

To: To Whom It May Concern
From: Richard Kirchmeyer *RK*
Date: July 6, 2001
Subj: Student Survey of Information Technology

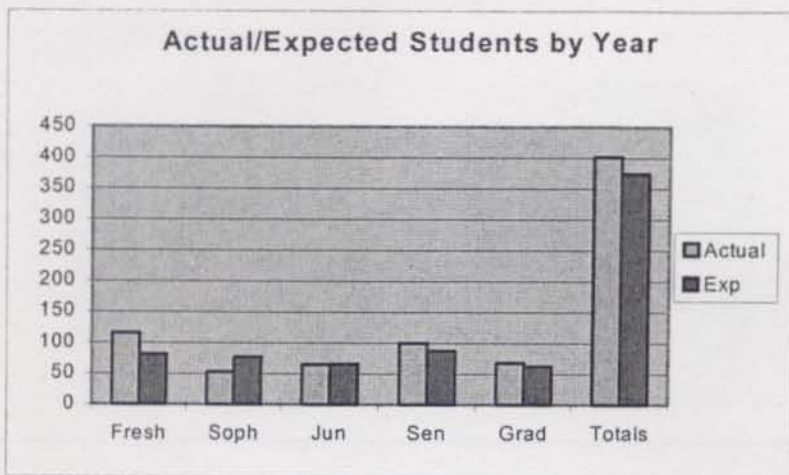
In the fall of 2000, we conducted a stratified random sample survey of over 400 Western Kentucky Students about information technology. The survey instrument is in Attachment 1. It is my intention to use the information gleaned and inferences made from the data as another contributory influence to the Strategic Operations Plan for Information Technology.

Enclosed is a preliminary look at the data. The number in parenthesis at the end of each identifier refers back to the question number in the survey. In the foreseeable future, I will drill further down into the data in areas that warrant a closer look.

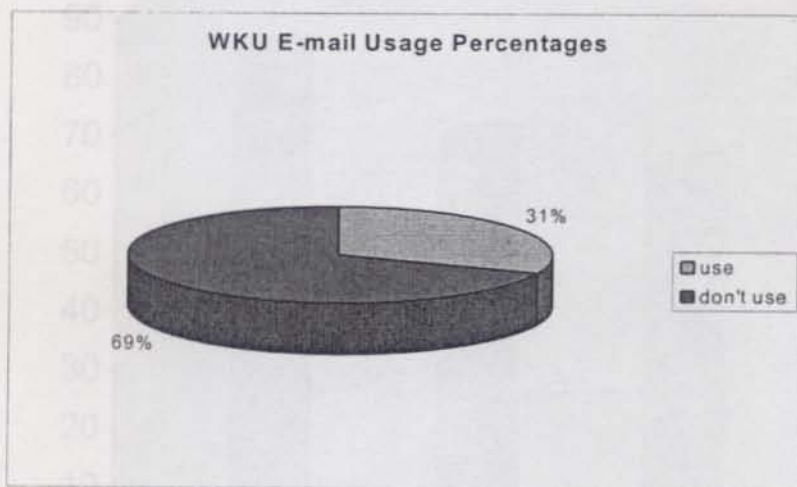
Finally, the completion of our first attempt at this has highlighted some questions that will be eliminated. We will continue to refine the survey instrument, so if you have any suggestions I would welcome them.

cc: IT Directors

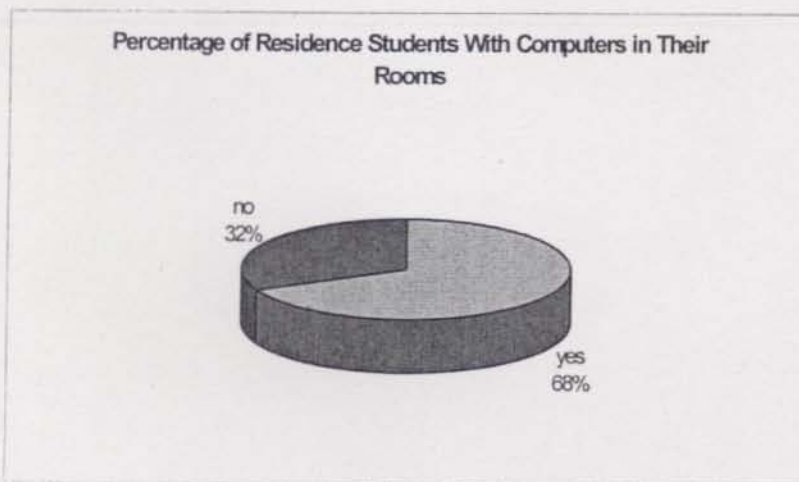
1. Actual respondents versus expected [randomized] (2)



2. Student use of WKU E-mail (9)



3. Students living on campus with computers (14)

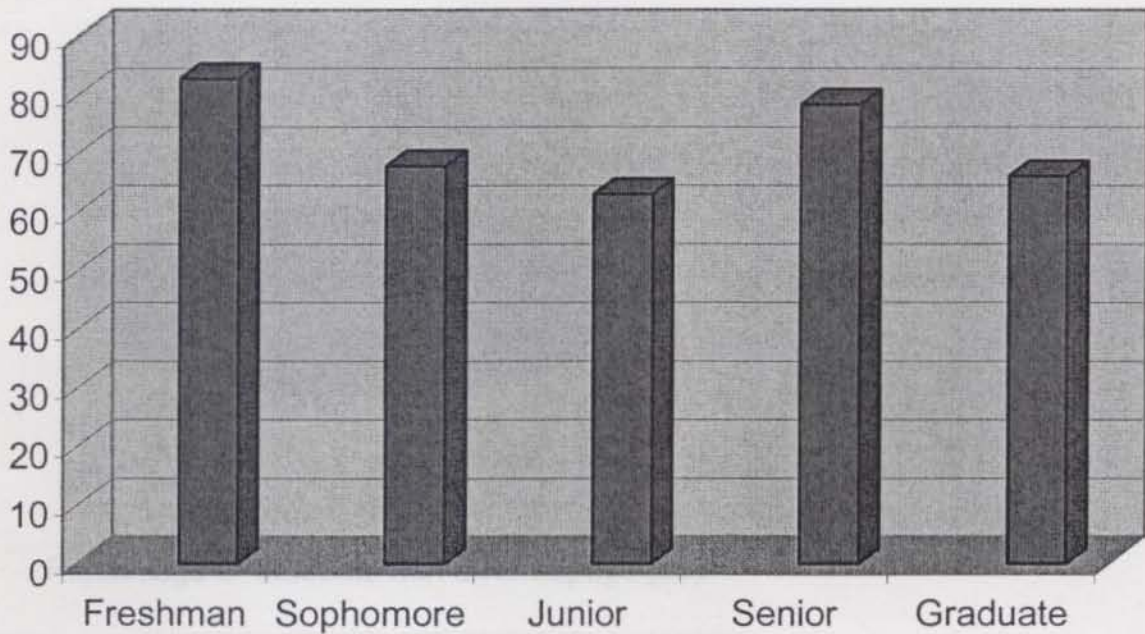


Percentage of Students Owning Different Technology (10-20)

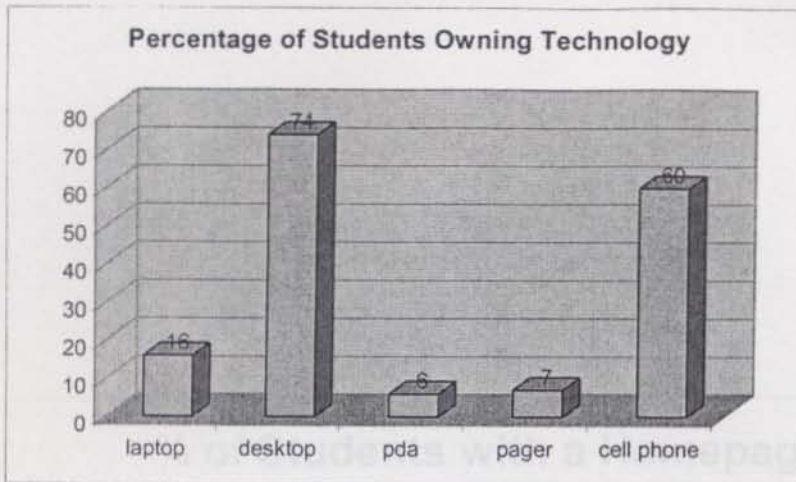
Percentage of Students Owning Technology



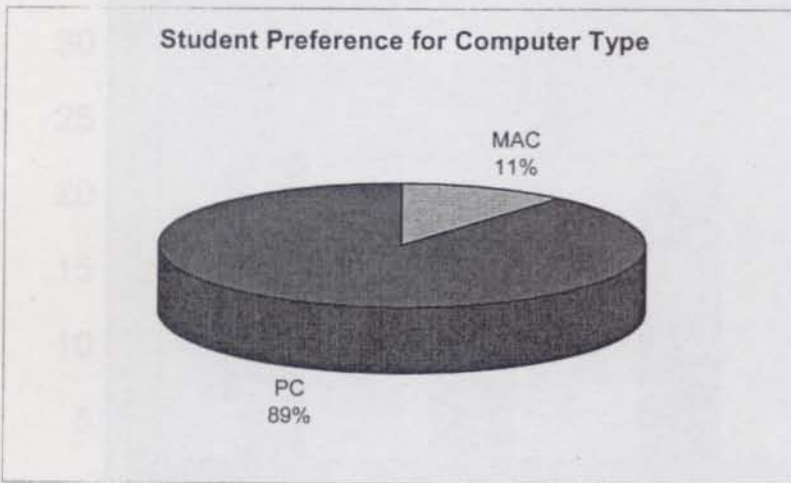
% of Desktop Ownership by Year (17)



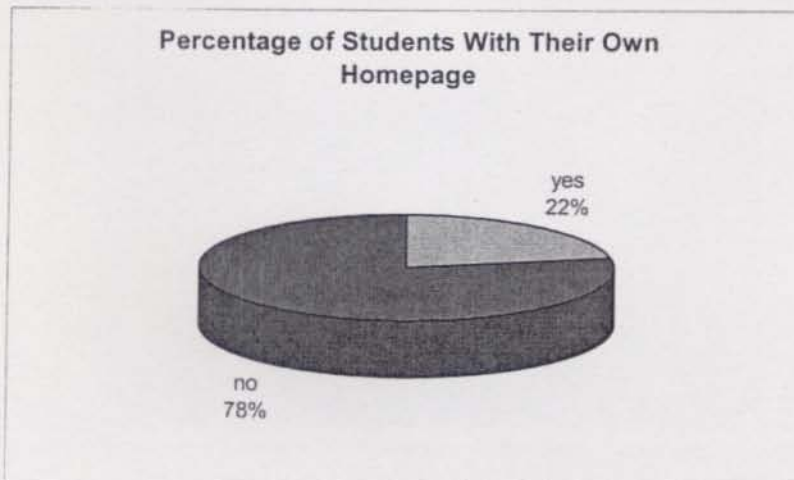
4. Percentage of Students Owning Different Technology (16-20)



5. Preference for MAC or PC (21)



6. Percentage of Students with a Homepage (39)

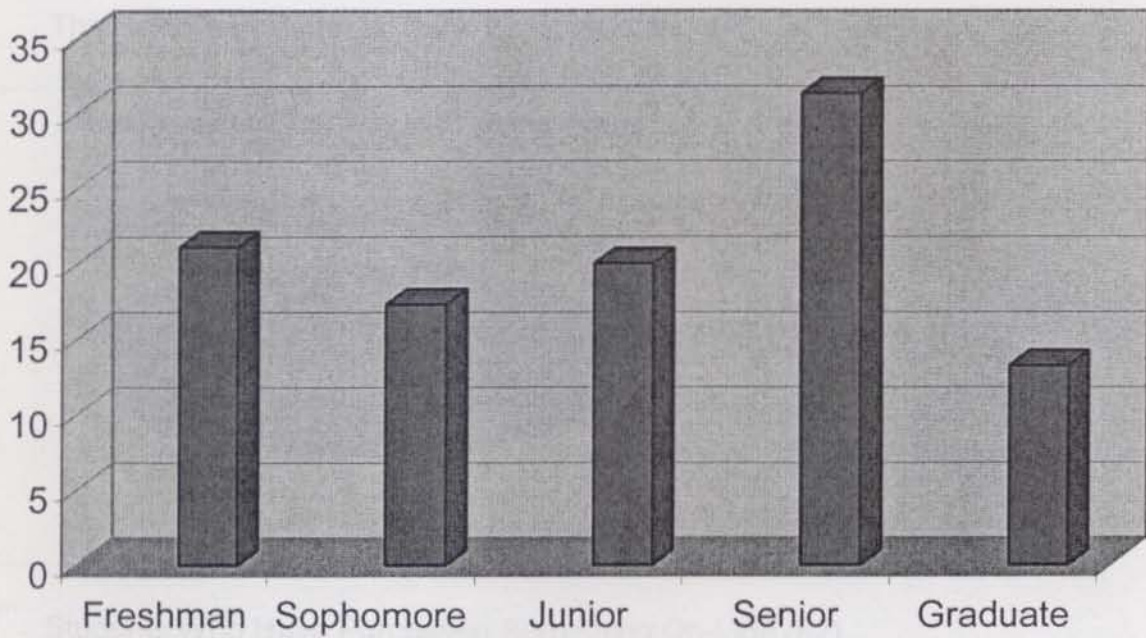


7. Students Communicating Regularly with their Instructor on E-mail (40)

Students Communicate Regularly with Their Instructor Using E-Mail



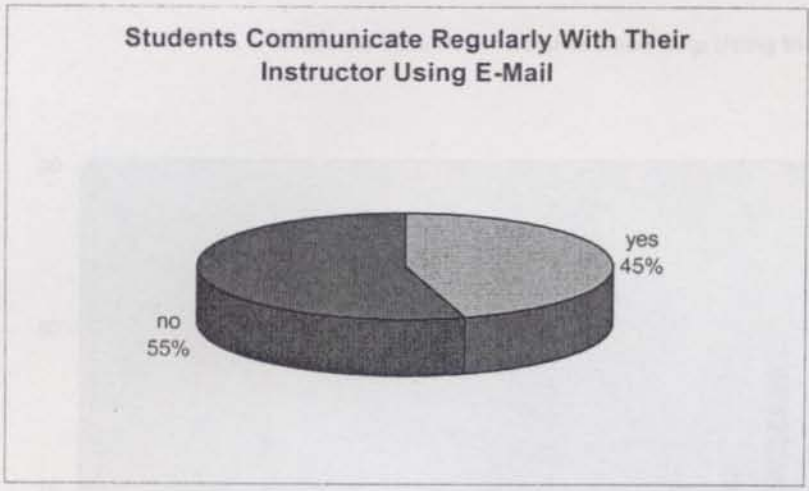
% of Students with a Homepage by Year (39)



