



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Tracy Collingwood, Chair, Fredonia Applied Learning Council
<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>Fredonia’s campus plan consists of collecting data on the number and type of approved applied learning activities using BANNER. Academic Affairs and the recently formed Applied Learning Council will work together with a team including the Registrar’s Office, Institutional Research and Planning, and Information Technology Services to standardize coding activities with specific attribute designations. Reports will be generated identifying the types and number of students enrolled in courses offering approved applied learning opportunities. For</p>

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
	approved applied learning activities that are not course based, the collection of data will occur by working with the appropriate offices on campus.
<b>Question 2</b>	Fredonia has completed an inventory of activities/sections/courses/programs that offer approved applied learning opportunities to students. These activities and courses will be designated within the BANNER system, allowing for data to be collected as described above. Recognizing that this is a shared campus responsibility, new courses and activities will be submitted to the recently formed Fredonia Applied Learning Council and then to Academic Affairs for approval.
<b>Question 3</b>	Student success and institutional outcomes will be measured by tracking student progress using these data to assess impact and levels of engagement. Academic departments, Engagement and Economic Development (including the Career Development Office), and Student Affairs will work in tandem to measure and benchmark student success and institutional outcomes. Data will be used to assess student persistence rates, retention, graduation rates, student engagement and student employability, comparing students who participated in approved applied learning opportunities with those who did not. Non course based applied learning opportunities will also be assessed by the appropriate office and/or faculty sponsors.

**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 III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Tracy Collingwood, Chair, Fredonia Applied Learning Council
<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>Faculty provide oversight and assessment of all approved applied learning activities, including internships, service-learning, clinically rich practices, field study, student teaching, practicums, research, international and study away programs, civic engagement and creative works. Below are samples of faculty oversight and assessment applied to internship and service-learning activities.</p> <p>A Learning Contract for Experiential Education is required for credit-bearing internships, and a designated faculty sponsor must approve the activity. The Learning Contract states the educational objectives, the job requirements, and the methods of evaluating the intern's performance. It clarifies what the intern will do and learn, how the intern will accomplish this, and how progress will be evaluated. The Learning Contract essentially becomes the syllabus for the applied learning experience, and provides a framework and structure for the internship. It also serves as a reference for measuring academic progress, definition of job duties and</p>

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
	<p>activities of the internship, and basis for evaluation and reflection of the learning experiences. The type of grade students receive is determined by the academic department awarding the credit, either letter grade A - F; or Satisfactory "S" or Unsatisfactory "U". Academic departments also establish policies on the number of internship credits that can be applied toward a major, minor or concentration.</p> <p>Fredonia's internship program is centrally coordinated by the Career Development Office, which has a designated internship coordinator. The role of the internship coordinator is to provide support to the intern, site supervisor, and faculty sponsor. Administrative oversight and quality assurance are provided by the internship coordinator, ensuring that all Learning Contracts are completed properly and signed by all parties. The internship coordinator sends confirmation letters and copies of the signed Learning Contract to all three parties, and also sends mid-term and final evaluation forms to the intern and site supervisor with instructions for completion. All evaluation forms are sent directly to the faculty sponsor for assessment. The three-way communication pattern involved in the student intern -- faculty sponsor -- site supervisor model is deliberately designed to encourage questioning and dialogue to promote engagement.</p> <p>The internship coordinator also works with each employer offering unpaid internships to complete affiliation agreements in the appropriate academic discipline. At the completion of each internship, the internship coordinator sends a post-internship survey to the intern and site supervisor. Assessment results and data are shared with the faculty sponsor as a mechanism for continuous improvement and to ensure high-impact learning experiences.</p> <p>A similar process is used for service-learning. Used by instructors to provide students in a course with an optional service-learning experience, a "4th credit" service-learning course is offered. The purpose is to engage students with community partners in a way that is mutually beneficial, enhancing the learning experience of the students while also addressing identified needs in the community. Students work on public service projects that are coordinated through the instructor.</p> <p>A Service-Learning Contract will articulate course learning objectives, the student's commitment to the community partner or to the public, and the students' personal learning objectives. A syllabus is not required for this one-credit course option. When possible, the course syllabus for the co-required anchor course should introduce the 4th-credit option to students. An effective description of the 4th credit option in the syllabus describes potential service-learning projects, explains how the service-learning project will enhance course objectives, and gives students a deadline for completing the contract.</p> <p>Fredonia will develop a curricular approval process that follows the current curricular approval process, while also adding review of new faculty led initiatives by</p>

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
	the Applied Learning Council. Proposals for new or customized faculty-initiated applied learning activities will be submitted to the Applied Learning Council, and then to the Academic Affairs Committee, and then the Associate Provost for Curriculum, Assessment, and Academic Support.
<b>Question 2</b>	<p>Fredonia’s Professional Development Center (PDC) strives to meet the professional development needs of all Fredonia employees by coordinating and providing educational opportunities for faculty and staff at various stages in their careers. One of the PDC’s ongoing unit goals is to provide pedagogical support for individual faculty and departments implementing high-impact and applied learning strategies, which research has demonstrated to have an impact on student retention and success.</p> <p>Some examples of professional development programming that supports applied learning are:</p> <p><i>Fredonia’s Annual Teaching &amp; Learning Conference:</i> Now in its 10<sup>th</sup> year, this regional conference focuses on cultivating learning environments that strengthen student engagement and motivation. Sample presentation tracks include: “Student Engagement &amp; High Impact Teaching Practices,” “Applied Learning: Service Learning, Internships, Study Abroad, and Beyond,” and “Forging Links Between Local and Global Communities.”</p> <p><i>Fredonia Professional Development Days (Fall and Spring):</i> Two days are designated in the academic calendar, during which faculty and staff from all divisions are encouraged to participate in campus-wide professional development dialogues and activities. An applied learning workshop track is included in the programming.</p> <p><i>Fredonia PDC Associates Program:</i> This program calls upon the talents and expertise of Fredonia’s faculty and staff to offer professional development programming to the campus community. The program focuses on high-impact teaching and applied learning practices. Each semester, five faculty associates receive \$750 in compensation to:</p> <ul style="list-style-type: none"> <li>• Offer a Fredonia Professional Development Day workshop that provides an introduction to an applied learning / high-impact teaching practice.</li> <li>• Provide two to three opportunities throughout the semester for colleagues to observe the teaching practice in a real classroom or learning situation.</li> <li>• Provide suggestions for resources to include in an online library that can be used by colleagues to learn more about the teaching practice.</li> <li>• Lead an end-of-semester debrief with colleagues to assist with integration of the teaching practice in their own courses. This can take place in either a group or individualized environment.</li> </ul>

