



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	Purchase College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Peggy A. De Cooke, Associate Provost for Academic Affairs
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a <b>descriptive narrative</b> regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>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>To contextualize the system we are setting up, we are approximately eighteen months into our Banner implementation and are still working through issues surrounding data-system communication. Our primary goal in setting up a system to collect and report data on approved applied learning activities is to create a</p>

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	<p>system that we can maintain accurately and easily, and that is simple, nimble, and flexible.</p> <p>Once courses are appropriately tagged in our system, using the process described in Question 2, data will be collected and reported on a term-by-term basis. This information will be available for transmission to SUNY through SIRIS submodules. On campus, we plan to add this information to our Academic Profiles and Student Success reports.</p>
<b>Question 2</b>	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>As discussed in our Part I Submission, the Senior Project/Senior Production/Senior Recital/Senior Capstone are mandatory degree requirements for every student, and internships are required for five of our programs and strongly encouraged for most other programs. As such, these courses are already identifiable in our system for reporting by their 'Schedule Type' (SPJ and INT). For any other course that the College identifies as meeting applied learning criteria, we will tag them in our system through assignment of a 'Course Attribute' designating applied learning; examples of courses include our Science in the Modern World series, particular lecture/lab courses, practica, private study, service learning, and study abroad. Both schedule type and course attribute are assigned at the section level, allowing us to differentiate one section of a course as meeting approved applied learning criteria from another that may not. Under discussion is how to track and report on non-course applied learning activities through the use of base-line Banner co-curricular fields.</p>
<b>Question 3</b>	<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>Once courses are identified in our system as applied learning, we have the ability to add applied learning to our existing repertoire of reports, as well as to build whatever additional reports we may need. Currently, we plan to add this information to our Academic Profiles Report, breaking out by division (e.g., Schools) and program. We will also be able to tag and report on students who participate in applied learning (e.g., number, type of course), and examine this data in relation to student success measures (e.g., average grade point average, retention, four- and six-year graduation rates). In the future, based on data from our annual First Destination Graduate Survey (conducted by the Career Development Center), we also hope to be able to examine the relationship between internship participation and employment in desired/related fields.</p>



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	Purchase College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Peggy A. De Cooke, Associate Provost for Academic Affairs
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>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>Faculty oversight and assessment of approved applied learning activities is well integrated into our curriculum.</p> <p>As described in section one (question 1) of our campus plan, the senior project is a college-wide requirement for the BA, BS, and some BFA programs. (Students majoring in liberal studies are required to complete a senior capstone course.) It is the hallmark of the Purchase educational experience and the signature of our</p>

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	<p>curriculum. Students devote two semesters (Senior Project I and II) to an in-depth, original, and creative study, which may take the form of a research paper (laboratory or field), an exhibition, a piece of creative writing, or a translation. The senior project must be sponsored by a faculty member of the program in which the student has majored. Students meet with their sponsor on a regular basis throughout both terms; sponsors work closely with students to mentor them through the creative process to a finished product. After the completion of Senior Project II, the project or thesis is evaluated by the responsible faculty member, who obtains comments from other involved faculty and/or staff, and then assigns the grade.</p> <p>Independent studies and tutorials enable motivated students to extend the learning process beyond the limits of regularly scheduled classes, and are limited to students working at an advanced level with limited supervision. Students complete a special course contract with the faculty sponsor that details the nature of the work to be performed (e.g., readings, assignments), expectations concerning meetings, and how the work will be evaluated. Existing courses that meet the criteria for applied learning (i.e., practica, labs, private study) are under the direct oversight of the faculty and are assessed per the student learning outcomes of their respective programs.</p> <p>Internships provide the opportunity to gain valuable practical experience in a student's area of academic study or in other fields of career interest. Internships are supervised both within the work setting and by a faculty member within a related field of study. The faculty member determines the academic appropriateness of the proposed internship and agrees to monitor the student intern's progress. The faculty member reviews the internship description, outlines the expected learning outcomes of the experience, and assigns a meaningful academic project. This information is formalized in an Internship Learning Contract. Students are strongly encouraged to meet with their faculty sponsor on a regular basis.</p> <p>Approval of new courses that meet applied learning criteria will follow established procedures for new courses, as described in the Purchase College Faculty Handbook. Under discussion is the addition of a check box to the new course proposal form that designates applied learning, similar in format to that used for general education.</p>
<b>Question 2</b>	<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>Because applied learning is well integrated into our curriculum, it is considered part of the faculty teaching obligation. Thus, instructional support provided to faculty for any course applies to experiential learning as well. Oversight responsibility for academic internships is shared with our Career Development Center (CDC), which</p>

