

# A Sustainable Hostel in Arcata

Environmental Science Practicum Winter 2004

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# Arcata's First Environmentally Sound Youth Hostel Project

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Stephen Weller and Jennie Gopp

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## **Introduction:**

This class is designed to get its students involved in the community to help further the idea of sustainable living and environmentally sound actions, as well as to help the students gain valuable knowledge of how to approach these situations in the real world. This class also requires working in a group for the class itself, as well as working with a group of people outside of the class. The projects are intended to be short enough in time span that they are able to be completed by the end of the semester, but be substantial enough to teach the student and provide them with a worthwhile cause to work on.

My partner, Jennie Gopp, and I have chosen to work with Lew Litzke and Dan Ihara on the development of their planned environmentally friendly youth hostel. The concept of this facility is simple and is best explained in the attached brochures released by the hostel organizers. The basic overview is that the facility should be as environmentally friendly as possible, focusing on low energy use methods, conservation, zero waste, and sustainable living education for all of its visitors. The facility is also intended to serve the alternative purpose of student housing for HSU students during the school year so as to alleviate a small part of the unavailability of suitable student housing in Arcata. The students would receive school credit for their tasks at the house and living would be very similar to that of CCAT students.

Jennie and I are also being asked to develop a method to gauge student interest I using the hostel as student housing, possibly through the use of a survey of some sort, to provide the hostel with some good data about student interest. This information will be used to help show the feasibility of the proposed hostel to city, county and university officials, community members, and possibly even be included as a part of the information submitted to the Ford Foundation which is putting up \$50,000 to help the hostel develop a business plan.

## **Background:**

The plans for the new Arcata hostel make it a rather substantial and important type of project in the area of sustainability. This new hostel is slated to promote the ideals of sustainable living in practice to all of its visitors, while providing an affordable, educational alternative for student housing near the HSU campus, though the site for the hostel has not been chosen yet. So far, three sites have been considered, with a site near Bayside being most inviting.

Life in the hostel in its use as a hostel will provide travelers with a clean place to stay and an educational experience that is intended to be interesting and simple so that visitors may take the principles home and practice them in their everyday lives. The cost of a night per person will be in the neighborhood of \$18 per person, though not finalized

yet. Single and double occupancy rooms will be available in both of the two floors of the hostel. Living lightly and sustainably will be stressed in every part of the hostel, from energy reducing lighting (through the use of compact fluorescents bulbs, sunlight tubes, and design measures) to alternative transportation (bicycle, walk, ride the bus, etc.) to zero waste production where all waste from the site is dealt with on site.

It is expected that the hostel will not have any problems filling vacancies during the summer months, the peak for the hostel season, especially given its close proximity to the towering redwoods and beautiful attractions this area has to offer. The off season, however, poses a significant financial challenge to the feasibility of the hostel due to low visitation numbers. This is where the student housing aspect enters the picture. Using the hostel as student housing would be a beneficial situation for all those involved as it would provide students with good, educational housing (and school credit for living there) at a fair price while allowing the hostel to pay the bills with the student rent money during the off season. The students would be expected to follow all rules set out before they enter the hostel and may be removed upon violation of those rules, so an interview process for prospective dwellers is likely as it would weed out those requiring more freedom than the hostel living situation could provide. Once filled, however, the hostel would receive further help in the form of work done for university credit by the students living there, so upkeep and maintenance should not be a problem or an external cost.

The hostel, as planned, has the potential to be more than student housing and an educational visitor center to travelers to the area however. It has the potential to become a community meeting place and an attraction to the area, possibly having positive economic and community relations effects for the area. Furthermore, it has the potential to become a precedent setting facility that will inspire other people in other areas to design and build similar facilities elsewhere, or at the very least, provide building designing cues that will help foster a new revolution in green building technique that helps save energy while making inhabitants more comfortable. The concept seems very similar to some of the ideas promoted by the authors of Natural Capitalism.

### **The Problem:**

The reason for working on a project such as this is to undergo and complete a process designed to solve a problem, while learning and gaining valuable field and work related experience in the process. The first problem to be overcome is our lack of knowledge and understanding of the proposed ecologically friendly hostel. This problem is being overcome rapidly, bringing us to the more important problem. This problem consists of educating visitors of the hostel as to how and why the various methods used at the hostel work, and also how the visitors themselves can adapt the methods at home. The problem is getting people to take the message home, but also to make sure that they understand the message and enjoy the way the information is presented to them. We would like to solve the problem of peaking people's interest in the area of low consumption and zero waste, hopefully getting visitors to come back and also get more people to visit.

### **The Goals:**

As with every project, this one has goals that we have established for it. The first of these goals is to educate as many people (including ourselves, visitors, and the

community at large) about the concepts of sustainable living. We want to show them that the sacrifices made in the hostel are minimal on the human side, but make a large difference on the resource use side. Basically, we want people to take home the message that it is not hard to live lighter on our planet. Another goal is to get people to spread the message to other people.

### **The Objectives:**

We plan to produce some sort of an educational program to help people learn about the principles and concepts involved in sustainable living, as well as teach them ways to live lighter on the planet at home. So far we have considered displays, participation in hostel operations, the possibility of a computer program (maybe for sale at the cost reproduction of the disk, or included in the hostel fee), informative talks at the hostel, all being as hands on as possible.

### **Alternatives Considered**

Alternatives: Solutions for gauging student interest in using the hostel as student housing.

- One on one interviews with students
- Interview groups of students orally
  - a. Different sized groups
- Email survey
- Phone survey
- Mail survey
- Hand out questionnaires
- Post online survey/discussion board
- Public/school meeting
  - a. All majors
  - b. Selected majors
- Set up telephone opinion poll answering service
- Put ad on T.V., radio, and local publications (newspapers, journals, etc.) to ask for input of students
- Visit/interview matriculating high school students
- Feasibility petition at tabling event on campus

I feel that the only way in which to accurately discover student sentiment on the issue of using the hostel as a form of student housing is to survey students in one form or another. The various ways that such information can be attained through different survey methods are our alternatives.

### **Alternatives Strongly Considered**

Alternative 1: Asking the student in person through a one on one meeting.

- Advantages
  - Direct access to students and their input makes obtaining further information through questions generated during meeting much more practical.

- Potential to gain most in depth information and student interest.
- Eliminates the possibility of incomplete surveys and multiple submissions by the same person(s).
- People interviewed are most likely interested in your topic.
- Disadvantages
  - Increased possibility of introducing bias
  - Time consuming and hard to organize
  - Only smaller sampling groups are possible, usually on a volunteer basis.

#### Alternative 2: Mail survey.

- Advantages
  - Potential to reach larger numbers of people, increasing the potential sample size.
  - Ability to more carefully choose the group of people that you survey.
- Disadvantages
  - Time consuming
  - Possibility of multiple submissions by one person
  - Possibility of incomplete survey
  - Some people do not like to receive unsolicited mail and/or don't like taking surveys, and will not return the survey, potentially biasing the results.
  - Sending mail costs money.

#### Alternative 3: Email survey

- Advantages
  - University mailing lists make possible surveying large numbers of people in selected areas of study most likely to be interested in living at the hostel.
  - More sample group control
  - Email tags make it possible to keep track of who is returning the survey, potentially eliminating multiple submissions.
  - Easiest method to organize and one of least time consuming.
  - Highest likelihood of gaining truly representative information.
- Disadvantages
  - Some people wont do the survey
  - Some people may not want to receive an email survey

#### Alternative 4: Phone survey

- Advantages
  - Can speak to people in person
  - Able to speak to the correct person
  - Answers can be expanded upon
  - No repeat information from same person
  - Relatively easy to do
- Disadvantages
  - Costs money
  - Time consuming
  - Some people don't like to be bothered over the phone
  - Can only reach people when it is convenient for them
  - People may refuse survey

The above summary matrix table and corresponding ratings system that quantifies the ability of each alternative to meet certain specified criteria that we felt was important was used to help us decide which alternative would be our best to pursue in trying to determine student interest in the hostel as housing.

We have reviewed the possible alternatives for determining the level of interest students have in having the hostel as an option for student housing, and feel that the best method for the hostel administration to use would be an email survey that is to be administered through the Humboldt State University email system. This approach allows the hostel planners to have access to potentially every student at Humboldt State University, each of which has a corresponding major and grade level so that interest may be compared across majors and grade levels. An email survey is also the most cost effective, as it is free. The time involved is relatively minimal as well, especially in comparison to the other methods and lends well to using spreadsheet software to help quantify results. We felt that it was also the least intrusive of the methods in to people's lives, while still providing them with the opportunity to do the survey at their convenience, possibly adding comments to boot. The email method seems to suit our needs in this project the best.

