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# **TRU Sustainability Post-Assessment Survey Report**

**April 2026**

Prepared by IPE  
Prepared for TRU Sustainability Office

## Executive Summary

This report presents findings from the 2026 TRU Sustainability Survey, conducted as part of the **Sustainability Tracking, Assessment & Rating System (STARS)** framework. The survey supports Thompson Rivers University (TRU) in monitoring progress toward sustainability goals and assessing sustainability literacy across its community.

The survey was designed with two primary objectives:

1. Post-assessment of sustainability literacy among a representative sample of TRU Kamloops campus students.
2. Broader engagement with the TRU community, including faculty, staff, and administration, to capture attitudes, behaviour, and awareness related to sustainability initiatives.

### Survey Administration

The TRU Sustainability Survey was distributed to a representative randomized sample of 1,000 Kamloops campus students enrolled in a program at TRU in the Winter of 2026. A contact list was created and uploaded into Qualtrics—a web-based survey tool for conducting survey research, evaluations, and other data collection activities—and the survey was sent through an email distribution on March 16th, 2026. Three reminders were sent to students and the survey closed on April 5th, 2026. A total of **100 students** completed the survey, yielding a **response rate of 10%**. An additional 100 faculty, staff, and administrators responded via an anonymous link, bringing total participation to **200 respondents**.

### Representation of the Student Population

A *representative sample* reflects the characteristics of the overall population from which it is drawn. While the survey sample was designed to be representative of Kamloops campus students, the actual respondents showed some variation compared to the broader population:

- **Women:** 67% of respondents vs. 50% of the population (overrepresented).
- **Indigenous students:** 10% vs. 10% (proportionally represented).
- **International students:** 35% vs. 33% (overrepresented).

With 100 student responses from a population of 8,228, the margin of error is +/- 9.7 percentage points at a 95% confidence interval.

## Key Findings

A comparison of the pre- and post-assessment data reveals that students maintained a **consistent moderate baseline knowledge** of sustainability concepts, with the average score seeing a marginal increase from **53% to 54%**.

While the average remained steady, the distribution of scores shifted: the proportion of students achieving a **perfect score decreased from 14% to 6%**, suggesting a decline at the highest performance level. However, the group scoring **3 out of 7 grew from 19% to 29%**, indicating that while fewer students mastered the entire quiz, a larger majority now shares a common foundational understanding.

## Students

- Students demonstrated **moderate baseline knowledge** of sustainability concepts, with an average score of **54%** for the sustainability knowledge quiz portion of the survey. While **6%** achieved a perfect score, the largest proportion (**29%**) scored **3 out of 7**.
- A strong majority (**92%**) agree or strongly agree that they regularly take small sustainability actions.
- **85%** agree or strongly agree that TRU continuing to demonstrate strong sustainability leadership is important.
- Sentiment is mixed regarding whether sustainability is actively practiced rather than just discussed; **35% neutral**, **37% agree**, and **15% strongly agree**.
- **81%** (agree or strongly agree) that they are actively trying to adopt more sustainability-focused behaviors.
- **65%** agree or strongly agree that TRU provides opportunities to learn about sustainability and energy conservation and to get involved.
- Awareness around TRU sustainability initiatives and programs is concentrated on **TRUSU clothing swaps (64%)** and **Zero Waste Station (44%)**, while initiatives such as **SDG events (12%)**, **Residence Eco Move Out (6%)**, and **BioBlitz (3%)** remain largely unknown. Responses to the "other" category were around not knowing any of the initiatives which accounted for **4%** of the responses.
- Despite awareness, participation is limited—**35% have not engaged** in any initiatives they know of. The most common involvement is with **Zero Waste Station (14%)**, followed by **TRUSU clothing swaps (10%)** and **Sustainability Pledge Challenge (7%)**.

## Faculty and Staff:

- There is a nearly universal adoption of small sustainability actions (**98%** agree or strongly agree).
- **91%** agree or strongly agree that TRU's sustainability leadership is important.
- **68%** agree or strongly agree that sustainability is actively practiced at TRU and not just spoken about.
- **90%** (agree or strongly agree) that they are actively trying to change personal behaviors to be more sustainability-focused.
- **81%** agree or strongly agree that TRU provides students with opportunities to learn and engage in sustainability.
- Faculty and staff demonstrate higher awareness of TRU sustainability initiatives than students, particularly for **TRU Repair Café (83%)**, **GoByBike Week (76%)**, and **Zero Waste Station and Trash Bash (71% each)**. However, **Employee Service Volunteering (8%)** and **Other (7%)** remain the least known.
- Despite awareness, engagement is modest—**Zero Waste Station (22%)** is the most participated initiative, while **7% report no participation** in any initiatives they know of.

