



Oregon Workforce Needs Assessment

Oregon Health Authority (OHA)

Executive Summary
October 2013

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Executive Summary

In order to support agency workforce development planning, as required by the national Public Health Accreditation Board, the Public Health Division of the Oregon Health Authority (OHA), the Conference of Local Health Officials (CLHO), and Northwest Center for Public Health Practice (NWCPHP) at the University of Washington School of Public Health collaborated to conduct a workforce training needs assessment for Oregon's state and local public health system.

In August of 2013, OHA and CLHO partnered with the NWCPHP to conduct an Oregon public health workforce needs assessment. The workforce needs assessment questionnaire was developed by the evaluation team at NWCPHP with input from OHA and CLHO. The focus areas included in the workforce training needs assessment were based on the Council on Linkages (COL) Between Academia and Public Health Practice Core Competencies for Public Health Professionals. The instrument included questions about employment, specific competencies, informal learning, mentoring, training modality preferences, and barriers to accessing training. The instrument also included questions specific to supervisors to assess interest in training programs with multiple sessions over an extended period of time, and basic demographic information.

NWCPHP worked closely with OHA, CLHO, and Oregon local public health administrators to collect names and email addresses, coordinate announcements to encourage participation, and broadly disseminate the questionnaire to the public health workforce throughout Oregon. The Oregon Health Authority and 22 public health districts participated in the assessment.

This report summarizes the responses from individuals at Oregon Health Authority. One hundred-fifty-eight professionals from the Oregon Health Authority participated in the workforce needs assessment.

Key findings include:

- The communication (99%), cultural competency (87%), and analytic/assessment (85%) domains are *highly/moderately* important to respondents' jobs.
- Analytic/assessment and communication are high priority areas for training.
- When asked to rate the need for training in individual competencies, respondents most frequently select competencies in the domains of analytic/assessment and cultural competency.
 - Within the communications domain, the competencies with the highest training need are *translating complex public health information into plain language* (62%) and *creating effective presentations* (61%).
 - Within the analytic/assessment domain, the competency with the highest training need is *using information technology to collect, store, and retrieve data* (60%).
- Supervisors express interest in training programs in evidence based public health (62%) and performance management (60%).

- The majority of respondents report that talking with co-workers (87%), contacting subject matter experts (81%), and searching the internet by topic (77%) are *very useful/useful* ways of acquiring information for work.
- Day long workshops (70%), self-directed learning (69%), and webinar presentations (68%) are preferred training formats.
- Computer based training (77%) is the preferred form of distance training.
- When selecting trainings, respondents consider whether the training is offered during work hours (85%), the opportunity to interact with the instructor (84%), and the reputation of the trainer (72%).
- The majority of respondents report that the cost of the course (78%), the ability to find relevant training (72%), finding time during the work schedule (70%), and the lack of training offered (70%) are *moderate/high* barriers to attending training.
- Just over half of respondents report prior experience in mentoring (52%). Of those respondents who had past mentoring experience, 80% said it was *very valuable/valuable*. Most respondents also report the mentoring experience would be more valuable if they were able to choose their own mentor (69%), rather than if their employer chooses their mentor (40%)

Oregon State Public Health Workforce Needs Assessment



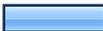
1. The Northwest Center for Public Health Practice conducted a regional assessment earlier this year using this questionnaire. We apologize if you have received this questionnaire more than once. Have you already completed this questionnaire? (This would have occurred between January 31, 2013 and March 15, 2013.)

		Response Percent	Response Count
No		93.5%	158
Yes		6.5%	11
answered question			169
skipped question			0

2. What type of health department or public health organization do you work in?

		Response Percent	Response Count
State health department		96.2%	153
Local health department		3.8%	6
Tribal health department		0.0%	0
answered question			159
skipped question			10

3. How long have you worked in public health or a related field? (Check one)

		Response Percent	Response Count
Less than 1 year		12.6%	20
1 to 3 years		15.1%	24
4 to 6 years		15.7%	25
7 to 10 years		12.6%	20
More than 10 years		44.0%	70
answered question			159
skipped question			10

4. How long have you worked at your current organization? (Check one)

		Response Percent	Response Count
Less than 1 year		24.5%	39
1 to 3 years		15.1%	24
4 to 6 years		19.5%	31
7 to 10 years		10.7%	17
More than 10 years		30.2%	48
answered question			159
skipped question			10

5. How long have you worked in your current position? (Check one)

		Response Percent	Response Count
Less than 1 year		30.8%	49
1 to 3 years		20.1%	32
4 to 6 years		17.6%	28
7 to 10 years		15.1%	24
More than 10 years		16.4%	26
answered question			159
skipped question			10

6. What is your current employment status? (Check one)

		Response Percent	Response Count
Full-time		85.4%	135
Part-time		7.0%	11
Consultant / Contractor		1.3%	2
Other (please specify)		6.3%	10
answered question			158
skipped question			11

7. Which one of the following categories best describes your organizational role? (Check one)

		Response Percent	Response Count
Executive leader (senior management, chief administrators)		5.1%	8
Supervisor		10.1%	16
Program coordinator		18.4%	29
Non-supervisory staff		66.5%	105
		answered question	158
		skipped question	11

8. Which one of the following categories best describes your primary role? (Check one)

		Response Percent	Response Count
Administrator or Director		3.2%	5
Clerical/Administrative Support Professional		18.4%	29
Dental Professional		0.0%	0
Emergency Preparedness Professional		1.3%	2
Environmental Health Professional		3.2%	5
Epidemiologist or Biostatistician		8.9%	14
Fiscal Professional		3.8%	6
Health Educator/Trainer		3.8%	6
Human Resources Professional		0.0%	0
Information Technology Specialist		3.8%	6
Laboratorian		3.2%	5
Nurse		3.2%	5
Nutritionist		3.2%	5
Pharmacist		0.0%	0
Physician		1.3%	2
Program or project manager		13.9%	22
Public Information, Media Relations, or Communications Specialist		1.9%	3
Public Health Paraprofessional (WIC, Public Health Aide, etc.)		0.6%	1
Student		1.9%	3
Other (please specify)		24.7%	39

answered question 158

skipped question 11

9. When do you plan to retire from your current organization? (Check one)

		Response Percent	Response Count
Less than 1 year		6.3%	10
1 to 2 years		7.6%	12
3 to 4 years		7.6%	12
5 + years		78.5%	124
		answered question	158
		skipped question	11

