



Middle States Commission on Higher Education

# Self-Study Report

*January 2026*



# GCC MSCHE SELF-STUDY EXECUTIVE SUMMARY

January 2026

## Chapter Summaries

### Chapter 1 – Mission & Goals

#### Conclusion

Based on the evidence presented above, the College meets the criteria for Standard 1. GCC demonstrates a clear, appropriate mission that guides planning, decision making, and assessment across the institution. Strategic priorities and associated core strategic objectives are well aligned with the College’s mission, and broad stakeholder engagement has shaped each strategic plan cycle. The institution shows a strong commitment to continuous improvement, institutional effectiveness, and mission-driven planning.

#### Action Items

The College has no suggested action items related to Standard 1.

### Chapter 2 – Ethics & Integrity

#### Conclusion

Based on the evidence presented above, the College meets the criteria for Standard 2 and the associated requirements of affiliation. GCC upholds strong ethical standards through clear policies that inform procedures on academic freedom, nondiscrimination, conflict of interest, equity in employment, and grievance procedures. A culture of respect is reinforced through professional development, compliance training, Title IX processes, and coordinated communication channels. The College demonstrates integrity in internal and public communications and maintains transparent processes that support student and employee rights.

#### Action Item

1. Explore and evaluate the benefits of crafting a local GCC ethics policy to inform decision making on personnel matters, governance procedures, and business operations (as opposed to referring to the Genesee County Ethics Policy for such matters).

### Chapter 3 – Design & Delivery of Learning Experiences

#### Conclusion

Based on the evidence presented above, the College meets the criteria of Standard 3. GCC provides coherent and rigorous academic programs and non-credit educational offerings across modalities and in multiple physical locations. Academic programs benefit from a curriculum development process grounded in shared governance, compliance with SUNY and NYSED guidelines that inform credit-hour assignments, and a robust and periodic program evaluation cycle. The College’s local General Education program fulfills both SUNY and MSCHE requirements and is regularly assessed. Faculty are qualified, adequate in number, equitably evaluated, and well-supported, with rich opportunities for professional development.

### **Action Items**

1. In response to SUNY's updated guidelines on the purpose and composition of microcredentials, review and update GCC's approach to creating, tracking, and assessing microcredentials.
2. Coordinate interdivisional collaboration with the BEST Center to refine the non-credit registration process and to establish formal non-credit to curricular credit pathways.
3. Expand the number of SUNY Online+ designations by formally including and/or codifying (in curriculum maps and program descriptions) experiential learning requirements in a greater number of fully online academic programs.

## **Chapter 4 – Student Support Services**

### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 4, providing comprehensive student support services that promote access, success, and holistic development. The Student Success Coach advising model, accessibility services, and financial aid communication ensure students are well supported. The College demonstrates strong commitment to affordability through scholarships, Genesee Promise Plus, and numerous grant-funded programs. Placement processes, an early alert process, and wraparound supports address barriers to student progress.

### **Action Items**

1. Facilitate smoother navigation of the enrollment and transfer processes by developing new student checklists for specific populations (e.g., first-year, transfer, international, and SUNY Reconnect, Genesee4Life, etc.).
2. Coordinate (through Information Technology Services) a systematic, transparent, and comprehensive review of public-facing student support and success webpages to improve the browsing experience and optimize search functionality.
3. In anticipation of the upcoming FAR, which was postponed during the Covid-19 pandemic and again during a leadership transition within the Division of Student Affairs, the College recognizes the need to conduct a comprehensive needs assessment of its approach to academic advising.

## **Chapter 5 – Educational Effectiveness Assessment**

### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 5. GCC has mature and increasingly systematic assessment processes, an organizational infrastructure to facilitate them, and dedicated resources to support the assessment of its academic programs, Gen Ed Framework, ILOs, and (most recently) microcredentials. Faculty leadership in assessment, combined with dedicated resources and administrative support, contribute to a culture of continuous improvement, whereby assessment findings are broadly communicated and used to improve teaching and promote student success

### **Action Items**

1. GCC needs to expand its current assessment processes to include non-credit and technical educational offerings. The College acknowledges that this effort must include a focus on tracking post-completion job placement and transfer rates and will require both input and assistance from SUNY system.
2. Transitional courses are neither Gen Ed courses, nor are they required for any academic program. Consequently, they are not a part of either assessment process. A formal process for assessing these courses needs to be developed.
3. Though a formal protocol for conducting student course evaluations is in place, the College recognizes a need to critically reconsider how to best update the evaluation and incentivize their routine completion.

## **Chapter 6 – Planning, Resources, and Institutional Improvement**

### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 6. The College demonstrates a strong alignment of its processes, resources, and structures to its strategic goals in order to support its mission and drive institutional success. The College's comprehensive planning processes, from its Facilities Master Plan to its budget development, ensure that resources are allocated efficiently and in alignment with long-term priorities. Through its commitment to ongoing assessment and continuous improvement, the College ensures that its programs, services, and infrastructure are responsive to evolving needs and challenges, fostering a culture of accountability and collaboration across all divisions.

The College's commitment to ongoing assessment is a central element of its strategic approach. By regularly evaluating its programs, services, and resource allocation, the College ensures that decisions are evidence-based and tied directly to institutional goals. The active participation of faculty, staff, and leadership in these assessment processes contributes to the College's ability to continuously refine its offerings, improve student outcomes, and make data-informed decisions that benefit both the institution and its diverse student body.

Furthermore, the College effectively responds to opportunities and challenges with an inclusive, transparent decision-making framework. By engaging a wide range of stakeholders in these decisions, the College navigates challenges such as enrollment shifts and funding changes while capitalizing on new opportunities, such as expanding international student recruitment. Through its collective efforts, the College ensures that its mission remains central to all initiatives, and that its planning and resource allocation processes are both adaptive and sustainable in the face of future demands.

### **Action Item**

1. Continue to refine the process for writing and reporting strategic Plans of Achievement—and clarify their alignment to the strategic plan—and re-engage the campus community in professional development to build mid-level and senior leaders' capacity in this domain.

## **Chapter 7 – Governance, Leadership, and Administration**

### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 7. GCC benefits from a collaborative governance structure marked by transparency, clear leadership roles, and active engagement of the Board, President, Cabinet, Faculty, and Staff. Each governance structure operates in accordance with its codified policies/bylaws, and each administrator carries out their duties according to their defined, legal responsibilities without undue influence or involvement from the other/external sources. GCC's administration has formally defined responsibilities, clear reporting relationships, adequate support, and opportunities for professional engagement and development. Evaluation of leadership and governance is ongoing, and a positive culture of assessment and accountability serves the institution and its students well.

### **Action Item**

The College has no suggested action items related to Standard 7.

## INTRODUCTION

### **About Genesee Community College**

Genesee Community College (GCC), part of the State University of New York (SUNY) system, serves a four-county, 2,500-square-mile region in Western New York, including Genesee, Livingston, Orleans, and Wyoming counties—the GLOW region. Founded in 1966, the College is centrally located in Batavia, just 30 miles between Rochester and Buffalo, and offers flexible learning opportunities across its main campus, four campus centers, and multiple delivery modalities.

GCC enrolls approximately 4,500 students annually in credit-bearing programs, including a diverse mix of service-area learners, distance learners, dual-enrolled high school and home-school students, more than 100 international students, and adult and workforce learners. The College offers over 75 academic degrees, certificates, and micro-credentials, with its largest programs including General Studies (A.S.), Nursing (A.A.S.), Health Studies (A.S.), and Business Administration (A.S./A.A.S.).

A hallmark of GCC is its commitment to innovative teaching and learning supported by advanced educational technology. The campus features the Conable Technology Building, 54 HyFlex classrooms, 88 smart classrooms, 27 computer labs, and 8 science laboratories, all contributing to a 14:1 student-to-faculty ratio that supports individualized learning experiences both onsite and online.

GCC's Batavia Campus offers extensive instructional and co-curricular facilities, including the Advanced Manufacturing and Skilled Trades Lab, specialized labs in Criminal Justice, Veterinary Technology, Solar Electric Technology, Nursing, Digital Arts, and Computerized Drafting & Design. Cultural and academic enrichment spaces include the Stuart Steiner Performing Arts Center, Roz Steiner Art Gallery, the Alfred C. O'Connell Library, and a fully licensed Child Care Center. The Richard C. Call Arena provides a multi-use field house, state-of-the-art fitness center, classrooms and athletic facilities. Student housing is available next to campus at College Village, offering both suite-style and traditional communal living.

GCC awards more than 250 scholarships each year and provides extensive financial aid support to ensure access and affordability. The College is dedicated to fostering intellectual and social growth, supporting workforce and economic development, and preparing students for meaningful engagement as global citizens.

### **GCC's Self-Study Approach**

GCC approached the Self-Study as a comprehensive and collaborative institutional effort, intentionally drawing upon the strengths and expertise of its campus community. The College identified members of the Steering Committee and Working Groups using several criteria, including prior experience with MSCHE self-studies or program-level accreditation, demonstrated leadership in areas aligned with the accreditation standards, and the capacity to meaningfully contribute over the duration of the process. This intentional selection ensured that the Self-Study was shaped by both seasoned leaders and emerging voices across the institution. Under the direction of the Self-Study Leads—who coordinate Steering Committee activities and support the Working Groups—

GCC has emphasized consistent interpretation and application of the seven accreditation standards, fostering an inclusive and thoughtful process.

Throughout the Self-Study period, the Steering Committee and Working Groups have worked together to maintain communication, share progress, and support one another's efforts. The Steering Committee brings together representatives from across the College, including senior leadership, Board of Trustees members, and the seven Working Group leaders, ensuring broad perspectives and cross-campus engagement. Monthly Steering Committee meetings facilitate collaboration, reduce duplication of effort, and reinforce the College's mission, priorities, and understanding of accreditation criteria. Complementing this structure, GCC has implemented a campus-wide communication plan designed to keep all constituents informed and involved as the Self-Study evolves. This sustained commitment to transparency, shared leadership, and collective engagement reflects GCC's dedication to a rigorous and genuinely collaborative Self-Study process.

## STANDARD 1—MISSION & GOALS

**Standard 1: The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills that mission.**

### **Clearly Defined Mission and Goals (S1.C1)**

Within the context of higher education, Genesee Community College (GCC) defines its purpose, the students it serves, and what it intends to accomplish through its comprehensive mission:

As an inclusive, learner-centered community college, we foster exceptional teaching and educational opportunities that support equitable intellectual and social growth, a commitment to diversity, economic advancement, and engaged citizenship, while focusing on individualized service.

The GCC mission serves as the commitment in which all the College’s activities and operations are grounded, and the College’s strategic priorities and core objectives specify how the institution fulfills its mission with clear links to each division of the College (see pp. 5–6 of the GCC 2023–2028 Strategic Plan, S1\_C1\_Genesee-Community-College-Strat). Notably, the current mission is both a refocus and a reaffirmation of the College’s institutional values—integrity, learning, opportunity, respect, and sustainability—as evident in a comparison to the 2013 (S1\_C1\_Strategic Plan Success through Collaboration) and 2018 (S1\_C1a\_StrategicPlanFramingOurFuture) mission statements.

### **Collaborative Development of Mission and Goals (S1.C1a)**

The GCC mission is periodically reviewed and reaffirmed as part of the development of each new strategic plan. The current mission was reaffirmed during the writing of the current strategic plan, The 2023–2028 Strategic Plan, “Connect | Include | Evolve” (S1\_C1\_Genesee Community College 2023–2028 Strat). The comprehensive process for developing and reviewing GCC’s mission and strategic priorities is documented in the plan itself (see p. 7 of the current plan, referenced above). Most recently, collaborative and inclusive participation was encouraged and supported by the broad sharing of institutional data and the hosting of six separate stakeholder forums to conduct multiple SWOT analyses to capture perceptions of the College’s strengths, weaknesses, opportunities, and threats from Faculty and Staff (S1\_C1\_Faculty Staff SWOT Summary Jan 2023) and Students (S1\_C1\_Student SWOT Summary Jan 2023). This input informed the articulation and prioritization of strategic objectives. This process was facilitated by a steering team—comprised of 10 campus community members—and reviewed by the President and his Cabinet.

### **Internal and External Contexts and Constituencies (S1.C1b)**

GCC’s strategic priorities and objectives address the needs of both internal and external constituencies. Strategic Priorities 1–4 primarily focus on internal constituencies, while Strategic Priority 5 focuses on the cultivation of meaningful relationships with community partners to elevate the profile of the College. As an open-access community college, GCC’s interest in serving the community is woven into the culture of the institution and has been since its inception. Consistent with its mission and strategic priorities, the College’s programs are designed to serve both internal stakeholders (i.e., current students) and external stakeholders throughout the *GLOW Region* (comprised of Western New York’s Genesee, Livingston, Orleans, and Wyoming Counties), including

prospective students as well as both industry and community partners (e.g., GCC Press Release on GLOW Economic Impact S1\_C1 Press Release on \$86.4 Million in GLOW Economic Impact).

Diverse internal and external stakeholders are served by the College's mission-centered programs and services. Specifically, homeschooled and high school students throughout the GLOW Region participate in GCC's Accelerated College Enrollment (ACE) Programs (S1\_C1b\_ACEHandbook for Administrators and Teacher), which facilitates registrants' opportunity to experience college coursework before graduating high school. Supported by *The Business and Employee Skills Training (BEST) Center*, individuals, businesses, and organizations prepare and upskill for success in the regional economy through their engagement in GCC's professional and technical educational opportunities. The varied and dynamic use of GCC's campus and facilities by various communities also reflects the College's mission to engage diverse stakeholders. Examples of such community engagement include the Alfred C. O'Connell Library's Community Patron Library Card program (S1\_C1\_Library Community Patron Bookmark) and the Call Arena's hosting of the NJCAA Division III Men's and Women's National Soccer Tournaments (S1\_C1\_Press Release on 2024 NJCAA National Tournaments). Lastly, GCC's commitment to fulfilling its mission in as many contexts as possible is evident in the College's hosting of the annual Tech Wars (S1\_C1e\_Tech Wars). Through this event—co-coordinated by GCC's ACE Department—the College welcomes middle school and high school students from 24 school districts in the region as they apply what they have learned in the classroom and compete to demonstrate their technical skills and abilities.

The College also supports numerous specific populations through several programs and services. Specifically, these populations include, yet are not limited to: GCC students facing socioeconomic challenges (supported by the grant-funded *TRIO Adult Educational Opportunity Center*, see AEOC [S2\_C7 Adult Educational Opportunity Center]); prospective students who may be at risk of dropping out of school (supported by the grant-funded *Liberty Partnerships Program*); high-school students from low-income families (supported by the grant-funded *TRIO Upward Bound* program [S2\_C7 Upward Bound]); and adults with intellectual and developmental disabilities (supported by the *Inspiring Growth and Nurturing Independence Through Education [IGNITE]* program [see S1\_C1b IGNITE Arc Glow]).

#### **Approved and Supported by the Governing Body (S1.C1c)**

The strategic planning process engages the entire Board of Trustees throughout its authorship and implementation (also see Chapter 7, Section S7.C2a). After participating in the campus-wide forums and subsequent prioritizing of emerging strategic priorities, the Board reviewed the final draft of the 2023–2028 strategic plan, which included the updated (current) mission and finalized set of core objectives. The plan was officially approved by the Board on May 8, 2023.

#### **Mission and Goals Guide Decision Making (S1.C1d)**

To ensure student success, college-wide planning efforts, resource allocation, and program development are directly aligned with the College's mission, strategic priorities, and core objectives. GCC's Institutional Effectiveness Committee (IEC) leads planning and assessment efforts at the College and provides the resources and guidance necessary to maintain the alignment. IEC is composed of several Cabinet members and representatives from the Office of Institutional Research, Academic Senate, and both the Academic Assessment and Administrative Assessment Committees. The IEC meets quarterly to review the activities of these departments and groups.

GCC utilizes a master plan framework to maintain close alignment between its mission and goals and decision-making across divisions, units, and departments. Division leaders develop master plans in alignment with the College's strategic priorities, involving departmental leadership and seeking feedback from the campus community throughout the process. Recognizing that greater coordination needs to be achieved (particularly in the wake of several transitions in Cabinet-level leadership), the College is implementing several formally published divisional master plans. These include the Academic Master Plan, (S1\_C2\_Academic Master Plan), Facilities Master Plan, (S1\_C2\_Facilities Master Plan), Technology Master Plan (S1\_C2\_Technology Master Plan), and Strategic Enrollment Master Plan (S1\_C1d\_Strategic Enrollment Master Plan). Each plan outlines how the divisions intend to carry out the mission and goals of the institution by specifically addressing GCC's strategic priorities and core objectives.

Another component of the College's mission-centered planning process is the development of departmental Plans of Achievement (POAs). To ensure alignment with strategic priorities, POAs (e.g., S1\_C1\_GCC Planning Tool Sample POA) are entered into *The GCC Planning Tool*, a platform maintained by the Office of Institutional Research and Planning (S1\_C1\_Institutional Research and Planning Homepage) that allows for collaborative review and reporting among appropriate stakeholders and campus leadership. (This process is also described in Chapter 6 of this self-study.) As POAs are entered into the GCC Planning Tool, the strategic priorities and core objectives to which each POA are identified. The POAs are then housed in the College's intranet repository and are accessible to all employees. Recently, the Administrative Assessment Committee developed and implemented a collaborative goal-setting process. Departments are now able to set, document, and report on collaborative goals, which involve cross-departmental and cross-divisional collaboration. All goals are reported by departmental leaders and reviewed tri-annually by divisional Vice Presidents.

Annually, GCC's department and unit leaders work closely with the Division of Finance and Operations on budget proposal development. As budget requests are developed, careful consideration is given to ensure alignment with the mission, strategic priorities, and core objectives. Requests that are not aligned with strategic priorities are not considered, as evidenced in the [budget guidance](#) (S1\_C1d\_budgetguidanceFY25) issued by the Vice President for Finance and Operations.

As outlined in the Assessment and Budget Development Timeline, (S1\_C1\_POA-Budget Dev Timeline), planning and goal setting, assessment, and budget development are closely aligned and advanced with purpose. GCC places a strong emphasis on the Strategic Priorities that support its mission and shape its goals, ensuring they are thoroughly embedded throughout practices across all units and departments.

### **Support of Scholarly Inquiry and Creative Activity (S1.C1e)**

The College's 2023–2028 Strategic Plan, [Connect | Include | Evolve](#) (S1\_C1\_Genesee-Community-College-2023-2028-Strat) encourages creative activity and scholarly inquiry. Consistent with its mission and the type of teaching-focused (as opposed to research focused) institution GCC is, Strategic Priorities 1 and 2 inform the allocation of institutional resources in support of creative and innovative instructional and assessment practice (e.g., CO 2.2, 2.3, 2.4, & 2.5, Strategic Plan, p. 5),

as well as creative and innovative programming to bolster students' academic success and sense of belonging (CO 1.1, 1.2, 1.3, & 2.5, Strategic Plan, p. 5). Strategic Priority 5 notes that the environment at the College "inspires creativity and innovation." Core Objective 5.2 explicitly states GCC's commitment to "provide and support faculty and staff with opportunities to innovate within the college community and the GLOW region" (CO 5.2, p. 6).

To the extent that is appropriate given its institutional context, the College upholds its commitment to supporting creative activity and scholarly inquiry. The Genesee Educational Association (GEA) contract (see S1\_C1e\_GEA Contract, p. 14)—the union agreement between the College and its faculty and professional staff—outlines a process for faculty to apply for sabbatical leave, which provides GEA union members with the opportunity to take partially compensated leave without penalty for professional development. Beyond supporting ongoing faculty development and a clear application process for sabbatical leave, the College encourages faculty to pursue grant- and scholarship-funded opportunities. Most recently, one of GCC's fine art professors during the 2023–2024 academic year, when the professor was awarded the prestigious Fulbright Scholarship and engaged with disciplinary colleagues at the University of San Luis Potosí in Mexico while teaching an online course to GCC students in color theory and photography. This project culminated in the mounting of *Color Connection* (see S1\_C1e\_Color Connection flyer), an art exhibit held Spring 2024 that showcased over 200 photographs taken by GCC students under the instruction of the GCC professor.

#### **Publicizing and Periodic Evaluation of Mission and Strategic Priorities (S1.C1f–g)**

GCC's mission and strategic priorities are publicized through many outlets (e.g., the College website, the myGCC Intranet Portal, and through public news outlets) and formally evaluated every five years as part of the College's strategic planning process. Additional details of the evaluation process are discussed in Section S1.C4 of this chapter.

#### **Realistic and Appropriate Goals that Are Consistent with the College's Mission (S1.C2)**

GCC's goals (i.e., strategic core objectives) are consistent with its mission and appropriate to higher education, as the College maintains the required regulations for publicly funded community colleges in New York State, as defined in Article 126, Sections 6301 and 6303 (see S1\_C2\_Article126Law) of the Education Law of New York State—*Community Colleges and State-Aided Four-Year Colleges*—and Part 600, Sections 601.2–601.4 of NYS Community College Regulations (S1\_C2\_Title 8 601.5 NY Regulations). As a community college within the State University of New York System (SUNY), GCC is also compliant with SUNY's General Education (Gen Ed) Requirements (SUNY-GER) SUNY's General Education requirements (SUNY-GER) (See S1\_C2\_SUNYGenEdrequirements).

The five strategic priorities outlined in the current strategic plan (See S1\_C1\_Genesee-Community-College-2023–2028) are grounded in supporting the mission to operate as an inclusive, learner-centered community college, where exceptional teaching and educational opportunities are fostered with a commitment to diversity, economic advancement, and engaged citizenship. Each strategic priority includes several corresponding core objectives which provide actionable items to guide divisional master planning and individual units as they develop annual POA goals. POA goals are unit-specific and are written to be specific, measurable, achievable, relevant/realistic, and time-bound (*SMART*, a common structure for strategic statements). College goals are also assessed using

the College's strategic Key Performance Indicators (KPIs, S1\_C2\_StrategicPlan\_KPI\_Progress\_Revised).

### **Goals that Focus on Student Learning and Achievement (S1.C3)**

As evident in GCC's strategic priorities and core objectives, codified in its college-wide strategic plan, the campus community is committed to maintaining a focus on student achievement that is grounded in its attention to retention, completion, transfer, and placement rates. GCC's effort to fulfill its core objectives reflects a long-standing commitment to diversity, equity, and inclusion; attention to institutional improvement; and the coordinated support by its administrative, educational, and student support programs and services.

#### **Focus on Retention, Graduation, and Transfer Rates (S1.C3a)**

GCC regularly assesses student achievement and outcomes, utilizing data from sources such as the Integrated Postsecondary Education Data System (IPEDS, S1\_C3\_GCC IPEDS Dashboard Outcome Measures). Key metrics include retention rates, graduation outcomes, transfer statistics, and employment outcomes. Some of the data—including information on students' persistence, retention, graduation, and transfer rates among first-time and full-time matriculated cohorts—are shared publicly on the college website, while other data are available on the College's intranet portal. The college collects and publishes employment and transfer data annually. The most recent employment survey (See S1\_C3a\_Employmenttransferbrochureclass) for 2024 indicated that 75 out of 281 respondents were Associate in Applied Science (AAS) graduates. As noted earlier in this chapter, this type of data informed the development of the current strategic plan and are clearly embodied in the first two core objectives: 1.1: *Support student progress rates at all segments and levels of their Genesee college career*; and 1.2: *Improve successful outcomes (completion, transfer, and/or employment) for all of our students*.

Notably, the College is one of 15 SUNY institutions participating in a pilot of the Richmond Federal Reserve's *Survey of Community Colleges Outcomes* protocol (S1\_C3\_Richmond Fed SCCO SUNY Onboarding Excerpt). This institutional research methodology offers an alternative to the U.S. Department of Education's IPEDS protocol that includes a broader range of metrics to offer a more accurate description of what student success looks like in the community college sector. This protocol is described in greater detail in Section S4.C1e and Section S5.C2 of this self-study.

#### **Reflection of Commitment to Diversity, Equity, and Inclusion (S1.C3b)**

GCC has been committed to the advancement of diversity, equity, and inclusion for over 20 years and maintains a culture of respect and belonging. The 2023–2028 Strategic Plan, "Connect | Include | Evolve," highlights the word "evolve" in the title and emphasizes these principles in Strategic Priority 3: Diversity, Equity, Inclusion, and Wellness. Pages 4-5 of the Connect | Include | Evolve Key Performance Indicators (See S1\_C2\_KPIStrategicPlan2023–28) identifies the specific DEI metrics on which the College is focusing.

The College has adopted SUNY's Diversity, Equity, Inclusion, and Social Justice (DEISJ) Gen Ed knowledge and skill areas by updating course learning outcomes of the following courses to include DEISJ competencies: Human Geography, Human Diversity and Social Justice; Rock and Roll History; Hip Hop Music and Culture; Rights, Liberties and Justice for All: Constitutional Law for a Changing America; Introduction to Psychology, Introduction to Sociology, and Human Diversity and Social

Justice. These courses will be assessed regularly as part of the academic assessment cycle, which is presented in detail in Standard 5.

In addition, three of the seven 2023–2028 values focus on diversity, equity, and inclusion:

**“Diversity:** We embrace the uniqueness of all individuals and groups for their ability to enrich every aspect of our teaching and learning environment. **Opportunity:** We invest in student access, equity, and success to support individual growth, development, and advancement; we value each community member’s distinctive potential and capacity to contribute. **Respect:** We strive for civility, courtesy, and thoughtfulness, while recognizing and appreciating different points of view” (see p. 4 of the GCC 2023–2028 Strategic Plan, S1\_C1\_Genesee-Community-College-Strat).

Students indicate they feel welcome at GCC. Every three years, the College deploys the SUNY Student Satisfaction Survey ( See S1\_C3b\_Student Satisfaction Survey). The 2024 survey included questions regarding respect, bullying, harassment, personal safety, and sense of belonging. Overall, student responses were positive, indicating a sense of belonging.

### **Supported by Interdivisional Programs and Services (S1.C3c)**

Positive student outcomes and student achievement are of paramount concern at GCC, and students are supported by a wide range of administrative, educational, and student support programs and services. GCC has consistently supported academic and student services at a higher rate than peer institutions, according to IPEDs data. The primary student-focused programs and services are housed within Academic Affairs; Development, Admissions, and External Affairs; and Student Affairs, all divisions of the College (See S1\_C3c\_24\_25OrgChart).

In 2017, the College invested \$5.2 million in the construction and launch of its Student Success Center. The academic success hub houses a *Student Success Coach* academic advisement model, which is an intentional approach designed to address the holistic needs of students in one convenient, central location. The Student Success Center houses the Office of Financial Aid, the Records Office, all advising services, the Office of Admissions, the Adult Education Opportunities Center, and the Office of Career Services. In the Summer of 2024, the College formally named the center the *James M. Sunser Student Success Center*.

### **Prioritization of Institutional Improvement (S1.C3d)**

As codified in the most recent strategic plan—Connect | Include | Evolve—GCC’s strategic priorities and core objectives prioritize institutional improvement. Specifically, this is evident in the fact that each of GCC’s five current strategic priorities features at least one core objective with an explicit focus on assessment and/or improvement:

- Core Objective 1.2: Improve successful outcomes (completion, transfer, and/or employment) for all of our students.
- Core Objective 2.3: Leverage continuous assessment of outcomes to ensure dynamic adaptation of courses and programs.
- Core Objective 3.1: Expand current efforts to increase recruitment, retention, employment, and success of underrepresented populations within the college community.

- Core Objective 4.1: Pursue opportunities to increase sources of revenue, including grants, strategic enrollment management, and community partnerships, while maintaining competitive tuition rates.
- Core Objective 5.3 Enrich the local workforce by increasing collaboration with key employment sectors. Develop programming to advance evolving employment skills needed throughout the community.

More broadly, all GCC's core objectives are connected to formal, systematic, and periodic processes, with the goal of documenting and promoting institutional effectiveness and continuous improvement.

#### **Periodic Assessment of Mission and Goals (S1.C4)**

To ensure that its mission and goals are achievable, relevant, and realistic, the College regularly assesses outcomes utilizing a Functional Area Review (FAR) process, which includes administrative, academic, and enrollment outcomes assessment. Featuring a cyclical, formal continuous improvement process—similar to the cyclical program evaluation approach used to assess the College's academic programs—the purpose of the FAR is to broadly promote a culture of assessment and improve the quality of administrative and educational support services and programs at GCC.

The College's institutional assessment processes are managed by the Office of Institutional Research and Planning and the Institutional Effectiveness Committee (IEC). The Administrative Assessment Committee, reporting to IEC, maintains the FAR process via the FAR Subcommittee. Recently, the Administrative Assessment Committee assessed the FAR process and improved it by providing more guidance and assistance to units throughout the process of conducting their assessments. The FAR Subcommittee meets regularly with units throughout the FAR assessment process and has developed additional resources, such as a FAR Workbook (S1\_C4\_FAR Workbook Template), FAR Guide (See S1\_C4\_FARguide), and FAR Activity Timetable (See S1\_C4\_FARtimetable). Once FARs are completed, unit leaders present findings at a debrief session (See S1\_C4\_AssessmentDebrief\_Fall2023) with campus leaders. Notably, this campus-wide debrief session also features presentations by academic program directors on the results of their academic program evaluations. Having a broad, interdivisional audience for the sharing of both academic and non-academic (i.e., functional area) units serves the campus well, contributing to a culture of continuous improvement and greater understanding of how various functional areas across the College work to fulfill its mission. Over the last six years, 26 units across campus have completed a FAR.

GCC has continuously updated the mission and goals of the institution every five years for three cycles, as evidenced by the strategic plans going back to 2013: "Success Through Collaboration" (2013–2018), "Framing Our Future" (2018–2023), and "Connect | Include | Evolve" (2023–2028). As GCC's leadership approaches each plan, a thorough review of the previous plan's priorities is conducted by the President and Cabinet over a 60-day period.

Embedded in GCC's current strategic plan, Core Objective 4.4 seeks to ensure alignment and execution of all institutional master plans (e.g., facilities, technology, enrollment, academic, and diversity) with the College's strategic plan. The College currently has four divisional master plans.

Each divisional master plan is aligned with the College's strategic priorities supporting its mission. Divisions assess and develop master plans every five years.

At the unit/department level, units at the College assess their POA goals tri-annually through the POA goal-setting process. Units update progress on their POA goals, which are reviewed by divisional vice presidents throughout the year. Unit leaders can indicate whether the departmental goals are *on target*, *delayed*, or *anceled*, and may provide information pertaining to the status of the goals. Goal progress updates are accessible to the campus community in the reports feature of the planning tool.

GCC participates in the assessment of mission and goals through the divisional master planning process, the unit-level POA process, and the strategic planning process. The College's strategic priorities and core strategic objectives are developed through a collaborative process that results in the sharing of an updated and refined plan at the start of each new cycle.

### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 1. GCC demonstrates a clear, appropriate mission that guides planning, decision making, and assessment across the institution. Strategic priorities and associated core strategic objectives are well aligned with the College's mission, and broad stakeholder engagement has shaped each strategic plan cycle. The institution shows a strong commitment to continuous improvement, institutional effectiveness, and mission-driven planning

### **Action Item**

The College has no suggested action items related to Standard 1.

