FOCUS ON IMPROVEMENT OF TRANSFERABLE JOB SKILLS & KNOWLEDGE

VALDOSTA STATE UNIVERSITY

Presenters:
Culpepper, Kyle
Jackson, Eric
Li, Benjamin
Smith, Brittany

Content:
Culpepper, Kyle
Li, Benjamin
Speights, Saul

INFORMATION TECHNOLOGY ONLINE TRAINING

2006 – PRESENT

HIGH PACE OF CHANGE

- Covers 70% of job duties

- 30% non-standard duties

- 5 days allotted for training

VOLUME OF CONTENT

- Many IT areas including:
  - Helpdesk
  - Technical Support Services

- Enterprise Infrastructure
- Enterprise Applications
- Etc.

Chief Information Officer
Brian Haugabrook
Interim

Infrastructure Support Services
Chief Technology Officer
Joe Newton

Information Security
Chief Information Security Officer
William C. Moore

Technical Support Services
Sterlin Sanders

Enterprise Applications & Analytics
Brian Haugabrook

IT Project Manager
Pepper Craft

Associate to the CIO
Cheryl Hatcher

Assistant to the CIO
Gwen Kyles

Information Security
Associate
Maurice Mondesir

Information Security
Assistant for CCTV
Chad Vantine

Classroom/Event Support
Brian Anderson
Manager

Desktop Support
Vacant
Manager

AD Information
Systems
Vacant

AD Enterprise
Applications/Analytics
Jason Gaskins

Computer Services
Specialist for Purchasing
Lorrie Prool, GCFA

Assistant Director for
Infrastructure
Isaac Barton

Assistant Director for IT
Purchasing & Helpdesk
Allen DeVane

Data Warehouse
Information Analyst
Keisha Roberts

Programmer Analyst
Coordinator
Na Ding

Programmer Analyst
Coordinator
Gregory Henderson

Programmer Analyst
Coordinator
Arthur Rinberger

ADMINISTRATIVE TASKS

- Volume of enrollments

- Training content developers

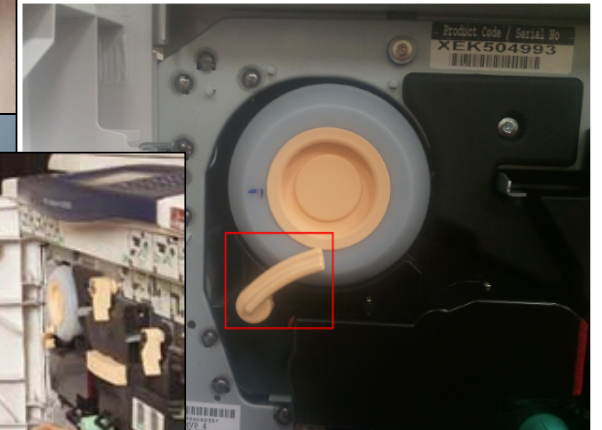- Backups and restores

HYBRID ASPECTS

- Combination online and face-to-face

- Self-paced

- Partial trainer involvement
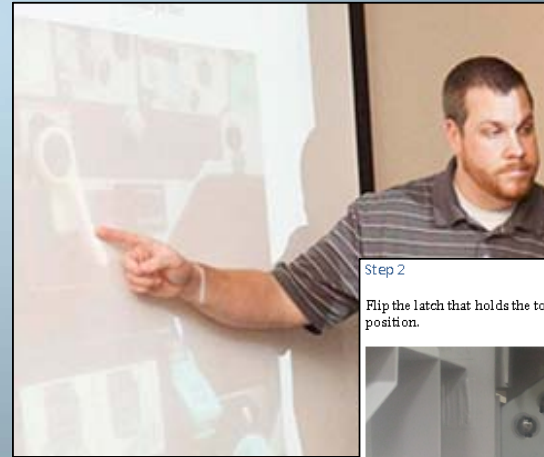
Step 2

Flip the latch that holds the toner from the position in the first picture, to the position in the second position.

