2021-2022 National Environmental Health Science and Protection Accreditation Council (EHAC) Undergraduate Degree Programs Outcome Assessment Report

Compiled by
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I. Introduction
This report details analysis of the data provided by former undergraduates of programs seeking reaccreditation during the 2021-2022 academic year and a number of their supervisors.

II. Background
EHAC Undergraduate Requirements Section VI. Reporting Obligations of Accredited Programs Part D. Program Outcomes Assessment Survey states that:

“At the time of reaccreditation, 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 evaluation review for reaccreditation purposes for a given institution. The Council will use the compiled information from all institutions undergoing reaccreditation to evaluate and consider changes to the requirements of accreditation.”

The outcome assessment tool consists of two surveys conducted via surveymonkey.com, one for current employees and the other for their supervisors. It is distributed to the reaccreditation candidate Program Directors for distribution to former students. The graduates then provide the survey link to their supervisors for survey completion.

III. Survey Context and Summary
EHAC’s core mission is to accredit Environmental Health (EH) Programs that provide a scientifically rigorous and practical based education, which prepares graduates to enter the EH field “work force ready” and prepared to problem solve using critical thinking skills acquired during their university education. Toward this end, EHAC is continuously identifying strengths and weaknesses related to graduates successfully entering and progressing in the EH field of their choice. Survey responses from both graduates employed in the EH field (employees) and their supervisors assist EHAC in assessing and adapting Undergraduate Requirements and Graduate Guidelines for accreditation to the ever-evolving arena of Environmental Health.

Questions for both employees and their supervisors focus on assessing the adequacy and effectiveness of an employee’s knowledge, skills and abilities related to their EH job, with employees conducting self-assessments and supervisors evaluating their current employees.

The following report provides a graphic representation of the results of the surveys.
Table 1 presents the EHAC accredited undergraduate degree programs going through the 2021-2022 reaccreditation process, the number of employee responses and their dates of graduation, and the number of supervisor responses. There were forty-nine total employee respondents to the survey. Forty-two of these respondents are currently employed in EH related professions, two respondents are in graduate school and five respondents are employed in a field other than Environmental Health. All responses provided are included in this report. Twenty-one supervisors participated in the survey and their responses are included in this report, as well.

<table>
<thead>
<tr>
<th>Re-accreditation Applicants</th>
<th>Next Accreditation Review</th>
<th>Initial Accreditation Year</th>
<th>Graduating Classes Reflected</th>
<th>Number of Employee Respondents (working in the EH field)</th>
<th>Number of Supervisor Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio University</td>
<td>2022</td>
<td>1992</td>
<td>2018, 2019, 2021</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>49</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

IV. Employee Survey Results

A. Employee Skills

Charts 1-3 present employee self-assessments of general job skills, interpersonal office skills and skills related to interpreting data. Most employees rate themselves proficient, very, or most proficient among these categories. A few employees report challenges in the areas of:

- Public Speaking;
- Information Technology/Computer Skills;
- Time Management;
- Project Planning and Management;
- Leadership Skills; and
- Conducting a Statistical Analysis and Interpreting Data.

Employees rate themselves most highly in the EH specialty areas of risk assessment, communication, and management, followed by toxicology and epidemiology (Chart 4). Some respondents also reported challenges in the areas of epidemiology and toxicology. Five to ten percent of respondents from the EH specialty areas non applicable to their EH jobs.
Chart 1.

Employee Assessment of General Job Skills (n=42)

1. Information Technology/Computer Skills
2. Public Speaking
3. Technical Writing

Chart 2.

Employee Assessment of Interpersonal Skills (n=42)

1. Working in a team setting
2. Leadership skills
3. Organizing work flow
4. Time management
5. Project planning and management
Chart 3.

Employee Assessment of Ability to Interpret Data (n=42)

Chart 4.

Employee Assessment of Competency in EH Specialty Areas (n=42)
B. Course Relevance

Employee respondents were asked to answer “Yes” or “No” if their job requires knowledge in the following EH specialty areas (Chart 5). The EH specialty areas cited as necessary by at least 50% of employees included (listed from most cited to least):

- Risk Analysis;
- All-hazard Preparedness;
- Occupational Health and Safety;
- Injury Prevention;
- Disease Prevention;
- Solid and Hazardous Material ad Waste Management;
- Disease Prevention (e.g. vectorborne, zoonotic, etc.);
- Environmental Health Planning; and
- Air Quality Control.

