

Administrative & Support Areas

Annual Assessment Report

Due:

Thank you for taking the time to complete your unit/department's Annual Assessment Report. Assessment is an ongoing and systematic process aimed at understanding and improving student learning, the environment for student success and college operations. To demonstrate that Temple is fully compliant with Middle States standards on assessment and institutional effectiveness, we must document our assessment processes and the uses of assessment information for improvement. We have designed the following report to streamline the collection of assessment information.

Unit/Department Name:

Office of Sustainability

Sub-Unit Name (if applicable):

(Ex: Compensation)

Contact Name (Who can we reach out to if we have a question about the report?):

Kathleen Grady

Contact Email:

Kathleen.grady@temple.edu

Section 1: Professional Association or Standards

Is there a professional association that outlines standards for best practice in your area of higher education? (Examples: CAS – *Council for the Advancement of Standards*, Student Affairs; NACADA – *National Academic Advising Association* – Academic Advising; NACE – *National Association of Colleges and Employers* – Career Center)

Yes

No

If yes, what is the name of the association/organization?

Association for the Advancement of Sustainability in Higher Education (AASHE) and Second Nature (ACUPCC)

Section 2: Mission & Program Outcomes

Good assessment begins with well-defined and clearly articulated Program Outcomes (POs) aligned with the mission of the department/unit. POs are overarching expectations of support provided by the unit/department and are focused on the delivery of services, processes, activities or functions to students, faculty or staff. POs are unlikely to change from year-to-year unless there are substantial changes to the mission of your unit. POs should be “SMART”: Specific, Measurable, Attainable, Relevant and Time Related.

What is your department’s/unit’s mission statement? (Optional)

The Temple Office of Sustainability provides stewardship of the university’s climate commitment to achieve carbon neutrality by 2050, create a more resilient university community, and shift the curriculum and culture of the university to incorporate sustainability as a core value.

Please list your unit/department’s (or sub-unit/department’s) Program Outcomes:

- | |
|---|
| 1. Integrate sustainability into Temple’s facilities and operations via partnerships in order to reduce the university’s environmental footprint. |
| 2. Develop partnerships to provide students with hands-on learning opportunities related to sustainability and resilience. |
| 3. Collaborate with faculty and students to utilize Temple campuses for sustainability and resilience-based research efforts. |
| 4. Provide programming and resources on a holistic definition of sustainability and resilience to the Temple community. |
| 5. |

We recommend 3-5 Program Outcomes, the number of outcomes is up to your department. If you have more than 5 POs, just add rows to the Table and add the additional outcomes.

Section 3: Completed Assessment Activity Since 2015

In this section, you will provide details about program level assessments your unit/department has completed since 2015. We ask you to describe the assessment(s), tell us about the findings, describe how and with whom you shared the findings and tell us how you used (or plan to use) the findings for making improvements. Examples of assessments include: surveys (including university-wide survey such as NSQ, TUSQ or NSSE), focus groups, activity volume, log data, transactions, and pre/post-tests.

Assessment Strategy 1

Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.

The Office of Sustainability completes the Association for the Advancement of Sustainability (AASHE)'s Sustainability Tracking, Assessment and Reporting System (STARS) platform each year. This platform has 469 data points that address sustainable operations, facilities, academics, research, engagement, and community outreach. This benchmarking system results in a ranked certification system and also provides information to the Princeton Review and the Sierra Club. It covers the following areas of sustainability: curriculum, research, campus engagement, public engagement, operations, and planning and administration.

From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.

1, 2, 3, 4

What were the findings from this assessment?

The university earned Silver certification under the STARS system in March 2018. This is an increase from the Bronze certification status that was earned in 2015. The assessment revealed that the Office of Sustainability should focus on developing a peer education program and employee engagement. It also identified operational areas that need strengthening, which include building operation and maintenance, clean and renewable energy, and energy efficiency.

With whom and how did you share findings from this assessment? Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

Department/Unit Staff

How: Discussed in staff meeting to brainstorm programming changes and priorities.

Department/Unit Leaders

How: Weak areas are being incorporated into the university's Climate Action Plan recommendations.

Students

How: Shared on our website and social media with link to the report.

Faculty

How: Shared on our website and social media with link to the report.

University Administration/Leadership

How: Shared internally with EVP & COO.

External Community Members

How: Shared on our website and social media with link to the report.

Other

Who:

How:

How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.

