

Office of Sustainability

Marketing Research Spring 2017

Nikki Barden, Emily Laymon, Violette Peoples, Hannah Stoeber



Table of Contents

Executive Summary.....	2
Introduction and Background.....	3
Research Objectives.....	5
Methodology.....	8
Findings	
Hypothesis 1.....	9
Hypothesis 2.....	12
Hypothesis 3.....	14
Hypothesis 4.....	16
Hypothesis 5.....	17
Summary and Recommendations.....	18
References.....	21
Appendices	
Appendix 1: Graphs Presenting Findings.....	22
Appendix 2: Final Survey Instrument.....	33
Appendix 3: SPSS Output.....	40
Appendix 4: In-Depth Interview Guide and Notes.....	88

Executive Summary

The Office of Sustainability was created to promote sustainable initiatives on the campus of the University of San Diego (USD). They developed the Climate Action Plan (CAP), which outlines practical goals to reduce USD's overall contribution to climate change through measurable actions. Despite the Office of Sustainability's efforts, the students we interviewed had little to no awareness of the CAP. This was especially interesting given the importance USD students generally place on sustainability. With this in mind, we formulated our research question: What is the most effective way to increase the USD community's awareness of our school's Climate Action Plan? This question is significant considering the various threats climate change poses for our planet and the San Diego community such as coastal flooding, droughts, and intense rainfall. Our research began with in-depth interviews with 12 students who gave us insight to their perspectives and ideas about sustainability in general and their experiences with USD's sustainability. We then created hypotheses and administered a survey to students, asking them both general questions about sustainability and specific questions to test our hypotheses. After gathering and sorting through our data, we were able to analyze our findings and to present five recommendations to the Office of Sustainability. Firstly, we suggest creating a social media campaign using short videos about sustainability to promote awareness of the Climate Action Plan to students. We would also recommend hosting an educational seminar with free food at the beginning of next semester during dead hours to present the Climate Action Plan to students. Another suggestion would be to implement a competition between professors and students regarding sustainability. We would also recommend creating a program where students can turn in their plastic bottles, cans and other recyclable products to the Recycling Center on campus in exchange for Campus Cash put back on their account. In addition, we recommend that the Office

of Sustainability creates a Climate Action Plan student committee to help promote the sustainability initiatives amongst students. We hope that you find our recommendations interesting and that our findings will help generate greater awareness of the Climate Action Plan to students at USD.

Introduction and Background

The Office of Sustainability at the University of San Diego exists to promote sustainable initiatives throughout the USD campus. Founded in 2009, the office works to create programming and educational outreach to both USD and the local community about sustainability. Their goal is to see USD become one of the most sustainable campuses in the country (Purpose & Goals, 2017). One of their recent initiatives to meet this goal is the Climate Action Plan (CAP), which is a detailed plan to reduce USD's greenhouse gas emissions and overall contribution to climate change (Climate Action Plan, 2017). The Office of Sustainability also sends out a monthly newsletter providing tips for green living to engage and motivate students to adopt more sustainable lifestyles. Throughout the years, the work of the Office of Sustainability has been recognized and awarded for various achievements in sustainability. In 2015, the USD Electronics Recycling Center received the Environmental Excellence Award from the Industrial Environmental Association for collecting over 1.6 million pounds of e-waste. By keeping these electronics out of landfills, the center repurposes and responsibly recycles these products. The improvement in our university's sustainability efforts was also recognized in 2014 when USD was ranked #14 in the nation for sustainable campuses by the Sierra Club, making it the highest ranked campus for sustainability in San Diego County (Awards & Recognitions, 2017). Most recently, the Office of Sustainability's Climate Action Plan demonstrates USD's commitment to taking care of our common home.

At the root of the Office of Sustainability's Climate Action Plan lies the undeniable notion that our planet's climate is changing. The rise in Earth's average surface temperature is linked to the increase in greenhouse gases trapped in the atmosphere, which is mostly the result of human activities such as burning fossil fuels to supply the amount of energy needed to support our world today. Over the past century, Earth's average temperature has risen from nearly 43.9°F to 46.6°F (EPA, 2017). Numerically this might not be perceived as a dramatic change, however, the impact it makes on the environment is quite significant. Climate change needs to be taken seriously because it affects everyone, even here in San Diego. Furthermore, the San Diego Foundation (2009) notes that if the current trends persist in the environment, by 2050 the demand for water in San Diego County will increase by 37%. This is quite problematic since the Colorado River and the rivers in Northern California--our two main sources of water--continue to diminish. Earth's shrinking water supply is perhaps the most detrimental in terms of the challenges our planet will face because of it. Soon enough our world will be fighting over every bit of Earth's natural resources, so for now it is up to us to minimize the risks of global warming and create a better home for our children and grandchildren.

The Office of Sustainability does not necessarily have direct competitors, but there are several factors that could impact the success of their mission. Torero Orgs reports that USD has 187 organizations on campus (Organizations Directory, 2017). Each of these clubs and societies compete daily for students' attention and participation. This creates a challenge for the Office of Sustainability to stand out against the marketing campaigns of other organizations. Even within the student body, there are individuals who have conflicting beliefs regarding climate change and the true sustainability efforts of USD. While there is no specific data for the number of students who do not accept global warming as fact, our team has personally encountered people who

firmly believe that climate change cannot be proved and supported. In addition to these students, there are members of the student body who do not perceive USD as a sustainable campus. Many of these concerns are centered around the water use for the abundantly green landscape and the constant construction of new buildings. The number of these individuals is also uncertain due to the lack of data collection for this subject thus far.

Research Objectives

For our in-depth interviews, twelve USD undergraduate students were interviewed, three students from each academic class. Our sample demographics are as follows: 91.67% Caucasian, 8.33% Hispanic, with an age range 19-21 years old. Representative of USD's student population, 66.67% were female and 33.33% were male. The majors across all interviewees ranged from business to biology to political science. 41.67% lived on the west coast, 33.33% on the east coast, and 25% in the mountain region.

Each team member interviewed three individuals in hopes of gaining further insight to develop hypotheses regarding ways to increase awareness of the Climate Action Plan. These questions can be divided into a few main themes; the first involving the students' overall knowledge and personal commitments to sustainability and secondly, the awareness of sustainable practices at USD, and finally, their awareness of the Office of Sustainability.

The twelve in-depth interviews gave us a much deeper insight into USD students' perspectives on climate change and sustainability. Our respondents' answers were unique in the sense that their knowledge of and commitment to sustainable practices varied greatly, however there was major overlap in how they view USD's efforts to reduce our school's carbon footprint. Several students noted that they feel as though USD definitely wastes water to maintain the beautiful landscaping. Furthermore, the majority of respondents had no previous knowledge of

the Office of Sustainability's Climate Action Plan. In terms of our respondents' suggestions for gaining more awareness of the Climate Action Plan amongst the students, several of them mentioned the extreme ineffectiveness of school-wide informational emails, as they usually just end up unread and in the trash. Thus, the idea of generating awareness through informational emails was revoked. Several respondents did suggest creating a recycling competition amongst on-campus student organizations involving some sort of incentive for participating. This would generate a lot of awareness through word of mouth and could be marketed all over campus. Other than these few points of overlap, each interview added to our ability to more accurately gauge USD's interest in water conservation and waste diversion in particular.

Research Question: What is the most effective way to increase the USD community's awareness of our school's Climate Action Plan?

Each of the three freshmen respondents that we interviewed were somewhere different on the spectrum of knowledge of and interest in sustainability. One being extremely conscious when it comes to water usage and waste disposal. On the opposite end lies another that couldn't really pinpoint how climate change even impacts our lives in San Diego. And the third lying somewhere generally in the middle. Aside from suggesting the campus-wide recycling competition, the other unique hypothesis that was generated from this group of respondents involves creating a Climate Action Plan student committee, which would incentivize students' participation and commitment to more sustainable practices on campus.

Hypothesis #4: If the Office of Sustainability creates a competition amongst all organizations on campus in which they compete to collect the most recyclable products in return for some prize, more USD students will be aware of the Climate Action Plan.

Hypothesis #5: If the Office of Sustainability creates a Climate Action Plan committee consisting of 2-4 student ambassadors per grade, they will be able to better engage with the student population in order to increase their awareness of the Climate Action Plan.

The sophomores generally all saw sustainability as using your resources wisely and being efficient with your water and waste. A major theme that arose from their interviews was their efforts to be sustainable often seemed negligible individually, although they understood that their collective actions would be beneficial for future generations. In order to combat this, they suggested that a visual representation of the consequences of not living a sustainable lifestyle, would motivate them to change their behaviors. Another consistent theme was that short, condensed text on social media platforms such as Facebook and Instagram would be the best way to share information. Other ideas included eye catching visuals and informative videos that would increase awareness of sustainability issues at USD.

Hypothesis #1: If the Office of Sustainability creates a series of short, informative videos for their social media channels about sustainability, then students would have an increased awareness of the Climate Action Plan.

All three junior interviewees agree that climate change is happening and is a prominent issue that humanity faces. Elaborating on the suggestion of a competition on campus, the women interviewed in this respondent group came up with the creative idea to plan a trivia lawn day. Another interviewee suggested holding a photo challenge on social media with either campus cash or early registration as a prize. The third respondent proposed holding events either with free food or with some sort of community service aspect to cater to the many students who have to fulfill these requirements for clubs or other organizations.

Hypothesis #2: If the Office of Sustainability created an opportunity where they could interact with students, then awareness of the Climate Action Plan would increase.

The senior respondents had different ideas on what USD should do to increase its awareness of sustainability, but all agreed that USD does not do enough to be a sustainable campus. The main reasons given for the respondents not taking more sustainable actions were accessibility and money. With regards to marketing efforts around our school, these students received the most influential information from professors. They all agreed that they would be more likely to attend an event if a professor had suggested it, rather than a poster or email they may have seen in passing. The general consensus between these interviews was that these students all thought that USD needs to increase the awareness of the Office of Sustainability, and that by incorporating it into a class setting or with professors, students are more likely to have a stronger response.

Hypothesis #3: If the Office of Sustainability creates a competition between the professors and students, it will increase awareness about the Climate Action Plan among faculty and students.

Methodology

To test our hypotheses, we conducted an online survey and distributed it using our various spheres of influence on campus such as clubs, teams and friends. We chose to use an online survey because it is the most convenient way to reach our target due to the highly digital nature of this population. Two issues that may have arose from choosing an online survey is a lack of quality responses. This data collection method is potentially biased since we distributed the survey to our peers which led to a sample that is not completely representative of the

population. We can attribute a certain degree of measurement error due to the fact that most of the participants know the researchers. This presents a possibility for biased answers if the participants tried to answer the survey favorably to please the researchers.

The online survey was mainly distributed using Facebook and sending personal links to groups of USD students. The survey contained several general questions relevant to the topic of being a student and sustainability as well as specific questions aimed at our hypotheses. The data collected was analyzed in order to test our hypotheses and provide evidence for our recommendations.

There were 70 total respondents in this survey. 64.3% of respondents identified as female, 32.9% as male, 1.4% as other, and 1.4% did not want to disclose their gender. 57.1% of respondents majors are categorized in the School of Business, 30% in College of Arts and Sciences, 2.9% in the School of Engineering, 1.4% are undeclared, and 8.6% have majors in more than one of these schools. Out of all the respondents 31.4% are age 21, 25.7% are age 22, 25.7% are age 20, 8.6% are age 19, 4.3% are age 18, and 4.2% are 23 or older.

Findings

Hypothesis #1: If the Office of Sustainability creates a series of short, informative videos for their social media channels about sustainability, then students would have an increased awareness of the Climate Action Plan.

The survey asked several questions about student's general awareness and perception about sustainability at USD. When asked about the top offices and centers at USD that students interact with, only 6% of respondents said they had interacted with the Office of Sustainability (Appendix 1, Section 1). This shows the dire need for awareness of the Office of Sustainability among students. It was also interesting to find that when asked to what extent students think

USD embodies certain values (1 = none at all, 5 = a great deal), on average they scored education and change-making highest (m=4.12, m=3.91) and diversity and cultural engagement the lowest (m=2.61, m=3.09). Sustainability was about in the middle (m=3.46), which shows that students don't feel strongly about USD valuing sustainability or not (Appendix 1, Section 1).

Additionally in the survey, we posed several questions that were specific to our respective hypotheses. For hypothesis #1, we asked how likely, on a seven-point scale (1=extremely likely, 7=extremely unlikely), respondents were to watch a short video on a social media site to learn about a sustainability initiative on campus. We then conducted a one-sample t-test with the comparison value of 4 (neither likely nor unlikely = 4) and found with 95% confidence that the likelihood of a student to watch a video about sustainability on social media was slightly likely (mean = 3.01, t-value = -4.885, p-value = .0001). This finding makes sense considering that the mode indicated that moderately likely was the most popular response by students (mode = 2). The combination of these findings tells us that if the Office of Sustainability created a series of short, informative videos and promoted them on social media, students would likely watch them, which would increase their awareness of the CAP. Tables representing these statistical calculations can be found in the Appendix 1, Section 1.

Another method we used to analyze our data was text analysis. With the software on liwc.net, we were able to see commonalities in the text responses to a question asking about how watching a video about sustainability would impact their personal behavior with regards to sustainability. The analysis (Appendix 1, Section 1) showed us that the responses were high in positive emotions and cognitive words, which shows that people were thoughtfully considering the positive effects of becoming more aware of sustainability. There was also a low amount of social words used, showing us that people were thinking about their individual sustainable efforts

(as suggested in the question) rather than their contribution to a collective effort. The low amount of negative emotions indicated a generally positive potential impact from the video without feelings of guilt or shame related to sustainability. Some responses were:

- a. “It would be in the back of my head and I would change my personal behavior if it were an easy life adjustment”
- b. “If the video provided local facts and information, especially about on-campus or local initiatives, more like to do something different than if provided with general information”
- c. “It would create a closer connection to sustainability. By having USD students talk about it it brings sustainability closer to home/more applicable to daily life”
- d. “It would make me more aware of what how USD is sustainable and help us understand where our money goes and make tuition more meaningful”

The descriptive statistics such as frequency and mean gave us interesting information related to the social media use and preferences of the respondents. The most used social media outlets were Facebook, Instagram, and Snapchat, which the Office of Sustainability could use to promote various sustainability initiatives in the future (Appendix 1, Section 1). When asked to select their preference for form of social media for an educational topic related to sustainability, respondents preferred text (30%) and video (31%) compared to a picture (16%) or visual aid (16%) (Appendix, Section 1). This information gives insight that in addition to a video, an alternative text piece like an article or short paragraph might also increase awareness. Students also showed a preference for watching a video on Facebook over other social media platforms (42.9% moderately interested, 24.3% slightly interested, 17.1% extremely interested, 5.7% neither interested nor uninterested, 4.3% extremely uninterested, 2.9% slightly uninterested, 1.4% moderately uninterested). In terms of video length preference, most students were

interested in watching a video that was between 30 seconds - 2 minutes in length (34.3 % 1.01 min - 2 min, 32.9% 30 sec - 1 min, 22.9% 2.01 min - 5 min, 7.1% less than 30 sec, 1.4% more than 5 min). Sustainable topics of interest varied among students but overall, most students indicated that they were slightly interested in public transportation (25.7%), slightly interested in daily gas usage (27.1%), moderately interested in water conservation (20%), slightly interested in energy efficiency (25.7%), and slightly interested in long distance travel (30%). The analysis provided clear indicators of student preferences, awareness, and perceptions in relation to sustainability.

Hypothesis #2: If the Office of Sustainability created an opportunity where they could interact with students, then awareness of the Climate Action Plan would increase.

In our survey, we asked respondents various questions regarding their interest in going to events planned by the Office of Sustainability. Specifically, respondents were asked on a seven-point scale (1= extremely likely, 7= extremely unlikely) their likelihood of attending an event hosted by the Office of Sustainability to raise awareness of the CAP. After conducting a one-sample t test with a comparison value of 4, we are unable to conclude if the likelihood of someone attending the event is different than neutral (Mean= 3.83, t-value= -0.942, p-value= 0.349). This result could potentially have been made more reliable by a larger sample size and a more equal representation of the USD population in regards to the male to female ratio and the number of students surveyed from each year. We took this a step further to analyze whether or not there is a statistical difference in the average likelihood of attending the Office of Sustainability event between the different years in school (first year, second year, third year, fourth year, fifth year or higher). We are 90% confident that there is a significant difference in likelihood among the different years ($F(4,65)= 2.184$, p-value= 0.081). Sophomores have the

highest likelihood with a mean of 2.83, where seniors have the least likelihood with a mean of 4.15 (Appendix 1, Figure 1). This could be due to the fact that they are graduating and won't be on campus to attend any more events. One potential explanation for why sophomores are the most likely could be that they are now familiar with how events are ran on campus.

