



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

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| Campus Name: | Suffolk County Community College |
| Date: | 4/15/2016 |
| Narrative Compiled by: | Paul M. Beaudin, PhD & Caroline Burns, EdD |
| Summary | <p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a descriptive narrative regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | <p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities. Based upon the Applied Learning Committee’s acceptance of the SUNY definitions of the various types of applied learning experiences, we catalogued more than 100 for-credit and not-for-credit student opportunities across our three campuses. The five elements of an authentic applied learning (AL) experience (sent to us by SUNY) were affirmed and will be applied to others as we move forward. Based on consultation</p> |

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| | <p>with the College registrar and other administrators, it will be necessary to determine how to best identify those courses and/or sections of courses which include an AL experience. It is important to acknowledge here that some sections of a course may include a service learning component, while other sections, offered on the same or other campuses, may not. As many other institutions are doing, it is likely that the College will expand its coding system for those attributes on our Banner system. This will identify courses related to applied learning and will, of course, allow the College to disaggregate data by AL types, provide ease of recording on transcripts, and generate data on the number of enrollees.</p> <p>In addition to the collection of information related to for-credit experiences, the registrar is tracking the work being done by the American Association of College Registrars and Admissions Officers (AACRAO) on the development, refinement, and implementation of co-curricular transcripts. The adoption of such an instrument, if approved, will not be without a number of hurdles related to personnel costs, training, consistency of expectations, and the validation of the experience by faculty, counselors, and staff who oversee a multitude of co-curricular activities across our three campuses and two downtown centers.</p> |
| Question 2 | <p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>As was indicated in the February submission related to the inventory of available experiences, the College requires AL experiences for many of our Associate in Applied Science programs as well as some of the Associate in Arts and Associate in Science degrees. Moreover, the College makes available AL opportunities either for-credit or not-for-credit to students in programs in which they are not required.</p> <p>For-credit expansion and designation of new courses/sections, while encouraged by college administration, will rest with faculty at the departmental level. These new courses will need to proceed through the campus and College curriculum committees and be approved through the governance structure so valued at Suffolk.</p> <p>While this report is being prepared by a transitory body which includes governance representation and administrators from multiple offices, it is envisioned that, after the completion of our charge, resources may need to be committed to support faculty engaged in the creation and designation of additional experiences and development of a long-term plan for the creation of increased opportunities.</p> <p>Not-for-credit co-curricular activities are made available through the generosity of faculty's, staff's, and counselors' time. While some of these have been ascribed with AL designation in our February report, it is clear that, moving forward, some training</p> |

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| | will be necessary for moderators on the five criteria related to authentic applied learning. |
| Question 3 | <p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>Based on an analysis of date-of-entrance cohorts, the use of the Banner system attributes, and a possible co-curricular transcript, the College will be able to track students within programs who are both engaged and not engaged in applied learning. It is important to note here that valid correlations between persistence, retention, graduation rates and participation in AL experiences may be very difficult to determine based upon a number of intervening variables. The differences in the cohorts enrolling in those programs in which applied learning courses are required and those in which they are not will need to be considered before making judgments related to the efficacy of the experience.</p> <p>The College participated in the Community College Survey of Student Engagement (CCSSE) in 2015. Approximately 1,500 students participated. Students responded to a variety of questions related to student engagement including ones related to participation in a community-based project. Likewise, SCCC students participate in the SUNY Student Opinion Survey every three years. Nearly 21,000 students will be invited to take part in this survey electronically. Among other items, students will be asked to respond to questions related to service learning, community service, or civic engagement activities as well as availability of internships and other out-of-classroom activities. While these instruments will not provide individualized data, they can be used to reflect institutional growth in this area.</p> <p>Lastly, SCCC prides itself on its strong culture of assessment. Regularly courses, programs, units, and student experiences are assessed and evaluated through a variety of instruments and committees meet to engage in “closing the loop” activities. It is envisioned that the College’s expertise in this area will serve this initiative well.</p> |

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

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| Campus Name: | Suffolk County Community College |
| Date: | 4/15/2016 |
| Narrative Compiled by: | Mary Pat Takacs, MSLIS; June Ohrnberger, EdD; & Catherine J. Lipnick, PhD |
| Summary | <p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | <p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>From our initial survey to gather data on Faculty Engagement, it seems that there is a wide range of responses, depending upon individual faculty member’s knowledge about and/or experience with AL. Furthermore, responses about such things as College support vary depending upon the type of AL activity, the requirements of the program, the existence of external accrediting bodies whose input informs the outcomes and activities (i.e. nursing) and the familiarity of students with these program requirements. Administrative support is stronger for existing, approved AL experiences that have been embedded in the course requirements over many years.</p> |