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
	<ul style="list-style-type: none"> <li>• Present a workshop session at the Fredonia Professional Development Days (Fall and Spring).</li> </ul> <p>Serve in a peer mentoring program for faculty and staff (see <i>Fredonia PDC Associates Program</i>).</p>
Question 3	<p>New faculty and staff activities are supported by an orientation program and opportunity to meet with key supporting offices. An Instructional Incentive Award for Classroom Innovations and Fredonia PDC Associates Program also support new faculty and professionals activities. New faculty are also supported by their department and chair.</p>
Question 4	<p>Campus plans for acknowledging engaged faculty are currently in process. A session entitled, "<i>Moving Beyond Walls: Teaching Through Engagement</i>," was presented at Fredonia's Professional Development Day in September 2015. Fredonia's Engagement and Economic Development (EED) Division also hosted a full day retreat divided into two workshops led by co-facilitators from the Regenerate Group LLC.</p> <p>Based on the Carnegie Foundation's designation of Fredonia as a 2015 recipient of an Engaged Community classification, Fredonia was encouraged to continue to deepen its efforts in relation to:</p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Reciprocal partnerships</li> <li>• Faculty rewards</li> <li>• Integration and alignment with other institutional initiatives</li> </ul> <p>Through these dialogues it was identified that in regards to faculty rewards and recognition, members of the campus community indicated that the institution was doing well in recognizing the Scholarship of Engagement in the campus Fredonia <i>Handbook on Appointment, Reappointment, and Promotion (HARP)</i>. In addition, the College Council recognizes one faculty and one professional staff member each year with a Fredonia Award for Community Engagement.</p> <p>Based on the data collected at the institutional Visioning Session, the campus has identified the following 2-to-3 year goals, in regard to recognition for engaged faculty:</p> <ul style="list-style-type: none"> <li>• Create a major, named award for faculty, professionals and students (See Fredonia Award for Community Engagement)</li> <li>• Cultivate a campus culture of engagement in which all units consistently value and reward applied learning and the scholarship of engagement,</li> </ul>

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
	<p>which may spark more activity related to dialogues across disciplines (i.e., professional development, tenure and promotion)</p> <ul style="list-style-type: none"><li>• Address faculty workload issues in developing and sustaining applied learning initiatives</li><li>• Increase visibility and awareness of what faculty are currently doing through marketing and communication methods</li></ul>

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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>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
<b>Narrative Compiled by:</b>	Tracy Collingwood, Chair, Fredonia Applied Learning Council
<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><i>Fredonia Applied Learning Council &amp; Website:</i> Fredonia has created an Applied Learning Council, consisting of a cross-disciplinary representation of faculty and staff involved in campus and community engagement. The Applied Learning Council has created a new website that is used to inform and support the entire campus, showcasing overall progress and helping students navigate approved applied learning opportunities. The website will be continually updated and used as a communication mechanism.</p> <p><i>Internships:</i> Internship opportunities are posted in Quest, the Career Development Office (CDO) online database system located on the CDO website. The CDO coordinates a centralized internship program, with a designated internship coordinator available to support and assist students in completing Learning Contracts for Experiential Education. The Learning Contract is signed by student interns, site supervisors, and faculty sponsors for all credit-bearing</p>

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
	<p>internships, a process that formalizes a student’s internship experience and clarifies educational objectives and job responsibilities. Students meet with the CDO’s internship coordinator and/or career counselors who provide support to students seeking and applying for internships. Assistance can include help finding internships that meet specific career goals, writing resumes and cover letters, researching employers, interviewing, and networking.</p> <p><i>Courses:</i> An online master list of course offerings has been created and is searchable by semester and/or term. This master list allows students to easily navigate approved applied learning activities. Advisors share relevant course information with students during the advisement process, and the website offers a master course offerings bulletin, searchable by activity type, course name or number, department, or faculty/staff name.</p> <p><i>Student-initiated Activities:</i> Students who wish to secure credit for applied learning activities must propose their activity to the Fredonia Applied Learning Council. Based on the internship program model, a Learning Contract is required for all approved applied learning activities. A faculty sponsor or advisor assist with this process to ensure that key components and criteria such as orientation and reflection activities are intentional, authentic and impactful.</p>
Question 2	<p><i>Orientation:</i> During Fredonia’s orientation, students meet with a Career Development professional and learn about applied learning opportunities. This workshop is designed to help students understand the importance and value of applied learning, learn about the process and role of faculty sponsors, and become familiar with the host of opportunities that are available. Students also have the opportunity to ask questions and meet with faculty, staff and administration during orientation.</p> <p><i>Advising:</i> All approved applied learning activities will be designated with identifying attributes in BANNER. Each college dean, department chair, or program director / coordinator is to be responsible for updating faculty on all approved applied learning activities and their merit. This information is shared with students during the advisement process, Professional Development Day, or via department listservs, web sites, social media, and/or other communication mechanisms.</p>
Question 3	<p><i>Feedback/Open Forums/Surveys:</i> Feedback will be solicited from students on an on-going basis and will include opportunities to offer feedback through open forums and surveys. Using the periodic evaluation and post-survey model used for credit-bearing internships, this will be expanded to all applied learning activities. Feedback from the Student Association (SA) will be solicited through in-person and anonymous surveys, and a member of SA will serve on the Applied</p>

