

Research Report

Campus Sustainability Literacy Survey

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1. Description of Research Topic

The researchers are collaborating with the Office of Campus Sustainability at the University of Ottawa through a Community Service Life placement to administer a Campus Sustainable Literacy Survey in English. The purpose of the survey is to determine the level of understanding University of Ottawa students possess pertaining to campus sustainability initiatives. With this survey, the Office of Campus Sustainability aims to gain a wider understanding how students can be more sustainably literate. The sustainability survey will be handed out in English to a random group of University of Ottawa students. The findings will reveal how to establish more effective methods of either further increasing the literacy, or maintain the current level of understanding students have.

1.1 Research Question

Within the study, the researchers will answer two primary research questions:

- i. What is the level of student literacy concerning campus sustainability at the University of Ottawa?
- ii. How are the literacy levels correlated to the amount of public information released by the University of Ottawa Office of Campus Sustainability?

1.2 Research Hypothesis

We hypothesize the overall student sustainability literacy level concerning campus sustainability is low at the University of Ottawa. We believe this is correlated with the amount of public information released by the Office of Campus Sustainability at the University of Ottawa.

1.3 Review of Studies on Topic¹

Literary research on the topic of sustainability on campus reveals that this is a worldwide trend. In *Definitions and Frameworks for Environmental Sustainability in Higher Education* (Wright, 2002), the author explains that universities and colleges around the world have signed sustainability accords such as the Stockholm, Tbilisi, Talloires, Halifax, Kyoto and Swansea declarations. Signing these accords is said to spread the idea of impactful participation in sustainability. Other higher education establishments have implemented environmental policies strictly tailored to their own sustainability improvements. The author of this article concludes that this approach is not conducive to making significant changes and suggests specific physical operations, sustainable academic research, campus-wide environmental literacy and development of interdisciplinary education and partnerships with governmental and non-governmental organizations to truly make changes on campus (Wright, 2002). Here in Canada, there is some concern over the lack of reporting on sustainability by universities.

In turn, this can impact the level of improvements as well. In *The State of Sustainability Reporting at Canadian Universities* (Fonseca et al., 2011), the University of Ottawa is not listed at a top level in terms of reporting to the public. However “Canada’s University” is among those with previous reporting experience. The issues is in the delay and discontinuation of reporting – which remain undisclosed – as it may aid in understanding what type of information is

¹ Full citations available in section 5 of report titled “References”

provided to students and how institutions may better achieve literacy (Fonseca et al., 2011).

Research professors, Robert Marans and Jack Edelstein conducted a case study on the energy conservation program at the University of Michigan and discussed their findings in *The Human Dimension of Energy Conservation and Sustainability* (Marans et al., 2010).

By studying behaviours, attitudes and literacy among students and faculty, the research concluded that university staff were most concerned about conserving energy, while students were least concerned. The study also revealed that a significant amount of the respondents were unaware of previous efforts by the university to maintain sustainability. Those who were aware believed efforts were inadequate (Marans et al., 2010).

In *Sustainable Development Education and Literacy* (Dale et al., 2005), the authors explain that when higher education institutions design and teach sustainable development related programs an interdisciplinary approach should be incorporated, allowing for problem-based applied learning. This approach may provide solutions to create environmental awareness while educating participants. These researchers also offer the counter-argument that a curriculum for sustainable development is ineffective, ambiguous and incapable of imposing sanctions on industry and government (Dale et al., 2005).

Further issues that arise with an increasing amount of development policies to implement sustainability at university campuses, is upon graduating, students are still leaving without the necessary knowledge to ensure a path to a sustainable

future. In *Integrating Sustainability in the Learning Community* (Cortese, 2005), the author argues that the issue lies in the specialized programs of study that do not include sustainability as a default, and promote individual learning by competition rather than cooperation (Cortese, 2005).

Although it may be a challenge to attain the correct formula, the author of *Developing Sustainable-literate Citizens Through Outdoor Learning* (Lug, 2007), says sustainability meets the needs of the present without compromising the ability of future generations to meet their own needs. Higher education institutions are reluctant to adopt more sustainable practices for a number of reasons – the key reason being that the process is incredibly reflective and takes many years as well as large sums of money to fully achieve. There is limited evidence of coherent engagement of higher education institutions for sustainable development.

Outdoor learning may have something to offer since it lends itself to holistic and experiential learning and enables integration of knowledge and skills from a range of disciplines. Research suggests that education can be significant in creating a ripple effect in the promotion of environmental sensitivity (Lugg, 2007).

Overall, the research is best summed up by Cortese in *The Critical Role of Higher Education in Creating a Sustainable Future* (Cortese, 2003): higher education can serve as a model of sustainability by fully integrating all aspect of campus life.

Generally, education for a just and sustainable world is not a high priority due to several structural aspects of the current system. Cortese claims higher education institutions must change their current systems by taking a leadership role in preparing students and providing the information and knowledge to achieve a just

and sustainable society. This would be accomplished through several steps including implementing principles of sustainability to education and emphasizing active, experiential based learning and real-world problem solving on the campus and in the community at large. This direction and recommendation would be beneficial to environmental and literacy practice on campus (Cortese 2003).

2. Description of Research Method

The researchers created a self-administered survey that was written and administered in English and handed to random University of Ottawa students. The survey was composed of three demographic questions as well as seven separate sections concerning sustainability that were grouped together based on the questions' relevance. In total, the survey was composed of 44 questions. The demographic questions including biological sex and on-/off-campus living were nominal level and year of study was ordinal level. The remaining questions were interval level, with 5-point Likert scale answer options (e.g. level of agreement ranging from strongly disagree to strongly agree). The survey is classified as cross-sectional, with a purposive sample so as to ensure the data retrieved will establish representative results of the student body's overall sustainability literacy level.

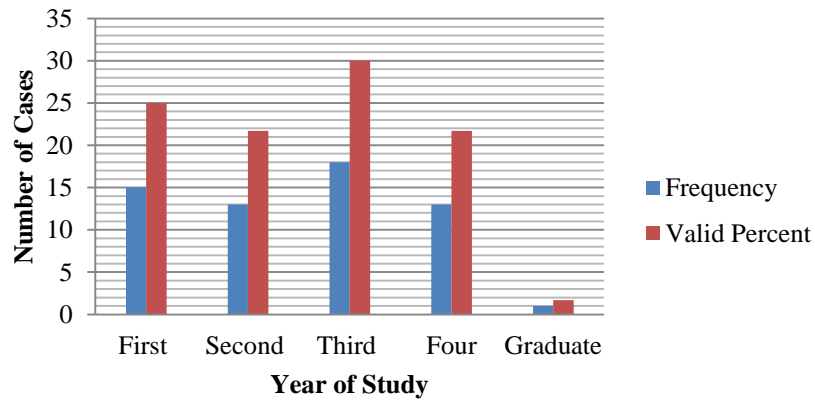
2.1 Demographic Analysis

We analyzed 60 University of Ottawa students. The respondents included both undergraduate students and graduate students. Though the surveys were given to a random and wide range of students, a larger respondent base could have yielded more representative results of the university's nearly 40,000 students. Moreover, a larger number of students who live on-campus could have been surveyed, as

well as more graduate students. A survey with more respondents would be beneficial in the future, however from the data collected with the survey at hand, the researchers can infer important results pertinent to the general sustainability literacy level of University of Ottawa students.