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| | <p>At the other end of the spectrum, are service-learning activities which have had no coordinated effort to aid faculty in the development, assessment, and management (i.e. issues related to community partner coordination, processes for new faculty with an interest in initiating new service learning projects). Between these two extremes are a range of faculty responses related to AL activities. It is from this range of responses that the subcommittee tried to glean and report information in Part III: Faculty Engagement.</p> <p>The current process for oversight and assessment of approved AL activities is either: a) the faculty are engaged with the students as the activity progresses, or b) the AL activity is organized in advance and the student reports via written or oral communication back to the faculty member. Examples of the former may include clinical placement for nursing, occupational therapy, physical therapy, veterinary science technology, and chemical dependency counseling; discovery activities with a biology class; service learning activities with a nonprofit agency; or a creative exhibit or performance. In that latter case, students may select an outside organization or the faculty member may be involved in the placement of a student with an on or off-campus organization. Based on the student learning outcomes for the course and the partnership with the organization, students would report back to the faculty about their progress and challenges. Moreover, students reflect about the assignment and the organization's function. Oversight responsibilities are fulfilled through online communication, face-to-face, or discussion/correspondence with site liaison. Further review by the faculty member may include a site visit and periodic structured feedback from the outside organization.</p> <p>Faculty engaged in the study abroad program have an extensive list of responsibilities to prepare, implement, manage, oversee and assess the activities. Under the leadership of a College associate dean, study abroad involves a major time commitment on the part of the faculty.</p> <p>Assessment of other AL activities many be conducted in real time during the activity or at the completion of a project based on the established student learning outcomes and the associated rubrics, in an exam, a paper, presentation, a group reflection about the experience, a student-faculty conference or an exit survey.</p> <p>Not-for-credit AL activities often come into existence because of student interest. Faculty moderators engage in AL activities that often have a civic engagement or service learning focus. Depending on the activity, the duration of it, and who the moderator is, the identification of student learning outcomes and the subsequent assessment may vary. A goal would be to ensure greater consistency in this area.</p> |

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| | <p>If new student learning outcomes are identified and are related to AL activities for a course, the faculty would follow the established governance process to propose a course revision to add the AL activity. However, if there are no changes in the student learning outcomes, course fees, credit/contact hours, an AL activity could theoretically be added to a given course without requiring a curriculum revision through the governance process.</p> |
| Question 2 | <p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <p>When the AL activity is already an established course, such as a clinical experience, internship in the discipline, or an activity in a program that receives outside accreditation, the department would provide the necessary support for faculty. Staffing in some spheres related to AL activities is sparse (i.e. study abroad, internships). The Career Services & Cooperative Education Office (CSCEO) screens, prepares, and connects some students with AL opportunities in off-campus organizations. Some faculty indicated that they receive little or no College support to promote co-operative education experiences for their students. At times, they work separately with the students and with the liaison at the partner organization. The College's Office of Legal Affairs reviews contracts with outside organizations and these are maintained by faculty and/or by the CSCEO office. Class size limits and compensation for faculty are contained in the bargaining unit contract. New testing software and TracDat have been implemented in some departments to support assessment.</p> <p>Some faculty members find that the compensation does not adequately cover the time required to plan, provide student orientation, manage, assess and modify AL activities. For example, three contact hours of release time are offered to faculty for fieldwork-related tasks, but some faculty argue that the time allowed is not sufficient for the work involved. Other faculty report that they currently spend many volunteer hours managing AL activities.</p> <p>When the participation of an AL activity is a course requirement, such as attendance at a performance or visual arts exhibit, the students may attend the event independently or as a group. Certain classes have an assigned professional assistant who accompanies the class during the AL activity. On the other hand, faculty advisors for clubs who participate in off-campus AL activities must volunteer their time and may pay additional expenses on their own. Professional development events are also offered to share AL faculty experiences with the campus community.</p> |

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| Question 3 | <p>Describe any current campus methods for supporting new faculty activities. Faculty members may add an AL experience to a given class when the student learning outcomes do not change and the necessary time, funding, facilities, equipment, and transportation are provided through the department or, possibly, a grant. Many faculty recognize that there is no established method for adding a new approved AL experience to a credit-bearing course. Other faculty affirm that AL activities can be added, but that communication and resources may need improvement.</p> <p>A number of programs have advisory boards which serve as a link to the community and may facilitate new possibilities for AL activities.</p> <p>The addition of new AL activities would require more time, staffing, space, supplies, equipment, funding and support for faculty, students, and partnering organizations. Outside organizations willing to work with SCCC students must be readily accessible with a limited commute and a willingness to compensate the students for their time. Unless the AL activities are beneficial to both the partner organization and the SCCC students, the partnership may not be deemed viable. Because of the large number of students enrolled in Liberal Arts – General Studies, additional staffing may be needed to help identify appropriate AL placements of interest to students. New faculty activities must not be based solely on the ability and willingness of the faculty to volunteer or personally fund AL activities.</p> <p>Because of the size of the enrollment and the large percentage of adjunct faculty, it is very difficult to engage faculty in new AL projects. Administrative support would be needed to aid adjuncts and to establish procedures, websites, records management, and coordination with current and new partner organizations.</p> |
| Question 4 | <p>What is your campus plan for acknowledging engaged faculty?</p> <p>At this time there is no uniform process across the campuses. Faculty could use AL service above and beyond the normal course requirements for the purpose of promotion. Certainly an acknowledgment process would address faculty concern that, apart from participation in an appreciation luncheon sponsored by the CSCEO, there is little recognition of faculty engaged in AL activities. Additionally, through the survey, one faculty indicated that acknowledgment of the partner organizations in the communities might be considered in some form.</p> |

