National Environmental Health Science & Protection Accreditation Council

2012-2013 Update of Accredited Programs

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1.0 – Introduction

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

For this academic year, AEHAP is now responsible for conducting the annual survey on behalf of EHAC. The data in this report represents 37 out of 38 accredited programs. There are thirty undergraduate programs and 8 graduate programs represented in this survey. Data for one graduate program is missing from this report.

In 2012, EHAC gained one undergraduate program, University of Findlay and one graduate program Eastern Kentucky University.

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

2012-2013 Annual Update of EHAC Accredited Programs Report Highlights

Enrollment

- Undergraduate enrollment increased from 1,396 in 2012 to 1,430 in 2013, a 2% increase.
- For the 2012-2013 academic year, 1,430 undergraduate students and 231 graduate students were enrolled for a total of 1,661 students which is an increase of 1% as compared to 1,641 students enrolled in the 2011-2012 academic year.
- The 2012-2013 undergraduate enrollment rate is 9% above the 10 year enrollment average.
- Graduate student enrollment decreased by 6% from 245 graduates in the 2011-2012 academic year to 231 graduates in the current academic year.

Graduation Rates

- 395 undergraduate students and 59 graduate students graduated for a total of 454 graduates. This is a decrease of 3% as compared to the previous year graduation rate of 468.
- Undergraduate graduation rates increased by 2% from 386 in the 2011-2012 academic year to 395 in the current academic year.
- The graduate student graduation rate decreased by 28% from 82 in the 2011-2012 academic year to 59 in the current academic year.
- The 5-year average graduation rate for undergraduate students is 373 (2008-2013).
- The 5-year average graduation rate for graduate students is 64.8 (2008-2013).

Diversity Trends

- The student body of accredited programs is showing an increase in diversity.
- There was a 124% increase in minority student enrollment since the academic year 2003-2004.
- Currently, 37% 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.

2.0 – Program Faculty Updates

2.1 Number of Faculty within Accredited Programs

This year 2012-2013, 319 faculty members were reported, a 10% increase from the previous year, which reported 289 program faculty members.

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

Table 1: Undergraduate Program Faculty by School

University Name	Full Time	Part Time	Total
Alabama A&M University	8	0	8
Baylor University	9	3	12
Benedict College	3	2	5
Boise State College	2	5	7
Bowling Green State University	0	3	3
California State University Northridge	6	20	26
California State University San Bernardino	2	0	2
Colorado State University	38	1	39
Dickinson State University	2	2	4
East Carolina University	5	1	6
East Central University	3	0	3
East Tennessee State University	4	3	7
Eastern Kentucky University	8	2	10
Illinois State University	5	2	7
Indiana University - Purdue University Indianapolis	5	0	5
Lake Superior State University	8	3	11
Mississippi Valley State University	2	4	6
Missouri Southern State University	2	2	4
North Carolina Central University	4	0	4
Ohio University	2	0	2
Old Dominion University	5	4	9
Texas Southern University	4	0	4
University of Findlay	5	5	10
University of Georgia, Athens	10	0	10
University of Massachusetts, Lowell	2	0	2
University of Washington	20	0	20
University of Wisconsin Eau Claire	3	0	3
West Chester University	3	3	6
Western Carolina University	4	0	4
Wright State University	2	5	7
Total	176	70	246

Table 2: Graduate Program Faculty by School

University Name	Full Time	Part Time	Total
California State University Northridge	6	20	26
East Carolina University	5	1	6
East Tennessee State University	4	3	7
Mississippi Valley State University	2	4	6
Old Dominion University	5	4	9

University of Findlay	6	3	9
University of Illinois Springfield	7	3	10
Total	35	38	73

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

Benedict College
"One full time person will be needed to support students taking general environmental health science for non-majors and for part-time upper level courses."

California State Northridge UG/G
"Could be two if we like the candidates"

Colorado State University
"We are seeking to hire 4 new faculty, 1 radiation cancer biology and 3 epidemiology"

East Carolina University UG/G
"One tenure-track and one fixed-term position"

East Tennessee State University UG/G
"Assistant Professor, Tenure track 12 month"

Illinois State University
"We will hire at least one adjunct faculty while the search begins"

Indiana University-Purdue University Indianapolis
"We are currently filling 2 positions for the coming year. These are full-time, tenure-track positions in environmental health science."

Lake Superior State University
"2, 1 in Chemistry, 1 in Environmental Sciences"

University of Findlay UG/G
"Industrial Hygienist or Certified Safety Professional and anticipates one retirement at the end of this year"

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	$58,811.43	28
Twelve Month	$75,538.10	12

Table 4: Undergraduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$83,817.90	28
Twelve Month	$93,568	13

Table 5: Graduate Junior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$55,099.20	6
Twelve Month	$58,499.00	2

Table 6: Graduate Senior Level Salary Averages

Time Period	Average Salary	# of Respondents
Nine Month	$79,824.00	7
Twelve Month	$102,500	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

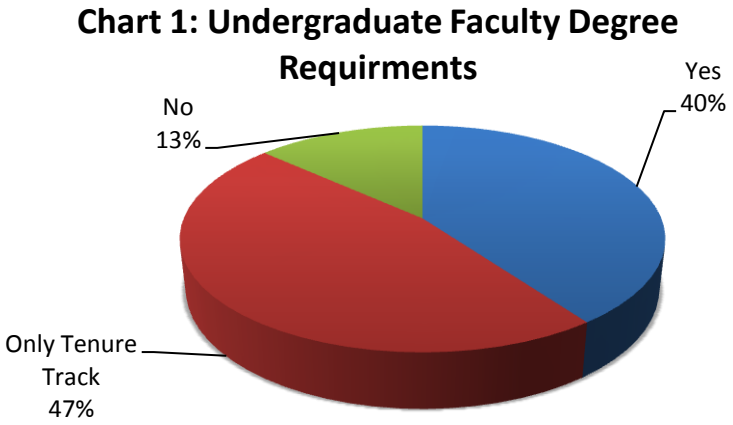
Experience	# of Faculty	% With Practitioner Experience
More than 5 years	130	59%
At least 1 year	28	13%
6 months-1 year	4	2%
Less than 6 months	6	3%
No experience	53	24%
Total:	221	100%

Table 8: Graduate Faculty Experience

Experience	# of Faculty	% With Practitioner Experience
More than 5 years	54	77%
At least 1 year	4	6%
6 months-1 year	0	0%
Less than 6 months	0	0%
No experience	12	17%
Total:	70	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.



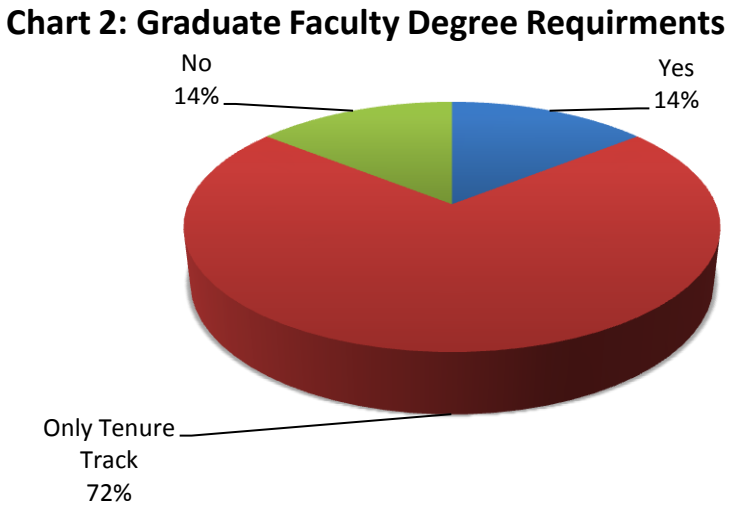


Table 9: Undergraduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	25	83%
No	5	17%

Table 10: Graduate Use of Adjunct Faculty

Response	# of Respondents	Percentage
Yes	6	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

