1. What SLOs did you assess?

SLO #4: Students should be able to articulate global sustainability issues.

2. Describe your assessment activities

2.1: The Global Village Celebrates: World Sustainability planning committee invited students to research and design tri-fold board presentations on waste issues from countries around the world. The presentations highlighted one waste issue, one waste success, and one call-to-action message. Student presenters were given guiding questions to describe a country’s waste issue and success through a sustainability lens that involved the environmental, social, and economic impacts. Along with detailed instructions, the sustainability coordinator provided student presenters with an example presentation (for pictures of several presentations, see page 5). Lastly, the planning committee encouraged student presenters to engage student participants during event.

During the Global Village Celebrates: World Sustainability event, the planning committee and event staff invited student participants to visit three presentations and complete a passport and a post-event survey. The passport guided student participants through the three steps they needed to take in order to enjoy a free lunch. Also, student participants were asked to write down essential information from each presentation they visited. After completing the passport, student participants received a stamp and were allowed to keep or recycle it. (for a picture of the passport, see page 6)

After the completing the passport, student participants were given a post-event survey to assess their learning. The survey had the following three open-ended questions:

1. How did you hear about the event? (if more than one, list them out)
2. State one global waste issue or success that you learned today. (Example: E-waste in Vietnam)
3. Write a couple of sentences reflecting on what stood out to you about this particular waste issue or success. (Example: I was amazed at how much the environment and public health was impacted from the recycling of e-waste. Vietnam has a great opportunity to boost its economy through the regulation of this industry.)

While Question 1 did not pertain to the student learning outcome being assessed, Questions 2 and 3 were analyzed to determine if student participants articulated global sustainability issues. More specifically, surveys were evaluated based on the responses being legible and that a connection was made to one of the presentations.
2.2: 153 student participants completed the post-event survey.

2.3: On November 14, 2016, The Global Village Celebrates: World Sustainability event took place. Here are descriptions of the key movement parts that took place at the event:

- Student presenters were invited to attend the event, stand by their tri-fold board presentations, and engage student participants.
- Since an environmental science class happened to meet during the same time as the event, they met at the event, stood by their tri-fold board presentations, and engaged student participants.
- Student participants were invited to:
  1. Sign-in and receive instruction
  2. Visit three presentations and complete a passport where essential information from each country was noted.
  3. Complete an open-ended post-event survey
  4. Enjoy a free lunch

3. Describe your assessment results

3.1: The results from the post-event survey indicated that 92.8% (142/153) of student respondents were able to articulate global sustainability issues. For the 8.2% of student participants who were unable to articulate sustainability issues, their responses were either illegible and/or seemed to lack effort.

Beyond learning, the sustainability coordinator was able to glean common sustainability categories from the post-event survey data.

Chart 1: Waste categories and the corresponding percent of student respondents (n=153).
Here are three example responses from each of the common sustainability categories mentioned in the post-event survey. Student participants were answering question three, which asked them to: Write a couple of sentences reflecting on what stood out to you about this particular waste issue or success.

Water

1. It was shocking that water pollution can cause birth deformation and water banks that are no longer safe to be in. Nuclear power seems to be a big issue in many countries.
2. I had no idea that desalination was possible. It’s something that is intriguing and I would want to learn more about it. Also, I had no idea that so many countries were facing these particular (water) crises.
3. It’s amazing how much the waste can impact the water sources in Italy. If we can unite & find a way to better dispose of the waste, many lives can be saved.

Nuclear Waste

1. Nuclear reactors have a large impact on the environment and greatly hurt both humans & wildlife.
2. I was surprised that a place like South Korea, which has a relatively small landmass, had nuclear waste run-off. I’m glad there’s more regulation, because nuclear energy is such a great way to produce energy.
3. I didn’t know Nuclear Energy was such a huge thing in 3rd world countries. Hopefully in the coming years we can decrease are use of it.

Electronics Recycling

1. I never knew how impactful electronic waste is on the environment, limiting this waste seems like a necessary for sustainability.
2. I was stunned about the amount of e-waste happening in Vietnam but happy to learn that the Biogas program was helping to curve this.
3. Because technology is so widely used, the issue is very prevalent. It was interesting to hear how to recycle them properly.

