




College of Charleston
QEP Development Feedback Survey Report

1. Please select your primary status at the College of Charleston








Answer		Response	%
Faculty		95	61%
Staff		59	38%
Other:		3	2%
Total		157	100%

Other:


Dean

Administrator

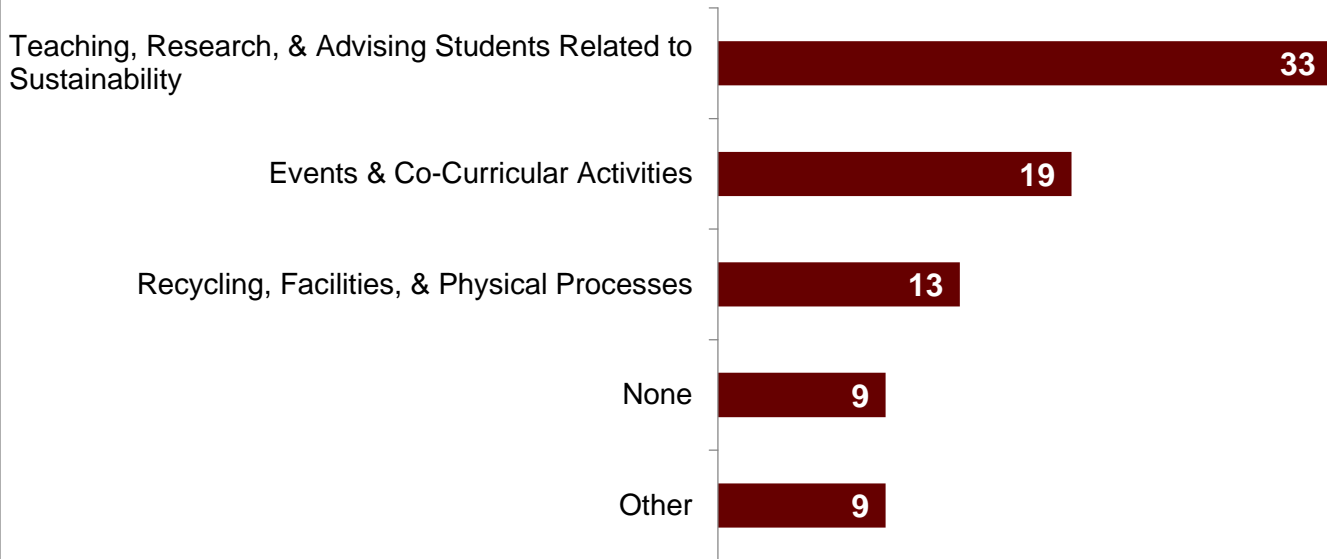
2. Based on your primary job functions, please describe the frequency of your interactions with students at the College of Charleston

Answer		Response	%
Never		2	1%
Less than Once a Month		8	5%
Once a Month		4	3%
2-3 Times a Month		6	4%
Once a Week		5	3%
2-3 Times a Week		18	11%
Daily		114	73%
Total		157	100%

3. Are you currently involved in sustainability efforts/activities on campus (e.g. events, current (co) curricular activities, programming)?

Answer		Response	%
Yes		50	32%
No		87	56%
Don't Know		17	11%
Total		154	100%

4. Please describe your current sustainability efforts/activities on campus (e.g. events, current (co) curricular activities, programming)*:



**This graph reflects survey responses that were coded into themes.*

Teaching, Research, and Advising Students related to Sustainability

- Curricular design and course Infusion
- Courses on sustainability/sustainable living
- Academic research and publication
- Mentor/advisor for sustainable student group or student research related to sustainability

Events and Co-Curricular Activities

- Attending campus events on sustainability
- Sustainability speakers
- Zero waste events
- Volunteer recruitment
- Student led programming






