

Office of Sustainability

Jessica Bertken, Taylor Burks, Maggie O'Donovan, Adahli Trejo

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Executive Summary:

The issue that the Office of Sustainability is facing is that there is not enough awareness surrounding their office and initiatives at the University of San Diego. It is important for the Office of Sustainability to increase awareness of their office in order to continue to promote an environmentally friendly lifestyle at the university as well as to maintain and eventually increase our national ranking as a sustainable university campus. In order for the Office to be successful, they need students to be aware of the Office of Sustainability initiatives and know how they are impacting the environment around them. It is also important that students know about what the Office of Sustainability has to offer so they can use them as a resource on campus should they need to.

In our results, we found that students generally care about sustainability, but they don't know that much about sustainability in general and very few students know about the Office of Sustainability and what they're doing on USD's campus. The research and subsequent recommendations seek to address concrete ways the Office of Sustainability can engage the student body community. We found that through educational means, peer representatives, effective emailing, informational modules, and eco-friendly placards that the Office of Sustainability can not only increase general awareness about their office, but they can educate students on their initiatives and ways that students can be sustainable.

Introduction and Background:

The Office of Sustainability is a department, here at the University of San Diego, that is committed to caring for our common home, as they have specified on their website. Part of the Office of Sustainability's mission is to have USD community members, including students,

faculty, and staff, all partake in sustainable initiatives to promote awareness of environmental issues as well as push for environmentally friendly institutional changes to be implemented.

The USD Office of sustainability is a unique client due to the fact that it is not necessarily part of an industry. The office is focused more on the social impact of their work and creating socially responsible community members who prioritize sustainability. As a social impact group, they strive to build a cohesive community as well as having a positive impact on the environment. The office has a plethora of resources available to students as they continuously research ways to better serve the student body while maintaining the element of sustainability. They have data from past projects, comparative data for what other universities are doing, and knowledgeable individuals with specialized knowledge in the field. They work with every office of the USD bureaucracy, collaborating and advising their practices, to create a campus community that cultivates a sustainable environment. They seek to educate administrators, students, and faculty about waste, energy, and practices that negatively impact the environment and provide a path that will lead to a waste neutral campus, and even reverse some of the damage.

The Office of Sustainability is addressing one of the most decisive social issues the world faces today, sustainability. As a Catholic institution, USD has emphasized its goal to “care for our common home.” The environment is in disarray, so as consumers it is our responsibility to be its caregivers and protectors. The Office of Sustainability's main goal is to become environmentally neutral and, eventually, environmentally positive. The campus has a goal to divert more waste and generate more power than what the campus community consumes, while implementing new sustainable technologies to reverse carbon emissions and other harmful practices. Community members come from vast and varying attitudes towards sustainability so

the Office of Sustainability is attempting to create a widespread culture that will advance their goals and they need to publicize all current and future initiatives. At present, the office is struggling to get information about the Office of Sustainability to the student body. They work with other organizations on campus and use social media but have not individualized narrative associated.

One organization on campus OS should take note from is the Changemaker Hub. USD has undertaken some amazing initiatives in regards to sustainability but are often in collaboration with other organizations, such as the Changemaker Hub. Almost all of the literature USD distributes emphasizes the social initiatives undertaken by Changemakers. The home page of the website has the organization featured on the first photo.¹ However, the Office of Sustainability is often times overlooked and lumped together with work of other campus orgs. Many would be surprised to learn that they have cut the net square footage of grass and conversely opted to plant drought friendly plants. They are diligently working to change the way in which we view beauty when walking across campus. By placing the drought friendly plants across main sections of campus, they are exposing the USD community to different forms of beauty besides grass and flowers. Additionally, solar panels line the roofs of buildings and the Recycling Center disposes of technology in responsible ways. Now that USD is in the Sierra Club's Top 10 'Coolest' Schools², sustainability is more incorporated into USD's image. The other competitors that come along with this prestigious ranking are other schools on the forefront of sustainability. Schools like Stanford, UC Irvine and Loyola Marymount are all doing amazing things to make their campuses waste positive and shift towards alternative energy sources. USD cannot be complacent if they want to continue to be recognized as a sustainable campus so the Office of

¹ *University of San Diego*, www.sandiego.edu/.

² "Cool Schools 2017 Full Ranking." *Sierra Club*, 25 Aug. 2017, www.sierraclub.org/sierra/cool-schools-2017/cool-schools-2017-full-ranking.

Sustainability needs to keep innovating and incorporating a culture of sustainability on campus, and raise awareness about the clubs' initiatives. These other universities compete with USD for federal grants for sustainable projects. In order to stand apart from these universities, USD needs to be making larger strides towards a more sustainable future.

Research Objectives:

For the duration of this research project, we will be focusing on answering the question, “What is the best way to increase campus awareness of the Office of Sustainability’s existence, purpose and view it as a resource for change?” USD has explicitly stated in the “Envisioning 2024”³ program that taking further action to alleviate our impact on the environment around us is a goal of the university. USD strives to instill values to make graduates socially responsible citizens and sustainable practices are a huge component. USD and the Office of Sustainability are doing amazing things on campus like utilizing solar panels and opting for drought resistant plants instead of the water inefficient decorative plants that have been used in the past.

After speaking with the Office of Sustainability and conducting in-depth interviews we found that students did not have a general grasp of what the Office does on a day-to-day basis, and they also were unaware of their initiatives on campus for the most part. We used this information to develop surveys that would see just how much students knew about the Office and their initiatives on campus. We also asked more specific questions that related to our hypotheses to find out the best way to reach them.

Methodology:

We began our research by conducting in-depth interviews with 12 USD students of different majors and grade levels. We asked them questions regarding their knowledge about the

³ “Envisioning 2024: Strategic Plan for the University of San Diego.” *Envisioning 2024: Strategic Plan for the University of San Diego - Envisioning 2024 - University of San Diego*, www.sandiego.edu/envisioning-2024/.

Office of Sustainability, where they got that knowledge, as well as other questions that were specific to each hypothesis. After our interviews, we developed some key themes that we wanted to address and developed a survey through qualtrics. In our survey, we had 44 USD students participate. 25% of respondents identified as male and 75% of our respondents identified as female, thus skewing our results towards the female population. In terms of ethnicity distribution, 13.6% of our respondents identified as Hispanic/Latino, 13.6% identified as Asian, 56.8% identified as white, 11.4% identified with two or more ethnicities, and 4.5% identified as another ethnicity that was not listed. As for the respondents' year in school, 11.4% of the respondents are sophomores, 20.5% are juniors, and 68.2% are seniors. Since we were unable to get an equal distribution in age amongst our respondents, our data is skewed towards upperclassmen at USD.

We collected data using an online survey created on Qualtrics. We distributed the survey through Facebook, utilizing our networks through Facebook groups that we are a part of. This was the best method for distribution because there are a lot of students that view these groups, and the students viewing our posts know us so therefore they are more likely to respond. However, this limits our surveys to only students who do in fact view social media posts and respond to the surveys within them. In the survey, we asked various questions in order to test our hypothesis as well as in regards to the respondents' knowledge and awareness of the Office of Sustainability. We also asked questions regarding their interest and level of passion for sustainability practices.

Findings:

Hypothesis 1: *If the Office of Sustainability appeals to student interests through a campus identity message, awareness of the Office of Sustainability will increase.*

In order to test this hypothesis, we asked our participants a series of questions pertaining to the responsibility and impact of the individual, their perceptions of their fellow classmates at USD, and their level of passion for sustainability.

First, we asked our participants to rate the extent to which they believe that the wellbeing of the environment is their responsibility. This question was asked on a five-point scale, 1 being strongly believe and 5 being strongly disbelieve (See Figure 1.1). We conducted a one-sample T-Test and we were able to conclude that on average, USD students somewhat believe that the wellbeing of the environment is their responsibility (Mean= 1.72, P value= .0001). Another question that we asked in our survey inquired as to the extent that they believe that their actions have a positive or negative impact on the environment. This question was also on a five-point scale, 1 being strongly believe and 5 being strongly disbelieve (See Figure 1.2). We conducted a one-sample T-Test on the results from this question. Having analyzed the results of the test, we are 95% confident that on average USD students somewhat believe that their actions have a positive or negative impact on the environment (mean= 1.82, P value= .0001).

We also asked our participants to what extent do they believe that they would embrace a sustainable lifestyle if others around them were doing the same. This question was asked on a five-point scale, 1 being strongly believe and 5 being strongly disbelieve (See Figure 1.3). We conducted a one-sample T-Test and concluded that we are 95% confident that on average, USD students somewhat believe that they would embrace a sustainable lifestyle if others around them were doing the same. Additionally, we also asked the extent to which the participants believe that their fellow classmates care about sustainability. This question was asked on a five-point scale, 1 being strongly believe and 5 being strongly disbelieve. We conducted a one-sample T-Test and we were able to conclude that on average, USD students somewhat believe that their

fellow classmates care about sustainability. Finally, we asked the participants to rate how passionate they feel about sustainability on a five-point scale, one being very passionate and 5 being very dispassionate. After collecting the survey data, we conducted a one sample T-Test. From the test we are 95% confident that on average USD students are somewhat passionate about sustainability (mean= 2.18, P value= .0001).

Having gathered all of this feedback, we have been able to determine with confidence that USD students feel passionate about sustainability, they believe that their actions have an impact on the environment, they would embrace a sustainable lifestyle if others around them were doing the same, they believe that the environment is their responsibility, and they believe that their classmates care about sustainability as well. The sentiment of caring for sustainability already exists within students at USD. Knowing this, the next step is to create a campus identity message in order to organize and mobilize students behind this common sentiment and propel them into action, thus increasing their awareness of the Office of Sustainability.