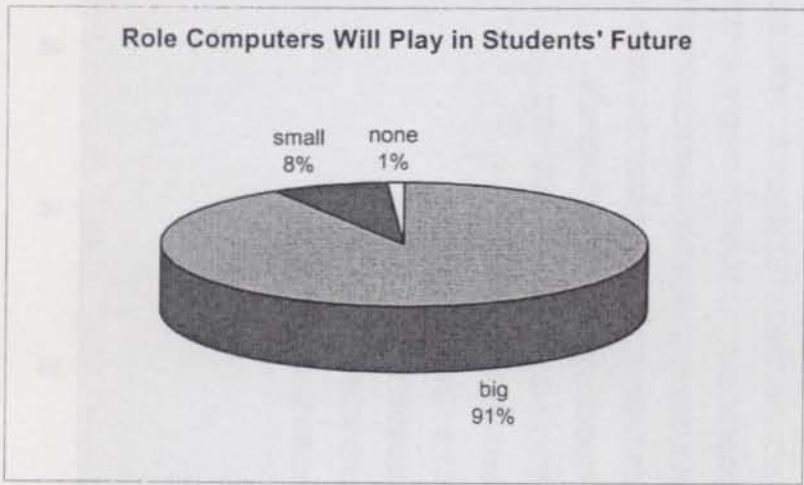
Purchased Something On-Line



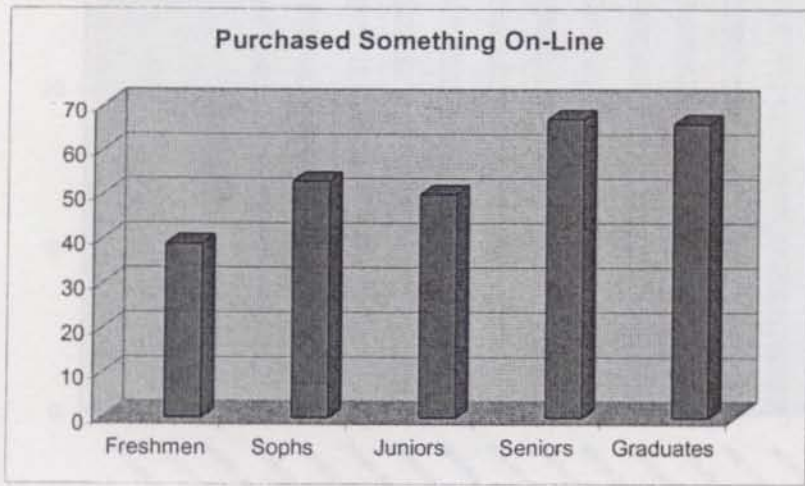
7. Students Communicating Regularly with their Instructor on E-mail (40)



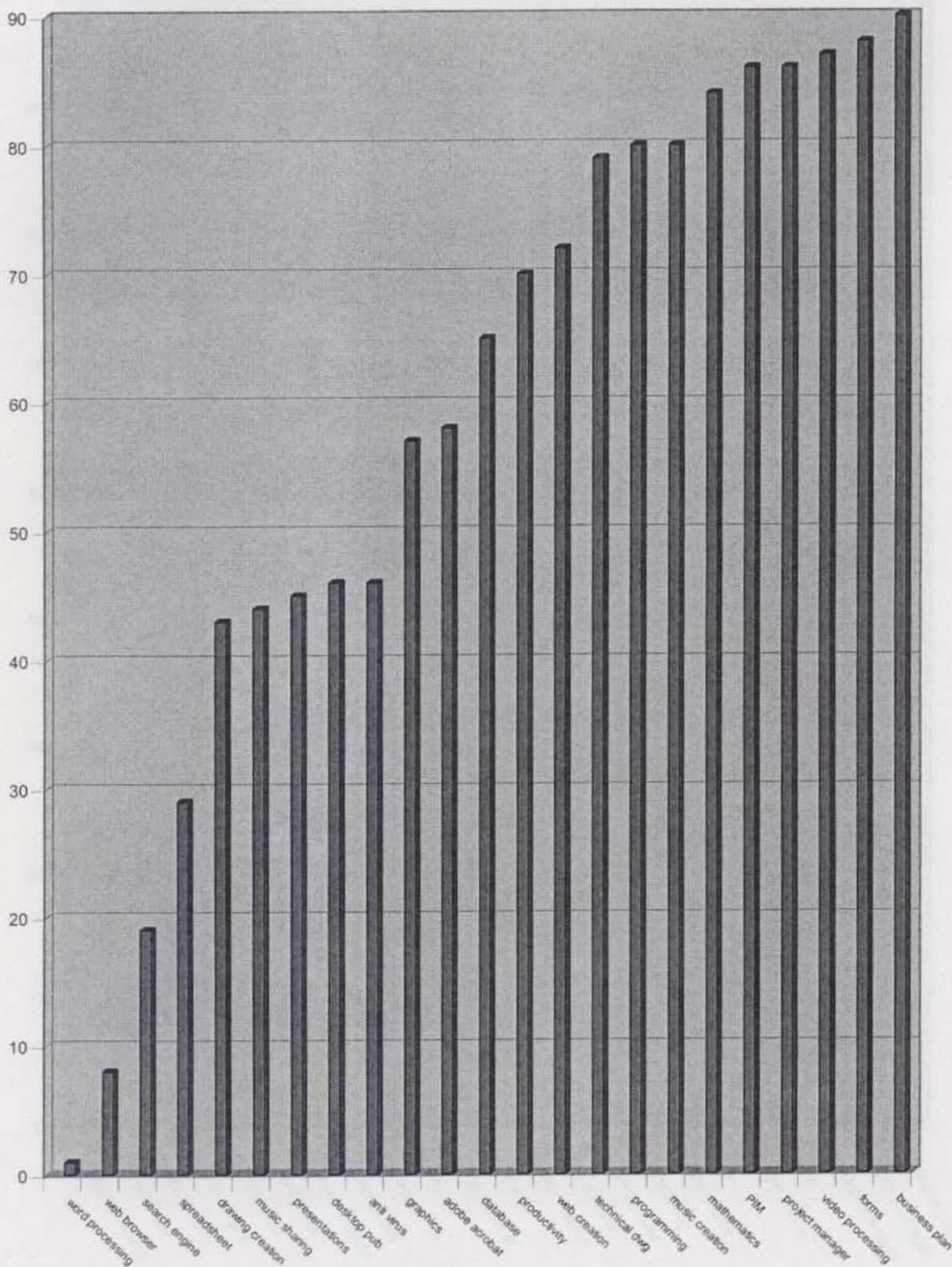
8. The Role That Students Think Computers Will Play in Their Future (49)



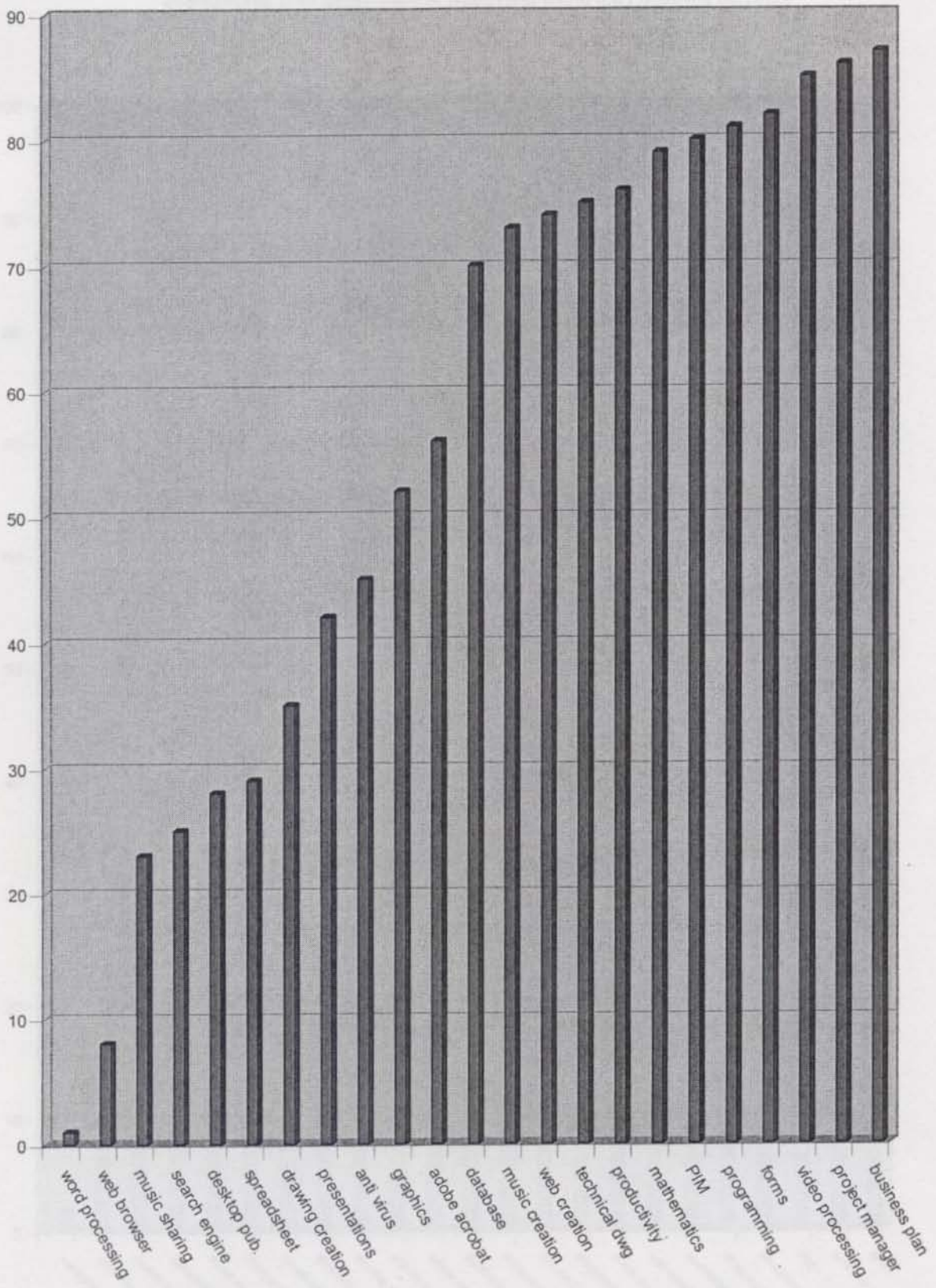
9. Students Who Have Purchased Something On-Line (82)



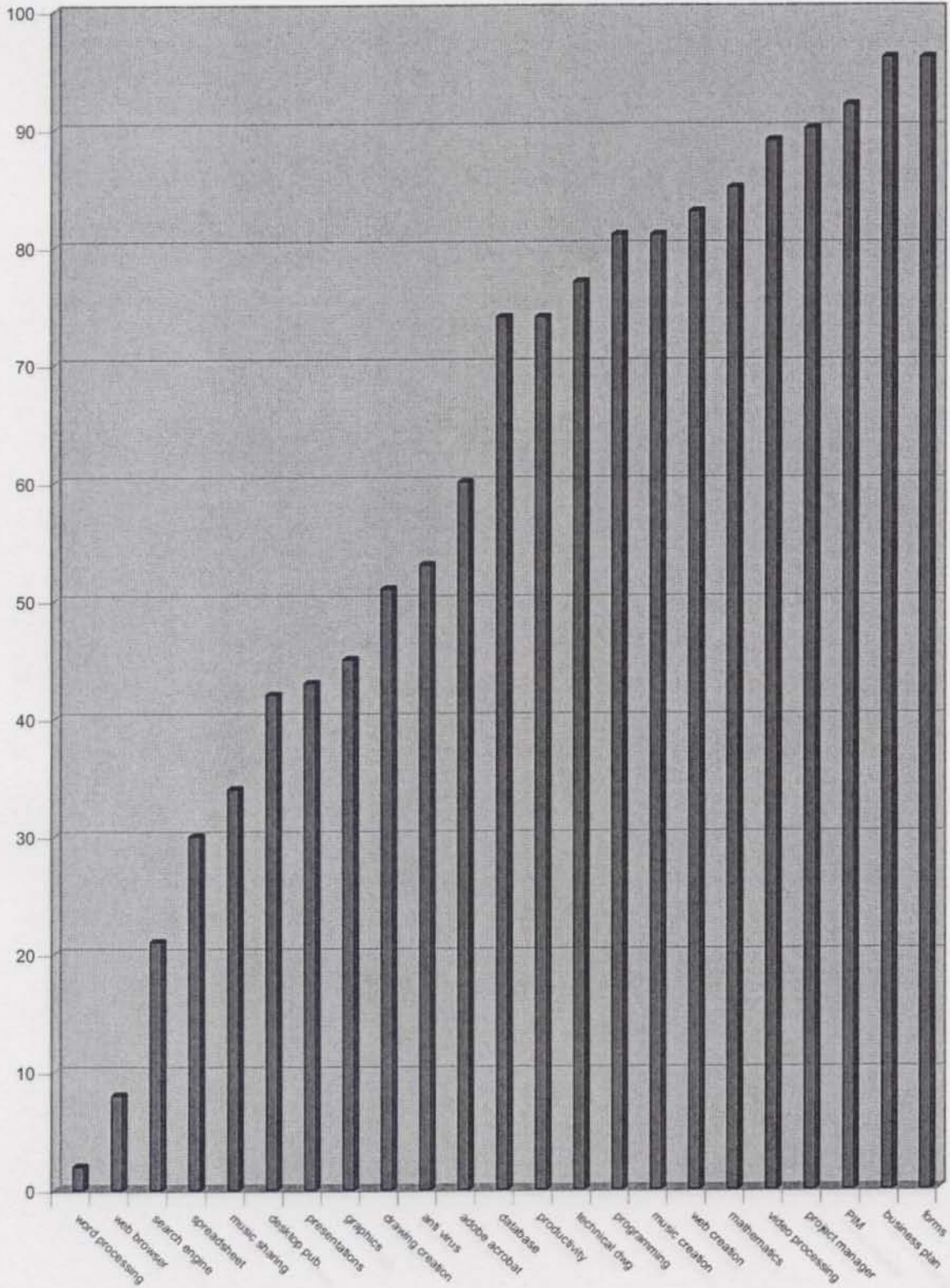
Students Who Never Used or Need Help Using the Following Software



