



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Niagara County Community College
Date:	4/15/2016
Narrative Compiled by:	Alissa Shugats Cummings
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><u>Program-Level Data Collection</u>: Programs that do or do not include applied learning experiences will be distinguished in Banner Production with designations. Reporting procedures have been set up in ARGOS to capture this information.</p>

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	Applied Learning Attribute Codes	Attribute Code Description
	APLR	Applied Learning Required
	APLO	Applied Learning Optional
	APLN	Applied Learning None
	<p><u>Course-Level Data Collection</u>: A Banner attribute will be created on STVATTR for Fall 2016 that will allow data collection on each course section identified as approved applied learning. Designation at the course section level is necessary because, in some circumstances, not all sections of a single course are classified as applied learning. For example, there may be twenty-five ENG101 offerings but only one of those is taught by a faculty member providing an approved applied learning experience. Course sections will be designated as applied learning by each academic division. Reporting procedures have been set up in ARGOS to capture this information.</p>	
	Applied Learning Attribute Codes	Attribute Code Description
	ALCL	Appl Lrng Clinical Placement
	ALCM	Appl Lrng Community Service
	ALCO	Appl Lrng Cooperative Educ
	ALCV	Appl Lrng Civic Engagement
	ALCW	Appl Lrng Creative Works
	ALEN	Appl Lrng Entrepreneurship
	ALFL	Appl Lrng Field Study
	ALIN	Appl Lrng Internship
	ALOT	Appl Lrng Other Real/Life Work
	ALPR	Appl Lrng Practicum
ALRS	Appl Lrng Research	
ALSL	Appl Lrng Service Learning	
ALTR	Appl Lrng Travel/Exchange	

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	<u>Student-Level Data Collection:</u> Data on student participation in applied learning experiences will be collected via Banner Production for graded credit-bearing experiences and co-curricular transcripts for non-credit ungraded experiences. For credit-bearing experiences, a reporting procedure has been set up in ARGOS that uses the attributes assigned for course section-level data collection and which lists student identification number, name, major, course subject course number, section, and student grade, and which sorts each type of applied learning according to attribute code.
Question 2	What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities? Please see Part II, #1 above.
Question 3	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)? We are in the process of identifying and defining institutional learning outcomes, some of which will be met through applied learning experiences.

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Niagara County Community College
Date:	4/15/2016
Narrative Compiled by:	Alissa Shugats Cummings
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>Part 1: There are a myriad of ways faculty responsibilities for oversight and assessment of applied learning experiences on and off campus are structured and executed, dependent on type of experience, whether it is a new or an ongoing experience, and according to how the experience is positioned relative to course and certificate/degree program requirements. Applied learning partners are identified by teaching faculty, students, Career Services personnel, and/or in consultation with certificate and degree program advisory boards.</p>

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	<p><u>Clinical:</u> Faculty oversight varies according to clinical type but include, coordinator creates plan for clinical rotations to match content area taught in the classroom and to fit in the master scheduling for students and classes, submits requests to each hospital agency, and coordinates with the staff at the agency; faculty member coordinates clinical placements and oversees clinical component of program, including maintaining established assessment standards; academic coordinator of clinical education coordinates clinical placements and oversees clinical component of program; faculty work closely with clinical sites to ensure student experiences integrate theory and practice; faculty continuously assess student activities according to accreditation standards, professional practice, and academic benchmarks, providing ongoing guidance and formal feedback at critical points.</p> <p><u>Practicum:</u> Professors and lab coordinators are responsible for providing students with hands-on application of skills developed in meeting other certificate and degree program requirements; in applying what they have learned, students are expected to experience a level of detail not accessible in other classroom settings and faculty assessment of skill acquisition is oriented accordingly; faculty assess students' demonstration of competency in applying specific knowledge content areas; some practicum experiences are a collaborative effort between faculty and students in planning and execution while others are completely faculty-driven; faculty integrate skill and theory-based frameworks and continuous assessment and guidance.</p> <p><u>Field Study, Internship, and Cooperative Education:</u> Program Coordinators and professors meet with students prior to the start of these experiences to provide all necessary documents and to ensure meaningful selection of field study/internship/cooperative education sites; all necessary preparatory documents are developed in consultation with the instructor, site sponsor, student, and/or Career Services (documents include resumes, cover letters, and status tracking sheets); site sponsors and faculty meet with students prior to beginning their work experience to establish personal goals within the framework of established student learning outcomes for the course and to ensure shared understanding of roles and expectations and/or attend mandatory orientation sessions; students and site staff are provided with handbooks that outline expectations and academic requirements; all participants receive in writing the guidelines, learning outcomes, goals/objectives of learning activities, and the expectations for student learners and site personnel; faculty adhere to an established meeting schedule with students and site staff to review student progress, time, attendance, and progress toward meeting requirements; faculty meet with students regularly to review journaling, engage in reflective discourse, and plan collaboratively for successful completion of experience; faculty provide students with feedback in both rubric and narrative format in</p>

