

Sustainability Course Student Questionnaire Fall 2019

Center for Sustainability Education, Dickinson College
February 3, 2020

Questionnaires were distributed to students and faculty members in Fall 2019 to gather information about the content and learning activities of courses that satisfy Dickinson's sustainability graduation requirement. This report summarizes and displays responses to the student questionnaire. A companion report summarizes and displays responses to the faculty questionnaire. Inquiries about the reports may be sent to Sustainability@dickinson.edu.

The student questionnaire was sent to 909 students enrolled in courses with either the Sustainability Connections (SCON) or the Sustainability Investigations (SINV) attribute at the end of the fall 2019 semester. Fifty-one courses with these attributes were offered that semester, 34 SCON and 17 SINV. The courses were offered by 26 academic programs:

Africana Studies	Food Studies	Middle East Studies
American Studies	French	Philosophy
Anthropology	History	Political Science
Archaeology	International Business & Management	Religion
Biology	International Studies	Sociology
East Asian Studies	Italian	Spanish
Economics	Judaic Studies	Sustainability
English	Latin American, Latino & Caribbean Studies	Women's, Gender & Sexuality Studies
Environmental Studies		
Earth Sciences		

Completed questionnaires were received from 247 students, a response rate of 27 percent. Of these responses, 164 were from students enrolled in SCON courses and 83 were from students enrolled in SINV courses.

Summary of Responses

Students reported a number of reasons for taking their sustainability course, with the most common responses being to satisfy a requirement for a major, minor or certificate and interest in the course topic (each selected as a reason by nearly one-third of respondents). Approximately 75 percent of the responding students interpret sustainability as equally concerned with environmental, social and economic systems and goals and 20 percent as primarily concerned with the environment and secondarily with social and economic systems and goals. Only 5 percent interpret sustainability as being concerned only with the environment.

Two-thirds of student respondents in SCON courses and 94 percent of students in SINV courses reported that a moderate amount or more of their course was related to sustainability. Six percent of students in SCON courses responded that none of the course content was related to sustainability. Over 70 percent of student respondents in SINV courses said their course helped them to a moderate degree or more to understand how the field of study of the course is relevant to sustainability challenges, to apply methods from the course to analyze sustainability problems, and to think critically about sustainability issues. 45 to 55 percent of student respondents in SCON courses said the same.

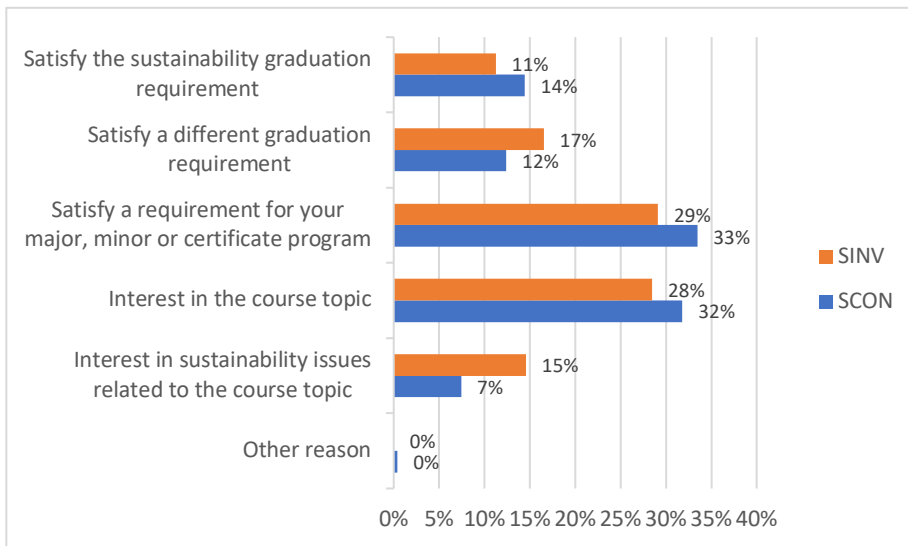
Students report practicing a variety of skills to a moderate degree or more in their course that are relevant for sustainability-related inquiry, work and action and are relevant to the Future Ready initiative. 60 to 73 percent of

respondents in SINV courses, and 40 to 45 percent of respondents in SCON courses, said they practiced skills to a moderate degree or more for integrating knowledge from multiple disciplines, communicating effectively through writing and speaking, applying systems thinking, advocating for solutions, analyzing scenarios of the future and applying ethical reasoning. Many students also report practicing skills for working collaboratively, evaluating the credibility of information sources and examining sustainability attitudes, values or practices from a non-U.S. perspective.

