Glasgow Caledonian New York College
Institutional Effectiveness Plan

Mission Statement

As New York City's College for the Common Good, Glasgow Caledonian New York College (GCNYC) educates graduate students to be successful, compassionate leaders in sustainability and social impact. Guided by knowledgeable and experienced faculty, students learn to re-imagine business within the context of the UN Sustainable Development Goals, balancing profitability with the well-being of communities and the planet. As a learning-centered institution, planning and assessment are focused on continuous improvement of student learning outcomes and the administrative and educational services that support student success.

In fulfillment of its mission, GCNYC is committed to:

- Providing a diverse, equitable, and inclusive college community that empowers, celebrates, and honors people of all backgrounds.
- Delivering an interdisciplinary curriculum with a global perspective taught in an intimate and interactive environment.
- Attracting and sustaining faculty who are committed to excellence, leadership, equity and service.
- Enriching lives and creating opportunities in New York City and beyond by forming a community of scholars, professionals, and strategic partners who drive change.
- Supporting applied research to drive innovation and develop practical, actionable solutions in an increasingly complex and interconnected world.

Institutional Effectiveness Process

Glasgow Caledonian New York College engages in a multifaceted planning and evaluation process to determine the appropriateness of the mission and the extent to which the mission is accomplished. The planning and evaluation consist of the strategic planning process, the institutional effectiveness process and operational planning and analysis. Figure 1 demonstrates the relationship of these components to one another.

Figure 1: Strategic, Operational, and Institutional Effectiveness Planning and Assessment

The Institutional Effectiveness (IE) process is structured around the use of the Continuous Improvement Cycle Model (Figure 2). The institutional mission and goals provide oversight and guidance to the college and support functional areas within the institution. Goals are developed to determine intended outcomes for the programs and services provided. Assessment and reporting of results are primarily accomplished through the use of the program learning outcomes reports, the Strategic Plan update report, and institutional assessment reports.

Figure 2: Continuous Improvement Model

Multiple assessment methods are utilized to provide triangulation of assessment data; for example, a direct means of assessment will often be paired with an indirect measure to ensure validity and reliability before implementing process or goal changes. Assessment methods identify the assessment tools used to determine success at meeting the stated goals. Success criteria establish a target for completion of the goal for assessment purposes. The assessment findings represent the actual results of the measurements.

Summary reports for assessment of program learning outcomes, thesis objectives, and assessment of administrative and non-academic departments contain not only the results, but the variance between the expected outcomes and assessment findings are identified and analyzed with the intent of making changes to improve student learning, service and operations. "Closing the loop" or discussing the extent of goal completion, plans for future assessment activities, and how assessment results are used to improve programs or services will be added to all reports starting in January 2021. Budgetary impact for achieving goals is covered in the report to ensure that financial planning is tied back to assessment results.

Learning Outcomes Assessment

GCNYC uses both direct and indirect assessment methods to determine effectiveness of programs.

Direct Assessment

Thesis Assessment

The academic programs are assessed through independent faculty evaluation of student theses in relation to thesis-specific goals and program learning goals. The target goal is an average of a 4.0 on a scale of 5 for each goal. *(Conducted annually using student theses from each trimester of the academic year).*

Core Learning Outcomes
Assessment of core program learning outcomes are conducted through an evaluation of final projects for the core courses:

- Business Strategy as an Instrument for Economic, Social and Environmental Sustainability
- Navigating Global Change: Business Practices for the Common Good
- Value-Based Leadership Skills for an Interconnected World

Indirect Assessment
Indirect assessment for programs includes:

- Student Forums with groups of students are held, at minimum, twice annually, and offer qualitative feedback on a variety of topics.
- Course Evaluations filled out by students for all courses at the end of each trimester
- Post-graduation employment data
- The Student Experience Survey includes questions regarding students' educational experiences.
- Assessment of grading practices: Each academic year, a report showing grades by course and faculty member is developed and shared with the Academic Board

Institutional Assessment
GCNYC continuously generates data that play a significant role in the operational planning and assessment process. Data collection used for operational planning includes, but is not limited to, student persistence, student engagement, graduation rates, career advancement of graduates, course evaluations, faculty evaluation of GCNYC support systems, financial reports, and admissions reports. Longitudinal data for these key metrics are available in the institution's Fact Book, which is updated annually. Evaluation of this information occurs on a weekly, monthly, trimester, and yearly basis and is used to support programs and services. Significant components of these data are compiled and reviewed at staff meetings, academic board meetings, and faculty meetings. This process allows the key administrative functional areas of the institution to have their finger on the "pulse of the campus" and make informed, data-driven decisions that are vital to efficient operation of the institution.

The following are used for institutional assessment:

- Measurement of achievement of strategic planning goals
- The institution's Fact Book, which includes longitudinal data covering a variety of metrics across the institution, such as retention, enrollment rates, employment outcomes, tuition discount rate, etc
- Student Forums with groups of students held each trimester to offer qualitative feedback on a variety of topics
- Course Evaluations filled out by students for all courses at the end of each trimester
- The Student Experience Survey which includes questions specific to administrative and operational functional areas
- The Faculty Experience Survey
- Review of student complaints
- Institutional financial ratios (ie. educational expenditures as a percent of revenue stream, etc)

Linkage of Outcomes Assessment to the Strategic Plan

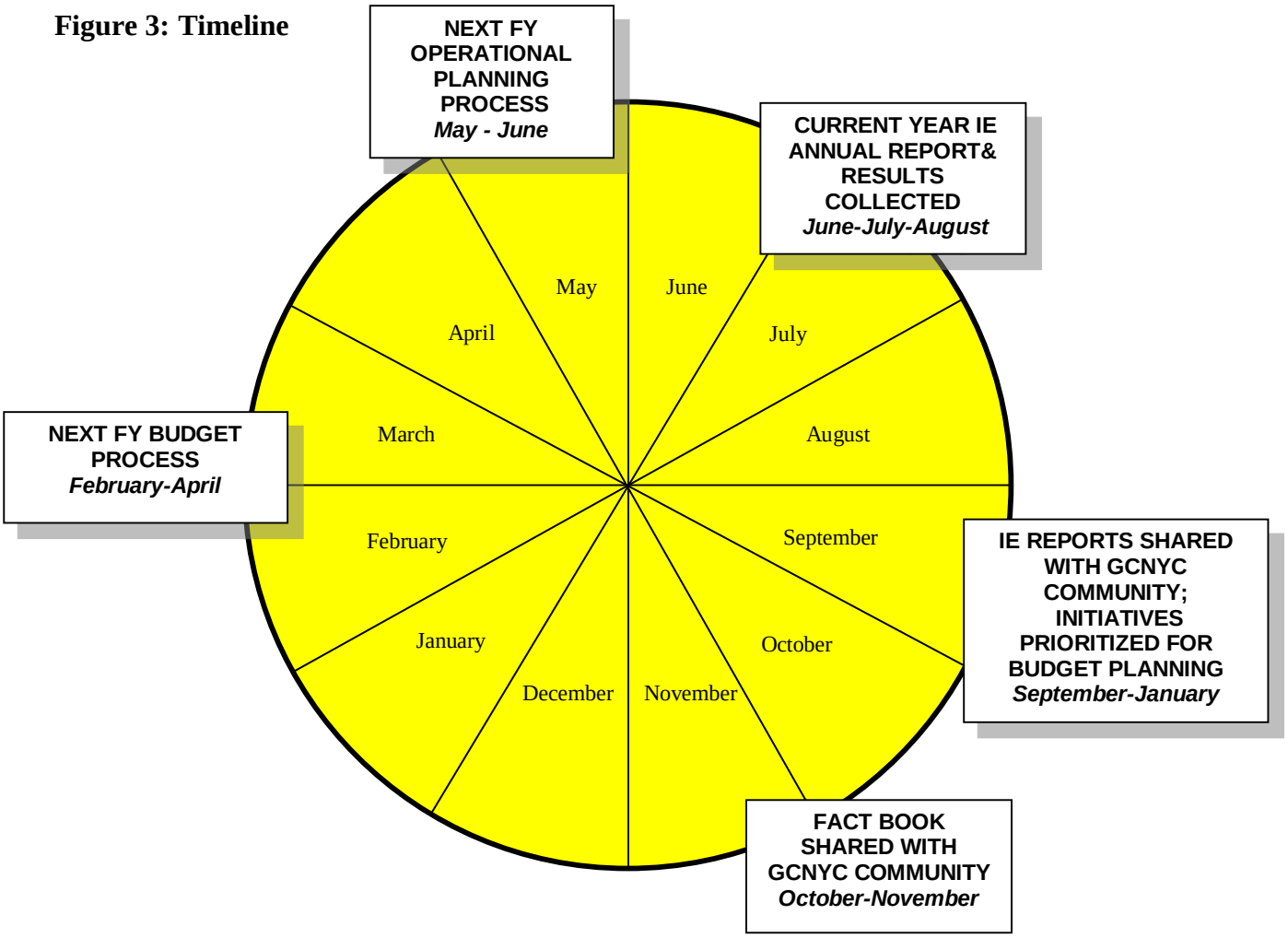
The strategic planning and Institutional Effectiveness process are integrated processes focused on achievement of the mission of the institution. The GCNYC Strategic Plan provides a three- or five-year map for accomplishing the mission of the institution. (Figure 1), and the goals of the plan are developed through the analysis of assessment findings and the collection of data. Specific objectives and actions are developed to accomplish each strategic goal, and key performance indicators are tracked to measure the fulfillment of the goals.

Each year, the Vice President & Provost develops an operational plan based on the goals of the Strategic Plan, and each staff member writes annual objectives for themselves based on the operational plan. This ensures that the Strategic Plan guides the work priorities of the College. Each summer the Director of Assessment and Institutional Effectiveness produces an annual completion report that demonstrates the degree to which the institution has met its goals and objectives for that year. This report, along with the measuring of key performance indicators tied to each strategic goal helps to determine whether or not the institution is on track to achieve the goals of the Strategic Plan. Currently, the Director of Assessment and Institutional Effectiveness coordinates the gathering of data necessary for the assessment of the Strategic Plan. In conjunction with the Vice President & Provost, the Director of Assessment and Institutional Effectiveness works on refining the performance indicators for each initiative, gathering the relevant data to measure progress on each initiative. The Vice President & Provost presents progress reports to the institution through college-wide meetings and to the Board through quarterly meetings.

Timeline and Cycles:

- The assessment cycle coincides with the academic year of GCNYC: September 1-August 31 (Figure 3)
- Completed Program Learning Outcomes reports, Thesis Objectives reports, Strategic Plan reports, and summaries of annual student satisfaction and course evaluation data are completed during the summer months
- The Director of Assessment and Institutional Effectiveness creates reports and provides feedback to the Director of Academic Engagement (for student learning outcomes) and to staff respective of their functional areas (for administrative and operational outcomes)
- Initiatives for improvement are identified from September to January and are prioritized for budget planning for the upcoming year
- The Director of Assessment and Institutional Effectiveness shares assessment activities and data throughout the year to ensure that activity completion is current and the college community is aware of progress.

Figure 3: Timeline



Appendices:

1. Program Learning Outcomes
2. Summary Report of Student Learning in 2019-2020
3. Summary Report of Student Experience Survey for 2019-2020
4. Summary Report of Course Evaluation Survey for 2019-2020
5. Summary Report of Grades for 2019-2020

Impact Focused Business and Investing

GCNYC Core Courses	Students will critically examine the implications for businesses of recent and future changes in the global business environment by applying a range of analytical tools and frameworks for assessment and development of a firm's strategic capability, competencies and competitive position in a variety of global settings.
GCNYC Core Courses	Students will critically appraise the causes and consequences of shifting contours of global politics, economics, and social developments, and their implications for organizational leadership and responsible management
GCNYC Core Courses	Students will identify and evaluate organizational factors affecting leadership, including structure, culture and sources of power, enabling them to devise a strategic leadership-development plan
IFBI Program Courses	Students will critically assess the contested concept of social entrepreneurship, identifying the range of contexts in which social entrepreneurship can take place and evaluating the circumstances by which business can play a role in driving positive social change
IFBI Program Courses	Students will understand and critically assess the evolution of social business and innovative finance tools through various cultural, political, and economic contexts from the perspective of investors and social enterprises.
IFBI Program Courses	Students will develop the analytical skills and interdisciplinary knowledge required to evaluate current and future issues in global political economy in a contemporary world.
Research Methods Course	Students will critically evaluate literature and select and utilize appropriate qualitative and quantitative methodologies in the formulation of research.
Thesis Course	Building upon a previous developed proposal, students will conduct empirical research, present an intellectually robust and evidence-based analysis, and develop appropriate recommendations.

