



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Alfred State College
Date:	4/13/2016
Narrative Compiled by:	Charles Neal, Associate Vice President for Academic Affairs
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a descriptive narrative regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
Question 1	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities.</p> <p>Response: It is the intent of the college to coordinate the collection and reporting of data relative to applied learning through the combined efforts of the Office of Institutional Research, Planning and Effectiveness (OIRPE) and Center for Civic Engagement (CCE).</p> <p>In preparation for Part I (submitted January 15th), Alfred State completed a comprehensive inventory of applied learning in all programs. This document included courses in each degree that contain required and assessed applied learning. It also included the category of applied learning and a short description. This inventory will serve as the foundation for future work.</p> <p>Though subject to modification as needed during implementation, the following steps will be taken to collect and report applied learning at Alfred State:</p> <p><u>Step 1:</u> Review the initial inventory of Alfred State courses and programs with approved applied learning activities (referenced above from Part I Report) and adjust accordingly to ensure the finalized list includes only those courses that meet all five defined criteria for applied learning designation.</p> <p><u>Step 2:</u> From the finalized listing, within BANNER, re-designate the attribute codes for Instruction Type, Internship Type, and/or Special Section Curricular Attribute where needed. This will “tag” the course as having an applied learning component and essentially do the same for all programs in which that course is required.</p> <p><u>Step 3:</u> For requested SUNY data submissions, utilize the capabilities of Term Section Data Submission (TSDS) reporting function within BANNER developed by the SICAS Center. Submitted data will be reviewed for accuracy by OIRPE before locking.</p> <p>At the college level, a review of internal templates and outlines will be conducted to identify modifications needed to designate courses and programs as containing an applied learning component. These modifications may include:</p> <ul style="list-style-type: none"> ● Including applied learning as an institutional student learning outcome (ISLO)

