

ELO Survey: Examples and insights

**College Approach 1: Please describe any institutional-wide structures or committees already in place to support ELO on your campus:**

No formal institutional-wide structures or committees are in place to support ELO on the York College campus. However, ELO are embedded in courses and programs on a variety of criteria: best practices from the field in the arts and sciences (i.e. professional conferences) and from accrediting agencies (i.e. Healthcare programs of Occupational Therapy, Physician Assistant, Nursing, AACSB for Business, etc.).

**College Approach II: What is York College's approach to ELO as part of the student experience? Are there specific aspects of ELO or types of ELO that are particularly valued by the York College?**

York College is dedicated to the hands-on approach while teaching in clinical sites, in simulation labs on campus, in laboratories in the sciences and social sciences, studios in the arts, in professional programs (i.e. Social Work), in the fieldwork of the sciences (i.e. Biology and Astronomy), in the civic engagement (i.e. Men's and Women's Centers) and cultural events (i. e. Humanities).

York College engages all the First-year students in a focused year-long reading project. Under the First-Year Experience program, each first-year student is given a particular book to read at the beginning of their freshmen year. As the year unfolds students are given the opportunity to engage in seminars and lectures on the book as well as experiences related to the topic that are off campus. Courses may include assignments based on the book. First-year students are required to attend scholarly and cultural events. These can be on or off campus.

**Graduation Requirements I: Does York College have a view on the question of whether CUNY should make successful completion of ELO a requirement for graduation?**

Graduation requirements, as with all pedagogical decisions, are the purview of the faculty and so there will be need for the full engagement from departmental level through the faculty governance structure. As faculty have more often led and otherwise been involved with all aspects of building, changing, and adding elements to the curriculum in a cycle of continuous improvement through evidence based assessment and feedback, this is the accepted process at York College. And the recent experience with Pathways, must serve as a backdrop for anything we do in this regard. It will be important that the ELO not merely be mandated, thus creating potential resistance and worse 'push back' from faculty of a component of the curriculum that we all may agree, can be a valuable component of student learning.

**Graduation Requirement II: Are there existing graduation requirements for specific department/majors/programs?**

Yes, at York College all majors in the healthcare fields are required to have hands-on learning experiences. This is also true for several programs in the liberal arts and professional programs

These include Communication Technology, Health Education, Health Management, Language Programs, Music, Nursing, Occupational Therapy, Physician Assistant, Physical Education, Political Science, Psychology, Social Work, Sociology, Teacher Education, and Theater Arts).

**Partnership Opportunities I: How does York College interact with different sectors to create ELO for its students?**

York College interacts with multiple levels of government, the community of Jamaica and the Borough of Queens in several ways: York College's partnerships with the Federal Department of Agriculture, FAA in partnership with the Aviation program, StartUPNew York, Jamaica Now, the Greater Jamaica Development Corporation and numerous health care settings.

**Partnership Opportunities II: To what extent does York College use a business advisory council or similar entities to seek feedback from employers on how to most effectively structure ELO for students, and on what should be the learning outcome of those ELO?**

**Please describe any and all structures that York College uses to seek this feedback.**

For programs that have clinical sites, feedback from the institutions is received through the York College faculty members that are on-site and through on-site preceptors.

**Faculty Engagement: Please describe successful examples of ways faculty members are engaged in promoting opportunities for ELO, including research opportunities, networking within professions/fields, and developing ELO-focused coursework.**

All students who take Biology 110 conduct experimentation on the Jamaica Bay environment. Students who excel in Biology and Chemistry programs are invited by individual faculty to join a research team in which students have the opportunity to be part of an experience that expands the field. Successful students have authored or co-authored published papers and presented at professional conferences.

Political Sciences students engage in government internships at the state and local level or in legal settings.

In the School for Business, faculty guide students through training and engagement in helping citizens of Jamaica and Queens complete their state and federal tax returns each spring semester (Volunteer Income Tax Assistance program, VITA).

**Student Engagement: Does York College have processes in place for sharing information with students about ELO, such as efforts through career services, advising support, major/department support, involvement of student affairs, dedicated websites or other online forum, etc.?**

The Student Development Division at York College is most active in creating information sites, holding events, supporting student created ELO events. One example is the Selma, Alabama trip in which 40 students participated. Various offices in the Student Development Division

organized the experience in which students traveled to Selma, Alabama to commemorate the Civil Rights march and Dr. Revered Martin Luther King Jr. Regular career development workshops are held that highlight experiential learning opportunities across the curriculum.

**Assessment: Does York College have a processes in place for the assessing the effectiveness of ELO, including learning and other outcomes?**

York College is in the design phase of assessment on three areas that are experiential learning opportunities or have a major ELO component: 1. The Volunteer Income Tax Assistance (VITA) trains students to help citizens complete and file state and local income taxes. Over 100 students volunteer for VITA each spring semester; 2. Political Science students must intern at one of three government internships; and, 3. Students (over 250 in each of the last four years) in the sciences and social sciences who are presenters at the annual Undergraduate Research Day will be assessed.

**Multi-Campus Programs:**

None

**Additional ideas or feedback from York College regarding the development of CUNY's overall plan for implementing the new ELO law.**

There are three area of ELO that could be more focused:

1. Cultural Experiential Opportunities: York College, centered in the most culturally diverse area of New York City, encourages students to engage in each other's cultures. This is done through required coursework, elective coursework, cultural events on campus and cultural events off campus.
2. Entrepreneurial Experiential Opportunities: One example is a group of twelve students who wrote, performed, created and sold of CD of their music.
3. Environmental Experiential Opportunities: The sciences at York College engage students in environmental experiments, writing and publishing papers in peer-reviewed journals, and engage in raising the awareness for the environmental issues facing Jamaica, Queens, and New York City. Some of this work is supported by faculty grants.