



# Sustainability Engagement Survey Results

February-March 2020

## Overview

In February, Metropolitan Community College (MCC) distributed a survey to gauge student, staff, and faculty’s engagement in sustainability. This survey helps establish an understanding of the MCC community’s views on sustainability, and the results will shape sustainability initiatives going forward. To quantify this metric, the survey measures five dimensions of sustainability (see table below), scoring each dimension out of 100. The overall score is calculated by averaging scores from the five key dimensions. A total of 693 individuals completed the survey (through to the end) - 346 students and 347 staff/faculty. Despite attempts to garner participation, the response rate for students (3.2%) would not have been scientifically valid. For this reason, scores in the table below are calculated based on MCC staff and faculty responses only. The remainder of the report provides more detailed results on each survey question, which reflect ALL participants (including students), except where noted.

## Dimensions of Sustainability Engagement

Dimensions	Staff Score
<b>Awareness of Efforts</b> (very/moderately aware) at the organization to be more sustainable	37
<b>Knowledge</b> (very/moderately knowledgeable) about ways to be sustainable at work	69
<b>Behavioral Frequency</b> (always/most of the time) self-reported key sustainable behaviors	48
<b>Perceived Norm</b> (always/most of the time) perceptions of how often others engage in key sustainable behaviors	22
<b>Awareness of Sustainability</b> (very/moderately familiar) familiarity with the concept of sustainability	54
<b>Overall Score</b>	<b>46</b>

## Highlights

**40%**  
of MCC faculty/  
staff participated  
in the survey.

**88%**  
of faculty/staff  
believe it is important  
for MCC to take active  
steps to be more  
sustainable.

## Key Findings

### **Low Student Participation Rate**

Due to the timing of the survey (during the end of the quarter), there was a very low student response rate - less than 4% of all students took the survey. For this reason, the student responses were excluded from the calculated SES score so as to maintain scientific validity.