International Fashion Marketing

GCNYC Core Courses	Students will critically examine the implications for businesses of recent and future changes in the global business environment by applying a range of analytical tools and frameworks for assessment and development of a firm's strategic capability, competencies and competitive position in a variety of global settings.
GCNYC Core Courses	Students will critically appraise the causes and consequences of shifting contours of global politics, economics, and social developments, and their implications for organizational leadership and responsible management
GCNYC Core Courses	Students will identify and evaluate organizational factors affecting leadership, including structure, culture and sources of power, enabling them to devise a strategic leadership-development plan
IFM Program Courses	Students will demonstrate an advanced conceptual and practical understanding of the key decisions related to successfully building strategic communications strategies through planning and implementing global integrated marketing frameworks and processes.
IFM Program Courses	Students will synthesize a range of specialized concepts, principles and models and apply these to the development of a digital brand portfolio, appropriate to the market sector and global brand concept.
IFM Program Courses	Students will demonstrate an in-depth and practical understanding of the strategic factors necessary to shift an existing business for or develop a new business with holistic impact considerations throughout its value chain
Research Methods Course	Students will critically evaluate literature and select and utilize appropriate qualitative and quantitative methodologies in the formulation of research.
Thesis Course	Building upon a previous developed proposal, students will conduct empirical research, present an intellectually robust and evidence-based analysis, and develop appropriate recommendations.

Risk, Resilience, and Integrity Management

GCNYC Core Courses	Students will critically examine the implications for businesses of recent and future changes in the global business environment by applying a range of analytical tools and frameworks for assessment and development of a firm's strategic capability, competencies and competitive position in a variety of global settings.
GCNYC Core Courses	Students will critically appraise the causes and consequences of shifting contours of global politics, economics, and social developments, and their implications for organizational leadership and responsible management
GCNYC Core Courses	Students will identify and evaluate organizational factors affecting leadership, including structure, culture and sources of power, enabling them to devise a strategic leadership-development plan
RRIM Program Courses	Students will demonstrate advanced conceptual and theoretical understanding of resilience and Business Continuity principles and their practical application, including business impact assessment and crisis management.
RRIM Program Courses	Students will design and implement enterprise level risk management and drive value from risk management for business operations and integration with strategy.
RRIM Program Courses	Students will demonstrate a systematic understanding of the nature of corporate ethics, compliance, governance, and accountability.
Research Methods Course	Students will critically evaluate literature and select and utilize appropriate qualitative and quantitative methodologies in the formulation of research.
Thesis Course	Building upon a previous developed proposal, students will conduct empirical research, present an intellectually robust and evidence-based analysis, and develop appropriate recommendations.

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Student Learning Outcomes Assessment
Analysis of AY 2019-2020

PROCESS

In Spring 2020, the Director of Assessment and Institutional Effectiveness and the Director of Academic Engagement were tasked with formalizing and documenting the assessment of student learning through the student capstone/thesis process. Over the course of several months, rubrics were created to 1) assess student learning within the realm of research and scholarly writing, using the thesis handbook as a rubric development guide, and 2) assess student learning within the academic program of study, using program learning outcomes as a guide.

Thesis advisors from each trimester in academic year 2019-2020 were asked to retroactively assess their 28 advisees' learning using the rubrics and return them to the Director of Assessment and Institutional Effectiveness for scoring. All results were submitted and an analysis conducted in August 2020. Of the 28 returned assessments, 3 were students in the Risk, Resilience, and Integrity Management program; 9 were students in the International Fashion Marketing program, and the remaining 16 were in the Impact Focused Business and Investing program.

Click here to see the Thesis Rubric
Click here to view International Fashion Marketing learning outcomes rubric
Click here to view Impact Focused Business and Investing learning outcomes rubric
Click here to view Risk, Resilience, and Integrity Management learning outcomes rubric

Results

Students' theses were assessed according to 6 criteria, as indicated in the link to the Thesis Rubric, and scored along the following 5 point scale; the theses were then assessed on the criteria of student learning outcomes with respect to the student's program of study, as indicated in the linked documents above.

A score of **1** = Demonstrates **no** understanding or ability to execute the goal
A score of **2** = Demonstrates **little** understanding or ability to execute the goal

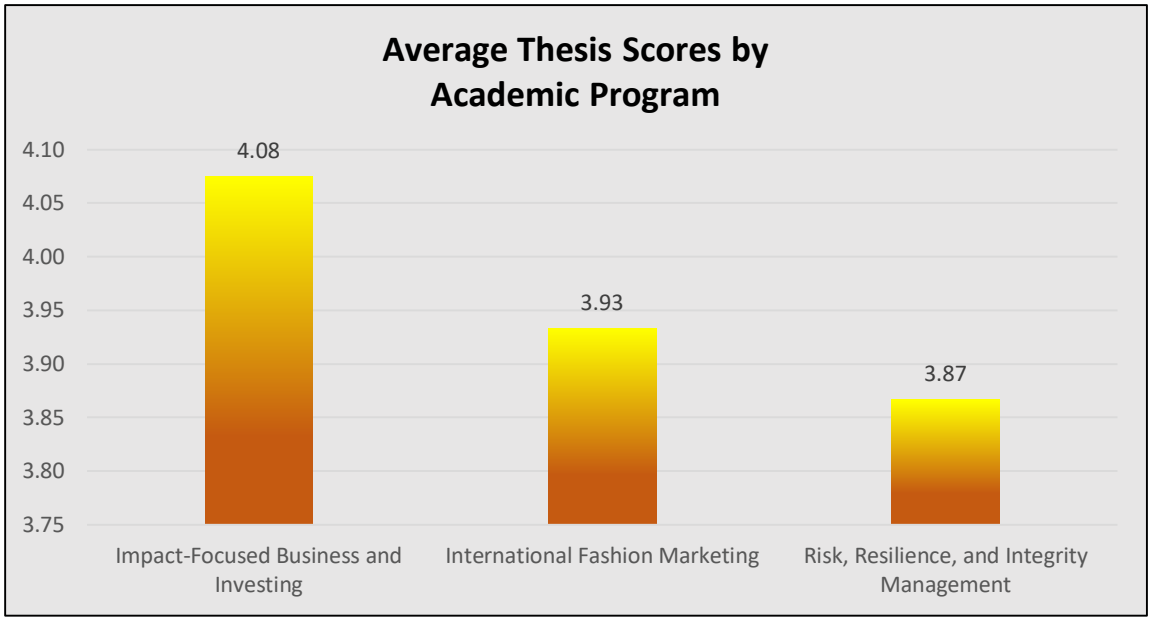
A score of **3** = Demonstrates **some** understanding or ability to execute the goal

A score of **4** = Demonstrates **full** understanding or ability to execute the goal

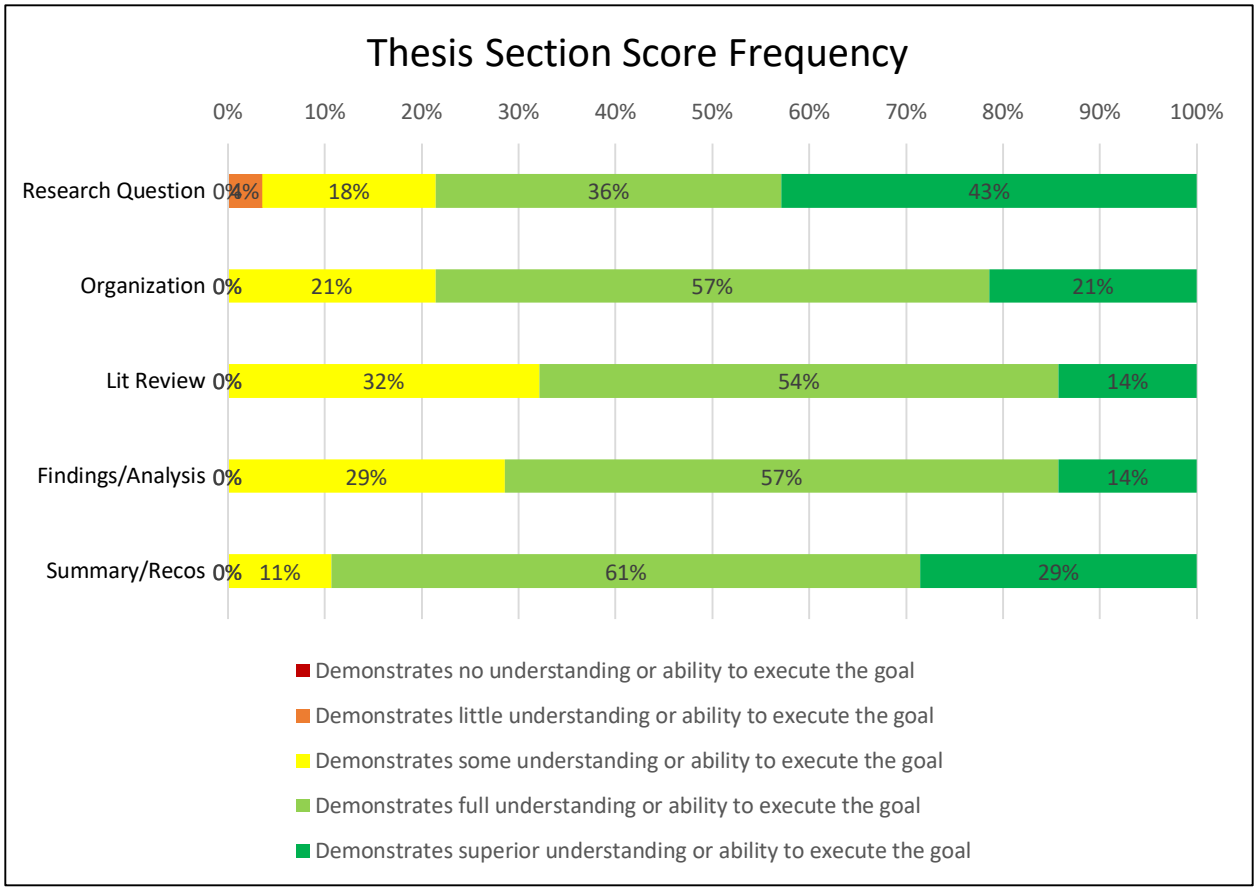
A score of **5** = Demonstrates **superior** understanding or ability to execute the goal

A score of **NA** = This **learning outcome** is not assessed through the thesis

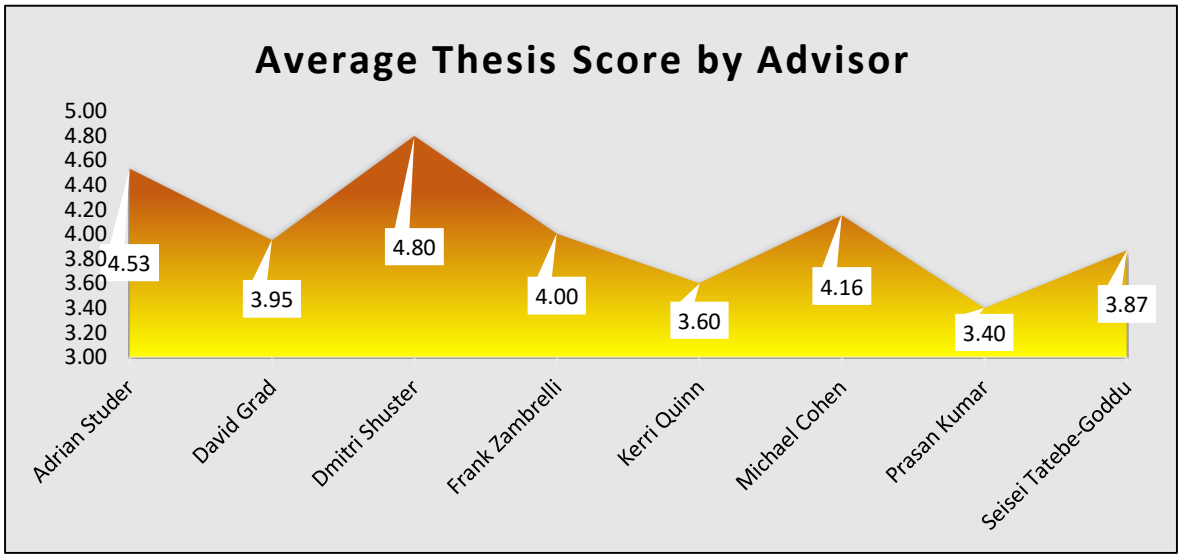
The overall average thesis score for students was a **4.01**, indicating that students demonstrate full understanding of the requirements for completing a piece of scholarly research. In fact, more than two-thirds of students (19 out of 28, 68%) scored a 4.0 or better on their thesis. It is important to interpret the following charts with caution as the sample size for both the International Fashion Marketing and Risk, Resilience, and Integrity Management program were small (9 students and 3 students, respectively).



