

MSEM Assessment Report - AY 2021-22

Program: Masters of Science in Environmental Management (MSEM),

Graduate Degree

Submitted 1 December 2022

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Executive Summary

In this reflection report, the MSEM assessment team finds that despite strong interest and admissions in the program, the number of enrolled students has dropped in the past four years. We attribute that drop in enrollments to: (1) external factors such as a strong job market and San Francisco's high cost of living; (2) University factors such as a rigid course size policy and limited support for graduate students; and (3) internal factors including the loss of faculty and curriculum and subsequent loss of external engagement. These factors hamper MSEM's attractiveness and ability to deliver a thriving program. Even so, this long-running program has much to offer. By rebuilding our faculty, refreshing our curriculum, and enhancing our narrative, MSEM can continue to educate future generations of environmental leaders.

Introduction

For the Fall 2022 Assessment report on the Master of Science in Environmental Management (MSEM) program, we shifted to a reflection report. This shift was due to a need to examine multi-year big-picture trends in the program. Like many graduate programs at USF and around the country, MSEM has encountered multiple challenges the past few years and experienced a dip in enrollment. Along with external influences, we wanted to examine the influence of University policies and resources, and internal dynamics of the program.

This report includes five areas of reflection, plus plans for improvement.

1. Program Admissions and Enrollment Trends
2. Mission and PLOs
3. Curriculum and Course Enrollment Trends
4. Faculty and Staffing
5. Student Feedback
6. Plans for Improvement

1. Admissions and Enrollment Trends

Table 1 shows MSEM Admissions trends over the past five years. Application numbers in MSEM have remained strong during the past five years, averaging 137 per year during that period. During the past five years, the number of MSEM Admits increased from the year 2018 to 2021, then dropped in 2022. The average Admit Rate during this period was 66%. Our recruiting efforts have been steady with information sessions, frequent communication with the Office of Graduate Admissions and Office of Marketing and Communications, direct outreach through professional networks, and high levels of contact with prospective students.

Table 1. MSEM Admissions Trend 2018 to 2022.

Note that "Census" reflects the number of students enrolled as of the census date. "Budget" is the USF target for the numbers of students in the program.

Student Level	Program - Campus		Summer & Fall 2022	Summer & Fall 2021	Summer & Fall 2020	Summer & Fall 2019	Summer & Fall 2018
Graduate	MSEM - Environmental Mgmt - Hilltop	Applied	137	157	148	117	132
		Admitted	78	106	95	87	82
		Deposit	32	42	37	38	42
		Census	25	28	33	30	38
		Budget	38	36	36	40	43

In admissions decisions, the MSEM program considers work experience and looks for applicants understanding that MSEM is an applied graduate program designed for working students, with classes on weeknights and Saturdays. We look for strong academic preparation in the natural sciences, yet also offer conditional admission for those making a transition into the environmental field; such students must complete preparatory coursework during the summer before starting MSEM. Traditionally, the ideal MSEM applicant is a working professional already in the Bay Area or California; we have had the strongest yield and satisfaction from this group. To maintain the value of peer-to-peer exchange in the program, we aim for a cohort with >50% working professionals.

We have seen a shift in the composition and quality of applications, in a few ways.

(i) We are seeing a greater number of international applicants yet lower yield from this group. Some of the international applicants are not suitably prepared for MSEM or don't understand that it is an applied program (e.g. they ask about

fundamental science research positions in our labs – and that isn't how the program works).

(ii) We are also seeing a shift in the mix of countries from which international students are applying, with declining applicants from China and more applicants from Nigeria, Ghana, and other African countries. These applicants are motivated to gain skills to address the environmental challenges in their countries, but have greater financial need. Due to the limited funding structure for graduate programs at USF, these applicants are often not able to attend USF and go elsewhere where funding is available. Or they encounter visa difficulties and are not able to attend a U.S. university as hoped.

