MISSION STATEMENT
The Environmental Studies Program seeks to provide students with the literacy, skills, and commitment needed to foster a healthy natural environment and to create a more sustainable, equitable, and peaceful world. To these ends, the Environmental Studies Program educates and challenges students to become knowledgeable, motivated, and engaged in environmental affairs. Our students acquire the skills and awareness to promote positive social change and improve the environment and communities of Montana and the world, for current and future generations.

DEPARTMENT ALIGNMENT WITH ACCREDITATION CORE THEMES
After listing each departmental objective, indicate which of the five core themes proposed in the Year One Self-Evaluation Report submitted March 1, 2018 to the Northwest Commission on Colleges and Universities the objective supports.

In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the core themes.

1. **Environmental science**: Students gain an understanding of basic natural and social science principles that inform environmental decision making; principles and applications of ecology and ecological systems; the scientific method, its strengths, limitations, and holistic approaches; the use of science in environmental policy making and problem solving. Students also gain competency in ecological field studies; analyzing the credibility of sources of scientific information; and researching, synthesizing, and presenting scientific information in both oral and written form and using science to support social justice, and economic and environmental sustainability. (UM Core Themes (CT) #1, 3, 5). Innovative/Noteworthy: Watershed Health Clinic; Service Learning in Intro to Env Science Course

2. **Environmental policy and politics**: Students gain an understanding of policy making processes, related institutions, organizations, and decision making tools; history and theory of natural resource and environmental law, policy, & regulation; and history, leading figures, and current issues of the environmental movement. Students also gain competency in researching and analyzing policy issues; communicating such analyses and political messages both orally and in writing; and devising strategies and organizing to influence policy decisions. (UM CT #1,3,4,5). Innovative/Noteworthy: Transboundary Issues Field Courses; Environmental Leadership Series (ELS); Biannual Legislative Field Trips.

3. **Environmental thought, literature, and communication**: Students gain an understanding of the history of Western environmental thought and ethics and a basic understanding of non-Western perspectives and familiarity with nature writing and environmental studies “classics.” Students also gain competency in applying environmental thought and ideas from history and literature to inform individual and societal actions in the present and future; and communicating such applications orally and in writing using a variety of strategies and approaches. (UM CT #1, 3, 4). Innovative/Noteworthy: Camas, biannual student-produced environmental literary magazine; Wild Mercy, annual reading series.
4. **Engagement**: Students gain competency in strategies and techniques for addressing environmental problems and promoting social, economic, and environmental sustainability; develop a commitment to ethical and culturally-sensitive civic participation and other forms of community engagement. (UM CT #1, 3, 4, 5). Innovative/Noteworthy: Environmental Leaderships Series, Biannual Legislative Field Trips, Required ug Internships; UM Forum for Living with Appropriate Technology (UM FLAT).

5. **Disciplinary depth, subfield emphasis, and career preparation**: Students gain disciplinary or subfield depth through completion of a disciplinary minor (or second major) or an emphasis, consisting of specific coursework and an internship. Students gain skills for entry level positions in environmental professions and for further education in environmental studies and related fields. (UM CT #1, 3, 4, 5). Innovative/Noteworthy: Nine available faculty-advised Focus Areas for undergrads; 3 credit Required Internships; UM FLAT.

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**STUDENT LEARNING GOALS and MEASUREMENT TOOLS**

