

# Campus Sustainability Fund Evaluation



Summer 2014

Sam Timpe - Undergrad  
Megan Horst – Faculty Advisor

# Table of Contents

**Intro..... 3**

    Survey Methods.....4

    Interview Methods .....5

    Limits of Study ..... 6

**Data Analysis ..... 7**

    Environmental Impact .....7

    Development of Student Leadership ..... 8

    Campus Communication and Education ..... 11

    Behavior Change ..... 12

    Impacts to Finance and Facilities ..... 14

**Recommendations.....16**

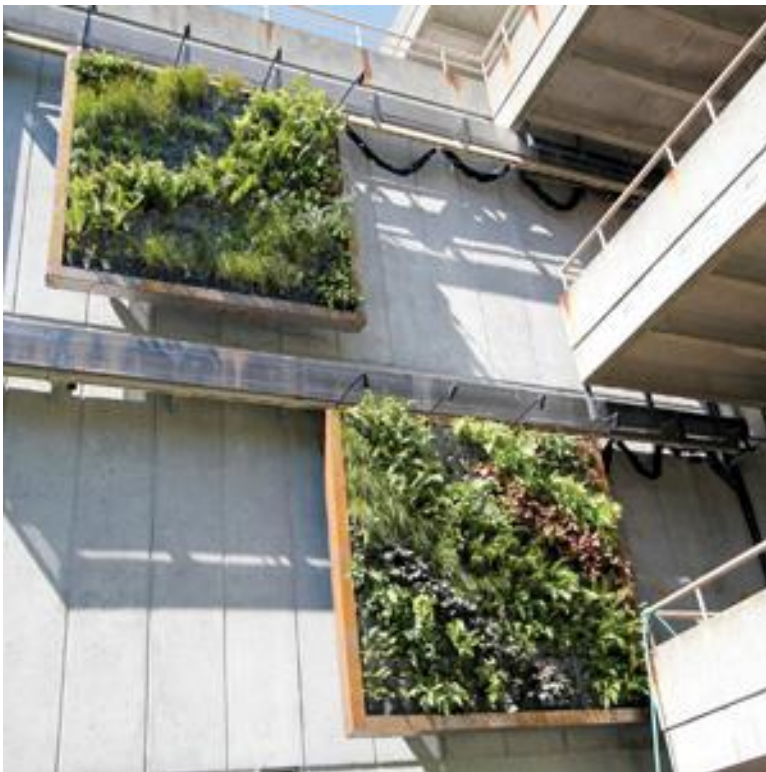
**Future CSF Studies .....21**

**Conclusion ..... 22**

**Thanks ..... 22**

**Appendix A – Raw Survey Data ..... 23**

## Intro



This report is being written in the summer of 2014 as the Campus Sustainability Fund (CSF) enters its 5<sup>th</sup> year of funding. As of the 2013-2014 school year, the CSF had awarded a total of **over \$1 million** since its

inception. Given this financial milestone, the CSF felt the need for a formal evaluation done to help them continue identifying areas of improvements and making adjustments. This report aims to do just that, as it will cover findings and areas of improvement accumulated from surveys and interviews. The main topics of the survey and interview are environmental impact, student leadership, campus communication, behavior change, and impacts to finance and facilities.

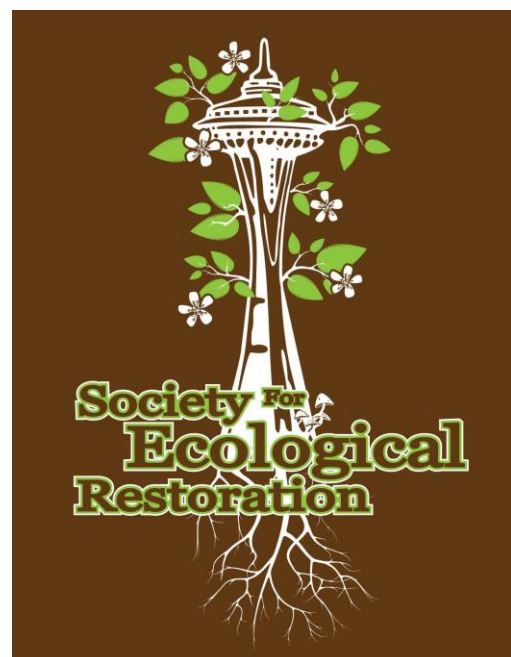
## Survey Methods

Survey and interviews were the primary assessment and research methods deployed. The survey was created using Catalyst Web Tools and was administered online. Subjects included all of those that have been involved with CSF in some capacity in the past, including:

- Faculty (2 responses. Made up 6.67% of all responses)
- UW Staff (9 responses. 30%)
- Students who were on project teams (17 responses. 56.67%)
- Current and Former CSF Committee Members (5 responses. 16.67%)\*

\*(Note: There was an option to choose more than one answer to accommodate scenarios like students who worked on project teams in addition to the CSF committee for example. For this reason, there are 33 selections for 30 people.)

Surveys were taken over the course of about 4 weeks, with all participants receiving two reminder emails to take the survey. People that were interviewed were also asked to participate in the survey, resulting in some overlap between survey and interview sample size. For the survey, there was a response rate of 29% with 30 of the 105 subjects participating. Appendix A contains the final survey questions and statistics for all multiple choice questions.



## Interview Methods

The interviews were also administered over the course of about 4 weeks. The list of potential interview subjects were selected by CSF Coordinator, Graham Golbuff, and were a group of faculty, staff, students, and CSF committee members that have been strongly involved in the CSF. There was a slightly better response rate among interview requests, as 22 of 60, or 37%, were interviewed. The majority of the interviews were of former and current CSF committee and UW staff.

Interviews generally lasted about 35 minutes. Only 3 of the interviews were done over the phone, while the rest were in person. Because of the wide



variety of people being interviewed, the interview questions were often different for each individual based on their experience within the CSF. This was vital, as it made up for the difficulty participants had in the survey when being asked questions that they didn't feel were the right questions for them.

Generally, the interview went in a similar order as the survey, in which they were first asked environmental impact questions, then leadership, campus outreach, etc., but if someone clearly wasn't suited to talk about any one of those because of their relationship with the CSF, then the topic was either briefly covered or skipped altogether. The information received from the interviews was very valuable because people were able to discuss what they felt most strongly about regarding the CSF.

## Limits of Study

There were various limits of this study that are worth mentioning, although I don't believe that any of them are significant enough to discredit the study. They are however worth noting, as future studies may be able to address them and have greater success.

- **Did not use a random sample.**

This isn't very significant, because if we would have used a random sample of the CSF players that we were interested in, then sample size would have been very small. However, the CSF coordinator did provide the list of names, so that would typically be a conflict of interest, but it's clear that everyone has the shared goal of improving the CSF, so any manipulation is highly unlikely.

- **Survey did not tailor to all types of people very well.**

As I mentioned earlier, it was difficult making a survey for people that have been involved with the CSF in a number of different ways. As a student myself, the survey was probably best tailored to other students that had been on project teams. A way to improve upon this may be to make about 4 different surveys you send out to people based on how they have been a part of the CSF, or perhaps create a survey with many text boxes with a list of questions before each one and let the respondents answer the question(s) that suit them the best.

