



SARANAC LAKE . MALONE . TICONDEROGA

## **Applied Learning Section II-IV Submission**

### **Overview**

As part of the SUNY Applied Learning initiative, campuses are tasked with developing and implementing a plan by which applied learning activities will be offered and tracked for student engagement and assessment. This document addresses Parts II-IV of North Country Community College's campus plan for the SUNY Applied Learning initiative. As such, it includes:

- Part II - Data Collection and Reporting
- Part III- Faculty Engagement
- Part IV – Student Engagement

Earlier in February 2016, we submitted Part I – An Overview of Applied/Experiential Activities at North Country Community College.

### **Part II- Data Collection and Reporting**

*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, as well as student learning outcomes.*

Given that the bulk of our applied learning experiences are compulsory within degree programs, the identification of the number of students engaging in applied learning each semester is readily available through our course management system. Our Vice President for Academic Affairs (or their designate) will annually tally the number of students who enroll and successfully complete applied learning experiences. This will be done during the summer following the academic year.

Student-learning outcomes are tied to successful completion of the applied learning experiences and in all but one case are tied specifically to final grades in courses. In those courses, final grades will be collected using our course management system to help track and document student performance. As need be, further details regarding performance on student learning outcomes will be sought from the departments which sponsor the applied learning experience. In the case of the course(s) where the applied learning experience is part of the course requirements, we will collect the grades for that course(s) independently following each semester it is offered.

### **Part III – Faculty Engagement**

*Provide an overview of faculty responsibilities regarding oversight and assessment of approved applied activities. Describe how faculty who currently oversee these activities are supported as well as methods for supporting new activities.*

At North Country CC, the curriculum and its assessment are the responsibility of the faculty. It is the faculty, through the academic departments and the shared governance system, that determine the courses and programs offered, including the course-level and program-level outcomes and

their assessment. Assessment activities occur largely within departments and those results are collated and tracked by our Associate Dean of Academic Affairs. This is a formal support provided to all departments. In some of our specialized programs (i.e. Allied Health, among others) other formal supports are in place. For example, in our Nursing Department, we added a full-time Clinical Coordinator beginning in the 2014-15 academic year, to oversee the clinical rotations of our LPN and RN students. In our Radiologic Technology program, one of our full-time Rad Tech faculty members has 40% of their teaching responsibilities in the coordination of clinical activities. In our Massage Therapy and Wilderness Recreation Leadership programs, both full-time and part-time staff receive load/salary to oversee and/or deliver clinical and other applied learning experiences. Faculty members who teach these courses do so as part of their contractual obligations and thus are financially remunerated. Those who teach these courses beyond their contractual obligations receive payment via overload. There is also an expectation that full-time faculty members contribute to the life of the department they are part of, and at North Country CC, that includes partaking in assessment activities.

New activities would follow the system that is currently in place. At North Country CC, the formal process begins at the department-level and works its way through our shared governance system. If a new idea was deemed appropriate, we envision it being supported using the same process identified above.

#### **Part IV – Student Engagement**

*Provide an overview of the initiatives and supports offered to students who are interested in taking approved applied activities. Describe how activities are promoted and maintained. Include the roles and responsibilities of students/facilitators. Include the process by which student feedback will be included in each specific applied learning activity, and what processes exist to help students navigate if they are placed in a negative or illegal applied learning experience.*

All of the applied learning activities, whether required or voluntary, are part of a degree or a certificate program. Thus, students interested in partaking of those are made aware of the requirements or options through multiple means including their program chairs, academic advisors, departmental faculty, our course catalogue and, in some courses, through interaction with community agencies. The roles and expectations of student and faculty members are typically outlined in course syllabi. In some programs, those roles and expectations are addressed to a greater or lesser extent in program handbooks, in seminars/individual meetings with faculty and in other program or course documents.

At the conclusion of every course, including those identified as applied-learning experiences, students are afforded an opportunity to evaluate the instructor and the course anonymously. These student evaluations help instructors better align the course with their objectives and expectations for student learning outcomes. Informal feedback through journal entries, site-visit reports, logs and the like provide faculty with more timely input on the subjective experience of the student. This form of checking-in provides the faculty member an opportunity to intervene immediately in the event that students are placed in negative or illegal experiences. Furthermore, behaving ethically, whether that involves behavior directed towards others or, in the case of WRL, the environment, is a topic that is weaved through many of our programs and reinforced in the applied learning activity.

# NORTH COUNTRY COMMUNITY COLLEGE

The State University of New York

SARANAC LAKE . MALONE . TICONDEROGA

May 1, 2017

SUNY  
Applied Learning

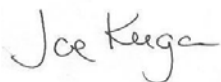
Re: North Country Community College's Applied Learning Feasibility Study

Good day to you all,

On behalf of North Country Community College, I am writing regarding our applied learning feasibility study which you will find attached here.

Should you have any questions about our report and decision, feel free to contact me at your convenience.

