



**11TH ANNUAL
UNDERGRADUATE
SUSTAINABILITY
SURVEY REPORT**

2024

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SUSTAINABILITY

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INTRODUCTION

The 11th Annual Sustainability Survey was sent out to MSU undergraduate students in the fall of 2024. The survey is a combination of longitudinal measures of sustainability knowledge and attitudes combined with a contemporary set of questions developed in partnership with the MSU Office of Sustainability in support of current programs and goals. The survey has resulted in five peer-reviewed academic articles to date, as well as numerous presentations at AASHE conferences. It has also served as valuable research experience for several graduate students and provided data for master's theses and doctoral dissertations. In addition to the yearly longitudinal measures for sustainability knowledge and attitudes, this year's survey included questions evaluating recycling rates and preferences among undergraduates. The recycling questions were developed in partnership with MSU's Surplus Store and Recycling Center. The survey content and timeline was approved by the MSU Survey Committee before distribution. This report presents a summary of the survey's primary findings.

SAMPLE

A sampling frame of 10,000 randomly selected undergraduate students was obtained from the university registrar. Survey invitations were sent to these students over their university emails in November 2024, with three reminders to those who had not yet finished the survey over the following two weeks. A total of 1,100 students completed the entire survey, a response rate slightly lower compared to last years' response of 1,342. Given that the survey went out a week after the U.S. election, this may have impacted the response rate.

Table 1 shows demographic comparisons between our final sample and the larger MSU undergraduate student body (MSU, 2024a). The survey sample had a larger percent of students identifying as female, although it is not possible to make a direct comparison as the MSU data was not fully transparent (e.g., only female gender reported). The survey sample was similar to the MSU undergraduate population of students identifying as Hispanic/Latina/é/o/x. Other data on race and ethnicity was not directly comparable due to the differences in survey methodology (i.e., select all that apply versus select one option). However, our sample appears more diverse (Table 2). Slightly more international students responded to the survey than are in the undergraduate population. Significantly more new students responded to the survey, nearly double the proportion of undergraduates. This is not entirely surprising as students who took the survey in prior years may be disinclined to respond again.

Gender Identity	Survey Sample	Undergraduate Population
<i>Female</i>	522 (60.9%)	21,313 (51.7%)
<i>Male</i>	287	*
<i>Transgender</i>	7	*
<i>Non-binary/non-conforming</i>	37	*
<i>Prefer to self-describe</i>	4	*
<i>No response</i>	243	
TOTAL	1,100	41,234

Table 1. Respondents' self-reported gender and university undergraduate gender statistics. *Note: MSU only reported numbers for students identifying as female.

Race & Ethnicity	Survey Sample	Undergraduate Population
<i>Asian*</i>	122 (14.4%)	3,260 (8.3%)**
<i>Black or African American</i>	50 (14.4%)	2,730 (7.0%)**
<i>Native American or Alaska Native</i>	21 (2.5%)	112 (0.3%)**
<i>Native Hawaiian or Pacific Islander**</i>	17 (2.0%)	29 (0.1%)**
<i>White</i>	623 (73.6%)	27,569 (70.6%)**
<i>Two or more races</i>	59 (7.0%)	1,826 (4.7%)**
Hispanic or Latina/é/o/x	57 (6.7%)	2,766 (7.1%)
International	56 (6.5%)	2,182 (5.3%)
New Student	467 (42.5%)	9,652 (23.4%)
TOTAL	1,100	41,234

Table 2. Sample and university demographics. For the Sustainability Survey, students could select one choice in Hispanic/Latina/e/o/x identity, international, and new student but as many choices as applied for race & other ethnicities.

*For the Survey, Asian is a sum of responses from multiple choices: Indian Asian, Chinese, Japanese, Korean, Vietnamese, Other Asian. See breakdown in Appendix. **For the Survey, Native Hawaiian or Pacific Islander is a sum of responses from multiple choices: Native Hawaiian, Samoan, Filipino, Guamanian or Chamorro, Other Pacific Islander. See breakdown in Appendix. *** Race and ethnicity data only from domestic students.

CAMPUS LIFE

To better understand our sample and to run more detailed analyses on recycling rates, we examined three aspects of students: living arrangement, academic rank, and college. Our sample of the MSU population had a majority living on campus, with only a small percentage living in Greek life housing (Figure 1). Of those living on campus, most lived in either South or East neighborhoods. The frequency of on-campus respondents, perhaps, is due to the academic ranking of our sample which had three-in-five coming from the lower academic ranks (Figure 2). While freshmen were overrepresented (35% of sample), the other three academic ranks were consistent: each accounting for about 22% of the sample.

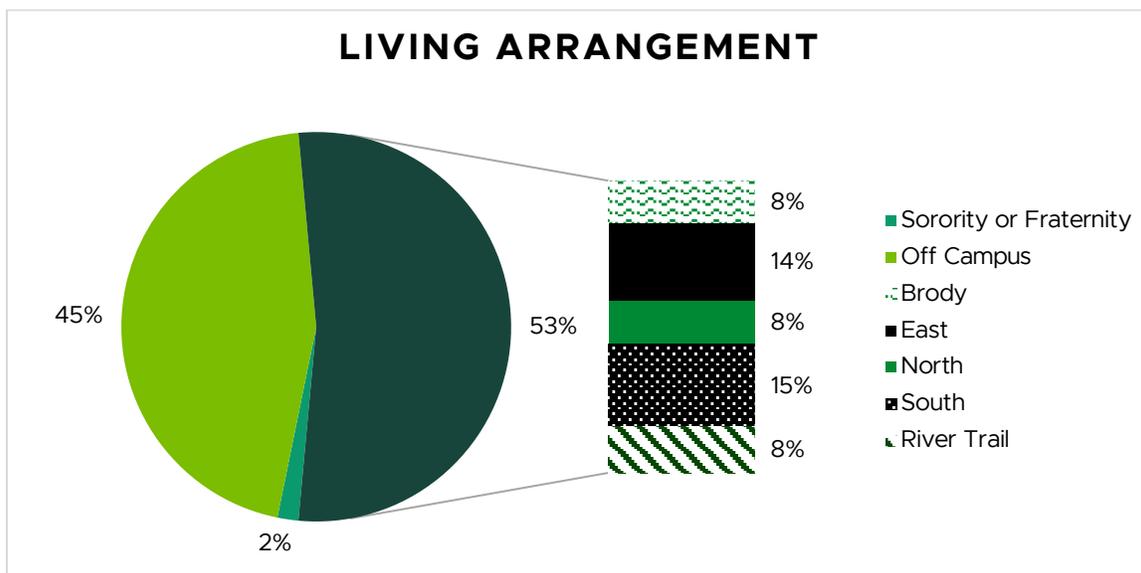


Figure 1. Respondents' living arrangement.

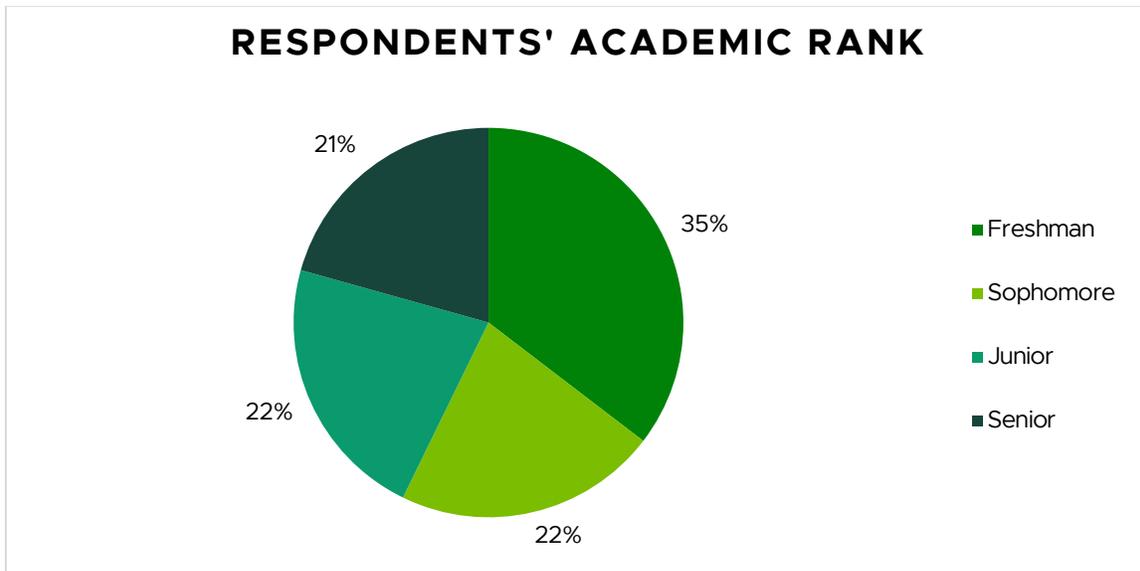


Figure 2. Respondents' academic rank.

We also looked at the sample's distribution across colleges at MSU (Figure 3). In line with enrollment numbers (MSU, 2024b), most respondents came from the College of Natural Science, the College of Engineering, or the College of Social Science. The fewest number of respondents came from the College of Music, the College of Veterinary Medicine, and the Residential College of Arts and Humanities (RCAH).

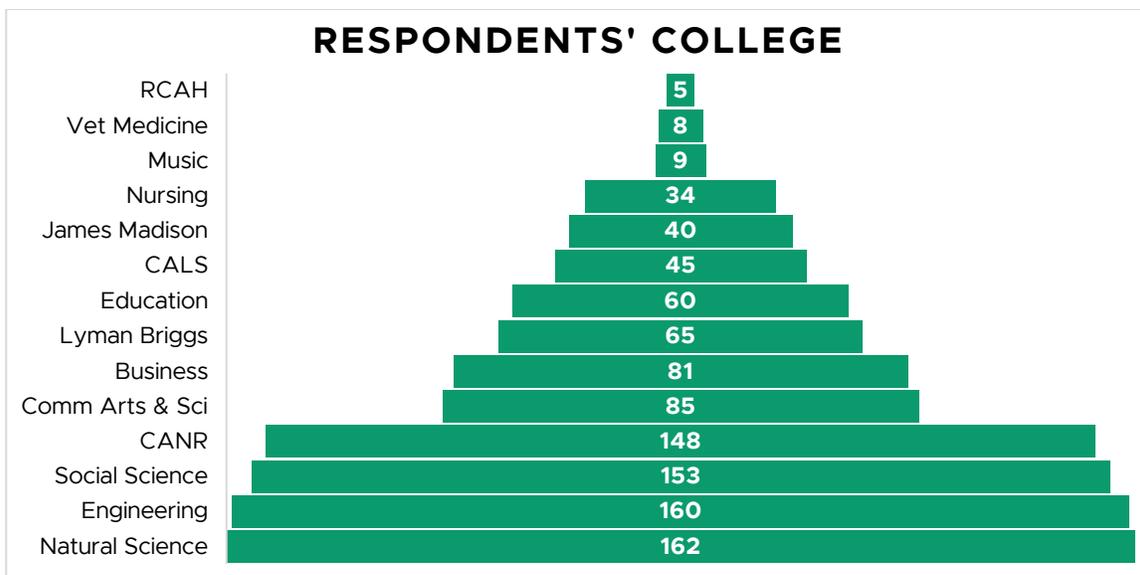


Figure 3. Respondents' college.

SUSTAINABILITY KNOWLEDGE

The Assessment of Sustainability Knowledge (ASK) is tailored to an undergraduate population (Zwickle et al., 2014) and was refined through earlier waves of the MSU Sustainability Survey (Zwickle & Jones, 2018). It measures knowledge of fundamental concepts of sustainability issues that are correlated with sustainability knowledge overall. As in the past, MSU students correctly answered more questions as they advanced in their undergraduate education (Figure 4). Freshmen respondents averaged a score of 5.7 correct answers out of 12 while seniors averaged a score of 7.1. Across all students, 2024 scores were higher than or equal to 2023, halting a slow trend downward since 2019 (Figure 5). Relatedly, some respondents explicitly noted the value of formal sustainability knowledge:

“I think we should all be required to take a course about sustainability. It really opens your eyes.”

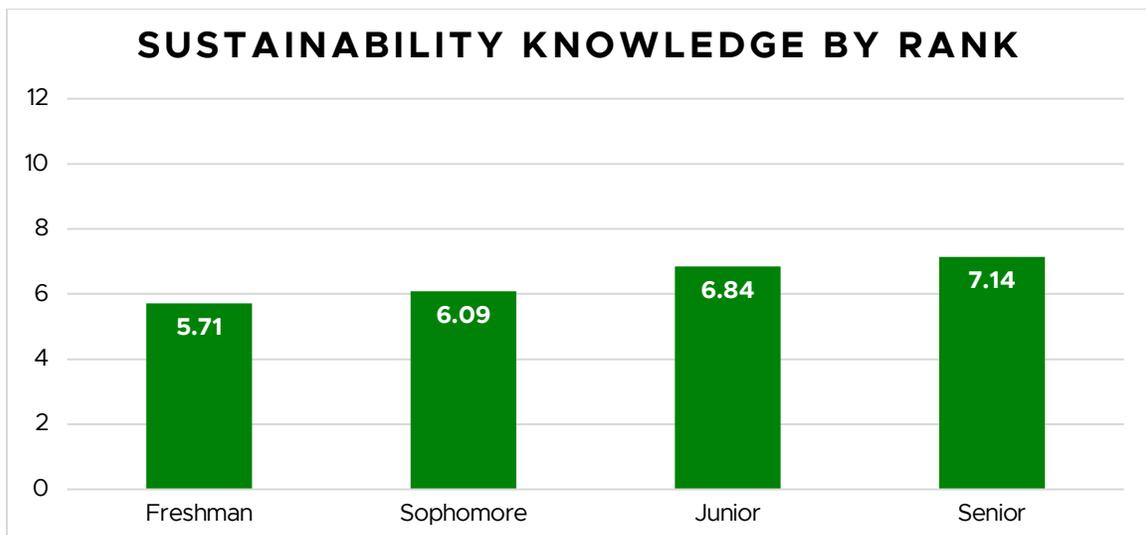


Figure 4. Average number of ASK items answered correctly (out of 12) grouped by rank.

