Rohrer College of Business Faculty Scholarship

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Sulitest

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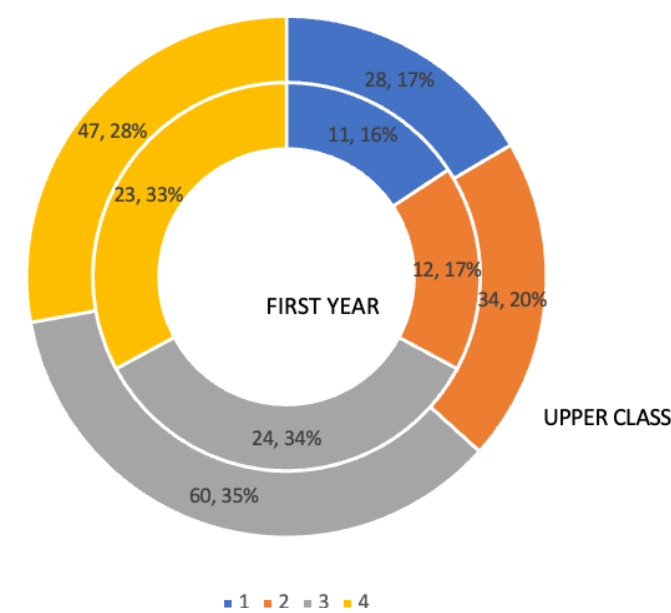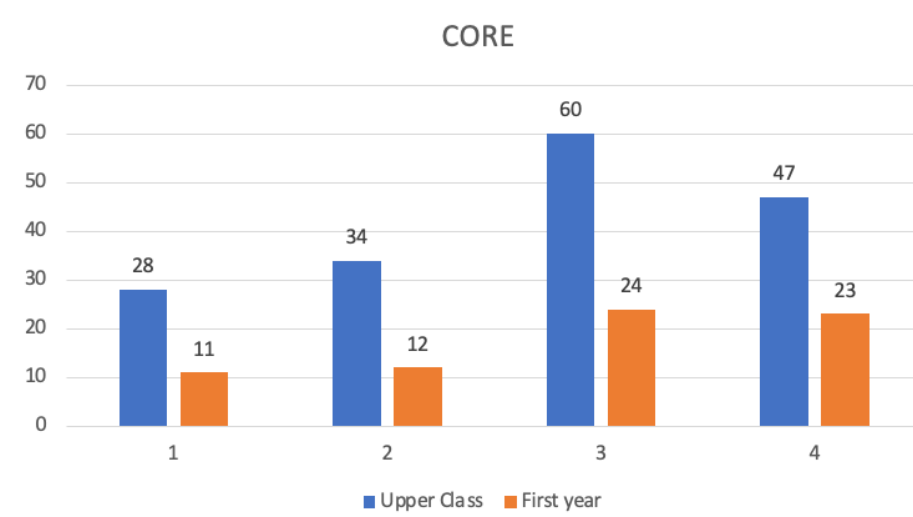https://rdw.rowan.edu/business_facpub/117

