



# STRENGTH IN TRANSITION

Self-Study Design, June 2026  
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## I. Institutional Overview

### College History

Our college's origin story is rooted in the activism and support of Warren and Washington Counties. Founded in 1961, Adirondack Community College first operated in Hudson Falls, New York before relocating to its current Bay Road campus in Queensbury, New York in 1967. The Middle States Commission on Higher Education (MSCHE) reviewed and accredited the college in 1972. In 2010, the institution adopted the name SUNY Adirondack.

The college has been attentive to space and facility needs related to meeting our goals for programmatic innovation, expanding enrollments, and connecting with our community. The college opened the Wilton Center in Wilton, New York, twenty miles south of the main campus in 1995 and relocated these operations to a new space in 2012. This location was rebranded as SUNY Adirondack Saratoga in 2018-19 and achieved Branch Campus status from the New York Department of Education in March 2024. In 2009, Bryan Hall expanded classroom space and provided a physical manifestation of our close partnerships with SUNY Plattsburgh. In 2013, the Adirondack Housing Association, an affiliated entity of SUNY Adirondack, opened a 408-bed residence hall. In 2017, the college updated its science facilities and dedicated additional square footage for its workforce development and non-credit course offerings by adding a new building, Adirondack Hall. This new building also hosts many outside community groups in the 3,750 square foot Northwest Bay Conference Center. The college designated the space in 144 Adirondack Hall to the Teaching and Learning Collaborative in January 2022. In 2018, our Culinary Center relocated to a new site in Glens Falls, New York and opened its restaurant, Seasoned. This site makes visible the college's role in engaging our local community and contributing to the vibrancy of downtown Glens Falls.

Consistent with our mission, SUNY Adirondack partners with local school districts and Washington-Saratoga-Warren-Hamilton-Essex Board of Cooperative Educational Services (WSWHE BOCES) on dual enrollment opportunities, supports skills development through continuing education, and expands access to postsecondary education to incarcerated students at Washington Correctional Facility in Comstock, New York.

SUNY Adirondack is one of 30 community colleges within the State University of New York (SUNY) system. The New York State Education Department (NYSED) regulations and guidelines apply to the college. A nine-member Board of Trustees governs the college in partnership with the president.

On July 1, 2025, the college welcomed its eighth president, Anastasia Urtz. The vice president for enrollment and student affairs took a position at another community college in April 2025 and the vice president for academic affairs retired in early September 2025. The college posted a newly configured vice president for academic and student affairs position in fall 2025, but this search did not identify a successful candidate. The president is thoughtfully considering next steps. These senior leadership changes signal challenges and

opportunities. Borrowing from our location near the Adirondack Park with its vast forests and mountains, the story of SUNY Adirondack is one that is rooted in place and history and aspiring to reach new heights. Our self-study is guided by the theme *Rooted and Rising: Strength in Transition*.

### Environmental Factors

*Demographic changes.* Our region is producing fewer high school graduates, and this trend is expected to continue. Governor Hochul’s free community college initiative (SUNY Reconnect) supports adult learners with some college credit but no degree and has helped drive a recent surge in adult student enrollment in high-demand fields.

*Declining public confidence in higher education.* Nationally, there has been a shift in public perception about the value of higher education. A growing number of people question the return on investment of a college degree. Despite data documenting the improved lifetime earnings associated with earning a college degree, many prospective students reject these insights preferring short term benefits of employment. As a nation, more people see college as a private good rather than a public good.

*Regulatory context.* The shifting federal political and regulatory climate is distracting us from our core mission by introducing uncertainty and complexity. Working in the nested contexts of our community, our state, and our nation contributes to this complexity. We remain steadfast in our commitment to serving our community and providing a safe, inclusive learning environment for all learners.

*Rural-serving.* Our rural context also informs our current and future direction. We serve a wide geographical area with uneven economic opportunity. Our college seeks to grow partnerships with prospective employers and to be the educational outlet of choice for workforce development and continuing education.

*The COVID pandemic.* Since our last self-study in 2020, the college and the entire higher education sector responded to the COVID-19 pandemic, the disruptions of which are still evident today. The silver linings of expanding access to online learning and a more flexible approach to productivity (including hybrid and remote work) are tempered by the social and educational costs of isolation among our students.

*Technological changes.* Finally, the rapid growth of artificial intelligence (AI) is shaping our community. Faculty are actively determining how to teach with and about AI. Many faculty members use AI to support learning and streamline administrative tasks, while others design evaluation and assessment tools to be “AI-resistant” and ensure students engage in the intellectual work required for learning rather than off-loading it to AI. The college promotes AI literacy by emphasizing the use of AI as a complement to human judgment. An active AI Task Force created college-wide guidelines for AI use, and a team of faculty created an AI mini-course to guide responsible and effective applications of AI. As AI continues to evolve rapidly, the college must remain vigilant and adapt its practices and policies to emerging developments.

As with all external forces, the college strives to anticipate issues and demands to proactively prepare for the future.

### Main Programs of Study

SUNY Adirondack offers a range of academic programs to meet the needs of a diverse student population. In response to local needs of our rural region, we submitted a Master Plan Amendment to offer the Associate of Applied Science (AAS) in Agricultural Business, which was approved in November 2017. Our programs of study include 23 Associate of Arts (AA) and Associate of Science (AS) degree programs that support transfer to four-year institutions as well as 18 Associate of Applied Science (AAS), Associate of Occupational Studies (AOS), and Certificate programs, and 18 microcredentials that stack to give students a ladder to a degree. Over the past five years as the college has faced declining enrollments, according to the college's *Fact Book* the following programs have experienced growth in student FTE and/or headcount:

#### AA and AS Degrees

- Accounting
- Liberal Arts and Science: Individual Studies
- Physical Education Studies
- Engineering Science
- Fine Arts

#### AAS and AOS Degrees

- IT-Computer Networking
- Management, Marketing, and Entrepreneurship
- Nursing
- IT-Cybersecurity
- Mechatronics
- Broadcast Media Production

#### Certificates

- Entrepreneurship and Business Management
- Media Arts
- Teaching Assistant

Programs with the largest enrollments include the following transfer degrees:

- Liberal Arts and Science degrees in
  - Math and Science
  - Humanities and Social Science
  - Individual Studies
- Business Administration

The career programs with the highest student enrollment:

- Media Arts
- Management, Marketing, and Entrepreneurship
- Nursing

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The Entrepreneurship and Business Administration certificate has the highest enrollment among all certificate programs.

The college recently added programs in Environmental Science (AS degree), Liberal Arts and Sciences: Health Sciences (AS degree), and Psychology (AA degree)

The Healthcare Pathways program is a point of pride. This initiative is supported by a SUNY Future of Work Centers grant and helps the college meet regional demand for healthcare professionals including nurses and allied health positions.

With the launch of SUNY Reconnect and the college's re-energized commitment to serving adult learners, several programs have strong representation of students aged 25 and older, including transfer degrees in Liberal Arts and Science Math and Science, Humanities and Social Science, and Individual Studies, as well as Business Administration. Adult learners also are well represented in Nursing; Management, Marketing, and Entrepreneurship; and IT-Cybersecurity career programs, and the Entrepreneurship and Business Management certificate program. We expect growth in the academic programs designated for SUNY Reconnect, which include Adolescence Education Mathematics Studies, Computer Science, Criminal Justice: Substance Abuse Services, Cybersecurity and Networking, Early Childhood/Childhood Education Studies, Engineering Science, Environmental Science, Journeyworker: Construction Management, Liberal Arts and Science: Health Sciences, Mechatronics, and Nursing.

In addition to these credit-bearing programs, the college has robust non-credit offerings that are responsive to workforce development needs. The team in continuing education are responsive to local needs and are often on the front-line building community partnerships.

### Student Populations

Overall college enrollment has been declining from a high of 4,325 in 2014 to 2,579 in Fall 2024, a decline of 40.4%. These overall numbers reflect declining enrollments in all student status categories with the exception of students enrolled part-time and full-time returning students. Table 1 documents enrollment trends since our last MSCHE visit.