Overall, students showed solid mastery of the learning criteria used to evaluate the thesis. Students were especially knowledgeable with providing a thoughtful summary and recommendations for further research, as well as exhibiting sound organization and adherence to parameters set for a cohesive, well-structured research paper. Potential areas for improvement include critical evaluation of sources and construction of the literature review and analysis of findings.

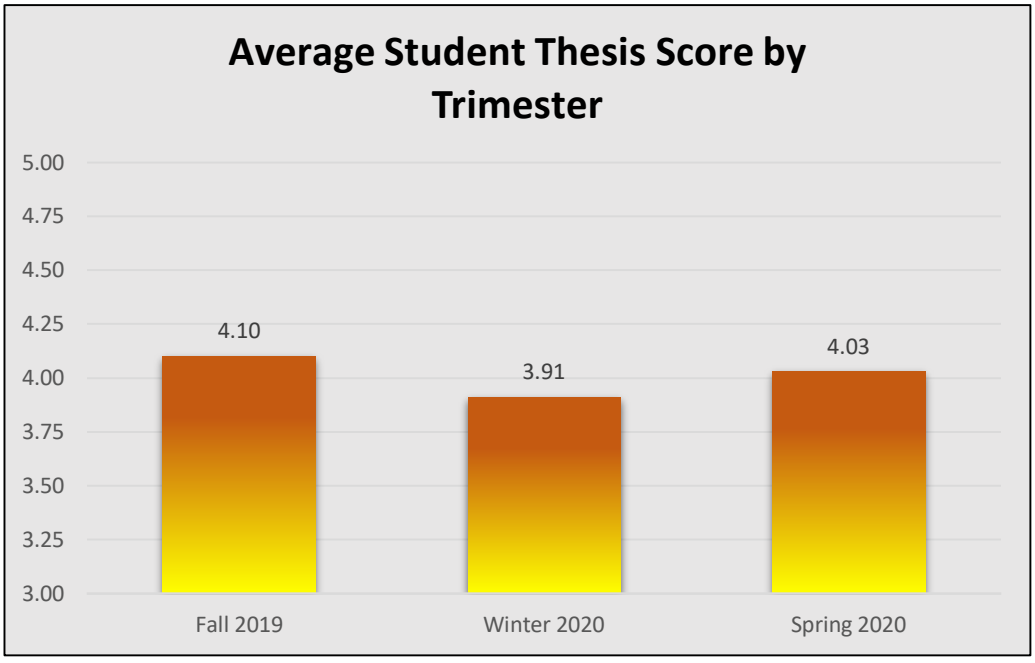


Assessing the student thesis results by assigned advisor showed a wide variety of scores. Each advisor had between 1 and 9 students, so the potential for outliers is high.



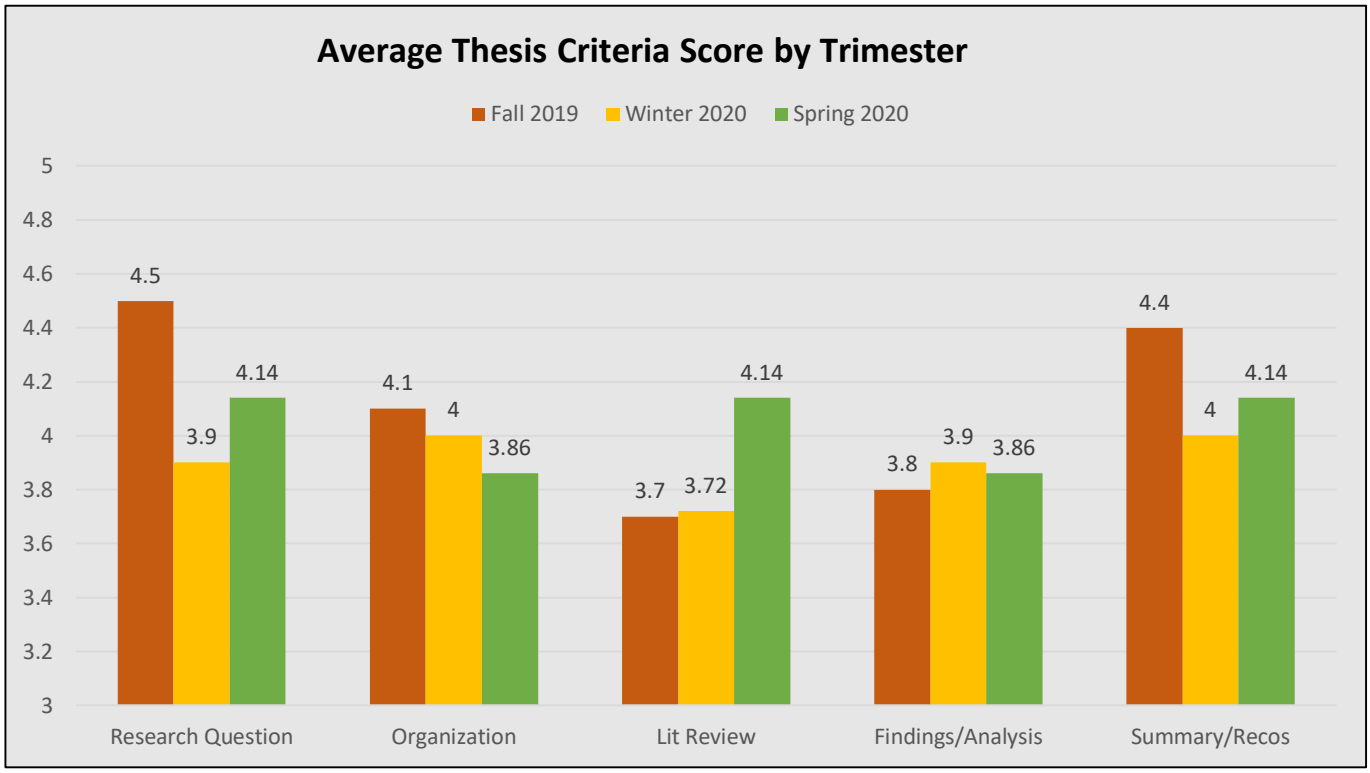
Advisor	Adrian Studer	David Grad	Dmitri Shuster	Frank Zambrelli	Kerri Quinn	Michael Cohen	Prasan Kumar	Seisei Tatebe-Goddu
# of Advisees	**3**	**4**	**1**	**2**	**3**	**9**	**3**	**3**

Looking at the student learning outcomes data by trimester yielded interesting results. Twelve students completed their thesis in the fall 2019 term while 7 students completed during the Winter 2020 term, and 11 students completed during the Spring 2020 term.



It is important to note that students in the Winter 2020 term began their academic term in-person, but completed their thesis remotely due to the COVID-19 pandemic. Students completing their thesis during the Spring 2020 did so entirely online during the subsequent COVID-19 quarantine. New York City was the epicenter of the COVID-19 pandemic during this time, and its resulting effects cannot be understated; in addition to the deaths of many New Yorkers, the economic recession and its ripple effects impacted many students in various ways.

Students' scores in the five criteria of the thesis show varied results. Although we see that the fall 2019 students evidenced greater mastery than their subsequent peers in meeting the Research Question, Organization, and Summary/Recommendations criteria, it is encouraging to see a significant increase in mastery of the criteria for the Literature Review by Spring 2020. As mentioned above, students' ability to thoughtfully articulate their Findings and Analysis remains a potential area for the institution to focus its continued improvement efforts.

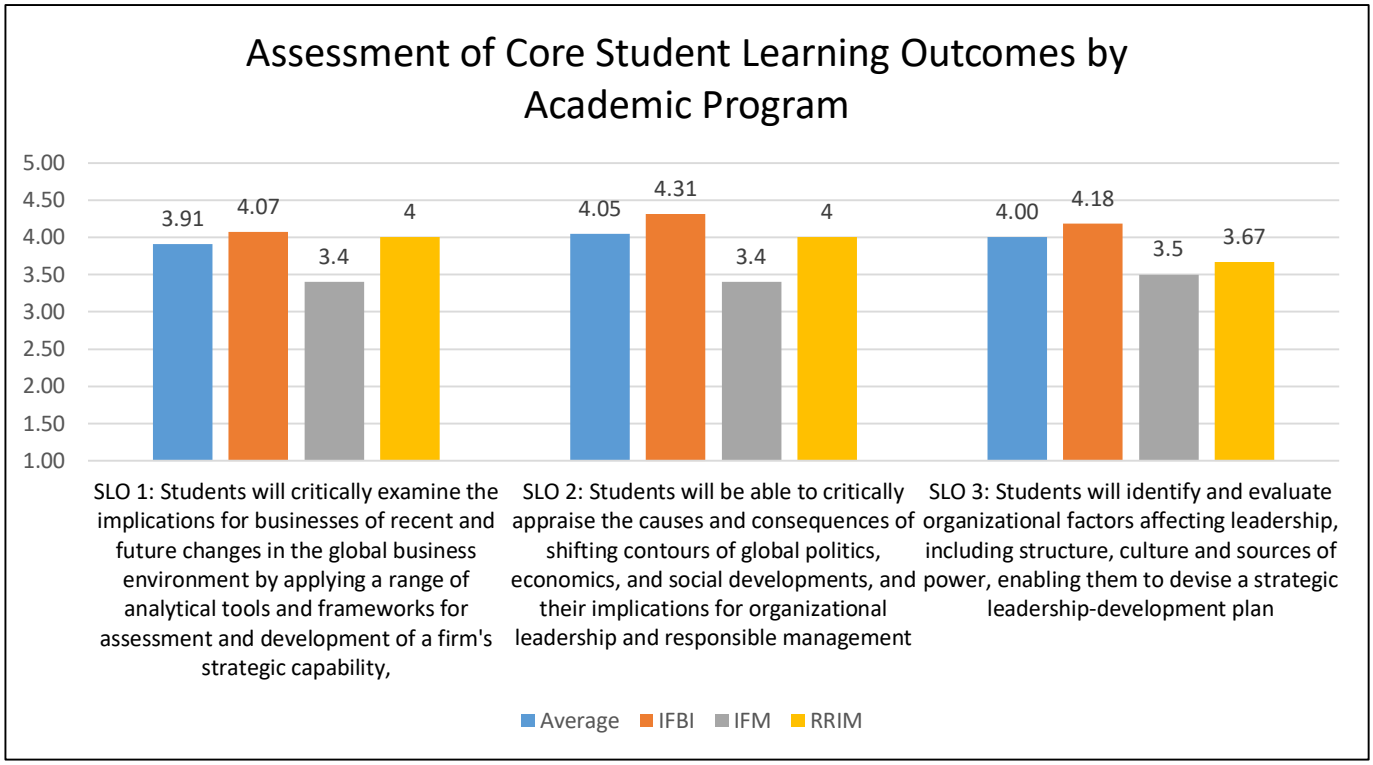


Program Learning Outcomes

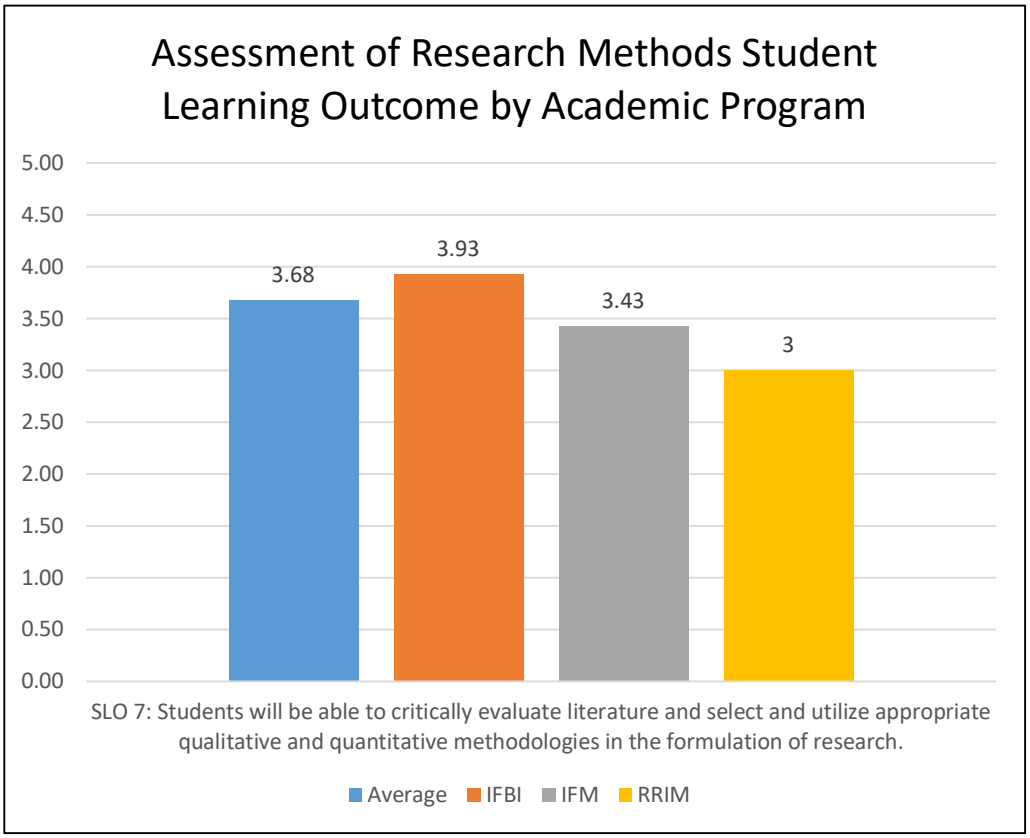
Each of GCNYC's three academic programs share core program learning outcomes that were measured in section two of the thesis. These core program learning outcomes map directly to four shared courses that all students must successfully complete before graduating:

- Business Strategy as an Instrument for Economic, Social and Environmental Sustainability
- Navigating Global Change: Business Practices for the Common Good
- Value-Based Leadership Skills for an Interconnected World
- Research Methods

Assessment of the dissertation results for these core program learning outcomes indicate a gap in attainment among students in the International Fashion Marketing program. Students within the Impact Focused Business and Investing program showed greater mastery of the core program learning outcomes when compared to their peers, and consistently scored above the full population average.



