Introduction

SUNY Adirondack is a comprehensive community college committed to open access. The College enrolls nearly 4,000 students annually and primarily serves the residents of its two sponsoring counties, Warren and Washington, and a third, Saratoga County. In Fall 2014, 90% of the students were residents of these three counties.

Our mission is clear. We are a teaching- and learning-centered community college that offers innovative instructional and student support programs, responds to the educational needs of its community, and serves as a stimulus for economic development, partnerships and leadership.

The College offers 31 associate and certificate programs that prepare students for transfer to baccalaureate degree programs or careers. Currently, there are articulation agreements in place with 36 institutions offering transfer opportunities to 237 baccalaureate degree granting programs for our graduates. 86% of students in our career programs complete internships, and we have worked with over 300 regional businesses over the past five years to develop internships, provide customized training, serve on our advisory boards, and hire our graduates.

We also offer a mix of non-credit personal enrichment and workforce development courses and programs available to the community. Personal enrichment opportunities range from summer programs for youth in grades 3–9 to our Senior Lecture Series offered every fall and spring. Workforce development opportunities include on-site training and preparation for career licensing exams.

The College plays a leadership role in providing access to the arts and culture for our community. For example, the College’s art collection contains over 1,000 works by more than 300 local, national and international artists representing a variety of techniques including paintings, drawings, sculpture, prints, photographs and mixed-media work. This work is prominently displayed throughout campus and public art exhibitions are held during the year in the Visual Arts Gallery. The Writer’s Project brings several authors and poets to campus throughout the year for readings and discussions of their work. Two theatre performances are conducted per year, and community members also have the opportunity to participate in the College’s Chorale and music ensembles.

SUNY Adirondack’s 2014-2017 strategic plan, The Adirondack Agenda, aligns well with SUNY Excels. The Agenda is guided by four strategic directions:

I. Focus on learning and student success
II. Create and sustain partnerships
III. Pursue financial stability, efficient and effective operations, and planned growth
IV. Maximize Resources

The goals and objectives that support these directions are outlined in Appendix 1 and are annually reviewed and assigned to operational units across the college to carry out actions supporting several outcome measures.
Our institutional effectiveness measures for enrollment, completion, philanthropy, student success, and identifying new sources of revenue are supportive of SUNY’s goals for 100,000 more students served and 150,000 graduates by 2020. SUNY Adirondack is clearly working directly in line with SUNY Excels, and we are undertaking the several important initiatives outlined in this plan in order to focus on continuous improvement and meet the needs of our students and community.

In creating The Adirondack Agenda, and most recently while conducting our five-year Periodic Review for the Middle States Commission on Higher Education, we identified the following challenges in meeting our enrollment and completion goals:

**Decline in State and Local Funding**
Over the last five years, SUNY Adirondack has been faced with reductions in public funding. This is primarily the result of a reduction in the dollar amount of state aid per full-time equivalent student (FTE), which declined by 20% from 2009 to 2012. While the New York State Legislature has approved annual increases to the per-FTE state aid amount since 2012, funding in 2014 was still 10% below 2009. This decline in state aid has been coupled with local funding remaining relatively flat as our local county sponsors have struggled with a state-mandated 2% property tax cap and their own reduced state funding. As a result, the percentage of our operating revenue generated by student tuition and fees has risen from 41% in FY 2008-2009 to 52.7% in FY 2013-2014. We are rapidly shifting from being a tuition-supported institution to one that is tuition dependent.

**Infrastructure Needs**
The college has identified nearly $50 million in capital and maintenance needs, including multiple deferred maintenance projects, as well as new building and renovation needs to support our health care and STEM disciplines. Our sponsoring counties have provided little to no capital funding in over 20 years, which has led to minimal attention to this issue. Each year we receive about $400,000 of capital revenue derived from New York State Community College funding formulas, which allows us to ask for a match from New York State but still results in less than $1 million per year to meet our needs. This limited amount is insufficient to address even our basic deferred maintenance projects.

**Declining Traditional Aged Students**
A challenge identified during the development of our new strategic plan is the decline in the traditional-aged student population in the College’s three-county service area. Over 70% of the College’s student body is aged 24 or less with the 25–29 age group accounting for another 10% of enrollment. According to the latest census data, the projected change in population for the three county service area between 2010 and 2020 indicates:

1. The age groups that account for over 80% of our enrollment are declining;
2. Groups under 15 years of age—feeders into our educational pipeline—are declining; and
3. The population as a whole is aging, with projected double digit increases for the 50+ population.

Preliminary Fall 2015 enrollment numbers indicate this projection is correct, as fewer students from Warren, Washington, and Saratoga counties accounted for an overall enrollment decline of 6%.

**Student Success**
Retention of students to graduation continues to be a challenge. Recent data shows that the three-year graduation rate for the Fall 2011 first-time, full-time student cohort was 17%, 12% lower than the Fall 2001 cohort’s 29% graduation rate. This places our graduation rate in the bottom third of all SUNY
community colleges. This troubling decline has considerable financial ramifications for the College, and most importantly weakens opportunities for our students. Recognizing these challenges, we have submitted two proposals to SUNY System to take advantage of the SUNY Investment Fund.

In order to more effectively support SUNY Excels goals for Access, Diversity, Success, and Completion, we submitted a request to fund the implementation of EOP at SUNY Adirondack. This program would serve 80 students per year who demonstrate the desire and ability to succeed in college but need the substantial supports of the EOP model, which has been highly successful in its implementation at many campuses across New York State. We believe the State’s investment in EOP at Adirondack will translate to an increase in our graduation rate by 11% from 2015 to 2017. Additionally, even if the EOP cohort faced our average attrition rate of 46% (which we know is atypical for EOP students), the number of completed degrees would still boost the 2015 to 2017 graduation rate by 6%.

