



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	SUNY Adirondack
Date:	3/30/2016
Narrative Compiled by:	Michelle Waite, Coordinator of Career Connections
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. SUNY Adirondack will collect data using the ARGOS reporting system. Courses that are approved learning activities will have an attribute assigned allowing determination of number of participants and the type of applied learning activity. Courses attributes will allow determining the total number of students engaged in</p>

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	applied learning, as well as a summary breakdown within each type of approved applied learning activities (internship, research, portfolio, etc.).
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 Registrar will apply the course attribute to all existing applied learning activities effective for the Fall 2016 semester. The academic course submission paperwork will be revised to include documentation of a new course, or modified course, recommended for consideration as an approved learning activity. Every course submission, new or modified, must include a course outline, listing student learning outcomes. If the course submission is approved by the Vice President for Academic Affairs (VPAA) then the appropriate attribute will be added and be in place for the defined effective catalog year.</p>
Question 3	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>As noted in <i>SUNY Works</i>, students participating in cooperative education and internships are more likely to persist in their studies. These students also see the academic and personal benefits of applied learning, including <i>“improved problem-solving skills, better classroom performance, higher retention, and increased autonomy and self-confidence.”</i> SUNY Adirondack can use the collected data on applied learning activities to evaluate the success rate of courses with an approved applied learning activity versus courses without an applied learning activity. Additionally, we will be able to examine whether taking at least one course with an applied learning activity correlates with better individual student outcomes related to retention and completion. These analytics will help to inform our decision making about how and where we can most effectively increase our efforts behind applied learning to create a better student experience and realize better outcomes.</p> <p>As we begin collecting this data, SUNY Adirondack will be constructing and opening our new Workforce Readiness Center (WORC) funded by a NYSUNY 2020 grant. The initiatives housed in this building will focus on creating more robust partnerships with local industry, improving and expanding our workforce training, and increasing applied learning opportunities for students. We expect that these initiatives paired with a more robust effort to benchmark and track the success of applied learning activities will help us meet our own institutional goals of creating unique experiences to demonstrate the connection between our academic programs (including liberal arts) and workforce preparation/readiness; connecting SUNY Adirondack majors to future job and transfer opportunities; increasing the</p>

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	average number of area businesses providing internships to our students; and increasing the average number of area businesses hiring our graduates. Additionally, we expect that more directed tracking and intentional planning around applied learning experiences will indeed lead to increased persistence and completion, and will in turn help us reach our SUNY Excels goals by 2020-21: <ul style="list-style-type: none">• 65% first time full time and 52% transfer fall to fall retention rate• 15% two-year and 28% three-year first-time full-time graduation rate• 25% two-year and 28% three-year transfer graduation rate, and• 787 degrees or awards granted.

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:	SUNY Adirondack
Date:	3/30/2016
Narrative Compiled by:	Michelle Waite, Coordinator of Career Connections
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>SUNY Adirondack approved applied learning activities are credit bearing courses, applicable to a student’s degree or certificate. Faculty oversight and assessment follows the same patterns as other courses, including but not limited to; constructing learning outcomes, providing students with grades and feedback</p>

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	<p>throughout the course, as well as assessment of curriculum. The majority of our applied learning courses involve placing the students in the field with business and industry personnel, outside organizations or campus-run facilities and providing the students with faculty guidance and supervision throughout their applied learning experience. This coursework, typically taught by full-time faculty, is individualized to meet student career goals.</p> <p>The process for approving a new or customized faculty initiated applied learning activity is the same for all SUNY Adirondack courses. Faculty developing a new course must obtain academic governance recommendation approval via their divisions, the Instructional Affairs Committee, the College Assembly with final approval by the Vice President for Academic Affairs (VPAA). The college also provides an experimental course option, which only requires divisional approval and direct submission to the VPAA. This shortened process allows faculty the opportunity to experiment twice with new ideas and concepts, prior to full scale academic governance approval.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <p>Faculty teaching approved applied learning activities receive financial compensation for the course instruction, per the faculty contact rates. Professional development opportunities (workshops, conferences, etc.) are available for faculty, with VPAA approval and funding availability. The college also provides professional development grant opportunities as well as Foundation min-grant requests, on a competitive basis.</p> <p>Internship faculty receive instructional support through Business Central and the Coordinator of Career Connections. Students may be referred to Business Central for 1:1 additional career related support or faculty may request the Coordinator of Career Connections to provide in-class instruction on topics such as resume writing and/or interviewing skills.</p> <p>The college provides an online job and internship posting board, called College Central Network (CCN). Faculty may refer students to utilize this software as exploration of regional internship opportunities and placement sites. The SUNY Internship link has been added to our Business Central resource web page information. Faculty also practice an informal method of interfaculty support and networking through sharing of business and industry contacts and connections. In the Fall 2016 semester, the college plans to host our first internship fair, as an additional vehicle to help faculty/students in the placement process.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>As indicated above, all approved applied learning activities are course based instruction. Faculty wishing to develop new applied learning activities will follow the academic governance approval process (as noted in Question 1). Faculty receive constructive feedback from fellow faculty members and administration, to help</p>