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	<p>collaboration with site staff as an ongoing part of experience; at the conclusion of experience, written suggestions for improvement are solicited from all parties.</p> <p><u>Service Learning:</u> Faculty access established opportunities for community service or identify community needs locally or internationally that are not being met; faculty work with students to develop and apply student learning outcomes aligned with and in support of academic content; faculty work with students and community or international organization designees to develop meaningful experiences that benefit the community and provide students with opportunities for reflection and personal growth in service to the community.</p> <p><u>Community Service:</u> Faculty or students access established opportunities for community service or identify community needs that are not being met; faculty work with students and community organization designees to develop meaningful experiences that benefit the community and provide students with opportunities to support community development .</p> <p><u>International and Domestic Travel/Exchange:</u> Faculty coordinating international travel opportunities do so either (1) in collaboration with faculty at other institutions offering credit-bearing study abroad or (2) through development of independent special topics courses; faculty strategically plan to ensure students have the opportunity to connect what they are learning as part of their academic programs and to build knowledge in a culturally and professionally relevant environment that cannot be replicated at their home campus; faculty travel with student cohorts and engage in the same processes they use on the home campus to assess student activities according to professional practice and academic standards, providing ongoing guidance and formal feedback at critical points.</p> <p>Part 2: Approval of new or customized faculty-initiated activities that results in a new course must follow the Faculty Senate Curriculum Committee process for course approval. Curriculum Committee is made up of 2 elected representatives from each academic unit and the Assistant Vice President of Academic Affairs.</p> <ol style="list-style-type: none"> 1. New matters to be acted on by the Committee must first be reviewed by the representative's division/unit. If a proposal submitted to an academic division/unit has been rejected by that division/unit, the concerned faculty member(s) shall have recourse by presenting the case directly to the Committee. 2. All proposals for curricular changes must follow the appropriate guidelines outlined in the Faculty Handbook. 3. All submissions must include a cover letter that describe the proposal for consideration and all submissions must have received Division approval prior

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	<p>to review by Curriculum Committee. Each item below must be carefully considered:</p> <p>I. Justification for submitted material in memo form: (a) Background and (b) Justification (e.g., needs of, and benefits to, students, program/department, college, accreditation, etc.)</p> <p>II. Curriculum Proposal: (a) Description with side by side comparison of existing and proposed change(s), (b) SUNY Transfer mobility four semester grid completed and in compliance, (c) Student learning outcomes, (d) Timeline (e.g., implementation, transition), (e) Projected outcomes (e.g., student enrollment, visibility, expand course offering, etc.), and (f) Evaluation procedure</p> <p>III. Consultations: (a) Division Approval, (b) Profession/Discipline (e.g., advisory boards, accreditation bodies), (c) Library holdings (Is the bibliography complete?), (d) Impact college-wide, and (e) College wide governance process followed</p> <p>IV. Resource Implications : (a) Students (e.g., enrollment issues, graduation timeline), (b) Department (e.g., faculty, advising, workload, course offering), and (c) Support (e.g., facilities, library)</p> <p>V. College Requirements/Policies: (a) Major/Minor/Certificate, (b) Four semester breakdown (Is it sequential? Are pre-requisites chronological?), (c) Foundation requirements (Are Foundation courses listed as pre-requisite?), (d) Articulation agreements, (e) Review of existing and proposed curriculum changes, (f) Are additional credits for program completion additionally justified?, (g) Are General Education Requirements being met?, and (h) Are Applied Learning guidelines being followed?</p> <p>4. Curriculum Committee will recommend to the Faculty Senate such action as it considers advisable in the development of new and existing curricula.</p>
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> <ul style="list-style-type: none"> • Faculty who create an independent credit-bearing applied learning experience tailored to an individual student's academic or career goals receive a stipend for their role in developing and overseeing the experience. • The college funds the Faculty Resource Center for Academic Excellence (FRCAE), an on-campus resource center for faculty, coordinated by a full-time faculty member. FRCAE is open every day for faculty seeking professional guidance and support. The college also supports a weeklong in-house professional development schedule for all faculty immediately prior to the spring semester; this and other on-campus professional development are coordinated by Faculty Senate's Professional Development Committee.