- **Survey sample size was small.**

Survey sample size was 30, and it was sent out to 105 people. Not only is 30 responses not many, but when you take into account all the different capacities that people have worked with the CSF, sample size on some questions decreases further.

- **Didn't interview many students that worked on project teams and faculty.**

While not many students got interviewed, they did make up the biggest portion of the survey and some left very thoughtful comments in the comment boxes, so the lack of interviews may be okay. Faculty, on the other hand, often declined interviews as they felt they did not know enough about the CSF to comment.

# Data Analysis

## Environmental Impact

The CSF began about 5 years ago and it's safe to say that they took pride in the fact that they were an environmental group with the goal of allowing students to be able to take their sustainability ideas and make them a reality on campus. Because of this, you may expect environmental impact to be a more hotly debated topic, but based on interviews and the survey responses, everyone is very happy with the environmental impact the CSF is having. Of the survey questions, not one person ever disagreed that the CSF had a positive environmental impact, was cost effective given the economic input and environmental impact, will continue to have a long lasting positive environmental impact, and contributed to significant behavior change towards sustainability.

**Some projects do a better job than others of clearly showing the environmental impact in some kind of metric, but of the people with whom we spoke, none felt that it made a significant difference to them. They believe that if a project is having an environmental impact, then metrics just aren't that important. During one such interview, the respondent said,**

**“ Obviously CSF is doing a great job of making sure projects will have an environmental impact, but that's not nearly as important as the social implications that will come from students working on these projects to others seeing the result and believing that they can make a change as well. ”**

This quote does a great job in communicating the fact that many people view the CSF as something much greater than just helping the environment, but also as a way to help students gain important leadership and job skills that will help them in life far past the University of Washington.



# Development of Student Leadership

When talking with and surveying students who had been a part of a CSF project or on the committee, it was clear that they all felt that their experience within the CSF was likely going to be beneficial for them later in life. Students said they learned many things including, but not limited to:

- **Good managing skills**

One of the first people that got the CSF up and running expressed that they really improved upon their managing skills. Starting a group like this one that was to receive so much funding required a lot of teamwork, and managing the team was vital to the success of CSF being founded.

- **Ability to communicate more effectively/persuasively**

Students that have been a part of the CSF expressed that they learned quickly that staff and faculty wanted precise and accurate information presented to them in a professional way. Students learned that if they wanted to be heard they needed to communicate in a way that someone in a professional setting will respect.

- **Budget management**

Working with a budget this large is something most students don't get the opportunity to do. This is a cornerstone of why people like the CSF so much as it is unique and looks amazing on a resume.

- **Time management**

Generally, whenever a student is becoming involved with campus groups in addition to attending classes they must learn how to better manage their time and the CSF is no exception.

- **Social aspects rather than science aspects of sustainability**

During one interview, a subject said, "In school because of my major all I really learn about is the science behind sustainable projects. Science is just one small piece of sustainability and the CSF helps me also learn the social side of it."



- **Real, on the street experience**

This real, on the street type experience of starting a project and seeing it through to fruition is very valuable as it mimics actual jobs that students may get. Not only that, but the inspiration and confidence gained from taking an idea and making it real are also values that really benefit students in their future growth.

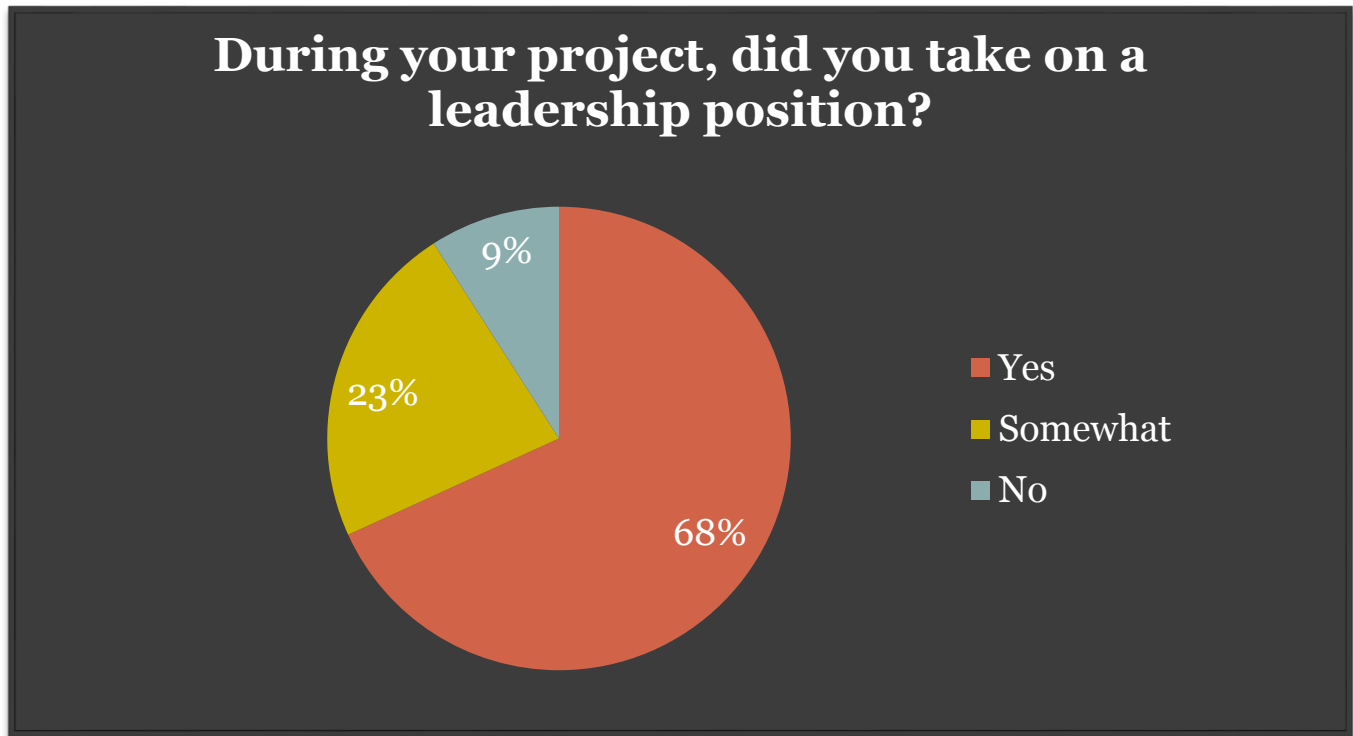
- **Understanding the many layers of a complex institution**

The CSF helps students understand how to be change agents in a large and complex institution, with many layers of leadership and decision-making. The UW has many different levels of administration and many different groups that make it run. The exposure that students in the CSF get to the complexities of such a large institution is valuable because many organizations like the UW will have a similar set up. Getting to know all the layers now will make things easier to understand for students finding themselves in similar complex systems in the future.

- **A richer college experience**

The CSF provides Grad students a richer college experience. Grad students benefit from being a part of the CSF because it gets them away from their same old studies and lets them actually do some actual job-like activity. Many grad students expressed that it was easy for them to get stuck in their one little topic they were studying, so joining the CSF was a nice change of pace.