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/13/2016
	<p>Learning Council to ensure representation and a formal mechanism for continuous feedback. Questions specific to applied learning courses and a survey for non-academic activities will be administered.</p> <p><i>Internships:</i> Students are required to complete both mid-term and final evaluations which require students to reflect and evaluate their experiences. The Career Development Office also administers post surveys for students and site supervisors at the end of each internship, specifically seeking student and employer feedback, and learning applied to the institutional baccalaureate goals.</p> <p><i>Grievances:</i> Students will follow the general university grievance procedures. Students who have an issue or grievance with an off-campus site would meet with either the Career Development Office or the respective academic department faculty sponsor. Grievances that clubs or organizations may have with off-campus sites would be directed to the Campus Life Office.</p>
Question 4	<p>Students will continue to serve on applied learning teams that review the structure of applied learning activities. Brainstorming for new applied learning activities will be incorporated into professional development days and student development days. These designated days guarantee that students have time to create new applied learning activities since no classes are held on these days. Students can also make an appointment with the Career Development Office, academic departments, or the Campus Life Office to discuss potential new ideas with faculty and staff. Finally, the Applied Learning Council plans to share the assessment reports with the Student Association (student government) for their feedback.</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>	State University of New York at Fredonia
<b>Date:</b>	4/26/2017
<b>Narrative Compiled by:</b>	Tracy Collingwood, Director, Engagement and Career Development Bruce Simon, Chairperson, English Department
<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. 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</p>

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.

All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.

Please refer all questions to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu).

### Question 1

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?

Fredonia does not currently have a standardized method of measuring the impact of campus-approved applied learning on the local community and workforce. In response to a campus survey of all department chairs and program directors, the majority indicated that no impact measures are in place, other than to measure the impact on students after completing their applied learning experiences.

The campus-wide Internship Program, centrally coordinated by the Career Development Office (CDO), employs structures to measure impact using surveys, learning contracts, and mid-term and final evaluations. The CDO administers post internship surveys with all interns and Site Supervisors at the end of each semester. The data is collected and analyzed to understand impacts and areas for improvement. Data specific to community partnerships is also shared for review and consideration with faculty members who serve as Faculty Sponsors, with the goal of strengthening reciprocal partnerships.

Post-internship surveys for 2015-2016 conducted with Site Supervisors reported the following results, demonstrating impact on the community and workforce, while aligning with Fredonia's Baccalaureate Goals:

- 89% strongly agreed or agreed that student interns were able to apply industry-specific knowledge in the workplace to make educated, well-informed decisions, using technology capably and thoughtfully (SKILLED).
- 90% indicated that students were able to interact with professionals and colleagues to establish resources and efficiencies in recognition of local, national and global communities (CONNECTED).
- 85% reported that students were able to demonstrate innovative ideas and research, then translate knowledge into everyday scenarios to contribute to sustainable, vibrant communities

(CREATIVE).

- 90% of Site Supervisors indicated that students were able to think critically using a multidimensional approach, demonstrating sustainable and responsible practices (RESPONSIBLE).

The impact of internships is also evidenced directly from Site Supervisor responses. In 2015-2016, employers reported a 92% success rate in reference to hosting an intern who implemented classroom knowledge in practical and profitable applications for the organization.

The Internship Program also measures impact by holding individual meetings with community partners, while offering an opportunity for conversations and program feedback. These meetings are essential for new community partners in terms of creating successful and sustainable partnerships.

The College of Education has also created a successful model to measure the impact of applied learning experiences on both school districts and K-12 students. For example, clinical field experiences are rich in applied learning. Candidates work directly with children in schools and local community agencies serving a variety of individuals providing assessment and/or intervention services. Teacher candidates measure the impact of their intervention services on K-12 student outcomes and monitor progress.

Additionally, master's candidates complete applied research in local schools in the community working directly with children who need intervention services. These projects include collection of data, implementation of intervention services, and continuous monitoring of student performance. This data is used to help make instructional decisions, and also adds to the current body of educational research.

## Question 2

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.

Fredonia, which has received the distinction of the Carnegie Classification for Community Engagement, is a diverse and inclusive

liberal arts campus committed to student success in and outside of the classroom. Approving applied learning activities as a graduation requirement would positively impact students and the community, as well as the university. Requiring approved applied learning activities would serve to strengthen the curriculum, help students gain career readiness skills and essential hands-on experience, and enhance community engagement. The campus would benefit by strengthening Fredonia's commitment to high impact practices and community engagement.

The majority of responses from campus surveys and group discussions indicate a core value and belief in applied learning and its shared benefits for students and the community. Responses clearly indicate a strong interest and perceived value in providing experiential learning opportunities for students. Opportunities far outweighed the challenges, and the campus community was extremely positive about applied learning experiences in general.

Students overwhelmingly indicated that applied learning experiences offered important opportunities to develop skills and abilities, prepared them to be better learners and citizens, and helped to clarify career choices. Studies have found that applied learning has been shown to deepen the understanding, comprehension, and application of course content. Other benefits include expanded and deepened connections with potential employers, reciprocal opportunities for collaboration, increased mentorship relationships, and opportunities for gaining experience, critical to ensuring success in a competitive job market.

