



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Buffalo State College
Date:	4/14/2016
Narrative Compiled by:	Stephanie Zuckerman-Aviles (Director, Career Development Center), Amy McMillan (Associate Professor of Biology and Chair of the College Senate), Ann Emo (Chair and Associate Professor, Theater).
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	Data on number and type of approved applied learning experiences is collected in various ways from a variety of sources. Data is currently and will continue to be collected on service-learning courses. A Banner attribute is attached to courses that meet college senate approved criteria, and the Volunteer and Service-Learning Center (VSLC) collects data on other courses that include a community-based learning experience. Course participant

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	<p>numbers, service-learning hours, and community partnerships are among the data collected. In addition, volunteer participation numbers are collected for volunteer activities that meet the approved applied learning criteria e.g. Alternative Spring Break. All data is reported in annual reports and the application for the President’s Community Service Honor Roll.</p> <p>Each year the Career Development Center collects and compiles from each department the number of internships completed each semester categorized by paid and unpaid. Departments with clinical applied learning and teacher education programs currently conduct extensive analysis of their applied learning for their accrediting bodies. A similar process could be applied to non-clinical applied learning activities on campus. Finally, many individual departments collect data on the number of students who participate in approved applied learning activities.</p> <p>Data collection on the number and type of approved applied learning activities could be more centralized with the use of Banner attributes. Buffalo State will collect data on applied learning through multiple avenues. Each form of approved applied learning will be given an attribute in Banner to allow for quick data collection of each type (e.g. internships, study abroad, field placement). The National Survey of Student Engagement (NSSE) and SUNY Student Opinion Survey include questions regarding applied learning that will also inform our analysis of the impact of applied learning.</p> <p>Our departmental Annual Reports have information about applied learning activities directed by faculty or staff that are not attached to a course that may include applied learning yet do not have an attribution attached. This is also a way to capture information about programmatic approved applied learning that is not directly attached to a course. Data can be gleaned from these reports if they are set up in a way to collect the information on these experiences.</p>
Question 2	<p>Buffalo State will be working with the College Senate Curriculum Committee to adopt a formal definition of “approved applied learning” that conforms to the SUNY standards. Once this definition is formally adopted, faculty who would like their courses to be considered an “approved applied learning” course will do so by sending it through the regular curriculum process to be so identified.</p> <p>Alternative models, under the guidance of the College Senate, could be investigated. For example, currently a faculty subcommittee of the Service-Learning Oversight Committee is responsible for reviewing service-learning</p>

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	<p>courses. Service-learning courses that meet criteria set forth by the college senate are currently designated in Banner. Smaller committees for each type of approved applied learning could be established to review courses and experiences for meeting criteria set up by the College Senate. The designation process could also be handled by the Dean’s areas, where curriculum committees already exist.</p> <p>While service-learning is the only current course designation for approved applied learning, the Volunteer and Service-Learning Center has as part of their strategic plan to increase the ratio of service-learning courses that achieve designation. Faculty outreach, programs teaching the pedagogy, and a Faculty Fellowship Program, all lead to increased courses being designated.</p>
Question 3	<p>Once the Banner attribute is created that assigns “applied learning” as an option under instructional method, we will be able to track the performance of students who have successfully completed these courses and compare with similarly placed students who have not had an applied learning experience to gauge the impact on persistence, retention, and graduation rates.</p> <p>Buffalo State is already beginning to utilize service-learning course designation attributes to measure student success and institutional outcomes. The retention rates of students enrolled in designated service-learning courses were recently compared to institution-wide retention data and preliminary results are showing an approximately 10% higher retention rate for service-learning students. Similar analysis will be conducted to determine impacts of service-learning on graduation. VSLC surveys of service-learning participants also gather self-reported data on the impacts of service-learning on skill development, cultural competence, civic responsibility, and career awareness. A similar process of data analysis could be utilized to measure student success and institutional outcomes for each type of approved applied learning.</p> <p>Student engagement can be tracked through two surveys that we regularly administer: the National Survey of Student Engagement (NSSE) currently collects data that is related to applied learning, though not with the specific definition SUNY has established. This survey generates data addressing the following issues or questions:</p> <ul style="list-style-type: none"> • Participation in an internship, co-op, field experience, student teaching or clinical placement • How many of your courses at this institution have included a community-based project (service-learning)?