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	<ul style="list-style-type: none"> Faculty belong to a number of professionally affiliated and academic membership organizations that provide Continuing Education Units, professional development, and opportunities for sharing best practices with colleagues who are also charged with developing, implementing, and overseeing applied learning experiences. There are individual memberships as well as institutional memberships. Many faculty attend or present at regional and national conferences, and assume leadership roles on governing boards, executive councils, and as committee chairs for these organizations.
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Faculty who want to initiate new activities are encouraged to do so using professional development opportunities, in consultation with colleagues, and using resources available through FRCAE.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <ul style="list-style-type: none"> The majority of applied learning opportunities are part of established academic programs, and are present either as credit-bearing courses or embedded in credit-bearing courses, or are offered through Student Life, and are part of the established workload for faculty and student services personnel in oversight roles. Faculty and student services professionals are compensated according to their collective bargaining contract. Faculty who create an independent credit-bearing applied learning experience tailored to an individual student's academic or career goals receive a stipend for their role in developing and overseeing the experience.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

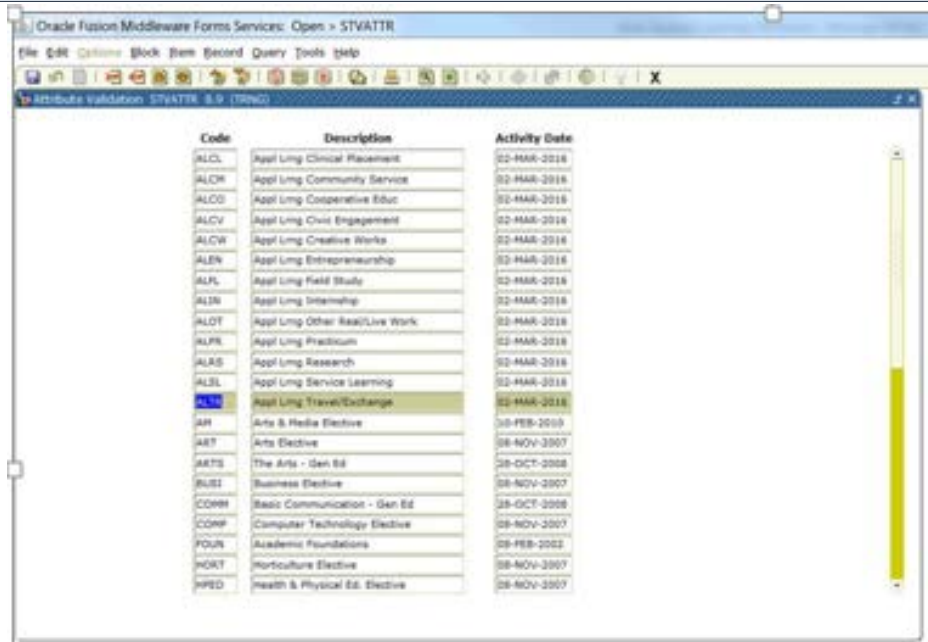
Student Engagement

Due April 15, 2016

Campus Name:	Niagara County Community College
Date:	4/15/2016
Narrative Compiled by:	Alissa Shugats Cummings Click here to enter text.
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <ul style="list-style-type: none"> Students will be able to perform an online search for approved applied learning course offerings by attribute. The attributes will be tied to the course sections so the course sections will be designated as such when students are creating their course schedules.

