



UNIVERSITY OF WISCONSIN
RIVER FALLS
SURVEY RESEARCH CENTER

UWRF SUSTAINABILITY LITERACY ASSESSMENT REPORT

Shaheer Burney, PhD
João Xavier Coelho
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THE SURVEY RESEARCH CENTER

The Survey Research Center (SRC) is a research organization at the University of Wisconsin – River Falls in River Falls, Wisconsin. Since 1990, the SRC has provided statistically sound, low-cost information gathering services for academics, local units of government, non-profit groups, school districts, and other organizations. The SRC conducts surveys on a wide variety of topics including customer satisfaction, resident experience, business climate, equity and inclusion, labor needs, etc. and completes about 25 to 30 survey projects per year. In alignment with its mission of strengthening communities and supporting education, all SRC projects have the goal of improving the welfare and quality of life of community members or furthering the advancement of scientific research.

ACKNOWLEDGEMENTS

The SRC would like to thank Mark Klapatch-Mathias and Tovah Flygare for working with the SRC in the development of the survey instrument and distribution of the survey. We also thank Tracy King, Institutional Policy Analyst at UWRf's Institutional Research, for providing the SRC with a comprehensive list for email addresses for students in the target population. Finally, the SRC would like to thank the students at UWRf who took the time to complete the survey. Without their robust participation, the successful completion of this project would not have been possible.

SURVEY PURPOSE & METHODS

The purpose of the Sustainability Literacy Assessment was to gauge student understanding of sustainability and related issues. The questions on the survey instrument were primarily developed by the Office of Sustainability. The SRC made edits to improve the question formats and streamline the survey flow. The instrument was programmed into an online survey using Qualtrics.

Target Population

The target population for this survey was the cohort of Fall 2023 first semester and last semester students. This juxtaposition allowed the SRC to determine whether students' understanding of sustainability improves over the course of their college career. The target population included a total of **1,879 students**, including 1,280 first semester students and 599 last semester students. Email addresses for all students in the target population were provided by UWRf Institutional Research.

Survey Distribution

Survey distribution began on September 26, 2023. All 1,879 students were invited to participate in the survey through direct email. Data collection was conducted over a 10-day period, during which three reminders were sent to non-respondents. The survey was officially closed on October 6, after which no additional responses were recorded.

Survey Sample

Given the size of the population, the SRC needed to collect a total of 320 responses to develop statistically valid estimates (5% margin of error and 95% confidence interval). After dropping mostly incomplete responses, the sample size equaled **468 responses**, which represents a **25% response rate**. The sample included a total number of 364 responses from first semester students (28% response rate) and 104 responses from last semester students (17% response rate). The sample size of 468 responses exceeds, by a wide margin, the minimum sample size required and allows for the development of estimates with a **3.85% margin of error**. Therefore, the estimates shown in this report are substantially more accurate than the statistical standard (5% margin of error).

Margin of Error

The margin of error indicates the accuracy of a survey's results. The smaller the margin of error, the greater the accuracy of the results. For example, a margin of error of 5% at the 95% confidence level means that there is a 95% probability that if the opinions of everyone in the population were measured, the result would fall within 5 percentage points of the result of the survey sample.

Statistical Significance

Statistical significance indicates the reliability of an estimate. If differences between statistics are labeled as "statistically significant," this indicates that there is a 95% probability that the difference is not the result of random chance. However, it does not mean the difference between the average values is necessarily large or meaningful. In this report, we determine statistical significance by relying on the statistical standard of 5% level. Statistical significance at a level higher than 5% (or weak statistical significance) is not considered in this report.

Overview of Report

Throughout the report, the results of each survey question are summarized with a help of a figure or table. For each question, we tested for the statistical significance of differences in the responses of first and last semester students. The differences and statistical significance are shown in **bold** font in each figure and discussed in detail in the main section Survey Results. They are also shown in tabulated format in the section Survey Results by Student Year. In the main section Survey Results, we also discuss the results of the open-ended text-entry question included in the survey. A comprehensive list of unedited comments, disaggregated by student year, is provided in the section Open-Ended Comments.

SURVEY RESULTS

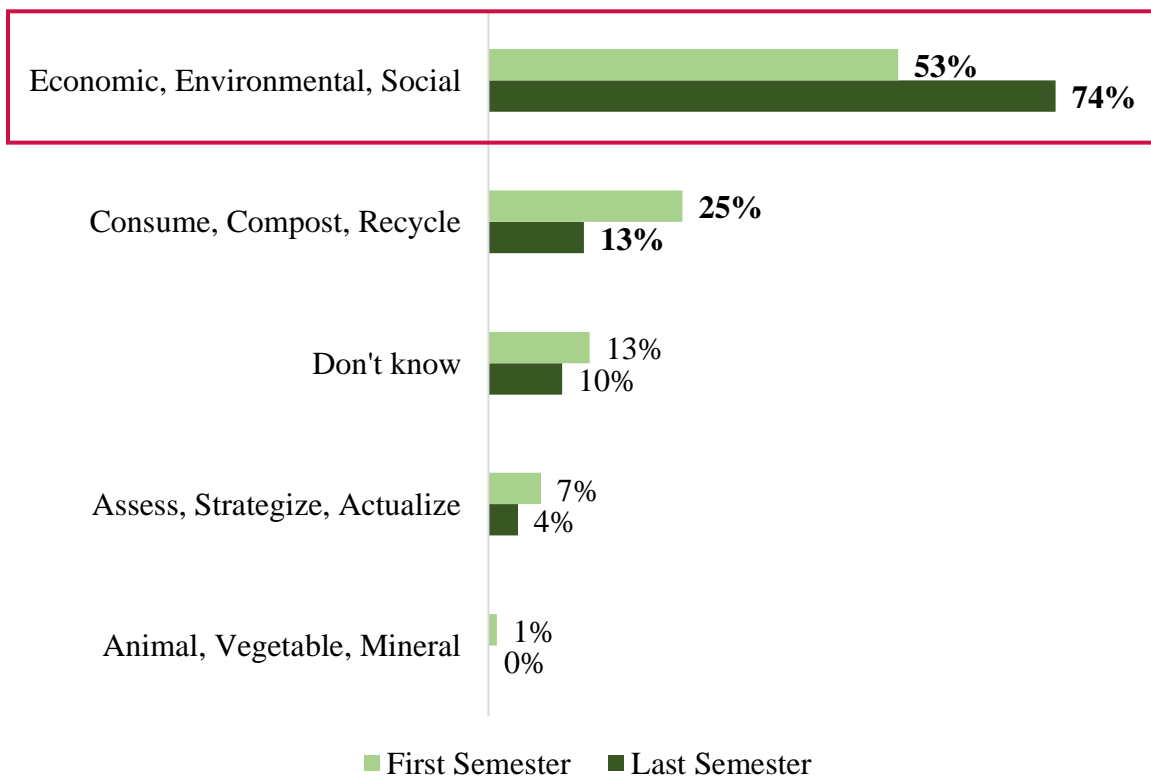
In this section, we summarize the results of the survey. Responses to each question are summarized in figures. Light-green bars in each figure represent the responses of first semester students and dark-green bars represent the responses of last semester students. The correct response to each question is shown inside a red box. Differences that are statistically significant are shown in **bold** font in each figure.

Pillars of Sustainability

Students were asked to select one of five options to indicate the three pillars of sustainability. Figure 1 shows the results. The correct answer “Economic, Environmental, Social” was selected by the largest proportion of students. However, there is a large difference between the proportion of first semester and last semester students who selected that answer. Only about half (53%) of first semester students selected this option relative to three-quarters (74%) of last semester students. The difference of 21% is statistically significant.

A greater proportion of first semester students selected “Consume, Compost, and Recycle” relative to last semester students. This was the second-most popular response among both group of students. The difference of 12% between first and last semester students is statistically significant.

Figure 1. What are often Referred to as the 3 Pillars of Sustainability?



Sustainable Development Goals (SDGs)

Students were asked four questions regarding Sustainable Development Goals (SDGs). Two questions aimed to determine whether students understood how SDGs are defined, and two questions asked about the relation of SDGs to social and environmental issues, respectively.

Defining SDGs

Figure 2 summarizes the responses to the first question that asked students to define SDGs. Just under three-quarters (73.5%) of students selected the correct answer. The 5-percentage point difference between first and last semester students who selected the correct answer is not statistically significant.

First semester students were much more likely to select “Don’t know” relative to last semester students. However, this difference is not statistically significant either. Only a small proportion of students selected any of the other options. This indicates that, in general, both first and last semester students have a good understanding of what SDGs are.

Figure 2. What are SDGs?

