Agenda

- Research plan
- Methodology
- Key findings
- Details of key findings
- Future enhancements
- Next steps

Research plan

Background

- Digital IT Acquisition Program (DITAP) transforms federal procurement practices
- Created in 2014
- Base curriculum hasn't stayed current
- Project aims to reimagine the curriculum
- We want a curriculum that
  - provides more experiential learning
  - open-source
  - agile
  - responsive to change
  - both current and future-proof

Research information

- SurveyMonkey survey
  - Web-based
  - Single-use link
- 12 questions
  - Satisfaction
  - Rating
  - Open-ended responses

Research goals

Our hope was this survey would help validate
- What needs to be refreshed
- What needs to be updated
- What works best for program participants
- What was out-of-date
- If the curriculum contained too much or too little information
- If it included enough experiential learning and different modality activities
- How alumni feel about the current curriculum
- How to structure the project roadmap

Methodology

Research hypothesis

We hypothesized the research would validate the following assumptions:

- The curriculum content contains outdated information
- The current curriculum could benefit from the addition of different learning modality activities
- Former DITAP participants agree that the course is beneficial in their role
- Alumni will request more examples of the application of the DITAP skills
- We can gauge if there's interest in a DITAP alumni program

Research methods

- SurveyMonkey survey
- Accessible on any device or operating system
- Single-use link
- Sent via email
- Survey was anonymous
- Included an option for follow-up interviews

Key findings

Survey stats

- Survey contained 12 questions

- Average time to complete was 6 minutes

- Completion rate (answering every question even if it was optional) 79%

- Survey was open from November 26 - December 06, 2024

- Sent to 775 participants

- 82 responses (~11%)

- 22 respondents (~27%) elected to participate in a follow-up interview

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Question stats

1. I feel the DITAP curriculum content is current for today's procurement process.

63 out of 82 respondents (~76%) strongly agree or agree with this statement

10 out of 82 respondents (~12%) disagree or strongly disagree with this statement
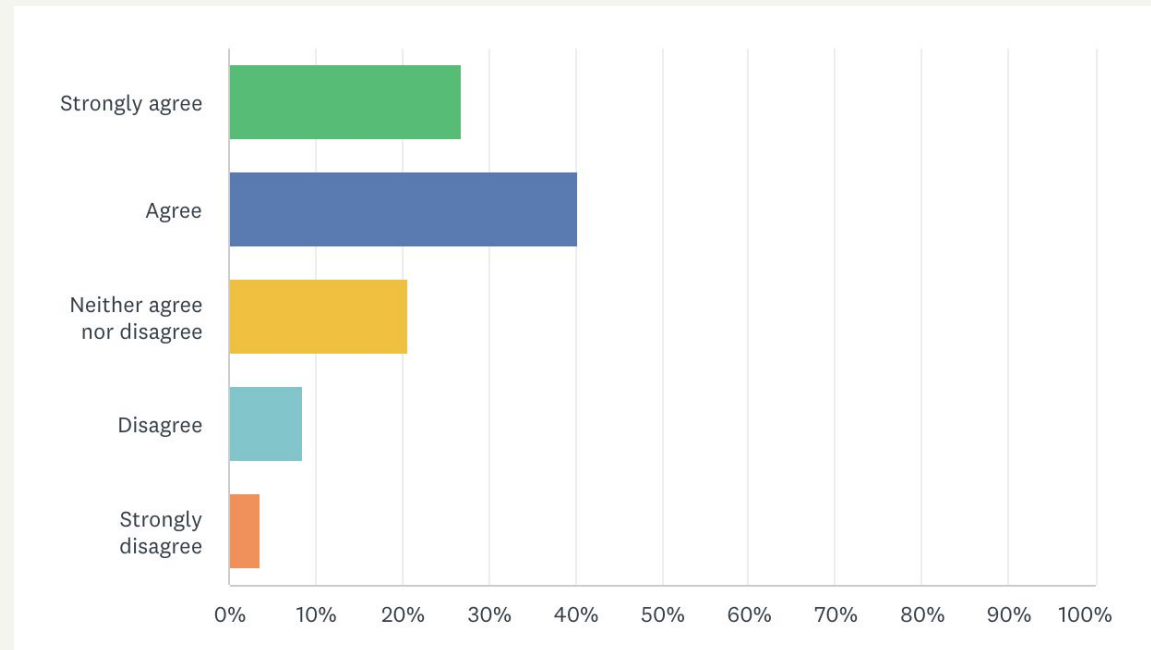

