



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Onondaga Community College
Date:	4/15/2016
Narrative Compiled by:	Onondaga Community College, 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>A report will be run from the student management system, Colleague, which will list all students who are registered in approved applied learning courses. These courses will include internships, clinicals, creative arts, and other approved applied learning activities across all disciplines/departments/programs. These data will be at the</p>

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	<p>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>The Applied Learning Coordinators will be meeting with Institutional Planning & Research (IPAR) and Information Technology (IT) to develop an appropriate coding system to capture all approved applied learning data through Colleague for reporting to SIRIS.</p> <p>Service-learning (SL) is typically an optional approved applied learning activity in individual course sections. The SL Coordinator keeps track of all individual students participating in a SL experience each semester. Approved applied learning activities that are not tracked through a course in Colleague will be compiled by the individual program (e.g. CSTEP, LSAMP, Service-Learning) and reported to the Applied Learning Coordinators. The coordinators will provide a detailed report to IPAR for coding and entry into the SIRIS system along with the data pulled from Colleague.</p>
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 Applied Learning Coordinators will maintain a comprehensive list of courses that contain an approved applied learning experience. Clinical, internship, and study abroad courses are clearly designated as applied learning in the course description. Currently every student has the opportunity to engage in an approved applied learning experience through a required course in their program or by participating in an optional, approved applied learning experience.</p> <p>Every student who completes a SL experience as part of any course receives a notation on their academic transcript for that particular course. Since SL is an optional assignment within the course, the SL Coordinator verifies the successful completion for each student and submits a list to the registrar at the end of the semester.</p> <p>Due to the College's decision to transition to a new student management system in the near future, the co-curricular transcript conversation will be tabled until the new system is in place. Applied learning experiences that don't currently meet the criteria as well as approved applied learning experiences that are not connected to a course (e.g., CSTEP/LSAMP research projects, non-credit internships) will be noted on the co-curricular transcript when it is in place.</p>

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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>IPAR will use the data from Colleague to compare success rates of students who completed an applied learning experience with those who did not, by discipline, major, or course. Student persistence, retention, and graduation rate will be analyzed to determine whether there is a correlation between applied learning engagement and student success rate.</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

Campus Name:	Onondaga Community College
Date:	4/15/2016
Narrative Compiled by:	Onondaga Community College, 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>

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	<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>For most applied learning activities that are part of a course (e.g., clinicals, various internships, creative works, hospitality, etc.) the faculty vet the placement sites, in some cases obtain an affiliation agreement, develop learning objectives, monitor the placement, sometimes directly supervise the students at the site, and assess the student learning outcomes.</p> <p>For all other SL and internship opportunities, the SL and Internship Coordinators vet the placement sites, prepare the students, help connect them with the site, and ensure site placement agreements are completed. Faculty develop the learning objectives and assess the student learning outcomes.</p> <p>For research opportunities through the CSTEP & LSAMP programs, faculty at the host institution supervise the student activity. The CSTEP/LSAMP advisors monitor the activity and assess the students' final project.</p> <p>Study abroad faculty organize each trip by communicating with representatives from the host country. They develop the course, including student preparation and learning outcomes, to correspond with each individual trip. Faculty are completely responsible for oversight during the study abroad experience. Administrative support, for both faculty and students, is provided by staff in the Career & Applied Learning Center.</p> <p>Faculty can initiate new applied learning sites and activities within courses they teach with the support of the appropriate coordinators. Faculty who initiate <i>a new applied learning course</i> will follow the new course process through the curriculum faculty committee.</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>For most SL and internship opportunities, the Applied Learning Coordinators provide faculty support by developing relationships with community agencies and businesses for applied learning opportunities, preparing students, and connecting the students to the sites.</p> <p>All faculty are compensated for overseeing approved applied learning activities by the contractual credit course rate of pay. The Teaching Center provides ongoing professional development and resources to help promote and support excellence in teaching. Workshops and funding opportunities are available for faculty to learn more about incorporating applied learning into their courses.</p> <p>There are several grant opportunities that exist to support applied learning. The SUNY Works program provided faculty fellowships to develop new internship sites for select departments. The annual President's Incentive Grant is available to support projects that engage faculty in the development of research and/or projects that diversify the curriculum, academic programming, and/ or pedagogy to support student engagement, retention, persistence, and completion.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>The SL Faculty Committee received a President's Incentive Grant in 2016 to support a pilot SL Faculty Fellowship Program. Currently there are four faculty fellows working on incorporating SL into their existing courses which will be run in Fall 2016. If the program continues beyond this year, faculty will have the opportunity to apply for a fellowship on an ongoing basis.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Faculty are recognized during the promotion and tenure process not only for their own engagement but for the incorporation of student engagement experiences inside and outside the classroom. The Applied Learning Committee will explore the possibility of developing an annual Applied Learning Faculty Recognition Award.</p>

