Program Director Self-Study Report
For Program:
B.S. Information and Communication Technologies

Submitted by Program Director Name:
Byron C. Anderson

Year:
2011

Planning and Review Committee

1. UW-STOUT’S STRATEGIC PLAN

1.1 Describe how the program relates to UW-Stout's Strategic Plan.

1.1.1 Describe early and ongoing experiential learning opportunities to students within the program.
The BS-ICT is described as a degree completion program. As such students entering the program are typically Applied Associate Degree of Science (AAS) holders in a content area clearly linked to information or communication technologies. Most students are employed prior to entering the BS-ICT. Hence the experiences BS-ICT student bring and have during their coursework is very often full or part-time work in the Information Technology (IT) industry. As part of coursework in the program students perform skills specific to the workplace including IT projects and simulations, project management exercises, presentations and interview scenarios.

1.1.2 What are the initiatives used to increase and support program enrollment, student retention and graduation rates?
From its beginnings the BS-ICT has cultivated close relationships with Wisconsin and eastern Minnesota technical colleges. By working with these colleges, we were pleased to sign an articulation agreement with all 16 Wisconsin Technical Colleges and at least two Minnesota colleges during summer 2009. In addition we continue dialog to enhance our program through our advisory group which includes a number of technical college members. We have also used brochure and poster mailings, advertising in college publications, program overview video, and an experiment with Pandora radio. In Fall 2011 the program director visited three technical college campuses to share information about the program with students and IT staff. The program also benefits from fall and spring visits made across the state to technical colleges by other online program staff, often Wendy Dittmann, and more recently Stout Online BS-ICT advocate, Mandy Wolbert.

1.1.3 Respond to the program facts and your program’s creative endeavors related to the diversity aspects of Inclusive Excellence: “UW-Stout’s plan to intentionally integrate diversity efforts into the core aspects of everything we do. Diversity
is broadly defined and includes, but is not limited to, race/ethnicity, gender, sexual orientation, age and disability status.”

Online delivery allows students to "attend" without having to travel or live at our largely rural campus setting, hence the program enjoys good participation (13 of 118) by men and women whose lives and background reflect categorically Stout's minority, though room for growth remains. Additionally the program sees a number of women with children who very likely would not uproot their families to attend a campus-based program. For an IT related degree, statistics would suggest a female population of 20% encouraging.

1.1.4 Describe the environmental sustainability initiatives of your program: “UW-Stout’s attempt to make students, faculty, and staff more aware of the importance of sustaining our environment through energy conservation, waste reduction, and other measures that will not bring harm to the environment, and to provide students with innovative research opportunities in these areas.”

Inherent in the online delivery and by cultivating a "tele" approach (advising by telephone, Skype, remote access, use of videos) not only with the students but also intentions are to conduct the Spring Advisory meeting online. These practices embedded the notion that reducing travel and limiting mailings has value. For example, given twenty students in a BS-ICT class are able to attend class without traveling an average of 30 miles per week to campus, we reduce 600 miles of auto travel per week, per class. In one semester that is nearly 10,000 miles of reduce highway traffic. These estimates are conservative.

1.1.5 List various training and development opportunities of core faculty teaching within your program.

The BS-ICT has encouraged and financially supported faculty development. The program has sponsored a one-day stipend workshop in 2010 amongst core faculty to focus on aligning objectives with courses. The PD invited two faculty to join him for a campus sponsored workshop regarding efforts to align student learning to objectives in 2009/10. In addition, in concert with the Apparel and Communication Technology (ACT) department chair, BS-ICT dollars have been used to support faculty in attendance at various conferences and professional development venues.

2. DESCRIPTION OF THE PROGRAM

2.1 Curriculum Design

2.1.1 State the program objectives.

Background

Launched in January 2007, the Bachelor of Science in Information and Communication Technologies is a degree-completion program that has been developed in response to an initial request by the administration of Wisconsin Indianhead Technical College. Interest was also expressed by several other Technical Colleges. The program was created to address needs in the information and communication technology field by offering a distance education degree
completion program for working adults holding associate degrees. The BS-ICT initially had three areas of emphasis, Computer Networking, Media, and Technical Communication.

