

2023 Sustainability Survey

Start of Block: Conservation Behavior



S1

In the table below, please indicate how often you...

	Regularly (1)	Occasionally (2)	Rarely (3)	Never (4)	Don't Know - N/A (5)
Use reusable shopping bags instead of disposable bags (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buy paper and plastic products that are made from recycled materials (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoid buying products from a company that you know may be harming the environment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buy household chemicals, such as detergent and cleaning solutions, that are environmentally preferable (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn off the lights if you are the last person to leave a room (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn off your computer, monitor, and other electronic equipment when they are not in use (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print on double-sided or on scrap paper (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use reusable coffee mugs and/or water bottles (8)

Use recycling bins for plastics, metal, glass, paper, and cardboard (9)

Use the compost bins for your food waste and compostable containers (10)

Recycle electronic equipment including cell phones and other devices (11)

Do you do any of the following to conserve water? *Take shorter showers, turn off water while brushing teeth, Turn the water off when soaping up your hands before washing them* (12)

Page Break

Q133 What do you think are the most important issues the campus should address in its sustainability efforts?

End of Block: Conservation Behavior

Start of Block: Waste Questions

Q134 On a scale from 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree, how would you rate the following statements? This is meant to help us understand experiences of our campus community in a variety of on-campus environmental organizations, departments, and spaces.

Though your experiences may be different from one space to another, please provide a general response here.

	Strongly Disagree (1)	Disagree (2)	Neither Agree or Disagree (3)	Agree (4)	Strongly Agree (5)
I feel my unique background and cultural identity are valued in the environmental community on campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe UCSB environmental community is a safe and supportive workplace for BIPOC individuals (Black, Indigenous, and People of Color) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging in UCSB environmental spaces (such as environmental organizations, environmentally focused departments, etc) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q146 In what ways could environmental organizations or spaces on campus be more inclusive and supportive of all students?

End of Block: Waste Questions

Start of Block: Environmental Citizenship

Page Break

S4_1 In the last year, have you supported an environmental cause with your name and signature—for example, by signing a petition?

- Yes (1)
- No (2)
- Don't know - N/A (3)

Page Break

S4_2

In the last year, have you participated in an environmental organization / committee at UCSB?

Yes (1)

No (2)

Don't know - NA (3)

Page Break

S4_3

In the last year, have you donated money to an environmental protection group?

Yes (1)

No (2)

Don't know - NA (3)

Page Break

S4_4

In the last year, have you written a letter or contacted your member of congress or another government official to support environmental protection?

Yes (1)

No (2)

Don't know - NA (3)

Page Break

S4_5

Are you a member of any group whose main aim is to preserve or protect the environment?

Yes (1)

No (2)

Don't know - NA (3)

Page Break

S4_6

Have you voted for a candidate in an election at least in part because he or she was in favor of strong environmental protection?

- Yes (1)
- No (2)
- Don't know - NA (3)

Page Break

S4_8

Have you participated in internships, undergraduate research experiences, or study abroad programs which concentrated on sustainability, including its social, economic, and environmental dimensions OR examined an issue or topic from the perspective of sustainability? (Select all that apply)

- Yes, Internship(s) (1)
- Yes, undergraduate research experiences (2)
- Yes, Study Abroad (3)
- None of the above (4)

Page Break

Display This Question:

If Have you participated in internships, undergraduate research experiences, or study abroad program... = Yes, Internship(s)

S4_9a

Please list any **internships** you have participated in which concentrated on sustainability, including its social, economic, and environmental dimensions OR examined an issue or topic from the perspective of sustainability. Please include the organization or program name and position title.

Page Break

Display This Question:

If Have you participated in internships, undergraduate research experiences, or study abroad program... = Yes, undergraduate research experiences

S4_9b

Please list any **undergraduate research** you have participated in which concentrated on sustainability, including its social, economic, and environmental dimensions OR examined an issue or topic from the perspective of sustainability. Please include the name of the lab.

Page Break

Display This Question:

If Have you participated in internships, undergraduate research experiences, or study abroad program... = Yes, Study Abroad

S4_9c

Please list any **study-abroad programs** you have participated in which concentrated on sustainability, including its social, economic, and environmental dimensions OR examined an issue or topic from the perspective of sustainability. Please list the organization or program name.