Hypothesis 2: *If the Office of Sustainability has a more visible presence at events on campus, students would be more aware of sustainability on campus.*

In our survey, there were five specific questions that addressed ways in which OS could be more visible at events. They were asked on a seven-point scale with (1=very interested, 7=very uninterested) to see how interested students would be in the specific components at events, which were OS sponsored events, compost bins and recycling bins at events, OS student representatives present at events, and waste diversion reports for major campus events. Of the five questions, four resulted in statistically significant findings through one sample t-test. First, we can say with a 99% confidence level, that students would be interested in having recycling bins at events (Mean=1.61, t-value=4, p-value=0.00001). the next finding goes hand in hand with the compost bin, when the

results showed that with 99% confidence that composting bins are of interest to students at USD events (Mean=2.16, t-value=4, p-value=0.00001). From this, we decided to run an ANOVA to see if there was a relationship with overall passion for sustainability. As would be suspected, the more passionate individuals were about sustainability, the more likely they were to be interested in compost bins over recycle bins. A visual distribution of the responses to this question can be seen below. We can say with a 95% confidence level that very passionate to somewhat passionate are more likely to want compost bins. Something interesting to note is that the relationship was only significant for compost and not recycling bins. See Figures 2.3 and 2.4 for a visual representation of frequency.

Another way OS could be visible on campus is to have student representatives at events to educate their peers as well as be a point of reference if they have any questions as opposed to having events specifically sponsored by OS. What initially lead me to hypothesis about representative is the commonality of students tabling outside the UCs, Colachis Plaza, and La Paloma. Our survey even found that 50% of students use other tabling students as a source of information about events on campus and 83.1% of students use the word of mouth of their peers. We can say with a 99% confidence level that students are interested in having in having representatives, (Mean=2.36, t-value=3, p-value=0.00001). See Figures 2.1 and 2.2 for a graphically representation of the frequencies.

Finally, the last question that regarded this hypothesis and was statistically significant was whether or not students would be interested in receiving waste diversion reports for USD events on campus. We found that with a 95% confidence level that there is statistically significant variation of interest away from the neutral point, (Mean=2.52, t-value=3, p-value= 0.04). This denotes that there is significant deviation of student interest from the neutral point. As a result, I looked at the most frequently used sources of information about on campus events and concluded that if OS was to publish such a report, the best way would be Social Media and an Email Newsletter because student

word of mouth would be unreliable in this specific case. See Figure 2.5 for the graphical representation of the frequency of responses.

Hypothesis 3: *If the Office of Sustainability sent out more emails about events, more USD students would be aware of the program.*

In our survey, respondents were asked to check all that apply for the different ways they received information about the Office of Sustainability (freshman year LLC, posters or flyers on campus, the office itself or one of its staff members, emails from USD, word of mouth, other, or did not get info about the Office of Sustainability). On average, 15 people say they get their information through their USD email. Of all the respondents, 34 percent of people get their information from emails, 32 percent from word of mouth, 11 percent from the office itself, 16 percent from posters or flyers, and 18% from the Freshman year LLC. This indicates that USD students frequently use their emails as a source of information. Next, I conducted a One Sample T-Test (see figure 3.1) on where USD students got their information about the Office of Sustainability. Then a Frequency Test (see figure 3.2) was conducted to test how frequently USD students use their email to get information about things happening on campus. On a scale from 1-5, (1 – “Never use”, 3 – “Unsure”, 5 – “frequently use”) the data revealed that the mean is 3.57 and the P value is .004. Therefore, since the mean is over 3, the data proves that the usage of emails is greater than unsure and that there is a correlation. It would be best if the Office of Sustainability sent out more consistent and informational emails to students because that is a large source of information for USD students.

Hypothesis 4: *If the Office of Sustainability strategically places permanent, eco-friendly structures/placards around campus with their name and educational information, they will see an increase in overall awareness about their office.*

In our survey we asked respondents several questions regarding where they get their information on campus. Specifically, they were asked to rank how frequently they use each method on a scale from 1-7 (1 = never use, 7 = frequently use). The methods in our survey were email newsletter, social media, on campus flyers, word of mouth, tabling students, and professors (see figure 4.1). We conducted a one-sample T-Test with a comparison value of 3 and found with 95% confidence that students use on campus posters and flyers as a source of information. (Mean value = 3.39, t-value = 2.237, p-value = 0.031) We found that all but two respondents were at least somewhat interested in having recycling bins at all USD events, and all but six respondents were at least somewhat interested in having compost bins at all USD events. Having these at all USD events is one opportunity for the Office of Sustainability to do some subtle marketing. By placing the Office of Sustainability's name, or even creating a logo, and placing it on these bins along with facts about sustainability, the Office can increase overall awareness while educating USD's students. Furthermore, we asked respondents how likely they would be to read informational placards around campus denoting sustainability measures regarding landscape on a scale from 1-7 (1 = extremely likely, 7 = extremely unlikely). We conducted a one-sample T-Test with a comparison value of 3 and found with 95% confidence that students would indeed read informational placards if they were placed on campus. (Mean value = 3.70, t-value = 2.907, p-value = .006?) (see figure 4.2). Based on these findings, we believe that in addition to adding recycling & compost bins at all USD events the Office of Sustainability should use both posters

& flyers as well as permanent placards to reach more students, but they should use placards more frequently.

Hypothesis 5: *If the Office of Sustainability implements a mandatory module at the beginning of the semester, more students will know about them and all that they do on USD's campus.*

We asked students two questions regarding the mandatory module at the beginning of the semester. The first of which asked students how much they agreed with this statement: If USD were to implement a Sustainability module that was required to be taken by all students at the beginning of each semester, students would learn something about Sustainability. They answered on a scale from 1-7 (1 = Strongly agree, 7 = Strongly disagree). We conducted a one-sample T-test with a comparison value of 4 and found with 95% confidence that on average students believe that a mandatory module would help students learn about sustainability (Mean value = 3.36, t-value = 2.426, p-value of .020). The second question we asked them was an open-ended question that asked what students would want to learn about from the module. Students were given the option to submit 4 topics that they would want to learn about in the module. After coding their responses, we found that students wanted to learn most about ways that USD and the Office of Sustainability are being sustainable on campus, followed by ways that students can be more sustainable in everyday life. Some of the other common topics included recycling, composting, and water conservation. We created a word cloud to show an overview of some of the other most important things respondents said, as well as a chart (see figure 5.1). Furthermore, there were a total of 16 respondents who gave suggestions, and there were a total of 42 suggestions given. Given that this was an optional response, we are very pleased with the amount of responses as well as the quality of responses. Based on these responses, we believe that

students would not only learn from the module, but that they would engage with the module willingly and learn from it.

Summary:

We were asked to research how to bring more awareness to the Office of Sustainability and all that they do on campus. After meeting with representatives from the Office, conducting in depth-interviews, distributing our survey, and analyzing the results, we found out a lot about the students at USD and how they view the Office of Sustainability.

Based on the results of the survey that we conducted, we were able to gather the average USD student's sentiments towards sustainability. The participants responded saying that they felt passionate about sustainability as well as expressed that they felt that they had a responsibility to maintain the wellbeing of the environment. They also indicated that they believed that their actions have an impact on the environment. Apart from this, they also expressed their belief that their fellow peers at USD also care about sustainability.

When interviewed, students said that the club they felt made a lasting impact on them and made them want to be involved was due to the fact that they felt welcomed, a part of a group, and that they had a place or position within the club. They all said that the team aspect and the feeling of contributing to a larger cause was a main factor in joining and remaining in this club. Additionally, students said that the clubs they were most aware of was because of receiving emails, seeing it on campus, or hearing about it from a peer.

Events are at the heart of the USD student on campus experience and if the Office of Sustainability took on a role as an active participant it could better engage students. After extensive market research, we concluded that students are interested in having peer

representatives from OS instead of OS explicitly sponsored events. As part of their role at events, there was interest in compost and recycling bins as well as waste diversion reports detailing the sustainability of events.

After analyzing the data from our surveys, we found that the number one way students get information on campus is through word of mouth. However, we also saw that they use emails and campus flyers/posters to get information on campus. We asked students whether or not they thought they would learn from a sustainability module, and found that on average students thought they would. We also received a lot of detailed responses on what they thought should be on the module and what they wanted to learn about with regard to the Office of Sustainability and sustainability in general.

Recommendations:

Recommendations Hypothesis 1

According to our research and findings, awareness of the Office of Sustainability would benefit from a campus identity message being created in order to appeal to student interests. We asked students to indicate the level to which they feel responsible for the wellbeing of the environment, the level to which they feel that their actions have an impact on the environment, the extent to which they believe that they would embrace a sustainable lifestyle if others around them were doing the same, the extent to which they believe that their fellow classmates care about sustainability, and their level of passion for sustainability. To all of these questions, on average, the participants indicated that they feel passionate about sustainability, they acknowledge the role that they each play in the maintenance of its well being, and they believe that other students at USD feel similarly about sustainability. Knowing all of this, we recommend that the Office of Sustainability create a message in order to unite students behind

this common sentiment and encourage them to take the next step, which is to take action and get involved with the OS. Examples of what this campus identity message could potentially look like include “Sustainability. It’s the Torero way.” and “Toreros. They make a difference.” The message should be specific to students at USD and using that identity as USD Toreros as the unifying factor.

Recommendations Hypothesis 2

The initial goal for this hypothesis was to gage ways for the Office of Sustainability to have a more visible presence at on campus events, as they are a cornerstone of student life at USD. Based on the results of questions that sought to prove or disprove this hypothesis, it can be concluded that there are several ways for OS to have a more visible role at on campus events. The first issue the questions addressed was to what extent students wanted OS involved at events. There was little supporting interested OS exclusively sponsored events, while there was interest for student OS representatives. These representatives could serve as liaisons to their peers acting as a word of mouth source for information about sustainability and initiatives currently undertaken on campus. They could act similarly as members of TPB that have to commit to working a certain number of events ever semester or like ambassador who also have to commit a certain amount of time to fulfill their role. They could table once a month outside Colachis Plaza just to raise awareness or answer any questions students may have because students are more comfortable reaching out to their peers compared to administrators. Another way OS could use the student representatives and promote themselves is to have compost and recycling bins at events. There was a notable interest in students wanting recycling and compost bins at events. This is a visible way to brand the office as well as been seen and an integral part

of the running of on campus events. Finally, there was student interest in having waste diversion reports from on campus events. The report could detail the measures taken to make the event waste neutral and then a feature about how much was recycled instead or left in the trash. Other universities like the University of Virginia and Green Mountain College issue reports about the sustainable measures behind their on campus events as well as have a guide for organizations their offices do not work with on how to have a sustainable on campus events.

