



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	SUNY Cobleskill
Date:	4/13/2016
Narrative Compiled by:	Dr. Susan Zimmermann, Provost and VPAA
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 <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>
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. The campus will begin initially by collecting data on the number of students enrolled in courses that contain applied learning experiences. As indicated in Campus Plan Part I, we have identified applied learning experiences in courses in each program (with the exception of the AA in Social Sciences) and we will track and record course enrollments. We will plan to update this inventory annually and to include on</p>

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	Curriculum Committee course proposal forms an opportunity to indicate that a new or revised course integrates applied learning in the curriculum. Our goal is to extend this data collection to include student participation in co-curricular activities, study abroad, and service.
<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>We will work through our faculty governance structure (eg, Curriculum Committee) and consult with the College Registrar to determine a mechanism for designating courses with applied learning activities. We will also seek to develop a co-curricular transcript on which to record student participation in applied learning activities not associated with credit-bearing courses.</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>One of our first priorities will be to enhance our existing graduate survey and the process and timeline for implementing same. We plan to track graduates over a 3-5 year period, beginning just prior to commencement, to capture whether or not they are employed in their discipline. In addition, the campus has established a Presidential Retention Task Force and will be examining student persistence, retention, graduation rates, and engagement.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	SUNY Cobleskill
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Dr. Susan Zimmermann, Provost and VPAA
<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>

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	<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>All new or revised courses and academic programs must originate from an academic department and proceed through the campus curriculum committee and Provost's office for approval prior to being submitted for approval externally. This includes credit-bearing, faculty-led study trips. Faculty are responsible for conducting course and program assessment and are assisted through this process by the campus Assessment Coordinator. SUNY Cobleskill uses WEAVE online to track and record program assessment activity in both academic and non-academic areas. Since there are many student clubs affiliated with academic programs, the campus is looking to establish a closer connection between academic coursework and club applied learning activities, as well as a method to assess the latter; currently under discussion is the development of a template for club advisors to use in an effort to capture student reflections on their club activities.</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>Faculty are compensated for supervision of interns, practicum students, students participating in clinical rotations, and students conducting undergraduate research. In addition, professional development funding is available for faculty to attend conferences and present research; student attendance/participation with a faculty mentor is supported through the Provost's office. The campus offers professional development workshops three times each year (August, January, and May) and training is provided for those participating in applied learning activities. For example, a session on internship supervision was held in January 2016, and sessions on internship policies and procedures, an overview of applied learning, and a</p>

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	focused discussion of service learning will be conducted in May 2016. An undergraduate research showcase has been held for the last two years, providing an opportunity for faculty mentors and student researchers to present posters to the campus community. Further, SUNY Cobleskill is hosting SURC in April 2016 and is supporting the attendance and participation of faculty mentors and student researchers.
Question 3	Describe any current campus methods for supporting new faculty activities. An emphasis on applied learning is included in the interview, orientation, and training processes. Additionally, the campus has created a “Faculty Development Institute” for new faculty, which can be enhanced through the inclusion of specific workshops on applied learning activities.
Question 4	What is your campus plan for acknowledging engaged faculty? The campus holds an “Orange Carpet” recognition event annually to highlight faculty and staff research, service, and teaching accomplishments. The campus Applied Learning Alliance can initiate discussion about additional ways to acknowledge faculty.

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

<b>Campus Name:</b>	SUNY Cobleskill
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Dr. Susan Zimmermann, Provost and VPAA
<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>

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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>Since applied learning is embedded in most of what we do at SUNY Cobleskill, students have ready access to applied learning activities in their academic programs. The campus is seeking to increase awareness—and formal recognition of—applied learning opportunities available outside of the classroom. The implementation of a co-curricular transcript and enhanced use of the e-portfolio will help students to capture applied learning experiences. Any new student activities associated with clubs proceed through a student governance approval process.</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>Applied learning is central to SUNY Cobleskill’s mission and is therefore promoted in all printed, web, and video materials distributed by Admissions and Communications and Marketing. Further, applied learning is emphasized at recruitment events, including Open Houses and Accepted Student Days, during which demonstrations are given in multiple program areas to illustrate the applied nature of our programs. Students learn about applied learning through advisement, and catalogue descriptions indicate the hands-on nature of coursework. Additionally, as part of the SUNY Works pilot program, the campus has developed promotional materials highlighting applied learning and, significantly, has employed a student to participate in this “real life, real learning” project. These materials—which include large pull-up displays, the development of a web page, and the creation of materials for employers seeking interns—will</p>

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	be used at recruitment events, state and local fairs, and other external events in which the College participates.
<b>Question 3</b>	<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 Applied Learning Alliance has developed a survey of applied learning activities to distribute to students in spring 2016; this will provide a mechanism for eliciting feedback from students on the type, frequency, and relevance of applied learning experiences they have had. The campus Internship Task Force has developed a comprehensive handbook for faculty and students, which includes guidelines for securing an internship and the process for students and site supervisors to communicate any concerns.</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>An initial step the campus will take will be to include a student member on the Applied Learning Alliance.</p> <p>In addition, a regular cycle of distributing and reviewing the applied learning student survey will be established, leading to the development of an action plan for enhancing applied learning on campus.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	SUNY Cobleskill
<b>Date:</b>	4/28/2017
<b>Narrative Compiled by:</b>	Dr. Susan Zimmermann, Provost and VPAA
<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> <p>All parts of the Campus Applied Learning Plans must follow local campus governance</p>