SUNY Adirondack also submitted a proposal to utilize “Enabling Support” funds to significantly increase our low persistence and graduation rates through a number of comprehensive programs. We plan to build on the recent success of our Adirondack Completes initiative, which increased the number of graduates by 41% in one year. Through increased support for advisors, a Finish in 2 program, increased funding for strategies to improve success in developmental math, and the construction of dedicated space for our Student Success Center, we expect to increase course completion rates and subsequently increase persistence, reduce time-to-degree, and increase our number of graduates in order to support both Adirondack’s and SUNY’s outcome measures.

Section 2: Specific SUNY Excels Priority Areas and Metrics

Access

When we include the number of students in non-credit programs and courses, contracted workforce training, and personal enrichment, the College serves over 8,000 people annually in our region. Our full enrollment picture includes credit and non-credit offerings to encompass our full mission as our community’s college. Our degree- and transfer-seeking academic programs primarily serve a traditional-aged population; in Fall 2014, 74% of our students were aged 24 or younger, clearly demonstrating that this is regularly our most prominent demographic. In our service region and across New York State, the population of the 24-and-under age group is on the decline. According to the NYS Department of Labor, by 2020 the population of 15-24 year olds is projected to decrease by 3.2% (Saratoga), 4.6% (Warren – sponsor) and 7.4% (Washington – sponsor) in our three main feeder counties. (Appendix 2) As we don’t anticipate a cultural shift large or fast enough to change our relatively fixed demographic breakdown over just five years, SUNY Adirondack is predicting responsible enrollment increases of 1.6% by 2018 and 2.4% by 2020.

We have several programs already in place that are intended to effect enrollment and retention by extending outreach and partnerships, expanding our online presence, and enhancing our current supports. We plan to expand our full enrollment picture by engaging more non-traditional populations, increasing our focus on workforce development training, expanding our online offerings to students outside our traditional geography, and improving retention to strengthen overall enrollment.

We know that students who take college-level courses while in high school are better prepared for higher education; a recent analysis of data indicated that their persistence and graduation rates are nearly double those of students who do not take college courses while in high school. This is why the
College is focused on increasing the numbers and types of college courses offered within the region. We have rebranded our efforts under the Career Academy initiative, and in addition to Advanced Manufacturing and IT Computer Networking, we are on track to pilot a third Early College High School Career Academy in New Media in Fall 2016. Our Advanced Manufacturing program currently has 31 students enrolled and IT-Networking has 25, 72% and 150% increases respectively from each program’s pilot year. We anticipate continued growth in both of these Career Academies as well as sound enrollment for Media Arts based on demand and our existing recruitment channels in the high schools. Additionally, since the 2012 academic year we have increased the headcount (17%), number of courses offered (10%) and number of available sites (12%) for SUNY Adirondack courses being offered in local high schools. In order to continue these trends, we recently realigned an Assistant Dean position to focus on all K-12 partnerships. Additionally, an advisory committee of high school principals, superintendents, and College and WSWHE BOCES administrators meets monthly to discuss new course offerings in SUNY Adirondack’s service area.

In light of the declining traditional-aged population, we are also increasing our efforts to recruit adult learners. Our Admissions Department recently began hosting one Adult Learner Open House per semester in addition to recruiting at Business and Career Expos targeted toward adult populations. Moving forward, the department is exploring a number of new strategies including extended office hours, targeted promotional pieces, and outreach to local employers offering tuition reimbursement in order to continue our recruitment of adult learners. In addition to adult learners, our new IT program in Network Security, the development of short-term training programs to support local industry partners, and the implementation of three fully-online degree programs should all attract new markets for the College. Students can now complete a Business Administration AS, Liberal Arts: Humanities and Social Sciences AA, or a Management, Marketing & Entrepreneurship AAS online, and we will continue to increase our online offerings for students who are unable to commute to campus due to circumstances or geography. We have set a goal of bringing five new academic courses online in the 2015-2016 year.

A robust overhaul of our website will also support enrollment as a major recruitment tool for SUNY Adirondack. Recent research by Noel-Levitz finds that 84% of students' first interaction with a college in any capacity is through that institution's homepage, and 7 out of 10 of these visits are made on a mobile device. In its current state, our website is showing a 40% decline in return mobile traffic year-over-year, meaning very simply that users on mobile devices are coming to learn about the college and are being rebuffed by a non-mobile layout. Mobile-first responsive navigation design will allow us to significantly improve communication efforts to prospective students.

In addition to our current summer programs, we expanded our youth education offerings in 2011 to include Winter Enrichment sessions. We have increased these offerings from three in the pilot year to an average of seven offered annually during the K-12 winter break. Since 2009 our Enrichment Programs have enrolled over 2700 youth in courses like Robotics with LEGO, Write It! Cast It! Film It!, STEAM Camp and Programming with SCRATCH. This early exposure to SUNY Adirondack allows us to showcase our learning opportunities at all levels to prospective students and families.

In Fall 2014 we established a Task Force to review our athletic offerings and propose additional programs to attract students who might otherwise overlook SUNY Adirondack. Men’s and Women’s Cross Country was implemented in Fall 2015, and we are currently exploring the feasibility of adding Women’s Soccer and Men’s Lacrosse in order to attract a new and greater subset of student athletes.
The percentage of our residential students from the five boroughs increased from 10% in Fall 2013 to 18% in fall 2015. This increase brings geographic, racial, ethnic, and cultural diversity to the college. In an effort to continue promoting Adirondack to students from this area, our “Queens to Queensbury” marketing materials were created in Spring 2015 to demonstrate the ways in which SUNY Adirondack is a good option for students from down-state. We distributed a robust piece to tell this story, followed with postcard to promote the Discover SUNY trip to our campus. (Appendix 3) We participated in Discover SUNY for the first time in Spring 2015, bringing 30 accepted students from the New York City area to SUNY Adirondack for a College 101 lecture, campus tour, and lunch with the President. Of the 30, 15 (50%) enrolled at SUNY Adirondack.