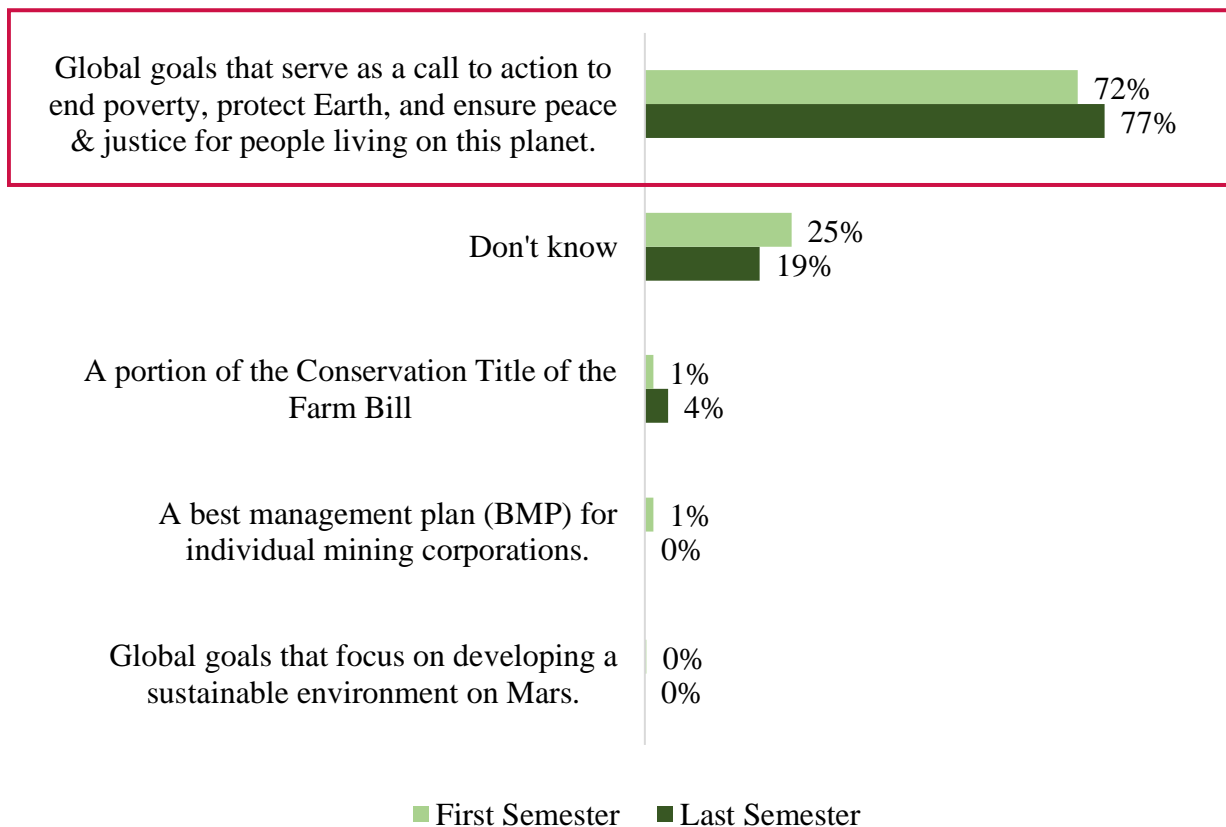
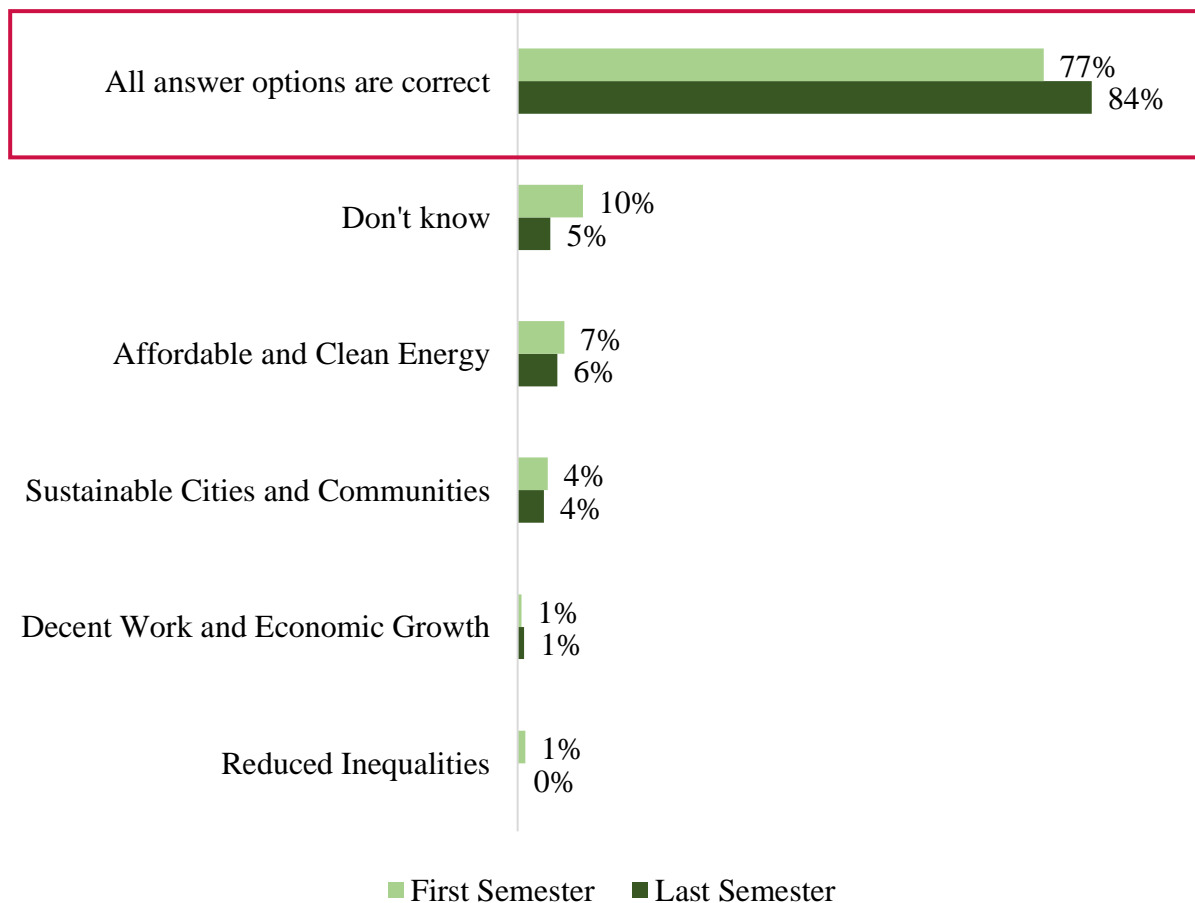


Figure 3 summarizes the responses to the second question that tested students' ability to define SDGs. A large majority (79%) of all students in the sample correctly identified that all answer options represent SDGs. There is a 7-percentage point difference between the proportion of first and last semester students who correctly answered this question. However, this difference is not statistically significant.

Just under 9% of all students selected "Don't know." The 5-percentage point difference in the proportion of first and last semester students who selected "Don't know" is not statistically significant. About 7% of all students selected "Affordable and Clean Energy," which indicates that these students believed that the other options did not represent SDGs. There is not much of a difference between the proportion of first and last semester students who selected this option. A handful of students also selected "Sustainable Cities and Communities," and the proportion of first and last semester students is virtually the same.

Figure 3. Which of the Following are Considered SDGs?

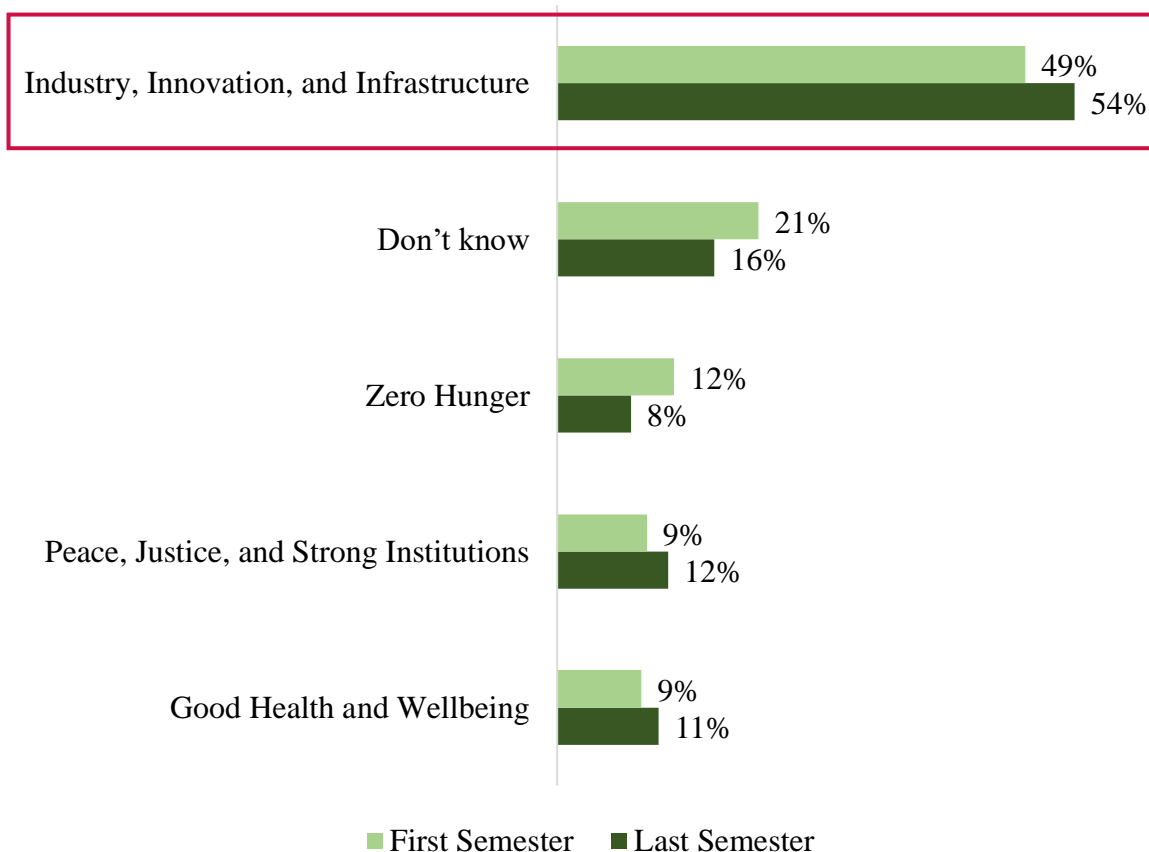


SDGs & Social Issues

Students were asked to select from a list one SDG that does not address social issues. Figure 4 summarizes the results. Only half (50%) of all students selected the correct answer “Industry, Innovation, and Infrastructure.” First semester students were somewhat less likely to select the correct answer relative to last semester students. However, the difference between the two groups is not statistically significant.