Knowledge is reported less necessary and cited by less than 50% of survey respondents in the following EH Specialty areas (Chart 6):

- Hydrogeology.
- Institution Health; and
- Recreational environmental Health;
- Soils;
- Food Protection
- Geographical Information Systems (GIS);
- Vector Control;
- Built Environment;
- Global Environmental Health;
- Radiation Health
- Water and Waste Water;
Chart 5.

Job Requires Knowledge of the Following EH Specialty Areas - Employee Assessment (n-41)

- Risk Analysis
- All-hazard Preparedness
- Occupational Health and Safety
- Injury Prevention
- Disease Prevention
- Solid and HAZMAT and Waste Management
- Disease Prevention (e.g. vectorborne, zoonotic)
- Environmental Health Planning
- Air Quality Control
- Water and Waste Water
- Radiation Health
- Global Environmental Health
- Built Environment
- Vector Control
- GIS
- Food Protection
- Soils
- Recreational Environmental Health
- Institutional Health
- Hydrogeology

No  Yes
C. Specialty Area Program Preparation

Employee respondents were asked to answer yes or no if they were well-prepared in the following EH specialty areas by their undergraduate programs. Chart 6 presents employee responses. Specialty areas in which 50% of more employees rated themselves well prepared include (listed from most cited to least):

- Disease Prevention;
- Disease Prevention (e.g. vectorborne, zoonotic, etc.);
- Water and Waste Water;
- Environmental Health Planning;
- Occupational Health and Safety
- Solid, HAZMAT and Waste Management;
- Radiation Health;
- Injury Prevention
- Vector Control;
- Food Protection;
- All Hazards Preparedness; and
- Risk Analysis.

Specialty EH areas showing the highest percent of employees reporting they are not prepared include:

- GIS;
- Hydrogeology;
- Institutional Health; and
- Built Environment.

Note that the above EH specialty areas in which graduates are least prepared coincide with those knowledge areas reportedly least required by the employee’s job.
Chart 6.

Employee Assessment of Preparedness for EH Specialty Areas (n=41)

D. Employee Workplace Data

Chart 7 presents job sectors for graduates of reaccrediting degree programs. As previously mentioned, 42 respondents are currently employed in the Environmental Health field. Employee employment sectors include private company or corporations, local or federal government agencies and educational institutions, and consulting firms.

Chart 8 shows the distribution of those employees who are employed by local, state or the federal government. One employee works for the United States Public Health Service and eight employees...
work for local or state health departments. As previously mentioned, the majority of employee respondents report working at private companies or corporations.

Employees report working primarily in manufacturing, water and waste water treatment, food protection and solid and HAZMAT waste management, as shown in Chart 9. However, the “other” category reflects the highest number of responses. “other” EH work areas include:

- Campus Safety, Health, Environment;
- Climate and Health;
- Education – Environmental Compliance;
- Emergency Medicine;
- Emergency Planning and Management;
- Entertainment;
- Environmental Consulting;
- Epidemiology (not EH);
- GIS;
- Health and Safety;
- Industrial Hygiene;
- Hazardous Waste;
- Epidemiology;
- Risk Analysis;
- Accident Investigations;
- Property Damage and Insurance;
- Laboratory Safety;
- Occupational Health;
- Occupational Health and Safety;
- Pathogens;
- Pharma;
- Pharmaceutical R&D;
- Public Health;
- R&D Labs and Manufacturing;
- Residential Housing;
- Pools;
- Body Art;
- Syringe Access;
- State and Fed Compliance;
- Warehouse/Transportation; and
- Zoonotic Pathogens.

Salary data shows that twenty-two employees report making more than $50,000 per year and twenty-seven employees make less than $50,000 per year (Chart 10).
Chart 7.

**Job Sector Distribution of Employees (n=49)**

- Consulting Firm: 0.00%
- Self Employed Consultant: 5.00%
- Private Comp. or Corporation: 10.00%
- Non Profit Organization: 15.00%
- Local or Federal Govnt. Agency: 20.00%
- Educational Institution: 25.00%
- Other: 30.00%

Chart 8.