### The Survey:

The survey itself went through a lot of changes from what was first envisioned to what was finally sent out. Some of our original questions to Lew included:

- How much (cost) - Cost will be the "going rate" for rooms of this type.
- What does the room include (bed, dresser, etc.) - The room will include bed, dresser and desk.
- What does the hostel want to accomplish - The hostel will be a very special kind of facility for thousands of visitors to learn first hand the ease and practicality of living in a beautiful, sustainable, energy efficient place.
- What do the rooms look like - Don't know at this point.
- No drinking/drugs - It will be a privilege to live at the Hostel. Alcohol or drug use cannot be tolerated. This will not be a "frat" house!
- Credits available (how many, how does one go about getting the credits i.e. meets with advisor) - This will be worked out with the University. They have expressed a keen interest in working the Hostel into their environmental education programs.
- What type of transportation will be available (bus, carpool, bike, walk) - This will depend on where the site is located. This has not been determined.
- What would the residential program include - This will be worked out with the University.
- How much work is involved (average per week) - Don't know yet. We want the students to be involved monitoring the systems, writing replication manuals and acting as docents.
- Can a student play there music - The commons room would be the appropriate place to play music.
- Are there quiet hours - Yes, the Hostel will abide by traditional customs.
- What types of programs and events will go on at hostel - Interpretation of the natural and man-made environments, community meetings.
- What does the parking situation look like - Parking will be provided but we will encourage traveling under your own steam.
- Will it be handicap accessible - Yes, this is a legal requirement.
- Do tasks among students rotate, how are they allocated? - This will be

worked out.

- Is the one-month-rent fee include everything - The rent will include room and use of hostel amenities (i.e. commons room and common kitchen). Meals are not included.
- What about food (will there be storage) - Yes, Hostels provide food storage areas.
- Electricity - The rent includes use of utilities in line with energy saving goals of the Hostel. We may give tokens for use of utilities.
- How feasible/reliable is the zero waste situation (i.e. will students have to work/pay for electricity) - See answer above.
- What about visiting guests of students (hours, behavior) - This needs to be worked out for overnight guests. Anyone staying more than overnight will need to pay the standard Hostel overnight rate (at this time we anticipate \$18 to \$20)
- Plans on security, terrorist, earthquakes - In exchange for free room one student will act as dormitory counselor. There will also be overall Hostel managers. The hostel will abide by all legal requirements for earthquakes and terrorist attacks.
- Will work be done over the weekend/breaks, do students need to stay available during these times - Some students will need to be on duty during these times.
- House rules - The facility will abide by international hostel customs and standards.
- Will there be a position for a "living advisor" and if so, will there rent be compensated - See above vis a vis dorm counselor and Hostel managers. Other academic advisors would be at the University.
- What would the responsibilities be for a "living advisor" - See above.
- Interactions with guest on first floor - We want to encourage this as part of the Hostel experience. The Hostel is a window to the world for the local community and a window to the local community for hostellers.
- Will there be payable jobs available to students around the hostel - Probably, some could work as Hostel assistant managers and possibly do other paying tasks.

## The First Survey

## Survey

There is currently a proposal in the city of Arcata to research and build a youth hostel that will provide summer lodging to visitors of the area wishing to stay in a hostel environment. The hostel is to be based around the concept of sustainable living with emphasis placed on key areas including energy use reduction and producing zero waste. The hostel is expected to run during the summer months for a modest nightly cost of \$18 and provides a place for people to learn about sustainable living in a comfortable, enjoyable environment. During certain months of the year when the hostel visitation numbers are down, the hostel will be used as student housing with the possibility of receiving educational credit from Humboldt State University for students that qualify.

More about student housing:

The second floor of the proposed Arcata Youth Hostel would be converted to student housing during the hostel's visitation off-season. During this specific time period

(basically corresponding to the school year) students would be able to live at the hostel. Students selected in the interview process may be selected from any major with a strong preference for juniors and seniors. The students would receive their own rooms with utilities paid with various other amenities (kitchen, shower, etc.) supplied to be used as a community. **NO DRUGS OR ALCOHOL WILL BE PERMITTED.** The student will be expected to follow all rules and act responsibly. The monthly rent is projected to be around \$350.00 per month. The hostel will be located off campus and the primary transportation to and from the hostel would be walking, bicycling, or taking the bus. Associated with the hostel is the possibility of receiving educational credit through Humboldt State University for experience gained from living and working in the hostel.

#### The Questions:

Do you currently reside in: (indicate one)

a dorm    an apartment    a house    a trailer    with parent/family    other

How much do you currently pay for rent?

What is your current grade level at HSU?

What is your major?

Would you be interested in receiving university credits for living/working at the hostel?

If so, how many credits would be fair? (indicate one)

1    2    3    4    5

Do you think the proposed rules and responsibilities involved in living in the hostel would negatively affect your experience living in the hostel?

Would you be interested in living in the hostel, as described, regardless of grade level?

#### **The Final Survey:**

Please help us out by completing this voluntary survey:

##### A New Type of Hostel:

The Arcata Environmental Technology Hostel will be a very special kind of facility for thousands of visitors to learn first hand the ease and practicality of living in a beautiful, sustainable, energy efficient place. The Hostel will be built and operated in cooperation with Hostelling International-USA, Humboldt State University, the City of Arcata and the Center for Environmental Economic Development. It will function as an inspiring model to be replicated and adapted in communities around the world.

During the school year a portion of the hostel will be set up as an HSU student residence. Students will be involved monitoring the solar and energy conservation systems, writing replication manuals and acting as docents. There may be a chance for students to earn credits while living in the Hostel.

The cost of living in the Hostel will be comparable with similar accommodations. The Hostel will abide with all international hostelling standards. Smoking, drinking and drug use will be strictly prohibited.



Complete confidentiality will be kept, please help us out by answering the following three questions:

- 1.) Year in school?
- 2.) Major?
- 3.) No matter what year in school you are, would you be interested in living in the Hostel?  
 Yes       No

Please return to [jag55@humboldt.edu](mailto:jag55@humboldt.edu) by Friday May 30, 2004.  
I can be reached at 822-3254, or Dick Hansis at HSU 826-4148.  
Thank you, if you would like more information about the Hostel,  
please visit our website at [www.arcatahostel.org](http://www.arcatahostel.org)

### **Monitoring and Evaluation**

This course has helped to teach us that there are many ways to approach a problem, and that there are also many solutions to reaching and achieving the goals and objectives that are set to resolve the problem. After the goals and objectives have been determined, and a course of action chosen, the next step is to implement that course of action. Our group has put forward a proposed plan that we feel the hostel should implement if they are to successfully be able to judge student interest in using the hostel as an alternative to the currently available student housing possibilities.

The plan for action that our group feels would be the most effective and efficient at providing accurate information to the hostel on the feasibility of using the hostel for student housing is to develop and administer an email survey through the Humboldt State University email lists contained in each department. This approach provides a low cost, easy to monitor, printable account of student sentiment that potentially allows the hostel management to be in contact with every student currently enrolled at Humboldt State University. While this sample of students will only provide information on current student sentiment, it is not unacceptable to presume that the climate of sentiment today will not be much different than when the hostel is completed. Also, the survey is easy to administer to all future classes, providing current information in the future. We feel that this plan allows the hostel to accurately gauge student sentiments while costing the hostel basically nothing but time and energy. It is one of many possible alternative plans, but we endorse it as the best choice and feel that if the hostel administration implements it, they will be very successful in gauging student input and desire for using the hostel as housing. This, in turn, will lead to the hostel filling its quota of rooms and proving its financial sustainability, possibly showing other places that such an endeavor is possible.

Monitoring the success of a plan that has been suggested and implemented in order to solve a problem is equally as important as choosing and implementing the plan, if not more so. At the monitoring stage it is possible to reflect on the choices made to help solve your problem and decide what works best and what does not work. You gain valuable information about whether your plan has been successful and how it might be more successful.

It is not going to be possible for our group to monitor the success of our endorsed plan, however. The hostel project is still in its planning stages and has not been built yet so we will have finished this course and graduated by the time that our plan is even able to be monitored. It will be possible, however, for the hostel administration to do the monitoring for the project. Monitoring the success of our proposed plan (and/or any other plan the hostel may use) is basically done by seeing whether or not all of the rooms

of the hostel are filled or not. If the hostel meets its quota of student residents, then the plan and monitoring have been successful. If the quota is not met, then the plan and monitoring need to be revised or changed to be successful.

