

National Environmental Health Science & Protection Accreditation Council



2016-2017 Update of Accredited Programs

by

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2016-2017 Annual Update of EHAC Accredited Programs Report Highlights

Undergraduate Enrollment

- Undergraduate enrollment decreased 2.5% from 1,505 students in 2016 to 1,468 students in 2017.
- The 2016-2017 undergraduate enrollment rate is 4.8% above the ten-year enrollment average.

Undergraduate Graduation Rates

- Undergraduate graduation rates decreased by 1.7% from 370 graduates in the 2015-2016 academic year, to 364 graduates in the current academic year.
- The 6-year (2012-2017) average graduation rate for undergraduate students is 354 students per year.

Graduate Enrollment

- Graduate student enrollment decreased by 2.4% from 465 graduates in the 2015-2016 academic year to 454 graduates in the current academic year.
- The 2016-2017 graduate enrollment rate is 28% above the ten-year (2007-2017) average.

Graduate Graduation Rates

- The 2016-2017 graduate student graduation rate increased by 8.9% from 125 in the 2015-2016 academic year, to 136 graduates in the current academic year.
- The 6-year (2012-2017) average graduation rate for graduate students is 108.5 students per year.

Undergraduate and Graduate Enrollment and Graduation

- For the 2016-2017 academic year, 1,468 undergraduate students and 454 graduate students were enrolled for a total of 1,922 students attending EHAC accredited programs. This is a decrease of 2.4%, compared to 1,970 students enrolled during the 2015-2016 academic year.
- During the 2016-2017 academic year, 364 undergraduate students and 136 graduate students graduated for a total of 500 graduates of EHAC accredited programs. This is an increase of 1% from the 2015-2016 academic year.

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 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 it can better support accredited programs. AEHAP exists to enhance and support EHAC accredited programs.

The data in this report represents responses from all 38 EHAC accredited undergraduate and graduate programs. There are 29 undergraduate programs and nine graduate programs represented in this survey.

This report provides information on student and faculty diversity, the health of individual programs, student recruitment, enrollment and retention trends 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, and suggestions related to how AEHAP can better support accredited programs.

2.0 Current EHAC Accreditation Program Origin and Reaccreditation Dates

(note – Programs scheduled for reaccreditation in July 2018 appear in bold and blue highlighting).

Twenty-nine undergraduate environmental health (EH) programs and nine graduate programs are accredited by EHAC. The period of accreditation is six years. Programs begin their reaccreditation process the fall before the end date of their accreditation.

Table 1: Accredited Institutions - Accreditation Origin Date and Reaccreditation Schedule (programs eligible for 2018 reaccreditation are highlighted in blue)

EHAC Accredited Institution	Undergraduate/ Graduate Program	Next Reaccreditation Review - Year	Initial Accreditation Date - Year
Baylor University	Undergraduate	2022	2010
Benedict College	Undergraduate	2022	2004
Boise State University	Undergraduate	2018	1982
California State University, Northridge	Undergraduate	2019	1973
California State University, Northridge	Graduate	2019	1973
California State University at San Bernardino	Undergraduate	2019	2004
Central Michigan University	Undergraduate	2019	2013
Colorado State University	Undergraduate	2022	1973
Dickinson State	Undergraduate	2022	2010
East Carolina University	Undergrad	2018	1975
East Carolina University	Graduate	2018	1975
East Central University, Oklahoma	Undergraduate	2019	1975
East Tennessee State University	Undergraduate	2018	1969
East Tennessee State University	Graduate	2018	1969
Eastern Kentucky University	Undergraduate	2018	1985
Eastern Kentucky University	Graduate	2018	2012
Fort Valley State University	Graduate	2021	2015
Illinois State University	Undergraduate	2019	1975
Indiana University- Purdue University Indianapolis	Undergraduate	2019	2006
Lake Superior State University	Undergraduate	2019	2007
Mississippi Valley State University	Undergraduate	2022	1997
Mississippi Valley State University	Graduate	re-assess in 2018	2005
Missouri Southern State University	Undergraduate	2020	1996
Ohio University	Undergraduate	2022	1982
Old Dominion University	Undergraduate	2020	1983
Old Dominion University	Graduate	2019	2007
Texas Southern University	Undergraduate	2019	2006
University of Findlay	Undergraduate	2018	2012
University of Findlay	Graduate	2018	2005
University of Georgia, Athens	Undergraduate	2018	1984
University of Illinois, Springfield	Graduate	2018	2006
University of Massachusetts, Lowell	Undergraduate	2017	2011

EHAC Accredited Institution	Undergraduate/ Graduate Program	Next Reaccreditation Review - Year	Initial Accreditation Date - Year
University of Washington	Undergraduate	2017	1976
University of Wisconsin Eau Claire	Undergraduate	2017	1975
University of Wisconsin Oshkosh	Undergraduate	2019	2013
West Chester University	Undergraduate	2020	2008
Western Carolina University	Undergraduate	2017	1984
Wright State University	Undergraduate	2018	1977

3.0 Program Faculty Updates and Information

3.1 Number of Faculty within Accredited Programs

This year, 2016-2017, a total of 267 faculty members were reported by undergraduate and graduate programs, a 4.7% increase from the previous year, which included 255 program faculty members. This increase reflects growth primarily in undergraduate faculty numbers.

Table 2 details the number of full time, part time and total faculty in each accredited undergraduate program. Table 3 reports the same for each accredited Graduate program.

Table 2: Faculty Teaching at Undergraduate EHAC Accredited Programs

University Name	Full Time	Part Time	Ancillary	Total
Baylor University	8	0	3	11
Benedict College	3		1	4
Boise State College	2	2		4
California State University Northridge	5	19		24
California State University San Bernardino	1	4		5
Central Michigan University	20	1		21
Colorado State University	16	0	0	16
Dickinson State University	1			1
East Carolina University	5	3		8
East Central University	3	0	0	3
East Tennessee State University	5	0	5	10
Eastern Kentucky University	9	3	2	14
Illinois State University	4	1		5
Indiana University - Purdue University Indianapolis	6		4	10
Lake Superior State University	2		3	5
Mississippi Valley State University	3	0	1	4
Missouri Southern State University	2	1	1	4
Ohio University	2	1		3
Old Dominion University	5	0	8	13
Texas Southern University	4			4

University Name	Full Time	Part Time	Ancillary	Total
University of Findlay	5		5	10
University of Georgia, Athens	9			9
University of Massachusetts, Lowell	3	2	1	6
University of Washington	37	4		41
University of Wisconsin Eau Claire	2	4		6
University of Wisconsin Oshkosh	1	2	1	4
West Chester University	3		4	7
Western Carolina University	4		4	8
Wright State University	1		6	7
Total	171	47	49	267

Table 3: Faculty Teaching at EHAC Accredited Programs

University Name	Full Time	Part Time	Ancillary (adjunct, affiliate, clinical)	Total
California State University Northridge	5	19		24
East Carolina University	4	1		5
East Tennessee State University	5	0	5	10
Eastern Kentucky University				
Fort Valley State University	2	0	0	2
Mississippi Valley State University	3	0	1	4
Old Dominion University	5		4	9
University of Findlay	6	5	0	11
University of Illinois, Springfield	7	3		10
Total	37	28	10	75

3.2 Salary Information

Programs were invited to report average salaries for both junior and senior faculty for nine and twelve-month time periods. Results for undergraduate and graduate faculty are shown in Tables 4 and 5.

Table 4: Undergraduate Faculty Salary Averages for nine and 12 month periods

Faculty Position	9 Month Period	12 Month Period
Instructor	\$46,150	no data
Assistant Professor	\$65,700	85,000
Associate Professor	\$108,638.00	\$65,500.00
Faculty Position	9 Month Period	12 Month Period
Full Professor	\$95,536.00	\$95,000.00

Faculty Position	9 Month Period	12 Month Period
Lecturer/Senior Lecturer	\$60,705.00	\$95,000.00

Table 5: Graduate Faculty Salary Averages for nine and 12 month periods

Faculty Position	9 Month Period	Mixed (1 response)
Instructor	\$35,000.00	
Assistant Professor	\$53,289.00	\$93,386.00
Associate Professor	\$75,165.00	\$72,362.00
Full Professor	\$81,383.00	\$129,035.00
Lecturer/Senior Lecturer	\$54,500.00	

3.3 Faculty Experience

Table 6 and 7 identify the levels of environmental health practitioner based experience of faculty teaching in undergraduate and graduate EHAC accredited environmental health programs.