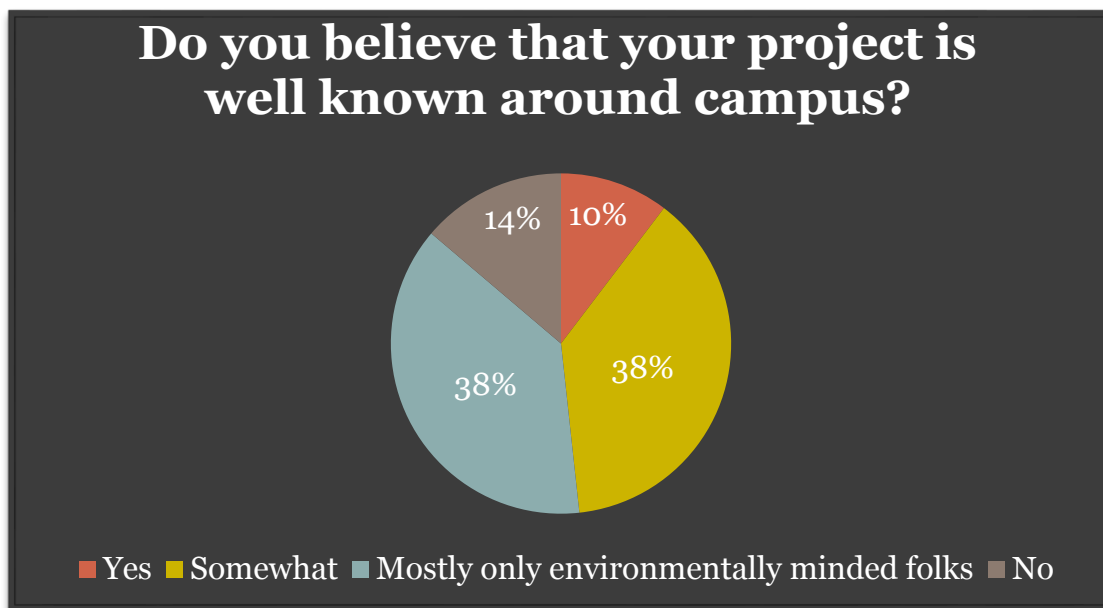
The CSF also provides undergrads a richer college experience. While undergrads may take a more diverse class schedule than grad students, they can still benefit from being a part of CSF for the real world experience and as a way to make friends and network.

**Figure 1**

As you can see, **Figure 1** shows that another valuable trait of CSF is that in the survey, when asked whether or not students took on a leadership position, 68% students replied ‘yes,’ 23% replied ‘somewhat,’ and just 9% said ‘no.’ At UW it can be easy to skate by and simply focus on getting good grades, but making a difference outside the classroom and taking on leadership type roles is something that may set those students apart when it’s time to apply for jobs. The survey shows here that they CSF is doing a good job in supplying students the opportunity to be leaders, and as a result a few of the former CSF committee students that were interviewed expressed that they give some credit to their work with the CSF in helping them gain the skillset and resume for the job that they’re at now.

## Campus Communication and Education

The CSF wants to provide a framework in which people working on projects are benefitted, in addition to the campus population as a whole. The campus population is so large and diverse, it can make getting the word out about CSF and their projects a challenge. As **Figure 2** shows, when surveyed whether you thought your project was well known around campus, only 14% said no, 38% said mostly environmentally minded folks, 38% said somewhat, and 10% said yes.



**Figure 2**

While the CSF would probably like to see the ‘yes’ percentage higher, it is worth remembering that the CSF is only entering their 5<sup>th</sup> year. The positive spin to this is that in just 4 years 86% of survey participants do think that their project is well known in some circles at least. It is also worth being a little cautious here too, because not all projects are going to appeal to all disciplines here at UW. For instance, while owl boxes may seem interesting and neat to people with an interest in ecology or

birds, it may not appeal to the average business or electrical engineering student.

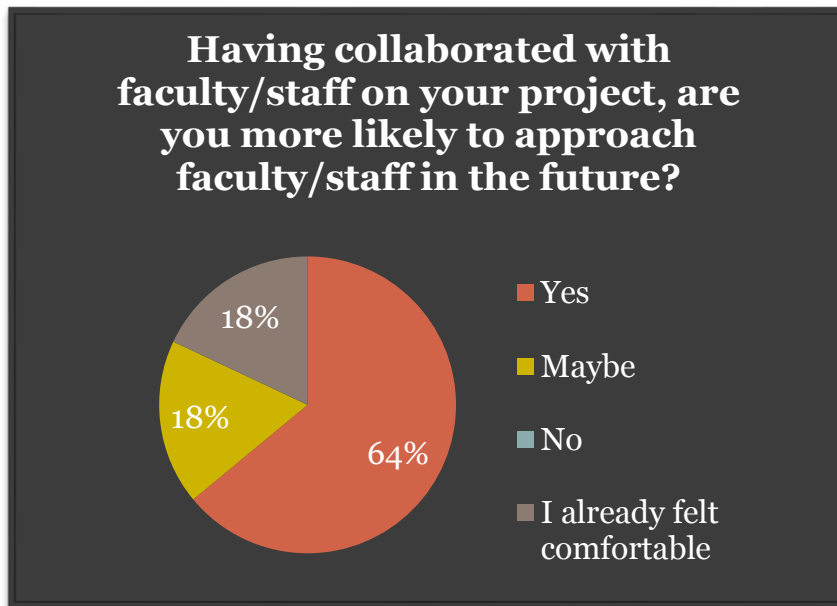
On the other hand, people from all majors bike on campus, so bike repair stations have a much higher outreach ceiling. This is a possible explanation for the low amount of ‘yes’ responses to the previous survey question.

According to people that were surveyed and interviewed, the popularity of the CSF has gotten to the point where if you ask a student on campus if they have heard of the CSF they will likely respond ‘yes’ but when asked further about what the CSF does, what projects they’ve funded, etc. then student knowledge quickly dissipates. Bike repair stations on campus are likely the most recognizable CSF project because of the CSF logos on them. Obviously not all CSF projects are suited for this method of outreach, but each project does have something tangible whether it be a website or in just one location on campus.



