

National Environmental Health Science Protection & Accreditation Council



2006-2007 Update of Accredited Programs
Amended Report

Contents

Section 1	Introduction
Section 2	Program Faculty and Administration Updates <i>2.1...Changes in Faculty and Administration</i> <i>2.2...Unfilled or Anticipated Vacancies</i>
Section 3	Program Trends <i>3.1...Background</i> <i>3.2...Tracking</i> <ul style="list-style-type: none">• Table 1: Tracking Methods <i>3.3...Results</i> <ul style="list-style-type: none">3.3.1...Enrollment (Undergraduate)<ul style="list-style-type: none">• Table 2: Enrollment Trends 2006-2007• Figure 1: Enrollment Trends 1997-2007• Figure 2: Undergraduate Student Enrollment by Program3.3.2...Graduation Rate (Undergraduate)<ul style="list-style-type: none">• Table 3: Undergraduate Graduation Trends 2006-2007• Figure 3: Undergraduate Graduation Trends 1997-20073.3.3...Graduate Program Trends<ul style="list-style-type: none">• Figure 4: Graduate Enrollment & Graduation Trends 1997-20073.3.4...Applicants<ul style="list-style-type: none">• Table 4: Applicant Trends 2006-20073.3.5...Employment Opportunities<ul style="list-style-type: none">• Table 5: Employment Opportunity Observed Trends
Section 4	Recruitment and Retention Report <i>4.1...Recruitment of Diverse Students</i> <ul style="list-style-type: none">• <i>Figure 5: Student Diversity Trends</i> <i>4.2...Retention</i> <ul style="list-style-type: none">• Table 6: Retention Tracking Methods <i>4.3...Methodology</i> <ul style="list-style-type: none">• Table 7: Estimated Retention Rates 2006-2007
Section 5	Programs Offering Internet Course Work <i>5.1... Internet Courses by Program</i> <i>5.2...Full Online Degree</i>
Section 6	EHAC Guideline Suggestions
Section 7	Overall Program Health <i>7.1...Potential Program Closing</i>
Section 8	Demographics of Environmental Health Faculty & Student Body <ul style="list-style-type: none">• Chart 1: Enrolled Students by Age• Chart 2: Student Diversity• Chart 3: Faculty Diversity• Figure 6: Students and Faculty by Gender• Table 8: Student Demographics• Table 9: Student Demographics (Gender)• Table 10: Faculty Demographics (Including Gender)

Section 1- Introduction

Each year environmental health programs accredited through the National Environmental Health Science and Protection Accreditation Council (EHAC) are required to submit an annual report. This report covers topics which will allow EHAC to better understand the health of individual programs, as well as the overall strength of EHAC accredited programs.

This year all thirty EHAC accredited schools participated in the 2006-2007 survey. Of which, five schools boast both graduate and undergraduate accredited programs and only two schools solely offer graduate level education. EHAC accredited four new programs in June 2006. These programs include Indiana University-Purdue University Indianapolis, New Mexico State University, Texas Southern University, and the University of Illinois at Springfield (graduate program), therefore only one year's worth of data are available to analyze. This is an important factor because some sections of this report base conclusions on the synthesis of historical data in order to identify important trends in enrollment, graduates, as well as gender and ethnic diversity of EHAC programs.

This report will explore; student and faculty diversity, the security and stability of individual programs, suggestions for EHAC accreditation guidelines, changes and innovations in programs, and student recruitment, enrollment, retention, and graduation.

Section 2- Program Faculty and Administration Updates

2.1 Changes in Faculty and Administration- New Faculty

California State University at Northridge

Jeff Mueller (Part-time)

California State University, San Bernardino

Robert Phalen, (Assistant Professor)

East Carolina University

Paul Knechtges (Part-time)

University of Illinois at Springfield

Denise Keele (Part-time)

Yang Zhang (Part-time)

Pam Doughman (Part-time)

Indiana University-Purdue University Indianapolis

Thomas New (Associate Faculty)

New Mexico State University

Adrian Unc

Ohio University

Chuck Hart (Part-time)

Spelman College

Terezinha Cassia Galvao (Full-time)

University of Wisconsin-Eau Claire

Robert Nelson (Part-time)

Carol Johnson (Part-time)

Glenn Stoddard (Part-time)

Jim Dunning (Part-time)

Wright State University

David A. Smith

Caroline Metosh-Dickey

2.2 *Unfilled or Anticipated Vacancies*

Boise State University

“Currently, the program has one unfilled faculty position. Final candidate interviews have been completed for this unfilled position and an offer has been made to the finalist. At this time, the acceptance or rejection of this offer is pending.”

California State University at Fresno

“One new tenure track positions scheduled for fall 2008.”

California State University at Northridge

“We are currently filling a new tenure track faculty position. We are also requesting a new tenure track position. Two part-time faculty were removed, but the remainder of the part-time faculty have done an excellent job for us.”

East Carolina University

“One Full-Time (1), Tenure Tract (Open Rank) position is available for the 2007-2008 academic year. Recruitment is currently in progress and applications are being accepted.”

Eastern Kentucky University

“One Position to be advertised”

The University of Findlay

“We do not currently have any openings but may need sabbatical replacement in 2008-2009. This position could result in a renewable position.”

The University of Georgia

“Yes- 2 tenure-track faculty positions and 1 instructor position (filled for SU 2007).”

University of Illinois at Springfield

“Dr. Remi Imeokparia (epidemiologist) is retiring June 2007. We have hired a visiting assistant professor (Mark Edger, Ph. D.) for the 2007-2008 academic year. We will be conducting a search fall 2007 to fill the epidemiology/biostats position.”

Indiana University of Pennsylvania

“One unfilled position in parasitology, so EHNV 310 Applied Entomology and Zoonoses has not been taught since spring 2003. No specific plans to fill this position.”

Mississippi Valley State University

“We have one unfilled faculty position.”

Old Dominion University

“We hope to add one full time faculty in 2007/2008 academic year. We currently have a search underway for an Endowed Professor of Environmental Health.”

Texas Southern University

“Another full time faculty position has been approved pending enrollment trends.”

Western Carolina University

“Yes”

Section 3- Program Trends

3.1 Background

Programs were asked to indicate trends in program activity including fluctuations in the number of program applicants, enrolled students, graduates, and accessible job opportunities for graduates of the accredited environmental health programs. Results deduced from the responses of the thirty annual update participants are recorded in the tables below. All answers pertain to the 2006-2007 academic year.

3.2 Tracking

The EHAC annual update asks programs to report on their enrollment. Unfortunately, for various reasons, schools use different tracking techniques to identify enrolled students. These differences inherently cause data to be imprecise; therefore, it is important to consider these data in reference to their collection methods. The following table provides a breakdown of techniques schools used to obtain enrollment information for the 2006-2007 school year.

Method for counting students as enrolled	Description	Number of Schools	Percentage
<i>No Response</i>	Program did not provide a response to the question	3	10.0%
<i>Declared Majors</i>	Students who have declared Environmental Health as their major	9	30.0%
<i>Enrolled in Environmental Health Class</i>	Students who are taking 1 or more environmental health classes	3	10.0%
<i>Enrolled in an Envmtl. Health Class and Declared Major</i>	Students who are taking environmental health classes and declared it as major	4	13.3%
<i>Combination of Enrolled/ Interested/ Declared</i>	Students are meeting two or more of these categories.	2	6.7%
<i>Database</i>	Information obtained by querying a database	3	10.0%
<i>University Records</i>	Data are provided by university student record departments	6	20.0%

Table 1: Tracking methods used to gather enrollment data for the 2006-2007 Annual Updates reported by 28 respondents

3.3 Results

3.3.1 Enrollment (Undergraduate)

This year programs indicated observing an increase in student enrollment (table 2); since the 2005-2006 academic year, overall EHAC program enrollment has risen 2.1%, from 1,135 students in 2006 to 1,159 in 2007. It is important to note that two of the accredited programs who participated in the survey did not provide 2006-2007 undergraduate enrollment information. Unfortunately this can impact data.