(iii) We have also seen an increasing share of applicants who are just finishing their undergraduate degree and don't yet have much environmental work experience. The yield on this group is mixed. We get some excellent students who value the applied focus of MSEM and are eager to work with peers who have more experience. But we also lose some of these admitted students if they choose to pursue a more typical day-time research-oriented program with greater funding.

(iv) Another observation is an increase in the number of applicants without a natural science background who want to work in the environmental field. This is a challenging group for admissions decisions. We want to train environmental leaders from a mix of backgrounds – and we want students to succeed in the program. The admissions committee looks for students who are clearly willing to do the preparatory work to launch their studies in environmental management; students who don't meet this criteria cannot be granted admission.

However, the trend in Admissions doesn't track with the trend in Enrollments (i.e., Registration, Census). To better understand MSEM trends in Admissions and Enrollments, we looked at a longer time period, 2013 - 2022 (see Figure 1; Enrolled students in Green).

MSEM Enrollment Trends 13 - 22S [# of students]

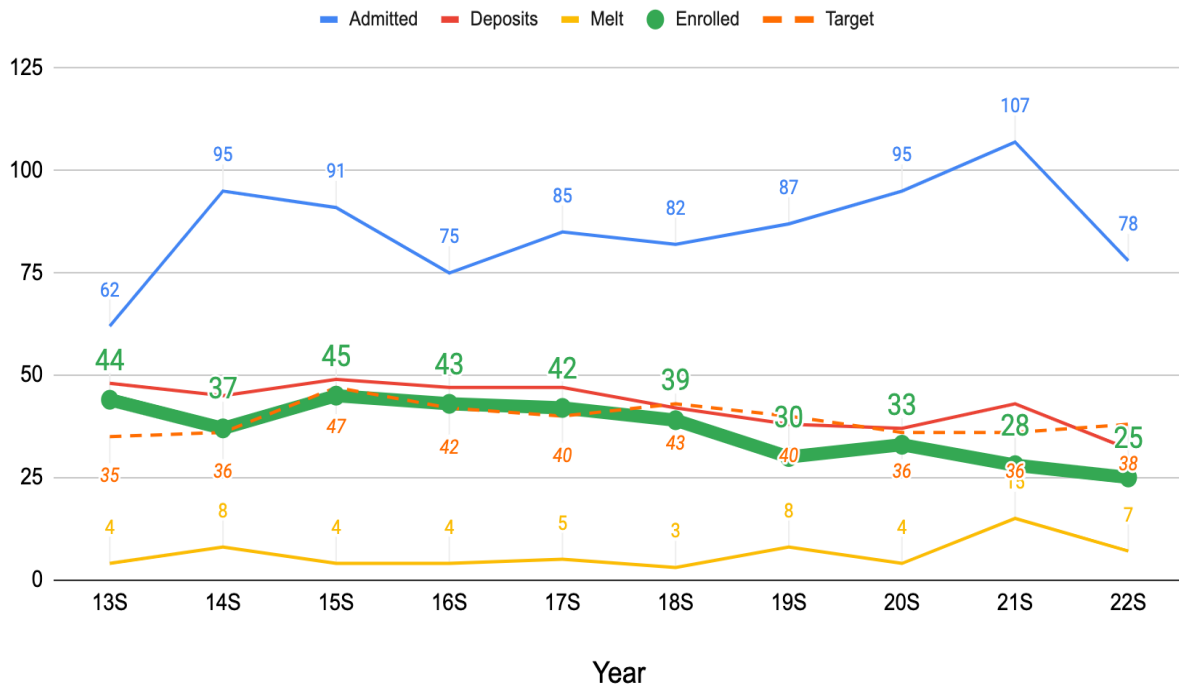


Figure 1. MSEM Admissions and Enrollment Trends, 2013-2022

This longer time trend shows a notable drop in Deposits and Enrolled applicants from 2018 to 2019 and thereafter. From 2013 to 2018, the average Yield for Deposits was 58%; from 2019 to 2022, that yield declined to 41%. The average Yield for Enrollment had an even more marked drop: 52% from 2013 to 2018, down to only 32% from 2019 to 2022. In terms of Enrollment, the average from 2013 to 2018 was 42 students per year; from 2019 to 2022, the average dropped to 29 students per year – a 30% decline.