Table 1. *Student Type 2020-2025*

**Student Type Fall 2020 - Fall 2025**

		Fall 2020 Students	Fall 2021 Students	Fall 2022 Students	Fall 2023 Students	Fall 2024 Students	Fall 2025 Students
<b>Full-time</b>	<b>Total</b>	<b>1,501</b>	<b>1,349</b>	<b>1,398</b>	<b>1,337</b>	<b>1,274</b>	<b>1,223</b>
	1. First-Time	554	608	600	592	535	535
	2. Transfer	89	83	87	68	64	62
	3. Continuing	779	563	631	579	611	534
	4. Returning	59	66	54	86	44	67
	6. High School	20	29	26	12	20	25
<b>Part-time</b>	<b>Total</b>	<b>1,523</b>	<b>1,345</b>	<b>1,269</b>	<b>1,396</b>	<b>1,305</b>	<b>1,469</b>
	1. First-Time	131	97	87	102	108	132
	2. Transfer	76	43	49	34	54	47
	3. Continuing	598	521	437	473	425	456
	4. Returning	85	84	95	116	75	104
	5. Cross-registered	31	11	5	9	2	9
	6. High School	602	589	596	662	641	721
<b>Grand Total</b>		<b>3,024</b>	<b>2,694</b>	<b>2,667</b>	<b>2,733</b>	<b>2,579</b>	<b>2,692</b>

Source: SDS Demographics

Tables 2-6 further illuminate the college’s enrollment, retention, and completion trends over the past six years.

There have been recent gains in enrollment for the following populations (see Table 2):

- Adult learners (age 25 -55), and
- Part-time students (particularly male part-time).

The college has witnessed declining enrollment in the following categories:

- Hispanic or Latino students,
- Students from Saratoga County.

The fall 2025 increase in the number of students who are 25 - 55 years old is a welcome change. Approximately one third of these students are part of SUNY Reconnect, the free community college program for adult learners with some college credit, but no degree who are pursuing programs that lead to high-demand careers.

County of residence is another relevant enrollment trend to follow as the college’s budget outlook is linked to the proportion of students outside of our service area as these non-sponsoring counties financially compensate the college for educating their residents. Our sponsoring counties are Warren and Washington. In recent years, a higher percentage of our student body has come from our service area counties, which negatively affects the college’s revenue.

The college continues to serve many first-generation, low income, and commuter students. Our strong commitment to diversity, equity, and inclusion prompts us to define diversity capaciously. Our racial and ethnic diversity is limited, but is more varied than our sponsoring counties where over 90% of the population is White.

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Table 2. Student Characteristics Fall 2020-2025

Student Characteristics Fall 2020 - Fall 2025			Fall 2020 Students	Fall 2021 Students	Fall 2022 Students	Fall 2023 Students	Fall 2024 Students	Fall 2025 Students
<b>Full-time</b>	<b>Total</b>		<b>1,501</b>	<b>1,349</b>	<b>1,398</b>	<b>1,337</b>	<b>1,274</b>	<b>1,223</b>
	Sex	Female	844	720	725	701	655	636
		Male	657	629	673	636	617	585
		Other/Unknown	0	0	0	0	2	2
	Race/ Ethnicity	1-American Indian	10	2	4	2	6	4
		2-Asian	20	18	21	16	12	17
		3-Black	83	83	93	94	86	59
		4-Hawaiian Pacific Islander	0	0	0	1	0	0
		5-White	1,245	1,100	1,119	1,090	1,010	958
		7-Hispanic	82	75	72	71	39	15
		8-Two or more Races	52	53	62	49	64	97
		9-Non US Resident	3	6	11	6	12	18
		Unknown	6	12	16	8	45	55
	Age Category	Under 25	1,285	1,152	1,250	1,177	1,103	1,008
		25 - 55	213	194	147	158	168	211
		Over 55	3	3	1	2	3	4
	Region	1. Saratoga	568	531	478	442	446	390
		2. Warren	428	327	348	373	348	344
		3. Washington	257	253	271	256	267	276
		4. Other NY county	221	197	253	229	165	174
		5. Out of State	27	41	48	37	48	39
	Pell	No Pell	883	735	746	660	618	598
		Pell Recipient	618	614	652	677	656	625
	Disability	No Disability	1,342	1,194	1,226	1,155	1,088	1,053
		Disability	159	155	172	182	186	170
	First Generation	Not First Generation	956	897	951	884	526	552
		First Generation	545	452	447	453	539	515
	Housing	On Campus	66	207	327	310	281	253
		Off Campus	1,435	1,142	1,071	1,027	993	970
	<b>Part-time</b>	<b>Total</b>	<b>1,523</b>	<b>1,345</b>	<b>1,269</b>	<b>1,396</b>	<b>1,305</b>	<b>1,469</b>
	Sex	Female	929	851	743	810	733	846
		Male	594	494	526	586	569	622
		Other/Unknown	0	0	0	0	3	1
	Race/ Ethnicity	1-American Indian	3	2	4	4	3	1
		2-Asian	16	15	15	11	9	9
		3-Black	80	33	60	50	35	33
		4-Hawaiian Pacific Islander	2	3	1	3	2	2
		5-White	959	762	725	789	710	767
		7-Hispanic	48	33	33	36	25	24
		8-Two or more Races	396	468	412	485	507	597
		9-Non US Resident	3	2	2	2	2	16
		Unknown	16	27	17	16	12	20
	Age Category	Under 25	1,119	985	958	1,069	988	1,074
		25 - 55	386	343	299	311	301	383
		Over 55	18	17	12	16	16	12
	Region	1. Saratoga	595	510	471	592	546	599
		2. Warren	511	418	443	407	401	496
		3. Washington	280	291	255	258	254	281
		4. Other NY county	110	93	77	109	96	69
		5. Out of State	27	33	23	30	8	24
	Pell	No Pell	1,243	1,107	1,041	1,166	1,059	1,161
		Pell Recipient	280	238	228	230	246	308
	Disability	No Disability	1,351	1,181	1,112	1,220	1,148	1,313
		Disability	172	164	157	176	157	156
	First Generation	Not First Generation	1,196	1,103	1,048	1,159	209	267
		First Generation	327	242	221	237	241	325
	Housing	On Campus	5	17	15	26	23	17
		Off Campus	1,518	1,328	1,254	1,370	1,282	1,452
	<b>Grand Total</b>		<b>3,024</b>	<b>2,694</b>	<b>2,667</b>	<b>2,733</b>	<b>2,579</b>	<b>2,692</b>

Source: SDS Demographics

A distinctive resource at SUNY Adirondack is a 408-bed residence hall that offers singles and suite-style rooms. Students may apply to live in campus housing for the academic year or opt for a 12-month arrangement. This latter option is designed to offer consistency in housing during holiday breaks. When the residence hall opened in Fall 2013, the college sought to attract more students from beyond Warren and Washington counties, including students from the Capital District, New York City, across New York, and out-of-state.

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However, the majority of students choosing to live in the residence hall are from our sponsoring counties. Since fall 2023, over 50% of student athletes live in the residence hall.

Table 3. *Residence Hall Occupancy Fall 2020-2025*

Residence Hall Occupancy Fall 2020 - Fall 2025 - Capacity 408						
Student Attribute	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
First-time	59	122	182	162	162	
Transfer	6	13	27	23	13	
Continuing/Returning	5	81	125	144	129	
Cross-Registered	0	2	3	1	0	
<b>TOTAL</b>	<b>71</b>	<b>224</b>	<b>342</b>	<b>336</b>	<b>304</b>	<b>270</b>
By Region of Origin						
Service Area	18	78	126	138	158	
Capital District	15	50	82	69	52	
NYC and Long Island	20	32	41	44	30	
North Country	4	17	21	19	16	
Other NY Counties	12	33	51	48	20	
Out-of-State & International	2	14	21	18	28	
Pell Recipient	45	129	206	212	191	
Student Athletes	4	39	62	57	53	

Source: *Fall 2024 Fact Book*

Students in residence typically have a meal plan, but when the dining hall is closed during breaks, there is a satellite food pantry available to 12-month residents. With support from SUNY Mental Health Funds, the college hired a part-time, evening community resource advocate who is a near-peer based in the residence hall. This role provides programming related to health and wellness as well as connecting with students needing non-clinical mental health support. All residents enjoy a fitness center, a residential academic success coach, and a team of resident assistants who support community standards and offer programming.

While the current low occupancy rate is a concern, the college is somewhat insulated from potential financial harms, with the Faculty Student Association holding the \$20M debt. The residence life team is exploring creative ways to generate more income from this property including housing seasonal workers needed to run our thriving regional tourist industry.

*Persistence, retention, and degree completion.* Table 4 provides disaggregated fall to spring persistence and fall to fall retention rates from 2020 to 2024. Fall to spring persistence rates have been strong with 81% of the fall 2024 first-time, full-time cohort returning for spring.