Programs have been experiencing a decrease in student enrollment for several years. Figure 1 shows enrollment trends for the past 10 years. Since 1998 the number of students enrolled in accredited environmental health programs has dropped by 604. Although the number of accredited programs has increased in this time, individual students enrolling in the programs is on the decline.

	Increase	Decrease	No Change	Non-responsive
Number of Programs	12	7	10	1
Percentage	40.0%	23.3%	33.3%	3.3%

Table 2: Summary of enrollment results from 2006-2007 annual update

The ten year average (1998-2007) for student enrollment is 1,255 students whereas the five year average (2003-2007) for enrollment is 1,126 students. This means this year's undergraduate student enrollment is 2.8% above the five year average and 7.6% below the ten year average.

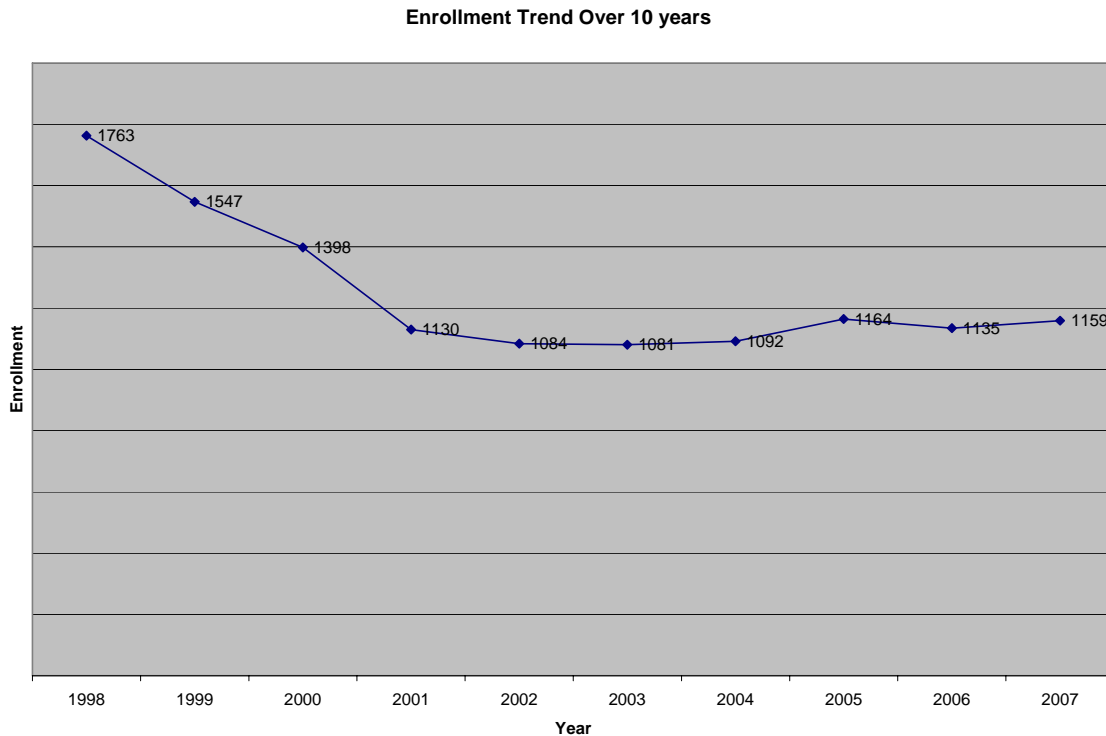


Figure 1: Graph of enrollment trend in EHAC accredited programs from 1998-2007

Figure 2 (below) represents 2007 undergraduate student enrollment for the 2006-2007 school year. The schools that did not submit figures for 2007 enrollment are not included. It is important to remember that many schools are using imprecise methods of counting enrollment numbers.

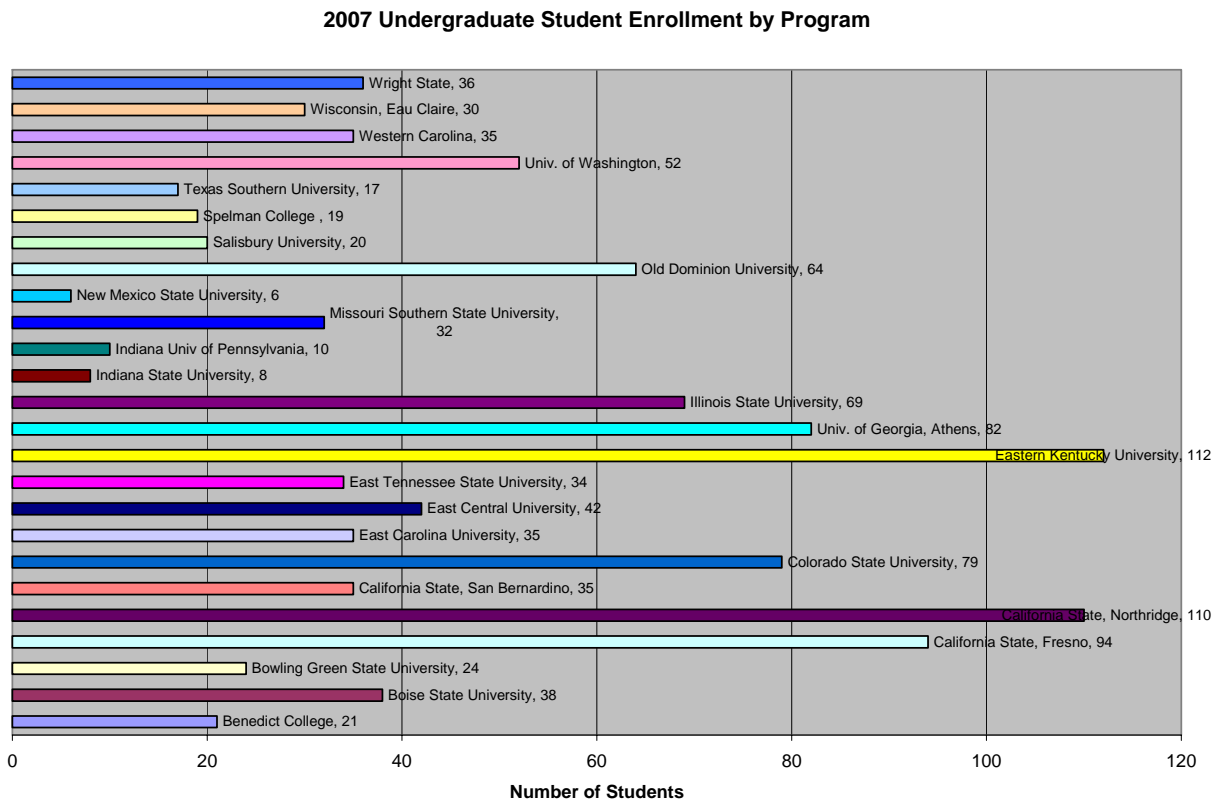


Figure 2: Bar graph of 2007 undergraduate student enrollment by program

3.3.2 Graduation Rate (Undergraduate)

This year, EHAC accredited programs reported graduating 306 students from undergraduate programs (figure 3); however, two of the programs who responded to the survey failed to report their numbers. As with the missing data for undergraduate enrollment, the results are inexact, and therefore less suitable for drawing concrete conclusions.