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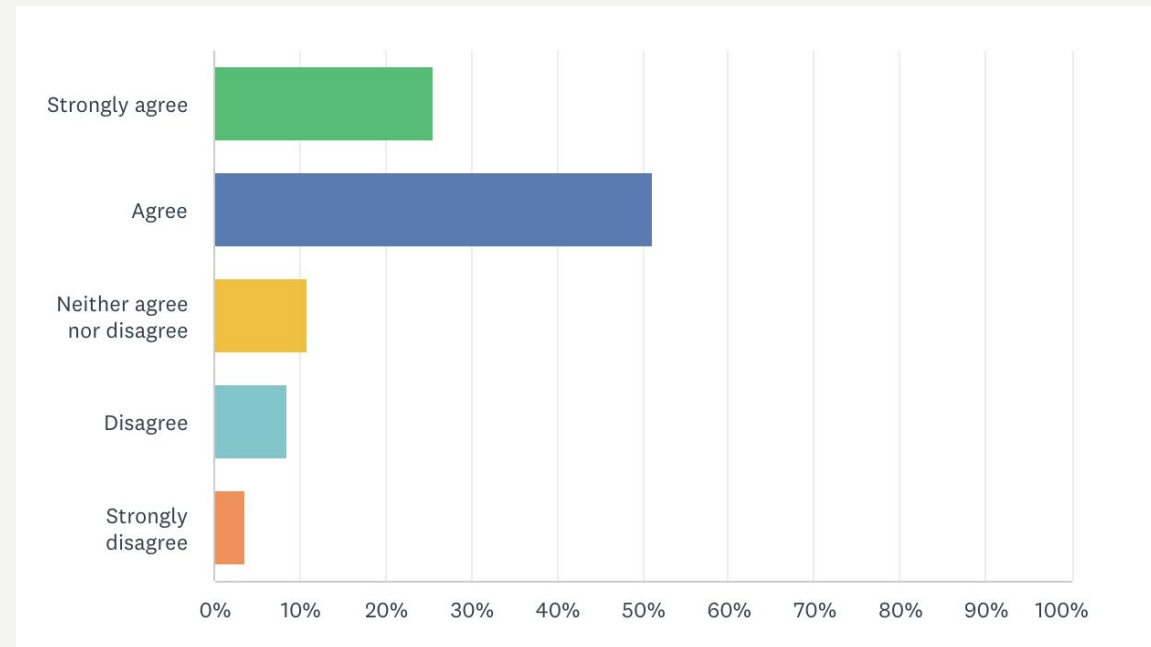
Question stats

2. I can explain how I've applied the curriculum content to the current digital acquisition process.

55 out of 82 respondents (~67%) strongly agree or agree with this statement

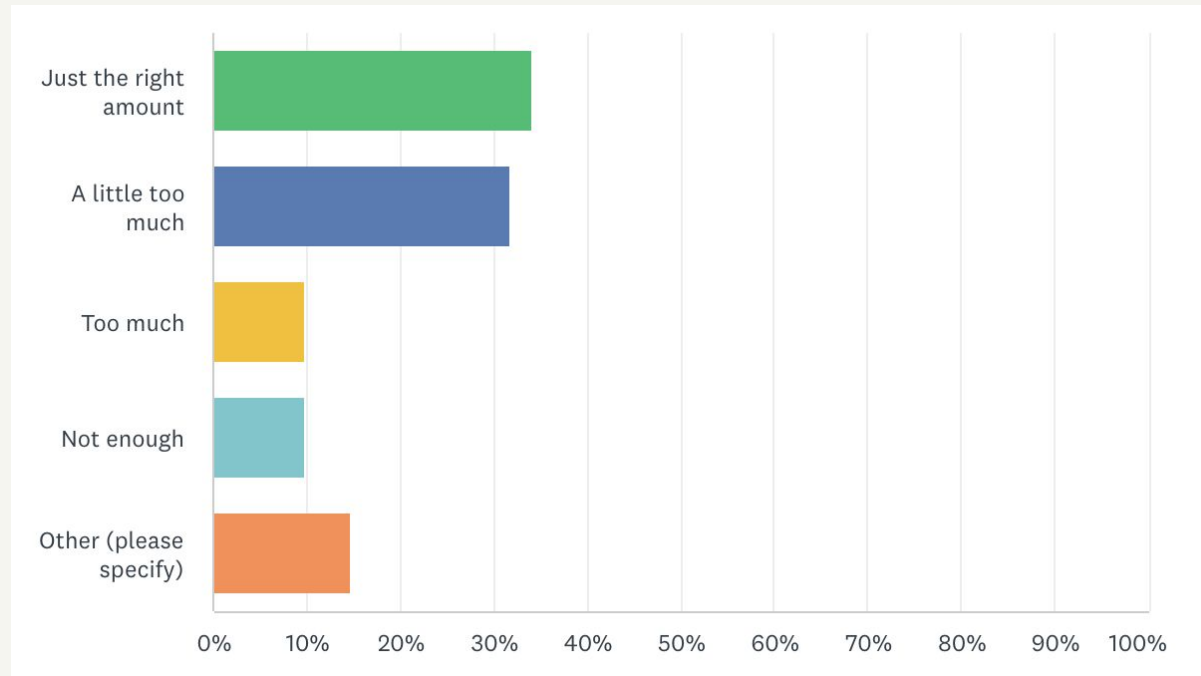10 out of 82 respondents (~12%) disagree or strongly disagree with this statement