Approving applied learning as a local graduation requirement would most likely have a positive impact on recruitment and retention, as well as support the campus strategic plan. Just as students become vested members of the university when they are more involved in clubs and activities, the same will hold true as they become more professionally invested in work-related academic learning opportunities with local business leaders and professionals.

When research statistics from the National Association of Colleges and Employers (NACE) share stories of success, including a 72.7% job offer rate after an internship--the highest it has been since the peak of the pre-recession market in 2006--it is difficult not to see the opportunities that internships, and applied learning in general, can provide to students.

Students who complete internships have an obvious advantage to explore career options, expand industry-specific knowledge, and intentionally establish connections and referrals with employers for future opportunities. Beyond the immediate advantages, NACE reports that interns are successful beyond the initial job search process, well into their careers. At the one-year mark, hires that served an internship with the organization outpace their inexperienced counterparts (78.5% versus 67.5%).

High-impact learning experiences not only benefit students, Fredonia's ratings and success would also be directly impacted by the success of students and career-ready graduates. Applying classroom knowledge through applied learning experiences allows employers to clearly identify strengths of Fredonia's majors, thus increasing their likelihood to continue recruitment for internships, as well as job opportunities after graduation.

Fredonia's relationship with the surrounding community and region is very important to the university mission. Applied learning activities not only offer opportunities in these areas, this type of engagement will most likely lead to an enhanced understanding of community needs, increased economic development, and new partnerships and collaborations with the community. Anticipated collaborations for the Central Connection initiative to connect the community and business between Fredonia and Dunkirk along Central Avenue will play an instrumental role in supporting students' ability to accept local or regional internship opportunities.

At present, there are already a large number of programs that do require an internship and/or applied learning experience prior to graduation. These programs include Business (Accounting, Finance, Marketing, and Management), Applied Professional Studies (Music Business, Sports Management), Biology, Exercise Science, Museum Studies, Leadership, and Public Health (Sociology). As expected, the highest student internship participation rates can be found in these programs. While not coordinated through the Career Development Office, the following areas formally require an applied learning opportunity: education (including adolescence education), arts administration, medical technology, music education, music therapy, and social work.

There are also several departments that do not have a formal internship requirement for graduation but strongly support and encourage applied

learning experiences. These programs include Communication Studies (Audio/Radio, PR, Journalism, Media Management, and Video Production), Criminal Justice, English, Political Science, Psychology, Theatre, Visual Arts and New Media (Animation, Graphic Design, and Photography), and World Languages & Cultures. The departments and programs who excel in applied learning may help guide the measurement of impacts for both on- and off-campus experiences.

The challenges to requiring applied learning can be summarized in terms of resources and staffing, consistency and quality, processes and structures, and existing requirement restraints. Fredonia recognizes, values, and implements applied learning but currently lacks the personnel and policies to rapidly scale up to a university-wide graduation requirement. This includes challenges related to sufficient advising and individual contact with students, faculty trained in applied learning methods and practices, resources and financial support for programs, policies on teaching load and extra service compensation, developed and sustainable community partnerships. In order to successfully coordinate applied learning, and offer support to all majors or industry areas, additional staffing support would be necessary.

While Fredonia has not formally measured the impact of approved applied learning on the community, it is clear through discussion with those engaged in these types of activities that connections would need to be cultivated significantly in order to support the increased needs of the campus if applied learning were a requirement. Faculty would need purposeful and directed training for meaningful and mutually beneficial partnerships, as well as resources for sustaining, assessing, and improving them.

Although they support applied learning, some academic departments expressed concerns that there is not an adequate infrastructure in place, and that there are not enough faculty to implement and coordinate these experiences. Service learning was one area of concern, as faculty and professional staff would need the proper resources and support to engage in high-impact practices, as well as time and funding for professional development. Academic advising will also be affected by this change, as it may affect graduation timelines in relation to other course requirements and timing of internships.

Similar concerns were raised about internships. Students are able to complete one or multiple internships within a three-year period after they have completed a minimum of 30 credit hours. With more students

seeking required internships, policies may need to address the timing of student participation. For example, seniors or juniors may need to be given priority over sophomores to ensure meeting this requirement does not delay graduation. Additional staffing, not only in the Career Development Office, to support the coordination of the operational components of the internship as well as the Faculty Sponsor, would be needed to expand internship capacity. In recognition of the time and work needed to cultivate and sustain relationships with community partners and support student learning, Faculty Sponsors commonly receive extra service compensation (either a stipend or release time from teaching) for their efforts, which may be significantly increased with a graduation requirement that increases the number of students completing internships each semester.

Fredonia's decentralized departmental structure also makes a university-wide requirement a challenge, particularly when it comes to quality and consistency. For example, in departments where an approved applied learning experience is already required in their curriculum, academic advisement has evolved to meet the challenge. However, for departments where it is not a requirement, there was a concern that it would become another check box on the already long list of requirements, just one more thing for faculty advisors to discuss with students. Academic advisement is one of the major venues for informing students about approved applied learning experiences. But if too many students and faculty view applied learning as a series of requirements to be fulfilled rather than an integration of learning and opportunity for students and the community, there is the potential for the quality of applied learning programs to drop if this became a graduation requirement.

Students who do not meet minimum GPA qualifications may feel additionally challenged by an applied learning requirement for graduation. Students struggling to maintain quality academic standing could be negatively impacted by the additional stress in balancing their academics in addition to an applied learning experience. Although 91% of students in 2015-2016 completing credit-bearing internships earned a GPA above a 2.5, and the average GPA was 3.15, it would be difficult to replicate these numbers if internships were not always self-selected by highly motivated students. Furthermore, employer relations may become affected if negative rapport is evident from a student who is not committed to an internship requirement or not able to fully dedicate his/her time to the workplace experience and learning opportunity being offered.