10. In your current job, do you have supervisory responsibilities?

		Response Percent	Response Count
Yes		19.0%	30
No		81.0%	128
		answered question	158
		skipped question	11

11. How many people do you directly supervise? (Check one)

		Response Percent	Response Count
1 to 4		33.3%	10
5 to 9		33.3%	10
10 to 14		10.0%	3
15 to 19		13.3%	4
20 or more		10.0%	3
answered question			30
skipped question			139

12. How interested are you in having your staff participate in a training program in the following public health practice areas sometime during the next two years?

	Very Interested	Interested	Somewhat Interested	Not Interested	Rating Count
Public Health Leadership	37.9% (11)	17.2% (5)	31.0% (9)	13.8% (4)	29
Public Health Management	28.6% (8)	14.3% (4)	42.9% (12)	14.3% (4)	28
Emergency Preparedness	7.1% (2)	14.3% (4)	50.0% (14)	28.6% (8)	28
Evidence-based Public Health	34.5% (10)	27.6% (8)	20.7% (6)	17.2% (5)	29
Performance Management (CQI, Measuring, Monitoring)	30.0% (9)	30.0% (9)	30.0% (9)	10.0% (3)	30
Health Impact Assessments	3.6% (1)	32.1% (9)	39.3% (11)	25.0% (7)	28
Policy Development	20.7% (6)	34.5% (10)	24.1% (7)	20.7% (6)	29
Preparing for Public Health Accreditation	7.4% (2)	18.5% (5)	37.0% (10)	37.0% (10)	27
answered question					30
skipped question					139

13. Please list other public health training programs you are interested in for the staff you supervise.

	Response Count
	5
answered question	5
skipped question	164

14. Using the descriptions above, how important are the following competency areas to your job?

	High Importance	Moderate Importance	Low Importance	Not Important	Rating Count
Analytic/Assessment	56.1% (87)	28.4% (44)	11.0% (17)	4.5% (7)	155
Communication	84.7% (133)	14.6% (23)	0.6% (1)	0.0% (0)	157
Community Dimensions of Practice	25.3% (39)	37.7% (58)	29.9% (46)	7.1% (11)	154
Cultural Competency	52.6% (82)	34.0% (53)	11.5% (18)	1.9% (3)	156
Financial Planning	23.6% (37)	30.6% (48)	28.0% (44)	17.8% (28)	157
Management	25.6% (40)	29.5% (46)	26.3% (41)	18.6% (29)	156
Leadership	41.7% (65)	35.3% (55)	15.4% (24)	7.7% (12)	156
Systems Thinking	48.4% (76)	29.9% (47)	17.2% (27)	4.5% (7)	157
Policy Development	38.2% (60)	31.8% (50)	21.0% (33)	8.9% (14)	157
Program Planning	38.2% (60)	38.9% (61)	17.2% (27)	5.7% (9)	157
Public Health Science	20.6% (32)	29.7% (46)	25.8% (40)	23.9% (37)	155
				answered question	158
				skipped question	11

15. Rank the competency areas that you would like training in over the next three years. Please rank 11 (1=highest, 11=lowest). Note: Response choice order will move based on your selection. You must rank all 11 items. Drop the items in order of importance (1st choice being at the top)

	1	2	3	4	5	6	7	8	9	10
Analytic/Assessment	20.0% (29)	17.9% (26)	15.9% (23)	4.8% (7)	11.7% (17)	6.2% (9)	5.5% (8)	4.1% (6)	5.5% (8)	3.4% (5)
Communication	17.9% (26)	15.9% (23)	11.7% (17)	13.1% (19)	11.0% (16)	9.0% (13)	4.1% (6)	6.2% (9)	2.8% (4)	4.8% (7)
Community Dimensions of Practice	2.8% (4)	8.3% (12)	7.6% (11)	12.4% (18)	11.7% (17)	9.0% (13)	7.6% (11)	9.0% (13)	13.1% (19)	12.4% (18)
Cultural Competency	3.4% (5)	4.1% (6)	7.6% (11)	15.2% (22)	4.8% (7)	8.3% (12)	12.4% (18)	11.7% (17)	12.4% (18)	7.6% (11)
Financial Planning	4.1% (6)	2.1% (3)	2.8% (4)	4.8% (7)	12.4% (18)	11.7% (17)	7.6% (11)	11.0% (16)	12.4% (18)	13.1% (19)
Management	4.8% (7)	6.2% (9)	9.7% (14)	8.3% (12)	9.0% (13)	10.3% (15)	9.7% (14)	9.0% (13)	6.9% (10)	13.1% (19)
Leadership	13.1% (19)	6.9% (10)	6.9% (10)	9.7% (14)	10.3% (15)	13.8% (20)	15.9% (23)	6.2% (9)	9.0% (13)	6.2% (9)
Systems Thinking	11.0% (16)	8.3% (12)	13.1% (19)	6.9% (10)	6.9% (10)	10.3% (15)	11.7% (17)	16.6% (24)	7.6% (11)	6.2% (9)
Policy Development	8.3% (12)	12.4% (18)	4.8% (7)	11.0% (16)	6.9% (10)	12.4% (18)	9.7% (14)	9.7% (14)	13.8% (20)	4.8% (7)
Program Planning	6.2% (9)	11.7% (17)	12.4% (18)	12.4% (18)	6.2% (9)	6.2% (9)	10.3% (15)	6.9% (10)	11.7% (17)	13.8% (20)
Public Health Science	8.3% (12)	6.2% (9)	7.6% (11)	1.4% (2)	9.0% (13)	2.8% (4)	5.5% (8)	9.7% (14)	4.8% (7)	14.5% (21)