## Behavior Change

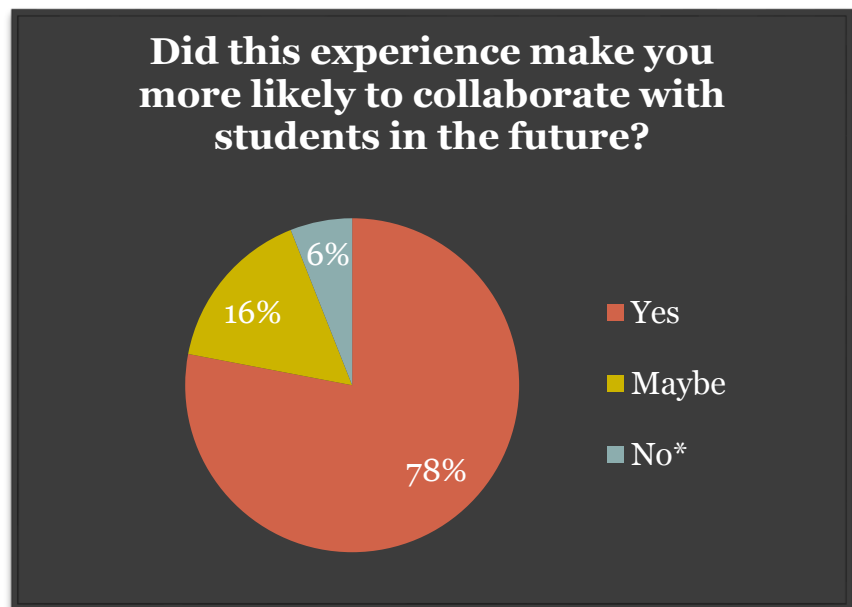
The relationship between students and staff is a big factor of how the CSF facilitates behavior change. The survey and interviews both made clear that students enjoyed the opportunity to work with staff and faculty. Students and staff working together is empowering for the students, fosters confidence, and is good training to actually get the chance to work with people in a job-like setting.



**Figure 3** shows that in the survey 64% of students said they were more likely to approach staff and faculty in the future, 18% said they would maybe feel more comfortable approaching staff/faculty, and another 18% said they were already comfortable before

their CSF project. Staff and faculty are also rewarded simply because they enjoy working with students.

**Figure 4** shows that 78% of staff and faculty said that as a result of working with CSF they are more likely to collaborate with students again, 17% said maybe, and one subject said 'No' because they were already very likely to collaborate with students.



In one interview a staff member said,

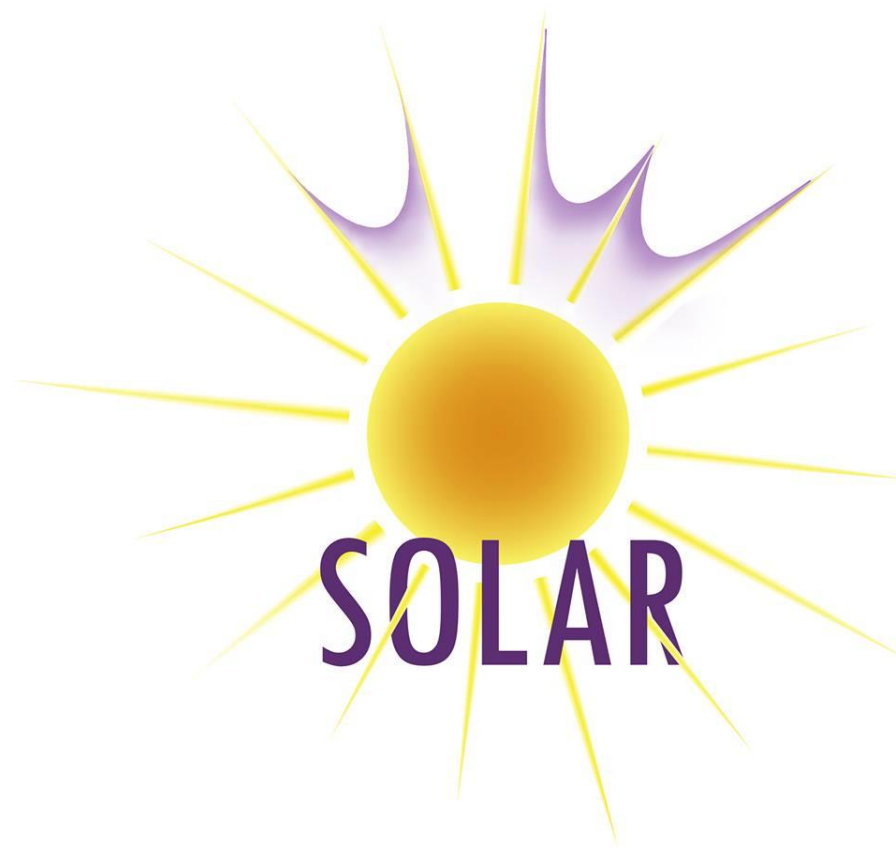
“ *I’m working at a University because I like students. Any chance I get to work with students makes my day and my work more enjoyable. Yes, sometimes they don’t understand how things work in a professional setting, but to see them grow and finally ‘get it’ is what makes it so fun.* ”

Many other staff had similar reflections, and none of them expressed disinterest in working with students.

## Impacts to Finance and Facilities

The survey responses that F2 staff gave made it apparent that they are very busy people. When asked if CSF projects result in a workload too great for staff to accommodate, 5 of 8 respondents (2 of which responded N/A) answered as ‘sometimes’ and nobody answered ‘yes’. Also, when asked if other work gets neglected because of F2 staff helping out with CSF projects 4 of 8 said ‘sometimes’ while 2 said ‘no’ and 2 others responded ‘N/A’. These results show that the majority of responses allude to the fact that these CSF projects are creating some significant work for them, at least sometimes.

F2 also expressed in the survey that some CSF projects result in ongoing maintenance that is too great, and that the CSF should do a better job in finding ways to accommodate ongoing maintenance needs of projects. These are valid concerns, because when the CSF builds something then it becomes another possible liability to F2 if it breaks or needs maintenance. This is a difficult problem to address, but the CSF is doing a good job making project teams do feasibility studies that outline the risk involved with the project.



There are plenty of positive impacts to F2 as well, and one such impact came from the UW Solar project. Before implementing the project, the project team had to do a lot of work to show that this project was plausible. Without that pre-project work, the main F2 players they needed support from were not

convinced that solar panels in Seattle were a feasible idea and good use of funds. Upon hearing the findings that the project had in their feasibility study that the CSF requires, the main F2 players were then able to support the project and help make it a reality. This demonstrates that the CSF is having far reaching effects not only to student development, but also in the decision-making of staff at UW as well.

Lastly, the CSF has great relationships with various F2 campus groups and partners. In order for projects to become a reality, they must work with many groups, some of which are F2, like Housing and Food Services, Grounds, Transportation, Waste, ASUW, Services & Activity Fees (SAF), etc. The CSF has done a great job building these relationships and has impacted their reputation greatly.



# Recommendations

- **Require committee members to attend some project team meetings.**

This will give CSF committee members a chance to feel more connected to a single project rather than lightly overseeing all of them and working on by-laws in their volunteer time. This will also likely help out the project teams, as it will give them a chance to ask questions that the CSF committee member may be well suited to answer

because of their position in the CSF and experience with other projects. The avenue of communication the project team has with the CSF can also be split between the CSF coordinator and the committee member who is attending those project team meetings.



- **Create a job description for members of the CSF committee.**

As it stands, the committee doesn't have much of a job description and each hiring party (ASUW, GPSS, ESC, etc) provides their own application. The job description can include things like the expected amount of volunteer hours/week, attending project team meetings, doing outreach in a number of ways, etc. This way, the CSF committee members know what they're getting into and what's expected from them right from the start.