## STANDARD 2—ETHICS & INTEGRITY

**Standard 2: Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.**

### **Academic and Intellectual Freedom, Freedom of Expression, Intellectual Property Rights (S2.C1)**

Genesee Community College (GCC) is deeply committed to fostering an environment where academic and intellectual freedom, freedom of expression, and the protection of intellectual property rights are not only valued but also actively supported. This commitment is woven into the fabric of the College's policies, procedures, and programs, guiding GCC's community toward a dynamic and open educational experience. The 2024–2025 College Catalog includes a "Statement on Academic Freedom" (S2\_C1\_College Catalog Statement on Academic Freedom), which focuses and clarifies the College's commitment to academic freedom. This reinforces GCC's adherence to the State University of New York's motto: *To learn – to search – to serve*. These three pillars (learning, exploration, and service) thrive when academic freedom is upheld.

GCC affirms its support for the American Association of University Professors (AAUP) Statement on Professional Ethics (S2\_C1\_AAUP-Statement on Professional Ethics), as outlined in the GEA Union Contract. (S2\_C1\_GEA-AAUP-Prof.Ethics) This statement emphasizes the freedom of faculty in research and classroom discussion, while encouraging instructors to remain focused on their subjects. As codified in Article XI, Title I (S2\_C1\_SUNYBOTACADEMIC FREEDOM) of SUNY's *Policies of the Board of Trustees*, SUNY has formal, board-approved policies to ensure that both academic freedom and intellectual property rights are protected. Locally, Procedure 107.4 (S2\_C1\_intellproprights.proc\_107.4) safeguards faculty ownership of course-related materials, while GCC's adherence to the College's Library Collection Development Procedure 106.1 (S2\_C1\_copyrightproc.106.1), provides clear guidelines on the use of course content. Furthermore, the College upholds the First Amendment rights regarding access to library materials, as detailed in the Library Internet Use Procedure 106.8 (S2\_C1 Procedure 106.8), and follows the American Library Association's Principles of Intellectual Freedom (S2\_C1\_ALAIntellectualFreedom) and Library Bill of Rights (S2\_C1\_Library Bill of Rights \_ ALA), as outlined in Procedure 106.6 (S2\_C1\_106.6Library Collection Dev). GCC's dedication to freedom of expression is further underscored by Policy 1006 (S2\_C1\_1006 Maintenance of Public Order), which addresses freedom of expression and assemblies on campus.

As codified in GCC's Procedure 137 (S2\_C1\_Procedure\_137), the College is "Genesee Community College is committed to providing its employees, students, and visitors with a work/educational environment that is safe, secure, and free of harassment, threats, intimidation, and violence".

In addition to these institutional procedures and related practices, students are encouraged to engage with and explore the significance of academic and intellectual freedom through the College's academic programs. In courses such as POS108: Rights, Liberties & Justice for All, students examine pivotal U.S. Supreme Court cases, exploring their impact on modern societal values through critical analysis. Other courses—including SOC101: Introduction to Sociology, SOC205:

Human Diversity & Social Justice, and various Human Services classes—encourage students to explore diverse perspectives and engage with issues of social justice and equality, helping them recognize the importance of intellectual freedom in shaping the world. This focus on academic freedom, freedom of expression, and the protection of intellectual property ensures that GCC’s community remains a space where everyone can contribute to a robust and respectful exchange of knowledge.

### **Campus Climate (S2.C2)**

GCC’s commitment to maintaining a climate that fosters respect—among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives—is codified in the College’s institutional values. These values—which include *community, diversity, integrity, learning, opportunity, respect, and sustainability*—permeate the College’s educational experiences and campus life and reflect its dynamic and diverse campus community. The 2024–2025 IPEDS demographic data offers more specific information on the diversity of GCC’s Faculty and Staff (S2\_C2\_IPEDS\_HR\_2024-25\_Faculty\_Staff\_Diversity) and Students (S2\_C2\_IPEDSDFR\_2024\_students\_diversity). As discussed in greater detail in Section S2.C9 of this chapter, GCC’s commitment to fostering a climate that fosters respect is periodically assessed in several ways, including the Great Colleges to Work For survey and the SUNY Climate Survey.

To ensure that GCC’s programs, spaces, and activities reflect its institutional value of respect, the College has numerous policies, procedures, organizational structures, codified guidelines and expectations, programming, and professional development requirements and opportunities. The College abides by its long-standing Policy 1024 (S2\_C7\_1024 ...3-01-08), which formally codifies a “Statement of Respect” to promote positive interpersonal interactions among people whose ethnic, racial, religious, gender, and age group identifications differ. Specific policies and procedures—including Policy 1020.1 (S2\_C3\_pol1021.1\_nondisc) and Procedure 137 (S2\_C1\_Procedure\_137)—also underscore the College’s commitment to fostering a culture of respect.

Across the College, specific functional areas (departments/units) work collaboratively to foster a culture of respect. Such units/departments include GCC’s Joint Labor Management Committee, Genesee Educational Association (GEA), the Educational Support Personnel Association (ESPA), Student Government Association, the Office of Student Engagement & Inclusion (SEI), the Offices of the Provost and Dean of Students, and GUSTO! (Genesee Unites to Support Team Opportunities). In keeping with the College’s commitment to shared governance and in accordance with its bylaws (S2\_C2\_Academic Senate Bylaws 2025), the Academic Senate (an interdivisional organizational structure at GCC) works with all units to promote and facilitate the fulfillment of the College’s mission and strategic plan. Student clubs and organizations are also supported at the College. More specifically, SEI takes pride in its array of student clubs, which reflect a wide range of GCC community members’ perspectives. Divergent views are not merely tolerated, but celebrated, as evident in GCC’s club charters and bylaws for student organizations such as ACE of Clubs (S2\_C2\_ACE of Clubs Charter) and Phi Theta Kappa Honor Society (S2\_C2\_PTK Alpha Iota Upsilon Bylaws). Much of the work of the previously mentioned structures/units is codified in numerous resources that are readily accessible to the campus community. Specifically, GCC articulates expectations for respectful engagement in campus life in documents such as the Student Code of Conduct (S2\_C3\_Student Code of Conduct), the College Village Housing Regulations (S2\_C2\_Collegevillagehousingregs), the GCC Faculty Handbook (see the section "Classroom Policies"

in S2\_C2\_GCC Faculty), as well as numerous program-specific handbooks (e.g., GCC Physical Therapist Assistant Program's Clinical Education Manual [S2\_C2\_PTA-Clinical-Education-Manual], Student-Athlete Code of Conduct [S2\_C3\_Student-Athlete\_Code\_Of\_Conduct\_2013]).

In addition to the existing organizational structures, policies, procedures, and guidelines, GCC also supports a culture of respect through the design and delivery of a robust calendar of campus-wide programming and professional development opportunities. SEI holds many academic, civic, and cultural events throughout the academic school year, all of which contribute to a climate of respect. Some examples include Allegany Seneca River Dancers (S2\_C2\_AlleghanyRiverDancers), the Historical Horizons Lecture Series (S2\_C2\_Historical\_Horizons\_Lecture\_Series), the Neurodiversity Information Fair (S2\_C2\_neurodiversity), the Cultural Fusion Festival ([S2\_C2\_Culturalfusionfestival] through which the entire GCC community benefits from celebrating its international and culturally rich student body), and the International Program Series (S2\_C2\_Brazil\_Inter.Program Series). As SEI focuses on the student experience, GUSTO! focuses on employees' experience. By emphasizing collaboration, communication, and mutual recognition, GUSTO! is committed to strengthening morale and supporting the college community's vitality. The committee achieves this by offering professional development opportunities such as training seminars, workshops, social events, and cultural events that foster a team-oriented workplace (see GUSTO homepage, S2\_C2 GUSTO Homepage).

In addition to its dynamic calendar of staff-led programming, the College also requires more formal training for all new employees. Multiple trainings are repeated yearly for returning employees, who receive a link via Vector Solutions—an online training platform—to complete online courses on topics including FERPA (Federal Educational Rights and Privacy Act); Title IX/sexual harassment; responsible employee obligations; DEI Practices; Title IV, and Title VI the Civil Rights Act of 1964. GCC's commitment to ongoing professional development helps ensure that employees at GCC know what is expected of them to promote a respectful environment.

### **Grievance Policies/Fair & Impartial Procedures (S2.C3)**

To empower students, faculty, and staff, the College has formal grievance processes through which students may address concerns or issues related to discrimination, Title IX violations, and academic appeals.

To foster equity in the education and employment opportunities it offers—and in support of federal and state anti-discrimination legislation—GCC has both Policy 1020.1 (S2\_C3\_POL1020.1\_Nondiscriminat) and Procedure 121.3 (S2\_C3\_Procedure 121.3) to codify a formal complaint process for the prompt, fair, and impartial investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, creed, age, sex, sexual orientation, disability, gender identity, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. GCC's non-discrimination policy and its related complaint procedures are disseminated via the Discrimination Complaint Procedures section of the GCC Student Handbook (S2\_C3\_StudentHandbook-nondisc) and the College's Human Resources webpage (S2\_C3 Human Resources Home Page), which also lists external agencies are listed as an alternative to filing a complaint with GCC for those who might prefer that option.

In addition to discrimination complaint procedures, the College also has a clear process for handling grievances related to Title IX regulations. Such grievances may be referred to the College's Title IX Coordinator, the Department of Education's Office of Civil Rights, or both. The College's Policy on Sexual Harassment, Policy 1021 (S2\_C3\_POL1021.Sexual-Harassment), and comprehensive Title IX Grievance Process (S2\_C3\_Title IX Grievance Process) are publicly available on GCC's external facing website (see GCC Title IX homepage [S2\_C3\_TitleIX Homepage Genesee Community College]), which also includes links to GCC's nondiscrimination policy and related procedures, as well as directives on how to report information that may constitute sex discrimination or how to file a complaint of sex discrimination under Title IX.

Academic programs accredited by organizations other than Middle States list information on how to file a grievance or a complaint about the program. For example, within the Academic Handbook for Physical Therapy Assistant (PTA) Students (S2\_C3\_PTA\_2022 Web Academic Handbook), a formal procedure for complaints about any PTA program that may be out of compliance with the accreditor's evaluative criteria.

Expectations and standards for all aspects of the student experience at GCC are formally codified and disseminated in multiple documents. In accordance with Procedure 220 (S2\_C3\_Procedure 220), all instructors are expected to set class policies and expectations for class conduct and academic integrity; the Academic Senate's Committee on Academic Standards oversees and facilitates processes related to students' good academic standing, codified in Procedure 406 (S2\_C3\_Procedure 406), Procedure 305.1 (S2\_C3\_Procedure\_305.1\_Academic\_Appeals), and Procedure 329 (S2\_C3\_Procedure 329) on the academic appeals process. Extending beyond the classroom, expectations and guidance for students are disseminated via the Student Code of Conduct (S2\_C3\_Student Code of Conduct), the Housing Regulations for College Village (S2\_C2\_College Village Housing Regs), and the Student-Athlete Code of Conduct (S2\_C3\_Student-Athlete-Code-of-Conduct). Consistent with Procedure 401 (S2\_C3\_Procedure 401) the College maintains these expectations in a manner consistent with GCC's mission as an educational institution, and a corresponding appeals process—with formal instructions (S2\_C3\_Conduct Appeal Instructions) and submission form (S2\_C3\_Conduct Appeal Form)—is facilitated through the Office of the Dean of Students.

#### **Conflict of Interest (S2.C4)**

GCC has developed numerous Board-approved policies and Cabinet-approved procedures to avoid any potential conflicts of interest, including:

- Policy 1012: Conflicts of Interest (S2\_C4\_GCC Board Policy 1012\_Conflicts of Int)
- Policy 1016: Acceptance of Small Gifts Presented to the College (S2\_C4\_1016SmallGifts)
- Policy 2006: Nepotism (S2\_C4\_Nepotism)
- Policy 2008: Code of Ethics (S2\_C4\_GCCCodeEthics)
- Policy 2016: Whistleblower (S2\_C4\_Policy\_2016\_Whistleblower)
- Procedure 217: Conflict of Interest (S2\_C4\_Proc217)
- Procedure 243: Employee Misuse of College Computing Resources (S2\_C4\_Proc243)
- Procedure 246: Statement on Professional Conduct: Romantic/Sexual Relationships (S2\_C4\_Proc246)

- Procedure 500: Purchasing (S2\_C4\_Procedure 500)
- Procedure 215: Applicant Screening and Recommendation (S2\_C5\_proc215).

### **Employment Practices (S2.C5)**

The College follows all applicable laws regarding employment practices. Additionally, the College has comprehensive search processes, codified in Procedure 215 (S2\_C5\_proc215), whereby anyone involved in the hiring process is trained annually in related procedures and on unconscious bias. Integral to this process is adherence to Policy 2014 (S2\_C5\_Policy 2014). In 2023, the College implemented the use of a search summary form so all involved in the hiring decision could see the documented rationale for advancing a candidate. Search committees use a shared rubric to review all minimally qualified applicants, supporting consistency in the evaluation of applications. All applicant pools are reviewed by the Executive Director of Human Resources, and application periods may be extended if applicant pools do not garner an adequately diverse mix of candidates compared to availability data. Vacancies are broadly advertised, including diversity-focused sources; in 2025, the College began posting all openings to the National Association of HBCU Students and Alumni. the National Association of HBCU Students and Alumni.

The *Evaluation Guidelines for All Professional Staff* (see College Procedure 236 [S2\_C5\_Proc236]) outline the evaluation process for faculty and professional staff in accordance with the Genesee Educational Association (GEA) contract (S2\_C5\_GEAeval). Management Confidential staff are evaluated in accordance with Procedure 230 (S2\_C5\_ManagementConfidentialProc230), while Civil Service staff follow the evaluation guidelines in the ESPA contract (S2\_C5\_ESPA\_pg10-12). Faculty members can pursue promotion according to the clear guidelines set in Procedure 236, whereas staff may seek a promotion, salary increase (see Sections 9.2f and 9.2k, S2\_C5\_GEA\_Contract\_Staff\_Promotion\_Salary\_Increase), or title change without promotion through a multilevel position review process. Civil Service promotions require applicants to apply to posted position announcements or follow a mutually agreed upon joint labor-management process, such as the Cleaner to Custodian promotion pathway (S2\_C5\_ESPA\_MOU\_Cleaner to Custodial Worker Promotion Pathway) established in the summer of 2024. Notably, College Procedure 236: *Evaluation Guidelines for All Professional Staff* is currently under review. Multiple college stakeholders—including a committee consisting of staff and faculty members—have been engaged to review and update the College’s performance review procedure. The College anticipates the revised procedure to be ready for Cabinet approval and subsequent implementation in Fall 2026.

The College follows all applicable laws regarding the non-voluntary termination of employment. In all matters of discipline not leading to termination, GCC also abides by the applicable sections of the ESPA contract (see pp. 10–12 of S2\_C5ESPAtermination), the GEA contract (S2\_C5\_GEA\_Contract\_Appointment), and Procedure 230 (S2\_C5\_ManagementConfidentialProc230).

### **Honesty and Truthfulness (S2.C6)**

GCC is committed to ensuring transparency, accountability, and accuracy in all aspects of its public communications. These commitments are reflected in GCC's approach to public relations announcements, advertising practices, recruiting and admissions materials, and internal communications.

#### **Public Relations Announcements**

GCC takes a proactive approach to transparency in its announcements about achievements, milestones, and initiatives, ensuring that all public statements reflect accurate and verifiable information. For example, GCC recently announced that it was recently ranked as the fourth best community college in New York State by EDsmart.com (S2\_C6\_EdSmart). This recognition was based on an objective assessment of factors such as affordability, student success rates, and academic quality.

To ensure accountability, GCC's Marketing Communications Office actively monitors public communications through multiple feedback channels, including email, phone, and social media, and the team ensures that all press releases are reviewed by a minimum of two staff members. The department's phone and email account are actively monitored by four staff members, ensuring that if an inaccuracy is identified, the issue is promptly investigated with input from relevant departments. Once verified, GCC updates the information on its official platforms and publicly acknowledges the correction.

#### **Advertising Practices**

GCC adheres to ethical advertising standards by ensuring that promotional materials provide realistic depictions of the opportunities available to students. Student testimonials, such as those found on the SUNY GCC Blog (S2\_C6\_Evy Chen's Story) highlight the genuine success stories of graduates, reinforcing the College's commitment to authenticity. The College also avoids exaggerated claims about its programs, outcomes, and campus life.

In addition, GCC prioritizes inclusive representation in its admissions and marketing materials. With students from over 20 countries, the College ensures that its promotional content accurately reflects the diverse cultural backgrounds of its student body. This inclusivity is evident in publications such as the "GCC at a Glance Guide" (S2\_C6\_At a glance guide) which presents an accurate and welcoming representation of the campus community.

#### **Recruiting and Admissions Materials and Practices**

GCC ensures clarity in its admissions requirements, deadlines, and processes. The GCC College Catalog (S2\_C6\_GCC-College-Catalog-Admissions) provides explicit admissions criteria, making it easy for prospective students to understand their eligibility and application requirements. Additionally, student checklists, forms, and resources are readily available on the College's public-facing website (S2\_C6\_Student Success Center) offering comprehensive guidance to applicants.

Notably, GCC's recruitment and admissions materials and practices are informed by the guidelines from national organizations such as the National Association of College Admissions Counseling (NACAC, S2\_C6\_NACAC Guide to Ethical Practice in College Admission), local organizations such as

the College Admission in the Rochester Area (S2\_C6\_CARA Procedures Manual), and the SUNY College Admissions Professionals (CAP, S2\_C6\_SUNY CAP Mission and About) group.

Transparency extends to financial aid, scholarships, and campus life. Information—about tuition assistance, scholarship opportunities, and student support services—is easily accessible on the Office of Financial Aid’s homepage (S2\_C6\_Financial Aid Homepage), allowing students to make informed financial decisions. The Student Handbook (S2\_C6\_GCC Student Handbook) also provides details about academic expectations, campus policies, and available support services.

GCC also emphasizes student-centered communication by providing prospective students with realistic expectations about academic challenges and available support services. The Office of Access and Accommodation Services ensures that students with disabilities receive necessary accommodation and support. Additionally, the monthly "Stall Wall" newsletter (S2\_C6\_StallWallMarch2025) from the Student Accounts Office keeps students informed about important financial deadlines and updates.

### **Internal Communications**

GCC values open communication among faculty, staff, and administration. To encourage transparency and constructive feedback, the College conducts regular surveys to assess the effectiveness of internal messaging. For example, the Fall 2024 GCC Communications Survey (S2\_C6\_Communications Survey 2024) aimed to evaluate the current state of communication within the institution, identify strengths and weaknesses, and gather suggestions for improvement.

GCC ensures consistent messaging across all departments. Internal announcements align with the broader communication strategy, ensuring that faculty and staff receive coherent and coordinated updates. Monthly publications such as "NewsNotes" (S2\_C6\_Newsnotesinternalcomm) provide faculty and staff with institutional updates, while the *News & Announcements* (S2\_C6\_GCC-News-MyGCC) page on the myGCC portal helps keep the College community informed about important developments. The effort to maintain transparency in public relations, advertising, admissions, and internal communications, GCC upholds its commitment to ethical communication practices and fosters trust among campus stakeholders.

## **Policies, Services & Programs (S2.C7)**

### **Promotion of Diversity, Equity, and Inclusion (S2.C7a)**

GCC promotes diversity, equity, and inclusion (DEI) through its curricula, college-wide programming, and professional development offerings.

In accordance with changes in SUNY’s General Education (Gen Ed) requirement, GCC built Diversity, Equity, Inclusion, and Social Justice (DEISJ) as a formal, required knowledge and skill area into its Gen Ed framework, along with the following associated courses: GEO 102 (S2\_C7\_GEO102), Human Geography, HUS 205 (S2\_C7\_HUS205), Human Diversity and Social Justice, MUS 204 (S2\_C7\_MUS204), Rock and Roll History, MUS 109 Hip (S2\_C7\_MUS109), Hop Music and Culture, POS108 Rights (S2\_C7\_POS108), Liberties and Justice for All: Constitutional Law for a Changing America, PSY 104 (S2\_C7\_PSY104), Introduction to Psychology, SOC 205 (S2\_C7\_SOC205) Human Diversity and Social Justice, and SOC 101 (S2\_C7\_SOC101) Introductory Sociology. In addition to curricular content, GCC is attentive to its curricular structure and the ways in which its programs are

supported and promoted, particularly for non-traditional students. More specifically, 40% of GCC's student population are considered *nontraditional* (i.e., over the age of 25), and many are often juggling additional responsibilities such as full- or part-time jobs, child or elder care, and significant financial commitments/stressors. To support this student population, the College published a checklist for adult learners (see GCC's Adult Student Checklist) (S2\_C7\_Adult Learners- Genesee Community Col.) and has endeavored to establish and promote microcredentials as a stackable, marketable educational experience. Microcredentials—which are opportunities for students of all ages to develop skills with concentrated coursework in a particular area of study—differ from traditional degrees and certificates in that they are generally offered in shorter or more flexible timeframes and tend to be more narrowly focused (Microcredentials at Genesee Community College). (S2\_C7\_MicroCredentials-Genesee Community)

The Office of SEI supports a robust calendar of events on campus, which contributes to a sense of community and belonging at GCC. In addition to fostering a campus climate of respect (as mentioned in section S2.C2 of this chapter), much of the college-wide programming facilitated through the Office of SEI also serves to promote DEI. Promoted through social media and a digital monthly newsletter that is emailed to the campus community (see sample SEI events email [S2\_C7 SE&I FYI October 2025 Newsletter Email] and SEI Digital Newsletter ).

Finally, the College supports DEI through its professional development offerings for Faculty and Staff. Beyond the numerous faculty development opportunities that were offered to support Faculty efforts to develop courses to honor the recent DEISJ Gen Ed requirements, the promotion of diversity, equity, and inclusion is evident in the recent establishment of *Belonging* as a recurring theme of the College's semi-annual *Professional Development Days* (PAD). Most recent PAD events featured a session entitled "Teaching Roundtable Discussion: Tiny Mighty DEISJ Interventions," and multiple sessions on digital accessibility and pedagogical approaches to fostering respectful environments and students' sense of belonging (see Spring 2025 [S2\_C7\_PAD Schedule Spring 2025] and Fall 2025 [S2\_C7\_PAD Schedule Fall 2025] PAD schedules). Such sessions provide opportunities for Faculty to identify instructional, curricular, or assessment challenges and discuss best pedagogical practices for advancing DEISJ knowledge and skills. In addition to these professional development opportunities—that are optional and open to both Faculty and Staff—the College continues to use Vector, an online learning management system, to facilitate training in multiple areas, including diversity, equity, and inclusion. This training is required annually for all employees.

### **Promotion of Affordability and Access (S2.C7b)**

GCC strives to be a maximally affordable and accessible institution, serving students throughout the GLOW region via the Batavia, Medina, Dansville, Arcade, and Warsaw locations. GCC's residential housing complex, *College Village*, provides between 390–450 beds, depending on repairs and updates, giving students an option to live on campus close to classes. Beyond the multiple points of access and the residential extension of its physical campus, GCC promotes affordability and accessibility through its policies, services, and programs.

GCC promotes access to its educational offerings by offering educational experiences in multiple modalities, across multiple *parts-of-term* (i.e., part of the semester), and in a variety of *stackable* curricular paths. More specifically, students may register for class in any modality (face-to-face classes, as well as synchronous, asynchronous, and hybrid and hyflex courses) and have access to

the resources and services necessary to successfully complete these courses. The College also offers full semester (15-week), 12-week, and 7-week classes, available during the fall and spring semesters as well as summer and winterim sessions. High school students throughout the GLOW region have access to GCC educational offerings through the College’s largest dual enrollment program—the Accelerated College Enrollment (ACE) program—which offers approximately 230 classes each semester. Lastly, GCC encourages and guides students to pursue as much education as they want or need, empowering students to obtain a certificate, microcredential, degree, transfer pathway, or pursue any combination of learning paths that aligns with their goals.

Beyond the range of curricular paths and flexibility of GCC’s educational offerings, the College strives to offer the services required to remove barriers and help every student succeed.

The Office of Access and Accommodation Services recognizes the importance of (1) helping faculty implement accommodations into their course design and (2) helping students receive the accommodation(s) and academic adjustments they need. In accordance with the requirements of the Americans with Disabilities Act (ADA), the College provides reasonable accommodations for the known limitations of individuals with physical and/or cognitive disabilities.

As guided by the College’s *Electronic & Information Technology Accessibility (EITA) Committee*, GCC is committed to making its digital and web-based content accessible to all individuals, particularly those with disabilities, and is continually working to increase accessibility and usability (see sample EIT Committee meeting minutes [S2\_C7\_EITA Agenda & Minutes-Oct25]). In accordance with the most recent revision of Title II ADA requirements (effective April 2026), GCC has incorporated best practices in web design to ensure that the pages are accessible to those with physical and visual impairments (e.g., students who require electronic screen readers, those who are color blind, and those who cannot use a mouse) and a local Title II Action Plan (S2\_C7\_Title II Action Plan) for ensuring all digital resources are adequately accessible.

Affordability is also an institutional priority for GCC, as evident in several student-centered services and programs designed to remove financial barriers:

GCC’s Library provides students who may not have access to devices appropriate to complete schoolwork through its Laptop Loans for Students (S2\_C7\_Laptop Loans for Students) service. The College also provides free Wi-Fi and work states, with computers, in the library for students who need them. These efforts help to ameliorate some of the common financial challenges that contribute to access issues for students.

The Genesee Promise Plus (GPP, S2\_C7\_Genesee Promise Plus – Genesee Communit) program aims to remove financial barriers to higher education for citizens in the GLOW region. Through this program, GCC offers summer scholarship opportunities for three distinct student populations: new adult college students, high school seniors (soon-to-be graduates), and high school juniors (or rising Seniors). Established in 2023, Genesee 4 Life (S2\_C7\_Genesee4Life – Genesee Community College) is an innovative program allowing all GCC graduates to return to take credit-bearing courses, tuition-free, for life. Returning students have the opportunity to prepare for new careers, pursue transfer education opportunities, or gain new skills for personal pursuits.

### **Support for Students to Understand Funding Sources and Options (S2.C7c)**

GCC's Office of Financial Aid (S2\_C7-FinAid) offers students information about tuition, scholarships, loans, aid application process, types of aid, and eligibility. GCC enables students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. This is accomplished through award letters, videos, publicly posted notices, campus-wide digital displays, and websites. From the point of registration, all students are presented with a Financial Responsibility Agreement (S2\_C7 Sample Student Financial Agreement).

Through the generosity of the many supporters of the Genesee Community College Foundation, the College offers various scholarships (S2\_C7 Foundation Scholarships) that promote study in fields, critical to the well-being of the communities it serves, as well as many need or merit-based scholarships. Students are encouraged by the financial aid office to apply for Foundation Scholarships by completing a quick application available in the myGCC portal. In addition to the extensive promotion of cost reduction strategies, financial aid and scholarships, GCC also offers additional funding to students pursuing a variety of special programs. For example, information is provided to students about scholarships available to those in the Honors Program, as well as students living on campus at College Village. The College's website also includes information about several programs designed to promote participation in higher education by providing students with guidance, direction, and/or advice for mitigating the cost of college: Collegiate Science & Technology Entry Program (CSTEP) (S2\_C7\_Collegiate Science & Technology Entry P), TRIO Adult Educational Opportunity Center (AEOC), (S2\_C7\_Adult Educational Opportunity Center) Upward Bound, (S2\_C7\_Trio Upward Bound- Genesee Community C) and Pathway to Success, (S2\_C7\_Pathway to Success- Genesee Community).

Additional scholarships are available when a student demonstrates financial need beyond their financial aid or other scholarship awards (see Scholarships [S2\_C7 GCC Scholarships] page on the GCC website). Students who are experiencing an urgent financial need are encouraged to contact their success coach or academic advisor about emergency funding that may be available. Students must have exhausted all other types of aid, scholarships and public assistance before requesting funding. GCC offers an interest-free monthly payment plan to students who do not qualify for sufficient financial aid.

The Student Accounts Office continues to distribute "The Stall Wall" (S2\_C6\_StallWallMarch2025) a monthly newsletter, posted in every restroom that includes information about add/drop dates, withdrawal dates, refund schedules, tuition due dates, and Certificate of Residency due dates. The extensive methods of communication ensure students have many opportunities to make critical decisions impacting the cost of their education and potential debt ahead of important deadlines, helping prevent unnecessary charges and fees.

Students receive targeted communications—welcome letters and a video message—throughout the semester to inform them of important dates and debt incurred. An award letter gives detailed information about costs that are covered and what is owed. Students must complete mandatory loan entrance counseling with the federal government prior to disbursement of their loans to their accounts. Students may also view the SUNY Financial Aid Plan in their myGCC account, which offers students an idea of loan debt and graduation rates for GCC.

## Compliance (S2.C8)

GCC is in compliance with government laws and requirements as well as MSCHE policies and procedures. The following subsections review the processes in place for numerous facets of the College's efforts to maintain, document, and communicate this compliance to all relevant stakeholders.

### Information for Students and the Public and Accreditation Status (S2.C8a & S2.C8b)

In compliance with government laws and regulations—as well as MSCHE policies and procedures—GCC maintains established channels for the required sharing of information with students and the public. The College routinely updates its Consumer Information webpage (S2\_C8\_Consumer Information) to convey current information about numerous facets of the College's operation, including general institutional information, finance related information, GCC's *Online Student Handbook*, academic information and athletic information.

More specifically, this public delineation of policies, procedures, and reports conveys a wealth of information about GCC's general operations (e.g., Fall Census Student Enrollment at GCC, [S2\_C8\_GCC-Fall-Census-Student-Enrollment-Stat] Student Cohort Outcomes by Academic Program, [S2\_C8\_GCC-Outcomes-by-Academic-Program] Accreditation, [S2\_C8\_Accreditation-Genesee Community Colle] and the Annual GCC Security [Clery] Report) [S2\_C8\_AnnualClerySecurityReport] finance related matters (e.g., Tuition and Fees [S2\_C7\_Tuition&Fees], Tuition Refunds [S2\_C8\_RD-Tuition Refunds-Genesee Community Co], and Financial Aid), [S2\_C8\_RD-Financial Aid-Genesee Community Co] the online Student Handbook, [S2\_C6\_Student Handbook-Genesee Community Co.] academics (e.g., Academic Calendar, [S2\_C8\_Academic Calendar] Classroom Policies, [S2\_C3\_Pol&Proc] and Probation and Academic Standing), [S2\_C8\_Probation and Academic Standing] and athletics (e.g., Equity in Athletics Data Analysis Reports, [S2\_C8\_Equity in Athletics Data EADA Reports] Right to Know Student Athlete Graduation and Transfer Rates) [S2\_C8\_Right to Know\_Completion Rates\_Athletes]).

### Assessments, Graduation Rates, Retention, Certification and Licensure (S2.C8c)

Through its *Customer Information* webpage, GCC demonstrates full and public disclosure of institutional data on graduation (see Outcomes by Academic Programs) (S2\_C8\_GCC-Outcomes-by-Academic-Program), retention (see Persistence Retention Graduation Transfer Rates), (S2\_C8\_GCC-Persistence-Retention-Graduation) certification and licensure or licensing board pass rates (see licensing pass rates for Nursing AAS, [S2\_C8\_NUR Licensure Exam Pass Rates] Physical Therapy Assistant AAS, [S2\_C8\_PTA Licensure Exam Pass Rates] Respiratory Care AAS, [S2\_C8\_RCP Licensure Exam Results] and Veterinary Technology AAS) [S2\_C8\_VetTech Licensure Exam Pass Rates].