# Appendix A: Student Survey Results

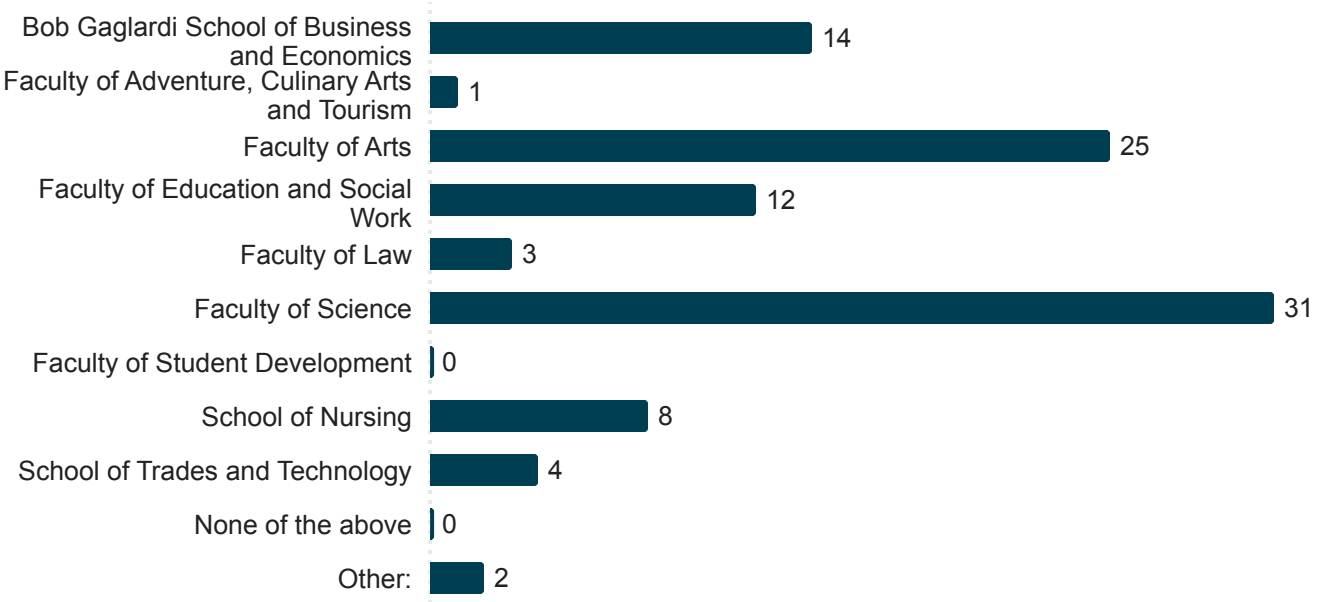
## 1. Are you a TRU student or employee (staff or faculty)?

100 Responses



## 2. Which TRU Faculty/School is your program in?

100 Responses



## Other (verbatim)

1 Responses

Computer science

**3. Please indicate your level of agreement with the following statements.**

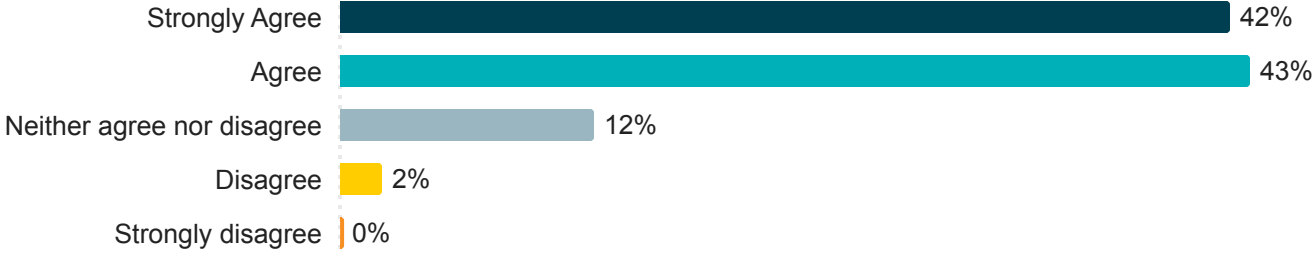
**3.1 Taking small sustainability actions is something I do regularly (like using reusable coffee cups, water bottles and shopping bags).**

99 Responses



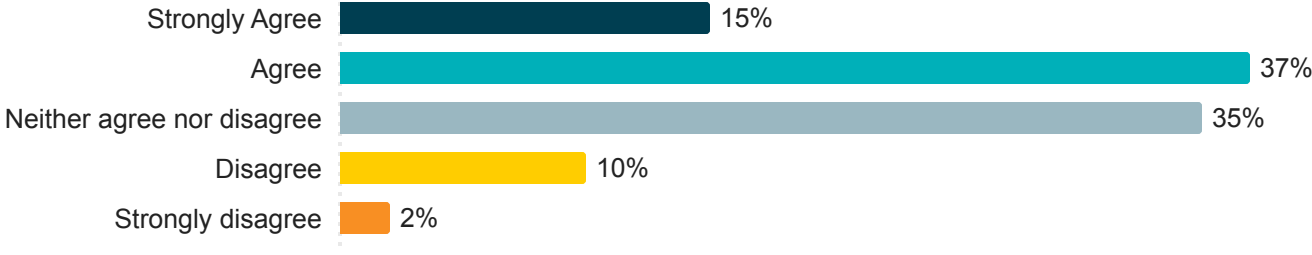
**3.2 Having TRU continue to demonstrate strong sustainability leadership is important to me.**

99 Responses



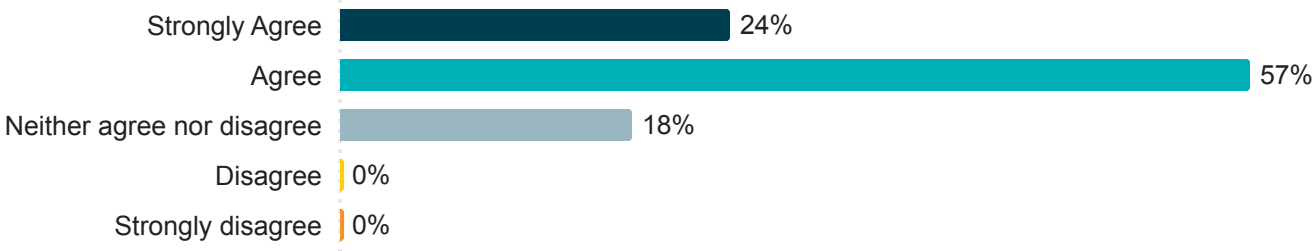
**3.3 I feel the people at TRU truly practice sustainability behaviours and don't just talk about them.**