Sulitest

- SULITEST is a program that assesses and promotes sustainability knowledge and awareness.
- It began in 2012 and has been used in over 200,000 tests at universities around the world.
- It has one core module for global comparisons and 17 additional modules for local contexts.
- SULITEST aims to expand knowledge and commitment to building a sustainable future.
- It covers four key areas: sustainable societies, human systems, transitioning to sustainability, and individual and systemic change.
- SULITEST can be a roadmap for developing knowledge and behaviors that lead to a more sustainable world.
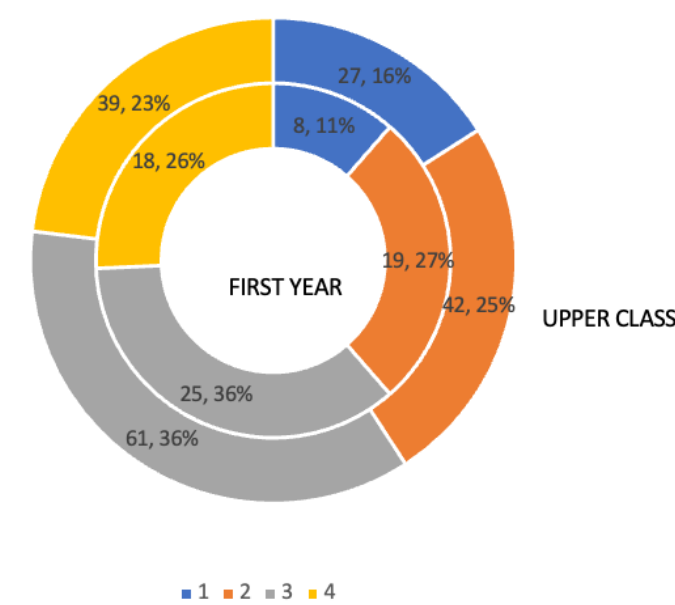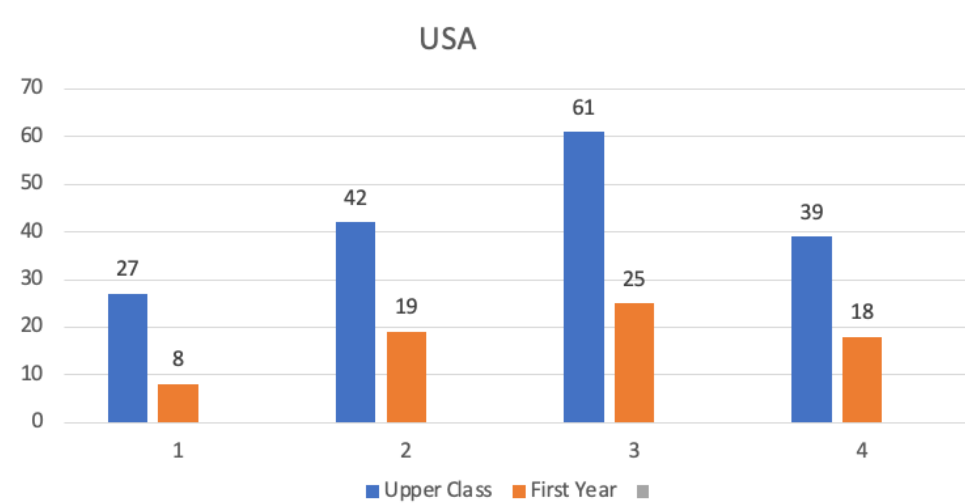
DATA and METHODS

- A study was conducted on 629 students from a northeastern US university.
- Students were from various levels (freshman to senior) and took required business courses.
- All students participated in an online sustainability literacy test called Sulitest.
- The Sulitest has two parts:
  - International Core Module (30 questions): General sustainability knowledge.
  - Specialized Local Module for USA (20 questions): Focuses on US-specific sustainability issues.
- The test assesses knowledge in four areas:
  - Sustainability for humans and ecosystems.
  - Global and local human systems.
  - Transitioning to a sustainable future.
  - Individual and systemic roles in creating change.
- Students are assessed on two modules: Core International Module and USA Module.
- For each module, students receive scores and percentages for:
  - Core/USA (score): Points awarded based on student answers (4 points for correct, 1 point for "don't know", 0 points for wrong).
  - Core/USA (percentage): Percentage of correct answers.
  - Humanity, Systems, Transition, Change (percentages): Percentages of correct answers in each knowledge area.

- Upper-level students performed significantly better than lower-level students on the USA module (all measures). No significant difference was found on the Core International Module (except for Change knowledge area).
- Across all modules, upper-level students showed a better understanding of "Change" knowledge area (what steps are being taken towards sustainability). This was statistically significant for both Core (p=.010) and USA (p=.002) modules.
- In the Core module, upper-level students also performed significantly better in the "Systems" knowledge area (human-constructed systems). (p-value not specified)
- First-year students performed consistently worse on the Core module's "Systems" and "Change" knowledge areas compared to both mid-level and upper-level students. (p-values: Systems - .007 & .001; Change - .015)

