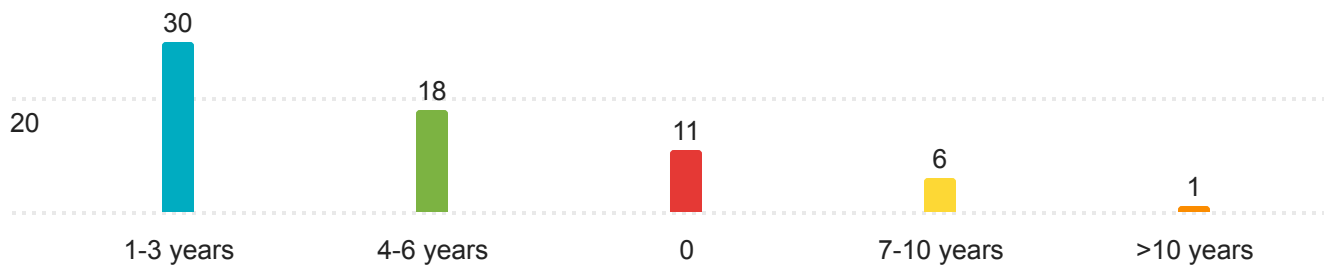


Student Background

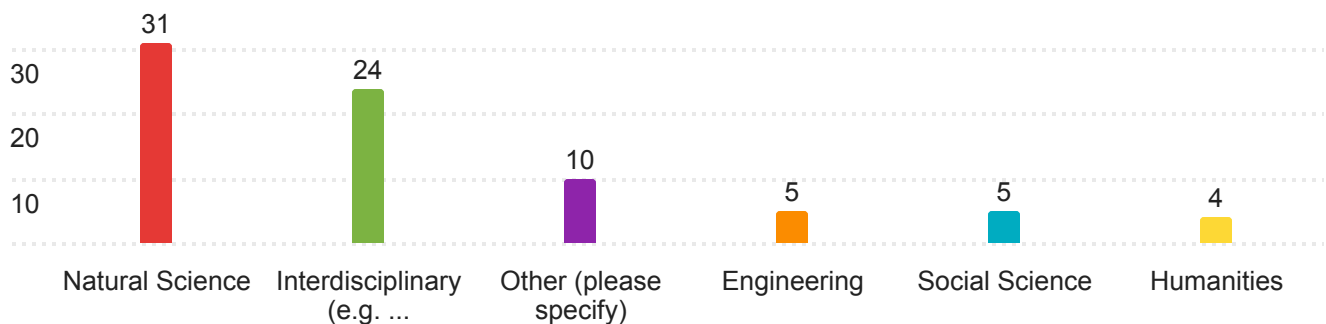
What is your current year in the MESM program? If you are on the 3-year plan, please check "1st year" if it is your 1st or 2nd year and "2nd year" if it is your 3rd year.

Field	Choice Count
1st Year	37
2nd Year	29

Approximately how many years of work experience did you have prior to enrolling in the MESM program?



What was your undergraduate preparation? Please select all that apply.



Other (please specify):

Other (please specify) - Text

Earth Science

Statistics and Data Science

Business Admin

Law

Liberal Arts

Biological Sciences

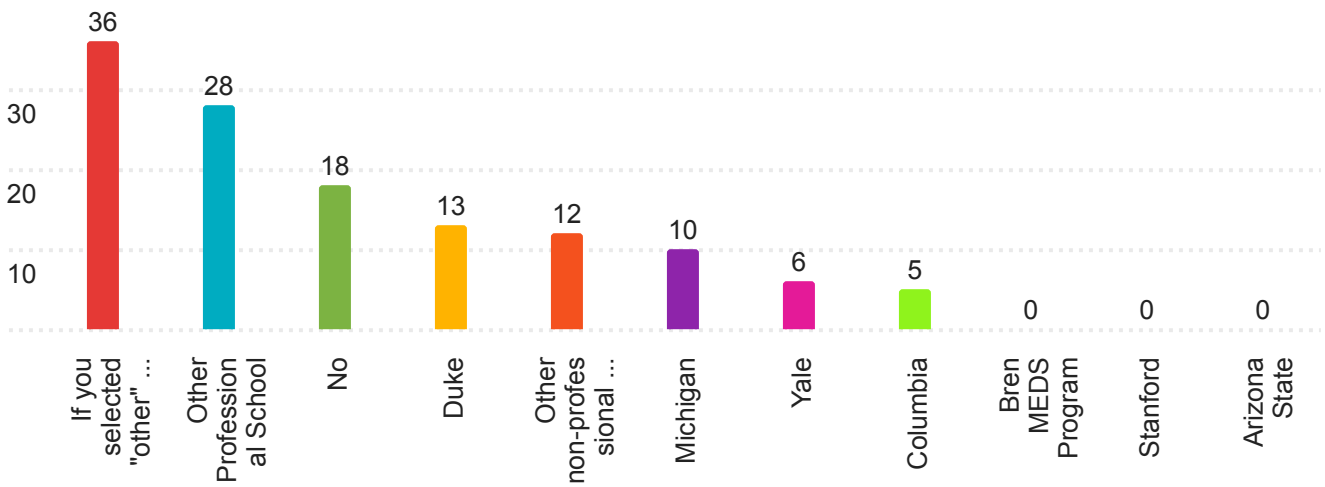
Environmental Science

Environmental Economics

Business

Music

Were you accepted into other graduate programs (check all that apply)?



If you selected "other" and you're willing to share the information, please specify which school(s).

If you selected "other" and you're willing to share the information, please specify which school(s). - Text

UC Davis, University of San Francisco

UC Davis, University of San Francisco

Boulder

Boulder, Northeastern, Oregon State, UC Davis

USF

Berkeley- Goldman School of Public Policy

U of Colorado sustainability; UCLA urban planning

Washington State University, South Dakota State University, University of Washington

University of Washington - Civil and Environmental Engineering

University of Miami

CU Boulder

Didn't apply to other programs

Cal Poly SLO

Only applied to Bren

UC Boulder, U Washington Masters of Marine Affairs

UMD and UGA

University of Washington SMEA School

CU Boulder MENV

Colorado State University

ETH Zurich, University of Copenhagen

What factors influenced your decision to enroll at the Bren School?

Field	Very Much	Somewhat	Very Little	Not at all
Location	46	14	2	3
Specializations	46	18	1	0
Career Services	39	21	2	2
Focus Areas	31	18	11	4
Course Offerings	26	36	1	2
School Tuition	22	22	8	9
Other (please specify the factor and level of influence on your decision)	17	1	1	1
Faculty	10	33	14	6
Recruitment	9	14	15	18
Students	7	33	10	13

Other (please specify the factor and level of influence on your decision):

Other (please specify the factor and level of influence on your decision) - Text

NA

Personal situation

NA

n/a

Personal circumstances

Fellowship/ funding was the most important factor

2 year duration

NA

Group project vs thesis

Group Project/Eco-E

job opportunities

opportunities/reputation

N/A

Ability to TA and grad student housing

Group Project

Fee reimbursement via TA or GSR roles

scholarship

N/a

Being a professional, not academic, program

Alumni Reputation and Advisor's alumni

Core Courses

What is your opinion of the value of each core course toward your development as an environmental professional?

Field	Excellent	Good	Average	Fair	Poor
206: Statistics & Data Analysis	40	13	9	1	0
207: Environmental Law & Policy	31	26	5	3	0
203: Earth System Science	26	32	4	1	0
204: Economics of Environmental Management	20	17	18	4	5
202: Environmental Biogeochemistry	17	36	9	2	1
201: Ecology of Managed Ecosystems	14	26	10	6	3
210: Business & the Environment	13	19	11	9	11
241: Environmental Politics & Policy	5	16	17	10	15

Did you feel that the core courses were taught at an appropriate level?

Field	Too high level	Somewhat too high level	About right	Somewhat too low level	Too low level
207: Environmental Law & Policy	1	8	53	1	2
203: Earth System Science	0	1	49	12	2
202: Environmental Biogeochemistry	0	15	41	7	2
206: Statistics & Data Analysis	0	11	40	11	1
210: Business & the Environment	0	3	33	15	8
201: Ecology of Managed Ecosystems	2	13	33	7	2

204: Economics of Environmental Management	6	19	30	6	3
241: Environmental Politics & Policy	1	5	26	17	13

Did you experience any excessive overlap or redundancy between the MESM core courses?

Field	Choice Count
Yes	7
No	58

Please identify which courses and the topic(s) which were repeated.

Please identify which courses and the topic(s) which were repeated.

Many of the economic courses that I took seemed be repeats of each other

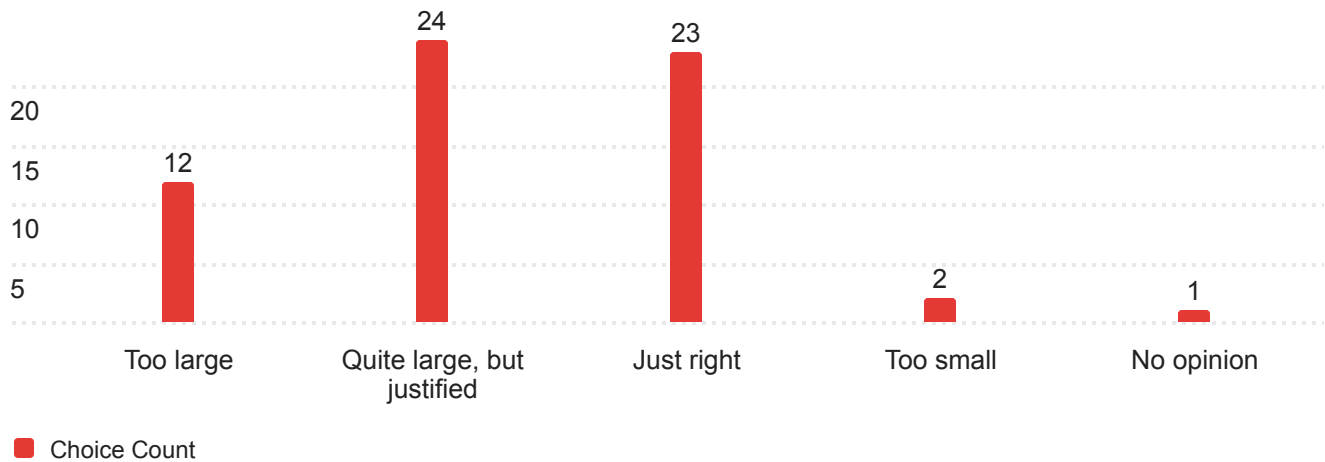
a lot of the same environmental management examples were used across the courses.

Ecology and Earth Sciences overlaped

204 Econ

- Ecology & Biogeochem - Nitrogen, Eutrophication

I feel the size of the core is:



Please elaborate about the size of core courses as appropriate.

Please elaborate about the size of core courses as appropriate.

The size of the core and the necessary technical pre-requisites made it difficult to fit in a lot of specialization courses before second year.

2 per quarter

Still allows you to take other courses you'd like to take.

There are far too many specializations for all of the core courses to be relevant to everyone. It may be better to have two buckets of core courses that people take based on if they're more business and energy focused or conservation and marine focused. There should be fewer courses that the entire cohort takes together but these should include law earth systems, stats, and biogeochemistry.

It would be great if the TA sections were more helpful, the TAs mostly seemed checked out and didn't have consistent teaching or active learning across the sections. I think professors should be more engaged with sections and in preparing the TAs so the feel more like an opportunity for small group engagement instead of a chore

Remove policy or make it a full quarter course. Create two stats/data analysis classes - they should NOT be combined. Teach us data science over 10 weeks, then let us apply it using stats for another 10. This class was my biggest disappointment at Bren. I came in wanting to learn data sci and left knowing next to nothing because of the way that course was set up

Honestly, I didn't get very much out of the core curriculum. I would have much rather spent the first year doing rigorous skill-based quantitative training like the MEDS program.

I like the way the core classes get everyone in the cohort together and engaged

many people with different levels of knowledge on the courses taught and it makes it easy for collaboration. but also feels like maybe just a little too many people that some material may be very basic for others.

I think there were some core classes that were really dependent on people's specialization and interests, like economics and business. As someone not interested in those things I really struggled to stay engaged and do not use them in my other classes or work.

I like that we have core courses. Not only have I enjoyed sharing courses with the rest of the cohort, I think they laid a necessary foundation for someone coming out of a different natural science background.

I thought the core courses were excellent, and a lot of important baseline material was covered. I also appreciated being able to test out of the core courses that I had prior experience in.

It was a large cohort, but I think that due to the specializations, it makes sense.

It takes up a lot of space in our schedule that could (maybe) be better spent in elective courses depending on the student, but it's important to provide an even foundation. I think that the size is justified so long as the core courses are a productive use of time. They mostly were, except for the policy class. It is frustrating to feel like you are wasting time that could be spent learning and working because you HAVE to take a class that isn't teaching you much due to lack of organization and low level.

It's a shame I couldn't take as many courses out of the core throughout the year, but I understand why there were needed.

I'm guessing this means the number of core courses? Size is confusing. There are too many core courses taught at a relatively low level. Rather than having the option to test out, have everyone take short tests to determine if they should. Earth Systems & Biogeochem were both courses I could have tested out of but thought would be more rigorous so I didn't take that path.

I think it should be more encouraged to let students test out of 1-2 core courses that they already have experience in. For instance, I majored in biology and while I really enjoyed the core course in ecology, I don't feel like I benefitted as much from it. I feel like the core courses I've benefitted most from have been those that I've had minimal to no exposure to before.

While I have found some value in all of the core classes, I believe I would have found more value in other classes I would have preferred to have taken instead.

Students should be allowed to decide whether or not they need some of the core courses due to many students already having background or even more knowledge than what is being taught in the core courses. The problem is that professors have arbitrary ways to say which student can be exempt from certain courses.

If all the core courses were taught at the same level as Law and Data Science, I would have thought it was just right. Some of the core classes felt like we were wasting time doing busy work and didn't really cover any current events or emerging research. With the exception of Law and Data, the core felt mostly like a huge waste of time and energy. Especially the Policy class. So much wasted potential with that one.

Are there topics or courses essential to understanding environmental science and management that you think should be covered in the core that are not currently included?

Are there topics or courses essential to understanding environmental science and management that you think should be covered in the core that are not currently included?

I am excited about the addition of the two-unit environmental justice course, because I think this is essential for understanding environmental management.

Carbon accounting and sustainability reporting and regulations should be more comprehensively covered and applied in the coursework

I believe first year should be bringing in course which create an intersectional holistic outlook towards Environmental Science. Students should understand Critique towards Politics and Policies, Anthropology, Social Sciences as well apart from science and quants.

I wish that ecology had less of an emphasis on human ecology. I feel that this class, or an additional class, should be required that focuses more on ecology of managed and natural landscapes, which includes wildlife management and conservation.

Management and people skills! Teach us how to be good managers. We learn about environmental management but to effectively manage environmental impacts we have to work with people and influencing up to our managers or learning how to be a good manager should start at Bren.

definitely EJ. I also think something like the environmental institutions class should be core. It was the class at bren that I felt most prepared me for making a difference in the world, which is what the goal of bren should be imo.

ENVIRONMENTAL JUSTICE! I also think that professors should be required to talk about current world events in their classes. Intersectional environmentalism is something every prof at the bren school should Google and understand. Stop whitewashing environmental work — it includes feminism, anti-racism, anti-imperialism, and anti-capitalist rhetoric.

Science doesn't operate in a vacuum and the scientific solutions you'd come up with also need to take into account real world context and how it affects humans. If the end goal is just to protect the environment for the heck of it, it is alright not including environmental justice in the curriculum. Some faculty tried well to include EJ in

their curriculum which is great. But overall, it seems as if the school is merely interested in producing machines with some scientific knowledge and technical skills, without providing the larger context, and that to me seems like not being so interested in working towards addressing the environmental crisis holistically. This explains why EJ has been at the periphery, and not even a core course so far.

I wish more classes taught excel and data science

Environmental Justice

I think more environment and equity classes should be required.

ESM 201: I'd prefer less math-based ecology and more general ecology.

ESM 204: fisheries economics

ESM 206: machine learning and AI

ESM 207: MPAs

ESM 241: I want a wider range of concrete politics. I felt like it was so focused on very few concepts and the emphasis on filibustering was overkill

Topics: Make a core communication class

EJ

Political ecology

science communication, indigenous/native cultural history

Greater emphasis on coding skills needed in preparation for Economics course

More of a focus on environmental justice issues across core classes.

I wish there was a little more focus on the carbon emissions and how to reduce emissions.

Environmental policy, specifically climate policy, energy policy

I do feel that our ecology class, while it focused on important land management issues, did not necessarily give a comprehensive overview that could be expected of an ecology 101 course. There was some population dynamics and ecosystem component interactions, but also a lot of Tilman's specific research. Interesting and relevant, but perhaps not the ecology base that I was expecting.

Please provide any additional comments or feedback on the Bren School core courses, teaching, or curriculum that you would like to share and that might be helpful for us.

Please provide any additional comments or feedback on the Bren School core courses, teaching, or curriculum that you would like to share and that might be helpful for us.

Core courses should be useful and time efficient. I think there is a cycle where the material is boring and no engaging so students check out and then professors assign busy work so students have to be working on something but then the busy work is even less engaging and then students check out even more. I felt I spent a ridiculous amount of my time engage with busy work instead of engaging with graduate level material such as case studies or research papers. Professors should strive to create more engaging lectures and courses and not rely as much on outdated busy work, Consider what current topics or papers or case studies you can bring in to make things feel relevant

Really appreciate the work Scott, Tamma, Arturo and Chris Jerde put in to provide EJ context to all that they were teaching. It just enriched their courses further, and helped me understand how whatever they taught has equity implications.