16. Analytic/Assessment (qualitative and quantitative data collection, survey design and response analysis, understanding fundamental determinants of health, determining the health status of a population)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Assessing population health status	11.5% (15)	26.2% (34)	27.7% (36)	8.5% (11)	26.2% (34)	130
Identifying gaps in data sources	15.4% (20)	23.8% (31)	35.4% (46)	6.2% (8)	19.2% (25)	130
Selecting methods for data collection	14.7% (19)	33.3% (43)	27.1% (35)	5.4% (7)	19.4% (25)	129
Analyzing qualitative data (interviews, focus groups)	16.2% (21)	30.0% (39)	25.4% (33)	4.6% (6)	23.8% (31)	130
Analyzing quantitative data (surveys/questionnaires, data sets)	17.7% (23)	31.5% (41)	23.8% (31)	7.7% (10)	19.2% (25)	130
Identifying evidence-based public health interventions	17.8% (23)	27.1% (35)	24.0% (31)	4.7% (6)	26.4% (34)	129
Using information technology to collect, store, and retrieve data	26.9% (35)	33.1% (43)	26.9% (35)	6.2% (8)	6.9% (9)	130
Assessing environments (HIAs , GIS, conducting surveillance)	16.2% (21)	23.1% (30)	25.4% (33)	5.4% (7)	30.0% (39)	130
answered question						130
skipped question						39

17. Communication (the effective use of written, oral, and visual messages to target audiences)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Developing effective communications campaigns for target audience	21.4% (28)	38.9% (51)	21.4% (28)	4.6% (6)	13.7% (18)	131
Storytelling skills	15.3% (20)	24.4% (32)	27.5% (36)	13.0% (17)	19.8% (26)	131
Creating effective presentations (including power point)	27.3% (36)	34.1% (45)	26.5% (35)	8.3% (11)	3.8% (5)	132
Using social media as a communication tool	22.9% (30)	30.5% (40)	24.4% (32)	7.6% (10)	14.5% (19)	131
Developing effective social media campaigns	17.6% (23)	26.7% (35)	22.9% (30)	5.3% (7)	27.5% (36)	131
Working with mass media and understanding earned media	14.5% (19)	25.2% (33)	29.0% (38)	6.9% (9)	24.4% (32)	131
Choosing effective communication channels (i.e. radio, tv, newspaper, social media)	7.6% (10)	24.2% (32)	30.3% (40)	7.6% (10)	30.3% (40)	132
Developing communication materials for the public	18.9% (25)	37.9% (50)	22.7% (30)	6.8% (9)	13.6% (18)	132
Translating complex public health information into plain language	26.0% (34)	35.9% (47)	23.7% (31)	6.9% (9)	7.6% (10)	131
Writing clear and concise business correspondence (letters, emails, memos)	25.8% (34)	18.2% (24)	34.8% (46)	21.2% (28)	0.0% (0)	132
Effective verbal communication	21.4% (28)	35.1% (46)	25.2% (33)	17.6% (23)	0.8% (1)	131
Public speaking	24.2% (32)	28.8% (38)	22.7% (30)	18.9% (25)	5.3% (7)	132
Effective internal communication amongst diverse teams	23.7% (31)	35.9% (47)	26.0% (34)	14.5% (19)	0.0% (0)	131
answered question						132
skipped question						37

18. Community Dimensions of Practice (identifying key partners and resources for community health assessment and improvement planning)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Identifying key stakeholders	10.2% (13)	32.8% (42)	26.6% (34)	14.1% (18)	16.4% (21)	128
Gathering community input	11.7% (15)	32.8% (42)	27.3% (35)	9.4% (12)	18.8% (24)	128
Coalition building to develop and maintain partnerships	15.7% (20)	29.1% (37)	26.0% (33)	7.1% (9)	22.0% (28)	127
Understanding the role of government and non-government organizations in service delivery	11.0% (14)	32.3% (41)	30.7% (39)	11.8% (15)	14.2% (18)	127
Collaborating with government agencies	15.7% (20)	31.5% (40)	31.5% (40)	11.0% (14)	10.2% (13)	127
Collaborating with health care agencies	20.5% (26)	33.1% (42)	33.1% (42)	6.3% (8)	7.1% (9)	127
Assessing community linkages and relationships affecting health	18.1% (23)	24.4% (31)	27.6% (35)	7.9% (10)	22.0% (28)	127
Informing the public about programs, policies, and resources	20.5% (26)	32.3% (41)	25.2% (32)	5.5% (7)	16.5% (21)	127
Developing effective networking skills	15.9% (20)	40.5% (51)	34.1% (43)	4.8% (6)	4.8% (6)	126
answered question						128
skipped question						41

19. Cultural Competency (the ability to work with diverse populations)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Communicating with diverse populations (including race, ethnicity, gender/sexual orientation, religion, age, socioeconomic status, recent immigration)	11.1% (14)	38.9% (49)	33.3% (42)	11.1% (14)	5.6% (7)	126
Developing culturally competent relationships	12.7% (16)	31.0% (39)	36.5% (46)	11.1% (14)	8.7% (11)	126
Selecting culturally competent interventions	14.5% (18)	25.0% (31)	29.8% (37)	9.7% (12)	21.0% (26)	124
Responding to the needs of diverse populations	15.9% (20)	33.3% (42)	29.4% (37)	10.3% (13)	11.1% (14)	126
Assessing public health programs for cultural competence	18.5% (23)	26.6% (33)	25.8% (32)	6.5% (8)	22.6% (28)	124
answered question						126
skipped question						43