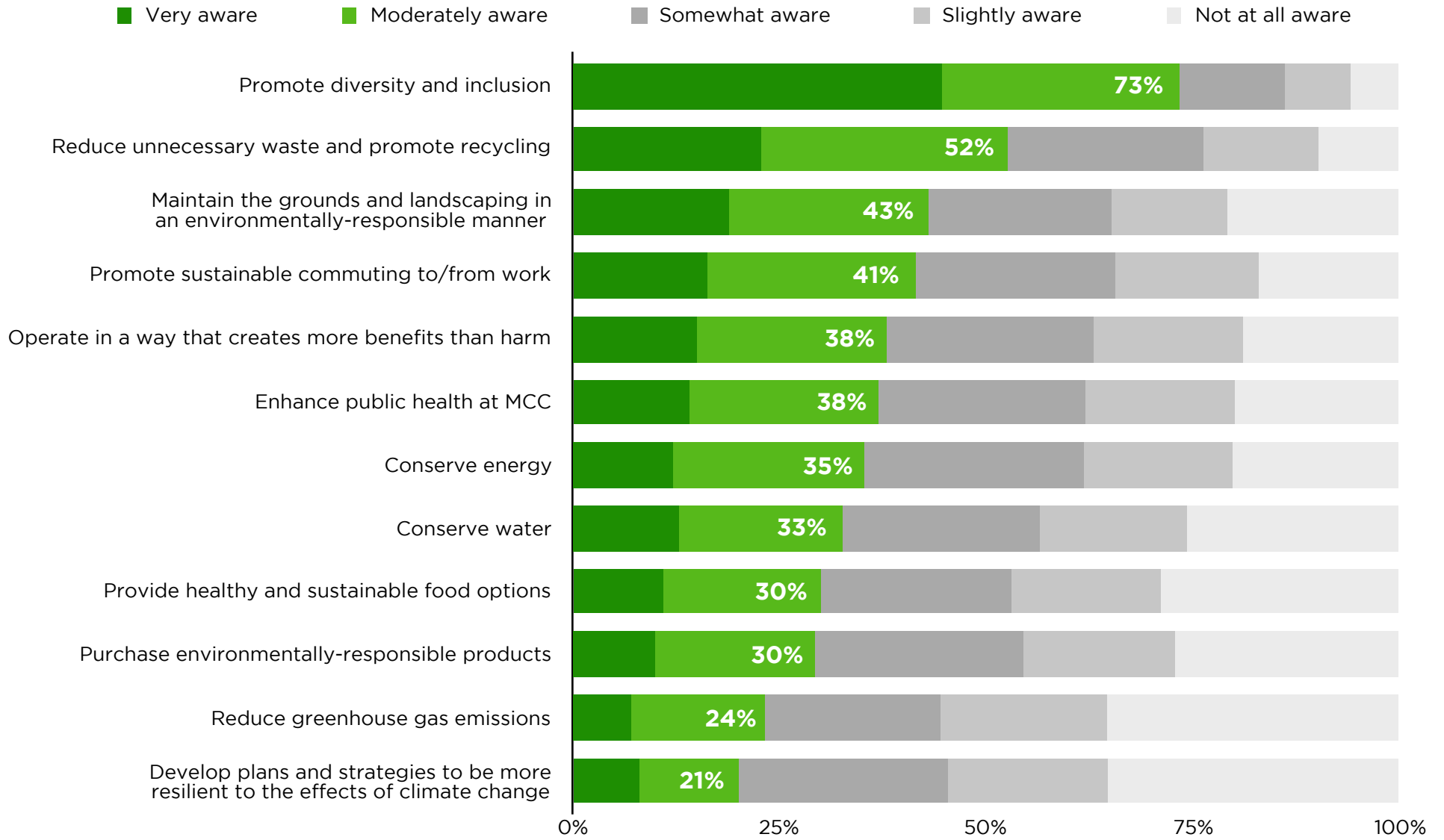
### **Diversity & Inclusion**

Results show a fairly high awareness of MCC's diversity and inclusion efforts. This is clear within the Awareness of Efforts question, with 73% of respondents very or moderately aware of MCC's efforts to promote diversity and inclusion, as well as in the high number of qualitative comments about this topic (49, or 13% of comments).

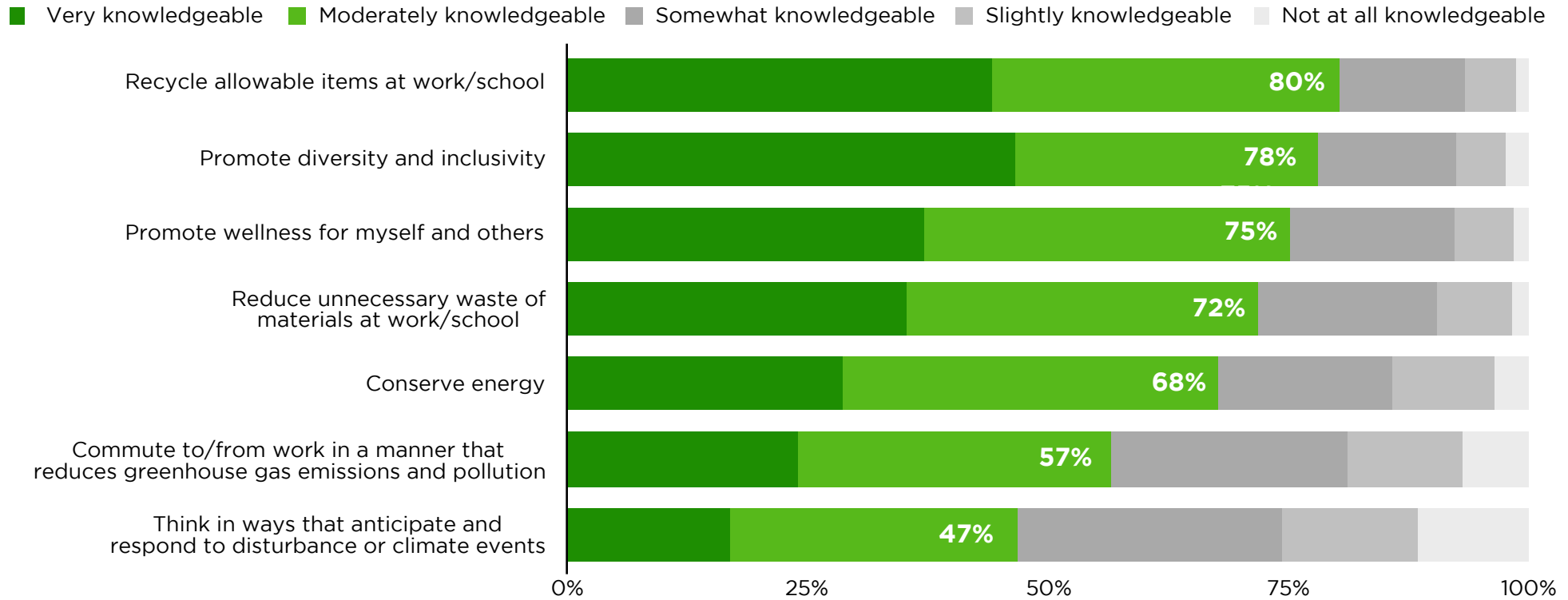
### **Low Awareness**

Overall score and specific scores for most efforts on the Awareness of Efforts question were fairly low, indicating that many staff, faculty, and students are unaware of what MCC has already done related to sustainability. Although it is possible this is due to a lack of effort by MCC, it is much more likely that there is a need for greater communication and education, per the qualitative responses on page 10.