Recommendations Hypothesis 3

In addition to sending out emails more frequently, increasing the information spread about the Office of Sustainability through word of mouth would be beneficial. This can be done perhaps through coming into classrooms and having a quick informational about what the Office of Sustainability does, stands for, how others can be involved, where they are located, etc. The big benefit to both of these sources of improving awareness is that they are both quick, easy, and inexpensive with the possibility of a large reach. Since students are already needing to check their email for their classes and will be attending classes on a regular basis, emails and word of mouth would be the most effective and efficient way to get the awareness of the Office of Sustainability up quickly. The data (see figure 3.1) also revealed that the office itself was voted the lowest for distributing information about the program. The survey showed that how the average USD student receives information, in order from the most reach to least, is emails, word of mouth, freshman year LLC, posters or flyers, and lastly, at 11 percent, the office itself. The office itself can improve their reach and awareness by making the office location and all the resources available more widely known through emails and word of mouth. Encouraging more

students to come into the office itself and learn about the program would greatly improve the overall awareness of the program.

Recommendations Hypothesis 4

Based on our research, we found that the Office of Sustainability would be able to increase its awareness amongst students by putting in permanent/eco-friendly placards around campus. We found that students use campus flyers and posters as a source of information on campus. Placards are slightly different, so we also asked respondents how likely they would be to read informational placards on campus and we found that on average students were at least slightly likely to read them. These placards would denote drought resistant plants, water reductions on campus, as well as other Sustainable initiatives. By putting an Office of Sustainability logo on the placards and placing them around campus, the office will get more exposure and students will know more about their impact on USD's campus.

Recommendations Hypothesis 4

Our data shows that students believe they would learn from a module distributed by the Office of Sustainability at the beginning of each year. We asked students how strongly they agreed with this sentiment and found that on average students agreed that they would learn from a sustainability module. We also asked students to offer suggestions for what they would want to learn about in this module, and we had over $\frac{1}{3}$ of our respondents offer suggestions. This was an optional response, so over $\frac{1}{3}$ is a relatively high response rate. Based on this, we believe students would be engaged with this module and eager to learn about sustainability. We also coded their responses and analyzed them. We found that students wanted to know about what the Office of

Sustainability was doing on campus most, and they wanted to know how they could be sustainable as individuals second most. Based on this data, we believe that implementing a module at the beginning of the semester would allow students to learn about sustainability through a short module each year, and they would also learn more about the Office of Sustainability and their initiatives for the upcoming year.

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www.sandiego.edu/envisioning-2024/ .

Appendices:

