

National Environmental Health Science & Protection Accreditation Council



2011-2012 Update of Accredited Programs

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1.0 – Introduction

Each year environmental health programs accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC) are required to complete an annual update survey. This survey covers topics which will allow EHAC to better understand the health of individual programs, as well as the overall strength of EHAC accredited programs. The survey also helps EHAC's sister organization the Association of Environmental Health Academic Programs (AEHAP) learn how they can support accredited programs. AEHAP exists to enhance and support EHAC accredited programs.

For this academic year, AEHAP is now responsible for conducting the annual survey on behalf of EHAC. The data in this report represents 37 out of 38 accredited programs. There are thirty undergraduate programs and 7 graduate programs represented in this survey. Data for one program is missing from this report.

In 2011, EHAC gained one undergraduate program, University of Massachusetts, Lowell.

This report provides information on student and faculty diversity, the health of individual programs, changes in programs and student recruitment, enrollment, retention, and graduation rates. Additionally, it includes information on faculty degree requirements, faculty salary information, the origin of international students, public vs. private sector employment rates of graduates, outreach strategies, program needs, suggestions to the AEHAP on how to support accredited programs and more.

2011-2012 Annual Update of EHAC Accredited Programs Report Highlights

Enrollment

- Undergraduate enrollment decreased from 1,574 in 2011 to 1,396 in 2012, an 11% decrease.
- For the 2011-2012 academic year, 1,396 undergraduate students and 245 graduate students were enrolled for a total of 1,641 students which is a decrease of 9% as compared to 1,798 students enrolled in the 2010-2011 academic year.
- The 2011-2012 undergraduate enrollment rate is 9% above the 10 year enrollment average.
- Graduate student enrollment decreased by 5% from 257 graduates in the 2010-2011 academic year to 245 graduates in the current academic year.

Graduation Rates

- 386 undergraduate students and 82 graduate students graduated for a total of 468 graduates. This is an increase of 17% as compared to the previous year graduation rate of 399.
- Undergraduate graduation rates increased by 16% from 332 in the 2010-2011 academic year to 386 in the current academic year.
- The graduate student graduation rate increased by 22% from 67 in the 2010-2011 academic year to 82 in the current academic year.
- The 5-year average graduation rate for undergraduate students is 319 (2007-2012).
- The 5-year average graduation rate for graduate students is 64.6 (2007-2012).

Diversity Trends

- The student body of accredited programs is showing a decrease in diversity.
- Diversity decreased by 34% as compared to the previous year.
- There was a 122% increase in minority student enrollment since the academic year 2002-2003.
- Currently, 34% of students enrolled in EHAC accredited programs are minorities. This represents a 9% decrease as compared to the previous year's minority student enrollment rate of 43%.

2.0 – Program Faculty Updates

2.1 Number of Faculty within Accredited Programs

This year 2011-2012, 289 faculty members were reported, a 2% decrease from the previous year which reported 294 program faculty members.

Table 1 details the number of full time, part time and total faculty in each accredited Undergraduate program. Table 2 reports the same for each accredited Graduate program.

Table 1: Undergraduate Program Faculty by School

University Name	Full Time	Part Time	Total
Alabama A&M University	8	0	8
Baylor University	9	2	11
Benedict College	3	2	5
Boise State College	2	5	7
Bowling Green State University	2	0	2
California State University Northridge	6	13	19
California State University San Bernardino	2	0	2
Colorado State University	44	1	45
Dickinson State University	2	2	4
East Carolina University	6	3	9
East Central University	3	0	3
East Tennessee State University	5	3	8
Eastern Kentucky University	7	3	10
Illinois State University	4	3	7
Indiana University - Purdue University Indianapolis	2	0	2
Lake Superior State University	4	0	4
Mississippi Valley State University	3	2	5
Missouri Southern State University	2	1	3
North Carolina Central University	3	0	3
Ohio University	3	1	4
Old Dominion University	4	4	8
Spelman College	2	3	5
Texas Southern University	3	0	0
University of Georgia	9	0	9
University of Massachusetts, Lowell	3	0	3
University of Washington	17	0	17
University of Wisconsin Eau Claire	2	1	3
West Chester University	3	3	6
Western Carolina University	4	1	5
Wright State University	2	5	7
Totals:	169	58	224

Table 2: Graduate Program Faculty by School

University Name	Full Time	Part Time	Total
California State University Northridge	6	13	19
East Carolina University	5	3	8
East Tennessee State University	5	3	8
Mississippi Valley State University	3	2	5
Old Dominion University	4	4	8
University of Findlay	5	5	10
University of Illinois Springfield	7	0	7
Totals:	35	30	65

2.2 Unfilled and Anticipated Vacancies

*Undergraduate and graduate have been shortened to “UG” and “G” throughout this report.

Of the 37 programs that participated in the survey, there are 30 reported vacancies. The following programs detail their unfilled and anticipated vacancies:

Baylor University

“We are current searching for a new environmental microbiology professor” “We plan to add one new adjunct professor for fall 2012: Chandini Revanna, MPH”

Bowling Green State University

“Hopefully, it will be filled with a new Dept. Chair, Program Director, and Industrial Hygienist”

California State Northridge UG/G

“Tenure Track position in Environmental Health microbiology” “Currently conducting a search”

Colorado State University

“1 medical physics, 2 epi”

East Carolina University UG/G

“Fixed term”

East Tennessee State University UG/G

“Assistant Professor, Tenure Track 12 Month”

Eastern Kentucky University

“Tenure Track Assistant or Associate positions”

Indiana University-Purdue University Indianapolis

“Full-time tenure track positions for fall 2012”

Ohio University

“Assistant Professor in IH is to be leaving July, 2012. Replacement will be sought.”

Old Dominion University UG/G

“Anticipated to be at Associate or Full Professor level, Adjunct Asst. Professor Level”

University of Georgia

“Assistant Professor”

3.0 Faculty Information

3.1 Salary Information

Programs were invited to report average salaries for both junior and senior faculty for nine and twelve month time periods. Tables 3-6

Table 3: Undergraduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$57,984.72	25
Twelve Month	\$74,175.90	10

Table 4: Undergraduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$87,277.88	25
Twelve Month	\$110,281	12

Table 5: Graduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$53,666.67	6
Twelve Month	\$65,000	2

Table 6: Graduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	\$76,833.33	6
Twelve Month	\$85,000	2

3.2 Faculty Experience

Table 7 and 8 identify the environmental health practitioner based experience level of the faculty teaching in accredited environmental health programs.

Table 7: Undergraduate Faculty Experience

Experience	# of Faculty	% With Practitioner Experience
More than 5 years	111	60%
At least 1 year	23	12%

6 months-1 year	7	4%
Less than 6 months	7	4%
No experience	37	20%
Total:	185	100%

Table 8: Graduate Faculty Experience

Experience	# of Faculty	% With Practitioner Experience
More than 5 years	46	71%
At least 1 year	7	11%
6 months-1 year	5	8%
Less than 6 months	0	0%
No experience	7	11%
Total:	65	100%

3.3 Faculty Requirements

Programs were asked to report whether or not a terminal degree was required for a faculty position at their school. See chart 1 for Undergraduate results and chart 2 for Graduate results. In addition, programs reported whether or not they used adjunct faculty. See tables 9 and 10 for results.

Chart 1: Undergraduate Faculty Degree Requirements

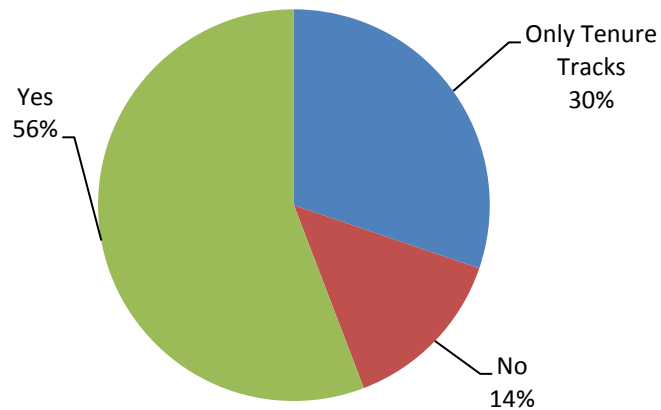


Chart 2: Graduate Faculty Degree Requirements

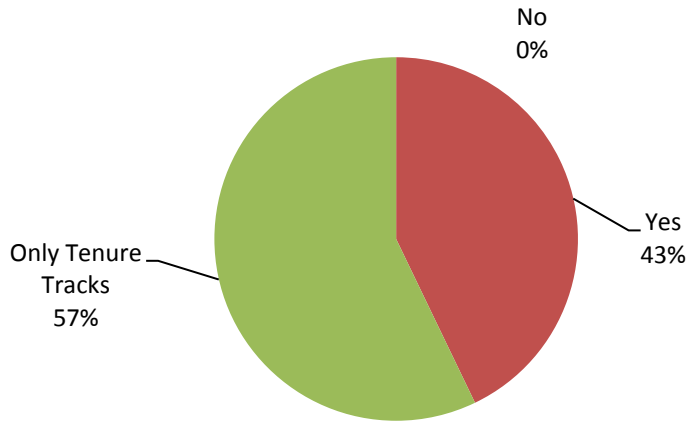


Table 9: Undergraduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	24	80%
No	6	20%

Table 10: Graduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	7	100%
No	0	0%

4.0 Faculty Demographics

4.1 Faculty Diversity

See Chart 3 for Undergraduate faculty diversity and Chart 4 for Graduate faculty diversity.

