National Environmental Health Science & Protection Accreditation Council

2010-2011 Update of Accredited Programs

By

Yalonda Sindé
Executive Director

Kathryn Mataya
Project Assistant

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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.

This year thirty-seven of the thirty-eight EHAC accredited programs participated in the 2010-2011 survey. Of which, thirty schools sustain an undergraduate environmental health program, 7 schools offer graduate level education for a total of 37 accredited academic programs in the nation.

In 2010, EHAC gained two undergraduate programs Baylor University and Dickinson State

This report will explore student and faculty diversity, the health of individual programs, changes and innovations in programs and student recruitment, enrollment, retention, and graduation. Additionally, faculty degree requirements, faculty salary information, the origin of international students, public vs. private sector employment of graduates, outreach strategies, program needs, and suggestions to the Association of Environmental Health Academic Program on how to support accredited programs.

2010-2011 Annual Update of EHAC Accredited Programs Report Highlights

Enrollment

- Undergraduate enrollment increased from 1,541 in 2010 to 1,574 in 2011, a 2.1% increase.

- For the 2010-2011 academic year, 1,541 undergraduate students and 255 graduate students were enrolled for a total of 1,798 students which is an increase of 0.1% as compared to 1,796 students enrolled in the 2009-2010 academic year.

- The 2010-2011 undergraduate enrollment rate is a 26.3% above the 10 year enrollment average.

- Graduate student enrollment increased by 0.8% from 255 graduates in the 2009-2010 academic year to 257 graduates in the current academic year.

Graduation Rates

- 332 undergraduate students and 67 graduate students graduated for a total of 399 graduates. This is a decrease of 10% as compared to the previous year graduation rate of 443.

- Undergraduate graduation rates decreased by 14.2% from 387 in the 2009-2010 academic year to 332 in the current academic year.

- The graduate student graduation rate increased by 19.6% from the 2009-2010 academic year.

- The 5-year average graduation rate for undergraduate students is 338 (2007-2011).

- The 5-year average graduation rate for graduate students is 58 (2007-2011).

Diversity Trends

- The student body of accredited programs is showing an increase in diversity for the tenth year in a row.

- Diversity increased by 11.6% as compared to the previous year.

- Student diversity continues rise steadily. There was a 352.4% increase in minority student enrollment since the academic year 2001-2002.

- Currently, 43% of students enrolled in EHAC accredited programs are minorities. This represents a 3% increase as compared to the previous year's minority student enrollment rate of 40%.

2.0 – Program Faculty Updates

2.1 Number of Faculty within Accredited Programs

This year, 294 faculty members were reported which is a 0.3% increase from the previous year which reported 293 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	9		9
Baylor University	8	2	10
Benedict College	3	2	5
Boise State College	1	6	7
Bowling Green State University	2	2	4
California State University Fresno	3	7	10
California State University Northridge	6	12	18
California State University San Bernardino	2	0	2
Colorado State University	39	0	39
Dickinson State University	7	2	9
East Carolina State University	5	3	8
East Central University	3	0	3
East Tennessee State University	5	3	8
Eastern Kentucky University	7	4	11
Illinois State University	5	2	7
Indiana University - Purdue University Indianapolis	2	2	4
Lake Superior State University	5	0	5
Mississippi Valley State University	2	3	5
Missouri Southern State University	2	1	3
North Carolina Central University	3		3
Ohio University	3	1	4
Old Dominion University	4	1	5
Salisbury University	1	0	1
Spelman College	3	2	5
Texas Southern University	4		4
University of Georgia	8	0	8
University of Washington	17	0	17
University of Wisconsin Eau Claire	2	1	3
West Chester University	3	3	6
Western Carolina University	4		4
Wright State University	2	5	7
Totals:	170	64	234

Table 2: Graduate Program Faculty by School

University	Full Time	Part Time	Total
University of Findlay	6	4	10
California State University Northridge	6	12	18
Old Dominion University	4	3	7
Mississippi Valley State University	2	3	5
East Tennessee State University	5	3	8
University of Illinois Springfield	4	4	8
East Carolina University	3	1	4
Totals:	30	30	60

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 15 reported vacancies. The following programs detail their unfilled and anticipated vacancies:

Baylor University
One part time position open; adjunct faculty position to be filled next year

Benedict College
"One adjunct faculty position available to allow full-time faculty to receive 25% release time for ongoing research"

California State Northridge UG/G
"One full time position, currently in search"

Colorado State University
"One full time medical radiologist"

Dickinson State
"One part time vacancies for an adjunct who is a EH professional"

East Carolina University
"One tenure track"

East Tennessee State University UG/G
"Three full time vacancies, Asst Prof; Research Asst Prof; Clinical Instructor"

Eastern Kentucky University
"One full time position, Assistant or Associate Professor"

Illinois State University
One full time vacancy is available

Indiana University-Purdue University Indianapolis

One full time vacancy, trying to hire a full-time tenure track position for the Fall 2011.

Mississippi Valley State University UG/G
One full time vacancy

North Carolina Central University
"One vacancy to be filled, assistant or associate professor"

Old Dominion University UG/G
"One full time vacancy, currently interviewing for a lecturer position"

University of Georgia
"We are currently recruiting one senior level position and one junior level position"

University of Illinois Springfield (G)
"Two full time and one fixed vacancy"

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	$57,538.48	25
Twelve Month	$75,679.75	12

Table 4: Undergraduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$84,686.00	27
Twelve Month	$115,856.77	13

Table 5: Graduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$55,506.00	7
Twelve Month	$71,500.00	2

Table 6: Graduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$77,736.29	7
Twelve Month	$106,702.50	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	121	67%
At least 1 year	27	15%
6 months-1 year	3	1%
Less than 6 months	0	0%
No experience	30	17%
Total:	181	100%

Table 8: Graduate Faculty Experience

Experience	# of Faculty	% With Practitioner Experience
More than 5 years	39	87%
At least 1 year	2	4%
6 months-1 year	0	0%
Less than 6 months	0	0%
No experience	4	9%
Total:	45	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

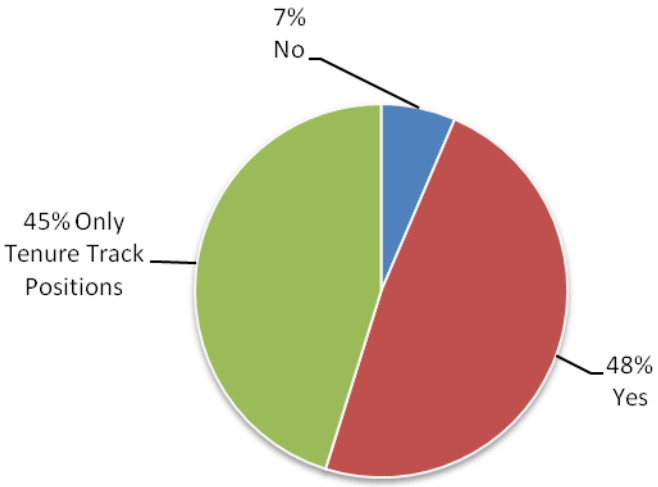


Chart 2: Graduate Faculty Degree Requirements

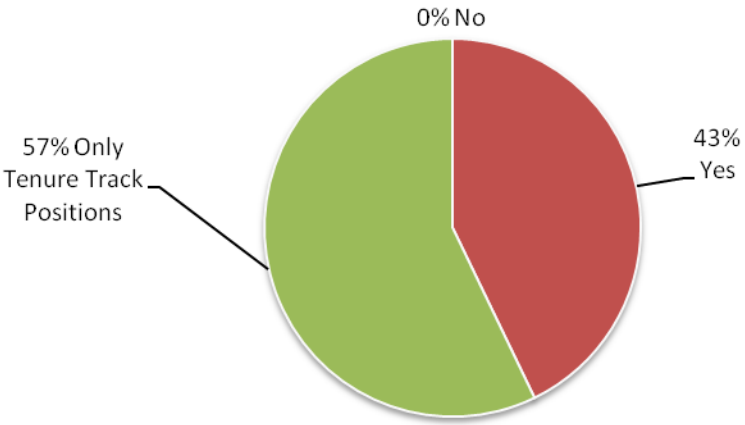


Table 9: Undergraduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	26	84%
No	5	16%

