



The State University  
of New York

**SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II**

**Data Collection and Reporting  
Due April 15, 2016**

<b>Campus Name:</b>	Finger Lakes Community College
<b>Date:</b>	4/14/2016
<b>Narrative Compiled by:</b>	Debora Hinderliter Ortloff
<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 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>
<b>Question 1</b>	<b>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.</b>

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	<p>Please see appendix for a detailed timeline of action items to guide the continued work of the applied learning workgroup in the coming year.</p> <p>Our overall approach to better understanding our applied learning offerings, including their impact on student learning, can be characterized by an overall goal of integrating the applied learning categories into our existing curricular and assessment processes. This is critical for two main reasons: Curriculum and Assessment at FLCC are part of the shared governance process, recognition of applied learning as part of the educational offerings here at FLCC means they should likewise be overseen by our shared governance, peer-review process. Secondly, this integration is necessary for sustainability of the process. Overall, our processes are already robust on the curricular side of the house, and we have more work to do to identify and track applied learning that takes place within co-curricular activities. Consequently we detail our plans for both curricular and co-curricular below.</p> <p><b>Curricular:</b></p> <p>In this initial phase of this project, we conducted a survey of our faculty to locate standing applied learning activities based on the approved definitions. Using the results from this survey, we created a database of curricular offerings which notes the type of applied learning activity (note these materials were provided in the February 2016 Applied Learning submission). This database will be maintained, including updates, through the Associate Vice President of Academic Affairs' office, which provides administrative support to the Curriculum Committee. The Curriculum Committee, a standing committee of Academic Senate and the shared governance committee oversees all curricular change on campus. Therefore, as new courses are designated (see answer to question 2, below), this database can be appropriately updated. This database allows us to track number of students and faculty engaged in approved applied learning activities when they are part of the formal curriculum. We can also connect these courses, and the students in the courses, to relevant student success data points, as will be discussed later in this report.</p> <p>In order for the data on the number and type of activity to be consistently reported, we will work within our Student Information System in Fall 2016 to build a separate screen for applied learning. This will allow us to gather data at the section level (accounting for section level variation). Further, by building</p>

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	<p>the fields in this manner within the SIS, we will be able to ensure consistency within the academic assessment process too. Our assessment software draws data from the SIS and connects it with student learning artifacts; this will be the foundation for the ongoing review of student learning within official applied learning activities, as part of the program review process. We provide more information on this in question 3.</p> <p><b>Co-curricular:</b> Integrating the learning outcomes from co-curricular activities, regardless of applied learning status, into our curriculum and assessment processes, so that we can better understand the wide-variety of ways our students are learning, is an ongoing project at FLCC. Currently, offices (e.g. career services or student life) individually track offerings, and centralizing this, as well better integrating co-curricular offerings into our overall applied learning approach remains a priority for the applied learning workgroup in 2016-17. See appendix for a detailed guide to the workgroup’s action items for next year.</p>
<b>Question 2</b>	<p><b>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</b></p> <p>As with all aspects of this plan, our main goal is to integrate the tracking and data collection around applied learning activities into our standing curricular and assessment processes.</p> <p>Curricular:</p> <p>By the end of Fall 2016, the Office of the AVP of Academic Affairs, which provides administrative support to the Curriculum Committee, will work with the Curriculum Committee to update our existing curricular change forms to include designation as an applied learning activity. In addition, the approved common definitions will be presented to the Curriculum and Assessment committees for local endorsement. Updating the form triggers several other processes:</p> <ol style="list-style-type: none"> <li>1. All proposed courses, or courses seeking changes, will be able to indicate applied learning in the course and the governance committee will be able to verify that the activity in fact does meet the approved definitions.</li> <li>2. As courses make changes or new courses are approved, they will be</li> </ol>