Chart 3: Undergraduate Faculty Demographics

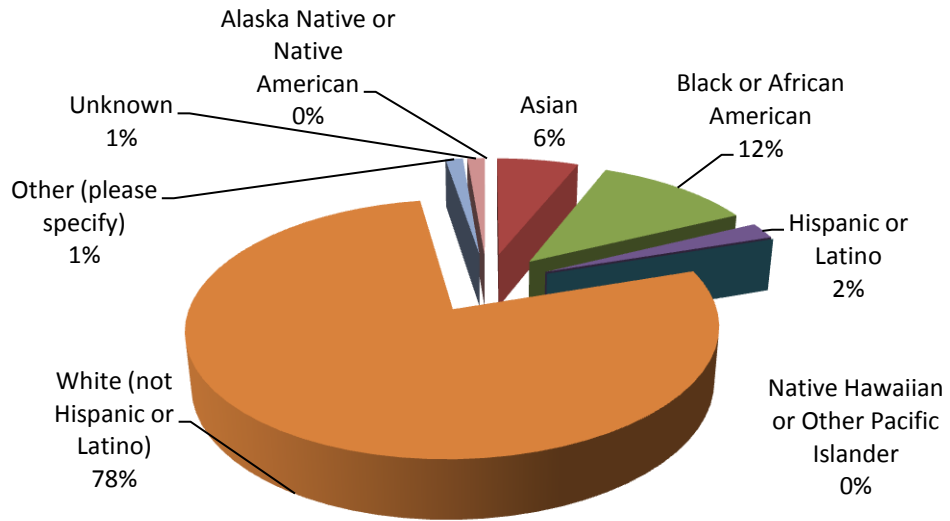
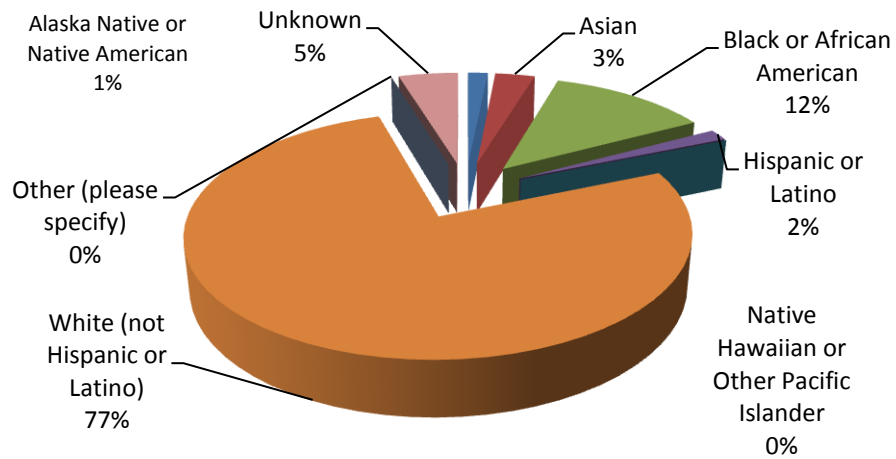


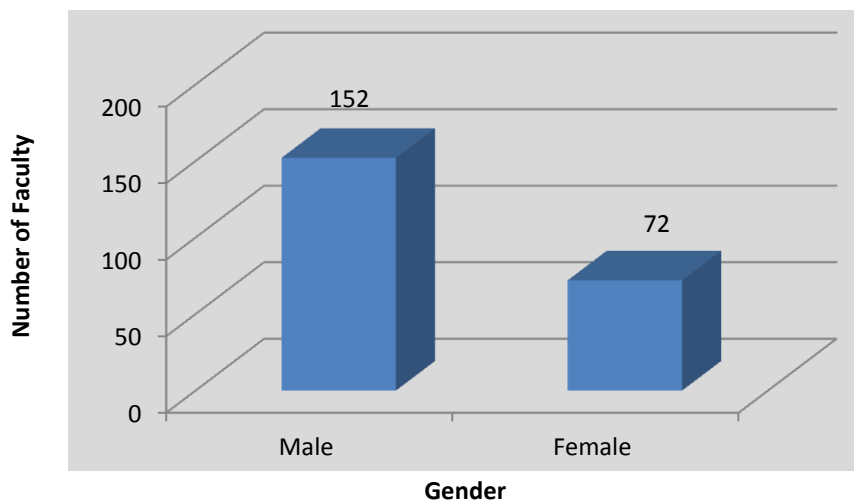
Chart 4: Graduate Faculty Demographics



4.2 Faculty Gender

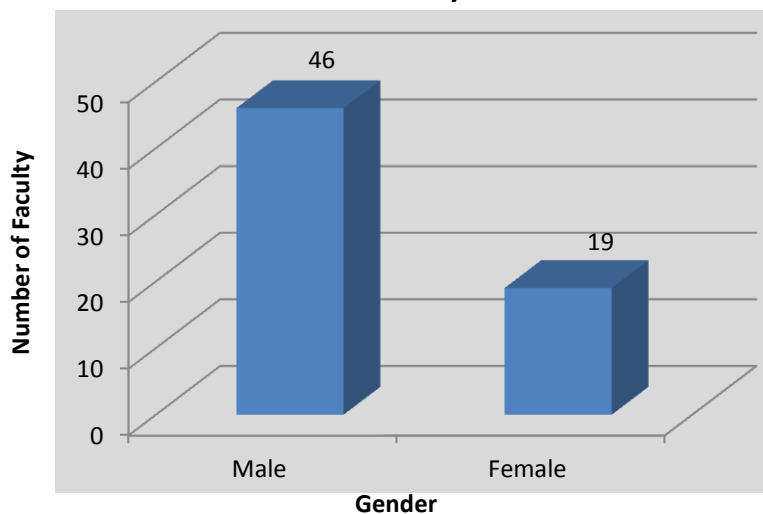
- Males make up 68% of environmental health faculty in accredited undergraduate programs while females make up 32%. See Chart 5.

Chart 5: Undergraduate Faculty Gender Breakdown



- Males make up 71% of environmental health accredited graduate programs where as females make up 29%. See Chart 6.

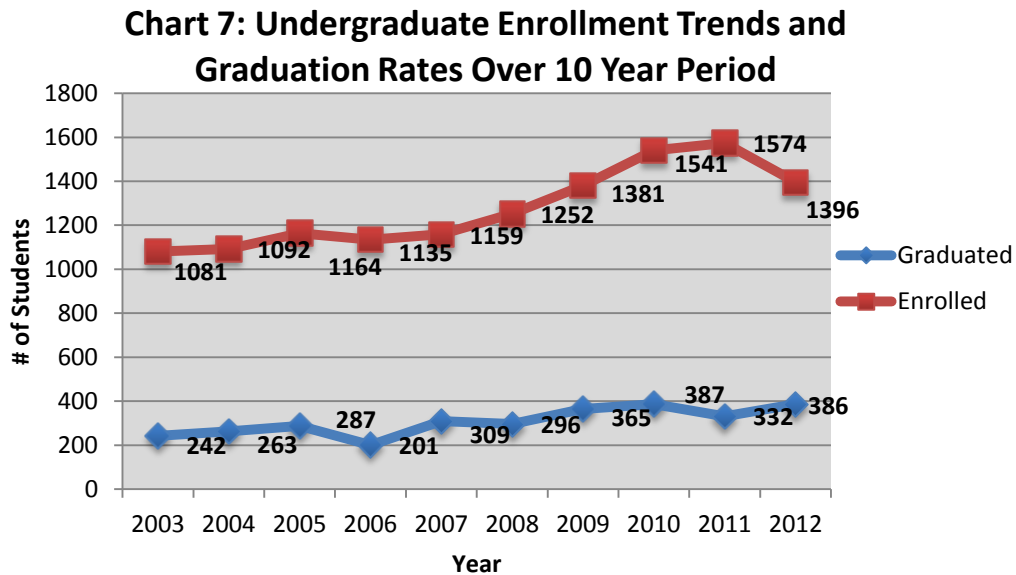
Chart 6 Graduate Faculty Gender Breakdown



5.0 Enrollment & Graduation

5.1 Undergraduate Enrollment and Graduation

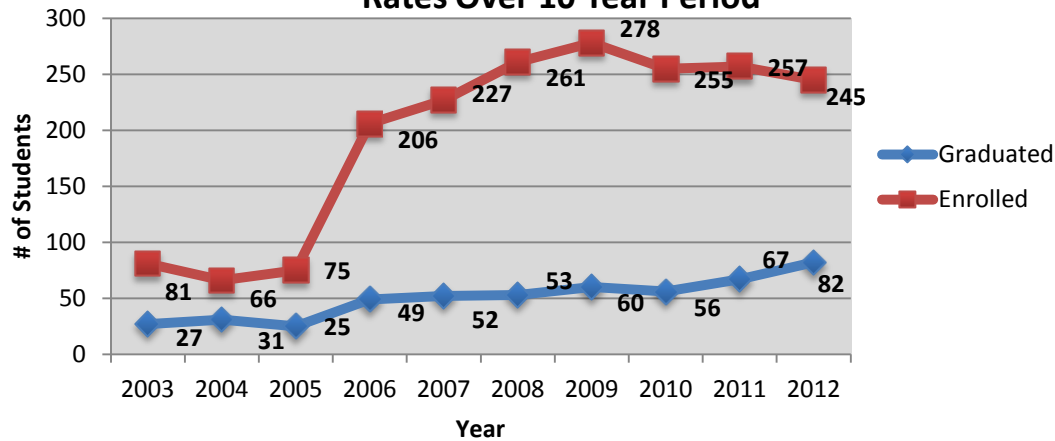
- Enrollment decreased from 1,574 in 2011 to 1,396 in 2012, an 11% decrease over last year's reported enrollment.
- This year's undergraduate enrollment is a 9% above the 10 year enrollment average.
- This year's graduation rate increased by 16% from 332 to 386. (See chart 7).