Appendix A: Findings Graphs

Figure 1.1

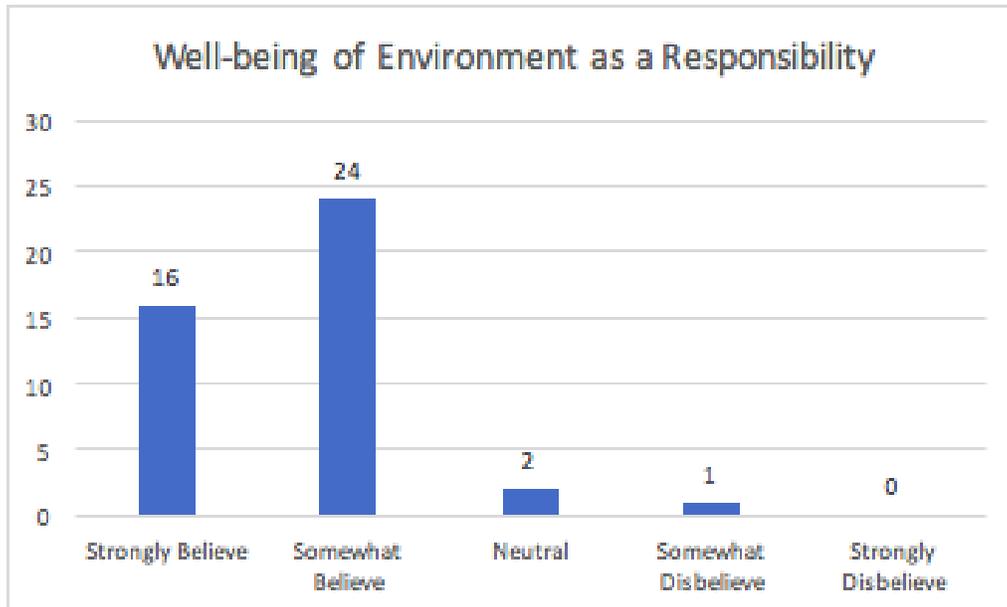


Figure 1.2

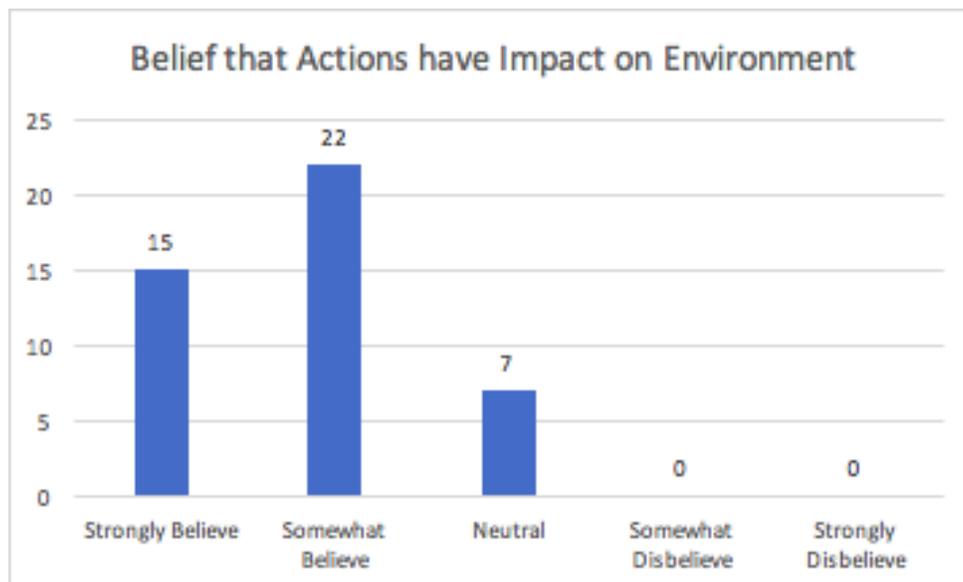


Figure 1.3

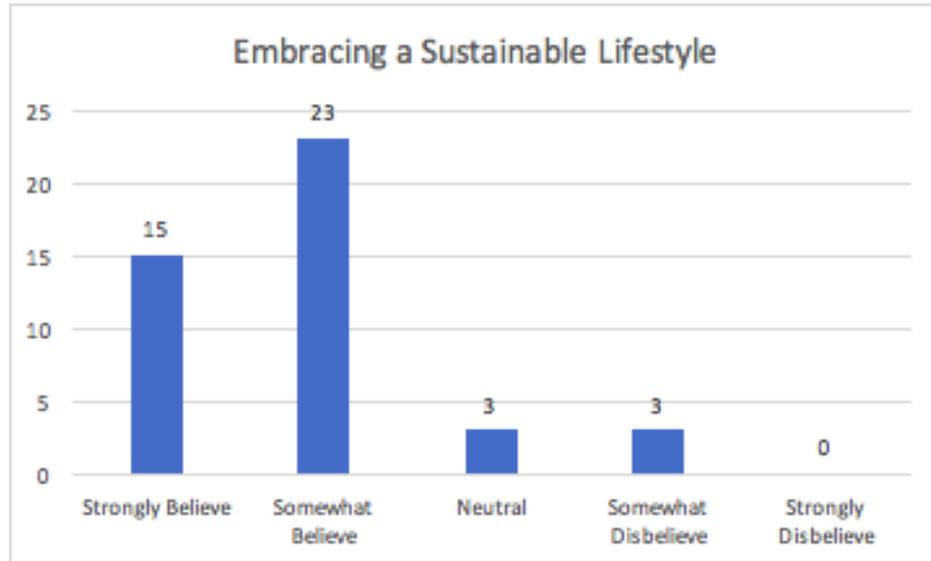


Figure 1.4

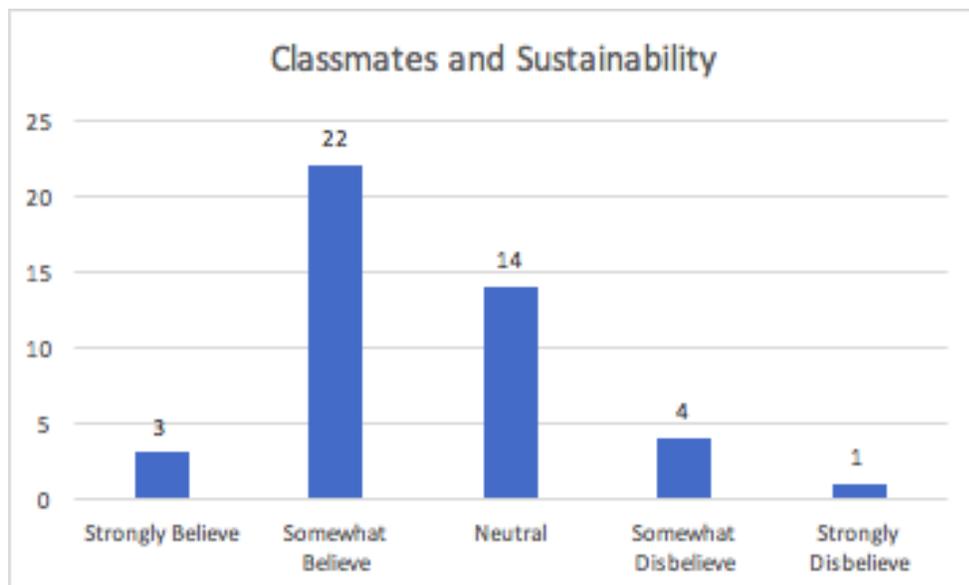


Figure 1.5

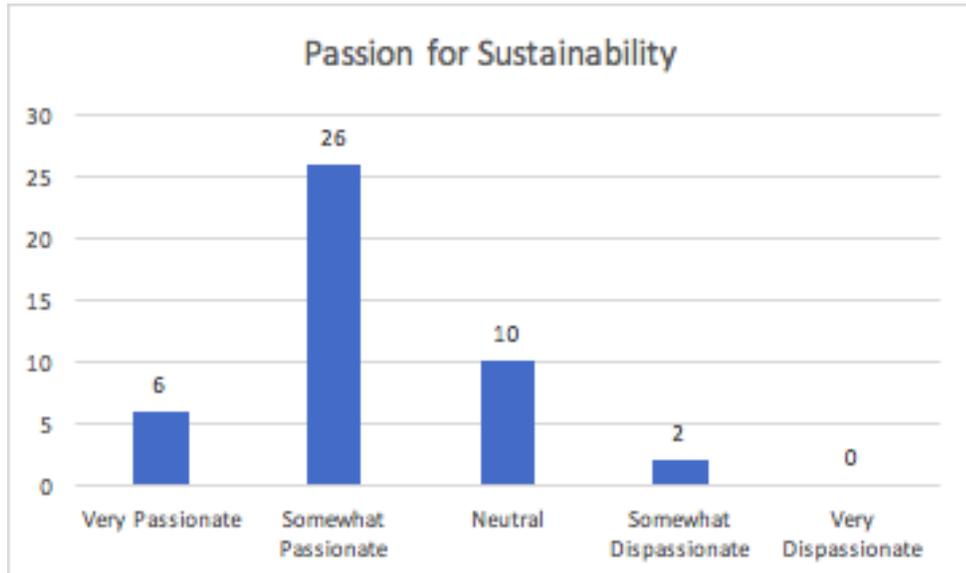


Figure 2.1

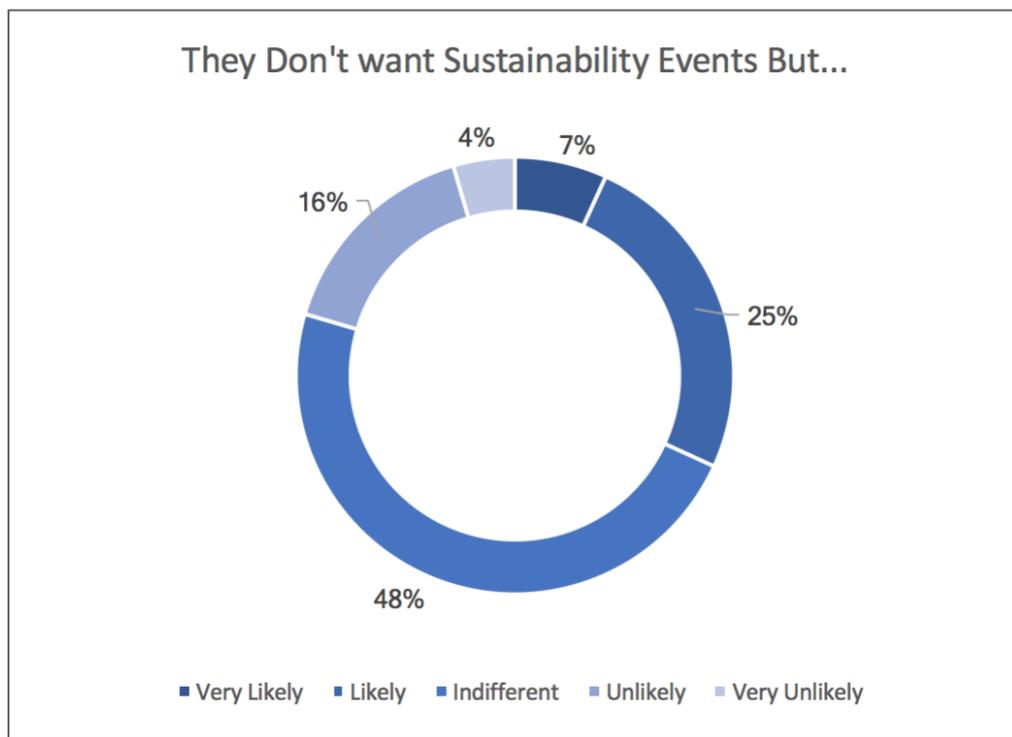


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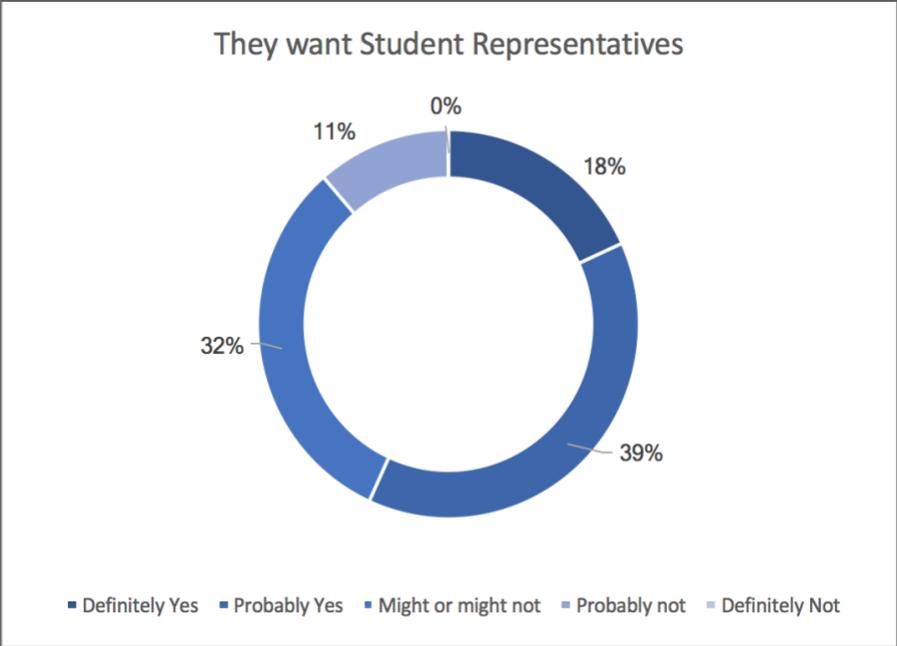


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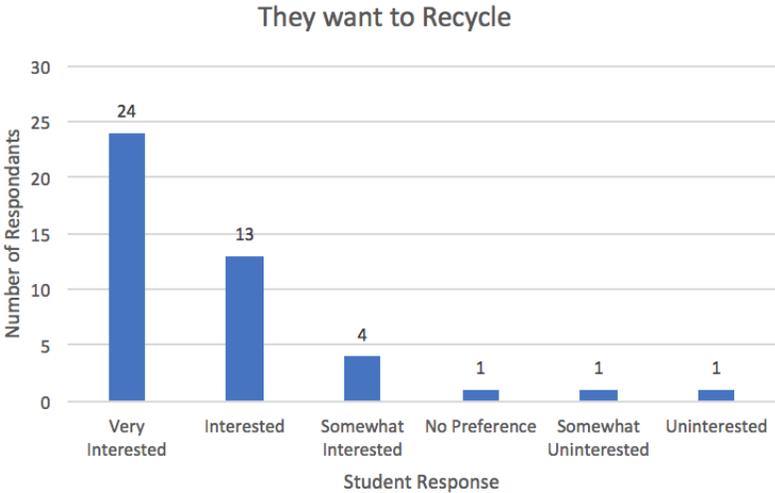


Figure 2.4

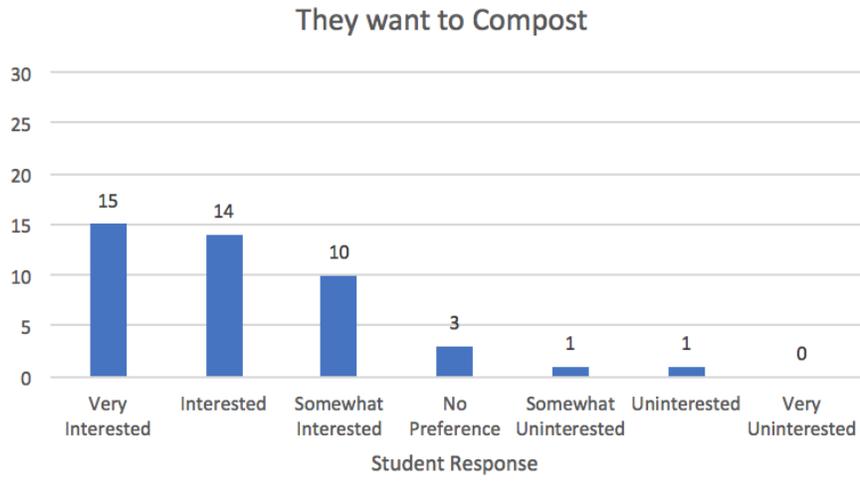


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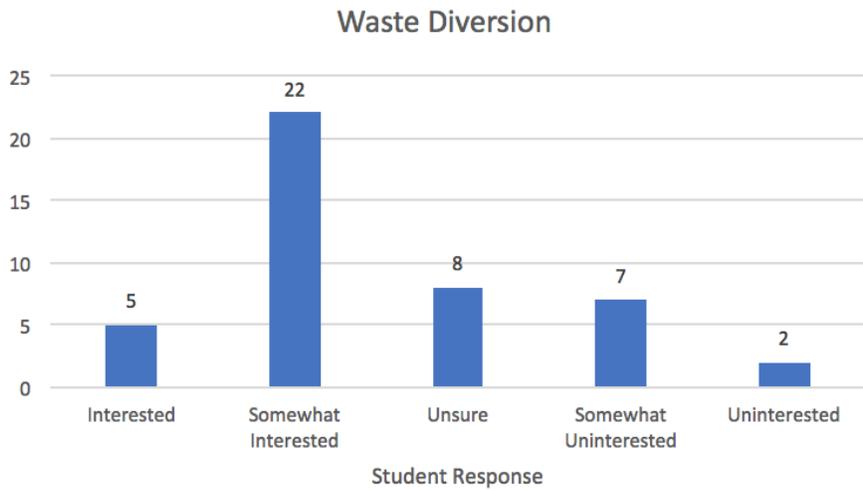


