



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	Fulton Montgomery Community College
<b>Date:</b>	4/1/2016
<b>Narrative Compiled by:</b>	Ronalyn Wilson
<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>	<p>Our Office of Institutional Research tracks course and program statistics. Student data on retention, completion, and placement is supplied to academic Division Chairs each Sept. to assist in the completion of assessment activities, which are due each Oct. We plan to use SIRIS for data due May 1, 2017.</p>

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<b>Question 2</b>	Each approved applied learning activity is attached to a course designation. Courses are assessed on a 3 year rotating cycle (link to course assessment template is at the end of this document). Courses have learning outcomes and are mapped to program learning outcomes (PLOs). All academic programs maintain a three year plan to assess PLOs (see program assessment template). Mapping to FM's strategic plan, mission, and Institutional Learning Outcomes are reflected in our assessment templates. These culminate into a 6 year program review (template available via the link).
<b>Question 3</b>	Data from our Institutional Research Office informs both course and program level assessments. Action plans are then developed based on the data. Built into our assessment templates are connections to our Institutional learning outcomes as well as Key Performance Indicators (persistence, retention, completion, and placement).

**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  
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# Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	Fulton Montgomery Community College
<b>Date:</b>	4/1/2016
<b>Narrative Compiled by:</b>	Ronalyn Wilson
<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 members are attached to each approved applied learning activity (they are considered as part of instructors’ course load). In the case of an internship or clinical, faculty are responsible for setting up, monitoring, placing, and evaluating both students and the sites. They are directly involved in supervision (or in collaboration with site supervisors if off-campus).</p> <p>Each faculty member is responsible for completing course and program level assessments. This is tracked by our Academic Assessment Committee. We have a mature, systematic assessment process in place. This enables faculty to reflect on what is working and what is not.</p>
<b>Question 2</b>	<p>Since our applied learning opportunities have course designations, they are considered as part of faculty course load. Support is provided by our Career and</p>

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	Collaborative Learning Office. For example, if a faculty member needs assistance finding internship sites or simply advice.
Question 3	Flexibility to develop new ideas, including applied learning opportunities, is welcomed and assessment is required. Faculty ideas for new courses would be discussed and developed in collaboration with the Dean of Academic Affairs. Additionally, new courses are discussed at the program and/or division level and would have to be approved by the Curriculum Committee and ultimately the College Senate & Provost/Vice President of Academic Affairs. New, modified, and deactivated programs must go to our Board of Trustees.
Question 4	We have a culture of assessment on our campus. Assessment reports are shared with the campus. We have 2 events each year (Founder's Day and Assessment Day) where all faculty and staff attend workshops and exceptional efforts are recognized.

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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>	Fulton Montgomery Community College
<b>Date:</b>	4/1/2016
<b>Narrative Compiled by:</b>	Ronalyn Wilson
<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>Since each approved applied learning opportunity has a course designation, students have the ability to drop/add, withdraw, retake, and/or select a different section according to semester deadlines (should they find the experience to be negative/poor fit).</p> <p>As with any course, instructors are responsible for organizing, meeting, and assessing learning objectives that have been determined by each academic division. In the case of general education courses, SUNY learning objectives apply as well. Students are responsible for adhering to course deadlines and requirements as specified in syllabi (which all include college wide policies).</p> <p>Students are encouraged to share ideas with faculty. Then faculty would bring the ideas to the Dean and their Division or Program. We have a flexible AOS program where students, along with faculty advisors and the Career and Collaborative Learning Office, can design a specialized degree that includes 32 credits of applied learning. Student response surveys are also distributed each semester.</p>

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Question 2	FMCC has a culture of promoting hands-on learning and real-world experiences for students. We have a one-stop-shop of academic advisors (including faculty advisors), career guidance, counseling, and testing. Opportunities are transparent on our website and in our annually updated catalog (also available on our website). As students are planning their schedules, course descriptions and program expectations are discussed with students during the advising process.
Question 3	<p>Since all of our applied learning opportunities are “courses,” the student feedback process is the same across all activities. SIRS, student response surveys, are distributed each semester. This applies to cooperative education, internships, clinical placements, practicums &amp; labs, service learning, creative works, entrepreneurship, international/domestic travel exchange, and career and collaborative learning. Instructors are available to meet with students during office hours (or by appointment) as well.</p> <p>Instructors are responsible for their courses and the safety of their students (including legality concerns). Students would bring a grievance to the faculty member. FMCC is guided by and in full compliance with the “Internship and Co-ops: A Guide for Planning, Implementation, and Assessment” by the SUNY Faculty Senate, as well as our Middle States Accrediting body.</p>
Question 4	Student response surveys and student satisfaction surveys are incorporated into our annual assessments. Their feedback is considered in the development of action plans at both the course and program levels.

