

National Environmental Health Science & Protection Accreditation Council



2008-2009 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.

This year all thirty-one EHAC accredited schools participated in the 2008-2009 survey. Of which, twenty-four schools sustain an undergraduate environmental health program, five schools boast both graduate and undergraduate accredited programs, and two schools solely offer graduate level education for a total of 36 accredited academic programs in the nation. Please note: except for the sections on enrollment and graduation, schools with both graduate and undergraduate programs are reporting as one program unless otherwise noted. This year, 1,659 students are enrolled in graduate and undergraduate accredited programs.

In 2008, EHAC gained one undergraduate program and lost another. West Chester University was accredited in June 2008 making it the 29th accredited undergraduate program. Administrators at Indiana State University made the decision to close the Environmental Health Program this past year after being accredited for almost 35 years. The last accredited undergraduate students from ISU graduated in June 2008.

The Annual Report format and content was revised in the winter of 2008. This year, programs answered new questions related to alumni employment, recruitment strategies, and accessibility of online courses.

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

2.0 – Program Faculty Updates

2.1 Number of Faculty within Accredited Programs

Table 1 breaks down the number of program faculty reported by each accredited program. The schools with both graduate and undergraduate accredited programs reported total faculty for both programs.

This year 242 faculty members were reported, a 4.8 % increase from last years reported 231 program faculty.

Table 1: Program Faculty by School

University name	Total Number of Faculty Reported	Full-Time Faculty
Benedict College	3	2
Boise State University	7	1
Bowling Green State University	4	2
California State University, Fresno	10	3
California State University, Northridge	16	6
California State University, San Bernardino	2	2
Colorado State University	41	40
East Carolina University	8	5
East Central University	3	3
East Tennessee State University	10	5
Eastern Kentucky University	11	7
Illinois State University	7	5
Indiana University of Pennsylvania	4	2
Indiana University Purdue University Indianapolis	8	2
Lake Superior State University	5	5
Mississippi Valley State University	5	3
Missouri Southern State University	2	2
New Mexico State University	7	7
Ohio University	7	2
Old Dominion University	5	4
Salisbury University	1	1
Spelman College	4	2
Texas Southern University	4	4
The University of Findlay	11	6
University of Georgia	8	8
University of Illinois at Springfield	11	5
University of Washington	18	16
University of Wisconsin-Eau Claire	2	2
West Chester University	4	2
Western Carolina University	5	3
Wright State University	9	3
Total Number of Faculty Reported	242	160

2.2 New Program Faculty

Boise State

Pat McGavran

Bowling Green State University

Hea Young Kim

California State University, Northridge

Ed Becker

East Carolina University

Paul Andrews

Indiana University- Purdue University Indianapolis

Anthony Havics

Ana Vaz

Lake Superior State University

Derek Wright **FTE**

Mississippi Valley State University

Consuela Glass **FTE**

Ohio University

Lawrence Gingerich

University of Illinois, Springfield

Mark Edgar **FTE**

Josiah Alamu **FTE**

University of Washington

Marilyn C. Roberts **FTE**

Western Carolina University

Brian Byrd **FTE**

Greg Ulirsch

2.3 Unfilled and Anticipated Vacancies

Benedict College

“The position vacated by Dr. May Samuel is temporarily being filled by adjunct faculty Ms. Cassandra Rush. Dr. Isoken Aighewi, Environmental Science professor at the University of Maryland Eastern Shore, is currently completing the administrative procedures to permanently fill this position.”

California State University, Fresno

“Full-time, tenure-track position cancelled this academic year because of CA budget problems, but this position should open up again next academic year.”

East Carolina University

“Assistant/Associate Professor Full Time”

East Tennessee State University

“Two full time positions unfilled. We are currently involved in a faculty search to fill one of the two positions available. Decision on filling the second position is pending due to state budget constrains. One position has been lost due to budget decisions in the Dean's office.”

Lake Superior State University

“We are interviewing for a new GIS faculty line (environmental geographer) for 2009. This is not an environmental health position per se but it will free hours from David Szlag's schedule that will be allow him to teach more environmental health courses. Our environmental science, management, and chemistry programs are highly integrated with our environmental health program and this faculty addition will benefit the program significantly.”

Old Dominion University

“1 Full time Endowed Professor of ENVH position 1 full time position possibly to be added after July 1, 2009”

Spelman College

“A full-time faculty is expected in fall 2009”

Wright State University

“A new full-time position is pending final selection from among four prospective applicants.”

3.0 – Faculty Information

3.1 Salary Information

Programs were invited to report the average salaries for both junior and senior faculty for nine month and twelve month time periods.

Table 2: Junior Level Salary Averages

Time Period	Salary Average	Number of Responses
<i>Nine Month</i>	\$53,838.12	Out of 19 responses
<i>Twelve Month</i>	\$76,905.60	Out of 5 responses

Table 3: Senior Level Salary Averages

Time Period	Salary Average	Number of Responses
<i>Nine Month</i>	\$79,074.00	Out of 17 responses
<i>Twelve Month</i>	\$100,262.13	Out of 8 responses

3.2 Faculty Experience

Table 4 identifies the environmental health practitioner based experience level of the faculty teaching in the accredited environmental health programs.

Table 4: Faculty Experience

Faculty’s Practitioner Based Experience	Number of Responses	Percentage
<i>More than five years</i>	129	56.1%
<i>At least on year</i>	22	9.6%
<i>Less than one, more than six months</i>	0	0.0%
<i>Less than six months</i>	7	3.0%
<i>No experience</i>	72	31.3%
Total	230*	100%

*Missing information for 12 faculty members.

3.3 Faculty Requirements

Programs were asked to report whether or not a terminal degree was required for a faculty position at their school. The results are listed in Table 5.

Table 5: Degree Requirements

Terminal Degree Required	Number of Responses	Percentage
<i>Only Tenure Track Positions</i>	11	35.5%
<i>No</i>	3	9.7%
<i>Yes</i>	17	54.8%
Total	31	100%

According to the annual update surveys, 22 of the 31 programs utilize adjunct faculty.