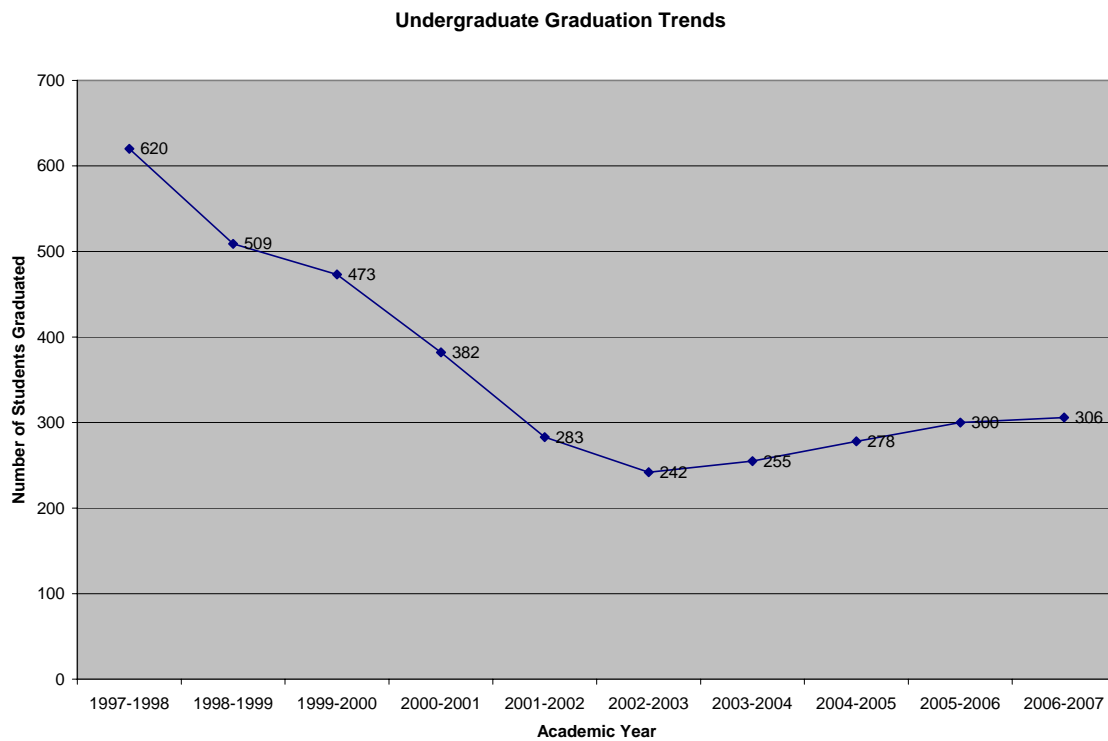


Figure 3: Graduation trends over a ten year period. This years undergraduate graduation figure is 16.2% less than the ten year average, but 9.8% above the five year graduation rate average.

3.3.3 Graduate Program Trends

Accredited graduate programs are seeing an increase in student enrollment. Two years ago only 75 students were enrolled in an accredited environmental health Master's program. This year, over 227 graduate students are engaged in an EHAC graduate degree program. Unfortunately, numbers cannot be precise because one of the seven graduate schools did not return data. Despite this fact, both enrollment and graduation rates are climbing in the graduate programs.

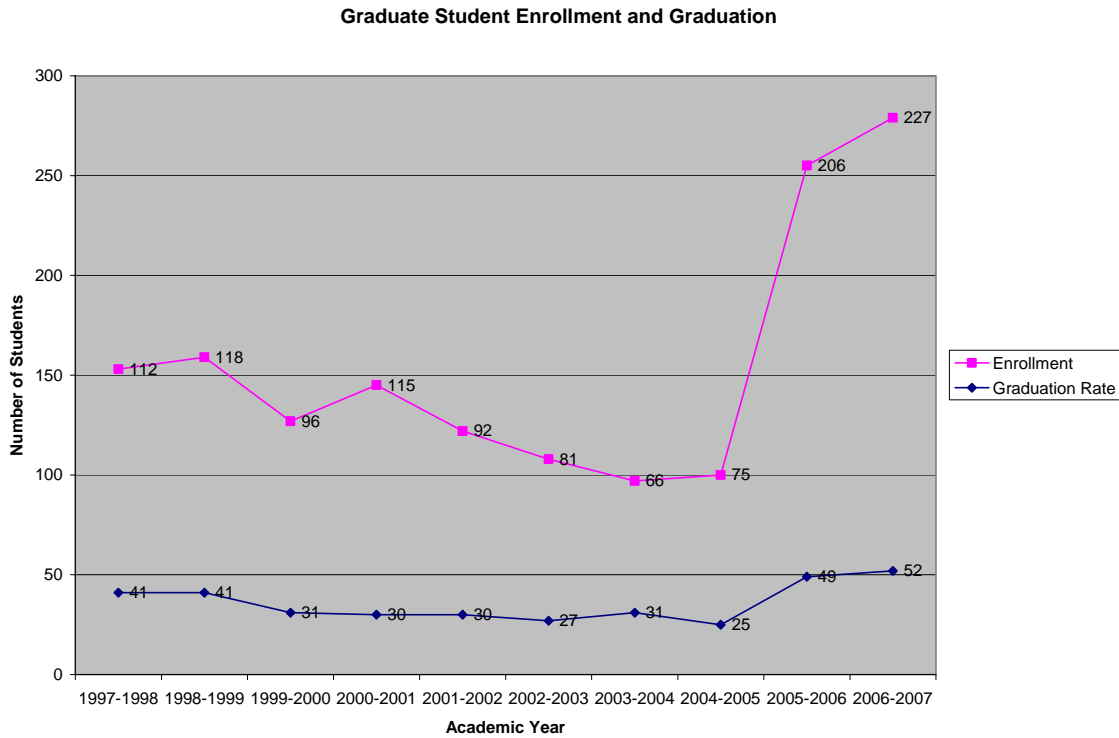


Figure 4: Trends in graduate student enrollment and graduation

3.3.4 Applicants

Schools were asked to comment on their observations of trends of students applying to their program. The results are recorded below.

	Increase	Decrease	No Change	Non-responsive
Number of Programs	14	4	11	1
Percentage	47.6%	13.3%	36.7%	3.3%

Table 4: Summary of applicant trends

Programs were asked to explain the reason for the increase or decrease in applicants. Summaries of answers are provided below.

Factors attributed to decrease:

- Internal program issues
- Lack of coordinated campaign
- Difficulty attracting students due to hard science requirements
- Lack of flexibility with electives
- Lack of visibility
- Limited funding for wide range marketing

Factors attributed to increase:

- College and program promotion of the major
- Word of mouth
- Student awareness of job opportunities
- Working with community college councilors
- National interest in environmental health increasing
- Engaging more students in the general education class
- Recruiting students (especially underclassmen)
- Providing internships, tuition allowances, and book allowances
- Following up with students more intensively
- Recruitment efforts funded by AEHAP
- Increased program visibility to students
- Newness of program
- Mandatory environmental class for new students
- State of the art and high tech facilities
- Classes centrally located on campus
- Opportunities for research and graduate studies
- Awareness in the public eye due to events like Katrina, 9-11, food and vector borne illnesses, and bio-terrorism threats

3.3.5 Employment Opportunities

Several EHAC programs indicated knowledge of an increased number of environmental health jobs for graduates of their programs. The results are recorded in the table below.

