National Environmental Health Science & Protection Accreditation Council

2017-2018 Update of Accredited Programs

by

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2017-2018 Annual Update of EHAC Accredited Programs Report Highlights

Accredited Program Growth and Attrition

- Steady growth in the number of accredited undergraduate and graduate programs has leveled since 2015, with a current total of 38 EHAC accredited programs (29 undergraduate and nine graduate programs).
- A total of 12 programs have lost accreditation since 2006.

Undergraduate and Graduate Enrollment

- Undergraduate enrollment has increased during the last 12 years but has experienced a gradual decline since 2015-2016.
- The 2017-2018 undergraduate enrollment average is 20% less than the ten-year enrollment average of 1667 students.
- Graduate enrollment has significantly increased since 2006, experiencing a steep climb from 2014 to 2017.
- 2017-2018 graduate enrollment is 5% greater than the ten-year (2008-2018) average.

Undergraduate and Graduate Graduation Rates

- Undergraduate graduation rates have generally increased since 2006 with peaks in 2009-2010 and 2011-2012.
- Graduate graduation rates have increased by almost 300% during the past eleven years.

Undergraduate and Graduate Retention Rates

- The 10-year (2008-2018) average retention rate for undergraduate students is 25 percent.
- The 10-year (2008-2018) average retention rate for graduate students is 30 percent.

Undergraduate and Graduate On-Campus Recruitment Techniques

- Undergraduate programs have experienced the most recruitment success via social media including, YouTube and Twitter. Students recruiting students was important as well.
- Graduate programs also experienced success using YouTube videos and Twitter, as well as outreach to undeclared majors.

Undergraduate and Graduate Off-Campus Recruitment Techniques

- Undergraduate programs were most successful in recruiting students off-campus by participating in career day events, using alumni recruiters, presenting to high school students and posting on Facebook.
- Graduate programs rely upon alumni, participating in local evens and electronic media for successful off-campus recruiting.

1.0 Introduction

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

The data in this report represents responses from 37 of 38 EHAC accredited UG (UG) and Graduate (G) programs. There are 28 UG programs and nine G programs represented in this survey.

This report provides information on student and faculty diversity, the health of individual programs, student recruitment, enrollment and retention trends and graduation rates. Additionally, it includes information on faculty degree requirements, faculty salary information, the origin of international students, public vs. private sector employment rates of graduates and outreach strategies.

2.0 Current EHAC Accreditation Program Origin and Reaccreditation Dates

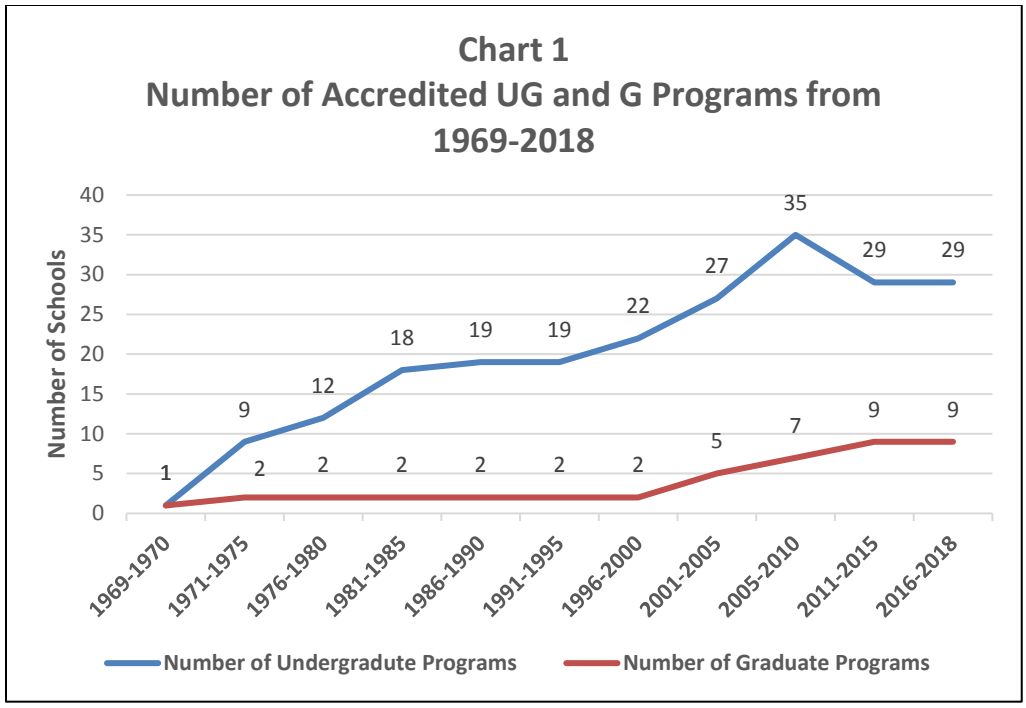
Twenty-nine UG environmental health (EH) programs and nine G programs are accredited by EHAC (Table 1). The period of accreditation is six years. Programs begin their reaccreditation process the fall prior to the end date of their accreditation.

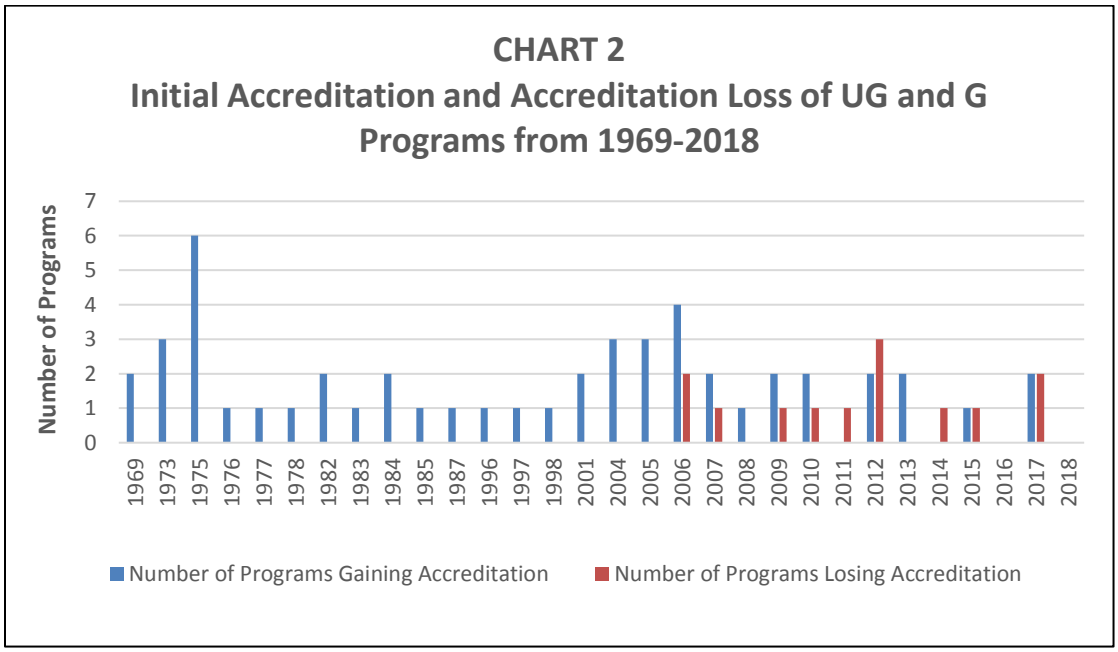
Table 1: Accredited Institutions - Accreditation Origin Date and Reaccreditation Schedule (programs eligible for 2019 reaccreditation are highlighted in blue)

	EHAC Accredited Institution	UG/ Graduate Program	Next Reaccreditation Review - Year	Initial Accreditation Date - Year
1	Baylor University	UG	2022	2010
2	Benedict College	UG	2022	2004
3	Boise State University	UG	2018	1982
4	California State University, Northridge	UG	2020	1973
5	California State University, Northridge	G	2020	1973
6	**California State University at San Bernardino**	**UG**	**2019**	**2004**
7	**Central Michigan University**	**UG**	**2019**	**2013**
8	Colorado State University	UG	2022	1973
9	Dickinson State	UG	2022	2010
10	East Carolina University	UG	2018	1975
11	East Carolina University	G	2018	1975
12	East Central University, Oklahoma	UG	2020	1975
13	East Tennessee State University	UG	2018	1969
14	East Tennessee State University	G	2018	1969
15	Eastern Kentucky University	UG	2018	1985
16	Eastern Kentucky University	G	2018	2012
17	Fort Valley State University	G	2021	2015
18	**Illinois State University**	**UG**	**2019**	**1975**
19	**Indiana University- Purdue University Indianapolis**	**UG**	**2019**	**2006**

	EHAC Accredited Institution	UG/ Graduate Program	Next Reaccreditation Review - Year	Initial Accreditation Date - Year
20	Mississippi Valley State University	UG	2022	1997
21	Mississippi Valley State University	G	Re-assess in 2018	2005
22	Missouri Southern State University	UG	2020	1996
23	North Carolina Central University	UG	2023	2017
24	Ohio University	UG	2022	1982
25	Old Dominion University	UG	2020	1983
26	Old Dominion University	G	2020	2007
27	State University of New York, School of Environmental Science and Forestry	UG	Re-assess in 2019	2017
28	**Texas Southern University**	**UG**	**2019**	**2006**
29	University of Findlay	UG	2018	2012
30	University of Findlay	G	2018	2005
31	University of Georgia, Athens	UG	2018	1984
32	University of Illinois, Springfield	G	2018	2006
33	University of Washington	UG	2017	1976
34	University of Wisconsin Eau Claire	UG	2017	1975
35	**University of Wisconsin Oshkosh**	**UG**	**2019**	**2013**
36	West Chester University	UG	2020	2008
37	Western Carolina University	UG	2017	1984
38	Wright State University	UG	2018	1977

Chart 1 presents the historic trend in number of accredited UG and G programs from EHAC's first accreditation in 1969, to the present. UG program numbers showed a steady increase from 1969 to 2010. Since 2006, 13 UG programs have lost accreditation, while 17 new UG programs and one G program have gained accreditation (Chart 2). Graduate programs have steadily risen as well, since 1971, reaching a high of nine in 2011. No G programs have been accredited since 2015 and no G programs have ever lost accreditation (Chart 2).





3.0 Program Faculty Updates and Information

3.1 Number of Faculty within Accredited Programs

This year, 2017-2018, a total of 370 faculty members were reported by UG and G programs, an 8% increase from the previous year. This increase reflects growth primarily in full-time faculty numbers for

both G and UG programs (Tables 2 and 3). Chart 3 presents trends in UG and G full and part-time faculty during the last seven years.

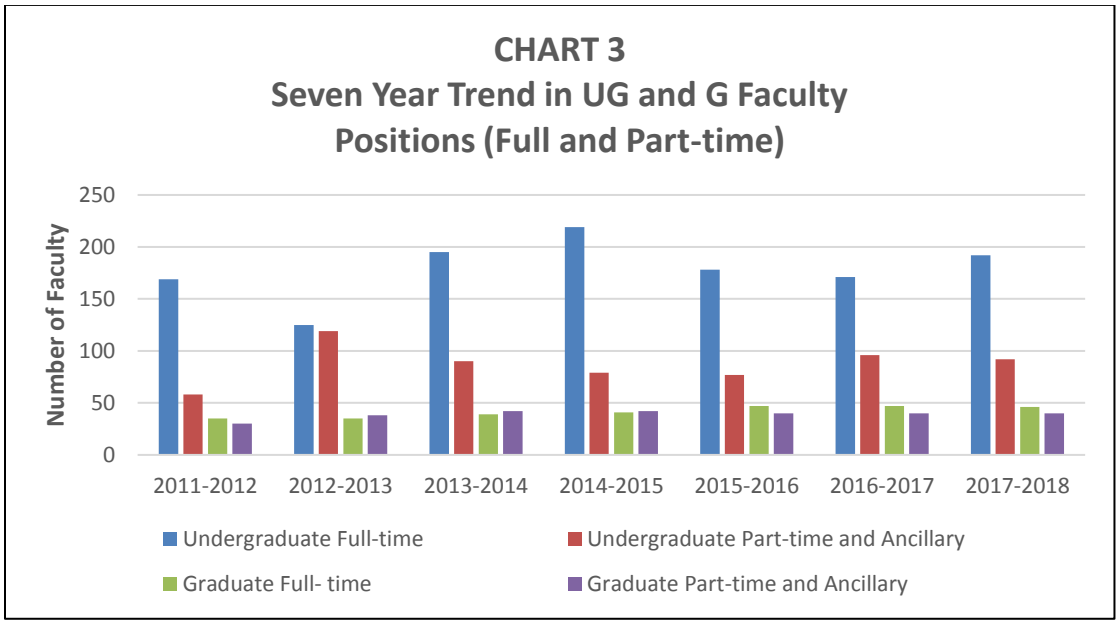
Table 2: Faculty Teaching at UG EHAC Accredited Programs

University Name	Full-time	Part-time	Ancillary	Total
Baylor University	9		2	11
Benedict College	3	1	0	4
Boise State College	2	1		3
California State University Northridge	6	17		23
California State University San Bernardino	1	4		5
Central Michigan University	21	0		21
Colorado State University	15	0	0	15
Dickinson State University	1	0	0	1
East Carolina University	5	2	1	8
East Central University	2		1	3
East Tennessee State University	5	0	5	10
Eastern Kentucky University	7	3	1	11
Illinois State University	4	1		5
Indiana University - Purdue University Indianapolis	6		5	11
Mississippi Valley State University	3	0	1	4
Missouri Southern State University	2	2	1	5
North Carolina Central University	6	0	7	13
Ohio University	2		4	6
Old Dominion University	5	0	8	13
State University of New York, Syracuse	19		3	22
Texas Southern University	4			4
University of Findlay	7		3	10
University of Georgia, Athens	10	0	0	10
University of Washington	37	4		41
University of Wisconsin Eau Claire	2	4		6
University of Wisconsin Oshkosh	1	2	1	4
West Chester University	3	4		7
Western Carolina University	4		4	8
Total	**192**	**45**	**47**	**284**

Table 3: Faculty Teaching at EHAC G Accredited Programs

University Name	Full-time	Part-time	Ancillary	Total
California State University Northridge	6	17		23
East Carolina University	5	1		6
East Tennessee State University	5	0	5	10
Eastern Kentucky University	6	2	1	9
Fort Valley State University	2	0	2	4

University Name	Full-time	Part-time	Ancillary	Total
Mississippi Valley State University	3		1	4
Old Dominion University	5	5	0	10
University of Findlay	7	0	3	10
University of Illinois, Springfield	7		3	10
Total	**46**	**25**	**15**	**86**



3.2 Salary Information

Programs were invited to report average salaries for both junior and senior faculty for nine and twelve-month time periods in 2017-2018. Results for UG and G faculty are shown in Tables 4 and 5.

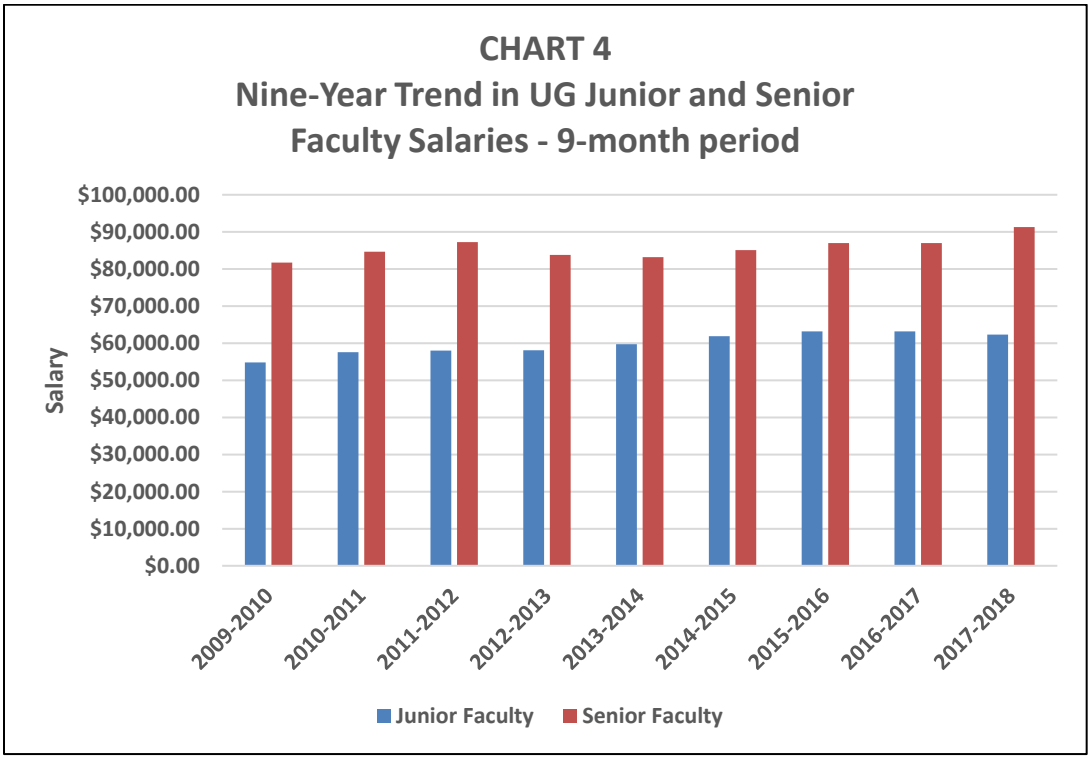
Charts 4-7 present nine-year trends in Junior and Senior level salary amounts for 9 and 12-month periods at UG and G programs. Nine-month period salaries have remained steady for junior and senior level faculty at both UG and G programs, with senior faculty experiencing more increases. Faculty employed for a 12-month period have experienced the most volatility in salary range for both junior and senior levels at UG and G programs. UG program faculty 12-month salaries seem to currently be on the rise while 12-month G salaries declined in 2015-2016 and again in 2017-2018.

Table 4: UG Faculty Salary Averages for Nine and 12-month and Mixed Periods

UG Faculty Position	9-Month Period (# of responses varied - see left)	12-Month Period (1 response)	Mixed (3 responses)
Instructor (10 responses)	$45,218.00	No data	No data
Assistant Professor (19 responses)	$66,834.00	$98,000.00	$74,732.00
Associate Professor (18 responses)	$74,860.00	$125,000.00	$80,269.00
Full Professor (17 responses)	$91,305.00	No data	$130,198.00
Lecturer/Senior Lecturer (8 responses)	$49,442.00	No data	No data

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

G Faculty Position	9-Month Period (# of responses varied - see left)	12-Month Period (1 response)
Instructor (6 responses)	$39,164.00	No data
Assistant Professor (7 responses)	$63,223.00	$95.696.00
Associate Professor (7 responses)	$72,368.00	$74.306.00
Full Professor (5 responses)	$96,916.00	$132,395.00
Lecturer/Senior Lecturer (responses)	$48,333.00	No data



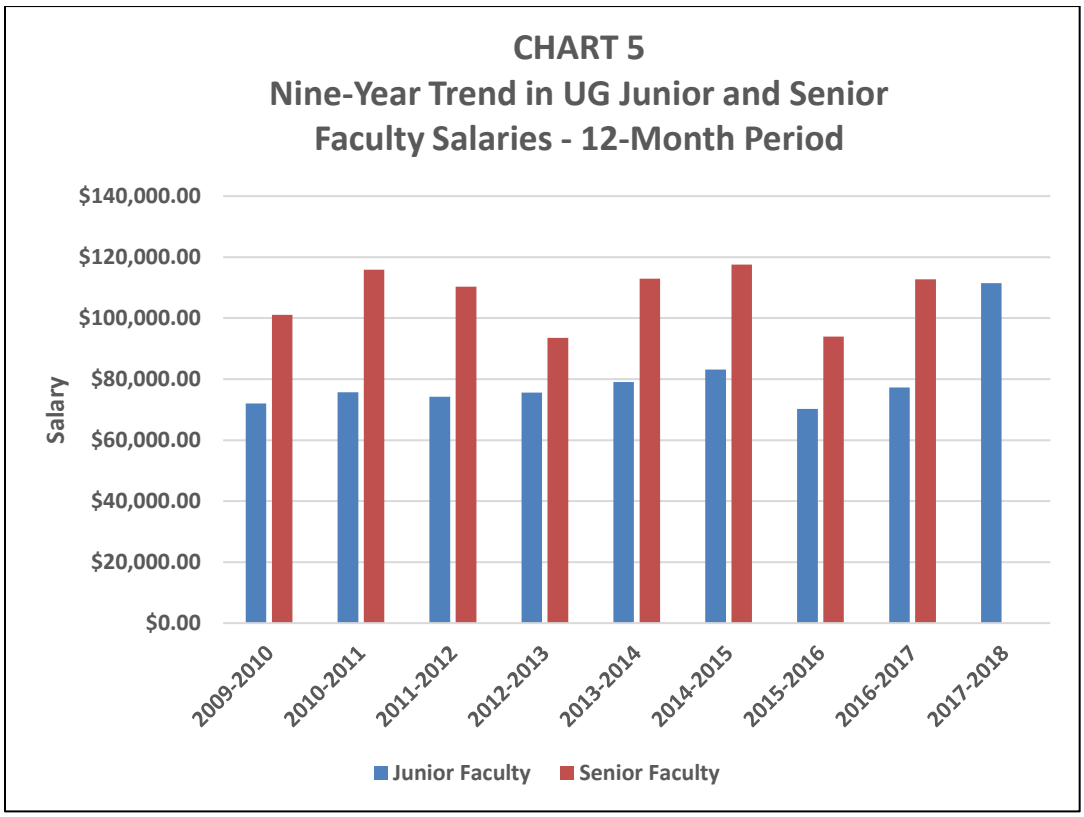


CHART 5
Nine-Year Trend in UG Junior and Senior Faculty Salaries - 12-Month Period
$140,000.00
$120,000.00
$100,000.00
$80,000.00
$60,000.00
$40,000.00
$20,000.00
$0.00
Salary
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Junior Faculty
Senior Faculty