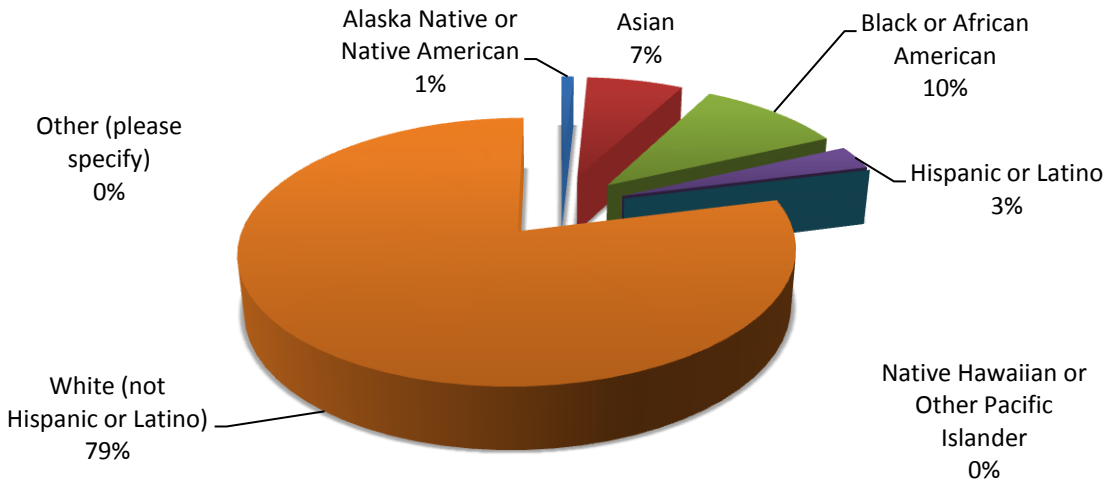
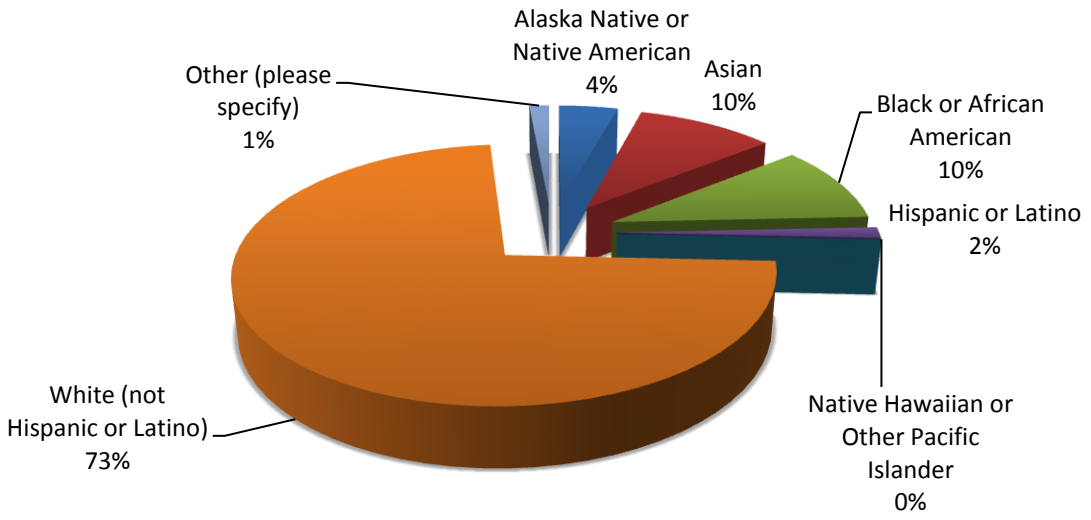


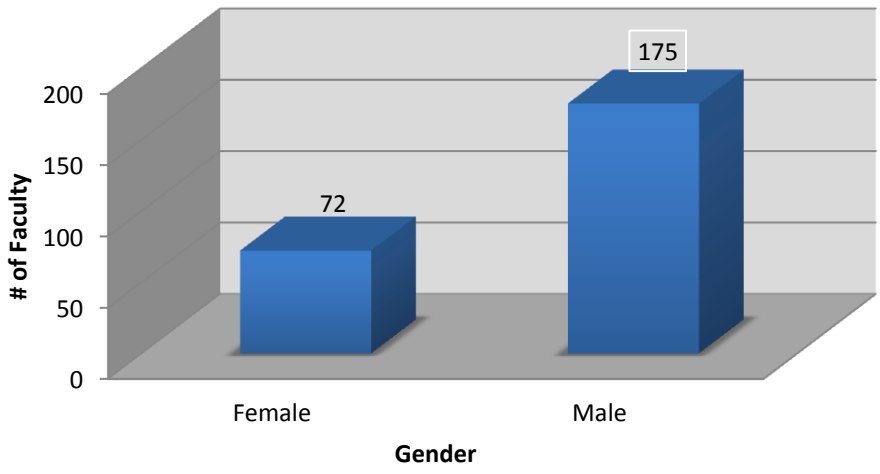
Chart 4: Graduate Faculty Demographics



4.2 Faculty Gender

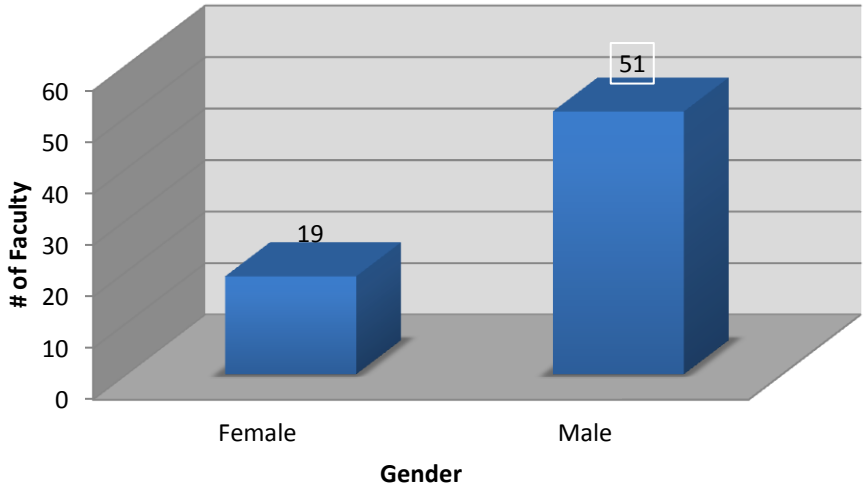
- Males make up 71% of environmental health faculty in accredited undergraduate programs while females make up 29%. See Chart 5.

Chart 5: Undergraduare Faculty Gender Breakdown



- Males make up 73% of environmental health accredited graduate programs where as females make up 27%. See Chart 6.

Chart 6: Graduate Faculty Gender Breakdown



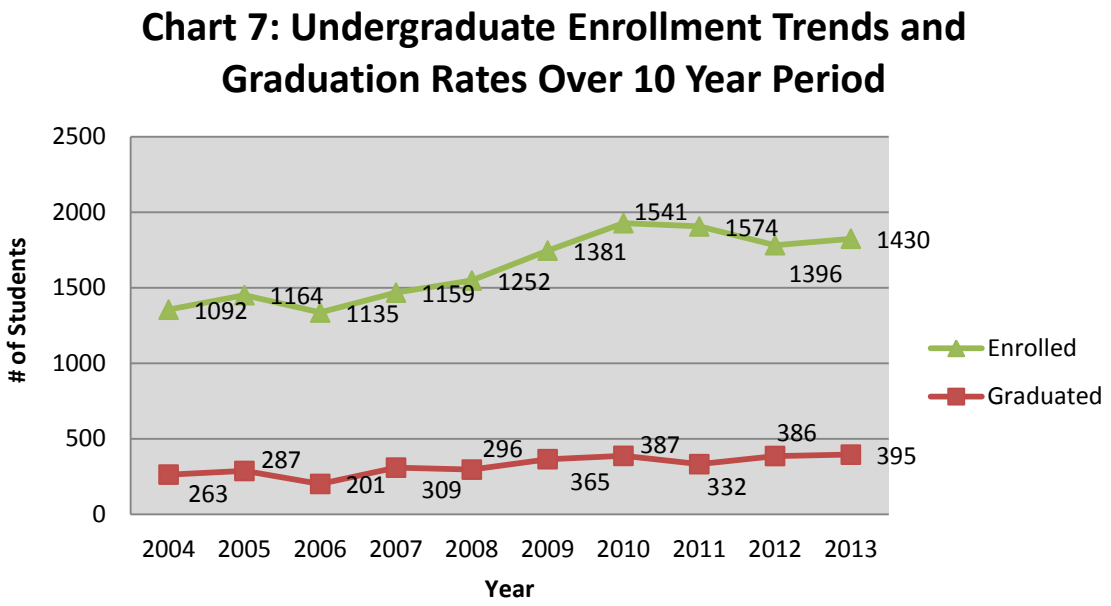
5.0 Enrollment & Graduation

5.1 Undergraduate Enrollment and Graduation

- Enrollment increased from 1,396 in 2012 to 1,430 in 2013, a 2% increase over last year's reported enrollment.