I wish our data science and stats class was better. Many alumni I speak to mention how amazing Allison was and how they still use principles learned from that course, and I feel like our cohort was let down. Chris did the best he could with what he had, but I don't think I got as much as I should have from that class

The core curriculum felt like a waste of time. The courses were time consuming but it was all busy work. I did not learn much because it was all so low level. It felt like it was undergraduate level education. These courses could be vastly improved by incorporating more quantitative rigor. For example, we've been doing economics without calculus, which is ridiculous. They should all have applied lab sections instead of discussion. That time could be used to train us in real world applications of the material.

I'd like the GIS class to give the option of looking at marine systems

The content of the courses seems very disconnected to the real and pressing environmental challenges in most cases.

Need more indigenous and native cultural history taught and introduced into core curriculum. Would love to have a non-Western understanding and perception of climate change, including non-Western approaches to environmental protection. I think it opens up questions about long-term action, since indigenous communities and teachings have been around longer than this country. Can offer alternative approaches to the questions we often have about climate.

Did not feel relevant towards Energy & Climate students at all

I read in the DAC survey that people felt there was too much busywork in core classes, and I'd like to push back on this. I don't think it was busywork, and I feel like the level of work assigned was appropriate. I also don't feel like this was a consensus, and I think students just don't like homework and are busy.

N/A

It would be great for professors to incorporate current events and recent studies into their curriculum. A lot of the examples and cited papers are from the 1990s.

Please include more local, field-trip based activities. There's so many cool, relevant environmental things going on in this area yet we're learning in a windowless lecture hall.

Winter quarter was rough because this was when all the interesting, but challenging technical classes were offered. It would be nice to have these winter classes more spread out over the year. Personally, I'm interested in advanced data, GIS, watershed management, groundwater management, applied population, and data visualization courses which all occurred in winter this year. It would be nice to move GIS to spring - this allows students who decided to pursue the CP specialization later in the year to be on track for the specialization and keeps GIS fresh in the mind for CP students taking CP in the summer/fall. It also separates advanced data and GIS, both technically challenging courses, into two separate quarters.

In general, it feels like the challenge with the core courses is that students come from a variety of backgrounds and skill levels to those courses, and it is hard to teach accordingly. One thing I appreciated in the data science course was that the instructor gave additional opportunities for students to challenge themselves if they were already familiar with the basics. I think this should be implemented in more core courses, as I felt like there was not enough challenge to some courses.

I have enjoyed Bren thus far and appreciate the core classes in theory, but there are so many other classes I want to take and I will not be able to fit them in next year so it would have been nicer to have more flexibility with our schedule in first year.

I think professor have issues teaching material. All of their material is from the 1990s and 1980s with nothing from more recent years. A lot of the material being taught at BREN is 15 to 20 years behind what is being taught in other programs.

Mostly, I was disappointed that the core courses felt like busy work. This is a professional program, and I was hoping to have more relevant work for my professional portfolio. Cramming for an exam is not preparing me for the professional environmental field.

Please add rigor back into the core courses. They've become too simplified, and some of them lose value by not using the appropriate math or technical skills required to become skilled in that topic. Dropping the rigor expectations for the students are making them less prepared to go out into the real world and do their jobs well.

Faculty should be bringing in more speakers at the intersection of environmental science and activism. This is what is at the core of environmental justice. The majority of professors teaching core courses are simply not qualified to teach EJ given their lack of true understanding or appreciation of the urgency of this issue. Brining in qualified speakers is the least they can do.

What elective courses (non-core) would you like to see offered at Bren?

What elective courses (non-core) would you like to see offered at Bren?

More opportunities to take the environmental data science courses

Carbon Accounting 2

It would be helpful skill-building-wise to have more classes that involve fieldwork. The Biological Community Survey class is excellent but only offers a snapshot. I would have loved additional classes that build on the foundation it provides.

Climate Solutions Beyond Capitalism

Landscape ecology please!!! Or more terrestrial ecology courses in general, an urban ecology course would be cool. Also more data science courses.

More energy classes, perhaps some focused on transportation systems, decarbonizing the built environment, renewable energy financing. Basically the energy part of the EC specialization could cover a lot more ground and has seemingly fewer relevant to the real-world offerings than other specializations.

more gis and data science

1. Negotiation. John Jostes is tired and ineffective in a 2 part course. Teach us real negotiation skills over 10 weeks.
2. Risk management - should be offered and required for all business specializations
3. Change management - critical for leaders to understand how to affect change internally wherever they work

1. Food justice & sovereignty
2. Sustainable food systems
3. Political ecology of environment

More quantitative options. As it stands, I have to go take MEDS and PSTAT courses to access the quantitative training I want. I came to Bren because of the strong reputation for quantitative training. I have been dismayed to find it lacking, which is apparently a recent development since MEDS was carved off.

Environmental marketing

Environmental negotiation

Leadership

Environmental Ethics

Supply Chain

Risk Management

separate Accounting and Finance courses

separate Coastal Law and Policy and Ocean Law and Policy

Environmental Planning

Aquaculture

Ocean Economics

Would love more courses in natural disaster mitigation, especially flooding, including relevant topics such as managed retreat because I feel it is very relevant to our changing world. I think opening up Bren to experts in this area is very valuable for students as they pursue environmental careers. We should learn about failures and success from communities that have been the most vulnerable to climate change and what the potential long-term solutions may be. I would love to take a class around this topic, as I'm sure many other students would if given the opportunity. I have noticed that conversations around current disasters (national and globally) are often missed or lacking in Bren curriculum.

Soil/geology for the sake of enhancing the water specialization. There is a large knowledge gap here

I think a course or workshop on how to conduct ethical and inclusive human subjects data collection and community engagement strategies would be valuable for group projects and work beyond Bren.

Energy and Climate Policy, Energy Modeling

Perhaps this is captured in cost-benefit analysis, and was covered a bit in econ, but I think students would benefit from more environmental market-oriented options. Topics like the carbon market, mitigation banking, payment for ecosystem services, and other similar items, while touched on in some classes, were not covered in-depth in any classes. I feel that these areas are growing in importance in the environmental field.

More consistently offering Energy Demand Analysis.

Landscape Ecology

Natural disasters + climate change courses
LANDSCAPE ECOLOGY!!!
Wildfire dynamics/fire ecology
Nonprofit operations/management

Yes, I believe courses that touch upon the following would be helpful for conservation planning students:

- landscape ecology
 - urban planning
 - history of indigenous land management practices in California
 - seminar: each class focuses on current popular management practices (prescribed fire, grazing, etc.) of these systems (forest/woodland, grassland, shrubland, wetland/riparian, coastal dune, desert)
 - seminar: each class focuses on current popular wildlife management practices/topics
-

Employment

Approximately what % of your MESM education was financed through the following:

Field	0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Other (please specify if you feel comfortable doing so)	45	2	3	0	2	2	0	1	0	5
Loans	37	6	1	3	4	1	2	3	1	2
Awards/scholarships/fellowships	33	6	4	2	4	1	1	1	1	7
Employment	16	7	6	3	11	2	2	5	4	4

Other (please specify if you feel comfortable doing so):

Other (please specify if you feel comfortable doing so) - Text

Loan from parents (no interest)

Personal finance

savings

Family

N/A

NA

n/a

N/A

Personal savings

Savings, parents

My parents helped pay for one quarter

Savings

GI Bill

Parent Support

Personal savings

Self

Personal Funds

During the school year, how many hours/week (on average) did you work?

Field	0	1-5	6-10	11-15	16-20	21-25	>25
On a paid job	7	2	13	6	21	9	2
On an unpaid job	56	3	0	0	1	0	0

Please select the type of employment you worked.

Field	Choice Count
Teaching Assistant	41
Hourly employment off campus	14
Research Assistant	12
Hourly employment on campus	9
Maintained prior position in a limited arrangement with a previous employer	6
Other (please specify)	5
Work Study	4

Other (please specify):

Other (please specify) - Text

Part time server for catering weddings, part time operations assistant, internship

Internship with Santa Barbara City

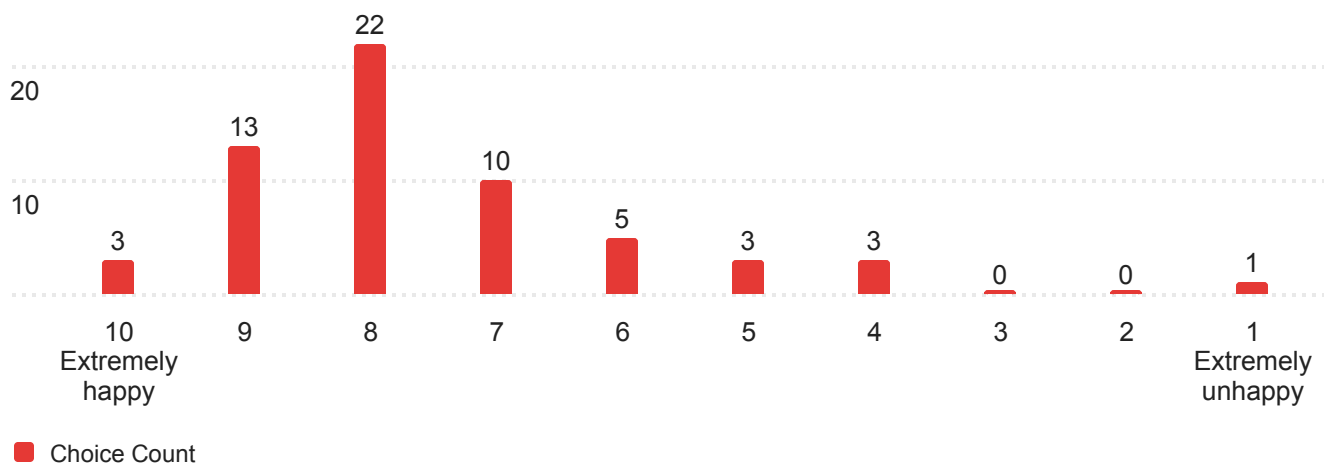
Research Fellow

Also a paid part-time internship

Graduate Assistant for UCSB Blum Center

MESM Program Satisfaction

What is your overall satisfaction with the MESM program?



Please tell us your concerns about recommending the Bren School MESM program to prospective students.

Please tell us your concerns about recommending the Bren School MESM program to prospective students.

Very non-inclusive climate tech solution oriented approach towards Climate Change and lack of critical analysis of how the systems at large created the problems that exists. Resistance to unlearning and bringing in faculty which students care about and want to learn from but rather having faculty who bring more credibility financially to Bren. Just an honest opinion :)

Many prospective students care about EJ and the Bren School seems to be pretty far behind all the other top environmental programs in this regard. Also, depending on the specialization, the course offerings can be limited, like for BAS and EC.

It is very very expensive and it doesn't seem that most faculty or admin care at all about getting to know students or trying to create meaningful experiences here. Most of the actions by admin to address student concerns feel performative at best. A lot of the material is outdated or not relevant to a professional career, and when problems with curriculum are brought up to admin or faculty it is met with a million excuses. I felt the quality of my undergrad classes (at UCSB) was much higher. Many of my classes at Bren were taught by students which while they were all good teachers (and often better than tenured professors) just doesn't feel appropriate for how much money I am spending and considering this is graduate level. I was never taught by a student in undergrad and I wonder why Bren holds itself to a lower standard for its grad students.

I think there's a lot of work that needs to be done internally to bring conversations about intersectional environmentalism into the tenured instructor's vernacular. The only one who does it well is Arturo Keller.

I have not appreciated the way our social media channels highlight diversity and students of color as tokens, when the Bren school actually has a weak dei/ej program and actually perpetuates harm toward students of color, not to mention a majority white student body. It feels incredibly tokenizing and could trick students of color into coming here when I don't actually believe it's a particularly safe space for our students of color to be in.

The career team is great and it's understandable if the only goal of this program is to ensure that folks get jobs. Some of the faculty are brilliant too and up to date with research in their area. But overall, it seems like the curriculum is lagging years behind (for example, comparing it with SEAS Michigan), in some classes they are pushing false solutions without any caveats when there's enough research on that showing the problems (eg. carbon offsetting).

The school is good if someone just wants to pick quant skills. How and where you'll apply those skills also depends on the contextual understanding you develop at Bren, particularly if you are coming right out of undergrad. And the school can do so much better to provide that context.

No program is perfect! But Bren was definitely the right choice for me

It would depend on the person. I know some young, early career professionals who would benefit from the program. However, I wouldn't recommend it to people more experienced such as myself.

The courses cater to specific interests and careers; Bren is on the more conservative and passive side of environmental management. The information we're learning and the way courses are taught doesn't foment critical thinking or interdisciplinarity, therefore it doesn't equip us to build comprehensive environmental solutions.

Faculty is not supportive of students when it comes to their safety, as seen in lack of support for student strikers. It is very weird that Bren advocates for TAs on top of increasing educational costs. But when it comes to standing in solidarity, they turn the other way and pretend that it's not happening. Bren is a very apolitical place where political conversations are discouraged.

I will say that other students have made the experience at Bren worthwhile. Students do their best to bring issues to the forefront, and that is ultimately where the time at Bren is most rewarding. Students are collaborative and support one another. We make an effort to make others feel welcome and are always open to sharing new ideas.

Group project was extremely below expectations, especially since it is supposed to represent a master's thesis. A thesis is a very big deal! It did not feel that way at Bren. Advisors will pass everyone, despite peer evaluation scores. I know people that barely contributed to projects, increased the workload for their group members, but get to walk alongside everyone who did the work at graduation with no repercussions. Relying on an algorithm to place students on an important project is a joke. I would not have spent thousands of dollars on this degree and worked long hours to afford it if I would have known what the GP process would look like. I unfortunately got my last choice, and ended up on a team with people who also got their 3rd or 4th pick, and i believe that set us up for failure.

Aside from academics, Bren students have been the most divisive and unwelcoming group I've been a part of. When we first got to campus, some people had a genius idea and started a group chat only allowing those 27+ years old because they're too good to talk to/relate to the younger students. That deteriorated the potential of any "community building" Bren tried to do. I know we are not the only class to experience these types of issues, and it doesn't make me want to help many people in the future that I've met here.

The ability to afford the program is a big concern and I know TAs are harder and harder to secure. Housing also is a huge expense, and Bren has still not acknowledged or supported those of us in MESM 2024 who applied on time to grad student housing but were waitlisted and had to find off campus housing which was almost twice as much. For students in the CRM specialization, it would have been nice to have an advisor who was accessible on campus, and the CRM classes overall were a disappointment. Kristi Birney was a huge asset to the careers team and really supported CRM and CP students with her extensive background in that field, and I think some of the knowledge and expertise for those types of internship/job opportunities has been lost.

There are social concerns that I did not consider that come with living on the west coast and getting a degree outside of my background. It can be quite isolating and people are sometimes unkind.

The Energy and Climate curriculum felt limited. Eric, and Ranjit, and Roland to a degree, were the only professors that I was able to learn valuable skills from in this area. Going out and interviewing for jobs in these fields, I'm realizing that a lot of skills required for the positions I want, I might have briefly touched on if lucky.

This program is not for everyone. I would probably recommend it more to people interested in corporate sustainability and economics than for people interested in ecology and water management. There seem to be more faculty and support for business than for science. Additionally, the level of the core classes is pretty low which can be frustrating for people with experience in an area of study, but useful for people without it. Perhaps it should be easier to waive core courses and there should be alternative elective courses for second years and first years with previous experience that are available in the same quarter.

I've enjoyed the MESM program because of the breadth of topics I am exposed to, but I know different students have different goals for graduate school. I think that prospective students looking to specialize in one area in depth would not get as much out of the program as they'd like. Since our specializations are generally only 3 courses, it doesn't really give you in-depth expertise.

The program is far behind the curve when compared to other programs that I know of. Course material is 10, 15, and even 30 years out of date such as a core course where none of the readings was past the Bill Clinton administration. In another example, another class would be cutting edge if it was taught in the 1980s. In many cases when students would push back or question the content of the courses, many professors would simply ignore the students or shutdown the conversation in a very arrogant way. There were advisors and professors that were incredibly unprofessional, did not understand what they were doing for the master's projects, and there were many students that were simply ignored and left behind by the program if they did not fit the specific mold of the program. The DEI committee of BREN was a joke. For students with disabilities, they were not given the adequate accommodations, such as interpreters, which were promised to them. The corporate environment within BREN means that the school has not progressed any further in both its education or goals towards diversity. I would not recommend the school to people of minority or disabled status as the school has shown a lack of care for these people. If they do not fit the mold of the school, then they are left behind and will simply struggle.

The program feels a bit out of touch. Lots of busy work and exams, which leads to burn out and doesn't prepare one for a professional career. The Bren network is STRONG, which is why I would recommend the program.

