AC 6: Sustainability Literacy Assessment

4 points available

A. Credit Rationale
This credit recognizes institutions that are assessing the sustainability literacy of their students. Such an assessment helps institutions evaluate the success of their sustainability education initiatives and develop insight into how these initiatives could be improved.

B. Criteria
Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 4 points available for this credit by assessing the sustainability literacy of 90 percent or more of the institution’s students (directly or by representative sample) and conducting a follow-up assessment of the same cohort(s) using the same instrument. Incremental points are available based on the percentage of the total student population assessed and whether or not follow-up assessment(s) are conducted. For example, an institution that regularly assesses 90 percent of incoming students, but does not conduct follow-up assessments using the same instrument would earn 2 points (half of the points available for this credit).

An institution that conducts an assessment using a representative sample earns points based on the total population from which the sample is drawn. For example, an institution that conducts an assessment and follow-up with a sample that is representative of the entire student population would earn the maximum of 4 points available for this credit. Likewise, an institution that conducts an assessment and follow-up with a sample that is representative of 45 percent of its total student population would earn 2 points (half of the points available for this credit).

An institution that conducts an assessment of an unrepresentative portion of the student population earns points based on the actual number of students assessed. For example, an
institution that conducts a mandatory survey and follow-up assessment of all students in a living learning community (4.5 percent of the total student population) would earn 0.2 points (5 percent of the points available for this credit).

Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Level of Sustainability Literacy Assessment</th>
<th>Factor</th>
<th>Percentage of Students Assessed at Each Level (0-100)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Follow-up with Same Cohort</td>
<td>.044</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Without Follow-Up</td>
<td>.022</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td>(Up to 4 available)</td>
</tr>
</tbody>
</table>

**E. Reporting Fields**

**Required**

- The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted (0-100)
- The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment (0-100)
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**

Required if the institution has assessed its students for sustainability literacy:

- A copy of the questions included in the sustainability literacy assessment(s) (text or PDF upload)
- A brief description of how the assessment(s) were developed
- A brief description of how the assessment(s) were administered (including how a representative sample was reached, if applicable)
- A brief summary of results from the assessment(s)
Optional
- The website URL where information about the literacy assessment(s) is available
- Notes about the submission

F. Measurement

Timeframe
Report the most recent data available. Sustainability literacy assessments administered and/or followed up within the three years prior to the anticipated date of submission are eligible for this credit. Institutions may choose to report data from one, two, or three academic years, as long as both the total number of students and the number of students assessed are measured during the same time period.

Sampling and Data Standards
Institutions may choose to measure sustainability literacy by administering a survey to a representative sample of the student population being assessed or by surveying the entire student population being assessed (e.g. by making the assessment mandatory).

In conducting an assessment of an entire class or cohort of students, care should be taken so that participation in the assessment is not skewed toward individuals with an interest in sustainability, e.g. by employing appropriate sampling techniques or making the assessment mandatory.

Institutions may report on a single assessment or on multiple assessments that target different groups (e.g. students taking specific courses). To the extent possible, students should not be double-counted.
### Scoring Examples: Sustainability Literacy Assessment

**Example 1**
Model College conducts a sustainability literacy assessment at the beginning and end of a required sustainability-themed course that is taken by all first-year students. The survey results are used to help the college modify the course content.

<table>
<thead>
<tr>
<th>Level of Sustainability Literacy Assessment</th>
<th>Factor Multiply</th>
<th>Percentage of Students Assessed at Each Level (0-100)</th>
<th>Equals Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Follow-up with Same Cohort</td>
<td>.044 ×</td>
<td>100</td>
<td>= 4</td>
</tr>
<tr>
<td>Assessment Without Follow-Up</td>
<td>.022 ×</td>
<td>0</td>
<td>= 0</td>
</tr>
</tbody>
</table>

**Total Points**

4

**Example 2**
Example University assesses the sustainability literacy of students enrolled in its College of Arts and Sciences (accounting for 45 percent of total enrollment) and College of Education (accounting for 10 percent of total enrollment) using representative samples. It does not assess students enrolled in other divisions. The university conducts a follow-up assessment with a representative sample of the same cohort group of Arts and Sciences students three years later, but does not conduct a follow-up assessment with Education students.

<table>
<thead>
<tr>
<th>Level of Sustainability Literacy Assessment</th>
<th>Factor Multiply</th>
<th>Percentage of Students Assessed at Each Level (0-100)</th>
<th>Equals Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Follow-up with Same Cohort</td>
<td>.044 ×</td>
<td>45</td>
<td>= 2</td>
</tr>
<tr>
<td>Assessment Without Follow-Up</td>
<td>.022 ×</td>
<td>10</td>
<td>= 0.2</td>
</tr>
</tbody>
</table>

**Total Points**

2.2