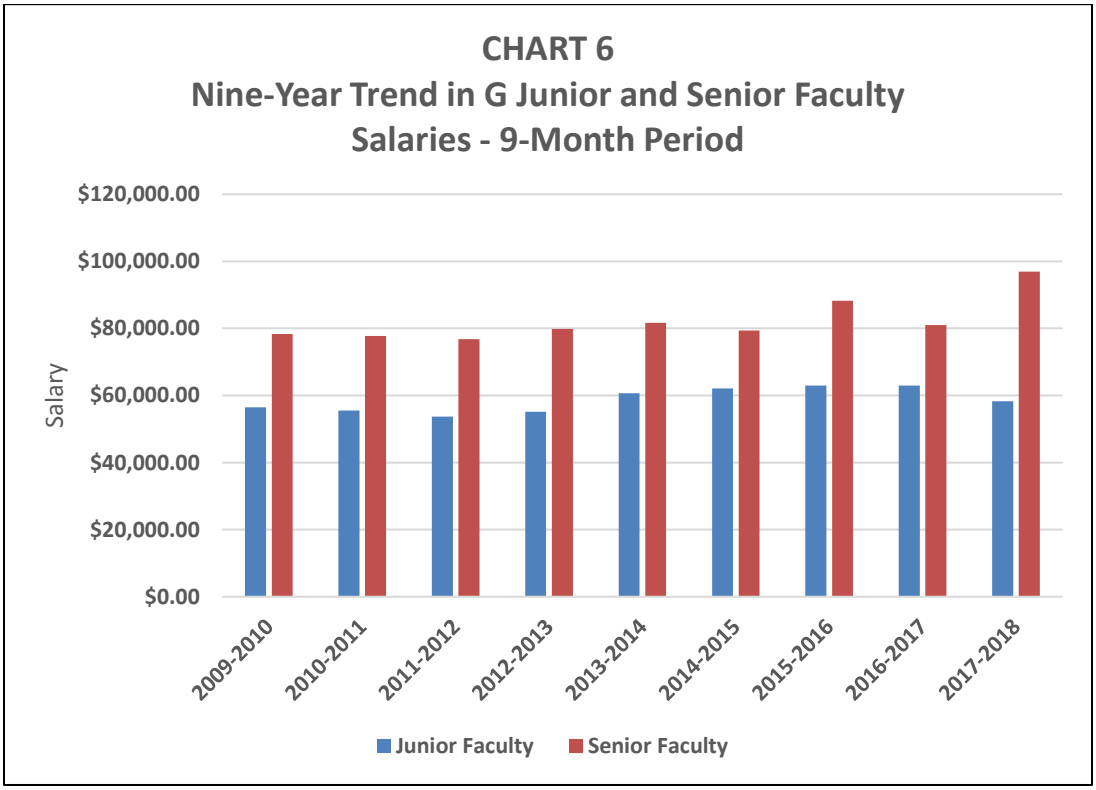
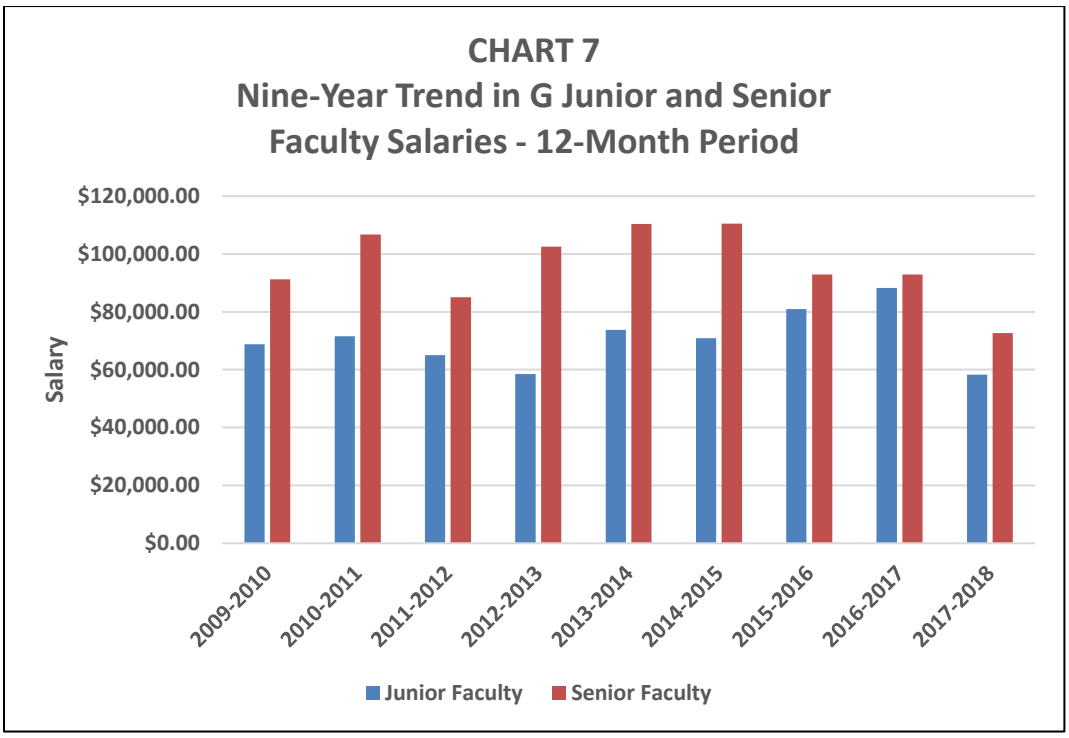


CHART 6
Nine-Year Trend in G Junior and Senior Faculty Salaries - 9-Month Period
$120,000.00
$100,000.00
$80,000.00
$60,000.00
$40,000.00
$20,000.00
$0.00
Salary
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Junior Faculty
Senior Faculty



3.3 Faculty Experience

Tables 6 and 7 identify the levels of environmental health practitioner-based experience of faculty teaching in UG and G EHAC accredited environmental health programs in 2017-2018. UG faculty experience ranges widely between almost 50% who have a great deal of experience (5 years plus) and 38% who have no experience at all. The majority (67%) of G program faculty have 5 plus years of experience, while 14% of G faculty have no experience.

Charts 8 presents trends in UG faculty experience levels during the last nine years. The graph shows a steady climb, with fluctuations in the number of faculty with 5 years or more of experience. However there has also been an upward trend in UG faculty with no experience. UG faculty with one year or less of experience have remained steady with small fluctuations in those with lesser amounts of experience.

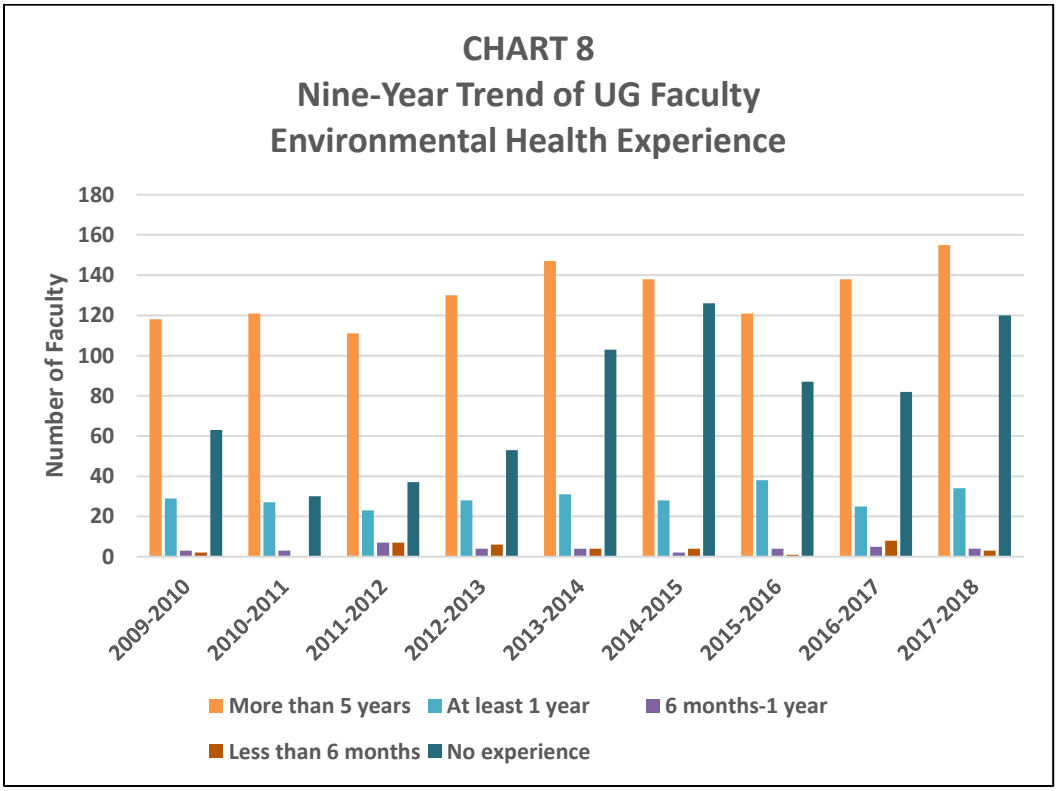
Nine year trends in G faculty experience levels appear in Chart 9. While historically a significant majority of G faculty have had more than 5 years of practical experience, there was a marked increase in the amount of experienced faculty from 2010 through 2013. This experience level was maintained from 2013-2014 to 2016-2017, with a slight decline currently reported. Graduate faculty with no experience fluctuated from 2009-2010 to 2014-2015, but have remained steady at about 14% since 2015. Graduate faculty with at least one year of practical experience have been on the rise since a low of 6% in 2012-2013 and a return to 6% in 2016-2017.

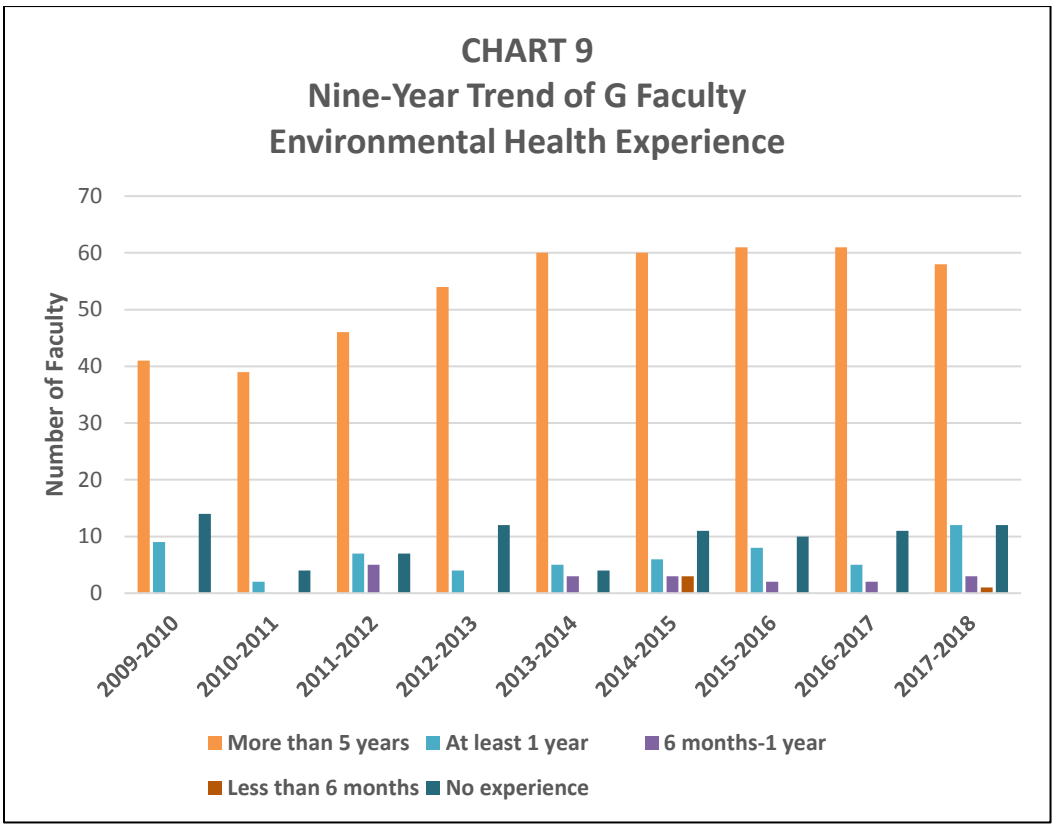
Table 6: UG Faculty Experience – 2017-2018

EH Based Practitioner Based Experience	Number of Faculty	% with Practitioner Experience
More than 5 years	155	49%
At least 1 year	34	11%
6 months-1 year	4	1%
Less than 6 months	3	1%
No experience	120	38%
Total	316	

Table 7: G Faculty Experience – 2017-2018

Experience	Number of Faculty	% with Practitioner Experience
More than 5 years	58	67%
At least 1 year	12	14%
6 months-1 year	3	4%
Less than 6 months	1	1%
No experience	12	14%
Total	86	





3.4 Faculty Requirements

Programs were asked to report the preferred degree for their UG and G faculty. Chart 10 shows that the vast majority of current UG and G programs require faculty to have at least a Doctoral Degree. Environmental health related experience is not generally considered in the hiring of either UG or gradate faculty.

Chart 11 presents nine year trends in whether a terminal degree is required for UG faculty positions. The percent of UG programs requiring a terminal degree has risen sharply since 2012-2013, with a high of 83% in 2016-2017. The five year increase in a terminal degree requirement for faculty was mirrored by a decrease in the requirement for a terminal degree for only tenured track professors.

Chart 12 presents nine year trends in terminal degree requirements for G program faculty. Terminal degrees have been required throughout the last nine years with an overall increase in the number of programs requiring a terminal degree since 2011-2012.

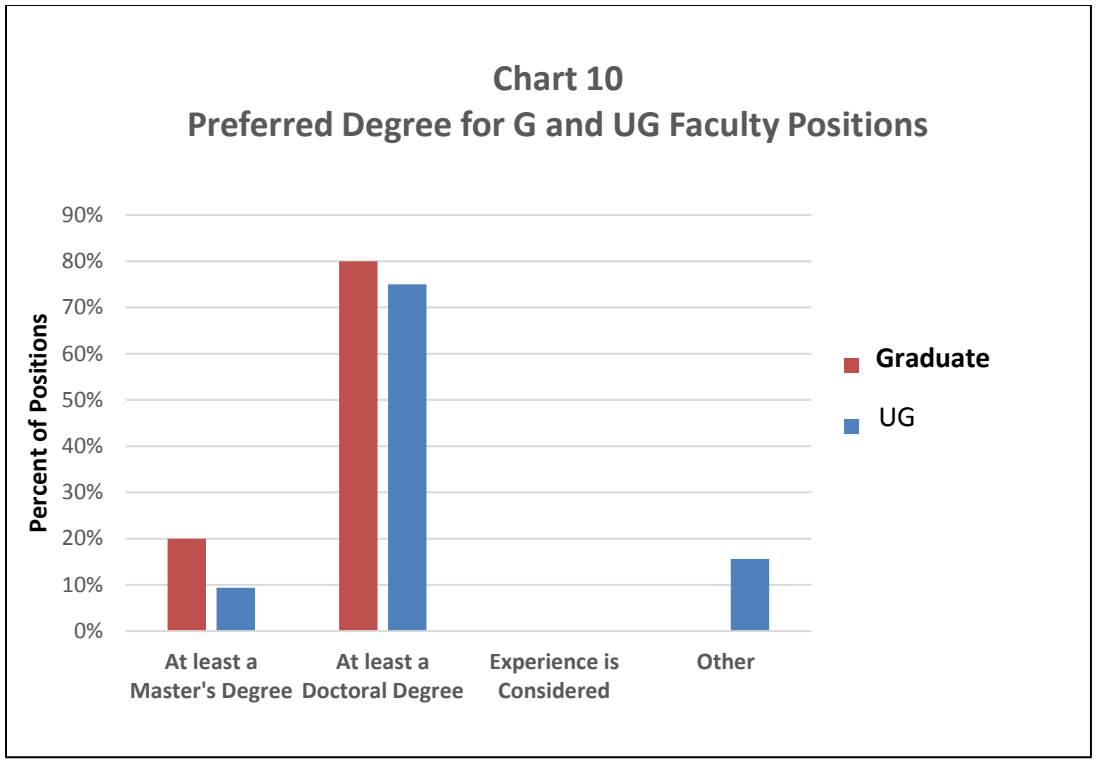


Chart 10
Preferred Degree for G and UG Faculty Positions
Percent of Positions
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
At least a Master's Degree
At least a Doctoral Degree
Experience is Considered
Other
Graduate
UG

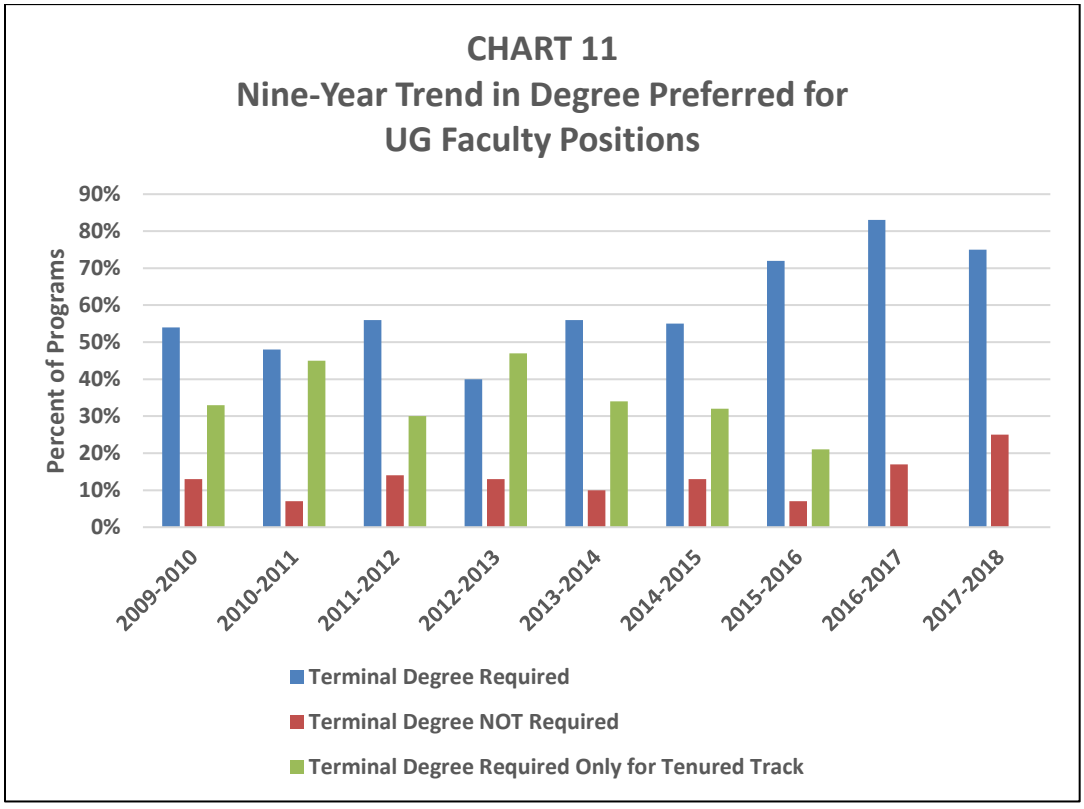
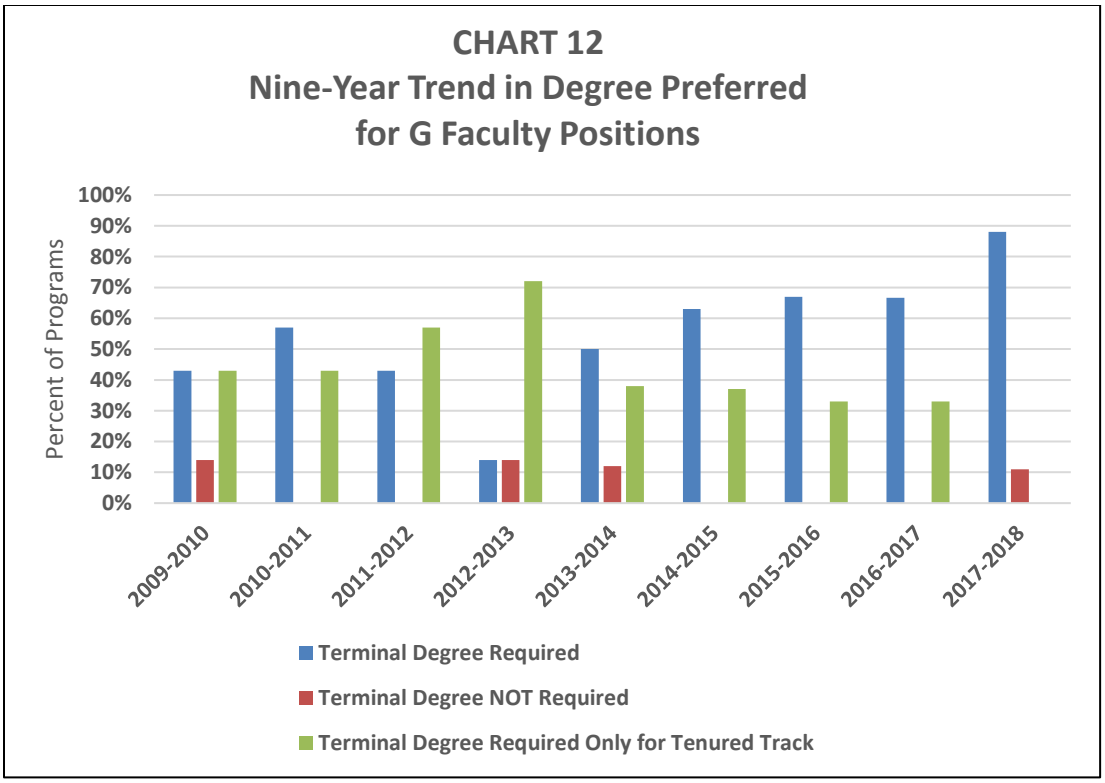


CHART 11
Nine-Year Trend in Degree Preferred for UG Faculty Positions
Percent of Programs
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Terminal Degree Required
Terminal Degree NOT Required
Terminal Degree Required Only for Tenured Track



3.5 Faculty Diversity

Chart 13 shows current faculty diversity in UG and G programs. Current diversity levels reflect historic diversity trends. Trends in UG and G faculty diversity are shown in Charts 14 and 15. African Americans and Asians make up the majority of the diverse faculty teaching at EHAC accredited programs. These populations are followed by Hispanic faculty. [Note: No diversity data available from one G program for 2016-2017]

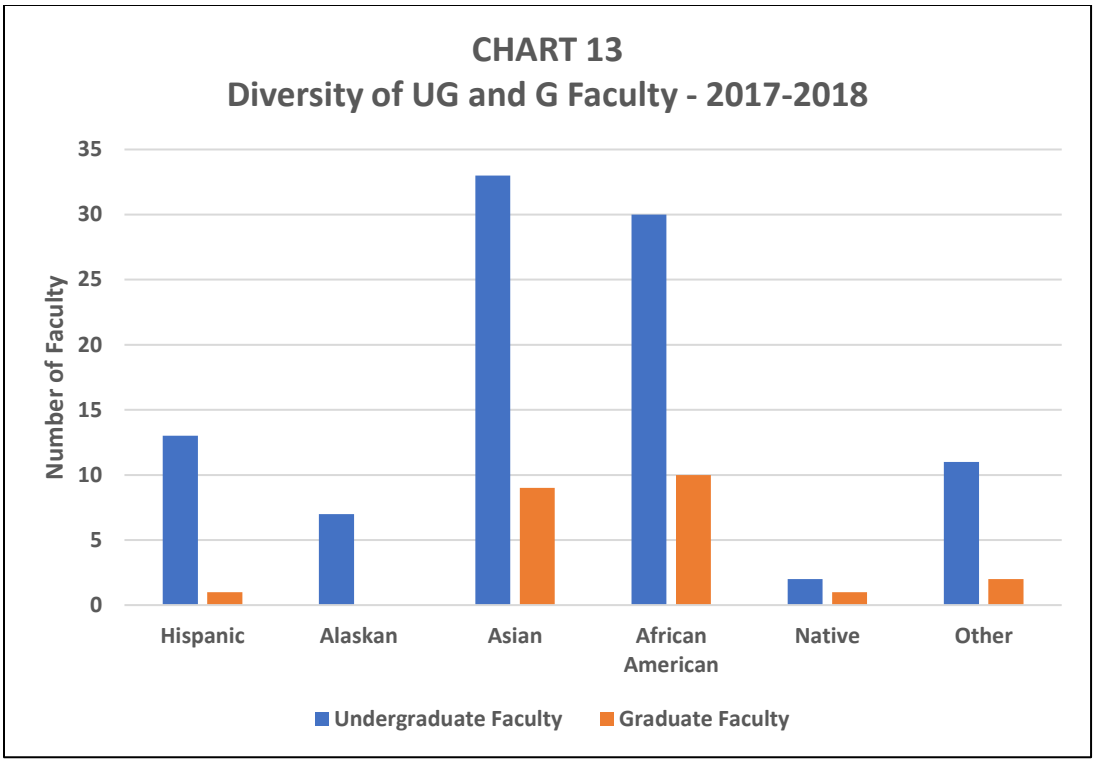


CHART 13
Diversity of UG and G Faculty - 2017-2018
Number of Faculty
35
30
25
20
15
10
5
0
Hispanic
Alaskan
Asian
African American
Native
Other
Undergraduate Faculty
Graduate Faculty