Biological Sex	Frequency	Valid Percent
Male	31	51.7
Female	29	48.3
Total	60	100.0

Residential Location	Frequency	Valid Percent
On Campus	17	28.3
Off Campus	43	71.7
Total	60	100.0



2.2 Quantitative Analysis Used

To establish reliable findings from the surveys administered, the researchers performed frequency distribution analyses and statistical methods of hypothesis were via SPSS Statistics. The researchers executed Chi-Square testing, correlation testing, regression analysis, and Independent Samples T-Test. The results of the noted tests are represented in section 3 of the report. Also included are frequency distribution tables concerning demographics (as noted in section

2.1), overall scores of each survey category, and general statistics pertinent to CSL requests for specific result findings.

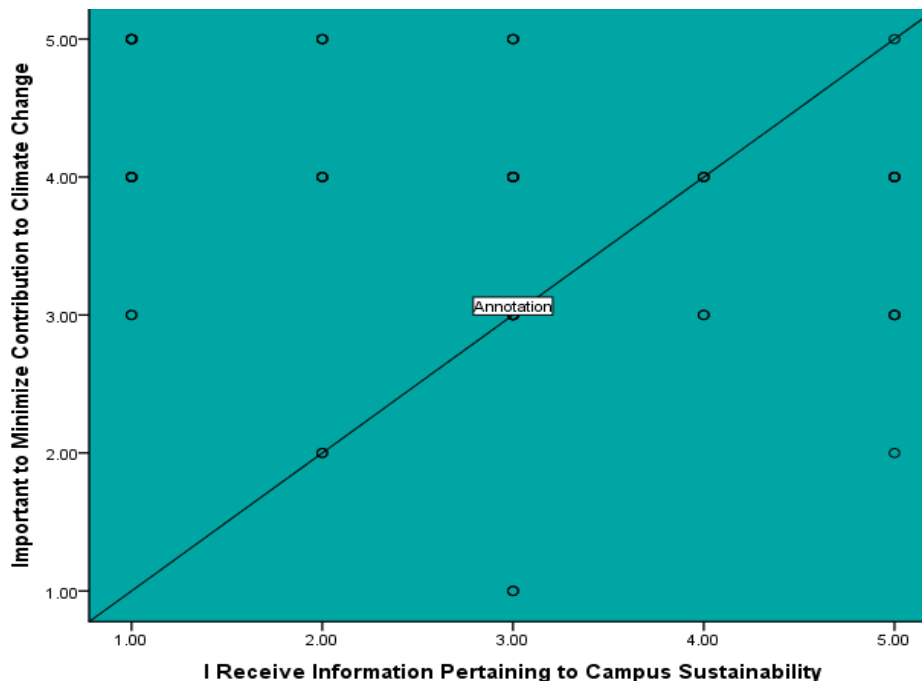
3. Quantitative Analysis Results

3.1 Chi Square

	Value	df	Significance
Pearson Chi-square	27.305	16	.038
Likelihood Ratio	16.376	16	.427
Linear by linear association	.155	1	.694
N of valid cases	60		

This Chi Square examines the questions “I have an excellent understanding of environmental issues” and “There is not an adequate amount of sustainability resources on campus”. The significance level for this test is .038, which means there is less than .05 probability that the tested relationship occurred by chance. From these results we can accept our research hypothesis and reject the null hypothesis.

3.2 Correlation



This correlation chart represents the relationship between receiving information from the Office of Campus Sustainability at the University of Ottawa and students' consideration of climate change. There is significant positive correlation in receiving information pertaining to campus sustainability and the importance to minimize contributions to climate change. We can therefore, forecast an increase in sustainable behaviour if information continues to be disseminated to students. However the correlation between the two variables in no way determines causation.

3.3 Regression

Based on the level of importance students place on minimizing energy usage, as well as the campus' encouragement to use sustainable transportation, the regression analysis determines a higher likelihood of positive behaviour toward environmental issues. Although this is a small-scale survey, as mentioned above, the regression test suggests heightened encouragement in sustainable transportation and minimal energy usage will lead to higher practice of sustainable behaviour among University of Ottawa students. This may suggest the University of Ottawa to lead by example as well as information. The regression chart is included in the appendixes section I(c).

3.4 T-Test

The researchers chose not to include the T-Test findings in the report, as they are not relevant to the research hypothesis. However, the chart is included in the appendixes section I(d) as it may be relevant to further studies. The tests examine the relationship between males and females pertaining to attitudes concerning sustainability.

Frequency distributions for each category in the survey:

The following table represents the mean, median and mode scores of the entire respondent population broken into the separate categories of the survey, in comparison to the perfect score possible to achieve in each.

Categories	Mean	Median	Mode	Perfect Score for each category
Understanding of Current Environmental Issues	32.2	32	34	50
Interest in Learning More About Sustainability	11.5	12	12	20
Factors at the University of Ottawa that Influence Environmental Practices and Knowledge	39.1	39	38	55
Understanding Campus Sustainability at the University of Ottawa	11.6	12	12	15
Understanding of Community and Cultural Sustainability at the University of Ottawa	9.6	9.5	9	15
Understanding of Curriculum Sustainability at the University of Ottawa	8.8	9	9	15
Medians Through Which Students Receive Sustainability Information Pertinent to the University of Ottawa	17.2	17	11	35

As demonstrated by the chart above, the survey is divided into 8 categories, 7 of which pertain to sustainable literacy. The researchers totaled the points in each category dependent on the number of questions in each and the score respondents could achieve. The “perfect score” column represents the highest level of literacy the respondent could achieve in each category. The other categories represent the

mean, median and mode of all the respondents' scores. The mean, median and mode in comparison with the perfect score demonstrate within which categories the general respondent population has less or more understanding. The closer the respondents' score is to the "perfect score" represents a higher level of understanding as "perfect" represents a full knowledge of each question within the section. A lower score in comparison to the "perfect" score represents a respondents' lack of knowledge in the category. As revealed by the "mean" column in each category in the chart above, the overall scores are low in comparison to the "perfect score", demonstrating the general student population has a low understanding of sustainability literacy. In turn, the researchers' hypothesis is further proven.