HIGH AVAILABLITY

- Mobility through online access

- Active Directory file share backup

- 1 hour to restore a course

CONTINUOUS IMPROVEMENT

- Feedback including:
  - Discussion boards
  - Surveys
  - Training exit interviews
  - Regular content reviews

Content Browser | ▽

🏠 Home

IT Student Technician Anonymous Feedback Form

✦ IT Student Technician Anonymous Feedback Form

User Links

⊟ Division of Information Technology - General Information CO Links
  ⊟ Default
     IT Student Technician Anonymous Feedback Form
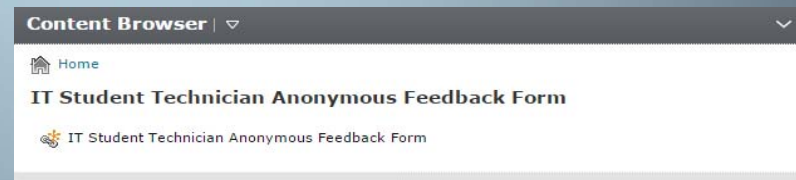
ONLINE ACTIVITIES

- Interactive activities including:
  - Interactive videos (Adobe Captivate / HTML5)
  - Web quests
  - Call simulations (Cisco Contact Center)

RAPID PROTOTYPING

- Short development cycle through:
  - Templates
  - Drag-and-drop uploads
  - Module import/export

GOAL TRACKING

- Self-assessments and appraisals to D2L goals

MEDIA CENTER ONLINE TRAINING

2014-PRESENT

IMPORTANT UPDATES & STUDENT SCHEDULING

CONTENT BROWSING

- **Student Schedule** –
  - Find out what student hours are currently shown as

- **Student Evaluation** –
  - Take a once per semester self evaluation of job performance and work satisfaction survey

- **Training** –
  - Further develop skills and knowledge for on the job experience

CONTENT BROWSING
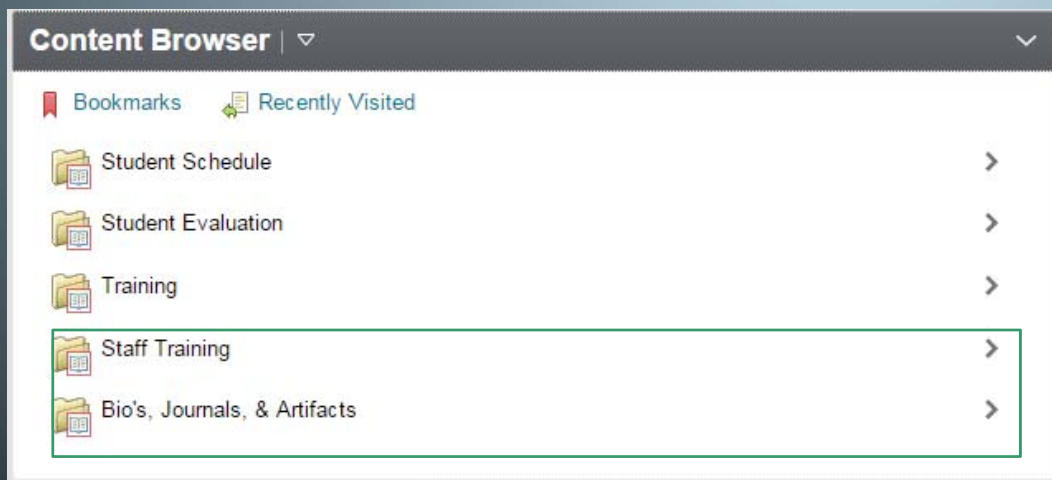
- **Staff Training** –
  - This is intended for upper staff to communicate and share new knowledge

- **Bio's, Journals, & Artifacts** –
  - Students participate in recording their experience of new skills and knowledge while working at the Media Center

TRAINING ACHIEVEMENT LEVELS

Assistant Level
-Completes 1 semester at the Media Center

- Passes assistant level assessments on D2L

- Builds up a general knowledge of 2 programs used in the Media Center

Associate Level
-Completes 2 semesters at the Media Center

-Passes associate level assessment on D2L

- Builds up a general knowledge of 5 programs used in the Media Center

Specialist Level
-Helps train students

-Passes specialist level D2L training

-Specializes in 3 programs used heavily in the Media Center

Lead Level
-Works with Instructional Specialist to improve current training and create new training

-Passes Lead level D2L and hands-on assessments

FIRST 2-3 WEEKS ON THE JOB

Training Overview and Introduction ▾

🖨 Print   ⚙ Settings

Add dates and restrictions...   ✓ Published ▾

This module provides an overview of the entire Media Center Training for Media Support Technicians. You are provided with a welcome, a comprehensive description of how training is structured, and training expectations. An integral part of your training involves actual hands-on work, online learning including completing online quizzes, and adding content to your portfolio. In this module, we describe the benefits of a campus job and the transferable skills that you will obtain which will add to your skillset and make you more competitive in today's job market.