Providing strong transfer pathways to other SUNY institutions ensures that our students can seamlessly transfer to complete a four-year and/or graduate degree within the system. Through the diligent work of our faculty and Instructional Affairs Committee, all of our academic programs were fully compliant with SUNY Seamless Transfer by Spring 2015. These paths allow our students a new mobility within the system, and it is our hope that the ease of Seamless Transfer will entice more of our students to complete their education at SUNY institutions. To date we have transfer agreements with 15 SUNY schools for 92 Bachelor’s and 6 technical programs. Students can also fully complete four Bachelor’s and two Master’s degree programs and two Advanced Certificates through SUNY Plattsburgh’s branch campus located at SUNY Adirondack in Queensbury. A recent audit of our articulations showed agreements with 36 four-year schools, and our goal of 50 schools by 2017 will open even more opportunities for our students to pursue high-quality Bachelor’s degrees in all academic areas.

Finally, as the pool of new students decreases, our primary focus to increase overall enrollment will be through significant efforts to retain more students. We have long recognized (and were reinforced by a recent Middle States Periodic Review Report) that a new approach to advising is critical in supporting student success. As such, we reallocated funds in our 2015-2016 budget to support a new, hybrid advising model set to pilot in Spring 2016. Both faculty and full-time advisors will be utilized to assign an academic advisor to every degree-seeking student, and we are confident that this assigned, directed advising will help more students maintain their academic course to persist and graduate. Currently we attribute our low persistence and completion rates in part to trends in the first semester, namely an average of first semester credits earned under 10 and 37% of students finishing the semester in poor academic standing (2.0 or below). Our new advising program is designed to encourage students’ academic, career and transfer planning and provide information and resources to guide them toward the ultimate goal of a college degree. Advisors will attend at least two trainings per year to review DegreeWorks, best practices and academic program information. We anticipate that by implementing this model average first semester credits earned will increase to 11 and the number of students with a first semester GPA of 2.0 or higher will increase to 70%. These results will contribute directly to our goal of a 65% fall-to-fall retention rate by 2020, and to an increase in our overall enrollment as well as SUNY System’s goal of an additional 100,000 students enrolled by 2020. Additionally, we have submitted two proposals for support from the SUNY Investment Fund. Both aim to improve retention and completion by implementing an EOP at SUNY Adirondack and expanding our SUNY Adirondack Completes initiative.

Diversity
In Spring 2014, President Duffy established a task force (now a College Committee) to draft our first plan for diversity, equity and inclusion to direct the work necessary to meet the following strategic goals: 1) Diversify the College’s workforce to more closely align with the student body, and 2) Implement campus-wide development opportunities related to the appreciation of diversity. The plan was developed collaboratively and with broad constituent input, and was approved for the Spring 2015
semester. It will be monitored by the Committee under the leadership of a soon-to-be-hired Vice President for Enrollment and Student Affairs, the College’s designated Chief Diversity Officer.

The following actions from SUNY Adirondack’s Plan for Diversity, Equity and Inclusion are currently being undertaken in alignment with the SUNY Excels goals to strengthen the diversity and cultural competency of students, faculty and staff, and to reflect the increasing diversity of our population:

- **Identify improvements that could be made to student services and retention efforts for under-represented populations.** The Committee is working with Institutional Research and our Graduation & Retention Specialist to recruit under-represented students for participation in focus groups regarding college services they would like to see added or improved. The focus groups will be conducted by the Graduation & Retention Specialist in Spring 2016.

- **Increase the number of Safe Zones on campus.** In August 2015 a two-day “train the trainer” program certified 13 of our staff, faculty and students to conduct Safe Zone trainings. A training was held in Fall 2015 and drew 14 faculty voluntarily, bringing the total number of Safe Zones on campus to 25. Two more employee trainings and one for the students involved in our Fall 2015 production of *The Laramie Project* are being scheduled this year.

- **Engage students outside of the classroom in diversity-related Student Life programs.** This was achieved simultaneously with our strategic goal to offer at least three student events per semester highlighting diversity awareness. Programs during the 2014-2015 year included: Native American Powwow, Night of No Judgment Dance, Veterans Day Ceremony, Caribbean Band Concert, student-only Micro-Aggression Workshop, and events with visiting students from Saga City, Japan. This goal has been extended for 2015-2016.

- **Designate single-stall restrooms as gender-neutral and update signage.** Five bathrooms in three buildings were designated as gender-neutral with appropriate signage in Fall 2015.

- **Inventory current courses dedicated to topic(s) of diversity, equity and/or inclusion.** Three of the faculty members on the Committee are currently engaged in this inventory of our courses. This is the first step toward the plan’s goal to **Infuse diversity, equity and inclusion into the curriculum & academic experience.**

- **Host a campus-wide development opportunity related to the appreciation of diversity.** In Spring 2014, we held a program on creating a more equitable and inclusive campus with Dr. Diane J. Goodman. Three interactive workshops were held: one session for students and one for staff and faculty on the impact of micro-aggressions, and a third session exclusively for faculty on creating equitable and inclusive classrooms. The programs focused on understanding our different social identities and how we can ensure that all of our students feel included and are able to learn to the best of their ability. Programs such as this will continue.