99 Responses



**3.4 I am regularly trying to change my personal behaviours in order to be more sustainability-focused.**

98 Responses



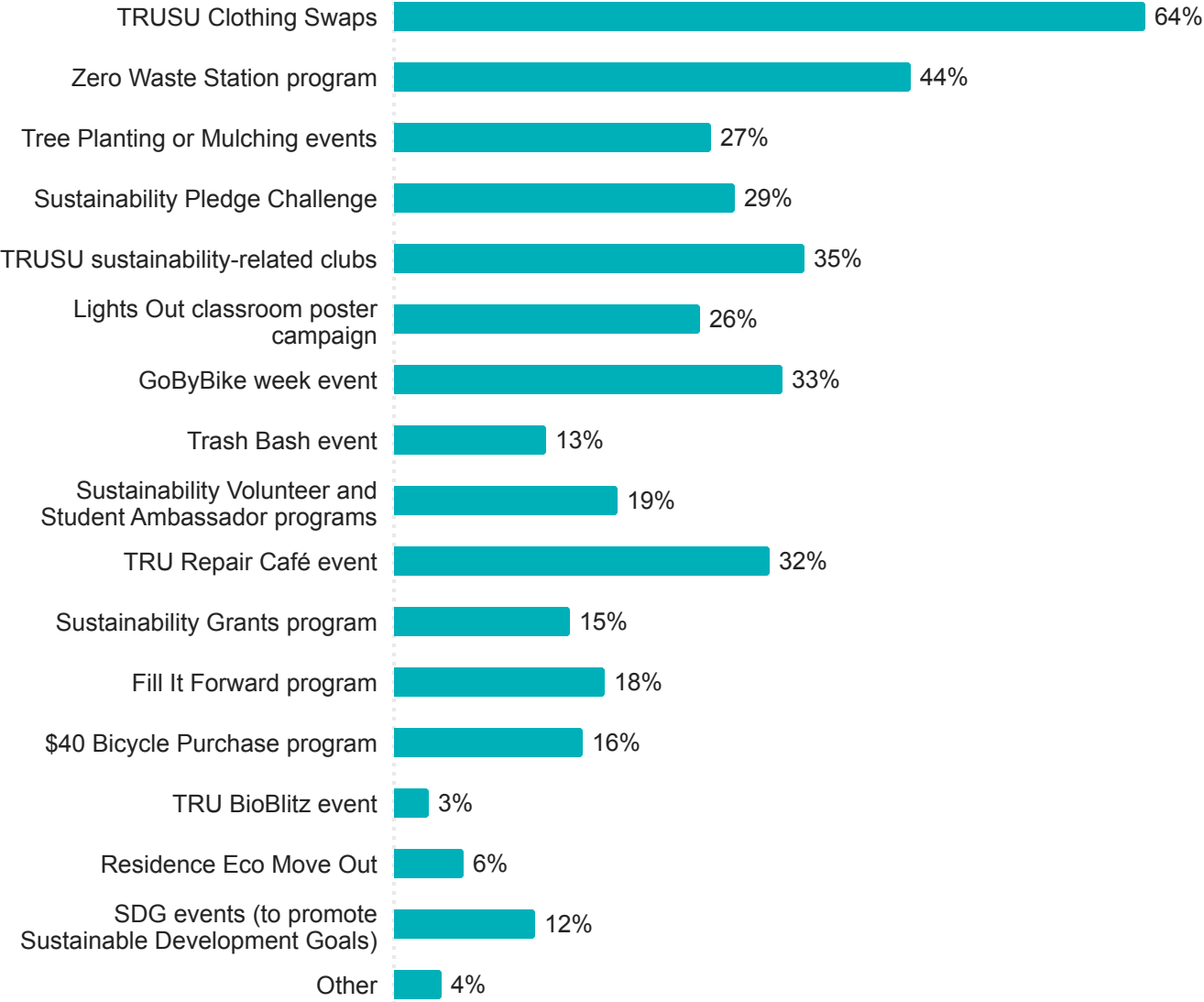
**3.5 TRU has provided students with opportunities to learn about sustainability and energy conservation and to get involved on campus.**

99 Responses



**4. Which of the following sustainability-related programs, events, or initiatives were you aware of during the last 12 months? Select all that apply.**

