NATIONAL ENVIRONMENTAL HEALTH SCIENCE AND PROTECTION ACCREDITATION COUNCIL (EHAC)

Outcome Assessment Report 2014

EHAC Staff Yalonda Sinde and Rachel Claflin.

Background:

The EHAC Undergraduate Guidelines section VI. Reporting Obligations of Accredited and Pre-accredited Programs part D. Program Outcomes Assessment Survey states that:

> "At the time of re-accreditation, the institution shall survey program graduates and employers via the Council's outcome assessment tool. All graduates since the last accreditation shall be in the pool of those to be surveyed. The completed tools shall be gathered by the institution and forwarded to the Executive Director of the Council six months prior to the annual meeting of the Council. The Council will supply a summary of the information gathered to all accredited programs on an annual basis.
>
> The purpose of this survey is to determine the adequacy of the accreditation process to the needs of the professional practice of environmental health. The information gathered by an institution through the outcome assessment process will not be used as part of the self-study for re-accreditation purposes for a given institution. The Council will use the compiled information from all institutions undergoing re-accreditation to evaluate and modify the requirements of accreditation."

The outcome assessment tool consists of two surveys conducted through surveymonkey.com, one for graduates and one for their supervisors. It is distributed to the re-accreditation candidate Program Directors where they send the links to their graduates. The graduates then submit the supervisor survey to their supervisors.

The following re-accreditation applicants responded to the outcome assessment survey:

Table 1.

EHAC Re-Accreditation Applicants 2015	Program	Next Accreditation Review	Initial Accreditation	Graduating Classes reflected on OA	# of Graduate Respondents	# of Supervisor Respondents
Alabama A&M University	Undergraduate	2015	2009	2009-2014		

Graduate Skills

Listed below are core competencies in environmental health programs. Graduate (Undergraduate) respondents were asked to choose the option that most closely described their skill level. The percentages reflect 26 graduate survey respondents.

Chart 1

Chart 2

Chart 3

Chart 4

Chart 5

Chart 6

Chart 7

Chart 8

Chart 9

Chart 10

Chart 11

Chart 12

Chart 13

Respondents were asked to rate their skill-level (5=Best, 1=Worst) in the following areas:

Table 2.

Graduate Skills-All Respondents (5=Best, 1=Worst)

Skills	Number of Respondents	Average
Information Technology/Computer Skills		
Public Speaking		
Technical Writing		
Identify reliable and relevant information.		
Drawing Appropriate Conclusions		
Choosing and defending an appropriate course of action		
Conducting a statistical analysis and interpreting data		
Applying Research methods and problem solving		
Working in a team setting		
Leadership Skills		
Organizing work flow		
Time management		
Project planning and management		
Epidemiology		
Toxicology		
Risk Assessment		
Risk Communication		
Risk Management		

Table 3.
Graduate Skills- Missouri Southern State University (5=Best, 1=Worst)

Skills	Number of Respondents	Average
Information Technology/Computer Skills		
Public Speaking		
Technical Writing		
Identify reliable and relevant information.		
Drawing Appropriate Conclusions		
Choosing and defending an appropriate course of action.		
Conducting a statistical Analysis and Interpreting Data		
Applying Research Methods and Problem Solving		
Working in a team setting		
Leadership Skills		
Organizing Work Flow		
Time Management		
Project Planning and Management		
Epidemiology		
Toxicology		
Risk Assessment		
Risk Communication		
Risk Management		

Table 4.
Graduate Skills- Old Dominion University (5=Best, 1=Worst)

Skills	Number of Respondents	Average
Information Technology/Computer Skills		
Public Speaking		
Technical Writing		
Identify reliable and relevant information.		
Drawing Appropriate Conclusions		
Choosing and defending an appropriate course of action.		
Conducting a statistical Analysis and Interpreting Data		
Applying Research Methods and Problem Solving		
Working in a team setting		
Leadership Skills		
Organizing Work Flow		
Time Management		
Project Planning and Management		
Epidemiology		
Toxicology		
Risk Assessment		
Risk Communication		
Risk Management		

Table 5.
Graduate Skills- West Chester University (5=Best, 1=Worst)

Skills	Number of Respondents	Average
Information Technology/Computer Skills		
Public Speaking		
Technical Writing		
Identify reliable and relevant information.		
Drawing Appropriate Conclusions		
Choosing and defending an appropriate course of action.		
Conducting a statistical Analysis and Interpreting Data		
Applying Research Methods and Problem Solving		
Working in a team setting		
Leadership Skills		
Organizing Work Flow		
Time Management		
Project Planning and Management		
Epidemiology		
Toxicology		
Risk Assessment		
Risk Communication		
Risk Management		

Course Relevance

Respondents were asked to answer yes or no if their job required knowledge in the following areas found in environmental health. The last two columns to the far right represent the respective

percentages reflecting "knowledge required" and "knowledge not-required" in the jobs of (26) survey respondents:

Table 9.