## Awareness of efforts at MCC to...



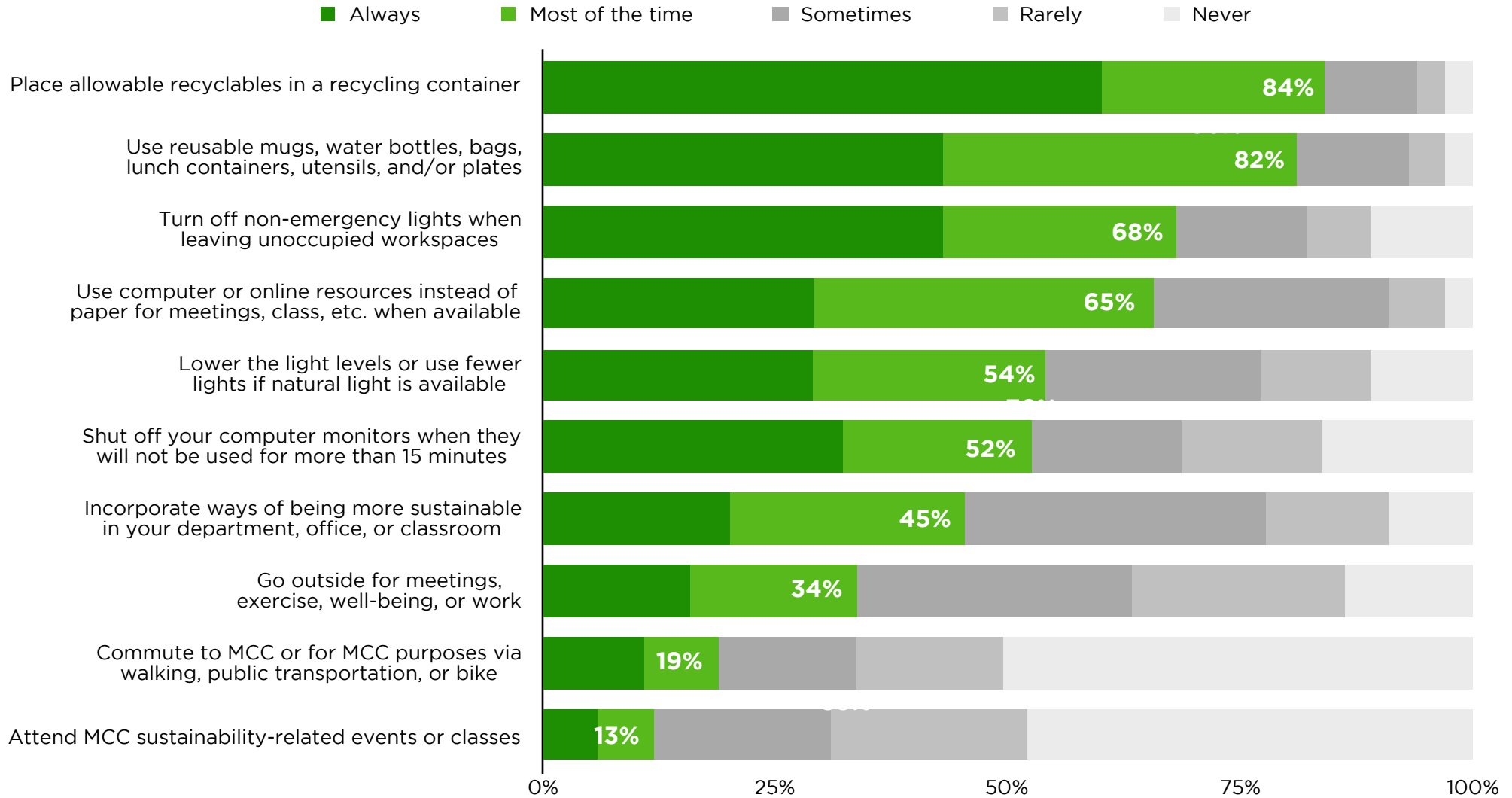
## Knowledge of ways to personally...



# Behavioral Frequency (Self-Reported)

Overall Score: 48

How often do you personally do the following at work?

