

ISDA IT-Skills Working Group

Date: 2/10/2006

Location: Hesburgh Library, Music Seminar Room

Present: Bayard, Boze, Collins, Enriquez, Havert, Lannuier, Lehman, Lisek

1. Review of last meeting / minutes
2. Review of Core Competencies questions pilot;
 - a. Action – Mandy send the questions to this group
 - b. Action – Mandy strip the personalization from the answers and route the information back to the group
 - c. Discussion of Lou's role and the need for database
3. Technology standards listing
 - a. Where did it come from? Explaining the background of the NSF / NASA tech literacy standards; also from APA? Or EDUCAUSE school district prep for K-12;
 - b. rudimentary skills and basic understanding are key
 - c. Of most concern is the column for 'not yet covered'
4. Sandi's Training
 - a. Displayed Power Point of summary
 - i. Difference between training, education and development
 1. training – task oriented, concrete
 2. education – applying your knowledge and training to solve a problem
 3. development – learning and gaining knowledge
 - ii. Our long term goal is to build toward IT Development
 - iii. Mid term: Education that allows independent problem solving
 - iv. Short term: training to needs
 - b. Principles of adult learning
 - i. Results oriented; real-life application; active learning desired, not passive; experienced, so use their experience; self-esteem; here-and-now – wish to focus on current issues in learning
 - ii. Laura suggested that Felicia Smith and Leslie Morgan can be brought to the meeting to talk about active learning and instructional skills;
 - c. Training needs analysis steps
 - i. Collect information
 - ii. Define problems
 - iii. Identify causes—what is causing the problem
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 - iv. Select solutions
 - v. Conduct cost-benefit analysis
 - vi. Make decision
5. How else can we collect information on training needs
 - a. Synthesis of the training needs identified in the supervisor evaluations—can we check with Jo on the status of this list—Laura will do this

- b. Using Shiree Moreland's information for testing of basic IT skills; it's obvious there is a set of skills that people should have; had hoped by this spring we would be able to test a training program based on those skills; self-identify or supervisor identification of potential students;
 - i. Classroom instruction
 - ii. Self-instructions
 - iii. This would serve as a pilot project with a baseline assessment and follow up assessment –Andy
 - c. Collection of anecdotal information from DCCs via an email request
 - i. Sandi will contact DCCs for this information
 - d. Self-assessment – survey or questions to determine if they understand or know how to do something
 - e. Treasure hunt forum with one-on-one? Or one-on-one with observer. This is cast as asking us to help build our program.
 - f. Focus group to target and probe what people would want. (tl) this would be for our longer term goal (ab) but also helpful in the short term (sc).
6. Assessment of training styles is another need.
- a. Hard to have classroom training in traditional means for very basic training
 - b. Write up the idea of the month long collaborative seminar. – mandy will flesh this out
 - i. DCNS can very likely provide alternate space for folks who want to work independently away from their desks to avoid interruption
 - ii. Advertising for this can happen through LTD and DCNS newsletter
 - iii. Do we agree that this is the best shot to meet the end of Feb. deadline for prepping a March training session?
 - iv. Let's pick an essential topic covered by OIT documentation
 - v. Need supervisor support for time to work on this type of training
7. Next steps
- a. Laura will contact Jo for information on training needs identified in the employee evaluations development section
 - b. Mandy will route the questions from the LTD / Jo / Lou Core Competencies survey
 - c. Mandy will route de-personalized responses from the Core Competencies survey to the list
 - d. Mandy will draft the collaborative seminar training idea for feedback from the group
 - e. Sandi will post the Power Point information to the website – done 2/10/2006, sc
 - f. Sandi will contact Leslie Morgan and Felicia Smith to speak with us about innovative / active training models.
 - g. Work will progress on identifying a treasure hunt of skills?
 - i. We need to determine the focus of this if we still plan to do it
 - ii. We need to identify a timeline, was “develop and complete by the end of February” agreed upon?

- iii. If so, who is doing this work? Sandi asks if Robin, Kim, Lisbeth will help develop and test the treasure hunt concept.
- h. Compilation of focus group / feedback questions
 - i. What do we want to learn, precisely? We didn't determine this. Does someone want to take the lead?
 - ii. What is the timeline for this feedback? Did we agree that this was the "develop and complete by the end of February" item and
 - iii. If so, who will work on this? Sandi asks if tom can help take the lead on this as it is apparent you have a good grasp on focus group facilitation. Mandy says she can help too as this is a development goal she has.
- i. Mandy will provide SPEC kit back to Jo / IT Skills group –Robin now has this and will pass it back to me when she is finished with it. It is currently loaned through the system.