



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Columbia-Greene Community College
Date:	4/15/2016
Narrative Compiled by:	Casey O'Brien
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>
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>In December 2015, Columbia-Greene conducted an <i>Inventory of Applied Learning</i> – which effectively built a detailed database of all optional and required course-embedded applied learning activities on campus. This inventory provided the data necessary for a baseline determination of applied learning activities at the course level. All applied learning information will be matched to its associated courses within Columbia-Greene’s academic data warehouse to allow for student unit-record level reporting through SIRIS. All new course proposals will include a review of whether applied learning opportunities will be incorporated, and in such case, the same</p>

Campus Name:	Columbia-Greene Community College
Date:	4/15/2016
	information collected from the initial <i>Inventory of Applied Learning</i> will be gathered and entered into the academic data warehouse.
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>The <i>Inventory of Applied Learning</i> established which Columbia-Greene courses include an applied learning component. A detailed description of these activities as well as a listing of their relationship to the official criteria for approved applied learning activities has been documented. Students who take courses that require an applied learning activity that meets the criteria for approval will be flagged as having participated in applied learning. These same courses have been mapped to the College's programs to determine, at the program-level, which students are required to participate in approved applied learning activities.</p>
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>Columbia-Greene's SUNY Excels Performance Improvement Plan includes two goals relating to the provision of applied learning opportunities for all students. As cohorts are established, Columbia-Greene will measure retention rates, graduation rates, and other student success outcomes for students who receive applied learning activities to help contribute to data-informed decision-making. These results will be used to develop and continuously improve Columbia-Greene's applied learning program.</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:	Columbia-Greene Community College
Date:	3/31/2016
Narrative Compiled by:	Bianca Englese, Diane Johnson
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>
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>Faculty at C-GCC coordinate all aspects of each course or activity including: scheduling, curriculum development, method of evaluation, student supervision, learning objectives, and coordination with an outside agency (if necessary).</p> <p>Faculty who teach internship courses manage the on-site vetting and student application process, which may include a Learning Agreement and Contract.</p> <p>Beginning in the fall of 2016, Faculty at C-GCC will begin assessing all of their courses every semester. Course assessment results are discussed in monthly academic division meetings for continual improvement, shared with adjuncts, and used in the Assessment of the Major. Course assessment plans, sample grading rubrics, assessment webinars, Academic Assessment Committee minutes, and other assessment resources are posted on the College’s Blackboard assessment course site, available to all Faculty.</p>

Campus Name:	Columbia-Greene Community College
Date:	3/31/2016
	The process for approving new or customized faculty-initiated activities is as follows: faculty file an Application for Applied Learning Designation with the Dean of Academic Affairs (see attached). The Director of Institutional Research is informed of all newly approved activities
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <p>There are several Applied Learning courses/activities that are supported by the college through the Federal Carl D. Perkins Career and Technical Education Improvement Act (C 'TEA).</p> <p>In addition, the College provides transportation to the C-GCC Hudson River Environmental Field Station for students enrolled in BI 119: River Ecology.</p> <p>Regarding compensation, faculty are compensated per contractual agreement.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Faculty developing new activities which require financial support may apply to the Columbia-Greene Community College Association Fund. Projects that benefit the students directly and promote faculty and student interaction are eligible to apply. Each approved project receives an award of up to \$500.00.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>We do not have a formal plan for acknowledging faculty engaged in the Applied Learning initiative.</p>

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



Student Engagement

Due April 15, 2016

Campus Name:	Columbia-Greene Community College
Date:	3/31/2016
Narrative Compiled by:	Bianca Englese, Diane Johnson
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>
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>The Director of Experiential Learning supports students in one-on-one meetings to: determine what type of internship experience is best aligned with their education/career goals; assist with internship search and application process; and gaining interviewing experience through mock interviews. Students in programs that require applied learning are supported by faculty in that department.</p> <p>Students utilize the college’s online internship/employment management site, CareerLink (Supported by College Central Network) as a central depository for all internship opportunities available through the Office of Counseling, Career, and Transfer Services.</p> <p>Students complete a Learning Agreement and Contract with the internship site supervisor. This information is reviewed and approved by the Director of</p>