Sincerely yours,



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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	<b>North Country Community College</b>
<b>Date:</b>	<b>4/30/2017</b>
<b>Narrative Compiled by:</b>	<b>Joe Keegan/Cammy Sheridan</b>
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to determine campus capacity to support applied learning. Part V should be submitted as a <b>descriptive narrative</b> regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Do you currently measure impact of campus-approved applied learning on the local community and workforce? If so, what methods do you employ?</p> <p><b>Currently, there is no formal measurement of the impact on the local community and workforce. We anecdotally receive information on the impact from our community from those agencies and institutions that host our students in their applied learning experience. For example, our AAS program advisory boards include employers and community representatives who work with us to provide opportunities, advise us on the how best to align those with employment needs and let us know how our students fare in their employment with them. We also receive direct feedback from agencies and institutions that host our students on their internships.</b></p>

<b>Campus Name:</b>	North Country Community College
<b>Date:</b>	4/30/2017
<b>Question 2</b>	<p>How could including approved applied learning activities as a local graduation requirement enhance or hinder student completion?</p> <p><b>While the faculty and our academic programs/departments generally support the inclusion of applied learning opportunity as part of their curricula, we do not believe it is feasible to require it as a local graduation requirement. Our approach toward applied learning has been when it is in line with the program/certificate's mission and learning outcomes, then the department can include it.</b></p> <p><b>Currently, 44% of our students are enrolled in programs where the classic applied learning activity is a requirement for graduation and another 13% in programs where they can elect to have an applied learning option. If the definition were more inclusive to include applying content taught in class to some practical end, then nearly 100% of our students would meet that goal as we require ENG 101 English Composition I in all programs and nearly all require a natural science course with a lab.</b></p> <p><b>One major hindrance to requiring applied learning experiences as a graduation component is the lack of sufficient applied learning activities available in our communities. Our campuses are located in rural settings with limited number of employers, especially large ones, who could easily absorb the scores of additional students we would ask them to support in applied learning. As it stands, with those internships and clinical placements currently offered, we find that we are in a competition for slots with students from other institutions, both SUNY and private. Additionally, there has been a tendency in some programs for increased scrutiny including background checks for students, which raises its own set of potential challenges. Requiring something similar for <i>all</i> students and finding suitable and willing partners to go above and beyond their already very generous support seems to be a very real obstacle.</b></p>
<b>Question 3</b>	<p>Please describe the campus opportunities and challenges of including approved applied learning activities as a local graduation requirement. Please describe implications for student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p><b>As noted earlier, we already have a significant percentage of our students in programs where applied learning is a requirement. In those cases, we have program learning outcomes which speak to that experience as critical to their preparation. Additionally, we have had years to plan how to best resource these opportunities, both in human and financial terms.</b></p> <p><b>While the faculty embrace the idea and have found ways to increasingly embed applied learning in their courses, there are some additional challenges that we all face. First, many of our programs are stretched as it is to provide the full</b></p>

<b>Campus Name:</b>	North Country Community College
<b>Date:</b>	4/30/2017
	complement of courses for students while ensuring alignment with transfer path requirements and the maximum of 64 credits allowed by SUNY. Adding a credit-bearing requirement for an applied learning graduation requirement raises the concern about what will need to be cut in order to make room for it. Second, while most of our AAS programs have applied learning opportunities embedded into them, those students in our AA and AS programs will be afforded a formal opportunity in their junior or senior year at the transfer institution. Finally, requiring an applied learning experience for graduation runs counter to the principles of program development and the widely recognized right of the faculty to have the primary responsibility for the curriculum.

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than **May 1, 2017**



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	<b>North Country Community College</b>										
<b>Date:</b>	<b>4/30/2017</b>										
<b>Narrative Compiled by:</b>	<b>Joe Keegan/Cammy Sheridan</b>										
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>										
<b>Question 1</b>	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. Be sure to list the responsibilities and roles for each. These may include any business/corporate, non-profit, state and other hosts/facilitators.</p> <p><b>Below is an overview of types of collaboration that occurs in programs offering applied learning experiences:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Program</th> <th style="width: 25%;">On-campus Facilitators</th> <th style="width: 25%;">Role</th> <th style="width: 25%;">Off-Campus Facilitators</th> <th style="width: 25%;">Role</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Program	On-campus Facilitators	Role	Off-Campus Facilitators	Role					
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<b>Campus Name:</b>		<b>North Country Community College</b>				
<b>Date:</b>		<b>4/30/2017</b>				
	Nursing	Faculty	Clinical Instruction; clinical prep	Area hospitals, nursing homes, outpatient centers	Create conditions to host students	
		Clinical Coordinator	Clinical Instruction; clinical prep; health records for staff and students; recruitment of clinical sites and instructors	Area hospitals, nursing homes, outpatient centers	Create conditions to host students	
	Rad Tech	Faculty	Clinical Instruction; clinical prep	Area hospitals	On-site clinical instructors overseeing student clinical rotation	
		Clinical Coordinator	Clinical Instruction; clinical prep; health records for staff and students; recruitment of clinical sites and instructors	Area hospitals	On-site clinical instructors overseeing student clinical rotation	
	Wilderness Recreation Leadership	Faculty	Preparation for practicum; Fall and winter practicums; risk management	Practitioners in field to run practicums	Daily oversight and operations of practicums; implementation on risk-management plan; operating	