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

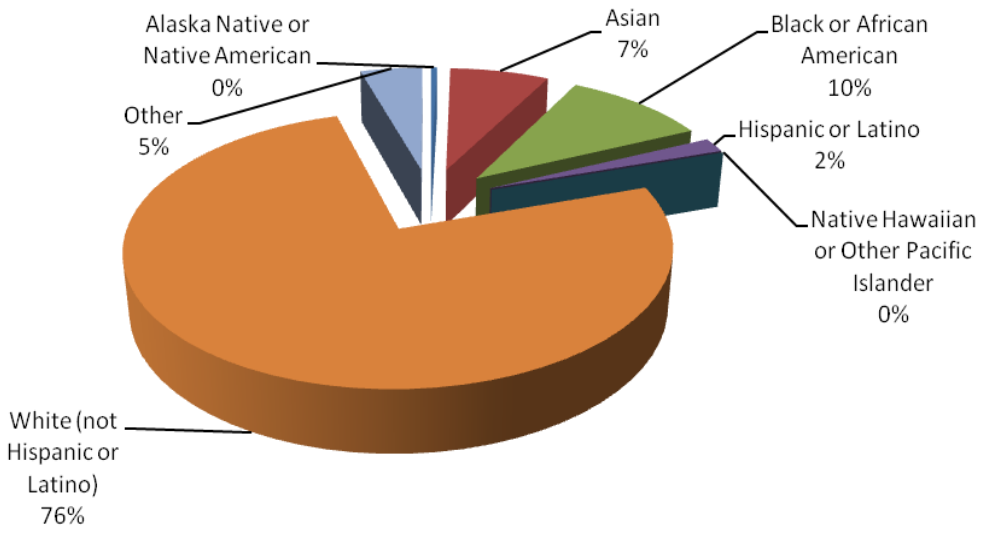
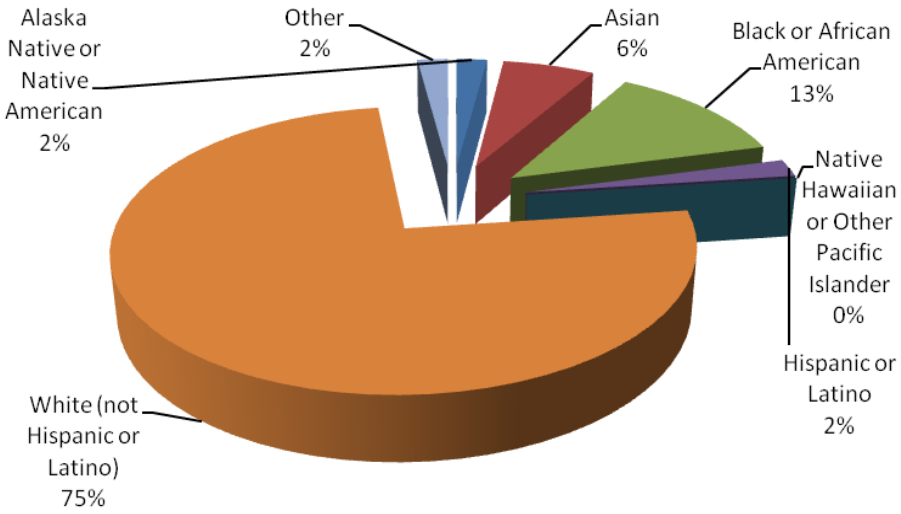


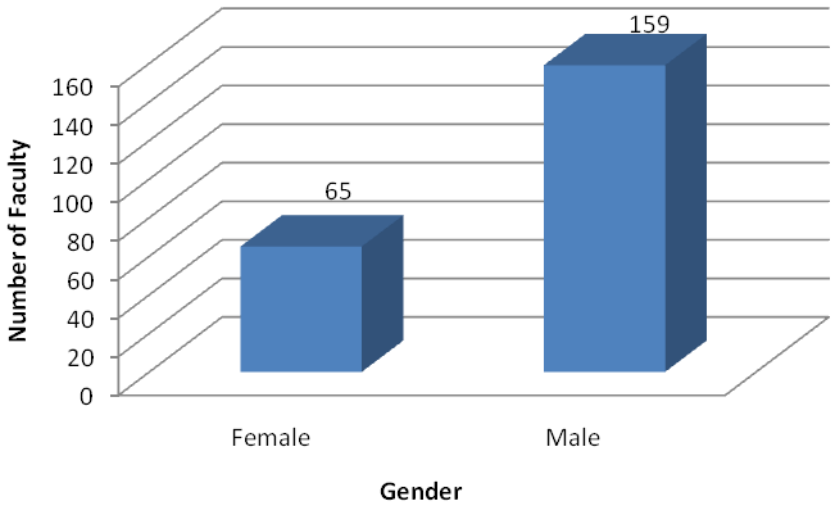
Chart 4: Graduate Faculty Demographics



4.2 Faculty Gender

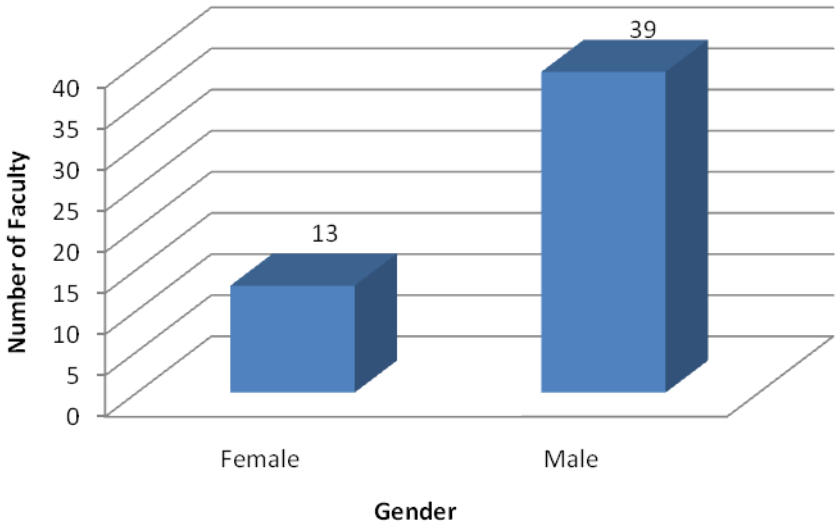
- Males make up 71% of environmental health faculty in accredited undergraduate programs while females make up 29%. See Chart 5.

Chart 5: Undergraduate Faculty Gender Breakdown



- Males make up 75% of environmental health accredited graduate programs where as females make up 25%. See Chart 6.

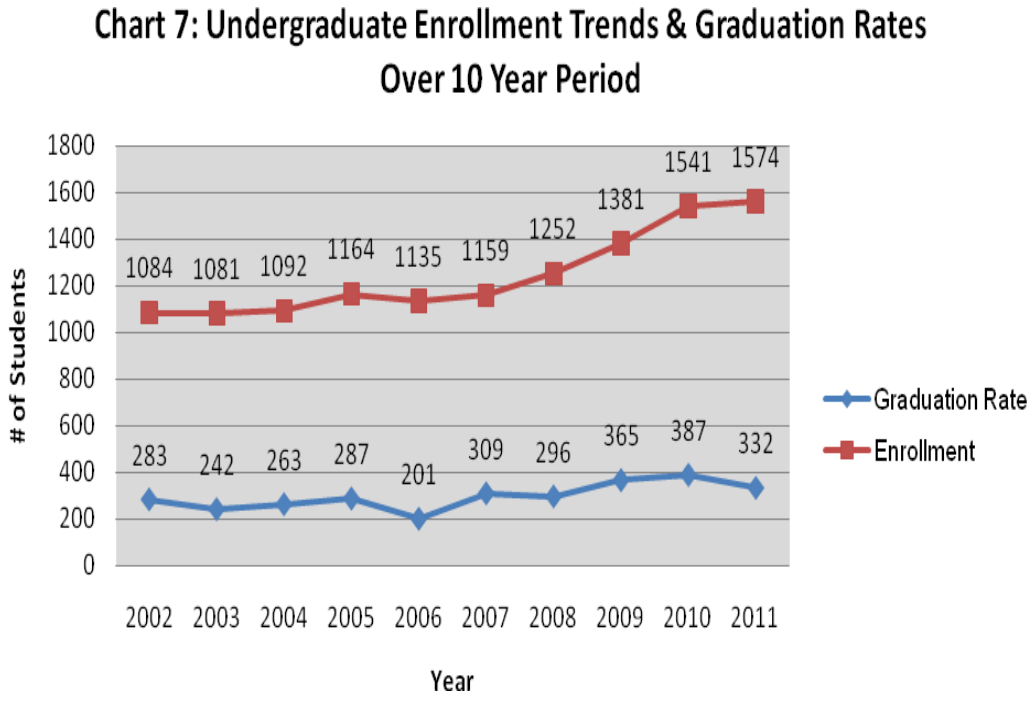
Chart 6: Graduate Faculty Gender Breakdown



