	\$0	\$0	-	-
?	Long-Term Investments	\$8,469	\$8,831	\$9,872	4.3%	11.8%
?	Loans to Students	(\$2)	\$0	\$0	-100.0%	-
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$19,176	\$18,366	\$18,892	-4.2%	2.9%
?	Other Assets	\$861	\$821	\$757	-4.6%	-7.8%
	<b>Total Assets</b>	<b>\$38,412</b>	<b>\$39,387</b>	<b>\$43,217</b>	<b>2.5%</b>	<b>9.7%</b>
<b>LIABILITIES (in 000s)</b>						
?	Accounts payable and accrued liabilities	\$3,209	\$3,415	\$4,395	6.4%	28.7%
?	Deferred revenue & refundable advances	\$724	\$1,018	\$1,314	40.5%	29.1%
?	Due to state	\$0	\$0	\$0	-	-
?	Due to affiliates	\$0	\$0	\$0	-	-
?	Annuity and life income obligations	\$0	\$0	\$0	-	-
?	Amounts held on behalf of others	\$0	\$0	\$0	-	-
?	Long-term investments	\$1,623	\$1,143	\$1,145	-29.6%	10.0%
?	Refundable government advances	\$0	\$0	\$0	-	-
?	Other long-term liabilities	\$37,119	\$30,628	\$34,510	-17.5%	12.7%
	<b>Total Liabilities</b>	<b>\$42,675</b>	<b>\$36,204</b>	<b>\$41,364</b>	<b>-15.2%</b>	<b>14.3%</b>
<b>NET ASSETS (in 000s)</b>						
	Net Assets without donor restrictions					
	Institutional	\$0	\$0	\$0	-	-
?	Foundation				-	-
	<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	-	-
	Net Assets with donor restrictions					
	Institutional				-	-
?	Foundation	\$1,383	\$1,579	\$1,807	14.2%	14.4%
	<b>Total</b>	<b>\$1,383</b>	<b>\$1,579</b>	<b>\$1,807</b>	<b>14.2%</b>	<b>14.4%</b>
	<b>Total Net Assets</b>	<b>\$1,383</b>	<b>\$1,579</b>	<b>\$1,807</b>	<b>14.2%</b>	<b>14.4%</b>
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$44,058</b>	<b>\$37,783</b>	<b>\$43,171</b>	<b>-14.2%</b>	<b>14.3%</b>

Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below

**Standard 7: Institutional Resources  
(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY2025)	Current Year (FY2026)	Next Year Forward (FY2027)
<b>OPERATING REVENUES (in 000s)</b>					
⌵ Tuition and fees	\$13,193	\$13,247	\$13,846	\$14,313	\$14,313
⌵ Room and board	\$2,268	\$2,175	\$2,659	\$2,765	\$2,765
⌵ Less: Financial aid	-\$256	-\$289	-\$384	-\$302	-\$302
Net student fees	\$15,205	\$15,133	\$16,121	\$16,776	\$16,776
⌵ Government grants and contracts	\$777	\$1,053	\$915	\$915	\$915
⌵ Private gifts, grants and contracts	\$146	\$50	\$98	\$98	\$98
⌵ Other auxiliary enterprises	\$1,145	\$1,509	\$1	\$1,338	\$1,338
Endowment income used in operations	\$0	\$0	\$0	\$0	\$0
⌵ Other revenue (specify): Rental Income	\$410	\$298	\$2	\$354	\$354
Other revenue (specify):	\$0	\$0	\$0	\$0	\$0
Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0
<b>Total Operating Revenues</b>	<b>\$17,683</b>	<b>\$18,043</b>	<b>\$17,137</b>	<b>\$19,481</b>	<b>\$19,481</b>
<b>OPERATING EXPENSES (in 000s)</b>					
⌵ Instruction	\$12,327	\$12,467	\$12,716	\$12,971	\$13,230
⌵ Research	\$52	\$50	\$51	\$52	\$53
⌵ Public Service	\$65	\$76	\$78	\$79	\$81
⌵ Academic Support	\$1,140	\$1,300	\$1,326	\$1,353	\$1,380
⌵ Student Services	\$1,983	\$1,616	\$1,648	\$1,681	\$1,715
⌵ Institutional Support	\$11,625	\$12,684	\$12,938	\$13,196	\$13,460
Fundraising and alumni relations			\$0	\$0	\$0
⌵ Operation, maintenance of plant (if not allocated)	\$1,387		\$0	\$0	\$0
⌵ Scholarships and fellowships (cash refunded by public institution)	\$4,390	\$4,825	\$4,922	\$5,020	\$5,120
⌵ Auxiliary enterprises	\$3,522	\$3,769	\$3,844	\$3,921	\$4,000
⌵ Depreciation (if not allocated)			\$0	\$0	\$0
⌵ Other expenses (specify):	-\$1,684	\$748	\$763	\$778	\$794
Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
<b>Total operating expenditures</b>	<b>\$34,807</b>	<b>\$37,535</b>	<b>\$38,286</b>	<b>\$39,051</b>	<b>\$39,833</b>
<b>Change in net assets from operations</b>	<b>-\$17,124</b>	<b>-\$19,492</b>	<b>-\$21,149</b>	<b>-\$19,570</b>	<b>-\$20,352</b>
<b>NON OPERATING REVENUES (in 000s)</b>					
⌵ State appropriations (net)	\$11,204	\$13,300	\$9,759	\$9,558	\$9,558
⌵ Investment return	\$1,591	\$2,528	\$2,060	\$2,060	\$2,060
⌵ Interest expense (public institutions)	\$0	\$0	\$0	\$0	\$0
⌵ Other (specify): Lease Revenue	\$62	\$96	\$79	\$79	\$79
⌵ Other (specify): Federal Grants	\$3,109	\$3,679	\$3,394	\$3,394	\$3,394
⌵ Other (specify): State & Local Grants	\$1,219	\$1,050	\$1,135	\$1,135	\$1,135
<b>Net non-operating revenues</b>	<b>\$17,185</b>	<b>\$20,831</b>	<b>\$16,824</b>	<b>\$16,624</b>	<b>\$16,624</b>
<b>Income before other revenues, expenses, gains, or losses</b>	<b>\$61</b>	<b>\$1,339</b>	<b>-\$4,325</b>	<b>-\$2,947</b>	<b>-\$3,729</b>
⌵ Capital appropriations (public institutions)	\$2,107	\$983	\$159	\$626	\$555
⌵ Other (specify):	\$2,493	\$2,842	\$0		
<b>ASSETS</b>	<b>\$4,661</b>	<b>\$5,164</b>	<b>-\$4,166</b>	<b>-\$2,321</b>	<b>-\$3,174</b>

Please enter any explanatory notes related to the institution's Statement of Revenues and Expenses in the box below

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

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY2025)	Current Year Budget (FY2026)	Next Year Forward (FY 2027 +)
	<b>Long-term Debt</b>					
	Beginning balance	\$1,126,226	\$1,623,488	\$1,143,302	\$1,144,827	\$1,056,344
	Additions	\$1,321,555	\$179,527	\$633,525	\$543,517	\$543,517
	Reductions	(\$824,293)	(\$659,713)	(\$632,000)	(\$632,000)	(\$632,000)
	Ending balance	<b>\$1,623,488</b>	<b>\$1,143,302</b>	<b>\$1,144,827</b>	<b>\$1,056,344</b>	<b>\$967,861</b>
	Interest paid during fiscal year	\$36,089	\$30,782	\$36,000	\$31,000	\$18,000
	Current Portion	\$624,655	\$405,614	\$501,714	\$501,714	\$501,714
	<b>Bond Rating (if applicable)</b>					
	<b>Debt to Assets Ratio</b> Long-term Debt / Total Assets	0.03	0.03	0.03	0.03	0.03
<p><b>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.</b></p> <p>Bonds issued through the State of NH, not directly to NHTI (CCSNH). CCSNH is provided with schedules for repayment to the State. The State of NH can refinance at any time.</p>						
<p><b>Line(s) of Credit: List the institutions line(s) of credit and their uses.</b></p> <p>NHTI does not have any lines of credit.</p>						
<p><b>Future borrowing plans (please describe).</b></p> <p>No future borrowing plans at this time.</p>						

**Standard 7: Institutional Resources  
(Liquidity)**

<b>FISCAL YEAR ENDS month &amp; day (06/30)</b>	<b>3 Years Prior (FY2023)</b>	<b>2 Years Prior (FY2024)</b>	<b>Most Recently Completed Year (FY2025)</b>	<b>Current Year (FY2026)</b>	<b>Next Year Forward (FY2027)</b>
<b>CASH FLOW</b>					
Cash and Cash Equivalents beginning of year	\$38,886,021	\$24,568,376	\$24,332,641	\$24,222,958	\$23,278,979
Cash Flow from Operating Activities	\$2,078,329	\$4,947,507	\$2,798,327	\$3,872,917	\$3,872,917
Cash Flow from Investing Activities	(\$9,301,179)	\$1,649,082	(\$178,364)	\$735,359	\$735,359
Cash Flow from Financing Activities	(\$7,094,795)	(\$6,832,324)	(\$2,729,646)	(\$5,552,255)	(\$5,552,255)
Cash and Cash Equivalents end of year	<b>\$24,568,376</b>	<b>\$24,332,641</b>	<b>\$24,222,958</b>	<b>\$23,278,979</b>	<b>\$22,335,000</b>
<b>LIQUIDITY RATIOS</b>					
Current Assets	\$9,745,097	\$11,596,220	\$13,696,398	\$16,435,678	\$19,722,813
Current Liabilities	\$3,393,711	\$3,717,380	\$4,096,673	\$3,735,921	\$3,735,921
Current Ratio	<b>2.87</b>	<b>3.12</b>	<b>3.34</b>	<b>4.40</b>	<b>5.28</b>
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)	<b>407,774.23</b>	<b>238,909.21</b>	<b>231,975.50</b>	<b>226,405.97</b>	<b>213,311.26</b>
<b>PHYSICAL RESOURCES</b>					
Deferred Maintenance			363,218.00	613,328.00	919,992.00
<b>Has the institution needed to liquidate any financial assets to fund operations? (Please describe.)</b>					
No					
<b>Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.)</b>					
No					
<b>Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.</b>					
No					
<b>Please describe the institution's plans for managing its deferred maintenance.</b>					
NHTI manages deferred maintenance through a multi-year planning approach. The college maintains a rolling three-year Facilities Plan that prioritizes renewal and deferred maintenance projects based on condition, risk, and institutional impact. In addition, NHTI has completed a comprehensive Mechanical, Electrical, and Plumbing (MEP) evaluation of all campus buildings, which informs project prioritization, lifecycle planning, and capital budget requests. Together, these tools support proactive management of deferred maintenance and alignment with available financial resources.					
<b>Please enter any additional explanatory notes related to the institution's liquidity in the box below.</b>					
The statement s of cash flows is for the Communiy College System of NH.					

**Standard 7: Institutional Resources  
(Financial Aid)**

FISCAL YEAR ENDS month & day (06 /30 )	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026)	Next Year Forward (FY 2027)
<b>FINANCIAL AID</b>					
Source of funds					
Unrestricted institutional	\$256,290	\$289,206	\$272,748	\$272,748	\$272,748
Federal, state and private grants	\$3,108,984	\$3,679,078	\$3,394,031	\$3,394,031	\$3,394,031
Restricted funds	\$1,281,260	\$1,145,490	\$1,213,375	\$1,213,375	\$1,213,375
Total	<b>\$4,646,534</b>	<b>\$5,113,774</b>	<b>\$4,880,154</b>	<b>\$4,880,154</b>	<b>\$4,880,154</b>
% Discount of tuition and fees	1.9%	2.2%	2.4%	1.8%	2.1%
? % Unrestricted discount					
Net Tuition Revenue per FTE	8,372	8,407	8,906	9,521	9,521
Net Student Fees per FTE					
? <b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>					
<b>Provide any explanatory notes related to the institution's financial aid in the box below.</b>					
Tuition and Fees are reported together on the income statement.					



(A Component Unit of the State of New Hampshire)

FINANCIAL STATEMENTS

and

REPORTS IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS* AND THE  
UNIFORM GUIDANCE

June 30, 2024 and 2023

With Independent Auditor's Report

**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, 2024 and 2023**

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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, 2024 and 2023, 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, based on our audit and the report of the other auditor, 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, 2024 and 2023, 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 (U.S. GAAP).

We did not audit the financial statements of the discretely-presented component unit, which statements reflect 4 percent and 3 percent of assets, respectively, 13 percent and 14 percent of net position, respectively, as of June 30, 2024 and 2023 and 2 percent of revenues for the years 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.

### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. GAAP, 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. GAAP require that Management's Discussion and Analysis on pages 4 through 20 and the required supplementary information on pages 61 through 69 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by Governmental Accounting Standards Board (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. GAAS, 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 21, 2024 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 21, 2024

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

**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, 2024, 2023 and 2022. 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 statewide 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

Since we were established, the Community College System of New Hampshire (CCSNH) has been marked by the steady evolution of our mission, name, geographic coverage, programs, enrollment, and governance. From our post-World War II origin as two trade schools serving a few hundred students, we have evolved into an independent statewide system of seven comprehensive community colleges and five learning centers serving about 22,000 students annually.

With campuses in every region of the state and most of our students in-state residents, CCSNH plays a dominant role in educating New Hampshire's population and workforce. The colleges offer a broad range of high-quality associate degree and certificate programs as well as more specific workforce offerings that provide pathways to skilled employment and transfer to four-year colleges and universities, and that build strong communities of educated and civically engaged residents. The System Office provides leadership, coordination, and support to optimize the work of the seven community colleges, and is designed to create organizational efficiencies to ensure that CCSNH meets its statutory obligation to "operate as a well-coordinated system of public community college education."

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

Our well-coordinated system is dedicated to the educational, professional, and personal success of our students; a skilled workforce for our state's businesses; and a strong New Hampshire economy. These efforts aim to ensure that our students will attain their educational and professional goals.

Student Success & Demographics

Using the Strategic Plan as a guiding influence, CCSNH continues to create new and innovative pathways to help our students succeed. Leadership teams across the System, including the System Office and the Colleges, are reviewing a number of core services and educational opportunities to improve student success and outcomes. Throughout FY24, CCSNH has dedicated significant resources to implement innovative short-term programs focused on meeting critical industry needs across the state of New Hampshire, improving transferability to 4-year institutions, researching OER (open educational resources) to help reduce cost of textbooks/course materials for students, and to review our online learning model to improve accessibility to classes for students, regardless of their geographic location. By addressing these needs, and many others, CCSNH is facilitating student success by removing barriers to ensure that students can be fully engaged in their educational journey. Pillar I of the Strategic Plan is focused on reducing barriers that are financial, academic and externally facing (i.e. food and housing insecurities) to keep the cost of an education affordable for matriculated students and for those in workforce focused credential programs.

CCSNH successfully lobbied for additional state appropriations during the FY24 – FY25 biennium. These additional funds from the State of New Hampshire were geared toward supporting specific segments of our student population; examples of this support came in the form of a Promise Program that provided aid that covered additional resources above a student's federal Pell grant, industry specific support for early childhood educational professionals, and first responders. Furthermore, CCSNH also received appropriations to support those students seeking workforce development skills and funding to continue the successful Dual and Concurrent Enrollment Program geared at opening access to high school students at an affordable price.

Our efforts to provide student-centered, wrap-around services, and support, can be seen when comparing the data on the number of students that receive a credential from CCSNH. During FY24, CCSNH supported 1,941 students through the completion of their educational journey; this is a 5.8% increase in total graduates from FY23. While credential attainment is one factor of student success, another core metric is student persistence; CCSNH improved the number of students that persisted from FY23 to FY24. Last year, more than 435 students, ~3.5%, continued on their educational journey toward attaining a credential from their first year to their second compared to the prior year. These are but two measurements that can be viewed when thinking about student success.

In FY24, CCSNH served nearly 22,000 students, ~1.8%, encompassing all program offerings across the state. We also saw changes across our student populations in terms of ethnicity with four underserved populations growing in numbers when compared to FY23. Following the IPEDS designations for race and ethnicity; American Indian or Alaska Native students grew by 82 (+40%), Asian American students by 145 (+41%), African American students by 89 (+44%), and Hispanic American students grew by 213 (+41%). Our student population remained largely the same in terms of age groups (16-19, 20-24, and 25+) as well as gender. Each of these data points fluctuated by less than 1% in the year-over-year analysis.

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

CCSNH will continue to drive positive student success and outcomes by following a set of guiding principles that are the foundational component of our current strategic plan. The plan shall:

- Provide strategic direction for the colleges, Foundation, and system office
- Prioritize innovation and areas for increased collaboration as a system of coordinated colleges
- Use data to guide and inform decision-making, improve the student experience, and guide future planning
- Complement and align with individual college strategic plans
- Highlight and embrace the importance of partnering with internal and external stakeholders
- Commit to understanding, celebrating, and effectively fostering an inclusive environment for our community, where individuals of any background can thrive

These core tenants will position CCSNH to support our mission, vision, and goals through sound leadership and decision making.

Curriculum with Economic and Transfer Value

CCSNH continues to invest in our teaching and learning outcomes as we seek to prepare our students to become active participants in the broader New Hampshire workforce ecosystem. This means providing high quality, and industry relevant, programming that will lead to students being employed, with sustainable wages, or preparing them to continue their educational pathway by transferring to a 4-year institution. A component of this continued investment is directly tied to innovative initiatives that seek to improve access to educational opportunities throughout the state by researching and developing a shared on-line infrastructure that will allow CCSNH students seamlessly take online classes at any of our institutions across the state. These types of efforts encourage us to maintain a curriculum that is fresh while meeting the needs of our students and industry partners. We continue to work in collaboration with the New Hampshire Department of Employment Security and the University System of New Hampshire to meet these ever-changing needs. 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
- Transfer to baccalaureate programs
- Proposed student outcomes
- Semester-by-semester listing of courses students should take
- Similarities to other programs at CCSNH and potential enrollment impact

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

As mentioned above, our students also must be ready across multiple majors to transfer majority or all credits to nearby destinations. CCSNH continues to build on our current transfer strategy, to four-year institutions, by increasing collaboration with the University System, in an effort to improve the pathways between our two systems as we leverage our shared interest of serving the citizenry of the state of New Hampshire. CCSNH is continuing to reinvest in developing additional pathways with other institutions of higher education throughout the state, including Southern New Hampshire University, ColbySawyer College, Rivier University, New England College, and St. Anselm College.

**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, 2024 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**

During 2023, CCSNH adopted GASB Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*. The adoption of GASB Statements No. 94 did not have a material impact on the basic financial statements of CCSNH.

As disclosed in Note 2 to the basic financial statements, CCSNH adopted new accounting guidance, GASB Statement No. 96, *Subscription-Based Information Technology Arrangements* during the year ended June 30, 2023. The adoption of the standard at July 1, 2021, required recognition of \$1,439,126 of long-term subscription assets, \$746,552 of short-term subscription liabilities, and \$673,757 of subscription liabilities. At June 30, 2022, those balances related to subscription leases amounted to \$3,232,555 of long-term subscription assets, \$1,266,228 in short-term subscription liabilities, and \$1,202,888 of long-term subscription liabilities. The impact of the adoption of the standard as of July 1, 2021 was an increase in net position of \$18,817.

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

**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:

	<b>June 30,</b>		
	<b>2024</b>	2023	2022 Restated
<b>Assets</b>			
Current	\$ 60,911,663	\$ 56,957,331	\$ 62,173,383
Capital assets, net	107,008,759	106,401,909	100,262,621
Other noncurrent assets	<u>40,626,755</u>	<u>38,921,209</u>	<u>37,482,235</u>
Total assets	<u>208,547,177</u>	<u>202,280,449</u>	<u>199,918,239</u>
Deferred outflows of resources	<u>17,488,667</u>	<u>24,172,568</u>	<u>28,098,327</u>
<b>Liabilities</b>			
Current	13,800,787	16,054,434	17,304,984
Noncurrent	<u>110,823,616</u>	<u>133,916,661</u>	<u>140,809,877</u>
Total liabilities	<u>124,624,403</u>	<u>149,971,095</u>	<u>158,114,861</u>
Deferred inflows of resources	<u>34,711,371</u>	<u>25,933,475</u>	<u>33,651,873</u>
<b>Net position (deficit)</b>			
Invested in capital assets, net of related debt	98,315,372	96,237,727	89,117,701
Restricted nonexpendable	22,323,649	21,616,929	20,937,783
Restricted expendable	13,376,526	7,057,947	5,138,716
Unrestricted	<u>(67,315,477)</u>	<u>(74,364,156)</u>	<u>(78,944,368)</u>
Total net position	<u>\$ 66,700,070</u>	<u>\$ 50,548,447</u>	<u>\$ 36,249,832</u>

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

Current assets

Current assets consist of \$51.94 million in cash, cash equivalents, and short-term investments; \$6.87 million in accounts, notes, leases, and contracts receivable; \$709 thousand due from the State; and \$1.39 million in other current assets.

The \$3.96 million increase in current assets was primarily attributable to a \$3.1 million increase in cash, cash equivalents, and short-term investments. The increase was due to normal fluctuations associated with business activities and changes in market conditions. The remainder of the increase in current assets was due to an increase in the current portion of notes receivable of about \$1.35 million. The note receivable has a balloon payment due in October 2024, so the remaining balance of the note receivable was moved from noncurrent assets to current assets as of June 30, 2024.

In 2023, current assets decreased by \$5.22 million from 2022 and was primarily attributable to a decrease in cash of \$3.01 million coupled with additional decreases in grants and contracts receivable of about \$1.76 million.

Capital assets, net of accumulated depreciation

The overall increase in net capital assets of \$607 thousand for 2024 was due to net additions of \$8.4 million, net of depreciation expense of \$7.8 million. General equipment increased by approximately \$846 thousand resulting from net additions and disposals of \$2.23 million net of depreciation of \$1.39 million. Buildings and improvements, including construction in progress, decreased by about \$240 thousand. The decrease resulted from net additions of \$6.16 million netted against depreciation expense of \$6.4 million.

Gross general equipment purchases in fiscal year 2024 were in equipment related to classroom instruction of \$915 thousand, vehicles of \$101 thousand, major IT equipment of \$673 thousand, and general other equipment of \$540 thousand. The decrease in building and land improvements was primarily due to increases in college funded deferred maintenance at the campuses of about \$4.24 million, other critical maintenance of \$1.2 million, renovations in the aviation tech program at Nashua Community College of \$1.79 million, a roofing project also at Nashua Community College of \$305 thousand and various other smear projects of \$247 thousand netted against net sales of land and buildings of \$1.61 million netted against depreciation expense of \$6.4 million.

The increase in capital assets in 2023 from 2022 of \$6.14 million was due to net additions of \$13.82 million, net of depreciation expense of \$7.68 million.

Other noncurrent assets

Other noncurrent assets consist of \$32.67 million in long-term investments; \$5.54 million in right-of-use assets related to GASB 87; \$2.06 million in SBITA assets related to GASB 96; \$365.55 thousand in noncurrent lease receivables and (\$6.4) thousand for the long-term portion of student loans receivable.

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

The increase in other noncurrent assets from the prior year of \$1.7 million is mainly attributable to an increase in long-term investments of \$4.14 million, and in non-current student loans and leases receivable of \$180 thousand with combined net of decreases in right-of-use and subscription assets of \$423 thousand and \$720 thousand, respectively, along with decreases in the non-current portion of notes receivable of \$1.47 million. The 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 from the reinvested funds may be used for future use. The principal portion is held within the restricted nonexpendable portion of net position.

Other noncurrent assets increased by \$1.44 million in 2023 from 2022 due primarily to an increase in investments of \$2.59 million and decreases in right-of-use and subscription assets of \$916 thousand combined with decreases in student loans, leases receivable and notes receivable of \$207 thousand combined.

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 balances reported for fiscal years 2024, 2023 and 2022 include amounts for certain pension and other postemployment benefit changes.

Current liabilities

As of June 30, 2024, current liabilities include accounts payable and accrued liabilities of \$2.2 million, deferred revenue of \$2.54 million, current portion of long-term debt of \$1.17 million, current portion of the lease liability of \$830 thousand, current portion of subscription liability of \$718 thousand, other current liabilities of \$450 thousand and accrued salaries and benefits of \$5.88 million.