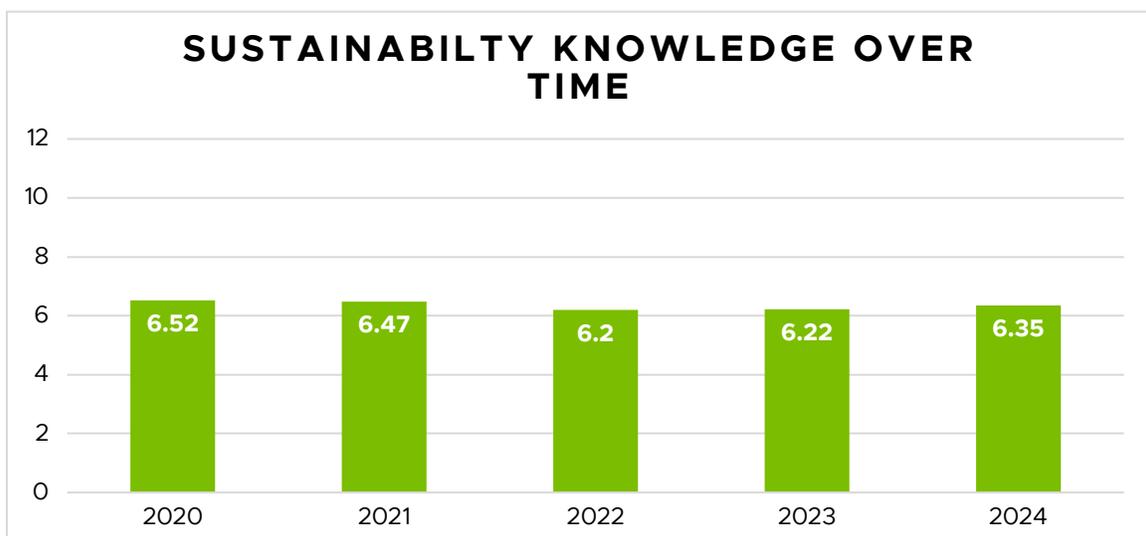


Figure 5. Overall average sustainability knowledge (number of ASK items answered correctly) by year.

SUSTAINABILITY ATTITUDES

The Sustainability Attitudes Scale was developed through an iterative, expert-driven process (Zwickle & Jones, 2018). The resulting eleven-item scale contains items that touch on the environmental, social, and economic aspects of sustainability, with higher values signaling more pro-sustainability attitudes. Sustainability attitudes were high overall. Attitudes slightly improved with grade level, with seniors averaging 5.4 out of six—2.6% higher than freshman (Figure 6).

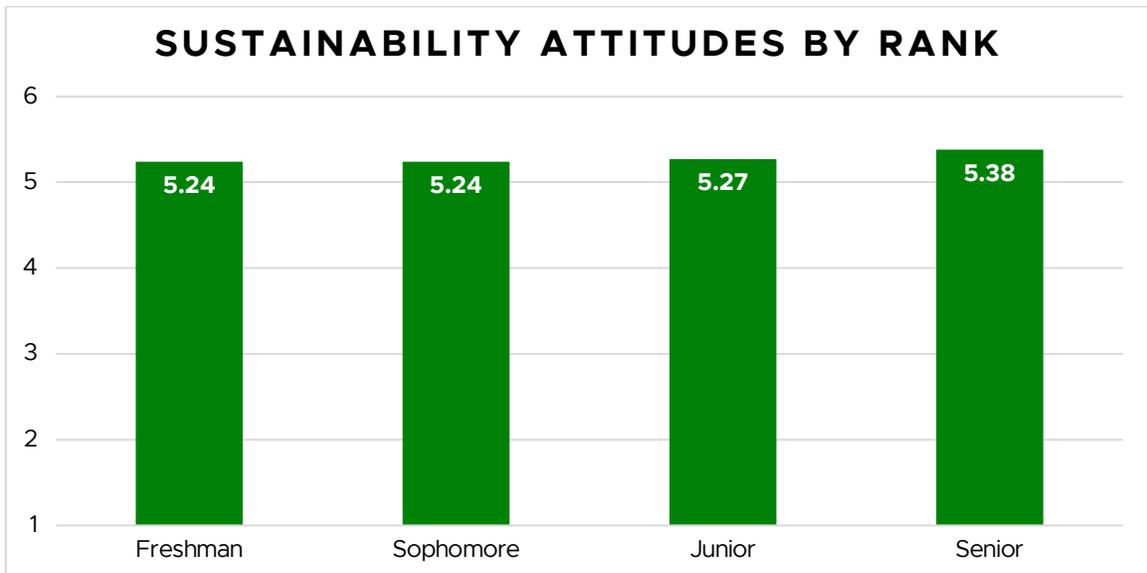


Figure 6. Sustainability attitudes grouped by rank.

Like sustainability knowledge, attitudes increased in 2024, halting the small, but statistically insignificant, drop since 2020 (Figure 7). Notably, average sustainability attitudes are the highest they have been since the scale was developed in 2018.

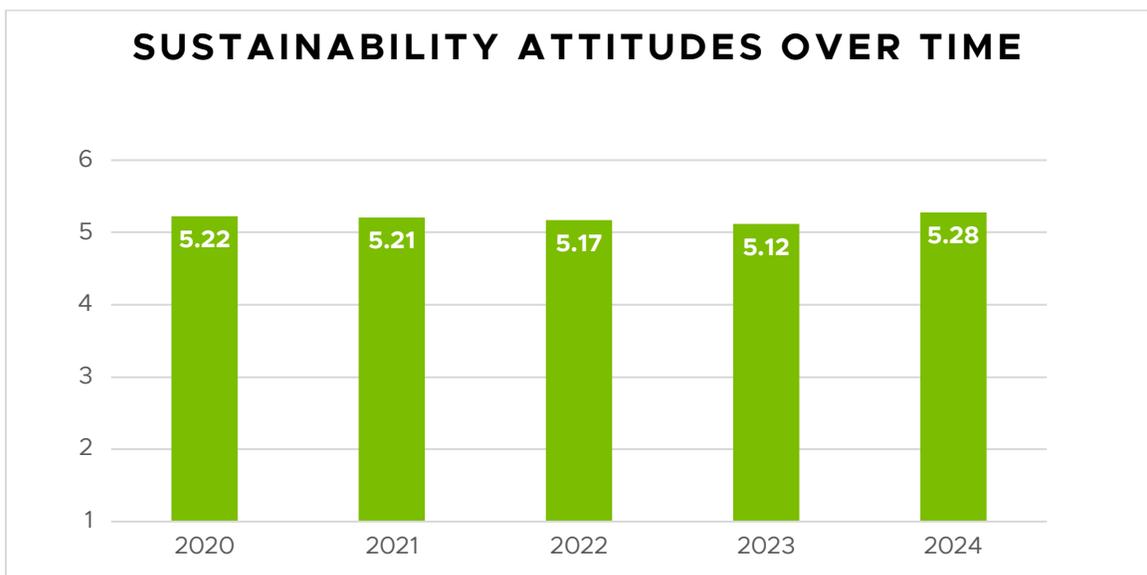


Figure 7. Overall sustainability attitudes by year of survey.

SUSTAINABILITY ORGANIZATIONS & PROGRAMS

Students were asked about their familiarity of a variety of sustainability organizations (Figure 8) and programs (Figure 9) on campus. The responses options were: 1 (*I've never heard of this*), 2 (*I've heard of this, but don't know much about it*), 3 (*I'm familiar with this*) and 4 (*I'm familiar and have used/visited/participated in this*).

For the sustainability organizations (Figure 8), overall, students were most familiar with the MSU Bikes Service Center but only about one-in-six students actually used it (43% of respondents familiar with, 17% used/visited). Respondents have used/visited the W.J. Beal Botanical Garden the most of all campus sustainability organizations (47% have used/visited). Students were least familiar with the Office of Sustainability with eight-in-ten students not familiar with the Office. However, a higher proportion of respondents had never heard of the Student Organic Farm, with four in ten students having never heard of the Farm compared to only three in ten students having never heard of the Office of Sustainability.

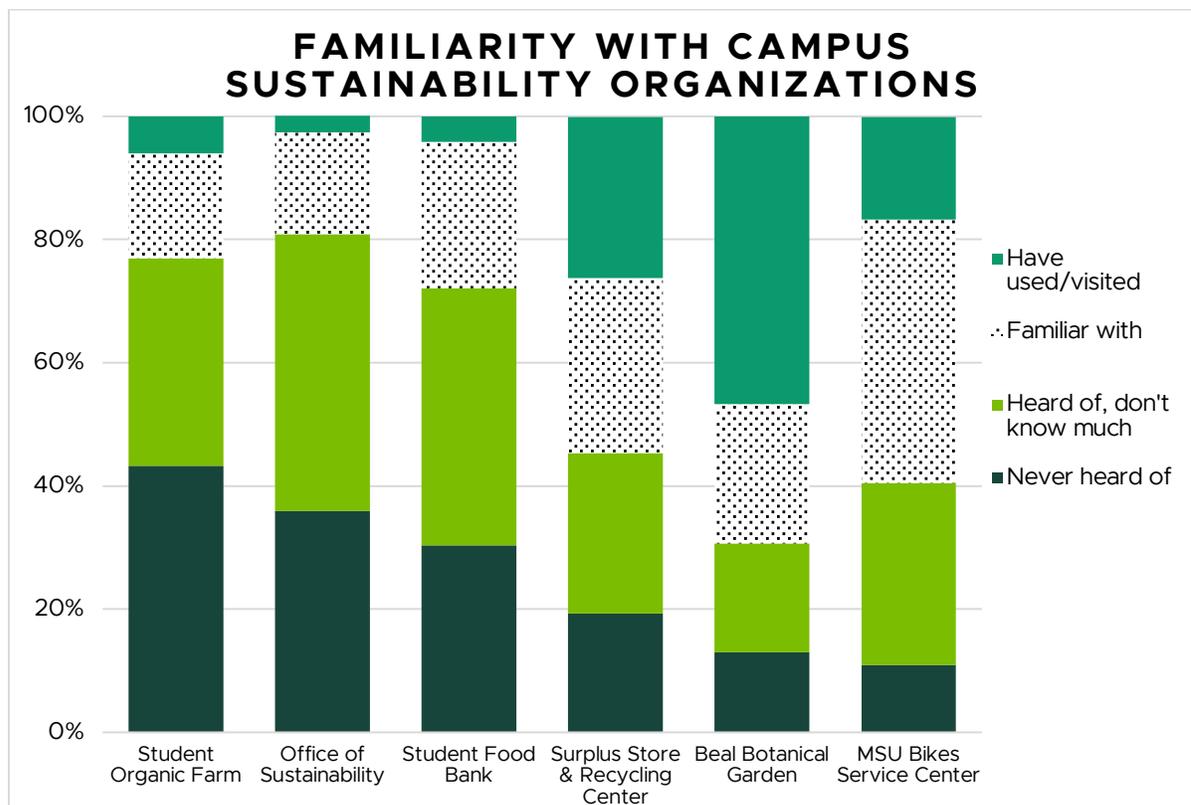


Figure 8. Respondents' familiarity with campus sustainability organizations.

For MSU's sustainability programs, overall, most students had never heard about the programs (Figure 9). Respondents were most familiar with the Pack Up Pitch In Program where one-in-three students were familiar with or had participated in the program. Students had heard of EcoReps the least (77% of students had never heard of this program), and only a small number of respondents had participated in EcoReps (2%).

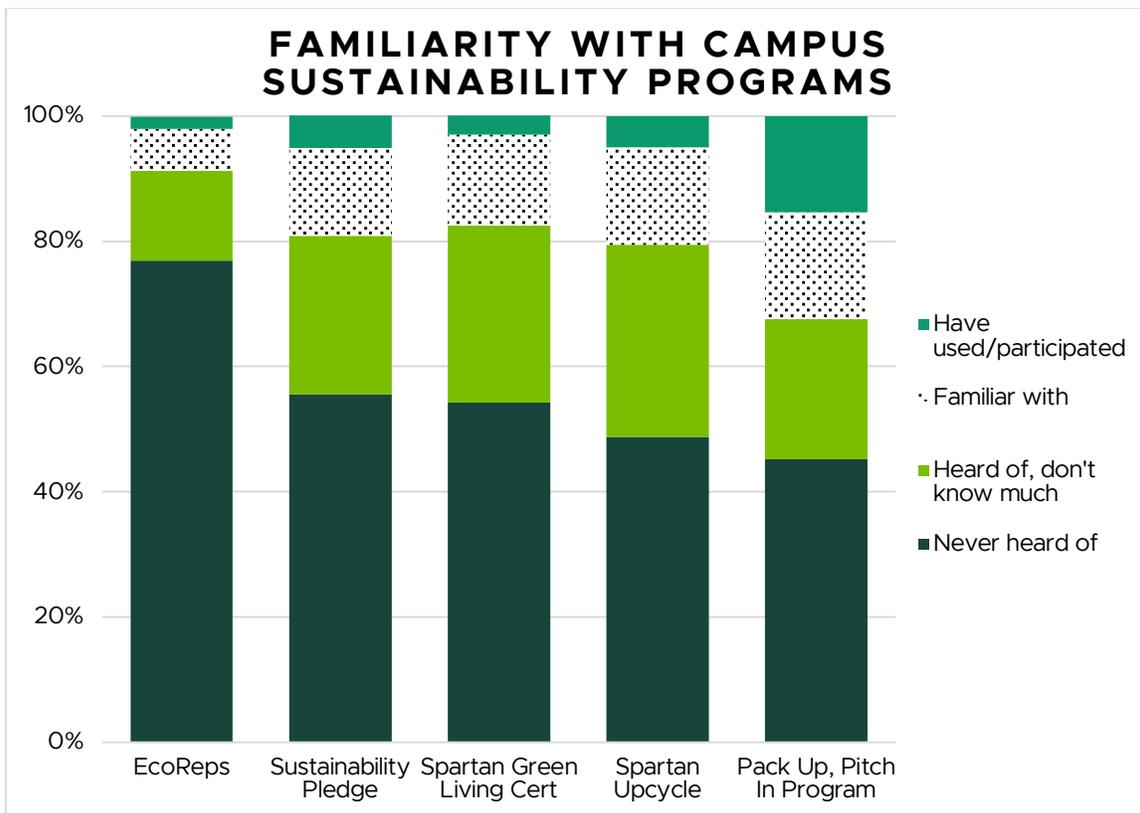


Figure 9. Respondents' familiarity with campus sustainability programs.