- **Look into revamping the CSF committee hiring process.**



Many former and current CSF committee members expressed that the hiring process may be more efficient if it was all done under one group, like ESS, rather than ASUW, GPSS, etc. There have been issues in the past associated with not having the committee all

selected until late into the fall quarter, which is a big chunk of time when you consider that most students are only here fall-spring. There was also concern that the make-up of the CSF committee wasn't as representative of the university as they would have liked to see. Hiring through one entity will allow the person in charge of hiring to pick a group as diverse as they think the committee should be. That being said, the ratio of grad to undergrad students on the committee is something that everyone was very happy with, so that ratio should remain the same or close to it.

- **Engage committee more deeply in outreach efforts.**

Currently the CSF Outreach Coordinator is being paid to work approximately 12 hours a week. CSF committee members expressed that they were volunteering only about an hour a week and a little more when going through project proposals. While they are volunteers and asking for too much of their time isn't a good idea, it does however seem plausible that the outreach coordinator actually delegates outreach opportunities to these committee members. Only require a little more outreach to the committee, but at least have many opportunities for them to do more volunteering if they would

like. These committee members are obviously passionate about sustainability and the CSF. For that reason, it should be safe to ask a little more of them, because they will likely be willing to help the CSF enhance UW's sustainability even more.

- **Make sure projects are accompanying their outreach with the CSF logo.**

In the case that the project has a website or plenty of space, a blurb should be next to the CSF logo explaining how the CSF helped make their project a reality.

- **Continue outreach toward underclassmen, students in departments other than college of the environment, and grad students.**

Because of the high turnover rate in students we have at a university, many people said that we should try very hard to recruit underclassmen to the CSF committee and projects in general. That way, when students are upperclassmen they will already



know some of the ropes and can be a greater help to the CSF.

- **There should also be some outreach directed at students from other departments.**

One way to accomplish this may be to *promote the CSF in senior project thesis planning classes and to department advisors*. If students know that they could do a project about sustainability for the senior project and get funded for it, then they may be more likely to look to the CSF for funding.



- **Grad students will likely always play a key role in the CSF.**

Making sure they know about the CSF and encouraging them to get involved can really help projects be successful. When interviewing staff, they generally said that grad students understood how to work in a professional setting more than undergrads. Staff also said that they didn't have a lot of time to help undergrads out with things, but that grad students are usually knowledgeable enough to help with at least some of the advising roles. *Because of this, the CSF should encourage project teams to have at least one grad student on their team, even if that means that project going out and trying to find a grad student interested in their project.*

- **If possible, display environmental metrics.**

If signage at the site isn't feasible, then at least something online for people to look at is something interview subjects said they would be interested in.



- **Receive testimonials from past CSF members.**

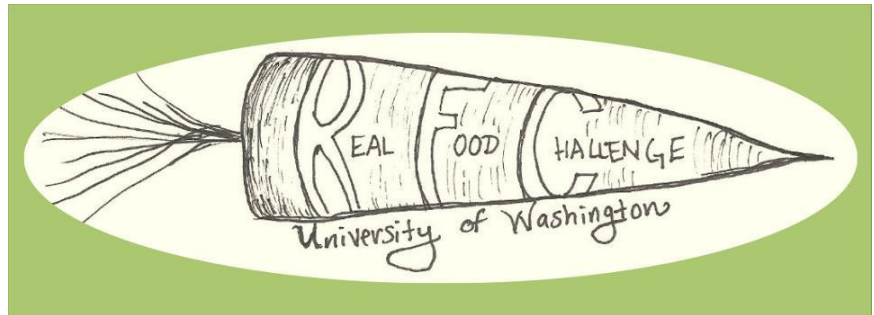
All the old committee members that were interviewed expressed that they gave some credit to the CSF for getting the job they have now, and a testimonial on the CSF website would be a neat addition.

- **Look into partnering with the Carlson Center to sponsor service learning.**

In addition to having CSF committee help out more with outreach, CSF should also try to recruit a service learning intern. The intern could help with outreach, or go to project team meetings, or any other task the CSF saw fit. This would not only be helpful to the CSF, but also to the service learning intern because of all the previous benefits students receive by being a part of the CSF mentioned earlier. It also looks as though it may be appealing to the Carlson Center because the student wouldn't have to travel for the internship, and they would be helping out right here at UW.

- **Make sure projects say 'Thank You.'**

Many people that help CSF projects become a reality are volunteering their time, or at the very least adding



their help onto their already busy jobs. If the CSF wants to maintain their great relationships with various campus groups, then it is important that these folks helping CSF projects are thanked. The thank you can be unique to the project, like the UW farm giving produce as thanks, or as simple as a CSF water bottle and sticker as a way to also increase advertisement. Either way, a 'thank-you' can go a long way, and it can only help increase the CSF reputation on campus.

## Future CSF Studies

It's recommended that the CSF do yearly surveys that get sent out to everyone that was actively involved in the CSF that year. These surveys could be largely text box based, and cover each category that was studied here. For instance, a long list (maybe about 4 or 5) of environmental impact questions could be asked, followed by a text box. Then the participant would understand the kinds of things the CSF was trying to get at, and answer as best they can based on the capacity in which they were involved with the CSF. This could be repeated for each category, and ended with a text box asking for any improvements they would like to see the CSF make , and any successes or things they really appreciate from the CSF.



Every 3-5 years there should be both interviews and surveys, similar to what this report aimed to do. The best way to do this would be to make different surveys for CSF committee, staff, faculty, and students that were on project teams. This way you will get clearer statistics and there will be more confidence that questions were answered with more accuracy. ***When doing interviews, make F2 staff and Faculty a priority as they make up the smallest sample.*** It may also be a good idea to try getting student interviews sometime other than the summer, as many of them are not around.

Lastly, the CSF has plans to conduct a survey given to a broader and larger UW population in winter or spring of 2015. This may serve as a good reference as to how well the broad UW population knows about the CSF, and how supportive they are of it. It will also be an opportunity to explain to a broad group what the CSF does.

## Conclusion

The CSF is progressing very well for a group that is only entering their 5<sup>th</sup> year. The dedication of everyone involved with the CSF over the last 5 years has been great, and it is very clear that they really care about sustainability. My greatest recommendation for the CSF is to meet and discuss some of the findings and recommendations in this report and begin prioritizing some of the recommendations they feel most strongly about. The CSF has done such a good job so far that I have little doubt that they will take these findings and do a great job making real changes that will continue to build their credibility here on campus. We are really lucky to be at a university that cares so much about sustainability and having the CSF on campus is a great way to promote sustainability and the UW as a leader in environmental sustainability.

## Thanks

Thank you to everyone who helped me over the last 10 weeks. Megan Horst, my faculty advisor, was extremely helpful throughout the whole process and she has always done a great job reaching out to students she knows to promote environmental jobs, internships, and volunteer opportunities. Graham Golbuff was also a huge help, as we worked closely with survey design and a lot of logistics that I would not have figured out without him. Also, thanks to An Huynh who came with Graham to hear about my preliminary findings and give me feedback and even more ideas for the CSF to try. Lastly, thanks to everyone that participated in surveys, interviews, or both. I obviously couldn't have done this without you all, as I wouldn't have any data or findings, so your cooperation is greatly appreciated!