### Compliance with the Commission's Requirements of Affiliation (S2.C8d)

GCC has documented compliance with the MSCHE Requirements of Affiliation (RoA). More specifically, in compliancy with RoA 1, the College is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees, and this authorization is from an appropriate governmental organization or agency as required by each of the jurisdictions, regions, or countries in which the institution operates (see SUNY Resolution of 4/13/67 [SUNY Resolution 4-13-1967]). In compliance with RoA 2, the College is fully operational, with students actively enrolled in its degree programs (see GCC's 2024 IPEDS Feedback Report and the National Institute for Educational Statistics' Genesee Community College Institutional Profile).

GCC's numerous graduating classes demonstrate compliance with RoA3, and in compliance with RoA 4, the College remains committed to communicating with the MSCHE in English (see Aug 2025 Commitment Letter from President Craig R. Lamb).

### **Student Identity Verification in Distance Education (S2.C8e)**

Consistent with College Procedure 300 (S2\_C6\_300), all GCC Students, particularly those participating in online courses, need to submit "evidence of graduation or anticipated graduation from an approved high school, or a high school equivalency diploma, via official transcripts from high schools and all postsecondary schools attended." To verify student identities, the College requires multi-factor authentication to establish their GCC ID and password.

To safeguard the privacy of all students' information—and consistent with College Procedure 247 (S2\_C8\_E\_Confidentialityproc247) on Confidentiality and College Procedure 409 (S2\_C8 Procedure 409) on Access to Student Records—the GCC's Records Office follows a clear process for verifying students' identification for account access and electronic transmission of information (see Records Office Internal Process for Student Identify Verification) (S2\_C8 Records Office Internal Protocol for ID Verification).

### **Disclosure of Institutional Changes (S2.C8f)**

Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues are disclosed in a timely and accurate fashion. Disclosure happens via a number of formal and informal channels. Formal digital channels include routine, recurring campus communications such as GCC's monthly *NewsNotes* (S2\_C6\_newsnotesinternalcomm) publication, the internal inventory of College Procedures, frequent press releases and news posts on the GCC website (e.g., S2\_C8\_Sample [Press Release SUNY Reconnect](#)). Internally, and perhaps less formally, numerous campus-wide and division/department specific channels exist to enable College leaders to disclose institutional changes. These include all recurring meetings (e.g., monthly Academic Senate and Teaching Area meetings, and the semesterly PAD *Welcome Back* sessions).

The extent to which governance structures' activities are documented also supports the timely disclosure of institutional changes. For example, the College maintains a repository of Board of Trustees meeting agendas (S2\_C8 Board of Trustees Meeting Agendas) and a repository of Academic Senate meeting agendas and minutes (S2\_C8 Academic Senate Agendas and Meeting Minutes).

### **Periodic Assessment (S2.C9)**

Consistent with GCC's Policy 1001: Policy Formation and Dissemination (S2\_C9\_Pol100PolicyFormation) the President fulfills the responsibility for maintaining and publishing a current list of all Board-approved policies. The Board of Trustees' *policy committee*, on which the President serves, has committed to a three-year cycle for the periodic review and update/reaffirmation of all college policies. Dates of Board approval for all policies are currently documented in Board meeting agendas and minutes (see sample Board of Trustees meeting agenda [S2\_C9 BoT Dec 2025 Agenda]) and when the current policy review cycle concludes (anticipated March 2026), the Board plans to implement a streamlined documentation process. Through a similarly structured periodic review process, the President—in collaboration with Cabinet—is

tasked with reviewing and publishing all college procedures. To document their ongoing progress, Cabinet maintains a procedure tracking document (S2\_C9\_Procedure Tracking 2023) to maintain an inventory of procedures and their dates of establishment and approval.

The College also engages in the periodic assessment of its campus climate. Specifically, GCC's biannual participation in SUNY Sexual Violence Prevalence Campus Climate Survey (S2\_C2\_sexualviolenceprevalencesurveyemail) aligns with the College's commitment to ensuring a hospitable environment for faculty, staff, and students. Results are published (S2\_C2\_Sexualviolenceprevalencesurveyemail) on the Title IX webpage and are reviewed by the campus Title IX Coordinator and the Dean of Students, and recommendations are shared with the Cabinet.

Similarly, in Spring 2024, the campus participated in the SUNY DEI Campus Climate Survey (S2\_C2 SUNY DEI Campus Climate Survey Student Data Report Genesee 2024), the results of which were reviewed by the Executive Director of Human Resources and the Community Diversity Equity Specialist and shared with the Chief Diversity Officer. In response to these survey results, Cabinet prioritized the following projects: Review and updating of College Procedure 137 (see Procedure 137: Freedom of Expression [S2\_C2\_Proc 137]), completion of online training on campus protests by Campus Safety staff, completion of required Title IV training by all employees, and the completion of tabletop exercises (related to campus protest scenarios) by Cabinet, the Dean of Students, and Campus Safety.

Finally, the College has participated in the Great Colleges to Work For Survey (S2\_C2\_GCTWFSurvey) on a biannual basis since 2013. Results are analyzed by the Executive Director and presented to various stakeholders on campus, starting with the Office of Human Resources (S2\_C2\_directormeetingagenda) and the President's Cabinet (S2\_C9 Cabinet Agenda Dec 2025). Following the overview provided to Cabinet, divisional vice presidents share and discuss the survey results (S2\_C9\_Great Colleges To Work For Results 2025) with their respective direct reports. The College demonstrates an ongoing commitment to its institutional values of *community*, *diversity*, *integrity*, and *respect* through its efforts to promote and assess a positive and inclusive campus climate.

### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 2 and the associated requirements of affiliation. GCC upholds strong ethical standards through clear policies that inform procedures on academic freedom, nondiscrimination, conflict of interest, equity in employment, and grievance procedures. A culture of respect is reinforced through professional development, compliance training, Title IX processes, and coordinated communication channels. The College demonstrates integrity in internal and public communications and maintains transparent processes that support student and employee rights.

### **Action Item**

1. Explore and evaluate the benefits of crafting a local GCC ethics policy to inform decision making on personnel matters, governance procedures, and business operations (as opposed to referring to the Genesee County Ethics Policy for such matters).

## STANDARD 3—DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

**An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.**

### **Programs Leading to a Degree or Credential (S3.C1)**

#### **Program Design (S3.C1a)**

GCC's portfolio of credit-bearing and non-credit offerings—all of which are designed to lead to a degree or other higher education or industry credential—consists of coherent student learning experiences that promote synthesis of learning and are of sufficient length and breadth to earn a specific credential. Established processes for developing and revising programs help maintain both quality and rigor in the College's credit and non-credit offerings.

The College's commitment to promoting synthesis of learning through comprehensive capstone projects, the creation of professional portfolios, and experiential learning is formally codified in the syllabi for its credit-bearing (S3\_C3\_GCC-Course-Catalog-2425) and non-credit (S3\_C3\_CTE Programs-Noncredit\_2024) programs. Sample syllabi include:

- BIO152 Syllabus (S3\_C1\_BIO152 Syllabus)
- BUS217 Syllabus (S3\_C1\_BUS217 Syllabus)
- CRJ110 Syllabus (S3\_C1\_CRJ110 Syllabus)
- ENG107 Syllabus (S3\_C1\_ENG107 Syllabus)
- NUR222 Syllabus (S3\_C1\_NUR 222 Syllabus)
- PSY210 Syllabus (S3\_C1\_PSY210 Syllabus)

GCC follows a thorough, shared-governance approval process for both credit and non-credit offerings for the creation of new academic programs, changes to current academic programs, courses, and microcredentials, as well as changes to current non-credit programs. Approval for credit-bearing proposals must be received by the Academic Dean, Curriculum Committee, Academic Senate, Provost, College President, and Board of Trustees. Approval for non-credit courses (S3\_C3\_CTE Programs Non Credit) must be vetted through the Business and Employee Skills Training (BEST) Center's Executive Director.

#### **Appropriate Credit Hours, Content, and Length for the Credential (S3.C1b, S3.C1c)**

The process for the creation of new curriculum and the revision of current curricula is detailed in Procedure 303 (S3\_C1\_Procedure 303). A rigorous vetting process ensures that each new program meets, or that program changes continue to meet, the requirements of GCC's General Education (Gen Ed) Plan, the State University of New York (SUNY) Gen Ed Plan, and SUNY Seamless Transfer requirements, as well as complies with SUNY's 64-credit hour cap. Similar shared-governance processes are in place for the creation of topics courses (S3\_C1 Procedure 303.1\_Reaffirmed), the creation of credit microcredentials (S3\_C1 Procedure 303.2), and the creation of non-credit microcredentials (S3\_C1\_Procedure 303.3).

Once a program has been approved through GCC's shared governance process, new and significantly revised programs are submitted to SUNY for approval. SUNY then forwards all

approved programs to the NYS Department of Education (NYSED) for their approval and official registration. The vetting and approval process is detailed in the SUNY Guide to Academic Program Planning (S3\_C1\_SUNY-Guide-to-Academic-Program-Planning).

GCC adheres to Procedure 316 (S3\_C1\_Procedure 316 Credit Hour Contact Hour) ensuring new courses are assigned the proper credit hours and contact hours. The Records Office provides guidelines on common scheduling practices and the College's master schedule of offerings.

To ensure all credit-bearing programs remain relevant and are appropriate in scope, duration, and sequence, GCC engages in a six-year cycle (S3\_C8\_Program Evaluation Six-Year Cycle 2025) of academic program evaluation for all degree programs. GCC's periodic program evaluation, described in greater detail in Chapter 5, consists of internal and external components: critical program elements—including program and course learning outcomes, transfer and employment rates, and curriculum maps—are reviewed and documented in a written report. The findings are shared with external reviewers who are experts in the discipline. The program Academic Program Evaluation Template (S3\_C8\_Program Evaluation Report Template) includes sections on program design (S3\_C8\_Program Evaluation Worksheet Section B), student learning in the program (S3\_C8\_Program Evaluation Worksheet Section C), program faculty (S3\_C8\_Program Evaluation Worksheet Section D), students in the program (S3\_C8\_Program Evaluation Worksheet Section E), institutional support (S3\_C8\_Program Evaluation Worksheet Section F), curriculum maps (S3\_C8\_Curriculum Maps Instructions), guidelines for external review teams (S3\_C8\_Program Evaluation Worksheet Section H), and an external review team report template (S3\_C8\_External Review Team Report Template). Academic programs are expected to engage with external reviewers, who offer recommendations for program improvement. Examples include recommendations for the following programs: Business Administration AS (S3\_C8\_BusAd AS Program Review), Entrepreneurship AAS (S3\_C8\_Final\_Entrepreneurship), Fashion Business AAS (S3\_C8\_Fashion Business Assessment Report 2024), Human Services AAS (S3\_C8\_Program Evaluation Report HUS AAS Degree), Human Services AS (S3\_C8\_Program Evaluation Report HUS AS Degree), and the Individualized Studies AAS (S3\_C8\_2024 Individualized Studies).

To ensure all non-credit technical and professional offerings are relevant and appropriate in scope, duration, and sequence, the BEST Center routinely engages with advisory committees—primarily the Advanced Manufacturing Advisory Committee (S3\_C1\_BEST Center Mfg Advisory Agenda 10.16.25)—to keep abreast of industry trends/needs and solicit input, as needed, on technical programs' curricula and renovations to lab spaces. The BEST Center also routinely solicits feedback on both course curricula and training/learning experiences from industry and corporate partners to ensure professional offerings are current and reflective of regional employers' workforce needs. For example, the BEST Center solicits feedback via participant surveys from both employers (S3\_C1\_BEST Center Employer Course Eval) and employees (S3\_C1\_BEST Center Employee Course Eval) upon the completion of all corporate training experiences.

All stakeholders can access the policy, procedures, and results of all assessment and program reviews online via the Office of Institutional Research and Planning's page on the GCC website (S3\_C8\_Institutional Research).

## **Professional, Qualified Faculty (S3.C2)**

### **Rigorous and Effective Faculty (S3.C2a)**

In accordance with its mission of fostering “exceptional teaching and educational opportunities,” GCC prioritizes the recruitment, support, and retention of faculty who are rigorous and effective in their instructional and assessment practice. To that end, and in accordance with Procedure 236 *teaching effectiveness, professional growth and development, and service to the college community* are the critical criteria by which all full-time faculty are evaluated (S3\_C2\_Procedure 236). Notably, this college procedure—and the associated performance review process—is currently being collaboratively updated by academic program directors and the provost, with input from the College’s Joint Labor Management Committee, with an anticipated implementation date of Fall 2026.

### **Qualified Faculty (S3.C2b)**

Individuals’ qualifications, credentials, and professional experiences are thoroughly reviewed and vetted before they are offered any opportunity to teach at GCC. Consistent with NYSED guidelines and various accreditor requirements, a master's degree in the discipline, or a closely related discipline area, is required to teach at GCC. Searches for all part-time and full-time teaching appointments are conducted via a consistent and transparent process that is coordinated by GCC's Office of Human Resources, which begins with the communication of requisite credentials and experience in a formal job description (S3\_C2\_Genesee Community College Job Posting). The qualifications of high school teachers who wish to teach in GCC's Accelerated College Enrollment (ACE) program are reviewed by ACE program staff and full-time faculty using the specific criteria outlined in Procedure 249 (S3\_C2\_Procedure 249 ACE Instructor Quals). All faculty are screened by the appropriate program director, discipline faculty, and/or academic dean through the hiring process. The Campus Center Associate Dean and/or the Director of Online Learning are also involved in the adjunct hiring process. As evidenced by the transcripts on record for all faculty new hires, nearly 100% of all GCC faculty have a master's degree in their field, and 29% of faculty hold terminal degrees in their respective fields of study. Consistent with NYS Department of Education guidelines (S3\_C2\_NYSED Department Expectations Faculty) and on very rare occasions under specific conditions, individuals without a master's degree or corresponding graduate coursework who possess specific industry training and/or qualifications might be allowed to teach certain specialized courses. For example, individuals have been hired to teach blueprint reading courses who do not have specific graduate training in that area.

### **Sufficient Number of Faculty (S3.C2c)**

GCC employs approximately 70 full time faculty (S3\_C2\_Full\_Time\_Faculty\_2024) and 300 adjunct faculty (108 adjunct faculty and 192 ACE adjunct faculty) to design, deliver, and assess all student learning experiences at the College. The College's student/faculty ratio is 14:1, with an average class size (S2\_C2\_Class\_Size\_Data\_GSI\_2024) of 15 students. Although the class sizes at GCC are typically limited to 32 students, the vast majority of GCC's courses in any given term are delivered with fewer than the class maximum. These ratios ensure sufficient contact and engagement between the faculty and students in every class. To further illustrate the amount of time faculty can spend with students, the average full-time faculty load per semester (S3\_C2\_Enrollment Class Size) is 14 credits, while the adjunct average load per semester is 5 credits.

The number of full-time faculty directly aligned with or assigned to an academic program or discipline area is determined several ways, including, but not limited to, the number of students in the given program/discipline area, faculty-student ratios needed to meet program accreditation requirements, specific discipline or content area expertise needs, and long-term program sustainability. As with all positions at GCC, faculty departures from the College due to retirement, resignation, or other circumstances prompt a thorough review and needs analysis of the vacated full-time faculty line by the academic dean and Provost/Vice President of Academic Affairs. The review of faculty lines is performed to serve the current and future needs of all GCC students. Additional information about the College's approach to staffing in these circumstances can be found in Standard 6.

### **Opportunities and Support for Professional Growth and Innovation (S3.C2d)**

Faculty have ample opportunities to develop their teaching skills, pursue meaningful growth and professional development opportunities, and engage in mission-driven college service (e.g., participation in any number of shared governance or college-wide committees and student-focused activities [S3\_C2\_Student Groups]). Faculty participate in ongoing internal and external training and development opportunities, which provide support for faculty to continuously improve their instructional and assessment practice. Faculty are routinely notified of upcoming professional development opportunities, typically via email (e.g., S3\_C2\_Brightspace News Aug 2025), and they are encouraged to craft a personalized development plan with their supervisors to promote their own professional growth, both in their respective disciplines and in their discipline-specific pedagogical and assessment practice. This is true for all faculty of all levels and status—including all dual-enrollment and non-credit instructors—and is formally codified as a criterion of consideration during GCC's performance review process for faculty.

GCC supports many avenues for faculty development activities. Every full-time faculty member receives a contractual \$485 of funding annually to be used to support their professional development. Expenses eligible for professional development funding include, but are not limited to conferences, workshops, training sessions, seminars, webinars, books, subscriptions, and professional memberships and dues (see GEA Contract, Section 9.2h, S3\_C2\_GEA\_Contract 2025 to 2028).

Additional means for faculty development support include:

- Competitive professional funding awards are available to support professional growth and innovation among the faculty. The President's Innovation Award (S3\_C2\_President's Innovation Award Program) and the Academic Senate's *Academic Innovation Awards* are competitive funding sources supporting pilot projects intended to enhance innovative student and community projects annually.
- Several faculty members have attended conferences or training programs through the support of Federal Perkins and Title III grants. In addition, the College's Director of Grant Services works with faculty members and academic deans to write targeted training opportunities into grant applications.
- GCC has Professional Activity Days (PAD, S3\_C2\_PAD Schedule Fall 2025) prior to the start of each Fall and Spring Semester, and a spring "micro-conference" called Mini-Summit (S3\_C2\_MiniSummit 2025 program FINAL) for all faculty and staff. These events provide faculty and staff with the opportunity to gain new knowledge about campus initiatives,

procedures, and technology. The majority of PAD and Mini-Summit sessions are facilitated by GCC faculty and staff, yet these events also feature opportunities to engage with external collaborators from the GLOW region and colleagues from SUNY peer institutions. These events highlight innovative teaching and learning practices happening at GCC, while affording faculty and staff to collaboratively explore approaches to college-wide challenges and/or SUNY-wide initiatives.

- A variety of educational technology training for faculty on the Brightspace Learning Management System and on educational equipment (e.g., AV presentation systems, virtual meeting software, etc.) is available on demand and at pre-scheduled training sessions (S3\_C2\_Brightspace Sessions Fall 2025) throughout the year. The Office of Online Learning supports ongoing training for faculty teaching in online and hybrid modalities.
- Scheduled workshops and drop-in sessions (S3\_C2\_Brightspace News Aug 2025) to support faculty with digital accessibility to meet Title II requirements underscore GCC's concentrated effort to achieve/demonstrate compliance with upcoming federal mandates.
- The College provides annual FERPA, Safe Workplace (Right to Know), Title IX and Sexual Harassment, Hazing Awareness and Prevention, Drug-Free Workplace, and Workplace Violence Awareness and Prevention training—delivered in the form of online workshops (S3\_C2\_HR Reminder Mandatory Training) via SafeColleges (S3\_C2\_Safe Colleges)—to all employees.
- The ACE Programs office helps with training, professional development events, and other related expenses for high school-based ACE faculty. Eligible expenses include books, subscriptions, and classroom materials. ACE faculty are also eligible to take courses at GCC tuition-free, as are other adjunct faculty. The ACE Programs office facilitates annual training events for ACE teachers that are designed and conducted by full-time GCC faculty.

The effectiveness of and benefits gained from the programs listed above are assessed both formally and informally. Each semester, the Office of the Provost monitors attendance at individual PAD sessions and solicits participant feedback on PAD (S3\_C2\_PAD Participant Feedback Spring 2025). Also, in addition to tracking attendance for their professional development offerings, the Office of Online Learning surveys all online faculty (S3\_C2\_Online Faculty Feedback Survey Spring 2025) annually. Less formally, both offices also engage frequently with Faculty as part of their ongoing effort to tailor professional development offerings to Faculty needs. In accordance with the recently revised Academic Senate Innovation Projects Award guidelines (S3\_C2\_Academic Innovation Project Award Guidelines), after having a project funded by the Senate's Educational Initiatives Committee, Faculty must also present a project status report to the committee and present their project's impact on learning outcomes to the College community at an Academic Senate meeting.

### **Regular and Equitable Review Process (S3.C2e)**

GCC has a tiered process in place at GCC to ensure faculty are performing effectively in the classroom, as guided by Procedure 220 (S3\_C2\_Procedure 220) and the the College's Faculty Handbook (S3\_C2\_Faculty\_Handbook\_2023). Notably, GCC does not have a tenure system for full-time faculty. Rather, faculty members earn *continuing appointment* status when they consistently demonstrate a commitment to professional growth and a demonstration of a high level of teaching skill over a four-year probationary period. Yearly evaluations (S3\_C2\_Faculty Evaluation Form) of all new faculty are conducted by supervising program directors and deans until an initial continuing

appointment is recommended. After the initial continuing appointment, evaluations occur every two years, with a major evaluation for the renewal of the continuing appointment every fourth year. Additional information about faculty evaluation and review cycles can be found in Section 5.5 of the GEA contract (S3\_C2\_GEA Contract Sept 2025 to Aug 2028).

The performance of full-time academic faculty members is evaluated by the methods described in Procedure 236 (S3\_C2\_Procedure 236 Evaluation Guidelines). Teaching effectiveness, professional growth and development, and service to the college community comprise the main evaluative criteria for performance review. Sources of evidence/data for the faculty evaluation and promotion process include classroom observation, student evaluations, self-evaluation, peer evaluation, review of course content/materials, program/departmental external/internal institutional review processes, and/or other forms of evaluation as deemed appropriate. Librarians and counselors are faculty under the GEA contract and are evaluated in a similar fashion and are also eligible for promotion in the same manner. They use a derivation of the teaching evaluation process, adjusted to suit the nature of their roles and responsibilities. Librarians' professional development is supported by the unit budget after their own GEA funds are expended. Adjunct faculty are also evaluated on a regular basis by the processes described by Procedure 251 (S3\_C2\_Procedure 251 Evaluation Guidelines). All adjunct faculty who are in their first teaching assignment at GCC are evaluated through this institutional process. Returning adjunct faculty teaching in a new assignment (e.g., teaching in a new department, a new discipline course, a new delivery modality [online, hybrid]) are also evaluated in that first new-assignment term. As with full-time faculty, sources of evidence/data that inform the adjunct faculty evaluation process include classroom observations, student evaluations, self-evaluation, supervisor review of course content/materials, program/departmental external/internal institutional review processes, and the results from various surveys and reports. Student feedback on faculty instruction is collected on regular survey cycles by way of end-of-term course evaluations, which also provide a measure of a faculty member's teaching effectiveness, although the College is seeking ways to improve this process and encourage more robust student participation.

As mentioned, Procedures 236 and 251—and the associated performance review processes/documentation—are currently undergoing a revision process. The effort to update these procedures was initiated by a college-wide committee and is now being facilitated by the Office of Human Resources and the Provost/Vice-President of Academic Affairs, with significant input by the College's academic program directors and the College's Joint Labor Management Committee. The revised procedures are expected to be ready for Cabinet approval in late Spring 2026 with anticipated implementation in Fall 2026.

### **Program Requirements and Completion (S3.C3)**

GCC has clear and accurate descriptions of all academic programs, accessible via official publications (see GCC Course Catalog [S3\_C3\_GCC College Catalog 2425] and sample Curriculum Worksheet [S3\_C3\_Fashion Business Entrepreneurship AAS], which also communicate each program's expected time to completion. Additionally, interactive web-based platforms—Program Finder (S3\_C3\_Program Finder) and Degree Works (S3\_C3\_Degree Works)—allow students to map their course of study and track progress.

The College's published curriculum worksheets are updated by the Records Office in accordance with the College Procedure 303 (S3\_C1\_Procedure 303) on Curriculum Proposals and Revisions. Changes are initiated by program directors and faculty, then approved through shared governance, with SUNY and NYSED approval when required. As a means of verifying changes made throughout the year, the College conducts an annual review of the Course Catalog, coordinated through the Office of Marketing and Communications.

### **Microcredentials**

In further preparation for successful careers, GCC offers 16 microcredentials (S3\_C3\_Microcredentials List), which range from 3–12 credits in length and are assessed via authentic (performance-based) assessments in specific competencies related to a given field of study. Microcredentials are designed to focus on relevant training or skills to meet the needs of industries and employers. The benefit to students is that these stackable credentials can be attained within a shorter period than is required for an associate degree. Consistent with SUNY's explicit definition of microcredentials (S3\_C3\_SUNY Definition of Microcredentials), several of these opportunities allow students to directly enter the workforce. Notably, the College recognizes the need to review and update its approach to creating, tracking, and assessing these stackable educational experiences in response to SUNY's updated guidelines on the purpose and composition of microcredentials, as codified by a formal POA—Academic Affairs POA 3 (S3\_C3\_Academic Affairs POAs AY26)—and a recommendation included at the conclusion of this chapter of the self-study.

### **Non-Credit and Workforce Development/Technical Programs**

Descriptions of all non-credit and technical educational offerings are accessible via the BEST Center website. Specifically, the BEST Center homepage (S3\_C3\_BEST Center Homepage) lists all programs and offerings, grouped in each of the following categories: Professional Development (S3\_C3\_BEST Center ProfDev), Workforce Development (S3\_C3\_BEST Center WorkDev), Technical Programs (S3\_C3\_BEST Center Tech Programs), Online Training (S3\_C3\_BEST Center Online Training), and Driving Programs (S3\_C3\_BEST Center Driving Programs).

### **Support for All Students (S3.C4)**

GCC provides resources and learning experiences to ensure all students are able to meet their educational goals. In addition to the College Catalog (S3\_C3\_GCC College Catalog) students have access to program curriculum worksheets online to get a sense of what each semester will look like. Combined with Degree Works (S3\_C3\_Degree Works), which is a degree-auditing program housed in the College's intranet site (myGCC), students always have access to their academic status and their outstanding program requirements.

Guided by the curriculum worksheet and Degree Works, students can access the course schedule online and immediately see the modalities through which a course is offered (e.g., in-person, online asynchronous, Hyflex, or online synchronous). Descriptions of all courses and programs are available online.

Registered students receive multiple communications from the College to ensure they are prepared to start their courses on time. Students who opt for online courses receive emails from the College's online learning specialists explaining how to log in to Brightspace and access the Success Course for GCC Students (SCOS), which is open prior to the start of each term so that students can learn how

to use the LMS early on. The Office of Student Engagement and Inclusion invites students to New Student Orientation in Zoom, which includes a walk-through of the LMS and a review of support resources. These communication efforts are reinforced through social media and are reiterated through “Ask Me Anything” (AMA) sessions in Zoom.

Upon logging into Brightspace, students can access each of their courses. GCC’s online instructors utilize a design template in each course so that students can intuitively locate their syllabus, course schedule, instructor contact information, and all course resources and assignments. Students who opt to participate in the BookSmart program through the Barnes & Noble Bookstore also have immediate access to any electronic resources associated with a specific course.

Each course includes the Support Widget, (S3\_C4\_GCC Support Widget Contents in Brightspace), which contains information for accessing student resources in six areas:

- Technical (Brightspace support, GCC Help Desk, and alternative file formats)
- Academic (tutoring and faculty contact information)
- Library (Ask a Librarian, Course guides, Citation Guides, Instruction & Tutorials, library catalog, databases, and the library homepage)
- Personal (college guidance at the Student Success Center, personal counseling, resources for Access & Accommodations, Student Engagement and Inclusion, Financial Aid, Bookstore, Academic Deans, and information for out-of-state students)
- College Course Policies: (Accessibility statement, Plagiarism statement, Student Code of Conduct, No Show Compliance, and Netiquette)
- Accessibility and Privacy Policies (all publisher materials used in courses)

In Brightspace, students are automatically enrolled in the Success Course for GCC Students (SCOS), which reiterates the resources found in the Support Widget and provides learning opportunities related to LMS functionality, successful strategies for taking online courses, time management skill development, and study skills. While the College’s online learning specialists create and manage the SCOS, the resources and activities housed in it are valuable for all students, so those materials are not restricted.

GCC offers 208 distance education courses, and 20 degree and certificate programs (S3\_C4\_Online Learning Site) that can be completed 100% online, 19 programs that are 75% online, and 12 programs that are 50% online. In addition, the SUNY Gen Ed requirements for all programs can be completed online.

Eight of GCC’s online programs have earned SUNY Online+ designations (S3\_C4\_SUNY Online Plus), which are noted in SUNY Online promotional materials and are featured on their website. Per SUNY System Administration, this hard-earned designation "recognizes degrees and certificates that exemplify the best of what SUNY has to offer in online-enabled education" (See more on the SUNY Online website [S3\_C4\_SUNY Online Plus]). The following programs are recognized for fully meeting the SUNY requirements for faculty support, student support, experiential learning, and sustainability:

- Alcohol & Substance Abuse Studies AS (S3\_C4\_Alcohol and Substance Abuse AS)
- Computer Information Systems AAS (S3\_C4\_Computer Information Systems AAS)
- Criminal Justice AAS (S3\_C4\_Criminal Justice AAS)

- Criminal Justice AS (S3\_C4\_Criminal Justice AS)
- Human Services AAS (S3\_C4\_Human Services AAS)
- Human Services AS (S3\_C4\_Human Services AS)
- Liberal Arts & Sciences: Teacher Education Transfer AS (S3\_C4\_Liberal Arts and Sciences Teacher Education)
- Teaching Assistant AAS (S3\_C4\_Teaching Assistant AAS)

GCC's online courses are taught by 43 full-time and 54 adjunct faculty members, all of whom participate in professional development and follow GCC's "Expectations for Faculty Teaching Online 2023" (S3\_C4\_Expectations for Faculty Teaching) requirements. These expectations are shared with every instructor upon hire and throughout the initial development of their course. In addition to online faculty development focused on the LMS (S3\_C4\_Getting Started in Brightspace Module), Regular and Substantive Interaction (RSI, S3\_C4\_RSI Training in Brightspace), and best practices for online teaching (S3\_C4\_Best Practices for Online Teaching Module)—which all faculty are invited to, regardless of the modality in which they teach—online faculty engage with the Office of Online Learning's two instructional designers in a course review process utilizing the Open SUNY Course Quality Review Rubric (OSCQR, S3\_C4\_QSCQR SUNY Online Course Quality Review Rubric), plus an accessibility review. The online course review plan/cycle (S3\_C4\_Online Learning Course Review Plan) precedes the Academic Assessment Program Evaluation Schedule by one year, so that faculty know their online courses meet quality and accessibility standards as they embark on the program review process.

GCC is fortunate to have many of the same faculty members teaching online courses who also teach face-to-face courses. Online and in-person programs adhere to the same program learning outcomes, course learning outcomes, Gen Ed requirements, and Institutional Learning Outcomes (S3\_C5\_Institutional Learning Outcomes) so that students enjoy comparable learning experiences regardless of modality. The College's academic program evaluation process calls for comparative analyses of courses across modalities to verify that learning experiences are comparable (full description offered in Chapter 5).

In the 2022–2023 academic year, 1,466 students (27% of that year's enrollment) studied 100% online, while 1,579 (29%) enrolled in a mix of online and face-to-face courses (S3\_C4\_Online Student Data Updated). Post-COVID, the percentage of students taking at least one online course is trending upward: in Spring 2023, 78.5% (1,760) of GCC's credit-seeking students studied at least partially online; Spring 2024 saw 79.6% (1,864); and Spring 2025 reached 83.5% (1,999) students taking online classes.

Two dedicated staff members—*online learning specialists*—engage with students, virtually and in-person, to ensure student voices and feedback are taken into consideration during the course scheduling process. Students are encouraged to contact GCCOnline@genesee.edu with any questions or issues they would like to discuss and can make appointments to speak with staff members on the phone, in-person, or in Zoom through the Who's Next scheduling app. Students are urged to provide written feedback in the office's Online Learning Student Survey each spring. The Office of Online Learning uses students' comments (e.g., S3\_C4\_Online Learning Survey Results AY25) to improve scheduling, to inform outreach to faculty, and to identify courses to highlight as models. Student feedback is also a component of Online Learning's Functional Area Review (FAR

S3\_C4\_Online Learning-FAR\_2021-2024). completed every six years based on the OLC Scorecard (S3\_C4\_OLC Quality Scorecard).