4. Conclusion

In conclusion, the researchers' hypotheses were confirmed. The first research question examined the level of student literacy pertaining to campus sustainability at the University of Ottawa, which ultimately proved to be low. Despite the low sustainability literacy level, 44.3% of students agreed they have a good understanding of general environmental issues and 51.7% of students surveyed are willing to learn more about environmental issues and sustainability. Overall, students primarily lack sustainability information pertaining to campus rather than general environmental issues. The second research question examined the literacy levels correlating with the information released by the Office of Campus Sustainability. 33.3% of students were unsure if they received information. When asked if the University of Ottawa has offered sufficient information on sustainable efforts 28.2% were unsure and 33.9% disagreed. In another question,

29.7% of students claimed that the University of Ottawa does not make students aware of their sustainable initiatives. Overall, researchers concluded that students' literacy level concerning campus sustainability is low and correlated with the lack of informational material put forth by the University of Ottawa to make students better aware of the sustainable efforts on campus.

5. References

Cortese, Anthony D. "The Critical Role of Higher Education in Creating a Sustainable Future." *Planning for Higher Education* (2003). Association for the Advancement of Sustainability in Higher Education. Web. 1 Mar. 2012.

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Marans, Robert W., and Jack Y. Edelstein. "The Human Dimension of Energy Conservation and Sustainability: A Case Study of the University of Michigan's Energy Conservation Program." *International Journal of Sustainability in Higher Education* 11.1 (2010): 6-18. Emerald Group Publishing Limited. Web. 1 Mar. 2012.

Wright, Tarah S.A. "Definitions and Frameworks for Environmental Sustainability in Higher Education." *International Journal of Sustainability in Higher Education* 3.3 (2002): 203-20. Web. 1 Mar. 2012.

6. Other Materials Specific to CSL: Recommendations

As demonstrated by the research findings, the students of the University of Ottawa are seemingly aware of current environmental issues. Overall, the students did want to help the environment in some way and had interest in being more sustainably literate.

However, despite a general understanding of the issues, University of Ottawa students are not aware enough of the ways in which the school community works towards sustainability. The Office of Campus Sustainability must consider new ways to reach students as most claimed they were unsure of University sustainability practices and events. Moreover, the survey revealed that the general student population does not receive information concerning sustainability initiatives from any median. When asked if there was a sufficient amount of sustainable resources on campus the majority of students said they did not know or disagreed. Combined, "unsure" and "disagree" responses for this particular question represented over 80% of respondents. Despite the University of Ottawa clearly maintaining an impressively sustainable campus, lack of advertising, student awareness, and campaigning of the issues to the student body resulted in a low overall literacy level. Through better advertising and more readily available resources,

the students will be better equipped to understand and participate in sustainable activities and initiatives. The survey results currently conclude that 50% of students were unsure and unaware as to whether University of Ottawa participates in any environmental initiatives on campus. Moreover, 40% of respondents claimed the Office of Campus Sustainability does not offer a sufficient amount of information concerning sustainability events². Consequently, the researchers' principle recommendation would be the implementation of a higher degree of advertising and more explicit public awareness campaigning directed toward the entire student population.

Two forms of advertising and marketing the researchers recommend are social networking and direct e-mails. Each graduating class has a separate Facebook group. Advertising directly to these groups, either through informational or even comedic routes would allow for better communication amongst undergraduate students. Once an issue becomes mainstream on social media networks, students will begin to spread the ideas to friends and fellow colleagues as a result. Simply posting and re-posting link to the Office of Campus Sustainability website or blog would be helpful. Another way to disseminate knowledge throughout the entire student population would be direct e-mail to each uOttawa account. Every student is designated a uOttawa account, therefore it would be the most direct and implicit way to advertise events, share news concerning sustainability, and promote the achievements the University of Ottawa has realized. For instance, monthly newsletters containing new initiatives, past initiatives, and environmentally concerned events would just be a few examples of many avenues in which the Office of Campus Sustainability could spread its information.

² Statistics available in pie charts above

The researchers propose that if this survey was administered again that there should be more specific questions asked. For example, for some questions a Likert scale is not necessary, a simple “yes/ no” option would be suitable. Furthermore, it will be important to ask a variety of questions that focus on nominal, ordinal and interval-ratio variables. Also, in order to obtain higher accuracy in these findings, a larger number of students should be surveyed as the current results are pulled from a small portion of the university student population. The office should also consider becoming directly involved with each student association, which would increase opportunities to market and inform via student-based events. By partnering with specific student unions, the Office of Campus Sustainability will have the opportunity to share its pride in campus sustainability within more student-friendly medians while still demonstrating the essential 4 “C”s of sustainability; campus, curriculum, community, and culture. By directly targeting student communities, the respondents may gain a greater understanding of the University of Ottawa’s sustainability goals and undertakings. The student associations are as follows:

- Communication Students Association
- Science Students Association
- Students Association of the Faculty of Arts
- Graduate and Postdoctoral Students Association
- Engineering Students Association,
- Telfer School of Management
- School of Political Studies (PIDSSA)
- Criminology Students Association
- Faculty of Education Students Association
- Medicine Graduate Students Association
- Common Law Students Society

APPENDIXES

I. SPSS Output Charts

a. Chi Square

Crosstabs

Notes

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	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
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	Dimensions Requested	2
	Cells Available	174762

[DataSet1] C:\Users\student\Desktop\Sustainability SPSS CODING 3.0.sav

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Excellent Understanding of Environmental Issues * There is an Adequate Amount of Sustainability Resources on Campus	60	100.0%	0	.0%	60	100.0%

Excellent Understanding of Environmental Issues * There is an Adequate Amount of Sustainability Resources on Campus Cross-tabulation

			There is an Adequate Amount of Sustainability Resources on Campus	
			Strongly Disagree	Disagree
Excellent Understanding of Environmental Issues	Strongly Disagree	Count	0	1
		% within Excellent Understanding of Environmental Issues	.0%	33.3%
		% within There is an Adequate Amount of Sustainability Resources on Campus	.0%	4.5%
		% of Total	.0%	1.7%
Disagree		Count	1	5
		% within Excellent Understanding of Environmental Issues	8.3%	41.7%
		% within There is an Adequate Amount of Sustainability Resources on Campus	33.3%	22.7%
		% of Total	1.7%	8.3%
Unsure		Count	1	2
		% within Excellent Understanding of Environmental Issues	10.0%	20.0%
		% within There is an Adequate Amount of Sustainability Resources on Campus	33.3%	9.1%
		% of Total	1.7%	3.3%
Agree		Count	1	10
		% within Excellent Understanding of Environmental Issues	3.7%	37.0%

	% within There is an Adequate Amount of Sustainability Resources on Campus	33.3%	45.5%
	% of Total	1.7%	16.7%
Strongly Agree	Count	0	4
	% within Excellent Understanding of Environmental Issues	.0%	50.0%
	% within There is an Adequate Amount of Sustainability Resources on Campus	.0%	18.2%
	% of Total	.0%	6.7%

Excellent Understanding of Environmental Issues * There is an Adequate Amount of Sustainability Resources on Campus Crosstabulation