Campus Name:	Alfred State College
Date:	4/13/2016
	<ul style="list-style-type: none"> ● Revising the course outline template to include an indicator as to whether applied learning is included as a course attribute prior to a new course’s approval by Faculty Senate. ● Making minor course modifications to existing course outlines to indicate whether applied learning is included. ● Adding a Program Student Learning Outcome (PSLOs) that speaks to applied learning within the program. ● Reviewing the various Internships across campus with the objective of developing a common outline that speaks to expectations, contracts and assessment documents used by students, faculty and external participating entities. ● Developing focused applied learning courses that may be used as program electives or as required courses. ● Developing new curriculum maps that detail courses in which applied learning is delivered. ● Adding applied learning metrics as a component for institutional, school, department or program level dashboards and analysis. ● Using Statistical Analysis System (SAS) to generate local reports and documents as needed. <p>Undoubtedly, the effort to implement these processes will be heavily front loaded. Once in place, however, they should provide an efficient, effective and accurate report generation system that will enable the college to respond to all internal and external applied learning data requests.</p> <p>Finally, it is the intent of the college to continue to administer the data collection instruments currently used by the Center for Civic Engagement generate information on civic engagement and other applied learning activities in which they are involved. These instruments include surveys of faculty, student, and community partners and provide important feedback on participation levels, effectiveness and avenues for continuous improvement.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
Question 2	<p data-bbox="480 310 1495 384">What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p data-bbox="521 428 1455 743">Response: As a foundational step in the preparation and submission of Alfred State’s response to Part I of SUNY’s Applied Learning Campus Plan, the Office of Institutional Research, Planning and Effectiveness (OIRPE) conducted an extensive review of each of the college’s 70+ programs and the requisite courses therein. The exhaustive process helped identify a very significant number of activities and opportunities that the seventeen academic departments felt rose to the level of applied learning. Not unexpectedly, there were differences of interpretation and categorization, but a starting point inventory was established.</p> <p data-bbox="521 785 1455 921">Using the results of the initial inventory, a review by the Applied Learning Committee (ALC) will be conducted to develop a finalized list of courses and activities, ensuring that each meets the defined parameters for classification as applied learning.</p> <p data-bbox="521 963 1373 995">From that list of courses and activities, the following will be completed:</p> <ul data-bbox="558 1037 1422 1383" style="list-style-type: none"> • Within BANNER, re-designate course attribute codes. • Revise the course outline template to include an indicator as to whether applied learning is included as a course attribute, • Add a Program Student Learning Outcome (PSLOs) that speaks to applied learning within each academic program, • Develop new curriculum maps that detail courses in which applied learning is delivered <p data-bbox="521 1425 1422 1709">Going forward, as academic departments propose new courses and programs, internal approval documents (program viability sheets, executive summaries, course outlines, etc.) will be modified to include information regarding embedded applied learning and the related categories. Departments will consult with the Applied Learning Committee prior to the development of these documents. Subsequent internal reviews will include the Deans Council, Curriculum Development & Review Committee, Faculty Senate, and when required the President’s Council and College Council.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
Question 3	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>Response: In July 2015, Alfred State, in anticipation of significant assessment and reporting requirements relative to SUNY Excels, SUNY General Education, SUNY Applied Learning, Middles States, SIRIS, IPEDS, NYSED, etc., decided to resource a new position, the Director of Institutional Research. The subsequent search resulted in the hire of an individual with an extensive background in Institutional Research and excellent programming and reporting expertise in Term Section Data Submission (TSDS) and Statistical Analysis System (SAS).</p> <p>With this report generation expertise in place, the key component becomes data collection. The ability to integrate applied learning activities to institutional data (persistence, retention, graduation, student engagement, student employability, etc.) will rely more on the institution’s ability to accurately and systematically collect data, than on reporting the results. With processes in place to identify and accurately track/input core variables, report extraction should be the easy part.</p> <p>Alfred State College recognizes that its comprehensive applied learning experiences are reflected in its strong retention, graduation and placement rates. The college is currently implementing multiple strategies to further improve those rates and will continue to closely track this data in conjunction with SUNY Excels. Statistically, it will be challenging to determine the impact associated with applied learning alone. However, the college is confident in the assertion that applied learning greatly enhances student success.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Alfred State College
Date:	4/13/2016
Narrative Compiled by:	Charles Neal, Associate Vice President for Academic Affairs
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
Question 1	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>Response: The initial inventory of applied learning activities by program was completed at the department level by the chairs and faculty. This was necessary because, in most cases, it is the department who historically has “owned” applied learning in the context of its curricula.</p> <p>Faculty conducting courses containing an applied learning requirement, either as a graded component of the course or through the coordination of other forms of service learning, are generally responsible for oversight of the activity, including grading and assessment. Though specific institutional policies regarding applied learning have yet to be finalized and approved, the academic department and its faculty, when necessary, are generally responsible for developing service learning contracts, ensuring liability waivers are completed, implementing safety standards, tracking student hours, collecting evaluations by community partners, and conducting appropriate assessment. Any specific contract or relationship document between the college and a community partner is reviewed by the administration of the college and when necessary SUNY legal.</p> <p>Faculty members provide ongoing civic engagement data for each academic year related to courses and programs that incorporate direct and indirect community oriented elements. Details are provided on relevant courses/programs including a description of the activity, number of hours invested/student, the community partner, and the specific and measurable outcomes and impact of the activity.</p> <p>Consistent with the department-level history of applied learning oversight, approval of related activities has been driven by those same faculty and departments. If the applied learning activity is course embedded, it will have been processed through the college’s course approval system whereby the course outline is reviewed, approved and signed by the faculty member, department chair, school dean, a Curriculum Development & Review committee, and the college’s Faculty Senate.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
	<p>Included in the course outline are course student learning outcomes as well as a detailed breakdown of course content. Though no specific information regarding applied learning designation or category is included currently, any components of embedded activities should be evident. As mentioned previously, modifying the course outline template to highlight applied learning will be an academic objective going forward.</p> <p>Finally, Alfred State has a fairly rigorous process through which student learning outcomes at both the course and program level are assessed. With the college's emphasis on applied learning in all schools, achievement of program SLO's is reliant on the application and assessment of applied learning. Academic Departments are responsible for assessment of program student learning outcomes, each of which are reviewed every three years.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, and compensation) will your campus provide?</p> <p>Response: Institutional support for faculty who oversee applied learning activities varies by the characteristics of the activity itself. Support for required applied learning embedded within courses within programs may differ from activities that are outside of the curriculum.</p> <p><u>Financial Support:</u> Alfred State takes care to allocate department OTPS budgets at levels sufficient to effectively deliver department programs. Accordingly, departments with embedded applied learning in its programs typically realize budget distributions significantly higher than those without. Examples would include the departments of Agriculture and Veterinary Technology, Nursing, Physical and Life Sciences, and the five departments that comprise the School of Applied Technology on the Wellsville campus. Department IFR accounts may also provide support resources if available. In addition, the Provost has allocated funds to support project-based learning initiatives for faculty.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
	<p>Applied learning opportunities that are ancillary to the curriculum, such as opportunities through the Office of Civic Engagement or project-based academic regional and national competitions, may require more “imaginative” funding models. This may include the pooling of budgets, small grants, and/or special fund raising.</p> <p>Financial resources for travel to conferences and workshops are also available to faculty across the campus. Processes exist for the submission, review, approval, and allocation of earmarked professional development funds. Proposals that support existing or new applied learning opportunities for students are reviewed in a highly positive light.</p> <p><u>Non-Financial Support:</u> Non-financial college support for faculty or staff administering applied learning activities include sessions during Professional Development Week that showcase existing programs and invite new ones, processes to request release time for the development of activities, formal recognition through the annual civic engagement awards, and taking advantage of every opportunity to gain positive institutional attention through these activities in the media.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Response: Long a philosophical cornerstone of the institution, the concept of project-based learning has served to add credence to the college’s tag line of “Hit the ground running...”. True to that focus, Alfred State has endeavored to encourage and support the development of applied learning activities as proposals arise. Additionally, the institution has included the growth of those activities and opportunities as a specifically defined component of the college’s new strategic plan. As published, it reads “Though sustaining innovations, Alfred State will expand applied learning opportunities across the student experience.”</p> <p>Historically, proposals for applied learning initiatives have been born at the department or school levels, and nurtured by dedicated faculty. Programs containing required embedded applied learning have been reviewed and financially resourced through the budget development process and related OTPS allocations. Unique requests, such as participation in regional, national and international competitions or community service, often require</p>