A grant from the Committee on Baccalaureate Expansion (COBE) provided start-up funds for the program. Marketing costs were shared with the BS in Management, which is also a degree-completion program targeting a similar audience. The BS-ICT and the BS in Management share several of the same courses in the professional core curriculum. The BS-ICT is self-funded through customized tuition, which was approved by the Board of Regents in December 2001 (Resolution 7841).

Key Individuals/Institutions
Initiative by the Apparel and Communication Technology Department Chair, Steve Schlough, and other UW-Stout members, resulted in the UW Regents authorization for this new degree-completion program. Len Bogner served as the Program Director during the launch period. After Len accepted a new opportunity away from Stout, Byron Anderson accepted responsibility for directing the program in September 2007.

Technical colleges are obviously key stakeholders in the future success of the BS-ICT program. Students currently enrolled represent multiple technical college campuses including Chippewa Valley, Gateway, Indianhead, Moraine Park, Northcentral, Northeast, Southwest, Waukesha, and Western. Transfer students also bring credits from 2 and 4-year campuses in Wisconsin, as well as institutions from Minnesota and elsewhere. In summer 2009, representatives from all 16 Wisconsin technical colleges signed an articulation agreement specific to the BS-ICT.

Program Objectives

1. Understand Information & Communication Technology systems and their effect on society.
2. Evaluate and implement a variety of components of Information & Communication Technology for personal, educational and professional growth, as well as to promote increased organizational performance.
3. Analyze Information & Communication Technology for appropriate application in work settings.
4. Understand and use Information & Communication Technology to expand and expedite the services used in a global economy.
5. Integrate different Information & Communication Technology methods in a manner to facilitate organizational effectiveness and efficiency.
6. Develop personal and social responsibility in the digital world regarding privacy, protection of intellectual property concepts, social and economic value of information.

2.1.2 What are the initiatives used to determine the need for program revision, including but not limited to program enrollment, student retention or student graduation rates.

Program revisions, two in the past five years, have largely been informed due
to two indicators. One, our ability to consistently deliver on an annual basis one or more sections of the courses listed in the program plan. The second indicator is suggestions by faculty in concert with the advisory committee to refine the scope of offerings. Our decisions have less be influenced by enrollment, retention, or graduation rates but rather the ability of our campus (given faculty availability and expertise parameters) to deliver a focused quality content in a consistent timely manner.

The first indicator, consistent offering schedule, is essential for students as they map their course enrollment plans. Because the average credit load varies widely, each student needs to customize their plan. Insuring a consistent course offering schedule is very important. The second indicator that has informed program revisions emerged from having "over promised and under delivered" the array of courses listed. The early versions of the BS-ICT listed three areas of emphasis--network, technical communications, and media. Given limited faculty availability, expectations to become self-sufficient, and the need to insure students could plan multiple semesters in advance. Refining the number of course offerings became a necessity; he primary basis for BS-ICT revisions.

2.1.3 Is your program defined as a distance learning program (yes/no)? – Or delete all together.
Yes, the BS-ICT is foremost a distance learning based program. However, students may also elect to attend as on-campus students. This flexibility has its benefits and drawbacks. Obvious benefits are to those wishing to earn a bachelor's in IT while remaining in their communities of work and family. Drawbacks stem from fee and enrollment complexities created when the campus elected to differentiate on-campus (traditional) students from online (customized instruction) learners. Characteristics of those factors are discussed later.

2.1.4 Give examples and explain the ways in which the program intentionally integrates diversity efforts, functions and contributes to the program.
By nature of its online format, the BS-ICT is able to remove some of the time and distance barriers that deter some students from attending our Menomonie campus. Moreover, the computer-based nature of the classroom for our online learners tends to invite interaction by all students as every student has the opportunity to sit in the front row, per se. Statistically this IT program has many more women students than our traditional on-campus IT program. While this may be attributed to an array of factors, it seems this BS-ICT program creates a unique opportunity for women.