Recycling, Facilities, and Physical Processes

- Recycling
- Energy conservation
- Food procurement







Other

- Collaborative efforts
- Responsible actions
- Being environmentally friendly

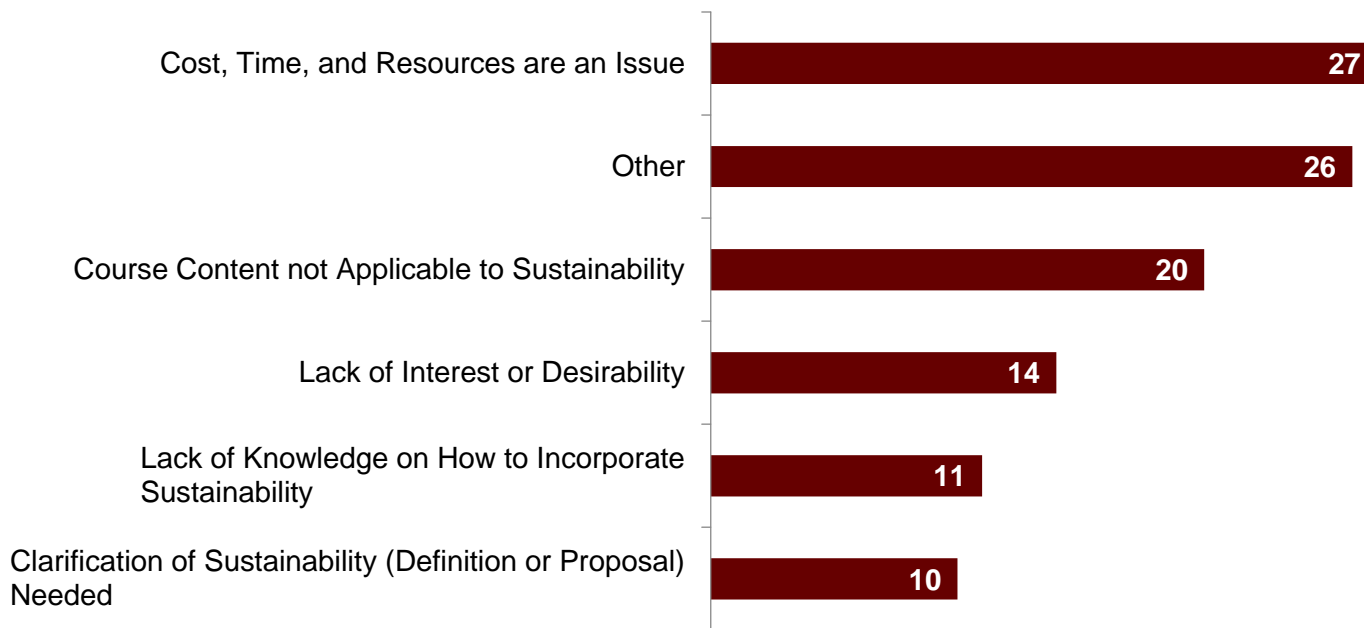
5. How connected could your department/discipline be to sustainability principles/efforts?

Answer		Response	%
An Extreme Amount		28	18%
Quite a Bit		52	34%
Some		48	31%
None		3	2%
Don't Know		23	15%
Total		154	100%

6. Could you readily integrate sustainability principles into your department/discipline?

Answer		Response	%
Definitely yes		42	27%
Probably yes		57	37%
Maybe		30	19%
Probably not		9	6%
Definitely not		2	1%
Don't know		15	10%
Total		155	100%

7. What are your challenges in integrating sustainability principles into your department/discipline?*



*This graph reflects survey responses that were coded into themes.

Cost, Time, and Resources are an Issue

- Workload issues
- Budgetary constraints

Other

- Need departmental or leadership support
- Connecting current sustainability efforts to proposal