	More Jobs	Fewer Jobs	No Change	Non-responsive
Number of Programs	21	0	6	1
Percentage	75.0%	0	21.4%	3.3%

Table 5: Observed trends of employment opportunities available to environmental health graduates out of 28 surveys

Section 4- Recruitment and Retention Report

The environmental health professional community is facing a workforce shortage. It is estimated that as many as 137,000 individuals are needed to fulfill the demand for environmental health services (i). This fact compounded by a large portion of environmental health experts reaching the ages of retirement creates a dramatic need for increased enrollment in environmental health programs (ii). Although this issue is a national crisis, minority groups will feel the impacts of under-representation in the environmental workforce more sharply because of a predisposition for increased environmental health risks in communities of color (iii).

Eighteen of the twenty-eight annual update respondents acknowledged having a special program or initiative in place working to recruit or retain minority students into an environmental health program. These students of color will help fill the critical need for a more diverse environmental health workforce, and, “are more likely to serve minority and medically underserved populations (iv).” According to data collected from EHAC schools over the past five years, diversity of enrolled students is increasing.

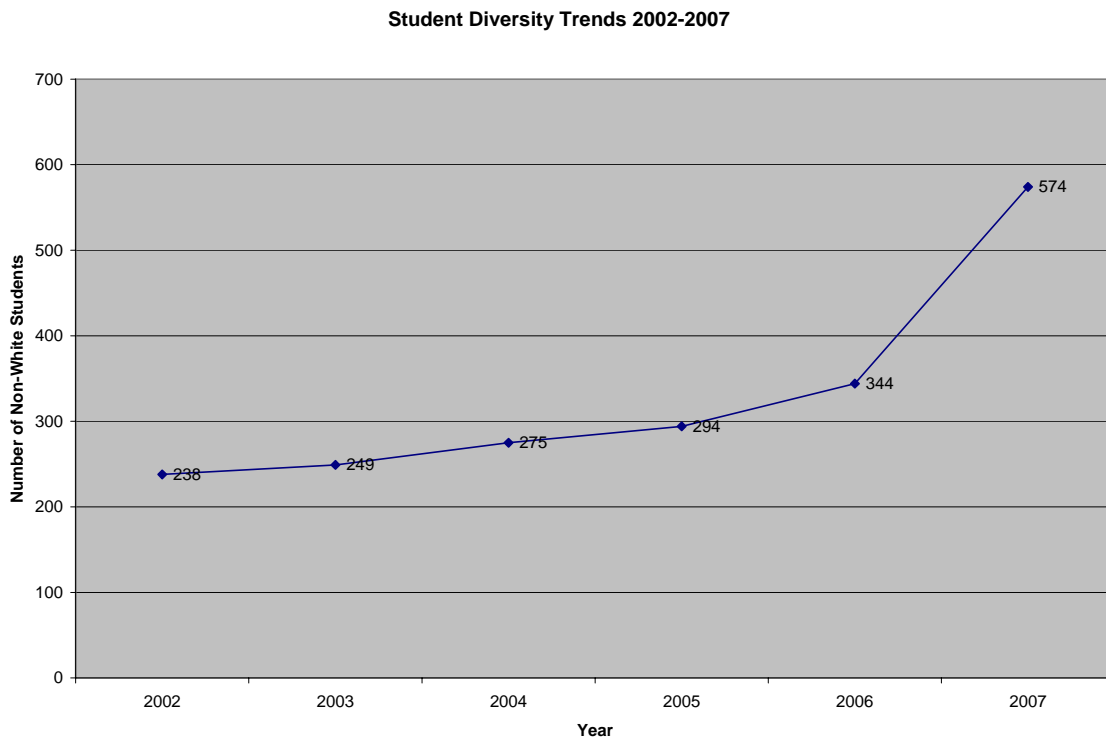


Figure 5: Trend of ethnic diversity in EHAC accredited programs. The total number of students enrolled in an EHAC accredited program is 1,439. 40% of the total student population is ethnically diverse.

4.1 Recruitment of Diverse Students

Below are brief descriptions provided by individual programs of techniques they are using in order to encourage students of color to enroll in their environmental health program.

Benedict College

“As a HBCU, Benedict College concentrates on recruiting and retaining African-American and other diverse ethnic groups. We use recruitment and program promotion to attract students from diverse communities.”

Boise State University

“The diversity of students in the program reflects the overall diversity breakdown of the Boise Metro area and State of Idaho. The University through its recruitment office is targeting student diversity. This is being done by marketing the University to out of state students through recruitment seminars to more diverse areas in the Pacific Northwest.”

California State University at Northridge

“We are one of the most diverse Universities in the Country. If we recruit students in general, we already have diversity. Indeed, we are one of the most diverse programs accredited by EHAC.”

California State University San Bernardino

“Yes, we have a \$300K, 3-year grant from the USDA-Hispanic Serving Institutions Grants Program for “Recruitment and Retention of Bilingual Pre-professionals in Environmental Health Science Program” We also have a scholarship program through an endowment from the Mojave Desert Air Quality Management District to provide financial assistance to deserving students in the Program. Also, to help meet the financial needs of our environmental health students club, we have been able to get a yearly donation from the Southern California Edison Company for two years in a row.”

Colorado State University

“Yes, both our program and department strategic plans articulate initiatives to recruit and retain diverse students and faculty. We invite representatives from the Indian Health Service (IHS)/USPHS to campus annually to present and recruit and advertise the event to draw eligible candidates to the major. We advertise available scholarships for Hispanics and Native Americans in EH. We participate with the Center for Educational Access and Outreach (CEAO) in annual minority recruitment visits to campus. We maintain dialogue with all the minority advocacy offices on campus: Native Americans, Blacks, Asian, Pacific, and Latinos. Dr. Gilkey is on the advisory board for the Society for the Advancement of Chicanos and Native Americans (SACNAS).”

East Carolina University

“No specific program other than normal recruitment process and having a somewhat diverse environmental health facility.”

East Central University

“University has initiatives. No specific initiatives at department level.”

East Tennessee University

“University has a diversity office that sponsors recruiting efforts.”

Eastern Kentucky University

“We have one faculty that assists with campus diversity recruitment program.”

University of Findlay

“Our emphasis is in recruiting qualified international students. Many, although by no means all, will stay in the US for some period of time or seek to become permanent residents.”

University of Illinois at Springfield

“ENS-no. MPH-yes (International initiative to reach students form India and other Asian communities).”

Indiana University-Purdue University Indianapolis

“The Associate Dean appointed a Diversity Cabinet in the spring of 2007, and the Cabinet includes a student who is majoring in Environmental Science and Health. The Diversity Cabinet will make recommendations during the 2007-2008 academic year.”

“Faculty (Ritchie and Rekhter) are working with Crispus Attucks Medical Magnet School an urban middle/high school, to sponsor 30 freshman students in a special program designed to attract minority students to attend college and specifically to attract students to the environmental health and health administration fields. Fifteen of these students will be in an environmental health cohort.”

Mississippi Valley State University

“Yes, scholarships are available for diverse students.”

Missouri Southern State University

“Scholarships are offered for minority and international students. And we attempt to gain grants that pay for students time for outreach to mid & high schools.”

New Mexico State University

“The Environmental Science program actively recruited and visited two Native American community colleges with special interest on the Environmental Health program (Dine Community College-Crown Point and Southwestern Polytechnic Institute-Albuquerque). Additionally, an article was submitted and published by the Environmental Education and Outreach Program that is part of the Institute for Tribal Environmental Professionals (ITEP) at Northern Arizona University. The purpose of this program is to interest Native American students in environmental careers and assist schools in improving environmental science literacy.”

Ohio University

“We visit general science classes and participate in a majors fair on campus every year.”

University of Washington

We do not have specific programs or incentives. However, we recruit from community colleges in the area which traditionally have a higher percentage of underrepresented students than does the UW. Many students appreciate the critical mass of students who come from similar or same cultural background.”

