Student Learning Outcomes Assessment

Fall 2019- Fall 2020 Results

PROCESS

Assessment of student learning at Glasgow Caledonian New York College (GCNYC) follows a process laid out in the College's Institutional Effectiveness Plan. The results are reviewed each trimester, and compiled into an annual report to be shared with all stakeholders.

In Spring 2020, the Director of Assessment and Institutional Effectiveness and the Director of Academic Engagement formalized the assessment of student learning through the student thesis process. 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 (Appendix 1), and 2) assess student learning within the academic program of study, using program learning outcomes as a guide (Appendices 2, 3, 4). While this was a sufficient starting point, results showed that student theses did not necessarily map to the academic program outcomes, and another method of measuring student learning needed to be incorporated. The Director of Assessment and Institutional Effectiveness began meeting with the faculty members responsible for teaching the core courses required by each academic program. Faculty Course Assessment Reports (FCARs) were created to show the linkages between course outcomes and program outcomes, and codify student mastery of those outcomes. The results from these processes are what follows.

Results

Students' theses were assessed by a second reader according to 6 criteria, as indicated in Appendix 1, 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

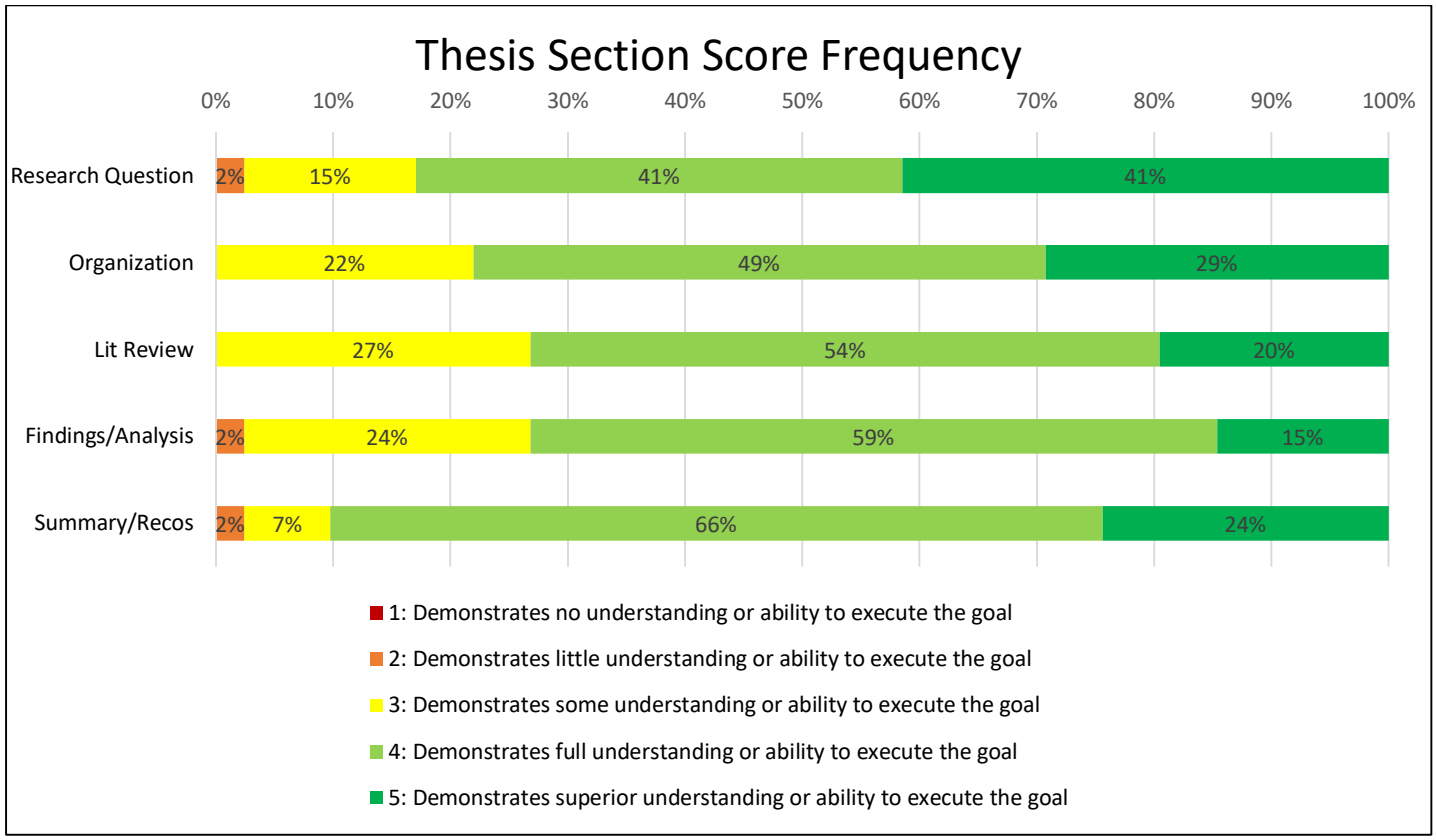
A score of **3** = Demonstrates **some** understanding or ability to execute the goal

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 dissertation

Institutional benchmarking for thesis scores was set at a 4 on the 5-point scale defined above. The resulting average thesis score for students was a **4.04**, indicating that students overall demonstrate full understanding of the requirements for completing a piece of scholarly research. In fact, more than two-thirds of students (27 out of 41, 66%) scored a 4.0 or better overall score on their 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.



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, and subsequently into the Fall 2020 term. 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.

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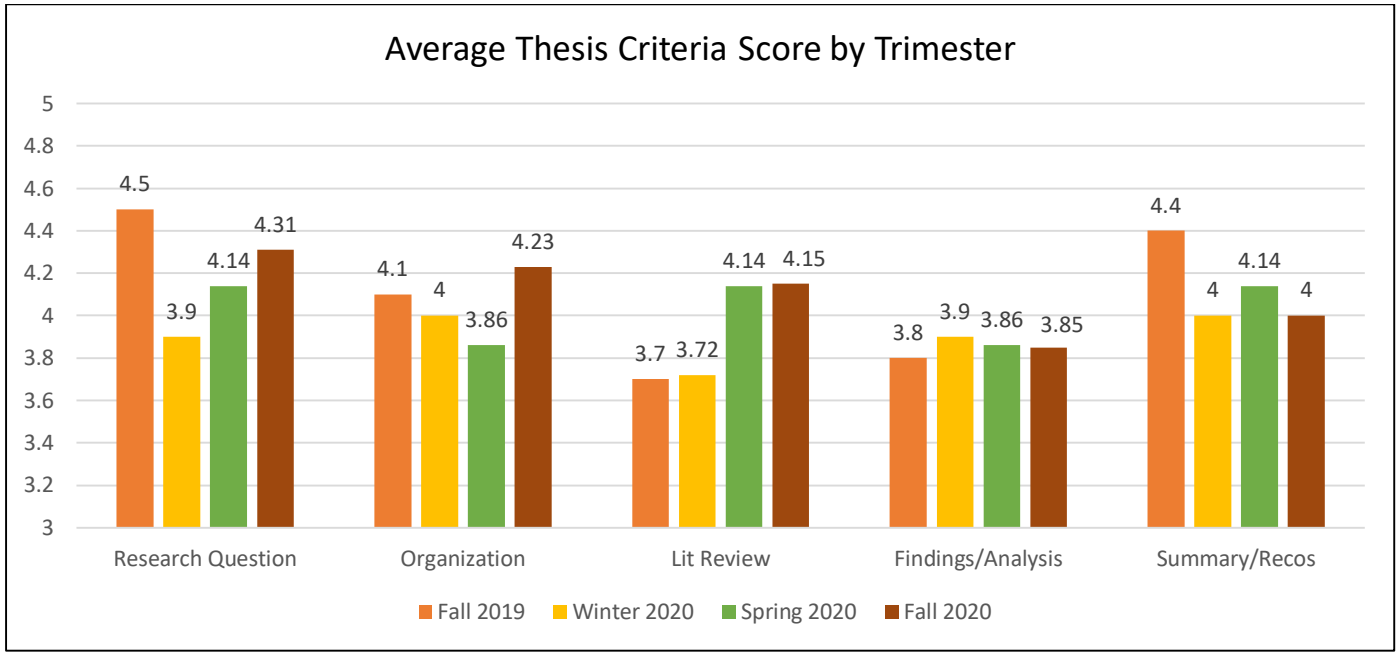
Fall 2019-Fall 2020 Learning Outcomes Assessment