This reporting tool allows the Office to benchmark our progress with peer institutions. We have reviewed the areas where we are not earning points, and have tried to incorporate them into the university's revised Climate Action Plan. Additionally, the STARS report will serve as the basis for our strategic planning efforts. For example, our office needs to improve on staff and faculty education. We will begin working to develop a partnership with HR to host trainings 6x per year for staff and faculty.

Assessment Strategy 2

Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.

- The Office of Sustainability completes the following activity logs:
- 1) Partnership project log of internal partnerships on projects, policy and initiatives. It captures data on:
 - a. Partnership department;
 - b. Objective of the initiative;
 - c. # of meetings;
 - d. # of deliverables produced by the Office of Sustainability; and,
 - e. Outcomes.
 - 2) Project-based learning log. It captures data on:
 - a. Course and project description;
 - b. Department; and,
 - c. # of students engaged.
 - 3) Student Organization project log. It captures data on:
 - a. Student Organization; and,
 - b. Project description.
 - 4) External Group log. It captures data on:
 - a. External group; and,
 - b. Project description.
 - 5) Programming log. It captures data on:
 - a. Event name;
 - b. Partner organization; and,
 - c. Attendee Count.

From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.

1, 2, 3, 4

What were the findings from this assessment?

In FY17, Temple's Office of Sustainability worked on 22 projects, policies and/or initiatives aimed at greening campus operations and facilities. To support these projects, the Office of Sustainability created 40 distinct deliverables for the partnerships. In FY17, the Office of Sustainability partnered with 15 courses to complete project-based learning opportunities using Temple's campus as a living learning laboratory. These courses engaged over 150 students. In FY17, the Office of Sustainability provided technical assistance to 10 student organizations in their efforts to green Temple's campus, and developed 19 partnerships with external community groups.

With whom and how did you share findings from this assessment? Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data

with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

Department/Unit Staff

How: Staff meeting

Department/Unit Leaders

How: Staff meeting/annual report creation.

Students

How:

Faculty

How:

University Administration/Leadership

How: KPI reporting in annual budget conference submission and included in the Office of Sustainability Annual Report

External Community Members

How: Incorporate findings in the Office of Sustainability Annual Report.

Other

Who:

How:

How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.

The logs provide us with the breadth of the Office of Sustainability's activities and partnerships. The logs also help us understand which areas of sustainability the Temple community finds engaging. It also provides us with the opportunity to track our change management efforts. As a result of this log, the Office may begin to develop failure reports to assess individual change efforts.

Assessment Strategy 3

Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.

Every three years, the Office of Sustainability fields a transportation survey to monitor commuter attitudes and behaviors. The survey asks about on-campus alternative transportation resources and the Temple community's perception about those resources.

From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.

1, 4

What were the findings from this assessment?

According to the 2016 Transportation survey, over 65% of Temple's population takes a sustainable form of transportation to campus. In terms of attitudes toward on-campus resources, the survey revealed the following findings:

- 82% of campus cyclists were able to find a bike parking spot using a university rack.
- 36.7% of respondents would be more willing to bike if there were dedicated bike lanes.
- 27.9% of respondents would be more willing to bike if there were secure bike parking with swipe access.
- 33% of respondents would be more willing to bike if there were better road conditions/road surfaces.
- 62% of students would be more likely to take public transportation if they could buy a university pass.
- 67.1% of respondents did not know about the car sharing services offered on campus.

With whom and how did you share findings from this assessment? Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

Department/Unit Staff

How: Reviewed with Bike Temple staff.

Department/Unit Leaders

How: Analyzed results to set forth alternative transportation priorities.

Students

How: Available on the Office of Sustainability Website.

Faculty

How: Available on the Office of Sustainability Website.

University Administration/Leadership

How: Provided in depth report to Project Delivery Group, Office of the President, Office of the EVP and COO.

External Community Members

How: Available on the Office of Sustainability Website.

Other

Who:

How:

How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.

The transportation study provided strategic direction of the Office of Sustainability's alternative transportation initiatives. For example, the Office of Sustainability worked with university senior leadership and SEPTA to explore a university pass that was desired by students. Additionally, the Office of Sustainability installed a secure covered bike parking facility for cyclists.

Assessment Strategy 4

Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.

The Office of Sustainability completes an annual greenhouse gas inventory each year to track the university's progress in reducing its carbon footprint. While the Office of Sustainability does not have the power to change every action that results in greenhouse gas emissions, it does provide the Office of Sustainability with a measurable way to track the success of the Office of Sustainability's partnerships on reducing Temple's carbon footprint.

From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.

1

What were the findings from this assessment?