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	shape their ideas and provide a framework for academic success. The experimental course process also allows faculty the opportunity to try out new curricular activities and formats.
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>The campus plan is to provide faculty compensation for course instruction and showcase the variety of applied learning opportunities. Business Central will provide a rotating photographic display of students engaged in applied learning activities within their specific degree program. The College will continue to highlight faculty achievements through print materials and digital media. Our Humans of Adirondack media campaign is our current effort to highlight faculty and students testimonials. Lastly, faculty accomplishments are presented on a monthly basis during Board of Trustee meetings.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	SUNY Adirondack
Date:	3/30/2016
Narrative Compiled by:	Michelle Waite, Coordinator of Career Connections
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>

Campus Name:	SUNY Adirondack
Date:	3/30/2016
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>The college approved applied learning activities are either required as a part of a program, provided as an option for a program or available as elective credit. Students will utilize the DegreeWorks audit software to view degree requirements. The student audit contains links to the college catalog with course descriptions and prerequisite requirements. Effective in the Spring 2015 semester, all students will be assigned an academic advisor who will provide guidance on course selection and meeting educational goals.</p> <p>All of the applied learning activities are credit bearing courses, with oversight and instruction provided by the faculty. The college offers great flexibility within the portfolio, internship, research and practicum offerings to suit a wide range of student needs and interests. Any interested student, with an idea for completing these activities, will contact the faculty member teaching the course. To continue to expand opportunities for students, the college has developed an experimental HRD 178X course, Applied Learning Internship. This HRD 178X course will enable students to focus in many areas of liberal arts and sciences, based on their individual career and/or transfer interest.</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 approved applied learning opportunities are either listed on the individual degree audits, or recommended through discussion with faculty, advisors, Center for Student Success staff or counselors. The Center for Student Success provide Accepted Student Days as part of the student orientation. The Coordinator for Career Connections will be on hand during those days to provide additional information to all new incoming students about the different college applied learning offerings.</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>The campus plan for incorporating student feedback into the applied learning activity will remain consistent with our current practice of student feedback in the curriculum. Course and program assessment is done at the faculty level, on a schedule determined by the division and as required through assessment cycle.</p> <p>The process a student follows if they have a grievance with an off campus site is the same as that of any classroom grievance. The student will report the</p>

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	issue to the course's supervising faculty who will do whatever they can to resolve the issue including potentially locating a new site for the applied learning experience to continue. If the issue is not resolved at this level, the student may appeal this decision to the appropriate division chair and the campus administration.
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 SUNY Adirondack faculty are actively engaged with students and their fields of interest. Each internship experience and/or portfolio development, research activity, clinical practicum or similar involves one on one interaction between the discipline specific faculty and the student. Students openly discuss what they learned from the experience, any issues or challenges they faced and their lessons learned. The college plans to continue this exchange between faculty and students, for both the improvement of existing offerings and development of new opportunities.</p>

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**SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V**

Feasibility Study

Due May 1, 2017

SUNY Adirondack	Campus Name:
2/26/2017	Date:
Michelle Waite, Coordinator of Career Connections	Narrative Compiled by:
<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, nonprofit 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>	Summary

<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>	
<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>SUNY Adirondack is located in a relatively small community. Faculty and staff maintain relationships with local employers through various channels. Through these channels, the college formally and informally measures applied learning activities. As of Fall 2016, the college began using its Banner course management database to formally add applied learning attributes to appropriate courses to better measure this activity and eventually, its impact, to include the number of students enrolled in these experiences.</p> <p>The Adirondack Regional Internship Partnership for career readiness is supported by Business Central (the college’s headquarters for applied learning and career connections). The number of calls and referrals to Business Central is an indicator of activity and interest. These metrics are monitored and measured as an indicator of engagement and impact.</p> <p>Business Central regularly contacts participating employers through job fair and informational events and to gauge employer satisfaction and willingness for continued participation. Through Business Central, the college uses College Central Network, an online posting board for job and applied learning opportunities. The number of employers who establish accounts and post applied learning and employment opportunities for students is tracked from semester to semester.</p>	<p>Question 1</p>
<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><u>Opportunities:</u> SUNY Adirondack recognizes that students who participate in applied learning experiences are more likely to persist in their studies and have both academic and personal benefits as a result of these experiences, most notably, as reported in <i>SUNY Works</i>, “<i>improved problem solving skills, better classroom performance, higher retention, and increased autonomy and self-confidence.</i>” In addition, the SUNY Adirondack campus community noted that these experiences also result in industry exposure, active and immersive learning experiences and hands-on, real world experience. The networking opportunities that students have</p>	<p>Question 2</p>

help them develop professional networks and can lead to employment. Even without an employment result, the student would graduate with an enhanced resume and career readiness skills.

