

PREFACE

Welcome to the 2005 International Association for Computer Information Systems Conference. This year *Issues in Information Systems* (IIS) contains the very best of the many complete papers submitted for the conference. This Refereed Proceedings and Program contains the abstracts of selected presentations other than those included in IIS. We would like to extend a sincere thank you to all of the participants, presenters and reviewers in making this an outstanding conference. By sharing your ideas with others, we will all benefit and continue to improve our teaching and research activities.

This year marks the sixth year of our refereed publication, *Issues in Information Systems*. IIS is registered with the U.S. Library of Congress as a serial publication and is listed in Cabell's Directory of Publishing Opportunities in Management. Only complete paper submissions appear in IIS, whereas the abstract only submissions are included in the Proceedings.

The location in Atlanta, Georgia, provides an excellent setting for the conference and we are delighted that we were able to move the conference on such short notice. Our heart-felt sympathy and prayers go out to our colleagues and all the people of New Orleans and the Gulf Coast who are attempting to deal with unimaginable grief and loss in the aftermath of Hurricane Katrina. We are delighted that this year's conference has once again drawn participants from across North America and internationally, but we grieve for those who are unable to be with us.

Special thanks to Edie Luce for her help and support during the preparation and planning for the Conference. We are also grateful to Glenn Corlett, Dean of the Ohio University College of Business, Dr. John Day, Chair of the Management Information Systems Department and Associate Dean of the College of Business, and Susan Bauman, Administrative Coordinator in the Office of the Dean, for their support for this project. Special thanks for support is also extended to Dr. Karen Forcht, Chair of the Business Information Systems Department and Dr. Caryn Beck-Dudley, Dean of the College of Business at Utah State University. We would also like to thank all the authors and reviewers for their understanding and help through the numerous computer crashes that occurred on the way to this Conference.

In our unique positions of Conference Chair and IIS Editor, we have been privileged to preview the abstracts and papers scheduled for presentation at the Fall Conference. The competition this year for *Best Research* and *Best Pedagogy* papers is indeed rigorous, as the quality of papers submitted is excellent. As are you, we are excited to hear the presentations and network with the authors. The Fall Conference promises to be a productive exchange of ideas.

Relax and enjoy the 2005 Conference. Thanks to each of you for joining IACIS and participating in our conference.

Thom Luce

Thom Luce
IACIS Vice President and Conference Chair
Ohio University
Athens, OH

Jean A. Pratt

Jean A. Pratt
IACIS Secretary and IIS Editor
Utah State University
Logan, UT

September, 2005

**2005 ANNUAL CONFERENCE
INTERNATIONAL ASSOCIATION FOR COMPUTER INFORMATION
SYSTEMS**

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Jason C.H. Chen	Gonzaga University
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SUBMISSION REVIEWERS
2005 Annual Conference
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Zehai Zhou
Dakota State University

***CONFERENCE
PROGRAM***

Program in Brief

WEDNESDAY, OCTOBER 5, 2005

6:00-8:00 p.m. Early Bird Reception and Registration

Room
590 West

THURSDAY, OCTOBER 6, 2006

7:30-4:00	Registration	Piedmont Registration Desk
7:45-8:45	Continental Breakfast	Atlanta A & B Foyer
8:45-9:00	Welcome	Atlanta A & B
9:00-10:00	Keynote Address – Gerry Hanley	Atlanta A & B
10:00-10:30	Break	Atlanta A & B Foyer
10:30-11:30	Session 1a: IS Courses and Real World Needs Session 1b: eLearning Consumers Session 1c: IS Research Session 1d: Database Issues – I	Atlanta A Atlanta B Atlanta C & D Peachtree
11:30-1:30	Lunch (on your own)	
1:30-2:30	Session 2a: IS Curriculum Session 2b: Mixed Learning Environments Session 2c: Issues in International Information Systems – I Session 2d: Database Issues – II	Atlanta A Atlanta B Atlanta C & D Peachtree
2:30-3:00	Break	Atlanta A & B Foyer
3:00-4:00	Session 3a: Software Development and Project Management Session 3b: Collaboration and Communication in eLearning Session 3c: Issues in International Information Systems – II Session 3d: MERLOT and T&P	Atlanta A Atlanta B Atlanta C & D Peachtree
4:00-5:00	JCIS Editorial Review Board	Peachtree
6:00-10:00	Fun Night	

FRIDAY, OCTOBER 7, 2005

8:00-4:00	Registration	Atlanta A & B Foyer
8:00-9:00	Continental Breakfast	Atlanta A & B Foyer
9:00-10:00	Session 4a: IS Curriculum Development Session 4b: Assesment in eLearning Session 4c: Knowledge Management Session 4d: eCommerce Marketing	Atlanta A Atlanta B Buckhead Peachtree
10:00-10:30	Break	Atlanta A & B Foyer
10:30-11:30	Session 5a: Issues in Program Assesment Session 5b: IS Theory and Publication Session 5c: Issues in the Teaching of Ethics – I Session 5d: eCommerce	Atlanta A Atlanta B Buckhead Peachtree
11:45-1:30	Business Luncheon	590 West
1:45-2:45	Session 6a: Systems Analysis and Design Session 6b: eLearning Development and Use Session 6c: Issues in the Teaching of Ethics – II Session 6d: eCommerce – II	Atlanta A Atlanta B Buckhead Peachtree
2:45-3:15	Break	Atlanta A & B Foyer
3:15-4:15	Session 7a: Course Integration Session 7b: Assessment of eLearning programs Session 7c: IT in Medicine Session 7d: Tools for Instruction	Atlanta A Atlanta B Buckhead Peachtree
4:30-5:30	Session 8a: Issues in the Teaching of Networking Courses Session 8b: Life-Long Learning Session 8c: Security, Fraud and other Risks Session 8d: Wireless Technology	Atlanta A Atlanta B Buckhead Peachtree

SATURDAY, OCTOBER 8, 2005

8:00-10:30	Registration	Peachtree Foyer
8:00-9:00	Continental Breakfast	Peachtree Foyer
9:00-10:00	Session 9a: Software and Operating Systems Session 9b: Digital Libraries and Citation Studies Session 9c: Decision Support in Organizations	Roswell Lenox Peachtree
10:00-10:30	Break	Peachtree Foyer
10:30-11:30	Session 10a: Strategic Planning and Competitive Advantage Session 10b: Information Security Session 10c: Doctoral Programs	Roswell Lenox Peachtree
11:30-12:00	Debriefing	Peachtree