			There is an Adequate Amount of Sustainability Resources on Campus	
			Unsure	Agree
Excellent Understanding of Environmental Issues	Strongly Disagree	Count	1	0
		% within Excellent Understanding of Environmental Issues	33.3%	.0%
		% within There is an Adequate Amount of Sustainability Resources on Campus	3.6%	.0%
		% of Total	1.7%	.0%
	Disagree	Count	5	1
		% within Excellent Understanding of Environmental Issues	41.7%	8.3%
		% within There is an Adequate Amount of Sustainability Resources on Campus	17.9%	16.7%
		% of Total	8.3%	1.7%
	Unsure	Count	7	0
		% within Excellent Understanding of Environmental Issues	70.0%	.0%
		% within There is an Adequate Amount of Sustainability Resources on Campus	25.0%	.0%
		% of Total	11.7%	.0%
Agree	Count	11	5	
	% within Excellent Understanding of Environmental Issues	40.7%	18.5%	

	% within There is an Adequate Amount of Sustainability Resources on Campus	39.3%	83.3%
	% of Total	18.3%	8.3%
Strongly Agree	Count	4	0
	% within Excellent Understanding of Environmental Issues	50.0%	.0%
	% within There is an Adequate Amount of Sustainability Resources on Campus	14.3%	.0%
	% of Total	6.7%	.0%

Excellent Understanding of Environmental Issues * There is an Adequate Amount of Sustainability Resources on Campus Crosstabulation

			There is an Adequate Amount of Sustainability Resources on Campus	
			Strongly Agree	Total
Excellent Understanding of Environmental Issues	Strongly Disagree	Count	1	3
		% within Excellent Understanding of Environmental Issues	33.3%	100.0%
		% within There is an Adequate Amount of Sustainability Resources on Campus	100.0%	5.0%
		% of Total	1.7%	5.0%
	Disagree	Count	0	12
		% within Excellent Understanding of Environmental Issues	.0%	100.0%
		% within There is an Adequate Amount of Sustainability Resources on Campus	.0%	20.0%
		% of Total	.0%	20.0%
	Unsure	Count	0	10
		% within Excellent Understanding of Environmental Issues	.0%	100.0%
		% within There is an Adequate Amount of Sustainability Resources on Campus	.0%	16.7%
		% of Total	.0%	16.7%
Agree	Count	0	27	

	% within Excellent Understanding of Environmental Issues	.0%	100.0%
	% within There is an Adequate Amount of Sustainability Resources on Campus	.0%	45.0%
	% of Total	.0%	45.0%
Strongly Agree	Count	0	8
	% within Excellent Understanding of Environmental Issues	.0%	100.0%
	% within There is an Adequate Amount of Sustainability Resources on Campus	.0%	13.3%
	% of Total	.0%	13.3%

Excellent Understanding of Environmental Issues * There is an Adequate Amount of Sustainability Resources on Campus Crosstabulation

		There is an Adequate Amount of Sustainability Resources on Campus	
		Strongly Disagree	Disagree
Total	Count	3	22
	% within Excellent Understanding of Environmental Issues	5.0%	36.7%
	% within There is an Adequate Amount of Sustainability Resources on Campus	100.0%	100.0%
	% of Total	5.0%	36.7%

Excellent Understanding of Environmental Issues * There is an Adequate Amount of Sustainability Resources on Campus Crosstabulation

		There is an Adequate Amount of Sustainability Resources on Campus	
		Unsure	Agree
Total	Count	28	6
	% within Excellent Understanding of Environmental Issues	46.7%	10.0%
	% within There is an Adequate Amount of Sustainability Resources on Campus	100.0%	100.0%
	% of Total	46.7%	10.0%

Excellent Understanding of Environmental Issues * There is an Adequate Amount of Sustainability Resources on Campus Crosstabulation

		There is an Adequate Amount of Sustainability Resources on Campus	
		Strongly Agree	Total
Total	Count	1	60
	% within Excellent Understanding of Environmental Issues	1.7%	100.0%
	% within There is an Adequate Amount of Sustainability Resources on Campus	100.0%	100.0%
	% of Total	1.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.305 ^a	16	.038
Likelihood Ratio	16.376	16	.427
Linear-by-Linear Association	.155	1	.694
N of Valid Cases	60		

a. 22 cells (88.0%) have expected count less than 5. The minimum expected count is .05.

b. Correlation

Correlations

		I Receive Information Pertaining to Campus Sustainability	Important to Minimize Contribution to Climate Change
I Receive Information Pertaining to Campus Sustainability	Pearson Correlation Sig. (2-tailed) N	1 57	-.259 .052 57
Important to Minimize Contribution to Climate Change	Pearson Correlation Sig. (2-tailed) N	-.259 .052 57	1 60

Correlations

		Important to Recycle	Not Important to Use Recycling Facilities While at University of Ottawa
Important to Recycle	Pearson Correlation Sig. (2-tailed) N	1 60	-.352** .006 60
Not Important to Use Recycling Facilities While at University of Ottawa	Pearson Correlation Sig. (2-tailed) N	-.352** .006 60	1 60

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Importance to Eat Organic/Local/Fairtrade Foods	Important to Practice Environmental Sustainability on Campus
Importance to Eat Organic/Local/Fairtrade Foods	Pearson Correlation Sig. (2-tailed) N	1 60	.258* .047 60
Important to Practice Environmental Sustainability on Campus	Pearson Correlation Sig. (2-tailed) N	.258* .047 60	1 60

*. Correlation is significant at the 0.05 level (2-tailed).

c. Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Important for the Campus to Encourage Sustainable Transportation, Important to Minimize Energy Usage	.	Enter

a. All requested variables entered.

b. Dependent Variable: Behaviour Reflecting Understanding of Environmental Issues

Model Summary

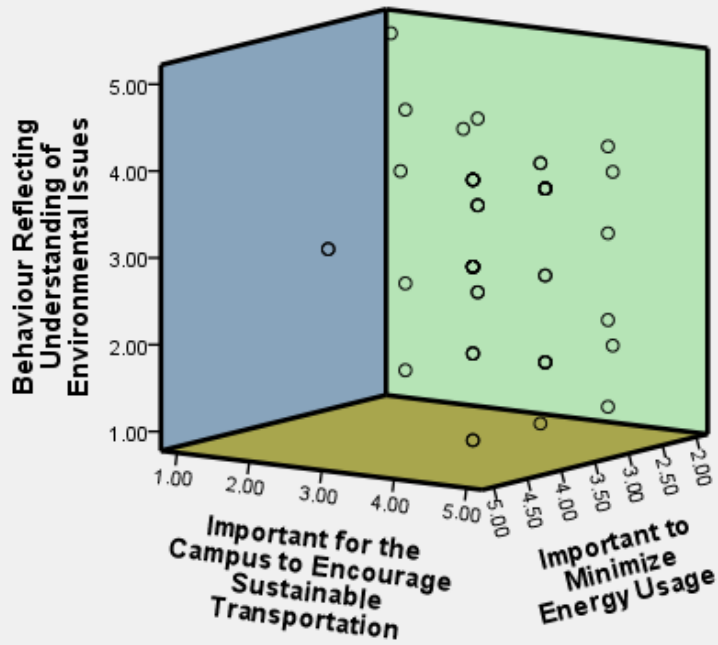
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.174 ^a	.030	-.005	1.02444

a. Predictors: (Constant), Important for the Campus to Encourage Sustainable Transportation, Important to Minimize Energy Usage