# Appendix A – Raw Survey Data

## Statistics for CSF Evaluation

\* Calculated using numeric values

Total submissions: 30

### Short response Question

What project(s) were/are you associated with? If you've participated somewhat equally in more than one project, please list which ones, and answer the remainder of the questions in the survey with each project in mind. If you have participated in multiple projects, but was more involved with one in particular, then please only list that project and answer the remainder of the questions thinking about that specific project.

Total responses (N): 29 Did not respond: 1

Statistics are not calculated for this question type.

### Multiple choice - multiple answers (check) Question

You participated in this/these project(s) as a (Note: For those participants who've been engaged in multiple projects with different experiences, please use the text boxes throughout the survey to clarify answers, explain nuances, or provide details.)

Total responses (N): 30 Did not respond: 0

Numeric  
value

Answer

Frequency Percentage

1	Student	17	56.67%
2	Faculty	2	6.67%
3	UW Staff	9	30.00%
4	Former CSF committee or staff	5	16.67%
5	Other:	2	6.67%

### Response statistics\*

Mean	2.23
Median	2.00
Mode	1
Min/Max	1 / 5
Standard deviation	1.35

Matrix - one answer per row (button) *Question*

In general, do you believe that your project:

Row 1

had a positive environmental impact

Total responses (N): 30 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	15	50.00%
2	Agree	13	43.33%
3	Neutral	0	0.00%
4	Disagree	0	0.00%
5	Strongly Disagree	0	0.00%
6	N/A	2	6.67%

Row 2

was cost effective given the economic input and environmental impact

Total responses (N): 29 Did not respond: 1

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	12	41.38%
2	Agree	13	44.83%
3	Neutral	2	6.90%
4	Disagree	0	0.00%
5	Strongly Disagree	0	0.00%
6	N/A	2	6.90%

Row 3

will continue to have a long lasting positive environmental impact

Total responses (N): 30 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	15	50.00%
2	Agree	13	43.33%
3	Neutral	1	3.33%
4	Disagree	0	0.00%
5	Strongly Disagree	0	0.00%
6	N/A	1	3.33%

Row 4

should be implemented more widespread throughout campus

Total responses (N): 30 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	20	66.67%
2	Agree	7	23.33%
3	Neutral	2	6.67%
4	Disagree	0	0.00%
5	Strongly Disagree	0	0.00%
6	N/A	1	3.33%

Row 5

contributed to significant behavior change towards sustainability

Total responses (N): 30 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	9	30.00%
2	Agree	15	50.00%
3	Neutral	4	13.33%
4	Disagree	0	0.00%
5	Strongly Disagree	0	0.00%
6	N/A	2	6.67%

*Response statistics\**

Row1

<i>Mean</i>	1.77
<i>Median</i>	1.50
<i>Mode</i>	1
<i>Min/Max</i>	1 / 6
<i>Standard deviation</i>	1.25

Row2

<i>Mean</i>	1.93
<i>Median</i>	2.00
<i>Mode</i>	2
<i>Min/Max</i>	1 / 6
<i>Standard deviation</i>	1.28

Row3

<i>Mean</i>	1.67
-------------	------

<i>Median</i>	1 . 5 0
<i>Mode</i>	1
<i>Min/Max</i>	1 / 6
<i>Standard deviation</i>	0 . 9 9
<i>Row4</i>	
<i>Mean</i>	1 . 5 3
<i>Median</i>	1 . 0 0
<i>Mode</i>	1
<i>Min/Max</i>	1 / 6
<i>Standard deviation</i>	1 . 0 4
<i>Row5</i>	
<i>Mean</i>	2 . 1 0
<i>Median</i>	2 . 0 0
<i>Mode</i>	2
<i>Min/Max</i>	1 / 6
<i>Standard deviation</i>	1 . 2 4

## Multiple choice - one answer (button)Question

Are you aware of the specific environmental impact (energy/water saved, area of habitat restored, waste diverted, etc) of your project?

Total responses (N): 30 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	20	66.67%
2	No	4	13.33%
3	No, but it is something I could find out with minimal effort	2	6.67%
4	Other:	4	13.33%

<i>Response statistics*</i>	
<i>Mean</i>	1 . 6 7
<i>Median</i>	1 . 0 0
<i>Mode</i>	1
<i>Min/Max</i>	1 / 4
<i>Standard deviation</i>	1 . 0 9

Long response *Question*

If yes, please describe the short term (first 5 years) and long term environmental impact as specifically and quantifiable as you can.

Total responses (N): 18 Did not respond: 12

Statistics are not calculated for this question type.

Long response *Question*

Please add any additional thoughts you may have about the Environmental Impact of CSF projects.

Total responses (N): 13 Did not respond: 17

Statistics are not calculated for this question type.

Multiple choice - one answer (button) *Question*

In your project, did you observe students demonstrating effective leadership skills?

Total responses (N): 23 Did not respond: 7

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	20	86.96%
2	Sometimes	2	8.70%
3	No	1	4.35%

<i>Response statistics*</i>	
<i>Mean</i>	1.17
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0.49

Long response *Question*

Please elaborate on the student leadership that you did, or did not observe in your project. What did student leaders do well? What could they have done better? Did they need more support?

Total responses (N): 15 Did not respond: 15

Statistics are not calculated for this question type.

Multiple choice - one answer (button) *Question*

**During your project, did you take on a leadership position?**

Total responses (N): 22 Did not respond: 8

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	15	68.18%
2	Somewhat	5	22.73%
3	No	2	9.09%

<i>Response statistics*</i>	
<i>Mean</i>	1.41
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0.67

**Long response***Question*

If yes, please elaborate on the leadership skills that you obtained. In particular, how did you overcome any roadblocks you may have encountered?

Total responses (N): 15 Did not respond: 15

Statistics are not calculated for this question type.

**Multiple choice - one answer (button)***Question*

Did you have enough support from staff, faculty, csf coordinators, etc. to be an effective leader?

Total responses (N): 22 Did not respond: 8

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	14	63.64%
2	Somewhat	7	31.82%
3	No	1	4.55%

<i>Response statistics*</i>	
<i>Mean</i>	1.41
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0.59

Long response *Question*

If yes, what specific things did they do to support you that you found most helpful? If you didn't answer yes, how could you have been supported more effectively?

Total responses (N): 14 Did not respond: 16

Statistics are not calculated for this question type.

Multiple choice - one answer (button) *Question*

Do you believe the skills you practiced will be helpful in career development?

Total responses (N): 21 Did not respond: 9

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	19	90.48%
2	Maybe	2	9.52%
3	No	0	0.00%

<i>Response statistics*</i>	
<i>Mean</i>	1.10
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 2
<i>Standard deviation</i>	0.30

Multiple choice - one answer (button) *Question*

Is this project something that you will put on your resume?

Total responses (N): 22 Did not respond: 8

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	I Already Have!	15	68.18%
2	Good Idea!	3	13.64%
3	Maybe, depending on the position I'm applying for	4	18.18%
4	No	0	0.00%

<i>Response statistics*</i>	
<i>Mean</i>	1.50



<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0.80

Multiple choice - one answer (button)*Question*

Was an effort made to engage and educate the UW community of your project and its environmental impacts?