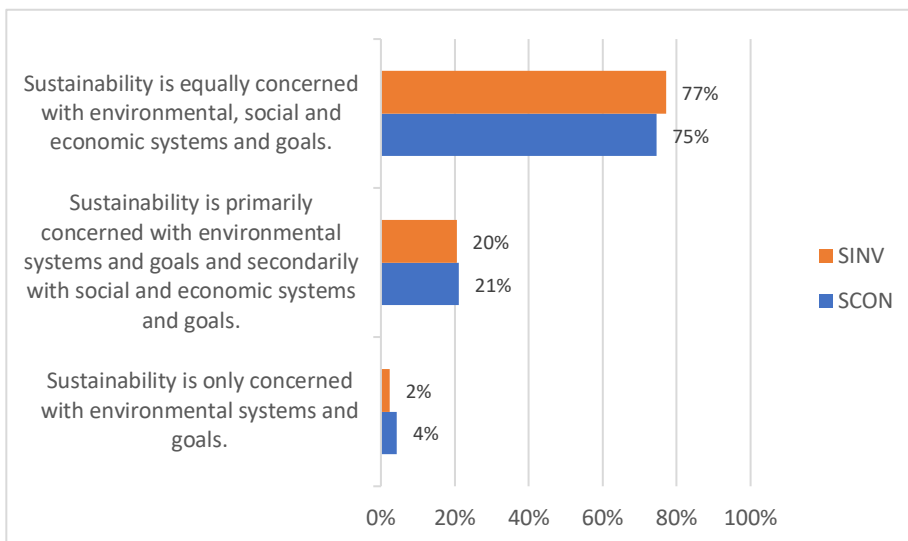
Of student respondents enrolled in SINV courses, 72 percent said the course increased their interest in practicing personal behaviors that are sustainable, 65 percent said it increased their interest in promoting sustainability goals through civic engagement, 51 percent said it increased their interest in incorporating sustainability with their future career and 45 percent said it increased their interest in exploring opportunities for graduate studies related to sustainability. The percentages for student respondents in SCON courses are 55, 41, 37 and 23.

Display of Responses by Question

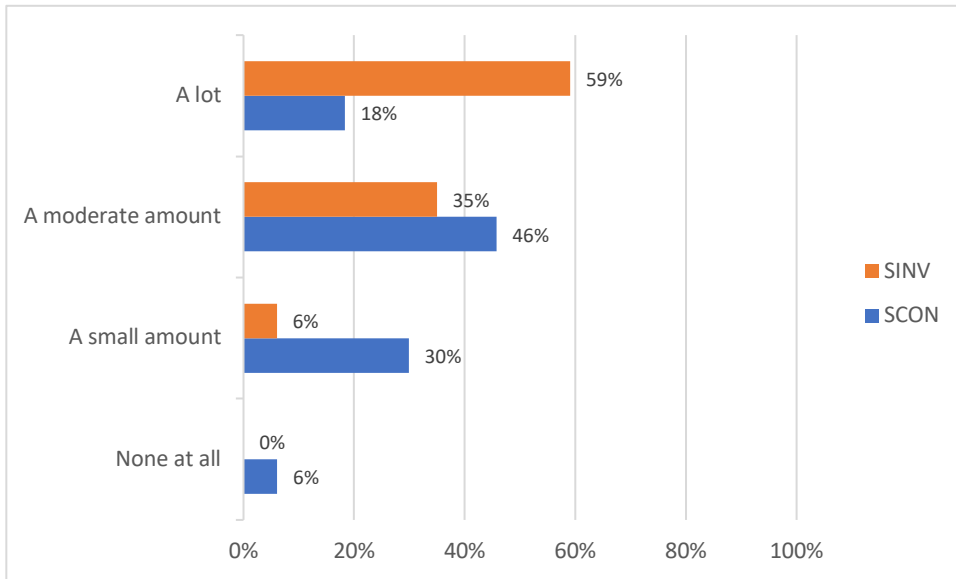
Why did you take this course? (Check all that apply)



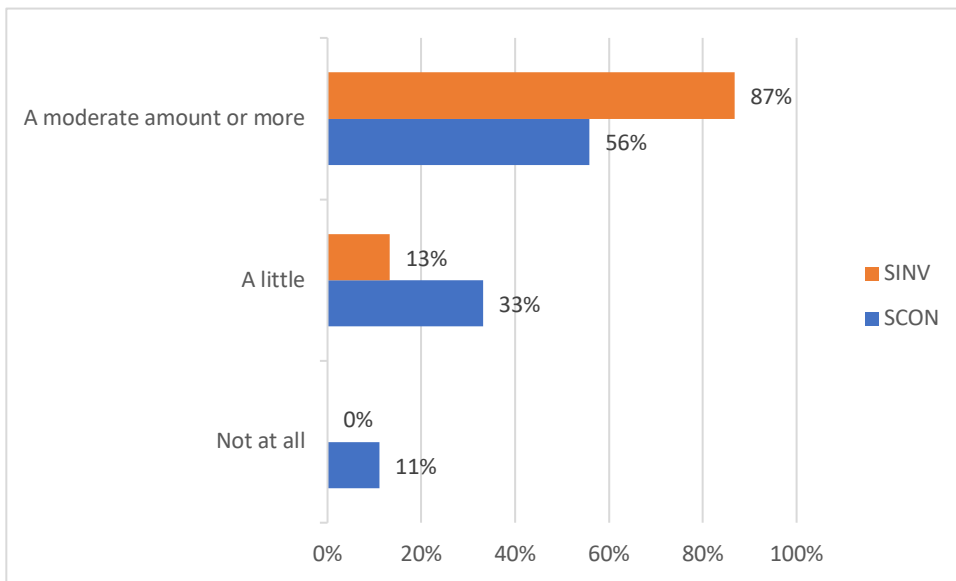
Which of the following statements best matches your interpretation of the scope of issues that are encompassed by sustainability?