100 Responses



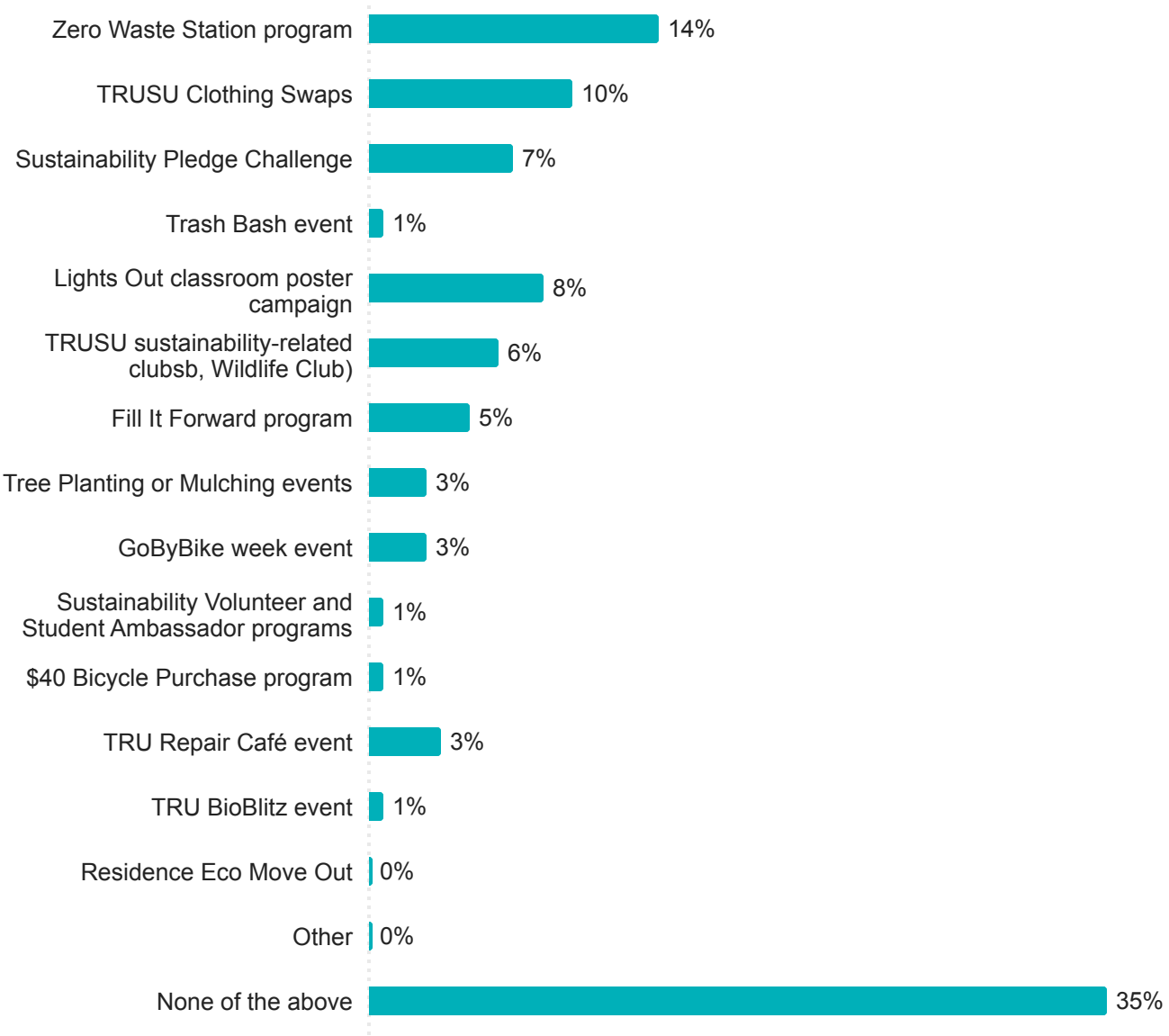
**Other (verbatim)**

2 Responses

None  
None

**5. Which of the following sustainability-related programs, events, or initiatives, that you said you were aware of, have you participated in during the last 12 months?**

98 Responses



# Appendix B: Student Sustainability Knowledge Results

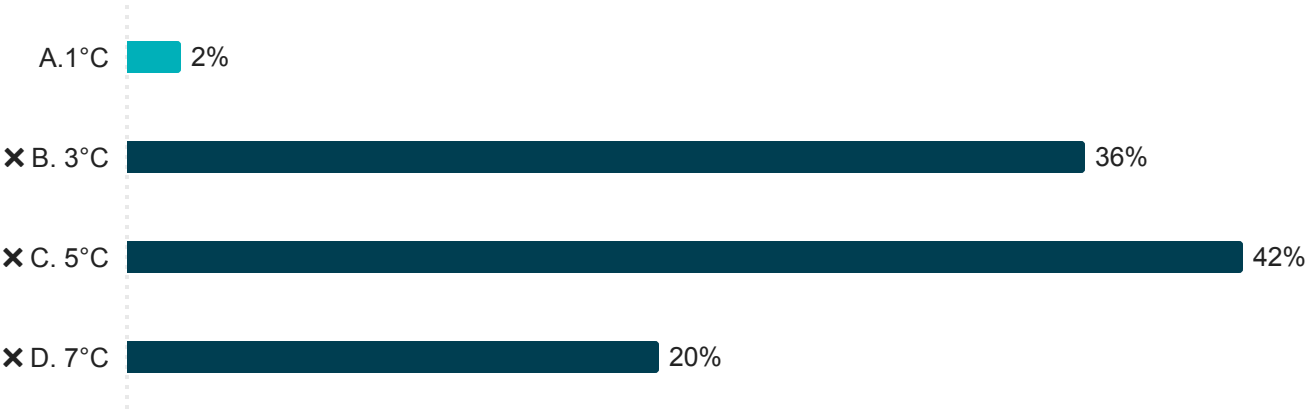
1. Which energy source, alone or combined with another source, produces 95% of British Columbia's electricity?

100 Responses



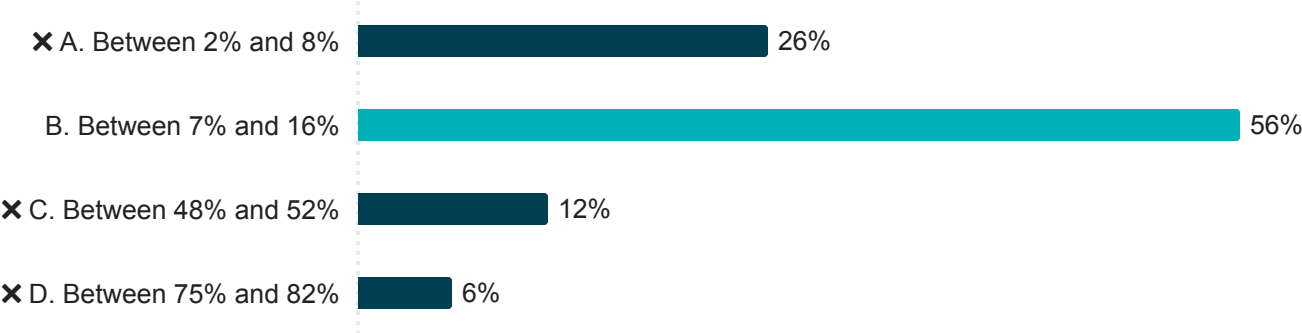
2. Due to greenhouse gas emissions scientists have measured an increase in average global temperatures. How much has the temperature increased globally since the year 1850?