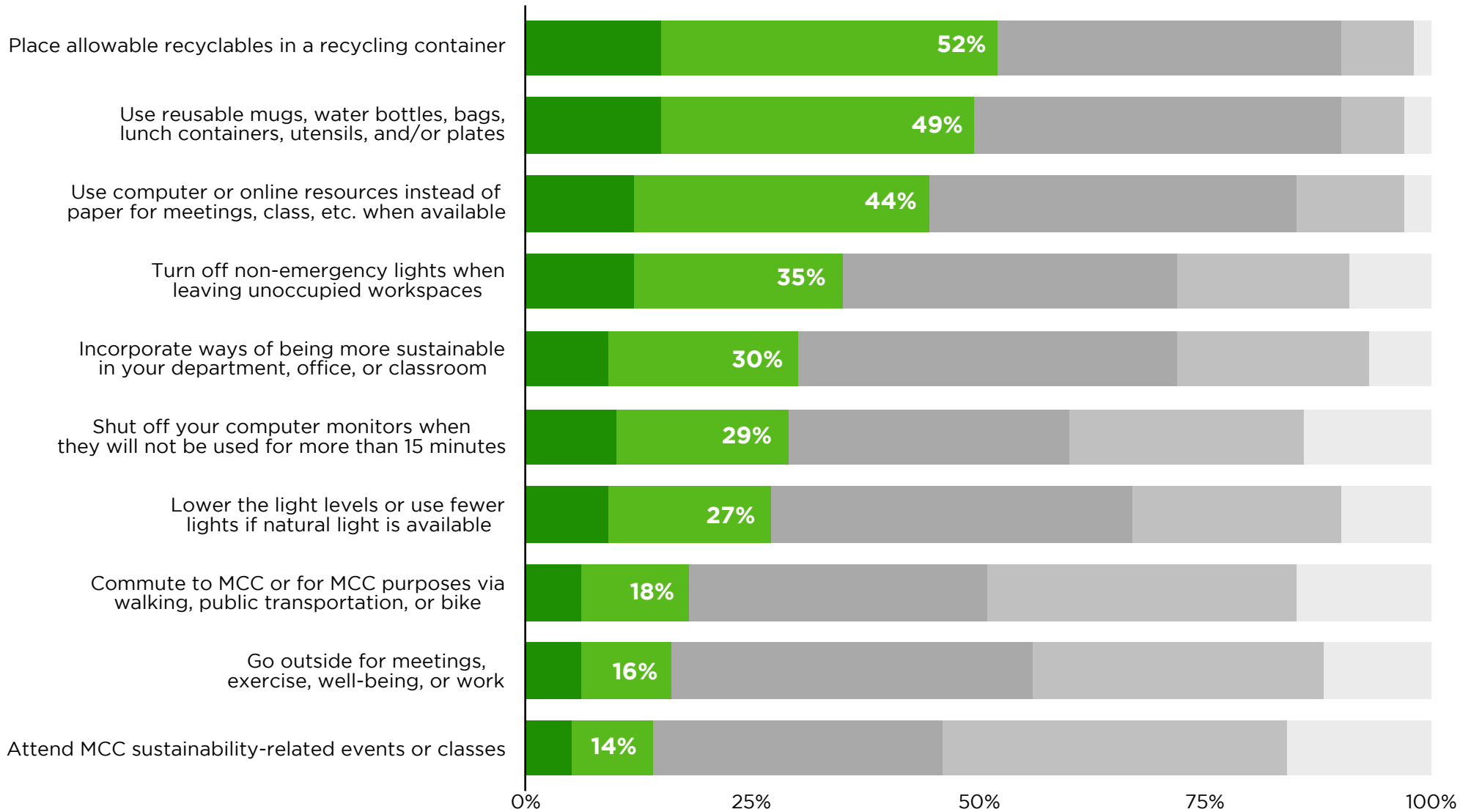


# Perceived Norm (Behavioral Frequency of Peers)

Overall Score: 22

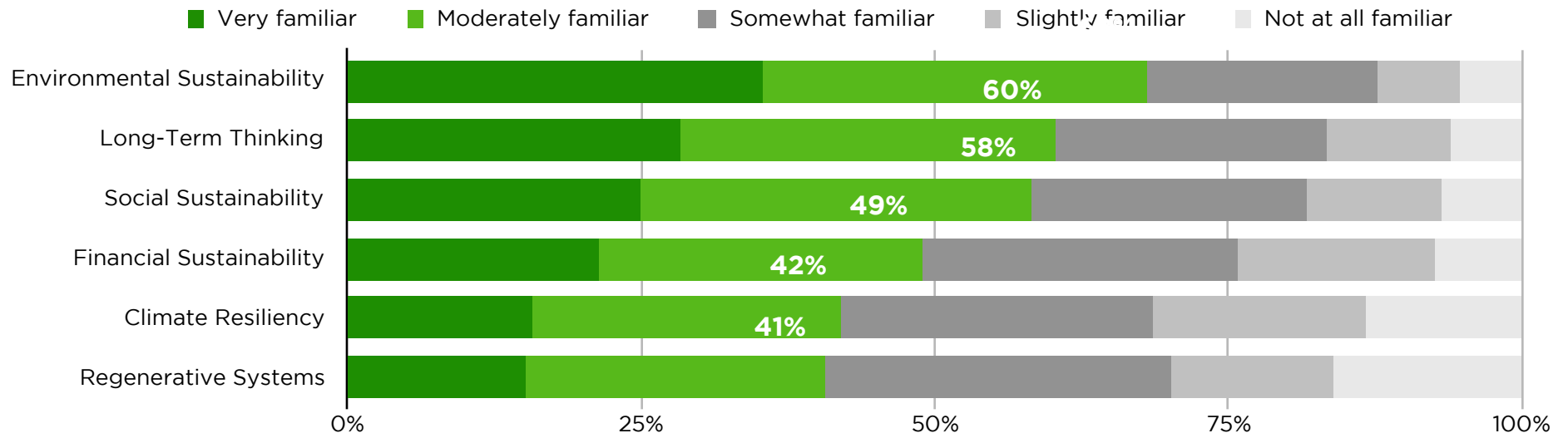
How often do other employees do the following at work?

Always    Most of the time    Sometimes    Rarely    Never



# Awareness of Sustainability Overall Score: 54

How familiar are you with the following concepts?