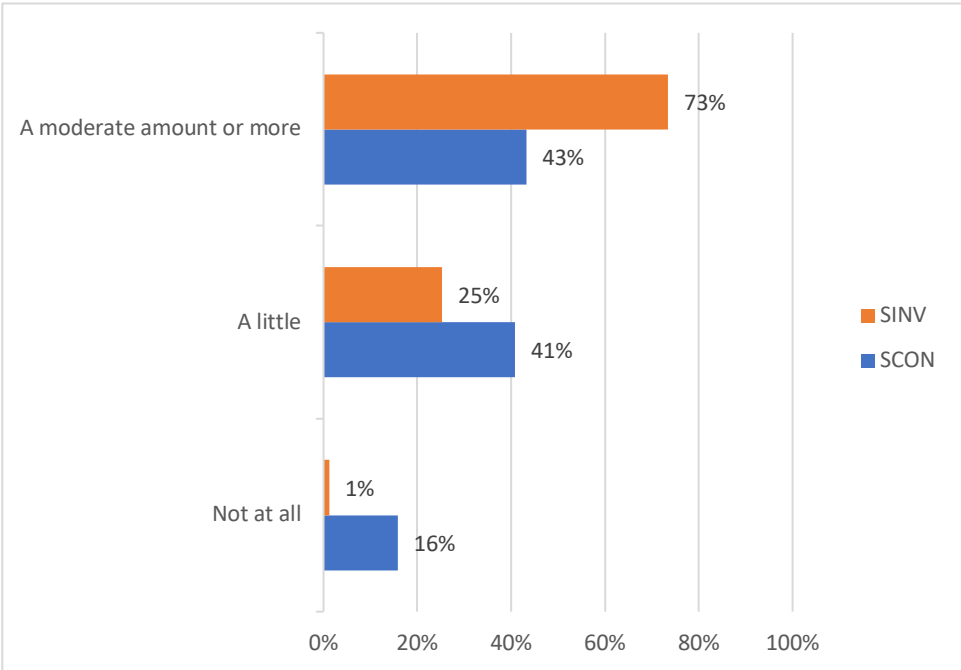
How much of the course content do you consider to be related to sustainability?



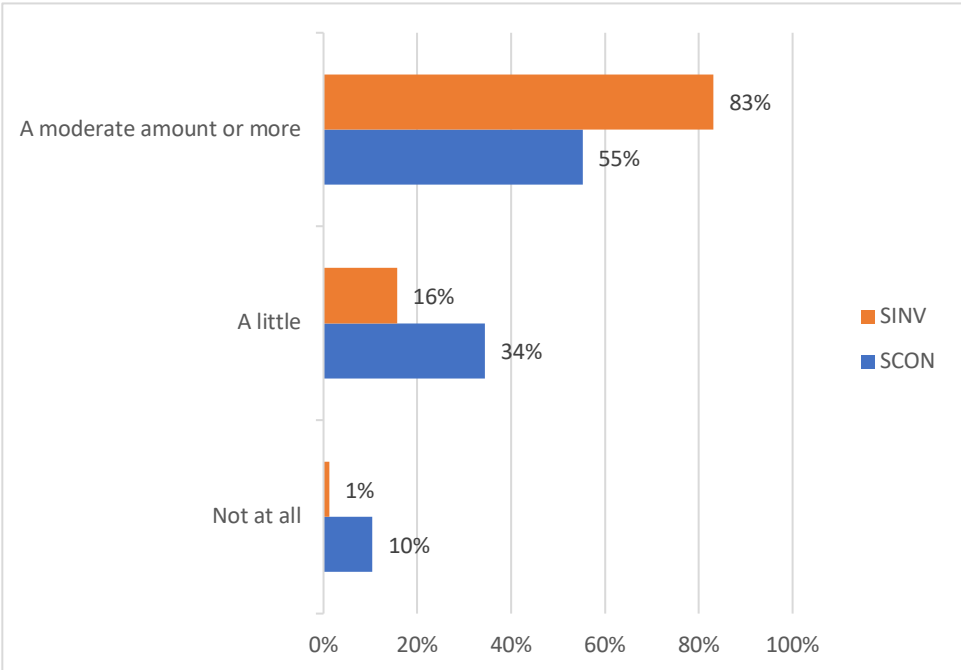
How much has the course helped you understand how the field of study of the course is relevant to sustainability challenges?