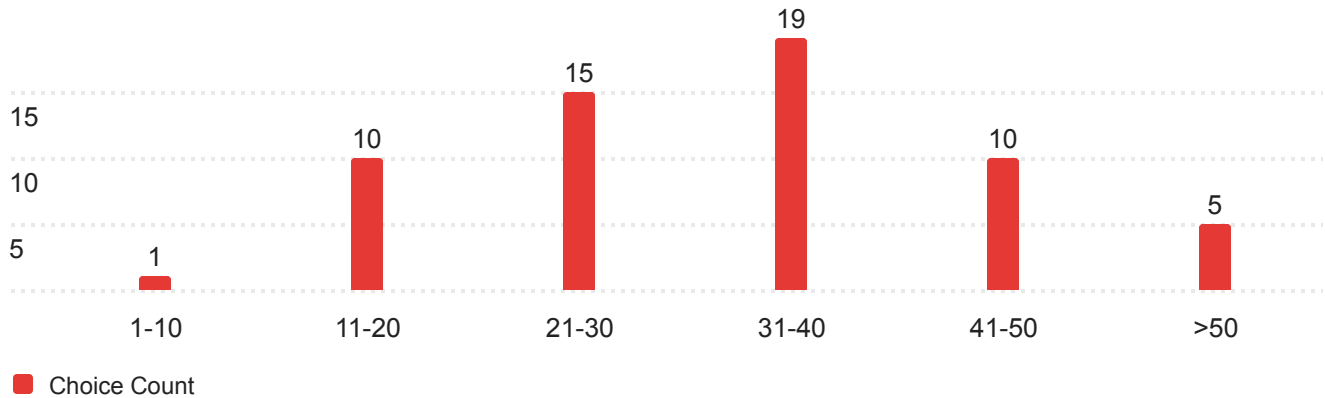
I would tell any student who is looking for a serious program that pushes students to excel in their fields that they will not find that here. The focus to me feels like it has been shifted to push students only in the direction of business. I know this is a professional degree, but it feels like Bren has taken all of the academics out of the programs and does not set up any student looking for a career outside of the corporate world for success. I have only found challenge and fulfillment through pushing myself outside of the MESM program and going above and beyond to find opportunities. I also feel a bit lied to about this program. I feel there has been less focus on economics over the year. Additionally, I feel like the academic team does not do a very good job of communicating and keep up to date with the current state of student affairs. I was told during admitted students day that, while rare, MESM students do get hired as GSRs at emLab, but in reality they have a policy against that. Additionally, the econ department has also instituted a rule where no outside students may take their courses, but I was told that it was possible. These are things I would have taken into account before enrolling here.

I do not feel heard by the Deans, I struggle with reconciling the fact that such an established program like Bren can't even offer a proper platform like town halls which are customary in most other programs at UCSB. Additionally, I am disappointed with the lack of EJ integration and Bren's silence on the ongoing genocide. It feels like a bubble and it is mentally and emotionally difficult to navigate a space that lacks diversity, especially for those from underrepresented backgrounds or international students.

People are way too cliquy, which I attribute to the average young age of students. Also, housing is way too expensive. The school needs to get out of bed with the landlords and push with vigor for the Amtrak to be more reliable, and cheaper, so students can live further away in cheaper places.

Workload

How many hours per week (on average) did you spend on school work (in class and out of class combined) this year?



Please provide any comments or feedback on the Bren School core courses, teaching, or curriculum that you would like to share and that might be helpful for us.

Please provide any comments or feedback on the Bren School core courses, teaching, or curriculum that you would like to share and that might be helpful for us.

The core courses have a lot of busy work assignments, which seems like undergrad plus rather than graduate level. I'd like to have lectures that are more engaging and go deeper in content, with fewer assignments, and a focus on learning materials deeply rather than focusing on getting good grades but not understanding the material.

Please refer to my comment about other courses that should be added.

Either make them more quantitatively rigorous or make them optional.

Please better adapt the core so it is relevant to Energy and Climate specializations, invest more in faculty / staff / courses for this curriculum

I've been pleased with the curriculum. I know there have been complaints about not enough EJ material, but I feel that professors touched on it consistently throughout my courses and it was incorporated well. I think at times the grading has been inconsistent, but overall, the grading and the assignments could have been more rigorous. I think that professors should exercise more discretion when entertaining questions from the class (or the same few individuals in this case). I felt that too much class time was spent answering off-topic or overly basic questions asked by the same 3-5 students and class pacing suffered for it. I appreciated Salzman's no computers policy, and I believe that student learning would benefit from similar policies in other classes. A lot of people are checked out in the back of classes (which is their prerogative) but if Bren is looking for ways to facilitate student learning, that might be one to experiment with. As a first year, I heard second year students complain about a lot of things that I do not believe are true problems at Bren, and I think the staff and faculty are doing a great job and that the program is well structured.

241: Needs to be totally re-vamped. It was unorganized and the level of the curriculum was less than a high school government course. Would be nice to structure this class around case studies of successful and failed environmental political actions.

206: Anticipate the skills students will need for GP and for 204. More in-depth explanation of statistical tests, rather than just learning how to conduct them in R.

204: Include calculus!!! Don't lower the quality of education to accommodate for students' lack of prior knowledge! Instead, require students without pre-reqs to take courses on Coursera or something before starting the program.

202: Organization of slides could be improved, update references.

210: Clearer guidelines and timeline for discovery team project

207: Slides could be more clear and less green

For business and the environment, I would have preferred if the time dedicated to guest speakers was repurposed as business group project work time. Business took up a lot of my time, mostly outside of class to work on my group project.

While I appreciated all our teachers, I especially enjoyed the teaching styles of Chris Jerde, Jim Salzman, and David Tilman!

I felt like some of the core courses didn't necessarily need discussion sections (biogeochemistry, policy, earth science), and that it would have been more useful to just have more options for TA/professor office hours.

I want to highlight the gender disparity in the Bren faculty. The Bren MESM student body is approx. 75% female and yet our core faculty gender ratio was almost the exact opposite (73% male to 27% female). I'm counting Emily and Sarah as 0.5 each since they only taught half the class/quarter. Tamma was the only female professor who taught an entire course on her own and she will not be at Bren next year. Emily and Tamma were two of my favorite professors and the two that I felt I learned the best from. Food for thought as Bren looks to diversify its faculty.....

Every professor at BREN needs to go to training focused on how to teach in a classroom setting. It might help them be better teachers rather than being below average to horrible professors.

Offer various teaching/learning styles within core classes

Some professors give a vibe of "us v them" or that they're teaching down to us as lowly students. This style of teaching is incredibly outdated, and disregards the wealth of varied knowledge that individuals in our cohort bring to the program. Enough with the busy work, and there are a plethora of way to assess learning outcomes that are not exams or quizzes.

210 shouldn't be a core class. 240 is pretty trash which is unfortunate because the topic is interesting. It should be expanded to a full quarter class.

Some weeks way more, some weeks less. Workload tends to be really compressed into the same periods (midterms and end of the quarter)... Wish it was better distributed.

Core courses need to coordinate a bit more on content and deliverables/tests overlap, but otherwise it was a really great first year. Very happy to be a part of the Bren school and I feel that this is the beginning of a professional/social community I hope to be involved with for the rest of my life!

Ecology and Environmental Politics and Policy should be better structured and organized.

Bren should make the waiver process for core courses more transparent. It's surprising that many individuals, including myself, were unable to waive course 204 despite having an economics degree. The course has been mostly a review, which might be beneficial for a more advanced qualitative analysis class, but I could have easily managed this on my own. I have essentially been assisting my cohort as an unpaid TA. The instructor of this course needs to either simplify the material and ensure the teaching team is more accessible to students, or enhance the content and introduce new topics in environmental Econ.

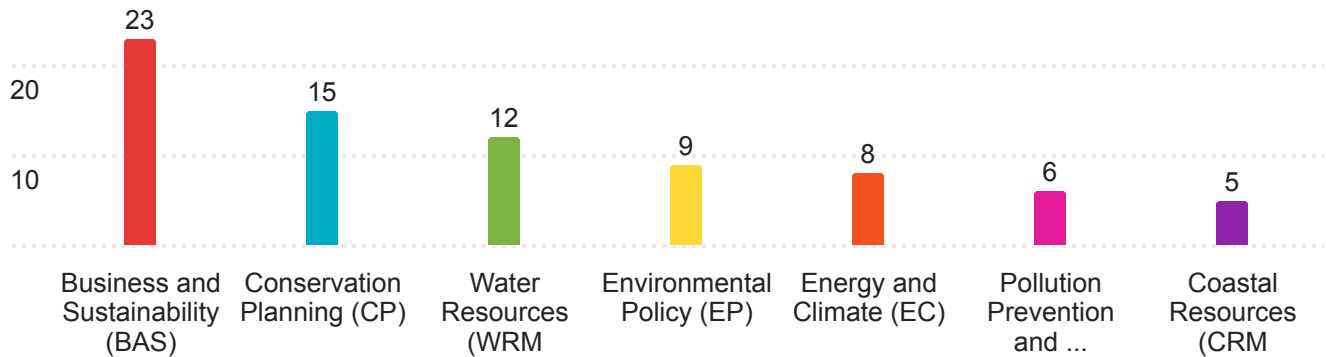
N/A

Previous comment on CRM specialization. I am also really disappointed in Bren for not offering Chris Jerde the correct recognition and compensation for the work he does for Bren. He is one of, if not the best, professor for both Data Science and Applied Population Ecology. I hope that Bren will recognize that and give him the time and respect he deserves.

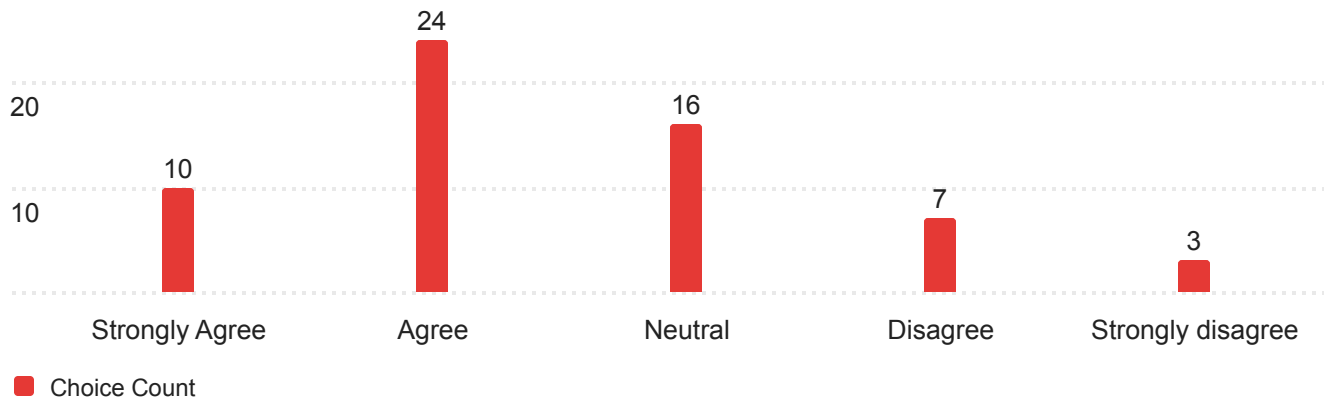
I felt that some of the core courses were unnecessary for some students, especially those with a background already in environmental science. Providing more flexibility in core course choices would be beneficial to those with experience in similar fields.

Specializations

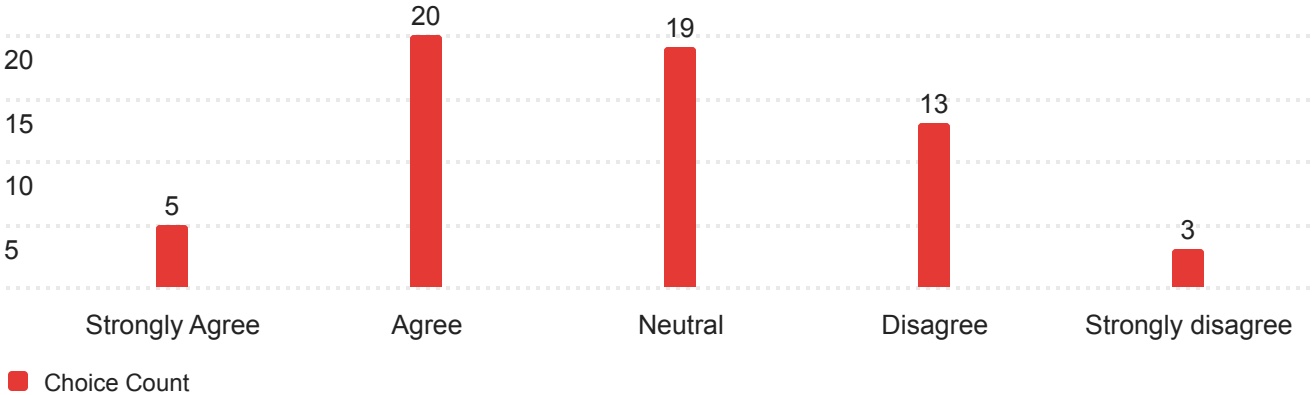
Please select your specialization(s). Check two if you have two specializations. Questions about the Innovation and Communications focus follow after this section.



I have been satisfied with the guidance and advice provided by the specialization advisor(s).



I am satisfied with the selection of courses available for my specialization(s).



Are there any specializations you think the Bren School should add and/or remove? If so, what are they?

Are there any specializations you think the Bren School should add and/or remove? If so, what are they?

Add Environmental and Social Justice and Remove Business.

We should have an EJ specialization

Add Environmental Justice. So much of the quant skills being taught here can also be used in that specialization.

Carve off business and make it its own program like MEDS. The people who want a business degree and hate science should have their own program, rather than dumbing down the curriculum for everyone to accomodate them.

Replace conservation planning with forestry

n/a

No.

N/A

It would be interesting to add a specialization in urban issues and/or EJ.

Food systems

Environmental Policy. It should be renamed to an economics specialization because there is more economics than policy in the specialization.

Add something related to Food, Agriculture, and the Environment/Food Systems!!

Sustainable food systems/ag!

I would like to see the data science focus incorporated again.

Something focusing on the built environment. We spend most of our time in it, so why does it only come up infrequently, like when someone brings up heat islands?

Add an Environmental Justice Specialization but also feel that Innovation could be it's own specialization or Materials Science innovation

n/a

climate specialization (energy should be separate)

Wildlife Management

Urban, Self-Designed

Please provide any comments or feedback about specializations or elective courses that you would like to share and might be helpful for us.

Please provide any comments or feedback about specializations or elective courses that you would like to share and might be helpful for us.

I wish Landscape Ecology was being offered.

Bren is a great budget option to learn sustainable business (vs MBA), but the specialization needs to keep up with MBA curriculum bc those are the people I'm losing out on jobs to

I have been disappointed by the rigor of the policy specialization, which is why I added CP. I also want to be able to take quantitative courses like MEDS and PSTAT courses more easily, rather than begging for a spot in each class. I think MESM should have much more of this in-house.

Courses that connect sustainability with development; environmental and ecological economics; environmental impact analysis.

would love a more in-depth class on freshwater ecosystems, especially riparian processes (physical, chemical, biological)

Mentioned previously in concerns for prospective students question.

I think the specializations are helpful, but also not critical as there is generally enough space in the curriculum to take all the classes you want. I felt that my fall-quarter Sustainable Forests class was framed in a confusing way, with just lectures and group project proposal time and not much of a thread through it. The lectures were interesting, but the schedule and purpose of this class was not communicated well, and there was confusion and pressure about what the group project proposal assignment was actually meant to be. My financial management class was dry, and while I felt the material is important to understand, I would recommend finding ways to make the content more environmentally oriented and class activities engaging.

N/A

Groundwater Management and Watershed Analysis had a LOT of overlap. I am concerned I will not feel qualified for a job in this field based on the limited amount of information covered in the elective courses. More technical skills should be required for the WRM specialization, maybe a GIS class specific to watershed management? Or more GIS incorporated in 235?

- landscape ecology
- remote sensing (available to MESM)
- urban planning
- history of indigenous land management practices
- seminar for current management practices of common California systems (forest/woodland, grassland, shrubland, desert, wetland/riparian, dunes)
- seminar for current wildlife management practices

I am disappointed that the landscape ecology course is no longer offered, as it was one of the courses I was most looking forward to!

I wish I had more guidance and mentorship from advisors and professors at Bren. As a first generation student, I came into this program without a lot of knowledge about various career paths in the environmental field. I was disappointed to find that many of the "advisors" for specializations either (1) didn't care to advise me, or (2) didn't have the time.

I think there could be more water classes as mentioned in my prior comment.

Especially for CRM it should be easier to take MSI classes!

I would like to see more variety in the Pollution Prevention and Remediation courses, especially ones that do not require a 5 to 6 unit commitment, as that has sometimes interfered with my course scheduling and planning.

There are only three courses offered for Energy out of which I could take only two due to credit constraints. Bren should consider incorporating courses like Renewable energy project development and Energy System Design. And also courses at the intersection of climate change, energy, and social justice.

more coastal related classes

See previous comment about both specializations. I also am disappointed in the advisement for the CRM specialization. I never actually met my advisor, I don't even think he was at Bren for the two years I was here. Luckily, Ashley Larson was amazing and helped me for both specializations.

I feel like providing a specialization in wildlife management would be greatly beneficial to those who would like to work in an outdoor setting. In addition, courses can be applied that are in class, use coding, and that are hands on and provide a well rounded education for someone interested.

Classes on urban systems are crucial. Considering that most of the world lives in an urban system, we must be prepared to assess key environmental challenges and possible policy and business solutions to address these issues.

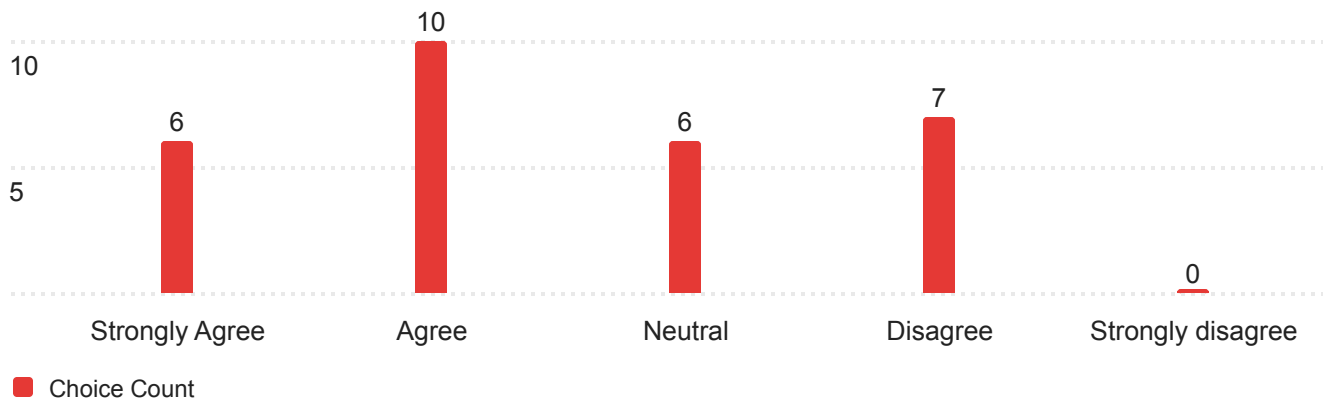
Group Projects / Eco-E

Please select which of the following descriptions applies to you.