Course Content not Applicable to Sustainability

- Not valuable or related to course
- Not in traditional curriculum

Lack of Interest or Desirability

- No desire
- Viewpoint not in-line with sustainability

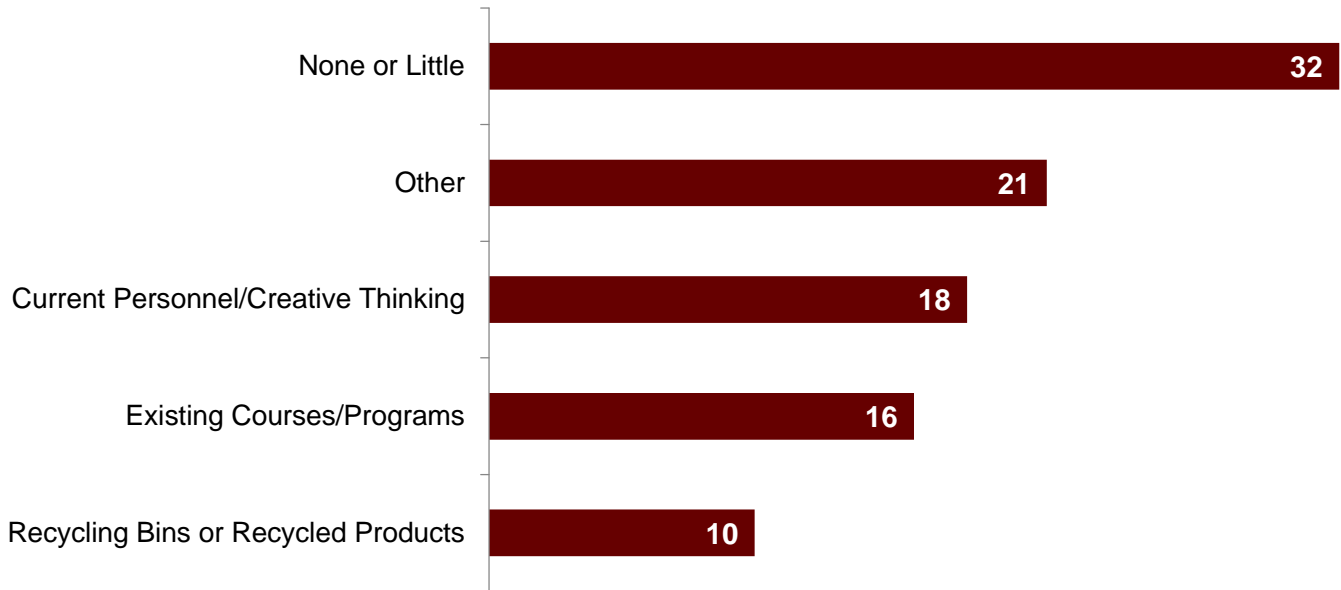
Lack of Knowledge on How to Incorporate Sustainability

- Not enough info on sustainability
- Professional development needed

Clarification of Sustainability (Definition or Proposal) Needed

- Sustainability proposal requires further clarity in goals, values, and vernacular.

8. What resources do you currently have (if any) to integrate sustainability into your department/discipline?*



**This graph reflects survey responses that were coded into themes.*

Other

- Existing collaboration with the Office of Sustainability
- Unsure of existing resources

Current Personnel/ Creative Thinking

- Faculty creativity
- Academic experience and professional training
- Personal effort
- Awareness

