



University of Oregon
**Applied Information Management
Master's Degree Program**



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UNIVERSITY OF OREGON

Congratulations Spring 2005 AIM Graduates!

Norm Combs

Manufacturing Engineering Manager, Parker Hannifin

The Relationship between Selected Sources of Computer Anxiety Experienced by Beginning Computer Users and Approaches to Computer-based Training

As dependence upon computers becomes more prevalent in the workplace, providing effective computer-based training to workers is vital to employee success. However, many workers suffer from various forms of computer anxiety. This study examines the relationship between the successful design of computer-based instruction and five sources of computer anxiety including age, gender, instructional method, general psychological factors and previous exposure to computers. Four cases are compared to Kolb's Learning Cycle (Harb & Terry, 1992).

Meghan Fallenstein

Sr. Human Factors Engineer, Intel Corporation

Aligning Selected Systems Thinking Tools to Mitigate Key Challenges Encountered During the Initial Stage of Organizational Change

This paper examines the potential for systems thinking tools to provide ways for organizational leaders (Senge, 1999) to address challenges within the organizational change process. Literature published after 1990 is reviewed concerning challenges encountered in the initiating phase of organizational change (Senge, 1999) and selected systems thinking tools: Causal Loop Diagram,

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Behavior Over Time graph (“Basic” 2004), The Iceberg (Kim, 1999), and Action-to-Outcome (Jones and Seville, 2003). Conclusions are presented for organizational change leaders.



Mike Grater traveled from New Jersey to attend spring Commencement.

Michael T. Grater

Intermediate Methods Analyst, United Parcel Service

Benefits of Using Automated Software Testing Tools to Achieve Software Quality Assurance

The increasing complexity of software development demands that developers use automated software testing tools. This study analyzes selected literature published between 1997 and 2005 to provide an analysis of benefits of automated software testing tools to increase software quality assurance. Benefits are presented for software engineers and business analysts and classified in relation to five quality factors (in reference to web Applications) described by QA Labs, including quality, reliability, recoverability, security, usability and performance.

Steve Hannah

Associate Director Instructional Technology Center, University of Minnesota, Crookston

Sorting Out Card Sorting: Comparing Methods for Information Architects, Usability Engineers and Other Practitioners

This study examines open and closed card sorting methods used by information architects and usability engineers. A hybrid data analysis strategy, combining conceptual analysis (Palmquist et. al., 2005) and constant comparative method (Glaser and Strauss, 1967) is employed to review fourteen references. Characteristics of card sorting methods and their properties are organized into twelve emergent categories. Results are presented in a hypertext table, designed to be extended by others and supported with explanations of each category.

Bob Reilly

Manager of Network Technology, Federated Systems Group

Wireless Local Area Network Security Protocols: Compliance with the IEEE 802.11i Standard

As Government regulations become more stringent, corporate responsibility to ensure data privacy increases. This study analyzes selected literature published between 1997 and 2005 to provide an analysis of wireless local area network security protocols based on compliance with criteria in the IEEE 802.11i standard. Capabilities, vulnerabilities and components are compared to help IT executives form corporate security policy. Three protocols examined are Wired Equivalent Privacy, Wi-Fi Protected Access and Extensible Authentication Protocol-Transport Layer Security.



Bob Reilly traveled from Georgia to attend spring Commencement.

Ruta Stabina

Freelance Information and Graphics Designer

Quantitative Data Graphics: Best Practices for Designing Tables and Graphs Used in Not-for-Profit Evaluation Reports

Graphical presentation of quantitative data greatly improves information perception, absorption, and retention. This literature review study analyzed sixteen sources published between 1990 and 2005, addressing the three most frequently used quantitative business data presentation types: tables, graphs, and charts (Tuft, 2001) and graphics design. Results are presented in four tables, providing a set of factors for consideration by not-for-profit organization program managers when creating quantitative graphical data visualizations for use in program evaluation reports.