Campus Name:	Columbia-Greene Community College
Date:	3/31/2016
	<p>Experiential Learning in conjunction with the student's academic advisor and the VP & Dean of Academic Affairs.</p> <p>Independent Studies are handled differently. In this example, the student would work with the supervising faculty member to develop a written contract, which is then approved by the registrar, division chairperson, and the VP & Dean of Academic Affairs.</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>Internship opportunities available through the Office of Counseling, Career, and Transfer Services are posted to the college's online internship/employment management site, CareerLink (Supported by College Central Network). In addition, internship opportunities are often posted on on-campus bulletin boards, social media avenues, classroom visits by the Director of Experiential Learning, and faculty announcements/referrals.</p> <p>*Note, these opportunities are not 'approved applied learning' opportunities until they have been processed through the approval process/Learning Agreement/Contract initiated by a matriculating student.</p> <p>For approved applied learning experiences embedded in courses, students are notified at the beginning of the semester per the course syllabus.</p> <p>Academic Advisor's present during the New Student Orientation, emphasizing, among other things, the importance of applied learning experiences, and share the availability of resources to incoming students.</p> <p>Academic Advisors are trained bi-annually; these training meetings include a distribution of resource materials for students, advisors are told about the importance of Applied Learning in a student's academic program, how Applied Learning can enhance a degree (especially within the terminal degree programs), and are encouraged to refer students to the Director of Experiential Learning to begin early planning.</p>
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>Student feedback is an important aspect of the College's Course Evaluation procedures. At the end of each semester, every student is provided with a Course Evaluation form, which is received by the corresponding Faculty member at the</p>

Campus Name:	Columbia-Greene Community College
Date:	3/31/2016
	<p>end of the course. Faculty are encouraged to incorporate the feedback through a process of continuous improvement of their course/activities.</p> <p>Regarding a dispute over a grade, the specific procedures are outlined in the College Catalog.</p> <p>Grievance concerning discrimination will follow the SUNY Complaint Procedure for Review of Allegations of Unlawful Discrimination/Harassment found in the Student Handbook.</p> <p>Employer's holding credited internships through the College are required to sign a Contract which, in part, states: "Columbia-Greene Community College and organizations agreeing to supervise Columbia-Greene students agree on a policy of nondiscrimination in the selection and treatment of those students. This policy of nondiscrimination applies to all persons without regard to race, religion, gender, ethnicity, age, disability or sexual preference."</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>Student feedback is an important aspect of the College's Course Evaluation procedures. At the end of each semester, every student is provided with a Course Evaluation form, which is received by the corresponding Faculty member after course is completed. Faculty are encouraged to incorporate the feedback through a process of continuous improvement of their course/activities.</p>

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

Columbia-Greene Community College
Applied Learning Approval
Procedure Packet

Spring 2016



APPLICATION FOR APPLIED LEARNING DESIGNATION

Faculty name: _____ Date: _____

Name of activity/course: _____

Course ID # (If applicable): _____

Is the learning experience: A new course an independent activity Activity embedded in a course other _____

Applied Learning Category: _____
(See appendix II)

Does this course/activity align with all five SUNY Applied Learning Criteria? _____
(See appendix III)

Brief description of the course/activity (or attach syllabus): _____

If this experience is embedded in a course, does the experience provide students with real-world feedback? If yes, how? _____

If this experience is embedded in a course, does the experience enable students to communicate their results to others? If yes, how? _____