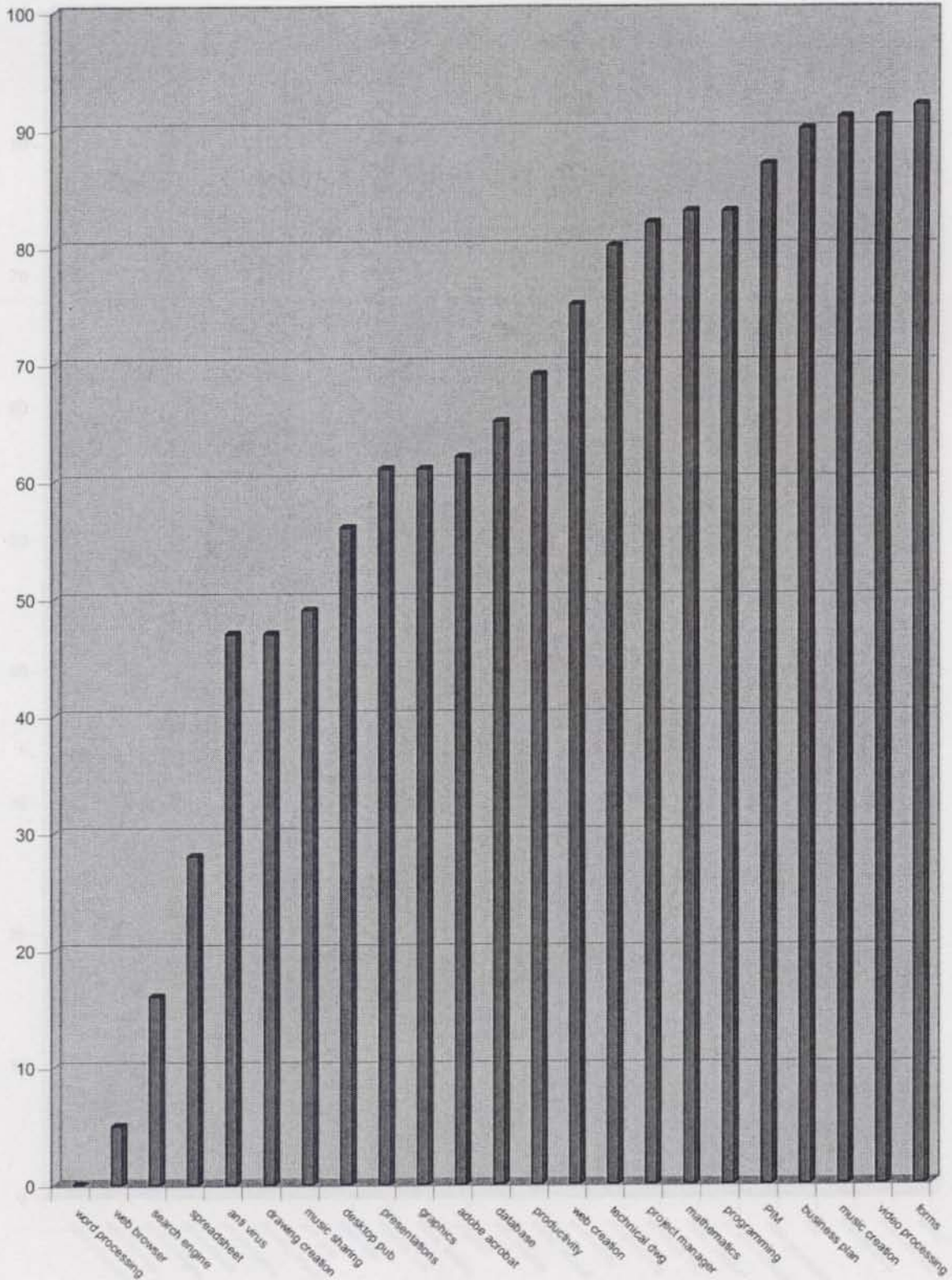
Freshmen Who Never Used or Need Help Using the Following Software



Sophomores Who Never Used or Need Help Using the Following Software



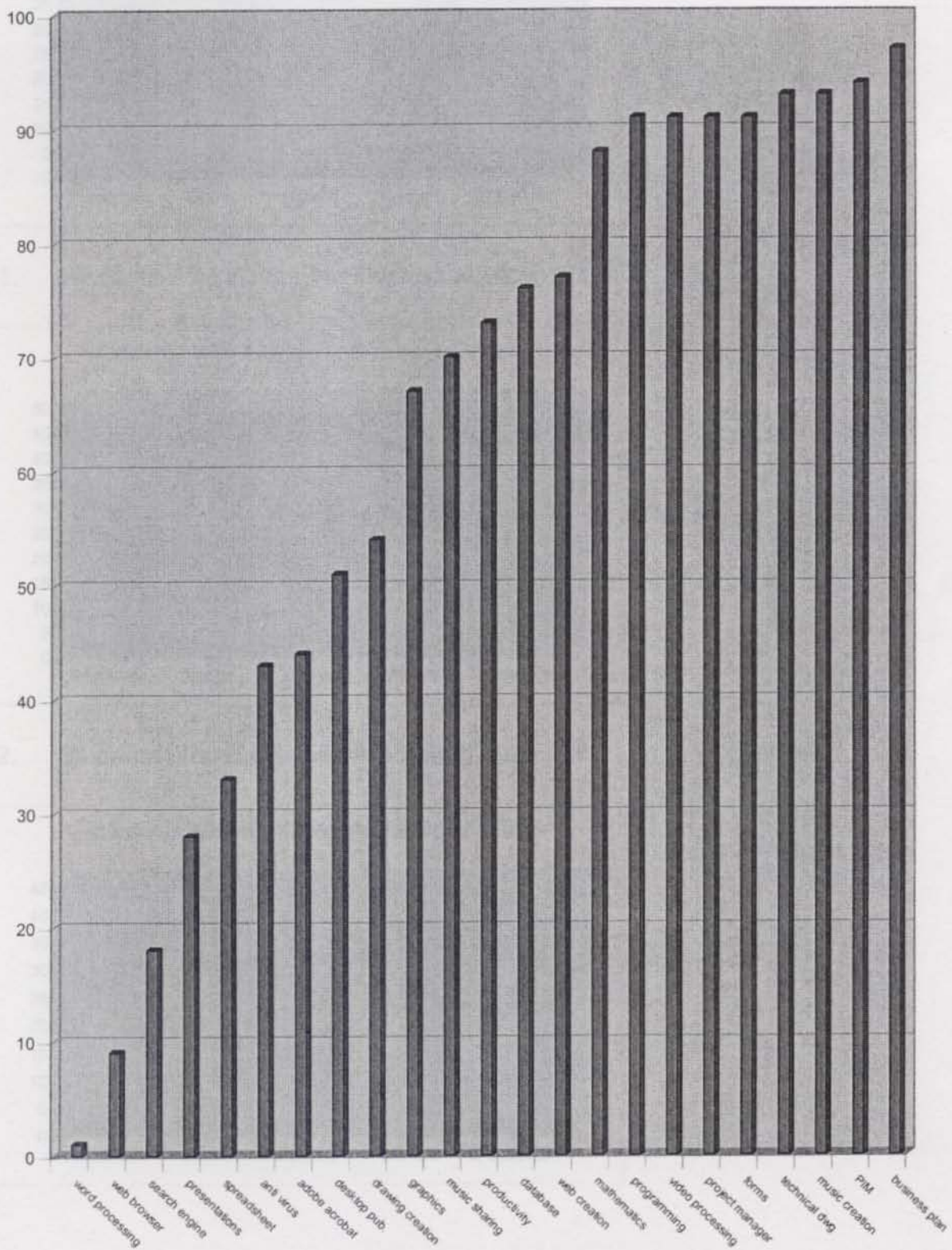
Juniors Who Never Used or Need Help Using the Following Software



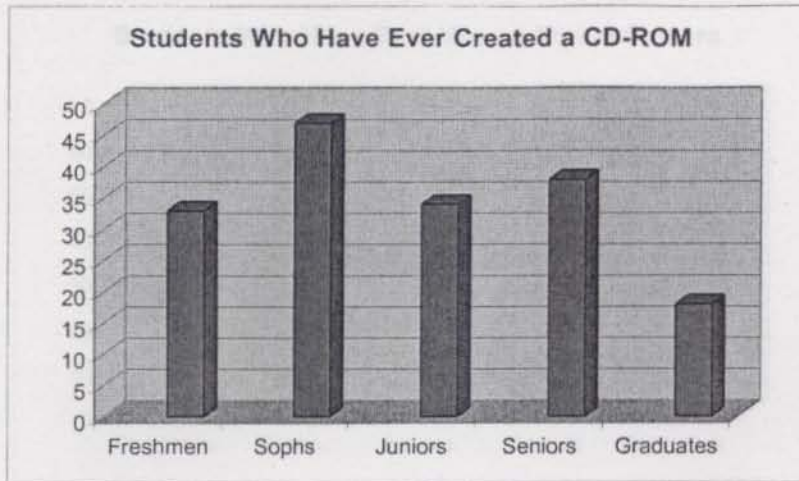
Seniors Who Never Used or Need Help Using the Following Software



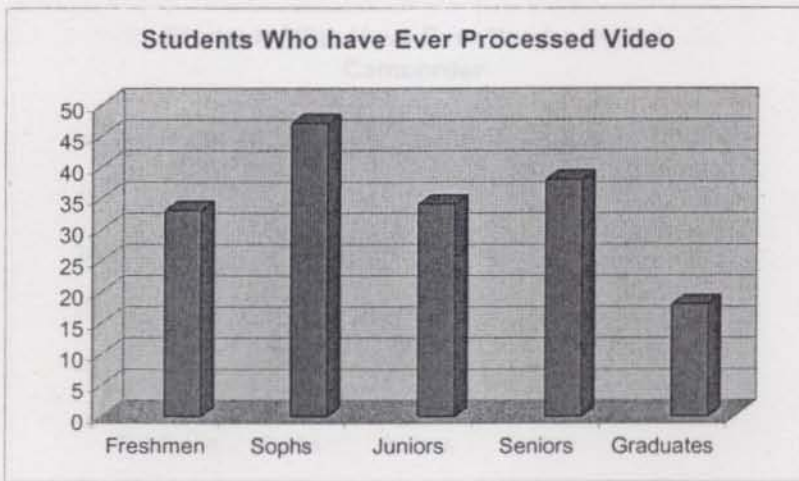
Graduate Students Who Never Used or Need Help Using the Following Software



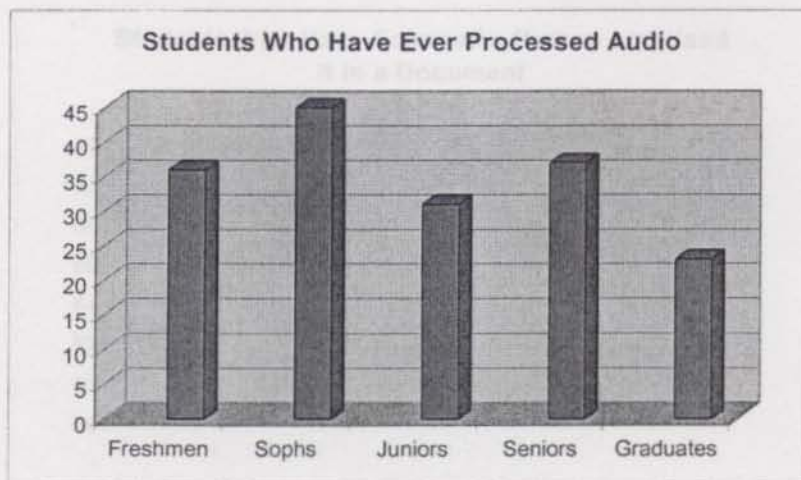
10. Students Who Have Ever Created a CD-ROM (83)



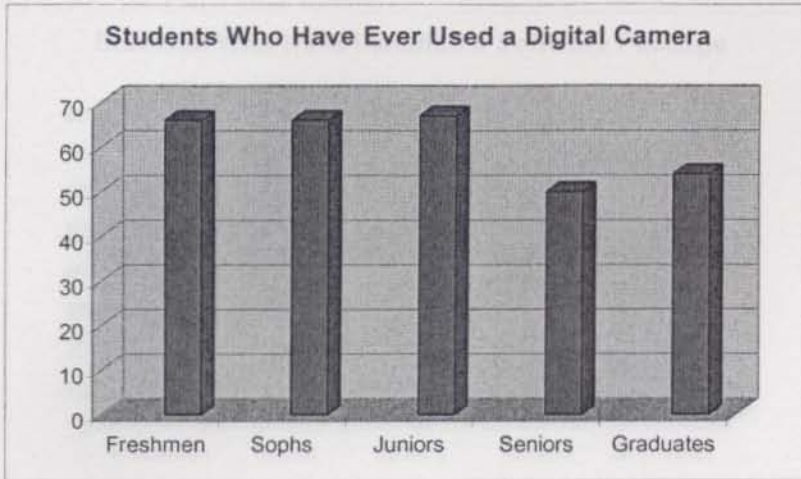
11. Students Who Have Ever Processed Video (84)