Wright State University

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

4.2 Retention

Much like the methods for collecting enrollment data, techniques for acquiring retention data have not been standardized among EHAC accredited schools. The following table (table 6), depicts the various strategies schools have used to track environmental health students.

Method for tracking student retention	Description	Number of Schools	Percentage
<i>No Response</i>	Program did not provide a response to the question	5	16.7%
<i>No Formal Method</i>	Schools did not report a method for tracking student retention	6	20.0%
<i>Faculty Contact</i>	Tracking through academic advising or contact with university staff	7	23.3%
<i>Formal Cohort</i>	Students tracked through a cohort system	3	10.0%
<i>University Records</i>	Data is provided by university student record departments	6	20.0%
<i>Programs</i>	Retention is tracked by a program unique to the school	3	10.0%

Table 6: Methods used by schools to track retention of students

4.3 Methodology

Despite a lack of continuity in program’s retention tracking and enrollment counting methodologies, it is still possible to observe trends in retention among the EHAC accredited schools. Table 7 compares programs’ graduation rates to enrollment rates for the last five years. The formula used to calculate approximate retention rates is $\text{past five academic years mean graduation} \div \text{past five years mean enrollment} = \% \text{ retention rate}$.

This year the approximate retention rate over five years for EHAC programs is 24.4%. Last year the average retention rate was 26.3%. In the future it may be important to standardize requirements for both enrollment counting and retention tracking techniques to ensure the results reflected by data are more accurate.

Accredited Program	2003-2007 Mean Enrollment	2003-2007 Mean Graduation	Graduation / Enrollment
Benedict College (3)	21	3	43.3%
Boise State	29	5.8	20.0%
Bowling Green State	22.6	6.8	30.1%
California State, Fresno	67.2	14.4	21.4%
California State, Northridge	100.6	23.8	23.7%
California State, San Bernardino (3)	29.3	6	20.5%
Colorado State	71.8	22.6	31.5%
East Carolina	40.2	11.4	28.4%
East Central	41.6	9.8	23.6%
East Tennessee State	41	9.8	23.9%
Eastern Kentucky	145.6	26.4	18.1%
Univ. of Georgia, Athens	80.8	22.6	28.0%
Illinois State	53.4	12.8	24.0%
Indiana State	10.6	3	28.3%
Indiana Univ of Pennsylvania (3)	13.3	3.3	24.8%
Missouri Southern State	32.2	7.2	22.4%
New Mexico State University (1)	6	0	0.0%
Ohio University	48.2	9.2	19.1%
Old Dominion University	55.6	12.4	22.3%
Salisbury State	25.6	8	31.3%
Spelman College (2)	20.5	4.5	22.0%
Texas Southern(1)	17	3	17.6%
Univ. of Washington	40.2	10.2	25.4%
Western Carolina	35.4	11.8	33.3%
Univ. of Wisconsin, Eau Claire	32.8	7	21.3%
Wright State	43.6	13.4	30.7%

Table 7: Enrollment and retention rates are used to find the approximate retention rate. A number following a school name indicates the length of time (years) the program has participated in the survey.

Section 5- Programs Offering Internet Coursework

5.1 Internet Courses by Program

Bowling Green State University
ENVH 210-Global Commons

California State University at Fresno
Hazardous Materials Management
HS161 Environment and Human Health

California State University at Northridge
EOH 356OL-a general education course in environmental health
EOH 101OL-a new online version will be offered in the fall

Colorado State University

EH 405-Fundamentals of Ergonomics

EH 407-Emergency Response and Preparedness (under development)

East Carolina University

EHST 2110-Introduction to Environmental Health Sciences

EHST 4990-Environmental Health Internship

EHST 5001-Environmental Health Seminar

EHST 5510-Physical Safety

EHST 5520-Biological Safety

EHST 5530- Chemical Safety

EHST 5540-Radiation Safety

EHST 5800-Solid and Hazardous Waste

EHST 6010-Fundamentals of Environmental Health

EHST 6201-Individual Studies

EHST 6210-Topics in Environmental Health

EHST 6300-Public Health Pests and Vector Borne Diseases

EHST 6420-Sanitary Microbiology and Safety of Foods

EHST 6600-Air Pollution

EHST 6700-Industrial Hygiene

EHST 6800-Environmental Health Program Management

EHST 6980-Practicum

EHST 6990-Professional Paper

EHST 7000-Thesis

East Central University

EHS 3803-Environmental Toxicology

University of Findlay

All courses are offered over the Internet

University of Illinois Springfield

Environmental Law

Epidemiology (New Fall 2007)

Environmental and Occupational Health (New Fall 2007)

Community Health Research (New Fall 2007)

Illinois State University

HSC 156-Environmental Health in the 21st Century

Indiana State University

HLTH 210-Principles and Practices of Environmental Health

HLTH 360-Epidemiology

Missouri Southern State University

EH 201-Hazardous Materials
EH 304-Geographic Information Systems
EH 312-Environmental Biology
EH 373-Solid Waste Management
EH 375-Disease Vector Control
EH 370-Environmental Health
EH 372-Environmental Regulations
EH 377-Food Safety
EH 380-Epidemiology

New Mexico State University

HLS 450-Epidemiology
HLS 452-Environmental Issues in Community Health
HLS 453-Worksite Health and Safety Education

Ohio University

Introductory Environmental Health Course

Western Carolina University

HSCC 300-Occupational Health and Safety

University of Wisconsin-Eau Claire

Epidemiology

5.2 Full Online Degree Program

East Carolina University

“An on-line Master’s degree (MSEH Applied Option) passed through University Curriculum Committees this year. We hope to begin offering it on-line to Registered Sanitarians/Environmental Health Specialist in the Fall Semester of 2007.”

University of Findlay

“All courses are offered over the Internet. All core classes and some of electives are offered as live courses. We have the same learning objectives and in many classes the same or similar assignment for online classes as live classes.”

Missouri Southern State University

Full on-line program in development

Section 6- EHAC Guideline Suggestions

Schools were asked to comment, or make suggestions about current EHAC guidelines.

“The EHAC guidelines might allow, or require, colleges pursuing accreditation to indicate the degree of readiness the program feels that its school has reached within specific requirement areas prior to formally submitting an application for accreditation. This would allow guidance or assistance to be concentrated in areas of least readiness.”

“Guidelines on the web have many typos. This needs to be cleaned up.”

“With the latest revisions, the guidelines seem to be fine. However, the interpretation of these guidelines has sometimes been too ridged. Because of the rigidity in the past, we considered withdrawing from this organization. Fortunately, calmer heads have prevailed, and the new members of the Council seem to be a much more reasonable group.”

“I have no problem with the guidelines. However, I sometimes worry about the people who are in a position to read and apply those guidelines.”

“They should reflect necessary knowledge, skills and abilities for success in the EH related professions. Guidelines should be designed to assure necessary competencies required in the EH professions.”

“Clarify programmatic requirements, examine need for organic chemistry and institute options such as biochemistry.”

“Guidelines need to be significantly strengthened. There is a wide disparity in the broadness of the curriculum between programs, the required courses or areas are embarrassingly low in number. Example being that there are 24 EH programmatic areas. The current weak requirements only require in depth study in four areas and “exposure” to the remaining areas. The latter of which could be accomplished merely by taking one introductory course. The current requirements for a “minor” in our program exceed this programmatic requirement in EHAC for a major. Given this, it appears our minors are better prepared than the minimum EHAC requirements for a major. There needs to be a step development process to either get a large group of the programs up to par or out of the accreditation business. Students graduating the programs are not equally prepared yet they are being equally credentialed.”