Page Break

S5_1

How important do you think it is for **America** to address its impact on the environment?

- Very important (1)
- Somewhat important (2)
- Not too important (3)
- Not important at all (4)
- Don't know - N/A (5)

Page Break

S5_2

How important do you think it is for **California** to address its impact on the environment?

- Very important (1)
- Somewhat important (2)
- Not too important (3)
- Not important at all (4)
- Don't know - N/A (5)

Page Break

S5_3

How important do you think it is for **the UCSB campus** to address its impact on the environment?

- Very important (1)
- Somewhat important (2)
- Not too important (3)
- Not important at all (4)
- Don't know - N/A (5)

Page Break



S5_4

How important do you think it is for the **department(s)** you major in to address its impact on the environment?

- Undeclared major (0)
- Very important (1)
- Somewhat important (2)
- Not too important (3)
- Not important at all (4)
- Don't know - N/A (5)

Page Break

S5_5

How important do you think it is for **you** to address your own personal impact on the environment?

- Very important (1)
- Somewhat important (2)
- Not too important (3)
- Not important at all (4)
- Don't know - N/A (5)

Page Break

S5_6

How impacted do you think you will be personally by climate change within the next 25-50 years?

- Extremely impacted (1)
- Very impacted (2)
- Moderately impacted (3)
- Slightly impacted (4)
- Not at all impacted (5)

Page Break

sustimport

How important did you consider sustainability to be before college compared with right now?

	Very important (1)	Somewhat important (2)	Not too important (3)	Not important at all (4)
Importance of sustainability before college (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance of sustainability right now (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If How important did you consider sustainability to be before college compared with right now? [Very important] (Count) = 1

Or How important did you consider sustainability to be before college compared with right now? [Somewhat important] (Count) = 1

Or How important did you consider sustainability to be before college compared with right now? [Not too important] (Count) = 1

Or How important did you consider sustainability to be before college compared with right now? [Not important at all] (Count) = 1

And If

How important did you consider sustainability to be before college compared with right now? [Importance of sustainability before college] (Recode) Is Not Empty

And How important did you consider sustainability to be before college compared with right now? [Importance of sustainability right now] (Recode) Is Not Empty

S5_10

What caused this change in the importance of sustainability? (Select all that apply)

- Course taken (1)
 - Friends (2)
 - Involvement with a student organization (3)
 - Involvement with a research lab on campus (4)
 - Internship participated in (5)
 - Printed news source (6)
 - Television/radio source (7)
 - Electronic communications (Facebook/twitter/.....) (8)
 - Parents (9)
 - Other (please specify): (10)
-

S5_11

When you were applying to colleges, did you consider UCSB...

- To have a higher commitment to sustainability than other schools you applied to (1)
- To have about the same commitment to sustainability as other schools you applied to (2)
- To have less of a commitment to sustainability than other schools you applied to (3)
- Don't know / Don't remember (4)

Page Break

S5_12

How important was UCSB's level of commitment to sustainability in your choice to enroll here?

- Not at all important (1)
- Slightly important (2)
- Important (3)
- Fairly important (4)
- Very important (5)

Page Break



Q1.a Rank your concern, perceived impact, and capacity to deal with the following climate-related hazards while at or in the area of UCSB (including Isla Vista, Goleta, and Santa Barbara).

Click on drop-down arrow(s) to choose a number (1 = lowest, 10 = greatest):

	Concern	Impact	Capacity
<input checked="" type="checkbox"/> Extreme Heat (1)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
<input checked="" type="checkbox"/> Drought (2)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
<input checked="" type="checkbox"/> Wildfire smoke (3)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Wildfire (6)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Extreme precipitation (7)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Storm (8)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Flooding (coastal/riverine) (9)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
High winds (10)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Water and vector-borne disease (11)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Pests (12)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Landslides (13)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))

Page Break

Q1.b Please provide the zip code that you reside in while at or in the area of UCSB (including Isla Vista, Goleta, and Santa Barbara):

Page Break

Q1.c Are there any other climate-related hazards to the UCSB community that concern you which aren't listed?