Program Presentations

THURSDAY OCTOBER 6, 2005

10:30 - 11:30

Session 1A: IS Courses and Real World Needs

Chair: Sean McGann, Ohio University

**CAREER ROLE MODELS AND CAREER SEEKER INTENTIONS:
BUILDING INTEREST IN IT PROFESSIONS**

Paul Stephens

Bradley University

**CONNECTING STUDENTS AND FACULTY TO BUSINESSES: THE
PIPES PROJECT**

Steven C. Ross

Western Washington University

Craig K. Tyran

Western Washington University

Kristi L. Tyran

Western Washington University

Thomas Roehl

Western Washington University

John Sands

Western Washington University

**IDENTIFYING COMPETENCIES FOR THE IT WORKFORCE: A
QUANTITATIVE STUDY**

Paul J. Kovacs

Robert Morris University

John C. Turcek

Robert Morris University

Gary Alan Davis

Robert Morris University

Donald J. Caputo

Robert Morris University

**PREPARING BUSINESS STUDENTS WITH THE MIS COMPETENCIES
NEEDED IN A RAPIDLY-CHANGING GLOBAL ECONOMY**

Sharon Paranto

Northern State University

Hillar Neumann

Northern State University

10:30 - 11:30

Session 1B: eLearning Consumers

**Chair: Joseph-Rene Corbeil, The University of Texas at Brownsville and Texas
Southmost College**

CONSUMERS OF ONLINE INSTRUCTION

Lillie Anderton Robinson

North Carolina A&T State University

**E-STUDENT RETENTION: FACTORS AFFECTING CUSTOMER
LOYALTY FOR ONLINE PROGRAM SUCCESS**

Queen Booker

Minnesota State University

Carl M. Rebman, Jr

University of San Diego

**INVESTIGATING THE EFFECTS OF ETHNICITY IN COMPUTER
AGENTS**

Jean A. Pratt

Utah State University

Karina Hauser

Utah State University

Zsolt Ugray

Utah State University

Olga Patterson

GE Medical

Yanghee Kim

Utah State University

10:30 - 11:30

Session 1C: IS Research

Chair: Ewuuk Lomo-David, North Carolina A&T State University

AN EMPIRICAL ANALYSIS OF THE TECHNOLOGY CAMEL

Wallace A. Wood

Bryant University

Suhong Li

Bryant College

**EVALUATING THE IMPACT FACTOR: A CITATION STUDY FOR
INFORMATION TECHNOLOGY JOURNALS**

Kara J. Gust

Michigan State University

**IMPACT OF ECONOMIC PROSPERITY AND POPULATION ON E-
GOVERNMENT INVOLVEMENT**

Victor Wilkinson

Central Michigan University

James Cappel

Central Michigan University

RANKING ORDINAL SCALES USING THE CONSENSUS MEASURE

Bill Tastle

Ithaca College

Mark Wierman

Creighton University

U. Rex Dumdum

Marywood University

10:30 - 11:30

Session 1D: Database Issues - I

Chair: Brian Mackie, Northern Illinois University

**AN ANALYSIS OF STUDENT PERCEPTIONS AND PERFORMANCE AT
DATABASE COMPETITION NCC 2004**

Lissa Pollacia

Northwestern State

Jack Russell

Northwestern State University

Marcos Sivitanides

Texas State University – San Marcos

**DATABASE ELEMENTS IN THE IS 2002 MODEL CURRICULUM AND
HIRING EXPECTATIONS FOR NEW INFORMATION SYSTEMS
GRADUATES**

William D. Barnett

University of Louisiana – Monroe

James Woods

University of Louisiana

**NORMALIZATION SHOOTOUT: A COMPETITIVE GAME THAT
IMPACTS STUDENT LEARNING**

Ronnie Fanguy

Nicholls State University

Betty A. Kleen

Nicholls State University

1:30 - 2:30

Session 2A: IS Curriculum

Chair: Sharon Paranto, Northern State University

HOW DO IS PROGRAMS COMPARE WITH ABET ACCREDITED PROGRAMS

Ronald J. MacKinnon

Georgia Southern University

IMPLEMENTING AN NSF-FUNDED SCHOLARSHIP PROGRAM

Lynn R. Heinrichs

Elon University

David J. Powell

Elon University

THE IT / IS / SME HIERARCHY: CURRICULUM AND PRACTICE

Robert J. Boncella

Washburn University

UNDERGRADUATE COMPUTER-RELATED MAJORS IN AACSB-ACCREDITED SCHOOLS OF BUSINESS IN THE US

J. K. Pierson

James Madison University

S. E. Kruck

James Madison University

1:30 - 2:30

Session 2B: Mixed Learning Environments

Chair: Victor Wilkinson, Central Michigan University

AN EXPLORATORY LOOK AT STUDENTS' PERCEPTIONS OF BLENDED LEARNING

Karl L. Smart

Central Michigan University

James Cappel

Central Michigan University

EFFECTIVENESS OF HYBRID LEARNING ENVIRONMENTS

Omar F. El-Gayar

Dakota State University

Terry Dennis

Illinois State University

INFORMATION SYSTEMS AND CONTINUOUS LEARNING THROUGH AN ALTERNATIVE TO BRAILLE

Elia Chepaitis

Fairfield University

COMMUNICATION SKILLS USED BY INFORMATION SYSTEMS GRADUATES

Nancy Csapo

Central Michigan University

Richard Featheringham

Central Michigan University

1:30 - 2:30

Session 2C: Issues in International Information Systems - I

Chair: Lillie Anderton Robinson, North Carolina A&T State University

DESIGNING STRATEGIC INFORMATION SYSTEMS PLANNING (SISP) METHODOLOGY FOR MALAYSIAN INSTITUTES OF HIGHER LEARNINGS (IHLS)

Irny Suzila Ishak

Universiti Teknologi Malaysia

Rose Alinda Alias

Universiti Teknologi Malaysia

MOTIVATING FACTORS ON INFORMATION TECHNOLOGY EMPLOYEES IN BAHRAIN HOTEL INDUSTRY

Adel Ismail Al-Alawi

University of Bahrain

1:30 - 2:30

Session 2D: Database Issues - II

Chair: Hae-Yeon Choi, Savannah State University

DATA VISUALIZATION STRATEGY: CHALLENGES AND A SOLUTION

Zhenyu Huang

Central Michigan University

MODELING THE MANY-TO-MANY RELATIONSHIP USING MULTI-VALUED FOREIGN KEYS

Durward Jackson

California State University

Ming Wang

California State University

THE RELATIONSHIP BETWEEN HIERARCHICAL AND ENTITY-RELATIONSHIP MODELING THROUGH A DECOMPOSABILITY VIEW

P. Pete Chong

University of Houston-Downtown

Y.S. Chen

Louisiana State University

Jason C.H. Chen

Gonzaga University

Binshan Lin

LSU-Shreveport

3:00 - 4:00

Session 3A: Software Development and Project Management

Chair: William D. Barnett, University of Louisiana – Monroe

COMPARING TRADITIONAL AND AGILE DEVELOPMENT APPROACHES: THE CASE OF EXTREME PROGRAMMING

Mary Helen Fagan

University of Texas at Tyler

PULLING IT ALL TOGETHER: AN MIS CAPSTONE COURSE FOR THE 21ST CENTURY EMPHASIZING EXPERIENTIAL AND CONCEPTUAL ASPECTS, SOFT SKILLS AND CAREER READINESS

Sean McGann

Ohio University

Matthew A. Cahill

Ohio University

SOFTWARE DEVELOPMENT PRODUCTIVITY: CONSIDERING THE SOCIO-TECHNICAL SIDE OF SOFTWARE DEVELOPMENT

Tyson R. Henry

California State University, Chico

THE EFFECT OF PRIOR EXPOSURE TO PROJECT MANAGEMENT TECHNIQUES IN PROJECT-BASED COURSES

Manouchehr Tabatabaei

Georgia Southern University

Han Reichgelt

Georgia Southern University

3:00 - 4:00

Session 3B: Collaboration and Communication in eLearning
Chair: Ronald J. MacKinnon, Georgia Southern University

COLLABORATION AND INTERACTION AS THE MAINSTAYS OF A
LEARNING MANAGEMENT SYSTEM

Brian Mackie Northern Illinois University

COMMUNICATING ACROSS THE ATLANTIC: US AND BRITISH
STUDENTS DISCUSS CRIMINAL JUSTICE ISSUES

Helen Jones Manchester Metropolitan University
Julie Kunselman University of West Florida
Kathy Johnson University of West Florida
Maria Wowk Manchester Metropolitan University

USING WEB POLLS TO ENHANCE SOCIAL INTERACTION IN
COMPUTER-MEDIATED DISTANCE EDUCATION

Joseph-Rene Corbeil The University of Texas at Brownsville and Texas
Southmost College

VIRTUAL TEAM LEARNING IN ONLINE MBA EDUCATION: AN
EMPIRICAL INVESTIGATION

Wayne Huang Ohio University
Thom Luce Ohio University
Eric Y. Lu Ohio University

3:00 - 4:00

Session 3C: Issues in International Information Systems - II
Chair: Binshan Lin, LSU-Shreveport

CAN WIFI ENABLE E-LEARNING IN DEVELOPING NATIONS?

Jesús E. Zamora AIU Online
Winston Tellis Fairfield University

EFFECT OF UNIT COST ON ACQUISITION OF TECHNOLOGY IN
NIGERIA'S OIL EXPLORATION AND PRODUCTION INDUSTRY

Ewuuk Lomo-David North Carolina A&T State University
Amijaan B. Ikuru Shell Petroleum Development Company of Nigeria
Limited

THE VARIATION IN THE USE OF ERP SOFTWARE IN THAILAND

Prachit Hawat Chulalongkorn University
Sarun Chookhiatti Chulalongkorn University

3:00 - 4:00

Session 3D: MERLOT and T&P

MERLOT AND THE TENURE AND PROMOTION PROCESS

Gerry Hanley California State University

4:00 - 5:00

JCIS Editorial Review Board

FRIDAY OCTOBER 7, 2005

9:00 - 10:00

Session 4A: IS Curriculum Development

Chair: Steven A. Brown, Capella University

A TALE OF TWO COURSES: PLACEMENT OF MIS IN THE BUSINESS CORE

Lynn R. Heinrichs
Herb Schuette

Elon University
Elon University

CURRICULUM DEVELOPMENT: DEVELOPING UNDERGRADUATE AND GRADUATE DEGREE PROGRAMS IN BUSINESS INTELLIGENCE

Gary Alan Davis

Robert Morris University

INFORMATIONS SYSTEMS OR INFORMATION TECHNOLOGY--A CASE STUDY IN CURRICULAR FOCUS

Floyd A. Wilkes
Christopher G. Jones

Utah Valley State College
Utah Valley State College

IQ + EQ + CQ = SYNERGISTIC TRANSFORMATIONAL SUCCESS: A MODEL FOR DESIGNING INTEGRATE IT COURSES

Jensen J. Zhao

Ball State University

9:00 - 10:00

Session 4B: Assessment in eLearning

Chair: Hsiu-Li Liao, National Taiwan University of Science and Technology

A PROPOSED PILOT STUDY TO DETERMINE ONLINE COMPUTER TRAINING IMPACTS: A COMPARISON OF THE EFFECTS ON COMPUTER SELF-EFFICACY

Monica Parzinger
Ed Reeves
Orion Welch

St. Mary's University
St. Mary's University
St. Mary's University

DO YOU HEAR WHAT I HEAR? ADVANCES IN WEB-BASED PERCEPTUAL TESTING AND TRAINING

Richard Johnson

University of Alberta

DYNAMIC ONLINE ASSESSMENT SYSTEM

Reggie Davidrajuh
Koneswaran Tharmalingam

Stavanger Univ. College
SARA Systems AS

RESPONDING TO THE CHALLENGE OF ACADEMIC INTEGRITY IN THE DISTANCE LEARNING ENVIRONMENT: USING EXCEL TO GUARANTEE INDIVIDUAL EFFORT

Paul M. Goldwater
Timothy J. Fogarty

University of Central Florida
Case Western Reserve University

9:00 - 10:00

Session 4C: Knowledge Management

Chair: Don Moscato, Iona College

A HOLISTIC FRAMEWORK FOR KNOWLEDGE MANAGEMENT

Shamsul Chowdhury

Roosevelt University

DEVELOPING METRICS FOR DETERMINING KM SUCCESS: A FUZZY LOGIC APPROACH

Jay Liebowitz

Johns Hopkins University

QUALITATIVE APPROACHES TO KNOWLEDGE MANAGEMENT ASSESSMENT

Martin Grossman

Bridgewater State College

Richard V. McCarthy

Quinnipiac University

9:00 - 10:00

Session 4D: eCommerce Marketing

Chair: Thomas W. Dillon, James Madison University

INTERNET CONVERGENCE: ARE RETAILERS PREPARED FOR CROSS CHANNEL SHOPPERS

Alicia Aldridge

Appalachian State University

MARKETING ON THE INTERNET: ONLINE COURSE TO MERGE E-MARKETING THEORY AND SYSTEMS DEVELOPMENT

Marc D. Miller

Augusta State University

Barbara C. Coleman

Augusta State University

TESTING THE THEORY OF E-COMMERCE PURCHASE PERCEPTIONS

Harry Reif

James Madison University

Robert G. Brookshire

University of South Carolina

Thomas W. Dillon

James Madison University

TRACKING THE INFORMATION NEEDED BY ONLINE BUYERS WHO SHOP FOR HIGH-COST AND FOR LOW-COST PRODUCTS FOR THE ENTREPRENEUR

Natalya Goreva

Utah State University

John Vinsonhaler

Utah State University

Gerry Scheffelmaier

Middle Tennessee State University

10:30 - 11:30

Session 5A: Issues in Program Assessment

Chair: Diane Lending, James Madison University

AN INTEGRATED FRAMEWORK FOR AN INFORMATION SYSTEMS
PROGRAM ASSESSMENT

Monica C. Holmes

Central Michigan University

Nancy Csapo

Central Michigan University

AN INVESTIGATION OF SELF-REPORTED COMPUTER LITERACY: IS
IT RELIABLE?