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Question stats

3. In my opinion, the amount of information presented in each release was

28 out of 82 respondents (~34%) thought it was just the right amount

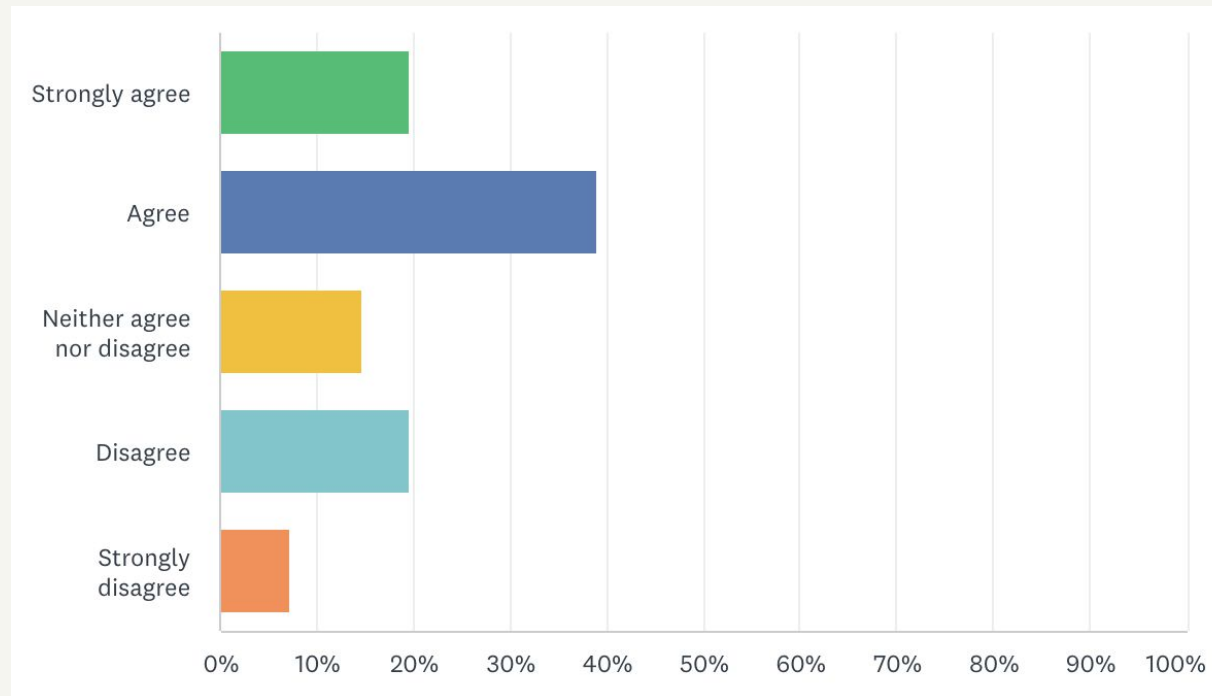34 out of 82 respondents (~41%) thought it was a little too much or too much

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Question stats

4. The length of the course was appropriate for the amount of information provided.

48 out of 82 respondents (~58%) strongly agree or agree with this statement

22 out of 82 respondents (~26%) disagree or strongly disagree with this statement