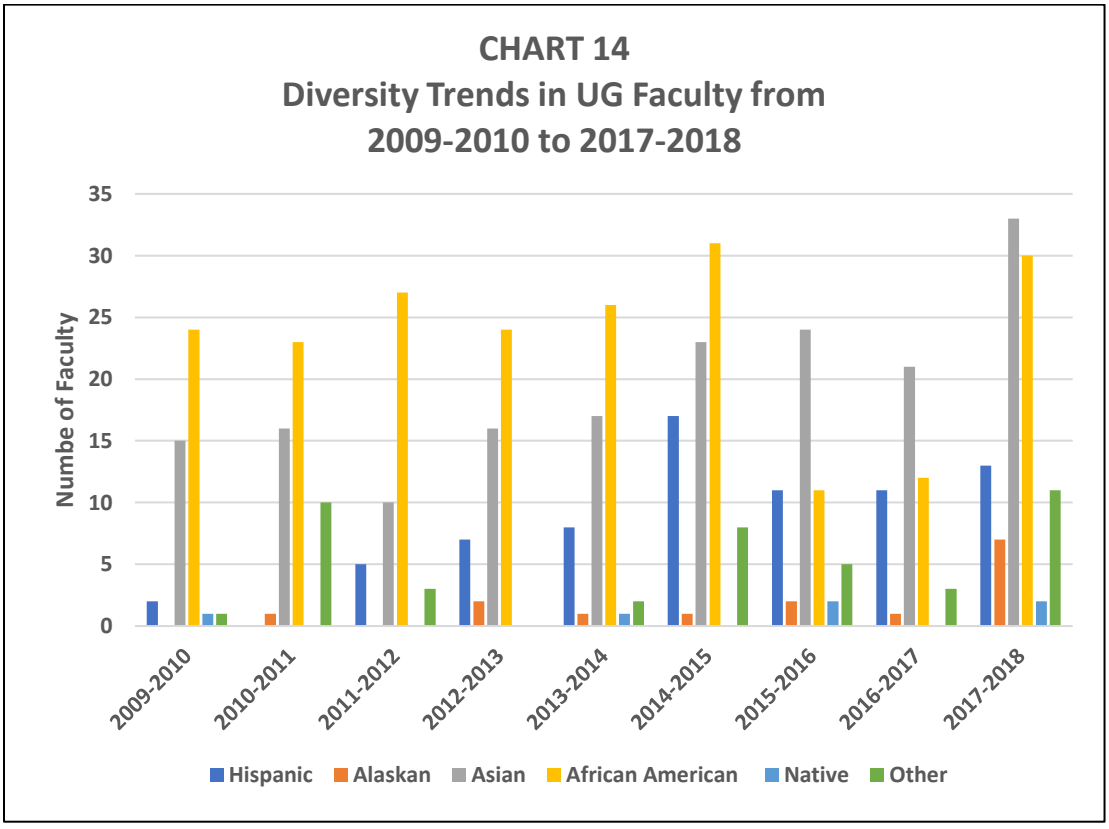
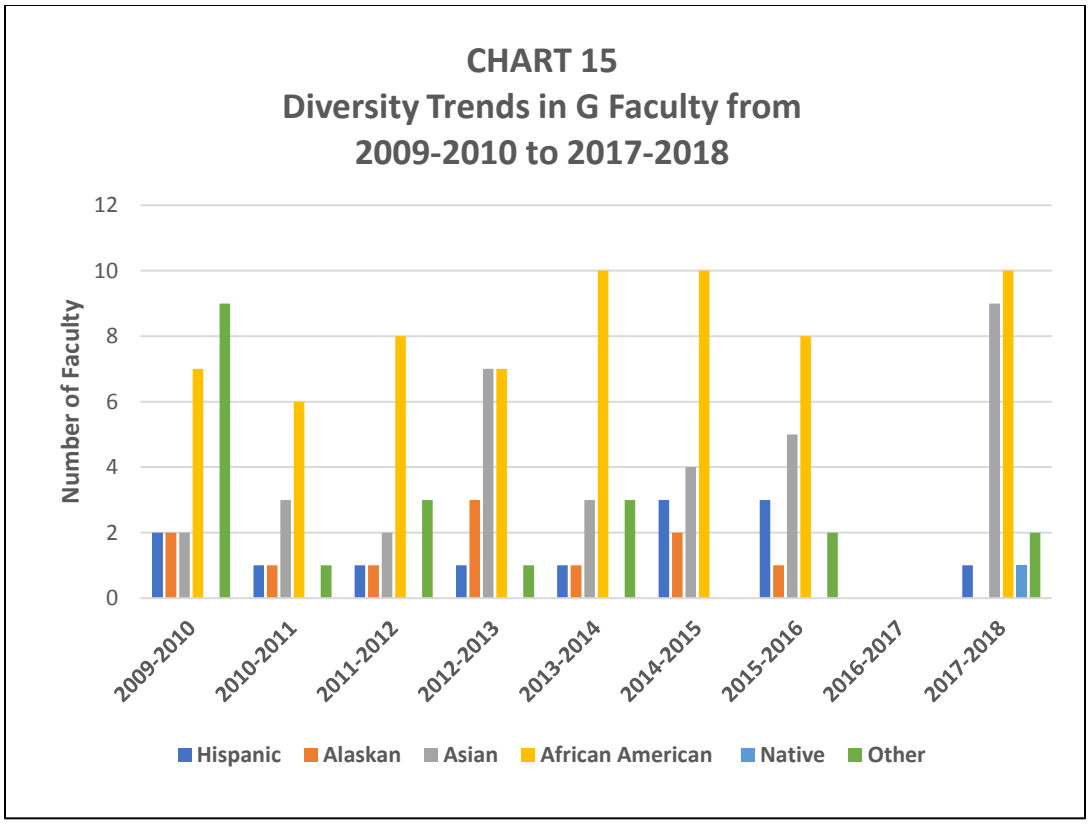


CHART 14
Diversity Trends in UG Faculty from 2009-2010 to 2017-2018
Numbe of Faculty
35
30
25
20
15
10
5
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Hispanic
Alaskan
Asian
African American
Native
Other



3.6 Faculty Gender

Males make up the majority of environmental health faculty in accredited UG and G programs. Charts 16 and 17 show the gender breakdown of faculty teaching at UG and G accredited programs.

Chart 17 shows fluctuations in numbers of UG faculty during the last night years. While males have historically outnumbered females in the faculty arena, female faculty numbers show a sharp increase between 2016-2017 and 2017-2018. Interestingly, the historic gender trend in UG programs shows more female than male students in all years except 2008-2009. This trend is reversed among G students where females have historically outnumbered male students.

Graduate gender numbers for males have remained steady with a slight increase (44 males in 2008-2009 and 49 males in 2017-2018), while the number of female faculty has experienced an increase from 20 faculty in 2008-2009 to 32 female faculty in 2017-2018 (Chart 17).

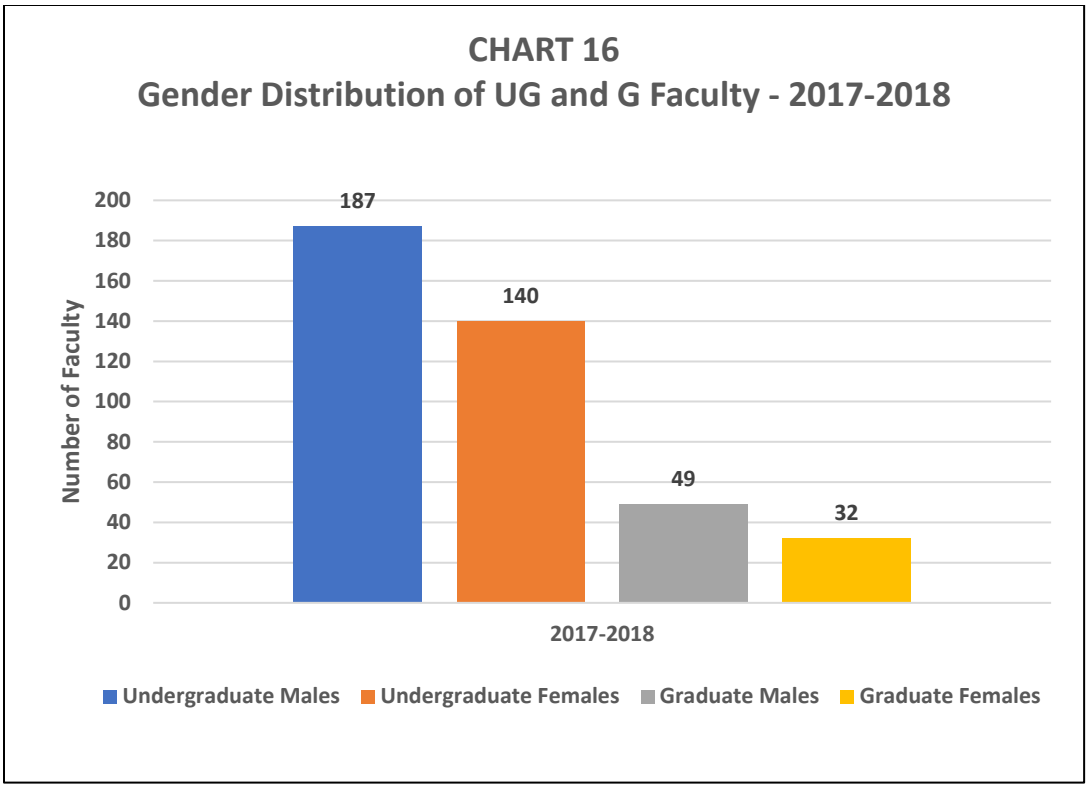


CHART 16
Gender Distribution of UG and G Faculty - 2017-2018
Number of Faculty
200
180
160
140
120
100
80
60
40
20
0
187
140
49
32
2017-2018
Undergraduate Males
Undergraduate Females
Graduate Males
Graduate Females

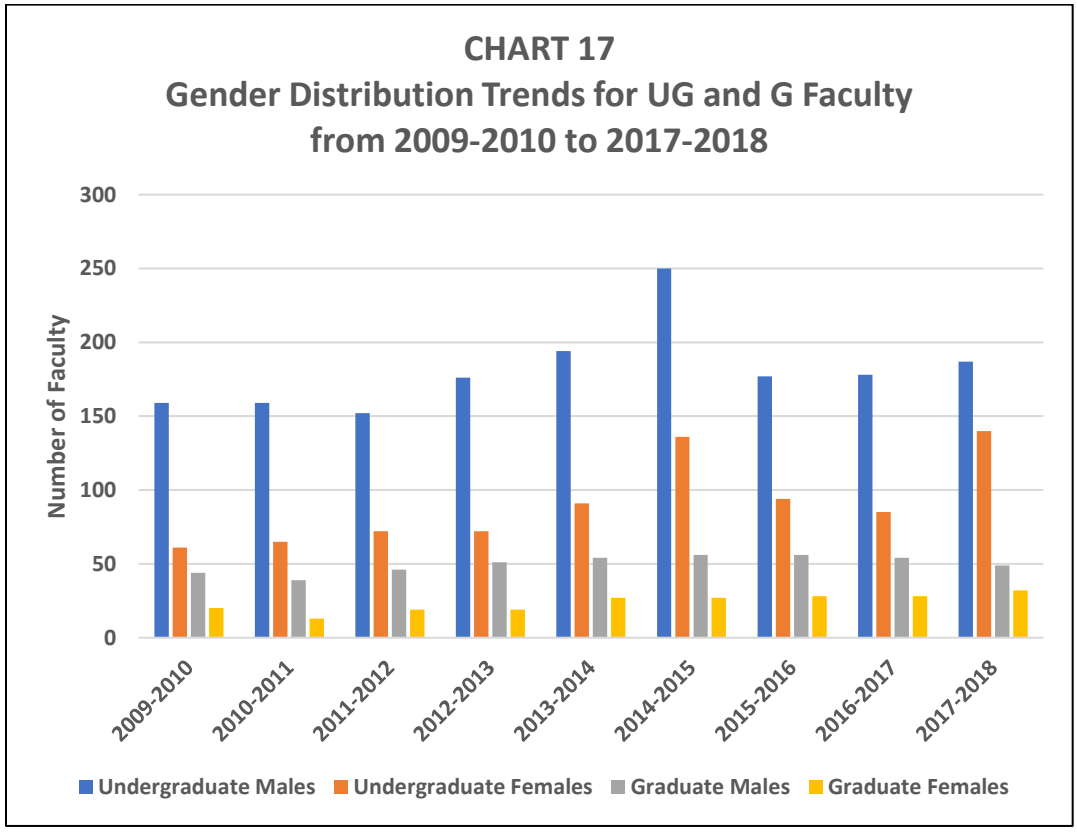


CHART 17
Gender Distribution Trends for UG and G Faculty
from 2009-2010 to 2017-2018
Number of Faculty
300
250
200
150
100
50
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Undergraduate Males
Undergraduate Females
Graduate Males
Graduate Females

4.0 Enrollment & Graduation

4.1 UG Enrollment and Graduation

Enrollment decreased from 1428 in 2016-2017 to 1338 in 2017-2018, a 6% decline from last year's reported enrollment (Chart 18). The 2017-2018 UG enrollment average is 20% less than the ten year enrollment average.

This year's UG graduation rate decreased slightly by 2.7% in 2017-2018. Chart 18 shows the 12-year enrollment and graduation trend for accredited environment health programs. (The 2017-18 number is based on program directors estimating how many students will graduate 5 months before spring graduation).

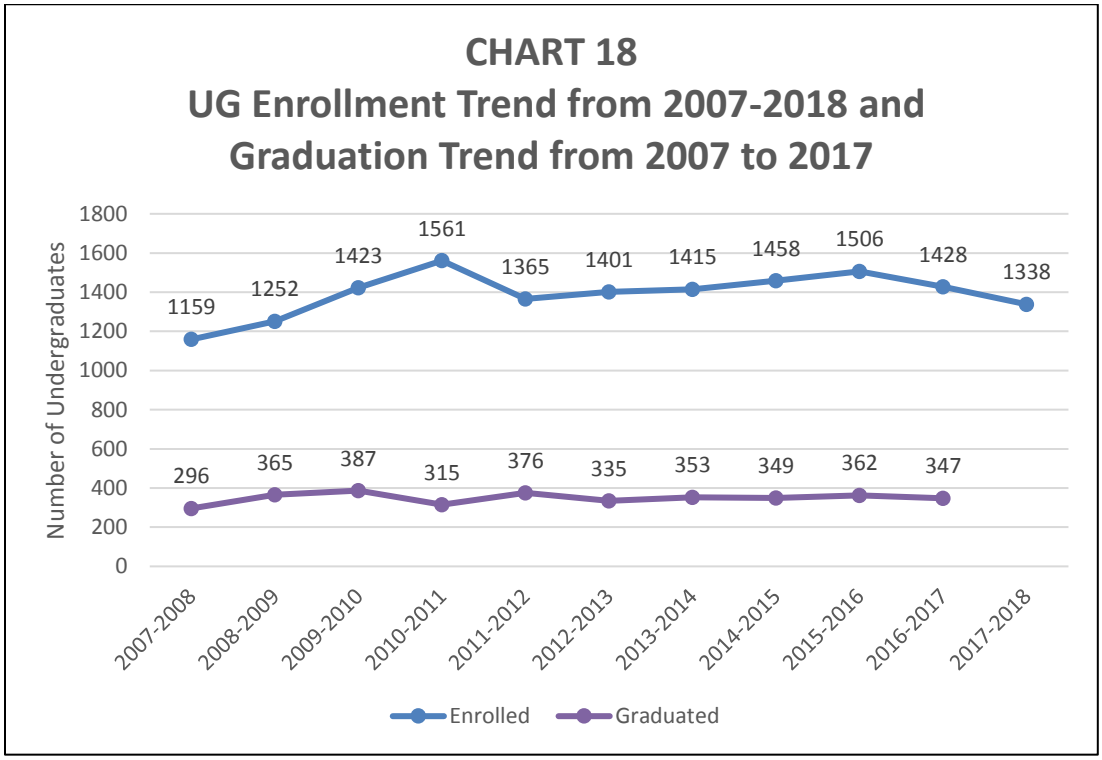


Table 8 illustrates the difference in individual accredited program enrollment from the academic year 2016-2017 to academic year 2017 -2018. Less than one quarter of accredited UG programs showed increased enrollment, while almost half of accredited G programs experienced increased enrollment from 2016-2017 to 2017-2018. Note that two of the 29 accredited UG programs are newly accredited programs as of 2017, one program lost accreditation in 2017, and an additional UG program did not submit annual report data.

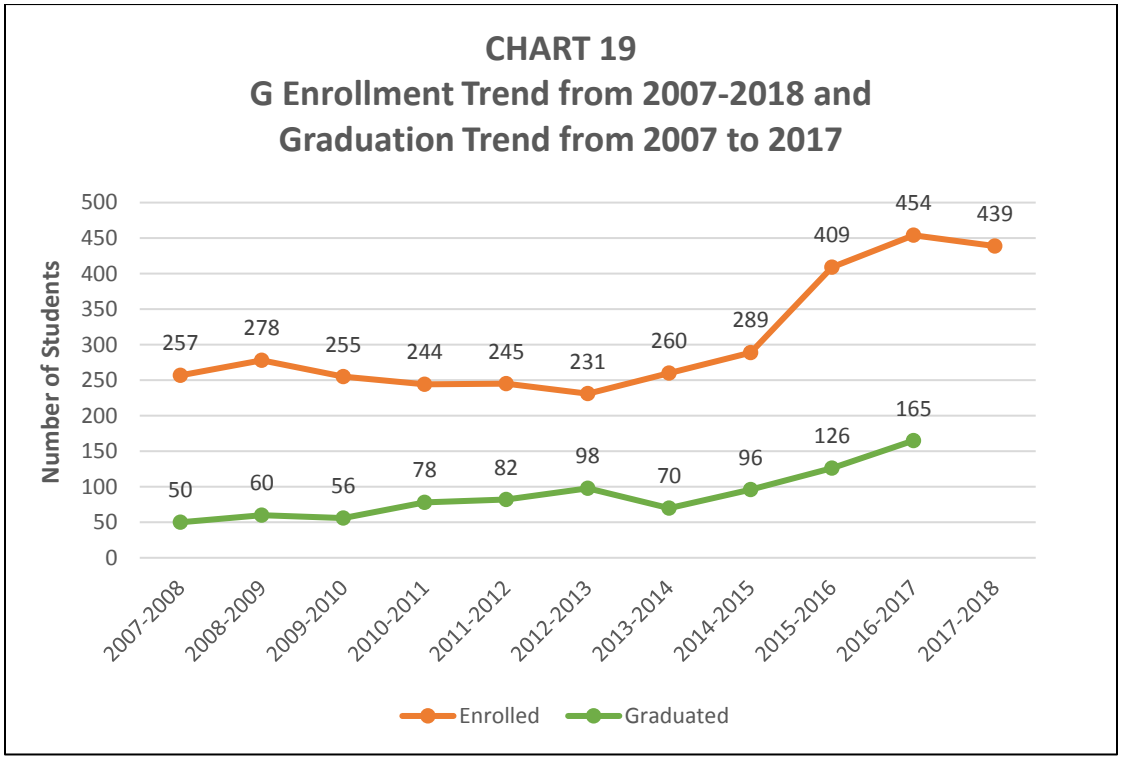
Table 8: Enrollment Comparison between Academic Years 2016-2017 through 2017-2018

UG Programs	2016-2017 Enrollment	2017-2018 Enrollment	Difference	% Change
Baylor University	28	23	-5	-17.86%
Benedict College	17	16	-1	-5.88%
Boise State College	18	26	8	44.44%
California State University Northridge	182	172	-10	-5.49%
California State University San Bernardino	50	52	2	4.00%
Central Michigan University	20	15	-5	-25.00%
Colorado State University	74	71	-3	-4.05%
Dickinson State University	4	3	-1	-25.00%
East Carolina University	34	25	-9	-26.47%
East Central University	43	36	-7	-16.28%
East Tennessee State University	44	33	-11	-25.00%
Eastern Kentucky University	93	103	10	10.75%
Illinois State University	94	76	-18	-19.15%
Indiana University - Purdue University	19	16	-3	-15.79%
Lake Superior State University	1		-1	-100.00%
Mississippi Valley State University	23	25	2	8.70%
Missouri Southern State University	67	70	3	4.48%
North Carolina Central University		2	2	
Ohio University	32	25	-7	-21.88%
Old Dominion University	66	61	-5	-7.58%
State University of New York, ESF		36	36	New
Texas Southern University	40	30	-10	-25.00%
University of Findlay	88	74	-58	-65.91%
University of Georgia, Athens	95	92	-21	-22.11%
University of Washington	48	59	11	22.92%
University of Wisconsin Eau Claire	71	44	-27	-38.03%
University of Wisconsin Oshkosh	21	15	-6	-28.57%
West Chester University	65	59	-6	-9.23%
Western Carolina University	68	79	11	16.18%
Wright State University	16	No data		
Total	1428	1338	-90	-6.30%
G Programs	**2016-2017 Enrollment**	**2017-2018 Enrollment**	**Difference**	**% Change**
California State University Northridge	53	59	6	11.32%
East Carolina University	30	23	-7	-23.33%

G Programs	2016-2017 Enrollment	2017-2018 Enrollment	Difference	% Change
East Tennessee State University	4	6	2	50.00%
Eastern Kentucky University	31	33	2	6.45%
Fort Valley State University	139	160	21	15.11%
Mississippi Valley State University	14	11	-3	-21.43%
Old Dominion University	22	16	-6	-27.27%
University of Findlay	134	107	-27	-20.15%
University of Illinois, Springfield	27	24	-3	-11.11%
Total	454	439	-15	-3.30%

4.2 G Enrollment and Graduation Rates

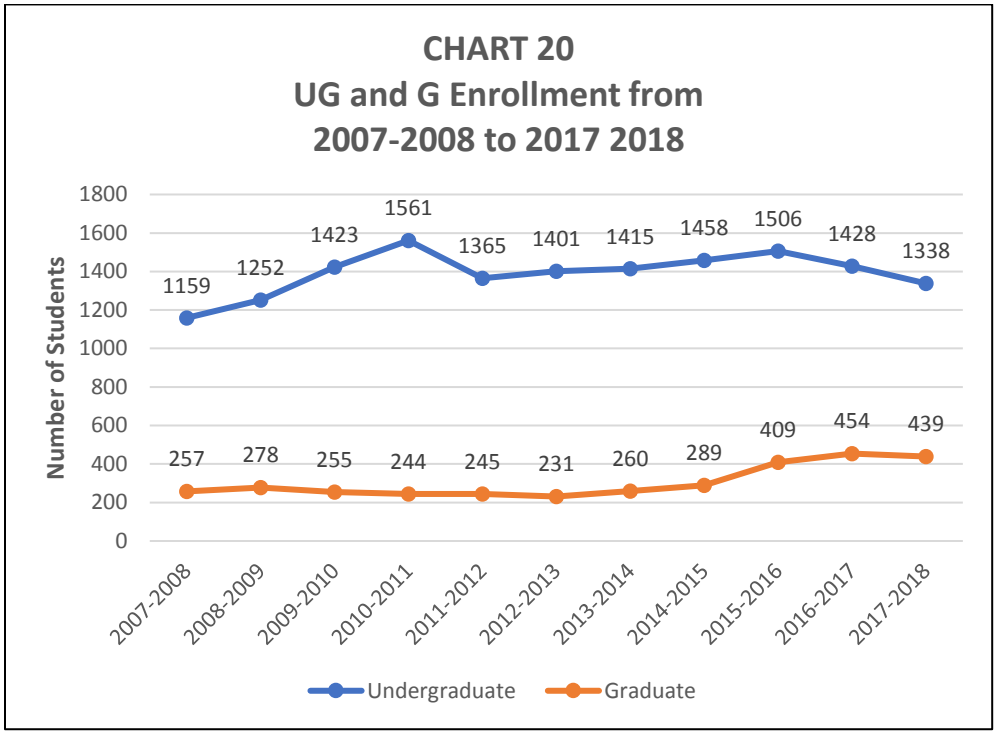
During the 2017-2018 academic year, G enrollment decreased by 3% in 2017-2018 (Chart 19). G graduation rates have risen since 2017-2008. Chart 19 presents enrollment and graduation trends for Gs during the past decade. (The 2017-18 number is based on program directors estimating how many students will graduate 5 months before graduation.)