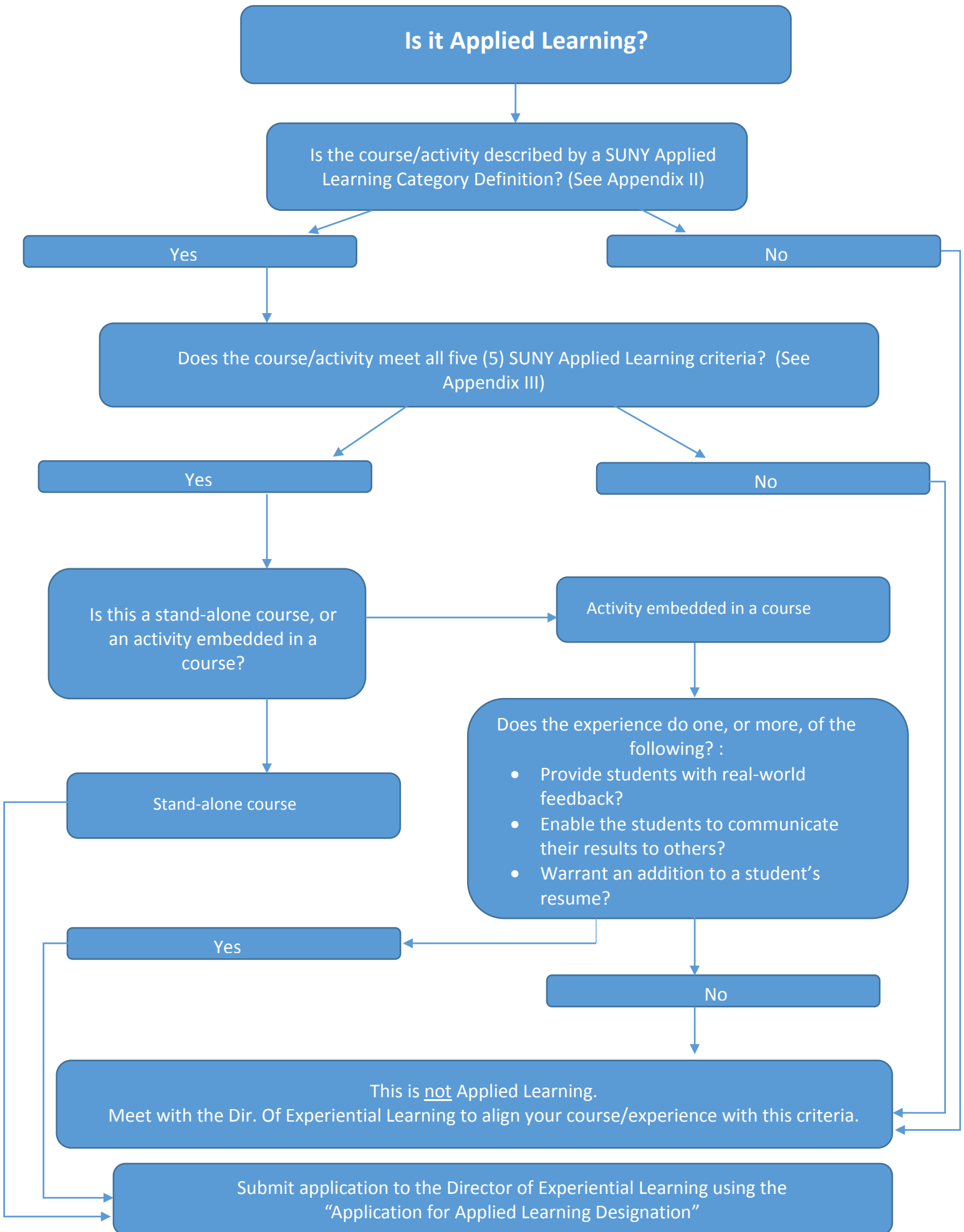
If this experience is embedded in a course, is this experience something a student could add to their resume? If yes, how so? _____

