2001 - 2002 Audit and Review

Computer End-User Program
I. Academic Assessment

A. Highlights/Initiatives

Curriculum

The Computer End-User (CEUT) major has been consistently upgraded to keep pace with technological advances. The CEUT faculty realize that they need all of the latest technology to keep their students on the leading edge of technology. Teaching methodology changes with the advancements in computer technology provided on campus.

Lab modernization proposals and a limited budget have ensured that products such as a Cisco lab are accessible to students. All majors are required to take courses in computer hardware/software and network administration. Many undergraduate CEUT majors/minors have earned computer certifications as a result of their course work and additional study.

Faculty members have served as advisors on business projects conducted in the community. Our role has been providing CEUT interns to fill the voids in the job market.

The CEUT program was one of five units named by Chancellor Jack Miller in EM21 proposal. Since the CEUT program has grown from 19 majors in 1991 to 142 majors in 2001, the university has allocated additional resources to the program.

In Spring 2001, the first UW-Day was held in Madison. The new event allowed System to showcase its programs to executives in the public sector. The CEUT program was one of four units selected from UW-Whitewater to participate in the event.

The Department is currently accepting computer donations from the corporate and private sector for networking and hardware instruction.

Alumni continue to support our program, by serving on advisory boards, providing equipment, internships, and job opportunities for our majors.

(See Appendix A for APRs.)

B. Educational Objectives and Assessment Techniques

Computer End-User Technologies majors upon graduation will have the knowledge to:

- a. perform network administration duties (220-347)
- b. install software (220-255 and 220-454)
- c. trouble shoot hardware and software (220-255)
- d. replace PC hard drives (220-255)
- e. create multimedia and web page presentations (220-357 and 220-457)

End-user computing, network administration, telecommunications, human
factor considerations are learned and applied in realistic business projects and internships. Graduates are qualified for positions such as corporate trainers, PC support specialist, and network administrators.

An independent evaluator for the **Computer End-User Internship program** in Fall 2000 and Spring 2001, surveyed participating students of their thoughts on their internship as well as the CEUT program as a whole. Most students felt that their internships were highly valuable experiences and would recommend an internship to all students. The interns also felt that often they were lacking in application skills when entering their internship. Students affirm that the program gives a good, broad overview of networking, PC support, web design, corporate training, and help desk, but without getting into detail in any one area. The students would recommend incorporating more application and real-life simulation into the curriculum, offering more in-depth courses to gain a deeper knowledge of each area, and providing a more up-dated lab in which to work. Several ways which the students would recommend achieving these changes is by having CEUT majors declare an emphasis, then take advanced courses in their chosen area. Second, students recommended creating partnerships with larger companies with which to secure more CEUT internships with as well as soliciting monetary donations from to keep the labs up to date. In general, the students have been pleased with the CEUT program and are aware that in the field of technology not only does education occur in the classroom, but they must also take initiative to learn independently.

(See Appendix B1 for a list of Dual level courses)

(See Appendix B for a list linking courses to assessment objectives.)

C. Assessment Data

A survey completed in December 1998 revealed that student perceived three primary program weaknesses. The weaknesses are:

1. The need for more hands-on experiences
2. The need to go more in depth in course material and not overlap course material.
3. The need to provide more emphasis on core concepts of computer technologies.

As a result of a survey the following changes were implemented:

Lab modernization proposals and a limited department budget have ensured that products such as a Cisco lab are accessible to students. All majors are required to take courses in computer hardware/software and network administration. Many undergraduate CEUT majors/minors have earned computer certifications as a result of their course work and additional study.

As the unit that provides the upper-level business division course of business communication, instructors believe that electronic communication be incorporated in course offerings by placing documents on ROAD, supplementing courses with Blackboard,
and in some instances putting an entire course online.

D. Program Improvement Resulting from Assessment Efforts

1. An on-going assessment of the program is completed by Computer End-User Technologies interns each semester. These individuals have completed 66 percent of the course work before applying their knowledge in a realistic setting. Feedback from their employers has consistently stressed that the interns are technically prepared but that they lack customer service skills. Interns continually want a resume-enhancing curriculum that is more focused on one career track.