“Stop worrying about part time vs. full time. Focus on average years to completion and completion rate. Our average years to completion for a 33 credit hour program is 2.51 yrs. With a st. dev. Of 1.1 yrs.

“Considerations about ethnicity should focus on the fact that we are a world wide organization and will continue to recruit students for our program from outside the United States.”

“Continue to work on competency-based criteria rather than course-specific criteria. Allow flexibility on how a department shows competencies.”

“If there are going to be major changes in the accreditation guidelines, the accredited programs should be notified and give them a chance for their input.”

“EHAC accreditation guidelines should consider adding competency in Geographic Information Systems as a technical area. Also, accreditation for new programs should only be for three years maximum.”

“Urge reconsideration of science requirements to attract a larger pool of students. Strongly recommended a course in ethics and one in diversity. Strongly recommended a course in geographic information systems. Strongly recommended a course in data analysis and laboratory methods.”

“An EH Professional should be a scientist. However, I think the EH Programs should have greater individual autonomy to determine which of the science courses taught at their university should be included in the EH Degree. Each university has unique needs and criteria that determine the science courses offerings and these are beyond the control of the EH Program. I suggest that we require an overall level of science competency that truly assists the EH professional in their duties instead of relying on “those courses offered to basic science majors” which are likely to differ between universities. Perhaps goals and objectives in science that meet the needs of the EH professional would be a better approach.”

“Get rid of the library resources component of the self study document.”

“More attention to student learning outcome assessment rather than primarily program outcome assessment.”

“Define ‘in depth study’ and ‘be exposed to.’”

“The EHAC survey instrument should be decreased in length. The current version results in poor response rates.”

“Just one area that has affected our program was EHAC’s preference for general microbiology course in favor of environmental microbiology. As a result, we had to drop the later for the former in order to achieve accreditation. We think a choice could have been allowed provided the content of the course meets the criteria.”

Section 7- Overall Program Health

Programs were asked to indicate any concern voiced by school administrators about low enrollment in the environmental health programs. The following responses are from the programs who reported concern about the future of their program.

“They would like more students, but we bring enough external funds to protect us from being eliminated.”

“The college supports our increase in enrollment; we received an new tenure track faculty position, an overall funding has improved due to the increased enrollments.”

“Our administration is always concerned about program enrollment. Fortunately our program is located in an excellent Department (Health Education and Promotion) and College (Health and Human Performance) that seems to understand that it will take time and support to build the program again.”

“Enrollment and graduation targets were set for our program and university wide.”

“The dean would like to see larger programs; the previous dean was comfortable with the current size.”

“Enrollment target is 70-80 students.”

“We have had program meetings with the Chairperson and the College Dean to come up with new ideas for recruitment.”

“My administration is concerned with the low enrollment because accredited programs is one of its Pennsylvania State System of Higher Education Performance Indicators.”

“We are discussing ways to increase enrollment; if enrollments do not increase in the next several years we will likely lose the program.”

“College level administrators are concerned that class size in some of the environmental science courses are too small. The Department has initiated a recruiting program.”

“This is due to a current budget situation, all small programs are being examined for efficacy.”

“Our schools tuition reimbursement is based on enrollment, hence there is always concern for members.”

“Low enrollment in a small program is always a concern.”

“The Dean said we need to up our enrollment.”

“We don’t always meet minimum class size requirements.”

Potential Program Closings

“Over the next year, UIS will be transitioning the environmental health curriculum from the Department of Environmental Studies into the Department of Public Health. First phase of this transition was to establish an Master of Public Health (MPH) with concentration in Environmental Health. This concentration has obtained campus approval and awaits approval by the Illinois Board of Higher Education (IBHE). Students will be admitted into this concentration as soon as IBHE approval has been obtained. Phase 2 will be to transition the risk sciences and environmental health courses from the Department of Environmental Studies into the MPH with concentration in Environmental Health. Phase 2 changes ownership of courses, but does not discontinue the accredited degree. This transition will happen over the next year, but will not disrupt students academic progress in the M.S. in Environmental Sciences with option in Risk Sciences as the courses will initially be cross-listed between the two departments. Phase 3 will be to remove the risk sciences option out of the Department of Environmental Studies and move it to the MPH with concentration in Environmental Health. During Phase 3, general core courses taken by the students will change from those of the M.S. in Environmental Sciences to those of the MPH.”

“Yes, we are undergoing a program prioritization evaluation to determine the future of the program as well as many other programs-yes, the program is a target for elimination.”

“We are in wait and see mode at present.”

Section 8- Demographics of Environmental Health Faculty and Student Body

For the past several years, EHAC has surveyed its programs on the demographics of program faculty and students. The purpose of gathering this information is to follow trends of program composition. This information can then be used to draw inferences about the future environmental health workforce.

The following tables, charts and figures are summaries of data provided by the schools. This year's enrollment showed a 40.1% increase in diversity over 2005-2006 as depicted in figure 5.

