I. Mutual understandings/definitions

End User Training: training provided for students, faculty and staff, generally not found in functional offices, who need to access Banner or one of the Banner Web products for inquiry purposes, job submission processes, or limited data entry.

Functional Office Training: training provided for staff generally in functional offices, who need access to Banner or Banner Web products for transaction processing (data entry), inquiry purposes or reporting purposes.

Functional office responsibilities for Banner training:
1. Training of functional office staff, including cross training required for other functional offices
2. Where possible, training of faculty/staff outside of functional office (likely when numbers are not voluminous or the training is an intra-office collaborative effort)
3. Draft documentation of job aids, validation tables, and workflow among Banner forms.
4. Training on data interpretation (needed in conjunction with report training)

GSU In-house Trainer responsibilities for Banner training:
1. Basic navigation training
2. Job Submission training, in conjunction with functional offices
3. Letter Generation, in conjunction with functional offices
4. Population Selection, in conjunction with functional offices
5. Documentation, in conjunction with functional offices (Banner job aids, standard formatting of training materials)

II. College Catalog Functional-users definition of training responsibilities

A. College Catalog Functional-users include Dean's Offices, Offices of Academic Assistance, and the Office of the Registrar, specifically the Office of Catalog and Class Scheduling. College Catalog Functional-users require information from academic departments and college curriculum committees in order to prepare catalog. Catalog functional-users also interface across colleges on curriculum issues and with the Office of the Registrar. Approximately 10 functional users were trained on the Banner catalog system.

B. End-User training will be developed for those areas that require view-only access for catalog. Areas included in this training consist of academic units in each college. This training will be included as a brief unit when end-user training occurs for the Schedule module (see that training plan).
III. College Catalog Functional-users

A. The College Catalog Functional-users training team used 405-CS to train.
B. The trainers attended a TRAIN THE TRAINER session. This was lead by SCT.
C. Trainers for College Catalog Functional users were Winnie Tsang-Kosma and Karen Chastonay.
D. Initial training for department end-users will be minimal basic navigation and view only training on the catalog forms. Such training for department end-users will be incorporated as a brief unit in the catalog training (see training plan for that module). Subsequent training as required by personnel turnover will be by each college's catalog functional-user.

IV. College Catalog Functional-users training development strategies

A. Training was developed around functional duties within each college for creating, deleting, and modifying all components of a course for catalog (master curriculum).
B. Training events and strategies
   1. Training occurred during 3 sessions led by SCT trainers & Winnie Tsang-Kosma. A single subsequent repeat session may occur in late September 2001, although it is not anticipated that such a session will be necessary.
   2. Staff members are expected to continue practice on the Banner catalog module during a specific period of time on a daily basis at his/her own terminal.
C. Testing Curriculum
   Feedback was given during training session and was used as update for subsequent training sessions.

V. Schedule and location for training

A. The College Catalog Functional-users trained during 3 sessions on the catalog module. This training was necessary to keep each staff member current on navigation skills as well as up to date on catalog-specific forms.
B. The College Catalog Functional-users training team used 405-CS for navigation and functional training. Each staff member was also asked to practice at his/her desk.

VI. Training materials/documentation/reference materials

A. Documentation Requirements
   • In general, documentation needs to be in the form of a functional task manual and assorted job aids.
   • Job aids need to include keyboard templates and quick reference cards.
   • A finalized “Data Entry Standards” documents will be required.

B. Development of Materials
   • The Focus Team members for each team will be utilized to create task specific documentation for the manual.
C. Evaluation/Revision of Materials
   • Feedback will be gathered from “production users” in the office and revise accordingly.
   • Need to assign responsibility for the continuing upkeep of the functional task manual.

VII. Management and other issues
A. Communication of training strategies/schedules
   Trainers will communicate training related issues/updates via e-mail.
B. Managing training events
   Access to Banner is not given until the employee participates in a navigation training session.
C. The trainers and the other personnel within each office who have attended system education will be responsible for ongoing support.
D. Training plans for newly hired employees, as well as training for upgrades and revisions to software, have not been developed at this time.

GSU Banner Training Plan template.cat.doc/REV.071401