Other faculty noted that if applied learning became a requirement in all majors, students who change majors may need consideration so that graduation is not delayed or impeded. This is also true for transfer students who may or may not come with these experiences but who are on a shorter timeline. A further consideration is that students often have part- or full-time jobs, making the time required for a meaningful applied learning experience a potential hindrance. Students with family obligations, lack of transportation, or difficulty in covering travel costs to reach off-campus locations face particular challenges.

There may be financial implications if applied learning experiences are unpaid, require travel, or impact time away from academic studies or other work commitments. Since Fredonia is located in a rural environment, issues of transportation are often cited by students. Lack of funding for transportation has become a more prevalent restriction for Fredonia students. In addition to a noticeable increase in the number of international students seeking internship opportunities nearby, or on-campus, students without their own transportation options may feel limited by local or nearby opportunities within their specific industry.

Offering a variety of high-impact applied learning options for students is a constant challenge that all universities may face. Students at Fredonia may be additionally limited by the geographic location of the campus. The Career Development Office consistently supports a minimum of 400 internship opportunities in a variety of majors within a 50-mile radius of the university. However, an internship graduation requirement for all majors may challenge the number of opportunities available for larger groups of students seeking diversity in experience.

Moreover, while the majority of student internships are completed during the academic year, with more students seeking opportunities in a limited area, or possibly within targeted time frames, they may consider internships during summer months in their hometown, or other regional locations outside of Fredonia. An increase in the number of summer and/or J-term internships will increase tuition dollars for the university overall, but would also require incentives for Faculty Sponsors on 10-month contracts to do this work outside their professional obligation.

Internship success is most commonly measured by reflective learning established through personalized learning outcomes of the internship in relation to the student's individual career goals. With an anticipated increase in students completing internships at one location, the



opportunity to personalize learning outcomes becomes more challenging, and may diminish the unique opportunity for students to excel in niche areas. Thus, an individualized student learning plan may become generic and less effective in terms of differentiation of career-ready skill sets.

In review of the list of opportunities and challenges, the campus is poised to move this initiative forward in the future, though a fall 2017 start date would not be possible. The faster the infrastructure to support applied learning can be built up, the more departments are likely to require an approved applied learning experience as a graduation requirement in their majors.

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

**Collaboration Plan**

**Due May 1, 2017**

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/26/2017
<b>Narrative Compiled by:</b>	Tracy Collingwood, Director, Engagement and Career Development Bruce Simon, Chairperson, English Department
<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>
<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>Fredonia’s off-campus partnerships include collaborations with businesses and firms, non-profit community organizations, health care facilities, cultural organizations, government agencies, and school districts. In general, approved applied learning partners are engaged based on their needs and the desired learning outcomes for the students. Fredonia partners frequently with non-profit organizations, followed</p>

closely by businesses and government agencies. These non-profit organizations serve a variety of community needs including education; health and safety; communication; environmental stewardship; and children, youth, senior citizens, and disabled individuals.

In addition to off-campus organizations, many applied learning experiences occur on-campus. Opportunities are provided by the many offices, departments, and special services and programs housed on campus. Additionally, with a strong undergraduate research program, individual faculty supervise students in their experiences. These research experiences are facilitated at both on- and off-campus sites.

One of the areas of growth in collaborative partnerships is with international programs, schools, and communities. Short-term study away and semester-long study abroad experiences are growing at Fredonia based on student learning initiatives and globalization. Faculty are increasingly engaging students in international applied learning experiences at various sites around the world ranging from student teaching in England and Belize; immersion opportunities in Italy, Puerto Rico, and London; and research projects in Costa Rica.

With a decentralized applied learning structure, the roles and responsibilities of each applied learning site range from clearly defined and monitored to unstructured and loosely defined. Successful collaborative applied learning partnerships are the responsibility of both the faculty member/departmental contact and the community partner. In order to set up processes and structures to ensure a successful experience for students, the organization partner and faculty member must collaborate on the following areas of responsibilities: site identification and selection; supervision and assessment; safe work environment; and orientation and training. For internships, the responsibility might be shared by the Internship Coordinator, Faculty Sponsor, department, and/or the facility off-campus.

Fredonia emphasizes community engagement in the full range of its marketing materials. The campus website features the university's mission statement and the strategic plan, which includes emphasis on Fredonia as an Engaged Community. There is a clear statement that Fredonia aspires to be known as a "respectful, supportive community, which stimulates and supports social, cultural, artistic, intellectual, and economic growth through multiple and diverse campus and community collaborations." The website regularly highlights Fredonia's recognition on the President's Higher Education Community Service Honor Roll from the

Corporation for National and Community Service: "the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement."

The Engagement and Economic Development website serves as a portal for the many engagement activities of the university. This promotes university engagement, such as StartUp NY, within the community.

The university website also promotes campus and community collaboration in the areas of civic engagement, sustainability, service learning, and community--based research.

The SUNY Fredonia Technology Incubator--in the City of Dunkirk, one mile from campus--features a website, social media, and printed materials promoting the university's effort to provide client entrepreneurs access to a unique facility, business resources, technology expertise and a range of highly qualified faculty, technology experts, business professionals, and mentors. The Incubator also publicizes its availability as a meeting place for community organizations.

The Volunteer and Community Service (VCS) website and newsletter feature its service mission and specific projects. The VCS also promotes its annual Community Service Fair, a well-publicized event that for ten years has brought together community partners, students, staff, and faculty.