Kimberly Merritt

Cameron University

K. David Smith

Cameron University

John C. Di Renzo, Jr

Cameron University

AUTOMATED RUBRIC GENERATION AND ANALYSIS FOR
ASSURANCE OF LEARNING TASKS

Mike Mitri

James Madison University

IMPROVING THE EFFECTIVENESS OF THE ACADEMIC DELIVERY
PROCESS UTILIZING SIX SIGMA

Monica C. Holmes

Central Michigan University

Anil Kumar

Central Michigan University

Larry Jenicke

Central Michigan University

10:30 - 11:30

Session 5B: IS Theory and Publication

Chair: Carl Case, St. Bonaventure University

ADAPTABILITY OF COLA FRAMEWORK

Alexander Vengerov

Ramapo College of NJ

PEDAGOGICAL IMPLICATIONS OF TECHNOLOG: TOWARD A MORE
CRITICAL STANCE OF INSTRUCTIONAL TECHNOLOGY

Dacia Charlesworth

Robert Morris University

William J. McKinney

Slippery Rock University

PUBLICATION TRENDS IN TECHNOLOGY MEDIATED LEARNING
(TML): A RECENT RETROSPECTIVE

Mark A. Ward

Southern Illinois University - Edwardsville

UNDERSTANDING CYBER-DEMOCRACY WITH THE CRITICAL
SOCIAL THEORY

Ook Lee

Hanyang University, Korea(South)

10:30 - 11:30

Session 5C: Issues in the Teaching of Ethics - I

Chair: G. Kent Webb, San Jose State University

BLUES IN ETHICS: BLENDING UNDERGRADUATE EDUCATION
SKILLS IN ETHICS

Cindy Meyer Hanchey

Oklahoma Baptist University

INCORPORATING ETHICS INTO MANAGEMENT INFORMATION
SYSTEMS CURRICULUM IN BUSINESS SCHOOLS

Huei Lee

Eastern Michigan University

Melissa Dark

Purdue University

Kuo Lane Chen

University of Southern Mississippi

TEACHING INFORMATION SYSTEMS ETHICS THROUGH SERVICE-
LEARNING

Thomas S. Hilton

University of Wisconsin – Eau Claire

Donald D. Mowry

University of Wisconsin – Eau Claire

USING CODES OR CASE STUDIES TO TEACH ETHICS

Daphyne S. Thomas

James Madison University

David K. McGraw

James Madison University

Karen A. Forcht

Utah State University

10:30 - 11:30

Session 5D: eCommerce

Chair: Wallace A. Wood, Bryant University

ANALYZING SCALABILITY: A RISK FACTOR FOR EBUSINESS
DISCONTINUITY

Cretson L. Dalmadge

Winston-Salem State University

Roman M. Wong

Barry University

CULTURAL IMPACT ON THE DESIGN OF E-COMMERCE WEBSITES:
PART I – SITE FORMAT AND LAYOUT

Bruce Lo

University of Wisconsin-Eau Claire

Panqun Gong

Southern Cross University

PRIVACY IN E-COMMERCE: UNDERSTANDING USER TRADE-OFFS

Silvana Faja

Central Missouri State University

1:45 - 2:45

Session 6A: Systems Analysis and Design

Chair: Reggie Davidrajah, Stavanger Univ. College

BREAKING DOWN THE BLOCKING BOUNDARY OF SEPARATED IS COURSES IN IS CURRICULUM: A CASE STUDY

Raymond D. Frost	Ohio University
Jacqueline C. Pike	Ohio University
Wayne Huang	Ohio University

ENHANCEMENT OF THE CLASSROOM PERFORMANCE SYSTEM

Chuck West	Bradley University
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INNOVATIVE IS PROJECT MANAGEMENT PEDAGOGY COMBINING REAL WORLD PROJECTS AND ACTION LEARNING

Sean McGann	Ohio University
Matthew A. Cahill	Ohio University

INVESTIGATION OF THE INTEGRATION OF SAP ENTERPRISE SOFTWARE IN BUSINESS CURRICULA

Roger L. Hayen	Central Michigan University
Frank Andera	Central Michigan University

1:45 - 2:45

Session 6B: eLearning Development and Use

Chair: Marc D. Miller, Augusta State University

FACTORS INFLUENCING THE ADOPTION OF E-LEARNING WEBSITES: AN EMPIRICAL STUDY

Hsiu-Li Liao	National Taiwan University of Science and
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FACTORS THAT IMPACT MULTIMEDIA TRAINING APPLICATION DEVELOPMENT

Elaine Winston	Hofstra University
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IF YOU BUILD IT, WILL THEY COME? CHALLENGES IN E-LEARNING DELIVERY SYSTEM CHOICE

Jane Lee Saber	University of Texas at Tyler
Isaura Flores	University of Texas at Tyler
Mary Helen Fagan	University of Texas at Tyler
Carol Kilmon	University of Texas at Tyler
Janith Williams	University of Texas at Tyler
Kristina Ibitayo	University of Texas at Arlington

WEBCT USAGE: ARE INFORMATION SYSTEMS FACULTY USING E-LEARNING COURSEWARE TOOLS MORE THAN OTHERS ON CAMPUS?

Camille F Rogers	Georgia Southern University
Manouchehr Tabatabaei	Georgia Southern University

1:45 - 2:45

Session 6C: Issues in the Teaching of Ethics - II

Chair: Richard V. McCarthy, Quinnipiac University

INFORMATION TECHNOLOGY ETHICS: A RESEARCH FRAMEWORK

Richard V. McCarthy

Quinnipiac University

Leila Halawi

Nova Southeastern University

Jay E. Aronson

The University of Georgia

**UNIVERSITY INTERNET POLICIES UNDER THE DIGITAL
MILLENNIUM COPYRIGHT ACT: SWIFT JUDGMENT OR DUE
PROCESS DENIED?**

Bryan McKinney

Ouachita Baptist University

David E. Griffith

Ouachita Baptist University

**WOULD YOU SACRIFICE YOUR JOB FOR A METHODOLOGY--A
CASE STUDY IN ETHICAL AGILITY**

Christopher G. Jones

Utah Valley State College

Nate M. Jones

N8 Werks, Inc

1:45 - 2:45

Session 6D: eCommerce - II

Chair: Winston Tellis, Fairfield University

**A FRAMEWORK FOR THE DEVELOPMENT OF COLLABORATIVE
COMMERCE APPLICATIONS**

Kazuo Nakatani

Florida Gulf Coast University

Ta-Tao Chuang

Gonzaga University

CREATING VALUE IN ONLINE COLLABORATION IN E-COMMERCE

Steven A. Brown

Capella University

**ELECTRONIC SUPPLY CHAIN COOPERATION: CONSIDERING
THREE CAPABILITIES OF INTERORGANIZATIONAL INFORMATION
TECHNOLOGY INFRASTRUCTURE**

Haiwook Choi

Morehead State University

Hae-Yeon Choi

Savannah State University

3:15 - 4:15

Session 7A: Course Integration

Chair: Monica C. Holmes, Central Michigan University

DECISION SUPPORT SYSTEMS ANALYSIS WITH SIMULATION

Shamsuddin Ahmed

KA University

Jim Cross

Edith Cowan University

HANDS-ON PROTOTYPING IN SYSTEM ANALYSIS DESIGN

Robert Zant

Illinois State University

SYSTEMS ANALYSIS AND DESIGN, IN THE CLASSROOM AND ON THE JOB

Richard R. Socash

Metropolitan State College of Denver

TEACHING OBJECT ORIENTED SYSTEMS ANALYSIS AND DESIGN: A COURSE MODEL

Roy A. Boggs

Florida Gulf Coast University

RECESSION EFFECTS ON SALARIES IN THE COMPUTING SECTOR

Kai S. Koong

University of Texas Pan American

Lai C. Liu

University of Texas Pan American

Adnan Omar

Southern University at New Orleans

Leetta Allen-Haynes

Southern University at New Orleans

3:15 - 4:15

Session 7B: Assessment of eLearning programs

Chair: Mike Mitri, James Madison University

APPLYING THE TECHNOLOGY ACCEPTANCE MODEL AND FLOW THEORY TO ONLINE E-LEARNING USERS' ACCEPTANCE BEHAVIOR

Su-Houn Liu

Chung Yuan Christian University

Hsiu-Li Liao

National Taiwan University of Science and

Cheng-Jun Peng

Chung Yuan Christian University

ASSESSING THE VALUE OF A SYNCHRONOUS SEMINAR COMPONENT IN ONLINE DATABASE CLASSES

Matthew A. North

Washington & Jefferson College

PRESENTING INFORMATION TECHNOLOGY IN A VIRTUAL CLASSROOM DOES IT WORK?