After conducting various frequencies, we found that out of our 70 respondents, 64.3% are most likely to go to an event on campus during dead hours. This is followed by 12.4% who would most likely attend at night (Appendix 1, Figure 2). This could be due to our participants' busy schedules: 75.7% report being involved in extracurricular activities (Appendix 1, Figure 3). We believe students favor events during dead hours because this is the only time on campus when students do not have class. In addition, 58.6% of participants would rather go to an event in the beginning of the semester. This is a large difference to the 7.1% of respondents who would prefer events at the end of the semester (Appendix 1, Figure 4). We believe this is because the beginning of the semester is a lot less busy because classes are just starting. These percentages lead us to suggest that the most effective timing for the Office of Sustainability to host an event to increase awareness for the CAP would be at the beginning of the semester during dead hours.

When determining motivational factors for event attendance, free food is the biggest draw for the participants. Free food is followed by interest in the topic and class credit (Appendix 1, Figure 5). Men are more likely to be motivated by guest speakers and passport points, where women are more likely to be motivated by interest in the topic of the event (Appendix 1, Figure 6). Given that USD tends to have a higher female population, the Office of Sustainability should incorporate guest speakers and passport points if they want to incentivize more men. Each participant was asked on a five-point scale (1= very uninterested, 5= very interested) how likely they would be to attend specific events hosted by the Office of

Sustainability to spread awareness of the CAP. These event ideas were gathered from the in depth interviews and include: a social media challenge with a prize, a lawn day with games, a community service event held on campus, and an educational seminar with free food. After conducting one sample t-tests with a comparison value of 3, we are 99% confident that the likelihood of attending each event was different than neutral, except for the social media challenge with a prize which was not statistically significant (Appendix 1, Figure 7). With a mean of 3.71, participants are the most willing to go to an educational seminar with free food to learn about the CAP (Appendix 1, Figure 8). We believe that the reason why the social media challenge proved to be statistically insignificant is because not everyone has social media accounts. In addition, of those who do use social media, there is high variability between what platforms they use.

Hypothesis #3: If the Office of Sustainability creates a competition between the professors and students, it will increase awareness about the Climate Action Plan among faculty and students.

In our survey, one question we asked respondents was how interested they would be in participating in a sustainability competition between professors and students based on a 7-point scale (1= extremely interested, 7= extremely uninterested.) Through a one sample t-test with the test value of 4, we can say with 99% confidence that the overall interest among survey respondents is different than neutral (p-value=.0001, mean=3.27, t-value= -3.956, Appendix 1, section 3). By rejecting the null hypothesis in this case, we know that the overall attitude trends positive, and with a mean of 3.27 we can see that the interest trends slightly more interested than not. Through this conclusion, we see that if this competition were implemented students would be interested in it. In an additional one-sample t-test of the question how likely a student would act in a more environmentally friendly manner if seeing a professor make sustainable choices

(1=extremely likely, 7=extremely unlikely.) Through this test, we saw that with 99% confidence the answer to this question was not neutral and students' answers were more likely than not to be influenced by professors' actions. (mean=2.96, p-value=.000, t-value= -8.863, appendix 1, section 3.)

In an ANOVA test, we assessed the average likelihood of making more sustainable actions based off a competition between professors and students across different ages, and saw that there was no significant difference between age groups. Thereby failed to reject the null hypothesis that the average likelihood is the same across all age groups (p-values all greater than .05, appendix 1, section 3), and all the means trended positively showing that students would be more likely to be sustainable when competing with teachers no matter their age.

Through an independent sample t-test of the likelihood of students making more sustainable choices if their professors do the same, we saw that there was no significant difference in likelihood between male and female. With a p-value of .936 we cannot say that the average likelihood of men is different than the average likelihood of women (men mean= 2.91 women mean=2.93). Another independent sample t-test in relation to male vs female, we saw if there was a difference in importance of sustainability to the individual. The results of this t-test told us as well that there was no significant difference of average importance between males and females with a p-value= 0.372 (men mean=3.83, women mean= 4.04). Taking the results from both of these independent tests, sets a trend in the data to make us believe that males and females have the same importance of thoughts on sustainability and therefore if creating a competition there would be no significant difference in the influence of male and female participants.

Through some frequency tests we saw that when asked how much they agree with the following statement: if there was a competition between students and professors, I would make

more sustainable choices 77% of respondents said they at least somewhat agree. Through a 5-point question ranking the way students are most dependent on to become aware of things happening on campus, and our analysis showed that professors were ranked third, behind emails and friends (mean=3.46, std. deviation= .784). Although professors were not ranked the greatest dependence for information, they do have a very high likelihood of students being influenced by their positive actions.

Hypothesis #4: If the Office of Sustainability creates a competition amongst all organizations on campus in which they compete to collect the most recyclable products in return for some prize, more USD students will be aware of the Climate Action Plan.

We first wanted to gauge students' level of involvement in order to see if creating this competition amongst on-campus organizations would be effective; and it turns out that 75.7% of the respondents listed one or more extracurricular activities, ranging from sports teams to sororities and fraternities, University Ministry and Residential Life. Furthermore, respondents were asked on a five-point scale (1 = extremely likely, 5 = extremely unlikely) their likelihood in participating in a school-wide recycling competition. We conducted a one-sample t-test with the comparison value of 3 and found with 99% confidence that if the Office of Sustainability hosts a recycling competition, on average, students are somewhat likely to participate (mean = 2.24, t-value = -5.925, p-value = 0.001). Furthermore, assuming incentives encourage students to take action, we found out that 44.3% of our respondents would be very interested in receiving Campus Cash in return for their recycling efforts, in comparison to USD merchandise or class credit. Thus, we recommend that USD creates a recycling program that for every plastic bottle you turn into the recycling center, you get campus cash back on your account.

The second test we conducted was an ANOVA to determine if the average importance of sustainability differs between first year, second year, third year, fourth year and fifth year or higher students at USD. Respondents were asked on a five-point scale (1 = very unimportant, 5 = very important) how important sustainability is to them, and we found that the average importance of sustainability does not significantly differ amongst the respondents' year in school (f-value = 0.897, p-value = 0.471, mean = 3.93, Chart 4). Thus, the Office of Sustainability can focus their efforts to gain awareness of the Climate Action Plan to the entire student body rather than targeting the various grades individually.

Hypothesis #5: If the Office of Sustainability creates a Climate Action Plan committee consisting of 2-4 student ambassadors per grade, they will be able to better engage with the student population in order to increase their awareness of the Climate Action Plan.

A series of questions in our survey were related to whether a student committee would be an effective way to gain awareness of the Office of Sustainability's initiatives for becoming an eco-friendlier campus. Respondents answered how likely they'd be to get involved as Climate Action Plan student ambassadors on a seven-point scale (1 = extremely likely, 7 = extremely unlikely). We conducted a one sample t-test with a comparison value of 4 and discovered with 95% confidence that the average likelihood for involvement in the Climate Action Plan student committee does significantly differ from neutral, in fact it is somewhat unlikely (mean = 4.49, t-value = 2.345, p-value = 0.022). Furthermore, we conducted a linear regression test to analyze the relationship between the likelihood to get involved as a student ambassador and the level of satisfaction with USD's commitment to sustainability; assuming if students aren't satisfied, they'll want to make a difference themselves. Unfortunately, this test shows that the level of satisfaction with USD's commitment to sustainability is not a significant predictor of the

likelihood to get involved as student ambassadors for USD's Climate Action Plan (r-square = 0.008, p-value = 0.463). We believe that the lack of causation between these two variables is because students are busy enough outside of class, and thus don't envision themselves committing to another extracurricular activity. However, because 58.6% of respondents said they're be very interested in receiving class credit for their participation in the Climate Action Plan, we suggest that USD offers 0.5 credits per semester of involvement as student ambassadors, even though more students responded 'somewhat unlikely,' whom continuously help put the plan into action and spread the word about USD's increased commitment to sustainability.

Summary and Recommendations

Our initial research question involved finding the most effective ways to increase the USD community's awareness of our school's Climate Action Plan. Through our interviews and online survey, we generated data to analyze and developed recommendations to boost awareness of the CAP throughout the University of San Diego's student body. We separated out our suggestions based off of our individual hypotheses.

For our first hypothesis, we suggest creating a social media campaign to promote the Climate Action Plan using short videos about sustainability. These videos should be put on Facebook, but also promoted using Instagram and Snapchat. The optimal length for these videos is between 30 seconds to 2 minutes which would engage the students long enough to educate them about important issues. The content of these videos should focus both on local and on-campus initiatives with opportunities for student participation. For example, the campaign could be a series of eight videos over two months, focusing on the six themes of the CAP, with 2 additional introductory and concluding videos. Our research has shown that students would be at

least slightly likely to watch these videos and that the overall awareness of the CAP and Office of Sustainability would increase.

For our second hypothesis, we suggest holding an educational seminar with free food at the beginning of next semester during dead hours. This will capitalize on our finding that free food is the biggest motivation for students to attend an event. To market this event, we recommend marketing with flyers in the vistas, because we found that sophomores are the most likely to go to the event. Since USD has a higher female student population, we suggest incentivizing men with a guest speaker. To capture more business students, passport points is an effective way to motivate this group of people.

As for recommendations about hypothesis three, we suggest that the Office of Sustainability should implement a competition between professors and students. This could be in the form of a section on BlackBoard where students can keep track of their professors' sustainable actions. In addition, we recommend adding a section where students can submit photos of themselves acting sustainably. This not only motivates professors to act more sustainably, but it also heavily influences students to act in a similar manner.

For our fourth hypothesis, we recommend creating a program where students can turn in their plastic bottles, cans and other recyclable products to the Recycling Center on campus in exchange for Campus Cash put back on their account. In California, people can receive “5¢ for most glass bottles, plastic bottles, and aluminum cans less than 24 ounces and 10¢ for equal to 24 ounces and larger” (Calrecycle 2016). Thus, we think that if USD can promise the same offering for Campus Cash, more students would be encouraged recycle, and will therefore help the Office of Sustainability reach their goals for waste diversion as stated in the Climate Action Plan.

Lastly, based on our findings stemming from hypothesis 5, we recommend that the Office of Sustainability creates a Climate Action Plan student committee. As student ambassadors, members will help brainstorm ways to gain awareness of the Climate Action Plan amongst the USD community, which ideally would lead to increasing students' commitment to sustainability on and off campus. We suggest that the students who commit to being ambassadors receive 0.5 credits per semester of involvement. Class credit is a great way to incentivize their participation in the committee, as well as to hold students accountable for meeting on a weekly basis to plan and implement initiatives set forth by the Office of Sustainability.

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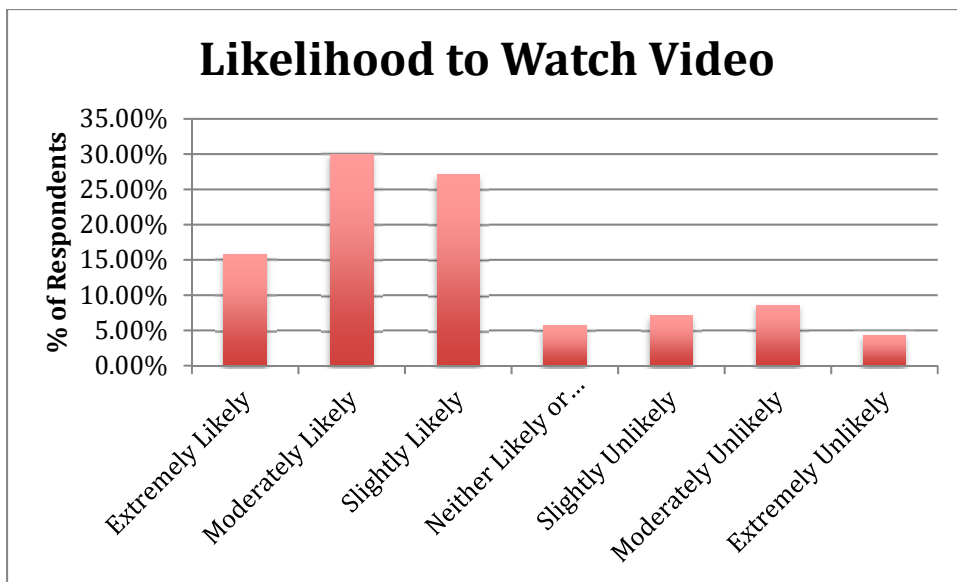
Appendix 1: Graphs Presenting Findings

Hypothesis 1

1. One Sample T-Test – Likelihood to watch video

a. One Sample Statistics – Likelihood to watch video

N	Mean	St. Deviation	Std. Error Mean	Mode
69	3.01	1.676	.202	2



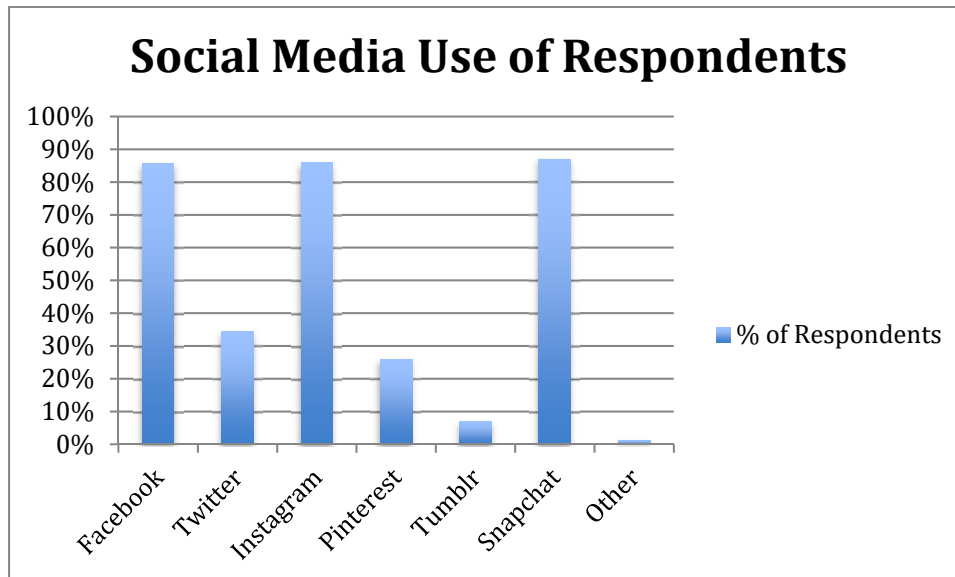
b. One Sample T-Test – Test Value = 4

t	df	Sig. (2-tailed)	Mean Difference
-4.885	68	.000	-.986

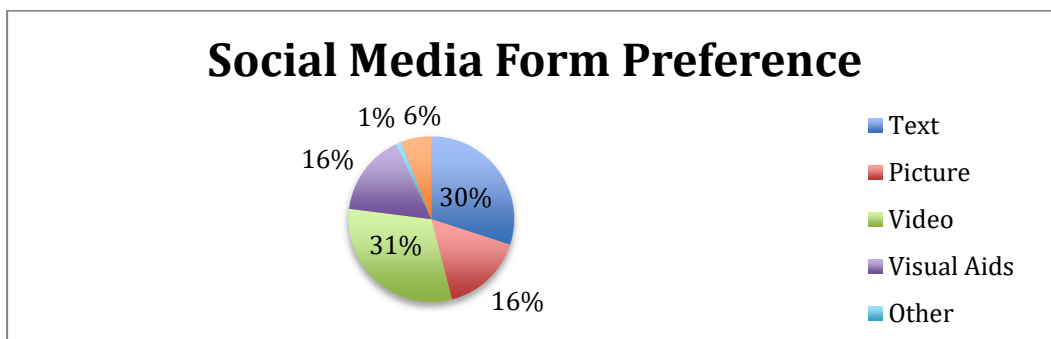
2.

LIWC Dimension	Your Data	Personal Texts	Formal Texts
Self-references (I, me, my)	9.30	11.4	4.2
Social words	3.68	9.5	8.0
Positive emotions	3.10	2.7	2.6
Negative emotions	0.39	2.6	1.6
Overall cognitive words	13.76	7.8	5.4
Articles (a, an, the)	5.81	5.0	7.2
Big words (> 6 letters)	17.64	13.1	19.6

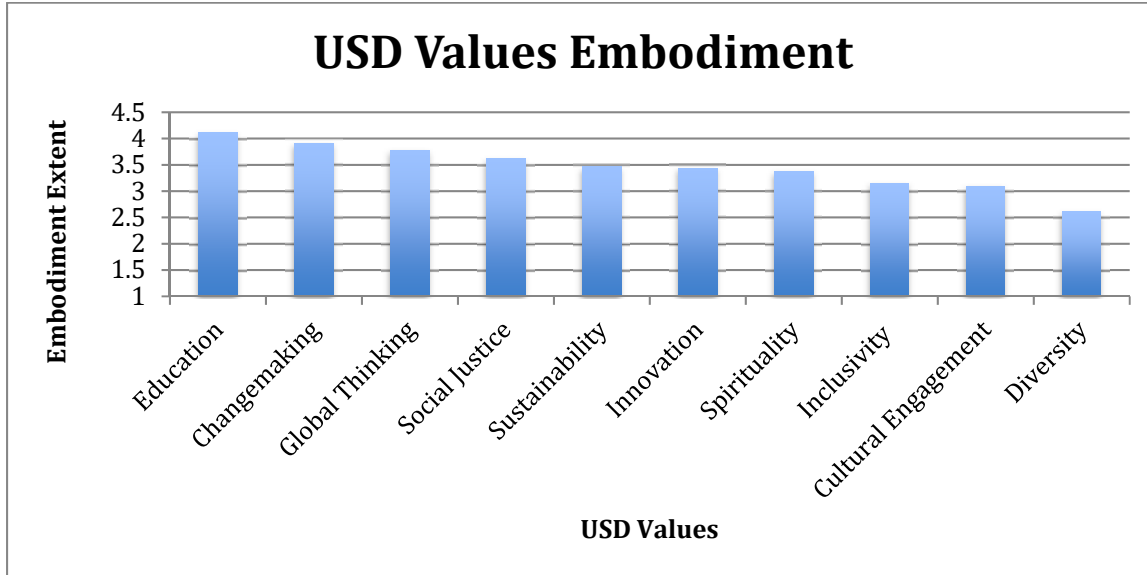
3.