Community engagement projects and events are regularly featured on the official Fredonia home page, local and regional newspapers, and in social media. The campus viewbook for prospective students includes two pages featuring community engagement activities, and student information packets include a brochure showing links between the Power of SUNY, Power of Fredonia, and the Baccalaureate Goals, all of which emphasize connection and engagement.

Explicit references to community engagement are also key messages in presentations, speeches, and materials for prospective students. The President and other campus members who speak to Rotary Clubs, other civic groups, political leaders, alumni, and business and industry groups regularly highlight this important part of the campus mission.

The Office of Field Experiences (OFE), the CDO, and many academic departments regularly feature community partnerships on their websites. The CDO website highlights community internship partners and

employers and publishes an Employer Services brochure targeting community organizations and employers interested in partnerships. CDO Online also features community engagement opportunities for employers, including FREDNetwork, a career service management web-based system that allows employers to post internships, professional jobs, and summer jobs (at no cost) for students and alumni. Fredonia Career Connection, a professional community mentoring program, is also featured on the website and within the FREDNetwork.

The School of Business regularly highlights its community engagement efforts, including the work of Enactus, a student group dedicated to community service and collaboration with local organizations. Accounting students have also provided federal and NYS income tax return preparation services to local taxpayers through the IRS's Volunteer Income Tax Assistance program for the last 37 years.

*The Statement*, a semi-annual publication of Fredonia, includes feature articles on community engagement projects and results. This print publication is shared with alumni, parents, faculty, staff, and community members, and an electronic archive is available on the campus website.

Supervision of the intern is the joint responsibility of the Faculty Sponsor and the Site Supervisor. At the beginning of every academic year, a faculty member(s) is selected by each department to be the Faculty Sponsor for the respective majors. An understanding about the type and frequency of communication between the Faculty Sponsor (on behalf of the university) and the host Site Supervisor is strongly encouraged. Such an understanding should make clear what each expects of the other. It is especially important that the Site Supervisor agree to supervise the student's work, and to assist in the evaluation of that work. However, it remains the primary responsibility of the Faculty Sponsor to evaluate the written work based on the Learning Contract criteria and to assign the grade.

On-campus/university-hosted Site Supervisors are a significant contributor with 83 individual offices/departments hosting 302 students as a part of the credit-bearing internship program in 2015-2016. On-campus Site Supervisors foster an inclusive and targeted approach to classroom application within the university community. Beyond the associated benefits of the internship opportunity, an on-campus internship is appealing to international students and those without transportation options. Additionally, students who struggle to find time for the balance between academic coursework, part-time jobs, volunteer and leadership

engagement, *and* an internship have success in effective time-management through rigorous and extended learning on-campus internships.

Off-campus employers/Site Supervisors are an integral part of the credit-bearing internship program, and would be most greatly impacted by increased partnerships through applied learning requirements. Off-campus Site Supervisors offer the opportunity for students to apply classroom learning, gather insight into a particular industry or organization culture, explore career options and establish connections to build a network of contacts beyond the university community. The purpose is to further the student's academic goals and to involve the intern productively in the work of the host organization. An internship is not an interruption of academic obligations, but an occasion to integrate classroom learning with practical skill development in a real-world setting with the ongoing work of the host organization. Thus, the student becomes at once a participant and an observer. It is this combining of roles that constitutes the special educational merit of an internship.

Faculty Sponsors for individual departments bridge connections between classroom knowledge and industry specific projects and real-world application methods. Their role is essential to confirm the evaluation and reflection of educational objectives established through applied internship responsibilities.

Partnerships with Faculty Sponsors are vital to the success of the internship program. Close collaborations with the School of Business (182 completed internships), Sport Management (121, which increased by 77% from last year), Biology (63), Communication (58), Leadership Studies (55), English (54, which increased by 56%), Music Business (53), Psychology (37), Sociology (31, which increased by 50%), Arts (14), Criminal Justice (13), and, Computer Science (10), among others, reflect the effectiveness of these partnerships. As a group, all Faculty Sponsors received a comprehensive summary of internship leads, including previous statistics and recommendations, at least twice each semester. Individual contacts were made as new internships and employers sought student interns. Faculty Sponsors were also invited to share office-/campus-wide initiatives with their respective departments and classes to promote networking and skill development related to interviewing and networking.

Within the last year, a Faculty Sponsor and Internship Advocate Breakfast was hosted. With nearly 35 people in attendance, the Internship

Coordinator provided updates regarding the growth of the program, internship success stories, and noted internship sites hosting multiple students. Additionally, statistics were shared in relation to the work hours that both faculty and students achieved through the credit-bearing internship program. Promotional events affiliated with the office were also accentuated, leading to increased partnerships throughout the year.

## Question 2

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.

The Engagement and Economic Development division provides a centralized gateway and resource for on- and off-campus partners to engage with the university. A structure is provided to cultivate new partners, clarify partner needs and reciprocal opportunities for community engagement, identify appropriate departments/offices to meet those needs, and establish processes to find and select candidates.

An online job and internship posting system is available through the Career Development Office, reporting to EED, to help partners advertise their opportunities to the campus community. For each internship experience, the Site Supervisor/employer receives the contact information for the corresponding Faculty Sponsor. This collaboration is established to support the student intern's learning outcomes. All Site Supervisors completed evaluation forms regarding student learning. Of the Site Supervisors who completed the follow up internship survey, 84% went above and beyond minimum expectations to interact with faculty by e-mail, phone conversation, in-person, or through the student intern.