A. Richard Tarver

Northwestern State University

Walter Creighton

Northwestern State University

STUDENTS' ACTIVITY PREFERENCES IN WEB-BASED DISTANCE LEARNING COURSES: A BUSINESS SCHOOL'S EXPERIENCES

Don Moscato

Iona College

Eric D. Moscato

Iona College

3:15 - 4:15

Session 7C: IT in Medicine

Chair: Dacia Charlesworth, Robert Morris University

PATIENT RECORD PRIVACY AND ACCURACY AND THEIR EFFECTS
ON THE ADOPTION OF HOSPITAL PATIENT-CARE INFORMATION
SYSTEMS

Diane Lending	James Madison University
Thomas W. Dillon	James Madison University
Chelley Vician	SBE-MTU

QUALITY OF CARE AND THE TECHNOLOGY ACCEPTANCE OF
NURSES

Thomas W. Dillon	James Madison University
Diane Lending	James Madison University
Chelley Vician	SBE-MTU

TELECOMMUNICATIONS TRAINING NEEDS IN HOSPITALS

John R. Willems	Eastern Illinois University
Karen Ketler	Eastern Illinois University

TRAINING ISSUES IN INFORMATION TECHNOLOGY: A
COMPARISON OF SMALL BUSINESS AND HOSPITALS

Karen Ketler	Eastern Illinois University
John R. Willems	Eastern Illinois University
Meena Srinivasan	University of Mary Washington

3:15 - 4:15

Session 7D: Tools for Instruction

Chair: Mark A. Ward, Southern Illinois University - Edwardsville

A LONGITUDINAL ASSESSMENT OF INSTANT MESSAGING

Carl Case	St. Bonaventure University
Darwin L. King	St. Bonaventure University

AN EXPLORATORY INVESTIGATION OF THE EFFECT ON LEARNING
OUTCOMES OF DIFFERENT TYPES OF PRESENTATION HANDOUTS

Vic Matta	Ohio University
Raymond D. Frost	Ohio University

SIMPLIFIED PROCEDURES IN DIGITAL VIDEO EDITING: CONCEPTS
AND TECHNOLOGICAL ALTERNATIVES

Azad Ali	Butler County Community College
Frederick G. Kohun	Robert Morris University
Gary DeLorenzo	California University of Pennsylvania

SURVEY OF STUDENT USAGE OF DIGITAL TECHNOLOGY:
TEACHING IMPLICATIONS

Susan Switzer	Central Michigan University
Nancy Csapo	Central Michigan University

4:30 - 5:30

Session 8A: Issues in the Teaching of Networking Courses

Chair: Frank Andera, Central Michigan University

**A PROPOSED METHODOLOGY TO TEACH NETWORK USING
PORTABLE NETWORK PROGRAMMING PROJECTS**

Ardian N. Greca	Georgia Southern University
Sonny Butler	Georgia Southern University
James K. Harris	Georgia Southern University

**MANAGEMENT OF LAN DESIGN FOR BUSINESS APPLICATIONS
USING HIERARCHICAL SWITCHING: SIMPLICITY VERSUS ADDED
DELAY**

Paul Safonov	St. Cloud State University
Dennis Guster	St. Cloud State University
Amit Parnerkar	St. Cloud State University
Chuck Hall	St. Cloud State University

**RECENT WIRELESS LAN MANAGEMENT TECHNOLOGIES: TRENDS
AND OUTSTANDING ISSUES**

Young B. Choi	James Madison University
Jae-Yoon Park	James Madison University
Daniel Fernandez	James Madison University
Kook-Bong Kim	James Madison University

**USING AN ON-LINE VIRTUAL SERVER TO SIMULATE NETWORK
ADMINISTRATION**

G. Kent Webb	San Jose State University
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4:30 - 5:30

Session 8B: Life-Long Learning

Chair: Elaine Winston, Hofstra University

**LIFELONG AND ON-LINE LEARNING IN HIGHER EDUCATION: A
CASE OF SLOVENIA**

Nada Trunk Širca	University of Primorska
Dušan Lesjak	University of Primorska
Žiga Čepar	University of Primorska
Viktorija Sulčič	University of Primorska

**LIFELONG E-LEARNING: A FOUNDATION FOR TECHNOLOGY
EDUCATION AND PROFESSIONAL SUCCESS**

L. Roger Yin	University of Wisconsin-Whitewater
Tena B Crews	University of South Carolina
Robert G. Brookshire	University of South Carolina
Daniel T. Norris	University of South Carolina

**LIFE-LONG LEARNING--MAKING DISCRETE MATH RELEVANT FOR
INFORMATION SYSTEMS PROFESSIONALS**

David F. Wood	Robert Morris University
Valerie J. Harvey	Robert Morris University
Frederick G. Kohun	Robert Morris University

**NEXT-GENERATION DISTANCE LEARNING SOLUTIONS FOR
SURGERY**

Jelena Vucetic	Alpha Mission
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4:30 - 5:30

Session 8C: Security, Fraud and other Risks

Chair: Daphne S. Thomas, James Madison University

AN EXAMINATION OF ONLINE FRAUD COMPLAINT
OCCURRENCES

Lai C. Liu

University of Texas Pan American

Kai S. Koong

University of Texas Pan American

Margaret Allison

University of Texas Pan American

June Wei

University of West Florida

DISASTER PLANNING FOR THE HOME USER: IDENTIFYING RISK
TYPES AND PROTECTING CRITICAL DATA

Jared Spencer

Nova Southeastern University

PROTECTING INFORMATION RESOURCES AND MANAGING THE
RISK

Robert Behling

Arrowrock Technologies

Susan Haugen

University of Wisconsin – Eau Claire

Wallace A. Wood

Bryant University

THE ROLE OF INFORMATION SECURITY IN SARBANES-OXLEY
COMPLIANCE

Manying Qiu

Virginia State University

Carl Wright

Virginia State University

4:30 - 5:30

Session 8D: Wireless Technology

Chair: Christopher G. Jones, Utah Valley State College

FACULTY ATTITUDES TOWARD TECHNOLOGY

Dale Hanchey

Oklahoma Baptist University

THE CO-EXISTENCE OF IPV6 AND IPV4 IN THE U.S.A.

Garry L. White

Texas State University – San Marcos

WIRELESS TECHNOLOGIES: WIRELESS FIDELITY (WI-FI) &
WORLDWIDE INTEROPERABILITY FOR MICROWAVE ACCESS
(WIMAX)

Bradley K. Patton

Interconnect Services

Richard Aukerman

Texas A&M University-Kingville

Jack D. Shorter

Texas A&M University

SATURDAY OCTOBER, 8 2005

9:00 - 10:00

Session 9A: Software and Operating Systems

Chair: Harry Benham, Montana State University

MICROSOFT'S NEW OPERATING SYSTEM—LONGHORN

Kristin Landeche-Brandt
Jack D. Shorter

Texas A&M University – Kingsville
Texas A&M University

**MOVING THE SENIOR DEVELOPMENT CLASS FROM WEB
DEVELOPMENT TO LIFE CYCLE DEVELOPMENT – A CASE FOR
VISUAL STUDIO 2005**

Thom Luce

Ohio University

SOFTWARE CUSTOMIZATION WITH XML

Clotilde Rohleder
Steve Davis
Holger Günther

University of Applied Sciences Cologne
Clemson University
University of Applied Sciences Cologne

9:00 - 10:00

Session 9B: Digital Libraries

Chair: Edward T. Chen, University of Massachusetts Lowell

**A GOOGLE CAMPUS: THE CHANGING ROLE OF THE LIBRARY AND
TECHNOLOGY IN ONLINE EDUCATION**

Kara J. Gust
Dale D. Gust

Michigan State University
Central Michigan University

**USABILITY OF DIGITAL LIBRARIES AND THEIR REUSABLE OBJECTS
IN E-LEARNING SETTINGS**

Alex Koohang
Keith Harman

University of Wisconsin - Milwaukee
Northcentral University

**USER ACCEPTANCE OF DIGITAL LIBRARY: AN EMPIRICAL
EXPLORATION OF INDIVIDUAL AND SYSTEM COMPONENTS**

Ganesh Vaidyanathan
Asghar Sabbaghi
Michael Bargellini

Indiana University South Bend
Indiana University South Bend
Indiana University South Bend

**WEB BASED AFTER-SCHOOL SUPPORT NETWORK FOR
SECONDARY SCHOOL MATH AND INFORMATION TECHNOLOGY**

A. A. Adekoya
Ade Ola
Fidelis Ikem
X. Bai

Virginia State University
Virginia State University
Virginia State University
Virginia State University

9:00 - 10:00

Session 9C: Decision Support in Organizations

Chair: Frederick G. Kohun, Robert Morris University

A CONCEPTUAL MODELING APPROACH TO SUPPORTING ORGANIZATIONAL DECISION PROCESSES

Meral Binbasioglu

Hofstra University

AN EVALUATION OF THE APPLICATION OF INFORMATION AND DECISION TECHNOLOGIES TO UNIVERSITY SPORTS RATINGS SYSTEMS

Don Moscato

Iona College

Eric D. Moscato

Iona College

ANALYTIC HIERARCHY PROCESS AS A DECISION-SUPPORT SYSTEM IN THE PETROLEUM PIPELINE INDUSTRY

Sam Nataraj

Morehead State University

THE POLITICS OF INFORMATION: A CONCEPTION FOR ANALYZING INFORMATION USE WITHIN ORGANIZATIONS

Robert J. Skovira

Robert Morris University

10:30 - 11:30

Session 10A: Strategic Planning and Competitive Advantage

Chair: Wayne Huang, Ohio University

ACHIEVING COMPETITIVENESS BY ORGANIZATIONAL LEARNING: STRATEGY, TRANSFORMATION AND MEASUREMENT

Zong Dai

Alfred University

Frank Duserick

Alfred University

Li Dai

University of Toronto Mississauga

LEVERAGING IT FOR A COMPETITIVE ADVANTAGE -- CASE OF EBAY

Edward T. Chen

University of Massachusetts Lowell

STRATEGIC PLANNING FOR INFORMATION SYSTEMS--WHO REALLY NEEDS IT?

