**Annual Report on Student Literacy Assessment**

**Year:** 2023-24

## 1. Executive Summary

The Annual Student Literacy Assessment program was initiated to evaluate and enhance the understanding of the United Nations Sustainable Development Goals (SDGs) among students. This program aimed to gauge their knowledge, application skills, and critical thinking regarding the SDGs. The findings from this assessment have been used to inform curriculum enhancements, develop targeted training programs, and promote sustainability practices across the institution. This report provides a detailed account of the assessment framework, participation, results, and future recommendations.

## 2. Objectives

- To assess the awareness and understanding of the 17 SDGs among students.

- To measure the ability of students to apply SDG principles to real-world scenarios.

- To evaluate critical thinking skills in relation to sustainability challenges.

- To identify gaps in literacy and develop targeted interventions to bridge them.

- To align student competencies with global sustainability standards and institutional goals.

## 3. Assessment Framework

**Key Areas Assessed:**

1. **Knowledge of SDGs**: Understanding of the goals, their interconnections, and global impact.

2. **Application Skills**: Practical application of SDG principles to real-world problems.

3. **Critical Thinking**: Analysis and evaluation of the effectiveness of SDG initiatives in diverse contexts.

**Assessment Tools Used:**

- **Online Quizzes:** Multiple-choice questions designed to test foundational knowledge of SDGs.

- **Scenario-Based Tasks:** Real-world cases requiring students to propose solutions aligned with specific SDGs.

- **Group Projects:** Collaborative assignments addressing challenges such as renewable energy adoption, waste management, or gender equality.

- **Feedback Mechanisms:** Post-assessment surveys to gather insights on student perceptions and learning outcomes.

**Participation Overview:**

- **Total Students Assessed:** 3280

- **Schools Included:** School of Business, School of Technology, School of Design, School of Arts & Humanities, School of Architecture, and School of Law.

- **Assessment Duration:** 2 months

   **Timetable for 2023-24 SDG Training with School Slots**

| Date | Day | Time | Schools | Topic |
|------|-----|------|---------|-------|
| 2023-11-02 | Thursday | 10:00 AM - 12:00 PM | School of Business, School of Law | Introduction to SDGs: Overview and Importance |
| | | 2:00 PM - 4:00 PM | School of Technology, School of Architecture | Introduction to SDGs: Overview and Importance |
| 2023-11-03 | Friday | 10:00 AM - 12:00 PM | School of Design, School of Arts & Humanities | SDG 1-5: Poverty, Hunger, Health, Education, Gender Equality |
| | | 2:00 PM - 4:00 PM | School of Business, School of Law | SDG 1-5: Poverty, Hunger, Health, Education, Gender Equality |
| 2023-11-09 | Thursday | 10:00 AM - 12:00 PM | School of Technology, School of Architecture | Group Activity: Identifying Local Challenges Related to SDGs |
| | | 2:00 PM - 4:00 PM | School of Design, School of Arts & Humanities | Group Activity: Identifying Local Challenges Related to SDGs |
| 2023-11-10 | Friday | 10:00 AM - 12:00 PM | School of Business, School of Law | SDG 6-10: Clean Water, Energy, Economic Growth, Reduced Inequalities |
| | | 2:00 PM - 4:00 PM | School of Technology, School of Architecture | SDG 6-10: Clean Water, Energy, Economic Growth, Reduced Inequalities |
| 2023-11-16 | Thursday | 10:00 AM - 12:00 PM | School of Design, School of Arts & Humanities | Scenario-Based Learning: Addressing Inequalities in Urban Areas |

| 2023-11-17 | Friday | 2:00 PM - 4:00 PM | School of Business, School of Law | Scenario-Based Learning: Addressing Inequalities in Urban Areas |
|---|---|---|---|---|
| 2023-11-17 | Friday | 10:00 AM - 12:00 PM | School of Technology, School of Architecture | Case Studies: Success Stories of SDG Implementation |
| | | 2:00 PM - 4:00 PM | School of Design, School of Arts & Humanities | Case Studies: Success Stories of SDG Implementation |
| 2023-11-23 | Thursday | 10:00 AM - 12:00 PM | School of Business, School of Law | SDG 11-15: Sustainable Cities, Climate Action, Life on Land & Water |
| | | 2:00 PM - 4:00 PM | School of Technology, School of Architecture | SDG 11-15: Sustainable Cities, Climate Action, Life on Land & Water |
| 2023-11-24 | Friday | 10:00 AM - 12:00 PM | School of Design, School of Arts & Humanities | Workshop: Designing Sustainable Urban Projects |
| | | 2:00 PM - 4:00 PM | School of Business, School of Law | Workshop: Designing Sustainable Urban Projects |

