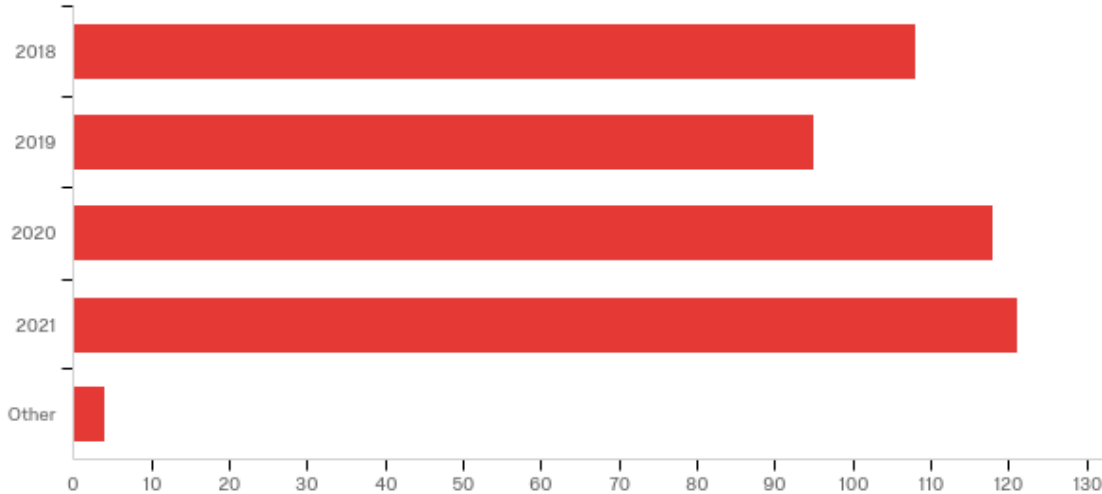


## Highlights of Spring 2018 Sustainability Literacy Survey Results

### Survey responses by class year:



### Survey responses by area of study:

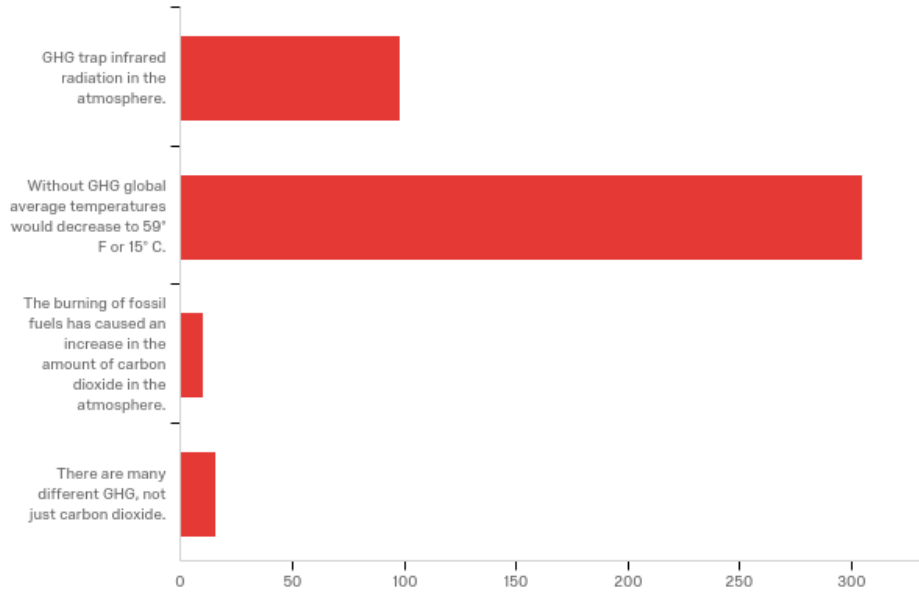
Field	Choice Count
Undeclared	13.29% 59
Humanities	19.37% 86
Interdepartmental	13.51% 60
Social Sciences	20.95% 93
STEM	30.18% 134
Languages	2.25% 10
Other	0.45% 2
	444

