



FOCUS ON IMPROVEMENT OF TRANSFERABLE JOB SKILLS & KNOWLEDGE

VALDOSTA STATE UNIVERSITY

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INFORMATION TECHNOLOGY ONLINE TRAINING

2006 – PRESENT

HIGH PACE OF CHANGE

- Covers 70% of job duties
- 30% non-standard duties
- 5 days allotted for training

VSU Accounts

The resources listed here provide useful information regarding VSU user accounts.

- VSU Accounts**
- Login**
Registration, Transcript, Grades, etc.
- BlazeVIEW**
Online Course Management.
- Email**
Office 365
- Account Overview**
- New User Accounts**
- Campus Alerts**
- Active Directories**
- MyPages**

Campus Technology

The resources listed here provide useful information regarding VSU campus technology.

- Campus Technology**
- Computer Labs**
Locations of student labs on campus
- Smart Classrooms**
Smart classroom resources
- Lab Printing**
Locations of student printers
- Telecommunications**
Data, phone and VoIP information
- Microsoft Office 365**

Personal Devices

The resources listed here provide useful information regarding personal devices.

- Personal Devices**
- VSU Wireless**
Connect to the VSU Wireless network.
- Printing from Personal Device**
Print to the printers on campus.
- Recommended software for your computer.**
- Devices**
game system connected to the network.
- VSU_email_on_mobile_device**

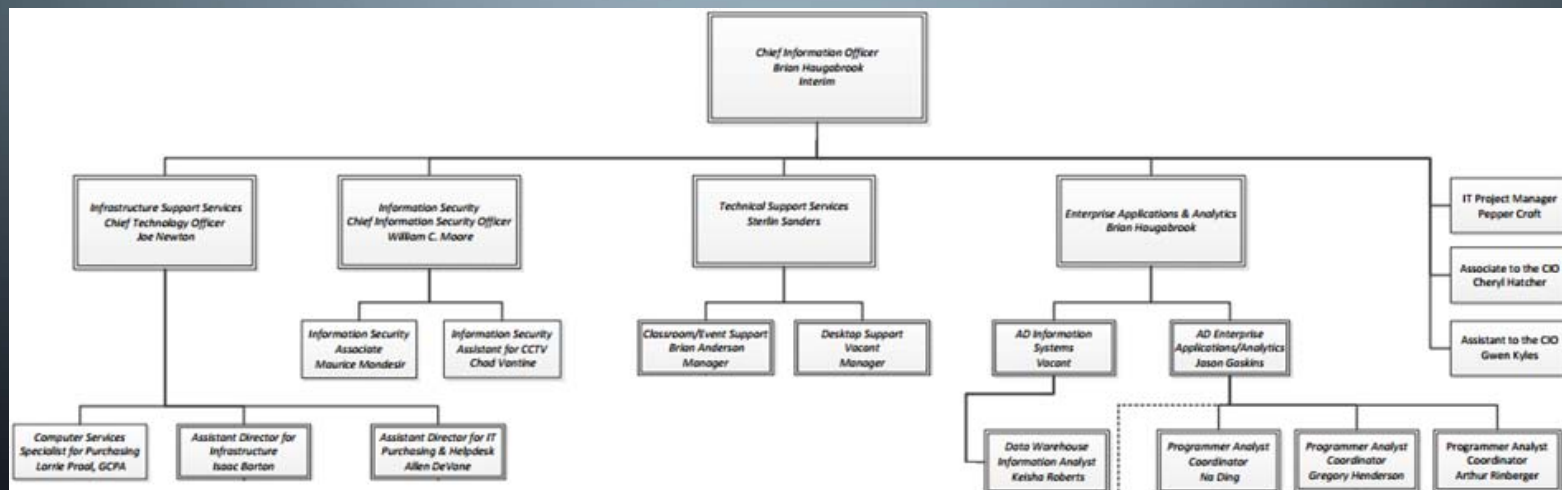
Employee Services

For VSU Faculty and Staff, IT provides technology-related learning opportunities and support of site-licensed software, accounts, telecommunications, and technology procurement.

- Employee Services**
- Technology Training**
-Free to all VSU employees
- Guides and Resources**
-Accessibility, Office, more
- Work-at-Home Software**
-SRS, Microsoft Advantage
- Procurement Support**
-Departmental technology purchases
- Telecommunications**
-VoIP phones, Jabber, more
- Remote Desktop**
-Control office computer at home

VOLUME OF CONTENT

- Many IT areas including:
 - Helpdesk
 - Technical Support Services
 - Enterprise Infrastructure
 - Enterprise Applications
 - Etc.



ADMINISTRATIVE TASKS

- Volume of enrollments
- Training content developers
- Backups and restores

Add Existing Users

Enrollment Options

Set all roles to:

Send: Send Enrollment email

Add Existing Users

Search For:

Search In

- First Name
- Last Name
- Username

You must perform a search.