One-in-five (20%) of all students selected “Don’t know,” followed by “Zero Hunger” (11%), “Peace, Justice, and Strong Institutions” (10%), and “Good Health and Wellbeing” (9%). Given the non-trivial proportion of students who selected one of the incorrect answers, it is clear that a large proportion of students do not have a robust understanding of how SDGs address social issues. Notably, the differences in the proportion of first and last semester students who selected each response are small and none are statistically significant. This implies that students’ understanding of the relationship between SDGs and social issues does not improve over their college career.

Figure 4. Which SDGs Do Not Address Social Issues?

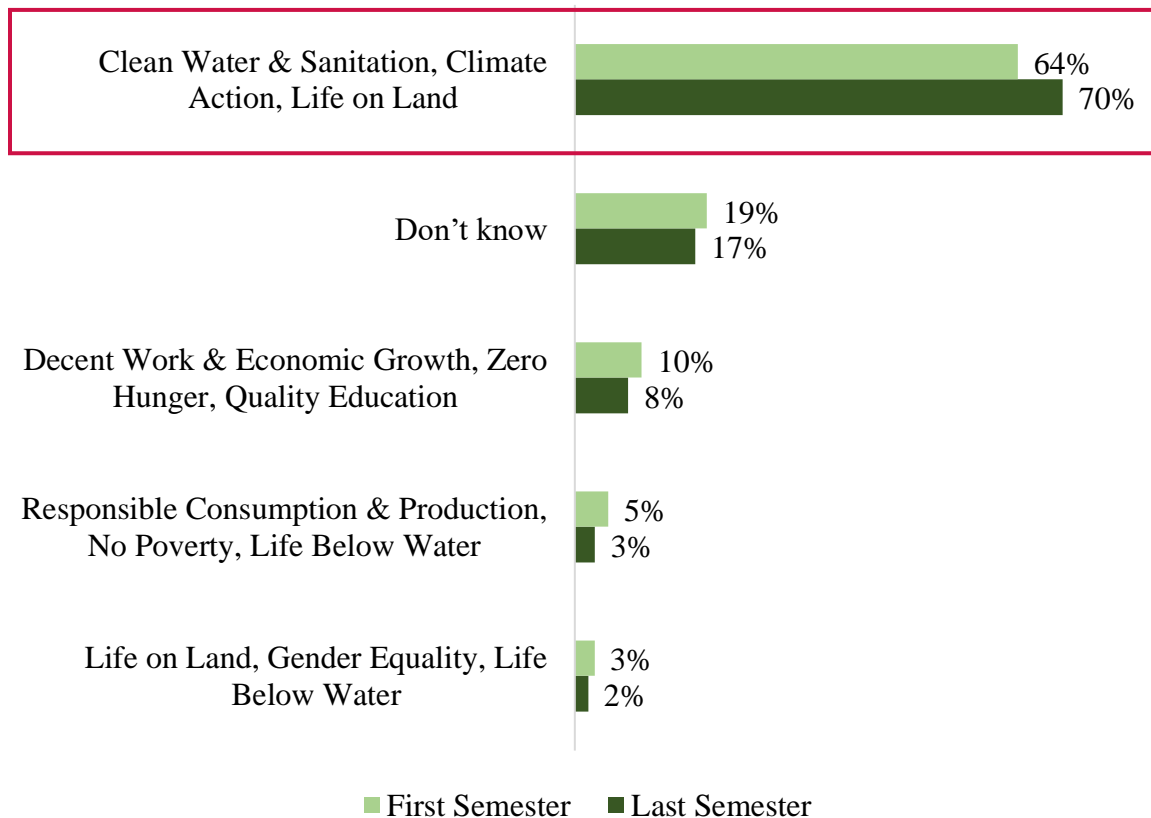


SDGs & Environmental Issues

Students were asked to select from a list of answer options the SDGs that address environmental issues. Results are shown in Figure 5. Just under two-thirds (65%) of all students selected the correct answer “Clean Water & Sanitation, Climate Action, Life on Land.” The 6-percentage point difference between first and last semester students in the proportion who selected the correct answer is not statistically significant.

About one-in-five (19%) of all students selected the “Don’t know” response, followed by the next most popular response “Decent Work & Economic Growth, Zero Hunger, Quality Education” (9%). The bottom two responses received support from only a handful (5% or fewer) of students. No difference in the proportion of first and last semester students who selected each response is statistically significant. In addition, the differences are small which implies that students’ understanding of how SDGs address environmental issues does not improve over their college career.

Figure 5. Which SDGs Address Environmental Issues?



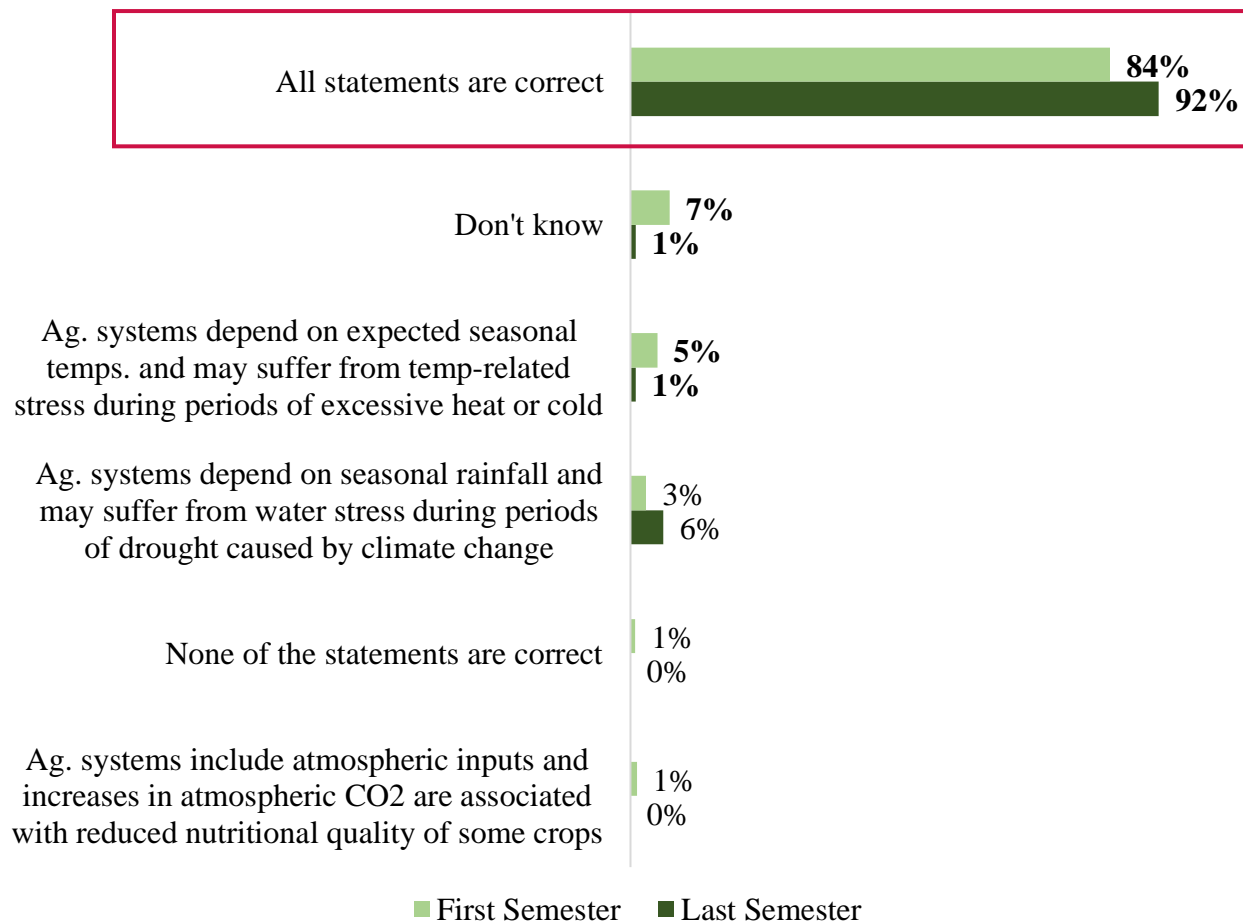
Sustainability and Climate Change

Four questions assessed students' understanding of climate change. These questions asked about how climate change impacts agriculture, the role of climate change in infrastructure planning, and the role of Shared Socioeconomic Pathways and of Climate Impact Drivers.

Effects of Climate Change on Agriculture

Figure 6 shows the results of a question that asked about the effect of climate change on agriculture. A large majority (86%) selected the correct answer option “All statements are correct,” including about 84% of first semester and 92% of last semester students. The 8-percentage point difference between the two cohorts is statistically significant. This result indicates that student knowledge of how climate change affects agriculture improves during the time they spend at UWR. This is also corroborated by the result that a statistically significantly larger proportion of first semester students (7%) selected “Don’t know” relative to last semester students (1%). That is, a tangible proportion of first semester students who did not select the correct answer indicated that they “Don’t know,” rather than selecting the incorrect answer.