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We Remember Kenneth Ramsing

We pay tribute to **Dr. Kenneth Ramsing**, a former dean of the UO Graduate School, who died April 18, 2005 of pulmonary failure. He was a Fulbright Scholar and a professor emeritus of the School of Business.

Ramsing was dean of the UO Graduate School from 1987 to 1990—an important time during initial planning of the AIM Program. Ken worked along side Curt Lind, UO Director of Continuing Education, in the first meetings with executives at Tektronix Inc., to create the AIM master’s degree curriculum.

He officially retired from the university in 1998 but continued to teach classes for several more years. In addition, he was program director and visiting professor in the executive program at Kasetsart University in Bangkok, Thailand, following his retirement.

Faculty Feature—Meet Alice Parman

Dr. Alice Parman, an independent consultant to museums and other nonprofit organizations, joined the AIM faculty in spring, 2005 as an assistant to Dr. Linda Ettinger in the Capstone course. She is a convert to this online method of teaching and learning. “I’ve been surprised and pleased to see the level of engagement not only between individual students and faculty, but also among the students in the Capstone class,” she noted.

Teaching the AIM Capstone course, says Parman, represents a return to her research roots. Her dissertation, completed in 1971 at the University of Chicago, is a quantitative study of attitude change in high school teachers during their first year of teaching. Since then, Parman has devoted more than thirty years to museum program and exhibition development, evaluation, and fund development—first as a museum manager and later as senior planner/writer for an exhibit design firm.



Alice Parman

eBriefings Seeks Funds

At long last, the AIM Program is developing a monthly online publication, called **eBriefings**, as a way to share the results of Capstone research projects with a wide audience. eBriefings is envisioned to be a free monthly publication, previewing timely, well-researched papers on a broad range of information management topics

Through keyword indexing, **eBriefings** will be readily accessible via Google and other search engines and as a link on the AIM Program website <http://aimdegree.com>.

Users will find:

- an annual one-page summary of new papers;
- selected edited papers ready to download, and
- a fourteen-year archive of the abstracts of over 100 papers.

We are seeking funds to underwrite startup costs for AIM **eBriefings** editorial work and website development. Please let us know if your company has a philanthropic foundation we can contact for possible support. Send information to aim@continue.uoregon.edu. And thanks Mike Grater ('05) for the UPS lead!



Alumni Updates

Tom Dole ('03) is now Director of Marketing for TigerStop LLC in Vancouver, Washington.

If there's a technology related problem at the Cascade Campus of Portland Community College, the buck stops with **Gary Eaton** ('01), manager of the newly reorganized Technology Solutions Services department. Gary oversaw the rewiring of the entire campus including the addition of four new buildings and the remodeling of three.

Michael Grater ('05) was recently promoted to Business Analyst for the Finance and Accounting Systems department at UPS.



Spring 2005 AIM Graduates with Sr. Program Coordinator Janet Cormack and Academic Director Linda Ettinger

Steve Hannah ('05) directed the redesign of the University of Minnesota Crookston website. He applied what he learned in AIM to improve navigation and other aspects of the site that has more than 17,000 pages. To view his work, visit <http://www.uncrookston.edu>.

Reporting on what AIM did to change her career, **Linda O'Hara** ('98) says she works as adjunct faculty for Chemeketa Community College, Linfield College and Oregon State University. She reports looking forward to taking more AIM courses to stay abreast of the latest technology—especially the upcoming course in Managing IT/IS Security.

Spurred by the AIM Project Management course, **Dave Ryan** ('01) earned a Project Management Professional certificate, through the Project Management Institute. He uses these tools daily in his role with Xerox Global Services supporting the worldwide implementation of the Digital Campus program at Microsoft. He also earned his Green Belt in Xerox's Lean Six Sigma program and is working toward the Black Belt designation.

Serving on the Board of Trustees of The Municipal League of King County, a Seattle-based non-profit organization, enables **John Spady** ('00) to pursue his interest in promoting civic literacy and effective and responsive government. John also continues his symbolic dialogue work through the Forum Foundation (<http://ForumFoundation.org>). He's working on a web application that allows an organization to create a distributed feedback reporting system, to facilitate symbolic dialogue around any topic of discussion.

