SUNY GCC
Genesee Community College

Middle States Commission on Higher Education
Self-Study Plan
April 9, 2024

Submitted by:

Co-Chairs of the 2026 GCC MSCHE Steering Committee

Mr. Tim Tomczak – Dean of Human Communications and Behavior/Professor of Psychology

Dr. Craig Lamb – Provost/Vice President for Academic Affairs

Submitted on behalf of:

Dr. James Sunser – President of Genesee Community College

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I. Institutional Overview of Genesee Community College

Genesee Community College (GCC) is part of the State University of New York (SUNY) public college system. Located in Western New York, 30 miles between the cities of Rochester and Buffalo, GCC serves four counties including Genesee, Livingston, Wyoming, and Orleans (GLOW region). The College offers 59 degree and certificate programs at its main campus in Batavia, four campus centers, and through multiple delivery modalities. Enrollment at the College is approximately 5,400 students annually pursuing credit programs. GCC students include our service area learners (approximately 56% in GLOW), distance learners (approximately 56%), dual-enrolled high school (approximately 39%) and home-school students (approximately 7%), over 100 international students, and workforce students.

GCC's five largest academic programs include: General Studies (A.S.), Nursing (A.A.S.), Health Studies (A.S.), Business Administration (A.S.), and Business Administration (A.A.S.).

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.

Vision

GCC will be the college of choice, known for its highly innovative, flexible, and individualized educational experiences, life-long learning opportunities, and ability to empower those in our community to thrive in a changing world.

Core Values

In order to offer the highest quality academic experience and maintain a welcoming environment to all students and staff, GCC holds the following core values that we express in both the classroom and our daily lives:

- Community
- Diversity
- Integrity
- Learning
- Opportunity
- Respect
- Sustainability

Strategic Priorities

GCC is guided in its planning, resource allocation, and institutional assessment of its effectiveness by five strategic priorities:

- Student Support and Success
- Teaching and Learning
- Diversity, Equity, Inclusion, and Wellness
- Fiscal, Operational and Infrastructure Sustainability
- Campus and Community Engagement

Recent Developments

Dr. James M. Sunser began his tenure as the fourth president of Genesee Community College on August 1, 2011. He succeeds Dr. Stuart Steiner who served as president from 1975 to 2011 and was a member of the College's staff from its founding in 1966. Dr. Sunser has reaffirmed GCC's long-standing focus as a student-centered institution and has challenged the campus to find more ways to reduce barriers to students' access and success.

Other executive-level leaders are new to the College or to senior leadership positions as well. Mr. Justin Johnston joined the senior leadership team in January of 2020 as the Vice President for Development,

Admissions, and External Affairs, and serves as the Executive Director of the GCC Foundation. Mr. Nikolas Varrone joined GCC as the Vice President for Information Technology Services/Chief Information Officer in January of 2022. In June of 2022, Mrs. Gina Weaver, formerly the Associate Vice President of Human Resources, transitioned into the Vice President of Finance and Operations/Chief Finance Officer role after a competitive national search. In August of 2022, Dr. Craig Lamb, formerly the Dean of Distributed Learning, transitioned into the Provost/Vice President for Academic Affairs position after a competitive national search. Finally, Mrs. Kristen Schuth transitioned into the Administrator in Charge of Student and Enrollment Services/Chief Diversity Officer role when the former vice president for the division moved on to another institution. This new executive leadership team has been quite productive and efficient.

Since the last self-study visit, GCC completed the construction of two buildings on its beautiful campus. In 2017, the Richard C. Call Arena opened. This facility is located on the west end of campus and houses the College's Health and Physical Education programs, the campus fitness center, several classrooms, meeting spaces, and a 20,000 square foot multi-use athletic and event space. Also in 2017, the College opened its Student Success Center, a 19,000 square foot building that is home to several student-facing offices like Financial Aid, Student Accounts, the Records Office, Admissions, Academic Advising/Success Coaching, and more.

It is an exciting time at GCC, as the College begins its entry into several Applied Technology areas that will serve the region in countless ways. With the generous support of state and private grant funding, GCC has started trades-related training in areas including basic electric; solar electric technician; plumbing; heating ventilation, air conditioning, and refrigeration (HVAC- R); and computer numerical control (CNC). Nearly 10 years of labor market data and feedback from regional employers support the College's transition into these new and exciting fields.

The dedicated faculty of GCC just finished an extensive two-year project to align all A.A., A.S., and A.A.S. programs with the new General Education Framework unveiled by the State University of New York in 2021. This undertaking afforded several academic departments to pursue other program enhancements that better serve the students and regional workforce at large.

GCC has enjoyed notable enrollment growth in several areas. Under the leadership of Mr. Tim Tomczak, Dean of Human Communications & Behaviors, the College has a presence in three correctional facilities in the four-

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county region in which it serves. Entry into additional correctional facilities is likely in the future. GCC has continued to maintain its enrollment by way of strong dual/concurrent enrollment with regional high schools, the expansion of its homeschool student population, and its various online learning modalities. In addition to standard asynchronous offerings, GCC has maintained a variety of hybrid, synchronous-online, and HyFlex course offerings to serve students' learning preferences.

To properly place students in the appropriate classes upon entry, the college formally adopted a Multiple Measures Placement (MMP) since the last self-study. The model was piloted for about three academic years before being formally adopted by the College. MMP has allowed hundreds of students to no longer need one or possibly two full semesters of non-credit developmental coursework before entering entry-level credit courses in English, Reading, and Math. Additional investment in academic support services (i.e. tutoring, learning coaches, etc.) has also assisted those students that are identified as "academically at-risk" upon entry to the institution.

Moreover, the College has invested in staff and systems to allow for new non-credit to credit opportunities for students. Partnerships between workforce development and various academic departments have allowed students completing non-credit programming to be automatically granted college credits after a rigorous, discipline-specific review of the activity.

The college community has supported significant technological advances both in and out of the classroom. The College transitioned its Learning Management System (LMS) from Blackboard to Brightspace during the summer of 2022. The College is in the process of implementing the Customer Relationship Management platform, Slate, as well as the software, Canusia, to assist with its massive dual enrollment and non-credit enrollment populations. Financial support from the COVID-19 pandemic allowed the College to upgrade nearly 40% of its classroom technology, which includes the ability for students to join a live in-person class by way of web conferencing technology. GCC continues to explore and employ sustainable technological efficiencies.