Figure 6. Which Statement Best Describes Some Potential Effects of Climate Change on Agriculture?



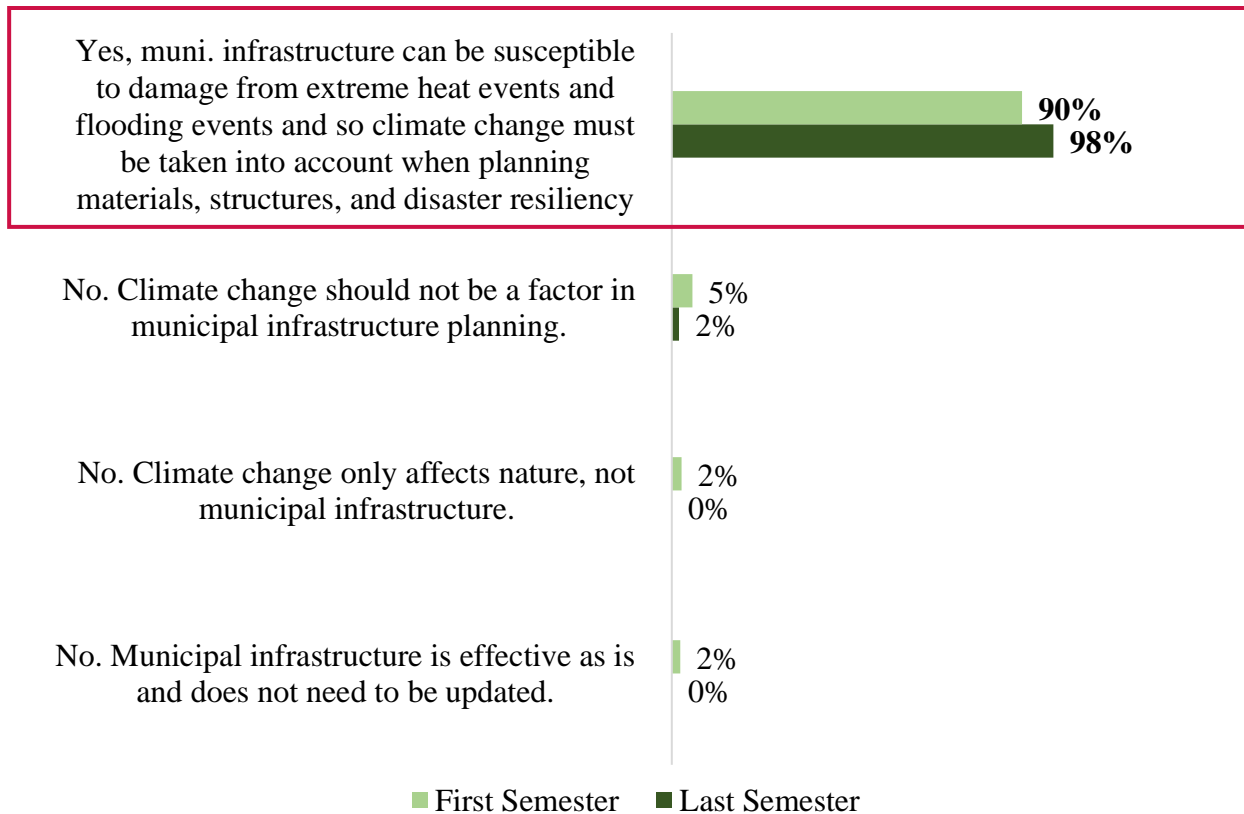
The third-most popular answer option was “Agricultural systems depend on expected seasonal temperatures...,” which was selected by 4% of all students in the sample. Notably, the students who selected this option believe that other impacts of climate change on agriculture that were listed in the answer options are not true. The 4-percentage point difference between first and last semester students is statistically significant. The differences between first and last semester students in the proportion who selected any of the other answer options are not statistically significant.

Role of Climate Change in Infrastructure Planning

The survey asked students whether climate change should be considered a factor in planning municipal infrastructure. Figure 7 shows the results. An impressive 92% of students selected the correct response, due to which this question had the highest proportion of correct responses on the survey. First semester students were 8% less likely to select the correct response relative to last semester students, and this difference is statistically significant.

Only a handful of students selected any of the other responses. The differences in the proportion of first and last semester students who selected other responses are small and not statistically significant. This question did not have a “Don’t know” answer option.

Figure 7. Should Climate Change be Considered a Factor in Planning Municipal Infrastructure?

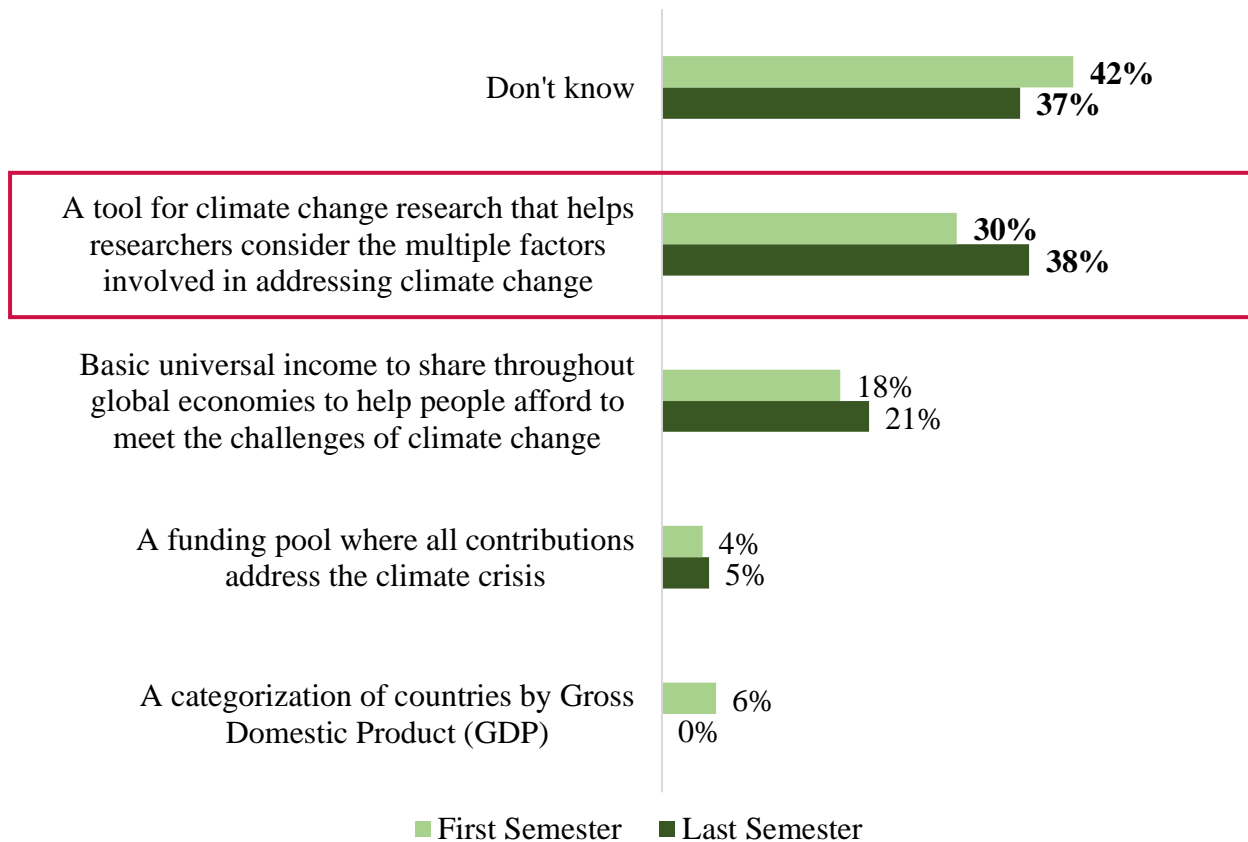


Climate Change and Shared Socioeconomic Pathways (SSPs)

Figure 8 summarizes the responses to the survey question that asked what SSPs are and why they are important in responding to climate change. Unlike most other questions on the survey, the correct answer was not selected by the largest proportion of students. Instead, about 41% of students selected the “Don’t know” answer option, while only about 32% selected the correct answer “A tool for climate change research...” First semester students were statistically significantly more likely to select “Don’t know” and less likely to select the correct answer relative to last semester students. This is a positive result because it indicates that students improve their understanding of SSPs during their college career.

The next most popular response “Basic universal income to share throughout...” was selected by about one-in-five (19%) of all students. The fact that a large proportion of students selected this response rather than “Don’t know” indicates that these students had strong confidence in their response. This implies that these students are less likely to learn the correct role of SSPs in the global response to climate unless the education or information is directly provided to them because, unlike the students who selected “Don’t know,” these students must first unlearn the incorrect definition of SSPs.

Figure 8. What are Shared Socioeconomic Pathways (SSPs) in the Context of Global Response to Climate Change?