5.0 Enrollment & Graduation

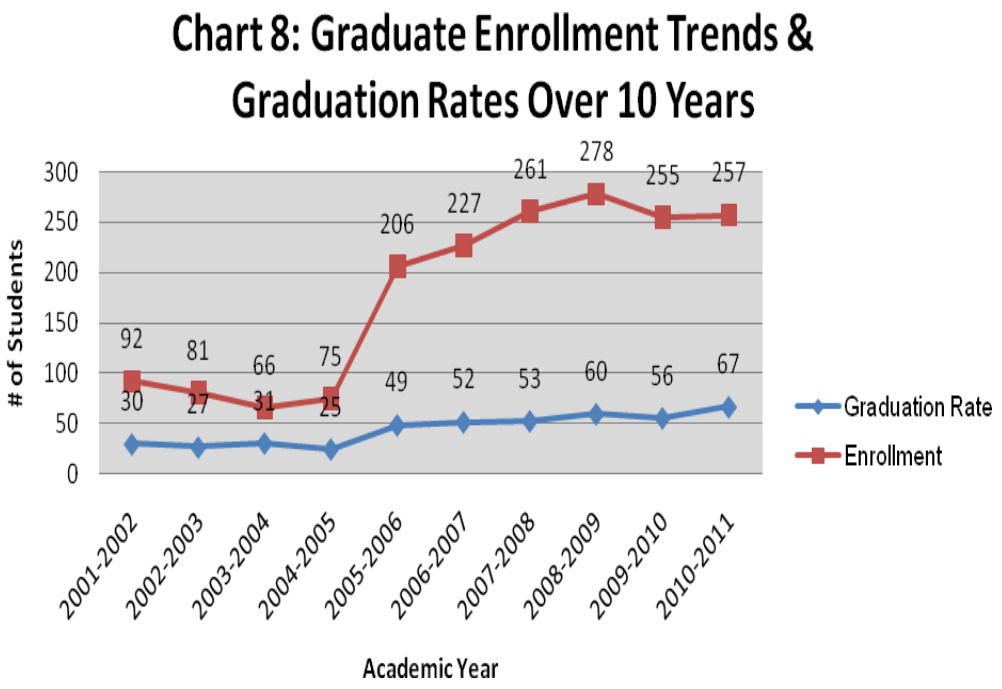
5.1 Undergraduate Enrollment and Graduation

- Enrollment increased from 1,541 in 2010 to 1,574 in 2011, a 2.1% increase over last years reported enrollment.
- This year's undergraduate enrollment is a 26.3% above the 10 year enrollment average.
- This year's graduation rate decreased by 14.2% from 387 to 332. (See chart 7).



5.2 Graduate Enrollment and Graduation

For the 2010-2011 year, graduate enrollment increased by 0.8% from the 2009-2010 figure of 255. The graduation rate also increased, by 19.6% from the 2009-2010 academic years. See chart 8 (this figure is based on program directors estimating how many students will graduate 5 months before graduation).



5.3 Accredited Programs Enrollment By Comparison: AY 09-10 & 10-11

Table 11 illustrates the difference in individual accredited program enrollment from the academic year 2009-2010 to academic year 2010 -2011. *The table also shows that 22 programs have increased enrollment.*

5 of these programs have increased their enrollment by more than 25%: Alabama A&M University (40%), East Tennessee State University *G* (60%), Indiana University-Purdue University Indianapolis (80.0%), Missouri Southern State University (29%), Wright State University (37%).

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

Table 11: Enrollment By Comparison: AY 09-10 & 10-11

University	2010	2010-2011	Difference	% Increase
Alabama A&M University	10	14	4	40%
Baylor University	n/a	11		
Benedict College	16	18	2	13%
Boise State University	50	58	8	16%
Bowling Green State University	23	26	3	13%
California State University Fresno	113	104	-9	-8%
California State University Northridge (UG)	174	173	-1	-1%
California State University Northridge (G)	62	69	7	11%
California State University San Bernardino	35	33	-2	-6%

Colorado State University	107	115	8	7%
Dickinson State University	n/a	9		
East Carolina University (UG)	40	44	4	10%
East Carolina University (G)	25	31	6	24%
East Central University	41	39	-2	-5%
East Tennessee State University (UG)	59	64	5	8%
East Tennessee State University (G)	5	8	3	60%
Eastern Kentucky University	127	152	25	20%
Illinois State University	92	100	8	9%
Indiana Univ-Purdue University Indianapolis	15	27	12	80%
Lake Superior State University	14	8	-6	-43%
Mississippi Valley State University (UG)	16	12	-4	-25%
Mississippi Valley State University (G)	23	26	3	13%
Missouri Southern State University	35	45	10	29%
North Central Carolina University	7	6	-1	-14%
Ohio University	46	47	1	2%
Old Dominion University (UG)	52	57	5	10%
Old Dominion University (G)	10	8	-2	-20%
Salisbury University	5	4	-1	-20%
Spelman College	30	21	-9	-30%
Texas Southern University	35	35	0	0%
University of Findlay (G)	85	62	-23	-27%
University of Georgia	91	112	21	23%
University of Illinois Springfield (G)	45	53	8	18%
University of Washington	37	35	-2	-5%
University of Wisconsin Eau Claire	50	46	-4	-8%
West Chester University	41	42	1	2%
Western Carolina University	60	61	1	2%
Wright State University	41	56	15	37%

5.4 Accredited Programs Enrollment Requirements

Five out of the 31 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:

Old Dominion University

"Students are admitted to the program (may declare the major) typically upon completion of 60 semester hours of general education and basic science studies and approval of the program director upon interview. Students are required to submit an application for admittance into the program. This is usually done in the second semester of the sophomore year, although there is an open enrollment throughout the year if a student is prepared to enter the program. The application serves to establish a gauge as to how many students will be entering the program each year since it has not been necessary to cap the number of students enrolled in the program. Under advising procedures established by the University and College most students are advised by the College Advisor and program directors of the majors in which they intend to enroll as early as their freshman year. Grade or test score requirements: No specific grade point average is required as long as the student is in good standing. This means that a student must have a minimum of a 2.0 GPA before admittance into the program. Typically, however, the student entering the environmental health program has a GPA of 2.50 or higher and has demonstrated successful completion of the pre- requisite courses and many of the co requisite science courses with a 2.0 or better. Other admission requirements. Students admitted to the program much meet the Technical Standards for the program as required by the University (see Technical Standard on following page). Students are made aware of these standards upon initial advisement and must a form prior to entry into the program indicating that they have read the standards and can comply with them. In certain instances students may begin taking environmental health courses and may enter the program in the second semester of their sophomore year if their overall GPA is above 2.0 and they have completed the majority of their general education requirements as well as their general biology and chemistry courses. The decision to allow this early entrance is at the discretion of the program Director after interviewing the student and evaluating their coursework to date. It should be noted that there are usually several students that enter the University as transfer students in late spring or early summer each year after completion of an associate's degree or completion of prerequisite courses for a particular degree program. Because of this the application deadline for entry into the environmental health program remains open to accommodate students who wish to declare this program as their major. This is also true of currently enrolled University students who may be late in deciding their major. These students however must meet the same requirements for admission to the environmental health program and go through the same application process as students currently accepted at the University. Transfer students must first be accepted at the University prior to entrance in to the environmental health program. All students applying to the program, whether currently enrolled at the University or transferring from another school are reviewed by the program Director and full time environmental health faculty prior to admission."

Texas Southern University
"Application, GPA."

University of Georgia
"Freshman may enter our program immediately. Those who wish to transfer from other majors must have a GPA of at least 2.3."

University of Washington

“For admission, students must earn a minimum 2.0 GPA in required prerequisites in addition to 2.5 cumulative college 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 at the time they declare a major. Also, no grade below "C" is accepted for program courses.”

Graduate:

California State University Northridge
“Applications reviewed at department level”

East Carolina University
“GPA score above 2.7 GRE score "reasonable" 30%tile”

East Tennessee State University
“1) A baccalaureate degree from an accredited institution. 2) A 3.0 grade point average on a 4.0 scale. 3) An acceptable score on the general Graduate Record Examination (GRE). 4) A minimum of 30 semester hours of natural and physical science courses, including at one (1) semester of general microbiology, one (1) year of general biology, and one (1) year of general chemistry; college algebra and trigonometry or higher math are also required. 5) Three (3) letters of recommendation. Admission is based on the GPA, GRE scores, quality of recommendation letters, strength of background (course work, college attended, and work experience), and available space in the program. The department can grant conditional admission to candidates not meeting all of the minimum requirements. For example, work experience and letters of recommendation can be used to justify conditional admission for students not meeting one of the minimum requirements (e.g., GRE scores below what the department considers suitable). All applicants must submit an official transcript, GRE scores, and letters of reference before their application will be reviewed.”

Mississippi Valley State University
“GPA of 3.0 and GRE.”

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 have taken 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 hours natural science GRE 3.0 GPA statistics.”

5.5 Enrollment Trends

Accredited programs were asked about the number of students applying to their program. One undergraduate program reported having more students apply to their environmental health program than are admitted, and 15 programs said that the number of students applying is approximately the same as number admitted. The remaining 15 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 (UG)
"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 fit."