**ASSESSMENT TEMPLATES AND CAMPUS ASSESSMENT DOCUMENTS CAN BE FOUND HERE:**

<http://www.fmcc.edu/about/about-fm/institutional-assessment/>



SUNY Applied Learning Campus Plan  
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Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	Fulton Montgomery Community College
<b>Date:</b>	4/25/2017
<b>Narrative Compiled by:</b>	Ronalyn Wilson
<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 V of VII of campus applied learning plans and asks questions to determine campus capacity to support applied learning. 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> <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 impact of campus-approved applied learning on the local community and workforce? If so, what methods do you employ?</p> <p>Internship and Co-op sites provide feedback/assessment information on student performance through an Agency evaluation process. Our Campus Applied Learning Team is working on developing a more comprehensive view on community impact. Since all of our programs complete annual assessment reports, our Applied Learning Team could consolidate all of that information into an Applied Learning Assessment report. However, this would be a new initiative.</p>
<b>Question 2</b>	<p>How could including approved applied learning activities as a local graduation requirement enhance or hinder student completion?</p>

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	<p>FMCC's campus is very supportive of SUNY's applied learning initiative. Skill application and opportunities to connect with employers is a valuable experience that we would consider an enhancement. However, based on feedback from our student government association, they wanted flexibility to choose an applied learning opportunity and not be mandated to participate. Similarly, our Curriculum Committee (that addresses policy and structural changes) did not wish to require faculty to include applied learning in their programs (if they do not currently).</p>
<b>Question 3</b>	<p>Please describe the campus opportunities and challenges of including approved applied learning activities as a local graduation requirement. Please describe implications for student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>We have an internal system in place for any faculty member to propose new applied learning opportunities. This includes course and/or program curriculum change paperwork and guidelines. Once that process is complete, the academic unit votes to approve, revise, or decline the proposal. If approved, the proposal goes to our Curriculum Committee for feedback. This also includes a vote for approval, revision, or decline. If approved, the process moves on to our Senate (also for vote and approval). Depending on how extensive the changes are, they will either be implemented the following semester or prepared to go to SUNY for approval.</p> <p>The positive part is that we have a process. However, it can also be a lengthy and overwhelming process. If we were to require an applied learning opportunity in every curriculum, some programs (although not many) would be forced to go through this curriculum process. That would be a challenge. When I spoke with our Student Senate, they indicated a preference for choice as well. As with any program changes, our advising staff would have to become familiar with revisions and faculty time would have to be invested in planning revisions. Depending on what the changes are, budget impact could vary.</p>

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Collaboration Plan

Due May 1, 2017

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<b>Narrative Compiled by:</b>	Ronalyn Wilson
<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. Be sure to list the responsibilities and roles for each. These may include any business/corporate, non-profit, state and other hosts/facilitators.</p> <p>Off-campus collaborators include local schools, daycare facilities, hospitals, nursing homes, community health centers, outreach programs, local police/sheriff’s departments, and local businesses. Our primary on-campus collaborators are our Office of Collaborative Career Learning and Experiential Education and academic program directors (for example, we have a Rad Tech Director, Nursing Director). Our</p>

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	on-campus collaborators assist in student placement, site visits & evaluation, addressing & investigating student complaints, and meeting & maintaining the expectations of accrediting bodies. Our off-campus collaborators agree to a memorandum of agreement that includes performance measures and student evaluation. Students evaluate sites as well.
<b>Question 2</b>	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on campus currently supporting these relationships.</p> <p>Our Office of Collaborative Career Learning and Experiential Education, Academic Program Directors, and Lead faculty members support the reciprocal relationships on and off campus. Check-in with sites is done on a weekly basis throughout the academic year. Advisory Boards occur at least once/year for every career program.</p>
<b>Question 3</b>	<p>Describe how your campus engages new community partners.</p> <p>Our Office of Collaborative and Career Learning seeks new partnerships on a regular basis. This is primarily for internships and co-operative learning experiences. Lead faculty members conduct annual advisory boards that provide a mechanism for communication and feedback from community partners. This often leads to new connections.</p>
<b>Question 4</b>	<p>What is your campus plan for supporting intentional and reciprocal partnerships?</p> <p>The Office of Collaborative and Career Learning and Academic Programs all complete annual plans that include goals regarding applied learning offerings. Additionally, we have an Applied Learning Campus Team that has faculty representatives from the various academic units, the Dean's Office, and IR. In a more general way, our College Mission, Strategic Plan, Enrollment Management Plan, and our Diversity Plan all address support for community partnerships.</p>

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Graduation Requirement

Due May 1, 2017

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<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. <b>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.</b></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>After discussion among our Applied Learning Campus Team, Leadership, Student Senate, and our Curriculum Committee (that addresses policy and structural changes), FMCC will not be mandating an applied learning experience for graduation.</p>

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<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 <b>student governance</b>.</p> <p>After discussion among our Applied Learning Campus Team, Leadership, Student Senate, and our Curriculum Committee (that addresses policy and structural changes), FMCC will not be mandating an applied learning experience for graduation. The Applied Learning Campus Team had concerns about students and faculty being forced to make changes. This could mean faculty making changes to their programs that were not initiated by them. It could also mean students, in some cases, not having the option of choosing an elective over an internship. Members of the Student Senate indicated they liked having the choice as many of them have other jobs. The Leadership Team had the same concerns. When the topic was brought to Curriculum, faculty members voiced concerns over mandates impacting their programmatic choices. They preferred having the ability to make changes willingly.</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>N/A</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>We have a robust internal system for curricular changes and assessment. There is a tremendous amount of support for applied learning initiatives on our campus. All of our programs have an applied learning opportunity (however, there are some that do not require it). Consequently, all units are reporting out on applied learning on an annual basis (and on a cycle for individual courses).</p> <p>Our Applied Learning Campus Team is active and plans to send representation to various applicable professional development opportunities.</p>

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