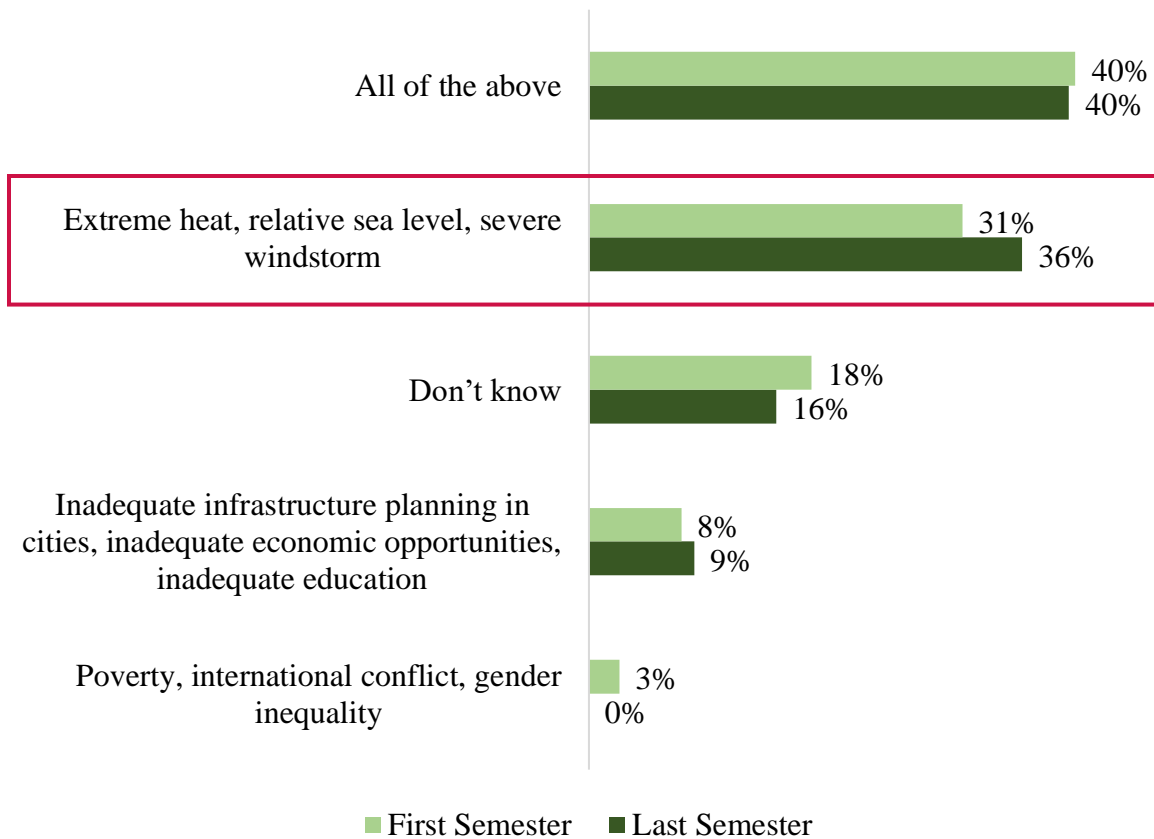


Climate Impact Drivers (CIDs)

The survey asked students to select from a list the examples of CIDs. Figure 9 summarizes the results. Similar to the question regarding SSPs, the incorrect response “All of the above” was selected by the largest proportion of students. Unlike Figure 8, which shows that the largest proportion of students selected “Don’t know,” the largest proportion of students were confident that the response they chose correctly defines CIDs.

The correct response was selected by only about one-third (32%) of all students. The 5-percentage point difference between first and last semester students is not statistically significant, indicating that students do not gain a significantly better understanding of CIDs during their college career. In addition, a non-trivial proportion of students selected the “Don’t know” response (18%) and the response “Inadequate infrastructure planning in cities...” (8%). The differences between first and last semester students in the proportion who selected each incorrect response are small and not statistically significant. Not only do students have a weak understanding of CIDs, but their understanding does also not improve demonstrably between their first and last semesters at UWRf.

Figure 9. Which of the Following are Examples of Climate Impact Drivers (CIDs)?

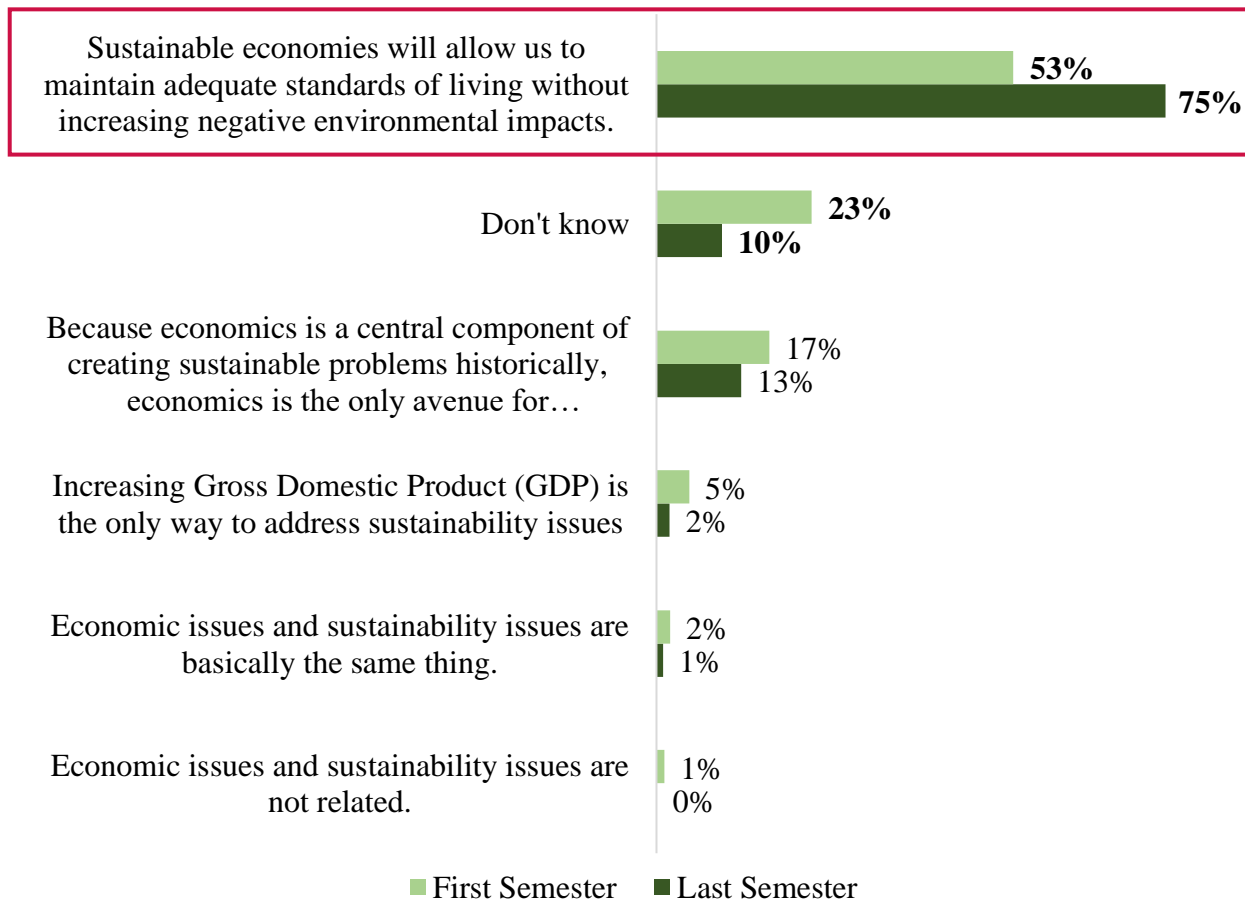


Economics & Sustainability

A survey question aimed to elicit students' understanding of the relationship between economic issues and sustainability. Figure 10 summarizes the results. While the majority of students selected the correct answer "Sustainable economies will allow us to..." there is a large discrepancy between the proportion of first and last semester students who selected this response. The proportion of first semester students (53%) who correctly answered this question was 22-percentage points lower than the last semester students (75%). The 22-percentage point difference between the two groups is statistically significant. This is encouraging as it implies that while students' understanding of the relationship between economic issues and sustainability is initially weak, it improves markedly through their college career.

About half of the first semester students who did not correctly answer this question selected the "Don't know" (23%) option, and first semester students were significantly more likely to select the "Don't know" option relative to last semester students. The 13-percentage point difference between the first and last semester students who selected "Don't know" is statistically significant. Another response that was selected by a tangible proportion of students is "Because economics is a central component..." About 15% of all students selected this response. The 4-percentage point difference between first and last semester students is not statistically significant.

Figure 10. Which of the Following Statements Best Describes the Relationship Between Economic Issues and Sustainability?