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Student Progress and Success

While the past five years have been dynamic on countless levels, GCC has continually strived to maintain or improve the success rates of its students as defined by several metrics. The College has worked diligently in this time to ensure that the appropriate academic and operational staff are available to help students reach their educational goals. Below are just a few of some relevant metrics consistently tracked that show GCC's focus on student success and achievement.

- Retention, Persistence, and Completion Rates
- Graduation Rates
- Transfer Rates
- Enrollment Trends (the last 4 years, 2-year projections, etc.)
- Faculty, administration, and staff headcount
- Student to faculty ratio
- Any other significant data

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

GCC's Strategic Plan, "Connect | Include | Evolve", provides the college community and its stakeholders with a framework centered around student access, student success, and life-long learning. The plan was developed over the course of the 2022/23 academic year by a Strategic Planning Steering Committee (SPSC) composed of a wide variety of GCC personnel. The SPSC sought the input of students, faculty, staff, and community partners by way of several facilitated Strengths, Weaknesses, Opportunities, and Threats (SWOT) sessions, open forum discussions, and website and email information sharing channels. The SPSC collected over 1,000 points of feedback that were used to identify five strategic priorities in the areas of: Student Support & Success; Teaching & Learning; Diversity, Equity, Inclusion & Wellness; Fiscal, Operational & Infrastructure Sustainability; and Campus & Community Engagement. The vast amount of feedback also informed revisions to the College's Mission and Vision Statements and the expansion of its Core Values to now include "Sustainability" (see page four).

Three to five Core Objectives are associated with each of the five Strategic Priorities that further identify the institution's goals and aspirations. It is believed that collective efforts on each of these Core Objectives will result in GCC meeting the Strategic Priorities that it has set for itself through the Spring of 2028. Core Objective outcomes were specifically designed as mechanisms for continuous improvement across all operational aspects of the institution.

The Self-Study Steering Committee began meeting as a collective in the Spring 2024 semester. Conversations around identifying and setting Institutional Self-Study Priorities started as early as the first meeting. These discussions led to the proposal of the following Institutional Priorities to be addressed in the Self-Study, which have been subsequently reviewed and approved by the President and his Cabinet.

- **Advance Student Support & Success**
- **Enhance Teaching & Learning**
- **Foster Diversity, Equity, Inclusion & Wellness**
- **Commit to Fiscal, Operational, & Infrastructure Sustainability**
- **Promote Campus & Community Engagement**

These Institutional Priorities align with the College's Mission and Vision in the following ways:

Mission and Vision Statement Elements	Priority 1: Advance Student Support & Success	Priority 2: Enhance Teaching & Learning	Priority 3: Foster Diversity, Equity, Inclusion & Wellness	Priority 4: Commit to Fiscal, Operational, & Infrastructure Sustainability	Priority 5 Promote Campus & Community Engagement
Access to Higher Education	X	X			
Student Success	X			X	X
Exceptional Educational Experiences		X	X		X
Economic Advancement				X	X
Individualized Educational Experiences	X	X	X		

These Institutional Priorities also align to the several Middle States Standards for Accreditation:

MSCHE Standards	Priority 1 Advance Student Support & Success	Priority 2 Enhance Teaching & Learning	Priority 3 Foster Diversity, Equity, Inclusion & Wellness	Priority 4 Commit to Fiscal, Operational, & Infrastructure Sustainability	Priority 5 Promote Campus & Community Engagement
I. Mission and Goals	X	X	X	X	X
II. Ethics and Integrity		X	X	X	X
III. Design and Delivery of the Student Learning Experience	X	X	X		
IV. Support of the Student Experience	X		X		X
V. Educational Effectiveness Assessment	X	X		X	

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VI.	Planning, Resources, and Institutional Improvement			X	X	X
VII.	Governance, Leadership, and Administration				X	X

III.   Intended Outcomes of the Self-Study

The Self-Study process is an integral component of the life cycle of an institution. The process itself brings together divisions and departments to learn, discover, analyze and reflect on our work as a higher education organization. The Self-Study process also provides opportunities for leadership and individual growth for the researchers. And while the process itself is valuable, Genesee Community College will seek to achieve the following outcomes of its Self-Study:

- Demonstrate how Genesee Community College currently meets the MSCHE's Standards for Accreditation and Requirements of Affiliation
- Continue to enhance our position as an innovative leader in our student-centered approach to higher education.
- Reaffirm our ongoing efforts to foster a culture of transparency and inclusivity.
- Leverage the Self-Study findings to continue to cultivate meaningful relationships with community partners.

IV.   Self-Study Approach

Genesee Community College has decided to take a Standards-based approach to the Self-Study process. Senior leadership, the Steering Committee, and other key organizational stakeholders believe that this approach will allow for a deeper analysis of college practices, processes, and goals which will allow for a better understanding of how these items align with and satisfy the criteria for each Standard. The selected Lines of Inquiry for each of the seven Standards were developed to align with the Institutional Priorities identified by the Steering Committee, which draws heavily from the College's most recent Strategic Plan. This approach should allow the visitation team to see a clear connection between Institutional Priorities/Initiatives and the MSCHE Standards.

V. Organizational Structure of the Steering Committee and Working Groups

Genesee Community College drew upon its highly skilled community to identify the individuals who would lead the Self-Study process. The membership of the Steering Committee and the Working Groups was determined using several criteria, including but not limited to the following:

- An individual's previous experience with a MSCHE self-study and/or program accreditation processes
- An individual's availability/capacity to participate in the Self-Study process for the time period specified above
- Individuals identified as campus leaders in areas directly aligned with one of the MSCHE standards or sub-standards
- Individuals identified as future leaders of Genesee Community College, who possess the capacity to contribute to the college's self-study

The Self-Study Leads Group

To coordinate the Self-Study efforts, the senior leadership appointed four institutional contacts as Self-Study Leads:

Self-Study Leads Groups			
Name	**Title**	**Department/Office**	**Role**
Mr. Tom Kinsey	Director of Institutional Research & Planning	Information Technology Services	Member
Dr. Craig Lamb	Provost & Vice President for Academic Affairs	Academic Affairs	Co-Chair
Mr. Timothy Tomczak	Dean of Human Communications & Behavior, Professor of Psychology	Human Communications & Behavior	Co-Chair
Mrs. Lisa Heineman	Executive Secretary to the Provost & Vice-President of Academic Affairs	Academic Affairs	Member

Throughout the process of GCC's self-study, the Self-Study Leads will work to ensure that the seven accreditation Standards are interpreted and applied in a manner that allows the Commission to make an

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informed judgment about the quality of our institution. The Self-Study Leads will coordinate the Steering Committee meetings, with Mr. Tomczak and Dr. Lamb serving as Steering Committee Co-Chairs. The Leads will also serve as a direct resource to each of the Working Groups and their leaders to ensure their work is completed in a timely and thoughtful manner.