Job requires knowledge of:	Individual Yes	Individual No	N/A	Total	% Yes	% No
Air Quality Control						
All-hazard Preparedness						
Built Environment						
Disease Prevention (e.g. vectorborne, zoonotic, etc.)						
Disease Prevention						
Environmental Health Planning						
Food Protection						
Geographical Information Systems (GIS)						
Global Environmental Health						
Hydrogeology						
Injury Prevention						
Institutional Health						
Occupational Health and Safety						
Radiation Health						
Recreational Environmental Health						
Risk Analysis						
Soils						
Solid and Hazardous Material and Waste Management						
Vector Control						
Water and Waste Water						

Specialty Area Knowledge & Program Preparation-All Respondents

Respondents were asked to answer yes or no if they were well-prepared in the following specialty areas in their undergraduate or graduate program. The last two columns to the far right represent the percentages of the 26 graduates who were well-prepared and under-prepared by their program:

Table 10.

Degree to which EH Program prepared me in:	Well Prepared	Somewhat Prepared	Not Prepared	N/A	%Well Prepared	% Not Prepared
Air Quality Control						
All-hazard Preparedness						
Built Environment						
Disease Prevention (e.g. vectorborne, zoonotic, etc.)						
Disease Prevention						
Environmental Health Planning						
Food Protection						
Geographical Information						

Systems (GIS)						
Global Environmental Health						
Hydrogeology						
Injury Prevention						
Institutional Health						
Occupational Health and Safety						
Radiation Health						
Recreational Environmental Health						
Risk Analysis						
Soils						
Solid and Hazardous Material and Waste Management						
Vector Control						
Water and Waste Water						

Graduate Work Place Data:

The pie chart below represents job sectors for graduates of the three schools surveyed. Of the respondents, 26 are currently working.

Chart 12

Chart 13

Chart 14

Chart 15

Chart 16

The following were listed as specific places of employment for 5 out of 10 respondents indicating which one, other agency (please specify):

Table 11.

Graduate Data on Continuing Education and Professional Development

The table below details the degrees completed by graduates after earning a degree in Environmental Health.

Table 12.

Degree	Number of Graduates
Completed a Master's Degree	

The following were listed as specific professional awards received by 7 respondents:

Table 13.

The following were listed as specific certificate or credentialing exams passed by 15 respondents:

Table 14.

The following were the professional organizations 17 graduate respondents indicated involvement with:

Table 15

Supervisor Survey Results

Background:
Eight supervisors were surveyed on the skill levels of graduates.

Table 16.
Supervisor Rating of Graduate Skills-All Respondents (5=Best, 1=Worst)

Skills	Number of Respondents	Average
Information Technology/Computer Skills		
Public Speaking		
Technical Writing		
Identify reliable and relevant information.		
Drawing Appropriate Conclusions		
Choosing and defending an appropriate course of action.		
Conducting a statistical Analysis and Interpreting Data		
Applying Research Methods and Problem Solving		

Working in a team setting		
Leadership Skills		
Organizing Work Flow		
Time Management		
Project Planning and Management Epidemiology		
Toxicology		
Risk Assessment		
Risk Communication		
Risk Management		

Specialty Area Requirements of Jobs-All Respondents

Supervisors of graduates were asked to answer yes or no if the job required the following core competencies. The table below represents the responses of 8 supervisors:

Table 17.

Job Requirement	Individual Yes	Individual No	N/A	% Required	% Not Required
Air Quality Control					
All-hazard Preparedness					
Built Environment					
Disease Prevention (e.g. vectorbore, zoonotic, ect.)					
Disease Prevention					
Environmental Health Planning					
Food Protection					
Geographical Information Systems (GIS)					
Global Environmental Health					
Hydrogeology					
Injury Prevention					
Institutional Health					
Occupational Health and Safety					
Radiation Health					
Recreational Environmental Health					
Risk Analysis					
Soils					
Solid and Hazardous Material and Waste Management					
Vector Control					
Water and Waste Water					

Specialty Area Knowledge & Program Preparation-All Respondents

Supervisors of graduates were asked to answer yes or no if graduates were well-prepared in the following specialty areas. The table below represents the responses of 8 supervisors:

Table 18.

Graduate/Employee Preparedness	Well Prepared	Somewhat Prepared	Not Prepared	N/A	% Well Prepared	% Not Prepared
Air Quality Control						

All-hazard Preparedness						
Built Environment						
Disease Prevention (e.g. vectorbore, zoonotic, ect.)						
Disease Prevention						
Environmental Health Planning						
Food Protection						
Geographical Information Systems (GIS)						
Global Environmental Health						
Hydrogeology						
Injury Prevention						
Institutional Health						
Occupational Health and Safety						
Radiation Health						
Recreational Environmental Health						
Risk Analysis						
Soils						
Solid and Hazardous Material and Waste Management						
Vector Control						
Water and Waste Water						

Of the 8 surveyed supervisors, 5 indicated the following specific "other" specialty areas needed for the job:

Table 19.