When comparing sustainability organizations (Figure 8) and programs (Figure 9), students were most familiar with sustainability organizations at MSU (on average, 25% had never heard organizations of versus 59% of programs, respectively). These results suggest that students are aware of MSU's sustainability organizations, but communications are needed to make students aware of what sustainability programs exist. Similarly, more respondents had utilized sustainability organizations than had utilized sustainability programs (20% versus 4% of respondents, respectively). This suggests there is an opportunity for MSU to increase engagement with sustainability programs.

FRESHMEN PROGRAM FAMILIARITY

Looking at freshmen only (n=388), respondents were overall less familiar with sustainability programs (Figure 10), with over half of freshmen respondents reporting they never had heard of any sustainability program. However, freshmen responses followed similar patterns to the entire sample. For instance, freshmen were also least familiar with EcoReps with 80% of freshmen never having heard of EcoReps, compared to 77% of the entire sample.

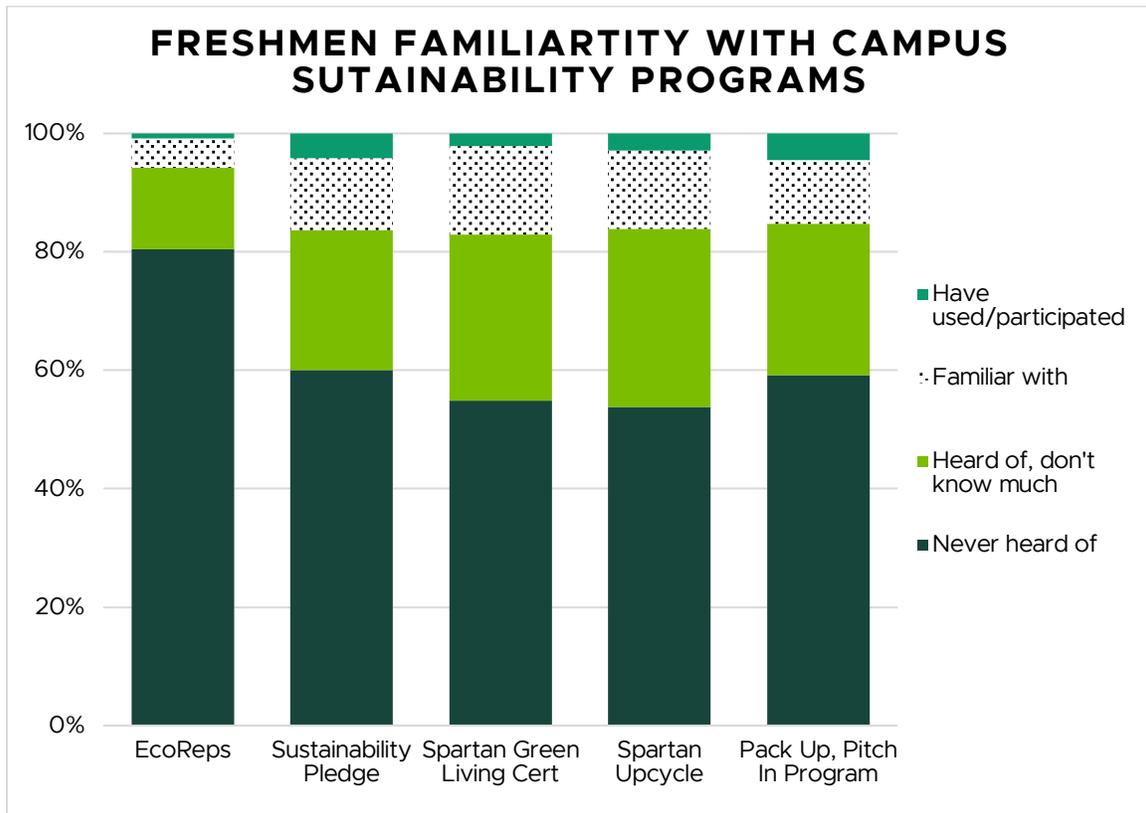


Figure 10. Freshman respondents' familiarity with campus sustainability programs.

Freshman had the most variation in responses for the Pack Up, Pitch In Program. Only 15% of freshmen were familiar with or had participated in the program (compared to 34% of the entire sample). Similarly, nearly 60% of freshmen had never heard of Pack Up, Pitch In, whereas 45% of the entire sample had never heard of the program.

ECOREPS

We took a closer look at the EcoReps Program to see what students were learning and what they would like to get out of the program. We only asked these questions to students living on-campus (581 respondents). Of the 581 respondents living on-campus, only 3.6% reported having participated in EcoReps. These respondents did learn a variety of skills from the program, however (Figure 11). Most of the respondents who had participated in EcoReps reported learning more than one skill from EcoReps (81.0%), with recycling being the most common skill. One respondent noted they made their first terrarium with EcoReps.

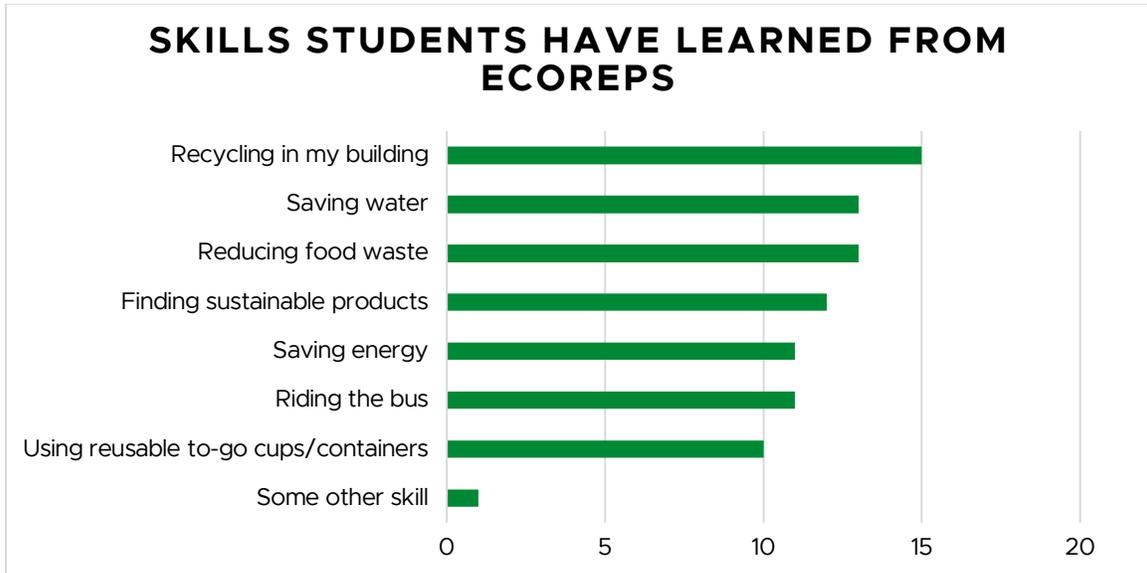


Figure 11. Skills respondents learned from EcoReps, if they reported having participated in EcoReps (n = 21).

Most respondents who had not participated in EcoReps but lived on-campus (494 respondents out of 560) reported they were interested in learning at least one skill. Finding sustainable products and reducing food waste were highly rated by over half of interested students (Figure 12). All potential skills were mentioned by at least a third of interested respondents. One student was interested in learning more about sustainable energy like nuclear energy.

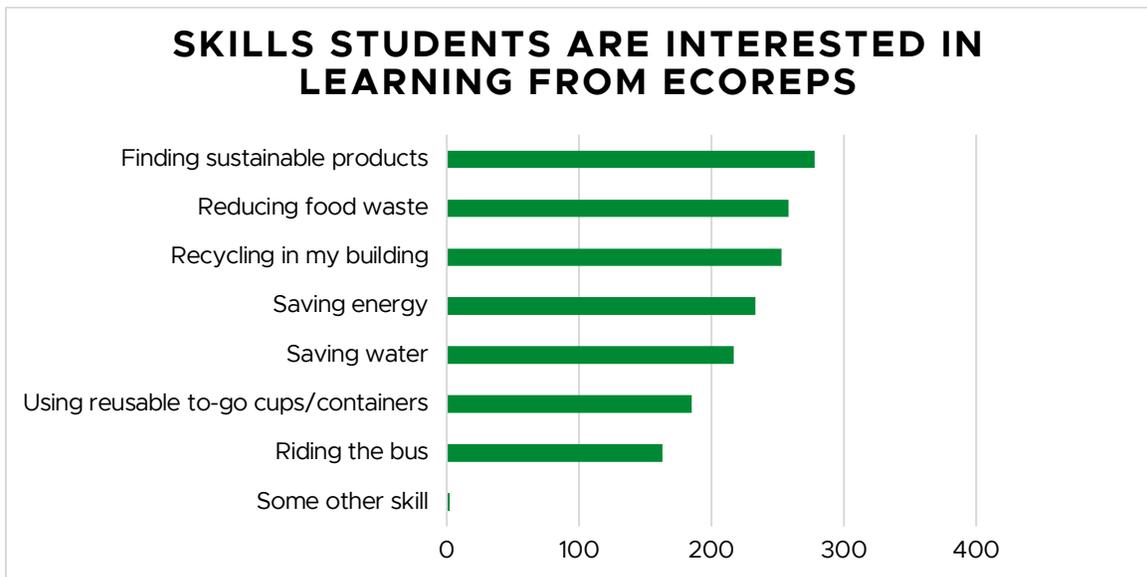


Figure 12. Skills respondents are interested in learning from EcoReps, if they reported not having participated in EcoReps (n=494).

SUSTAINABILITY CULTURE AT MSU

We asked students about their perceptions of MSU's commitment to (Figure 13) and culture of (Figure 14) sustainability on campus. While the majority of students believed sustainability is very much or extremely important to the culture at MSU (57%), only a third of respondents believe MSU is at least very much committed to sustainability. Notably, only 1-2% of respondents thought sustainability was not a part of MSU's culture and not a commitment of MSU.

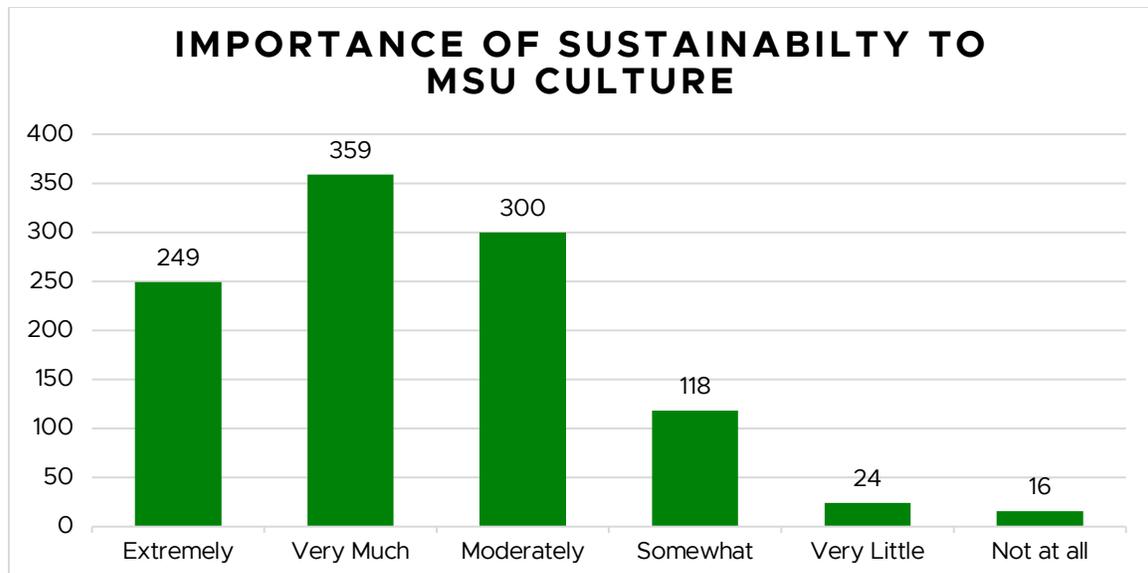


Figure 13. Respondents' belief in MSU's commitment to sustainability.

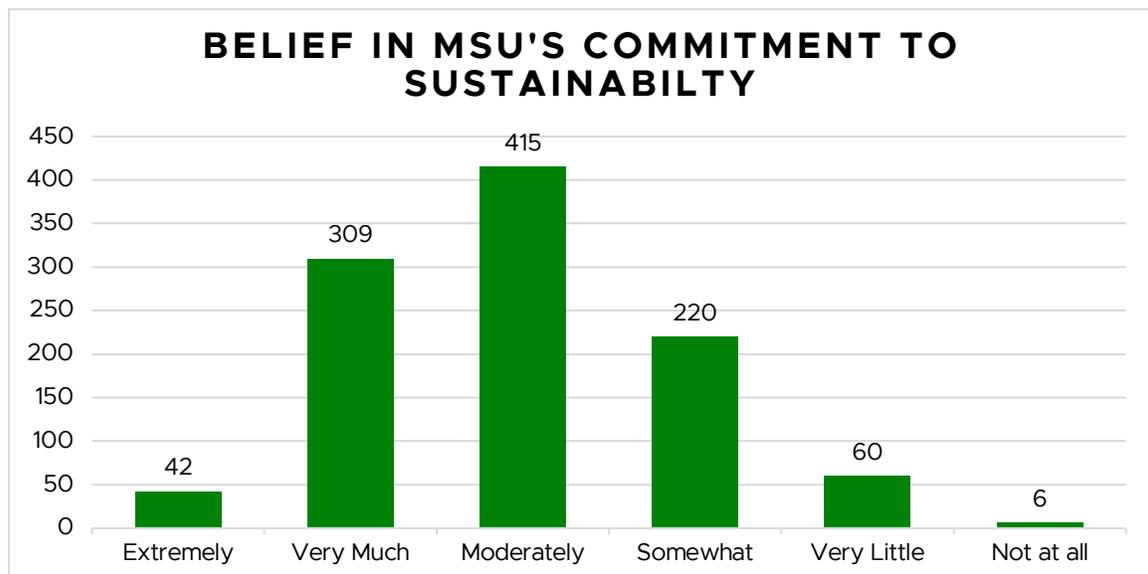


Figure 14. Respondents' belief that sustainability is important to MSU culture.