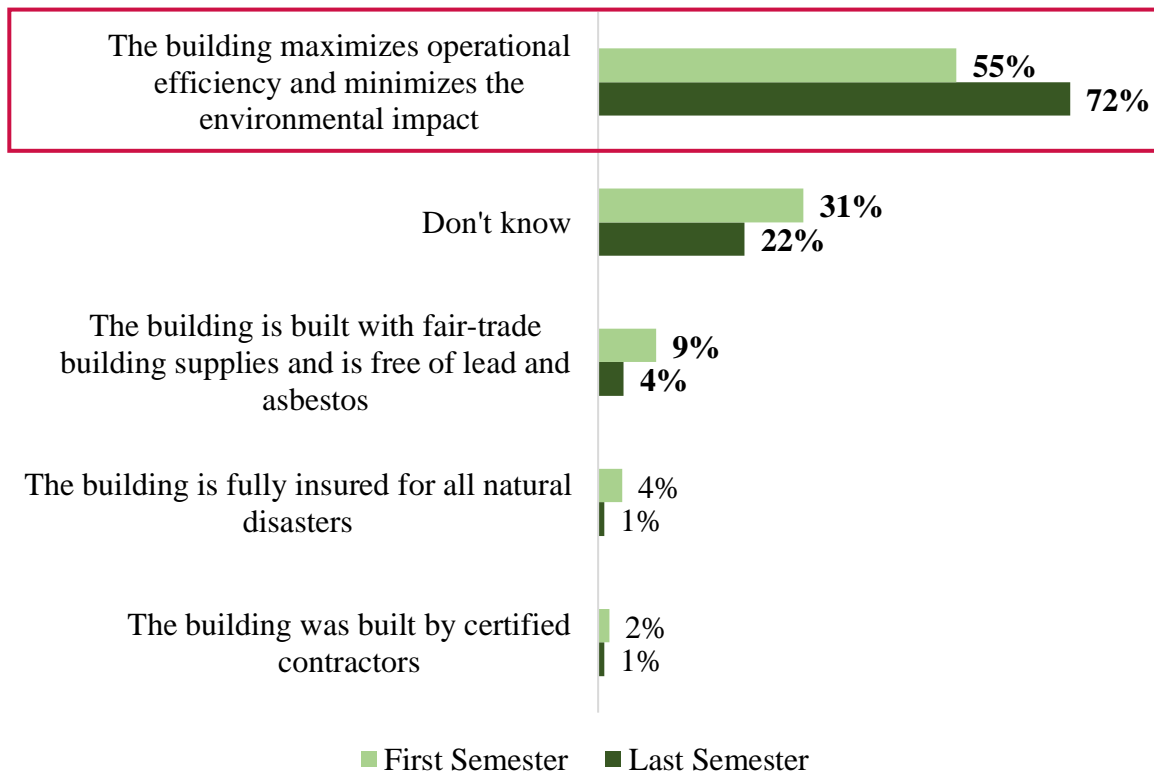


Sustainability of Campus Buildings

The survey asked students a question about the sustainability of campus buildings, particularly what it entails for a building to be LEED certified. Figure 11 shows the results. About 59% of all students answered this question correctly, including just over half (55%) of all first semester students and just under three-quarters (72%) of last semester students. The large difference between first and last semester students indicates that student understanding of LEED certification improves significantly over time. The 17-percentage point difference in the proportion of first and last semester students who answered correctly is statistically significant.

The difference between first and last semester students in the proportion who selected other responses is also quite pronounced. About one-third (31%) of first semester students and about one-in-five (22%) last semester students selected “Don’t know,” a statistically significant difference of 9-percentage points. Similarly, a much higher proportion of first semester students (9%) selected “The building is built with fair-trade building supplies...” than the proportion of last semester students (4%). The 5-percentage point difference is statistically significant. These results corroborate the idea that student understanding of LEED certification improves significantly over time.

Figure 11. What Does LEED Certification Mean?



Perceptions of Sustainability

An open-ended text-entry question on the survey asked students to list three words that come to mind when they think about sustainability. A total of 391 students responded to this question. The SRC analyzed all 391 responses and categorized them based on the frequency of keywords that appeared in the comments. Note that the SRC combined all variations of keywords that had the same sentiment/meaning into one category. For example, the terms “recycle,” “recyclable,” and “recycling” were all combined into the category “recycle”. Similarly, the terms “economic,” “economy,” and “economics” were combined into the category “economic.”

Table 1 summarizes the results of the overall sample, which includes first and last semester students. Tables 1a and 1b show separately the responses of first semester and last semester students, respectively. Figures 12a and 12b summarize the frequency of keywords of first and last semester students using a visualization. Note that keywords that were entered by fewer than 3% of students in the overall sample are not shown in any of the tables or the figures.

Table 1 shows that about one-quarter or more of students in the overall sample entered “recycle” (27%) and “environment” (25%), making these the top two most frequent keywords. The third most popular keyword, by a wide margin, was “reuse” and was entered by 16% of all students.

Keyword	Number	Percentage <i>N=391</i>
<i>recycle</i>	105	27%
<i>environment</i>	96	25%
<i>reuse</i>	61	16%
<i>green</i>	45	12%
<i>clean</i>	36	9%
<i>economic</i>	28	7%
<i>health</i>	28	7%
<i>long lasting</i>	23	6%
<i>efficiency</i>	20	5%
<i>climate</i>	20	5%
<i>energy</i>	18	5%
<i>climate change</i>	17	4%
<i>water</i>	15	4%
<i>social</i>	15	4%
<i>earth</i>	15	4%
<i>renewable</i>	13	3%
<i>nature</i>	13	3%
<i>maintain</i>	11	3%

Tables 1a and 1b show that there is some discrepancy in the frequency of keywords selected by first and last semester students. Just under one-third (30%) of first semester students selected “recycle,” making it the most popular term among students in that cohort. However, only 14% of last semester students entered “recycle,” ranking it third in popularity among students in that cohort. Among other salient differences between the two cohorts, the keyword “reuse” was selected by over twice as many first semester students (18%) as last semester students (7%). In addition, the keyword “green” was selected by only 8% of first semester students while over one-in-five (22%) of the last semester students selected that term.

An important conclusion from Tables 1a and 1b is that the responses of first semester students were somewhat more cohesive relative to last semester students. The top-three keywords of first semester students were selected by 72% of that cohort, while the top-three keywords of last semester students were selected by only 63% of that cohort. This is not surprising as the perceptions of first semester students are likely to be based on a more limited perception of sustainability, while last semester students are likely to have developed a stronger understanding of the diverse aspects of sustainability throughout their college career.

Table 1a. Frequency of Keywords First Semester Students			Table 1b. Frequency of Keywords Last Semester Students		
Keyword	Number	Percentage N=306	Keyword	Number	Percentage N=85
<i>recycle</i>	93	30%	<i>environment</i>	23	27%
<i>environment</i>	73	24%	<i>green</i>	19	22%
<i>reuse</i>	55	18%	<i>recycle</i>	12	14%
<i>green</i>	26	8%	<i>clean</i>	10	12%
<i>clean</i>	26	8%	<i>economic</i>	7	8%
<i>health</i>	25	8%	<i>efficiency</i>	7	8%
<i>economic</i>	21	7%	<i>climate</i>	7	8%
<i>long lasting</i>	17	6%	<i>reuse</i>	6	7%
<i>energy</i>	15	5%	<i>long lasting</i>	6	7%
<i>efficiency</i>	13	4%	<i>climate change</i>	6	7%
<i>climate</i>	13	4%	<i>nature</i>	6	7%
<i>water</i>	13	4%	<i>social</i>	5	6%
<i>earth</i>	12	4%	<i>health</i>	3	4%
<i>climate change</i>	11	4%	<i>energy</i>	3	4%
<i>social</i>	10	3%	<i>earth</i>	3	4%
<i>renewable</i>	10	3%	<i>renewable</i>	3	4%
<i>maintain</i>	10	3%	<i>water</i>	2	2%
<i>nature</i>	7	2%	<i>maintain</i>	1	1%

Figures 12a and 12b present a visualization of the data shown in Tables 1a and 1b. The size of the keyword in the visualization correlates with the frequency of the keyword for each cohort. The group of keywords in red font represent the most popular keywords, followed by those in black and gray fonts.

Figure 12a. Frequency of Keywords
First Semester Students

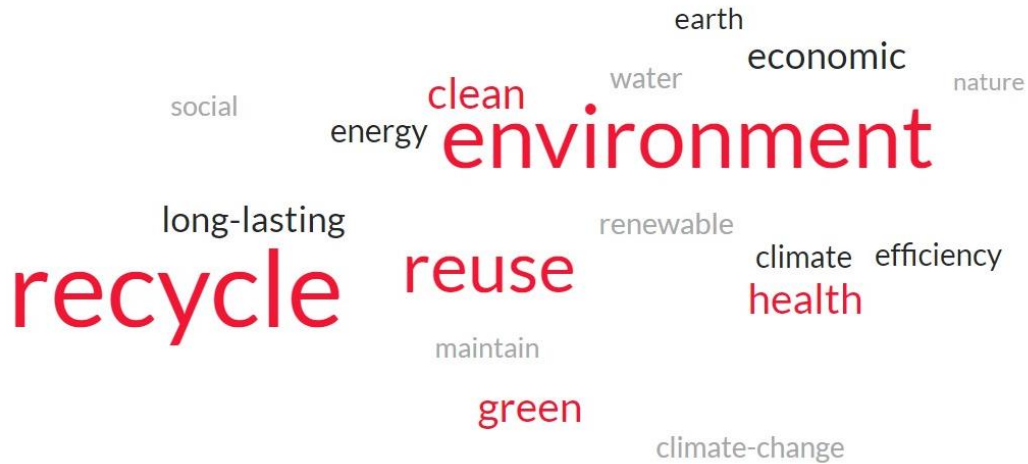


Figure 12b. Frequency of Keywords
Last Semester Students



SURVEY RESULTS BY STUDENT YEAR

Table 2a. Survey Results of First Semester vs. Last Semester Students

	<i>First Semester</i>	<i>Last Semester</i>	<i>Difference</i>
<i>PILLARS OF SUSTAINABILITY</i>			
What are often referred to as the 3 pillars of sustainability?			
Economic, Environmental, Social.	53%	74%	21%
Consume, Compost, Recycle.	25%	13%	-13%
Don't know	13%	10%	-3%
Assess, Strategize, Actualize.	7%	4%	-3%
Animal, Vegetable, Mineral.	1%	0%	-1%
<i>SUSTAINABLE DEVELOPMENT GOALS</i>			
What are the Sustainable Development Goals (SDGs)? Choose best answer.			
Global goals that serve as a call to action to end poverty, protect planet Earth, and ensure peace & justice for people living on this planet.	72%	77%	4%
Don't know	25%	19%	-5%
A portion of the Conservation Title of the Farm Bill	1%	4%	2%
A best management plan (BMP) for individual mining corporations.	1%	0%	-1%
Global goals that focus on developing a sustainable environment on Mars.	0%	0%	0%
Which of the following are Sustainable Development Goals (SDGs)?			
All answer options are correct	77%	84%	7%
Don't know	10%	5%	-5%
Affordable and Clean Energy	7%	6%	-1%
Sustainable Cities and Communities	4%	4%	-1%
Decent Work and Economic Growth	1%	1%	0%
Reduced Inequalities	1%	0%	-1%
Which of the Sustainable Development Goals (SDGs) below <u>does not</u> address social issues?			
Industry, Innovation, and Infrastructure	49%	54%	5%
Don't know	21%	16%	-5%
Zero Hunger	12%	8%	-4%
Peace, Justice, and Strong Institutions	9%	12%	2%
Good Health and Wellbeing	9%	11%	2%