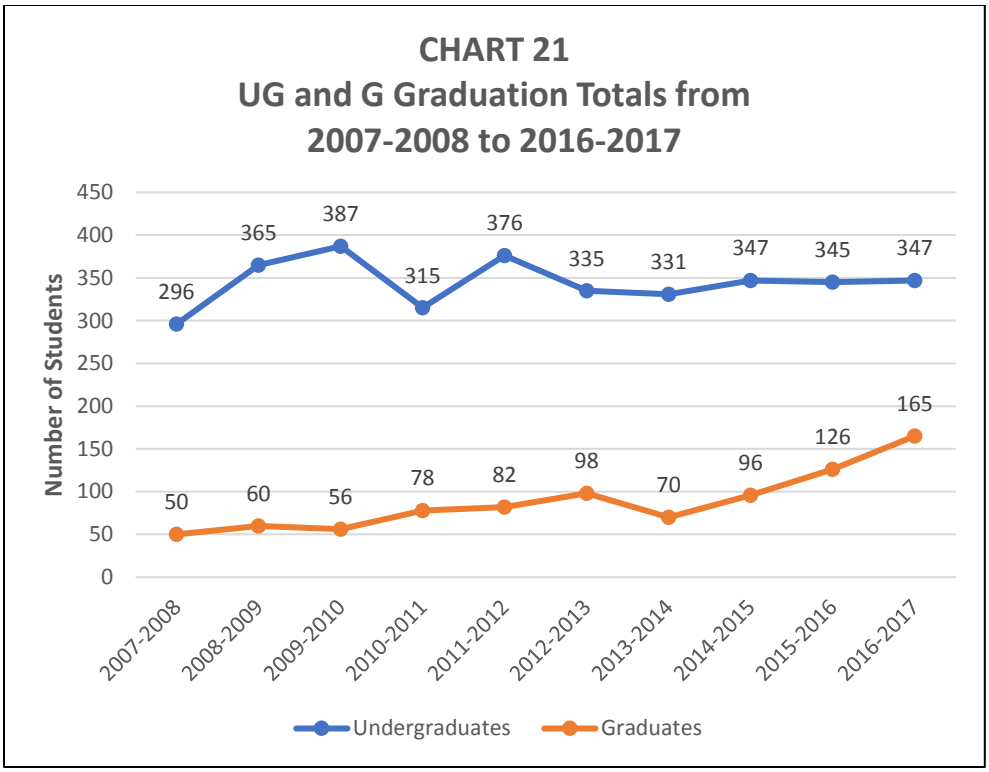


4.3 Comparison of Multi-Year Trends in UG and G Enrollment and Graduation among Accredited Programs

Both UG and G programs have experienced an overall increase in enrollment over the past eleven years (Chart 20). However recent trends show enrollment declining in UG programs due to the loss of two programs in 2016-2107 (University of Massachusetts, Lowell and Lake Superior State University). Graduate enrollment patterns show an upward trend since a dip in numbers in 2012-2013 but are in slight decline from last year.

Chart 21 presents a sharp contrast in graduation between UG and G programs due to the new accreditation of a large G program (Fort Valley State University) in 2015. (Chart 21).





4.4 Accredited Programs Enrollment Requirements

Three of 28 accredited UG programs have a selective admission process outside their University admission requirements. Four accredited G programs reported a selective admission process.

4.5 Student Applicant Trends

Accredited programs were asked about the number of students applying to their program.
Six UG programs reported having more students apply to their environmental health program than are admitted, and 12 programs reported the number of students applying is approximately the same as the number admitted. Nine programs felt this question was not applicable to their program.

There was a 50/50 split between G programs reporting having a higher number of students apply than the number admitted and programs reporting that the number of students applying is approximately the same as number admitted.

5.0 Student Demographics

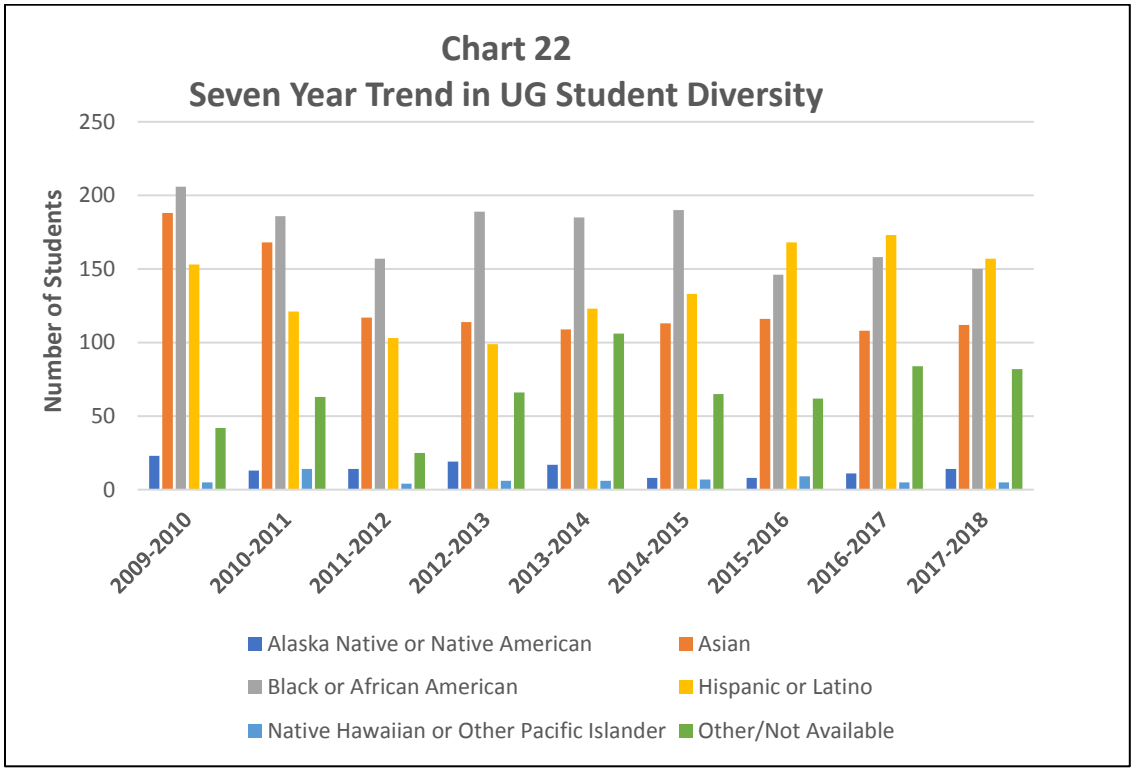
5.1 Diversity

Currently, 39% of reported UG students enrolled in EHAC accredited programs are minorities. This represents a small decline of 3.5% from the 2016-2017 academic year. Chart 22 shows the trend in numbers of minority students over the last nine years. Diversity numbers have fluctuated during the last nine years due in part to the gain and loss of accreditation of historically black colleges including

Spelman College (accredited in 2005/accreditation lost in 2012). African American students made up the majority of the diverse students from 2009-2010 to 2014-2015 but were surpassed in number of Hispanic students from 2015-2016 to the present. The Asian UG student population dropped sharply from 2010-2011 to 2011-2012 and has remained steadily behind African American and Hispanic students since 2013-2014.

Graduate student diversity numbers are similar to UG numbers related to the predominance of African American students, however Asian students have outnumbered Hispanic students by almost 50% throughout the last seven years (Chart 23). Additionally, the African American population increased significantly in 2015-2016, due to the addition of Fort Valley State University to EHAC accredited programs.

Chart 24 presents the total number of diverse G and UG students for the past 10 years. Student numbers have risen from a low of 344 in 2006-2007 to a high of 704 in 2016-2017. Again, these numbers mainly reflect the addition and loss of programs with large African American enrollments. [Note: awaiting clarification for G 2016-2018 diversity numbers].



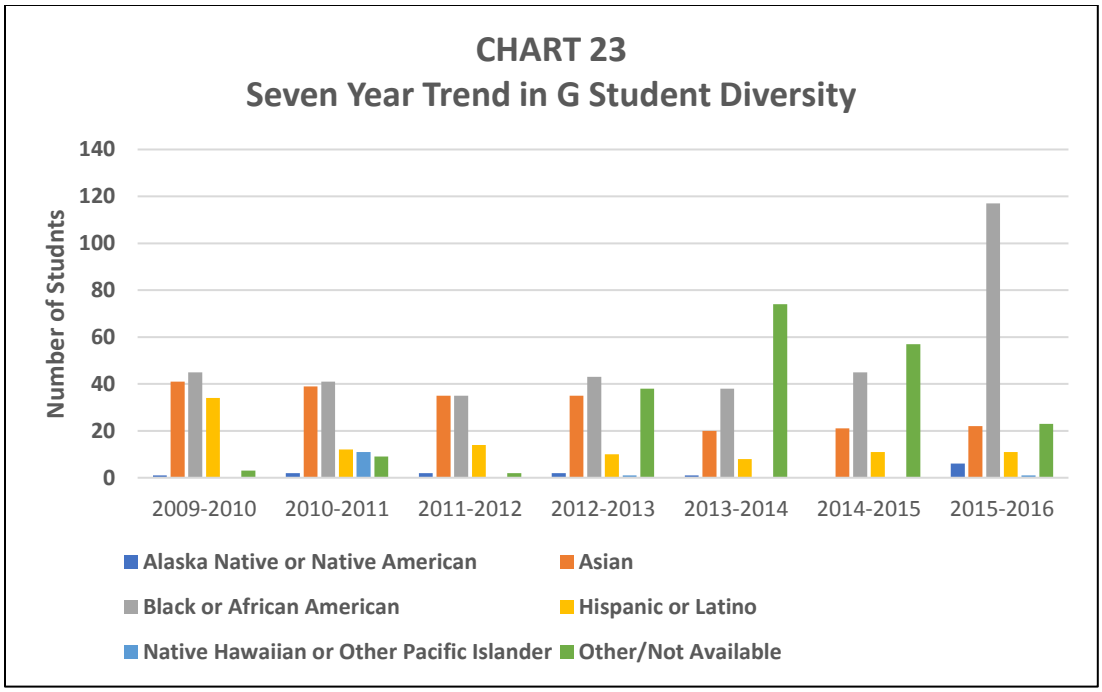


CHART 23
Seven Year Trend in G Student Diversity
Number of Studnts
140
120
100
80
60
40
20
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
Alaska Native or Native American
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
Other/Not Available

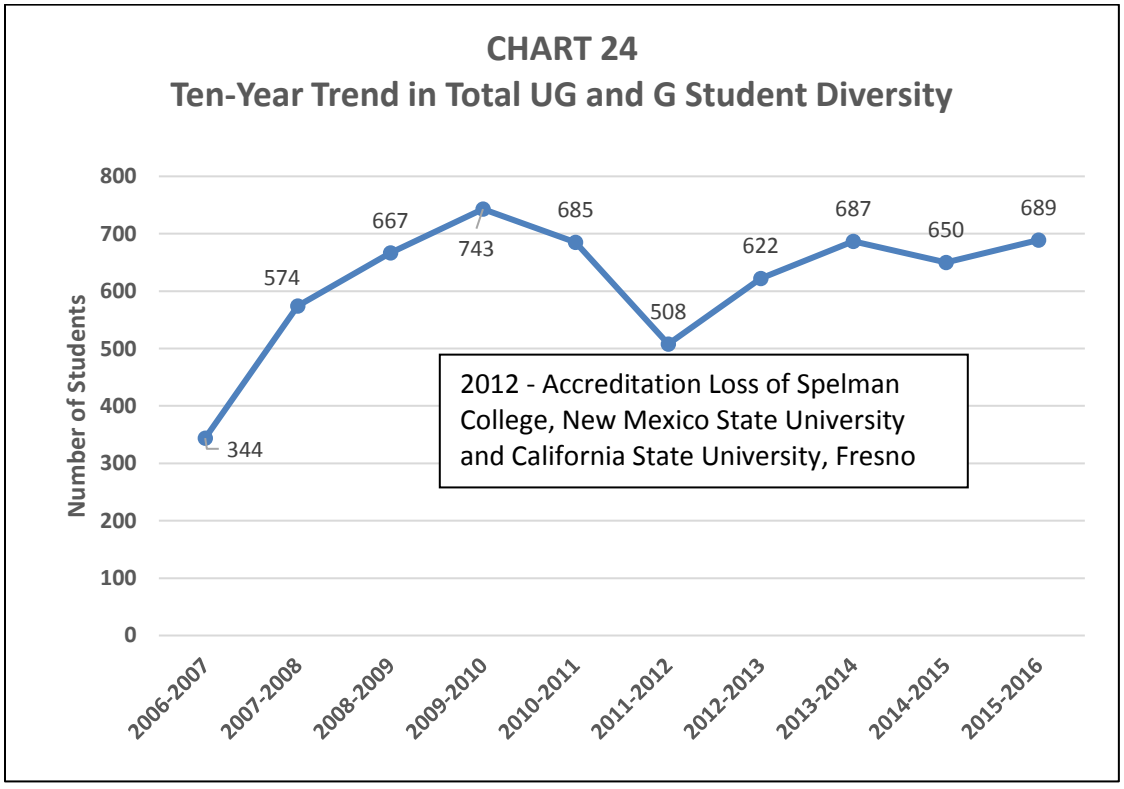
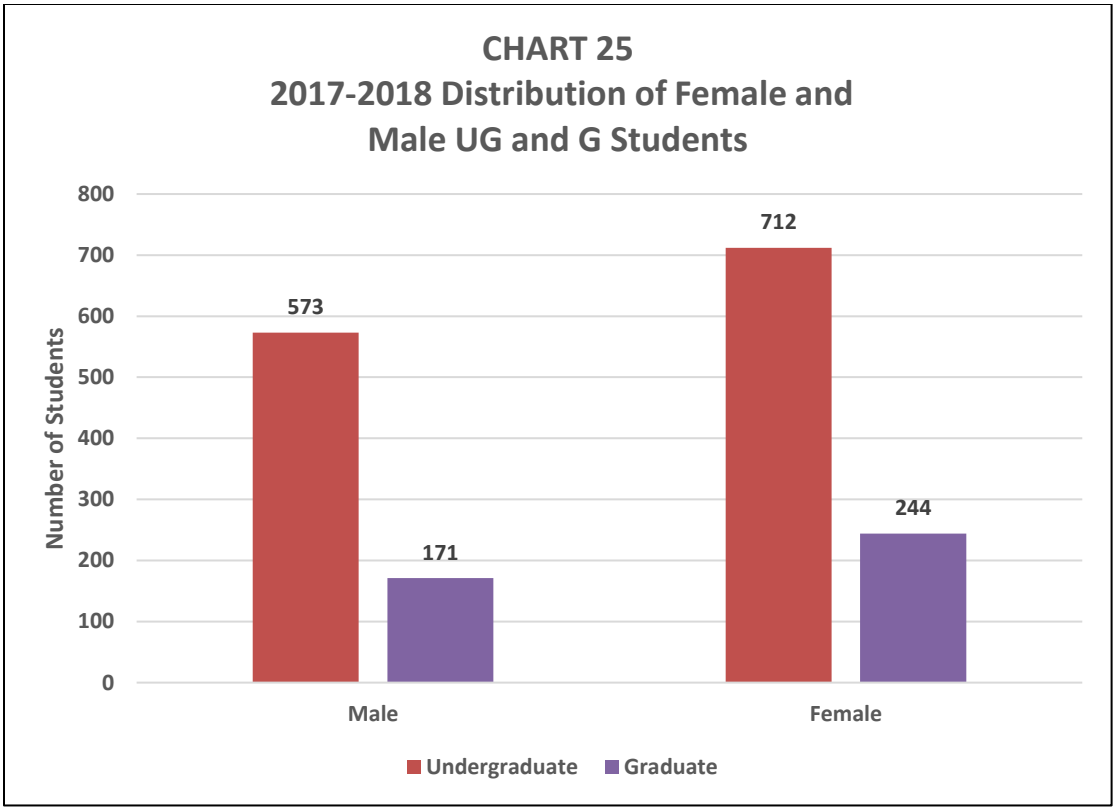


CHART 24
Ten-Year Trend in Total UG and G Student Diversity
Number of Students
800
700
600
500
400
300
200
100
0
344
574
667
743
685
508
622
687
650
689
2012 - Accreditation Loss of Spelman College, New Mexico State University and California State University, Fresno
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016

5.2 Enrolled Students by Gender

Chart 25 shows that 2017-2018 gender numbers for UG and G programs. The number of UG females is significantly higher than UG males reflecting the historic trend in UG programs (Chart 26). 2017-2018 saw more female students enrolled in G programs which differs from the historic norm, where female G students have rarely outnumbered male G students (Chart 26).

Chart 28 presents the historic trend for both male and female UG and G students over the past 11 years. The overall trend shows total female students surpassing male student numbers in all years except 2008 and 2009. Interestingly this trend is not reflected in the gender distribution of EH faculty, where the historic trend has shown significantly more male than female professors, as previously presented in Chart 17.



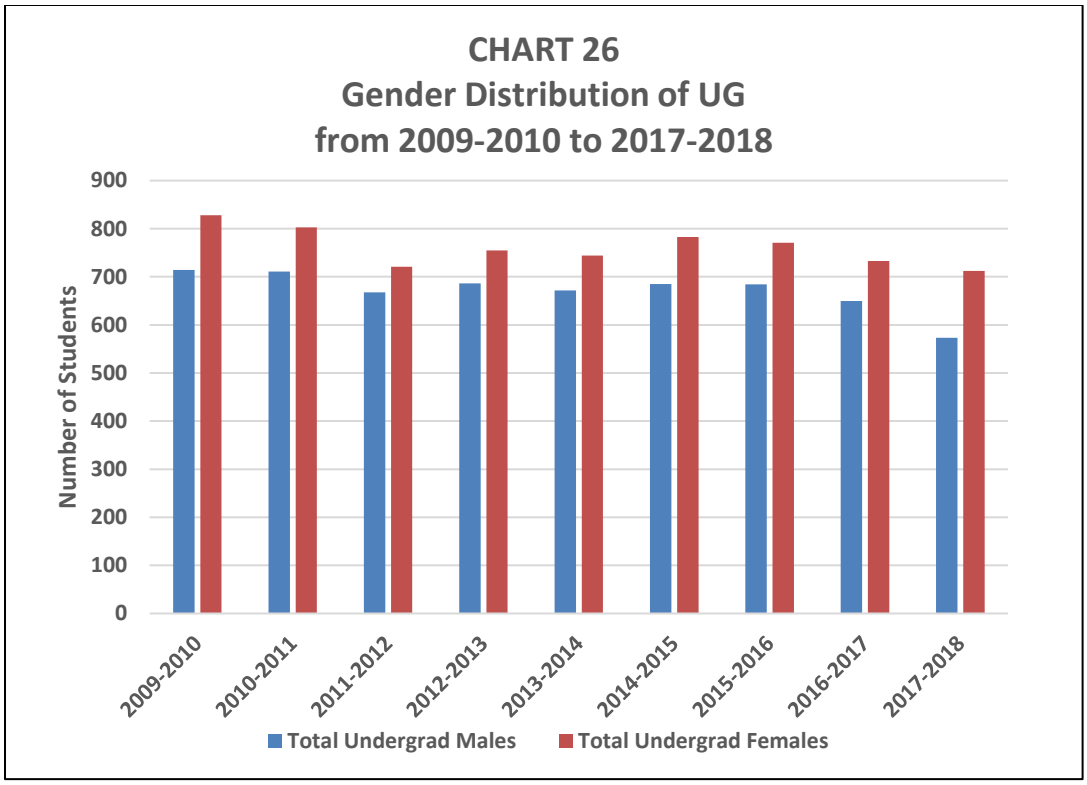


CHART 26
Gender Distribution of UG
from 2009-2010 to 2017-2018
Number of Students
900
800
700
600
500
400
300
200
100
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Total Undergrad Males
Total Undergrad Females