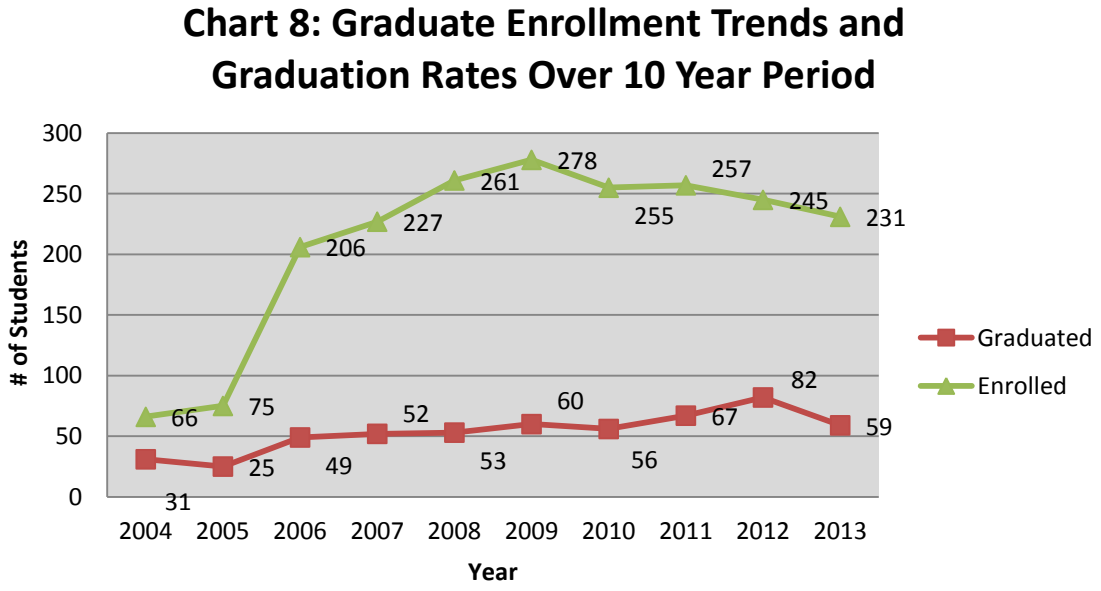
- This year's undergraduate enrollment is a 9% above the 10 year enrollment average.

- This year's graduation rate increased by 2% from 386 to 395. (See chart 7).



5.2 Graduate Enrollment and Graduation

For the 2012-2013 year, graduate enrollment decreased by 6% from the 2011-2012 figure of 245. The graduation rate decreased, by 28% from the 2011-2012 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 11-12 & 12-13

Table 11 illustrates the difference in individual accredited program enrollment from the academic year 2011-2012 to academic year 2012 -2013. *The table also shows that 16 programs have increased enrollment.*

6 of these programs have increased their enrollment by more than 25%: Alabama A&M University (62%), Baylor University (122%), Mississippi Valley State University G (32%), Texas Southern University (40%), University of Washington (45%) and West Chester University (29%).

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

Table 11: Enrollment By Comparison: AY 11-12 & 12-13

School	2011-2012	2012-2013	Difference	% Increase
Alabama A&M University	13	21	8	62%
Baylor University	9	20	11	122%
Benedict College	23	18	-5	-22%
Boise State College	55	36	-19	-35%
Bowling Green State University	20	17	-3	-15%
California State University Northridge	174	172	-2	-1%
California State University Northridge (G)	65	55	-10	-15%
California State University San Bernardino	35	38	3	9%
Colorado State University	120	113	-7	-6%
Dickinson State University	7	6	-1	-14%
East Carolina University	35	27	-8	-23%
East Carolina University (G)	28	32	4	14%
East Central University	44	45	1	2%
East Tennessee State University	49	48	-1	-2%
East Tennessee State University (G)	4	4	0	0%
Eastern Kentucky University	121	93	-28	-23%
Illinois State University	107	117	10	9%
Indiana University - Purdue University Indianapolis	23	19	-4	-17%
Lake Superior State University	7	3	-4	-57%
Mississippi Valley State University	15	18	3	20%
Mississippi Valley State University (G)	19	25	6	32%
Missouri Southern State University	40	37	-3	-8%
North Carolina Central University	6	4	-2	-33%
Ohio University	57	47	-10	-18%
Old Dominion University	54	62	8	15%
Old Dominion University (G)	17	21	4	24%
Texas Southern University	25	35	10	40%
University of Findlay	n/a	57	n/a	
University of Findlay (G)	71	57	-14	-20%
University of Georgia, Athens	98	114	16	16%
University of Illinois Springfield (G)	41	37	-4	-10%
University of Massachusetts, Lowell	11	11	0	0%

University of Washington	33	48	15	45%
University of Wisconsin Eau Claire	58	55	-3	-5%
West Chester University	38	49	11	29%
Western Carolina University	62	66	4	6%
Wright State University	52	34	-18	-35%

5.4 Accredited Programs Enrollment Requirements

Four out of the thirty accredited undergraduate programs have a selective admission process outside their University admission requirements. Five of the eight 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
"No formal admission process but all students must meet with the program director for advising prior to beginning the program. All students admitted must be in good standing with the University"

University of Massachusetts, Lowell
"2.7 overall GPA and 2.5 in sciences for any transfer students; Freshman follow university requirements"

University of Washington
"For early admission, students must have an overall GPA of 3.0, with a minimum 2.0 in required chemistry, English, and calculus prerequisites. For upper division admission, students must have an overall GPA of 2.5, with a minimum 2.0 in the early admission prerequisites plus general biology and organic chemistry."

Wright State University
"2.0 GPA; 2 science courses completed with a grade of "C" or better."

Graduate:

California State University Northridge
"Applications are reviewed by the graduate coordinator or department chair."

East Tennessee State University
"Applications submitted through an application service SOPHAS. Students are required to submit official GRE scores, official transcripts, 3 letters of recommendation, a statement of goals and objectives, and a resume. International students are also required to submit official TOEFL or IELTS scores, and a statement of financial support. A faculty admissions committee evaluates each application and votes to admit, admit with condition, or deny."

Old Dominion University
"Students are admitted based on a sliding scale of points accumulated on: 1. GPA 2. Required per-requisite courses 3. GRE 4. Essay 5. References 6. Work experience in field. Based on a scale of 100 points students are admitted: 70-100 point, admitted regularly, 50-60 points: faculty committee decision; 49-below: no admit"

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

5.5 Enrollment Trends

Accredited programs were asked about the number of students applying to their program. Two undergraduate programs reported having more students apply to their environmental health program than are admitted, and 18 programs said that the number of students applying is approximately the same as number admitted. The remaining 10 felt this question was not applicable to their program.

Six graduate programs reported having a higher number of students apply than the number admitted while one program 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
"Less than 5% of applicants are denied admission to the major. Those who are unsuccessful either do not have strong enough grades in their foundational science courses, or they do not have a clear idea about how enrolling in the major can help them achieve their goals. Students who are denied admission are referred individually to other related majors that may be a better fit for them."

West Chester University
"Admission to West Chester University has gotten increasingly competitive over the years. According to collegedata.com, Annual Survey of Colleges 2012, 47% of 15,080 applicants were admitted."

California State University, Northridge (G)
"Some students do not qualify for the graduate program."

East Carolina University (G)
"Some students do not meet University Graduate School minimum requirements"

East Tennessee State University (G)
"Students are typically denied because of lower than acceptable GRE scores or GPA."

Mississippi Valle State University (G)
"Students no having strong background."

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

University of Illinois Springfield (G)
"We are near capacity. Students with less than 3.0 only get admitted conditionally and then only if space remains."

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
"Engagement with campus wide pre health and academic advising"

California State University, Northridge (UG/G)
"Enrollment is steady; our GE courses recruit"

California State University, Northridge (G)
"Word of mouth and GE courses"

California State University, San Bernardino
"Job prospects"

Colorado State University
"Increased public awareness of the major, new sustainability major on campus"

East Carolina University
"Word of mouth (student to student)"

East Carolina University (G)
"Military student applicants"

Illinois State University
"Global warming, BP and other disasters increase awareness"

Mississippi Valley State University (G)
"Economy"

Missouri Southern State University
"The recent increase in students has been due to the distance learning track option for the EH degree."

North Carolina Central University
"Word of mouth about the career opportunities"

Old Dominion University (UG/G)
"Word of mouth. Aging workforce in Public and Environmental Health"

Texas Southern University
"Word of mouth"

University of Findlay (UG)
"Face-to-face presentations to educate the high school students"

University of Findlay (G)
"International interest because of accreditation; work on Professional Masters Degree"

University of Georgia
"Interest as a pre-med major"

University of Illinois, Springfield (G)
"Word of mouth, UI online, EH licensed individuals do not need GRE"

University of Massachusetts, Lowell
"Word of mouth, understanding of the field and opportunities"

University of Washington
"Awareness of public health"

University of Wisconsin Eau Claire
"Jobs and internships"

West Chester University
"Word of mouth is working well for us; the slower economy is also turning students more towards technology-focused majors, I believe."

Western Carolina University
"Excellence in teaching."

Wright State University
"Word of mouth; solid job prospects in the region"

Explanation for Decreases

Benedict College
"Overall college decrease in enrollment by 400 students"

California State University, San Bernardino
"Perceived course difficulty--in math and science"

Dickenson State University
"Oil boom directly linked to expensive limited housing and high paying jobs in the area."

East Carolina University
"Lack of understanding of environmental health discipline"

East Central University
"Current events, national financial situation"

Eastern Kentucky University
"Our program is no longer teaching the large mid-semester course due to new university fees placed on students to add/drop courses. This mid-semester course brought in a lot of new, undeclared students in the program as they were able to get a good introductory into the field and program of environmental health."