The Requirements of Affiliation will be compiled by the Self-Study Leads with the support of the Office of Institutional Planning and Research. Schedules, facility reservations, travel arrangements, and technical support are being handled by the vice presidents' executive secretary.

The Steering Committee

The Steering Committee consists of individuals that represent broad perspectives and diverse service areas of the College, including but not limited to: members from the senior leadership team, members of GCC's Board of Trustees, and the seven Working Group leaders. The Steering Committee is tasked with: (a) editing the reports of the Working Groups; (b) assisting Work Groups with direction, support, and guidance; (c) producing a draft report for discussion and review through wide-spread campus dissemination; (d) disseminating the final self-study report; and (e) removing/reducing barriers for the Working Groups to carry out their respective charge.

The Steering Committee's charge will be carried out by way of monthly meetings with the committee membership and possibly separate sub-committee activities between meetings. Working Groups leaders will be expected to report out their progress and activity in each of the monthly Steering Committee meetings so that the wider Steering Committee membership can encourage interaction and collaboration across Working Groups. We believe that these monthly meetings and its subsequent Working Group reporting will provide support for the Working Groups' activities while also reducing duplication of effort during the Self-Study process. The monthly meetings will also allow the Steering Committee to reinforce the following to the Working Group leaders: the focus on the institutional mission; the relationship between the institutional priorities and the accreditation standards; clarity around the criteria associated with each accreditation standard; and general encouragement and support.

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Steering Committee Membership & Charge			
Name	**Title**	**Department/Office**	**Role**
Jessica Hibbard	Associate Dean for Library & Academic Support Services	Library & Academic Support	Working Group Leader
Christa Aldrich	Executive Director of Human Resources	Human Resources	Working Group Leader
Ed Levinstein	Dean of Distributed Learning	Distributed Learning	Working Group Leader
Kelly Starchok	Director of Student Engagement & Inclusion	Student & Enrollment Services	Working Group Leader
Becky Dziekan	Program Director, Professor of Health & Physical Education	Math Science Career Education	Working Group Leader
Adrian Milroy	Senior Staff Accountant	Finance & Operations	Working Group Leader
Dr. Rafael Alicea-Maldonado	Dean of Math Science & Career Education	Math Science & Career Education	Working Group Leader
Justin Johnston	Vice President for Development Admissions & External Affairs/Executive Director of the GCC Foundation	Development Admissions & External Affairs	Executive Leadership
Nikolas Varrone	Vice President for Information Technology Services/Chief Information Officer	Information Technology Services	Executive Leadership
Gina Weaver	Vice President of Finance and Operations/Chief Financial Officer	Finance & Operations	Executive Leadership
Dr. Craig Lamb	Provost/Vice President for Academic Affairs	Academic Affairs	Lead Co-Chair
Bethany Aradine	Executive Assistant to the President & Secretary to the Board of Trustees	Office of the President	Member
Kristen Schuth	Administrator in Charge of Student & Enrollment Services/Chief Diversity Officer	Student & Enrollment Services	Executive Leadership
Tim Tomczak	Dean of Human Communications & Behavior, Professor of Psychology	Human Communications & Behavior	Lead Co-Chair
Gary Graber	Trustee	GCC Board of Trustees	Member
Donna Ferry	Trustee	GCC Board of Trustees	Member

"An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. The Middle States Commission on Higher Education (MSCHE) requires that its institutions meet rigorous and comprehensive accreditation standards, which are addressed in the context of the mission of each institution and

within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, assuring students and the public of excellence in higher education." (MSCHE, 2023, p. 2).

- The Steering Committee will oversee all aspects of GCC's MSCHE Self-Study process.
- The Steering Committee will meet monthly for general updates from the Lead Committee as well as updates from the Working Group Chairs on their Group's progress in completing a document addressing how GCC meets the criteria associated with each MSCHE standard.
- In the Spring of 2024, the Steering Committee will assist the Lead Committee in drafting a Self-Study Plan to be presented to the MSCHE Vice President liaison in early April prior to the liaison's campus visit.
- Members of the Steering Committee may be asked to meet with the liaison during the April visit.
- During the Fall of 2024, the Steering Committee will begin reviewing drafts provided by the individual Working Groups with the goal of a complete draft (no more than 100 pages) of the entire Self-Study document being assembled in December of 2024.
- The Steering Committee will review the entire draft document and provide suggestions for revisions and/or requests for additional information to the Working Groups during the Spring of 2025.
- The final Self-Study document is to be completed in the Fall of 2025 and send to the MSCHE.
- The Steering Committee may also be called upon to provide advice to the Lead Committee on planning for the external review team's site visit in the Spring of 2026.
- Members of the Steering Committee may also be called upon to meet with members of the external review team during the site visit in April of 2026.

The Working Groups

The College will organize seven Working Groups, with one group aligned with each of the seven MSCHE Standards. Each Working Group will focus on its standard, review criteria under the standard, and collect the appropriate evidence that demonstrates GCC's alignment with the standard and the Evidence Expectations by Standards Guidelines. The Working Groups will intentionally seek evidence that clearly demonstrates how the institution is meeting the criteria, analyze that evidence, provide a summary of findings, and if necessary, recommendations based on those findings. The Working Group leader is charged to: (a) keep their Working Group on an appropriate timetable; (b) convey any needs for additional documentation or evidence that should be included in GCC's Evidence Inventory; (c) communicate any challenges or concerns to the Leads Team and/or Steering Committee; (d) facilitate drafting the Working Group's report for their respective Standard; and (e) work with the Steering Committee on preparing the final report.

In preparation for the Self-Study process, Genesee Community College will utilize Microsoft Teams and SharePoint. These tools serve as a workspace for each of the Working Groups and as a repository for the

documentation and evidence supporting the Self-Study. SharePoint may also be available to the MSCHE Evaluation Team with convenient access to the self-study online or through an electronically packaged document and repository.

Standard I: Mission and Goals Membership & Charge			
Name	**Title**	**Department/Office**	**Role**
Jessica Hibbard	Associate Dean for Library & Academic Support Services	Library & Academic Support	Chair
Michelle Peck	Athletics Secretary	Math Science & Career Education	Member
Ann Valento	Director of ACE	Distributed Learning	Member
Krystal Forsyth	Instructor of Health & Physical Education	Math Science & Career Education	Member
Levi Olsen	Director of Buildings & Grounds	Finance & Operations	Member
Dr. Chris Caputi	Program Director for Physical Therapist Assistant	Math Science & Career Education	Member
Dr. David Johnson	Associate Professor of Biology	Math Science & Career Education	Member
Paula Oyler	Campus Center Associate	Dansville Campus	Member
Dr. Virginia Taylor	President	Genesee Community College Foundation	Member

"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 its mission." (MSCHE, 2023, p. 7).