100 Responses



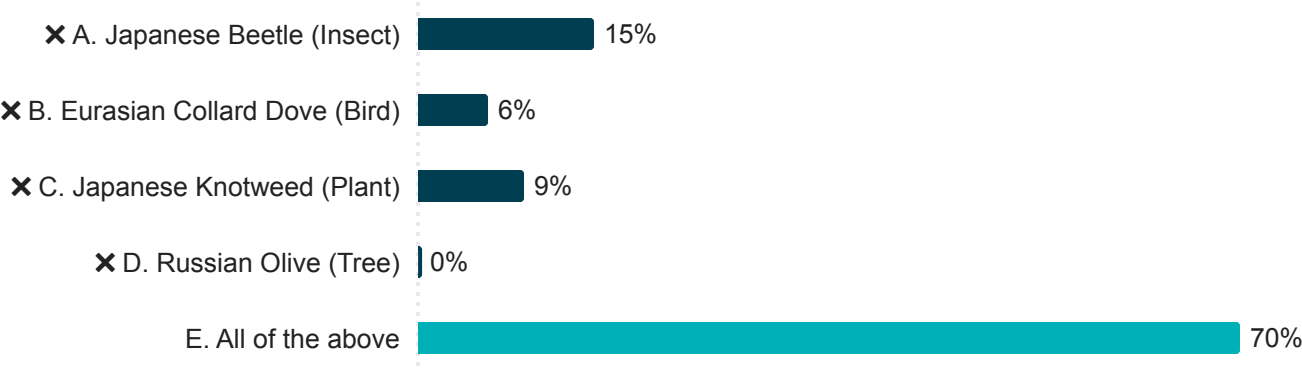
**3. Canadians throw away over 3 million tons of plastic waste every year. Plastic waste and marine litter burdens our economy and threatens the health of our environment including our wildlife, rivers, lakes, and oceans. What percentage of this plastic waste is recycled, while the rest ends up in our landfills, waste-to-energy facilities or in the environment?**

100 Responses



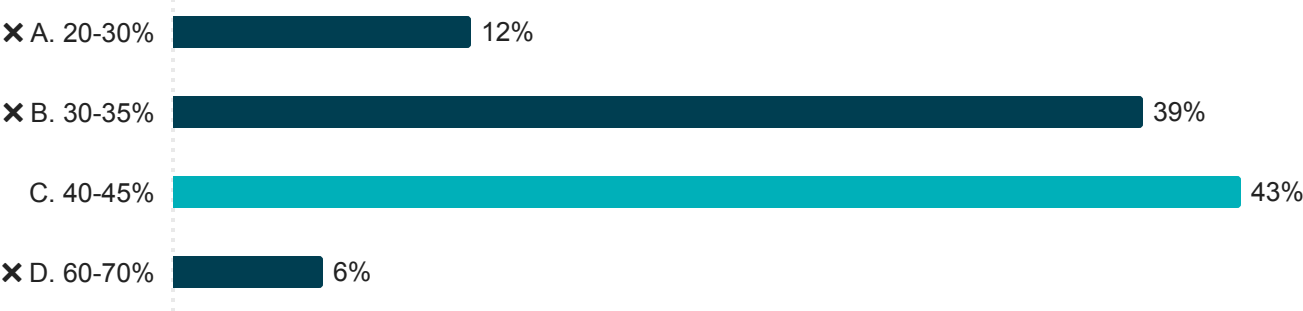
**4. Invasive species (those that have been intentionally or accidentally introduced into an area) can pose a significant threat to the environment, economy and even human health. Which of the following are considered invasive species in Kamloops?**

100 Responses



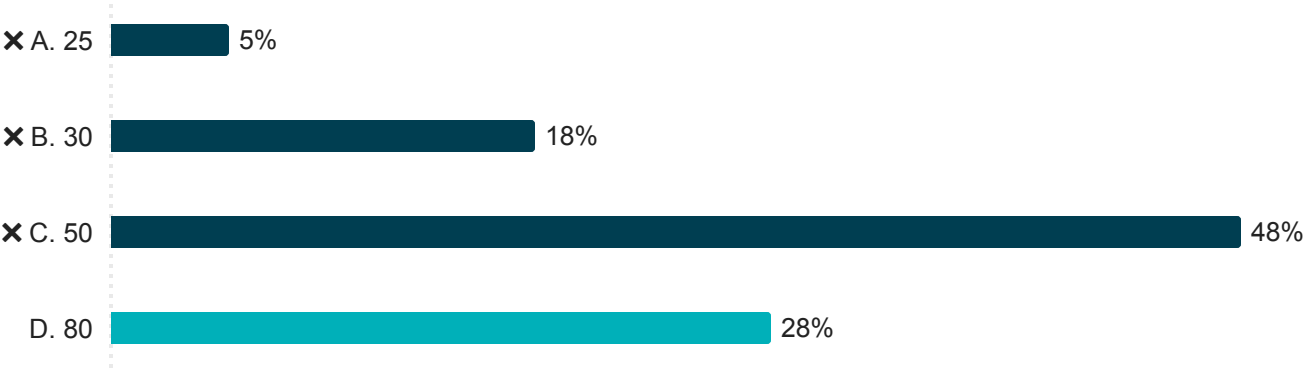
**5. The Canadian federal government has committed to the 2030 Emissions Reduction Plan, a plan meant to use strategies such as regulation, carbon pricing, and investments in clean energy in order to reduce greenhouse gas emissions. The Emissions Reduction Plan aims to reduce greenhouse gas emissions by 2030 by what percentage below 2005 levels?**

100 Responses



**6. Water scarcity and pollution are important environmental concerns, especially in developing countries. In fact, up to \_\_\_% of all illness reported in the developing world are related to inadequate water supply and sanitation.**

99 Responses



**7. Globally, food waste is a significant issue. In fact, up to 6% of greenhouse gas emissions have been linked to food waste and the amount of food wasted has been estimated to be able to sustain 3 billion people annually. In developed countries such as Canada, approximately \_\_\_% of food waste occurs either at the retailer level (for example, grocery stores throwing away blemished fruits and vegetables) or at the consumer level (letting food spoil in the refrigerator).**