Current liabilities decreased by \$2.25 million in 2024, primarily due to a decrease in deferred revenue of \$2.33 million. About \$1.8 million of the decrease in deferred revenue was from revenue earned on the aviation program capital improvement project at Nashua Community College. Revenue is earned as the project progresses and incurs expenditures. The remaining decrease in deferred and prepaid revenue was smaller declines across multiple funds.

Current liabilities decreased by \$1.25 million in fiscal year 2023 from 2022. The decrease was mainly due to decreases in deferred revenue and current portion long-term debt of \$1.34 million and \$386 thousand respectively netted against an increase in accrued salaries and benefits of \$479 thousand.

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

Noncurrent liabilities

Noncurrent liabilities include liabilities for unfunded pension obligations and unfunded other postemployment benefit (OPEB) obligations of \$56.30 million and \$37.58 million, respectively. Also included in noncurrent liabilities are noncurrent portion of long-term debt of \$7.08 million, noncurrent portion of the lease liability of \$4.91 million, noncurrent portion of subscription liability of \$1.06 million, long-term employee benefits accruals of \$3.89 million, and funds due to the state of New Hampshire of \$3 thousand.

Noncurrent liabilities decreased by \$23.1 million in 2024. The overall decrease was primarily due to a decrease in CCSNH unfunded OPEB and pension liabilities of \$20.27 million and \$970 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. Additional decreases were seen in the noncurrent portions of long-term debt of \$903 thousand, subscription liability of \$140 thousand and in lease liability of \$458 thousand.

Noncurrent liabilities decreased by \$6.89 million in fiscal year 2023 from 2022. The decrease was primarily due to a decrease in CCSNH unfunded OPEB liability of \$16.04 million netted against an increase in the unfunded pension liability of \$10.64 million. Additional decreases were seen in long term debt of \$700 thousand and in subscription liabilities of \$576 thousand.

Deferred inflows of resources

Deferred inflows of resources are used to report acquisition of resources applicable to a future reporting period. The balances in fiscal year 2024, 2023, and 2022 reflects certain amounts related to OPEB, pensions, leases receivable, and deferred gain from advance bond refunding.

Net position

Overall net position increased by \$16.15 million during the fiscal year. The increase is due to net operating and nonoperating income over expenses of \$16.15 million.

CCSNH's net investment in capital assets increased by \$2.08 million during the current fiscal year. The increase was attributable to an overall increase in net capital assets of \$607 thousand along with a decrease in capital asset related debt of \$1 million and a decrease in payables on capital assets of \$434 thousand.

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

**Statements of Net Position - 2024**

	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
<b>Assets</b>								
<b>Current assets</b>								
Cash and cash equivalents	\$ 24,332,641	\$ 1,978,126	\$ 7,808,793	\$ 1,786,983	\$ 5,750,347	\$ 1,360,575	\$ (903,257)	\$ 6,551,074
Student accounts receivable, net	2,202,959	246,778	263,080	517,767	103,452	453,442	263,583	354,857
Current portion of leases receivable	304,943	125,247	-	179,696	-	-	-	-
Other current assets	1,393,867	119,815	570,485	227,718	50,937	183,305	144,958	96,649
Current portion of note and contributions receivable	1,472,857	101,480	103,851	398,180	98,668	313,067	239,996	217,615
Grants and contracts receivable	2,883,250	162,240	320,977	690,238	235,643	663,845	453,053	357,254
Operating investments	27,611,272	1,902,418	1,946,876	7,464,578	1,849,705	5,868,981	4,499,139	4,079,575
Due from State of NH for capital appropriations	<u>709,874</u>	<u>20,479</u>	<u>20,957</u>	<u>331,060</u>	<u>19,911</u>	<u>63,177</u>	<u>205,525</u>	<u>48,765</u>
Total current assets	<u>60,911,663</u>	<u>4,656,583</u>	<u>11,035,019</u>	<u>11,596,220</u>	<u>8,108,663</u>	<u>8,906,392</u>	<u>4,902,997</u>	<u>11,705,789</u>
<b>Noncurrent assets</b>								
Leases receivable, net of current portion	365,548	365,548	-	-	-	-	-	-
Investments	32,667,109	2,250,764	2,303,364	8,831,400	2,188,401	6,943,637	5,322,967	4,826,576
Right-of-use-assets, net	5,538,548	53,448	164,662	37,942	281,368	18,901	59,309	4,922,918
Subscription assets, net	2,055,550	141,628	144,937	555,708	137,704	436,922	334,943	303,708
Capital assets, net	<u>107,008,759</u>	<u>12,817,606</u>	<u>7,163,950</u>	<u>18,366,223</u>	<u>13,855,499</u>	<u>23,762,904</u>	<u>20,081,766</u>	<u>10,960,811</u>
Total noncurrent assets	<u>147,635,514</u>	<u>15,628,994</u>	<u>9,776,913</u>	<u>27,791,273</u>	<u>16,462,972</u>	<u>31,162,364</u>	<u>25,798,985</u>	<u>21,014,013</u>
Total assets	<u>\$ 208,547,177</u>	<u>\$ 20,285,577</u>	<u>\$ 20,811,932</u>	<u>\$ 39,387,493</u>	<u>\$ 24,571,635</u>	<u>\$ 40,068,756</u>	<u>\$ 30,701,982</u>	<u>\$ 32,719,802</u>
<b>Deferred outflows of resources</b>								
Pension	\$ 10,096,456	\$ 695,646	\$ 711,903	\$ 2,729,530	\$ 676,371	\$ 2,146,077	\$ 1,645,175	\$ 1,491,754
Other postemployment benefits	<u>7,392,211</u>	<u>509,323</u>	<u>521,225</u>	<u>1,998,450</u>	<u>495,211</u>	<u>1,571,269</u>	<u>1,204,529</u>	<u>1,092,204</u>
Total deferred outflows of resources	<u>\$ 17,488,667</u>	<u>\$ 1,204,969</u>	<u>\$ 1,233,128</u>	<u>\$ 4,727,980</u>	<u>\$ 1,171,582</u>	<u>\$ 3,717,346</u>	<u>\$ 2,849,704</u>	<u>\$ 2,583,958</u>

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

**Statements of Net Position - 2024 (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>
<b>Liabilities</b>								
<b>Current liabilities</b>								
Accounts payable and accrued expenses	\$ 1,816,428	\$ 146,624	\$ 154,338	\$ 413,604	\$ 199,832	\$ 347,790	\$ 301,413	\$ 252,827
Accounts payable for capital assets	388,635	6,924	7,086	295,462	6,732	21,360	31,374	19,697
Accrued salaries and benefits	5,880,577	441,234	411,203	1,585,130	428,229	1,228,903	890,076	895,802
Unearned revenue and deposits	2,543,242	218,138	151,947	1,017,570	107,326	427,245	294,766	326,250
Current portion of lease liability	830,430	15,682	101,916	33,944	232,883	18,716	18,477	408,812
Current portion of bonds payable	1,148,046	68,715	-	177,439	-	153,469	273,166	475,257
Current portion of notes payable	24,973	-	24,973	-	-	-	-	-
Current portion of subscription liability	718,456	49,502	50,658	194,231	48,130	152,713	117,069	106,153
Other current liabilities	450,000	-	450,000	-	-	-	-	-
<b>Total current liabilities</b>	<b><u>13,800,787</u></b>	<b><u>946,819</u></b>	<b><u>1,352,121</u></b>	<b><u>3,717,380</u></b>	<b><u>1,023,132</u></b>	<b><u>2,350,196</u></b>	<b><u>1,926,341</u></b>	<b><u>2,484,798</u></b>
<b>Noncurrent liabilities</b>								
Due to State of New Hampshire	3,050	-	-	-	-	3,050	-	-
Accrued salaries and benefits	3,891,352	264,927	259,440	1,121,168	252,634	818,307	588,330	586,546
Net pension liability	56,296,557	2,678,834	2,969,481	18,219,511	2,671,360	13,766,251	7,673,285	8,317,835
Lease liability, net of current portion	4,912,009	41,249	65,269	10,890	29,758	4,732	45,853	4,714,258
Bonds payable, net of current portion	5,692,387	208,562	-	439,811	-	1,646,777	652,286	2,744,951
Other postemployment benefits	37,577,090	1,789,062	1,749,568	12,408,790	1,767,325	9,187,290	5,123,027	5,552,028
Notes payable, net of current portion	1,389,614	-	1,389,614	-	-	-	-	-
Subscription liabilities, net of current portion	1,061,557	73,141	74,851	286,987	71,115	225,642	172,976	156,845
<b>Total noncurrent liabilities</b>	<b><u>110,823,616</u></b>	<b><u>5,055,775</u></b>	<b><u>6,508,223</u></b>	<b><u>32,487,157</u></b>	<b><u>4,792,192</u></b>	<b><u>25,652,049</u></b>	<b><u>14,255,757</u></b>	<b><u>22,072,463</u></b>
<b>Total liabilities</b>	<b><u>\$ 124,624,403</u></b>	<b><u>\$ 6,002,594</u></b>	<b><u>\$ 7,860,344</u></b>	<b><u>\$ 36,204,537</u></b>	<b><u>\$ 5,815,324</u></b>	<b><u>\$ 28,002,245</u></b>	<b><u>\$ 16,182,098</u></b>	<b><u>\$ 24,557,261</u></b>
<b>Deferred inflows of resources</b>								
Pension	\$ 2,266,908	\$ 156,190	\$ 159,840	\$ 612,848	\$ 151,862	\$ 481,848	\$ 369,383	\$ 334,937
Other postemployment benefits	31,635,823	2,179,709	2,230,648	8,552,597	2,119,314	6,724,429	5,154,923	4,674,203
Deferred gain from advance bond refunding	141,487	2,128	-	29,104	-	78,177	32,032	46
Lease receivables	667,153	484,147	-	183,006	-	-	-	-
<b>Total deferred inflows of resources</b>	<b><u>\$ 34,711,371</u></b>	<b><u>\$ 2,822,174</u></b>	<b><u>\$ 2,390,488</u></b>	<b><u>\$ 9,377,555</u></b>	<b><u>\$ 2,271,176</u></b>	<b><u>\$ 7,284,454</u></b>	<b><u>\$ 5,556,338</u></b>	<b><u>\$ 5,009,186</u></b>
<b>Net position (deficit)</b>								
Invested in capital assets, net of related liabilities	\$ 98,315,372	\$ 12,531,276	\$ 5,742,277	\$ 17,496,313	\$ 13,848,767	\$ 21,863,121	\$ 19,107,907	\$ 7,725,711
Restricted nonexpendable	22,323,649	1,533,702	1,633,376	6,017,837	1,491,206	4,731,489	3,627,143	3,288,896
Restricted expendable	13,376,526	859,513	873,367	3,785,634	837,832	2,932,808	2,101,094	1,986,278
Unrestricted	(67,315,477)	(2,258,713)	3,545,208	(28,766,403)	1,478,912	(21,028,015)	(13,022,894)	(7,263,572)
<b>Total net position (deficit)</b>	<b><u>\$ 66,700,070</u></b>	<b><u>\$ 12,665,778</u></b>	<b><u>\$ 11,794,228</u></b>	<b><u>\$ (1,466,619)</u></b>	<b><u>\$ 17,656,717</u></b>	<b><u>\$ 8,499,403</u></b>	<b><u>\$ 11,813,250</u></b>	<b><u>\$ 5,737,313</u></b>

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

**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:

	<b>Years Ended June 30,</b>		
	<b>2024</b>	2023	2022 Restated
Operating revenues			
Net tuition and fees	<b>\$ 29,986,724</b>	\$ 33,693,835	\$ 21,179,583
Other operating revenues	<b><u>25,526,962</u></b>	<u>23,321,069</u>	<u>23,032,891</u>
Total operating revenues	<b><u>55,513,686</u></b>	<u>57,014,904</u>	<u>44,212,474</u>
Operating expenses			
Employee compensation and benefits	<b>85,013,075</b>	78,893,326	52,596,999
Other operating expenses	<b><u>39,349,385</u></b>	<u>36,853,522</u>	<u>35,811,272</u>
Total operating expenses	<b><u>124,362,460</u></b>	<u>115,746,848</u>	<u>88,408,271</u>
Operating loss	<b><u>(68,848,774)</u></b>	<u>(58,731,944)</u>	<u>(44,195,797)</u>
Nonoperating revenues (expenses) and other changes			
State appropriations - operating	<b>64,753,723</b>	56,000,000	56,000,000
State appropriations - capital	<b>2,683,245</b>	8,431,950	2,290,942
Capital grants and contracts	<b>2,370,819</b>	744,617	524,093
Lease revenue	<b>312,790</b>	129,761	145,488
COVID funding	<b>2,566,541</b>	1,922,533	23,102,359
Investment return (loss) used for operations	<b>5,800,427</b>	3,668,024	(1,014,369)
Investment return (loss) net of amount used for operations	<b>3,437,838</b>	1,919,231	(5,513,550)
Nonexpendable contributions	<b>699,136</b>	671,562	2,208,985
Restricted unexpended appropriations	<b>2,880,741</b>	-	-
Interest expense on subscriptions	<b>(30,293)</b>	(40,289)	(4,221)
Interest expense on leases	<b>(122,667)</b>	(127,780)	(125,284)
Interest expense on capital debt	<b><u>(351,903)</u></b>	<u>(289,050)</u>	<u>(451,735)</u>
Nonoperating revenues and other changes, net	<b><u>85,000,397</u></b>	<u>73,030,559</u>	<u>77,162,708</u>
Increase in net position	<b><u>16,151,623</u></b>	<u>14,298,615</u>	<u>32,966,911</u>
Net position (deficit), beginning of year, as previously stated	<b>50,548,447</b>	36,249,832	(17,438,410)
Cumulative effect of correction of an error	-	-	<u>20,721,331</u>
Net position, beginning of year, restated	<b><u>50,548,447</u></b>	<u>36,249,832</u>	<u>3,282,921</u>
Net position, end of year	<b><u>\$ 66,700,070</u></b>	<u>\$ 50,548,447</u>	<u>\$ 36,249,832</u>

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

**Statements of Revenues, Expenses and Changes in Net Position - 2024**

	<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	\$ 53,219,580	\$ 3,679,001	\$ 4,034,199	\$ 14,201,647	\$ 3,689,456	\$ 11,713,816	\$ 7,342,018	\$ 8,559,443
Less scholarships	<u>(23,232,856)</u>	<u>(2,080,425)</u>	<u>(1,934,166)</u>	<u>(6,458,039)</u>	<u>(1,815,724)</u>	<u>(4,664,646)</u>	<u>(3,097,245)</u>	<u>(3,182,611)</u>
Net tuition and fees	29,986,724	1,598,576	2,100,033	7,743,608	1,873,732	7,049,170	4,244,773	5,376,832
Grants and contracts	19,410,253	1,681,709	2,465,304	4,920,504	1,495,738	3,757,707	2,623,547	2,465,744
Auxiliary enterprises	2,932,923	42,853	-	2,174,556	575,262	140,252	-	-
Other operating revenue	<u>3,183,786</u>	<u>332,018</u>	<u>(206,474)</u>	<u>960,191</u>	<u>881,479</u>	<u>738,468</u>	<u>237,640</u>	<u>240,464</u>
Total operating revenues	<u>55,513,686</u>	<u>3,655,156</u>	<u>4,358,863</u>	<u>15,798,859</u>	<u>4,826,211</u>	<u>11,685,597</u>	<u>7,105,960</u>	<u>8,083,040</u>
Operating expenses								
Employee compensation and benefits	85,013,075	7,596,225	7,648,852	21,402,581	7,506,946	17,356,787	11,758,516	11,743,168
Other operating expenses	25,714,633	2,021,586	3,144,378	6,661,046	2,704,354	4,357,914	3,788,947	3,036,408
Utilities	3,615,220	281,455	224,847	981,967	444,783	689,341	523,124	469,703
Depreciation	<u>10,019,532</u>	<u>660,949</u>	<u>757,642</u>	<u>2,501,462</u>	<u>885,285</u>	<u>1,969,169</u>	<u>1,502,370</u>	<u>1,742,655</u>
Total operating expenses	<u>124,362,460</u>	<u>10,560,215</u>	<u>11,775,719</u>	<u>31,547,056</u>	<u>11,541,368</u>	<u>24,373,211</u>	<u>17,572,957</u>	<u>16,991,934</u>
Operating loss	<u>(68,848,774)</u>	<u>(6,905,059)</u>	<u>(7,416,856)</u>	<u>(15,748,197)</u>	<u>(6,715,157)</u>	<u>(12,687,614)</u>	<u>(10,466,997)</u>	<u>(8,908,894)</u>

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

**Statements of Revenues, Expenses and Changes in Net Position - 2024 (Concluded)**

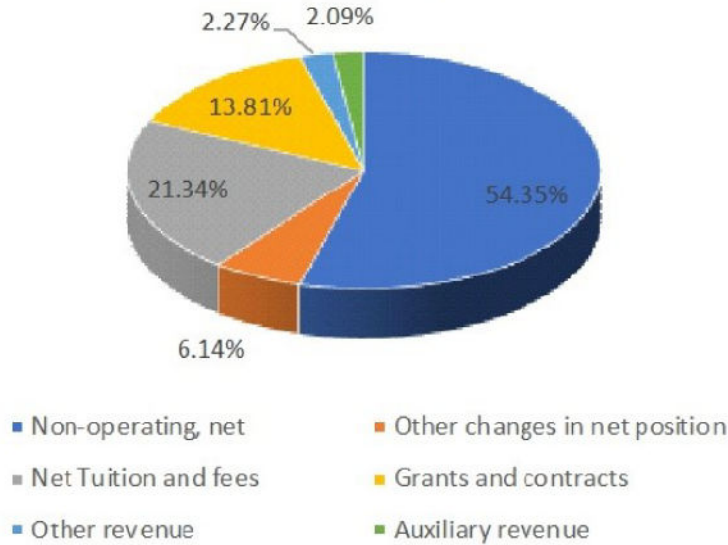
	<u>Consolidated</u>	<u>WMCC</u>	<u>RVCC</u>	<u>NHTI</u>	<u>LRCC</u>	<u>MCC</u>	<u>NCC</u>	<u>GBCC</u>
Nonoperating revenues (expenses)								
State appropriations - operating	64,753,723	6,997,521	6,997,397	13,299,779	8,148,801	10,798,978	9,630,227	8,881,020
COVID funding	2,566,541	122,194	119,497	847,529	120,710	627,498	349,906	379,207
Lease revenue	312,790	134,530	-	178,260	-	-	-	-
Investment return used for operations	5,800,427	385,097	392,661	1,598,749	403,145	1,239,807	911,113	869,855
Investment return excluding amount used for operations	3,437,838	236,867	242,403	929,403	230,304	730,738	560,181	507,942
Interest expense on subscriptions	(30,293)	(2,087)	(2,136)	(8,190)	(2,029)	(6,439)	(4,936)	(4,476)
Interest expense on leases	(122,667)	(1,572)	(6,117)	(389)	(10,252)	(347)	(1,607)	(102,383)
Interest expense on capital debt	<u>(351,903)</u>	<u>(11,034)</u>	<u>(51,754)</u>	<u>(22,203)</u>	<u>-</u>	<u>(67,195)</u>	<u>(38,470)</u>	<u>(161,247)</u>
Nonoperating revenues, net	<u>76,366,456</u>	<u>7,861,516</u>	<u>7,691,951</u>	<u>16,822,938</u>	<u>8,890,679</u>	<u>13,323,040</u>	<u>11,406,414</u>	<u>10,369,918</u>
Income before other changes in net position	<u>7,517,682</u>	<u>956,457</u>	<u>275,095</u>	<u>1,074,741</u>	<u>2,175,522</u>	<u>635,426</u>	<u>939,417</u>	<u>1,461,024</u>
Other changes in net position								
State capital appropriations	2,683,245	115,209	282,830	983,303	123,080	196,500	751,307	231,016
Capital grants and contracts	2,370,819	219,517	34,780	52,278	33,954	117,909	1,822,111	90,270
Nonexpendable contributions	699,136	48,171	49,296	189,008	46,836	148,606	113,921	103,298
Restricted unexpended appropriations	<u>2,880,741</u>	<u>137,153</u>	<u>134,126</u>	<u>951,285</u>	<u>135,487</u>	<u>704,318</u>	<u>392,742</u>	<u>425,630</u>
Total other changes in net position	<u>8,633,941</u>	<u>520,050</u>	<u>501,032</u>	<u>2,175,874</u>	<u>339,357</u>	<u>1,167,333</u>	<u>3,080,081</u>	<u>850,214</u>
Increase in net position	16,151,623	1,476,507	776,127	3,250,615	2,514,879	1,802,759	4,019,498	2,311,238
Net position (deficit), beginning of year	<u>50,548,447</u>	<u>11,189,271</u>	<u>11,018,101</u>	<u>(4,717,234)</u>	<u>15,141,838</u>	<u>6,696,644</u>	<u>7,793,752</u>	<u>3,426,075</u>
Net position (deficit), end of year	<u>\$ 66,700,070</u>	<u>\$ 12,665,778</u>	<u>\$ 11,794,228</u>	<u>\$ (1,466,619)</u>	<u>\$ 17,656,717</u>	<u>\$ 8,499,403</u>	<u>\$ 11,813,250</u>	<u>\$ 5,737,313</u>

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

2024 Revenue by source



Operating revenues

Overall operating revenue increased by \$1.5 million in fiscal year 2024 relative to fiscal year 2023.

Fiscal year 2024 gross tuition and fees grew by about \$1.08 million (2.07%) relative to fiscal year 2023. However, net tuition and fees fell by about \$3.71 million in 2024 relative to 2023. There was an increase in scholarships netted against gross tuition and fees of about \$4.79 million in FY24. This increase was mainly caused by increases in Pell grants of \$1.74 million, the Promise program of \$650 thousand, dual and concurrent enrollment of \$642 thousand and \$951 thousand for scholarships in career programs in high demand within the state of New Hampshire. The remaining increase was from smaller increase across multiple types of scholarship funds.

The Promise program, new to CCSNH in fiscal year 2024 helps eligible students bridge the gap between other grants and scholarships and the cost of tuition. This program is funded through state of New Hampshire appropriations. The state of New Hampshire also funds through appropriations dual enrollment scholarships for students still in high school who wish to take some college courses at CCSNH. Lastly, the state of New Hampshire also funds scholarships for careers in high demand within the state of New Hampshire such as first responders, early childhood education and nursing.

Increases of \$1.70 million were seen in 2024 in grants and contracts. These increases were due to the increased funding for the scholarship programs explained previously. An increase of \$562 thousand was also seen in other operating revenue in fiscal year 2024 due to a legal settlement at Lakes Region Community College of \$600 thousand.

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

Between 2023 and 2022 operating revenues increased by about \$12.8 million. This increase was primarily the result of decreases in HEERF pandemic-related scholarships of about \$13.35 million netted against increases in other types of scholarships of about \$451 thousand. These scholarships were netted against gross tuition and fees in 2022. We did not see a corresponding increase in operating grants and contracts as HEERF scholarships were funded within non-operating revenues in 2022.

Nonoperating revenues and other changes

Total nonoperating revenues and other changes in net position increased by \$11.97 million in fiscal year 2024 relative to fiscal year 2023. Net nonoperating revenue increased by \$13.18 million, while other changes in net position decreased by \$1.21 million.

The primary reasons for the increase in net nonoperating revenue in fiscal year 2024 relative to fiscal year 2023 were increases in state of New Hampshire appropriations of \$8.75 million and increases in investment returns of \$912 thousand net of a decline in COVID 19 stimulus funding of \$1.92 million.

The decrease in other changes to net position in 2024 of \$1.21 million was primarily due to an increases in capital grants and contracts and in non-expendable contributions of \$1.63 million and \$2.88 million respectively netted against declines in capital appropriations of \$5.75 million.