- The Working Group will author a document that addresses how GCC meets the criteria that define the Standard, citing evidence that clearly supports our efforts to meet the criteria.
- The Working Group lead will upload the evidence to the Middle States Microsoft Teams repository.
- The Working Group lead will update the Steering Committee monthly on the group's progress.
- A complete draft of the document (no more than 12 pages) will be presented to the Steering Committee in December of 2024.
- After the Steering Committee reviews the document, the Working Group may be asked to make revisions and/or provide additional information during the Spring of 2025.
- Members of the Working Group may also be called upon to meet with members of the external review team during the site visit in April of 2026.

Standard II: Ethics and Integrity Membership & Charge			
Name	**Title**	**Department/Office**	**Role**

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Christa Aldrich	Executive Director of Human Resources	Finance & Operations	Chair
Tika Isaacs	Director of Operations	Warsaw Campus	Member
Karen Wicka	Professor of Criminal Justice	Human Communications & Behavior	Member
Barb Biljan	Instructor, Librarian	Library & Academic Support	Member
Amy Provenzo	Instructor, Clinic Ed Coordinator of Respiratory Care	Math Science Career & Education	Member
Karlyn Backus	Registrar	Records/Transfer Services	Member
Patty Chaya	Dean of Students	Student & Enrollment Services	Member
John Maloney	Assistant Director of MarCom	Development, Admissions & External Affairs	Member
Amy Churchfield	Associate Dean of Campus Centers	Distributed Learning	Member

Standard II Working Group Charge: Ethics and Integrity

"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." (MSCHE, 2023, p. 8).

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Standard III: Design and Delivery of the Student Learning Experience Membership & Charge			
Name	**Title**	**Department/Office**	**Role**
Ed Levinstein	Dean of Distributed Learning	Distributed Learning	Chair
Grace Pulcini	Tutor & Academic Support Coordinator	Library & Academic Support	Member
Judie Littlejohn	Director of Online Learning	Distributed Learning	Member
Dr. Greg Brooks	Director of Media & Academic Tech Services	Information Technology Services	Member
JoNelle Toriseva	Director/Associate Professor of English & Communications	Human Communications & Behavior	Member
James Bucki	Director/Associate Professor of Academic Computer Technology	Math Science & Career Education	Member
Moi Dugan	Professor, Ceramics/3D Fine & Performing Arts	Human Communications & Behavior	Member
Gary Glaser	Professor of Biology	Math Science & Career Education	Member
Amy Slusser	Professor of Tourism & Hospitality Management	Math Science & Career Education	Member
Nicki Lerczak	Professor, Librarian	Library & Academic Support	Member

"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." (MSCHE, 2023, p. 9).

- The Working Group will author a document that addresses how GCC meets the criteria that define the Standard, citing evidence that clearly supports our efforts to meet the criteria.
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Standard IV: Support of the Student Experience Membership & Charge			
Name	**Title**	**Department/Office**	**Role**
Kelly Starchok	Director of Student Engagement & Inclusion	Student Engagement & Inclusion	Chair
Loy Gross	Online Learning Specialist	Distributed Learning	Member
Laurie Rogers	Campus Center Associate	Dansville Campus Center	Member
Carrie Sputore	Director	Student Success Ops	Member
Beth Felix	Associate Professor of Nursing	Math Science & Career Education	Member
Laura Taylor	Associate Professor of Fashion Business Merchandising	Math Science & Career Education	Member
Mary Claire Tasber	Director of Residence Life & Learning	Development, Admissions & External Affairs	Member
Lourdes Abaunza	Bursar	Records/Transfer Services	Member
Cindy Hagelberger	Professor, Librarian	Library & Academic Support	Member
Daniel Wendling	Campus Safety Coordinator/Peace Officer	Finance & Operations	Member

"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." (MSCHE, 2023, p. 11).

- The Working Group will author a document that addresses how GCC meets the criteria that define the Standard, citing evidence that clearly supports our efforts to meet the criteria.
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- Members of the Working Group may also be called upon to meet with members of the external review team during the site visit in April of 2026.

Standard V: Educational Effectiveness Assessment Membership & Charge			
Name	**Title**	**Department/Office**	**Role**
Rebecca Dziekan	Program Director/Professor of Health & Physical Education	Math Science & Career Education	Chair
Brendan McCabe	Instructor of Biology	Math Science & Career Education	Member
Kari Heidemann	Instructor of Human Services	Human Communications & Behavior	Member

Kate Klaiber	Professor of English & ESL	Human Communications & Behavior	Member
Dan Snyder	Instructor of Speech & Communications	Human Communications & Behavior	Member
Deb Penoyer	Director of Nursing/Assistant Professor	Math Science & Career Education	Member
Kristen Hargrave	Assistant Registrar	Records/Transfer Services	Member
Tracy Merritt	Institution Research & Planning Specialist	Information Technology Services	Member

"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." (MSCHE, 2023, p. 12).

- The Working Group will author a document that addresses how GCC meets the criteria that define the Standard, citing evidence that clearly supports our efforts to meet the criteria.
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Standard 6: Planning, Resources, and Institutional Improvement Membership & Charge			
Name	**Title**	**Department/Office**	**Role**
Adrian Milroy	Senior Staff Accountant	Business Office	Chair
Kristin Yunker	Controller	Business Office	Member
Kaileigh Domster	Event Specialist	External Affairs	Member
Amy Conley	Professor of Accounting	Math Science & Career Education	Member
Dr. Lina LaMattina	Director of Business Programs/Assistant Professor	Math Science & Career Education	Member
Bret Rehwaldt	Assistant Director of Buildings & Grounds	Buildings & Grounds	Member
Dr. Virgil Alcazaren	Instructor of Economics	Math Science & Career Education	Member
Joe Bailey	Assistant Dean/Director of Financial Aid	Financial Aid	Member
Jennifer Wakefield	Executive Director of Workforce Development	Workforce Development	Member

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"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." (MSCHE, 2023, p. 13).