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.037	.802		3.787	.000
	Important to Minimize Energy Usage	.222	.184	.175	1.209	.232
	Important for the Campus to Encourage Sustainable Transportation	-.164	.175	-.136	-.941	.351

a. Dependent Variable: Behaviour Reflecting Understanding of Environmental Issues



d. Independent Samples T-Test

T-Test

		Notes
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	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=understandingf /CRITERIA=CI(.95).
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[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important to Conserve	Male	30	3.8000	.99655	.18194
Water	Female	29	4.1034	.67320	.12501

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important to Conserve Water	Equal variances assumed	4.283	.043
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important to Conserve Water	Equal variances assumed	-1.366	57	.177
	Equal variances not assumed	-1.375	51.058	.175

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important to Conserve Water	Equal variances assumed	-.30345	.22218
	Equal variances not assumed	-.30345	.22075

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important to Conserve Water	Equal variances assumed	-.74835	.14145
	Equal variances not assumed	-.74661	.13972

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=newunderstandinge
 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		28-Mar-2012 17:33:33
Comments		
Input	Data	C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=newunderstandinge /CRITERIA=CI(.95).
Resources	Processor Time	00 00:00:00.000
	Elapsed Time	00 00:00:00.016

[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important to Minimize	Male	30	3.5667	1.27802	.23333
Waste Generated	Female	29	4.0345	.90565	.16817

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important to Minimize Waste Generated	Equal variances assumed	7.911	.007
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important to Minimize	Equal variances assumed	-1.617	57	.111
Waste Generated	Equal variances not assumed	-1.626	52.330	.110

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important to Minimize	Equal variances assumed	-.46782	.28927
Waste Generated	Equal variances not assumed	-.46782	.28762

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important to Minimize	Equal variances assumed	-1.04707	.11144
Waste Generated	Equal variances not assumed	-1.04489	.10926

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=understandigi
 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		28-Mar-2012 17:34:38
Comments		
Input	Data	C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=understandigi /CRITERIA=CI(.95).
Resources	Processor Time	00 00:00:00.000
	Elapsed Time	00 00:00:00.000

[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important to Minimize	Male	30	3.6000	.93218	.17019
Energy Usage	Female	29	4.1034	.55709	.10345

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important to Minimize Energy Usage	Equal variances assumed	10.119	.002
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important to Minimize Energy Usage	Equal variances assumed	-2.507	57	.015
	Equal variances not assumed	-2.528	47.650	.015

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important to Minimize Energy Usage	Equal variances assumed	-.50345	.20080
	Equal variances not assumed	-.50345	.19917

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important to Minimize Energy Usage	Equal variances assumed	-.90554	-.10135
	Equal variances not assumed	-.90397	-.10292

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=factorsa
 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		28-Mar-2012 17:35:07
Comments		
Input	Data	C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=factorsa /CRITERIA=CI(.95).
Resources	Processor Time	00 00:00:00.000
	Elapsed Time	00 00:00:00.015

[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important University Does	Male	31	2.8710	1.60711	.28865
Not Sell Bottled Water	Female	29	2.5517	1.27016	.23586

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important University Does	Equal variances assumed	5.567	.022
Not Sell Bottled Water	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important University Does	Equal variances assumed	.850	58	.399
Not Sell Bottled Water	Equal variances not assumed	.856	56.465	.395

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important University Does	Equal variances assumed	.31924	.37569
Not Sell Bottled Water	Equal variances not assumed	.31924	.37276

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important University Does	Equal variances assumed	-.43278	1.07126
Not Sell Bottled Water	Equal variances not assumed	-.42734	1.06583

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=factorsc
 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		28-Mar-2012 17:37:58
Comments		
Input	Data	C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=factorsc /CRITERIA=CI(.95).
Resources	Processor Time	00 00:00:00.000
	Elapsed Time	00 00:00:00.000

[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important to Use Re-Usable Water Bottles	Male	30	3.9000	1.12495	.20539
	Female	29	4.1724	.46820	.08694

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important to Use Re-Usable Water Bottles	Equal variances assumed	9.950	.003
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important to Use Re-Usable Water Bottles	Equal variances assumed	-1.207	57	.233
	Equal variances not assumed	-1.221	39.026	.229

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important to Use Re-Usable Water Bottles	Equal variances assumed	-.27241	.22576
	Equal variances not assumed	-.27241	.22303

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important to Use Re-Usable Water Bottles	Equal variances assumed	-.72449	.17966
	Equal variances not assumed	-.72353	.17870

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=learninga
 /CRITERIA=CI(.95).

T-Test

Notes

Output Created	28-Mar-2012 17:38:20	
Comments		
Input	Data	C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=learninga /CRITERIA=CI(.95).	
Resources	Processor Time	00 00:00:00.000
	Elapsed Time	00 00:00:00.000

[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Would Like to Learn More	Male	31	3.1290	1.11779	.20076
About Environmental Issues/Sustainability	Female	29	3.5517	.82748	.15366

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Would Like to Learn More	Equal variances assumed	4.533	.038
About Environmental	Equal variances not assumed		
Issues/Sustainability	assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Would Like to Learn More	Equal variances assumed	-1.655	58	.103
About Environmental	Equal variances not assumed	-1.672	55.162	.100
Issues/Sustainability	assumed			

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Would Like to Learn More	Equal variances assumed	-.42269	.25533
About Environmental	Equal variances not assumed	-.42269	.25282
Issues/Sustainability	assumed		

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Would Like to Learn More	Equal variances assumed	-.93380	.08841
About Environmental	Equal variances not assumed	-.92932	.08393
Issues/Sustainability	assumed		

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=learningd
 /CRITERIA=CI(.95).