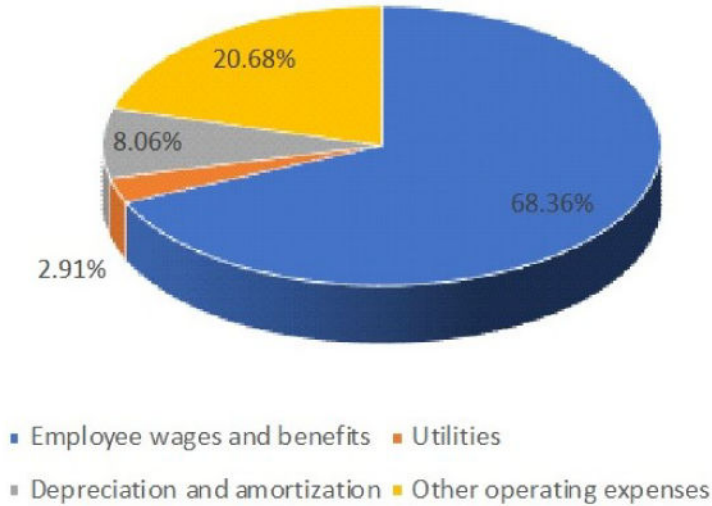
The decrease in net nonoperating revenues and other changes in net position from 2022 to 2023 of \$4.13 million was primarily due to decreases in pandemic related funding of \$21.18 million and in non-expendable contributions of \$1.54 million offset partially by increases in state capital appropriations of \$6.14 million and in investment returns of \$12.11 million.

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

**2024 Expenditures by type**



Operating expenses

In fiscal year 2024, operating expenses increased by \$8.61 million from 2023 of which the salary and benefits accounted for \$7.12 million. Regarding salaries and benefits, salaries alone in FY24 increased by about \$2.48 (3.9%) million over FY23 mostly the result of merit increases and cost of living adjustments. Employee benefits costs increased by \$3.64 million. The primary driver of the increase in employee benefits were the increases in Pension and OPEB expenses of \$2.46 million and \$211 thousand respectively. Most of the increase in both were due to the actuarially calculated adjustments that were different than in fiscal year 2023. We also saw an increase in health insurance expenses in 2024 of about \$668 thousand.

Other operating expenses increased by about \$2.65 million in 2024 relative to 2023. The primary causes of the increase were increases in supplies and current expenses of about \$2.36 million and in utilities of \$290 thousand. As for supplies and current expenses, we saw increases in general supply needs and miscellaneous other operating expenses of about \$475 thousand and in minor equipment purchases of \$461 thousand. We also saw increases in consultants' expenses of \$542 thousand, in licensing and service agreements of \$210 thousand and in building maintenance of \$151 thousand. The remaining increase was due to smaller increases across various account types. Regarding the increase in utilities expenses, the sharp increase in electricity rates caused a jump of about \$326 thousand.

Operating expenses increased by \$27.34 million in 2023 from 2022. \$25.14 million of this increase was within the employee benefits line resulting mainly from the differences in the adjustments necessary to change our unfunded pension and OPEB liabilities from 2022 to 2023. Salaries also increased by \$1.16 million in 2023 relative to 2022. The remaining increase was from multiple smaller changes across various account types.

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

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2024 and 2023**

**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.

	Years Ended June 30,		
	2024	2023	2022 Restated
Net cash used - operating activities	\$ (62,079,087)	\$ (52,642,219)	\$ (47,491,526)
Net cash provided - noncapital financing activities	67,026,594	54,720,548	69,947,568
Net cash used - capital and related financing activities	(6,832,324)	(7,094,795)	(4,386,471)
Net cash provided (used) - investing activities	<u>1,649,082</u>	<u>(9,301,179)</u>	<u>(6,794,068)</u>
Net (decrease) increase in cash and cash equivalents	(235,735)	(14,317,645)	11,275,503
Cash and cash equivalents, beginning of year	<u>24,568,376</u>	<u>38,886,021</u>	<u>27,610,518</u>
Cash and cash equivalents, end of year	<u>\$ 24,332,641</u>	<u>\$ 24,568,376</u>	<u>\$ 38,886,021</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 decreased by \$236 thousand in 2024, decreased by \$14.32 million during 2023, and increased by \$11.28 million during 2022, 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, 2024 and 2023**

	Community College System of New Hampshire		Community Colleges of New Hampshire Foundation	
	2024	2023	2024	2023
<b>Assets</b>				
<b>Current assets</b>				
Cash and cash equivalents	\$ 24,332,641	\$ 24,568,376	\$ 186,211	\$ 317,957
Student accounts receivable, net	2,202,959	2,613,537	-	-
Current portion of leases receivable	304,943	87,125	-	-
Other current assets	1,393,867	1,260,196	-	-
Current portion of note and contributions receivable	1,472,857	120,231	-	-
Grants and contracts receivable	2,883,250	3,013,238	-	-
Operating investments	27,611,272	24,285,777	-	-
Due from State of New Hampshire	709,874	1,008,851	-	-
Total current assets	<u>60,911,663</u>	<u>56,957,331</u>	<u>186,211</u>	<u>317,957</u>
<b>Noncurrent assets</b>				
Student loans receivable, net	-	94,516	-	-
Leases receivable, net of current portion	365,548	85,559	-	-
Note and contributions receivable, net of current portion	-	1,472,857	-	-
Investments	32,667,109	28,530,135	8,211,782	6,708,317
Right-of-use asset, net	5,538,548	5,962,127	-	-
Subscription assets, net	2,055,550	2,776,015	-	-
Capital assets, net	107,008,759	106,401,909	-	-
Total noncurrent assets	<u>147,635,514</u>	<u>145,323,118</u>	<u>8,211,782</u>	<u>6,708,317</u>
Total assets	<u>208,547,177</u>	<u>202,280,449</u>	<u>8,397,993</u>	<u>7,026,274</u>
<b>Deferred outflows of resources</b>				
Pension	10,096,456	12,447,823	-	-
Other postemployment benefits	7,392,211	11,724,745	-	-
Total deferred outflows of resources	<u>17,488,667</u>	<u>24,172,568</u>	<u>-</u>	<u>-</u>
<b>Liabilities</b>				
<b>Current liabilities</b>				
Accounts payable and accrued expenses	1,816,428	1,344,943	9,236	3,847
Accounts payable for capital assets	388,635	987,116	-	-
Current portion of accrued salaries and benefits	5,880,577	5,777,522	-	-
Unearned revenue and deposits	2,543,242	4,877,551	-	-
Current portion of lease liability	830,430	796,775	-	-
Current portion of bonds payable	1,148,046	964,990	-	-
Current portion of note payable	24,973	36,638	-	-
Current portion of subscription liability	718,456	1,268,899	-	-
Other current liabilities	450,000	-	-	-
Total current liabilities	<u>13,800,787</u>	<u>16,054,434</u>	<u>9,236</u>	<u>3,847</u>
<b>Noncurrent liabilities</b>				
Due to the State of New Hampshire	3,050	9,087	-	-
Accrued salaries and benefits, net of current portion	3,891,352	3,861,486	-	-
Refundable advances	-	104,013	-	-
Net pension liability	56,296,557	57,266,361	-	-
Lease liability, net of current portion	4,912,009	5,372,105	-	-
Bonds payable, net of current portion	5,692,387	6,840,433	-	-
Other postemployment benefits	37,577,090	57,845,701	-	-
Note payable, net of current portion	1,389,614	1,414,587	-	-
Subscription liability, net of current portion	1,061,557	1,202,888	-	-
Total noncurrent liabilities	<u>110,823,616</u>	<u>133,916,661</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>124,624,403</u>	<u>149,971,095</u>	<u>9,236</u>	<u>3,847</u>
<b>Deferred inflows of resources</b>				
Pension	2,266,908	3,654,355	-	-
Other postemployment benefits	31,635,823	21,934,749	-	-
Deferred gain from advance bond refunding	141,487	176,280	-	-
Lease receivables	667,153	168,091	-	-
Total deferred inflows of resources	<u>34,711,371</u>	<u>25,933,475</u>	<u>-</u>	<u>-</u>
<b>Net position (deficit)</b>				
Invested in capital assets, net of related liabilities	98,315,372	96,237,727	-	-
Restricted nonexpendable	22,323,649	21,616,929	3,519,614	3,203,729
Restricted expendable	13,376,526	7,057,947	2,766,859	2,475,204
Unrestricted	(67,315,477)	(74,364,156)	2,102,284	1,343,494
Total net position	<u>\$ 66,700,070</u>	<u>\$ 50,548,447</u>	<u>\$ 8,388,757</u>	<u>\$ 7,022,427</u>

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

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

**Statements of Revenues, Expenses and Changes in Net Position**

**Years Ended June 30, 2024 and 2023**

	Community College System of New Hampshire		Community Colleges of New Hampshire Foundation	
	2024	2023	2024	2023
Operating revenues				
Tuition and fees	\$ 53,219,580	\$ 52,137,532	\$ -	\$ -
Less scholarships	<u>(23,232,856)</u>	<u>(18,443,697)</u>	<u>-</u>	<u>-</u>
Net tuition and fees	29,986,724	33,693,835	-	-
Grants and contracts	19,410,253	17,719,996	-	-
Contributions	-	-	1,752,847	1,658,529
Auxiliary enterprises	2,932,923	2,979,100	-	-
Other operating revenue	<u>3,183,786</u>	<u>2,621,973</u>	<u>-</u>	<u>-</u>
Total operating revenues	<u>55,513,686</u>	<u>57,014,904</u>	<u>1,752,847</u>	<u>1,658,529</u>
Operating expenses				
Employee compensation and benefits	85,013,075	78,893,326	-	-
Other operating expenses	25,714,633	23,351,173	1,585,540	1,512,398
Utilities	3,615,220	3,325,352	-	-
Depreciation and amortization	<u>10,019,532</u>	<u>10,176,997</u>	<u>-</u>	<u>-</u>
Total operating expenses	<u>124,362,460</u>	<u>115,746,848</u>	<u>1,585,540</u>	<u>1,512,398</u>
Operating (loss) income	<u>(68,848,774)</u>	<u>(58,731,944)</u>	<u>167,307</u>	<u>146,131</u>
Nonoperating revenues (expenses)				
State of New Hampshire appropriations	64,753,723	56,000,000	-	-
Lease revenue	312,790	129,761	-	-
COVID funding	2,566,541	1,922,533	-	-
Investment return for operations	5,800,427	3,668,024	199,085	189,195
Investment return excluding amount for operations	3,437,838	1,919,231	693,195	474,686
Interest expense on leases	(122,667)	(127,780)	-	-
Interest expense on subscriptions	(30,293)	(40,289)	-	-
Interest expense on capital debt	<u>(351,903)</u>	<u>(289,050)</u>	<u>-</u>	<u>-</u>
Nonoperating revenues, net	<u>76,366,456</u>	<u>63,182,430</u>	<u>892,280</u>	<u>663,881</u>
Income before other changes in net position	<u>7,517,682</u>	<u>4,450,486</u>	<u>1,059,587</u>	<u>810,012</u>
Other changes in net position				
State of New Hampshire capital appropriation	2,683,245	8,431,950	-	-
Capital grants and contracts	2,370,819	744,617	-	-
Nonexpendable contributions	699,136	671,562	306,743	119,795
Restricted unexpended appropriations	<u>2,880,741</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total other changes in net position	<u>8,633,941</u>	<u>9,848,129</u>	<u>306,743</u>	<u>119,795</u>
Increase in net position	<u>16,151,623</u>	<u>14,298,615</u>	<u>1,366,330</u>	<u>929,807</u>
Net position, beginning of year	<u>50,548,447</u>	<u>36,249,832</u>	<u>7,022,427</u>	<u>6,092,620</u>
Net position, end of year	<u>\$ 66,700,070</u>	<u>\$ 50,548,447</u>	<u>\$ 8,388,757</u>	<u>\$ 7,022,427</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, 2024 and 2023**

	<b>Community College System of New Hampshire</b>	
	<b>2024</b>	<b>2023</b>
Cash flows from operating activities		
Receipts from tuition and fees	\$ 30,114,020	\$ 32,848,093
Receipts from grants and contracts	21,353,264	22,378,257
Receipts from auxiliary enterprises	2,932,923	2,979,100
Payments to suppliers	(28,408,368)	(26,741,695)
Payments to employees	(91,121,041)	(87,375,981)
Other cash receipts	<u>3,050,115</u>	<u>3,270,007</u>
Net cash used for operating activities	<u>(62,079,087)</u>	<u>(52,642,219)</u>
Cash flows from noncapital financing activities		
State of New Hampshire appropriations	64,753,723	56,000,000
COVID funding received	(1,307,006)	(1,951,014)
Contributions for long-term purposes	<u>3,579,877</u>	<u>671,562</u>
Net cash provided by noncapital financing activities	<u>67,026,594</u>	<u>54,720,548</u>
Cash flows from capital and related financing activities		
Appropriations from the State of New Hampshire for capital expenditures	2,982,222	8,547,877
Change in accounts payable to the State of New Hampshire for capital assets	(6,037)	(11,473)
Capital grants and contracts received	2,370,819	744,617
Purchase of capital assets, net of disposals	(9,027,098)	(13,878,480)
Payments received on note receivable	120,231	116,682
Principal on bonds payable, other long-term liabilities, leases and subscriptions	(2,732,805)	(2,191,564)
Interest on bonds payable, other long-term liabilities, leases and subscriptions	<u>(539,656)</u>	<u>(422,454)</u>
Net cash used for capital and related financing activities	<u>(6,832,324)</u>	<u>(7,094,795)</u>
Cash flows from investing activities		
Proceeds from sales and maturities of investments	2,468,217	2,672,487
Purchase of investments	<u>(819,135)</u>	<u>(11,973,666)</u>
Net cash provided by (used for) investing activities	<u>1,649,082</u>	<u>(9,301,179)</u>
Net decrease in cash and cash equivalents	(235,735)	(14,317,645)
Cash and cash equivalents, beginning of year	<u>24,568,376</u>	<u>38,886,021</u>
Cash and cash equivalents, end of year	<u>\$ 24,332,641</u>	<u>\$ 24,568,376</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 (Concluded)**

**Years Ended June 30, 2024 and 2023**

	<b>Community College System of New Hampshire</b>	
	<b>2024</b>	Restated <b>2023</b>
Reconciliation of operating loss to net cash used for operating activities		
Operating loss	<b>\$ (68,848,774)</b>	\$ (58,731,944)
Adjustments to reconcile operating loss to net cash used for operating activities		
Depreciation and amortization	<b>10,019,532</b>	10,176,997
Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources		
Student accounts receivable	<b>410,578</b>	(383,020)
Other current assets	<b>(133,671)</b>	648,034
Student loans receivable	<b>94,516</b>	29,117
Grants and contracts receivable	<b>4,003,535</b>	5,633,524
Deferred outflows of resources - pension	<b>2,351,367</b>	(239,579)
Deferred outflows of resources - OPEB	<b>4,332,534</b>	4,165,338
Accounts payable and accrued expenses	<b>471,485</b>	(65,170)
Accrued salaries and benefits	<b>132,921</b>	617,237
Unearned revenue and deposits	<b>(2,334,309)</b>	(1,339,460)
Other current liabilities	<b>450,000</b>	-
Other postemployment benefits	<b>(20,268,611)</b>	(16,042,887)
Net pension liability	<b>(969,804)</b>	10,642,648
Refundable advances	<b>(104,013)</b>	(127,642)
Deferred inflows of resources - pension	<b>(1,387,447)</b>	(12,962,481)
Deferred inflows of resources - OPEB	<b>9,701,074</b>	5,337,069
Net cash used for operating activities	<b><u>\$ (62,079,087)</u></b>	<b><u>\$ (52,642,219)</u></b>
Reconciliation of noncash activity		
Acquisition of capital assets	<b>\$ 8,403,644</b>	\$ 14,073,855
Less: Acquisition of capital assets included in accounts payable at year-end	<b>(388,635)</b>	(987,116)
Add: Acquisition of capital assets included in accounts payable at prior year-end	<b>987,116</b>	755,103
Add: Payments on long-term liabilities used to finance the acquisitions of capital assets	<b><u>24,973</u></b>	<b><u>36,638</u></b>
Payments for the acquisition of capital assets	<b><u>\$ 9,027,098</u></b>	<b><u>\$ 13,878,480</u></b>

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, 2024 and 2023**

**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, 2023, CCSNH adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*. The adoption of the statement and related guidance during the year ended June 30, 2023 did not have a material impact of the financial statements of CCSNH.

During the year ended June 30, 2023, CCSNH adopted new accounting guidance, GASB Statement No. 96, *Subscription-Based Information Technology Arrangements*. 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.

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

**Notes to Financial Statements**

**June 30, 2024 and 2023**

**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 GASB. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

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

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

**Cash and Cash Equivalents**

Cash and cash equivalents in the statements 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.

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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, 2024 and 2023. 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, 2023 was reported net of an allowance for loan losses of \$7,772. The student loan receivables were assigned to the Department of Education prior to June 30, 2024, therefore there is no loan receivable or allowance noted at June 30, 2024.

**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 statements of revenues, expenses and changes in net position.

**Subscription-Based Information Technology Arrangements**

CCSNH is party to 18 subscription-based information technology arrangements (SBITAs). CCSNH recognizes a subscription liability and an intangible right of use subscription asset (subscription asset) in the statements of net position. CCSNH reports SBITA current expenditures in the statements of revenues, expenditures, and changes in net position. CCSNH recognizes subscription liabilities with an initial term greater than twelve months. Remaining subscription terms range from 1 to 5 years with fixed payments due monthly, quarterly and annually. For SBITAs with a maximum possible term of twelve months or less at commencement, CCSNH recognizes expenses based on the provisions of the arrangement.

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At the commencement of a SBITA, CCSNH initially measures the subscription liability at the present value of expected subscription payments to be made over the SBITA term. Subsequently, the subscription liability is reduced by the principal portion of subscription payments made. The subscription asset is initially measured as the initial measurement of the subscription liability, adjusted for payments associated with the SBITA contract made to the vendor at the commencement of the subscription term, plus any capitalizable initial implementation costs, less any vendor incentives received at the commencement of the subscription term. Subsequently, the subscription asset is amortized on a straight-line basis over the shorter of the useful life of the IT asset or subscription term.

Key estimates and judgments related to SBITAs include how CCSNH determines (1) the discount rate it uses to discount the expected subscription payments to present value, (2) the subscription term, and (3) subscription payments.

CCSNH uses prime rate at the commencement date of the contract as the discount rate. The subscription term includes the noncancellable period during which CCSNH has a noncancellable right to use the underlying IT assets. The subscription term also includes periods covered by an option to extend if reasonably certain CCSNH or vendor will exercise that option or to terminate if it is reasonably certain that CCSNH or vendor will not exercise that option. Subscription payments included in the measurement of the subscription liability are composed of fixed payments only.

CCSNH monitors changes in circumstances that would require a remeasurement of a SBITA and will remeasure the subscription asset and subscription liability if certain changes occur that are expected to significantly affect the amount of the subscription liability.

Subscription assets are reported with noncurrent assets and subscription liabilities are reported with current liabilities and long-term liabilities on the statements of 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. The note receivable balance as of June 30, 2024 and 2023 was \$1,472,857 and \$1,593,088, respectively. Management determined a reserve was not required at June 30, 2024 and 2023. Subsequent to year end, the note receivable balance was paid in full.

**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, 2023 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. During fiscal years 2023 and 2024, CCSNH completed the close-out activities related to the Federal Perkins Loan Program.

**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 Deferred 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, 2024 and 2023.

**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. Changes in Accounting Principle**

During the year ended June 30, 2023, CCSNH adopted new accounting guidance, GASB Statement No. 96, *Subscription-Based Information Technology Arrangements*. 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 period affected has been restated.

The adoption of the standard at July, 1, 2021, required recognition of \$1,439,126 of long-term subscription assets, \$746,552 of short-term subscription liabilities, and \$673,757 of subscription liabilities. At June 30, 2022, those balances related to subscription leases amounted to \$3,232,555 of long-term subscription assets, \$1,266,228 in short-term subscription liabilities, and \$1,202,888 of long-term subscription liabilities. The impact of the adoption of the standard for the year ended June 30, 2021 was an increase in net position of \$18,817.

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**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, 2024 and 2023, CCSNH's uncollateralized uninsured cash and cash equivalents were approximately \$28,360,000 and \$22,460,000, 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.

**4. Capital Assets**

Capital asset activity for the year ended June 30, 2024 is summarized below:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Retirements</u>	<u>Transfers</u>	<u>Ending Balance</u>
Land	\$ 612,987	\$ -	\$ -	\$ -	\$ 612,987
Construction-in-process	<u>12,886,857</u>	<u>7,553,401</u>	-	<u>(14,582,750)</u>	<u>5,857,508</u>
Total non-depreciable assets	<u>13,499,844</u>	<u>7,553,401</u>	-	<u>(14,582,750)</u>	<u>6,470,495</u>
Land improvements	9,064,180	-	(4,382)	65,049	9,124,847
Buildings and improvements	201,137,837	236,672	(3,064,254)	14,517,701	212,827,956
Equipment and vehicles	<u>22,004,304</u>	<u>2,236,781</u>	<u>(1,058,051)</u>	-	<u>23,183,034</u>
Total depreciable assets	<u>232,206,321</u>	<u>2,473,453</u>	<u>(4,126,687)</u>	<u>14,582,750</u>	<u>245,135,837</u>
Less accumulated depreciation for:					
Land improvements	(4,724,211)	(393,656)	3,068	-	(5,114,799)
Buildings and improvements	(114,741,299)	(6,012,414)	1,448,422	-	(119,305,291)
Equipment and vehicles	<u>(19,838,746)</u>	<u>(1,390,724)</u>	<u>1,051,987</u>	-	<u>(20,177,483)</u>
Total accumulated depreciation	<u>(139,304,256)</u>	<u>(7,796,794)</u>	<u>2,503,477</u>	-	<u>(144,597,573)</u>
Capital assets, net	<u>\$ 106,401,909</u>	<u>\$ 2,230,060</u>	<u>\$ (1,623,210)</u>	<u>\$ -</u>	<u>\$ 107,008,759</u>

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Capital asset activity for the year ended June 30, 2023 is summarized below:

	Beginning <u>Balance</u>	<u>Additions</u>	<u>Retirements</u>	<u>Transfers</u>	Ending <u>Balance</u>
Land	\$ 612,987	\$ -	\$ -	\$ -	\$ 612,987
Construction-in-process	<u>2,164,839</u>	<u>13,420,793</u>	<u>-</u>	<u>(2,698,775)</u>	<u>12,886,857</u>
Total non-depreciable assets	<u>2,777,826</u>	<u>13,420,793</u>	<u>-</u>	<u>(2,698,775)</u>	<u>13,499,844</u>
Land improvements	7,149,771	-	-	1,914,409	9,064,180
Buildings and improvements	200,325,545	27,926	-	784,366	201,137,837
Equipment and vehicles	<u>21,635,306</u>	<u>622,036</u>	<u>(253,038)</u>	<u>-</u>	<u>22,004,304</u>
Total depreciable assets	<u>229,110,622</u>	<u>649,962</u>	<u>(253,038)</u>	<u>2,698,775</u>	<u>232,206,321</u>
Less accumulated depreciation for:					
Land improvements	<u>(4,333,588)</u>	<u>(390,623)</u>	<u>-</u>	<u>-</u>	<u>(4,724,211)</u>
Buildings and improvements	<u>(108,525,888)</u>	<u>(6,215,411)</u>	<u>-</u>	<u>-</u>	<u>(114,741,299)</u>
Equipment and vehicles	<u>(18,766,351)</u>	<u>(1,328,533)</u>	<u>256,138</u>	<u>-</u>	<u>(19,838,746)</u>
Total accumulated depreciation	<u>(131,625,827)</u>	<u>(7,934,567)</u>	<u>256,138</u>	<u>-</u>	<u>(139,304,256)</u>
Capital assets, net	<u>\$ 100,262,621</u>	<u>\$ 6,136,188</u>	<u>\$ 3,100</u>	<u>\$ -</u>	<u>\$ 106,401,909</u>

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**5. Long-Term Liabilities**

Changes in long-term liabilities during the year ended June 30, 2024 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	\$ 9,639,008	\$ -		\$ 132,921		\$ 9,771,929	\$ 5,880,577		
Due to the State	9,087	-		(6,037)		3,050	-		
Refundable advances	104,013	-		(104,013)		-	-		
Net pension liability	57,266,361	-		(969,804)		56,296,557	-		
Bonds payable	7,805,423	-		(964,990)		6,840,433	1,148,046		
OPEB	57,845,701	-		(20,268,611)		37,577,090	-		
Lease liability	6,168,880	441,570		(868,011)		5,742,439	830,430		
Notes payable	1,451,225	-		(36,638)		1,414,587	24,973		
Subscription liability	<u>2,471,787</u>	<u>669,757</u>		<u>(1,361,531)</u>		<u>1,780,013</u>	<u>718,456</u>		
Long-term liabilities	<u>\$142,761,485</u>	<u>\$ 1,111,327</u>		<u>\$ (24,446,714)</u>		<u>\$119,426,098</u>	<u>\$ 8,602,482</u>		

Changes in long-term liabilities during the year ended June 30, 2023 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	\$ 9,021,771	\$ -		\$ 617,237		\$ 9,639,008	\$ 5,777,522		
Due to the State	20,560	-		(11,473)		9,087	-		
Refundable advances	231,655	-		(127,642)		104,013	-		
Net pension liability	46,623,713	10,642,648		-		57,266,361	-		
Bonds payable	8,842,105	390,348		(1,427,030)		7,805,423	964,990		
OPEB	73,888,588	-		(16,042,887)		57,845,701	-		
Lease liability	6,554,820	-		(385,940)		6,168,880	796,775		
Notes payable	1,500,952	-		(49,727)		1,451,225	36,638		
Subscription liability	<u>3,045,352</u>	<u>-</u>		<u>(573,565)</u>		<u>2,471,787</u>	<u>1,268,899</u>		
Long-term liabilities	<u>\$149,729,516</u>	<u>\$11,032,996</u>		<u>\$ (18,001,027)</u>		<u>\$142,761,485</u>	<u>\$ 8,844,824</u>		

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**Note Payable**

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, 2024 and 2023 the balance due to USDA was \$1,414,587 and \$1,451,225, respectively.