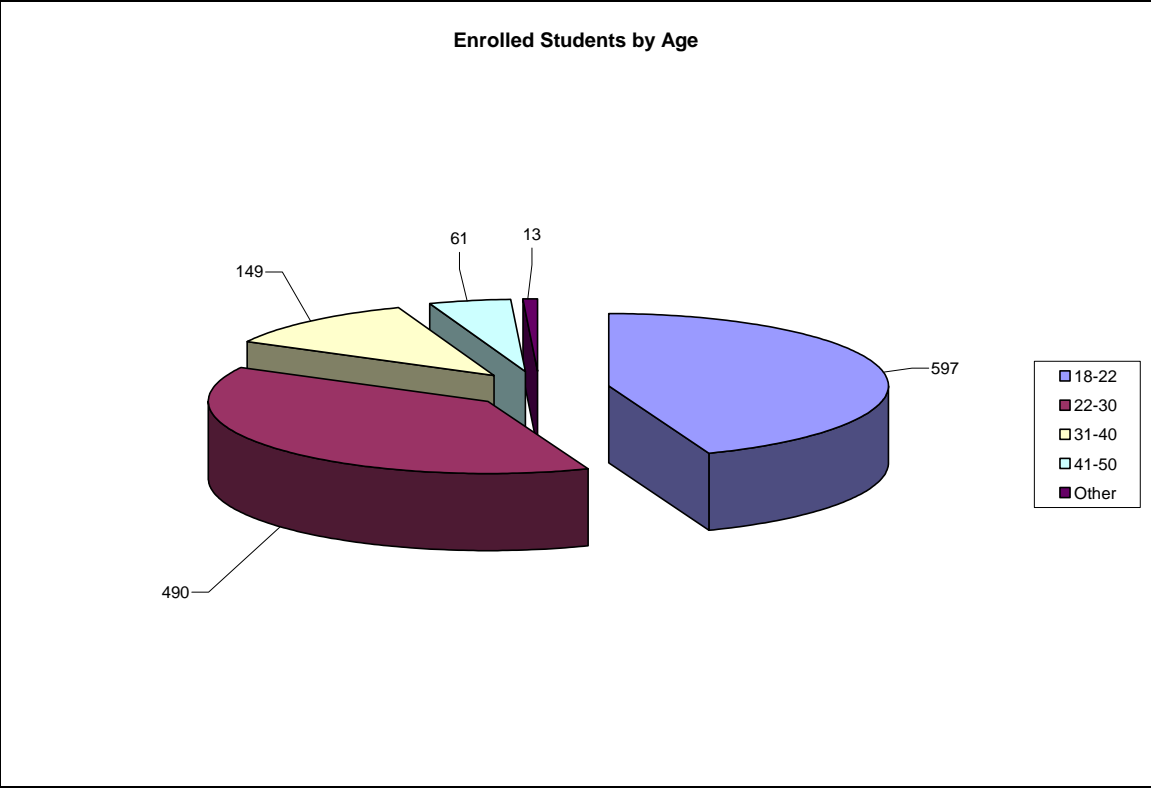


Chart 1: Environmental health students by age

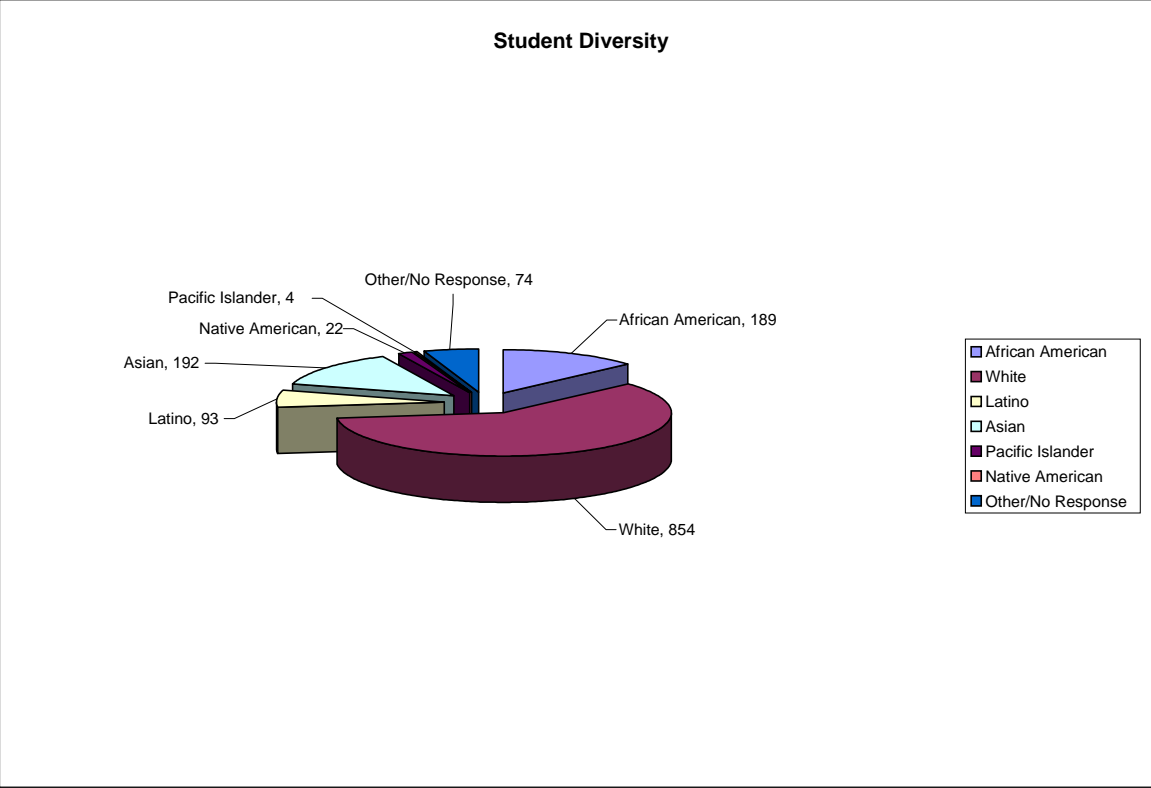


Chart 2: Total student program diversity 2006-2007

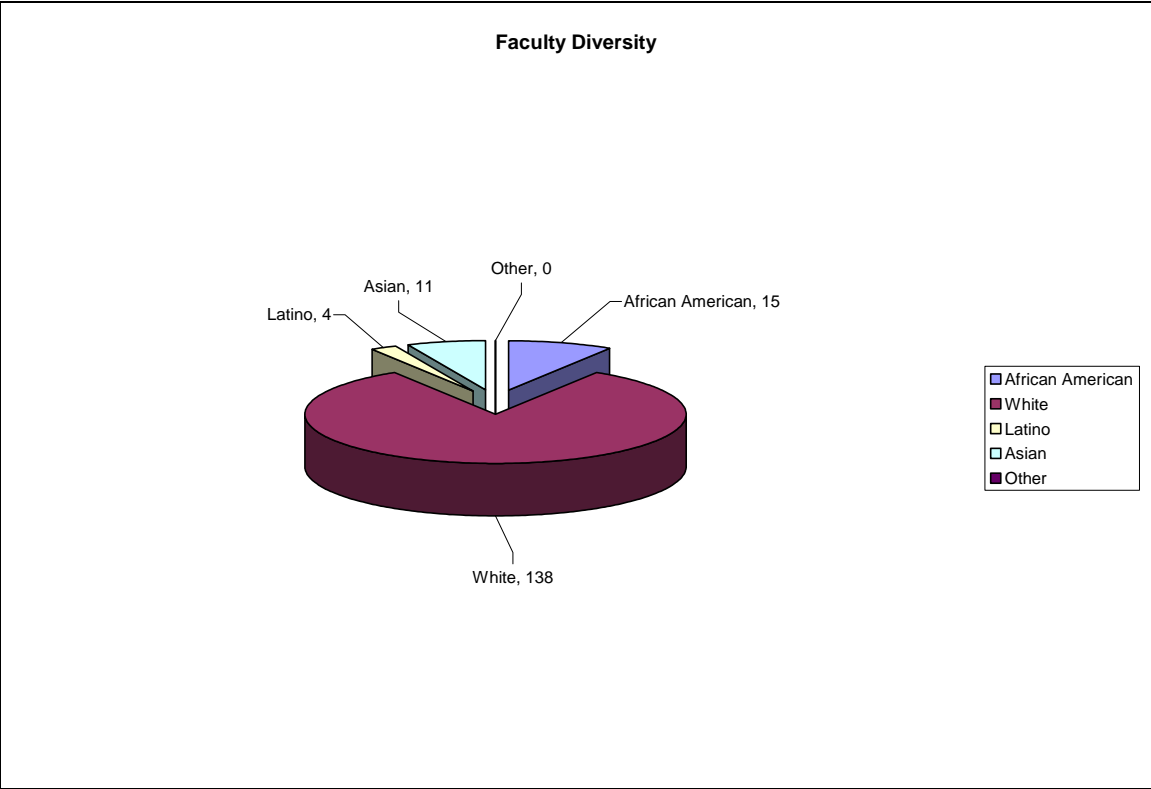


Chart 3: Total faculty program diversity 2006-2007

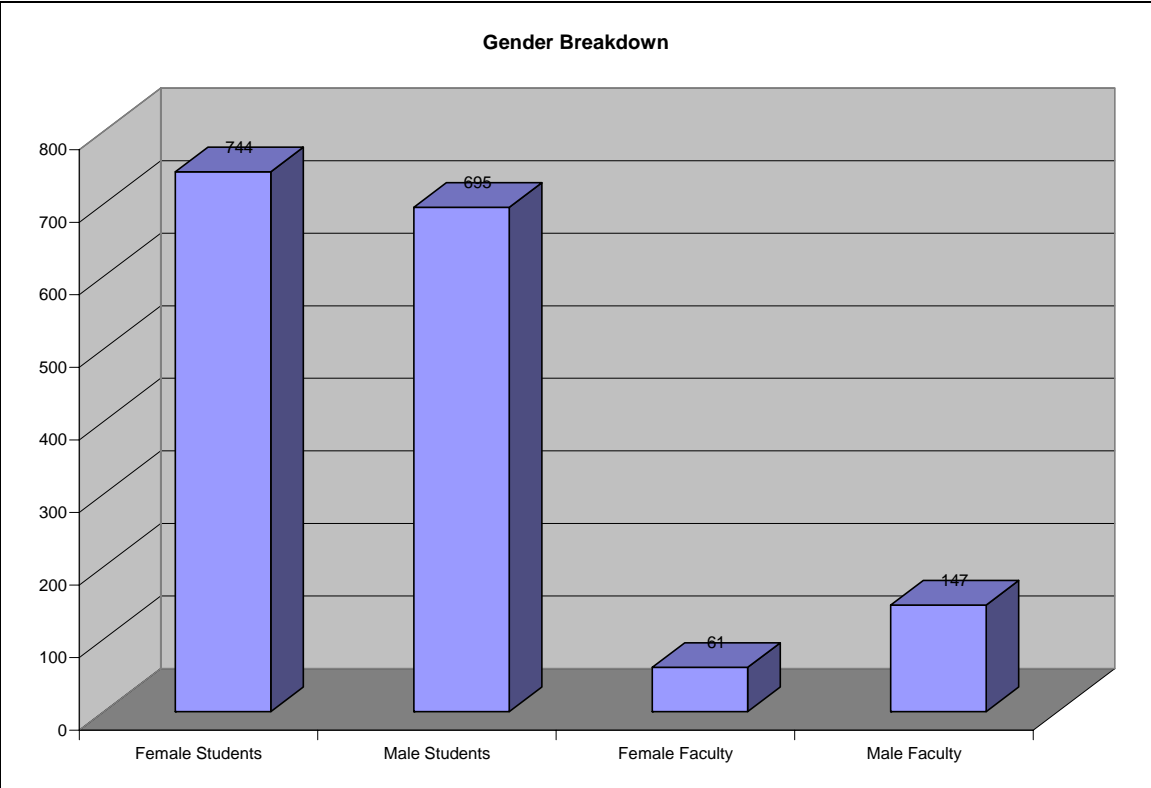


Figure 6: Student and faculty gender breakdown 2006-2007

Accredited Program 2006-2007 Student Demographics	African		Hispanic/				Native		Pacific		Other /NR/			
	American	%	White	%	Latino	%	Asian	%	American	%	Islander	%	Unidentified	%
Benedict College	20	91%			2	9%								
Boise State			35	92%	1	3%	1	3%	1	3%				
Bowling Green State	2	9%	20	91%										
Cal. St., Fresno	7	7%	9	10%	29	31%	38	40%					11	12%
Cal. St., Northridge	16	11%	35	24%	37	26%	32	22%					25	17%
Cal. St., San Bernardino	6	17%	12	33%	9	25%	9	25%						
Colorado State	2	3%	64	83%	5	6%	3	4%	2	3%	1	1%		
East Carolina	9	25%	24	66%			1	3%					2	6%
East Central			29	68%			1	2%	13	31%				
East Tennessee State	2	5%	38	88%									3	7%
Eastern Kentucky	10	8%	96	85%	1	1%	1	1%	2	2%	1	1%	2	2%
University of Findlay	6	4%	60	40%	2	2%	60	40%					20	14%
Univ. of Georgia, Athens	5	6%	65	79%	1	1%	4	5%	2	3%			5	6%
Univ. of Illinois at Springfield			28	91%	1	3%	2	6%						
Illinois State	2	3%	58	84%	3	4%	1	2%					5	7%
Indiana State	1	12%	7	88%										
Indiana Univ of Pennsylvania	1	10%	9	90%										
Mississippi Valley St. Univ.	38	100%												
Missouri Southern State	2	6%	28	88%					1	3%			1	3%
New Mexico State University			2	100%										
Ohio University	2	4%	53	96%										
Old Dominion University	9	14%	50	81%			2	3%			1	2%		
Salisbury University	1	5%	19	95%										
Spelman College	19	100%												
Texas Southern	16	94%					1	6%						
Univ. of Washington	6	10%	17	29%			34	59%			1	14%		
Western Carolina	1	3%	33	94%	1	3%								
Univ. of Wisconsin, Eau Claire	2	5%	31	84%	1	3%	2	5%	1	3%				
Wright State	4	11%	32	89%										
Totals	189		854		93		192		22		4		74	

Table 8: Student demographics by program.

Accredited Program				
2006-2007 Student Demographics	Male	%	Female	%
Benedict College	8	36%	14	64%
Boise State	18	47%	20	53%
Bowling Green State	18	75%	6	25%
Cal. St., Fresno	37	39%	57	61%
Cal. St., Northridge	64	44%	81	66%
Cal. St., San Bernardino	18	51%	17	49%
Colorado State	25	28%	64	72%
East Carolina	17	49%	18	51%
East Central	35	81%	8	19%
East Tennessee State	27	63%	16	37%
Eastern Kentucky	52	46%	60	54%
University of Findlay	88	60%	60	40%