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	<p>supports both students and faculty throughout the experience. Similarly, service-learning oversight is shared with our Office of Community Engagement, and for international study with the Office of International Programs and Services, Study Abroad Program.</p> <p>Prior to the beginning of the fall and spring terms, the Teaching Learning and Technology Center (TLTC) on our campus offers faculty development workshops – applied learning and high-impact learning activities have been a past focus and will likely be a future focus. These workshops bring together faculty from across the college and provide the opportunity to share experiences and discuss best practices (the home-made baked goods from the Center’s Director, Dr. Keith Landa, certainly facilitate!).</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Because of the continuing generosity of Dee and Robert Topel, the college is able to provide competitive faculty development awards (in the amount of \$3000, for use during the summer) that may be used for developing a new course or significantly redesigning a course using new technologies/pedagogies and incorporating assessment. Faculty interested in developing coursework focused on applied learning may submit an application for consideration.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>The CDC has initiated a Faculty Appreciation event for those serving as internship sponsors. It is hoped that this ‘Faculty Tea’ will be held as an annual event that includes a faculty review of the internships sponsored and feedback for the CDC. There are no other plans specific to applied learning to acknowledge faculty engagement.</p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



The State University  
of New York

SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	Purchase College
<b>Date:</b>	4/15/2015
<b>Narrative Compiled by:</b>	Peggy A. De Cooke, Associate Provost for Academic Affairs
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>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>Because the senior project is a degree requirement, supportive course work is integrated into every major to help students build the knowledge and skill repertoire important to its successful completion. Indeed, majors have required methods and writing-in-the-discipline courses (often in the form of a junior seminar). Once begun, students complete their project under the close mentorship of a faculty member, who guides the student through the creation</p>

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	<p>process. Our students support each other in senior seminars, where students meet regularly to discuss and present their work.</p> <p>When students engage in applied learning activities in the context of their other course work (e.g., independent studies, labs, private study), they have a wealth of institutional and programmatic services available to them. For instance, support services are available through our Academic Resource Center (Advising/Learning) and the Library. In 2014, the College implemented a Student Success Team (under the direction of a new Dean of Student Success) that has as its mission enhancing the educational experience of all Purchase College students. Of course, help from our talented faculty is always available, as well as tutoring assistance from successful students.</p> <p>The Purchase CDC provides personalized comprehensive career-related services and programs that support and empower our students throughout the entire internship process and indeed, throughout their college years and beyond. The staff is dedicated to and trained in the provision of quality career counseling, career educational programming, and job and internship resources to our students. Through individual career counseling or coaching, students are engaged in research and exploration of internship opportunities, and are educated on the US Department of Labor Guidelines for internships to ensure that they make informed decisions about their onsite experiences. Career counseling appointments and workshops help students develop self-marketing materials, including resumes and cover letters, and provide students with practice interview opportunities. As described in our response to question 3 of this section, the CDC supports students before, during, and after the internship experience.</p> <p>Whether students are interested in pursuing an established internship or in creating a new internship on their own, in order to receive credit for the experience, they must submit an Academic Internship Contract for approval from the CDC, their internship site supervisor, and their faculty sponsor. The contract includes a description of the applied and academic components of the internship, expected learning outcomes, and criteria for evaluation.</p> <p>The Purchase College Association has been able to support our CDC with an Internship Transportation Grant that enables students who have unpaid internships to have a portion of their transportation costs covered for the duration of their internship. This grant helps to supplement their travel expenses, making it possible for our students to get real-life hands-on work experience that they would not normally be able to afford.</p>

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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>Students learn about applied learning opportunities on campus because we promote them. Program websites and print literature provide descriptions of faculty research interests pertinent to senior project selection, courses, and approved internships. Students can also locate available internships and course-supported service learning opportunities by using Purchase JobScore, an online service accessible through the CDC. Students learn about these resources within freshman orientation and seminar meetings, as well as orientations and advising sessions conducted within the majors.</p> <p>The CDC sponsors monthly events that help students engage with their majors, as well as explore and prepare for possible job and career paths, including an annual Job &amp; Internship Fair (recently held on March 30th) that helps students find and land the right internship for them. The Study Abroad Program and the Office of Community Engagement provide regular information sessions/fairs to inform students of opportunities for international study, service learning, and civic engagement.</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>An important component of our assessment approach is the solicitation of student feedback regarding their educational experiences, including all forms of applied learning. Our use of student feedback actually works both ways. Not only do we use student feedback to improve our programs and internships, we also use this feedback to improve the student experience.</p> <p>Because applied learning is integrated into our curriculum, these activities are assessed on a regular basis. This feedback is both formal and informal; end-of-term course evaluations, input to program reviews, and discussions with faculty and advisors about major requirements. The culture of Purchase College is to take this feedback seriously, and to use it to improve our programs in every respect to address student needs.</p> <p>Students also complete evaluations of their internships at the end of each semester. This evaluation includes a site evaluation, a self-report/reflection regarding professional skill development resulting from the experience, and a rating of their learned outcomes for range of skills and experiences. The CDC reviews this information to evaluate the quality of the internship experience and to ensure that students gain the competencies and skills outlined in the learning contract.</p>