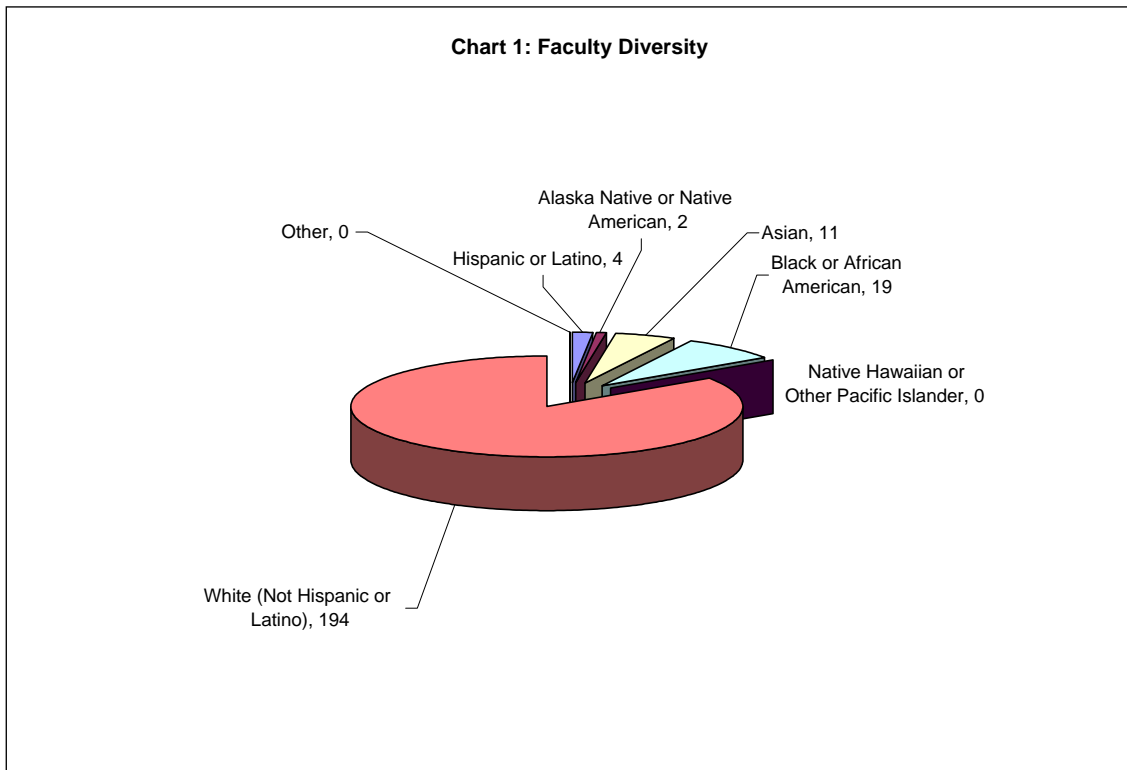
Table 6: Adjunct Faculty Prevalence

Use Adjunct Faculty	22	71.0%
Do Not Use Adjunct Faculty	9	29.0%

4.0 – Faculty Demographics

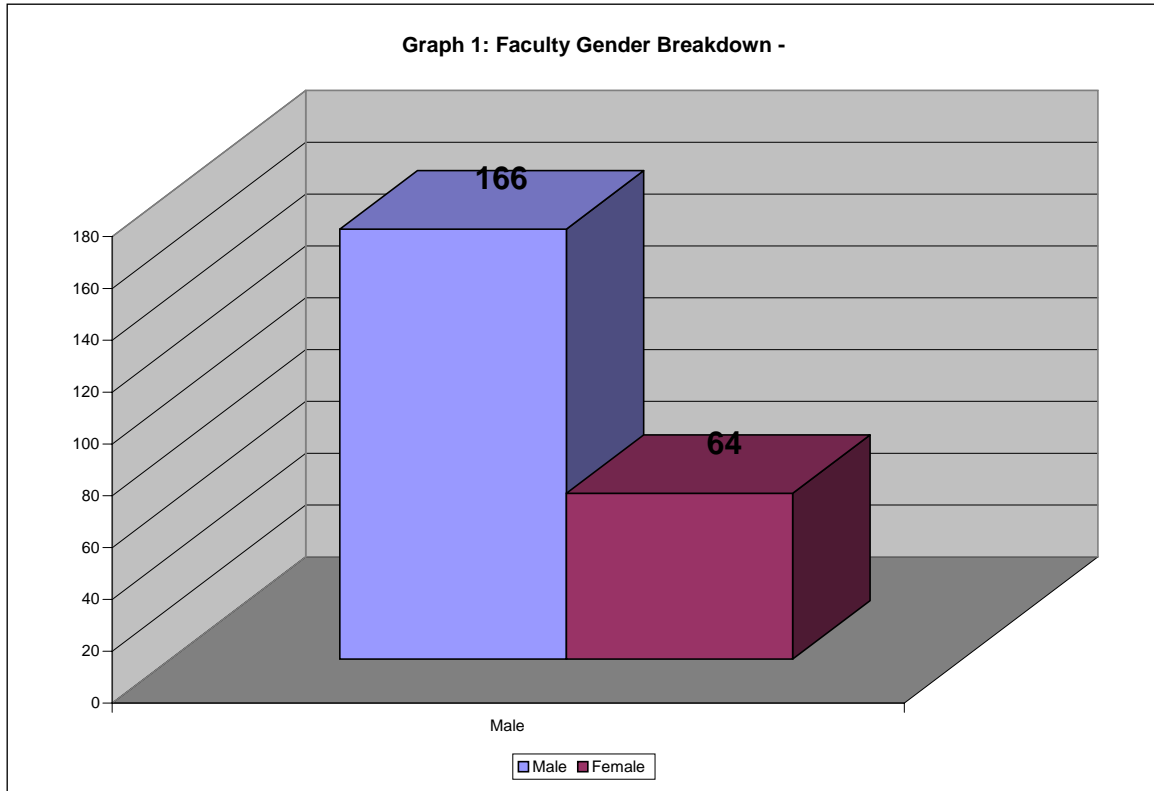
4.1 Faculty Diversity

When compared with the information gathered from last year’s annual update surveys, there is no change in faculty diversity; the number remains at 36 non-white faculty. However, we are missing demographic data for twelve of the reported faculty.



4.2 Faculty Gender

Males make up 72% of environmental health faculty at accredited programs while females make up only 28%.



* Missing demographic information for 12 of the reported faculty members.

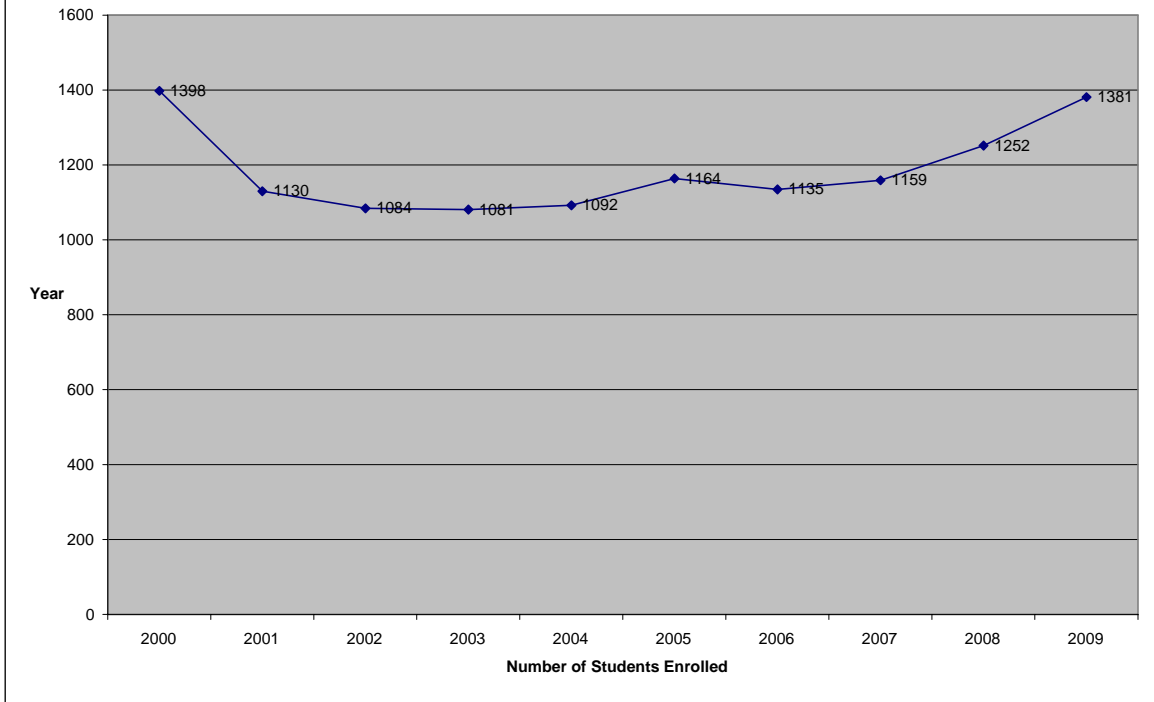
5.0 – Enrollment and Graduation

5.1 Undergraduate Enrollment

Enrollment increased from 1,252 in 2008 to 1,381 in 2009, a 10.3% increase over last year's reported enrollment.

Programs reported 1197 full-time students and 184 part-time undergraduate students. This year's undergraduate enrollment is 14% above the 10 year enrollment average