## 4. Key Findings

**Overall Scores**

| Literacy Area | Average Score (%) | High Performers (%) | Areas for Improvement |
|---|---|---|---|
| Knowledge of SDGs | 72% | 40% | Awareness of lesser-known goals (e.g., SDG 14, 15) |
| Application Skills | 65% | 35% | Linking SDGs to local and regional challenges |
| Critical Thinking | 68% | 38% | Evaluating long-term impacts of SDG initiatives |

**Performance by Schools**

| School | Average Score (%) | Participants | Key Gaps Identified |
|---|---|---|---|
| School of Business | 70% | 780 | Awareness of environmental SDGs |

| School of Technology | 75% | 700 | Critical evaluation of technology solutions |
| School of Design | 78% | 650 | Interconnection of SDGs in creative projects |
| School of Arts & Humanities | 68% | 600 | Practical application of SDG principles |
| School of Architecture | 72% | 300 | Integration of SDGs into urban planning |
| School of Law | 65% | 250 | Awareness of SDGs related to justice and equity |

## 5. Recommendations

1. **Student Engagement Activities:**

   o Host sustainability hackathons and competitions to encourage innovative solutions.

   o Promote student-led initiatives addressing SDG-related issues on campus and in the community.

2. **Continuous Improvement:**

   o Schedule annual assessments to track progress and identify new areas for development.

   o Regularly update the assessment tools to include emerging sustainability topics.

## 6. Implementation Plan

Proposed Timelines for Each Phase of the Report Implementation:

| Step | Description | Responsible Team | Proposed Timeline |
|---|---|---|---|
| **Preparation Phase** | Develop and finalize assessment tools, identify responsible team members, and design implementation strategy. | Academic and Sustainability Teams | January - February (Q1) |
| **Pilot Testing Phase** | Conduct trial runs of the assessment tools with select groups and gather feedback for refinement. | Academic Team | March (Q1) |
| **Rollout Phase** | Implement the assessment across all schools, ensuring maximum participation. | Academic Team | April - May (Q2) |

| | | | |
|---|---|---|---|
| **Data Collection Phase** | Gather data from assessments and compile detailed results. | Institutional Research Team | June (Q2) |
| **Data Analysis Phase** | Analyze data to identify trends, gaps, and actionable insights. | Institutional Research Team | July (Q3) |
| **Report Drafting Phase** | Prepare a draft of the annual report, including insights and recommendations. | Communication Team | August (Q3) |
| **Stakeholder Review** | Share the draft report with stakeholders for review and incorporate feedback. | Communication and Academic Teams | September (Q3) |
| **Publication Phase** | Publish the final report and share it with students, faculty, and other stakeholders. | Communication Team | October (Q4) |
| **Follow-Up Actions** | Plan interventions and training programs based on the findings of the report. | Academic and Administrative Teams | November - December (Q4) |

## 7. Recommendations for Future Assessments

- **Expand Scope:** Include alumni and industry partners in future assessments to align with real-world needs.

- **Technology Integration:** Use advanced analytics tools to gain deeper insights from assessment data.

- **Global Benchmarks:** Compare student literacy levels with international standards for continuous improvement.

## 8. Photographs

**9. Annexures**

1. **Scores by Schools**

2. **Training Feedback Summary**

1. **Scores by Schools**

| School | Average Score (%) | Knowledge of SDGs (%) | Application Skills (%) | Critical Thinking (%) | Participants |
|---|---|---|---|---|---|
| School of Business | 70 | 72 | 68 | 70 | 780 |
| School of Technology | 75 | 78 | 72 | 74 | 700 |
| School of Design | 78 | 80 | 76 | 78 | 650 |
| School of Arts & Humanities | 68 | 70 | 65 | 69 | 600 |
| School of Architecture | 72 | 75 | 70 | 71 | 300 |
| School of Law | 65 | 67 | 62 | 66 | 250 |

**2. Training Feedback Summary**

**Feedback Highlights:**

| Training Aspect | Positive Feedback (%) | Needs Improvement (%) | Key Takeaways |
|---|---|---|---|
| Relevance of Content | 85 | 15 | Students found the content highly relatable to SDGs. |
| Delivery Methodology | 80 | 20 | Interactive sessions were appreciated. Suggestions for more hands-on activities. |
| Use of Real-World Scenarios | 78 | 22 | Case studies added value but required more diverse examples. |
| Duration of Training | 70 | 30 | Training duration was adequate, but additional time was requested for group discussions. |
| Clarity of Instructions | 90 | 10 | Instructions were clear and easy to follow. |
| Accessibility of Resources | 88 | 12 | Resources were readily available, with suggestions to add more digital tools. |
| Overall Satisfaction | 85 | 15 | Participants were generally satisfied and requested follow-up sessions. |