PERCEPTION OF THE RED CEDAR RIVER

To understand how students think about the health of MSU's campus, we asked about their perceptions of the Red Cedar River (Figure 15). Most students thought the Red Cedar's health was average, with the majority of respondents reporting poor or terrible (44%).

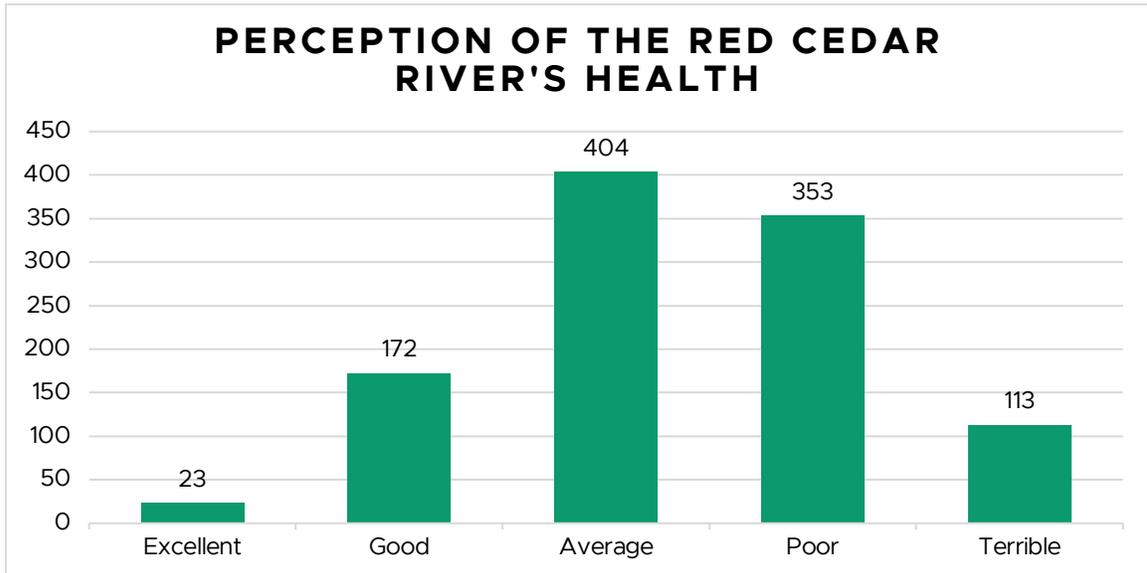


Figure 15. Respondents' perception of the health of the Red Cedar River.

RECYCLING AT MSU

In coordination with the MSU Recycling Center and Surplus Store, this year's survey asked students about recycling and waste on campus. We asked about perceptions of waste, recycling on-campus, and ways to improve.

PERCEPTIONS OF CAMPUS WASTE

We asked students where they think the majority of campus waste comes from (Figure 16). About 30% of students think that single-serve take-out cups and containers are responsible for most of campus waste. Respondents' ranked food waste from dining halls (25.7%) and concessions (21.3%) as other likely sources. About twenty respondents provided other sources of waste, naming specific campus locations such as Spartys, dorms, and cafeterias.

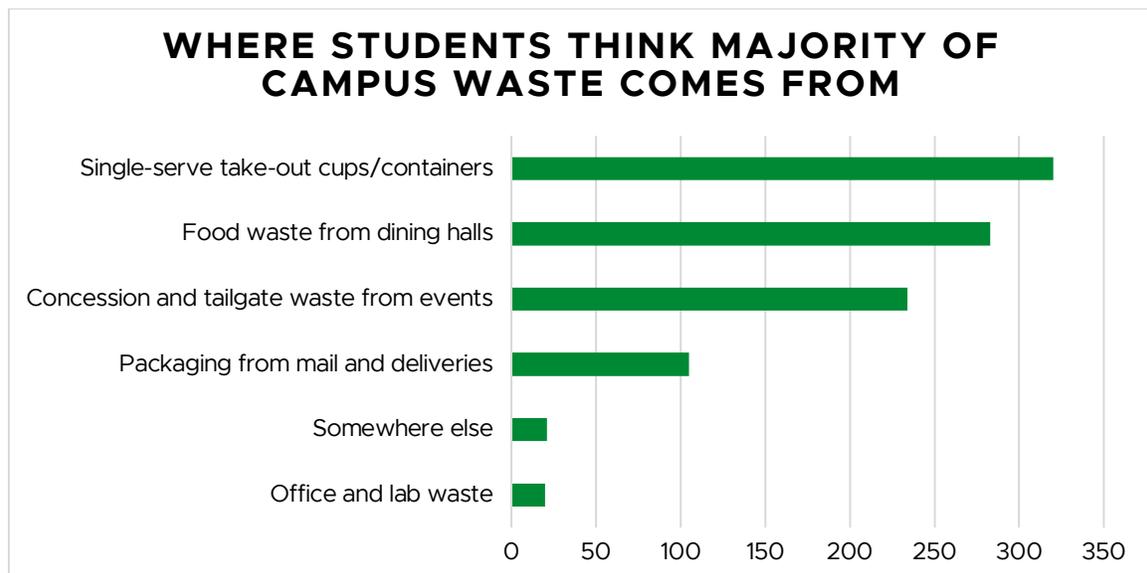


Figure 16. Respondents' perceptions of where the majority of campus waste comes from.

ON-CAMPUS RECYCLING RATES

We asked students to self-report their recycling behavior on campus for five different materials: plastic, cardboard, paper, glass, and metal. Looking at the total percentages (Figure 17), at least one-in-four students reported always recycling every material. Metal was the least recycled (30.9% never recycled), and cardboard was most often recycled (39.6% always).

For respondents who reported never, sometimes, or about half the time recycling a material, we followed up to ask their reason for not recycling the item (Figure 18). While the majority of respondents claim they do not use these materials (average 45% of respondents), those who do use the material report that they do not recycle because they don't know where to recycle that item. Other materials were also noted

to be difficult to recycle because the recycling bin is too far away including plastic (22.1%), paper (15.3%), and cardboard (10.5%). Respondents reported they most frequently re-use paper materials (12.8%).

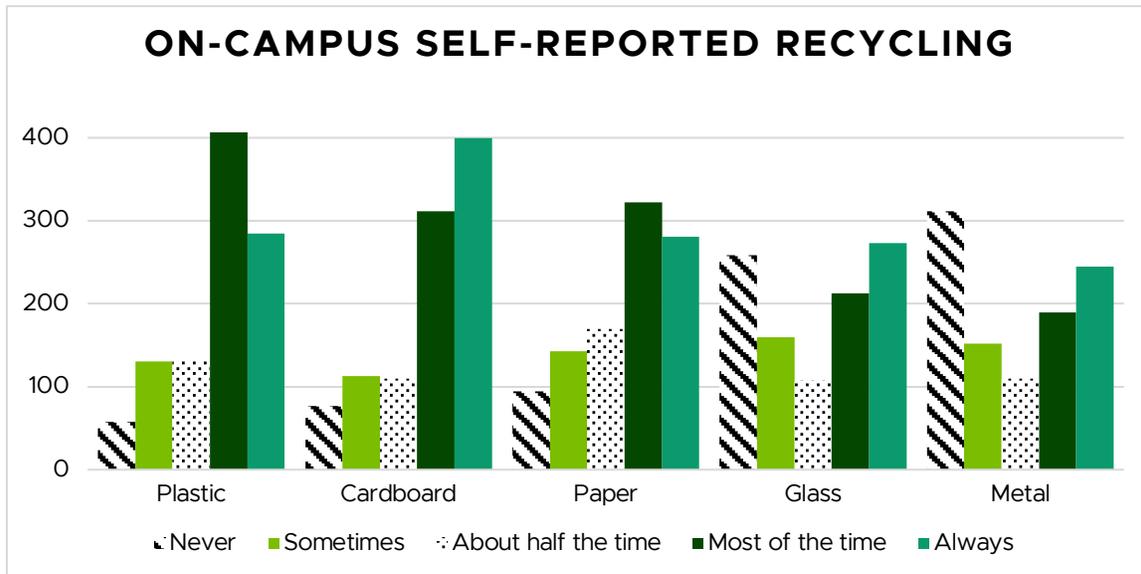


Figure 17. Respondents' self-reported on-campus recycling behavior for five materials.

Four to 14% of students noted another reason for not recycling. These reasons were related to various motives including financial incentives, such as returning the material for deposit; lack of awareness, such as not thinking about recycling the materials; and perceptions that recycling is not effective, such as reporting that the material ends up in a dump. Some respondents noted that individuals have little power to make change:

“If I were to do everything right, it would mean nothing. Placing the responsibility for the health of the planet on individuals is counterproductive.”

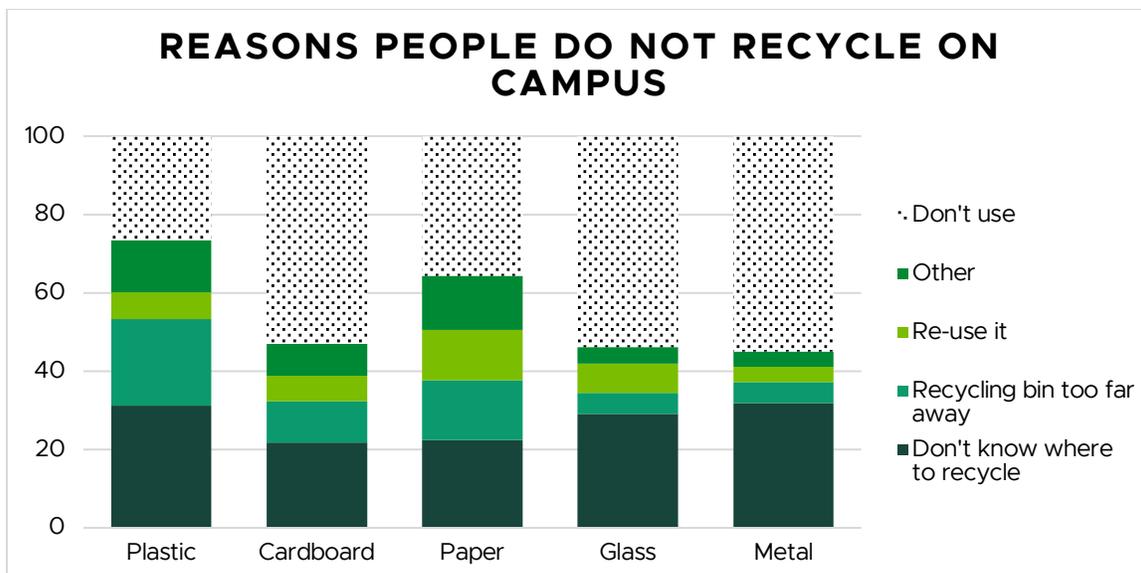


Figure 18. Respondents' reasons for not recycling on campus if they recycle the material infrequently (i.e., never, sometimes, or about half the time).

RECYCLING IN RESIDENCE HALLS

To better understand why students do not recycle and to address residence hall waste issues, we asked students who live on-campus if they know where to recycle the five materials in their residence hall (Figure 19). Over nine in 10 students report knowing where to recycle cardboard (92.9%), while only 55.4% of student know where to recycle metal. In contrast to the data from all-of campus (Figure 18), respondents living in residence halls largely knew where to recycle plastic (85.3%).

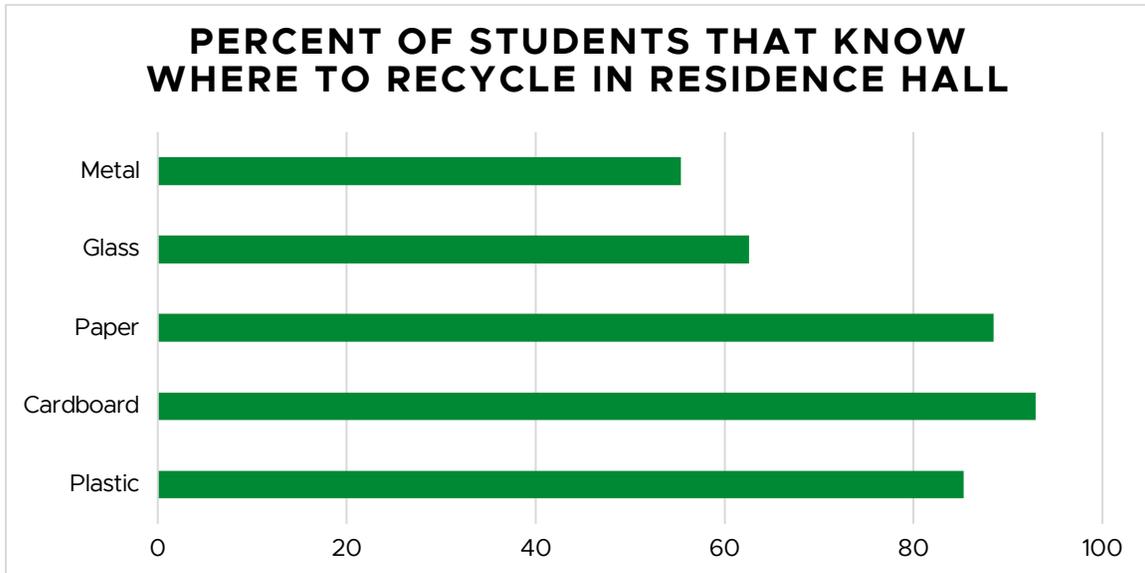


Figure 19. Proportion of respondents' living on-campus that know where to recycle in residence hall.