Figure 3.1

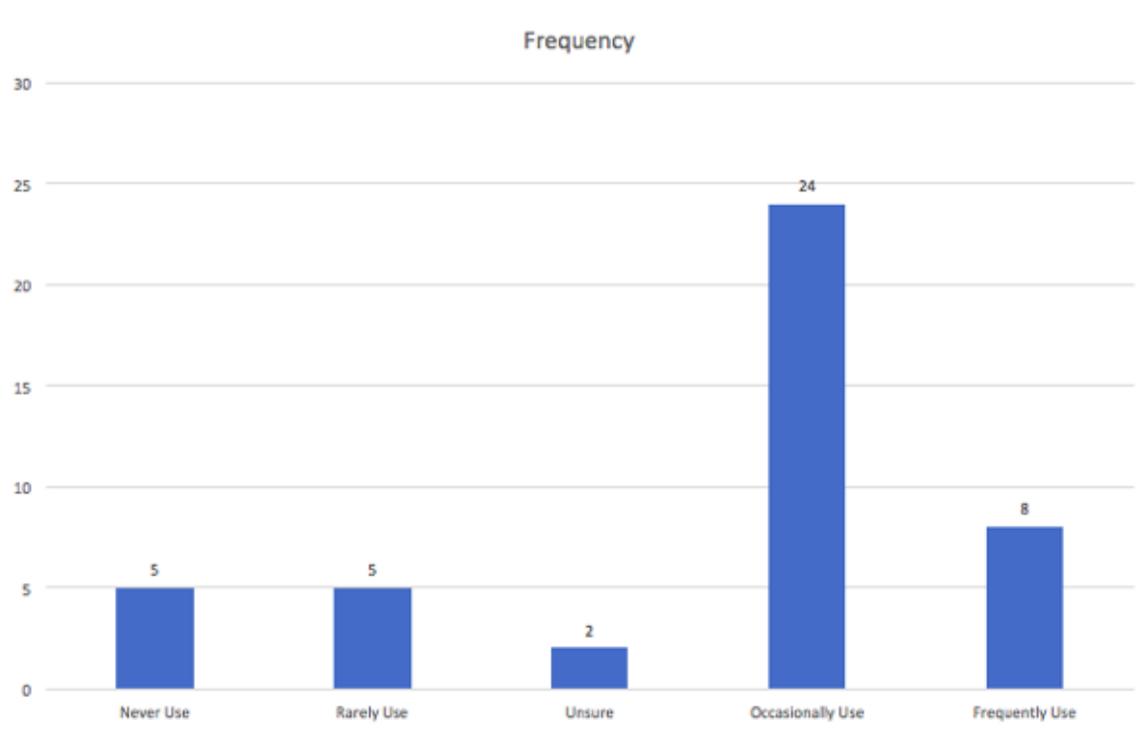


Figure 3.2

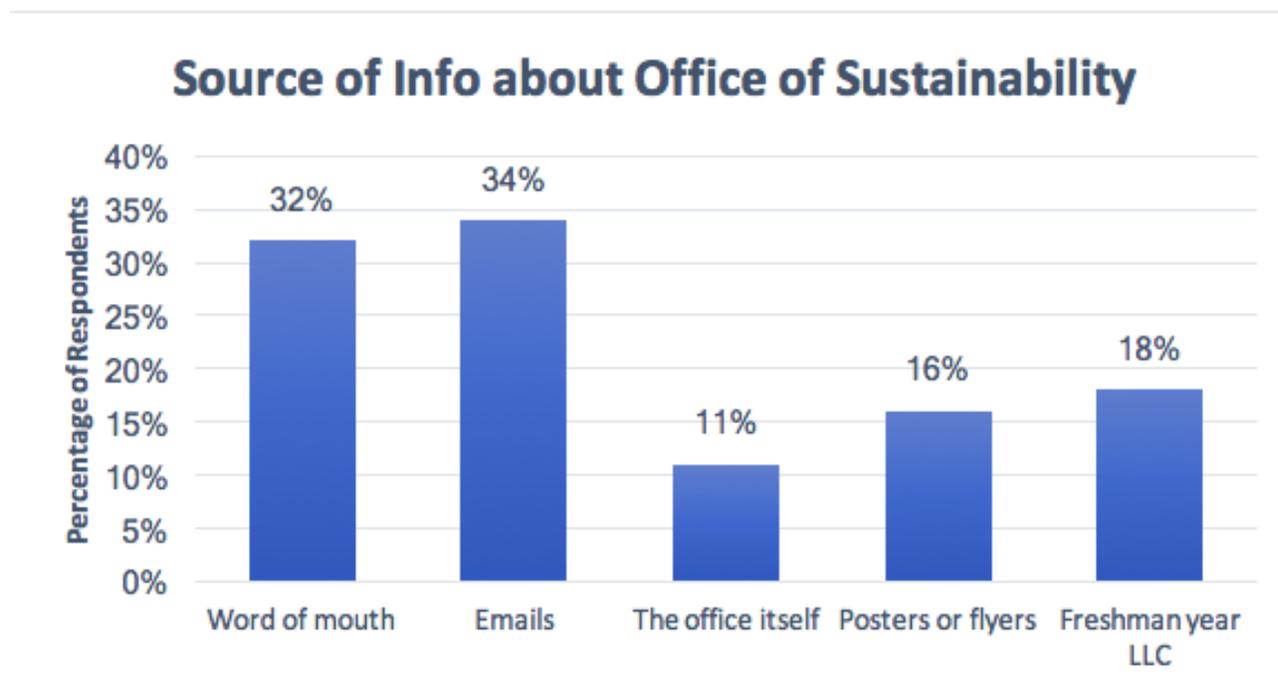


Figure 4.1

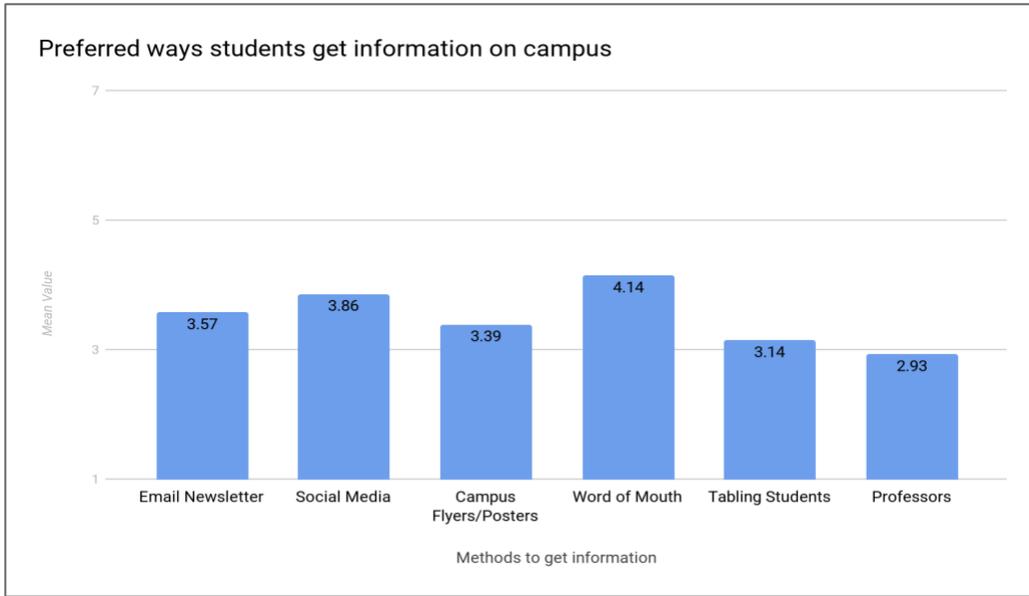


Figure 4.2

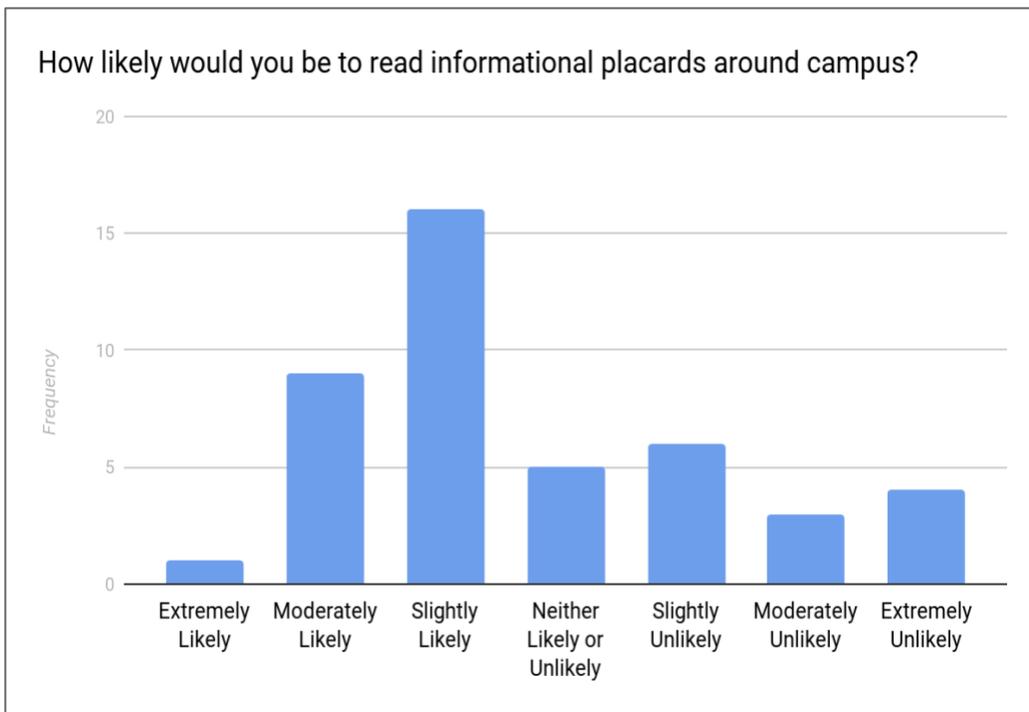
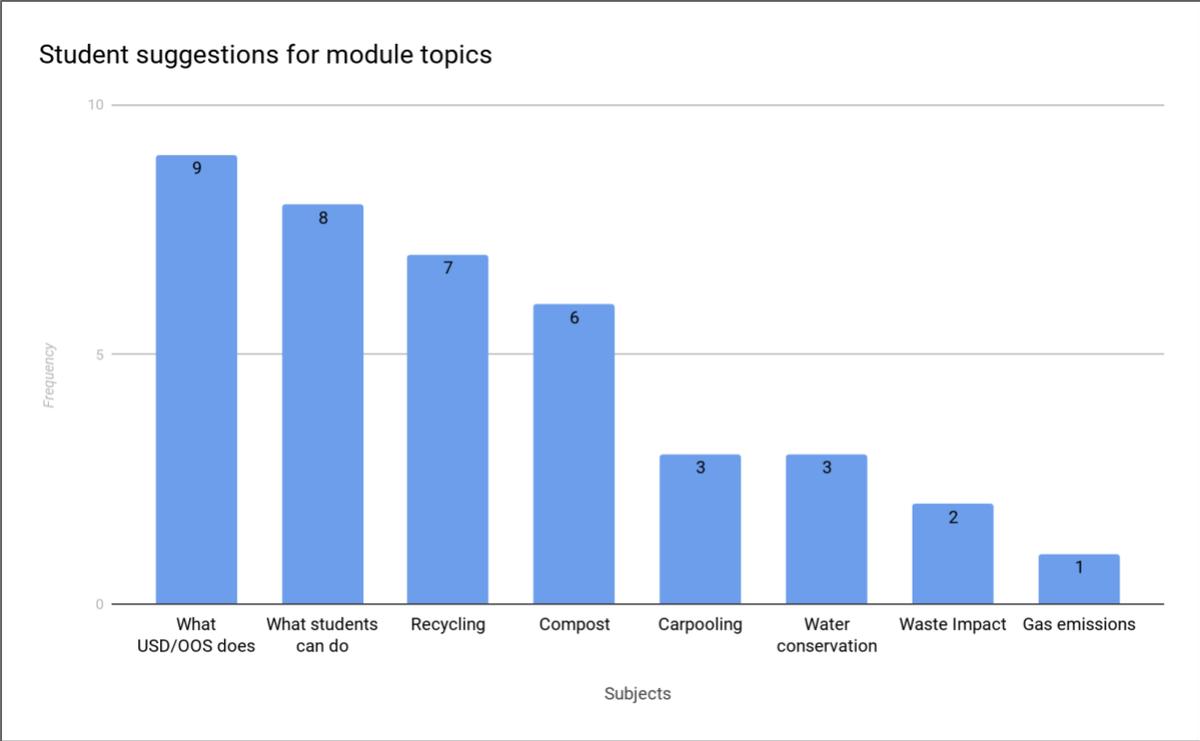