2.1.5 UW-Stout “programs are presented through an approach to learning which involves combining theory, practice and experimentation” (Mission Statement). Briefly describe the components of your program where students participate in scholarly activity such as: research, scholarship, experiential learning and creative endeavor.
The program has been purposeful to grant the student nearly full flexibility latitude with general education choices to encourage pursuit of interests beyond the technical scope of the BS-ICT. Also, the suite of professional courses is intended to expose the student to various roles and opportunities for career direction. The professional core courses sample accounting, international business, project management, marketing, organizational leadership, as well as policy and audit of IT. Finally, the industry credentials aligned to the ITM courses (133-444) are directly valued in the workplace as profound exhibits of experiential learning attainment. Across these sets of courses, students have opportunity to apply current IT skills with new knowledge and often bring that learning into their full and part-time jobs.

### 2.1.6 Does your program currently have an accreditation or certification agency that reviews the program? If so, which agency and to what extent do they influence the structure of the curriculum?

No external review agency. However, one external indicator for Network Concentration students, Cisco industry exams aligned to ITM courses.

<table>
<thead>
<tr>
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### 2.2 Faculty/Academic Staff Expertise

#### 2.2.1 List the key people in the curriculum. A key instructor is one who teaches at least one required professional course in your program.

Kevin Tharp, PhD., Asst. Prof., ACT Dept.
Evan Sveum, Sr. Lecturer, ACT Dept.
Steven Schlough, PhD., Professor, ACT Dept.
Holly Yuan, PhD., Asst. Prof., ACT Dept.
Renee Gunderson, Sr. Lecturer, ACT Dept.
Mark Fenton, PhD., Asst. Prof., Business Dept.
Matt Livesey, PhD., Assoc. English and Philosophy
Diane Olson, PhD., Operations and Management

#### 2.2.2 What additional areas of faculty/academic staff expertise are currently needed?

We have on random occasion been able to add an e-commerce course and that is one area that would be beneficial to the program. Also, network security has been requested by upper level students and the advisory group; the ITM staff has been making plans to help offer this content online—a work in process. At present our two core IT staff possess technical skills that are essential to the content our network courses deliver. These technical skills have notable potential salary value in the marketplace; our UW-Stout salaries are creating a real vulnerability to this program. Without question these faculty could double their salary in the corporate setting. Without addressing this salary disparity, it is likely this program will suffer when one of both faculty seek better incomes.
2.3 Facilities

2.3.1 What special facilities and or capital equipment currently available are utilized and how do they strengthen this program? What additional facilities (special classrooms, labs, additional space involving minor construction) have been requested and has that been filled?

The program's IT segment draws heavily upon the virtual lab capabilities of the BS-ITM program. This equipment, under the direction of our capable IT faculty and lab staff, provides a strong caliber of experiences to the student. The replacement costs of these IT systems can be quite notable though the ACT Department Chair works closely with the ITM staff to ensure our facilities maintain up-to-date versions and equipment. Without the network virtualization equipment and expertise of the ITM program and its staff, the BS-ICT program would be much less valuable for many of our students. In addition to lab equipment, the online student would benefit from virtually sitting in on face-to-face classroom lectures that would transition seamlessly to the web. In particular for classes that have both on-campus and online sections. Video and audio recording systems that capture instructor and student dialog, as well as the capture of whiteboard illustrations created organically from classroom discussions. This type of dynamic recording would have particular benefit to both the student and the instructor. Aside from online delivery tools which are of critical importance, though typically facilitated outside our department, there are no further equipment demands or needs of note.

2.4 Resources for the Program

2.4.1 Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the program. List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.

A good set of professional and topical resources have been provided by the library including tutorials that are tailored to online students. In some ICT courses we've also benefitted from e-books that are responsive to IT topics. This is particularly valuable given the challenge that obtaining a physical copy of a book poses for the online learner. Whereas with e-books, up to three students at any given moment can be accessing the same book. Very pleased to have the library and staff listed for CI students to contact for assistance.