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The screenshot shows a web browser window displaying a table of applied learning activities. The table has three columns: Code, Description, and Activity Date. The 'AppL' row is highlighted in green.

Code	Description	Activity Date
ALCL	Appl Lrng Clinical Placement	02-MAR-2016
ALCR	Appl Lrng Community Service	02-MAR-2016
ALCO	Appl Lrng Cooperative Educ	02-MAR-2016
ALCV	Appl Lrng Civic Engagement	02-MAR-2016
ALCW	Appl Lrng Creative Works	02-MAR-2016
ALEN	Appl Lrng Entrepreneurship	02-MAR-2016
ALFL	Appl Lrng Field Study	02-MAR-2016
ALIN	Appl Lrng Internship	02-MAR-2016
ALOT	Appl Lrng Other Real/ive Work	02-MAR-2016
ALPS	Appl Lrng Practicum	02-MAR-2016
ALRS	Appl Lrng Research	02-MAR-2016
ALSL	Appl Lrng Service Learning	02-MAR-2016
ALV	Appl Lrng Travel/Exchange	02-MAR-2016
AR	Arts & Media Elective	09-FEB-2003
ART	Arts Elective	08-NOV-2007
ARTS	The Arts - Gen Ed	28-OCT-2008
BUSI	Business Elective	08-NOV-2007
COMM	Basic Communication - Gen Ed	28-OCT-2008
COMP	Computer Technology Elective	08-NOV-2007
FOUN	Academic Foundations	08-FEB-2003
HORT	Horticulture Elective	08-NOV-2007
HPED	Health & Physical Ed. Elective	08-NOV-2007

- Students who want to complete an elective (i.e. not part of a certificate or degree program) credit-bearing internship or cooperative education experience can go to Career Services and meet with an advisor who can help them to (1) identify potential work sites that provide opportunities to apply what they learn through their coursework as aligned with career goals, (2) initiate contact with a faculty member to act as liaison and to further develop goals and objectives, and (3) register for the appropriate elective 1, 2, or 3-credit course so they get academic credit for their work.

Question 2

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?

Information about applied learning activities is built into the orientation and advising process, as follows:

- Students who attend Open House are provided access to information on, and the opportunity to ask questions about, a variety of applied learning experiences.
- A brief presentation and overview of credit-bearing and non-credit optional applied learning experiences occurs at New Student Orientation.
- An outline of degree and certificate-specific applied learning experiences will be available in the mandatory READY (REgistration and Academic DiscoverY) Online Orientation.

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	<ul style="list-style-type: none"> • New students who come to their in-person READY advisement and registration session will be informed about these experiences during the Career Services presentation on building professional and/or employment specific skills and experience. • Students in certificate and degree programs that feature required or optional applied learning experiences will be provided information about these credit-bearing opportunities when meeting with their academic advisor each semester. • When students search for courses via Banner Web, they can search according to type of applied learning, just as they can search according to general education category, elective attribute, etc. • An overview of applied learning and definitions for each type of experience will be available in the college's catalog online.
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>Part 1: Please see Part IV, #4. Part 2: Informal and Formal Grievance Processes</p> <p>A. Informal Academic Grievance Process Niagara County Community College is an academic community dedicated to collegial interchange. As such, a student who feels he/she has a legitimate academic grievance shall first try to resolve his/her concern informally by following appropriate channels.</p> <ol style="list-style-type: none"> 1. A student who thinks he/she received unfair academic treatment by a faculty member should first talk with the faculty member. Often the faculty member can provide additional information to justify a policy or practice, or the student and the faculty member can work out a way to resolve the concern(s). This discussion shall take place within 30 working days from the point that the alleged action occurred, or that the student could reasonably have known the alleged action occurred. 2. After talking with the instructor, a student who still thinks he/she received unfair academic treatment shall discuss his/her concern(s) with the Program Coordinator of the faculty member's division. The goal of this meeting is to provide another means of resolving the concern(s) with participation of all parties involved. 3. After talking with the Program Coordinator, a student who still thinks he/she received unfair academic treatment shall discuss his/her concern(s) with the appropriate Division Chairperson of the faculty member's division. The instructor and/or program coordinator may be asked to attend this meeting. The goal of this