Campus Name:	Alfred State College
Date:	4/13/2016
	<p>special review and generating adequate financing may require investments from multiple budgets. Included may be combined monies at the department, dean, Provost, and even institutional levels.</p> <p>Examples of specific campus support for new faculty applied learning activities include:</p> <ul style="list-style-type: none"> ● The existence of an internal approval process that enables faculty to request a reduced instructional load in support of developing and/or continuing programmatic applied learning initiatives. ● The ability of faculty to request funding directly from the provost for “project based learning.” ● The availability of a designated “dirty space” in a highly visible location in the college’s new Student Leadership Center. The Hands-On Project Room (HOPR) is surrounded by windows, contains extensive lifting technologies, and is intended to allow student and faculty to showcase efforts in preparation for project-based competitions. ● Support from the Director of Civic Engagement to finance curriculum projects related to community service and civic engagement. ● Funding from the President to support equipment and technology initiatives that enhance applied learning within academic programs. <p>Alfred State is confident that the campus community is aware of the institutional core value placed on civic engagement and applied learning and of the support available to those wishing to expand these opportunities to students.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Response: Alfred State recognizes the need to develop more avenues by which faculty are incentivized to engage students in applied learning and to undertake the often significant effort to administer that activity. To that end, the college intends to research better ways by which Alfred State can recognize and reward such efforts.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
	<p>That said, the college has long embraced and promoted the core academic theme of project-based learning and has attempted to foster it as an academic and philosophical institutional expectation. The goal going forward is to broaden, promote, document, assess, and recognize those expectations.</p> <p>A recent step in that direction has been the administration’s decision to devote an institutional strategic priority to applied learning. This will hopefully impress upon the campus community its importance to the institution and will encourage more efforts in that direction.</p> <p>Secondly, the Promotion and Continuing Appointment standing committee of the college’s Faculty Senate is exploring the viability of integrating expectations regarding applied learning into the criteria for teaching excellence within the tenure process. This effort will require close internal collaboration and discussion.</p> <p>Thirdly, faculty who coordinate and administer applied learning and civic engagement activities become candidates for the Leadership through Civic Engagement Award as well as the Spirit of Service Award. These annual awards acknowledge student, faculty, staff and alumni who have led exemplary academic and/or co-curricular initiatives that demonstrate a commitment to engaging in the community – locally, nationally, or globally – through service, volunteerism, activism, politics, and much more. The selection and recognition processes are coordinated by the Center for Civic Engagement.</p> <p>Finally, where ever possible the college has taken care to recognize the efforts and accomplishments of departments in general, and faculty in specific, relating to applied learning activities. There is no better way of polishing the college’s image and of promoting its values than by encouraging and advertising these efforts.</p> <p>An impressive recent example of this is the current national obsession with the two eagles and newly hatched eaglets being watched and monitored via a hidden “eagle cam” just a few feet from the nest at the National Arboretum in Washington, DC. More and more people are finding out that the close up viewing of “Mr. President,” “First Lady,” “DC2,” and “DC3” come</p>

Campus Name:	Alfred State College
Date:	4/13/2016
	<p>courtesy of the applied learning efforts of Alfred State College Electrical Trades faculty and students. The Alfred State team designed, installed and configured the web cam and photovoltaic panels that generate the needed power. Alfred State has worked with the National Arboretum in various energy-saving projects for several years.</p> <p>A link to one of many articles... http://www.alfredstate.edu/news/2016-03-18/webcam-powered-alfred-state-provides-view-eagles-hatching</p>

NOTE: Forward all materials to AppliedLearning@suny.edu **no later than April 15th, 2016**