Graph 2: Undergraduate Enrollment Trend Over 10 Years



Graph 3: Undergraduate Enrollment by Program 2009

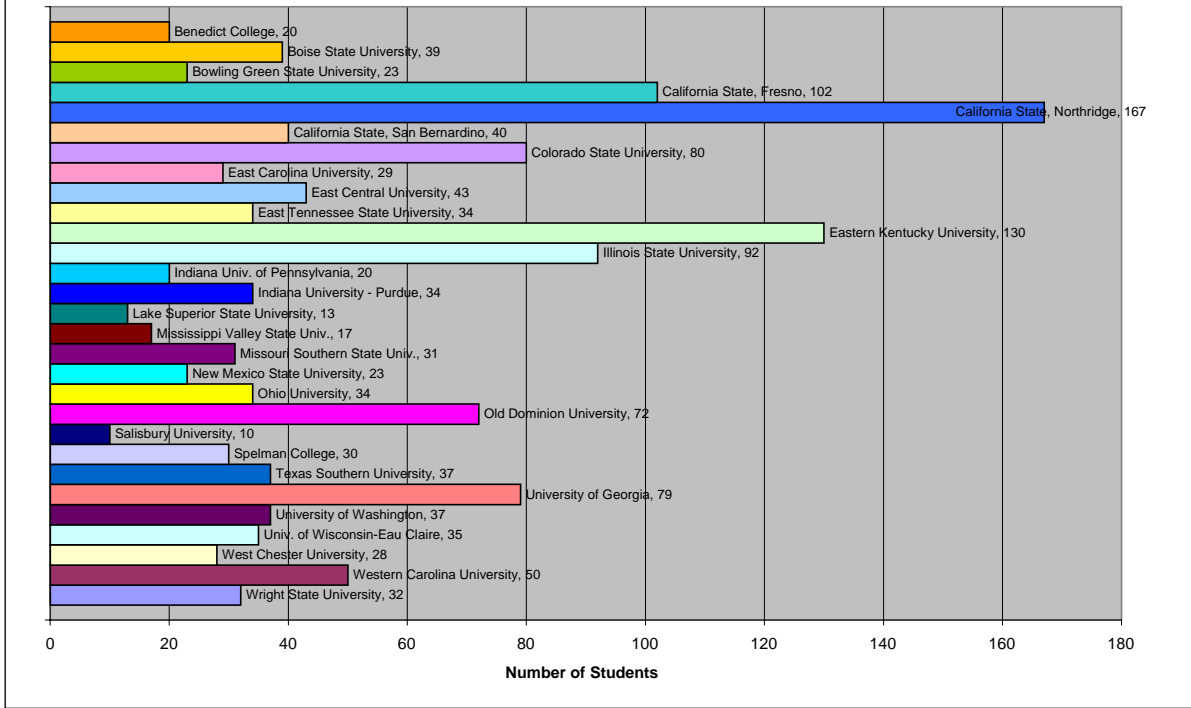


Table 7 illustrates the difference in individual undergraduate program enrollment from the academic year 2007-2008 to academic year 2008 -2009. This table also shows that 15 of the 29 undergraduate programs have increased enrollment. Six of these programs have increased their enrollment by more than 35%: Indiana University of Pennsylvania (185.7%), Spelman College (87.5%), Mississippi Valley State University (54.5%), University of Wisconsin, Eau Claire (52.2%), University of Georgia (46.3%), and New Mexico State University (35.3%).

Five of the eight accredited institutions serving a minority population of 25% or greater, have increased enrollment by at least 11%. These programs include: Benedict College (11%), California State University, Northridge (18.4%), New Mexico State University (35.3%), Mississippi Valley State University (54.5%), and Spelman College (87.5%).

On the other hand, 9 programs have experienced a decrease in enrollment. These differences can be observed in the table below.

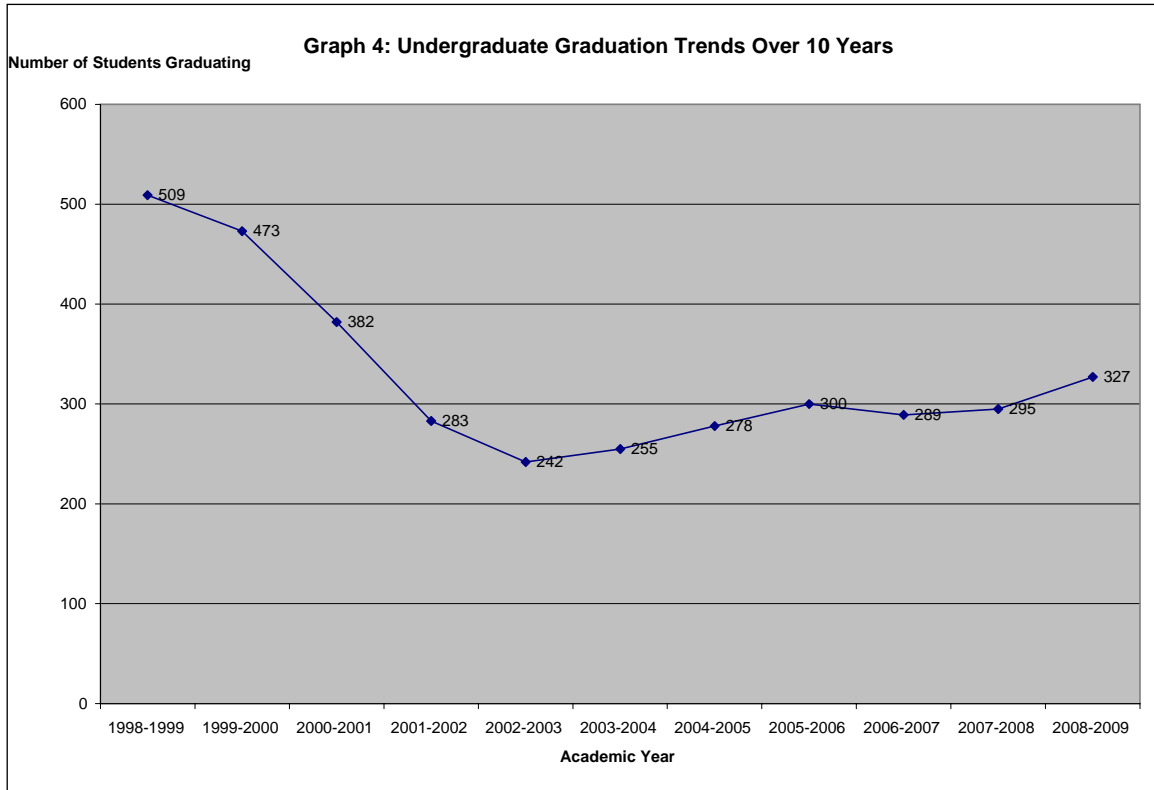
Table 7: Enrollment by Comparison: AY 07-08 & 08-09

University	2008	2009	Difference
Benedict College	18	20	2
Boise State University	40	39	-1
Bowling Green State University	27	23	-4
California State, Fresno	104	104	0
California State, Northridge	141	167	26
California State, San Bernardino	40	40	0
Colorado State University	74	80	6
East Carolina University	26	29	3
East Central University	37	43	6
East Tennessee State University	27	34	7
Eastern Kentucky University	99	130	31
Illinois State University	78	90	12
Indiana University of Pennsylvania	7	20	13
Indiana Univ-Purdue Univ. Indianapolis	43	34	-9
Lake Superior State University	11	13	2
Mississippi Valley State University	11	17	6
Missouri Southern State University	35	31	-4
New Mexico State University	17	23	6
Ohio University	56	34	-22
Old Dominion University	74	72	-2
Salisbury University	21	10	-11
Spelman College	16	30	14
Texas Southern University	38	37	-1
University of Georgia	54	79	25
University of Washington	54	37	-17
Western Carolina	44	50	6
West Chester University		28	NA
Wisconsin, Eau Claire	23	35	12
Wright State	34	32	-2

5.2 Undergraduate Graduation

Last spring programs reported 298 undergraduate students graduating from accredited programs, but this year programs were asked to revise these 2007-2008 graduation estimates (numbers of students graduation were reported before spring graduations). The 2007-2008 graduation numbers fell from the estimated 298 to 295.

This year undergraduate graduation rates rose by 10.8%, from 295 to an estimated 327.

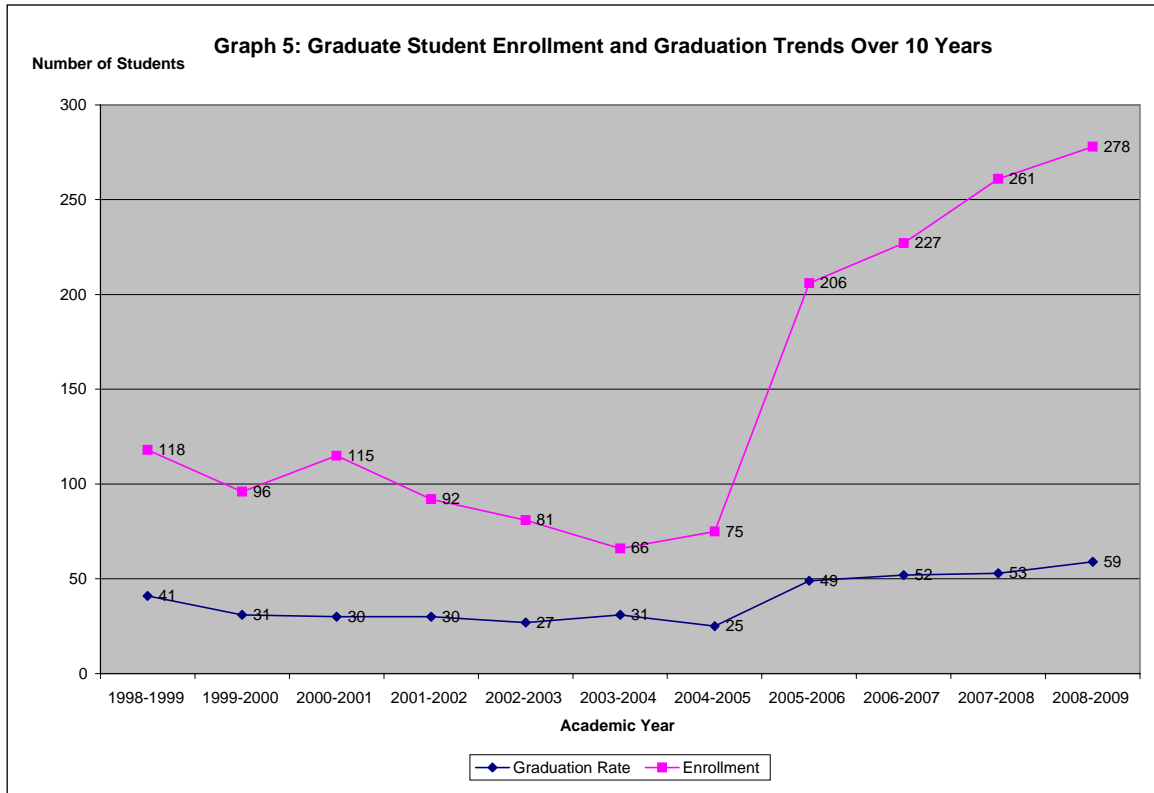


5.3 Graduate Enrollment and Graduation

Graduate student enrollment continues to increase. From the previous academic year there was a 6.5% increase in enrollment with a total of 278 graduate students. This year 80 of the students go to school full-time and 198 are part-time.