MSEM worked extra hard during the pandemic years to have high contact with admitted students to encourage them to join the program. Once a student accepted our offer and made a Deposit, MSEM did extra contact during the summer with group advising, individual dialogues, a meet-and-greet event with current students and alumni, plus our usual Orientation and quantitative refresher prior to classes. Nevertheless, yield declined due to a mix of external, university, and program factors.

In seeking to understand this decline in enrollment since 2019, we considered external, University, and internal program factors. We summarize these factors below and elaborate on some of them in the following sections of this report.

External factors:

- Increased cost of living and housing in the Bay Area, relocation expenses.

- Strong job market, weak finances after pandemic.
- Personal and family struggles heightened by the pandemic.
- Larger financial awards from competitor schools, including scholarships, research or teaching positions, tuition waivers, on-campus housing.
- Difficulty in getting visas for international students, due to the pandemic or geopolitics.
- Increase of online programs and low-residency programs.
- Growth of environmental programs at other institutions (i.e. more competition).

These are factors noted by admitted students who declined to come to USF for MSEM and other graduate programs.

University factors:

- High tuition, tuition increases
- Rigid Course Size Policy: treated Graduate programs the same as undergraduate; sudden drop in course offerings caused dissatisfaction, harmed recruiting and staffing
- Limited scholarships, limited RA and TA funding
- Limited housing support for graduate students
- Limited services during weeknights and Saturdays, when grad students are on campus

These are factors noted by MSEM staff, faculty, students and the CAS Deans.

Internal Program factors:

- Loss of full-time faculty teaching in MSEM due to: leadership roles at USF and externally, ENVIS teaching demands, exhaustion from teaching days and nights and weekends.
- Loss of long-time practitioner instructors due to job demands, leadership roles, retirement, University class size policy.
- Loss of instructors led to loss of curriculum – and loss of recruiting by those instructors. Addition of new instructors hasn't kept up with the losses. Curriculum became less structured, 'as available'.
- Loss of curriculum led to dissatisfied graduates – and loss of recruiting by those graduates.
- Limited staff and faculty led to limited professional engagement, limited alumni interaction.

2. Reflect on MSEM Mission and PLOs

In light of the rapidly changing landscape for environmental management and higher education – and the tremendous environmental and social challenges the world is facing – we are reflecting on the MSEM Mission and Program Learning Outcomes (PLOs).

Present version of MSEM Mission and PLOs:

MSEM Mission Statement

The Environmental Management Program will educate graduate students to provide management solutions to environmental problems using innovative, interdisciplinary approaches in an environmentally just manner.

PLOs

1. Demonstrate an interdisciplinary approach in analysis of environmental issues and management strategies.
2. Utilize both theory and applied knowledge to evaluate and recommend management strategies for environmental issues.
3. Choose and apply appropriate tools, techniques, and (or) technologies to analyze environmental issues.
4. Skillfully communicate environmental management issues through written reports, oral, and visual presentations.

We reflected on the following questions about the MSEM Mission and PLOs:

- ❖ How can MSEM Mission and PLOs better connect with the evolving environmental field and workforce needs? How can we bring the language up to date, make it accurate and forward looking?

For example, there is growing attention to regeneration and transformation in the environmental field, moving beyond stopping harm and preventing harm, to actively creating healthy and equitable communities and ecosystems. Restorative justice, ecological regeneration, and systems transformation are growing aspects of the field that we could incorporate into the MSEM Mission and PLOs.

The mission has some confusing language around “environmentally just,” which is not a term used elsewhere. We want our efforts to be “socially just” and we want to center “environmental justice” and “social justice”.

The order of the PLOs could be improved to reflect the research process that we teach: first analyze the environmental issues, then analyze policy and management options to

address those issues. Switch the order of PLO 2 and 3. The language could also be streamlined.