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			plan; health records		within DEC requirements
	Human Services Programs	Faculty and Internship Supervisors	Preparation for internship; placement; seminar and follow-up; clinical supervision	Human services, addictions treatment and child and family services providers	Host student interns; create conditions for meaningful experience; mentor students;
<b>Question 2</b>	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on campus currently supporting these relationships.</p> <p><b>One of the many benefits of living and working in smaller communities such as ours is the relative ease with which we are able to meet and work with partners. We are fortunate that the College is the recipient of a tremendous amount of good will on the part of area businesses and agencies. This can be seen in the doors that they open to our students for applied learning activities. Those relationships are typically developed by the faculty and department chairs and nurtured over time through any number of means: agency representatives serving on program advisory boards, faculty and staff reciprocating by serving on agency or community boards. At this point, most of these efforts are decentralized and happen at the program level.</b></p>				
<b>Question 3</b>	<p>Describe how your campus engages new community partners.</p> <p><b>There is no singular way in which we engage new community partners. In some programs, such as nursing, our director and clinical coordinator are constantly networking to find new clinical rotations and new clinical instructors. In others, such as Rad Tech, there tends to be a stable cohort of providers and instructors and new ones are usually identified from existing contracts. In programs such as our human services, new partners can be found in a variety of ways including student interest. There too, we work with our advisory boards and existing partners to help us keep current on where there may be new opportunities.</b></p>				
<b>Question 4</b>	<p>What is your campus plan for supporting intentional and reciprocal partnerships? <b>Beyond what we are currently doing, there is no alternative plan at present.</b></p>				

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The State University  
of New York

SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	<b>North Country Community College</b>
<b>Date:</b>	<b>4/30/2017</b>
<b>Narrative Compiled by:</b>	<b>Joe Keegan/Cammy Sheridan</b>
<b>Summary</b>	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders. Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p><b>While we appreciate the question, our campus has decided not to require an approved applied learning activity as a local graduation requirement. As noted above, the faculty and our academic programs/departments generally support the inclusion of applied learning opportunity as part of their curricula, as demonstrated by the fact that nearly 60% of our students currently enrolled have the opportunity for an applied learning experience as part of their degree requirements.</b></p> <p><b>Our current system, which is aligned with student learning outcomes at the program level, seems to be working. Program faculty work closely with our community partners, especially in those programs which are designed for</b></p>

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<b>Question 2</b>	<p>workforce preparation, to infuse and, in many cases, require experiential learning where appropriate. These are adopted when they are aligned with assisting students in achieving the program's learning outcomes and the workforce needs. When change is needed, we are able to respond quickly to that. Additionally, we are concerned that this requirement runs counter to the principle that the curricula of an institution is the faculty's responsibility.</p>
	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>In general, many of the reasons for our decision have been articulated earlier in this document. They include the following:</p> <ol style="list-style-type: none"> <li>1. many of our programs are stretched to provide the full complement of courses for students while ensuring alignment with transfer path requirements and the 64 credits max allowed by SUNY. Adding a credit-bearing requirement for an applied learning graduation requirement raises concerns about what will be cut to make room for it.</li> <li>2. our current system, which is aligned with program outcomes, seems to be working well. Over time, as we find more applied learning opportunities that support program learning outcomes, we could expect to include those in the curriculum.</li> <li>3. while most of our AAS programs have applied learning opportunities embedded into them, those students in our AA and AS programs will be afforded a formal opportunity in their junior or senior year at the transfer institution.</li> <li>4. requiring an applied learning experience for graduation seems to run counter to the principles of program development and the widely recognized right of the faculty to have the primary responsibility for the curriculum.</li> </ol> <p>Our process included outreach to every academic department to consider in the light of their program learning outcomes and ability to support. While the faculty support the inclusion of applied learning where appropriate, there was overwhelming support not to require it for graduation. Once that was completed, we brought their decision to the College Senate, which is a widely inclusive body where faculty, staff, students and administration all have the opportunity to participate. The Board of Trustees also have a representative that was in attendance at the meeting where the Senate deliberated it. The College Senate was provided with the full complement of the positions of the academic departments and after deliberation chose to follow the faculty's lead and not support making applied learning a mandatory graduation requirement.</p>

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<b>Question 3</b>	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?
<b>Question 4</b>	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? <b>At this point, the system we have in place is working well. We will continue to work with our community partners to make sure that they can continue to support out students and work with them to find new opportunities.</b>

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