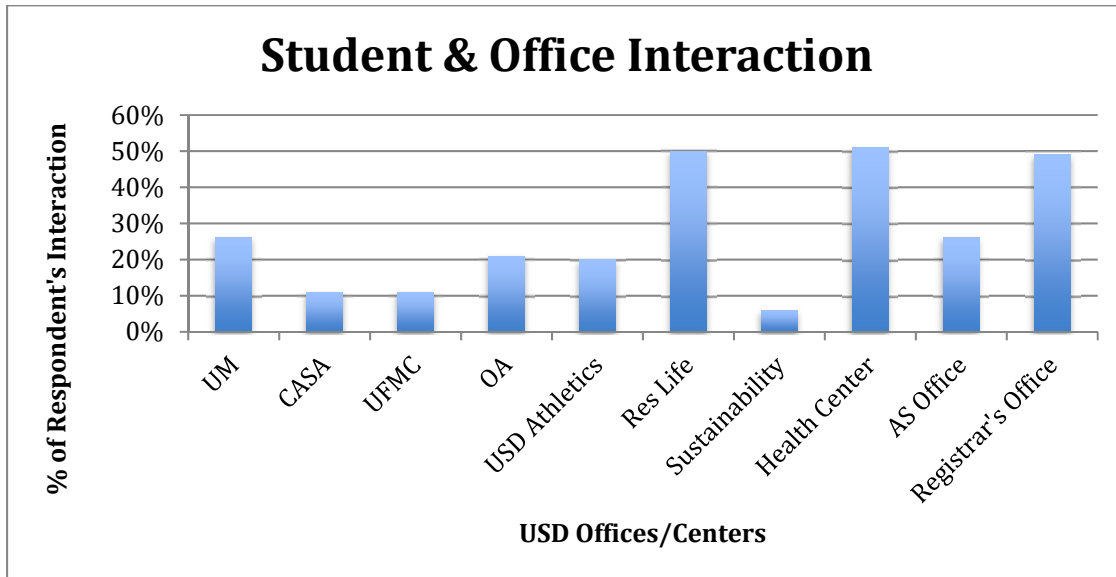
4.



5.



6.



Hypothesis 2

Figure 1.

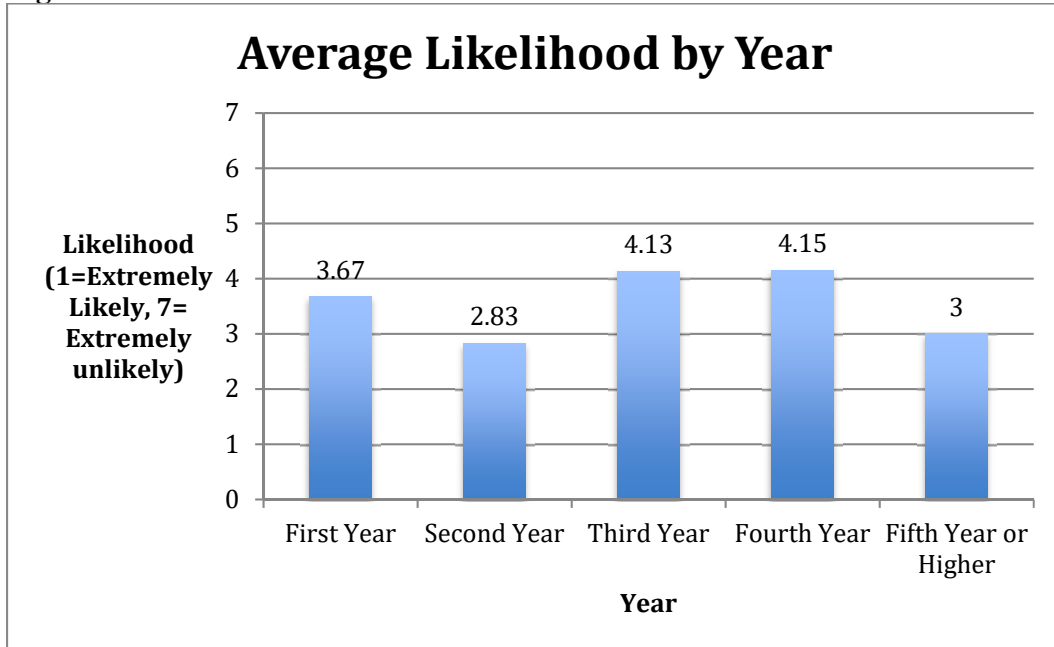


Figure 2.

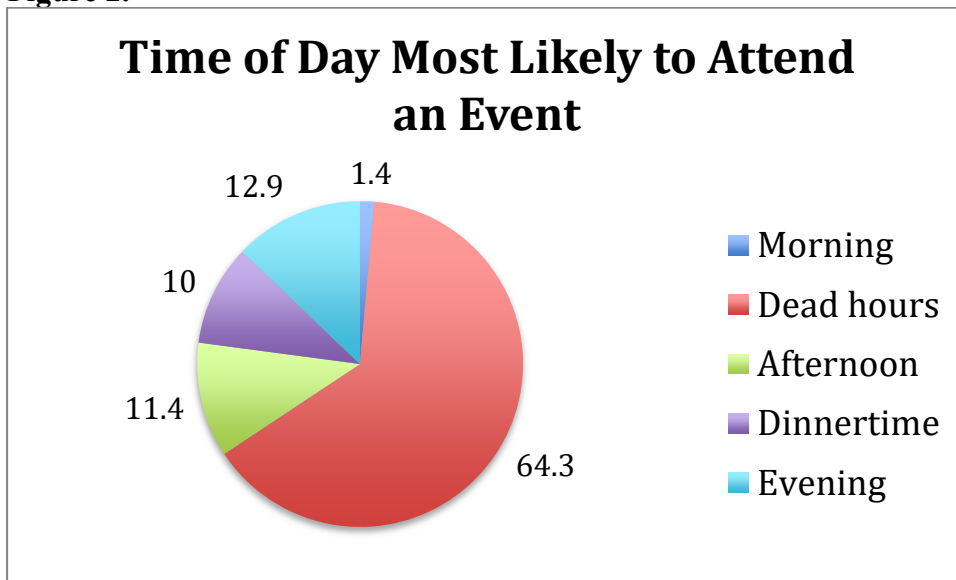


Figure 3.

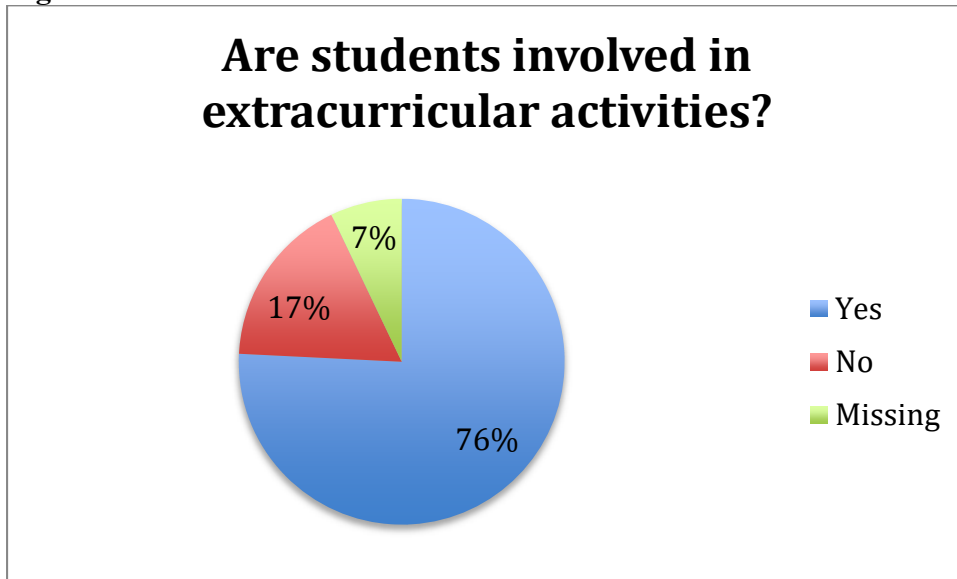


Figure 4.

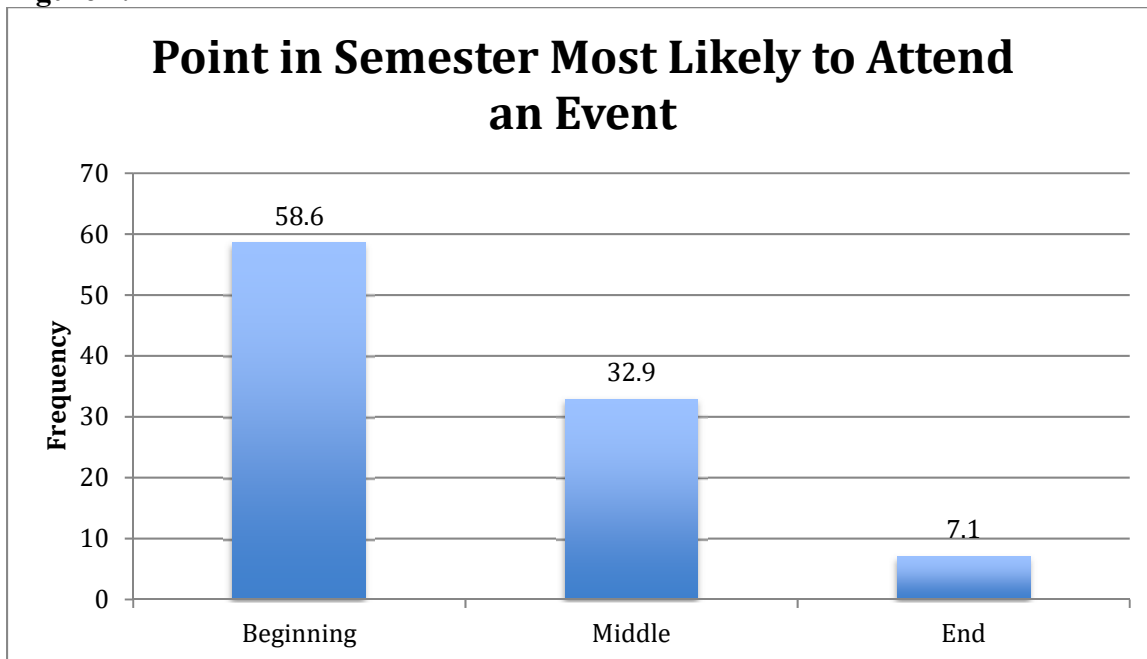


Figure 5.

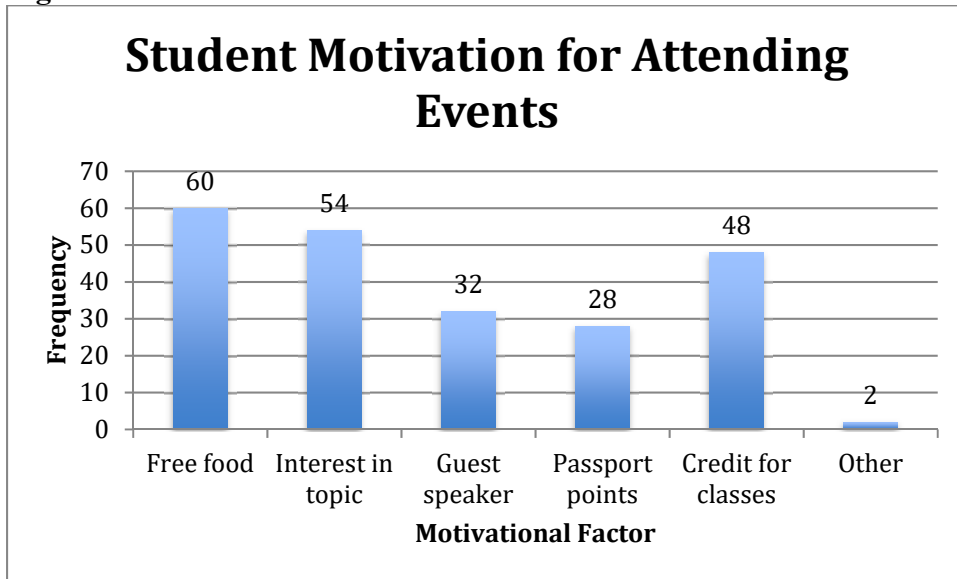


Figure 6.

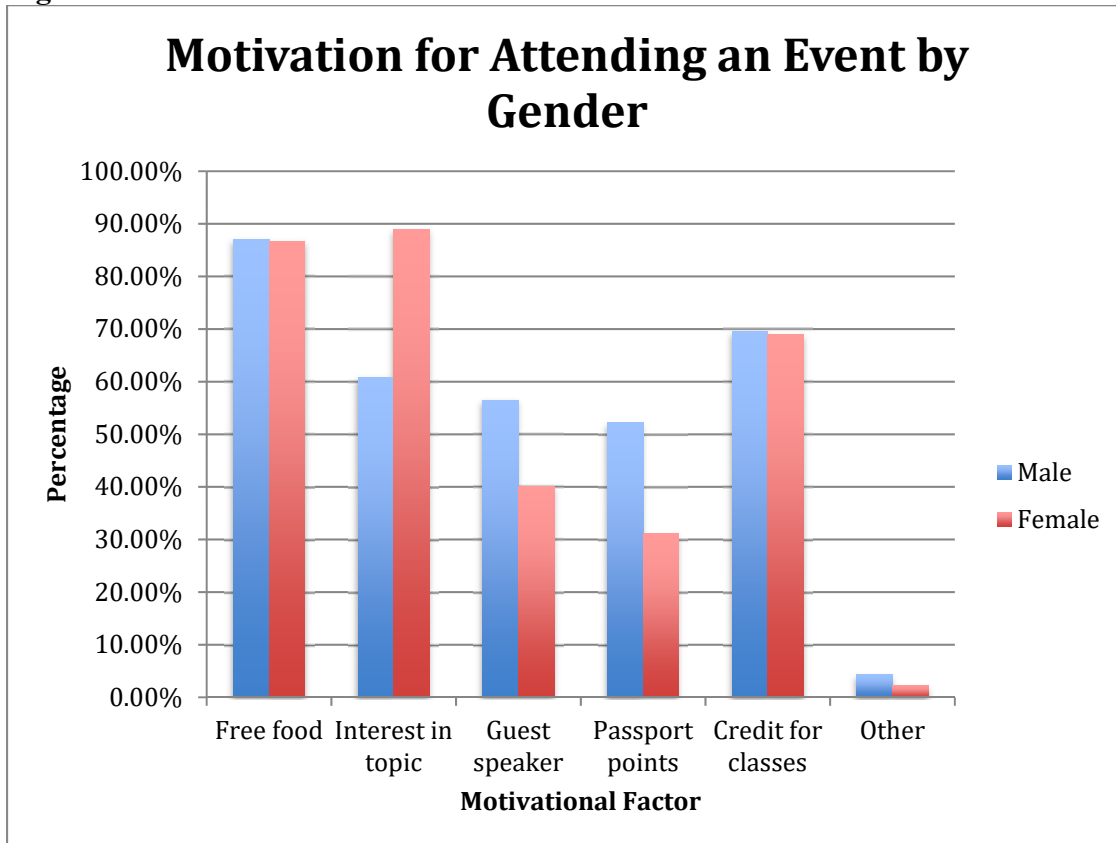
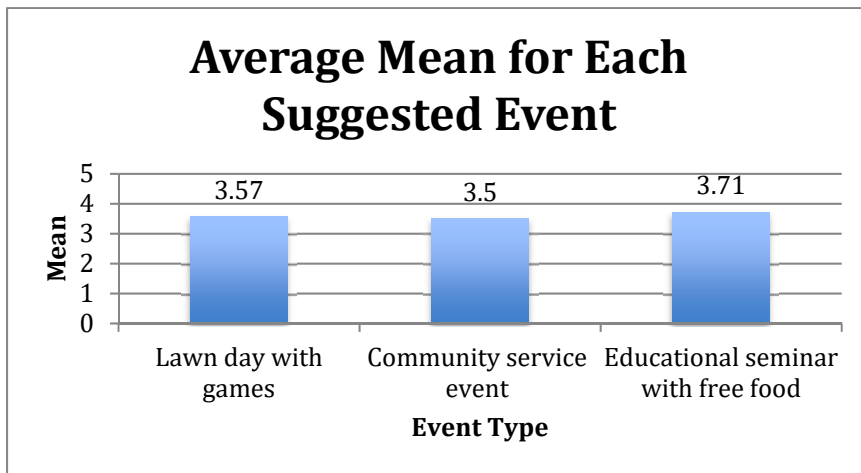


Figure 7.