Table 6: Undergraduate Faculty Experience

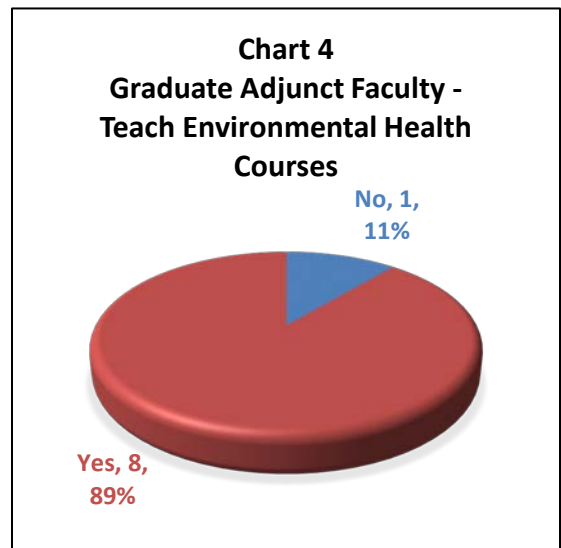
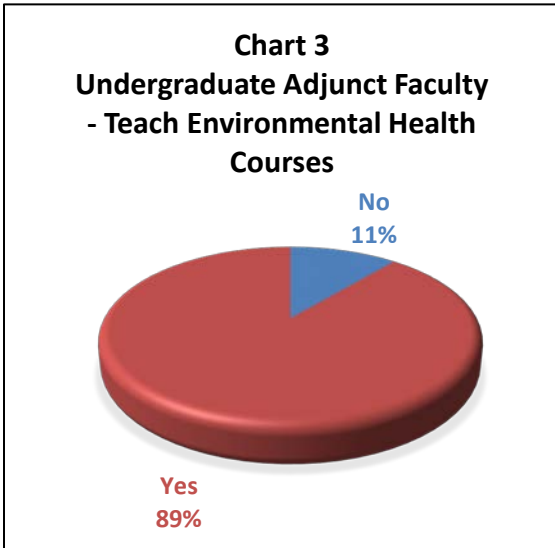
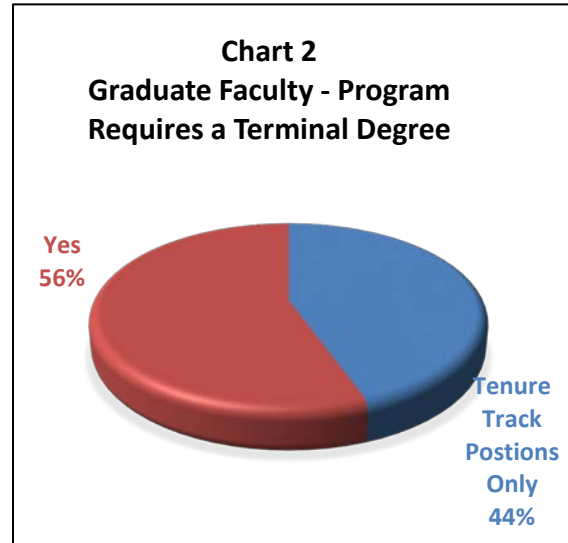
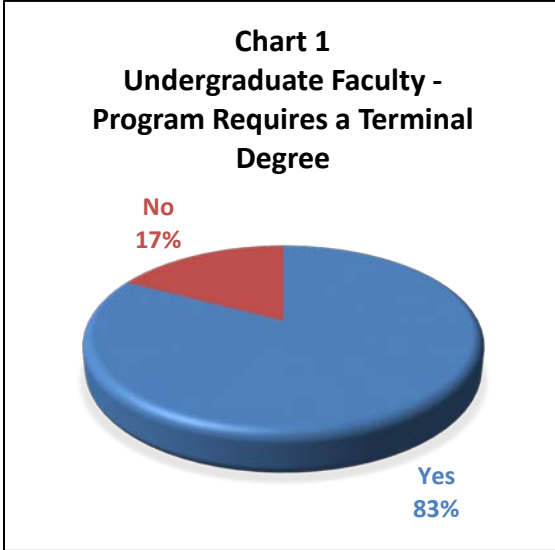
EH Based Practitioner Based Experience	Number of Faculty	% with Practitioner Experience
More than 5 years	138	53%
At least 1 year	25	10%
6 months-1 year	5	2%
Less than 6 months	8	3%
No experience	82	33%
Total	258	

Table 7: Graduate Faculty Experience

Experience	Number of Faculty	% with Practitioner Experience
More than 5 years	61	12%
At least 1 year	5	1%
6 months-1 year	2	1%
Less than 6 months		0%
No experience	11	28%
Total	79	

3.4 Faculty Requirements

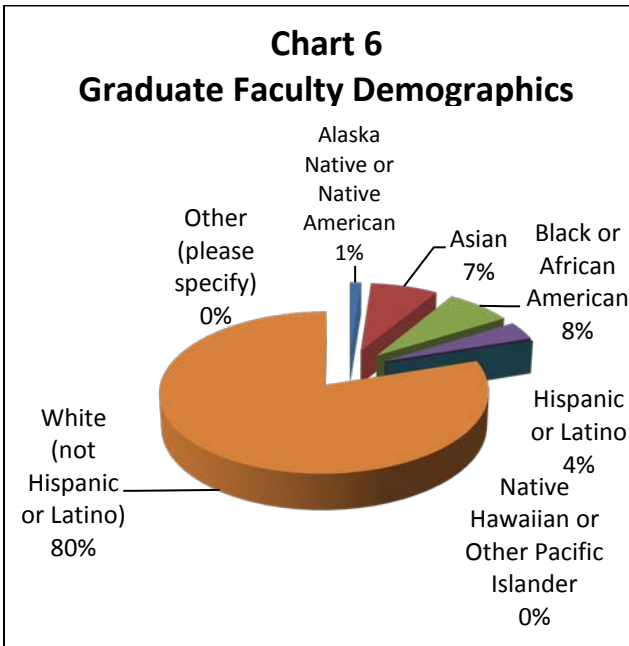
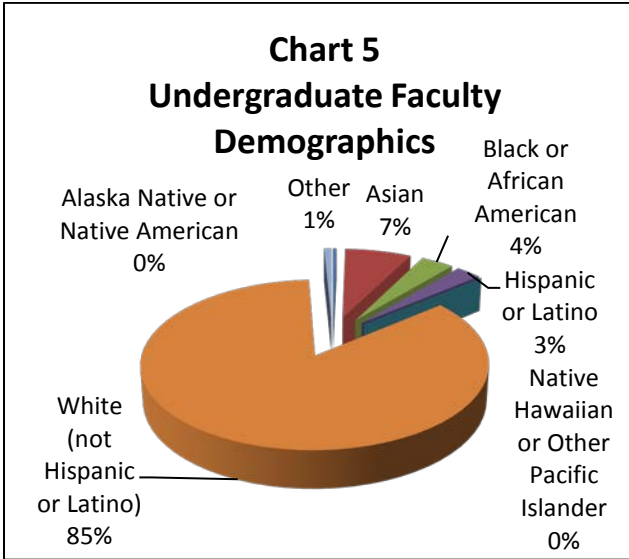
Programs were asked to report whether a terminal degree was required for a faculty position at their school. See Chart 1 for undergraduate results and Chart 2 for graduate results. In addition, programs reported whether they used adjunct faculty. See Charts 3 and 4 for adjunct faculty results from undergraduate (Chart 3) and graduate (Chart 4) programs.