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Question stats

5. We asked respondents to evaluate how successfully the DITAP curriculum prepared them for the following skills:
- Leading digital procurement initiatives
- Applying agile methodologies to acquisitions
- Collaborating with technical teams
- Managing modern software development contracts
- Evaluating digital service proposals

62 out of 82 respondents (~76%) found the DITAP curriculum best prepared them to collaborate with technical teams.
58 out of 82 respondents (~70%) found the DITAP curriculum prepared them to apply agile methodologies to acquisitions

10 out of 82 respondents (~12%) found the DITAP curriculum least prepared them to lead digital procurement initiatives

Question stats

*6. We asked respondents to evaluate how effective the following learning methods were:
- Live virtual sessions   **- Shadowing assignment**
- Self-paced modules   **- Case studies**
- Stakeholder assignment   **- Hands-on exercises**
- Capstone group project   **- Peer discussions**

67 out of 75 respondents (~89%) found the Live virtual sessions the most effective
62 out of 75 respondents (~82%) found the Hands-on exercises effective
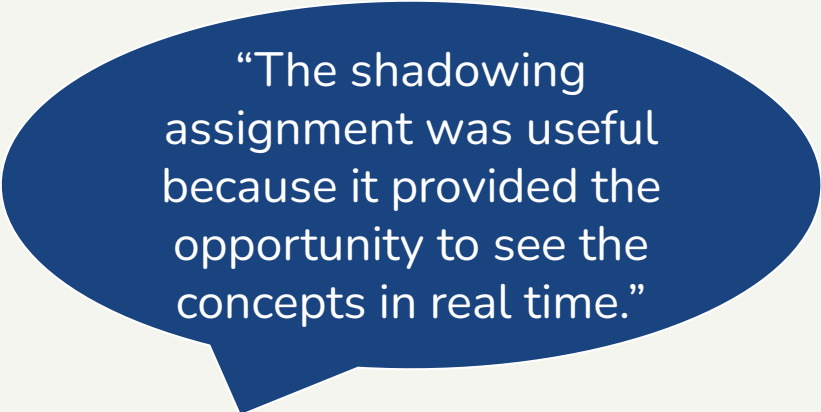
15 out of 75 respondents (~20%) found the Capstone group project the least effective

*This question was not a required question to answer

7. Which elements of the course did you find useful to you as a working professional?

Of 61 respondents who answered this question:

- 20 found the **shadowing assignment** the most useful
- 14 found the **course resources** and **case studies** the most useful
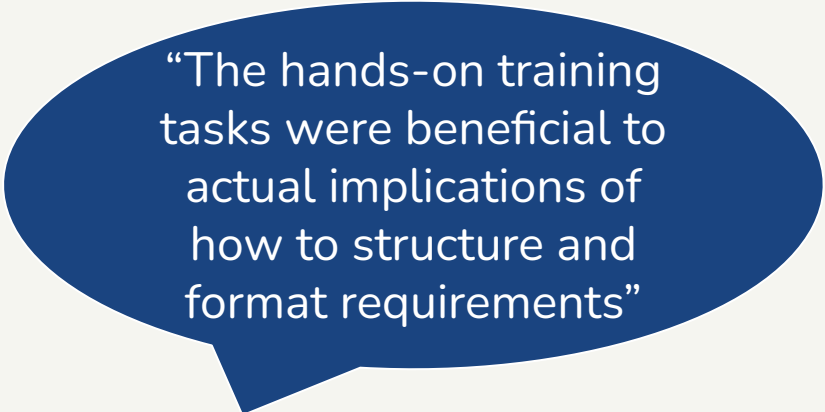- 11 found the **stakeholder assignment** the most useful

"The shadowing assignment was useful because it provided the opportunity to see the concepts in real time."