No (1)

Yes (please enter): (4) _____

Page Break

Q1.d Rank your concern, perceived impact, and capacity to deal with the following climate-related hazards for your community outside of UCSB (i.e. your hometown, place of residence if you don't live in the UCSB area during breaks/vacations, or location where your loved ones reside).

Click on drop-down arrow(s) to choose a number (1 = lowest, 10 = greatest):

	Concern	Impact	Capacity
Extreme Heat (1)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Drought (2)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Wildfire smoke (3)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Wildfire (4)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Extreme precipitation (5)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Storm (6)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Flooding (coastal/riverine) (7)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
High winds (8)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Water and vector-borne disease (9)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Pests (10)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))
Landslides (11)	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))	▼ 1 (1 ... 10 (10))

Page Break

Q1.e Please provide the zip code of your community outside of UCSB or the city & state if outside of the US:

Page Break

Q1.f Are there any other climate-related hazards to your community outside of UCSB that concern you which aren't listed?

No (1)

Yes (please enter): (2) _____

Page Break

Q2.a Have you been affected by any of the 10 climate hazards during your time at UCSB?
(Select all that apply)

- Extreme Heat (1)
- Drought (2)
- Wildfire smoke (3)
- Wildfire (4)
- Extreme precipitation (5)
- Storm (6)
- Flooding (coastal/riverine) (7)
- High winds (8)
- Water and vector-borne disease (9)
- Pests (10)
- Landslides (11)
- No, I haven't experienced any climate hazards (12)

Page Break

Q2.b Climate change and associated environmental hazards has affected or impacted my: (Select all that apply)

- Mental Health (1)
 - Physical Health (2)
 - Financial well-being (3)
 - Academics (4)
 - Research (5)
 - Work (6)
 - Housing (7)
 - Transportation & commuting (8)
 - Social life (9)
 - Recreation & athletics (10)
 - None of the above (11)
 - Other (please enter): (12)
-

Page Break

Q2.c How strongly do you agree or disagree with the following statement:

"I feel well prepared and have adequate access to resources to respond to a climate-related emergency or disaster."

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree or disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Page Break

Q3.a Have you ever participated in emergency response training courses/programs? (Select all that apply)

Yes, at UCSB (1)

Yes, at another location (2)

No (3)

Page Break

Display This Question:

If Have you ever participated in emergency response training courses/programs? (Select all that apply) = Yes, at another location

Or Have you ever participated in emergency response training courses/programs? (Select all that apply) = No

Q3.b Would you be interested in participating in the Community Emergency Response Team (CERT) Program?

Yes (1)

No (2)

Page Break

Q4.a If you needed to evacuate the area due to an emergency event, do you have means of doing so?

Yes (1)

No (2)

Page Break

Display This Question:

If If you needed to evacuate the area due to an emergency event, do you have means of doing so? = No

Q4.b What barriers would you face in the event where you needed to evacuate the area due to an emergency event? (Select all that apply)

- Lack access to transportation (1)
 - Lack access to alternative housing (2)
 - I would require additional evacuation assistance (3)
 - Other, please explain: (4)
-

Page Break

Q5 Which method(s) do you think UCSB should utilize to better support the community with managing climate anxiety and coping with climate change impacts? (Select all that apply)

- In-person support groups (1)
 - Counseling services (2)
 - Social media resources (3)
 - Campus-wide emails (4)
 - Campus events (5)
 - Class focused on dealing with climate anxiety and climate change impacts (not required for graduation) (6)
 - Online module for incoming students (7)
 - Campus Newsletters (The Current, Daily Nexus, etc) (8)
 - Freshman Orientation workshop (9)
 - Other (please enter): (10)
-

Page Break

Q6 Which method(s) do you think UCSB should utilize to engage the campus community in discussions regarding strategies, solutions, and special considerations for adapting to the impacts of climate change? (Select all that apply)

- Host town halls and/or workshops (1)
 - Increase outreach on social media (2)
 - Increase programming (events, flyers, and communications materials) focused on climate resilience (3)
 - Department Website (4)
 - Campus-wide emails (5)
 - Other (please enter): (6)
-

End of Block: Importance of Environment & Sustainability

Start of Block: Sustainability On-Campus

S7_3

Would you be interested in using reusable containers when you purchase food on campus? (Campus food vendors would serve your food in a clean reusable container in exchange for returning a used one).