### **Assumption Issues:**

I found part of the experience of this project somewhat frustrating and even disappointing. Originally, I was under the impression that Jennie and I would be involved in some of the innovation, design, and planning of the hostel focusing in the areas of energy conservation (my interest) and zero waste (Jennie's interest). We had spent a considerable amount of time researching our interests, and I even went to visit local retailers to get information on some of my ideas. When we got to the first meeting, however, it seemed like our input, especially mine, was put aside and our roles in the project were changed. It seemed like we went from having some input in the project to doing a survey for interest in the hostel. While this was not my main interest, it still seemed interesting so I was okay with it, especially since we left the meeting under the impression that we would be the ones to design the survey. Under that assumption, we started brainstorming angles and types of questions that we wanted to include, along with the format that we wanted to use. While I was unable to attend the second meeting due to a car accident on the way to the meeting, our hard work developing the survey seemed to go to waste when our survey was basically scrapped (as I see it) in favor of short, three question survey that I did not feel provided a very good amount of useful information. Another issue about the survey that I had some trouble with was the targeted group to take the survey. Jennie and I were advocating that we should administer it to as many students as possible, in opposition to the some of the planners who envisioned only sending the survey to select majors (ENVS, NR, and NRPI basically) and among those majors, only to upperclassmen. Eventually the decision was made to administer it to all grade level students in a larger number of majors.

### **Things I think we would have done differently:**

I think that one of the major thing that Jennie and I would have done differently if we had to do the project over again, besides defining our role from the very beginning so as to avoid disappointment, would be to get the survey administered earlier in the semester. I feel that this would have eliminated some of the opposition that we encountered from some of the departments due to the heavy workload that they already have at the end of the semester. Furthermore, it would have allowed to extend the survey deadline more, possibly getting more responses, though we got over 170 in one week from more than 10 different majors.

### **Meetings In General:**

The meetings we had with the group were productive as much as was possible given the status of the hostel and its lack of building site. Our roles and what we wanted to do within the project certainly changed from what we originally intended. At first I think that we felt we would have more important role in the project and that we would be able to help with more of the planning and implementation of the hostel project, but came to find out that the hostel had already been mostly figured out and was looking for a sight. Our perceived role went from helping plan in the areas of energy conservation and

zero waste engineering to planning and implementing a survey to gauge student interest in using the hostel as an option for student housing. In the meetings we discussed the various desired and required characteristics of the hostel and the people that would live in it and visit it. We discussed points of view as far as viability as student housing and why it would be necessary for the hostel to be used as housing due to the unlikelihood of being able to stay afloat financially with only visit fees. We did a lot of discussion about the actual role of the hostel in the community how it would relate to HSU (credit based living/working situation). Once the meetings gave Jennie and I an overview of the intentions of the hostel and what the planners wanted to do with it and how, we were sent to make a survey.

The survey itself changed drastically from the beginning to the end as it seemed that the planners of the hostel weren't really sure from the start what they wanted the survey to look like. Our impression from the first survey meeting was that we were to do most of the planning and implementation of the survey and that we would develop the questions to ask based on various factors. Some of the factors included the required living arrangement in the hostel, what we felt might be important from the perspective of students and renters, how the hostel would compare to other living situations and who we thought should be surveyed. Originally we wanted to include as many students as possible in the survey, but met opposition because the original intent of the planners was to only survey upper classmen (juniors, seniors, and graduates) in select majors (Environmental Science and Natural Resources/Natural Resources Planning and Interpretation). After further discussion, we helped the group decide that we would better be able to gauge student interest, especially future and interdisciplinary interest, but not limiting the survey to upper classmen in the afore mentioned majors, but rather sending it to more majors and allowing all class levels to answer the survey.

The survey itself changed drastically from what we thought was originally intended as well. In the beginning, we felt the survey should provide a good amount of demographic information about perspective students, but had the planning group change their mind, bringing the survey to just the three questions of class level, major, and interest in living in the hostel.

### **First Meeting:**

At our first meeting, Jennie and I met Lew Litzke and Dan Ihara at Lew's residence to get acquainted and so that we could exchange information, as well as talk about the project. We explained to them what the goal of the class was and where our interests were and in return they gave us an overview of the project and an idea of where we fit in. We tried to brainstorm some new ideas associated with our areas of interest, as well as the ideas of how to make the hostel that much more realistic and environmentally sustainable. We were told of the intended site that was near the Arcata Educational Farm and discussed the advantages and disadvantages of the site. We discussed transportation and parking and came to the conclusion that the bus stop was close enough for transportation and the use of cars was not really in the best interest of the facility.

The next part of the meeting involved the workings of the hostel as a hostel and as student housing, more in the area that we would be doing our work. Lew explained to us how the hostel would work in comparison to other hostels, how the structure was laid out, how many beds there would be, drinking/smoking issues, the idea of educating visitors

about the need for sustainable living, and a other more minor issues. It was proposed that Jennie and I would help put together some sort of informational display to promote the ideas of sustainable living for visitors.

The student housing idea was also touched on. Jennie and I received an explanation of how the hostel planners would want the hostel to work during the school year. The posed various questions to us, mostly focused on the requirements of living in the house, whether or not people would be interested, and some sort of school credit for work plan. Issues of working at the house on sustainability projects for credit were considered as incentive to live in the hostel during the school year only, as residents would have to move out for the summer. We were asked what would a fair rent price for something like this be and whether or not we would be interested in this type of living situation, given the more stringent rules for staying in the house (i.e., no drinking, no smoking, no parties, zero waste, etc.). Dan then asked us to think of a few survey questions to pose to potential students, and gave us a few of the questions he had been considering. We talked about a survey and decided against a formal survey at this time (given that the hostel does not even have a site yet) in favor of more general questioning of our friends and classmates to get an idea of the sentiment to report at the next meeting. This also ensured that only ENVS students were asked, as Dan and Lew were considering keeping the program available only to this discipline, and only to sophomores, juniors, and seniors.

We also agreed to check in by email every week by Thursday so that we would be able to keep in touch and up to date, even if we did not get a chance to meet that week. Meetings were tentatively set up for every two weeks. By this point, we had not developed our problem, goals, and objectives for them.

### **Second Meeting:**

The second meeting took place at the Council for Environmental Economic Development (CEED) office at 1175 G Street Suite B. This office contains most of the information used to develop the concepts and technology that is to be used in the hostel, ranging from zero waste to solar power to passive solar lighting and so on. Jennie and I talked with them about our project problem, goals, and objectives sheet and how we (and our project) fit into the hostel. Dan and Lew changed our project fairly substantially at this meeting, diverting our focuses from reducing energy consumption and zero waste to helping determine student interest in the hostel as housing. They asked if we could somehow determine if it would be reasonable and feasible to use the hostel for student housing during the school year that corresponds to the slow season for the hostel so as to make it more financially feasible. We felt that this would be a good topic for us given our experiences with student housing. (Jennie was a resident advisor and we have both lived in student housing on and off campus, so we have a good idea of market and prices, as well as student concerns.) We discussed various ways that this could be accomplished and decided that conducting a survey would be the cheapest, easiest, and probably the most effective way to determine student interest at this early stage in the project development. We also decided that the survey should include a description of the living situation and possible credit amounts for students taking the survey to get a better idea of the living situation taking place in the hostel so as to alleviate any confusion and get the most representative data possible. At this time the survey would only be

distributed to certain majors that are more related to sustainability such as ENVS, NR, and NRPI, though quite possibly ENVS only. During the meeting we also decided that Jennie and I should work on some sort of educational display or brochure or other such material that will help visitors to the hostel get a better idea about sustainability and what it entails so that they may take home the information and apply it in their daily lives once they have left the hostel. At the end of the meeting we discussed staying in touch via email until the next time that we would be able to meet, which would be the Tuesday after Spring Break.

### Third Meeting:

Missed third meeting due to car accident on the way to the meeting. I got the briefing after the meeting in which I was informed that the survey had been changed yet again. The survey that we had drafted up got basically scrapped in favor of the final three question survey that only required class level, major, and a yes or no question as to interest in living in the hostel. The decision was also made to open up the survey to as many departments and students as possible so as to get a more complete representation of the consensus of the students and their interest. I still feel that we could have easily added a few more questions to help provide more information on the student population, especially given the number of surveys that we got back in the end.