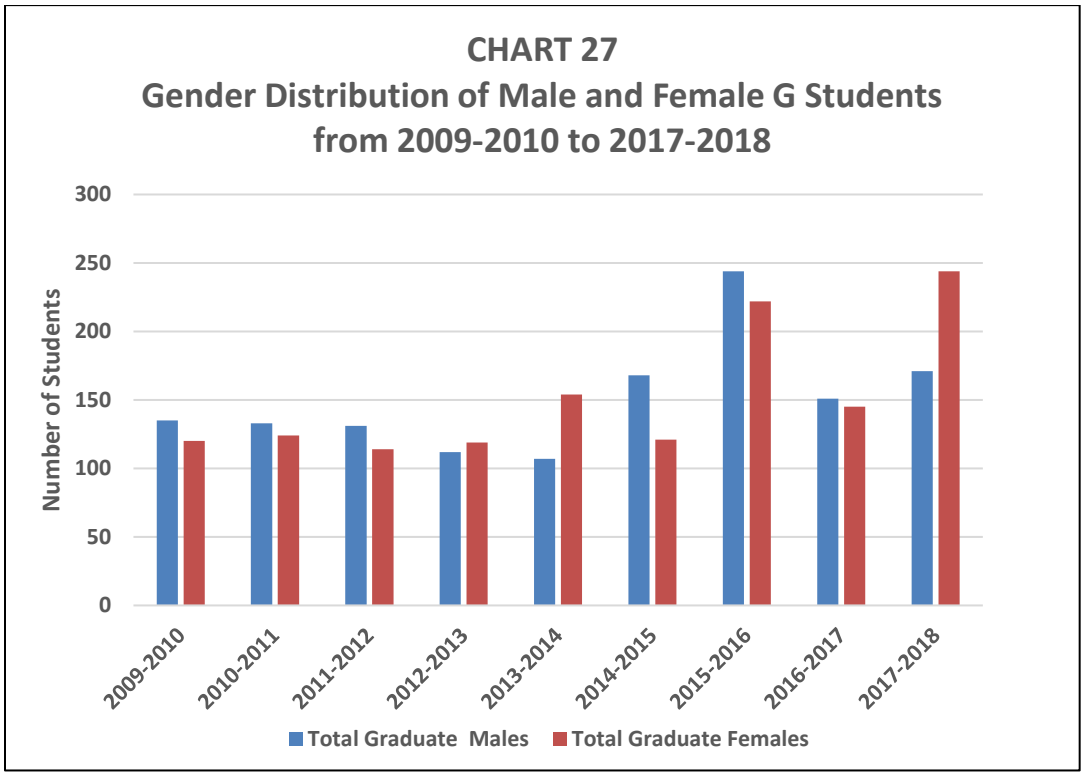
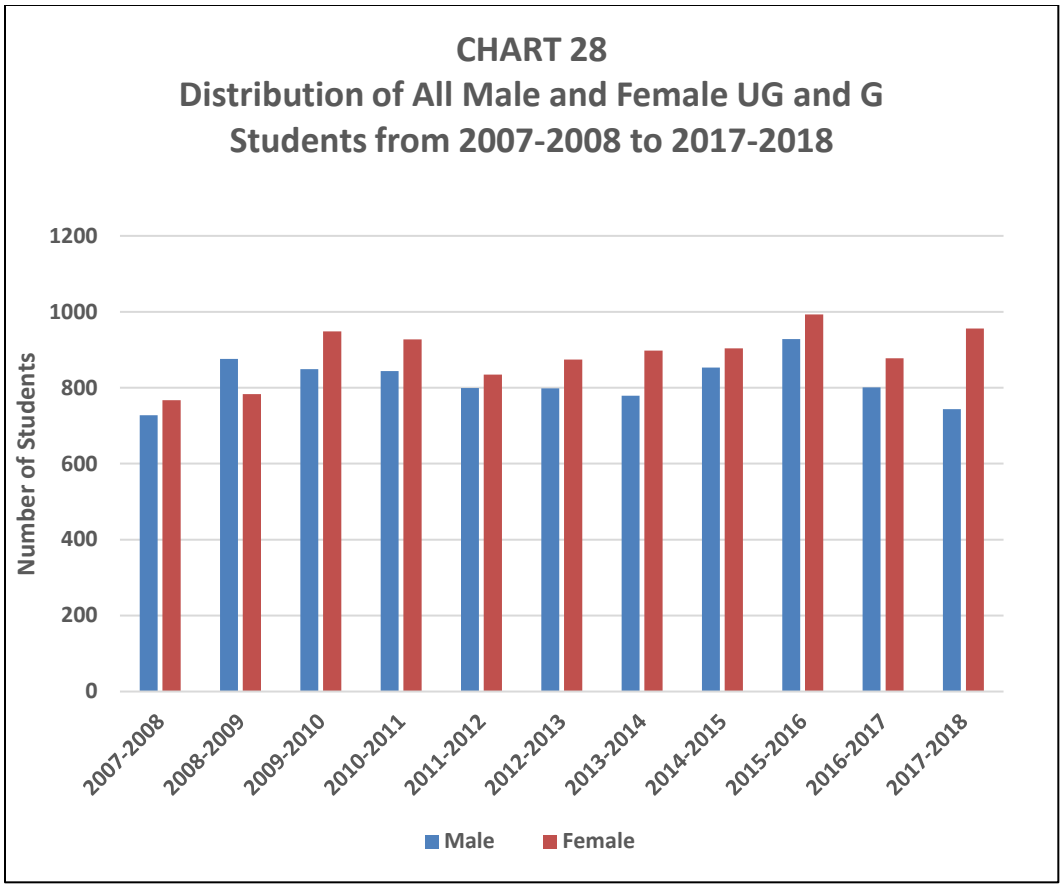


CHART 27
Gender Distribution of Male and Female G Students
from 2009-2010 to 2017-2018
Number of Students
300
250
200
150
100
50
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Total Graduate Males
Total Graduate Females



5.3 Enrolled Students by Age

Chart 29 presents UG and G student age breakdowns. Not surprisingly, students ages 18-22 lead UG enrollment numbers while the majority of G students range in age from 31-40.

Historic trends in age of UGs show steady matriculation of recent high school graduates, a steady but overall slight decline in students 23-30 years old and a steady but low enrollment of students 31-40 years old (Chart 30). Minor enrollment of students over 41 years of age has declined since 2009.

Since 2012-2013, historic trends in the age of G students reflects increases in the numbers of every age range except for students over the age of 50. There was also a notable decline in 23-30 year old G students and an increase in 31-40 year Gs in 2017-2018 (Chart 31).

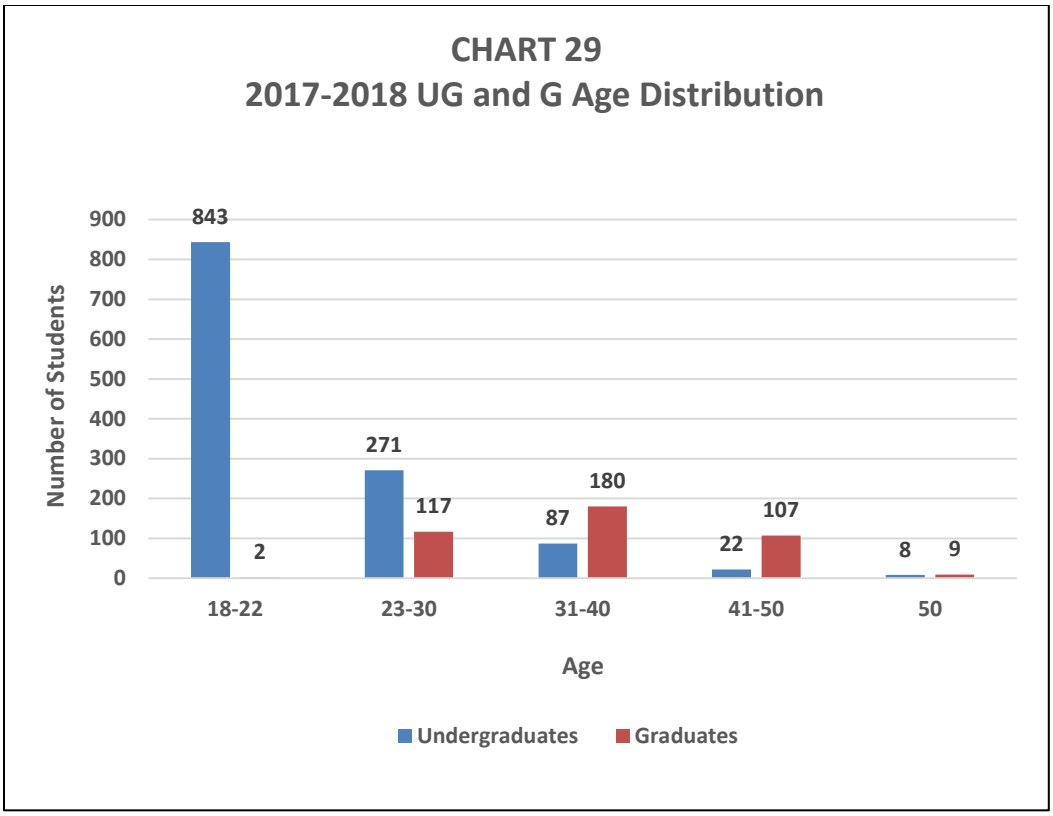


CHART 29
2017-2018 UG and G Age Distribution
Number of Students
900
800
700
600
500
400
300
200
100
0
843
2
271
117
87
180
22
107
8
9
18-22
23-30
31-40
41-50
50
Age
Undergraduates
Graduates

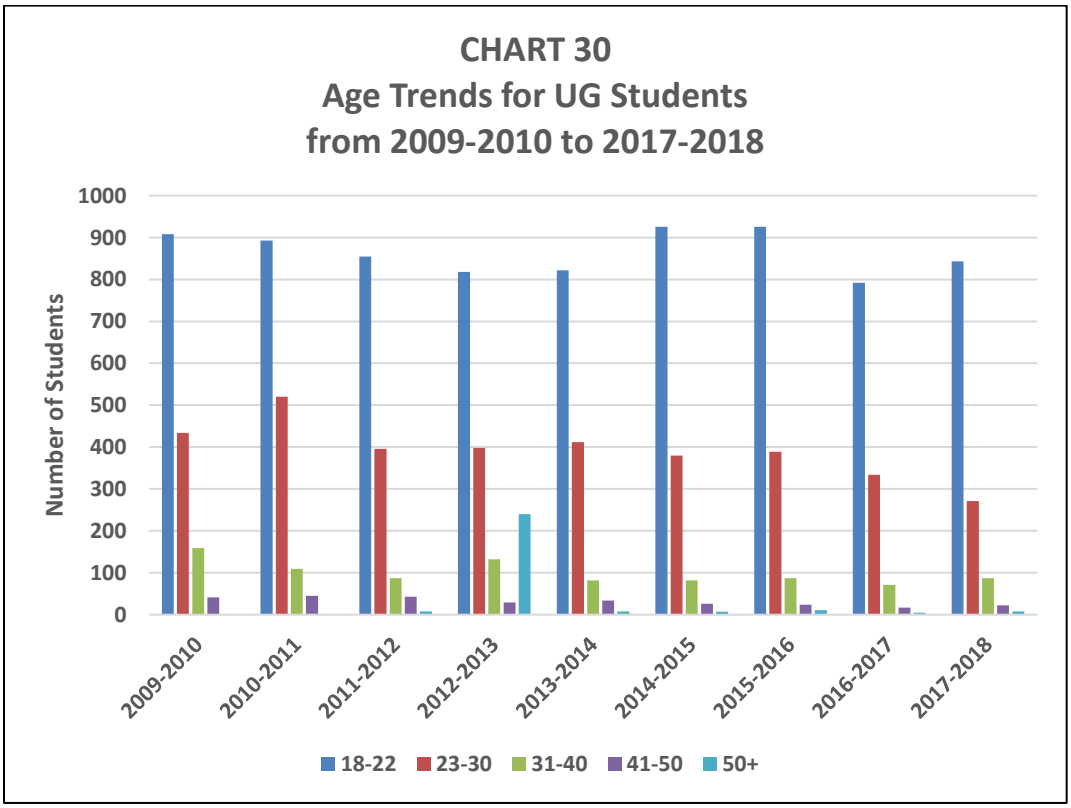
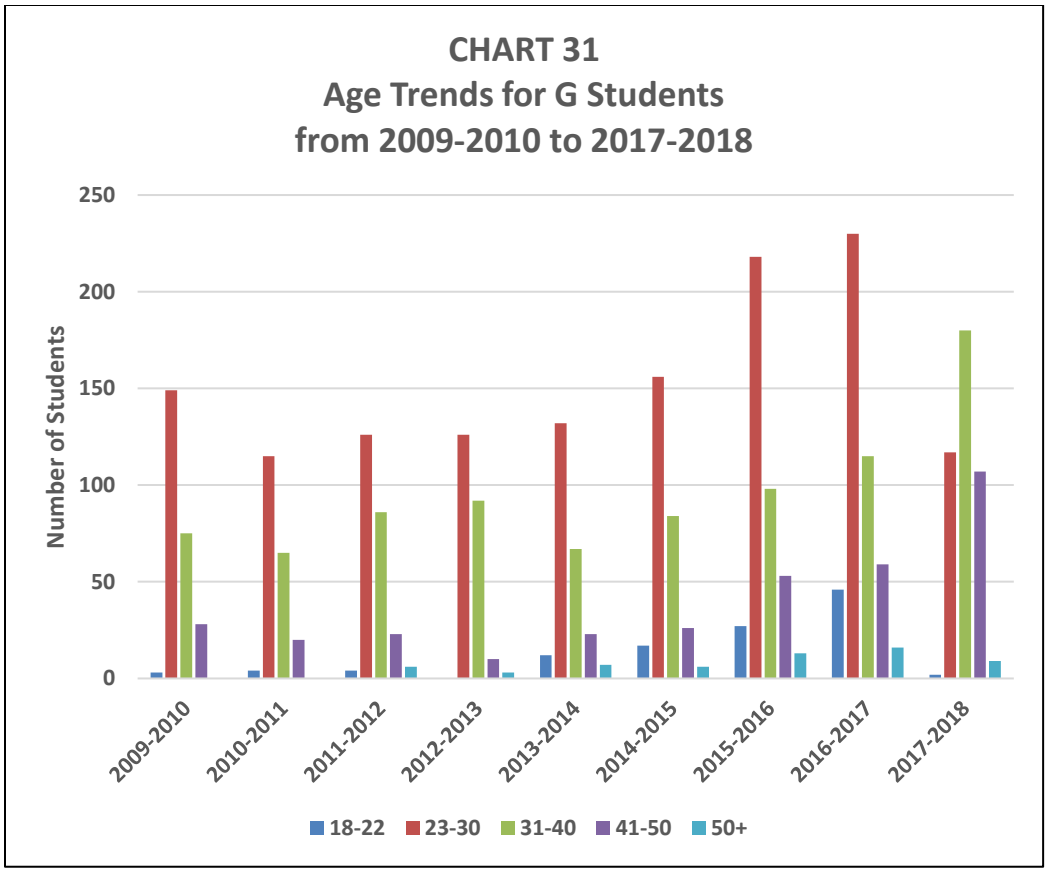


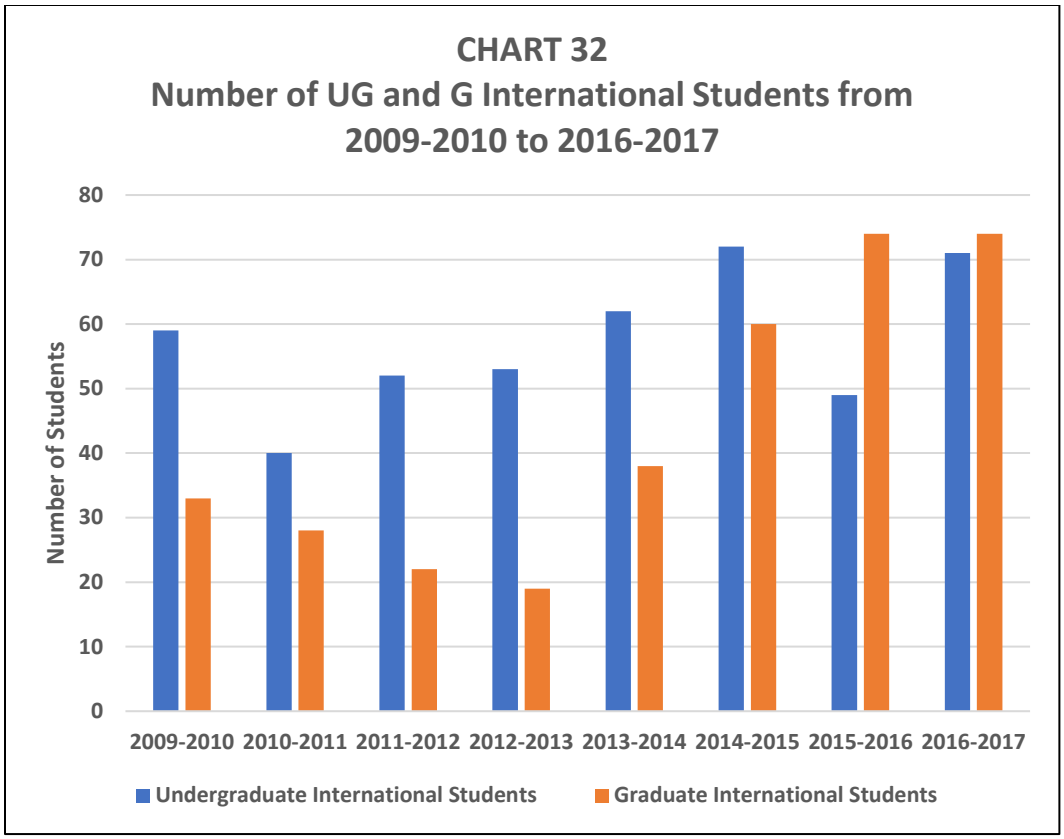
CHART 30
Age Trends for UG Students
from 2009-2010 to 2017-2018
Number of Students
1000
900
800
700
600
500
400
300
200
100
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
18-22
23-30
31-40
41-50
50+



5.4 International Students

Accredited UG and G programs have a total of 105 reported international students enrolled for the 2017-2018 year.

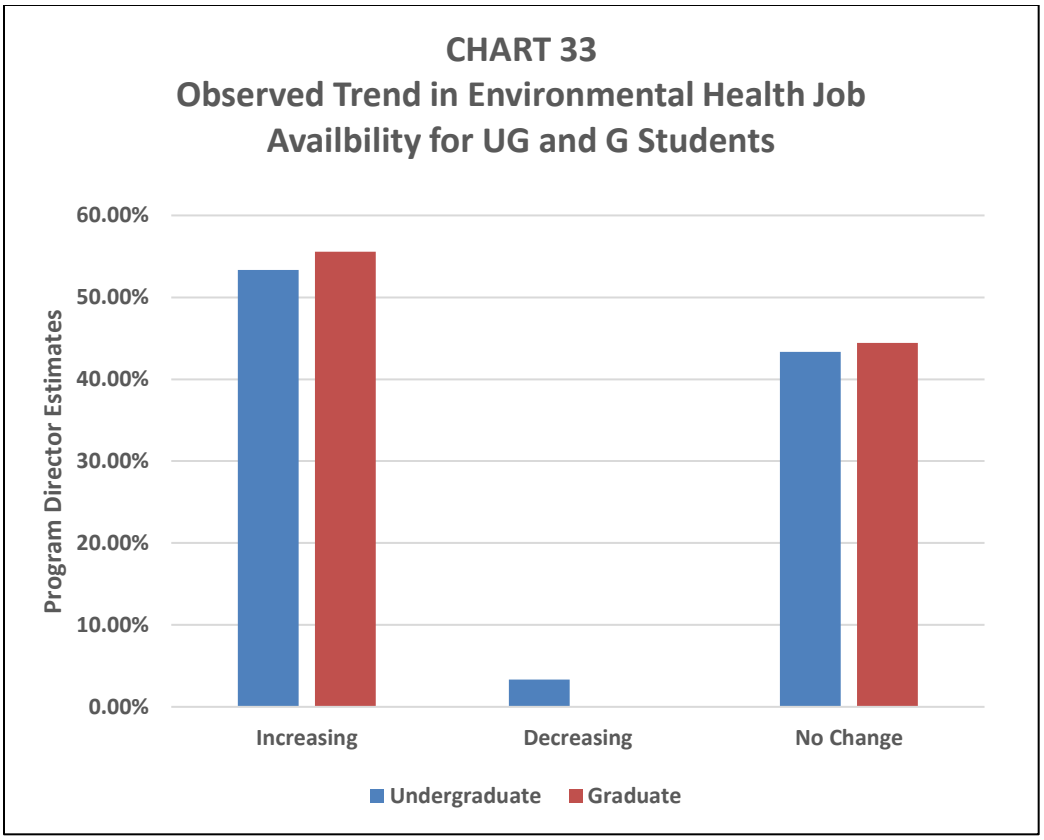
Chart 32 shows the distribution of international students among UG and G programs for the last nine years. Chart 32 also shows a steady increase in numbers of UG international students after a sharp decline in 2010-2011 and similar drop in 2015-2016. The number of international G students declined from 2009 to 2013 but has increased greatly since 2013. [Note: EHAC is awaiting final international G student related information for 2017-2018].



6.0 Employment after Graduation

6.1 Employment Opportunities after Graduation

There was roughly an even split between UG programs reporting an increase in EH employment opportunities and those seeing no change. One program reported observing a decrease in EH employment opportunities. Four G programs reported an increase in EH employment opportunities and four reported no changes in these options (Chart 33).



6.2 Employment Areas: Public vs. Private Sector

Based on accredited program's G tracking systems for the past year 2017-2018, UG program directors reported 116 Gs working in the private sector while 128 Gs are working in the public sector. Twenty-eight G students found employment in the private sector, while 15 G students are working in the public sector (Chart 34). Refer to Chart 35 for details regarding where UG student G students are working in the non-profit and public sectors. Charts 36 and 37 present the distribution of UG and G students working in the private sector.