- Very interested (1)
- Somewhat interested (2)
- Not interested (3)

Page Break

S7_5

Would you be interested in receiving periodic updates on sustainability and environmental issues on campus?

Yes (1)

No (2)

Not sure (3)

Page Break

Display This Question:

*If Would you be interested in receiving periodic updates on sustainability and environmental issues...
= Yes*

*Or Would you be interested in receiving periodic updates on sustainability and environmental
issues... = Not sure*



S7_6

What are the best ways to communicate with you about sustainability and environmental issues on campus? (Select all that apply)

- Twitter (1)
- Facebook (2)
- Instagram (3)
- Snapchat (4)
- YouTube (5)
- Tiktok (26)
- Pinterest (6)
- Linkedin (7)
- Tumblr (8)
- Discord (27)
- WeChat (28)
- Group chats (29)
- The Daily Nexus (9)
- The Bottom Line (10)
- The Campus Sustainability web site (sustainability.ucsb.edu) (11)
- Food.ucsb.edu (12)
- Environment.ucsb.edu (13)

- UCSB Sustainability Newsletter (15)
 - The Environmental Studies Department Listserv (30)
 - Sustainability-specific mailing List (16)
 - Digital Screens in the residential halls (Digiknows) (17)
 - Residential hall based programs (example: Res hall energy competition) (18)
 - Residence Hall Bulletin Boards (19)
 - Residence Hall Newsletter in the Restrooms, The Flush (20)
 - Brief classroom presentations at the beginning of classes (21)
 - A guest speaker that came to your class (22)
 - University Announcements (23)
 - Department listserv for your major (24)
 - Other (please specify): (25)
-

Page Break

Q136 Who are your most trusted providers of information about campus programs and services?

Page Break

End of Block: Sustainability On-Campus

Start of Block: Environment-related Curriculum

S9_1

To the best of your knowledge, how easy or difficult is it to find courses related to or focused on the environment and sustainability in the UCSB course catalog?

- Very easy (1)
- Somewhat easy (2)
- Somewhat difficult (3)
- Very difficult (4)

Page Break

S9_2

How many courses have you taken that you feel were related to or focused on sustainability?

"A Sustainability Course is defined as a course that has a substantial component which addresses the relationship between humans and the environment."

- None (1)
- 1-2 (2)
- 3-4 (3)
- 5-6 (4)
- 7 or more (5)

Page Break

S9_3 Please list the courses you have taken that were related to or focused on sustainability. Please include the department, course number, course title and instructor, if possible. If you have taken more than 5, please list the 5 most recent courses that you have taken.

	Department	Course Number	Course Title	Instructor
		(1)	(1)	(1)
Course 1 (1)	▼ Anthropology (1 ... Writing Program (59)			
Course 2 (2)	▼ Anthropology (1 ... Writing Program (59)			
Course 3 (3)	▼ Anthropology (1 ... Writing Program (59)			
Course 4 (4)	▼ Anthropology (1 ... Writing Program (59)			
Course 5 (5)	▼ Anthropology (1 ... Writing Program (59)			

Start of Block: TREATMENT 1

T1_1

How important do you think it is for members of our society to be knowledgeable about environmental issues?

- Very Important (1)
- Somewhat Important (2)
- Neutral (3)
- Not too important (4)
- Not important at all (5)

Page Break

T1_2

How important do you think it is for students in your major to understand how environmental issues relate to their field of study?

- Very Important (1)
- Somewhat Important (2)
- Neutral (3)
- Not very important (4)
- Not at all important (5)

Page Break

End of Block: TREATMENT 1

Start of Block: Block 11

Q156 Which grocery store(s) do you typically shop at?

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Q157 How do you typically get to those grocery stores? (Select all that apply)

Drive your own car (1)

Go with a friend (2)

Lyft/Uber/Taxi (3)

Santa Barbara MTD (4)

Walk or Bike (5)

Page Break

Q158 Which grocery store(s) would you rather shop at if transportation were not an issue?

Page Break

Q159 What factors contribute to your preference of grocery store?

Page Break

Q160 How difficult is it for you to access the grocery store of your preference? Not difficult at all to Very Difficult (1-5)

- Very difficult (1)
- Difficult (2)
- Neutral (3)
- Easy (4)
- Very easy (5)

Page Break

Q166 Do you have a vehicle?