- The Working Group will author a document that addresses how GCC meets the criteria that define the Standard, citing evidence that clearly supports our efforts to meet the criteria.
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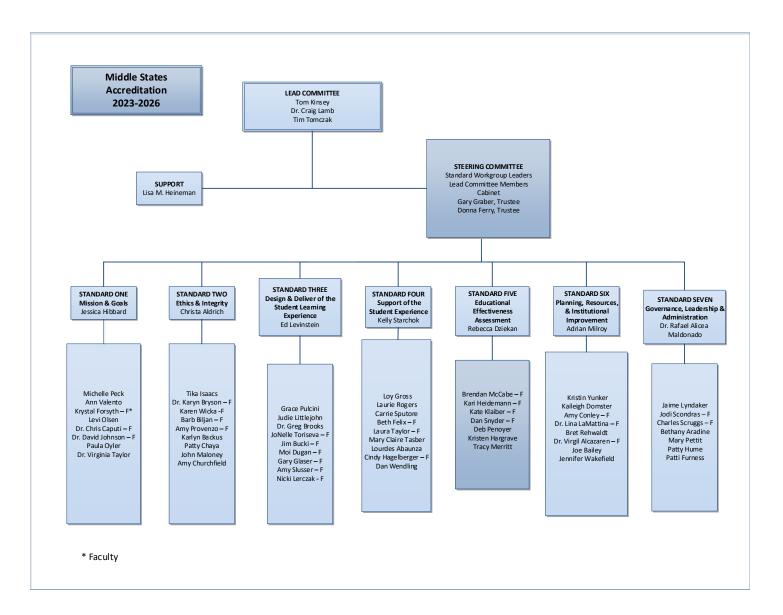
Standard 7: Governance, Leadership, and Administration Membership & Charge			
Name	**Title**	**Department/Office**	**Role**
Dr. Rafael Alicea-Maldonado	Dean of Math Science & Career Education	Math Science & Career Education	Chair
Jaime Lyndaker	Director of Operations	Orleans Campus Center	Member
Jodi Scondras	Program Director/Assistant Professor of Human Service Careers & Education	Human Communications & Behaviors	Member
Charles Scruggs	Professor of History	Human Communications & Behaviors	Member
Bethany Aradine	Executive Assistant to the President & Secretary to the Board of Trustees	Office of the President	Member
Mary Pettit	Assistant Director of Human Resources	Human Resources	Member
Patty Hume	Development & Alumni Coordinator	External Affairs	Member
Patti Furness	Assistant Director for Operations	Business Office	Member

"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." (MSCHE, 2023, p. 15)

- The Working Group will author a document that addresses how GCC meets the criteria that define the Standard, citing evidence that clearly supports our efforts to meet the criteria.
- The Working Group lead will upload the evidence to the Middle States Microsoft Teams repository.

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- The Working Group lead will update the Steering Committee monthly on the group's progress.
- A complete draft of the document (no more than 12 pages) will be presented to the Steering Committee in December of 2024.
- After the Steering Committee reviews the document, the Working Group may be asked to make revisions and/or provide additional information during the Spring of 2025.
- Members of the Working Group may also be called upon to meet with members of the external review team during the site visit in April of 2026.

Middle States Accreditation 2023-2026

LEAD COMMITTEE
Tom Kinsey
Dr. Craig Lamb
Tim Tomczak

SUPPORT
Lisa M. Heineman

STEERING COMMITTEE
Standard Workgroup Leaders
Lead Committee Members
Cabinet
Gary Graber, Trustee
Donna Ferry, Trustee

STANDARD ONE
Mission & Goals
Jessica Hibbard

Michelle Peck
Ann Valento
Krystal Forsyth – F*
Levi Olsen
Dr. Chris Caputi – F
Dr. David Johnson – F
Paula Oyler
Dr. Virginia Taylor

STANDARD TWO
Ethics & Integrity
Christa Aldrich

Tika Isaacs
Dr. Karyn Bryson – F
Karen Wicka -F
Barb Biljan – F
Amy Provenzo – F
Karlyn Backus
Patty Chaya
John Maloney
Amy Churchfield

STANDARD THREE
Design & Deliver of the Student Learning Experience
Ed Levinstein

Grace Pulcini
Judie Littlejohn
Dr. Greg Brooks
JoNelle Toriseva – F
Jim Bucki – F
Moi Dugan – F
Gary Glaser – F
Amy Slusser – F
Nicki Lerczak - F

STANDARD FOUR
Support of the Student Experience
Kelly Starchok

Loy Gross
Laurie Rogers
Carrie Sputore
Beth Felix – F
Laura Taylor – F
Mary Claire Tasber
Lourdes Abaunza
Cindy Hagelberger – F
Dan Wendling

STANDARD FIVE
Educational Effectiveness Assessment
Rebecca Dziekan

Brendan McCabe – F
Kari Heidemann – F
Kate Klaiber – F
Dan Snyder – F
Deb Penoyer
Kristen Hargrave
Tracy Merritt

STANDARD SIX
Planning, Resources, & Institutional Improvement
Adrian Milroy

Kristin Yunker
Kaileigh Domster
Amy Conley – F
Dr. Lina LaMattina – F
Bret Rehwaldt
Dr. Virgil Alcazaren – F
Joe Bailey
Jennifer Wakefield

STANDARD SEVEN
Governance, Leadership & Administration
Dr. Rafael Alicea Maldonado

Jaime Lyndaker
Jodi Scondras – F
Charles Scruggs – F
Bethany Aradine
Mary Pettit
Patty Hume
Patti Furness

* Faculty

Lines of Inquiry for Each Working Group

As referenced previously, Genesee Community College has selected the Standards-based approach for completing the Self-Study process. Each Working Group, in consultation with the Steering Committee and the Self-Study Co-Chairs, will develop broad Lines of Inquiry for their respective Standard. Institutional Priorities and Lines of Inquiry aligned with each of the seven standards will be as follows:

Standard	Lines of Inquiry	Institutional Priorities
Standard 1: Mission and Goals	TBD	TBD
Standard 2: Ethics and Integrity	TBD	TBD
Standard 3: Design and Delivery of the Student Learning Experience	TBD	TBD
Standard 4: Support of the Student Experience	TBD	TBD
Standard 5: Educational Effectiveness Assessment	TBD	TBD
Standard 6: Planning, Resources, and Institutional Improvement	TBD	TBD
Standard 7: Governance, Leadership, and Administration	TBD	TBD

VI. Guidelines for Reporting

Working Groups will officially convene in September of 2024. With the input of their team members, the chair of each Working Group shall develop an **Inquiry Plan** that (1) includes the Working Group's charge, (2) delineates an academic year-long schedule of meetings (at minimum, two per month between 9/24 and 12/24) including dates, times, and location that allows for maximum participation of all group members, and (3) describes the approach the group will employ in developing its report. Working Groups may elect to tackle criterion one at a time or may explore criteria in groups, and a plan will be articulated to ensure that all members know their responsibilities between meetings for carrying out related research activities. This plan will be presented by the chair of the Working Group at the September 2024 Steering Committee meeting.