GCC's Alfred C. O'Connell Library (S3\_C4\_Library Pages from GCC-College-Catalog) supports online students, campus-based students, faculty, and staff by ensuring that librarians are available in-person, via chat, and by phone during all open hours to help patrons locate, evaluate, and use information. The library provides PC and laptop workstations loaded with all the College's course-specific software, scanners, printers, and wireless internet access (S3\_C4\_Procedure 106.8). Over 85,000 volumes (S3\_C4\_Procedure 106.6) of circulating and reference print titles, 65 full-text databases, periodicals, eBooks, music CDs, and audiobooks are available (S3\_C4\_Proc106.7 Library Material Replacement). The Library's course reserves services (S3\_C4\_Library Course Reserves) provides an extensive collection of textbooks, science models, course-specific materials, and small equipment for in-library use. The interlibrary loan services provide rapid access to materials from other institutions nationwide.

The Alfred C. O'Connell Library staff, comprised of 11 FTE in 2023 (S3\_S4\_2023-2024\_Library\_IPEDS\_info), teach more than 200 hands-on information literacy classes per year in a fully equipped computer lab classroom, at all campus center locations and for online courses. They help with research and citations, and course-specific guides are also available via online instructional tutorials and videos. Library programming and events engage students with college and community life beyond the classroom. The Librarians also engage in a FAR process (S3\_S4\_Library\_Far\_2007-18) including updating Library procedures (S3\_C4\_Evidence of process to change procs\_202) as needed.

While the Library supports all GCC students and the broader community, GCC also supports smaller programs for specific student populations. Re-launched in Fall 2023, the GCC Honors Program (S3\_C4\_Honors Program), which has 16 enrolled students, is designed to challenge and encourage independent, creative, and interdisciplinary study for students with superior potential. As of May 2025, 8 students have graduated with Honors. Requirements for this program include completing two Contract Courses, which require students to complete an additional assignment in a course in which they are currently enrolled. Students must also work with an academic mentor to complete a semester-long capstone project. Both requirements require extensive use of library resources and considerable support from the Faculty and Staff. Once honors students complete their program requirements, they receive formal recognition at the GCC Awards Banquet, on their transcripts, and at graduation.

Finally, GCC is proud to host several grant-funded opportunities that assist students' program completion and transition into the workforce or a 4-year degree, as well as campus services (e.g., Child Care Center, College Bookstore, described below) that are known to assist students with their educational goals.

### **College Bookstore**

Leased and operated by Barnes & Noble College Booksellers, the bookstore (S3\_C4\_Bookstore Homepage) carries all class and college needs from new and used textbooks, rental books, ebooks, trade books, supplies, gift items, and imprinted college clothing. GCC participates in the Barnes and Noble College First Day™ program, locally branded as BookSmart (S3\_C4\_BookSmart). With

BookSmart, students receive all course materials before the first day of class, save 35–50% on the cost of course materials each term, and benefit from a personalized concierge service.

### **Child Care Center**

The newly renovated Child Care Center (S3\_C4\_Child Care Center) on the Batavia campus offers flexible scheduling for students to attend classes and other college activities while their children are watched in a safe environment. Childcare tuition subsidies are available on a first-come, first-served basis for income-eligible students.

### **General Education Program (S3.C5)**

GCC follows a unique Gen Ed framework (S3\_C5 Gen Ed Framework) that incorporates the SUNY Gen Ed requirements while retaining the College's local *Health, Physical Education, or Athletics* requirement that is important for students' overall well-being. GCC's Gen Ed requirements are integrated into each degree program through a mix of specific courses and infused competencies which expand students' awareness of issues related to diversity, equity, inclusion, social justice, social science, U.S. history, civic engagement, global awareness, humanities, arts, world languages, science, liberal arts, critical thinking and reasoning, values and ethics, and information literacy. Oral and written communication are firmly established and include information literacy. Scientific and quantitative reasoning, critical thinking, and technological competency are included in program-specific courses and restricted electives.

The local Gen Ed Framework (S3\_C5 Gen Ed Framework) dovetails nicely with GCC's mission, to “foster exceptional teaching and educational opportunities that support equitable intellectual and social growth” and is reinforced by the College's Institutional Learning Outcomes (S3\_C8\_Institutional Learning Outcomes Assessm).

An ad hoc committee of GCC's Academic Senate finalized the most recent Gen Ed plan in 2022, effective Fall 2023. The most recent revision of the College's Gen Ed framework encompasses SUNY's updates to include Civic Discourse and to address the use of artificial intelligence in the Information Literacy requirement by Fall 2026.

### **Review of Third-Party Providers (S3.C7)**

GCC does not engage any third-party providers to design, deliver, or assess any credit programs or courses. All third-party products used in courses (publisher materials, lab kits, online quizzing tools, etc.) are vetted with GCC's Third Party Evaluation Checklist (S3\_C7\_GCC 3<sup>rd</sup> Party Evaluation Checklist\_2024) which looks at student privacy and accessibility policies as well as the academic benefit of each tool. In addition, any publisher product integrated into the Brightspace learning management system must include Higher Education Community Vendor Assessment Toolkit (HECVAT) information required by SUNY.

The College does contract with a third-party provider—Ed2Go (S3\_C7\_About ed2go)—for the design and delivery of a small number of non-credit, online community education courses (S3\_C7\_Ed2Go CTE Non-Credit Offerings). The BEST Center collaborates with the College's Business Office to conduct an adequate and appropriate review of the contract, and the BEST Center staff conducts a thorough review of the subcontracted learning experiences.

### **Assessment of Student Learning Experiences (S3.C8)**

Regardless of modality and/or physical locations of educational offerings, all GCC courses and programs go through an extensive review process to ensure that the student learning experiences are comparable and effectively meeting the course learning outcomes cited. Faculty teaching GCC courses in physical locations other than GCC sites adhere to the same rigor and requirements as campus-based and online faculty, consistent with the expectations codified in documents such as the standard ACE Program Memorandum of Understanding (S3\_C8\_Alexander MOU), routine ACE Program communications with high school principals (S3\_C8\_Letter to Principals with MOU), and ACE Program communications with K–12 superintendents (S3\_C8\_Letter to Superintendent with Signed MOU).

Assessment of Gen Ed courses is conducted in a clearly defined, ongoing, four-year cycle (S3\_C8\_4 yr Gen Ed Cycle). The process culminates in a written report that addresses the purpose of the assessment (S3\_C8\_Program Evaluation Research Program) project, a review of the Course Learning Objectives related to the specific Gen Ed requirement, examples of how student learning was assessed, specific follow-up action (S3\_C8\_Project Follow Up Form) items for the program/department, an analysis of the assessment process, and (possibly) recommendations for future improvements (e.g., reports for Information Literacy Assessment [S3\_C8\_Info Literacy Report Spring 2024], Oral Communication Assessment [S3\_C8\_Assessment of GCC Oral Comm General Edu], Quantitative Reasoning Assessment [S3\_C8\_Quantitative Reasoning Assessment 202], and the Written Communication Assessment [S3\_C8\_Written Communication Assessment Report]). As mentioned earlier in this chapter—and as described in greater detail throughout Chapter 5—the College’s formal process to support academic program evaluation follows a six-year cycle (S3\_C8 Program Evaluation Six-Year Cycle 2025).

Specific to online courses, during the Fall and Spring semesters, the Office of Online Learning performs the Online SUNY Course Quality Review Rubric (OSCQR, S3\_C4\_OSCQR – SUNY Online Course Quality Revi) reviews on a cycle in the academic year prior to the program review and/or the Gen Ed review. These comprehensive online course reviews are also completed after a newly built online course has been taught for a year; year one is held to support new courses and/or faculty during the development, improvement, and informal review process.

Online course reviews are initiated by an email from the Office of Online Learning (S3\_C8\_Online Course Review Invitation Template) to alert the faculty of the upcoming review, provide constructive and critical feedback, and offer suggestions and improvements by directors and specialists. For such reviews, the instructor is required to provide evidence of meeting course learning outcomes, effective instruction, and communication policies. Asynchronous instructors are also required to meet Regular and Substantive Interaction (RSI) federal requirements. This practice helps ensure that an online course is performing at a level that matches the effectiveness of an in-person course, but in an online, asynchronous format.

Faculty have the option to collaborate on OSCQR reviews or to receive a completed review via email and engage in a follow-up conversation. Review results are shared with the individual faculty member; they can be shared with program directors and/or deans upon request. The review’s debriefing conversation includes development of a follow-up plan and timeline to revise their

course(s) as needed. This way, faculty can engage in their program reviews with the knowledge that their online courses meet the learning outcomes their students need for program success.

ACE program faculty participate in the same annual student evaluations that are conducted throughout the rest of the College. Each semester, the ACE programs staff selects at least one ACE faculty member per participating high school to submit graded samples from a major assessment. These samples are forwarded to the appropriate GCC faculty for review and follow-up, if needed. This is conducted to assess the consistency of course delivery and experience across the College's dual enrollment programs and to provide faculty with critical feedback so they may address any concerns.

In addition to the reviews performed by an academic department and/or the Online Learning department, student surveys (S3\_C4\_Survey for Online Students) are provided at the end of the Spring and Fall Semesters. This valuable feedback helps to inform the potential revision of a course and instructional decisions of faculty regardless of their full-time, adjunct, or modality of instruction.

### **Conclusion**

Based on the evidence presented above, the College meets the criteria of Standard 3. GCC provides coherent and rigorous academic programs and non-credit educational offerings across modalities and in multiple physical locations. Academic programs benefit from a curriculum development process grounded in shared governance, compliance with SUNY and NYSED guidelines that inform credit-hour assignments, and a robust and periodic program evaluation cycle. The College's local Gen Ed program fulfills both SUNY and MSCHE requirements and is regularly assessed. Faculty are qualified, adequate in number, equitably evaluated, and well-supported, with rich opportunities for professional development.

### **Action Items**

1. In response to SUNY's updated guidelines on the purpose and composition of microcredentials, review and update GCC's approach to creating, tracking, and assessing microcredentials.
2. Coordinate interdivisional collaboration with the BEST Center to refine the non-credit registration process and to establish formal non-credit to credit curricular pathways.
3. Expand the number of SUNY Online+ designations by formally including and/or codifying (in curriculum maps and program descriptions) experiential learning requirements in a greater number of fully online academic programs.

## STANDARD 4—SUPPORT OF THE STUDENT EXPERIENCE

**Standard 4: Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.**

### **Recruitment, Enrollment, and Retention (S4.C1)**

Aligned with its Mission and Strategic Plan, GCC is committed to providing a student experience that promotes academic, social, and personal growth inside and beyond the classroom. The College employs a comprehensive, evidence-based approach to recruitment, enrollment, and retention, ensuring equitable access, inclusion, and engagement at every stage of the educational journey. GCC admits students whose goals align with their educational offerings and support their success through a coherent system of services delivered by qualified professionals. These efforts include robust academic resources, personalized support, and co-curricular and extracurricular opportunities, both online and in person, that enhance learning, foster persistence and completion, and empower students to achieve their goals. Recognizing that the path to and through higher education is not always linear, GCC works to remove barriers through flexible entry and reentry points, individualized guidance, and a culture that values each student's unique journey. By creating a welcoming and inclusive environment, GCC ensures that all learners regardless of background or circumstance have the resources, encouragement, and opportunities they need to overcome challenges, seize new possibilities, and transform their lives through education.

### **Accurate, Comprehensive Information on Expenses, Aid (S4.C1a)**

The College provides students with clear, accurate, and comprehensive information on costs, payment plans, financial assistance, and refunds. This information is available on the GCC Tuition & Fees (S4\_C1\_Tuition and Fees) webpage, which includes information on tuition & fees for the academic year, the SUNY Net Price Calculator, payment plan information, tuition refunds, emergency financial assistance, and student housing resources. Additional information is accessible on the Financial Aid page (S4\_C1\_Financial Aid Page) of the GCC website, including links to Genesee Community College Foundation scholarships page (S4\_C1\_Scholarships Page) and other financial aid resources such as FastWeb (S4\_C1\_FastWeb) for students wishing to apply for financial aid, scholarships, student loan, and other financial assistance. The virtual GCC Admissions brochure from the Financial Aid Office (S4\_C1.a. Financial Aid Office) also summarizes important financial aid resources and processes for applying for aid, scholarship and loan information, and the contact information for student-facing staff who can answer questions or address concerns. Last, structures are in place to ensure student loan entrance counseling is completed by all students prior to loan disbursement and that they have access to general financial literacy courses.

The Student Accounts Office publishes a weekly newsletter, The Stall Wall (S4\_C1.a. Stall Wall Examples), that includes valuable information including add/drop dates, withdrawal dates, SUNY tuition refund schedule, tuition due dates, payment plans, residency certificate due dates, and financial aid requirements.

The aforementioned resources are reviewed annually to ensure students have access to the most accurate, up-to-date, and comprehensive information about the costs of attending GCC. Staff in the Admissions, Advising/Student Success Coaching, Records Office, Financial Aid, and Student Accounts offices routinely share new or changing processes, systems, and resources by way of monthly “All Advisor” meetings (e.g., S4\_C1\_All-Advisor\_Agenda\_10\_28\_25) and make themselves available to students in-person and virtually to address any questions or changing circumstances.

### **Proper Student Placement and Support (S4.C1b)**

Following the COVID-19 pandemic, GCC recognized the need to evaluate students’ academic preparedness in multiple ways to ensure proper placement in first term courses. GCC implemented a Multiple Measure Placement (MMP) (S4\_C1b\_Procedure321 Placement Requirements) structure, ensuring that students are assessed using several diverse factors like high school GPA, a self-guided placement tool (S4\_C1b\_Self-Placement Guide) for reading and English, standardized test scores, and/or standardized placement exams (i.e. ACCUPLACER) to determine the most accurate course placements. Students are advised based on their highest placement score and can complete additional assessments to adjust their scores or placement. MMP has resulted in a significant and sustained decrease in developmental education enrollment (S4\_C1b\_Placement Success Standard), suggesting that more students were appropriately placed directly into credit-bearing courses.

GCC offers multiple pathways for students who require developmental coursework before enrolling in credit-bearing classes in Math, Reading, and Writing.

### ***Writing and Reading***

GCC faculty developed an Integrated Reading and Writing course IRW 091 (S4\_C1b\_IRW 091 Curriculum), combining two developmental courses, REA 091 and ENG 091. This approach boosts confidence by reducing time spent in non-credit courses and increases the likelihood of persistence and completion. IRW091 was first offered during the Fall 2024 semester with a total enrollment of 39 students in three sections. Success rates will be monitored over time to assess the impact of this new developmental reading-writing approach.

GCC’s English faculty also adopted a developmental English co-requisite model which allows students to enroll in non-credit and credit-bearing English courses simultaneously, while also receiving targeted support. The Accelerated Learning Program (ALP),(S4\_C1b\_ ALP Pamphlet) course is a combination of ENG100 and ENG101, which together total six credit hours of English during the same semester. Students in ENG100, capped at 12, review the material from ENG101 with additional assistance from the instructor. By offering a course that matches students’ skill levels and provides immediate embedded support, students are less likely to feel overwhelmed or discouraged and are more likely to complete the accelerated course. Enrollment and outcome data can be found in GCC’s Placement Success Standard document (S4\_C1b Placement Success Standard 2025).

### ***Developmental Math***

GCC offers two developmental math courses for students in need of remediation before entering credit-based math courses. MAT091—Basic Math Skills and MAT092—Algebra I prepare students for the different credit-based math courses relevant to their chosen degree program (S4\_C1c\_Procedure321). Having developmental math pathways aligned with academic programs

ensures students take only those developmental math courses necessary for their program of interest, reducing time spent in developmental courses. Enrollment and outcome data can be found in GCC's Placement Success Standard document (S4\_C1b Placement Success Standard 2025).

### ***English as a Second Language***

Each year, approximately 100 international students enroll at GCC, enriching the diversity of its student body. Admissions Procedure 427 (S4\_C1b\_Admission of International students [S4\_C1b\_Procedure 427\_Admission of Internatio]) outlines the requirements for international student enrollment, including English language proficiency standards, and ensures accurate course placement aligned with students' academic goals. To support success, GCC provides English as a Second Language (ESL) instruction through a dedicated full-time faculty member for students who need additional language development.

### ***The Learning Center***

The College's Learning Center offers a range of services designed to help students strengthen essential academic skills for success. Math and writing specialists, along with tutors from multiple disciplines, provide support during the first semester and beyond. When appropriate, tutors are embedded within specific course sections to offer targeted assistance beyond what instructors can typically provide. GCC's Learning Center also participates in STAR-NY tutoring (S4\_C1d\_StarNY), a collaborative of SUNY colleges offering free online tutoring most nights and weekends for enrolled students in math, writing, accounting, biology, chemistry, nursing, and other disciplines. Additionally, students have access to workshops and resources focused on building effective study habits and improving overall academic performance.

### ***Early Intervention and Support/Early Alert***

The college's Early Intervention and Support System (EIS) (S4\_C1e\_New-EIS-System-Documentation\_20241008) is an invaluable tool for faculty and staff to identify students in need of academic and/or non-academic assistance during each semester. Faculty identify students in need of tutoring and discipline-specific assistance, advising/academic coaching, and other matters that might be barriers to success. Once the referral is received, the necessary campus resources and personnel (i.e. Success Coaches, Learning Center staff, etc.) are notified to collaborate with the faculty member and provide direct and tailored support to the student.

### ***Supports for Online Learning***

The department employs the SUNY Concierge online support model to provide a standout level of support for online faculty and students. GCC has dedicated Instructional Designers and Online Support Specialists, using a tailored approach focused on the needs of online students. Support Specialists are required to complete SUNY's Online Supports Certification, and the Online Learning Department has earned a SUNY Online Plus designation (S4\_C1b\_SUNY Online Plus Designation). The Online Learning staff is well prepared to assist students that demonstrate challenges learning in a virtual environment and regularly respond to students that may be struggling with their progress toward completion.

## **Orientation, Advisement, and Counseling Services (S4.C1c)**

### ***Orientation***

GCC recognizes that student success begins with a strong orientation and access to comprehensive support services. The New Student Orientation (NSO) (S4\_C1c New Student Orientation) program helps students and families transition to the GCC community by providing essential information about campus resources and social opportunities. Starting Fall 2023, NSO was also offered virtually (S4\_C1c\_Orientation Postcard) before each semester to ensure access for students unable to attend in-person. The College's decision to offer a virtual orientation resulted in a significant increase in attendance (S4\_C1\_NSO Attendance). Analysis of the impact of (virtual orientation) completion on student success (S4\_C1\_Online Orientation Impact Analysis 2023-2025) affirms the benefits of supporting and promoting such orientation activities. The program incorporates College Village Resident Expectations for those living on campus and aligns with the College's Week of Welcome ([WOW](#)) events (S4\_C1c\_WOW Events) designed to help students connect with peers, faculty, staff, and campus resources. Organized by Student Engagement and Inclusion in collaboration with various departments such as Online Learning, Access and Accommodations, the Student Success Center, College Village, and faculty, NSO reflects GCC's commitment to preparing students for a successful start to their academic journey.

To support the growing number of students learning in technology-enhanced modalities, GCC developed the Success Course for GCC Students (S4\_C1c\_SCOS), an asynchronous, online resource that provides continuous introduction to campus resources and academic expectations. Through interactive activities, students learn about available support, including tutoring, counseling, and extracurricular opportunities. This digital "extended orientation" is accessible to all GCC students from the start of their educational journey and remains available throughout enrollment, with additional outreach to online students to encourage their engagement. Recognized by SUNY as a best practice in online student support, the course helps ensure students are informed and connected to resources that promote success.

### ***Academic Advising***

GCC employs a professional advising model supported by individuals across campus. The Student Success Coaches respond to primarily to advisement-related concerns, while also assisting with low-level financial aid, records, and student accounts concerns. The model emphasizes a personal support system in which every student is assigned a Student Success Coach, who is committed to guiding students along their academic journey and intervening when barriers to success arise. A brief overview of resources is available on the myGCC Helpsheets (S4\_C1c\_myGCC Helpsheets). In addition to the Student Success Coaches, select Campus Center Associates, Program Directors in select majors, and specialists dedicated to specific populations including International Student Services, ACE, and the Educational Opportunity Program (EOP) provide advisement services to GCC students.

Staff engaged in academic advisement utilize Advising Tools (S4\_C1c\_AdvisingTools) for student academic advisement and follow Procedure 310 (S4\_C1c\_Procedure 310) for course registration. The Director of Student Success Center monitors advising caseloads (e.g., S4\_C1\_Advisor Caseload Fall 2025) and conducts a Student Success Coach onboarding (S4\_C1\_Success Coach Onboarding Guide) for all new hires. Beyond their initial training, monthly *all-advisor meetings* keep the advising

personnel abreast of program and course changes, as well as any pertinent changes that might be forthcoming.

### ***Health and Wellness***

GCC's Counseling Center provides free, confidential support services (S4\_C1c\_Counseling Services) to all registered students, including individual counseling, crisis intervention, consultation, and referrals to community resources. Staffed by a Director, two full-time counselors, and several interns, the center offers programming on topics such as mental health, healthy relationships, addiction, suicide prevention, stress and anger management, and veteran support. When needed, the staff collaborates with outside healthcare providers to ensure comprehensive care. Faculty and staff may also refer students to the Counseling Center if concerns about well-being arise.

Complementing these services, GCC's Wellness Center offers a dedicated space on the Batavia campus for holistic health practices that nurture the body, mind, and spirit. Managed by a certified wellness coach, the center hosts weekly programming such as Yoga Monday and Mindset Meditation Tuesday, and publishes a monthly newsletter (S4\_C1c\_Wellness Newsletter) featuring tips and strategies to help students thrive.

### ***Access and Accommodations***

GCC provides comprehensive support for students with disabilities, assists faculty and staff in working effectively with these students, and collaborates closely with community agencies. In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, GCC ensures reasonable accommodations for individuals with documented physical or learning challenges. Accessibility best practices are integrated into the College's website and digital platforms to make online materials usable for individuals with diverse needs. For example, the College incorporates universal design principles into its website to enhance accessibility for individuals with physical and visual impairments, including those who use screen readers, have color-vision limitations, or cannot use a mouse.

Services coordinated by the Office of Access and Accommodations Services for Students (S4\_C1\_Access and Accommodation Services) are tracked and reported through a centralized system governed by Procedure 425 (S4\_C1d\_Services for Students with Disabilities). The Office is staffed by one full-time professional—the Assistant Dean for Student Services—who manages all student meetings, faculty consultations, outreach, presentations, administrative processes, grant oversight, and accommodative technologies, ensuring consistent, compliant, and student-centered delivery of services. Accommodation requests are documented and monitored by the office, ensuring compliance and maintaining a record of supports provided. Faculty and staff engagement, including training and consultations, is logged to measure outreach and effectiveness. Service utilization data (S4\_C1\_Accommodations Services Data)—including the number of registered students, active accommodation users, new requests, average GPA, and hours of direct support—are maintained by the Assistant Dean for Student Services and Counseling, and these data inform institutional assessment of student success. Recent outcomes include a 76% persistence rate from Fall 2024 to Spring 2025 and a 35% continuation rate from Fall 2024 to Fall 2025, due to graduation, transfer, and Satisfactory Academic Progress (SAP)-related attrition. Such data points are aggregated and reported annually, highlighting trends, identifying gaps, and guiding continuous improvement.

Additional services, structures, and initiatives that aid students on the path to completion and/or transfer include:

### ***Behavioral Intervention Team***

The Behavioral Intervention Team (BIT) is a multidisciplinary group of staff and faculty—chaired by the Dean of Students—that identifies, assesses, and responds to students exhibiting concerning, disruptive, or threatening behaviors. The team’s primary goal is to promote student well-being and campus safety through early intervention, coordinated support, and appropriate referrals. Procedure 401 (S4\_C1\_Procedure 401) and Student Code of Conduct (S4\_C1\_Student Code of Conduct), communicated and reinforced each semester to all students, establish the expectations and norms for behavior in the community. Singular violations of college policies or the Student Code of Conduct are addressed through the student disciplinary process; ongoing concerns, particularly when there may be threat to self or others, are monitored and managed through BIT.

### ***Targeted Retention Support***

Targeted resources and personnel are allocated to program areas with a high concentration of students requiring additional support. For example, several of GCC’s healthcare programs employ a dedicated part-time staff member to assist students navigating the rigor and complexity of their coursework. These students receive academic preparation support as well as guidance in developing essential study skills, including time and life management, workload organization, and effective learning strategies. Personnel assignments are regularly reviewed and adjusted based on evolving student needs.

### ***Processes to Enhance Student Achievement, Transfer, and Post-Completion Placement (S4.C1d)***

At GCC, student success is the highest priority. The College advances retention, persistence, and completion through a coordinated network of high-quality supports delivered by skilled professionals. These services, ranging from academic resources to personal and career guidance, are designed to strengthen the learning environment, enrich the educational experience, and empower students to achieve their career or transfer goals both during their studies and beyond graduation.

### ***Certificate and Degree Completion***

Monitoring student progress is a cornerstone of GCC’s commitment to student success. Academic Advisors, Success Coaches, and Program Directors regularly review academic records to ensure students are on track toward degree completion. When a student appears to be falling behind, individualized outreach is initiated to identify challenges and develop strategies for realigning their course plans. These proactive interventions help students maintain momentum and stay focused on achieving their educational goals.

The Records Office plays a critical role in supporting completion by reviewing the progress of students nearing graduation and encouraging them to apply. In select cases, staff work with students who may qualify for an alternative degree when completing their original program presents significant challenges. Additionally, the Records Office and faculty in select programs identify students who have met requirements for microcredentials within their associate degree programs and encourage them to claim these achievements as they advance toward completion.

Currently, this effort involves a manual reporting and auditing process to identify eligible students. Given the small numbers of microcredentials and students who complete them, this effort is manageable (at present) and helps ensure that students receive recognition for their progress and have multiple pathways to success. That said, the College recognizes a need to critically review and update its approach to creating, tracking, and assessing microcredential (See *Conclusion* of Chapter 3).

GCC's approach to academic advisement often extends beyond just the upcoming semester. Success Coaches, Advisors, designated faculty, and Programs Directors regularly speak to the students about course planning across multiple semesters, work that often begins in students first advising appointments. Leveraging the Program Curriculum sheets (S4\_C1d\_Example of a CurriculumWorkSheet), which lay out the typical course taking structure for certificate and degree programs, students can work with their assigned advisor to make long-term course scheduling decisions and make necessary adjustments should challenges arise.

### ***Transfer to Other Institutions***

Transfer Advisement occurs regularly at GCC to assist students with the preparation and transition into a 4-year institution. Students can schedule a personalized meeting with the Transfer Advisor, attend one of the many Transfer Events (S4\_C1d\_TransferEvents) on campus, or utilize any of the self-paced Transfer Process resources (S4\_C1d\_TransferProcess) to aid them in their transfer journey. GCC's Transfer Services staff regularly connect students to the Transfer Admissions officers at regional 4-year colleges and universities, and they go the extra mile to connect students with institutions of interest to them.

Transfer Pathway Programs (S4\_C1d\_TransferPathways) are specialized programs are designed for first-time, full-time students who know what bachelor's degree they want and from what four-year institution. Accepted students will be enrolled in a program at GCC that lines up with the four-year program they are pursuing and will follow a predetermined set of courses. Students are required to apply (S4\_C1d\_Alternative Transfer Pathway Program) for a Transfer Pathway Program.

SUNY and non-SUNY cross registration agreements (S4\_C1d\_CrossRegistration) enables students to take courses at participating institutions to support timely degree completion. The SUNY Cross Registration process is available to students, along with non-SUNY institutional agreements for private institutions in Western New York (the WNY Consortium) and the Finger Lakes Region (the Rochester Area Colleges Consortium).

GCC recognizes that various reasons compel a student to transfer before earning a certificate or degree. The Reverse Transfer Process (S4\_C1d\_ReverseTransfer) allows students to complete a GCC credential after their departure after transferring back earned credits from their current institution. This process is available to students that transfer on to SUNY and non-SUNY institutions.

### ***Post-Completion Placement***

Reestablished in 2024, GCC's Career Services Office plays a vital role in preparing students for life beyond the classroom. The office offers individualized career counseling and preparation services, Career and Educational Planning (CEP) courses, and access to Handshake—an online career development platform that connects students with employers and job opportunities. In addition,

students benefit from career-oriented resources provided on campus by representatives from the New York State Department of Labor, ensuring they have the tools to explore pathways and make informed decisions about their future.

To further support career readiness, the Career Services staff hosts workshops, administers interest-assessment tools, and organizes job fairs that connect students with potential employers. Signature initiatives such as the annual résumé contest help students refine their professional materials and gain confidence in their job search. Through these comprehensive services and events, GCC empowers students to develop the skills, knowledge, and connections necessary to succeed in today's competitive workforce.

### **Student Achievement Data (S4.C1e)**

Data collection, disaggregation, and analyses are done through multiple structures. Mandated reporting (e.g., IPEDS) and aligned institutional data are analyzed by numerous campus departments to drive improvements in campus programs, resources, and services. The college actively supports student success by tracking key indicators such as retention (S4\_C1\_Retention Rates) and graduation (S4\_C1\_Graduation Rates) through dashboards developed by the Office of Institutional Research and Planning, which measure students' progress and identify areas for possible institutional improvement.

Recognizing that the traditional IPEDs and SUNY data structures often limit data analyses to student success for "first time, full time" learners, GCC is one of 15 SUNY community colleges to recently pilot the use of the *Survey of Community College Outcomes* (S4\_C1\_Richmod Fed SCCO SUNY Onboarding Excerpt), designed by the Richmond Federal Reserve. This expanded student success model incorporates several student variables that more accurately reflect the GCC student demographic, including students that begin in a winter, spring, or summer semester, students enrolled on a part-time basis, and students who depart from GCC before degree completion to pursue a 4-year degree at another institution. The College anticipates leveraging data analysis from the Richmond Federal Reserve *Survey of Community College Outcomes* to better measure all forms of student success and respond with more targeted efforts.

At a more localized level, student achievement data is disaggregated and analyzed through program and general assessment efforts, which are discussed in more depth in Standard 5. Comparative student success data, such as the modality in which a student studies, underrepresented minority affiliation, age, gender, and full- and part-time enrollment status, is reviewed to determine if additional support is necessary for any student demographic. One example of change after such analysis was the development of new course offerings in math and reading (S4\_C1e\_StrategicPlan\_KPI\_Progress\_Revised\_2022) instituted in 2023, designed to reduce longitudinal attrition of GCC's most at-risk students. Course outcome data also helps to inform the need for other targeted responses, such as the Learning Center's deployment of embedded tutors in select course sections with below-average completion rate, additional outreach by advisors and success coaches, enhanced program-specific orientations upon student entry.

### **Evaluation and Acceptance of Transfer Credits and Credit for Prior Learning (S4.C2)**

GCC has policies and procedures in place that allow for review and award of credits for prior learning and transfer of credits in Procedure 311 (S4\_C2\_Procedure\_311\_Transfer\_Credit\_Evaluation) and out (S4\_C2\_Planning\_For\_An\_Effective\_Transfer) of GCC. Transfer Services assists students with credit evaluations, transcript reviews, and transfer advisement. Working within the Records Office, the team collaborates with academic departments to determine course equivalency and awards credit based on institution, completion date, and grade. Departments may restrict certain credits due to accreditation or licensure requirements or based on the currency of the course content itself. Success Coaches and Academic Advisors are provided general guidance on credit for prior learning and transfer equivalencies to support a smooth transition.