Yes (1)

No (2)

Page Break

Q161 Have you considered using **public transit** to get to your preferred store?

Yes (1)

No (2)

Q165 What factors might contribute to whether you would use **public transit** for this purpose?

Page Break

Q164 Have you considered using a **bike** to get to your preferred store?

Yes (1)

No (2)

Q162 What factors might contribute to whether you would use a **bike** for this purpose?

Page Break

Q163 How would better access to your preferred grocery store impact your life?

Page Break

Q111 Indicate whether you believe the following statements to be true or false.

	True (1)	False (2)
In order to be sustainable, products should be made of all natural components. (1)	<input type="radio"/>	<input type="radio"/>
In order to be sustainable, a country should consume water at the same rate at which it is produced by rain and snow or at a slower rate. (4)	<input type="radio"/>	<input type="radio"/>
In order to be sustainable, a country's population should grow at a steady rate. (5)	<input type="radio"/>	<input type="radio"/>
In order to be sustainable, pollution should be emitted at a level at which natural systems can absorb it, recycle it, or render it harmless. (6)	<input type="radio"/>	<input type="radio"/>
All renewable energy sources are "clean" energy sources. (7)	<input type="radio"/>	<input type="radio"/>
The "Tragedy of the Commons" can be potentially overcome through privatization or imposing government authority. (8)	<input type="radio"/>	<input type="radio"/>
Environmental justice is commonly defined as "the fair treatment and meaningful involvement of all people regardless of race, color, sex, national origin, or income with respect to the development, implementation and enforcement of environmental laws, regulations, and policies." (9)	<input type="radio"/>	<input type="radio"/>
As a result of environmental injustice, communities of color and low-income communities in many parts of the U.S. incur greater incidence of cancer. (10)	<input type="radio"/>	<input type="radio"/>

Weather means the average climate conditions in a region. (11)

Climate often changes from year to year. (12)

In order for a society to be sustainable, it should be able to meet the needs of the present generation without jeopardizing the ability of future generations to meet their own needs. (13)

In order to be sustainable, a business should extract natural resources at the same rate at which they can be replenished or at a slower rate. (14)

Social, economic, and environmental systems are interconnected and interdependent. (15)

Page Break

Q3A Please read each of the policy descriptions below and indicate whether you believe it would make a community more sustainable, less sustainable, or would make no difference one way or the other.

	More Sustainable (1)	Less Sustainable (2)	No Difference (3)
A policy that would encourage people to insulate their homes to save energy (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A policy that would encourage people to purchase more goods in order to build up the economy (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A policy that would encourage people to take public transportation, bicycle, or walk to work, rather than drive in their own cars (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A policy that would encourage people to install low flow shower heads (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A policy that would encourage people to use incandescent light bulbs in their homes, rather than compact fluorescent (CFL) or LED light bulbs (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q2 To the best of your knowledge, which of the following gasses in the atmosphere trap heat from the Earth's surface? (Check any that apply)

Carbon Dioxide (1)

Nitrogen (4)

Hydrogen (5)

Water vapor (6)

Methane (7)

Page Break

Q3B To the best of your knowledge, which of the following energy sources are renewable?
(Check any that apply)

Oil (1)

Natural gas [Electricity generated from natural gas] (4)

Wind [Electricity generated from wind] (5)

Solar power [Electricity generated from solar power/cells] (6)

Hydroelectric power [Electricity generated from hydroelectric dams] (7)

Page Break

Q4 To the best of your knowledge, which of the following natural resources are renewable?
(Check any that apply)

Iron (1)

Wood (4)

Plastic (5)

Page Break

Q116 For the following questions, please select what you feel is the best answer. If you are unsure, please make your best guess.

Page Break

Q5

Which of the following terms refers to the idea that humans value goods or resources that will be received in the future at a lesser value than goods or resources that are available today?