Figure 5.1



Appendix B: In-Depth Interview Guide and Notes

Research Question: How to increase campus awareness of the Office of Sustainability's existence/purpose and view it as a resource for change?

Purpose of the interview: First off, I want to thank you for taking the time to meet with me today to talk about the Office of Sustainability. My name is Taylor Burks and I would like to talk to you about your perception of the Office of Sustainability as a USD student. We are doing research to find out what students know about the Office of Sustainability, and consider some ways to increase student awareness about the Office and all of its resources.

Researcher Description: You are being asked to participate in a research study conducted by my team and myself. You were randomly chosen to participate in this study and your participation is voluntary.

Procedure: We are asking you to take part in a research study because we are trying to learn more about students' knowledge and perception of the Office of Sustainability. You will be asked to participate in an in-depth interview, which should take 15-20 minutes. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Because we're on tape, please be sure to speak up so that we don't miss your comments. Do you have any questions about what I've just explained?

Confidentiality: All responses will be kept confidential. This means that your interview responses will only be shared with research team members and we will ensure that any information we include in our report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Participation and withdrawal: You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. If the

procedures of the study are unacceptable to you for any reason, your alternative is to not participate in the study. We appreciate your participation in our study as your responses will help us better understand students' perceptions of the Office of Sustainability.

In-Depth Interview Questions #1

1) *Are you involved with any organizations or USD departments (i.e. UFMC, Women's Center, Changemaker Hub, Greek Life, etc.)? If so, which ones?*

Respondent 1: Center for Inclusion and Diversity, Career Development Center, MEChA, Alpha Pi Sigma, University Ministry, Psychology Club

Respondent 2: I am involved with the Mulvaney Center, MEChA, the Changemaker Hub, and Student Support Services

Respondent 3: Yes, I am involved with Student International Business Council and a current project lead. Student Support Services is a department I am fully invested in since freshman year; It is my second year as a mentor. International Business Club is another organization that I am a part of since last year.

2) *How did you initially hear about these organizations/departments? Through which medium (i.e. word of mouth, website, newsletters, flyers, etc.)?*

Respondent 1: Newsletters, friends, social media, emails

Respondent 2: I initially heard about them through SSS or events such as the Alcala Bazaar. I do see a few posters and emails.

Respondent 3: The business organizations I heard about through flyers placed around Olin Hall. SSS reached out to me before coming into college.

3) *What stood out to you? What caught your attention? What made you join or become involved with these organizations/departments?*

Respondent 1: They had to do with my passions or beliefs. I felt comfortable with the idea of walking into their offices because it's something I cared about and I knew they would welcome me as well.

Respondent 2: For me, I was looking for individuals that had some similar interests and to be involved beyond USD.

Respondent 3: For International Business Club, what caught my attention was simply the name of the organization. My major is International Business so I thought that joining this club would be ideal and open many doors. What made me join was their mentoring program where I was paired up with a mentor from a large corporation. I joined SIBC because it offers students the opportunity to visit and present projects to large well-known corporations.

4) *What aspect of these organizations/departments is most memorable or meaningful to you?*

Respondent 1: That they want to help students feel more comfortable on campus and they will advocate for us and our voices will be heard. The fact that they are a resource for me and want to help makes me want to be a part of them.

Respondent 2: Working for the Mulvaney Center is by far one of the best experiences I've had at USD. Working with a student has been very fun and rewarding.

Respondent 3: I continue to participate in SSS because they were my first family on campus. If it wasn't for them and their unconditional support in my academics, financial aid issues, and personal problems I was facing freshman year, I would have probably

dropped out. As for SIBC, I am still part of it because they allow students like myself to be exposed to real life situations and collaborate with companies.

5) *Do you usually attend events hosted by school organizations/departments? If so, which have you attended? What motivated you to attend?*

Respondent 1: Sometimes I do. When I do it is because the topic interests me and I know there are resources for me. I attend career fairs, University Ministry retreats and day trips, and some speakers that directly have to do with my field like neuroscience PhD professors giving lecture talks, etc. during psychology clubs.

Respondent 2: I attend all kinds of events sponsored by different departments. I definitely attend events that are in my field of study or interests me.

Respondent 3: Yes, every Tuesday I attend the SIBC meetings. This semester my team and I in SIBC is working on a project with Facebook. We are going to Menlo Park early December to present to FB executives, which is something that I wouldn't get to do on my own. I will continue to attend SIBC because I truly believe that it will open future doors to me.

6) *What comes to mind when you think about the University of San Diego? More specifically, what comes to mind when you think about what USD is known for?*

Respondent 1: USD is a small private school and as a result, takes care of its students and cares about providing as many resources as possible whether it be the Women's Center or the Veterans Center, the career center for inclusion and diversity. A word that comes to mind when I think about USD is hospitality because I've been to other large universities that are not nearly as hospitable as USD.

Respondent 2: We are known for our beautiful campus. That is the first thing that anyone says. I always hear about our engineering, business, and law school.

Respondent 3: USD for me, is a place where I am learning how to make a positive change in the world and cultivating the skills to do so. It creates ethical leaders who will make social impact across the globe. I think USD is known for having a great business school and for offering its students with countless of study abroad opportunities.

7) *What do you know about the Office of Sustainability?*

Respondent 1: Not much, I have never been in the office. I occasionally receive newsletters.

Respondent 2: With my understanding, they are working with the efficiency of our campus when it comes to water usage.

Respondent 3: I know that it focuses on improving the USD campus and making it more green. I am aware of the Be Blue, Go Green organization.

8) *What types of marketing have you seen for the Office of Sustainability?*

Respondent 1: Newsletters

Respondent 2: I have seen emails and many posters around campus. I also see stickers all over campus and in the dorms

Respondent 3: I have not seen much marketing for the Office of Sustainability. The only thing I remember is the signs that are on the trash cans of the SLP that reminds students where to throw away food for compost purposes.

9) *Which types of marketing do you believe are the most effective?*

Respondent 1: Social media! If the Office of Sustainability could branch out and become more modern with their advertising and somehow gain a lot of followers on social media,

I think their events could become more popular. Newsletters are effective if they are more engaging like colorful, great design, etc. Otherwise I most likely will not read them.

Respondent 2: With the widespread use of technology, social media has become the most effective method in my opinion

Respondent 3: Flyers are the way to go if placed in the right place. The flyers placed inside the bathroom stalls, I believe, are very smart because I am always bound to see them. Another way that I notice is when the flyers are on the screens in Olin Hall.

10) What are your opinions on USD's sustainability initiatives?

Respondent 1: I love the multiple trash bins that separate the trash however I wish there was a big event announcing the trash bins where you could go and learn about what goes in each trash since I often find myself standing in front for a couple of minutes deciding where my trash might go.

Respondent 2: As far as I know, I think they are good knowing that we are ranked well when it comes to sustainability. I am sadly not very informed about sustainability on our campus.

Respondent 3: I believe that they are amazing for what they stand for, but I wish they were better known on campus. I think that USD can achieve an even greater positive impact on the environment. However, more students need to be aware that this exists in the first place.

In-Depth Interview Questions #2

1) Do you think sustainability is a priority in your experience at USD?

Respondent 1: I think that USD values beauty which is not always sustainable. There are recycling bins usually next to the trash but I think a majority of people kind of disregard

this. In my experience the most sustainable thing most USD students do it use a reusable water bottle like a Hydro Flask or CamelBack.

Respondent 2: I think it sort of is because there are some efforts they make but it is not the first thing I think of when I think USD.

Respondent 3: No, I don't think so. I mean I think there are people trying but not the mainstream student body.

2) *Have you heard of the OS?*

Respondent 1: Yeah, I have heard of the Office of Sustainability, but I am not totally sure what they do or where the office is located.

Respondent 2: Yes, I have heard about it. I think I get emails from them and like I think they have posters. I have gone to some talks on campus that have mentioned it but I have no idea where it is.