Srečko Natek

University of Primorska

Dušan Lesjak

University of Primorska

10:30 - 11:30

Session 10B: Information Security

Chair: Ganesh Vaidyanathan, Indiana University South Bend

INFORMATION SECURITY IN THE CARIBBEAN BANKS

Hongjiang Xu
Pierre Bowrin

Central Michigan University
Central Michigan University

**INFORMATION SECURITY SURVIVAL KIT: LIFE-LONG END-USER
PREVENTION TRAINING FOR SMALL TO MEDIUM-SIZED
BUSINESSES**

L. Roger Yin
Blake Penn
Daniel T. Norris

University of Wisconsin-Whitewater
University of Wisconsin-Whitewater
University of South Carolina

**KNOWLEDGE NEEDS AND DATA SECURITY AS THEY APPLY TO
NETWORK INTRUSION DETECTION SYSTEMS**

Charles A Mance
Jeanne Baugh
Daniel Rota

Robert Morris University
Robert Morris University
Robert Morris University

**SECURITY AT THE EDGE: RETHINKING SECURITY IN LIGHT OF WEB
SERVICES**

Richard Swart
Karen A. Forcht
David Olsen
Bryan Marshall
Matthew E. Harris

Utah State University
Utah State University
Utah State University
Utah State University
Utah State University

10:30 - 11:30

Session 10C: Doctoral Programs

Chair: Jack D. Shorter, Texas A&M University

**FACTORS THAT INFLUENCE THE SUCCESSFUL COMPLETION OF A
DOCTORAL DEGREE**

Jeanne Baugh
Frederick G. Kohun

Robert Morris University
Robert Morris University

ISOLATION FEELINGS IN DOCTORAL PROGRAMS: A CASE STUDY

Frederick G. Kohun
Azad Ali

Robert Morris University
Butler County Community College

REDUCING SPREADSHEET ERROR RATES

Harry Benham
Marc Giullian

Montana State University
Montana State University

***REFEREED
PROCEEDINGS***

A CONCEPTUAL MODELING APPROACH TO SUPPORTING ORGANIZATIONAL DECISION PROCESSES

Dr. Meral Binbasioglu, Hofstra University, acsmxb@hofstra.edu

ABSTRACT

While undertaking change initiatives businesses often institute new Information System (IS) applications in efforts to better support the process modifications. We propose a conceptual modeling approach to representing decision problems including the identification of interdependencies among business processes as well as likely ramifications of change initiatives on corporate performance. The approach structures the requirements of the application domain by integrating system dynamics modeling concepts with argumentation language representation. The argumentation language is a tool for explicating the relevant issues in the application domain including the unique needs of various decision makers and their data requirements. The language facilitates the identification of existing or potential difficulties that may arise due to deficiencies in underlying business processes or lack of IS support. The proposed approach focuses on the choice and integration of specific IS applications such as Decision Support Systems, Executive Information Systems, or Group Decision Support Systems. The argumentation language provides a structure to document and examine the organization's IS needs as well as to prioritize application areas by relating them to organizational strategy. The argumentation language proactively supports diagnosing potential and/or existing difficulties and provides a conceptual foundation for assessing the impacts of change initiatives including second-order effects.

Any decision problem can be viewed as composed of actions and resources that are either needed as input for actions or are generated as output of actions. In this view, a decision problem can be formulated by representing alternative objects (resources or actions) or by differentiating their object definitions such as resource levels (i.e. constraints) or their rate of usage. The ability to explicate the problem components and the capability to establish the linkages among problem elements suggest that an action-resource based argumentation language can be used in conjunction with a causal modeling approach such as system dynamics. Employing a qualitative causal modeling tool facilitates the identification of likely consequences including second order effects. The structure imposed on discourse of views by the argumentation language is likely to promote focused discussions while providing a mechanism to assess the intended and unintended consequences of business decisions. The paper illustrates how action-resource based language can be employed in conjunction with causal modeling to assess the ramifications of decisions on corporate performance using an example reengineering case in insurance industry.

A GOOGLE CAMPUS: THE CHANGING ROLE OF THE LIBRARY AND TECHNOLOGY IN ONLINE EDUCATION

Kara J. Gust, Michigan State University, gustk@msu.edu
Dr. Dale D. Gust, Central Michigan University, gust1dd@cmich.edu

ABSTRACT

Google Scholar, Questia, and FindArticles are all private online ventures that have endeavored into the world of providing instant access to books, journal literature, digital collections, as well as virtual assistance and reference services. Many of these services are using the technology of the Web to attract high school, college, and distance education students; faculty; and general users to their resources. In their efforts to be a prime information resource, they have tried to emulate as well as compete with the traditional role of the library—where access to information and collections has always been and still is freely available. The convenience and prevalence of these services have started to overshadow the tremendous online collections and resources available to students, faculty, and staff through their university libraries. This has caused both library staff and teaching faculty to consider the role of the library and its “Web presence” in the future of education. Many libraries and institutions are now seriously considering how new technologies can help them deliver online education, especially in the area of distance education, where access to library resources has become an ever-increasing priority.

This paper will explore how online services such as Google Scholar, Questia, and FindArticles are challenging the main function and role of the library in the educational system and community. What are some steps libraries and information technology specialists have taken to provide better online access to their resources? What online tutorials and/or gaming technologies have libraries explored and implemented in attempts to provide educational assistance to distance learners, as well as on-campus students? This paper will investigate how these services are causing library and educational institutions to rethink their Web presence and existence for the future. It will also especially consider how with the advance of distance and online courses, libraries are exploring new online tools to compete with the technologies and conveniences of the Web.

Keywords: libraries, Google, gaming technologies, online tutorials, distance education

A PROPOSED PILOT STUDY TO DETERMINE ON-LINE COMPUTER TRAINING IMPACTS: A COMPARISON OF THE EFFECTS ON COMPUTER SELF-EFFICACY

**Monica Parzinger, Ed Reeves, Orion Welch
St. Mary's University, San Antonio, TX**

ABSTRACT

Strategic planning processes at a growing number of universities recognize that an educated person must be capable of using a variety of skills in information technology. Students in all disciplines are expected to graduate with proficiencies in information technologies in their respective disciplines. Many universities now require their students to have and use laptop computers in their curriculum. Incoming freshman are required to take computer proficiency exams as part of their enrollment process similar to placement exams in science and mathematics. If deficiencies are identified, the students are required to take and pass introductory level computer skill classes during their first semester. This trend of embedding information technologies in the education process is not unique. In 2001 approximately 55% of universities required students to have computers. That number is increasing each year.

Another trend has been the introduction of online course offerings. In some cases, universities have created complete degree programs that can be obtained entirely online while other universities have pursued a more integrated approach viewing online education as a way to extend the campus for existing students. Universities have expended considerable resources in facilities, personnel, technology, and training of faculty to support these initiatives. It is important that universities evaluate and measure their progress and success in achieving their goal of producing information technology enlightened graduates. While some aspects of this process are discipline specific, computer self-efficacy is not. Higher self-efficacy leads to greater use of technology and better performance. The purpose of this research is to propose an approach to examine if student experiences with online classes and pedagogies positively impact student computer self-efficacy as compared to traditional class room approaches.

AN EVALUATION OF THE APPLICATION OF INFORMATION AND DECISION TECHNOLOGIES TO UNIVERSITY SPORTS RATINGS SYSTEMS

Donald R. Moscato and Eric D. Moscato
Iona College
dmoscato@iona.edu

ABSTRACT

The authors present and evaluate how information and decision technologies have impacted college sports. In an earlier paper, Moscato and Moscato (1) discussed how DSS has been utilized in professional sports. The focus of this paper is how models have been developed and implemented by several sources and how these data driven applications have become the mainstays of ranking collegiate athletic teams for better or for worse. For some, these systems have become the “silver bullet” and have been used to determine all important “seedings” for post-season competition in many sports.

The paper presents examples from college basketball (RPI, Sagarin, Pomeroy) and college football (BCS). Examples from other sports will also be included. In addition, the authors discuss various individual power ratings that have been used to rank order the individual achievements of college athletes within their respective sports. The use of these systems represents the blending of available information databases with the innovative use of decision technologies in order to address significant issues in college athletics. Millions of dollars are at stake each year when these systems become the raison d’etre behind the selection of which teams are chosen for the NCAA basketball tournament and college football bowl games. The impact on university presidents, alumni, students and coaches and fans is without challenge. The key issue is whether or not these systems are fair and level the playing field in evaluating the best of the best!

The objectives of this paper are several. To put in one document an analysis of the major approaches used, to demonstrate the IT and DT underpinnings of the underlying models, to discuss the relative merits of the approaches and to provide a useful application to be used in MIS courses of the application of information and decision technologies to a high interest area.