Future minimum payments of the note payable as of June 30 are as follows:

<u>Year ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2025	\$ 24,973	\$ 50,867	\$ 75,840
2026	25,894	49,946	75,840
2027	26,848	48,992	75,840
2028	27,838	48,002	75,840
2029	28,864	46,976	75,840
2030 - 2034	161,084	218,116	379,200
2035 - 2039	193,041	186,159	379,200
2040 - 2044	231,338	147,862	379,200
2045 - 2049	277,233	101,967	379,200
2050 - 2054	332,232	46,968	379,200
2055 - 2056	<u>85,242</u>	<u>1,918</u>	<u>87,160</u>
	<u>\$ 1,414,587</u>	<u>\$ 947,773</u>	<u>\$ 2,362,360</u>

**6. Bonds Payable**

Bonds payable consisted of the following at June 30:

	<u>2024</u>	<u>2023</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%. <b>\$</b>	<b>1,000,000</b>	\$ 1,200,000
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.	<b>1,436,772</b>	1,436,772

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	<u>2024</u>	<u>2023</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%.	<b>1,261,047</b>	1,585,334
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%.	<b>36,734</b>	138,883
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%.	<b>2,140,780</b>	2,408,536
General Obligation Bonds (original principal of \$485,348) maturing through 2031 with annual principal payments ranging from \$41,401 to \$157,324 and interest rate of 5%.	<b>414,550</b>	485,348
2023 Series B General Obligation Bonds (original principal of \$550,550) maturing through 2033 with annual principal payments ranging from \$68,247 to \$69,433 and interest rates of 5%.	<u>550,550</u>	<u>550,550</u>
	<u><b>\$ 6,840,433</b></u>	<u><b>\$ 7,805,423</b></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 statements of revenues, expenses and changes in net position on an annual basis through the year 2028 using the effective-interest method. At June 30, 2024 and 2023 the unamortized deferred gain from advance refunding of the bonds was \$141,487 and \$176,280, respectively. During the year ended June 30, 2023, the State refunded selected bonds that CCSNH holds. The difference between the reacquisition price and the net carrying amount of the old debt of \$639,628 which was recognized through debt service expenses.

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>
2025	\$ 1,148,046	\$ 284,839	\$ 1,432,885
2026	1,139,370	234,994	1,374,364
2027	942,615	181,000	1,123,615
2028	851,954	137,444	989,398
2029	631,954	98,022	729,976
2030 - 2034	1,805,567	204,538	2,010,105
2035 - 2039	<u>320,927</u>	<u>15,645</u>	<u>336,572</u>
	<u><b>\$ 6,840,433</b></u>	<u><b>\$ 1,156,482</b></u>	<u><b>\$ 7,996,915</b></u>

Interest expense related to the bonds for the years ended June 30, 2024 and 2023 was \$299,502 and \$234,744, respectively.

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**7. Leases and Software Subscriptions**

**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 \$670,491 and \$172,684 as of June 30, 2024 and 2023, respectively. During the years ended June 30, 2024 and 2023, CCSNH recognized \$12,347 and \$2,110, respectively, in interest revenue related to lease receivables.

The deferred inflow of resources represent principal payments received. The total deferred inflows of resources amounted to \$667,153 and \$168,091 as of June 30, 2024 and 2023, respectively. During the years ended June 30, 2024 and 2023, CCSNH recognized \$300,443 and \$127,651, respectively, in rental revenue amortized from the deferred inflows of resources.

As most of the leases do not provide an implicit rate, CCSNH uses its incremental borrowing rate based on the information available at the commencement date to determine the present value of lease payments. The incremental borrowing rates used to determine the present value of lease payments were derived by reference to the secured-debt yields CCSNH would receive to finance each lease transaction or needed to borrow the amount of the undiscounted future payments over the term of the lease. The expected future payments include extension option periods as their exercise is reasonably certain.

At June 30, 2024, 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>
2025	\$ 304,943	\$ 13,089
2026	129,263	7,109
2027	92,266	4,680
2028	88,902	2,432
2029	<u>55,117</u>	<u>344</u>
	<u>\$ 670,491</u>	<u>\$ 27,654</u>

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Lessee

In instances in which CCSNH is the lessee, GASB Statement No. 87 requires the recording as a right-of-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 \$5,742,439 and \$6,168,880 as of June 30, 2024 and 2023, respectively. During the years ended June 30, 2024 and 2023, CCSNH incurred \$122,667 and \$127,780, respectively, in interest expenses related to lease liabilities.

The total right-of-use asset value, net of accumulated amortization, amounted to \$5,538,548 and \$5,962,127 as of June 30, 2024 and 2023, respectively. During the years ended June 30, 2024 and 2023, CCSNH recognized \$865,150 and \$987,609, respectively, in amortization expense from the right-of-use assets.

As most of the leases do not provide an implicit rate, CCSNH uses its incremental borrowing rate based on the information available at the commencement date to determine the present value of lease payments. The incremental borrowing rates used to determine the present value of lease payments were derived by reference to the secured-debt yields CCSNH would receive to finance each lease transaction or needed to borrow the amount of the undiscounted future payments over the term of the lease. The expected future payments include extension option periods as their exercise is reasonably certain.

At June 30, 2024 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>
2025	\$ 830,430	\$ 110,777	\$ 822,393
2026	335,430	100,317	339,569
2027	164,357	95,760	193,886
2028	159,709	91,785	184,715
2029	129,194	88,148	154,429
2030 to 2034	601,485	403,929	691,840
2035 to 2039	666,632	338,783	691,840
2040 to 2044	738,834	266,581	691,840
2045 to 2049	818,856	186,559	691,840
2050 to 2054	907,545	97,870	691,840
2055 to 2056	<u>389,967</u>	<u>12,197</u>	<u>384,356</u>
	<u>\$ 5,742,439</u>	<u>\$ 1,792,706</u>	<u>\$ 5,538,548</u>

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**Software Subscriptions**

The total subscription assets were \$2,055,550 and \$2,776,015, net of accumulated amortization of \$3,190,575 and \$1,832,987, as of June 30, 2024 and 2023, respectively. During the year ended June 30, 2024 and 2023, CCSNH incurred \$1,357,588 and \$1,254,821, respectively, in SBITA amortization expense.

The following is a schedule by year of future minimum SBITA payments as of June 30, 2024:

<u>Year</u>	<u>Payment</u>	<u>Interest</u>	<u>Principal</u>
2025	\$ 718,456	\$ 40,356	\$ 678,100
2026	529,380	25,263	504,117
2027	502,624	13,824	488,800
2028	56,678	2,895	53,783
2029	<u>56,679</u>	<u>1,466</u>	<u>55,213</u>
Total minimum lease payments	<u>\$ 1,863,817</u>	<u>\$ 83,804</u>	<u>\$ 1,780,013</u>

**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.

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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.

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 13.75% for the two-year period beginning July 1, 2021 and ending June 30, 2023 and 13.27% the two-year period beginning July 1, 2023 and ending June 30, 2025.

For the years ended June 30, 2024 and 2023, CCSNH contributions to the Pension Plan were \$6,068,520 and \$6,156,601, respectively.

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

At June 30, 2024 and 2023, respectively, CCSNH reported a liability of \$56,296,557 and \$57,266,361 for its proportionate share of the net pension liability. The 2024 net pension liability is based on an actuarial valuation performed as of June 30, 2022 and a measurement date of June 30, 2023. The net pension liability was rolled forward from June 30, 2022 to June 30, 2023. 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, 2024 and 2023, CCSNH's proportion of the net pension liability was 1.0056% and 0.9983%, respectively.

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**June 30, 2024 and 2023**

During the years ended June 30, 2024 and 2023, CCSNH recognized pension expense of \$6,062,627 and \$3,600,037, respectively.

At June 30, 2024, CCSNH reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<b><u>Deferred Outflows of Resources</u></b>	<b><u>Deferred Inflows of Resources</u></b>
Differences between expected and actual experience	\$ 1,438,502	\$ 22,625
Changes in assumptions	1,481,696	-
Net difference between projected and actual investment earnings on pension plan investments	814,144	-
Changes in proportion and differences between employer contributions and share of contributions	293,594	2,244,283
Contributions subsequent to the measurement date	<u>6,068,520</u>	<u>-</u>
Balances as of June 30, 2024	<b><u>\$ 10,096,456</u></b>	<b><u>\$ 2,266,908</u></b>

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, 2025. 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>	
2025	\$ 951,696
2026	(1,717,862)
2027	2,568,992
2028	<u>(41,798)</u>
	<b><u>\$ 1,761,028</u></b>

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**June 30, 2024 and 2023**

At June 30, 2023, 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	\$ 1,074,788	\$ 219,836
Changes in assumptions	3,046,113	-
Net difference between projected and actual investment earnings on pension plan investments	2,170,321	-
Changes in proportion and differences between employer contributions and share of contributions	-	3,434,519
Contributions subsequent to the measurement date	<u>6,156,601</u>	<u>-</u>
Balances as of June 30, 2023	<u>\$ 12,447,823</u>	<u>\$ 3,654,355</u>

**Actuarial Assumptions**

The total pension liability was determined by a roll-forward of the actuarial valuations as of June 30, 2023 using the following actuarial assumptions, which, accordingly, apply to 2022 measurements:

Actuarial cost method	Entry age normal
Inflation	2.00% per year
Salary increases	5.40% average, including inflation, 2023 and 2022 valuations, respectively
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, 2023 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, 2015 – June 30, 2019.

**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.

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**June 30, 2024 and 2023**

The following table presents target allocations and the geometric real rates of return for 2023 and 2022:

<u>Asset Class</u>	Target	Target	Weighted Average Long-	
	Allocation	Allocation	Term Expected Real	
	<u>2022</u>	<u>2023</u>	<u>Rate of Return</u>	
			<u>2022</u>	<u>2023</u>
Broad US Equity (1)	30.00 %	30.00 %	7.60 %	5.40 %
Global Ex-US Equity (2)	<u>20.00</u>	<u>20.00</u>	7.90	5.65
Total Public Equity	<u>50.00</u>	<u>50.00</u>		
Core US Fixed Income	<u>25.00</u>	<u>25.00</u>	3.60	2.15
Real Estate Equity	10.00	10.00	6.60	4.00
Private Equity	<u>10.00</u>	<u>10.00</u>	8.85	6.65
Total Private Market Equity	<u>20.00</u>	<u>20.00</u>		
Private Debt	<u>5.00</u>	<u>5.00</u>	7.25	5.05
Inflation	<u>-</u>	<u>-</u>	2.25	2.50
	<u>100.00 %</u>	<u>100.00 %</u>		

**Discount Rate**

The discount rate used to measure the total pension liability as of June 30, 2024 and 2023 was 6.75% for the 2023 and 2022 valuations. 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.

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**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>76,387,612</u>	\$ <u>56,296,557</u>	\$ <u>39,129,979</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 2022, 2023, and 2024. 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 2023 and 2024.

**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.

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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. Effective July 1, 2023, the contribution rate was 0.58% and will remain fixed through June 30, 2025. Effective July 1, 2021, the contribution rate was 0.70% and will remain fixed through June 30, 2023. CCSNH's contributions for the NHRS OPEB Plan for the years ended June 30, 2024 and 2023 were \$247,195 and \$328,265, respectively, which were equal to its ARC.

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

At June 30, 2024, CCSNH reported a liability of \$2,678,379 for its proportionate share of the net NHRS OPEB liability. The net NHRS OPEB liability as of June 30, 2024 is based on an actuarial valuation performed as of June 30, 2022 and a measurement date of June 30, 2023. The net OPEB liability was rolled forward from June 30, 2022 to June 30, 2023.

At June 30, 2023, CCSNH reported a liability of \$2,942,729 for its proportionate share of the net NHRS OPEB liability. The net NHRS OPEB liability as of June 30, 2023 is based on an actuarial valuation performed as of June 30, 2021 and a measurement date of June 30, 2022. The net NHRS OPEB liability was rolled forward from June 30, 2021 to June 30, 2022.

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, 2024 and 2023, CCSNH's proportion of the net NHRS OPEB liability was 0.7838% and 0.7787%, respectively.

For the years ended June 30, 2024 and 2023, CCSNH recognized OPEB expense (gain) of \$83,511 and \$(674,010), respectively, related to the NHRS OPEB Plan.

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**June 30, 2024 and 2023**

At June 30, 2024, 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>
Net difference between projected and actual investment earnings on NHRS OPEB plan investments	\$ 3,219	\$ -
Contributions subsequent to the measurement date	<u>247,195</u>	<u>-</u>
Balances as of June 30, 2024	<u>\$ 250,414</u>	<u>\$ -</u>

Amounts reported as deferred outflows related to NHRS OPEB 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, 2025. 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>	
2025	\$ (533)
2026	(4,067)
2027	8,701
2028	<u>(882)</u>
	<u>\$ 3,219</u>

At June 30, 2023, 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>
Net difference between projected and actual investment earnings on NHRS OPEB plan investments	8,042	-
Contributions subsequent to the measurement date	<u>328,265</u>	<u>-</u>
Balances as of June 30, 2024	<u>\$ 336,307</u>	<u>\$ -</u>

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Actuarial Assumptions

The collective total NHRS OPEB liability was determined by a roll forward of the actuarial valuation as of June 30, 2023, using the following actuarial assumptions, which apply to 2022 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	5.40% average, including inflation, 2023 and 2022 valuations, respectively
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

Mortality rates used in the June 30, 2022 and 2021 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, 2015 – 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.

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**June 30, 2024 and 2023**

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

<u>Asset Class</u>	Target	Target	Weighted Average Long-	
	Allocation	Allocation	Term Expected Real	Rate of Return
	<u>2022</u>	<u>2023</u>	<u>2022</u>	<u>2023</u>
Broad US Equity (1)	30.00 %	30.00 %	7.60 %	5.40 %
Global Ex-US Equity (2)	<u>20.00</u>	<u>20.00</u>	7.90	5.65
Total Public Equity	<u>50.00</u>	<u>50.00</u>		
Core US Fixed Income	<u>25.00</u>	<u>25.00</u>	3.60	2.15
Real Estate Equity	10.00	10.00	6.60	4.00
Private Equity	<u>10.00</u>	<u>10.00</u>	8.85	6.65
Total Private Market Equity	<u>20.00</u>	<u>20.00</u>		
Private Debt	<u>5.00</u>	<u>5.00</u>	7.25	5.05
Inflation	<u>-</u>	<u>-</u>	2.25	2.50
	<u>100.00 %</u>	<u>100.00 %</u>		

Discount Rate

The discount rate used to measure the total NHRS OPEB liability was 6.75%, for the 2023 and 2022 valuations. 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.

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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>2,908,983</u>	\$ <u>2,678,379</u>	\$ <u>2,477,183</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.

Plan Description - State OPEB Plan

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

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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, 2024 and 2023 were \$1,325,918 and \$1,359,096, 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, 2024, CCSNH reported a liability of \$34,898,711 for its proportionate share of the State OPEB Plan liability. The State OPEB Plan liability at June 30, 2024 as determined by an actuarial valuation as of December 31, 2022 adjusted forward to a measurement date of June 30, 2023. The State OPEB Plan liability was rolled forward from December 31, 2022 to June 30, 2023.

At June 30, 2023, CCSNH reported a liability of \$54,902,972 for its proportionate share of the State OPEB Plan liability. The State OPEB Plan liability at June 30, 2023 was determined by an actuarial valuation as of December 31, 2020 adjusted forward to a measurement date of June 30, 2022. The State OPEB Plan liability was rolled forward from December 31, 2020 to June 30, 2022.

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, 2024 and 2023, CCSNH's proportion of the State OPEB Plan's liability was 3.370% and 3.403%, respectively.

For the years ended June 30, June 30, 2024 and 2023, CCSNH recognized OPEB income of \$4,730,628 and \$4,183,980, respectively, related to the State OPEB Plan.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
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**Notes to Financial Statements**

**June 30, 2024 and 2023**

At June 30, 2024, 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	\$ 5,815,879	\$ 26,594,132
Differences between expected and actual experience	-	2,290,576
Changes in proportion	-	2,751,115
Proportionate share of contributions subsequent to the measurement date	<u>1,325,918</u>	<u>-</u>
Balances as of June 30, 2024	<u>\$ 7,141,797</u>	<u>\$ 31,635,823</u>

Amounts reported as deferred outflows related to State OPEB Plan 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, 2025. 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>	
2025	\$ (5,524,248)
2026	(7,590,763)
2027	(8,163,868)
2028	<u>(4,541,065)</u>
	<u>\$ (25,819,944)</u>

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**June 30, 2024 and 2023**

At June 30, 2023, 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	\$ 10,029,342	\$ 16,638,960
Differences between expected and actual experience	-	1,338,842
Changes in proportion	-	3,956,947
Proportionate contributions subsequent to the measurement date	<u>1,359,096</u>	<u>-</u>
Balances as of June 30, 2023	<u>\$ 11,388,438</u>	<u>\$ 21,934,749</u>

**Actuarial Assumptions**

The collective total State OPEB Plan liability was determined by a roll forward of the actuarial valuation as of December 31, 2022, using the following actuarial assumptions, which apply to the 2023 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	3.65% as of June 30, 2023 measurement and 3.54% as of June 30, 2022 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 2022 and 2021 valuations.

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Postretirement mortality rates:

- Healthy: PubG-2010 Headcount-Weighted Healthy Retiree General Mortality Tables for Group I for the 2022 and 2021 valuations.
- Disabled: PubNS-2010 Headcount-Weighted Non-Safety Disabled Retiree Mortality Tables for Group I for the 2022 and 2021 valuations.

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

	<u>2022</u>	<u>2021</u>
Scale - Male	101 %	101 %
Scale - Female	109 %	101 %

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: 7.50% decreasing by 0.25% each year to an ultimate level of 4.5% per year. For the 2021 valuation, 0% for one year, then 17.1% for one year, then 5.25% decreasing by 0.25% each year to an ultimate level of 4.5% per year.
- Medicare: N/A through contract period, then 6.75% in 2026 decreasing by 0.25% per year to an ultimate level of 4.5% per year.

Prescription Drug:

- Non-Medicare: 10.50% decreasing by 0.50% each year to an ultimate level of 4.5% per year. For the 2021 valuation, 15.0% for one year, 25.70% for one year, then 7.25% decreasing by 0.25% each year to an ultimate level of 4.5% per year.
- Medicare: N/A through contract period, then 6.75% in 2026 decreasing by 0.25% per year to an ultimate level of 4.5% per year. For 2022 valuation, 9.5% for one year, (2.6%) for one year, then 8.5% decreasing by 0.5% each year to an ultimate level of 4.5% per year.

The actuarial assumptions used in the December 31, 2023 and 2022 valuations were based on the results of the most recent actuarial experience study, which was for the period of July 1, 2015 to June 30, 2019.

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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**June 30, 2024 and 2023**

Changes in Assumptions

The discount rate was increased from 3.54% as of June 30, 2022 to 3.65% as of June 30, 2023. 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 3.65%, 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>(2.65%)</u>	Current Discount Rate <u>(3.65%)</u>	1% Increase <u>(4.65%)</u>
CCSNH's proportionate share of the total State OPEB liability	\$ <u>40,209,851</u>	\$ <u>34,898,711</u>	\$ <u>30,600,454</u>

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

	1% Decrease	Current Trend Rates	1% Increase
CCSNH's proportionate share of the total State OPEB liability	\$ <u>29,664,582</u>	\$ <u>34,898,711</u>	\$ <u>41,582,020</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.

Full-time Faculty Bargaining Unit

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. The current collective bargaining agreement for full-time faculty expired on June 30, 2023. The current Agreement remains in place under the evergreen provisions.

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The CCSNH and NH Higher Education Union, IBEW Local 2320 began the bargaining process for a successor agreement on May 9, 2023. In September, 2023, the CCSNH and NHHEU/IBEW Full-time Faculty bargaining teams decided to move forward with the use of an independent mediator. The mediation session was held on December 13, 2023 and was unsuccessful. With negotiations at an impasse, the Parties proceeded to fact-finding. A day long fact-finding session was held on May 22, 2024. On August 26, the Factfinder provided a set of non-binding recommendations to CCSNH and the IBEW/HEU for consideration. On August 29, after careful review of those recommendations, including our shared interest in respect, equity, and sustainability, the CCSNH Board of Trustees (the Board) concluded that it could not accept that set of recommendations.

On August 30, the NHHEU filed an unfair labor practice complaint with the NH Public Employee Labor Relations Board against CCSNH. The complaint alleges that CCSNH violated RSA 273-A:12 when it shared the Factfinder's report with the CCSNH Board of Trustees on August 29, 3 days after the report was issued, thereby making the report "public." The complaint also alleges that the Board's action to reject the Factfinder's report was improper because it occurred within the 10 day timeline for the negotiating team's consideration of the report. The decision to bring the matter to the Board within the 10-day window was made in consultation with external labor counsel, predicated on the belief that this was appropriate and compliant with RSA 273. The hearing for this matter is pending.

RSA 273-A:12 (b) states, "If the impasse is not resolved, a neutral party chosen by the parties, or failing agreement, appointed by the board, shall undertake to mediate the issues remaining in dispute. If the parties so choose, or if mediation does not result in agreement within 45 days, or in the case of state employees 75 days, prior to the budget submission date, a neutral party chosen by the parties, or failing agreement, appointed by the board, shall make and report findings of fact together with recommendations for resolving each of the issues remaining in dispute, which findings and recommendations shall not be made public until the negotiating teams shall have considered them for 10 days."

Adjunct Faculty

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 parties negotiated a successor collective bargaining agreement effective August 24, 2023 through June 30, 2025. The successor agreement includes a salary adjustments for Fall, 2023 (average 5.3%) and Fall, 2024 (average 6%).

Covered Staff

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). The collective bargaining agreement for expired on September 30, 2023, which remained in place under the evergreen provisions until a successor agreement was negotiated and ratified.

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**June 30, 2024 and 2023**

The CCSNH and State Employees' Association (SEA) began the bargaining process for a successor agreement for covered staff on March 23, 2023. On November 17, 2023 Parties reached a tentative agreement for a successor collective bargaining agreement. The Agreement was ratified by Parties for a collective bargaining agreement effective January 4, 2024 through September 30, 2025. The terms of the Agreement include a 4% across-the-board increases effective January 12, 2024 and a 4% across-the-board increases effective January 10, 2025 and increases to the employee premium contributions for medical and dental.