2. A lab modernization proposal for updating the Computer End-User Technologies lab was completed prior to November 1997. Since that time, new computers, two cameras, and software to support the new direction of the curriculum–webpage development and internet applications–have been secured.

3. Since creating the webpage courses, the CEUT committee is now focused on wireless technology. A course “Wireless Technology in Business” is in place. EM21 monies may be used to purchase a wireless lab.

4. The internship program continues to grow. Thirty-seven students interned last summer; in addition, some majors and minors worked but chose not to sign up for credit—for financial reasons. In Fall 2001, over thirty interns are placed.

5. A good working relationship exists between MCS and CEUT. Many majors belong to student organizations associated with both majors. Some MCS majors are CEUT minors. An interdisciplinary effort was initiated successfully in 2000 to provide the webpage course for the Math Department’s website minor and certificate program.

6. Although mergers of programs have not occurred, the MBA program uses three of our graduate technology courses in either the Technology and Training emphasis as well as the technology module of the MBA core. Also, the library media program uses 220-778 Network Administration for the End User as one of its elective courses.

7. Roger Yin has been added to the CEUT faculty. His doctorate is from Indiana University. Jo Ann Oravec’s terminal degree is from UW-Madison. But unlike Dr. Yin, Dr. Oravec has experience at two other universities: Baruch and Ball State.

8. Dean Domitrz reallocated a position from the Economics Department that resulted in our being able to hire Jo Ann Oravec. Additionally, the Chancellor allocated a position from his pool that allowed us to hire Roger Yin. This year, the MCS program has loaned us a faculty member .75 in the fall and .50 in the spring.

9. Roger Yin has been successful in receiving grants to aid in the recruitment of students for the campus. Robert Schramm received an Excellence 2000 grant for $12,000 to plan, develop, and train faculty to use Learning Space for Distance Education in

(Attach Audit and Review Evaluation Report from last review as Appendix C.)

E. Information Shared with Constituencies

The Department sponsors a Student Orientation meeting each Fall. During this function graduates are recognized, scholarship winner are introduced and each organization give a presentation regarding the activities in which they are involved. Curricular changes are also discussed at this time.

A departmental newsletter Information Forward is published each spring and mailed to business education teachers in the state. Copies of the newsletter are made available to students on campus through their organizations.

All department news is featured in News and Views a newsletter published by the Wisconsin Business Education Association three times a year. Teachers in the field are informed on events; students in the business education program have access to the publication.

Delta Pi Epsilon also publishes a newsletter three times a year. The newsletter, Beta Theta Educata is distributed to members.

II. Strategic Purposes and Performance

A. Centrality

The CEUT program is the only one of its kind in the state of Wisconsin. While other schools offer basic computer skill courses, the CEUT program prepares students to be supervisors, managers, and trainers in the business world. Some of the most common job titles for new CEUT graduates are: Software training specialist/managers, Network specialist/administrator, and PC management support specialist/hardware/software.

Many students with majors outside of the College of Business and Economics choose the CEUT as a minor.

B. Goals and Objectives

1. The CEUT major emphasizes non-programming computing skills and offers courses including PC hardware and software troubleshooting techniques, network administration, and software training methodologies. The mission of the program is to “prepare a workforce with complete business background and a strong ability to adopt and adapt to ever-evolving information technologies.”
2. The recent CEUT graduates received high placement rate (between 94.12% in 1995/96 and 100% in 1998/1999) and had applied their knowledge and skills to perform network administration duties, install and update software, troubleshoot hard and software solutions, manage and replace hardware, and create multimedia and Web-based presentations. CEUT graduates are well prepared for a broad range of information technology support positions.

3. In the midst of the information age, the use of computer technology has increased the demand for IT administration and support personnel. The CEUT curriculum focuses on learning state-of-the-art technology and soft skills to provide end-user support in a variety of environments. With the assistance of an active advisory board and credible internship sites, the CEUT curriculum prepares students to meet with technological demands and needs of the constantly changing workplace.