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

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| Campus Name: | Suffolk County Community College |
| Date: | 4/15/2016 |
| Narrative Compiled by: | Lisa Hamilton, MS; Sylvia Camacho, MEd; & Iaroslava Babenchuk, PhD |
| Summary | <p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | <p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Students interested in not-for-credit AL opportunities receive individual guidance via the offices of Student Campus Activities and Student Leadership Development (SCASLD) on each campus following extensive marketing and communication efforts throughout the year and during new student orientation. These offices provide students with all necessary support in completing their applications, completing forms, understanding requirements and funding opportunities as students navigate their options.</p> |

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| | <p>Students also contact the respective office offering an opportunity directly and they receive faculty or appropriate staff support. Customized opportunities may also be facilitated via SCA. The approval is handled through a referral process during which each student's interests are assessed and (s)he is referred to the appropriate office to support the student's interest.</p> <p>For-credit applied learning opportunities are normally handled at the departmental level with the support of the Career Service & Cooperative Education Office (CSCEO). Many AAS programs are highly specialized and, frequently, the faculty in each of these departments have a variety of professional contacts. In some areas, students consistently intern or have clinical rotations at agencies with which the College has an extensive history of collaboration. Students requiring the fulfillment of an AL experience for program completion normally notify their departmental advisor in the semester prior to course. Some of these experiences require special insurance coverage and that is handled by the College.</p> |
| Question 2 | <p>Describe how approved applied learning activities are promoted to and shared with students. How is information about applied learning activities built into the orientation or advising process?</p> <p>AL activity participation outside of those required by specific programs can be a challenge at a community college such as SCCC. A large percentage of our students are attending school on a part-time basis while working full-time jobs either during the day or around their class schedule. Despite that challenge, AL activities are promoted for both credit and on a not-for-credit basis.</p> <p>Starting with new student orientation a marketing/communication campaign is ongoing throughout each academic year to inform students of not-for-credit AL opportunities. Information is distributed via flyers, campus monitors, social media, the student portal, brochures, the website, videos, student newspaper, and direct contact with students at activity fairs, open houses, and presentations. New students are provided with a resource packet which includes available opportunities which guides them to the OCASLD for further information.</p> <p>Every semester, the CSCEO on each campus presents a workshop that promotes AL experiences to our College Seminar classes. The presentation includes slides on internships and student club activities.</p> <p>Advisement for courses and for-credit AL experiences normally takes place through three different venues: academic advisement centers, counseling centers, and</p> |

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| | departmental advising of majors. The vast majority of required AL experiences is facilitated by departmental faculty. |
| Question 3 | <p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>A reflection component is included in most AL opportunities (via journals, supervisor feedback, observations, site evaluations, student reports, SWOT analysis, and social media reporting). Off-site opportunities normally take place with some SCCC staff supervision or involvement. Enrollment in sections of AL courses are normally kept rather small with some capped at 5 students and others capped up to 22. This commitment to smaller numbers facilitates reflection and the ability of faculty to actively engage. Grievances are handled directly by the faculty member/activity moderator. Students having a concern about an AL site confer with their faculty moderator who facilitates resolution.</p> <p>The AL activity normally includes an evaluation at the end of the experience so students can provide feedback. Additionally, as many of our degree programs are credentialed by outside accreditors, these clinical experiences or internships are carefully considered and student feedback is requested.</p> <p>Students are protected under Title IX and EE/AA policies and procedures.</p> |
| Question 4 | <p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>In an effort to provide students with well aligned, needs-based opportunities for AL, all campuses focus throughout the year on receiving feedback from students and designing appropriate opportunities. The following activities occur on a regular basis:</p> <ul style="list-style-type: none"> • Direct feedback from students (surveys, focus groups, reports) to facilitate continuous improvement; • Continuous communication with students at the departmental level and via the OSASLD; • Direct feedback from advisors/faculty engaged in AL activities; • Recommendations directly from students. |