7. Which elements of the course did you find useful to you as a working professional?

Of 61 respondents who answered this question:

- 7 found learning about **agile methodology** the most useful
- 6 found the **live virtual sessions** the most useful
- 5 found **real-life hands-on activities** and **collaboration** the most useful.
- 4 found having a shared **acquisition vocabulary** the most useful

"The hands-on training tasks were beneficial to actual implications of how to structure and format requirements"

8. What could be the biggest improvement to the current DITAP course curriculum?

Of 63 respondents who answered this question:

- 10 found the **lack of real-world application** the area we could improve the most
- 9 found the **course structure** the area we could improve the most
- 7 found the **lack of course and activity expectations,** and **lack of course feedback** the area we could improve the most
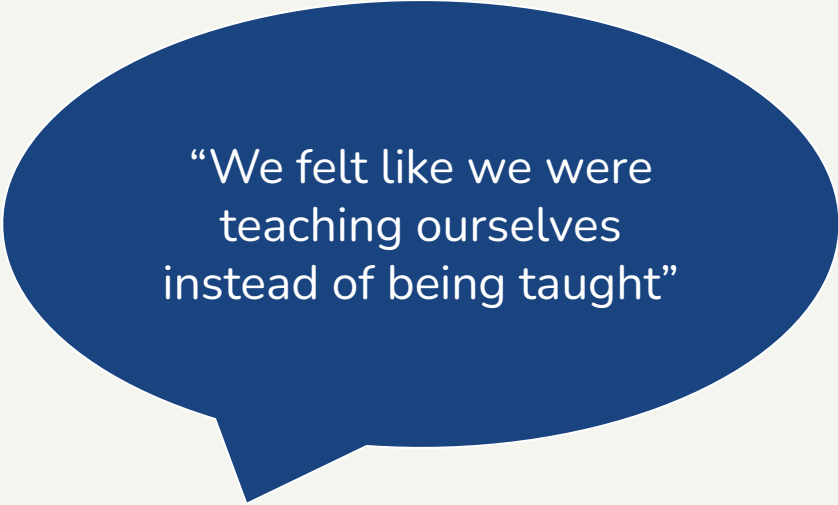
"Need more emphasis on practical, hands-on application of the concepts learned"

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8. What could be the biggest improvement to the current DITAP course curriculum?

Of 63 respondents who answered this question:

- 6 found the **course curriculum** the area we could improve the most
- 5 found the **course length** the area we could improve the most, with 4 suggesting it could be shorter
- Other callouts included **the amount of readings and homework**, **provided lectures**, and **peer discussions** as areas we could improve

"We felt like we were teaching ourselves instead of being taught"

9. Would you benefit from a DITAP alumni network where you could continue to engage with your peers, instructors, and course content?

52 out of 75 respondents (~69%) would benefit
6 out of 75 respondents (~8%) wouldn't benefit
16 out of 75 respondents (~21%) are unsure
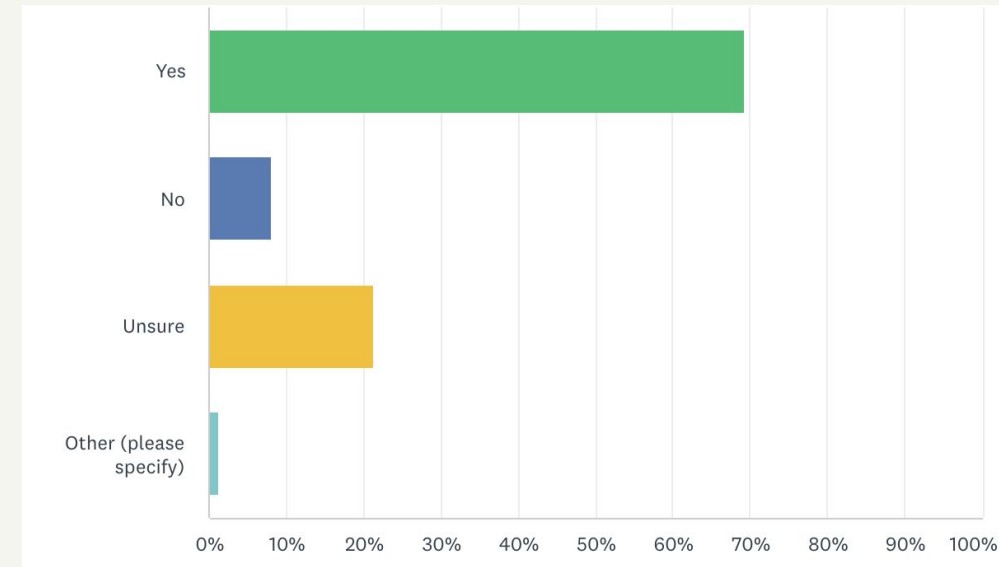
10. Would you be interested in participating in a DITAP alumni network?