The College of Education offers an array of supports and programs to teaching candidates. For example, the Office of Field Experience coordinates student teaching opportunities, and partners with the CDO to offer a Professional Development Seminar bringing superintendents and principals to campus to talk to students about professionalism. The Teacher Education Club (TEC) also supports relationships with partner schools.

The Office of Student Creative Activity and Research (OSCAR) provides a formalized structure for promoting and providing a variety of research, scholarly, and creative opportunities in all academic disciplines. It supports research engagement for both faculty and students through a summer research fellowship program, travel support for students presenting/performing at professional meetings and conferences, small

grants program to support academic year research, and faculty development opportunities related to undergraduate research.

The Office of International Education provides assistance and support to students and faculty who are engaging in short-term or semester-long study abroad experiences. This includes travel arrangements, financing, orientation for students, recruiting, and emergency protocols.

Department Chairs and Deans offer additional support for internship exploration and preparedness through collaborations with key faculty hosting large-class and/or major specific common courses. Most notably, on-going partnerships for workshops or required/strongly encouraged appointments have been established with the Biology, Communication, Education, English, Leadership, and Sport Management. Workshop and/or suggested appointment topics include major/career choice, resume/cover letter development, the internship/job search process, and networking and graduate school preparedness, which provide a solid foundation in career preparedness and foresight necessary for internship success in the workforce.

Working closely with employers, the CDO continued to foster opportunities for both students and community organizations. A total of 298 employers provided 719 internship opportunities for Fredonia students. The CDO's Network on the Go program, now in its third year, has been implemented during the first two weeks of the fall semester. Internship employers are invited to network with students in a highly visible, easily accessible location on campus. Most recently, participation included 23 employers throughout a 3-week time period with a reach of approximately 300 students, doubling the student attendance rate from the prior year.

In support of the Fredonia ENACTUS team and Admissions Office initiatives, the Internship Coordinator participated in a presentation to Girl Scout parents about career and skill readiness information outlining what employers look for and ways that high school/college students can get involved in internships and networking at Fredonia.

In the fall, the Admissions Office hosts the High School Guidance Counselor OpInForm. Students are typically contacted to represent individual areas of applied learning, exemplifying the opportunities they took part in at Fredonia as interns, research assistant and study abroad participants. Students are selected for their ability to represent Fredonia and participate on a Q&A panel regarding the new applied learning

initiatives.

The School of Business has required internships starting with students admitted as of Fall 2012. Internship requirements are also in place for Sport Management and Music Industry, programs that are housed under Applied Professional Studies.

Internships and practica are also part of the required curriculum in Music Therapy and Music Education because they are required for licensing in both professional fields. They are also researched best practices for therapist and educator preparation.

The Fredonia Technology Incubator, which supports start-up companies committed to Western New York, also provides applied learning opportunities. Students work with real-life entrepreneurs on market research, business plan development, and problem-solving initiatives. The Incubator expands the entrepreneurial aspects of students' curriculum, enhances intern and employment possibilities, and inspires students interested in starting businesses of their own.

### Question 3

Describe how your campus engages new community partners in applied learning.

Fredonia established the division of Engagement and Economic Development (EED) in June 2013. EED is charged with reviewing, coordinating, and refining the process for assessing Fredonia's engagement with the community. EED follows long-established mechanisms for systematic assessment at the program, unit, and department levels.

The EED website serves as a portal for the many engagement and applied learning activities of the university. Additionally, community engagement projects and events are regularly featured on the official Fredonia home page, local and regional newspapers, and in social media.

There are also a variety of ways that departments and the university identify sites and involve partners for approved applied learning. Program coordinators for internships, field placements, student teaching, clinical practicums are the primary way in which new partner contacts and relationships are established.

Campus offices, such as the CDO and VCS, may provide contacts to Program Coordinators after initiating partnerships with on- and off-campus

organizations. Individual faculty also engage new community partners and provide the first point of contact for many off-campus sites.

Department chairs serve as the primary or often times first point of contact for establishing applied learning projects. Because there is not a centralized campus clearinghouse for information about applied learning partnerships, duplicative efforts or lack of communication can sometimes become impediments.

Campus offices such as the CDO, VCS, OSCAR, International Education, and the Professional Development Center also work to establish new on- and off-campus partnerships and/or engage new faculty mentors and supervisors.

Students also assist in engaging and connecting new community partners with the campus. Students and parents often have established contacts with sites they are interested in, are employed by, or are actively engaged with in their community.

The campus viewbook for prospective students includes two pages featuring community engagement activities, and student information packets include a brochure showing links between the Power of SUNY, Power of Fredonia, and the Baccalaureate Goals, all of which emphasize connection and engagement.

Explicit references to community engagement are also key messages in presentations, speeches, and materials for prospective students. The President and other campus members who speak to Rotary Clubs, other civic groups, political leaders, alumni, and business and industry groups regularly highlight this important part of the Power of Fredonia and campus mission.

The Office of Field Experiences, the CDO, and many academic departments regularly feature community partnerships on their websites. The CDO website highlights community internship partners and employers and publishes an Employer Services brochure targeting community organizations and employers interested in partnerships. CDO Online also features community engagement opportunities for Employer Services, including FREDNetwork, a web-based database system that allows employers to post internships and summer and professional jobs (at no cost) for students and alumni. Fredonia Career Connection, a professional community mentoring program, is also featured on the website and via a brochure.

The School of Business regularly highlights its community engagement efforts, including the work of Enactus, a student group dedicated to community service and collaboration with local organizations.

*The Statement*, a semi-annual publication of Fredonia, includes feature articles on community engagement projects and results. This print publication is shared with alumni, parents, faculty, staff, and community members, and an electronic archive is available on the campus website. Community members have important roles on the Fredonia Technology Incubator Board, Startup NY Steering Committee, Fredonia College Foundation Board, and Advisory Councils in academic units.