Ruta Stabina ('05) has joined University of Oregon Continuing Education as Sustainability Leadership Program Coordinator and she is busy retooling the program. Additionally, she assists in an AIM recruiting project, designed to leverage new applicant leads from AIM alumni—contact Ruta with applicant referrals and she will follow up. Ruta also handles corporate training initiatives in the Portland metro area. Want to see a particular information management topic delivered in your company? Contact Ruta! <rstabina@continue.uoregon.edu>

Visit us online at: <http://aimdegree.com>



From Ruta's Desk . . .

At the end of August 2005, just two months after graduating from the AIM Program, I made a smooth transition from AIM student to part-time program coordinator at the University of Oregon Continuing Education department. My current position combines three assignments: managing the Sustainability Leadership Program—a series of professional development seminars on sustainability practices; promoting the AIM Program; and developing the Continuing Education corporate education program.

My professional background is eclectic, built around a core of education, fine arts and computer graphics

design. I earned a Bachelor of Arts degree from the Latvia State University in teaching fine arts and technical drawing. I feel very fortunate to join the UO CE staff and am quickly learning the complexities of all the “behind the scenes” work. In addition, I continue as a freelance graphics and information designer.

As part of the AIM 20th anniversary this year, I will be contacting as many alumni as possible over the next few months, gathering information about how AIM has impacted their professional career. This material will be presented in a feature story in the Spring '06 AIM Connections newsletter. I look forward to talking with you!

Father and Daughter Get Their UO Ducks in a Row

It was a 2003 fall trip to Eugene to see daughter Alissa, a UO psychology major in her senior year, which inspired **Steve Hannah** ('05) to also become a UO Duck. While waiting for a flight out of Portland, Steve saw an AIM Program advertisement in an airport kiosk. Once home, he checked the website, liked what he saw and applied to AIM Online.

Steve, Alissa, and daughter Kileigh were all in college at the same time. “We had a lot to talk about and sometimes we studied together,” said Steve. “As an online student I found there were facets of school life that were different for me than the girls, but finding time to study and student stress were certainly common grounds.”

Steve made a second trip to Eugene this past June to attend his graduation ceremony and Alissa cheered him on. Since Steve was an online student, the event also provided an opportunity to see fellow students face-to-face for the first time. Reflecting about his online graduate experience Steve says, “Discovering the potential of virtual teaming, working with people I don't know on projects with short deadlines and stringent requirements, was one of the most valuable experiences I took away from the AIM Online Program.”

Steve is currently the Associate Director of Instructional Technology (ITC) at the University of Minnesota Crookston. The department recently completed a redesign of the UMC website: <http://www.umcrookston.edu>.



An International Perspective

AIM students these days represent diverse backgrounds in terms of not only work and professional experience, but also cultural background. As a participant in AIM, each of the nine current students listed below contributes a perspective enriched by life in another country.

Alex Bringas was born in Uruguay and moved to Spain at the age of six. He got his first taste of Oregon when he was a high school exchange student in Astoria on the Oregon coast. Alex returned to Astoria in 1994 to work for a company and has since relocated to the Portland area.

Andres Gutierrez was born in Bucaramanga, Colombia. Reflecting on his childhood, he recalls that “. . . the town has a beautiful river and many mountains; those characteristics make the area very attractive, especially for kids.” In 2000, Andres and his wife settled in the U.S.

Moritz Feldhues was born in a small town in northwestern Germany and moved to Munich at age twelve. While in high school in Munich, he became involved with a sister city exchange with Cincinnati, Ohio. Moritz visited the U.S. frequently, until settling here in 1995, when he became a student at the University of Cincinnati.

Nick Kanellakis grew up playing soccer in the streets of Athens, Greece. His family moved to Clayton, California when he was fifteen. Nick visited Greece last year to view the Olympic Games first hand in its place of origin.