East Tennessee State University
"Fear of science and math courses, difficulty of program, political trends towards anti-intellectualism and lack of support for environmental protection. Lack for public knowledge regarding EN, and career opportunities."

East Tennessee State University (G)
"Science based curriculum, course difficulty, lack of knowledge about environmental health."

Illinois State University
"Improving economy means fewer students enroll in school."

Indiana University-Purdue University Indianapolis
"We continue to have strong competition for students from the environmental science program on campus. The largest factor, however, has been change . . . during the last three years, we moved both physically and academically from one school to another and then again to a newly created school of public health. We believe this hampered our ability to connect with students. During this period, we also changed our admission requirements. As noted previously, we believe, however, that we are now in a stable position with a positive future."

Lake Superior State University
"Poor employment prospects in Michigan, lack of student interest in public health, poor economy in Michigan has led to enrollment declines at many state universities."

Mississippi Valley State University
"Student enrollment has decreased."

North Carolina Central University
"For NCCU, the current transition in degree programs."

Ohio University
"Understaffed in the program with not time for recruitment and the recent switch from quarters to semesters."

University of Findlay
"High schools students have no idea what environmental health is or what career they would have"

University of Illinois Springfield (G)
"Lack of visibility of profession"

University of Georgia, Athens
"Difficulty with the required science courses"

University of Massachusetts, Lowell
"Perceived difficulty particularly with science courses, high paying jobs compared to other majors"

University of Washington
"Little understanding of how environmental health fits within public health"

West Chester University
"As always, some students are surprised and overwhelmed by the amount of science and math they need to succeed in this major."

Western Carolina University
"Lack of knowledge about the existence of EH."

6.0 Student Demographics

6.1 Diversity

The student body of Accredited Programs is showing a decrease in diversity. Currently 37% of students enrolled in EHAC undergraduate programs are minorities. This represents an increase of 3% as compared to the previous academic year. Overall diversity has increased by 124% since the academic year 2003-2004: see chart 9. For student diversity demographics, see charts 9-12. For student gender, see charts 13 & 14. For student age see charts 15 & 16.

Chart 9: Accredited Progams Student Diversity Trends

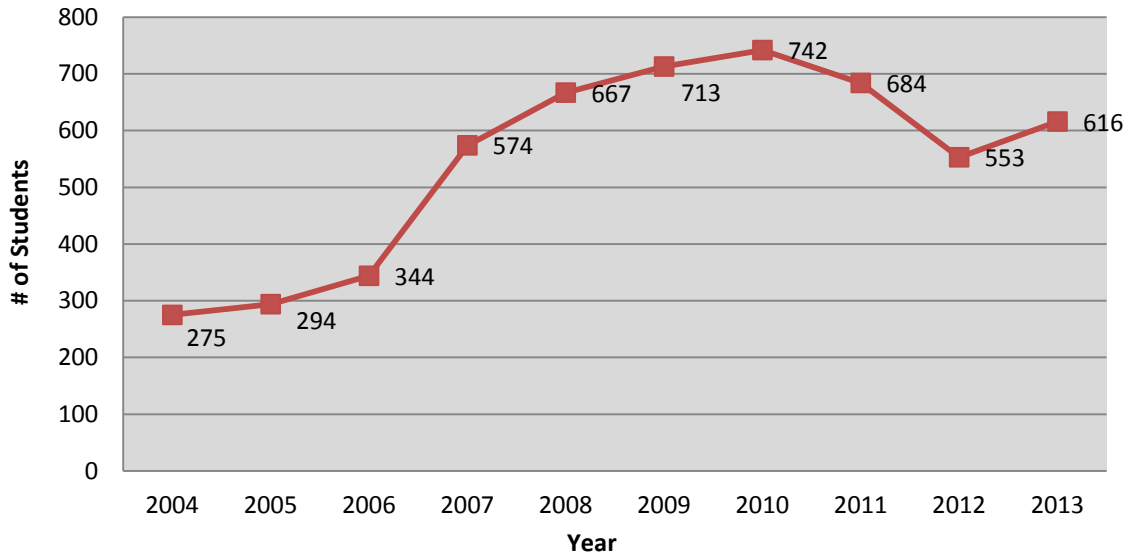


Chart 10: Undergraduate Sutdent Demographics

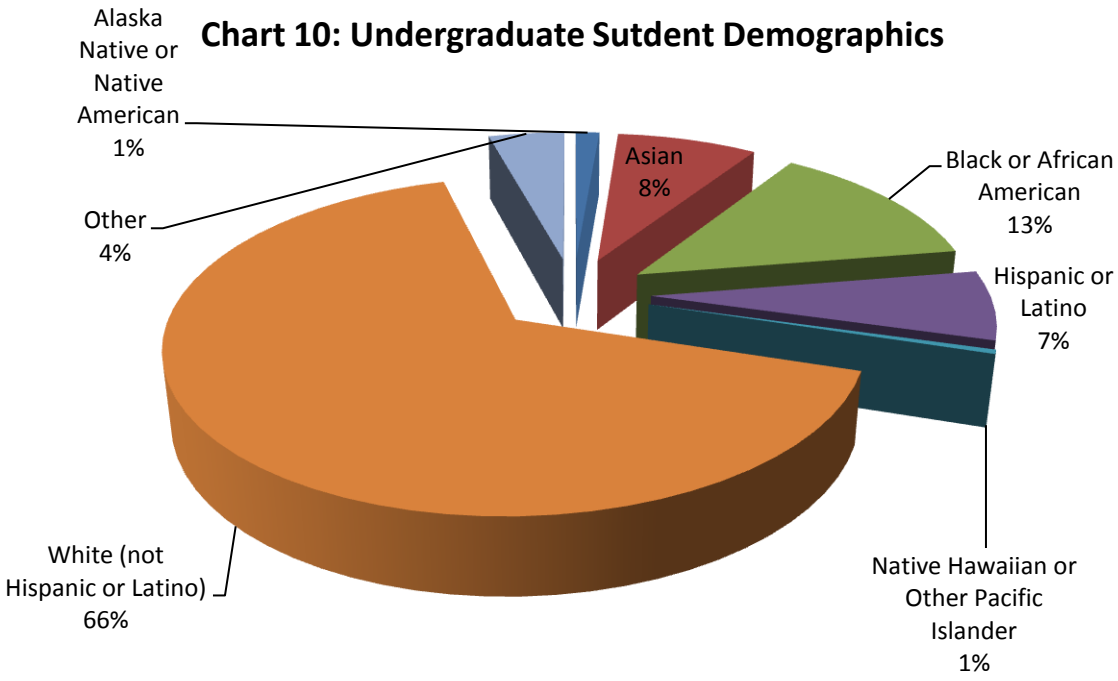


Chart 11: Graduate Student Demographics

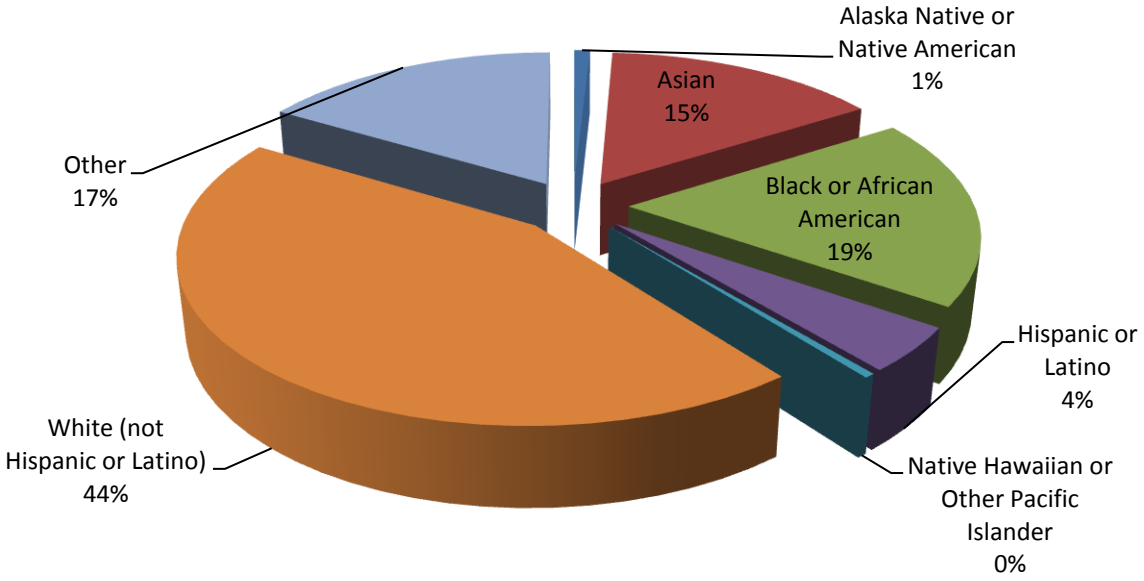
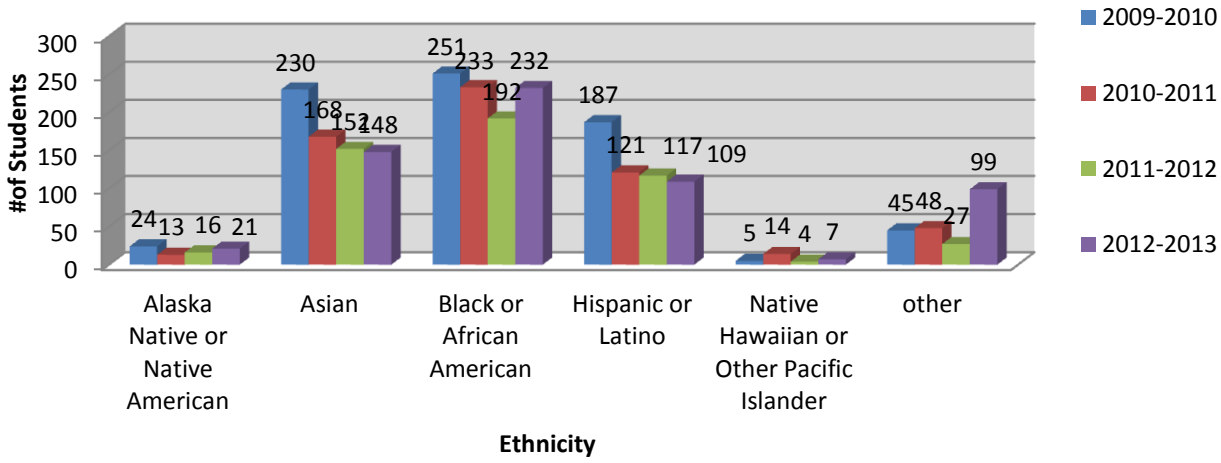