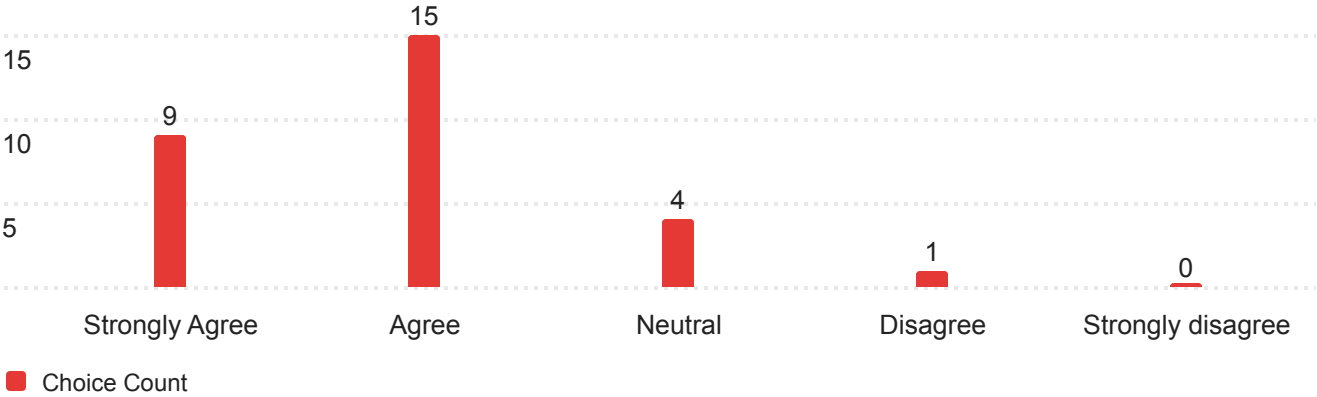
Field	Choice Count
I'm a 1st-year student who just started a Group Project.	29
I'm a 2nd-year student who just completed a Group Project.	24
I'm a 1st- or 2nd-year student who pursued an Eco-E Project instead of a Group Project.	7

Group Project (1st Year)

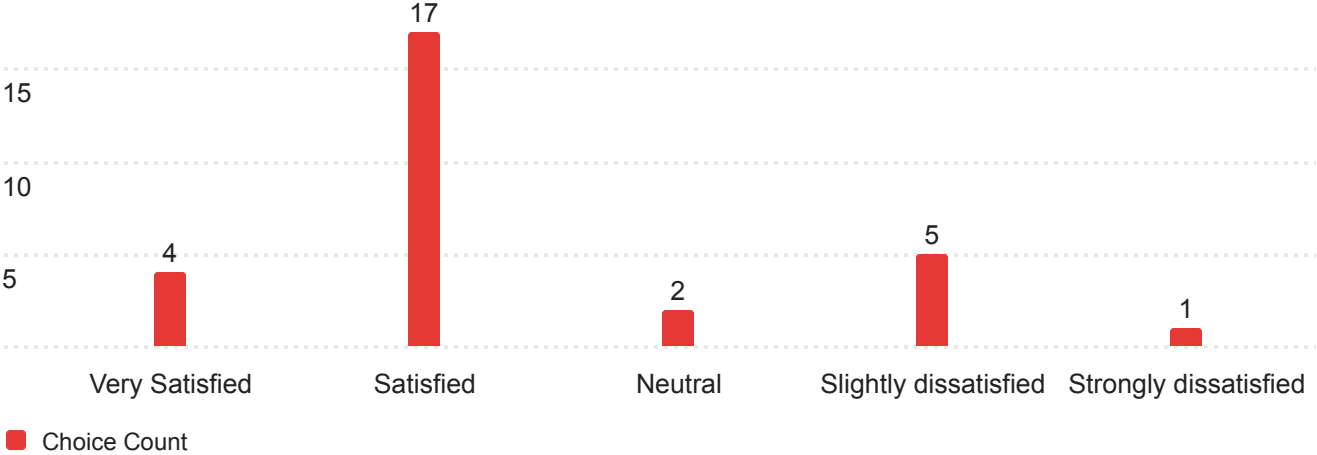
The Bren School faculty provided sufficient guidance on how to propose a Group Project.



The Bren School staff provided sufficient guidance on how to propose a Group Project.



Were you satisfied with the Group Project selection process?



Please provide other comments or feedback about Group Projects that you would like to share and might be helpful for us. Please note that you will be asked additional questions next year when you have completed your project.

Please provide other comments or feedback about Group Projects that you would like to share and might be helpful for us. Please note that you will be asked additional questions next year when you have completed your project.

There were very few quantitative projects to choose from. As a result, none of those quantitative projects had desirable clients, internship opportunities, or strong prospects for career advancement. I felt as though I had no attractive options for a rigorous project and I instead chose one based wholly on the client. To be fair, this has actually worked out ok, because I now have a very clear path to a job working for my client after Bren. I just would have preferred to have something impressive to point to as my grad project.

I reached out for some guidance during the GP proposal process and got the feedback that a GP proposal should be highly scoped and specified. I submitted 2 proposals, one of which got through and one of which didn't, and I believe the one that didn't was too specific based on things I heard from the selection committee. I feel slightly misled on that item, and ensuring the right degree of scope is communicated in advising proposing students is important.

It would have been really helpful to get feedback on my GP proposal. It went through & now I'm working on it; however, it would be great to know what portions of the proposal were problematic/needed more work before going into spring quarter. It might have helped my group figure out how to work through the relatively vague components of the proposal.

It has been challenging having a less experienced faculty advisor, it seems like faculty advisors would benefit from specific training on how to support GPs, especially in their first few years

I don't think the faculty advisor placements were done very well. There is a mismatch of experience and guidance level needed for the projects, and I don't think the matching process did a very good job of matching advisors who have enough experience to provide meaningful advisement to their students.

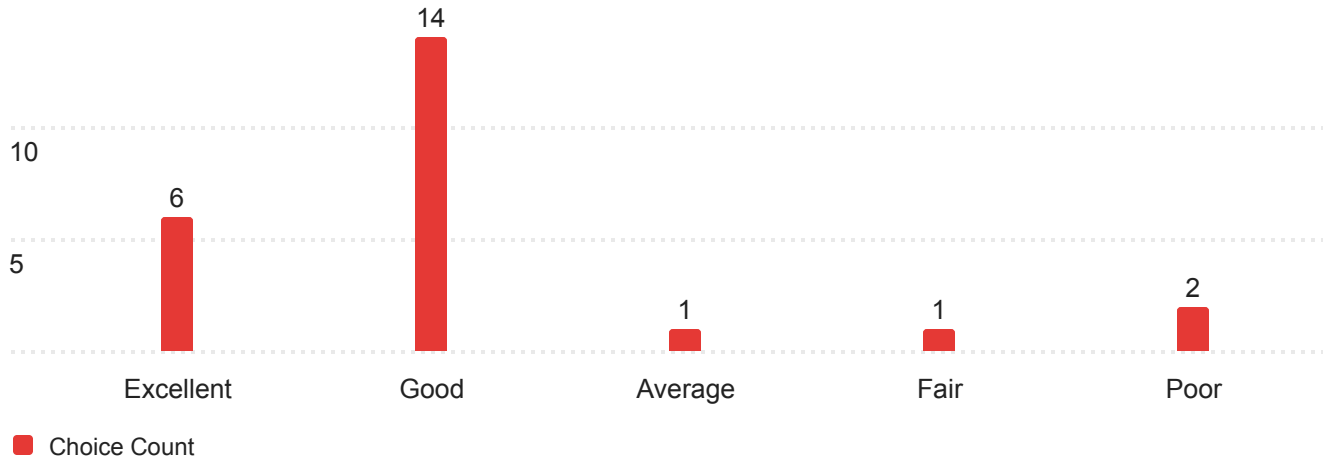
In the 210 course before the group project say that this idea / people you interview could be potential GP clients

Lots of data issues across all groups. I have heard of many more proposals where this was not the case and still a similar topic. After this was emphasized to the cohort numerous times I am disappointed this was not taken into consideration more for choosing group projects.

The group project selection was mediocre at best. I am not sure why there were no government agency clients this year as many students aim to work in government upon graduation. The proposals also seemed to lack sufficient data and one proposal had concerning overlap with past Bren projects. This has caused problems for students in creating their work plans and developing meaningful analysis. Group project advice from both faculty and staff have been conflicting and challenging to navigate. There needs to be more coherent support from Bren when students are navigating complicated and frustrating client relations.

Group Project (2nd Year)

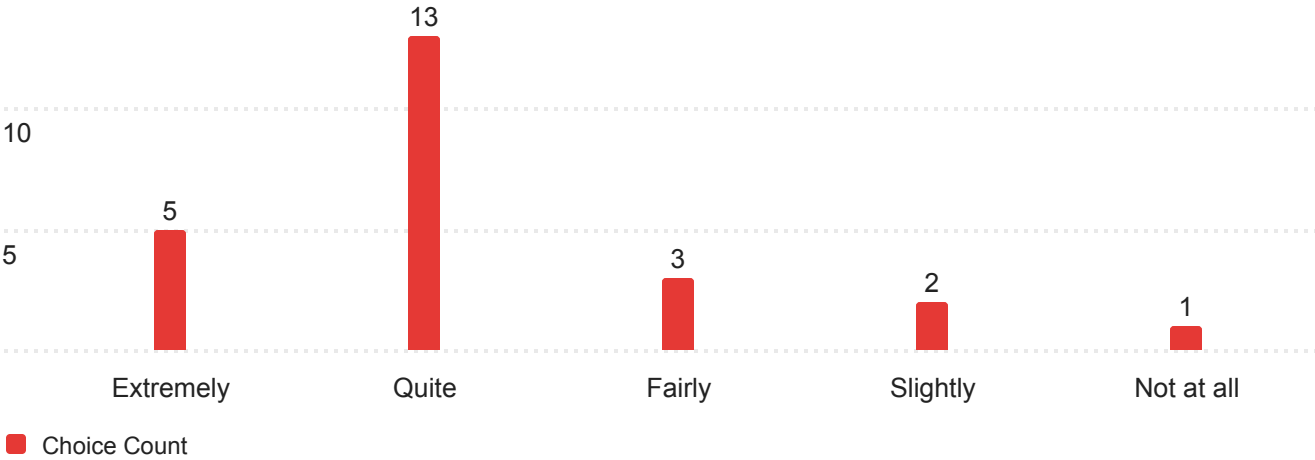
What is your overall evaluation of your group project experience?



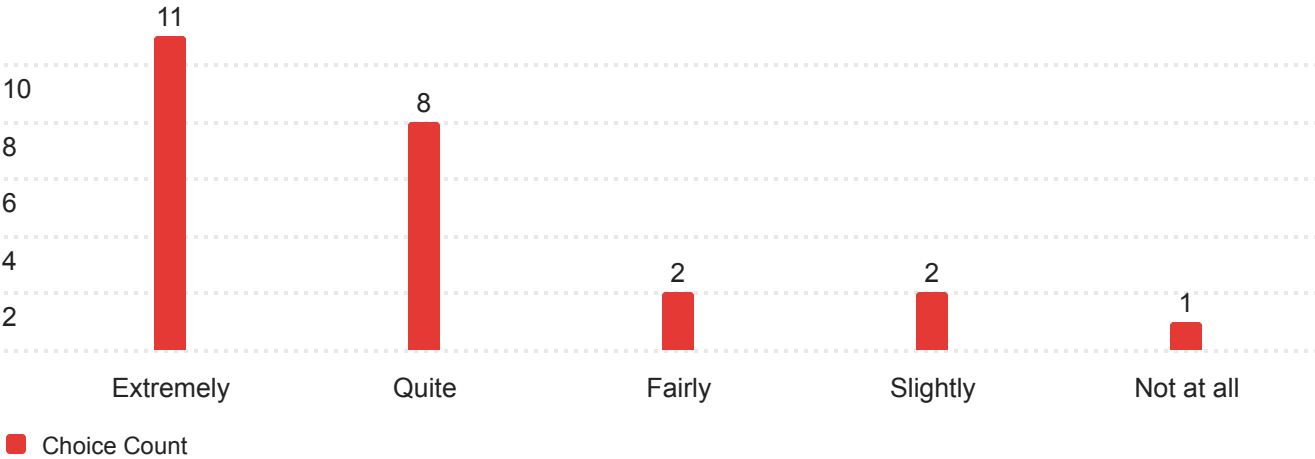
How satisfied were you with the following:

Field	Extremely satisfied	Quite satisfied	Fairly satisfied	Slightly Satisfied	Not at all satisfied
The guidance provided by your Group Project faculty advisor.	14	4	2	3	1
The participation of your Group Project client.	11	9	1	0	3
The overall experience with your group members/working as a group.	9	5	5	3	2

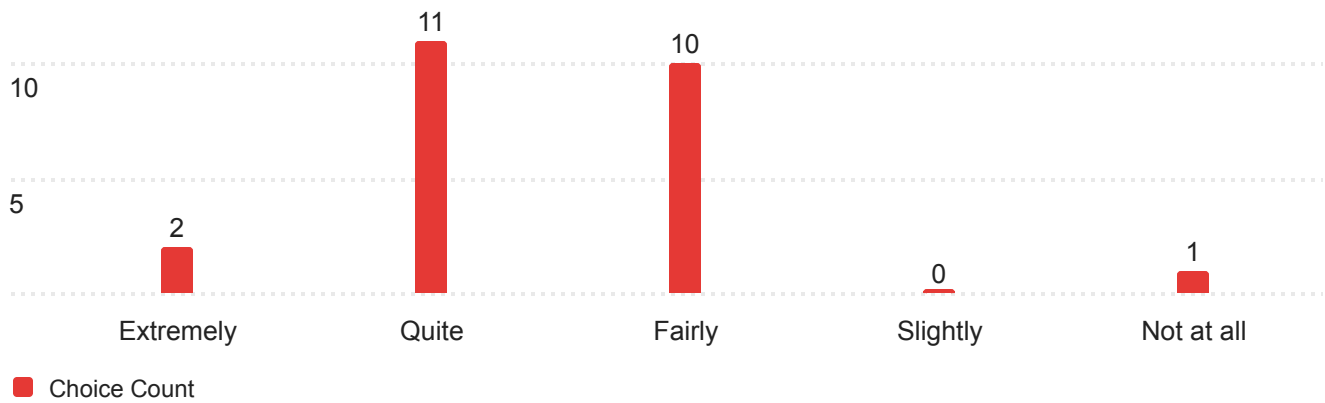
How valuable did you find the Group Project Faculty Reviews?



How valuable did you find the public presentation event?



Was the timeline for Group Project deliverables appropriate (e.g. order, number, spacing between deliverables)?



Please provide other comments or feedback about the Group Project that you would like to share and might be helpful for us.

Please provide other comments or feedback about the Group Project that you would like to share and might be helpful for us.

Please please please provide more trainings on how to work well as a team, manage your peers, and practice providing constructive feedback to one another. My team worked well together and I've heard horror stories from other groups, but I genuinely believe everybody in the cohort could benefit from this.

I think there needs to be a clear and consistent way (across all groups) to hold people accountable for the work they produce. Bren likes to say that managing group dynamics is an essential part of job training, but realistically, the group project dynamic is not at all something that is mirrored in real jobs. It is unfair to have some people doing drastically more work than others, when everyone gets credit for what ends up being completed. There should be training for everyone throughout the year on managing group dynamics and project management. There should also be more consistent expectations for advisors.

Faculty reviews should happen earlier in the quarter to allow ample time for course correction and adjustment. I believe this is already being addressed.

I don't remember exactly, but either in spring of first year or fall of second year there were some busy work deliverables that kept us from doing the actual work

I've given feedback about this earlier in the survey

It makes no sense to spend the bulk of spring quarter on a work plan, and then take 3 months off. It's a terrible disservice to the flow, momentum, and ultimate productivity of the project. I felt we could have accomplished so much more if we had gotten our project assignments even a month earlier and spent less time on the workplan. With the current set up, teams don't really start to make progress until the Fall quarter. Also, I HIGHLY recommend that Bren require some type of activity over the summer. All-team + faculty advisor check points, work from and funding for at least 2 members. I applied for funding through Bren to continue working on this on top of my EDF Climate Corp fellowship because I recognized this was crucial time to make progress. I received minimal funding and felt largely unsupported by the GP process during this time. Still, my contributions from my summer work were absolutely crucial for the project. Our clients were also wholly thrown off by this awkward gap in work. Looking back, it makes no sense and is a huge missed opportunity to really have to wait until Fall quarter of 2nd year to dig into the project.

Less emphasis on the work plan, clear milestones and deliverables for Spring quarter (the first, not the last), move up faculty reviews to earlier in Winter quarter to give students time to incorporate feedback. PLEASE have a mandatory workshop for ALL students on how to give and receive feedback. This is an integral skill for professionals (and humans).

Workload was quite imbalanced throughout the project due to varying skillsets, which was challenging.