Direct Measures of Student Learning: Assessment of Program Learning Outcomes

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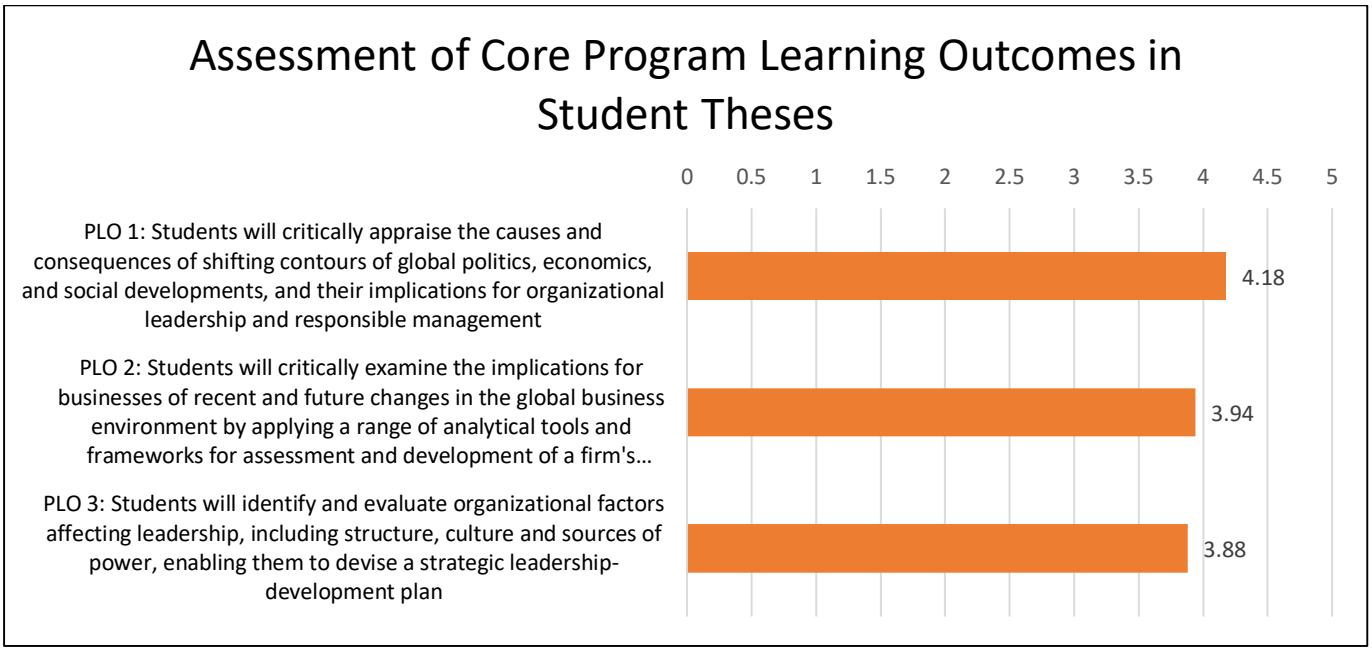
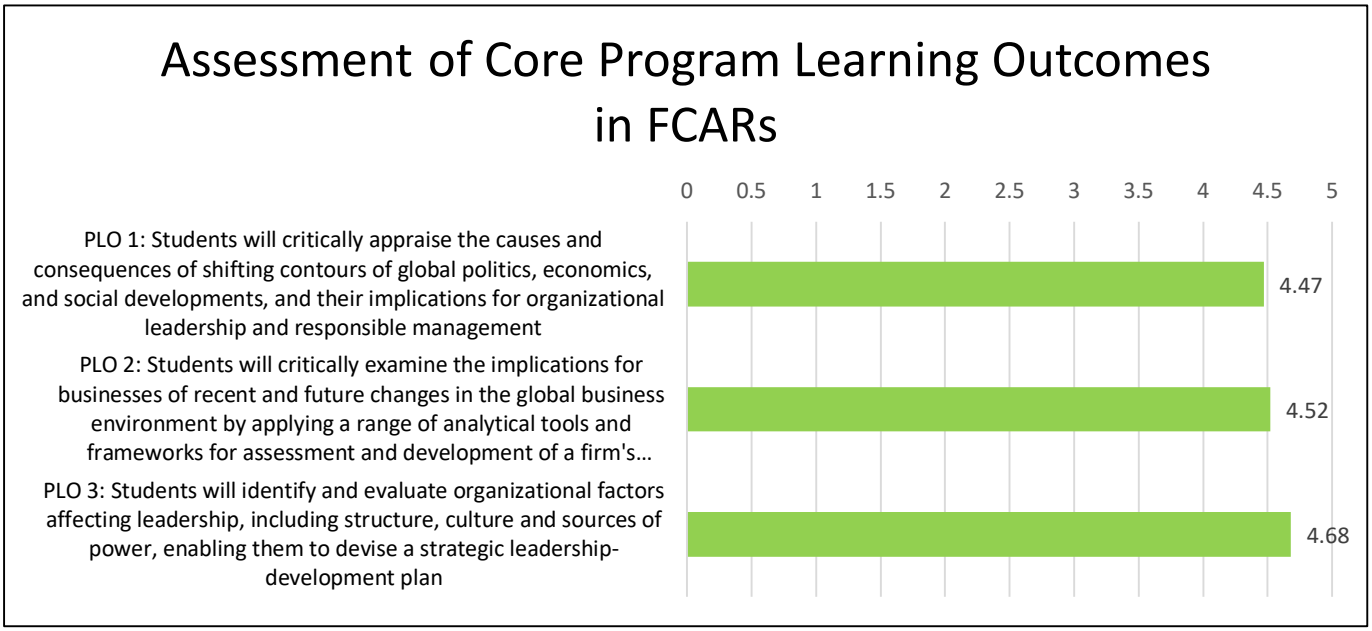
Each of GCNYC's three academic programs share core program learning outcomes that were measured in section two of the thesis assessment; however, not all student theses were aligned to, or mapped to, the program learning outcomes. Subsequently, the Director of Assessment and Institutional Effectiveness worked closely with the faculty responsible for teaching the first three core classes that all students must pass before moving onto their programmatic core courses, to create Faculty Course Assessment Reports (FCARs). These core program learning outcomes map directly to the following shared courses:

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

Assessment of the theses results for these core program learning outcomes indicate that students have fully mastered the first of three core program learning outcomes. The level of attainment for the second and third core program learning outcomes show slightly lower levels of attainment, just shy of the 4.0 benchmark set at GCNYC. It should be noted that because the student theses are not mapped to programmatic learning outcomes, this data was collected from a small number of students.



To triangulate the data and provide additional validity, the results of the Faculty Course Assessment Reports follow. All FCAR's show a linkage between how specific assessment tools that measure mastery of course outcomes also support the mastery of an over-arching core program learning goal.



The first GCNYC core program learning outcome is mapped to three course outcomes within the course titled **Navigating Global Change: Business Practices for the Common Good** (Appendix 5):

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.

Specific course assessments, such as the Case Study, Group Project, Debate, SDG Presentation, and Multi-Party Negotiation show that between 90% to 100% of students met the benchmarks that establish mastery of the program learning outcome; the overall score for students was 4.47 on a 5-point scale, which is slightly higher (roughly 7 percent) than the 4.18 reported in the theses assessment. While the metric for mastery of this core program learning outcome was met, the faculty of record offered some suggestions for future improvements to the course based on a review of the assessment data and student feedback; that narrative can be found at the end of the hyperlinked document. Lastly, the FCAR results corroborate the results found in the assessment of the student theses, that GCNYC students are demonstrating mastery of core program learning outcome number one.

The second GCNYC core program learning outcome is mapped to three course outcomes within the course titled **Business Strategy as an Instrument for Economic, Social and Environmental Sustainability** (Appendix 6):

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

Specific course assessments, two research papers and one group assignment, show that between 97% to 100% of students met the benchmarks that establish mastery of the program learning outcome; the overall score for students was 4.52 on a 5-point scale, which is significantly higher than the 3.94 reported in the theses assessment. The FCAR results better encapsulate student mastery of the second core program

learning outcome than the assessment of student theses since the course assessments were deliberately aligned with course outcomes and thus the overarching core program learning outcome.

The third GCNYC core program learning outcome is mapped to five course outcomes within the course titled **Values-Based Leadership Skills for an Interconnected World** (Appendix 7):

> *Being an exceptional leader in today's complex and fast-moving business environment demands specific skills and the ability to successfully predict and adapt to changing realities. Through their words, actions and behaviors values-based leaders seek to inspire, influence and motivate others in their organization to lead with shared values and implement them consistently to the benefit of their business, people and the planet. In Values-Based Leadership Skills for an Interconnected World, students will accelerate their leadership by reflecting on their own assets and developmental needs, learn how others perceive them and leverage this new self-awareness to create their own leadership development action plan.*

Specific course assessments that include one research paper, one group discussion lead, a leadership journal, a leadership action plan, and a final presentation, show that 100% of students met the benchmarks that establish mastery of the program learning outcome; the overall score for students was 4.68 on a 5-point scale, which is significantly higher than the 3.88 reported in the theses assessment. The FCAR results better encapsulate student mastery of the third core program learning outcome than the assessment of student theses since the course assessments were deliberately aligned with course outcomes and thus the overarching core program learning outcome.

As explained above, the criteria for student theses' are not mapped to programmatic learning outcomes. The following chart contextualizes the gaps in alignment between the student theses and the FCARs. For this reason, the author recommends that a formal program review taskforce consider removing the program learning outcomes assessment rubric from thesis process.

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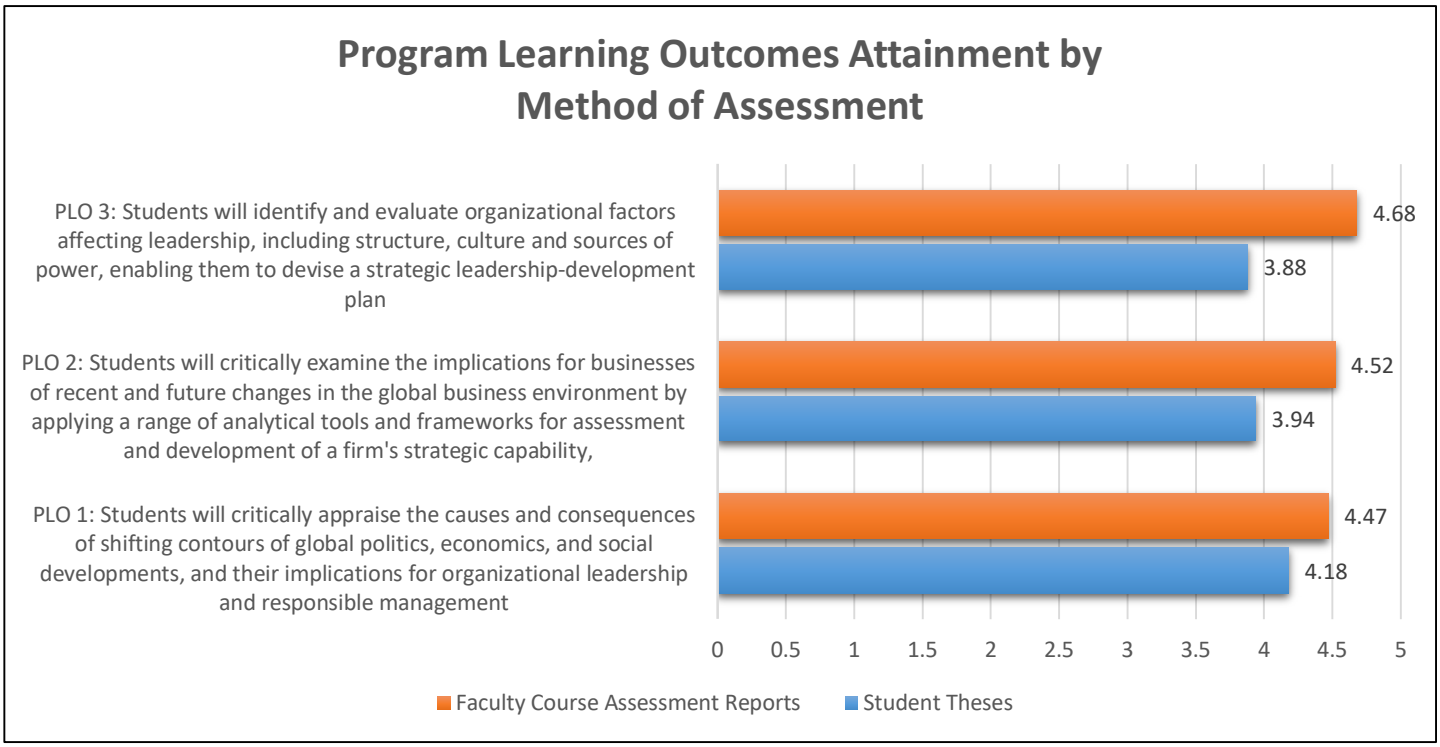
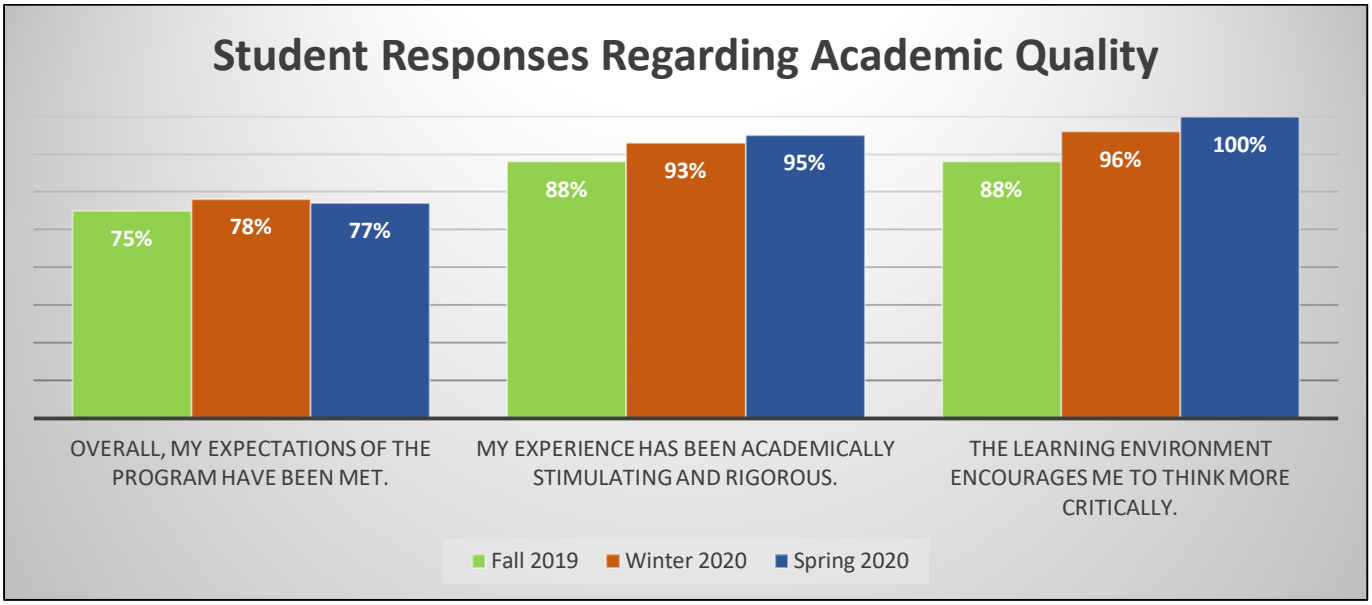