Respondent 3: I think so (laughs). I think I see it in footnotes on posters and things around campus. Yes, I see posters around school, at the gym and near water fountains. I think they had a succulent even last semester but that could have been TPB.

3) *What is your perception of the USD Office of Sustainability?*

Respondent 1: I assume they control all matter sustainable at USD. They probably research ways to cut waste and emissions on campus. They must be doing a good job because I heard that we got a good ranking for being environmentally friendly. I also think they must be more on the administrative side of sustainability because I can't really say I have met anyone who represents just the office.

Respondent 2: Maybe like make USD more sustainable. I think they turn the lights off in Shiley so saving electricity but they have really bad watering issues. I think there is

compost on the SLP now so that is cool. All first-year students get a free water bottle now. They put pictures on the garbage cans so people know what to put in the bins.

Respondent 3: They try to increase USD's sustainability especially through the garden behind mission crossroads.

4) In what ways have you engaged in sustainability initiatives on campus?

Respondent 1: I use a Hydro flask and try to carpool with my roommates sometimes. If there is a recycling bin around I try to separate my trash.

Respondent 2: I refill my water bottle. My daily goal is to drink 3 Swells of water a day.

Respondent 3: I went to some talks that talk about plastic water bottles and saving water on campus. I try to use reusable Tupperware and I drive a Prius.

5) Where do you think you could improve in regard to sustainability?

Respondent 1: I think I could definitely carpool more with my roommate. We have almost identical schedules but for convenience purposes I usually drive myself. I should also probably.

Respondent 2: I take quick showers. I use cold water in the washing Machine and use reusable water bottle. I recycle and compost.

Respondent 3: I could use more tupperware instead of plastic bags. I could also bring my own towel to the gym instead of using the paper ones. and try to recycle more.

6) Do you think that there is a culture of sustainability on campus?

Respondent 1: I think some people on campus care but the majority do not really think about being sustainable and just do what is convenient.

Respondent 2: I do not think there is a culture of sustainability on campus. I think people on campus do not understand that water is not to be wasted. People at USD do not seem to care in my experience.

Respondent 3: No I don't think that there is a culture but I think there is a select group of people on campus that partake in sustainability but the group is very small.

7) What is an example of sustainability you would like to see happen on campus? How do you think this can be facilitated? What role can the OS play?

Respondent 1: I think that USD should have solar panels because it is sunny for the majority of the year here. There are a bunch of federal grants which make solar panels more affordable and I feel like USD definitely has the resources to make this happen. The Office of Sustainability should spear head this initiative and use their resources to make it successful. Also, I hate it when I go to fill up my water bottle but there not one of the fancy faucets and I have to move my bottle around to get water into it. I think OS should do something like a competition maybe

Respondent 2: I would like to see less watering of plants and more native plants. I also think there should be automatic hand dryers. I think the OS has some budget and they should look into doing some ways to cut back waste in everyday life.

Respondent 3: I think there should be more water bottle filter stations, especially in Loma. I would reconsider some of the landscaping because I think it requires a lot of water and I see it being watered in the middle of the day which as far as I am aware is bad.

8) What organization on campus is the most successful at accomplishing their goals and why do you think that have had such success?

Respondent 1: I think TPB and Associate Students are successful because when I read their spam emails there is some useful information. I feel like they are always having events and engage the student body as better than anyone else.

Respondent 2: Associated students because they give you free stuff. They are always reaching out at student events. They provide dope incentives and are very vocal about what they are doing.

Respondent 3: I think TPB does a great job. It seems like they are most successful because they always have a ton of events and I always get the emails. They engage students really well because people go to their event.

9) What resources to you most frequently use at USD? If you were to research environmental information, where is the first place you would look?

Respondent 1: I mainly use the Copley Library databases when I need academic information or just the internet.

Respondent 2: I use the library and check out a lot of books. I think after this interview I would check out the OS if I have environmental research questions.

Respondent 3: I would go to the library. I am sure there is a database that focuses environmental articles.

In-Depth Interview Questions #3

1) Have you heard of the Office of Sustainability? Yes/No? In what capacity?

Respondent 1: No, I can't say that I have. What is sustainability? Is it like recycling and what not?

Respondent 2: Nope. I'm not really sure.

Respondent 3: Yes. I can't place where I've heard about it or really what it does, but it sounds very familiar.

2) *What are the first 3 words that come to mind when you think about the USD Office of sustainability?*

Respondent 1: Recycling; Donations; community

Respondent 2: recycling, good office culture, community outreach

Respondent 3: Recycling, helpful, safe place

3) *Now in just a few sentences, how would you describe the Office of Sustainability?*

Respondent 1: I would say the Office of Sustainability is a place that is concerned with the environmental impact that USD has and tries to make improvements. I would guess that the office works with other students to generate a more sustainable campus.

Respondent 2: off the top of my head office sustainability could mean making sure that the office does not waste resources or it could mean creating a office culture that make employees make to stay working for that company

Respondent 3: Hmm I thought that it is created to help students on campus to help with any issues they may have. Everyone that works there is very friendly.

4) *What things have you seen on campus that the Office of Sustainability has been a part of?*

Respondent 1: Haven't seen anything. Maybe on the recycling bins?

Respondent 2: recycling initiatives

Respondent 3: I don't think so. I can't think of anything really.

5) *In your opinion, how could the Office of Sustainability make a bigger impact on campus?*

Respondent 1: Easiest way is to come into classrooms for 5 min and talk about it; fliers; place information near trash cans and recycling bins or somewhere where you'll see it

Respondent 2: continue to make USD a campus that is inviting to all types of people and makes them people to continue to attend/work for

Respondent 3: Advertise themselves more through email or doing something more on campus like the associated students club

6) *What club do you feel has had the biggest impact on the USD campus? Why do you think they made a big impact?*

Respondent 1: Torero board; associated students. They give students a purpose and are really diligent about sending emails and getting your attention

Respondent 2: University Ministry does a very good job at making students feel welcomed. My sister is very involved with them.

Respondent 3: Associated students. They do a lot of free activities and set up in the middle of campus so everyone knows they are there. They do fun activities that everyone would want to do, so they get more involvement.

7) *In what ways did they grab your attention?*

Respondent 1: I get emails and they throw events for students to attend. They target different types of groups to include everyone. They have a way of getting everyone involved from different backgrounds and make it so we all gather in one location or group.

Respondent 2: they constantly send out emails about events they putting on

Respondent 3: By gathering in the center of campus and throwing fun events or games that make a large group of people gather, so then you go check it out as well.

8) *Has a USD club or organization ever left a positive impression on you? Why?*

Respondent 1: Yes; I was apart of the Volleyball club; I liked that I was able to hold a position because it made me feel like a part of the group and included in a close-knit family.

Respondent 2: Other than UM I can't think of one in particular

Respondent 3: I guess the business fraternity has. Even though they are in exclusive fraternity, they are still welcoming to outsiders attending their events.

9) *If not, what could they do to leave a positive impact? If so, which club and what did they do that left a lasting impact?*

Respondent 1: I really liked the club because of the team aspect and how it made me feel included and like I had a place that I was contributing to and belonged to

Respondent 2: Try to give out more info on events and get people involved

Respondent 3: I really liked how involved they are and dedicated to their group they are, but are also inclusive towards other people joining and participating in their events.

In-Depth Interview Questions #4

1) *Can you define sustainability for me please?*

Respondent 1: Using resources in a way that allows for adequate future use. (minimizing waste)

Respondent 2: Taking measures to be cognisant of what's going on with our environment and the direction we are going. Mitigate the damage we are doing, to prolong our earth and our existence on earth for as long as we can.

Respondent 3: Sustainability is the use of resources in a way that isn't wasteful.

2) *Would you consider yourself "sustainable" or "someone who cares about sustainability"?*

Respondent 1: Theoretically yes, in practice no. I did an ecological footprint test, in one of my classes and I'm definitely not as sustainable as I should be. We would need care a lot to actually be completely sustainable.

Respondent 2: In some ways yes, in other ways no. I feel like I recycle and am generally kind of cognisant about sourcing my stuff. There is nothing ethical about consumption under capitalism. Something I should be more aware of, but it's hard to do when you're used to your usual level of comfort.

Respondent 3: No, but I'd like to get better.

3) *When did you first hear about the Office of Sustainability? Explain. (Who? Where? What did they say?)*

Respondent 1: I was in the sustainability LLC so they pretty much said it during orientation. They just said that they're an office on campus with information about sustainability that we can access if we want to.

Respondent 2: Probably freshman year, no idea who told me though. They are not that visible on campus. They have little signs in the SLP I remembered, but don't necessarily remember where I first heard about them.

Respondent 3: I heard about the Office of Sustainability when you told me about it right now. I honestly never knew about them until now.

4) *If you were describing the Office of Sustainability to a friend, what would you say?*

Respondent 1: They are an office that promotes sustainability values throughout campus.

Respondent 2: I like some of their initiatives, i.e. fruit cups that are consumer-recycled, and the composting on campus. What I don't like is that USD is pandering to the green washing movement, yet they consistently water the grass, and have a ton of grass. They

use a lot of energy too, but they are making positive movements. (SLP not throwing away a ton of stuff. Making movements in aromas for less paper waste).

Respondent 3: I wouldn't be able to say anything because I've never been to the Office of Sustainability. I would guess they are in charge of making USD more sustainable.

5) *Have you had any involvement with the Office of Sustainability, or have you participated in any of their events? Which ones? Why or why not?*

Respondent 1: I have not gone to any events because I'm pretty busy. There was an AI Gore movie sequel that I got invited but could not go.

Respondent 2: Absolutely not, they are not a presence on campus that I am aware of. I don't think they do a great job of outreach/letting students know about what they are doing.

Respondent 3: No I have not and because I didn't know there were any. They do a really bad job of advertising events.

6) *If you were to estimate, what percentage of the USD student body knows about the Office of Sustainability and their resources?*

Respondent 1: ½ know they exist, but only about 10% know what they do/resources

Respondent 2: 70% know about it, and and 30% know about their resources

Respondent 3: I would estimate that 28 percent of the student body knows about the Office of Sustainability and maybe 5 percent know what they actually do.