INCREASING RECYCLING

We asked students to select the top ways to increase recycling on campus (Figure 20). Nearly all students agreed that we need to increase recycling on campus, as less than 4% of students selected that we did not need to increase recycling rates. Of all the ideas, about three-in-four respondents indicated that increasing the number of bins was their top choice. Implementing reusable containers and increasing signage were also selected by a majority of respondents.

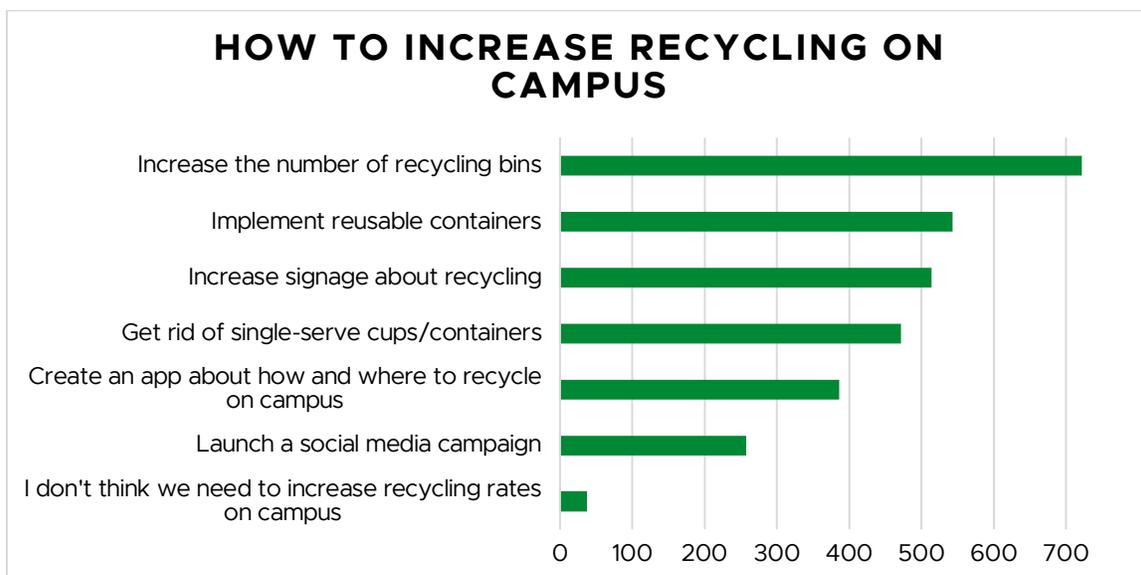


Figure 20. Respondents' choices for how to increase recycling on campus.

RECYCLING MOTIVATION

To understand what drives students' decision to recycle or not, we looked at two different types of motives: personal and social. While respondents indicated agreement with both personal (Figure 21) and social (Figure 22), personal motivations were more highly rated, suggesting these are at least more front of mind for students when trying to motivate behavior. This may relate to why the strategies respondents favored to increase recycling (Figure 20) were more personal (e.g., increasing bins) than social (e.g., social media campaign).

PERSONAL NORMS

Respondents reported higher than average personal norms (3.9 out of 5). While over two-thirds of all respondents agreed with the prompts, the statement “I feel morally obliged to recycle, regardless of what other people do” was most often agreed with.

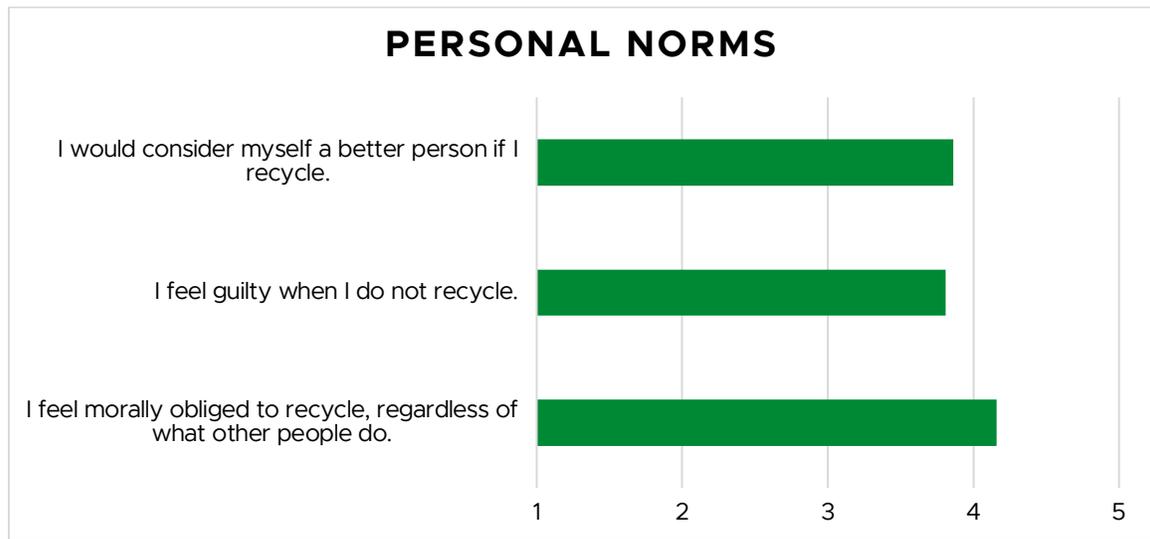


Figure 21. Respondents' personal norms around recycling.

SOCIAL MOTIVATION

Respondents reported even higher social, than personal, motivations for recycling (3.8 out of 5). Only ten students (1%) reported disagreeing somewhat or strongly with the notion that “most people who are important to me would approve of me recycling.” The least impactful social prompt was “most people who are important to me think I should recycle”, with 14% disagreeing.

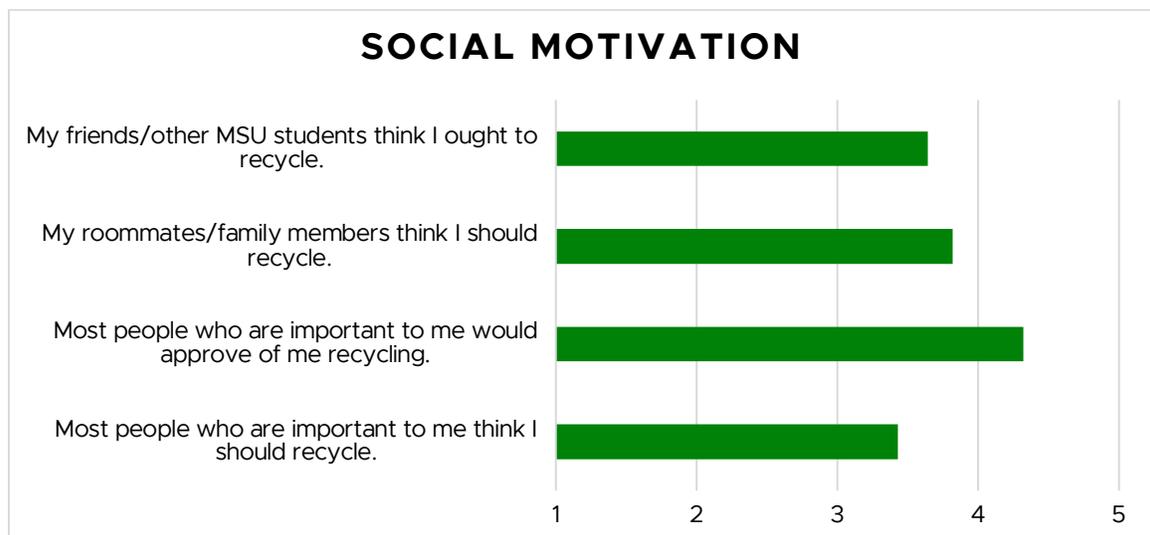


Figure 22. Respondents' social motivations around recycling.

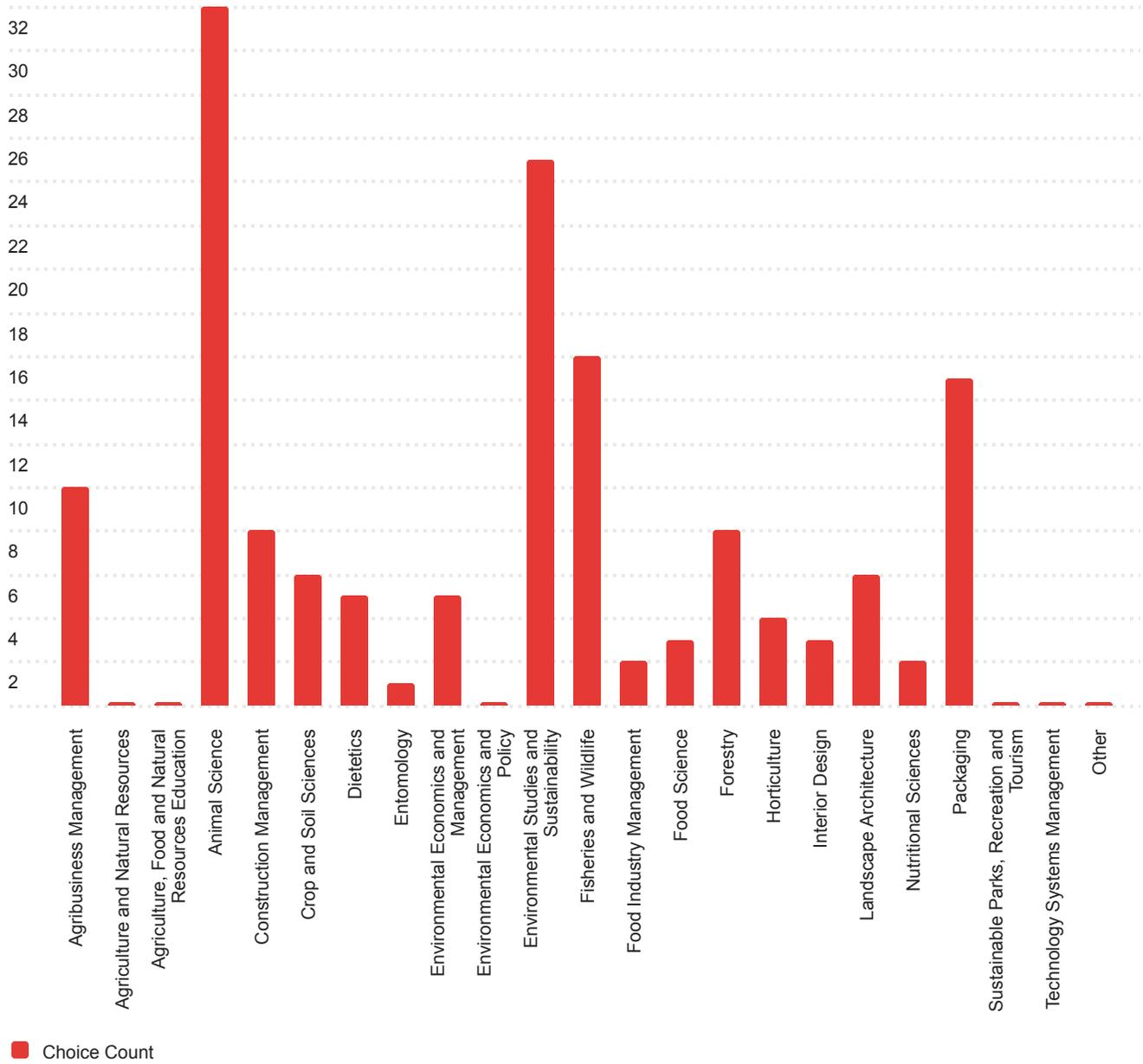
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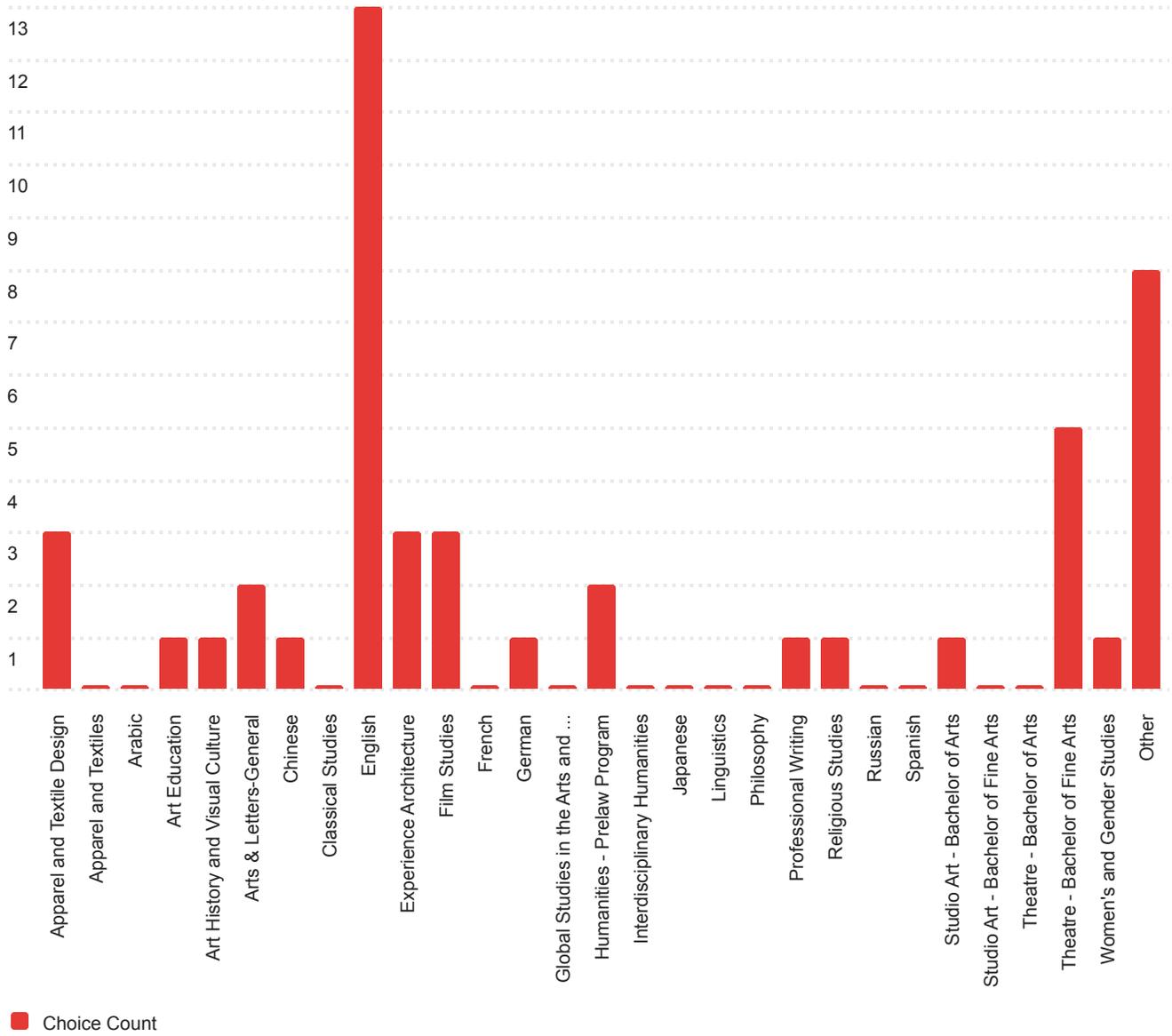
APPENDIX

The following is a report from Qualtrics containing all additional survey responses, including qualitative comments.