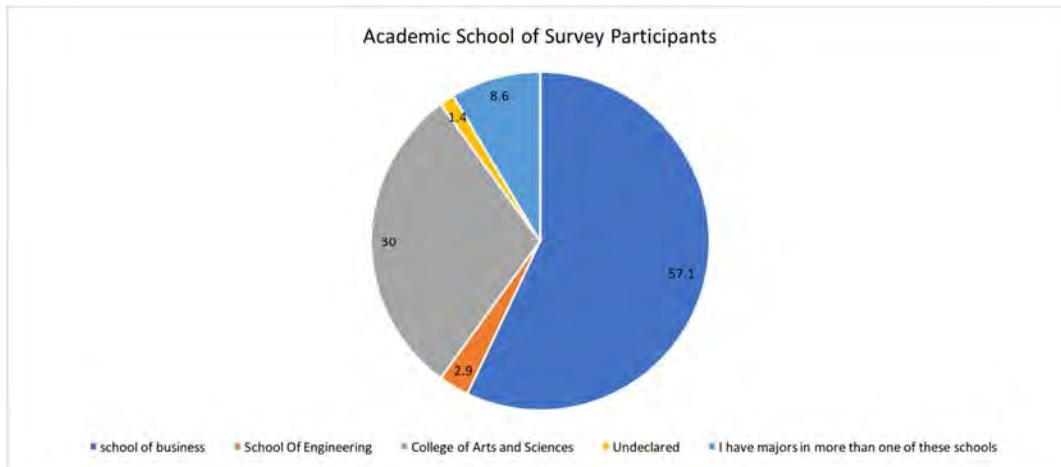
	Mean	t-value	p-value
Social media challenge with a prize	3.09	0.603	0.548
Lawn day with games	3.57	4.115	0.0001
Community service event on campus	3.50	3.849	0.0001
Educational seminar with free food	3.71	5.611	0.0001

Figure 8.

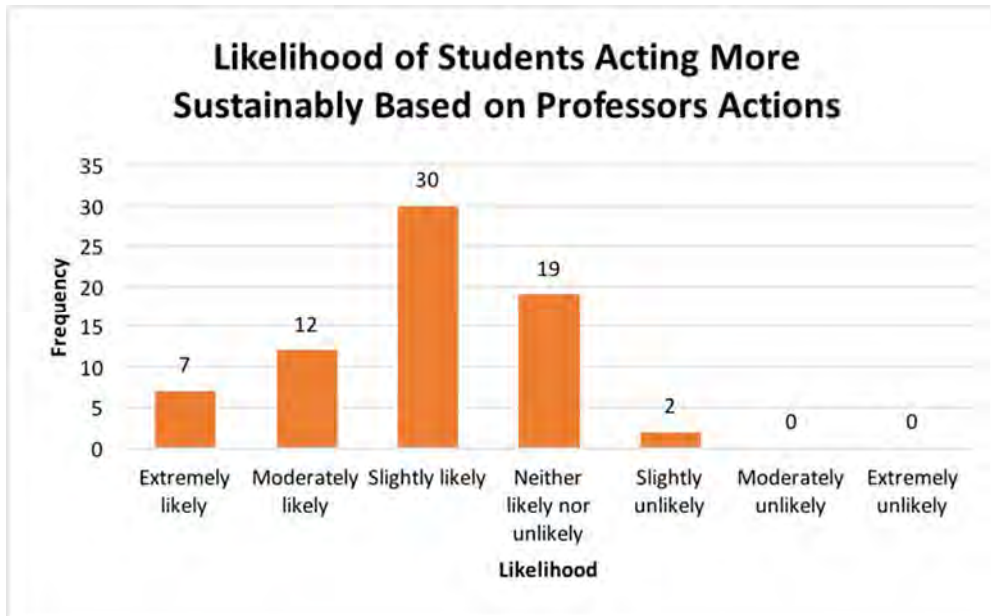


Hypothesis 3

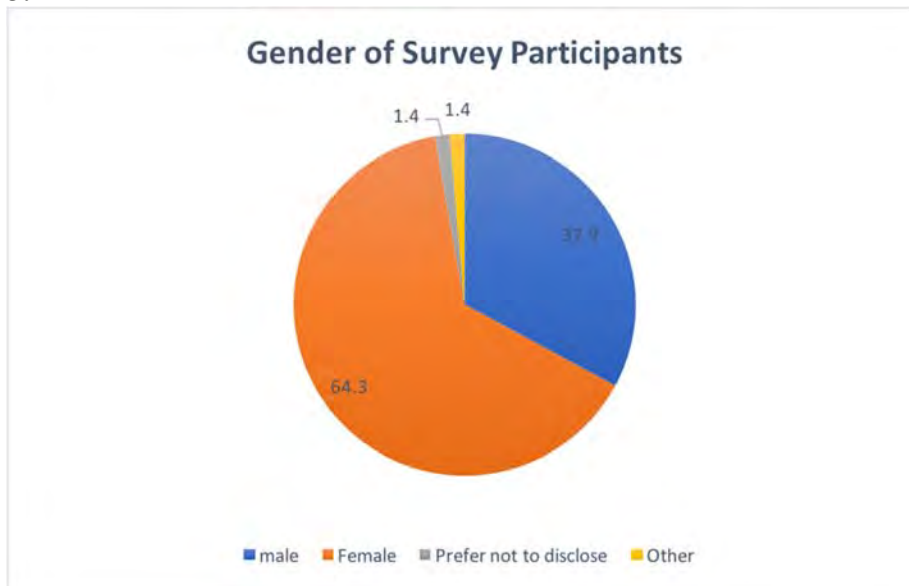
1.



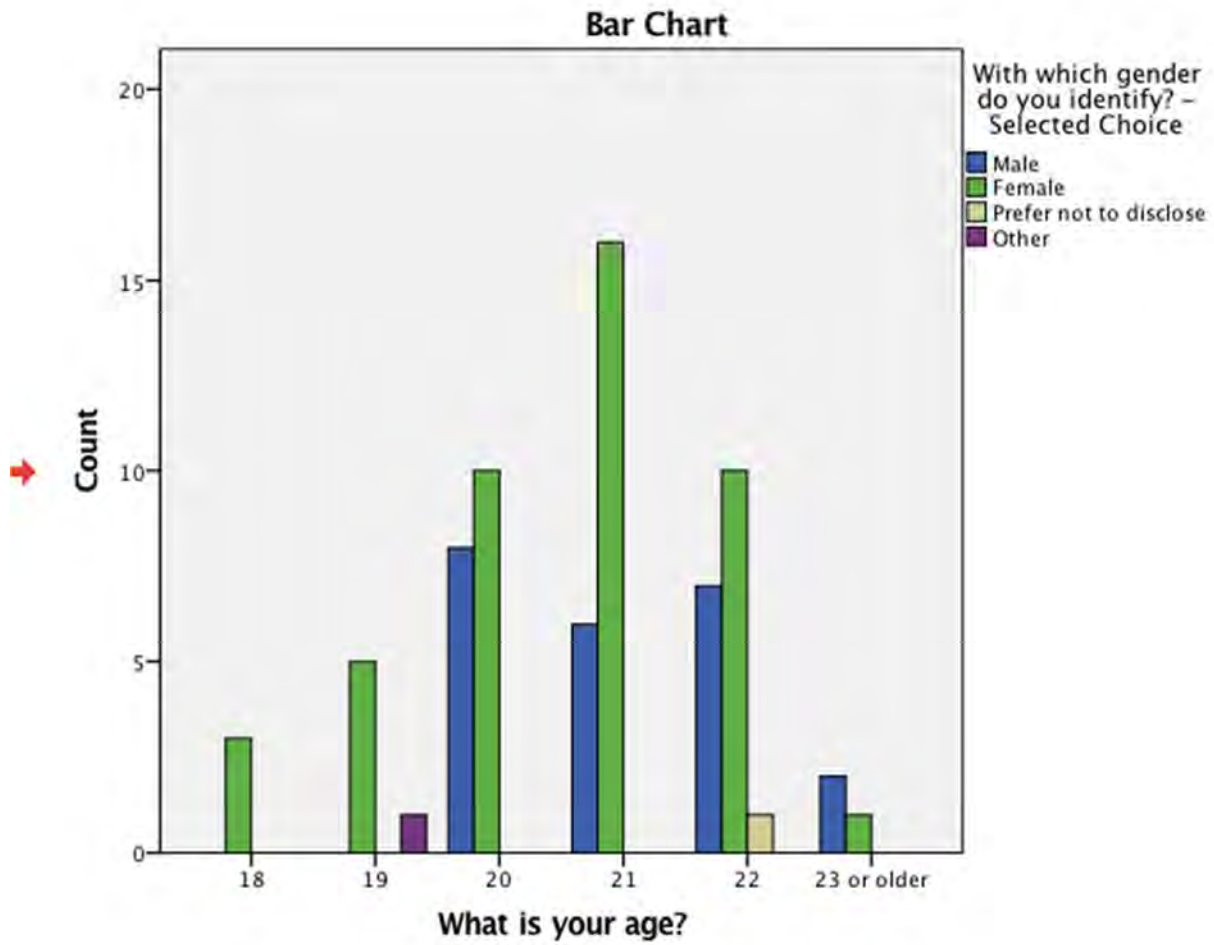
2.



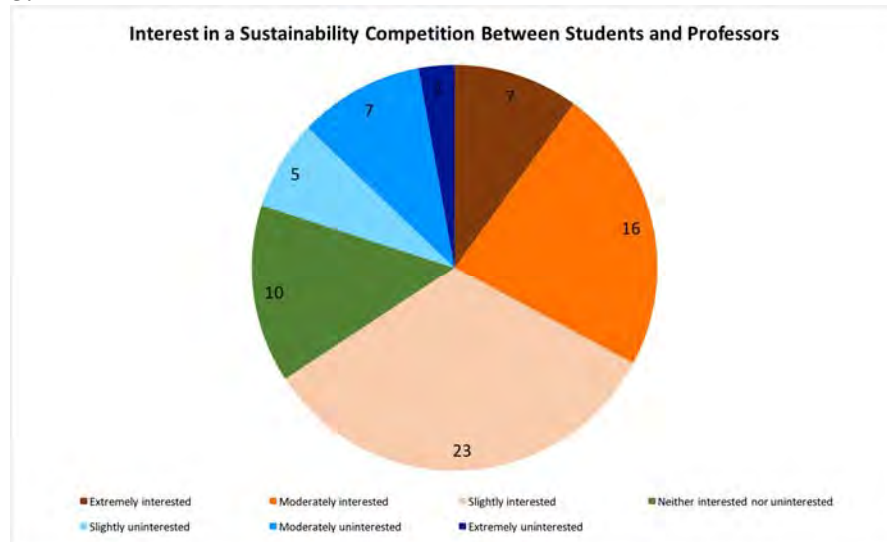
3.



4.



5.



Hypothesis 4 & 5

Chart 1: With which gender do you identify?

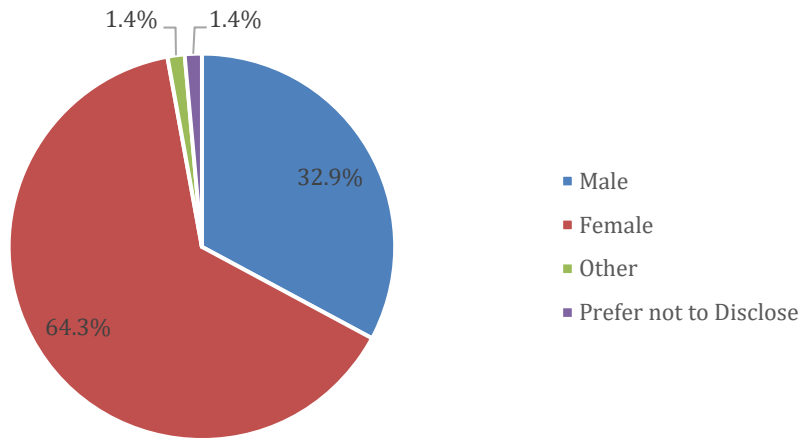


Chart 2: What is your age?

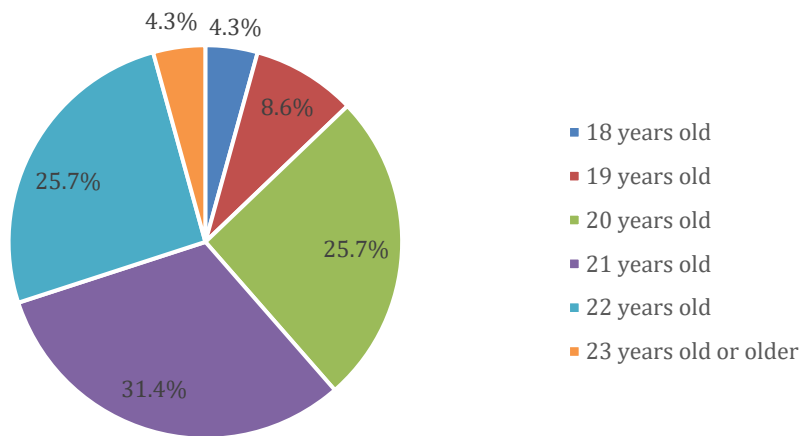


Chart 3: Which undergraduate academic school is your major categorized in?

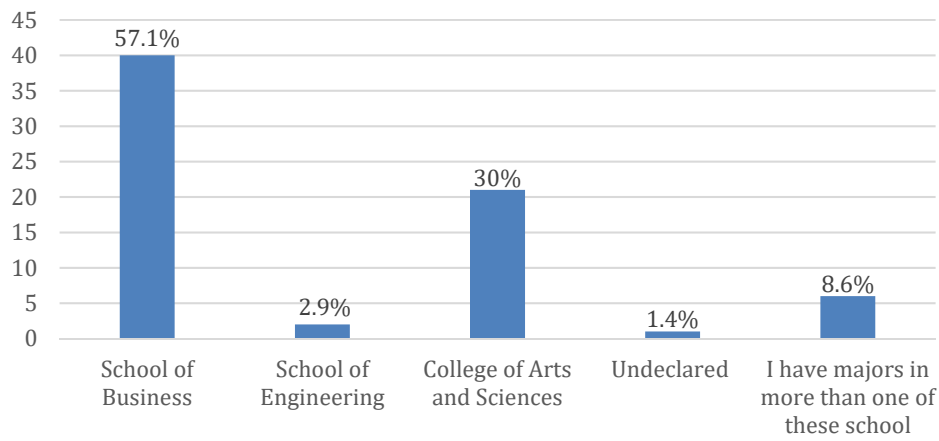
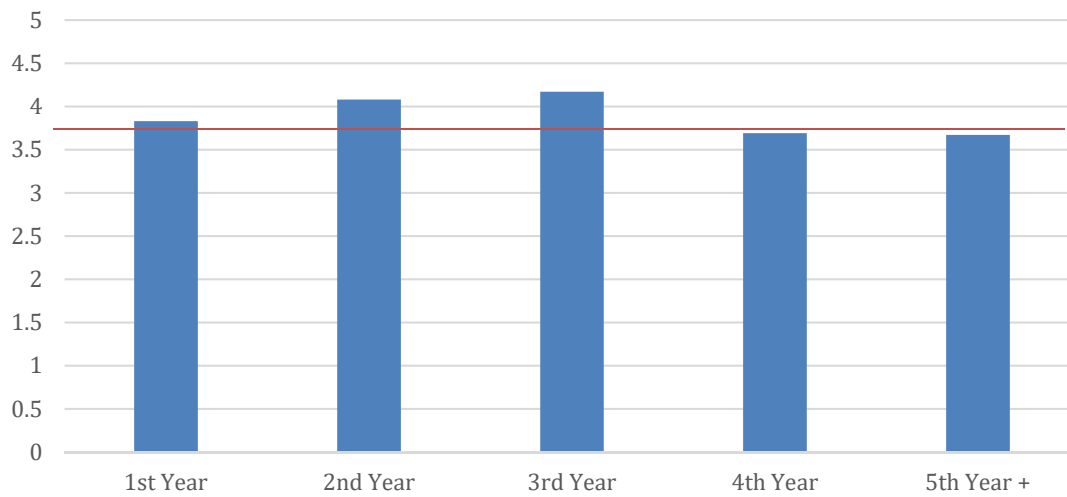


Chart 4: How satisfied are you with USD's commitment to sustainability?



Appendix 2: Final Survey Instrument

Office of Sustainability Survey

Q1 Thank you for your willingness to participate in this survey. This survey is intended to gauge students' knowledge of the Climate Action Plan, as well as their level of interest in committing to sustainability. You have been asked to participate in this survey by Emily Laymon, Nikki Barden, Violette Peoples, and Hannah Stoever currently enrolled in a Marketing Research class. Your participation is completely voluntary and you can end your participation at any point without consequence. All of your answers will be kept completely confidential and will not be tied to your identity in the final presentation of our study. It will take less than 5 minutes to finish. Once again, thank you for your willingness to participate.