1 - I did better than I expected on the Core Sulitest
2 - I did worse than expected on the Core Sulitest
3 - I did about as I expected on the Core Sulitest
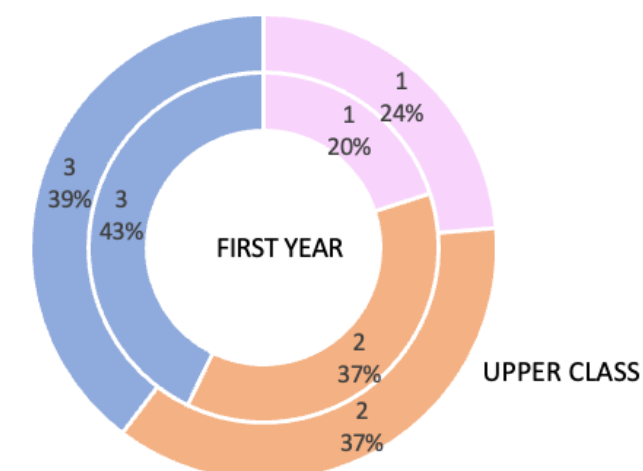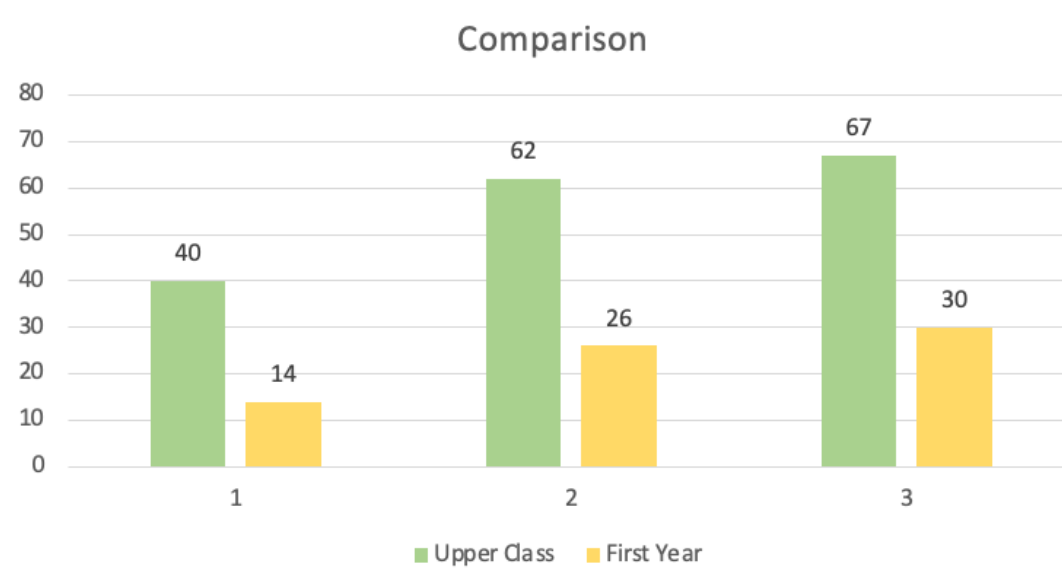4 - I had no expectations before taking the Core test

1 - I did better than I expected on the USA section of the Sulitest
2 - I did worse than expected on the USA section of theSulitest
3 - I did about as I expected on the USA section of theSulitest
4 - I had no expectations before taking the USA section of the Sulitest

1 - I know more about sustainability than I realized
2 - I know less about sustainability than I realized
3 - I know about as much as I expected I'd know

- Results Comparing Lower Level Business Students and Upper Level Business Students on Sulitest Performance

- Results Comparing Lower-Level Business Students and Upper-Level Business Students on Sulitest Performance – Knowledge Areas

- Engineering students outperformed management students in overall scores, overall percentages, GLS (global and local human-constructed systems), and SHE (sustainable humanity and ecosystems).
- Statistical significance was found for:
  - Overall scores (t(96) = 2.660, p = .009)
  - Overall percentages (t(96) = 2.666, p = .009)
  - GLS (t(96) = 2.195, p = .031)
  - SHE (t(96) = 2.596, p = .005)

-PRESENTERS-

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Poster designed by ~ Advika Singh