As mentioned previously, it is important to note the small sample sizes; for this section, there were results for fewer than 5 students in both the Risk, Resilience, and Integrity Management and International Fashion Marketing programs. The reason for the small number of results in this particular section is due to a high percentage of students receiving Not Applicable, or NA scores if their thesis did not meet the criteria for the program learning outcomes. The author strongly recommends that the thesis process and criteria is re-structured to map to the program learning goals in addition to the thesis criteria.



In the final section of this report are snapshots of student mastery of the program learning outcomes specific to each academic program. As mentioned above, the data for Risk, Resilience, and Integrity Management and International Fashion Marketing students reflect very small sample sizes of 5 or fewer students per program; care must be taken not to make any impulsive changes based on such small data sets. The author recommends collecting further data on future theses from these programs before making any significant changes.

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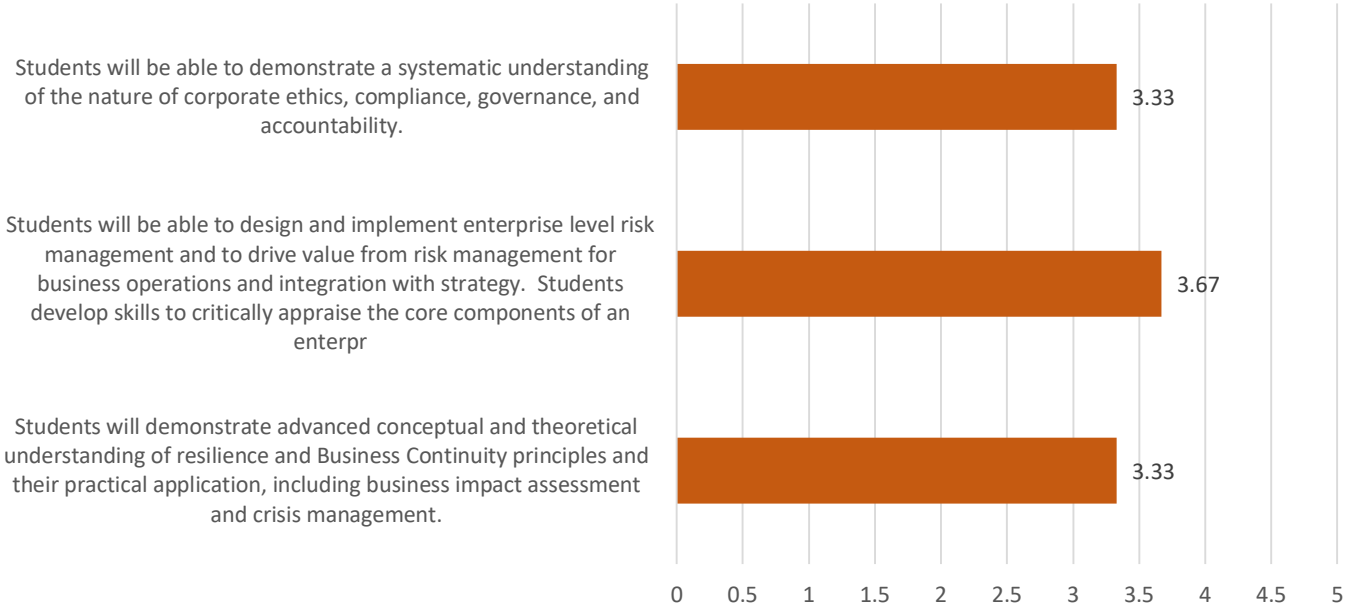
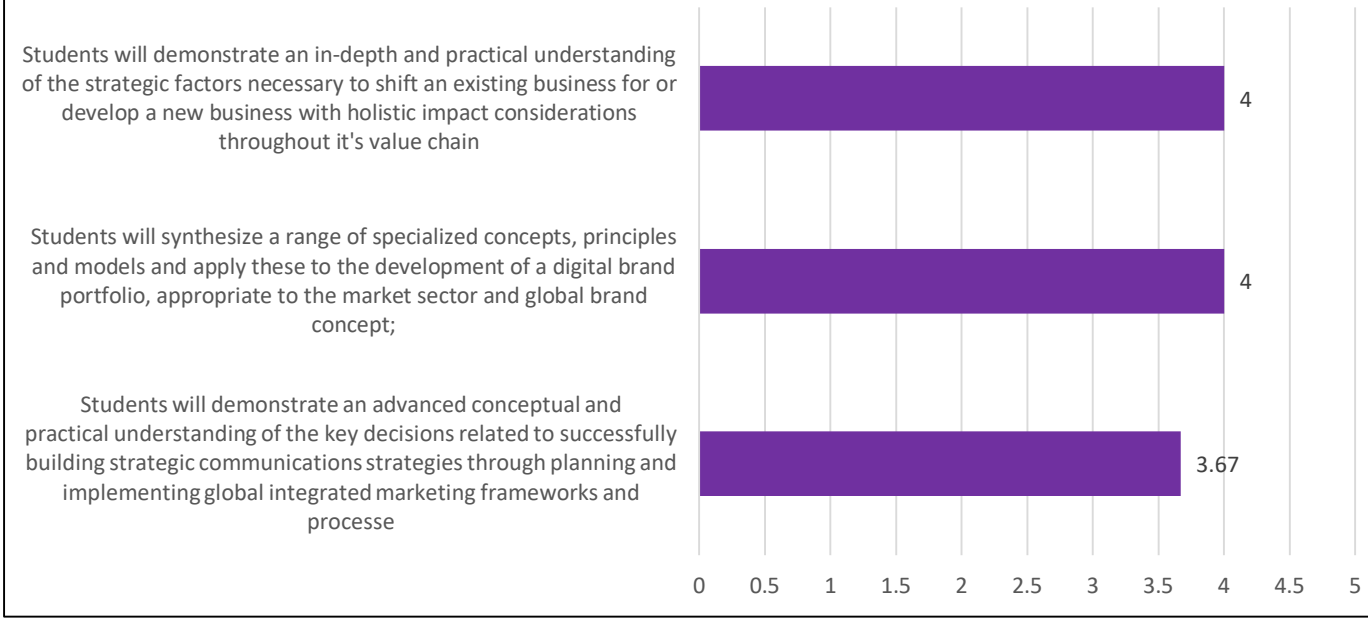
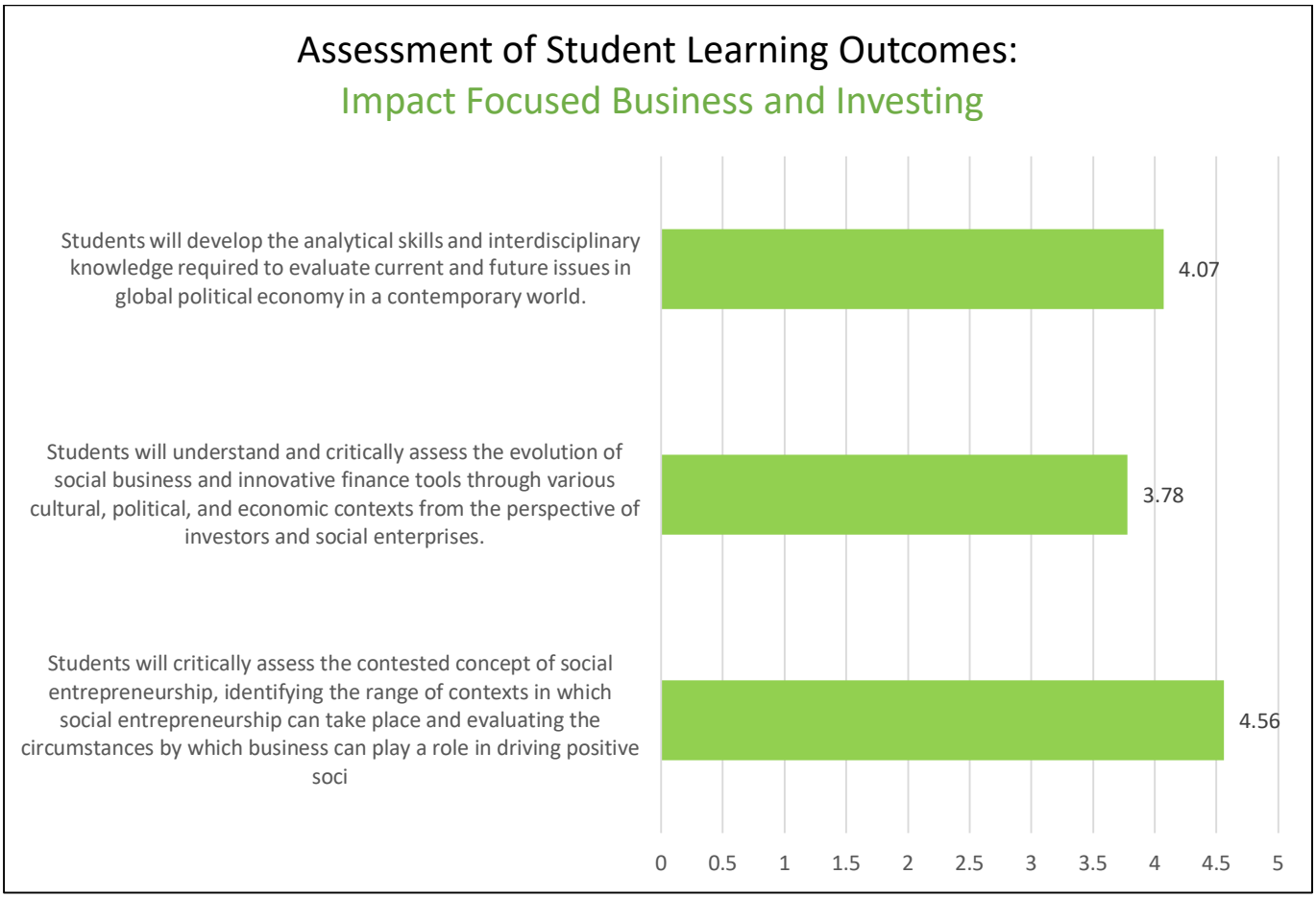
AY 2019-2020 Thesis Assessment

Assessment of Student Learning Outcomes:
Risk, Resilience, and Integrity Management