Chart 12: Student Demographic Comparison- AY 09-10, 10-11, 11-12, 12-13



6.2 Enrolled Students by Gender

Chart 13: Undergraduate Students Gender Breakdown

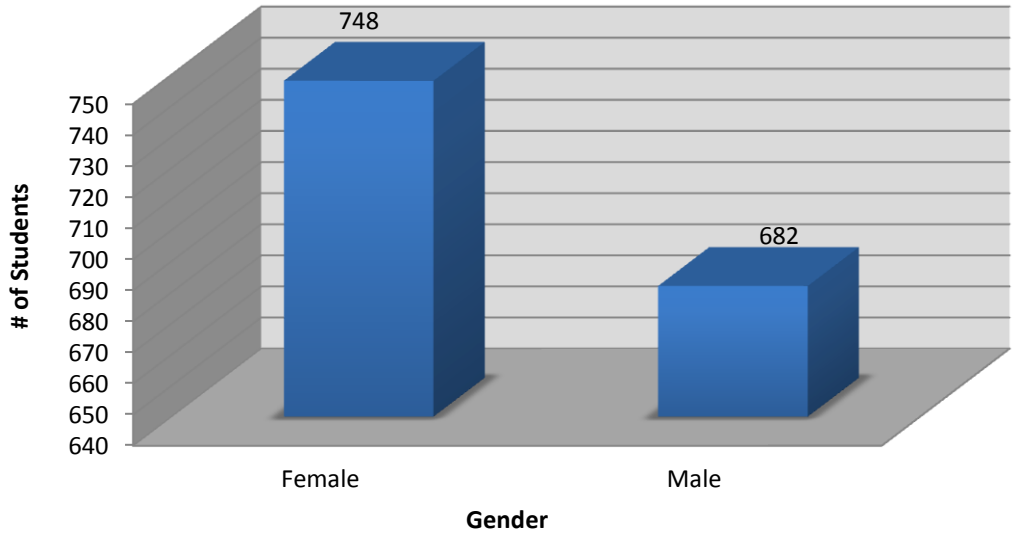


Chart 14: Graduate Students Gender Breakdown

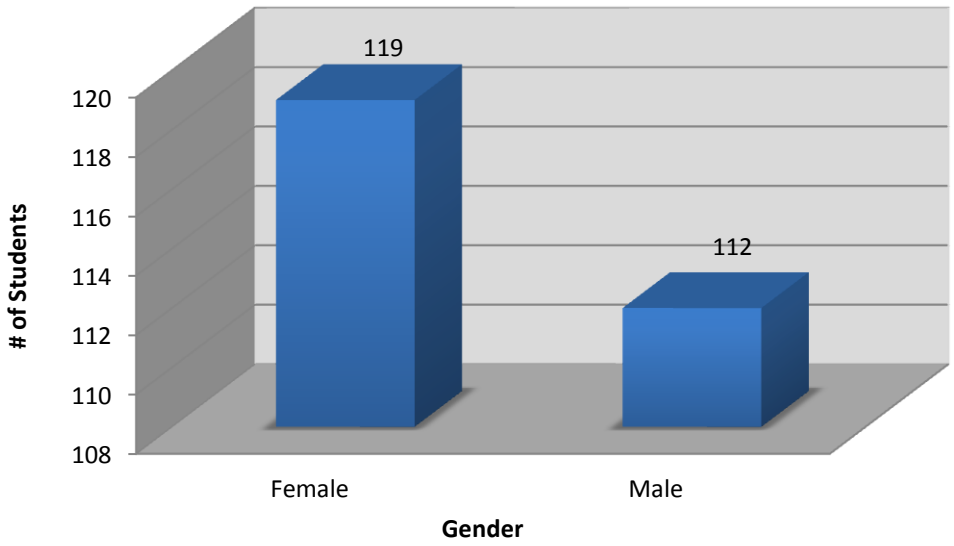


Table 12: Accredited Programs Gender Comparison AY: 08-09, 09-10, 10-11, 11-12 & 12-13

Table 16: Gender Comparison –AY 08-09, 09-10, 10-11, 11-12, 12-13					
Student Gender	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Female	783	948	927	835	867
Male	876	849	844	799	794

6.3 Enrolled Students by Age

Chart 15: Undergraduate Students Age Breakdown

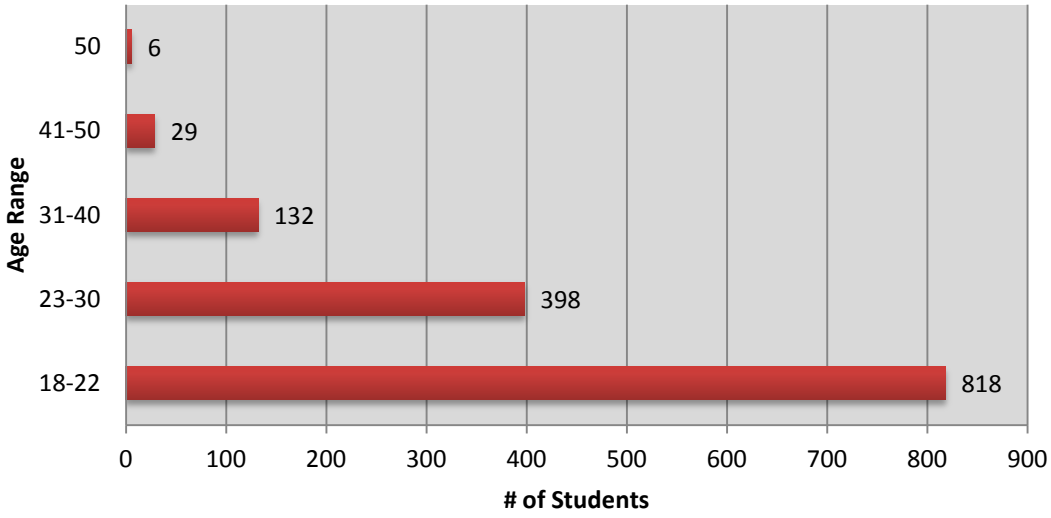
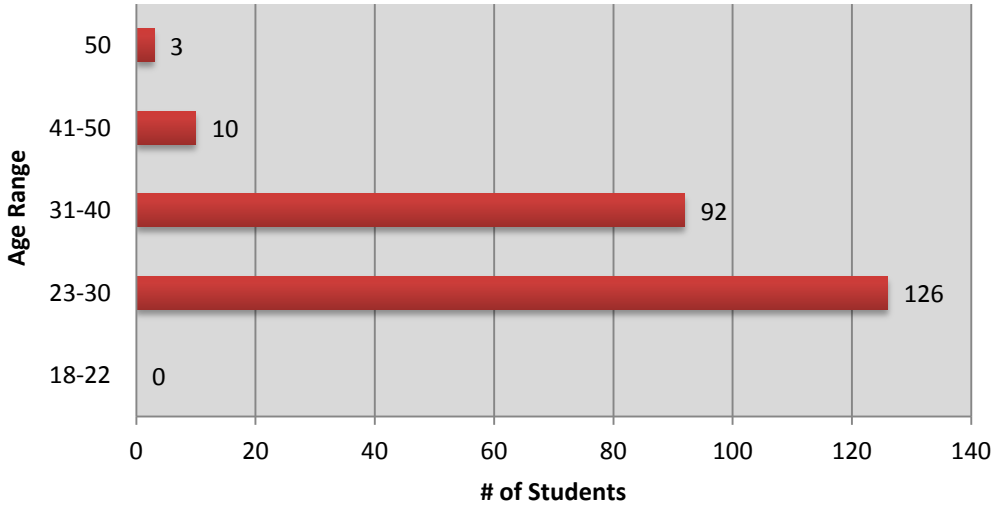