I feel very lucky and had a great experience

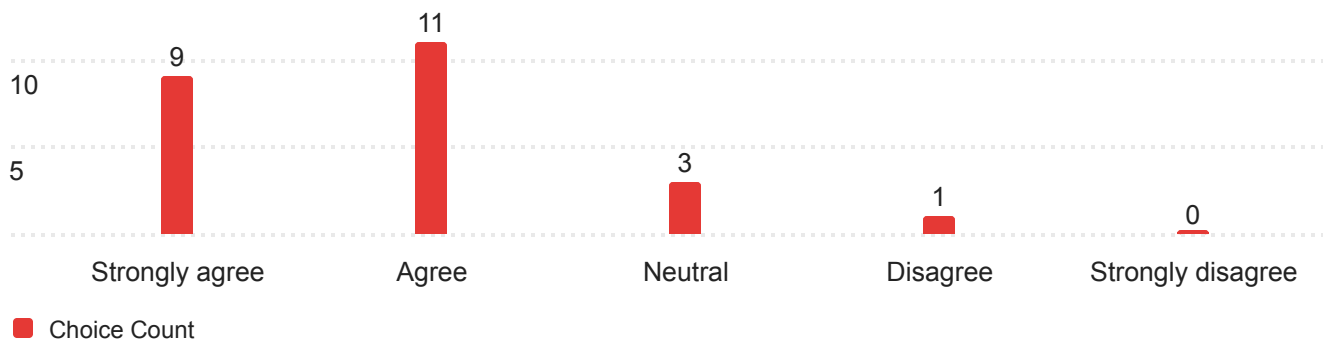
The work plan in my opinion really through off the schedule. Either having the projects assigned during winter and then turning in our work plan or not having the work plan at all would've been more valuable in my opinion

The GP expectations during first year spring quarter were not very helpful in the grand scheme of the project. The "work plan" was not relevant to the project since our methods completely changed, which was also true for many of my peers. Spring quarter might be better utilized for literature review and preliminary data analysis

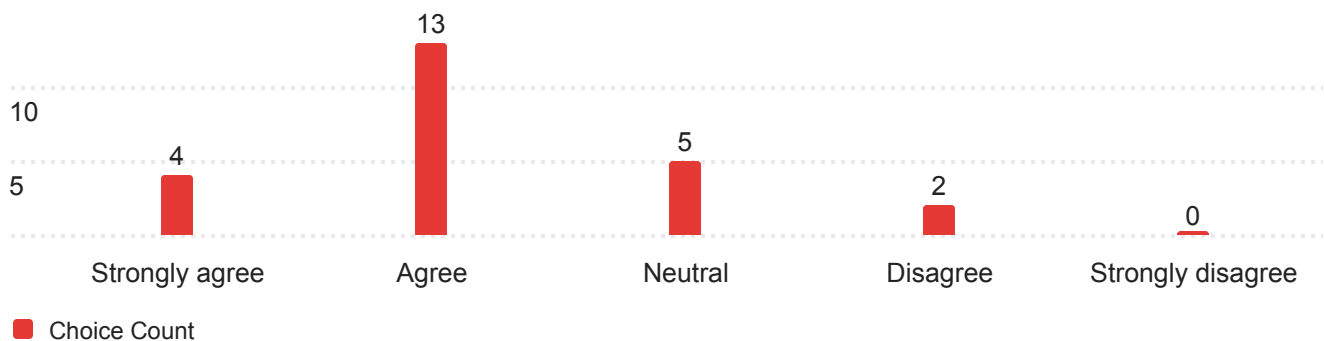
Group Project - Program Learning Outcomes (PLOs)

Please consider your MESM coursework and Group Project experience to assess the following statements.

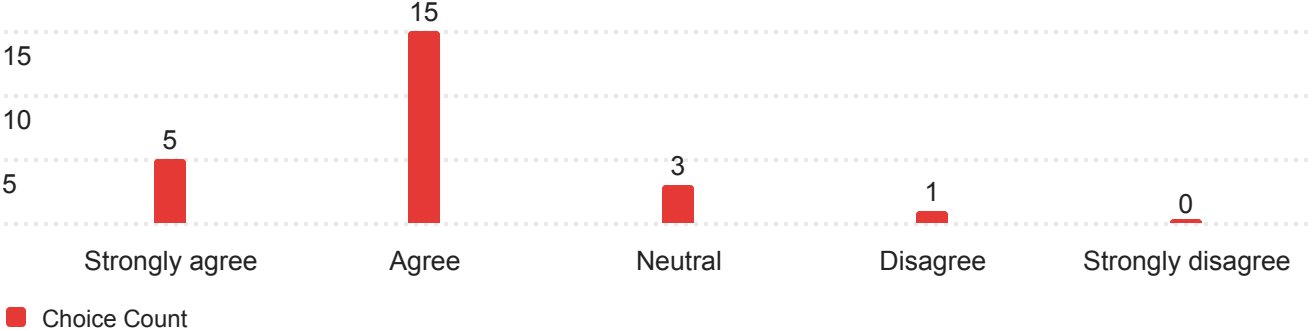
The MESM program and Group Project prepared me to use quantitative and qualitative methodologies relevant to environmental science and management.



The MESM program and Group Project prepared me to design and implement a rigorous study using appropriate methods, measures and techniques.



The MESM program and Group Project prepared me to critically evaluate and systematically analyze data for the purpose of solving environmental problems.



Please provide additional comments or feedback about the training you received in research methods and analysis.

Please provide additional comments or feedback about the training you received in research methods and analysis.

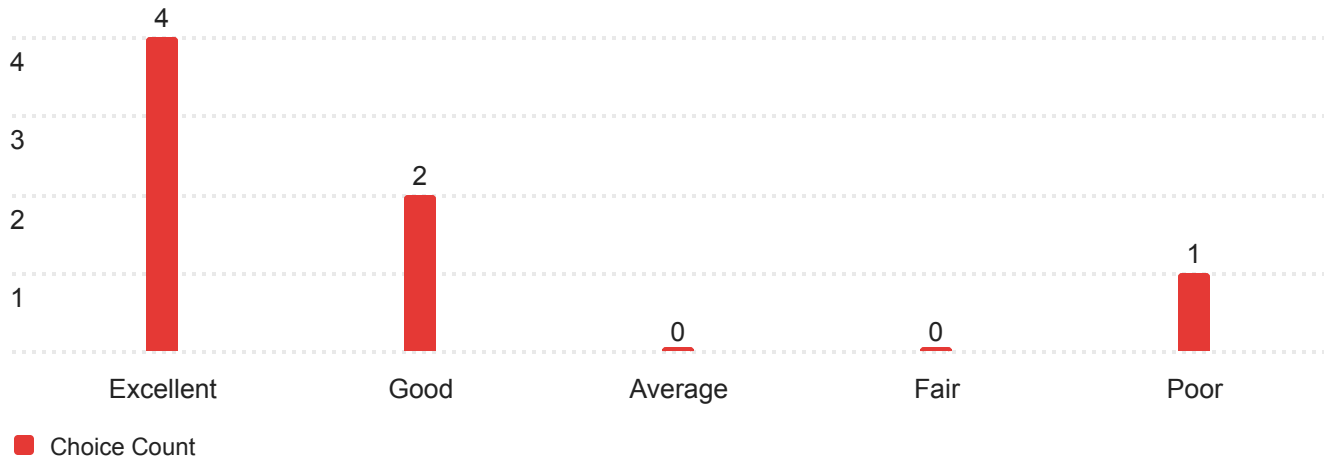
I think having a prep class for stats would have been helpful. Eric Masanet's Energy Demand Analysis helped up my data skills a lot too.

I mentioned this earlier but I wanted to come out with stronger data analysis skills and am not sure I achieved that outcome. 206 really turned me off and made me feel like I couldn't do data science. Not because of Jerde, he was that course's saving grace, but because of the Bren school's inability to plan, prepare, and set students up for success when an amazing professor leaves.

I took GIS in Winter 2023 and would have liked much more ArcGIS Pro practice instead of QGIS. I am using ArcGIS Pro for my job and am having to teach myself as I go because I didn't get that experience at Bren.

Eco-Entrepreneurship

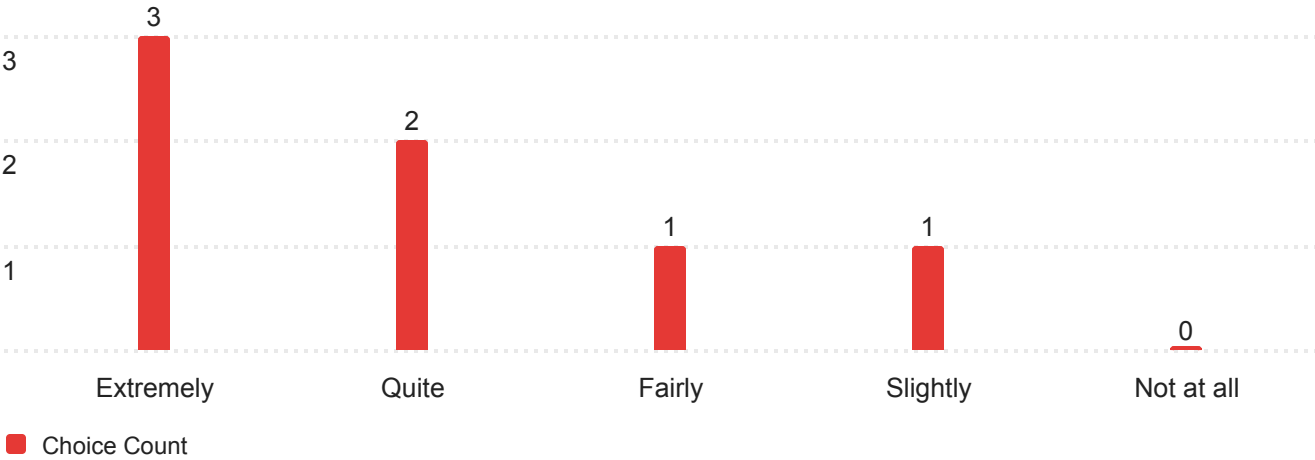
What is your overall evaluation of your Eco-E project experience?



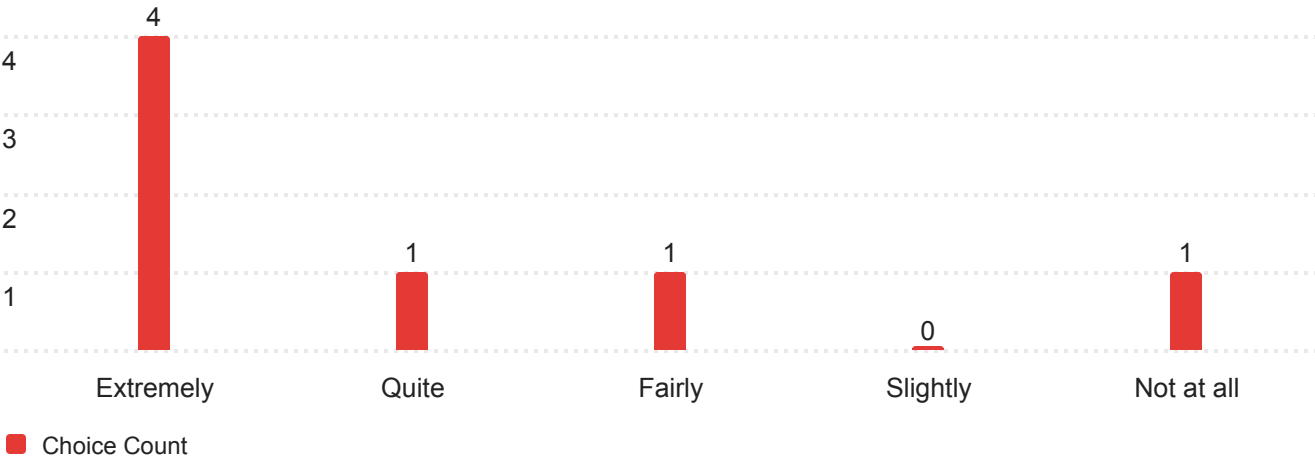
How satisfied were you with the following:

Field	Extremely satisfied	Quite satisfied	Fairly satisfied	Slightly Satisfied	Not at all satisfied
The guidance provided by your Eco-E Project faculty advisors.	4	2	0	1	0
The overall experience with your group members/working as a group.	1	4	1	0	1

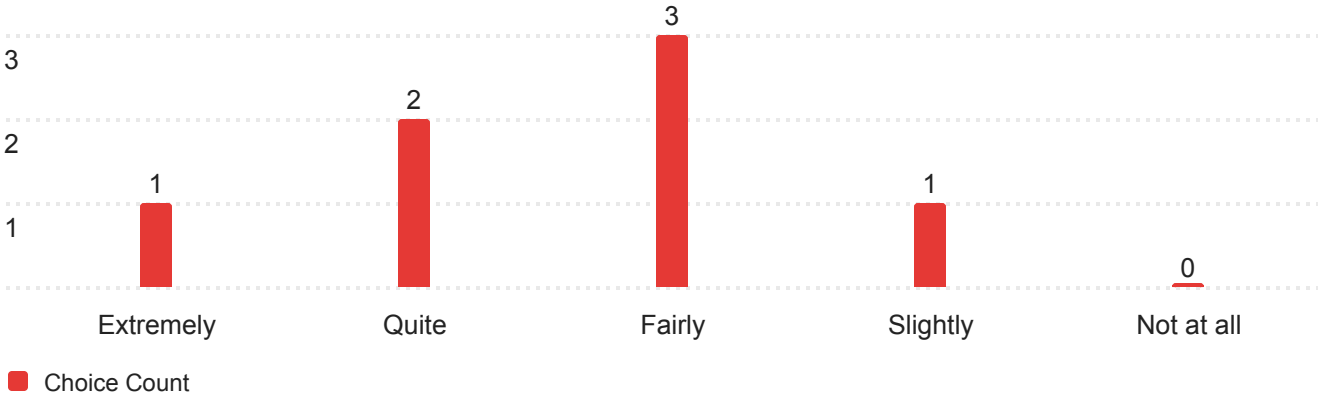
How valuable did you find the Eco-E Faculty Reviews?



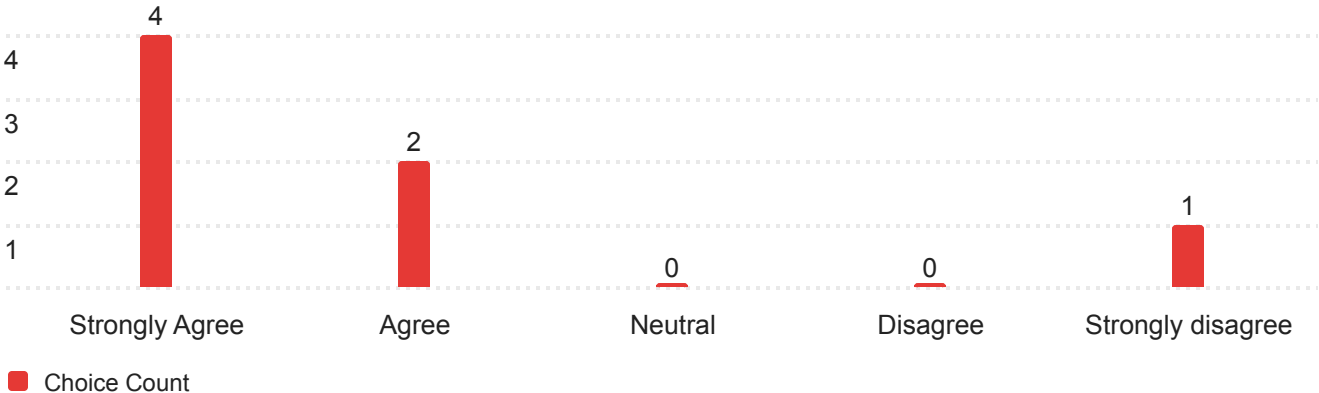
How valuable did you find the public presentation event?



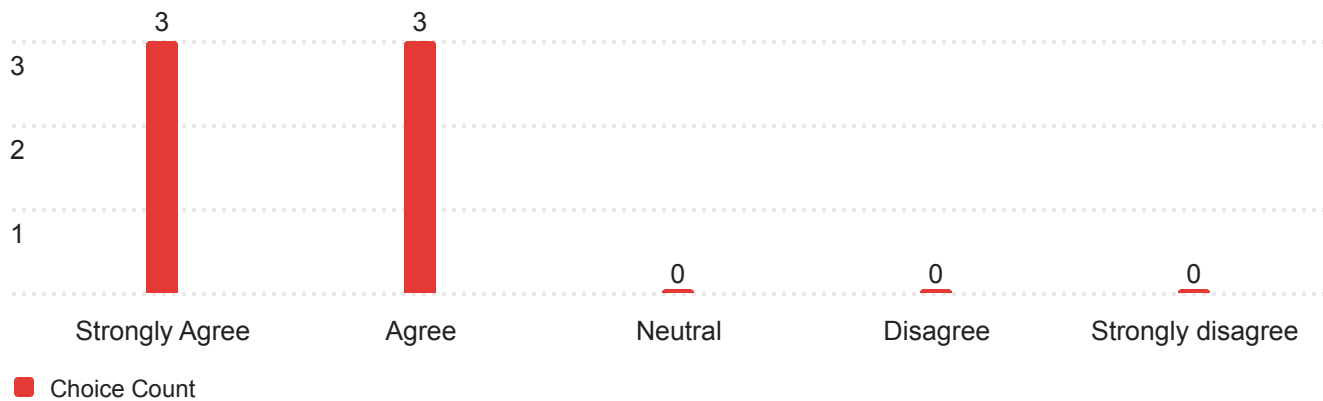
Was the timeline for Eco-E Project deliverables appropriate (e.g. order, number, spacing between deliverables)?



The Eco-E project courses provided sufficient guidance for developing my Eco-E project.



Feedback from the Eco-Entrepreneurship Advisory Council was helpful for developing my Eco-E project.



Please provide other comments or feedback about the Eco-Entrepreneurship Program that you would like to share and might be helpful for us.

Please provide other comments or feedback about the Eco-Entrepreneurship Program that you would like to share and might be helpful for us.

I am a first year student and have not had publicis, so I put "not at all" for that question above.