Assessment of Student Learning Outcomes:
International Fashion Marketing

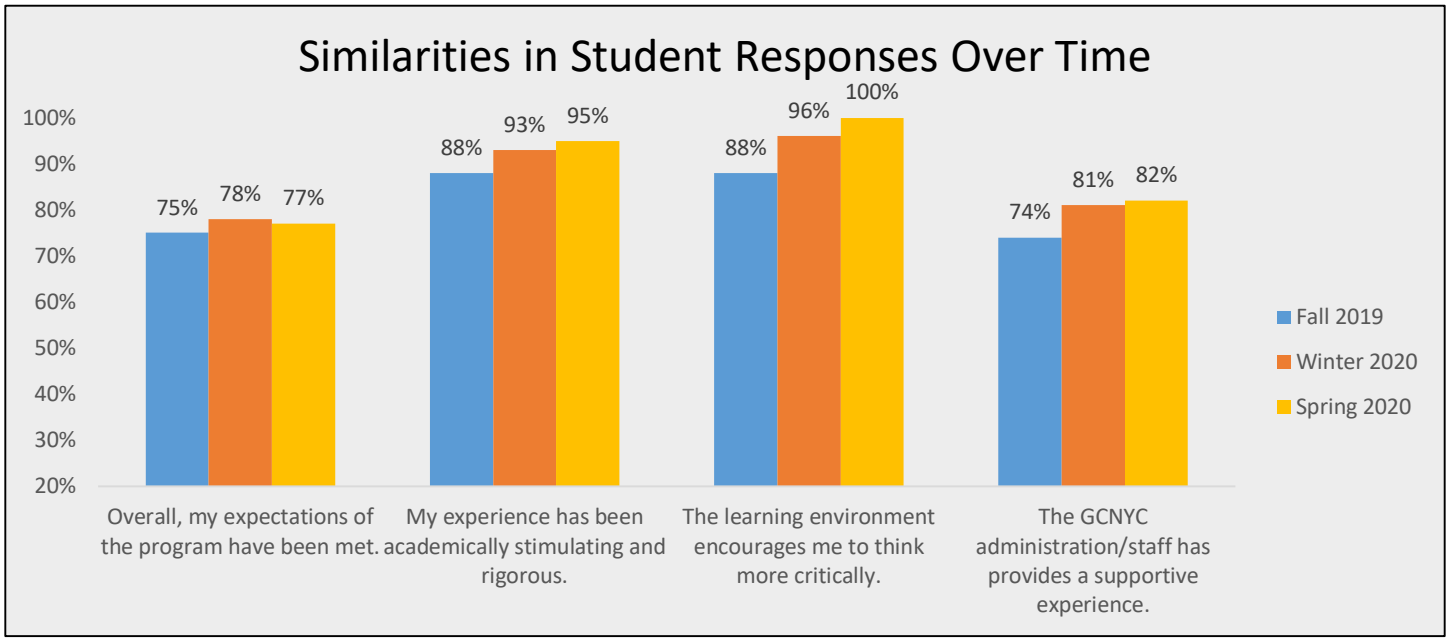



Assessment of Student Learning Outcomes:
Impact Focused Business and Investing
Students will develop the analytical skills and interdisciplinary knowledge required to evaluate current and future issues in global political economy in a contemporary world.
4.07
Students will understand and critically assess the evolution of social business and innovative finance tools through various cultural, political, and economic contexts from the perspective of investors and social enterprises.
3.78
Students will critically assess the contested concept of social entrepreneurship, identifying the range of contexts in which social entrepreneurship can take place and evaluating the circumstances by which business can play a role in driving positive soci
4.56
0
0.5
1
1.5
2
2.5
3
3.5
4
4.5
5

Summary of Responses:
Student Satisfaction/Student Experience Survey
Trimesters A (Fall 2019), B (Winter 2020), and C (Spring 2020)

A. Similarities in Survey Responses

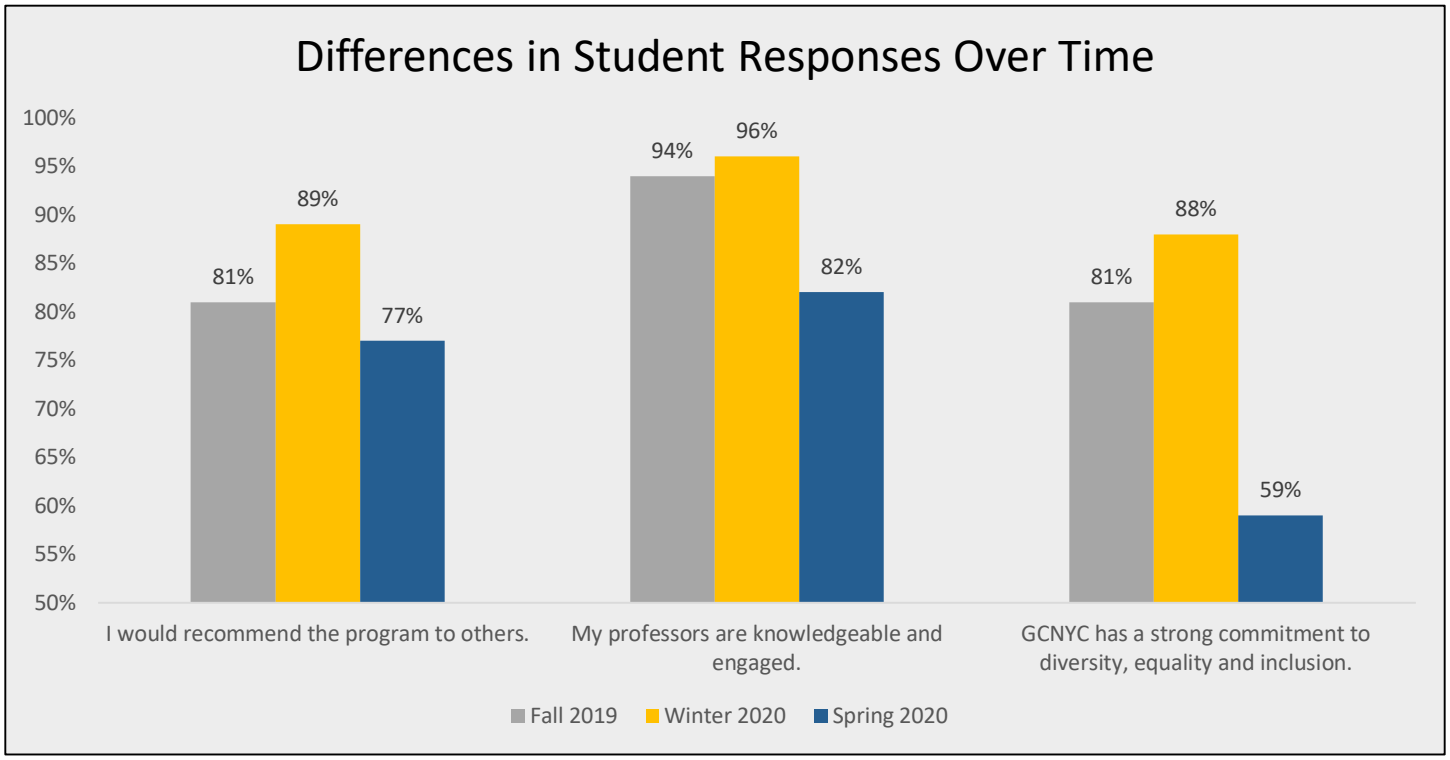
As evidenced in the table below, GCNYC students were mostly in agreement through all three terms about topics pertaining to academic quality and the learning environment. For example, similar numbers of students felt that their expectations (of their academic program) had been met. Students also reported that their experience had been academically stimulating and encouraged them to think critically. Lastly, students reported high levels of support from administrative staff.



Fall 2019 = 32 Respondents (48% response rate)
Winter 2020 = 26 Respondents (50% response rate)
Spring 2020 = 22 Respondents (61% response rate)

B. Differences in Survey Responses

There were also some topics in which GCNYC student responses showed varying levels of satisfaction throughout the three trimesters; in general, data shows peak satisfaction levels during the winter term, and the lowest satisfaction levels in the spring term. For example, a greater percentage of students in the winter term agreed that they would recommend their program to others and that their professors are knowledgeable and engaged. Although the spring trimester responses showed decreased satisfaction rates with regards to the institution's commitment to diversity, equality, and inclusion, nearly 32% were unsure how they felt about the statement, and only 9% disagreed; given the current circumstances (such as the #BlackLivesMatter movement), this may indicate that students have a renewed interest in seeing further dialogue and action from the institution with regards to equitable and inclusive practices.

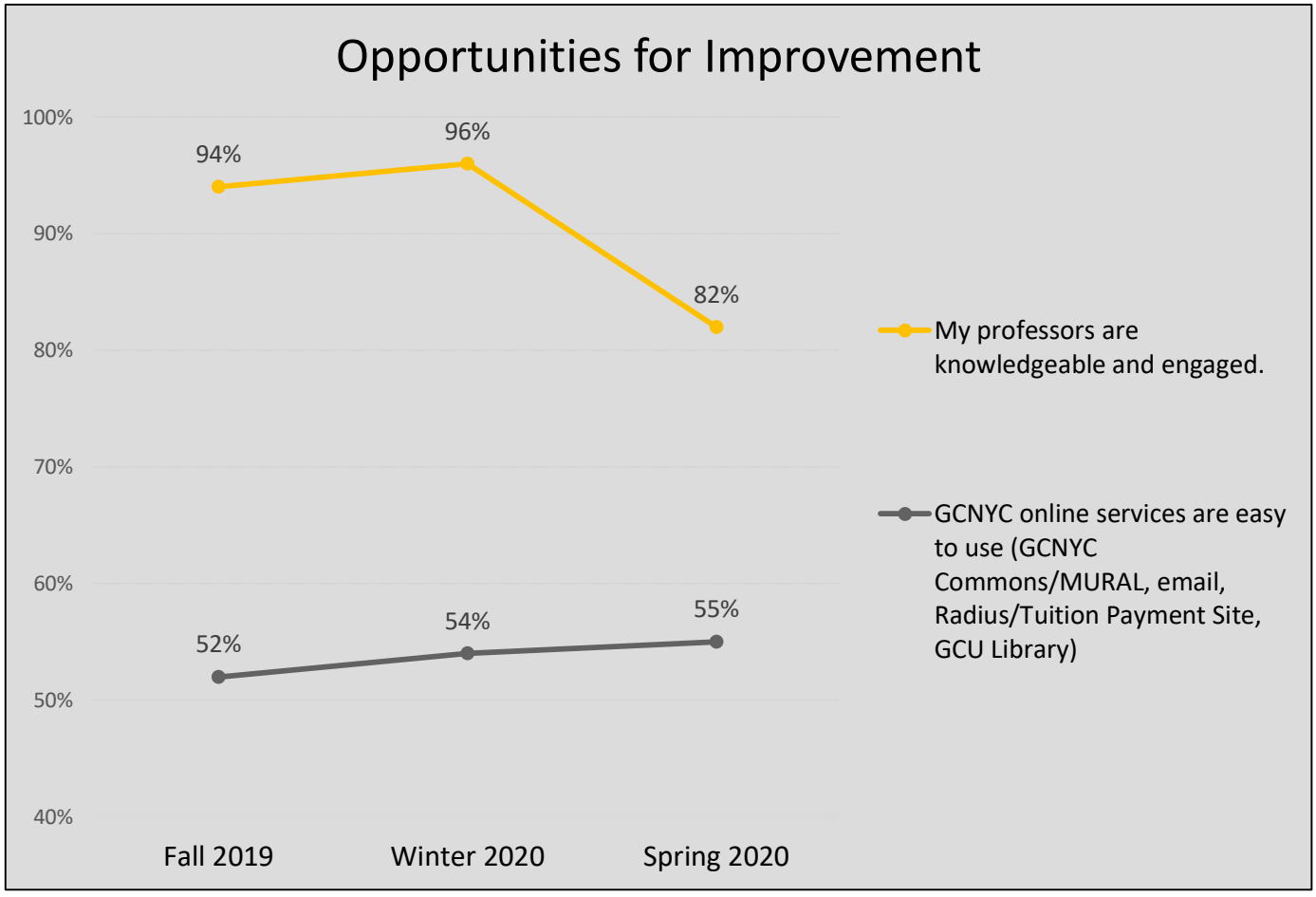


Fall 2019 = 32 Respondents (48% response rate)
Winter 2020 = 26 Respondents (50% response rate)
Spring 2020 = 22 Respondents (61% response rate)

C. Opportunities for Improvement

Survey responses from all three trimesters highlight one primary area where improvements should be prioritized: online resources. Slightly more than half of the students agreed that the online resources at GCNYC are helpful. This echoes faculty survey responses on the same topic, and this is corroborated in open-ended student responses. Although many online tools are mentioned in the question, anecdotal feedback has indicated that students and faculty seek a more user-friendly learning management system (LMS); plans are already underway to launch Blackboard, a highly-rated, robust and intuitive LMS, for the fall trimester at GCNYC.

Students have exhibited high satisfaction with college faculty until the spring term; course evaluation results from the spring term indicate disappointment with two faculty members for both their interactions with students as well as their organization and focus of course material. One faculty member has not been invited back to teach again, and the other one has received coaching and professional development to help them refine their classroom engagement and pedagogical approach.



Fall 2019 = 32 Respondents (48% response rate)
Winter 2020 = 26 Respondents (50% response rate)
Spring 2020 = 22 Respondents (61% response rate)

Qualitative feedback is presented below in response to open-ended questions offered in the Student survey.

#10. We will be offering various types of co-curricular workshops and activities in the future. Please let us know what topics you may be interested in.

The following are the most commonly cited topics by students in all terms:

Word/Topic	*Frequency*
Career/s	14
Finance	13
Writing	12
Negotiation	11
Resume/CV	10
Public Speaking	9
Sustainability	8
Research	2

#19. Please share any additional comments or suggestions on how we can improve your overall experience at GCNYC.