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| | While opportunities for feedback take place in a variety of forms for both the credit-bearing and not-for-credit experiences, a goal would be the development of a uniform process for student feedback related to AL experiences across campuses. |

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

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| Campus Name: | Suffolk County Community College |
| Date: | 1/23/2017 |
| Narrative Compiled by: | Members of the Applied Learning Committee including: Dr. Slava Babenchuk, Dr. Paul Beaudin, Ms. Cheryl Eldredge, Ms. Lisa Hamilton, Dr. Catherine Lipnick, Dr. Patricia Munsch, Dr. June Ohrnberger, Ms. Mary Pat Takacs, Ms. Tania Velazquez |
| Summary | <p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p> |

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| | <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | <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> |
| Question 2 | <p>The College does conduct impact studies on the local community and workforce as related to specific economic indicators and as are required by grants. While we do know anecdotally that applied learning experiences positively impact the community, i.e. clinical presence of our nursing students in local hospitals, students conducting research at Brookhaven Lab, and work study students engaged at local not-for-profits, we have not measured this specifically.</p> <p>Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>Suffolk County Community College is composed of three campus locations along with two extension centers. To place a few thousand additional students (primarily in our AA and AS programs) per year into AL internships, SCCC Ammerman (Selden) and Grant (Brentwood) campuses would compete for sites placement availability with Stony Brook University (2015 graduating class size – approximately 6,200 students), SUNY Old Westbury (2015 graduating class size – over 1,000), and SUNY Farmingdale (2015 graduating class size – approximately 1,300 students).</p> <p>With fewer industries and non-profits on Eastern campus (Riverhead), SCCC would likely need to place students from Eastern campus in internship sites near the Ammerman campus (Selden) requiring students to commute from</p> |

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| | <p>the East end of the island (approximate commute time – 30 minutes – 1.5 hours, depending on the site location and the student’s residency location).</p> <p>Like internships, service learning placement faces similar challenges in competing for limited community resources; but unlike internships, successfully designed academic service learning require other criteria that will be difficult to ensure. Unlike internships, in which responsibilities can be more definitively outlined, service learning experiences must fulfill the needs of community partners and, in the case of successful instances of reciprocity, whereby the community partner’s needs are filled, the service experiences might not be replicable in future semesters, and, in this case new projects, and partnerships would need to be continually created.</p> <p>Financial Cost to the Community and AL Providers: According to the <u>U.S. Department of Labor</u>, an unpaid internship is <u>only lawful in the context of an educational training program, when the interns do not perform productive work and the employer derives no benefit.</u> “If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled to compensation under the FLSA.”</p> <p>FLSA (Fair Labor Standards Act) is based on the United States Supreme Court’s 1947 opinion in <u>Walling v. Portland Terminal Co.</u>, 330 U.S. 148, 152-53 (1947), which held that the FLSA’s definition of “employee” does not include participants in an educational or vocational training program that provides no immediate benefit to the employer and that serves only the trainees’ interests. (http://www.unpaidinternslawsuit.com)</p> <p>The New York State Department of Labor explains in detail all provisions under which a trainee cannot perform work without compensation under Minimum Wage Act.</p> <p>https://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf</p> <p>Per the above, for an employment relationship to NOT exist, SIX criteria must be met:</p> |

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| | <p>1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training, which would be given in an educational environment.</p> <p>2. The internship experience is for the benefit of the intern, not the employer.</p> <p>3. The intern does not displace regular employees, but works under close supervision of existing staff.</p> <p>4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded.</p> <p>5. The intern is not necessarily entitled to a job at the conclusion of the internship.</p> <p>6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.</p> <p>In case any of these stipulations are violated, an intern should be compensated for the work per the New York State Minimum Wage Act and Wage Orders.</p> <p>Additionally, in July 22, 2014, New York Governor Andrew Cuomo signed into law an amendment to the New York State Human Rights Law that expressly prohibits discrimination, harassment, and retaliation against unpaid interns. N.Y. Exec Law §296-C. The new legislation became effective immediately and parallels a similar law passed by New York City several months earlier. New York City's Human Rights Law was amended unanimously after a Manhattan federal court ruled that a female unpaid intern was not protected by federal or city sex discrimination laws because she was not paid. (see Wang v. Phoenix Satellite Television US, Inc., 976 F. Supp. 2d 527 (S.D.N.Y. 2013)).</p> <p>https://www.nysenate.gov/legislation/laws/EXC/296-C</p> <p>In the case of paid internship: SCCC graduates over 4,000 students a year. For all the students to fulfill an applied learning graduation requirement, SCCC would likely need to provide one thousand additional internship experiences. Unless interns met the</p> |