Q2 Are you an undergraduate student at USD?

- Yes (1)
 No (2)

Condition: No Is Selected. Skip To: End of Survey.

Q3 Select all of the social media accounts on which you are regularly active:

- Facebook (1)
 Twitter (2)
 Instagram (3)
 Pinterest (4)
 Tumblr (5)
 Snapchat (6)
 Other (7) _____
 I am not on social media (8)

Condition: I am not on social media Is Selected. Skip To: If you wanted to be more informed abo...

Q4 How frequently do you visit each of the following social media accounts in a given day?

	Never (1)	Once a day (2)	2-3 times per day (3)	4-5 times per day (4)	I am always logged on and active on this social media. (5)
Facebook (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pinterest (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tumblr (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snapchat (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 If you wanted to be more informed about a topic relating to sustainability, which social media form would you prefer to use to educate yourself? (Pick only one)

- Text (article, blog post) (1)
- Picture (photograph, visual art) (2)
- Video (documentary, short clip) (3)
- Visual aids (charts, graphs) (4)
- Other (5) _____

Q6 To what extent do you think USD embodies each of these values?

- _____ Education (1)
- _____ Global thinking (2)
- _____ Chagemaking (3)
- _____ Social Justice (4)
- _____ Spirituality (5)
- _____ Sustainability (6)
- _____ Cultural Engagement (7)
- _____ Diversity (8)
- _____ Innovation (9)
- _____ Inclusivity (10)

Q7 Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here.

- University Ministry Office (1)
- Center for Awareness, Service, and Action (2)
- United Front Multicultural Center (3)
- Outdoor Adventures Office (4)
- USD Athletics Office (5)
- Residential Life Office (6)
- Office of Sustainability (7)
- Center for Health and Wellness Promotion (8)
- Associated Students Office (9)
- Registrar's Office (10)

Q8 How likely are you to watch a short video on a social media site to learn about a sustainability initiative on campus?

- Extremely likely (1)
- Moderately likely (2)
- Slightly likely (3)
- Neither likely nor unlikely (4)
- Slightly unlikely (5)
- Moderately unlikely (6)
- Extremely unlikely (7)

Q9 How interested would you be in learning more about each of the following topics?

- _____ Public transportation (1)
- _____ Daily gas usage (2)
- _____ Long distance travel (3)
- _____ Water conservation (4)
- _____ Limited waste lifestyle (5)
- _____ Energy efficiency (6)

Q10 When watching an informative video on social media, what is the preferred length of time for the video to effectively educate you while holding your attention?

- Less than 30 seconds (1)
- 30 sec - 1 min (2)
- 1.01 min - 2 min (3)
- 2.01 min - 5 min (4)
- More than 5 minutes (5)

Q11 How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative?

	Extremely uninterested (1)	Moderately uninterested (2)	Slightly uninterested (3)	Neither interested nor uninterested (4)	Slightly interested (5)	Moderately interested (6)	Extremely interested (7)
Facebook (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pinterest (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tumblr (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snapchat (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Please describe how watching a video made by USD about sustainability would impact your personal behavior with regards to sustainability.

Q13 Rank the following from 1-6 (1 being greatest dependence and 6 being the least), which forms of communication you depend on to stay up to date with events on campus?

- _____ Emails (1)
- _____ mysandiego (2)
- _____ Posters (3)
- _____ Professors (4)
- _____ Friends (5)

Q14 How likely are you to act in a more environmentally friendly manner if you see a professor making more sustainable choices?

- Extremely likely (1)
- Moderately likely (2)
- Slightly likely (3)
- Neither likely nor unlikely (4)
- Slightly unlikely (5)
- Moderately unlikely (6)
- Extremely unlikely (7)

Q15 How interested would you be in participating in a sustainability competition between students and professors, where students keep track of the professors sustainable actions (i.e. how much paper is used per class)?

- Extremely interested (1)
- Moderately interested (2)
- Slightly interested (3)
- Neither interested nor uninterested (4)
- Slightly uninterested (5)
- Moderately uninterested (6)
- Extremely uninterested (7)

Q16 To what extent do you agree or disagree with the following statement? If there was a sustainability competition between students and professors, I would make more sustainable choices.

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Neither agree nor disagree (4)
- Somewhat disagree (5)
- Disagree (6)
- Strongly disagree (7)

Q17 Are you involved in any extracurricular activities at USD? If yes, please specify.

- Yes (1) _____
- No (2)

Q18 How important is sustainability to you?

- Very unimportant (1)
- Somewhat unimportant (2)
- Neutral (3)
- Somewhat important (4)
- Very important (5)

Q19 How satisfied are you with USD's commitment to sustainability?

- Extremely satisfied (1)
- Somewhat satisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat dissatisfied (4)
- Extremely dissatisfied (5)

Q20 How likely are you to participate in a school wide recycling competition?

- Extremely likely (1)
- Somewhat likely (2)
- Neither likely nor unlikely (3)
- Somewhat unlikely (4)
- Extremely unlikely (5)

Q26 To what extent would you be interested in each of the following as prizes for a competition?

	Very uninterested (1)	Somewhat uninterested (2)	Neither uninterested nor interested (3)	Somewhat interested (4)	Very interested (5)
USD merchandise (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Cash (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class credit (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 If the Office of Sustainability created an event on campus to raise awareness of the Climate Action Plan, how likely would you be to attend?

- Extremely likely (1)
- Moderately likely (2)
- Slightly likely (3)
- Neither likely nor unlikely (4)
- Slightly unlikely (5)
- Moderately unlikely (6)
- Extremely unlikely (7)

Q22 How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan?

	Very uninterested (1)	Somewhat uninterested (2)	Neither uninterested or interested (3)	Somewhat interested (4)	Very interested (5)
Social media challenge with a prize (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lawn day with games (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service event on campus (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational seminar with free food (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 Generally, what would motivate you to attend an on-campus event? Check all that apply.

- Free food (1)
- Interest in topic (2)
- Guest speaker (3)
- Passport points (4)
- Credit for classes (5)
- Other (6) _____

Q24 What time of day are you most likely to go to an event on campus?

- Morning (1)
- Dead hours (2)
- Afternoon (3)
- Dinnertime (4)
- Evening (5)

Q25 At what point in the semester are you most likely to attend events at USD?

- Beginning (1)
- Middle (2)
- End (3)

Q27 The USD Office of Sustainability created a long-term Climate Action Plan that provides a framework for the various goals our school hopes to achieve with regards to water and energy conservation, zero-waste, and overall carbon footprint. How likely are you to get involved with USD's Climate Action Plan student committee as a student ambassador?

- Extremely likely (1)
- Moderately likely (2)
- Somewhat likely (3)
- Neither likely nor unlikely (4)
- Somewhat unlikely (5)
- Moderately unlikely (6)
- Extremely unlikely (7)

Q28 Rank in order of preference what would motivate you the most to recycle and conserve water more often? (1=most motivation, 3=least motivation)

- _____ Being more informed/educated about climate change (emails and posters) (1)
- _____ Incentives (prizes) (2)
- _____ Positive peer pressure (friends and professors) (3)

Q29 What year are you in school?

- First Year (1)
- Second Year (2)
- Third Year (3)
- Fourth Year (4)
- Fifth Year or Higher (5)

Q11 What is your age?

- Younger than 18 (1)
- 18 (2)
- 19 (3)
- 20 (4)
- 21 (5)
- 22 (6)
- 23 or older (7)

Q31 With which gender do you identify?

- Male (1)
- Female (2)
- Prefer not to disclose (3)
- Other (4) _____

Q32 Which undergraduate academic school is your major categorized in?

- School of Business (1)
- School Of Engineering (2)
- College of Arts and Sciences (3)
- Undeclared (4)
- Unknown (5)
- I have majors in more than one of these schools (6)

Q33 Thank you for your participation in this survey.

Appendix 3: SPSS Output

Hypothesis 1

Frequencies

	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. University Ministry Office	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Center for Awareness, Service, and Action	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. United Front Multicultural Center	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Outdoor Adventures Office	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. USD Athletics Office	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Residential Life Office
N Valid	18	8	8	15	14	35
Missing	52	62	62	55	56	35
Mean	1.00	1.00	1.00	1.00	1.00	1.00
Median	1.00	1.00	1.00	1.00	1.00	1.00
Mode	1	1	1	1	1	1

Statistics

	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Office of Sustainability	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Center for Health and Wellness Promotion	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Associated Students Office	Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Registrar's Office
N Valid	4	36	18	34
Missing	66	34	52	36
Mean	1.00	1.00	1.00	1.00

Median	1.00	1.00	1.00	1.00
Mode	1	1	1	1

Frequency Table

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. University Ministry Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	University Ministry Office	18	25.7	100.0	100.0
Missing	System	52	74.3		
Total		70	100.0		

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Center for Awareness, Service, and Action

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Center for Awareness, Service, and Action	8	11.4	100.0	100.0
Missing	System	62	88.6		
Total		70	100.0		

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. United Front Multicultural Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	United Front Multicultural Center	8	11.4	100.0	100.0
Missing	System	62	88.6		
Total		70	100.0		

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Outdoor Adventures Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Outdoor Adventures Office	15	21.4	100.0	100.0
Missing	System	55	78.6		
Total		70	100.0		

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. **USD Athletics Office**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	USD Athletics Office	14	20.0	100.0	100.0
Missing	System	56	80.0		
Total		70	100.0		

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. **Residential Life Office**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Residential Life Office	35	50.0	100.0	100.0
Missing	System	35	50.0		
Total		70	100.0		

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. **Office of Sustainability**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Office of Sustainability	4	5.7	100.0	100.0
Missing	System	66	94.3		
Total		70	100.0		

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. **Center for Health and Wellness Promotion**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Center for Health and Wellness Promotion	36	51.4	100.0	100.0
Missing	System	34	48.6		
Total		70	100.0		

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Associated Students Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associated Students Office	18	25.7	100.0	100.0
Missing	System	52	74.3		
Total		70	100.0		

Select the top 3 of the following offices/centers at USD that you have interacted the most with during your time here. Registrar's Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Registrar's Office	34	48.6	100.0	100.0
Missing	System	36	51.4		
Total		70	100.0		

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
To what extent do you think USD embodies each of these values? - Education	68	2.00	5.00	4.1176	.78283
To what extent do you think USD embodies each of these values? - Global thinking	62	1.00	5.00	3.7742	.83802

To what extent do you think USD embodies each of these values? - Changemaking	64	2.00	5.00	3.9062	.92099
To what extent do you think USD embodies each of these values? - Social Justice	60	1.00	5.00	3.6167	1.02662
To what extent do you think USD embodies each of these values? - Spirituality	57	1.00	5.00	3.3684	.99340
To what extent do you think USD embodies each of these values? - Sustainability	59	1.00	5.00	3.4576	.98824
To what extent do you think USD embodies each of these values? - Cultural Engagement	54	2.00	5.00	3.0926	.93705
To what extent do you think USD embodies each of these values? - Diversity	64	1.00	5.00	2.6094	1.03306
To what extent do you think USD embodies each of these values? - Innovation	50	1.00	5.00	3.4400	.97227
To what extent do you think USD embodies each of these values? - Inclusivity	62	1.00	5.00	3.1452	1.02184
Valid N (listwise)	33				

T-Test

Notes

Output Created	19-MAY-2017 16:44:55
Comments	

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	Split File	<none>
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	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST /TESTVAL=4 /MISSING=ANALYSIS /VARIABLES=Q8 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.01
	Elapsed Time	00:00:01.00

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How likely are you to watch a short video on a social media site to learn about a sustainability initiative on campus?	69	3.01	1.676	.202

One-Sample Test

Test Value = 4				
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference

					Lower	Upper
How likely are you to watch a short video on a social media site to learn about a sustainability initiative on campus?	4.885	68	.000	-.986	-1.39	-.58

Frequencies

Notes

Output Created		19-MAY-2017 16:45:34
Comments		
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	Split File	<none>
	N of Rows in Working Data File	70
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Q3_1 Q3_2 Q3_3 Q3_4 Q3_5 Q3_6 Q3_7 Q3_8 Q3_7_TEXT /STATISTICS=MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.00

Statistics

	Select all of the social media accounts on which you are regularly active: - Selected Choice Facebook	Select all of the social media accounts on which you are regularly active: - Selected Choice Twitter	Select all of the social media accounts on which you are regularly active: - Selected Choice Instagram	Select all of the social media accounts on which you are regularly active: - Selected Choice Pinterest	Select all of the social media accounts on which you are regularly active: - Selected Choice Tumblr	Select all of the social media accounts on which you are regularly active: - Selected Choice Snapchat
N Valid	60	24	60	18	5	61
Missing	10	46	10	52	65	9
Mean	1.00	1.00	1.00	1.00	1.00	1.00
Median	1.00	1.00	1.00	1.00	1.00	1.00
Mode	1	1	1	1	1	1

Statistics

	Select all of the social media accounts on which you are regularly active: - Selected Choice Other	Select all of the social media accounts on which you are regularly active: - Selected Choice I am not on social media	Select all of the social media accounts on which you are regularly active: - Other - Text
N Valid	1	0	70
Missing	69	70	0
Mean	1.00		
Median	1.00		
Mode	1		

Frequency Table

Select all of the social media accounts on which you are regularly active: - Selected Choice Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Facebook	60	85.7	100.0	100.0
Missing System	10	14.3		
Total	70	100.0		

Select all of the social media accounts on which you are regularly active: - Selected Choice

Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Twitter	24	34.3	100.0	100.0
Missing	System	46	65.7		
Total		70	100.0		

Select all of the social media accounts on which you are regularly active: - Selected Choice

Instagram

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instagram	60	85.7	100.0	100.0
Missing	System	10	14.3		
Total		70	100.0		

Select all of the social media accounts on which you are regularly active: - Selected Choice

Pinterest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pinterest	18	25.7	100.0	100.0
Missing	System	52	74.3		
Total		70	100.0		

Select all of the social media accounts on which you are regularly active: - Selected Choice

Tumblr

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tumblr	5	7.1	100.0	100.0
Missing	System	65	92.9		
Total		70	100.0		

Select all of the social media accounts on which you are regularly active: - Selected Choice

Snapchat

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Snapchat	61	87.1	100.0	100.0
Missing System	9	12.9		
Total	70	100.0		

Select all of the social media accounts on which you are regularly active: - Selected Choice

Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Other	1	1.4	100.0	100.0
Missing System	69	98.6		
Total	70	100.0		

Select all of the social media accounts on which you are regularly active: - Selected Choice I am not on

social media

	Frequency	Percent
Missing System	70	100.0

Select all of the social media accounts on which you are regularly active: - Other - Text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	69	98.6	98.6	98.6
facespace	1	1.4	1.4	100.0
Total	70	100.0	100.0	

Frequencies

Notes

Output Created	19-MAY-2017 16:53:31
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Comments			
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Statistics

When watching an informative video on social media, what is the preferred length of time for the video to effectively educate you while holding your attention?

N	Valid	69
	Missing	1
Mean		2.78
Median		3.00
Mode		3

When watching an informative video on social media, what is the preferred length of time for the video to effectively educate you while holding your attention?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30 seconds	5	7.1	7.2	7.2

	30 sec - 1 min	23	32.9	33.3	40.6
	1.01 min - 2 min	24	34.3	34.8	75.4
	2.01 min - 5 min	16	22.9	23.2	98.6
	More than 5 minutes	1	1.4	1.4	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

Frequencies

Notes

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Statistics

If you wanted to be more informed about a topic relating to sustainability, which social media form would you prefer to use to educate yourself?