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	<p>Importantly, the CDC serves as a liaison between students and internship site supervisors to monitor the experience and address questions that may arise during the course of an internship. If concerns arise, the CDC Director (Wendy Morosoff) and/or Internship Coordinator (Tara Malone) follows up with the student and internship site to troubleshoot the issue. They are often able to coach students in skills that enable them to advocate for themselves at the internship site. If this does not resolve the issue, the CDC staff intervene and mediate for the student. This may involve a discussion to clarify expectations with the internship supervisor or, if appropriate, to conduct a site visit. In the rare instance where the issue cannot be resolved (i.e., the internship is not a good fit for the student or does not provide an appropriate learning experience), the student may withdraw from the internship or a replacement site may be found. If a site is found to not be appropriate for our students in general, the site's account on JobScore is disabled and they will no longer be able to recruit interns from Purchase College. If students wish to pursue legal action against an internship site, they are directed to seek independent counsel. The CDC also has the support of SUNY legal Counsel for consultation when needed and appropriate.</p>
<b>Question 4</b>	<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>Purchase College uses assessment to drive continuous improvement of our curriculum; as described above, students provide important input to this process. If there is a gap in our curriculum that can be addressed through applied learning activities, we will develop new activities to address the need.</p>

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	Purchase College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Peggy A. De Cooke, Associate Provost for Academic Affairs
<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>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 <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>

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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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>As discussed in previously submitted sections of our campus applied learning plan, the senior project is a mandatory degree requirement for all students. The senior project is the hallmark of the Purchase educational experience and the signature of our curriculum. Students devote two semesters to an in-depth, original, and creative study, which may take the form of a research paper (laboratory or field), an exhibition, a piece of creative writing, or a translation. Supportive course work is integrated into every major to help students build the knowledge and skill repertoire important to its successful completion. Students complete their project under the close mentorship of a faculty member, who guides the student through the creation process.</p> <p>The Career Development Center (CDC) conducts the <a href="#">Life after Purchase First Destination Survey</a> approximately six months after graduation to determine post graduate employment, graduate and professional school enrollment, usage of services, and overall career outcome. Career outcome data was secured from 67.5% of the graduates of the Class of 2015, the year from which the most current data has been analyzed. Full details of the report can be found by following the link above to the survey, but highlights from the report indicate that at the time of the survey:</p> <ul style="list-style-type: none"> <li>• 84.1% of the respondents were employed at the time of the survey; 58.2% were employed full time and 25.9% were employed part time.</li> <li>• 16% of the respondents were enrolled in graduate or professional school, with 10.7% both employed and enrolled in graduate school.</li> <li>• 66.1% of the respondents reported that their employment was either related or somewhat related to their field of academic study.</li> <li>• 70.4% of the respondents reported that as a result of their academic program, they were better prepared for their careers.</li> <li>• 83.6% of the respondents who had secured employment reported doing at least one or more internships while at Purchase.</li> </ul>

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	<p>Ninety-three percent of the survey respondents reported the location of their employment (see the Employment Detail Report 2016 in the Appendix); of these, 86% were working in New York State.</p> <p>Internships and other applied learning experiences play a critical role in the overall preparation of Purchase graduates for the job market. According to the 2015 National Association of Colleges and Employers (NACE) Internship and Co-Op Survey, graduates who interned at one or more organizations were more likely to develop job-related skills and qualities that prepared them for employment. Through their investment in our students, employers are able to build connections that facilitate recruitment.</p> <p>All employers providing credit-bearing internship opportunities are asked to complete an online evaluation of the experience via the Purchase Jobscore Experiential Education module. Site supervisors are asked to report whether the intern would be considered for a position within their organization and whether they would be offered a position. Below, please find listed the percentage of students who received offers of employment from their internship sites for the last three years:</p> <ul style="list-style-type: none"> <li>• 2015-2016 15%</li> <li>• 2014-2015 19%</li> <li>• 2013-2014 16%</li> </ul> <p>Note that this summary does not include non-credit bearing internships and service-learning opportunities that also provide excellent means to develop career skills and would likely increase the reported percentages.</p>
<b>Question 2</b>	<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>Because the senior project is already a graduation requirement, it is well integrated into and supported by the curriculum. Learning outcomes specific to the senior project are assessed yearly within every program.</p> <p>Without question, applied learning benefits student learning and development. Purchase College has worked hard to facilitate such experiences for our students, recognizing that they provide unique</p>