T-Test

Notes

Output Created	28-Mar-2012 17:40:45	
Comments		
Input	Data	C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=learningd /CRITERIA=CI(.95).	
Resources	Processor Time	00 00:00:00.000
	Elapsed Time	00 00:00:00.000

[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Would Like to Attend	Male	31	2.8387	1.29349	.23232
School Events on Sustainability as Visitor	Female	29	3.0345	.86531	.16068

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Would Like to Attend	Equal variances assumed	8.617	.005
School Events on Sustainability as Visitor	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Would Like to Attend	Equal variances assumed	-.684	58	.497
School Events on Sustainability as Visitor	Equal variances not assumed	-.693	52.657	.491

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Would Like to Attend	Equal variances assumed	-.19577	.28615
School Events on Sustainability as Visitor	Equal variances not assumed	-.19577	.28247

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Would Like to Attend	Equal variances assumed	-.76857	.37702
School Events on Sustainability as Visitor	Equal variances not assumed	-.76243	.37088

ONEWAY learninga BY year
/MISSING ANALYSIS.

e. Frequency Distribution: Overall Scores

Frequencies

Statistics

		Overall Score for Understanding of Current Environmental Issues	Overall Score for Interest in Learning More About Sustainability	Overall Score for Factors at the University of Ottawa that Influence Environmental Practices and Knowledge	Overall Score for Understanding of Campus Sustainability at the University of Ottawa
N	Valid	58	60	54	59
	Missing	2	0	6	1
Mean		32.1552	11.5333	39.1852	11.5932
Median		32.0000	12.0000	39.0000	12.0000
Mode		34.00	12.00	38.00	12.00
Std. Deviation		4.49093	3.35204	5.56971	2.17445
Range		24.00	14.00	33.00	11.00

Statistics

		Overall Score for Understanding of Community and Cultural Sustainability at the University of Ottawa	Overall Score for Understanding of Curriculum Sustainability at the University of Ottawa-	Overall Score for Medians Through Which Students Receive Sustainability Information Pertinent to the University of Ottawa
N	Valid	60	60	57
	Missing	0	0	3
	Mean	9.6167	8.8000	17.2281
	Median	9.5000	9.0000	17.0000
	Mode	9.00	9.00	11.00
	Std. Deviation	1.34154	1.76405	5.22363
	Range	7.00	10.00	20.00

Frequency Table

Overall Score for Understanding of Current Environmental Issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18.00	1	1.7	1.7	1.7
	24.00	2	3.3	3.4	5.2
	25.00	1	1.7	1.7	6.9
	26.00	2	3.3	3.4	10.3
	27.00	2	3.3	3.4	13.8
	28.00	2	3.3	3.4	17.2
	29.00	3	5.0	5.2	22.4
	30.00	6	10.0	10.3	32.8
	31.00	4	6.7	6.9	39.7
	32.00	8	13.3	13.8	53.4
	33.00	5	8.3	8.6	62.1
	34.00	9	15.0	15.5	77.6
	35.00	1	1.7	1.7	79.3
	36.00	3	5.0	5.2	84.5
	37.00	3	5.0	5.2	89.7
	38.00	1	1.7	1.7	91.4
	39.00	2	3.3	3.4	94.8
	41.00	2	3.3	3.4	98.3
	42.00	1	1.7	1.7	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

Overall Score for Interest in Learning More About Sustainability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	3	5.0	5.0	5.0
Strongly Agree	2	3.3	3.3	8.3
6.00	2	3.3	3.3	11.7
8.00	4	6.7	6.7	18.3
9.00	2	3.3	3.3	21.7
10.00	6	10.0	10.0	31.7
11.00	7	11.7	11.7	43.3
12.00	10	16.7	16.7	60.0
13.00	4	6.7	6.7	66.7
14.00	9	15.0	15.0	81.7
15.00	5	8.3	8.3	90.0
16.00	5	8.3	8.3	98.3
18.00	1	1.7	1.7	100.0
Total	60	100.0	100.0	

**Overall Score for Factors at the University of Ottawa that
Influence Environmental Practices and Knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18.00	1	1.7	1.9	1.9
	30.00	1	1.7	1.9	3.7
	32.00	1	1.7	1.9	5.6
	33.00	3	5.0	5.6	11.1
	34.00	5	8.3	9.3	20.4
	35.00	2	3.3	3.7	24.1
	36.00	3	5.0	5.6	29.6
	37.00	3	5.0	5.6	35.2
	38.00	6	10.0	11.1	46.3
	39.00	5	8.3	9.3	55.6
	40.00	2	3.3	3.7	59.3
	41.00	2	3.3	3.7	63.0
	42.00	3	5.0	5.6	68.5
	43.00	5	8.3	9.3	77.8
	44.00	5	8.3	9.3	87.0
	45.00	1	1.7	1.9	88.9
	46.00	2	3.3	3.7	92.6
	47.00	1	1.7	1.9	94.4
	48.00	1	1.7	1.9	96.3
	49.00	1	1.7	1.9	98.1
	51.00	1	1.7	1.9	100.0
	Total	54	90.0	100.0	
Missing	System	6	10.0		
Total		60	100.0		

Overall Score for Understanding of Campus Sustainability at the University of Ottawa

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	1.7	1.7	1.7
	7.00	1	1.7	1.7	3.4
	8.00	3	5.0	5.1	8.5
	9.00	2	3.3	3.4	11.9
	10.00	10	16.7	16.9	28.8
	11.00	8	13.3	13.6	42.4
	12.00	15	25.0	25.4	67.8
	13.00	10	16.7	16.9	84.7
	14.00	2	3.3	3.4	88.1
	15.00	7	11.7	11.9	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Overall Score for Understanding of Community and Cultural Sustainability at the University of Ottawa

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	1	1.7	1.7	1.7
	8.00	11	18.3	18.3	20.0
	9.00	18	30.0	30.0	50.0
	10.00	16	26.7	26.7	76.7
	11.00	8	13.3	13.3	90.0
	12.00	5	8.3	8.3	98.3
	13.00	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

**Overall Score for Understanding of Curriculum Sustainability at the
University of Ottawa-**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	1.7	1.7	1.7
6.00	4	6.7	6.7	8.3
7.00	7	11.7	11.7	20.0
8.00	13	21.7	21.7	41.7
9.00	20	33.3	33.3	75.0
10.00	7	11.7	11.7	86.7
11.00	4	6.7	6.7	93.3
12.00	2	3.3	3.3	96.7
13.00	1	1.7	1.7	98.3
15.00	1	1.7	1.7	100.0
Total	60	100.0	100.0	

**Overall Score for Medians Through Which Students Receive
Sustainability Information Pertinent to the University of Ottawa**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.00	1	1.7	1.8	1.8
	9.00	1	1.7	1.8	3.5
	10.00	3	5.0	5.3	8.8
	11.00	8	13.3	14.0	22.8
	12.00	1	1.7	1.8	24.6
	13.00	4	6.7	7.0	31.6
	14.00	1	1.7	1.8	33.3
	15.00	2	3.3	3.5	36.8
	16.00	5	8.3	8.8	45.6
	17.00	3	5.0	5.3	50.9
	18.00	4	6.7	7.0	57.9
	19.00	2	3.3	3.5	61.4
	20.00	5	8.3	8.8	70.2
	21.00	4	6.7	7.0	77.2
	22.00	4	6.7	7.0	84.2
	23.00	3	5.0	5.3	89.5
	25.00	2	3.3	3.5	93.0
	26.00	2	3.3	3.5	96.5
	27.00	1	1.7	1.8	98.2
28.00	1	1.7	1.8	100.0	
	Total	57	95.0	100.0	
Missing System		3	5.0		
Total		60	100.0		

f. Frequency Distribution: CSL Findings

Frequencies

		Statistics				
		Excellent Understanding of Environmental Issues	Would Like to Learn More About Environmental Issues/Sustainability	University of Ottawa Adequately Makes Students Aware of Sustainability Initiatives	Important for All Students to be Sustainability Literate	Important for Campus to Address all Three Elements of Sustainability
N	Valid	60	60	60	59	60
	Missing	0	0	0	1	0
Mean		3.4167	3.3333	2.6167	3.3220	3.4000

