

# EN 6: Assessing Sustainability Culture

1 point available

## A. Credit Rationale

This credit recognizes institutions that are assessing the sustainability culture of the campus community. Such assessments help institutions evaluate the success of their sustainability outreach and education initiatives and develop insight into how these initiatives could be improved.

## B. Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

## C. Applicability

This credit applies to all institutions.

## D. Scoring

Institutions earn the maximum of 1 point available for this credit by administering a longitudinal assessment to the entire campus community, directly or by representative sample. Partial points are available based on the population assessed and whether or not the assessment is conducted longitudinally, as follows:

Attributes of the sustainability culture assessment (points awarded)	Points earned
An assessment of sustainability culture (i.e. values, behaviors and beliefs) is:	_____

<ul style="list-style-type: none"> <li>Administered to the entire campus community (students, staff and faculty) directly or by <a href="#">representative sample</a> (0.5 points)</li> <li>Or</li> <li>Administered to a subset of the campus community or a sample that may not be representative of the entire community. (0.25 points)</li> </ul>	
<ul style="list-style-type: none"> <li>Administered longitudinally to measure change over time (i.e., with one or more follow-up assessments administered to the same cohort or representative samples of the same population).</li> </ul>	× 2
<b>Total points earned →</b>	<b>Up to 1</b>

## E. Reporting Fields

### Required

- Does the institution conduct an assessment of sustainability culture (i.e., the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?

*If yes, provide:*

- Which of the following best describes the cultural assessment? The assessment is administered to:
  - The entire campus community (students, staff and faculty), directly or by representative sample (sample must be representative of students, staff and faculty).
  - A subset of the campus community or a sample that may not be representative of the entire community.
- Which of the following best describes the structure of the cultural assessment? The assessment is administered:
  - Longitudinally to measure change over time, i.e. with one or more follow-up assessments administered to the same cohort or representative samples of the same population.
  - Without a follow-up assessment of the same cohort or representative samples of the same population.
- A brief description of how and when the cultural assessment(s) were developed and/or adopted
- A copy or sample of the questions related to sustainability culture or the website URL where the assessment tool is available (text or upload)
- A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered
- A brief summary of results from the cultural assessment, including a description of any measurable changes over time

### Optional

- The website URL where information about the programs or initiatives is available
- Additional documentation to support the submission (upload)

- Data source(s) and notes about the submission
- Contact information for a responsible party (a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public)

## **F. Measurement**

### Timeframe

Report the most recent data available from assessments administered within the three years prior to the anticipated date of submission. A structured longitudinal assessment for which an initial assessment has been conducted and one or more follow up assessments have been scheduled may count.

### Sampling and Data Standards

Institutions may choose to measure sustainability culture by administering a survey to a representative sample of the population being assessed or by surveying the entire population being assessed (e.g., by making the assessment mandatory).

In conducting an assessment with a representative sample (e.g., 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.

Recruiting students during a sustainability event or limiting the assessment to students enrolled in a sustainability course or program, for example, would not result in a representative sample.

Institutions may report on a single assessment or on multiple assessments that target different groups (e.g., students enrolled in specific programs, or separate assessments for staff and students).

## **G. Standards and Terms**

### **Representative sample**

A representative sample is a subset of a statistical population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. For example, in a student population of 1000 students in which 25 percent of the students are enrolled in a business school, 50 percent are enrolled in humanities programs, and 25 percent are enrolled in science programs, a representative sample might include 200 students: 50 business students, 100 humanities students, and 50 science students. Likewise, a representative sample of purchases should accurately reflect the institution's total purchases, accounting for seasonal and other variations in product availability and purchasing.