### **Credit for Prior Learning (CPL)**

GCC recognizes that learning acquired outside the traditional classroom can be equivalent to college-level credit. In accordance with Procedure 319 (S4\_C2\_Procedure\_319\_Prior\_Learning\_Assessment), *Credit for Prior Learning* (CPL) includes knowledge acquired from work and life experiences, training programs, or other non-traditional learning methods. Credits can be earned in several different ways including, but not limited to: Standardized Examinations, pre-approved CPL opportunities, and CPL portfolio assessment. Pre-approved equivalences for common CPL areas, such as CLEP and AP exams, Red Cross Training, Walk Disney World Co-Op, and Child Development Associate (CDA) certifications are available to prospective students on GCC's CPL web page (S4\_C2 Credit for Prior Learning).

GCC engages with SUNY system-level administration to complete CPL-related professional development and develop a local CPL Implementation Action Plan (S4\_C2\_CPL Action Plan). This plan—along with GCC's record of all awarded CPL credits (S4\_C2\_CPL Awarded Credits Inventory)—is submitted to SUNY for system-wide tracking and feedback.

### **Secure Maintenance and Release of Student Information and Records (S4.C3)**

The institution maintains and releases student information and educational records in accordance with the Family Educational Rights and Privacy Act (FERPA), New York Labor Law Section 203-d, and the Health Insurance Portability and Accountability Act (HIPAA). Information specifically about FERPA is available to prospective and current students by way of the college web page, student-facing pages in myGCC, and various print materials. The institution offers a FERPA Proxy (S4\_C3\_FERPAProxyInstructions) option to students who want a parent or support person to have access to their account information for additional guidance through their college experience. The privacy of student records is maintained in accordance with GCC's Board of Trustees Policy on Confidentiality of Student Records (S4\_C3\_Policy 4001) and the procedure for Access to Student Records (S4\_C3\_Procedure 409) to ensure confidentiality of student information and records. Additionally, employees with access to student records are required to follow the College's Confidentiality Procedure (S4\_C3\_Procedure 247\_Confidentiality) and several additional College procedures are in place to ensure the secure handling and appropriate release of student information and records, including: Procedure 526 (S4\_C3\_Procedure 526\_PREFERRED or Chosen Name), Procedure 105 (S4\_C3\_Procedure 105\_Computer Services Operations); Procedure 105.2 (S4\_C3\_Procedure 105.2\_Computer Operations Sec), Procedure 244 (S4\_C3\_Hiring Student

Workers), Procedure 245 (S4\_C3\_Employee Access to Computer System), and Procedure 515 (S4\_C3\_Procedure 515\_Information Security).

Physical student academic records are retained on the Batavia Campus in two secured locations. These physical files are managed following the New York State Retention and Disposition Schedule.

### **Athletics, Student Life, and Extracurricular Activities (S4.C4)**

Athletics, student engagement initiatives, inclusion activities, and most extracurricular programs are governed by the same academic, fiscal, and administrative principles and procedures that apply to all College programs. GCC offers a wide range of opportunities for students to participate in campus life, with a strong commitment to accessibility and inclusivity.

#### **Athletics**

The Athletics Department sponsors seven intercollegiate teams through the National Junior College Athletic Association (NJCAA). The department operates in full compliance with college procedures and the guidelines outlined in the Athletic Manual (S4\_C4\_Athlete Department Manual), a comprehensive document updated annually that details program requirements, eligibility expectations, procedures, the athletic code of conduct, public relations, budgeting, and facilities management. Together with the NJCAA's Handbook (S4\_C\_NJCAA\_Handbook) the Athletic Manual serves as the foundation for daily operations.

Student-athletes also have opportunities to develop leadership skills through GCC's LEADS Committee (Leaders in Education, Athletics, and Development of Student-Athletes) (S4-C4\_What is LEADS). LEADS members represent their peers, build competencies such as time management and confidence, and serve as positive role models. They actively participate in community service initiatives (S4\_C4\_LEADS Athletic Events) like Batavia Christmas in the City Parade, Coaches vs. Cancer, United Way Duck Derby, and Sexual Assault Awareness Day.

#### **Student Engagement and Inclusion**

GCC is committed to fostering student growth and development by creating meaningful opportunities for engagement, leadership, and inclusion. In November 2019, the Office of Student Activities transitioned to the Office of Student Engagement and Inclusion (SE&I) (S4\_C4\_SEI Functional Area Review), establishing a new framework that expands co-curricular and extracurricular experiences to support holistic development and reflect the diversity of GCC's student body.

SEI promotes an inclusive campus environment through student-led clubs, leadership programs, and initiatives that encourage personal growth, intellectual inquiry, cultural competence, social responsibility, and community advocacy. The SEI team oversees the Student Government Association (SGA), all recognized student clubs and organizations, leadership development activities, and essential student services such as the College Bus (S4\_C4\_GCC Bus Schedule) and Food Pantry (S4\_C4\_Food Pantry Flyer). SEI also manages internal processes governing club operations and coordinates student activities and events—open to all GCC students.

The Student Government Association represents the student voice and advocates for their collective interests. Its Executive Board builds community through events (S4\_C4\_SGA Event Flyers) such as Town Halls, Shirts and Sundaes, Concessions with SGA, and the Black History Month Vibe

Out. Additionally, SGA organizes, oversees, and funds more than 30 student clubs and organizations (S4\_C4\_SEI Clubs and Organizations), providing diverse opportunities for involvement and leadership.

#### **Review of Third-Party Providers (S4.C5)**

GCC does not use third-party providers for student support services.

#### **Assessment of Student Support (S4.C6)**

Assessing the student support services is a top priority at GCC. For more than a decade, student support service departments are evaluated every six years through the Functional Area Review (FAR) report process (S4\_C6\_FAR Unit Schedule). A FAR process examines the efficiency, effectiveness, and to what extent a service, department, or process has been in achieving its intended goals and considers how administrative units are aligning with institutional goals and strategic planning. Analyses are conducted on the quality and scope of services offered, as well as future programming and staff development needs. The Office of Institutional Research and Planning provides relevant data from a variety of surveys and assessment tools such as the FAR Workbook (S4\_C6\_FAR Workbook Template). External reviewers, commonly professionals in student support service offices from other postsecondary institutions, are utilized to provide a review of the internal analyses and to offer unbiased recommendations and suggestions for unit-level improvements. Where and when appropriate, departments will draw upon service quality assessment tools, such as functional area standards (S4\_C6\_CAS Standards) articulated by the Council for the Advancement of Standards in Higher Education (CAS) and the Online Learning Consortium's Quality Scorecard for the Administration of Online Programs (S4\_C6\_OLC Scorecard Program Administration).

Although the comprehensive FAR process occurs every six years, each student support area sets annual goals aligned with the benchmark and/or aspirations goals that resulted from the department's most recent review. All FAR reports are shared in the College's internal portal to foster greater institutional transparency and guide continuous improvement and alignment with institutional goals, the Administrative Assessment Committee established a repository to share all FAR reports (S4\_C6\_Completed FAR Reports) within the College's internal portal, myGCC.

Efforts to solicit student or user feedback, during and between FAR cycles, are also a regular occurrence at GCC. Departments receive support from the Office of Institutional Research and Planning's Survey Committee to when crafting feedback surveys and other information gathering processes for continuous service improvements.

#### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 4, providing comprehensive student support services that promote access, success, and holistic development. The Student Success Coach advising model, accessibility services, and financial aid communication ensure students are well supported. The College demonstrates strong commitment to affordability through scholarships, Genesee Promise Plus, and numerous grant-funded programs. Placement processes, an early alert process, and wraparound supports address barriers to student progress.

### **Action Items**

1. Facilitate smoother navigation of the enrollment and transfer processes by developing new student checklists for specific populations (e.g., first-year, transfer, international, and SUNY Reconnect, Genesee4Life, etc.).
2. Coordinate (through Information Technology Services) a systematic, transparent, and comprehensive review of public-facing student support and success webpages to improve the browsing experience and optimize search functionality.
3. In anticipation of the upcoming FAR, which was postponed during the Covid-19 pandemic and again during a leadership transition within the Division of Student Affairs, the College recognizes the need to conduct a comprehensive needs assessment of its approach to academic advising.

## STANDARD 5—EDUCATIONAL EFFECTIVENESS ASSESSMENT

**Standard 5: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.**

### **Clearly Stated Learning Outcomes (S5.C1)**

Genesee Community College (GCC) has clearly stated student learning outcomes at the course, program, and institutional level. In 2018–2019, GCC reviewed and updated Course Learning Outcomes (CLOs, e.g., S5\_C1\_HED204 Syllabus) and Program Learning Outcomes (PLOs, e.g., S5\_C1\_Criminal Justice AS PLOs) to ensure they were clear and assessable. In 2023–2024, this was done for Institutional Learning Outcomes (ILOs, S5\_C1\_ILOs).

CLOs are listed for each course on the College website in Course Finder and on Faculty course syllabi (e.g., S5\_C1\_IRW091 Syllabus) as per Procedure 220 (S5\_C1\_Procedure220). PLOs are posted on each program's specific webpage (S5\_C1\_Program\_Finder) on the College website. ILOs are posted on the *Strategic Plan, Vision, and Mission of the College* page of the College website (S5\_C1 Strategic Plan Mission Values Website).

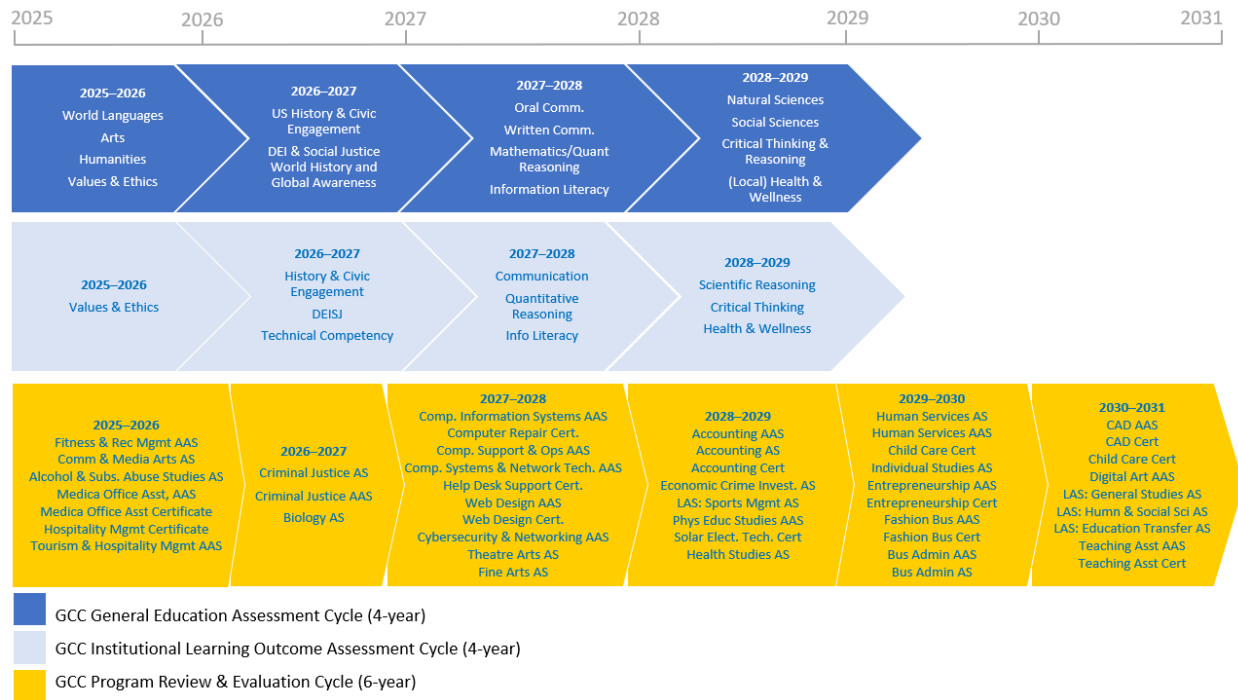
With revised CLOs, PLOs, and ILOs in place, the GCC Faculty have worked since 2019 to update curriculum maps for all academic programs and general education (Gen Ed) areas. All maps are accessible in the GCC assessment database. Program curriculum maps (e.g., Fitness and Recreation Management map; S5\_C1\_Curriculum map, Fitness and Recreation) are guides linking CLOs to PLOs. Effective mapping demonstrates how students meet program goals successfully and learn what they should prior to graduation. Gen Ed curriculum maps (e.g., Quantitative Reasoning map; S5\_C1\_Curriculum map, Quantitative Reasoning) have also been developed, linking CLOs from local GCC Gen Ed courses to the established SUNY core/infused competencies and MSCHE *essential skills*. All program and Gen Ed curriculum maps can be generated as a report from the assessment database. Student-facing and staff-facing program curriculum sheets (e.g., S5\_C1\_Criminal Justice Curriculum Sheet) serve to capture the scope and sequence of individual academic programs while documenting how all SUNY core/infused competencies and MSCHE essential skills are met. (Note: As indicated in all of the programs' curriculum sheets, all GCC's ILOs link to a specific Gen Ed area. This alignment ensures that completion of any academic program provides students with adequate opportunities to meet the College's ILOs.) All program curriculum sheets are housed on the College's advisement website as well as on each academic program's webpage.

### **Organized and Systematic Assessments (S5.C2)**

GCC has a transparent, structured, system of periodic assessment to evaluate student achievement of student learning outcomes and goals (i.e., ILOs, PLOs, Gen Ed, and microcredential outcomes, see Figure 1). For academic program and Gen Ed assessment, GCC's schedule of faculty-led program and Gen Ed competency evaluations involve an authentic approach to assessment, an analysis of findings, and a reflection on course assessment data/results. These cyclical protocols contribute to data-informed processes by which faculty evolve curriculum, tailor pedagogy, and allocate resources to promote student learning. The timeline and process for program assessment (S5\_C2a\_New Program Assessment Process Timetable) and Gen Ed/ILO assessment (S5\_C2a\_New Gen Ed-ILO Assessment Process Timetable) are available on GCC's Academic Assessment website.

**Figure 1**

*GCC's Academic Assessment Cycles (S5\_C2 GCC Academic Assessment Cycles)*



GCC has an extensive dual-enrollment program branded as the Accelerated College Enrollment (ACE) program that accounts for nearly half of the college's enrollment. Collaboration and communication (e.g., S5\_C2a\_Assessment letter to ACE [S5\_C2a\_Assessment Letter to ACE] and S5\_C2a\_Fall 24-Spr 25 ACE letter for Gen Ed A [S5\_C2a\_Fall24-SPR25 ACE Letter for Gen Ed]) exist between the Academic Senate Assessment Committee, faculty project leaders, and the ACE Programs Office to ensure ACE inclusion in GCC's academic assessment processes. For every assessment project—Gen Ed or program—ACE faculty are contacted if their courses are included. For every program-specific or Gen Ed review, the courses and CLOs to be assessed are determined by the curriculum map. If the course is offered by ACE, it is included in the process. ACE faculty are contacted by the project leader completing the review or possibly the academic assessment chair. Course assessment submission reports (S5\_C2a\_CLO Results Report Sample) also identify which courses are ACE as this distinction is important in the analysis of disaggregated data when assessing student learning across student populations. These assessment reports also identify a course's modality and *part of term* (i.e., whether a course runs a full term, 12 weeks, or 7 weeks in any given semester). This allows for more detailed analyses and comparisons of course duration and modality (e.g., S5\_C2\_HPE Gen Ed Assessment 24-25). What follows are brief descriptions of each of GCC's three cycles of academic assessment—Gen Ed, Academic Programs, and ILOs—as well as the assessment of microcredentials and non-credit and technical education.

**General Education Assessment**

All GCC Gen Ed courses must go through a shared governance curriculum approval process (e.g., LIT211 approval, S5\_C2a\_LIT211GenEdQualification) to ensure they meet the SUNY core/infused competencies and MSCHE essential skills delineated in GCC's Gen Ed Framework

(S5\_C2a\_GenEdFramework), which was approved by the Academic Senate in Spring 2022. In addition to the SUNY Gen Ed requirements, the GCC Plan requires either a U.S. History and Civic Engagement or World History and Global Awareness course. AA and AS degrees must have two Written Communication courses, and two credits of Health and PE for all students seeking a degree.

All Gen Ed areas are assessed on a 4-year cycle (S5\_C2a\_Gen Ed Assessment Calendar 2023–2027). This allows time for course data submission, collection and analysis of results, reporting, development of suggestions for course or pedagogy change, and implementation before the next cycle. Examples of Gen Ed assessment include Quantitative Reasoning (S5\_C2a\_Quantitative Reasoning Assessment) and Scientific Reasoning: Natural Science (S5\_C2a\_Scientific Reasoning-Natural Science Gen-Ed Final Report). A follow-up project (S5\_C2a\_Project Follow Up Form) procedure occurs annually to review project findings and recommendations, share progress on implementation, and prompt the determination if more college support or resources are needed.

### **Academic Program Assessment**

GCC's Legal Studies program (See Section G-301F of S5\_C2\_ABA Assessment Guidelines) and healthcare programs have specific assessment requirements as part of their respective external accreditation processes. The healthcare programs include Nursing, Physical Therapy Assistant, Respiratory Care, and Veterinary Technology. Select information for program-specific, external accreditation organizations and processes is posted on each clinical program's website. Though externally accredited programs have their own program evaluation processes (e.g., ), they often include courses that are incorporated in GCC's local general education protocol.

Local programs that are *not* externally accredited are assessed on a 6-year cycle (S5\_C2a\_Program Evaluation Calendar 2025–2031) and facilitated by faculty project leaders. The collection of course assessment data based on the curriculum map demonstrates student levels of success and areas for improvement. Additionally, program directors use these assessment data to review program viability, enrollment, retention, graduation rates, resources, and facilities. External review teams provide suggestions and feedback to guide program improvements and direction. Examples of program evaluation reports include Sport Management (S5\_C2a\_Sport Management Report 2023) and Criminal Justice (S5\_C2a\_CRJ AS Assessment Report 2021).

### **Institutional Assessment**

Because GCC's ILOs align with the local Gen Ed outcomes and competencies, the courses approved and used in the Gen Ed assessment projects are also used to assess ILOs. Accordingly, assessment of the ILOs follows the same 4-year cycle (S5\_C2a\_Institutional Learning Outcomes Assessment Calendar) as Gen Ed.

As previously mentioned, all academic program-specific, Gen Ed, and ILO assessment projects are followed up on annually. This ensures that recommendations and action items remain active. It is here where progress is noted, obstacles are identified, and appropriate parties are informed or encouraged to collaboratively work on completion or continuation of the recommendations. Action items could involve changes to curriculum, faculty support, pedagogy, student support, resources/budget, or the assessment plan (S5\_C2a\_Follow Up Descriptions of Change). A small cluster of courses that do not fall under program, Gen Ed, or ILO assessment are *transitional*

courses for math, reading, and English. GCC acknowledges that a process for assessing these must be developed and has identified this need as a recommendation for this standard.

It is worth noting that GCC's academic assessment processes are informed, in part, by data shared through collaborating non-academic units (e.g., Office of Institutional Research and Planning and the Records Office). Please note that GCC's process for institutional assessment for these units—the *Functional Area Review* (FAR)—is described in other standards of this self-study.

### **Microcredentials Assessment**

Starting in Spring 2026, GCC will be piloting a newly established assessment process for credit-bearing microcredentials. Moving forward, microcredentials will be formally assessed on a 6-yr cycle (see Figure 1 and S5\_c2b\_Program-MC Evaluation 6 yr Cycle) in conjunction with the program with which it is affiliated. Consistent with their intended purpose and benefit to students, microcredentials are assessed via authentic (performance-based) assessments in specific competencies related to a given field of study. Within the program evaluation process template, a section now exists within the report that focuses on review of the microcredential. See section H in the updated Program/MC process template (S5\_C2b\_Program Evaluation Report Template with MC).

### **Non-Credit and Technical Education Assessment**

As part of its *functional area review* (FAR), The BEST Center (S3\_C1\_The BEST Center-FAR-2019) provides pre-tests, post-tests, and evaluations for all non-credit classes. For example, students successfully completing a technical program (e.g., HVAC, Industrial Electric, or Computer Numerical Control [CNC]) can obtain an industry-recognized credential after passing a practical assessment. This is the same for non-credit healthcare programs. Additionally, for each of its corporate and contract training programs, the BEST Center administers two course evaluation surveys, based on the Kirkpatrick model for evaluation—an employer course evaluation (S5\_C2\_BEST Center Employer Course Eval) to the regional employers who contract with GCC to offer courses and an employee course evaluation (S5\_C2\_BEST Center Employee Course Eval) to the employees who complete these courses (i.e., business skills and/or technical program registrants). The feedback from these forms allows the BEST Center team to help plan the next stages of training for individuals or an entire organization or group of incumbent employees, depending on a corporate partner's improvement goals.

The College recognizes the need to improve the transparency and consistency of its approach to systematically assessing the educational experiences it offers through the BEST Center. In response to changes in Federal and NYS legislation and guidelines related to the eligibility of technical programs for financial aid—and consistent with the College's effort to expand its increasingly sophisticated assessment protocols in recent years—GCC is among many institutions focusing on formalizing its approach to the assessment of technical education and workforce development programs. The Division of Academic Affairs has codified this priority in its AY26 Strategic Plan of Achievement, Academic Affairs POA 5 (S5\_C2\_Academic Affairs POAs AY26): *BEST Center offerings will be supported by clear and systematic processes to promote institutional effectiveness (i.e., IE: planning, resource allocation, assessment, reporting), as documented by formally codified workflows, curricula, and assessment processes.* Notably, this effort is also informed by GCC's

participation in two important SUNY-wide initiatives—the SUNY Workforce Pell Planning Group and SUNY’s pilot of the Richmond Federal Reserve’s *Survey of Community College Outcomes*.

The SUNY Workforce Pell Planning Group (S5\_C2\_SUNY Workforce Pell Group Overview), of which GCC’s Provost is a member, is a system-wide team of colleagues who are collaboratively engaging with the swiftly evolving guidance on changes in Workforce Pell eligibility to help guide SUNY campuses implement and scale best practices related to technical program definition/revision, curricular revision and alignment, (institutional effectiveness, IE) process alignment, program assessment, key metrics, (assessment) data environment and reporting, program marketing, recruitment, and stakeholder engagement. GCC is also one of 15 SUNY institutions piloting the Richmond Federal Reserve’s *Survey of Community College Outcomes* (S5\_C2 Richmond Fed SUNY SCCO Onboarding Excerpt). This institutional research methodology offers an alternative to the U.S. Department of Education’s *Integrated Post-Secondary Education Data System* (IPEDS) process that aims to offer a more accurate description of what student success looks like in the community college sector. As GCC continues to establish and scale its new/newer technical programs, the College aims to build local IE processes using key metrics that align with the evolving SUNY system reporting goals and expectations.

### **Student Course Evaluations**

The formal processes described above are supplemented by a survey-based student course perception (S5\_C2\_Student Course Perception Survey) protocol administered by the Office of Institutional Research and Planning. The intent is to amplify the students’ voice and offer faculty course-specific feedback with which to refine their instructional practice. In recent years, particularly following the switch to electronic (as opposed to paper-based) surveys, response rates have been far from optimal. The College recognizes the need to revisit its approach to conducting—and incentivizing the completion of—student course evaluations. Notably, faculty’s response to student feedback has been underscored as an important facet of self-assessment in the current draft revision of Procedure 236 (see Chapter 3, Section S3.C2e of this self-study for more detail).

### **Defined Student Learning Outcomes with Defensible Standards (S5.C2a)**

Defensible standards are identified to assess if students achieve program-specific and Gen Ed outcomes. Faculty Project Leaders, in coordination with other Faculty in their discipline or department, determine the benchmark of success for student assessment based on discipline-specific or field, industry, stakeholder expectations. For example, when determining an appropriate benchmark for their local coaching courses, the faculty in the Health & Physical Education program considered NYSED (S5\_C2a\_NYS Coaching Course Requirements) content requirements for its Health Sciences for Coaching course. More broadly, a typical goal is that 75% or 80% (discipline-specific) of the students will meet the benchmark. Definitions for *Exceeding*, *Meeting*, *Approaching*, and *Not Meeting* the benchmark are also determined by the discipline. During Gen Ed or academic program assessments, this benchmark achievement is analyzed, and recommendations are made if the standard for student success is not met.

### **Collection and Provision of Data on How the College Prepares in a Manner Consistent with its Mission (S5.C2b)**

Authentic learning opportunities at GCC are routinely created, evaluated, and adapted to prepare students for successful careers, meaningful lives, and further education. SUNY guidelines, the

College's Strategic Plan, its mission, the local Gen Ed Framework, professional guidelines, accrediting bodies, and Academic Advisory Boards inform the direction of authentic learning. Discipline faculty facilitate learning that is rooted in GCC's mission; (S5\_C2b\_GCC Strategic Plan, Mission, Values 2023–2028), "We foster exceptional teaching and educational opportunities that support equitable intellectual and social growth, a commitment to diversity, economic advancement, and engaged citizenship, while focusing on individualized service."

Faculty evaluate earning opportunities as specified in GCC's Strategic Plan (S5\_C2b\_GCC Strategic Plan, Mission, Values 2023–2028), Core Objective 2.3: "Leverage continuous assessment of outcomes to ensure dynamic adaptation of courses and programs" (p. 5, GCC Strategic Plan). That is, assessment informs course- and program-level changes at GCC. For example, the Human Services Program illustrates how assessment shapes program delivery. By Fall 2023, Faculty revised Human Services (HUS) AAS and AS PLOs, and Internship I (HUS 110) and Internship II (HUS 201) CLOs based on program review findings. In the same year, Faculty opted to increase internship hours, revise courses, create a Group Facilitation and General Practice Skills course; and design training modules (Mandated Reporting, Trauma Informed Care) to meet changes within SUNY standards, local Gen Ed requirements, recommendations outlined by their professional credentialing body (Council for Standards in Human Services Education [CSHSE]), and honor suggestions by their advisory board. The culmination of these revisions improved real-world student success outcomes. Roughly 90%–95% of HUS 201 final evaluation response surveys completed by intern supervisors from 2018–2024, indicate that students would be hired or have been hired at their placement sites due to the student demonstrating entry-level helping skills during their placement. Students report successful program completion, in part, due to collaboration with site goals that relate to their future career area of interest. HUS students also indicate that employment at local agencies—such as GCC Child Care Center, Community Action, Salvation Army, ACT program, Independent Living, Uconnect Cares, AEOC, YWCA and Liberty Partnership, oftentimes before graduating from GCC—has improved their future educational and career outlook. It should also be noted that due to its credit and internship requirement, the HUS Child Care Certificate is recognized by the Office of Children and Family Services (OCFS) as a substitute to the state required Child Development Associate credential (CDA), allowing students to qualify for the positions of infant/toddler group teacher or preschool group teacher in a child day care center (DCC). This substitution saves students both time and money, allowing for a more efficient way to enter the workforce. The HUS Club presents opportunities for students to participate in activities that contribute to the concept of meaningful lives. Members have partnered with the Salvation Army to support families in need, engaged in volunteer service to the college, and worked with Independent Living to complete outreach to individuals experiencing homelessness.

Several other programs at the College prepare students for successful careers by pairing instruction with the maintenance, updates, and utilization of classroom equipment to create hands-on learning experiences. Skill attainment is assessed from the lab setting to clinical-site work application. For example, students in the Respiratory Care Program who take Mechanical Ventilation (RCP 115) must demonstrate successful completion of timed labs (assessing airway management and other life-saving techniques) as an indication that they are ready to begin the minimum 640-hour clinical requirement for the program. After completion of the degree, 70% of these students pass the required national board exam, which is above the national average. Vet Tech Program statistics for the three-year reporting period from July 1, 2020, to June 30, 2023, indicate that 85%–90% of

students completed the program. Of the 43 students taking the National Board Exam (VTNE), 86% passed.

Direct learning opportunities within the Criminal Justice program and the Solar Technician Certificate program allow for real-world student experience in fingerprinting, toxicology, serology, impression evidence, death investigations, and solar panel installation, respectively. Cooperative Education (BUS 217) is an internship course that requires real-world experience in successful business operations in students' respective areas of study. It is a required course within the Fashion Business, Business, Tourism and Hospitality Management, and Office Medical Assistant programs.

### **Support for Assessment and Communication of Findings (S5.C2c)**

#### ***Supported and Sustained Assessment of Student Learning Outcomes***

GCC offers strong support for academic assessment. Over the past few years, the College has taken strides to create an authentic faculty-driven culture of assessment. For many years, GCC had a free-standing Academic Assessment Committee that became a formal committee under the Academic Senate in 2018. This move helped increase faculty engagement, feedback, and transparency. Monthly Assessment Committee meetings are attended by both teaching area deans who also show great support for assessment activities across campus. Updates go to the Senate Executive committee, which is attended by the Provost, and to the Academic Senate and Teacher Area Meetings (TAMs) as needed.

All CLOs, PLOs, and ILOs are housed and updated in an assessment database, as are the locally developed curriculum maps that demonstrate linkages of CLOs to PLOs and CLOs to SUNY Gen Ed core/infused competencies and MSCHE essential skills. Information entered in the database for courses to be assessed is done by the Academic Assessment Committee Chair, and the database is maintained by Information Technology Services (ITS). Through this database, reports are generated to provide data for assessment projects.

Each fall, the Provost hosts an annual assessment-debriefing session, which serves to acknowledge faculty for their efforts on assessment projects and enhance communication among the faculty and administration. This session is also attended by upcoming project leaders, deans, the Provost, the President, and the President's Cabinet. Each project leader gives a brief review of the findings and recommendations (S5\_C2c\_Fall 2024 Assessment Debrief) resulting from the previous year's assessment project. In addition to serving as professional development opportunity for upcoming assessment project leaders, the open dialogue and questions promoted by this event help inform the coordination of resources in support of programs' respective follow-up assessment projects.

#### ***Communication of Assessment Results to Stakeholders***

GCC uses a variety of modalities to communicate assessment results to stakeholders. Primarily, there are annual follow-up sessions. Every effort is made to ensure that completed assessment reports are living documents. Each January, project leaders meet with their department, faculty, or area representatives to review assessment findings and related recommendations. As mentioned previously, in these sessions, progress is documented (e.g., Accounting AS Follow-up, S5\_C3\_Accounting AS Follow Up), and discussions take place regarding further action needed to meet these recommendations. Select collaborators from across campus are routinely invited to these January sessions, so they may hear firsthand of relevant assessment findings, assist with

recommendations/action items, and be forewarned if they will be impacted by the recommendations.

The annual assessment project debrief—described in the previous section and held every fall semester—also helps disseminate assessment findings throughout the college community. For any faculty and staff interested or unable to attend the debriefing, all final assessment project reports (i.e., all academic program-specific, Gen Ed, ILO, and microcredential assessment reports) are located on the Institutional Effectiveness website. The most recent reports are also located on the Academic Assessment website.

To further promote a culture of assessment and continuous improvement, program advisory committees (S5\_C2c\_Advisory Committee Handbook) meet annually to review the status of every AAS degree program, along with most AS and certificate programs. Each committee is comprised of GCC faculty, staff, students, and external stakeholders or collaborators who provide helpful insight. These external members represent employers, peer institutions, or transfer institutions.