2.4.2 List any special resources used to meet program and/or student needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research Center, Media Self-Instruction Lab, Academic Skills Center, etc. List or describe any other resources which are needed to meet the program objectives with a brief statement as to how these would enhance or maintain the concentration quality.
Campus ITS staff and services facilitate a host of resources that compliment online delivery. Recent addition of Tegrity, a video capture software, adds further latitude of tools for online instruction. Career Services also provide linkages to employment opportunities; regularly internship notices are passed onto students through that office. Instructional Resources provides online students with convenient access to needed textbooks in a seamless manner after a period of maturation. Both Stout Online and specific staff in Registration & Records provide timely support to our online students with enrollment, registration, drop/add, and various odds and ends. In time, I'm hoping Admissions in conjunction with Stout Online can assist with target marketing and help us reach key audiences [The Associate degree holder that is currently employed in IT yet frustrated with having been passed over due to the absence of an IT related bachelor's degree. Degree confined, yet very capable of moving up.] It seems there is value in having some marketing derive from one office on behalf of all online programs. It is however important that the program be able to use marketing dollars to strengthen the role of relationship recruiting (e.g., word of mouth).

2.5 Assessment in the Major

2.5.1 Attach your most recent Assessment in the Major report.

3. Supply evidence of the quality of the graduates of the program.

3.1 Describe the demand for graduates and anticipated changes or trends in such positions/roles.

Strong demand for graduates. Strong employment need projected.

From the U.S. Bureau of Labor, "Overall employment of computer network, systems, and database administrators is projected to increase by 30 percent from 2008 to 2018, much faster than the average for all occupations."

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3.2 Interpret the data from the Planning, Assessment, Research and Quality (PARQ) office of the alumni follow-up surveys.

Two alumni responded to the survey. More participants would be needed to form any meaningful conclusions. Participants mention the value of transfer credits, Cisco labs, and the importance of faculty-student relationships.

3.3 Interpret the major results from your Program Specific Surveys (students, faculty and advisory committee) conducted by the Planning and Review Committee.

Similar to course evaluations, there seem to be successes as well as room for improvement. Students seem to be authentically appreciative of the online delivery alternative. As with on campus courses, most online experiences are reported as very positive though a select few responses of disappointment indicate areas wherein we can improve; often these seem to be instructor dependent. Creating rapport with the online learning seems an area we could work on. Also providing a greater sense of worth with the general education courses is a valid goal. Relationship building seems a common theme mentioned by students. Providing valued technical courses remains essential, an area of strength when Cisco focused, though course diversity in areas such as Linux, Unix, Novell, or Windows merits attention. As mentioned later in 4.3., goals of the coming years seek to address three themes in the students' comments, 1) the variety of courses offered, 2) course organization and instruction differences, and 3) the ability to create and maintain relationships between the student and instructor.

Comments from Advisory members suggest they feel quite well informed and able to voice guiding suggestions. Some comments reflect members who are recent or present BS-ICT students which is highly valuable for informing the program. Some comments mention the need for more technical courses, professional development opportunities, and possible increase in program directing resources, including time. Members seem quite pleased with their level of involvement and advisement to the program.

Instructor feedback (inside the department) suggests two themes. First, better defined program direction and a greater opportunity to participate in program decisions--perspectives of one or more of the five responding faculty. Finding effective ways to engage or involve faculty in the program may have merit. The second reoccurring concern emphasize issues with fee and course segregation between Customized Instruction courses and campus-based course offerings. Our department has narrated
our concerns about course access for CI to faculty senate and regularly to the Provost Office. Instructors (outside the department) suggest students be advised to have project management content earlier in the experience and find some students could be more open to new experiences and approaches to learning.

4. Supply evident of continuous improvement efforts of the program.

4.1 Describe the strengths and unique features of your program that distinguish it from similar programs. What are the weaknesses of the program?

Program strengths have been embedded in discussions earlier, as well. Noted here again the BS-ICT is particularly unique in that it is the only IT related online degree-completion program among the University of Wisconsin campuses. The BS-ICT grew organically from conversations with technical colleges in this region about how our campus' strong IT program and related media content might provide avenues for adults with associate degrees in computing technologies to earn their bachelor's. From that beginning and through a series of focused refinements the program today serves approximately 150 students from across Wisconsin, areas of Minnesota, as well as the occasional student at a greater distance from Stout--one in New York at present.