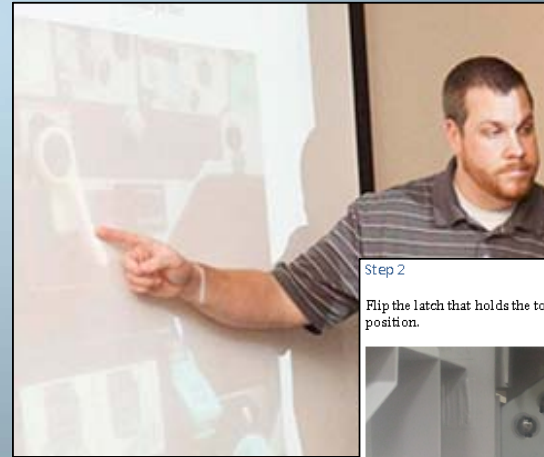
Import/Export/Copy Components

What would you like to do?

- Copy Components from Another Org Unit
 - Protected Resources:
 - Include protected resources
 - Course to Copy:
 -
- Parent Template of Current Offering
 - Protected Resources:
 - Include protected resources
- Export Components
 - Course Files: Include course files in the export package
- Import Components
 - No file chosen

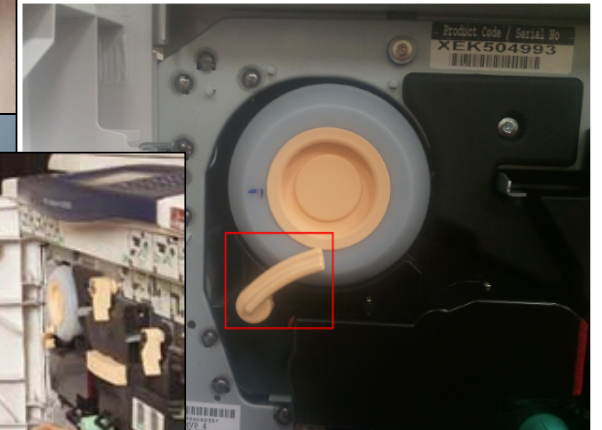
HYBRID ASPECTS

- 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 AVAILABILITY

- Mobility through online access
- Active Directory file share backup
- 1 hour to restore a course

Organize ▾ New folder

Name	Date modified	Type
Specialist Training	7/23/2014 12:18 PM	File folder
TRU	7/8/2014 12:37 PM	File folder
~\Office365 Email Spoofing.docx	2/27/2014 9:04 AM	Microsoft Word Document
BlazeVIEW Status Alerts.docx	3/10/2014 11:14 AM	Microsoft Word Document
Bomgar Remote Support- Connect with Tech...	2/3/2014 11:11 AM	Microsoft Word Document
Bomgar Remote Support- Connect with User...	2/3/2014 11:24 AM	Microsoft Word Document
Helpdesk Policies.docx	3/5/2014 10:59 AM	Microsoft Word Document
Home Use Software Purchases Guide.docx	2/13/2014 10:54 AM	Microsoft Word Document
Inprocessing Employees.docx	5/28/2014 3:53 PM	Microsoft Word Document
Jump Drive Recovery.docx	3/18/2014 2:53 PM	Microsoft Word Document
Mobile Device email configuration.docx	2/18/2014 8:37 AM	Microsoft Word Document
Non-IT Service Desk Groups.docx	2/18/2014 8:22 AM	Microsoft Word Document
Odum Evacuation Procedures.docx	2/13/2014 8:59 AM	Microsoft Word Document
Office 365 Status Alerts.docx	3/10/2014 11:12 AM	Microsoft Word Document
Outprocessing Employees.docx	5/28/2014 3:49 PM	Microsoft Word Document



Online Orientation
Available Now

Select the "Orientation for Online Students" link to visit the new online orientation. Primary goals are to get an online student from admission through enrollment.

Student Success Center Tutoring

Student Success Center Workshops

- VSU Email
- BlazeVIEW D2L
- Banner Registration
- GoVIEW
- Parking and Transportation
- Password Management

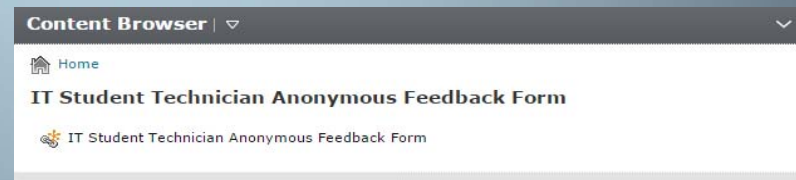
Verizon LTE 10:56 AM

VALDOSTA STATE UNIVERSITY

- Prospective St...
- Call Campus P...
- MyVSU Stude...
- Campus Map
- Campus Direct...
- BlazeVIEW Login
- Banner Registr...
- VSU Email
- GoVIEW Login