- **Identify % gaps between employee/student populations in Fall 2014 to be use as a baseline.** An analysis was conducted in Fall 2014 to set baseline data. We discovered that the diversity of our student and residential student populations exceeds the diversity of our regional population, with residential students most closely reflecting the State overall. However, the diversity of our employees falls below that of the region. Additionally, while student diversity in race and ethnicity grew 9.7% from Fall 2009 to Fall 2014, diversity among staff grew only 5.3% and full-time faculty only 1.1%. In order to strengthen the diversity of our faculty and staff, Human Resources has been tasked with the following objectives, which are on track to be completed for the Fall 2016 recruiting season: **Identify and implement recruitment tools that will maximize the likelihood of attracting diverse, well-qualified applicants; Modify verbiage used in recruitment to resonate with a more diverse applicant pool;** and **Review and propose**
changes to search committee procedures to ensure members are appropriately trained in conducting equitable candidate screenings and interviews.

Capacity
SUNY Adirondack is committed to continual improvement of our academic programs and to ensuring that those programs meet the educational needs of our constituents. As such, we have developed a new model for Academic Program Review being piloted in the 2015-2016 year. The review will identify consistently low enrollment and/or number of graduates as potential indicators of a struggling program, determine what factors might be contributing to the low numbers, and develop recommendations for improvement using institutional resources. An initial screening of all academic programs will take place in Fall 2015 to identify programs for which enrollment and graduation rates are comparatively low, as well as programs with increasing enrollment and comparatively strong job opportunities in the region. In Spring 2016 at least three programs will be invited to participate in a comprehensive review resulting in recommendations to the President on strategies for improvement and support.

A major priority for increasing our capacity is the renovation and expansion of our Science Building to create a new facility for Nursing, Science, Technology, Science and Math (NSTEM). This has been a capital priority for the College for 23 years. An entirely new building was recommended in our 2011 Facilities Master Plan, and a more strategic and cost-effective plan for addition and renovation was proposed in the 2015 Facilities Master Plan Update. The new design concept will provide updated lab space; adequate office, storage and meeting space; and locker rooms, study lounges and collaborative spaces for students. The State has committed 50% of the funding needed for this project, and our county sponsors are actively discussing the local share.

Expanding capacity at our Wilton Center has allowed us to provide better service to residents of Saratoga and Washington counties. We are working toward providing students with the ability to build their full schedules at Wilton as head count in their courses has increased 40% since 2010. Additionally, all staff have been cross-trained in student services to limit the number of times a students must travel to Queensbury. Bill payment, Certificate of Residency processing, parking registration, Financial Aid meetings and expanded academic advising have all been added at the Center for 2015-2016.

Since 2009, we have successfully expanded our efforts to increase online learning opportunities for students, resulting in significant growth in the total number of course sections offered entirely online.

<table>
<thead>
<tr>
<th>Growth in Total Online Offerings</th>
<th>2009-2010</th>
<th>2013-2014</th>
<th>% Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Different Courses Offered Online</td>
<td>43</td>
<td>56</td>
<td>30%</td>
</tr>
<tr>
<td># of Course Sections Offered Online</td>
<td>79</td>
<td>154</td>
<td>95%</td>
</tr>
<tr>
<td>Total Online Registrations</td>
<td>1,489</td>
<td>2,961</td>
<td>99%</td>
</tr>
</tbody>
</table>

Our Online Learning Committee is currently conducting an analysis of the students enrolled in these courses to develop recommendations for the future based on five-year trends in online course enrollment, academic outcomes, and academic supports available to online students. Instructional Technology is also working with Continuing Education to expand online education in non-credit course offerings as part of the 2015-2016 Continuing Education plan (Appendix 4). Additionally, as part of the 2015-2016 Online Learning Plan (Appendix 5), our Coordinator of Online Learning has been tasked with leading our participation in the Open SUNY Institutional Readiness Assessment in 2015-2016, engaging other departments as necessary for full evaluation.
Our commitment to aligning our credit and non-credit curricula to meet educational and workforce needs will continue to allow us to serve more constituents. Thanks to the support of SUNY through the High Needs Grant program, our IT Computer Networking faculty will be developing a new program in Network Security in Fall 2015, including online components targeted toward adult learners. In response to demand and constituent feedback, we recently developed a Biology AS degree and an Agricultural Management AAS degree, both currently in the process of approval.

Additionally, since Summer 2014, SUNY Adirondack has strategically utilized two major gifts from local donors to develop and centralize our many initiatives in both agriculture and STEM. We used these funds to hire a Coordinator of Agricultural Initiatives and are beginning the search for a Coordinator of STEM initiatives in order to strengthen our relationships with local industry and meet workforce needs. Both Coordinators will work on credit and non-credit curriculum, conduct extensive outreach in the community, and develop and maintain relationships with major players in their respective fields. As our community’s college, we are confident that our current and constant efforts to extend and tailor our offerings to different audiences will result in service to new populations of New York State.

**Completion and Success**

SUNY Adirondack’s commitment to completion is reflected in our current and planned efforts to increase our overall number of degrees and certificates awarded. By utilizing innovative strategies and enhancing current initiatives, we plan to raise our annual number of degrees and certificates granted from 520 in 2013-14 to 712 by 2018-19 and 787 by 2020-21, increases of 37% and 51% respectively. These increases will help us to meet our own strategic completion goal of a 50% increase in graduates by 2020 and will drive our contribution to SUNY’s Completion Agenda and the system-wide goal of 150,000 graduates annually by 2020.

In Fall 2015 we developed a Pathway to Student Success (depicted in Appendix 6) to clearly outline a student’s experience and the multiple ways in which the College offers support to improve outcomes. This model contains many multifaceted programs such as Accepted Student Days, Freshman Seminar, and comprehensive advising. It also contains directed supports such as our Early Warning System, which provides faculty with the means to identify struggling students at the third week of the semester, and our Behavioral Intervention Team, a resource for staff and faculty to report academic or other student behaviors of concern. As we roll out the Pathway to Student Success, we plan to leverage our new program for advising as the foundational tool for increasing graduation rate while decreasing time-to-degree. Advising is present throughout the model to ensure persistence, timely completion, and successful launch into further education, career, and active citizenship.