20. Financial Planning (budgeting, responsible use of fiscal resources, grant management, developing business plans, conducting economic analysis)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Developing and monitoring budgets	13.9% (17)	23.0% (28)	23.8% (29)	12.3% (15)	27.0% (33)	122
Managing multiple funding sources	10.7% (13)	18.0% (22)	23.8% (29)	14.8% (18)	32.8% (40)	122
Determining budget priorities for an organization	11.6% (14)	21.5% (26)	25.6% (31)	9.1% (11)	32.2% (39)	121
Identifying sources of funding	12.3% (15)	22.1% (27)	25.4% (31)	10.7% (13)	29.5% (36)	122
Writing a grant proposal	16.4% (20)	27.0% (33)	19.7% (24)	11.5% (14)	25.4% (31)	122
Designing a business plan	14.9% (18)	21.5% (26)	23.1% (28)	9.9% (12)	30.6% (37)	121
Negotiating contracts	13.9% (17)	19.7% (24)	24.6% (30)	11.5% (14)	30.3% (37)	122
Performing economic analyses (i.e. cost-benefit / utility / effectiveness)	23.0% (28)	21.3% (26)	19.7% (24)	9.0% (11)	27.0% (33)	122
Incorporating business processes within public health organizations	15.8% (19)	21.7% (26)	24.2% (29)	11.7% (14)	26.7% (32)	120
Developing sustainable financing models for programs	13.2% (16)	20.7% (25)	20.7% (25)	10.7% (13)	34.7% (42)	121
Developing entrepreneurial skills within an organization	13.2% (16)	21.5% (26)	19.8% (24)	10.7% (13)	34.7% (42)	121
				answered question		122
				skipped question		47

21. Management (conducting strategic planning, identifying key values and a shared vision, developing resources, team building)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Recruiting and retaining staff	8.9% (11)	18.7% (23)	19.5% (24)	13.0% (16)	39.8% (49)	123
Developing staffing plans	8.1% (10)	21.1% (26)	17.9% (22)	15.4% (19)	37.4% (46)	123
Developing staff (recognizing strengths, fostering empowerment)	12.3% (15)	25.4% (31)	18.0% (22)	10.7% (13)	33.6% (41)	122
Motivating and inspiring others	10.7% (13)	32.8% (40)	24.6% (30)	12.3% (15)	19.7% (24)	122
Resolving conflict	13.9% (17)	36.1% (44)	21.3% (26)	9.8% (12)	18.9% (23)	122
Writing a performance evaluation	7.4% (9)	19.0% (23)	23.1% (28)	14.9% (18)	35.5% (43)	121
Facilitating effective meetings	21.1% (26)	25.2% (31)	26.0% (32)	10.6% (13)	17.1% (21)	123
Leading groups through problem-solving or decision-making processes	21.1% (26)	31.7% (39)	17.9% (22)	11.4% (14)	17.9% (22)	123
Evaluating program performance	10.6% (13)	30.1% (37)	23.6% (29)	13.8% (17)	22.0% (27)	123
Managing organizational information systems	11.4% (14)	22.8% (28)	21.1% (26)	14.6% (18)	30.1% (37)	123
Providing feedback effectively	13.9% (17)	32.0% (39)	23.8% (29)	13.9% (17)	16.4% (20)	122
answered question						123
skipped question						46

22. Leadership (conducting strategic planning, identifying key values and a shared vision, developing resources, team building)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Establishing key values and goals for an organization	11.6% (14)	32.2% (39)	24.8% (30)	5.8% (7)	25.6% (31)	121
Developing resources for an organization	11.6% (14)	35.5% (43)	19.0% (23)	6.6% (8)	27.3% (33)	121
Conducting strategic planning	13.2% (16)	38.8% (47)	19.0% (23)	5.8% (7)	23.1% (28)	121
Developing organizational policies	13.2% (16)	30.6% (37)	25.6% (31)	8.3% (10)	22.3% (27)	121
Establishing a performance management system for an organization	13.2% (16)	25.6% (31)	18.2% (22)	8.3% (10)	34.7% (42)	121
Creating learning opportunities for staff (i.e. on-the-job training, mentoring)	12.4% (15)	34.7% (42)	20.7% (25)	8.3% (10)	24.0% (29)	121
Analyzing problems affecting delivery of public health services	16.5% (20)	24.8% (30)	26.4% (32)	5.8% (7)	26.4% (32)	121
Making decisions based on profession specific data and research	11.6% (14)	33.9% (41)	24.0% (29)	8.3% (10)	22.3% (27)	121
Incorporating ethical standards in public health practice	10.0% (12)	22.5% (27)	35.8% (43)	12.5% (15)	19.2% (23)	120
Succession planning	12.7% (15)	26.3% (31)	23.7% (28)	7.6% (9)	29.7% (35)	118
answered question						121
skipped question						48

23. Systems Thinking (understand organizational systems and ways to improve them, implement performance management techniques, identify emerging trends, manage change)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Incorporating systems thinking into organizational operations	23.3% (28)	30.0% (36)	23.3% (28)	5.8% (7)	17.5% (21)	120
Establishing measuring and reporting systems for organizational improvement	20.8% (25)	30.0% (36)	24.2% (29)	4.2% (5)	20.8% (25)	120
Incorporating emerging trends of the fiscal, social, and political environments into strategic planning	20.3% (24)	21.2% (25)	25.4% (30)	6.8% (8)	26.3% (31)	118
Managing change within an organization	21.8% (26)	28.6% (34)	26.1% (31)	5.0% (6)	18.5% (22)	119
Promoting interdisciplinary teams	18.5% (22)	27.7% (33)	20.2% (24)	10.9% (13)	22.7% (27)	119
answered question						120
skipped question						49