		Statistics			
		There is an Adequate Amount of Sustainability Resources on Campus	The University Has a Sufficient Amount of Sustainable Development Activities on Campus	The University Has Offered Sufficient Information on Sustainability Events	I Receive Information Pertaining to Campus Sustainability
N	Valid	60	60	60	57
	Missing	0	0	0	3
Mean		2.6667	2.9667	2.7500	3.2105

Frequency Tables

Excellent Understanding of Environmental Issues

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	5.0	5.0	5.0
Disagree	12	20.0	20.0	25.0
Unsure	10	16.7	16.7	41.7
Agree	27	45.0	45.0	86.7
Strongly Agree	8	13.3	13.3	100.0
Total	60	100.0	100.0	

Would Like to Learn More About Environmental Issues/Sustainability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	5.0	5.0	5.0
Disagree	11	18.3	18.3	23.3
Unsure	12	20.0	20.0	43.3
Agree	31	51.7	51.7	95.0
Strongly Agree	3	5.0	5.0	100.0
Total	60	100.0	100.0	

University of Ottawa Adequately Makes Students Aware of Sustainability Initiatives

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	13.3	13.3	13.3
Disagree	21	35.0	35.0	48.3
Unsure	18	30.0	30.0	78.3
Agree	12	20.0	20.0	98.3
Strongly Agree	1	1.7	1.7	100.0
Total	60	100.0	100.0	

Important for All Students to be Sustainability Literate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.0	5.1	5.1
	Disagree	10	16.7	16.9	22.0
	Unsure	17	28.3	28.8	50.8
	Agree	23	38.3	39.0	89.8
	Strongly Agree	6	10.0	10.2	100.0
	Total	59	98.3	100.0	
Missing	No Response	1	1.7		
Total		60	100.0		

Important for Campus to Address all Elements of Sustainability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	8.3	8.3	8.3
	Disagree	11	18.3	18.3	26.7
	Unsure	10	16.7	16.7	43.3
	Agree	23	38.3	38.3	81.7
	Strongly Agree	11	18.3	18.3	100.0
	Total	60	100.0	100.0	

There is an Adequate Amount of Sustainability Resources on Campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.0	5.0	5.0
	Disagree	22	36.7	36.7	41.7
	Unsure	28	46.7	46.7	88.3
	Agree	6	10.0	10.0	98.3
	Strongly Agree	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

**The University Has a Sufficient Amount of Sustainable Development
Activities on Campus**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.7	1.7	1.7
Disagree	16	26.7	26.7	28.3
Unsure	30	50.0	50.0	78.3
Agree	10	16.7	16.7	95.0
Strongly Agree	3	5.0	5.0	100.0
Total	60	100.0	100.0	

**The University Has Offered Sufficient Information on Sustainability
Events**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	5.0	5.0	5.0
Disagree	24	40.0	40.0	45.0
Unsure	20	33.3	33.3	78.3
Agree	11	18.3	18.3	96.7
Strongly Agree	2	3.3	3.3	100.0
Total	60	100.0	100.0	

I Receive Information Pertaining to Campus Sustainability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	10	16.7	17.5	17.5
Almost Never	5	8.3	8.8	26.3
Unsure	19	31.7	33.3	59.6
Almost Always	9	15.0	15.8	75.4
Always	14	23.3	24.6	100.0
Total	57	95.0	100.0	
Missing No Response	3	5.0		
Total	60	100.0		

g. Frequency Distribution: Demographics

T-Test

Notes		
Output Created		28-Mar-2012 17:32:41
Comments		
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	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
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[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sa

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important to Conserve Water	Male	30	3.8000	.99655	.18194
	Female	29	4.1034	.67320	.12501

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important to Conserve Water	Equal variances assumed	4.283	.043
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important to Conserve Water	Equal variances assumed	-1.366	57	.177
	Equal variances not assumed	-1.375	51.058	.175

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important to Conserve Water	Equal variances assumed	-.30345	.22218
	Equal variances not assumed	-.30345	.22075

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important to Conserve Water	Equal variances assumed	-.74835	.14145
	Equal variances not assumed	-.74661	.13972

T-Test

Notes

Output Created		28-Mar-2012 17:33:33
Comments		
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	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=newunderstandinge /CRITERIA=CI(.95).
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[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important to Minimize	Male	30	3.5667	1.27802	.23333
Waste Generated	Female	29	4.0345	.90565	.16817

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important to Minimize Waste Generated	Equal variances assumed	7.911	.007
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important to Minimize	Equal variances assumed	-1.617	57	.111
Waste Generated	Equal variances not assumed	-1.626	52.330	.110

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important to Minimize	Equal variances assumed	-.46782	.28927
Waste Generated	Equal variances not assumed	-.46782	.28762

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important to Minimize	Equal variances assumed	-1.04707	.11144
Waste Generated	Equal variances not assumed	-1.04489	.10926

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=understandingi
 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		28-Mar-2012 17:34:38
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	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=understandingi /CRITERIA=CI(.95).
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[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important to Minimize	Male	30	3.6000	.93218	.17019
Energy Usage	Female	29	4.1034	.55709	.10345

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important to Minimize	Equal variances assumed	10.119	.002
Energy Usage	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important to Minimize	Equal variances assumed	-2.507	57	.015
Energy Usage	Equal variances not assumed	-2.528	47.650	.015

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important to Minimize	Equal variances assumed	-.50345	.20080
Energy Usage	Equal variances not assumed	-.50345	.19917

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important to Minimize	Equal variances assumed	-.90554	-.10135
Energy Usage	Equal variances not assumed	-.90397	-.10292

T-TEST GROUPS=sex(1.00 2.00)

/MISSING=ANALYSIS
/VARIABLES=factorsa
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T-Test

Notes

Output Created	28-Mar-2012 17:35:07	
Comments		
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	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=factorsa /CRITERIA=CI(.95).	
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[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important University Does	Male	31	2.8710	1.60711	.28865
Not Sell Bottled Water	Female	29	2.5517	1.27016	.23586

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important University Does	Equal variances assumed	5.567	.022
Not Sell Bottled Water	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important University Does	Equal variances assumed	.850	58	.399
Not Sell Bottled Water	Equal variances not assumed	.856	56.465	.395

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important University Does	Equal variances assumed	.31924	.37569
Not Sell Bottled Water	Equal variances not assumed	.31924	.37276

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important University Does	Equal variances assumed	-.43278	1.07126
Not Sell Bottled Water	Equal variances not assumed	-.42734	1.06583

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=factorsc
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T-Test

Notes

Output Created	28-Mar-2012 17:37:58	
Comments		
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	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=factorsc /CRITERIA=CI(.95).	
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[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Important to Use Re-Usable Water Bottles	Male	30	3.9000	1.12495	.20539
	Female	29	4.1724	.46820	.08694

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Important to Use Re-Usable Water Bottles	Equal variances assumed	9.950	.003
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Important to Use Re-Usable Water Bottles	Equal variances assumed	-1.207	57	.233
	Equal variances not assumed	-1.221	39.026	.229

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Important to Use Re-Usable Water Bottles	Equal variances assumed	-.27241	.22576
	Equal variances not assumed	-.27241	.22303

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Important to Use Re-Usable Water Bottles	Equal variances assumed	-.72449	.17966
	Equal variances not assumed	-.72353	.17870

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=learninga
 /CRITERIA=CI(.95).