In addition to the Pathway, SUNY Adirondack submitted two proposals in support of completion initiatives to the SUNY Investment Fund, one for EOP and one for Enabling Support funds. As the Fall 2014 failure rate of our remedial math courses reflects, mathematical coursework is perhaps the greatest barrier to academic success for many of our students. Two of the fundamental initiatives contained in these proposals are increasing the number of faculty teaching our Accelerated Math Program (AMP) and increasing support for faculty teaching Supplemental Instruction in Math (SIM). Recent data from AMP (modeled after Baltimore Community College’s highly successful Remediation Acceleration Program) indicates that 77% of participating students passed their remedial course and moved on to a credit-bearing math course; 41% went on to pass and earn credit in one semester versus 31.6% in the traditional model of one semester of remediation followed by one semester of credit-bearing math. SIM sessions cover topics that most often challenge students in remedial and first-level
math courses, and are faculty-led in a small, student-centered setting focused on improving outcomes. We are confident that additional support for these initiatives will allow us to help more students overcome the barrier of college-level math, thus increasing our rates of persistence and completion, reducing time-to-degree, and helping more students achieve academic success.

Additionally, we will continue our efforts to assure that more high school students are college-ready by the time of enrollment. In a proactive approach to identifying high school students with remedial needs, we utilized GAP funds provided by SUNY in 2014-2015 to pilot Accuplacer© testing in math and English for juniors and seniors at five area high schools. The schools then created an intervention to best meets their needs. The results of this effort will come to light in Fall 2016, and the College has set an ambitious goal to reduce the percentage of students in need of remediation from 46% to 40% by 2020.

SUNY Adirondack submitted data to SAM and the Voluntary Framework for Accountability (VFA) for the first time in 2014. We were pleased to learn that when tracking is extended over a six-year period, we successfully graduate or transfer over 60% of our students. Learning and Success are two of our core values, and it is important to consider all the ways in which success might be defined for our students. We feel that the measures in the SAM and VFA account for the realistic path of a typical community college student who is often addressing preexisting academic challenges while working and attending college. Graduation, transfer, and persistence as measured in the SAM and VFA can provide a more accurate picture of student success, and based on the initiatives described above we anticipate an 8.6% increase in graduation rate and a 9% increase in first-year fall-to-fall retention over the next five years.

**SUNY Advantage**

Applied learning at SUNY Adirondack has a number of different faces: internships, both paid and unpaid, required or available in our career programs and for other students as well (Appendix 7); community service courses in our Social Science division; clinical experiences in our Nursing and Criminal Justice programs; participation in the NYS Assembly and Senate Internship Program; research in our Science division; field study in our Early Childhood program; presentations at science symposia; performances by Music students at College events; International Education courses that take our students and faculty to Europe and Asia; and numerous engagement activities through our student clubs.

Our current strategic plan reflects our commitment to the growth and improvement of our applied learning programs in the following objectives:

- **I.A.6** Leverage our strength in Liberal Arts to create unique experiences that effectively demonstrate the connection of liberal arts learning to life and workforce preparation.
- **I.E.1** Increase resources that connect transfer/career specialists with academic programs to best connect learning with workforce readiness.
- **I.E.2** Develop resources for prospective and current students that will connect SUNY Adirondack majors to future job and transfer opportunities.

This fall, we reallocated funds to hire a Career Connections Coordinator who will act as the single point of contact for local businesses interested in offering applied learning experiences to our students. Our current decentralized approach requires a considerable amount of administrative time and potentially overlooks the nearly 1,000 liberal arts students who can likewise benefit from a career exploratory experience early in their education. Having a single coordinating office will allow us to solicit and organize guest speakers, identify opportunities for student-led projects to addresses local business challenges, and arrange job shadowing, mentoring, and formal internships for students in any and all
disciplines. This Coordinator will work with the Adirondack Regional Chamber of Commerce, Glens Falls Rotary, local school districts, and WSWHE BOCES to create a comprehensive portal for local businesses to post opportunities, advertise to students, and interact with the college and our high school partners to advance applied learning. This initiative will support SUNY’s goal of an applied learning experience for all graduates, and we expect that a greater number of our students will be given the opportunity to engage in applied learning if they are academically ready and interested.

Additionally, SUNY Adirondack was successful in securing funds through the 2015 NYSUNY 2020 Challenge Grant program to build a Regional Workforce Readiness Center (WORC). This facility will expand our high-tech healthcare simulation labs to support our Nursing program and create new training opportunities in partnership with local healthcare providers. A Business Central innovation and entrepreneurship center will build on our longstanding success in launching and supporting small businesses, and will engage students across the disciplines as problem solvers and creative thinkers applying classroom knowledge to solve real-world business problems. All of these initiatives are extensions of work to date, and will increase opportunities for our students and the community.

Finally, the College utilized Job Linkage Funds to purchase Career Coach©, an online tool allowing students to explore their career interests, better understand the linkages between their college degree and jobs in the areas, and apply for jobs. Last year the College had over 7,000 visits to the site and instruction has been embedded into all of our Freshman Seminar courses.

**Inquiry**

Historically, SUNY’s reporting of sponsored activity has focused on grants administered via the Research Foundation. We appreciate that SUNY is working to expand the definition to include grants earned as a result of programs, initiatives and expertise that are effective, focused, and have deliverables.

SUNY Adirondack hired a Grant Writer in Fall 2015 with significant experience in grant writing for community colleges and whose time is solely dedicated to securing external funds. Our strategic goal is to increase the number of proposals submitted annually to federal, state and private grant opportunities in support of multi-disciplinary efforts across the campus and demonstrate our commitment to Inquiry.