CONTINUOUS IMPROVEMENT

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



ONLINE ACTIVITIES

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

My Courses

No Semester

CSS - Helpdesk Training

14 Unattempted Quizzes

CSS - IT Internship Training

Division of Information Technology - General Information CO

3 Unattempted Quizzes

IT Technical Response Unit Training CO

Cisco Supervisor Desktop

IT Helpdesk

Skill Groups

- Contact Service Queues
 - Voice
 - IT-Helpdesk

Agents

- IT Helpdesk
 - Agents
 - Supervisors

Real Time Displays

Voice CSQs - Team Summary

Contact Service Queue	Agents Logged In	Agents in Talking	Agents Ready	Agents Not Ready	Agents in Work	Agents Reserved	Cur

Agents - Team Summary

Logon Time	Calls Presented	Calls Handled	Max Talking	Avg Talking	Total Talking	Max Ready	Avg Ready	1
00:14:25	20	14	00:08:25	00:01:43	00:32:29	00:22:10	00:04:22	
01:48:43	5	5	00:06:16	00:04:31	00:22:36	00:24:16	00:09:22	
01:56:34	8	8	00:09:22	00:04:19	00:34:36	00:07:40	00:01:34	

Agents - Team State

RAPID PROTOTYPING

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

The screenshot displays a software interface for document creation. On the left, a 'Table of Contents' sidebar lists sections: Overview, Bookmarks, Upcoming Events, Introduction (5), TRU Responders (10), Xerox Printer Servicing and Use (14), and TRU Content Assessment and Feedback (2). The main area shows a document titled 'Introduction' with a search bar and options to 'Add dates and restrictions...', 'Add a description...', and 'Add Existing Activ...'. Below the title, a list of document sections is visible: Prerequisites, Module Description, What is TRU?, TRU Organizational Chart, Issue Reporting and Response Workflow, and TRU Office Locations. At the bottom, there is an option to 'Add a sub-module...'. The interface is clean and modern, with a light blue and white color scheme.

The screenshot shows a document template page for Valdosta State University. The header includes the university logo, the title 'Document Title', and page information: 'Page 2 of 2' and 'Rev. 1/23/2015'. Below the header, the 'Template Details' section lists 'Page Margins' (Top: 1.8, Bottom: 0.9, Left: 0.8, Right: 0.8) and 'Font Formatting' (Title: Calibri, 26, Black, Bold; Heading: Calibri, 13, Black, Bold; Numbering: Calibri, 12, Dark Red, Bold (tab spacing); Body: Calibri, 12, Black). A 'Miscellaneous Notes' section provides guidelines for formatting, such as bolding specific buttons and options, and using default format for hyperlinks. An example instruction at the bottom reads: 'For example, to save this document: Select File > Save As > Computer. Then choose a folder to save the document.'

GOAL TRACKING

- Self-assessments and appraisals to D2L goals

		Student Name:			Date:	
		Characteristics	Rating 1-2-3-4-5	Present Strengths	Will Do Differently	Action Plan
1	A	Attendance	4	The representative has been consistently present and on time for shifts.	The representative has occasionally been tardy for shifts. While this is still performing up to standards, we believe performance can be improved.	
2	1				The representative has, more than occasionally, been tardy or absent. If this will continue, the representative should apply for a schedule modification.	
3	2	The representative is consistently present for shifts.			On more than a few occasions, the representative has been tardy. If this will continue, the representative should apply for a schedule modification.	
4	3	The representative is consistently present for shifts.			The representative has occasionally been absent or tardy for shifts. While this is still performing up to standards, we believe that performance can be improved.	
5	4	The representative has been consistently present and on time for shifts.			The representative has occasionally been tardy for shifts. While this is still performing up to standards, we believe performance can be improved.	
6	5	The representative has been consistently present and on time for shifts.				



MEDIA CENTER ONLINE TRAINING

2014-PRESENT

IMPORTANT UPDATES & STUDENT SCHEDULING

News | ▾

Don't clock In/Out Thursday or Friday of this week

Posted Jan 13, 2015 10:49 AM

Time projections have been placed in for both Thursday and Friday of this week. Hours will be approved on Thursday morning. This is done because of the MLK day off we will all have this Monday coming up.

Faculty Authorization Forms ▾

Posted Jan 13, 2015 10:12 AM

This semester we will be saving all of our faculty authorizations onto an Excel spread. The file can be found under the Equipment Circulation Service Point labeled "Spring 2015 Faculty Authorization". Whenever you receive one of these forms please input this information into this Excel file. This file will allow us to easily look up whether or not a patron has already had the Faculty Authorization form filled out. Please include the equipment type and quantity needed when handing these forms out to patrons. Faculty Authorizations are good for one semester and each semester after will require a new form to be filled out.