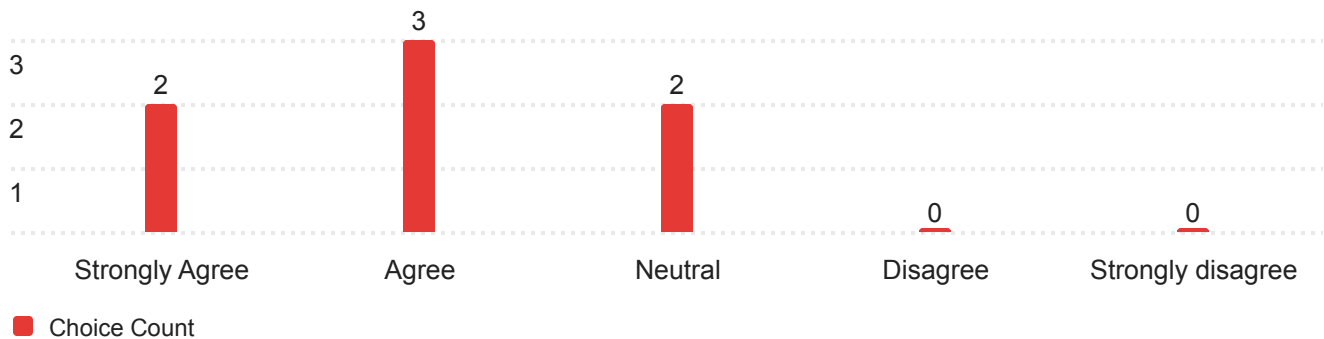
Do not try to mold Eco-E to be a GP! It is a completely different type of project

Answering as a first year, so I can't comment on the full experience yet, however Emily Cotter has been a fantastic mentor, advisor and instructor.

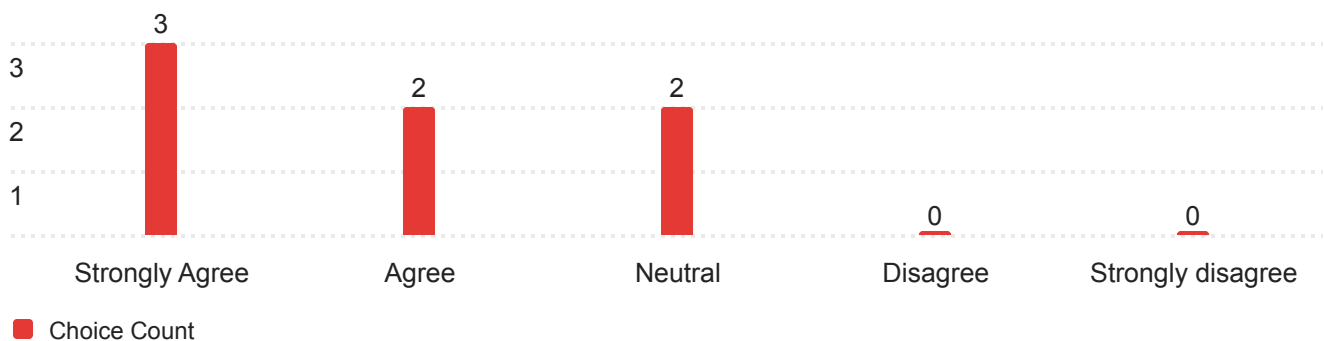
Eco-E - Program Learning Outcomes (PLOs)

Please consider your MESM coursework and Eco-Entrepreneurship experience to assess the following statements.

The MESM program and Eco-E Project prepared me to design and implement a rigorous study using appropriate methods, measures and techniques.



The MESM program and Eco-E Project prepared me to critically evaluate and systematically analyze data for the purpose of solving environmental problems.



Foci

Innovation Focus

Please select which of the following descriptions applies to you:

Field	Choice Count
I'm a 1st-year student pursuing the Innovation focus.	5
I'm a 1st-year student who started the Innovation focus, but decided not to pursue it.	6
I'm a 2nd-year student who completed the Innovation focus.	6
I'm a 2nd-year student who started the Innovation focus, but decided not to pursue it.	1
I am a 1st or 2nd-year student who never pursued the Innovation focus.	42

You indicated that you started the Innovation focus, but decided not to pursue it, please let us know the reason(s) why.

You indicated that you started the Innovation focus, but decided not to pursue it, please let us know the reason(s) why.

I am doing an Eco-E which satisfies the innovation focus.

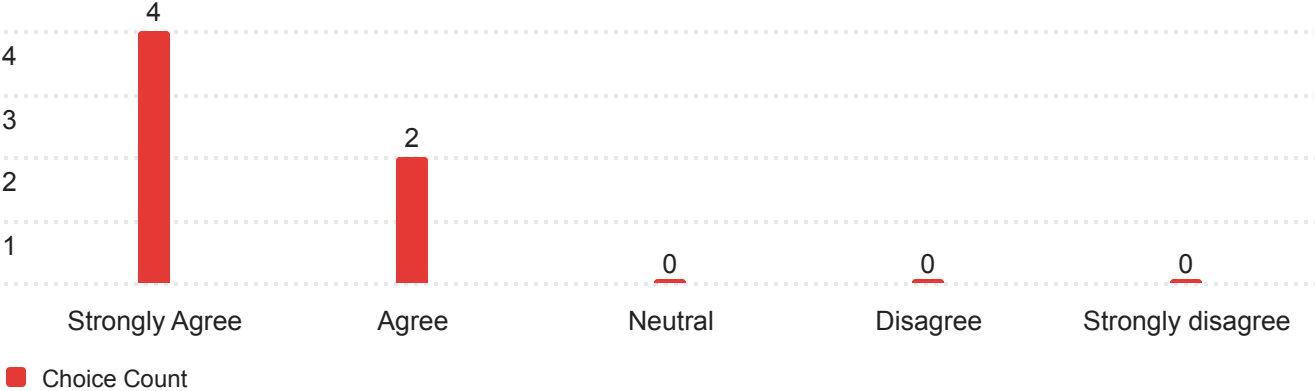
The focus seems to be more focused on business-oriented work when I perceived it to have more options for social impact, nonprofit, and govt work. I think innovation needs to be opened up to the non-business sectors too.

I didn't have enough time or capacity to complete the courses.

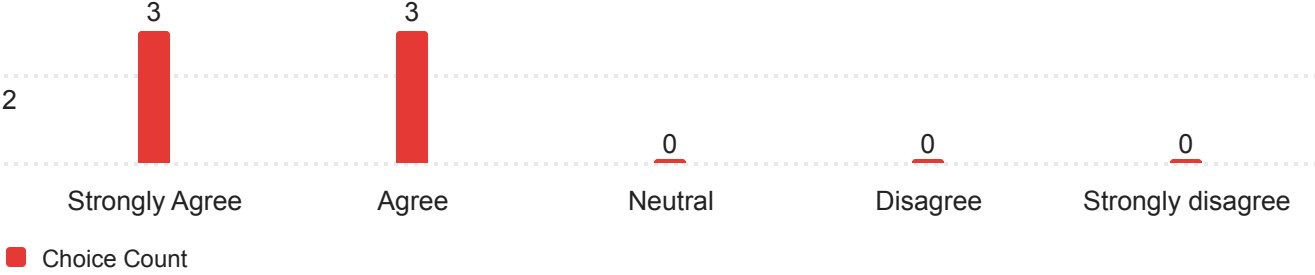
I wanted to pursue environmental media and communication instead but I'm still taking 1-2 innovation courses.

Innovation (2nd Year)

I have been satisfied with the guidance and advice provided by the Innovation advisor(s).



The Innovation focus succeeded in meeting its mission "to provide students with the skills and institutional support to launch new ventures, products, and technologies that address society's environmental and natural resource problems."



What skills are not covered in the Innovation focus that you would have liked to learn?

What skills are not covered in the Innovation focus that you would have liked to learn?

I got what I needed!

Change management

How do the skills that you learned in the Innovation focus fit into your career goals?

How do the skills that you learned in the Innovation focus fit into your career goals?

Change management and strategic thinking are going to benefit anyone in the environmental field, whether you're in business, policy, or conservation.

Business is all about adapting and innovating. Emily's courses helped me learn critical business skills that have taught me how to speak the language of business and explore industries I never knew existed before bren. I like to call Emily's program and "MBA lite" because it truly gives us the mindset of MBA students without the price tag. Emily is an asset to the bren school

Networking and asking good questions

Foci

Communication Focus

Are you pursuing the Strategic Environmental Communication and Media focus?

Field	Choice Count
Yes	24
No	36

Did you receive sufficient guidance about the communication focus from faculty and staff advisors?

Field	Choice Count
Yes	12
No	12

Did you receive sufficient guidance about the communication focus from faculty and staff advisors?

Field	Choice Count
Yes	12
No	12

Did you learn the skills and knowledge in the area of communication and media that you were seeking?

Field	Choice Count
Yes	17
No	7

What skills are not covered in the communication focus that you would like to learn?

What skills are not covered in the communication focus that you would like to learn?

Would have liked a little bit more of a focus on making slides and presentations for a variety of audiences.

Communicating complex science to a lay audience. Anything regarding media production.

More about strategic outreach and advocacy.

Business communication would also be helpful

haven't taken comm courses yet

I decided to quit the communication focus because I found it unorganized, unchallenging, and unrelated to ACTUAL COMMUNICATION. Most of Heather's classes are scheduled for 5 pm. Although I appreciate Heather as a teacher, it's difficult for me to take classes that late in the day, especially when many of the core classes start at 8 am.

Suggestions for classes:

- Data Visualization (we have one, but you don't get credits towards comms)
- Public Speaking
- Social Media

I hope the new communications director will improve the program, as it was a key reason for my coming to Bren.

There's minimal classes available to take for this focus. Also, with Lisa leaving I think she was a strong asset to the focus.

How do the skills that you learned in the communication focus fit into your career goals?

How do the skills that you learned in the communication focus fit into your career goals?

Being able to effectively and strategically communicate research findings, and opening myself up to more types of job opportunities

Lisa is amazing! Every class and meeting was tailorable to our career goals and passions. She will be missed!

Not really sure here — the comms focus needs more structure and a clear path for learning objectives.

Env Writing was super valuable for the GP proposal process. Storytelling made me realize that I really like writing/journalism.

haven't taken comm courses yet

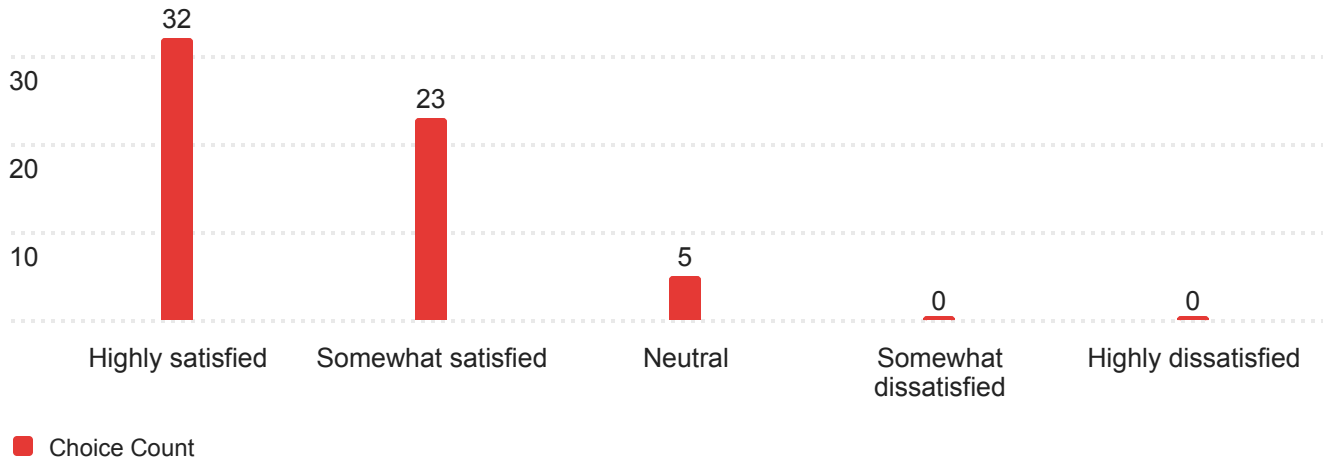
The skills I learned in Heather's strategic enviro. communication class were valuable.

Within corporate sustainability, being able to effectively communicate sustainability to all groups within a business is crucial.

Resources

Computing

Rate your overall satisfaction with Bren computing facilities?



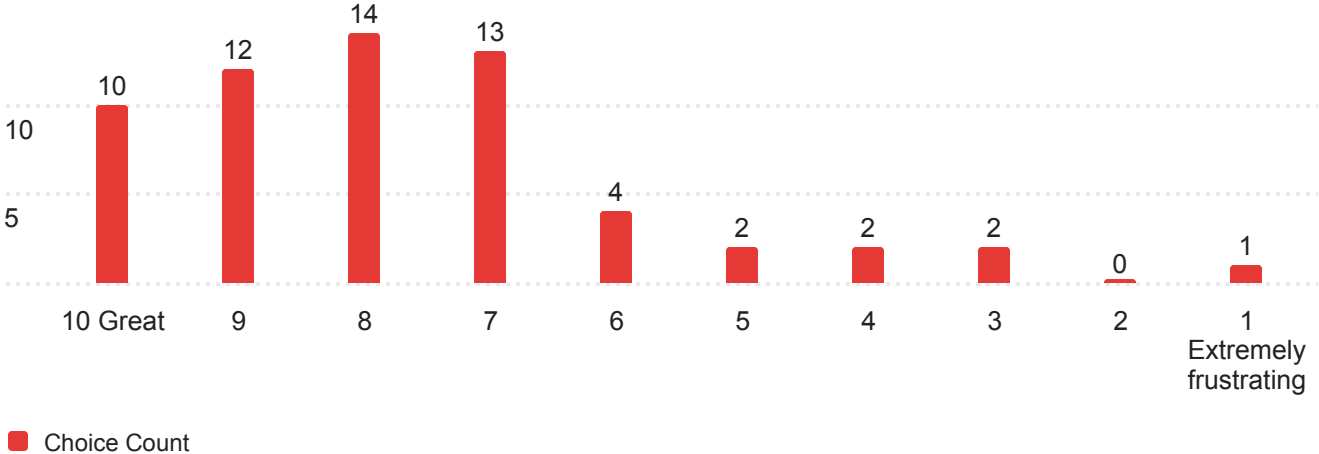
How frequently are you NOT able to gain access to use a computer in one of the Bren computing facilities?

Field	Choice Count
Never	43
Rarely	14
~Once per month	1
~Once per week	0
2-3 times per week	1
Most days	1

What percentage of your Bren-related computing was done on a desktop computer in the Bren SCF/GIS/Commons (as opposed to wireless or off-site)?

Field	Choice Count
0-10%	19
11-25%	18
26-50%	17
51-75%	3
76-90%	1
91-100%	2

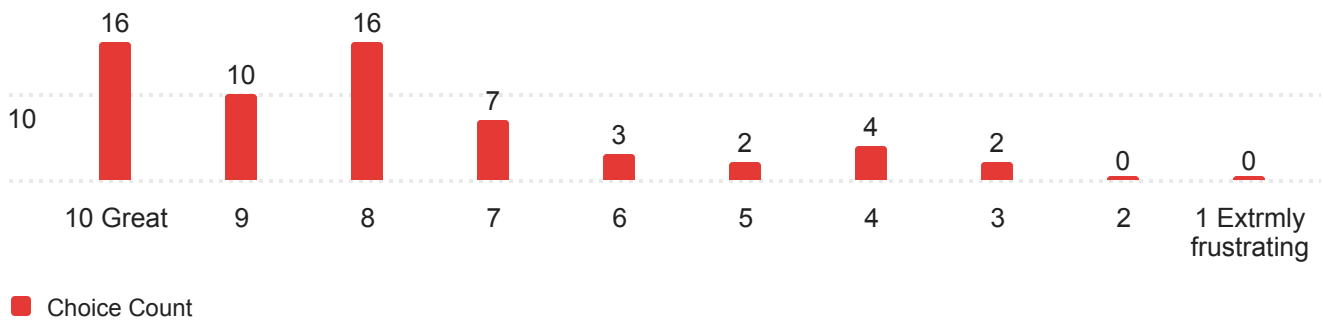
How would you rate the Bren WiFi?



Do you use the UCSB/eduroam WiFi?

Field	Choice Count
Yes	59
No	1

How would you rate the Bren printing environment?



Please provide any additional comments or feedback about the Bren computing environment i.e. quota allocation, printer jams, reliability of desktop / web printing.

Please provide any additional comments or feedback about the Bren computing environment i.e. quota allocation, printer jams, reliability of desktop / web printing.

Are photocopy machines available as well as printers?

we should have access to all of the printers 24/7

Compute team deserves recognition for their tireless work! They are SO accommodating and easy to work with.

The printers can get finicky and are hard to print. More often than not, I need to configure the printing settings for every page I print on Penguin (printer in the Cave)

Printers are confusing, but fine....

Huge shout out to the Compute Team. Pay those people more! They are incredible!

Why don't we have just one password?

There are not clear instructions for what to do if the printer runs out of paper or ink. Perhaps a stack of printer paper should be located by each of the printers, and a sign posted above them with who to contact for help.

Printing from laptop, the file size maximum is too low to accommodate the law readings.