Major_AgeCul - What is your major?



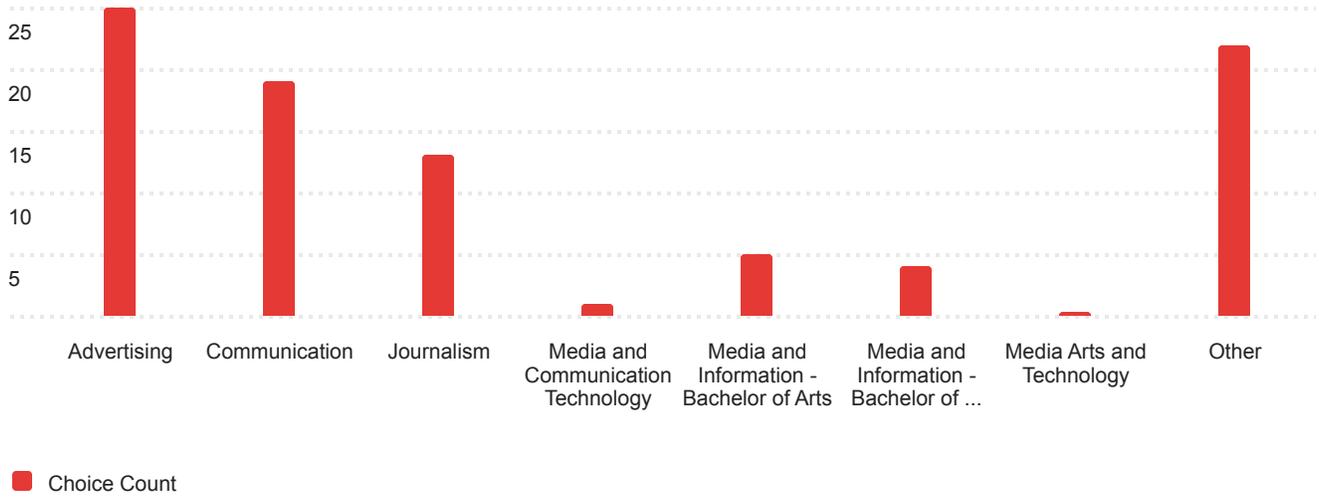
Major_ArtsLetter - What is your major?



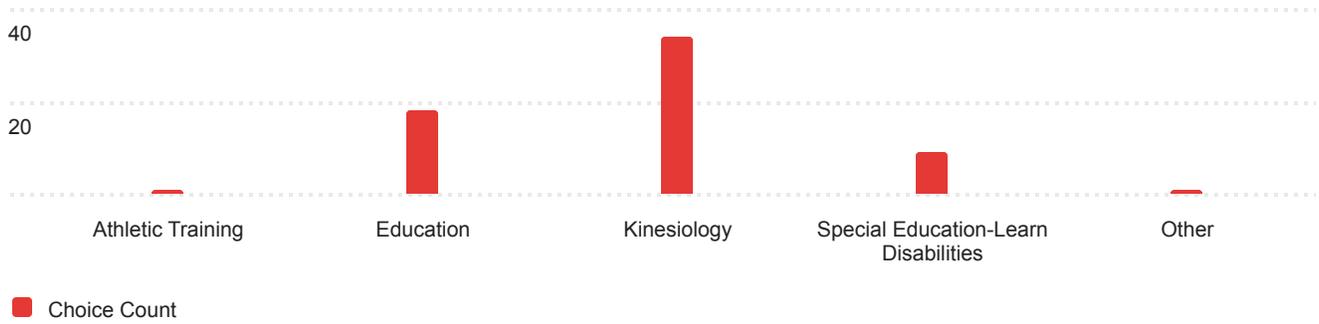
Major_Eli - What is your major?



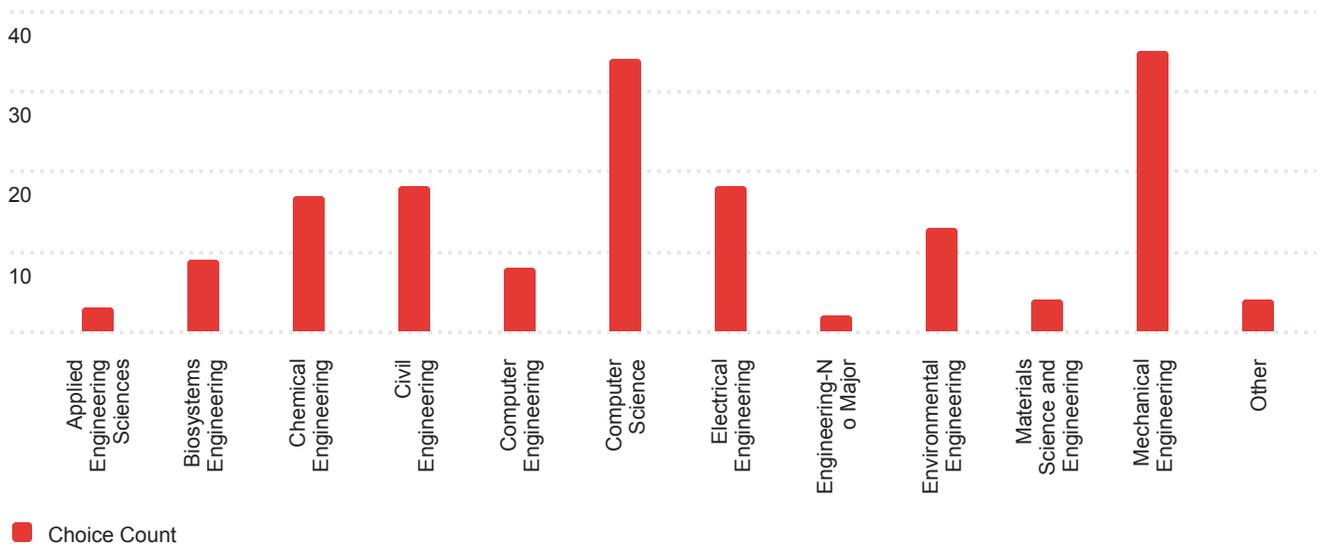
Major_CAS - What is your major?



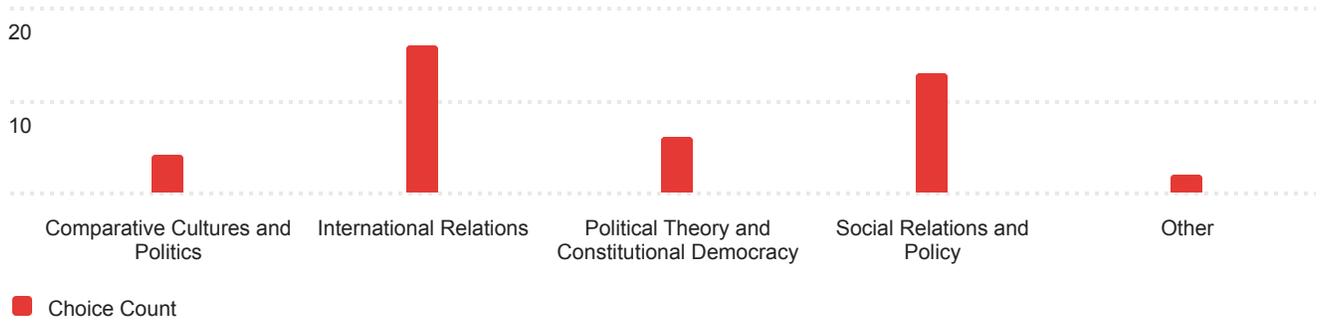
Major_Edu - What is your major?



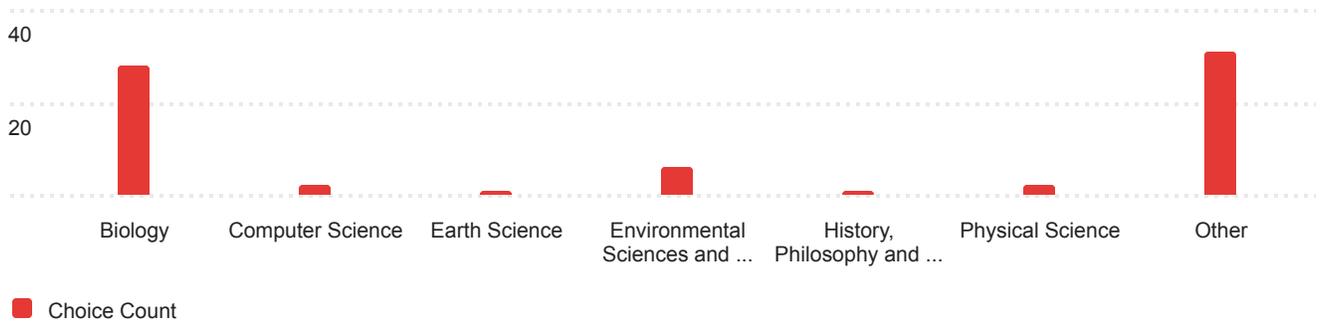
Major_Engineer - What is your major?



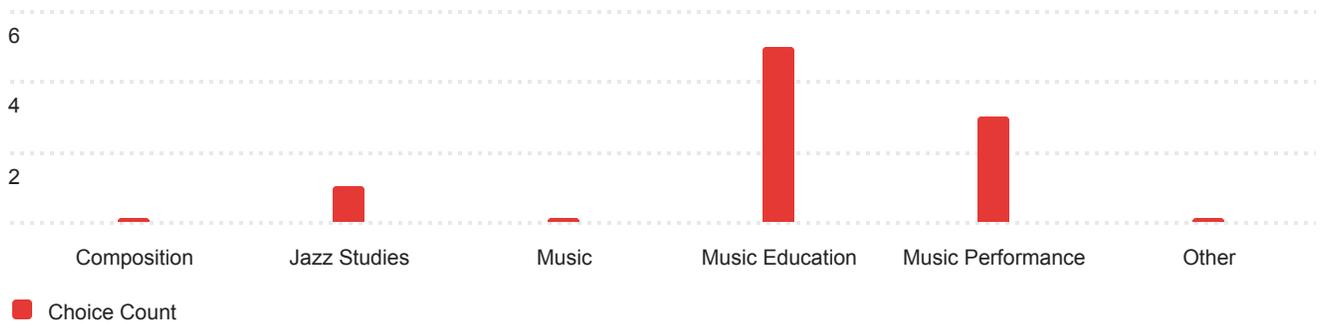
Major_JamesMadis - What is your major?