**Distribution of Employees Working at Local, State or Federal Government (n=49)**

- U.S. Public Health Service: 0.00%
- U.S. Indian Health Service: 2.00%
- Local or State Health Department: 4.00%
- U.S. Environmental Protection Agency: 6.00%
- Centers for Disease Control and Prevention (CDC): 8.00%
- Agency for Toxic Substances and Disease Registry: 10.00%
Chart 9

Primary Areas of Employee Work (n=46)

Chart 10

Salary Range for Employees (n=49)
E. Employee Data on Continuing Education and Professional Development

Table 2 shows the graduate degrees that have been achieved or are being pursued by employees.

Table 2.

<table>
<thead>
<tr>
<th>Master Degree Being Pursued</th>
<th>Degree Program</th>
<th>Projected Graduation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>Environmental Health</td>
<td>Dec-21</td>
</tr>
<tr>
<td>Master</td>
<td>Public Health</td>
<td>May-22</td>
</tr>
<tr>
<td>Master</td>
<td>Public Health</td>
<td>2022</td>
</tr>
<tr>
<td>Master</td>
<td>Emergency Preparedness and Disaster Management</td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>Public Administration</td>
<td>Soon</td>
</tr>
<tr>
<td>Not reported</td>
<td>Hydrology and Water Security</td>
<td></td>
</tr>
<tr>
<td>Not reported</td>
<td>International Regulatory Affairs</td>
<td></td>
</tr>
</tbody>
</table>

F. Professional Recognition

Employees report attaining the following professional certifications:

Table 3.

<table>
<thead>
<tr>
<th>Professional Recognitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Recognition Award (Fiscal Year 2021)</td>
</tr>
<tr>
<td>5 years of working at UNC</td>
</tr>
<tr>
<td>Certificate of appreciation for service during the COVID-19 Pandemic by Mayor Michael B.</td>
</tr>
<tr>
<td>Hancock's office Certificate of appreciation for service during the COVID-19 Pandemic by</td>
</tr>
<tr>
<td>the City and County of Denver Department of Public Safety</td>
</tr>
<tr>
<td>Exemplary performance reviews</td>
</tr>
<tr>
<td>2 You Peaked employee recognition awards</td>
</tr>
<tr>
<td>2020 President's Award Recipient</td>
</tr>
<tr>
<td>ASP</td>
</tr>
<tr>
<td>Internal - ESH Excellence Award</td>
</tr>
<tr>
<td>Disney Quarterly Award Recipient for Engineering Services</td>
</tr>
<tr>
<td>Best overall abstract in Bureau of International Osteopathic Medicine poster competition</td>
</tr>
</tbody>
</table>
G. Credentials Achieved

Employees report achieving the following professional credentials:

Table 4

<table>
<thead>
<tr>
<th>Certifications</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 Hour HAZWOPER</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Radioactive Material Shipping</td>
<td>1</td>
</tr>
<tr>
<td>Asbestos O&amp;M</td>
<td>1</td>
</tr>
<tr>
<td>CDL with HAZMAT Endorsement</td>
<td>1</td>
</tr>
<tr>
<td>CDPHE Hazardous Waste Generator</td>
<td>3</td>
</tr>
<tr>
<td>Certified Safety Professional (CSP)</td>
<td>1</td>
</tr>
<tr>
<td>City and Counties of Denver Green Belt Certification for Innovations in the Workplace</td>
<td>1</td>
</tr>
<tr>
<td>Colorado Department of Public Health and Environment - Asbestos Inspector and Management Planner</td>
<td>1</td>
</tr>
<tr>
<td>Confined Space Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Construction Health &amp; Safety Technician (CHST)</td>
<td>1</td>
</tr>
<tr>
<td>CPR/AED/Mental Health</td>
<td>1</td>
</tr>
<tr>
<td>Current Candidate for REHS Exam</td>
<td>1</td>
</tr>
<tr>
<td>First Aid Certified Red Cross Instructor</td>
<td>1</td>
</tr>
<tr>
<td>First Aid IS 51, ICS 100, 200, 700</td>
<td>1</td>
</tr>
<tr>
<td>GHS &amp; OSHA Hazardous Communication</td>
<td>1</td>
</tr>
<tr>
<td>HAZMAT Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Health Physics Technician</td>
<td>1</td>
</tr>
<tr>
<td>IATA</td>
<td>2</td>
</tr>
<tr>
<td>Lead RRP Management 404</td>
<td>1</td>
</tr>
<tr>
<td>Lock Out Tag Out and other Security Related Certifications</td>
<td>1</td>
</tr>
<tr>
<td>OSHA 500, 501</td>
<td>1</td>
</tr>
<tr>
<td>REHS</td>
<td>1</td>
</tr>
<tr>
<td>Servsafe Certification</td>
<td>1</td>
</tr>
<tr>
<td>Special Government Employee (SGE)</td>
<td>1</td>
</tr>
<tr>
<td>Sports &amp; Special Event Incident Management</td>
<td>1</td>
</tr>
<tr>
<td>Various Health and Safety Certification and Instructor Certifications</td>
<td>1</td>
</tr>
<tr>
<td>Water Treatment Licenses</td>
<td>1</td>
</tr>
</tbody>
</table>