5.2 Graduate Enrollment and Graduation

For the 2011-2012 year, graduate enrollment decreased by 5% from the 2010-2011 figure of 257. The graduation rate increased, by 22% from the 2010-2011 academic years. See chart 8 (this figure is based on program directors estimating how many students will graduate 5 months before graduation).

Chart 8: Graduate Enrollment Trends and Graduation Rates Over 10 Year Period



5.3 Accredited Programs Enrollment By Comparison: AY 10-11 & 11-12

Table 11 illustrates the difference in individual accredited program enrollment from the academic year 2010-2011 to academic year 2011 -2012. *The table also shows that 22 programs have increased enrollment.*

4 of these programs have increased their enrollment by more than 25%: Benedict College (28%), Mississippi Valley State University (25%), Old Dominion University G (113%), and University of Wisconsin Eau Claire (26%).

On contrast, twenty-three programs have experienced a decrease in enrollment. These percentage decreases are shown in table 11:

Table 11: Enrollment By Comparison: AY 10-11 & 11-12

School	2011	2011-2012	Difference	% Increase
Alabama A&M University	14	13	-1	-7%
Baylor University	11	9	-2	-18%
Benedict College	18	23	5	28%
Boise State College	58	55	-3	-5%
Bowling Green State University	26	20	-6	-23%
California State University Northridge	173	174	1	1%
California State University Northridge (G)	69	65	-4	-6%
California State University San Bernardino	33	35	2	6%
Colorado State University	115	120	5	4%
Dickinson State University	9	7	-2	-22%
East Carolina University	44	35	-9	-20%
East Carolina University (G)	31	28	-3	-10%
East Central University	39	44	5	13%
East Tennessee State University	64	49	-15	-23%
East Tennessee State University (G)	8	4	-4	-50%

Eastern Kentucky University	152	121	-31	-20%
Illinois State University	100	107	7	7%
Indiana University - Purdue University Indianapolis	27	23	-4	-15%
Lake Superior State University	8	7	-1	-13%
Mississippi Valley State University	12	15	3	25%
Mississippi Valley State University (G)	26	19	-7	-27%
Missouri Southern State University	45	40	-5	-11%
North Carolina Central University	6	6	0	0%
Ohio University	47	57	10	21%
Old Dominion University	57	54	-3	-5%
Old Dominion University (G)	8	17	9	113%
Spelman College	21	5	-16	-76%
Texas Southern University	35	25	-10	-29%
University of Findlay (G)	62	71	9	15%
University of Georgia	112	98	-14	-13%
University of Illinois Springfield (G)	53	41	-12	-23%
University of Massachusetts, Lowell	n/a	11	n/a	
University of Washington	35	33	-2	-6%
University of Wisconsin Eau Claire	46	58	12	26%
West Chester University	42	38	-4	-10%
Western Carolina University	61	62	1	2%
Wright State University	56	52	-4	-7%

5.4 Accredited Programs Enrollment Requirements

Five out of the thirty accredited undergraduate programs have a selective admission process outside their University admission requirements. Six of the seven accredited graduate programs have a selective admission process.

Below are examples of the program’s admission requirements for their environmental program.

Undergraduate:

Indian University- Purdue University Indianapolis

“Students must have 2.5 semester and cumulative GPAs to enter the program and they must complete a writing course with a grade of C or better”

Texas Southern University

“GPA-Recommendations-Essay”

University of Massachusetts, Lowell

“2.7 overall GPA and 2.5 in sciences for any transfer students; freshman follow university requirements”

University of Washington

“For early admission, students must earn a minimum 2.0 GPA in required chemistry, composition, and calculus prerequisites plus a 3.0 cumulative university GPA. For upper division admission, students must earn a minimum 2.0 in chemistry, biology, organic chemistry, composition, and calculus plus a 2.5 cumulative university GPA. Using an application to the major, students are selected to program on basis of grades and fit.”

Wright State University

“Students must have a 2.0 GPA and are admitted after they have completed 2 science courses with a grade of "C" or better.”

Graduate:

California State University Northridge

“Applications are reviewed at the department level.”

East Carolina University

“We require the students to have 30 hours of science and math in their backgrounds.”

East Tennessee State University

“Applications are submitted through an application service SOPHAS. Students are required to provide GRE scores, official transcripts, letters of reference and a statement of goals and objectives. International students must also provide an assurance of financial support and TOEFL scores. Faculty evaluates student applications and vote to either admit or admit with condition or deny.”

Old Dominion University

“Students are admitted based on a sliding scale of points accumulated on: 1. GPA 2. Required pre requisite courses met/completed 3. GRE 4. Essay 5. References 6. Work experience in field. Based on a scale of 100 points students are admitted: 70- 100 points: admitted regularly 50- 60 points: faculty committee decision 49 - below: no admit.”

University of Findlay

“1.) Students must have two (2) courses in Biology including A&P and Cellular or Microbiology. 2.) Students must have two (2) courses in Chemistry including Organic. 3.) Students must take the GRE and obtain >35%tile on Quantitative. 4.) International students must have TOEFL score of 550 or equivalent. 5.) Students must have 3.0 GPA in last 60 hours. 6.) If students are lacking in one area or more, they may conditionally qualify by taking bridge courses.”

University of Illinois Springfield

“30 semester hours natural science 3.0/4.0 undergraduate GPA GRE.”

5.5 Enrollment Trends

Accredited programs were asked about the number of students applying to their program. Two undergraduate programs reported having more students apply to their environmental health program than are admitted, and 16 programs said that the number of students applying is approximately the same as number admitted. The remaining 12 felt this question was not applicable to their program.

Five graduate programs reported having a higher number of students apply than the number admitted while two programs reported the number of students applying is approximately the same as number admitted.

Below are comments that suggest why their programs are having more students apply than the number admitted.

University of Washington

“By having a competitive admission process, we are able to advise students to other majors who don't meet minimum requirements or are not a good match.”

West Chester University

“We have not studied this; perhaps many of those applying do not meet basic University admission qualifications. West Chester University has become increasingly competitive in its admissions.”

California State University, Northridge (G)

“Low GPA, low GRE.”

East Carolina University (G)

“Many are not qualified via the graduate school requirements, and conditional admission is discouraged by the graduate school and the college.”

East Tennessee State University (G)

“Students generally are denied based on low GRE scores, Low GPA or both.”

University of Findlay (G)

“International students apply without reviewing qualifications. US students try to find exceptions to our qualifications.”

University of Illinois Springfield (G)

“Class size caps restrict the number of students we can admit”

The following statements are the factors observed by faculty, which may contribute to either an increase or decrease in student enrollment.

Explanations for Increases

Alabama A&M University

“More information, recruitment activities”

Baylor University

“Recruiting events, word of mouth”

Benedict College

“Not applicable, although I hope recent initiatives help.”

Boise State University

“Current state of the economy causing individuals to return to school to seek employable skills”

California State University, Northridge (UG/G)

“Word of mouth”

California State University, San Bernardino

“Job prospects”

Colorado State University

“Public awareness of EH, value of EH careers, alternative allied health option”

East Carolina University

“Word of mouth”

East Carolina University (G)

“Person to person”

East Central University

“National economy”

Eastern Kentucky University

“Word of mouth, the truth that our students do get employed soon after graduating”

Illinois State University

“Word of mouth, courses, clubs”

Indiana University-Purdue University Indianapolis

“Current events; interest in terrorism and global warming”

Mississippi Valley State University

“Word of mouth”

Mississippi Valley State University (G)

“Current events- oil spills and natural disasters”

Missouri Southern State University

“The recession has brought students to campus, but primarily our increase in enrollment has been due to the addition of the distance learning track for the EH degree.”

North Carolina Central University

“Word of mouth, current events that highlight the need for environmental health professionals”

Old Dominion University (UG/G)

“Word of mouth, aging workforce in Public Health.”

Texas Southern University

“Word of mouth”

University of Findlay (G)

“International interest because of accreditation; work on Professional Masters Degree”

University of Georgia

“Word of mouth”

University of Illinois, Springfield (G)

“Online degree”

University of Massachusetts, Lowell

“Word of mouth”

University of Washington

“Awareness of public health”

University of Wisconsin Eau Claire

“Effort of faculty, hosting elementary school groups, working with Continuing Education on kids programs.”

West Chester University

“Sense that environmental health is "doing something positive" rather than a generally-focused degree.”