*(1) Moscato, Donald R. and Eric D. Moscato, “A Taxonomy of a Decision Support System for Professional Sports”. **Issues in Information Systems**, Vol. V, No 2, 2004, pp.633-639.*

BLUES IN ETHICS: BLENDING UNDERGRADUATE EDUCATION SKILLS IN ETHICS

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ABSTRACT

The traditional undergraduate course in Business Ethics might be considered rather dry by students. The most common texts begin with moral reasoning to lay the framework for future analysis. Discussion of moral issues in business including economic systems, the environment, the market place, employee issues, and international obligations follow. Most texts also include case studies.

How can an instructor include technology, writing, and speaking skills that are an instrumental part of undergraduate education into a course in Ethics? How can the course be made more interesting to the students? This paper discusses the incorporation of a lab component into a traditional Business Ethics course. Specific examples of labs that have been used in 2004—2005 are included.

CAREER ROLE MODELS AND CAREER SEEKER INTENTIONS: BUILDING INTEREST IN IT PROFESSIONS

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ABSTRACT

Since the now infamous collapse of the dot com market and the ongoing outsourcing dilemma, career seekers have been migrating quickly away from the IT profession. Interestingly, job and salary growth continues in the industry [1]. Despite an improving job market, the number of new undergraduate majors continues to fall. One study cites a 23% drop in new undergraduate IT majors in 2003 alone [2]. This paper explores the relationship between career role model behavior and career seeker career intentions in information technology (computer science and information systems). It is proposed that career role models can engage in certain types of activities that will be more likely to build a learning experience that is conducive to the career seeker choosing to prepare for an IT profession.

[1] Melymuka, K. 2004. Career Watch. Computerworld, November 1: p.43.

[2] Zweben, S. and Aspray, W. 2004. Undergraduate Enrollments Drop; Department Growth Expectations Moderate. Computing Research News, May:5-19.

DATA VISUALIZATION STRATEGY: CHALLENGES AND SOLUTIONS

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ABSTRACT

Data visualization is an information technology that is widely deployed for e-commerce applications, customer relationship management packages, business intelligence tools, and data warehouse systems. This paper discusses challenges facing data visualization technologies in detail. A research model is established to highlight the important features a successful data visualization methodology should entail. Among those important features, incorporating domain knowledge into graph construction is the key success factor for a data visualization technology to address those challenging issues. This paper illustrates a new data visualization software created by a private firm called FYI Inc. as an example. By incorporating domain knowledge into its visualization construction, FYI's visualizing elements - Knowledge Enhanced Graphical Symbols (KEGS) can be interpreted by users quickly. Consequently, this visualization technology can effectively improve decision making accuracy and speed.

Keywords: domain knowledge, visualization, KEGS, data, graphic construction.

DATABASE ELEMENTS IN THE IS 2002 MODEL CURRICULUM AND HIRING EXPECTATIONS FOR NEW INFORMATION SYSTEMS GRADUATES

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ABSTRACT

At the foundation of the information systems field is the collection and manipulation of data by computer systems. The emergence of massively connected systems in the form of private wide-area networks and the ubiquitous global wide-area network that is the Internet, has brought interaction with organizational data down to the level of individuals and end customers. Data is collected at an increasingly large number of points along the supply chain. In this environment, data processing operations of the past have given way to management information and knowledge management systems as organizations try to cope with increasing demands to coordinate far flung elements towards a goal of improved competitiveness. In this environment, data takes its place alongside traditional means of production like capital, labor, and equipment as a twenty-first century means of production.

Information Systems (IS) students preparing to enter this era of increasing criticality for data are typically prepared through a single course that focuses on database system design. The IS 2002 Model Curriculum and Guidelines for Undergraduate Degree Programs in Information Systems (IS 2002), developed by a educators in the area of computing and major computing organizations, describes this course as covering:

“Information systems design and implementation within a database management system environment. Students will demonstrate their mastery of the design process acquire in earlier courses by designing and constructing a physical system using database software to implement the logical design.” (IS 2002 pg. 30)

Other aspects of database design from the standpoint of the development lifecycle are also found in other model curriculum courses, such as course IS2002.5: Programming, Data, File, and Object Structures. In each of these courses, the pedagogical emphasis is on applications development activities. Issues of ongoing management and planning for the corporate data resource do not receive direct attention.

The purpose of this research is to investigate the sufficiency of IS pedagogy in terms of the critical corporate data resource. Specifically, the research will:

- 1. Examine the sufficiency of the IS2002 model curriculum in preparing students to join the data management operation of the organizational IS function*
- 2. Prioritize critical database oriented skills from the IS2002 curriculum required by employers for entry level data professionals*

This proposed research is an exploratory study that will use the multi-case study method to achieve its objectives. Educators in the database area first identify the data centric tasks and curriculum elements of the IS2002 model curriculum. Key individuals in the data management function from a sample of companies hiring undergraduate IS students will be interviewed in terms of their expectations for database skills in each of these areas. Respondents will then be asked to prioritize these requirements, and to evaluate the level of coverage of these expectations provided by the IS2002 curriculum.

FACTORS THAT INFLUENCE THE SUCCESSFUL COMPLETION OF A DOCTORAL DEGREE

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ABSTRACT

A student's grades prior to entrance to a Doctoral program are not always a good predictor to successful completion of the program. This paper investigates a cohort driven Doctoral of Science program in which the completion rate of 905% far surpasses the completion rate as defined in numerous studies. Factors that are investigated are the cohort support, faculty support and various student profiles, such as male/female ratio, geographic origin, and work experience. The study tests the landmark findings of Lovitts, from the book "Leaving the Ivory Tower".

FACULTY ATTITUDES TOWARD TECHNOLOGY

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ABSTRACT

Today, almost all jobs require the use of technology. University faculty positions are no different. This paper examines changing faculty attitudes toward the use of technology in teaching. The results of two faculty surveys given at one university are compared to show how attitudes have changed over a six year period. In particular, faculty requests for hardware and software in classrooms are examined. Specific recommendations for classroom and office installations are included.

Keywords: Faculty, teaching, technology

INTERNET CONVERGENCE: ARE RETAILERS PREPARED FOR CROSS CHANNEL SHOPPERS

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Research Objective: Convergence continues to recast the retail landscape. Evidence shows that consumers want to encounter the same retail personality whether experienced via a firm's Website, in a store or through their catalog. While 94% of retailers operate in more than 1 channel, many firms have channel-specific sales, fulfillment and customer service organizations. This study investigates convergence in retail by comparing the integration of large chain retailers' customer service, returns, and product fulfillment functions.

Study Design: Fifty-five large national chain retailers with both an online and offline presence were compared based on email and telephone contacts. They were asked if a product bought online could be returned to one of their stores, and also were asked a product-specific customer service question. Consistency of responses between channels was noted, as well as response times for email questions. Personalization of email responses, the apparent training of customer service personnel, and whether the retailer offered customer service via live chat were noted.

Population Studied: The sample includes fifty-five large chain retailers of which 65% are in the Top 250 Global Retailers. The expectation is that larger retailers are more likely to have made strides toward Internet convergence.

Principal Findings: Only 35% of retailers had a specific online returns statement in their customer service policy, even though this service was available 79% of the time. With 80% of firms, there was agreement between online and offline agents when asked about their returns policy. Eighty percent of retailers have customer service help available via email, with an average response time to an email request for help of 28.4 hours. Only 3% have live chat help available. Forty percent of responses to email questions were personalized to customers (including using customer's name or otherwise referring to specifics of the question). Thirty-four percent of customer service agents were rated as Excellent.

Conclusions: The analyses are encouraging in that a majority of large retailers allow cross-channel product returns, and that the returns policy is articulated comparably whether stated in an email or by phone. However almost two-thirds of very large retailers do not make this policy clear to customers, resulting in misleading and perhaps false customer service information. A significant minority have no email help available nor allow cross-channel returns. While a large majority have email help available, less than half address customers personally in their customer communications, perhaps relying on "canned" responses. The consistency of answers across channels may be more of a reflection of employee training rather than true database convergence.

Implications for Strategy: Internet convergence is getting ready to become a dominant business strategy, so retailers need to prepare themselves. The measures of this study are basic indicators of a surprising lack of fundamental actions and systems necessary to implement true convergence, even among the largest retailers. At least the process has begun, but there is much more work to be done.

INVESTIGATING THE EFFECTS OF ETHNICITY IN COMPUTER AGENTS

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ABSTRACT

An increasing quantity of corporate and higher education is moving online at the same time that increasing technological advances are making online agents a feasible addition to online education. This combination of factors in online education necessitates in-depth investigation into different human-computer interface designs to facilitate learning.

The purpose of this research was to empirically test two theories as they apply to student responsiveness to the ethnicity of online agents. The computers as social actors theory states that people mindlessly “apply social rules and expectations to computers” [2]. The symbolic racism theory suggests that if whites acquire negative feelings toward persons of color early in life, then those feelings persist into adulthood and are expressed indirectly and symbolically [3]. Combining the two theories suggests that white computer users would react differently toward suggestions provided by a computer-based agent of color than they would toward the exact same suggestion provided by a white computer-based agent.

Subjects in this study completed a Modern Racism Scale [1] survey near the beginning of the semester. Near the end of the semester subjects then participated in a online activity of ranking criteria for selecting the best graduate school, wherein their ranking was questioned and then a rethinking of their ranking was suggested by an online agent whose ethnicity was white or represented a person of color. Correlations between student-agent ethnicity and student ranking-scoring were compiled.

