GSE Assessment Fair 2012

Leadership for Sustainability Education (LSE)
Ask a Question

**Question:** How do students perceive that they are making progress in their learning in each of 4 key LSE learning areas?
Collect Data

Data Collection Tools/Methods:

Mid-program assessment: students completed a reflective narrative and rating of key learning areas:
LSE Key Learning Areas

1) **Self understanding**- developing sustainability values and ethics; developing an ecological identity and sense of place, developing a personal educational and leadership philosophy

2) **View of the world**- understanding sustainability issues as interconnected, holistic, and relational; developing systems thinking; understanding and valuing the importance of multiple perspectives

3) **Relationships**- developing strategies for working with diverse groups to affect change; understanding how power, privilege and justice impact relationships; developing sustainability networks and partnerships

4) **Tools for change**- developing a toolkit for enacting sustainable change; gaining tools for educating for sustainability; developing leadership skills

Based on Parkin's(2010) Sustainability Literate Leadership Persona
Data:

Students rated their own learning on a scale from 1-4: 1= I did not learn much in this area, 4=I learned a great deal.

“...I almost can’t believe how much I have learned and grown since beginning LSE in the fall. I feel like there has been a really good mix of personal reflection, theory, and applied learning.”

“Nearly every class for the past two terms has included a discussion about privilege. At first this surprised me, but now I find myself bringing this perspective into my learning.”

“Over the past year, I feel that I have created a toolbox for sustainability leadership and hope to continue to add to it throughout my life. Through my CBL experiences, I have the opportunity to practice some of these tools for change. I have learned a significant amount so far through this program.”

Analysis/Conclusions:

LSE students perceive that they are making progress in these 4 outcome areas. Self understanding is where students have seen the most growth, although they report growth in all the areas.
Action steps:

We plan to work on revising/reframing our end of program assessment so that we can better understand if and how students are meeting the program learning outcomes and how we might continue to improve the program.