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| | <p>requirements for non-paid internships under this scenario, the cost of this size of placement to the local businesses under the New York State Minimum Wage Act would be about \$1 million/per thousand students undertaking 3 credits hours of internship, under the SUNY Policy 1305, June 30, 1976 http://www.suny.edu/sunypp/documents.cfm?doc_id=168 with each student partaking of an internship for approximately 120 hours.</p> <p>In the case of unpaid internship: In case students were placed into internships without being compensated at a Minimum Wage rate, each student’s placement would require close monitoring by the College’s employees to ensure six requirements for unpaid internship implementation were continuously not met, and to ensure that the student was receiving appropriate supervision at the internship site. Internship placement agreements would need to be signed with each internship site outlining rules and regulations of the internship, and liabilities of parties. Students would need to be provided with legal support should internship sites violate the above cited laws and use students for their benefits. While supervision occurs in our current unpaid internships, we are talking about additional thousands of students.</p> <p>Cost to Community Providers in Time Allocated/Re-directed for Training and Orientation and Productivity due to Required Staff Oversight Per the above cited laws, for students to qualify for uncompensated internships, internship sites must provide students with appropriate supervision during their entire stay with the organization. As such, each internship site would need to allocate this task within responsibilities of their current staff members, on average totaling 120 hours per student per the above mentioned 3 credit hours calculation. Internship sites would also need to allocate time for their internship supervisory staff to work with SCCC staff to managing the student experience (orientation, feedback management, legal agreements management, etc.)</p> <p>National standards for experiential learning were developed by the National Society for Experiential Education (http://www.nsee.org/standards-and-practice) and are implemented by institutions of higher education across the nation following the following criteria:</p> <ol style="list-style-type: none"> 1. Intention: All students and advisors must be clear why the student chose the particular experience to meet this General Education requirement. This includes a clear statement about the learning that is to take place and the |

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| | <p>knowledge that will result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.</p> <p>2. Preparedness and Planning: Students must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.</p> <p>3. Authenticity: The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.</p> <p>4. Reflection: Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.</p> <p>5. Orientation and Training: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.</p> <p>6. Monitoring and Continuous Improvement: Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important to have a</p> |

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| | <p>feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.</p> <p>7. Assessment and Evaluation: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions that suggested it.</p> <p>8. Acknowledgment: Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation, and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.</p> <p>To fulfill the above-recommended approach, SCCC would need to allocate faculty with additional hours to facilitate AL experiences for thousands of students per year. The college would also have to provide students with sufficient orientation to ensure the above stated requirements, especially with regard to Intention, Planning and Preparedness; and such orientation and monitoring might be best served in an additional class or practicum which will pose additional challenges on scheduling, coordinating, staffing and assessing.</p> <p>College Resources</p> <p>The College would have to create an office, hire staff, provide professional development for faculty and staff and develop outreach plans to attract community organizations and designate college liaisons to cultivate those partnerships, coordinate student placement (or assist faculty in that task) and assess the effectiveness of those partnerships in meeting course learning</p> |

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| | <p>outcomes, student engagement, and community partner’s needs. All of this would need to be done for both full-time and our very large cadre of adjunct faculty.</p> <p>The College would have to provide the above for three different campuses and would have to establish a central coordinator of these three campuses. Past initiatives have shown the challenges of serving the different populations of each of the three campuses in a consistent and uniform way, and so institutionalizing an Applied Learning Initiative would pose additional challenges to our institution.</p> <p>Student Considerations Student Demographics</p> <p>In full consideration of the potential graduation requirement, the potential impact on students was also considered. Suffolk County Community College has an annual enrollment of 33,215 students -- 16,636 attend full time and 16,579 attend part time (Fall 2015, College Factbook). The majority of the students, 79.5% are 24 or younger and the highest enrolled major is Liberal Arts General Studies with 11,662 total majors (2008-2016 College Major Enrollment). In Fall 2014, 3,077 students transferred without degree while 1,576 transferred with a degree. Within the top 25 transfer institutions, 1,470 students transferred to a SUNY institution in Fall 2014 (Fall 2015 College Factbook). These student demographics point to two potential challenges of creating an applied learning graduation requirement. The data demonstrates that 66% of students who transfer do so without earning a degree. The concern is that with an additional graduation requirement, fewer students will choose to complete their degree. Approximately one quarter of our transfer students are entering SUNY institutions for their baccalaureate degree and the student may be required to complete an additional applied learning experience at the receiving institution. It is highly unlikely that with the minimal training of afforded to college freshmen, that students would be qualified for robust experiences.</p> <p>Financial Constraints</p> <p>The student population at Suffolk County Community College has very high off-campus employment rates, 30.5% of students who participated in the SUNY Opinion Survey indicated they work more than 30 hours a week off campus (Spring 2016 SUNY Opinion Survey). In the 2015-16 academic year 71% of students received some form of financial aid, 35% of students receive Pell awards and 28% of students receive TAP awards, the average Pell</p> |