4.0 Faculty Demographics

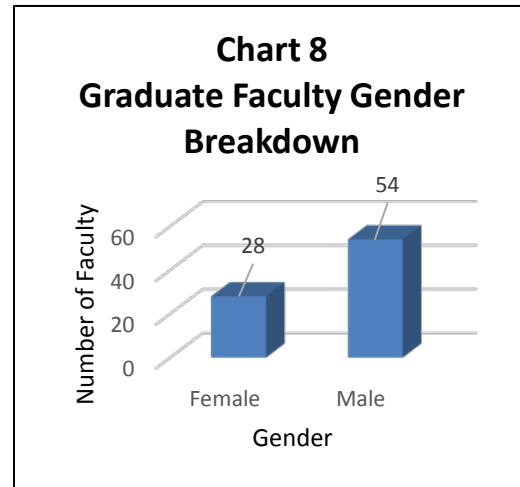
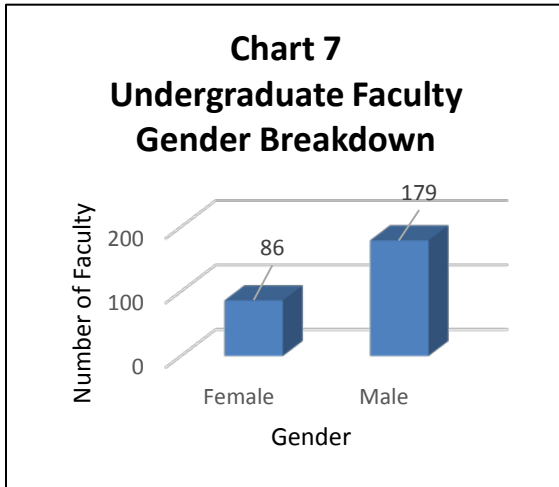
4.1 Faculty Diversity

See Chart 5 for undergraduate faculty diversity and Chart 6 for graduate faculty diversity.



4.2 Faculty Gender

Males make up 68% of environmental health faculty in accredited undergraduate programs and 66% of faculty in graduate programs. Charts 7 and 8 show the gender breakdown of faculty teaching at undergraduate and graduate accredited programs.

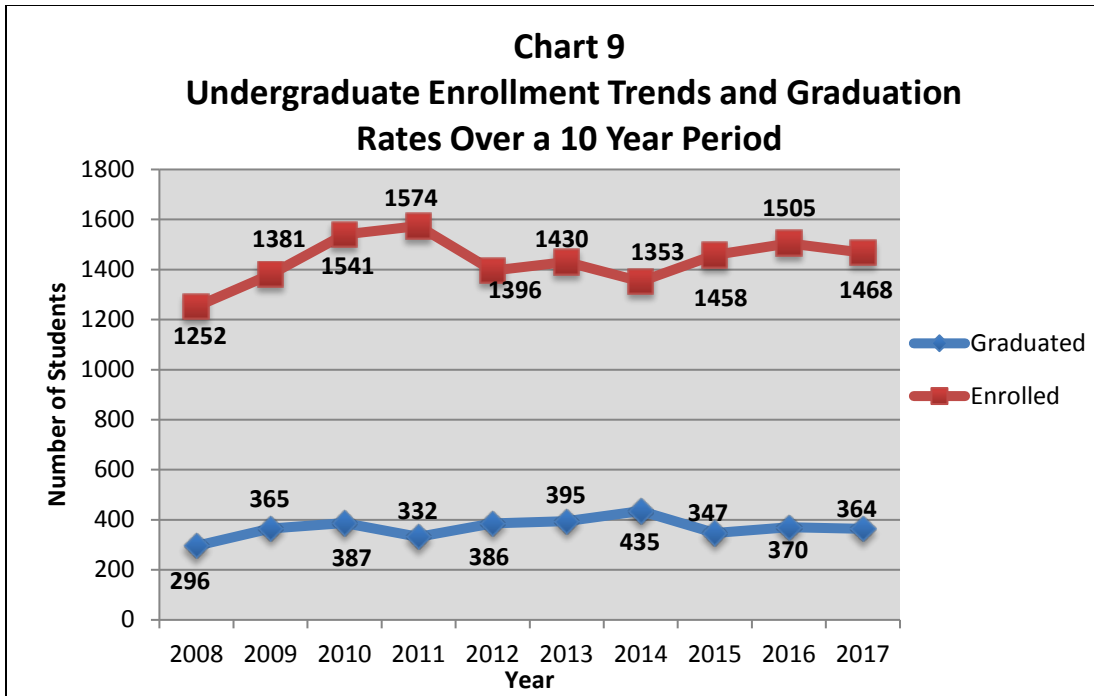


5.0 Enrollment & Graduation

5.1 Undergraduate Enrollment and Graduation

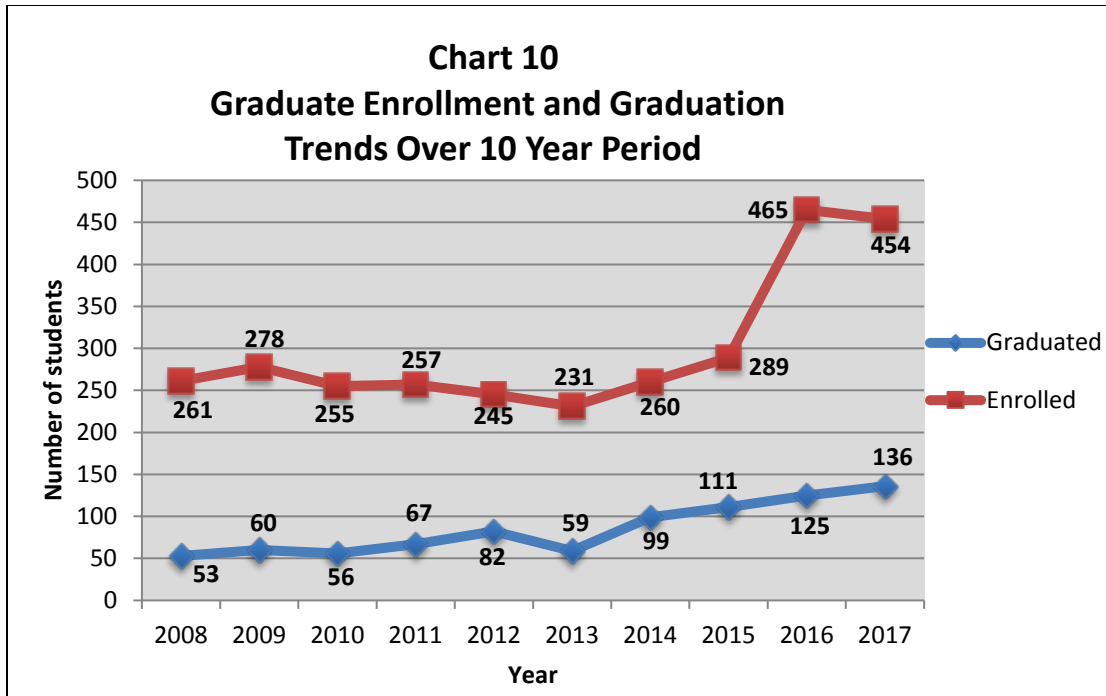
Enrollment decreased from 1,505 in 2016 to 1,468 in 2017, a 2.5% decrease from last year's reported enrollment. This year's undergraduate enrollment exceeds the 10-year enrollment average by 4.8%.

This year's graduation rate also decreased by 1.65% from 370 in 2016 to 364 in 2017. Chart 9 shows the 10-year enrollment and graduation trends for accredited environment health programs. (2017 total is based on program directors estimating how many students will graduate 5 months before graduation).



5.2 Graduate Enrollment and Graduation Rates

For the 2016-2017 year, graduate enrollment decreased by 2.4% from the 2015-2016 figure of 465. The graduate graduation rate increased by 9.6% from the 2015-2016 academic year. Chart 10 presents enrollment and graduation trends for graduate during the past decade. (This figure is based on program directors estimating how many students will graduate 5 months before graduation. Additionally, estimates from past years have been updated with actual numbers).



**5.3 Comparison of Enrollment Numbers among Accredited Programs:
Academic Years 2015-2016 & 2016-2017**

Table 8 illustrates the difference in individual accredited program enrollment from the academic year 2015-2016 to academic year 2016-2017. Table 8 shows that 14 undergraduate and five graduate programs have increased enrollment. Also apparent is that a number of programs are suffering from severe lack of student interest in environmental health programs.