24. Policy Development (understand how scientific evidence and political agendas contribute to health policy, analyze policy options, understand the implications of public health laws and regulations)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Identifying areas for policy development	16.3% (20)	29.3% (36)	23.6% (29)	7.3% (9)	23.6% (29)	123
Analyzing policy options	20.3% (25)	27.6% (34)	19.5% (24)	8.1% (10)	24.4% (30)	123
Assessing policy outcomes and implications	20.3% (25)	29.3% (36)	20.3% (25)	7.3% (9)	22.8% (28)	123
Writing a clear and concise policy statement/position paper	23.0% (28)	23.0% (28)	25.4% (31)	6.6% (8)	22.1% (27)	122
Translating public health laws and regulations into standard operating procedures	24.4% (30)	27.6% (34)	21.1% (26)	4.9% (6)	22.0% (27)	123
Understanding governmental structures	13.8% (17)	32.5% (40)	27.6% (34)	13.0% (16)	13.0% (16)	123
Providing legislative or governmental bodies with written or verbal testimony	17.2% (21)	24.6% (30)	23.8% (29)	7.4% (9)	27.0% (33)	122
Identifying and informing key public health policy makers	17.2% (21)	30.3% (37)	23.8% (29)	7.4% (9)	21.3% (26)	122
answered question						123
skipped question						46

25. Program Planning (implement quality improvement tools, understand logic models, conduct evaluations)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Developing logic models or program theory	10.8% (13)	33.3% (40)	21.7% (26)	11.7% (14)	22.5% (27)	120
Developing performance indicators	11.8% (14)	32.8% (39)	26.9% (32)	5.9% (7)	22.7% (27)	119
Using continuous quality improvement tools (LEAN, Six Sigma, Rapid Cycle Improvement, etc.)	20.0% (24)	30.8% (37)	25.8% (31)	10.8% (13)	12.5% (15)	120
Managing public health programs (consistent with laws and regulations)	15.1% (18)	29.4% (35)	24.4% (29)	5.9% (7)	25.2% (30)	119
Managing a program with limited resources	17.6% (21)	23.5% (28)	27.7% (33)	9.2% (11)	21.8% (26)	119
Educating staff on compliance with public health laws	11.9% (14)	27.1% (32)	28.0% (33)	7.6% (9)	25.4% (30)	118
Enforcing public health laws and regulations	10.1% (12)	31.1% (37)	23.5% (28)	8.4% (10)	26.9% (32)	119
Evaluating programs for effectiveness and quality	17.6% (21)	35.3% (42)	22.7% (27)	5.0% (6)	19.3% (23)	119
Conducting return on investment (ROI) analysis	22.2% (26)	25.6% (30)	17.1% (20)	7.7% (9)	27.4% (32)	117
Reporting program evaluation results	19.3% (23)	26.9% (32)	24.4% (29)	7.6% (9)	21.8% (26)	119
Using program evaluation results to guide decisions	20.2% (24)	29.4% (35)	18.5% (22)	6.7% (8)	25.2% (30)	119
answered question						120
skipped question						49

26. Public Health Sciences (contribute to published research and peer reviewed literature, understand research ethics)

	High training need	Moderate training need	Low training need	No training need	Not applicable to job	Rating Count
Relating public health science skills to the core functions and essential services	11.8% (14)	26.1% (31)	18.5% (22)	8.4% (10)	35.3% (42)	119
Applying the basic public health sciences (epi, environmental, health services, social and behavioral, etc.) to policies and programs	11.0% (13)	28.8% (34)	22.0% (26)	7.6% (9)	30.5% (36)	118
Retrieving and examining peer reviewed literature from a variety of sources	10.1% (12)	16.8% (20)	23.5% (28)	17.6% (21)	31.9% (38)	119
Assessing the limitations of research findings	11.8% (14)	19.3% (23)	21.0% (25)	16.0% (19)	31.9% (38)	119
Contributing to the scientific base of public health	10.3% (12)	17.9% (21)	22.2% (26)	12.8% (15)	36.8% (43)	117
Conducting ethical research	8.5% (10)	14.4% (17)	19.5% (23)	16.1% (19)	41.5% (49)	118
answered question						119
skipped question						50

27. Please specify any additional training needs related to workforce development that you may have.

	Response Count
	11
answered question	11
skipped question	158

28. How useful are the following activities for acquiring information for your work?

	Very Useful	Useful	Somewhat Useful	Not Useful	Do not use	Rating Count
Attending informational webinars	21.3% (27)	35.4% (45)	32.3% (41)	6.3% (8)	4.7% (6)	127
Contacting subject matter experts	37.3% (47)	43.7% (55)	9.5% (12)	4.0% (5)	5.6% (7)	126
Interacting with others on a discussion board	16.4% (21)	27.3% (35)	22.7% (29)	14.8% (19)	18.8% (24)	128
Listening to podcasts	7.9% (10)	22.8% (29)	33.9% (43)	10.2% (13)	25.2% (32)	127
Reading practice journals and articles	22.7% (29)	35.9% (46)	29.7% (38)	3.1% (4)	8.6% (11)	128
Reading work related newsletters	15.6% (20)	39.1% (50)	31.3% (40)	10.2% (13)	3.9% (5)	128
Requesting special job assignments to learn new skills	34.4% (44)	25.8% (33)	14.1% (18)	3.9% (5)	21.9% (28)	128
Searching the internet by topic	39.8% (51)	36.7% (47)	16.4% (21)	3.1% (4)	3.9% (5)	128
Talking with co-workers	47.6% (60)	38.9% (49)	12.7% (16)	0.0% (0)	0.8% (1)	126
Using social media (such as YouTube videos)	13.3% (17)	24.2% (31)	30.5% (39)	10.2% (13)	21.9% (28)	128
Working with an identified mentor	27.2% (34)	32.0% (40)	9.6% (12)	2.4% (3)	28.8% (36)	125
				Other (please specify)		4
answered question						128
skipped question						41

29. Which of the following training formats would you be likely to participate in? (Choose all that apply)

		Response Percent	Response Count
Self-directed learning (with written learning materials)		69.0%	89
Classroom training		62.8%	81
Day long workshops		69.8%	90
Webinar presentations		68.2%	88
Distance education that can be completed at your own pace (e.g., satellite or web-based courses)		55.8%	72
A combination of classroom instruction and distance education		61.2%	79
Multi-day conferences		51.2%	66
Other (please specify)		3.9%	5
		answered question	129
		skipped question	40