Western Carolina University

“Quality of Faculty”

Wright State University

“Opportunities in the local area related to energy and water”

Explanation for Decreases

Baylor University

“Number of required classes”

California State University, San Bernardino

“Perceived science and math difficulty”

Dickenson State University

“High local housing costs and high employment opportunities”

East Carolina University

“Loss of very active non-tenure track instructor”

East Carolina University (G)

“No introductory general education course

East Central University

“Decreased availability of student aid”

East Tennessee State University

“Fear/Dislike for Science and Math, Political trends minimizing environmental protection. Lack of visibility of practitioners.”

East Tennessee State University (G)

“Science requirements, course difficulty, lack of knowledge about Environmental Health”

Illinois State University

“Salaries, reduced government support”

Indiana University-Purdue University Indianapolis

“Increase in GPA requirements; competition from BSES program”

Lake Superior State University

“Salaries”

Ohio University

“Science is too hard and there is too much of it (they feel)”

Texas Southern University

“Lack of knowledge about environmental health”

University of Massachusetts, Lowell

“Difficulty of students with science remaining in program”

University of Washington

“Little understanding of field, difficulty of science prerequisites”

West Chester University

“Increasing tuition in light of state budget cuts to higher education makes it difficult for students to attend.”

6.0 Student Demographics

6.1 Diversity

The student body of Accredited Programs is showing a decrease in diversity. Diversity increased by 122% since the academic year 2002-2003: see chart 9. Currently 34% of students enrolled in EHAC undergraduate programs are minorities. This represents a decrease of 9% as compared to the previous academic year. For student demographics, see charts 9-12. For student gender, see charts 13 & 14. For student age see charts 15 & 16.

Chart 9: Accredited Programs Student Diversity Trends

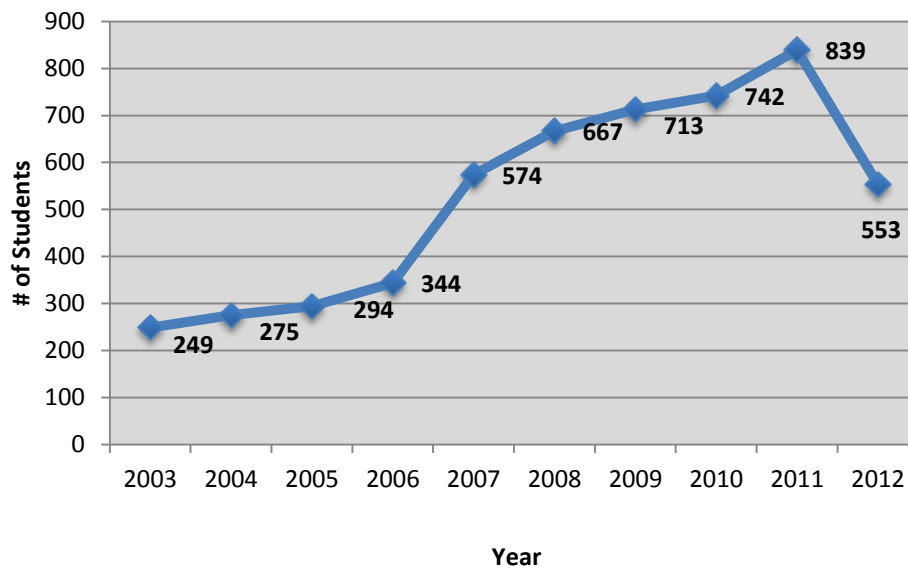


Chart 10: Undergraduate Student Demographics

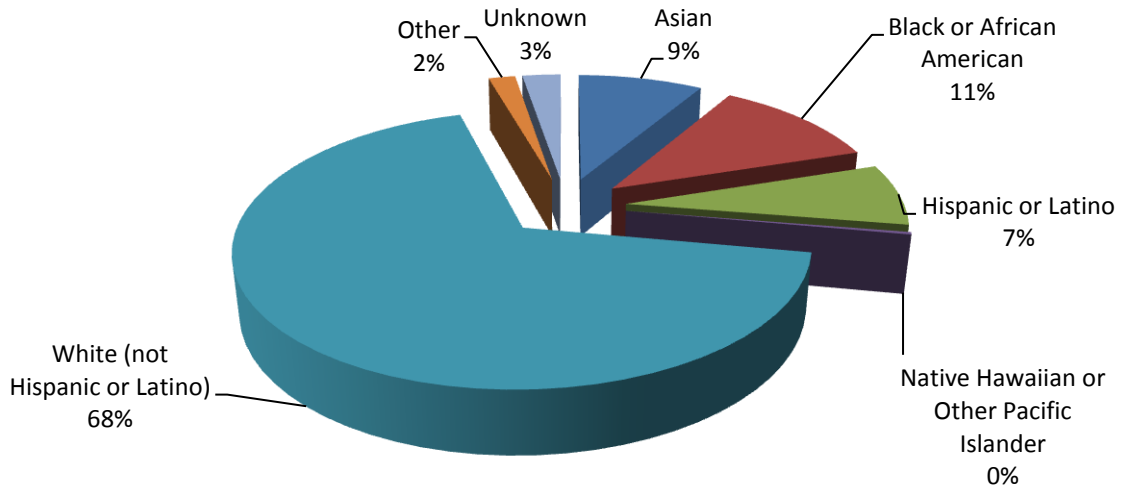


Chart 11: Graduate Student Demographics

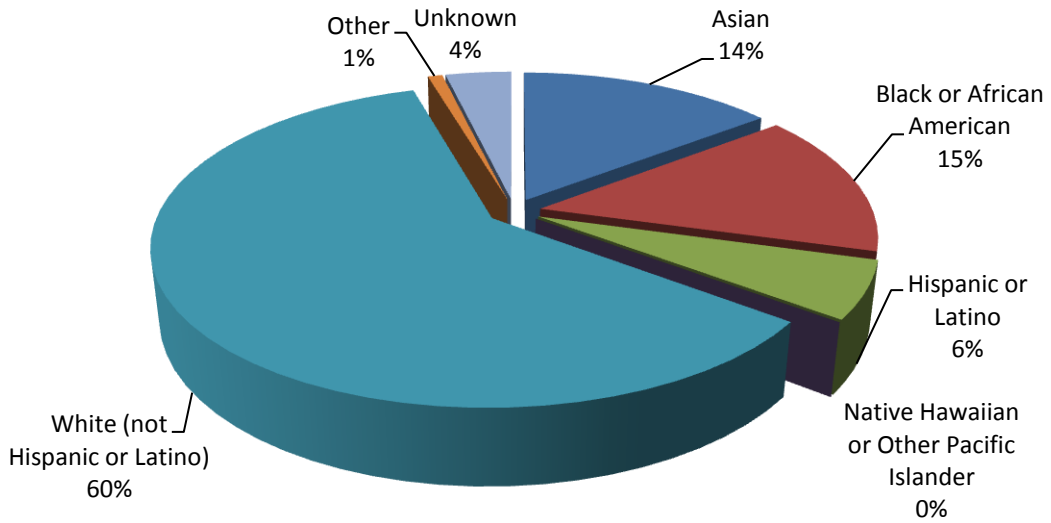
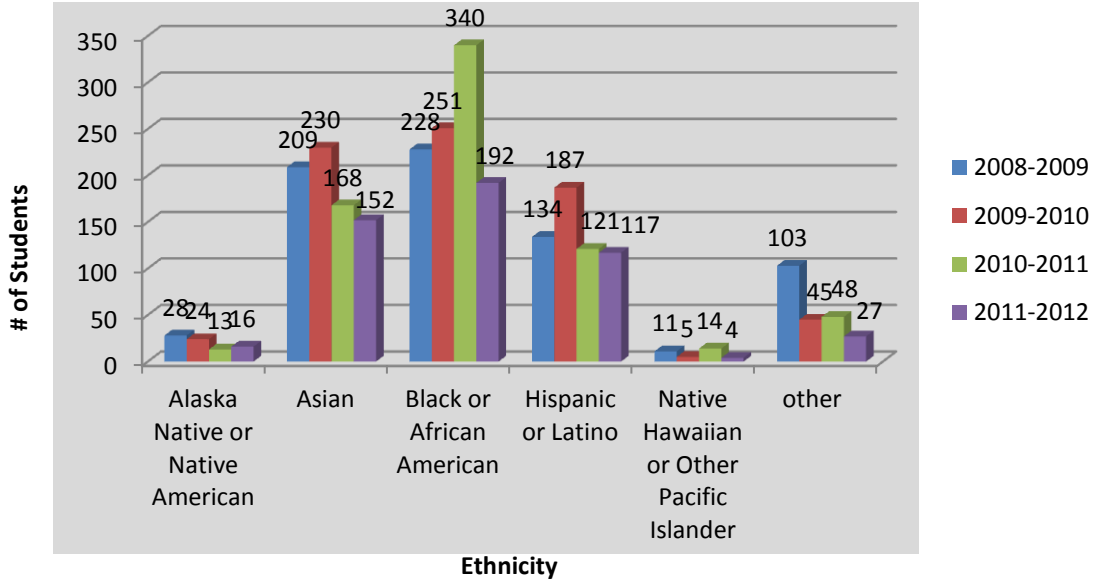