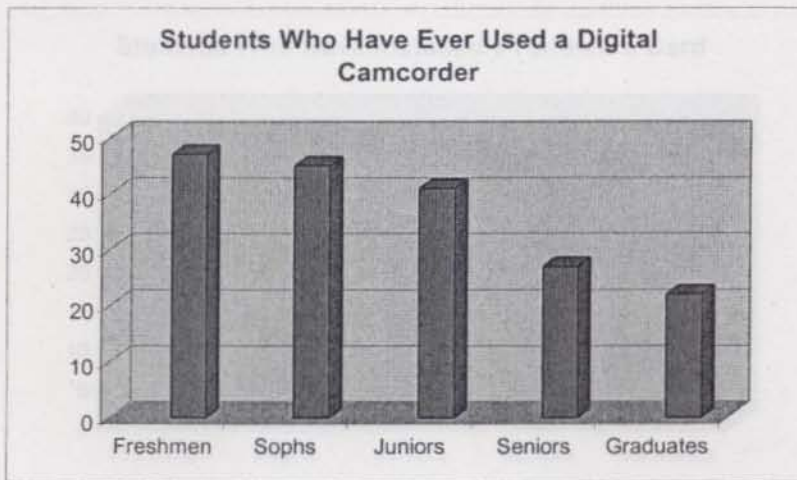
12. Students Who Have Ever Processed Audio (85)



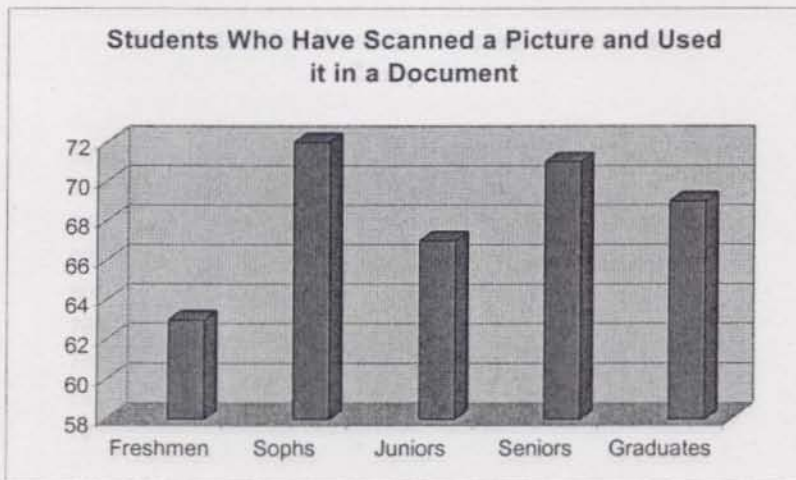
13. Students Who Have Ever Used a Digital Camera (86)



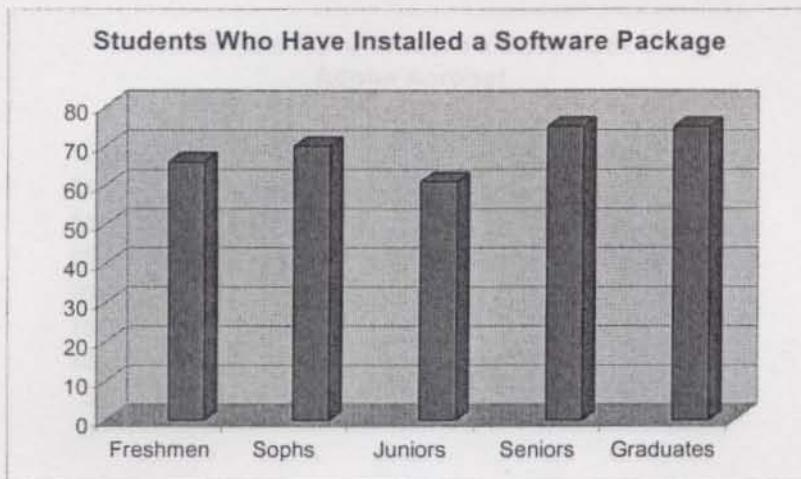
14. Students Who Have Ever Used a Digital Camcorder (87)



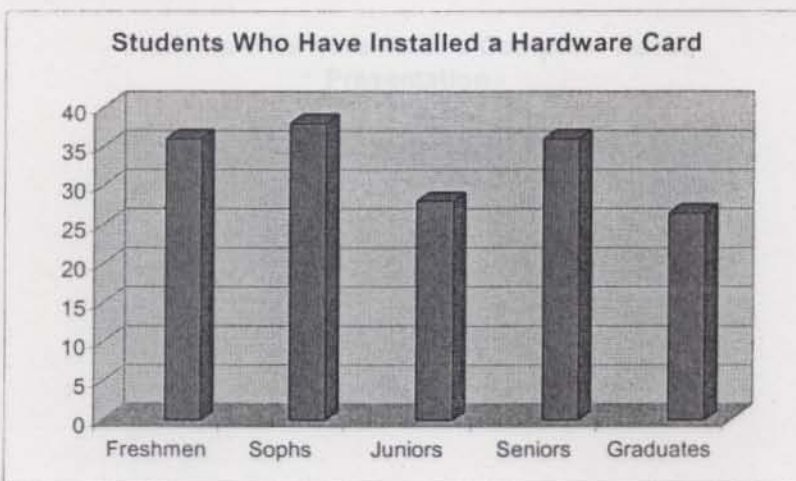
15. Students Who Have Scanned a Picture and Used it in a Document (88)



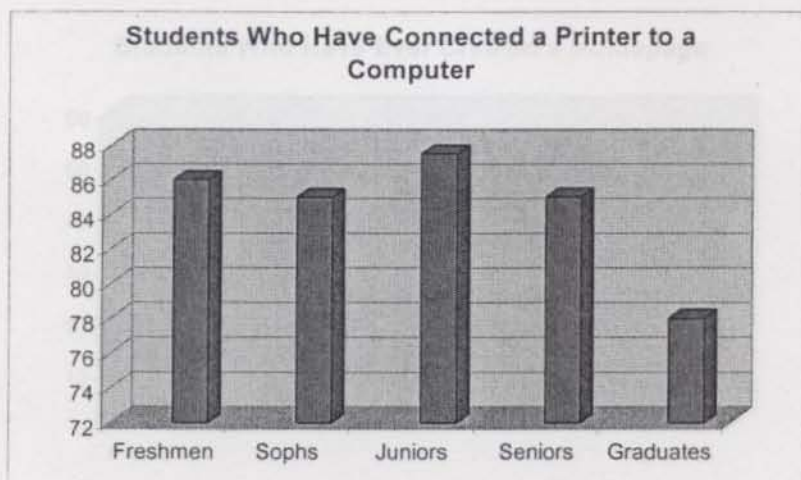
16. Students Who Have Installed a Software Package (89)



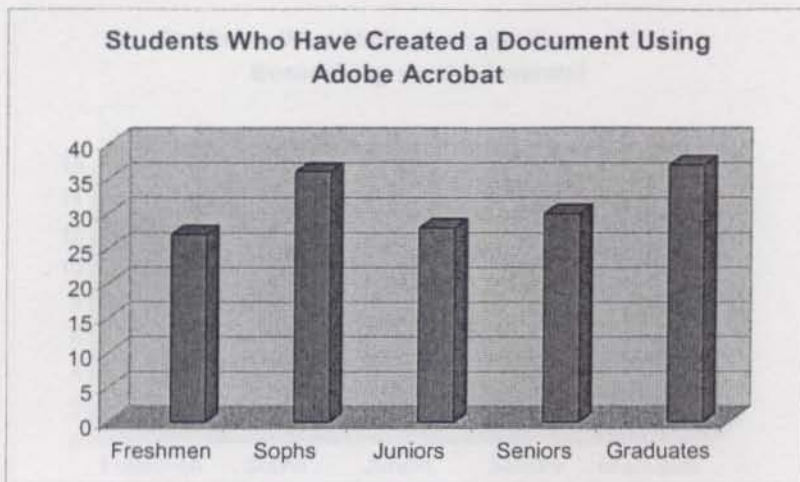
17. Students Who Have Ever Installed a Hardware Card (90)



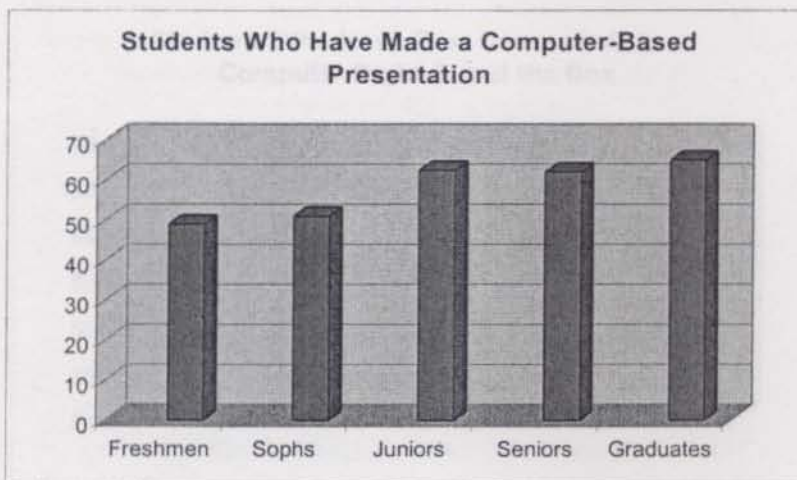
18. Students Who Have Connected a Printer to a Computer (91)



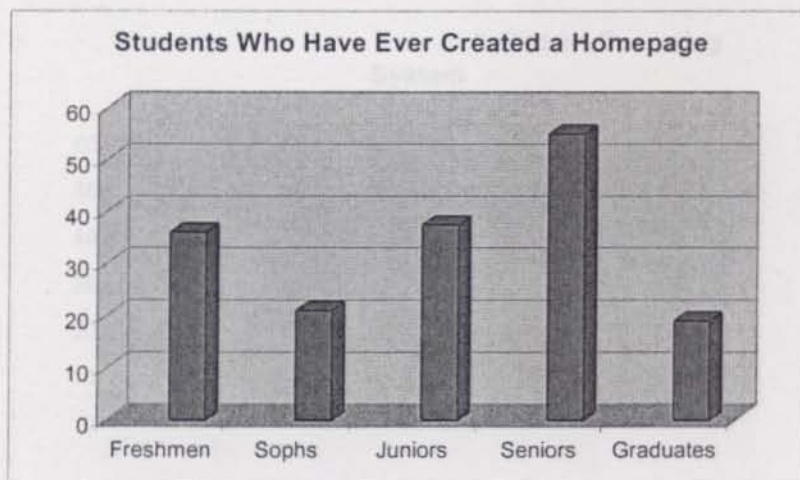
19. Students Who Have Created a Document Using Adobe Acrobat (92)



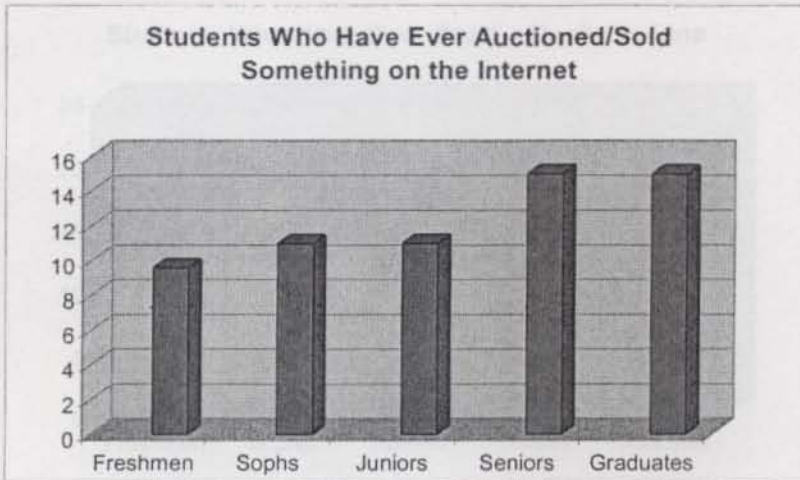
20. Students Who Have Ever Made a Computer-Based Presentation (93)



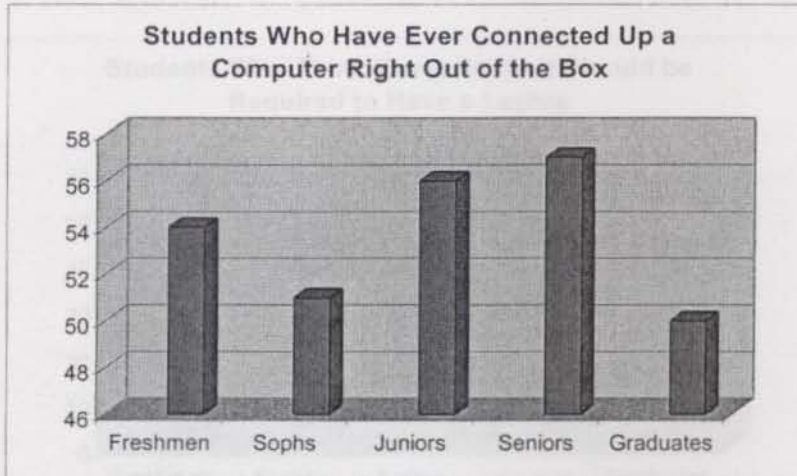
21. Students Who have Ever Created a Homepage (94)