4. In summer 2000, the Lab in Carlson 3003, which the Department supports, was updated. The room was carpeted and 12 new tables were added to accommodate students. A CISCO Lab was added along with 5 routers, 2 Hitachi 776 monitors, a JVC SVHS Video cassette recorder, a digital camera, a DF108 Smart Hub, a Linux Web Server, and numerous software. The Lab is networked to qualify as a Microsoft Training Center.

New courses such as Wireless Technology for Business and WebPage Development and Design have been added to the curriculum. In addition, the Department is the process of updating existing courses, such as Document Processing to Technology Applications for Business Teachers. The Office Suite, grammar skills, and study skills will be addressed in this class.

C. Trend Data

Number of Undergraduate Students Enrolled Each Fall for Each of the Past Five Years

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<tr>
<td>Number Enrolled</td>
<td>78</td>
<td>78</td>
<td>91</td>
<td>138</td>
<td>141</td>
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Number of Degrees Granted Each of the Past Five Years

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<tr>
<td>CEUT Graduates</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>49</td>
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<tr>
<td>Office Systems Graduates</td>
<td>24</td>
<td>34</td>
<td>42</td>
<td>21</td>
<td>4</td>
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</table>

Average Number of Total Credits Completed
by Those Earning Degrees for Each of the Past Five Years

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<tr>
<td>Number of Credits</td>
<td>127</td>
<td>130</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
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(See Appendix D for data from the University’s Fact Book.)

D. Demand for Graduates

Placement Statistics for the Last Five Years

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<tbody>
<tr>
<td>No. of CEUT Graduates</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>53</td>
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<tr>
<td>No. of OS or OA Graduates</td>
<td>24</td>
<td>36</td>
<td>45</td>
<td>15</td>
<td></td>
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<tr>
<td>No. Reporting</td>
<td>19</td>
<td>24</td>
<td>33</td>
<td>13</td>
<td>7</td>
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<tr>
<td>No. Employed</td>
<td>18</td>
<td>23</td>
<td>32</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Percent Placed</td>
<td>94.12%</td>
<td>97.52%</td>
<td>96.97%</td>
<td>100%</td>
<td>100%*</td>
</tr>
</tbody>
</table>

The data supplied by Career Services shows 100% placement (See Appendix D).

E. Accreditation

The College of Business and Economics is accredited by the American Assembly of Collegiate Schools of Business (AACSB). The accreditation applies to the undergraduate CEUT program.

F. Location Advantage

The BE/C&NA Department is housed in the AACSB accredited College of Business & Economics with an undergraduate business enrollment of 4,000 students.

Situated within convenient driving distance to the metropolitan areas of Milwaukee and Madison, provides and excellent opportunity to call upon leaders in education to meet and talk with students. With the larger cities of Madison and Milwaukee coupled with many surrounding smaller cities, a rich reservoir of business professionals is available to serve as consultants for the business courses and to serve as an advisory board for curriculum and course content.

G. Comparative Advantage
Employer demand for CEUT majors/minors is at an all-time high. While other schools offer basic computer skill courses the CEUT program prepares students to be supervisors, managers, and trainers in the business world. Some of the most common job titles for new CEUT graduates are: Software training specialist/managers, Network specialist/administrator, and PC management support specialist/hardware/software.

CEUT majors/minors have had success in gaining well-paying positions. Most of the offers follow successful internships. Salary offers range from $35,000 to $60,000.

Course work, internship experiences, and involvement in student organizations lead to the assurance that written and oral communication skills, case studies, critical thinking skills, and group work are included. Ethical issues are also addressed in business communication and computer-related courses.

**H. Community Impact**

The Department is committed to a high level of experiential opportunities including internships, undergraduate research, community service, and other forms of clinical work, to augment on-campus work.

Area businesses make use of the CEUT majors who assist in developing training manuals, giving instructions in the use of manuals, helping to develop networks, etc.

Each Spring, ITA members sponsor a PC Day for area high school students.