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	<p>meeting is to provide another means of resolving the concern(s) with participation of all parties involved.</p> <p>4. Only if the concern(s) is not resolved within the division should the student contact the Office of Academic Affairs. There the student shall have an opportunity to discuss his/her concern(s) with a member of the administrative staff, who shall also attempt to resolve and mediate the concern(s). Should this not result in a solution, the student shall be advised of the steps involved in the Formal Academic Grievance Process and his/her rights and responsibilities.</p> <p>(Note: There are some extenuating situations where a student may feel very uncomfortable discussing a concern with a faculty member, program coordinator, and/or division chair. In these circumstances, the student may first need to discuss his/her concern with the Vice President of Academic Affairs, or designee. The Vice President of Academic Affairs, or designee, will handle these situations on a case-by-case basis and work with the student and faculty member to mediate the concern informally.)</p> <p>5. Both faculty members and students have the right to express their opinions. The burden of proof to substantiate the existence of the unfair academic treatment shall rest with the student(s).</p> <p><i>B. Formal Academic Grievance Process</i></p> <p>If a student who feels he/she has a legitimate academic grievance does not resolve his/her concern through the Informal Academic Grievance Process, then the student may seek resolution through the Formal Academic Grievance Process.</p> <p>The purpose of the Formal Academic Grievance Process is to reach one of the following outcomes:</p> <ol style="list-style-type: none"> 1. Affirm the student's declaration of unfair academic treatment and approve the student's remedy to his/her concern(s). 2. Affirm the student's declaration of unfair academic treatment and modify the student's remedy to his/her concern(s). 3. Dismiss the student's declaration of unfair academic treatment. <p><i>C. Hearing</i></p> <p>The purpose of the Hearing is for the Academic Grievance Board to decide if the subject matter of the student's concern(s) is grievable or not grievable.</p> <ol style="list-style-type: none"> 1. The student(s) shall initiate the formal academic grievance process, by filing an academic grievance, in writing, with the Office of Academic Affairs within five (5) working days from the point at which it was determined that his/her concern(s) cannot be resolved through the Informal Academic Grievance Process. 2. The advocate shall advise/assist the student(s) throughout the Hearing.

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	<p>3. The Academic Grievance Board shall initiate the Hearing within ten (10) working days of receiving notice of the academic grievance.</p> <p>4. The only parties that shall be present for the Hearing are the Academic Grievance Board members, the student(s) filing the academic grievance and his/her advocate, and the faculty member(s) charged with the academic grievance and his/her advocate. All participants should refrain from discussing the aspects of the academic grievance outside the hearing setting.</p> <p>5. Following all the presentations, the Academic Grievance Board shall go into executive session to decide if the subject matter of the student's concern(s) is grievable. The Academic Grievance Board shall only consider information presented during the Hearing.</p> <p>6. The Academic Grievance Board shall submit a decision, in writing, to the Vice President of Academic Affairs, or designee, within two (2) working days after completion of the Hearing.</p>
Question 4	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p><u>Credit-bearing Activities:</u></p> <p>Course Level: Each approved applied learning experience has continuous improvement and student reflection and feedback built into the experience according to SUNY criteria for approved applied learning experiences. Every student also has the opportunity to formally and anonymously provide feedback on all credit-bearing courses at course completion, and faculty responsible for overseeing applied learning experiences use this information to improve ongoing offerings.</p> <p>Program Level: The PEER (Program Excellence Review Evaluation; occurring every 4 years) Review Process includes students in program assessment. Each PEER includes an interview with students from the certificate or degree program, and feedback on applied learning experiences is part of the process for programs which feature these experiences.</p> <p>Institution Level: The college is currently developing trend analysis methodology to apply student feedback institution-wide to guide assessment and improvement of these activities.</p> <p><u>Non-credit Activities:</u></p> <p>Programming Level: Each approved applied learning experience has continuous improvement and student reflection and feedback built into the experience according to SUNY criteria for approved applied learning experiences. Because our current non-credit applied learning activities heavily engage students in the</p>