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<th>Student Learning Goals</th>
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<tr>
<td>1. Prepare for Careers</td>
<td>Review of placement info and alumni follow-up re jobs</td>
<td>Review of internships evaluations (3cr required)</td>
<td>Faculty interviews with employers (often grad alumni)</td>
<td>Faculty review of employment feedback and information</td>
<td>Faculty review of curriculum in terms of career prep biannually</td>
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<td>2. Develop understanding and competence in civic, social, community engagement</td>
<td>Faculty interviews with employers (often grad alumni)</td>
<td>Pre and post course assessment in ENST 367</td>
<td>Faculty review of student competency to complete projects</td>
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<td>3. Develop understand and competence in environmental thought, writing, and literature</td>
<td>Faculty consultation with grad TAs for undergrad courses about level of student writing and knowledge</td>
<td>Faculty monitor competence in EVST majors doing DHC SR thesis and UMCUR</td>
<td>Ongoing faculty advisor interview and monitor during mentoring for students in Env writing and literature</td>
<td>Comparisons of writing in 1st and last weeks of ENST 373</td>
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<td>4. Develop understanding and competence in environmental science</td>
<td>Pre and post course assessment of concept understanding in ENSC 105</td>
<td>Biannual faculty science curricula and student progress review</td>
<td>Ongoing advisor interviews during mentor process for Env Science students</td>
<td>Initiate Pre and post testing for basic agro-ecology concepts in ENSC 470</td>
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<td>5. Develop understanding and competence in environmental policy and analysis</td>
<td>Pre-paper comparison with final paper in ENST 382</td>
<td>Draft to revision score change in ENST 367 and ENST 382</td>
<td>Successful proposal, completion, and reflection papers on projects ENST 476</td>
<td>Biannual faculty review of policy courses and curricula and student progress</td>
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### RESULTS and MODIFICATIONS

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<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
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<td>1-Prepare for careers: 100% of graduates complete internship; majority placed in jobs using skills developed in program; writing and proposal/project development skills important to employers. Of 10 random phone/email interviews done each year of review period with employers of previous year graduates, 80% answered questions about the quality of preparation from EVST degree as either excellent or very good.</td>
<td>Continued the new Introduction to EVST orientation course for 1st fall freshman majors. Updated the course to add more material about JR/SR opportunities requested on previous course evaluations.</td>
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<td>2-Engagement: ENSC 105 Service Learning course had 75% of first-year EVST majors. ENST 476 projects based in community involvement for most EVST majors during JR or SR year. Attendance at ELS events by ugrad majors increased and also resulted in connections for required 3cr internships</td>
<td>Undergrad attendance at Environmental Leadership Series (ELS) events—all oriented toward civic/community engagement—increased through better “advertising” in email and announcements in undergrad classes and encouragement by advisors.</td>
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<td>3-Thought, Writing, Literature: Faculty tracked and discussed qualitative outcomes in UD ENST courses (335, 373, 410, 430) between students who had completed both ENST 201 and ENST 230 prior to UD course and those who had not. Writing abilities and knowledge content both consistently higher for students who had completed both LD courses.</td>
<td>Faculty advising guidelines and increased efforts and awareness worked to insure EVST majors completed both ENST 201 and 230 prior to enrolling in UD courses in this area. Continued pre and post testing in ENSC 105 and continued sessions on graph interpretation and basic algebra relevant to ecology in ENSC 360.</td>
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<td>4—Science: Continued pre- and post- tests in ENSC 105 to insure adequate preparation for ENSC 360. Results continue to be positive. In last 2 years of 360, only 3 of 42 students received below C- grade. Overall, faculty reported enhanced understanding of math-related fundamentals in ENSC 360.</td>
<td>Policy course faculty agreed on consistent citation format and implemented. Continued draft-revision comparisons in both UD policy courses.</td>
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<td>5—Policy and Analysis: Continued monitoring showed in ENST 382 Spring 17 and 18 students improved by 19% average draft to revision, and in ENST 367 students improved 12% average. Faculty consultation revealed that efforts for more consistent citation format in policy courses improved student proficiency and understanding of citation purposes and format.</td>
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### FUTURE PLANS FOR CONTINUED ASSESSMENT

Strive to implement, given reduced dept human resources, a larger number of interviews with post-grad employers and collate and compile results in more effective, usable report for curriculum review and for improvements needed in specific courses.

Faculty will work together to devise an efficient, workable testing system, given reduced dept human resources, for graduating seniors, and analyze results in terms of our primary dept learning objectives.

Reassess undergraduate curriculum in light of reduced faculty resources and in terms of testing results and employer interview results.
APPENDICIES

Curriculum Map Updated Fall 2018, reflects new courses and intended levels of achievement