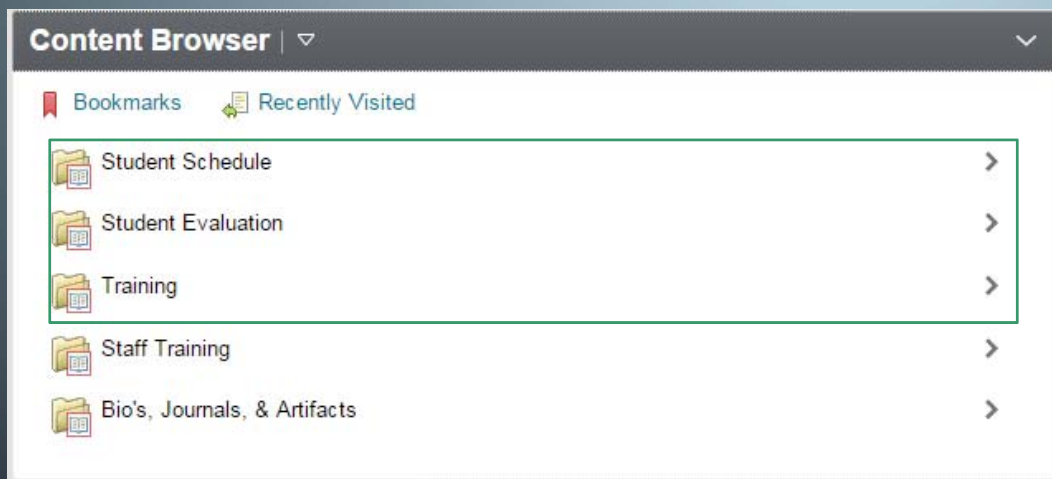
[Show All News Items](#)

[Table of Contents](#) > [Student Schedule](#) > [Spring 2015](#)