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	planning process, faculty and student services professionals are able to convey past perils and success to students and they can then work together to evolve the applied learning activities according to this information. Institution Level: The college is currently developing a trend-analysis methodology to apply student feedback institution-wide to guide assessment and improvement of these activities.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	Niagara County Community College
Date:	5/1/2017
Narrative Compiled by:	Alissa Shugats Cummings
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p>

Campus Name:	Niagara County Community College
Date:	5/1/2017
	<p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>We do not currently measure any impacts of campus-approved applied learning in aggregate.</p> <p>Student Learning Outcomes are measured by supervising faculty.</p> <p>In addition, for some of our applied learning experiences (ex. internships), we do gather data via exit interviews with site supervisors and we track which experiences result in transition to jobs at those sites.</p>
Question 2	<p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>The challenges to making applied learning experiences a graduation requirement assume a place of primacy in consideration of whether we should make applied learning a requirement. See Part VII, Q2.</p>

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	Click here to enter text.
Date:	Click here to enter a date.
Narrative Compiled by:	Click here to enter text.
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> <p>The Nursing and Allied Health programs (Nursing, Practical Nursing, Massage Therapy, Medical Assistant, Phlebotomist, Physical Therapist Assistant, Radiologic Technologist, Surgical Technician) have affiliations with hospitals, imaging centers, private physician offices, and other healthcare providers. They have built extensive and far-reaching relationships with partners all across the Buffalo-Niagara region,</p>

Campus Name:	Click here to enter text.
Date:	Click here to enter a date.
	<p>including teaching hospitals collaborating with University at Buffalo, including the following: Bertrand Chaffee Hospital, Briody Nursing Home, Buffalo General Medical Center, Catholic Health System, Community Health Center of Buffalo, Inc, Cradle Beach Camp, DeGraff Memorial Hospital, Eastern Niagara Hospital, Eastern Niagara Hospital at Lockport, Eastern Niagara Hospital of Newfane, Elderwood Senior Care, Erie County Medical Center, Excelsior Orthopaedics, Grand Island School District, Great Lakes Medical Imaging, Horizon Health Services, Jericho Road Community Health Center, Kaleida Health, Kalos Health, Kenmore -Tonawanda School District, McGuire Group, Millard Fillmore Suburban Hospital, Mt. St. Mary's Hospital, Niagara Falls City School District, Niagara Falls Memorial Medical Center, Niagara Hospice, Niagara Wheatfield Central School District, Odd Fellows & Rebekah Nursing Home, Orleans Community Health, Our Lady of Peace, Schoellkopf Health Facility, Schofield Residence, Suburban Pediatrics, Summit Health Plex, Sweet Home Central School District, Tonawanda City School District, United Memorial Medical Center, Veteran's Association WNY Healthcare System Buffalo, Venture Forthe, Inc., Visiting Nurses Assoc. of WNY and Children's Hospital Home Care, Western New York Children's Psychiatric Center, Western New York Immediate Medical Care, Wilson Central School District, Windsong Radiology, and Wyoming County Hospital.</p> <p>The Horticulture program collaborates with businesses (landscape installation & maintenance firms, greenhouses, garden centers, florists, landscape architects), non-profits (botanical gardens, historical sites, community organizations), and states/municipalities (state parks, municipal parks) to offer practical experiences for students.</p> <p>Criminal Justice faculty partner with state and municipal criminal justice agencies. These include department heads, first line supervisory personnel, and employees. Department heads approve the acceptance of interns and rules and regulations. First line supervisors approve scheduling and monitor internships. Employees interact with interns on a daily basis, providing the hands-on internship experience.</p> <p>Culinary and Pastry Arts students have many opportunities for applied learning on site at the college's Niagara Falls Culinary Institute, a facility developed and built upon the principles of work-based academic experiences.</p> <p>Hospitality program faculty work with businesses to place students at internship sites, allowing students to learn what it is to abide by industry rules and regulations. The college also hosts corporations through Workforce Development and offers opportunities for students to work and learn one-on-one alongside these industry professionals.</p> <p>Human Services program faculty work to develop and expand opportunities for applied learning in the community, and are currently partnered with multiple organizations serving Niagara County, including Community Missions, Inc., and</p>

