



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Monroe Community College
Date:	4/15/2016
Narrative Compiled by:	Mary Ann DeMario and Andrew Freeman on behalf of MCC's Applied Learning Team
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>MCC utilizes the Banner Student Data System, and has an Institutional Research ("IR") Office whose staff members are proficient in writing programs to extract data from that system. A Research Specialist in that office has already written a WebFocus program that extracts data from</p>

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	<p>Banner on courses identified as applied learning and the students who take them. Specifically, the program extracts the following data:</p> <ul style="list-style-type: none"> • Term • Student ID • Student's age • Student's sex • Student academic program • Student's Cumulative hours at end of term • Applied Learning Course • Applied Learning Type (e.g., internship) • Applied Learning course grade
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 WebFocus program described above tags certain courses or course sections as meeting applied learning criteria. For example, only some sections of a given course are Service Learning and, sometimes, only certain students in certain sections are taking the given course as a Service Learning experience. The WebFocus program extracts that particular data.</p> <p>As a result of the exercise of developing a Campus Applied Learning Plan we have added to our data collection Global Education and Research (URSICA) and are currently exploring how we can best track Civic Engagement. Thus, 10 out of the 11 forms of approved applied learning at MCC are successfully being tracked by Institutional Research with a desire to add Civic Engagement in the future.</p> <p>Academic programs requiring Applied Learning activities include:</p> <p>Accounting, A.A.S Apprentice Training: Precision Machining, A.A.S. Automotive Technology, A.A.S. Clinical Laboratory Technician, A.A.S. Computer Information Systems, A.A.S. Criminal Justice, A.A.S. Criminal Justice: Police Science, A.A.S. Culinary Arts, Certificate Dental Assisting, Certificate Dental Assisting RAPID Track, Certificate Dental Hygiene, A.A.S.</p>

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	<p>Direct Disability Support Services, Certificate Early Care, Certificate Entrepreneurship and Applied Business Studies, A.A.S. Emergency Medical Services, Certificate Golf Management, Certificate Health Information Technology/Medical Records, A.A.S. Heating, Ventilating and Air Conditioning, A.A.S. Hospitality, A.A.S. Hotel Management, Certificate Human Services, Certificate Human Services, A.A.S. Human Services, A.S. Law Enforcement, Certificate Liberal Arts and Sciences: Childhood Education, A.A. Liberal Arts and Sciences: Early Childhood Education, A.A. Liberal Arts and Sciences: Adolescence Education, A.A. Nursing, A.A.S. Paralegal Studies, Certificate Paramedic, A.A.S. Radiologic Technology, A.A.S. Sport Management, A.S. Surgical Technology, A.A.S. Travel and Tourism, Certificate</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>MCC's IR Office extracts data from Banner on a regular basis to track student success (e.g., course "C or better" rates) and outcomes (e.g., persistence, retention, graduation rate). The IR Office will utilize that methodology for students who take applied learning courses. The IR Office also conducts an annual study called "What Happened to the Class of...?" (http://www.monroecc.edu/depts/research/classof.htm) in which MCC graduates' transfer and employment outcomes are presented for each academic 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

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Narrative Compiled by:	Monroe Community College Applied Learning Team; Andrew Freeman (Academic Services), Alison Albright (Academic Foundations), Mary Ann DeMario (institutional Research), James Gertner (Workforce Development), Todd Korol (Business Administration), Michelle Mayo (Career Center), Lori Moses (Visual and Performing Arts), William Sigismond (Experiential and Adult Learning), Elizabeth Stewart (Office of Student Life/Leadership), Janet Zinck (Hospitality) and special thanks to the contribution of Michael Heel, Assistant Director of Curriculum and Assessment
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	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?