(Pick only one) - Selected Choice

N	Valid	66
	Missing	4
Mean		2.39
Median		3.00
Mode		3

If you wanted to be more informed about a topic relating to sustainability, which social media form would you prefer to use to educate yourself? (Pick only one) - Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Text (article, blog post)	21	30.0	31.8	31.8
	Picture (photograph, visual art)	11	15.7	16.7	48.5
	Video (documentary, short clip)	22	31.4	33.3	81.8
	Visual aids (charts, graphs)	11	15.7	16.7	98.5
	Other	1	1.4	1.5	100.0
	Total	66	94.3	100.0	
Missing	System	4	5.7		
Total		70	100.0		

Frequencies

Notes

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	Weight	<none>	
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	N of Rows in Working Data File		70
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data.	
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Resources	Processor Time		00:00:00.02
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Statistics

	How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Facebook	How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Twitter	How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Instagram	How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Pinterest	How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Tumblr	How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Snapchat
N Valid	69	65	68	61	63	67
Missing	1	5	2	9	7	3
Mean	5.45	3.23	3.84	2.18	2.05	3.78
Median	6.00	4.00	4.00	1.00	1.00	4.00
Mode	6	1	5	1	1	1 ^a

Statistics

How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Other	
N Valid	29
Missing	41
Mean	3.34
Median	4.00
Mode	4

a. Multiple modes exist. The smallest value is shown

Frequency Table

How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely uninterested	3	4.3	4.3	4.3
	Moderately uninterested	1	1.4	1.4	5.8
	Slightly uninterested	2	2.9	2.9	8.7
	Neither interested nor uninterested	4	5.7	5.8	14.5
	Slightly interested	17	24.3	24.6	39.1
	Moderately interested	30	42.9	43.5	82.6
	Extremely interested	12	17.1	17.4	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely uninterested	17	24.3	26.2	26.2
	Moderately uninterested	9	12.9	13.8	40.0
	Slightly uninterested	6	8.6	9.2	49.2

	Neither interested nor uninterested	14	20.0	21.5	70.8
	Slightly interested	14	20.0	21.5	92.3
	Moderately interested	4	5.7	6.2	98.5
	Extremely interested	1	1.4	1.5	100.0
	Total	65	92.9	100.0	
Missing	System	5	7.1		
Total		70	100.0		

How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Instagram

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely uninterested	10	14.3	14.7	14.7
	Moderately uninterested	8	11.4	11.8	26.5
	Slightly uninterested	8	11.4	11.8	38.2
	Neither interested nor uninterested	11	15.7	16.2	54.4
	Slightly interested	20	28.6	29.4	83.8
	Moderately interested	10	14.3	14.7	98.5
	Extremely interested	1	1.4	1.5	100.0
	Total	68	97.1	100.0	
Missing	System	2	2.9		
Total		70	100.0		

How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Pinterest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely uninterested	32	45.7	52.5	52.5
	Moderately uninterested	6	8.6	9.8	62.3
	Slightly uninterested	5	7.1	8.2	70.5
	Neither interested nor uninterested	16	22.9	26.2	96.7

	Slightly interested	2	2.9	3.3	100.0
	Total	61	87.1	100.0	
Missing	System	9	12.9		
Total		70	100.0		

How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Tumblr

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely uninterested	39	55.7	61.9	61.9
	Moderately uninterested	5	7.1	7.9	69.8
	Slightly uninterested	3	4.3	4.8	74.6
	Neither interested nor uninterested	12	17.1	19.0	93.7
	Slightly interested	2	2.9	3.2	96.8
	Moderately interested	1	1.4	1.6	98.4
	Extremely interested	1	1.4	1.6	100.0
	Total	63	90.0	100.0	
Missing	System	7	10.0		
Total		70	100.0		

How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Snapchat

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely uninterested	17	24.3	25.4	25.4
	Moderately uninterested	3	4.3	4.5	29.9
	Slightly uninterested	6	8.6	9.0	38.8
	Neither interested nor uninterested	9	12.9	13.4	52.2
	Slightly interested	17	24.3	25.4	77.6
	Moderately interested	14	20.0	20.9	98.5
	Extremely interested	1	1.4	1.5	100.0
	Total	67	95.7	100.0	
Missing	System	3	4.3		
Total		70	100.0		

How interested would you be in using each social media platform to watch a short educational video about a sustainability initiative? - Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely uninterested	8	11.4	27.6	27.6
	Moderately uninterested	1	1.4	3.4	31.0
	Neither interested nor uninterested	15	21.4	51.7	82.8
	Slightly interested	3	4.3	10.3	93.1
	Moderately interested	2	2.9	6.9	100.0
	Total	29	41.4	100.0	
Missing	System	41	58.6		
Total		70	100.0		

Frequencies

Notes

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	Cases Used	Statistics are based on all cases with valid data.

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Statistics

	How interested would you be in learning more about each of the following topics? - Public transportation	How interested would you be in learning more about each of the following topics? - Daily gas usage	How interested would you be in learning more about each of the following topics? - Long distance travel	How interested would you be in learning more about each of the following topics? - Water conservation	How interested would you be in learning more about each of the following topics? - Limited waste lifestyle	How interested would you be in learning more about each of the following topics? - Energy efficiency
N Valid	63	65	63	68	67	67
Missing	7	5	7	2	3	3
Mean	4.1111	4.3231	4.3968	5.0588	4.71642	5.1493
Median	4.0000	5.0000	5.0000	5.0000	5.00000	5.0000
Mode	5.00	5.00	5.00	5.00	6.000	5.00

Frequency Table

How interested would you be in learning more about each of the following topics? - Public transportation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	5	7.1	7.9	7.9
2.00	8	11.4	12.7	20.6
3.00	10	14.3	15.9	36.5

	4.00	9	12.9	14.3	50.8
	5.00	18	25.7	28.6	79.4
	6.00	9	12.9	14.3	93.7
	7.00	4	5.7	6.3	100.0
	Total	63	90.0	100.0	
Missing	System	7	10.0		
Total		70	100.0		

How interested would you be in learning more about each of the following topics? - Daily gas usage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.4	1.5	1.5
	2.00	8	11.4	12.3	13.8
	3.00	10	14.3	15.4	29.2
	4.00	13	18.6	20.0	49.2
	5.00	19	27.1	29.2	78.5
	6.00	11	15.7	16.9	95.4
	7.00	3	4.3	4.6	100.0
	Total	65	92.9	100.0	
Missing	System	5	7.1		
Total		70	100.0		

How interested would you be in learning more about each of the following topics? - Long distance travel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.9	3.2	3.2
	2.00	9	12.9	14.3	17.5
	3.00	6	8.6	9.5	27.0
	4.00	12	17.1	19.0	46.0
	5.00	19	27.1	30.2	76.2
	6.00	9	12.9	14.3	90.5
	7.00	6	8.6	9.5	100.0
	Total	63	90.0	100.0	
Missing	System	7	10.0		

Total	70	100.0		
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How interested would you be in learning more about each of the following topics? - Water conservation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.9	2.9	2.9
	2.00	4	5.7	5.9	8.8
	3.00	3	4.3	4.4	13.2
	4.00	10	14.3	14.7	27.9
	5.00	21	30.0	30.9	58.8
	6.00	16	22.9	23.5	82.4
	7.00	12	17.1	17.6	100.0
	Total	68	97.1	100.0	
Missing	System	2	2.9		
Total		70	100.0		

How interested would you be in learning more about each of the following topics? - Limited waste lifestyle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.000	2	2.9	3.0	3.0
	2.000	6	8.6	9.0	11.9
	3.000	8	11.4	11.9	23.9
	4.000	13	18.6	19.4	43.3
	5.000	13	18.6	19.4	62.7
	6.000	14	20.0	20.9	83.6
	7.000	11	15.7	16.4	100.0
	Total	67	95.7	100.0	
Missing	System	3	4.3		
Total		70	100.0		

How interested would you be in learning more about each of the following topics? - Energy efficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.4	1.5	1.5
	2.00	3	4.3	4.5	6.0
	3.00	8	11.4	11.9	17.9
	4.00	6	8.6	9.0	26.9
	5.00	18	25.7	26.9	53.7
	6.00	17	24.3	25.4	79.1
	7.00	14	20.0	20.9	100.0
	Total	67	95.7	100.0	
Missing	System	3	4.3		
Total		70	100.0		

Hypothesis 2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
If the Office of Sustainability created an event on campus to raise awareness of the Climate Action Plan, how likely would you be to attend?	70	1	7	3.83	1.523
Valid N (listwise)	70				

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
If the Office of Sustainability created an event on campus to raise awareness of the Climate Action Plan, how likely would you be to attend?	70	3.83	1.523	.182

One-Sample Test

	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
If the Office of Sustainability created an event on campus to raise awareness of the Climate Action Plan, how likely would you be to attend?	-.942	69	.349	-.171	-.53	.19

What time of day are you most likely to go to an event on campus?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	1	1.4	1.4	1.4
	Dead hours	45	64.3	64.3	65.7
	Afternoon	8	11.4	11.4	77.1
	Dinnertime	7	10.0	10.0	87.1
	Evening	9	12.9	12.9	100.0
	Total	70	100.0	100.0	

Descriptives

If the Office of Sustainability created an event on campus to raise awareness of the Climate Action Plan, how likely would you be to attend?

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					First Year	6		
Second Year	12	2.83	1.115	.322	2.13	3.54	1	5
Third Year	23	4.13	1.486	.310	3.49	4.77	2	7
Fourth Year	26	4.15	1.541	.302	3.53	4.78	1	7
Fifth Year or Higher	3	3.00	1.000	.577	.52	5.48	2	4
Total	70	3.83	1.523	.182	3.47	4.19	1	7
Mean		1.00	1.00	1.00	1.00	1.00	1.00	1.00
Median		1.00	1.00	1.00	1.00	1.00	1.00	1.00
Mode		1	1	1	1	1	1	1
Std. Deviation		.000	.000	.000	.000	.000	.000	.000
Variance		.000	.000	.000	.000	.000	.000	.000
Range		0	0	0	0	0	0	0
Minimum		1	1	1	1	1	1	1
Maximum		1	1	1	1	1	1	1

ANOVA

If the Office of Sustainability created an event on campus to raise awareness of the Climate Action Plan, how likely would you be to attend?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.950	4	4.737	2.184	.081
Within Groups	140.993	65	2.169		
Total	159.943	69			

Multiple Comparisons

Dependent Variable: If the Office of Sustainability created an event on campus to raise awareness of the Climate Action Plan, how likely would you be to attend?

LSD

(I) What year are you in school?	(J) What year are you in school?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
First Year	Second Year	.833	.736	.262	-.64	2.30
	Third Year	-.464	.675	.495	-1.81	.88
	Fourth Year	-.487	.667	.468	-1.82	.85
	Fifth Year or Higher	.667	1.041	.524	-1.41	2.75
Second Year	First Year	-.833	.736	.262	-2.30	.64
	Third Year	-1.297*	.524	.016	-2.34	-.25
	Fourth Year	-1.321*	.514	.012	-2.35	-.29
	Fifth Year or Higher	-.167	.951	.861	-2.07	1.73
Third Year	First Year	.464	.675	.495	-.88	1.81
	Second Year	1.297*	.524	.016	.25	2.34
	Fourth Year	-.023	.422	.956	-.87	.82
	Fifth Year or Higher	1.130	.904	.216	-.68	2.94
Fourth Year	First Year	.487	.667	.468	-.85	1.82
	Second Year	1.321*	.514	.012	.29	2.35
	Third Year	.023	.422	.956	-.82	.87
	Fifth Year or Higher	1.154	.898	.203	-.64	2.95
Fifth Year or Higher	First Year	-.667	1.041	.524	-2.75	1.41
	Second Year	.167	.951	.861	-1.73	2.07
	Third Year	-1.130	.904	.216	-2.94	.68
	Fourth Year	-1.154	.898	.203	-2.95	.64

*. The mean difference is significant at the 0.05 level.

At what point in the semester are you most likely to attend events at USD?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Beginning	41	58.6	59.4	59.4
	Middle	23	32.9	33.3	92.8
	End	5	7.1	7.2	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

Are you involved in any extracurricular activities at USD? If yes, please specify. - Selected Choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	75.7	81.5	81.5
	No	12	17.1	18.5	100.0
	Total	65	92.9	100.0	
Missing	System	5	7.1		
Total		70	100.0		

Group Statistics

		With which gender do you identify? - Selected Choice	N	Mean	Std. Deviation	Std. Error Mean
If the Office of Sustainability created an event on campus to raise awareness of the Climate Action Plan, how likely would you be to attend?	Female		45	3.82	1.527	.228
	Male		23	3.87	1.546	.322

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
If the Office of Sustainability created an event on campus to raise awareness of the Climate Action Plan, how likely would you be to attend?	Equal variances assumed	.228	.635	-.120	66	.904	-.047	.393	-.832	.737
	Equal variances not assumed			-.120	43.933	.905	-.047	.395	-.843	.748

Statistics

	How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Social media challenge with a prize	How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Lawn day with games	How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Community service event on campus	How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Educational seminar with free food
N	Valid	70	70	70
	Missing	0	0	0
Mean		3.09	3.57	3.50
Std. Deviation		1.189	1.162	1.087
Variance		1.413	1.350	1.181

Range	4	4	4	4
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One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Social media challenge with a prize	70	3.09	1.189	.142

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Social media challenge with a prize	.603	69	.548	.086	-.20	.37

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
--	---	------	----------------	-----------------

How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Lawn day with games	70	3.57	1.162	.139
---	----	------	-------	------

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Lawn day with games	4.115	69	.000	.571	.29	.85

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
--	---	------	----------------	-----------------

How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Community service event on campus	70	3.50	1.087	.130
---	----	------	-------	------

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Community service event on campus	3.849	69	.000	.500	.24	.76

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
--	---	------	----------------	-----------------

How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Educational seminar with free food	70	3.71	1.065	.127
--	----	------	-------	------

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How interested would you be in participating in each of the following events in order to increase awareness of the Climate Action Plan? - Educational seminar with free food	5.611	69	.000	.714	.46	.97

Hypothesis 3

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Notes

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One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How likely are you to act in a more environmentally friendly manner if you see a professor making more sustainable choices?	70	2.96	.984	.118
How interested would you be in participating in a sustainability competition between students and professors, where students keep can keep track of the professors sustainable actions (i.e. how much paper is used per class)?	70	3.27	1.541	.184

To what extent do you agree or disagree with the following statement? If there was a sustainability competition between students and professors, I would make more sustainable choices.	70	2.96	1.160	.139
--	----	------	-------	------

One-Sample Test

	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How likely are you to act in a more environmentally friendly manner if you see a professor making more sustainable choices?	8.863	69	.000	-1.043	-1.28	-.81
How interested would you be in participating in a sustainability competition between students and professors, where students keep can keep track of the professors sustainable actions (i.e. how much paper is used per class)?	3.956	69	.000	-.729	-1.10	-.36
To what extent do you agree or disagree with the following statement? If there was a sustainability competition between students and professors, I would make more sustainable choices.	7.521	69	.000	-1.043	-1.32	-.77

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T-Test

Notes

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Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.00

Group Statistics

	With which gender do you identify? - Selected Choice	N	Mean	Std. Deviation	Std. Error Mean
How likely are you to act in a more environmentally friendly manner if you see a professor making more sustainable choices?	Male	23	2.91	1.083	.226
	Female	45	2.93	.939	.140

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
		How likely are you to act in a more environmentally friendly manner if you see a professor making more sustainable choices?	Equal variances assumed	.695	.407	.080	66
	Equal variances not assumed			.076	39.244	.940	-.020

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
How likely are you to act in a more environmentally friendly manner if you see a professor making more sustainable choices?	Equal variances assumed	.254	-.527	.486
	Equal variances not assumed	.266	-.558	.517

ONEWAY Q15 BY Q11

/MISSING ANALYSIS.

Oneway

Notes

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
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ANOVA

How interested would you be in participating in a sustainability competition between students and professors, where students keep can keep track of the professors sustainable actions (i.e. how much paper is used per class)?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.858	5	.772	.309	.906
Within Groups	159.985	64	2.500		
Total	163.843	69			

CORRELATIONS

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/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
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Correlations

Notes

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.	
Syntax		CORRELATIONS /VARIABLES=Q18 Q15 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.	
Resources	Processor Time		00:00:00.02
	Elapsed Time		00:00:00.00

Descriptive Statistics

	Mean	Std. Deviation	N
How important is sustainability to you?	3.93	.968	70
How interested would you be in participating in a sustainability competition between students and professors, where students keep can keep track of the professors sustainable actions (i.e. how much paper is used per class)?	3.27	1.541	70

Correlations

		How important is sustainability to you?	How interested would you be in participating in a sustainability competition between students and professors, where students keep can keep track of the professors sustainable actions (i.e. how much paper is used per class)?
How important is sustainability to you?	Pearson Correlation	1	.033
	Sig. (2-tailed)		.789
	N	70	70

How interested would you be in participating in a sustainability competition between students and professors, where students keep can keep track of the professors sustainable actions (i.e. how much paper is used per class)?	Pearson Correlation	.033	1
	Sig. (2-tailed)	.789	
	N	70	70

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 /BARCHART FREQ
 /ORDER=ANALYSIS.

Frequencies

Notes

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Comments			
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data.	
Syntax	FREQUENCIES VARIABLES=Q16 /BARCHART FREQ /ORDER=ANALYSIS.		
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	Elapsed Time	00:00:03.00	

Statistics

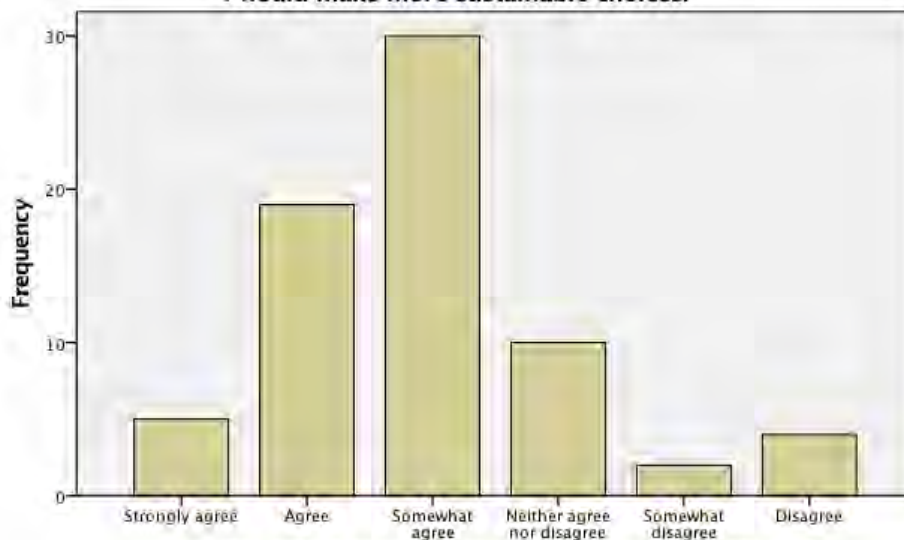
To what extent do you agree or disagree with the following statement?
 If there was a sustainability competition between students and professors, I would make more sustainable choices.