California State University, Northridge (G)
"We do not accept every applicant, often because of GPA, GRE, or academic background."

East Carolina University (G)
"Some do not have adequate scores either GRE or GPA."

East Tennessee State University (G)
"Not all students meet the admissions criteria."

University of Findlay (G)
"International students apply without reviewing qualifications. US students try to find exceptions to our qualifications."

University of Illinois Springfield (G)
"Low GPA or insufficient natural sciences UG background"
The following statements are the factors observed by faculty, which may contribute to either an increase or decrease in student enrollment.

Explanations for Increases

Baylor University
"New program is growing due to: Interactions with new student and pre-health advising offices; Word of mouth; Faculty referrals"

Benedict College
"Increasing due to program receipt of million dollar plus grant"

Boise State University

"The state of the US economy causing individuals to return to school to seek a marketable degree in an effort to enhance employment opportunities"

California State University, Fresno
"Word of mouth, then availability and competence of advisors"

California State University, Northridge (UG/G)
"Word of mouth"

California State University, San Bernardino
"Job prospects"

Colorado State University
"Popular interest in the environment and human health, career opportunities, exciting field to work in, unique working environment where graduates can help people"

East Carolina University (G)
"Job losses"

East Carolina University
"Word of mouth, Freshman orientation"

East Tennessee State University (UG/G)
"Changing political climate; changing goals of current generation of students"

Eastern Kentucky University
"Student friendly program with a lot of job opportunities"

Illinois State University
"Job opportunities, salaries, social interest, and media attention"

Lake Superior State University
"A desire for service and meaningful work"

Mississippi Valley State University (G)
"Availability of scholarships"

Mississippi Valley State University
"Improved recruitment efforts"

Missouri Southern State University
"The recession, recruitment by EH students"

Ohio University
"Ability to use sciences but not have to be wholly analytical every day, all the time"

Old Dominion University (G)
"Renewed interest in public/environmental health programs since 9/11"

Old Dominion University
“Overall interest in public and environmental health programs at the undergraduate level nationwide.”

Spelman College
“ New courses”

Texas Southern University
“Word of mouth”

University of Findlay (G)
“Factors attributed to increase and interest. International interest because of accreditation, work”

University of Georgia
“More attention to the environmental in the media, more students in our Intro. Class”

University of Illinois, Springfield (G)
“Word of mouth”

University of Washington
“Growing awareness of public health issues”

University of Wisconsin Eau Claire
"Green" and "sustainability" movements”

West Chester University
“More acceptance/increased perception of professional environmental needs”

Western Carolina University
“Word of mouth”

Wright State University
“Awareness of sustainability issues raised in entertainment, the news media, and corporate advertising”

Explanation for Decreases

California State University, San Bernardino
“Perceived course difficulty--science & math”

California State University, Fresno
“Science and math requirements”

East Central University
“Lack of increase due in part to inadequate advertising”

East Tennessee State University (UG/G)
"Science requirements; economy"

Illinois State University
"Government policies, administrative directions"

Indiana University-Purdue University Indianapolis
"Difficulty of courses"

Lake Superior State University
"State and federal budgets"

North Carolina Central University
"Lack of active recruitment by faculty and students"

Ohio University
"Economy and current Republican budget cutting threats"

Old Dominion University (UG/G)
"Competition"

Texas Southern University
"Current events"

University of Georgia
"Perceived course difficulty of required sciences like Organic Chemistry"

University of Washington
"Little understanding of field"

University of Wisconsin Eau Claire
"Decreased funding for public agencies"

Western Carolina University
"Competing environmental science program"

Wright State University
"Lack of awareness of program availability, content, and career opportunities"

6.0 Student Demographics

6.1 Diversity

The student body of Accredited Programs is showing an increase in diversity for the tenth year in a row. Diversity increased by 11.6% this year and by 352.5% since the academic year 2001-2002: see chart 9. Currently 43% of students enrolled in EHAC undergraduate programs are minorities. This represents an increase of 4% 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.