❖ How can we better communicate and connect the MSEM Mission and its PLOs? At least one of PLOs should include EJ or social justice that is stated in the Mission; at present, none of the PLOs mention EJ.

❖ How can we better connect MSEM and the USF Mission, Laudato Si' and USF One World initiative?

MSEM is missing an opportunity to make stronger connections with the USF Mission and growing Jesuit university efforts on environmental justice.

3. Curriculum and Course Enrollment Trends

The MSEM curriculum offers a rich mix of natural science courses along with policy and management courses, for an interdisciplinary curriculum in environmental management. To focus the curriculum, MSEM offers the option of a concentration in four areas plus a GIS certificate. Students who declare a concentration must pass 5 courses in that concentration area. The GIS certificate also requires 5 courses. The four concentrations are:

1. Ecology
2. Water Management
3. Environmental Health and Hazards
4. Energy and Climate Change

These concentrations are useful for several reasons:

1. They provide students a choice of focus to help them map out their education and meet their career goals. Providing this structure is very useful for many of our students.
2. They offer specificity, showing that the program is connected with professional developments in particular sub-fields of environmental management.
3. They help applicants gain financial support from their employers, by highlighting curriculum relevant to their job. That financial support is crucial to students being able to join the program and for MSEM to increase its number of students.

4. The concentrations also help provide connectivity and sequencing of courses in the program.

While the benefits of concentrations are great, they create challenges. With four concentrations and the GIS certificate, MSEM needs a sufficiently large enrollment to offer the necessary courses. A cohort size of 40 or more is needed. When our cohorts were at this size (prior to 2019), we were able to offer enough courses to meet the needs of our students. By offering a wider variety of courses, MSEM attracted more students and higher profit for the university. Word of mouth marketing, which is so crucial to our program, was very positive and we had many students joining the program based on what they heard from colleagues who had graduated.

However, in the past four years MSEM has lost curriculum due to: (1) a loss of faculty, and (2) the University's rigid course-size policy. Although our GIS curriculum increased during this period, we lost many courses:

- Environmental Justice & Ethics
- Ecology: field courses, including Wetland Delineation I & II, California Ecosystems, Plant Botany, Field Survey Management
- Water: Water Policy, Watershed Management, Aquatic Pollution
- Health & Hazards: Air Quality, Emergency Response + HAZWOP, Env Risk Assessment, Env Risk Management, Hazardous Waste Treatment, Solid Waste Management
- Climate & Energy: Energy Auditing, Green Building, Climate Science
- Policy & Management: Env Economics, Env Finance, CEQA/NEPA, Env Law II

Impacts of Course-size Policy on MSEM Curriculum

One particularly detrimental USF policy was the uniform class size limit policy from 2018 to 2022. We are relieved that the policy is changing. It failed to recognize that graduate programs have a mix of larger classes and smaller classes, which in combination serve the pedagogical and professional needs of the programs. Graduate students expect to have some small classes, e.g. seminars, field courses, research courses. Several grad programs advocated for an average class size policy (similar to efficiency standards for a fleet not each individual vehicle). An average class size policy would bring in revenue and support high quality competitive graduate programs. But USF disregarded this input and instead applied a rigid policy across undergraduate and graduate programs. This detrimental USF policy (in combination with faculty losses discussed below) reduced the curriculum offerings of our program, which made it less attractive. Students and

faculty were upset when courses were canceled at the last minute and when adjunct faculty weren't paid fully for a course with enrollment under the rigid limit. This policy offended long-time valuable practitioner instructors. They weren't paid more when they accepted larger numbers of students in their courses in the past, yet with the new policy they were short-changed. They stopped teaching in the program as a result, which led to a greater loss of curriculum. Furthermore, students and faculty who are unhappy don't recruit for the program or perhaps even discourage prospective students. The irony is that USF still makes money on small graduate classes taught by adjunct instructors. Instead of supporting graduate programs, the policy harmed them.