**30. Which of the following modes of distance education do you prefer to participate in?
(Choose all that apply)**

		Response Percent	Response Count
Computer-based training (e.g. self-study or interactive)		77.0%	97
Web-conferencing (iLinc, WebEx, Adobe connect)		56.3%	71
Video-conferencing (Skype, etc.)		27.0%	34
I don't use distance education modalities		11.9%	15
Other (please specify)		0.8%	1
		answered question	126
		skipped question	43

31. How important are each of the following aspects when selecting training courses?

	Highly Important	Moderately Important	Somewhat Important	Not Important	Rating Count
Being able to take the course with a group	15.4% (19)	24.4% (30)	23.6% (29)	36.6% (45)	123
Completing the course at your own pace	21.3% (26)	44.3% (54)	26.2% (32)	8.2% (10)	122
Offered during work hours	47.2% (58)	38.2% (47)	8.1% (10)	6.5% (8)	123
Opportunity to interact with instructor	44.7% (55)	39.0% (48)	13.0% (16)	3.3% (4)	123
Opportunity to interact with other participants	35.8% (44)	33.3% (41)	20.3% (25)	10.6% (13)	123
Reputation of the trainer	29.3% (36)	43.1% (53)	23.6% (29)	4.1% (5)	123
Starting at any time	15.7% (19)	38.8% (47)	33.1% (40)	12.4% (15)	121
Using a case or problem based learning approach	22.1% (27)	42.6% (52)	27.0% (33)	8.2% (10)	122
answered question					123
skipped question					46

32. How much do each of the following factors influence your selection of training courses?

	Highly Influences	Moderately Influences	Somewhat Influences	Does not Influence	Rating Count
Broadening my skill base	73.2% (90)	22.0% (27)	4.1% (5)	0.8% (1)	123
Earning credit towards a certificate, credential, or degree	17.9% (22)	17.1% (21)	26.8% (33)	38.2% (47)	123
Increasing my job competitiveness	43.1% (53)	26.0% (32)	14.6% (18)	16.3% (20)	123
Increasing my salary potential/Job advancement	38.2% (47)	26.0% (32)	17.9% (22)	17.9% (22)	123
Meeting licensure requirement (or other credentials)	21.5% (26)	19.8% (24)	13.2% (16)	45.5% (55)	121
Staying current in my field	68.3% (84)	25.2% (31)	3.3% (4)	3.3% (4)	123
Understanding an area of importance to my current job	75.6% (93)	20.3% (25)	2.4% (3)	1.6% (2)	123
answered question					123
skipped question					46

33. How many work days per year are you able to be away from your job for training? (Check one)

		Response Percent	Response Count
0		3.3%	4
1 to 2		13.0%	16
3 to 5		39.8%	49
6 to 9		25.2%	31
10 +		18.7%	23
answered question			123
skipped question			46

34. How much of a barrier are the following factors to your ability to attend training?

	High Barrier	Moderate Barrier	Low Barrier	No Barrier	Rating Count
Ability to find relevant training	29.8% (37)	41.9% (52)	20.2% (25)	8.1% (10)	124
Agency support of training (i.e., time off to take course, paying for course, etc.)	26.4% (33)	29.6% (37)	30.4% (38)	13.6% (17)	125
Cost of the course	35.2% (44)	42.4% (53)	17.6% (22)	4.8% (6)	125
Family commitments	15.3% (19)	16.1% (20)	33.9% (42)	34.7% (43)	124
Finding time during work schedule	31.7% (39)	38.2% (47)	19.5% (24)	10.6% (13)	123
Lack of training offered	31.7% (39)	38.2% (47)	21.1% (26)	8.9% (11)	123
Quality of in-house training offered	32.0% (40)	36.8% (46)	19.2% (24)	12.0% (15)	125
Taking days off of work	25.0% (31)	31.5% (39)	25.8% (32)	17.7% (22)	124
Traveling away from work	25.8% (32)	30.6% (38)	25.0% (31)	18.5% (23)	124
Traveling distance	23.2% (29)	34.4% (43)	24.0% (30)	18.4% (23)	125
Other	3.8% (1)	3.8% (1)	7.7% (2)	84.6% (22)	26
			(please specify)		6
			answered question		125
			skipped question		44

35. Mentoring programs are often designed to provide support, feedback and strategy development from experienced colleagues or well respected experts. We would like to know more about your experience and sense of value with this approach to skills development.

	Very Valuable	Valuable	Moderately Valuable	Little Value	No Value	N/A	Rating Count
If you have had a mentor in a job situation previously, how was the experience?	21.0% (26)	20.2% (25)	8.1% (10)	2.4% (3)	0.0% (0)	48.4% (60)	124
How valuable would a mentor chosen by your employer be in improving your current job performance?	10.5% (13)	23.4% (29)	29.8% (37)	12.9% (16)	8.9% (11)	14.5% (18)	124
How valuable would a mentor of your choosing be in improving your current job performance?	28.5% (35)	31.7% (39)	17.1% (21)	4.1% (5)	5.7% (7)	13.0% (16)	123
In your opinion, what value does your organization currently place on mentoring?	6.6% (8)	7.4% (9)	23.0% (28)	32.8% (40)	21.3% (26)	9.0% (11)	122
answered question							124
skipped question							45

36. What gender do you primarily identify with? (Check one)

		Response Percent	Response Count
Female		69.8%	88
Male		30.2%	38
answered question			126
skipped question			43

37. What is your age? (Check one)

		Response Percent	Response Count
19 years or under		0.0%	0
20 - 29 years		11.8%	15
30 - 39 years		23.6%	30
40 - 49 years		18.9%	24
50 - 59 years		26.8%	34
60 years or older		18.9%	24
answered question			127
skipped question			42

38. What is your primary ethnicity/race? (Check one)

		Response Percent	Response Count
American Indian or Alaska Native		0.8%	1
Asian		4.7%	6
Black or African American		0.0%	0
Native Hawaiian or other Pacific Islander		0.0%	0
White or Caucasian		87.4%	111
Hispanic (all races)		3.9%	5
Multiracial		2.4%	3
Other (please specify)		0.8%	1
answered question			127
skipped question			42