Indirect Measures of Student Learning: Student Survey Responses

In the final section of this report are indirect measures of student learning as evidenced in the Student Experience Survey (Appendix 8) and the Student Course Evaluation Survey (Appendix 9), both of which were administered three times during the year between Fall 2019 and Fall 2020. Response rates for the Student Experience Survey are as follows:

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

As evidenced in the chart 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.



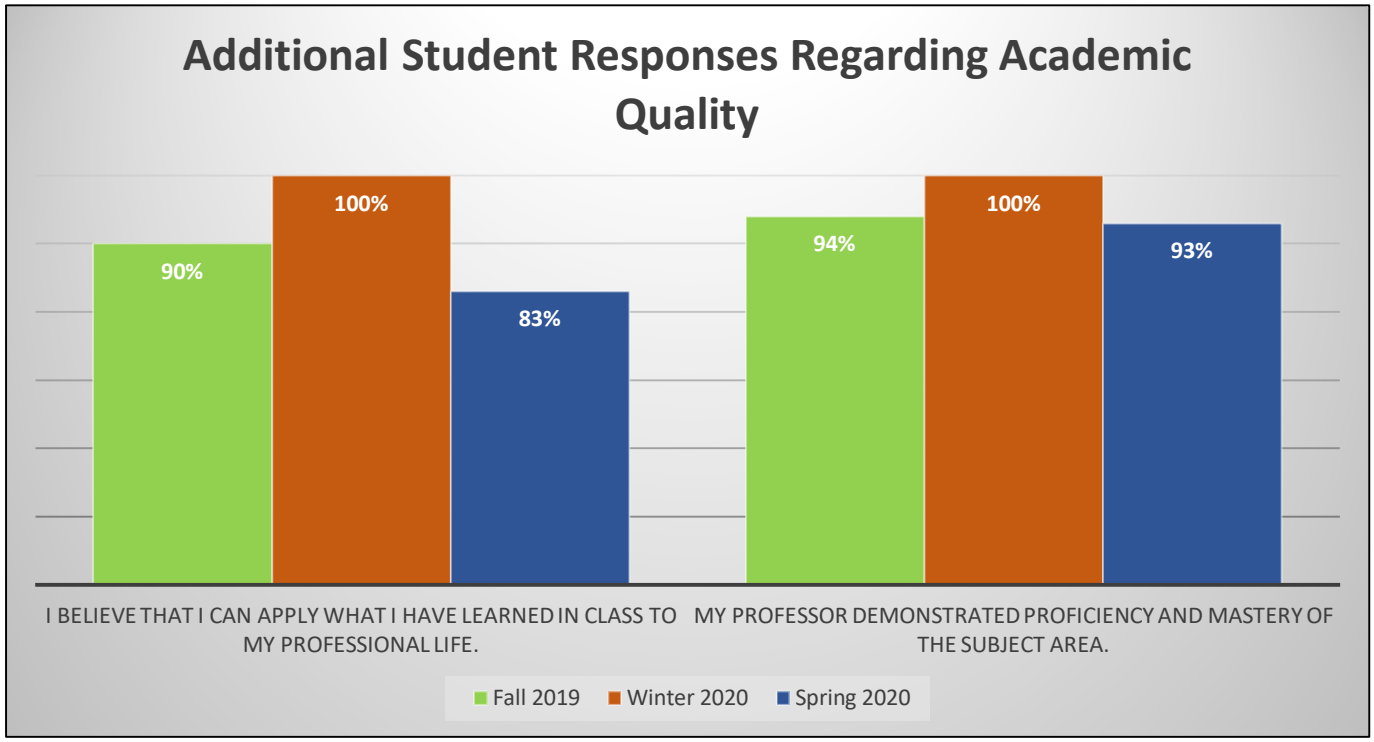
In addition, qualitative feedback collected from students indicates the following:

- Most students appreciate the small class size and would like to see that continue
- As remote learning continues (due to the COVID-19 pandemic), 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
- Many students asked for more shared collaboration or engagement with industry speakers, community organizations, and businesses

Student Course Evaluation Surveys were also administered each trimester. Response rates for the Student Course Evaluation Surveys are as follows:

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

Responses in the course evaluation surveys echoed similar sentiments about academic quality (see below). The COVID-19 pandemic, which impacted many student's livelihoods and necessitated remote learning for the final trimester, likely impacted students' 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.



Lastly, qualitative feedback is presented below in response to open-ended questions offered in the Student Course Evaluation survey:

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

- brilliant, critical thinker,
- 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

Student responses regarding the the course included the following:

- ….course material was applicable to what was going on and linked to current affairs,
- included great perspective and explored different points of view,

Appendices:

1. Thesis Rubric
2. Sustainable Fashion Program Learning Outcomes Rubric
3. Business for Social Impact and Sustainability Program Learning Outcomes Rubric
4. Risk, Resilience, and Integrity Management Program Learning Outcomes Rubric
5. Faculty Course Assessment Report for Navigating Global Change
6. Faculty Course Assessment Report for Business Strategy
7. Faculty Course Assessment Report for Values-Based Leadership
8. Student Experience Survey Report
9. Student Course Evaluation Survey Report

2020 THESIS RUBRIC

Please evaluate to what level each thesis demonstrates adherence to the thesis criteria, using the following scale:

5 = Demonstrates **superior** understanding or ability to execute the goal
4 = Demonstrates **full** understanding or ability to execute the goal
3 = Demonstrates **some** understanding or ability to execute the goal; lacking in some understanding or ability
2 = Demonstrates **little** understanding or ability to execute the goal; mostly lacking in understanding or ability
1 = Demonstrates **no** understanding or ability to execute the goal

Student: _____ **Program of Study:** _____

Title of Thesis: _____ **Adviser:** _____

RESEARCH QUESTION	• Identifies and articulates clearly a focused and concise research question • Presents a complex question that requires synthesis and analysis of ideas and sources	1	2	3	4	5
ORGANIZATION	• Constructs clear sentences and focused paragraphs with logical and smooth transition between paragraphs • Demonstrates appropriate formality for assignment • Adheres to overall structure for presentation of material: introduction, literature review, methodology, findings and analysis, summary and recommendations • Fulfills requirements of assignment (format, length, etc.)	1	2	3	4	5

RESEARCH: LITERATURE REVIEW AND METHODOLOGY	• Accesses information retrieval systems in libraries and online • Evaluates validity of sources • Demonstrates consideration of multiple perspectives • Summarizes and synthesizes the arguments and idea of others with proper citations • Describes an appropriate research design, justifies data sources, and explains methodology for data collection	1 2 3 4 5
FINDINGS AND ANALYSIS	• Appropriately organizes and reports the study's main findings, including the presentation of relevant data • Explains how evidence supports thesis • Makes distinction between source material and student's own interpretation • Makes knowledgeable and thoughtful observations	1 2 3 4 5
SUMMARY AND RECOMMENDATIONS	• Provides a cohesive summary of the research • Emphasizes the value and relevance of the research conducted • Makes thoughtful recommendations for future research • Makes thoughtful recommendations for the field, practice, or industry	1 2 3 4 5

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PROGRAM SPECIFIC LEARNING OUTCOMES
2020 THESIS RUBRIC
Sustainable Fashion

The primary aim of this program is to provide a broad, analytical and integrative study of Sustainable Fashion.

Please evaluate to what level each thesis demonstrates knowledge of the following learning outcomes, using the following scale:

5 = Demonstrates **superior** understanding or ability to execute the goal
4 = Demonstrates **full** understanding or ability to execute the goal
3 = Demonstrates **some** understanding or ability to execute the goal; lacking in some understanding or ability
2 = Demonstrates **little** understanding or ability to execute the goal; mostly lacking in understanding or ability
1 = Demonstrates **no** understanding or ability to execute the goal
NA = Not applicable; this learning outcome is not assessed through the thesis

Students will be able to 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	1	2	3	4	5	NA
Comments:						
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, competences and competitive position in a variety of global settings	1	2	3	4	5	NA

Comments:						
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	1	2	3	4	5	NA
Comments:						
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.	1	2	3	4	5	NA
Comments:						
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	1	2	3	4	5	NA
Comments:						
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	1	2	3	4	5	NA
Comments:						
Students will be able to critically evaluate literature and select and utilize appropriate qualitative and quantitative methodologies in the formulation of research.	1	2	3	4	5	NA
Comments:						

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PROGRAM SPECIFIC LEARNING OUTCOMES
2020 THESIS RUBRIC

* Business for Social Impact and Sustainability *

The primary aim of this program is to equip students with a contemporary understanding of Social Business and Microfinance, in order to help them achieve social change. It is intended that future graduates will be able to perform as professionals applying their knowledge, analytical and personal skills and competences in order to successfully achieve jobs within the social business and microfinance sectors.