## Primary Focus: STAFF ONLY

### Top areas that STAFF/FACULTY respondents believe MCC should focus its efforts on:

<b>WASTE:</b> reducing waste, increasing recycling, and purchasing environmentally-responsible products	<b>60%</b>
<b>ENERGY:</b> conserving energy, making buildings more energy efficient, and generating energy on site from renewable sources (e.g. wind or solar)	<b>56%</b>
<b>WELLNESS:</b> supporting MCC's staff and students to meet the challenges they face and supporting their strengths so they feel a part of the community, and are connected to their natural surroundings	<b>38%</b>
<b>GROUNDS MANAGEMENT:</b> Engaging in environmentally-responsible landscaping (e.g., managing stormwater, native plants, limited pesticide use, creating habitats for the local ecosystem)	<b>31%</b>
<b>WATER:</b> conserving water and/or capturing rainwater and runoff	<b>29%</b>
<b>FOOD:</b> making healthy and sustainable food options more available	<b>29%</b>

## Primary Focus: STUDENTS ONLY

### Top areas that STUDENT respondents believe MCC should focus its efforts on:

<b>WASTE:</b> reducing waste, increasing recycling, and purchasing environmentally-responsible products	<b>46%</b>
<b>ENERGY:</b> conserving energy, making buildings more energy efficient, and generating energy on site from renewable sources (e.g. wind or solar)	<b>45%</b>
<b>FOOD:</b> making healthy and sustainable food options more available	<b>34%</b>
<b>WELLNESS:</b> supporting MCC's staff and students to meet the challenges they face and supporting their strengths so they feel a part of the community, and are connected to their natural surroundings	<b>34%</b>
<b>ACADEMICS:</b> offering more courses and programs that integrate or focus on sustainability and/or resilience	<b>30%</b>



## Mission Alignment & Importance: STAFF ONLY

**Mission Alignment:** How strongly STAFF/FACULTY respondents agree or disagree that sustainability concepts align with MCC's mission.

**Importance:** How strongly STAFF/FACULTY respondents agree or disagree that it is important for MCC to take active steps toward the various aspects of sustainability.

Shown below are the results for both Mission Alignment and Importance for each of the four sustainability concepts, as well as the average of the four that is used as an overall response.

Concept	Mission	Importance
Sustainability	<b>79%</b>	<b>93%</b>
Community leadership in sustainability	<b>73%</b>	<b>86%</b>
Resiliency to the effects of climate change	<b>60%</b>	<b>80%</b>
Operating in a way that produces more benefits than harm	<b>80%</b>	<b>92%</b>
<b>Overall Average</b>	<b>73%</b>	<b>88%</b>

## Primary Reason

The top five reasons why **STUDENTS** believe sustainability matters at MCC\*:

**ENVIRONMENT** - Because it lessens MCC's environmental impact, conserves resources, and reduces emissions

**RESPONSIBILITY** - Because it's the right thing to do

**HEALTH & WELLNESS** - Because it protects public health and promotes wellness

**FUTURE GENERATIONS** - Because it ensures that future generations can fully meet their needs

**FINANCIAL SAVINGS** - Because it saves money

The top five reasons why **STAFF/FACULTY** believe sustainability matters at MCC:

**ENVIRONMENT** - Because it lessens MCC's environmental impact, conserves resources, and reduces emissions

**RESPONSIBILITY** - Because it's the right thing to do

**FUTURE GENERATIONS** - Because it ensures that future generations can fully meet their needs

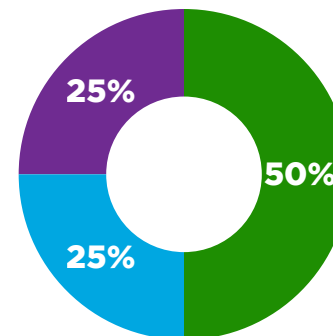
**HEALTH & WELLNESS** - Because it protects public health and promotes wellness

**LEADERSHIP** - Because it demonstrates leadership and establishes MCC as a model institution

Why do you believe sustainability is NOT important for MCC? (ALL respondents)

This question only appeared for the **FOUR** respondents who chose "NONE - Because I don't think it is important for MCC to pursue sustainability" on the previous question.

- Not related to mission or vision
- No impact on operations
- Does not impact staff or students



## Qualitative Comments: Successes

The survey asked participants for specific sustainability strengths and recent successes with explanations if possible. Of the 693 participants who completed the survey, 388 left comments. The table below shows the common themes identified in these comments and the percentage of respondents who mentioned that theme.

### Commonly Identified Strengths

1. **Waste Reduction & Recycling.** 169 respondents (44%) identified waste reduction and recycling measures as strengths at MCC. This included many comments about the water bottle refilling stations and recycling bins across campus.
2. **Energy/Green Design.** 95 respondents (24%) highlighted MCC's success in conserving energy and implementing green design practices for more efficient buildings. This included quite a few references to automatic lights and electric vehicle charging stations.
3. **Social/Community/Diversity.** 49 respondents (13%) mentioned forms of social sustainability, such as smoke-free campus policies, diversity and inclusion efforts, and community leadership.