Chart 16: Graduate Students Age Breakdwon



6.4 International Students

Accredited programs have a total of 71 international students enrolled for the 2012-2013 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	14
Brazilian	1

British Virgin Islands	1
Canada	1
China	5
Germany	1
Guinea	1
Haitian	1
Iran	3
Japan	1
Kenya	1
Mexico	3
Nepal	4
Nigeria	1
Philippines	1
Saudi Arabia	10
Syria	1
Thai	1
Unknown	1
Total	52

Table 14: International Graduate Students Country of Origin

Country	# of Students
Canada	1
China	2
Gambia	1
India	2
Iran	1
Kuwait	2
Nepal	1
Nigeria	1
Pakistan	1
Saudi Arabia	6
Syria	1
Total	19

7.0 Employment after Graduation

7.1 Employment Opportunities

Seventeen accredited programs feel that employment opportunities for environmental health graduates is increasing and two programs feel they are decreasing. The remaining seventeen 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 2012-2013, program directors reported 347 graduates working in the private sector where 378 graduates are working in the public sector. Refer to table 15 for details regarding where graduates are working in the public sector.

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

Program Graduates	Non-Profit	Educational Institution	Local Health Departments	Federal Agencies	Other
Undergraduate	4%	13%	53%	17%	10%
Graduate	4%	25%	46%	15%	6%

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

- Nucor Steel
- American Env. Corp
- URS
- QEPI
- United Health Group
- Tanagram, Inc.
- Van Ausdell & Farrar
- Eastern Engineering
- GE
- Umicore Optical Materials
- Premium Standard Farms

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	50%	43%	7%
Graduate	29%	57%	14%

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	17%	73%	10%
Graduate	14%	86%	0%

8.2 Program Health Commentary

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

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

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

Concerned Undergraduate Programs

Alabama A&M University
"I would just like to see more students in our program because of the wonderful opportunities. And programs like biology have hundreds of students."

Benedict College
"Your survey does not allow for input regarding our December graduation. December and May graduation reduces the continuity of annual enrollment since we have been having graduates during both commencements."

Bowling Green State University
"Low enrollment and increasing pressure from administrators to increase class sizes."

Colorado State University
"Our program is very strong and growing."

Dickinson State
"I have no new students because I can't compete with the local job market and students can't afford to live here."

East Carolina University
"Number of students currently enrolled in the undergraduate and graduate programs is appropriate for the number of faculty employed, but a slight increase in enrollment would be preferred"

East Central University
"Need to increase number of majors to meet class size expectations and faculty load hour requirements. University funding from state tied to enrollment, retention and number of graduates.."

East Tennessee State University
"Enrollments are slowly but steadily increasing. Students that complete the program are well prepared and find jobs in EH."

Eastern Kentucky University
"We are concerned with undergraduate enrollment as it has decreased approximately 5% each year for the past 3 years."

Indiana University - Purdue University Indianapolis
"Enrollment has been steadily decreasing to levels that are now less than half of our peak. However, we believe that our picture will improve now that we are part of a school of public health."

Illinois State University
"For a short while we were over-capacity. Due to drop-outs and major changes we are currently at optimal levels. We may need to enforce enrollment management to reduce numbers."

Mississippi Valley State University
"The numbers are not increasing high enough."

Missouri Southern State University
"Administration at MSSU has stated that the EH faculty make too much money for the number of students that we teach. We have been given one year to increase enrollment or face closure of the program."

North Carolina Central University
"The department proactively suggested merging two degree programs in the unit while retaining the accredited EHS concentration. This new degree should improve the total number of majors and graduates and meet the UNC system criteria required to not be labeled as a "low productivity" program. However, during this transition period (elimination of current degrees and approval of new degree), recruitment of students at the freshman level has been discouraged."

Ohio University
"Our university budget model is changing and will be more reliant on student headcount than ever before."

Old Dominion University
"Smaller programs are always a target at our University although the commitment of resources to the program over the past year indicates less concern."

Texas Southern University
"There is always a concern since the enrollment is lower than some other programs."

University of Findlay
"We want 100 to 120 in the undergraduate program. At this level we will have jobs for all graduates and the companies that depend on use for new hires will be able to find what they need."

University of Georgia, Athens
"We like the size of our major because it is small enough so that we can get to know and mentor each student who comes through as well as provide excellent recommendation letters for them."

University of Massachusetts, Lowell
"It has been hard to recruit given that strong science students tend to go to engineering (where higher paid jobs and more understanding of the field is). Strong environmental science students are likely to go to schools with stronger reputations in environmental fields. We are focusing on community college engagement at this point but have little administration support for recruitment. We are hoping our new cohort of very engaged students can help us with outreach."

University of Washington
"Our current curriculum structure allows a maximum of 60 students in the program. Enrollment has been growing over the past 2 years, and we are on track to reach 60 students within the next year."

University of Wisconsin Eau Claire
"Must keep up numbers to justify expenses of our program."

West Chester University
"We were threatened with closure a few years ago but we have grown our enrollment to within "sight" of our target 70 students; we now stand at 50+ (49 in this report, but a few more have enrolled since data collection date) and the status of "low enrolled program" has been lifted. Nevertheless, we are ever vigilant and want to continue to grow."

Western Carolina University
"We appear to be steady."

Wright State University
"Enrollment continues to be solid and employment prospects seem good."

Concerned Graduate Programs

East Carolina University
"Current enrollment of undergraduate and graduate students appropriate for number of faculty, but slight increase in enrollment would be preferred."

East Tennessee State University
"Enrollment is low and flat. Enrollments need to increase to meet state productivity requirements."

Mississippi Valley State University
"WE ARE TRYING TO INCREASE THE NUMBERS."

University of Findlay
"Would like to double the number of students in order to ensure the health of the program."

University of Illinois Springfield
"We have space to grow, but have a comfortable number of students in the program."

Accredited programs were asked to indicate the health of their program: 13 programs are improving, 20 programs are maintaining a healthy program and 4 are diminishing. Below are snapshots of improving and diminishing programs:

Explanations for Health of Programs Improving

Undergrad Programs

Alabama A&M University
"Each year our numbers are increasing. Our students are receiving more internship and employment opportunities."

Colorado State University
"We always strive to improve, increased recruiting of high quality students (especially freshman), increased scholarships, and curriculum additions."

East Tennessee State University
"Enrollments are slowly but steadily increasing. Students that complete the program are well prepared and find jobs in EH."

Eastern Kentucky University
"The program's enrollment numbers have decreased; however the quality of faculty and students remain the same."

Indiana University - Purdue University Indianapolis
"Although student enrollment has decreased, we now have 5 full-time, tenure-track faculty and we have a new location in a newly created school of public health. These are both positive developments, which improve our position for marketing and program expansion. We feel confident that we can begin increasing enrollments in the near future."

Missouri Southern State University
"Last year we had 40 students enrolled as EH majors and this year we have 37 students enrolled as EH majors. Previous years have fluctuated around 30 to 35 EH majors."

Old Dominion University
"Our program is strong and solid and well recognized in Virginia as the only Nationally accredited program in our State. The number of students coming into the program is maintaining each year. The ability to obtain more new faculty and resources has improved."

Texas Southern University
"With the support of a possible graduate program, I believe it will grow."

University of Findlay
"We are placing more emphasis on recruiting from the department and university levels. The entire campus is going through Academic Portfolio Review, and the results will determine which programs get help, which stay the same and which are closed. We hope to be in the "needs help" category."

University of Massachusetts, Lowell
"We are only two years in our accreditation. We have increased our numbers of students through word of mouth but lack sufficient resources for the broad outreach that is needed. Also having lost two dedicated faculty members has made our ability to do outreach and curriculum development - given research obligations - quite tough. We are trying to obtain approval for a non-tenure track instructor who can be the program coordinator managing outreach, internships, jobs, etc."

West Chester University
"As explained above, enrollment is growing. Also, we have seen significant recent equipment procurement for our EH lab. We finally have the ear of management and they are open to considering an additional tenure-track faculty hire in EH."

Wright State University
"Good enrollment, excellent support from the college, excellent instructors, solid prospects for internships."

Graduate Programs

East Carolina University
"Increased number of applicants."

East Tennessee State University
"The number of applications and acceptance rates are flat.."

Old Dominion University
"More job opening in industrial hygiene and occupational safety in this area."