Please evaluate to what level each thesis demonstrates knowledge of the following learning outcomes, using the following scale:

5 = Demonstrates **superior** understanding or ability to execute the goal
4 = Demonstrates **full** understanding or ability to execute the goal
3 = Demonstrates **some** understanding or ability to execute the goal; lacking in some understanding or ability
2 = Demonstrates **little** understanding or ability to execute the goal; mostly lacking in understanding or ability
1 = Demonstrates **no** understanding or ability to execute the goal
NA = Not applicable; this learning outcome is not assessed through the thesis

Students will be able to 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	1	2	3	4	5	NA
Comments:						
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, competences and competitive position in a variety of global settings	1	2	3	4	5	NA

Comments:						
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	1	2	3	4	5	NA
Comments:						
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	1	2	3	4	5	NA
Comments:						
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	1	2	3	4	5	NA
Comments:						
Students will develop the analytical skills and interdisciplinary knowledge required to evaluate current and future issues in global political economy in a contemporary world	1	2	3	4	5	NA
Comments:						
Students will be able to critically evaluate literature and select and utilize appropriate qualitative and quantitative methodologies in the formulation of research	1	2	3	4	5	NA
Comments:						

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PROGRAM SPECIFIC LEARNING OUTCOMES
2020 THESIS RUBRIC
Risk, Resilience, and Integrity Management

The MS in Risk, Resilience, and Integrity Management has the overarching aims of providing students with both a strong theoretical grounding in the discipline and a contextual framework for the professional application of risk management knowledge and practice.

Please evaluate to what level each thesis demonstrates knowledge of the following learning outcomes, using the following scale:

5 = Demonstrates **superior** understanding or ability to execute the goal
4 = Demonstrates **full** understanding or ability to execute the goal
3 = Demonstrates **some** understanding or ability to execute the goal; lacking in some understanding or ability
2 = Demonstrates **little** understanding or ability to execute the goal; mostly lacking in understanding or ability
1 = Demonstrates **no** understanding or ability to execute the goal
NA = Not applicable; this learning outcome is not assessed through the thesis

Students will be able to 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	4
Comments:	
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, competences and competitive position in a variety of global settings	4

Comments:	
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	4
Comments:	
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	4
Comments:	
Students will be able to design and implement enterprise level risk management and to drive value from risk management for business operations and integration with strategy. Students develop skills to critically appraise the core components of an enterprise risk management framework, the relevance of governance, corporate risk culture, accountability, risk assessments and emerging new risks	4
Comments:	
Students will be able to demonstrate a systematic understanding of the nature of corporate ethics, compliance, governance, and accountability	4
Comments:	
Students will be able to critically evaluate literature and select and utilize appropriate qualitative and quantitative methodologies in the formulation of research	4
Comments:	

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Faculty Course Assessment Report (FCAR)

Course: Navigating Global Change: Business Practices for the Common Good	**Number of Credits:** 4
Instructor: Seisei Tatebe-Goddu	**Year:** 2019-2020

Course Description

This course reflects the fact that organizations do not operate in a vacuum: they are both shaped by and themselves also shape the geo-political, economic, social and technological environments in which they operate. Understanding the interaction between organizations and their wider contexts is essential to effective management and responsible leadership. This course is designed to equip students with the information and analytical skills required to critically reflect upon some of the most significant issues which pose challenges to business managers and organizational leaders in the modern world.

Final Grade Distribution

	A	A-	B+	B	B-	W D	Total
Fall 2019	1	12	2		1		16
Winter 2020	1	1		1	1		4

Modifications Made to the Course

In Fall 2019, I assigned a 10-page case study, group presentation, and final debate. The class participation grade was comprised of a 401(k) assessment, lifecycle analysis exercise, current affairs presentation, preparation for an in-class human-centered design exercise, and a presentation on the Sustainable Development Goals. The group presentation included a written summary and the grade was partly determined by a peer group member evaluation that was conducted confidentially via Google forms. In addition, I only had four required texts. There was one guest speaker. Another GCNYC professor had requested that I include lifecycle analysis material, which I did, but that meant eliminating the behavioral economics content I had included in prior classes.

In Winter 2020, the assignments were the same, with the exception of the lifecycle analysis, which I eliminated as the professor who had previously requested it was able to accommodate the subject in her syllabus. This allowed me to introduce a new module on multi-party negotiation to pilot (behavioral economics was an interesting topic for students, but I had received feedback whenever I introduced negotiation theory to the class that this was more desirable). I assigned four books (three of which were the same). The last few classes were disrupted by COVID-19 and needed to be taught remotely. With such a small class, I invited former students to participate in supporting current students during debate prep and invited guests (friends and acquaintances from other networks) into the human-centered design and negotiation modules so that there was more interaction among the group.

Course Outcomes Assessment

Program Outcome	Course Outcome	Assignment & benchmark	Percent and number of students that met benchmark for outcome	Percent and number of students that did not meet benchmark for outcome
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	Students will critically reflect on the causes, effects, and implications of the shifting contours of global, political, economic, and social developments;	Case Study Group Project Debate SDG Presentation **Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)**	**Case Study**: 90% of students exceeded the benchmark; average score was 85.4 or 4.27 on a 5pt scale **Group Project:** 100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale **Debate**: 100% of students exceeded the benchmark; average score was 88.5 or 4.43 on a 5pt scale **SDG Presentation**: 100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale	10% of students (two students, one in each trimester) did not exceed the benchmark on the Case Study.
	Students will apply research and analysis techniques from social science and related disciplines to gather evidence, evaluate challenges, and identify solutions to problems faced by organizations and business leaders;	Case Study Group Project SDG Presentation Human-Centered Design **Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)**	**Case Study:** 90% of students exceeded the benchmark; average score was 85.4 or 4.27 on a 5pt scale **Group Project**: 100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale **SDG Presentation:** 100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale **Human-Centered Design:** 75% exceeded the benchmark; average score was 87 or 4.35 on a 5pt scale	10% of students (two students, one in each trimester) did not exceed the benchmark on the Case Study. 25% of students (one student out of a class of four) did not exceed the benchmark on the Human-Centered Design.
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	Students will critically reflect upon the concepts of "sustainability" and its implications for private sector institutions;	Group Project SDG Presentation Multi-Party Negotiation **Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)**	**Group Project**: 100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale **SDG Presentation**: 100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale **Multi-Party Negotiation:** 100% exceeded the benchmark; average score was 90.6 or 4.53 on a 5pt scale	N/A
Students will critically appraise the causes and consequences of shifting	Students will examine and debate some of the contested issues and	Group Project Case Study Debate	**Case Study:** 90% of students exceeded the benchmark; average score was 85.4 or 4.27 on a 5pt scale	10% of students (two students, one in each trimester) did not exceed

	contours of global politics, economics, and social developments, and their implications for organizational leadership and responsible management	complex problems which business leaders and organizational managers encounter;	SDG Presentation Multi-Party Negotiation **Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)**	**Group Project**: 100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale **Debate:** 100% of students exceeded the benchmark; average score was 88.5 or 4.43 on a 5pt scale **SDG Presentation**: 100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale **Multi-Party Negotiation:** 100% exceeded the benchmark; average score was 90.6 or 4.53 on a 5pt scale	the benchmark on the Case Study.	

Blank Sheet for Data Analysis

Case Study	Fall 2019: 94% exceeded benchmark; avg score was 87.2	90% of students exceeded the benchmark; average score was 85.4 or 4.27 on a 5pt scale
	Winter 2020: 75% exceeded benchmark; avg score was 83.5	
Group Project	Fall 2019: 100% exceeded benchmark; avg score was 91.9	100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale
	Winter 2020: 100% exceeded benchmark; avg score was 92.5	
Debate	Fall 2019: 100% exceeded benchmark; avg score was 90.4	100% of students exceeded the benchmark; average score was 88.5 or 4.43 on a 5pt scale
	Winter 2020: 100% exceeded benchmark; avg score was 86.5	
SDG Presentation	Fall 2019: 100% exceeded benchmark; avg score was 90.1	100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale
	Winter 2020: 100% met or exceeded benchmark; avg score was 90.3	
Human-Centered Design	Winter 2020: 75% exceeded benchmark; avg score was 87	75% exceeded the benchmark; average score was 87 or 4.35 on a 5pt scale
Multi-Party Negotiation	Fall 2019: 100% exceeded benchmark; avg score was 90.6	100% exceeded the benchmark; average score was 90.6 or 4.53 on a 5pt scale

Student Feedback

- SeiSei is really precise, engaging and intentional in her lectures. She really designed the class to be about breaking out of the shell and opening up to take in accurate and relevant information through unbiased channels. She is extremely challenging and engaging.
- Seisei expects you to show up and put in 100% every time to get the most out of the class. The critical thinking and the choice of reading and engaging assignments.
- Seisei is a master at getting people to be more critical in their thinking. Her ability to "zoom out" and "zoom in" at a moment's notice is brilliant. She is great at boiling down complex situations to their underlying components and helping students "see" what is at the heart, even if there is no clear-cut "solution". And THAT is the conundrum we will have in navigating global change -- truly comprehending ALL sides so we can make informed choices. Seisei challenges students to do this - to pull back, clarify, reconsider, question, and sit in resolve or indecision as warranted.

- If Seisei gave feedback of any kind it would have been helpful. It felt like we were just given a grade without understanding what we did well and what we could improve upon.
- I would also like more feedback on grades, how I am doing during the course of the trimester.
- The only thing I could think of is for her to have a TA to help with grading so we could have additional feedback on our assignments.
- More feedback throughout the course would be really helpful. We all know Seisei is incredibly busy and it's tough being compared to the extremely detailed and thoughtful feedback from David Grad but it would be great to get some kind of feedback on each project. Even just knowing where we did well and where we fell short by circling the rubric would be helpful and give us something to improve upon.