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	<p>At MCC, all applied learning activities are assessed together in an identifiable program evaluation project. In 2012-13, MCC coordinated its first evaluation of our “Experiential Learning” program. A faculty assessment leader was identified (Todd Korol) as the project lead, with two full time professional staff members supporting and collaborating on the project. As part of this defined effort, faculty from across the College most closely associated with each area of applied learning were consulted. The faculty’s participation included formalizing definitions for all applied learning categories, and the collection of information and assessment data to help determine if faculty and institutional goals in each applied learning area were being met.</p> <p>This process, consistent with the College’s overall approach to academic assessment, will be repeated within the next three years, as “Experiential Learning” now referred to as “Applied Learning” will once again be assessed as part of the institution’s six-year revolving academic assessment cycle. At that time, as before, a new faculty assessment leader will be selected, and he or she will consult with the various faculty leads in each applied learning area to assess and evaluate achievement of learning goals.</p> <p>The above relates to the assessment of established activities in applied learning. The College follows a slightly different process for the approval of new activities in these areas. All new courses, regardless of pedagogy or content, are subject to a well-established curriculum development and review process. Faculty submitting proposals for new courses must show how their proposal meets various institutional requirements in curriculum design, and must indicate if their delivery of these courses will include alternative or applied learning plans.</p> <p>Each proposal is vetted at multiple levels of management at the College, and requires the approval of the department chair, academic dean, and curriculum dean, along with a majority vote of the Faculty Senate Curriculum Committee, a majority vote of the Faculty Senate, and the approval of the Provost. Faculty committees or support groups associated with a specialized area of applied learning are invited in the early stages of the curriculum approval process to assist faculty members in the integration of these learning experiences into the course curriculum design.</p> <p>In instances when curriculum changes only involve changes in pedagogy (which might include the addition of an applied learning experience to the course), faculty are simply invited to work with the various applied learning committees and interest groups to gain advice and insight into the successful inclusion of these activities in their respective courses.</p>

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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>The College promotes applied learning activities in a variety of different ways, the means by which are largely determined by the faculty. One example of a strongly supported area of applied learning is Global Education. In 2013-14, the College created two full-time professional staff positions with a support-staff position as a means to promote institutional commitment to various aspects of Global Education. Significant resources, including funding for conference attendance, hosting of visiting speakers, and the promotion of a wide variety of faculty professional development opportunities demonstrate the College’s strong support for faculty involvement in this area.</p> <p>The College’s Teaching and Creativity Center (TCC), which is run by a full-time professional staff member hired in 2010-11 also supports applied learning. Under this office, a variety of applied learning activities are organized and supported by the faculty, including (but not limited to): Service Learning, Research (URSICA), Civic Engagement, and Entrepreneurship. Academic departments heavily interested in specific aspects of applied learning, such as the Nursing, Health Professions tend toward managing clinicals/practicum experiences. Business-related A.A.S. programs require a Co-op course as a capstone experience and are supported by the Career and Transfer Center as well as Academic Services. Career Resource software Purple Briefcase also helps with connecting students with internship opportunities and is managed by the Career and Transfer Center. As with Global Education, all of these applied learning activities are supported with monetary resources to promote faculty involvement and professional development.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>The institution is moving toward a system of managing students through a cohort pathways system we call “The Academies Roadmap Project,” a significant initiative promoted and supported by the American Association of Colleges and Universities (AAC&U). An integral part of this new pathways system is the promotion of High Impact Practices (HIPs) in teaching and learning.</p> <p>Applied learning is a significant component of the AAC&U HIPs plan, and so, MCC is undertaking a significant effort to engage and re-engage faculty in a variety of ways to increase the participation of faculty in HIPs practices. These faculty activities at present are both grant-funded and institutionally supported.</p>

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	<p>Throughout the academic year, professional development opportunities are available for faculty to learn more about the importance of applied learning techniques. These opportunities include information sessions, full-day teaching institutes, and a week-long institute offered in Summer 2016. By participating in these professional development opportunities, faculty learn how beneficial applied learning can be for students, and they are trained how to efficiently integrate applied learning techniques into their coursework. They also have the opportunity to be mentored by other faculty members who have extensive experience with applied learning techniques.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>One way that faculty are recognized for their efforts in applied learning occurs annually at the Assessment Awards reception. At that college-wide event, faculty from across the College are honored for their efforts to improve teaching and learning through the recognition of completed academic assessment projects.</p>

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SUNY Applied Learning Campus Plan
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Student Engagement