Numerous faculty and staff also serve on public boards and commissions. For example, Fredonia's President serves on the boards of a WNY economic and workforce group, a girls' high school, and the Chautauqua County Chamber of Commerce. Our many community partnerships are strengthened by the integration of community members on our boards, and faculty and staff work with community partners collaboratively to assess and develop new opportunities for applied learning.

The College Council, consisting of Governor-appointed community members, is an important advisory group for the campus, providing community perspectives on campus initiatives and advising Cabinet and governance leaders. Quarterly meetings include opportunities for Council members to bring community concerns and follow up on previous questions and issues.

The College of Education (COE) Education Preparation Advisory Consortium, consisting of twenty superintendents, principals, and cooperating teachers, meets twice a year to gather assessment data which is incorporated into a COE action plan. An annual employer survey asks regional superintendents to assess satisfaction with the preparedness of candidates.

The School of Business surveys internship partners and contacts employers to expand upon their formal evaluations. The information collected is used to improve the curriculum, enhance external learning environments, and assess community engagement. The community feedback guides the planning of the School's curriculum committee.

The Department of Communication Disorders and Sciences (CDS) regularly assesses graduate students placed in clinical practice through

the University's Youngerman Center and administers customer satisfaction surveys provided to the 3,000 community clients it serves annually. The data from the surveys is key in the analysis and planning in the annual CDS assessment process.

Music Therapy internships are coordinated with the Roster of Internship Sites approved by the American Music Therapy Association and/or are coordinated regionally by the University. Music Education, through the Office of Field Experiences, coordinates field placements and paperwork to and from schools and facilitates Memos of Understanding between Fredonia and various school districts. The Music Education program monitors, logs, and maintains an archive of all Practicum and Student Teaching reports and evaluations. Music Education faculty coordinate methods class external teaching for courses with area teachers and administrators.

In Music Education, requests for student teachers come from schools all over New York. We place student teachers in the Rochester, NY, area (Monroe county), the Hudson Valley, New York City (Manhattan, specifically), Long Island, and Buffalo and suburbs in Erie County, as well as Chautauqua County. Music teachers most typically call, write, or talk with faculty at conferences to request student teachers. Fredonia also conducts outreach to area schools. Cooperating teachers must have tenure within their districts to work with student teachers (for quality assurance), and so staffing is monitored at area schools and teachers are contacted as they become eligible. Website presence, program credits and announcements, newspaper articles, and radio announcements all are important to sustaining a collaboration plan.

Music Education and Music Therapy placement supervision is a continuing part of the budget. Leaders in music education must continue to get students into direct interaction with children in schools and with community members.

The Volunteer and Community Services office surveys community partners at the annual Volunteer Service Fair, a well-publicized event that for twelve years has brought together community partners, students, staff, and faculty. Survey results are used in planning and continued engagement with community partners, and applied learning opportunities are identified through interactions with community partners.

The Career Development Office engages new community members in internship activities and career related activities on a regular basis

through outreach conversations, job/internship follow up conversations, internship survey results, shared student and faculty connections, and career events in WNY and beyond, including virtual career fairs, internship/resource listservs, professional associations, and so many more. With nearly every student internship appointment, a new internship opportunity is sought out through personalized internship searches to help the student find a best fit internship experience. Relationships are established through personal connections through the CDO office, staff, or the student themselves to identify ways to partner successfully and further establish a true and rigorous learning opportunity.

The CDO staff help students to better understand the value of relationship building through a model of job/internship networking success, evidenced by positions shared in FREDNetwork, the CDO's database, available to all Fredonia students and alumni. The number of internships available in FREDNetwork on a daily basis is consistently over 1000. Of the 478 total internship opportunities posted during this past academic year, 292 were new opportunities from a total of 55 new internship employers.

**Question 4**

Based on your answers to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.

EED is responsible for overseeing the university's community engagement pillar of Fredonia's strategic plan: reviewing, coordinating, and refining the process for assessing the impact of community engagement and using the data for planning.

**SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII**

**Graduation Requirement**

**Due May 1, 2017**

<b>Campus Name:</b>	State University of New York at Fredonia
<b>Date:</b>	4/26/2017
<b>Narrative Compiled by:</b>	Tracy Collingwood, Director, Engagement and Career Development Bruce Simon, Chairperson, English Department
<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>We would like to work toward this in the future, but not for the 2017-2018 academic year.</p>
<b>Question 2</b>	Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the

	<p>process and have approved the decision, including student governance.</p> <p>The Applied Learning Council (ALC) will seek the University Senate's endorsement of its report and recommendation during its March and May meetings. We will also initiate discussions with the Student Association. Our aim is to better articulate why Fredonia should not institute a university-wide graduation requirement for the 2017-2018 academic year and what challenges would have to be met to increase the number of departments that require an approved applied learning experience for their majors.</p>
<p><b>Question 3</b></p>	<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 at this time.</p>
<p><b>Question 4</b></p>	<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>In terms of sustaining current and future applied learning, the ALC is working on developing a subcommittee to determine how applied learning campus activities will be formally approved through our existing shared governance and curricular processes. This subcommittee will also work with the Registrar and Institutional Research, Planning and Assessment to develop systematic processes to assign attributes and codes within Banner for reporting purposes. Any technical challenges that cannot be addressed at the university level will be identified to appropriate SUNY System Administration and the SICAS center in order to obtain assistance.</p> <p>The ALC is also consulting with departments that already have approved applied learning experience requirements in place to better understand how they have met the challenges that have prevented other departments from following suit. The ALC will then consult with departments that self-identify as very close to instituting the requirement to help them meet their specific challenges.</p>