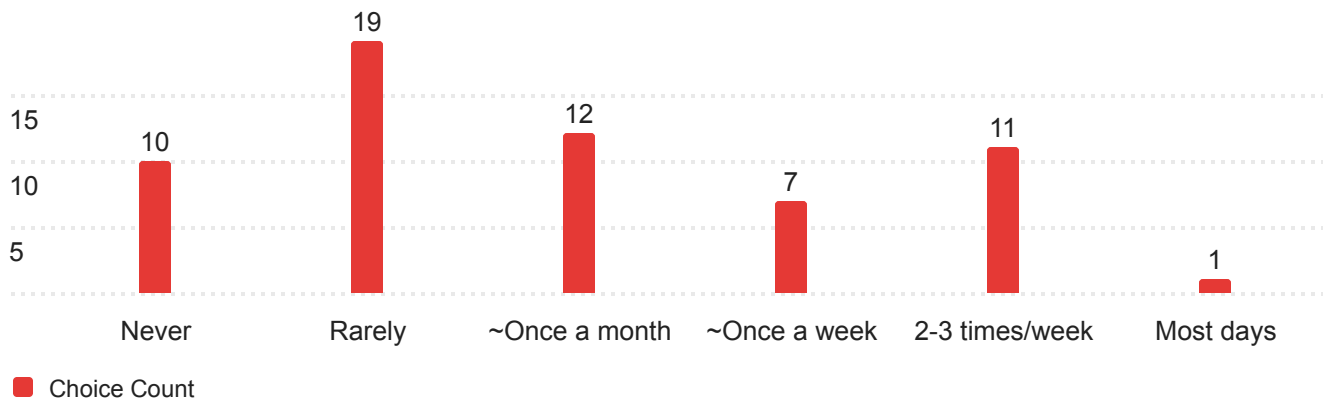
The printing was super confusing at first and no one ever communicated with us how to go about it.

Wish there was a color printer available after or before hours (i.e. before after 9-5)

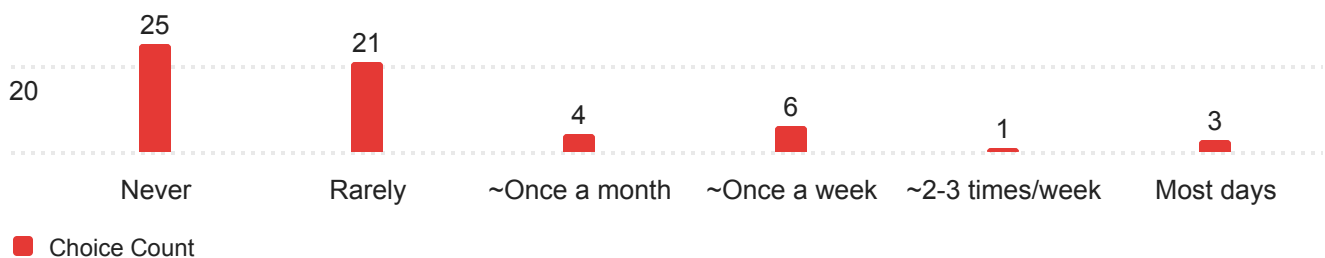
Resources

Bren Hall Rooms

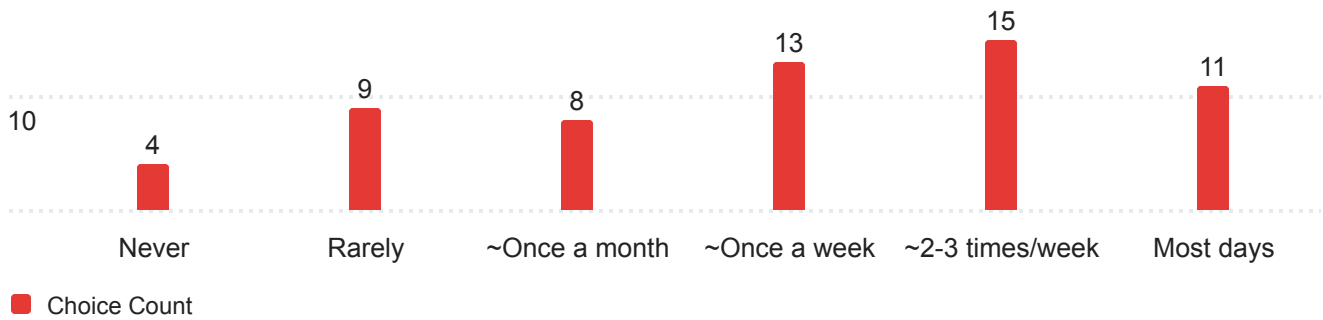
How frequently did you use the Bren library/reading room on the 3rd floor (BH 3312)?



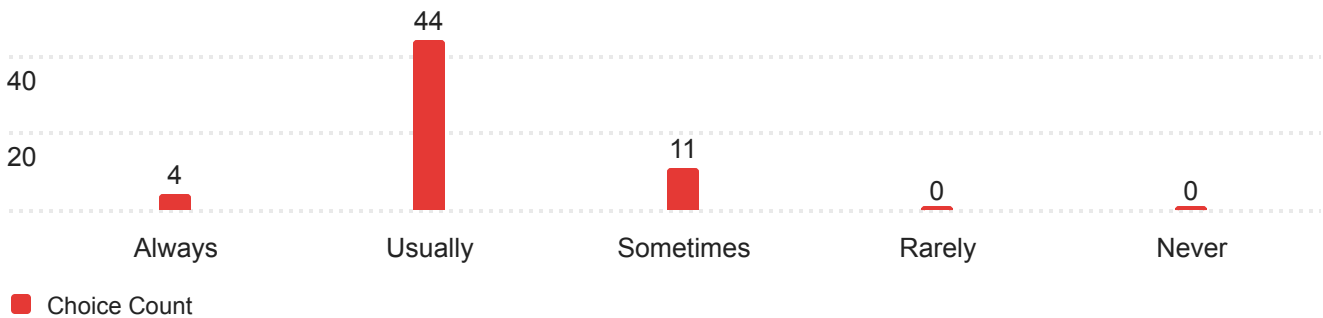
How frequently did you use the Bren quiet room on the 1st floor (BH 1011)?



How frequently did you use the Davidson Student Commons (BH 3330)?



When you needed a meeting room, were you able to find one?



Please provide any comments or feedback about Bren Hall room use that you would like to share and might be helpful for us.

Please provide any comments or feedback about Bren Hall room use that you would like to share and might be helpful for us.

More spaces for meetings would be helpful!

There needs to be more meeting rooms

More reservable meeting rooms for quiet independent work would be great.

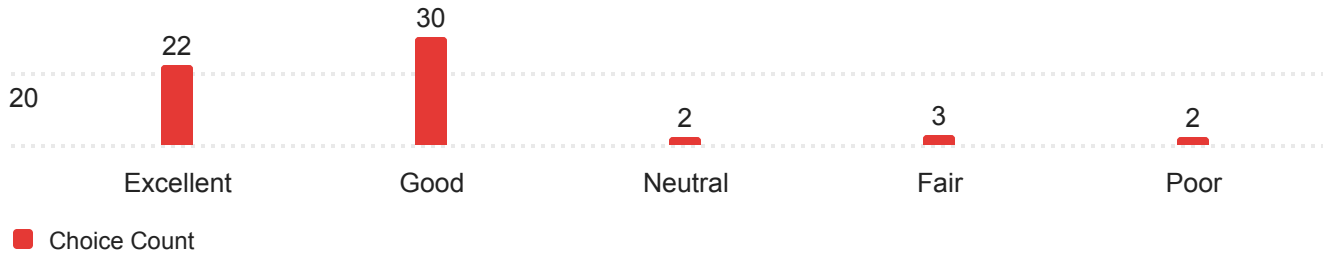
Definitely faced a shortage of meeting room availability in the late winter/early spring

More meeting spaces needed

I had numerous issues with meeting rooms being double booked when both groups booked through RobinPowered.

Staff Support

What is your overall evaluation of the service provided to you by the Bren School's administrative staff (i.e. not faculty)?



What is your evaluation of the service provided to you from the following staff units?

Field	Excellent	Good	Neutral	Fair	Poor	No Opinion
Career Development (Dave, Amanda, Monica, Miya, Daisy)	46	11	1	1	1	0
Admissions and Student Affairs (Kristine, Seneca, Kimberly)	23	24	5	1	2	5
Academic Programs (Satie, Sean, Jamie, Emily, Robin)	27	20	5	3	2	3
Computing Services (Brad, Garrett, Kat, Cuddy)	42	8	2	0	1	7
Administrative and Financial Services (Kim, Lucy, Bridget, Phil, Sara, Charlyna)	14	21	6	1	2	16
Facilities (Sage)	36	16	3	0	1	4
Events (Aleah)	41	12	1	0	0	6
Development (Lotus, Beth, Patti, Renee)	21	18	6	2	2	11
Communications and Marketing (AL)	25	13	9	0	1	12

Please provide comments or feedback about staff support that you would like to share.

Please provide comments or feedback about staff support that you would like to share.

Development is awesome and I appreciated their willingness to become less heavy handed when fundraising directly to students (ie: don't ask us for money). AI has improved social media, but again, needs to be careful with tokenizing.

Sean is just awesome.

Aleah is awesome at her job.

Dave is a superhero. I always appreciated his guidance and advice

Getting reimbursed for an event last year was a months-long process that was very complicated and frustrating. I also felt like I was asked to do a lot from the Development team without a lot of follow through or financial support from them.

Compute team is amazing. So impressed by their response times, effective problem solving, and overall support. Seriously huge. Please expand and invest in this team.

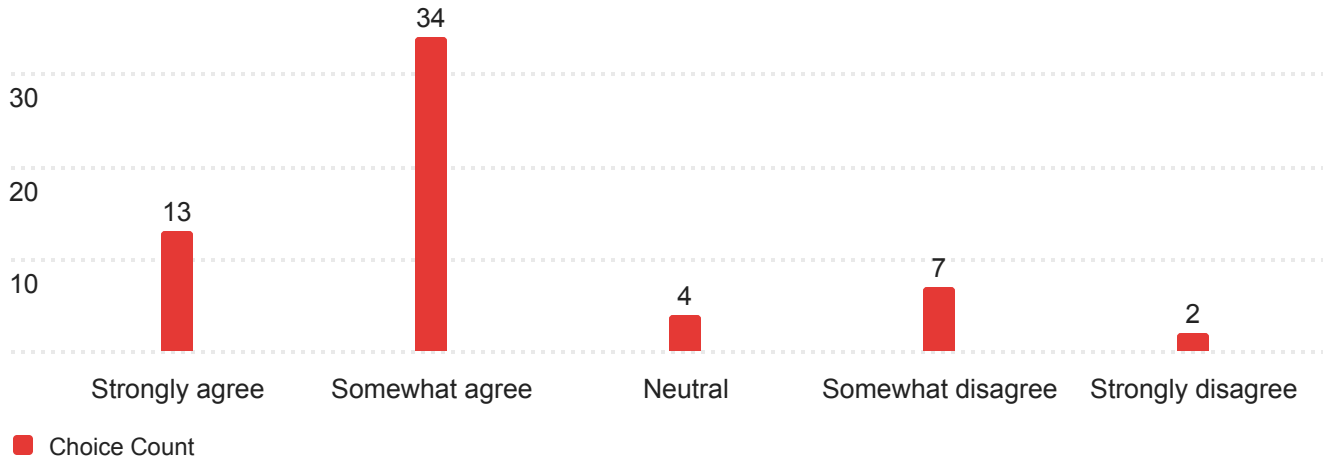
Thanks to Sean and Daisy!

More transparency at Bren.

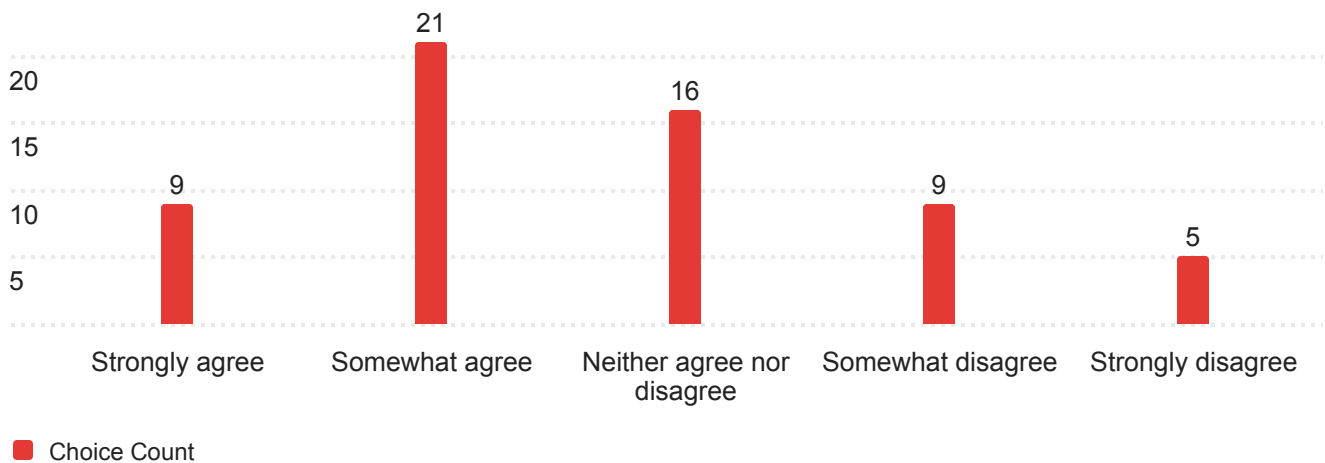
When coming into Bren, I feel this wasn't broken down well enough. I felt very overwhelmed who to talk to for what reasons.

Diversity, Equity, and Inclusion

I feel that the Bren School is an open and inclusive environment



I feel that the Bren School sufficiently prioritizes a diverse environment.



Please provide any recommendations for strengthening diversity at the Bren School.

Please provide any recommendations for strengthening diversity at the Bren School.

I mean there is clearly no diversity in the administration or faculty. We stand on a stolen land with not a single indigenous chumash faculty member, hardly any faculty of color. I feel like DEI at Bren exists as a form of token since it is a corporate phenomena to have DEI.

Capitalism, racism, and homophobia are deeply intertwined and Bren LOVES capitalism. Until Bren moves away from capitalism-based approaches to environmental problems, it will not be able to meaningfully address this issue.

I think there should be more scholarship opportunities available to POC, since my time here was entirely funded by graduate loans that has exceeded \$80k (including housing).

As a student of color, I don't think Bren creates a welcoming environment, but the community (students) do. Bren focuses too much on institutional and performative DEI strategies rather than building community. Also, when bringing up concerns about vulnerable communities and marginalized populations in class it is dismissed by most professors.

I see it from few faculty (the ones that do prioritize diversity do it in a great way), mostly students make Bren feel inclusive.

Accepting international students and students of different backgrounds, as well as hiring POC and with different backgrounds.

HIRE DIVERSE STAFF AND FACULTY

I believe that diversity at Bren is important, and I recognize that hiring qualified and diverse faculty is a difficult thing to do and may entail compromises in other areas. I trust Bren leadership to make judgments about what is best for the school and factor student voices into broader decisions.

Sometimes it does not appear that international and/or minority students are getting the support they need to succeed.

Can feel like an echo chamber for idealist liberal beliefs.

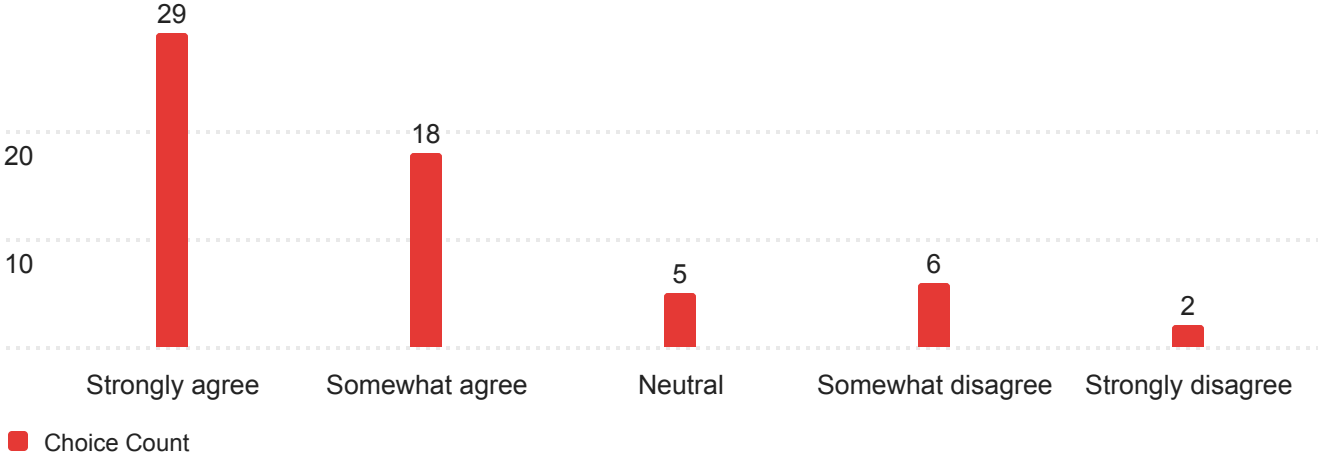
Faculty and staff training/workshops.

The Dean's chats as they are have yet to lead to meaningful action. Notes are not always taken by Deans and there is no mechanism for follow up. Diversity concerns have been voiced here and yet to be acted upon.