- Discounting (1)
- Pessimism (4)
- Rate of return (5)
- Interest (6)

Page Break

Q6

One barrier to policy progress on the issue of climate change is that:

- The impacts will likely be negligible (1)
- This issue occurs only in certain parts of the world (4)
- There is a lack of scientific consensus on the issue (5)
- Most of the negative effects will occur in the distant future (6)

Page Break

Q7

A cap-and-trade system limits carbon emissions by:

- Placing a limit on how much each factory can pollute. (1)
- Placing a limit on the total amount of emissions. (4)
- Placing a set price on the emission of each unit of carbon. (5)
- Placing a limit on the number of new factories that can be built (6)

Page Break

Q8

A group of fishing boat owners share equal access to a common fishing area and are dependent upon it for their livelihoods. For each individual, it is economically rational to:

- Limit the number of fish he or she catches to ensure there will be fish to catch in the future. (1)
- Catch all the fish he or she can to maximize the profit. (4)
- Limit the number of fish he or she catches to ensure there everyone gets an equal share. (5)
- Catch all the fish he or she can to eliminate the competition. (6)

Page Break

Q9

A group of fishing boat owners share equal access to a common fishing area and are dependent upon it for their livelihoods. For the group, it is economically rational to:

- Limit the number of fish they catch to ensure there will be fish to catch in the future. (1)
- Catch all the fish they can to maximize their profit. (4)
- Limit the number of fish they catch to ensure there everyone gets an equal share. (5)
- Catch all the fish they can to eliminate the competition. (6)

Page Break

Q10

Which uses the most energy in an average American home each year?

- Lights (1)
- Heating water (4)
- Heating and cooling rooms (5)
- Refrigeration (6)

Page Break

Q11

What do most scientists believe is the maximum ppm for atmospheric CO₂ if we wish to stabilize the Earth's temperature in the long term?

- 275 ppm (1)
- 350 ppm (4)
- 400 ppm (5)
- 450 ppm (6)

Page Break

Q12

Current global climate change is:

- Caused mostly by human activities. (1)
- Caused equally by both human activities and natural changes. (4)
- Caused mostly by natural changes in the environment. (5)
- None of the above because global climate change isn't happening. (6)

Page Break

Q13

An ecosystem's "carrying capacity" refers to:

- The amount of land currently in agricultural production. (1)
- The number of living things the system can sustain indefinitely. (4)
- The minimum number of species an ecosystem needs to survive. (5)
- The amount of nutrients that water at a certain temperature can hold. (6)

Page Break

Q14

Climate change disproportionately impacts people earning a low income because:

- Infrastructure in developing countries can be less resilient to storms. (1)
- People earning a low income have fewer resources to rebuild or relocate after flooding. (4)
- People earning a low income are more likely to live in areas threatened by flooding, water scarcity and/or vector-borne disease. (5)
- All of the above (6)

Page Break

Q15

Climate change has led to more powerful hurricanes because:

- Climate change has not led to more powerful hurricanes. (1)
- Warmer air mixing with cooler water produces more extreme hurricanes. (4)
- Melting glaciers result in more rain water in hurricanes. (5)
- Ocean water temperatures are increasing which increases the strength of hurricanes. (6)

Page Break

Q16

The "greenhouse effect" refers to:

- The response of the Earth's climate to gasses in the atmosphere that trap heat. (1)
 - The Earth's protective ozone layer. (4)
 - Pollution that causes acid rain. (5)
 - How plants grow. (6)
-

Q17

Which one of the following causes ocean acidification?

- Absorption of carbon dioxide by the ocean (1)
 - Chemical spills in the ocean (4)
 - Warmer ocean temperatures (5)
 - Natural seepages of oil and other chemicals (6)
-

Page Break

Q18

Which one of the following is not an example of an externality?

- A fine a company has to pay for pollution (1)
- Harm to a worker's health (4)
- The cost of waste disposal of a commercial by-product (5)
- Harm to community members' health due to air pollution (6)

Page Break

Q19

"Sustainability" with regard to natural resources means:

- Using natural resources as slowly as possible. (1)
- Only using as much as is replaced by natural processes. (4)
- Not introducing new technology too quickly. (5)
- Discovering new resources to allow maximum economic growth. (6)

End of Block: Block 11

Start of Block: Comments

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Q167 What services or programs could UCSB offer to better support you in making sustainable choices or taking action on sustainability?

Page Break

S11_2

If you have any additional feedback about the survey or UCSB's Sustainability efforts more generally, please list your feedback here.

End of Block: Comments