With regard to concentrations, we have seen an overall decline in students declaring a concentration with one exception in 2020 (Figure 3). Many students who choose to declare a concentration have a hard time completing the concentration. One of the most common questions asked by students during advising is whether there will be a course offered in their area of concentration. There have been many times when students do not complete concentrations due to difficulties in finding the courses for it that can possibly fit in their course schedules. That has resulted in students being disappointed in the program, which results in negative word of mouth. The resulting long-term impact is a decline in student numbers in the program.

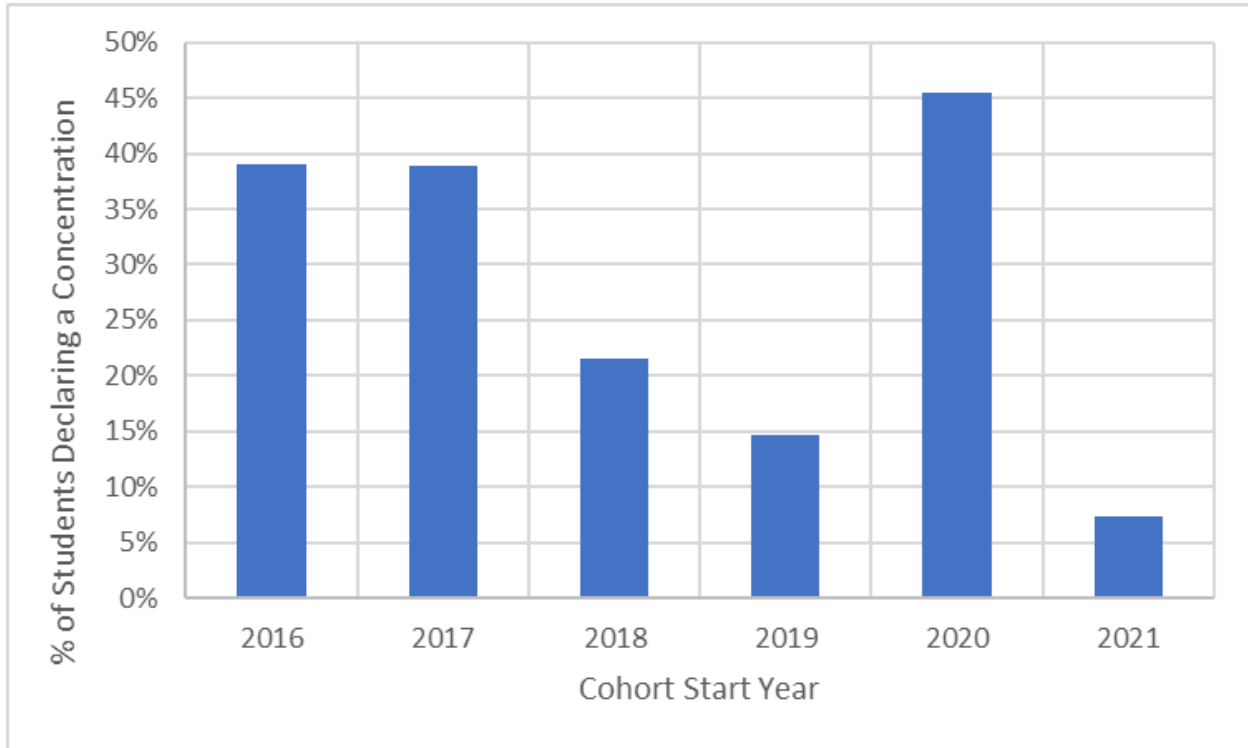


Figure 3. Percent of students declaring a concentration

Finally, one extremely important impact of the course size policy has been loss of incredibly valuable adjunct faculty. The MSEM program is designed as an applied program for working professionals. Therefore, MSEM relies on excellent adjuncts who work in the field. We have lost these valuable resources due to late class cancellations and offering to pay them less than they had been told. The adjuncts are already being paid a very small amount for their courses and cutting that amount even more is just insulting. Also, these excellent adjuncts are very busy and take great care to prepare their courses in advance. When they are then told that their courses will be canceled after they have already put in so much of their valuable time and effort, they are reluctant to offer to teach in the program again. For the MSEM program, we teach on Saturdays and weeknights, which makes overhead much smaller. Thus, it takes very few students to be in a class and still make a profit. And that profit is a direct profit from the course, which doesn't account for the important benefit of providing an attractive program that meets more applicants' needs, allows students to complete concentrations, and improves word of mouth marketing. We look forward to the shift in policy, so we can improve the quality of the program, meet students' educational requirements, and improve marketing.

4. Trends in Faculty and Staffing

A big challenge facing MSEM is the loss of faculty members, including full-time tenure-track faculty, full-time term faculty, and our valuable practitioner instructors.

Loss of Practitioner Instructors. For part-time faculty, this trend started in spring 2019 with implementation of the policy that required a minimum of 12 students to run a course. This policy was particularly hard on adjuncts because, even if the course was full when it started, if it dropped below the 12 student minimum by the census date, the faculty member did not receive full pay for teaching it. This policy caused some of our long-term adjuncts to teach less and to cancel classes that were borderline. We even had one part-time faculty member offer to teach a class that had less than 12 students (so he was not getting full pay) remotely, which would have been easier for him to execute. But the university refused, saying that we were going back to fully in-person. The class was canceled, students were upset, and the part-time faculty member has not taught a course in the department since then.