Due April 15, 2016

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

Campus Name:	Monroe Community College
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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>Student supports are dependent on the activity. Applied Learning opportunities like Apprentice Training, Clinical/Practicum, Co-op, Entrepreneurship, and Fieldwork are required program requirements and strongly/managed by specific academic departments.</p> <p>Applied Learning opportunities like Civic Engagement, Disney Co-op, Internship/Experience Based Learning, Global Education, Research (URSICA) and Service Learning span a multitude of programs and are not required but are recommended to those students for whom it is most appropriate for. Disney Co-op for example has a dedicated professional staff member that coordinates student's questions about pursuing as well as being faculty of record for corresponding coursework.</p> <p>Experience Based Learning (EBL 101) is MCC's solution to customizing a student – initiated activity that does not fit into a traditional applied Learning category and is available for students seeking internship credit as well as formalizing their work experience through an academic and reflective process.</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>The Admissions Office, through its oversight of new student orientation, discusses applied learning opportunities throughout the application and approval processes.</p> <p>Students hear about applied learning through individual appointments, group information sessions, high school visits, community visits, etc. Admissions also highlights these opportunities in printed materials.</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>

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	<p>It is a required part of our assessment process to review student feedback for any academic program or support program</p> <p>In 2012-13, MCC coordinated its first evaluation of our “Experiential Learning” (applied learning) program. This process, consistent with the College’s overall approach to academic assessment, will be repeated within the next three years, as applied learning will be assessed as part of the institution’s six-year revolving academic assessment cycle.</p> <p>There are some questions on the current SUNY Student Opinion Survey that directly or indirectly relate to applied learning opportunities. These questions include:</p> <ul style="list-style-type: none"> • Satisfaction with Job Search Assistance • Satisfaction with Career Planning Services • Satisfaction with the availability of opportunities for community service • Satisfaction with the availability of cultural programs • Satisfaction with the availability of internships or other out-of-classroom experiences • Satisfaction with the availability of international learning opportunities • Frequency with involvement in community service or service learning activities • Frequency in engagement with a creative or research project under the direction of a faculty member • How the college has contributed to acquiring knowledge and skills needed for a career • How the college has contributed to understanding and appreciating ethnic/cultural/language diversity • How the college has contributed to understanding your rights and responsibilities as a global citizen <p>If an occasion arises where a student has a grievance with an off-campus site they would be directed to the academic grievance procedures outlined in the Student Handbook section of the college catalog.</p>

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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>The College will continue to participate in Student Satisfaction Surveys and use feedback through the assessment process to make recommended changes. MCC has also participated in the Community College Survey of Student Engagement (CCSSE).</p> <p>MCC would be interested in contributing to a SUNY conversation about adding applied learning relevant questions to the existing SUNY Student Opinion Survey, if possible.</p>

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Monroe Community College Applied Learning Campus Plan – Parts V-VII

Background

Part I of MCC's Applied Learning Campus Plan identified eleven forms of approved applied learning activities including:

Apprentice Training
Civic Engagement
Clinical/Practicum
Co-ops (Department Specific)
Disney Co-op
Entrepreneurship
Fieldwork
Global Education
Internship/Experience Based Learning
Research and Service Learning

Additionally, thirty-seven programs have been identified as requiring Applied Learning including:

Accounting A.A.S.
Apprentice Training: Automotive – Toyota T-Ten A.A.S.
Apprentice Training: Automotive – Toyota T-Ten Certificate
Apprentice Training: Precision Machining A.A.S.
Automotive Technology A.A.S.
Clinical Laboratory Technician A.A.S.
Computer information Systems A.A.S.
Criminal Justice A.S.
Criminal Justice: Police Science A.A.S. Culinary Arts Certificate
Dental Assisting Certificate
Dental Assisting RAPID Track Certificate
Dental Hygiene A.A.S.
Direct Disability Support Services Certificate
Early Care Certificate
Entrepreneurship and Applied Business Studies A.A.S
Emergency Medical Services Certificate
Golf Management Certificate
Health Information Technology/Medical Records A.A.S.
Heating, Ventilating and Air Conditioning A.A.S.
Hospitality A.A.S. Hotel Management Certificate
Human Services A.A.S.