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Alfred State College
Date:	4/13/2016
Narrative Compiled by:	Charles V. Neal, Associate Vice President for Academic Affairs
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
Question 1	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Response: Students interested in applied learning typically navigate opportunities through academic departments at the curricular level and through the Center for Civic Engagement at the co-curricular level. Specifics on each are offered below:</p> <p><u>Curricular Applied Learning:</u> The majority of students who participate in applied learning activities do so through opportunities or requirements within their academic program. Students participate within the context of their program of study with financial and instructional support being provided through the academic department.</p> <p>Study abroad opportunities within programs have been somewhat limited, with the notable exception of the college’s full-semester initiative in Sorrento, Italy. To address this shortfall, the college is pursuing the development of shorter term (3 week) study abroad opportunities which are more realistic and economically feasible for students and a mini-grant opportunity has been developed to support faculty interested in creating new study abroad activities.</p> <p>An important and relatively new academic support initiative is the college’s decision to note Community Engagement on student academic transcripts effective for the fall semester of 2014. Academic transcript notation is a recent outcome of a Faculty Senate special committee created in 2011 with the goal to integrate civic engagement into the curriculum. As a result, faculty may now apply to have their class recognized as a Civic Engagement Intensive (CEI) course. Students who successfully complete the approved CEI course will have the notation “Civic Engagement Intensive Course” included in the level comments section at the beginning of the academic transcript. This new development will be an important way to highlight the unique nature of these courses to graduate school and employers reviewing student transcripts.</p>

Campus Name:	Alfred State College
Date:	4/13/2016

Co-curricular Applied Learning: In 2012 Alfred State formally established the Center for Civic Engagement (CCE). Its purpose is to provide a variety of meaningful ways for students to get involved in making a positive difference in the community within and beyond campus. It is intended to assist students in embracing the importance of civic engagement and to develop activities through which they can translate that interest into action.

CCE works together with the college community to create opportunities to address community challenges, be they local, regional, national, and even global. The focus is on student involvement through volunteerism, community projects, cultural immersion, advocacy, and political involvement, and to mold those students as leaders capable of making positive change in the world.

The Center for Civic Engagement targets the collective student population and has established many CCE initiated as well as student initiated activities. Some examples include:

Alfred State College Community Action Day: An opportunity for students to “beat the rush” and arrive on campus a couple of days early if they commit to participate in the Community Action Day activity.

Project Prom Dress: A student-led organization that collects dresses from local consignment shops. These formal gowns are then distributed to underprivileged girls and their families in order to assuage some of the cost of important formal events such as the high school prom.

Disaster Relief: Student-led initiatives that deploy anywhere in the state of New York before, during, and after disasters in order to rebuild, clear hazards, and prevent future damage.

Local Blood Drives: For 25 years, the Pi Rho Zeta fraternity on campus has been leading local blood drives and working to spread awareness of the need for donors.

Campus Name:	Alfred State College
Date:	4/13/2016

Southern Tier Architectural Resource Center (STAR) Urban Design Studio: Students in the architectural technology and interior design programs have participated for the last decade in a number of community-based, service-learning projects throughout Western New York as part of their studio course work.

Celebrate Service Celebrate Allegany: An annual event, held as part of the national Make a Difference Day that uses students and volunteers from Alfred State, Alfred University, and Houghton College to spread out across Allegany County raking leaves, winterizing buildings, and performing other needed community service projects.

Alternative Break: Ongoing opportunities for students to engage in service over fall and spring break. Habitat for Humanity’s Collegiate Challenge is a major partner in this initiative.

Annual Race for a Cure: 5K run/walk benefiting Roswell Park Cancer Institute held during homecoming weekend.

Community Involvement Fair: Community organizations come to campus to share volunteer and internship opportunities.

Earth Week: A series of events and activities designed to enhance awareness and commitment to environmental sustainability.

Global Civic Engagement Teams: Short-term service opportunities include ongoing annual trips to Haiti as well as other locations such as Peru. Teams have worked with orphanages, supported medical clinics, conducted animal management clinics, and construct buildings.

MLK Jr. Dream Week: Week of events which includes education, advocacy, and culminates in a high impact day of service and community building.

Relay for Life: A community-wide fundraising event to support cancer research, education, advocacy, and service.