N	Valid	70
	Missing	0

**To what extent do you agree or disagree with the following statement?
 If there was a sustainability competition between students and professors, I would make more sustainable choices.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	7.1	7.1	7.1
	Agree	19	27.1	27.1	34.3
	Somewhat agree	30	42.9	42.9	77.1
	Neither agree nor disagree	10	14.3	14.3	91.4
	Somewhat disagree	2	2.9	2.9	94.3
	Disagree	4	5.7	5.7	100.0
	Total	70	100.0	100.0	

To what extent do you agree or disagree with the following statement?
 If there was a sustainability competition between students and professors,
 I would make more sustainable choices.



To what extent do you agree or disagree with the following statement?
 If there was a sustainability competition between students and professors, I would make more sustainable choices.

```

CORRELATIONS
/VARIABLES=Q18 Q14
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

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Correlations

Notes

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	Active Dataset	DataSet1

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	N of Rows in Working Data File		70
Missing Value Handling	Definition of Missing Cases Used	User-defined missing values are treated as missing. Statistics for each pair of variables are based on all the cases with valid data for that pair.	
Syntax		CORRELATIONS /VARIABLES=Q18 Q14 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.	
Resources	Processor Time		00:00:00.02
	Elapsed Time		00:00:00.00

Descriptive Statistics

	Mean	Std. Deviation	N
How important is sustainability to you?	3.93	.968	70
How likely are you to act in a more environmentally friendly manner if you see a professor making more sustainable choices?	2.96	.984	70

Correlations

		How important is sustainability to you?	How likely are you to act in a more environmentally friendly manner if you see a professor making more sustainable choices?
How important is sustainability to you?	Pearson Correlation	1	-.292*
	Sig. (2-tailed)		.014
	N	70	70
How likely are you to act in a more environmentally friendly manner if you see a professor making more sustainable choices?	Pearson Correlation	-.292*	1
	Sig. (2-tailed)	.014	

environmentally friendly manner if you see a professor making more sustainable choices?	N	70	70
---	---	----	----

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

T-TEST GROUPS=Q31(1 2)
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T-Test

Notes

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	Split File	<none>	
	N of Rows in Working Data File	70	
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.	
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.	
Syntax	T-TEST GROUPS=Q31(1 2) /MISSING=ANALYSIS /VARIABLES=Q15 /CRITERIA=CI(.95).		
Resources	Processor Time	00:00:00.01	
	Elapsed Time	00:00:00.00	

Group Statistics

With which gender do you identify? - Selected Choice		N	Mean	Std. Deviation	Std. Error Mean
How interested	Male	23	3.35	1.335	.278

would you be in participating in a sustainability competition between students and professors, where students keep can keep track of the professors sustainable actions (i.e. how much paper is used per class)?	Female	45	3.22	1.677	.250
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Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference			
How interested would you be in participating in a sustainability competition between students and professors, where students keep can keep track of the professors sustainable actions (i.e. how much paper is used per class)?	Equal variances assumed	.699	.406	.312	66	.756	.126			
	Equal variances not assumed			.336	54.179	.738	.126			

Independent Samples Test

	t-test for Equality of Means		
	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper

How interested would you be in participating in a sustainability competition between students and professors, where students keep can keep track of the professors sustainable actions (i.e. how much paper is used per class)?	Equal variances assumed	.403	-.679	.930
	Equal variances not assumed	.374	-.625	.876

Hypothesis 4 & 5

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How likely are you to participate in a school wide recycling competition?	70	2.24	1.069	.128

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How likely are you to participate in a school wide recycling competition?	-5.925	69	.000	-.757	-1.01	-.50

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
To what extent would you be interested in each of the following as prizes for a competition? - USD merchandise	70	3.46	1.151	.138

To what extent would you be interested in each of the following as prizes for a competition? - Campus Cash	70	4.09	1.073	.128
To what extent would you be interested in each of the following as prizes for a competition? - Class credit	70	4.09	1.327	.159

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
To what extent would you be interested in each of the following as prizes for a competition? - USD merchandise	3.324	69	.001	.457	.18	.73
To what extent would you be interested in each of the following as prizes for a competition? - Campus Cash	8.463	69	.000	1.086	.83	1.34

To what extent would you be interested in each of the following as prizes for a competition? - Class credit	6.846	69	.000	1.086	.77	1.40
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Descriptives

How important is sustainability to you?

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
First Year	6	3.83	.983	.401	2.80	4.87	2	5
Second Year	12	4.08	.900	.260	3.51	4.66	3	5
Third Year	23	4.17	.834	.174	3.81	4.53	2	5
Fourth Year	26	3.69	1.087	.213	3.25	4.13	1	5
Fifth Year or Higher	3	3.67	1.155	.667	.80	6.54	3	5
Total	70	3.93	.968	.116	3.70	4.16	1	5

ANOVA

How important is sustainability to you?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.383	4	.846	.897	.471
Within Groups	61.259	65	.942		
Total	64.643	69			

Multiple Comparisons

Dependent Variable: How important is sustainability to you?

LSD

(I) What year are you in school?	(J) What year are you in school?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
First Year	Second Year	-.250	.485	.608	-1.22	.72

	Third Year		-.341	.445	.447	-1.23	.55
	Fourth Year		.141	.440	.749	-.74	1.02
	Fifth Year or Higher		.167	.686	.809	-1.20	1.54
Second Year	First Year		.250	.485	.608	-.72	1.22
	Third Year		-.091	.346	.794	-.78	.60
	Fourth Year		.391	.339	.253	-.29	1.07
	Fifth Year or Higher		.417	.627	.508	-.83	1.67
Third Year	First Year		.341	.445	.447	-.55	1.23
	Second Year		.091	.346	.794	-.60	.78
	Fourth Year		.482	.278	.088	-.07	1.04
	Fifth Year or Higher		.507	.596	.398	-.68	1.70
Fourth Year	First Year		-.141	.440	.749	-1.02	.74
	Second Year		-.391	.339	.253	-1.07	.29
	Third Year		-.482	.278	.088	-1.04	.07
	Fifth Year or Higher		.026	.592	.966	-1.16	1.21
Fifth Year or Higher	First Year		-.167	.686	.809	-1.54	1.20
	Second Year		-.417	.627	.508	-1.67	.83
	Third Year		-.507	.596	.398	-1.70	.68
	Fourth Year		-.026	.592	.966	-1.21	1.16

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How important is sustainability to you?	70	3.93	.968	.116

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How important is sustainability to you?	8.027	69	.000	.929	.70	1.16

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
The USD Office of Sustainability created a long-term Climate Action Plan that provides a framework for the various goals our school hopes to achieve with regards to water and energy conservation, zero-waste, and overall carbon footprint. How likely are you to get involved with USD's Climate Action Plan student committee as a student ambassador?	69	4.49	1.746	.210

One-Sample Test

	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The USD Office of Sustainability created a long-term Climate Action Plan that provides a framework for the various goals our school hopes to achieve with regards to water and energy conservation, zero-waste, and overall carbon footprint. How likely are you to get involved with USD's Climate Action Plan student committee as a student ambassador?	2.345	68	.022	.493	.07	.91

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	How satisfied are you with USD's commitment to sustainability? b		Enter

a. Dependent Variable: The USD Office of Sustainability created a long-term Climate Action Plan that provides a framework for the various goals our school hopes to achieve with regards to water and energy conservation, zero-waste, and overall carbon footprint.

How likely are you to get involved with USD's Climate Action Plan student committee as a student ambassador?

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.090 ^a	.008	-.007	1.752

a. Predictors: (Constant), How satisfied are you with USD's commitment to sustainability?

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.669	1	1.669	.544	.463 ^b
	Residual	205.578	67	3.068		
	Total	207.246	68			

a. Dependent Variable: The USD Office of Sustainability created a long-term Climate Action Plan that provides a framework for the various goals our school hopes to achieve with regards to water and energy conservation, zero-waste, and overall carbon footprint. How likely are you to get involved with USD's Climate Action Plan student committee as a student ambassador?

b. Predictors: (Constant), How satisfied are you with USD's commitment to sustainability?

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.034	.657		6.140	.000

How satisfied are you with USD's commitment to sustainability?	.169	.230	.090	.737	.463
--	------	------	------	------	------

a. Dependent Variable: The USD Office of Sustainability created a long-term Climate Action Plan that provides a framework for the various goals our school hopes to achieve with regards to water and energy conservation, zero-waste, and overall carbon footprint.

How likely are you to get involved with USD's Climate Action Plan student committee as a student ambassador?

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
The USD Office of Sustainability created a long-term Climate Action Plan that provides a framework for the various goals our school hopes to achieve with regards to water and energy conservation, zero-waste, and overall carbon footprint. How likely are you to get involved with USD's Climate Action Plan student committee as a student ambassador?	69	4.49	1.746	.210

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The USD Office of Sustainability created a long-term Climate Action Plan that provides a framework for the various goals our school hopes to achieve with regards to water and energy conservation, zero-waste, and overall carbon footprint. How likely are you to get involved with USD's Climate Action Plan student committee as a student ambassador?	7.103	68	.000	1.493	1.07	1.91

Appendix 4: In-depth Interview Guide and Notes

Names: Tara Zeuli, Eliza Keene & Cal Tihansky (USD Freshmen)

Interviewed by: Hannah Stoever

Questions:

1. What aspects of water scarcity in relation to climate change are you aware of, and how does it specifically affect the San Diego area?
 - a. Tara: If there is not enough precipitation due to drier climates and seasons, many areas experience drought. Specifically in San Diego, water is limited to do the lack of rain that this area experiences and the water that is available needs to be used for human consumption rather than cosmetic upkeep.
 - b. Eliza: Climate change has caused a shift in the water cycle so, although throughout the country more water is falling as rain with the warming temperatures, there is a drought in Southern California. This is a problem because as temperatures increase, plants and animals require more water to sustain healthy lifestyles. In San Diego area many reservoirs and streams have dried up, forcing San Diego county to import over 80% of its water.
 - c. Cal: I don't know too much about water scarcity or climate change in the area. There are signs around campus that promote conserving water but that's about as far as my knowledge goes.
2. Are there any specific actions you currently take to conserve water and/or live a more sustainable life? If so, please elaborate and note what motivates you to do so?
 - a. Tara: I always use a refillable water bottle as to not waste plastic or water with disposable bottles. Additionally, I always reduce my shower time to less than five

minutes and I never keep the sink on when washing dishes, brushing my teeth, or washing my face.

- b. Eliza: I have been vegan for a little over four months. This was inspired by the environmental impacts of animal agriculture which requires large amounts of water to grow the grain to feed the animals, and water the land used to raise cattle. Additionally, after attending a semester program during my sophomore year in high school where navy showers were required, I have since continued to limit my water use in the showers by turning on and off the water as needed.
 - c. Cal: I re-use plastic water containers I buy. My motivation is that I don't have any other water container or water in my room.
3. In what ways do you think students, individually and as a community, can work towards reducing USD's water consumption?
 - a. Tara: Using refillable water bottles, as many students do, is a very effective way, as well as understanding when to turn the water off in your sink.
 - b. Eliza: I think that students can all work on reducing USD's water consumption by taking shorter or navy-style showers and by making sure to turn off running water in between brushing their teeth and washing their face.
 - c. Cal: I think a simple fix would be to stop having all of the bathrooms automatically flush. Sounds stupid but the amount of water it takes to flush a toilet is a lot and they flush 10x more than a manual toilet would.
4. What, if any, efforts to reduce water consumption have you already noticed throughout the USD campus? Please list and explain their purpose.

- a. Tara: There are several stickers throughout bathrooms that remind everyone to conserve water, as many people forget or do not always think about it when they are wasting water.
 - b. Eliza: In my organisms and ecosystems class we spent a lot of time talking about the landscape on campus and the choice to use sustainable substitutes for grass areas which require a lot of water. This is seen behind the IPJ where succulents and stone are used in place of grass. Additionally, the campus has started to limit the sprinkler use so that it is now timed and leads to less runoff.
 - c. Cal: I've noticed that the water fountains are rarely on, but whenever it rains they are always on. This is a practical way that the campus conserves water by only using its esthetic fountains when their is natural water being used.
5. What do you think about the power of recycling, in terms of individually being able to making a difference in the world?
- a. Tara: Recycling, along with every other movement, is a chain reaction in a way. If one person does not recycle, it may not seem like that big of a deal, but since everyone thinks that they are just "that one person" then lots of people tend not to recycle. So, when people start to get into the mindset of being the one person that does recycle, the movement will be much more effective.
 - b. Eliza: I think that recycling is very important. Although it may not seem like much, each person produces around 4.3 pounds of trash per day. The landfills are already filling and causing environmental, economic and social problems for the people who live near them. Additionally, much trash winds up in the oceans where it is consumed by fish and birds, leading to many deaths.

- c. Cal: I think an individual's power is relatively minimal depending on who you are. For the everyday person, I think that day to day your difference will most likely go unnoticed but over time many everyday people could make a real change.
- 6. How does USD promote waste diversion (recycling) on campus?
 - a. Tara: At many of the dining services on campus, as well as outside of buildings, there are bins for both trash and recycle, sometimes even for food scraps as well.
 - b. Eliza: Every campus dorm room has a recycling bin and easily accessible single-stream larger recycling bins very near. Additionally, at SLP they offer recycling in addition to compost in order to limit the amount of waste that ends up in landfills.
 - c. Cal: They have recycling bins around campus and bins specifically for bottles. There are signs around campus. They gave every dorm room a trash bin and a recycling bin.
- 7. What would motivate you and your friends to commit to helping USD become a zero-waste campus?
 - a. Tara: Making the opportunity to recycle more accessible, as well as there being less waste at our disposal.
 - b. Eliza: I think that I would be motivated to going zero-waste if there were several dish or cleaning stations offered in the major dining areas on campus so that students could rinse out reusable containers they bring with them between classes.
 - c. Cal: A class credit or a school sponsored event if we reached a waste reduction goal of some sort.

8. USD's Office of Sustainability recently created a Climate Action Plan that outlines our school's goals for becoming a more sustainable campus. Please elaborate on your awareness of, or lack thereof, this initiative.
 - a. Tara: I have seen signs around campus but I do not know much about the details of the plan, I only know that it exists.
 - b. Eliza: Despite being a member of the campus Be Blue Go Green club for sustainability, I do not know very much about the Climate Action Plan other than what I learned about the proposed changes to the landscape that I studied in organisms and ecosystems. I think that this plan will be successful if students contribute ideas that are realistic for their lifestyles living on campus and which are offer easy and accessible alternatives to what many students are use to now in their routines.
 - c. Cal: Literally had no clue. Sounds like one of the school emails that I open to keep my inbox read.

9. What recommendations do you have for promoting USD's Climate Action Plan?
 - a. Tara: Get it out to the students as much as possible (emails, social media, detailed signs)
 - b. Eliza: Utilize student voice in promoting elements of the plan and have student ambassadors in charge of each part so that they can pass down the role each year and create a sustainable opportunity for student involvement.
 - c. Cal: Get greek life involved in the promotion. Make a campus billboard. Hasn't been done and definitely would not go unnoticed.

10. How do you think the awareness of USD's commitment to sustainability will appeal to prospective students in the future?

- a. Tara: I think given the state that our world is in now, future generations are going to care a lot more about commitment to sustainability and future students will think of that as a selling point to our University.
 - b. Eliza: I think that with the current nationwide talk of threats to the environment, students would be eager to go to a school where the opportunities to not only learn about these issues but to act on them, are available. Additionally, as a changemaker campus, many students come to USD eager to get involved and make a difference, and sustainable living is a great place to start!
 - c. Cal: I think it is appealing to think that you're looking at a campus that you feel is clean, dedicated to remaining that way, and isn't harming the environment. Also if USD's commitment is well known, that will attract prospective students who are looking to study sustainability.
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Name: Mackenzie Minehan, Michael McGaw & Rebecca Shea (USD Sophomores)

Interviewed by: Emily Laymon

Questions:

1. How do you define sustainability?
 - a. Mackenzie: Using resources well, efficiently, least waste possible.
 - b. Michael: Being environmentally aware of how your actions impact the surrounding world

- c. Rebecca: Utilizing the resources around you to the maximum, going a little out of your way comfort zone to reduce waste and consider the environment when you make decisions
2. Is sustainability important to you? Why or why not?
- a. Mackenzie: Yeah, the little things help in the long run, important to recycle, take shorter showers, be more aware of it.
 - b. Michael: I believe it is, this day and age a lot of people are shying away from environmentally friendly programs aka the government so it's more important for us, a lot of evidence for it, future generations
 - c. Rebecca: Yes but not as much as it should be, I do try but I never go extremely out of my way to do so, I recycle and I use a reusable water bottle and I try to conserve water
3. What do you think about USD's commitment to sustainable practices?
- a. Mackenzie: Good at awareness, lots of recycling, posters at slp, stress using water in bathrooms