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Small numbers of students in some racial and ethnic categories make it difficult to generalize, but Black students and students who identify as two or more races persisted at a lower rate. Our adult learners persisted at a slightly higher rate (84%) than traditional-age students, out of state students persisted at a lower rate (75%), and Pell-eligible students persisted at a high rate (83%). Impressively, 88% of students who have a documented disability persisted. Both first-generation (81%) and students living on campus (78%) persisted at rates that are lower than non-first generation and commuter students.

Following steady gains in overall retention rates, reaching 67% for the fall 2021 cohort, our most recent data reflect a 62% overall retention rate. Retaining more of the 38% of students who leave after their first year is the focus of our strategic enrollment management (SEM) planning and the SUNY Academic Momentum Project. Consistent with national trends, the college retains a higher proportion of female students (67%) and students in our service area (72% for Warren County, 63% for Washington County). We retain 70% of our students with a disability, which is outstanding. We have opportunities to improve retention rates for first-generation students (60%) and students living on campus (52%).

Table 4. *Persistence of (Fall to Spring) and Retention (Fall to Fall) with Student Demographics*

Students who graduate are considered retained

		Fall 2020			Fall 2021			Fall 2022			Fall 2023			Fall 2024		
		Students	Fall to Spring	Fall to Fall	Students	Fall to Spring	Fall to Fall	Students	Fall to Spring	Fall to Fall	Students	Fall to Spring	Fall to Fall	Students	Fall to Spring	Fall to Fall
<b>First Time Full-time</b>		<b>548</b>	<b>74%</b>	<b>67%</b>	<b>595</b>	<b>79%</b>	<b>67%</b>	<b>603</b>	<b>80%</b>	<b>64%</b>	<b>590</b>	<b>77%</b>	<b>64%</b>	<b>534</b>	<b>81%</b>	<b>62%</b>
Sex	Female	292	77%	62%	301	82%	68%	309	84%	68%	307	79%	68%	253	83%	67%
	Retention	256	71%	51%	294	77%	65%	294	76%	59%	283	75%	60%	280	80%	58%
	Other/Unknown	0			0			0			0			1	100%	0%
Race/Ethnicity	1-American Indian	3	0%	0%	1	100%	100%	2	50%	50%	0			3	100%	33%
	2-Asian	5	80%	80%	6	100%	67%	6	50%	50%	6	83%	67%	6	100%	83%
	3-Black	32	75%	44%	38	82%	71%	51	75%	49%	42	74%	57%	36	78%	47%
	5-White	459	74%	58%	492	80%	67%	466	82%	67%	491	78%	65%	408	81%	64%
	7-Hispanic	32	72%	50%	33	82%	55%	31	77%	58%	28	82%	64%	4	75%	50%
	8-Two or more Races	16	94%	69%	19	68%	68%	31	71%	65%	18	50%	44%	34	79%	59%
	9-Non US Resident	0			3	100%	100%	5	80%	60%	2	50%	100%	7	86%	43%
	Unknown	1	0%	0%	3	0%	0%	11	100%	27%	3	67%	67%	36	83%	67%
Age Category	Under 25	530	74%	57%	548	80%	67%	565	80%	64%	556	77%	64%	501	81%	62%
	25-55	18	72%	44%	47	74%	62%	38	82%	61%	34	76%	65%	32	84%	59%
	Over 55	0			0			0			0			1	100%	100%
Region	1. Saratoga	194	74%	60%	224	82%	68%	188	81%	65%	203	76%	63%	184	78%	59%
	2. Warren	172	69%	58%	134	81%	69%	141	85%	81%	148	81%	70%	133	86%	72%
	3. Washington	82	77%	60%	136	78%	72%	121	74%	63%	126	79%	67%	133	84%	63%
	4. Other NY county	92	79%	47%	83	77%	57%	131	79%	48%	96	69%	50%	60	78%	58%
	5. Out of State	8	88%	50%	18	67%	44%	22	86%	36%	17	82%	82%	24	75%	38%
Pell	Non-pell	327	75%	59%	306	80%	69%	307	81%	65%	271	82%	69%	232	79%	63%
	Pell	221	73%	53%	289	79%	65%	296	79%	63%	319	73%	60%	302	83%	62%
Disability	No Disability	517	74%	56%	535	80%	67%	529	80%	63%	525	76%	64%	461	80%	61%
	Disability	31	81%	65%	60	73%	67%	74	86%	68%	65	85%	65%	73	88%	70%
First Generation	Not First Gen	367	76%	58%	394	84%	69%	403	82%	64%	377	79%	67%	235	86%	71%
	First Generation	181	70%	54%	201	72%	64%	200	77%	63%	213	73%	59%	237	81%	60%
Housing	On Campus	54	83%	46%	116	83%	64%	174	79%	55%	151	77%	56%	150	78%	52%
	Off Campus	494	73%	58%	479	79%	68%	429	81%	67%	439	77%	67%	384	83%	66%

First-time is based on Higher Education History rather than student type so there may be a small difference from first-time on the student type table.

Source: SDS Demographics

First-time, full-time students from the 2021 cohort had a three-year graduation rate of 38% (Table 5). A higher proportion of students in our service area graduate in three years (40%). In addition, 41% of students with a documented disability graduated in three years, which is consistent with previously reported positive outcomes for this population. Again, small

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numbers of students in some categories complicates data interpretation; however, the college is attending to differences in completion rates across various demographic groups. Performance gaps for our low-income students, first-generation students, and students from outside of the North Country and our service area provide opportunities for improvement.

Table 5. *2-Year and 3-Year Graduation Rates with Student Demographics*

2-year and 3-year graduation rates with Student Demographics First-time Full-time Degree Seeking Students - (Census Data)													
Demographic	Detail	Fall 2019			Fall 2020			Fall 2021			Fall 2022		
		Students	2yr	3yr	Students	2yr	3yr	Students	2yr	3yr	Students	2yr	3yr
<b>First-time Full-time Students</b>		763	18%	26%	548	15%	30%	595	25%	37%	603	23%	31%
<b>Race</b>	<b>American Indian/ Alaska Native</b>	4	0%	0%	3	0%	0%	1	0%	0%	2	0%	0%
	<b>Asian</b>	7	29%	57%	5	0%	40%	5	60%	80%	6	33%	33%
	<b>Black</b>	52	2%	10%	32	0%	13%	38	37%	37%	51	12%	18%
	<b>Hispanic-Latino</b>	45	13%	27%	32	19%	31%	33	15%	33%	31	13%	19%
	<b>Native Hawaiian/ Pacific Islander</b>	0			0			0			0		
	<b>Non resident alien</b>	1	100%	100%	1	100%	100%	7	29%	29%	13	8%	15%
	<b>Two or more Races</b>	32	13%	16%	15	7%	7%	18	28%	39%	28	14%	21%
	<b>Unknown</b>	1	0%	0%	1	0%	0%	2	0%	0%	4	25%	25%
	<b>White</b>	621	19%	28%	459	16%	32%	491	24%	37%	468	26%	35%
<b>Gender</b>	<b>Female</b>	418	19%	29%	292	16%	32%	301	26%	37%	309	25%	34%
	<b>Male</b>	345	16%	23%	256	14%	28%	294	24%	36%	294	21%	28%
<b>Adult Learner</b>	<b>Under 25</b>	650	20%	29%	510	15%	31%	523	25%	37%	554	24%	32%
	<b>25 and Older</b>	113	7%	12%	38	13%	24%	72	24%	32%	49	18%	22%
<b>Disability</b>	<b>No Know Disability</b>	666	18%	26%	517	16%	31%	535	25%	36%	529	23%	30%
	<b>Disability</b>	97	15%	26%	31	6%	23%	60	22%	40%	74	27%	36%
<b>Pell</b>	<b>No Pell</b>	342	23%	35%	327	20%	35%	306	27%	39%	307	28%	36%
	<b>Pell Recipient</b>	421	13%	20%	221	8%	23%	289	22%	34%	296	18%	26%
<b>First Generation</b>	<b>Not First</b>	520	19%	28%	367	17%	34%	394	28%	40%	403	27%	35%
	<b>First Generation</b>	243	15%	22%	181	11%	23%	201	20%	29%	200	17%	24%
<b>Region</b>	<b>Service area</b>	633	20%	28%	448	16%	32%	494	27%	38%	450	26%	34%
	<b>Capital Region</b>	51	4%	12%	42	17%	26%	39	18%	23%	50	18%	24%
	<b>New York City &amp; Long Island</b>	17	0%	6%	15	0%	7%	7	0%	14%	19	11%	11%
	<b>North Country</b>	19	11%	21%	9	0%	11%	17	35%	53%	21	29%	33%
	<b>Other New York County</b>	33	9%	24%	26	8%	23%	20	5%	20%	41	15%	24%
	<b>Out-of-state</b>	9	11%	33%	7	14%	14%	11	18%	27%	9	0%	0%
	<b>International</b>	1	100%	100%	1	100%	100%	7	29%	29%	13	8%	15%
<b>Housing</b>	<b>Off Campus</b>	575	21%	29%	494	16%	31%	479	27%	38%	429	26%	34%
	<b>Campus Housing</b>	188	7%	18%	54	6%	20%	116	19%	33%	174	16%	23%

*Educational goals.* Students who enroll at SUNY Adirondack seek a diverse array of educational goals; many focus on transfer and degree completion or are uncertain about their goals, with a growing percentage intending to seek employment after earning a degree. Table 6 tracks these stated intentions among first-time, full-time students.