Open-ended feedback from students indicates the following:

- Most students appreciate the small class size and would like to see that continue
- As remote learning continues, student would like to see more interactive tools for online engagement
- Multiple students have indicated that they would appreciate having prerequisites assigned to courses so that students are building on foundational knowledge acquired in earlier courses
- Some students felt that they did not have enough program-specific courses in their curriculum, while others would like to be able to take courses from other academic programs
- Students wish for more frequent feedback from their professors, and indicated that some professors seem to favor select students
- Many students asked for more shared collaboration or engagement with industry speakers, community organizations, and businesses
- Networking, career guidance, and resume development were consistently mentioned

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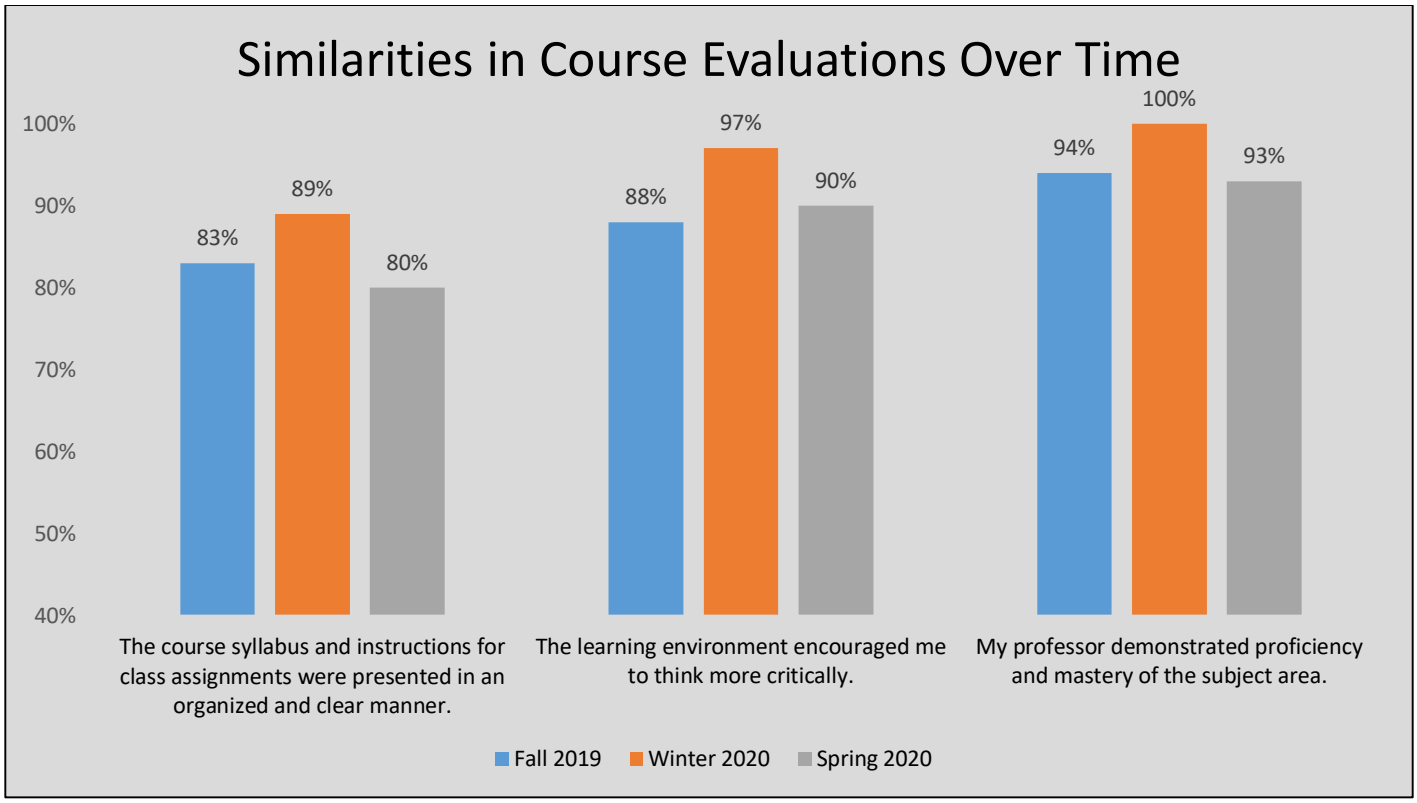
Summary of Responses:
Course Evaluation Survey
Trimesters A (Fall 2019), B (Winter 2020), and C (Spring 2020)

A. Similarities in Survey Responses

As evidenced in the table below, GCNYC students were mostly in agreement through all three terms about topics pertaining to instruction and course materials. For example, similar numbers of students felt that their syllabi were presented in an organized and clear manner. Students were also in agreement about their professors being subject matter expert; lastly, students felt similarly that the learning environment encouraged them to think more critically.

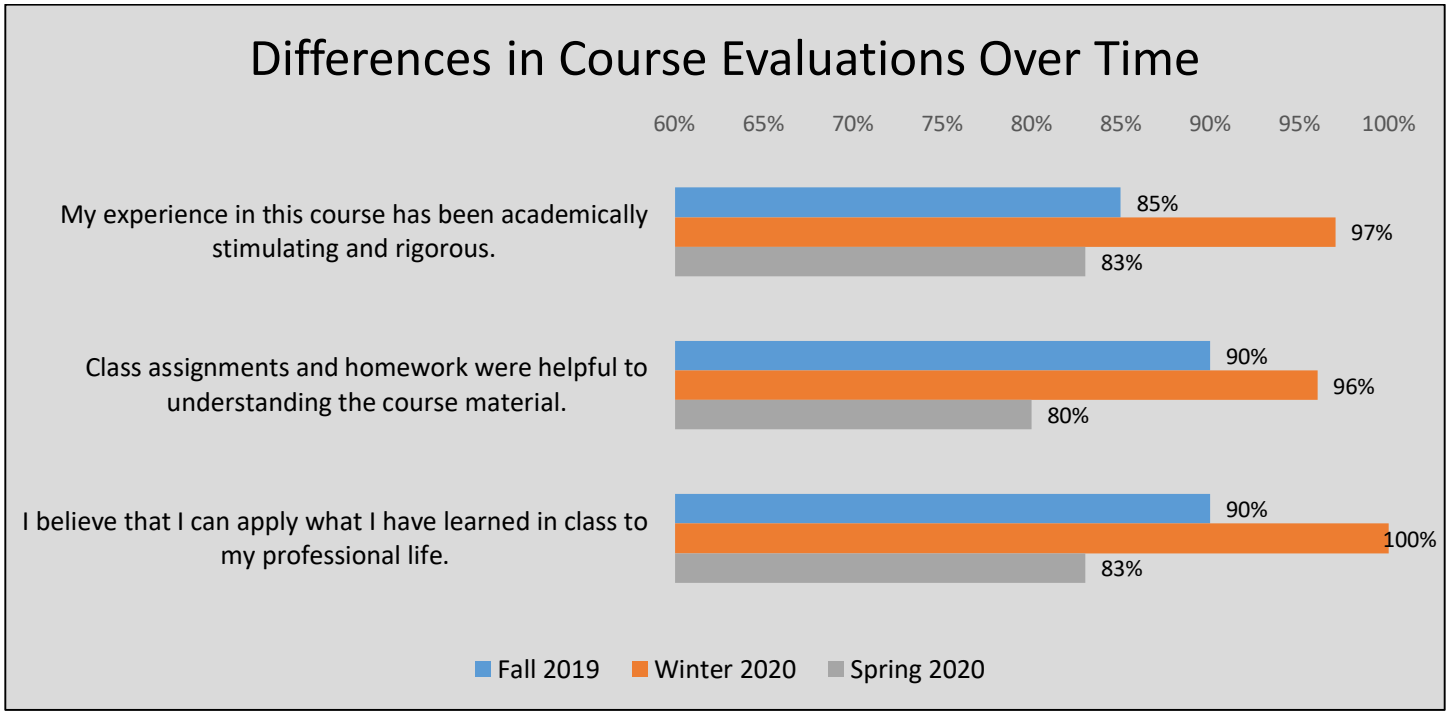


Fall 2019 = 30 Respondents (45% response rate)
Winter 2020 = 26 Respondents (50% response rate)
Spring 2020 = 30 Respondents (83% response rate)

B. Differences in Survey Responses

There were some topics in which GCNYC student responses showed varying levels of agreement throughout the year; in general, satisfaction levels were highest in the winter term. The COVID-19 pandemic, which impacted many student's livelihoods and necessitated remote learning for the final trimester, likely impacted student's ability to apply knowledge gained in class towards their professional experience. Additionally, the swift move to remote learning may have impacted both the student-faculty relationship and peer-to-peer engagement, as well as the student's perception of whether the course has been academically rigorous.

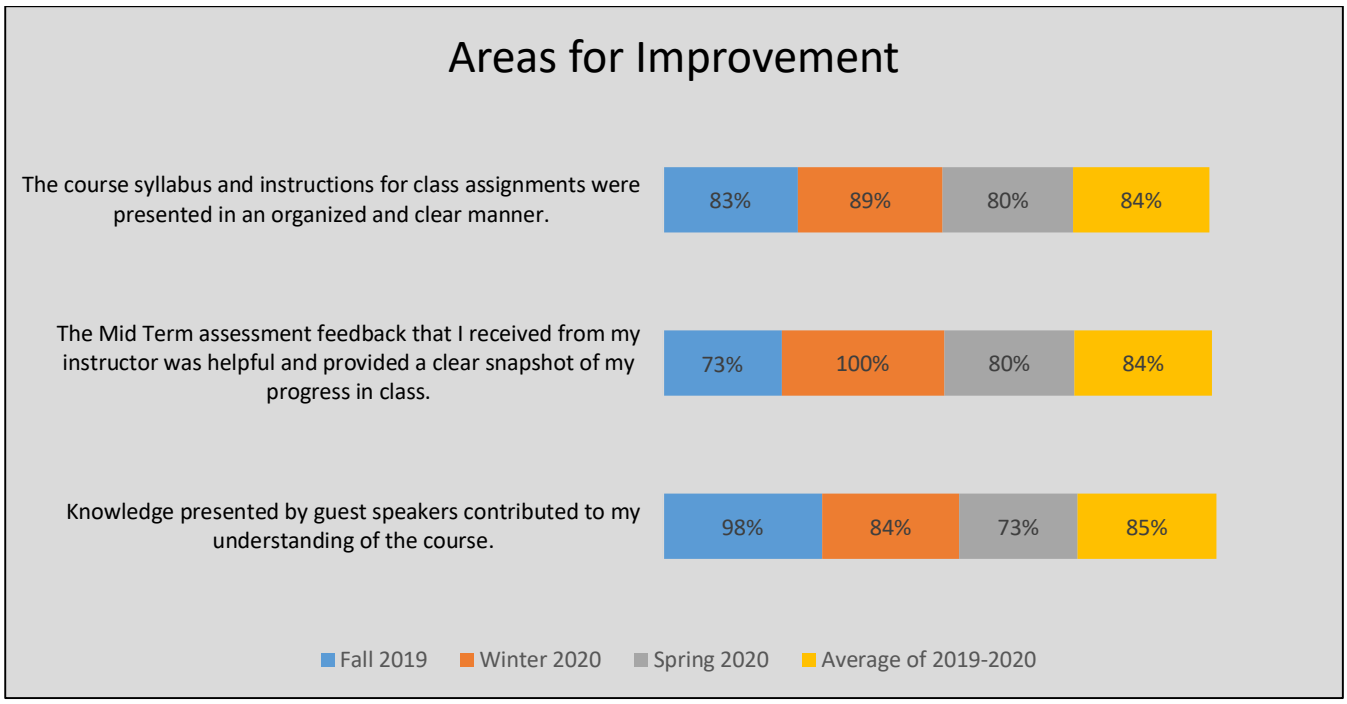
All students in the winter term agreed that the midterm assessment feedback was helpful in giving them an understanding of their course progress, but this number dropped by more than one quarter in the spring term; open-ended feedback indicates that at least one instructor did not offer any feedback to their students in the spring term.



Fall 2019 = 30 Respondents (45% response rate)
Winter 2020 = 26 Respondents (50% response rate)
Spring 2020 = 30 Respondents (83% response rate)

C. Opportunities for Improvement

Course evaluation responses from all three terms highlight three areas where improvements should be made: clarity and organization with regards to course assignments; consistent, detailed, and timely feedback on academic progress from the instructor to the student; and knowledgeable, dynamic guest speakers. Student satisfaction with guest speakers in particular dropped significantly from the fall to the winter and spring terms; this is likely due to the sudden shift from on-ground to remote learning, and could reflect either a decrease in the number of guest speaker sessions or that the medium for guest speakers (ie, Zoom video-conferencing) was less than ideal.