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	<ul style="list-style-type: none"> • How many hours do you spend doing community service or volunteer work? • How much contribution to acquiring job-or work related knowledge and skills <p>Participating institutions have the opportunity to add several institution-specific questions to NSSE, and Buffalo State will add 1-2 questions focusing specifically on applied learning.</p> <p>The SUNY Student Opinion Survey (SOS) asks several questions that are relevant for applied learning assessment:</p> <ul style="list-style-type: none"> • How satisfied with the availability of internships? • How frequently have you been involved in community service program at this college? • Opportunities for community service? <p>Buffalo State will add institution-specific questions regarding applied learning to this survey as well. In addition, Buffalo State will investigate other measures of persistence, retention, graduation rate, and student engagement specifically targeted to approved applied learning participants to get a good data on outcomes of these experiences.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

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Narrative Compiled by:	Stephanie Zuckerman-Aviles (Director, Career Development Center), Amy McMillan (Associate Professor of Biology and Chair of the College Senate), Ann Emo (Chair and Associate Professor, Theater).

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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>With a decentralized administrative structure for the academic approved applied learning experiences, most oversight and assessment is classroom based and done by the individual faculty. The structures for oversight, assessment and approval range from classroom-based to department-based depending on accreditation standards and specific majors. For example the education programs coordinated by the Professional Development School (PDS) have oversight for assessment from both the faculty and student perspectives with very formal structures in place. New faculty-led initiatives have formal approval processes. Other academic programs are moving towards a more centralized assessment and evaluation system for faculty. Accredited programs such as social work, hospitality, interior design and speech language pathology also have very formal assessment structures for oversight as assessment is a major factor in reaccreditation. Hospitality has a required student workbook so there is consistent assessment for any faculty teaching the applied learning courses. The workbook is constructed for faculty to immediately assess if the student is meeting departmental competencies.</p>

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	<p>Faculty responsibilities regarding oversight of internships and research also vary by department. In some departments all internship or clinical placement sites are assessed, approved, and evaluated by either the internship or field placement coordinator before any student is placed in the site. Faculty approval and oversight is very extensive for the clinical programs and student teaching placements, while other programs have a less formal approval system. Undergraduate research also has formalized process of oversight and approval when the student research is funded by the Office of Undergraduate Research (OUGR), while in individual departments the oversight and approval process for research activities is more heavily reliant on instructor discretion. When a faculty member receives an incentive grant for integrating undergraduate research into the curriculum, oversight and approval is again under the purview of the OUGR.</p> <p>The Volunteer and Service-Learning Center (VSLC) oversees the approval process of designating service-learning courses. Faculty who initiate service-learning in their courses and want their courses designated as such must meet College Senate criteria. The process includes an application and review by a faculty committee. However, if a faculty member does not seek service-learning designation, there is little oversight and approval of those activities except, in some cases, at the departmental level. The VSLC does get involved in the project oversight if the faculty member requests assistance, whether the course is designated or not. Assessment of service-learning projects and activities is done individually by faculty members, and there is also program assessment done by the VSLC.</p> <p>Additional approved applied learning activities have been initiated by faculty and are developed and incorporated into their courses. Some applied learning activities are added to syllabi, adopted into the curriculum, and are approved through the department, deans, and then finally the College Senate Curriculum Committee.</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>Just like oversight and assessment there is great variation in the support that faculty are provided for approved applied learning activities. Most courses that are approved applied learning are part of a faculty teaching load. There is a discrepancy across campus, however, regarding the course load for overseeing internships, independent study, and research supervision. Independent studies are often not recognized or compensated, and internship coordination is often unpaid overload, while in some departments it is part of the faculty teaching</p>

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	<p>load. A significant change in support and one that is greatly welcomed is the new policy of faculty compensation for graduate research thesis and multi-disciplinary project oversight, which is set for implementation in fall 2016.</p> <p>Faculty teaching approved applied learning courses in some departments are supported by the field coordinators. This might include training or assistance with student concerns.</p> <p>The OUGR provides an excellent support structure for faculty involved in student research activities. For example, they provide a stipend to faculty for the development of a research component in a course, some of which are approved applied learning. In addition, the OUGR also provides faculty mentors with funding to accompany any student that is approved for a research travel award. The OUGR has a well-developed student summer research program and works with the Research Foundation to provide faculty research mentors with a \$1000 stipend.</p> <p>The VSLC also provides a developed support structure for faculty engaged in service-learning courses from preparation to implementation. Service-learning supports include half-day and two-day faculty training, faculty fellowships, course conversion support, community partner identification and communication, in-class orientations and student preparation, course logistical assistance for students, service-learning course designation support, assessment and evaluation assistance, recognition of service through certificates, an annual award ceremony, and connection to regional, national, and international service-learning organizations. The Service-Learning Oversight Committee would like to reinstate the faculty stipend for converting classes to service-learning to further encourage faculty to use this pedagogy.</p> <p>Buffalo State's Professional Development School (PDS) plays a distinct role in supporting Teacher Education faculty who coordinate approved applied learning experiences. They provide many professional development programs and other support structures to faculty. Four PDS Consortium meetings are held each academic year (2 per semester) that focus on an identified professional development need and are held at a PDS partner school. In addition, an Annual Retreat is coordinated that includes the NYS Teacher of the Year as the keynote and a variety of concurrent sessions presenting PDS-based action research with implications for practice.</p> <p>The OUGR, PDS, and VSLC, as well as many other departments use websites to provide faculty with instructional materials and downloadable resources to support their applied learning activities. Most departments and deans provide</p>