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	<p>officially recorded in the database created through the initial census of applied learning activities</p> <ol style="list-style-type: none"> <li>3. As courses make changes or new courses are approved, the official recording also means the website and registrar's database will be updated to reflect this new designation.</li> <li>4. Allows the course designation to be coded in our assessment software, which is critical for tracking student learning outcomes and institutional outcomes and connected them specifically with applied learning (see Question 3 for more detail).</li> </ol> <p>Co-curricular:</p> <p>Using the program review process, outlined in Question 1, which is updated annually, an ongoing census of activities that meet the applied learning designation will be conducted. The program review portfolio will allow assessment of these activities through our formalized assessment process. Specifically, this process allows the activity to be designated as applied learning in our assessment software, which means we can conduct formal assessment of student learning within the activity, as part of the program review process. Further this formal designation in the software means we can connect participation in the activity by students with student success outcome measures (e.g. graduation). For more detail on this process, see Question 3.</p> <p>Finally, after the annual program review census of activities takes place, the central database of applied learning activities will also be updated.</p> <p>Both:</p> <p>By the end of Spring 2017, the Applied Learning workgroup will make a formal recommendation to the Academic Senate about the creation and implementation of co-curricular transcripts and/or the formal designation of applied learning on the academic transcript. Since this corresponds with our campus's adoption of Degree Works, there are a number of details to consider as we move forward exploring this option.</p>
<b>Question 3</b>	<p><b>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)?</b></p> <p>Our emphasis on integrating the applied learning designation into our existing curriculum and assessment processes, continues to guide our planning, as we</p>

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	<p>consider how best to understand the impact of applied learning on student learning. This is particularly important as we seek to use data to make informed decisions about how to improve applied learning activities as well as provide targeted professional development for faculty and staff who want to develop applied learning activities that follow best practices. The course and co-curricular designation process outlined in the previous two questions includes coding any course or co-curricular activity that meet the applied learning definitions in our assessment software. This coding allows us to use the existing academic and institutional assessment processes to explore the impact of applied learning activities. We outline below these existing processes to provide context for how applied learning will now be included as one of the types of learning we can examine using student learning and success data.</p> <ol style="list-style-type: none"> <li>1. On an annual basis every program (both academic and non-academic) update their assessment plans, upload the student learning artifacts approved through their plan and with support from the Office of Assessment meet to assess student work and examine student progress toward the desired learning outcomes. Based on the results of this process, each program submits an annual update that includes suggested changes based on the results. By coding applied learning into the software used to support this process, the Office of Assessment can help each program look specifically at student learning within applied learning activities and across the program.</li> <li>2. After each program has completed their annual update, the Office of Assessment conducts an institutional wide analysis, which will include examining student learning within the coded applied learning activities. With cooperation from the Office of Institutional Effectiveness, student success data, based on student participation in applied learning activities will also be analyzed and included in this report. The Assessment committee receives this institutional report, once per year, provides feedback and communicates it through the shared governance process for recommendation.</li> <li>3. Every 5 years, each program, based on their annual update, prepares a summative report for external review and consideration by the Board of Trustees. Applied learning, when present in the program, will now be a coded category that the program will track and consider in terms</li> </ol>

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	of student learning impact in the program review process.

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



The State University  
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**SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III**

**Faculty Engagement**

**Due April 15, 2016**

<b>Campus Name:</b>	Finger Lakes Community College
<b>Date:</b>	3/31/2016
<b>Narrative Compiled by:</b>	Debora Hinderliter Ortloff
<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 <u><a href="#">Dropbox folder</a></u>.</p> <p>Please refer all questions to <u><a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a></u>.</p>
<b>Question 1</b>	<p><b>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?</b></p> <p>The shared governance Curriculum committee, a standing committee of Academic Senate, oversees curriculum at FLCC. It is comprised of one elected representative from each academic department, a member of the Enrollment Management division, Advising office, Library in addition to the Provost and Associate Vice President of Academic Affairs sit on the committee. All curricular changes, whether at the course or program level are initiated</p>

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	<p>through the curriculum committee. Currently, applied learning categories are not a formal part of the curricular revision process, as put forward in the data collection plan, this will be changed in Fall 2017 and therefore Applied Learning activities, including designating new activities and determining whether the proposed activities do in fact meet the approved definitions, will become a formal part of our existing shared governance process.</p> <p>In addition, the Assessment committee plays a role in providing faculty oversight for applied learning activities. It is comprised of one elected member from each academic department as well as the Library and a student representative. The Academic Assessment Coordinator sits ex officio on the committee. All programs at FLCC go through a formal program review process, which includes the development of a formal assessment process. By integrating applied learning into program review, and therefore into academic assessment, the Assessment committee will oversee changes to the assessment plans, review the yearly update on student learning including in those courses which carry the applied learning.</p>
Question 2	<p><b>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?</b></p> <p>Curricular oversight is part of faculty service. The Curriculum committee has administrative support from the office of the AVP of Academic Affairs. In January of this year, FLCC hired a full-time director of professional development, creating the Office of Professional Learning and Leadership Development (PLLD). While professional development was previously offered on campus, this centralizes professional development and makes sure both faculty and staff (including those leading co-curricular activities) can participate together. On recommendation from the applied learning workgroup, next year's professional development schedule will include workshops aimed at supporting faculty and staff interested in learning about best practices in applied learning. Specifically, the PLLD, in collaboration with the Center for Teaching and Learning and the Office of Assessment is developing a series of workshops, which will support focus on the development of capstone courses, including those which include applied learning activities.</p>