Fall 2019 = 30 Respondents (45% response rate)
Winter 2020 = 26 Respondents (50% response rate)
Spring 2020 = 30 Respondents (83% response rate)

Qualitative feedback is presented below in response to open-ended questions offered in the Student survey.

14.What has been your favorite part of the course so far/What does the instructor do particularly well?

Students indicated that faculty were: brilliant, critical thinkers, passionate about their subjects, experts, flexible and understanding during the COVID-19 pandemic, approachable, thoughtful, gave great feedback, enthusiastic, made it easy to participate in class, had great contacts/guest speakers, hosted study group sessions on weekends, supportive of their students, able to explain complex concepts in a way that was easily understood

Students indicated that the course was: relevant course material applicable to what was going on, linked to current affairs, included great perspective, explored different points of view, real-world case studies,

#15. What can the instructor do to improve the course?

Students suggested the following: more guest speakers, being more receptive to students' varying perspectives, more flexibility around classroom discussions and assignments, be less prescriptive, small class sizes, timely feedback on assignments, better classroom management (ie, not letting the same people dominate the discussions), structuring the class time to incorporate more engagement and variety of activities instead of lectures, communicate more clearly/document in syllabus more clearly what expectations are, introduction to research methods before the actual course (ie, a workshop).

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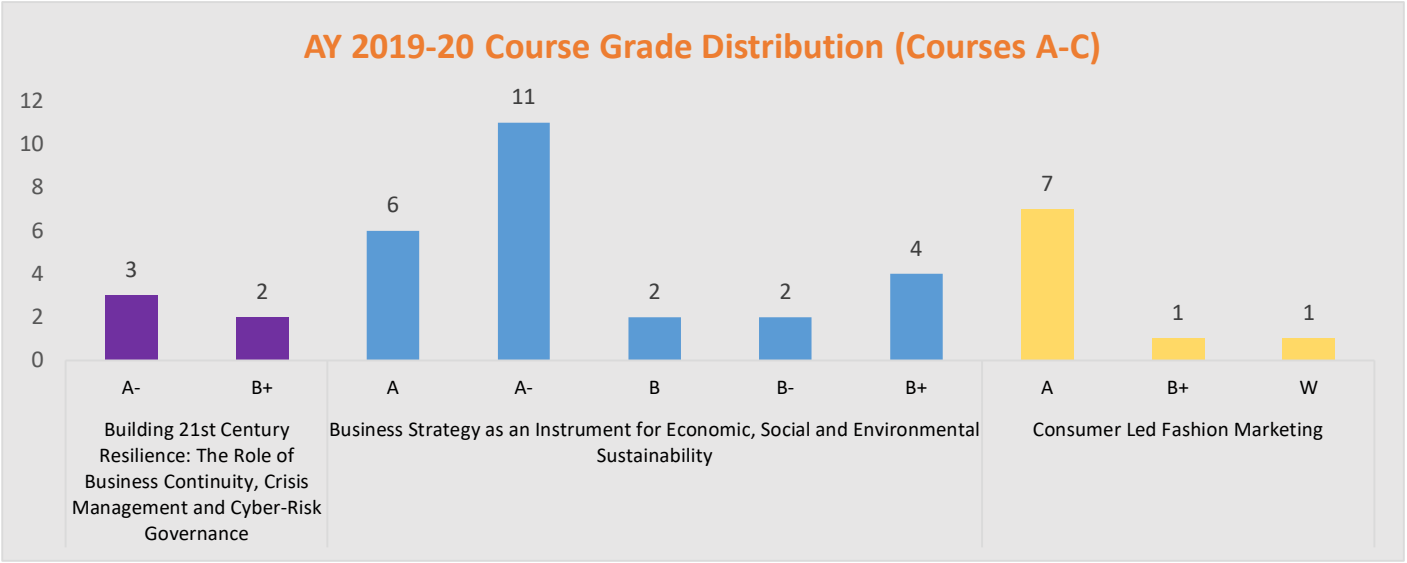
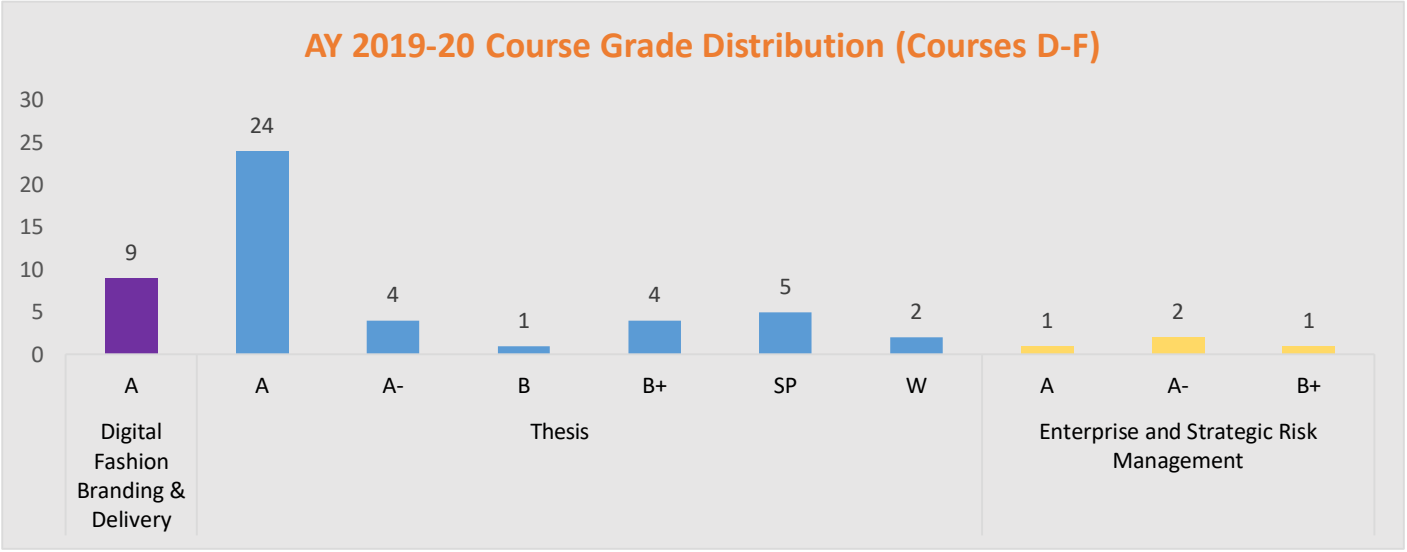
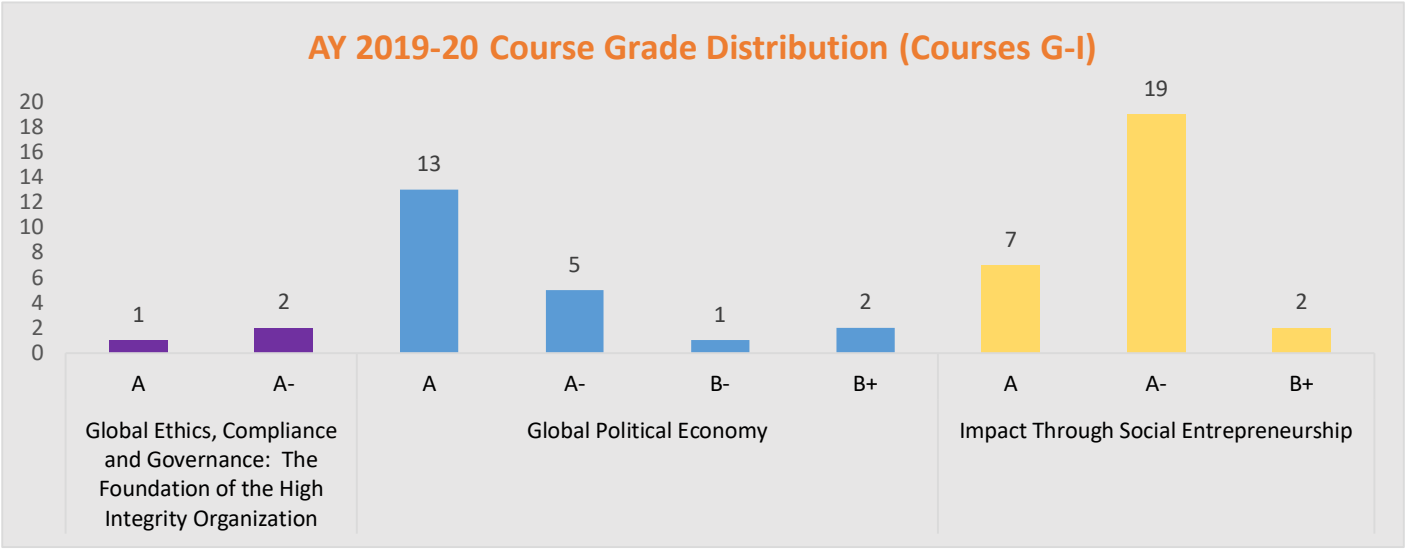
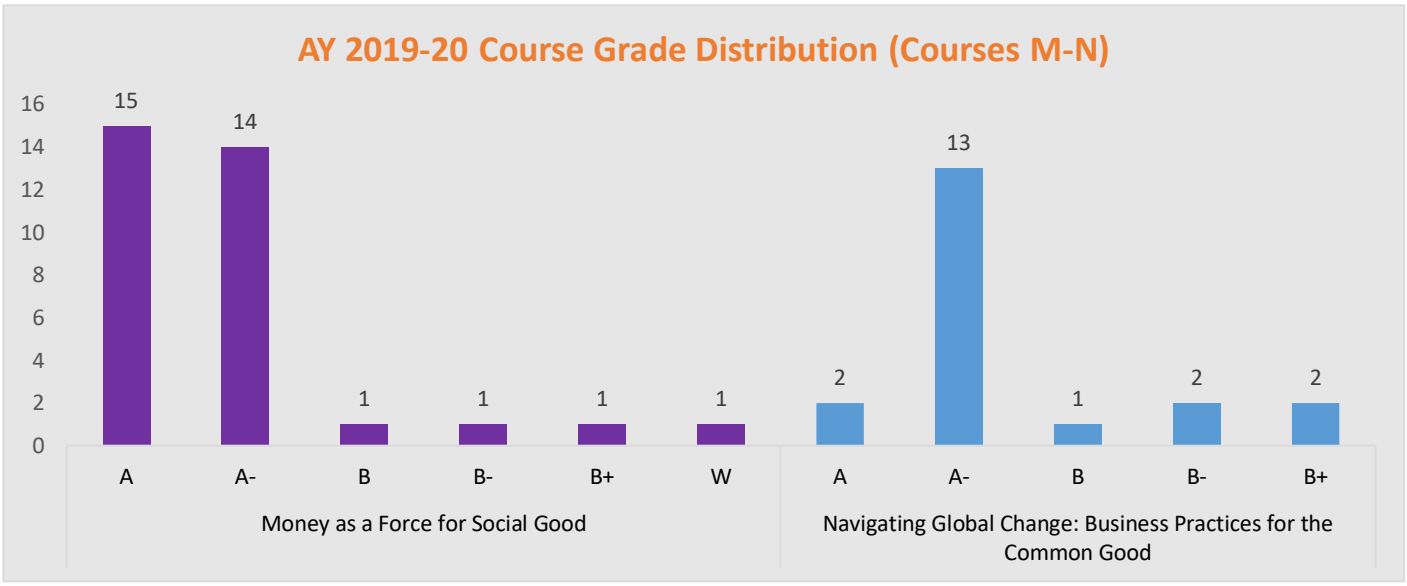
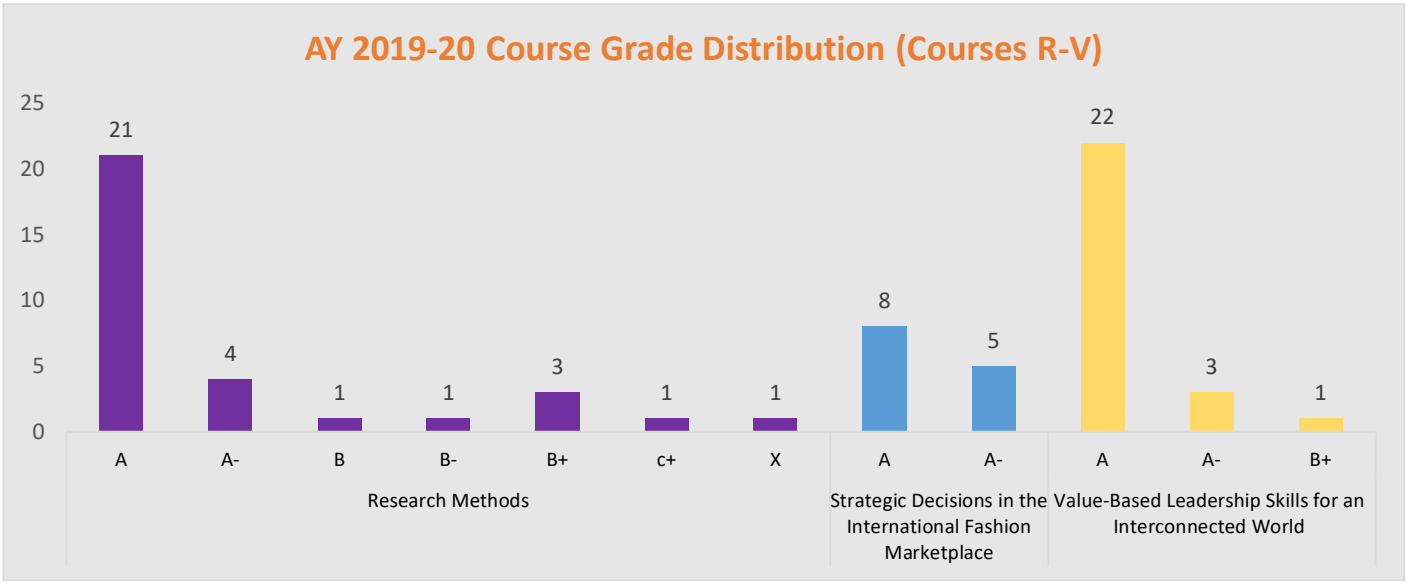
GCNYC Distribution of Grades by Course
AY 2019-2020