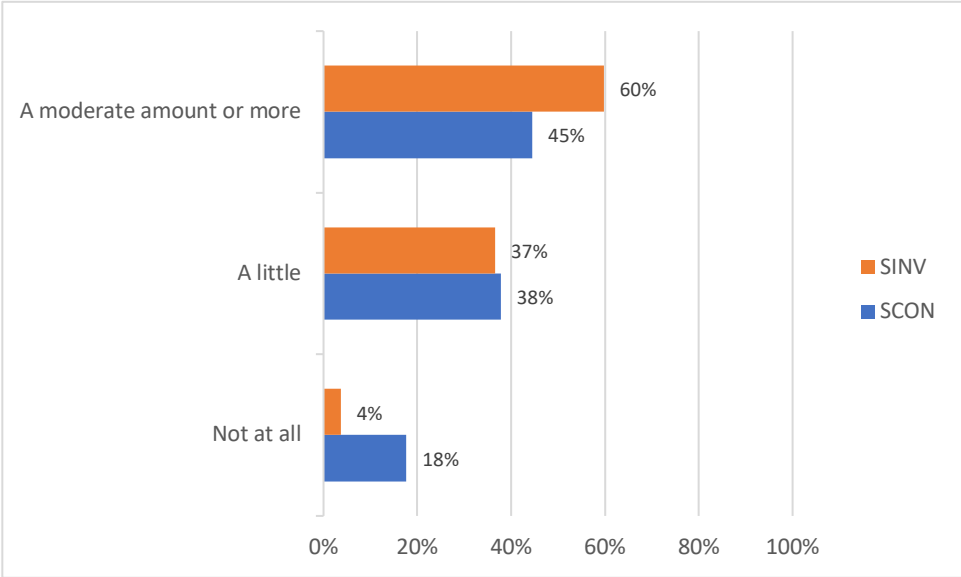
How much has the course helped you to **apply methods** from the field of study of the course to analyze sustainability problems?



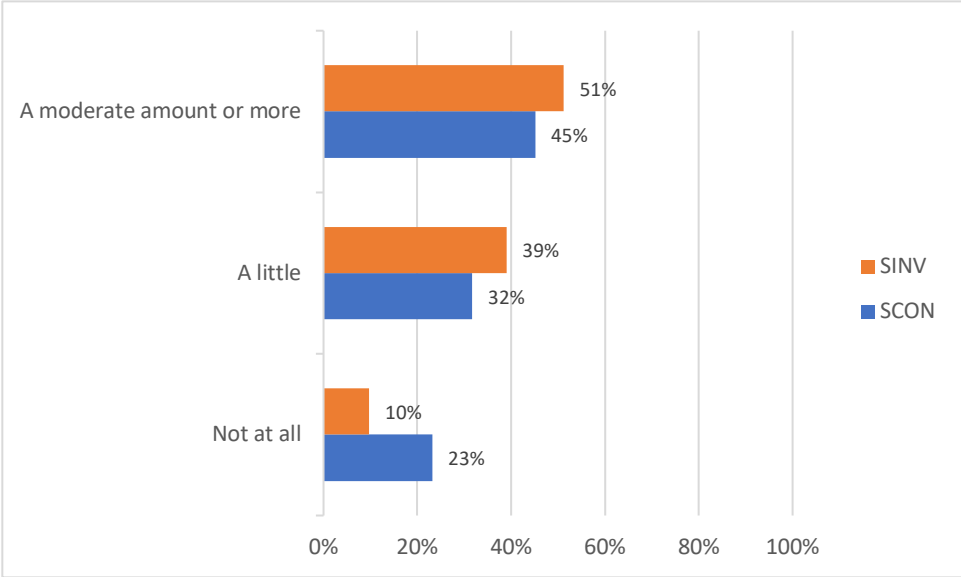
How much has the course helped you to **think critically** about sustainability issues?