From September 2024 through May 2025, Working Group chairs will report to the Steering Committee on (1) Working Group schedules, (2) processes used for exploring criterion, (3) any challenges encountered, and (4) identify common areas of inquiry with other working groups. Discussions should also focus on (5) identifying any additional documentation that needs to be uploaded via the Microsoft Form to the SharePoint site as supporting evidence. By January 15, 2025, each Working Group leader will have a first draft of their standard well developed and posted on the SharePoint site.

WORKING GROUPS PRODUCTS	STEERING COMMITTEE PRODUCTS
Chairs' Monthly Reports to Steering Committee (September 2024-May 2025)	First draft of Final Self-Study (May/June 2025)
Inquiry plan (due September 2024)	Second draft of Final Self-Study (September-November 2025)
Initial outline (October 2024)	
Annotated outline (December 2024)	
1st Draft (January 2025)	
2nd Draft (March 2025)	

Template for Preparation of Working Group Reports

Each Working Group will generate a draft of their team's work in the following format:

- Introduction (1-2 paragraphs)
    - An overview of the Standard, and some general observations and conclusions from the findings of the Working Group;
    - A table aligning the relevant Institutional Priorities and Lines of Inquiry addressed by the Working Group.
- The Standard Criteria (no more than 12-14 pages, double-spaced)
    - A narrative that identified the specific criteria;
    - Discussion of how our institution meets each criterion with explicit connections to items in the Evidence Inventory.
- Conclusions (no more than 2-4 pages, double-spaced)
    - A more detailed discussion of the observations and conclusions of the Working Group after completing their work;
    - Recommendations for ongoing, continuous institutional improvement.

Editorial Style

Although the final Self-Study document will be edited and revised for consistency, Working Group reports should adhere to the following editorial guidelines:

Software	Microsoft Office Word
Margins	1-inch
Font	Times New Roman 12-point
Justification	Left
Spacing	Double
Paragraph	½-inch (5 space) tab
Major Headings	Centered, bold, title case
Sub-Headings (level 1)	Left justified, bold, title case
Sub-Headings (level 2)	Left justified, bold, italics, title case
Page Numbers	Upper right
Maximum # of Pages for Working Group Reports	20 (double-spaced); 10 (if converted to single)

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Stylistic Guidelines

In addition, Working Group reports should adhere to the following conventions:

- Refer to positions, not individuals' names
- Use APA format, 7th edition for in-text citations, reference lists
- Introduce acronyms in parentheses after the first full use to the term
- Capitalize "college" when referring specifically to GCC; capitalize the names of official college committees and plans (e.g., the Strategic Plan), specific position titles and Middle States roles, the names of committees involved in in the Self-Study process, and products to completed during the Self-Study.

January of 2025, the Steering Committee will begin a comprehensive review of each Working Group report. The reports will be edited as needed to apply consistent formatting and voice. Any major content change will be taken back to the respective Working Group for discussion, clarification, or revision. Based on the feedback of the Steering Committee and feedback from the campus community, the Working Groups' second draft should be posted in March of 2025. Once the Steering Committee is done with their comprehensive review, the Working Group reports will be combined into a final document.

Working Group Recommendations

As Working Groups develop their drafts, they will be asked to also formulate recommendations (at least three) based on the evidence they have collected. These recommendations should align as closely as possible with the College's Strategic Plan or the goals of one of the institution's Master Plans. The Working Group leads will share the recommendations with the Steering Committee, which will vet the recommendations based on how well they align with the College's Plans and evaluate their feasibility. The co-chairs will then share the remaining recommendations with the appropriate College units for their input on the feasibility of the particular recommendations. Feedback from the specific College units will be taken back to the Steering Committee for final approval. The final list of recommendations will be presented to the Board of Trustees at their December 2025 meeting for approval.

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VII.　Organization of the Final Self-Study Report

The organization of the final comprehensive self-study document is planned as follows:

  I.　Executive Summary and Certification Statement

 II.　Introduction

- o　Background of Genesee Community College, its mission, vision and core values, student population/demographic, strategic priorities, and recent developments

III.　One Chapter for Each MSCHE Standard

- o　Standard I - Mission and Goals
- o　Standard II - Ethics and Integrity
- o　Standard III - Design and Delivery of the Student Learning Experience
- o　Standard IV - Support of the Student Experience
- o　Standard V - Educational Effectiveness Assessment
- o　Standard VI - Planning, Resources, and Institutional Improvement
- o　Standard VII - Governance, Leadership, and Administration

IV.　Conclusion

- o　Summary of findings, including strengths, opportunities, and institutional recommendations for improvement

 V.　Appendices

VI.　Glossary of Terms

VII.　Charts and Tables

VIII. Self-Study Timeline

October 2023 – January 2024
- The Self-Study Leads group, several members of the Senior Leadership Team, and select Working Group Leaders complete the MSCHE Self-Study Institute (SSI)
- Self-Study Leads team begins meeting on a bi-weekly basis
- Develop Self-Study timeline & design
- Select members of the Self-Study Steering Committee
- Select members for the seven Working Groups
- Establish date for MSCHE Liaison visit and being preparations

February – March 2024
- Hold a Steering Committee Kick Off meeting
- Steering Committee Co-Chairs will meet individually with each of the Working Group Leaders
- Self-Study Leads team begins meeting on a bi-weekly basis

April - May 2024
- Submit draft of Self-Study timeline & design to MSCHE Liaison (at least two weeks prior to site visit: No later than April 9, 2024)
- MSCHE Liaison preliminary visit on April 23, 2024.
- Feedback on Self-Study Plan provided by the MSCHE Liaison and edits made.