At meetings with technical college instructors and administrators this program and the UW-Stout in general is held in high regard for our history and continued willingness to place value on the associate degree in our transfer practices. Some technical college IT programs (CVTC) include literature about the BS-ICT in their recruiting efforts, suggesting to candidate students that earning the 2-year AAS degree in IT is a logical start toward their bachelors degree. Often in conversation with people who inquire about the BS-ICT, they remark about our transfer practices that clearly validate their technical college accomplishments.

Sound bites expressed by students include:
- courses use the tools...to its best advantage
- several routes (students) can take to become a network professional
- affordable and efficient format
- appeals to people who are working full time
- quality, flexibility, transfer agreement, up to date and relevant, very straightforward
- Instructors are great and willing to work overtime to help students
- can obtain a degree as well as professional certificates

Perceived program weakness tend to organize into three categories, 1) the variety of courses offered, 2) course organization and instruction differences, and 3) the ability to create and maintain relationships between the student and instructor, as well as among the students. We are working to address these concerns by first determining the whether we can influence the issue, and secondly, by seeking to more effectively communicate the expressed concerns among faculty teaching our CI courses.

The issue of course variety may be largely limited by faculty resources, though as the program grows and matures, we will need to be responsive to the very changing nature of the IT industry. Challenges associated with the experience students encounter as part of their classes, will require more digging. We have set aside budgetary dollars for professional development by CI teaching
faculty. It will likely also be important to communicate our students' concerns to the faculty and create a forum or process that encourages continual improvement.

4.2 Submit evidence of program response to the concerns and recommendations in your previous program review.
   First review, Fall 2012.

4.3 In the next seven years, what are the major improvements or changes you plan to implement to improve program quality?
   a. Increase GE course variety and add technical courses beyond Cisco content.
   b. Financially support systems that help faculty deliver courses, content, and online experiences that contribute to our students sense of being highly valued, well engaged, and gaining authentic knowledge.
   c. Focus marketing efforts on those activities that help us reach the best qualified students and those adults that not only see great benefit in this degree, but also those that cause us to teach better and offer stellar course.
   d. Incorporate CRM (customer resources management) to improve the student experience from initial inquiry to alumni ombudsman.
   e. Based-on course availability, viability, and CI student enrollment latitudes, revise the program to reflect emerging workforce or student knowledge needs.

5. Attachments-Please include electronic links.

5.1 Submit any other information or documentation that may be helpful to the Planning and Review Committee in reviewing the quality of the program including interpretation of data from Institutional Research and PRC data.

5.2 Links of specific program information to be included:
   • Program plan sheet
   • Current assessment in the major
   • Individual program facts
   • Current program advisory committee
   • Other items requested by the consultant
Program Objectives:

1. Understand Information & Communication Technology systems and their effect on society.
2. Evaluate and implement a variety of components of Information & Communication Technology for personal, educational and professional growth, as well as to promote increased organizational performance.
3. Analyze Information & Communication Technology for appropriate application in work settings.
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5. Integrate different Information & Communication Technology methods in a manner to facilitate organizational effectiveness and efficiency.
6. Develop personal and social responsibility in the digital world regarding privacy, protection of intellectual property concepts, social and economic value of information.

I. Description of Methods – description of methods for assessing student learning/outcomes
   a. Indirect Assessments
      First, students entering the BS-ICT generally hold at least one Applied Associate degree related to information technology and are often already employed in the field (objective #1). One indicator of student quality and capability for learning is therefore GPA upon entrance, currently the transfer median is 3.78/4.0; the median in the program is 3.68.