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<b>Question 3</b>	<p><b>Describe any current campus methods for supporting new faculty activities.</b></p> <p>We depend greatly on our shared governance processes for supporting faculty initiative and involving the whole faculty in decision-making. A faculty member can initiate new courses through the curriculum committee, can propose the Academic Senate investigate new ideas through an ad hoc committee or ask for a resolution. When a project or issues is raised through Academic Senate, a body on which the Provost sits, the Provost is also able to help direct resources as appropriate to the process.</p>
<b>Question 4</b>	<p><b>What is your campus plan for acknowledging engaged faculty?</b></p> <p>The provost recognizes faculty at the start of each faculty meeting for engagement over and above job expectations. Further, we have a formal system of recognition, by which both individual and teams can be nominated for campus-wide recognition for engagement. These awards are given out twice per year during our campus wide “Opening Day” event. The process is managed though our Human Resources department and is well-established means of recognizing engagement.</p>

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**SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV**

**Student Engagement**

**Due April 15, 2016**

<b>Campus Name:</b>	Finger Lakes Community College
<b>Date:</b>	3/31/2016
<b>Narrative Compiled by:</b>	Debora Hinderliter Ortloff

<b>Campus Name:</b>	Finger Lakes Community College
<b>Date:</b>	3/31/2016
<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 <u>Dropbox folder</u>.</p> <p>Please refer all questions to <u>AppliedLearning@suny.edu</u>.</p>
<b>Question 1</b>	<p><b>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?</b></p> <p>Supports for interested students include faculty in various academic departments that have oversight of their respective applied learning activities, as well as staff in Career Services and Student Life offices that provide co-curricular applied learning opportunities. Students with mandatory applied learning activities in their department of study will have a faculty contact to assist them in navigating what is available. Students with an interest in co-curricular opportunities are able to visit the offices and connect with the respective staff. We do not currently have a centralized listing of all approved co-curricular activities, which is an area for us to improve. Each individual department or office is currently responsible for the approval of new or customized student-initiated applied learning activities. Last year, the curriculum and assessment committees based a new learning framework, which requires every program to have a capstone experience. This course can include internships or research</p>

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	opportunities and therefore will expand the academic applied learning opportunities for students in every program.
Question 2	<p><b>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?</b></p> <p>Again, we do not have a centralized listing of all approved co-curricular activities, which is an area for us to improve (see data collection plan). Students learn about any required academic-based applied learning activities through their respective departments of study. Academic and co-curricular opportunities available to students of more than just one academic concentration are advertised through a variety of means including our website, social media accounts, Blackboard, paper advertisements on campus, and internships are available through Purple Briefcase. Information about applied learning activities is not currently built into the orientation and advising processes, though that is also an area for improvement. Our advising process is currently being evaluated and changes will be forthcoming, which is an opportunity to incorporate applied learning activities into the process. It is important to note that orientation and advising are not mandatory for students, therefore utilizing these avenues as a means of promotion would not apply to all students.</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> <ol style="list-style-type: none"> <li>1. In every course, including those carrying the applied learning designation, students must be offered the opportunity to complete a course evaluation. During the 2016-17 school year, we will work with the existing committee on course evaluations to consider adding a specific question about the applied learning experience, when applicable.</li> <li>2. The program review process, an annual process with an external review every five years, considers student learning data, in examining how the</li> </ol>