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**Table 6. First-time, Full-time, Degree Seeking Enrollment by Educational Goal Fall 2021-2025**

First-time, Full-time, Degree Seeking Enrollment by Educational Goal Fall 2021 - Fall 2025												
Educational Goal	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Transfer after earning a degree	203	37%	237	40%	253	42%	261	44%	176	33%	204	38%
2. Transfer without earning a degree	105	19%	29	5%	24	4%	25	4%	57	11%	27	5%
3. Seek employment after earning a degree	107	20%	142	24%	134	22%	101	17%	81	15%	127	24%
4. Improve job skills, personal enrichment, or obtain GED	5	1%	3	1%	2	0%	5	1%	2	0%	6	1%
5. Uncertain	112	20%	159	27%	160	27%	170	29%	111	21%	133	25%
6. Did not respond to survey	16	3%	25	4%	30	5%	28	5%	107	20%	35	7%
<b>Total</b>	<b>548</b>		<b>595</b>		<b>603</b>		<b>590</b>		<b>534</b>		<b>532</b>	

First-time is based on Higher Education History rather than student type so there may be a small difference from first-time on the student type table.  
Source: SDS Demographics

**Employees.** From fall 2018 to fall 2023, employee headcount has ranged from 381 (in 2021) to 747 (in 2019). The fall 2023 employee headcount is 433. Our human resources team reports 387 total employees as of January 15, 2026. Since our peak enrollment in 2014, our instructional staff has decreased and the ratio of student headcount (excluding concurrent enrollment) to instructional employee headcount has been fairly consistent, ranging from 11.1 in 2019 and 2022 to 13.1 in 2023.

**Table 7. Employee and Enrollment Comparison for SUNY Adirondack**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Student headcount	2,994	2,683	2,662	2,723	2,576
Student headcount without concurrent enrollment	2,368	2,062	2,040	2,048	1,915
Employee headcount	401	381	416	433	
Instructional headcount	204	184	183	156	
Management headcount	31	28	31	34	
<b>Ratios</b>					
All students: employees	7.5	7	6.4	6.3	
Students (no concurrent enrollment) : employees	5.9	5.4	4.9	4.7	
Student headcount: instructional	14.7	14.6	14.5	17.5	
Students (no concurrent enrollment) : instructional	11.6	11.2	11.1	13.1	
Students: management	96.6	95.8	85.9	80.1	
Students (no concurrent enrollment) : management	76.4	73.6	65.8	60.2	

Source: SUNY

**Enrollment and financial trends.** Enrollment at the college has been steadily declining. The pandemic accelerated this drop, consistent with most higher education institutions. The post-pandemic years of enrollment are also a challenge due to the declining population of

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high school graduates in the region. The Federal aid provided in response to the pandemic assisted the college through the years of uncertainty and remote learning and also provided funds for facilities critical maintenance. Those funds have been exhausted; we now face the challenge of declining or flat enrollment in our traditional students and must right-size the organization to meet the future needs of our community. We have the continued support from our sponsor counties and new state-level initiatives to help us meet this challenge. However, our state and local funding will be affected by future, and as yet unspecified, changes at the federal level.

Table 8. *Financial Trends*

	2021-22	2022-23	2023-24	2024-25
Total Operating Revenue	\$29,948,792	\$30,948,881	\$32,215,557	\$31,302,186
Total Operating Expense	\$29,948,79	\$30,948,880	\$33,190,550	\$32,743,5350
Net Income/(Loss)	\$0)	\$0	\$ (974,995)	\$ (1,441,349)

For the current and future fiscal years, the college is seeking creative ways to reduce costs and generate revenues. We are confident that we will turn around our recent losses by bringing our expenses in line with our revenues. Our new president and our Board of Trustees are charting a path to ensure our strength during this time of transition. Guided by our mission, leadership is reassigning personnel and, in some cases, eliminating positions to reduce human resource costs. Additional cost-cutting efforts including implementing operational efficiencies and leveraging our state system to negotiate various contracts at a lower cost. We are exploring community partnerships and identifying opportunities to meet workforce needs through new academic and noncredit programs. As we revise our strategic enrollment management plan, we are exploring ways to expand our student base and retain the students who enroll. Under new leadership, our Foundation is contributing to strategic initiatives and institutional sustainability by providing student scholarships, program funding, financing improvements to facilities among other advancement initiatives. In fall 2025, senior leadership determined that our established process for planning and allocating resources was not serving our long-term needs. This assessment has produced changes including improved transparency, constituent participation in identifying creative solutions, and reliance on shared governance to support decisions aimed at ensuring fiscal sustainability of the college.

## II. Institutional Priorities to be Addressed in the Self-Study

As the college navigates an administrative leadership transition and concludes its current strategic plan, *Adirondack 2025* (2021), the college has created a new strategic plan. During the fall 2025 semester, President Urtz appointed a strategic planning task force to refresh the college's vision, mission, and values and frame strategic priorities for the next five years.

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This collaborative project involved key stakeholders within the college (faculty, staff, administrators, and students) as well as community members and community partners. This planning process and the resulting strategic plan serves as the guiding force for our self-study and reflective practice.

The college community is refining the following vision, mission, and institutional priorities, with final adoption expected during the summer.

### Vision

SUNY Adirondack will be a launch pad for success by enriching, connecting and inspiring a diverse community through accessible, future-focused education.

### Mission

Deeply rooted in the communities we serve, SUNY Adirondack delivers transformative education that expands opportunity for all learners.

### Institutional Priorities

#### *Strategic Priority 1: Deliver Future-Focused, High-Impact Learning*

Design, assess, and continuously improve academic and workforce programs rooted in teaching excellence, experiential learning, technology, and labor-market relevance.

#### *Strategic Priority 2: Optimize Enrollment and Student Success*

Maximize every enrollment opportunity by expanding flexible pathways; strengthening campus visibility; and fostering an inclusive student experience that supports student belonging, well-being, persistence, retention, completion, and success in the workforce.

#### *Strategic Priority 3: Foster Workforce and Community Partnerships*

Create and deepen partnerships with employers, schools, alumni, and community organizations to expand access, strengthen pathways to transfer and employment, and support regional economic vitality.

#### *Strategic Priority 4: Strengthen Organizational and Fiscal Resilience*

Align people, processes, systems, and resources to support student success, improve operational effectiveness, and ensure institutional longevity.

Taken together, these priorities reflect commitments to both continuity and intentional renewal. Our Middle States work and strategic planning are tightly coupled; both embrace our theme: *Rooted and Rising: Strength in Transitions*. By grounding the strategic planning process in the foundational work of *Adirondack 2025* and advancing a focused set of high-level priorities, the college is fostering institutional stability during a period of transition and positioning itself for sustained progress. The active collaboration between the strategic planning task force and the MSCHE Standard I working group further reinforces that the emerging strategic direction remains firmly aligned with the college's vision, mission, and accreditation expectations, providing a coherent framework to guide decision-making and institutional improvement in the years ahead.

### III. Intended Outcomes of the Self-Study

This self-study will allow SUNY Adirondack to examine college performance and progress within the context of the seven accreditation standards set forth in the fourteenth edition of the MSCHE *Standards for Accreditation and Requirements of Affiliation*. The working groups associated with each standard will use the *Evidence Expectations by Standard* document to guide their narrative development.