V. Supervisor Survey Results

Supervisors of employees/graduates of 2021-2022 reaccrediting programs were asked to assess the skills and preparedness of their employees. Twenty-one supervisors responded to the survey and their responses are presented below along with information related to their job sector and primary areas of work.
A. Supervisor Employment

Charts 11 and 12 present data related to the area of supervisor employment. Supervisors working for private companies or corporations, educational institutions, local or federal government agencies, and consulting firms responded to the survey. Supervisors working for private companies or corporations represented the majority of respondents followed by those working in government agencies. Chart 12 shows those supervisors working for government agencies fall most within local or state health departments.

Chart 13 shows data somewhat similar to those of employees, with water or waste water management, food protection, manufacturing, and remediation categories at the top of the employment area list behind the “other” category. The “other” category for job area descriptions included:

- Public Health;
- Occupational Safety and Health;
- Academic Research;
- City and County Government (corrections, human services, facilities);
- Institutional Environmental Health;
- Retail (furniture handling and warehousing);
- University EHS;
- EH, Regulatory Compliance for School Districts;
- Transportation;
- Oil and Gas; and
- Laboratory Safety – chemical and biological.
Chart 11

Job Sector Distribution of Supervisors (n=21)
Chart 12.

Distribution of Supervisors Employed by Local, State or Federal Government (n=5)

- U.S. Public Health Service
- U.S. Indian Health Service
- Local or State Health Department
- U.S. Environmental Protection Agency
- Centers for Disease Control and Prevention (CDC)
- Agency for Toxic Substances and Disease Registry
- Other Agency, Please Specify

Chart 13.

EH Areas Where Supervisors Work (n=21)

- Agriculture or Food Production
- Manufacturing
- Food Protection
- Resource Extraction
- Water or Waste Water
- Remediation
- Solid and Hazardous Waste
- Other, Please specify
B. Supervisor Rating of Employee Skills

Supervisors responded to questions regarding the skill levels of employees. Charts 14-16 present supervisor estimates of employee acumen related to job skills, interpersonal skills, skills related to interpreting data, as well as employee proficiency in EH specialty areas.

Supervisors reported moderate to high proficiency levels for all Information skills categories, with technical writing and public speaking categories showing minor challenges. (Chart 14). Interpersonal skills and skills related to interpreting and reporting data were generally rated “proficient” or higher by supervisors (Charts 15 and 16), with some challenges cited for the leadership, time management, project planning categories, and organization of work flow as well as conducting a statistical analysis and interpreting data, applying research methods and problem solving, and choosing and defending an appropriate course of action.

Where applicable, supervisors reported strong skills in EH specialty areas, including risk assessment, communication and management, followed by toxicology and epidemiology (Chart 17).

Chart 14.
Chart 15.

Supervisor Assessment of Employee Interpersonal Related Skills (n=20)

- Working in a team setting: 50.0%
- Leadership skills: 20.0%
- Organizing work flow: 30.0%
- Time management: 15.0%
- Project planning and management: 20.0%

1. Not proficient
2. Somewhat proficient
3. Proficient
4. Very Proficient
5. Most Proficient

Chart 16.

