

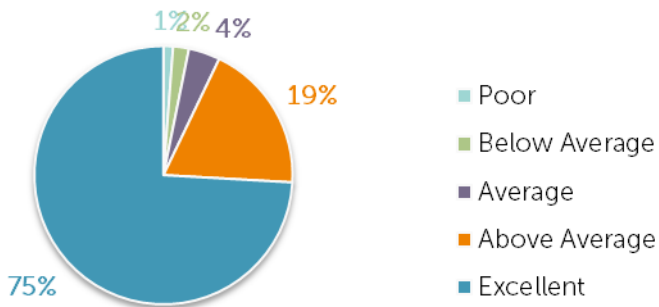


# YELLOWSTONE WILDLIFE ECOLOGY -COURSE IMPACTS-

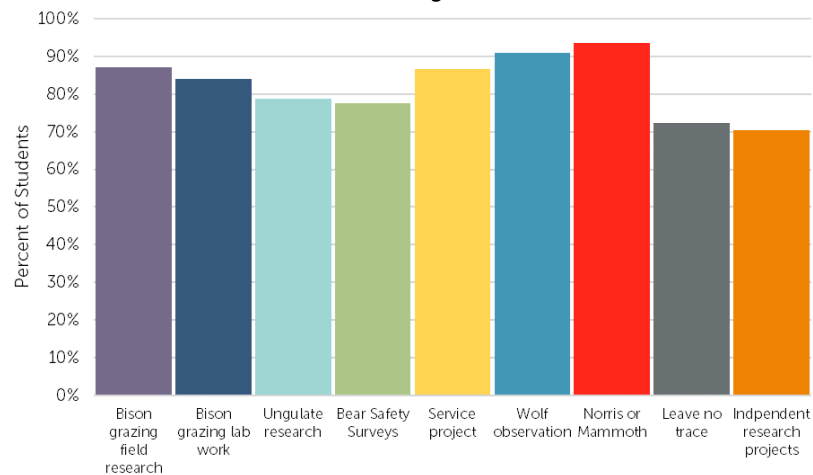


## Summer Season Summary - 2017

### Overall Satisfaction



### Course Activity Satisfaction



The above graph depicts the percentage of participants who indicated that a given course activity was **above average to excellent** on their course evaluations.

# 83%

of participants indicated that they would recommend our Yellowstone course to other students

### Impact on student self-efficacy and environmental sensitivity

	% Positive Change
I think that my actions can support conservation efforts	5%
I believe I can change my community and ecosystem with my actions	6%
I enjoy being outside in nature	4%