Table 2b. Survey Results of First Semester vs. Last Semester Students

	<i>First Semester</i>	<i>Last Semester</i>	<i>Difference</i>
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Which of the following are all Sustainable Development Goals (SDGs) addressing environmental issues?			
Clean Water & Sanitation, Climate Action, Life on Land	64%	70%	6%
Don't know	19%	17%	-2%
Decent Work & Economic Growth, Zero Hunger, Quality Education	10%	8%	-2%
Responsible Consumption & Production, No Poverty, Life Below Water	5%	3%	-2%
Life on Land, Gender Equality, Life Below Water	3%	2%	-1%

SUSTAINABILITY AND CLIMATE CHANGE

Which of the following statements <u>best</u> describes some potential effects of climate change on agriculture?			
All statements are correct	84%	92%	8%
Don't know	7%	1%	-6%
Ag. systems depend on expected seasonal temps. and may suffer from temp-related stress during periods of excessive heat or cold	5%	1%	-4%
Ag. systems depend on seasonal rainfall and may suffer from water stress during periods of drought caused by climate change	3%	6%	3%
Ag. systems include atmospheric inputs and increases in atmospheric CO2 are associated with reduced nutritional quality of some crops	1%	0%	-1%
None of the statements are correct	1%	0%	-1%

Should climate change be considered a factor in planning municipal infrastructure (cities, buildings, transport)?			
Yes. Municipal infrastructure can be susceptible to damage from extreme heat events and flooding events and so climate change must be taken into account when planning materials, structures, and disaster resiliency.	90%	98%	8%
No. Climate change should not be a factor in municipal infrastructure planning.	5%	2%	-3%
No. Climate change only affects nature, not municipal infrastructure.	2%	0%	-2%
No. Municipal infrastructure is effective as is and does not need to be updated.	2%	0%	-2%

Table 2c. Survey Results of First Semester vs. Last Semester Students

	<i>First Semester</i>	<i>Last Semester</i>	<i>Difference</i>
What are Shared Socioeconomic Pathways (SSPs) in the context of global response to climate change and why are they important?			
Don't know	42%	37%	-5%
A tool for climate change research that helps researchers consider the multiple factors involved in addressing climate change.	30%	38%	7%
Basic universal income to share throughout global economies to help people afford to meet the challenges of climate change.	18%	21%	3%
A funding pool where all contributions address the climate crisis.	4%	5%	1%
A categorization of countries by Gross Domestic Product (GDP). GDP is a measure of total output produced by an economy.	6%	0%	-6%

Which of the following are examples of Climate Impact Drivers (CIDs)? CIDs are broadly defined as "physical climate system conditions" (e.g., means, events, extremes) that affect an element of society or ecosystems.			
All of the above	40%	40%	0%
Extreme heat, relative sea level, severe windstorm	31%	36%	5%
Don't know	18%	16%	-3%
Inadequate infrastructure planning in cities, inadequate economic opportunities, inadequate education	8%	9%	1%
Poverty, international conflict, gender inequality	3%	0%	-3%

ECONOMICS & SUSTAINABILITY

Which of the following statements <u>best</u> describes the relationship between economic issues and sustainability?			
Sustainable economies will allow us to maintain adequate standards of living without increasing negative environmental impacts.	53%	75%	22%
Don't know	23%	10%	-13%
Because economics is a central component of creating sustainable problems historically, economics is the only avenue for addressing sustainability solutions.	17%	13%	-4%
Increasing Gross Domestic Product (GDP) is the only way to address sustainability issues. GDP is a measure of total output produced by an economy.	5%	2%	-3%
Economic issues and sustainability issues are basically the same thing.	2%	1%	-1%
Economic issues and sustainability issues are not related.	1%	0%	-1%

Table 2d. Survey Results of First Semester vs. Last Semester Students

	<i>First Semester</i>	<i>Last Semester</i>	<i>Difference</i>
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SUSTAINABILITY OF CAMPUS BUILDINGS

The Jesse H. Ames Suites residence hall on campus is LEED gold certified. The UC and Falcon Center were built to LEED standards, but are not certified. What does LEED certification mean?

The building maximizes operational efficiency and minimizes the environmental impact.	55%	72%	17%
Don't know	31%	22%	-9%
The building is built with fair-trade building supplies and is free of lead and asbestos.	9%	4%	-5%
The building is fully insured for all natural disasters.	4%	1%	-3%
The building was built by certified contractors.	2%	1%	-1%

OPEN-ENDED COMMENTS

Question: "Please list three words that come to your mind when you hear the word sustainability"

First Semester Students

"generational, environment conscious"

"1. equal 2. a building is together the right way and not tipsy or lopsided 3. upright "

"1. Goals 2. environment 3. social"

"1. Success 2. Future 3. Respect"

"1.) Togetherness 2.) Resilience 3.) Stability "

"Ability to sustain"

"Action, healthy, impactful"

"agriculture, infrastructure, environment"

"alive, consistent, manage"

"alive, well, thriving"

"Balance, Sustain, and Help. "

"balanced, maintain, environment "

"Buildings , meetings and real world "

"Care, support, hard-working"

"Careful, nice, kept up"

"clean toxic not-enforced "

"Clean air, green space, energy "

"Clean energy, recycle "

"Clean energy, reducing waste/recycling, and healthy living. "

"Clean water Solar Wind"

"Clean Lasting Efficient"

"Clean, environmentally friendly"

"Clean, helpful, important "

"clean, life, green"

"clean, progress, and longevity"

"Clean, resourceful, environment "

"Clean, safe, environment "

"clean, save, idk"

"Clean, water, and farm"

"Climate change, energy crisis, and difficult "

"climate change, green, recycle"

"Climate change, Poverty, Carbon dioxide"

"climate change, sustainable, climate "

"Climate Economy Well-being"

"Climate, consumption, earth"

"Climate, recycle, consumers"

"Climate, Recycle, Reuse"

"climate, recycling, resources "

"communicate, learn, limited "

"Compatible, long-lasting, efficient"

"Compost, zero waste, and plants "

"composting, using less energy, using less water"

"consent, renewable, strong "

"Conservation, reuse, organic"

"consistence, solidity and reliable"

"Consistency, work i dont know"

"Consistent Repeating Good for environment"

"Consistent, planned, effective "

"Consistent, stable, and life"

"Consume, recycle and reuse "

"Consumption, Emissions, Greed"

"Continue, environmental, maintain"

"Continuous, green, maintain"

"Controlled, available, sustain "

"Doing things in a way that will continue to allow life on earth to thrive with nature"

"Don't know what it means"

"Earth, Clean, living"

"Earth, Energy, Green"

"Earth, Living, Clean"

"Earth, Recycle, Land"

"Eco friendly, greenwashed products, washer sheets instead of detergent "

"Eco-Friendly, Biodegradable, compostable, recycled, natural"

"Ecofriendly, efficient, accountability"

"Eco-friendly, efficient, environmental "

"Ecology, wellbeing, renewable"

"Economic, recycling, global warming "

"Economics, environment, and water"

"Economics, Environment, Technology,"

"Economics, health and population"

"Economy, Climate, society"

"Economy, Land, water"

"Efficiency, ability, and utilization"

"efficiency, safe, well-being "

"Endurance, faith, hard."

"energy, ecology, environmental"

"Energy, Economic, Power "

"environment, climate change, plastic"

"environment"

"environment, impact, composting"

"Environment Better Struggle"
"Environment Recycle Efficient"
"Environment Green Protect"
"environment, acceptable living, recycle"
"environment, clean energy, water conservation "
"Environment, Climate Change, and New way of life"
"Environment, climate, health"
"Environment, Climate, long-term"
"environment, climate, nature"
"Environment, climate, saving"
"Environment, Climate, Society"
"environment, conservation, future"
"environment, earth, impact"
"environment, economic, and conservation"
"Environment, economic, social"
"Environment, Economy, Solar"
"Environment, Efficiency, Renewable"
"Environment, effort, resources "
"environment, global, practices"
"environment, good, and living things"
"Environment, Good, Future"
"Environment, green, recycle"
"Environment, health, earth, wellness"
"environment, healthy, future"
"Environment, impact, and clean. "
"Environment, people, better"
"Environment, preserve, nature "

"environment, recycle, solar panels "

"Environment, Recycle, Trees"

"Environment, recycling, management"

"Environment, Renewable, Preservation"

"Environment, social, and science"

"Environment, Society, Economy"

"Environment, thinking, nature, good, impact"

"environment, usage, plastic"

"Environment, water, helping "

"environment, water, recycle"

"Environment, welfare, safety"

"Environment, recycle, agriculture "

"Environmentally Friendly, Green"

"Environmental, economic, and social"

"Environmentally Friendly, Successful, resilient "

"Equality, equity, longevity"

"Equity, Intrinsic, and Infrastructure "

"Farming, better the world "

"Food water and shelter"

"Food, economic, social."

