



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	Schenectady County Community College
<b>Date:</b>	April 15, 2016
<b>Narrative Compiled by:</b>	Penny Haynes, Renee Adamany
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a <b>descriptive narrative</b> regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities. Data will be collected based on the number of students registered. All internship and the co-op courses can be identified based on course and section numbers. Applied learning experiences also are identified within the course description, but not yet by course number. These courses will need to be manually tracked for now until they can be clearly identified. The Hotel, Culinary Arts, and Tourism Division maintains</p>

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	spreadsheets of all hours applied toward the 600 hour experience requirement in their program. Any additional activities will need to be described in the course description or identified at the course level which will be approved through the governance process. Non-credit student affairs activities which include non-credit internships will be tracked manually through the office of Career and Transfer services.
<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>All courses that are developed follow the SCCC governance process and are approved at the division, curriculum, and Academic Senate level. The Registrar identifies internships by course number. The Service Learning courses will have the SL requirement in the course description. The Registrar is currently keeping a list of these classes until a determination can be made on how to identify such 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>SCCC plans to track students who have had various applied learning experiences. Students who have held internships will be compared to those who have not in terms of employment opportunities. Data that is readily available includes the graduation survey which indicates whether a student is employed within 6 months of graduation. In addition, SCCC will measure student persistence and compare persistence data of students who have had an applied experience with those who have not. SCCC will also analyze non-persisters for commonalities. Eventually, data can be refined to identify at what point an applied experience occurs and whether that affects retention.</p>

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



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

<b>Campus Name:</b>	Schenectady County Community College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Penny Haynes, Renee Adamany
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>Faculty are responsible for the development of the applied learning activity course and the activity. Generally, any applied activity will include a curricular revision to the course, and, therefore, go through the Division, Curriculum, and Academic Senate as part of governance. As part of program review and course level assessment, student learning outcomes are written to support applied learning and these outcomes are assessed.</p>

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<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 supported through approved professional development activities. Professional development activities are aligned with SCCC strategic initiatives which include anchors (those that most closely relate to applied learning) that are aligned to student access and success as well as a relevant and innovative curriculum. In addition, faculty hold workshops that are designed to educate each other on applied learning. SCCC's task force on applied learning is currently planning to host an applied learning celebration at the end of the 2016 academic year.</p>
<b>Question 3</b>	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>In addition to the above activities, SCCC has financially supported the redesign of the service learning website (soon to be renamed the applied learning website), professional development, and, in the case of the School of Hotel, Culinary Arts and Tourism, release time to account for the 600 hour co-op experience.</p>
<b>Question 4</b>	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>SCCC supports an annual recognition ceremony for specific contributions. In addition, the applied learning ceremony will serve to recognize both students and staff for their contributions.</p>

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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>	Schenectady County Community College
<b>Date:</b>	4/15/2016
<b>Narrative Compiled by:</b>	Penny Haynes, Renee Adamany
<b>Summary</b>	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an "Article VII" bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Student applied learning experiences are supported by the faculty assigned as the instructor for the course. This involves an assigned faculty member providing an orientation to the experience and assisting the student in finding the internship or other applied experience. Most of the experiences have approved sites, although not all. The faculty member is available to the student throughout the experience, either face-to-face or via electronic communication. An internship or co-op experience requires instructor approval. A service learning experience is more directly supervised by the instructor.</p>

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<b>Question 2</b>	<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 experiences are promoted through faculty and professional advisors. When new student groups, including those at orientation, meet with faculty by interest area, the applied experiences are promoted. Program descriptions also speak to the applied opportunities. Each academic division has developed an applied learning pull-up banner which will be used during recruiting events and college fairs. SCCC will continue to devise plans to further promote these valuable experiences.</p>
<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>Students generally are asked to provide a course evaluation which allows for opportunity to speak of the experience. In addition, students in most internship and co-op opportunities write a summary paper of his or her experience. The college has a grievance procedure for the course; however, there is no formal grievance procedure for an off-campus site.</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>Currently the plan continues with an analysis of student course evaluations as well as faculty interpretations of students written experiences; however, SCCC is contemplating the use of a survey and focus groups to get a better sense of student needs.</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>	Schenectady County Community College
<b>Narrative Compiled by:</b>	4/28/2017 Dr. Penny Haynes
<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 V of VII of campus applied learning plans and asks questions to determine campus capacity to support applied learning. 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 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>Employers are surveyed when working with internships. When a service learning project is undertaken, we have obtained qualitative data; however a formal methodology has not yet been developed or undertaken at a scalable level.</p>

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<b>Question 2</b>	<p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>We believe that it could both enhance and in some cases hinder. The opportunity for enhancement can be found in the benefits of applied learning that have shown students to be more engaged and more likely to complete. At the community college level and potential barriers can be found in time constraints for students with families and commitments to current employment needs.</p>
<b>Question 3</b>	<p>Please describe the campus opportunities and challenges of including approved applied learning activities as a local graduation requirement. Please describe implications for student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>The opportunities include the potential for more prepared students. The challenges would come as a form of barriers to graduation for those who have not met the graduation requirement. The implications for student learning outcomes are minimal once developed. Staffing may be increased in the securing of employers or agencies to perform the applied learning as well as record keeping and thus increased fiscal demands.</p>

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SUNY Applied Learning Campus Plan  
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Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	Schenectady County Community College
<b>Date:</b>	4/28/2017
<b>Narrative Compiled by:</b>	Penny A. Haynes
	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. Be sure to list the responsibilities and roles for each. These may include any business/corporate, non-profit, state and other hosts/facilitators.</p> <p>Employers as internship sites. These serve as supervisors          Non-profits as service learning sites or as collaborators in projects          Government agencies as recipients of advocacy initiatives</p>
<b>Question 2</b>	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on campus currently supporting these relationships.</p>

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	Currently, the methods of support are primarily through the faculty and Deans in collaboration with off campus partners. There is a career services division which we plan to integrate, based on a recent restructuring plan, with the academic division which will help centralize the process.
<b>Question 3</b>	Describe how your campus engages new community partners. The campus engages currently through faculty and administrative outreach. We are involved in Start-up NY, the Bizlab in Schenectady and other organizations. We have hosted business round-tables, Start-up NY partners, and other community agencies.
<b>Question 4</b>	What is your campus plan for supporting intentional and reciprocal partnerships? The plan will be to centralize the partners through our career services office which will now be integrated with academic affairs. This will allow for a common point person and an organized database of our partners.

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SUNY Applied Learning Campus Plan  
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Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	Schenectady County Community College
	4/28/2017
<b>Narrative Compiled by:</b>	Penny A. Haynes
<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. <b>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.</b></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 plan to include applied learning activities in all of our programs and therefore indirectly see it as a completion requirement, but we do not have plans to enforce it as a graduation requirement.</p>

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<b>Question 2</b>	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including <b>student governance</b>.</p> <p><b>As it is not a current requirement, and no changes have been made to the graduation requirement, it has not gone through the entire governance process at this point; however, the additional student learning outcomes in courses to ensure that applied learning is in all programs has gone through the standard governance process which includes, division, curriculum (with student membership), and faculty senate.</b></p>
<b>Question 3</b>	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>NA</p>
<b>Question 4</b>	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>We will continue to monitor existing programs periodically as part of program review to ensure that an applied experience is in each program.</p>

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