Theme	%
Waste Reduction/Recycling	44%
Energy/Green Design	24%
Social/Community/Diversity	13%
Water/Landscaping/Horticulture	10%
Pass to Class/Transportation	9%
Communication/Education/Engagement	9%
Academics	7%
Organization Level/Leadership	5%

### Sample Responses

- “The water stations at some locations and in some buildings are fantastic and help prevent needless purchase of plastic water bottles. The prominently posted LEED certifications on new buildings are also a nice reminder of the college's interest in and leadership in sustainability.”
- “Some of MCC's sustainability strengths are the ways in which the grounds are cared for and maintained. The plants and bees that surround the Fort Omaha campus have a positive impact not only on campus but within the community. Specifically towards the pollination of bees.”
- “The Horticulture department is awesome. They grow crops on-site where people can see it and provide food to the Culinary Department for their classes.” **(This collaboration was often called out specifically!)**
- “The Pass-to-Class travel pass for students is a great example of incorporating public transport and sustainability into the students' lives while also making sure that social justice is guiding it by providing free rides to those that may not be able to afford driving to class every week.”

# Qualitative Comments: Opportunities

In addition to asking survey participants about strengths, the survey asked respondents to suggest opportunities for MCC to be more sustainable. Of the 693 participants who completed the survey, 385 left comments. The table below shows the themes identified in these comments and the percent of respondents who mentioned that theme.

## Commonly Identified Opportunities

- 1. Communication/Education/Engagement.** 85 respondents (22%) requested more communication around sustainability, including providing education about sustainable behaviors, having more events and programs, and being more vocal about MCC’s existing efforts.
- 2. Waste/Recycling.** 71 respondents (18%) identified waste and recycling as one of the top opportunities for MCC, particularly in terms of providing more bins and signage about what is allowable in the containers.
- 3. Energy/Green Design.** 64 respondents (17%) mentioned energy-related opportunities, including renewable energy, transportation, and more efficient building design.

Theme	%
Communication/Education/Engagement	22%
Waste/Recycling	18%
Energy/Green Design	17%
Academics	9%
Transportation	9%
Water/Landscaping	8%
Wellness/Food	8%
Electronic Communication/Less Print	8%
Purchasing	7%
Community Work/ Partnership	5%
Financial	1%
Diversity/Student Support	1%

## Sample Responses

- “Recycling. There are recycling containers around campus but no program to educate the faculty/staff/students as to what is recyclable. It isn't enough to just drop the containers and do no training.”
- “Our campus vehicles could be more fuel efficient or electric. We should make an intentional effort to add wind and solar power to our campuses.”
- “I get SO many paper handouts of various powerpoint presentations or paper things, that are almost always available on BlackBoard. ... There needs to be a big push to eliminate paper in the classroom.”
- “I think awareness is huge; a campaign of brochures and "advertisements" that advocate why change is important, how the small changes made on an individual level can add up, what people can do to contribute, could be very effective. Hosting on-campus q&a's or workshops could also be good to increase awareness; a student-led forum could be an interesting way to get student involved, as well as increase interest.”

## Qualitative Coding by Role

The tables below show the number and percent of responses within each theme, broken down by number of Staff/Faculty vs. Student responses. Percentages are percent of comments within that group.

### Strengths

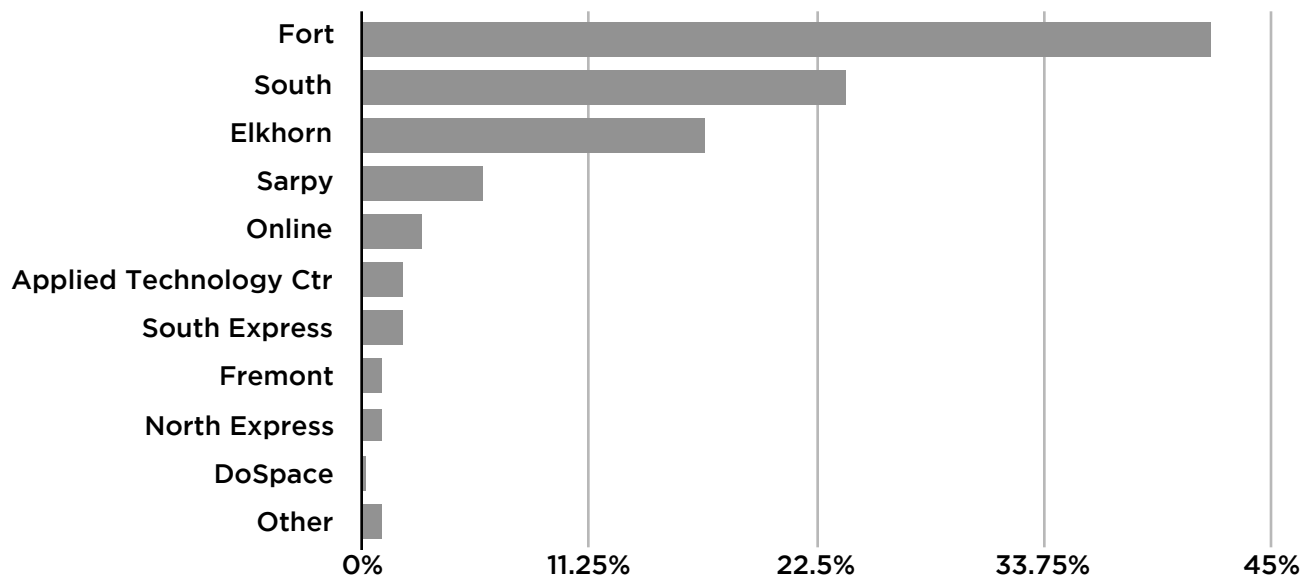
Theme	Total ALL	Staff	Staff %	Students	Student %
Academics	27	9	5%	18	9%
Energy/Green Design	95	66	37%	29	14%
Organization Level/Leadership	21	13	7%	8	4%
Waste Reduction/Recycling	169	77	43%	92	44%
Water/Landscaping/Horticulture	37	22	12%	15	7%
Social/Community/Diversity	49	15	8%	34	16%
Communication/Education/Engagement	33	14	8%	19	9%
Pass to Class/Transportation	36	23	13%	13	6%