AY 2019-20 Course Grade Distribution (Courses M-N)
16
14
12
10
8
6
4
2
0
15
14
1
1
1
1
2
13
1
2
2
A
A-
B
B-
B+
W
A
A-
B
B-
B+
Money as a Force for Social Good
Navigating Global Change: Business Practices for the Common Good


AY 2019-20 Course Grade Distribution (Courses R-V)
25
20
15
10
5
0
21
4
1
1
3
1
1
8
5
22
3
1
A
A-
B
B-
B+
c+
X
A
A-
A
A-
B+
Research Methods
Strategic Decisions in the International Fashion Marketplace
Value-Based Leadership Skills for an Interconnected World

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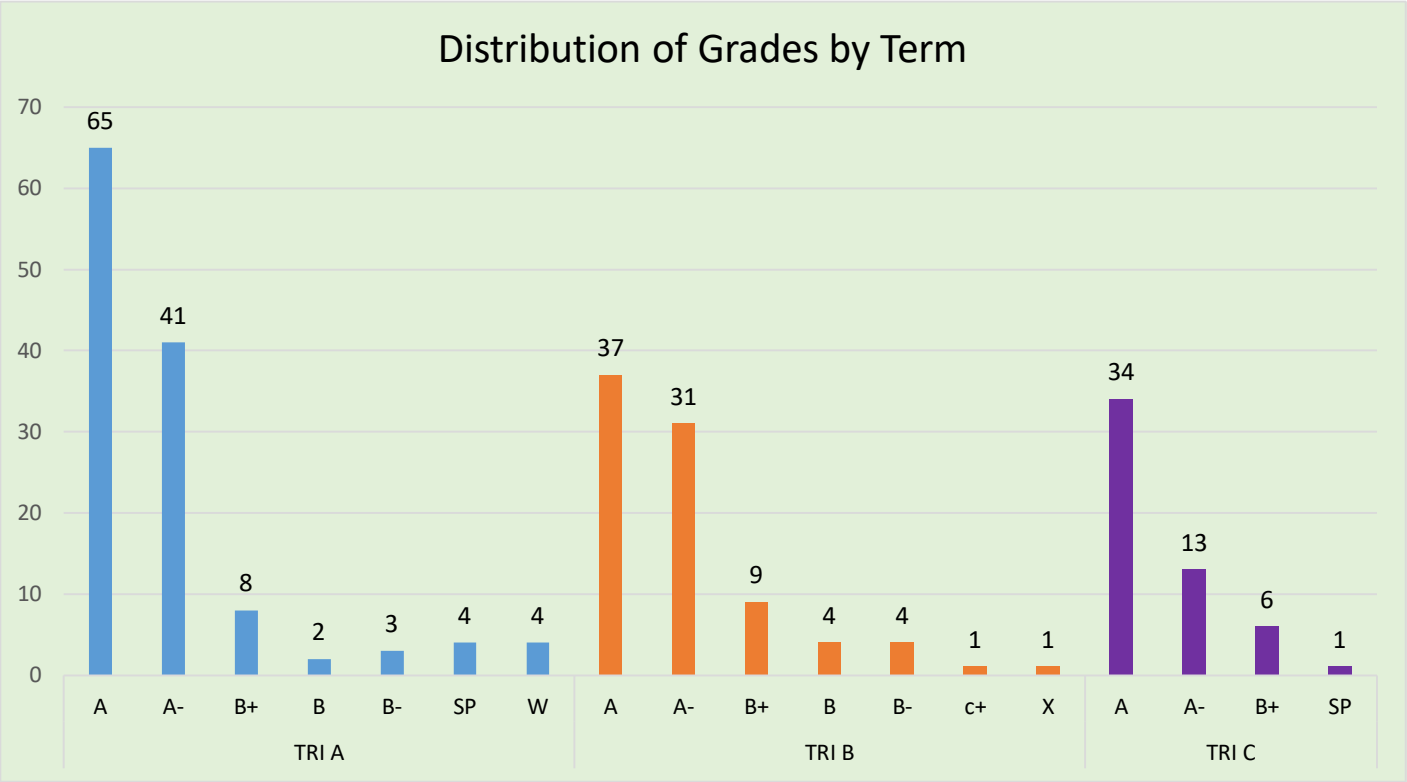
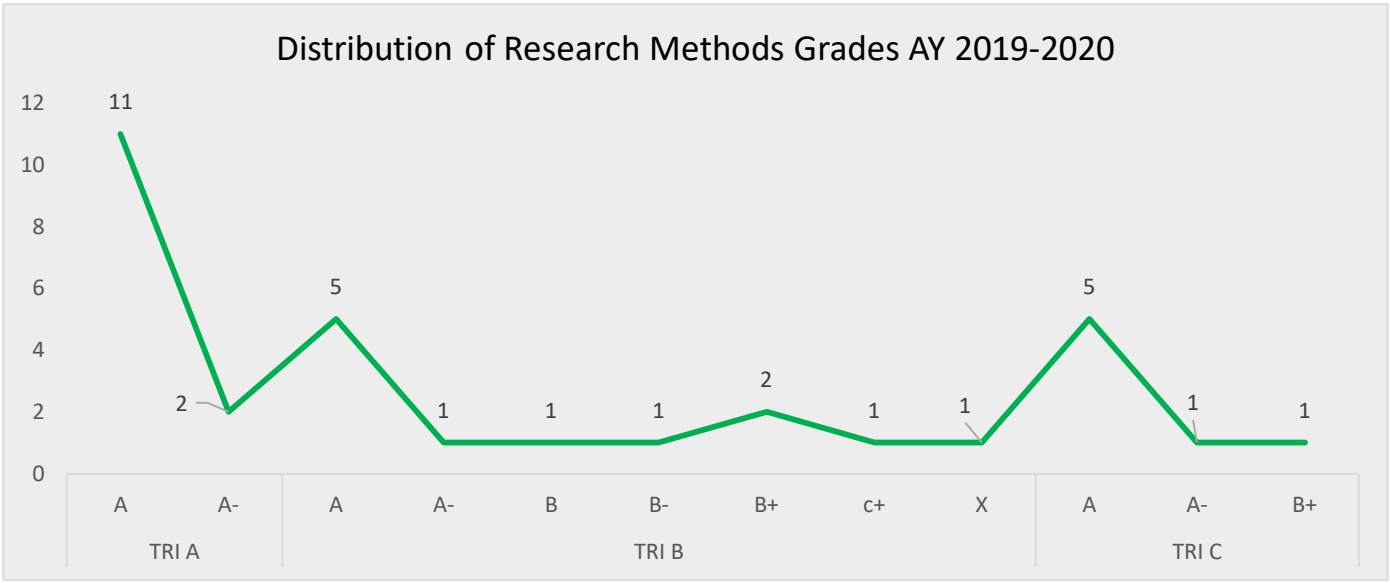
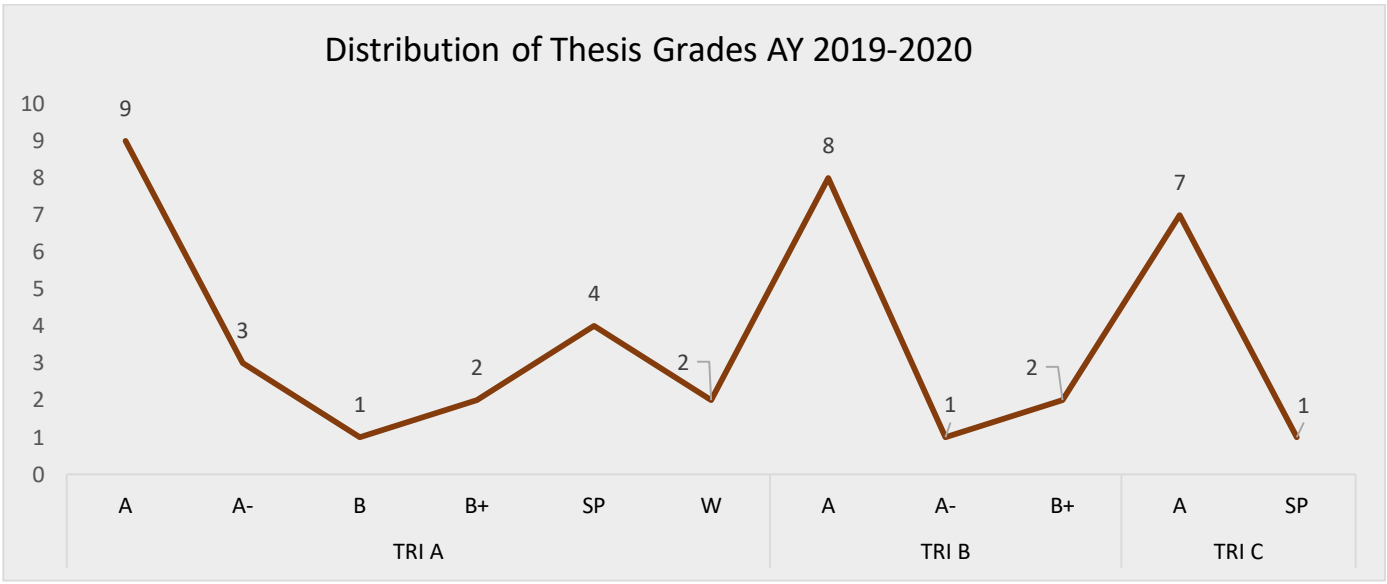
GCNYC Distribution of Grades by Term
AY 2019-2020



Research Methods and Thesis Course Grades





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Academic Year 2019-2020

Course Title	Distribution of Grades
Building 21st Century Resilience: The Role of Business Continuity, Crisis Management and Cyber-Risk Governance	**2%**
A-	60%
B+	40%
Business Strategy as an Instrument for Economic, Social and Environmental Sustainability	**9%**
A	24%
A-	44%
B	8%
B-	8%
B+	16%
Consumer Led Fashion Marketing	**3%**
A	78%
B+	11%
W	11%
Digital Fashion Branding & Delivery	**3%**
A	100%
Thesis	**15%**
A	60%
A-	10%
B	3%
B+	10%
SP	13%
W	5%
Enterprise and Strategic Risk Management	**1%**
A	25%
A-	50%
B+	25%
Global Ethics, Compliance and Governance: The Foundation of the High Integrity Organization	**1%**
A	33%
A-	67%
Global Political Economy	**8%**
A	62%
A-	24%
B-	5%
B+	10%
Impact Through Social Entrepreneurship	**10%**
A	25%
A-	68%
B+	7%
Money as a Force for Social Good	**12%**
A	45%
A-	42%
B	3%
B-	3%
B+	3%
W	3%
Navigating Global Change: Business Practices for the Common Good	**7%**
A	10%
A-	65%

B		5%
B-		10%
B+		10%
Research Methods	**12%**	
A		66%
A-		13%
B		3%
B-		3%
B+		9%
c+		3%
X		3%
Strategic Decisions in the International Fashion Marketplace	**5%**	
A		62%
A-		38%
Value-Based Leadership Skills for an Interconnected World	**10%**	
A		85%
A-		12%
B+		4%
Grand Total		**100%**