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	<p>others also serving the homeless and needy. Students' roles are not limited to traditional human services work, but also fundraising and service delivery management.</p> <p>Physical Education Studies students participate in field experiences which introduce the student to various motor learning principles and factors influencing the acquisition of motor skills, and includes direct observation and participation at area elementary, intermediate, and high schools.</p> <p>Personal Training program off-campus collaborators are primarily fitness centers in the area. Professional trainers from those facilities partner with our students to provide insight into contemporary professional practice as it applies to the coursework.</p> <p>Business Education Division students participate in internships and field placements through a shared course. The variety in these experiences represents their enrollment in a broad range of programs offered in that division, from Administrative Assistant to Accounting to Business Administration. Faculty engage external partners and maintain ongoing relationships so students have access to multiples sites, which have established relationships with the college.</p> <p>The Recreation Studies program has relationships with many organizations but primarily interacts with New York State Recreation, Parks, and Historical Preservation. Some students have been offered full-time employment upon completion of their required field experiences. The academic program is engaged in ongoing project development through NYSRPHP, allowing each student to participate in multiple capacities.</p> <p>.</p>
Question 2	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p>The majority of support for applied learning occurs through certificate and degree program coordinators, at the department level. Additional support occurs through Career Services for stand-alone cooperative education courses housed in that office and as a source of guidance for academic departments.</p>

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	<p>In some programs, and for some types of applied learning (i.e. practical), all experiences take place in class, without off-campus collaborators.</p> <p>All affiliation agreements are submitted through the academic departments, the Vice President of Finance and Information Technology, the Vice President of Academic Affairs, and the President's office for signature. Additionally, the Assistant Vice President for Nursing and Allied Health must approve all health program agreements.</p> <p>For Nursing and Allied Health programs, roles vary according to agency and placement within agency, but coordinators ensure students are working with agency patients and clients in a clearly defined capacity that meets student learning outcomes and program goals.</p> <p>The Horticulture Program Coordinator handles all necessary documentation, conducts all sites visit, student assessments, site sponsor meetings, etc.</p> <p>The Criminal Justice Department maintains a Field Studies Coordinator that arranges and monitors all internship placements. The coordinator is in continuous contact and meets with agency personnel throughout the semester.</p> <p>Contact information for Human Services faculty is provided to internship coordinators in the form of a handbook. Recruiters come on campus to meet with students in class when they have positions available. Many are invited to the appreciation dinner sponsored by the NCCC President's office in the fall semester.</p> <p>The Recreation Studies program coordinator works diligently to nurture reciprocal relationships with community partners. For example, as part of their relationship with New York State Recreation, Parks, and Historical Preservation they have conducted three GIS (Geographic Information Systems) seminars on our campus with NYSRPHP biologist staff that assisted with the mapping of landscapes containing invasive species and have been active in their FORCES (Friends of Recreation, Conservation, and Environmental Stewardship) initiative. Students have completed projects for the program that have become integral parts of the educational and environmental conservation work of NYSRPHP, and are directly accessible to the public.</p> <p>Physical Education Studies students often seek out internship opportunities on their own, often returning to their former high school and middle schools. The program</p>

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	<p>coordinator works closely with school district superintendents to develop and approve student placements.</p> <p>Personal Trainer program faculty maintain ongoing relationships with multiple sites. If a student has a keen interest in working with a fitness center the college has not collaborated with in the past, faculty will engage the owner/manager directly.</p> <p>Hospitality, Culinary Arts, and Pastry Arts faculty engage industry partners one by one. Relationships are built around an understanding of their needs, as well as the needs of the students to ensure they align for a mutual benefit both academically and operationally.</p> <p>Teacher Assistant certificate students work with the program coordinator to identify sites appropriate to the type of work and populations they plan on working with as professionals.</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Program and/or internship coordinators commit considerable effort and time networking with industry leaders, conducting professional development programs and integrating events into program curriculum for students in order to generate new community partners. In high demand programs, external constituents will often contact a program coordinator or faculty member to initiate development of an internship relationship.</p> <p>Career Services personnel use their broad range of employer contacts to identify potential applied learning partners and facilitate communication between these constituents and the campus community. If students have identified potential applied learning opportunities, Career Services personnel and/or program/internship coordinators work to develop relationships and initiate affiliation agreements with these sites in support of students' academic and career goals. Our program advisory boards, made up of prominent members of the business community, are supportive, offer invaluable guidance, and share their connections to assist the college in continuously growing its community networks.</p> <p>We engage industry partners one by one, as needed. Relationships are built around an understanding of their needs as well as the needs of the students to be sure they align for mutual benefit both academically and operationally.</p>