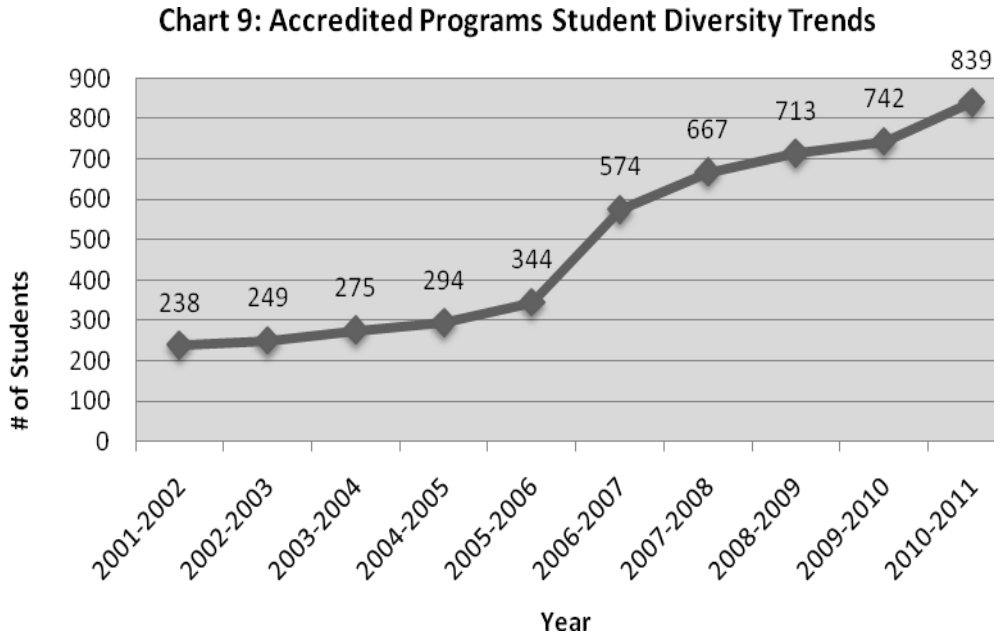


Chart 10: Undergraduate Student Demographics

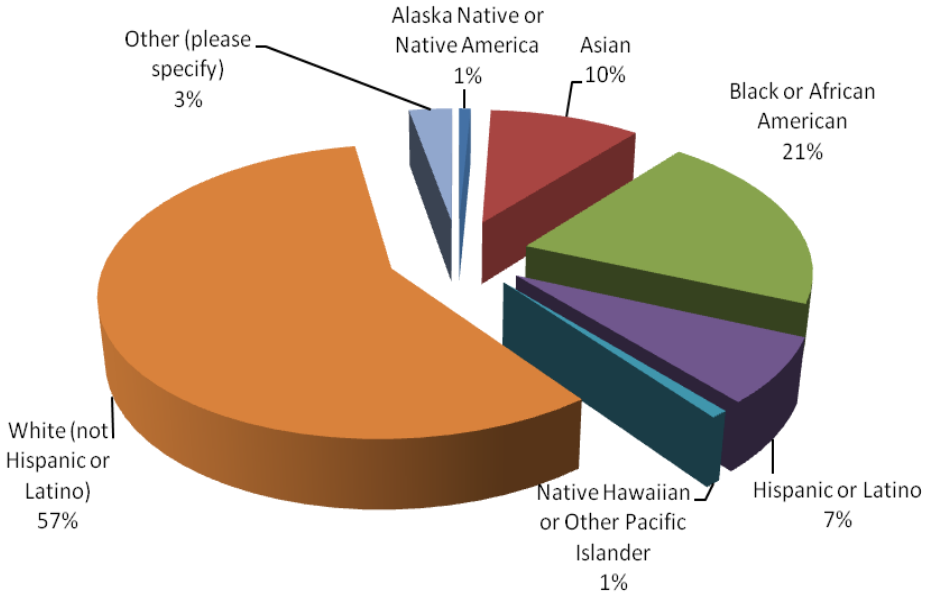
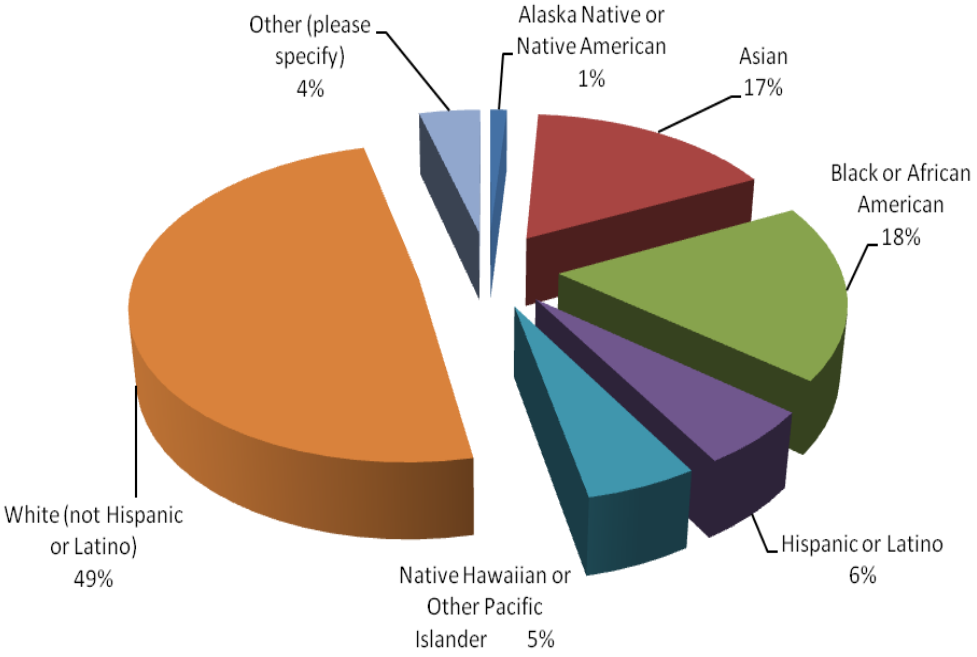
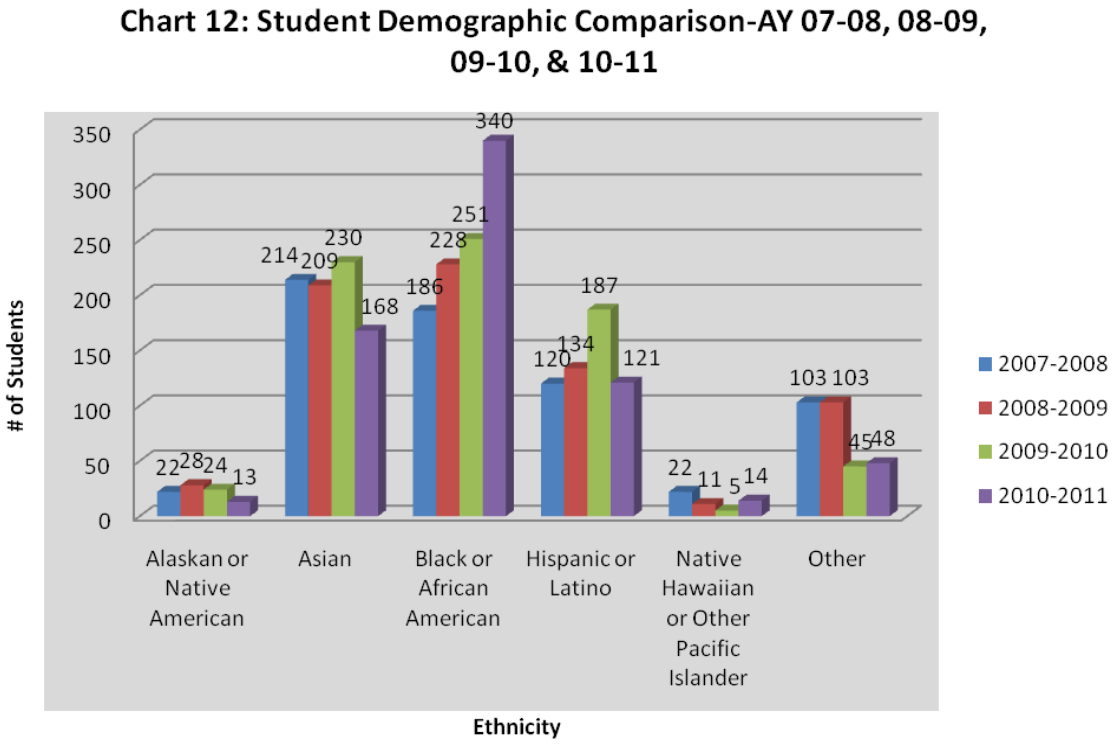
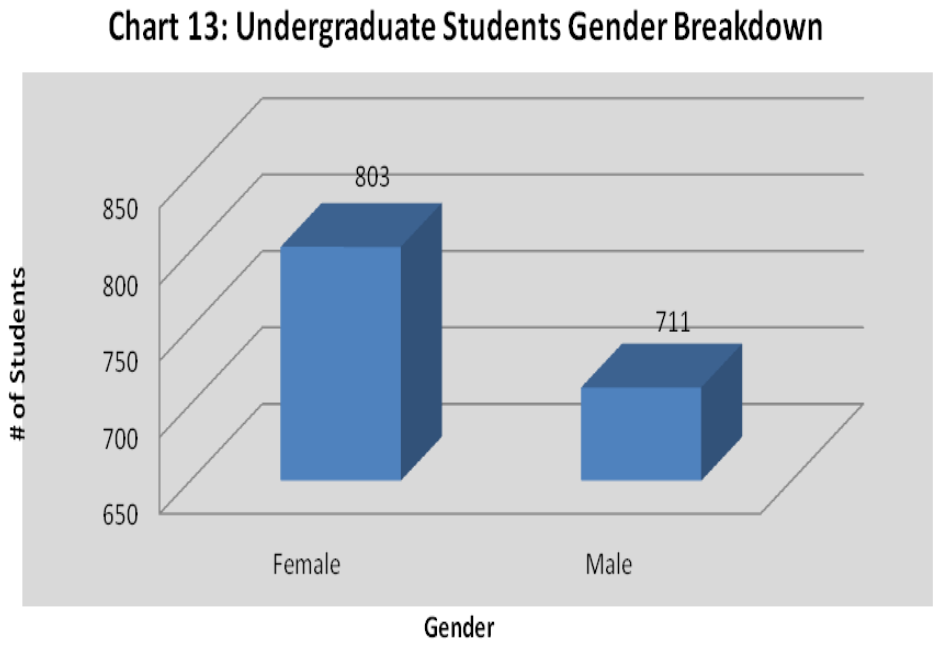


Chart 11: Graduate Student Demographics





6.2 Enrolled Students by Gender



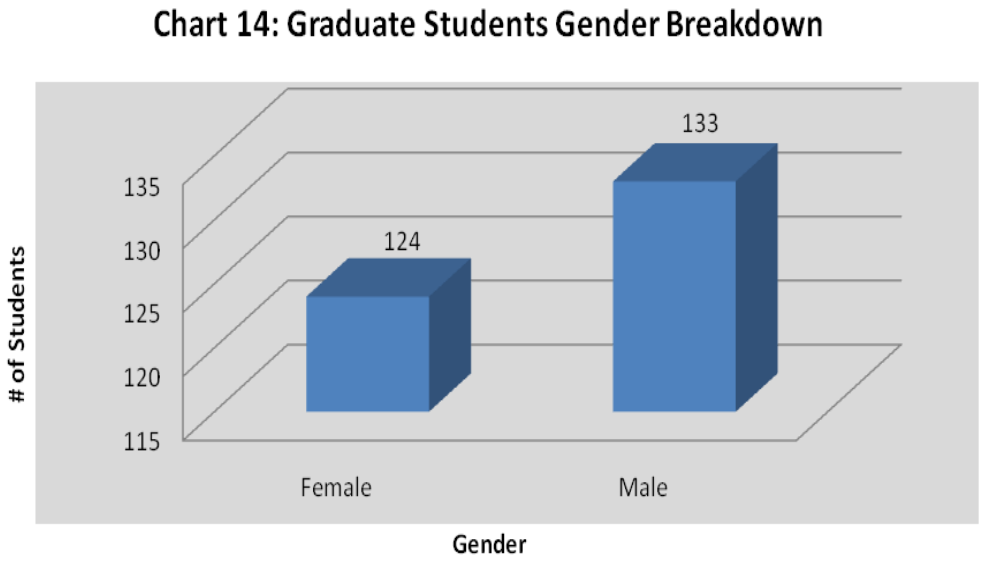


Table 12: Accredited Programs Gender Comparison AY: 06-07, 07-08, 08-09, 09-10 & 10-11

Table 16: Gender Comparison – AY 06-07, 07-08, 08-09, 09-10, & 10-11					
Student Gender	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Female	744	767	783	948	927
Male	695	728	876	849	844