There are benefits to the institution as well, most notably the consistent communication with local employers required to maintain relationships to support these experiences. Additional applied learning experiences would also mean increased use of the College Central Network tool. There is also a direct benefit to local employers to increase their workforce and utilize new talent.

Challenges: Fifteen (15) of the college's degree and certificate programs already require an applied learning experience for graduation. The decision to include these has been made by college faculty as a requirement that is academically necessary for the student to be prepared for success in the field, notably AAS degree programs. However, for those programs that do not currently require an applied learning experience, adding one could lengthen already full degree programs, potentially dissuading students from enrolling or hindering completion.

Because SUNY Adirondack students' schedules are complicated and varied based on their responsibilities outside of academic studies, coordinating 100% of degree and certificate-seeking students' applied learning experiences would be challenging. Work responsibilities already consume a high percentage of students' weekly hours. Over 50% report working 11 or more hours per week. Approximately one-third of all students report working 21 or more hours per week. Sixty percent (60%) of students indicate that working full-time would likely affect their enrollment in college studies. Moreover, approximately twenty percent (20%) care for dependent children. Over 40% of students consistently report that they spend 11 or more hours on a weekly basis carrying out household duties and caring for family. In addition, approximately 50% of students indicate that caring for dependents has the potential for derailing their studies. Students' commutes also require a significant amount of time. On average, 40% report that their commutes are greater than 30 minutes. In addition, there is no public transportation in the area except for bussing between Glens Falls and Queensbury. Experiential learning requirements, especially at off-campus sites, would be a further deterrent to commuting students.

SUNY Adirondack is situated in a small, largely rural community. Some members of the college community fear that there may not be enough businesses to support applied learning opportunities for all completion-track students, potentially delaying graduation. There is also a danger of over-relying on those businesses that currently work with faculty to develop these experiences for students. Larger employers could feel burdened by an increase in placements. According to DOL data, unemployment rates in the college's service area of Warren, Washington and Saratoga counties has varied from 10 – 4% in the last five years, with Warren county where the college is

located still sitting at 6% unemployment in 2016, higher than the national average. This may indicate stagnancy in need for workers in the region, overall, exacerbating the difficulty in finding willing companies to work with the college to provide these opportunities. The work and resources it would require for faculty and staff to create the additional partnerships needed to support an increase in applied learning would be substantial.

Student in transfer programs may find an applied learning requirement to be burdensome in the first two years and it may dissuade them from enrolling in an applied learning experience in the junior and senior years. In the first two years, transfer pathway programs leave little room for additional course requirements. These programs are heavily prescribed with the liberal arts distribution requirements, SUNY General Education Requirements and required courses in the major. Students who have changed their major have even less room in their program to fit an additional course requirement without loss of credit for previous course work. Furthermore, students who are in transfer pathway programs may not have enough skills or knowledge in their desired major to have a meaningful applied learning experience in their first two years. These students will likely have more meaningful opportunities to engage in applied learning in their desired field in their junior and senior years, when they possess additional knowledge and experience. As previously noted, AAS programs designed to prepare students for direct entry into the workforce include an applied learning requirement. In all other programs, SUNY Adirondack provides an optional applied learning experience.

SUNY Adirondack would need to offset the costs of providing these additional applied learning experiences for all students. It would require the college to hire additional staff and update current tracking tools to support the increase in students taking applied learning courses. Faculty responsible for placements will need to spend time actively recruiting additional employers to support the increase in applied learning and curriculum development to design new applied learning opportunities. With that would need to come an increase in funds to compensate faculty. Advisors and staff in The Center for Student Success & Advising who work to register students for these course may need to spend additional time with students to ensure degree requirements are met. As recent trends in state and county funding remain flat, finding the resources to offset these additional costs would make meeting this requirement even more challenging.