Keywords: online education, computer agents, ethnicity, human-computer interaction, social interaction, racism

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PATIENT RECORD PRIVACY AND ACCURACY AND THEIR EFFECTS ON THE ADOPTION OF HOSPITAL PATIENT-CARE INFORMATION SYSTEMS

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ABSTRACT

Despite advances in our ability to process and share information, many hospitals are still using manual patient-care records. President Bush recently called for vast improvements in automated record keeping by hospitals and the medical community and promised to double the federal government's funding for this effort. Two obstacles can affect this effort: first, the necessity for privacy and accuracy of patient-care records as required in the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Secondly, hospitals that adopt patient-care information systems worry about implementation problems such as resistance to the system by employees. In this study, we investigate whether privacy and accuracy concerns affect the likelihood of acceptance of the patient-care information systems.

A survey of medical workers was conducted at a 350-bed regional hospital center just before the implementation of a new hospital-wide patient-care information system. Four hundred and twenty-five responses were received. The purpose of this study was to determine:

- 1. If perceptions of the privacy and accuracy available in the system might influence attitudes towards the system, the system's perceived usefulness and the system's perceived ease of use and thus the eventual acceptance of the system. It seems plausible that medical workers that might have otherwise resisted patient-care systems (such as older nurses) might now recognize the usefulness of the systems in meeting HIPAA standards.*
- 2. To make recommendations for early interventions in the adoption process to increase the likelihood of system success.*

Keywords: Patient-care records, Privacy, Accuracy, Technology Acceptance Model

PREPARING BUSINESS STUDENTS WITH THE MIS COMPETENCIES NEEDED IN A RAPIDLY-CHANGING GLOBAL ECONOMY

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This paper addresses the dilemma faced by business schools in teaching MIS courses to incoming business students that have a wide range of expertise in computers and technology. Further, schools of business want to ensure that all business students graduate with the advanced technical skills needed in order to compete in a global economy. Many students enter college with a great deal of knowledge and skills in the computer area; others have very little experience in using computers. At the same time, the breadth and depth of technical skills that students need in order to successfully compete in a global economy have continued to expand. Currently, at the university involved in this study, MIS 105, Introduction to Computers, is required of all business majors. It has been proposed that MIS 205, Advanced Computer Applications, become the required course in the business core curriculum. Some universities in the system are trying to place students into the applicable course (MIS 105 or 205) based on high school transcripts or self-selection by students. The business school at our university has concerns about the feasibility or accuracy of either method. A second option would be to develop a placement test. A research project is currently underway which is designed to develop an exam that could be used to place students into the appropriate MIS course based on their testable knowledge and skills. This same test would be given at the end of the semester to provide a measure of the level of learning that took place, which can then be used as an assessment tool.

The placement test will be developed based on the skills and competencies that students are expected to acquire in MIS 105. A predetermined cut-off score will be used to place students into the appropriate MIS course, based on their performance on the exam. The same test will be given at the end of the semester in all sections of MIS 105 and MIS 205. This will not only provide a measure of the level of learning that took place within the course (pre-test/post-test), but also provide data for program assessment of the MIS portion of the business core. This information will in turn be used to provide accreditation agencies with evidence that the outcomes of the applicable courses were achieved.

The subject pool will be all freshmen business students at our university taking either MIS 105 or MIS 205 in the fall 2005. A second subject pool will be all students taking either MIS 105 or MIS 205 in the spring 2006. As part of the process, each student will be asked to complete a short demographic survey form. Additionally, each student will complete the pre-test before the course begins. Subsequently, on completion of MIS 105 or MIS 205, the post-test will be given. As part of the analysis, descriptive statistics will be generated and analyzed for each question for both the pre- and post-test. Second, correlation, analysis of variance, and regression analysis will be conducted in order to assess the attributes that cause progress made in each course. The statistics generated will be used to test differences in student progress within the MIS 105 and MIS 205 classes separately and between the MIS 105 and MIS 205 classes. The resulting assessment data will be incorporated into the business school's annual assessment report and will be used to evaluate the MIS component of the business core curriculum. Complete data will not be available until the end of the Spring 2006 semester.

PRESENTING INFORMATION TECHNOLOGY IN A VIRTUAL CLASSROOM DOES -- IT WORK?

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ABSTRACT

Can a microcomputer applications course be successfully presented utilizing a virtual classroom? Today it is next to impossible for a person to keep pace with the ever-increasing momentum of the innovations in technology. Attempting to master the new devices introduced almost daily is over-whelming to say the least. This paper discusses some of the strategies used and lessons learned while attempting to bring learners up-to-speed by presenting an introduction to information technology course via the Internet. Students are taught that state of the art hardware is rendered useless without equally productive software. To increase the chance for success, students are introduced to the basic principles of software including programming languages, operating systems, and application software. Additionally, students are taught to utilize the decision making process and how this technology is helpful in making decisions both personally and in the business world. A comparison of traditional and virtual classroom performance and the rate of student success and satisfaction is also presented.

Keywords: microcomputer applications, virtual classroom

QUALITY OF CARE AND THE TECHNOLOGY ACCEPTANCE OF NURSES

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ABSTRACT

This study evaluates the impact on the perceived quality of care of the patient on technology acceptance by nurses when using a new integrated administrative and clinical information system. The analysis is performed prior to implementation a new patient care system. Outcomes will show empirical and theoretical support for placing an emphasis on patient quality of care issues when dealing with the technology acceptance of nursing staff. In addition, this research project presents a healthcare extension of the technology acceptance model (H-TAM) and empirically examines it in a hospital setting.

Most of the prior research in technology acceptance has been carried out in simple, but important, environments utilizing personal computer software such as email systems, word processing, and spreadsheet software. More, recent research is now focusing on more complex environments that integrate across departments and include organization-wide business process applications. For example, enterprise resource planning (ERP) software is now an important domain or context for technology acceptance.

Our research provides specific contributions along this line by examining how, the most important factor in healthcare today, quality of care, affects technology acceptance. Health organizations are now using computerized medical records and other automated systems that improve adherence to guidelines and likely result in improved quality and efficiency of delivered care.

We examine technology acceptance within a real healthcare environment, a regional medical center, and extend the TAM by considering the model in the implementation of an integrated hospital-wide administrative and clinical patient care information system. Given the complexity of this environment, we believe an investigation of the affects of patient quality of care on the TAM variables furthers our understanding of the acceptance of complex technology. In addition, hospital-wide information systems are the seeds that lead to the adoption of standardized national and industry-wide electronic patient record systems. The value of electronic health care information exchange and interoperability between providers (hospitals and medical practices), laboratories and clinics, and payers and patients could yield a net value of \$77.8 billion, if a national system is fully implemented.

Keywords: Patient-care records, quality of care, technology acceptance model

SYSTEMS ANALYSIS AND DESIGN, IN THE CLASSROOM AND ON THE JOB

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ABSTRACT

The discipline of Systems Analysis and Design, as defined by contemporary texts and course content, is compared to current industry practices. Four organizations involved in software development projects were interviewed to determine their approaches to analysis and design. Only the primary methodologies employed by the organizations were included in the study. The organizations were asked to assign subjective importance to a list of topics related to classical and object-oriented analysis and design. The responses are compared to textbook authors' assigned topic importance, based primarily on coverage, from three competing contemporary Systems Analysis and Design texts.

TESTING THE THEORY OF E-COMMERCE PURCHASE PERCEPTIONS

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ABSTRACT

The concept of purchase perceptions is a well-researched marketing phenomenon in the area of traditional purchasing habits. Preliminary work has begun to apply this knowledge and understand how to tailor it to apply to the world of electronic commerce.

This paper outlines a process to test and validate one theory for applying traditional purchase perception knowledge that has been tailored to the e-commerce marketplace. In particular, this research examines the specific findings regarding how purchase perception influencers relate to four major factors: product perception, shopping experience, customer service, and consumer risk. Prior research indicates that the relationships that exist between purchase perception influencers and these four factors may not be pertinent to the e-commerce marketplace. The same research indicates that, while the specific relationships of influencers to factors may not exist, many of the same factors may be related, albeit to different factors. Utilizing confirmatory factor analysis techniques, we seek to confirm those relationships postulated by recent e-commerce purchase perception factor research.

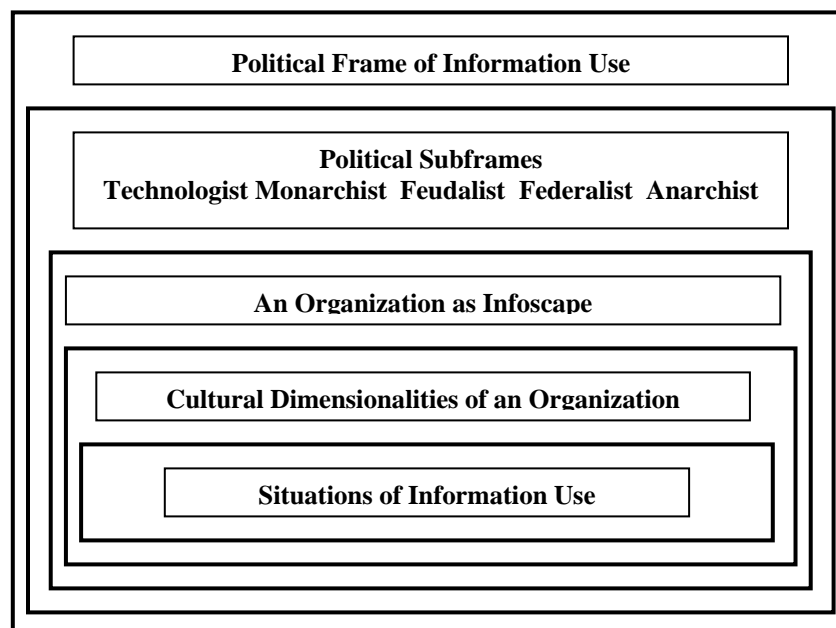
Keywords: e-commerce, purchase decisions, consumer purchase perceptions

THE POLITICS OF INFORMATION: A CONCEPTION FOR ANALYZING INFORMATION USE WITHIN ORGANIZATIONS

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ABSTRACT

The essay describes a research model (see Figure below) for understanding the politics of information within organizations. Using the metaphor of information landscape, the essay presents a perspective on organizational culture, its dimensionalities, and the political frame of information use. The idea of an organization as infoscape suggests a multiplicity of frames or ways of information use in an organization's culture. There is a discussion of the dimensionalities of organizational culture. Introducing the idea of the political frame of information use, there is a summary of the idea of frame including the financial, historical, ethical, and technological frames. There is an indepth discussion of the political frame of information use. The politics of information is about the use of information and information resources as sources of power and control within an organization. The political frame of information use is made up of several subframes. These subframes are the technological, the monarchist, the feudalist, the federalist, and the anarchist. The technological perspective is about the belief that information technology is the solution to all information control and power. The monarchist position is that information governance is a matter of centralizing control over the information flows within the organization. The feudalist subframe is about information power being decentralized and governed within local situations. The federalist perspective is about centralizing but also sharing information governance. The anarchist subframe is an extreme form of decentralizing information control to individuals in the corporation. The paper specifies a methodological model for doing research to understand the nature of information governance and control (political power) in organizations important for developing information systems supporting situations of information use.