      Second, one uniqueness is of the BS-ICT is that most students entering the program have workplace experiences that reflect numerous years in the IT field. As such these attributes need to be considered as an evaluative indicator of the potential learning outcomes as part of the BS-ICT experience. In some ways students in the program reflect a graduate student audience in context to, often, their “stage of life” upon enrolling. To help us appreciate the learning our students possess, one indicator may be success in the current workplace. Here are some
excerpts of job titles and duties held by some of our new students (objective #2, 3, 5):

i. IT Consultant, Remote Operations Company, Green Bay
ii. ‘Exacta Tech’ at Drs. Foster and Smith, pet cataloger, Rhinelander
iii. IT division System Administrator, CoVantage Credit Union
iv. Network Engineer
v. Solution Architect of Electronic and Web Content Management
vi. Software Engineer at Skyward

A third ongoing effort to connect student learning to program objectives involves course and objective alignment. In the previous annual report we had produced brief narratives that indicate the ways in which aligned courses could help ensure content and student exhibits might hone on one or more program objectives. Work accomplished to-date with producing tangible evidence yet eludes us. A recent program change that places all BS-ICT students into an introductory course, ICT-100, provides us a common forum for trying some ideas that might heighten the students’ awareness of linkages we’re trying to monitor between select courses and the six program objectives.

b. Direct Assessments
Employment and salary data used to suggest program objectives are attained and exhibited by the hiring and pay levels graduates attain. Also reporting industry credentials earned as part of networking coursework.

II. Results

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Industry credentials earned in network courses (objective #4, 5)

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III. Interpretation
Indicators used for suggesting relationships between program objectives and student experiences while proceeding through the coursework is fragile (limited causal basis) relative to their value in providing insights about the program, particularly for making interpretations about course changes. The nature of the BS-ICT objectives and the interpretive breadth are enduring in their latitude, but also create a challenge for creating
consistent measurable learning indicators. This challenge is further compounded by the nature of the student entry skills which range from basic to advanced.

While the BS-ICT students seem to do very well in the primary goal of their education—employment and promotion—at this time indicators that signal student learning in association with the six various program objectives are relationally subjective. However, trend wise, we move forward to develop program objective linkages at the course level. Communicate these objectives earlier and more consistently to the students. Find student success in earning Cisco credentials to be at or above our expectations. Also, salaries upon exit are good to excellent.

IV. Dissemination
Report along with annual program director goals shared with both technical and professional core teaching faculty. The report is also distributed to advisory members.

V. Program Improvements
BS-ICT is in PRC review for 2011-12. That preparation has included feedback from alumni, current students, and faculty. Most informative in that data are comments from students which point out our strengths, miscellaneous stories, and areas we should examine more closely for improvement opportunities. As a snapshot of comments:

- “...affordable and efficient format…”
- “Up to date and relevant content.”
- “Instructors are great and willing to work overtime to help students.”
- “…ability to take the whole program online.”
- “…online course testing …adversarial testing at times.”
- “Little exposure to Linux which is used in many industries”
- “Inconsistency with instructors using their own platforms…”
- “Instructors who provide very little interaction for online students.”
- “…limited choices. …basically…Cisco. ….more diverse (courses) like…Windows, Unix, or Novell networks.”
- “Instructors who teach online must be open to reviews by students.”
- “…find more ways to present the latest technologies used in the industry.”
- Increase offerings. Less humanities. Less generals, more core classes.
- “Make it mandatory for students and instructors to share…photo or video…help build a good instructor-student relationship.”
- “Offer both online and in-class options for all program specific courses.”
- “program director…could be available at certain cities…once a year to advise, ...”
- “more classes…like telephony, ERP applications, database programming, signal distribution, OTA transmissions…”
- “Overall it’s a very solid program and appears to be well balanced.”
- “Overall I am satisfied with the BS-ICT program…”

Beginning in Fall 2011 the program began requiring new students enroll in ICT-100, a one-credit course taught by the program director. This creates a new opportunity to understand the type of students arriving, facilitate student connections, and foster a better
understanding with the student about the program, expectations, and introductions to Stout and our faculty with an ICT perspective. Over the next few semesters this course will be refined in its value to the program.