2015 was a banner year in terms of sponsored activity. We received $813,798 in federal funding for Upward Bound ($262,500), Perkins ($201,298) and HPOG ($350,000). Non-federal external funding to support workforce training and curriculum development in Advanced Manufacturing ($50,000), student services in our library ($100,000), entrepreneurship and innovation in Business Central ($50,000), and feasibility research in Washington County ($65,000) brought the overall total to $1,078,798 in sponsored activity for the year. We anticipate adding to this amount over the next five years through the work of our Grant Writer with support from all areas of campus.

We are new partners in the Upstate Partnership for Healthcare Pathways, a funded expansion of Schenectady County Community College’s successful Health Profession Opportunity Grant. This partnership brings together educational institutions, community action agencies and state and local TANF organizations in a nine-county region in order to provide pathways to employment in high-demand healthcare professions for individuals living below 200% poverty. Integrated academic, work-readiness and social supports will help these individuals to achieve economic self-reliance while also meeting regional workforce needs. It is anticipated that over the five-year project period, 2200
participants will be enrolled in the program, 1964 occupational trainings will be completed, and 1047 unduplicated participants will obtain healthcare employment.

**Student Hands-On Research and Entrepreneurship**

SUNY Adirondack undertook many initiatives in Fall 2015 to bolster our commitment to cultivating entrepreneurial thinking across our campus. We hired a Career Connections Coordinator to work with students and local employers to identify opportunities and to streamline our internship placement process. This fall we opened Business Central, a one-stop solutions center to connect businesses with career readiness partners, increase project-based learning, and support the region’s small businesses. Through the opportunities in our new WORC, we aim to increase the number of students annually engaged in research and business solutions projects from approximately 75 to 150. Finally, we made the investment to send President Duffy and four faculty members to the 2015 National Association for Community College Entrepreneurship (NACCE) conference “Cultivating an Entrepreneurial Culture.” With sessions such as *The Challenge of Building an Entrepreneurial Ecosystem in a Rural Community* and *Entrepreneurship Everywhere: How to Infuse Your College Culture with Innovation*, the conference provided best practices for creating an entrepreneurial culture at all levels of college operations and applying the entrepreneurial method to community college challenges.

With new space for our Continuing Education department, the WORC will also increase capacity for our successful Microenterprise Assistance Program (MAP) in support of small business start-up and development. We project that improved technology and expanded space could result in a 60% increase in the number of participants over five years, increasing average class size to 36 and adding significant small business creation to our local economy. We have set the specific goal of increasing MAP participation from 225 start-up and scale-up business owners over the past five years to 300 over the next five years.

**Scholarship, Discovery and Innovation**

SUNY Adirondack boasts a talented faculty with accomplishments and accolades ranging across the disciplines, from publications to performances to exhibits. To highlight these achievements, we have a Faculty Representative to the Board of Trustees who attends each meeting to report on recent faculty successes. (A sample list is included in Appendix 8.) Additionally, our annual College Lecture Series sponsored by our Professional Development Committee offers several opportunities each semester for talks by SUNY Adirondack faculty on a variety of topics and contemporary issues. This series highlights their expertise and provides an additional chance to engage the campus and community their work.

We annually sponsor The Writer’s Project, a speaker series begun in 2002 for students, employees, and local residents to hear renowned and emerging writers speak about and read their work. The Project features at least eight writers per year, and has hosted William Kennedy, Jane Yolen, Charles Simic, and Tracy Kidder. The series is newly connected to our Creative Writing program; students must take two one-credit courses requiring attendance The Writers Project to learn from published writers.

We appreciate that SUNY is going to take a more active role in tracking and supporting this type of scholarship. For community colleges in particular where research is not typically a prominent activity, it is important to us to continually expand the definition of scholarship, discovery and innovation to highlight the distinguished work of our faculty and their contributions to their fields, to our community, and most importantly to the experience and learning of our students. To date we have not compiled this information in an electronic database, but will consider methods for doing so in the future.
Engagement

SUNY Adirondack has an approved START-UP NY campus plan and has moved through several stages of the application, approval and plan amendment process with a number of businesses. While none have continued through to submit a formal application to Empire State Development, we have formed several new partnerships as a result of the process to the benefit of our students. In this way, the advantages of START-UP are already being realized on our campus. We will offer additional support for START-UP NY within Business Central, providing more efficient and effective delivery of information and streamlining the process for application. We have set a goal to secure START-UP NY partnerships with at least three businesses by 2020.

Engagement with local business is crucial to our academic mission in order to provide students with hands-on learning experiences and exposure to the depth and breadth of local employment opportunities. The following table summarizes the information requested in this section.

<table>
<thead>
<tr>
<th>SUNY Adirondack Engagement with Local Businesses Since 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td># of local businesses having some form of engagement with the college</td>
</tr>
<tr>
<td># of local businesses making contact with our Continuing Ed department</td>
</tr>
<tr>
<td># of local businesses offering internships, clinical placements or job shadows to our students</td>
</tr>
<tr>
<td># of local businesses or organizations making contact with our Wilton center</td>
</tr>
<tr>
<td># of local businesses employing our graduates</td>
</tr>
<tr>
<td># of local businesses represented on Advisory Committees for at least one of our AAS degrees</td>
</tr>
<tr>
<td># of top 30 local employers (comprised of Top 10 from Warren, Washington, and Saratoga counties) providing internships and/or offering employment to our students</td>
</tr>
<tr>
<td># of local businesses funding scholarships</td>
</tr>
<tr>
<td># of local businesses and organizations serving on our Perkins Local Advisory Committee</td>
</tr>
</tbody>
</table>

President Duffy also sits on the Board of Directors for the Adirondack Regional Chamber of Commerce, the Warren County Economic Development Council, and the Glens Falls YMCA, as well as the Capital Region Economic Development Council Workforce and Education Committee, and works collaboratively with area businesses and industry on program development, applied learning, and partnerships.