Last spring programs reported 74 graduate students graduating from accredited programs, but this year programs were asked to revise these 2007-2008 graduation estimates (numbers of students graduation were reported before spring graduations). The 2007-2008 graduation numbers fell from the estimated 74 to 53. This year, programs estimate 59 graduate students have, or will be graduating.

Graduate enrollment has increased by 135.6% over the last 10 years and 270.7% since the 2004-2005 academic year.



5.4 Enrollment Requirements

Nine out of the thirty six accredited programs have a selective admission process. Six programs reported having more students apply to their environmental health program than are admitted, and nineteen programs said that the number of students applying is roughly equal to the number of students entering the program. Below are examples of the program’s admission requirements for the environmental program.

Admissions Requirements

East Tennessee State University

“Graduate enrollment is selective. Acceptable GRE minimum, GPA = 3.0, appropriate undergraduate and graduate coursework for the program the student is applying to (e.g., MPH, MSEH, PhD)”

Ohio University

“Students must have a minimum 2.0 GPA and not presently be on academic probation”

Old Dominion University

“Students are admitted to the program (may declare the major) typically upon completion of 60 semester hours of general education and basic science studies and approval of the program director upon interview. Students are required to submit an application for

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

Texas Southern University

“Completed required prerequisites must maintain a C or above in all classes”

University of Findlay (Graduate Program)

“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 paper score of 550 or equivalent. 5.) Students must have 3.0 GPA in last 60 hours. 6.) If students are lacking in one area or more, they may conditionally qualify by taking bridge courses.”

University of Illinois Springfield (Graduate Program)

“30 hours of natural sciences ,GPA 3.0, GRE, Biostats at 300-level or higher with B or better grade”

University of Washington

“Prospective students submit applications. The top applicants selected from this list by the admissions committee comprised of the program manager and 2-3 faculty.”

Wright State University

“Students must have at least a 2.0 GPA and are admitted at the time they declare a major. Also, no grade below "C" is accepted for BIO/EES courses in the curriculum.”

5.5 Enrollment Trends

The following table summarizes the factors observed by faculty, which may contribute to either an increase or decrease in student enrollment.

Table 8: Summary of Observed Factors of Increased Enrollment

Factors Attributed to a Increase in Enrollment	Number of Responses
Word of Mouth	5
Increased Awareness of Environmental Health and the Related Professions	5
Program Offerings	4
Environmental Health Clubs	3
Available Jobs / Career Opportunities	3
Topics: Health, Environment, Social Justice	3
Current Events	2
Online Programs	1
Recruitment	1
Introductory Courses	1

Table 9: Summary of Observed Factors of Decreased Enrollment

Factors Attributed to a Decrease in Enrollment	Number of Responses
Science & Math Requirements / Difficulty of Curriculum	11
Lack of Awareness of Environmental Health and Related Professions	5
Poor Recruitment	3
Competition from Other Majors	3
Low Salary	2

6.0 – Student Demographics

6.1 Diversity

The student body is showing an increase in diversity for the eighth year in a row. Diversity increased by 5.3% this year and by 199.5% since 2002.

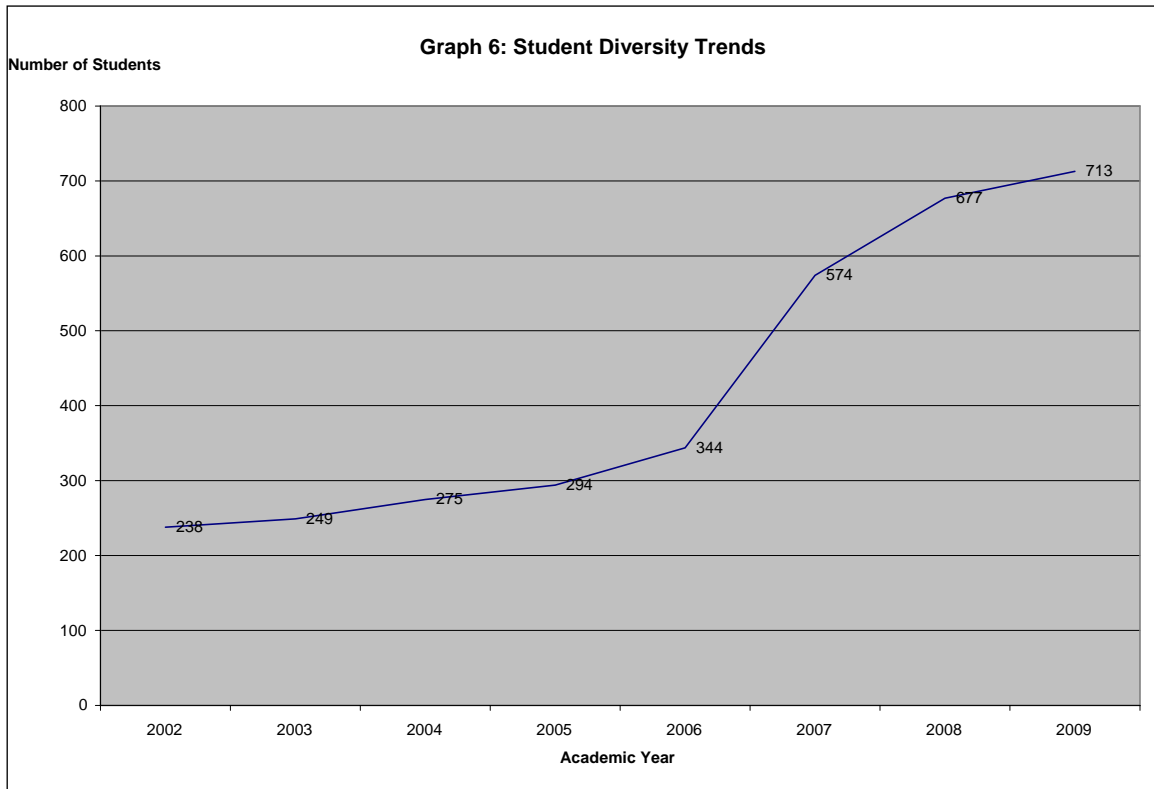
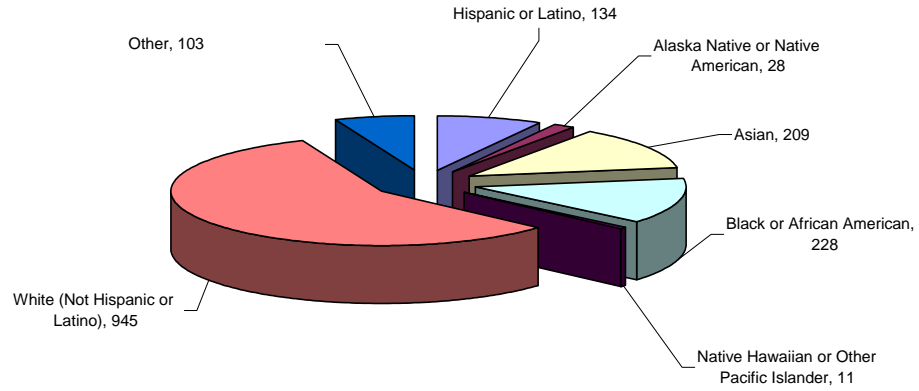
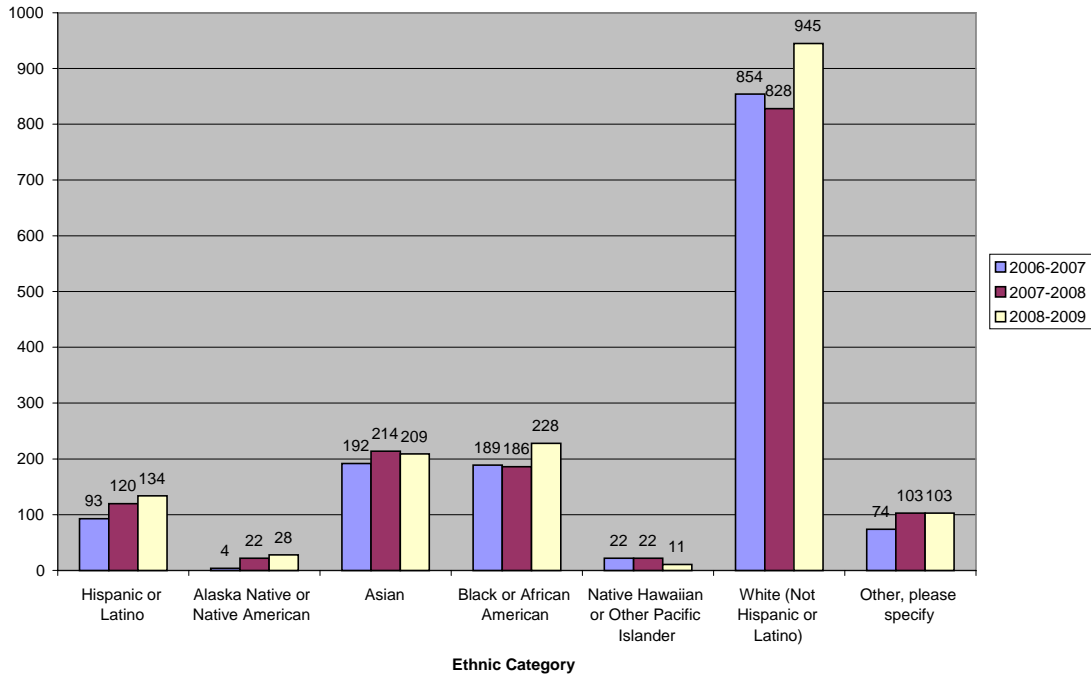