### Opportunities

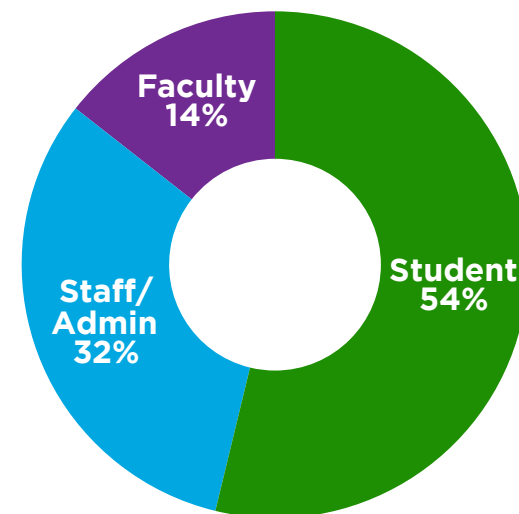
Theme	Total ALL	Staff	Staff %	Students	Student %
Energy/Green Design	64	32	18%	32	16%
Academics	35	12	7%	23	11%
Communication/Education/Engagement	85	48	27%	37	18%
Purchasing	27	13	7%	14	7%
Transportation	34	21	12%	13	6%
Water/Landscaping	31	18	10%	13	6%
Wellness/Food	32	12	7%	20	10%
Waste/Recycling	71	42	23%	29	14%
Community Work/ Partnership	20	10	6%	10	5%
Financial	5	2	1%	3	1%
Diversity/Student Support	4	0	0%	4	2%
Electronic Communication/Less Print	31	17	9%	14	7%

# Respondent Demographics

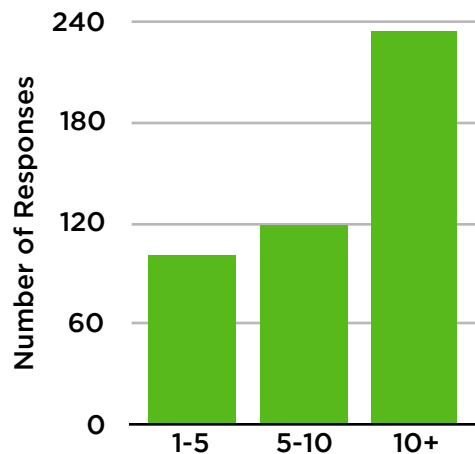
## Primary Campus Location



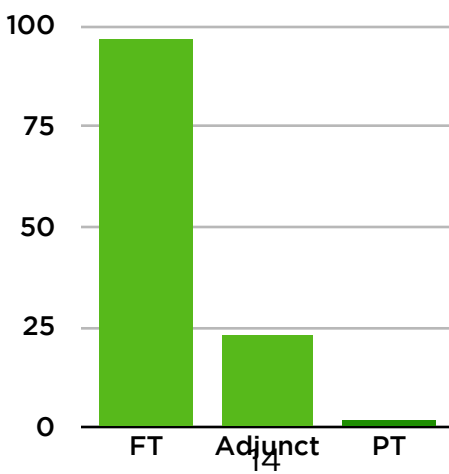
## Role



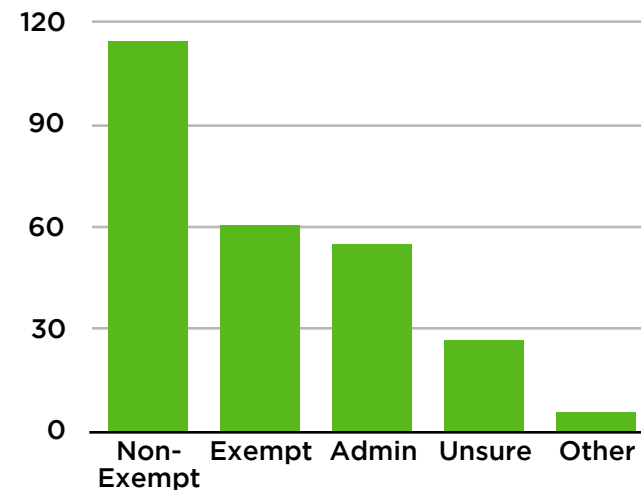
## Credits Taken (Students Only)