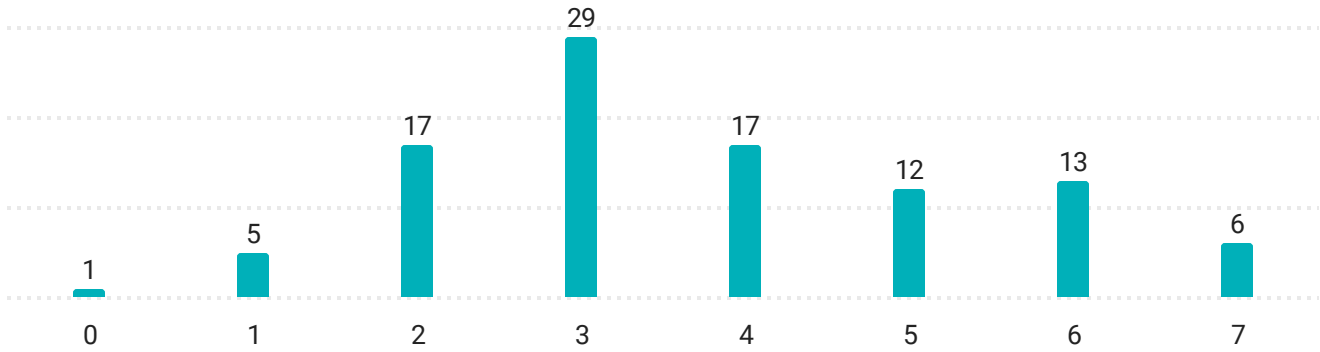
99 Responses



**Overall Scores**

The average score across all questions was 53%.

100 Responses

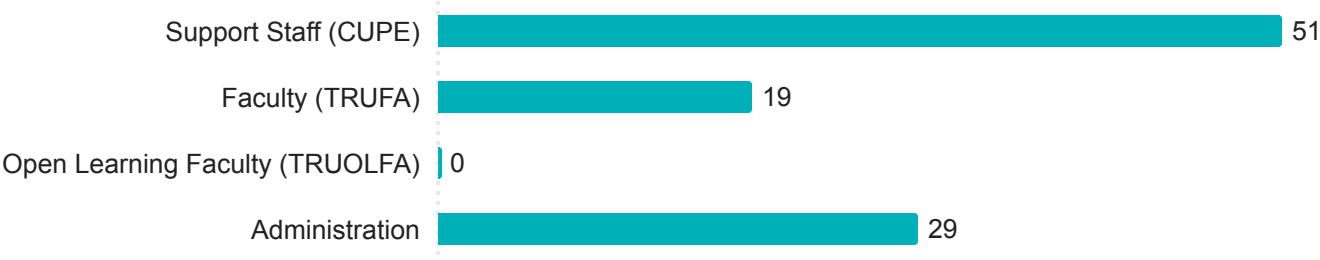


Field	Min	Max	Median	Standard Deviation	Variance	Responses
Score	0	7	3	2	3	100

# Appendix C: Staff Survey Results

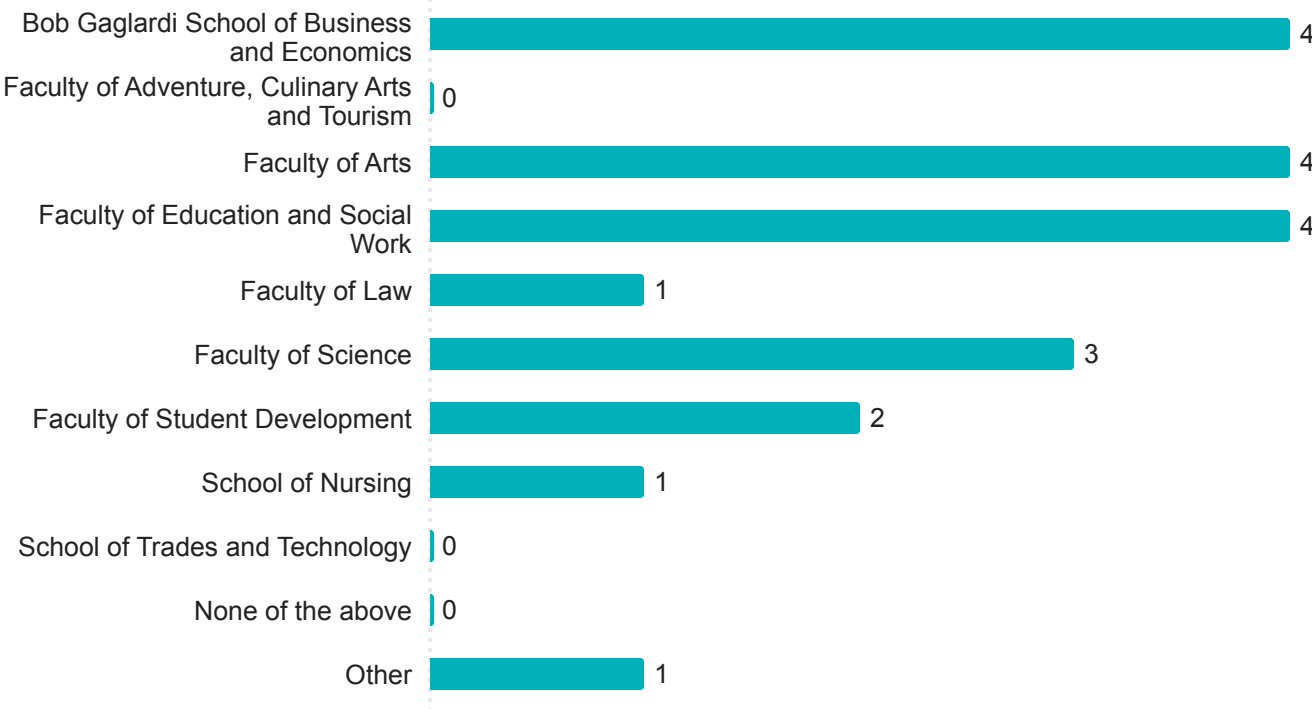
## 1. Are you a TRU student or employee (staff or faculty)?