Showing Rows: 1 - 8 Of 8

### Survey answers:

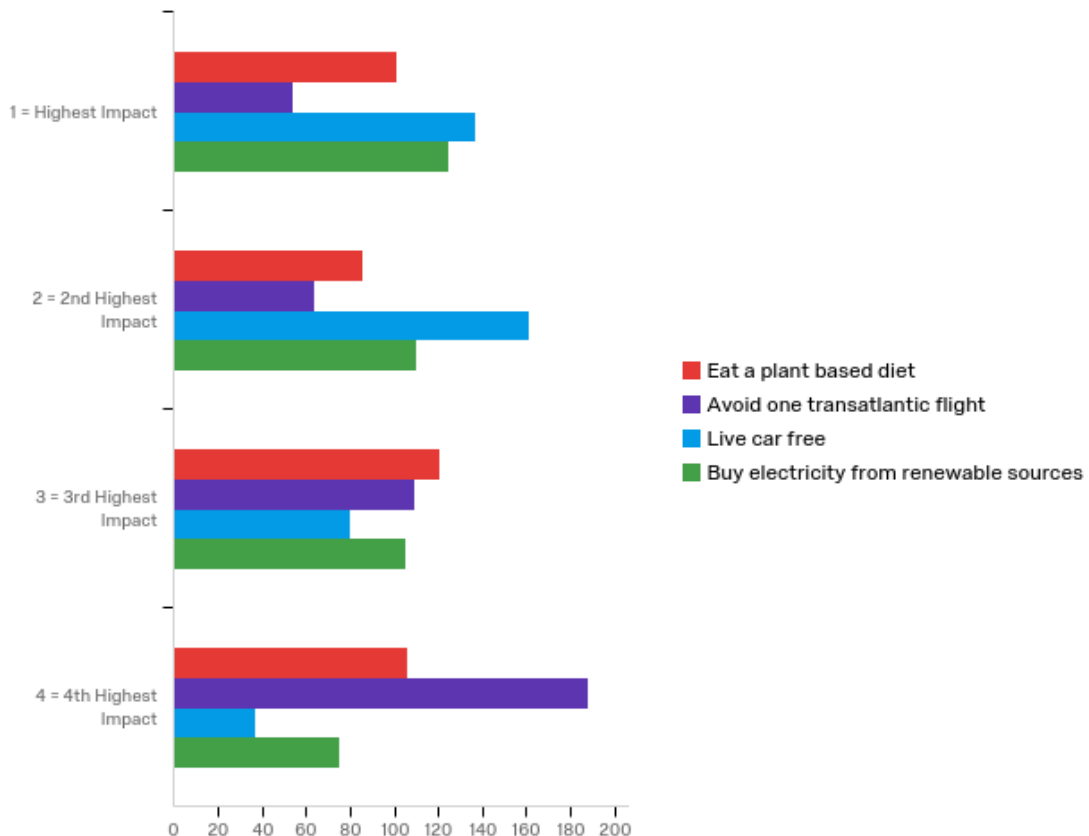
#### **Q1 - Greenhouse gases (GHG) have an effect on global climate. Which of the following statements about GHG is FALSE?**

Results: The majority of students selected the second answer, that without greenhouse gases the average global temperature would decrease to 59 F. This answer was correct. A significant number of students selected "GHG trap infrared radiation in the atmosphere." Students were likely confused by "infrared radiation" and did not know what it meant in a climatic context.