**I. Strategic Planning**

BE/C&NA represents the new name of our Department. The terms Business Education/Computer and Network Administration best describe the mission of our unit.

Several curricular actions keep us popular with students:

* New course: Wireless Technology for Business
* Renaming courses: Principles of Vocational Education to Principles of Career and Technical Education; and Organization and Administration of Vocational Programs to Organization and Administration of Career and Technical Programs.

The Department is also in the process of changing the 220-245 Document Processing class to Technology Applications for Business Teachers. The Office Suite, grammar skills, and study skills will be addressed in this class.

The Department is currently in the process of conducting two National Searches. One search is to fill the vacancy left when Dr. Herbert retired in Summer 2000 and the other is to replace Dr. Schramm, who is now with the On-line MBA program.

**III. Resource Availability and Development**

**A. Faculty and Staff Characteristics**
The following information summarizes faculty activities in the areas of teaching and learning enhancement. The information illustrates the many ways in which the Department members strive to provide the best environment for students in business education through self-improvement, curriculum development, and work with student majors.

Two faculty members completed sabbaticals in the fall and spring semesters of 1997-98 at ValCom Computers and More. The semester sabbaticals included taking classes in technology and accompanying technicians as they made field visits to company sites.

Faculty members participate through presentations and attendance at local, state, regional, national, international conferences. Faculty members also serve as officers and committee chairs and members for many of these organizations. Contributions by individual faculty members are listed at the end of this section.

Faculty members read professional journals to keep current in business education and technology issues. They also have access to current technology with personal computers at home and in their offices.

Faculty members teach the following courses, which are required of all CEUT majors:

- 220-255 Computer End-User Technologies - Yin and Norris
- 220-344 Consumer Education and Personal Finance - Dortch and R. James
- 220-347 Network Administration for the End-User - Norris and Schramm
- 220-353 Dortch, Hosler, M. James, Mausehund, Norris, Oravec, Statz, Stone
- 220-348 Microcomputer Applications - Norris and M. James
- 220-357 Web Page Development - Oravec
- 220-388 Career Information - Dortch and Hosler
- 220-445/645 End-User Information Systems - Oravec
- 220-454/654 Computer End-User Systems Management - Yin and Schramm
- 220-493 Internship - M. James

(See Appendix F for a table of faculty and staff.)

**B. Teaching and Learning Enhancement**

The following information summarizes faculty activities in the areas of teaching and learning enhancement. The information illustrates the many ways in which the Department members strive to provide the best environment for students in business education through self-improvement, curriculum development, and work with student majors.

* Two faculty members completed sabbaticals in the fall and spring semesters of 1997-98 at ValCom Computers and More. The semester sabbaticals included taking classes in technology and accompanying technicians as they made field visits to company sites. Both faculty member achieved their A+ Certification.

* Faculty members participate through presentations and attendance at local, state, regional, national,
international conferences. Faculty members also serve as officers and committee chairs and members for many of these organizations. Contributions by individual faculty members are listed at the end of this section.

* Faculty members read professional journals to keep current in business education and technology issues. They also have access to current technology with personal computers at home and in their offices. A new faculty member participated in Cisco training.

* An undergraduate student published an article in *The National Business Education Association Forum* on recruiting students for professional business organization. He was assisted on the writing of the article by the faculty adviser of the Phi Beta Lambda (PBL) organization (the collegiate division of Future Business Leaders of America).

* The department sponsors five professional student organizations—four at the undergraduate/graduate level and one specifically at the graduate level. These organizations are the Marketing Education Association, Information Technology Association, Phi Beta Lambda, Pi Omega Pi, and Delta Pi Epsilon (graduate only).

  (Include in the table of faculty and staff in Appendix F).

**C. Research and Other Scholarly/Creative Activities**

Faculty members submit monthly reports to the department on professional activities. A summary of achievements by individual faculty members shows the continued interest in maintaining professional development:

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**R. Neil Dortch**

**Presentations**


“Using Games to Teach Diversity,” - Northern Illinois University in DeKalb, IL on June 24, 1998.