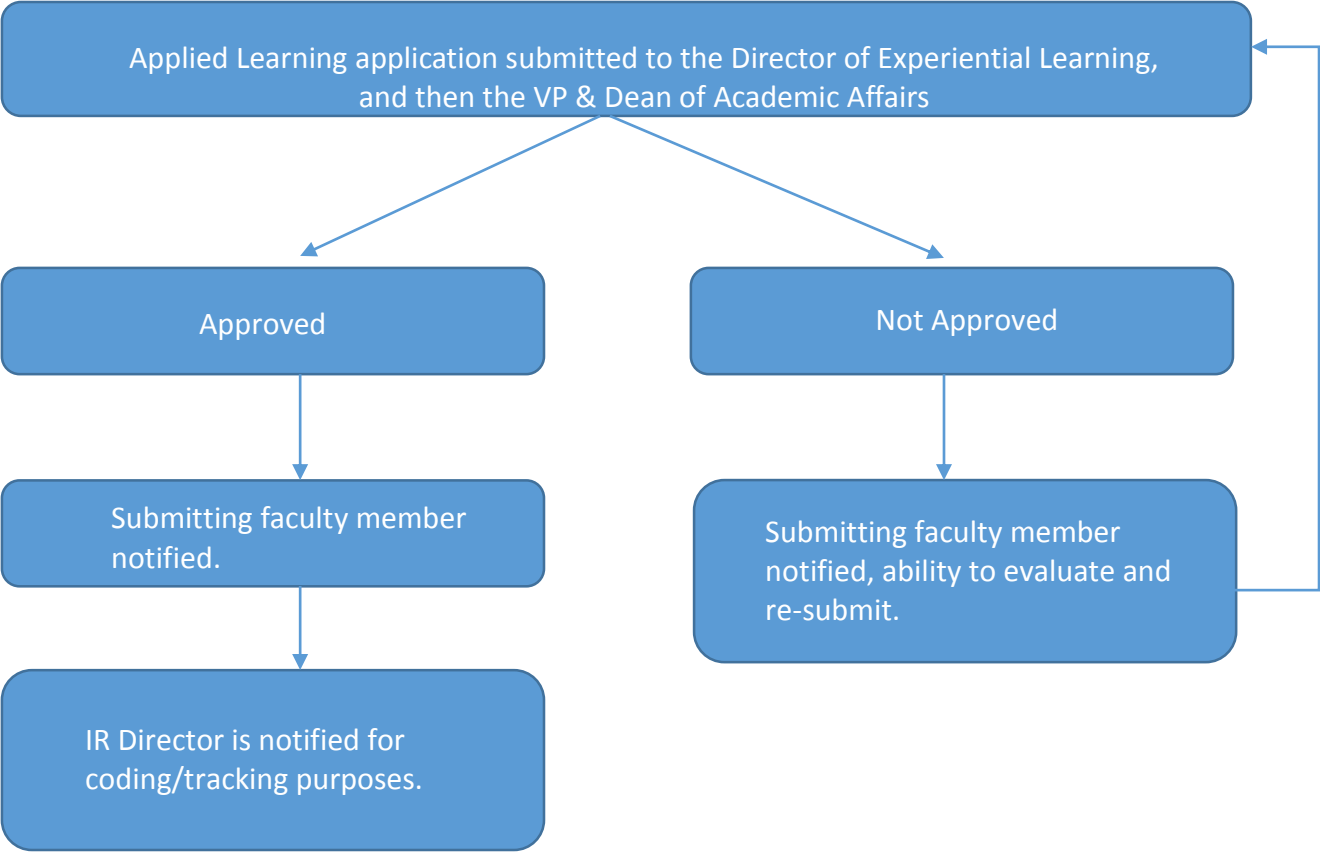
Approved: _____

Not Approved: _____

Phyllis Carito, VP & Dean of Academic Affairs

_____ Date





Appendices

Appendix I: Definition of Applied Learning:

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course.

Appendix II: SUNY Applied Learning Categories

Cooperative Education: An applied learning experience that alternates classroom learning and productive paid work experiences in a field related to a student's academic and career goals. Co-ops are formal partnerships between an educational institution, an employer, and one or more students, and typically provide meaningful work experiences for students. Co-ops are off-campus and full time or part time.

Internship—Credit Bearing/non-credit: Applied learning experiences for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full or part time, on or off campus, paid or unpaid. Some institutions offer both credit and non-credit bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings. This definition does not include internships that are required components of a registered program leading to NYS licensure or certification (e.g., teacher preparation, social work, dental hygiene). An internship is distinct from community service or service learning.

Clinical Placement: Students rotate through a variety of health care agencies with faculty supervision focusing on the health care field process, with individual patients or groups reflecting diverse settings, across the lifespan. Emphasis is on mastering theoretical concepts, improving skill competency, and developing clinical reasoning skills with a focus on evidence-based practice.