Table 8: Enrollment Comparison between Academic Years 2015-2016 & 2016-2017

Undergraduate School	2015-2016 Enrollment	2016-2017 Enrollment	Difference	% Change
Baylor University	25	28	3	12%
Benedict College	17	17	0	0%
Boise State College	20	18	-2	-10%
California State University Northridge	213	182	-31	-14.60%
California State University San Bernardino	53	50	-3	-5.70%
Central Michigan University	19	20	1	5.30%
Colorado State University	87	79	-8	9.20%
Dickinson State University	6	4	-2	-33.33%
East Carolina University	44	34	-10	-22.73%
East Central University	39	43	4	10.26%
East Tennessee State University	43	44	1	2.33%
Eastern Kentucky University	118	89	-29	-24.58%
Illinois State University	79	94	15	18.99%
Indiana University - Purdue University Indianapolis	27	19	-8	-29.63%

Undergraduate School	2015-2016 Enrollment	2016-2017 Enrollment	Difference	% Change
Lake Superior State University	4	1	-3	-75.00%
Mississippi Valley State University	18	23	5	27.78%
Missouri Southern State University	63	67	4	6.35%
Ohio University	44	36	-8	-18.18%
Old Dominion University	66	66	0	0.00%
Texas Southern University	43	40	-3	-6.98%
University of Findlay	92	88	-4	-4.35%
University of Georgia, Athens	102	127	25	24.51%
University of Massachusetts, Lowell	12	7	-5	-41.67%
University of Washington	46	50	4	8.70%
University of Wisconsin Eau Claire	72	71	-1	-1.39%
University of Wisconsin Oshkosh	19	22	3	15.79%
West Chester University	59	65	6	10.17%
Western Carolina University	63	68	5	7.94%
Wright State University	12	16	4	33.33%
Graduate School				
California State University Northridge	61	53	-8	-13.10%
East Carolina University	27	30	3	11.10%
East Tennessee State University	3	4	1	33.30%
Eastern Kentucky University	26	31	5	19.20%
Fort Valley State University	87	139	52	59.80%
Mississippi Valley State University	16	14	-2	-12.50%
Old Dominion University	21	22	1	4.75%
University of Findlay	130	134	4	3.08%
University of Illinois, Springfield	94	27	-67	-71.30%

5.4 Accredited Programs Enrollment Requirements

Five of 29 accredited undergraduate programs have a selective admission process outside their University admission requirements. Six of nine accredited graduate programs have a selective admission process.

5.5 Student Applicant Trends

Accredited programs were asked about the number of students applying to their program. Six undergraduate programs reported having more students apply to their environmental health program than are admitted, and 13 programs reported the number of students applying is approximately the same as the number admitted. Ten programs felt this question was not applicable to their program.

Four graduate programs reported having a higher number of students apply than the number admitted and four programs reported the number of students applying is approximately the same as number admitted. One program felt this question was not applicable to their program.

6.0 Student Demographics

6.1 Diversity

Currently 31% of undergraduate and graduate students enrolled in EHAC accredited programs are minorities. This represents a decrease of 66% as compared to the previous academic year. After experiencing a sharp rise in student diversity from 2014-2016, diversity has returned to a more historical trend. Charts 11-13 present diversity reports.

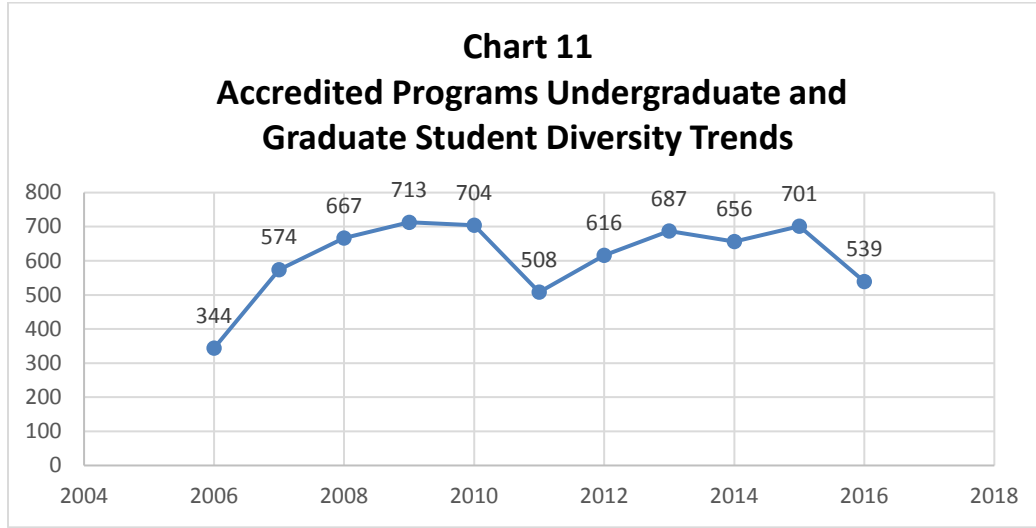


Chart 12
Undergraduate Student Demographics

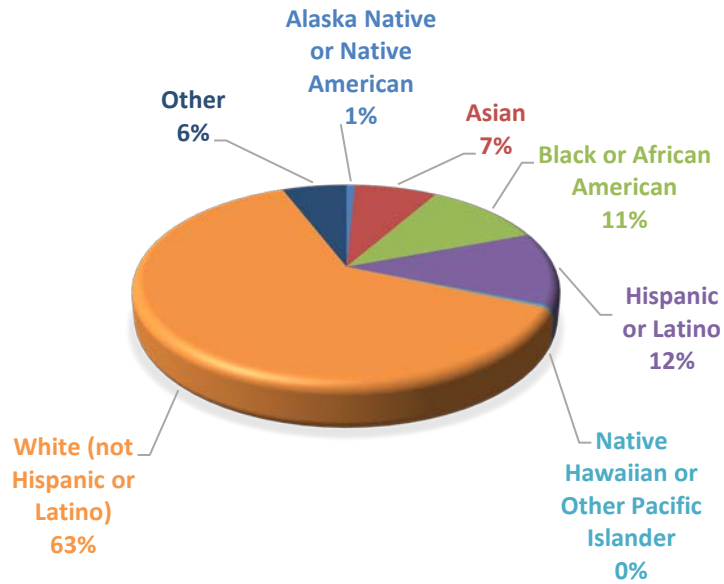
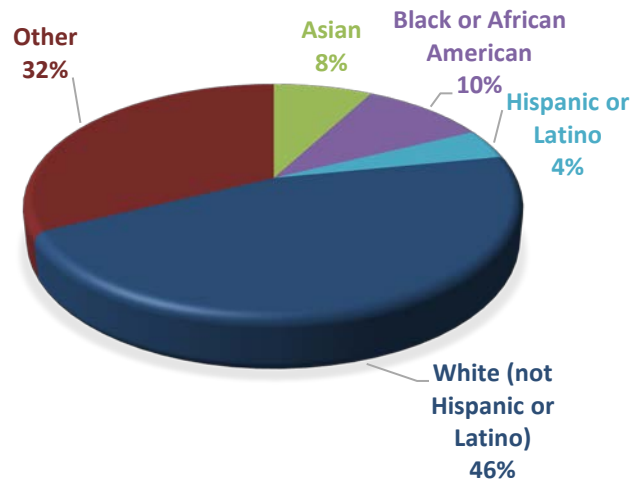
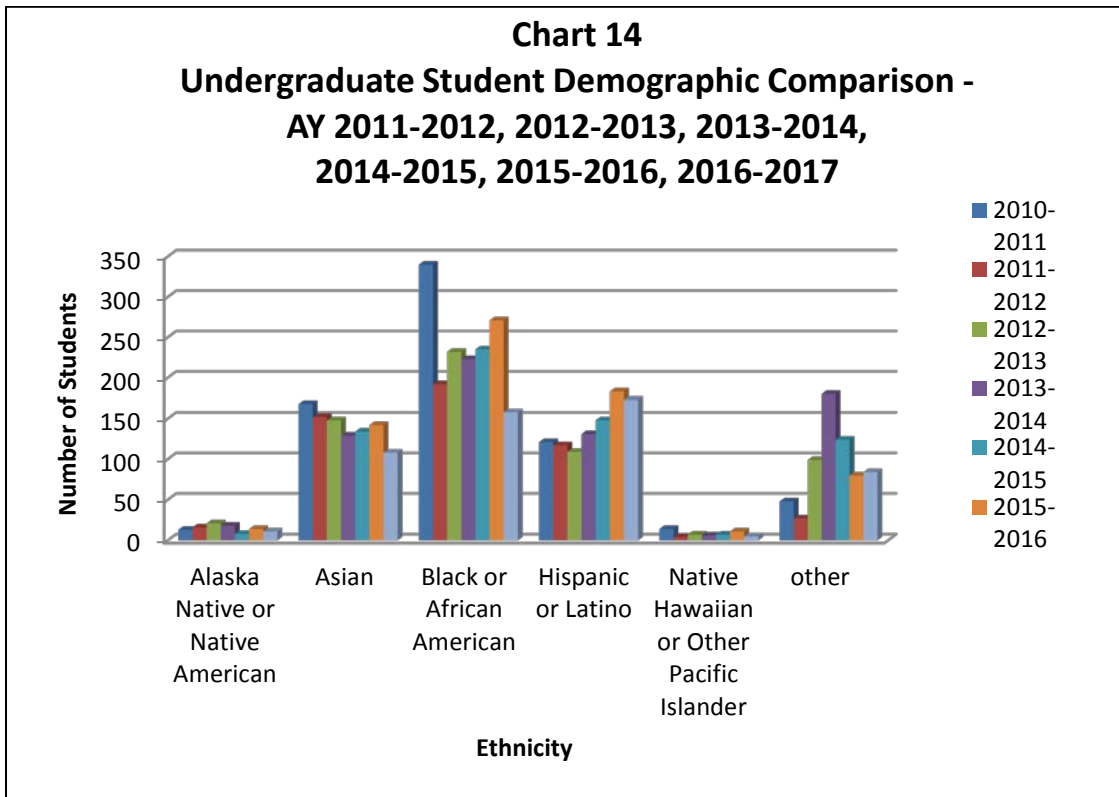


