COMMUNITY-BASED ASSESSMENT PROJECTS
Corvallis Case Studies
Introductions

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Overview

- OSU’s Sustainability Double Degree
- SUS 304: Sustainability Assessment
- Policy Brief Assignment
- Assessment #1: Campus Waste Audit
- Assessment #2: Transit Survey
- Discussion
OSU Sustainability Double Degree

• BS, Sustainability as a 2nd degree
• Sustainability Minor
• Core competencies
  • Experiential learning
  • Leadership and change agency
  • Systems thinking
  • Interdisciplinary
Learning Outcomes

• Articulate in writing a critical perspective on issues involving sustainability using evidence as support.

• Develop a sustainability assessment report.

• Interpret sustainability assessment results and document for end users.
Policy Brief Assignment

I. Executive Summary

II. Introduction

III. Findings

IV. Policy Alternatives

V. Conclusion
Assessment #1: Campus Waste Audit
Why do an Audit?

- You manage what you measure
- Defining success in recycling
  - Quality
  - Quantity
- Long term planning
Key benefits of our partnership

• $ Resources

• Objective views

• Number crunching!

• Enthusiasm and energy

• Expanding our outreach through the perspective of “the event” itself
Waste Audit Objectives

- Campus wide “snapshot”
- Set a baseline
- Support applied learning model
- Increase waste/recycling awareness
Audit Metrics

• Percent of total weight and volume

• Target certain materials with potentially high impact

• Frequent contaminants

• High recycling value items
Audit Plan Overview

1. Material Generation Sources:
   - Residence Halls
   - Academic & Research Halls
   - Administrative Buildings
   - Dining and “On-the-go” eating places
   - Campus Support buildings (Maintenance, energy)
   - Athletic & Recreational facilities
2. Collect garbage samples
3. Weighing & Volume/Sorting/Weighing
4. Recording and analysis
5. Reports
Challenges and limitations

- Student Scheduling/Time
- Sorting Learning curve (i.e. film, “Styrofoam”)
- Labor intensive preparations and cleanup
- Applying the findings
- Margin of error in data
Assessment #2: Transit Survey
• Who’s riding?
• Is the route right?
• What do riders want?
• Who are we missing?
• What should service expansion look like?
Additional Benefits

• Free labor

• Student exposure to transit

• Fresh thinking
The Survey

• 17 teams of 2
• Intercept survey model
• Paper surveys
• All data combined for analysis
• 239 responses
What we learned

- More frequent service: 59%
- Later service in evening: 40%
- Faster travel time: 31%
- Better "where's the bus" information: 26%
- More express service: 26%
- Wireless Internet: 25%
- Earlier service in morning: 16%
- More Saturday service: 16%
- Bicycle capacity: 10%
- Service to more areas/locations: 9%
- Improved connections to other services: 8%
- Improved on-time performance: 2%
- Other: 3%

n = 232
THANK YOU

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QUESTIONS?

Oregon State University
For Discussion

What courses on your campus would be a good fit for community-based assessments?
   What could students gain from this course model?

What operational challenges are you facing on your campus that could benefit from a student assessment?

*Small group discussion*

*Report back*