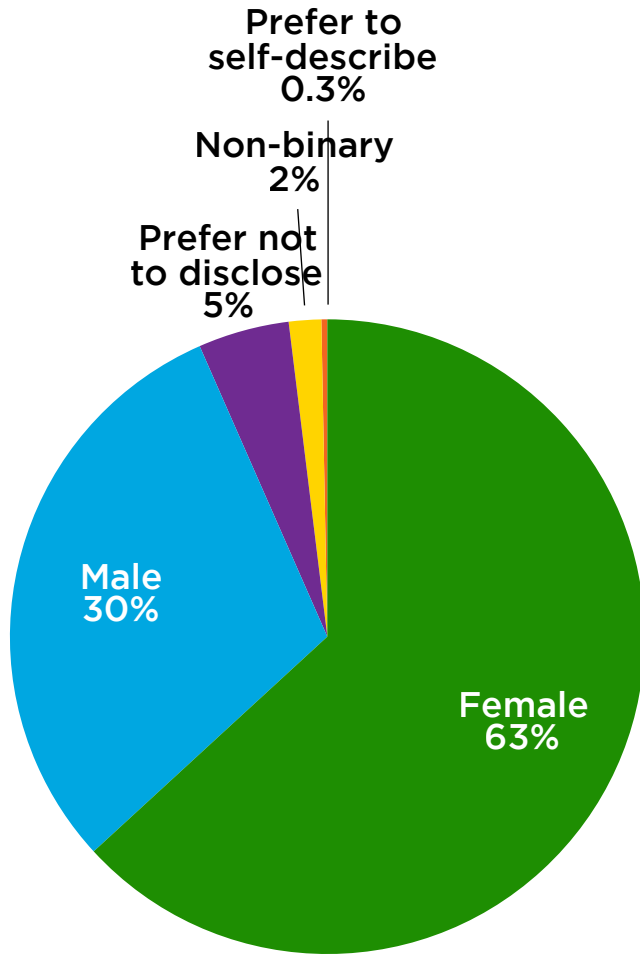
## Instructor Type (Faculty Only)



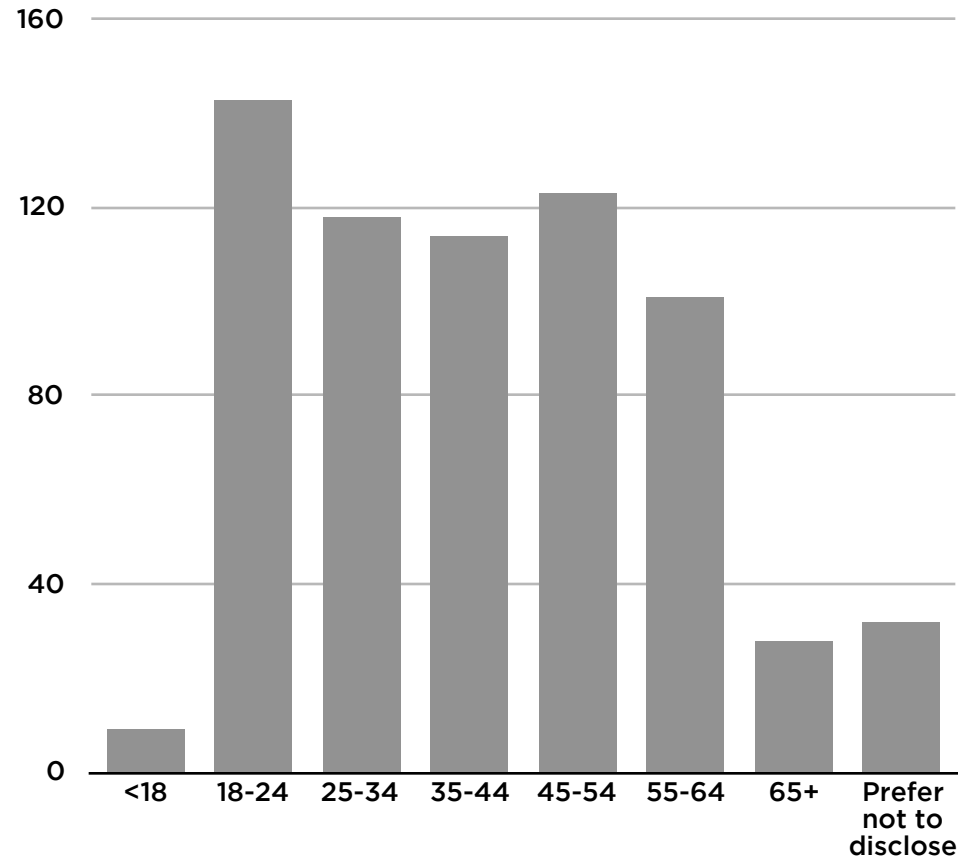
## Staff Role (Staff/Admin Only)



## Respondent Demographics (cont.)



Gender



Age