### Notes

2/3: Started researching ways to reduce energy consumption in the hostel on the internet after class let out. Became really interested in the concept of piping in sunlight from the outside through a solar tube (Sola Tube) and in Four Seasons style sun rooms that could make wonderful additions to the hostel. I made an appointment (2/6 at 3:30 p.m.) to speak with a local solar tube installer to get an idea of cost and benefits, as well as doing further research on the internet. I found a concept that I particularly liked which placed a light fixture inside of the solar tube so that the electric light (no doubt a compact fluorescent) and the sunlight could be distributed from the same place, making for a simpler, cleaner installation in the rooms of the hostel. From my research and the few minutes I spoke to the installer on the phone, solar tubes can easily provide enough light during the daylight hours to light a room, especially if correctly placed. Total time spent researching and speaking to people on phone: 4.5 hours

2/5: After class, spoke to Jennie about the project and made some more research plans after brainstorming some ideas in class to save energy. Decided to drop into the Four Seasons dealer to get the low down on the sun rooms and ended up talking to the guy for nearly 2 hours. I still think that they are a great idea, but the cost of installing them (much like photovoltaic panels and highly insulated windows) seemed to be rather high, into the thousands of dollars. I recommend this installation to the hostel, but the high cost may prove to be preventative, understandably. I did not do much research on photovoltaic panels or wind generation of power as I figured that the hostel staff would have already considered these rather mainstream approaches. I also thought about installing a highly efficient refrigerator much like one I saw on the Solar Homes Tour last year, but I figured that the refrigerator group would probably talk about this type of

device in more detail than I would, so I only did minimal research and reading on the devices. I did find that they do pay for themselves relatively quickly and are extremely efficient compared to mainstream (especially older model) refrigerators. I also went to CCAT for a couple of hours and looked at some of their methods for energy saving. I really liked their window venting from the greenhouse attachment that helps heat the house. I also liked their thermal window coverings and insulated heat drawers in the kitchen for keeping food hot. I think the insulated window coverings could easily and cheaply be implemented in the hostel and would make a great project for students living their in the future to pursue.

2/6: I talked to the solar tube installer today for about 45 minutes until he had to leave (after showing up for our appointment late) and from what I gather, the solar tube concept is well worth the money spent on them. He felt that they give better light than electricity, promoting happier, more productive workers and students alike. He said that the savings versus cost payoff time varied with the number of tubes installed, but the time was relatively reasonable, especially given the benefits. I got to see how the concept works which was really exciting to me. I plan on having some of these installed when I buy a house. Overall, the meeting was vary positive and I felt that these tubes are an absolute necessity in a hostel that promotes sustainability.

2/10: I had a very intriguing thought while working on my car that I felt could have a good impact on the hostel. I was installing LEDs (light emitting diodes) into my taillight sockets to make my tail and brake lights brighter while drawing significantly less electrical current from the battery. I jumped on the internet to see what I could find out about these little items and their use in lighting systems. I had seen them in flashlights and things, so I figured there had to be a way to use them in the home. I thought about ways to make a light fixture using them, but given the amount of electrical engineering experience necessary to design and build such a device, (not to mention time and money to do it) I decided to do the next best thing and try to find some people that have already designed them and are selling premade fixtures. I did find some really really nice fixtures online and was really excited about implementing them into use in the hostel. I emailed Dan Ihara numerous times for some feedback, but got very little back in addition to the feeling that my idea was given little consideration at best. I was rather disappointed, but once I found out that the fixtures were expensive to the point that they would be most likely cost prohibitive I did not feel as bad. I did however spend a lot of time researching this idea throughout the course of the week.

#### Survey: (3/10)

I started work on the survey questions and the description of the living situations as described by the concerns and desires of the hostel committee and will email them to Jennie for a review to see if I missed anything, and upon reply from her, email them to Dan so that he may approve, disapprove, or add things to the survey so that it can be submitted to Human Subjects for approval and distribution.

In order to see how realistic the price of the student housing section is (as it is proposed to be \$350/month) in relation to other places students could live I made a few calls. I asked local rental agencies, polled a few of my friends about their experience (and included my own as well), and even checked out some of the various "room for rent" flyers around campus. The local rental agencies were basically no help at all and seemed to give the impression that I was wasting their time. Another difficult part of the situation that I ran into was that most people that I know do not live in a room, but rather occupy the whole house or apartment, so it was somewhat a comparison of apples and oranges. To help alleviate this, Jenny retrieved the on campus dormitory schedule of prices and rooms to help us out with comparisons as the dorms or possibly CCAT residences would be the most comparable to the rooms available in the hostel. I have tried to contact CCAT by stopping by, leaving a message in the suggestion box, and even calling, but have been unable at this point to reach someone to speak with. The room for rent signs that I checked out and called on seemed to be offering rooms of similar size (as compared to the architectural sketches I have of the hostel) without utilities paid for between \$350 and \$450 per month regardless of location. At this point in time, it seems that the price of the rooms at the hostel are quite reasonable and there seems to be enough interest from students that filling the vacancies with responsible students would not be a problem.

I do not know how much time Jennie spent researching for the survey and developing her questions for it, but I spent more than 10 hours researching and writing on my survey questions. I even thoroughly read through the survey building resource website I was referred to by Dick Hansis in order to create the best, most encompassing, and demographically informative survey while taking care not to be biased or skew the results unintentionally so as to provide the best sample.

Developing the alternatives for gauging student interest (which basically led us to the survey) was also a rather long drawn out ordeal given all the brainstorming of ideas for alternatives and then analyzing their strengths and weaknesses so that we could narrow down our list of alternatives to the approaches that best met our criteria. After I had the four best alternatives, we decided what our criteria for choosing the best alternative would be and how these factors would be weighed or structured, especially when it came time to do the summary matrix for the alternatives. From beginning to brainstorm alternatives to the point where they were complete and typed with the accompanying summary matrix table took me about 9 hours total.

The process of getting the survey out took a good deal of time as well, requiring us to go to the different department secretaries on campus to ask them to administer our survey at first. Later we had to go through the various departments directories and email the secretaries directly to get approval and give reminders to them secretaries. I spent a nearly 6 hours visiting departments and looking up email addresses and composing emails to the secretaries. I had to draft up the text for the introduction to the survey as well as the reminder to administer the survey.

The next aspect of the survey that I found extremely time consuming was the processing of the results. In order to be able to determine some trends about students and their interest in the hostel, I had to go through each response and enter the major, the grade level (which was not the easiest thing since we did not really specify guidelines for grade level determinatin), whether the student was interested or not, and check for comments that could be labeled and written out in a corresponding comments sheet. Later the majors we also counted so that we could see how many people from each major replied. In the end, it was possible to determine some interesting things about the sample group of the survey. We had a categorized breakdown of each response we

received where comments to each response were numbered and referenced to a sheet showing all the comments in order. This whole process took me a solid 14 hours of computer work.

- Helped create 2 display binders for Dan to be put in CEED office library that detailed the background, process, and results of our survey. Suggestions for those taking up the project in the future were also added.
- Sent last weekly check in email to Dan and Lew this week (May 5, 2004) at the same time that I sent out thank you emails to the personnel of the departments that made the survey possible.
- Stopped at Kinko's to get transparencies made for presentation and inclusion into binders for Dan.



ALTERNATIVES CONSIDERED	1. COST	2. TIME	3. POTENTIAL NUMBER OF STUDENTS REACHED	4. INTRUSIVENESS INTO STUDENT'S LIVES	5. UNBIASED RESPONSES	6. CONTROL OVER SAMPLE GROUP	7. NON REPEAT RESPONSES
In Person Meetings with Students	1	2	3	3	3	1	1
Mail Survey	3	3	2	2	2	2	3
Email Survey	1	1	1	1	1	2	1
Phone Survey	2	2	2	3	3	1	2

Rating System Key by Category:

1: Cost Effectiveness

1. Costs surveyor nothing (free)
  2. Minimal to moderate cost to surveyor
  3. Highest cost to surveyor
2. Time Involved (to create, administer, and interpret results of survey)
1. Minimal/least amount of time
  2. Moderate amount of time
  3. Large time commitment
3. Potential Number of Students Reached
1. High number of students potentially reached
  2. Moderate number of students potentially reached
  3. Fewest number of students potentially reached
4. Intrusiveness Into Student's Life
1. Low level of intrusiveness
  2. Moderate level of intrusiveness
  3. High level of intrusiveness

## 5. Unbiased Responses

1. Lowest possibility of biased responses
  2. Minimal to moderate possibility of biased responses
  3. Highest possibility of biased responses
6. Control Over Sample Group (what group takes survey)
1. Highest level of control over sample group
  2. Moderate level of control over sample group
  3. Lowest level of control over sample group
7. Non Repeated Responses
1. Lowest possibility of repeat responses
  2. Moderate possibility of repeat responses
  3. Highest possibility of repeat responses

## Choosing the Best Alternative

We chose to set up the criteria for the table and its accompanying numerical ratings system so that the lowest score would be the best alternative. The best (lowest) possible score that could be reached is 7 which would best suit all of the criteria for our purposes. The worst (highest) possible score that an alternative could reach is 21 which does not necessarily suit our purposes very well. The scores for the alternatives stack up as follows:

Alternative 1 (Meeting students in person): 14

Alternative 2 (Mail survey): 17

Alternative 3 (Email survey): 8

Alternative 4 (Phone survey): 16

The scores from the criteria in the table show that the best alternative for gauging student interest in the hostel overwhelmingly points to an email survey, followed by in person meetings, a phone survey, and a mail survey in that order.