"Food, nature, agriculture "

"food, shelter, life "

"Freeing, green thumb, and practical "

"Friendship, family, hockey"

"Future Reusable Quality"

"Future, Long-lasting, and Green."

"Future, recycle, reuse "

"Future, Safe, Healthy "

"Going green Protecting the world buying products that leave no waste"

"Good and long lasting "

"Good, keeping up, health "

"Green Plant Water"

"green plants environment"

"green, clean, recycle"

"Green, earth, recycling"

"Green, Healthy, recycle"

"Green, recycle, reuse"

"growth, equality, resourcefulness "

"hard work, dedication, being on time"

"Health, environment, and good wellbeing "

"Health, preservation, ecosystem"

"Health. environment. clean. "

"healthy, clean, organized "

"Healthy, constant and ability "

"Healthy, reusable, consistent "

"Healthy, thought out, long-term"

"Helping ,food, shelter "

"Home Food Income"

"human, and economic health "

"human, health vitality"

"human, health, economics "

"I don't know "

"i don't KNOW"

"improvement, worth-while, clean"

"Independence, grown up, recycling "

"innovative, maintainable, viable "

"keep things stable"

"lasting, plants, surveys"

"Lasting, useful, functional "

"lean, responsibility, balanced "

"-life -equity -happiness "

"Life, Protection, Continuous "

"Light bulbs, recycling, plastic straws"

"livable hold pace"

"long lasting, renewable, efficient "

"Longevity Prosperity Community"

"Longevity, Continuance, Peace"

"Longevity, environment, action"

"Long-lasting, safe, clean"

"long-term, feasible, green"

"Low impact Reusing Saving resources "

"maintain health environment "

"maintain, balance, eco-friendly"

"Maintain, climate, and the ability to. "

"Maintain, quality, continuous "

"Maintenance, health, adequacy "

"Money, food, and we'll being"

"N/A"

"Nature Climate Going green"

"Net-zero, Recycle, Clean"

"None"

"organic, ethical, moral"

"Organic, greenhouses, solar power"

"People, economy, and society "
"people, planet, profit "
"personal change, recycling, weather"
"Plants, reusing, good"
"positive, mindful, reuse"
"preservation, recycle, reduce. "
"Preserve, good foundation, earth "
"Progression Prosperity Safety"
"Protect Reuse Consume"
"Protect, conserve and preserve "
"Protect, lasting, and preserving"
"Recycle Reuse Repurpose "
"Recycle Climate Agriculture "
"Recycle, carbon footprint, waste"
"Recycle, Compost, Energy"
"Recycle, compost, green"
"Recycle, earth, Reuse"
"Recycle, Economical, Green"
"Recycle, efficient, clean"
"Recycle, impact, renewable"
"recycle, nature, and helpful"
"Recycle, plants and farming "
"Recycle, reduce, reuse"
"Recycle, Reduce, Reuse "
"Recycle, Reuse, and Harmony "
"Recycle, Reuse, Save"
"Recycle, solar power, and water"
"recycle, think, reuse"
"recycling plants pollinators"

"Recycling, climate change, clean living"
"Recycling, carbon footprint, pollution"
"Recycling, cleaning, and green"
"Recycling, environment, earth "
"recycling, plant-based, reducing waste"
"recycling, pollution, greenhouse gases "
"Recycling, renewable energy"
"Recycling, water, impact"
"Recycling, zero emission and Green"
"recycle green energy helping "
"Reduce Reuse Recycle"
"Reduce reuse recycle"
"Reduce reuse recycle"
"reduce reuse recycle"
"reduce reuse recycle"
"reduce reuse recycle"
"Reduce Reuse Recycle"
"reduce reuse recycle"
"Reduce Reuse Recycle "
"Reduce, environment, healthy"
"Reduce, Reuse and Recycle "
"reduce, reuse, and recycle "
"reduce, reuse, recycle"
"Reduce, Reuse, Recycle"
"Reduce, reuse, recycle"
"reduce, reuse, recycle"
"Reduce, Reuse, Recycle"
"reduce, reuse, recycle"
"Reduce, reuse, recycle"

"Reduce, Reuse, Recycle "

"reduce, reuse, recycle "

"Reduce, reuse, recycle "

"Reduce, reuse, recycle "

"Reduce, reuse, recycle. "

"Reduce, Reuse, Recycle."

"Reliable, recyclable, and beneficial "

"Renew, Reuse and Recycle "

"Renewability, long-lasting, low carbon footprint"

"Renewable energy, health, recycle"

"Renewable, Whiteboard, Trees"

"Resources Environment Climate Change"

"Resources, Earth, people"

"Reusable Longevity Planet"

"Reusable, non-invasive, and regenerative."

"Reusable, recyclable, environment"

"Reuse recycle and reduce "

"Reuse recycling control"

"Reuse, careful, recycle "

"Reuse, eco friendly, saving energy "

"Reuse, Longevity, efficient"

"Reuse, recycle, save energy and water and be kind to the earth"

"reuse, reduce, recycle. "

"reuse, replant, recycle"

"Reuse, Rethink, and Reconsider "

"reuse, sustain, and future "

"Saving the planet "

"Security, safety, comfort "

"Self-sufficiency, environmental, health "

"Smart, Recycle, and problem-solve"
"social, energy, pollution "
"Social, environmental, economic"
"Social, environmental, economical"
"stabilize our environment "
"Stable and able"
"Stable, maintained, equal "
"Strength, hope, efficiency "
"Strength, togetherness, support"
"Strong, dependable, and flexible. "
"Strong, giving, and balance"
"Strong, Unbreakable, Lasting"
"structure, healthy, secure "
"support health human"
"sustain, always there, unbreakable"
"Sustainability Environment Climate change "
"sustainability, sustaining, renewability"
"Sustainable growth development "
"Sustainable, finances, needs"
"Tesla, crappy toilet paper, no AC"
"Thrift, re-use, recycle "
"Time, survive, keep"
"Useful, good, long lasting "
"Validity, reliability, clean"
"Vegans, hippies, green"
"Well balanced solution in terms of Environmental, Social, and Governance,"
"well being, economic, stable "
"Work, function, power"
"zero waste energy efficient green"

Last Semester Students

"3 pillars of sustainability"

"agriculture energy restoration "

"Biodiversity, Carbon Footprint, and Recycle."

"Care for planet"

"Clean, climate, waste"

"clean, good, efficiency"

"Clean, green, reusable"

"Clean, Renewable, Efficient"

"Clean, renewable, fair"

"Clean, reusable, environmentally friendly,"

"Clean, reuse, self-efficient"

"Climate change Global warming nature"

"Climate change Pollution Environmental Racism"

"Climate, Earth, clean "

"Community, collaboration, action"

"Conservation, Life-long, Improvement"

"Conserving natural resources"

"Ecofriendly sustainable habitable "

"Eco-friendly, climate, zero-waste"

"Eco-friendly, resilience, green"

"Economic, Environmental, future "

"Economic, environmental, social"

"Economic, social, environmental "

"Economy, Environment, Climate Change"

"Efficiency, awareness, and long-term"

"Efficiency, community, protecting"

"Energy-efficient, environment, eco-friendly"

"Environment Maintenance Recycling"

"Environment, practice, green"

"environment, economy, social"

"Environment, Impact, Change"

"Environment, recycling, agroecosystem"

"Environment, recycling, health "

"Environmental, climate change, corporations"

"Environmental, social, earth"

"Environmentalism, Effectiveness, Mindfulness"

"Equality, Environment, Climate "

"Farming, people, green"

"Global, climate change, recycle"

"gold standard, good, clean, healthy, expensive, unattainable "

"Green, clean, climate friendly "

"Green, climate, preservation "

"Green, environment, products"

"green, healthy, fair"

"Green, local, environment "

"Green, low carbon, recycle "

"Green, nature, and life."

"Green, nature, recycling"

"Green, Net Zero CO2, Healthy"

"Green, plants, LED"

"Hope, opportunity, green"

"Important, misunderstood, challenging "

"Infrastructure, planning, wellbeing"

"Jobs, food, recycling "

"Keep The same Money"

"land, sustenance, energy"

"less, save, green"

"-life -opportunity -nature "

"Live long - Prosper"

"Longevity, environmental impact, economics"

"Longevity, green, efficiency "

"Long-Lasting, Management, Resources"

"Long lasting, zero waste, climate change"

"Long-term, environmental, stable"

"Maintenance, management and stability."

"Maximize life's resources "

"Nature Green Building"

"Nature, Justice, Growth"

"Not this school"

"Preserve, Protect, Level"

"Recycle Constant Effort"

"Recycle, compost, green "

"Recycle, environment, reuseable"

"Recycling, Environment, Growth"

"Reducing Carbon Emissions!"

"Resources, present, future"

"Reusable, effective, innovative"

"Reusable, safe, reliable "

"Sharing, reusable, and renewable."

"Social, economic, environmental"

"Solar power, oceans, cities"

"Trees, Water, Climate"

"Use less, essentials, reuse "

"Water, Earth, pollution"

"Wellness, community, equity "