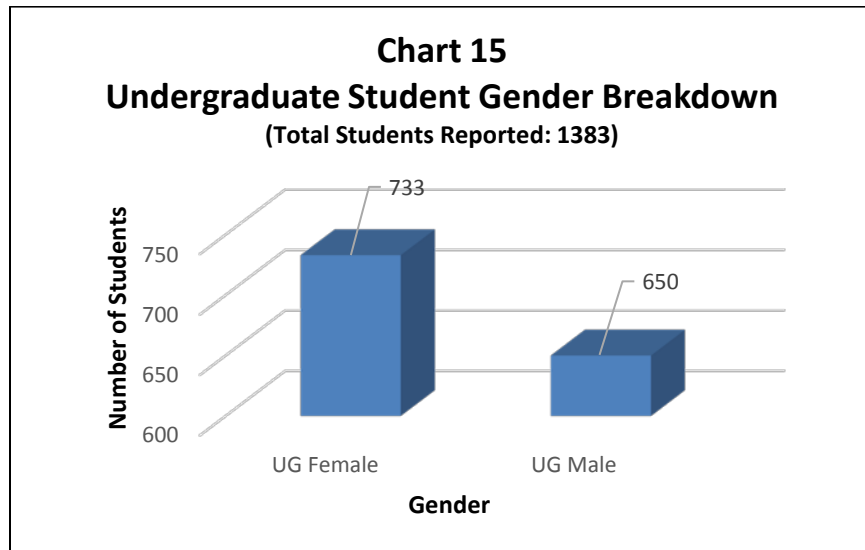
Chart 13
Graduate Student Demographics





6.2 Enrolled Students by Gender

Charts 15 and 16 present the breakdown by gender of undergraduate and graduate students from 2016-2017 (based upon a reported total of 1383 undergraduate and 82 graduate students).



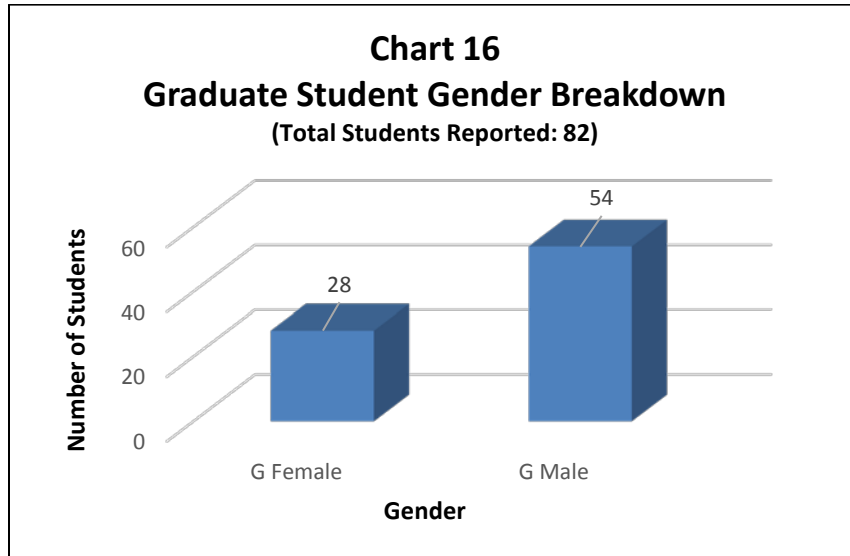
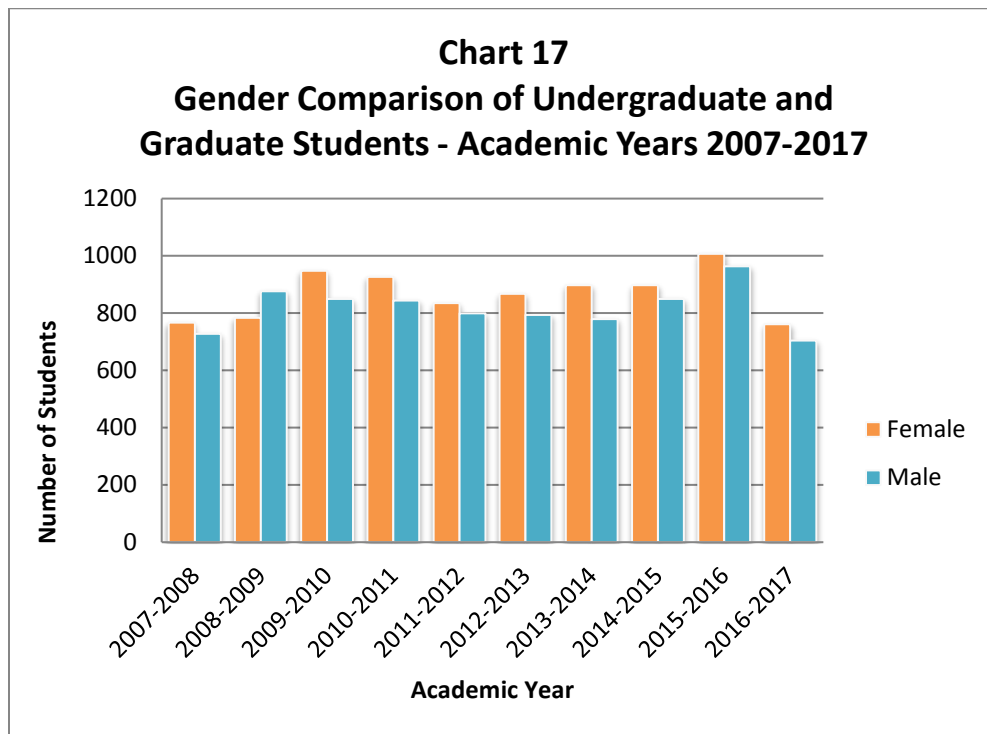
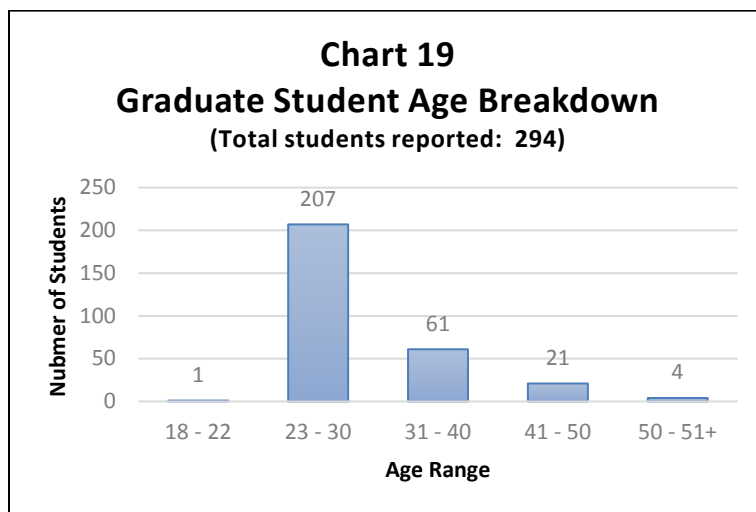
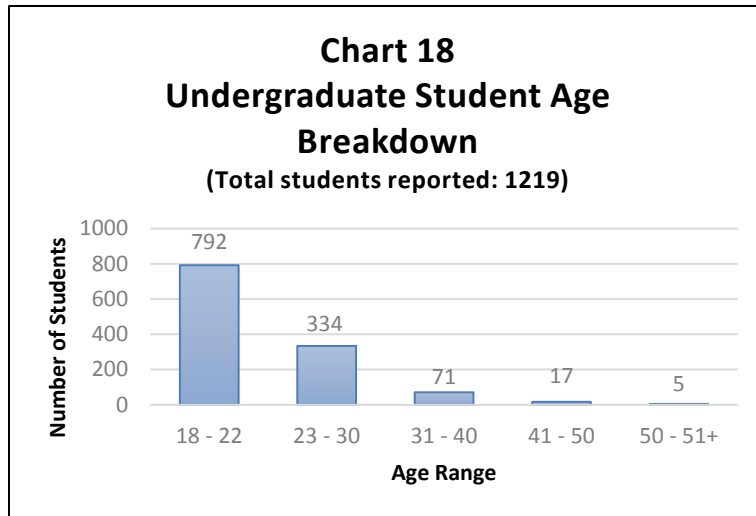