## Hostel Survey Results Breakdown

Interested In Living in Hostel	Not Interested in Living in Hostel
89	69

The results, though seemingly neutral or slightly positive, are more positive than is apparent by glancing at this. There were many comments added to the survey that stated things like, "if I am still around when the hostel opens," or "if I could live there with my wife," or "I know someone who will," and so on. There were many conditional "not interested"s that could likely be resolved. I found this rather encouraging, as did Dan Ihara in our final meeting at the CEED office.

Environmental Science	53
Forestry	25
Business/Economics	11
Geography	7
Geology	1
Nat. Res. Planning and Interp.	7
International Studies	2
Env. Res. Engineering	21
Engineering	4
Wildland Soil Science	1
Wildland Fire	1
Anthropology	3
Fisheries	2
Wildlife	6
Sociology	6
Recreation Administration	1
Watershed Management	1
Intl. Development Tech.	1
Forest Hydrology	2
Interdisciplinary Studies	1
Env. Systems	2

<u>Year in School</u>	<u>Major</u>	<u>Interested</u>	<u>Not Interested</u>	<u>Comments</u>
3rd, Junior	Geography	X		
Senior	Forestry		X	1
5th, Senior	Wildlife	X		
Senior	Forestry	X		
Senior	Geography	X		
Senior	Forestry		X	
3rd, Graduate	Env. Systems	X		
Junior	Forestry		X	
Senior	Env. Science	X		2
2nd, Masters	Nat. Res./Wildlife	X		
Junior	Interdisciplinary Studies	X		3
Senior	Business/Economics	X		
Senior	Business/Economics		X	
4th, Senior	Env. Res. Engineering	X		
Senior	English/Env. Ethics	X		
Sophomore	Business/Economics		X	
Graduate	Engineering		X	4
5th, Graduate	Sociology/Psychology	X		
Senior	Math/Geography		X	5
Junior	Forest Hydrology		X	6
Senior	Env. Res. Engineering		X	7
Senior	Forestry	X		8
Junior	Forest Hydrology	X		9
Graduate	Forestry		X	
Junior	Env. Res. Engineering		X	
Freshman	Intl. Development Tech.		X	10
Senior	Env. Res. Engineering	X		
Junior	Env. Res. Engineering	X		
Junior	Forestry	X		11
Senior	Environmental Science	X		12
Senior	Environmental Science	X		13
Junior	Forestry		X	
Senior	Forestry		X	
Junior	Geography	X		
Freshman	Forestry	X		
Junior	Geography	X		
Senior	Sociology	X		
7th, Senior	Env. Res. Engineering		X	
Sophomore	Geography	X		
Senior	Business/Economics		X	
Junior	Econ/Poly Sci/App. Tech.	X		14
6th, Senior	Business/Economics		X	15
Senior	Env. Res. Engineering		X	16
Senior	Env. Res. Engineering		X	
Senior	Business/Economics	X		17
Sophomore	Business/Economics		X	18
Freshman	Sociology and Poly. Sci.	X		19
Graduate	Wildlife		X	
Graduate	Watershed Management		X	
Junior	Anthropology	X		
Graduate	Nat. Res. Planning and Interp.		X	20

Junior	Env. Res. Engineering		X	
Senior	Forestry	X		21
Senior	Recreation Administration		X	
Senior	Anthropology	X		
Graduate	Nat. Res. Planning and Interp.	X		22
Graduate	Nat. Res. Planning and Interp.		X	
Senior	Sociology		X	
Graduate	Wildlife			
Junior	Sociology		X	
Senior	Sociology		X	
Freshman	Wildlife	X		23
Senior	Spanish and Sociology	X		24
Graduate	Wildlife	X		
Graduate	Biology/Wildlife	X		
Sophomore	Forestry		X	
Graduate	Fisheries	X		
Graduate	Nat. Res. Planning and Interp.		X	
Graduate	Fisheries		X	
Graduate	Nat. Res. Planning and Interp.		X	25
Junior	Anthropology		X	
Graduate	Nat. Res. Planning and Interp.			
Senior	Geology		X	
Junior	Forestry	X		
Sophomore	Env. Res. Engineering	X		
Junior	Business/Economics	X		26
Junior	Business/Economics	X		
Sophomore	Env. Res. Engineering		X	
Senior	Env. Res. Engineering	X		
Freshman	Forestry		X	
Senior	Forestry		X	
Senior	Engineering	X		
Sophomore	Env. Res. Engineering		X	
Sophomore	Env. Res. Engineering	X		27
Freshman	Env. Res. Engineering	X		
Sophomore	Env. Res. Engineering	X		
Junior	Forestry		X	
Junior	International Studies		X	
Junior	Env. Res. Engineering	X		
Junior	Forestry		X	
Junior	Forestry	X		28
Junior	Forestry		X	
Senior	Env. Res. Engineering		X	
Senior	Engineering		X	
Senior	Wildland Fire	X		
Senior	Geography	X		
Senior	Env. Science	X		29
Senior	Forestry		X	
Graduate	Business/Economics		X	
Junior	Env. Res. Engineering	X		
Junior	Env. Res. Engineering		X	
Junior	Forestry		X	30
Senior	Env. Res. Engineering		X	

Junior	Forestry	X		
Junior	Forestry		X	
Senior	Engineering	X		
Junior	Wildland Soil Science	X		
Senior	Forestry	X		
Junior	Environmental Science		X	31
Senior	Environmental Science	X		
Sophomore	Environmental Science	X		
Junior	Environmental Science	X		
Senior	Environmental Science		X	
Freshman	Environmental Science		X	
Senior	Environmental Science	X		
Senior	Environmental Science		X	
Senior	Environmental Science	X		
Junior	Environmental Science	X		
Freshman	Environmental Science	X		
Senior	Environmental Science	X		32
Senior	Environmental Science	X		
Senior	Environmental Science		X	
Junior	Environmental Science		X	33
Senior	Environmental Science	X		
Junior	International Studies	X		34
Junior	Environmental Science	X		
Junior	Environmental Science		X	35
Senior	Environmental Science	X		
Senior	Environmental Science	X		36
Junior	Environmental Science	X		37
Junior	Environmental Science	X		
Senior	Environmental Science	X		
Graduate	Environmental Systems	X		
Senior	Environmental Science	X		38
Junior	Environmental Science	X		
Junior	Environmental Science	X		
Senior	Environmental Science	X		
Junior	Environmental Science	X		
Freshman	Environmental Science	X		
Senior	Environmental Science		X	
Senior	Environmental Science		X	
Junior	Environmental Science		X	
Senior	Environmental Science		X	39
Senior	Environmental Science	X		
Senior	Environmental Science	X		
Senior	Environmental Science	X		
Junior	Environmental Science	X		
Senior	Environmental Science	X		
Sophomore	Environmental Science		X	40
Junior	Environmental Science		X	
Senior	Environmental Science		X	
Senior	Environmental Science	X		
Freshman	Environmental Science	X		
Junior	Environmental Science	X		
Senior	Environmental Science	X		

Senior	Environmental Science		X
Senior	Environmental Science	X	
Graduate	Nat. Res. Planning and Interp.		X

31. No (because) I have a daughter, unless it would be ok to have her there with me.
32. If I weren't about to graduate I would be very interested in living in the hostel for a semester or a year. I think it would be a great opportunity for future students.
33. I am not interested in living in the hostel, but I am interested in the project. I would like to help out with this project, as I've seen a need in this area for such accommodations for a long time. If I could help, send me some more details about the project and how I could help, that would be great.
34. Definitely!
35. I would, without a doubt, be interested in living in the hostel.
36. Ya, I think living in a hostel would be a great learning and fun experience.
37. Yes, if I would be here. Think it's a great idea.
38. (No) Although a stay would be interesting if that were offered like other hostels.
39. Yes, I think it's an awesome idea.
40. I would definitely live in the Arcata (hostel) if the opportunity were to arise.
41. No, I probably would not live in such a hostel, mostly because I value my independence, but I would certainly support such a project.