Reflection

Many of the students I get have never been asked to think about the state of the world, global systems, or their role in perpetuating or challenging the status quo. For these students, it is imperative that they are exposed to new information, ideas, and ways of thinking that cause them to question, think critically, and understand that to change the world requires new skills--primary among them, the ability to shift their own and others' mindsets. In these ways, I believe my teaching style and approach to be effective; a number of former students have switched careers or jobs, or have gained clarity about the role they want to play in current jobs to ensure colleagues and companies are economically, environmentally, socially better. It's clear from the feedback that students need more written feedback; while I provide extensive verbal feedback during class, people learn in different ways and there needs to be more room for students to receive tangible, specific, written feedback on assignments.

In Fall 2019, there was a mix of students in terms of level of awareness -- several were quite savvy when it comes to sustainability; most were not. Teaching to different levels can be challenging, but I believe that more sophisticated students were still able to go in-depth in the subject areas they cared about most. The inclusion of lifecycle analysis was a mistake; though I did the topic justice, I am not an expert in it, and I believe students would have gained more from the prior behavioral economics work or the multi-party negotiation module I introduced in Winter 2020.

The class in Winter 2020 was *very* small and had a particularly weak student. As a result, two students flourished, one struggled, and one was far behind the others. My assessment of the weakest student was that they were not ready for a graduate-level course and should not have been admitted to the program.

*Proposed Actions for Course Improvement

10-15 students are easier to teach in this course because it was deliberately constructed to maximize interaction among students and utilize facilitation and training best practices. One loses the majority of the benefits of interactivity when the class dips below 6 people. I'm surprised to see the distribution of grades for the human-centered design module, as it has been my impression that this is the easiest part of the course for most students to grasp. That leads me to believe that there is a misalignment in the introduction and assignment for preparation--I will assess how the preparation is assigned to see if I can do this more clearly and set clearer expectations in the future.

Future changes should increase the opportunity for written feedback on assignments. If possible, I would recommend a TA for any class with more than 10 students to ensure that this happens. I have already included short response papers (1-2 pages) in my next syllabus so that students can receive feedback much sooner in the semester and have an opportunity to course-correct.

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Faculty Course Assessment Report (FCAR)

Course: Business Strategy as an Instrument for Economic, Social and Environmental Sustainability	**Number of Credits:** 4
Instructor: Amisha Parekh	**Year:** 2019-2020

Course Description

This course aims to provide students with academic knowledge and analytical tools with which to discuss and practice strategic management in a world characterized by rapid change and increasing concerns for economic, social and environmental sustainability. The course seeks to address the who, what, why, where and how of strategic decisions, with an emphasis on generating sustainable growth across national boundaries. Students will develop the knowledge and skills required to undertake the necessary research and analysis to advise a firm on the issues organizations face, and the choices they must make, to develop strategies for sustainable growth

Final Grade Distribution

	A	A-	B+	B	B-	WD	Total
Fall 2019	2	4	1	0	1	0	8
Winter 2020	4	7	3	2	1	0	17

Modifications Made to the Course

Assignments/Assessments

Paper 1: (Evaluate the industry in which the company operates (Porter's Five Forces); Evaluate the company's relative positioning in the marketplace; Identify the company's strengths and weaknesses (gaps in linear logic across P2W and relative positioning in the marketplace)

Paper 2: (Evaluate the degree to which the company has addressed key E&S challenges facing the company; Environmental Lifecycle impacts of the company; Material ESG issues from an investor perspective; and strategic issues you identified from Paper 1

Group Assignment: Overview of the company and key competitors; Explain the competitive dynamics for the industry in which the company operates; The company's strategy using the Play to Win Framework; Clearly explain the firm's competitive advantage; Key Trends Impacting the company and how they threaten to change industry structure and company's business model; A SWOT analysis of the company; Three options for company to address key trends and competitive dynamics; Your team's recommendations for the company with a revised Play to Win framework (if you are recommending major changes to the company's overall strategy)

Course Outcomes Assessment

Program Outcome	Course Outcome	Assignment & benchmark	Percent and number of students that met benchmark for outcome	Percent and number of students that did not meet benchmark for outcome
	Students will understand the ethical dilemmas facing organizations operating across national boundaries.	Paper #1 Paper #2 Group Assignment Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)	**Paper #1:** 100% of students exceeded the benchmark. The average score was 91.3 or 4.56 on a 5 point scale. **Paper #2:** 97% of students exceeded the benchmark. The average score was 88.75 or 4.44 on a 5 point scale. **Group Assignment:** 100% of students exceeded the benchmark. The average score was 91.2, or 4.56 on a 5 point scale.	3% of students (one student) did not exceed benchmark. This is not a statistically significant figure, so no course changes will be made.
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.	Students will apply 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.	Paper #1 Paper #2 Group Assignment Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)	**Paper #1:** 100% of students exceeded the benchmark. The average score was 91.3 or 4.56 on a 5 point scale. **Paper #2:** 97% of students exceeded the benchmark. The average score was 88.75 or 4.44 on a 5 point scale. **Group Assignment:** 100% of students exceeded the benchmark. The average score was 91.2, or 4.56 on a 5 point scale.	3% of students (one student) did not exceed benchmark. This is not a statistically significant figure, so no course changes will be made.
IFBI SLO #2: 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.	Students will use analytical methods and techniques to evaluate the financial performance and sustainability of a firm's strategy.	Paper #1 Paper #2 Group Assignment Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)	**Paper #1:** 100% of students exceeded the benchmark. The average score was 91.3 or 4.56 on a 5 point scale. **Paper #2:** 97% of students exceeded the benchmark. The average score was 88.75 or 4.44 on a 5 point scale.	3% of students (one student) did not exceed benchmark. This is not a statistically significant figure, so no course changes will be made.

			Group Assignment: 100% of students exceeded the benchmark. The average score was 91.2, or 4.56 on a 5 point scale.	
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. IFM SLO#3: Students will demonstrate an in-depth and practical understanding of the strategic factors necessary to shift an existing business or develop a new business with holistic impact considerations throughout its value chain.	Students will evaluate the challenges and choices that firms face when formulating and implementing innovative strategies to create sustainable business value.	Paper #1 Paper #2 Group Assignment Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)	**Paper #1:** 100% of students exceeded the benchmark. The average score was 91.3 or 4.56 on a 5 point scale. **Paper #2:** 97% of students exceeded the benchmark. The average score was 88.75 or 4.44 on a 5 point scale. **Group Assignment:** 100% of students exceeded the benchmark. The average score was 91.2, or 4.56 on a 5 point scale.	3% of students (one student) did not exceed benchmark. This is not a statistically significant figure, so no course changes will be made.
	Students will plan, implement, report and present findings of a group-based international business strategy project	Paper #1 Paper #2 Group Assignment Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)	**Paper #1:** 100% of students exceeded the benchmark. The average score was 91.3 or 4.56 on a 5 point scale. **Paper #2:** 97% of students exceeded the benchmark. The average score was 88.75 or 4.44 on a 5 point scale. **Group Assignment:** 100% of students exceeded the benchmark. The average score was 91.2, or 4.56 on a 5 point scale.	3% of students (one student) did not exceed benchmark. This is not a statistically significant figure, so no course changes will be made.

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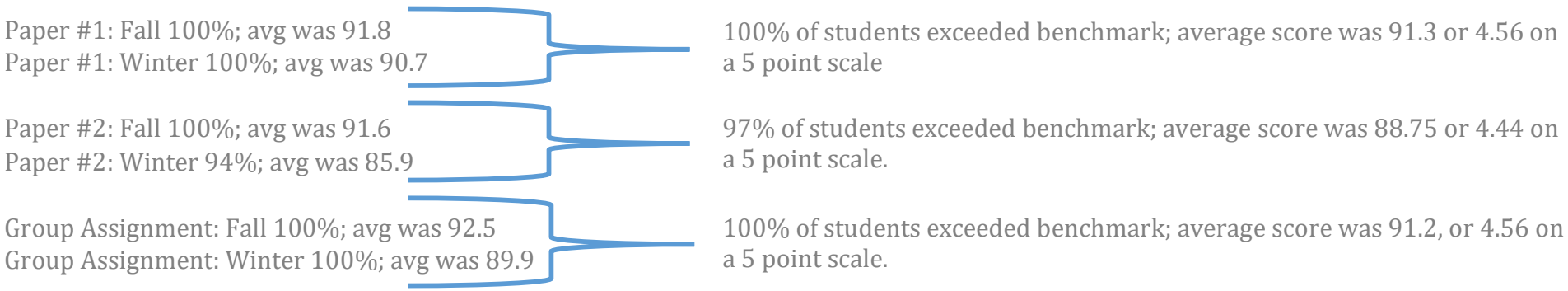

RWC 1/11/2021

Student Feedback

Students wrote positively about how they were forced to "dig deeper" and think more analytically about businesses. 75% of students from Fall 2019 and Winter 2020 indicated that the course was "transformative."

Fall 2019 students wished they had more detailed instructions on the assignments; the majority of students felt that the instructor was incredibly knowledgeable and valued what she taught them.

Reflection

The Winter 2020 term ended with the course being fully remote due to COVID-19; despite being in the midst of a pandemic, students maintained their engagement with the course.

This course forces students to engage deeply and think critically about business practices related to sustainability; as such, it should be a prerequisite for other courses. Many students enter this course without having developed analytical thinking skills; I have to force them to really research and investigate whether an organization's practices are systemic and can effect real change. Perhaps a course on environmentalism and environmental principles related to sustainability would be an appropriate introduction to this course.

*Proposed Actions for Course Improvement

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Faculty Course Assessment Report (FCAR)

Course: Values-Based Leadership Skills for an Interconnected World	**Number of Credits:** 4
Instructor: David Grad	**Year:** 2019-2020

Course Description

Being an exceptional leader in today's complex and fast-moving business environment demands specific skills and the ability to successfully predict and adapt to changing realities. Through their words, actions and behaviors values-based leaders seek to inspire, influence and motivate others in their organization to lead with shared values and implement them consistently to the benefit of their business, people and the planet.
In Values-Based Leadership Skills for an Interconnected World, students will accelerate their leadership by reflecting on their own assets and developmental needs, learn how others perceive them and leverage this new self-awareness to create their own leadership development action plan. Because performance in a leadership role requires more than just knowledge and skills, we will use group experiential activities to help students gain an understanding of the factors that drive effective values-based leadership across the spectrum of contexts affecting their ability to achieve great results. Additionally, at the completion of this course, students will also have developed specific leadership competencies, such as, leveraging their emotional intelligence to effectively develop and manage relationships, communicating effectively and motivating and coaching others.