Chart 17 presents a comparison of gender between undergraduate and graduate Students' from 2007 through 2017. There is an historic trend showing a greater number of female undergraduate and graduate students.



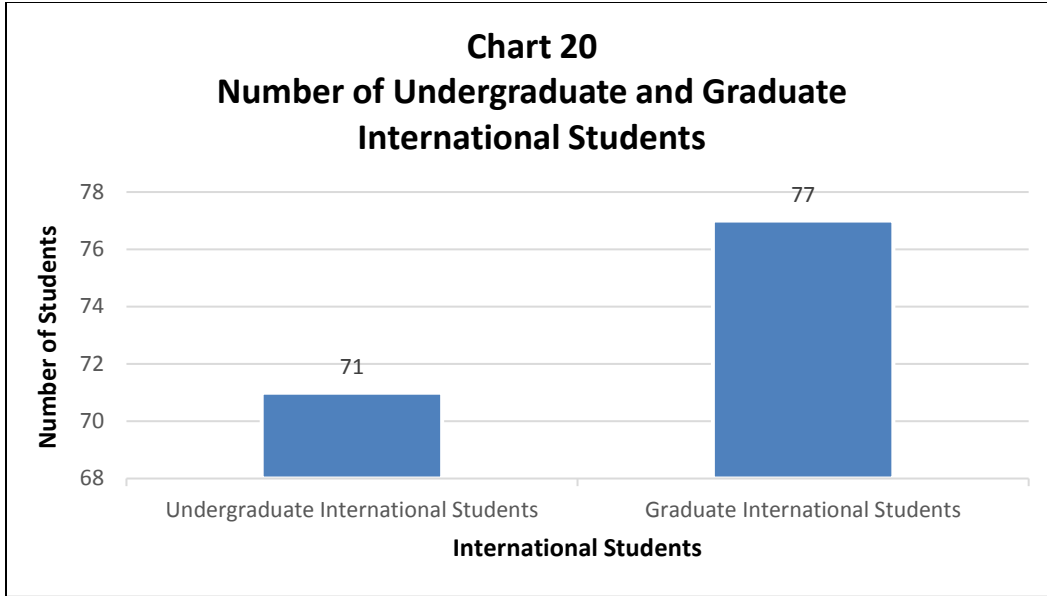
6.3 Enrolled Students by Age

Charts 18 and 19 present undergraduate and graduate student age breakdowns for the 2016-2017 academic year.



6.4 International Students

Accredited undergraduate and graduate programs have a total of 148 international students enrolled for the 2016-2017 year. Chart 20 shows the distribution of international students among undergraduate and graduate programs.



7.0 Employment after Graduation

7.1 Employment Opportunities

Fifteen accredited undergraduate and seven graduate programs feel that employment opportunities for environmental health graduates are increasing, while only two undergraduate and two graduate programs feel they are decreasing.

7.2 Employment Areas: Public vs. Private Sectors

Based on accredited program's graduate tracking systems for the past year 2016-2017, undergraduate program directors reported 127 graduates working in the private sector while 112 graduates are working in the public sector. Sixty-six graduate students found employment in the private sector, while 54 graduate students are working in the public sector. Refer to Table 9 for details regarding where undergraduate student graduates and recently graduated graduate students are working in the non-profit and public sectors.

Table 9: Accredited Program Graduates Working in the Public Sector:

Program Graduates	Non-Profit	Educational Institution	Local Health Departments	State	Federal Agencies
Undergraduate	12%	1%	30%	29%	28%
Graduates	1%	0%	18%	8%	18%

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

- Parson IH and Safety
- Jim Beam
- Toyota
- Siemens
- Microbiology Tech
- GE

8.0 Program Health

8.1 Program Health Status

Programs were asked if their administrations are concerned with the enrollment trends in their programs:

Table 10 shows that close to 50% of undergraduate program directors are concerned about low enrollment in their environmental health programs, while there is less enrollment related concern among accredited graduate programs.

Table 10: Program Director Assessment of Program Health

EHAC Program	Yes	No	Unsure
Undergraduate	48%	35%	17%
Graduate	33%	70%	0%

Table 11 shows the high number of undergraduate programs whose administration have discussed their potential closure.

Table 11: Administration Concern with Program Health

EHAC Program	Yes	No	Unsure
Undergraduate	80%	10%	10%
Graduate	11%	89%	0%

8.2 Program Health Commentary

Program Directors were asked if they are concerned about the enrollment of their program. Results can be seen in Table 12 showing similar concern within the undergraduate and graduate communities regarding enrollment challenges.

Table 12: Program Director Concerned with Program Enrollment

EHAC Program	Yes	No
Undergraduate	55%	45%
Graduate	56%	44%

Table 13 shows undergraduate Program Director’s assessments of their program’s health and explanations for their assessments.

Table 13: Undergraduate Program Director Assessment of Program Health and Explanation

Undergraduate Program Health Assessments	Explanations for Program Health Assessment
Improving	
	We would like to increase our major from 50 to 80-100 students. We have been working the last year to examine our curriculum to determine how best to build capacity while maintaining quality.
	We have grown in numbers over the last few years, we have also recently added 2 new faculty positions.
	We are gaining numbers of majors, primarily by our online distance education track of the EH degree.
	Additional expertise.
	We are slowly increasing our numbers and our students have formed a student organization.
	Enrollment and employment are still growing and we would like to see continued growth. We are optimistic that a major laboratory renovation just completed will improve the visibility and attractiveness of our program. We also have two relatively new tenure-stream faculty in EH who are beginning to make their marks on the program.
	Program is growing - the difficulty is in finding qualified faculty.
	We are trying to get a public health practitioner area of emphasis approved. Our students are getting great jobs.
Program Health Maintaining	
	Most students transfer into the program from community colleges or switch into the major. Program numbers in recent years have remained steady.
	Excellent support from the college; excellent program instructors having good professional contacts; good alumni relations; solid prospects for internships
	Our program continues to have a steady enrollment and is well recognized in Virginia as the only nationally accredited program in our state. With the military presence in the local area, we enjoy a stable of extremely competent teaching faculty.
	No significant change in number of majors. Possible decrease in general academic level in program. Enrollment and student credit hour production down at entire university. Cost per credit hour constantly increased in recent semesters and expected to rise in future semesters.
	We have a solid and active alumni association, we are providing excellent service to the regional community, job demand is excellent. However, students are having difficulty locating this major.
	We are currently having discussions at the college level to plan for increasing enrollment in the three programs within the college from 600 to 2000 students within the next ten years. We have also made changes in some of our recruiting materials over the past year.
	A new program director has been hired to increase recruitment and enrollment