Univ. of Georgia, Athens	43	52%	39	48%
Univ. of Illinois at Springfield	14	45%	17	55%
Illinois State	31	45%	38	55%
Indiana State	3	38%	5	62%
Indiana Univ of Pennsylvania	3	30%	7	70%
Mississippi Valley St. Univ.	8	21%	30	79%
Missouri Southern State	24	75%	8	25%
New Mexico State University	2	100%		
Ohio University	40	73%	15	27%
Old Dominion University	29	47%	33	53%
Salisbury University	14	70%	6	30%
Spelman College			19	100%
Texas Southern	6	35%	11	65%
Univ. of Washington	20	35%	38	65%
Western Carolina	19	54%	16	46%
Univ. of Wisconsin, Eau Claire	11	30%	26	70%
Wright State	21	58%	15	42%
Totals	695		744	

Table 9: Gender breakdown of enrolled students

Accredited Program 2006-2007 Faculty Demographics	African American		White		Hispanic/Latino		Asian		Other / Unidentified		Male		Female	
	American	%	White	%	Latino	%	Asian	%	Unidentified	%	Male	%	Female	%
Benedict College	3	100%									7	32%	15	68%
Boise State			8	100%							6	75%	2	25%
Bowling Green State			4	100%							4	100%		
California State, Fresno			4	100%							3	75%	1	25%
California State, Northridge			4	80%	1	20%					13	77%	4	23%
California State, San Bernardino			2	50%			2	50%			2	50%	2	50%
Colorado State			15	100%							12	80%	3	20%
East Carolina	1	11%	7	78%	1	11%					8	89%	1	11%
East Central			3	100%							3	100%		
East Tennessee State			7	100%							5	71%	2	29%
Eastern Kentucky	1	11%	8	89%							7	78%	2	22%
University of Findlay			7	88%			1	12%			8	100%		
Univ. of Georgia, Athens											5	50%	5	50%
University of Illinois at Springfield	1	13%	5	62%			2	25%			3	38%	5	62%
Illinois State			4	80%			1	20%			3	60%	2	40%
Indiana State					1	50%	1	50%			1	50%	1	50%
Indiana Univ of Pennsylvania	1	25%	3	75%							3	75%	1	25%
Mississippi Valley State University	4	100%									3	75%	1	25%
Missouri Southern State			2	100%							2	100%		
New Mexico State University			6	86%			1	14%			6	86%	1	14%
Ohio University			6	100%							6	86%	1	14%
Old Dominion University			3	75%			1	25%			2	50%	2	50%
Salisbury University			2	100%							1	50%	1	50%
Spelman College	1	25%	1	25%	1	25%	1	25%						
Texas Southern University	3	100%									2	66%	1	33%
Univ. of Washington			17	94%			1	6%			15	75%	5	25%
Western Carolina			4	100%							4	100%		
Univ. of Wisconsin, Eau Claire			6	100%							4	66%	2	33%
Wright State			10	100%							9	90%	1	10%
TOTALS	15		138		4		11				147		61	

Table 10: Faculty demographics 2006-2007

Works Cited

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