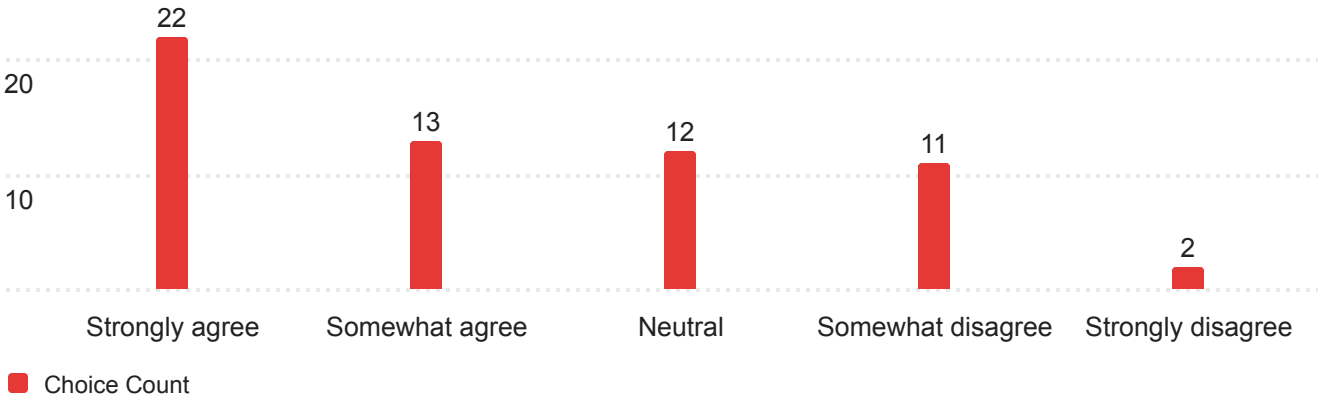
Good attempt at creating a diverse environment, but often feels forced. I appreciate the effort, though wish there was more day to day integration so it wasn't this "other attempt"

The core courses, especially Law and Policy, are predominantly US-centric. The Environmental Justice (EJ) components feel like an afterthought, tacked onto each core class. Many professors seem uncertain about how to effectively teach these components.

I feel included in the Bren community.



I feel that the Bren School provides a safe space for me to express my ideas.



I know where to find resources to report discrimination or a hostile environment.

Field	Choice Count
Yes	52
No	8

I have experienced discrimination that has interfered with my work.

Field	Choice Count
Yes	5
No	55

I feel I have experienced discrimination from other students at the Bren School.

Field	Choice Count
Yes	5
No	55

I feel I have experienced microaggressions from other students at the Bren School.

Field	Choice Count
Yes	8
No	52

I feel I have experienced discrimination from faculty at the Bren School.

Field	Choice Count
Yes	2
No	58

I feel I have experienced microaggressions from faculty at the Bren School.

Field	Choice Count
Yes	6
No	54

I feel I have experienced microaggressions from staff at the Bren School.

Field	Choice Count
Yes	1
No	59

Please provide any additional comments or recommendations for addressing discrimination or microaggressions.

Please provide any additional comments or recommendations for addressing discrimination or microaggressions.

While I have not felt personally discriminated, overall at Bren there is a nature of ignoring global issues and it makes the environment uncomfortable.

I also do not believe that just because you're not discriminated against that that is a good indicator of inclusivity and equity. In fact, the environment at Bren is so neutral that you may not necessarily feel unwelcome, but you don't feel free to express any idea either.

Sometimes I feel that expressing certain opinions about a variety of issues within such a progressive student body is not worth the social implications of assumptions people may make about me.

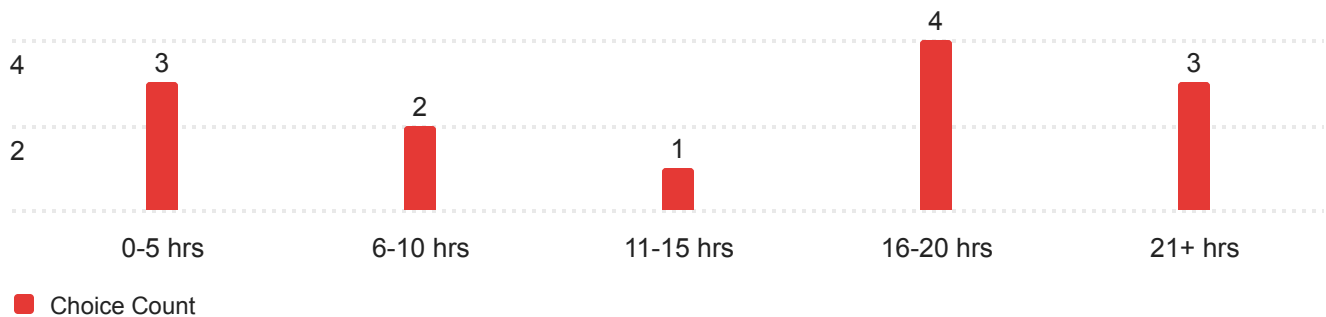
Although I haven't personally experienced microaggressions, as a DAC rep, I have received numerous comments in our quarterly surveys expressing students' disappointment with the lack of diversity. They feel emotionally unsupported and perceive the environment as unsafe.

Extracurricular

Did you participate in the governance of the school (committee/class chair/representative)?

Field	Choice Count
Yes	13
No	47

How many hours did you spend on committee-related tasks per quarter?



What are some benefits/drawbacks to committee service that you would want future students running for a committee to consider?

What are some benefits/drawbacks to committee service that you would want future students running for a committee to consider?

Things do not change.

This is a long survey

N/A

It is time consuming! But a great way to engage with your peers and faculty / staff and create change

Time commitment for planning events can be a lot. Try to get other students engaged and helping plan events too so it's not all on you!

n/a

Benefits include personal growth and being a voice for your cohort. Drawbacks include lack of mentorship from Bren administration/faculty.

There is a lot more to the role than the description provided to students at the beginning of their first academic year. Talk to second years who have been in those roles.

It is a time commitment, and often requires additional time you did not agree to... BSLC was never talked about before we had already joined our committees.

The opportunity to participate in community building is extremely valuable, and Bren offers many opportunities to get involved.

low on funding, not enough funding for events

DAC involves a lot more work than Bren led us to believe. Furthermore, as a DAC representative, students frequently approach us with emotional and interpersonal issues, feeling that Bren does not create a safe and supportive environment. This makes the position quite draining.

Just that compared to other time obligations, it's one of the only non-paid/non-credited activities which gets mentally tough in a busy quarter

If you did not participate in the governance of the school, why not?

If you did not participate in the governance of the school, why not?

time

Concerned about capacity to adequately contribute to governance while balancing work, coursework, and other professional development commitments

I was not selected for the position I applied for.

Didn't have the time or need the extra stress.

Not my thing.

No time

Wasn't part of what I wanted from my grad school experience. I led a club instead that was more aligned with my interests.

I didn't have time or a strong interest. My friends who are involved in governance or providing a lot of free labor to Bren

Too much workload.

not enough time

Bc I wasn't elected to the positions I ran for

Its unpaid labor.

I'm introverted.

I was involved in other clubs.

time commitment, unpaid/underpaid labor

Did not feel connected to my class

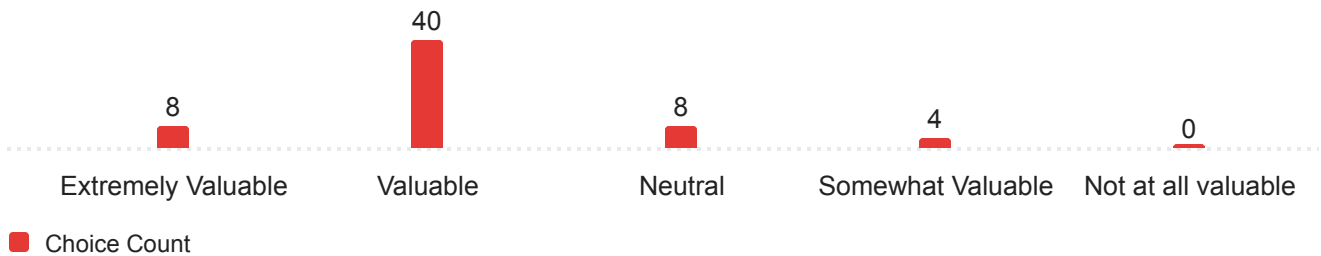
I did not feel that I had the capability at that time.

didn't feel strongly enough

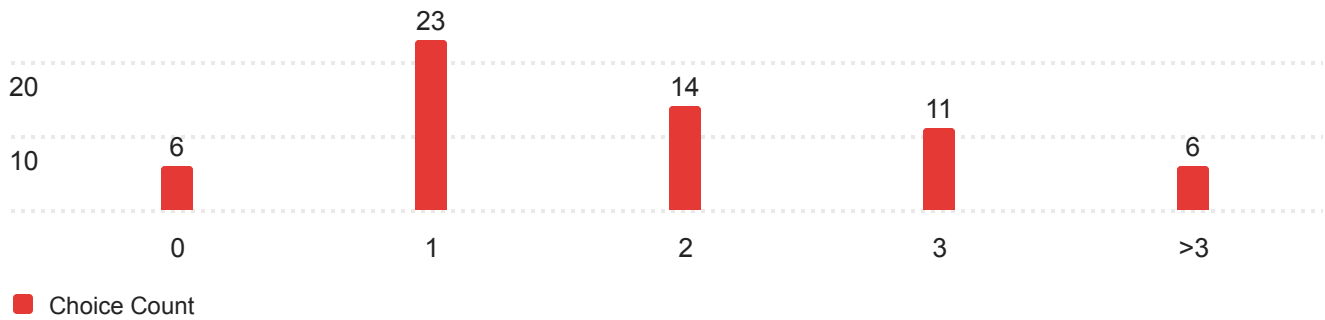
No incentive

I wanted to see how the workload felt before taking on another role.

Please rate the overall value of seminars & colloquia (i.e. talks by faculty or visitors on topics related to environmental science and management).



How many colloquia (on average) did you attend per quarter?



Please select reason(s) for not attending colloquia or other research talks (please select all that apply).

Field	Choice Count
Not interested in most of the colloquia/talks.	19
Do not have the time to attend colloquia/talks.	40
There are too many colloquia/talks.	3
Had another obligation during the lunch hour.	31
Other (please specify)	5

Other (please specify):

Other (please specify) - Text

I attended most, and did not attend the talks I was not interested in.

They were mostly academic, it would have been nice to have more talks regarding current events, laws, and policies that will affect our professional careers (and lives!)

They are incredibly research / data heavy and not enough intersection of EJ issues

The topics were not of direct interest to me.

Busy with school work

Please list any colloquia or other extracurricular workshops that would benefit you that aren't currently offered.

Please list any colloquia or other extracurricular workshops that would benefit you that aren't currently offered.

An extracurricular workshop on an introduction to grant writing would be helpful

I would like to see more events around current research at Bren, maybe less formal and more often than the faculty event in fall quarter

Intersectional topics. I brought this to Sarah Anderson - hold colloquial that focus on tangential issues: ie labor, feminism, racism, etc that intersect w environmental issues. Being professors from other departments at ucsb to create more connections and community across campus. The bren school is not particularly well-loved within the graduate programs at ucsb....

I'd like to see more ocean finance or business

Data workshops

More opportunities for data science workshops

PORTFOLIO WORKSHOP PLEASE! Also Excel, Python/SQL. Probably a climate grief workshop.

More speakers in the EJ / activism space.

More humanities / social science incorporated

Grant writing workshops? (NSF GRFP)

More mixers with employers (even if virtual)

More seminar talks on corporate sustainability, industrial ecology, and climate change.

Data science workshops for those interested in improving coding skills, data visualization etc. but do not have room to take full classes

Please provide comments or feedback about extracurricular activities that you would like to share and might be helpful for us.

Please provide comments or feedback about extracurricular activities that you would like to share and might be helpful for us.

Loved the faculty meetups/book club/hike/etc things!!

N/A

There should be more funding and staff/faculty support for club activities. Clubs were one of the best ways I found community and socialization outside of class - especially with the other cohorts. Everything was entirely student ran, and it felt like with some support from the Bren School it could have been a lot richer of an experience.

Data workshops

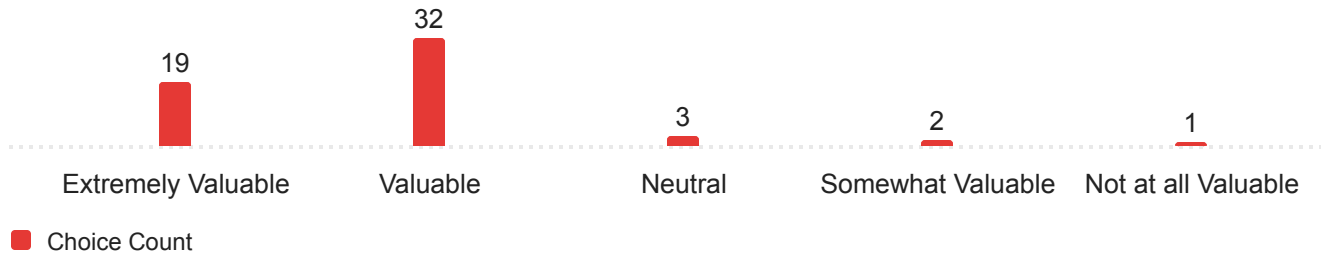
Would be cool to have more networking events!

Please give the co-chairs more money to fund more frequent all-Bren events.

More mentorship opportunities and connections to environmental organizations on campus to serve as a graduate student lead

Career Development

Please rate the overall value of the career workshops held by the Career Development Team for your cohort this school year.



Please share why you were unable or chose not to attend career workshops or listen to recordings, or write "Decline to state."

Please share why you were unable or chose not to attend career workshops or listen to recordings, or write "Decline to state."

Conflicted with my TAship lab

I'm overwhelmed and not yet job searching -- likely I'll watch the recordings once the time comes

Please rate the overall value of the career talks and networking events (e.g., career speakers and panels, Art of Mingling Reception, BIPOC Alumni/Student Networking Event) hosted by the Career Development Team this school year.

Field	Choice Count
Extremely Valuable	16
Valuable	29
Neutral	6

Somewhat Valuable	2
Not at all Valuable	1
N/A (I did not attend or listen to recordings.)	5

Please share why you were unable or chose not to attend career talks or networking events, or write "Decline to state."

Please share why you were unable or chose not to attend career talks or networking events, or write "Decline to state."

Busy with other responsibilities and deadlines or the timing was wrong and I needed the information before it was presented to us.

Conflicted with my TAship lab

not enrolled at the time of workshops

Time

Time conflict

Please rate the overall value of the 1-on-1 career advising you received (via email, phone, Zoom, or in person).

Field	Choice Count
Extremely Valuable	31
Valuable	20
Neutral	2
Somewhat Valuable	5
Not at all Valuable	0
N/A (I did not utilize any 1-on-1 advising.)	1

Please share why you were unable or chose not to receive any 1-on-1 career advising, or write "Decline to state."

Please share why you were unable or chose not to receive any 1-on-1 career advising, or write "Decline to state."

Decline to State

Please rate the overall value of RAD emails and BrenConnect resources.

Field	Choice Count
Extremely Valuable	17
Valuable	29
Neutral	5
Somewhat Valuable	6
Not at all Valuable	0
N/A (I did not utilize BrenConnect or RAD emails.)	2

Please share why you were unable or chose not to utilize RAD emails or BrenConnect resources, or write "Decline to state."

Please share why you were unable or chose not to utilize RAD emails or BrenConnect resources, or write "Decline to state."

Decline to State

I'm not job searching yet/don't have time

Optional: Please elaborate on any of your answers about career development or share other feedback about Bren career services. Note: Please be constructive by sharing specifics and/or explaining your reasoning; this greatly aids our ability to make meaningful changes if needed.

5) Optional: Please elaborate on any of your answers about career development or share other feedback about Bren career services.

Note: Please be constructive by sharing specifics and/or explaining your reasoning; this greatly aids our ability to make meaningful changes if needed.

The templates and guides on Bren Connect are extremely helpful. 1-on-1 advising is an amazing resource for navigating professional opportunities.

I found that my own experience with federal hiring processes surpassed the helpfulness of the career team. They might benefit from addressing this.

I didn't read many emails -- too many! But I did keep them in mind so when I needed a resource I could find it based off of the memorable subject lines.

I really appreciate the career team's responsiveness and willingness to sit down and individually go over application materials when needed!

BrenConnect is super helpful, however the articles' organization sometimes can be an eyesore and there's too many colors/fonts/webpages. It's sometimes hard to navigate. I always end up with 10 tabs open when I go on the site.

Wish RAD emails went out during the week. I never read them anymore because I like to separate my weekends from school to have a break.

Amazing support by the Bren Career team!

sometimes feels like there are a lot of hoops to jump through to connect with career services (ie: uploading things via box etc.)

I never received my notes from my in person 1-on-1 career meeting.

Bren / MESM Feedback (Wrap Up)

Please provide other comments or feedback about any aspect of the MESM program or your experience as a Bren student that you would like to share and might be helpful to us.

Please provide other comments or feedback about any aspect of the MESM program or your experience as a Bren student that you would like to share and might be helpful to us.

The Bren community is really amazing.

I had a TA position in Env Studies lined up for my first quarter but was discouraged to do it so I could focus on Bren, and I wish I'd kept it because that was one of the easier academic quarters. The Env Studies / Bren TA pipeline is super weird and needs some adjustments. I never made it back into the ES dept DESPITE having graduated from UCSB as an ES major with honors... Being a TA in my old dept was something I was looking forward to as part of my Bren experience and I'm bummed it never happened especially given that I had that initial offer to begin with

Less busy work. More quantitative rigor.

Bren really disappointed a lot of its students by not engaging in broader political aspects and by not supporting the strike. This is very concerning for an institution that educates people on the environment. Bren feels like greenwashing.

I wish there had been more opportunities to connect with faculty outside of class, that did not involve happy hour/drinking as the main activity. There should be more BBQs, book clubs, beach picnics, nature walks, field trips, etc. so that students and faculty have the opportunity to really connect.

I think it's an excellent program and the people in charge are doing a good job :)

Overall, I feel like the MESM program has challenged me and helped me grow a lot in this first year. I'm very excited to dive more into my specific specialization and group project in the second year!

Hold your faculty accountable for their behavior, be more flexible with specializations, and actually have courses that are taught well.

I would encourage Bren to continue to listen to student feedback to improve the program and curriculum, to stay relevant and a prestigious environmental institution.

Thank you for all your hard work. I hope someone actually reads these and that we can continue to keep Bren a competitive and prestigious institution.

Bren should be more active in helping students secure TA ships