THE RELATIONSHIP BETWEEN HIERARCHICAL AND ENTITY-RELATIONSHIP MODELING THROUGH A DECOMPOSABILITY VIEW

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ABSTRACT

The ER approach was introduced by Peter Chen in 1976 and is now widely used by business organizations. The ER approach begins with an assessment of data base requirements based on the view of the entire organization (the enterprise schema) and then translate it to mechanical elements (the user schema). The process identifies the organization's functionally organized parts (i.e., entities) and the interactions (i.e., relationships) among them by means of a graphical representation called the entity-relationship diagram (ERD). There are three cardinalities: 1 to 1, 1 to many, and many to many. Basically, these relationships will be embedded in the table design through the establishment of foreign keys.

It has been pointed out that the result of ER-modeling produces tables that are in third normal form – which is the practical aim of using Codd's normalization process, except that Peter Chen's approach is more intuitive to practitioners. Peter Chen has also demonstrated that the result of ER modeling can be converted to hierarchical or network modeling, perhaps in an effort to boost the acceptance of his approach at that time. More importantly, it has been noted that at the third normal form – be they created by the normalization process or ER modeling – each table contains only one theme.

This paper points out that the hierarchical model may be viewed as a special case of relational model. Using Web site design as an illustration, we may see that if there is no duplication of contents among pages (e.g., repeated use of logo in pages at several levels), then the physical data organization may perfectly reflect the logical view of website – which is hierarchical in nature. However, in the case of many repetitions, it would be better for data to be organized into several folders, and each webpage will be a collection of elements from these folders. The latter really reflects a relational model.

All data can be presented in hierarchical modeling, and the extent of repetition at the lower level will determine the degree of suitability of converting it to relational modeling. With limited data, it is easier to use hierarchical model. However, as the level of complexity increases, websites nowadays find it is easier to use dynamic pages that are based on a relational model supported by DBMS. Seeing that hierarchical model and relational model is not an either/or but rather a continuum would increase the flexibility in organizing data for websites.

TRACKING THE INFORMATION NEEDED BY ONLINE BUYERS WHO SHOP FOR HIGH-COST AND FOR LOW-COST PRODUCTS FOR THE ENTREPRENEUR

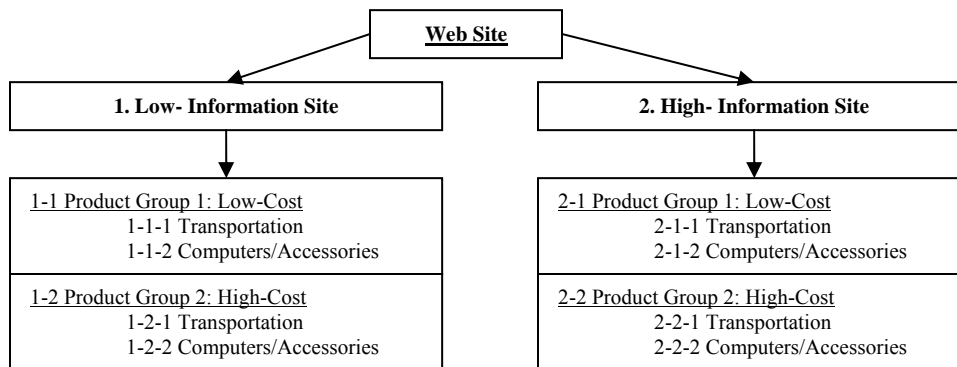
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ABSTRACT

When shopping for high-cost and for low-cost products, e-buyers need different types and different amounts of information. Understanding what information to place on a web site is crucial in doing e-business. There are many studies where researchers outline the importance of such information analysis. However, we have not found any studies that address the information needed to market high-cost products as a specific category of products.

Several researchers have shown that e-buyers are hesitant when shopping for high-cost products online, mainly because the risk is too high in such purchases, and the buyers don't have enough trust in vendors. We wonder if buyers' experience with the site (web satisfaction) will improve if they can receive appropriate information.

In the presented study we have created two fake web sites: low-information and high-information, which model real sites. This method was selected so that we can manipulate with certain features of the sites (in our case, the information presented) and leave the rest of the features unchanged. Other than the amount of information, the sites are identical.



During the experimental stage, each participant will be asked to find a product and make a purchase on one of the fake sites. The products (see diagram) vary depending on their price (high/low) and their type (transportation/computers). Each information page has code which sends the information about the time when the user opens this page and how much time he or she spends on it. This way we can monitor the sequence of pages each buyer goes through and find out the importance of each type of information.

The goal of this study is to investigate which types of information are requested by e-buyers when they are shopping for high-cost and low-cost products. The results of the study will be presented at the conference.

UNDERGRADUATE COMPUTER-RELATED MAJORS IN AACSB-ACCREDITED SCHOOLS OF BUSINESS IN THE US

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ABSTRACT

Change continues as the only certainty in business information systems education. The discipline is referred to as information systems (IS) in this paper, but it is also known by other titles--management information systems (MIS), computer information systems (CIS), business information systems (BIS), Information Technology (IT), etc. It is still a relative newcomer when compared with the traditional business disciplines of accounting, management, economics, finance and even marketing, and, as is usually true of newcomers, there is still be a sense among some academic traditionalists that its placement in a collegiate undergraduate curriculum is not obligatory. However viewed, it would be difficult to find a baccalaureate business degree program that does not require some IS courses if only to assure that students are familiar with the basics of computer information systems and computer technology and their uses by the functional areas of business as well as with software packages universally utilized in business today. And the number of universities that offer an undergraduate IS major housed in a college of business indicates that for the time being, there is an accepted need for the graduates of such IS programs.

These relatively new developments increase demands on IS educators to assure that their programs continue to meet the needs of their stakeholders. Among the questions that must be revisited on a continuing basis are: What trends are emerging for the actual discipline of IS? Will the IS discipline continue to flourish in business schools? Will the discipline change from one that is currently perceived as “systems” oriented to one that is more “technology” oriented? Will the discipline be combined with computer science or computer engineering programs and/or moved to administrative units outside business schools? Is there still a need for a separate discipline or can the IS knowledge essential to business graduates be included in courses in the traditional business functional areas?

The purpose of this research is to take a concrete first step toward identifying trends in IS education in schools of business by examining the names of IS degrees currently being offered. In particular, the researchers wanted to learn if there is a significant move to replace the term “systems” with “technology” in degree names.

A logical next step will be an in-depth comparison of curricula with differing degree titles and/or administered by departments with different names. A further extension of this research will be a periodic, perhaps yearly, review of the major names in AACSB-accredited institutions with comparisons to the current findings. It is also hoped that this paper will be of use to those involved in the continuing examination of IS curricula and to colleagues in universities as they seek to choose appropriate major names.

USING CODES OR CASE STUDIES TO TEACH ETHICS

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ABSTRACT

The expected outcome of including ethics in business and computer information systems curricula are not entirely clear, and the optimum method for achieving such objectives are even less clear. In recent years, there has been an increased emphasis on including ethics into professional curricula in fields such as business, law, and science and technology. This paper will propose one framework for the teaching of professional ethics in the field of computer information and justify the rationale for this framework.

While the use of case studies and exposure to professional codes of ethics have merit, (and thus should not be abandoned) these approaches can lack the intellectual rigor necessary to prepare future professionals to make wise ethical choices. One typical approach to the teaching of ethics in professional courses is to expose students to case studies involving ethical conflicts, and to encourage the students to discuss what they think should have been done in each scenario. A second typical approach is to point to the ethical code of conduct in the relevant profession, and to require the students to be able to apply that code of ethics.

Teaching ethics merely by teaching the content of a code of ethics could lead to students viewing ethics as a mere checklist or algorithm, in which ethical dilemmas can be easily solved with certain, black-or-white answers merely by checking off the rules in the professional code of conduct. Yet, merely encouraging students to discuss their opinions regarding case studies may lead students to the conclusion that ethics consists of nothing more than opinion, and since opinions differ from one person to the next and all opinions are equal, one may act in any manner that she may choose.

By way of contrast, the teaching of ethics should include teaching ethical reasoning and using prescribed techniques for analyzing ethical dilemmas. While the moral values of others should be respected to the fullest extent possible, there are rational principles that can be applied to suggest that certain choices are better than others. This paper will demonstrate that it is possible to teach a methodology for thinking about ethical choices that will produce students better equipped to confront ethical choices in their future careers.

Keywords: ethics education, professional codes, case studies, ethical theories, moral development

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