Human Services Certificate
Human Services A.S.
Law Enforcement Certificate
Liberal Arts and Sciences: Childhood Education A.A.
Liberal Arts and Sciences: Early Childhood Education A.A.
Liberal Arts and Sciences: Education A.A., Nursing A.A.S.
Paralegal Studies Certificate
Paramedic A.A.S.
Personal Trainer/Fitness Instructor Certificate
Radiologic Technology A.A.S.
Sport Management A.S.
Surgical Technology A.A.S.
Travel and Tourism Certificate

Campus Contributors to this plan include:

Andreu Angel, Institutional Research
Jessica Barrone, Chemistry and Geosciences
Kathleen Borbee, Business Administration
Kimberley Collins, AVP, Academic Services
Richard Costanza, Education
Andrew Freeman, Academic Services
Michael Heel, Curriculum and Assessment
Todd Korol, Business Administration
Chris Kull, Career Center
Robert Lasch, Applied Technologies Center
Gale Lynch, Global Education and International Services
Kristy Mooney Graves, Applied Technologies Center
Michelle Mayo, Career Center
Nayda Pares-Kane, Dean, Humanities and Social Sciences
Dale Pearce, Applied Technologies Center
Daniel Robertson, Dean, STEM & Health
Kimberly McKinsey-Mabry, Dean, Business & Community Engagement
Mary Jo Vest, Biology

Applied Learning Questions – Campus Plans V-VII

Feasibility Study

1. **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?**

MCC's Institutional Research Office does not currently have a methodology that explicitly measures impacts of applied learning.

The College currently uses a proxy measure from our six-month post-graduation survey. In this survey, students are asked:

“How closely is your current job related to your academic program at MCC?”

- *Related
- *Slightly related
- *Not related/Not applicable

The logic institutional research applied is as follows. If the student took part in applied learning within their program and their job is related to their program, the college infers a positive outcome/impact.

In the survey we also ask the student if they have taken any professional licensing exams; if they have, we ask for the name of the exam and whether they passed or not or waiting for results. Successful completion of passing a licensing exam is obviously a positive outcome.

2. **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.**

MCC values the benefits of Applied Learning opportunities and encourages its students to pursue them. In fact, every student, within every program, has the opportunity to pursue an applied learning opportunity.

However, requiring applied learning activities as a local graduation requirement at MCC would be a difficult requirement to manage in a number of ways.

- Although Co-op is only one form of Applied Learning. Employment sites for increasing Co-op and/or internship requirements for students would face both an availability of employer sites as well as appropriate matching.
- We already know that RIT, who has been a long-time promoter of the Co-op experience, has admitted that they are struggling to find opportunities for their students to complete the Co-op requirement. A few years back, due to this problem, RIT loosened their rules so that now, the Co-op is not required of every student (program dependent).

- The Rochester area can only sustain so many experiential learning opportunities, and MCC is having its challenges in our health-related programs in sustaining clinical opportunities already.
- Related to availability is resource support. Colleges that support standard Co-op or Internship experiences as central to their educational experience need to be able to form offices with a staff size commensurate with the student demand. A new requirement such as this would require a significant investment of new or reallocated resources to be successful. The timing to create a new requirement is not ideal as resources in general are become increasingly scarce with declining enrollment.
- The idea of requiring Applied Learning would be consistent with some of the recent feedback and conversation at MCC regarding the possibility of making “service learning” a required High Impact Practice. After vigorous promotion and long hours of negotiation, the Faculty Senate overwhelmingly rejected the idea of requiring a HIP as part of the MCC general education plan.

There were many reasons for this conclusion, among them:

- Faculty felt strongly that courses with equal content, but different pedagogy (such as applied learning) could not reasonably be required of the faculty;
 - Faculty expressed very strong concerns that the requirement for a student to take a course with a particular teaching pedagogy would establish unnecessary obstacles to completion. The best example people cited was having a student transfer in with ENG 101, and never enroll in a WR-course (Writing Intensive); would we reject that student’s application to graduate if they fulfilled all other content requirements, but not WR (we shouldn’t was the consensus)?
 - Requiring HIPs that students did not like, or were hard to fulfill, would encourage transfer students to leave sooner, to avoid the need to fulfill the HIP requirement.
- Requiring applied learning as part of a degree is great in its theoretical construct, but practically speaking, many students could find themselves in activities that are not as meaningful as envisioned.
 - Our voluntary service learning program works well (as does our co-op and internship opportunities) because they are on a smaller scale, and because both students and faculty are invested in making the experience a success.
 - Additionally some disciplines are more conducive to Applied Learning opportunities than others are. There has been significant investment in time for the departments that have chosen this route.
 - The implementation of SUNY Seamless Transfer resulted in many faculty conversations regarding curriculum content. For some programs difficult, decisions regarding existing program requirements had to be reduced or eliminated to meet transfer pathways standards.
 - The idea of requiring Applied Learning for some programs could potentially renew conversation regarding possible waivers to SUNY designated cap on credits to an associate’s degree.