Total responses (N): 29 Did not respond: 1

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	26	89.66%
2	Somewhat	3	10.34%
3	No	0	0.00%

<i>Response statistics*</i>	
<i>Mean</i>	1.10
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 2
<i>Standard deviation</i>	0.31

Multiple choice - multiple answers (check)*Question*

The UW community can learn about your project via (check all that apply)

Total responses (N): 28 Did not respond: 2

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	signage at your projects site	14	50.00%
2	CSF website	22	78.57%
3	Facebook page	14	50.00%
4	Word of mouth	22	78.57%
5	Events	15	53.57%
6	The Daily	9	32.14%
7	Posters	11	39.29%

8	Other internet source	16	57.14%
9	None	0	0.00%
10	Other:	13	46.43%

Response statistics*	
Mean	4.79
Median	4.00
Mode	2, 4
Min/Max	1/10
Standard deviation	2.74

#### Short response Question

If given the chance to do your project all over again, which communication methods would you use? (Either from the list above, or any other methods you may have)

Total responses (N): 21 Did not respond: 9

Statistics are not calculated for this question type.

#### Multiple choice - one answer (button) Question

Do you believe that your project is well known around campus?

Total responses (N): 29 Did not respond: 1

Numeric value	Answer	Frequency	Percentage
1	Yes	3	10.34%
2	Somewhat	11	37.93%
3	Mostly only environmentally minded folks	11	37.93%
4	No	4	13.79%

Response statistics*	
Mean	2.55
Median	3.00
Mode	2, 3
Min/Max	1/4
Standard deviation	0.87

Long response *Question*

Please add any additional thoughts you may have about the Campus Communication and Education of CSF projects.

Total responses (N): 10 Did not respond: 20

Statistics are not calculated for this question type.

Matrix - one answer per row (button) *Question*

As a result of participating in this project do you

## Row 1

believe you are more likely to become involved with future UW campus-based environmental sustainability projects? (Whether funded through CSF or not.)

Total responses (N): 29 Did not respond: 1

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	11	37.93%
2	Agree	11	37.93%
3	Neutral	4	13.79%
4	Disagree	3	10.34%
5	Strongly Disagree	0	0.00%

## Row 2

believe you are more likely to become involved in other non-UW campus-based environmental sustainability projects?

Total responses (N): 29 Did not respond: 1

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	8	27.59%
2	Agree	11	37.93%
3	Neutral	8	27.59%
4	Disagree	2	6.90%
5	Strongly Disagree	0	0.00%

## Row 3

believe that you have made a significant and long-lasting difference?

Total responses (N): 29 Did not respond: 1

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	9	31.03%
2	Agree	17	58.62%

3	Neutral	3	10.34%
4	Disagree	0	0.00%
5	Strongly Disagree	0	0.00%

Row 4

see yourself as a change agent for sustainability in other settings?

Total responses (N): 29 Did not respond: 1

Numeric  
value

Answer

Frequency Percentage

1	Strongly Agree	12	41.38%
2	Agree	14	48.28%
3	Neutral	3	10.34%
4	Disagree	0	0.00%
5	Strongly Disagree	0	0.00%

Row 5

believe that you have made positive relationships with those you worked with?

Total responses (N): 29 Did not respond: 1

Numeric  
value

Answer

Frequency Percentage

1	Strongly Agree	18	62.07%
2	Agree	10	34.48%
3	Neutral	1	3.45%
4	Disagree	0	0.00%
5	Strongly Disagree	0	0.00%

Response statistics\*

Row1

Mean	1.97
Median	2.00
Mode	1, 2
Min/Max	1 / 4
Standard deviation	0.98

Row2

Mean	2.14
Median	2.00
Mode	2
Min/Max	1 / 4

<i>Standard deviation</i>	0 . 9 2
<i>Row 3</i>	
<i>Mean</i>	1 . 7 9
<i>Median</i>	2 . 0 0
<i>Mode</i>	2
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0 . 6 2
<i>Row 4</i>	
<i>Mean</i>	1 . 6 9
<i>Median</i>	2 . 0 0
<i>Mode</i>	2
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0 . 6 6
<i>Row 5</i>	
<i>Mean</i>	1 . 4 1
<i>Median</i>	1 . 0 0
<i>Mode</i>	1
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0 . 5 7

**Long response***Question*

Please describe how your involvement in this project has impacted your personal development for better or for worse.

Total responses (N): 23 Did not respond: 7

Statistics are not calculated for this question type.

**Multiple choice - one answer (button)***Question*

Have you collaborated with students in a similar capacity before?

Total responses (N): 20 Did not respond: 10

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	8	40 . 00 %
2	Somewhat	6	30 . 00 %
3	No	6	30 . 00 %

<i>Response statistics*</i>	
<i>Mean</i>	1.90
<i>Median</i>	2.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0.85

#### Multiple choice - one answer (button) *Question*

Did this experience make you more likely to collaborate with students in the future?

Total responses (N): 18 Did not respond: 12

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	14	77.78%
2	Maybe	3	16.67%
3	No	1	5.56%

<i>Response statistics*</i>	
<i>Mean</i>	1.28
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0.57

#### Long response *Question*

In what ways did collaborating with students enhance your viewpoint on your work?

Total responses (N): 12 Did not respond: 18

Statistics are not calculated for this question type.

#### Long response *Question*

What were some of the downfalls associated with collaborating with students?

Total responses (N): 13 Did not respond: 17

Statistics are not calculated for this question type.

Multiple choice - one answer (button) *Question*

Did the students you were collaborating with need more guidance than you were able to provide?

Total responses (N): 18 Did not respond: 12

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	1	5.56%
2	Sometimes	7	38.89%
3	No	10	55.56%

<i>Response statistics*</i>	
<i>Mean</i>	2.50
<i>Median</i>	3.00
<i>Mode</i>	3
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0.62

Multiple choice - one answer (button) *Question*

Having collaborated with faculty/staff on your project, are you more likely to approach faculty/staff in the future?

Total responses (N): 22 Did not respond: 8

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	14	63.64%
2	Maybe	4	18.18%
3	No	0	0.00%
4	No, I already felt comfortable approaching them before my project	4	18.18%

<i>Response statistics*</i>	
<i>Mean</i>	1.73
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 4
<i>Standard deviation</i>	1.16

Long response *Question*



Was there value in collaborating specifically with Finance & Facilities staff (non faculty/teachers)? If yes, please elaborate on some of the value you observed. If no, why don't you think there was any value in collaboration?

Total responses (N): 16 Did not respond: 14

Statistics are not calculated for this question type.

Multiple choice - one answer (button)Question

Are the environmental benefits gained typically significant enough to justify costs to your department?

Total responses (N): 9 Did not respond: 21

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	6	66.67%
2	Sometimes	3	33.33%
3	Rarely	0	0.00%
4	No	0	0.00%

<i>Response statistics*</i>	
<i>Mean</i>	1.33
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 2
<i>Standard deviation</i>	0.50

Multiple choice - one answer (button)Question

Did staff need training to provide support for the project?