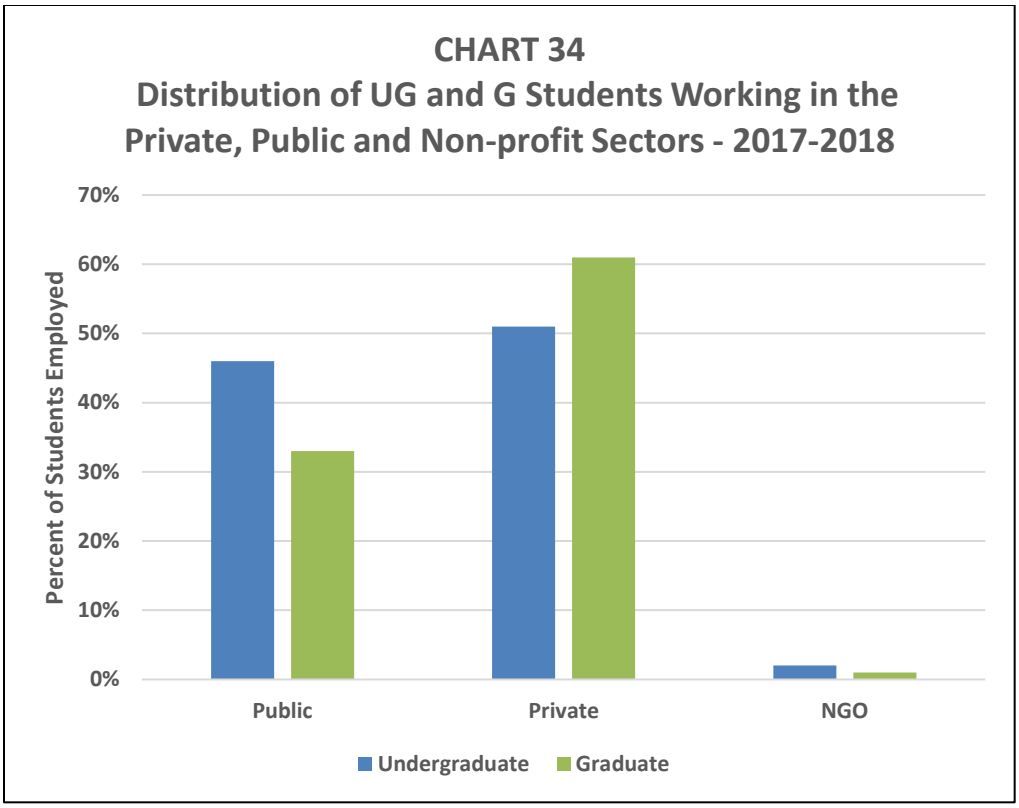


CHART 34
Distribution of UG and G Students Working in the Private, Public and Non-profit Sectors - 2017-2018
Percent of Students Employed
70%
60%
50%
40%
30%
20%
10%
0%
Public
Private
NGO
Undergraduate
Graduate

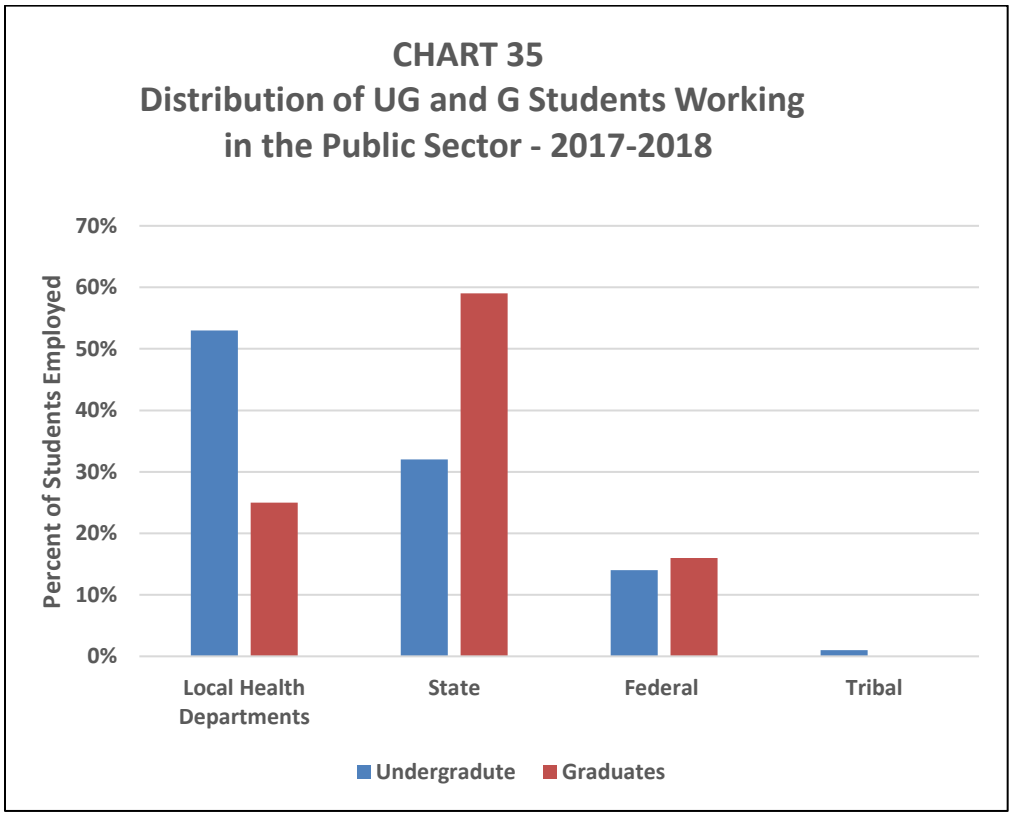


CHART 35
Distribution of UG and G Students Working in the Public Sector - 2017-2018
Percent of Students Employed
70%
60%
50%
40%
30%
20%
10%
0%
Local Health Departments
State
Federal
Tribal
Undergradute
Graduates

CHART 36
Private Sector Job Distribution of UG Students

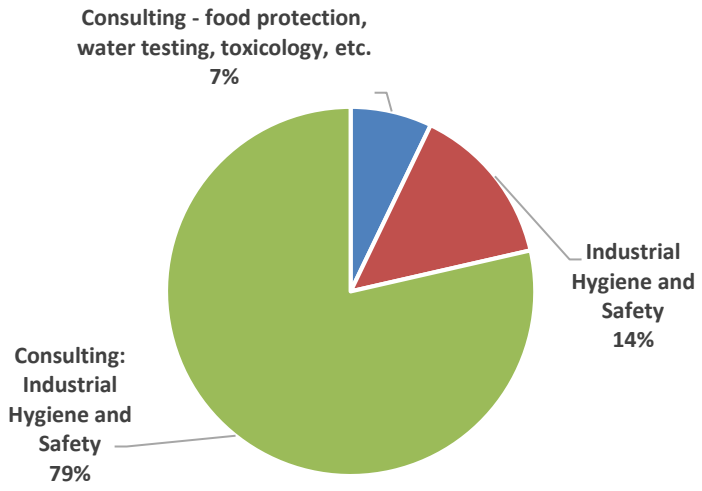
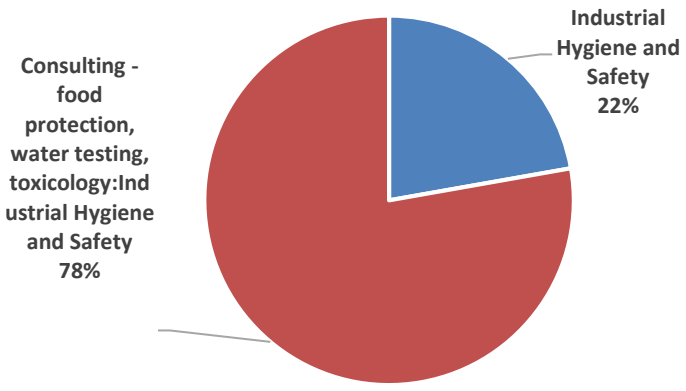


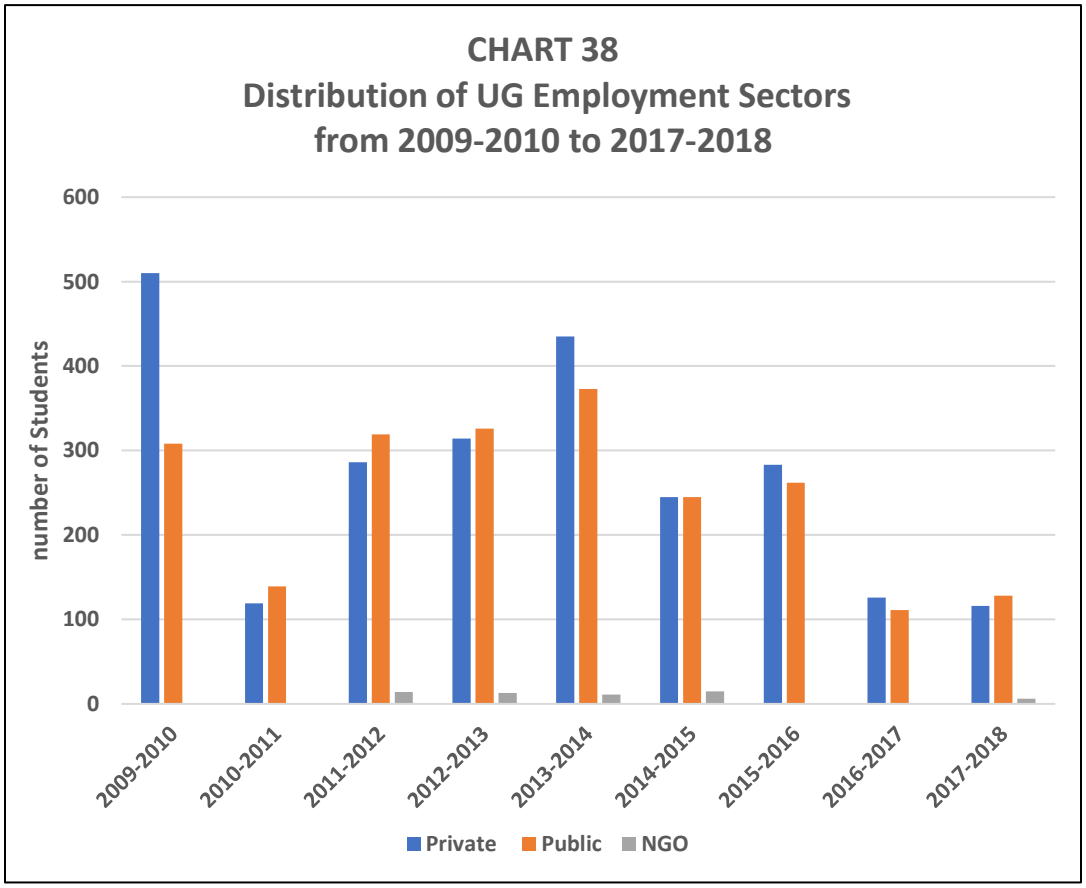
CHART 37
Private Sector Job Distribution of G Students

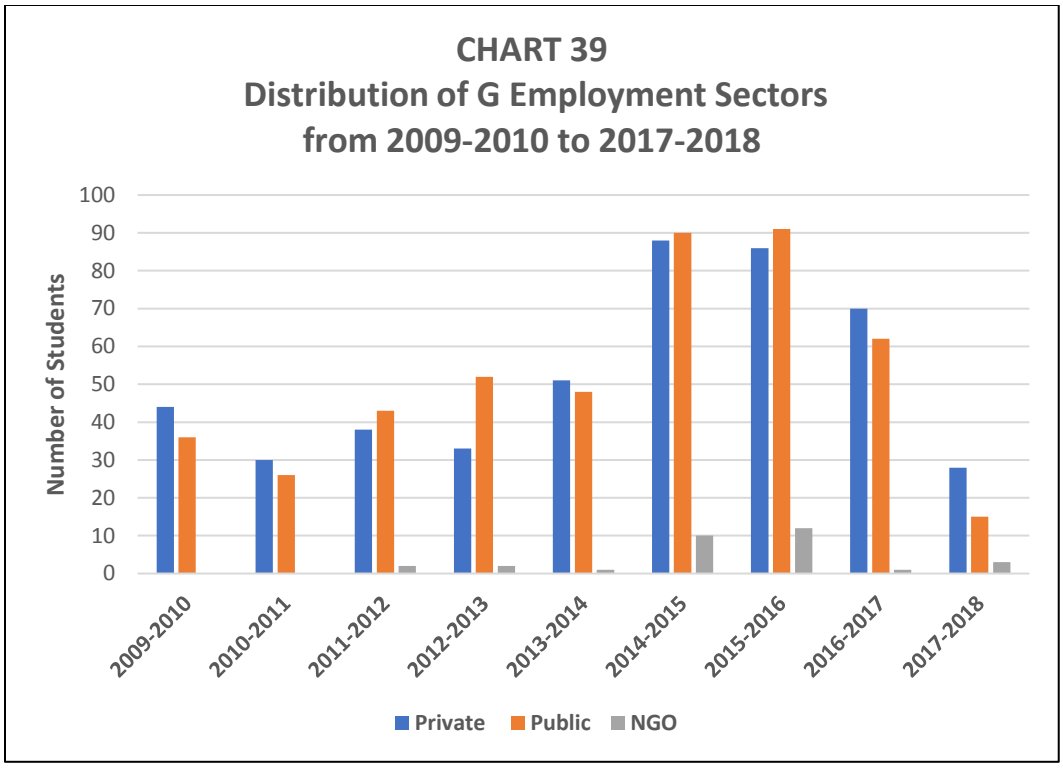


The nine-year trend for UGs employment shows that following a significant drop in private employment from 2010 to 2011, private and public employment have remained essentially neck in neck, with minor fluctuations including public positions edging ahead of private positions slightly more often during the last nine years (Chart 38).

G students employment patterns are similar to that of UGs, although Chart 39 shows that private employment has surpassed public jobs more often for G than UG students during the past nine years. Additionally, G employment in the private sector increased substantially (almost 50%) between 2016-2017 and 2017-2018, as compared to only a slight increase in UG private positions during this period.

Employment with Non-Government Organizations (NGOs) has been generally minimal for UG and G students over the past nine years with a notable increase in G NGO employment in 2014-2015 and 2015-2016 (Charts 38 and 39).





Employment with Local Health Departments has led the nine-year trend in public sector employment for both UG and G employment within the public sector during the past eight years (Charts 40 and 41). The number of positions with Federal agencies follow positions with local health departments for both program levels from 2009-2010 to 2015-2016. The last two years show a slight increase in state level employment for UGs and a substantial increase in state level employment for G students (Charts 40 and 41).

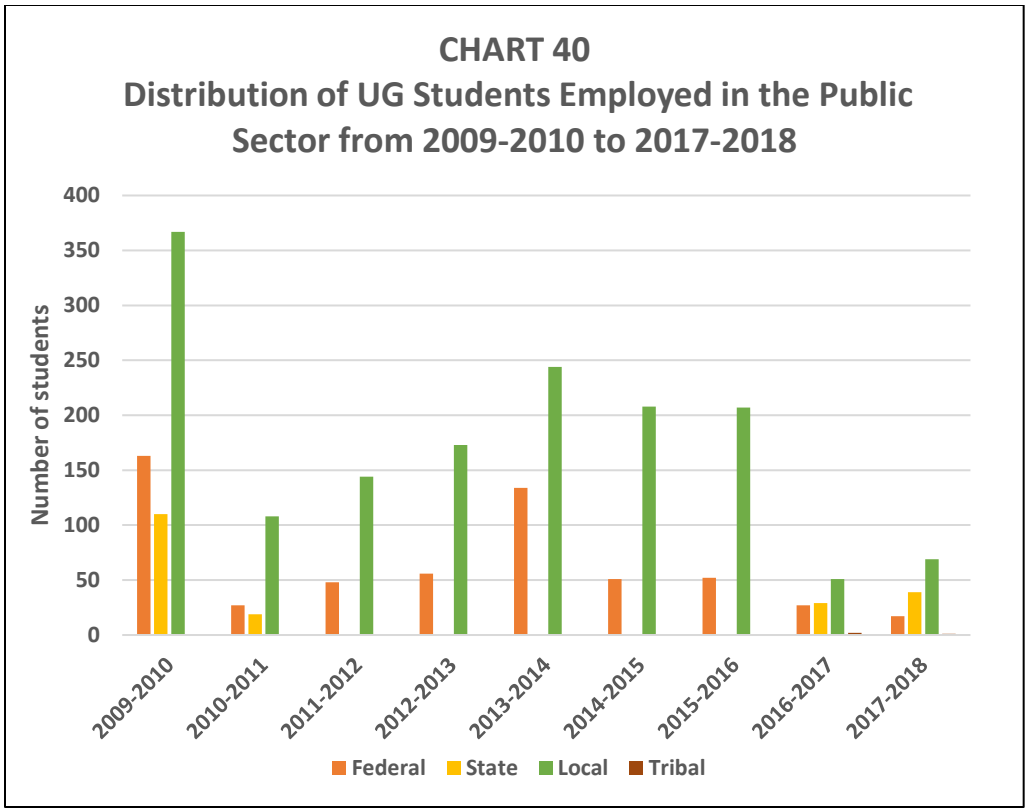


CHART 40
Distribution of UG Students Employed in the Public Sector from 2009-2010 to 2017-2018
Number of students
400
350
300
250
200
150
100
50
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Federal
State
Local
Tribal

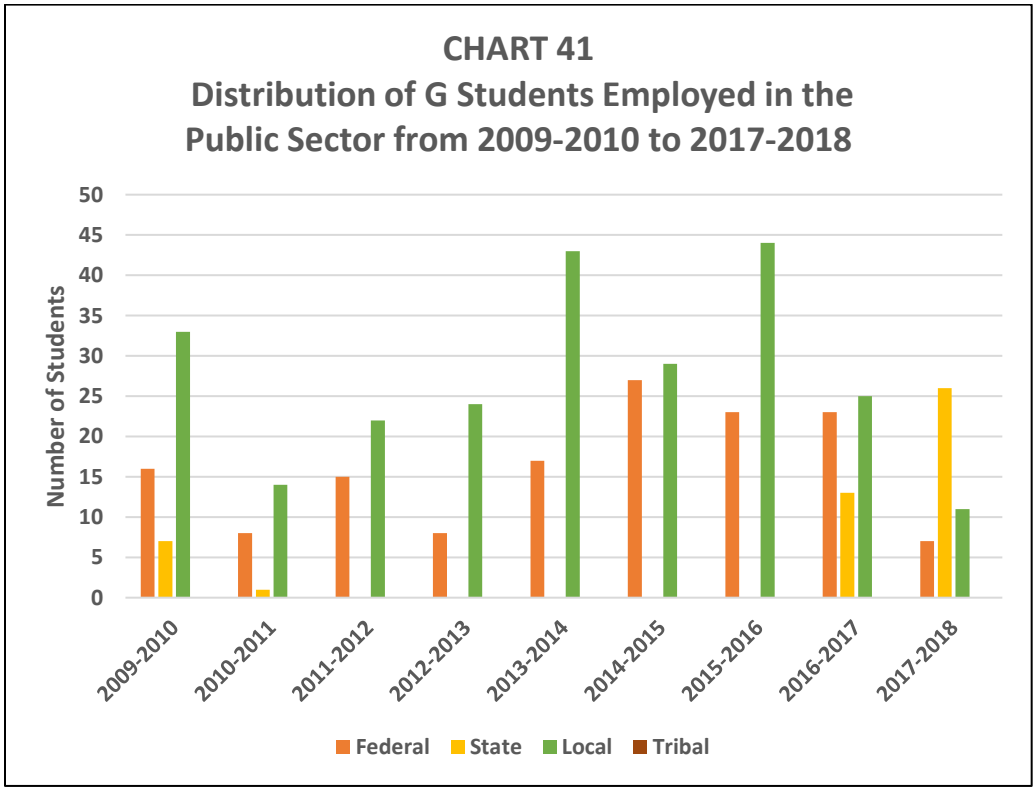


CHART 41
Distribution of G Students Employed in the Public Sector from 2009-2010 to 2017-2018
Number of Students
50
45
40
35
30
25
20
15
10
5
0
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Federal
State
Local
Tribal

7.0 Program Health

7.1 Program Health Status

Programs were asked to assess their administrations' concern and their own personal concern with enrollment trends in their programs. An additional question asked if there has been discussion related to potential closure of their EH programs.

Administration Enrollment Concerns

Chart 42 shows UG Program Director's assessments of administration enrollment concern peaked in 2013-2014 at 50%, fell during 2015-2016, increased by 10% in 2016-2017, and fell again as of 2017-2018. Currently, 38% of UG administrations are assessed as having concern about low enrollment numbers in their EH programs.

G Program Director assessments of administration concerns about enrollment show a general increase in the amount of concerned administrations from 2011-2015 and then a sharp decline in concern in 2016 through the present (Chart 43). Currently, 67% of Program Director's assess their administrations as unconcerned about enrollment numbers.

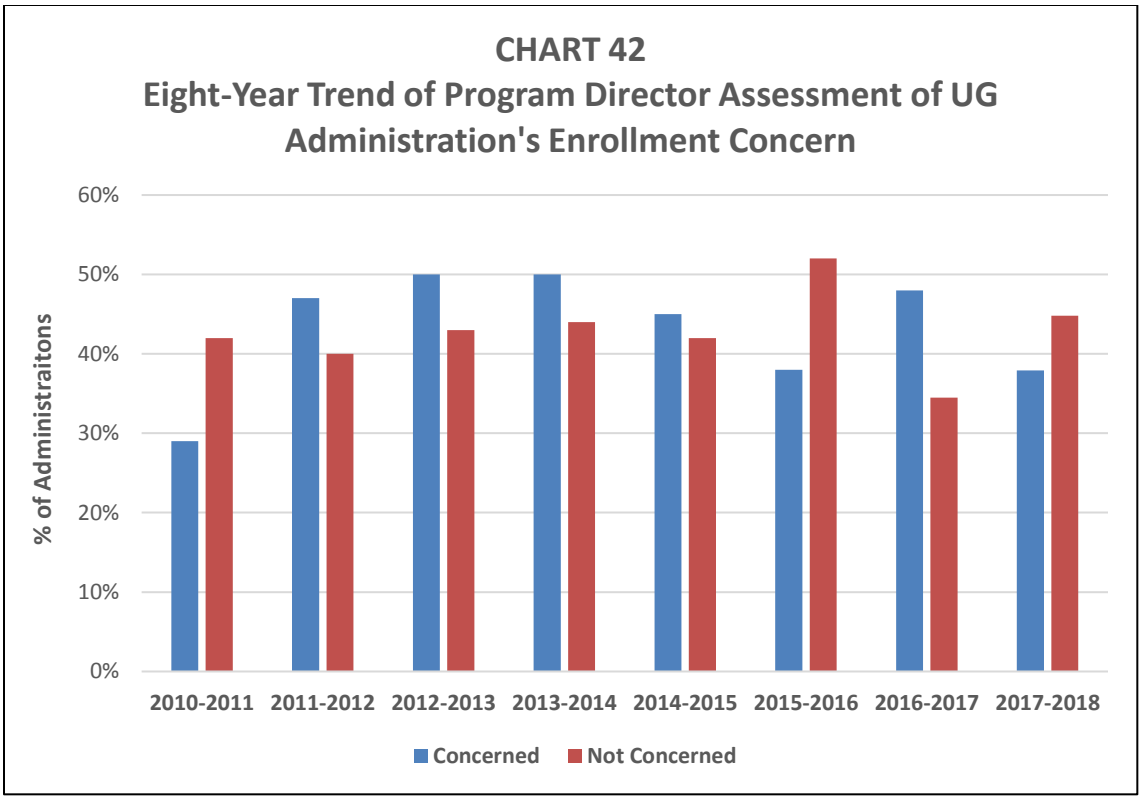


CHART 42
Eight-Year Trend of Program Director Assessment of UG Administration's Enrollment Concern
% of Administraitons
60%
50%
40%
30%
20%
10%
0%
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Concerned
Not Concerned