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**SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI**

Collaboration Plan

Due May 1, 2017

SUNY Adirondack	Campus Name:
2/26/2017	Date:
Michelle Waite, Coordinator for Career Connections	Narrative Compiled by:
<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>	Summary
<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>SUNY Adirondack currently works with private and public industry partners in both small and large businesses, state, county and local government offices, area schools, and not for profits to provide on and off-campus applied learning experiences for students. These experiences are developed and overseen by faculty teaching</p>	Question 1

individual courses and their division chairs. Faculty typically develop these relationships with area employers and recruit organizations to work with students, though sometimes these relationships develop as a result of contact with other college staff.

Depending on the type of applied learning experience, the organization's role varies. Internships, Clinical Placements and Fieldwork sites commit to having students on-site for a specified number of hours, keeping attendance records and communicating with the faculty member about student work and performance.

Creative Works and Capstone experiences require that an organization collaborate with faculty to bring a project to students that requires assistance. The largest employer in the region, Glens Falls Hospital, works closely with Nursing faculty to develop opportunities for students in clinical placements. Though, even the smallest employers, who can really leverage the energy and creativity of students, are working with the college in courses like our media arts Client Design Workshop, to offer immersive projects for students to be used in real-world applications. Students are performing faculty-guided research on Lyme Disease. They are also supporting the work of our justice system in placements in the Warren County DA's office. In COM 188, Applied Radio Production, students are managing the on-air performance and programming utilizing WGFR, the college radio station. BUS 102, Principles of Marketing, brings businesspeople in from the community to work with students to analyze and review real life organizational and managerial issues. BUS 253, Cost Accounting, requires students to engage in a consulting project with real life business examples. For example, a glass blowing business had become not profitable and students used computing applications to figure out how to reduce costs to make the business more profitable. The breadth of these experiences is vast, and involves partners in many business sectors. Regardless of the type of applied learning taking place, all require recruitment, development and management of the experience by faculty and a willing collaborator.

In addition, SUNY Adirondack is a member of the Adirondack Regional Partnership for Career Readiness, which works to develop and support applied learning opportunities for college and high school students. The Partnership also includes the following members:

- The Adirondack Regional Chamber of Commerce assists in connecting the college with local employers that have expressed interest in applied learning opportunities.
- Glens Falls City Schools educates employers about applied learning opportunities and sharing community contacts & resources.
- Queensbury Union Free School District educates employers about applied learning opportunities and sharing community contacts & resources.
- WSWHE BOCES educates employers about applied learning opportunities and sharing community contacts & resources.
- Glens Falls Rotary Club supports the experiential learning initiative.
- The Warren County Economic Development Corporation supports the

experiential learning initiative and assists with connecting the college with local employers.

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.

SUNY Adirondack faculty and staff work to support applied learning in a variety of ways, including frequent discourse with industry, government, and community partners to discuss needs and programming, both formally and informally. Faculty who develop and oversee applied learning experiences for students work with industry partners on regular basis to maintain working relationships for future opportunities.

SUNY Adirondack has established advisory committees for several program areas. STEM and Agriculture advisory roundtables were developed to connect with businesses in those sectors, develop working relationships, and promote college programs and services. Academic divisions work with advisory boards in Nursing, IT, Business and Adventure Sports to meet and develop relationships with industry representatives, to seek information about future applied learning opportunities, and strengthen existing partnerships with our industries that currently provide experiential learning opportunities.

SUNY Adirondack's Business Central engages in community events and job fairs to network with local community partners and develop opportunities for applied learning placements. SUNY Adirondack staff also sit on the committee that plans the largest job fair in the service region, Job Discovery, which is hosted on-campus, and will this year also include internship opportunities. Business Central also works to coordinate activities of The Adirondack Regional Partnership for Career Readiness, detailed above, which serves as a sort of steering committee for many applied learning activities in the region. The Business Central office works with employers to post opportunities to the College Central Network site and forward opportunities to the appropriate academic departments. It also acts as a resource to work with students on resume development and career-readiness skills prior to entering the field.

The Office of Continuing Education interacts with community members of all ages and a variety of businesses and organizations to provide training and educational services. Experiential learning opportunities for non-credit students are offered for students in some workforce certificate programs. Personal enrichment courses offer community members the opportunity to have hands-on learning experiences at sites throughout the region, taught by skilled craftspeople, educators, and professionals.