Supervisor Assessment of Employee Interpretation Skills (n=21)

- Identify reliable and relevant information: 50.0%
- Drawing appropriate conclusions: 25.0%
- Choosing and defending an appropriate course of action: 20.0%
- Conducting a statistical analysis and interpreting data: 15.0%
- Applying research methods and problem solving: 10.0%

1. Not proficient
2. Somewhat proficient
3. Proficient
4. Very Proficient
5. Most Proficient
C. Specialty Area Requirements of Jobs

Supervisors were asked to answer “Yes” or “No” if the employee’s job requires knowledge in a number of EH relevant core competencies. Chart 18 shows that fifty percent or more supervisors cite the following required knowledge areas for their employees (required knowledge areas also cited by employees are starred (Chart 5):

- All Hazard Preparedness*;
- Risk Analysis*;
- Environmental Health Planning*;
- Occupational Health and Safety*;
- Injury Prevention*;
- Solid and HAZMAT Materials and Waste Management*;
- Air Quality Control*; and
- Disease Prevention*.

Specialty EH areas that 50% or more supervisors reported as not requiring employee knowledge included (unrequired knowledge areas also cited by employees are starred (Chart 5)):

- Global Information systems (GIS)*;
- Hydrogeology*;
- Global Environmental Health;
- Soils*;
• Radiation Health*;
• Vector Control*;
• Built Environment*;
• Disease Prevention (vector borne, zoonotic, etc.);
• Recreational Environmental Health*;
• Food Protection*;
• Institutional Health*; and
• Water and Waste Water*. 
Chart 18.

Does Employees's Job Require Knowledge in the following EH Specialty Areas? (n=19)

- All-hazard Preparedness
- Risk Analysis
- Environmental Health Planning
- Occupational Health and Safety
- Injury Prevention
- Solid and HAZMAT Mat. and Waste Mangt.
- Air Quality Control
- Disease Prevention
- Water and Waste Water
- Institutional Health
- Food Protection
- Recreational Environmental Health
- Disease Prevention (vectorborne, zoonotic)
- Built Environment
- Vector Control
- Radiation Health
- Soils
- Global Environmental Health
- Hydrogeology
- Geographical Information Systems (GIS)

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00% 100.00%

No Yes
D. Program Preparation

Supervisors were asked to answer “Yes” or “No” if employees were “well prepared” in the following EH relevant specialty areas. All supervisors rated employees as “somewhat” or “well prepared” with the exception of those categories not applicable to job descriptions (Chart 19). EH work areas scored well prepared by 50% of more of the supervisor respondents include: (those work areas scored similarly by employees are starred (Chart 6)):

- Disease Prevention*;
- Occupational Health and safety*;
- Disease Prevention (vector borne, zoonotic, etc.)*;
- Food Protection*;
- Injury Prevention*;
- Recreational Environmental Health;
- Risk Analysis*;
- All-hazard Preparedness*;
- Air Quality Control;
- Environmental health planning*;
- Radiation Health*; and
- Hydrogeology.

Specialty areas showing high percentages of supervisors reporting that employers are not prepared include:

- Geographic Information Systems (GIS);
- Soils;
- Built Environment;
- Food Protection; and
- Risk Analysis.

Like the employer ratings previously discussed, and with exception of risk analysis, the EH specialty areas where employees were least prepared coincide with those knowledge areas reportedly least required by the employee’s job by both Supervisors and Employees.
E. Additional Specialty Areas Knowledge Needed
Six of twenty-one supervisor respondents indicated the following specific “other” specialty areas as necessary for employee jobs (Table 6).

- Fire Safety
- Ergonomics
- Injury Treatment (First Aid)
- Disinfection
VI. Narrative and Discussion

EHAC accredits EH academic programs in order to create a cadre of educational institutions that produce EH graduates who are well prepared academically and have the fundamental and practical skills to successfully enter and thrive in the EH field. EHAC’s primary mission is to enhance the education and training of students in EH science and protection by ensuring that students receive premium quality education and training from an EHAC accredited institution of higher education.