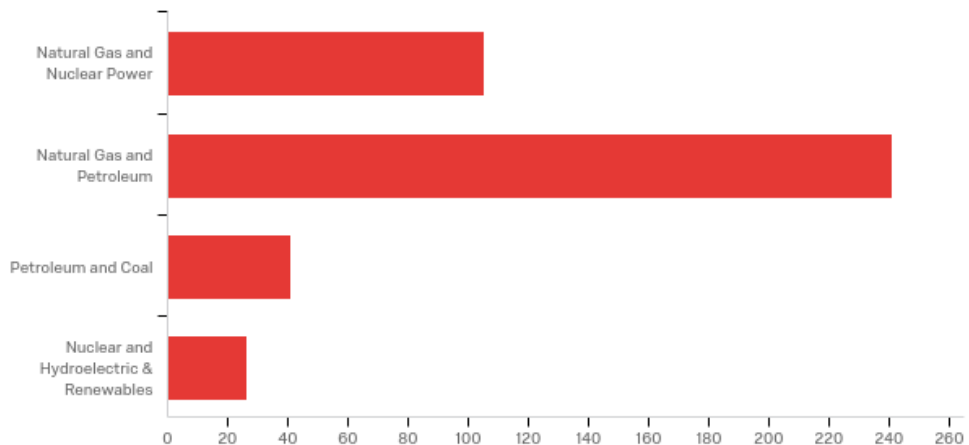
**Q2 - The carbon footprint quantifies greenhouse gas emissions. Rank the ways to reduce your personal carbon footprint (1 = the highest impact; 2 = 2nd highest impact, etc.)**

Results: The most popular choice for “highest impact” was to live car free, which is correct. Living car free was also a popular choice for “2<sup>nd</sup> highest impact”, indicating that students are aware of the negative impact car usage has on their personal carbon footprints. Additionally, it appears that students are largely unaware of the large impact one transatlantic flight has on their carbon footprints—this choice was very popular for “4<sup>th</sup> highest impact” although it is correctly ranked as “2<sup>nd</sup> highest impact.”



**Q3 - Which are the two primary sources of electricity production in Massachusetts?**

Results: The majority of students selected Natural Gas and Petroleum as the primary sources of electricity production in Massachusetts. 25% of students selected the correct answer, Natural Gas and Nuclear Power. These results show that students are not very aware of Massachusetts’ energy sources, although this is likely because the majority of our students are not from Massachusetts.



**Q4 - The human impact on the environment is influenced by our consumption, technology choices, and population numbers. What is the approximate world population growth trend between 1950, 1999, and 2050?**

Results: The majority of students (73%) selected the correct answer.

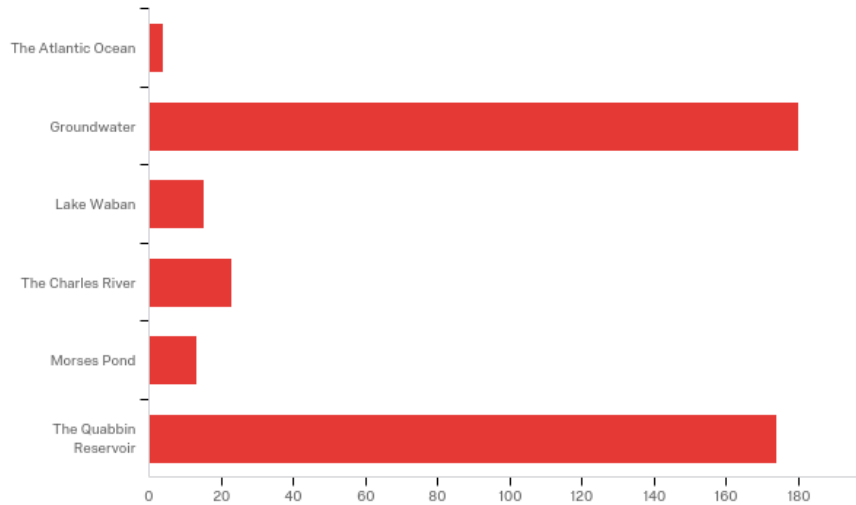
#	Field	Choice Count
1	2.5 Billion (1950) - 9 Billion (1999) - 18 Billion (2050)	16.63% 68
2	1 Billion (1950) - 2 Billion (1999) - 4 Billion (2050)	4.89% 20
3	5 Billion (1950) - 6 Billion (1999) - 7 Billion (2050)	5.38% 22
4	2.5 Billion (1950) - 6 Billion (1999) - 9 Billion (2050)	73.11% 299