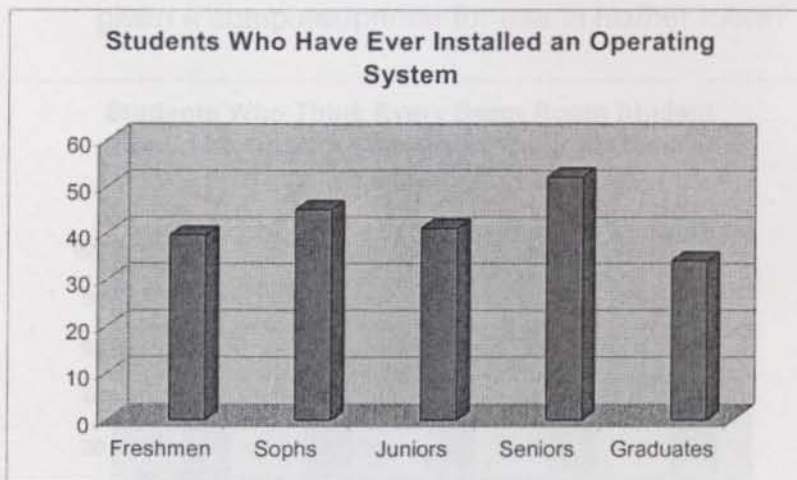
22. Students Who Have Ever Auctioned/Sold Something on the Internet? (95)



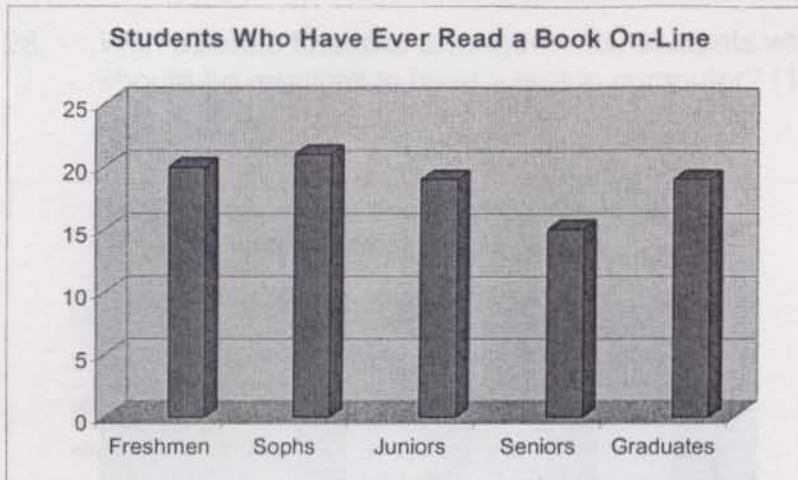
23. Students Who Have Ever Connected up a Computer Right Out of the Box (96)



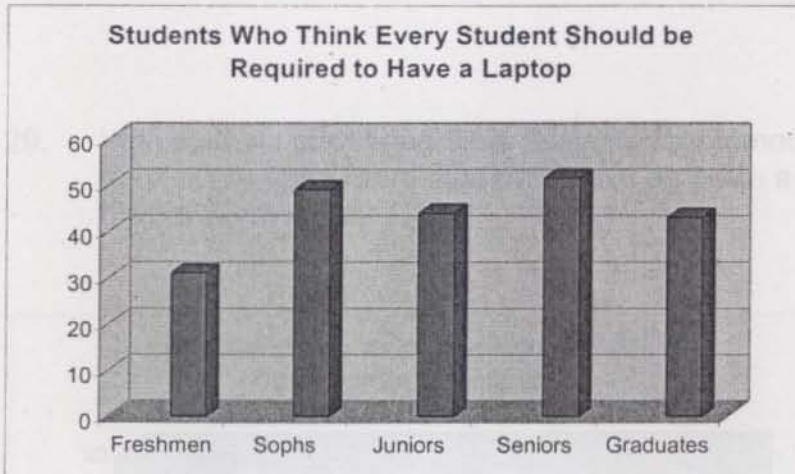
24. Students Who Have Ever Set up/Installed an Operating System (97)



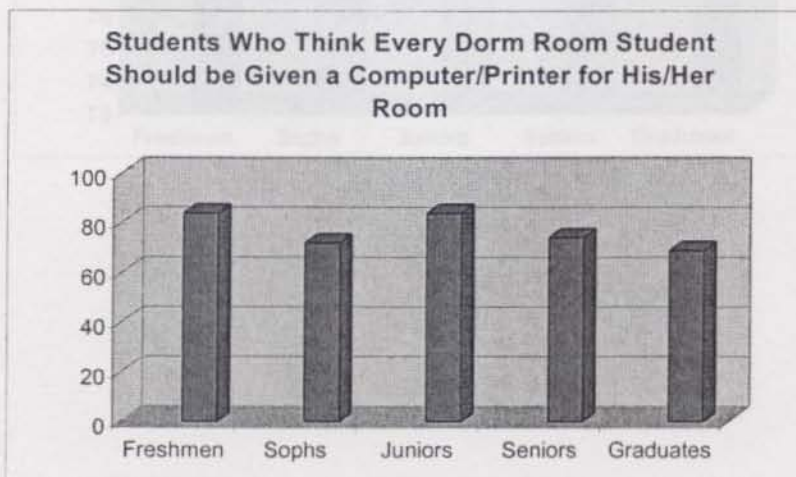
25. Students Who Have Ever Read a Book On-Line (98)



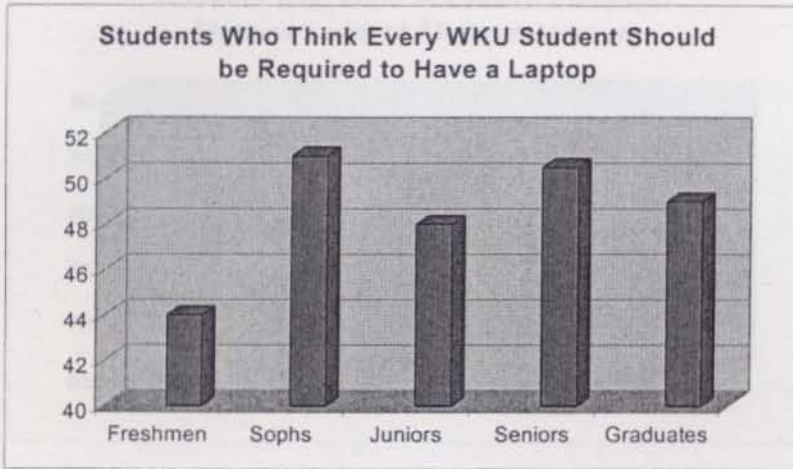
26. Financial considerations aside, do you think that every WKU student should be required to have a laptop? (99)



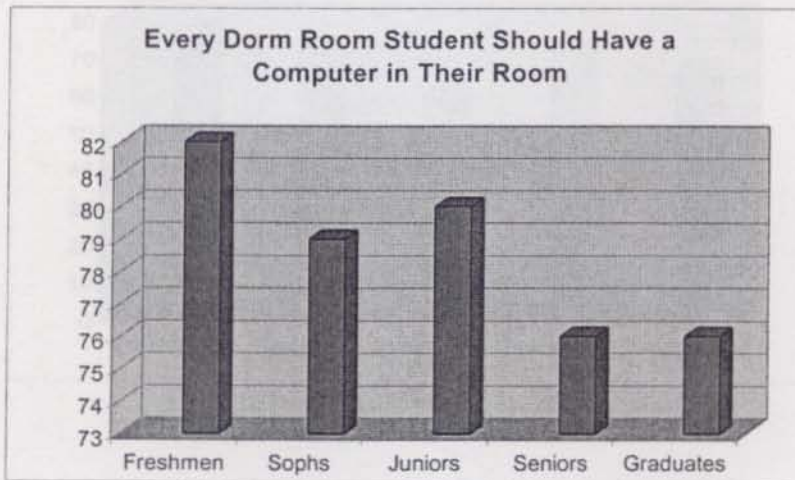
27. Financial considerations aside, do you think every dorm room student should be given a computer/printer for use in his/her room? (100)



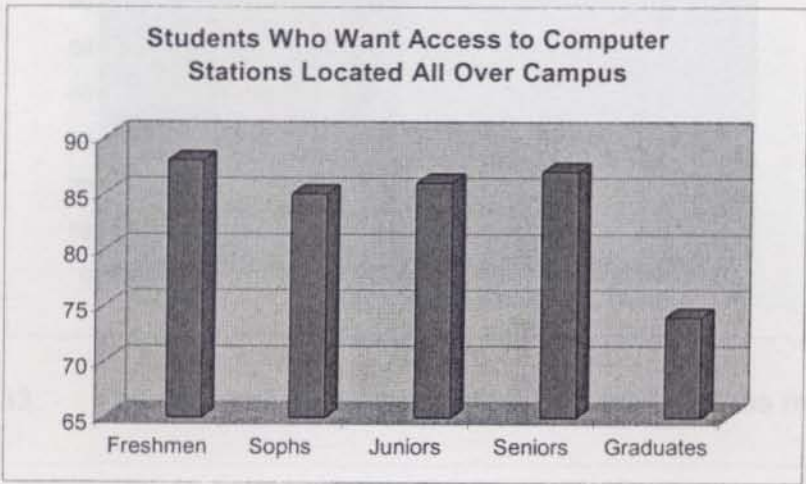
28. With suitable financial arrangements, students who think every WKU student should be required to have a laptop computer? (101)



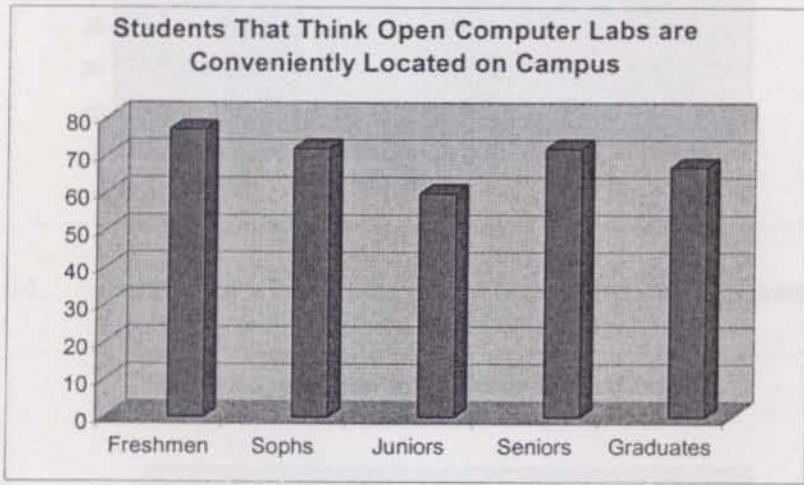
29. With suitable and reasonable financial accommodations could be made, do you think every dorm room student should be given a computer/printer for use in his/her dorm room? (102)



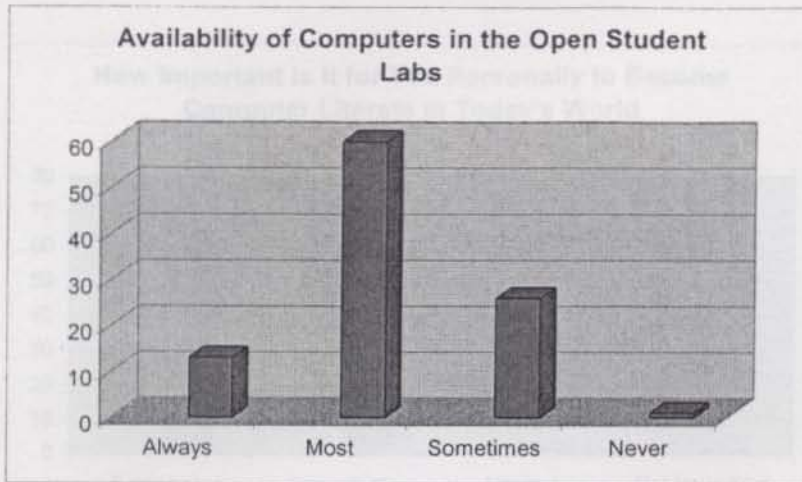
30. Do you think students should have access to computers in walk-up stations located all over campus? (103)



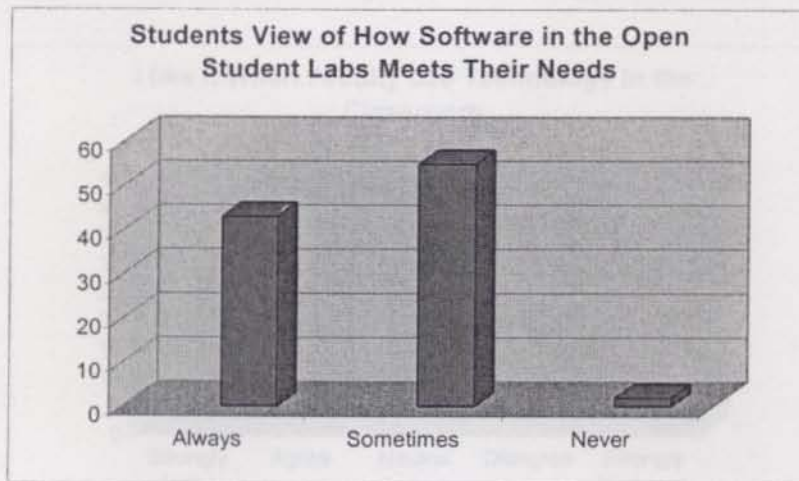
31. Students that think the open computer labs are conveniently located on campus (104)



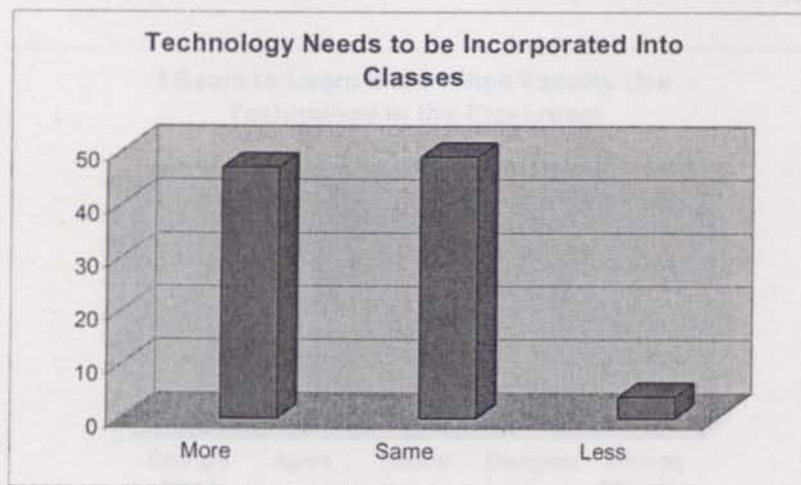
32. There is a computer available to use in the open student computer labs (105)