Between 2006 and 2017, the university has reduced its gross greenhouse gas emissions by 3% and its net emissions by 13%, while increasing both student FTE and gross square footage.

With whom and how did you share findings from this assessment? Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

Department/Unit Staff

How: Results are shared in staff meeting.

Department/Unit Leaders

How: Informs the strategic focus on the Office of Sustainability's work.

Students

How: The Greenhouse Gas Inventory is available on the website. The Office also presents the associated data via class lectures and programming.

Faculty

How: The Greenhouse Gas Inventory is available on the website. The Office also presents the associated data via class lectures and programming.

University Administration/Leadership

How:

External Community Members

How:

Other

Who: Other departments that are critical to the reduction of greenhouse gases

How: Presentations and sharing of the report.

How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.

The greenhouse gas inventory helps us in identifying potential partnerships and areas of focus. For example, 76% of the university's emissions come from buildings, with 49% coming from electricity. This information informed the Office of Sustainability's push for a change in the university's energy procurement policy.

Assessment Strategy 5

Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.

The Office of Sustainability completes an annual trash and recycling report each year to track the university's progress in reducing its waste stream. While the Office of Sustainability does not have the power to change every action that results in trash, it does provide us with a measurable way to track the success of the Office of Sustainability's partnerships on reducing Temple's waste stream.

From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.

1

What were the findings from this assessment?

In FY17, the university's waste diversion rate was 44% and its core recycling rate was 19%, which was below the 40% core recycling rate goal established in the Climate Action Plan.

With whom and how did you share findings from this assessment? Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

Department/Unit Staff

How: Results are shared in staff meeting.

Department/Unit Leaders

How: Informs the strategic focus on the Office of Sustainability's work.

Students

How: The Trash and Recycling Report is available on the website. The Office also presents the associated data via class lectures and programming.

Faculty

How: The Trash and Recycling Report is available on the website. The Office also presents the associated data via class lectures and programming.

University Administration/Leadership

How:

External Community Members

How:

Other

Who: Other departments that are critical to the reduction of the waste stream

How: Presentations and sharing of the report.

How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.

The trash and recycling report helps us in identifying potential partnerships and areas of focus. For example, the 19% core recycling rate indicates that the office needs to focus more on raising awareness about what is recycling, training housekeeping staff on recycling and providing opportunities for waste minimization. This information informed the Office of Sustainability's push for new recycling signage.

If you have more strategies to report, just copy and paste all the questions/prompts and create as many additional assessment strategy sections as you need.

Section 4: Other Changes based on Trends/Strategic Plan

Sometimes you make changes based on trends in higher education, new strategic plans or initiatives at the university, or for other reasons. In this section, you will describe changes made based on trends/strategic plans and how you plan to assess the effectiveness of the change.

Describe what change you made and what you based this change on.

The AASHE and Second Nature governance body are now expecting resilience planning efforts as part of an institution's climate efforts.

Tell us how you plan to assess the effectiveness of the change.

Second Nature requires the university to submit resilience indicators and identify measurement tools for each indicator. The Office of Sustainability will work to coordinate the data collection of those measurement tools.

Section 5: Annual Objectives (optional section)

Do you have any unique goals/objectives for the year? If so, describe the objective(s) and how you are assessing progress.

1. Complete a revision to the university's Climate Action Plan. The Office of Sustainability is logging the meetings and the parties involved with the Climate Action Planning process.
2. Complete a resilience assessment for Temple University. The resilience assessment was submitted via Second Nature on April 30, 2018. It was accepted by Second Nature.

Section 6: Next Steps (Planned Assessment)

Tell us about your next steps for assessing your unit/department.

What assessments are currently underway or planned for this academic year? For example, your area may have items on the TUSQ that will be administered in Spring 2018 or you might have conducted focus groups in the fall and are review in the fall and are reviewing findings.

The Office of Sustainability will complete the following assessment activities:

1. Completion of the Bike Friendly University Application, which evaluates the university's bike amenities and serves as a benchmarking system for bike services.

2. Begin developing failure reports for its failed change efforts. These reports will provide insight into the process and assist in knowledge sharing for future change initiatives.

Do you have any documents you would like to share?

Please feel free to email supporting documents in addition to your completed report. Additional documents may include: assessment plans, survey instruments, reports created for other audiences, etc. If you are including supporting documents, please tell us below what documents you are attaching.

AASHE STARS Report
Greenhouse Gas Inventory
Transportation Survey
Waste and Recycling Report
Logs (completed through December 2017).