The intended outcomes of this self-study are to:

1. Achieve reaffirmation of accreditation by the Middle States Commission on Higher Education by meeting the Commission's *Standards for Accreditation and Requirements of Affiliation* (Fourteenth Edition) and *Evidence Expectations by Standard*.
2. Facilitate continuous improvement and reflection throughout the institution, with the following areas of focus:
  - a. Provide evidence that institutional priorities and strategic initiatives contribute to the college's mission and a sustainable future.
  - b. Create a culture of communication transparency and accountability.
  - c. Elevate an evidence-based, data-informed approach to decision making that relies on assessment insights in all functional areas of the college.
  - d. Demonstrate a commitment to and progress toward achieving equitable student success.
  - e. Recommend organizational changes to promote a more unified, cross-functional workplace.
  - f. Celebrate areas of strength and identify and prioritize areas for improvement through wide stakeholder participation in the self-study and strategic planning processes.
  - g. Leverage the self-study process and findings to promote evidence-based approaches to teaching and learning as well as holistic student support.
  - h. Provide thoughtful appraisals of college physical facilities, technology, and human resources and their capacity to deliver on the vision and mission of the institution.

The outcomes of the self-study will reveal areas in which the college is successful in meeting its mission and goals and make visible the ways it can continuously improve. This comprehensive analysis will guide the institution in delivering on its promise, including: delivering future-focused, high-impact learning; optimizing enrollment and student success; fostering workforce and community partnerships; and strengthening organizational and fiscal resilience.

#### IV. Organizational Structure of the Steering Committee and Working Groups.

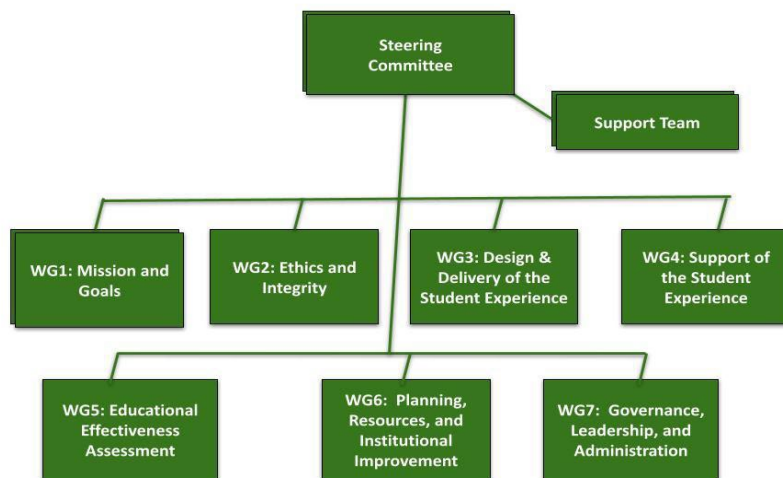
As the college navigates a period of significant transition, the self-study draws on the complementary perspectives of its co-chairs: an administrative staff member (appointed) who provides a fresh perspective informed by recent developments, and a faculty member (elected) who is more deeply rooted to the college, with 18 years of service, offering continuity and historical depth. Both co-chairs are active members of the college community, serving on and leading numerous college initiatives.

The co-chairs have been meeting regularly since September 2025 and are responsible for communicating with the president, Board of Trustees, and college community on the college’s progress in meeting self-study milestones. The co-chairs attended the Self-Study Institute and the annual conference hosted by MSCHE in December 2025. The standard working groups are co-chaired by a faculty member and a staff member. The governance process identified the individuals serving in these roles. Through a call for additional members, each working group is populated by at least three other members of the college community (~50 members in total). The working group co-chairs serve on the steering committee. In fall 2026, we will recruit students to serve on the working groups. In addition, student voices and perspectives will be collected through a series of activities including tabling, information sessions, and focus groups. The working groups for Standards VI and VII will engage Board of Trustee members periodically for input. See Appendix A *SUNY Adirondack MSCHE Self-Study Team* for a full list of the self-study members.

##### Adirondack Self-Study Support Team

The overall organizational structure is depicted in Figure 1.

Figure 1: **Organizational Structure of the Self-Study Process**



In addition to the working groups associated with each standard, the following individuals and groups will serve to support self-study process:

- **James Robertson**, Institutional Research Consultant (independent contractor) will provide data.
- **Logistics Team:** Sarah LeRoux, Assistant Director of College Advancement, and Jennifer Chase, Executive Assistant to the President and Board of Trustees will provide planning and logistical support for all MSCHE visits.
- **The Standard II working group** will use the *Verification of Compliance* checklist to audit the self-study for required evidence.
- **Document management:** Emily Goodspeed, Librarian, will help organize our documentation in consultation with the self-study co-chairs.

## V. Standard Working Group Charge

Working groups play a central role in the college’s Middle States self-study by examining how well the institution meets its assigned MSCHE standard(s) and how effectively evidence is used to support institutional improvement. This work is grounded in the college’s mission, strategic plan, and institutional priorities.

Each standard working group is responsible for identifying, collecting, and analyzing evidence that demonstrates compliance with its assigned standard. Guided by established research questions (lines of inquiry), groups will assess whether evidence exists, how it is used, and whether it is effective: *do we have it, do we use it, and does it work?* This analysis will result in a written self-study that highlights strengths, identifies gaps, and offers recommendations for improvement.

### Responsibilities

Standard working groups are expected to:

- Become familiar with the assigned MSCHE Standard(s), associated criteria, and evidence expectations, and understand their connection to the college’s mission, strategic plan, and institutional priorities.
- Develop lines of inquiry and a plan for collecting evidence (e.g., document review, interviews, focus groups, surveys).
- Identify, collect, and document evidence demonstrating how the Standard(s) are being met.
- Appoint an “evidence wrangler” to gather, track, and upload evidence using the self-study naming conventions.
- Review institutional survey data and, when appropriate, engage students through approved focus groups or surveys to better understand the student experience.
- Analyze evidence to assess strengths, weaknesses, and areas where the Standard(s) may not be fully met.
- Identify opportunities for improvement and recommend actionable steps aligned with institutional priorities.
- Communicate and coordinate with the self-study co-chairs, steering committee, and other working groups to align evidence and avoid duplication.

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- Participate in meetings with the external evaluation team during the SUNY mock visit and the Spring 2028 MSCHE evaluators site visit, as requested.

### Working Group Operations

- Working groups are expected to meet regularly (typically monthly) and complete work between meetings.
- Working group co-chairs serve on the steering committee, report on progress, and serve as the primary liaison to the self-study co-chairs.
- Working groups will follow the self-study timeline and may establish additional internal deadlines to meet key milestones.

### Key Deliverables

- Lines of Inquiry: November 2025
- Standard Outline (Template): April 20, 2026
- Written Report (approximately 12 pages, single-spaced): Draft November 2, 2026
- Written Report Revisions: February 1, 2027
- Written Report Final: May 3, 2027
- Identify, gather, and upload evidence into the Standard Working Group Google Drive Evidence Repository: Ongoing 2026-Fall 2027

### Lines of Inquiry

Each standard working group wrote guiding research questions (lines of inquiry). To ensure a shared understanding of potentially vague terms, the following definition guide this work: **Sufficient.** A program or initiative is sufficient when it meets some agreed upon benchmark or standard.

**Effectiveness.** Demonstrating effectiveness requires the use of evidence to affirm that the goals of an initiative or process are being met.

### Standard One: Mission and Goals

Co-chairs: Mary Hand and Kim Hedley

- How are the mission and vision developed, and how well do we ensure appropriate participation from campus and external constituencies?
- In what ways do the mission and vision guide decision-making, resource allocation, and institutional priorities?
- How are the mission and vision communicated, and to what extent are they understood and applied?
- Based on the evidence, how aligned are the mission and vision with student success, stakeholder needs, and institutional and educational outcomes?
- In what ways are the mission and vision regularly assessed and updated to ensure they remain relevant and achievable?

### Standard Two: Ethics and Integrity

Co-chairs: Lottie Jameson and Lydia Treadway

- To what extent are results from climate surveys communicated, publicized and assessed to adjust/realign priorities, ensuring congruence with the college's mission?
- In the midst of declining enrollment and budgetary challenges, to what extent do processes ensure fair and impartial employment practices?
- By what means are external and internal communications reviewed and approved to ensure accuracy across all marketing and promotion messaging [including graduation rates and time frames to complete a two year degree, by division/program if possible]?
- How well does SUNY Adirondack honestly and truthfully promote diversity, equity and inclusion, affordability [including student funding options, costs and debt] and accessibility to all its constituent groups [students, staff, faculty and community members]?