By Spring 2020, COVID made the situation even worse for part time faculty. Some part time faculty members taught courses that were mostly field-based. Their curriculum had to be entirely redone as a result, but without any additional compensation. The pandemic hit MSEM right when the A-term was wrapping up, but before the B-term began. One faculty member, teaching a field-based course in Solid Waste Management in the B-term, simply canceled the course about a week before it was set to begin. That course has not been offered since then. Another part-time faculty member was teaching a field-based course on Field Survey Management, which needed to be entirely redone to fit the remote format. She has not taught that course for us since the pandemic and has only recently offered to teach in our program again. A third part-time faculty member did continue to teach her course remotely and took on some of the additional students from the canceled Solid Waste Management course. She asked for extra compensation because she was accordingly way over the minimum number of students, which she did not receive. Good part time faculty are

hard to find. The faculty members teaching these courses were experienced faculty members with great reviews. They are not easily replaced.

Loss of Full-Time Faculty. The program has also lost full-time faculty members, who have not been replaced. Gretchen Coffman, a full-time term faculty who taught popular field ecology courses in MSEM, left the program in 2019. Maggie Winslow, who was originally hired under MSEM, gradually transitioned to energy, and finally left the university in 2021. Adam Purdy, who taught multiple GIS courses for MSEM, left the university in 2022. John Callaway, who has directed and taught ecology courses in MSEM for decades, was on leave for three years for an external leadership role, and then returned to serve USF leadership roles; as a result, much of his curriculum was missing over the past five years. These faculty all left the university for different reasons (no trend here), but their departures have left gaps in the curriculum, which have often gone unfilled. Furthermore, MSEM will face faculty retirements in the next few years, so we must begin rebuilding the faculty now.

Cycle of Loss. The loss of faculty limits program offerings, frustrates students who want access to faculty, and increases the service burden on the remaining faculty members. Our last program review called for more full-time faculty teaching in the program, but instead, we have lost some full-time faculty members. The loss of faculty creates a cycle where students do not see the diversity of courses that they would like, so the program draws fewer students, which in turn leads to fewer course offerings, as per the 12-student minimum policy. In addition, students completing their capstone Master's Project expect to work with a faculty member who they have met before and are frustrated when full-time faculty are not available to teach key courses. Finally, part-time faculty do not contribute service to the program, which increases the burden on the remaining full time faculty, who already have significant commitments elsewhere.