409

Showing Rows: 1 - 5 Of 5

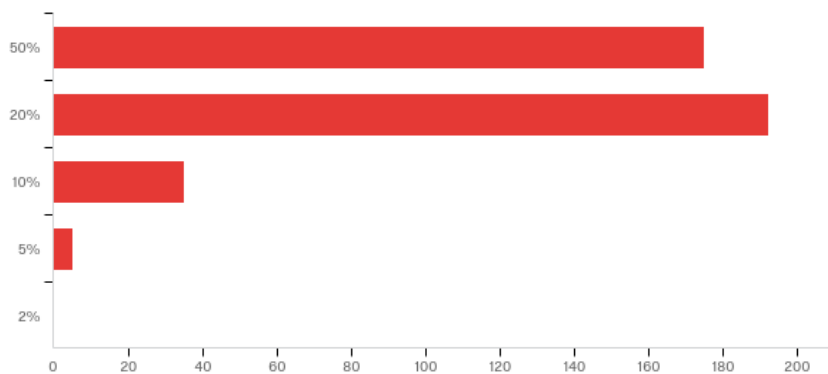
**Q5 - Water is an important resource. The water used on the campus of Wellesley College comes mainly from:**

Results: Wellesley College’s water comes from groundwater on campus. Groundwater was barely the most popular answer, chosen by 44% of respondents. The Quabbin Reservoir was a close second, selected by 42.5% of respondents. We need to do a better job educating students about how the college uses such an important resource beneath our feet.



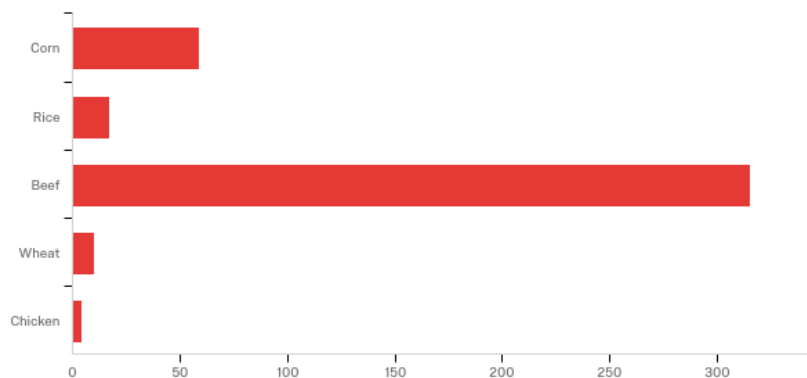
**Q6 - What percentage of the global population faces water scarcity today?**

Results: Many students selected the correct answer, 20% of the global population. Another popular answer was 50%, showing that perhaps students overestimate the issue of water scarcity.



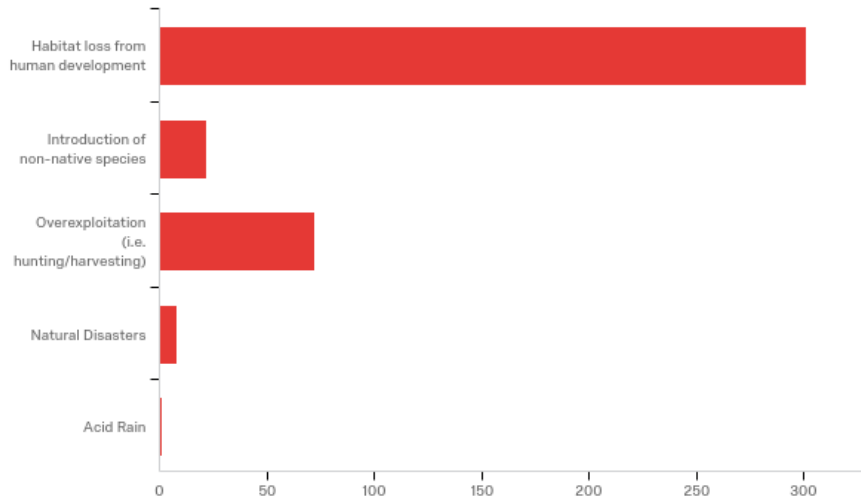
**Q7 - Which of the following foods uses the most agricultural land per produced food calorie?**