A. EH Specialty Area Preparedness

The aggregation of supervisor and employee assessments regarding preparedness shows employees are graduating with an overall favorable preparedness level for their current jobs (Charts 20 and 21). The majority of all supervisor ratings of employee preparedness fell within the “somewhat” to “well” prepared categories, with similar self-ratings by former students. Highest levels of preparedness that were reported by 50% or more employees and supervisors include the following specialty areas:

- Disease Prevention;
- Occupational Health and Safety;
- Disease Prevention (vectorborne, zoonotic);
- Food Protection;
- Injury Prevention;
- Risk Analysis;
- All-hazard Preparedness;
- Environmental Health Planning; and
- Radiation Health.
Employee and Supervisor Assessment of Employee Preparedness in EH Specialty Areas - Well Prepared

- Disease Prevention
- Occupational Health and Safety
- Disease Prevention (vectorborne, zoonotic)
- Food Protection
- Injury Prevention
- Recreational Environmental Health
- Risk Analysis
- All-hazard Preparedness
- Air Quality Control
- Environmental Health Planning
- Radiation Health
- Hydrogeology
- Water and Waste Water
- Built Environment
- Solid and HAZMAT and Waste Mangt.
- Vector Control
- Global Environmental Health
- Institutional Health
- Soils
- Geographical Information Systems (GIS)

[Bar chart showing preparedness levels for various specialty areas with supervisors and employees rated as 'Well Prepared']
Chart 21.

Employee and Supervisor Assessment of Employee Preparedness in EH Specialty Areas - Somewhat Prepared

- Institutional Health
- Vector Control
- Soils
- Global Environmental Health
- Solid and HAZMAT Material and Waste Mangt.
- Water and Waste Water
- Radiation Health
- Hydrogeology
- Geographical Information Systems (GIS)
- Environmental Health Planning
- Air Quality Control
- All-hazard Preparedness
- Recreational Environmental Health
- Built Environment
- Injury Prevention
- Risk Analysis
- Disease Prevention (vectorborne, zoonotic)
- Occupational Health and Safety
- Food Protection
- Disease Prevention

Supervisors - Somewhat Prepared  Employees - Somewhat Prepared
B. Job Skills Assessments

Chart 22 shows similar satisfaction levels of both employees and supervisors regarding employee skill levels in different EH job areas. Supervisors tended to rate employee skill a bit higher than the employees themselves. There was closest agreement and highest rating by both groups on the following skills:

- Working in a Team Setting;
- Identifying Reliable and Relevant Information; and
- Organizing Workflows.

Supervisors and employees found agreement in the following EH specialty areas, which were given a rating of “Very Proficient” (Chart 23):

- Project Planning and Management;
- Choosing and Defending an Appropriate Course of Action;
- Time Management;
- Applying Research Methods;
- Conducting a Statistical Analysis/Interpreting Data;
- Drawing Appropriate Conclusions;
- Identifying Reliable and Relevant Information;
- Technical Writing;
- Information Technology/Computer Skills; and
- Public Speaking.
Employee and Supervisor Estimates of Employee Job Skills Proficiency - Most Proficient

- Working in a team setting
- Organizing work flow
- Choosing/defending an appropriate course of action
- Identify reliable and relevant information
- Information Technology/Computer Skills
- Applying research methods/problem solving
- Drawing appropriate conclusions
- Conducting a statistical analysis/interpreting data
- Time management
- Project planning and management
- Leadership skills
- Technical Writing
- Public Speaking
C. Proficiency Levels in EH Specialty Areas

Lastly, employee and supervisor ratings of employee proficiency levels in EH specialty areas found similarities, as well. Generally, supervisors found employees “Most Proficient” in EH Specialty Areas while employees largely rate themselves as “Very Proficient” (Charts 24 and 25). There is some disagreement between supervisors and employees regarding the applicability of...
epidemiology and toxicology to job descriptions, with some employees finding these topics applicable, while most supervisors found little applicability for the topics.

Chart 24.

![Employee and Supervisor Assessment of Employee Proficiency in EH Specialty Areas - Most Proficient](chart24)

Chart 25.

![Employee and Supervisor Assessment of Employee Proficiency in EH Specialty Areas - Very Proficient](chart25)