# Environmental Literacy

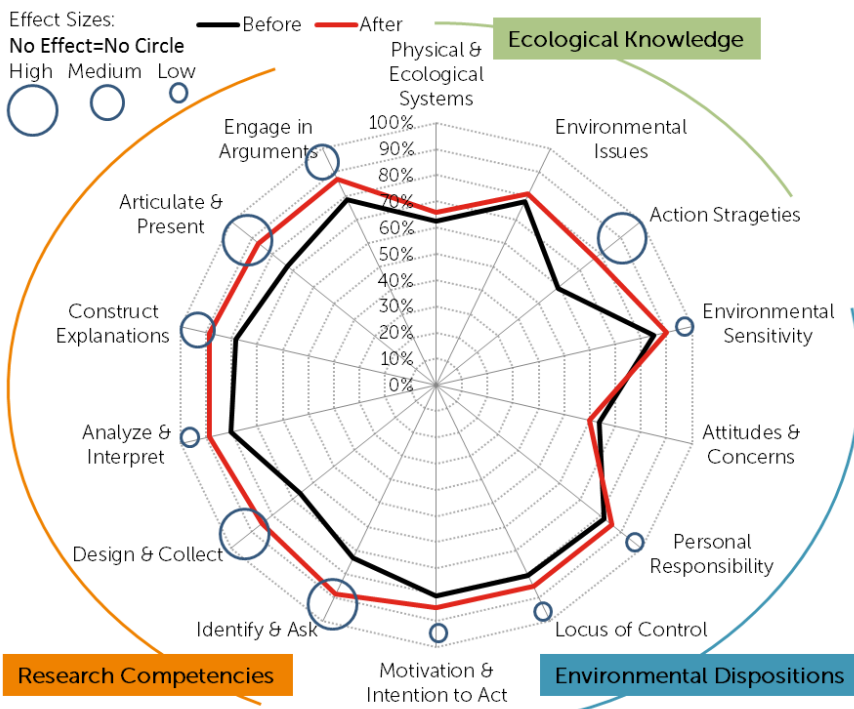
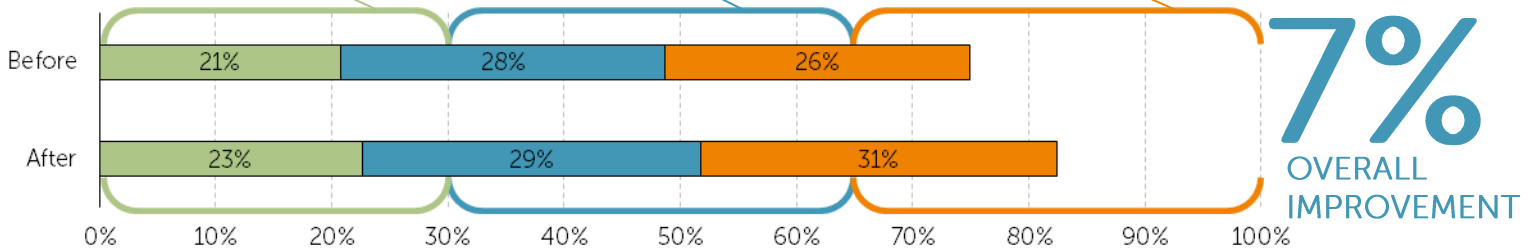
## Summer Season Summary - 2017

EPI measures our impacts on students in three areas: **ecological knowledge**, **dispositions**, and **competencies**.

**Ecological knowledge** is based on students' knowledge of physical and ecological systems, forms of citizen participation, and action strategies they can use to improve their environment. (30% of total)

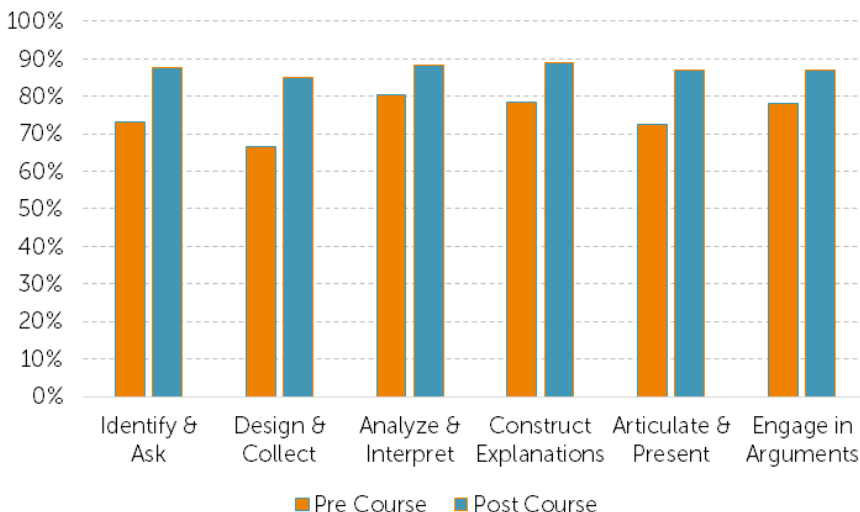
**Dispositions** are students' perspectives on their influence and willingness to participate in environmental issues. (35% of total)

**Competencies** are clusters of skills and abilities that students develop and practice when analyzing scientific or environmental problems. (35% of total)



"I now have a greater appreciation for the GYE and its wildlife. I feel more compelled to be active in conservation efforts in my community."

- 2017 local student



Students investigate a research question in small groups on course with guidance from EPI instructors. During this project they engage in each step of the scientific process and each student builds confidence in their ability to conduct research and communicate results.

The students improved most in their self-reported ability to **identify and ask questions** and **design an experiment and collect data**.