Chart 2: 2009 Student Diversity

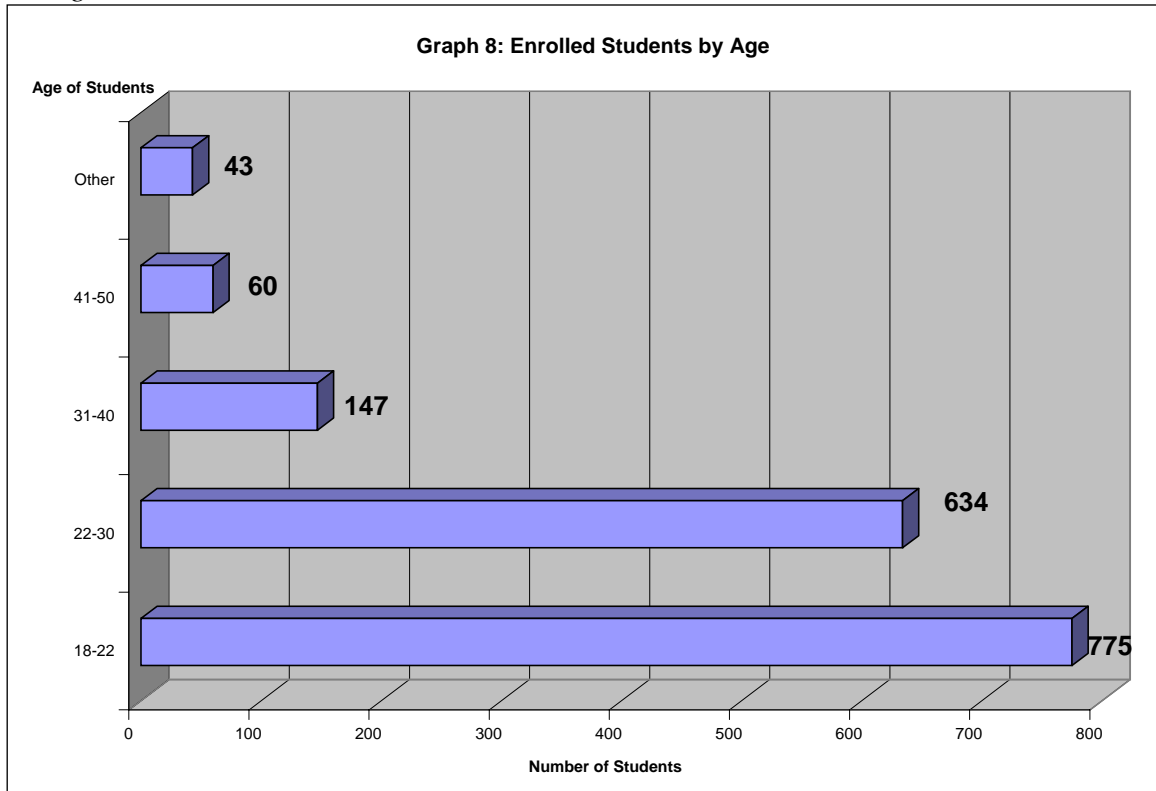


Graph 7: Student Diversity Comparison: AY 06-07, 07-08 & 08-09

Number of Students



6.2 Age



6.3 Gender

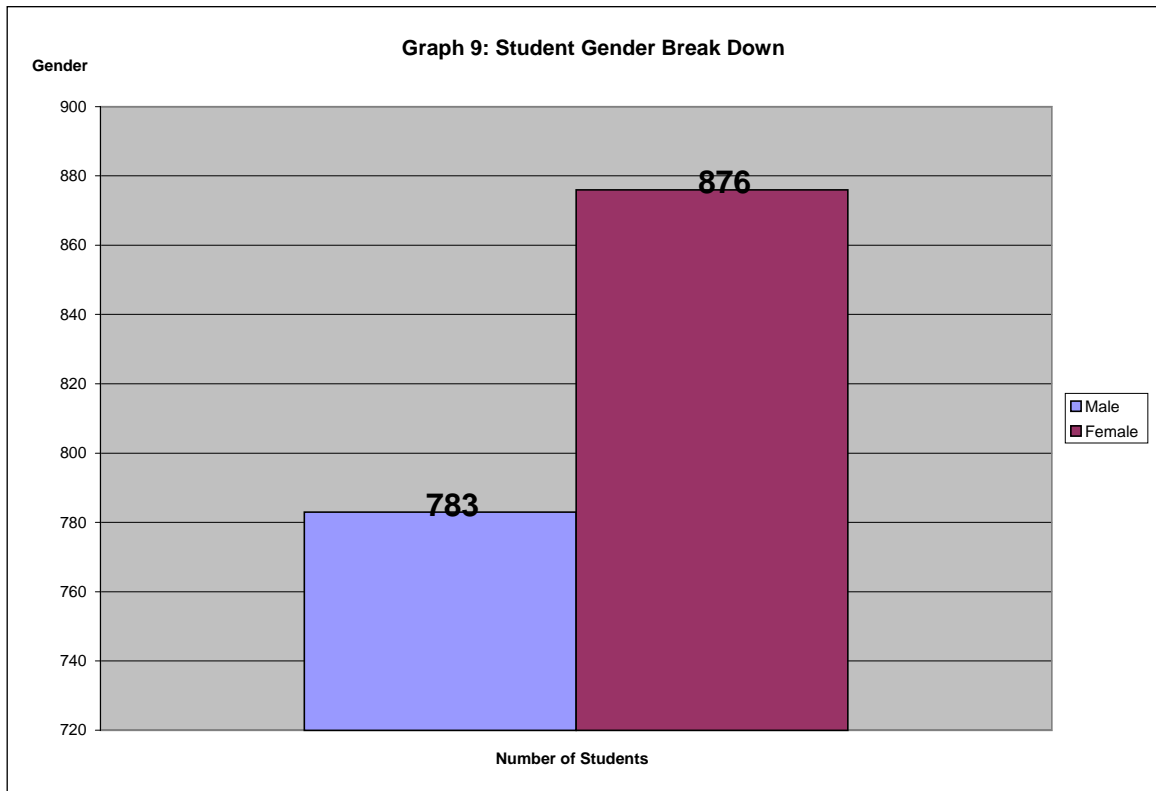


Table 10: Student Gender by Comparison: AY 06-07, 07-08, & 08-09

Student Gender	2006-2007	2007-2008	2008-2009
Female	744	767	783
Male	695	728	876

6.4 International Students

Table 11: International Students Countries of Origin

Country	Number of Students
Trinidad and Tobago	1
Saudi Arabia	3
Armenia	1
China	8
Columbia	1
Ethiopia	2
France	1
India	31
Korea	1
Mexico	3
Sweden	1
Nigeria	2
Swaziland	1
Canadian	1
Ukraine	1
Nepal	11
Canada	2
Japan	1
Pakistan	1
Albania	1
Chile	1
Asia, Not Specified	3
Africa, Not Specified	15
Other	10

7.0 – Employment after Graduation

7.1 Employment Opportunities

This year only 8 programs noted they saw an increase in available job opportunities, a sharp contrast to the 22 programs that reported increased job opportunities for graduates last year. This is perhaps due to the current economic situation facing our country.