**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, 2024:

	Expended through <u>June 30, 2024</u>	Committed <u>Future Costs</u>	Total Committed <u>Costs of Project</u>
NHTI	\$ 557,524	\$ 237,434	\$ 794,958
MCC	-	-	-
NCC	4,712,593	68,065	4,780,658
GBCC	97,000	7,501	104,501
LRCC	-	-	-
WMCC	-	-	-
RVCC	<u>-</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 5,367,117</u>	<u>\$ 313,000</u>	<u>\$ 5,680,117</u>

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**June 30, 2024 and 2023**

**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.

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
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**June 30, 2024 and 2023**

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 \$10,484,178 and \$7,046,340 at June 30, 2024 and 2023, 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, 2024 and 2023, 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, 2024:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Cash and cash equivalents	\$ 549,218	\$ -	\$ -
Equity mutual funds	40,762,999	-	-
Fixed-income mutual funds	<u>18,966,164</u>	-	-
Total	<u>\$ 60,278,381</u>	<u>\$ -</u>	<u>\$ -</u>

Investments held by CCSNH were comprised of the following at July 01, 2023:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Cash and cash equivalents	\$ 1,631,610	\$ -	\$ -
Equity mutual funds	32,946,936	-	-
Fixed-income mutual funds	<u>18,237,366</u>	-	-
Total	<u>\$ 52,815,912</u>	<u>\$ -</u>	<u>\$ -</u>

A summary of fixed-income mutual fund maturities as of June 30, 2024 and 2023 is as follows:

	<u>2024</u>		<u>2023</u>
<u>Amount</u>	<u>Maturities</u>	<u>Amount</u>	<u>Maturities</u>
\$ 1,188,486	More than 3 years	\$ 517,187	More than 3 years
2,413,871	Less than 3 year	1,622,869	Less than 3 years
<u>15,363,807</u>	N/A	<u>16,097,310</u>	N/A
<u>\$ 18,966,164</u>		<u>\$ 18,237,366</u>	

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
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The maturities are the weighted averages of the debt securities in which the funds invest.

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, 2024, individual investments representing more than 5% of the CCSNH's investments were as follows:

	<u>Percentage of Investments</u>
Strategic Advisors Fidelity US Fund	46.2%
Strategic Advisors International Fund	14.0%
Strategic Advisors Core Income Fund	25.5%
Strategic Advisors Fidelity Emerging Markets Fund	5.8%

**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, 2024:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Equities	\$ 6,783,565	\$ -	\$ -
Fixed-income	<u>1,428,217</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 8,211,782</u>	<u>\$ -</u>	<u>\$ -</u>

Investments held by the Foundation were comprised of the following at June 30, 2023:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Equities	\$ 5,351,177	\$ -	\$ -
Fixed-income	<u>1,357,140</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 6,708,317</u>	<u>\$ -</u>	<u>\$ -</u>

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE**  
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**Notes to Financial Statements**

**June 30, 2024 and 2023**

**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 2024 and 2023.

**13. COVID-19 Considerations and Relief Funding**

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. As of June 30, 2023, the remaining balance of \$413,241 was recognized in revenue and grants and contracts receivable.

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, 2023, CCSNH had satisfied the terms and conditions of the grant agreement to recognize the full grant in revenue. As of June 30, 2023, \$67,470 was recorded in grants and contracts receivable. There were no HEERF funds expended during fiscal year 2024.

In July 2021, CCSNH was awarded a grant from the State of New Hampshire's Governor's Office for Emergency Relief and Recovery ("GOFERR") under the American Rescue Plan Act's ("ARPA") State and Local Fiscal Recovery Funds ("SLFRF") in the amount of \$2,550,000. The funds were to be spent on renovations at Nashua Community College as outlined in the grant agreement. The funds were paid up front to CCSNH. During the years ended June 30, 2024 and 2023, CCSNH expended and recognized as revenue \$1,789,506 and \$609,534, respectively. At June 30, 2023, there was \$1,789,506 in unearned revenue and deposits. The funds were fully expended as of June 30, 2024. In July 2022, an additional \$2,611,704 was awarded to CCSNH under the SLFRF. The grants were to be spent to expand LPN programs throughout the System as outlined in the grant agreements. At June 30, 2024 and 2023, CCSNH has expended and recognized as revenue \$777,035 and the \$619,036 was in grants and contracts revenue. At June 30, 2024 and 2022, CCSNH had \$142,813 and \$619,036, respectively, in grants and contracts receivable.

**REQUIRED SUPPLEMENTARY INFORMATION**

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
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**Required Supplementary Information (Unaudited)**

**Years Ended June 30**

**Schedule of Collective Net Pension Liability \***

	June 30,									
	<u>2023</u>	<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>
Employer proportion of the collective net pension liability	1.0056 %	0.9983 %	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	\$56,296,557	\$57,266,361	\$46,623,713	\$68,376,494	\$52,954,607	\$53,837,038	\$62,962,418	\$72,213,215	\$60,334,154	\$58,259,797
Employer's covered-employee payroll	\$44,775,280	\$43,877,302	\$47,302,381	\$45,456,756	\$44,474,567	\$45,853,123	\$40,724,800	\$40,857,944	\$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	126 %	131 %	99 %	150 %	119 %	117 %	155 %	177 %	129 %	166 %
Plan fiduciary net position as a percentage of the total pension liability	67.18 %	65.12 %	72.22 %	58.72 %	65.59 %	64.73 %	56.22 %	58.30 %	65.47 %	66.32 %

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

**COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE  
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**Required Supplementary Information (Unaudited)**

**Years Ended June 30**

**Schedule of Employer Contributions (Pension Plan)**

	Years ended June 30,									
	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Required employer contribution*	\$ 6,068,520	\$ 6,156,601	\$ 6,033,129	\$ 5,146,499	\$ 4,945,695	\$ 4,927,782	\$ 5,080,526	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636
Actual employer contribution*	\$ 6,068,520	\$ 6,156,601	\$ 6,033,129	\$ 5,146,499	\$ 4,945,695	\$ 4,927,782	\$ 5,080,526	\$ 5,090,600	\$ 5,109,493	\$ 4,923,636
Difference	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employer's covered-employee payroll	\$ 45,731,123	\$ 44,775,280	\$ 43,877,302	\$ 47,302,381	\$ 45,456,756	\$ 44,474,567	\$ 45,853,123	\$ 40,724,800	\$ 40,875,944	\$ 46,847,155
Employer contribution as a percentage of the employer's covered-employee payroll	13.27 %	13.75 %	13.75 %	10.88 %	10.88 %	11.08 %	11.08 %	12.50 %	12.50 %	10.51 %

\* 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.

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**Required Supplementary Information (Unaudited)**

**June 30, 2024**

**Notes to the Required Supplementary Information-Pension**

**Changes of assumptions:**

The roll-forward of the total pension liability from June 30, 2022 to June 30, 2023 reflects expected service and interest costs reduced by actual benefit payments.

The roll-forward of the total pension liability from June 30, 2021 to June 30, 2022 reflects expected service and interest costs reduced by actual benefit payments.

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.

Actuarially determined contribution rates for the 2024-2025 biennium were determined based on the June 30, 2023 actuarial valuation.

**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 Collective Net OPEB Liability (NHRS OPEB Plan) \***

	June 30,							
	<u>2023</u>	<u>2022</u>	<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	0.784 %	0.779 %	0.971 %	0.987 %	1.014 %	1.032 %	1.195 %	1.264 %
Employer's proportionate share of the collective net NHRS OPEB Plan liability	\$ 2,678,379	\$ 2,942,729	\$ 3,886,793	\$ 4,322,066	\$ 4,322,066	\$ 4,723,754	\$ 5,462,993	\$ 6,118,030
Employer's covered-employee payroll	\$42,085,256	\$59,797,179	\$ 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 percentage of the employer's covered employee-payroll	6.36 %	4.92 %	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	12.80 %	10.64 %	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>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	
Required employer contributions**	\$ 247,195	\$ 328,265	\$ 466,418	\$ 460,247	\$ 464,227	\$ 461,510	\$ 465,916	\$ 738,178	
Actual employer contributions**	\$ 247,195	\$ 328,265	\$ 466,418	\$ 460,247	\$ 464,227	\$ 461,510	\$ 465,916	\$ 738,178	
Employer's covered-employee payroll	\$42,619,828	\$42,085,256	\$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	0.58 %	0.78 %	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, 2024**

**Notes to the Required Supplementary Information (NHRS OPEB Plan)**

Changes of  
assumptions:

The roll-forward of the total OPEB liability from June 30, 2023 to June 30, 2024 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, 2022 to June 30, 2023 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, 2021 to June 30, 2022 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, 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)**

**Years Ended June 30**

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

	Years ended June 30,						
	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Total State OPEB Plan liability							
Service cost	\$ 54,781,225	\$ 84,307,513	\$ 88,855,352	\$ 62,882,134	\$ 63,316,502	\$ 76,699,396	\$ 111,333,637
Interest	58,421,205	45,621,988	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	(57,427,101)	(9,036,656)	(36,352,537)	(10,281,706)	(24,532,584)	(7,652,967)	(7,885,961)
Changes of assumptions	(598,035,443)	(517,692,461)	252,239,520	358,302,338	(177,242,643)	(235,526,750)	(784,281,319)
Changes in benefit terms	-	-	-	-	-	(182,835,031)	-
Benefits	<u>(35,364,000)</u>	<u>(35,726,000)</u>	<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	<u>(577,624,114)</u>	<u>(432,525,616)</u>	<u>(180,312,019)</u>	<u>430,439,293</u>	<u>(114,525,765)</u>	<u>(319,432,999)</u>	<u>(646,290,712)</u>
Total State OPEB Plan liability, beginning of year	<u>1,613,063,519</u>	<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>	<u>2,875,711,337</u>
Total State OPEB Plan liability, end of year	<u>\$ 1,035,439,405</u>	<u>\$ 1,613,063,519</u>	<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)**

**Years Ended June 30**

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

	June 30,							
	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Employer proportion of the collective total State OPEB Plan liability	3.3700 %	3.4030 %	3.4220 %	4.8132 %	4.8440 %	4.9304 %	4.9660 %	4.9255 %
Employer's proportionate share of the collective total State OPEB Plan liability	\$34,898,711	\$54,902,972	\$70,001,795	\$ 107,136,086	\$86,970,326	\$94,170,836	\$ 110,713,469	\$41,644,569
Employer's covered-employee payroll	\$44,775,280	\$43,877,302	\$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	78 %	125 %	148 %	236 %	191 %	205 %	272 %	347 %

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

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

**Required Supplementary Information (Unaudited)**

**June 30, 2024**

**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 increased from 3.54% as of June 30, 2022 to 3.65% as of June 30, 2023.

The discount rate increased from 2.16% as of June 30, 2021 to 3.54% as of June 30, 2022.

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, 2022 to June 30, 2023 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, 2020 to June 30, 2022 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, 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, 2024, and the related notes to the financial statements, which collectively comprise CCSNH's basic financial statements, and have issued our report thereon dated November 21, 2024. 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 21, 2024



**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 Office of Management and Budget (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, 2024. 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, 2024.

***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 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.

**Other Matters**

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2024-001. Our opinion on each major federal program is not modified with respect to that matter.

*Government Auditing Standards* requires the auditor to perform limited procedures on CCSNH's response to the noncompliance finding identified in our compliance audit described in the accompanying schedule of findings and questioned costs. CCSNH's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

**Report on Internal Control Over Compliance**

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 and therefore material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify a deficiency in internal control over compliance that we consider to be a significant deficiency.

*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. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2024-001 to be a significant deficiency.

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.

*Government Auditing Standard* requires the auditor to perform limited procedures on the CCSNH's responses to the internal control over compliance finding identified in our compliance audit described in the accompanying schedule of findings and questioned costs. CCSNH's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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

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.

***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, 2024, and the related notes to the financial statements and have issued our report thereon dated November 21, 2024, 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 21, 2024

**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, 2024**

<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		\$ 1,451,225
Rural Energy for America Program - Direct	10.868		<u>24,293</u>
Total United States Department of Agriculture			<u>1,475,518</u>
<u>United States Department of Housing and Urban Development</u>			
<i>Community Development Economic Authority - Passed-Through</i>			
Community Development Block Grants/Entitlement Grants	14.218	24-410-CDMC	<u>31,111</u>
<u>United States Department of Labor</u>			
Apprenticeship USA Grants - Direct	17.285		2,455,468
Soldering/Assembly Workforce Solutions - Direct	17.289		85,541
<i>Dartmouth Hitchcock Medical Center - Passed-Through</i>			
H-1B Job Training Grants	17.268	N/A	<u>239,011</u>
Total United States Department of Labor			<u>2,780,020</u>
<u>United States Department of Transportation</u>			
Aviation Maintenance Technical Workforce Grant Program - Direct	20.112		<u>275,948</u>
<u>United States 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	<u>2,566,540</u>
<u>Research and Development Cluster</u>			
National Science Foundation - Direct			
Integrative Activities	47.083		<u>38,224</u>

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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 (Concluded)**

**Year Ended June 30, 2024**

<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 Education</u>			
Student Financial Assistance Cluster - Direct			
Federal Supplemental Educational Opportunity Grants (FSEOG)	84.007		471,076
Federal Work-Study Program	84.033		211,079
Federal Perkins Loan Program	84.038		102,288
Federal Pell Grant Program	84.063		11,733,933
Federal Direct Student Loans	84.268		<u>18,838,616</u>
Total Student Financial Assistance Cluster			<u>31,356,992</u>
Funds for the Improvement of Postsecondary Education - Direct	84.116		<u>275,825</u>
<i>New Hampshire Department of Education - Passed-Through</i>			
Career and Technical Education - Basic Grants to States	84.048	20230400	<u>1,100,628</u>
Total United States Department of Education			<u>32,733,445</u>
<u>Japan - U.S. Friendship Commission - Passed-Through</u>			
Northern Border Regional Development	90.601		<u>244,275</u>
<u>United States Department of Health and Human Services</u>			
Child Care and Development Block Grant - Direct	93.575		455,505
<i>University of New Hampshire - Passed-Through</i>			
Certified Health IT Surveillance Capacity and Infrastructure Improvement Cooperative Agreement Program	93.355	90PH00001/01- 04	5,272
Every Student Success Act/Preschool Development Grants	93.434	90TP0110-01-00	129,430
<i>Trustees of Dartmouth College - Passed-Through</i>			
Biomedical Research and Research Training	93.859	5P20GM103506- 14	<u>176,290</u>
Total United States Department of Health and Human Services			<u>766,497</u>
Total Expenditures of Federal Awards			<u>\$ 40,911,578</u>

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

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

**Notes to Schedule of Expenditures of Federal Awards**

**Year Ended June 30, 2024**

**1. Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the Schedule or SEFA) includes the federal grant activity of the Community College System of New Hampshire (CCSNH) for the year ended June 30, 2024. 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 the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited 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. There were no remaining balances of Perkins loans outstanding at June 30, 2024.

**4. Federal Perkins Loan Program Close Out Audit**

The compliance audit performed over CCSNH included the audit of the liquidation procedures for the Federal Perkins Loan Program for the following colleges:

1. Manchester Community College
2. Nashua Community College
3. River Valley Community College

**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, 2024**

**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?	___ <u>X</u> ___	Yes	___ ___ 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?	___ <u>X</u> ___	Yes	___ ___ No

Identification of Major Programs:

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>
21.027	U.S. Department of Treasury Coronavirus State and Local Fiscal Recovery Funds
84.048	Career and Technical Education - Basic Grants to States: Carl D. Perkins Career and Technical Education Act of 2006
84.007, 84.033, 84.038, 84.063, 84.268	U.S. Department of Education Student Financial Assistance Cluster

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 (Continued)**

**Year Ended June 30, 2024**

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

None noted

**Section III. Findings for Each Major Federal Program**

Finding Number: 2024-001

Information on the Federal Program: Federal Agency: United States Department of Treasury  
Program Names: Coronavirus State and Local Fiscal Recovery Funds  
AL: 21.027  
Federal Award Year: 2024

Criteria: Required by 2 CFR, Part 200 for federally funded programs, when an institution enters into a covered transaction with an entity or individual, an institution must verify that the vendor or employee is not suspended or debarred or otherwise excluded from participating in federal programs. Generally, a covered transaction is a transaction expected to equal or exceed \$25,000 and be funded with federal dollars. This verification may be accomplished by checking the System for Award Management (SAM), formerly the Excluded Parties List System, maintained by the General Services Administration, collecting a certification from the vendor, or by adding a clause or condition to the covered transaction.

Condition Found: During our audit, we noted CCSNH did not consistently review the SAM for vendors and employees meeting the covered transaction threshold.

Context: Based on our testing, we noted that none of the vendors and employees selected in our testing that were charged to the grant were included in the SAM listing. Although we did note CCSNH has a process to review grant-funded employees upon hire and on a monthly basis to the SAM and to grant-funded vendors prior to payment, this review did not occur for the vendors and employees charged to this specific grant.

Questioned Costs: None noted

Cause and Effect: CCSNH is aware of the requirement to verify vendors and employees against the SAM. Given the nature and timing of when these grant funds were awarded, the employees and vendors were not hired specifically to work on this grant and therefore the reviews were not performed. Since this process was not performed on employees and vendors, there was a risk that employees and vendors who may be included on the SAM were included in the expenditures for this federal program.

**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, 2024**

Identification as a  
Repeat Finding,  
if applicable:

A repeat of prior year finding 2023-001.

Recommendation:

We recommend CCSNH implement a process to verify any employees that are charged to a grant subsequent to their initial hire, whether through allocations or journal entries, are reviewed against the SAM. We also recommend CCSNH provide additional training to all individual at the System and the individual college involved in the accounts payable, procurement and payroll processes on the importance of the SAM reviews and the existing System policies and procedures regarding suspension and debarment.

Views of a  
Responsible  
Official and  
Corrective  
Action Plan:

Management agrees with the finding and the recommendation. See Corrective Action Plan on page 83.

Responsible party: John Harrington, Controller, (603) 230-3505

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

**Summary Schedule of Prior Audit Findings**

**Year Ended June 30, 2024**

**Section I. Prior Year Findings Relating to the Financial Statements Which are Required to be Reported in Accordance with Government Auditing Standards**

None noted

**Section II. Prior Year Findings for Each Major Federal Program**

Finding Number: 2023-001

Condition Found: During our audit, we noted CCSNH did not consistently review the SAM for vendors and employees meeting the covered transaction threshold.

Recommendation: We recommend CCSNH implement a process to verify any employees that are charged to a grant subsequent to their initial hire, whether through allocations or journal entries, are reviewed against the SAM. We also recommend CCSNH provide additional training to all individual at the System and the individual college involved in the accounts payable, procurement and payroll processes on the importance of the SAM reviews and the existing System policies and procedures regarding suspension and debarment.

Status: Uncorrected; See Finding 2024-001.

Finding 2024-001

The Community College System of New Hampshire agrees with the finding and the recommendation to implement a process to verify any vendor or employee that is charged to a grant prior to their initial hire (and monthly thereafter), contract or purchase, whether through allocations or journal entries, are reviewed against the System for Award Management (SAM.gov) suspension and debarred database.

CCSNH has revised grant policies (904.7) and procedures to ensure compliance with the federal requirement. Every vendor and employee, charged against a grant will be checked against the SAM database. The verification process will be done regardless of the amount of the contractual engagement. CCSNH's Sponsored Programs Department will conduct SAM.gov trainings at the seven colleges and will be doing the same training for the Human Resource Officers at the colleges and system office.

In addition, CCSNH is in the process of contracting with a third-party vendor which will perform monthly checks of all employees and vendors to ensure compliance with this requirement. CCSNH will also perform annual checks against SAM.gov for vendors and employees charged to a grant.

Responsible Party: Ann-Marie Hartshorn  
Title: Director of Internal Audit  
Phone: (603) 230-3595

Anticipated Completion Date: March 31, 2025



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, 2024 and have issued our report thereon dated November 21, 2024. Professional standards require that we communicate to you the following information related to our audit.

**Our Responsibility under U.S. Generally Accepted Auditing Standards (U.S. GAAS), 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 July 10, 2024, 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 Office of Management and Budget's *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 20 and the required supplemental information on pages 61 through 69, which supplement the basic financial statements, is to apply certain limited procedures in accordance with U.S. GAAS. However, the RSI was not audited and, because the limited procedures, do not provide us with sufficient evidence to express an opinion or provide any assurance, we do not express an opinion or provide any assurance on the RSI.

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

### **Significant Risks**

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

### **Qualitative Aspects of Accounting Practices**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by CCSNH are described in Note 1 to the financial statements. No other new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2024. 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 require us to accumulate all misstatements identified during the audits, other than those that are clearly trivial, and communicate them to the appropriate level of management.

The attached schedule summarizes an uncorrected misstatement of the financial statements. Management has determined that 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, the 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 21, 2024.

**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, 2024, 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.

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

This communication is intended solely for the information and 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 21, 2024

**Community College System of New Hampshire**

Year End: June 30, 2024

Passed Adjusting Journal Entries

Date: 7/1/2023 To 6/30/2024

Number	Date	Name	Account No	Reference	Debit	Credit	Proposed Amount Chg
		Net Income (Loss)					17,517,954.00
PAJE01	6/30/2024	Prepaid Expense	1299 CCSNH	804	229,435.00		
PAJE01	6/30/2024	Software License Maintenance	7504 CCSNH	804		91,499.00	
PAJE01	6/30/2024	IT Service Vendor Non Benefit	7C60 CCSNH	804		137,936.00	
		Entry to move expenses related to FY25 from expense accounts to Prepaid Expenses. Client has decided to pass on recording.			229,435.00	229,435.00	229,435.00
					<b>229,435.00</b>	<b>229,435.00</b>	<b>229,435.00</b>

E-Series Form: Making Assessment More Explicit  
 Option E1: Part A. Inventory of Educational Effectiveness Indicators  
 NECHE 2025 10th Year Submission Report: NHTI - Concord's Community College

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 or evidence?	(5) Date of most recent program review (for general education and each degree program)
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**General Education Outcomes:**

<b>General Education/Educated Person's Statement:</b>	<p>In Fall 2020 the college formally adopted general education outcomes aligned with the Educated Person's Statement (website below)          -Acknowledging that students will not only be workers but also citizens, family members, consumers, and life-long learners in a democratic society, NHTI - Concord's Community College integrates academic, technical, experientia, and work-based learning. These are grounded in general education core to prepare graduates with knowledge and skills for successful engagement in their communities, the workplace, and all of their life roles and educational and career endeavors. Therefore, we commit ourselves to educating graduates to be:</p>	<p>To measure outcomes related to the Educated Person's Statement the institution will use:</p> <ol style="list-style-type: none"> <li>1) Student learning outcome</li> <li>2) Program Outcomes</li> <li>3) Portfolios</li> <li>4) Performances</li> <li>5) Clinical Placement outcome</li> <li>6) Internships</li> <li>7) Externships</li> <li>8) Capstone Experiences</li> <li>9) Outcomes on National Qualifying Exams</li> </ol>	<p>Interpretation of the data and evidence will happen among the Faculty, the Department Chairs, Senior leadership, and Institutional Advisory Board.</p>	<p>The Educated Person Statement was adopted in Fall 2020 and departments identified outcomes that aligned with key aspects of the measure. <b>In Spring 2021 analysis against the defined outcomes will take place and systematic interventions will begin Fall 2021. Data will be collected and then re-analyzed for improvement Summer 2022(need to edit this? did it happen?)</b></p>	<p>Spring 2022</p>
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	1. Knowledgeable of human cultures and the physical and natural world. Graduates evaluate the effects of historical trends and events on institutions and social systems and demonstrate respect for and understanding of diverse ideas and modes of expression as conveyed through the humanities.			In 2022, faculty, led by the LOATs team, created a rubric that measures all of the general education outcomes.	
	2. Thinkers, problem solvers, and innovators. Graduates evaluate and apply information rationally and consistently to guide decision-making. They apply critical and creative thinking skills to the analysis of problems; demonstrate scientific thought, both quantitatively and qualitatively, by evaluating human and technical problems; generate ideas by consolidating knowledge; and reflect critically on their learning.			By Fall 2022, all course SLOs were input into Canvas for faculty use in course assessments of outcomes.	
	3. Collaborators. Graduates demonstrate cultural competence, work effectively in teams, and can negotiate and manage conflict; they demonstrate constructive engagement with diverse populations and viewpoints; and they exhibit empathy in their work with others and demonstrate the ability to motivate and /or follow others.				
	4. Communicators. Graduates are active listeners and respond constructively; they read, write, speak, listen, and present on a level that facilitates engagement with others.				