June – August 2024
- Draft of Self-Study Design revised; Approval from MSCHE Liaison
- Documentation for Working Groups assembled

September - November 2024
- Working Groups begin study and analysis
- Working Group Leaders report regularly at monthly Steering Committee meetings
- Appropriate data and evidence collected, distributed and analyzed as needed
- Working Group Deadline #1 - October

December 2024
- Working Groups develop and submit annotated outline to Steering Committee
- Working Group Deadline #2 - December

January 2025
- First draft of Self-Study due from Working Groups to Steering Committee
- Selection of Evaluation Team Chairperson by MSCHE
- Evaluation team visit date set for March/April 2026

February 2025
- Self-Study draft is assembled and structured for public comment
- Campus feedback on first draft of the Self-Study completed
- Working Group Deadline #3 - February

March 2025
- Second draft of Self-Study reports due from Working Groups to Steering Committee

May – June 2025
- Self-Study Co-Chairs prepare first draft of Final Self-Study

July – September 2025
- Campus feedback on first draft of Final Self-Study

September – November 2025
- Final roster of Evaluation Team members prepared by MSCHE
- Steering Committee Co-Chairs prepare second draft of Final Self-Study
- Second draft of Final Self-Study submitted to Evaluation Team Chairperson
- Preliminary campus visit by Evaluation Team Chairperson

December 2025 – January 2026
- Preparation of Final Self-Study report based on feedback from Evaluation Team Chairperson
- Arrangements finalized for hosting all Evaluation Team Members

February 2026
- Final Self-Study report sent to all Evaluation Team Members

March – April 2026
- Evaluation Team Visit (No later than April 15, 2026)

May – June 2026
- Institutional response to Evaluation Team findings submitted to MSCHE
- MSCHE Committee meeting to discuss findings
- Formal action taken by MSCHE and notifications sent to campus
- Celebration for Steering Committee and Working Group members and college community

IX.   Communication Plan

Genesee Community College created a communication plan to ensure all campus constituents are well informed and engaged throughout the Self-Study process. The table below speaks to the planned communication method, audience/constituent group, and general timeline throughout the Self-Study process. The Leads Group will continuously assess the communication activity over the next 20 months and will make any needed adjustments as needed.

Timeframe	Activity/Task	Audience	Method
Dec 2023	Self-Study process presentation	Board of Trustees	Face to Face meeting
Dec 2023	Invitation to serve on Working Group	Selected individuals	Electronic letter sent via email from President Sunser
Jan 2024	Co-Chairs, Steering Committee, and Working Group members announced	Campus Community	Electronic communication sent via email from President Sunser
Jan 2024	MSCHE Liaison Meeting	Lead Team	Virtual Meeting
Feb 2024	Steering Committee meeting – Process overview, Discussion about Working Groups, and Institutional Priorities	Steering Committee; Executive Leadership	Face to Face meeting
Feb 2024	Working Group Leaders Meeting	Working Group Leaders	Face to Face Meeting
Mar 2024	Self-Study website goes live and promoted to College Community	Faculty, Staff, Students	Email notification to the college community
Mar 2024	Self-Study Design Plan (draft) shared with MSCHE Liaison	Judith A. Sciple, Ed.D.	Email
Apr 2024	Working Group Leaders Meeting – Evidence Inventory; Lines of Inquiry	Working Group Leaders	Face to Face meeting
Apr 2024	Steering Committee meeting – Institutional Priorities; Outcomes for the Self-Study	Steering Committee	Face to Face meeting
Apr 2024	Self-Study Liaison Visit	Various stakeholders in the college community	Face to Face and virtual meetings
May 2024	Email update to the college community	Faculty, Staff, Students	Email notification from the Co-Chairs
May 2024	Institutional Priorities and Lines of Inquiry are approved by Executive Administration	Executive Administration	Face to Face meeting at a scheduled Presidential Cabinet meeting
June – Aug 2024	Revisions to Self-Study Design Plan	Self-Study Lead Team	Face to Face meeting

June – Aug 2024	Final timeline developed for Standards Working Groups	Self-Study Lead Team	Discussion via Leads meeting
Sept 2024	Revisions to Self-Study Design Plan submitted to MSCHE Liaison	Judith A. Sciple, Ed.D.	Email
Sept 2024 – May 2025	Monthly Meetings Steering Committee	Steering Committee	Face to Face meeting
Sept 2024	Self-Study Design Plan approved and posted	Self-Study Lead Team	GCC's MSCHE Web page
Oct 2024	Deadline 1 for Working Groups	Self-Study Lead Team	Updating document in SharePoint
Nov 2024	Self-Study Leads Feedback Deadline 1 for Working Groups	Standards Working Group Leads	Updating document in SharePoint
Dec 2024	Deadline 2 for Working Groups	Self-Study Lead Team	Updating document in SharePoint
Jan 2025	Self-Study Leads Feedback Deadline 2 for Working Groups	Standards Working Group Leads	Updating document in SharePoint
Feb 2025	Deadline 3 for Working Groups	Self-Study Lead Team	Updating document in SharePoint
Mar 2025	Self-Study Leads Feedback Deadline 3 for Working Groups	Standards Working Group Leads	Updating document in SharePoint
Apr 2025	Deadline 4 for Working Groups	Self-Study Lead Team	Updating document in SharePoint
May 2025	Self-Study Leads Feedback Deadline 4 for Working Groups	Standards Working Group Leads	Updating document in SharePoint
Spring 2025	Complete first draft of the Self Study report	Self-Study Lead Team and Steering Committee and	Updating document in SharePoint
	Sharing progress with the GCC Community	GCC Stakeholders	See below
	MSCHE Self-Study Chair selected; visit dates confirmed; approved Self-Study Design Plan sent to team chair	Self-Study Lead Team	Dates published on GCC's MSCHE web page

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Summer 2025	Self-Study Report Revisions	Self-Study Lead Team	Updating document in SharePoint
Aug 2025	Steering Committee Reviews the Self-Study draft	Steering Committee	Updating document in SharePoint
Fall 2025	Self-Study Lead Team finalizes the report	Self-Study Lead Team	Updating document in SharePoint
	Sharing of progress with GCC Community	GCC stakeholders	Email, updates on GCC MSCHE web page, and in person at various meetings
Sept 2025	Executive Administration and Board Review of the Self-Study report and make comments	Executive Administration and select Board of Trustee members	Face to Face and virtual meetings; Updating document in SharePoint
Early Oct 2025	Self-Study report revisions complete	Self-Study Lead Team	Updating document in SharePoint
Mid Oct 2025	GCC send Self-Study report to Team Chair	TBD	Via email
Nov 2025	Team Chair Visit	TBD	TBD
Winter 2025/26	Revisions to the Self-Study report and sharing with the GCC community	GCC stakeholders	Email, updates on GCC MSCHE web page, and in person at various meetings
Spring 2025	Sharing of progress with GCC community	GCC stakeholders	Email, updates on GCC MSCHE web page, and in person at various meetings
8 weeks prior to Team Visit	Self-Study report posted for SS Team	TBD	MSCHE portal
Apr 2026	SS Team Visit	GCC Stakeholders	In person (virtual as needed)
Early May 2026	After visit discussion	Steering Committee	Face to Face meeting
Summer/Fall 2026	MSCHE Commission meets to determine action	GCC Stakeholders	TBD
Regular Standing Meeting/Communications			
Each Semester	Board of Trustees Update	Board Members	Face to Face during a regularly scheduled Board Meeting