[New ▾] [Add Existing Activities ▾] [🔧 Bulk Edit]   Expand All | Collapse All

≡ 🌐 About This Module ▾   ✓
≡ 🌐 Welcome ▾   ✓
≡ 🌐 Media Organizational Chart ▾   ✓
≡ 🌐 Training Overview and Expectations ▾   ✓
≡ 🌐 Achievement Levels of Competency ▾   ✓
≡ 🌐 Portfolio Instructions- Getting Started ▾   ✓
≡ 🌐 Performance Evaluations ▾   ✓
≡ 🌐 Campus Job Benefits & Transferable Skills ▾   ✓
≡ 🌐 Make a Difference and Earn a Reference ▾   ✓

≡ **Policy and Procedures**   [▷]

? Procedures and Policies ▾   ✓
🔒 Starts Aug 6, 2013 12:34 PM

Take this quiz after going through the policies and procedures module. This quiz is available as many times as you need to take it.

🌐 About This Module ▾   🔖 ⧉   ◀ ▶

About This Module: Training Overiew and Introduction

This module provides an overview of the entire Media Center Training for Media Support Technicians. You are provided with a welcome, a comprehensive description of how training is structured, and training expectations. An integral part of your training involves actual hands-on work, online learning including completing online quizzes, and adding content to your portfolio. In this module, we describe the benefits of a campus job and the transferable skills that you will obtain which will add to your skillset and make you more competitive in today's job market.

ATTENTION: Please pay attention to News & Announcement items on the course homepage and reminders on the course calendar.

By the end of this module, students will complete the following tasks:

Tasks	Estimated Time of Completion
Read the Welcome	7 minutes
Read Training Overview and Expectations	7 minutes
Read the explanation of Achievement Levels of Competency	7 minutes
Read the Portfolio Instructions- Getting Started	7 minutes
Read Campus Job Benefits and Transferrable skills	7 minutes
Read Performance Evaluations	7 minutes
Read Make a Difference and How to Earn a Reference.	7 minutes
Take a module quiz	1 hour
Total estimated time to complete this module	**2 hours**

[✏ Edit HTML] [⊙ Download] [🖨 Print]

EXAMPLE MODULE IN ASSISTANT LEVEL

	Portfolio Building Using Adobe Acrobat X	17
≡	Lesson	8
≡	Career Search Activity	4
≡	Test	3

- **Portfolio Building lesson** using ASSURE model
  - Analyzed learners needs, characteristics, entry competencies
  - Selected strategies, technology, media, and materials
  - Utilized technology, media, and materials
  - Required Learner participation
  - Evaluated and revised learner achievements

PRE-ASSESSMENT FOR LEARNER COMPETENCIES

LESSON COMPONENT

While working through the lesson sub-module, students will be directed to:

1. Lesson description and expectations

2. Lesson on career portfolio do's and don'ts

3. What they can expect to generate after learning this program

4. Video lesson on portfolio creation using Adobe Acrobat Pro X

5. Reference guide for using Adobe Acrobat Pro X

CAREER SEARCH ACTIVITY

Career Search Activity ▾

🖶 Print ⚙ Settings

Use this module to learn about one method for looking for jobs. We will primarily look at the use of job search engines online. For more information you will need to seek out the Career Center at VSU.

✓ Published ▾

Add dates and restrictions...

[New ▾] [Add Activities ▾] [🏷 Bulk Edit]

⋮ 🌐 About This Module - Career Search Activity ▾   ✓ ▾

⋮ 🌐 Job Search Tips (about.com) ▾   ✓ ▾

    Use this link among the others that you Google to help you learn the do's and dont's when searching for a job.

⋮ ✅ Career Search ▾   ✓ ▾

    Use this checklist to help you find your dream job for when you graduate. When you have finished doing this report back to the discussion post "Career Search Results" in this module about your findings.

⋮ 💬 Career Search Discussion Post ▾   ✓ ▾

    Report back to us what you found from your job search. Use the word document you pasted the job information to. Let us know your 3 jobs you would be interested in applying to when you graduate. Answer the following questions. 1.) Why did you choose these jobs? 2.) What qualifications do you need in order to apply for this position? 3.) What documents do you believe would potentially be beneficial to present what skills, knowledge, or experience you do have to help you apply for the positions.

    Respond to at-least two posts with something that is helpful.

[Add a sub-module...]