Collaboration Plan

- 1. 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.**

Many area employers are partners with MCC for various forms of Applied Learning including Apprenticeship Training, Clinical/Practicum, Co-ops and Internships. The roles and responsibilities vary depending on the curriculum of the program the student is enrolled.

Generally speaking, the role of the employer is significant in the success of the student experience. A student is training for a career under the supervision of a seasoned employee who will work directly with the student on a daily basis.

In cases of a Co-op, two forms have to be completed with the assistance of the employer at the beginning of a co-op including a student employment information sheet as well as learning objectives for the intern. These objectives are often identified after conversation between the student and the employer.

- A learning objective is a statement naming a task to be accomplished, for example, "to develop a flow chart," "to increase effectiveness on the job," "to improve communication skills," "to change behavior in dealing with people," "to improve in attitude or motivation."
- Learning objectives should be mutually developed and agreed upon by you, the college supervisor (seminar instructor), and the student.

At the end of the semester, the student will receive a grade and approximately 40-50% of the student's final grade is based on the Employer's evaluation of the student's actual job performance.

Benefits for Employers in collaborating with MCC and our students include:

- Acquire skilled, enthusiastic workers who are growing both academically and professionally.
- Establish strong, qualified candidates to fill future part- and full-time positions.
- Lower costs for recruiting and training experiential learning students who already have some pre-training when they come to a job.
- Enhance a company's recruiting efforts as experiential learning students returning to campus can act ambassadors of good will.

Student Benefits of Experiential Learning

- Exposure to current , relevant practices in a designated field
- Opportunity to explore Career possibilities
- Networking with and learning from professionals in the field
- Earning a working wage, offsetting some college costs

Many training needs in our community and categorized as applied learning opportunities is facilitated by our **Economic Development & Innovative Workforce Services Division** to explore possible solutions.

Global Education and International Services examples include field trips and short-term study abroad opportunities. The Office of Global Education and International Services maintains these relationships. The Director coordinates all the COIL applied learning and the short-term study abroad applied learning. Faculty also work to maintain relationships related to their short-term study abroad courses.

- 2. 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.**

Examples include:

Apprentice Training

MCC offers the Educational Mandate to the NYS Approved apprentice programs. Various courses, both credit and noncredit have been approved by NYSDOL to be accepted for the additional education that is required by state. These courses range from TAM courses that can lead to a certificate or AAS Degree, to noncredit courses in construction, plumbing, electrical, sheet metal.

MCC currently has two individuals that work directly with companies and apprentices to make sure the programs are being met correctly and in a timely manner. Ross Micali and Dale Pearce currently work with this population. They also help companies establish new apprenticeships when needed. Ross and Dale often work directly with the local DOL apprentice coordinators and the local DLEA.

Dale is a Program Coordinator at the Applied Technologies Center and Ross is a Manager with the Corporate College. Both of these departments work together to support the local apprenticeships.

New community partners are often identified through direct inquiries to us from companies starting or looking into apprenticeships. The Corporate College also works with many local employers and may refer companies that are seeking advisement or advice for apprenticeships. Joe Snowden, in the Career Center has also been active in identifying companies that need assistance.

Geosciences

The majority of the applied learning in the geosciences occurs students are taken out into the field. Locally, students are brought to places including Mendon Ponds, Ellison Park, Little Beard's Creek, the Rochester Gorge, and the Walworth or Penfield Dolomite Quarry, the RMSC, and SUNY Geneseo. Several of these field experiences require coordination with the locality to which we are going (community partners) but also

coordination with our department secretary, MCC's administrative services, and MCC's Public Safety/Parking Services.

The field course requires extensive coordination with a local travel agent, and often times outreach to two- and four-year colleges near the field localities to utilize them as less expensive lodging options, in places like Wyoming, Colorado, Utah, etc.

Additionally, during these field experiences the expertise of local geologists in the industry or former students/colleagues is leveraged to meet with our current students to educate on real-life experiences.

Service Learning

Service learning is in of itself a method for building reciprocal relationships with a variety of internal and external communities. By definition, service learning projects are reciprocal in that students have an opportunity to utilize what they have learned in real, practical ways to help in the community.