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| | <p>recipient student and their family is still expected to contribute \$2300 to their education. In the recent SUNY opinion survey, financial stress was listed as a contributing negative impact on college enrollees. Suffolk County Community College has the highest percentage of respondents among large SUNY community colleges indicating it is difficult to finance their education and that job responsibilities have negatively impacted their education. The concern is the additional time commitment of an applied learning experience will create additional financial stress for students at Suffolk County Community College; there will be a potential loss of income for students in order to accommodate the time allocation for an applied learning experience.</p> <p>Academic Concerns As an open access institution, Suffolk County Community College welcomes all students; based on our latest data reported, 31.9% of students required developmental reading, 28% required developmental English and 49.2% required developmental math (Fall 2015 College Factbook). As students enter our institution underprepared it is important to focus energy and attention on building academic skills and soft skills to prepare them for future educational pursuits. Our role is to best prepare students to achieve their goals. The focus on building academic skills and campus-based soft skills such as communication, collaboration, adaptability, and problem solving ensures that our graduates are prepared to participate in applied learning when entering their baccalaureate institution.</p> <p>Transportation Challenges The final area of concern regarding impact on students is access to transportation for applied learning experiences. The majority of the applied learning experiences involve off-site opportunities. The institution does not currently provide transportation to students for our applied learning experiences due to limited resources and increased liability. The local county does not provide a robust public transportation system and has recently eliminated two bus lines with the potential to eliminate additional bus lines in the near future. Based on the recent new student orientation survey, 24% of incoming students relied on either public transportation, or ride share for their transportation. Given the number of students who do not have access to individual transportation and the limited public transportation system, it is difficult to consider adding a graduation requirement that primarily occurs off-site without recognizing the potential negative impact on students with limited access to personal transportation.</p> |

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| | <p>Impact on Timely Degree Completion Currently</p> <p>Based on the College Factbook, 47% of our students graduate or transfer within 8 years of starting their degree. A total 14.1% of students graduate and transfer within 10 years of starting a degree. In 2014 of all of the students who left the institution, 66.1% of the students transferred without degree. This is a large percent of the student body who are already choosing not to complete a degree. By adding an additional graduation requirement the time to degree completion will be extended and additional students may choose to transfer without completing their degree.</p> <p>Data supplied in this section was retrieved from: http://www.sunysuffolk.edu/dept_docs/OPIE/College_Factbook_2015_16.pdf http://instsrv.sunysuffolk.edu/f08f16.pdf http://www.sunysuffolk.edu/dept_docs/OPIE_Institutional_Research_Docs/Summary_Report_of_Spring_2016_SUNY_Student_Opinion_Survey_Comparative_Analysis.pdf</p> <p>Faculty Considerations</p> <p>There are a number of considerations related to the demands that would be put upon faculty that make institutionalizing AL experiences as a graduation requirement challenging for the College.</p> <p>Effectively designed applied learning, and especially successful service-learning activities require a great deal of preparation, community partner networking, continuous monitoring and regular assessment. Because authentic service-learning activities require reciprocity, because they must meet a real community need, and because they should engage student problem solving and initiate student agency, effective experiences (those cited as best practices by benchmark institutions) require careful coordination, constant assessment, and innovative design. Since we do not have a large staff to accomplish this for our student population to assist faculty, much of the work for research, development and design would fall upon full-time faculty. Part of that development requires the time consuming activities of identifying, cultivating, and maintaining partnerships with outside agencies.</p> |

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| | <p>Time Constraints: The time to develop these innovative pedagogical practices would take time away from the other obligations faculty have to their students, their course work, their service on committees, in governance or with the union, their scholarly pursuits and presentations for professional development. Given the time required to develop authentic and effective AL experiences in light of the often overburdened work schedule of many fulltime faculty, developing sufficient AL opportunities so that all students could fulfill a graduation requirement is highly unlikely. Likewise, the College would need to challenge its already tight budget to adequately fund reassigned time for the very large cadre of fulltime faculty needed to provide structure for the majority of students currently enrolled in programs that do not require applied learning experiences.</p> <p>Requirements for Curriculum Approval: An additional consideration of the effects that institutionalizing an applied learning requirement would have on the fulltime faculty involves the process for curriculum approval. Adding many more courses with AL experiences tied to the curriculum and embedded in the course learning outcomes would require approval through the governance process; furthermore, because this college is a tri-campus institution, that process is lengthened as proposals and revisions must be approved at all three campuses and, then, by a college-wide body. Not only would the time required for such a process pose challenges, educating members of those respective committees and deciding bodies would also require training and professional development in order for participants to make more informed judgments and more constructive feedback on those proposal. Adding yet another local requirement to our recently streamlined 64-credit associates programs, runs the risk of changing courses within programs which are considered essential. Lastly, the need for professional development would also need to be extended to the larger faculty.</p> <p>The Need for Professional Development: Just considering one area of applied learning -- academic service-learning and civic engagement -- to illustrate the point, the majority of our faculty have little to no experience with the outcomes and best practice for project design, and so the time and resources needed to train faculty would pose a serious challenge for the three campuses of the college. Beyond development and design, we would need a team to coordinate and oversee the projects; and beyond that, we would need continuous assessment – of all the components: student learning (through rubrics and reflection practices); faculty (through pedagogical</p> |