Finally, the TAMs and Academic Senate meetings occur monthly. These meetings provide opportunities to share relevant changes or information resulting from assessment with Faculty. TAMs are attended by full-time faculty and run by the deans. Academic Senate membership includes 35 full-time faculty, 11 professional or civil service staff, 2 at-large civil service or staff positions designated by Senate President and ASEC, 4 students, and 2 adjunct faculty. Non-voting members are the College's Provost (CAO), academic deans, and the Registrar.

### **Use of Disaggregated Assessment Results (S5.C3)**

GCC does an exemplary job of using assessment results to improve student learning outcomes, student achievement, and institutional and program-level educational effectiveness. The remainder of this section offers an orientation to the types and sources of assessment and institutional data on which GCC and its stakeholders frequently rely.

Data—including retention, completion, transfer, and employment outcomes—are readily available at the academic program level through the College's Business Intelligence (BI) tool, Genesee Strategic Intelligence (GSI). Particularly useful is the Outcomes-Fall Student Success Snapshot (see pp 4–5 of S5\_C3\_GSI Overview-Factbook-Outcomes-Fall Stu) dashboard (which provides status after two, three, and four years). GCC compiles data on successful student outcomes from several sources, including the National Student Clearinghouse (S5\_C3\_National Student Clearinghouse Landing), an annual in-house Graduate Follow-Up Survey (S5\_C3\_GCC Graduate Follow-up Survey Overview), and Banner.

Looking at the past four years of outcomes snapshot data for all programs and all degree levels collectively, displays are visible on the dashboard (see pp. 3–4 of S5\_C3\_GSI Overview-Factbook-Outcomes-Fall Stu) such as *fall-to-spring persistence rate range* (72%–84%) and *fall-to-fall retention rate range* (50%–57%), as well as student status rate ranges after 3 years: graduation (26%–32%), still enrolled (11%–14%), transfer (13%–20%), and unknown (37%–44%). The demographics table allows selection of 2–15 different student demographics, and users can select from 15 different report outputs. Users from across the College use these data to inform annual reporting, program and functional area review completion, and intervention design and delivery.

GCC's reports are often supplemented by reports available from the National Center for Education Statistics (NCES) – Integrated Postsecondary Education Data System (IPEDS) (S5\_C3\_NCES-IPEDS) and from SUNY. Particularly helpful are the IPEDS Data Feedback Reports (S5\_C3\_IPEDS Data Feedback Report-IPEDSDFR2023), which can be found internally on myGCC by navigating to the *Institutional Effectiveness* tab and scrolling down on the *Research & Reports* subtab, shows graduation rates of full-time, first-time degree/certificate-seeking students within the 150% of normal time to program completion, disaggregated by type of aid. These reports provide a selection of indicators for comparing this institution to a group of similar institutions.

Transfer data reflected in the annual Employment and Transfer Report (S5\_C3\_EmploymentTransferBrochureClasses-2020) comes from the Graduate Follow-up Survey student responses and data received from the National Student Clearinghouse. To further enhance transfer information, GCC's Office of Institutional Research and Planning uses a custom SUNY BI Dashboard, (S5\_C3\_SUNY BI-Custom IR Dashboard-SUNY\_TransH) pulling any transfer data SUNY has for GCC students who have enrolled at other SUNY institutions. If GCC does not have these data in the current clearing house dataset, staff add the students, so the College has more thorough transfer-out data.

Publicly, content is accessed via either the Consumer Information (S5\_C3\_Consumer Information-GCC Public Landing) link, which is found at the bottom of the public webpages under General Information or by navigating to the Office of Institutional Research and Planning's departmental webpage. Particularly helpful are the Persistence-Retention-Graduation-Transfer rates report (S5\_C3\_Consumer Information-GCC-Persistence-Retention-Graduation-Transfer-Rates) and the Outcomes by Academic Program report (S5\_C3\_Consumer Information-GCC-Outcomes-by-Academic-Program) (which provides cohort total, persistence, retention, and status after three years by degree program).

Internally, all employees have access to the following GSI dashboards:

1. **Dashboard Factbook—Outcomes** (found under GSI Dashboards section Institutional Research) includes the Fall Student Success Snapshot for Programs (S5\_C3\_GSI Overview-Factbook-Outcomes-Fall Student Success Snapshot for Programs) page which looks at persistence, retention, graduation, transfer, and attrition for the freshmen cohort. There is also the Degrees Awarded (S5\_C3\_GSI Overview-Factbook-Outcomes-Degrees) page which looks at graduate counts by degree, program, residency, and CIP (Classification of Instructional Program) code. The Outcomes dashboard also has the Graduate Employment and Transfer (S5\_C3\_GSI Overview-Factbook-Outcomes-Graduate Employment and Transfer) page, which looks at degrees awarded, years to graduate, employment information by degree, pursuit of additional education by degree, and the top transfer institutions.
2. **Dashboard Factbook—Enrollments** (found under GSI Dashboards section Institutional Research) includes the Annual Fast Facts by Program (S5\_C3\_GSI Overview-Factbook-Enrollments) page, which looks at enrollment counts by demographics by year, degree, and/or program. There is also the Term Enrollment by Program (S5\_C3\_GSI Overview-Factbook-Enrollments-Term Enrollment by Program) page, which takes a deeper look into enrollment counts by expanded demographics by year, degree, and/or program.

3. **Dashboard Course Offerings** (found under GSI Dashboards section Student), has the Courses (S5\_C3\_GSI Overview-Course Offerings) page, which looks at courses scheduled for term, status, instructor, enrollment, etc. From here, employees can also click on CRN to see the student list.
4. **Dashboard Program** (found under GSI Dashboards section Institutional Research GCC User) has the Course Grade Distribution (S5\_C3\_GSI Overview-Program-Course Grade Distribution) page, which looks at the grade distribution of courses by term and modality. There is also the Program Information (S5\_C3\_GSI Overview-Program-Program Information) page that looks at official program data such as assigned codes, status, dates, and designations.

Finally, GCC also references the SUNY BI enrollment and retention cohort tracking dashboards for student success. Access must be granted for these dashboards. These dashboards use data from the SUNY Warehouse and from the National Student Clearinghouse, and it is important to keep in mind that on this dashboard, priority is given to each student's highest degree/award earned, and students are only counted once.

### **Use of Assessment Data to Improve Student Learning Outcomes**

Faculty project leaders and their area or department faculty meet annually to document follow-up and ensure progress on recommendations that resulted from program or Gen Ed assessments. For example, from the Oral Communication (S5\_C3\_Oral Communication assessment 2019) report, analysis of course assessment data in the speech courses revealed a need for an instructional intervention to help reduce public speech anxiety. Responding to this need, faculty changed the way students develop outlines and visual aids to reduce public speech anxiety. The data indicate this was an effective strategy, as there was significant improvement from the 2019 to the 2024 assessment cycle. The results from assessed CLOs—controlling nervousness, using effective presentation skills, and applying effective communication skills in experiential learning settings—increased from 78% to 85% in SPE 108 and from 80% to 89% in SPE 109.

In response to program assessment results, GCC has made great strides in improving the learning experience and outcomes for students. For example, analysis of the 2023 Accounting AS program assessment (S5\_C3\_Accounting AS Follow Up) showed a need for more career-focused resources. This resulted in the creation of a Career Services Committee, increased career-focused programming, and a collaboration with the Department of Labor to provide on-campus support to students. The Career Services Committee identified a need for a Career Services Coordinator position (S5\_C3\_CoordinatorofCareerServicesJobposting) at GCC, which was approved by the administration. Program assessments often identify skills that should be taught to remain relevant in the workforce and allow for course transferability. In Accounting, this led to the creation of CIS 117 (S5\_C3\_CIS117 FundamentalsofBusComputing), Fundamentals of Business Computing. This course not only provides a more meaningful business-related micro-computer applications experience but also addresses a gap in the previous micro-computer course, which was not transferring to GCC's top transfer partner.

Similarly, recommendations resulting from the Alcohol & Substance Abuse AS program assessment (See program follow-up; S5\_C3\_Project Follow Up Form Alcohol and Substance Abuse Studies 2024) that took place in 2020 included a goal of becoming an OASAS-approved educational provider. A review of gaps in the learning outcomes led to the creation of four new courses: HUS

116, (S5\_C3\_HUS116ImpactAlcSubAbse) HUS 206, (S5\_C3\_HUS206AlcDrugTreatment) 207, (S5\_C3\_HUS207GenearlistPracticeSkills) and 208, (S5\_C3\_HUS208GroupLead). Several existing courses were also revised. The program was fully revised in 2023 and was recently granted OASAS approval as a CASAC Education Training Provider (S5\_C3 CASAC Educ Provider Approval).

### **Consideration and Use of Assessment Results to Promote Student Achievement**

The consideration of institutional data and assessment results is a critical part of the College's culture of assessment, one that is embraced by stakeholders across campus, at all levels of the institution. In his most recent *Welcome Back* presentation (excerpt) (S5\_C3 President Welcome Back Fall 2025 Excerpt), President Lamb took the opportunity to share institutional data as the impetus for his choice of *retention* as a year-long theme and explicit area of focus throughout academic year 2025–2026. (Note: The President's *Welcome Back* presentation is part of the semi-annual *Professional Activity Days*. See Section S3.C2d of this document for full description.) This explicit attention to data—coupled with consideration of its nuanced context and the challenge issued to all programs and units on campus to review their own respective data and devise evidence-based efforts to bolster student retention—is meaningful.

Reviewing associate level counts/rates (S5\_C3\_SUNY BI Overview-Associate Level Outcomes) for the GCC Fall 2020/1<sup>st</sup>-Time Full-Time Associate/Regular Admit Cohort in the Fall 2024 reporting term, there were 472 students, of which 180 completed. Of these, 38.14% earned degrees and 45.34% had successful educational outcomes. The attrition rate was 54.7%. These data informed the Division of Academic Affairs to formally articulate a retention-related POA—Academic Affairs POA 1 (S5\_C3\_Academic Affairs POAs AY26)—whereby every academic program and unit within Academic Affairs will identify and pilot 1–2 data-informed academic interventions to bolster student success and retention.

### **Consideration and Use of Data to Improve Institutional and Program-Level Educational Effectiveness**

Reviewing associate transfer counts/rates for the GCC first-time, full-time associate seeking regular admit students for the Fall 2020 Cohort Term in the Fall 2024 reporting term (S5\_C3\_SUNY BI Overview Associate Transfer Outcomes), there were 472 students in this GCC cohort, of which 110 (23.31%) transferred to other SUNY schools and 66 (13.98%) transferred to non-SUNY schools. Total transfer-out was 176 (37.29%). When looking at the College peers' transfer-out rates, FLCC (37.94%), Erie (30.62%), Broome (46.82%), Corning (41.22%), Mohawk Valley (35.03%), and Niagara County (32.68%), GCC is in line with some and below others. Among other considerations, these data are relevant to the College's participation in the SUNY/Richmond Federal Reserve's *Survey of Community College Outcomes* (see Section S5.C2) of this self-study.

### **Third Party Providers (S5.C4)**

GCC does not use third-party providers for assessment services for any credit-bearing educational offerings. The College does, however, contract with a third-party provider—Ed2Go (S5\_C4\_About ed2go)—for the delivery and assessment of a small number of non-credit, online community education courses (S5\_C4\_Ed2Go CTE Non-Credit Offerings). The BEST Center collaborates with the College's Business Office to conduct an adequate and appropriate review of the contract, and the BEST Center staff conducts a thorough review of the subcontracted learning experiences

### **Assessing the Assessment (S5.C5)**

GCC does an effective job at assessing its assessment processes. In keeping with its commitment to continuous improvement, GCC established and piloted a meta-assessment process in the 2024–2025 academic year. There are two ways in which the process is formally assessed. The first is through a Program Assessment Rubric (S5\_C5\_Program Assessment Rubric Feedback Form) or a Gen-Ed Assessment Rubric (S5\_C5\_Gen Ed Assessment Rubric Feedback Form) developed by the Academic Assessment Committee to provide feedback on completed assessment projects. This rubric is used by a team of reviewers who look at completed reports and provide feedback ensuring that each assessment process/report pays adequate attention to several critical elements. More specifically, for each Gen Ed/Program assessment report, this rubric is used to assess the clarity and quality of learning outcomes, curriculum maps, assessment methods and measures, benchmarks, results and analyses of findings, and action items. The second meta-assessment measure is a rubric-based survey (S5\_C5\_Assessment Process Survey and Feedback Form) that is administered by the Academic Assessment Committee and completed by the project leaders. Upon completing the entire assessment process for their program or Gen Ed area, every faculty project leader completes this rubric. The complete process takes about two years, starting with development or updating the curriculum map to data collection, analysis, report writing, debriefing, and first-time follow-up. The project leader gives feedback on the entire process. More specifically, this rubric-based survey captures project leaders' experience of the following components of GCC's assessment process: clear and sufficient project resources, curriculum map development support, tech support, faculty support in data collection, support and guidance on the external review team visit, the debriefing session, the follow-up process, and the overall clarity and timeline of the phases of the process. The results of this survey are reviewed by the Academic Assessment Committee (see committee meeting minutes, S5\_C5\_Academic Assessment Committee Meeting Minutes 9.9.25), and feedback is used to refine the assessment process.

Along with the more formal means of meta-assessment, GCC has always made updates and improvements to the assessment process based on informal feedback from faculty and stakeholders. For example, the decision to make the Academic Assessment Committee a subcommittee of the Academic Senate was faculty-led. The mission of the Academic Assessment Committee is to make recommendations to Senate regarding the assessment process and policies, review and approve the academic assessment plan as well as any suggested changes to the plan, monitor the implementation of the academic assessment plan, and work collaboratively with Senate and Faculty to establish professional development activities that enhance the assessment process and promote participation by all Faculty. This collaboration with Faculty is vital to continued feedback and improvements in the assessment process.

Additional changes and improvements have been made over the last few years based on feedback and suggestions from Faculty. Examples of such changes include allowing Faculty to define the benchmarks for their area or program as one size does not fit all. Faculty also wanted anonymity in course assessment results. Accordingly, faculty names are no longer on the course assessment results reports, though expectations for faculty's effective and meaningful use of course-level assessment data have been built into the newly revised faculty performance review process, Procedure 236. This past year, the college's ILOs were updated. This process of updating the ILOs was with input and feedback from faculty, administration, and the Board of Trustees.

### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 5. GCC has mature and increasingly systematic assessment processes, an organizational infrastructure to facilitate them, and dedicated resources to support the assessment of its academic programs, Gen Ed Framework, ILOs, and (most recently) microcredentials. Faculty leadership in assessment, combined with dedicated resources and administrative support, contribute to a culture of continuous improvement, whereby assessment findings are broadly communicated and used to improve teaching and promote student success.

### **Action Items**

1. GCC needs to expand its current assessment processes to include non-credit and technical educational offerings. The College acknowledges that this effort must include a focus on tracking post-completion job placement and transfer rates and will require both input and assistance from SUNY system.
2. Transitional courses are neither Gen Ed courses, nor are they required for any academic program. Consequently, they are not a part of either assessment process. A formal process for assessing these courses needs to be developed.
3. Though a formal protocol for conducting student course evaluations is in place, the College recognizes a need to critically reconsider how to best update the evaluation and incentivize their routine completion.

## STANDARD 6—PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

**Standard 6: The Institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.**

### **Institutional and Unit Goals (S6.C1)**

Genesee Community College (GCC) has institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.

The College has clearly stated Strategic Priorities and Core Objectives (S6\_C1\_C\_GCC-2023-2028-Strategic-Plan) for units to use as a guideline in developing a *statement of purpose* and unit-specific goals. Within each *strategic priority* is a list of *core objectives* to provide more specific, actionable guidance. Each priority and objective is used in planning and resource allocation on an annual basis as well as for the life of the corresponding strategic plan.

The College’s strategic plan, priorities, and objectives are the basis for Functional Area Reviews (FARS, S6\_C1\_FAR Workbook Template), which are completed every six years (S6\_C1\_D\_Updated FAR Schedule 2024). Each unit’s FAR reviews its current operations, staffing, changes since the last FAR, and ongoing projects. The FAR team then decides whether the FAR will focus on the unit as a whole or on a single key function. The unit reviews its Statement of Purpose as part of the FAR process to ensure accuracy and alignment with the Strategic Plan.

As a result of the FAR, units create long-term and short-term Plans of Achievement (POAs, S6\_C1\_C\_GCC Planning POA Goals Edit and Update). POAs directly and explicitly link to strategic priorities and core objectives, with updates on progress reported tri-annually. Each POA (S6\_C1\_C\_Sample POAs). The budgeting process will be described in more detail in the financial section of this chapter, but the POAs are developed in the same timeline as budget requests (S6\_C1\_POA Budget Dev Timeline 2425) to help align each department’s requests and area priorities.

Key Performance Indicators (KPIs, S6\_C1\_KPI Strategic Plan 2023-28), based on the new strategic plan, have been collaboratively developed and reviewed by Cabinet. As the strategic plan matures, the College will assess progress on the achievement of these KPIs. For an example of how the College assesses its KPIs, see the Review of KPI Progress on *Framing our Future 2018–2023* (S6\_C3\_D\_StrategicPlan KPI Progress Revised).

### **Planning and Improvement Processes (S6.C2)**

The College has clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation. The College actively seeks input from these established sources: assessment committees, external funding sponsors, students, workforce development proponents, and advisory committees.

The College supports academic and administrative assessment efforts and has active standing committees devoted to these efforts (Academic Assessment and Administrative Assessment). The

College engages in mature and systematic cycles of academic assessment to support academic program evaluation, and the ongoing assessment of its Gen Ed Framework, institutional learning outcomes, microcredentials, and most recently, non-credit and technical educational offerings (all of which are described in detail in Section S5.C1 of this self-study). Administrative assessment tools include FARs, POAs, and the recently developed *Collaborative Action Response Team* (CART). The CART process is a cross-functional team approach to organizing an institutional response to student concerns about any aspect of their experience at the College. The inaugural CART focused on the College's existing course cancellation process, which resulted in recommendations to improve this process. The College plans to continue to use a CART approach to solve future problems that arise and will focus in the coming academic year on the adult learner's experience at GCC. (Note: The second CART was slated to begin in late Spring 2025, yet it was postponed shortly after the announcement of the SUNY Reconnect [S6\_C2 SUNY Reconnect] initiative—which focuses on a similar, if not identical population of students, and commandeered the attention of the same staff who would have been called upon to participate in the CART.)

The College leverages external funding to enhance programs and improve outcomes. A significant example is the Federal Carl D. Perkins Career and Technical Education Act funding, which supports student retention, skill attainment, and placement in career programs. Year-to-year enrollment trends justify additional funding and guide initiatives like the creation of a state-of-the-art sewing lab for the fashion design program and a dedicated lab for the criminal justice program, resulting in increased enrollment in both programs. The College-appointed Local Advisory Council (LAC) meets biannually to align funding with workforce needs, as evidenced by discussions on budget planning and workforce alignment at its October 2024 meeting (S6\_C2\_3\_PerkinsLocalAdvisoryCouncilMinutes). External funding also supports initiatives for underserved populations, such as a \$65,000 SUNY grant (S6\_C2\_4\_Grant Award 99620 - Subaward Agreement) and a partnership with the Rochester Educational Justice Initiative (REJI) at the University of Rochester enabling course expansions within regional correctional facilities. Enrollment data and Fall 2024 course schedules (S6\_C2\_5\_Credit Course Offering Fall 2024) underscore the success of these efforts.

Student involvement and feedback are integral to the College's planning and improvement processes. During the Spring 2023 strategic planning process, students participated in a SWOT analysis (S6\_C2\_6\_Student SWOT Results GridFormat), which identified transportation as a key concern. In response, the College secured funding from the SUNY Transformation Fund (S6\_C2\_7\_Transformation Fund Budget - GCC) to purchase a dedicated bus, with scheduling managed by the Office of Student Engagement and Inclusion. The College's commitment to student success and satisfaction has been recognized by EDsmart as the fourth-best community college in New York State and the first in Western New York. This aligns with findings from the most recent SUNY Student Satisfaction Survey (S6\_C2\_9\_Spring 2024 SUNY Student Satisfaction).

The College prioritizes workforce training by aligning programs with regional needs identified through studies like the 2022 Finger Lakes Workforce Strategy Study (S6\_C2\_8\_Finger Lakes Workforce Strategy Report). To address skills gaps in expanding fields like welding, CNC, and HVAC, the College secured \$1.57 million from SUNY funding opportunities and \$400,000 from a private foundation to update facilities, purchase equipment, and create curricula. The Business Employee Skills Training (BEST) Center conducts surveys of employers (S6\_C2\_11\_BEST CENTER Survey Data

All) every two to three years to track labor trends. These targeted, data-driven efforts strengthen industry connections and address workforce shortages.

The College also benefits from Advisory Committees (S6\_C2 2025-2026 Master Advisory Committee Members List) comprised of representatives from the GLOW region who provide input on planning, curriculum, and facility needs. These members advocate for the College; assist in recruiting students and faculty; and support students through internships, job placements, and transfer opportunities.

### **Goals for Institutional Effectiveness and Improvement (S6.C3)**

The College's planning integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments.

GCC requires all unit leaders (both academic and administrative) to adhere to an annual goal-planning cycle (S6\_C1\_C\_GCC Planning POA Goals Edit and Update) following the academic calendar. Goals are developed by unit leaders and then discussed and approved by each respective Vice President, with funding earmarked for approval within the operating budgeting process. As part of the College's budgeting process (S6\_C5\_A4\_Budget Development), Vice Presidents submit their funding requests with various projects in mind based on, among others, cross-divisional collaborative efforts.

Unit goals are based on the findings of individual units' FARs for administrative units, and periodic, formal reviews for individual academic programs and Gen Ed areas. In addition, these unit goals are required to align with at least one of the College's current strategic priorities and associated core objectives which make up GCC's Strategic Plan (S6\_C3\_A1\_GCC-2023-2028-Strategic-Plan). GCC's key performance indicators (KPIs, S6\_C1\_KPI Strategic Plan 2023-28) for each core objective, which help define measurable success for unit leaders, are reviewed and approved by Cabinet. Accordingly, all unit goals are stated with measurable outcomes. KPI updates are compiled by the Office of Institutional Research and Planning for review and analysis, annually by college leadership with a capstone KPI report (S6\_C3\_D\_StrategicPlan KPI Progress Revised) developed and presented by the Office of Institutional Research and Planning at the end of each strategic plan cycle (5 years).

Once set, these goals constitute each unit's Plans of Achievement (POA) (S6\_C3\_B\_2024-25 POA Analysis). Units are required to update progress made on their annual POA goals within the GCC Planning Tool (S6\_C1\_C\_GCC Planning POA Goals Edit and Update) using a Tri-Annual Reporting (S6\_C1\_C\_Sample POAs) structure (TARs). Tri-Annual Reports are scheduled to take place in November, February, and June of each year. At the end of each year, unit leaders revisit their POA goals to ascertain their continued priority and relevance, thus restarting the cycle. This direct alignment between unit goals and the College's strategic priorities allows for the efficient and effective use and allocation of the institution's resources.

To monitor academic goals related to student success, retention, completion, and demographics, GCC utilizes its Genesee Strategic Intelligence (GSI) (S6\_C3\_GSI) tool, which contains a valuable established dashboard that can be accessed by leadership and various stakeholders across the college. The College has also leveraged Argos (S6\_C3\_Argos) a reporting solution linked to the College's database showing current student enrollment by academic program. The Argos tool serves

as an advisement tool, allowing Success Coaches and Faculty to monitor student registration in required program courses, thus helping to keep students on track to on-time completion. In addition, the President and his Cabinet leverage dashboards from both systems to review summaries on key metrics such as application and enrollment data as well as key financials that are compared to budgets.

The structures GCC has established for planning, strategic formulation, measurements, and the corresponding allocation and utilization of resources involve a carefully and collaboratively planned and executed process. This process is under constant review through the use of regularly scheduled administrative unit FARs, academic program evaluations, student feedback, and information on changing economic and political conditions.

### **Planning for Diversity, Equity, and Inclusion (S6.C4)**

GCC demonstrates a longstanding and evolving commitment to diversity, equity, inclusion, and wellness (DEIW), with over two decades of intentional planning and action. The College's DEIW planning is aligned with the College mission and strategic goals and is designed to drive institutional improvement through evidence-based decision-making and continuous assessment.

GCC's current strategic plan prioritizes DEI, with Strategic Priority 3, Core Objective 2 (S6\_C4\_A1\_Strategic Priorities & Core Objective 2) focused on increasing recruitment and retention of underrepresented populations, fostering inclusivity, and expanding wellness services. These priorities are operationalized through the annual POAs of units across campus. In 2023–2024, five POAs related to DEI; by 2024–2025, this number expanded to 22, with many focusing on wellness. These efforts demonstrate GCC's deepening commitment to DEI and alignment with the institution's long-term DEI goals.

SUNY funding supported the addition of an Assistant Director of Counseling Services, stipends for graduate counselor interns, and telehealth crisis support. The College also added a full-time Wellness and Accommodations Specialist position in 2021 utilizing Higher Education Emergency Relief Fund (HEERF) funding and incorporated the position into the operating budget when HEERF funding was exhausted to ensure sustainability.

GCC's DEI efforts are guided by the GCC's 2016-2020 Diversity, Equity, and Inclusiveness Plan (S6\_C4\_B1\_Diversity Equity & Inclusiveness Plan), the SUNY 25-Point DEI Plan (S6\_C4 SUNY DEI Plan), and the College's Diversity and Inclusion webpage (S6\_C4 GCC Diversity and Inclusion Webpage). Each of these resources highlights goals and action items related to student access, success, completion, and belonging. GCC Institutional Research and Planning Data Reports (S6\_C4\_B4\_MS Standard VI Student Demographics), along with IPEDS (S6\_C4\_B3\_IPEDS Data Feedback Report 2023\_2024) and TRIO AEOC program reports (S6\_C4\_B6\_TRIO AEOC Data via Email), provide insights into student demographics including race, gender, disabilities, and non-traditional enrollment.

The College's Office of Human Resources (HR) department aligns its practices with DEI principles. HR focuses on increasing the recruitment and retention of underrepresented faculty and staff and enhancing cultural awareness. Specifically, this focus takes the form of posting GCC positions on a broader range of job sites and soliciting applications from underrepresented minorities in several

ways. Strategies involve posting using *diversity packs* on common job sites (e.g., HigherEdJobs) to those identifying as being in a diverse category (race/ethnicity, veteran, disability status). Faculty openings and higher level (Deans, Vice Presidents) are sent to Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions' (HSIs) lists that human resources associate researches and creates by finding key influencers at such institutions. This effort also involves the consistent provision of training on bias (S6\_C4\_Annual Search Committee Training) for all search committee members to ensure candidate screening and inclusive hiring practices. In recent years, the hiring data (S6\_C4\_HR EEOC Hiring Data 2019-2024) and staffing data (S6\_C4\_HR EEOC Staffing Data 2020-2024) GCC has reported to the Equal Employment Opportunity Commission (EEOC) and IPEDS reveal insights into hiring practices by gender, ethnicity, race, and veteran status. Notably, there has been an increase in the hiring of employees with disabilities, indicating progress in DEI-related hiring practices.

Through strategic planning, resource allocation, student and employee-focused initiatives, and institutional practices, GCC demonstrates progress in advancing diversity, equity, and inclusion. These efforts reflect institutional commitment, align with mission and goals, and contribute to a more inclusive and supportive environment.

### **Financial Planning and Budgeting (S6.C5)**

The College's financial planning and budgeting process is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans and objectives.

GCC has a strong connection between its strategic plan and budgeting process. The annual budget process begins in December for the following academic year. Each year, individualized templates and directions (S6\_C5\_A4\_Budget Development) for navigating the budget process are emailed to each budget manager. This guidance provides a timeline and instructions to tie requests to both POAs (S6\_C1\_C\_Sample POAs) and the unit's most recent FAR (S6\_C5\_A\_Central Services FAR 2023).

Draft POAs are developed side by side with the budget proposal requests and should align with each unit's requests and area priorities. POAs are created by each unit's budget manager and reviewed by the area Vice President to ensure alignment with specific strategic priorities.

The budget process is comprised of new position requests, variable personnel requests, capital requests, and operational requests. Each request must be tied to one or more strategic priorities. New position (S6\_C5\_A4\_New Personnel Request) and Variable Personnel requests (e.g., S6\_C5\_A4\_Org 66 Variable Personnel Request) are due on December 31, Capital (S6\_C5\_A4\_Capital Request) and Operational (e.g., S6\_C5\_A4\_Org 66 Operational Request) requests are due on January 15. Finalized POAs are due in July after the College's budget has been approved by the Board of Trustees in May and the County Legislature (S6\_C5\_County Budget Resolution) in June.

Budget requests are consolidated, reviewed, and ranked by the area Vice President, reflecting their priority within each Vice President's division. Capital requests and requests for new positions are aggregated (S6\_C5\_A1\_FY25 Combined Capital Requests) by the Vice President for Finance and Operations and reviewed from an institution-wide perspective by the President and the Vice

President for Finance and Operations to determine which items will be funded in the following academic year's budget. This review ensures that the requests with the highest importance and greatest likelihood of advancing the College's strategic priorities receive funding.

Due to the College's commitment to responsible fiscal management, and the strong tie between the processes for budgeting and close monitoring of strategic priorities—GCC has historically not produced multi-year financial plans. Each year, a projection is created that reflects different enrollment and funding scenarios (S6\_C5\_A5\_Revenue Projections\_061324 Updated R), which are reviewed by the Vice President for Finance and Operations.

### **Fiscal and Human Resources (S6.C6)**

The College's fiscal and human resources, as well as physical and technical infrastructure, are adequate to support its operations wherever and however programs are delivered.

New York State community colleges have three funding sources: the state, the counties they serve (both Sponsor and non-Sponsor), and student tuition and fees. Capital projects—which must be approved by the College's Board of Trustees, the local Sponsor, and New York State—are 50% bonded by the state; the other 50% comes from a local share (and not necessarily all the 50% comes from the Sponsor). For example, the most recent construction projects (e.g., the James M. Sunser Student Success Center and the Richard C. Call Arena) were funded with the 50% state share; the other 50% was a combination of funds from Genesee County and a successful capital campaign conducted by the GCC Foundation with contributions from community members, alumni, faculty, and staff. For students coming to GCC from other counties in New York State, those students' respective counties are responsible for paying both operating and capital *chargebacks* to Genesee County. This is also codified in New York State law (S7\_C1 Title 8 603.7 Reg). Operating chargebacks are paid directly to the College and are an important revenue source for the institution, whereas capital chargebacks also come to the College yet are held in an account and turned over to Genesee County twice a year. The County uses these funds to offset college debt from past capital projects. Most years, the College's capital chargebacks offset 96%–100% of the institution's debt.

In addition to state operating aid, student tuition, and county chargebacks, the College's operating budget is also augmented by grant funds. The Director of Grant Writing and Administration selects grants to pursue based on how closely the purpose of those grants aligns with the College's strategic plan.

The College regularly reviews expenses to ensure adequate resources are allocated to the critical functions of instruction, academic support, and student services. The College implemented cost savings measures during COVID as evidenced (S6\_C6\_Operating Expenses) in the decrease of expenses between FY20 to FY21. The increase in FY22 was largely attributable to HEERF emergency aid to students in the Other Expenses category, which decreased in FY23.