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	<p>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>Our campus measures the impact of credit-bearing internships through assessments for each site. Site supervisors receive an online evaluation (periodic and final evaluations) half way through each internship and again just prior to completion. Employers are asked to comment on our intern’s performance on a number of variables including performance, work ethic, communication skills and other competencies. In the final evaluation we ask Site Supervisors questions regarding our college internship program as a whole and we utilize these responses for continuous improvement regarding the quality of the internship experience offered to our students. Several local employers host our students but sites extend beyond the local community and range across NYS, the US and even include international sites.</p> <p>An additional method of receiving feedback on impact is through our Advisory Committees, many members of which represent multiple areas of business, industry, and state agencies. Departments have one or more Advisory Committees (depending upon number and size of programs) and typically meet with those groups twice each year.</p>
<b>Question 2</b>	<p>SUNY Cobleskill faculty voted in October to approve the applied learning graduation requirement. Currently, we are working to finalize applied learning attributes and are updating our inventory of applied learning courses. This is a collaborative effort among the Provost, Deans, Department Chairs, faculty, Registrar, and Institutional Research.</p>

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SUNY Applied Learning Campus Plan  
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Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	SUNY Cobleskill
<b>Date:</b>	4/28/2017
<b>Narrative Compiled by:</b>	Dr. Susan Zimmermann
<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>

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	<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>Partners include businesses (eg, restaurants, day care centers, retail outlets, recreational facilities), financial institutions, state agencies (eg, DEC), and non-profit organizations (eg, social service providers, public schools). External collaborators may post a job or internship opening through <i>College Central Network</i> and students, likewise, may post their resumes on the same platform.</p> <p>Student learning outcomes, as well as roles and responsibilities for internship site supervisors, are outlined in the <i>Internship Learning Agreement</i> (ILA) that every student must have completed prior to starting an internship. An excerpt appears below:</p> <p><b>SITE SUPERVISOR RESPONSIBILITIES:</b>  <i>As a site supervisor for this internship, I agree to:</i></p> <ul style="list-style-type: none"> <li>• Clearly discuss the requirements of the internship with the student intern;</li> <li>• Work with the student to complete on-site goals, duties and learning objectives;</li> <li>• Provide ongoing supervision and feedback to the student on his/her performance;</li> <li>• Communicate with the faculty supervisor and meet with him/her during the site visit;</li> <li>• Complete both the periodic and final evaluation forms in a timely manner.</li> </ul> <p>Specific ILAs may be found at <a href="http://www.cobleskill.edu/academics/student-success-center/manuals-forms.asp">http://www.cobleskill.edu/academics/student-success-center/manuals-forms.asp</a>.</p> <p>With guidance from the campus Applied Learning Alliance, an <i>Employer Toolkit</i> has</p>

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	also been created to help clarify the roles and responsibilities of external partners seeking to host an intern. That document may be found at <a href="http://web.cobleskill.edu/internships/">http://web.cobleskill.edu/internships/</a> .
<b>Question 2</b>	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. Intentional and reciprocal relationships are supported by department faculty and Chairs, School Deans, the Provost's office, and staff in the Student Success Center. The latter has one full-time position devoted to internship and graduate school coordination/support. In addition, there is administrative support to initiate and track reporting required as per the <i>Internship Learning Agreements</i> . Individual departments cultivate and maintain relationships with business and industry partners through Advisory Committee work, collaborative professional development training courses and workshops, Internship and Career Fairs, and multi-institutional partnerships. For instance, a proposal to develop summer internship programs on three campuses (Morrisville, Cornell, and Cobleskill) was submitted as part of SUNY's Performance Improvement Funding initiative. SUNY Cobleskill's newly-established <i>Institute for Rural Vitality</i> will provide an additional framework for supporting both internal and external relationships. Through the structure of each of five Centers— <i>Farm and Food Entrepreneurship</i> , <i>Community Advancement</i> , <i>Arts and Culture</i> , <i>Business Development</i> , and <i>Rural Law and Policy</i> —new partnerships can be developed and existing ones enhanced.
<b>Question 3</b>	Describe how your campus engages new community partners This occurs at the department, School, and Senior Administrative level; internship opportunities, specifically, are coordinated through the Student Success Center in conjunction with faculty. The START UP NY program has provided additional opportunities for faculty to engage with external partners to identify additional applied learning experiences.
<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. The campus will continue to support current partnerships through the involvement of faculty, Deans, the Provost, and staff in the Student Success Center. The Institute for Rural Vitality will play a significant role in this plan, as it will provide the framework for developing additional partnerships that are relevant to the mission of the College.

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	SUNY Cobleskill
<b>Date:</b>	4/28/2017
<b>Narrative Compiled by:</b>	Dr. Susan Zimmermann

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	<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>	The campus approved the applied learning local graduation requirement in October, 2016; this will be effective with students entering fall 2017.
<b>Question 2</b>	Faculty governance leaders were consulted and faculty voted to approve the applied learning graduation requirement. The campus Applied Learning Alliance facilitated the completion of the inventory of applied learning opportunities via academic departments and provided updates at faculty meetings. The campus’ readiness for this requirement was also discussed at regularly-scheduled faculty and student governance leader meetings with senior administration.
<b>Question 3</b>	If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective? As part of our The academic policies created to support the applied learning graduation requirement specify that “students must have

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	completed a minimum of 3 credits of coursework designated as ‘applied learning’” in order to satisfy the graduation requirement. The Provost, Deans, and faculty are working with the Registrar and Institutional Research staff to create attributes for Applied Learning courses and to update the inventory of same.
<b>Question 4</b>	If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work? N/A

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