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| | <p>practices and methods); and community partners (through feedback methods such as surveys and exit questionnaires). Should a community partner be an understaffed agency with rapid turnover, as is often the case, collecting these data might prove even more challenging. But the collection of such data would probably fall on either the faculty or the coordinators of an AL program or both.</p> <p>These are just some of the practical considerations. There are also pedagogical concerns that derive from issues of academic freedom and the concern that not all subjects taught in college classes can have an “applied” component, or, at least, not one that is easily assessable or necessarily authentic. Some faculty might even argue that there are instances of effective student learning that is qualitative and not quantitative; however, some forms of assessment have been known to reduce the observation of learning to only outcomes that are “measurable” and so there are some professional educators who might challenge the assessment tools of what constitutes meaningful applied learning experiences. These are discussions that faculty, staff and administrators would have to address.</p> <p>These are just some of the concerns of this committee and does not necessarily represent a complete list of faculty concerns, considerations, and challenges.</p> |

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan


Due May 1, 2017

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| Campus Name: | Suffolk County Community College |
| Date: | 1/23/2017 |
| Narrative Compiled by: | Members of the Applied Learning Committee including: Dr. Slava Babenchuk, Dr. Paul Beaudin, Ms. Cheryl Eldredge, Ms. Lisa Hamilton, Dr. Catherine Lipnick, Dr. Patricia Munsch, Dr. June Ohrnberger, Ms. Mary Pat Takacs, Ms. Tania Velazquez |
| Summary | <p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | 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. |


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Suffolk County Community College collaborates with many partners to create Applied Learning opportunities for our students. Volunteer fairs are held on campus to engage and recruit students to participate in volunteer activities. The role and responsibilities are outlined in the Agreement Contract and the Employer Brochure, as well as assessment by both the employer and the student :


Agreement Contract

 Agreement-Contract.doc.pdf


Employer Brochure

 Employer Brochure.pdf

Employer Brochure

 Employer Brochure.pdf

Student Assessment of Internship

 StudentAssessment of Internship.pdf

Documentation to clarify responsibilities and roles are also utilized by our Study Abroad programs and the clinical agreements with healthcare providers.

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 offices and departments on our campuses that are currently supporting these relationships include Career Services, Campus Activities, many academic departments and Study Abroad. The existing methods used to support intentional and reciprocal relationships on and off campus include:

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| | <ul style="list-style-type: none"> • Job connection- job search tool; • Job fairs (part-time and internships); • Invitation to employers to participate in the job fairs; • Recruitment Tables- Employers invited to campuses twice a semester to recruit students; • Agreement forms, employer and assessment forms (see attached); • Professors- the professors teaching the internships are our partners and sign time logs, see attached; • Journal writing- students expresses what is going on in the internships; • Conduct site visits; • Advisory Boards- ex. Participate on Business advisory board; • Nonprofit service agencies to participate in volunteer fairs; • Networking and identifying community resources by departments as well as individual professors; • Student feedback to address issues, support relationships, and assessment; • Ongoing planning for scheduling, planning, and review/reflection of student experiences; • Strong communication between supervisors for assignment and academic partners; • Identifying vendors and initiating purchasing agreements and contracts when necessary. |
| Question 3 | <p>Describe how your campus engages new community partners in applied learning.</p> <p>New community partners may enter into collaboration with the College by any of the following means:</p> <ul style="list-style-type: none"> • Faculty and staff research possible new internship, practicum, and service sites; • Working with internships and continuing the relationship with employers; • Contacting employers from the past to see if they are still interested in working with SCCC; • Academic Departments pass on information from departments that are interested in working with SCCC and staff will then follow up; • Advisory boards can identify and provide new partnerships; • Workforce development initiatives connected with the College; • Outside organizations that use College facilities (via workforce, expo centers, fairs, etc.); • Networking and exploratory visits to community agencies and businesses; • Social media and word-of-mouth exposure of SCCC. |

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| Question 4 | <p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> <p>At this time Suffolk County Community College has expanded the scope, role and staffing of Career Services to provide additional internship opportunities across the institution. Likewise programs already requiring for-credit applied learning experience have established protocols in place. Academic departments that support programs with external accreditation are continuously involved in collaboration, placement and assessment of applied learning experiences as required to maintain accreditation and to improve the student experience. Not-for-credit opportunities are offered through the Office(s) of Student Affairs which is developing a plan to ensure that experiences meet with standards for applied learning and the number of participants is being recorded.</p> |