VI. Plans for Improvement
Embedded in many of the above conversations are notes about improvements in process. The same question about suggestions for monitoring our effectiveness was posed to the advisory group in Spring 2011 those suggestions include:

- Cisco Exams
- Employment in the field
- Satisfaction survey at midpoint and at graduation
- Retention, completion and how long it takes to complete
- Instructor evaluation of individual student’s accomplishing the objective

Some of these suggestions are already underway or we are determining how to systematize our data gathering and presentation in a manner that is both efficient and meaningful to our instructors and administrative team (department and college).

A portion of the Program Director goals submitted for 2011/12 include:

<table>
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<th>Task</th>
<th>Timeframe</th>
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<tbody>
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<td>Work with Stout Online (Mandy Wolbert) to better track BS-ICT students for enrollment patterns, retention, duration in the program, and completion.</td>
<td>Meeting on 6-week intervals</td>
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<tr>
<td>Improve the process of data collection, meaningfulness of the data, and report production for Assessment in the Major</td>
<td>Over the year</td>
</tr>
<tr>
<td>Assess and revise ICT-100 in light of student survey feedback gathered during PRC process.</td>
<td>Incorporate in spring course</td>
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<tr>
<td>Conduct survey of current students and alumni to learn of ways to better target market the IT employee 2+ years passed earning the AAS degree.</td>
<td>Survey in Fall</td>
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<tr>
<td>Continue coordinating with BS-Management avenues for marketing BS-ICT to the technical college graduate</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Work with ITM program staff to establish IT Network Security course for BS-ICT delivery in the Network Concentration</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Seek to better understand the most effective ways of informing candidate adults about the degree completion opportunity in our BS-ICT.</td>
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<tr>
<td>Work to maintain communication with key IT faculty at each technical college where we have one or more students or alumni. Previously sent brochures and posters.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

---End of the report---
General Education (40 credits) | Credits
--- | ---
A. Communication Skills--ENGL-101 or ENGL-111, ENGL-102 or ENGL-112 or ENGL-113, and SPCOM-100 | 8
B. Analytical Reasoning--including MATH-118 or higher | 6
C. Health and Physical Education | 2
D. Humanities and the Arts | 9
E. Social and Behavioral Sciences | 9
F. Natural Sciences (with lab) | 4
G. Technology | 2

I. Technical Competency and/or transfer (40 credits)
ITM-XXX, ICT-XXX, CS-XXX, MEDIA-XXX, ELEC-XXX, GCM-XXX, TECH-XXX or advisor approved credits for transfer.

II. Professional Studies (22 cr.)
ICT-100 Intro to Information & Communication Technology | 1
BUACT-206 Intro to Financial Accounting | 3
BUINB-260 International Business | 3
BUMGT-304 Principles of Management | 3
BUMKG-330 Principles of Marketing | 3
INMGT-365 Project Management | 3
INMGT-400 Organizational Leadership | 3
ICT-401 Telecom Policy and Regulations | 3

III. ICT Emphasis or Network Concentration
Complete the emphasis or the concentration (A or B)

A. ICT Emphasis--selectives continued | Credits
--- | ---
ENGL-225 Editing Practices and Processes | 3
ENGL-385 Document Design | 3
ENGL-247 Critical Writing | 3
ENGL-343 Rhetoric of Technology | 3
ENGL-425 Usability Design & Testing | 3
ENGL-415 Technical Writing | 3

B. Network Concentration (complete the 18 credits)
ITM-133 Network Fundamentals I (Cisco 1 and 2) | 3
ITM-134 Network Fundamentals II (Cisco 3 and 4) | 3
ITM-441 Scalable Internetworks | 3
ITM-442 Remote Access Networks | 3
ITM-443 Multi-Layer Switched Networks | 3
ITM-444 Internetwork Troubleshooting | 3
(ITM-441-444 culminates with CCNP test option)