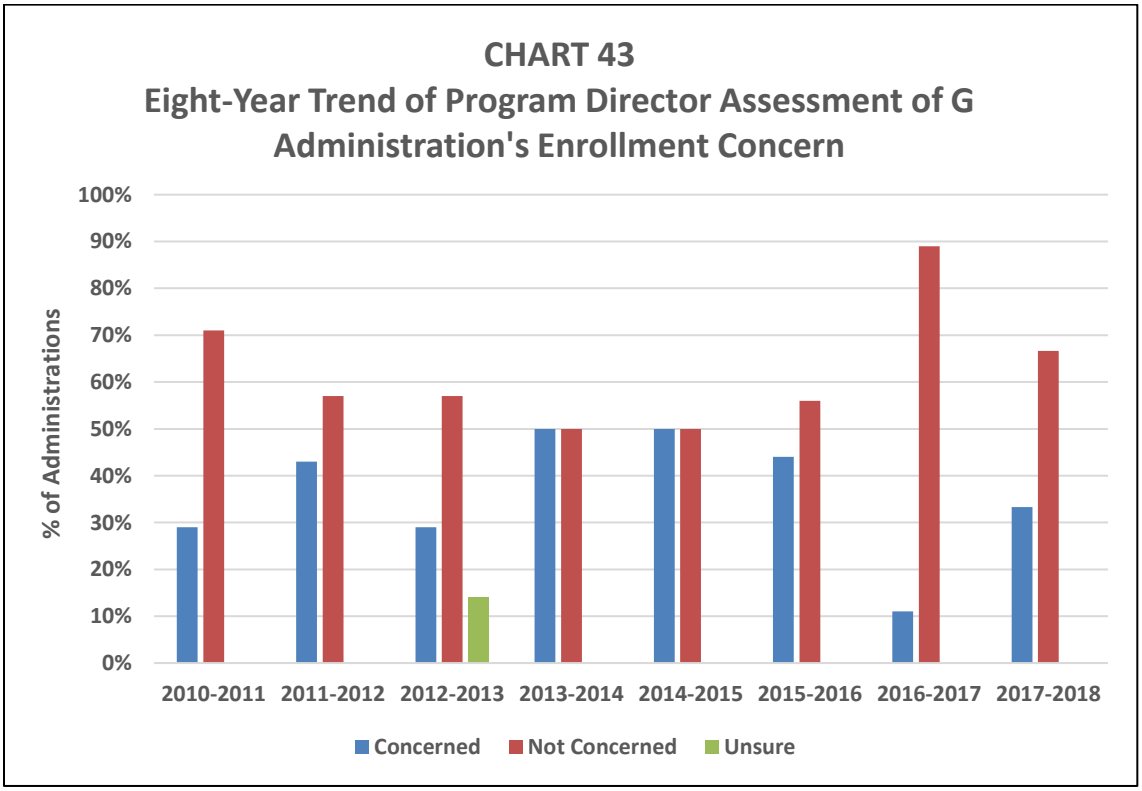
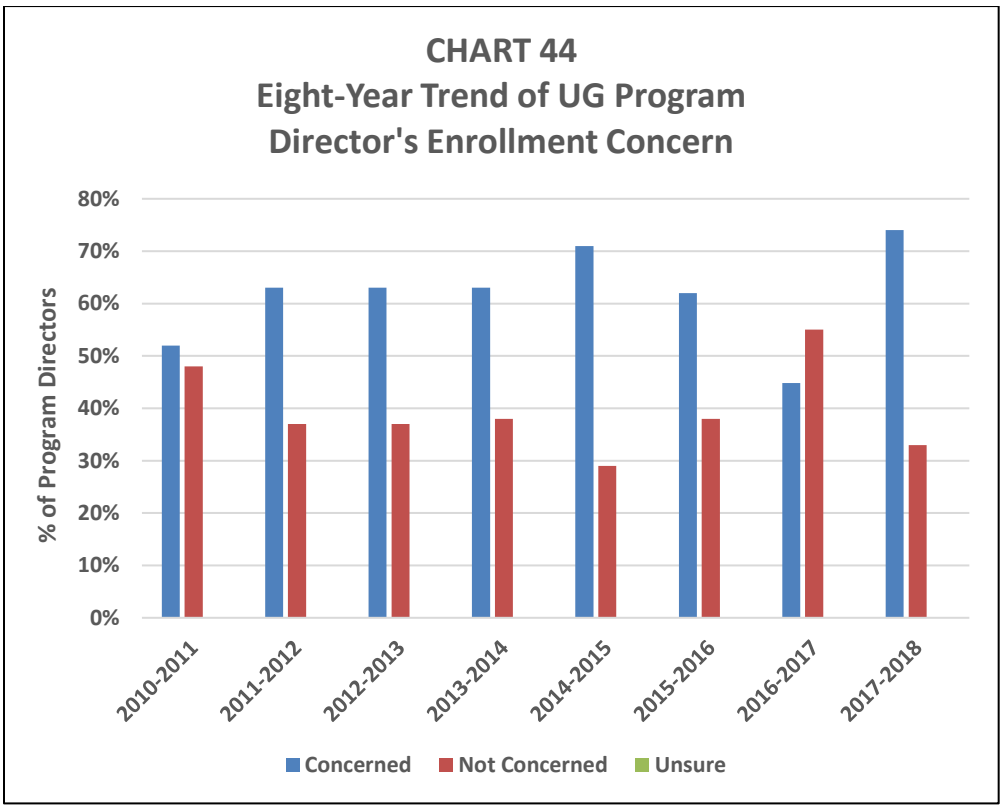


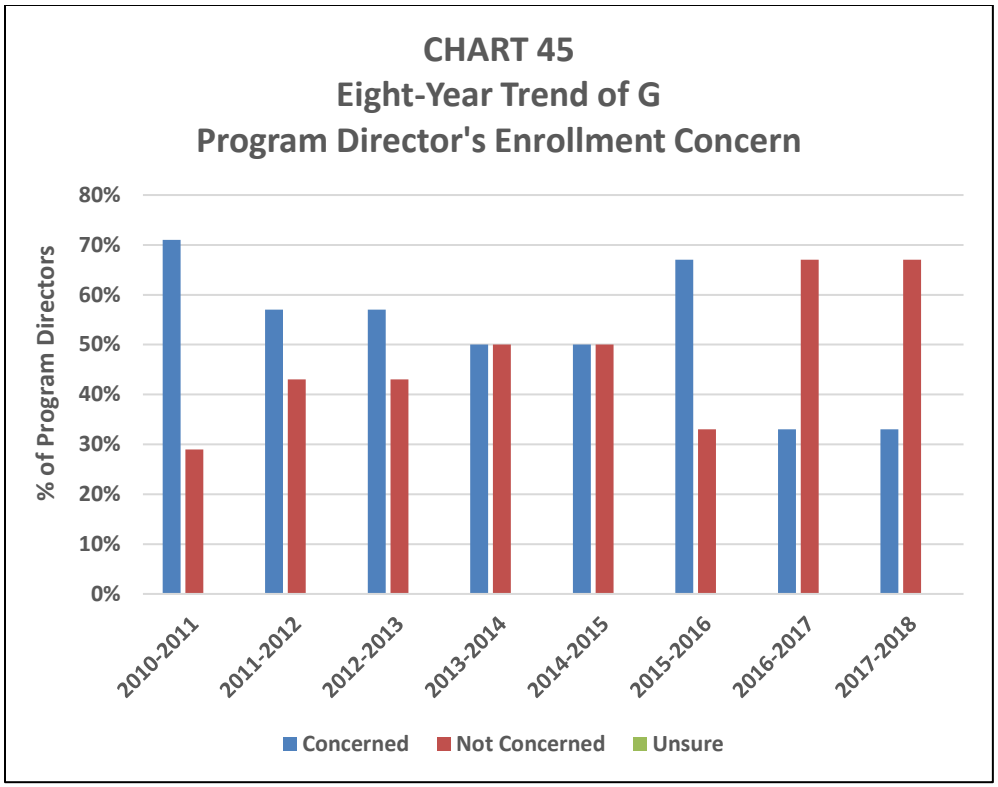
CHART 43
Eight-Year Trend of Program Director Assessment of G Administration's Enrollment Concern
% of Administrations
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Concerned
Not Concerned
Unsure

Program Director Enrollment Concerns

Excepting the period between 2016 and 2017, Chart 44 shows a fluctuating and high rate of Program Director concern about enrollment numbers for the last eight years, with a decline from 2014 to 2017 and a sharp increase in concern from 2016-2017 to 2017-2018.

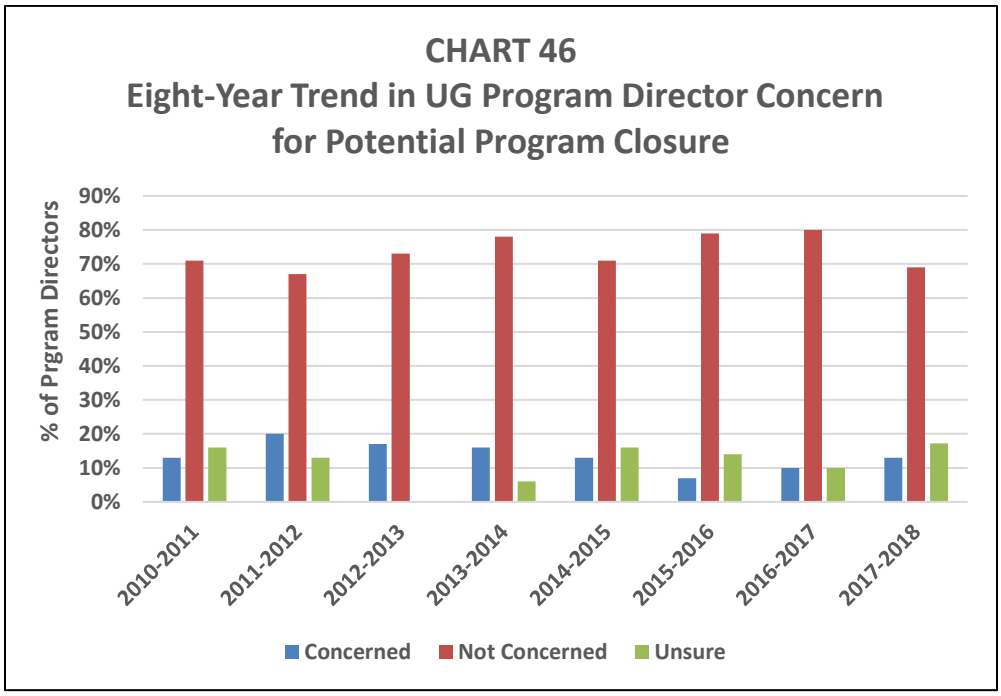
G Program Director enrollment concerns decreased from a 2010-2011 high, then increased sharply in 2015-2016, falling again in 2016-2017 (Chart 45).

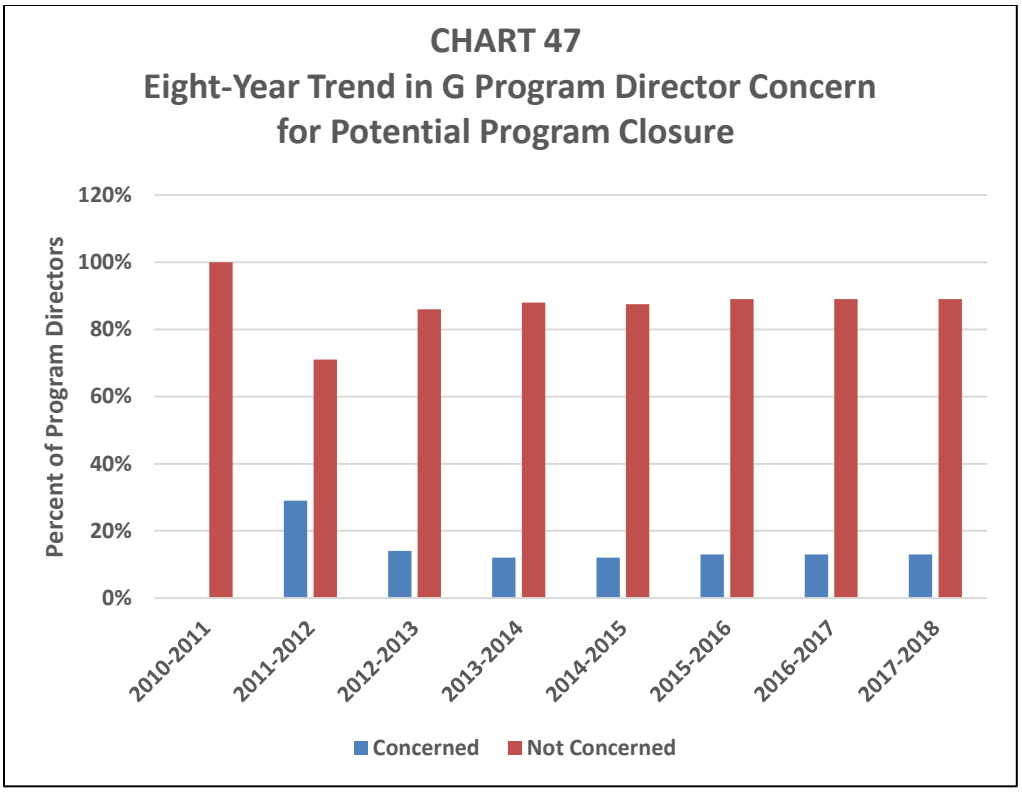




Program Closure Concerns

The threat of program closure has remained steadily low for both UG and G programs for the past eight-year period, however uncertainty has risen regarding program sustainability in UG programs in the last two academic years (Charts 46 and 47).





7.2 Program Health Commentary

Program Directors were asked to provide an assessment of the general health of their EH programs. Chart 48 presents the program health assessment of both UG and G Program Directors for 2017-2018. Most UG and G Program Directors report that their programs are maintaining or improving health-wise. Reports of diminishing programs were low, although EHAC is concerned with all programs that are declining. Tables 9 and 10 show UG and G Program Director's assessments of their program's health and explanations for their assessments.

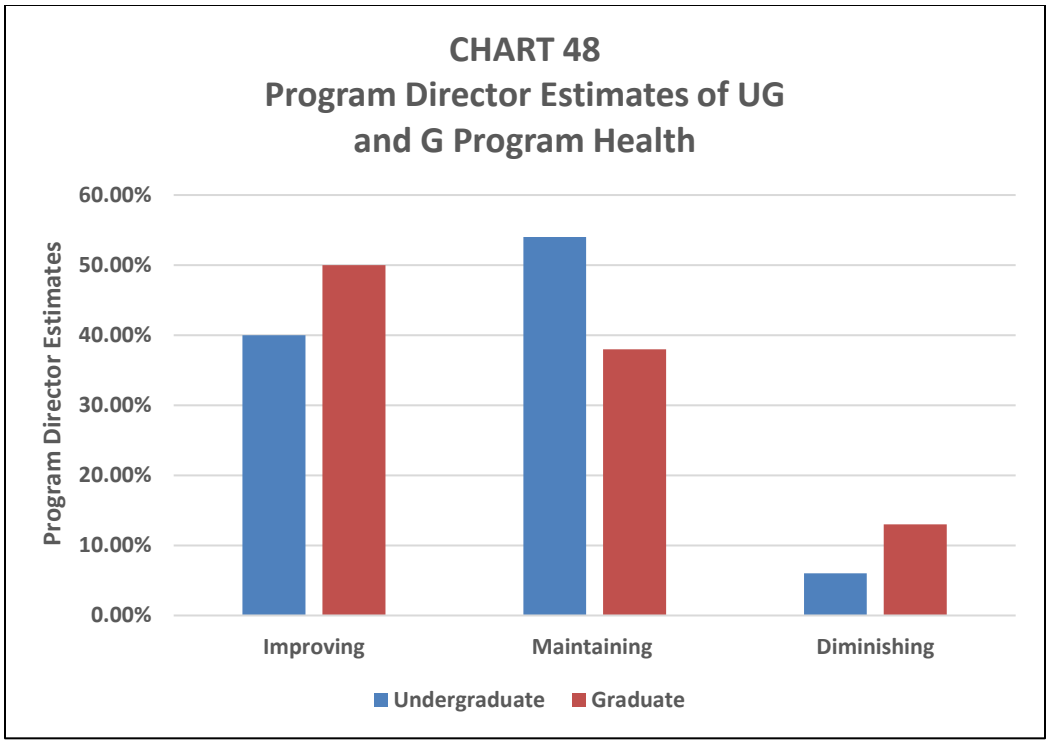


Table 9: UG Program Director Assessment of Program Health and Explanations: 2017-2018

UG Program Health Assessments and Explanations:	
Program Health Is Improving	
	Fall 2018, updated/revised curriculum will be implemented. Streamlining the curriculum to include courses to meet EHAC accreditation requirements as well as stakeholders recommendations (EOH Advisory Board members).
	Slight increase in majors, active alumni association, our technical symposium continues to provide a regional service, and our outreach/recruitment plan
	We are trying every way possible to bring in more students to be a competitive program.
	We are in the process of making long overdue changes to the curriculum and considering additional tracks that students may take depending on their EH interests. We are also working to become part of a larger college-wide program that will have the potential to attract students who may not have otherwise known about the EH major. The UG faculty held a retreat in January and are making efforts at having a more cohesive and integrated program across courses.
	Due to large number of "public health majors" who are required to register for EH courses.

UG Program Health Assessments and Explanations: Program Health Is Improving	
	We have focused more on recruiting and are starting to see an increase in enrollment. We have more freshman declaring EHS as a major which is a huge step in the right direction. We also have a great team of faculty focused on students and student success.
	We are working in various ways to improve the program.
	We have increased in student numbers due to having our EH courses online as well as on campus
	We were just accredited last year, and applications doubled. Hoping to keep improving.
	We improve in quality every year. We now have a public health practitioner area of emphasis track and our students are getting better internships and jobs. However, we are doing everything we know how to recruit and can't seem to increase our total enrollment. This week I actually have advertisements on the buses that will run up until registration to try to attract students. If it works, I'll will share with AEHAP so they can let other programs know.
	We are in the process of becoming a non -competitive major, meaning that students can declare once they've completed the science prerequisites courses. We expect to increase the number of majors.
Program Health Is Steady	
	Enrollment is remaining relatively constant within plus or minus 1 to 3 students. New college administration is emphasizing improving performance and quality of students even if number of majors decrease in process.
	Program numbers are down slightly, but awareness of the program in local health departments and private employers is increasing. CMU Gs are getting involved in outreach for the program to advertise the major.
	No significant change either positive or negative at this time.
	Curriculum has been strong and internship program has been steady.
	With a newly revised curriculum and more proactive advertisement of the program potential, we hope to recruit more students with higher qualification. Student number wise, it has been low for the past two years. So, we hope to see it improves for the coming years.
	Promotional pamphlet and updating our website to ensure continued viability. Our faculty have had discussions about converting to a completely distance learning course, but the conclusion was that our preference is face-to-face teaching as long as our enrollment allows.
	Enrollment is steady
	Numbers have fluctuated over the past 10 years from 51 up to 92 then back down to 74.
	We appear to have in the mid-teens for the past couple of years.
	Numbers are off a bit from previous year peaks but are essentially maintaining. Younger faculty who are less involved in recruiting while senior faculty was on sabbatical leave may be partly responsible.

UG Program Health Assessments and Explanations: Program Health Is Diminishing	
	Our EH students are all seniors and without a dedicated EH faculty member we can't really recruit into the program. We had two students come in this year who wanted to do EH, but I can't guarantee them we'll have a program for them to complete.
	We have declining enrollment in the BSEH program.

Table 10 presents G Program Director's program health assessments and explanations for those assessments.

Table 10: G Program Director Assessment of Program Health and Explanations – 2017-2018

G Program Health Assessments	**Explanations for Program Health Assessments**
Program Health Improving	
	We are on the threshold of approaching the Georgia Board of Regents to start a UG program in public health.
	More students have Gd from the program over the last two years. Enrollment has been increasing and stable.
Program Health Steady	
	The program, over the past years, has had variable enrollments. The department is currently working on putting together a marketing and communication plan for recruitment to help revitalize the program. This should be out by this summer and ready for implementation by Fall 2018.
	Our G program remains strong. We have a great team of faculty and work with great students. Students are successful when they come out of our program which is a great recruiting tool.
Program Health Diminishing	
	Had a contractor doing the recruiting into the program, their contract is being terminated now. The enrollment will decrease.

Chart 49 presents the eight-year trend in Program Director estimates of UG program health. Charts 49 and 50 show that the majority of UG and G program directors report programs maintaining or improving during the last eight years. Approximately one to three UG programs have reported struggling throughout the past eight years, while only one G program has historically reported diminishing program health (2014-2015) (Chart 50).

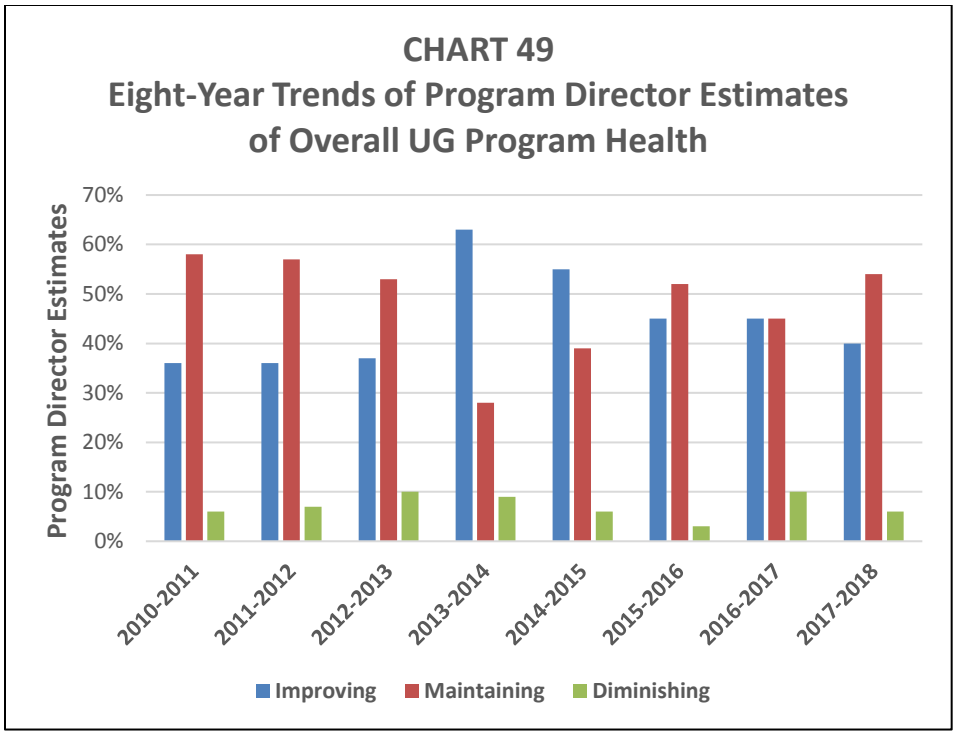


CHART 49
Eight-Year Trends of Program Director Estimates of Overall UG Program Health
Program Director Estimates
70%
60%
50%
40%
30%
20%
10%
0%
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Improving
Maintaining
Diminishing