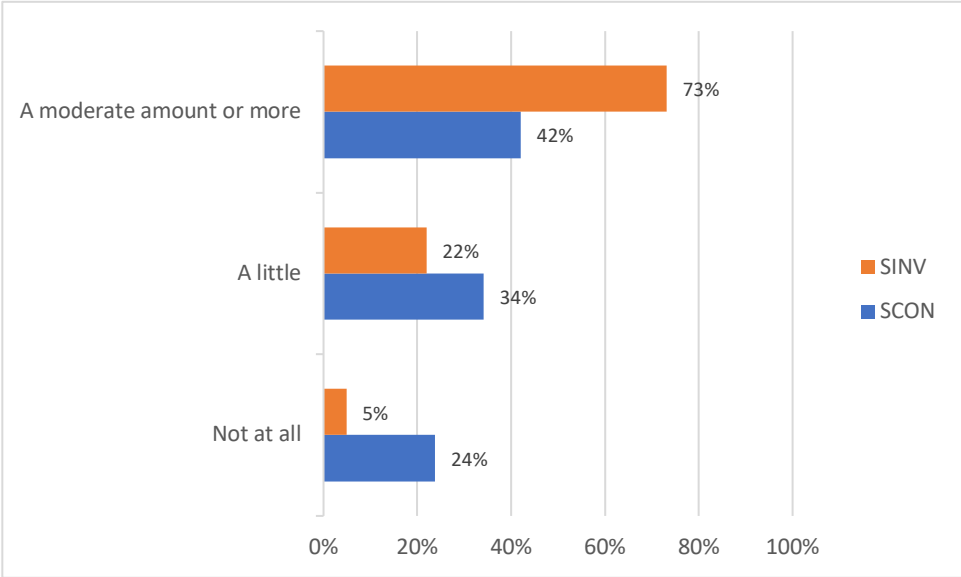
How much did you practice skills to **develop, evaluate, or implement a sustainable solution** to a problem?



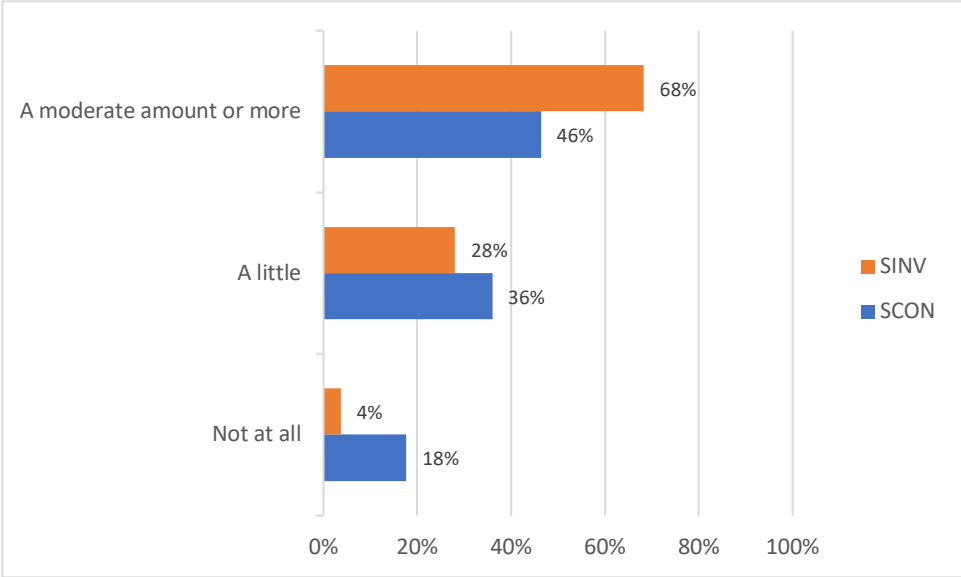
How much did you practice skills to **work collaboratively** to address a sustainability problem?



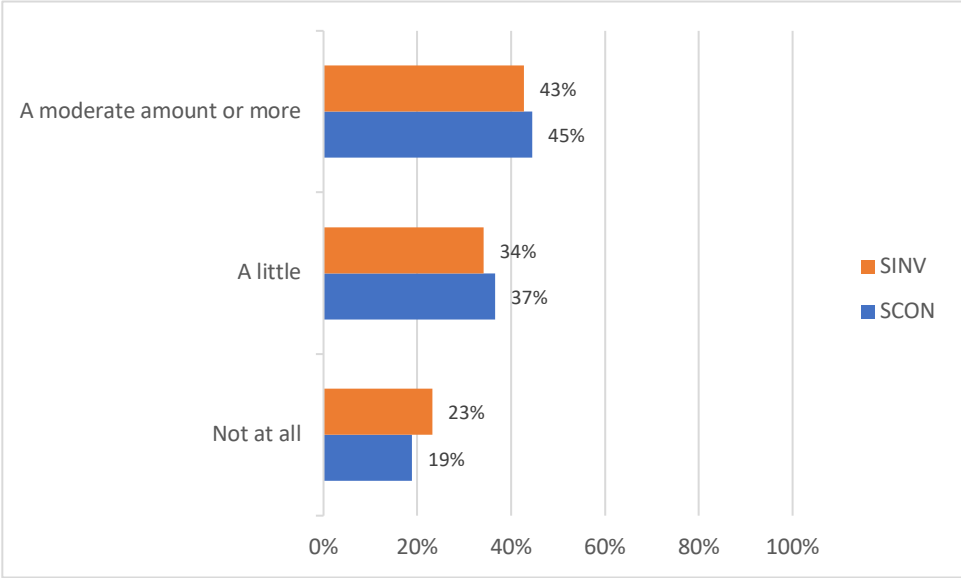
How much did you practice skills to **communicate effectively in writing** about a sustainability issue?