Results: Students did very well on this question.



**Q8 - Which is the most significant cause of species and ecosystem loss around the world?**

Results: Students also did very well on this question. Selecting a “most significant cause” results in critical thinking about which actions are most necessary to mitigate or prevent.



**Q9 - Which of the following statements about environmental justice is true? Mark all that apply.**

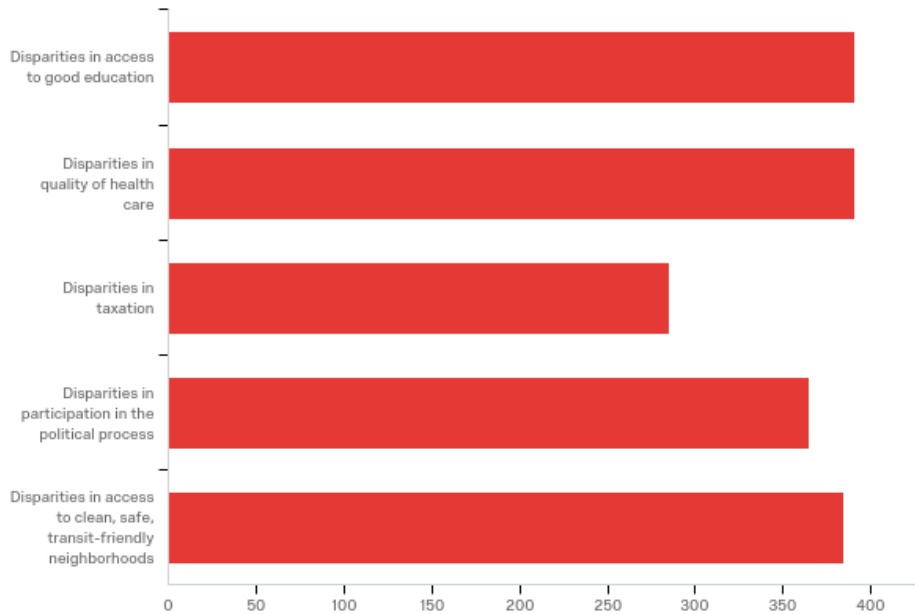
Results: In an ideal world, all statements would have received 33% of answers because all statements about environmental justice were true. In actuality, Wellesley students did pretty well and each statement hovers close to 33%.



- The environmental justice movement addresses a statistical fact that people who live, work, and play in America's most polluted environments are commonly people of color and the poor
- The environmental justice movement came out of the Civil Rights Movement of the 1960s and was started by individuals, primarily people of color, who sounded the alarm about the public health dangers for families, communities, and individuals.
- Students on Wellesley Campus can improve environmental justice by reducing waste, recycling, reducing shower time, and by not wasting food.

**Q10 - Which of the following disparities are included in the term "social justice issues"? Mark all that apply.**

Results: All answers except for "disparities in taxation" were considered correct. Wellesley students did well—the majority of respondents marked the correct disparities as "social justice issues."



**Overall Score Distribution:**

The distribution of scores indicates that students are fairly literate in sustainability issues. Excluding scores below 1.5 (likely produced by students taking the survey to dishonestly enter the raffle), the average score was 10.79 out of 15. Interdepartmental majors tended to do the best, with an average score of 11.22.