Practicum: A period of practical experience undertaken in academic, professional or community settings/agencies/organizations as part of an academic course. This approach is grounded in application and practice of theoretical/technical concepts/skills and cultural competency relevant to the course or to a profession.

Service-Learning: A credit-bearing educational strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience and strengthen communities.

Community Service: Volunteerism and community service performed by students for community benefit. This service can be, but is not necessarily integrated with a particular program of study. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus.

Civic Engagement: A teaching and learning focus on educating students as global citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.

Creative Works: A capstone, senior project, performance, or other creative work that occurs as a culminating experience for a student in an accredited class or program

Undergraduate Research: An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. <http://www.cur.org/>

Entrepreneurship (program, class, project): Students in an entrepreneurship program develop a broad-based entrepreneurial skill relevant to any organization – start-up, established, and for and not-for-profit agency, organization, community or industry. Entrepreneurship involves consistently thinking and acting in ways designed to uncover new opportunities that are then applied to provide value.

Field Study: Collection of information outside of an experimental or lab setting. This type of data collection is most often conducted in natural settings or environments and can be designed in a variety of ways for various disciplines. May be mentored, self-directed work, or comprise a full course. The projects include inquiry, design, investigation, discovery and application.

Appendix III - SUNY Applied Learning Criteria (Note: All five must be met to qualify)

1. The Activity is Structured, Intentional and Authentic - All parties must be clear from the outset why this specific experience was chosen as the approach to the learning, and intentional about defining the knowledge that should result from it. The activity needs to be a structured experience with a formal process, which includes a course syllabus or learning contract between parties (students, faculty, and other supervisors as appropriate) and/or defined assessable learning outcomes. Roles and responsibilities must be clearly defined. Faculty and site supervisors (as appropriate) are expected to take the lead in ensuring both the quality of the learning experience and of the work produced. The applied learning activity should have hands-on and/or real world context and should be designed in concert with those who will be affected by or use it, or in response to a real situation.

2. The Activity Requires Preparation, Orientation and Training - Participants and mentors must ensure that students enter the experience with sufficient background and foundational education, as well as a plan to support a successful outcome. The training and plan should include learning expectations and be referred to (and potentially updated) on an ongoing basis by all parties.

3. The Activity Must Include Monitoring and Continuous Improvement - Applied learning activities are dynamic. Therefore all facilitators in the activity share responsibility for ensuring that the experience, as it is in process, continues to provide a rich learning environment and is meeting learning outcomes. Activities include a defined and flexible method for feedback related to learning outcomes and quality performance for all parties.

4. The Activity Requires Structured Reflection and Acknowledgment - There must be a structured opportunity for students to self-assess, analyze, and examine constructs/skills/insights from their experience and to evaluate the outcomes. Reflection should demonstrate the relevance of the experience to student learning, including the student's articulation of how the experience draws on and improves this learning and meets defined objectives. Post-experience learning should include a formal debriefing. All facilitators and students engaged in the experience should be included in the recognition of progress and accomplishment.

5. The Activity Must be Assessed and Evaluated - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Students must receive appropriate and timely feedback from all facilitators.



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	Columbia-Greene Community College
Date:	05/01/17
Narrative Compiled by:	Casey O’Brien, Director of Institutional Research & Assessment Kelly Ann Radzik, Director of Applied Learning & Job Development
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>