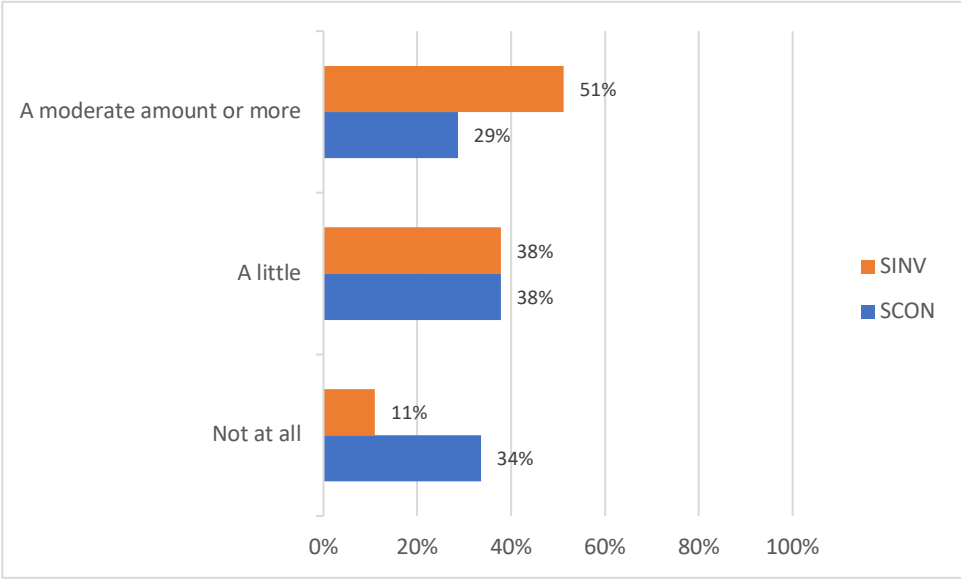
How much did you practice skills to **communicate effectively by speaking** about a sustainability issue?



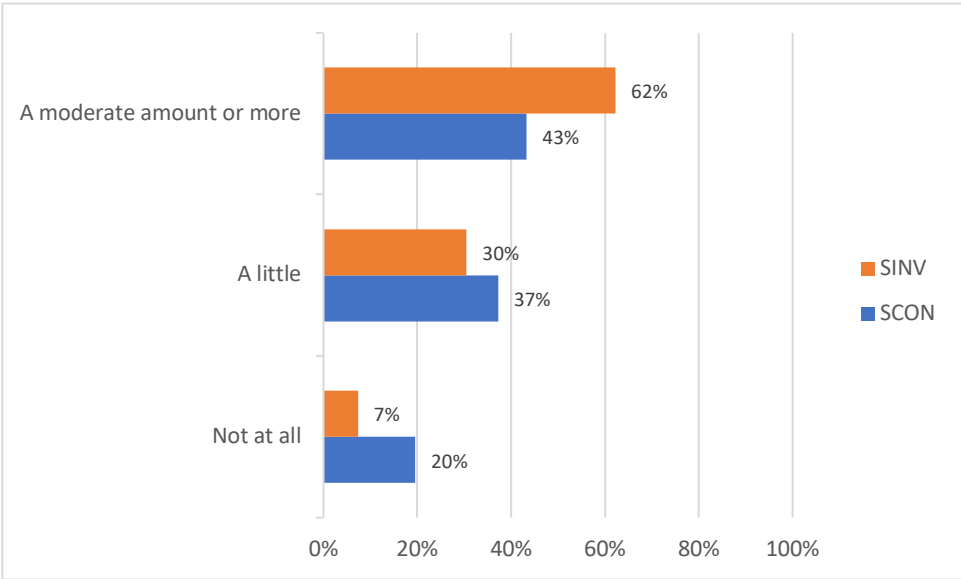
How much did you practice skills to **examine sustainability attitudes, values or practices from a non-U.S. perspective?**



