



November 17, 2025

Dr. Christina Royal
Interim President
Connecticut State Community College
950 Main Street
Hartford, CT 06103

Dear Dr. Royal:

I am pleased to inform you that at its meeting on September 25, 2025, the New England Commission of Higher Education considered the report submitted by Connecticut State Community College, as well as the report of the visiting team, and took the following action:

that the report submitted by Connecticut State Community College be accepted;

that the Fall 2027 comprehensive evaluation be confirmed;

that, in addition to the information included in all self-studies, the Fall 2027 report give emphasis to the institution's continuing success in:

1. finalizing and implementing its multi-year strategic and financial plans, to include review of the institution's deficit mitigation plan;
2. building a culture of assessment focused on student success, with emphasis on developing institutional student learning outcomes and addressing the College's goals for student retention, graduation, and transfer rates;
3. fully implementing its Alignment and Completion of Math and English (ACME) policy across all campuses, with attention to co-requisite models, placement practices, and support structures;
4. evaluating the effectiveness of its governance structure and ensuring transparency in communication.

The Commission gives the following reasons for its actions.

The report submitted by Connecticut State Community College (CT State) was accepted because it was responsive to the issues raised by the Commission in its letters of July 10, 2023 and April 17, 2024.

The Commission commends Connecticut State Community College for its:

- Continued progress in implementing its "significant structural transition" – the consolidation of 12 campuses into a single cohesive college – guided by the institution's 2023-2025 Transitional Strategic Plan. At the time of the visit, CT State had evaluated 33 of the Plan's 39 benchmarks.

- Marked improvement in its student success rates, attributed in part to the effectiveness of CT State's Guided Pathways Advising program and its PACT/Mary Ann Handley Award, with its overall rate (graduation plus transfer) improving from 32% (Fall 2020 cohort) to 37% (Fall 2021 cohort).
- Implementation of its Deficit Mitigation Plan to address a cumulative projected deficit of \$243 million for the period FY2024-FY2026. CT State has "outperformed" its forecasted results to date with surpluses of \$72.3 million in FY2024 (actual) and \$30.5 million in FY2025 (projected), and "expects to fully extinguish" the remaining FY2026 deficit estimated at \$60.0 million of which \$43.1 million will come from the institution's ~\$225 million in reserves.

The Commission asks the institution for an update on the following areas identified for development in the Fall 2027 self-study:

1. **Finalizing and implementing its multi-year strategic and financial plans, to include review of the institution's deficit mitigation plan (2.3, 2.4, 2.5, 7.6, 7.7, 7.14).** As noted by CT State, the institution will embark on an "ambitious" strategic planning process in 2025-2026 to establish "its first official roadmap to guide CT State through 2030 and beyond." While the institution's Deficit Mitigation Plan has yielded positive results to date, CT State acknowledges that it "still faces shortfalls into the outyears" beyond FY2026 totaling \$302.3 million through FY2030. CT State's new strategic plan will need to address the financial challenges inherent with "an unpredictable state funding model" as the institution seeks to "align[] resources to the strategic direction of the College" to build long-term sustainability.
2. **Building a culture of assessment focused on student success, with emphasis on developing institutional student learning outcomes and addressing the College's goals for student retention, graduation, and transfer rates (2.6, 2.7, *Educational Effectiveness*, Statement of the Standard; 8.3, 8.6).** As noted by the institution and the visiting team, while CT State has made significant progress, "challenges remain." To continue its positive momentum and to address "equity gaps," a "more clearly defined set of institutional learning outcomes...will be essential."
3. **Fully implementing its Alignment and Completion of Math and English (ACME) policy across all campuses, with attention to co-requisite models, placement practices, and support structures (4.15, 6.13, 6.17, 6.19).** Full implementation of CT State's ACME developmental education program was deferred to 2027 following a January 2025 ACME Summit and decision by the Board of Regents. While CT State identified a "noticeable increase in semester-to-semester persistence among ACME students," the institution acknowledged that "education reform under the ACME policy remains uneven in implementation, and faculty engagement, standardization, and data collection need continued focus" during the phased two-year implementation.
4. **Evaluating the effectiveness of its governance structure and ensuring transparency in communication (3.2, 3.13, 3.15, 3.17).** While a "unified governance structure" was established in Fall 2022, the visiting team noted that the CT State community found the institution's communication practices and policies "inconsistent," "leading to confusion about governance processes, placement protocols, and central office directives." In response, CT State is taking action to streamline communication, provide more centralized resources, and improve cross-campus coordination.

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The Commission expressed appreciation for the report prepared by Connecticut State Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with John Maduko, Interim Chancellor, Connecticut State Colleges and Universities; Karen Hynick, Provost, CT State; Kerry Kelley, Vice President, Finance and Administration and CFO, CT State; and Tom Yelich, Chief of Staff, CT State during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board and the head of the system of action on its accreditation status. In a few days we will be sending a copy of this letter Martin Guay and John Maduko. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with the attached policy on Public Disclosure of Information about Affiliated Institutions.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education.

If you have any questions about the Commission's action, please contact Lawrence M. Schall, President of the Commission.

Sincerely,

A handwritten signature in cursive script, appearing to read "Michael Whelan".

Michael Whelan
Commission Chair

MW/mrc

cc: Martin Guay
John Maduko

Attachment: Public Disclosure of Information about Affiliated Institutions