Campus Name:	Alfred State College
Date:	4/13/2016
	<p>Special Olympics: An annual track and field event held on campus for local youth with disabilities.</p> <p>Take Back The Night: A campaign to raise awareness about sexual violence and abuse while advocating for survivors.</p> <p>Tunnel of Oppression: An interactive social justice awareness event.</p> <p>CCE also coordinates the various student and/or organizational awards sponsored by the college. These include:</p> <p>The Student Senate Civic Engagement Award: An annual award that recognizes a student organization that makes significant contributions to the quality of life within the greater college community (villages of Alfred & Wellsville and surrounding towns) through involvement in service and humanitarian efforts. The awarded organization receives \$500 that will go into its budget for the following year.</p> <p>The Pioneer Cup: A innovative residence hall competition that honors, at the conclusion of each semester, residence halls whose students have most actively participated in wellness, sustainability, and civic engagement oriented programming. It is designed to build positive habits and to prepare students to be responsible, healthy, and engaged citizens.</p> <p>The Residential Life Civic Engagement Award: An award created to recognize resident assistants who demonstrate the most passion for civic engagement and share this passion through programming and community building efforts.</p> <p>Leadership through Civic Engagement Award: Awarded at the campus' annual Honors Convocation ceremony to recognize the outstanding work of students. The award acknowledges those who have led exemplary academic and/or co-curricular initiatives that demonstrate a commitment to engaging in the community – locally, nationally, or globally – through service, volunteerism, activism, politics, and much more. Criteria for these awards include leadership, teamwork, partnership, impact, and innovation.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
	<p>The Chancellor's Award for Student Excellence: A prestigious award offered through the State University of New York. It is awarded to two students who have best demonstrated the integration of academic excellence with other aspects of their lives including leadership and community service.</p> <p>The impact of the Center for Civic Engagement at Alfred State is significant. In 2014-15 alone, over 1,600 students collectively contributed more than 86,000 hours of community service, civic engagement, and workforce knowledge to communities across the country; and faculty and staff reported spending more than 6,200 hours on community service.</p>
Question 2	<p>Describe how approved applied learning activities are promoted to and shared with students. How is information about applied learning activities built into the orientation or advising process?</p> <p>Response: Curricular and co-curricular applied learning activities are communicated and promoted to the campus community in marketing and admissions road pieces, electronically via the campus web site, and during open house and summer orientation events. The college takes care to ensure prospective, as well as current students, receive timely information on applied learning opportunities.</p> <p>Promotional documents and activities in which applied learning is a focus include:</p> <ul style="list-style-type: none"> ● Curriculum sheets for academic programs ● Admissions Department Road Pieces ● Small Promotional Handbills ● The College's View Book ● Center for Civic Engagement (CCE) Brochure ● <i>Connections</i> newsletter ● Direct link to the CCE homepage on the Alfred State website ● Facebook, Twitter, Flickr, YouTube and other platforms

Campus Name:	Alfred State College
Date:	4/13/2016
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>Response: Academic departments that consistently interact with the community through applied learning activities regularly assess that interaction through site visits, reflection papers, supervisor evaluations, and student comments. An important component of that feedback comes from students through semester-end course evaluations.</p> <p>Participating community organizations provide input on the effectiveness and efficacy of student engagement activities. This feedback loop provides an ongoing source of data for assessment and planning purposes. Additionally, as the campus moves forward with its efforts to bring consistency and commonality of expectations for credit-bearing internships on campus, feedback from all involved constituents, especially from students, will be an important ingredient.</p> <p>For co-curricular applied learning activities, the Center for Civic Engagement (CCE) employs an ongoing assessment and continuous improvement loop incorporating feedback from industry, community based organizations, schools, and community members. It also solicits student input and feedback through a student comprised civic engagement advisory committee and the Student Community Engagement Survey. The latter is an element of the college’s decision to participate in the National Assessment of Service and Community Engagement (NASCE). NASCE is a web-based survey through the Siena Research Institute that measures the level of Alfred State’s involvement in the larger community.</p> <p>Student organizations, including Greek organizations, provide ongoing data related to their civic activity at the conclusion of each semester. The Center for Civic Engagement partners with Student Senate in creating the survey and making it a required activity for all funded organizations. The data collected through this survey includes civic engagement oriented events, date, number of hours, number of Alfred State students involved, number of community members involved, and the specific impact/outcome of the activity.</p>

Campus Name:	Alfred State College
Date:	4/13/2016
	<p>Collectively, these active and ongoing mechanisms allow Alfred State to identify community partners, how many students, faculty, and staff are involved in community engagement activity, how often/long, and the overall impact/outcomes of this activity for student learning, teaching effectiveness, and benefit to community partners and community as a whole.</p> <p>Students can voice grievances regarding applied learning activities and issues through the department chair for grievances within the academic program and through the director of the Center for Civic Engagement for any grievances that may arise through CCE activities. The process would then follow typical campus policies for dealing with student grievance.</p>
Question 4	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>Part of the mission of the Center for Civic Engagement is to support and grow civic engagement opportunities across the institution. Ideas can emanate from a multitude of sources, the most imaginative of which is often from students. Accordingly, the Director of the Center for Civic Engagement has created and employed a civic engagement advisory committee comprised of students.</p> <p>Additionally, the Student Organization survey and the Greek Community Service survey enables assessment of organizational maturation as well as providing a snapshot of student civic impact within the community. This data is utilized to identify opportunities for student engagement and collect best practices to share with other student groups. It also assists professional staff in allocating resources to support student organization seeking to effectively translate their passion into civic action.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	Alfred State College
Date:	4/14/2017
Narrative Compiled by:	Charles V. Neal, Associate Vice President for Academic Affairs
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>