Final Grade Distribution

	A	A-	B+	B	B-	W D	Total
Fall 2019+ Winter 2020	22	3	1				26

Modifications Made to the Course

In the transition from Spring 2019 to Fall 2019, I was told I could update the course description to better reflect the course I had created for GCNYC. The previous course description had retained components more closely related to the course taught in London. Here was the previous course description:

> What would your professional future look like if it reflected your unique values – and the pursuit of the common good? Being an exceptional leader in today's complex and fast-moving business environment demands specific skills and the ability to successfully predict and adapt to changing realities. It also requires an understanding of the factors that drive authentic leadership across the spectrum of contexts affecting a leader's ability to achieve great results.
> Managing your career in a way that is truly aligned with your personal values is exponentially more satisfying and leads to greater success. Through their words, actions and behaviors values-based leaders seek to inspire, influence and motivate the people in their organizations to lead with shared values and implement them consistently. Leading with values helps ensure that decisions large and small benefit all of an organization's key stakeholders, from shareholders, employees and customers to society at large. This course is designed to help students accelerate their leadership by creating their own leadership toolbox. Outcomes will include; mastering certain professional practices – including identifying, understanding, developing and articulating their own key abilities, as well as learning tactics to build teams and manage relationships across a remote and diverse organization with colleagues, vendors, customers and partners scattered across the globe.

RWC 2/05/2021

Crystalize your own personal and professional values and change the trajectory of your career by practicing responsible leadership in line with these values. Cultivate your emotional intelligence, raise your self-awareness and learn how to develop and manage relationships through more effective communication to become a truly exceptional leader.

Here was the new course description for Fall 2019:

> Being an exceptional leader in today's complex and fast-moving business environment demands specific skills and the ability to successfully predict and adapt to changing realities. Through their words, actions and behaviors values-based leaders seek to inspire, influence and motivate the people in their organizations to lead with shared values and implement them consistently to the benefit of their business and the common good. In Values-Based Leadership Skills for an Interconnected World, students will accelerate their leadership by reflecting on their own assets and developmental needs, learn how others perceive them and leverage this new self-awareness to create their own leadership development action plan. Because performance in a leadership role requires more than just knowledge and skills, we will use group experiential activities to help students gain an understanding of the factors that drive effective values-based leadership across the spectrum of contexts affecting their ability to achieve great results.

The above course description remained in the syllabus for just one term. For the Winter 2020 term, I continued to update the description as I learned from current and former students what they have felt were some of the most powerful learnings. See below.

> Being an exceptional leader in today's complex and fast-moving business environment demands specific skills and the ability to successfully predict and adapt to changing realities. Through their words, actions and behaviors values-based leaders seek to inspire, influence and motivate others in their organization to lead with shared values and implement them consistently to the benefit of their business, people and the planet. In Values-Based Leadership Skills for an Interconnected World, students will accelerate their leadership by reflecting on their own assets and developmental needs, learn how others perceive them and leverage this new self-awareness to create their own leadership development action plan. Because performance in a leadership role requires more than just knowledge and skills, we will use group experiential activities to help students gain an understanding of the factors that drive effective values-based leadership across the spectrum of contexts affecting their ability to achieve great results. Additionally, at the completion of this course, students will also have developed specific leadership competencies, such as, leveraging their emotional intelligence to effectively develop and manage relationships, communicating effectively and motivating and coaching others.

Assignments. In the fall of 2019, I went from having an average of 10-14 students in my class to 20. For that reason, I shifted my individual discussion lead assignments to being group discussion lead assignments. While this was a necessity due to the larger class, I ultimately found it to be quite beneficial because the students were able to achieve another of the course's learning objectives - collaborating in teams, exhibiting leadership and developing/managing relationships. I have looked for ways to continue doing group projects in smaller classes, however it is more challenging with very small classes. I continue to seek ways to leverage my experiences each new trimester to ensure I am providing the best possible learning experience for the students.

Course Outcomes Assessment

Program Outcome	Course Outcome	Assignment & benchmark	Percent and number of students that met benchmark for outcome	Percent and number of students that did not meet benchmark for outcome
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	Students will understand key components of leadership and self-management as demonstrated in written assignments, presentations and reflections in their leadership journal.	Written Analysis Group Discussion Lead Final Presentation Leadership Journal Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment	**Written Analysis:** 100% of students met the benchmark; average score was 91.5 or 4.58 on a 5pt scale **Group Discussion Lead:** 100% of students met the benchmark; average score was 90.7 or 4.54 on a 5pt scale **Final Presentation:** 100% of students met the benchmark; average score was 95.6 or 4.78 on a 5pt scale **Leadership Journal:** 100% of students met the benchmark; average score was 98.5 or 4.92 on a 5pt scale	None
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	Students will demonstrate self-awareness and reflective thinking, leading to identification of strategies for continued development, resulting in the creation of an actionable leadership-development plan	Leadership Action Plan Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment	**Leadership Action Plan**: 100% of students met the benchmark; average score was 98.5 or 4.92 on a 5pt scale	None
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	Students will understand how to voice their values when facing ethical challenges in their role, as demonstrated in exploration of Giving Voice to Values in their Leadership Journal	Giving Voice to Values section of Leadership Journal (#7) Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment	**Leadership Journal:** 100% of students met the benchmark; average score was 98.5 or 4.92 on a 5pt scale	None

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	Students will demonstrate increased leadership presence, reflected as greater self-confidence and performance in delivering presentations	Criteria 3 and 4 in Group Discussion Lead Final Presentation Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment	**Criteria 3 and 4 in Group Discussion Lead:** 100% of students met the benchmark; average score was 91.3 or 4.57 on a 5pt scale **Final Presentation:** 100% of students met the benchmark; average score was 95.6 or 4.78 on a 5pt scale	None
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	Students will be able to demonstrate competency in their nonverbal and verbal communication to increase their ability to influence others.	Written Analysis Group Discussion Lead Final Presentation Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment	**Written Analysis:** 100% of students met the benchmark; average score was 91.5 or 4.58 on a 5pt scale **Group Discussion Lead:** 100% of students met the benchmark; average score was 90.7 or 4.54 on a 5pt scale **Final Presentation:** 100% of students met the benchmark; average score was 95.6 or 4.78 on a 5pt scale	None

Blank Sheet for Data Analysis

	Fall 2019 Results	Winter 2020 Results	Combined Results
Written Analysis	100%, 93.0	100%, 90.0	100%, 91.5 or 4.58
Group Discussion Lead	100%, 91.6	100%, 89.8	100%, 90.7 or 4.54
Criteria 3 and 4	100%, 92.3	100%, 90.3	100%, 91.3 or 4.57
Final Presentation	100%, 97.5	100%, 93.7	100%, 95.6 or 4.78
Leadership Journal and Leadership Action Plan	100%, 98.7	100%, 98.2	100%, 98.5 or 4.92

Student Feedback

- David's feedback is thorough and very effective - he genuinely cares about giving us a transformative experience.
- David articulates and gives specific examples of his own experience with leadership very well to relate back to class material.
- Professor Grad has an infectious enthusiasm for the topic of leadership. It is clear he wants to make us better, more thoughtful, introspective, and effective leaders.
- David is very passionate about the subject and very engaged with his students' lives.
- He asked a lot of questions and engaged with the class. He was incredible in his reviews on our presentations, he took a lot of time to assess strengths and future strengths. This feedback was incredibly valuable and I felt lucky to have such great tools to work on throughout the course and in the future of my work.
- I really feel that his feedback and ways of thinking made me reevaluate myself and think about how to get better and more confident as a leader.
- David gives incredibly detailed feedback that is really helpful. All very constructive. You feel he is rooting for all of us and really wants all of us to be the best presenters and leaders we can be. Getting his actionable feedback on presenting and then having a chance to implement it was fantastic.
- He taught us the exact skills we needed to cultivate our strengths and needs and showed us the best strategy to work on them.

- I wish the class size had been smaller. I also think the class size and layout took away from the ability to have discussion-based learning instead of only lecturing.
- He can consolidate where to find assignments/readings; he can be better organized in terms of sharing assignments and updating the syllabus; he can do more for class discussion by controlling how much certain very loud people contribute; he can ask for feedback on partners in group projects; he can be more timely with feedback, email responses, and grading; and he can waste less time on group meditation
- I think David could bring in more guest speakers. I think it would have been interesting to meet more types of leaders as we learned about different styles throughout the course. As the course was a lot about presence and public speaking, I think it would have been interesting to observe how different types of leader present themselves and talk about their work, work culture and different styles
- It would be great to have more guest speakers and have interactions with inspiring value based leaders.
- Would love to hear more real life scenarios on how we could apply values-based leadership decisions

Reflection

I have made only subtle changes since initially designing and teaching this course. From the beginning, I requested feedback from students so I could hear what worked for them and what didn't. One early piece of feedback which I took seriously was that sometimes the last 30-40 minutes of class seemed rushed. There was a great deal of content I felt was important to cover each week, and I recognized that sometimes I needed to rush through class lecture slides in order to get through them while also accommodating the in-depth student discussions that arose all class long. The feedback helped me realize just how valuable the in-class explorations of readings, lectures and learnings from assignments was to the students' experience of the core concepts related to the course learning objectives. The students learned by linking the learnings to their day to day roles outside of the classroom and thus, reducing some of the content I planned to cover allowed for more unstructured student/instructor and peer to peer in-depth discussions in the terms that followed this initial feedback. This had a seemingly significant impact on student learning and in fact, led to more students staying after class

to seek guidance from me about how to apply those learnings to their work life in the days and weeks to follow. This has been very satisfying for me as an instructor who also coaches professionals outside of my work at the college.

Early on when I began teaching this course, I left most of my feedback to in-class presentations/analyses/discussion leads in written feedback when grading. Once I had taught the course a couple of times, I began to realize the students needed even more help understanding what a rigorous analysis was, how to create a compelling, complex argument leveraging research and evidence, analyzing the evidence and methodically building a case that drove to a clear conclusion. I began giving feedback to students in front of the class immediately after they were finished presenting. I began with positive feedback and then moved on to very specific critical feedback I believed would help them improve when preparing for their next discussion lead. I found that this also helped the other students in the class who had not yet presented. I heard from students - even those who were receiving the public feedback - that this was very valuable to them. I have continued the practice over the last several terms.

*Proposed Actions for Course Improvement

Some terms I have had many guest speakers. Other terms, especially when I have very small classes, I have had less. I do know from feedback that the students value guest speakers and I continually seek opportunities to bring them in.