Eighteen programs reported no changes in job availability, while only five programs reported a decrease in job opportunities for graduates in the environmental health sector.

7.2 Employment Areas

Based on the program’s graduate tracking, program directors reported an even split in graduates who find jobs in private versus public sectors. This year 135 graduates were reported to be working in the public sector, and 135 graduates were working in the private sector.

An estimated 56% of graduates working in the public sector are at local health departments, 24% are working for state health departments, and 18% are working in federal agencies.

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

- Environmental Audit Training Company (Turning Bird)
- Rio Tinto Mining Company
- Schwan's Food Service, Inc.
- Plantner Environmental
- Boeing
- Budweiser
- 3m
- Credit Union
- Healthcare facilities
- ChemRisk
- Bureau Veritas
- Saudi Oil and Gas Company
- Areenvironmental
- Bechtel
- Color Tech
- Northrup Grumman
- Newport News Shipyard
- Norfolk Naval Shipyard
- NASA/Langley (as a contractor)
- Mitsubishi America
- Skanska, Inc
- Progressive Insurance Co
- Hahnemann Medical School
- Eastern Virginia Medical School
- Noramco
- Non-profits like American Lung Association
- Weston Solutions
- ERM
- GES
- ECOR
- Aquaterra
- Avatar
- Children's Hospital of Philadelphia.

8.0 – Program Health

8.1 Program Health Status

Is your administration concerned with the enrollment in your program?

Yes	16 Programs	51.6%
No	14 Programs	45.2%

Have your administrators discussed the possibility of closing your program?

Yes	5 Programs	16.1%
No	25 Programs	80.6%
Don't Know	1 Programs	3.2%

Are you concerned about the enrollment of the program?

Yes	18 Programs	58.1%
No	13 Programs	41.9%

Do you feel the health of your program is improving or diminishing?

Improving	9 Programs	29.0%
Diminishing	18 Programs	58.1%
Maintaining	4 Programs	12.9%

8.2 Program Health Commentary

Do you feel the health of your program is improving or diminishing?

Improving

East Carolina University

“Our enrollment has increased in the last year for both graduate and undergraduate. Online Graduate program has increased enrollment

Eastern Kentucky University

“The number of majors has increased from 99 submitted in last year's report to 130 currently. Also, the number of employment opportunities and internship sites have increased as dramatically.”

Lake Superior State University

“Word is getting out and we have excellent support from our university recruiters. Obviously the economy is bad in the state of Michigan. I think our students will benefit from enhanced opportunities at the federal level under the new administration and stimulus bills.”

University of Georgia

“I have been with the program for the past two years and have noticed an increase in undergraduate majors. We have also recently been, as a college, through CEPH accreditation, which has helped us refocus our course objectives and competencies”

University of Illinois at Springfield

“Online degree is very popular. In addition, we have a joint MPH-EH with MPA degree that is gaining in popularity. The numbers do not reflect these students.”

West Chester University

“In fall 2006 our enrollment in the B.S. program stood at 14 students. The Dean of the College of Health Sciences challenged the program to double its enrollment or face elimination. We then learned that the university's admissions office had been mistakenly directed to remove the B.S. Public Health/Environmental Health from their promotion and marketing materials. Once that was corrected, enrollment began to climb. By the date of the statistics used in this report, enrollment stood at 28 students, exactly twice what it had been in fall 2006. Today (3/13/2009) our active enrollment stands at 33 students and is growing.”

Western Carolina University

“With the addition of our two newest faculty members, we are able to bring a sufficient amount of enthusiasm to the courses and that attracts new majors and keeps current majors.”

Wright State University

“Increased emphasis on recruitment within and outside the university; overall increase in awareness of program within the university; increased dialogue with prospective employers; increased inquiries from prospective students”

Diminishing

Cal State Fresno

“We have been unable to hire another faculty member and this is going to leave gapping holes in the program in the near future.”

Cal State Northridge

“We do have concerns about receiving appropriate support for our rapidly growing program. However, adequate support seems to be an issue across the country! Our new dean has opened college wide negotiations on the new formula for funding departments, and we are very optimistic. Our growth has helped us during these financially troubled times.”

Indiana University of Pennsylvania

“The health of my program is diminishing based on loss of dedicated classroom space, reduction of operation budget, and reduced %FTE for faculty teaching required or controlled electives specific to the program.”

Indiana University Purdue University Indianapolis

“We are seeing a dip that we attribute in part to the increased science requirements that we implemented for accreditation and to the BS Environmental Science that is located in the School of Science. Since we do not have easy access to these students, it is difficult to

market the EHS to them. We are hoping this dip will be short-term and that enrollments will increase as students become more aware of the advantages of the accredited degree. We will appreciate any suggestions from others on marketing strategies.”

Salisbury University

“Our program has been suspended. Our Dean has said it will not be reinstated (after reading the EHAC Annual Report). She said that a graduate program could be considered at some future point in time.”

Has your program ever faced a drop in enrollment? If so, what methods did you employ to raise enrollment?

Benedict College

“Yes, it dropped from its peak around 7 years ago. We re-emphasized the recruitment methods to help stabilize enrollment.”

California State University, Northridge

“Yes, we did! We were aggressive in our recruitment, and some talented faculty who have had experience with recruitment.”

East Tennessee State University

“Current issue, enrollment has stabilized but is not increasing. We are developing a revised recruitment plan to address these issues.”

Mississippi Valley State University

“Increased recruitment efforts”

New Mexico State University

“Recruited more at the high school level”

Ohio University

“More active statewide presentations”

Texas Southern University

“Recruit from science classes”

University of Georgia

“Yes, this has possibly been remedied by a new instructor in the introductory class, which increases new students to the major”

West Chester University

“Our enrollment peaked at about 70 in the mid 1990's then it steadily declined until 2006. We believe that much of the decline was attributable to changes in the social/political arena but also, in the early 2000's to some errors made by our admissions office. We have worked hard to improve program visibility with the admissions office, the office of

undeclared students and local community colleges. This combination appears to be succeeding.”

Western Carolina University

“Yes, by developing and teaching engaging introductory courses.”

Wright State University

“Yes, greater emphasis on recruiting from within the university”

9.0 – Recruitment

9.1 Off Campus Recruitment

The following are techniques being used by accredited programs to outreach to potential new environmental health students off campus.

Table 12: Off Campus Recruitment Techniques

Technique	Number of Programs Implementing the Strategy	Percentage out of 31 Programs
Participation in Career Day Events	26	83.9%
Alumni	20	64.5%
Participation in Local Events	14	45.2%
Science Fairs	13	41.9%
Electronic Media	12	38.7%
High School Class Presentation	12	38.7%
Community-University Partnerships	9	29.0%
Other (<i>see list of other techniques below</i>)	9	29.0%
Use of News Media	7	22.6%

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 the Table 13.

Table 13: Most Effective Off Campus Recruiting Technique(s)

Technique	Number of Responses	Percentage Out of 31 Programs
Electronic Media	7	22.6%
Participation in Career Day Events	6	19.4%
Alumni	5	16.1%
High School Class Presentation	4	12.9%
Participation in Local Events	4	12.9%
Science Fairs	3	9.7%
Community-University Partnerships	3	9.7%
None of these	3	9.7%
Use of News Media	1	3.2%
Other – Word of Mouth	1	3.2%
Other – Students on Campus Visit	1	3.2%

Additional Techniques implemented to attract new students from off campus:

Benedict College

“Students are informed about the program during sporting events on campus, and they are encouraged by event announcers to learn more about and enroll in the program.”

California State University, Northridge

“Our alumni association has formal mechanisms, but the informal word of mouth from our alumni is very effective.”

California State University, San Bernardino

“We have partnered with a local high school having a health and environmental health academy where one class (33 future pre-professional in EH) is introduced to basic environmental health curriculum. Our student club has also sponsored a 2-mile segment of a freeway close to the university campus. The sponsored segment carries assign CSUSB Environmental Health Science Student Club. Once a month, club members participate in the freeway clean up. Our student club also carries out recycling drives on-campus, once a quarter.”

Indiana University of Pennsylvania

“Our University Admissions Office conducts off-campus recruitment activities.”

Ohio University

“Traveling presentations by Admissions personnel”

The University of Findlay

“We recruit at regional and national meetings. We have advertised in national magazines but the productivity of this is poor. Most domestic students contact us through internet inquiries. Most international students contact us through international recruiters.”

University of Illinois at Springfield

“Advertise with JEH, Linked off of NEHA web site, display at IEHA conferences”

University of Washington

“Our department sponsors a summer Environmental Health Research Program for undergraduates. The EH-REP (Environmental Health Research Experience Program) targets students traditionally under-represented in the sciences. Under represented students may participate in the program and become attracted to the major.”