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	<p>funding for faculty to attend relevant conferences. Greater financial support is provided to faculty who are presenting at conferences.</p> <p>As the coordinating body for internships, the Career Development Center (CDC) provides internship coordinators with support ranging from yearly professional development meetings, updates on any legal issues, and assistance in outreach to employers to locate placements for students. A shared drive with materials is available to all internship coordinators to access up-to-date documents and relevant resources.</p> <p>While in some departments faculty are reimbursed for mileage to visit off campus applied learning sites, this is not consistent across the campus. There seems to be little support for Internship Coordinators to make site visits as there is no travel reimbursement and there is no parking reserved for internship coordinators who may need to leave and return to campus.</p> <p>The college's Professional Development Office has an extensive faculty development program including workshops and training opportunities, however they are not necessarily in support of applied learning. This is easily remedied with a request for future action that would provide better support for faculty engaged in approved applied learning.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>The VSLC, PDS, and OUGR once again provide a good base of support for new faculty activities. For example, a fellowship and training program is in place to support any faculty that may be considering or wanting to learn about integrating service-learning into their teaching. The PDS provides grants to any faculty members who want to investigate an area of interest, especially with PDS students. The OUGR provides mentoring assistance for all new faculty research mentors and, as was mentioned above, incentive grants to add research into courses or to mentor students.</p> <p>The International Education Office provides support to faculty who may be considering initiating an international applied learning experience or course. The office may provide both financial and travel arrangement support to help make these experiences available to faculty and students.</p> <p>The CDC provides training and instruction to any department considering adding or expanding their internship programs. New coordinators receive training upon request and help with setting up their course requirements.</p>

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	<p>Consultation and mentorship is provided by experienced coordinators to any new coordinator taking on these responsibilities.</p> <p>New faculty activities could be supported by the establishment of a centralized website portal where resources and information about applied learning activities and experiences could be gathered. This would allow easier and more extensive integration of applied learning into coursework by making supports and resources readily available.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>There are a few established programs and awards for acknowledging the great work faculty are doing in the applied learning area. Very significant awards that acknowledge the importance of these activities are the two annual President's Awards: one for Undergraduate Research Mentoring and another for Graduate Research Mentoring. Faculty also are acknowledged for their research activities if they work with the OUGR. Every fall faculty are acknowledged for their mentoring role if they have a student who worked on a summer applied learning activity sponsored by the OUGR, and each spring the Research Foundation, in collaboration with the OUGR, hosts a reception where these undergraduate research mentors are recognized. The Student Research and Creativity Celebration, held annually in the spring, also acknowledges faculty engagement for many approved applied learning activities from a broad cross-section of campus. Faculty research mentors are cited for their work with students in the program and given t-shirts for their involvement.</p> <p>In May of each year a Celebration of Service recognizes engaged faculty in the service-learning arena by presenting faculty awards for outstanding work in their classes and in the community. A new award category of honor for faculty involved in service-learning, the Faculty Achievement in Service-Learning, was established to recognize faculty contributions to scholarship in the applied research field and/or contribution to campus priorities such as first-year programs, retention, and diversity initiatives.</p> <p>In addition to formal awards, faculty are recognized in college and departmental online publications for their contributions to applied learning, especially those faculty creating experiences that have a significant impact on student learning and enhanced engagement with the local, national and international community.</p>

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SUNY Applied Learning Campus Plan
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Student Engagement