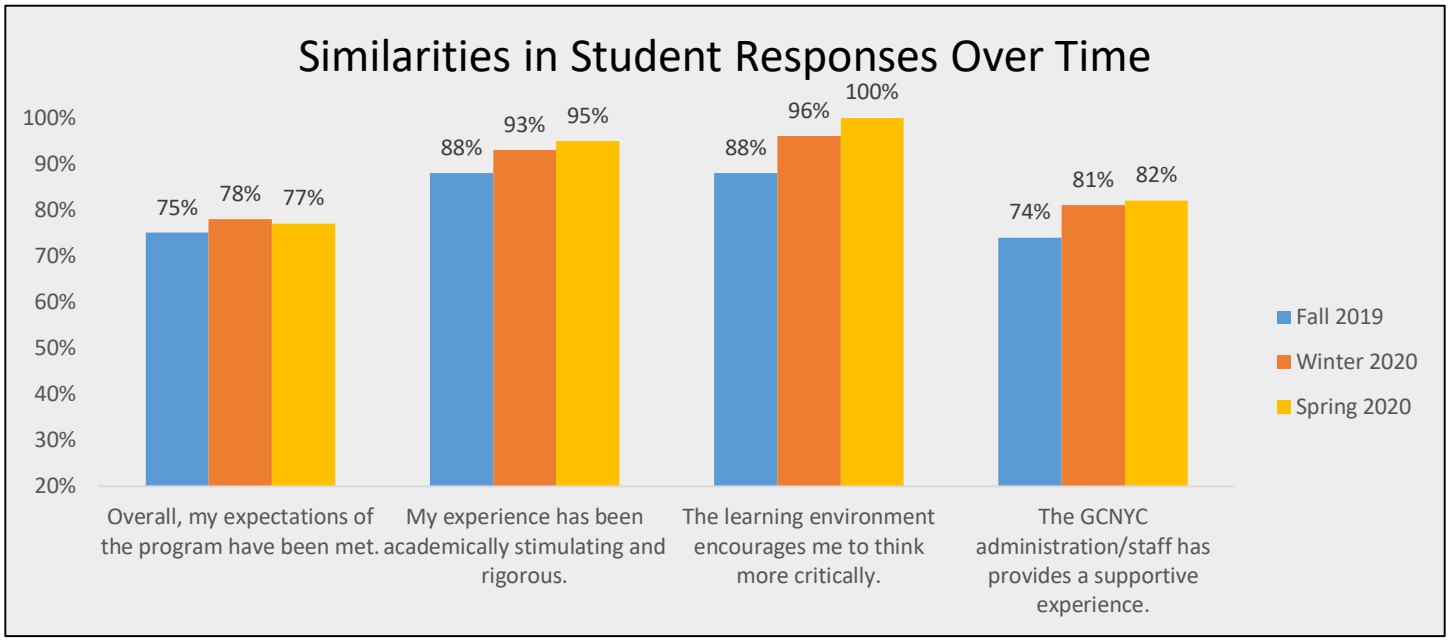
I continue to look for ways to create more opportunities for group activities, experiential learning and more in-depth discussions during class.

As discussed in recent staff meetings, the students need even more help doing the kind of writing that will help them more easily navigate the thesis project near the end of their time at GCNYC. While they have always been required to do a fair amount of writing in this course, much of that has been free-writing in their leadership journals. For this reason, I have added two new written assignments this term, meant to provide me with an additional opportunity to assess their ability to craft a compelling, rigorous written analysis.

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

A. Similarities in Survey Responses

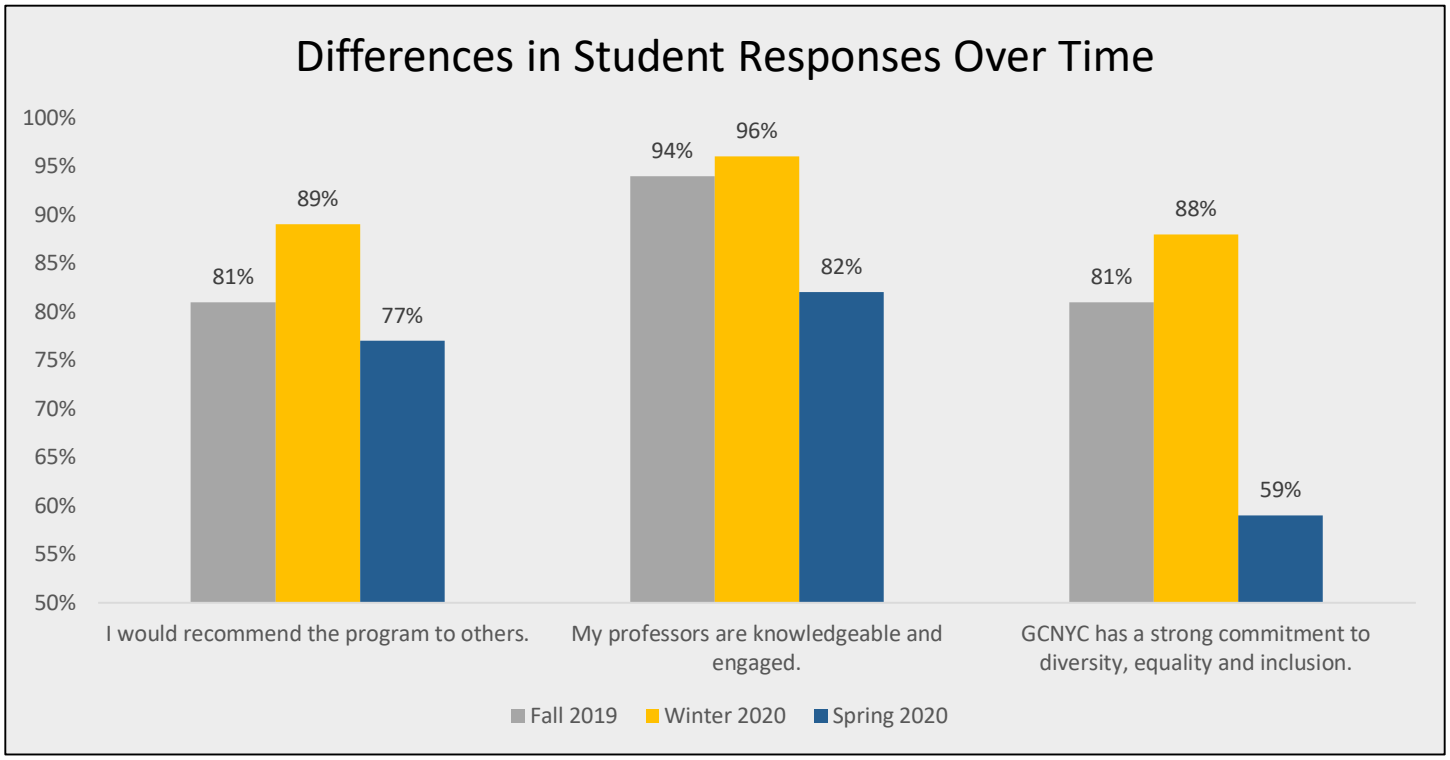
As evidenced in the table below, GCNYC students were mostly in agreement through all three terms about topics pertaining to academic quality and the learning environment. For example, similar numbers of students felt that their expectations (of their academic program) had been met. Students also reported 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.

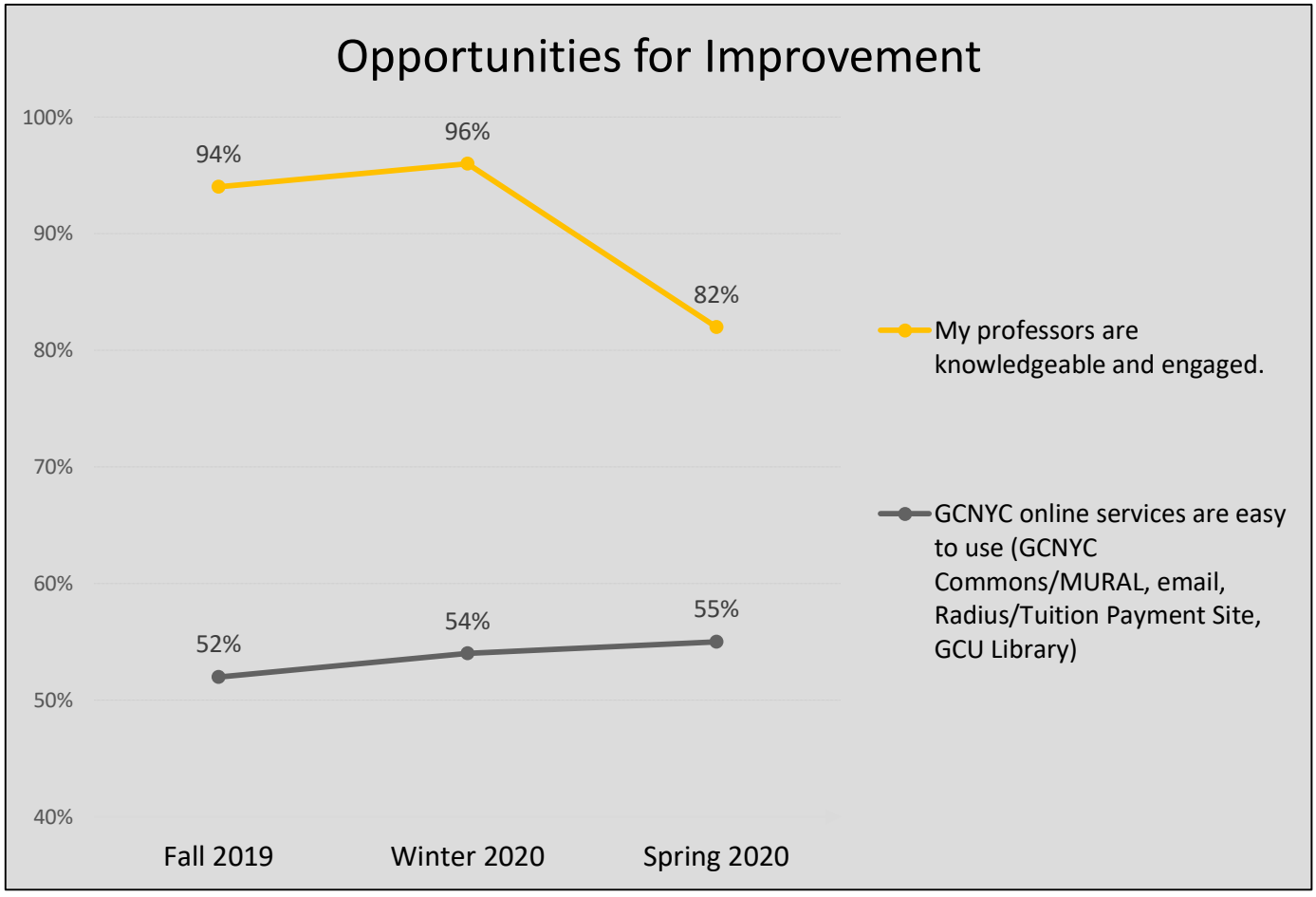


Fall 2019 = 32 Respondents (48% response rate)
Winter 2020 = 26 Respondents (50% response rate)
Spring 2020 = 22 Respondents (61% response rate)