Total Credits 120

All courses required to complete this program are available on-line on a consistent basis including general education courses. Many courses are offered every Fall and Spring semester. Summer and Winter offerings vary based-on staff availability. A course matrix schedule seeks to help students plan two-years out.
<table>
<thead>
<tr>
<th>First Last</th>
<th>Employer</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Brodt</td>
<td>Wisconsin Indianhead Technical College</td>
<td>Instructor - IT</td>
</tr>
<tr>
<td>Gary Brown</td>
<td>Western Wisconsin Technical College</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Nancy Cerritos</td>
<td>Wisconsin Indianhead Technical College</td>
<td>Academic Dean, IT</td>
</tr>
<tr>
<td>Dave Colby</td>
<td>Mid-State Technical College</td>
<td>Associate Dean, Business Division</td>
</tr>
<tr>
<td>Wendy Dittmann</td>
<td>UW-Stout</td>
<td>Management Program</td>
</tr>
<tr>
<td>Mark Fenton</td>
<td>UW-Stout</td>
<td>Assoc. Prof.</td>
</tr>
<tr>
<td>Scott Finn</td>
<td>Western Wisconsin Technical College</td>
<td>Instructor - IT</td>
</tr>
<tr>
<td>Lori Fisher</td>
<td>Northeast Wisconsin Technical College</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Ben Franske</td>
<td>Inver Hills Community College</td>
<td>Computer &amp; Network Technology</td>
</tr>
<tr>
<td>Steven Gingras</td>
<td>IBM</td>
<td>Account Focal</td>
</tr>
<tr>
<td>Heather Graves</td>
<td>UW-Stout</td>
<td>Student Services Spec</td>
</tr>
<tr>
<td>Keith Grey</td>
<td>IT Services Manager</td>
<td>Community Health Partnership</td>
</tr>
<tr>
<td>Renee Gunderson</td>
<td>UW-Stout</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>John Higgs, Jr., Ph.D.</td>
<td>Mid-State Technical College</td>
<td>Business Division Dean</td>
</tr>
<tr>
<td>Paul Hoffman</td>
<td>Waukesha County Technical College</td>
<td>Associate Dean, Business Information Technology</td>
</tr>
<tr>
<td>Jaime Klein</td>
<td>Southwest Wisconsin Technical College</td>
<td>Network Communications Specialist</td>
</tr>
<tr>
<td>Ray Koukari, Jr.</td>
<td>Gateway Technical College</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Matt Livesey</td>
<td>UW-Stout</td>
<td>Program Director, Tech. Comm.</td>
</tr>
<tr>
<td>John O’Brian</td>
<td>Century College</td>
<td>Vice President</td>
</tr>
<tr>
<td>Diane Olson</td>
<td>UW-Stout</td>
<td>Asst. Prof.</td>
</tr>
<tr>
<td>Gordy Rosploch</td>
<td>Lakeshore Technical College</td>
<td>IT/Information Management Instructor</td>
</tr>
<tr>
<td>Russ Rothamer</td>
<td>Northcentral Technical College</td>
<td>Dean of Business &amp; International Education</td>
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<tr>
<td>Steven Schlough</td>
<td>UW-Stout</td>
<td>Prof.</td>
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<tr>
<td>Dick Scuglik</td>
<td>Nicolet Area Technical College</td>
<td>Information Technology Instructor, TC</td>
</tr>
<tr>
<td>Heather Stanton</td>
<td>BS-ICT student</td>
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<tr>
<td>Evan Sveum</td>
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<tr>
<td>Kevin Tharp</td>
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<tr>
<td>Doug Waterman</td>
<td>Fox Valley Technical College</td>
<td>IT Team Leader</td>
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<tr>
<td>Marlene Wedge</td>
<td>Senior Project Manager</td>
<td>Entropy Multimedia Inc</td>
</tr>
<tr>
<td>Cynthia Weishapple, Ed.D.</td>
<td>Inver Hills Community College</td>
<td>Dean of Math, Science, Business &amp; Technology</td>
</tr>
<tr>
<td>Ronald Witt</td>
<td>Gateway Technical College</td>
<td>Networking Specialist Instructor</td>
</tr>
<tr>
<td>Holly Yuan</td>
<td>UW-Stout</td>
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</tr>
<tr>
<td>Hal Zenisek</td>
<td>Blackhawk Technical College</td>
<td>Dean</td>
</tr>
<tr>
<td>Kevin Groskreutz</td>
<td>Sacred Heart Hospital</td>
<td>CIO</td>
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</table>