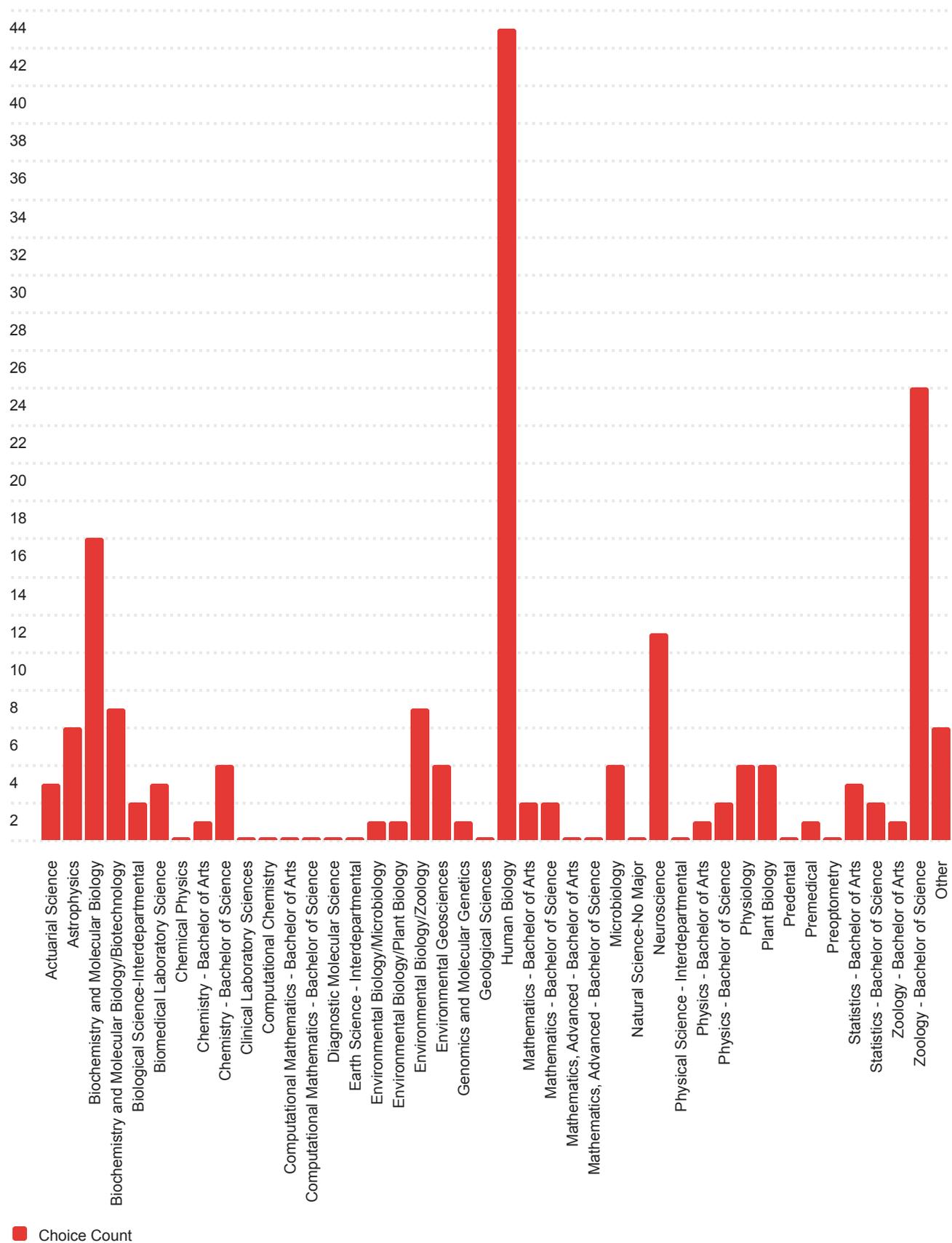
Major_Lymann - What is your major?



Major_Music - What is your major?



Major_NatSci - What is your major?



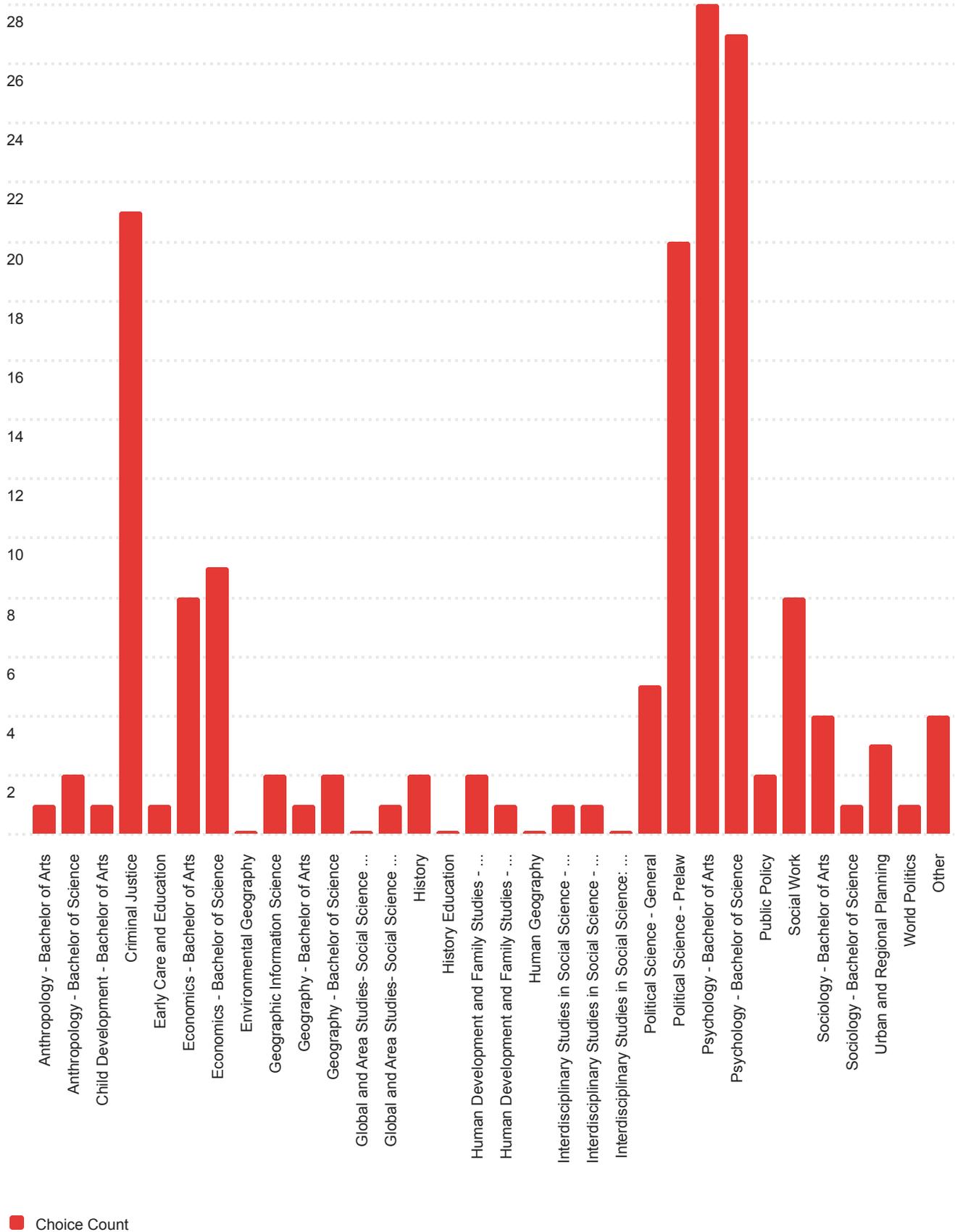
Major_Nursing - What is your major?



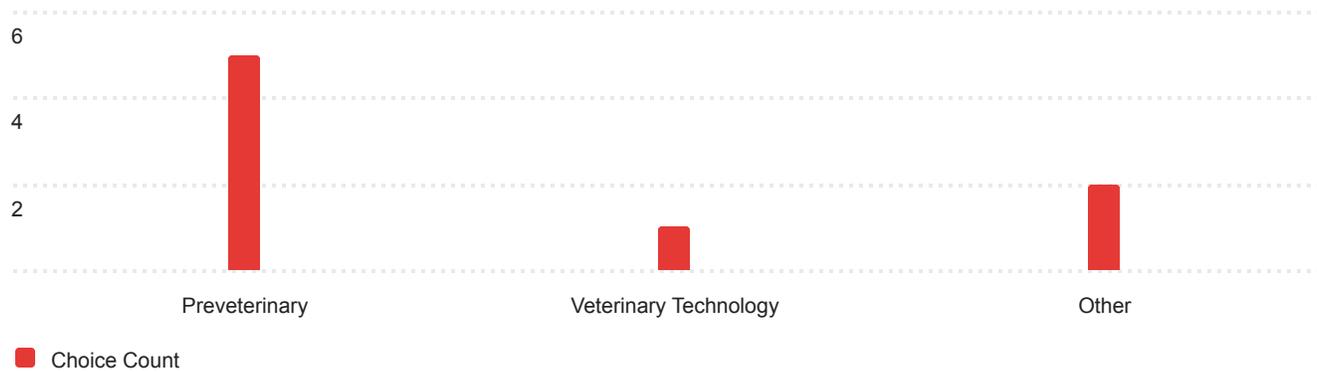
Major_ArtHuman - What is your major? - Selected Choice



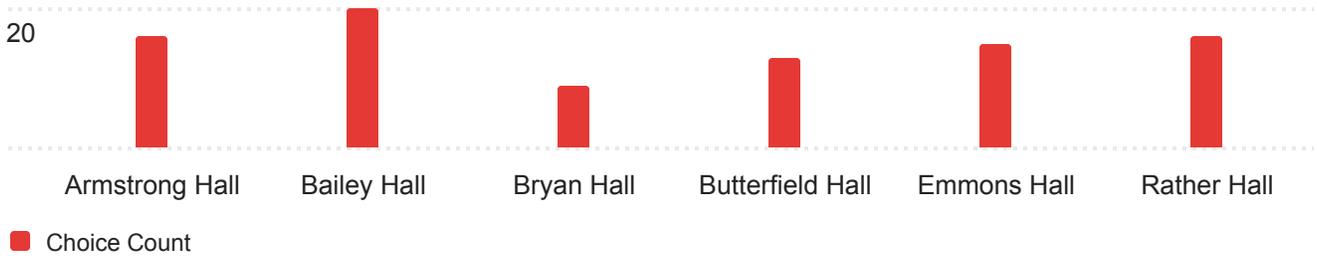
Major_SocSci - What is your major?



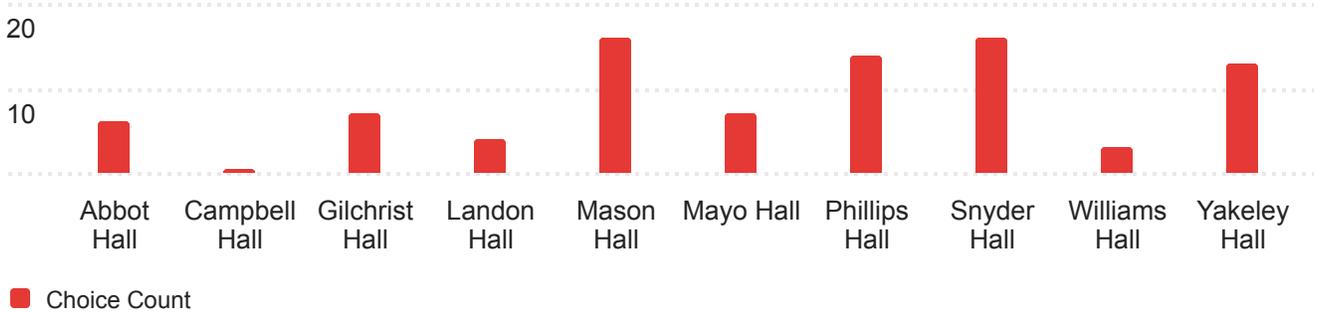
Major_Vet - What is your major?



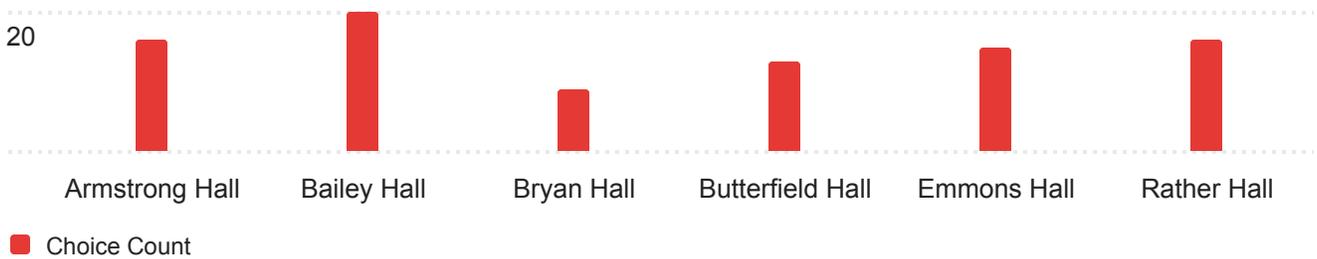
ResHall_Brody - Which hall in the Brody neighborhood do you reside in ?



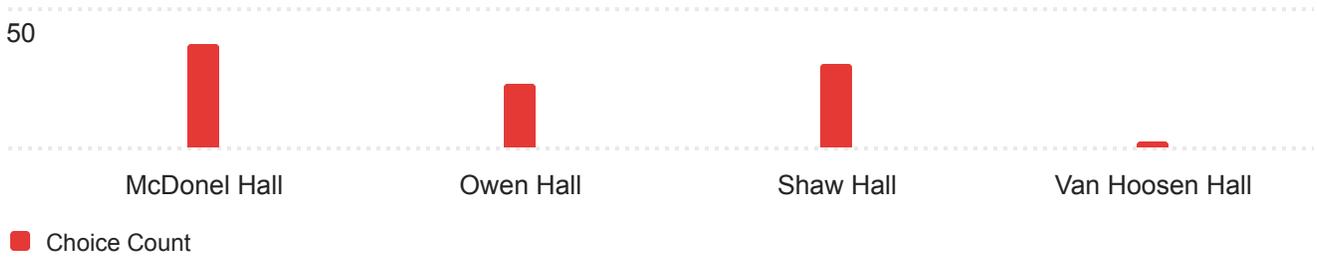
ResHall_North - Which hall in the North neighborhood do you reside in?



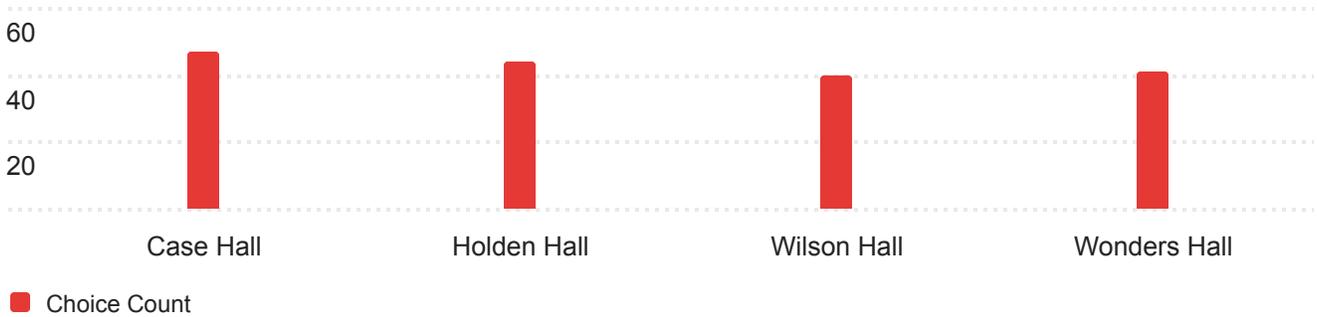
ResHall_Brody - Which hall in the Brody neighborhood do you reside in ?