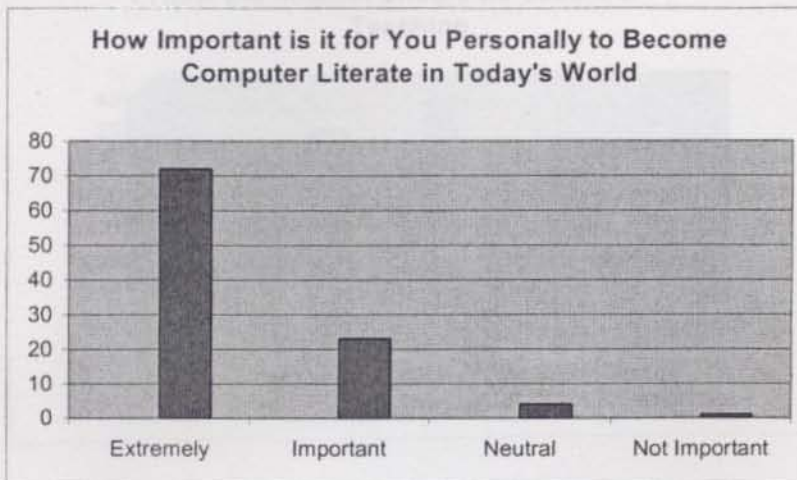
33. The software in the open student computer labs meets my needs (106)



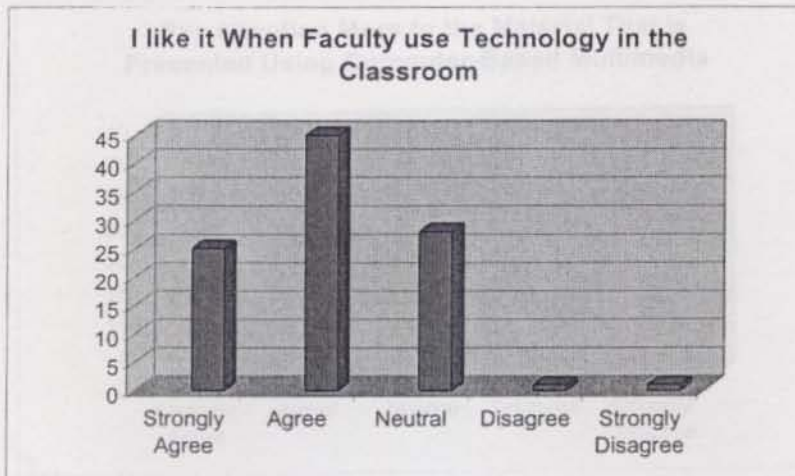
34. Technology needs to be incorporated into classes (108)



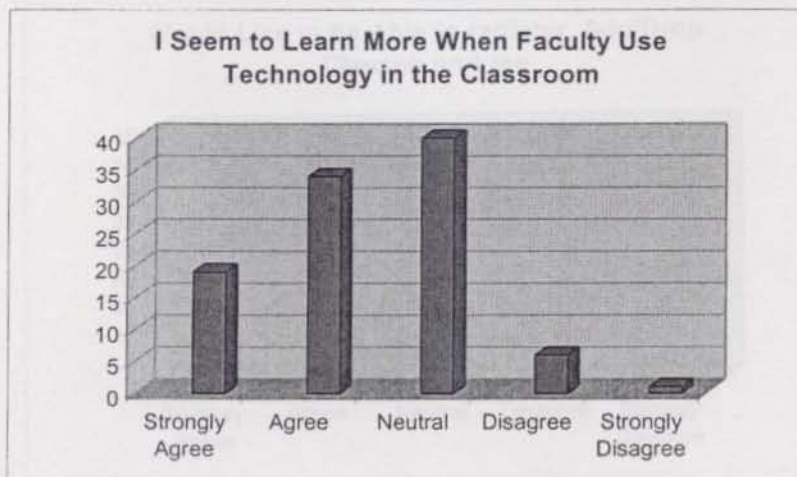
35. How important is it for you personally to become computer literate in today's society? (109)



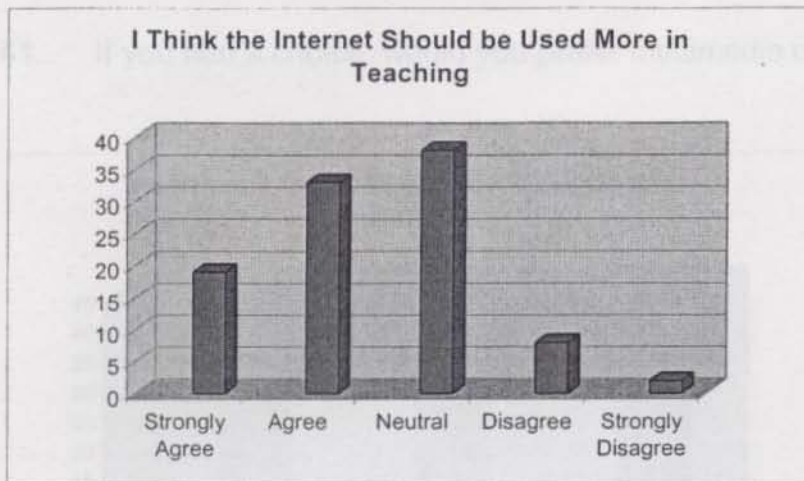
36. I like it when faculty use technology in the classroom (112)



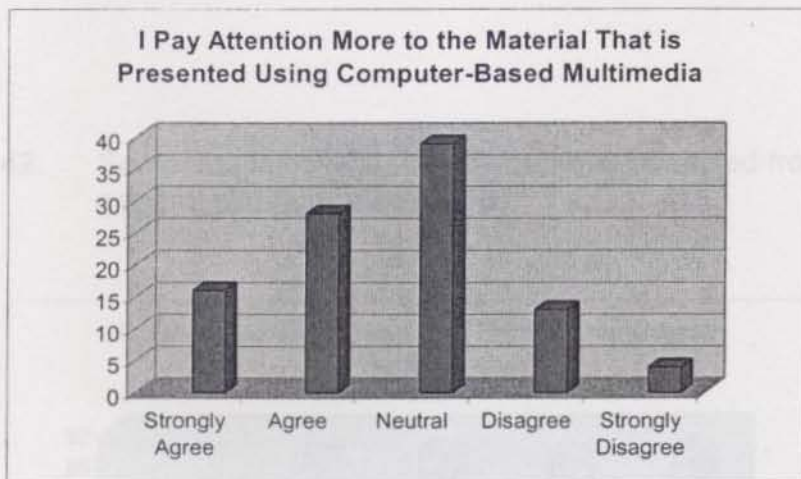
37. I seem to learn more when faculty use technology in the classroom (113)



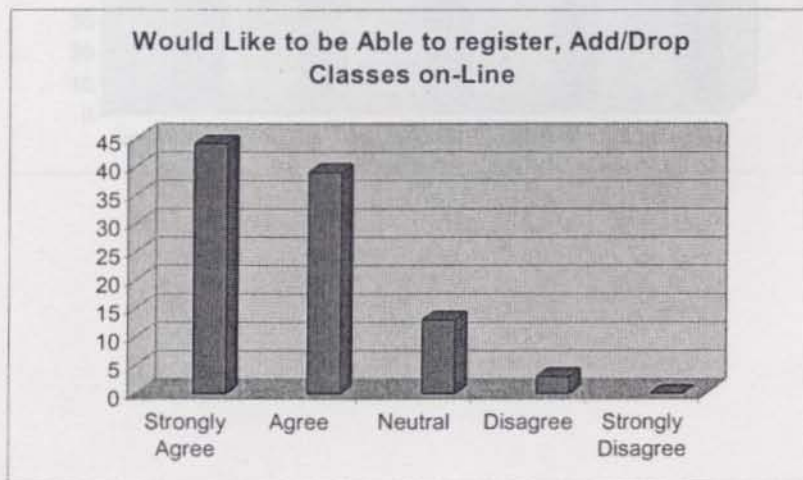
38. I think the Internet should be used more in teaching (114)



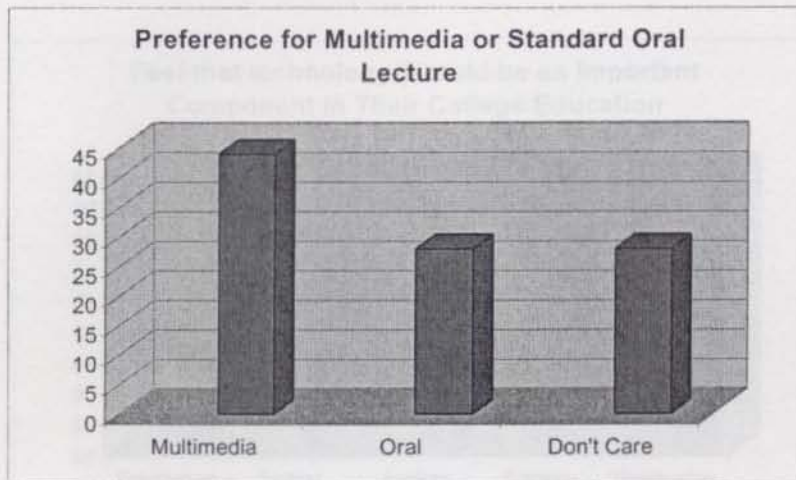
39. I pay attention to material covered in class when it is presented using computer-based multimedia (115)



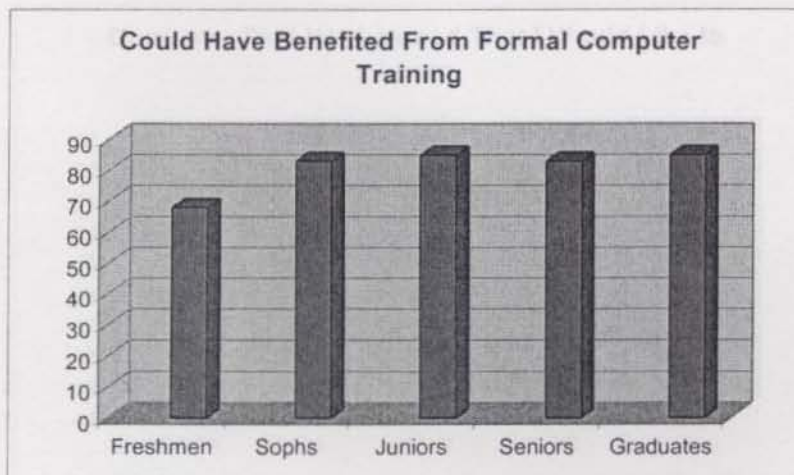
40. I would like to register, add/drop classes on-line (116)



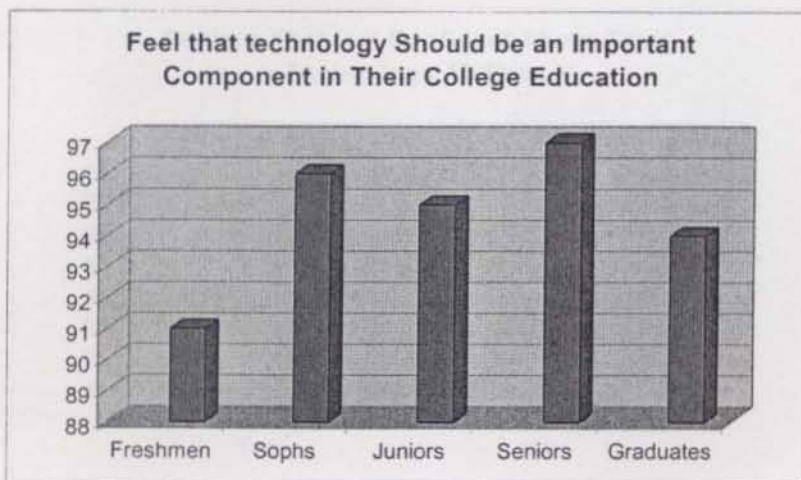
41. If you had a choice, would you prefer multimedia or standard oral lecture? (117)



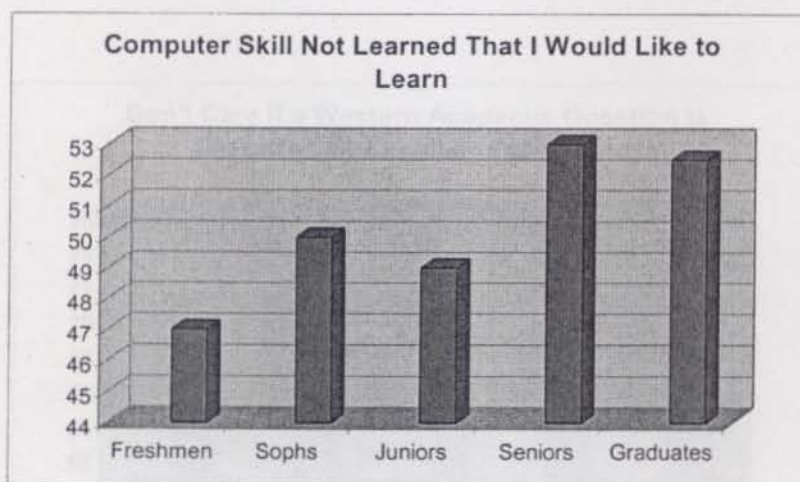
42. Sometime in college, could you have benefited from a formal training session in general computer use? (118)



