



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Cayuga Community College
Date:	3/17/2016
Narrative Compiled by:	Sheila Myers
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 <b>descriptive narrative</b> 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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
Question 1	<p>Cayuga Community College has a voluntary designation process whereby faculty may apply to have their course designated as Applied Learning. A committee reviews the proposals and if they meet the criteria specified by our policy they are approved and the course section is designated on the college schedule and student transcript as AL. By default all internships, clinical, and field based course sections are automatically designated as AL. Faculty may apply twice a year to have a course section designated. Once the course section is designated it stays that way on our course schedule until</p>

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	the faculty requests it be taken off or he/she stops teaching the course. We have a list of these sections and the numbers of students in them.
<b>Question 2</b>	See above.
<b>Question 3</b>	We plan to conduct two assessments with the data for Applied Learning: 1) cross tabulate course assessments with student success rates in course designated as AL; and 2) mastery rate of student learning outcomes based on course assessment plans.

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	Cayuga Community College
<b>Date:</b>	3/17/2016
<b>Narrative Compiled by:</b>	Sheila Myers
<b>Summary</b>	<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 <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Faculty and a coordinator are liaisons for developing partnerships with industry and community organizations for internship, clinical and other programs. In addition, faculty advisors coordinate all evaluations and assessments of student outcomes for all courses designated as AL. The Applied Learning Committee is made up of faculty</p>

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	and they have oversight of any voluntarily designation of a course section as AL. They ensure that any course request from faculty follows the criteria stated in the policy as best practice for AL.
Question 2	The college has invested with the help of Perkins funds, in a new career database system called Cayuga Engage. This system links community partners with students. It is now a portal for students to look for organizations that are recruiting for full-time, part time, internship or volunteer assignments. The system also supports the development of resumes and e-portfolios. Career counselors have been attending classes to introduce students to the system and get them logged in. There have also been several training sessions with individual faculty members overseeing student applied learning.
Question 3	For the past several years we have had a faculty forum at the beginning of the academic year. The committee that organizes this event each year has had speakers talk on experiential learning techniques. This coming fall 2016 the guest speaker will be speaking about project based learning. The college has also shown its commitment to applied learning by incorporating the vision for a policy in the 2009-2014 strategic plan. As a result of this plan, the college hired a coordinator who assisted with the development of the policy used campus-wide. The coordinator has a budget and uses it to support faculty that want to take students on field trips to places of employment so students may learn more about potential career paths and employment options. This academic year we took students to the Welch Allyn Lodge to hear about event management; Time Warner Cable to hear about careers in communications and customer service; the Police Academy; SubCat audio Studios; and an entrepreneurship conference. Finally, the career office and coordinator have hosted several career fairs for students looking for jobs and internships.
Question 4	We plan to acknowledge faculty with an award for their innovation at the faculty forum. We also support their efforts by supplying funds for field trips and other needs for their AL courses. Unlike other courses that may be cancelled, our internship courses always run even if under-enrolled.

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SUNY Applied Learning Campus Plan  
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Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	Cayuga Community College
<b>Date:</b>	3/17/2016
<b>Narrative Compiled by:</b>	Sheila Myers

<b>Campus Name:</b>	Cayuga Community College
<b>Date:</b>	3/17/2016
<b>Summary</b>	<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 <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>All AL courses are designated on the schedule. Some academic programs such as Telecommunications, Nursing, and Early Childhood education, require an AL activity. Otherwise it is up to the faculty advisor for the internship or class to promote the course. Students are guided through a process of developing resumes, mock interviews and portfolios. Students interested in conducting this type of activity for credit have the option to develop a proposal with a faculty advisor and get credit for it through an independent study. Since 2013 students in the Honors Study Program may use a course designated as AL to complete three electives toward their honors program requirements.</p>
<b>Question 2</b>	<p>Each program area is represented at Open Houses and Orientation events and discussions include the internships and other AL activities students engage in within the program. We are also advertising the new career management system to students via the web, media in the school, and presentations in classes.</p>
<b>Question 3</b>	<p>All internships, clinical experiences, and field experiences include an assessment and evaluation process. It is embedded in the curriculum. The student evaluates and reflects on their experience. Other AL courses may have a variety of approaches such as capstone presentations, course evaluations, and reflection papers. If a student has a complaint about a placement site they are instructed to inform their faculty advisor who deals with it immediately.</p>

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Question 4	All courses include an assessment and student evaluation. Students have always been able to develop an independent study project that may include AL.