Spring 2015 ▾

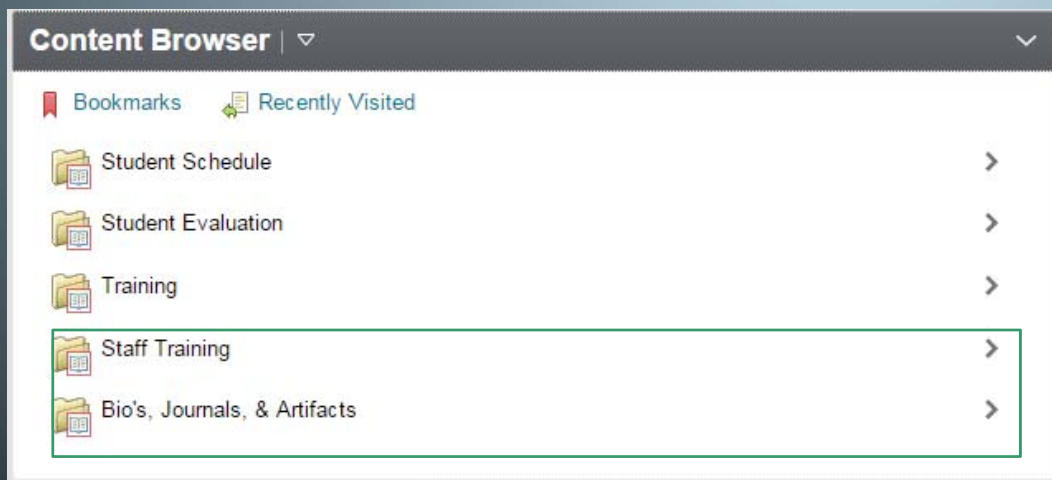
Monday				Tuesday				Wednesday				Thursday				Friday			
Time	FRONT	CHECKOUT	Floating	Time	FRONT	CHECKOUT	Floating	Time	FRONT	CHECKOUT	Floating	Time	FRONT	CHECKOUT	Floating	Time	FRONT	CHECKOUT	Floating
8:00 AM	Jason	Eliza		8:00 AM	Jason	Tiffany		8:00 AM	Jason	Eliza		8:00 AM	Jason	Tiffany		8:00 AM	Andrew	Eliza	
8:30 AM	Jason	Eliza		8:30 AM	Jason	Tiffany		8:30 AM	Jason	Eliza		8:30 AM	Jason	Tiffany		8:30 AM	Andrew	Eliza	
9:00 AM	Jason	Eliza		9:00 AM	Jason	Tiffany		9:00 AM	Jason	Eliza		9:00 AM	Jason	Tiffany		9:00 AM	Andrew	Eliza	
9:30 AM	Jason	Eliza		9:30 AM	Jason	Tiffany		9:30 AM	Jason	Eliza		9:30 AM	Jason	Tiffany		9:30 AM	Andrew	Eliza	
10:00 AM	Jason	Eliza		10:00 AM	Jason	Tiffany		10:00 AM	Jason	Eliza		10:00 AM	Jason	Tiffany		10:00 AM	Andrew	Eliza	
10:30 AM	Jason	Eliza		10:30 AM	Jason	Tiffany		10:30 AM	Jason	Eliza		10:30 AM	Jason	Tiffany		10:30 AM	Andrew	Eliza	
11:00 AM	Andrew	Roberto		11:00 AM	Matthew	Tiffany		11:00 AM	Roberto	Andrew		11:00 AM	Matthew	Andrew		11:00 AM	Roberto	Tiffany	
11:30 AM	Andrew	Roberto		11:30 AM	Matthew	Roberto		11:30 AM	Roberto	Andrew		11:30 AM	Matthew	Andrew		11:30 AM	Roberto	Tiffany	
12:00 PM	Andrew	Roberto		12:00 PM	Matthew	Roberto		12:00 PM	Roberto	Andrew		12:00 PM	Matthew	Andrew		12:00 PM	Roberto	Tiffany	
12:30 PM	Andrew	Roberto		12:30 PM	Matthew	Roberto		12:30 PM	Roberto	Andrew		12:30 PM	Matthew	Roberto		12:30 PM	Roberto	Tiffany	
1:00 PM	Andrew	Tiffany		1:00 PM	Matthew	Roberto		1:00 PM	Andrew	Audrey		1:00 PM	Matthew	Roberto		1:00 PM	Andrew	Tiffany	
1:30 PM	Andrew	Tiffany		1:30 PM	Matthew	Roberto		1:30 PM	Andrew	Audrey		1:30 PM	Matthew	Roberto		1:30 PM	Andrew	Tiffany	
2:00 PM	Roberto	Audrey		2:00 PM	Matthew	Roberto		2:00 PM	Roberto	Audrey		2:00 PM	Matthew	Roberto		2:00 PM	Andrew	Eliza	
2:30 PM	Roberto	Audrey		2:30 PM	Matthew	Roberto		2:30 PM	Roberto	Audrey		2:30 PM	Matthew	Roberto		2:30 PM	Andrew	Eliza	
3:00 PM	Roberto	Audrey		3:00 PM	Jason	Roberto		3:00 PM	Roberto	Audrey		3:00 PM	Jason	Roberto		3:00 PM	Andrew	Eliza	
3:30 PM	Roberto	Audrey		3:30 PM	Jason	Audrey		3:30 PM	Matthew	Audrey		3:30 PM	Jason	Audrey		3:30 PM	Andrew	Eliza	
4:00 PM	Audrey	Tiffany		4:00 PM	Jason	Audrey		4:00 PM	Matthew	Audrey		4:00 PM	Jason	Audrey		4:00 PM	Andrew	Eliza	
4:30 PM	Audrey	Tiffany		4:30 PM	Jason	Audrey		4:30 PM	Matthew	Audrey		4:30 PM	Jason	Audrey		4:30 PM	Andrew	Eliza	
5:00 PM	Eric	Audrey		5:00 PM	Audrey	Eric		5:00 PM	Matthew	Eric		5:00 PM	Matthew	Eric		5:00 PM	Eric	Eliza	
5:30 PM	Eric	Audrey		5:30 PM	Audrey	Eric		5:30 PM	Matthew	Eric		5:30 PM	Matthew	Eric		5:30 PM	Eric	Eliza	
6:00 PM	Eric	Audrey		6:00 PM	Audrey	Eric		6:00 PM	Matthew	Eric		6:00 PM	Matthew	Eric		6:00 PM	Eric	Eliza	
6:30 PM	Eric	Audrey		6:30 PM	Audrey	Eric		6:30 PM	Matthew	Eric		6:30 PM	Matthew	Eric		6:30 PM	Eric	Eliza	
7:00 PM	CLOSED	CLOSED		7:00 PM	CLOSED	CLOSED		7:00 PM	CLOSED	CLOSED		7:00 PM	CLOSED	CLOSED		7:00 PM	CLOSED	CLOSED	

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.



Table of Contents > Training > Training Overview and Introduction > About This Module

About This Module Bookmark Share Previous Next

About This Module: Training Overview 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

The screenshot shows a web browser window displaying a Qualtrics survey. The browser's address bar shows the URL: https://jfe.qualtrics.com/form/SV_3get2PwLYojEeaN?Q_LOC=https%3A%2F%2Fvsu.view.usg.edu%2Fcontent%2Fenforced%2F. The survey title is "Pre-Survey" and it is part of a training module titled "Portfolio Building Using Adobe Acrobat X".

The survey content includes the following text:

Before beginning this assignment, please complete this pre-assessment. If you have any questions or concerns, please contact your instructor.

This survey is for you to provide feedback to me on where you stand before going through the training content shown in your D2L lesson, specifically making an ePortfolio using Adobe Acrobat Pro X. Answer as best you can to how you perceive your current level of skill and understanding of the content material presented. This is not to be graded and is anonymous.

I have made an ePortfolio before.

Yes

No

Survey Powered By [Qualtrics](#)

At the bottom of the survey, there are three buttons: "Edit HTML", "Download", and "Print".