## Student Survey:

In order to evaluate if students would be interested in living in the Hostel, you must formulate questions that will help aide the process.

- How much (cost)
- What does the room include (bed, dresser, etc.)
- What does the hostel want to accomplish
- What do the rooms look like
- No drinking/drugs
- Credits available (how many, how does one go about getting the credits i.e. meets with advisor)
- What type of transportation will be available (bus, carpool, bike, walk)
- What would the residential program include
- How much work is involved (average per week)
- Can a student play there music
- Are there quiet hours
- What types of programs and events will go on at hostel
- What does the parking situation look like
- Will it be handicap accessible
- Do tasks among students rotate, how are they allocated?
- Is the one-month-rent fee include everything
- What about food (where there be storage)
- Electricity
- How feasible/reliable is the zero waste situation (i.e. will students have to work/pay for electricity)
- What about visiting guests of students (hours, behavior)
- Plans on security, terrorist, earthquakes
- Will work be done over the weekend/breaks, do students need to stay available during these times
- House rules
- Will there be a position for a "living advisor" and if so, will there rent be compensated
- What would the responsibilities be for a "living advisor"
- Interactions with guest on first floor
- Will there be payable jobs available to students around the hostel

## Answers to some of the questions:

- How much (cost) - *Cost will be the going rate for rooms of this type.*
- What does the room include (bed, dresser, etc.) - *The room will include bed, dresser and desk.*
- What does the hostel want to accomplish - *The hostel will be a very special kind of facility for thousands of visitors to learn first hand the ease and practicality of living in a beautiful, sustainable, energy efficient place.*
- What do the rooms look like - *Don't know at this point.*
- No drinking/drugs - *It will be a privilege to live at the Hostel. Alcohol or drug use cannot be tolerated. This will not be a frat house!*
- Credits available (how many, how does one go about getting the credits i.e. meets with advisor) - *This will be worked out with the University. They have expressed a keen interest in working the Hostel into their environmental education programs.*
- What type of transportation will be available (bus, carpool, bike, walk) - *This will depend on where the site is located. This has not been determined.*
- What would the residential program include - *This will be worked out with the University.*
- How much work is involved (average per week) - *Don't know yet. We want the students to be involved monitoring the systems, writing replication manuals and acting as docents.*
- Can a student play there music - *The commons room would be the appropriate place to play music.*
- Are there quiet hours - *Yes, the Hostel will abide by traditional customs.*
- What types of programs and events will go on at hostel - *Interpretation of the natural and man-made environments, community meetings.*
- What does the parking situation look like - *Parking will be provided but we will encourage traveling under your own steam.*
- Will it be handicap accessible - *Yes, this is a legal requirement.*
- Do tasks among students rotate, how are they allocated? - *This will be worked out.*

-Is the one-month-rent fee include everything - *The rent will include room and use of hostel amenities (i.e. commons room and common kitchen). Meals are not included.*

-What about food (will there be storage) - *Yes, Hostels provide food storage areas.*

-Electricity - *The rent includes use of utilities in line with energy saving goals of the Hostel. We may give tokens for use of utilities.*

-How feasible/reliable is the zero waste situation (i.e. will students have to work/pay for electricity) - *See answer above.*

-What about visiting guests of students (hours, behavior) - *This needs to be worked out for overnight guests. Anyone staying more than overnight will need to pay the standard Hostel overnight rate (at this time we anticipate \$18 to \$20)*

-Plans on security, terrorist, earthquakes - *In exchange for free room one student will act as dormitory counselor. There will also be overall Hostel managers. The hostel will abide by all legal requirements for earthquakes and terrorist attacks.*

-Will work be done over the weekend/breaks, do students need to stay available during these times - *Some students will need to be on duty during these times.*

-House rules - *The facility will abide by international hostel customs and standards.*

-Will there be a position for a "living advisor" and if so, will there rent be compensated - *See above vis a vis dorm counselor and Hostel managers. Other academic advisors would be at the University.*

-What would the responsibilities be for a "living advisor" - *See above.*

-Interactions with guest on first floor - *We want to encourage this as part of the Hostel experience. The Hostel is a window to the world for the local community and a window to the local community for hostellers.*

-Will there be payable jobs available to students around the hostel - *Probably, some could work as Hostel assistant managers and possibly do other paying tasks.*

### **Alternatives to educate visitors about zero waste:**

- 1.) Produce a video or interactive CD that guest could watch about zero waste
- 2.) Create several interactive/educational displays inside the Hostel that guest could learn about zero waste and ways to become active
- 3.) Public broadcast about the hostel and its zero waste education to pique people's interest
- 4.) Designing a brochure on ways/tips for a zero waste lifestyle to display/pass out at hostel
- 5.) An interactive DVD on ways and tips for Zero Waste
- 6.) Allowing community members/guest/students/visitors to take a tour of hostel, in order to learn about Zero Waste
- 7.) Involve City of Arcata about hostels Zero Waste policy, so that visitors can have knowledge about what the hostel is doing
- 8.) Displaying interactive boards for hands on learning inside the hostel
- 9.) Have a "traveling" interactive board available to inform public in other counties and states about hostels Zero Waste
- 10.) Go to local schools and talk about Zero Waste program
- 11.) Allowing students to live at hostel and have first hand experience about Zero Waste (spreading message)
- 12.) Have weekend workshops for community members and give examples of Zero Waste
- 13.) Announcement on local radio stations
- 14.) Create a website about the hostel and examples of Zero Waste techniques
- 15.) Do a Public Service Announcement
- 16.) Make a DVD available to local companies about initiatives for a Zero Waste company
- 17.) Make a VHS/DVD available to local libraries and video rental stores on ways/tips for a Zero Waste lifestyle

**Three possible alternatives to educate visitors about zero waste:**

- (1) Designing a “traveling” interactive board explaining what the Hostel does and educates
  - a.) resources are cheap (strong, durable cardboard)
  - b.) could use current layout pamphlet (blueprint model)
  - c.) must find someone who can put the board together
  - d.) could post zero waste Hostels examples
  - e.) could be beneficial to use at conferences, schools, businesses and companies
  - f.) easy travel and storage
  
- (2) Allowing guest, community members and schools take a tour of the Hostel to establish knowledge of zero waste tips.
  - a.) could designate 1 day a week/1 day a month for tours
  - b.) would have to get someone knowledgeable/available to give tours
  - c.) could have “hands-on-site” for guests to get first hand zero waste experience
  - d.) tours of proposed garden, compost, recycling, etc. included
  - e.) would have to find ways to announce touring (City of Arcata, newspapers, online, word of mouth, flyers)
  - f.) may bring better business to the hostel (“taking message home”)
  
- (3) Design an internet site for Hostel and Zero waste education
  - a.) would have to be updated periodically
  - b.) would need to be monitored periodically
  - c.) would provide easy access to those who have internet access
  - d.) not everyone has access to the internet

## Alternative Matrix:

Three top alternatives to educate visitors about zero waste

<b>Alternative #</b>	<b>Feasibility:</b> How feasible is the alternative; Does it accomplish what needs to get done?	<b>Education:</b> Does it aid in the process of zero waste education?	<b>Funds:</b> Is it a costly investment?	<b>Resources:</b> Are the needed resources available? People, money, time?	<b>Business:</b> Will it bring business to the Hostels?	<b>Zero Waste:</b> Is it a good example of zero waste?
<b>Alternative (1):</b> Designing a "traveling" interactive board explaining what the Hostel does and educates	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>Alternative (2):</b> Allowing guest, comm. members and schools take a tour of the Hostel to establish knowledge of zero waste tips.	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>Alternative (3):</b> Design an internet site for Hostel and Zero waste education.	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>

- 0- Not Applicable\*\*\*
- 1- Applicable
- 2- Moderately Applicable
- 3- Most Applicable

\*\*\*Applicable in this case means, "Does it support our mission?"