Explanation for Health of Programs Diminishing

Bowling Green State University
"Lack of support from administration."

Dickinson State University
"No new students and no administrative support plus our school has recently gone through some very negative publicity. Cost of living is very high here. I have also lost my supply of international students and the entire university has had a major lose of students."

Lake Superior State University
"The former program coordinator left rather abruptly (some records are not available as a result) and current student enrollment is low."

Ohio University
"Starting to see additional interest in the major. We also have are conducting a search for a full time teaching faculty member."

9.0 Recruitment

9.1 On Campus Recruitment

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

Table 19: On Campus Recruitment

Recruitment Techniques	# of Programs Implementing Technique	% Out of 37 Programs
1. YouTube	8	22%
2. Facebook	14	38%
3. Twitter	2	5%
4. Financial aid initiatives	10	27%
5. Outreach to students who are undeclared majors	28	76%
6. Participating in on-campus events	28	76%

7. Posting advertisement flyers	19	51%
8. Recruitment class (introductory course open to all university students)	19	51%
9. Student club activities	22	59%
10. Students recruiting other students	32	86%
11. Submitting articles for school newspaper on EH student led initiatives	6	16%
12. Working with the admissions office	20	54%
12. Other (Please specify)	10	27%

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

Undergraduate Programs

Benedict College
"On-campus programs and seminars."

Dickenson State University
"I have no university support to recruit students, or money or time."

East Carolina University
"Open houses, work with advising center."

East Tennessee State University
"Working with the pre-professional program.."

Indiana University - Purdue University Indianapolis
"We are in the process of developing a strategic plan for increasing enrollments."

Old Dominion University
"We have a fulltime college advising office that assists with the enrollment of undeclared students."

University of Washington
"Referrals from general advising office."

West Chester University
"We have some new interest in a student club and may soon move forward with that."

Graduate Programs

East Carolina University
"Open Houses, work with advisors."

University of Illinois, Springfield
"University of Illinois Online Department Web site"

9.2 Off Campus Recruitment

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

Table 20: Off Campus Recruitment

Recruitment Techniques	# of Programs Implementing Technique	% Out of 37 Programs
1. YouTube	10	27%
2. Facebook	16	43%
3. Twitter	6	16%
4. Alumni	16	43%
5. Community-university partnerships	17	46%
6. Electronic Media	17	46%
7. High School class presentations	20	54%
8. News Media	9	24%
9. Participation in career day events	24	65%
10. Participation in local events	20	54%
11. Science Fairs	15	41%
12. Other (Please specify)	9	24%

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

Undergrad Programs

Benedict College
"Annual event known as Harambee Festival in November is a major event to try to attract or recruit students."

Dickinson State
"We set a table up to talk to students here for our Science Olympics."

East Carolina University
"Open houses, career fairs."

Illinois State University
"Our students recently started a Facebook page for EH.."

Indiana University - Purdue University Indianapolis
"We sponsor/participate in career panels and online informational events."

University of Massachusetts, Lowell
"Community College articulation agreements"

Wright State University
"Participation in a well-attended college fair at a local high school."

Graduate Programs

East Tennessee State University
"Faculty contacting colleagues."

University of Findlay
"We recruit at regional and national meetings. Most domestic students contact us through internet inquiries. Most international students contact us through international recruiters."

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

Table 21: Most Effective Recruitment Techniques

Recruiting Technique	# of Programs Implementing Technique	% Out of 37 Programs
Admissions Office	4	11%
Alumni	4	11%
Brochures/Flyers	1	3%
Classroom Recruiting	3	8%
Community University Partnerships	3	8%
EH Club Activities	2	5%
Electronic Media	8	22%
Faculty Referrals	1	3%
On Campus Recruitment of Undeclared Majors	7	19%
Participation in Local Events/Off Campus	5	14%
Student to Student Recruitment/Word of Mouth	9	24%
None/Not Applicable	2	5%

9.3 Diversity Recruitment

39% of accredited programs have programs or initiatives to recruit a diverse student body. The following details these programs or initiatives:

Undergrad Programs

Benedict College
"We have students put on research projects in which they report their findings as an aid to attracting diverse populations of students."

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

Colorado State University
"Work with university diversity offices and participate in sponsored recruiting events aimed at diverse students."

East Carolina University
"African American sororities and fraternities."

East Tennessee State University
"Work with the university diversity office."

Eastern Kentucky University
"Go to Jr. Colleges and engage minority students and engage undeclared minority students on campus."

Indiana University - Purdue University Indianapolis
"Our current enrollment is diverse. As noted above, we are developing a strategic plan to increase enrollments with a focus on recruiting a diverse and highly qualified student body."

Mississippi Valley State University
"High school visitations."

University of Findlay
"Endowed Scholarships that target African Americans and Women. High school visits to schools with diverse student body."

University of Georgia Athens
"We have a scholarship from GA Power that will support two outstanding minority students at a time during their time at UGA."

University of Washington
"summer research program for underrepresented students."

West Chester University
(No) "We need this. Our MPH program with an EH track, where many of our undergrads go, is incredibly diverse but our undergrad program is still too homogeneous. The institution as a whole is working on this."

Western Carolina University
(No) "Our school lacks diversity - it would be difficult to be higher than we are in diversity."

Wright State University
"Recruiting initiatives sponsored by the college."

Graduate Programs

East Tennessee State University
"University diversity office and School of Graduate Studies recruitment efforts."

Old Dominion University
"Increase scholarships and financial aids."

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

10.0 Retention

10.1 Five Year Retention Rates

Table 22 depicts the five-year average retention rates of accredited programs. 14 of the programs have retention rates equal to or more than 25%. These programs include: Alabama A&M University (28%), Bowling Green State University (38%), California State University Northridge UG/G (38%, 29%), Colorado State University (25%), Dickinson State University (36%), East Carolina University UG (29%), East Central University (25%), Illinois State University (25%), Indiana University- Purdue University Indianapolis (27%), University of Findlay G (34%), University of Washington (49%), Western Carolina University (26%) and Wright State University (32%).

Table 22: Accredited Programs Five Year Average Retention Rates

Accredited Program	2008-2013 Mean Enrollment	2008-2013 Mean Graduation	Graduation/Enrollment
Alabama A&M University	15	4.2	28%
Baylor University	8	0.8	10%
Benedict College	19	3.4	18%
Boise State College	47.6	8.8	18%
Bowling Green State University	21.8	8.2	38%
California State University Northridge	172	66.2	38%
California State University Northridge (G)	64	18.8	29%
California State University San Bernardino	36.2	7.6	21%
Colorado State University	107	26.6	25%
Dickinson State University	4.4	1.6	36%
East Carolina University	35	10	29%
East Carolina University (G)	29	6.8	23%
East Central University	42.4	10.8	25%
East Tennessee State University	50.8	6.2	12%
East Tennessee State University (G)	6.4	0.8	13%
Eastern Kentucky University	124.6	27.6	22%

Illinois State University	101.2	25	25%
Indiana University - Purdue University Indianapolis	27.8	7.4	27%
Lake Superior State University	9	1.6	18%
Mississippi Valley State University	15.6	3.4	22%
Mississippi Valley State University (G)	23.4	4.6	20%
Missouri Southern State University	37.6	6.8	18%
North Carolina Central University	9.6	0.4	4%
Ohio University	46.2	11.2	24%
Old Dominion University	59.4	11.6	20%
Old Dominion University (G)	14.4	3.4	24%
Texas Southern University	33.4	6.6	20%
University of Findlay	57	9	16%
University of Findlay (G)	74.6	25	34%
University of Georgia	98.8	17.8	18%
University of Illinois Springfield (G)	41.4	7.6	18%
University of Massachusetts, Lowell	4.4	0.4	9%
University of Washington	38	18.6	49%
University of Wisconsin Eau Claire	48.8	10.8	22%
West Chester University	39.6	8.6	22%
Western Carolina University	59.8	15.8	26%
Wright State University	43	13.8	32%

11.0 Online Programs

11.1 Full Online Degree Programs

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

11.2 Online Courses

Twenty-four of the 37 accredited programs offer online courses. Of these that offer online courses, eleven 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		No
California State University Northridge (UG)		No
California State University Northridge (G)		No
Colorado State University	Yes	

East Carolina University (G)		No
East Central University	Yes	
East Tennessee State University (UG)	Yes	
East Tennessee State University (G)	Yes	
Eastern Kentucky University		No
Illinois State University	Yes	
Mississippi Valley State University (UG)		No
Mississippi Valley State University (G)		No
Missouri Southern State University	Yes	
North Carolina Central University	Yes	
Ohio University		No
Old Dominion University (UG)		No
Old Dominion University (G)	Yes	
Texas Southern University		No
University of Findlay (UG)	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:

Undergrad Programs

Colorado State University
"We have two versions of a key EH course. One is for credit and students seem to be exclusively enrolled on campus. The non-credit version is exclusively professionals in the field seeking the certificate. Both versions have ~ 12 students per year."