While working through the Career Search sub-module, students will be directed to:

1. Lesson description and expectations

2. Resources for job search tips

3. Career search checklist

4. Discussion forum on job interest and career search experience

END ASSESSMENT

While working through the Test sub-module, students will be directed to:

1. Rubric information

2. Dropbox submission folder

UNPAIRED T-TEST RESULTS & CONCLUSIONS

Group	Pre-Assessment	Post-Assessment
Mean	65.21	94.17
SD	20.13	6.86
N	10	10

There is a 95% confidence interval that the participants have statistically improved their proficiency with using Adobe Acrobat Pro X as a way to build electronic portfolios.

EXAMPLE SUBMISSION SCREENSHOTS

BIO'S, JOURNALS, & ARTIFACTS

Bio's, journals, and artifact entries are kept private for each individual

GAMIFICATION

- Training involves modifying behavior

- Games are interactive learning events which are becoming as common as a pair of Khakis and a polo shirt (Karl M Kipp, 2013)

- The key to gamification success is to engage people on an emotional level and motivating them to achieve their goals – Brian Burke

GAMIFICATION
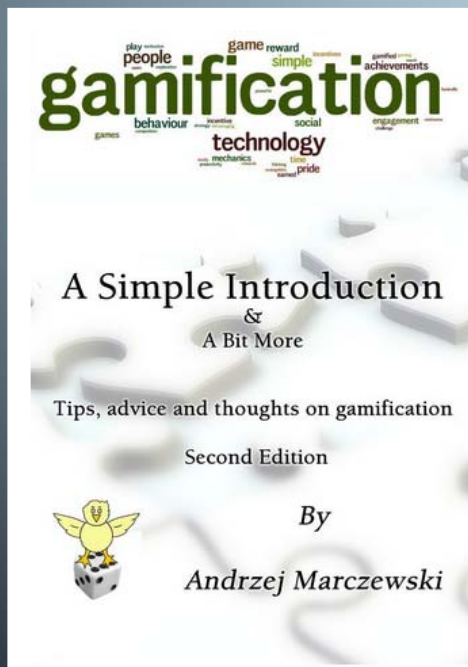
A Short Starter
90 pages
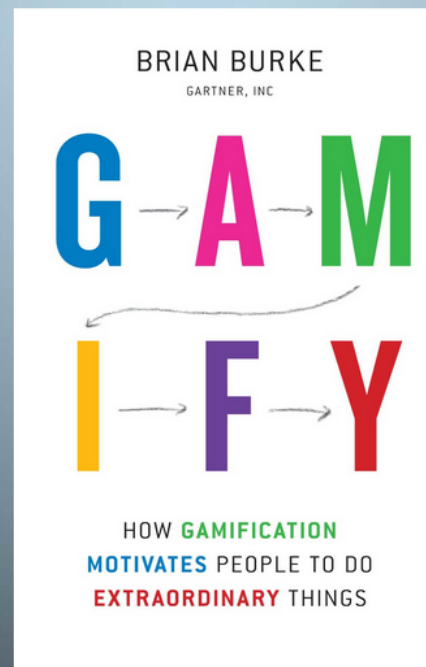
Beyond the Hype
193 pages
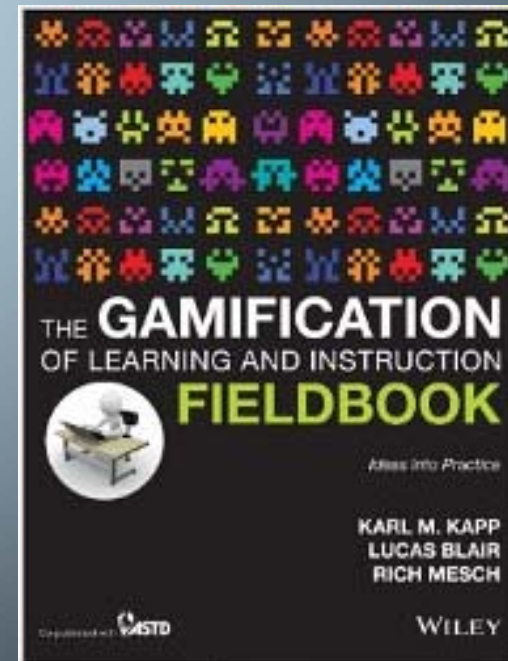
In Depth
480 pages