 - b. Michael: Pretty good job, energy sources solar energy, recycling, composting, reusable water bottle initiative is cool to reduce waste
 - c. Rebecca: USD is great but I'm not involved in sustainability clubs, getting rid of cups at slp is good, kinda annoying at first but now it's good bc we don't have to go crazy out of our way, composting at mission crossroads, have heard about it is important, idk if students are acting on this
4. Are you aware that USD has an office of sustainability? What do you know about the office of sustainability?

- a. Mackenzie: No
 - b. Michael: Yes I am aware, do they put on the innovation challenge, class participation in engineering, don't know much, get emails from them
 - c. Rebecca: I am! It is located they gave me a vegan cookie and it tasted horrible, promote sustainability, idk about resources, assume that they like sustainable
5. Are you aware that USD has a Climate Action Plan? What do you know about it? How did you hear about it?
- a. Mackenzie: I think so, tries to emphasize sustainability, probably from RA.
 - b. Michael: Heard of the plan but doesn't know any details, probably in an email that he ignored, reducing carbon footprint, glanced over it in an email, commitment to reducing
 - c. Rebecca: No
6. What methods of communication by USD are effective? What methods of communication are ineffective?
- a. Mackenzie: Posters, people don't read all of the emails, instagram, visual representation with short captions, text only emails ineffective
 - b. Michael: Generic emails are passed over, more effective when info is condensed, short emails with links to read more about it, college students don't have free time, need to capture attention, show why it's important to them
 - c. Rebecca: Emails are effective to extent bc they receive but they may not click on it but subject line reading is still good, ineffective facebook when trying to reach all of campus, instagram but I don't follow them so, flyers are ineffective bc students only stay in one building

7. What are some ways that USD could effectively communicate with you about sustainability issues?
 - a. Mackenzie: Visual representation, catch attention, placement of posters, when you're washing your hands or going through a door
 - b. Michael: Facebook page, push social media, events on campus on social media feed, post articles on facebook
 - c. Rebecca: Email with campus cash reward for surveys, short surveys, include info in survey

8. Do you have a desire to live a more sustainable lifestyle? Why or why not? What does a more sustainable lifestyle mean to you?
 - a. Mackenzie: Learn how to be sustainable, composting option, means being aware and putting in more effort to take care of our planet and influencing and informing others
 - b. Michael: I tell myself I do but I don't necessarily follow through on it, important to protect environment but doesn't always feel like it will help
 - c. Rebecca: I do care about environment and future generations, probably no motivation for major steps, going out of your way to recycle batteries, take shorter showers, try to consider the world more, opportunity to be sustainable, bring reusable things, taking steps

9. Have you considered adapting any lifestyle practices to conserve water and limit your waste? Why or why not? Can you describe these lifestyle practices. How effective do you think they are?

- a. Mackenzie: Efficient showers, efficient washing dishes, limiting waste by using all you can, compacting, these lifestyle practices were emphasized in school when young, never composting, influence from others, they do a small amount but not a noticeable difference in a short term setting but if everyone did it could make a difference
 - b. Michael: Committed to taking shorter showers, drought made me conserve water, public transportation bc he doesn't have a car, could do more
 - c. Rebecca: Yes but that was big 5 years ago and now recycling conserving water is more normal, very effective if everyone at college does it too, not on individual basis, lots of small things can make a difference
10. What would motivate you to take more sustainable actions to reduce your water use and waste?
- a. Mackenzie: Knowing consequences of not doing so, how it affects you and the future, stress what could happen, motivation to not let that happen
 - b. Michael: Incentive, visualize an impact bc you can't see it, show people how much they can help
 - c. Rebecca: I don't compost, easily accessible, knowledge that it's there, help with waste, water is promoted well to maximum in life
11. Would you like to be involved in making USD a more sustainable campus? If so, how would you like to participate?
- a. Mackenzie: Yes as a participant and informer, talking to people, setting up informationals in slp or dead hours, informing others and showing examples, video about where to put waste

- b. Michael: Yes, conversations on campus about sustainability, events to talk about ideas for the future, communicate what they already have planned and talk about what they can improve
 - c. Rebecca: No I don't want to be involved, want to give it my all, but be an active member to participate, no desire to lead that charge
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Names: Taylor Mancebo, Megan Weiss & Courtney Macfarlane (USD Juniors)

Interviewed by: Nikki Barden

Questions:

1. What are your views on climate change?
 - a. Taylor: I think that climate change is happening. Although human interaction has caused great issues with the environment, I think larger scale improvements are needed to improve sustainability. Humans have degraded the earth.
 - b. Megan: It is real. I wish the government addressed it more. Should be more on our radar. Basis on how we need to live, shouldn't be put off. Something we need to address. There are a lot of cleaner energy sources that we need to use.
 - c. Courtney: Definitely real, no brainer. It's a major problem that older generations don't acknowledge. Something that we can control. However I don't like being reprimanded for my efforts. I don't think activists should get in people's faces.
2. How do you define a sustainable campus?
 - a. Taylor: Energy conserving because energy is finite. Conserving water.

- b. Megan: One that keeps in mind that our planet is precious. Recycles, composts, tries to create as little food waste as possible, limits paper waste. Food is organic and is fair trade. Recognizes climate change.
 - c. Courtney: One where there's a plan that thinks about the future and how our current actions can have an impact later. Taking steps today for our future generations to be able to use all our resources later.
3. Do you perceive USD to be a sustainable campus? Why or why not?
- a. Taylor: Yes, I think so. We have introduced a lot of solar powered systems. In terms of water, I don't know the policies. There is always room for improvement. Would say that USD is environmentally friendly and that the effort is there.
 - b. Megan: From the efforts that we are making, yes. I have noticed the recycling and compost bins, we have changemakers, fair trade fairs. Not sure about USD's follow through, unsure about transparency.
 - c. Courtney: Definitely compared to a lot of other campuses. Has seen education about recycling. Knows about OSS and of events on campus regarding sustainability. Garden, dishwasher in SLP is sustainable. Proud to go to school where sustainability is a concern.
4. What efforts have you seen at USD specifically regarding conserving water and eliminating waste?
- a. Taylor: In terms of conserving water, I always see sprinklers on so this could be an area of improvement. For eliminating waste, I've noticed the movement for reusable water bottles. For energy efficiency, we have energy efficient fans and light fixtures.

- b. Megan: Signs in the dorms for two minute showers and turning water off when you brush teeth. Recycle bins and compost bins in SLP.
 - c. Courtney: Conserving water: water bottle filler uppers, dishwasher in SLP, water bottle movement at school store that counts for refills. Eliminating waste: electronic recycling center can be utilized more. At move out they do a good job with trash and recycling but should improve donations.
5. What attracts you the most to sustainability?
- a. Taylor: Being able to see the differences in your actions. She is a see it to believe it person. Hard to see the effect on a large scale. Ex: If she throws away a plastic water bottle- how will that affect the environment?
 - b. Megan: It's a way to live better in the world that we care about. From a food standpoint: helping small businesses and not large corporations. Living healthier. No pesticides, more fair trade, smaller local farms, organic (sometimes), no preservatives.
 - c. Courtney: You can see the effects we've had in the past few years with industrialization, imagine what the next years will look like if we don't change. If enough people make these changes (even a small effort), we will make a difference. We should conserve planet for future generations
6. What kinds of things have you done or seen others do to conserve water? To eliminate waste?
- a. Taylor: Conserve water: military showers, switching time of day that you turn sprinklers on, laws passed in her hometown that said you can't wash car.

Eliminate waste: reusable water bottles, aromas does reusable dishes instead of paper plates, glass cups, electronic receipts

- b. Megan: Conserving water: She has turned water off while shaving. Turned water off while brushing teeth. Sees waste in washing dishes. Eliminating waste: reusable water bottles, packing own lunch in tupperwares instead of plastic bags, buying bulk items instead of snack pack things so less packaging. Eating everything on your plate in buffet lines, using metal forks and spoons instead of plastic ones.
 - c. Courtney: Conserving water: dorm bathroom flyers to take shorter showers, just being conscious of actions. Eliminating waste: reusable water bottle, donating or selling used things on Facebook. There should be an actual USD Facebook page for donating things instead of throwing away. Choosing to use less paper. Sees a lot of people bringing lunch in mason jars and Tupperware.
7. What do you know about the Office of Sustainability on campus?
- a. Taylor: Absolutely nothing.
 - b. Megan: Doesn't know a ton. Believes that it works toward creating a sustainable campus. Knows they work with Changemakers. Has seen a lot of notifications around campus and on SLP tables specifically. The flyers on campus I've seen are about conserving water, notes above trash cans in SLP. Are flyers sustainable though? Kind of hypocritical.
 - c. Courtney: Knows they are an office, thinks they have a lot of efforts on campus. Random papers on campus: associates with the office. Truly doesn't know much about. Pretty sure they have events: week of sustainability?

8. What kinds of marketing techniques have you noticed around campus? For the Office of Sustainability?
- a. Taylor: General: Signage (v stands), flyers on doors in paloma and aromas, posters, emails, tabling. OSS: not much. Water fountains: can see how much you are conserving with the electric counter. Recycling bins, compost bins.
 - b. Megan: General: Emails, flyers, tabling, v stands, Facebook groups, social media apps. OSS: flyers and paper ads.
 - c. Courtney: General- pamphlets lying around, posters (ineffective), Facebook events work when well explained, word of mouth makes a big difference, meetings or events and speakers with food is a big one. OSS- A lot of flyers in the dorms which is contradictory. Emails, hard to stand out among the influx of emails USD sends out. Needs better subject lines that pertains to the individual.
9. Which of these techniques do you perceive to be the most effective? The least?
- a. Taylor: Most effective: tabling (people to people is best), signage in popular walkways. Least effective: emails, social media. Social media for USD could use improvement (she doesn't follow any account). Doesn't follow because lack of interesting posts. Suggests person of the week challenge to give students something to look forward to (someone who embodies sustainability). Shoutouts for being green creates incentive. Social media needs to be more aesthetically pleasing.
 - b. Megan: Most effective- face to face, something to look at while you're walking. Least effective- Emails, social media (doesn't perceive as effective in gaining student interest)

- c. Courtney: Most effective- word of mouth and interesting events. Suggests creating a cool and fun event that gained hype on campus with free food and was short in length. Should be educational but main purpose shouldn't be to educate because college students need to get something out of it other than education. Also suggests a community service event because everyone on campus needs community service hours so that's an opportunity. Least effective- emails. No one checks unless it is from a specific person.

10. How do you think OSS should market their climate action plan or their office?

- a. Taylor: The biggest thing to reach people are presenting problems, like presenting facts that affect people. When you realize that climate change is affecting you is when it really starts to matter. Should utilize the people to people approach. Get a group of people to hold a lawn day where they educate on climate change with trivia and games.
- b. Megan: Launch a photo challenge of you carpooling together. Something to get people involved. College students like competition and prizes, incentivize to get involved. Early registration or campus cash prize? Or maybe a point system where you get stars for doing things.
- c. Courtney: List of changes aren't really going to encourage students to make those changes. Maybe have certain events pertaining to the changes they are trying to make. Utilizing dorms to make a difference: more of an impact than in Olin. Suggests partnering with different places on campus not just clubs, like SLP. Joint forces mean a greater impact. Timing is important because beginning of classes is when people are overwhelmed.

Names: Dany Garcia, Teddy Mackay & Aja Robbins (USD Seniors)

Interviewed by: Violette Peoples

Questions:

1. How do you stay up to date on what is happening around campus?
 - a. Dany: Receives information about campus happenings through word of mouth, listening to people, reads the vista, USD radio
 - b. Teddy: Receives news through newsletters, the business/career oriented ones; flyers in Olin
 - c. Aja: Emails from everyone, IPJ, and class announcements. If people or teachers announce things in class. Personal suggestions over emails

2. What type of University advertisements/incentives grab your attention or have made you attend an event/meeting before?
 - a. Dany: When they put the pick fences on the grass outside the UCs or the shoes; so not normal forms of advertising i.e. email or flyers; Incentives that lead to attention or attendance are free food, if it's something that is interesting/ within their major etc
 - b. Teddy: Ad's that capture more attention are flyers with students that he knows, all sizes mostly those that are places in Olin's; Incentives that result in his attendance or attention are free food, if the presentation is something that he is interested in, or gets class credit for it. Teacher endorsement***

- c. Aja: Other forms of advertising noticed on campus are the easel posters, works at the IPJ so anything in that building, free food; Free food definitely encourages me to go, extra credit in class or other class-focused incentives
3. What social media platform are you most active on, and do you follow USD on any forms of social media?
 - a. Dany: Instagram most active; Facebook, follows more about 3
 - b. Teddy: Most active on Instagram, but only follows USD pages on facebook
 - c. Aja: Facebook most active, Follows USD only on their Facebook pages- USD Changemaker Hub and IPJ
4. Could you define environmental sustainability?
 - a. Dany: Environmental sustainability is finding ways for humans to live in ways that won't be harmful to the environment but the people can still perform their normal tasks
 - b. Teddy: reducing waste; ie recycling at home, carpool, bringing own coffee mug places, eating more health based food, less waste
 - c. Aja: Sustainability is something that you do actively to not cause detriment to the environment around you. i.e riding a bike instead of a car. Or ice drinks in paper cups
5. Do you do anything consciously in your daily life to be more sustainable?
 - a. Dany: I do nothing in my daily life consciously to be more sustainable
 - b. Teddy: Nothing in everyday life
 - c. Aja: Not directly
6. What actions are you aware of that USD does or doesn't do to be a more sustainable campus?

- a. Dany: USD does Absolutely nothing, USD doesn't have reusable cups, all the fountains on and sprinklers on all the time, the camels, basically everything USD does is not environmentally friendly
 - b. Teddy: USD has recycling bins, encourage carpooling because carpool passes
 - c. Aja: I don't know, could not tell you what USD does to be sustainable. Aware of what they don't do: the landscaping, uses so much water. Buy so much meat. They don't have a huge carpool from the beach. They have contest? Don't think that they are useful or work very well
7. What suggestions do you have for USD to increase sustainability on campus?
- a. Dany: To increase sustainability, they could not do extravagant things on campus that are unnecessary for example get camels on campus, turn the AC down in buildings
 - b. Teddy: Serve things on real plates instead of paper plates (in la Paloma and Burts) and reusable drink cups, they should get a shuttle from the beach
 - c. Aja: Ideas for campus to increase sustainability tram from the beach to school, the ultimate carpool. After they force kids to live on campus for two years they should help those off campus
 - a. Are you aware that there is an Office of Sustainability on campus?
 - Dany: Not aware
 - Teddy: Not aware
 - Aja: Not aware
8. How can the Office of sustainability increase its presence on campus?

- a. Dany: Increase awareness through more flyers and signs, make reusable cups that have their name on it or special parking spaces
 - b. Teddy: Hold events that are attractive for students to be at like a dunk tank or a raffle. For “national days” have events towards those to include more students
 - c. Aja: To increase awareness, USD is an apathetic campus so it is hard to get students to care about anything, try and get involved with bigger organizations and sports teams with the most students link up or do an event with the office of sustainability
9. What would encourage you to make more sustainable actions?
- a. Dany: Would take sustainable actions if there were incentives like more food free, cups, free dining dollars, or free refills
 - b. Teddy: more accessibility
 - c. Aja: If there were incentives. Better carpooling spots, feels more educated on the subject so incentives would be better for students less educated on the environment
10. What are some impediments that stop you/your peers from making personal sustainable actions?
- a. Dany: Impediments to personal sustainable choices are time, accessibility, laziness, costs
 - b. Teddy: The accessibility of other things to that. It is way easier to drive alone than carpool or grab a premade sandwich. It is easier to throw it in the trash than take it other places etc..

- c. Aja: Necessity in driving, convince. Don't care, easier to not care than care.
Aren't aware and don't care, they are some things that you cannot change like driving a car

11. How would you describe the feelings of students toward living a sustainable life?

- a. Dany: students don't care; or people care or don't have time to care; doing so much stuff all the time they don't have time to think about the extra things in life
- b. Teddy: Our generation has gotten better because we have more knowledge but don't act every day. The accessibility thing is a huge deal. Would be willing to pay more for higher quality and more sustainable things
- c. Aja: My friend group is slightly interested in it, there are a lot more people who don't care than the people who care. The reason they care more is because they takes classes on it so they are aware. Classes influence your knowledge. Pairing up with classes and making them do projects on sustainably, it forces you to become more aware. If you're in a class you must learn about it and it just slaps you in the face. Extra comments: Glad to know now that we have the office of sustainability; I hope that they encourage students to act more aware of their environment-The CAP is directly opposite of what USD does/ stands for, believes that almost all the actions USD makes negatively impact the environment so trying to get students to do so will not work if they don't do so themselves.