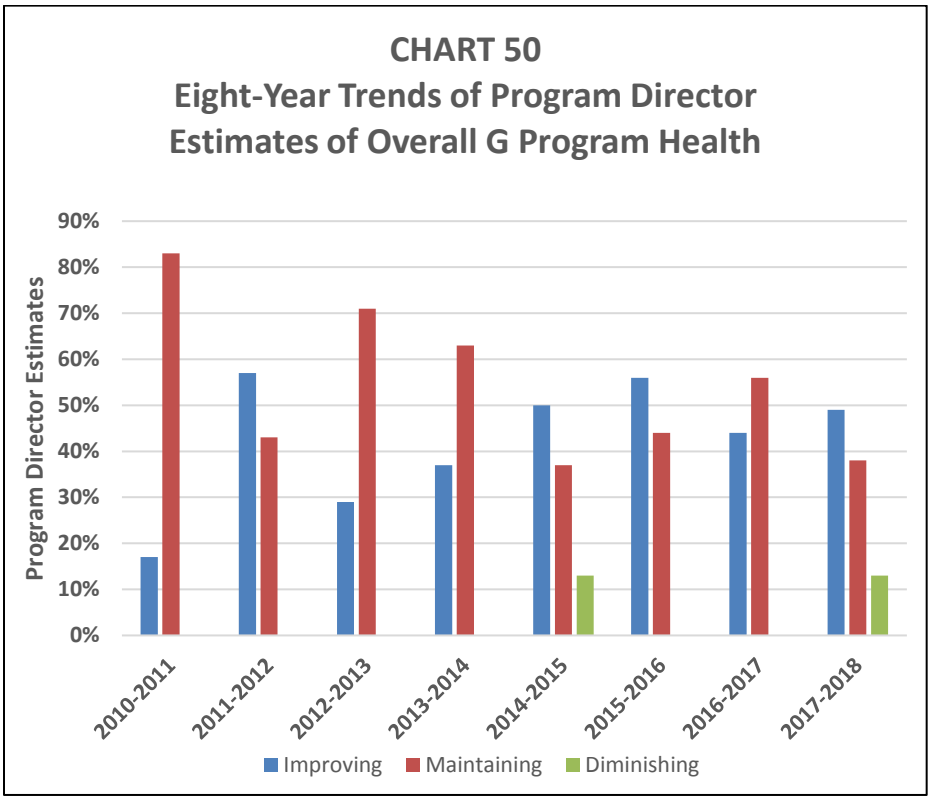
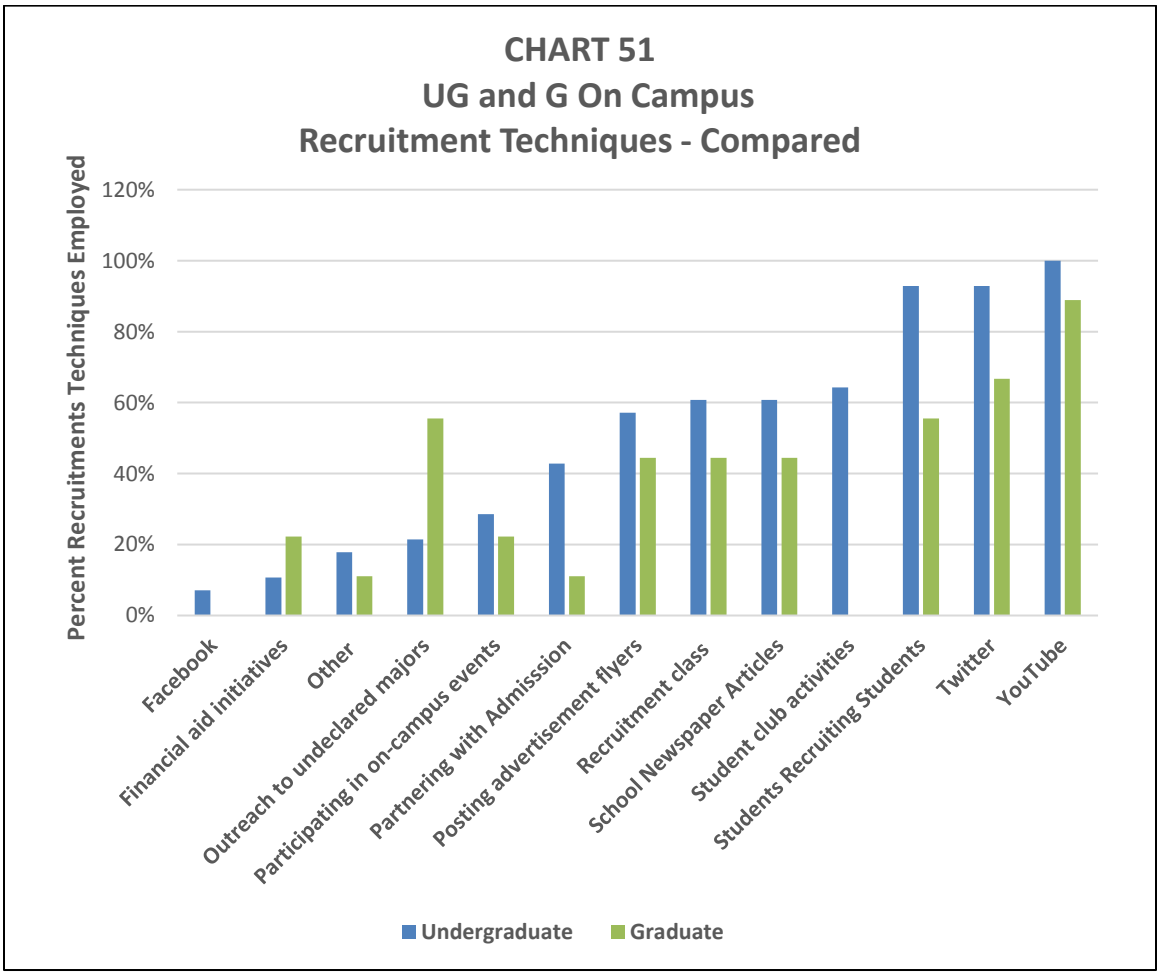


CHART 50
Eight-Year Trends of Program Director Estimates of Overall G Program Health
Program Director Estimates
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
Improving
Maintaining
Diminishing

8.0 Recruitment

8.1 On Campus Recruitment

EHAC provided a list of on campus student recruitment techniques for Program Directors to prioritize by their effectiveness. On campus recruitment techniques used by both UG and G programs are presented in Chart 51. The usefulness of social media is shown by YouTube videos being the most effective technique reported on campus recruitment technique for both UG and G programs. YouTube video use was closely followed by a second social media tool – Twitter. Interestingly, students recruiting students tied with Twitter for success at the UG level, while G programs found this technique useful but not as effective as Twitter. These techniques were closely followed by student club activities, posting advertisement flyers, offering recruitment classes, publishing in school newspapers and participating in student club activities for both program levels. G Program Directors reported outreach to undeclared majors as an effective recruitment tool, as well.

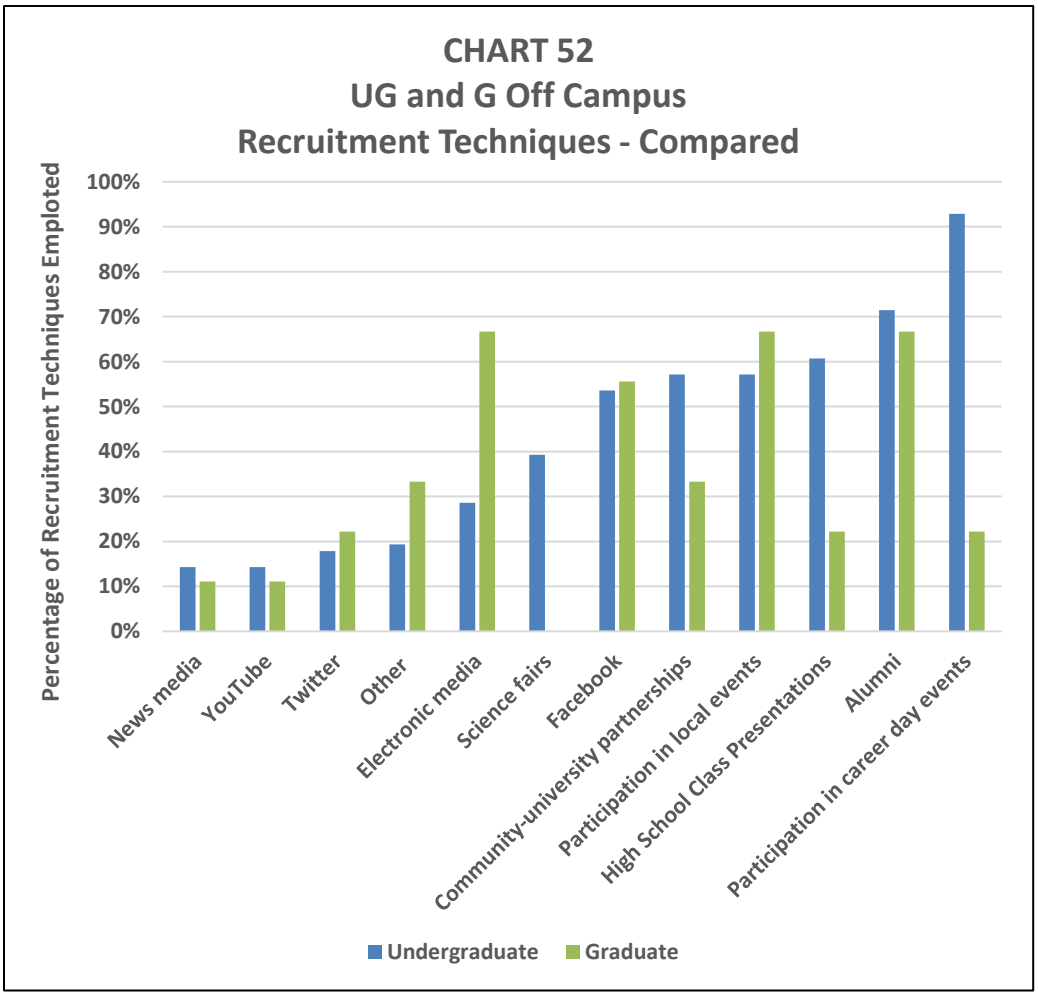


8.2 Off Campus Recruitment

EHAC also provided a list of *off* campus student recruitment techniques for Program Directors to prioritize by their effectiveness. Successful techniques varied greatly between UG and G programs for off campus student recruitment. The most successful recruiting techniques for UG programs include participation in career day events, alumni driven recruitment, presentations at high schools and participation in local community events. Social media is reportedly helpful as well, in the form of facebook (Chart 52).

The most successful G program off campus recruitment techniques include alumni driven recruitment, participation in local events, facebook posting and use of other electronic media. YouTube was the least used and least successful tool for G programs.

Reported information for both program levels reflects anecdotal evidence supporting the importance of face to face communication both personally and with the use of social media (YouTube videos) to the success of on and off campus recruitment.



8.3 Diversity Recruitment

Only two G programs have programs focused on recruiting a diverse student body while almost 50% of EHAC UG programs focus efforts on diversity recruitment.

9.0 Retention

9.1 Ten-Year Retention Rates

Table 11 depicts the ten-year average retention rates of accredited UG and G programs. [Note: 2017-2018 Graduation Rates are based upon estimates of number of 2017-2018 graduates]

Table 11: Ten-Year Average Retention Rates at UG and Graduate Accredited Programs

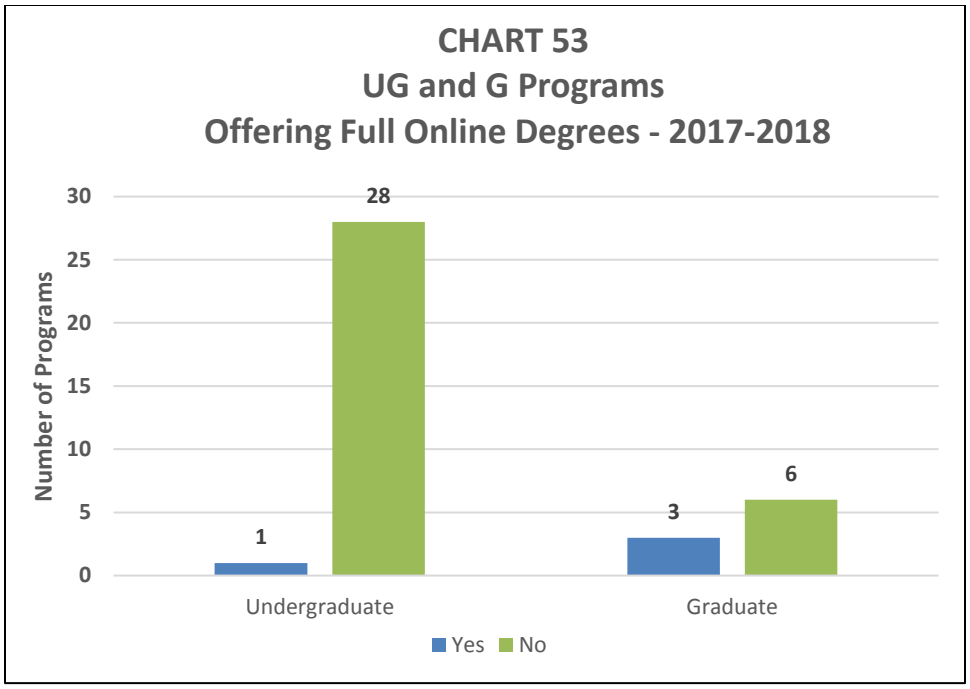
UG Program	2008-2018 Average Enrollment	2008-2018 Average Graduation	2008-2018 Retention Rate
Alabama	11.56	2.33	20.19%
Baylor University	20.25	3.25	16.05%
Benedict College	17.70	3.20	18.08%
Boise State University	35.90	8.00	22.28%
Bowling Green University	25.33	7.00	27.63%
California State University, Fresno	104.00	32.00	30.77%
California State University at Northridge	176.60	48.90	27.69%
California State University at San Bernardino	42.10	8.50	20.19%
Central Michigan University	18.00	4.17	23.15%
Colorado State University	94.70	26.40	27.88%
Dickinson State University	5.50	1.88	34.09%
East Carolina University	33.40	5.50	16.47%
East Central University	41.70	10.80	25.90%
East Tennessee State University	43.70	8.40	19.22%
Eastern Kentucky University	106.50	25.00	23.47%
Illinois State University	93.40	27.50	29.44%
Indianan State University	3.00		
Indiana University of Pennsylvania	13.50	14.00	1.04%
Indiana University - Purdue University Indianapolis	24.30	6.10	25.10%
Lake Superior State University	5.78	0.80	13.85%
Mississippi Valley State University	17.30	2.70	15.61%
Missouri Southern State University	48.00	8.90	18.54%
New Mexico State University	20.00	2.00	10.00%
North Carolina Central University	11.00	0.33	3.03%
Ohio University	43.60	9.90	22.71%
Old Dominion University	63.10	14.10	22.35%
Salisbury University	11.67	3.00	25.71%
State University of New York, ESF	36.00	9.00	25.00%

UG Program	2008-2018 Average Enrollment	2008-2018 Average Graduation	2008-2018 Retention Rate
Spelman College	22.33	5.67	25.37%
Texas Southern University	33.70	7.40	21.96%
University of Findlay	81.00	14.83	18.31%
University of Georgia Athens	94.80	18.60	19.62%
University of Massachusetts-Lowell	12.67	1.29	10.15%
University of Washington	45.50	20.70	45.49%
University of Wisconsin Eau Claire	51.60	14.50	28.10%
University of Wisconsin Oshkosh	14.20	2.50	17.61%
West Chester University	49.89	10.70	21.45%
Western Carolina University	62.80	18.60	29.62%
Wright State University	31.11	7.50	24.11%
Ten Year Totals	**1667.18**	**415.94**	**24.95%**
Graduate Program	**2008-2018 Average Enrollment**	**2008-2018 Average Graduation**	**2008-2018 Retention Rate**
California State University Northridge	58.60	18.80	32.08%
East Carolina University	27.70	7.60	27.44%
East Tennessee State University	4.80	0.70	14.58%
Eastern Kentucky University	33.00	13.86	41.99%
Fort Valley State University	128.67	33.50	26.04%
Mississippi Valley State University	18.80	4.50	23.94%
Old Dominion University	16.90	6.78	40.11%
University of Findlay	92.70	28.80	31.07%
University of Illinois Springfield	34.70	9.22	26.58%
Ten Year Totals	**415.87**	**123.76**	**29.76%**

10.0 Online Opportunities

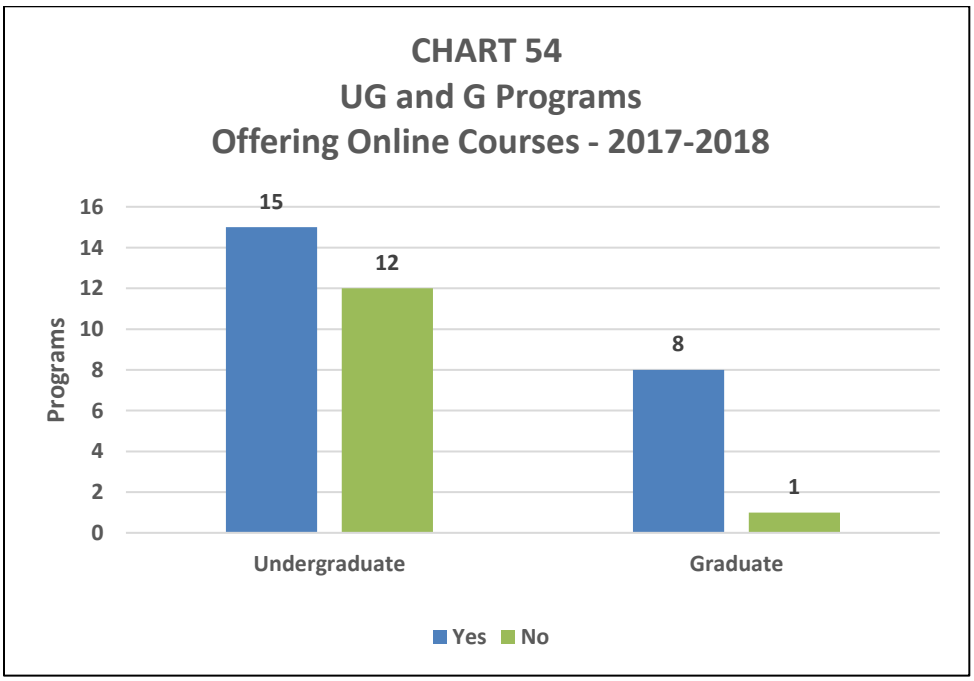
10.1 Full Online Degree Programs

Missouri Southern State University offers a full online UG degree, while G programs at East Carolina University, University of Findlay and University of Illinois Springfield have full online Master's degree programs. Benedict College and University of Findlay's UG programs are developing online degrees, while East Tennessee University and Fort Valley State University's G Programs are developing online Master's degrees. Chart 53 presents the distribution of UG and G programs offering online degrees.



10.2 Online Courses

Twenty-three of 38 accredited UG and G programs offer online courses. Of those that offer online courses, sixteen programs offer online courses to anyone in addition to students registered at their school. Chart 54 presents the distribution of UG and G programs offering online courses.



11.0 Exit Exams

Accredited programs were asked if they administered an exit examination to graduating students. Nine UG programs administer an exit exam and four accredited G programs require exit exams of their students. Chart 55 and Tables 12 and 13 present UG and G programs providing exit exams. Explanations of the purpose of these exit exams are included as well.

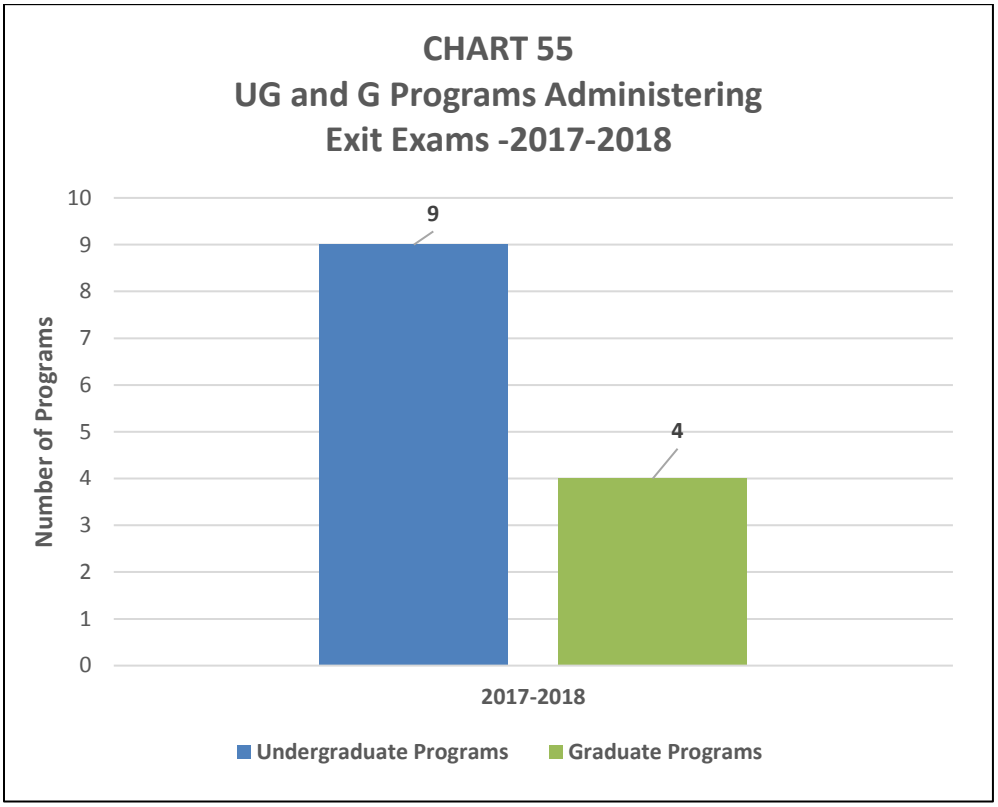


Table 12: Administration of Exit Exams by Accredited UG Programs – 2017-2018

Accredited UG Institution	Does your program administer an exit exam for graduating students?	If program answered "yes", the focus and purpose of the exam was explained.
Baylor University	No	
Benedict College	Yes	Exit exam was last administered for spring 2017 Gs. Exam is used to compare Gs year to year in taking test on comprehensive major subjects taught. Graduating seniors are strongly encouraged, but not required to take the test.
Dickinson State University	Yes	
Eastern Kentucky University	Yes	
Illinois State University	No	

Accredited UG Institution	Does your program administer an exit exam for graduating students?	If program answered "yes", the focus and purpose of the exam was explained.
Indiana University - Purdue University Indianapolis	No	
Lake Superior State University	No	
Mississippi Valley State University	Yes	
Missouri Southern State University	Yes	
Ohio University	Yes	Professional topics and a comprehensive review of subjects.
Old Dominion University	Yes	Students are administered an assessment exam in their senior year. The exam consists of questions likely to be found on qualification examinations (e.g. questions found in the REHS/RS study guide as well as study guides for the ABIH and BCSP exams). The exam exposes the strengths and weaknesses of each student and also acts as a measure of how well our program provides the relevant information that is deemed important for each profession of occupational safety, industrial hygiene, and environmental health.
Texas Southern University	Yes	Comprehensive Exam for assessment of skills and knowledge needed for state exam.
University of Wisconsin Oshkosh	Yes	Assessment for the Biology Department

Table 13: Administration of Exit Exams by Accredited G Programs – 2017-2018

Accredited UG Institution	Does your program administer an exit exam for graduating students?	If program answered "yes", the focus and purpose of the exam was explained.
East Carolina University	Yes	Comprehensive exit exam including questions from six areas of environmental health practice (e.g., air, water, food quality and treatment, epidemiology, toxicology, waste management, etc.).
East Tennessee State University	Yes	The MSEH Comprehensive Examination is a written examination developed by the ENVH Faculty and Student's Advisory Committee. The examination covers material from the MSEH Core Courses and the students thesis proposal.
Eastern Kentucky University	No	
Fort Valley State University	No	
Mississippi Valley State University	Yes	Currently offered is a comprehensive exam that test the core EH competencies. Planning to implement a case study method for testing the EH competencies.

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