47 out of 75 respondents (~63%) are interested
11 out of 75 respondents (~15%) aren't interested
17 out of 75 respondents (~23%) might be interested
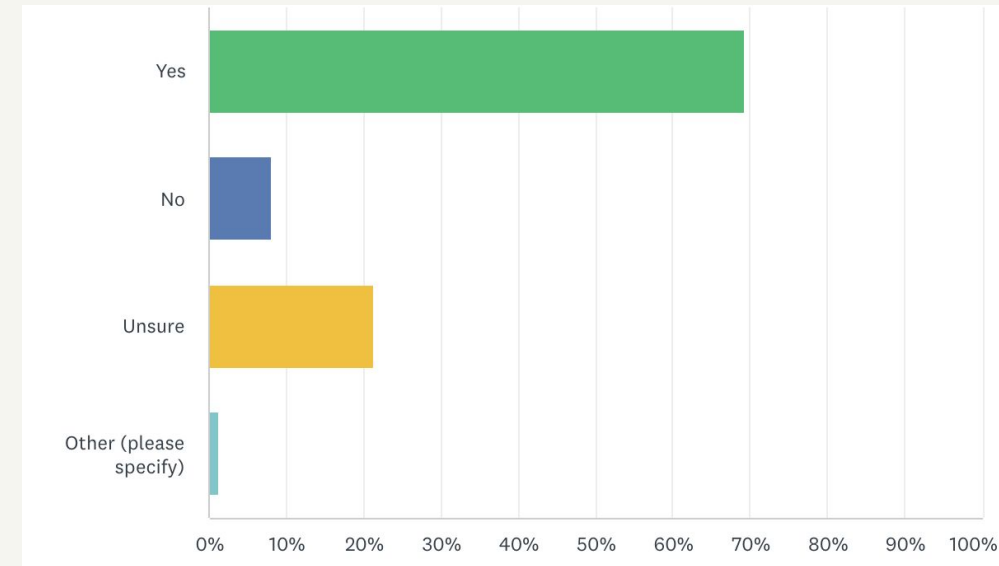
11. Are there additional comments or suggestions you'd like to share with us?

12. Are you willing to participate in a brief 20-minute interview with a member of our team? Please enter your name and email address if you are.

Details of key findings

Mural synthesis

[Link to mural](#)

We used Mural to capture and affinitize the SurveyMonkey survey results. Using Mural allows us to identify themes, group similar feedback, and provide a visual display of the survey feedback.

In the mural, you'll find:

- affinitized positive and negative feedback
- most useful course elements
- user quotes
- course feedback
- possible future enhancements or features

In the following slides we'll discuss the information found in the mural

Start

- Spend more time covering material in the virtual classroom vs self-guided learning
- Provide a glossary of terms and acronyms
- Provide more regular and frequent feedback
- Redesign the LMS portal to make it easy to find assignments, readings, and resources
- Provide more real-life, hands-on learning opportunities
- Increase in-class collaboration and interactions
- Provide a release wrap-up one-page "What you've learned" review document
- Provide clearer expectations on assignments and group activities
- Connect the dots between information and applicability in the procurement process

Stop

- Assigning work with unclear or vague instructions
- Focusing the Capstone assignment on building our own digital service, rather than procuring one
- Using acronyms regularly without defining what they mean
- Having no accountability for group participation
- Sending out assignments and readings with broken or inaccessible links
- Relying primarily on independent assignments and reading to cover the material

Continue

- Shadowing assignment
- Course resources
- Stakeholder assignment
- Case studies
- Live virtual classes
- Agile lessons
- Classroom and group collaboration
- Hands-on training
- Real world examples
- In-class discussions of the material

Future enhancements

Possible enhancements or features

- Build or incorporate a hover state or tooltip functionality that defines acronyms on interaction
- Build a branching DITAP course, where each release has an assessment. If you pass the assessment, you receive feedback and can move to the next activity. If you don't pass, you receive feedback and are taken to review materials.
- Consider having each release being its own course to lessen the course time commitment in addition to daily work requirements and deadlines.
- Build a DITAP counterpart for our customers or bring customers in to help bridge the gap between their work and the world of 1102s
- Create a downloadable set of course resources or a one-page/workbook that helps refresh and review course content

What's next?

Next steps

- Schedule follow-up interviews with interested alumni
- Compare alumni survey data with audit findings
- Review vendor survey results
- Build out a refresh roadmap based on surveys and audit findings
- Assess future enhancements for viability and value add
- Get started!
- Continue doing user research and testing along the way

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