Faculty Overburdened. All full-time MSEM faculty members also teach in the undergraduate environmental science program. This split is critical for giving faculty members at least some normal weekday teaching load because all MSEM courses are taught on weekday evenings and Saturdays. Furthermore, all MSEM courses are only two units, a format that works well for part-time faculty coming in to teach over a relatively short time-frame, but is hard on full time faculty. A 10-unit semester taught

entirely in MSEM would consist of 5 separate courses, all taught on weekday evenings and Saturdays. In addition, in order to fit all of the classes into the semester, the MSEM program frequently begins 2 weeks before the regular semester starts and ends a week afterwards, meaning that MSEM faculty put in about an extra 4 - 6 weeks of teaching every year, relative to someone teaching just in the undergraduate program. It adds up to an exhausting schedule, with some faculty in the department preferring not to teach in MSEM at all.

There are many downsides to having faculty split between two programs. An obvious one is that faculty are asked to do service in both programs. Service in MSEM often involves additional weekend or Saturday commitments (such as attending Saturday orientation). Schedules are frequently brutal, requiring faculty members to teach M,W,F in the undergraduate program and then Saturdays in the MSEM program, so that a faculty member never has two days off in a row. Other times, faculty teach until 9:30 pm on weekday evenings, arrive home at 10:30 pm, and still have to be back on campus early the next morning to teach an undergraduate class. The exhausting schedule contributes to the overload that many in the department already feel.

Finally, full-time faculty in the ENVS Department have many other responsibilities, including significant leadership roles in the university and externally. The schedule in MSEM makes it hard to maintain other activities, such as research, that then affect faculty member's promotion opportunities. In addition, the pandemic has been a major disrupting force. Many courses had to be entirely redone to suit the remote format, leaving faculty members exhausted. It is also worth noting that many faculty members adapted their courses to the remote format while caring for young children when schools were closed. It is hard to overstate the burden that this situation put on us.

In conclusion, the combined forces of the 12-student minimum policy, the MSEM schedule, the service burden, and the pandemic have impacted our ability to staff MSEM in a way that draws the best instructors. And those instructors who continue to teach in the program are often burned out and exhausted. While structural changes in MSEM may help alleviate part of this situation, the current faculty are stretched so thin that it is hard to see when and how they will have enough time to sit down and explore

solutions. Course relief for faculty to give them time to envision solutions would be a concrete step. Hiring additional faculty is another clear step forward.

5. Assess and Reflect on Feedback from Students

In this section, we reflected on feedback from admitted students who declined to enroll, and on exit surveys of graduating students.

Funding was the biggest challenge noted by admitted students who declined our offer. Bay Area cost of living is higher, USF graduate tuition is higher, and USF funding opportunities for graduate students are less than many competitors. R1 universities offer research positions or fellowship positions that cover tuition, while USF offers more limited partial scholarship. Post-pandemic, applicants seem less willing to move to the Bay Area if not already here. Some applicants who declined noted where they would be going: UC Davis, CSU Fort Collins, American University, and Columbia. As one applicant explained:

This was a very difficult decision to make, but I will be declining my acceptance at USF for this upcoming fall. **In the end, it came down to overall costs for me and I will be accepting an offer to a program closer to home.** I feel very fortunate to have been presented with this opportunity and I want to thank you once again for your consideration into the MSEM program.

We also heard students commenting that other universities offered programs with a greater variety of courses, showing the negative impacts of the USF course size limit policy. Another student explained:

I was able to find a larger, more affordable program with a lot of administrative support and a specialization of my specific interest. However I think this program would have still been a great option that would've absolutely helped in my career journey.

Most of the students who did enroll in MSEM are working students who value the option of working while pursuing their Master's degree; our weeknight and Saturday classes make this possible and distinguish us from other environmental management programs. Students who did enroll also value the applied nature of our program, the connections they can make between their work and studies, and the professional networking opportunities with their peers as well as faculty. More direct recruiting with alumni and employers and through professional conferences could help us target this group of potential students. And improved funding options from USF, along with supporting a mix of curriculum and class sizes, will help as well.