Chart 12: Student Demographic Comparison-AY 08-09, 09-10, 10-11, 11-12



6.2 Enrolled Students by Gender

Chart 13: Undergraduate Students Gender Breakdown

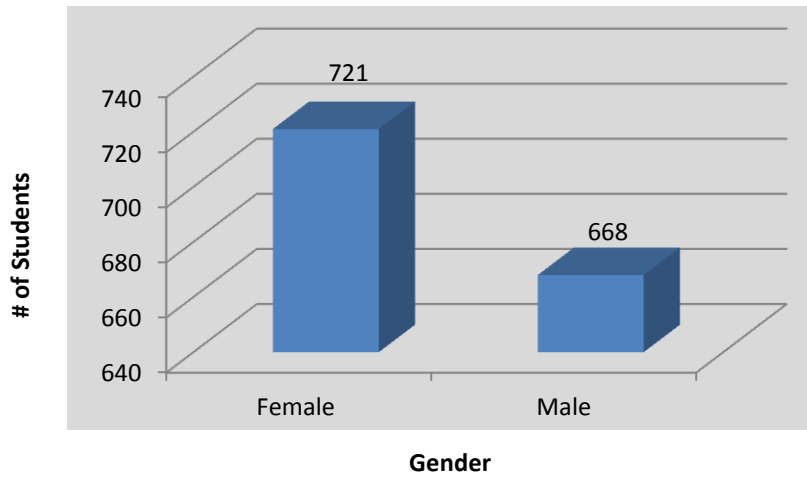


Chart 14: Graduate Students Gender Breakdown

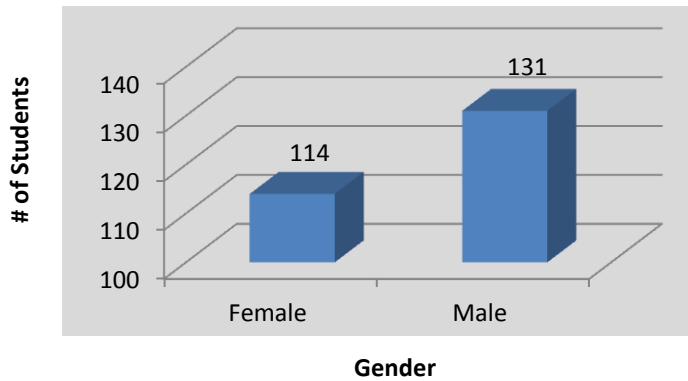


Table 12: Accredited Programs Gender Comparison AY: 07-08, 08-09, 09-10, 10-11 & 11-12

Table 16: Gender Comparison – AY 07-08, 08-09, 09-10, 10-11, 11-12					
Student Gender	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Female	767	783	948	927	835
Male	728	876	849	844	799

6.3 Enrolled Students by Age

Chart 15: Undergraduate Students Age Breakdown

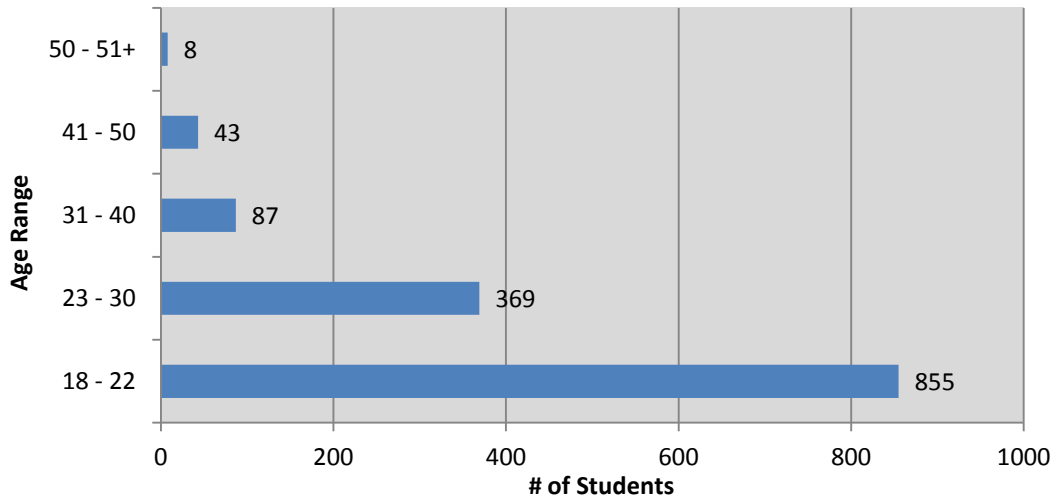
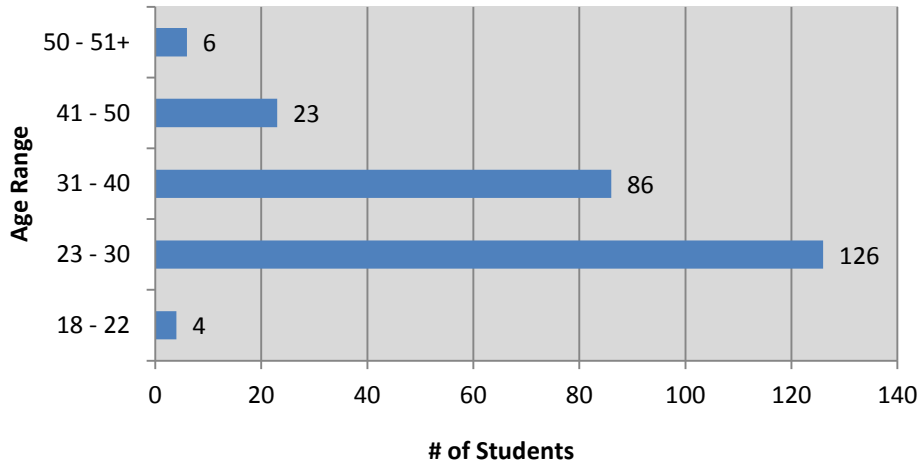


Chart 16: Graduate Students Age Breakdown



6.4 International Students

Accredited programs have a total of 75 international students enrolled for the 2011-2012 year. See tables 13 and 14 for Undergraduate and Graduate students country of origin:

Table 13: International Undergraduate Students Country of Origin

Country	# of Students
Africa	16
Armenia	1
Canada	1
China	11
French	1
Germany	2
Guinea	1
Haitian	1
Kenya	1
Kuwait	1
Mexico	1
Nepal	8
Nicaragua	1
Nigeria	1
Philippines	1
Saudi Arabia	2
Serbia	1
Thai	1
Zambia	1
Total	53

Table 14: International Graduate Students Country of Origin

Country	# of Students
Cameroon	1
China	1
India	6
Japan	1
Kuwait	1
Nepal	2
People's Reb. Of China	1
Saudi Arabia	7
South Korea	1
United Arab Emirates (UAE)	1
Total	22

7.0 Employment after Graduation

7.1 Employment Opportunities

Fourteen accredited programs feel that employment opportunities for environmental health graduates is increasing and three programs feel they are decreasing. The remaining twenty programs feel there has been no change in job availability.

7.2 Employment Areas: Public vs. Private Sector

Based on accredited program's graduate tracking systems for the past year 2011-2012, program directors reported 324 graduates working in the private sector where 362 graduates are working in the public sector. Refer to table 15 for details regarding where graduates are working in the public sector.

Table 15: Accredited Program Graduates Working in the Public Sector:

Program Graduates	Non-Profit	Educational Institution	Local Health Departments	Federal Agencies	Other
Undergraduate	5%	13%	55%	18%	8%
Graduate	4%	13%	48%	33%	2%

Below are some examples of private sector employers who hire graduates from EHAC accredited programs:

- American Electric Power
- ATI Consultants
- Boeing
- General Electric
- Honda Of America
- Lockheed
- Kentucky Fried Chicken Food Sanitation
- Progress Energy
- Safex

8.0 – Program Health

8.1 Program Health Status

Programs were asked if their administration was concerned with the enrollment in their program:

Table 16: Accredited Program Administration Enrollment Concerns

EHAC Program	Yes	No	Unsure
Undergraduate	47%	40%	13%
Graduate	43%	57%	0%

They were also asked if their administrators discussed the possibility of closing their program:

Table 17: Accredited Program Possibility of Closing

EHAC Program	Yes	No	Unsure
Undergraduate	20%	67%	13%
Graduate	14%	71%	0%

8.2 Program Health Commentary

Program Directors were asked if they were concerned about the enrollment of their program. Results can be seen in table 22. For those programs that are concerned, their commentary follows.

Table 18: Accredited Program-Program Director’s Enrollment Concerns

EHAC Program	Yes	No
Undergraduate	63%	37%
Graduate	57%	43%

Concerned Undergraduate Programs

Alabama A&M University

“Even though enrollment is increasing, I would like to ensure that it is steady and continuous so we don't have to worry each year.”

Baylor University

“We are still developing.”

Benedict College

“I want to attract more top students to increase opportunities for our students and graduates.”

Boise State University

“Our supply of graduates is meeting the job market demands.”

California State University, Northridge

“We are always recruiting.”

Colorado State University

“Our program is growing and very strong.”

Dickinson State

“I work at the most screwed up university in the USA and we have a very bad reputation presently and some idiot spent all our money in China.”

East Carolina University

“Pressure from recession obsessed legislators and budget cuts always include desiring growth, growth, growth. Current thinking is to categorize programs and ours is a "support" category as long as we maintain job possibilities for graduates and maintain our mission as serving Eastern North Carolina”

East Central University

“Have not seen growth over prolonged period. Just able to maintain enough faculty load hours to meet administrations expectations.”

East Tennessee State University

“Enrollment is generally increasing. While we see minor swings by semester the general trend is increasing.”

Eastern Kentucky University

“We have a steady growth thanks to recruiting efforts, transfer students and change of major students on campus.”