As part of its commitment to fiscal responsibility, GCC regularly reviews enrollment and staffing levels at all campus locations. In response to changes in enrollment at each campus center, staffing levels have been adjusted to free fiscal resources to be used in other needed areas while maintaining adequate staffing to support operations in those counties. For example, in Beginning in

2022, the College consolidated oversight of all four campus centers to a single associate dean level position.

Similarly, as enrollment challenges continue (largely due to the decline in area high school graduation trends), the College reviews expenses that can be reduced as well as possible sources of new enrollment and revenue. While the College is committed to maintaining a presence in Livingston, Orleans, and Wyoming counties, enrollment no longer warrants two locations in each county. The Albion and Lima campus centers were closed in 2022 and 2024, respectively, and the Arcade campus center is scheduled to close at the end of Spring 2026. In all cases, the College remained committed to residents in the county by doing all it can to minimize the impact on students (e.g., providing long windows for the closures, individualized counseling to help students stay on their path, retaining all staff by transferring them full-time to the remaining campus center, etc.).

### **Financial Resources, Funding Base, and Development (S6.C7)**

The College has documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability.

Despite declining FTEs (S6\_C7\_Total FTEs), revenue (S6\_C7\_Unrestricted Revenues by Share) for the College remains steady. The implementation of a state aid floor has been beneficial, and the chargeback funding model helps ensure a relatively stable level of funding. Due to its fiscal responsibility and smart planning when individuals depart or retire, the College has managed, despite declining FTEs, to maintain a healthy fund balance (S6\_C7\_Unrestricted Fund Balance\_Net Position) to ensure financial viability. Outside of the immediate Covid period, GCC has not needed to retrench staff, or offer early retirement/voluntary departure programs as some of the regional SUNY community colleges.

During the COVID pandemic when enrollment and funding streams were uncertain, the College was faced with difficult decisions. Staffing levels were lowered to reduce expenses. The College offered retirement incentives to help reduce staffing levels to meet current needs. Part-time staff were furloughed with positions combined or eliminated, and as a last resort, a minimal number of full-time positions were retrenched. Campus Centers were vacated during the pandemic as the College transitioned to online learning, but some facility expenses related to those vacant buildings were recovered through HEERF. Student debt discharge as part of HEERF helped to reduce uncollectible expenses for the College, alleviate financial stress on students, and provide them with the opportunity to continue their education.

The College continues to demonstrate creativity and inclusive outreach in its efforts to expand avenues for student enrollment and revenue, in both its credit-bearing and non-credit educational offerings. Specifically, GCC has increased its international student recruitment efforts by partnering with the International Partnership of Education Research and Communication (IPERC) and several Chinese Universities with plans for sending admissions and other GCC staff to Asia in the summer of 2026. Also, recognizing that incarcerated students are now eligible for some financial aid, the College established an ongoing partnership with the Rochester Education Justice Initiative (REJI, with the University of Rochester) to offer classes at three facilities. The College has also begun

offering classes at a fourth location in the Fall 2024 Semester. On the technical/non-credit side, the College has made progress in the scaling and expansion of its technical programs, expanding its HVAC and computer numerical control (CNC) programs and launching a welding program in Fall 2025. Part of this effort includes actively pursued apprenticeship funding through New York College Apprenticeship Network (NYCAN) and the SUNY Apprenticeship Program (SAP) (S6\_C7\_Sample Awards of NYCAN & SAP) that makes careers in high demand fields accessible to students since these non-credit programs are not eligible for traditional financial aid.

### **Responsible Fiscal Management (S6.C8)**

The College has a record of responsible fiscal management, including an annual independent audit confirming financial viability and proper internal financial controls.

GCC undergoes annual single audits and consistently receives unmodified (unqualified) opinions (see audits from 2020 [S6\_C8\_A2\_2020 GCC Single Audit FS – Final], 2021 [S6\_C8\_A4\_2021 GCC Single Audit FS – Final], 2022 [S6\_C8\_A6\_2022 GCC Single Audit FS – Final], 2023 [S6\_C8\_A8\_2023 GCC Single Audit Report – FINAL], and 2024 [S6\_C8\_A9\_2024 GCC Single Audit Report – FINAL]. As such, GCC has not had to take any corrective measures.

The CPA firm engaged by the College possesses extensive experience auditing other educational institutions, including SUNY community colleges, ensuring an efficient and thorough audit process.

### **Decision-Making and Assignment of Responsibility (S6.C9)**

The College has well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness. These processes are supported by a strong organizational structure, transparent budgeting practices, and active committee participation.

Organizational structure is vital for ensuring accountability and effective decision-making. Each year, the Cabinet reviews organizational charts (S6\_C9\_GCC Org Chart AY26) to ensure they align with strategic priorities. By mid-summer, the College President requests any necessary changes, which are reviewed and approved to take effect by the Fall Semester or as needed. The organizational chart serves as a guide for assigning responsibilities across divisions, such as the Information Technology Services chart (S6\_C9\_A ITS Org Chart Fall 2024), which illustrates role structures within that division.

The College's budget development process (S6\_C5\_A4\_Budget Development), as discussed in previous sections of this chapter, supports decision making with input from department heads, vice presidents, and the President. Final accountability rests with the Board of Trustees. Enhancements for the fiscal year 2026 budget process include standardizing new position requests and implementing a more inclusive third quarter evaluation to reallocate surplus funds.

The College fosters a culture of shared accountability and collaborative decision-making with active committee participation. As documented in IE Committee meeting minutes (e.g., S6\_C9\_B\_Institutional Effectiveness Committee), the assessment committees provide a platform for diverse perspectives to ensure decisions align with the College's needs and goals. The Academic Senate serves as the College's shared governance body, facilitating constituent input on

instructional policies, academic standards, curriculum, and other key areas. As documented in the minutes for monthly Academic Senate meetings (e.g., S6\_C9\_B\_Senate Minutes October 22 2024), its collaborative processes ensure stakeholder input and alignment with institutional priorities.

Technology governance further supports shared decision-making through a structured system of committees, including Administrative Systems and Data Integrity (ASDI), Digital Communications, Electronic and Information Technology (EIT) Accessibility, and Teaching and Learning Technology, all reporting to the IT Advisory Council (ITAC) Executive Committee. Monthly meetings, including an open meeting for the college community, foster transparency, collaboration, and the effective use of IT to achieve institutional goals. These processes, supported by detailed evidence in ITAC Executive Committee meeting notes (e.g., S6\_C9\_B\_2024-11-21 ITAC Exec Committee Notes), collectively empower all members of the College to contribute to its direction, accountability, and success.

### **Facilities, Infrastructure, and Technology (S6.C10)**

The College demonstrates a commitment to comprehensive planning and responsible resource utilization to support its mission and strategic goals. As a part of this commitment, the College routinely creates detailed facilities and information technology master plans, ensuring that all infrastructure projects are aligned with the institution's strategic priorities. The Facilities Master Plan (FMP, S6\_C10\_A2\_FMP Long Term Plan Projects) considers information such as facilities condition analyses, deferred maintenance costs and plans, as well as space utilization studies. Recent upgrades include a \$3.5 million HEERF-funded project to update the air handling units (AHUs) in the penthouse and gym and improving heating and cooling efficiency and the installation of two non-condensing boilers for more efficient operation during "shoulder" months. The 2023 cooling tower replacement project introduced a cleaner running system and a VFD-operated fan motor, optimizing energy use. These projects and all others are included in the FMP and are specifically tied to the College's strategic priorities.

Like other departments, an annual operational and capital budget is maintained by the various departments under the Information Technology Services (ITS) division. To avoid technical debt, ITS oversees a hardware replacement cycle (S6\_C10\_F ITS Replacement Cycle Documentation) tailored to the specific needs of various equipment types based on industry standards.

The College collaborates with several third-party providers for key functions, which are supported through contracts with specialized providers, such as ABJ for fire protection systems and hydrant flow testing. External technology providers include Ellucian (S6\_C10\_I\_Genesee Community College Ellucian M) and various SUNY partners for services including HelpDesk, Database Administration, and Application Development and support. This year, the College transitioned many IT related services away from Ellucian Managed Services to college staff and SUNY related shared services. This transition allowed the Division of ITS to better service the college community, better prioritize IT projects, and achieve cost savings. More specifically, the SUNY shared services include the SUNY Information Technology Exchange Center (ITEC), the SUNY Security Operations Center (SOC), and the SUNY Student Information and Campus Administrative Systems (SICAS) Center. Through these alliances, the College is able to leverage competitive pricing and have access to specialists. For example, the College is utilizing SICAS (S6\_C10\_F\_SICAS remote services MOUsigned) personnel to assist with the expansion of Argos reporting solutions.

This detailed planning and resource management strategy supports the College's mission and ensures alignment with its strategic goals, reaffirming GCC's commitment to institutional effectiveness and sustainability.

#### **Responsibilities under Title IV (S6.C11)**

The College complies with its program responsibilities under existing federal Title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations. Memberships in the National Association of Financial Aid Administrators (NASFAA) and New York State Financial Aid Administrators Association (NYSFAAA) provide regular updates to regulatory responsibilities and deadlines. Those, coupled with regular communication from the Department of Education and Department of Veterans Affairs, help ensure compliance. These updates are in the form of daily emails and various training opportunities such as webinars, conferences, and computer-based training options. The results of these various training mechanisms can be seen in compliance documents such as the Program Participation Agreement (S6\_C11\_DOE Program Participation Agreement), Eligibility and Certification Approval Report (S6\_C11\_DOE ECAR), VA Audits (S6\_C11\_FY22 - VA Audit 14958432 - FINDINGS LE), and annual Single Audit reports (S6\_C11\_E4\_2023 GCC Single Audit Report – FINA, in conjunction with the College's Business Office). GCC had one federal program review (S6\_C11\_E3a\_Program Review Middle States) in 1999 with limited findings. The College responded (S6\_C11\_E3b\_Program Review Response) to the Department of Education with appropriate replies and updated certain processes to ensure future compliance with the specified issues.

The staff of the Financial Aid Office is required to attend multiple training sessions/meetings/conferences throughout the academic year from the aforementioned professional entities. This is monitored by the Director and is used for the Financial Aid Office's Plan of Achievement (POA) goals for the year. Communication and collaboration with other financial aid offices in the SUNY system also provide constant updates and clarification to various federal and state issues and regulations.

#### **Utilization of Institutional Resources (S6.C12)**

The College has strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support its mission and goals.

The College employs its Facilities Master Plan (FMP, S6\_C12\_A\_2019 Facilities Master Plan 1-6\_2024) as a guiding framework for managing infrastructure decisions and investments. The FMP reflects the College's commitment to aligning its mission of delivering exceptional value to students with strategic resource allocation for facilities and integrated technologies. Developed with expert input from, among others, Young and Wright Architectural, IBC Engineering, and Appel Osborne, the FMP provides infrastructure analytics that inform current and future maintenance and construction projects. Key aspects of the FMP include strategic capital improvement planning, with quantified funding needs over five- to ten-year periods. It also incorporates sustainability strategies to enhance institutional viability and aligns resource investments with the College's long-term goals.

The College employs a systematic and sustained institutional assessment process that connects planning, assessment, and resource allocation. Recent infrastructure projects demonstrate this process in action, whereby a list of prioritized projects—informally known as the Long-Term Plan

(S6\_C12\_GCC Long Term Plan)—is prepared every 5 years in conjunction with the FMP. The long-term plan is updated as projects get completed, priorities change, or funding is identified. For example, the College upgraded its Air Handling Units (AHUs) using \$3.5 million in HEERF funding, which allowed for new heating/cooling coils, air filtration banks, and dampers. Additionally, the College replaced its cooling tower in 2023 with a more advanced system that reduces chemical costs, improves energy efficiency with a Variable Frequency Drive (VFD), and requires less machine room space.

Notably, in the example(s) listed above, compliance with SUNY guidance on how to request approval for capital projects using HEERF as part/all of the required 50% local share (S6\_C12\_HEERF Funding for CC Capital Instructions) is critical. Other projects follow SUNY's Community College Capital Program (S6\_C12\_SUNY CC Capital Program), which is operated by SUNY's Office for Capital Facilities and offers assistance and guidance for capital planning and financing.

Other initiatives include the installation of two non-condensing boilers to improve efficiency during low-demand periods, reducing operational costs and extending system lifespan. The College has also undertaken a campus-wide lighting upgrade, replacing fluorescent lights with LED fixtures. These LED lights are dimmable, longer lasting, and environmentally friendly, supporting the College's commitment to sustainability while reducing energy and maintenance costs. Through these projects, the College demonstrates its dedication to efficient resource utilization, sustainability, and alignment with its mission and goals. Fortunately, the College has been able to complete the projects prioritized in the 2019–2024 FMP. The 2025–2029 plan will be released soon and will guide the College's future investments.

The greatest resource of the College is its employees, and special attention is paid to any vacant position to maximize its effectiveness while ensuring optimal use of the College's resources. Hiring managers seeking to replace employees who retire or leave the College must submit a personnel requisition (S6\_C12\_Personnel Requisition), which guides any unit through a review of whether the position is needed and helps determine if the position title and description need to be updated to better reflect current needs. The College is equally judicious when deciding to establish new positions within any unit, as evident in the senior leadership's careful consideration of any new personnel requests (S6\_C12\_New Personnel Request Form).

### **Periodic Assessment (S6.C13)**

GCC regularly conducts periodic assessments to evaluate the effectiveness of its planning, resource allocation, institutional renewal processes, and resource availability. These assessments involve evidence-based discussions and decision-making by the College's governing body, leadership, staff, and faculty, ensuring alignment with institutional priorities. Key governance discussions are documented in the College's Board meeting minutes, Cabinet meeting notes, and the activities of assessment committees and the evidence for these operations are thoroughly discussed in the sections of this chapter dedicated to Criteria 2 and 9.

The College's Academic Assessment Committee focuses on enhancing student learning assessments, while the Administrative Assessment Committee oversees administrative assessment and review processes. The IE Committee evaluates the achievement of the College's planned priorities, ensuring that assessment processes remain systematic and sustained. These collaborative

efforts integrate assessment results into resource allocation and institutional planning. Again, the evidence for these committee functions is discussed and documented in the sections of this chapter dedicated to Criteria 2 and 9.

The College has implemented a consistent and systematic process for linking planning, assessment, and resource allocation. As previously described in multiple sections of this chapter, the College routinely demonstrates a commitment to building attention to such alignment into its operational processes and procedures. Specifically, multiple planning processes (e.g., POA authorship, see Section S6.C5), assessment protocols (e.g., Program Evaluation and FAR processes, see Section S6.C5), and operational procedures that guide resource allocation (e.g., personnel requisitions, see Section S6.C12) call for decision makers within the College community to systematically and explicitly link these processes, preventing any one of these interconnected processes from occurring in isolation. To ensure accountability to the stakeholders it serves—and to document progress toward its institutional goals—the College regularly evaluates its strategic plans and communicates its findings through annual reports. Most recently—as evident in the College’s 2023–2024 (S6\_C13\_GCC 2023–2024 Annual Report) and the soon to be published 2024–2025 (S6\_C13\_GCC 2024–2025 Annual Report)—these progress updates have been published digitally. This methodical approach demonstrates a commitment to aligning resources and initiatives with the College’s mission.

Through these mechanisms, GCC ensures its planning and resource allocation processes are evidence-based, integrated, and continuously improved to support institutional renewal and effectiveness.

### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 6. The College demonstrates a strong alignment of its processes, resources, and structures to its strategic goals in order to support its mission and drive institutional success. The College's comprehensive planning processes, from its FMP to its budget development, ensure that resources are allocated efficiently and in alignment with long-term priorities. Through its commitment to ongoing assessment and continuous improvement, the College ensures that its programs, services, and infrastructure are responsive to evolving needs and challenges, fostering a culture of accountability and collaboration across all divisions.

The College’s commitment to ongoing assessment is a central element of its strategic approach. By regularly evaluating its programs, services, and resource allocation, the College ensures that decisions are evidence-based and tied directly to institutional goals. The active participation of faculty, staff, and leadership in these assessment processes contributes to the College's ability to continuously refine its offerings, improve student outcomes, and make data-informed decisions that benefit both the institution and its diverse student body.

Furthermore, the College effectively responds to opportunities and challenges with an inclusive, transparent decision-making framework. By engaging a wide range of stakeholders in these decisions, the College navigates challenges such as enrollment shifts and funding changes while capitalizing on new opportunities, such as expanding international student recruitment. Through its collective efforts, the College ensures that its mission remains central to all initiatives, and that its

planning and resource allocation processes are both adaptive and sustainable in the face of future demands.

**Action Item**

1. Continue to refine the process for writing and reporting strategic Plans of Achievement—and clarify their alignment to the strategic plan—and re-engage the campus community in professional development to build mid-level and senior leaders' capacity in this domain.

## STANDARD 7—GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

**Standard 7:** The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

### Governance Structure (S7.C1)

#### Legally Constituted Governing Body

Genesee Community College (GCC) is one of the 30 community colleges within the State University of New York (SUNY) system, each of which is a legal entity separate from the State University and from each other. As part of the SUNY system, it operates under the general oversight of the SUNY Board of Trustees (also referred to as the “Board”), which consists of 18 members who exercise certain rights of approval with respect to the 30 community colleges; for example, the SUNY Board confirms presidential appointments upon recommendation by the Chancellor. SUNY also provides additional governance, including program approval, budgetary oversight, and adherence to statewide educational standards. The community colleges legally operate “under the program of the State University.”

All SUNY community colleges have local sponsoring agencies that with New York State, students, and other counties, supply the basic fiscal support for the College. GCC’s sponsor is Genesee County. The Genesee County Legislature serves as the governing body responsible for overseeing and managing the county’s financial contributions and sponsorship of GCC. The legislature allocates funding to GCC as part of its annual budget process, which helps cover operational costs, capital improvements, and other essential resources that support the College’s mission. By approving this funding, the Genesee County Legislature ensures that GCC can provide affordable education to local students and maintain its facilities and programs.

GCC’s service area extends to the contiguous counties of Livingston, Orleans, and Wyoming since those counties do not have a community college within their borders. This is codified in both New York State law (S7\_C1\_Title 8 601.5 NY Regulations) and GCC Policy 1018 (S7\_C1\_1018 Contracting with County Agencies). By having four satellite campus centers in these counties (all of which hold the “Extension Center” designation by the NYS Education Department) and maintaining a strong online presence, GCC can reach students who may not have easy access to the main campus in Batavia, New York. These locations offer a range of courses, support services, and community education programs tailored to meet the specific needs of students in each area. Additionally, GCC collaborates with local high schools, businesses, and community organizations to ensure that its programs align with the educational and workforce needs of each community. This model helps GCC serve a broader community and provide more accessible education across rural areas of Western New York (i.e., the Genesee, Livingston, Orleans, and Wyoming “GLOW” Region).

#### Transparent Governance Structures: Academic Senate, Student Government, and Administration

Consistent with Policy 1010 (S7\_C2\_ Shared Governance), GCC’s Academic Senate provides an organizational structure that can develop and recommend policies and guidelines in all areas of faculty responsibility relating to educational programs and standards. Examples include matters

relating to credit course offerings, standards of instruction (including grading practices and course descriptions), assessment of student learning, and admissions and graduation requirements. This work is accomplished through four standing committees: Academic Assessment, Academic Standards, Curriculum, and Educational Initiatives. Ad-hoc committees are assembled and charged as needed by the Senate President. During the 2024–2025 academic year, an ad hoc committee was formed to address changes to SUNY’s General Education (Gen Ed) requirements pertaining to civic discourse and information literacy. Per its bylaws (S7\_C1 Academic Senate Bylaws 2025), the Academic Senate is composed of approximately 45 full-time employees of the College holding faculty rank, with the other seats giving a voice to adjuncts, nonteaching professionals, Civil Service employees, and students. The Academic Senate also designates a representative and alternate representative to the SUNY Faculty Council of Community Colleges (FCCC, S7\_C1\_SUNY FCCC), which is a SUNY-wide group that looks specifically at matters that impact and influence the University’s 30-campus community college sector. This ensures that GCC is informed as well as represented on matters that extend beyond the boundaries of the College. Notably, a GCC Faculty member was elected to her first term as President of SUNY’s FCCC in 2024 and routinely engages (S7\_C1\_Agenda for FCCC President’s Visit) with both GCC’s FCCC representative and local governance leaders (i.e., the President and Vice President of the Academic Senate).

The principles of shared governance and academic freedom are deeply embedded norms at GCC, and they find expression through the Academic Senate. The Senate President served on the search committees to select Dr. Sunser’s successor (Dr. Lamb), the Provost and VP for Academic Affairs, and the VP for Student Affairs/Chief Diversity Officer. Both the President and VP of Senate also meet twice a month with the Provost and provide Senate updates to the Board of Trustees (e.g., S7\_C1\_Board Agenda Senate Update Nov 2025) each semester. The Academic Senate has also been a strong supporter of and model for the Student Government Association (e.g., flyer for SGA Town Hall, S7\_C1\_SGA Townhall Spring 2025).

Another important governance structure is GCC’s SGA. Per its Constitution (S7\_C1\_SGA Constitution), the SGA provides an organizational structure to promote the exchange of ideas between all members of the campus community and the community at large, and to partake in decision making processes that influence the student experience, among other purposes. In accordance with its constitution, the SGA has both a legislative and an executive branch. The Senate is composed of the executive board members and a body of designated representatives “from all of the active student organizations and clubs and no more than 10 from the student body not specifically representing any clubs or organizations” (SGA Constitution, p. 8). The executive branch (i.e., the E-board) of the SGA is comprised of 10 elected positions.

The College’s third governance structure, its senior administrative team, is comprised of 20 non-classified Managerial/Confidential staff members who report to individual Cabinet members. A complete description of the administrative, organizational structures is provided in Section S7.C4 of this chapter.

### **Governing Body: Board of Trustees (S7.C2)**

GCC is governed by a 10-member Board of Trustees (BOT) per N.Y. Education Law § 6306 (S7\_C2\_NY Educ Law Section 6306). Four members are appointed by the New York State Governor. These appointments are intended to provide state oversight and alignment with broader

educational policies, so they may be political in nature and often reflect the Governor's educational priorities or political affiliations. Five members are appointed by the local sponsor, Genesee County's governing body. These appointments often reflect local interests and priorities, so local government officials may choose trustees who align with the community's needs and vision for the college. As codified in the Student Government Association (SGA) Constitution (S7\_C1\_SGA Constitution), and reflected in NYS law, the position of *Student Trustee*—an elected position—is the tenth member of the GCC Board of Trustees and is part of the SGA's Executive Board. The Student Trustee serves in renewable one-year terms, while the appointed trustees (local and Governor-appointed) typically serve in seven-year terms. Trustees serve staggered terms, meaning one trustee's term expires each year to ensure continuity on the Board. Student trustees serve on one-year terms, reflecting the shorter tenure of student involvement. Trustees may be reappointed after their terms expire, depending on the policies of the local sponsoring entity or the Governor's office. Such terms ensure that the Board remains stable and balanced while incorporating input from both the state and local governments, as well as students.

### **Support of Mission, Goals, Fiduciary Responsibility, and Ultimate Accountability (S7.C2a)**

Pursuant to New York State Education Law and the New York Codes, Rules and Regulations, the Board is responsible for establishing policies governing the College; delegating responsibility for the administration and execution of those policies to their employed professional administrators; appointing a President (subject to the approval of the SUNY Board of Trustees); approving curricula; preparing, approving, and implementing budgets; establishing tuition and fees (within legal limits); and approving sites and temporary and permanent facilities.

Per the Board of Trustees' bylaws, Policy 8001 (S7\_C2\_8001 BOT Bylaws), the Board's annual meeting takes place in July, at which time the election of officers takes place, and they meet monthly except February. There are five standing committees of the Board: Buildings and Grounds, Personnel, Policy, Nominating, and Finance, with each committee consisting of at least four members. Each member of the Board is invited to attend any committee meeting. This mechanism can allow for more discussion on issues prior to recommendations moving to formal vote in the regular monthly meeting. Ad hoc committees may be appointed if/when there is a need or special project. For example, an ad hoc Board committee is typically established if a nomination is received for an Honorary Associate Degree (S7\_C2\_1034 Honorary Associate Degree).

To help ensure the College clearly states and fulfills its mission and goals, the Board is actively involved in the strategic planning process (described in greater detail in S1.C1). For example, by having representation on the most recent Strategic Planning Leadership Team and by participating in the multiple college-wide forums that helped inform the authorship of the 2023–2028 Strategic Plan, the Board ensures integrity of process and a mindfulness of public interest. It is the Board that ultimately approves the strategic plan, which includes a reaffirmation of the College's mission and articulates the current strategic priorities and core objectives. As the local governing body of the College, the Board receives updates on the College's implementation of the strategic plan and its progress toward achieving the specified core objectives, ultimately demonstrating oversight of the quality, integrity, and fiscal well-being of the institution.

### **Diversity, Independence, Expertise (S7.C2b)**

As noted above, the SUNY Board of Trustees has limited authority over the SUNY community college boards. The College Board of Trustees is seen as the official, legal body of GCC, and its duties are to establish policies governing the College and delegate responsibility for the administration and execution of those policies to their employed professional administrators as outlined in N.Y. Comp. Codes R. & Regs. tit. 8 § 604.2 (S7\_C2\_Section 604.2). The responsibilities and duties of the local Sponsor are also set forth in N.Y. Comp. Codes R. & Regs. tit. 8 § 604.1 (S7\_C2\_NY Title 8 604.1).

To assist Trustees in understanding that their role is to act as a policy-level board with the expectation that they are to make decisions in service to the institution and the students—and not along party lines—there are various opportunities for their development. Board Policy 1014 (S7\_C2\_1014 Orientation of New Trustees) on the orientation of new trustees outlines the materials, activities, and documents for new trustees. The Board Chair, President, and Executive Assistant to the President/Secretary to the Board coordinate the onboarding and various educational experiences that include meetings, reading materials, and professional development opportunities through the state and national trustee affiliations, New York Community College Trustees (NYCCT, S7\_C2\_NYCC Trustees Website) and Association of Community College Trustees (ACCT, S7\_C2\_ACCT Website). Ongoing support and training occurs through Board Retreats, online sessions, and workshops offered by NYCCT and ACCT.

The GCC Board (S7\_C2\_Board of Trustees Bios) has been stable with three Trustees who have received multiple appointments (two Governor appointees; one Sponsor appointee). The seven-year terms allow time for the development of educated and informed Trustees, and serving multiple terms increases the effectiveness of the Board and facilitates informed decisions on the part of the Trustees.

Officers of the Board are elected annually at the July meeting. The duties and responsibilities of the officers are detailed in Policy 8001 (S7\_C2\_8001 BOT Bylaws). While not outlined in policy, the officers generally rotate “up” following a two-year term. For example, the Vice Chair is elected Chair after, the Secretary is elected Vice Chair, and another Trustee then comes in as Secretary every two years. The rotation of officers allows for leadership development, promotes accountability, reduces burnout, allows for fresh perspectives, and prevents any single trustee from accumulating too much influence.

Additionally, Trustees understand that a part of their responsibility is to keep informed and educated about community colleges in general, and GCC in particular. Several members routinely attend regional, state, and national conferences and workshops to keep up to date on current issues and share this information with their colleagues during Board meetings (e.g., S7\_C2\_BOT Nov24 minutes). Attendees frequently come back from these conferences and relate how well the GCC Board functions free from the political interference that occurs at other institutions as well as within its policy-level responsibilities.

### **Non-Interference with the Daily Operation of the Institution (S7.C2c)**

Daily operations at the College require a collaborative approach between Trustees and administration, but each role has distinct responsibilities and points of focus. The College has

enjoyed a mutually respectful relationship with the Trustees and does not experience interference with the daily operations of the institution. Trustees understand that their role is to oversee the College at a high level, ensuring that it remains aligned with its mission and is financially sustainable. The Board focuses on ensuring transparent governance, supporting policies, and guiding long-term strategy, rather than managing operational or procedural details. The college administration, led by the President and key administrators, handles the execution of daily operations. The administration's role is to ensure that the College functions efficiently and meets the needs of students, faculty, and staff.

Given the strong interest in the College of those within its service area, it is not uncommon for members of the College Board to be approached in the community with questions or issues from citizens, either regarding the operations of the College or student challenges. When this happens, the Trustee either directs the person to the appropriate College office to have the issue explored, or the Trustee contacts the President or the Executive Assistant/Secretary to the Board by phone or email to relate the concern/problem. This provides the administration with the opportunity to fully investigate the matter and respond directly to the parties involved. The Trustees clearly understand that this type of individual problem-solving is not their responsibility and is best relayed to and addressed by college officials.

### ***Board Engagement***

Aside from their regular, formal duties, Trustees help connect the College with community partners, ensuring alignment with community workforce needs and developing partnerships that can improve student resources and opportunities. They also often participate in campus events and ceremonial activities such as Commencement; award ceremonies for faculty, staff, and students; athletic events; theatre productions; fine arts events; advancement/fundraising events; and the College's annual fashion show. In addition, there is Trustee representation on major College committees including the Strategic Plan Committee for the development of the current Plan, the Presidential Retirement Planning Committee that recently honored Dr. Sunser; the MSCHE Self-Study Steering Committee (on which two Trustees served) for this current self-study and accreditation process.

Additionally, over the past eight years, the Board has:

- Held an annual informal meeting with the Genesee County Legislature to provide an avenue of communication and an opportunity for engagement between the two groups.
- Held approximately one Board meeting per semester at a Campus Center to “experience” the county that is served by that campus and expand their avenues of communication and presence.
- Hosted *Meet and Greet* opportunities (often a coffee reception) for all new full-time employees once per semester where these employees are invited to attend a Board meeting to briefly introduce themselves and interact with Trustees and College administration.

### **Policy Oversight: Academics (S7.C2d)**

As noted previously, N.Y. Education Law § 6306 (S7\_C2\_NY Educ Law Section 6306) and NYS Community College Regulations (S7\_C2\_Title 8 Full Article 600 NY Regulations) clearly outline the responsibilities of the College Board of Trustees, which include approval of academic curricula, responsibility for the awarding of certificates and diplomas, and the conferring of appropriate

degrees upon recommendation of the President and the Faculty. Below are examples of how the Board acts to maintain academic rigor at GCC in accordance with its legal responsibilities. Both the evaluation and promotion processes noted below help to ensure that GCC students are taught and supported by highly qualified Faculty and Staff:

- Pursuant to the negotiated contract (S7\_C2\_GEA Contract Sept 2025 to Aug 2028\_2025) with the GEA bargaining unit, there is no tenure at GCC. Upon initial hire, full-time professional staff members serve renewable one-year probationary appointments, not to exceed a period of four years, followed by *continuing* four-year appointments (designated as “C1”, “C2”, etc.), which are approved by the Board of Trustees. As indicated in the GEA contract,

*Prior to considering the renewal or non-renewal of continuing appointment contract, the Board of Trustees or a committee thereof will review and take into consideration all of the written evaluations of such unit member made during the then-expiring continuing contract period. (p. 11)*

The Board Personnel Committee annually reviews those employees eligible for new contracts or renewal of continuing contracts via a summary prepared by the supervisor as part of the individual’s evaluation. Summaries for faculty highlight accomplishments/achievement of goals, Teaching effectiveness, College service, Professional development, and Community service. Professional staff evaluations are based on communication skills, technical skills, customer service, College service, professional development, and leadership/supervision (if applicable).