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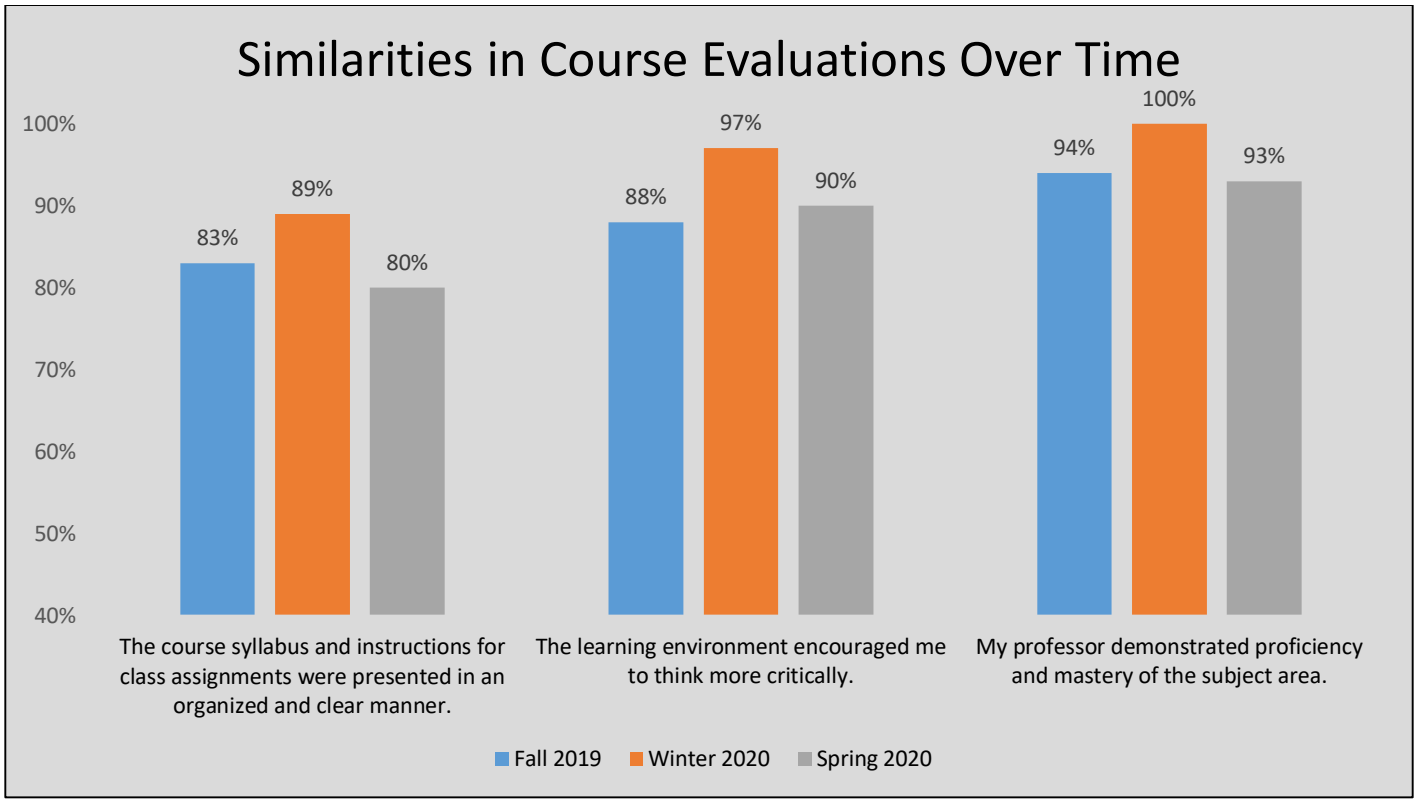
Summary of Responses:
Course Evaluation Survey
Trimesters A (Fall 2019), B (Winter 2020), and C (Spring 2020)

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.

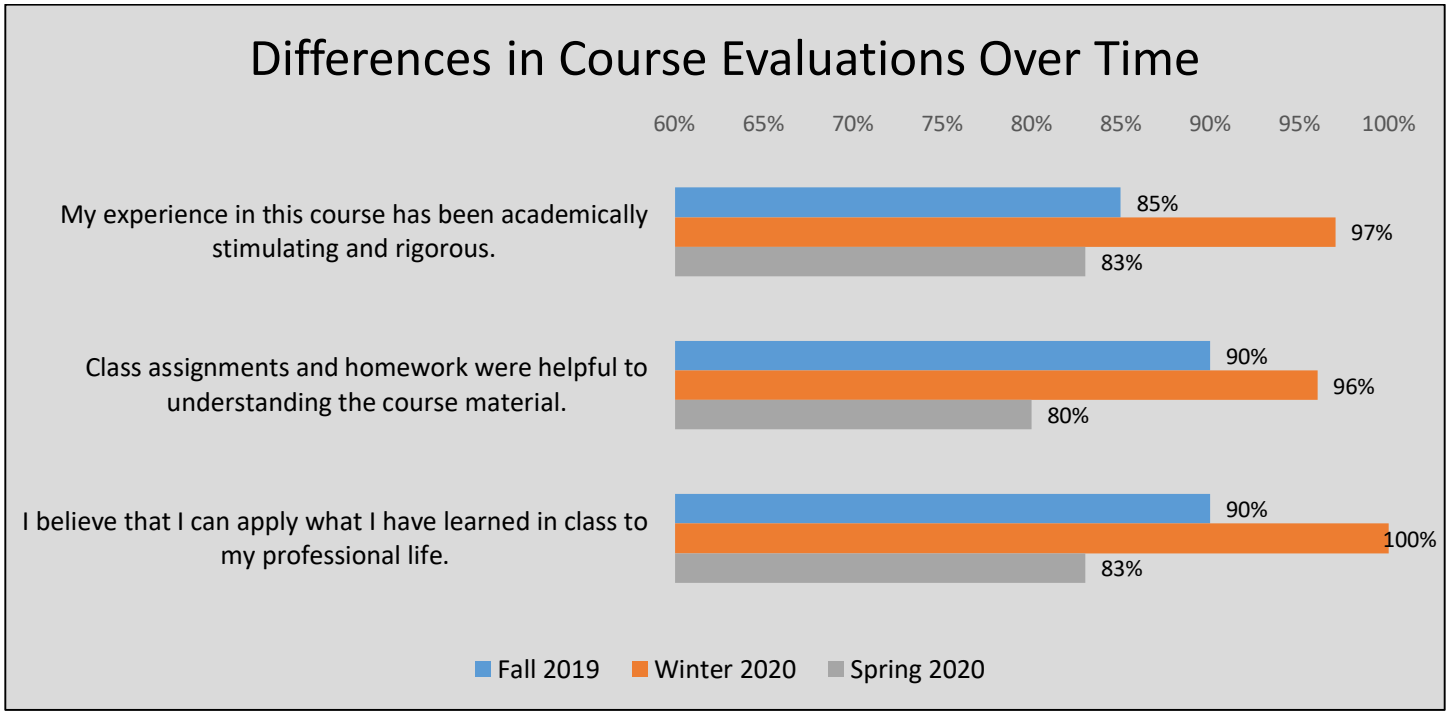


Fall 2019 = 30 Respondents (45% response rate)
Winter 2020 = 26 Respondents (50% response rate)
Spring 2020 = 30 Respondents (83% response rate)

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.

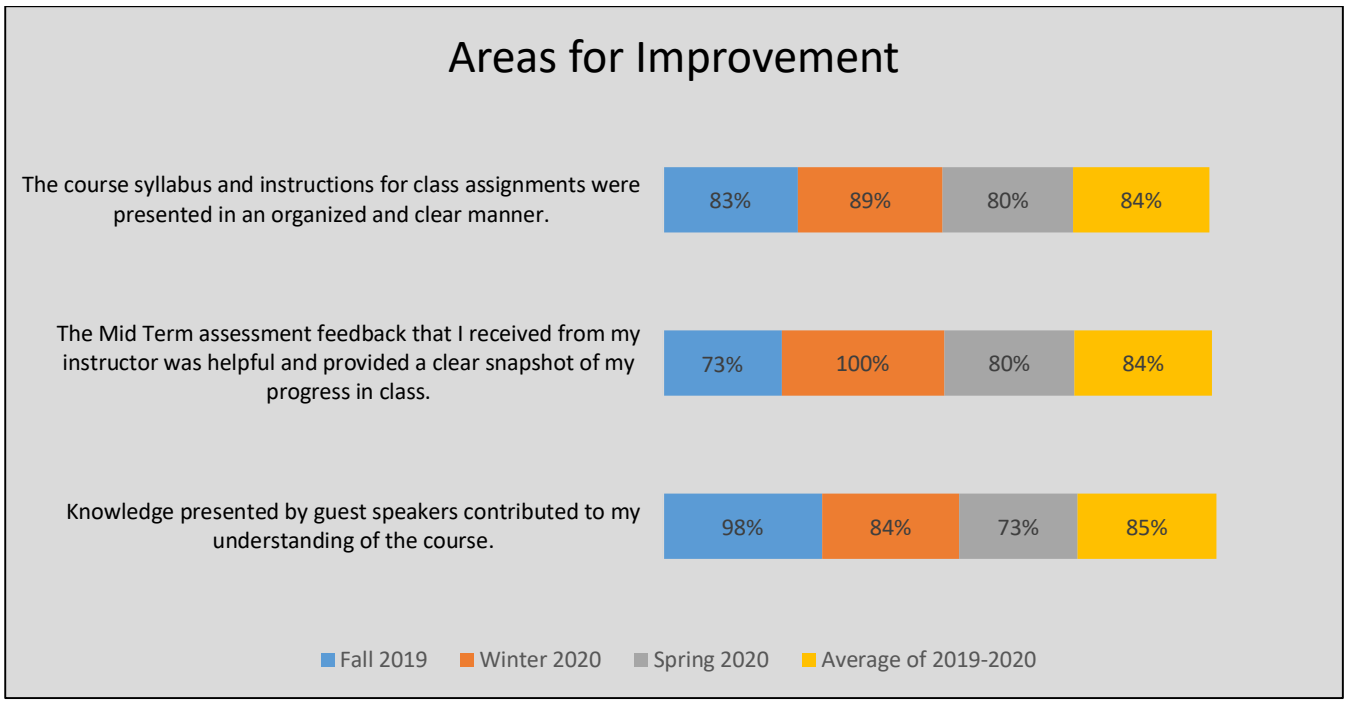
All students in the winter term agreed that the midterm assessment feedback was helpful in giving them an understanding of their course progress, but this number dropped by more than one quarter in the spring term; open-ended feedback indicates that at least one instructor did not offer any feedback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