6.3 Enrolled Students by Age

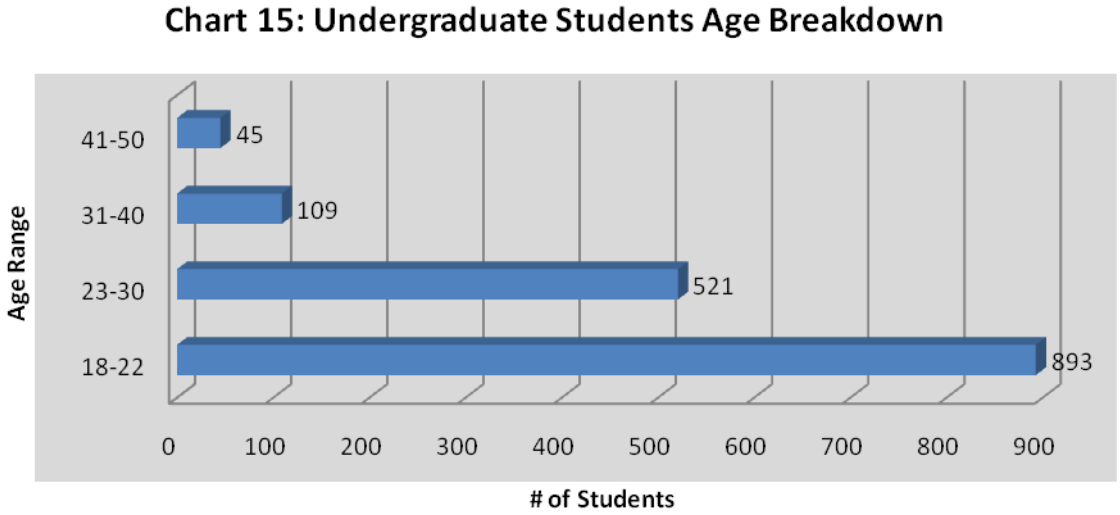
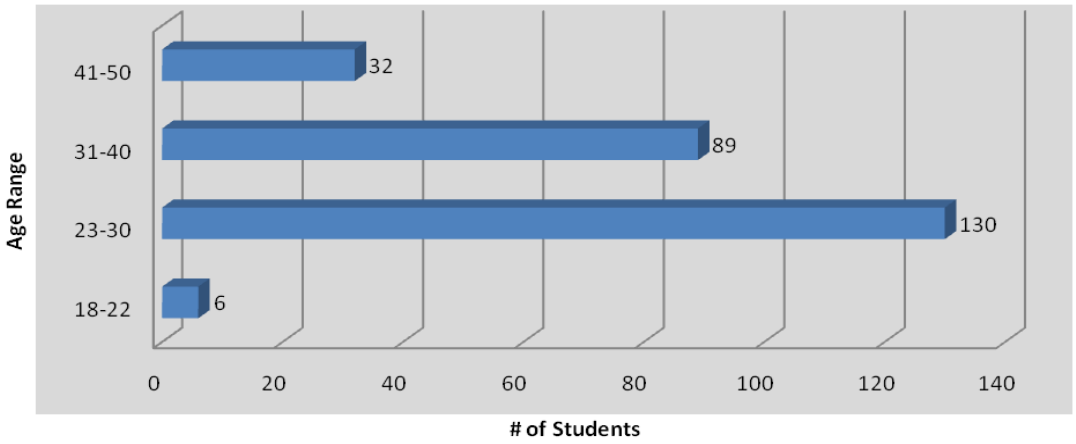


Chart 16: Graduate Student Age Breakdown



6.4 International Students

Accredited programs have a total of 68 international students enrolled for the 2010-2011 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	1
Armenian	1
Canada	1
China	5
Ethiopia	1
Germany	2
Guinea	1
Haitian	1
Japan	1
Kenya	1
Kosovo	1
Kuwait	1
Liberia	1
Mexico	2
Nepal	2
Nicaragua	1
Nigeria	2
Saudi Arabia	1
Serbia	1
Thai	1
Total	28

Table 14: International Graduate Students Country of Origin

Country	# of Students
Africa	1
Cameroon	1
Peoples Rep of China	2
India	10
Japan	1
Korea, South (Republic of Korea)	1
Nepal	3
Saudi Arabia	4
Sri Lanka	1
Total	24

7.0 Employment after Graduation

7.1 Employment Opportunities

Seventeen accredited programs feel that employment opportunities for environmental health graduates is increasing and 3 programs feel they are decreasing. The remaining 18 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 2010-2011, program directors reported 149 graduates working in the private sector where 164 graduates are working in the public sector. Refer to table 19 for details regarding where graduates are working in the public sector.

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

Program Graduates	Local Health Departments	State Health Departments	Federal Agencies
Undergraduate	70%	12%	18%
Graduate	64%	1%	32%

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

- Avatar Environmental, Inc
- Boeing
- EnSafe
- Fisher Scientific
- Flour Corporation
- GE Water
- Georgia Pacific

- Honda Of America
- Lockheed
- Marathon Oil
- Mitsubishi
- Newport News Shipyard
- Norfolk Naval Shipyard
- Northrup Grumman
- Precision Water, Inc
- RGA Environmental
- Weston Solutions

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	29%	42%	29%
Graduate	29%	71%	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	13%	71%	16%
Graduate	0%	100%	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	52%	48%
Graduate	71%	29%

Concerned Undergraduate Programs

Baylor University
"Our new program is part of a Major Strategic Plan, which estimated 10 students in the program by May 2011."

Benedict College
"We are currently instituting a recruitment campaign to increase enrollment and to advertise successes in our program."

Boise State University
"Enrollments in the program are increasing and graduates have yet to saturate the employment market in the Pacific Northwest."

California State University, Northridge
"We are always recruiting."

California State University, San Bernardino
"Some students find it hard to cope with our basic science and math requirements and consequently we lose them to other programs (e.g., community health education) that are soft on basic sciences and math."

Dickinson State
"I need more students to offer courses."

East Carolina University
"Interest and enrollment are up"

East Central University
"Enrollment at ECU up overall in recent semesters but have not seen growth in EHS program."

East Tennessee State University
"1) Numbers are now increasing, but we saw a five year decline prior to recent increases. 2) While closing program has not been mentioned, we are on a watch list and, if numbers do not increase action could occur."

Eastern Kentucky University
"Our numbers have steadily increased over the last 10 years and indicators show a steady increase in the near future."

Illinois State University
"We have good numbers, but I would like to work on increasing numbers in order to become more selective of the students we accept as a means to improve the program and our graduates."

Lake Superior State University
"We would like to stabilize enrollment at around 20 freshman, sophomore, junior and senior to have our every other year classes filled at 10 students."

Missouri Southern State University
"Even though we have recently improved our enrollment and created a distance learning track, the state of Missouri has looked at the program as potential to cut due to having less than an average of 10 graduates per year. The state considers the EH Program unique to Missouri, but they have given notice that they will revisit us in three years to see if we have improved enrollment above the 10 graduates per year."

North Carolina Central University
"Low enrolled programs are subject to scrutiny due to state budget cuts."

Ohio University
"Stable numbers for over a decade now"
Old Dominion University
"With continuing increased competition for students in all programs we must always be concerned with the number of students entering our program as opposed to other competing interests. We have now also started an undergraduate program in public health which may have an impact on our enrollments either positively or negatively. That will be watched over the next couple of years."

Salisbury University
"The program will officially end at the end of May 2011"

University of Washington
"We've had a drop in enrollment since becoming a competitive admission major. We are working to be more visible on campus."

University of Wisconsin Eau Claire
"Our professional program is relatively expensive to run."

West Chester University
"Our current enrollment of 42 students is significantly increased over our past low of only 15 students. Nonetheless, we are still identified by the PA State System of Higher Education as a "Low Enrollment Program." Our stated target enrollment is 60 full time equivalent students. Our target graduation rate must exceed 6 students per year over the next five years. We exceeded that rate last year and should also exceed it this year, but we are still close to the limit."

Western Carolina University
"We are still growing."

Wright State University

"Enrollment in the program has been steadily increasing during recent years."

Concerned Graduate Programs

California State University, Northridge
"We are always recruiting..."

East Tennessee State University
"MSEH numbers are down and flat. To meet minimum graduate requirements, this must increase."

Old Dominion University
"We need to be graduating at least 5 students per year to satisfy state requirements for graduating programs."

University of Illinois, Springfield
"Normally roving admissions. Mid summer suspended fall 2011 admissions because no more seats.

Accredited programs were asked to indicate the health of their program: 12 programs are improving, 24 programs are maintaining a healthy program and 2 are diminishing. Below are snapshots of improving and diminishing programs:

Explanations for Health of Programs Improving

Baylor University
"This new program is growing and will graduate its first class in May 2011."

Benedict College
"Enrollment is maintaining or slowly increasing. Grant funding for students and faculty has increased tremendously."

East Carolina University
"Our number of majors has been rising."

East Tennessee State University
"Number of students is increasing."

Illinois State University
"Existing faculty continues to improve and adjust courses to meet the needs of society and future employers. The curricula is continually reviewed and improved to coordinated course content and raise the level of what is expected of the students. Faculty continually attends courses in teaching to improve methods. Technology is expanding and utilized to improve and expand modalities of teaching to include such tools as electronic grade posting, and some supportive computer-based activities and content."