STUDENT SUCCESS CENTER ONLINE TRAINING

PRESENT

ABOUT THE STUDENT SUCCESS CENTER

- 50 + students

- 3 Staff; 5 Gas

- Tutoring for Core Courses

- SI Leadership

- Study Seminars
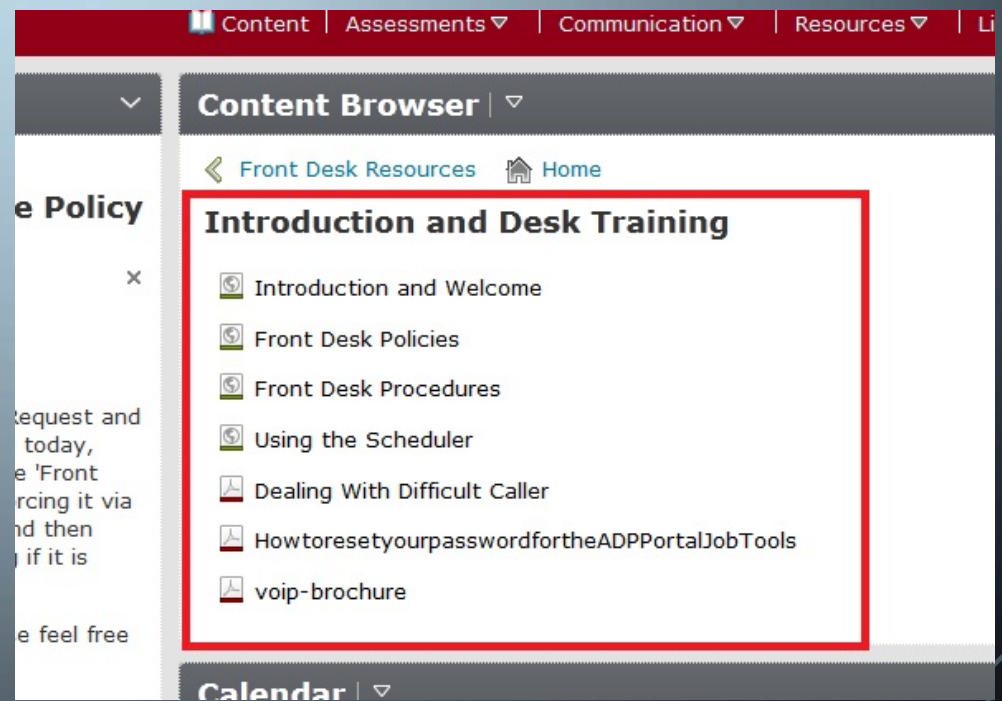
DESIGN PROCESS

- Starting out

- Gathering documents

- Organization & Documentation

- Evaluation

POLICIES & PROCEDURES

Front Desk Policies

In addition to the information and policies listed in our Student Success Center Handbook, there are several policies that are specific to working at the Front Desk (FD).

First, as a represenative of Valdosta State University and a member of our department, we want to always put our students and patrons (staff, faculty, parents) first.

- We <u>always</u> need at least one person at the front desk to answer the phone and greet patrons. If you need to take a break or go to the bathroom and you are alone at the Front Desk, call upstairs to have the other FD Assistant sit at the front so that you can leave. If no one is available, you can always ask the Office Mananger to take your seat at the desk. Tell whomever is taking over exactly how long you will be gone and make sure they have your phone number in case their is an emergency.
- If you are working and need to make a phone call, please wait until there is downtime (you aren't helping any students), and step outside to make the phone call. Please refrain from making personal calls unless it is an emergency, or you ask the Night Supervisor or the Office Manager first.

- When you walk in, make sure to sign in at thr Front Desk sign-in sheet. This will help you keep track of when you started and ended your shift. <u>Please make sure that all tutors sign-in and sign-out as well.</u>

- Always pick up the phone on <u>first ring</u>, if possible

- No music allowed and no headphones; movies are allowed but only with the sound down/subtitles.

- Never give out tutor or front desk phone numbers to anyone.
- Be courteous and sensitive to others when addressing them. Say "how can I help you today?" not a curt "What do you need?"
- Be proactive in approaching everyone (that is not obviously a tutor or staff-member) about how you can help them.

OPEN DISCUSSION

- Please let us know your questions and thoughts

ADDITIONAL QUESTIONS?

- **Media Services**
  - Kyle Culpepper (kwculpepper@valdosta.edu)
  - Eric Jackson (edjackso@valdosta.edu)

- **Information Technology**
  - Benjamin Li(bkli@valdosta.edu)

- **Student Success Center**
  - Brittany Smith (brittasmith@valdosta.edu)