“The Status of Business Communication in the University,” - ABC Convention in San Antonio, TX on November

Publications


Mellanie Herbert

Presentations


Publications

Mary Margaret Hosler

Presentations


“Where We’ve Been and Where We’re Going,” - Keynote, Wisconsin Business Education Association Convention in Madison, WI on April 16, 1999.

Publications


Marcia James

Presentations

“Delivering the MBA on the Internet: Where Do We Begin?” - International Conference of the Allied Academics in Maui, Hawaii on October 10, 1996.


“Revitalizing Career Opportunities for All,” Keynote Speaker, Emporia, KS on February 20, 1999.


Publications

“In Step With Technology: Can We Keep Up?” OSRA Journal, Fall 1996.


“Components of a Successful CEUT Internship,” proceedings, pp. 89 - 93, from OSRA’s 19th. Annual Research Conference.


Richard James

Presentations


“A Model for Delivering Marketing Teacher Education VIA Distance Education,” AVA - Marketing Education Research Association in Las Vegas, NV on December 11, 1997.

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“A Model for Delivering Marketing Teacher Education VIA Distance Education,” AVA - Marketing Education Research Association in Las Vegas, NV on December 11, 1997.
April 6, 2001.

Publications

“Supply and Demand Study for Secondary Marketing Teachers with Implication for Per-Service Distance Education Courses,” *Academy of Educational Leadership Journal*, 1998.

Honors


Received two grants totaling $4,925 from WIDS for Site License Software in February 1998.

Received grants totaling $6000 for the Prairie Restoration Project in Fall 2000.

Jean Maushund

Presentations

“Is Your Best Images Showing?” - Empowering Women - President’s Council at Northern Illinois University on October 21, 1999.

Publications
“How to Infuse Communication Skills Throughout the Undergraduate Business Curriculum,” ______
Co-authored with Neil Dortch.

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Daniel Norris

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**Presentations**


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Jo Ann Oravec

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**Presentations**

“Reinventing Recreation in the Next Millennium: Computer Based Play in Office Environments,” - OSRA National Conference in New Orleans, LA on February 27, 1998

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**Publications**
“About Time: Time Management Issues and Technologies for a New Millennium,”  

“The ‘Millennium Bug’: Exercises for Exploring the Year 2000 Problem in Business Education Classrooms,”  


“On-line Recreation and Play in Organizational Life: The Internet as Virtual Contested Terrain,”- Our Virtual World, 2000 (edited by Laku Chidambaram, Indiana University and Ilze Zigurs, University of Colorado).


“Integrating Privacy Studies into Teacher Education Curricula,” Information Technology and ______


“A Community of Iconoclasts: Art Bell, Talk Radio, and the Internet,” Journal of Radio ______


“Technologists as Prophets and Preservationists: The Long Now Foundation, Futures ______

“Emerging Roles of Counselors in On-Line Counseling,” California Association for ______


Robert Schramm

Presentations

“Comparison of Multimedia vs Traditional Instruction: An Experiment,” - ABC Conference in November 1996.

“Implementing the OSRA Curriculum,” - International Office Systems Research Conference in Nashville,
“Basic PC Troubleshooting Workshop,” (with Mike DuClos) - OSRA International Conference in New Orleans, LA on February 26, 1999.
“Quality Issues In Distance Learning,” - AACSB Technology Mediated Learning: Enhancing the Management Education Experience in Houston, TX on February 4, 2000.

Publications

“Perceptions of the Effectiveness of Web-Based Courses, Distance Education Report, September 15, 2000. (Co-authored with Dr. Richard J. Wagner and Dr. Jon M. Werner).

Honors

Recipient of the College of Business & Economics Research Award, 1997-1998

Bambi Statz

Presentations

“Creating Resources With Innovative Management and Avoiding the Pitfalls That


Publications


“Escalating Student Fees: Do They Treat Students and Taxpayers Equitably?” School Business Affairs, (ASBO), Volume 66, Number 8, August 2000.


Roger Yin

Presentations


Publications


“The Paradox of the World Wide Web in Education: An Investigation of the Links Between Power, Knowledge, and Human Interest of Inquiry,” this paper was officially included in Educational Resources Information (ERIC) Databases, ED437019.