Question 2

<p>Social and alumni gatherings also provide opportunities for SUNY Adirondack to develop relationships with industry partners. The Business Alumni group hosts an annual dinner inviting alumni and industry partners. The SUNY Adirondack Foundation also engages the college’s alumni through a variety of social events, informational outreach and solicitations.</p>	
<p>Describe how your campus engages new community partners in applied learning.</p> <p>SUNY Adirondack actively seeks opportunities for engagement with community partners. Staff attend local business showcases to network and discuss ways area employers can work with the college. The Business Central office was established as a hub for engagement and as such, this office hosts two Career Connection Series (job and internship fairs) a month, on campus, for employers to connect with students about employment and applied learning placements. The Business Central webpage provides information to employers about applied learning opportunities for students and how to post to College Central Network, the online posting board. The STEM and Agriculture roundtables, noted above, informs its rotating group of participants how to engage with the college to offer applied learning opportunities to students.</p> <p>The Adirondack Regional Partnership for Career Readiness, whose partners are detailed above, was developed to share employer contacts and resources and educate employers about applied learning opportunities at the high school and college level. The Adirondack Regional Partnership for Career Readiness hosted an employer information session about internships in September 2016 and hosted its first Internship fair in November 2016.</p>	<p>Question 3</p>
<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>SUNY Adirondack will continue and expand on the work of the Business Central, created in 2015, by continuing to meet with new and existing industry partners to create and strengthen relationships, host and participate in job and internship fairs, utilize the College Central Network tool, and support the Adirondack Regional Partnership for Career Readiness.</p> <p>The Workforce Readiness Center (WORC), which is currently under construction will open in January 2018. It will serve as a physical hub for local business and industry to engage with the college through Business Central with employment and applied learning experiences for students, the Office of Continuing Education with training and educational services, a forthcoming Center for Entrepreneurship to support workforce innovation and startups, and event space.</p> <p>Based on feedback from established partnerships, Academic Divisions are creating new courses to better meet industry demand. For example, ART 292 is a Client</p>	<p>Question 4</p>

Design Workshop where students work with local businesses on a project that will enhance their organization and provides students with applied learning opportunities. The college is open to establishing more courses like these as needs develop and opportunities for applied learning arise.





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SUNY Applied Learning Campus Plan

Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

SUNY Adirondack	Campus Name:
2/26/2017	Date:
Michelle Waite, Coordinator of Career Connections	Narrative Compiled by:
<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>	Summary
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?	Question 1

SUNY Adirondack supports applied learning opportunities and will continue to expand such opportunities for students; however, at this time, the college will not require experiential learning as a universal graduation requirement.

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.

As noted above, SUNY Adirondack has 15 degree and certificate programs that already require approved applied learning as a graduation requirement. These programs are generally in applied subject areas (AAS degrees), designed to prepare students for direct employment after graduation. The college has committed significant human and financial resources to quality applied learning requirements in these program areas.

For those programs that do not require applied learning for graduation, the college has recently applied additional resources to make optional applied learning opportunities available to all students. Examples of existing courses that offer these opportunities are PSC 190, Public Service Internship, and HRD 178, Applied Learning Internship in the student’s field of interest, which is a course that was designed to be flexible from 1 to 3 credits and taught by industry-specific faculty. HRD 178 also allows those students to explore majors and careers outside of our programs here at the college. An example of this is HRD 178 Athletic Training. Several students were interested in an applied learning opportunity locally in this industry. This is not a program offered at the college; nonetheless, HRD 178 allowed these students to gain that experience. Other applied learning opportunities already exist throughout the college’s academic programs such as a portfolio development, creative works, research and client design workshops, where students work with industry to provide a product.

The details of this plan were shared with all levels of SUNY Adirondack’s governance groups. Each had the opportunity to provide feedback and guidance. The information provided in this plan and the decision not to require applied learning for all degree programs was voted on by the Divisional Affairs Committee, which represents all academic divisions of the college, and the full College Assembly, comprised of both faculty and administration. Other shared governance input was received from the college’s Support and Confidential Staff Assembly and Student Government.

In light of the challenges noted above, adding applied learning as a universal requirement for graduation could have negative implications for students and further strain the college’s human and financial resources.

Question 2

<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>N/A</p>	Question 3
<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>SUNY Adirondack chooses to selectively require experiential learning as a graduation requirement, especially in career and technical programs, and to make applied learning opportunities available as an elective to all students. The college will support selective expansion of the degree requirement, where appropriate. However, by focusing the limited human and financial resources on the existing applied learning experiences, the college can provide a higher degree of quality and assess the impact on students in each major.</p> <p>It should be noted that although the college will not opt for making applied learning a graduation requirement for all degrees, it supports applied learning and has specifically created courses for students to be provided the opportunity to engage in applied learning, in programs where it is not a requirement of their specific program. SUNY Adirondack will continue to work closely with industry partners to provide applied learning experiences in a variety of settings. The college supports opportunities for students to pursue academic interests beyond the traditional classroom setting with meaningful immersive learning experiences.</p>	Question 4

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