Tolu Oluwole was born and raised in Nigeria on a small farm with three thousand birds, fifty pigs and a fishpond. He writes, “My brothers and I did not get to play with other kids during the week because of our demanding responsibilities on the farm. As a result I learned quickly how to prioritize my time.” Tolu immigrated to the US in 1997.

Cameron Ough was born in Edmonton, Alberta, Canada. He attended French schools and was fluent by his early teens. Through time spent at universities in Italy and Spain he added fluency in Italian and Castilian Spanish. Cameron came to the U.S. for a position in the International Engineering Department of Intel Corporation.

Cefe Quesada is a self-proclaimed first generation American—born in Kansas but with “one foot in my own culture (Panama) and one foot in a foreign competitive culture.” He writes, “I spent my childhood split between two countries and I have become accustomed to the trappings of both.”

Sonia Rees lives in Trinidad and Tobago, where she works as a Repository/Tools Analyst for RBTT Financial Group. Trinidad and Tobago is the most southern isle of the archipelago, which makes up the Caribbean. It is the closest island to Venezuela. She is currently studying singing—in Italian.

John Wong was born in Cambodia and experienced first hand the battles between the Khmer Rouge and the Cambodian Army. Leaving Phnom Penh at the age of six, he and his family traveled by foot to Thailand where, after several months, they boarded a plane headed for Portland Oregon.

AIM Advisory Board

Mr. Chris Buhle, AIM
Alumnus—Kaiser
Permanente

Ms. Janet Cormack,
Sr. AIM Program
Coordinator

Dr. Linda Ettinger,
AIM Academic Director

Mr. Curtis Lind,
Director of UO
Continuing Education

**Dr. Jane Maitland-
Gholson**,
AIM Faculty

Quesada says, “I spent my childhood split between two countries and I have become accustomed to the trappings of both.”

Making a Difference—UO AIM Program Giving

The UO AIM Program strives to provide an excellent graduate opportunity to a broad range of students. In these times of economic uncertainty and budget tightening, AIM calls upon alumni—our most loyal audience—to help achieve current and future program goals. Your support can help launch the new eBriefings project and assist in the purchase of technology equipment.

Donations are an important part of the AIM budget. The comprehensive AIM curriculum, taught by expert faculty, should inspire you to help keep the program strong. And, your contribution is tax deductible. For various categories of giving, see the newsletter insert and know that your generous contribution is greatly appreciated.

Many thanks in advance for new and ongoing support.

And please continue to refer the AIM Program to your peers. You are our best recruiters! Questions? Call (541) 346-4231 or donate online at www.aimdegree.com/giving.php.

Thanks for Sharing!

Thank you for sharing your news on what you are doing, honors and awards, new jobs, promotions, relocations, family developments and more. Please send in your What's New in Your Life card for the Spring 2006 AIM Connections newsletter. We want to hear from you!

How Has AIM Affected Your Career?

As the most important way to recognize the past twenty years of the AIM Program, we want to hear from alumni as to how each professional career has been impacted by the AIM graduate degree. What courses made the biggest difference in your work? Do you still reflect on words of wisdom from that one special faculty member? Did you get a promotion with the final degree in hand—did you change jobs? What did you do to build on your Capstone paper? Expect a contact from Ruta Stabina some time soon. AIM degree stories will be published in an article in the Spring issue of Connections. Thanks!

Congratulations Spring 2005 AIM Graduates!

(continued from page 2)

Ray Tatum

Program Manager, Hewlett-Packard

Applying Lean Thinking Principles to Software Development

Lean thinking principles, based on the Japanese concept muda, have been successfully applied in manufacturing and product development organizations since the 1940s. The software development community can realize similar benefits, with potential to eliminate wasted efforts inherent in the serial and structured traditional software development process. This study defines the seven basic principles of lean thinking (Poppendieck and Poppendieck, 2003), examines how they relate to the software development process and suggests techniques for their application.

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