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



The State University
of New York

SUNY Applied Learning Campus Plan Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

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| Campus Name: | Suffolk County Community College |
| Date: | 4/20/2017 |
| Narrative Compiled by: | Members of the Applied Learning Committee including: Dr. Slava Babenchuk, Dr. Paul Beaudin, Ms. Cheryl Eldredge, Ms. Lisa Hamilton, Dr. Catherine Lipnick, Dr. Patricia Munsch, Dr. June Ohrnberger, Ms. Mary Pat Takacs, Ms. Tania Velazquez |
| Summary | <p>Language in the 2015-16 Enacted State Budget (in an "Article VII" bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community's ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p> |
| Question 1 | 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? |

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| | Based on the data reported, the vote of the student governance bodies and the vote of the faculty governance bodies, Suffolk County Community College will not include approved applied learning activities as a local graduation requirement. . |
| Question 2 | <p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>Currently, Suffolk County Community College offers various applied learning opportunities to all students through credit-bearing coursework, study abroad opportunities, non-credit co-curricular experiences and internships/cooperative education experiences. The institution ensures that all students, interested in engaging in applied learning experiences, are able to do so in a manner that suits their needs. Throughout the process of studying our institutional approach to applied learning three continued themes emerged regarding the potential local graduation requirement. The first is the impact on our students, the second the impact on our faculty, and third the impact on our college resources.</p> <p>The first concern for students includes the potential negative financial impact. Based on the Fall 2016 New Student Orientation survey, 95% of students plan to work and 48% will work more than 20 hours a week. An additional graduation requirement may negatively impact the amount of time students are able to work. Secondly, there is limited transportation options for students in our region. For students without private transportation, access to quality applied learning experiences will be very limited. Finally, Suffolk County Community College serves as an open access institution and the majority of students enter the institution in need of additional coursework in order to be prepared for college-level courses. It is important to build academic and soft skills to prepare them for future educational pursuits. This approach ensures that students are fully capable of entering an applied learning experience and that both their academic and soft skills are mastered prior to the applied learning experience.</p> <p>The opportunity for applied learning is a clear priority for the institution, recently additional resources and staffing have been added to the Career Services office, responsible for cooperative education and internship placements in many curriculums. However, based on the current enrollment, college resources would need to expand significantly to add enough staffing to properly provide and evaluate applied learning experiences for all students. Secondly, due to the size and nature of the institution, the office would need to be decentralized with</p> |

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| | <p>three physical spaces, one on each campus in order to best serve students with limited transportation options.</p> <p>Our faculty strive to prepare students to reach their future educational and career goals. The additional stress of a local graduation requirement for applied learning would impact faculty time devoted to student mentorship, curriculum development and committee service. In order to prepare, implement, monitor and reflect on applied learning experiences faculty would need to have additional resource allocation, additional professional development, and, in some programs, curriculum revisions.</p> <p>The decision to not include a local graduation requirement for applied learning was collaborative and inclusive. The faculty governance votes to NOT make this a graduation requirement were overwhelming. At one campus it was a 28-0-1 vote; at another 32-3-2; and at the third 41-3-2. 101 votes, then, against making it a graduation requirement, 6 in favor of doing so and 5 abstentions.</p> <p>The three student governance bodies were consulted regarding their thoughts, ideas and opinions. Meetings were held with each group on more than one occasion to discuss their ideas and concerns. All three student governance bodies created resolutions regarding applied learning and had a vote of their membership regarding the local graduation requirement. One group voted for AL as a graduation requirement and two voted against it.</p> <p>Faculty governance representatives from each campus were included in the Applied Learning Committee. These representatives provided full reports regarding applied learning to the full governance bodies on each campus and documents were posted on the governance website. Again, feedback was provided through the representatives and all three campus governance bodies voted regarding the local graduation requirement.</p> <p>The additional campus representatives included academic affairs, student affairs, co-curricular experiences, and internship experiences. All of the representatives on the applied learning committee have offered applied learning experiences through their roles at the institution, including the faculty governance representatives and while everyone fully agrees that applied learning is a positive academic experience, when challenged with possibility of a requirement of all students, the committee fully agreed it would not serve our institution, our faculty or our students in the manner in which it was intended.</p> |

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| Question 3 | 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? |
| Question 4 | <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>The current work of applied learning will continue through curricular and co-curricular development. A standing Applied Learning committee will continue with representatives from all three campus governance bodies, co-curricular representatives, and curricular representatives. The committee will be charged to encourage the expansion of applied learning experiences, act as a body that credentials proposals as applied learning experiences, develops a co-curricular transcript, and provides professional development for those interested in incorporating applied learning into coursework, curriculum or co-curricular experiences.</p> |

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