The faculty member has an opportunity to assess student application of classroom concepts through authentic assessment. The community partner benefits from the service being performed. All departments with service learning projects support these relationships.

Sport Management

The Sport Management program has an internship course in the program, SMT 201. Our students explore the field of Sport Management by participating in a semester long internship program of approximately 10 hours per week. The students are placed in their home communities. As a Department, we work to maintain relationships with previous sites as resources for future students and also reach out to create experiences that are useful to both the community site and our students.

URSICA

Undergraduate Research, Scholarly Inquiry and Creative Activity (URSICA) applies knowledge and skills learned in the classroom, laboratory, theater, art studio, and field through independent and directed research. It involves inquiry, preparation, training, experimentation, analysis, reflection, and presentation. It is a mentored process with the goal of learning and improving and can make an original, intellectual or creative contribution to a discipline

URSICA is showcased at Scholars' Day, SUNY Undergraduate Research Conference (SURC), classroom presentations, performances or exhibits.

3. Describe how your campus engages new community partners in applied learning.

New community partners are developed in a wide variety of approaches including:

- Employers contacting the college directly (often to seek interns)
- Employers serving on academic program advisory committees and contributing to curriculum update and revision
- Through multiple and varied connections faculty have developed over a number of years
- Annual outreach by our Career Center

For some departments the process is well-planned and strategized like the Career Center, for clinicals it is often the process is about maintain existing relationships with a set number of health care facilities, and for some like hospitality co-ops it's a combination of leveraging annual relationships to seeking new connections.

Purple Briefcase has been purchased and implemented and is a way to connect more students with employers and as our experience grows so might our sophistication with how we can engage with new community partners.

In previous years, service learning had the staff and resources to seek out and engage community partners to create opportunities for service learning projects. The service learning office would foster the relationship and assist with logistics on projects but for various reasons has shifted to a faculty-driven model.

- Currently individual faculty who are interested in service learning take the initiative to seek out partners for their projects.
- When a faculty member does not have a partner in mind, a service-learning liaison is available to sit down and brainstorm possible project/partner ideas and can work with faculty to make a connection.
- From that point forward, it is expected that the faculty member will engage the community partner and manage all aspects of that relationship.

For Collaborative Online Interactive Learning (COIL) partnerships, the Director of Global Education and International Services serves as the campus coordinator for the SUNY COIL Center and is the primary person to facilitate faculty engaging in new partnerships in applied learning (COIL).

For short-term study abroad, the Director also works to cultivate international partnerships directly with campuses overseas.

4. **Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.**

Ideas to support or grow applied learning opportunities are many but need to balance budget realities and other practicalities are important considerations. Service learning is one of many applied learning examples that would benefit from additional staff and resources. Limited resources (whether budgetary or staffing) is not a challenge limited to MCC.

Applied Learning opportunities will continue to be supported by faculty and staff because real world hands-on experience is valued in both its support of program curriculum like service learning, civic engagement, entrepreneurship and research. As well as embedded (required) examples within thirty-seven degree and certificate programs like apprentice training, co-ops and clinical/Practicums.

The significant take away from reviewing our Applied Learning opportunities is an understanding how significantly the college has leveraged Applied Learning to support students educational experience. The support of current and future intentional and reciprocal partnerships is going to benefit from past successes and relationships.

Staying connected through annual Applied Learning SUNY meetings with SUNY partners and sharing best practices will enable the college to grow in this area.

Graduation Requirement

1. **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?**

It is the recommendation that Monroe Community College will not require Applied Learning to be a graduation requirement but the opportunity to pursue applied learning for students in all programs will continue to be supported.

2. **Describe the specific reasons for this decision**

Now, requiring applied learning activities as a local graduation requirement would not be ideal for a number of reasons.

- Applied Learning would be consistent at MCC as a HIP (“service learning”). After vigorous promotion and long hours of negotiation, the Faculty Senate overwhelmingly rejected the idea of requiring a HIP as part of the MCC general education plan. There were many reasons for that, among them:
 - Faculty felt strongly that courses with equal content, but different pedagogy (such as applied learning) could not reasonably be required of the faculty;
 - Faculty expressed very strong concerns that the requirement for a student to take a course with a particular teaching pedagogy would establish unnecessary obstacles to completion. The best example people cited was having a student transfer in with

ENG 101, and never enroll in a WR-course; would we reject that student's application to graduate if they fulfilled all other content requirements, but not WR (we shouldn't)?