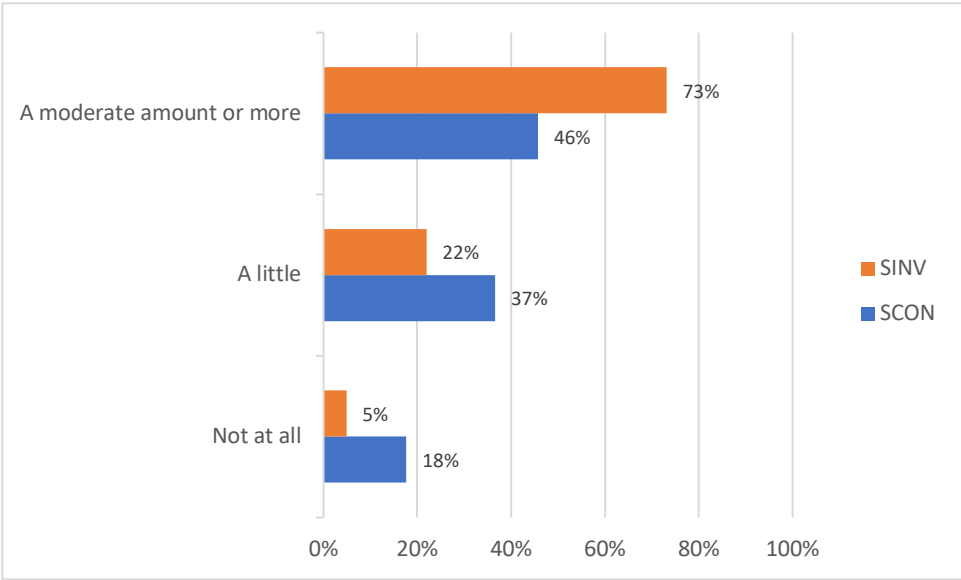
How much did you practice skills to **evaluate the credibility of information sources** concerning a sustainability issue?



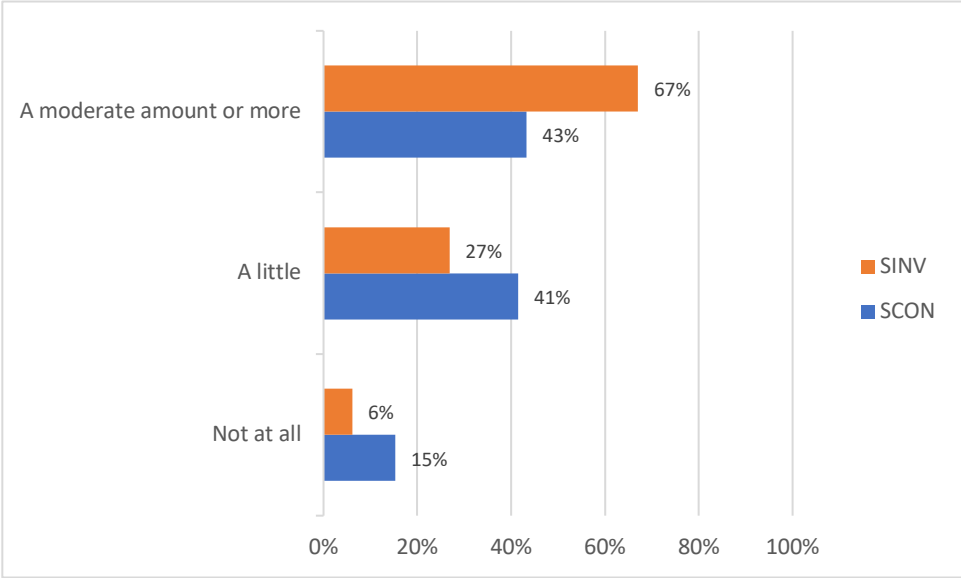
How much did you practice skills to **apply ethical reasoning** to make or evaluate decisions about a sustainability issue?



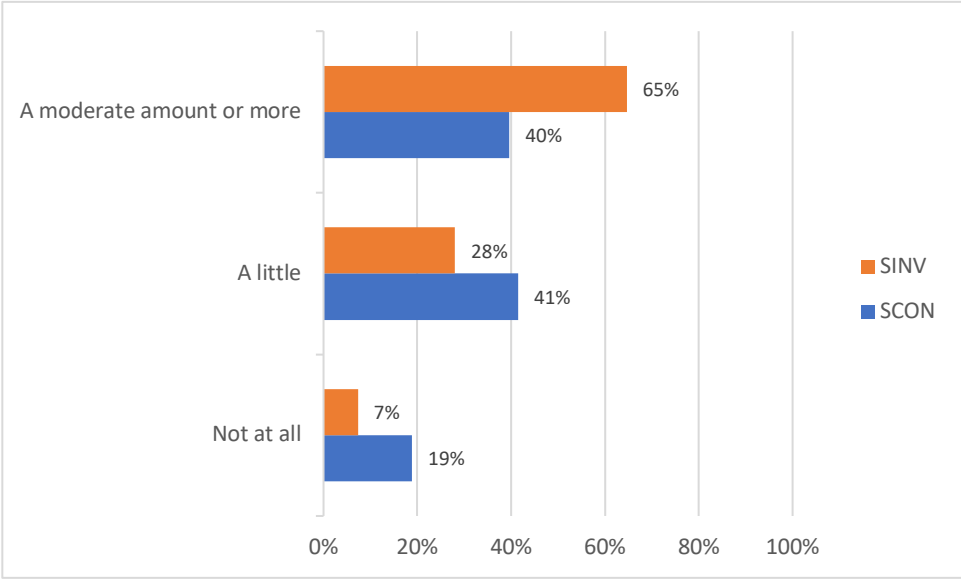
How much did you practice skills to **integrate knowledge from multiple disciplines** to understand sustainability issues?