Existing Courses/Programs

- Courses or material already related to sustainability

Recycling Bins/Recycled Products

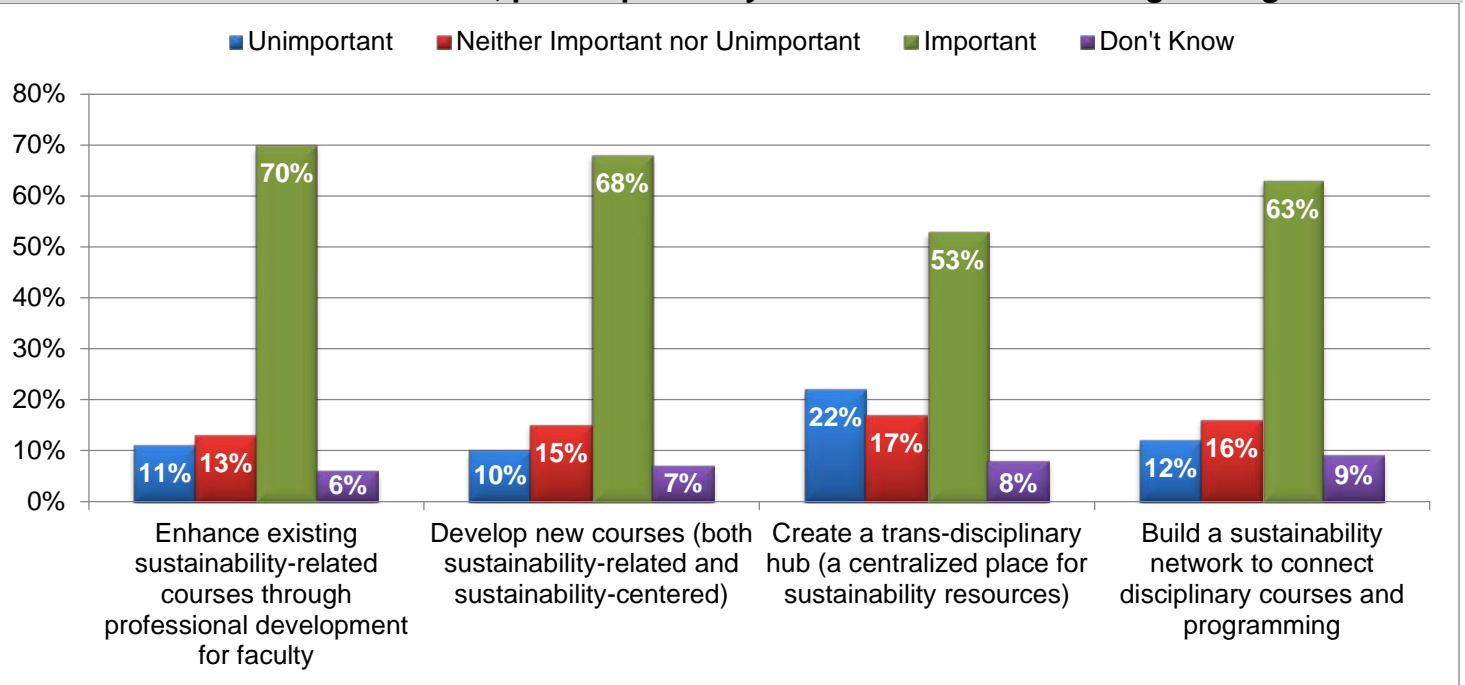
- Using recycled paper
- Reduced printing
- Recycling bins

9. One component of the proposed QEP is the infusion of sustainability principles into the curriculum through two types of sustainability courses:

Sustainability-related - Infuses sustainability into a course where one or two aspects of sustainability are emphasized (e.g. economics, social, or environment) from a disciplinary angle.

Sustainability-centered - Solution oriented applied experiences that synthesize knowledge from all three areas (e.g. economics, social, or environment) of sustainability.





Based on the above information, please provide your views on the following strategies:



Question	Important*	Neither Important nor Unimportant	Unimportant**	Don't Know	Total Responses
Enhance existing sustainability-related courses through professional development for faculty	70%	13%	11%	6%	156
Develop new courses (both sustainability-related and sustainability-centered)	68%	15%	10%	7%	156
Create a trans-disciplinary hub (a centralized place for sustainability resources)	53%	17%	22%	8%	156
Build a sustainability network to connect disciplinary courses and programming	63%	16%	12%	9%	156

*Important combines "Important" and "Extremely Important."
 **Unimportant combines "Not Important at All" and "Unimportant."