Total responses (N): 7 Did not respond: 23

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes, a lot	0	0.00%
2	Yes, a little	3	42.86%
3	No	4	57.14%

<i>Response statistics*</i>	
<i>Mean</i>	2.57
<i>Median</i>	3.00
<i>Mode</i>	3

<i>Min/Max</i>	2 / 3
<i>Standard deviation</i>	0 . 5 3

Multiple choice - one answer (button) *Question***Is the economic impact of training staff accounted for in CSF projects?**

Total responses (N): 8 Did not respond: 22

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	0	0 . 0 0 %
2	Sometimes	1	1 2 . 5 0 %
3	No	3	3 7 . 5 0 %
4	N/A	4	5 0 . 0 0 %

<i>Response statistics*</i>	
<i>Mean</i>	3 . 3 8
<i>Median</i>	3 . 5 0
<i>Mode</i>	4
<i>Min/Max</i>	2 / 4
<i>Standard deviation</i>	0 . 7 4

Multiple choice - one answer (button) *Question***Do any of the projects result in a workload that is too great for staff to adequately accommodate?**

Total responses (N): 8 Did not respond: 22

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	0	0 . 0 0 %
2	Sometimes	5	6 2 . 5 0 %
3	No	1	1 2 . 5 0 %
4	N/A	2	2 5 . 0 0 %

<i>Response statistics*</i>	
<i>Mean</i>	2 . 6 2
<i>Median</i>	2 . 0 0
<i>Mode</i>	2
<i>Min/Max</i>	2 / 4
<i>Standard deviation</i>	0 . 9 2

deviation

Multiple choice - one answer (button)Question

Does other work get neglected by staff because of any additional work from CSF projects?

Total responses (N): 8 Did not respond: 22

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	0	0.00%
2	Sometimes	4	50.00%
3	No	2	25.00%
4	N/A	2	25.00%

<i>Response statistics*</i>	
<i>Mean</i>	2.75
<i>Median</i>	2.50
<i>Mode</i>	2
<i>Min/Max</i>	2 / 4
<i>Standard deviation</i>	0.89

Multiple choice - one answer (button)Question

Are ongoing maintenance needs too great in some projects?

Total responses (N): 8 Did not respond: 22

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	1	12.50%
2	Sometimes	5	62.50%
3	No	1	12.50%
4	N/A	1	12.50%

<i>Response statistics*</i>	
<i>Mean</i>	2.25
<i>Median</i>	2.00
<i>Mode</i>	2
<i>Min/Max</i>	1 / 4
<i>Standard deviation</i>	0.89

Multiple choice - one answer (button)Question

Should the CSF make more of an effort to find ways to accommodate ongoing maintenance and costs?

Total responses (N): 7 Did not respond: 23

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	5	71.43%
2	Sometimes	1	14.29%
3	No	1	14.29%

<i>Response statistics*</i>	
<i>Mean</i>	1.43
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0.79

Multiple choice - one answer (button)Question

Did you feel well supported by your supervisor/other colleagues in using work time and resources for the project?

Total responses (N): 8 Did not respond: 22

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	4	50.00%
2	Sometimes	2	25.00%
3	No	0	0.00%
4	N/A	2	25.00%

<i>Response statistics*</i>	
<i>Mean</i>	2.00
<i>Median</i>	1.50
<i>Mode</i>	1
<i>Min/Max</i>	1 / 4
<i>Standard deviation</i>	1.31

Matrix - one answer per row (button)Question

&lt;no question text&gt;

## Row 1

Are you more or less likely to take personal initiative and engage in campus-based environmental/sustainability projects?

Total responses (N): 9 Did not respond: 21

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	More likely	4	44.44%
2	About the same likeliness	4	44.44%
3	Less likely	0	0.00%
4	N/A	1	11.11%

## Row 2

Is your department/work group more or less likely to engage in future environmental sustainability projects?

Total responses (N): 9 Did not respond: 21

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	More likely	4	44.44%
2	About the same likeliness	4	44.44%
3	Less likely	0	0.00%
4	N/A	1	11.11%

## Row 3

Total responses (N): 3 Did not respond: 27

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	More likely	0	0.00%
2	About the same likeliness	1	33.33%
3	Less likely	0	0.00%
4	N/A	2	66.67%

## Response statistics\*

## Row1

<i>Mean</i>	1.78
<i>Median</i>	2.00
<i>Mode</i>	1, 2
<i>Min/Max</i>	1 / 4
<i>Standard deviation</i>	0.97

## Row2

<i>Mean</i>	1.78
-------------	------

<i>Median</i>	2.00
<i>Mode</i>	1, 2
<i>Min/Max</i>	1 / 4
<i>Standard deviation</i>	0.97
<b>Row3</b>	
<i>Mean</i>	3.33
<i>Median</i>	4.00
<i>Mode</i>	4
<i>Min/Max</i>	2 / 4
<i>Standard deviation</i>	1.15

#### Long response *Question*

Please add any additional thoughts you may have about the Finance and Facilities aspects of CSF projects, and/or elaborate on some of the previous questions on this page.

Total responses (N): 2 Did not respond: 28

Statistics are not calculated for this question type.

#### Multiple choice - one answer (button) *Question*

What direction would you like to see the CSF take?

Total responses (N): 30 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Expand monetarily	17	56.67%
2	Continue similar to how they have been	13	43.33%
3	Decrease monetarily	0	0.00%
4	Cease to exist	0	0.00%

<i>Response statistics*</i>	
<i>Mean</i>	1.43
<i>Median</i>	1.00
<i>Mode</i>	1
<i>Min/Max</i>	1 / 2
<i>Standard deviation</i>	0.50

Long responseQuestion

What is the CSF doing poorly, and what improvements do you wish to see them make?

Total responses (N): 21 Did not respond: 9

Statistics are not calculated for this question type.

Long responseQuestion

What are some specific things the CSF is doing well?

Total responses (N): 30 Did not respond: 0

Statistics are not calculated for this question type.

Matrix - one answer per row (button)Question

The CSF is

Row 1

impacting overall campus sustainability progress

Total responses (N): 30 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	18	60.00 %
2	Agree	12	40.00 %
3	Neutral	0	0.00 %
4	Disagree	0	0.00 %
5	Strongly Disagree	0	0.00 %

Row 2

helping UW reach its Climate Action Plan goals

Total responses (N): 30 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Strongly Agree	14	46.67 %
2	Agree	11	36.67 %
3	Neutral	5	16.67 %
4	Disagree	0	0.00 %
5	Strongly Disagree	0	0.00 %

Response statistics\*

Row 1

Mean

1.40

<i>Median</i>	1 . 0 0
<i>Mode</i>	1
<i>Min/Max</i>	1 / 2
<i>Standard deviation</i>	0 . 5 0
<i>Row2</i>	
<i>Mean</i>	1 . 7 0
<i>Median</i>	2 . 0 0
<i>Mode</i>	1
<i>Min/Max</i>	1 / 3
<i>Standard deviation</i>	0 . 7 5

#### Long response *Question*

We have covered Environmental Impact, Development of Student Leadership, Campus Communication and Education, Personal Development, and Impacts to Finance and Facilities Staff. If you have any additional comments or if there is anything I may not have asked that you believe should be discussed, please comment here.

Total responses (N): 3 Did not respond: 27

Statistics are not calculated for this question type.