East Central University
"Anyone with appropriate prerequisites"

East Tennessee State University
"Students qualifying as non-degree seeking UG students."

Illinois State University
"Any student and take the course. We discourage our majors from taking the online version because we believe the face-to-face version is superior."

Missouri Southern State University
"Anyone with the pre-requisite."

North Carolina State University
"Students at other UNC system institutions can take any online course offered at NCCU."

Old Dominion University
"Anyone who is admitted to the University and signs up for them. These are both undergraduate and graduate courses."

University of Findlay
"Those accepted as a transient student."

University of Massachusetts, Lowell
"Community Health Education and Emergency Management are both offered and available to any students."

West Chester University
"Any qualified student. Our course "Emergency Preparedness in Public Health" is only partially online, however. This is the only course to date that has a considerable online component."

Graduate Programs

East Tennessee State University
"Students admitted to graduate certificate programs, other appropriate graduate programs, and non-degree seeking graduate students."

Old Dominion University
"Anyone who is admitted to the University and registers for them."

University of Illinois, Springfield
"Only the electives."

12.0 Exit Exams

Accredited programs were asked if they administered an exit examination to graduating students. 14 programs administer an exit exam and have summarized their requirements below:

Undergrad Programs

Benedict College
"Environmental Health Science prospective graduates take a very comprehensive exam of 120 questions as an exit exam. The exam contains multiple choice, true false, problem and essay questions. It includes questions from all subject areas covered and sample questions from exams from external entities such as the Environmental Protection Agency, the Centers from Disease Control and Prevention or the Registered Environmental Sanitarian Exam. The exam is taken as an assessment tool although there is no pass/fail score entailed."

Dickenson State University
"It is short version of the NEHA RS exam."

East Central University
"Multiple choice questions in subject areas included in NEHA registered environmental specialist exam."

East Tennessee State University
"All graduating students starting in the 2012-2013 academic year are required to take a 40 question, faculty developed, examination evaluating basic concepts in EH."

Eastern Kentucky University
"Undergraduate students take the REHS exam during their senior year which is paid for by the department. This exam is national recognized and gives them certification they can utilize in their professional career.."

Mississippi Valley State University
"Students must take an exit exam based on the courses taken."

Missouri Southern State University
"The senior assessment exam for the Environmental Health major at Missouri Southern is the Missouri Certified Environmental Health Specialist exam."

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

Wright State University
"Students are given a comprehensive exam covering material presented in upper-level EH courses. The exam is administered in EES 4700, which is a "capstone" course for graduating seniors."

Graduate Programs

California State University, Northridge
"Comprehensive exam with objective questions, short answer, and essay questions."

East Tennessee State University
"Written examination based on students coursework and research. Exam created by faculty for each student."

Mississippi Valley State University
"Written and oral comps. Students must take and pass both written and oral exams. The exams cover general information gleamed from courses taken."

Old Dominion University
"Students are administered both a written and oral comprehensive exam during the last semester of their program."

University of Illinois, Springfield
"Please note that question 23 didn't change to be estimate for the 2012-2013 year, which was how I answered the question. Exam - case based problem - designed to assess ability to understand and apply core function of EPH: assessment, assurance, and policy development."

13.0 Significant Changes to Accredited Programs

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

Undergrad Programs

Benedict College
"While this is not a new change, it is important for EHAC to note that the college offers both winter and spring commencement. When projecting for the anticipated graduates, the survey form did allow input to indicate that 2 students graduated in December 2012, and 4 are expected to graduate in May 2013."

Bowling Green State University
"The two faculty that had been part of the program since its inception resigned last year. The administration does not seem to have much support for the program in its current situation."

Dickinson State
"We do plan on dropping our B.A. degree due to lack of use, but this will not be done until fall 2014."

East Carolina University
"Loss of one tenure-track faculty position."

Eastern Kentucky University
"Professor Worley Johnson resigned his position as chair of the department during the summer 2012. Dr. Carolyn Harvey is now the interim Department Chair for the EHS program effective July 2012."

Indiana University- Purdue University Indianapolis
"Our program is now located in the newly created Richard M. Fairbanks School of Public Health."

Missouri Southern State University
"We are decreasing the overall number of hours required in the EH degree, while still maintaining a high degree of quality EH topics. I have sent an email outlining the changes to the undergraduate chairs and the general chair."

North Carolina Central University
"A curriculum change is underway, however no change will be made to the EHAC-accredited Environmental Health Science concentration within the major."

Ohio University
"We switched from quarters to semesters starting in Fall 2012."

University of Findlay
"Yes made changes in the effort to obtain accreditation."

University of Georgia, Athens
"We have hired two new faculty who will be teaching our Environmental Chemistry and Industrial Hygiene courses."

University of Massachusetts, Lowell
"While not made yet, we are in the process of seeking approval for a BS in Public Health under which the EH program would fall. If this makes it through the system, we would revamp our curriculum slightly but still complying with accreditation requirements. We have already discussed this with the Council and will provide all necessary revision materials at the point in which the new degree is approved. We believe this may strengthen our program and our ability to recruit students."

University of Wisconsin Eau Claire
"Addition of a third full-time tenure track faculty member!"

West Chester University
"Last spring we finalized a name change to our program that makes us more visible and, we believe, more marketable. Our degree was originally part of a Public Health package that included concentrations in Health Promotion, Nutrition and Environmental Health. Nutrition split into a separate degree about five years ago and, just last year, a separate university department. As of last spring we separated from the old public health concentration to a standalone degree titled "B.S. Environmental Health."

Graduate Programs

East Carolina University
"Loss of one tenure-track faculty position."

14.0 Association of Environmental Health Academic Programs Support to Programs

Currently, all the accredited programs that participated in the 2012-2013 Annual Update Survey are AEHAP members.

14.1 AEHAP Services Benefiting Accredited Programs

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

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

AEHAP Program or Service	# of Programs	% Out of 30 Programs
AEHAP Newsletters	**21**	**70%**
Social Media (Facebook, YouTube, Twitter)	**10**	**33%**
Annual Update Report Data	**14**	**47%**
Letters of Support from AEHAP	**5**	**17%**
AEHAP Scholarship Programs (NSF and Student Research Competition	**21**	**70%**
Outreach Materials (Brochure, Poster, Post Cards, Careersenvhealth.com, aehap.org, etc.)	**20**	**67%**
None of these	**1**	**3%**
Other (please specify)	**4**	**13%**
AEHAP Student Research Competition		
A grant for a high school recruitment program a few years ago.		
Student paper/poster presentation awards		
Over the years, three of our students have successfully competed for scholarships including one NSF scholarship and two student research competition awards. We have posted outreach materials (posters, cards, etc.) all over campus.		

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

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

Alabama A&M University
"By providing scholarship funds to increase enrollment."

Benedict College
"AEHAP can continue to encourage national interest in environmental health. Interested students sometimes visit our college's website and learn about our program based on national promotion of the discipline."

California State University San Bernardino
"To continue to help when needed."

Colorado State University
"Continue to support student success, academic and professional development, provide travel grants for students to attend NEHA, enhance systems to disseminate information about job opportunities for EH professionals with BS, MS and PhD degrees."

Dickinson State University
"By getting out to the public what is EH."

East Carolina University
"More grants for recruiting."

East Tennessee State University
"Continue to educate the public about EH, and promote the profession."

Illinois State University
"Reduce the paper work requirements for accreditation."

Lake Superior State
"Increasing general awareness of public health."

Mississippi Valley state University
"Grants to help recruit students."

Missouri Southern State University
"Keep up the good work and work towards attaining more recruitment grant money."

North Carolina Central University
"Continue to provide recruitment materials."

University of Findlay
"See the comment on CDC, NEHA educational action."

University of Massachusetts, Lowell
"Need significant support in developing recruitment/outreach materials and actually doing that recruitment. Help with convincing administration of need to support program - particularly faculty and recruitment would be good. AEHAP has been helpful at engaging other faculty to provide syllabi and material for new courses."

University of Wisconsin Eau Claire
"Maybe send representatives to accredited schools once/year to give an overview of the profession."

West Chester University
"Continue what you are doing - it is making a difference."

Western Carolina University
"Working with EHAC to assess programs on outcomes rather than the criteria they currently use."

Wright State University
"Keep providing outreach materials such at the "Careers in EH" flyers -- these are great for recruiting at university open house events."

Graduate Programs

East Carolina University
"Increased recruitment grants."

East Tennessee State University
"Continue efforts to educate the public about EH, and increase the awareness and attractiveness of EH as a career choice."

Mississippi Valley State University
"Advertisement material."

University of Findlay
"Continue the good work. Recruiting or marketing for the profession itself."

University of Illinois Springfield
"Link UG students into Graduate Programs."

15.0 National Environmental Health Science & Protection Accreditation Council

Accredited programs were asked for their comments or questions for the EHAC Council. There were no comments listed by any programs as this time.