Campus Name:	Columbia-Greene Community College
Date:	05/01/17
	<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>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>Columbia-Greene Community College actively measures and evaluates the effectiveness of the college's applied learning opportunities. The impact of applied learning on students, the local community, and the local workforce has been measured systematically since the College's adoption of the SUNY applied learning criteria. Every six months, the College's Office of Institutional Effectiveness administers a graduate follow-up survey, which serves as a vital source of information regarding students' post-graduation success. Several questions within the survey pertain to students' employment status, and, particularly, whether their degrees relate to their chosen career paths.</p> <p>Currently, 92% of Columbia-Greene graduates are employed six months after graduation. Based on information gathered from graduate follow-up surveys, students who engaged in at least one applied learning opportunity while on campus were 30% more likely to become employed in a field related to their degree. This primarily applies to students who graduate with a terminal degree (AAS/AOS) or with a degree in Nursing.</p> <p>Over 90% of graduates from the College's nursing program become employed locally as registered nurses. All students who are enrolled in the College's nursing program are required to complete four applied learning courses (Clinical Placements). The College attributes the high placement rate of nursing graduates to the quality, rigor, and reputation of the program, in addition to its focus on applied learning and clinical experience.</p> <p>Within the next year, Columbia-Greene will serve as a pilot institution for testing the adequacy and feasibility of receiving campus-specific employment outcomes data from the New York State Department of Labor. The data are expected to increase the College's accessibility to graduates' employment outcomes and serve as a marked improvement over graduate follow-up surveys, which often suffer from low response rates. Columbia-Greene plans to use this employment data to better gauge the impact of applied learning on students' post-graduation success. Furthermore, the College plans to continue monitoring the impact of applied learning and periodically assessing the effectiveness of applied learning outcome metrics.</p>

Campus Name:	Columbia-Greene Community College
Date:	05/01/17
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>Opportunities:</p> <p>From an academic standpoint, opportunities for Applied Learning exist in a majority of the college's terminal degree programs as well as the Nursing A.S. program. Six out of the nine terminal programs include an Applied Learning experience as a graduation requirement. The remaining 4 programs allow for applied learning electives, which can be satisfied with one of the college's general internship courses (CP112, CP113, CP114, or BU211).</p> <p>Another area of opportunity is the addition of Creative Works/Capstone Courses. Such an addition has been approved for our Criminal Justice A.A.S. program and the Technology Division is reviewing a proposal to add a similar course to the Accounting and Business Administration A.A.S. programs.</p> <p>In addition, the large number of students enrolled in Individual Studies A.A. and A.S. programs represent another significant opportunity for Applied Learning. These students could greatly benefit from exposure to workplaces, as they zero in on their field of study and career path.</p> <p>From a student standpoint, a focus group that was convened in March identified these positive factors:</p> <ul style="list-style-type: none"> • Students place a high value on the following applied learning experiences: internships and capstone courses with a career-skills focus. • Students identified the need for training and preparation for the following work skills: Communication, Professional appearance/conduct, Self-confidence, and Time management. • When asked to describe an ideal internship experience, nearly half of the items listed reflect a desire for opportunities to develop as a professional. <p>Challenges:</p> <p>From an academic standpoint, some of the challenges, especially as related to the expansion of a graduation requirement to all degree programs, include:</p> <ul style="list-style-type: none"> • Financial Aid & Summer: for many students, summer is the best timeframe to complete an internship. Many full-time students will "use up" their financial aid before the Summer Semester.

Campus Name:	Columbia-Greene Community College
Date:	05/01/17
	<ul style="list-style-type: none"> • Local Businesses: There are a few large employers in Columbia and Greene Counties, and many small businesses. Therefore, a majority of our internship opportunities are unpaid. This can be an obstacle for those students who already are facing transportation and financial challenges. • Transferability: We have found that very few 4-year institutions will accept the internship classes for credit. Therefore, our transfer students are less interested in these applied learning experiences. • Staffing: Currently, we have adequate staffing resources to cover the required and elective internship opportunities we offer. If the applied learning graduation requirement was implemented for all degree programs, this would require a very large increase in faculty workload. • General Learning Outcomes: There is concern regarding the lack of faculty time for designing and assessing additional applied learning experiences. <p>Based on feedback gathered from focus group discussions, students identified the following challenges:</p> <ul style="list-style-type: none"> • Need for transportation and childcare • Lack of time, finances, and housing issues • Current work commitments • Criminal history <p>The group also identified a set of factors related to Workforce Readiness including:</p> <ul style="list-style-type: none"> • Fear of letting an employer down/failure • Not feeling ready or “good enough” • Fear of getting fired/previous experience where they were fired • Internship might negatively impact their academic success