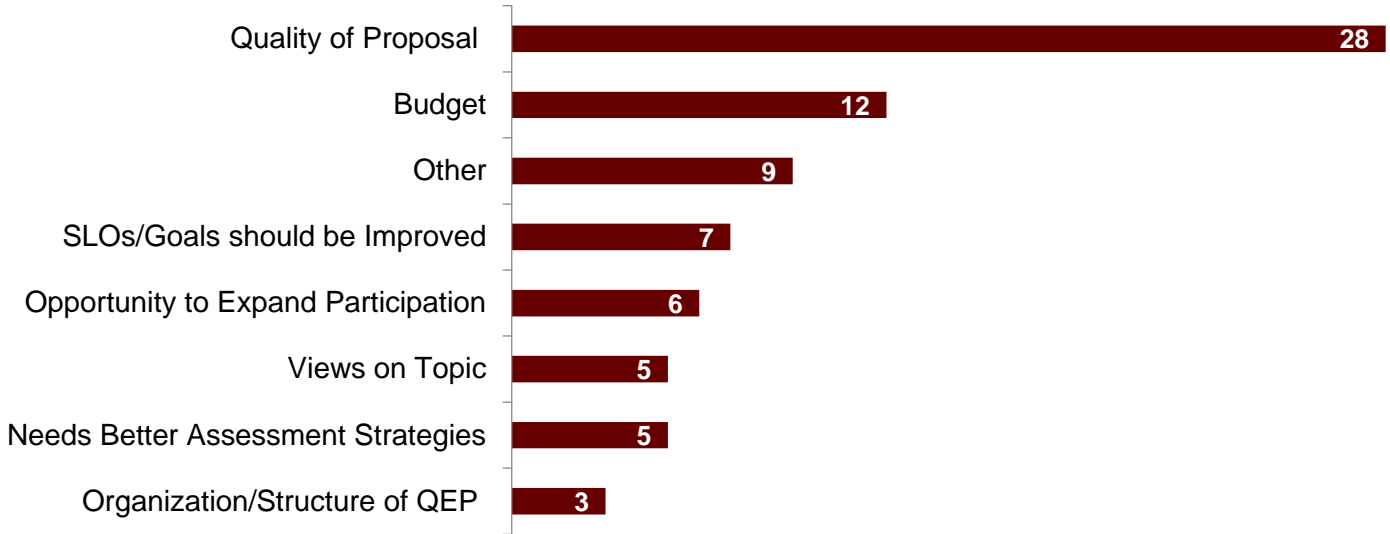
10. In its current (draft) state, how viable could the current QEP proposal be to the institution?

Answer		Response	%
Somewhat viable		52	57%
Extremely viable		14	15%
Not at all viable		17	19%
Don't know		8	9%
Total		91	100%

11. Please read the QEP proposal before answering the following questions. The full draft of the QEP proposal can be found here. Since the current QEP proposal is only in draft form, please assess the following components of the QEP proposal to help strengthen and shape the proposal into a developed QEP:

Question	Excellent	Very Good	Good	Fair	Poor	Don't Know	Total Responses
Title: Sustainability Literacy as a Bridge to Addressing 21st Century Problems	12%	24%	29%	23%	7%	4%	107
Theme: "From one to One"	3%	18%	16%	26%	26%	12%	109
Definition of Sustainability Literacy	14%	18%	32%	20%	13%	3%	109
Review of the Literature	6%	19%	30%	24%	7%	14%	109
Evidence of Need	16%	23%	29%	17%	11%	5%	109
5 Goals of QEP	13%	23%	32%	21%	7%	5%	110
14 Student Learning Outcomes (SLO's)	13%	22%	25%	23%	12%	6%	110
Curricular Strategies to Achieve Goals	8%	19%	29%	20%	15%	9%	108
Co-Curricular Strategies to Achieve Goals	6%	20%	24%	25%	14%	11%	109
Other Strategies to Achieve Goals	6%	18%	26%	23%	10%	18%	108
Assessment Measures and Metrics	8%	15%	24%	29%	9%	15%	108
Budget	3%	15%	15%	21%	17%	30%	110

12. In relation to the above question, please provide any relevant suggestions to help develop the QEP*:



**This graph reflects survey responses that were coded into themes.*

Quality of Proposal

- Needs clarity
- Need to better identify strategies
- Too far-reaching
- Limited potential impact
- Simplify

Budget

- Not cost effective
- Proposed budget is not enough to make impact

Other

- Personality conflicts

Student Learning Outcomes (SLOs)/Goals should be Improved

- Too many SLOs
- Goals are too broad or vague
- Difficult to measure
- Lack of understanding of what some goals mean or how to accomplish them

Opportunity to Expand Participation

- Increase faculty/staff participation

Views on Topic

- Should relate to a liberal arts university

Needs Better Assessment Strategies

- QEP needs more direct measures
- Focus less on survey data
- More detail

Organization/Structure of QEP

- Should be housed in Academic Affairs

13. Please rank, in order of importance to the QEP (1 being most important, 5 being least important), the following QEP goals related to sustainability:

Answer	1 Most Important	2	3	4	5 Least Important	Total Responses
A. Build Awareness: Develop awareness of sustainability issues and its applicability on our campus	44%	19%	12%	7%	18%	106
B. Experiential Learning and Practice: Connect theory and practice on sustainability	20%	17%	27%	26%	10%	107
C. Institutional Resilience: Build a learning organization for greater institutional resilience	18%	11%	8%	19%	43%	109
D. Synthesize and Integrate Knowledge: Infuse and integrate sustainability into the curriculum	12%	22%	25%	21%	21%	106
E. Skill Building and Competency Learning: Build critical skills for sustainability	8%	33%	27%	25%	7%	106
Total	109	108	106	105	106	-

14. Please describe why you chose {response from Q13} as the most important QEP goal*:

- A. Building Awareness
 - Goal is foundational or student centered (20)
 - Goal is attainable (2)
 - Lack of understanding of sustainability (2)
 - Lack of buy-in for QEP (6)
 - Other (8)
- B. Experiential Learning
 - Goal is foundational or student centered (4)
 - Lack if buy-in for QEP (2)
 - Other (6)
- C. Institutional Resilience
 - Goal is foundational or student centered (3)
 - Lack of understanding of sustainability (1)
 - Other (12)
- D. Synthesize and Integrate Knowledge
 - Goal is foundational or student centered (3)
 - Goal is attainable (1)
 - Lack of understanding of sustainability (1)
 - Other (5)
- E. Skill Building and Competency Learning
 - Goal is foundational or student centered (5)
 - Other (2)

**This list reflects survey responses that were coded into themes.*

15. Please describe why you chose {response from Q13} as the least important QEP goal*:

- A. Building Awareness
 - Fit within academic disciplines (1)
 - Goal is Redundant (6)
 - Other (7)
- B. Experiential Learning
 - Budget and resources (2)
 - Goal is redundant (1)
 - Other (3)
- C. Institutional Resilience
 - Budget and resources (1)
 - Goal is redundant (6)
 - Goal is unclear (10)
 - Other (18)
- D. Synthesize and Integrate Knowledge
 - Budget and resources (2)
 - Fit within academic disciplines (1)
 - Goal is redundant (1)
 - Goal is unclear (1)
 - Other (11)
- E. Skill Building and Competency Learning
 - Goal is redundant (1)
 - Goal is unclear (1)
 - Other (5)