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SUNY Applied Learning Campus Plan
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Student Engagement

Due April 15, 2016

Campus Name:	Onondaga Community College
Date:	4/15/2016
Narrative Compiled by:	Onondaga Community College, 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 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 an 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> <p>Students engaging in clinical or practicum work as part of their program are assigned a clinical placement by the faculty based on the students’ interest and ability. Faculty prepare students and in most cases supervise them on site. In cases where a faculty is not present on-site, a site preceptor or supervisor is</p>

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	<p>responsible. If a student presents a new clinical or practicum site, the faculty contact the site to vet and approve the placement.</p> <p>Students engaging in SL or an internship opportunity have an initial meeting with either the coordinator or the faculty to prepare them for the experience and help them establish connection with the site. Typically the student initiates communication with the site to schedule the first meeting. Approved activity offerings are either communicated directly to the student by the coordinator or faculty. Opportunities are also posted on the online database, Purple Briefcase. If a student suggests a customized activity, the site is contacted by the coordinator or faculty for approval.</p> <p>CSTEP/LSAMP students have the support of the program team who assist them with site selection and the application process. Research opportunities are negotiated by the program director and posted on the website. If a student suggests a customized opportunity, the site is contacted by the CSTEP/LSAMP advisor and vetted for approval.</p> <p>Students can visit the Career & Applied Learning Center or the website to get information about the study abroad opportunities available to them. Center staff assist both students and faculty with the logistics of the preparation for the trip. All study abroad opportunities at OCC are through a credit bearing course.</p> <p>Other support is available to students through their program advisors (e.g., Educational Opportunity Program, Office of Accessibility Resources, OnPoint for College, etc.)</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 individual course description in the course catalogue clearly states the approved applied learning activity for each course that incorporates those experiences (e.g., internships, clinicals, creative works, etc.) In instances where applied learning is required for graduation, the program description outlines all applied learning activities required and it is reviewed with the student during orientation and advising.</p> <p>Students are made aware of applied learning opportunities at each advising appointment. In addition, opportunities available to all students are promoted</p>

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	<p>through flyers, classroom presentations, workshops, club meetings, tabling at orientation and open house, email blasts, Purple Briefcase postings, and the OCC website.</p> <p>Course sections that offer a SL activity are designated in the “notes” column in WebAccess, the course management system. Students are aware of the option or requirement prior to registering.</p> <p>All research opportunities available to CSTEP/LSAMP students are posted on the website and shared through advising and email announcements.</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> <p>Each program has a formal student evaluation form (either electronic or paper) that the student is required to complete at the end of the applied learning experience. Students are instructed to report any concerns that arise throughout the semester to the coordinator or faculty.</p> <p>If the student has a grievance with an off-campus site, the student reports the issue to the coordinator or faculty who assesses and addresses the situation. The site may or may not be terminated depending on the severity of the situation.</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>The evaluation forms described in question 3 above are used to include student feedback in the continued improvement of existing applied learning activities. New applied learning activities are developed on a case by case basis as students make a connection with new sites.</p>

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SUNY Applied Learning Campus Plan
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Feasibility Study

Due May 1, 2017

Campus Name:	Onondaga Community College
Date:	5/1/2017
Narrative Compiled by:	Maria Malagisi, Assistant Director of Service-Learning & Rosemarie Martens, Assistant Director of Career Services, on behalf of the Applied Learning Team
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>