Indiana University - Purdue University Indianapolis

“Decreasing enrollments and we are competing with environmental science degree housing in the School of Science.”

Lake Superior State University

“Michigan economy has really hurt public sector employment.”

Missouri Southern State University

“The governor of the state of Missouri has considered those degrees not graduating at least 10 persons per year to be potentially cut from the state university system. We have been graduating on average about 8 people per year. We have been spared so far due to the uniqueness of the EH degree, but we are up for review again in a year or so.”

North Carolina Central University

“Although the department was proactive in suggesting a major curriculum revision (merging 2 degree programs in the department while maintaining the accredited

concentration in Environmental Health Sciences) to improve the numbers of majors and graduates, we are still concerned about the actual rate of change we will experience.”

Ohio University

“Last year was very, very tight. New budgeting model will eliminate programs that can't pay their way.”

Old Dominion University

“Small programs are always a potential target at our University.”

Texas Southern University

“Students are unaware of what Environmental Health means and are reluctant to enroll.”

University of Massachusetts, Lowell

“It has been hard to recruit given that strong science students tend to go to engineering (where higher paid jobs and more understanding of the field is). Strong environmental science students are likely to go to schools with stronger reputations in environmental fields. We are focusing on community college engagement at this point but have little administration support for recruitment.”

University of Washington

“Environmental Health does not have a lot of visibility on campus while public health and global health do. Interest has increased in the last two quarters and now that we have an early admission option.”

University of Wisconsin Eau Claire

“We are still a small (but growing) program, vulnerable to state budget cuts.”

West Chester University

“We are currently meeting our PA State System of Higher Education minimum metric of 6 graduates per year (30 graduates per five years) but this yardstick may change and we do have a large number of finishing seniors this year.”

Western Carolina University

“Our numbers are producing desired metrics.”

Wright State University

“Enrollment in the program has shown an overall increase during recent years.”

Concerned Graduate Programs

East Carolina University

“More is usually better and there is a great demand for our graduates.”

East Tennessee State University

“Enrollment is low and flat. Numbers need to be increased to meet state productivity requirements.”

Accredited programs were asked to indicate the health of their program: 15 programs are improving, 20 programs are maintaining a healthy program and 2 are diminishing. Below are snapshots of improving and diminishing programs:

Explanations for Health of Programs Improving

Undergrad Programs

Alabama A&M University

“Each year our program gets bigger and better. Students are getting more internships and opportunities than we previously had available to them. They are loving the program and try to get others as enthused as they are.”

Baylor University

“We are stable and poised to add new majors next year. We are presently increasing and diversifying recruitment strategies. We further have developed a unique student-mentor partnership with the Texas Environmental Health Association, which represents a first for TEHA.”

Boise State College

“Our program is stable and is a vital part of our college. Our administrators value the discipline and will work to maintain the program at its current levels.”

California State University San Bernardino

“We are about the same as last year (33).”

Colorado State University

“We are growing the number of students in the BS EH program and adding faculty in the department.”

East Carolina University

“Two new faculty members are a CIH for our safety courses, since one non-tenure person passed away. Another faculty member is taking the vector borne disease position when current program director and V.B. disease faculty member goes into phased retirement.”

East Tennessee State University

“We have seen a general increase in enrollments during the past three years.”

Eastern Kentucky University

“In recent years, the program has maintained a steady number of majors. Taking classroom space into question and funding restrictions, we do not seek higher numbers.”

Indiana University - Purdue University Indianapolis

“Student enrollments have been decreasing, but we are hiring for 3 new positions. The additional faculty strength should help us with student enrollment.”

Lake Superior State University

“We are actively working on CIPHI accreditation with Sault College in Ontario. This could really help our enrollment as there is a serious shortage of PHIs in Northern Ontario. We could easily see enrollment growing in our program.”

Missouri Southern State University

“We have about 40 EH majors, which is up from our historic average of about 30-34 EH majors.”

Old Dominion University

“The number of students coming into the program remains about the same each year. Ability to get new faculty has improved.”

Spelman College

“Overall the number of students in our Environmental Science and Studies is strong and comparable to other relatively young programs. The number that declares environmental health as their concentration varies but does not affect the overall program. We currently have been approved with a new curriculum, which I believe will enable us to have a better attraction and counting of students in environmental health.”

University of Massachusetts, Lowell

“We are only one year in our accreditation. We have increased our numbers of students through word of mouth but lack sufficient resources for the broad outreach that is needed. We are unable to answer many questions particularly related to jobs as our students have not graduated. In the past students in our concentration in EH have either gone on to graduate programs, consulting positions, or local/federal government.”

University of Wisconsin Eau Claire

“Adding 6 new students each year.”

West Chester University

“We saw significant growth the last three years. Up from low of 15 to a high of 45, but we are now back at 38 and a new student interest is moderate, but not strong. Our target enrollment is still 60 students.”

Western Carolina University

“We've gone from mid-50s to 60s over past year”

Wright State University

“Increased emphasis on recruitment, development of a new student organization affiliated with local professionals, and increased dialogue with prospective employers in the surrounding community.”

Graduate Programs

East Tennessee State University

“Early trend for new applications appears to be up.”

Old Dominion University

“More jobs opening in Industrial Hygiene and Occupational Safety in area.”

Explanation for Health of Programs Diminishing

Dickinson State University

“Reduced students and I should be losing my International students. Very costly housing in this area and very high wages for anyone to work in this area that has a place to live, therefore there is very little need for the students to go to college.”

Ohio University

“Numbers are ok, but we will have a faculty vacancy at a critical time (during our transition to semesters fall, 2012). I worry students will pick up on this and seek more supported programs.”

9.0 Recruitment

9.1 On Campus Recruitment

The following techniques in Table 19 are being used on campus by accredited programs to outreach to potential new environmental health students.

Table 19: On Campus Recruitment

Recruitment Techniques	# of Programs Implementing Technique	% Out of 37 Programs
1. YouTube	5	14%
2. Facebook	14	38%
3. Twitter	2	5%
4. Financial aid initiatives	7	19%
5. Outreach to students who are undeclared majors	28	76%
6. Participating in on-campus events	29	78%
7. Posting advertisement flyers	19	51%
8. Recruitment class (introductory course open to all university students)	20	54%
9. Student club activities	26	70%
10. Students recruiting other students	32	86%
11. Submitting articles for school newspaper on EH student led initiatives	8	22%
12. Working with the admissions office	23	62%
12. Other (Please specify)	11	30%

Other Recruitment Efforts

Eleven programs specified other techniques useful for recruiting new students on campus:

Undergraduate Programs

Benedict College

“High School Visitation Days Recruitment.”

California State University, San Bernardino

“Reaching out to local community colleges as most of our students are transfer students.”

East Carolina University

“Working with local community colleges to transfer students interested in environmental careers.”

East Central University

“Presentation in University Studies 1001 course required for all incoming freshmen.”

East Tennessee State University

“Working with preprofessional advisors.”

Indiana University - Purdue University Indianapolis

“Working with University College (the portal for most students at IUPUI) advisors; advertising to community college.”

North Carolina Central University

“Department-sponsored recruiting events.”

Old Dominion University

“We also have a College advising office that assists with enrollment of undeclared students.”

University of Washington

“Referrals from general advising offices.”

West Chester University

“EH Program Website, EH Minor.”

Graduate Programs

University of Illinois, Springfield

“Web site”

9.2 Off Campus Recruitment

Accredited programs were asked which of the off campus recruitment strategies they found to be the most effective method of recruiting students. Their responses are summarized in Table 20.

Table 20: Off Campus Recruitment

Recruitment Techniques	# of Programs Implementing Technique	% Out of 37 Programs
1. YouTube	5	14%
2. Facebook	10	27%
3. Twitter	2	5%
4. Alumni	19	51%
5. Community-university partnerships	22	59%
6. Electronic Media	13	35%
7. High School class presentations	17	46%
8. News Media	11	30%
9. Participation in career day events	29	78%
10. Participation in local events	20	54%
11. Science Fairs	15	41%
12. Other (Please specify)	9	24%

Nine programs identified other techniques useful for recruiting new students off campus:

Undergrad Programs

Boise State University

“Via the program website - which may be a form or electronic media that has been checked above.”

Dickinson State

“Nothing”

Indiana University - Purdue University Indianapolis

“Department Website”

Missouri Southern State University

“We have articulation agreements with community colleges in our area.”

University of Massachusetts, Lowell

“Community college articulation agreements”

West Chester University

“Outreach to community colleges; outreach to students who have been accepted to WCU but who have not yet committed to enroll.”

Graduate Programs

East Tennessee State University

“Faculty contacting colleagues.”

University of Findlay

“We recruit at regional and national meetings. We have advertised in national magazines but the productivity of this is poor. Most domestic students contact us through internet inquiries. Most international students contact us through international recruiters.”

University of Illinois, Springfield

“Journal of Environmental Health advertisement”

Accredited programs were asked which recruitment techniques are the most effective on or off campus:

Table 21: Most Effective Recruitment Techniques

Recruiting Technique	# of Programs Implementing Technique	% Out of 37 Programs
Admissions Office	4	11%
Alumni	3	8%
Brochures/Flyers	1	3%
Classroom Recruiting	3	8%
Community University Partnerships	2	5%
EH Club Activities	2	5%
Electronic Media	10	27%
Faculty Referrals	1	3%
On Campus Recruitment of Undeclared Majors	8	22%
Participation in Local Events/Off Campus	1	3%
Student to Student Recruitment/Word of Mouth	14	38%
None/Not Applicable	1	3%

9.3 Diversity Recruitment

57% of accredited programs have programs or initiatives to recruit a diverse student body. The following details these programs or initiatives:

Undergrad Programs

Alabama A&M University

“We do the same type of recruitment to all schools and communities.”