	5. Principled and Ethical Citizens. Graduates make reasoned, ethical decisions and learn from their mistakes; they demonstrate the values of integrity, responsibility, perseverance, and tolerance of ambiguity.				
	6. Career-ready Professionals. Graduates organize and prioritize their work; they transalte acquired knowledge and skills to real-world applications, are competent in the use of technology and mathematical/numerical operations, and actively develop strategies for continuous improvement in the areas of time management, documentation, self-evaluation, self-determination, and personal and professional growth.				
Educated Person's Statement link:	<a href="https://www.nhti.edu/wp-content/uploads/2020/10/ONLINE_EducatedPersonStatementOfPhilosophy_0820.pdf">https://www.nhti.edu/wp-content/uploads/2020/10/ONLINE_EducatedPersonStatementOfPhilosophy_0820.pdf</a>				
<b>Degree Programs</b>					
<b>Accounting Majors &amp; Certificates</b>					
Accounting Degree	Website	GPA and course grades; review of program map is resulting in program changes before curriculum committee (spring 2025) so that PC applications (an introductory tech course) will no longer be required.	Department Chair	Program map changes to curriculum committee in Spring 2025, eliminating IST 102: PC Apps as required course	Fall 2004
Accounting Basic Certificate	No PLOs on website/catalog	GPA and course grades	Department Chair	New DC is working to identify PLOs and put in catalog and on website	Fall 2004
Accounting Advanced Certificate	No PLOs on website/catalog		Department Chair	New DC is working to identify PLOs and put in catalog and on website	Fall 2004
<b>Addiction Counseling</b>					

Associate in Science	Website:	<p>Health, Technical, and Character Standards must be met successfully (observed mostly through discussion board assessments in online courses):</p> <p>The college must ensure patients/clients are not placed in jeopardy by students during learning experiences. Therefore, students in practica, service learning, and clinical experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize patient/client care responsibilities. The student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member, and establish rapport and maintain sensitive interpersonal relationships with employees, customers, and/or patients/clients and their families.</p>	<p>Department Chair Program Coordinator (former) Full and Part time Faculty</p>	<p>Degree program was made to be 100% online 16-week courses were developed into 8 week courses Collaboration with WMCC and NHTI to offer Addiction Counseling degree to students at WMCC Collaboration with Early Childhood Education's Child and Family studies degree to alleviate students continuously jumping back and forth between ECE and HSV. Developing the 4 Domains of the Certified Recovery Support Services course due to a workforce need in the state to respond to the Opiate Epidemic in NH. Collaboration with UNH's Institute on Disability to educate students in CRSW certification, Family Studies, and Psychology.</p>	<p>The last program review was completed in the Fall 2024 when Kelly Luedtke became Department Chair.</p>
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	<a href="https://www.nhti.edu/wp-content/uploads/2020/02/add_counseling_prog_outcomes.pdf">https://www.nhti.edu/wp-content/uploads/2020/02/add_counseling_prog_outcomes.pdf</a>	<p>Health Considerations (evidence is the health form submitted)  All Human Service majors will receive NHTI health forms, which must be completed with requested health physical exams, and TB testing prior to the start of classes. Each student is required to obtain NHTI liability insurance starting in each academic year. Students will be billed directly. Students are also eligible to purchase health insurance through NHTI for their own health needs.</p> <p>Character Expectations (evidenced through observation mostly in the discussion board with netiquette expectations, printed in syllabi)  Human Service and Addiction Counseling students work closely with individuals of all ages. Many of the practicum sites and potential employers will perform a background check through the N.H. Department of Safety, police, and potentially the FBI. A student's driving record will be examined and considered prior to acceptance into some practicum and employment opportunities. The student may be called on to pay for the background checks.</p>		<p>Adding ADCL-230 to the Addiction Counseling associate's degree to make it a stackable degree with the SUD Treatment Certificate.</p> <p>Adding the SUD Treatment Certificate so people already working in the profession could receive more education OR so people licensed with mental health license who receive little to no training in SUD/addiction could get the training they needed in response to the increase in clientele they were seeing with specific SUD treatment needs.</p> <p>Adding the SUD Treatment Certificate so people already working in the profession could receive more education OR so people licensed with mental health license who receive little to no training in SUD/addiction could get the training they needed in response to the increase in clientele they were seeing with specific SUD treatment needs.</p>	
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		<p>Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants need to discuss these issues in an interview or meeting so future goals will not be compromised.</p> <p>Technical Standards (discussion boards, presentations, projects, video presentations, etc.)</p> <p>These have been established as guidance tools to inform program applicants of skills and standards necessary for successful completion of the Human Service programs. Any applicant who has concerns or questions regarding the technical standards is encouraged to contact the department chair. Students must be able to demonstrate the ability to:</p> <p>Communicate verbally in classes and as a professional in counseling situations</p>			
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		<p>Use sufficient verbal skills and language to collaborate with a variety of helping professionals in clinical, societal, and professional areas; deliver accurate and required information; and search for information</p> <p>Use sufficient writing ability to formulate written assessment, charting notes, reports, etc.</p> <p>Sustain cognitive integrity in areas of short- and long-term memory, written documentation, and follow-through of responsibilities.</p> <p>Concentrate on the execution of treatment plans, assigned skills and tasks, and integration and communication for short and long periods of time</p> <p>Work in settings that may lend themselves to frequent interruptions, immediate crisis response, and role responsibility exchange. Cope with a variety of stressors, including people-place occurrences, and demonstrate safe and required care for individuals and the workplace as a whole</p> <p>Secure transportation to practicum sites and classes</p>			
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		<p>Consistently attend and participate in classes</p> <p>Demonstrate and maintain organizational skills, time management, and professional respect and conduct, either at a practicum site or in the community</p> <p>Adhere to and practice the Human Service department's ethical guidelines</p> <p>Sobriety Statement (interview with Program Coordinator/Dept Chair)</p> <p>The Human Service department abides by the accepted national standard that recommends a minimum of two years of sobriety for any prospective trainee in the field of alcohol and other drug-use counseling. Internships/Practica (supervisors narrative, Learning Contract, NAADAC Code of Ethics agreement, Clinical Agreement, etc.)</p>			
		<p>Our program provides supervised, hands-on training in the form of two 15-week practica, each 125 hours (~8 hours/week). Site options include SUD Tx facilities in N.H. (residential, IOP, OP, MAT) in a variety of settings and populations (adolescent, adult, families, correctional).</p> <p>Students will practically apply classroom knowledge and theory while gaining confidence. They will build a solid foundation and a competitive advantage for future success and employment. This foundation also includes the development of soft skills. The practicum experience often leads to full-time entry-level positions.</p>			
		State of NH licensing Laws (RSA 330C):			
		<a href="https://gc.nh.gov/rsa/html/NHTOC/NHTOC-XXX-330-C.htm">https://gc.nh.gov/rsa/html/NHTOC/NHTOC-XXX-330-C.htm</a>			
		Rules Alc. 300 & 400:			
		<a href="https://gc.nh.gov/rules/state_agencies/alc.html">https://gc.nh.gov/rules/state_agencies/alc.html</a>			

		<p>An example of how our class learning outcomes align with assessments of learning or assignments is shown here with our PSYC-105C course, which is required in the degree:</p> <p>Course learning objective &amp; Graded activities, assignments, and assessments:</p> <p>Describe theories of learning, personality, development, memory, intelligence, and social psychology:</p> <ul style="list-style-type: none"><li>-Assignments</li><li>-Quizzes</li><li>-Participation</li><li>-Film Critiques</li><li>-Discussion Boards</li></ul> <p>Discuss research methods using the appropriate terminology for psychology:</p> <ul style="list-style-type: none"><li>-Assignments</li><li>-Quizzes</li><li>-Participation</li><li>-Discussion Boards</li></ul>			
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		<p>Interpret how biological factors, including brain structures and neurotransmitters, influence human behavior: -</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Participation</li> <li>-Discussion Boards</li> </ul> <p>Recognize the connections between psychological disorders and treatment: Assignments</p> <ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Participation</li> <li>-Film Critiques</li> <li>-Discussion Boards</li> </ul> <p>Use coping strategies to promote well-being and reduce stress:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Participation</li> <li>-Discussion Boards</li> </ul> <p>Examine everyday situations within the community through the lens of psychological concepts, perspectives and theories -Assignments</p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Discussion Boards</li> <li>-Presentation</li> </ul>			
<b>Advanced Human Service</b>					

Certificate

<p>Website:</p>	<p>Learning outcomes for this advanced certificate include critical thinking, complex reasoning, communication, being a team member, engaging in human interaction, applying content knowledge, plus lifelong learning, ongoing professional development, and personal growth.</p> <p>In addition, students are able to:</p> <p>Describe the obligations required of the helping professional with respect to adhering to best practices behavioral, ethical, and legal standards of conduct and confidentiality.</p> <p>Establish therapeutic relationships and boundaries with diverse clients.</p> <p>Demonstrate basic, entry-level interviewing, counseling, and other skills needed to therapeutically interact with clients.</p> <p>Demonstrate knowledge of accepted principles of client documentation and record management.</p> <p>Students gain knowledge of human service delivery systems, case management techniques, ethics, and group facilitation skills. Learned communication skills include conflict resolution and the appropriate interpersonal and social skills to use</p>	<p>Department Chair Program Coordinator (former) Full and Part time Faculty</p>	<p>NHTI's Advanced Human Service certificate program can be completed in one year over two semesters. This was as a result of student data, Systems office data with students wanting to finish quick learning blocks of work to apply to real-life practical situations.</p> <p>Providing students with the opportunity to explore and build on the foundational education acquired in the basic Human Service Certificate program. This data came from stackable credentials from the Systems office. This certificate includes a semester-long internship in which students practically apply your classroom lessons; the internship involves approximately 8-10 hours per week for 15 weeks at a site of your choosing. This data came from students wanting the real-world experience.</p>	<p>Last reviewed by the former Dept Chair.</p>
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<p><a href="https://catalog.nhti.edu/human-service/certificate/advanced-human-services-certificate">https://catalog.nhti.edu/human-service/certificate/advanced-human-services-certificate</a></p>	<p>Students gain knowledge of human service delivery systems, case management techniques, ethics, and group facilitation skills. Learned communication skills include conflict resolution and the appropriate interpersonal and social skills to use in interactions with diverse populations using principles of equity, justice, and inclusion. 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). The assessments in Human Service are the same as the AS Addiction Counseling with the exception of the Sobriety Statement and 300 Rules and Laws for the state of NH. Health, Technical, and Character Standards must be met successfully:</p>			
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	<p>The college must ensure patients/clients are not placed in jeopardy by students during learning experiences. Therefore, students in practica, service learning, and clinical experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize patient/client care responsibilities. The student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member, and establish rapport and maintain sensitive interpersonal relationships with employees, customers, and/or patients/clients and their families. Health Considerations</p> <p>All Human Service majors will receive NHTI health forms, which must be completed with requested health physical exams, and TB testing prior to the start of classes. Each student is required to obtain NHTI liability insurance starting in each academic year.</p>			
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	<p>Students will be billed directly. Students are also eligible to purchase health insurance through NHTI for their own health needs.</p> <p><b>Character Expectations</b> Human Service and Addiction Counseling students work closely with individuals of all ages. Many of the practicum sites and potential employers will perform a background check through the N.H. Department of Safety, police, and potentially the FBI. A student's driving record will be examined and considered prior to acceptance into some practicum and employment opportunities. The student may be called on to pay for the background checks. Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants need to discuss these issues in an interview or meeting so future goals will not be compromised.</p>			
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	<p>Technical Standards</p> <p>These have been established as guidance tools to inform program applicants of skills and standards necessary for successful completion of the Human Service programs. Any applicant who has concerns or questions regarding the technical standards is encouraged to contact the department chair. Students must be able to demonstrate the ability to:</p> <p>Communicate verbally in classes and as a professional in counseling situations</p> <p>Use sufficient verbal skills and language to collaborate with a variety of helping professionals in clinical, societal, and professional areas; deliver accurate and required information; and search for information</p> <p>Use sufficient writing ability to formulate written assessment, charting notes, reports, etc.</p> <p>Sustain cognitive integrity in areas of short- and long-term memory, written documentation, and follow-through of responsibilities</p>			
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	<p>Concentrate on the execution of treatment plans, assigned skills and tasks, and integration and communication for short and long periods of time</p> <p>Work in settings that may lend themselves to frequent interruptions, immediate crisis response, and role responsibility exchange</p> <p>Cope with a variety of stressors, including people-place occurrences, and demonstrate safe and required care for individuals and the workplace as a whole</p> <p>Secure transportation to practicum sites and classes</p> <p>Consistently attend and participate in classes</p> <p>Demonstrate and maintain organizational skills, time management, and professional respect and conduct, either at a practicum site or in the community</p> <p>Adhere to and practice the Human Service department's ethical guidelines</p>			
	<p>Internships/Practica</p> <p>Our program provides supervised, hands-on training in the form of two 15-week practica, each 125 hours (~8 hours/week). Site options include Human Service-related facilities in N.H. in a variety of settings and populations (adolescent, adult, families, correctional).</p> <p>Students will practically apply classroom knowledge and theory while gaining confidence. They will build a solid foundation and a competitive advantage for future success and employment. This foundation also includes the development of soft skills. The practicum experience often leads to full-time entry-level positions.</p>			
<b>Advanced Manufacturing Processes</b>				

Certificate	<p>Program was paused and is in the process of being sunsetted.</p> <p>Program Learning Outcomes found at</p>	Coursework is project based which measures program learning outcomes	Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2024
	<a href="https://catalog.nhti.edu/advanced-manufacturing-processes/certificate/advanced-manufacturing-processes-certificate">https://catalog.nhti.edu/advanced-manufacturing-processes/certificate/advanced-manufacturing-processes-certificate</a>				
<b>Animation &amp; Graphic Game Programming</b>					
Associate in Science	<p>Program was paused and is in the process of being sunsetted.</p> <p>Program Learning Outcomes found at</p>		Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2004
	<a href="https://catalog.nhti.edu/animation-and-graphic-game-programming/associate-of-science/animation-and-graphic-game-programming">https://catalog.nhti.edu/animation-and-graphic-game-programming/associate-of-science/animation-and-graphic-game-programming</a>				
<b>Applied Career Fundamentals for Adv Manufacturing</b>					
Certificate	<p>Program was paused and is in the process of being sunsetted.</p>		Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2024
<b>Architectural Engineering Technology</b>					

Associate in Science	Course Syllabi and NHTI ARET Program webpage at:	Graduates' attainment of the stated outcomes for the degree are measured by the following: Final Design Presentations, Course Portfolio Reviews, Capstone Project Presentations - viewed and reviewed by staff and outside guests from the industry. These presentations are open to public as well.	Faculty Department Chair Academic Affairs Advisory Board	Continuous realignment of curriculum with the emerging trends, students' needs, industry needs, and employers' feedback - more emphasis on teamwork, public speaking, ethics, and above all the curriculum now meshed together by Pedagogy of Integration - Added ENGL120C, COMM125C as substitutes for ENGL125C	AY 2018-2019 ETAC of ABET ARET Program Reaccreditation Review Most recent annual program overview and review with the Advisory Board in AY 2023-2024
	<a href="https://catalog.nhti.edu/architecture-engineering-technology-civil-focuscivil-engineering-technology/associate-of-science">https://catalog.nhti.edu/architecture-engineering-technology-civil-focuscivil-engineering-technology/associate-of-science</a>				

<b>Automation Certificate</b>					
Certificate	Program was paused and is in the process of being sunsetted.	Coursework is project based which measures program learning outcomes	Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2024

<https://catalog.nhti.edu/robotics-and-automation-engineering-technology/certificate/automation>

<b>Biology</b>					
Associate in Science	Website:	Capstone course, BIOL 290C, transfer into a 4-year institution	Faculty; formal paper, poster, and presentation rubrics	Curriculum realigned with 4-year institutions; program prerequisites removed; partnered with HHMI on SEA-PHAGES for students to gain industry research experience; Added lab practicals to CHEM 103C/104C General Chemistry I & II to meet PLO 3: Students will demonstrate the application of scientific technology; Embedded writing tutor for INDL 101C STEM in the FYE course; Hosted STEM career panel discussions for INDL 101C STEM in the FYE course	Fall 2024

	<a href="https://catalog.nhti.edu/biology/associate-of-science/biology">https://catalog.nhti.edu/biology/associate-of-science/biology</a>				
<b>Business Administration</b>					
Associate in Science	Website	GPA and course grades	Department Chair	Program map changes to curriculum committee in Spring 2025, eliminating IST 102: PC Apps as required course	Fall 2004
<b>Career &amp; Technical Education Alternative</b>	Website				
Certificate					
<b>Child &amp; Family Studies</b>					
Associate in Science	Website:	Capstone courses: ECE 195C and ECE 298C Key Assessments in the following course: ECE 242	Annually by Dept (Department Chair, full time faculty, and faculty administering Key Assessment) - for this program we also collaborate with Dept of Human Services	With accreditation for our ECE assoc. degree, we added a new Key Assessment to ECE 242, which is also part of this associate degree.	We just participated in Curriculum Portfolio Review (CPR) with the college – fall 2024
	<a href="https://catalog.nhti.edu/child-and-family-studies">https://catalog.nhti.edu/child-and-family-studies</a>				
<b>Civil Engineering Technology</b>					
Associate in Science	Course Syllabi and NHTI CVET Program webpage at:	Graduates' attainment of the stated outcomes for the degree are measured by the following: Final Design Presentations, Course Portfolio Reviews, Highway Design Final Project Presentations – viewed and reviewed by staff and outside guest from the industry. These presentations are open to public as well.	Faculty Dept Chair Academic Affairs Advisory Board	Continuous realignment of curriculum with the emerging trends, students' needs, industry needs, and employers' feedback - more emphasis on teamwork, public speaking, ethics, and above all the curriculum now meshed together by Pedagogy of Integration - Added ENGL120C, COMM125C as substitutes for ENGL125C	Most recent annual program overview and review with the Advisory Board done in AY 2023-2024

	<a href="https://catalog.nhti.edu/architecture-engineering-technology-civil-focuscivil-engineering-technology/associate-of-science-0">https://catalog.nhti.edu/architecture-engineering-technology-civil-focuscivil-engineering-technology/associate-of-science-0</a>				
<b>Coaching</b>	Program was eliminated				Fall 2024; Program sunset Spring 2025 due to low enrollment
Certificate	Website:				
	<a href="https://catalog.nhti.edu/health-science/certificate/coaching">https://catalog.nhti.edu/health-science/certificate/coaching</a>				
<b>Communication</b>	Website:				
				The program was paused as part of the Curriculum Portfolio Review process. NHTI and NCC re-evaluated the offerings and program outcomes and a new program map was passed through curriculum committee that improved outcomes for both colleges and allowed seamless transfer/cooperation. The program was taken off pause in January 2025. The capstone was replaced by an internship in order to align with the Nashua program.	
	<a href="https://catalog.nhti.edu/communications/associate-of-arts/communication">https://catalog.nhti.edu/communications/associate-of-arts/communication</a>		Department Chair and Academic		Fall 2024
<b>Computer Aided Design</b>					
Certificate	Course Syllabi and NHTI CVET Program webpage at:	Coursework is project based which measures program learning outcomes	Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2024
	<a href="https://catalog.nhti.edu/computer-engineering-technology/certificate/computeraided-design-architectural">https://catalog.nhti.edu/computer-engineering-technology/certificate/computeraided-design-architectural</a>				

<b>Computer Engineering Technology</b>					
Associate in Science	Program was paused and is in the process of being sunsetted.				
	Program Learning Outcomes found at	Computer Engineering Technology includes capstone project and presentation reviewed by both faculty and industry guests.	Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2024
	<a href="https://catalog.nhti.edu/computer-engineering-technology/associate-of-science/computer-engineering-technology">https://catalog.nhti.edu/computer-engineering-technology/associate-of-science/computer-engineering-technology</a>				
<b>Computer Technology Programming</b>	This program was paused and is in the process of being sunsetted	n/a	n/a	Department chair and Academic Affairs	Fall 2024
Advanced Certificate					
<b>Criminal Justice</b>					
Associate in Science				Based on student feedback and review by practicing professionals, offerings for both math and science were expanded. Math was expanded to include Statistics and science was expanded to include	
	Website <a href="https://catalog.nhti.edu/criminal-justice/associate-of-science/criminal-justice">https://catalog.nhti.edu/criminal-justice/associate-of-science/criminal-justice</a>	Internships OR Senior Projects	The evidence is interpreted by the	Personal Nutrition	Summer, 2024
<b>Dental Assisting Professional</b>					

Certificate

<p>NHTI Course Catalog:</p>	<p>The DA students are required to complete English Composition, Intro to Psychology and Communications during the program. The students are required to pass the DANB Radiation, Health and Safety exam in January for qualification in exposing x-rays at their clinical externships Students are encouraged to complete the other 2 components of the CDA (Certified Dental Assistant Credential) after graduating from the DA program  <a href="https://www.danb.org/">https://www.danb.org/</a></p>	<p>Our program completes a curriculum review at the end of each semester to evaluate all the course outcomes, student success and retention. We continue to assess the data and make changes and repeat the process as needed. Since 2017, the number of dental assisting students that started the program has decreased 41% due to the fact that dental assistants can be on the job trained in New Hampshire and with a workforce shortage dentists are hiring assistants with no experience or prior learning in the dental field. The NH Dental Society has also created it's own dental assisting program to help with the shortage of dental assistants.</p>	<p>Previously dental assisting applicants were required to complete a high school course in biology or chemistry with a minimum of a C average and complete 20 hours of observation in a dental office to qualify to get into the Dental Assisting program. This change was requested in Fall of 2024 due to the decrease in student enrollment and was approved by the NHTI Curriculum Committee to remove barriers that were prohibiting the students from being accepted into the program. We will continue to review the data going forward to assess what effect this will have on student success and retention.</p>	<p>We continually review our program on an annual basis. We submitted a program change to the Commission on Dental Accreditation in 2021. To add a part-time DA program to help students that need to work and go to school. The first class of four students started in the fall of 2023. 1 student will be graduating this June. Three students withdrew due to personal and health issues. 2 students have started in the part-time program this fall and are still in the program.</p>
<p><a href="https://catalog.nhti.edu/allied-dental-education/professional-certificate/dental-assisting">https://catalog.nhti.edu/allied-dental-education/professional-certificate/dental-assisting</a></p>				
<p><b>Dental Hygiene</b></p>				

Associate in Science

<p>In the NHTI course catalog:</p>	<p>National licensure examinations as well as NH state licensure: -National Board Dental Hygiene Examination (NBDHE)</p>	<p>Our program completes a curriculum review at the end of each semester to evaluate all the course and program outcomes, student success and retention. We continue to assess the data and make changes and repeat the process as needed. From 2016-2023 our graduation rates were lower than our benchmark of 80% and an average of 69.6% with the class of 2022 and 2023 the lowest due to COVID related withdrawals. The class of 2024 was up to 87.8%. We will continue to evaluate and make changes as needed to improve the retention rate of the DH students.</p>	<p>Changes are made to skill evaluations, the need for remediation in our clinical courses to help with student comprehension of the material and successfully completing the courses. We changed our DH program from 2 years to 3 this past fall after the data showed that retention rates were down due to the students completing all of the general education and science courses before getting accepted into the dental hygiene program.</p>	<p>We continually review our program on an annual basis. We submitted a program change to the Commission on Dental Accreditation in 2023 which was approved to change the DH program from 2 years to 3 and was implemented in the fall of 2024. Data collected from the current and recent past DH students showed that 52% of students completed 2 or more years of general studies courses before being accepted into the DH program. After starting the clinical and didactic portion of the DH program, these students had difficulty with the rigors of the full-time program.</p>
<p><a href="https://www.nhti.edu/wp-content/uploads/2023/02/ONLINE_DentalHygieneGoalsCompetencies_0223.pdf">https://www.nhti.edu/wp-content/uploads/2023/02/ONLINE_DentalHygieneGoalsCompetencies_0223.pdf</a></p>	<p><a href="https://jcnde.ada.org/nbdhe">https://jcnde.ada.org/nbdhe</a></p>			
	<p>-Dental Hygiene (ADEX)</p>			
	<p><a href="https://adextesting.org/adex-dental-hygiene/">https://adextesting.org/adex-dental-hygiene/</a></p>			
	<p><a href="https://www.oplc.nh.gov/sites/g/files/ehbemt441/files/inline-documents/hygienist-initial_removal-of-local-">https://www.oplc.nh.gov/sites/g/files/ehbemt441/files/inline-documents/hygienist-initial_removal-of-local-</a></p>			
<p><b>Diagnostic Medical Sonography Professional</b></p>				

Certificate	Diagnostic Medical Sonography Certificate Program website & Program Policy and Procedure Manual	Completion of all program requirements and ARDMS certification exam within 1 year and job placement. Program effectiveness data as reported to the JRCDS. Graduate and employer surveys.	Annually by program coordinator, program outcomes assessment team, program advisory committee	program O/A meetings, based on data collected and reported in NHTI OA documents and Program advisory meeting minutes. At the advisory meeting held in May 2024, graduate surveys for class of 2022 were reviewed. Graduates stated they would like more learning opportunities for appendix exams. Starting fall 2024 an expert guest lecturer presented tips and tricks to perform this exam and provided hands on guidance to students. Since 2017, there has been 1 year where the program did not meet its target program completion rate of 70%. In review, this was class of 2021, and it was determined that this may have been due to COVID and the additional burden placed on students during this time, as some students needed to drop out to assist family members or care for children at home. In 2017, Based on	Program annual outcomes assessment team meeting most recently held April 12, 2024. Annual program advisory meeting was held May 1, 2024. College wide curriculum portfolio review was completed November 2024.
	<a href="https://catalog.nhti.edu/diagnostic-medical-sonography/certificate/diagnostic-medical-sonography#:~:text=Program%20Learning%20Outcomes&amp;text=Perform%20appropriate%20sonographic%20procedures%20and,physiology%2C%20pathology%2C%20and%20pathophysiology">https://catalog.nhti.edu/diagnostic-medical-sonography/certificate/diagnostic-medical-sonography#:~:text=Program%20Learning%20Outcomes&amp;text=Perform%20appropriate%20sonographic%20procedures%20and,physiology%2C%20pathology%2C%20and%20pathophysiology</a>			In 2017, Based on comments in program resource and graduate surveys regarding the desire for more student-physician interaction, the program medical advisor has increased interaction with students in the AP, Principles and Seminars courses.	
<b>Digital Communications</b>					
Certificate	PLOs are not on website/catalog	n/a	Department chair and Academic Affairs	As a result of Curriculum Portfolio Review, decision was made in Dec. 2024 to sunset this certificate.	Fall 2024
<b>Early Care &amp; Ed. for Young Children with Disabilities</b>					



Education					
Associate in Science	<a href="#">Education   NHTI</a>	<ul style="list-style-type: none"> <li>▪Key Assignments for all EDU courses Courses are also double numbered to TECP which is an accredited program</li> <li>▪Clinical work</li> <li>▪Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>▪Full-time faculty and adjunct faculty per course.</li> <li>▪Clinical Coordinator</li> <li>▪Methods/Practicum Portfolio reviewers</li> </ul>	<p>The department implemented a dispositions survey in response to deficiencies observed during clinical experiences. This tool is administered at both the beginning and end of the program, allowing faculty to monitor candidate growth over time and intervene mid-program to address any identified skill gaps or professional dispositions concerns.</p> <p>In response to a noticeable decline in student grades following the COVID-19 pandemic, the department launched a weekly academic support initiative called S.H.E.D. (Study Hall with the Education Department). Designed to provide structured study time and access to faculty support, the program has seen increased participation each semester.</p>	Curriculum Portfolio Review 10/2024 NHDOE Program Review 10/25

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[Teacher Education Conversion Program | NHTI](#)

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Data indicates that students who regularly attended S.H.E.D. successfully passed both introductory education courses, demonstrating the effectiveness of the initiative in promoting academic achievement and retention. In response to a noticeable decline in student grades following the COVID-19 pandemic, the department launched a weekly academic support initiative called S.H.E.D. (Study Hall with the Education Department). Designed to provide structured study time and access to faculty support, the program has seen increased participation each semester. Data indicates that students who regularly attended S.H.E.D. successfully passed both introductory education courses, demonstrating the effectiveness of the initiative in promoting academic achievement and retention.