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	<p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to 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>Due to the nature of Onondaga’s Applied Learning activities, it is typically not feasible to measure impact on the community. The internship activities typically benefit the student more than the community partner or employer in that the focus is on the learning objectives of the student. While service-learning activities have an equal focus on both the service provided to the agency and the learning occurring for the student, typically these activities are on a small scale where a student is connecting to a service opportunity on an individual basis.</p> <p>In all applied learning activities at OCC, the site supervisor completes an evaluation of the student so we can assess the quality of the applied learning experience and its value to the site.</p> <p>Economic Workforce Development programs contain practicums which are evaluated for individual and program performance based on the skills considered most essential for success by employers (determined by DACUM study). Through the evaluation data, we find that students who successfully complete a practicum are 27-33% more likely to be employed prior to the end of the program, and to sustain that employment 90 days post hire. This continuous feedback loop is used to inform the program’s success and alignment with current workforce needs. Success of the practicum means success for future student employment, and a reliable candidate workforce pool for employers.</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>

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	<p>Opportunities:</p> <ul style="list-style-type: none"> • For those students in non-transfer degrees where the intent is to get a job after graduation, requiring an applied learning experience as part of their curriculum would ensure they gain relevant experience, networking opportunities, experience for their resume, and potential employment at the applied learning site. We would be producing a more qualified candidate for the workforce. • If applied learning were required for every student, there would need to be a significant increase in the number of coordinators/faculty to manage the program. With more coordinators focused on applied learning, there would be more opportunity for increasing the number of applied learning sites and building effective relationships with faculty, community partners, and employers. • We currently have successful, ongoing, reciprocal partnerships with community partners and employers for the applied learning experiences that exist. Requiring each student to complete an applied learning experience would expand our capacity to have a positive impact on the community. In many cases, community partners and employers prefer OCC students to those from other institutions because of their tendency to remain in the area after graduation. <p>Challenges:</p> <ul style="list-style-type: none"> • In order to implement a successful applied learning requirement for each student, there would need to be a significant increase in the number of coordinators in the Career Services and Service-Learning departments or within academic departments to manage the program effectively. These coordinators would be responsible for advising students and increasing the number of applied learning sites in the community, as well as building effective relationships with faculty, community partners and employers. This would require a significant amount of funding and resources in order to expand capacity to this scale. • Due to the SUNY credit cap required by the Seamless Transfer policy, academic departments rigorously reorganized curricula to meet the credit limit. Adding an applied learning requirement to programs that don't currently have one may result in a potential delay in graduation for students who are unable to fit the credit bearing experience into their curriculum. • Depending on the size and nature of the community partner or employer, the capacity to host additional students could be limited. There are several higher educational institutions in the Central New York area who are competing for applied learning positions for their students. Due to our inability to offer remitted tuition as a benefit to the host site, OCC students are not always the first choice.

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SUNY Applied Learning Campus Plan
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Collaboration Plan

Due May 1, 2017

Campus Name:	Onondaga Community College
Date:	5/1/2017
Narrative Compiled by:	Maria Malagisi, Assistant Director of Service-Learning & Rosemarie Martens, Assistant Director of Career Services, on behalf of the Applied Learning Team
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><u>Clinical Placements</u> Students who perform clinical experiences as a required part of their curriculum (nursing, health information technology, physical therapist assistant, and surgical</p>

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	<p>tech) are placed at local hospitals, clinics, medical offices and centers. In some cases, the faculty instructor provides direct supervision at the host site, while in others, there is a designated supervisor identified at the site responsible for supervision.</p> <p><u>Internships</u> Students who perform internships for credit are placed at a wide variety of companies and community agencies (business/corporate, non-profit/for-profit, state/municipal, etc.) Interns are supervised on site by a company employee. The company is asked to provide an evaluation of the student's performance at the completion of the experience.</p> <p><u>Research</u> Students who perform summer research applied learning activities through the CSTEP/LSAMP program are placed at various educational institutions. Faculty at the host institution supervise the student activity. The CSTEP/LSAMP advisors monitor the activity and assess the students' final project.</p> <p><u>Service-Learning</u> Students who perform service-learning activities as part of their course requirements are placed at various non-profit agencies, community based programs, and school districts. Students are supervised on site by an agency employee. The student meets with the agency to complete the necessary paperwork required by the site before the experience begins. The agency verifies the hours completed and provides an evaluation of the student's performance at the end of the experience.</p> <p><u>Study Abroad</u> Study abroad courses include a trip to a country outside the United States. The trip itinerary is developed in collaboration with a representative from the host country to ensure the course learning objectives are met. Depending on the trip, the host country or travel agent may arrange lodging, meals, transportation, and tour guides.</p> <p><u>Creative Works</u> Public performances, both on and off campus, are a requirement of many music courses and are coordinated and evaluated by the faculty.</p> <p><u>Practicum</u> Electronic Media Communications (EMC) students run an in-house radio station and film in-house PSAs and commercials on campus for various campus offices, departments, and events. All EMC courses with applied learning activities are monitored, supervised, and assessed by the instructor of the course.</p>