Missouri Southern State University
"We have historically maintained enrollment around 35, but this year enrollment has risen to 45. The increase is partly due to students coming back to school because the recession has decreased job possibilities. The increase is partly due to students realizing that EH is important and they want to be a part of it. For certain, we have gained 5 students due to having our distance learning track."

Spelman College
"New courses in environmental health and toxicology seem to attract students from a wider-spectrum of our disciplines."

University of Georgia
"In the past four years we have added several important and timely upper level electives (Issues in the Developing World, Bioremediation, and Genetic Applications in EHS). We will begin our newest course this summer (Environmental Physiology)."

University of Illinois Springfield (G)
Course capacity at 91%. No funds to offer additional sections, but it is nice to know that the courses are filling.

University of Wisconsin Eau Claire
"Increasing 6 majors/year."

Wright State University
"Increased emphasis on recruitment and increased dialogue with prospective employers in the surrounding community."

Explanation for Health of Programs Diminishing

Indiana University Purdue University Indianapolis
"We strengthened our science requirements as per accreditation requirements (science courses for science majors), and this dropped our enrollment. We also have a competing B.S. Environmental Science program, which has siphoned students away."

Salisbury University
"The program will officially end at the end of May 2011."

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 38 Programs
1. Students recruiting other students	32	84%
2. Participating in on-campus events	30	79%
3. Outreach to students who are undeclared majors	27	71%
4. Student club activities	23	61%
5. Posting advertisement flyers	22	58%
6. Recruitment class (intro. class open to all university students)	20	53%
7. Working with the admissions office	19	50%
8. Financial aid initiatives	11	29%
9. Other (please specify)	9	24%
10. Submitting articles for school newspaper on EH student led initiatives	6	16%

Other Recruitment Efforts
Nine programs specified other techniques useful for recruiting new students on campus:

Baylor University
"Numerous admissions rallies, campus visit days, collaboration with the pre-health advising office, etc."

California State University, San Bernardino
"We have just initiated a new process in which a representative from our local environmental health program gives a 20-min presentation to our general education class, HSCI 120. This class is offered each quarter with a student enrollment of 70-100. We hope to get as much students as possible from this class."

Colorado State University
"We have a well designed website, we work with undeclared (open-option) advisors, university honor's program, junior colleges and other offices on campus to leverage our access to potential students."

Indiana University Purdue University Indianapolis
"Working with University College (the portal for most students at IUPUI) advisors advertising to community college"

Salisbury University
"None apply."

Old Dominion University
"Student club activities Students recruiting other students Outreach to students who are undeclared majors Participating in on-campus events Working with the admissions office Submitting articles for school newspaper on eh student led initiatives."

University of Georgia
"Orientation session presentations."

University of Illinois Springfield (G)
"Web site"

University of Washington
"Referrals from general advising offices."

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 38 Programs
Alumni	27	71%
Community-university partnerships	17	55%
Electronic media	14	37%
High school class presentations	15	39%
News media	8	21%
Participation in career day events	26	68%
Participation in local events	16	42%
Science fairs	15	39%
Other (please specify)	6	16%

Six programs identified other techniques useful for recruiting new students off campus:
Mississippi Valley State University
"High school class presentation."

Old Dominion University
"Participation in career day events Community-university partnerships Participation in local events Alumni marketing our MPH and MS programs."

Salisbury University
"None apply."

University of Findlay (G)
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 Washington
"Collaborate with other advisers on campus to work with local community college transfer population."

West Chester University
"We continue to work with area community colleges. We have an agreement with Delaware County Community College and are finalizing agreements with Harrisburg Area Community College and Montgomery County Community College."

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 38 Programs
Admissions Office	2	5%
Alumni	2	5%
Brochures/Flyers	2	5%
Classroom Recruiting	3	8%
Community University Partnerships	1	3%
EH Club Activities	2	5%
Electronic Media	3	8%
Faculty Referrals	2	5%
On Campus Recruitment of Undeclared Majors	5	13%
Participation in Local Events/Off Campus	2	5%
Student to Student Recruitment/Word of Mouth	16	42%
None/Not Applicable	1	3%

9.3 Diversity Recruitment

45% of accredited programs have programs or initiatives to recruit a diverse student body. The following details these programs or initiatives:

California State University Northridge (UG & G)
"We live in a diverse community." "We live in a diverse area so our program reflects the community we live in."

California State University San Bernardino
"We are a Hispanic Serving Institution and our campus dwells on diversity. Our program numbers are indicative of the university policy on diversity."

Colorado State University
"We interact with all the university advocacy offices, participate in diverse events and meet with office and program directors to enhance awareness of the EH major."

East Tennessee State University (UG & G)
"University has diversity recruiters." "Graduate school has a recruiter dedicated to minority recruitment."

Eastern Kentucky University
"We offer an African American studies course related to health and are involved in numerous activities through the Diversity Office."

Illinois State University
"Minority and women student clubs in the Department. Specific program goals and objectives delineated in writing."

Lake Superior State University
"We are actively recruiting at our Dearborn based Charter school that has a divers population of African and Arab American students."

Mississippi Valley State University (UG & G)
"Scholarships available for students from diverse background."

Ohio University
"University has an umbrella program in this area that helps with recruitment as well as retention (study skills, special mentors, etc.)."

University of Findley (G)
"International recruiting. We have one of the largest international student bodies on a percentage basis of any college in the country."

University of Georgia
"We have a scholarship for minority students."

University of Washington
"Summer research program provides visibility, good relationship with advisers from Office of Minority Affairs & Diversity."

Western Carolina University
"Meet with African-American fraternities; HOSA events at Cherokee tribe; Engage minorities in conversations about what would make our program more attractive to ethnicities, etc."

West Chester University
"But we may as we move towards targeting the Philadelphia Community College."

Wright State University
"The College of Science and Mathematics, in which this unit is housed, has been quite successful at obtaining NSF funding for recruiting under-represented into the sciences."

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 (35%), California State University Northridge UG (25%), Colorado State University (25%), East Carolina University UG/G (34%, 29%), East Central University (27%), Old Dominion G (30%), Salisbury University (40%), University of Findlay G (29%), University of Washington (47%) and Wright State University (25%).

Table 22: Accredited Programs Five Year Average Retention Rates

Accredited Program	2006-2011 Mean Enrollment	2006-2011 Mean Graduation	Graduation/Enrollment
Alabama A&M University	14	3	21%
Baylor University	11	1	9%
Benedict College	18.5	3	16%
Boise State College	49	8.5	17%
Bowling Green State University	24.5	8.5	35%
California State University Fresno	100.5	23.5	23%
California State University Northridge (UG)	156	39.5	25%
California State University Northridge (G)	59.5	13.5	23%
California State University San Bernardino	34.5	7.5	22%
Colorado State University	98.5	24.5	25%
Dickinson State University	9	2	22%
East Carolina State University (UG)	38.5	13	34%
East Carolina University (G)	24	7	29%
East Central University	40.5	11	27%
East Tennessee State University (UG)	51.5	7	14%
East Tennessee State University (G)	9.5	1.5	16%
Eastern Kentucky University	135	26	19%
Illinois State University	88.5	21.5	24%
Indiana University - Purdue University Indianapolis	32.5	7	22%
Lake Superior State University	10.5	2.5	24%
Mississippi Valley State University (UG)	14	2.5	18%
Mississippi Valley State University (G)	26	4	15%
Missouri Southern State University	39	6.5	17%
North Carolina Central University	11	0.5	5%
Ohio University	49	12	24%
Old Dominion University (UG)	61	11.5	19%
Old Dominion University (G)	11.5	3.5	30%

Salisbury University	10	4	40%
Spelman College	22	5	23%
Texas Southern University	33.5	8	24%
University of Findlay (G)	86	25	29%
University of Georgia	96.5	17	18%
University of Illinois Springfield (G)	41.5	6.5	16%
University of Washington	39	18.5	47%
University of Wisconsin Eau Claire	40	8	20%
West Chester University	36	5.5	15%
Western Carolina University	53.5	13	24%
Wright State University	45.5	11.5	25%

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.

Old Dominion University (G) and East Tennessee State University (G) are in the process of developing online programs.

11.2 Online Courses

Twenty-five of the 38 accredited programs offer online courses. Of these that offer online courses, 12 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 (UG)		No
East Carolina University (G)		No
East Central University		No
East Tennessee State University (UG)	Yes	
East Tennessee State University (G)	Yes	
Eastern Kentucky University	Yes	

Illinois State University	Yes	
Lake Superior State University		No
Missouri Southern State University	Yes	
Old Dominion University (UG)	Yes	
Old Dominion University (G)	Yes	
University of Findlay (G)		No
University of Illinois Springfield (G)	Yes	
University of Wisconsin Eau Claire		No
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:

Bowling Green State University
"Anyone."

California State University Fresno
"Students who enroll through Open University."

Colorado State University
"Professionals in the field wishing to increase their skills and competencies in ergonomics and graduate students wanting to learn more about emergency response."