T-Test

Notes

Output Created	28-Mar-2012 17:38:20	
Comments		
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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=learninga /CRITERIA=CI(.95).	
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[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Would Like to Learn More	Male	31	3.1290	1.11779	.20076
About Environmental Issues/Sustainability	Female	29	3.5517	.82748	.15366

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Would Like to Learn More	Equal variances assumed	4.533	.038
About Environmental	Equal variances not assumed		
Issues/Sustainability	assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Would Like to Learn More	Equal variances assumed	-1.655	58	.103
About Environmental	Equal variances not assumed	-1.672	55.162	.100
Issues/Sustainability	assumed			

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Would Like to Learn More	Equal variances assumed	-.42269	.25533
About Environmental	Equal variances not assumed	-.42269	.25282
Issues/Sustainability	assumed		

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Would Like to Learn More	Equal variances assumed	-.93380	.08841
About Environmental	Equal variances not assumed	-.92932	.08393
Issues/Sustainability	assumed		

T-TEST GROUPS=sex(1.00 2.00)
 /MISSING=ANALYSIS
 /VARIABLES=learningd
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T-Test

Notes

Output Created		28-Mar-2012 17:40:45
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	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=sex(1.00 2.00) /MISSING=ANALYSIS /VARIABLES=learningd /CRITERIA=CI(.95).
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[DataSet1] C:\Users\student\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T2V38PJK\Sustainability SPSS CODING 6.0 including MISSING VALUES.sav

Group Statistics

	Biological Sex	N	Mean	Std. Deviation	Std. Error Mean
Would Like to Attend	Male	31	2.8387	1.29349	.23232
School Events on Sustainability as Visitor	Female	29	3.0345	.86531	.16068

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
Would Like to Attend	Equal variances assumed	8.617	.005
School Events on Sustainability as Visitor	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Would Like to Attend	Equal variances assumed	-.684	58	.497
School Events on Sustainability as Visitor	Equal variances not assumed	-.693	52.657	.491

Independent Samples Test

		t-test for Equality of Means	
		Mean Difference	Std. Error Difference
Would Like to Attend	Equal variances assumed	-.19577	.28615
School Events on Sustainability as Visitor	Equal variances not assumed	-.19577	.28247

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Would Like to Attend	Equal variances assumed	-.76857	.37702
School Events on Sustainability as Visitor	Equal variances not assumed	-.76243	.37088

ONEWAY learninga BY year
/MISSING ANALYSIS.

III. Individual Contributions

a. Jessica D'Aoust - 6011451

As team leader, Jessica executed the production and completion of the final report. Jessica effectively kept the communication frequent, and open enabling efficient organization to complete the final report. Jessica was always well prepared with deadlines and informing the rest of the group what was required to complete. Jessica attended all meetings with the CSL supervisor, as well as all meetings held by our group. Jessica created the survey, as well as administered the pilot survey. Jessica contributed to the literature review as well as finalizing the proposal. Jessica made vital changes to the survey in order for us to be able to administer the final copy to the student at the University of Ottawa. Jessica administered the final surveys, and collected them in order to analyze and create the coding. Jessica coded, recoded and overlooked all parts of the data input as well as the final report. Jessica created the Chi-Square test, continued to thoroughly revise the final report as well as piece all the parts together and added in any missing details.

b. Stephanie Morin - 5938480

Stephanie attended all group meetings that were held outside of the course as well as all the meetings with the CSL supervisor. Alongside with Jessica, Stephanie used effective leadership skills and continued to keep the group organized, and continued to communicate to all members of the group to keep everyone informed, and participating. Throughout the course of this report, Stephanie has documented all the meetings, advances, and information leading up to the final

report to submit to the CSL supervisor. Stephanie contributed to the literature review for the proposal. Stephanie created the survey as well as administered the pilot survey. Stephanie also administered the final surveys to students at the University of Ottawa. Stephanie contributed to the coding, recoding and added the missing values of the data. Stephanie created the Chi-Square test, contributed to the final report, the reediting of the final report. Stephanie created numerous charts that were added to the final report such as ANOVA, T-Test, and Chi-Square. Furthermore, Stephanie fabricated the final presentation.

c. Vidya Nair - 6043346

Vidya attended all group meetings that were held outside of the course as well as the meetings with the CSL supervisor. Vidya contributed to the literature review for the proposal as well as administered the pilot survey. Vidya also administered the final surveys to students at the University of Ottawa. Vidya contributed to the coding, recoding and added the missing values of the data. Vidya calculated the overall scores, conducted the ANOVA, T-Test, and frequency distributions. Vidya exported the SPSS graphs to readable word documents. Vidya created graphs for the final report, and most importantly made sure that all documents were done correctly and were readable. Vidya's participation and dedication to the completion of this group made sure things were done correctly and effectively. Vidya wrote as well as edited the final report.

d. Kyleigh Marcotte - 5674503

Kyleigh attended all group meetings that were held outside of the course. Kyleigh contributed to the literature review for the proposal as well as administered the

pilot survey. Kyleigh administered the finalized survey to students at the University of Ottawa. Kyleigh contributed to the coding, created the correlation and regression graphs for the final report. Kyleigh participated heavily in all aspects of the report, including the surveys, coding, creating graphs and charts, and revising and editing the final report. Kyleigh was an effective group member.

e. Tamara Bouchard - 5650235

Tamara attended all group meetings that were held outside of the course. Tamara contributed to the literature review for the proposal. Tamara administered the pilot survey. Tamara administered the finalized survey to students at the University of Ottawa. Tamara created a coding scheme, conducted the T-Tests, as well as the ANOVA test. Tamara contributed to the final coding and the completion of the final report. Tamara regularly contributed in brainstorming on presentation and final report ideas. She was prompt in attending all scheduled meetings, and kept a positive attitude regularly offering her support to complete any task needed. Tamara helped Stephanie complete the PowerPoint presentation.

f. Francine Leclair - 3277340

Frankie attended all group meetings that were held outside of the course. Frankie did research for the proposal. She contributed to the distribution of surveys. Frankie created the correlation tables on SPSS as well as the correlation and regression graphs. Frankie contributed to the revision of the final report especially with the literature review.