California State University, Northridge

“We live in a diverse area.”

California State University, San Bernardino

“We are an HSI and our campus dwells on diversity. Our program numbers are indicative of the university policy on diversity.”

Colorado State University

“We have an ongoing relationship with our diversity offices and now are 32% diverse among enrolled.”

East Carolina University

“2010 instructors are diverse.”

East Tennessee State University

“The university has several programs directed at increasing diversity among faculty and students. We participate in those activities.”

Eastern Kentucky University

“We always attend any event with a diversity theme and talk to our minority students to help us recruit other minority students.”

Illinois State University

“Special clubs.”

Mississippi Valley State University

“Scholarships available for diverse student body.”

Ohio University

“The University has a program to recruit first time college students from Appalachia as well as under-represented students.”

University of Georgia

“Minority specific scholarships.”

University of Massachusetts, Lowell

(No) “Though we have a diverse body of students by the nature of our campus.”

University of Washington

“Summer research program for underrepresented students.”

West Chester University

(No) “But...our minority enrollment is significantly increasing and that provides an avenue for more minority recruiting.”

Wright State University

“The College of Science and Mathematics, in which the EHS Program is housed, has been quite successful at obtaining NSF funding for recruiting under-represented into the sciences.”

Graduate Programs

California State University, Northridge

“We live in a diverse area -- our recruitment naturally leads to diversity.”

East Carolina University

“We have a very diverse student body, and usually have a number of diverse groups apply.”

East Tennessee State University

“University has a diversity office which we work with closely.”

Mississippi Valley State University

“Scholarships are available for a diverse student body.”

University of Findlay

“International recruiting. We have one of the largest international student bodies on a percentage basis of any college in the country.”

University of Illinois, Springfield

“Targeted advertising to historically black colleges.”

10.0 Retention

10.1 Five Year Retention Rates

Table 22 depicts the five year average retention rates of accredited programs. 11 of the programs have retention rates equal to or more than 25%. These programs include: Bowling Green State University (33%), California State University Northridge UG/G (34%, 27%), Dickinson State University (31%), East Carolina University UG (30%), East Central University (26%), Spelman College (26%), University of Findlay G (32%), University of Washington (54%), Western Carolina University (28%) and Wright State University (28%).

Table 22: Accredited Programs Five Year Average Retention Rates

Accredited Program	2007-2012 Mean Enrollment	2007-2012 Mean Graduation	Graduation/Enrollment
Alabama A&M University	10.8	2.6	24%
Baylor University	4	.2	5%
Benedict College	19	3	16%
Boise State College	48.4	7.4	15%
Bowling Green State University	23.8	7.8	33%
California State University Northridge (UG)	165.8	56.4	34%
California State University Northridge (G)	62	17	27%
California State University San Bernardino	36.6	7.8	21%
Colorado State University	99.2	21.6	22%
Dickinson State University	3.2	1	31%
East Carolina State University (UG)	34.8	10.4	30%
East Carolina University (G)	26.2	6.4	24%
East Central University	40.8	10.8	26%
East Tennessee State University (UG)	46.6	6.2	13%
East Tennessee State University (G)	8.6	1	12%
Eastern Kentucky University	125.8	26	21%
Illinois State University	93.4	22.4	24%
Indiana University - Purdue University Indianapolis	32.6	6.8	21%
Lake Superior State University	10.6	1.8	17%
Mississippi Valley State University (UG)	14.4	2.8	20%
Mississippi Valley State University (G)	24.8	4	16%
Missouri Southern State University	37.2	7.6	20%
North Carolina Central University	8.8	0.4	5%
Ohio University	48	11	23%
Old Dominion University (UG)	61.8	11.4	18%
Old Dominion University (G)	13.8	2.8	20%
Spelman College	20.4	5.4	26%

Texas Southern University	34	7.2	21%
University of Findlay (G)	86.8	27.4	32%
University of Georgia	86.8	15.2	18%
University of Illinois Springfield (G)	36.2	6	17%
University of Massachusetts Lowell	2.2	.2	9%
University of Washington	39.2	21.2	54%
University of Wisconsin Eau Claire	42.4	9.4	22%
West Chester University	34.2	7.4	22%
Western Carolina University	55.4	15.4	28%
Wright State University	43	12.2	28%

11.0 Online Programs

11.1 Full Online Degree Programs

Missouri Southern State University (UG), East Carolina University (G), University of Findlay (G) and University of Illinois Springfield (G) all have full online degree programs.

11.2 Online Courses

Twenty-seven of the 37 accredited programs offer online courses. Of these that offer online courses, 15 of them offer to anyone other than students registered at their school as seen in Table 23:

Table 23: Online Course Availability

Accredited Program	Online Courses Available for Anyone	
Benedict College		No
Boise State University		No
Bowling Green State University	Yes	
California State University Fresno	Yes	
California State University Northridge (UG)		No
California State University Northridge (G)		No
Colorado State University	Yes	
East Carolina University (G)	Yes	
East Central University		No
East Tennessee State University (UG)	Yes	
East Tennessee State University (G)	Yes	
Eastern Kentucky University		No
Illinois State University	Yes	
Mississippi Valley State University (UG)		No
Mississippi Valley State University (G)		No
Missouri Southern State University	Yes	
North Carolina Central University		No
Ohio University	Yes	
Old Dominion University (UG)	Yes	

Old Dominion University (G)	Yes	
Texas Southern University		No
University of Findlay (G)		No
University of Illinois Springfield (G)	Yes	
University of Massachusetts, Lowell	Yes	
University of Wisconsin Eau Claire	Yes	
West Chester University	Yes	
Western Carolina University		No

If the program answered “Yes” they were asked who is allowed to take these courses. Their responses are below:

Undergrad Programs

Bowling Green State University

“Anyone.”

Colorado State University

“Fundamentals of Ergonomics.”

East Central University

“Anyone”

East Tennessee State University

“Individuals qualifying as non-degree seeking students.”

Missouri Southern State University

“Anyone with the prerequisites for the courses.”

Ohio University

“Anyone with the money and interest who meets OU admission criteria.”

Old Dominion University

“Anyone who is admitted to the University and signs up for them. These are both graduate and undergraduate courses.”

University of Massachusetts, Lowell

“Through continuing education - Community Health and Environment course in summer.”

University of Wisconsin Eau Claire

“EH Professionals and the public.”

West Chester University

“Any student who is otherwise eligible to take college level courses may take these courses; we offer only one such course: ENV470 Emergency Preparedness. This course is "hybrid" requiring some attendance at regular class sessions and some online work.”

Graduate Programs

East Carolina University

“Students registered for a degree or for non-degree status. Some require permission of the instructor.”

East Tennessee State University

“Students admitted to a graduate or undergraduate certificate program, Students meeting requirements to qualify as non-degree seeking graduate students.”

Old Dominion University

“Anyone who is admitted to the University and registers for them.”

University of Illinois, Springfield

“Non-degree seeking students and students in the graduate certificates may take our online courses.”

12.0 Exit Exams

Accredited programs were asked if they administered an exit examination to graduating students. 17 programs administer an exit exam and have summarized their requirements below:

Undergrad Programs

Benedict College

“The exit exam is very comprehensive. It was recently revised and contains more than 100 questions. Exam questions include questions found in past national subject matter exams and other questions specific to subject matter taught. It includes multiple choice, true/false, problem solving, and essay questions. There is no pass-fail score, however all Environmental majors must take the exam before graduating.”

California State University, Northridge

“Comprehensive exams for master's students.”

East Central University

“Have been using exam constructed by ECU EHS faculty based on CDC publication outlining subject areas in Environmental Health. Working on new exam.”

Eastern Kentucky University

“With permission from EHAC, we administer the REHS exam and utilize the results as an assessment tool. A good percentage of our soon to be graduates actually pass the test.”

Indiana University - Purdue University Indianapolis

“Planning to initiate this year.”

Lake Superior State University

“This is a general education exam and not a EH based exam.”

Missouri Southern State University

“The senior assessment exam for the major of Environmental Health is the Missouri Certified Environmental Health Specialist exam.”

Ohio University

“It is in the 4th year of use and development. Passing is not required but we track it.”

Old Dominion University

“Students are administered an ENVH assessment exam in their senior year during their senior seminar course. This exam tests them on all of the ENVH core courses that they have had in the program as well as their concentration courses. This is a University requirement for all students in all of their respective programs. All students are also administered an exit writing exam.”

Texas Southern University

“50 questions/first year administered.”

Wright State University

“42-question comprehensive exam administered in capstone course (EES 470 - Environmental Intern and Career Analyses).”

Graduate Programs

California State University, Northridge

“Comprehensive exams.”

East Carolina University

“It is a comprehensive exam that is individually set up for the student's curriculum focus. There are typically at least 6 essay questions of approximately 1 hour /question totaling 6 hours. Students must come to campus to take the exam unless there are extreme circumstances.”