## **Implementation:**

The alternative that I would choose that would be most feasible to implement would be Alternative 2: Allowing guest, community members and schools to take tours of the hostel to establish knowledge of what the hostel is doing and to give examples of zero waste tips. Alternative 2 can be implemented by requiring students who currently live in the hostel give tours on a set day and time. The student should have good knowledge of the hostel and its current projects and projects that the hostel will endure in the future. The student(s) should be willing to commit to at least 3 hours per week. Students around Humboldt State can get involved as well, volunteering and giving tours. Volunteer students should go by the above criterion as well. The hostel tour will include a view of energy conservation through solar orientation, optimal insulating materials, passive solar heating, fluorescent light bulbs, photovoltaic panels, hydrogen fuel cells, geothermal, solar oven and bicycles as alternative vehicles. As for water conservation, there will include low flow showers/aerated faucets, composting toilets, flush less urinals/mircoflush toilets. The tour will also include samples of extensive recycling, on-site composting, paper conservation, grey water marsh, and irrigation, edible landscape/organic herb and vegetable gardens and fruit orchard, living roofs, solarium and a green house. The cost of the tours will be nothing, because it will either be students living at the hostel or students that volunteer to give tours. Tours may bring in revenue to the hostel, as guests may decide to stay and visit again. Choosing Alternative 2 and giving tours is the most feasible alternative with all aspects to implementing zero waste education and a hands-on experience for guests, community members and schools. With this alternative the goal is to get "outsiders" to get a knowledge of sustainability and taking the message home. Learning that zero waste is not a chore, but very easy to incorporate in your everyday life is vital.

## Monitoring and Evaluation:

Since the Arcata Environmental Technology Hostel is still a hypothetical situation we would go about monitoring success through the following measures:

- ❖ Does the hostel get enough “bodies” to house the second floor?
- ❖ Does the hostel get enough “bodies” to house the first floor?
- ❖ Can you conduct a survey 2,3,4 years later that measures “zero waste” to guest?
- ❖ Looking at turnout rates of Hostel visitors through tours
- ❖ Monitor how many people have visited the current website: [arcatahostel.org](http://arcatahostel.org)
- ❖ Design a survey to administer to guests who stay at the hostel, (via phone interview). Are they currently practicing zero waste lifestyles, if yes, how so?
- ❖ Design a volunteer guest book where guest and community members can sign in and suggest/voice their opinions about the hostel and zero waste examples
- ❖ Look at the comments on the current survey that was administered during spring semester 2004, what was student’s feedback (comments)?
- ❖ Design a survey online where visitors and guests can go and evaluate zero waste education they received (if any) at the hostel
- ❖ Send out surveys to students who did live in the hostel, how did they like/dislike living there

Hopefully within the next semester(s) there will be willing students to take on the responsibility of overlooking hostel zero waste education. Students will be able to take the survey that was administered during spring semester 2004 to look at what students are most interested in and whether or not the hostel is a place they would want to live in. Future students will be monitoring how zero education is administered through the hostel and whether or not the education is working? Are guest and community members taking the message home? If so, what are some examples they learned through the hostel that they are currently practicing in their homes? Are future students able to administer surveys to guest who stayed at the hostel in order to measure effectiveness? If monitoring and evaluating does not work future students need to go back to the “problem” and reevaluate the situation.



**Appendix A:**

Copy of Survey Administered

Students,

For an ENVS 412 senior project my partner Stephen and I are asking you to participate in this short email survey that we have sent to you. This survey is for our senior class project, as well as to help provide valuable information to the committee of the proposed sustainable hostel to be developed in the Arcata area. Please return your completed survey to Jennie at [jag55@humboldt.edu](mailto:jag55@humboldt.edu) by Friday April 30, 2004.

Please help us out by completing this voluntary survey:

A New Type of Hostel:

The Arcata Environmental Technology Hostel will be a very special kind of facility for thousands of visitors to learn first hand the ease and practicality of living in a beautiful, sustainable, energy efficient place. The Hostel will be built and operated in cooperation with International-USA, Humboldt State University, the City of Arcata and the Center for Environmental Economic Development. It will function as an inspiring model to be replicated and adapted in communities around the world.

During the school year a portion of the hostel will be set up as an HSU student residence. Students will be involved monitoring the solar and energy conservation systems, writing replication manuals and acting as docents. There may be a chance for students to earn credits while living in the Hostel.

The cost of living in the Hostel will be comparable with similar accommodations. The Hostel will abide with all international hostelling standards. Smoking, drinking and drug use will be strictly prohibited. Complete confidentiality will be kept, please help us out by answering the following three questions.

- 1.) Year in school?
- 2.) Major?
- 3.) No matter what year in school you are, would you be interested in living in the Hostel?  
 Yes                       No

Please return to [jag55@humboldt.edu](mailto:jag55@humboldt.edu) by Friday April 30, 2004. I can be reached at 822-3254, or Dick Hansis at HSU 826-4148. Thank you, if you would like more information about the Hostel, please visit our website at [www.arcatahostel.org](http://www.arcatahostel.org)

**Appendix B:**

Results of Hostel Survey Administered

<u>Year in School</u>	<u>Major</u>	<u>Interested</u>	<u>Not Interested</u>	<u>Comments</u>
3rd, Junior	Geography	X		
Senior	Forestry		X	1
5th, Senior	Wildlife	X		
Senior	Forestry	X		
Senior	Geography	X		
Senior	Forestry		X	
3rd, Graduate	Env. Systems	X		
Junior	Forestry		X	
Senior	Env. Science	X		
2nd, Masters	Nat. Res./Wildlife	X		2
Junior	Interdisciplinary Studies	X		
Senior	Business/Economics	X		3
Senior	Business/Economics		X	
4th, Senior	Env. Res. Engineering	X		
Senior	English/Env. Ethics	X		
Sophomore	Business/Economics		X	
Graduate	Engineering		X	4
5th, Graduate	Sociology/Psychology	X		
Senior	Math/Geography		X	5
Junior	Forest Hydrology		X	6
Senior	Env. Res. Engineering		X	7
Senior	Forestry	X		8
Junior	Forest Hydrology	X		9
Graduate	Forestry		X	
Junior	Env. Res. Engineering		X	
Freshman	Intl. Development Tech.		X	10
Senior	Env. Res. Engineering	X		
Junior	Env. Res. Engineering	X		
Junior	Forestry	X		11
Senior	Environmental Science	X		12
Senior	Environmental Science	X		13
Junior	Forestry		X	
Senior	Forestry		X	
Junior	Geography	X		
Freshman	Forestry	X		
Junior	Geography	X		
Senior	Sociology	X		
7th, Senior	Env. Res. Engineering		X	
Sophomore	Geography	X		
Senior	Business/Economics		X	

Junior	Econ/Poly Sci/App. Tech.	X		14
6th, Senior	Business/Economics		X	15
Senior	Env. Res. Engineering		X	16
Senior	Env. Res. Engineering		X	
Senior	Business/Economics	X		17
Sophomore	Business/Economics		X	18
Freshman	Sociology and Poly. Sci.	X		19
Graduate	Wildlife		X	
Graduate	Watershed Management		X	
Junior	Anthropology	X		
Graduate	Nat. Res. Planning and Interp.		X	20
Junior	Env. Res. Engineering		X	
Senior	Forestry	X		
Senior	Recreation Administration		X	21
Senior	Anthropology	X		
	Nat. Res. Planning and Interp.	X		
Graduate	Interp.		X	22
Graduate	Nat. Res. Planning and Interp.		X	
Senior	Sociology			
Graduate	Wildlife		X	
Junior	Sociology		X	
Senior	Sociology		X	
Freshman	Wildlife	X		23
Senior	Spanish and Sociology	X		24
Graduate	Wildlife	X		
Graduate	Biology/Wildlife	X		
Sophomore	Forestry		X	
Graduate	Fisheries	X		
Graduate	Nat. Res. Planning and Interp.		X	
Graduate	Fisheries		X	
Graduate	Nat. Res. Planning and Interp.		X	25
Junior	Anthropology		X	
Graduate	Nat. Res. Planning and Interp.		X	
Senior	Geology		X	
Junior	Forestry	X		
Sophomore	Env. Res. Engineering	X		
Junior	Business/Economics	X		
Junior	Business/Economics	X		26
Sophomore	Env. Res. Engineering		X	
Senior	Env. Res. Engineering	X		
Freshman	Forestry		X	
Senior	Forestry		X	
Senior	Engineering	X		
Sophomore	Env. Res. Engineering		X	
Sophomore	Env. Res. Engineering	X		
Freshman	Env. Res. Engineering	X		27
Sophomore	Env. Res. Engineering	X		
Junior	Forestry		X	
Junior	International Studies		X	
Junior	Env. Res. Engineering	X		
Junior	Forestry		X	