ResHall_River - Which hall in the River Trail neighborhood do you reside in?



ResHall_South - Which hall in the South neighborhood do you reside in?



EcoRep_Skills_12_TEXT - Some other skill: - Text

Some other skill: - Text

Made my first terrarium with them

EcoReps_Learn_12_TEXT - Some other skill: - Text

Some other skill: - Text

using sustainable energy like nuclear

walking

More general information on the climate and climate change....how we can help prevent it!

noting

composting on campus, advocating for more natural spaces on campus

Reducing Carbon Footprint

healthy eating

CardboardBeh _6_TEXT - Some other reason - Text

Some other reason - Text

I use it

I don't use cardboard

Recycling doesn't work, pretty much all of it ends up in the dump anyway

Maybe some of it is laziness but also failing to realize I can just go take it to recycling doesn't need to be my dorm garbage.

you cant recycle greasy cardboard

I live off campus and am too lazy to drive my cardboard to campus.

I don't know where to recycle it and it's likely too far away.

i don't see as much

I don't want to separate it from the other trash in my bin

Recycling often just gets shipped to China so "environmaentalists" can feel better about themselves.

i am not on campus a lot nor do i throw anything away.

i don't use cardboard at all along with plastic, paper, or glass.

It gets shipped to China and thrown away anyways.

terrible condition/stuff i see on the street

The only reason I am filling out this survey is because there are no trash cans on the entire campus for the entire 4 years that I have been here and the recycling bins that I see are so complicated I have no idea where to throw stuff away at

Not on campus that often

When there is food on it, I don;'t recycle it

I haven't had to come to campus. I'm taking all of my classes online until I don't have the option anymore.

We don't have a recycling bin for it in our dorm room

Hassle to transport it

PlasticBeh_6_TEXT - Some other reason - Text

Some other reason - Text

bins are too full aren't emptied enough so I just throw it away in garbage because those are actually empty to put stuff in...

convenience

If I were to do everything right, it would mean nothing. Placing the responsibility for the health of the planet on individuals is counterproductive.

The plastic has food waste on it and I don't want to take the time to clean it to recycle

There isn't recycling bins in my building nor outside. in the past at Brody they made recycling easy and assessable.

Is dirty

Recycling doesn't work, pretty much all of it ends up in the dump

More convenient to throw in garbage rather than sort materials

Don't have options to properly sort all recyclables in dorm.

There is food on them so they cannot be recycled.

i don't see as much

i am not on campus a lot.

i never use plastic on campus

That type of plastic isn't accepted by recycling

I often am not sure whether the plastics I have are correct and then they contaminate the recycle load and end up in a landfill anyways.

It gets shipped to China and thrown away anyways.

I'm not sure about the different types of plastic and how to recycle them based on their numbers

Im not on campus

Plastic is not efficient in recycling

Plastic is too ubiquitous, making recycling it every time or even most of the time a large hassle.

PaperBeh_6_TEXT - Some other reason - Text

Some other reason - Text

I don't throw away things in campus

paper can be trash

If I were to do everything right, it would mean nothing. Placing the responsibility for the health of the planet on individuals is counterproductive.

I think paper is one of those things I do not think about recycling

Is used

Difficult to separate with only one bin in the room

dont care enough to

I don't use a lot of paper. But I recycle the paper at work.

I forget too

i do recycle paper

i am not on campus a lot

i don't use paper at all on campus

I wasn't sure if paper that's been highlighted or used is recycleable

it just happens sometimes

Its usually small and easier to just throw away

It gets shipped to China and thrown away anyways.

We only have plastic can and trash can, so I don't bother recycling paper

Don't use paper on campus just my computer

fire starter for campfires

I usually just throw it away

MetalBeh_6_TEXT - Some other reason - Text

Some other reason - Text

LACK OF RECYCLING!!!

If I were to do everything right, it would mean nothing. Placing the responsibility for the health of the planet on individuals is counterproductive.

I dont throw away metal

i dont have spare metal

i don't see as much

i am not on campus a lot

Cafeterias use paper and plastic instead of real plates and cups. This makes me very sad.

It gets shipped to China and thrown away anyways.

i recycle it

Not on campus that often

Bottle exchanges

mixed in the trash

did not know it needed recycled/ go in the same area as rest of recycling

I haven't had to come to campus. I'm taking all of my classes online until I don't have the option anymore.

i trcycrl mrtwl

return cans

GlassBeh_6_TEXT - Some other reason - Text

Some other reason - Text

If I were to do everything right, it would mean nothing. Placing the responsibility for the health of the planet on individuals is counterproductive.

I dont use glass on campus

i dont carry glass on campus

No bins everything else has bins

i don't see as much

i am not on campus a lot

It gets shipped to China and thrown away anyways.

I don't remember ever having to discard glass anything glass I have is something I keep

Not on campus that often

I haven't had to come to campus. I'm taking all of my classes online until I don't have the option anymore.

washing it is too much work

I don't want to clean it out

The only glass I use is in lab, where it is disposed of.

There are no glass recycling bins in the Natural Resources Building

return bottles

WasteKnowledge_5_TEXT - Somewhere else: - Text

Somewhere else: - Text

All of the above

All of the above

ALL ARE ISSUES THAT MUST BE ADDRESSED

Packaging from Mail AND from Combo exchanges/packaged food

Useless bureaucracy

Plastic water bottles from Sparty's

events, plastic in combos like in 1855 spartys

Dorms

All of these. I work in a dining hall and see a lot of food waste.

Paper and plastic used for plates/bowls/silverware in cafeterias.

People just being lazy and not recycling

Tailgates

Spartys

All of the above

All of the above

Combos

Combo Xchange

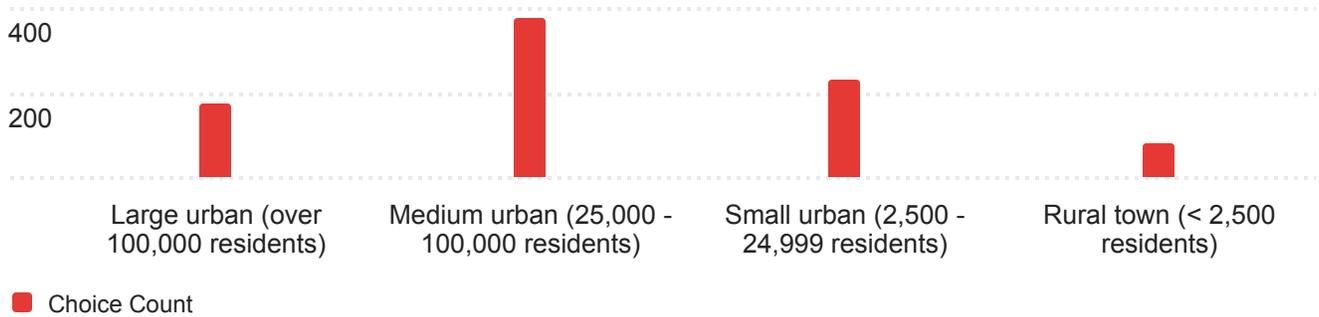
packaging from combos from spartys, packaging from mail and deliveries, food waste from dining halls, professors printing unnecessary papers

I would say all of the above to this

Finances_Cost - When it comes to paying for university tuition and living costs, which of t...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
My parents pay most of the costs	1.00	2.00	1.35	0.48	0.23	855	1152.00
I need to have a job during the school year	1.00	2.00	1.44	0.50	0.25	857	1236.00
I need financial aid	1.00	2.00	1.39	0.49	0.24	858	1194.00
I need to take out loans	1.00	2.00	1.51	0.50	0.25	856	1290.00

TownSize - Which of the following describes the area you come from?



Age - What is your age?

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
What is your age?	17.00	1000.00	21.03	33.56	1126.07	862	18131.00

Birth_Country - In what country were you born?

In what country were you born?

Saudi Arabia

Sri Lanka

india

China

here

Colombia

India

Brazil

Ghana

india

China

INDIA

UAE

china

India

India

china

China

Indonesia

China

Years_in_US_1 - Years

Years

4

0.5

3

10

20

2

1.5

8

2

0.5

1

1.5

0

1

3

10

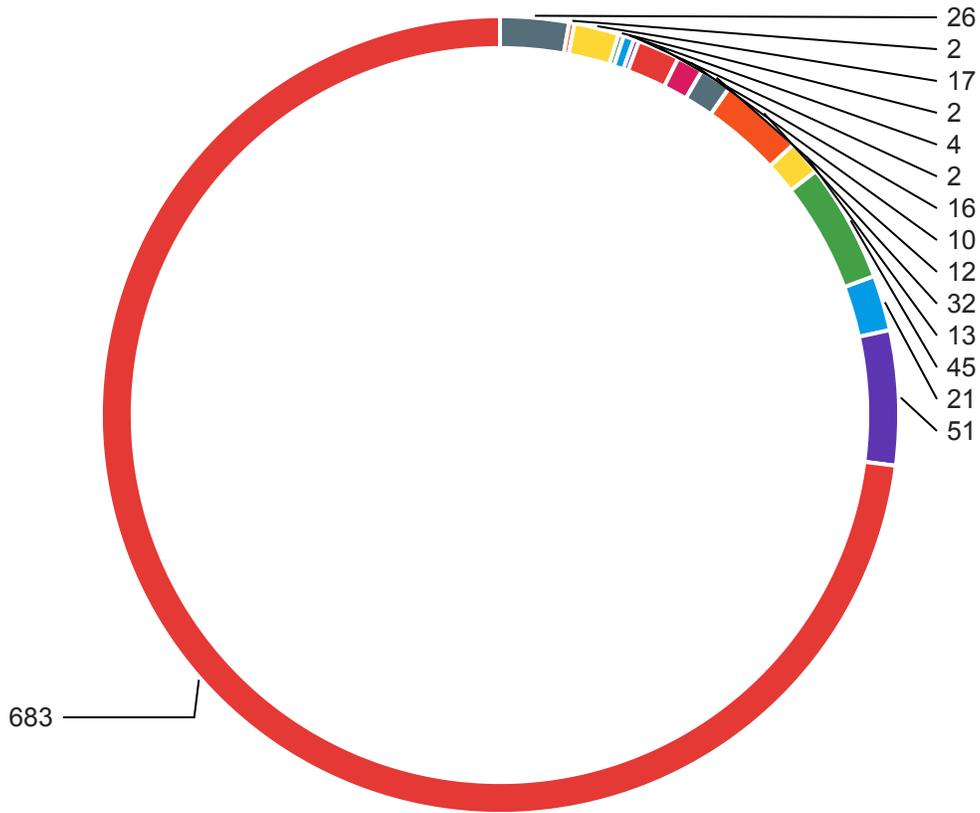
7

1

3

2

Race - Which of the following describes your race? (select all that apply) - Selected Choice



- Another race
- Other Pacific Islander
- Other Asian
- Native Hawaiian
- Samoan
- Guamanian or Chamorro
- Vietnamese
- Korean
- Filipino
- Chinese
- Japanese
- Asian Indian
- American Indian or Alaska Native
- Black or African American
- White

Race_16_TEXT - Other Asian - Text

Other Asian - Text

Indian

Taiwanese

Middle East

South Asian

South Asian

Bangladeshi

Hmong

Taiwanese

Japan

Malaysian

Southeast Asian

Race_17_TEXT - Other Pacific Islander - Text

Other Pacific Islander - Text

Indonesian

Papuan

Race_18_TEXT - Another race - Text

Another race - Text

Middle Eastern

I don't know

Middle Eastern

Arab/ Middle Eastern

Hispanic

Arab/Lebanese

Mexican

Arab

Middle Eastern

Latino

Nigerian American

Middle Eastern

Middle Eastern

Guatemalan/ Mayan

prefer not to answer

Klingon

Q10.1 - Thank you for participating! If you have any comments or feedback that you'd like to provide about campus sustainability, you can enter them below. And... GO GREEN!

Thank you for participating! If you have any comments or feedback that you'd like to provide about campus sustainability, you can enter them below.

And...

GO GREEN!

By conflating separate individual issues, you create a larger, more robust, common enemy. The best way to solve these individual issues is to compartmentalize them and solve them individually. DO NOT PAINT A TARGET ON YOUR BACK THAT ALLOWS YOU TO BE ATTACKED SO EASILY! (This is one reason how and why the Dems lost this election season.)

good survey 🙌

GO WHITE!

Go White

It is my belief that because climate change is not my fault and I did not start it nor to I cause it in any relatively meaningful way, it is not my responsibility. The world economic sector, agricultural sector, and the corporations therein are the ones who need to be punished and held accountable, not me.

There should be more trash cans around campus to reduce the litter

Thank you for giving me this opportunity to fill this survey.

Go
White

GO WHITE

go white

If the dorm water tasted better I would be more likely to use it more often than plastic water bottles.

most people are dicks who don't really care about others and that's honestly what i think the biggest problem here is bc mfs just be selfish af

N/A

<3

bring back trash chutes and on floor recycling in hubbard hall the walk to the dumpster is so treacherous. i promise i will recycle every recyclable thing ever and everyone else will if you bring back trash chutes please

I think we should all be required to take a course about sustainability. It really opens your eyes.

I think there should be more trash cans around campus to prevent littering. I think there should be more signs around campus telling students where they can recycle.

Hi! I'm a resident at Holmes Hall, and the dining hall has just switched from wax-lined paper cups to 7 PETE resin. Are either of these options degradable/recyclable in the Greater Lansing Area, or did the dining hall switch from one waste to another? Also, why haven't to-go dining halls successfully implemented reusable containers after a few attempts?

GO WHITE!

Balls