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	<p>program, including individual courses and experiences work together. By approving applied learning activities through the Curriculum committee and coding approved applied learning courses into the assessment software, they will now be fully integrated into the program review process and the success of students to learn the applied learning outcomes in these courses will be assessed.</p> <p>All applied learning activities are governed by our grievance procedures as part of the code of conduct. The grievance procedures begin on page 22 in the code of conduct and can be accessed here: <a href="http://www.flcc.edu/pdf/judicialaffairs/StudentCodeofConduct.pdf">http://www.flcc.edu/pdf/judicialaffairs/StudentCodeofConduct.pdf</a></p>
Question 4	<p><b>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</b></p> <p>The integration of students into our shared governance procedures, while a long-standing policy, has not been well practiced. However, in the last year we have been working with our Office of Student Life to better implement this policy. We currently have an active student representative on Academic Senate and are working to integrate an active representative on the Assessment committee. Further, the Office of Student Life through their work with Student Corporation and Student Senate is likewise working to have relevant student proposals communicated to Academic Senate. This remains an area of growth for the applied learning committee to work on more robust plans in 2016-17.</p>

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## Appendix:

### Plan Timeline and Action Items

Goal	Action Item	Lead	Timeframe
Integrate applied learning into shared governance process	Designate applied learning as an ad hoc committee of Academic Senate	Assessment Work group Chair	End of Semester Spring 2016
Integrate applied learning into shared governance process	Bring forward SUNY definitions of Applied Learning activities to Academic Senate	Assessment Work group Chair	End of Semester, Spring 2016
Integrate applied learning in to shared governance process	Add applied learning activities to all curricular change forms and have new forms approved by Curriculum committee	AVP of Academic Affairs	October 31, 2016
Support assessment of applied learning activities	Work with Registrar and SIS data manager to build separate screen fields to query approved applied learning activities at the section level	Assessment Work group Chair	Update to Academic Senate December 2016
Support assessment of applied learning activities	Integrate review of approved applied learning activities into program review assessment plans, when appropriate to program.	Assessment Coordinator	Update to Academic Senate in March 2017
Support assessment of applied learning activities	Based on curricular change form revisions, code applied learning activities into assessment software	Assessment coordinator	Spring 2017 and ongoing
Support assessment of applied learning activities	Initial report on student learning in applied learning activities	Assessment coordinator	Summer 2017
Support assessment of applied learning activities	Based on initial report (see above) recommendations for action to Academic Senate for continued support/improvement of applied learning activities	Assessment committee and Applied Learning committee	Fall 2017

Support assessment of applied learning activities	Work with course evaluation committee to add specific questions about applied learning activities within designated courses	Applied Learning committee	Recommendation to Provost by November 2016
Improve transparency of applied learning offerings across curricular and co-curricular offices.	Develop process for cataloging and approving co-curricular offerings.	Applied Learning committee	Recommendations to Academic Senate by March 2017
Improve transparency of applied learning offerings across curricular and co-curricular offices	Explore co-curricular transcripts and official designation of applied learning on academic transcript	Applied Learning committee	Recommendation to Academic Senate by February 2017
Improve transparency of applied learning offerings across curricular and co-curricular offices	Work with student corporation and student senate to have input from students about desired/proposed applied learning activities (this may come in the form of shared governance communication)	Applied Learning committee	Report on progress to Academic Senate by December 2016
Support increased knowledge about applied learning	Develop workshops with Professional Learning and Leadership Development	Applied Learning committee	To begin Fall 2016, ongoing



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	Finger Lakes Community College
<b>Date:</b>	4/10/2017
<b>Narrative Compiled by:</b>	Cathryn F. Kent, Interim Associate Vice President of Instruction
<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><b>Finger Lakes Community College (“FLCC”) does not currently measure the impact applied learning on the local community and the workforce. We acknowledge that measuring the impact of applied learning is important for both FLCC and the communities we serve. We plan to work with our Office of Institutional Effectiveness to develop a plan moving forward.</b></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><b>Currently FLCC has numerous degree programs that either require or offer students the ability to participate in some form of applied learning. Although FLCC believes in the importance of applied learning as a valuable learning experience for all students, it is not feasible to make applied learning a graduation requirement at this time for a variety of reasons as detailed below.</b></p> <ol style="list-style-type: none"> <li><b>1. General Student Learning Outcomes.</b> If FLCC were to require an applied learning graduation requirement, FLCC would need to revisit its student learning outcomes in order to embed applied learning across all degree programs. This would be problematic for several reasons. By SUNY mandate, community college degree programs are limited to 64 credits. Most degree programs are at credit capacity; requiring an additional credit for applied learning as a graduation requirement in those programs that do not already offer it, would necessitate adjustments to required content that will likely impact established articulation agreements and SUNY seamless transfer opportunities.</li> <li><b>2. Advisement.</b> At present, FLCC does not have the infrastructure to support applied learning as a graduation requirement. The College does not have a dedicated Applied Learning Coordinator to advise students appropriately. Currently, FLCC is in the process of creating an academic success network wherein</li> </ol>