West Chester University

“In particular, we are continuing to develop articulation agreements with local community colleges to bring 2-yr degree recipients into the 4-yr B.S. Public Health/Environmental Health degree track.”

9.2 On Campus Recruitment

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

Table 14: On Campus Recruitment Techniques

Technique	Number of programs Implementing the Strategy	Percentage Out of 31 Responses
Student Club Activities	27	87.1%
Students Recruiting Other Students	29	93.5%
Outreach to Undeclared Majors	5	16.1%
Financial Aid Incentives	8	25.8%
Participating in On-campus Events	26	83.9%
Posting Advertisement Flyers	12	38.7%
Working with Admissions Office	18	58.1%
Articles in School Newspaper	8	25.8%
Recruitment Class	14	45.2%
Other (<i>see list of other techniques below</i>)	11	35.5%

Programs were asked which of the on campus recruitment strategies they found to be the most effective method of recruiting students? Their responses are summarized in the table below.

Table 15: Most Effective On Campus Recruiting Techniques

Technique	Number of programs Implementing the Strategy	Percentage Out of 31 Responses
Student Club Activities	2	6.5%
Students Recruiting Other Students	15	48.4%
Outreach to Undeclared Majors	5	16.1%
Financial Aid Incentives	1	3.2%
Participating in On-campus Events	1	3.2%
Posting Advertisement Flyers	0	0.0
Working with Admissions Office	3	9.7%
Articles in School Newspaper	0	0.0%
Recruitment Class	10	32.3
Other (Career Day)	1	3.2
Other (Working with Advisors)	1	3.2%
Others (Website)	2	6.5%
None	1	3.2

Additional techniques implemented to attract new students from on campus:

Benedict College

“On-campus events include a college assembly in which program is promoted. Also high school students are invited onto campus where they are actively recruited.”

California State University, Fresno

“Meetings with Community College science counselors”

California State University, Northridge

“Recruiting for the minor (especially from biology majors) has been helpful. Often the students end up changing to our major.”

Indiana University of Pennsylvania

“I developed and for years I maintained a website specifically for my ENVH Program, and I have used bulletin boards in our building to promote my program through display of programmatic information and student research. The University recently adopted a new more uniform website plan and system. I am the new webmaster for the Department of Biology, and I am merging the ENVH Program website into the Biology website.”

Indiana University Purdue University Indianapolis

“Hosting informational events with University College advisors.”

Missouri Southern State University

“A 30 second television commercial on the EH major.”

Salisbury University

“We are not recruiting since the program is in suspension.”

The University of Findlay

“Transfer from MBA and Pharmacy programs”

University of Illinois at Springfield

“Website”

University of Wisconsin-Eau Claire

“Facebook, MySpace pages, guest lectures, on-campus majors fairs.”

Wright State University

“Appearances in Biological Sciences Department's freshman careers course.”

9.3 Diversity Recruitment

13 of the 31 schools have established methods of recruiting students from a diversity of backgrounds.

California State University, San Bernardino

“We are a Hispanic Serving Institution that dwells on diversity at all levels--students, faculty and staff. In 2004 the Program was successful in receiving a 3-year \$300,000 grant from the USDA-HSI Grant Program with a focus on recruitment and retention of bilingual pre-professionals in environmental health.”

Colorado State University

“We have a partnership with the Center for Educational Outreach and Access and their program call Upward Bound designed to bring diverse students to campus and explore careers in science. We are developing a partnership with Alliance Schools in Colorado. Alliance school are all >50% diverse enrollment located throughout the state. We are part of a team that encourages college education and present information about EH. We have a number of faculty who mentor diverse students from rural CO that attempt to recruit to our school and major. We maintain a relationship with all the advocacy offices on campus and participate in events.”

East Tennessee State University

“University has an office of diversity that actively recruits students from various cultural, ethnic, and regional backgrounds.”

Eastern Kentucky University

“We are the home base for National Council on Diversity in Environmental Health Annual Meetings, and work closely with the University's Diversity Office.”

Lake Superior State University

“We have working with the Sault Tribe and Bay Mills tribe through their after school programs and summer programs. No students yet but it is a longer term effort that should provide native students in the future.”

Mississippi Valley State University

“Academic Scholarships are available for other races”

New Mexico State University

“University wide initiative aimed at minorities and particularly native Americans. Participate in workshops and other outreach to let students know what is available to them.”

Ohio University

“Traveling presentations by Admissions personnel”

The University of Findlay

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

University of Georgia

“We have a scholarship program through a local power company that will support some of our minority students.”

University of Illinois at Springfield

“Career fairs at traditionally black colleges in Illinois”

University of Washington

“Our program manager regularly connects with the UW Office of Minority Affairs and Diversity advisers who regularly recommend students to our program. In addition we participate with a campus wide Environmental Advising Group that provides outreach to community colleges with a diverse population. Also our EH-REP provides students with an opportunity to experience EH research and even those not selected for the program are introduced to the major.”

Wright State University

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

10.0 – Retention

10.1 Five Year Retention Rates

Table 16: Retention Rates by Program

Accredited Undergraduate Program	2005-2009 Mean Enrollment	2005-2009 Mean Graduation	Graduation / Enrollment
Benedict College	20	3	15.0%
Boise State University	36	6	16.7%
Bowling Green State University	22	6	27.3%
California State, Fresno	84	24	28.6%
California State, Northridge	120	29	24.2%
California State, San Bernardino	34	8	23.5%
Colorado State University	77	22	28.6%
East Carolina University	35	11	31.4%
East Central University	43	12	27.9%
East Tennessee State University	34	7	20.6%
Eastern Kentucky University	125	25	20.0%
Illinois State University	68	16	23.5%
Indiana University of Pennsylvania	13	3	23.1%
Indiana University-PUI	39	8	20.5%
Lake Superior State University	12	1	8.3%
Mississippi Valley State University	15	3	20.0%
Missouri Southern State University	32	8	25.0%
New Mexico State University	15	2	13.3%
Ohio University	52	10	19.2%
Old Dominion University	65	12	18.5%
Salisbury University	20	7	35.0%
Spelman College	22	5	22.7%
Texas Southern University	31	6	19.4%
University of Georgia	79	19	24.1%
Univ. of Washington	48	19	39.6%
University of Wisconsin, Eau Claire	32	7	21.9%
Western Carolina	40	13	32.5%
West Chester University	28	6	21.4%
Wright State	36	10	27.8%

11.0 – Online Programs

11.1 Full Online Degree Programs

The University of Illinois Springfield, University of Findlay and East Carolina University all have full graduate degree programs available online.

Old Dominion University and Missouri Southern State University are in the process of developing online degree programs.

11.2 Online Courses

20 of the 36 programs have online courses.

Programs were asked if their online courses were available for anyone other than students registered at the school to take. The table below summarizes the results

Table 15: Online Course Availability

Answer	Number of Responses
No	15
Yes, University Students	5
Yes, Anyone	11

11.3 Online Courses by Program

Benedict College

We do not yet offer online courses, however our program plans call for such to be offered during future academic terms.

Boise State University

HLTHST 304 Public Health Administration

Bowling Green State University

ENVH 210 Global Commons

California State University, Fresno

HS 160: Toxicology

HS162A: EH Concepts

HS 168A: Occupational Health Concepts

HS 166T: Hazardous Waste Management

HS 166T: EH Epidemiology

California State University, Northridge

Environmental Law Introduction to Environmental Health for non-majors.

Our general education courses are online. Many of our courses are hybrid (partly online).

Colorado State University

Fundamentals in Ergonomics - 2 credits

We are developing a course in Emergency Response and Preparedness - 2 credits

East Carolina University

The entire graduate program MSEH (applied option) is offered on-line.
All of the Graduate Courses (5000) level and above are offered on-line.

East Central University

EHS 3703 Environmental Toxicology

East Tennessee State University

ENVH 3500 Environmental Safety
ENVH 4500 Fundamentals of Occupational Safety and Health
ENVH 5100 Environmental Health Practice
ENVH 3500 Environmental Safety (alternating on ground online)

Eastern Kentucky University

EHS 280- Introduction to EH

Illinois State University

HSC 156 Environmental Health in the 21st Century (general education course)

Indiana State University

HLTH 210 - Principles and practices of Environmental Health
HLTH 360 - Epidemiology
HLTH 340 - Biostatistics

Lake Superior State University

We intend to develop our GIS and Solid and Hazardous Waste Management classes into online versions.