### Standard Three: Design and Delivery of the Student Learning Experience

Co-chairs: Jill Lloyd and Elisabeth Braxton

- Based on the evidence, how well does the college ensure all degree and certificate programs are of sufficient depth, breadth and rigor to achieve program outcomes?
- How well does the college ensure that students receive instruction from faculty who are sufficient in number, rigorously qualified, regularly reviewed, and academically/pedagogically current?
- How well does the college broadly disseminate program requirements, objectives, and information to students and campus constituencies; and how well does the college assess student acquisition and understanding of this information?
- To what extent does the college adequately assess and support its programs of study and student progress with sufficient resources?

### Standard Four: Support of the Student Experience

Co-chairs: Chelsea Foster and Khristeena Lute

- To what extent do our college support programs (e.g., advising, counseling, health services) and student spaces, athletic events, and extracurricular activities shape the student experience?
- How well are these programs and environments structured, monitored, and evaluated, and in what ways do these processes influence student access and utilization?
- How well does our analysis of student needs guide our institutional priorities and drive equitable support for all student populations?

### Standard Five: Educational Effectiveness Assessment

Co-chairs: Kelly Black and Kelli Hatin

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- What evidence exists that student, program, and institutional learning outcomes are assessed systematically and consistently across all programs, modalities, and locations, and that assessment results are used to inform continuous improvement?
- In what ways does the college analyze and use disaggregated assessment data to identify and address equity gaps in student learning outcomes and program effectiveness?
- To what extent does the college foster and sustain a culture of assessment?

### Standard Six: Planning, Resources, and Institutional Improvements

Co-chairs: Eric Conduzio and Mark Strohmaier

- To what extent does the college connect unit-level goals with institutional priorities and align resource allocations with strategic priorities?
- Based on the evidence, how well does the college leverage assessment insights and forecasts (e.g., demographic shifts and our nested context of the nation, state, SUNY system, and sponsoring counties) in the planning and resource allocation process?
- How well do college master plans align with one another and how effective are these plans in guiding actions across the campus community?
- What evidence illustrates how the college anticipates and responds to fiscal challenges?
- How well does the college promote efficiency, optimum facility use, and compliance with federal and state financial regulations?

### Standard Seven: Governance, Leadership, and Administration

Co-chairs: Jennifer Chase and Charlie D'Souza

- How well does the College evaluate the effectiveness of its governance, leadership, and administrative processes, and to what extent are assessment results used to improve institutional performance?
- To what extent do recent institutional decisions demonstrate the effectiveness and collaboration of SUNY Adirondack's governance system including institutional-level governance bodies, the State University of New York, and the New York State Education Department?
- How well do structures and practices ensure open, consistent, and transparent communication of ideas, decisions, rationales, and institutional priorities across all levels of the College?
- How effectively does the College ensure that its leadership and administrative structures are sufficient, stable, and aligned with its mission, strategic priorities, and long-term sustainability?
- How well does the College foster understanding of shared governance among faculty, staff, students, and trustees, and provide meaningful opportunities for participation in institutional decision-making?

## VI. Guidelines for Reporting

The self-study co-chairs created the following guidelines to promote consistency in formatting of all sections of the self-study report. These guidelines and templates will be shared with the steering committee and working groups to facilitate our shared work.

### Writing Guidelines

- Document Type: Allowing for the ease of collaboration, the initial drafting of the document will use Google Docs, ultimately finalizing the document as MS Word.
- Font: Calibri 12-point, black
- Headings Font: Calibri, 14 point, dark green 3
- Margins: 1 inch all around. Header/Footer margins ½ inch. Flush left.
- Page Number: footer, centered
- Header/Footer Font: Calibri 12 pt, dark green 2
- References Format: APA format for all in-text citations
- Tables and Figures: Numbering conventions will be structured by chapters (e.g., second table in chapter 3 would be Table 3.2; first table from chapter 6 would be Table 6.1. Figures work similarly).
- **APA 7th edition** used throughout the report (grammar, punctuation, citations, tables, and charts)

### Other Stylistic Guidelines

- Data are plural.
  - When referencing data, please use a plural verb and article.
  - CORRECT: These data demonstrate....
  - INCORRECT: The data demonstrates...
- Use the Oxford comma.
  - When listing three or more items, include a comma before the last item.
  - CORRECT: The panda eats, shoots, and leaves.
  - INCORRECT: The panda eats, shoots and leaves.
- Use the active voice as much as possible.
  - CORRECT: The assessment committee reviewed the student learning outcomes.
  - INCORRECT: The student learning outcomes were reviewed by the assessment committee.
- Avoid jargon, acronyms without definition, and filler phrases like “it should be noted that” and “in order to.”
- Numbers and Dates.
  - Spell out numbers **one through nine**; use numerals for 10 and above.
  - Use **percent** with numerals (e.g., 5%), not “per cent.”
  - Dates: “October 2025,” not “Oct. 2025” or “10/25.”
- Spell out acronyms the first time you use them in a chapter.
  - CORRECT: The Assessment of the Major (AOM) shows...

- INCORRECT: The AOM shows...
- Only one space is needed between sentences.

### Capitalization

Use APA standards for capitalization except in the following cases:

- Capitalize committee names when referring to official college committees.
- Capitalize governance groups: College Council, Faculty Caucus, Administrative Staff Group, Support Staff Work Group when referring to those groups.
- NEOGOV is capitalized.
- Capitalize and italicize publication titles.
- Capitalize references to institutional documents (e.g., the *Strategic Plan*, *Board of Trustees Policy Manual*, *Faculty Handbook*).
- Do not capitalize co-chairs for standard working groups.
- Do not capitalize fall and spring, college, or titles: fall 2025, the college, the president.

### Evidence Inventory Guidelines

- The self-study co-chairs will develop an evidence tracker to identify documents, data, and supporting materials shared across the seven standards. Each standard working group will use the tracker to reference relevant evidence and data in support of its analysis and reporting. This approach will ensure data integrity.
- Each standard working group will identify one member (the evidence wrangler) to gather and upload their evidentiary inventory to their standard's evidence repository and to liaise with the document management team.
- Evidence Naming Convention: **Standard #.Criterion #.Subsection Letter.Sequence#\_Document/Link title**. For example:
  - I.1.c.3\_SUNYacc.edu/about/mission-vision-and-values
  - III.2.d.5\_TLC Faculty Development Events Calendar
  - VII.1.2 Board of Trustees Policies.

The sequence # (X) communicates that the cited evidence is the X item to be used to support the criterion. For example: I.1.c.3\_SUNYacc.edu/about/mission-vision-and-values is the third item cited to support Standard Ic.

- Subsequent references to documentation will use an abbreviated format: **Standard #.Criterion #.Subsection Letter.Sequence#**
  - Using the example above (I.1.c.3) is the abbreviated format.

To scaffold the self-study process, the standard working group co-chairs received an initial standard outline template designed to support early engagement of their working groups with the lines of inquiry, the standard, and the standard criteria.

The self-study co-chairs will provide periodic updates to, and seek feedback from, the campus through the campus governance processes, using the College Council, All College Meetings, and meeting with each of the employee governance groups (Administrative Staff, Faculty Caucus, and Support Staff).

Artificial Intelligence (AI) Use

Artificial Intelligence (AI) use must be used ethically, responsibly, and transparently and in accordance with college, SUNY, and MSCHE policy. AI may support human decisions, not replace it.

The college’s AI Use Guidelines emphasize the need for transparency in AI use, calling on individuals to “...disclose AI when significant portions of academic, administrative, or professional work are generated or assisted by AI.” The guidelines further punctuate the need to protect sensitive data: “Personally identifiable information (PII), confidential student records, employee data, or sensitive or confidential college information should be [sic] NOT be entered into AI tools.”

For the purposes of the college’s self-study, any use of AI must:

- Protect institutional data; do not upload any institutional data into any AI platform.
- Protect privacy of the institution and individuals.
- Be transparent about AI use (documented and cited per APA guidelines).
- Be reviewed to ensure accuracy of content.

AI use should support human decision-making, not replace it. If there is any doubt, self-study team members should not use AI.

**VII. Organization of the Final Self-Study**

The final self-study report will be organized in format and structure as follows. The complete report (excluding Appendices) will not exceed 100 single-spaced pages.