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	<p>students will have a professional advisor, an academic (faculty) advisor, and in some instances, a special professional advisor (such as athletes). This new model will commence with the 2017 incoming freshmen. These different types of advisors will work together to assist students in their educational and career pursuits. After FLCC fills current vacancies, we will have six professional advisors to assist 3,000 students (a caseload of between 300-400 students each). Academic advisors will also be working with these students while they manage their teaching load and other professional requirements. Finally, special area advisors will assist those students with specific needs such as probationary students, athletes, etc., again while maintaining their other professional requirements. We also have one Career Center Coordinator who oversees employment opportunities for our student body. Adding the responsibility of oversight for advisement and implementation advisement of an applied learning requirement is not possible if all roles are to be performed adequately.</p> <p>3. Staff. As mentioned previously, FLCC does not have an Applied Learning Coordinator, nor does FLCC have staff dedicated solely to manage applied learning activities. At the moment, applied learning activities are managed through the various academic programs that support them.</p> <p>4. Fiscal Implications. If FLCC were to adopt applied learning as a graduation requirement, the College would need at least one person to coordinate the requirement. Additionally, FLCC would need to hire several staff members to ensure that the applied learning activities met the five (5) SUNY requirements for an authentic experience along with the management and record keeping of 3,000 students who would then participate in the requirement. Considering FLCC is facing an enrollment decline, as many SUNY community colleges are, adding the necessary positions to meet such a requirement is not currently financially feasible.</p> <p>5. Other Relevant Information. Many students who attend FLCC are PELL Grant eligible. They have families, full-time jobs, and other life responsibilities which make it challenging to make it to campus to attend their classes even at part-time status. If an applied learning activity were required as a graduation requirement, it could cause undue hardship for a large swath of our student population.</p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto: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

<b>Campus Name:</b>	Finger Lakes Community College
<b>Date:</b>	2/20/2017
<b>Narrative Compiled by:</b>	Cathryn F. Kent, Interim Associate Vice President of Instruction
<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><b>FLCC collaborates with numerous partners to facilitate applied learning for students.</b></p>

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<b>Date:</b>	2/20/2017
	<ol style="list-style-type: none"> <li>1. <b>Business / Corporate.</b> Many students participate in applied learning activities at local businesses including corporations. These include small businesses such as law firms, retail establishments, restaurants, entrepreneurs, and vineyards among others. Additionally, FLCC students have interned in large corporations both privately and publically held.</li> <li>2. <b>Non-Profit.</b> FLCC students participate in applied learning activities in local non-profit organizations focused on areas such as addiction counseling, school systems, hospitals, health care agencies, and the United Way among other entities.</li> <li>3. <b>State &amp; Municipal Organizations.</b> Students enrolled in various programs at FLCC participate in applied learning activities in the local court system, the local sheriff or state police offices, probation offices and other criminal justice agencies, and with elected officials on the state level.</li> </ol> <p>With all partners, the outside organization is expected to provide the student with an authentic learning experience with oversight and continuous feedback. The appropriate FLCC contact will work closely with the organization to resolve issues that may arise during the internship and provide guidance to the outside organization as needed.</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>FLCC does not have a formal centralized method to support intentional and reciprocal relationships for applied learning either on or off campus. The College is addressing this issue. Currently, faculty members or technical specialists where applied learning is offered maintain relationships with existing partners. Individually, faculty or technical specialists provide affiliation agreements, answer questions, and provide support to the outside partners.</p>
<b>Question 3</b>	<p>Describe how your campus engages new community partners in applied learning.</p> <p>FLCC also does not have a formal centralized process to engage new community partners in applied learning. Again, this is an area of growth for FLCC. FLCC uses Purple Briefcase through the office of Educational Planning and Career Services as an intake and advertising method if an outside agency is interested in locating interns, advertising for internships, and/or advertising full and part-time jobs. However, use of Purple Briefcase on campus is primarily to connect students with potential employers for full-time or part-time jobs. The large majority of applied</p>