LESSON COMPONENT

Lesson Print Settings

While working inside this module students will be exposed to external links to pages like the University of Delaware's Career Services Center description of what a Portfolio is, videos using YouTube and Sharestream on what to expect and how to make an ePortfolio, and lastly a PDF document showing how to make an ePortfolio.

✓ *Published*

Add dates and restrictions...

New Add Activities Bulk Edit

- ≡ About This Module - Lesson Portion ✓ ▾
- ≡ careerportfolio Basics ✓ ▾
This document comes from Career Services of University of Delaware.
<http://www.udel.edu/CSC/pdf/careerportfolio.pdf>
- ≡ Introducing Adobe Acrobat Pro X ✓ ▾
Review this content to see some of the things that you could use Acrobat for when building a Portfolio.
- ≡ ePortfolio End Result ✓ ▾
- ≡ Making an ePortfolio using Acrobat Pro X (Atomic Learning) ✓ ▾
- ≡ AdobeProX How To Make an ePortfolio ✓ ▾
This is guide will help you as you are building up your portfolio.

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

The screenshot shows a course management system interface for a module titled "Career Search Activity". At the top right, there are "Print" and "Settings" icons. Below the title, a paragraph explains the module's purpose: "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." Below this, there is a "Published" status indicator and a field to "Add dates and restrictions...". A toolbar contains buttons for "New", "Add Activities", and "Bulk Edit". The main content area lists four sub-modules, each with a description and a checkmark icon:

- About This Module - Career Search Activity**: A brief overview of the module.
- Job Search Tips (about.com)**: A resource for job search tips. Description: "Use this link among the others that you Google to help you learn the do's and don'ts when searching for a job."
- Career Search**: A checklist to help find a dream job. Description: "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**: A discussion post for reporting findings. Description: "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." Below this, it says "Respond to at-least two posts with something that is helpful."

At the bottom, there is a field labeled "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

Test ▾ Print Settings

Given access to Adobe Acrobat Pro X, a computer, and time during work the Media Center college undergraduate and graduate student worker will (1) find and narrow down to three target jobs to gear their portfolio artifacts towards, (2) find artifacts already completed that match the jobs chosen (3) put together three artifacts with artifact summaries into one e-portfolio, and (4) create a cover letter for one of the jobs they wish to end up applying for. After being trained on how to make an e-portfolio using Adobe Acrobat Pro X, the student will have a week to put together a finalized compilation. Collaboration is permitted for product completion, however all work is to be turned in individually online in the Dropbox folder for this lesson. Students may use external sources to find job career details that interest them online. Students will also be permitted to use other online resources on how to make a cover letter. Online reference material will also be made available for students to use in the course shell online.

✓ Published ▾

Add dates and restrictions...

New ▾ Add Activities ▾ Bulk Edit

☰ Rubric ▾ ✓ ▾

☰ Portfolio Test ▾ ✓ ▾

Given access to Adobe Acrobat Pro X, a computer, and time during work the Media Center college undergraduate and graduate student worker will (1) find and narrow down to three target jobs to gear their portfolio artifacts towards, (2) find artifacts already completed that match the jobs chosen (3) put together three artifacts with artifact summaries into one e-portfolio, and (4) create a cover letter for one of the jobs they wish to end up applying for. After being trained on how to make an e-portfolio using Adobe Acrobat Pro X, the student will have a week to put together a finalized compilation. Collaboration is permitted for product completion, however all work is to be turned in individually online in the Dropbox folder for this lesson. Students may use external sources to find job career details that interest them online. Students will also be permitted to use other online resources on how to make a cover letter. Online reference material will also be made available for students to use in the course shell online.

All conditions must be met

- Visits the content topic: **Making an ePortfolio using Acrobat Pro X (Atomic Learning)**
- Completes checklist: **Career Search**
- Adds **2 new posts** to discussion topic: **Odd Jobs In the Media Center/Career Search Discussion Post**