39. What is your highest level of education? (Check one)

		Response Percent	Response Count
High school or equivalent	<input type="checkbox"/>	5.4%	7
Certificate or training program	<input type="checkbox"/>	2.3%	3
Associates degree	<input type="checkbox"/>	3.9%	5
Bachelors degree	<input checked="" type="checkbox"/>	45.0%	58
Master's degree	<input type="checkbox"/>	29.5%	38
Doctoral degree (MD, PhD, JD, DrPH, etc.)	<input type="checkbox"/>	11.6%	15
Other (please specify)	<input type="checkbox"/>	2.3%	3
		answered question	129
		skipped question	40

40. In what discipline was that highest degree? (Check one)

		Response Percent	Response Count
Nursing		2.5%	3
Medicine		2.5%	3
Social Work		3.4%	4
Management or Business, Health Administration		13.4%	16
Public Health		19.3%	23
Nutrition		4.2%	5
Liberal Arts, Humanities, Social Sciences		20.2%	24
Natural Science, Biology		10.1%	12
Allied Health Discipline (i.e. PT, OT)		0.8%	1
Behavioral Science, Health Education		3.4%	4
Other (please specify)		20.2%	24
answered question			119
skipped question			50

Page 5, Q1. What is your current employment status? (Check one)

1	intern (OHSU employee)	Sep 5, 2013 10:05 AM
2	Job share	Sep 3, 2013 11:42 AM
3	Temporary Worker	Aug 30, 2013 7:38 AM
4	Student Intern	Aug 29, 2013 11:12 AM
5	fulltime intern	Aug 29, 2013 10:54 AM
6	Temporary Full-time	Aug 26, 2013 7:52 AM
7	Retired/Temporary	Aug 23, 2013 12:41 PM
8	Intern	Aug 22, 2013 10:49 AM
9	retired	Aug 22, 2013 10:38 AM
10	Intern	Aug 22, 2013 10:04 AM

Page 5, Q3. Which one of the following categories best describes your primary role? (Check one)

1	Operation & Policy Analyst	Sep 5, 2013 10:17 AM
2	Compliance	Sep 5, 2013 10:04 AM
3	Healthcare regulation - Hospitals	Sep 3, 2013 9:40 PM
4	Microbiologist	Sep 3, 2013 4:26 PM
5	Data abstractor for violent deaths reporting system	Sep 3, 2013 12:52 PM
6	State Inspector	Sep 3, 2013 12:31 PM
7	Data Technician	Sep 3, 2013 11:42 AM
8	Program Analyst	Sep 3, 2013 11:40 AM
9	Housing Coordinator	Sep 3, 2013 8:12 AM
10	Laboratory Compliance Specialist 3/ CLIA lab inspector	Aug 30, 2013 3:08 PM
11	program analyst	Aug 30, 2013 8:27 AM
12	Research Analyst	Aug 30, 2013 7:38 AM
13	Program Analyst	Aug 29, 2013 4:04 PM
14	Policy Analyst	Aug 29, 2013 3:43 PM
15	AmeriCorps VISTA	Aug 29, 2013 1:12 PM
16	Project manager/policy analyst	Aug 29, 2013 1:09 PM
17	Research Analyst	Aug 29, 2013 11:08 AM
18	Public health generalist	Aug 29, 2013 10:07 AM
19	Research analyst	Aug 29, 2013 10:06 AM
20	Program Analyst	Aug 29, 2013 10:04 AM
21	Disease Intervention Specialist (DIS)	Aug 28, 2013 8:48 AM
22	Program Analyst	Aug 26, 2013 9:13 AM
23	Research analyst	Aug 26, 2013 7:52 AM
24	Project Coordinator	Aug 25, 2013 8:38 PM
25	PH program operations coordinator	Aug 23, 2013 2:22 PM
26	research analyst	Aug 23, 2013 8:22 AM
27	State MCH Nurse Consultant	Aug 22, 2013 5:28 PM

Page 5, Q3. Which one of the following categories best describes your primary role? (Check one)

28	Data analyst	Aug 22, 2013 5:06 PM
29	Operations Manager	Aug 22, 2013 1:59 PM
30	Audiologist	Aug 22, 2013 12:50 PM
31	research analyst	Aug 22, 2013 11:45 AM
32	Data entry	Aug 22, 2013 11:17 AM
33	Analyst	Aug 22, 2013 11:12 AM
34	Policy	Aug 22, 2013 10:45 AM
35	Program Analyst	Aug 22, 2013 10:16 AM
36	disease surveillance data management	Aug 22, 2013 10:15 AM
37	Public Health Research Analyst	Aug 22, 2013 10:11 AM
38	Research Analyst	Aug 22, 2013 10:08 AM
39	Student Intern	Aug 22, 2013 10:04 AM

Page 8, Q2. Please list other public health training programs you are interested in for the staff you supervise.

1	Personnel management	Aug 28, 2013 7:36 PM
2	Integration of public health, primary care, behavioral health Health reform - how to collaborate and be relevant Social justice and community engagement	Aug 24, 2013 3:30 PM
3	Database development and maintenance Writing for publication oral scientific presentations graphical presentation software gis applications	Aug 23, 2013 8:34 AM
4	want staff to take the online sessions available from the OHA learning center. they are produced by Public Health Institute out of the University of WA	Aug 23, 2013 8:24 AM
5	Most of tmy staff are clerical or public service reps and need more technical training in software programs--MS Access, Excel, Word	Aug 22, 2013 10:36 AM

Page 15, Q3. Please specify any additional training needs related to workforce development that you may have.