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				After analyzing Teacher Candidate Assessment of Performance (TCAP) results, the department identified "Academic Language" as an area in need of improvement across multiple candidate submissions. In response, the strand of Academic Language was intentionally embedded into the curriculum of ED209/TECP66: Curriculum and Assessment. This integration ensures that candidates gain a deeper understanding of the role of academic language in lesson planning, instruction, and assessment. Through targeted instruction and practice, candidates are now better equipped to support P-12 learners in accessing and using academic language in content	
<b>Education</b>					
Certificate					
<b>Electronic Engineering Technology</b>					
Associate in Science	Program was paused and is in the process of being sunsetted.  Program Learning Outcomes found at	Electronic Engineering Technology includes capstone project and presentation reviewed by both faculty and industry guests.	Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2004
	<a href="https://catalog.nhti.edu/electronic-engineering-technology/associate-of-science/electronic-engineering-technology">https://catalog.nhti.edu/electronic-engineering-technology/associate-of-science/electronic-engineering-technology</a>				
<b>Electronic Technology</b>					
Certificate	Program was paused and is in the process of being sunsetted.	n/a	Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2004

<b>English</b>					
Associate in Arts	English website:  <a href="https://catalog.nhti.edu/english/associate-of-arts/english">https://catalog.nhti.edu/english/associate-of-arts/english</a>	1. Successful completion of courses in degree. 2. Data has been collected for ENGL 101C	The department as a whole via internal review and process laid out by VPAWFF	We've refined outcomes for program and courses.	Completed by May 2022.
<b>English Speakers of Other Languages</b>					
Certificate					
<b>Environmental Sciences</b>					
Associate in Science	Website:  <a href="https://catalog.nhti.edu/environmental-science">https://catalog.nhti.edu/environmental-science</a>	Capstone course, ENVS 290C, transfer into a 4-year institution	Faculty; formal paper, poster, and presentation rubrics	Curriculum realigned with 4-year institutions; program prerequisites removed; Added lab practicals to CHEM 103C/104C General Chemistry I & II to meet PLO 3: Students will demonstrate the application of scientific technology; Embedded writing tutor for INDL 101C STEM in the FYE course; Hosted STEM career panel discussions for INDL 101C STEM in the FYE course	Fall 2024
<b>E-Start</b>	E-start is not a separate degree or certificate program. See Ed Symes re: E-start.	n/a	n/a	n/a	n/a
<b>Event Conference Management</b>	On website:				

Certificate	<a href="https://catalog.nhti.edu/hospitality/certificate/eventconference-management">https://catalog.nhti.edu/hospitality/certificate/eventconference-management</a>	GPA, course grades.	Dept chair/faculty	This hospitality certificate has been paused. As a result of the Curriculum Portfolio Review, Academic Affairs is considering moving this program to Workforce Education.	Fall 2024
<b>Game Development Programming</b>					
Certificate	This program was paused and is in the process of being sunsetted.				
<b>General Special Education</b>					
Certificate (with teaching credential)					
<b>General Special Education</b>					
Certificate (no teaching credential)					
<b>General Studies</b>					

Associate in Science	Website: <a href="https://catalog.nhti.edu/general-studies/associate-of-science/general-studies">https://catalog.nhti.edu/general-studies/associate-of-science/general-studies</a>	Transfer into an Allied Health program success, educated person statement	Course instructors, program coordinators, and Department Chair.	Data was analyzed for PLOs, and discussion occurred on whether to change the Quantitative Reasoning/Math requirements from two MATH courses to one MATH course and one related course (see Liberal Arts program below for further details), such as personal finance, programming, or logic. Because the General Studies degree is an A.S. degree, while the Liberal Arts degree is an A.A. degree, NHTI's decision was not to make the same changes as made for Liberal Arts and to continue requiring two college-level MATH courses. Support would be provided to General Studies students through a variety of means, corequisite courses, tutoring, and so forth. However, the fall 2024 Curriculum Portfolio Review has resulted in a change to the program. It is being moved to the newly named Department of Health Professions. A majority of	Annual review of PLOs through 2022-2023, and Curriculum Portfolio Review in Fall 2024.
	<a href="https://catalog.nhti.edu/sites/default/files/pdf/degree/general-studies.pdf?1677865301">https://catalog.nhti.edu/sites/default/files/pdf/degree/general-studies.pdf?1677865301</a>				
<b>Health Science</b>					
Associate in Science	Website: <a href="https://catalog.nhti.edu/health-science/associate-of-science">https://catalog.nhti.edu/health-science/associate-of-science</a>	Transfer into an Allied Health program or 4-year institution	Faculty	Curriculum realigned with 4-year institutions; Three tracks added to provide focus for students; Embedded supplemental instructors in BIOL 195C/196C Anatomy & Physiology I/II	Fall 2024
	<a href="https://catalog.nhti.edu/health-science/associate-of-science">https://catalog.nhti.edu/health-science/associate-of-science</a>				
<b>Health and Wellness</b>					

Associate in Science		Transfer into a 4-year institution		Curriculum aligned with 4-year institutions; Three tracks created to provide focus for students; Program also designed to allow Coaching and Medical Coding certificates to stack within the AS degree	Program established Fall 2021; Most recent review conducted Fall 2024
	Website:		Faculty		
	<a href="https://catalog.nhti.edu/health-science/associate-of-science">https://catalog.nhti.edu/health-science/associate-of-science</a>				
<b>Hospitality &amp; Tourism Management</b>					
Associate in Science				Exploration of moving hospitality and tourism courses to Workforce Education will continue in fall of 2025.	Fall 2024
	Website:		Department Chair, Faculty, Academic Affairs		
	<a href="https://catalog.nhti.edu/hospitality/associate-of-science/hospitality-and-tourism-management">https://catalog.nhti.edu/hospitality/associate-of-science/hospitality-and-tourism-management</a>				
<b>Hotel Administration Certificate</b>					
<b>Human Service</b>					

Certificate

<p>Website:</p>	<p>Learning outcomes for this certificate include critical thinking, complex reasoning, communication, being a team member, engaging in human interaction, applying content knowledge, plus lifelong learning, ongoing professional development, and personal growth. In addition, students are able to:  Describe the obligations required of the helping professional with respect to adhering to best practices behavioral, ethical, and legal standards of conduct and confidentiality.  Establish therapeutic relationships and boundaries with diverse clients.  Demonstrate basic, entry-level interviewing, counseling, and other skills needed to therapeutically interact with clients.  Demonstrate knowledge of accepted principles of client documentation and record management.</p>	<p>Department Chair  Program Coordinator (former)  Full and Part time Faculty</p>	<p>This certificate is an entry point into the career of human service</p>	<p>Last review of the program was completed by the former Dept Chair</p>
<p><a href="https://catalog.nhti.edu/human-service/certificate/human-services-certificate">https://catalog.nhti.edu/human-service/certificate/human-services-certificate</a></p>	<p>Students gain knowledge of human service delivery systems, case management techniques, ethics, and group facilitation skills. Learned communication skills include conflict resolution and appropriate interpersonal and social skills for interactions with diverse populations using principles of equity, justice, and inclusion. Graduates can also:  Demonstrate a knowledge of and the ability to practice and to engage in the competent respectful, non-judgmental, supportive, and professional relationships required of the human service professional in their interactions with individuals in various situations: academically, one-on-one, groups, as team members, and at a practicum site with clients and staff.</p>			

	<p>Understand the facts, concepts, theories, and principles taught and learned in program courses and how each informs the knowledge, skills, attitudes, capabilities, interest in life-long learning, professional development, and socially conscious behavior required of the competent, ethical, and multi-culturally aware human service professional. Identify, analyze, evaluate, and select the appropriate strategies, methods, and tools required for effective communication (verbally, non-verbally, in writing, on computers and electronic devices) with individuals in a variety of human service professional contexts and settings.</p> <p>Actively listen, process information, ask questions, seek answers, integrate knowledge, search for meaning, and develop ideas and concepts that result in relevant and consequential action.</p>			
	<p>Understand the importance of developing healthy practices of self-care, self-reflection, increased self-awareness, and personal responsibility, all of which are critical to being a best practices helping professional and a productive member of society.</p> <p>In addition to the above, graduates will be able to:</p> <p>Describe the obligations required of the helping professional with respect to adhering to best practices behavioral, ethical, and legal standards of conduct and confidentiality.</p> <p>Establish therapeutic relationships and boundaries with diverse clients.</p> <p>Demonstrate basic, entry-level interviewing, counseling, and other skills needed to therapeutically interact with clients.</p> <p>Demonstrate knowledge of accepted principles of client documentation and record management.</p>			

	<p>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). The assessments in Human Service are the same as the AS Addiction Counseling with the exception of the Sobriety Statement and 300 Rules and Laws for the state of NH.</p> <p>Health, Technical, and Character Standards must be met successfully: The college must ensure patients/clients are not placed in jeopardy by students during learning experiences. Therefore, students in practica, service learning, and clinical experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize patient/client care responsibilities.</p>			
	<p>The student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member, and establish rapport and maintain sensitive interpersonal relationships with employees, customers, and/or patients/clients and their families.</p> <p>Health Considerations All Human Service majors will receive NHTI health forms, which must be completed with requested health physical exams, and TB testing prior to the start of classes. Each student is required to obtain NHTI liability insurance starting in each academic year. Students will be billed directly. Students are also eligible to purchase health insurance through NHTI for their own health needs.</p>			

	<p><b>Health Considerations</b> All Human Service majors will receive NHTI health forms, which must be completed with requested health physical exams, and TB testing prior to the start of classes. Each student is required to obtain NHTI liability insurance starting in each academic year. Students will be billed directly. Students are also eligible to purchase health insurance through NHTI for their own health needs.</p> <p><b>Character Expectations</b> <b>Human Service and Addiction Counseling</b> students work closely with individuals of all ages. Many of the practicum sites and potential employers will perform a background check through the N.H. Department of Safety, police, and potentially the FBI. A student's driving record will be examined and considered prior to acceptance into some practicum and employment opportunities. The student may be called on to pay for the background checks.</p>			
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	<p>Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants need to discuss these issues in an interview or meeting so future goals will not be compromised.</p> <p>Technical Standards</p> <p>These have been established as guidance tools to inform program applicants of skills and standards necessary for successful completion of the Human Service programs. Any applicant who has concerns or questions regarding the technical standards is encouraged to contact the department chair. Students must be able to demonstrate the ability to:</p> <p>Communicate verbally in classes and as a professional in counseling situations</p> <p>Use sufficient verbal skills and language to collaborate with a variety of helping professionals in clinical, societal, and professional areas; deliver accurate and required information; and search for information</p>			
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	<p>Use sufficient writing ability to formulate written assessment, charting notes, reports, etc.</p> <p>Sustain cognitive integrity in areas of short- and long-term memory, written documentation, and follow-through of responsibilities</p> <p>Concentrate on the execution of treatment plans, assigned skills and tasks, and integration and communication for short and long periods of time</p> <p>Work in settings that may lend themselves to frequent interruptions, immediate crisis response, and role responsibility exchange</p> <p>Cope with a variety of stressors, including people-place occurrences, and demonstrate safe and required care for individuals and the workplace as a whole</p> <p>Secure transportation to practicum sites and classes</p> <p>Consistently attend and participate in classes</p>			
	<p>Demonstrate and maintain organizational skills, time management, and professional respect and conduct, either at a practicum site or in the community</p> <p>Adhere to and practice the Human Service department's ethical guidelines</p>			
<b>Human Services</b>				

Associate in Science

<p>Website:</p>	<p>Demonstrate a knowledge of and the ability to practice and to engage in the competent, respectful, non-judgmental, supportive, and professional relationships required of the human service professional in their interactions with individuals in various situations: academically, one-on-one, groups, as team members, and at a practicum site with clients and staff.</p> <p>Understand the facts, concepts, theories, and principles taught and learned in program courses and how each informs the knowledge, skills, attitudes, capabilities, interest in life-long learning, professional development, and socially conscious behavior required of the competent, ethical, and multi-culturally aware human service professional.</p>	<p>Department Chair Program Coordinator (former) Full and Part time Faculty</p>	<p>Degree program was made to be 100% online 16-week courses were developed into 8-week courses Collaboration with Early Childhood Education's Child and Family studies degree to alleviate students continuously jumping back and forth between ECE and HSV. Collaboration with UNH's Institute on Disability to educate students in CRSW certification, Family Studies, and Psychology. Embedding the Mindfulness Certificate into the HSV and ADC associate degrees.</p>	<p>Last review was from former Dept Chair Mike O'Bryant</p>
<p><a href="https://catalog.nhti.edu/human-service/associate-of-science/human-service">https://catalog.nhti.edu/human-service/associate-of-science/human-service</a></p>	<p>Identify, analyze, evaluate, and select the appropriate strategies, methods, and tools required for effective communication (verbally, non-verbally, in writing, on computers and electronic devices) with individuals in a variety of human service professional contexts and settings.</p> <p>Actively listen, process information, ask questions, seek answers, integrate knowledge, search for meaning, and develop ideas and concepts that result in relevant and consequential action.</p> <p>Demonstrate an understanding of the importance of developing healthy practices of self-care, self-reflection, increased self-awareness, and personal responsibility, all of which are critical to being a best-practices helping professional and a productive member of society.</p> <p>Describe the obligations required of the helping professional with respect to adhering to best practices behavioral, ethical, and legal standards of conduct and confidentiality.</p>			

	<p>In addition to the above, the graduate will be able to:</p> <p>Establish therapeutic relationships and boundaries with diverse clients. Demonstrate basic, entry level interviewing, counseling, and other skills needed to therapeutically interact with clients.</p> <p>Demonstrate an understanding of effects of alcohol and other drugs on the body and brain.</p> <p>Demonstrate knowledge of accepted principles of client documentation and record management. 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).</p>			
	<p>The assessments in Human Service are the same as the AS Addiction Counseling with the exception of the Sobriety Statement and 300 Rules and Laws for the state of NH. Health, Technical, and Character Standards must be met successfully:</p> <p>The college must ensure patients/clients are not placed in jeopardy by students during learning experiences. Therefore, students in practica, service learning, and clinical experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize patient/client care responsibilities. The student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member, and establish rapport and maintain sensitive interpersonal relationships with employees, customers, and/or patients/clients and their families.</p>			

	<p><b>Health Considerations</b> All Human Service majors will receive NHTI health forms, which must be completed with requested health physical exams, and TB testing prior to the start of classes. Each student is required to obtain NHTI liability insurance starting in each academic year. Students will be billed directly. Students are also eligible to purchase health insurance through NHTI for their own health needs.</p> <p><b>Character Expectations</b> <b>Human Service and Addiction Counseling</b> students work closely with individuals of all ages. Many of the practicum sites and potential employers will perform a background check through the N.H. Department of Safety, police, and potentially the FBI. A student's driving record will be examined and considered prior to acceptance into some practicum and employment opportunities. The student may be called on to pay for the background checks.</p>			
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	<p>Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants need to discuss these issues in an interview or meeting so future goals will not be compromised.</p> <p>Technical Standards</p> <p>These have been established as guidance tools to inform program applicants of skills and standards necessary for successful completion of the Human Service programs. Any applicant who has concerns or questions regarding the technical standards is encouraged to contact the department chair. Students must be able to demonstrate the ability to:</p> <p>Communicate verbally in classes and as a professional in counseling situations</p> <p>Use sufficient verbal skills and language to collaborate with a variety of helping professionals in clinical, societal, and professional areas; deliver accurate and required information; and search for information</p>			
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	<p>Use sufficient writing ability to formulate written assessment, charting notes, reports, etc.</p> <p>Sustain cognitive integrity in areas of short- and long-term memory, written documentation, and follow-through of responsibilities</p> <p>Concentrate on the execution of treatment plans, assigned skills and tasks, and integration and communication for short and long periods of time</p> <p>Work in settings that may lend themselves to frequent interruptions, immediate crisis response, and role responsibility exchange</p> <p>Cope with a variety of stressors, including people-place occurrences, and demonstrate safe and required care for individuals and the workplace as a whole</p> <p>Secure transportation to practicum sites and classes</p> <p>Consistently attend and participate in classes</p>			
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		Demonstrate and maintain organizational skills, time management, and professional respect and conduct, either at a practicum site or in the community Adhere to and practice the Human Service department's ethical guidelines Internships/Practica (There is a Canvas shell dedicated solely to the required paperwork and process of the Practicums. It is called "NHTI Practicum Sites Preparation". It encompasses required forms/assignments like Clinical Education Agreement, Ethical Guidelines, Learning Contract, Site Supervisors Evaluation, etc.) All these forms are housed under the link: "Key Practicum Documents and Forms"). Our program provides supervised, hands-on training in the form of two 15-week practica, each 125 hours (~8 hours/week). Site options include Human Service-related facilities in N.H. in a variety of settings and populations (adolescent, adult, families, correctional).			
		Students will practically apply classroom knowledge and theory while gaining confidence. They will build a solid foundation and a competitive advantage for future success and employment. This foundation also includes the development of soft skills. The practicum experience often leads to full-time entry-level positions.			
<b>Industrial Design Technology</b>					
Associate in Science	Process of being sunsetted, low enrollment				
		INDS150 & 250 portfolios	evaluated by faculty	Some projects changed.	
<b>Information Technology Advanced Software Development</b>					
Certificate	Website & Course Syllabi	Internships, certification exams	Depratment	The creation of this program	Fall 2024

<b>Information Technology Application Development</b>					
Certificate					
<b>Information Technology</b>					
Associate in Science	Sunsetted				
<b>Information Technology Entry Level Software Development</b>					
Certificate	Website & Course Syllabi	Internships, certification exams	The Information Technology Department	The creation of this program	Fall 2024
<b>Information Technology Hardware and Software</b>					
Certificate	Paused				
<b>Information Technology Linux</b>					
Certificate	Paused				
<b>Information Technology Network Associate</b>					
Certificate	Website & Course Syllabi	Internships, certification exams	The Information Technology Department	The creation of this program	Fall 2024
<b>Information Technology Networking</b>					
Certificate	Paused				
<b>Information Technology Software Development</b>					
Certificate	Website & Course Syllabi	Internships, certification exams	The Information Technology Department	The creation of this program	Fall 2024
<b>Information Technology Technical Support</b>					

Certificate	Paused				
<b>Information Technology VOIP (Voice Over IP)</b>					
Certificate	Paused				
<b>Information Technology Networking and Cybersecurity Operations</b>					
	Website:	Internship Completion Graduation Rate	Program Coordinator Department Chair	Continuous updating of curriculum to align to current industry standards and certifications	November 2024
	<a href="https://catalog.nhti.edu/information-technology/associate-of-science/networking-and-cybersecurity-operations">https://catalog.nhti.edu/information-technology/associate-of-science/networking-and-cybersecurity-operations</a>				
<b>Information Technology-Software Development</b>					
Associate in Science	Website & Course Syllabi	Internships, certification exams	The Information Technology Department	The creation of this program	Fall 2024
<b>Landscape &amp; Environmental Design</b>					
Associate in Science	Course Syllabi and NHTI LNDE Program webpage at:	Portfolio review  Internship, Co-op; fieldwork	All (100%) program faculty are adjunct instructors, they are actively practicing in the industry and employ students and graduates, so they also support the program in informal advisory capacity -Dept Chair -Academic Affairs	Continuous realignment of curriculum with the emerging trends, students' needs, industry needs, and employers' feedback. Based on the Fall 2024 Curriculum Portfolio Review a collaborative project was established among the dept, NHTI Workforce Development, and NHLA to develop short courses/ trainings for landscape workforce.	Fall 2024 2021-2022, dept meeting with adjuncts working professionally in the industry.  Not Accredited.