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	<p>All Hospitality Management students are required to complete 400 hours of practicum experience in either the hotel or food service industries. Students are required to find their own placement and get approval from their advisor. The site supervisor provides an evaluation of the students' performance.</p> <p>Students in an Economic Workforce Development program are required to complete a practicum in the appropriate industry as part of their curriculum. The type of site depends on the program (phlebotomy, medical billing, machine operator, food service manager, etc.) Students are supervised on site by a company employee.</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>Many employees and departments on campus support intentional and reciprocal relationships on and off campus. This includes the fulltime service-learning coordinator, internship coordinator, CSTEP/LSAMP advisors, Economic Workforce Development coordinators, and faculty. These employees, depending on their role, place students at the site, sometimes supervise, follow up with and support site supervisors, assess learning outcomes, review evaluations, and maintain current and develop new site partnerships. They continuously evaluate the program and make necessary changes based on feedback and review.</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Depending on the learning objectives of the applied learning experience, the campus representative reaches out to community partners who could be a potential match for a mutually beneficial applied learning experience. In some cases, community partners contact an OCC representative to request a student intern, service-learning project, clinical, or any other applied learning experience. The service-learning coordinator, internship coordinator, CSTEP/LSAMP advisors, Economic Workforce Development coordinators, and/or faculty communicate with community partners to develop a mutual understanding of the site's needs and OCC's student learning objectives. In some cases, an Affiliation Agreement, contract or placement agreement is signed.</p> <p>New partnerships are also initiated and developed through community outreach by the Diversity Council, student recommendations, faculty and adjunct faculty connections and referrals, as well as online job boards and social networks.</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>In order to continue to support current and future community partnerships for applied learning experiences, the campus will maintain funding for a fulltime service-learning coordinator, internship coordinator, CSTEP/LSAMP advisors, and Economic Workforce Development coordinators. Sufficient support for faculty within academic departments will be maintained as well.</p> <p>A Service-Learning (SL) Faculty Fellowship pilot program, funded through a President’s Incentive Grant, successfully ran in the 2015-16 academic year. This fellowship provides a stipend to faculty to develop and integrate a service-learning project into an existing course. It has been instrumental in supporting faculty to develop intentional and reciprocal partnerships, as well as to expand the number of service-learning offerings. Currently, the SL Faculty Fellowship has been supported by the College for a second year.</p> <p>This year, the ad hoc committee on International Education was made an official standing committee of the faculty. This spring (2017) the committee charges were forwarded to the Faculty Executive Council for approval. One of the primary charges of this committee is to review and vet faculty study abroad course applications to ensure both educational and college policy outcomes and requirements are met. Also this year, an ad-hoc committee of college administrators reviewed current business procedures for Study Abroad and made recommendations for a new College policy on Study Abroad that addresses clearer processes, liability, and risk. Both of these future plans are set to commence beginning fall of 2017.</p>

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SUNY Applied Learning Campus Plan
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Graduation Requirement

Due May 1, 2017

Campus Name:	Onondaga Community College
Date:	5/1/2017
Narrative Compiled by:	Maria Malagisi, Assistant Director of Service-Learning & Rosemarie Martens, Assistant Director of Career Services, on behalf of the Applied Learning Team
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>At this time, Onondaga Community College will not include approved applied learning activities as a local graduation requirement.</p>