Recycling

1. The recycling stood out to me because I recycle at home. Many argue that recycling isn’t beneficial because of cost. yet two out of the three countries I visited benefit.
2. Germany recycling their packaging products to preserve resources and cut cost.
3. It’s amazing how much recycling has an impact on the environment. We need to recycle more and not through everything away.

Biogas

1. The project helped not just one way, but many including creating jobs and energy for 790 homes, and reduced emissions.
2. Sweden has made something good out of trash, they need to teach others this method.
3. I was shocked by the impact and efficiency of the project (Vietnam Biogas Program). I also wasn’t aware of some of the issues in Vietnam.
3.2: The sustainability coordinator’s performance target was 80% of student participants will be able to articulate global sustainability issues. The post-event survey results indicated that he exceeded this target with 92.8% of student respondents achieving the student learning outcome.

4. Conclusions and next steps

In reflecting on the survey results, the sustainability coordinator identified three areas of strength that contributed to providing an effective learning experience for student participants. Before the event, student presenters were given clear and detailed instructions that included an example tri-fold board presentation. This instruction resulted in higher participation rates for student presenters, relevant and consistent information across presentations, and a reduction in the amount of time for student participants to complete their passports. During the event, students received passports that guided them through the steps to participate in the event and encouraged them to take notes on at least three different presentations. This guide decreased amount of time and confusion student participant’s experienced and increased their engagement in the presentations and retention of learned information. After completing the passport, student participants were given a post-event survey that had three open-ended questions with example responses. The survey took student participants, on average, five-minutes to complete and their mostly substantive responses revealed evidence that the examples were useful.

Beyond the above strengths, the sustainability coordinator was able to identify three areas of improvement. Although the tri-fold board presentations had consistent information, they could be enhanced with a consistent layout that still provided student presenters with an opportunity to creatively design their presentations. This would further reduce the amount of time it takes student participants to take notes on the presentations and complete their passports. Other improvements involved the survey questions that pertained to the student learning outcome. The sustainability coordinator would like to reword question two to make sure that the country and the issue are clearly identified. Also, he would like to reword question three to make it clearer that it is connected with question two and that it asks for the issue to be described through a sustainability lens that includes the environment, social, and economic impacts. The passport may need to be changed as well so that student participants take notes on these impacts for each country. Lastly, the sustainability coordinator would like to add a question that encourages student participants to
critically think about an action they can take that is motivated by the information they learned. The sustainability coordinator does instruct student presenters to include a call-to-action message on their tri-fold boards. These changes to the survey and passport could provide stronger evidence that learning, and higher learning, took place among student participants.

The sustainability coordinator will assess the impact of the above changes to know if they are improving the learning experience. In regards to ensuring the tri-board presentations have consistent information and layout, he will assess his ability to provide clear instructions and the presenter’s ability to follow them. This assessment would include a survey for student presenters and a critique of the tri-fold board presentations. For changes made to the survey and passport, the sustainability coordinator will assess the quality of responses. This evaluation will be accomplished through comparing the responses from past and future events. Altogether, data will be collected on the sustainability coordinator along with student presenters and student participants.

5. Self-reflection

The sustainability coordinator was pleasantly surprised from the results of assessing Global Village Celebrates: World Sustainability. Since this was the first time he conducted an assessment on an event, he was encouraged that the right elements were in place to provide an effective learning experience for students. The sustainability coordinator thinks this assessment model could be applicable to other events that have different student learning outcomes. He hopes that as he conducts more assessments, the process becomes less demanding.

6. Supporting documentation

![Example Presentation](image1.jpg) ![Student Presentation 1](image2.jpg) ![Student Presentation 2](image3.jpg)
Passport:

The Global Village Celebrates World Sustainability

Visit 3 Countries

<table>
<thead>
<tr>
<th>Country 1</th>
<th>Country 2</th>
<th>Country 3</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Name:</td>
<td>Name:</td>
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<tr>
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Global Village Celebrates: World Sustainability Assessment Report