Campus Name:	Alfred State College
Date:	4/14/2017
Question 1	<p>Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>Response: As a means of resourcing its advocacy of experiential learning and its commitment to civic engagement and service learning for its students, Alfred State has created the Center for Civic Engagement (CCE). The charge of CCE is to facilitate community engagement as a core element of the student experience across curricular and co-curricular programs with graduates fully prepared to be civic leaders. Its responsibilities include thoughtful programming, dedicated teaching, coalition building, and student advising; all key ingredients in fostering a civic ethos, integrated civic inquiry, and meaningful action.</p> <p>A growing additional responsibility of CCE is that of data collection, evaluation, and assessment. Multiple external entities require hard data on community impact and student learning. There is also an internal need to measure effectiveness and efficiency, in order to gauge the level of student learning, to assess community impact, and to meet institutional goals.</p> <p>Toward that end, collaboration between CCE and academic departments has resulted in the addition of a component to the annual report of each department that reports on applied learning activities of the department and its programs. The Academic Affairs Annual Assessment Plan Report (AAPR) tracks progress toward learning outcomes and other key academic benchmarks. The new section provides applied learning curricular metrics relating to course information, number of students, hours invested, the community engagement project, course civic learning outcomes, and the impact to community. This tool has streamlined the data collection process, generated a wealth of invaluable data each year, and reduced the number of additional surveys faculty are asked to complete.</p> <p>In addition, a significant number of Alfred State’s programs require internships, clinicals and practicum many of which occur in local community. While recognizing a need to improve the ability to measure the impact of these activities, it is known that there is a positive impact as many of these external locations hire ASC graduates. Processes for improving record-keeping and assessment on those locations and the service provided are currently under review.</p>

Campus Name:	Alfred State College
Date:	4/14/2017
Question 2	<p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>Response: In fall 2016, Alfred State College adopted the following Institutional Student Learning Outcome:</p> <p style="text-align: center;"><i>Demonstrate the ability to address and meet real world challenges by engaging in applied learning activities.</i></p> <p>Institutionally, this ISLO is equivalent to a graduation requirement and has placed the college in a leadership position within SUNY in the application of applied learning within its programs. SUNY’s initiative has enabled the college to calibrate the extent to which programs are employing applied learning activities and identifying those that lack, or are weak in that learning methodology.</p> <p>Requiring applied learning activities as a graduation requirement would provide both opportunities and challenges.</p> <p><u>Opportunities:</u></p> <ul style="list-style-type: none"> ● Requiring and documenting applied learning activities on campus adds credence to the college’s tag line of “Hit the ground running...” and provides excellent marketing opportunities for the college. ● Identifying applied learning as an ILSO drives the expansion of approved applied learning activities into programs lacking such a component. It may foster the development of new liberal arts and science courses that incorporate applied learning and that can be injected into programs needing a way of meeting the requirement. ● Such a requirement may promote the design of creative, shorter and cheaper study abroad opportunities that would be attractive and affordable to a much broader portion of the student body. ● As an ISLO (and therefore, a graduation requirement), it provides a chance to review and consolidate documents and processes that enable the college to truly measure the added value of applied learning.

Campus Name:	Alfred State College
Date:	4/14/2017
	<p><u>Challenges:</u></p> <ul style="list-style-type: none"> ● The college's desire to expand applied learning activities and opportunities in the off-campus areas of civic engagement, community service, service learning, co-ops, clinicals, and internships is restrained somewhat by its rural setting and related limited number of potential external partners. Allegany County is rural, its towns and villages are small, and large employers are few in number. Growing local opportunities and partnerships will be a challenge. ● Upon identifying those few programs that demonstrate no approved applied learning component, determining how best to fulfill the requirement may present challenges. A policy statement identifying approaches by which the new graduation requirement may be met will be a necessity. ● Faculty and departments who have not been involved with applied learning in the past will undoubtedly need assistance and training in what constitutes approved applied learning, implementing the new requirement, and in advising students in the department. ● Institutionally, it may be challenging to determine how best to manage the scope of the requirement and how to encourage and recognize those taking leadership positions in delivering the programs. ● Determining how best to assess and measure the value-added of the various applied learning categories and on the treatment of inter-institutional credit transfer of applied learning designated courses will also present issues. ● It will be imperative to ensure systematic and timely communication within the campus community as well as external partners in all aspects of the new requirement.