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	<p>opportunities to develop professional skills, engage with the community, and learn about other cultures. However, to expand these opportunities for all students would be difficult with our current level of resources.</p> <p>Programmatically, expansion of our applied learning requirement requires the input of the faculty. As indicated in an earlier section of this report, our faculty have been actively engaged in discussion of the applied learning criteria since the beginning of this initiative, and that discussion guided the selection of courses/experiences that appear on our inventory of opportunities. Five of our majors currently have an internship requirement in addition to the senior project requirement. Within these majors, the experience is reflected in the student learning outcomes for the major and assessed regularly. However, to add this requirement to other programs would require a revision of these majors to meaningfully incorporate the experience into the curriculum. Our faculty are not convinced that expansion of the requirement makes sense for all programs on campus.</p> <p>Many of the internships currently available for our students are with not-for-profit and arts organizations; in fact, only 15% of student interns received compensation from their internship sites during the 2015-2016 academic year. This means that in addition to the costs of registering for internship credits, students must bear the costs associated with the experience itself (e.g., transportation, appropriate clothes). For example, students have the option of doing an internship during the summer term when they have time available in their academic schedules; however, internship registrations are significantly lower during the summer because students need to pay for additional credit beyond their tuition for the fall and spring semesters. The Purchase College Association provides an Internship Transportation Grant to defray a portion of the transportation costs for those with unpaid internships, but there is no guarantee of full reimbursement. To expand the applied learning requirement to all students would necessitate the College obtaining additional funding to cover these costs. A priority is finding ways to expand scholarship dollars to defray the costs of study abroad programs and to expand the availability of grants to cover the costs associated with internship/service learning experiences.</p> <p>Indeed, to require additional applied learning experiences as a graduation requirement would require a significant expansion of services by the college, an expansion we are unable to fund in the face of a fiscally challenging</p>

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	higher-education environment and declining enrollments nationwide. The CDC coordinates and manages the current academic internship program and has limited staff; key to generating opportunities and expanding the range of internships available to students, as well as advising and preparing students for those internships, would be an expansion of this staff. The same holds true for the Office of International Programs and Services (OIPS), which oversees the Study Abroad Program, and the Office of Community Engagement, which monitors service learning. Expansion of the staff is not currently a budget priority.

**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>	Purchase College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Peggy A. De Cooke, Associate Provost for Academic Affairs
<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. 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>Purchase College engages with a variety of internal and external partners to provide students with and support them through applied learning experiences.</p> <ul style="list-style-type: none"> <li>• The College’s talented faculty and dedicated staff support students through the development and completion of their senior projects/productions/exhibitions/films/capstone. Faculty and staff teach the service learning curriculum and provide oversight of</li> </ul>

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	<p>internship experiences, working in collaboration with the staff of the CDC. Faculty also provide tailored Independent Study opportunities for advanced students. Faculty and staff ensure that these learning experiences meet student learning outcomes and are assessed regularly.</p> <ul style="list-style-type: none"> <li>• The staff of the CDC provide oversight for all components of the internship experience. The staff develops internship opportunities, monitors student experience, troubleshoots issues for students, and serves as liaison between employers and the college.</li> <li>• Study Abroad and Field Study experiences are arranged and monitored through OIPS. Currently, we partner with institutions in seventeen countries to offer exchange opportunities for students to study overseas. Through affiliations with other SUNY institutions and nationwide, additional programs are available. Students are assisted in finding the program appropriate to their academic, personal, and professional needs. OIPS staff assist students through the application process, post-acceptance paperwork and registration (i.e., passports, visas, immunizations), and monitor/liaison between the student/family/host/and College while the student is abroad.</li> <li>• The College partners with a variety of business/corporate, non-profit, and state/municipal organizations to provide students with applied learning experiences. Popular intern sites for students include NBC Universal, SONY Music, Westchester Magazine, MTV/Viacom, New York Daily News, Arts Westchester, YAI, Ability Beyond, Cerebral Palsy of Westchester, Jewish Child Care, Andrus Children’s Center, NYPIRG, Alliance Francaise of Greenwich, Westmoreland Sanctuary, Mianus River Gorge, Rye nature Center, Hudson Valley Arts and Science, City of New Rochelle, Westchester County GIS, Town of Greenburgh Planning Department, and PC4Y (Yonkers Purchase College Center for Community and Culture).</li> </ul>
<b>Question 2</b>	<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>Because the senior project has been a mandatory degree requirement since the inception of the college, processes for supporting its completion are well integrated with the curriculum and adhere to all academic policies. The same is true for independent studies and other forms of applied learning with a curricular component.</p>