99 Responses



## 3. Which Faculty/School do you primarily teach in?

20 Responses



### Other (verbatim)

Library



**5. Please indicate your level of agreement with the following statements.**

**5.1 Taking small sustainability actions is something I do regularly (like using reusable coffee cups, water bottles and shopping bags).**

100 Responses



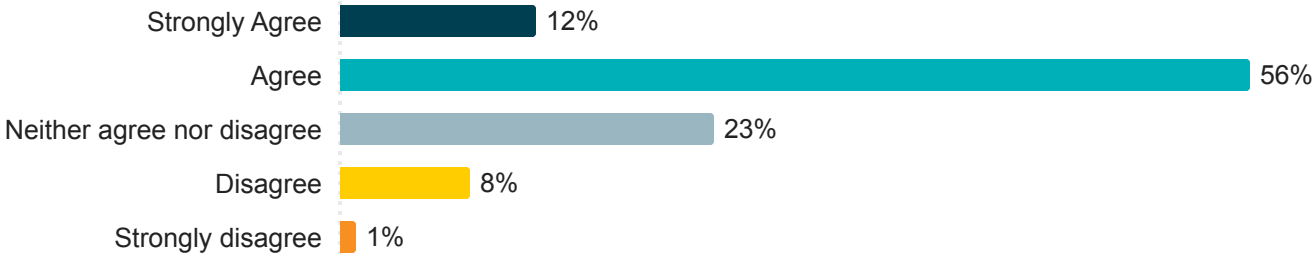
**5.2 Having TRU continue to demonstrate strong sustainability leadership is important to me.**

100 Responses



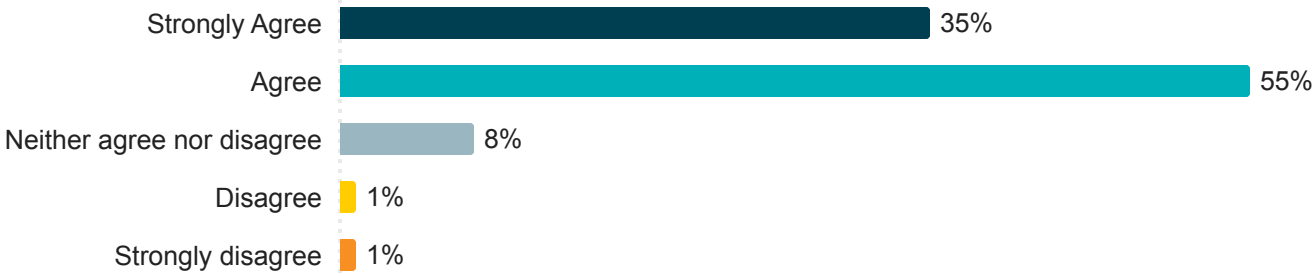
**5.3 I feel the people at TRU truly practice sustainability behaviours and don't just talk about them.**

100 Responses



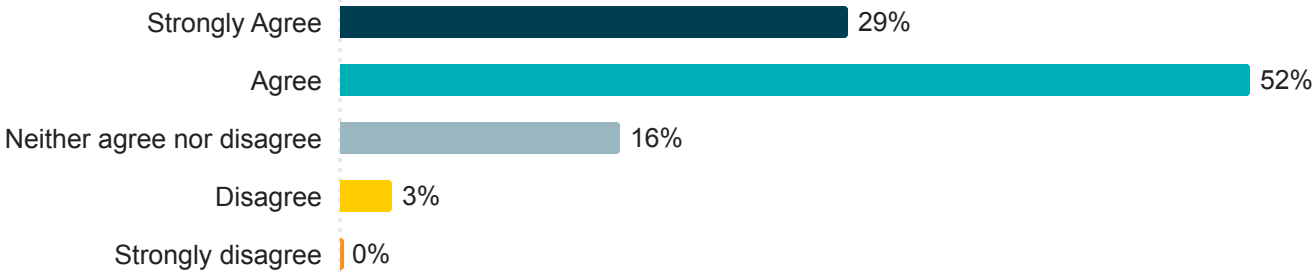
**5.4 I am regularly trying to change my personal behaviours in order to be more sustainability-focused.**

99 Responses



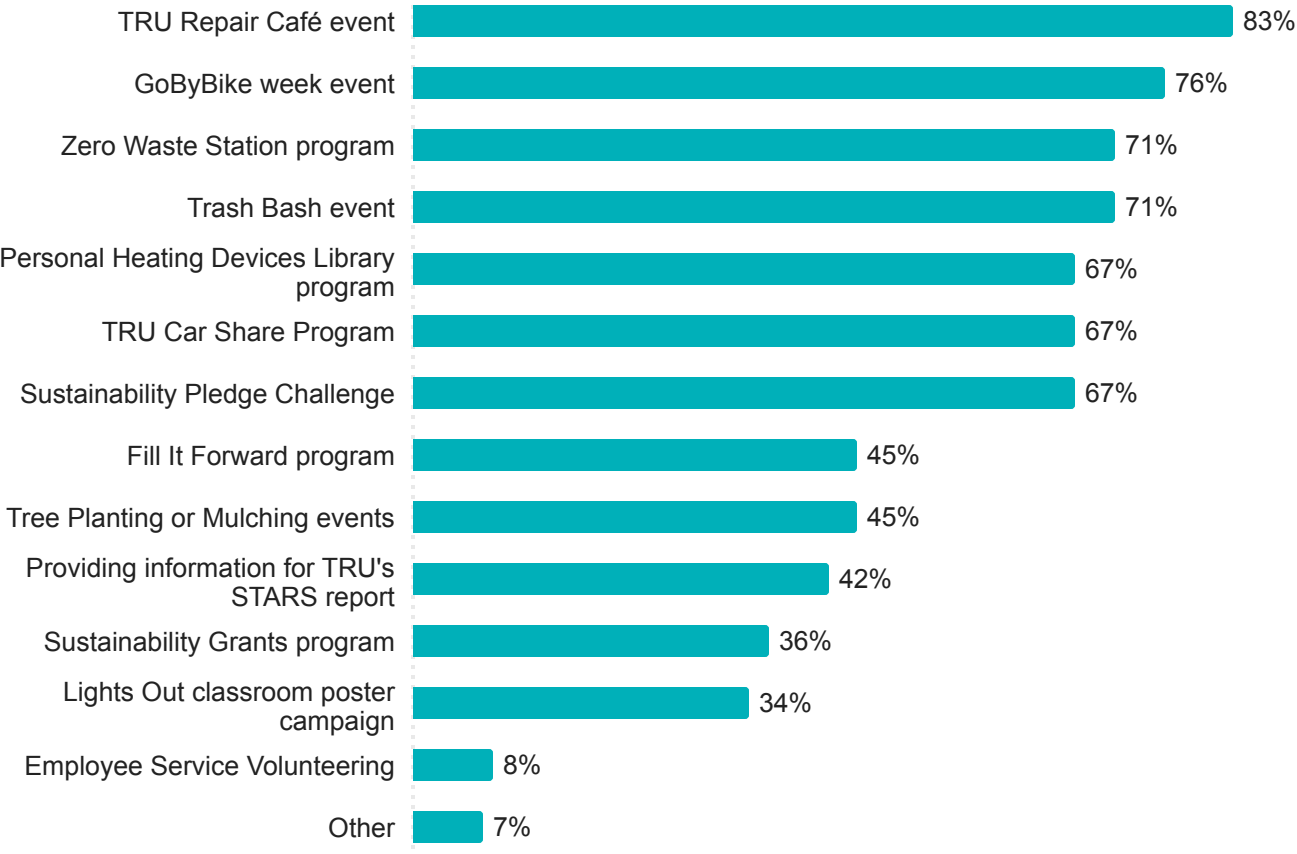
**5.5 TRU has provided students with opportunities to learn about sustainability and energy conservation and to get involved on campus.**