NOTE: Forward all materials to AppliedLearning@suny.edu no later than **May 1, 2017**



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	Alfred State College
Date:	4/14/2017
Narrative Compiled by:	Charles V. Neal, Associate Vice President for Academic Affairs
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> <p>Response: Though a rural campus, Alfred State enjoys close partnerships with business, industry, non-profit, state, and municipal off-campus entities who provide invaluable support to the various applied learning activities the college pursues. Additionally, the college takes care to offer significant on-campus internship and work study opportunities through support entities such as the Educational Foundation and Auxiliary Campus Enterprises (ACES).</p>

Campus Name:	Alfred State College
Date:	4/14/2017
	<p>Ten of Alfred State’s 23 baccalaureate programs include an internship requirement. The partnership agreements developed in support of those courses were nurtured by the academic departments and include expectations of the department, student and partner that closely relate to published SUNY parameters. The college has initiated an effort to develop a common course outline for all internships on campus, including minimum expectations regarding delivery, documentation and assessment. These include expectation on student journals, final papers or presentations, responsibilities of the faculty, and feedback and assessment by the partner entity. Investigation has also begun into software that would make the administration and reporting on internships more efficient.</p> <p>Without providing a detailed listing of each and every partner and their activities, information on collaborators and facilitators in general categories is provided below. Some of the activities are periodic and non-recurring (coordinated through CCE or the academic department) while others are valued long term academic relationships.</p> <p><u>Non-Profits:</u></p> <p style="padding-left: 40px;">Example Partners: Public Schools, SPCA, Churches, Hospitals, Nursing Homes, Service Clubs and Organizations, Fire Departments, Little League Baseball, Hornell Humane Society</p> <p style="padding-left: 40px;">Typical Activities: Civic Engagement, Community Service, Practicum, Clinical</p> <p><u>Business/Corporate:</u></p> <p style="padding-left: 40px;">Example Partners: Local Farms, Business / Corporations of all sizes</p> <p style="padding-left: 40px;">Typical Activities: Internships</p> <p><u>State/Municipal:</u></p> <p style="padding-left: 40px;">Example Partners: Local Villages, Townships, County Landfills</p> <p style="padding-left: 40px;">Typical Activities: Civic Engagement, Community Service</p>

Campus Name:	Alfred State College
Date:	4/14/2017
	<p><u>Internal:</u></p> <p>Example Partners: Education Foundation of Alfred State, Auxiliary Campus Enterprise Services (ACES), Alfred State College Tubing Park, Semester in the South, Haiti Relief & Recovery</p> <p>Typical Activities: Civic Engagement, Community Service, Global Awareness, Practicums</p> <p><u>Other:</u></p> <p>Example Partners: Sant'Anna Institute (Italy), U.S. National Arboretum, Department of Energy Solar Decathlon, Institute for Affordable Transportation, Skills USA,</p> <p>Typical Activities: Civic Engagement, Community Service, Global Awareness, National/Regional Competitions</p>
Question 2	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p>Response: Current methods to identify, develop and support reciprocal relationships involve three key campus constituents: the academic department, the Center for Civic Engagement (CCE), and the Career Development Center.</p> <p><u>Academic Departments:</u> With the effort to formally identify and document applied learning delivered through for-credit academic coursework comes an increased responsibility of academic departments to systematically maintain and nurture those relationships. The hurdles of doing such will depend on the extent of past experiences within the department. Some departments enjoy a history of sustained partnerships and, as a result, have developed effective communication processes and documents that clearly define expectations of all parties. Departments with less experience may need significant internal support and guidance.</p>

Campus Name:	Alfred State College
Date:	4/14/2017
	<p>Current activities within academic affairs to support reciprocal relationships include:</p> <ul style="list-style-type: none">● The design of a common internship course outline that brings consistency to the delivery, oversight and expectations of all parties involved in internship courses.● The use of curriculum advisory committees to assist in identifying new potential partners and in assessing the value added of those collaborations.● Site visits by academic faculty or internship coordinators. <p><u>Center for Civic Engagement (CCE)</u>: As mentioned previously, Alfred State established CCE to facilitate community engagement as a core element of the student experience across curricular and co-curricular programs. Meeting that objective necessitates strong working relationships with external partners, as well as internal departments to ensure regular communication and documentation of activities.</p> <p><u>Career Development Center</u>: With a mission to provide career development resources to current and potential students, alumni, faculty, staff and current and potential employers, the career development center is another avenue by which external relationships can be developed and nurtured. Through the coordination of career fairs, on-campus job interviews, and other job search / placement services, the Career Development Center has been instrumental in initiating new collaboration partners. Connections also can be derived through the center's membership in organizations such as the National Association of Colleges & Employers (NACE), the Rochester Area Career Development Association (RACDA) and the Eastern Associates of Colleges & Employers (EACE).</p>