7) *Are there any initiatives/projects that the Office of Sustainability has implemented that you can remember? If so, what was memorable about them?*

Respondent 1: I know they have solar panels on the roof, some composting around campus, but I don't know the extent of those.

Respondent 2: Aromas initiatives is memorable, they have made an active effort to put food on reusable things rather than paper plates. Even though the coffee is a rip-off, it's good they use the mason jars that are reusable rather than paper cups.

Respondent 3: I can't remember any of their initiatives.

8) *What would you recommend as a way to help more students learn about the Office of Sustainability?*

Respondent 1: Promoting through the USD News paper and flyers around campus.

Respondent 2: A. I think they should start a semester long competition in each res hall.

This would target the younger students at USD, and imprint values in them that they would practice later on. Who uses least water, who generates least amount of trash vs. recycling. Different teams among on campus housing, winner gets some prize: chartered buses to mission bay for a day of fun + swag bag with water bottle, shower timer, tote bags, maybe a hammock, etc.

B. Signs around the new plaza with new bricks near each plant, which says something about the plant (native to san Diego), also be sure to introduce new plants. Even do this for every plant around campus would be cool, because then students can stop and look at what is going on around campus, and it would give the OOS more brand awareness around campus

C. Trips to Tecolote Canyon to show students some nearby wildlife, tell them a little bit about the history/how we've sustained the canyon thus far.

D. Show documentaries about the environment on the SLP steps and also do movie nights in the greenhouse (food inc., people bomb, etc.)

E. Compost in every dorm, up to Residential life to run it up to SLP, you can use that to

fertilize the campus which saves money and cuts down on waste.

F. Shuttle from mission beach so students can take that every day rather than driving. So many students drive just themselves, this would allow people to carpool, and you could even incentivize them to take the shuttle.

Respondent 3: The office should put up more posters or send some emails with cool subject titles that promote events for the Office of Sustainability.

9) *How would you feel about an Office of Sustainability module, which would be required to be taken by all USD students prior to the beginning of each year? (Similar to Title IX) How long should the module be? What are some components that you think should be covered?*

Respondent 1: No more than 30 minutes. Probably a good idea, but not wanting to do it.

And you would not like sustainability more so because you're being forced to by the office of sustainability because of the fine. If they didn't say they were going to fine you if you didn't do it then it wouldn't be that bad. It should talk about their current initiatives, future initiatives, and also general knowledge about sustainability.

Respondent 2: A. Yes, good idea, they should do it. Even if you don't want to learn anything from it you will. A lot of people don't take Title IX seriously, but I do. I think there is something to be learned for everyone, even though it is common sense. People should be forced to take it every year because people are still raped every year.

B. It should be no longer than 45 Minutes

C. Some components should include water usage, waste sorting, and carpooling.

Respondent 3: I think the Office of Sustainability module would be as tedious as the Title IX simulation is to complete. I think the module would decrease the popularity of the office for the sole reason that it is mandatory. If it wasn't mandatory and there wasn't

a fine it would be okay. If there was a module, it should be very short and should only cover components that are realistically going to help students be more sustainable.

Appendix C: SPSS Output

Hypothesis 1:

To what end do you believe that the well-being of the environment is your responsibility?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly believe	16	36.4	37.2	37.2
	Somewhat believe	24	54.5	55.8	93.0
	Neutral	2	4.5	4.7	97.7
	Somewhat disbelieve	1	2.3	2.3	100.0
	Total	43	97.7	100.0	
Missing	System	1	2.3		
Total		44	100.0		

To what extent do you believe that your actions have a positive or negative impact on the environment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly believe	15	34.1	34.1	34.1
	Somewhat believe	22	50.0	50.0	84.1
	Neutral	7	15.9	15.9	100.0
	Total	44	100.0	100.0	

To what extent do you believe that you would embrace a sustainable lifestyle if others around you were doing the same?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly believe	15	34.1	34.1	34.1
	Somewhat believe	23	52.3	52.3	86.4
	Neutral	3	6.8	6.8	93.2
	Somewhat disbelieve	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

To what extent do you believe that your fellow classmates care about sustainability?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Believe	3	6.8	6.8	6.8
Somewhat Believe	22	50.0	50.0	56.8
Neutral	14	31.8	31.8	88.6
Somewhat Disbelieve	4	9.1	9.1	97.7
Strongly Disbelieve	1	2.3	2.3	100.0
Total	44	100.0	100.0	

How passionate do you feel about sustainability?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very passionate	6	13.6	13.6	13.6
Somewhat passionate	26	59.1	59.1	72.7
Neutral	10	22.7	22.7	95.5
Somewhat dispassionate	2	4.5	4.5	100.0
Total	44	100.0	100.0	

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
To what end do you believe that the well-being of the environment is your responsibility?	43	1.72	.666	.102

One-Sample Test

	Test Value = 3				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Mean Lower
To what end do you believe that the well-being of the environment is your responsibility?	-12.586	42	.000	-1.279	-1.48

One-Sample Test

	Test Value = 3
	95% Confidence Interval of the Mean
	Upper
To what end do you believe that the well-being of the environment is your responsibility?	-1.07

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
To what extent do you believe that your actions have a positive or negative impact on the environment?	44	1.82	.691	.104

One-Sample Test

	Test Value = 3				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Mean Lower
To what extent do you believe that your actions have a positive or negative impact on the environment?	-11.341	43	.000	-1.182	-1.39

One-Sample Test

	Test Value = 3
	95% Confidence Interval of the Mean
	Upper
To what extent do you believe that your actions have a positive or negative impact on the environment?	- .97

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
To what extent do you believe that you would embrace a sustainable lifestyle if others around you were doing the same?	44	1.86	.824	.124

One-Sample Test

	Test Value = 3				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Mean Lower
To what extent do you believe that you would embrace a sustainable lifestyle if others around you were doing the same?	-9.150	43	.000	-1.136	-1.39

One-Sample Test

	Test Value = 3
	95% Confidence Interval of the Mean Upper
To what extent do you believe that you would embrace a sustainable lifestyle if others around you were doing the same?	-.89

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
To what extent do you believe that your fellow classmates care about sustainability?	44	2.50	.849	.128

One-Sample Test

	Test Value = 3				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Mean Lower
To what extent do you believe that your fellow classmates care about sustainability?	-3.906	43	.000	-.500	-.76

One-Sample Test

	Test Value = 3
	95% Confidence Interval of the Mean Upper
To what extent do you believe that your fellow classmates care about sustainability?	-.24

T-Test

[DataSet1] /Users/usdlab/Downloads/MKTG 410 Office of Sustainability Survey_Cleaned.sav

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How passionate do you feel about sustainability?	44	2.18	.724	.109

One-Sample Test

	Test Value = 3				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the ...
					Lower
How passionate do you feel about sustainability?	-7.495	43	.000	-.818	-1.04

One-Sample Test

	Test Value = 3
	95% Confidence Interval of the ...
	Upper
How passionate do you feel about sustainability?	-.60

➔ **Frequencies**

[DataSet1] /Users/jessica/Downloads/THIS ONE -- MKTG 410 Office of Sustainability Survey_November 20, 2017_17.04-2.sav

Statistics

What sources do you use to get information about events that are happening on campus? - Email Newsletter

N	Valid	44
	Missing	0

What sources do you use to get information about events that are happening on campus? - Email Newsletter

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never Use	5	11.4	11.4	11.4
Rarely Use	5	11.4	11.4	22.7
Unsure	2	4.5	4.5	27.3
Occasionally Use	24	54.5	54.5	81.8
Frequently Use	8	18.2	18.2	100.0
Total	44	100.0	100.0	

Hypothesis 2:

➔ T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
What is the likelihood of you attending an event that was explicitly sponsored by the Office of Sustainability?	44	2.86	.930	.140

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
What is the likelihood of you attending an event that was explicitly sponsored by the Office of Sustainability?	-.973	43	.336	-.136	-.42	.15

Test Value = 3

➔ T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Would having Office of Sustainability student representatives around campus as a resource help the student body be more informed?	44	2.36	.917	.138

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Would having Office of Sustainability student representatives around campus as a resource help the student body be more informed?	-4.602	43	.000	-.636	-.92	-.36

Test Value = 3

➔ T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How interested would you be in recycling bins at all USD events?	44	1.75	1.123	.169

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How interested would you be in recycling bins at all USD events?	-13.287	43	.000	-2.250	-2.59	-1.91

➔ T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How interested would you be in compost waste bins at all USD events?	44	2.18	1.187	.179

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How interested would you be in compost waste bins at all USD events?	-10.164	43	.000	-1.818	-2.18	-1.46

➔ T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How interested would you be in a report that measured the sustainability and waste diversion rates on campus events?	44	2.52	1.045	.158

One-Sample Test

Test Value = 4

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How interested would you be in a report that measured the sustainability and waste diversion rates on campus events?	-9.375	43	.000	-1.477	-1.80	-1.16

Hypothesis 3:

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
What sources do you use to get information about events that are happening on campus? - Email Newsletter	44	3.57	1.246	.188

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
What sources do you use to get information about events that are happening on campus? - Email Newsletter	3.024	43	.004	.568	.19	.95

Hypothesis 4:

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
What sources do you use to get information about events that are happening on campus? – On Campus Flyers and Poster	44	3.39	1.146	.173

One-Sample Test

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
What sources do you use to get information about events that are happening on campus? – On Campus Flyers and Poster	2.237	43	.031	.386	.04	.73

➔ **T-Test**

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How likely would you be to read informational placards at events and around campus denoting sustainability measures regarding landscape?	44	3.70	1.608	.242

One-Sample Test

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How likely would you be to read informational placards at events and around campus denoting sustainability measures regarding landscape?	2.907	43	.006	.705	.22	1.19

Hypothesis 5:

➔ T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
If USD were to implement a Sustainability module that was required to be taken by all students at the beginning of each semester, students would learn something about Sustainability. To what extent do you agree or disagree with this statement?	44	3.36	1.740	.262

One-Sample Test

Test Value = 4

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
If USD were to implement a Sustainability module that was required to be taken by all students at the beginning of each semester, students would learn something about Sustainability. To what extent do you agree or disagree with this statement?	-2.426	43	.020	-.636	-1.17	-.11

Appendix D: Qualtrics Survey