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	learning community partners are developed through personal contacts via faculty and staff. Additionally, students, themselves, engage new community partners when searching for internships or other applied learning experiences.
<b>Question 4</b>	<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>Currently, due to many other initiatives and reporting requirements, applied learning is not a strategic priority at FLCC. However, there is a continued need for improvement within our structure in order to support current and future intentional and reciprocal relationships. FLCC is exploring the possibility of employing an internship coordinator to work as a conduit between outside organizations and FLCC in establishing mutually beneficial relationships for all involved. Additionally, the coordinator would manage the affiliation agreements and help students prepare for a successful internship. If the internship is credit bearing, faculty and technical specialists would still be intimately involved in the substantive aspects of the internship requirements for course credit. The internship coordinator would allow for coordinated effort to support current and future partnerships. FLCC applied for a SUNY Excel Grant to financially support an internship coordinator position. Without the financial support the grant would provide, it is unlikely that, in the current fiscal environment, such a position will be supported.</p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto: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

<b>Campus Name:</b>	Finger Lakes Community College
<b>Date:</b>	2/20/2017
<b>Narrative Compiled by:</b>	Cathryn F. Kent, Interim Associate Vice President of Instruction
<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>
<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>Although FLCC believes in the value of applied learning for all students, it will not include applied learning activities as a local graduation requirement.</p>
<b>Question 2</b>	<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>

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	<p>As mentioned previously in Section V, Question 2 there are a variety of reasons FLCC will not require applied learning as a graduation requirement:</p> <ol style="list-style-type: none"> <li>1. SUNY mandate of a maximum 64 credit hours per associate degree program leaves little to no room to add additional degree or graduation requirements.</li> <li>2. Budgetary restrictions due to declining enrollment make it highly improbable that funding will be available to support such a requirement in a meaningful way without additional personnel.</li> <li>3. Student obligations outside their academic pursuits will make it difficult (and in some cases impossible) for some students to meet such a graduation requirement.</li> <li>4. FLCC currently offers students rich applied learning opportunities within numerous programs throughout the college where appropriate to the course and/or the degree.</li> </ol> <p>The following individuals and campus governance organizations were contacted in an effort to determine if applied learning should be a graduation requirement:</p> <ol style="list-style-type: none"> <li>1. Provost, Kristen M. Fragnoli. In an email dated January 18, 2017, Provost &amp; Vice President of Academic and Student Affairs, Kristen Fragnoli indicated that although applied learning is an important opportunity for students, we are not in a position to require this of all students.</li> <li>2. Academic Senate. During the January 2017 meeting of the Academic Senate, the question was raised if applied learning should be a graduation requirement. Additional discussion regarding the topic was held during the February Academic Senate meeting. During the March 2017 meeting, the Academic Senate voted unanimously that applied learning should not be a graduation requirement.</li> <li>3. Full-time faculty. Full-time faculty members were asked to complete a survey between the dates of February 20-February 13, 2017. Sixty-three percent of faculty who responded to the survey stated that applied learning should not be a graduation requirement.</li> <li>4. Student Corporation. During the February 2017 Student Corporation Executive Board meeting, the question was raised if applied learning should be a graduation requirement. On March 1, Student Corporation voted unanimously to require applied learning as a graduation requirement. However, during the Academic Senate meeting that followed, the attending Student Corporation representative asked the</li> </ol>

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	<p><b>Senate why they would not approve the graduation requirement. When it was explained that there were credit limitations on degree programs and fiscal implications for the college, he understood and agreed with the issues mentioned.</b></p>
<b>Question 3</b>	<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><b>Finger Lakes Community College does not intend to move forward with a graduation requirement of applied learning at this point.</b></p>
<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><b>FLCC certainly appreciates the value of applied learning as a way to enhance a student's educational experience. As a result, the College will remain committed to those efforts, as it does now, through faculty and student support. Additionally, FLCC will continue to welcome outside organizations that seek interns and assist them in finding appropriate students to create a mutually beneficial relationship. Furthermore, the College will continue to seek various sources of funding to support an Internship Coordinator position.</b></p>

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