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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>With a decentralized administrative structure at Buffalo State for most of the academic approved applied learning experiences, many of the academic departments handle student support through advisement, orientation, classes, recruitment activities, and specialized departmental programs. Administrative offices on campus provide additional support to students engaged in applied learning opportunities working closely with faculty and individual departments. Support for new applied learning experiences rests with each department following its own procedure for approval. In general, new applied learning activities require either faculty approval or chair approval depending on the complexity of the activity. Navigating approved applied learning activities ranges from simple to complex as some departments are more intentional in their support of such activities. In many departments approved applied learning courses are mapped out for the individual student. For some departments it is the faculty advisor or field coordinator’s responsibility to work with students to ensure they are</p>

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	<p>supported throughout the experiences. Departments hold orientations and information sessions, to ensure students are made aware of applied learning activities in the major. On the continuum however, are departments that are less intentional and in these students may have a more difficult time learning about or getting approval for experiences outside of the traditional curriculum.</p> <p>For applied learning activities that require Independent Study credit, the navigation may become slightly more complicated. If faculty are not compensated for independent study oversight, students may have to investigate alternative ways to complete a new or customized activity. However, many faculty expressed their willingness to support student activity during open discussions, despite the lack of compensation. Independent study experiences require department chair approval.</p> <p>In collaboration with the CDC, many departments provide extensive supports to those students wanting to complete internships. The process requires students to complete a series of job search workshops in preparation for applying for internships. This helps students to complete the sometimes complicated application process required by employers. It also helps them to develop initial job search skills and prepare for professional employment. In addition, the CDC offers support services to departments that may require students to complete materials (e.g. resume, assessment) in order to participate in applied learning. SUNY Buffalo State has developed through SUNY WORKS a Professional Development Skills Module, a pilot program for intern readiness that offers online instruction and assessments. Some departments have adopted this in their internship courses and other programming.</p> <p>Departmental websites, email, and social media are used extensively by some departments to help students navigate opportunities that may be available to them. As the number of approved applied learning opportunities has increased in some areas, departments have created specialized programs to help students learn about and navigate these many experiences. For example, for education students, the PDS began hosting an annual “Teacher Tailgate” highlighting the activities available, especially the short-term study away experiences. Some of the international experiences require pre-planning and coordination with financial aid, so this has become an excellent program to help students understand the process. Specialized programming to help students learn about and understand the process of completing applied learning activities are sponsored by departments across campus, e.g. Study Abroad Fair, Internship Fair.</p>

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	<p>Clinical programs, as well as teacher certification programs where applied learning has its roots, have required programs for students to attend to be oriented and prepared for their approved applied learning experiences towards completion of their certification and/or degree program. Social Work and Speech Language Pathology have extensive orientations regarding the process of obtaining and completing the required approved applied learning, requiring juniors to meet individually with the Field Coordinator or Clinical Director.</p> <p>The VSLC coordinates the Alternative Break Program which is supervised by faculty/staff. Students wanting to initiate these volunteer experiences work with the VSLC to customize a trip and prepare students to volunteer during semester breaks. An extensive process has been established to make these experiences successful for all participants, including the community in which they take place. In addition, the VSLC helps support students in completing Buffalo State's global engagement requirement to support effective and appropriate interaction in a variety of cultural contexts. Students have an applied learning option to meet the global engagement requirement by participating in local or international service-learning with multilingual learners.</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>Freshmen and Transfer Orientation is the venue where approved applied learning activities are initially shared and promoted to students. From that initial contact and within the context of the decentralized model, the academic departments handle more extensive dissemination of opportunities primarily through individual advisement, faculty mentors, classes, and targeted departmental programs. Again, these range from providing intentional and detailed information, to leaving all dissemination of information in the hands of the individual faculty advisors. Some departments hold required sessions for majors where these opportunities are discussed or use upper level classes to share information to their majors. In some areas dissemination of information is built into departmental structures such as orientation and advising. Other departments give the responsibility of sharing opportunities to students to the internship or field coordinators.</p> <p>Websites, email, bulletin boards, social media, information sessions, and open house programs are some of the methods used to promote</p>