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

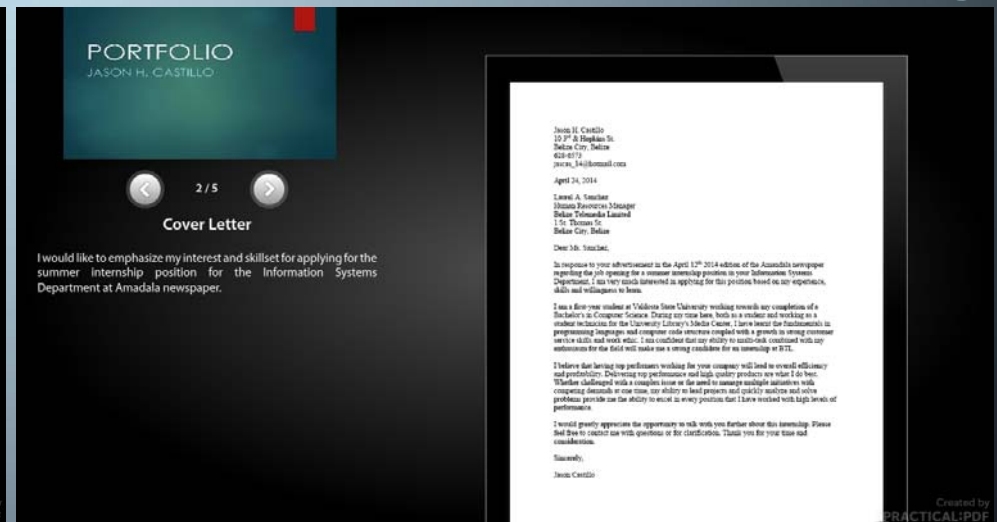
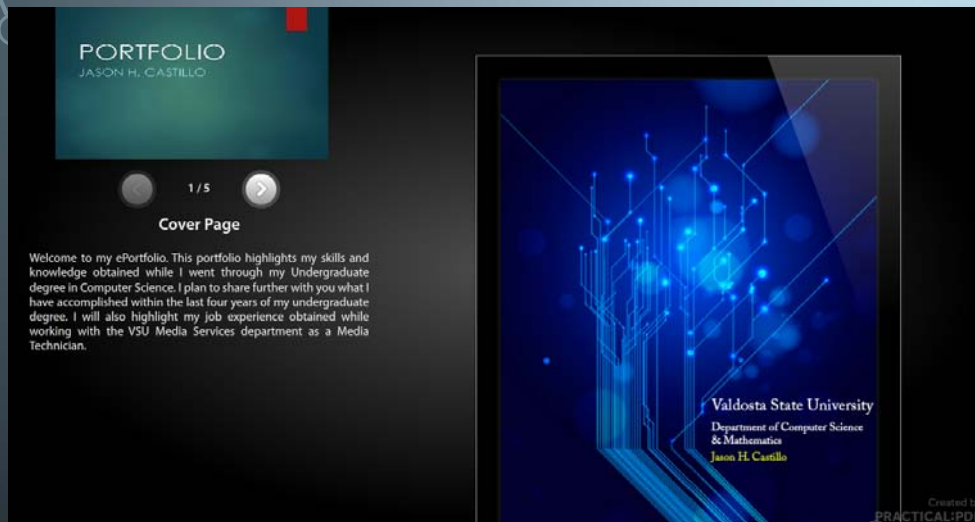
1. Rubric information
2. Dropbox submission folder

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

The screenshot displays a course navigation menu on the left with the following items:

- About This Module- Bio's, Journals, & Artifacts ✓
- Portfolio Instructions: Getting Started ✓
- Peer_Bio's ✓

The main content area shows instructions for the 'Peer_Bio's' activity:

Create a posting titled "Bio_YourLastName" that describes 1) *what your major is*, 2) *what you do as a hobby*, 3) *what point in your program you're at*, 4) *your general level of knowledge and skills in troubleshooting basic software and hardware problems*, 5) *your past experience with managing digital tools and creating digital content*, and 6) *your reason for working in the Media Center* (at least 2 paragraphs). Please read at least TWO peers' postings and provide your comments.

Below the instructions, two individual student portfolio pages are shown:

Audrey Whittle

- ☞ All conditions must be met
Member of group: Student Restriction > Audrey Whittle
- New Add Existing Activities
- Audrey- Portfolio & Journal ✓
- ☞ All conditions must be met
Member of group: Student Restriction > Audrey Whittle

Eric Gouthier

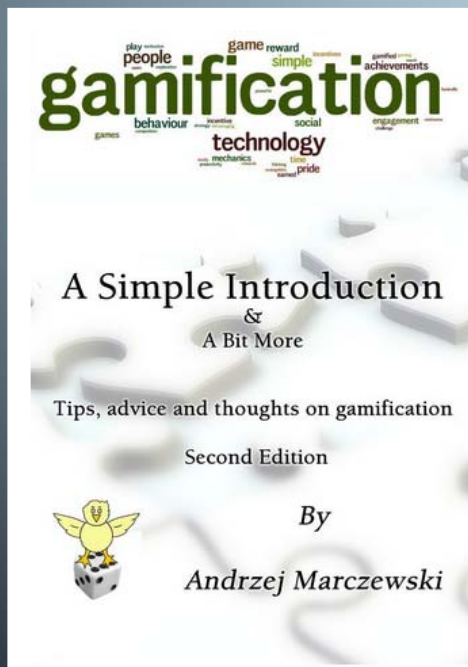
- ☞ All conditions must be met
Member of group: Student Restriction > Eric Gouthier
- New Add Existing Activities
- Eric Gouthier- Portfolio & Journal ✓
- ☞ All conditions must be met
Member of group: Student Restriction > Eric Gouthier