Missouri Southern State University

EH 201 Hazardous Materials (hybrid)
EH 304 Geographic Information Systems
EH 312 Environmental Biology (hybrid)
EH 370 Environmental Health
EH 373 Solid Waste Management
EH 375 Disease Vector Control
EH 378 Occupational Health & Safety
EH 311 Soil Morphology and Sewage Systems (hybrid)
*hybrid courses require some time on campus

New Mexico State University

HLS 450
HLS 452
HLS 453

Ohio University

EH260 Introduction to Environmental Health

IH400 Sampling and Analysis

Intro to EH 260 Intro to IH 200

Old Dominion University

In addition to the current undergraduate and graduate ENVH programs offered on campus we have recently developed an MPH program with a track in ENVH which is completely available via distance learning. The ENVH course offerings are for graduate students with some being also offered to undergraduate students and include at this point the following class: Principles of Environmental Health Science (G) Environmental Health Law and Administration (G) Toxicology (G) Occupational Safety (G and UG) Occupational Safety Law (G and UG) Ergonomics (G and UG) Risk Assessment (G and UG)

University of Washington

ENV H 471: EH Regulation is offered via internet for students enrolled in the graduate Extended MPH Degree program (ExDP) and is available as a free standing course through the ExDP office.

University of Wisconsin-Eau Claire

Epidemiology

Intro to EH

West Chester University

ENV470 - Emergency Preparedness. This 3-credit course is offered as an 80% online course. The first 32 hours are delivered over the Internet, with synchronous and asynchronous segments. The final 8-hour session of the course is held in person, with student's presentations and an active table-top exercise simulating an environmental emergency response and critique.

Western Carolina University

ENVH 300 - Occupational Health and Safety (3 c.r.)

12.0 Exit Exams

This year, programs were asked if they administered any exit examination to graduating students. 15 programs have summarized their requirements in the following section.

Benedict College

“The exit exam consists of 100 objective (multiple choice and true/false) questions. Questions are based on standardized environmental science questions provided by organizations that include U.S. EPA, CDC, and NEHA.”

California State University, Northridge

“We have comprehensive exams for our graduate students.”

East Carolina University

“Graduates must pass a comprehensive exam. New for undergraduates is a pretest when declaring EH and a post test before graduation”

East Central University

“Primarily constructed from CDC Environmental Health Sciences Self Study Course and then edited to be appropriate for our program.”

East Tennessee State University

“State mandated and is administered every 5 years. Department uses the state employment exam for environmental health positions.”

Eastern Kentucky University

“The REHS Exam”

Indiana University of Pennsylvania

“This year the CDC Distance Learning Program Self-Study Course 3010-G Environmental Health Sciences Final Examination will be administered.”

Lake Superior State University

“All of our students have to complete a senior thesis, a public presentation, and conduct a poster session. Their presentation and poster constitute an "oral" exam.”

Mississippi Valley State University

“Comprehensive Written and Oral Examinations for Graduate students”

Missouri Southern State University

“Our seniors take the Missouri Certified Environmental Health Specialist exam and upon passing the exam and graduation may pay for the CEHS certification”

Ohio University

“EH491 has a comprehensive final. All EH students must take EH491. Passing the test is not presently a requirement for graduation, only taking the test.”

Old Dominion University

“All undergraduate students at ODU are required to take an exit writing exam prior to graduation. All ENVH students are required to take a senior assessment test on program content KSA's.”

University of Georgia

“MPH student with a concentration in Environmental Health Sciences have an exit exam the last semester of their program. If they do not pass each section, they must re-take that

section the next time the exam is administered. If they do not pass at that time, they must re-take the class in that section.”

University of Illinois at Springfield

“Comprehensive exam based on applied case study.”

Wright State University

“Comprehensive exam taken during Fall Quarter Environmental Intern and Career Analysis course (EES 470)”

13.0 – Association of Environmental Health Academic Programs

All accredited programs are currently members of AEHAP. This year programs were surveyed to find out if they are educational members of the National Environmental Health Association (NEHA). Nineteen programs are current members of NEHA.

13.1 AEHAP Services Benefiting Accredited Programs

Programs were asked to indicate the AEHAP services that benefit the program and its students.

Table 18: AEHAP Services Benefiting Accredited Programs and their Students

AEHAP Services Benefiting Accredited Programs and their Students	Number of Responses	Percentage out of 31 Programs
Outreach Materials	19	61.3%
Student Research Competition	17	54.8%
Annual Update Report Data	17	54.8%
AEHAP Newsletters	16	51.6%
AEHAP Student Recruitment Grants	15	48.4%
Listserve Announcements	15	48.4%
Minority Serving Institution Workshop	7	22.6%
NSF International/AEHAP Scholar Program	7	22.6%
Mentoring Program	4	12.9%
New Member Workshop	3	9.7%
Letters of Support	2	6.5%
None of These	0	0

Below are the responses to the open ended question: Has your program directly benefited from AEHAP? If yes, how?

- Yes, our program has received **grant funds** that included recruitment funds and **travel funds**. We also are updated **on activities that assist our faculty and/or students**.
- The **AEHAP Student Research Competition** has been a tremendous benefit to BSU's Program.
- **Recruitment grants**
- **Recruitment grants**
- Yes, we **received our accreditation with encouragement and help from AEHAP**.
- Our graduates often participate in the USPHS COSTEP program and may move to career opportunities with the corps and with other agencies with the highest standards required by EHAC/AHEAP. We received a \$4,000 **grant to develop our recruiting website** that has been used as a model for other programs within and outside the university: <http://learning.colostate.edu/ehRecruitment/index.cfm>
- We use **AEHAP marketing materials, website, and reports when recruiting prospective students. The collegial relationship with other AEHAP schools has resulted in sharing of recruiting materials, methods and strategies.**
- **Recruitment information**
- **Help with accreditation**
- Yes use of **recruitment materials**.
- We have received **grants to increase diversity, students winning research competitions, and the job notices** have helped several students
- Yes. **AEHAP (and EHAC) literature is used for recruiting students.** Also, slides that I developed with support from an **AEHAP recruitment grant** are used in my majors' classes.
- We have improved the overall quality of the program; opportunities that accreditation affords to students is a key benefit.
- **Recruitment grant**
- **AEHAP recruitment grant**
- **Recruitment Grants**
- Yes, in the past with **faculty fellowships and training grants**.
- By providing an organization that offer **collegiality**.

Below are the responses from AEHAP programs when asked how AEHAP can better support/ continue to support their program.

- I am interested in having **an AEHAP standardized exit exam** for seniors or sample questions developed in collaboration with REHS credentialing. Also just continue to provide the good opportunities currently available.

- Because the Program Director has worked very closely with AEHAP's Executive Office and its Board members, the program at BSU is very appreciative and satisfied with the services that AEHAP offers.
- **More outreach materials** - e.g. a strong website for students interested in the environmental health field
- Already doing a great job!
- AEHAP has been doing a fine job by bringing in so many programs at par and helping them work towards receiving EHAC accreditation.
- Keep up the great job. **Provide secondary costs when offering grants** to support the cost of administering the award. **Communicate to university administrators nationwide that institutional support** is critical to allow undergraduate EH students opportunities for "real-world" experiences.
- **Develop an assessment tool** to determine if our students are being properly trained while they are here. University is moving away from grades in favor of other types of assessment
- Continued **increase in visibility of the profession.**
- Continue to support the **student research competition, mentoring programs and job opportunity notices**
- AEHAP is doing an excellent job supporting its member programs.
- More **ideas on marketing.**
- I think AEHAP is doing an excellent job. The **recruitment grant** was very beneficial to our program. I also find the **email announcement** very useful
- **Recruitment grant**
- Please reconsider allowing EH Programs to award the **Spirit of EH Awards** to those locally deserving. An award from a "national" association means something at the local level.
- **Job announces** forwarded to faculty who can then pass them on to students in a list server.
- Perhaps be a more active **provider of CAREER opportunities and resources;** Push materials and ideas
- Providing more information and/or **regional workshops or web based workshops.**
- **Continue with updates and provide letters of support** when needed
- Continue the good work. **Recruiting or marketing for the profession** itself.
- Continue to provide me with **information on internships** for our students.
- **Career Awareness More student travel money Recruiting**
- Keep up the good work.
- **Student travel grants, online simulations/videos/interactive materials.**
- Recently (just this week) you sent a link to the ECU youtube video showing Environmental Careers. That was fantastic, and well-timed with new students signing up for classes and considering the EH major. I distributed it to my colleagues in public health and they have agreed to share it with their students - a great recruiting tool. Thanks - **more outreach materials** like this will really help!

- By providing any additional assistance or **information dealing with student internships and recruiting strategies.**
- Provided **mentorship and assistance with accreditation**
- **Obtained name of possible adjunct.**
- Yes, **recruiting grant faculty grant** to develop **database of faculty expertise**
- Yes - clearly. We have **received grants** and a **scholarship for a student.** We have received **marketing and recruiting materials.** We have received **professional commiseration and support.** We are now accredited and this provides a bit of a buffer with an administration that is exercising increasing scrutiny of low-enrolled programs.
- **Recruitment grants**