Alumni and Philanthropic Support

The SUNY Adirondack Foundation is currently in the formative stages of its forthcoming capital campaign Reaching New Heights: The Campaign for SUNY Adirondack. Tentative priorities have been developed and are being tested for feasibility in Fall 2015. The primary focus is on expanding and supporting the teaching and learning environment in NSTEM and expanding entrepreneurial opportunities for students across the curriculum.

In the past two years the Foundation has secured more than $200,000 in seed money to advance the College’s work in agriculture, STEM initiatives, and entrepreneurship. It has steadily increased unrestricted giving through its Annual Giving and named scholarship programs, securing nine new scholarships in 2014-2015 alone. The Foundation also recently converted to Raiser’s Edge software to develop a more sophisticated database for tracking and conducting outreach to alumni. An example of the benefits of this program is an affinity-based solicitation effort on track to pilot in 2015-2016.
Our Foundation has a number of programs and activities designed to support, engage, and connect alumni to the campus, including: Athletic Hall of Fame induction ceremony, Howl Trivia Night, Investor’s Summit, Scholarship Luncheon, Foundation Golf Tournament, and the highly successful Business Alumni Dinner. The Foundation also supports efforts to develop relationships between alumni and current students, and recently began offering twice yearly Nursing Alumni Speaker Panels as an opportunity for networking and education (Nursing Continuing Education credits were available through Glens Falls Hospital). Last fall’s event, presented by alumna Loretta LeBar, had 40 attendees, and the Spring 2015 event drew 50 students and community members.

The Foundation annually offers Academic Excellence Scholarships to the top-achieving high school students from 33 area high schools. These scholarships fully cover tuition after TAP aid if students enroll full-time at SUNY Adirondack in the fall following high school graduation. Since 2007, the AES program has offered 243 scholarships to high-achieving local high school students, 195 (80%) of whom enrolled. The average one-year retention rate of the recipients is 68%, 12% higher than our first-time full-time one-year retention rate in Fall 2014. Finally, in 2014-2015 the Foundation raised $59,897 in Annual Giving and awarded $191,681 in scholarships, a 3% increase from the amount awarded to in 2013-14.

Civic Engagement
Community is a core value at SUNY Adirondack, and to that end civic engagement is key to our mission and sets the example and expectations for our students. We do not currently have a formal mechanism for tracking Civic Engagement and would gladly accept guidance on how to collect data and report on this measure. Some of our current initiatives include:

- **The Randles Veterans Resource Center** opened on November 11, 2014 to support the 150 veterans that we serve annually. (SUNY Adirondack was also designated a Military Friendly School in 2014.) The goal of the center is to be a welcoming space where student veterans can access an array of services such as peer mentoring, tutoring, and veteran-specific programming. To date in 2015, 1245 visits have been made to the Center.

- **The Regional Workforce Readiness Center**, funded by NYSUNY 2020, will provide numerous opportunities for College–community engagement when constructed. 22 business, educational, and not-for-profit partners submitted letters indicating their support for this project and the potential for partnership and collaboration.

- In September 2015, we submitted a letter of intent to apply for a Community College Community Schools grant in collaboration with over 20 local educational, economic and service organizations. Through this extensive partnership, we plan to apply for funds to create a campus-hub linking our most vulnerable students, families and community members to local resources that support academic achievement and increase quality of life.

- **Working more closely with our funders** has been a goal of SUNY Adirondack’s over the past year. Our first annual Investor’s Summit was held in Spring 2015 and brought members of the College and Foundation Boards, county supervisors, and major donors together for a State of the College presentation and Q&A with Dr. Duffy. Additionally, our Board of Trustees has made it a strategic goal for 2015-2016 to more actively engage with the College’s funders.

- **Now in its tenth year, Power in Partnership: The High School-College English Symposium** is hosted by our English division and brings faculty together with their high school counterparts to discuss ideas, practices, and concerns. This fall’s Symposium will see nearly 75 attendees from SUNY Adirondack, SUNY Plattsburgh and 25 high schools at our Wilton Center for sessions such as Poverty & Academic Performance, and Creative Reading + Creative Writing=Creative Thinking.
Our annual **Math, Engineering, and Computer Science (MECS) Colloquium** focuses on partnering with area high schools to address the college readiness gap that exists in mathematics for many of our students. Since its inception in 2009, the Colloquium has drawn high school teachers from 12 school districts and WSWHE BOCES for presentations by SUNY Adirondack faculty focusing on initiatives such as SIM and placement testing in the high schools.

**All SUNY Adirondack student clubs and organizations must complete one community service event per semester.** Events are tracked through reports to the Director of Student Activities.

**The Professional Clothing Boutique,** in partnership with Washington County Community Action Angels, is located on our campus and provides professional dress to any SUNY Adirondack student or resident of Washington County for a job interview or their first day of work. Opened in Fall 2014, the Boutique provided over 600 items to 245 individuals last year.

In 2014-2015, SUNY Adirondack hosted over **50 events for community organizations** on campus, including the Prospect Child & Family Center Telethon, March of Dimes March for Babies, the Center for Early Learning Graduation, meetings of the American Association for University Women, and a Lyme Disease Forum sponsored by Congresswoman Elise Stefanik. Forthcoming events in Fall 2015 include the Adirondack Regional Chamber of Commerce Business Showcase and a community-wide Bridges Out of Poverty Training. We will also host Relay for Life in Spring 2016.

**Economic Impact**

A 2011 economic impact study conducted by Economic Modeling Services, Inc. (EMSI) revealed that the College’s three-county service area receives about $17.1 million in annual income from the College’s operation. Additionally, the higher earnings of our graduates contribute $20.9 million to New York’s tax base, and the State avoids $728,500 in social service costs due to our graduates’ increased employability and improved quality of life. Since 2011, the College has constructed a Residence Hall in Queensbury to draw students from outside the region, as well as expanded its footprint in Saratoga County through a new Wilton Center; both of these initiatives point to an even larger economic impact today. With SUNY’s help, the College would be willing to update this study.