(See Appendix F for the table of faculty and staff.)

**D. External Funding**

Richard James received two grants totaling $4925 from WIDS for Site License software in February 1998. Robert Schramm received and Excellence 2000 Grant for $12,000 to plan, develop, and train faculty to use Learning Space for Long Distance Education in 1997. Roger Yin received an $5,000 color laser printer from XEROX and donated it to the department office in March 2001.

Marcia James solicited over $10,000 worth of donated computer equipment in 2000-2001.

(Include in the table of faculty and staff in Appendix F.)

**E. Professional and Public Service**

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**R. Neil Dortch**

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**Professional and Public Service**

ABC Diversity Initiative Committee, Chair
Member of the NABTE Editorial Review Board.
Supervised cases for Small Business Development Center.

**Memberships**

Association for Business Communication
National Business Education Association
North-Central Business Education Association
Wisconsin Business Education Association
Delta Pi Epsilon
Pi Sigma Epsilon
Mary Margaret Hosler

Professional and Public Service

“National Programs of Excellence in Business Education,” Chair
National Business Education Association Scholarship Committee Member
Liaison “Bridging the Gap” NBEA and Manpower, Inc.

Member - College Research Committee
Member - College Long Range Planning Committee

Memberships

Association for Business Communication
National Business Education Association
North-Central Business Education Association
Delta Pi Epsilon
National Association of Business Teacher Educators
Wisconsin Career Development Association
Organizational Systems Research Association
Wisconsin Vocational Association
American Vocational Association
PBL Alumni Association
Association for Guidance and Counseling
Wisconsin Business Education Association

Marcia James

Professional and Public Service

Sponsored two teleconferences on November 20, 1997:

a. “Putting Your CIS Course on the Internet”
b. “Preparing Your Students for the Office of the Future”

Member - Editorial Board for the *Journal of Business and Training Education*.
Served - International Business Section Editor for the *Business Education Forum*.

**Memberships**

- National Association of Teacher Educators for Business Education
- National Business Education Association
- Organizational Systems Research Association
- Wisconsin Business Education Association
- Delta Pi Epsilon
- International Society for Business Education

**Richard James**

**Professional and Public Service**

Conducted Mini Business World at various educational sites throughout the state every year.
Appointed - Marketing Section Editor for the *Business Education Forum*.

- Member - College Salary Committee
- Member - College International Committee

**Memberships**

- National Business Education Association
- Marketing Education Association
- Wisconsin Marketing Education Association
- Delta Pi Epsilon
- Vocational Education Research Association
- North-Central Business Education Association
- Wisconsin Business Education Association
- International Society for Business Education

**Jean Mausenhund**

**Professional and Public Service**

Appointed - Communications Section Editor for the *Business Education Forum*.
Audit - Business Education Department at West Bend, WI - November 18-20, 1998.
Supervised cases for Small Business Development Center.
Member - Library Committee
Chair - Teacher Education Committee

Memberships

National Business Education Association
North-Central Business Education Association
Illinois Business Education Association
Illinois Vocational Association
Chicago Area Business Education Association - served as President during 1999-2000.
Delta Pi Epsilon, Alpha Phi Chapter
Phi Beta Lambda - Professional Division
Association for Business Communication
Kappa Delta Pi
Phi Kappa Phi
Wisconsin Business Education Association
Chicago Area Business Education Association, President

Daniel Norris

Memberships

American Society for Training and Development
Association for Educational Communication and Teaching
Organizational Systems Research Association
Wisconsin Business Education Association

Member - Kemper Scholarship Committee

Jo Ann Oravec

Professional and Public Service

Reviewer for Informing Science Journal.
Board Member - AM/IAM (Association of Management/International Association of Management

Member - College Undergraduate Curriculum Committee

Memberships

Organizational Systems Research Association
Robert Schramm

Professional and Public Service

Reviewer for Instructional Strategies: An Applied Research Series (Journal), Published by Delta Pi Epsilon, Main Editor was Zane Quible. July 1, 1996 - June 30, 1997.