Table 9. SUNY Adirondack self-study Report Template

Self-Study Report Template		
I.	Executive Summary	2-4 pages
II.	Self-Study Team Membership	3 pages
III.	Glossary and List of Abbreviations	4 pages
IV.	Introduction Mission and Strategic Goals Overview of SUNY Adirondack Description of Institutional Priorities	4-6 pages
V.	Chapter 1: Mission and Goals	10-12 pages
VI.	Chapter 2: Ethics and Integrity	10-12

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Self-Study Report Template		
		pages
VII.	Chapter 3: Design and Delivery of the Student Learning Experience	10-12 pages
VIII.	Chapter 4: Support of the Student Experience	10-12 pages
IX.	Chapter 5: Educational Effectiveness Assessment	10-12 pages
X.	Chapter 6: Planning, Resources, and Institutional Improvement	10-12 pages
XI.	Chapter 7: Governance, Leadership, and Administration	10-12 pages
XII.	Conclusion	3-5pgs
XIII.	Appendices	

The chapters associated with each standard will have the following format:

1. Header for and description of the Standard
2. Overview
3. Review of evidence for each criterion
4. Analysis and Conclusions
  - o Strengths
  - o Challenges
  - o Recommendations
5. Relevant documents and websites

## VIII. Self-Study Timeline

SUNY Adirondack is, at the time of this writing, undergoing a major academic leadership transition. Given this transition period, SUNY Adirondack is requesting a spring 2028 visit by the MSCHE evaluation team. Table 10 describes our timeline for the next three years.

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Table 10. **Self-Study Timeline: 2025-26 through 2027-28**

AY-2025-2026	
Identify Self-Study Co-Chairs	September 2025
Form Standard Working Groups	September 2025
Self-Study Institute	September-October 2025
Steering Committee Kick-off Meeting	October 24, 2025
MSCHE Staff Liaison Call	October 29, 2025
Attend MSCHE Annual Conference	December 10-12, 2025
Steering Committee Retreat	December 15, 2025
Self-Study Design Draft to President for review	December 19, 2025
Self-Study Design submitted to MSCHE	January 30, 2026
MSCHE Commission Liaison Self-Study Preparation visit	April 13, 2026
Standard Working Groups: Standard Outline	April 20, 2026
Revised Self-Study Design	June 1, 2026
Approved Design	July 2026
AY-2026-2027	
Standard Working Groups: Written Report Draft	November 2, 2026
Attend MSCHE Annual Conference	December 9-11, 2026
Identify Visiting Team Chair	February-March 2027
Standard Working Groups: Written Report Revisions	February 1, 2027
Standard Working Groups: Final Revised Reports Due	May 3, 2027
Self-Study Draft	Summer 2027
AY-2027-2028	
Campus wide update on Self-Study	September 2027
Finalize Evaluation Team Roster	September 3, 2027

## SUNY Adirondack: MSCHE 2028 Self-Study Design

SUNY Council on Assessment (SCoA) Mock Visit	October 2027
Complete Revised Self-Study	October 2027
Self-Study Team Chair Preliminary Visit and Draft Report Feedback	November 2027
Revise Self-Study Report	January 2028
Submit Final Self-Study Report	January 15, 2028
MSCHE Evaluation Team Site Visit	March-April 2028
Accreditation Action Report	June 2028

### IX. Communication Plan

SUNY Adirondack’s self-study communication plan is centered on timely, consistent, and transparent communications that highlight the importance of the reaccreditation process, active engagement among all stakeholders, and the management of the flow of timely and accurate information.

#### Theme

Acknowledging SUNY Adirondack’s rich 65-year history and transitions in academic leadership, enrollment trends, and paradigm shifts in higher education, the self-study steering committee adopted the theme *Rooted and Rising: Strength in Transition*.

#### MSCHE Self-Study Branding

Providing continuity and accessibility in messaging, SUNY Adirondack is developing a central landing page [[www.sunyacc.edu/middle-states-accreditation](http://www.sunyacc.edu/middle-states-accreditation)] for ongoing communications and updates on our self-study process and progress.

In consultation with the marketing department, the steering committee approved the self-study logo below. A reflection of the overarching theme, the logo creates a recognizable identity for all communications, events, and reports of the self-study.



Figure 2. *SUNY Adirondack Self-Study Logo*

Table 11, below, provides a detailed communication plan addressing the purpose, audience, methods, and timing of communications.

Table 11. **Self-Study Communication Plan**

Purpose	Audience(s)	Sample Methods	Timing
<b>Launch self-study process and invite participation</b>	College community; Board of Trustees; external partners	President’s message; website launch; campus-wide email; All College Meeting; press release	<b>October 2025 All College Meeting; November 2025</b>
<b>Organize and orient Steering Committee and Working groups</b>	Steering Committee; Working Groups	Shared Google drive; orientation meetings; Google Groups	<b>October 2025</b>
<b>Gather input for Self-Study Design</b>	Faculty, staff, students, administrators	Use Strategic Planning Task Force processes to identify Institutional Priorities	<b>Fall - Winter 2026</b>
<b>Share revised draft Self-Study Design and invite feedback</b>	Steering Committee, College Executive Team	Meeting updates	<b>Spring 2026</b>
<b>Celebrate MSCHE staff liaison visit and design approval</b>	Entire campus	Thank-you message; photo/news story on web & social media; small recognition event	<b>Summer 2026 or early Fall 2026 (to include faculty and students)</b>
<b>Communicate evidence-gathering progress and invite contributions</b>	Faculty, staff, administrators, students	Monthly internal newsletter or NEOGOV updates; suggestion form on website or NEOGOV; listening sessions; <i>This week @ADK</i> newsletters; Tabling events for student engagement; student focus groups	<b>Fall 2026 – Spring 2027</b>

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<b>Purpose</b>	<b>Audience(s)</b>	<b>Sample Methods</b>	<b>Timing</b>
<b>Showcase draft Self-Study report and gather campus feedback</b>	Faculty, staff, students, Board of Trustees	Campus-wide meetings; short video summary; printed executive summary; feedback form; departmental briefings; Student Senate presentation	<b>Fall 2027 (Aug–Sept)</b>
<b>Acknowledge working group efforts and prepare for preliminary visit</b>	Internal community	Appreciation breakfast; email from President	<b>Fall 2027 (Oct–Nov)</b>
<b>Prepare college for Team Visit (logistics and talking points)</b>	Faculty, staff, students, Board	FAQ document; training for participants; quick reference sheet; “What to Expect” sessions	<b>Winter 2028 (Jan–March)</b>
<b>Celebrate submission of Self-Study</b>	Entire campus, Board, community	“We Did It!” campaign; social media posts; cake & coffee event; email from President	<b>January 2028</b>
<b>Host Evaluation Team visit</b>	College community	Daily email updates; welcome banners; hospitality volunteers	<b>Early April 2028</b>
<b>Celebrate conclusion and share results</b>	College community; external partners	Thank-you message; celebration event; press release; highlight reel of process	<b>June 2028</b>
<b>Reflect. Archive materials for next cycle</b>	Steering Committee; IR	Final debrief; lessons learned report	<b>Summer 2028</b>

## **X. Evaluation Team Profile**

SUNY Adirondack is a small, comprehensive, student-centered community college located in a rural area in the foothills of the Adirondack mountains, and is part of the 64 campus State University of New York (SUNY) System. We recommend a profile of the visiting evaluation team that reflects an understanding of the college’s mission and ongoing challenges and its situational context as a largely rural college within a large university system. Optimally the team would be comprised of colleagues who have experience at community colleges with the following characteristics:

- small and rural,
- part of a large state university system,
- open-enrollment institutions with an academically diverse population, including a large number of underprepared students,
- facing enrollment challenges, and
- maintaining transfer agreements within the large university system and with private higher education partners,

## SUNY Adirondack: MSCHE 2028 Self-Study Design

- a large population of low income, Pell eligible students,
- a large enrollment of first-generation students,
- numerous wrap-around services to facilitate student success,
- collective bargaining agreements/unionized faculty and staff, and
- a strong shared governance system.

### Evaluation Team Chair

The team chair should have many years of experience as a president of a rural community college serving an academically diverse population. Ideally, this experience includes time at an institution with multiple branch and extension sites beyond high schools, and a residence hall.