**This list reflects survey responses that were coded into themes.*

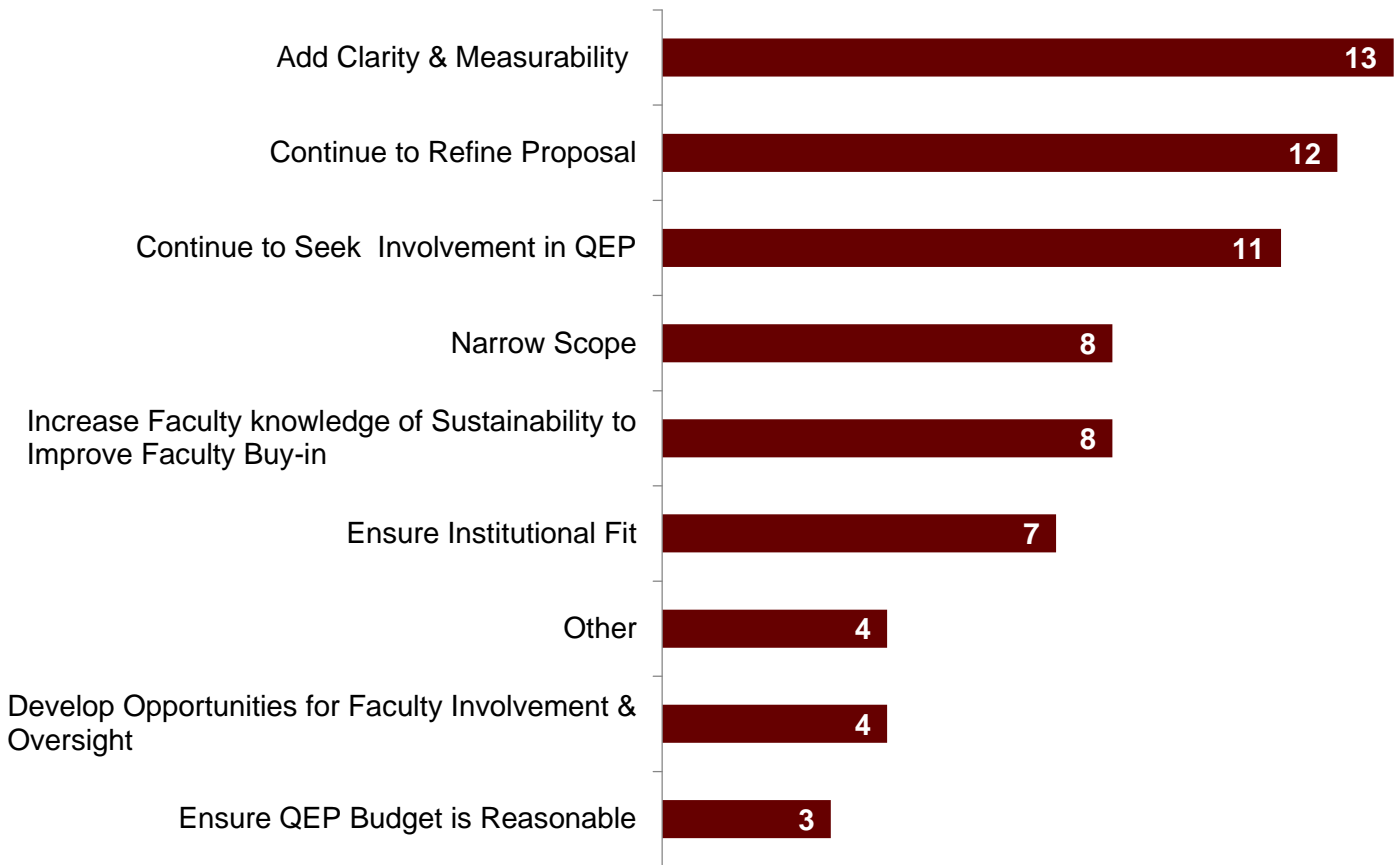
16. Please provide your views on the QEP Student Learning Outcomes (SLO's) related to sustainability:

Question	Important*	Neither Important nor Unimportant	Unimportant**	Don't Know	Total Responses
Students are aware of QEP and opportunities for greater engagement	64%	15%	15%	6%	106
Students comprehend the holistic nature of sustainability and its importance	75%	12%	7%	6%	108
Students can identify key ways to be more eco-efficient in personal life and on campus (e.g. recycling, energy and water efficiency)	85%	7%	4%	4%	107
Students can identify the socio-historical patterns that have led to unsustainability	66%	24%	6%	5%	106
Students can identify various elements of sustainability and the relationships between them	73%	18%	5%	5%	107
Students can identify basic support systems (e.g. energy, transportation, food, water) and their inputs and outputs that affect their daily life	76%	15%	5%	5%	107
Students can analyze decision-making processes and the impact of choices on various actors and constituencies at various scales (from individual to planetary)	74%	14%	7%	6%	107
Students can synthesize knowledge from two or more disciplinary areas to address a sustainability problem	76%	13%	6%	5%	105
Students demonstrate skills to apply integrated knowledge	78%	11%	5%	7%	107
Students demonstrate clear competency in defined area (futures, holistic, etc.)	47%	28%	15%	9%	106
Students can communicate effectively with diverse audiences on sustainability	70%	15%	9%	6%	107
Students can design and generate a pragmatic solution to a given sustainability problem (at scale)	62%	16%	14%	8%	106
Students can evaluate contextual and cultural implications to a given sustainability problem/solution	62%	23%	9%	6%	106
Students can apply skills effectively to describe problem and/or advance solution	76%	8%	8%	7%	106

*Important combines "Important" and "Extremely Important."

**Unimportant combines "Not Important at All" and "Unimportant."

17. What overall suggestions do you have for the current QEP proposal, as the College prepares a final proposal for implementation?*



**This graph reflects survey responses that were coded into themes.*