East Tennessee State University
"Anyone with a high school diploma."
Eastern Kentucky University
"Any student admitted to the university is allowed to take the course."

Illinois State University
"Anyone registered through the normal school registration process."

Missouri Southern State University
"Anyone that has successfully completed the EHAC required science and math courses and has completed general college education at an accredited college or university."

Old Dominion University (UG)
"Anyone applying to the University as a non degree seeking or non matriculating student may take our courses."

West Chester University
"Any college-level student may take our ENV470 "Emergency Preparedness" course."

East Tennessee State University (G)
"Anyone with a high school diploma."

Old Dominion University (G)

“Any student enrolled at ODU as a non degree seeking student may take our classes.”

University of Illinois Springfield (G)
“If seats remain in the courses, students may take the course as non-degree seeking students.”

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:

Benedict College
“The exit exam is comprised of questions from external examinations on subject matter. It will be used until re-designed or an exam from an external subject matter service such as Educational Testing Service incorporates a environmental major exam.”

Boise State University
“This is not a traditional exam, but a requirement for graduating seniors to compete in the Air & Waste Management Association's Environmental Challenge held during its regional conference in the Pacific Northwest. The environmental challenge is a competition between universities where student teams develop a proposed solution to a real world environmental problem and present their findings in front of a panel of judges. Student proposals and presentations are scored by the judges and the top three teams are awarded monetary prizes. Student feedback has shown that this activity is a perfect capstone to the degree and is the most rewarding and challenging aspect of their undergraduate career.”

California State University Northridge (G)
“Comprehensive Exam”

East Central University
“Constructed by EHS faculty for university assessment purposes. 140 multiple choice questions covering 14 areas in environmental health..”

East Tennessee State University
“Required by Tennessee Board of Regents every 5 years. The department uses the state employment exam for environmental specialists..”

East Tennessee State University (G)
“It is a comprehensive exam that covers all corps areas of environmental health and the students research. It is a graded as satisfactory/unsatisfactory.”

Eastern Kentucky University
“The REHS Exam is administered at the end of their senior year in a capstone course EHS 485.”

Lake Superior State University
"All students are required to complete a senior thesis consisting of a thesis, a poster presentation, and oral defense with oral question and answer. Students are now required to take the ETS covering general education."

Mississippi Valley State University (G)
"EH Comprehensive Examination."

Missouri Southern State University
"The Senior Assessment exam for the major is the Missouri Certified Environmental Health Specialist exam. This exam is written by the Missouri Board of Certified Environmental Health Professionals and is voluntary in the state of Missouri. The Board allows seniors in an EHAC accredited EH program to take the exam, but requires persons with other science degrees to have two years of field experience in EH prior to taking the exam."

Ohio University
"We have used a crude exit exam for 3 years now but have never really acted on the results. Our most current iteration of the test was discussed in terms of computer grading of rubrics but the present faculty member running the class has not pursued that concept."

Old Dominion University
"Students are required to take a University exit writing exam prior to graduating. In addition the ENVH program administers comprehensive exams as part of its senior seminar classes. Students take a battery of subject tests on ENVH and a final comprehensive examination at the end of the class. The class is a Pass Fail class."

Old Dominion University (G)
"Comprehensive tests to evaluate students understanding of Principles of Environmental Health, epidemiology, industrial hygiene, environmental law and research design."

Texas Southern University
"An exit exam will be administered every May beginning 2011. The exam will be used as an assessment tool to determine understanding and preparation for NEHA Environmental Specialist examination. The exam will cover key course areas covered in EH program."

University of Illinois Springfield (G)
"Case study based evaluation, planning and implementation design. Case study changes each semester. E.g., case study for Spring 2011 will be based on EH response in Haiti and the plague outbreak."

Western Carolina University
"Multiple choice questions from all core areas. Beginning in Spring 2011."
Wright State University

"Comprehensive exam administered in capstone course (EES 470 - Environmental Intern and Career Analysis)"

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:

Benedict College
"Based on a large grant from U.S. Department of Energy, we are offering a full course in radiation safety as an environmental health science elective."

East Carolina University (G)
"We lost 1 fixed term faculty and may lose another tenure track. We are hiring at least 1 fixed term and one tenure track."

University of Illinois, Springfield (G)
"Beginning fall 2011, we added a core requirement of biostatistics, dropped the general EH elective option in favor of two focused elective options: risk assessment or emergency preparedness and homeland security."

Indiana University-Perdue University Indianapolis
"Our program has moved to a new department/school. We are not located in the IU School of Medicine, Department of Public Health."

Lake Superior State University
"We have added a new EH focused course, EVRN 317 Environmental Health Applications that strengthens our curriculum in the area of food, recreational water, vector and rodent control, and healthy home inspection. We have moved CHEM 332 Instrumental Analysis to the directed electives to make room for this important course."

Ohio University
"We are preparing for a move from quarters to semesters in AY 2012-13, so changes are being made now to course offerings 2 years out even though we are not yet into the change, per se. A letter will be sent to EHAC at the appropriate time next year."

Salisbury University
"The EHAC Council has been aware of our status for at least 2 years."

West Chester University
"This is a "qualified" yes. We have not yet made any programs changes (so technically the answer to this question is "no") but we are under a program review by the PA State System of Higher Education (PASSHE) that will require minor modifications to our curriculum. In short, PASSHE has mandated that no BS program may stipulate more than

60 credits beyond the general education requirements. We may look for EHAC/AEHAP support to document that our accreditation makes such curricular changes untenable."

14.0 Association of Environmental Health Academic Programs Support to Programs

Currently, all the accredited programs that participated in the 2010-2011 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 outreach efforts. See Table 26.

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

AEHAP Program or Service	# of Programs	% Out of 31 Programs
AEHAP Newsletters	**22**	**71%**
AEHAP Student and Minority Recruitment Grants	**13**	**42%**
Annual Update Report Data	**13**	**42%**
Letters of Support	**5**	**16%**
NSF/AEHAP Scholar Program	**6**	**19%**
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	**25**	**81%**
None of these	**2**	**1%**
Other (please specify)	**5**	**16%**
AEHAP Student Research Competition		
Internships available to accredited programs		
The careersenvhealth.com site		

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

AEHAP Program or Service	# of Programs	% Out of 7 Programs
AEHAP Newsletters	**3**	**43%**
AEHAP Student and Minority Recruitment Grants	**4**	**57%**
Annual Update Report Data	**2**	**29%**
Letters of Support	**2**	**5%**
AEHAP Listserv Announcement	**3**	**43%**
NSF/AEHAP Scholar Program	**0**	**0%**
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	**6**	**86%**
None of these	**1**	**14%**

Table 26: AEHAP Services or Programs Needed to Aid Program Outreach

Services or Programs Needed	# Of Programs	% Out of 38 Programs
Faculty exchange programs	7	18%
Faculty workshops on how to better support programs	14	37%
Outreach materials	26	68%
Recruitment Grants *Grad programs not reflected (31 programs)	25	66%
Other (please specify)	3	1%

Regarding the other category, suggestions included the following:

Colorado State University
"Provide outreach grants that include secondary costs by the university. Keep the recruiting materials coming. Provide funding to get students to come to NEHA."

Lake Superior State
"I think every school is unique. Our small size and remote location hinder our recruiting efforts particularly with respect to African-American students."

University of Washington
"Outreach materials are most helpful if they can be adapted for specific program needs. The text heavy posters are not helpful. Some recruitment activities have been curtailed because of budget cuts so some support in that regard would be helpful."

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
"I asked this question last year, but did not receive a response. Why did EHAC move to Washington, and what were the costs?"

Colorado State University
"Thank you for the great site visit and full accreditation renewal!"

Lake Superior State University
"Keep up the good work in these challenging times :)"

Old Dominion University (G)
"We are proposing to establish a MSEH program at the University and are currently working on that proposal which will go through the University approval process and the State Higher Education approval process. When this is completed we will be phasing out our current MS in Community Health/ Environmental Health program. We also have an Environmental Health track in a joint MPH program that we have with the Eastern Virginia Medical School. We will be seeking EHAC accreditation of that program in the near future as well. A separate letter regarding our proposals and intent will be submitting to the EHAC Council Chair as well as the EHAC Graduate Chair by the Spring 2011 meeting."

University of Illinois, Springfield (G)
"This form could be easier by dropping the detailed faculty information and substitute any additions in faculty or any losses in faculty. Please add an upper age category for students. We have at least one student over 50. And some of the categories insist on numbers were none might be available. You should have a slot to talk about why numbers can be provided."

University of Wisconsin Eau Claire
"I continue to wonder what the term "basic understanding required)" means in "Foundation Areas: Related Areas (basic understanding required)" as well as "in-depth study" in "Environmental Health Programmatic Areas: (in-depth study in four areas/exposure to majority)."