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Question 4	<p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> <p>Many of our programs have established reputations as regional leaders in their respective fields. The college reviews affiliation agreements periodically, and programs/internship coordinators and Careers Services work to identify market niches that support the goals of our certificate and degree programs. Our relationship with the local labor community is valuable and constantly growing.</p> <p>Through the applied learning initiative processes, the college has identified campus departments with a strong infrastructure to support applied learning and those that need further support to build upon what is already established. Ideally, the college could move to a more centralized applied learning model to support these initiatives, and increase resources devoted to identifying, developing and monitoring new partnerships. Some departments have expressed an interest in this model. As the campus is currently in a period of executive leadership transition, we are looking forward to outcomes that translate into an institutional initiative toward supporting applied learning.</p>

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

Campus Name:	Click here to enter text.
Date:	Click here to enter a date.
Narrative Compiled by:	Click here to enter text.
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>No, we will not make applied learning a graduation requirement, though we will continue to make it available to every one of our students.</p>
Question 2	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <ol style="list-style-type: none">1) The program caps required by SUNY’s seamless transfer initiative make adding an applied learning opportunity to certificate and degree programs that do not already require one especially difficult. The nature of the relatively small number of courses required by certificates and associates

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	<p>degrees means program requirements have been thoughtfully and carefully considered because there is little room for omissions and no room for additions. Embedding applied learning experiences in current courses rather than featuring the experience as a stand-alone course in programs is a considerate option, but in a single course, it displaces important course content that is required to ensure students gain a comprehensive understanding of the subject.</p> <ol style="list-style-type: none"> 2) The college does not have the resources to hire coordinators or faculty to oversee implementation. Current student services personnel and faculty are already at maximum capacity in their roles, between committee work, academic commitments, and meeting student needs. With a shrinking student population, this type of hiring is not possible. 3) Faculty and student services personnel are also the academic advisors on campus; the college does not have a core of independent advisors. Advisors are certainly capable of advising students on all matters academic, including applied learning, but the fact of placing all students from colleges like ours, with open admission policies, brings a host of other challenges not easily managed. The issues lie requiring every student in that broad range of academic capabilities to engage in an applied learning experience. With this comes a whole other level of work regarding identifying applied learning experiences and/or appropriate course substitutions, a collaboration between faculty and the office of Accessibility Services. This process is extremely detail-oriented and time-consuming, and creates a currently unsupportable administrative burden on the institution. 4) Requiring an applied learning experience that would occur off campus creates an added barrier for our students, who often struggle with transportation. We are situated in a rural area without a strong public transportation infrastructure in the surrounding communities. In addition, many of our students are single parents who struggle with childcare and maintaining a schedule that allows them to meet their children’s needs. It is a persistence and retention issue. 5) Many students are in Liberal Arts programs and intend to gain some credits or a degree and then transfer to a baccalaureate-degree granting institution. Career non-specific programs create a challenge in that they would require that the college either (1) develop enough elective applied learning courses and experiences to meet the career and/or personal development goals of those students and/or (2) tailor applied learning experiences to each Liberal Arts student based on their career and/or personal development goals. Again, this places a currently unsupportable administrative burden on the institution. <p>Student Government voted 7-3 against making applied learning experiences a graduation requirement.</p>

Campus Name:	Click here to enter text.
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	Faculty Senate voted unanimously against making applied learning experiences a graduation requirement.
Question 3	<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>Not applicable.</p>
Question 4	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>Our plan for sustaining current and future applied learning work is the same one we had before the initiative began, with one exception: as a result of the applied learning initiative, we have examined our current offerings and have worked to ensure they meet the criteria SUNY provided for approved applied learning experiences.</p>

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