EHAC Annual Update Report

July 2019 – July 2020
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Current Degree Program Statistics as of July 2020:

- Undergraduate Degree Programs - 28
- Graduate Degree Programs – 9
- Total Accredited Degree Programs - 37

(note: the Annual Update Survey Review Committee will be doing a deep dive into the data and developing a report/article during the summer and fall of 2021)
Map Showing 2020 EHAC Accredited Degree Programs: 28 Undergraduate and 9 Graduate Degree Programs
Executive Director’s Report

EHAC Accredited Degree Programs and Date of Next Accreditation Review

• Baylor University (UG) - 2022
• Benedict College (UG) - 2022
• Boise State University (UG) - 2024
• California State University, Northridge (UG and Grad.) - 2026
• California State University, San Bernardino (UG) - 2025
• Central Michigan University (UG) - 2025
• Colorado State University (UG) - 2022
• East Carolina University (UG and Grad.) - 2024 (conditioned)
• East Central Oklahoma University (UG) – 2022
• East Tennessee State University (Grad.) - 2024
• East Tennessee State University (UG) – 2026
• Eastern Kentucky University (UG & Grad.) - 2024
• Fort Valley State University (Grad.) - 2021
• Illinois State University (UG) – 2025
• Indiana University - Purdue University of Indianapolis (UG) – 2025
• Mississippi Valley State University (UG) - 2022
• Mississippi Valley State University (Grad.) – 2024
• Missouri Southern State University (UG) – 2026
• Montana State University (UG) – 2025
• North Carolina Central University (UG) – 2023
• Ohio University (UG) - 2022
• Old Dominion University (UG) – 2026
• State University of New York, College of Environmental Science and Forestry (UG) - 2021
• Texas Southern University (UG) – 2025
• University of Findlay (UG & Grad)- 2024
• University of Georgia, Athens (UG) – 2024
• University of Illinois, Springfield (Grad.) – 2024
• University of Washington (UG) – 2023
• University of Wisconsin, Eau Claire (UG) – 2023
• University of Wisconsin, Oshkosh (UG) – 2025
• West Chester University (UG) – 2026
• Western Carolina University (UG) – 2023
• Western Kentucky University (Grad.) - 2025
EHAC Annual Update Report

Undergraduate and Graduate Enrollment from 2006-2007 to 2019-2020

[Graph showing enrollment trends with specific numbers for each year from 2006-2007 to 2019-2020.]

Loss of ODU
Undergraduate and Graduate Student Graduation Totals from 2006-2007 to 2019-2020

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>309</td>
<td>52</td>
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<td>2007-2008</td>
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<td>363</td>
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</tr>
<tr>
<td>2019-2020</td>
<td>317</td>
<td>119</td>
</tr>
</tbody>
</table>

Loss of ODU estimate

**EHAC Annual Update Report**
EHAC Annual Update Report

Undergraduate Gender Distribution from 2009-2010 to 2019-2020
Graduate Gender Distribution from 2009-2010 to 2019-2020
Undergraduate and Graduate Gender Distribution from 2007-2008 to 2019-2020
Graduate Diversity Distribution from 2009-2010 to 2019-2020

EHAC Annual Update Report

Addition of Fort Valley State University - 2015

Lacking complete data (2016-2018)
Undergraduate and Graduate Diversity Distribution from 2007-2008 to 2019-2020

Lacking complete data (2010-2011)
Lacking complete data (2016-2018)
Degree Program Challenges:

- Program Directors and Administrators continue to be concerned about:
  - Low enrollment numbers
  - Developing student interest in Environmental Health education and careers
  - Potential degree program closure
COVID 19 Related Degree Program Challenges:

- COVID 19 impacts:
  - Degree Program budget cuts
  - Onsite internship challenges
  - Move to online courses – impact on laboratory and field experiences

- COVID 19 Internship Response/NEPHIP:
  - NEHA (with CDC support) moved quickly to keep the NEPHIP opportunity alive on a virtual platform. NEPHIP interns are working closely with Christine Ortiz Gumina at NEHA and public health depts. that could handle mentoring students in a virtual manner.
  - NEHA also opened the NEPHIP virtual resource library to ALL EHAC students regardless if they are NEPHIP interns. Resource library mostly include online EH related courses, NEHA education series, and will hopefully include some examples of onsite inspections (sewage, septic, food, etc.)
2019-2020 EHAC Activities:

- Continued to refine, streamline and professionalize the accreditation and reaccreditation processes with updates to:
  - EHAC’s website - to reduce redundancy and to make updating the website with periodic and one-time change more efficient
  - Accreditation forms
  - Self-study and Site Visit tools for Council Volunteers including:
    - New Site Visit Question bank and Checklist
    - Google form options for Program Director reviews and Site Visitor Peer reviews
- Continued to refine and streamline EHAC’s budget:
  - Moved to Google Voice for phone and texting – savings of $432/year
- Worked with Site Visit Leads and PDs to coordinate virtual site visits for three degree programs.
Partnership efforts:

- **NEHA**
  - Student and Young Professional Committee
- **EH Coalition** (APHA supported via CDC funding)
  - Workforce and Education Committee
- **AEHAP**
Partnerships - EH Coalition:

• The Environmental Health Coalition is a group of environmental health professionals (federal, state, local, academic and nonprofit reps) acting as a unified voice for environmental health. The Coalition promotes environmental health through resource-sharing and coordinating efforts around these priority areas:

  - Climate Change
  - Environmental Health Messaging
  - Clean Water
  - Environmental Health Awareness
EH Coalition’s Workforce and Education Committee

• **Committee goals include:**
  1. Develop EH competencies (individual professional competencies for people working in EH in some capacity)
  2. Develop recommendations for schools (or EH programs) to increase student diversity
  3. Celebrate organizations whose EH leadership exemplifies inclusion, diversity, and equity
  4. Call attention to existing EH mentoring programs for students and/or early career professionals (e.g., APHA environment program’s mentoring program)
  5. **Address EH workforce shortage**

• Leslie has served on the Coalition as a representative of EHAC since 2018 and on the Committee since May of 2019
EH Coalition’s Workforce and Education Committee

- EHAC focus: Goal #5 - Address EH workforce shortage

  - Leslie is leading a subcommittee addressing Goal #5:
    - Created an online survey to assess workforce needs and gaps of EH Coalition Member organizations and their constituents
    - Online survey also assesses skills and knowledge of new EH hires – what is adequate and what is lacking (essentially, this survey is an extension of EHAC’s Outcome Assessment Survey).
    - Working to deepen information gained/published so far by the UNCOVER EH effort of Baylor University, NEHA and the CDC.

EHAC Annual Update Report
NEHA Partnership Efforts:

- **Student and Young Professionals Engagement Committee** -
  
  - **Priorities:**
    1. Establish NEHA’s Student and Young Professional Mentoring Program
    2. Enhance the leadership opportunities for students and young professionals at NEHA
    3. Recruitment straight from high school and college freshmen to increase awareness of PH and EH [start with STEM organizations/NEHA ambassadors]
  
  - **Long Term Goals:**
    1. Establish NEHA’s Student and Young Professional Caucus/Assembly
    2. Identifying student needs and challenges to increasing student engagement at NEHA
    3. Strategies to expand the NEHA Internship Program (Non-NEPHIP)
    4. Establish an Annual NEHA Student and Young Professional Career Fair and Research Symposium to be held on a virtual platform.
NEHA Partnership Efforts:

• **2020 President’s AEC Support of Students Committee** - focused on increasing student attendance and opportunities for student involvement at the NEHA AEC.

  ➢ NEHA President Priscilla Oliver called upon Leslie to represent EHAC on this special committee to bring extreme focus to student content and options at the 2020 AEC.

  ➢ Leslie served as a subcommittee chair for developing AEC oriented mentors as well as mentors who were willing to serve a longer (2-year stint) as a mentor to an EH student/young professional.

  ➢ Committee is currently inactive due to AEC cancelation, however planning for student involvement in the 2021 AEC is ongoing among NEHA staff and EHAC participation will continue via the Student and Young Professionals engagement committee. **NOTE: Please contact Leslie if you are interested in being a short-term mentor to a student at a NEHA AEC or if you would be interested in a longer-term mentorship commitment with a student member of NEHA.**
AEHAP Partnership Efforts:

- **AEHAP Board** – Leslie continues to represent EHAC at AEHAP board meetings (per AEHAP bylaws).
  - AEHAP Certificate for EHAC graduates – Committee reps from EHAC include Christopher Sparks and Mike Fletcher (Jason Finely is serving as a rep. for AAS).
  - Discussion around renewing efforts with AEHAP and building relationship with other partners to develop nationwide marketing strategy targeted raising the visibility of EH, gaining new EH programs and recruiting more student to EHAC programs.
EHAC Annual Update Report

Plans for 2020-2021:

• Develop position statement for addition to Constitution and website regarding EHAC’s stance on racial equity
• Integrate accreditation criteria focused on awareness and solutions related to the intimate connection between EH and environmental injustice.
• Graduate Guidelines review and revision – prepared for discussion and vote at 2021 Annual Council Meeting
• Preparation for revision of Undergraduate Requirements
• Establish Degree Program mentorship process and train volunteer mentors
• Assess opportunities and develop process for virtual site visits in the future and implement ability to make online accreditation decisions (does not require PD to present at Annual Meeting) where appropriate
• Partner with AEHAP and NEHA to develop EH awareness, degree program and student recruitment strategies as well as funding options for recruitment and marketing support.