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	<p>opportunities to students. Literary readings, art exhibits, culminating performances, and other activities are continuously held on the campus to expose students to hands-on learning experiences. Many departments use student organizations to promote and share opportunities with their members, especially academic affiliated student clubs.</p> <p>Administrative offices on campus provide assistance in the marketing of these extensive opportunities to students. For example, the VSLC website lists service-learning courses and shares opportunities for students at orientation, resource fairs, and campus tabling events. A database of volunteer opportunities is also maintained by the VSLC. Courses that meet the College Senate criteria for service-learning are designated and searchable in Banner by students. The long term goal is to have Banner include more attributes for applied learning opportunities making them easier for students to find.</p> <p>The CDC is one of the administrative offices that provides a centralized marketing structure to promote and share many of the approved applied learning experiences. From individual counseling to coordinating campus wide Internship Fairs and information sessions, staff assist departments in “spreading the word” about the value of applied learning and also specific opportunities. The college supports state-of-the-art software maintained by the CDC to inform students about internship, student employment, and volunteer/community service opportunities.</p> <p>As with informing faculty about the applied learning activities in which they can get involved, there is also a need for a centralized student portal for students to learn about applied learning opportunities.</p>
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>Student feedback for all courses including approved applied learning is conducted through course evaluation surveys. The results are made available to faculty following the grading period; however, there is no formal procedure for responding to and implementing this feedback. The course evaluations do not necessarily target the approved applied learning element within a course. There are other tools used for this in various areas.</p> <p>Student feedback and evaluation ranges from informal to formal, and varies between departments. Evaluations, surveys, assessment forms, journals, and</p>

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	<p>feedback sessions are integrated throughout many of the applied learning experiences. For off-campus sites, feedback from the student and site supervisor are very common and provide information on the viability of the sites and the experiences. Many departments, especially those with required field and/or clinical placements, have formalized procedures for student feedback that is shared with other students. Complaints about any sites are investigated and sites are evaluated for future placements. On the other side of the continuum, some of the student feedback is done informally. For more useful assessment of approved applied learning experiences, there is a need to capture anecdotal information in a more formal way rather than having informal meetings or impromptu exchanges with students.</p> <p>PDS has incorporated feedback into their approved applied learning experiences by having student representation on their advisory board where meetings are held to discuss successful and appropriate experiences. These student representatives act as liaisons between the students and faculty. This model has been very successful for incorporating student feedback about their applied learning.</p> <p>The OUGR has an extensive and regimented evaluation process for their summer research program. Before the research begins, information is gathered from students and faculty mentors. This continues through the completion of the project and includes both faculty and student assessment of the experience. Data collected each year is analyzed and used to help improve the program. During orientation students are advised to the grievance process and how to handle situations should they occur.</p> <p>As for grievances in other approved applied learning experiences, most students will follow the department or college procedures: the student grievance is shared with the faculty, who then shares it with the chair, who then will share it with the Associate Dean or Dean if necessary for resolution. The Office of Equity and Diversity may be consulted if necessary. The Dean of Students will be involved for any judicial grievances. Again, procedures are set up at the departmental level with some being formal and others informal. Some departments will set up Ad Hoc Grievance committees depending on the situation. Internship grievances follow the same procedures starting with the student feedback to the Faculty Internship Coordinator, however, the CDC Director will also be involved especially if there are any legal or ethical concerns.</p> <p>Service-Learning has a very formal student feedback and grievance procedure set up for students through the faculty teaching the course. Grievances, especially those involving community sites, are brought directly</p>

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	to the VSLC Coordinator for investigation. All students and faculty are oriented to the procedures during the initial class orientation. Evaluations are done by students, faculty and community partners.
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>As was mentioned above students are directly involved in the feedback regarding applied learning activities both formally and informally. In addition to those already mentioned, many departments have involved students in the continued improvement of the existing applied learning activities by administering exit surveys to seniors. Questions are included about their applied learning experiences, specifically course activities and internships. In the graduate Speech Language Pathology program, a group exit interview is held for all graduate students to provide feedback on their clinical placements. Some departments are creating a database about internship sites that contains feedback from students about employer sites, both positive and negative. Any negative comments or problems occurring at the site would alert the Internship Coordinator to intervene with the employer site.</p> <p>The Teacher Education Council made up of faculty representatives from education programs has incorporated student representatives as well.</p> <p>Some accredited academic programs, for example Social Work, require the department to look at implicit curriculum. A survey is administered to ask seniors for feedback on how well prepared they believe they were for their field placement and seniors are used to help provide feedback on agencies to incoming students who will be going in to field placement the following year. This model has been embraced by the juniors as it gives them first-hand knowledge about the sites where they may be placed.</p> <p>Student leadership teams have been integrated into the VSLC administered Alternative Break Program, an approved applied learning experience at Buffalo State. They have been included to seek out the student participant input and reflections to help improve future programs. In addition, the student leaders investigate and may develop any new sites and activities for the program.</p>

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