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	Student Update	Student Government Leaders	Face to Face during Genesee Community College Association (GCCA) meeting and Student Government Association (SGA) meeting
Monthly	General College Community Update	Faculty, Staff, Students	Via the online newsletter "NewsNotes"
	Faculty Update	Faculty	Face to face and virtual update at Teaching Area Meeting (TAM)
Bi-Weekly	Leads Group	Lead Group Team Members	Face to Face meetings
	Standards Working Groups (Sept 2024 – May 2025)	Standards Working Group Team Members	Face to Face and virtual meetings
As Needed	Web page and MyGCC updates	Faculty, Staff, Students	Via the GCC web site and the MyGCC community portal

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X. Evaluation Team Profile

Team Chair

An evaluation team chair familiar with the following characteristics of our institution would be desirable:

- Has served as a President of a public community college
- Experience being part of a large state-wide system of governance
- Led an institutional with multiple sites serving more than one county
- Led a mid-size institution in terms of enrollment
- Experience leading a rural location, with a portion of the student demographic drawing upon surrounding suburban and urban areas
- Awareness of leadership transitions from a longstanding President (13 years) to new leadership at the institution

Team Members

The college community places great value on its culture of being student centered and dedicated to enhancing the community we serve by way of credit and non-credit opportunities. Evaluation team members familiar with the following characteristics of our institution would be desirable:

- Public community colleges
- Part of a large state-wide system of governance
- Mid-size institution in terms of enrollment
- Rural or suburban location, with a portion of the student demographic drawing upon surrounding rural and/or urban areas
- Multiple modalities of instructional delivery, including in-person, online asynchronous, online synchronous, hybrid, and HyFlex
- Experience working with a large first-generation college population

Peer, Aspirant, and Competitor Institutions

- Peers Institutions
  - Jamestown Community College (SUNY)
  - Niagara County Community College (SUNY)
  - Finger Lakes Community College (SUNY)

- Aspirant Institutions
  - Mohawk Valley Community College (SUNY)
  - Hudson Valley Community College (SUNY)

- Competitor Institutions -
  - Erie Community College (SUNY)
  - Monroe Community College (SUNY)
  - Brockport University (SUNY)
  - Buffalo State College (SUNY)
  - Geneseo State College (SUNY)
  - Fredonia State College (SUNY)

Institutional Programs Profile

- Top Five Enrolled Programs, Fall 2023 Census
  - Liberal Arts and Sciences – General Studies A.S.
    - 360 students – 18% of matriculated students
  - Health Studies A.S.
    - 278 students – 14% of matriculated students
  - Nursing A.A.S.
    - 204 students – 10% of matriculated students
  - Business Administration A.A.S.
    - 106 students – 5% of matriculated students
  - Business Administration A.S.
    - 92 students – 5% of matriculated students

Signature Programs

- Veterinary Technology A.A.S.
- Fashion Business A.A.S.
- Respiratory Care A.A.S.
- Physical Therapy Assistant A.A.S.
- Cybersecurity Systems and Networks A.A.S.
- Nursing A.A.S.
- Legal Studies A.A.S.

XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics

Genesee Community College has listed its strategic priorities and core objectives on its website, which are publicly available at strategic planning (under the Administration tab). These priorities and core objectives are the cornerstone for how the college prepares for and manages student success. The data in the Annual Institutional Update (AIU) will be used as baseline measures against the core objectives. For example, Core Objective 1.2 states that GCC will "improve success outcomes (completion, transfer, and/or employment) for all of our students." Data from the AIU lists retention rates and graduation rates, which come from IPEDS submissions, and can be used to measure student success over time.

Fiscal, operational, and infrastructure sustainability, another one of GCC's strategic priorities, can be measured against the metrics found in the AIU. The document contains fiscal information submitted to IPEDS, which can be applied to objectives such as Core Objective 4.2, "Act as good stewards of resources and maintain accountability to stakeholders." Data found in the AIU provides transparency regarding GCC's fiscal responsibility for managing funds entrusted to it by the public.

In addition, GCC will use the Strategic Plan dashboard in Genesee Strategic Intelligence (GSI) to monitor aspects of the Strategic Plan that have an impact on college-wide goals and metrics. These metrics include information on retention rates, graduation rates, student demographics, and more. The dashboard allows GCC staff and faculty to have quick and easy access to enrollment information to review how Strategic Enrollment Management (SEM) goals and other institutional data have changed over time.

XII. Evidence Inventory Strategy

Working Groups and Evidence Collection

Each of the working groups is assigned a standard folder in the Middle States 2025-2026 SharePoint site. These folders store the final versions of each of the narrative documents that supports the Standard. The folders are labeled S1-Mission and Goals; S2-Ethics and Integrity; and so on, according to the standard. Working groups have access to these folders where they can reference documents. Documents are collected and uploaded to the SharePoint site, as outlined in the following sections.

Collection Method

Genesee Community College is using Microsoft Forms in SharePoint to collect documents for the evidence inventory. This form collects submissions from all of the seven Working Groups. The form is organized by standard and by criteria. When submitting a document, users can select just one Standard and one criterion. All members of the Self-Study Committees have access to the 2025-2026 Middle States SharePoint site and can review the submission of their documents when necessary.

File Format

To help with data collection and organization, users must submit their file in the following format:

sn_cn_description_yyyymmdd.pdf, where

sn = standard number

cn = criteria number

description = brief description of the contents of the file

yyyymmdd = year, month, and day when the file was last edited

The Microsoft Form will allow only .pdf formats to be uploaded. An accessibility check for .pdf files is highly encouraged. The .pdf is automatically tagged with the name of the person who submitted the file.

File Submission to the Middle States 2025-2026 Evidence Inventory Collection Folder

After a user submits the file, managers of the Evidence Inventory receive an automated message that tells them that a file was just submitted. MS Forms automatically updates a spreadsheet with the choices that users select on the form. The .pdf is automatically stored in a folder associated with the form. The managers review the submissions, copy the file, and then rename the file appropriately, which includes removing the name from the document file. Afterward, they put the file, based on the standardized names, into the appropriate standard folder on the SharePoint site. When the file is in the standard folder, it is considered final and can be uploaded to the Middle States Evidence Inventory website at the appropriate time.