MSEM conducts an exit survey with all of its graduates. Here we highlight responses to the question:

Do you feel that the MSEM prepared you for work in your area of interest? Please explain.

Most students responded that they were satisfied with the program:

Yes, it opened a lot of opportunities for work, particularly, when it comes to networking and job searching.

Going into MSEM I didn't have a clear idea of what I wanted to do career wise. I had no experience in the environmental field, and my undergraduate degree was in a field I didn't really have interest for. In these two years and after taking many different courses, it helped me figure out what my true career interests are, and taught me skills and knowledge that I would bring into a professional working environment.

Yes I believe it prepared me for the work in my area of interest because it taught me various concepts, theories, frameworks and tools that can be very useful in my career. The MSEM program has a good curriculum and choice of courses which helped me develop skills in GIS , data analysis, policy analysis, etc. that really helps in the industries.

Yes! I am interested in interdisciplinary environmental work, combining aspects of policy, environmental justice, and communication with natural science topics, technical writing, lab/research skills, and more. The education provided by MSEM prepared me very well for this type of work, as it made me a well-rounded environmental scholar and researcher.

What was more helpful for me was the project based learning, summarizing complex articles and ideas, and using a variety of course material to create management recommendations.

Yet there are aspects of the student experience that can be improved and that should be addressed. The biggest issue was limited course offerings in some semesters and concentrations. Students also mentioned variable levels of the coursework: some courses have too heavy workload for an 8-week course, while others need more depth or structure. While most students enjoy team-based, project-based learning, some commented that there were too many group projects, and they felt they spent too much time on group dynamics rather than getting into depth in a project. Finally, some

students want to see more events and social gatherings, while others find it hard to squeeze in more events on top of classes, full-time work, and other aspects of their lives. Active communication and engagement with students – about expectations for the program, professional opportunities, their interests and struggles – is vital for student satisfaction.

6. Plans for Improvement

Based on these reflections and other strategic planning underway in MSEM, we highlight the following plans for improvement of our program:

❖ Rebuild Faculty

Hire needed Full-Time faculty to replace losses and grow. We must have the faculty to offer necessary – and new – curriculum. Explore scheduling and modality shifts to alleviate burn-out of full-time faculty. Re-engage and hire Practitioner Instructors to replace losses.

❖ Revive & Update Curriculum

Offer a necessary range of courses now, even if a small cohort. Improve sequencing and communication about curriculum. Choose curriculum to revive or add, based on faculty survey, dialogues with alumni and external organizations.

❖ Highlight our Features

We ask OMC and OGA to utilize the specific language and content and photos that we suggest, to accurately and compellingly communicate about MSEM. Internally, through faculty survey and updating of materials, we aim to better highlight the innovative curriculum and professional skills offered by the program.

❖ Pursue Targeted Recruiting

The working professionals that we want to recruit typically do not go to academic events about grad school. MSEM would benefit from targeted recruiting with alumni, employers, industry associations, non-profits, and government agencies.

❖ Enhance Professional Engagement

We need support to document and communicate how the skills developed in our courses connect to particular jobs and career paths. Developing a lunch-time speaker series, and leveraging guest speakers in individual courses, would help us make more active connections. Supporting and leveraging faculty research and professional connections would also help. Encouraging our students to volunteer at conferences and join professional groups is another step. More actively engaging our alumni would

help, through dialogues and social media.

❖ Enhance Community Experience

MSEM would do well to more fully engage our valuable practitioner instructors, by actively seeking their input and including them in more program communications. We could also more actively engage our students in organizing social gatherings, contributing blog and media posts, interviewing guest speakers.

In terms of future assessment, we aim to refine our Mission and PLOs, especially regarding environmental justice (EJ). We plan on conducting a survey of course syllabi to highlight environmental justice in the existing curriculum. We also look forward to dialogues with the MSEM community – students, alumni, and faculty – about ways to enhance EJ and anti-racism, diversity, equity, and inclusion (ADEI) in our program operations and curriculum.