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

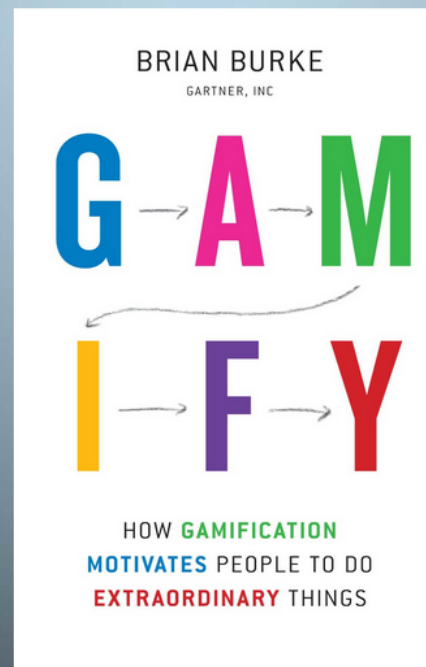
GAMIFICATION

- 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

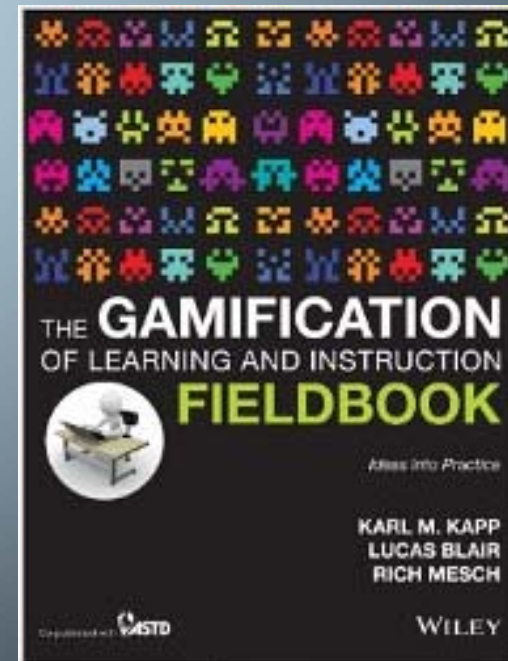
GAMIFICATION



A Short Starter
90 pages



Beyond the Hype
193 pages



In Depth
480 pages

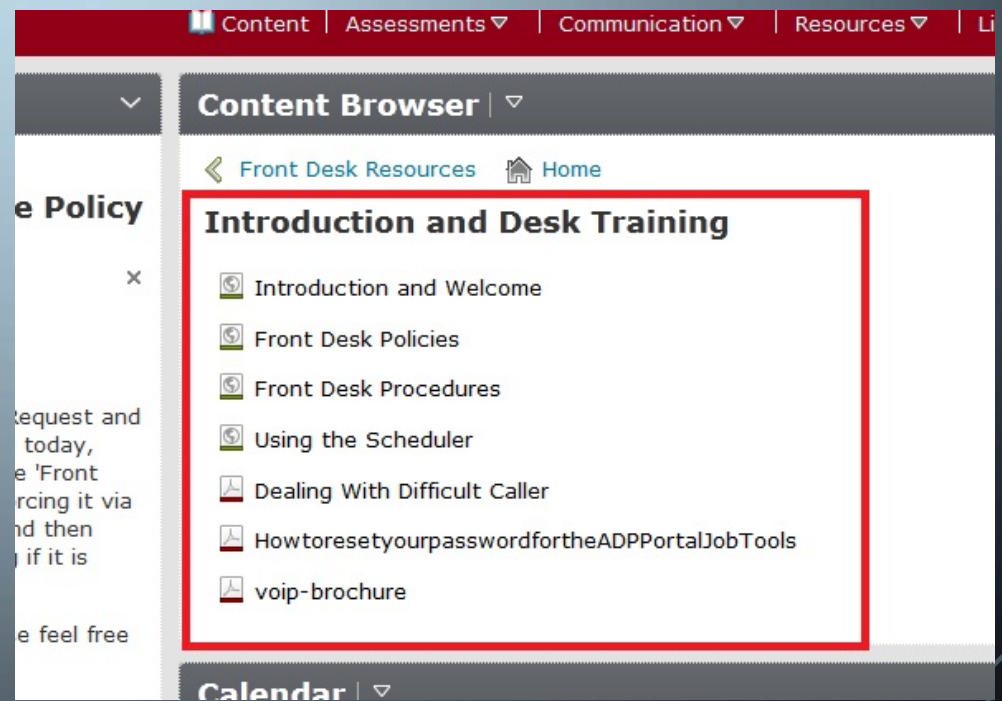


STUDENT SUCCESS CENTER ONLINE TRAINING

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

- We always 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 Manager 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 there 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 the Front Desk sign-in sheet. This will help you keep track of when you started and ended your shift. Please make sure that all tutors sign-in and sign-out as well.
- Always pick up the phone on first ring, 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)