Campus Name:	Alfred State College
Date:	4/14/2017
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Community partnerships are frequently the result of faculty and academic departments creating and capitalizing on networking opportunities as they arise. Curriculum advisory committees, five year program review teams, career day programs, and sponsored events such as industry luncheons provide excellent opportunities for faculty to collaborate with industry and avenues by which mutually beneficial relationships can be established and cultivated. Potential new connections can also be identified within resources and databases available through the Center for Continuing Education, the Alumni Office, the Center for Civic Engagement (CCE), and the Career Development Center.</p> <p>Regardless of source of the partnership, the key component to its long term viability is the existence of committed faculty to champion and coordinate the program and to ensure regular communication with all involved constituents.</p>
Question 4	<p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> <p>Response: The extent to which additional resources will be needed to support current and future partnerships will be dictated a great deal by the results of the effort to identify and tag courses as applied learning within Banner. If the results show a large percentage of the college's 75 programs already contain approved applied learning activities and that very few require modification, then the incremental resources needed will be minimal.</p> <p>However, should the effort identify significant gaps to fill, resources will be needed to coordinate the identification of need, staff training, program revisions, faculty delivery and academic assessment of the new requirement. This may require additional support positions in CCE, the Career Placement Center, academics and the Office of Institutional Research, Planning and Effectiveness.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than **May 1, 2017**.



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

Campus Name:	Alfred State College
Date:	4/14/2017
Narrative Compiled by:	Charles V. Neal, Associate Vice President for Academic Affairs
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>

Campus Name:	Alfred State College
Date:	4/14/2017
Question 1	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>Response: In lieu of a hardwired graduation requirement, Alfred State has elected to inculcate the culture and importance of applied learning through its previously mentioned Institutional Student Learning Outcome specifically targeting applied learning. The ISLO... “Demonstrate the ability to address and meet real world challenges by engaging in applied learning activities”... is demonstration of the college’s commitment to the concept and, as an ISLO, will require continual review and assessment.</p> <p>Toward that end, the campus will take appropriate actions to ensure all programs engage in applied learning as a learning experience. This will be coordinated within the context of the need to document for the Middle States Commission on Higher Education (MSCHE) that institutional student learning outcomes are being met. Although it is not specifically referenced as a “graduation requirement,” the college sees the ISLO as the equivalent. The ISLO also provides confidence that students’ achievement of this outcome will be monitored and assessed.</p>
Question 2	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>Response: The decision to include the applied learning requirement in the context of an ISLO is grounded in Alfred State’s belief that applied learning is a pedagogical approach which is critical to preparing students for their professions. Specifically, students who solve real world challenges through applied learning will be ready to “hit the ground running.” The task of creating the ISLOs was given to the student life committee of the Faculty Senate. Seven potential ISLOs were created and vetted with faculty, staff and students. The applied learning ISLO was chosen to be one of the top four of those proposed. After further edits, the four ISLOs were once again vetted by faculty, staff and students and elicited much positive feedback. Finally, the ISLOs were approved by both Faculty Senate and President’s Council.</p>

Campus Name:	Alfred State College
Date:	4/14/2017
Question 3	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>Response: Alfred State does not intend to dictate the completion of specific applied learning categories. Instead, the college will empower academic departments to determine how best to ensure their programs are compliant with the new ISLO. Though initial reviews of proposed applied learning designated courses point to the category of “practicum” to be the predominant classification, any of the SIRIS categories will fulfill the requirement.</p> <p>Administration, verification and oversight of applied learning activities will be conducted at the department and or faculty level. Courses designated as applied learning will indicate such on their course outline, and every faculty member who conducts that course will be required to implement and assess those activities.</p> <p>Any identified programs that lack an applied learning activity will need to review and modify course or program requirements to ensure its students will have met the new requirement. An example may be to convert an “Open Elective” to and “Open Elective – Applied Learning, whereby a student may elect any course deemed as meeting applied learning.</p> <p>Alfred State may also develop a formula for enabling activities outside the academic setting as fulfilling the new ISLO. The college, as well as many of its clubs and organizations, encourages and conducts community service and civic engagement activities. Upon confirming these activities meets the formula developed and is consistent with applied learning parameters, should be allowed to count toward the ISLO.</p> <p>As to implementation, it will take time to complete designating courses, developing and approving processes / policies, and updating BANNER, the college website and the college catalog. Accordingly, it is anticipated that the applied learning requirement will be put into effect for students entering college during the 2018-2019 academic year.</p>

Campus Name:	Alfred State College
Date:	4/14/2017
Question 4	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>Response: Alfred State College sees the newly implemented Institutional Student Learning Outcome on applied learning as the equivalent to a locally mandated graduation requirement.</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than **May 1, 2017**