Undergraduate Program Health Assessments	Explanations for Program Health Assessment
	The program is well maintained as evidenced by a recent desire of other institutions and agencies to partner with the program to assist education and/or training of citizens or residents.
	Enrollments and graduation are relatively stable.
Program Health Diminishing	
	As noted, given a range of challenges - particularly the need to increase student numbers - without support for recruitment, we have determined that it is in the best interest of students to wind down the program. Our undergraduate public health program is doing well but with most students interested in pre-health professions and limited interest in environmental health, we have come to the determination that the program cannot be maintained.
	We only have 4 seniors who are graduating within the next two semesters and a 26% decrease in state funding.

Table 14 presents graduate Program Director's program health assessments and explanations for those assessments.

Table 14: Graduate Program Director Assessment of Program Health and Explanation

Graduate Program Health Assessments	Explanations for Program Health Assessment
Program Health Improving	
	We have seven full time faculty with strong pool of adjuncts. Three faculty members who joined us in fall 2015 all have a strong scholarship portfolio.
	In the long run, our program will be stronger. As painful as the process is, the new curriculum will be of benefit to both the Department and the students.
	Program is growing and administration is assisting in that growth.
	Our numbers have increased steadily over the last five years and we continue to have students interested in taking additional courses.
	This program had 20 students in 2013, and in 2017/January there were 139 students.
Program Health Maintaining	
	31 students were graduated in the past six years.
Graduate Program Health Assessments	Explanations for Program Health Assessment
	Student and faculty are steady, but increased demands may result in inadequate resources to properly address all needs.
	The program, over the past years, has had variable enrollments. This situation is continuing.
	The enrollment has been stable. Our graduates have found employment.
Program Health Diminishing	
	No graduate programs described themselves as diminishing

9.0 Recruitment

9.1 On Campus Recruitment

The following techniques in Table 15 are being used on campus by undergraduate accredited programs to outreach to potential new environmental health students.

Table 15: On Campus Recruitment by Undergraduate Programs

On Campus Recruitment Techniques	Number of Undergraduate Programs Implementing Technique	% Out of 29 Programs
Outreach to students who are undeclared majors	27	93%
Participating in on-campus events	26	90%
Students recruiting other students	24	83%
Student club activities	22	76%
Recruitment class (introductory course open to all university students)	20	69%
Working with the admissions office	16	55%
Other (Please specify)	13	45%
Facebook	11	38%
Posting advertisement flyers	10	35%
Financial aid initiatives	8	28%
Submitting articles for school newspaper on EH student led initiatives	7	24%
Twitter	3	10%
YouTube	2	7%

The following techniques shown in Table 16 are being used on campus by graduate accredited programs to outreach to potential new environmental health students.

Table 16: On Campus Recruitment by Graduate Programs

On Campus Recruitment Techniques	Number of Graduate Programs Implementing Technique	% Out of 9 Programs
Participating in on-campus events	8	89%
Students recruiting other students	7	78%
Working with the admissions office	6	21%
Outreach to students who are undeclared majors	4	44%
Facebook	4	44%
Financial aid initiatives	4	44%
Student club activities	3	33%
Posting advertisement flyers	3	33%
Submitting articles for school newspaper on EH student led initiatives	3	33%
Twitter	2	22%

On Campus Recruitment Techniques	Number of Graduate Programs Implementing Technique	% Out of 9 Programs
Recruitment class (introductory course open to all university students)	1	11%
YouTube	1	11%
Other (Please specify)	0	0%

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 Tables 17 (undergraduate) and Table 18 (graduate).

Table 17: Off Campus Recruitment Techniques Used by Undergraduate Programs

Off Campus Recruitment Techniques	Number of Undergraduate Programs Implementing Technique	% Out of 29 Programs
Participation in career day events	21	72%
Participation in local events	17	59%
Alumni	14	48%
High School class presentations	14	48%
Electronic Media	13	45%
Facebook	12	41%
Community-university partnerships	12	41%
Science Fairs	9	31%
News Media	6	21%
YouTube	3	10%
Twitter	3	10%
Other (Please specify)	0	0%

Table 18: Off Campus Recruitment Techniques Employed by Graduate Programs

Off Campus Recruitment Techniques	Number of Undergraduate Programs Implementing Technique	% Out of 9 Programs
Alumni	7	78%
Electronic Media	7	78%
Participation in local events	7	78%
Community-university partnerships	5	56%
High School class presentations	5	56%
YouTube	4	44%
News Media	3	33%
Twitter	1	11%

Off Campus Recruitment Techniques	Number of Undergraduate Programs Implementing Technique	% Out of 9 Programs
Other (Please specify)	Professional Conferences. Establishing relationships with local health departments.	
Science Fairs	0	0%
Facebook	0	0%
Participation in career day events	0	0%

9.3 Diversity Recruitment

Only two graduate programs have programs focused on recruiting a diverse student body while just less than 50% of EHAC undergraduate programs focus efforts on diversity recruitment.

10.0 Retention

10.1 Five Year Retention Rates

Table 19 depicts the six-year average retention rates of accredited undergraduate and graduate programs.

Undergraduate Programs

Table 19: Seven Year Average Retention Rates at Undergraduate and Graduate Accredited Programs

Accredited Program		2011-2017 Mean Enrollment	2011-2017 Mean Graduation	Graduation Rate
Undergrad Programs				
Alabama		15	3	20%
Baylor University		24	3	14%
Benedict College		18	4	20%
Boise State University		38	9	25%
California State University at Northridge		166	41	25%
California State University at San Bernardino		37	9	25%
Central Michigan University		37	3	9%
Colorado State University		92	32	34%
Dickinson State University		5	2	37%
East Carolina University		44	6	15%
East Central University		38	12	31%
East Tennessee State University		44	10	22%
Eastern Kentucky University		85	24	28%
Illinois State University		86	31	36%

Accredited Program		2011-2017 Mean Enrollment	2011-2017 Mean Graduation	Graduation Rate
Indiana University - Purdue University Indianapolis		20	8	39%
Lake Superior State University		4	1	13%
Mississippi Valley State University		25	3	11%
Missouri Southern State University		43	10	23%
Ohio University		52	11	21%
Old Dominion University		81	15	19%
Texas Southern University		51	7	14%
University of Findlay		72	14	20%
University of Georgia Athens		93	20	22%
University of Massachusetts-Lowell		19	2	10%
University of Washington		48	21	44%
University of Wisconsin Eau Claire		55	14	25%
University of Wisconsin Oshkosh		31	2	6%
West Chester University		51	13	25%
Western Carolina University		66	18	28%
Wright State University		37	10	28%
Graduate Programs				
California State University Northridge		55	22	40%
East Carolina University		28	8	27%
East Tennessee State University		3	4	157%
Eastern Kentucky University		34	24	72%
Fort Valley State University		87	12	13%
Mississippi Valley State University		18	5	28%
Old Dominion University		19	9	48%
University of Findlay		88	16	18%
University of Illinois Springfield		49	19	38%

11.0 Online Opportunities

11.1 Full Online Degree Programs

Missouri Southern State University offers a full online undergraduate degree, while graduate programs at East Carolina University, University of Findlay and University of Illinois Springfield have full online degree programs. East Tennessee University is developing a fully online undergraduate degree.

11.2 Online Courses

Twenty-three of 38 accredited undergraduate and graduate programs offer online courses. Of those that offer online courses, six programs offer online courses to anyone in addition to students registered at their school. Tables 20 and 21 present undergraduate and graduate programs offering online courses and their availability to students and/or non-students.