43. Do you feel that technology should be an important component in your college education? (119)

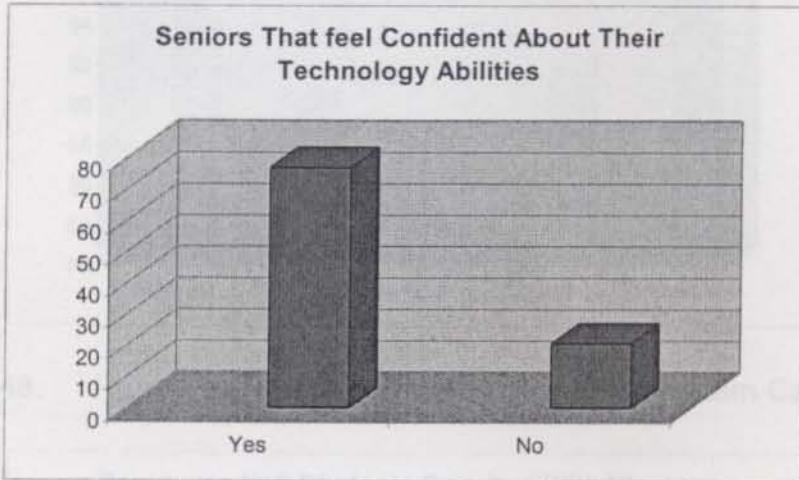


44. Is there a particular computer skill you have not learned that you would like to learn? (120)

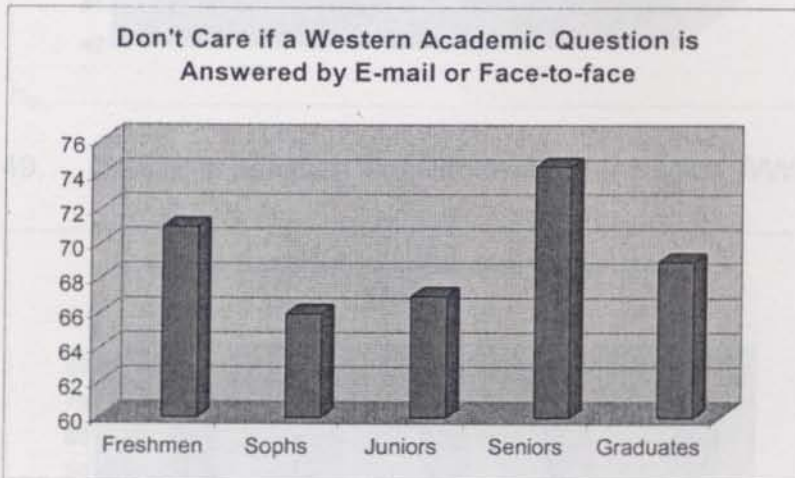


47. I don't care if a Western academic question I have is answered e-mail or face-to-face as long as the question is solved (120)

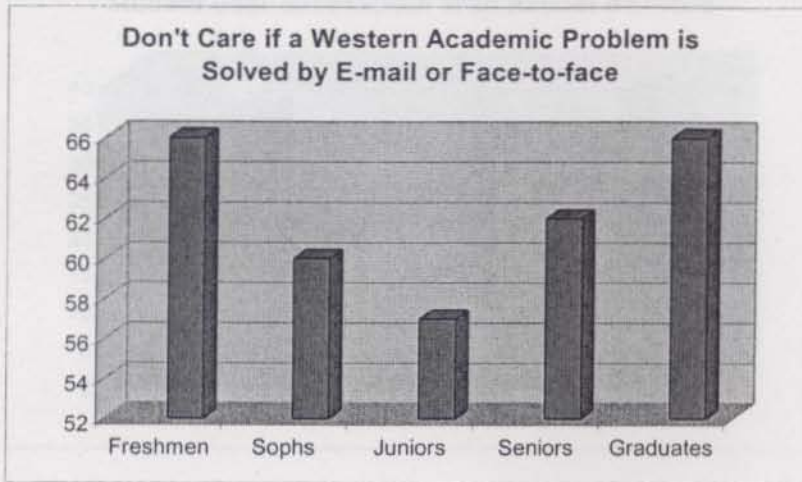
45. Seniors confident about their technology abilities as they move on to the next phase of their lives (121)



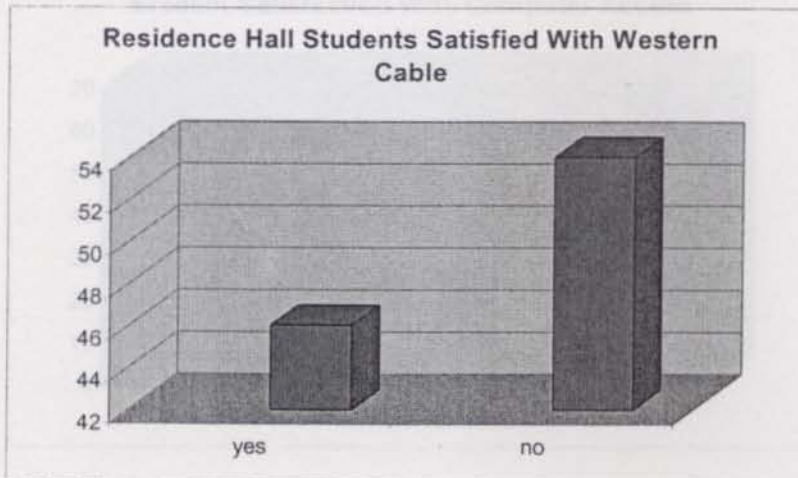
46. I don't care if a Western academic question I have is answered e-mail or face-to-face as long as the question is answered (122)



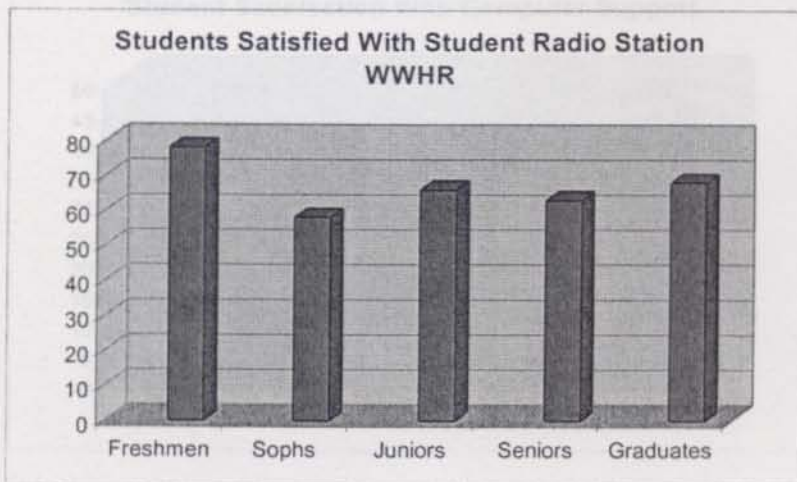
47. I don't care if a Western academic problem I have is answered e-mail or face-to-face as long as the problem is solved (123)



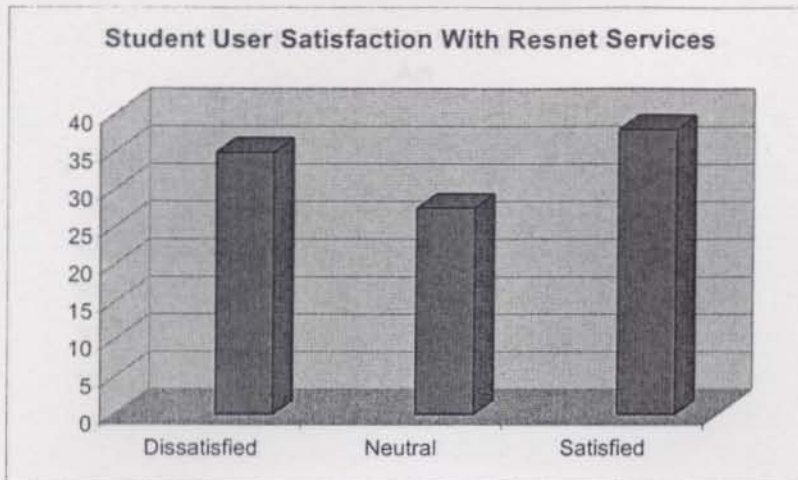
48. Residence hall students satisfied with Western Cable (124)



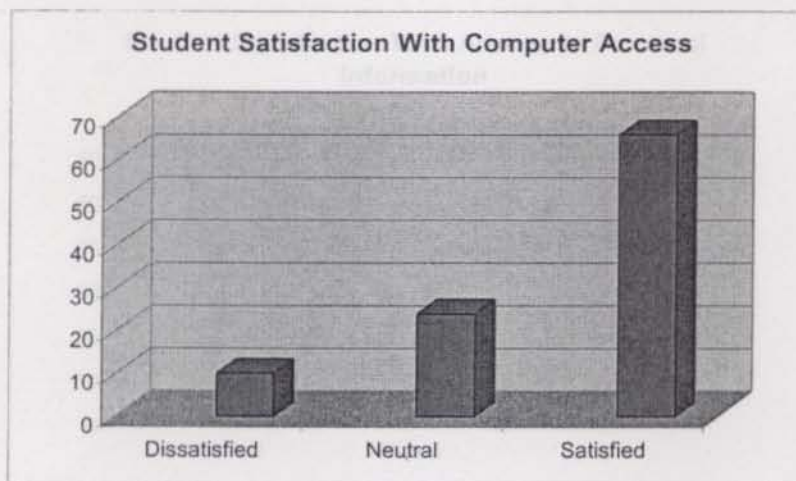
49. Students satisfied with Student radio Station WWHR (126)



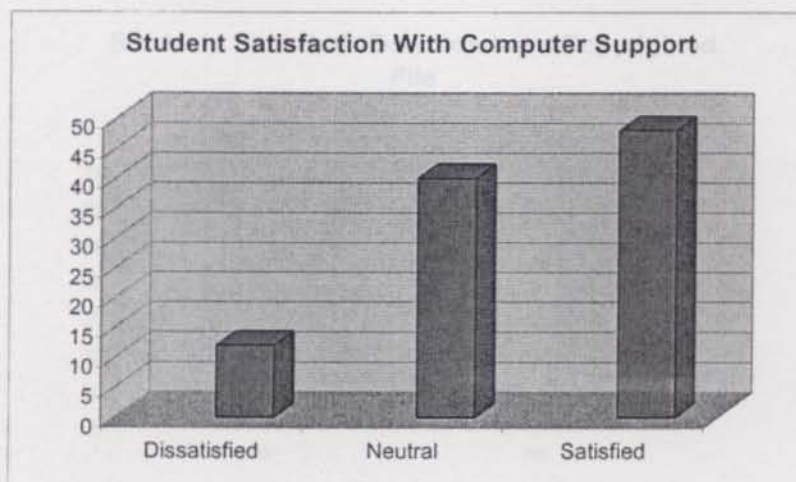
50. Satisfaction level of students who have placed a call to Resnet (128-129)



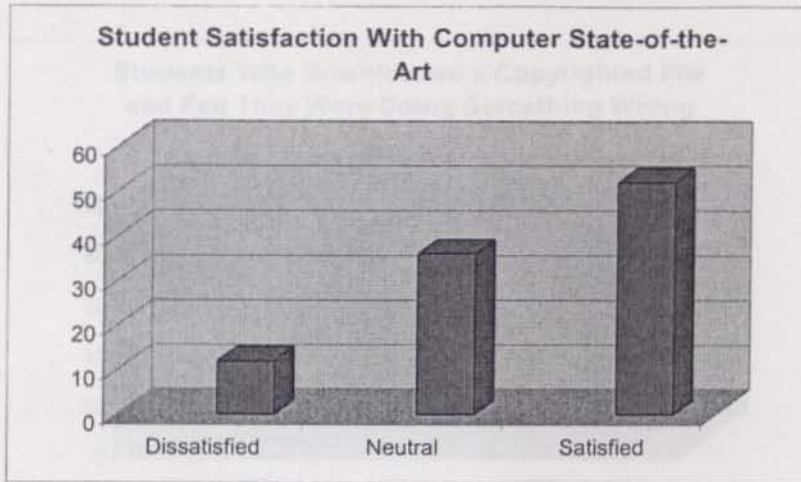
51. Student satisfaction with computer access (131) *Information (134)*



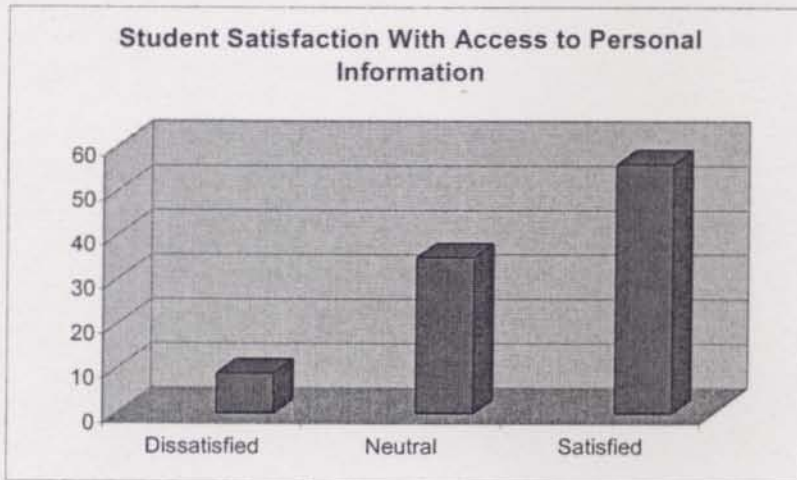
52. Student satisfaction with computer support (132) *Information (134)*