100 Responses



**6. Which of the following sustainability-related programs, events, or initiatives were you aware of during the last 12 months? Select all that apply.**

100 Responses



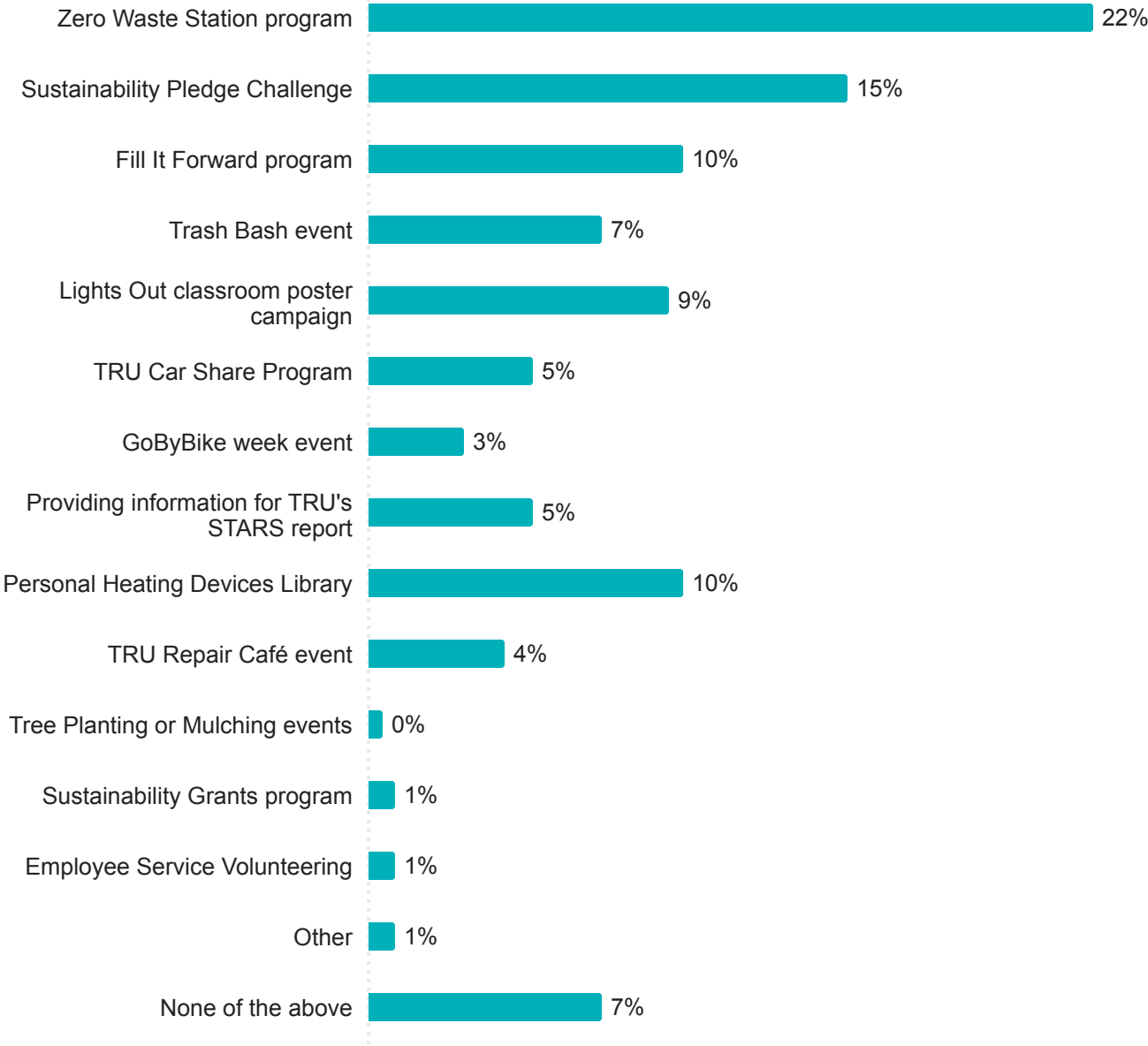
**Other (verbatim)**

7 Responses

- SDG Bingo
- SDG Bingo
- SDG Action Bingo
- None of the above, I've just started working.
- bioblitz, birdstrike, SDG Bingo, pretty much most of the initiatives:)
- Biodiversity blitz
- SDG Bingo; Films for Change screenings

**7. Which of the following sustainability-related programs, events, or initiatives, that you said you were aware of, have you participated in during the last 12 months?**

99 Responses



**Other (verbatim)**

2 Responses

- SDG Bingo
- SDG Bingo