Memberships

National Business Education Association
Organizational Systems Research Association

Bambi Statz

Professional and Public Service

Director, Waunakee Community School District Board of Education, June 1998 to Present.
Independent Education Consultant, August 1995 to Present.

Acted as a consultant for:
Association for Equity in Funding
Milwaukee Teachers Education Association
Wisconsin Heights School District
Ministry of Education in Barbados through Edusystems, Inc.

Member - Graduate Studies Committee

Memberships

American Education Finance Association (AEFA)
Association of School Business Officials (ASBO)
Government Finance Officers Association (GFOA)
International Association of School Business Officials
Wisconsin Association of School Business Officials (WASBO)
Wisconsin Association of School District Administrators
Wisconsin Rural Development Partnership

Roger Yin
**Memberships**

Organizational Research Association  
American Educational Research Association  
Association for Advanced Computing in Education  
Association for Educational Communication and Technology

Member - University Technology Committee  
Faculty Grievance Committee

(See Appendix F for a table of faculty and staff.)

**F. Resources for Students in the Program**

The Department has a work-study allocation of $13,000 and service and supplies allocation of $27,061 per year. The work-study allocation is used to staff two of the computers labs in Carlson which the Department maintains. Part of the Department’s service and supplies allocation is used to maintain and update the computer labs.

The Department has seven tenured members, three who are tenure track and one academic staff. The faculty members advise 81 Business Education majors and 142 CEUT majors. The faculty members also are assigned to advise student who are enrolled in the Master’s program.

**G. Facilities, Equipment, and Library Holdings**

The Andersen Library is centrally located and accessible to the student body. The library hours are designed to meet students’ needs for prime study and research.

The Library Services provides a variety of print, non-print, and electronic materials to meet the information needs of students and their faculty.

In summer 2000, the Lab in Carlson 3003, which the Department supports, was updated. The room was carpeted and 12 new tables were added to accommodate students. A CISCO Lab was added along 5 routers, 2 Hitachi 776 monitors, a JVC SVHS Video cassette recorder a digital camera, a DF108 Smart Hub, a Linux Web Server, and numerous software. The Lab is networked to qualify as a Microsoft Training Center.
Appendix A
Appendix B
a. Majors will be able to perform network administration duties (220-347).
b. Majors will be able to install software (220-255 and 220-454).
c. Majors will be able to troubleshoot hardware and software (220-255).
d. Majors will be able to replace PC hard drives (220-255).
e. Majors will be able to create multimedia and web page presentations (220-357 and 220-457).
## Dual-Listed Courses and Graduate Requirements

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Graduate Requirement (If Applicable)</th>
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<tr>
<td>220-445/645</td>
<td>Computer End-User Information Management</td>
<td>Extra projects and a paper</td>
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</table>
Appendix C
Appendix D
Appendix E

The Computer End-User Technologies major is undergoing a major transformation based on upgraded equipment and student input. The Computer End-User Technologies Committee plans to meet with the advisory board in Fall of 2000 to discuss the changes in the curriculum and evaluate the program more intensely via board members and student input.

The attached survey completed in December of 1998 reveals that the students perceive the three primary program weaknesses are:

1. The need for more hands-on experiences
2. The need to go more in depth in course material and not overlap course material.
3. The need to provide more emphasis on core concepts of computer technologies.

As a result of the survey and a lab upgrade the following changes are being implemented.

Courses are focusing more on specific certifications, which require hands-on activities, and in depth discussion. For example, the Computer End-User Technologies course focuses on the A+ Certification. This certification is a standard PC troubleshooting certification. Students dismantle and reassemble computers and perform various hands-on troubleshooting activities. The Network Administration for the End-User course now focuses on Windows NT Server 4.0 and Netware 4.0 network administrator activities.

A new course, Web Page Development and Administration has been proposed and is currently being pilot tested. The increased demand for Web Masters has created a niche, which we believe Whitewater can fill. Web Page development is quickly becoming a core technology, which the students referred to in the survey.