East Tennessee State University

“Exam is a written exam created by the faculty each year for each student. The exam is based on coursework, research focus of student.”

Mississippi Valley State University

“Comprehensive Examination covering the courses taken during the graduate stay at MVSU.”

Old Dominion University

“Students are administered both a written and oral comprehensive exam during the last semester of their program.”

University of Illinois, Springfield

“Quote from the directions: “The comprehensive exam requires a public health response to a case study. In writing your response (i.e., paper), please consider the multiple purposes of the comprehensive exam. As a closure evaluation tool, the exam is designed to assess your ability to understand and apply the core functions of public health: assessment, assurance, and policy development. In addition, it will be used to assess your ability to appropriately use the professional terminology of the field and apply appropriate theoretical perspectives.”

13.0 Significant Changes to Accredited Programs

Accredited programs were asked if there were significant changes to their program that the EHAC Council should be made aware of. The schools that have changes are listed below:

Undergrad Programs

Alabama A&M University

“The former coordinator, Dr. Teferi Tsegaye has left Alabama A&M University to pursue other opportunities.”

Benedict College

“No, however the college is starting a separate Environmental Engineering Degree program. Students in that major will take some of our courses.”

Boise State University

“The hiring of Tom Turco and a full time special lecturer dedicated to environmental and occupational health.”

Bowling Green State University

“We just had a resignation of one of our key faculty members. We hope to rehire for this upcoming fall.”

California State University, San Bernardino

“HSCI 470: Health Behavior renumbered to HSCI 370: Health Behavior with no content change. HSCI 490: Health Service Administration changed to HSCI 480: Health Service Management with no content change.”

Dickinson State

“We will be adding a minor in Environmental Health next fall.”

East Carolina University

“The addition of two new faculty and the death of one.”

Lake Superior State University

“We have created an implemented a new course EVRN317 Environmental Health Applications that will be in taught for the first time in the fall of 2012. This course will be required for Env. Health, Management, Science, and Chemistry. This course may improve our internal recruiting.”

Missouri Southern State University

“We have a new organic chemistry course: CHEM 310 Environmental Organic Chemistry which is a 5 credit hour course with lab. This course was specifically designed by the chemistry department for the EH majors and those in biology that have an interest in the environment. We are encouraging our EH majors to take it for their organic chemistry requirement.”

North Carolina Central University

“A curriculum change is underway; however no change will be made to the EHAC-accredited Environmental Health Science concentration within the major.”

Spelman College

“The Curriculum Committee has approved a new curriculum track with 3 options for our students. This approval will enable us to better define courses with greater emphasis in environmental health. We also hope to make changes on our brochure.”

Graduate Programs

East Carolina University

“Accreditation took place this year and all should be detailed in the report, and in this survey.”

East Tennessee State University

“Council was notified by letter that we have eliminated the administrative concentration of the MSEH and now have a single concentration for the degree.”

University of Illinois, Springfield

“Changed Biostats from a prerequisite course for admissions to a Core course in the curriculum. Changed from two options: Emergency Preparedness and Homeland Security to adding a third option in Advanced Environmental Health Policy.”

**14.0 Association of Environmental Health Academic Programs
Support to Programs**

Currently, all the accredited programs that participated in the 2011-2012 Annual Update Survey are AEHAP members.

14.1 AEHAP Services Benefiting Accredited Programs

Programs were asked to indicate AEHAP services that benefit their program and its students. This information is detailed in Table 24 & 25. Programs were also asked how AEHAP could better support their program.

Table 24: AEHAP Services Benefiting Accredited Programs and their Students (UG)

AEHAP Program or Service	# of Programs	% Out of 30 Programs
AEHAP Newsletters	21	70%
Social Media (Facebook, YouTube, Twitter)	7	23%
Annual Update Report Data	13	43%
Letters of Support from AEHAP	7	23%
AEHAP Scholarship Programs (NSF and Student Research Competition)	16	53%
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	20	67%
None of these	2	7%
Other (please specify)	4	13%
<i>We find our association with AEHAP to be useful in promoting our program to students and to university administrators</i>		
<i>Internship Notifications</i>		
<i>A grant for a high school recruitment program a few years ago</i>		
<i>AEHAP Student and Minority Student Recruitment Grants</i>		

Table 25: AEHAP Services Benefiting Accredited Programs and their Students (G)

AEHAP Program or Service	# of Programs	% Out of 7 Programs
AEHAP Newsletters	5	71%
Social Media	2	29%
Annual Update Report Data	3	43%
Letters of Support	3	43%
AEHAP Listserv Announcement	5	71%
AEHAP Scholarship Programs (NSF and Student Research Competition)	3	43%
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	5	71%
None of these	1	14%

14.2 How AEHAP can better support programs (open ended response):

Alabama A&M University

“By providing funds for student scholarships.”

Baylor University

“Identifying more internship opportunities out of state.”

Benedict College

“Continue to provide updates and resources as are available.”

California State University San Bernardino

“AEHAP to continue to help out when needed.”

Colorado State University

“Continue to advocate for the colleges and programs. Provide grants for student travel to NEHA to increase student involvement and participation. Support the profession is all ways possible. Keep up the great job that you already do!”

Dickinson State University

“Shoot several of my administrators”

East Carolina University

“Provide information to all faculty, not just program director. Encourage board to include more new people for accreditation and membership. Perhaps new ideas would add to the outreach programs.”

East Central University

“Provide electronic format recruitment materials that describe current range of types of positions available for students with Environmental Health and related degrees.”

Eastern Kentucky University

“Keep doing what you are doing, especially getting students involved at NEHA.”

Indiana University- Purdue University Indianapolis

“Continue current initiatives; more information on EH careers/jobs; ways to better differentiate environmental health from environmental science.”

Lake Superior State

“Continue Lobbying State Legislatures for sufficient Funding.”

Missouri Southern State University

“Keep supporting the scholarship programs.”

North Carolina Central University

“Continue to provide recruitment materials.”

Ohio University

“Maybe a clearinghouse role for internships at a national level?”

Old Dominion University

“Be there when needed.”

Texas Southern University

“Continue to provide EH materials”

University of Massachusetts, Lowell

“Need significant support in developing recruitment/outreach materials and actually doing that recruitment. Help with convincing administration of need to support program - particularly faculty and recruitment would be good.”

University of Washington

“Educational campaigns in high schools and community. More versatile outreach materials.”

University of Wisconsin Eau Claire

“Send letters to our legislators supporting environmental health academic programs.”

West Chester University

“Please provide us with as much hard data as you can regarding the documented SHORTAGE of EH professionals and the need for accredited academic programs such as ours.”

Western Carolina University

“Provide a more professional survey instrument.”

Wright State University

“By providing any additional assistance or information dealing with student internships and recruitment strategies.”

Graduate Programs

East Carolina University

“Keep seeking funds for students and recruitment materials”

East Tennessee State University

“Continued effort to make Environmental Health visible and attractive as a career choice.”

Mississippi Valley State University

“Financial Recruitment Assistance”

University of Findlay

“Continue the good work. Recruiting or marketing for the profession itself.”

University of Illinois Springfield

Linking UG students to the graduate student programs

15.0 National Environmental Health Science & Protection Accreditation Council

Accredited programs were asked for their comments or questions for the EHAC Council. Their comments are below:

Bowling Green State University

“AEHAP related questions should be on a separate survey. Better would be to keep this survey focused on EHAC. I've asked in previous years, but never got a response. Why did EHAC move its office to Washington, and what did it cost?”

Colorado State University

“Thanks for the help in maintaining quality in our profession. Kudos to all the board members who work so hard.”

Dickenson State University

“The program is maintaining standards even with the problems with my University. This has decreased our numbers but no one will graduate without being academically prepared.”

East Carolina University

“I would like to suggest two faculty for membership in the council: Dr. Charles Humphrey, and Dr. Stephanie Richards both from our faculty. Names and phone numbers are included in this survey I will get the numbers for the undergrads in with another email.”

Missouri Southern State University

“There are times when I need counsel in regard to transfer courses counting towards the sciences required by the EHAC guidelines. I have had little success in getting help from EHAC as to whether a course will count or not. I am not blaming anyone; after all I don't want anyone to stick their neck out for us. I think it would be beneficial if the board did have guidance policy for the programs to self evaluate whether a transfer course meets the guidelines or not. If I as a program director I decide that a transfer science course meets the EHAC guidelines based on the wording in the guidelines, will our program be penalized later at reaccreditation if my guess is wrong? The only direction that I currently have to go by is the wording in the guidelines. Am I to assume that my interpretation of that wording is sufficient to keep us out of trouble upon re-accreditation?”

Ohio University

“Keep up the great work and support for programs! It doesn't really come from anywhere else.”

Texas Southern University

“AEHAP is a helpful organization in helping to support our program.”

University of Massachusetts, Lowell

“Recruitment is a huge issue for us. We have engaged our local public health community but even with their support, trying to get students into the program has been challenging. We have engaged about half of our target this year but need to do more. In this day and age, number of students is what matters to administrations.”

West Chester University

“Thank you for your hard work on our behalf.”

Western Carolina University

“This survey is very poorly constructed. Often, yes/no questions are asked but it is not clear if yes/no responses are desired. The questions are fuzzy and unclear. For instance, you ask for enrollment as of January - when we break down ethnicity, are we to include December graduates? Do summer graduates count in the last school year or the coming school year? Nearly every question has some level of ambiguity.”