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	<p>The CDC works closely with academic internship sites to provide guidance and support to ensure our partner organizations offer high quality learning experiences for our students. The CDC meets with potential internship site supervisors, in person or over the phone, to discuss internship guidelines and clarify the role and expectations of a site supervisor and their intern. A Guide for internship site supervisors has been developed as a helpful resource, particularly for new supervisors. All internship site supervisors review and agrees to the <b>U.S. Department of Labor Guidelines for Internships</b> before posting their opportunities and hosting a Purchase student intern. Once a site selects their intern(s), an Academic Learning Contract is established as an agreement between the student, internship site, faculty sponsor, and the CDC. The Academic Learning Contract includes a description of the internship, the training provided, expected competencies/learning outcomes, hours and length of the internship, and a faculty-assigned academic project. The CDC continues to serve as a liaison and resource for the student, internship supervisor, and faculty sponsor throughout the semester. Throughout the internship, CDC counselors assess and intervene in any problems or concerns that may arise.</p> <p>Towards the end of each semester, the CDC distributes an internship performance evaluation to all site supervisors. This online evaluation form utilizes performance indicators to measure an intern’s skill development and experience gained. The performance evaluation is then sent to the student’s faculty sponsor, who uses the feedback in combination with an evaluation of the assigned academic project to assess whether the student has met the internship’s learning outcomes. Using all of the indicators provided, the faculty determines an appropriate grade for the internship experience. Following completion of the experience, students are surveyed to determine their self-reported skill identification and development, career knowledge obtained, and overall satisfaction with their internship.</p>
<b>Question 3</b>	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Purchase College engages new community partners in a variety of ways depending upon the intention and purpose of the applied learning, but generally begins by referring the potential partner to the appropriate office on campus. Applied learning initiatives are developed by various stakeholders at the College including the CDC, OIPS - Study Abroad, Community Engagement, Faculty and Professional Staff, the Provost and</p>

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	College Vice Presidents (Academic Affairs, Student Affairs, Institutional Advancement), and other administrators. For example, CDC professionals reach out to internship sites that have offered high impact experiential learning - particularly in industries that support our students' skill development and career interests. Employers and potential internships sites also contact the CDC and other campus personnel directly with proposals for new internship development, depending on the nature of the proposed experience. Their efforts may result in the form of internships, study abroad, research opportunities, service learning, and potential venues.
<b>Question 4</b>	Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.
	Purchase College will continue to adhere to the approach outlined in Questions 1-3.

**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 VII

Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	Purchase College
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Peggy A. De Cooke, Associate Provost for Academic Affairs
<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.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>Our campus already has applied learning experiences as part of our graduation requirements, as described in our response to Question 2 of this section.</p>

<b>Campus Name:</b>	Purchase College
<b>Date:</b>	5/1/2017
<b>Question 2</b>	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>The Applied Learning Initiative has been discussed extensively on campus and it has been appropriately vetted through campus governance. Approximately two months ago, the Applied Learning Committee developed the motion below and it has been approved by the Academic Councils of the Schools of the Arts and of Liberal Arts and Sciences and the Faculty at Large. Input from students and professional staff has been solicited through the College Senate, which will finalize the motion on May 3, 2017.</p> <p>Purchase College affirms:</p> <ul style="list-style-type: none"> <li>• Its commitment to applied learning experiences through its longstanding graduation requirements, which require senior projects, senior performances, senior capstone papers and required internships in various programs.</li> <li>• Those required experiences are designated as applied learning experiences in our records system.</li> </ul>
<b>Question 3</b>	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>Please refer to Question 2 of this section.</p>
<b>Question 4</b>	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>At this time, we have decided to not expand current applied learning requirements. Because the senior project in its various forms is already a graduation requirement, it is well integrated into the curriculum and supported by the College. Every effort will be made to build and expand upon additional applied learning opportunities (e.g., internships, service learning, and study abroad) for our students as resources allow.</p>

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