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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> <p>Faculty Process</p> <p>The decision on whether to make applied learning a campus-wide graduation requirement was delegated to the Faculty Association Chair (JT Ryan) since it is a curricular matter. The Chair of the Faculty asked the Issues and Advocacy Committee, which is a standing committee of the Faculty Association, to devise a process by which this conversation would un-fold. The Chair of the Issues and Advocacy Committee (Ingrid Cominsky) and the committee members met with the faculty members of the Applied Learning campus team and together they decided on a process: (1) announce the process to the faculty association; (2) attend a meeting of academic department chairs to ask them to consider this question for their degree programs; (3) gather the results of the chairs' decisions; (4) get approval from the Faculty Executive Council for the final department decisions; (5) report the final outcome to the Faculty Association and the Applied Learning Campus team.</p> <p>The decision to require applied learning was ultimately made on a program by program basis at the department level, with the overall decision approved by faculty governance. It was determined that Onondaga would not require applied learning as a graduation requirement at this time.</p> <p>Faculty Reasons/Feedback</p> <ul style="list-style-type: none"> • For some degree programs or disciplines research & internship opportunities are an option and they hope to make the option more visible to students. However, making applied learning a requirement would be a paradigm shift that would require significant re-design of the curriculum, facilities, staffing, and budget. • Several faculty described the need for additional funding to provide coordination, oversight and support, if they were to add a required applied learning experience to their curriculum. • In certain programs, it is possible that this requirement would adversely affect graduating numbers due to limitations some students may have to completing an applied learning experience. These limitations include: family obligations, work responsibilities, and transportation. • Lack of resources: some disciplines would be interested in adding an undergraduate research component to their curriculum but without the access to sufficient research databases, which are currently not affordable, this is not currently an option.

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	<p>Student Process April 10, 2017: During the Executive Council meeting, the Student Association Officers reviewed and discussed the Applied Learning plan and decided that Onondaga should not include applied learning activities as a graduation requirement at this time.</p> <p>Student Reasons/Feedback</p> <ul style="list-style-type: none"> • Many of our students have fulltime jobs or multiple jobs, families to take care of, and are taking classes fulltime. This leaves little time outside of their obligations to add an extra 10-100 hours for an applied learning experience outside the classroom time. • Depending on the degree (transfer versus 2-year degree) it may not make sense for all students to need to fulfill this kind of requirement. • Instructors in some courses struggle to get through the content they need to cover during the class in one semester. It doesn't seem feasible for some courses or degrees to add in more requirements, especially if it means adding more credits to complete the degree. This could delay graduation for some students. • There would need to be many considerations taken into account before the college could require an applied learning experience: rethink the academic calendar, provide transportation, build it into the course time with on campus projects, opportunities on evenings/weekends or breaks.
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>
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>Onondaga will continue to focus on maintaining the quality applied learning experiences we have and encourage more students to connect to the opportunities that exist. There is existing staff support and a Career Services office that are in place to plan and encourage these opportunities.</p> <p>14 degree programs at Onondaga already require an applied learning experience as part of the curriculum in order to graduate.</p> <p>Adolescence Education Automotive Technology</p>

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	<p>Childhood Education Computer Information Systems (Tech Support) Early Childhood Education Electronics Media Communications Environmental Technology Health Information Technology Hospitality Management Human Services: Alcohol & Substance Abuse Human Services: Social Work Music Nursing Physical Therapy Assistant</p> <p>In addition, the new Physical Education and Exercise Science program will have a required lab course & internship.</p> <p>All students who attend Onondaga have the opportunity to complete an internship or add a service-learning experience to a course they are taking. Onondaga will focus on making more students aware of these opportunities.</p> <p>Some considerations and recommendations as we move forward:</p> <p>Student Feedback:</p> <ul style="list-style-type: none"> • Applied Learning opportunities that currently exists at OCC are very beneficial to those students who do take the opportunity to complete them (i.e. work experience, skill-building, networking, job offers, etc.) The opportunities that do exist need to be emphasized and advertised more, perhaps through individual departments, but it should not be required. • It works very well when the applied learning experience is built into the course time or can be done right on campus (e.g. Early Childhood Education Practicums at the on-campus preschool.) Sometimes this can be a barrier if the course time spans two class periods making it difficult to register for other classes that are needed. • If there are programs considering requiring it, perhaps there is a way it could be completed over the winter or summer breaks so it doesn't add more outside class time to those taking a full load of courses during the semester. • There needs to be more flexibility and support – rethink the academic calendar, provide transportation, build it into the course time with on campus projects, more opportunities on evenings/weekends.

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	Faculty Feedback <ul style="list-style-type: none">• Increase advertisement and promotion of current opportunities available to students.• If the number of students engaging in applied learning experiences increases after an intentional focus on promotion of voluntary opportunities, perhaps the need for additional funding to support this effort would be justified.

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