	<a href="https://catalog.nhti.edu/landscape-design/associate-of-science/landscape-and-environmental-design">https://catalog.nhti.edu/landscape-design/associate-of-science/landscape-and-environmental-design</a>				
<b>Landscape Design</b>					
Certificate	Website:	Landscape Design Projects, Internship, co-op, fieldwork (optional)	Course instructors, program coordinators, and Department Chair.	Based on the Fall 2024 Curriculum Portfolio Review a collaborative project was established among the dept, NHTI Workforce Development, and NHLA to develop short courses/ trainings for landscape workforce. It is anticipated that some of the students from these short-term courses/ trainings may consider furthering their education by enrolling in the Landscape AS and Certificate programs.	Annual review of PLOs has happened through 2021-2022, and a Curriculum Portfolio Review occurred in Fall 2024.
	<a href="https://catalog.nhti.edu/landscape-design/certificate/landscape-design">https://catalog.nhti.edu/landscape-design/certificate/landscape-design</a>				
<b>Legal Nurse Consultation</b>					
Certificate	Website:	Graduate Surveys	Survey data compiled every 3 years. All data is reviewed with faculty and advisory board.	Addition to course content to better meet the needs of graduating students in the work field- As a result of the CPR process, this program is being sunsetted and was approved by curriculum committee in Jan. 2025 for elimination.	2021-22
	<a href="https://catalog.nhti.edu/legal-nurse-consultant/certificate/legal-nurse-consultant">https://catalog.nhti.edu/legal-nurse-consultant/certificate/legal-nurse-consultant</a>				
<b>Liberal Arts</b>					

Associate in Arts

Website:	Transfer into a 4-year program, educated person statement.	Course instructors, program coordinators, and Department Chair.	Data for the General Studies and Liberal Arts students showed a wide-range of success rates, from a low of 34.1% for Liberal Arts developmental learners in the corequisite MATH 124XC course to highs of 62.3% and 64.2% in MATH 120C and MATH 120XC, respectively. Performance of students in MATH 251C stood out as relatively strong with success rates ranging from 50.6% to 56.5%. The goal was to increase the percentage of Liberal Arts and General Studies students who have completed their NHTI QR/math requirements by the end of their second year or completion of 30 credits for both developmental and college-level learners in these two programs. This intervention/improvement was planned to happen by June 2022. During spring semester 2021, three curriculum proposals were brought forward by the chairs of the Liberal Arts and English, Fine Arts, and Languages Depts. and shepherded through NHTI's shared governance process. The	Annual review of PLOs has happened through 2022-2023, and a Curriculum Portfolio Review occurred in fall 2024.
<a href="https://catalog.nhti.edu/sites/default/files/pdf/degree/liberal-arts.pdf?1654240186">https://catalog.nhti.edu/sites/default/files/pdf/degree/liberal-arts.pdf?1654240186</a>				
<b>LPN-RN Completion Option</b>				
Associate in Science				
<b>Management</b>	Website:			
Certificate	<a href="https://catalog.nhti.edu/business-administration/certificate/management">https://catalog.nhti.edu/business-administration/certificate/management</a>	GPA, course grades	Dept. chair/faculty	No changes
				Fall 2024
<b>Mechanical Engineering Technology</b>				
Associate in Science	Paused			

	<p>1. An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems within MET.</p> <p>2. An ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes problems within MET.</p> <p>3. An ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.</p> <p>4. An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.</p> <p>5. An ability to function effectively as a member of a tech</p>	<ul style="list-style-type: none"> <li>Capstone project conducted in 2nd year course MCET 260: Mechanical Design II</li> <li>Performance Indicators for each learning outcome specified in column 1. These include lab and report rubrics, end of project self reflection, and exam grades.</li> </ul>	<p>Annually reviewed by department faculty and presented for feedback to Industrial Advisory Board</p>	<ul style="list-style-type: none"> <li>Creation of standardized rubrics with specific categories tied to performance indicators</li> <li>Standardized use of MS Excel across the courses to teach data manipulation and analysis</li> <li>Emphasis on technical communication throughout the program; report writing, process development, detailed drawings...etc</li> </ul>	<ul style="list-style-type: none"> <li>Normal ABET accreditation review conducted in Fall of 2018 with interim reports filed the Spring of 2019 and Spring of 2020.</li> <li>Institute wide Curriculum Program Review (CPR) in Fall of 2024</li> </ul>
<b>Mathematics</b>					
Associate in Science	Paused				
	Websites for general education & for degree	General education:	Both General and Degree:	General education:	Both General and Degree:

<a href="https://catalog.nhti.edu/mathematics">https://catalog.nhti.edu/mathematics</a>	A SLO pre-course quiz and a SLO post course quiz are given in most MATH/PHYS/SCI courses. The data is analyzed to see if there is any gain in the student's mastery of the material. This is a multi-year analysis with two-three SLO's being assessed per year.	The Mathematics/Physics Faculty	Previously, SLO data collection was accomplished by mapping final exam questions to the SLOs and checking the percent age of students passing each SLO. After reviewing the data and not finding useful information, the current method of looking for gain was developed. The data so far collected has been much more informative and, without exception, has shown significant gain in the assessed SLOs. Another change made was adding co-requisite courses MATH 120XC - Quantitative Reasoning and MATH 124XC - College Algebra to the math department offerings. Due to a low student enrollment in MATH 124XC, that course is no longer being offered. To help the students bridge the gap between MATH 092C - Introduction to Algebra and MATH 124C, a new course, MATH 122C - Intermediate Algebra, was added to the	August 2024 (Department Meeting)
<a href="https://catalog.nhti.edu/physics">https://catalog.nhti.edu/physics</a>	Degree:		Degree:	
<a href="https://catalog.nhti.edu/science">https://catalog.nhti.edu/science</a>	For the degree All students must complete MATH 290 - Senior Project/Internship which is their capstone course. For individual courses, a comprehensive final is given to determine a student's master of the material.		None	
<a href="https://catalog.nhti.edu/mathematics/associate-of-science/mathematics">https://catalog.nhti.edu/mathematics/associate-of-science/mathematics</a>				
<b>Manufacturing Engineering Technology</b>				

Associate in Science	Program was paused and is in the process of being sunsetted.  Program Learning Outcomes found at	Coursework is project based which measures program learning outcomes	Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2024
	<a href="https://catalog.nhti.edu/manufacturing-engineering-technology/associate-of-science/manufacturing-engineering-technology-0">https://catalog.nhti.edu/manufacturing-engineering-technology/associate-of-science/manufacturing-engineering-technology-0</a>				
<b>Medical Coding</b>					
Certificate		Successful completion of CCA exam	Faculty	Program was made 100% online since last accreditation;	Fall 2024
	<a href="https://catalog.nhti.edu/medical-coding/certificate/medical-coding">https://catalog.nhti.edu/medical-coding/certificate/medical-coding</a>				
<b>Mindful Communication</b>					
Certificate					
<b>Networking and Cybersecurity Operations</b>					
Associate in Science	Website & Course Syllabi	Internships, certification exams	The Information Technology Department	The creation of this program	Fall 2024
<b>Non Credit - Non-Matriculated</b>					
<b>Non-Matriculated</b>					
<b>Nursing</b>					

Associate in Science	Website:	Official program outcome measures are ATI Proctored Assessment (direct) NCLEX Pass and Mountain Measurement Data (direct) Senior Exit Survey (Indirect)	The Department Outcomes Committee collates, interprets, and then makes recommendations to the department curriculum committee and implements program and curricular changes if needed.	We have created new assignments that reinforce difficult concepts such as medication administration. We have also changed the way we survey students about their perceptions of outcome achievement based on feedback and testing data. We also separated evaluation from the curriculum committee and made it a separate entity to ensure we were evaluating outcomes monthly and in a systematic way.	Last program accreditation review was in October 2024. Outcome meetings are held monthly.
	<a href="https://catalog.nhti.edu/nursing/associate-of-science/nursing">https://catalog.nhti.edu/nursing/associate-of-science/nursing</a>				
<b>Orthopaedic Technology</b>					
Associate in Science	Website:	*Capstone completion with a grade at of above passing rate *Passing the licensure exam through NBCOT, graduation rates and job placement	*Annually by department heads and program coordinators *Program coordinator reviews the passing rate annually. Collaborate with NBCOT when new job task analysis are published	*Addition to course content to better meet the needs of graduating students in the work field *Developed of a new course to increase student passing rates and successful employment	October 2024
	<a href="https://catalog.nhti.edu/classes">https://catalog.nhti.edu/classes</a>				
<b>Orthopaedic Technology</b>					
Certificate	Website:	Capstone completion with a grade at of above passing rate	Annually by department heads and program coordinators	Addition to course content to better meet the needs of graduating students in the work field	October 2024
	<a href="https://catalog.nhti.edu/classes">https://catalog.nhti.edu/classes</a>				
<b>Paralegal Studies</b>					
Associate in Science	Paused				
	Paralegal/LNC NHTI Website/Catalog	Internships/Graduate Surveys	Internships Graded/ Survey data compiled every 3 yrs. All reviewed with faculty and advisory board.	Addition to course content to better meet the needs of graduating students in the work field	2021-22

<b>Paralegal Studies</b>					
Certificate					
	Website/Catalog, Course syllabus	Graduate Surveys	Survey data compiled every 3 years. All data is reviewed with faculty and advisory board.	Course curriculum review and changes.	2021-22
<b>Paramedic Emergency Medicine</b>					
Associate in Science	LOs are not published (publically) except at the highest level (licensure pass rates) & job placement. The program has LOs <a href="https://catalog.nhti.edu/paramedic-emergency-medicine/associate-of-science/paramedic-emergency-medicine">https://catalog.nhti.edu/paramedic-emergency-medicine/associate-of-science/paramedic-emergency-medicine</a>	Portfolio (which includes "student minimum competencies" as set by accreditation), midsemester and endsemester reviews, airway	Department Chair and Medical Director interpret evidence discuss outcomes during, and at the completion of, each	PEM has changed to a different testing platform for "high stakes" written exams, as previous platform was not	May 2025
<b>Paramedic to RN Completion Option</b>					
Associate in Science					
<b>Radiation Therapy</b>					
Associate in Science	Website: <a href="https://catalog.nhti.edu/radiation-therapy/associate-of-science/radation-therapy">https://catalog.nhti.edu/radiation-therapy/associate-of-science/radation-therapy</a>	Graduation Rate Registry Pass Rate Job Placement Rate	Program Coordinator Program Advisory Board	Curriculum order, clinical changes	August 2024
<b>Radiation Therapy</b>					
Certificate					
<b>Radiologic Technology</b>					

Associate in Science	Website:	The students must complete a national certificate exam that is required to work in the country. Once passed, the RT is not an RT(R). We review the first-time pass rates 6 months following graduation. Based on these pass rates, this is a clear indicator of students' understanding of the full breadth of the program and their ability to transition into the workforce as a radiographer.	This information is interpreted by the program director and shared with the faculty and the advisory board yearly.	To address a decline in the first-time pass rate, we have recently incorporated additional resources in the final two semesters to prepare the student for a national exam. This program incorporates simulated exams, as the registry exam they will complete is over 200 questions, and reinforces assignments based on performance. We have also returned to previously used textbooks that yielded more successful results in the past cohorts.	July 2024
	<a href="https://catalog.nhti.edu/radiologic-technology/associate-of-science/radiologic-technology">https://catalog.nhti.edu/radiologic-technology/associate-of-science/radiologic-technology</a>				
<b>Recreation and Leisure Studies, A.S.</b>	PLOs on website				
	<a href="https://catalog.nhti.edu/recreation-and-wellness/associate-of-science/recreation-and-leisure-studies">https://catalog.nhti.edu/recreation-and-wellness/associate-of-science/recreation-and-leisure-studies</a>	GPA, course grades.	Dept. chair/faculty	As a result of the CPR process, this program is being eliminated. NHTI's Curriculum Committee approved elimination for fall 2025.	Fall 2024
<b>Robotics &amp; Automation Engineering Technology</b>					
Associate	Program was paused and is in the process of being sunsetted.  Program Learning Outcomes found at	Coursework is project based which measures program learning outcomes	Department Chair, Program Coordinator, and Academic Affairs	Program is paused and will be sunsetted due to low enrollment.	Fall 2024
	<a href="https://catalog.nhti.edu/robotics-and-automation-engineering-technology/associate-of-science/robotics-and-automation">https://catalog.nhti.edu/robotics-and-automation-engineering-technology/associate-of-science/robotics-and-automation</a>				

<b>Running Start</b>					
<b>Special Education</b>					
Certificate					
<b>Sports Management</b>					
Associate in Science	PLOs are not on website or in catalog			New dept. chair is working to resolve missing PLOs to add to website and catalog	Fall 2024
<b>Sports Management</b>					
Certificate	PLOs are not on website or in catalog			New dept. chair is working to resolve missing PLOs to add to website and catalog	Fall 2024
<b>Substance Use Disorder Treatment (SUD Tx)</b>					
Certificate	Website:	Health, Technical, and Character Standards must be met successfully: The college must ensure patients/clients are not placed in jeopardy by students during learning experiences. Therefore, students in practica, service learning, and clinical experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and changing circumstances that characterize patient/client care responsibilities. The student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member, and establish rapport and maintain sensitive interpersonal relationships with employees, customers, and/or patients/clients and their families.	Department Chair Program Coordinator (former) Full and Part time Faculty	When licensing/certification laws and rules changed the number of education hours for the NH CRSW, faculty made the changes to the course curriculum to make sure that our curriculum aligned with those changes. One example of those changes is that the LADC Board added 3 hours of education of mental health training for the CRSW certification where previously there was no requirement. NHTI responded by adding into the curriculum 3 hours of mental health education into our modules and changed the syllabus and certificate awarded at the end of the course to reflect that.	Most recent review was fall 2024 when licensing regulations changed.

<a href="https://catalog.nhti.edu/addiction-counseling/certificate/substance-use-disorder-treatment-sud-tx">https://catalog.nhti.edu/addiction-counseling/certificate/substance-use-disorder-treatment-sud-tx</a>	<p><b>Health Considerations</b>  All Human Service majors will receive NHTI health forms, which must be completed with requested health physical exams, and TB testing prior to the start of classes. Each student is required to obtain NHTI liability insurance starting in each academic year. Students will be billed directly. Students are also eligible to purchase health insurance through NHTI for their own health needs.</p> <p><b>Character Expectations</b>  Human Service and Addiction Counseling students work closely with individuals of all ages. Many of the practicum sites and potential employers will perform a background check through the N.H. Department of Safety, police, and potentially the FBI. A student's driving record will be examined and considered prior to acceptance into some practicum and employment opportunities. The student may be called on to pay for the background checks.</p>		<p>During the "pause" of the SUD Treatment Certificate program in Fall 2024, the Department Chair became aware that students were "bouncing" back and forth between the Certificate program and the associate's degree, so the DC made the certificate "stackable" into the AS degree based on the data that students were most often starting with the certificate and then transferring into the AS degree. The most significant change due to data was the creation of the SUD Treatment Certificate program to help build the workforce during the Opiate Epidemic with trained and certified professionals.</p>	
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	<p>Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants need to discuss these issues in an interview or meeting so future goals will not be compromised.</p> <p>Technical Standards</p> <p>These have been established as guidance tools to inform program applicants of skills and standards necessary for successful completion of the Human Service programs. Any applicant who has concerns or questions regarding the technical standards is encouraged to contact the department chair. Students must be able to demonstrate the ability to: Communicate verbally in classes and as a professional in counseling situations</p> <p>Use sufficient verbal skills and language to collaborate with a variety of helping professionals in clinical, societal, and professional areas; deliver accurate and required information; and search for information</p>			
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	<p>Use sufficient writing ability to formulate written assessment, charting notes, reports, etc.</p> <p>Sustain cognitive integrity in areas of short- and long-term memory, written documentation, and follow-through of responsibilities</p> <p>Concentrate on the execution of treatment plans, assigned skills and tasks, and integration and communication for short and long periods of time</p> <p>Work in settings that may lend themselves to frequent interruptions, immediate crisis response, and role responsibility exchange</p> <p>Cope with a variety of stressors, including people-place occurrences, and demonstrate safe and required care for individuals and the workplace as a whole</p> <p>Secure transportation to practicum sites and classes Consistently attend and participate in classes</p> <p>Demonstrate and maintain organizational skills, time management, and professional respect and conduct, either at a practicum site or in the community</p>			
	<p>Adhere to and practice the Human Service department's ethical guidelines</p> <p>Sobriety Statement</p> <p>The Human Service department abides by the accepted national standard that recommends a minimum of two years of sobriety for any prospective trainee in the field of alcohol and other drug-use counseling.</p>			
	<p>State of NH licensing Laws (RSA 330C):</p>			
	<p><a href="https://gc.nh.gov/rsa/html/NHTOC/NHTOC-XXX-330-C.htm">https://gc.nh.gov/rsa/html/NHTOC/NHTOC-XXX-330-C.htm</a></p>			
	<p>Rules Alc. 300 &amp; 400:</p>			
	<p><a href="https://gc.nh.gov/rules/state_agencies/alc.html">https://gc.nh.gov/rules/state_agencies/alc.html</a></p>			

<b>Sustainable Agriculture Technology</b>					Fall 2024
Associate in Science	Paused Fall 2024; moved to Monitor status Spring 2025				
	Website:	Capstone course, ENVS 290C, transfer into a 4-year institution	Faculty; formal paper, poster, and presentation rubrics	Curriculum realigned with 4-year institutions; Added lab practicals to CHEM 103C/104C General Chemistry I & II to meet PLO 3: Students will demonstrate the application of scientific technology; Embedded writing tutor for INDL 101C STEM in the FYE course; Hosted STEM career panel discussions for INDL 101C STEM in the FYE course	
	<a href="https://catalog.nhti.edu/agriculture/associate-of-science/sustainable-agriculture">https://catalog.nhti.edu/agriculture/associate-of-science/sustainable-agriculture</a>				
<b>Sustainable Agriculture Technology</b>					Fall 2024
Certificate	Paused				Program sunset Spring 2025 due to low enrollment
	Website:				
	<a href="https://catalog.nhti.edu/agriculture/associate-of-science/sustainable-agriculture">https://catalog.nhti.edu/agriculture/associate-of-science/sustainable-agriculture</a>				
<b>Teacher Education Conversion</b>					
Certification in ESOL					<ul style="list-style-type: none"> <li>▪Curriculum Portfolio Review 10/2024</li> <li>▪Self-Study 2024/2025 NH DOE Program approval 11/2025.</li> </ul>

<b>Teacher Education Conversion</b>					
Certificate	<a href="https://catalog.nhti.edu/teacher-education-conversion-program/certificate/teacher-education-conversion-program-general">https://catalog.nhti.edu/teacher-education-conversion-program/certificate/teacher-education-conversion-program-general</a>	<ul style="list-style-type: none"> <li>▪Key Assignments for all TECP courses in specific licensure pathway. This is determined by individual plan of study.</li> <li>▪Clinical work</li> <li>▪TCAP if applicable</li> <li>▪Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>▪Full-time faculty and adjunct faculty per course.</li> <li>▪Clinical Coordinator</li> <li>▪Methods Professor</li> <li>▪Clinical Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>▪We have developed all courses to align with the 505.03 Professional Education Standards.</li> <li>▪We review the TCAP (where applicable).</li> <li>▪Review and align content areas standards (ED500s).</li> </ul>	
<b>Travel and Tourism</b>					
Certificate				New dept. chair is working to resolve the missing PLOs on website and in catalog. As a result of the Curriculum Program Review, Academic Affairs is considering whether to move this program to Workforce Education.	Fall 2024
<b>Visual Arts</b>					
Associate in Arts	100 & 200 level classes in Ceramics and Photography were paused 2024 due to a department move to smaller spaces and fewer rooms. Enrollment in the 100 level was supportive, while				
	Website:	<a href="https://catalog.nhti.edu/visual-arts/associate-of-arts/visual-arts">https://catalog.nhti.edu/visual-arts/associate-of-arts/visual-arts</a>	The grading professor	Created a Guide to Writing an Artist Statement	May 2023
	<a href="https://catalog.nhti.edu/visual-arts/associate-of-arts/visual-arts">https://catalog.nhti.edu/visual-arts/associate-of-arts/visual-arts</a>	<a href="https://www.nhtivarts.com">https://www.nhtivarts.com</a>		Developed templates for Artist Statement and labels	
<b>Wedding Planning Management</b>					
Certificate	Paused				

# List of Supporting Documents

## Electronic workroom

### Standard One

[Transfer pathways](#)  
[CCSNH Transfer Pathways](#)  
[Mission, vision, and values](#)  
[Mission statement](#)  
[Degree programs](#)

### Standard Two

[Strategic Plan](#)  
[Student Code of Conduct](#)  
[Academic Affairs Notices](#)  
[Strategic plan](#)  
[2020-2025 Strategic Plan](#)  
[NCHEMS](#)  
[Master Plan](#)  
[Facilities Plan](#)  
[NHTI Technology Plan](#)  
[Emerging Budget Survey Themes](#)  
[NHTI Facilities Priority List](#)  
[Strategic Enrollment Management Plan](#)  
[Strategic Enrollment Management Plan](#)  
[Previous Strategic Plan](#)  
[NHTI Emergency Response Plan](#)  
[Month-by-month Spreadsheet](#)  
[NHTI Student Voice Scores](#)  
[Program Assessment Framework](#)  
[NHTI Curriculum Portfolio Review Outcomes and Program Realignment](#)

### Standard Three

[Board of Trustees](#)  
[CCSNH policy 210 and NH RSA 188-F:5](#)  
[Board-Policy-100-Bylaws-06-03-19 Article VI](#)  
[CCSNH](#)  
[CCSNH BOT](#)  
[Revised Statutes Annotated \(RSA\) 188-F:8](#)  
[Board Policies](#)  
[Shared Governance Model](#)  
[Board Minutes](#)  
[Academic Standing; Campus Resources; Community Engagement; and Recruitment, Retention, and Completion](#)  
[NCHEMS report](#)  
[NHTI Advisory Board](#)  
[Governance Standing Committee Structure](#)  
[Curriculum Committee Process](#)

## Standard Four

[CCSNH Academic Policies 620.02](#)  
[Academic Catalog](#)  
[Academic Affairs Notices](#)  
[Workforce Program Enrollment and Trends](#)  
[College catalog](#)  
[College website](#)  
[NHTI website program pages](#)  
[Complete College America \(CCA\)](#)  
[2024-2025 college catalog](#)  
[Master Learning Outcomes Matrix](#)  
[Course evaluations, department reports](#)  
[Electronic Engineering Technology termination plans](#)  
[Memoranda of Understanding \(MOUs\)](#)  
[Syllabi](#)  
[Educated Person Statement of Philosophy](#)  
[Catalog and website](#)  
[CCSNH board and system policy 620](#)  
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[Admissions portion of the NHTI website](#)  
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[Foundation for New Hampshire's Community Colleges](#)  
[2023 Governor's Executive Order on Workforce Development](#)  
[Course Action Project and ONE NHCC](#)  
[NH Transfer Guarantee](#)  
[Key findings](#)  
[Transfer fair](#)  
[NH Transfer Guarantee](#)  
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## Standard Five

[Admissions Travel Schedule](#)  
[How to Apply](#)  
[Degrees and Certificates](#)  
[The NHTI Military Student's Admissions and Support Services](#)  
[CCSNH Early College Program](#)  
[International Student Admissions page](#)  
[The University of New Hampshire Outreach and Enrollment Center](#)

[New Student Orientation](#)  
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[Reasonable Accommodation Plans \(RAP\)](#)  
[NHTI's Strategic Enrollment Management plan for 2024-2027](#)  
[Admissions Dashboard](#)  
[Care Action Team](#)  
[Student Engagement Month-by-Month Plan](#)  
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[NHTI Student Outreach Plan](#)

## **Standard Six**

[2025 - 2027 Collective Bargaining Agreement for the Full-time Faculty Bargaining Unit](#)  
[2025 - 2027 Collective Bargaining Agreement Covered Adjunct Faculty](#)  
[CCSNH system policies 620.01-690.13](#)  
[Hiring process](#)  
[New Hire Paperwork Tracking file](#)  
[Adjunct Faculty Guidebook](#)  
[Official onboarding](#)  
[HB 1530](#)  
[Multiple research studies](#)  
[Collecting and Analyzing Water Quality Samples From NHTI's Retention Pond](#)  
[A Study of Phosphorus and Chloride Concentrations in a Retention Pond on the NHTI Campus](#)  
[CCSNH IRB Policy and Procedure Manual](#)  
[Professional Development Funds Request Form](#)  
[Professional development policy](#)  
[CCSNH Symposium](#)

[Winter Convening](#)  
[CCSNH Human Resource policies \(section 318.2\)](#)  
[Collective Bargaining Agreement for the Full-time Faculty Bargaining Unit, Article VI](#)  
[Canvas 101 course](#)  
[Informational email](#)  
[Regular and Substantive Interaction](#)  
[Resources and tutorials](#)  
[Full-time Faculty Performance Evaluation Form](#)  
[The full-time faculty CBA](#)  
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[CCSNH full-time faculty CBA, Article XI](#)  
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[ONE-NHCC](#)

### **Standard Seven**

[Collective bargaining agreements](#)  
[Faculty and staff portal](#)  
[CCSNH policies and procedures](#)  
[CCSNH Policy 400-System Finance, dated September 15, 2020](#)  
[CCSNH audits](#)  
[Multi-year financial planning](#)  
[NHTI Organizational Chart](#)  
[4.21b 5-year Financial Plan](#)  
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[The NHTI Student Financial Aid Handbook](#)  
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### **Standard Eight**

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[NH Transfer Guarantee](#)  
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[Program Learning Outcome \(PLO\) matrix](#)  
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## **Standard Nine**

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