In the meantime, Community and Sustainability continue to be core values of SUNY Adirondack, and we make a concentrated effort to spend within our community when purchasing items and services and contracting with vendors. On average over the past three years, we have spent $7,159,344 in Warren County and $3,354,122 in Washington County (it should be noted here that the College physically resides in Warren County), totaling over $10.5 million in annual average spending in our sponsor counties. Additionally, many of our employees live in our sponsor counties. On average over the past three years, we have paid $10,513,467 to employees living in Warren or Washington counties. When purchasing and personnel are combined, SUNY Adirondack’s spending in our sponsor counties over the past three years averages $20,585,007 annually.

**Section Three: Conclusion and Expected Impact on Our Campus**

Upon reviewing this plan, it is abundantly clear that SUNY Adirondack is a college on the move. Our strategic plan, *The Adirondack Agenda*, aligns seamlessly with the SUNY Excels priorities, as it was built around measures and targets to improve student success through improved persistence, course completion, and graduation rates. Located in a region with declining demographics, the College has taken bold steps toward expanding its reach and reorganizing its services and programs.
Through implementing many of the initiatives mentioned in this plan, and assuming we are awarded additional funds for EOP and the Adirondack Completes initiatives, SUNY Adirondack stands to substantially improve its persistence rate by nearly 10%, reduce overall time-to-degree by 16%, and improve our 3-year graduation rate by nearly 50% by 2020.

Additionally, the College will continue to develop our programming to meet the employer demands of our region with new traditional degrees as well as new short-term, credential-based trainings in partnership with industry. Through our expanded work to support budding entrepreneurs in starting and scaling-up small businesses, SUNY Adirondack will be the region’s premier resource for contributing to economic development. This will also lead to an expansion of our full enrollment picture as we increase the number of citizens educated and trained at SUNY Adirondack.

SUNY Adirondack strives to be a model for continuous improvement. Implementation of multiple initiatives to support student success through advising, Early Alert, Finish in 2, internships, career-readiness, and partnerships with business, will truly transform student experiences and contribute to SUNY System’s goals. The chart below provides a summary of SUNY Adirondack’s primary goals for improved outcomes and demonstrates our commitment to continual improvement.

<table>
<thead>
<tr>
<th>Access</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Change</th>
<th>% Change</th>
<th>2018-19</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Headcount</td>
<td>3,873</td>
<td>4,136</td>
<td>4,098</td>
<td>3,987</td>
<td>4,230</td>
<td>4,247</td>
<td>374</td>
<td>9.7%</td>
<td>4,315</td>
<td>4,350</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Percent 1st Year Retention</td>
<td>61.7%</td>
<td>57.7%</td>
<td>58.2%</td>
<td>58.6%</td>
<td>63.0%</td>
<td>56.0%</td>
<td>-3.2%</td>
<td>-5.7%</td>
<td>63.0%</td>
<td>65.0%</td>
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<tr>
<td>(First-time, Full-time)</td>
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<td></td>
<td></td>
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<tr>
<td>Time to Degree (years) -</td>
<td>3.54</td>
<td>3.56</td>
<td>3.50</td>
<td>4.02</td>
<td>4.23</td>
<td>-</td>
<td>0.74</td>
<td>20.8%</td>
<td>3.8</td>
<td>3.6</td>
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<tr>
<td>Associates</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>3-year Associate Graduation</td>
<td>20.6%</td>
<td>18.5%</td>
<td>20.4%</td>
<td>18.9%</td>
<td>19.4%</td>
<td>-</td>
<td>-1.2%</td>
<td>-6.0%</td>
<td>23.0%</td>
<td>28.0%</td>
</tr>
<tr>
<td>Rate</td>
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<tr>
<td>Full Enrollment Picture</td>
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<td>2009-2010</td>
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</tr>
<tr>
<td>Total Fall Census Enrollment</td>
<td>3,873</td>
<td>4,136</td>
<td>4,098</td>
<td>3,987</td>
<td>4,230</td>
<td>4,247</td>
<td>374</td>
<td>9.7%</td>
<td>4,315</td>
<td>4,350</td>
</tr>
<tr>
<td>Unduplicated Academic Year</td>
<td>5,147</td>
<td>5,266</td>
<td>5,186</td>
<td>5,125</td>
<td>5,286</td>
<td>5,237</td>
<td>90</td>
<td>1.7%</td>
<td>5,295</td>
<td>5,300</td>
</tr>
<tr>
<td>Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Non-Credit Instructional</td>
<td>3,960</td>
<td>4,621</td>
<td>4,680</td>
<td>3,895</td>
<td>3,344</td>
<td>4,085</td>
<td>125</td>
<td>3.2%</td>
<td>4,289</td>
<td>4,728</td>
</tr>
<tr>
<td>Total Censor-and-Beyond</td>
<td>9,107</td>
<td>9,887</td>
<td>9,866</td>
<td>9,020</td>
<td>8,630</td>
<td>9,332</td>
<td>225</td>
<td>2.5%</td>
<td>9,584</td>
<td>10,028</td>
</tr>
</tbody>
</table>

SUNY Adirondack stands to improve our success rates by 2020, translating to increased enrollment, improved financial stability, and, most importantly, additional investment in our students to improve the quality of their lives and drive their contribution to our regional economy. SUNY Adirondack has taken on the challenges for continual improvement presented by Governor Cuomo in the Opportunity Agenda and by Chancellor Zimpher in the implementation of SUNY Excels. We are confident that the outcomes will allow SUNY Adirondack to attract, retain and graduate more New Yorkers; to better support the economic vitality of our region and the State; and to effectively create a more educated citizenry for the betterment of all.