### Evaluation Team Members

As a State University of New York (SUNY) institution, the college routinely benefits from SUNY's internal feedback processes. We recommend inviting reviewers from peer state systems that include rural regions—such as Maryland or Pennsylvania—to provide comparative insights. Preference should be given to team members who are primarily affiliated with, or have recent experience in, comprehensive community colleges situated in rural settings. We recommend assembling a team of administrators and/or faculty with demonstrated expertise across the following areas:

- Academic affairs/chief academic officer
- Student engagement/vice president of student affairs
- Student recruitment and retention/vice president of enrollment management
- Assessment
- Planning
- Finance/chief financial officer
- Workforce development/continuing education
- Administration/operations (facilities, information technology, human resources, public safety)

### Conflicts of Interest

To avoid any conflict of interest, individuals with organizational affiliations tied to members of the executive leadership team or the Board of Trustees, identified below, should not be considered for inclusion on the evaluation team

#### **Anastasia Urtz, President**

Anastasia Urtz, J.D. became the eighth president of SUNY Adirondack on July 1, 2025.

#### **Vice President of Academic and Student Affairs**

At the time of writing, this position remains vacant. An initial search for a new vice president in spring 2026 did not yield a successful candidate.

#### **SUNY Adirondack Board of Trustees**

Board membership as of May 2026

Amie Gonzales	Appointed July 1, 2020
Diana Palmer	Appointed July 1, 2022
Edward Fitzgerald	Appointed July 1, 2022
Robert Judge	Appointed July 1, 2008
James Nolan	Appointed July 1, 2022
Colleen McDonald	Appointed September 1, 2022
Manu Leila Davidson	Appointed July 1, 2024
Tim Collins	Appointed July, 1, 2024
Joyce Camarena (Student)	Elected by the Student Association

## XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics

Our leadership transition provides an opportunity to strengthen our engagement with the annual performance indicators. SUNY Adirondack’s submission of MSCHE’s Annual Institutional Updates (AIU) will be shared with several leadership groups, including the College Executive Team, the Board of Trustees, and the Strategic Enrollment Management (SEM) Committee. The college adopted key performance indicators that align with the AIU to promote transparency and reduce redundancy.

Data democratization is a priority of our new senior leadership, offering opportunities to create dashboards and other technology tools to make these data visible to internal stakeholders. Every effort will be made to create dashboards that permit a wide range of filters, thereby promoting refined reports to inform strategic action. By improving the availability of data, the college will be positioned to use data to inform decisions.

## XII. Evidence Inventory Strategy

The self-study co-chairs with the SUNY Adirondack library chair, Emily Goodspeed, developed master evidence inventory guidelines and will maintain the master evidence inventory.

The initial phase of SUNY Adirondack’s self-study is the identification, gathering, and organization of the core evidence inventory along with additional planning documents, financial statements, and assessment documentation such as the annual assessment of course and program learning outcomes as well as assessment of the major reports. In spring 2026, the steering committee and standard working groups will identify supporting

documents, reports, websites, and other evidence to support their standard. The standard working groups will follow the evidence naming convention outlined in the *Evidence Inventory Guidelines* in Section V: Guidelines for Reporting.

Initially, documents will be located on the shared Google drive MSCHE Evidence Repository. Each standard working group will upload evidence in the corresponding standard folder. During the 2026-2027 academic year, the documentation team will begin the process of reviewing, formalizing and uploading the evidence inventory to the MSCHE self-study portal. The documentation team will begin uploading evidence documents on a rolling basis beginning in spring 2027. We anticipate transferring the majority of evidence to the MSCHE portal on Fridays over several weeks in the latter part of the 2026-2027 academic year and through summer 2027.

### XIII. Strategy for Identifying Self-Study Site Visits to be Conducted

In accordance with Commission policy and procedures and federal regulation 34 CFR § 602.22(d), the team chair or a designated member of the team will conduct self-study site visits to a representative number of other geographic locations as part of the self-study evaluation.

Since its founding in 1961, SUNY Adirondack has expanded from its Queensbury main campus to include six additional locations in Glens Falls, Saratoga, the Washington County Correctional Site in Comstock, as well as a number of collaborative partnerships, with area high schools, where SUNY Adirondack offers courses. The college understands that the Commission requires self-study site visits to one-third of approved domestic additional locations to verify information about the locations and ensure ongoing compliance for locations. In anticipation of this, we anticipate 2-3 site visits in addition to our main campus in Queensbury and our Saratoga branch campus. These sites will be identified in consultation with our MSCHE Liaison.

Once the evaluation team site visit dates are finalized, SUNY Adirondack will identify which locations have instruction underway at the time of the visit. We will consider factors such as distance from the main campus and travel logistics as we reach out to high school locations to request participation in the visit.

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### Appendix A: SUNY Adirondack MSCHE Self-Study Team

SUNY Adirondack MSCHE Self-Study Team		
MSCHE Self-Study Co-Chairs		
	Jeannie Brown Leonard	Director of Assessment and Learning Resources, ALO
	Wendy L. Johnston	Professor of Politics, Social Science Division Chair
MSCHE Standard Working Groups	Working Group Members	Department or Division
Standard I: Mission and Goals		
	Mary Hand Co-Chair	Chief Information Officer, Information Technology
	Kim Hedley Co-Chair	Professor of Nursing, Health Sciences Division Chair
	Stephanie Hunt	Assistant Director of Business and Financial Affairs
	Rhonda Triller	Director of Marketing and Communications
	Kelly Hammond	College Services Associate, Saratoga
	Sandor Thomas	Student
	Emily Gongola	Student
Standard II: Ethics and Integrity		
	Lottie Jameson Co-Chair	Director of Administration
	Lydia Treadway Co-Chair	Professor of Psychology and Substance Abuse Services, Social Science Division
	Jay Watters	Director of Public Safety
	Sarah LeRoux	Assistant Director of College Advancement
	Rita Debnam	Principal Typist, Business and Social Science Divisions
	Laura Baker	Messenger, Administrative Services

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MSCHE Standard Working Groups	Working Group Members	Department or Division
<b>Standard II: Ethics and Integrity (Con't)</b>	Amy Wolfe	Director of Human Resources
<b>Standard III: Design and Delivery of Student Learning Experience</b>		
	Jill Lloyd Co-Chair	Associate Professor of Mathematics, Mathematics Division
	Beth Braxton Co-Chair	Professor of Counseling
	Diane Wildey	Associate Vice President for Academic Affairs
	Doris Ostrander	Coordinator, Teaching and Learning Collaborative
	Meagan Tennant	Senior Account Clerk /Typist, Business Office
	Sheila Morton	Assistant Director of Student Success
	Melissa Blackmer	Associate Professor of Nursing, Faculty Advisor, Health Sciences Division
<b>Standard IV: Support of the Student Experience</b>		
	Chelsea Foster Co-Chair	Director of Student Affairs and Early College Programs
	Khristeena Lute Co-Chair	Associate Professor of English, English Division; Director, Center for Reading and Writing
	Michelle Bilodeau-Lanne	Assistant Director of Registration and Records
	Cassie Schrammel	Senior Human Resources Administrator
	David Willis	Peace Officer II, Public Safety
	Jeff Shakow	College Services Associate, Accessibility Services
	Donna Ellis	Secretary II, Student Affairs
<b>Standard V: Educational Effectiveness Assessment</b>		
	Kelly Black Co-Chair	Director of Grants, President's Office
	Kelli Hatin	Distinguished Professor of Business, Business Division
	Lisa Dester	Director of Business/Financial Affairs
	Susan Wynkoop	Director of Continuing Education and Workforce Innovation

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MSCHE Standard Working Groups	Working Group Members	Department or Division
<b>Standard V: Educational Effectiveness Assessment (Con't)</b>	Josh Kranz	Coordinator of Enrollment Management
	Andrew Nolan	College Services Associate, Counseling
	Matt Muller	Associate Professor of Business, Business Division
	Mariya Stockwell	Assistant Professor of Mathematics, Mathematics Division
<b>Standard VI: Planning, Resources, and Institutional Improvement</b>		
	Eric Conduzio Co-Chair	Budget Analyst
	Mark Strohmaier Co-Chair	Associate Professor of Computer Science, Chair, TECS Division
	Kevin Schultze	Associate Director of Facilities Operations
	Ali Stidd	Senior Human Resources Administrator
	Patti Jo Tennyson	Administrative Assistant, Administrative Services
	Megan Mercier	Director of Development
<b>Standard VII: Governance Leadership, and Administration</b>		
	Jen Chase Co-Chair	Executive Assistant to the President, President's Office
	Charlie D'Souza Co-Chair	Associate Professor of Chemistry, Science Division
	Marc Morin	Director of Facilities
	Jeevan Gurung	Professor of English, English Division
	Carrie Menard	Professor of Mathematics, Chair, Mathematics Division
	Marc Guise	Associate Professor of Computer Science, TECS Division