Junior	Forestry	X		
Junior	Forestry		X	28
Senior	Env. Res. Engineering		X	
Senior	Engineering		X	
Senior	Wildland Fire	X		
Senior	Geography	X		
Senior	Env. Science	X		29
Senior	Forestry		X	
Graduate	Business/Economics		X	
Junior	Env. Res. Engineering	X		
Junior	Env. Res. Engineering		X	
Junior	Forestry		X	30
Senior	Env. Res. Engineering		X	
Junior	Forestry	X		
Junior	Forestry		X	
Senior	Engineering	X		
Junior	Wildland Soil Science	X		
Senior	Forestry	X		
Junior	Environmental Science		X	31
Senior	Environmental Science	X		
Sophomore	Environmental Science	X		
Junior	Environmental Science	X		
Senior	Environmental Science		X	
Freshman	Environmental Science		X	
Senior	Environmental Science	X		
Senior	Environmental Science		X	
Senior	Environmental Science	X		
Junior	Environmental Science	X		
Freshman	Environmental Science	X		
Senior	Environmental Science	X		32
Senior	Environmental Science	X		
Senior	Environmental Science		X	
Junior	Environmental Science		X	33
Senior	Environmental Science	X		
Junior	International Studies	X		34
Junior	Environmental Science	X		
Junior	Environmental Science		X	35
Senior	Environmental Science	X		
Senior	Environmental Science	X		36
Junior	Environmental Science	X		37
Junior	Environmental Science	X		
Senior	Environmental Science	X		
Graduate	Environmental Systems	X		
Senior	Environmental Science	X		38
Junior	Environmental Science	X		
Junior	Environmental Science	X		
Senior	Environmental Science	X		
Junior	Environmental Science	X		
Freshman	Environmental Science	X		
Senior	Environmental Science		X	

Senior	Environmental Science		X	
Junior	Environmental Science		X	
Senior	Environmental Science		X	39
Senior	Environmental Science	X		
Senior	Environmental Science	X		
Senior	Environmental Science	X		
Junior	Environmental Science	X		
Senior	Environmental Science	X		
Sophomore	Environmental Science		X	40
Junior	Environmental Science		X	
Senior	Environmental Science		X	
Senior	Environmental Science	X		
Freshman	Environmental Science	X		
Junior	Environmental Science	X		
Senior	Environmental Science	X		
Senior	Environmental Science		X	
Senior	Environmental Science	X		
Graduate	Nat. Res. Planning and Interp.		X	

## Appendix C:

### Comments accompanying survey results

1. Wouldn't mind seeing it though! Sounds awesome!
2. What a great idea!
3. If I had to.
4. Though I would stay as a visitor.
5. I'm married. But this is an awesome idea.
6. I'm totally for it.
7. I would be interested but I would definitely want to know more about what I was getting myself into before I was to make a final commitment. It would also depend of the location of the hostel.
8. ..Or if not me, several friends and potential students
9. If I were single and had no children, I would say yes.
10. This is a great idea.
11. I would not want to live in an environment with prohibitive rules
12. Supercool!
13. Unfortunately I don't think it would be up and running before I'm done here at HSU but good luck with the project and keep us updated on the hostel's progress.
14. Personally, I think its good to have one available for younger people and travelers.
15. I live with my partner and we like to have our own non-shared space. If I was single, then probably yes.
16. Very much (interested), especially with the direction CCAT has chosen to go in and the way that the university is treating the Appropriate Tech. program. This is something that HSU is known for and we sweep it aside to build a new, controversial building. Anyway, this is a very much needed resource for students as well as community and travelers.
17. Although I am going abroad next year so I won't be able to participate.
18. I think the hostel is a great idea. I was a presentation given by the architect of the hostel and couldn't be more excited for Arcata and myself.
19. I would not be interested because I am married, and as a graduate student I need more privacy and time to study.
20. I would be interested in the implementation and building of the unit.
21. I have pets, use alcohol and other drugs, and would want more personal freedom than a hostel could offer.
22. What a great idea! I am so glad to hear HSU Is a leading institution in alternative forms of using energy! Keep up the good work. If I could stay and participate, I most certainly would.
23. Sounds very cool. Run with it. We support your efforts.
24. Probably not. Sounds cool, but I'd want more freedom.
25. What a great idea.
26. I think that sounds like a really cool idea.
27. I would visit.
28. This is a great idea.

29. Perhaps a guest in the future.
30. I would certainly be interested in living at the hostel.
31. No (because) I have a daughter, unless it would be ok to have her there with me.
32. If I weren't about to graduate I would be very interested in living in the hostel for a semester or a year. I think it would be a great opportunity for future students.
33. I am not interested in living in the hostel, but I am interested in the project. I would like to help out with this project, as I've seen a need in this area for such accommodations for a long time. If I could help, send me some more details about the project and how I could help, that would be great.
34. Definitely!
35. I would, without a doubt, be interested in living in the hostel.
36. Ya, I think living in a hostel would be a great learning and fun experience.
37. Yes, if I would be here. Think it's a great idea.
38. (No) Although a stay would be interesting if that were offered like other hostels.
39. Yes, I think it's an awesome idea.
40. I would definitely live in the Arcata (hostel) if the opportunity were to arise.
41. No, I probably would not live in such a hostel, mostly because I value my independence, but I would certainly support such a project.

## Appendix D:

### Hostel Survey Results Breakdown

Interested In Living in Hostel	Not Interested in Living in Hostel
89	69

The results, though seemingly neutral or slightly positive, are more positive than is apparent by glancing at this. There were many comments added to the survey that stated things like, "If I am still around when the hostel opens," or "If I could live there with my Wife," or "I know someone who would," and so on. There were many conditional "not interested" that could likely be resolved. I found this rather encouraging, as did Dan Ihara in our final meeting at the CEED office.

### Breakdown of majors who answered survey:

Environmental Science	53
Forestry	25
Business/Economics	11
Geography	7
Geology	1
Nat. Res. Planning and Interp.	7
International Studies	2
Env. Res. Engineering	21
Engineering	4
Wildland Soil Science	1
Wildland Fire	1
Anthropology	3
Fisheries	2
Wildlife	6
Sociology	6
Recreation Administration	1
Watershed Management	1
Intl. Development Tech.	1
Forest Hydrology	2
Interdisciplinary Studies	1
Env. Systems	2



## ENVS 410 - Journal entries

2-5-04 Classtime - meet with Stephen and Rhonda.

Rhonda is in limbo with whether or not she will be in class? Most likely will just be Stephen and I. We are looking into the possibility of working with The Arcata Hotel and getting some kind of energy conservation going. We also have a possibility of working on some work with the proposed Arcata hostile. There is a guy Lew Litsky we are planning on contacting to get the ball rolling. In the meantime we can individually brainstorm on some energy conservation ideas!

2-5-04 Today Stephen and I met with Lew Litsky, Dan Thara and Beka Wilson. The meeting went very well and the information that was given was all very exciting. We have formulated that every week by Thurs. we will send an email to everyone on the whereabouts we are on ideas and projects, and every ~~two~~ two weeks we will get together to meet and talk about ideas and progression. Our projects will consist of making some kind of interactional-changing informational board that will be placed inside the hostile. It will be used as a fun, informative educational symbol that travelers that use while staying at the hostile. We are also trying to conduct a "survey" to see if students would be interested in boarding at the hostile, with the stipulations that follow. Dan suggests we get students opinions

on how they would react to active living? Other ideas include ways to lower energy meters without sacrifice. Since I really enjoy teaching other (education) and recycling I am going to focus on those aspects, whereas Stephen will focus on energy. I am really excited about all the possibilities and the chance to become a part of something so real!

2-10-04 Did not attend class today. I have been formulating and brainstorming ideas on some possible boards and ideas about recycling. I want to possibly intergrate my engineering 308 appendices on this!

2-12-04 Today in class met with Stephen and talked a little about ideas and such. We have decided that we are going to try and meet with the group next Tuesday. I have begun the surveying and am going to forward a bulk email to all environ. science students asking their opinions about the hostile, but before I do this I would like to get group input, especially from Dan. Both Stephen and I emailed the group to see if they would be able to meet!

2-17-04 Went to class, things were in limbo, apparently Lew didn't get the message we were (wanted) to meet this am. email wasn't the best. I tried calling him. Went to the computer lab - no emails from team?