- The process for faculty promotion is codified in the GEA contract (S7\_C2\_GEA Contract Sept 2025 to Aug 2028\_2025) and Procedure 236 (S7\_C2\_Procedure 236), Evaluation Guidelines for All Professional Staff. This procedure is one of the few College procedures that are officially approved by the BOT. Notably, Procedure 236 is currently under collaborative revision and is anticipated to be presented for approval in Spring 2026. Based on criteria for consideration of promotion in faculty rank that are specified in Procedure 236, recommendations for promotion come through the Provost/Vice President for Academic Affairs to the President. Following review, the President then makes recommendations to the Board’s Personnel Committee, which reviews and makes recommendations to the full Board.
- Any time a new academic program is proposed or there are significant changes made to an existing academic program, the Board must approve any proposals or changes that are submitted to SUNY and New York State Education Department (NYSED). Over the past several years, the Board has approved many curricular changes, especially due to the changes in SUNY’s Gen Ed requirements. Proposed changes are typically presented at a regular monthly Board meeting (e.g., S7\_C2 BOT Jan 25 minutes) then voted on by the Trustees.
- The Board of Trustees formally approves the Prospective Graduate Lists of all January, May, and August graduates. (See BOT May24 minutes; S7\_C2\_BOT May 24 minutes). As with curricular changes, such lists—subject to revision based on each student’s completion of the degree and/or certificate requirements—are presented and voted on during a regular monthly Board meeting (S7\_C2\_BOT May 24 minutes).

### **Policy Oversight: Finance (S7.C2e)**

Fiscal accountability is ensured by the Board in several ways. Annually, the Board's Finance Committee meets with the President and the Vice President for Finance and Operations to review the proposed operating budget for the next fiscal year prior to formally adopting the budget and the Tuition and Fee Schedule (e.g., S7\_C2\_BOT RES24-25 Tuition Fees). The formal Board resolution for the budget (S7\_C2\_BOT RES24-25 Budget) articulates the requested Sponsor's contribution as well. Following Board adoption of the proposed budget, the President then presents the request to the County Legislature (first through committee, then, upon approval, to the full Legislature), after which it is ultimately submitted to the SUNY Board of Trustees for approval.

The Board's Finance Committee has established a regular schedule of meetings with the President and Vice President for Finance and Operations for the review of quarterly financial statements. There is also an annual meeting of the Finance Committee (S7\_C2\_Finance Committee meeting minutes) with the College auditors (currently Lumsden and McCormick) to review the previous year's external audit. There are very rarely any issues, and the auditors typically commend the Board and the College for the efficient management of the institution. During the audit presentation, Trustees are afforded the opportunity to ask questions and obtain clarification on any item in the audit. Following these meetings, the Finance Committee Chair reports to the full Board at the next formal Board meeting on the financial status of the institution and discusses the results of the annual audit.

Board Policy 5011 (S7\_C2\_5011 Board Review, Selection) outlines the Board's responsibility for the review, selection, and engagement process for independent auditing services. Within three months following the completion of the annual audit and presentation, the Finance Committee determines if it wishes to retain the current auditor for the remainder of the contract period (usually a multiple-year agreement). If the Committee wishes to seek proposals for a new auditing firm, it will make that recommendation to the full Board.

The Board is ever mindful of the impact of its decisions on students, but it also recognizes the need to act and make decisions in the best interest of institutional financial stability.

### **Appointment, Evaluation of the CEO (S7.C2f)**

As mentioned above, pursuant to New York State Education Law and Community College Regulations, the Board appoints the President of the College. When there is a need to select a President, Board Policy 1003.1 (S7\_C2\_1003.1 Board Appt & Review of President) calls for the Board to establish and follow a search and selection process and inform the College community of it. Such a process needs to comply with SUNY Community College Presidential Search Guidelines (as of June 2023, S7\_C2\_SUNY Community Colleges Presidential Search).

In preparing for the last Presidential search, the Board of Trustees hired executive search firm RH Perry and Associates who had two senior consultants working regularly with the Board. RH Perry had a five-phase process that included (1) needs assessment and marketing; (2) recruitment strategy and candidate management; (3) selection and evaluation; (4) finalist due diligence and campus interviews; and (5) appointment and closure. These phases were based on decades of experience and best practice. The two consultants worked regularly with the Board and the Search Committee, created the Presidential Search Profile that was utilized as a vehicle for the firm and

College to seek qualified applicants, and facilitated the almost year-long process that ended with the successful appointment of Dr. Craig Lamb on June 4, 2024.

The Board at minimum conducts an annual evaluation of the President as prescribed by GCC Policy 1003.1 (S7\_C2\_1003.1 Board Appt & Review of President). The President was most recently assessed in areas including Institutional Performance, Institutional Leadership, External Relations, Budgetary/Fiscal Management, Personal Qualities, Relations with Governing Board, Accreditation, and Specific Goals for the Year.

With these areas of interest in mind, the annual evaluation is conducted by the Personnel Committee of the Board of Trustees as outlined in the President's evaluation process (S7\_C2\_President\_Evaluation). The process provides both the President and the Board the opportunity for input and feedback. The process also allows for open communication and the establishment of mutually-agreed-upon goals for the following year that will best serve the Institution, the President, and the Board of Trustees.

With the hiring of Dr. Lamb as President, the Board's Personnel Committee has taken the initiative to review the current processes in place regarding their relationship and oversight of the President. They have streamlined documents and implemented additional checks and balances to ensure their work is transparent to the entire Board with a goal of fostering confidence in the President and his ability to run the College in a positive, effective way. As a result of open communication between the Board and the President, everyone understands and affirms their goals and objectives to maintain the stability of the institution to the benefit of the students. The Board and the President have a healthy respect for each other that serves the institution well.

### **Principles of Good Practice (S7.C2g)**

The GCC Board operates as a policy-level Board, as do all community college boards in the SUNY system. Consistent with Policy 1014 (S7\_C2\_1014 Orientation of New Trustees) and to improve upon a new Trustee's acclimation to their position on the Board, a checklist (S7\_C2\_New Trustee Checklist) was developed in 2021 to ensure a smooth onboarding process. This checklist outlines key steps, resources, and actions necessary to integrate them effectively into the role. The President and Executive Assistant to the President meet one-on-one with a new Trustee to go over materials and provide an opportunity for questions. There is a clear message at the beginning of a Trustee's appointment as to the policy role of the Board.

Upon appointment to the Board, each Trustee is provided a copy of Policy 2015 (S7\_C2\_2015 Confidentiality Policy) on Confidentiality and asked to sign a Confidentiality Agreement that affirms that they understand they may be privy to confidential information about students, faculty, staff, alumni, and other constituents of the College in the performance of their duties as a Trustee. Each appointee must also execute an Oath of Office, which is filed in the Genesee County Clerk's office.

Evidence that the GCC Board of Trustees operates independent of the political affiliations of its members is the fact that, for votes taken at Board meetings, there is nearly always 100% agreement/consensus on the vote. Based on voting history, evidence of impartial voting or voting based on political affiliations does not appear to be a challenge.

The College and the Board of Trustees operate with little interference from the local Sponsor. The County Legislature does appoint a “legislative liaison” to serve as a conduit of communication between the College and the Sponsor. The liaison receives the monthly agenda and supporting materials and attends the monthly Board meetings (exclusive of committee meetings). The liaison is not a voting member of the Board. Annually, the Board invites the Genesee County Legislators, County Manager, County Treasurer, and County Attorney to an informal meeting to share highlights of operation and Strategic Plan achievements with the Sponsor and address any questions or concerns. Historically, following the presentation and discussion, members of the Legislature and the County Manager have complimented the College on its achievements and commended the Board and the College administration for the excellent management and oversight they provide to the institution.

Pursuant to Board Policy 2008 (S7\_C2\_2008 Code of Ethics), the Board subscribes to the Genesee County Code of Ethics (S7\_C2\_Genesee County Code of Ethics). Each Trustee (except for the Student Trustee), the President, and each Vice President of the College must complete an annual Financial Disclosure Statement (S7\_C2\_Financial Disclosure Statement) and file it with the Genesee County Board of Ethics.

#### **Conflict of Interest (S7.C2h, S7.C2i)**

In addition to the County’s Code of Ethics, the Board has also adopted Policy 1012 (S7\_C2\_1012 Conflicts of Interest) regarding Conflicts of Interest that specifically states that no Board member or employee will have a direct or indirect interest, financial or otherwise, in a contract with the College, or incur any obligation of any nature, which contract or obligation is in substantial conflict with proper discharge of their duties in the public interest as provided by law. Further, the Policy states that it is each Board member’s and employee’s obligation to inform the Board Chair or their immediate supervisor, whichever is appropriate, of any personal interest which they may have in any business transaction of the College. While it happens very infrequently, there have been times that a Trustee has recused themselves from voting on a matter before the Board due to some level of personal involvement.

#### **Support of the CEO (S7.C2j)**

It should be clear that the Board functions at the policy level. The Trustees also understand and take seriously their roles in an advisory and decision-making capacity and entrust the administration of those policies to the President and support him as those policies are enacted. The Board underwent a complete review of the College’s existing policies from 2014–2017. In April 2023, another cycle of review began that is anticipated to be completed by June 2026.

#### **Institutional Transparency with Accrediting Bodies (S7.C2k)**

The Board exercises its fiduciary and policy responsibilities independently and ensures that all institutional operations align with the College’s mission, strategic priorities, and applicable laws and regulations. It is committed to transparent governance and regularly provides accurate, fair, and complete information to internal and external stakeholders, including the Middle States Commission on Higher Education (MSCHE).

The Board and College as a whole:

- Maintains a Board Policy Manual and meeting minutes that are publicly accessible by contacting the Secretary to the Board of Trustees.

- Engages in annual audit of financial statements and MSCHE compliance reports.
- Submits all requested reports, updates, and substantive change requests to MSCHE in a timely and complete manner.
- Ensures consistency in institutional identity across all accrediting and regulatory bodies, including SUNY, NYSED, the U.S. Department of Education, and professional accreditation bodies.
- Conducts regular reviews of published institutional data (e.g., IPEDS, NYSED reports, accreditation websites) to confirm accuracy and consistency.
- Has assigned a MSCHE Accreditation Liaison Officer (ALO) and an institutional research office to coordinate reporting and ensure institutional integrity in external communication.

### **Chief Executive Officer: The President (S7.C3)**

Dr. Craig Lamb became President effective August 1, 2024, following 13 years of successful service of the previous President, Dr. James Sunser. Dr. Lamb joined GCC in 2013, when he started as the Dean of Distributed Learning before serving as Vice President for Academic Affairs/Provost. His appointment as President resulted in a critical vacancy in the provost role that was fulfilled September 30, 2024, after a successful nationwide search. Just prior to Dr. Sunser’s retirement announcement, the Vice President for Student Affairs/Chief Diversity Officer resigned. The College conducted a nationwide search to replace the individual, but it was difficult to secure a candidate due to the uncertainty of the new President. Following another national search, the final Vice President position was filled December 16, 2024.

The first several months of leadership transitions have been relatively seamless. Dr. Lamb embodies GCC’s culture, and throughout the past 12 years and in each of his roles, he has worked to create an open, communicative environment, providing multiple opportunities for members of the College community to interact with him. Dr. Lamb’s appointment offered several benefits—notably continuity and stability—to both the Board and College community due to his familiarity with the College and his proven track record. The President and the Board maintain open lines of communication, and through the President’s evaluation process (outlined earlier in this section), the Board and the President agree on their approach to establishing organizational goals and objectives for the coming year. An atmosphere of mutual respect and trust has been established between the President and the Board.

### **Relationship to the Governing Body (S7.C3a)**

The President is appointed, evaluated by, and reports to the Board of Trustees as described in Board Policy 1003.1 and in accordance with New York State Education Law. As the Chief Executive Officer of the institution, the President of the College is responsible for providing general leadership and for promoting the educational effectiveness of the institution in all its aspects.

Both the Board and the President demonstrate their commitment to maintaining an excellent working relationship that results in the smooth operation of the institution. The President regularly updates the Board via email between monthly meetings on urgent matters and critical issues to avoid any “surprises.” Both the Board and the President understand how beneficial this type of open relationship is to the health and vitality of the institution. The positive working relationships observed throughout GCC follow the example set by the Board and the President.

### **Appropriate Credentials (S7.C3b)**

As codified in Board Policy 1003 (S7\_C3\_1003 Duties of the President), the President must possess a doctoral degree, have at least five years' experience in higher education administration, and be skilled in all phases of administration. As noted above, the Board engaged RH Perry to assist them in hiring a new President by ensuring that only highly qualified applicants were considered. GCC's current President demonstrably meets these qualifications, as evident in his *curriculum vitae* (S7\_C3\_Pres Lamb CV) and professional biography (S7\_C3\_Pres Lamb Bio).

### **Authority, Autonomy to Fulfill Responsibilities (S7.C3c)**

By action of its policy approvals, the Board of Trustees has shown its understanding of its responsibility as a policy-level Board and to not micromanage the President or the institution. For example, Board Policy 1001 (S7\_C2\_1001 Policy Formation & Dissemination) states, "Through the development of specific policies, the Board delegates to the President, administrative staff, faculty, and students, specific responsibilities for the operation of the institution." In Policy 1003 (S7\_C3\_1003 Duties of the President), the Board explicitly designates the President as "the chief executive officer [who is] directly responsible to the Board for the operation of the College in accordance with the philosophy and policies of the College's Board of Trustees, New York Education Law, and all other applicable state and federal laws." Consistently, the Board delegates authority for procedures and College operations to the CEO/President.

### **Qualified, Sufficient Administrative Support (S7.C3d)**

The President leads a Cabinet of six individuals who report directly to him that include (1) Provost/Vice President for Academic Affairs; (2) Chief Financial Officer/Vice President for Finance and Operations; (3) Chief Diversity Officer/Vice President for Student Affairs; (4) Vice President for Development, Admissions, and External Affairs; (5) Chief Information Officer/Vice President for Information Technology Services; and (6) Executive Assistant to the President/Secretary to the Board of Trustees. The President and the President's Cabinet coordinate the overall operation of the institution.

Each Cabinet member—except for the Executive Assistant to the President/Secretary to the Board of Trustees—is responsible for the coordination, supervision, and oversight of a division of the College, each with a designated portfolio of academic and/or functional areas (S7\_C4\_GCC Cabinet Org Chart).

Cabinet has a critical role in establishing, updating, and implementing College procedures. Through a similarly periodic review process, the President—in collaboration with Cabinet—is tasked with reviewing and publishing all college procedures. Often in collaboration with their direct reports, individual Cabinet members update procedures germane to their respective divisions and suggested revisions to Cabinet for approval. Once approved, new or updated procedures are uploaded to the repository of college procedures (S7\_C3\_College Procedures) maintained by the Office of the President on myGCC, the College's internal portal. To document their ongoing progress, Cabinet maintains a procedure tracking document (S7\_C3\_Procedure Tracking Doc) to maintain an inventory of procedures and their dates of establishment and approval.

Beyond updating and ensuring proper implementation of the College's procedures, Cabinet is also charged with supporting—if not directly coordinating—the periodic and systematic assessment of the College's efficiency and effectiveness. The fulfillment of this responsibility is formally documented, with assessment findings readily accessible to members of the campus community via the Institutional Effectiveness tab (S7\_C3\_Institutional Effectiveness myGCC Homepage) of myGCC, the College's internal portal. More specifically, the Academic Assessment Committee's page (S7\_C3\_Academic Assessment Committee myGCC Homepage) within the portal serves as a repository for all academic assessment reports, and the Administrative Assessment Committee's page (S7\_C3\_Admin Assessment Committee Homepage) serves as a repository for all the College's FARs.

### **Administration (S7.C4)**

#### **Clear Organizational Structure (S7.C4a)**

As mentioned in the previous section, each of the College's Vice Presidents is ultimately responsible for a division-specific portfolio of academic and/or functional areas (S7\_C4\_GCC Cabinet Org Chart). More specifically, these divisions comprise a clearly documented organizational structure that includes the Divisions of Academic Affairs (S7\_C4\_Academic Affairs Org Chart); Finance and Operations (S7\_C4\_F&O Org Chart); Student Affairs (S7\_C4\_Student Affairs Org Chart); Information Technology Services (S7\_C4\_ITS Org Chart); and Development, Admissions, and External Affairs (S7\_C4\_DAEA Org Charts). Each division has clear academic programs and/or functional areas with clear reporting relationships. All professional roles, responsibilities, and reporting relationships are codified in the formal position descriptions (e.g., S7\_C4\_Sample Job Posting Instructor of Nursing) on file in the Office of Human Resources.

#### **Appropriate Size, Diversity, Credentials, Relevant and Professional Experience (S7.C4b)**

The size of the College's administration/Cabinet is appropriate for the student body that it serves. Each member brings relevant experience to their respective positions, and all help the President fulfill his role and responsibilities. Each of the Vice Presidents has an advanced degree in their respective areas of expertise and considerable experience at the administrative level; some have several years of experience here at GCC. For example, including the President, all but two members of the President's Cabinet have at least five years of experience at the College, which lends stability to the leadership team and has provided a valuable historical perspective of the institution over the past months to the new President, the new Provost/Vice President for Academic Affairs, and the new Vice President for Student Affairs.

Each Vice President's formal job description (e.g., S7\_C4\_Job Description Provost VPAA) is designed to clearly outline the requirements for each position and include all required academic and/or professional credentials and experience, primary duties and responsibilities, and all reporting relationships. Resumés or *curriculum vitae* for all individuals are kept on file in the Office of Human Resources.

#### **Requisite Skills, Time, Technology, and Expertise (S7.C4d)**

Very specific position descriptions, coupled with methodical hiring processes, ensure that the administrators who are hired have the skill sets necessary to perform their duties. To ensure these skill sets remain current, administrators regularly attend regional, state, and national professional conferences relevant to their position and frequently engage with their SUNY affinity group (i.e.,

Community College Business Officers Association; SUNY Chief Academic Officers; SUNY Advancement Officers; SUNY Chief Diversity Officers, etc.). At these meetings, senior administrators benefit from each gathering's relevant and substantive agenda (e.g., S7\_C4\_SUNY CAO Affinity Group Agenda Fall 2025), typically comprised of critical updates from and engagement with SUNY System colleagues, relevant professional development experiences, structured planning time, and sector-specific discussions of challenges and opportunities.

The College also invests in the leadership development of its senior administrators through its annual participation in Leadership Genesee (S7\_C4\_Leadership Genesee), a professional development program operated under the Cornell Cooperative Extension that offers, "year-long curriculum is designed to raise awareness of the needs and challenges that affect Genesee County while enhancing individual leadership skills with a focus on civic responsibility and community stewardship." Every year, in addition to hosting and facilitating sessions for this program, GCC selects and sponsors one of its senior administrators to participate.

All GCC employees have access to frequent on-campus training opportunities for technology changes such as those offered by *Cougar Collaborators* (see S7\_C4\_Cougar Collaborators Teams Site Homepage), performance evaluation training for supervisors (e.g., S7\_C4\_Performance Evaluation Training) offered through the Office of Human Resources, the annual Mini Summit conference (S7\_C4\_MiniSummit Program 2025) and the College's semi-annual Professional Activity Days (PAD, S7\_C4\_PAD Schedule Fall 2025). Contractually, mid-level administrative members belonging to the GEA union also receive \$485 annually to support their attendance at conferences, take advanced classes, and/or maintain membership in professional organizations. SUNY also provides an annual tuition waiver allotment to community colleges for employees to take courses towards advanced degrees.

Beyond having adequate development opportunities to ensure their skill sets are up to date, the College's administration possess the assistance, technology, and information systems expertise required to perform their duties. Specifically, each Vice President benefits from an adequate number of support staff, including an administrative assistant/secretary (see division-specific organizational charts in Section S7.4a of this chapter). Beyond having adequate administrative assistance, GCC's senior administrators—through myGCC—have access to a robust suite of software applications and platforms (S7\_C4\_MyGCC Software Applications) that facilitate the execution of their core responsibilities and that are supported by the College's ITS User Services (See S7\_C4 ITS Help Desk Homepage) team.

### **Engagement with Faculty and Students (S7.C4e)**

#### ***President's Engagement with the College Community***

GCC benefits from its culture of genuine connection that embodies warmth, authenticity, and a deep sense of community. Faculty and Staff serve and support their peers, and Dr. Lamb models this philosophy and commitment of service.

The President of GCC knows employees on a first-name basis, fosters a sense of belonging, and understands the importance of family and community. Dr. Lamb emphasizes flexibility and prioritizes integrity, kindness, and mutual respect. These values are evident in daily interactions, decision-making processes, and the manner in which conflicts are resolved.

Dr. Lamb—and the College as a whole—is deeply integrated into the community it serves, whether through hosting or sponsoring local events, supporting local businesses, or volunteering for various causes. During his first few months in the role of President, Dr. Lamb made tremendous efforts to meet and engage with various stakeholders. He hosted meetings on campus with most of the regional school district superintendents (S7\_C4\_Superintendent Meetings Fall 2024), a local New York State Assemblyman (S7\_C4\_Stephen Hawley Visit Aug 2024), New York State Senator Charles Borrello and SUNY Chancellor John B. King (S7\_C4\_Chancellor King and Senator Borrello Visit Jan 2025), various County Legislature Chairs, and other college presidents. Dr. Lamb also attended a local company’s groundbreaking event, the inaugurations of numerous colleagues across the state, local concerts and community events, and participated in multiple panels on higher education, including one for the SUNY FCCC.

In addition, Dr. Lamb continues to actively and consistently engage with students. Some examples from the first semester in his role include hosting a *Coffee and Chat* event for himself and the new Provost, attending an SGA Town Hall, participating in an Interclub Council meeting, hosting a holiday *Mix and Mingle* with students and employees, and scheduling individual meetings with SGA Executive Board members.

In advance of the start of each semester, the Office of the Provost hosts PAD, during which the President delivers a *Welcome Back* address to the college community. During this time, he shares highlights of the past semester and what to expect in the coming year. He also incorporates his Cabinet members to share updates about their respective divisions with the broader campus community.

On a monthly basis, the President emails the campus *NewsNotes* (e.g., S7\_C4\_NewsNotes July2025), which is a publication that includes information on the recent Board meeting, employee statuses, and news from other departments and divisions.

### ***Cabinet’s Engagement with the College Community***

Campus engagement for the President’s Cabinet and their administrative staff members occurs through campus events hosted by or in collaboration with the Office of Student Engagement and Inclusion (SEI) and events hosted by Cabinet members during the start of each semester, PAD, and holidays. Recent example of engagement opportunities included *Coffee and Conversations* with the President and Provost, *Cocoa and Cookies with Cabinet*, and several *Week of Welcome* student events that are extended to faculty and staff. Such events are promoted throughout the campus community through monthly SEI Newsletters (e.g., S7\_C4\_SEI April 2025).

The members of the administration (as well as the President) routinely attend faculty, staff, and student functions. Each Vice President regularly holds meetings with their staff and is always available to attend other administrative meetings if there is a need to discuss a particular topic or initiative. For example, the Vice President for Finance and Operations offers to attend staff meetings to address questions or provide clarification during the budget development process. Other avenues of administrative engagement with the College community (internal and external) include:

- The Campus Center Associate Dean meets with all of her new faculty before the start of term to orient them to GCC. She also speaks to students at orientation sessions, and encourages them to be engaged, and if they have any issues, to speak with faculty and staff throughout the semester.
- College administration supports the activities of the GUSTO! Team (Genesee Unites to Support Team Opportunities)—a cross-representational team of employees who work to foster employee morale by offering value-added opportunities to engage in the College culture, such as social events, soft skills workshops, and technical training. GUSTO! (S7\_C4\_GUSTO! Homepage) is also a major player in the coordination of the annual Mini Summit conference held for employees each year that has been in effect for almost two decades. Faculty and staff not only are engaged by attending the sessions, but they are willing to volunteer to provide workshops and make presentations.
- As mentioned in Sections S3.C1c, S5.C2c, and S6.C2 of this self-study—and in compliance with Policy 3003 (S7\_C4\_3003 Advisory Committees)—administrative contact/engagement with students and faculty occurs through the College’s 25+ advisory committees, many of which have student members. There is a Board-approved advisory committee for every A.A.S program (as well as others, including each of the Campus Centers in their respective service areas). These committees (S7\_C4\_Master Advisory Committee Members List AY26) bring together members of the community—to engage with faculty, staff, administrators (i.e., deans), and students—and provide an avenue of communication to discuss curriculum and ways for the College to meet the workforce and/or training needs of its service area.
- As described in Section S7.C2 of this chapter, the SGA’s Student Trustee serves on the GCC Board of Trustees for the academic year of their appointment and has the opportunity for monthly interaction with Trustees, the President, and other campus administrators. The Student Trustee amplifies the representative and collective voice of the student body.
- The end of every academic year is filled with “engagement” opportunities in celebration of students’ completion such as College commencement and health care program ceremonies (like pinning ceremonies for the Nursing, Respiratory Care, Veterinary Technology, and PTA programs, etc.). There is also a student athletic banquet and student celebration of excellence. These events are attended by the President, members of his Cabinet, and Deans and Directors and members of GCC’s Board of Trustees.
- The academic deans hold a Teaching Area Meeting once per month during the academic year with the faculty in their division. This meeting is open to staff and administrators from across the college.
- In addition to providing a monthly Provost’s Update (e.g., S7\_C4\_Provost Update Academic Senate 11.18.25) at recurring meetings of the Academic Senate, the Provost meets regularly with the Senate President, Vice President, and Chairs of the Academic Senate committees to keep up to date on Senate activities. The Provost also meets bi-weekly with Program Directors to discuss topics relevant to the academic programs they oversee, and she meets every three weeks with the SGA’s Vice President for Academic Affairs to keep informed about student government activities.

## **Periodic Assessment (S7.C5)**

### **Assessment of Effectiveness of Governance**

Although the regular processes and procedures for the evaluation and assessment of the President, the administration, and their respective units have been documented throughout the entirety of this self-study, it is important to note that the Board of Trustees periodically engages in its own self-assessment (S7\_C2\_Board of Trustees Self-Evaluation Form), whereby each Trustee is asked to provide ratings in the areas of Board Organization, Policy Creation and Oversight, Strategic Planning, Fiscal Oversight, Facilities and Capital Projects, Board Relationships, Board Orientation and Development, and Community Relations. As a result of their self-assessment process in Summer 2024, the Board identified the need to clarify how committees operate, whether they are an independent committee or a committee of the whole. After a review of the Board bylaws by the President, the differences were explained in detail, and it was determined how to better state and document the types of meetings going forward. The Board also identified their desire to have more presentations from departments or academic programs. As a result, the President suggested a half-day winter retreat to incorporate some of these items to ensure the Board could obtain information sooner than waiting for its monthly business meeting.

The Board also periodically reviews all policies, in keeping with a formal review cycle, slated to conclude in June 2026. As noted earlier (in Section S2.C9 of this self-study), the current cycle of policy review in the Board is engaged is on schedule and expected to conclude this Spring.

Just as the Board of Trustees periodically engages in a self-assessment effort, so to does the Academic Senate. Formally, Academic Senate bylaws (S7\_C1 Academic Senate Bylaws 2025) specify that an ad hoc committee be appointed every three years to reaffirm or revise the bylaws. Although there is not a formal process for identifying areas that need to be addressed, such committees have relied upon a shared governance rubric (S7\_C5\_SUNY FCCC Shared Governance Rubric) created by SUNY's FCCC to inform this effort in the past.

Finally, the SGA engages in both formal and informal assessment activities. In close collaboration with the Director of Student Engagement and Inclusion (SEI), the Executive Board engages in a periodic review of its duties and constitution (see S7\_C5\_SGA Eboard Agenda Aug 2025) to ensure its structure and operating procedures remain adequate, effective, and efficient. Less formally, the SGA is open to feedback from both the representatives who comprise the Senate and the broader student stakeholders it represents. This takes the form of a dedicated portion of every Town Hall (S7\_C5\_SGA Town Hall Ad) meeting when the SGA Executive Board solicits feedback on how they can better serve the GCC Community.

### **Assessment of Effectiveness of Leadership and Administration**

Professional staff members belonging to the GEA union, including Directors, technical assistants, technical specialists, counselors, teaching faculty, and temporary grant-funded employees, are evaluated pursuant to Procedure 236: Evaluation Guidelines for All Professional Staff. [As noted in Section S7.C2d of this chapter, this Procedure is under revision, slated to be presented to Cabinet for approval in Spring 2026.] A critical part of the "Employee Self-Assessment" section of the GEA Professional Staff Evaluation form (S7\_C5\_GEA Professional Staff Evaluation Form) involves the opportunity for GEA staff to offer feedback on the extent to which their supervisor effectively facilitated their job performance and on what their supervisor could do to more effectively facilitate their job performance. Consequently, any GCC employee in a leadership or supervisory position

receives feedback via a formal evaluation process on this important skill set from both their supervisor and direct reports.

The current Management Confidential Performance Summary process has been in place since the 2016–2017 academic year. Within this process, Management Confidential (MC) employees complete a self-assessment (S7\_C5\_Management Confidential Performance Summary 2025) of their highlights and accomplishments during the evaluation period, progress towards accomplishing their Plans of Achievement, what they did well during the evaluation period, what they feel may have been better, issues/opportunities/problems they experienced, what they have learned, how they feel they made a positive difference, and where they feel they can improve. In addition to the employee completing a self-assessment, the employee's supervisor provides feedback on the employee's leadership skill and ability, communication skill and ability, administrative/managerial skill and ability, professional knowledge and expertise, authority and support, and general comments. In accordance with Procedure 230 (S7\_C5\_Procedure 230), the timeline for submission of MC evaluations begins in May, with the Management/Confidential employees submitting their self-assessment to their supervisor by mid-June. Meetings between the administrator and supervisor occur following that with the annual evaluation being submitted to HR by mid-July. Annual appointment letters are sent by mid-August from the President.

### **Conclusion**

Based on the evidence presented above, the College meets the criteria for Standard 7. GCC benefits from a collaborative governance structure marked by transparency, clear leadership roles, and active engagement of the Board, President, Cabinet, Faculty, and Staff. Each governance structure operates in accordance with its codified policies/bylaws, and each administrator carries out their duties according to their defined, legal responsibilities without undue influence or involvement from the other/external sources. GCC's administration has formally defined responsibilities, clear reporting relationships, adequate support, and opportunities for professional engagement and development. Evaluation of leadership and governance is ongoing, and a positive culture of assessment and accountability serves the institution and its students well.

### **Recommendations**

The College has no suggested action items related to Standard 7.

## CONCLUSION

As affirmed through this self-study process, GCC has documented its compliance with all seven accreditation standards and fulfills the expectations for institutional quality, effectiveness, and integrity. Through comprehensive review and analysis of evidence from all divisions of the College, GCC has verified its alignment with accreditation requirements and demonstrated its commitment to serving students and the broader community.

Equally important, the self-study process proved to be a meaningful opportunity for reflection and institutional learning. Engaging in this collaborative self-study effort has helped stakeholders throughout the College clarify roles and responsibilities, and deepen our collective understanding of how policies, practices, and outcomes connect to the College's mission. The process highlighted areas of strength to be sustained as well as opportunities for improvement that will galvanize improvement efforts already underway and inform future planning and decision-making. This process has also afforded its contributors a valuable professional opportunity through which to develop a deeper well of institutional knowledge and greater familiarity with assessment/accreditation processes.

With an appreciation of the importance of demonstrating compliance with the standards addressed throughout this study and the College's mission-centered culture of evidence-based improvement, GCC is well positioned to build on its strengths and continue advancing student success and institutional effectiveness.



Genesee Community College