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:	Columbia-Greene Community College
Date:	5/1/2017
Narrative Compiled by:	Kelly Ann Radzik, Director of Applied Learning & Job Development
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> <ul style="list-style-type: none"> • Independent Business Owners/Schools and Educational Non-Profits: Provide internship mentors, mostly unpaid opportunities • Local Financial Institutions: Provide internship mentors, paid opportunities • Human Services Agencies: Provide internship mentors, collaborate with faculty for practicum experience • Auto Dealerships within 50 mile radius: Provide internship mentors, collaborate with faculty for practicum experience • Hospital/Medical Practices: Provide on-site clinical placements & mentors

Campus Name:	Columbia-Greene Community College
Date:	5/1/2017
	<ul style="list-style-type: none"> Local Law Enforcement Agencies: Provide internship mentors, collaborate with faculty on various aspects of applied learning courses
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> <ul style="list-style-type: none"> The Director of Applied Learning and Job Development manages the non-clinical affiliations for internships. Key faculty members manage the relationships for clinical placements/practicums, criminal justice internships, and human services internships. Business Services provides support for affiliation agreements and insurance. The Director of Applied Learning and Job Development manages the Purple Briefcase websites and assists employer partners with postings.
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <ul style="list-style-type: none"> Employer contacts regarding new non-clinical partnerships are referred to the Director of Applied Learning and Job Development, who serves as a conduit to relevant faculty and staff. The college website has an Employer page with a description of partnership opportunities and an email link to the Director of Applied Learning. New community partners are also generated through the work of Advisory Boards.
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> <ul style="list-style-type: none"> The Director of Applied Learning and Job Development will continue to engage new partnerships, as program needs arise. Advisory Boards and Faculty will continue to identify and engage with new partners.

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:	Columbia-Greene Community College
Date:	5/1/2017
Narrative Compiled by:	Kelly Ann Radzik, Director of Applied Learning & Job Development
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>
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>Based on the challenges identified by staff, faculty, and students; Columbia-Greene Community College will not include approved applied learning activities as a local graduation requirement for all programs of study.</p>

Campus Name:	Columbia-Greene Community College
Date:	5/1/2017
	<p>We will continue working with faculty to expand our applied learning opportunities, specifically for AAS and AOS programs. The following programs at C-GCC currently include an approved applied learning experience as a graduation requirement:</p> <ul style="list-style-type: none"> • Automotive Technology AAS and AOS • Business AAS (online delivery) • Criminal Justice AAS (applied learning experience will be implemented in Fall 2017) • Human Services AS • Medical Assisting AAS • Nursing AS <p>The following AAS programs include optional applied learning experiences through the use of electives:</p> <ul style="list-style-type: none"> • Accounting • Business Administration • Information Technology • Individual Studies
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>Columbia-Greene Community College's decision to focus on expanding our applied learning opportunities, specifically for AAS and AOS programs is based on the following factors:</p> <ul style="list-style-type: none"> • Transportation Issues & Number of Employers: There are a few large employers in Columbia and Greene Counties, and many small businesses. Therefore, a majority of our internship opportunities are unpaid. This can be an obstacle for those students who already are facing transportation and financial challenges. • Transferability: We have found that very few 4-year institutions will accept the internship classes for credit. Therefore, our transfer students are less interested in these applied learning experiences. • Staffing: Currently, we have adequate staffing resources to cover the required and elective internship opportunities we offer. If the applied learning graduation requirement was implemented for all degree programs, this would require a very large increase in faculty workload. <p>Groups consulted include:</p> <ul style="list-style-type: none"> • Faculty Council • Academic Assessment Committee

Campus Name:	Columbia-Greene Community College
Date:	5/1/2017
	<ul style="list-style-type: none"> • Academic Advising • Student Senate/Student Focus Group • President's Staff
Question 3	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?
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>Support for Applied Learning programs at Columbia-Greene Community College includes:</p> <ul style="list-style-type: none"> • The recent creation of a full-time "Director of Applied Learning and Job Development" position that reports directly to the President. • Academic Advisor recommendations of Applied Learning experiences to students/referrals to the Director of Applied Learning and Job Development. • The continued involvement with local employers and Workforce Investment Board members on Advisory Boards. • The continued involvement of faculty in the design and assessment of Applied Learning experiences.

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