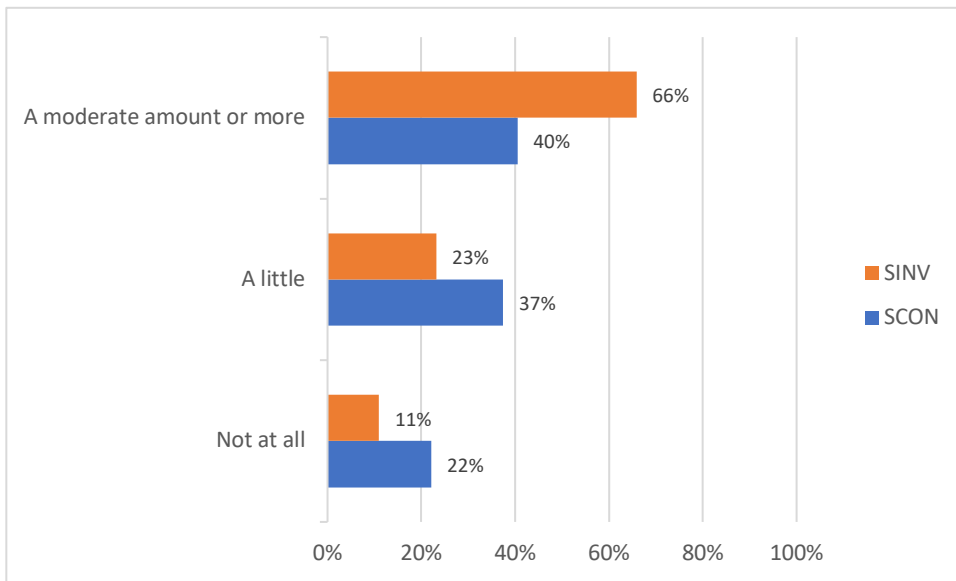
How much did you practice skills to **apply systems thinking** to understand causes or consequences of problems?



How much did you practice skills to **analyze scenarios of sustainable or unsustainable futures?**

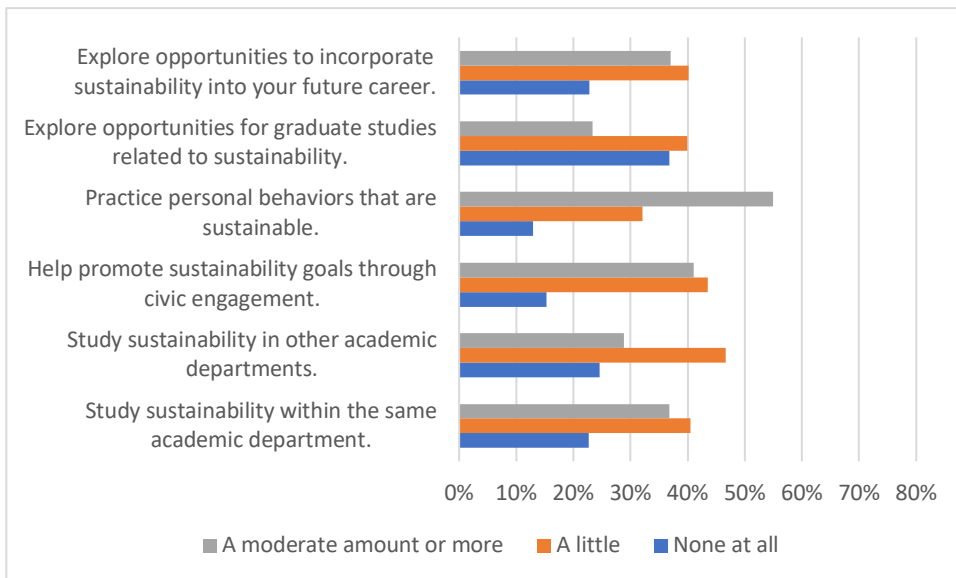


How much did you practice skills to **advocate for solutions** to a sustainability problem?



How much has this course increased your interest in the following?

SCON courses



How much has this course increased your interest in the following?

SINV courses