Note: The survey results reflect a year when a new Computer Technologies faculty member joined the department and another was on sabbatical. This resulted in different faculty teaching courses for the first time to larger than normal sections. These conditions contributed to the lower than expected average survey scores provided by the students.

While the computer end-user technologies major made significant progress towards improving the courses based on the 1998 survey, teaching efforts were once again hampered by the absence of one faculty member due to a leave of absence. All Computer End-User Technologies faculty will be teaching in the 1999-2000 school year. We believe improved student surveys will result. It should be noted, that even with the shortfall of available tenured instructors, the computer end-user technologies major was impressive enough to grow 33 percent from December, 1998 until April 1999.

<table>
<thead>
<tr>
<th>Computer End-User Technologies Survey</th>
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<tbody>
<tr>
<td>Major</td>
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<tr>
<td>26</td>
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<td>Total pop.</td>
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<td>Total answers</td>
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<tr>
<td>Answers w/o DN</td>
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<tr>
<td>Total scores w/o DN</td>
</tr>
<tr>
<td>Avg. score w/o DN</td>
</tr>
</tbody>
</table>

Note: DN = Do not know

**Three Strengths:**

1) Current and up to date software, technologies, and programs.
2) Learn fundamental of networking (marketable area in IS today) and many aspects of computers.
3) Guarantee job placement

**Three Weaknesses:**

1) Need more hand's on and experiences with troubleshooting and Windows NT.
2) Courses do not go in depth. Also need to coordinate courses to avoid overlapping.
3) Too much focus on MS Office and other things that are not really benefit the core concepts of technologies. For example presentation, developing business plan, etc. Too many curriculums that require two or more presentations per semester.
Appendix F
## Business Education/Computer & Network Administration

### Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degree Granted</th>
<th>Year Granted</th>
<th>Year Appointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dortch, R. Neil</td>
<td>Professor</td>
<td>Ph.D., UW-Madison</td>
<td>1968</td>
<td>1968</td>
</tr>
<tr>
<td>Herbert, Mellanie L.*</td>
<td>Professor</td>
<td>Ph.D., UW-Madison</td>
<td>1977</td>
<td>1982</td>
</tr>
<tr>
<td>Hosler, Mary Margaret</td>
<td>Professor</td>
<td>Ph.D., UW-Madison</td>
<td>1967</td>
<td>1967</td>
</tr>
<tr>
<td>James, Marcia L.</td>
<td>Professor</td>
<td>Ed.D., Northern Illinois</td>
<td>1979</td>
<td>1986</td>
</tr>
<tr>
<td>James, Richard</td>
<td>Professor</td>
<td>Ed.D., Northern Illinois</td>
<td>1978</td>
<td>1986</td>
</tr>
<tr>
<td>Mausehund, Jean</td>
<td>Associate Professor</td>
<td>Ed.D., Northern Illinois</td>
<td>1993</td>
<td>1992</td>
</tr>
<tr>
<td>Norris, Dan**,**†</td>
<td>Instructor</td>
<td>M.S. UW-Whitewater</td>
<td>1995</td>
<td>2000</td>
</tr>
<tr>
<td>Oravec, Jo Ann**</td>
<td>Assistant Professor</td>
<td>Ph.D., UW-Madison</td>
<td>1992</td>
<td>1997</td>
</tr>
<tr>
<td>Schramm, Robert**</td>
<td>Professor</td>
<td>Ed.D., Northern Illinois</td>
<td>1989</td>
<td>1988</td>
</tr>
<tr>
<td>Statz, Bambi</td>
<td>Assistant Professor</td>
<td>Ph.D., UW-Madison</td>
<td>2000</td>
<td>1996</td>
</tr>
<tr>
<td>Yin, Roger**</td>
<td>Associate Professor</td>
<td>Ph.D., Indiana University</td>
<td>1998</td>
<td>2000</td>
</tr>
</tbody>
</table>

*Retired at end of 1999-00 academic year

**Primary assignment to Computer End-User Major courses

†Currently enrolled in doctoral program