Table 20: Online Course Availability at Accredited Undergraduate Programs

Undergraduate Accredited Program	Program Offers Online Courses (Yes/No)	Online Courses Available to Anyone (other than Students) (Yes/No)
Baylor University	No	No
Benedict College	Yes	No
Boise State College	Yes	No
California State University Northridge	No	Yes
California State University San Bernardino	No	No
Central Michigan University	Yes	No
Colorado State University	No	No
Dickinson State University	No	No
East Carolina University	Yes	No
East Central University	Yes	Yes
East Tennessee State University	Yes	No
Eastern Kentucky University	Yes	No
Illinois State University	Yes	Yes
Indiana University - Purdue University Indianapolis	No	No
Lake Superior State University	No	No
Mississippi Valley State University	Yes	No
Missouri Southern State University	Yes	Yes
Ohio University	Yes	Yes
Old Dominion University	Yes	Yes
Texas Southern University	No	No
University of Findlay	Yes	Yes
University of Georgia, Athens	No	No
University of Massachusetts, Lowell	No	No
University of Washington	No	No
University of Wisconsin Eau Claire	Yes	No
University of Wisconsin Oshkosh	Yes	No
West Chester University	No	No
Western Carolina University	No	No
Wright State University	No	No

Table 21: Online Course Availability at Accredited Graduate Programs

Graduate Accredited Program	Program Offers Online Courses (Yes/No)	Online Courses Available to Anyone (other than Students) (Yes/No)
California State University Northridge	No	No
East Carolina University	Yes	Yes
East Tennessee State University	Yes	No
Eastern Kentucky University	Yes	No
Fort Valley State University	Yes	Yes
Mississippi Valley State University	Yes	No
Old Dominion University	Yes	Yes
University of Findlay	Yes	Yes
University of Illinois, Springfield	Yes	Yes

12.0 Exit Exams

Accredited programs were asked if they administered an exit examination to graduating students. Eight-teen undergraduate programs administer an exit exam and all nine accredited graduate programs require exit exams of their students. Tables 22 and 23 present undergraduate and graduate programs providing exit exams and explanations of the purpose of these exit exams are included as well

Table 22: Administration of Exit Exams by Accredited Ungraduated Programs

Accredited Undergraduate Institution	Does your program administer an exit exam for graduating students?	If program answered "yes", the focus and purpose of the exam was explained.
Baylor University	No	
Benedict College	Yes	The in-house exit exam is administered to determine how students perform in specific environmental subject areas taught during their matriculation. It is not given as a requirement for graduating in the stricter sense.
Boise State College	Yes	
California State University Northridge	No	
California State University San Bernardino	No	
Central Michigan University	No	
Colorado State University	No	
Dickinson State University	Yes	Fill a square for the assessment forms. I have no exam available with any value.
East Carolina University	No	
East Central University	No	

Accredited Undergraduate Institution	Does your program administer an exit exam for graduating students?	If program answered "yes", the focus and purpose of the exam was explained.
East Tennessee State University	No	
Eastern Kentucky University	No	
Illinois State University	No	
Indiana University - Purdue University Indianapolis	No	
Lake Superior State University	No	
Mississippi Valley State University	Yes	Students will be tested for environmental health knowledge through a comprehensive examination.
Missouri Southern State University	Yes	
Ohio University	Yes	Professional topics and a comprehensive review of subjects.
Old Dominion University	Yes	Students are administered an assessment exam in their senior year. The exam consists of questions likely to be found on qualification examinations (e.g. questions found in the REHS/RS study guide as well as study guides for the ABIH and BCSP exams). The exam exposes the strengths and weaknesses of each student and also acts as a measure of how well our program provides the relevant information that is deemed important for each profession of occupational safety, industrial hygiene, and environmental health.
Texas Southern University	Yes	Comprehensive Exam for assessment of skills and knowledge needed for state exam.
University of Findlay	No	
University of Georgia, Athens	No	
University of Massachusetts, Lowell	No	
University of Washington	No	
University of Wisconsin Eau Claire	No	
University of Wisconsin Oshkosh	Yes	Assessment for the Biology Department
West Chester University	Yes	To try to track graduate school or employment plans; track assessment of overall program; track permanent address, email and other contact information.
Western Carolina University	No	
Wright State University	Yes	Students are given a comprehensive exam covering material presented in upper-level EHS courses. This exam is administered in EES 4700, which is a "capstone" course for graduating seniors.

Table 23: Administration of Exit Exams by Accredited Graduated Programs

Accredited Undergraduate Institution	Does your program administer an exit exam for graduating students?	If program answered "yes", the focus and purpose of the exam was explained.
California State University Northridge	Yes	The exam is a combination of multiple choice, short answer and essay style questions. topics cover the fundamentals of environmental and occupational health. Essays are designed to demonstrate critical thinking and written communication skills.
East Carolina University	Yes	Demonstrate knowledge in programmatic areas of environmental health sciences (e.g., air and water quality and treatment, food quality and sanitation, occupational health management, infectious disease and vector control, waste management, toxicology, epidemiology, etc.)
East Tennessee State University	Yes	The MSEH Comprehensive Examination is a written examination developed by the ENVH Faculty and Student's Advisory Committee. The examination covers material from the MSEH Core Courses and the student's thesis proposal.
Eastern Kentucky University	No	
Fort Valley State University	No	
Mississippi Valley State University	If answered "yes," what is the focus and purpose of the exam.	Students will be tested in the core areas of environmental health by a written comprehensive examination and viva voce.
Old Dominion University	Yes	
University of Findlay	Yes	Comprehensive culminating event for the program to determine what the student has learned. The exam is based on the six core courses in the program, public health epidemiology, risk assessment and management, project management, production operations and auditing, accounting and public policy and communication.
Contd. on pg. 33		

Accredited Undergraduate Institution	Does your program administer an exit exam for graduating students?	If program answered "yes", the focus and purpose of the exam was explained.
University of Illinois, Springfield	Yes	UIS requires all graduate degree programs to evaluate students through a closure exercise for the purpose of assessing the ability of the students to comprehensively integrate and apply competencies of the curriculum. UIS has approved three closure options: thesis, project or creative/artistic work; comprehensive exam; and capstone course. In addition, accreditation criteria require academic programs have a culminating experience that includes a significant written product for assessing students' abilities to integrate the public health curriculum for practicing the core functions of public health: assessment, policy development, and assurance. The MPH Department has selected the case-based comprehensive exam as the best match for assessing students in our degree programs. The department uses a case-based comprehensive exam. A case scenario relevant to current public health issues/problems is developed as the foundation for all questions of the exam. All students taking the exam in a given semester will have the same case scenario and questions. Students analyze the data and science important to the issue; evaluate psychosocial and other demographic interactions and infrastructure important for intervention, and propose policy, programs and outcome assessment for improving the public health of a community.

13.0 Association of Environmental Health Academic Programs (AEHAP) Support to Programs

Currently, all the accredited programs that participated in the 2016-2017 Annual Update Survey are AEHAP members.

13.1 AEHAP Services Benefiting Accredited Programs

Programs were asked to indicate AEHAP services that benefit their program and its students. This information is detailed in Tables 24 & 25.

Table 24: AEHAP Services Benefiting Accredited Undergraduate Programs and their Students

AEHAP Program or Service	Number of Undergraduate Programs	% Out of 29 Programs
Providing marketing materials	20	69%
Linking faculty with EH field experience/internship opportunities	17	59%
Assistance with student recruitment efforts	14	48%
Faculty webinars on various topics that support EHAC programs	10	35%
Other	Identify that MSSU has an online distance education track for the EH degree. Create a national marketing campaign on environmental health to teach high school students what environmental public health is, think the stop smoking or the stop litter campaigns of the past. Work with local health officers to serve as recruiters. Continue Student of the Month Program. Provide free give always.	

Table 25: AEHAP Services Benefiting Accredited Graduate Programs and their Students

AEHAP Program or Service	Number of Graduate Programs	% Out of 9 Programs
Linking faculty with EH field experience/internship opportunities	6	67%
Providing marketing materials	6	67%
Assistance with student recruitment efforts	6	67%
Faculty webinars on various topics that support EHAC programs	3	33%
Other	Conduct better marketing of environmental public health as a career option.	