- Requiring HIPs that students did not like, or were hard to fulfill, would encourage transfer students to leave sooner, to avoid the need to fulfill the HIP requirement.
- Availability of placement opportunities could be an issue. We already know that RIT, who has been a long-time promoter of the Co-op experience and in our "backyard", has admitted that they are struggling to find opportunities for their students to complete this requirement. A few years back, due to this problem, RIT loosened their rules so that now, the Co-Op is not required of every student (program dependent). The Rochester area can only sustain so many experiential learning opportunities, and MCC is having its challenges in our health-related programs in sustaining clinical opportunities already.
- Related to availability is resource support. Applied learning is not that much different from standard Co-op or internship experiences. Colleges that support both of these activities as central to their educational experience need to be able to form offices with a staff size commensurate with the student demand. This one requirement would cost MCC a substantial investment.
- The experience is sometimes not, what the student needs or expects. Requiring applied learning as part of a degree is great in its theoretical construct, but practically speaking, many students could find themselves in activities that are not as meaningful as initially designed. Our voluntary service-learning program works well (as does the internship program) because it is small, and because both students and faculty are invested in making the experience a success. This kind of experience has only limited scalability to the whole institution. Students will likely find themselves in offices acting as file clerks, answering telephones, or making copies.

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?

N/A

4. 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?

MCC has strong partnership with internal stakeholders including Academic Services, Student Services and EDIWS.

Academic Services focuses on Curriculum matters, particularly course learning outcomes and the overall academic integrity and connection to MCC's curriculum.

Student Services, through Career Services as its lead, has a robust series of programming to assist students in obtaining an applied learning opportunity.

This includes:

- Resume development through individual career counselor appointments, resume walk-in hours, workshops (CAR 110 Building Your Resume & CAR 210 Your Resume: The Finishing Touches), and presentations on creating a professional resume for classes and student groups.
- The Career Readiness Workshop Series has been implemented to assist students prepare for successful placement in an applied learning experience and successful job placement. This workshop series includes: **CAR 105 Career Exploration & How to Choose a Major; CAR 110 Building Your Resume; CAR 115 Successful Interviewing; CAR 120 Social Media & Career; CAR 200 Locating the Right Opportunity Job / Internship Search Methods; CAR 205 Soft Skills** *What are they? Why are they important? How can they be strengthened? Learn how to effectively express these important attributes in an interview.*; **CAR 210 Your Resume: The Finishing Touches; CAR 215 Mock Interview; and CAR 220 Professional Networking Social Media and Career, Informational Interviewing, Job Shadowing, and more.**
- The Disney co-op is managed and promoted through the Office of Career Services.
 - Information tables, information sessions for parents and prospective participants, and individual meetings are offered to promote and educate students on the potential opportunities through this program to gain applied learning experience.
 - Track student participation and progress.
- Offer individual meetings with students to explore applied learning opportunities and the process/steps to prepare for a successful placement.
- Online promotion of applied learning opportunities through Purple Briefcase, Resume Referral web page and the co-op web page.
- Assist students in identifying steps and process to obtaining co-op placement along with identifying potential opportunities (BUS 275 regularly & CE 260 for students facing challenges obtaining a placement).

Economic Development & Innovative Workforce Services Division (EDIWS) continues to work closely with community businesses to seek new approaches and partnerships to meet the training needs of our regional workforce.

New approach being considered

- Would like to be more aggressive in the promotion of applied learning along with its importance to **ALL** students but there is no avenue to acknowledge experience for those not involved in specific academic coursework.
- Without a way to acknowledge the experience, it remains a challenge to have students' self-report experiences that took place apart from their academic program.
- Development of a process that allows students to have an applied learning opportunity acknowledged (no academic credit awarded) after it has been completed.
- Process proposed could allow students to submit a request for an applied learning acknowledgement letter to share with future employers and add to their portfolio. Students will submit request, which will include the name, and location of the organization the applied learning took place, dates completed, hours worked, employer

contact information, etc. Student must also identify learning that took place that was related to their career goals.

- Potential development of proposal to have non-credit applied learning experiences noted on transcripts
- Applied Learning Days based on Schools model