1	Specific technical training (SharePoint), Health Communications, Web Content Management	Sep 5, 2013 12:02 PM
2	There are many categories and their subsets which are not in my job classification or description which I would like to explore in the future in my EDP.	Sep 4, 2013 8:57 AM
3	Employee evaluations would be nice. I've been here over five years and have yet to have one evaluation.	Sep 4, 2013 8:25 AM
4	None	Sep 3, 2013 4:34 PM
5	Was I supposed to answer the questions based on my specific needs, or based on what I think the organization needs as a whole? I don't understand what half of these buzz words and phrases mean. Why spend money training people when you can't even keep them around long enough to use the training?	Sep 3, 2013 12:45 PM
6	these were a little hard to react to - my responses are influenced by the fact that my team & I are quite competent in our jobs (research/epidemiology) so although those are priority areas I don't see us as needing training now...but I do still think they are important skills that I hope will have training available.	Aug 29, 2013 1:15 PM
7	Training and conferences that address my particular IT role.	Aug 29, 2013 12:48 PM
8	I would like more in-depth training in Access, and training in social media for communication with licensees.	Aug 23, 2013 2:11 PM
9	It would be nice to have access to public health/epidemiology/biostatistics graduate level courses, and courses that in informatics and intermediate to advanced information technology (e.g. programming, databases, etc.).	Aug 22, 2013 4:47 PM
10	Most of the questions are directed to management, analytical and professional staff and not for administrative clerical staff.	Aug 22, 2013 12:08 PM
11	I am not sure if I answered these correctly.....I have performed many of these duties before as my regularly performed and assigned duties in my previous employment so I didn't see a need in training again, but put majority of them as high training needed because i think its generally a highly needed skill for the position? not sure if these questions or specific to ourselves or just generally. i treated these questions as asking generally.....	Aug 22, 2013 10:29 AM

Page 16, Q1. How useful are the following activities for acquiring information for your work?

1	Inclusion in team discussions to be aware of decisions and directions taken	Sep 5, 2013 10:11 AM
2	Ability to go directly to the source, unhindered by management	Aug 30, 2013 8:03 AM
3	Attending relevant meetings either in person or virtually	Aug 29, 2013 1:30 PM
4	Attending professional workshops or conferences	Aug 22, 2013 3:12 PM

Page 16, Q2. Which of the following training formats would you be likely to participate in? (Choose all that apply)

1	Job Rotations	Sep 5, 2013 10:11 AM
2	Mentorships	Sep 3, 2013 1:45 PM
3	CLIA provides Western Consortium meetings annually, a week long training is scheduled in Baltimore Nov 2013	Aug 30, 2013 4:14 PM
4	One on one training	Aug 30, 2013 8:03 AM
5	networking opportunities	Aug 29, 2013 11:16 AM

Page 16, Q3. Which of the following modes of distance education do you prefer to participate in? (Choose all that apply)

1	combination of computer and web conferencing	Aug 23, 2013 8:54 AM
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Page 18, Q2. How much of a barrier are the following factors to your ability to attend training?

1	lack of inclusion in team processes because they are above my grade, but conceptually relevant to my job	Sep 5, 2013 10:14 AM
2	lack of management interest in training staff	Aug 29, 2013 10:27 AM
3	Ability to get to training (I don't drive), or being able to see materials (reading online is better so that I can enlarge print if necessary).	Aug 23, 2013 2:19 PM
4	Paying for travel	Aug 22, 2013 11:58 AM
5	I have found there is little structured training specific to positions. It is incumbent on existing staff and new staff, to train and be trained. There is little consistency between programs / sections / centers on processes making it more difficult to learn a position, achieve and then exceed a level of competency.	Aug 22, 2013 10:36 AM
6	Need more Portland based trainings. Currently, in house State offered trainings are based in Salem	Aug 22, 2013 10:14 AM

Page 20, Q3. What is your primary ethnicity/race? (Check one)

1	prefer not to answer	Sep 3, 2013 1:47 PM
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Page 20, Q4. What is your highest level of education? (Check one)

1	BS in microbiology and one year internship MT degree	Aug 30, 2013 4:18 PM
2	Some college	Aug 23, 2013 2:21 PM
3	Dual Master degrees in public health and social science	Aug 22, 2013 4:53 PM

Page 21, Q1. In what discipline was that highest degree? (Check one)

1	Emergency & Disaster Management	Sep 5, 2013 11:43 AM
2	Clinical Informatics	Sep 3, 2013 1:47 PM
3	Engineering	Sep 3, 2013 1:10 PM
4	Architecture	Sep 3, 2013 1:01 PM
5	Environmental	Sep 3, 2013 12:49 PM
6	Public Administration	Sep 3, 2013 11:52 AM
7	Medical Technology laboratory science	Aug 30, 2013 4:19 PM
8	Information Technology Health Informatics	Aug 30, 2013 8:09 AM
9	Public Administration	Aug 29, 2013 1:36 PM
10	epidemiology	Aug 29, 2013 1:18 PM
11	Engineering	Aug 29, 2013 11:07 AM
12	Theology - Pastoral Care and Counseling	Aug 29, 2013 10:50 AM
13	accounting	Aug 29, 2013 10:22 AM
14	veterinary medicine	Aug 28, 2013 7:55 PM
15	Phlebotomy	Aug 23, 2013 2:22 PM
16	Law	Aug 23, 2013 8:57 AM
17	Economics	Aug 23, 2013 8:34 AM
18	2 master's degrees: public health and social science	Aug 22, 2013 4:54 PM
19	Law (JD)	Aug 22, 2013 2:13 PM
20	IT	Aug 22, 2013 1:51 PM
21	engineering	Aug 22, 2013 12:15 PM
22	I don't have a degree just certificates	Aug 22, 2013 12:15 PM
23	journalism	Aug 22, 2013 11:58 AM
24	Administration of Justice major and minor in Psychology	Aug 22, 2013 10:47 AM

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The Northwest Center for Public Health Practice (NWCPHP) promotes excellence in public health by linking academia and the practice community. As part of the University of Washington School of Public Health, NWCPHP provides training, research, and evaluation for state, local, and tribal public health in six Pacific Northwest states—Alaska, Idaho, Montana, Oregon, Washington, and Wyoming.

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