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SUNY Applied Learning Campus Plan  
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Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	Cayuga Community College
<b>Date:</b>	3/17/2017
<b>Narrative Compiled by:</b>	Sheila Myers
<b>Summary</b>	<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 <b>descriptive narrative</b> 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>

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	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>We conduct periodic graduation surveys to determine employment rates of our graduates. However, the last one we conducted did not correlate applied learning experiences with placement in jobs. Future surveys will be looking for that data. The one program that does collect employment rates is the Nursing program and in 2016 the placement of our graduates was 100% so the need in the community for nursing graduates is high.</p>
<b>Question 2</b>	<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>Although our programs have a diversity of courses that may include applied learning, it varies depending on the faculty and their approach to teaching. The only programs that currently require some form of AL: internship, clinical, and fieldwork, are Telecommunications, Nursing, Elementary Education, and the Occupational Therapy Assistant program which will start in the fall 2017.</p> <p>The issue of requiring AL as a graduation requirement was brought to the Applied Learning Committee and the Division Chairs. The consensus was that we are not in a position to make it a graduation requirement. There are a number of reasons why:</p> <ol style="list-style-type: none"> <li>1) The college programs had to cut the number of credits down to a maximum of 64 credits to be in compliance with SUNY Seamless Transfer requirements.</li> <li>2) We do not have room in some of the program curriculum of some majors to allow another requirement.</li> <li>3) The designation of AL is voluntary and based on the pedagogical approach of the faculty person. For example, an art teacher might decide to conduct a service project as part of her drawing class, while another instructor may not. Unless it is an internship, or clinical experience mandated as part of the program, the AL designation is attached to the course section not the course.</li> </ol>

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	4) Some programs do not have room for any more electives.

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Collaboration Plan

Due May 1, 2017

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<b>Narrative Compiled by:</b>	Sheila Myers
<b>Summary</b>	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>The following programs have a tradition of applied learning with long-standing partnerships in the community:</p> <ul style="list-style-type: none"> <li>Telecommunications</li> <li>Nursing</li> <li>Mechanical Technology</li> </ul>

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	<p>Elementary Education Criminal Justice</p> <p>The mechanical technology program partners include industries such as Currier Plastics who have donated equipment so that students in the Mechanical Tech program can acquire hands-on experience with state-of-the art tools and equipment for casting molds.</p> <p>We partner with the local hospitals in Auburn and Syracuse to place our nursing students in clinical experiences.</p> <p>Our Elementary Education students are placed in day-care centers, Head-Start programs, and nursery schools in the region for their practicums.</p> <p>Our Criminal Justice students conduct internships with local law enforcement, the courts, and crisis centers.</p> <p>In the fall 2017 the Occupational Therapy Assistant Program will also require AL.</p> <p>Finally, some of our faculty have conducted services projects with local non-profit organizations such as local nature centers, homes for the elderly, and museums.</p>
<b>Question 2</b>	<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>The Office of Student Engagement hosts the staff who are coordinators of career services, applied learning, student activities, and co-curricular activities, including Leadership training, on campus. Over the past few years some of the activities of the department have been streamlined to provide better support to community partners looking to recruit students for applied learning. This includes implementing a career services database system (Simplicity software) that now tracks opportunities for student placements and co-curricular activities. Now when a community partner approaches us about recruiting students we send them to register into this system and input the required information. The system also provides templates for resumes, cover letters, and eportfolios.</p> <p>In addition, we sponsor periodic field trips for students to visit local industries. In 2016-17 our students in the business and marketing programs toured the Pinckney</p>

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	Hugo Group Advertising Agency and met with their staff. In addition, students in the mechanical technology program toured Carrier Plastics to see first-hand operations.
<b>Question 3</b>	Describe how your campus engages new community partners in applied learning.  Our program advisory committees have representatives from local community and industry partners to determine local workforce needs.
<b>Question 4</b>	Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships. We will continue to operate our new career database system, program committee structure, and tracking of Applied Learning experiences through course designations. In addition, the Coordinator developed a Functional Area Review of AL with outside consultation and it has been decided that we will assess certain cohorts of students who have participated in AL to determine effectiveness toward job placement and retention.

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Graduation Requirement

Due May 1, 2017

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<b>Narrative Compiled by:</b>	Sheila Myers
<b>Summary</b>	<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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>

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<b>Question 1</b>	<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>No</p>
<b>Question 2</b>	<p>Click here to enter text.</p> <p>Although our programs have a diversity of courses that may include applied learning, it varies depending on the faculty and their approach to teaching. The only programs that currently require some form of AL: internship, clinical, and fieldwork, are Telecommunications, Nursing, Occupational Therapy Assistant, and Elementary Education. These experiences are monitored and facilitated by the faculty.</p> <p>The issue of requiring AL as a graduation requirement was brought to the Applied Learning Committee and the Division Chairs. The consensus was that we are not in a position to make it a graduation requirement. There are a number of reasons why:</p> <ol style="list-style-type: none"> <li>1) The college programs had to cut the number of credits down to a maximum of 64 credits to be in compliance with SUNY Seamless Transfer requirements.</li> <li>2) We do not have room in some of the program curriculum of some majors to allow another requirement.</li> </ol>

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	<p>3) The designation of AL is voluntary and based on the pedagogical approach of the faculty person. For example, an art teacher might decide to conduct a service project as part of her drawing class, while another instructor may not. Unless it is an internship, or clinical experience mandated as part of the program, the AL designation is attached to the course section not the course.</p> <p>4) Some programs do not have room for any more electives.</p>
<b>Question 3</b>	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?
<b>Question 4</b>	<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>We have an applied learning designation plan for any faculty who wants to have their course designated as AL which appears on the transcripts. We also have a coordinator who oversees the process.</p>

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