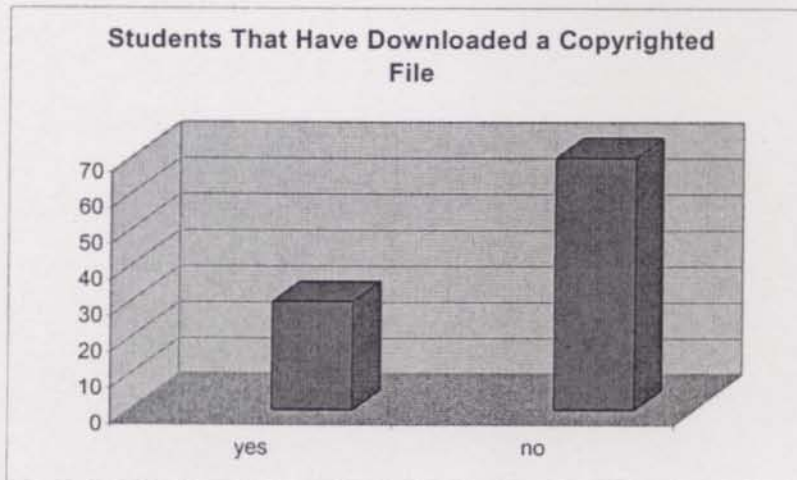
53. Student satisfaction with computer state-of-the art (133) *They were doing something wrong (137)*



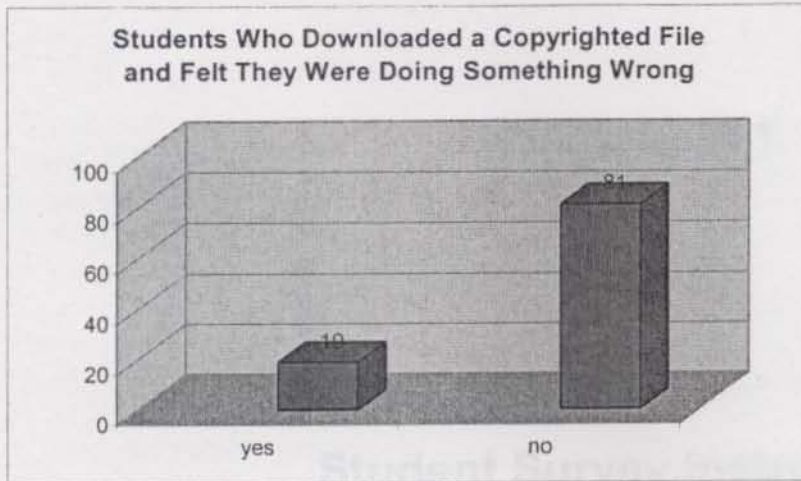
54. Student satisfaction with access to personal student information (134)



55. Students that have downloaded a copyrighted file (136)



56. Students that have downloaded a copyrighted file that feel they were doing something wrong (137)



**Survey of Students about Information Technology
At Western Kentucky University**

The purpose of this survey is to gather data about how Western Kentucky University students know, use, and feel about information technology. Your participation is voluntary, you may stop at any time, and there is no coercion or deception involved. All responses are anonymous and cannot be tied back to a person. Results will be published in aggregate form only and not individually. Individual responses are strictly confidential. The benefits are that these data will contribute to better planning for support of student information technology at Western Kentucky University. Thanks for participating! If you have any questions, please contact Richard Kirchmeyer at 745-2243 or via e-mail at richard.kirchmeyer@wku.edu.

1. Check your location: Yes No

Community College Main-Campus Extended Campus Location

2. Check your year: Freshman Sophomore Junior Senior Graduate

Freshman Sophomore Junior Senior Graduate

3. What month/year did you start at Western? /
mm/yy

4. How many credits are you taking this semester?

5. What is your major, if you have one? _____

6. What month/year will you graduate if things go according to plan? /
mm/yy

7. What state (or country if not US citizen) are you from? _____

8. If you are from Kentucky, what county are you from? _____

9. Do you regularly use your Western student E-mail account? Yes No

a. If the answer is no, which E-mail do you use: _____ (10)

b. If the answer is no, why don't you use the WKU student E-mail system? (11)

12. Rate your overall level of computer literacy: (select one answer)

I am able to use a computer to do my class work without assistance

I am able to use a computer to do my class work with minimal assistance

I am able to use a computer to do my class work with considerable assistance

I am not able to use a computer at all

13. Do you live in a residence hall on-campus? Yes No

14. If you live on-campus, do you have a computer in your dorm room? Yes No
15. If you do have a computer in your dorm room, is it a desktop or laptop? n/a
16. Do you own a laptop computer? Yes No
17. Do you own a desktop computer? Yes No
18. Do you own a Personal Digital Assistant (e.g., Palmpilot)? Yes No
19. Do you own a pager? Yes No
20. Do you own a cellular phone? Yes No
21. Do you prefer a Macintosh or a PC?
22. During a semester, how many hours a week (on the average) do you use a computer to do work required for classes? none 1-4 5-9 10+ hours
23. During a semester, how many hours a week (on the average) do you use a computer for personal things? none 1-4 5-9 10+ hours
24. Where do you primarily use a computer during the semester [just choose one]?
 home/dorm room open student computer lab academic dept. computer lab
 library lab other
25. Please check off all the functions you use a computer for:
 I don't use one (26)
 School work (27)
 Communicate with people (28)
 Help my overall productivity (29)
 Self-improvement (30)
 Run a business (31)
 Invest in the stock market (32)
33. What parts of the Internet do you use on a regular basis, e.g., daily or weekly?
 Check all that apply:
 Don't use the Internet on a regular basis (34)
 E-mail (35)
 World Wide Web (WWW) (36)
 Chat Rooms (37)
 Newsgroups (38)
39. Do you have your own personal homepage on the Web? Yes No

40. Do you communicate regularly with your Instructors using E-mail? Yes No
41. As a matter of convenience, do you prefer face-to-face or E-mail communications as a way to communicate with your instructors?
 Face-to-face E-mail Doesn't matter
42. As a matter of being more comfortable, do you prefer face-to-face or E-mail communications as a way to communicate with your instructors?
 Face-to-face E-mail Doesn't matter
43. Are you taking now or have you ever taken a college course/class totally using E-mail? Yes No
44. Are you taking now or have you ever taken a college course/class totally using the World Wide Web? Yes No
45. Do you think that in the future, you will take a college course that is totally on the World Wide Web? Definitely Yes Definitely No Maybe
46. If you are a senior, are you expecting to go on to graduate school within one year of your graduation? Yes No Maybe
47. If you live off-campus, do you use an Internet Service Provider (ISP) from your off-campus residence? Yes No Not applicable
48. If yes, name of ISP: _____
49. What role do you think computers will play in your future?
 A big role A small role None
50. Select all those listed below that you regularly communicate with using **E-mail**:
 Faculty (51)
 School administrators (52)
 Friends on-campus (53)
 Friends off-campus (54)
 Family/relatives (55)
 Business associates (56)
57. For each of the following software applications, please indicate your level of proficiency in using the software?
 0= never used one
 1= used one but I'm not proficient (I need help)
 3= somewhat capable (I can get by)
 5= very capable (I don't need any help)

- Word Processor (e.g., Microsoft Word or Wordperfect) (58)
- Spreadsheet (e.g., Lotus 123 or Microsoft Excel) (59)
- 0= never used one
- 1= used one but I'm not proficient (I need help)
- 3= somewhat capable (I can get by)
- 5= very capable (I don't need any help)
- Presentation (e.g., Microsoft Powerpoint, Authorware Attain) (60)
- Database manager (e.g., Microsoft Access, Filemaker) (61)
- Desktop Publishing (e.g. Microsoft Publisher, Quark, Pagemaker, Printshop) (62)
- Graphics (e.g., Adobe Photoshop) (63)
- Web site creation (e.g., HTML, Microsoft Frontpage, Dreamweaver) (64)
- Personal information management (e.g., ACT!2000, Goldmine) (65)
- Productivity (e.g., Quicken, Money) (66)
- Mathematics (e.g., Mathlab, Maple) (67)
- Programming (e.g., Visual Basic, Visual C++, COBOL) (68)
- Technical drawing (e.g., Autocad, Visio) (69)
- Music creation (e.g., Sound Forge, Acid Pro) (70)
- Video Processing (e.g., Adobe Premiere) (71)
- Project Manager (e.g., Microsoft Project) (72)
- Business Plan (e.g., Business Plan Pro) (73)
- Web Browser (e.g., Netscape, Internet Explorer) (74)
- Anti Virus (e.g., Norton, McAfee, Dr. Solomon) (75)
- Document processing (e.g., Adobe Acrobat) (76)
- Form creation (e.g., Omniform) (77)
- Internet search engines (e.g., Altavista) (78)
- Drawing creation (e.g., Coreldraw, Painter, Microsoft Draw) (79)
- Music sharing (Napster, Gnutella) (80)

81. What is your all-time favorite computer software? _____
82. Have you ever purchased anything on the Internet? Yes No
83. Have you ever used a computer to create a CD-ROM? Yes No
84. Have you ever used a computer to process/digitize video? Yes No
85. Have you ever used a computer to process/digitize audio? Yes No
86. Have you ever used a digital camera? Yes No
87. Have you ever used a digital camcorder? Yes No
88. Have you ever scanned a picture and used it in a document? Yes No
89. Have you ever installed a software package on a computer? Yes No
90. Have you ever installed a hardware card in a computer? Yes No
91. Have you ever connected a printer to a computer? Yes No
92. Have you ever created a document using Adobe Acrobat? Yes No
93. Have you ever made a computer-based presentation? Yes No
94. Have you ever created a WWW homepage? Yes No
95. Have you ever auctioned/sold something on the Internet? Yes No
96. Have you ever connected up a computer right out of the box? Yes No
97. Have you ever installed & set up an operating system such as Windows or

Linux? Yes No

98. Have you ever read a "book" on-line? Yes No

99. Financial considerations aside for the moment, do you think every WKU student should be required to have a laptop computer? Yes No

100. Financial considerations aside for the moment, do you think every dorm room student should be given a computer/printer for use in his/her dorm room?
 Yes No

101. If suitable and reasonable financial accommodations could be made, do you think every WKU student should be required to have a laptop computer? Yes No

102. If suitable and reasonable financial accommodations could be made, do you think every dorm room student should be given a computer/printer for use in his/her dorm room? Yes No

103. Do you think students should have access to computers all over campus, in every single building at **walk-up-and-use stations**? Yes No

104. The general open computer labs are conveniently located on campus: Yes No

105. There is a computer available to use in the general open computer labs:
 Always Most of the Time Sometimes Never

106. The software in the general computer labs meets my needs:
 Always Sometimes Never

107. Do you need access to a computer lab on campus during off-hours? [check all that apply] 8-10pm 10pm-12am 12am-6am 6am-8am

108. Technology needs to be incorporated into my classes:
 More About the same as now Less

109. How important is it for you personally to become computer literate in today's world? Extremely Important Important Neutral Not Important

110. How many classes are you taking this semester? In how many of these classes have faculty used technology in class? (111)

112. I like it when faculty use technology in the classroom:
 Strongly Agree Agree Neutral Disagree Strongly Disagree

113. I seem to learn more when faculty use technology in the classroom:
 Strongly Agree Agree Neutral Disagree Strongly Disagree

114. I think the Internet should be used more in teaching:
 Strongly Agree Agree Neutral Disagree Strongly Disagree

115. I pay attention more to the material covered in class when it is presented using computer-based multimedia:
 Strongly Agree Agree Neutral Disagree Strongly Disagree

116. I would like to be able to register, and add/drop classes on-line using the web:
 Strongly Agree Agree Neutral Disagree Strongly Disagree

117. If you had a choice, would you prefer a lecture that uses computer multimedia or a lecture that is the standard oral lecture?
 Computer multimedia Oral lecture Don't care

118. Sometime while in college, could you have benefited from a formal training session in general computer use? Yes No

119. Do you feel that technology should be an important component in your college education?
 Yes No

120. Is there a particular computer skill you have not learned that you would like to learn? Yes No If yes, what is it:

121. If you are a senior, do you feel confident about your technology abilities as you move on to the next phase of your life? Yes No n/a

122. Do you care if a Western academic question you have is answered via E-mail or face-to-face as long as the question is answered?
 Don't care I care and prefer e-mail face-to-face

123. Do you care if a Western academic problem you have is solved via E-mail or face-to-face as long as the problem is solved?
 Don't care I care and prefer e-mail face-to-face

124. If you live in a residence hall, are you satisfied with Western Cable? yes no

125. If no, what would you change? _____

126. Are you satisfied with the student radio station WWHR? yes no

127. If no, what would you change? _____

128. Have you ever called in a computer problem to RESNET at x7068?
 Yes No

129. If yes, how satisfied were you with the support you received?
 Very dissatisfied Dissatisfied Neutral Satisfied Very Satisfied

130. How satisfied are you with the overall level of computers at Western?

Access: Very dissatisfied Dissatisfied Neutral Satisfied Very Satisfied (131)

Support: Very dissatisfied Dissatisfied Neutral Satisfied Very Satisfied (132)

State-of-the-art: Very dissatisfied Dissatisfied Neutral Satisfied Very Satisfied
(133)

134. How satisfied are you with the overall computer access you have to personal student information? Very dissatisfied Dissatisfied Neutral Satisfied Very Satisfied

135. Is there a software package that we do not have in our open student computer labs that you need to have access to? _____

136. Have you ever downloaded a copyrighted file? yes no

137. If yes, did you feel you were doing something wrong? yes no

Thanks for participating. Your input into this process is appreciated !!
November, 2000

Attachment 2

Student Support & The Virtual Residence Hall

(Taken from IT Strategic & Operations Plan)

In a recent Education Quarterly article, Translating Special Services [in 2000] it was pointed out that the student services function is undergoing a fundamental change in how it provides services to students. First, it is moving away from the traditional data capture, storage, and reporting functions to a more institutionally strategic level of enrollment management, student retention, and graduation. Second, it is moving away from the traditional support services

journey-grades and to the ability to be able to handle routine or any intermediate to high-level inquiries and to address issues related to students as problem-solving objectives and more on activities that treat students as a context within a broader strategic objective. Instead of doing things to and for students, we use technology to develop better relationships with students so we can understand and serve their needs better. It is grounded in the concept of the "Virtual Residence Hall" that provides for (1) increased computer-tated personal contacts; (2) quality student information; (3) information based on student preferences; (4) increasing the number of computer access points all over campus; (5) an increase in time the information is available to students; (6) value-added services to students; (7) an electronic community in which students can collaborate with students, faculty and staff; (8) social interaction using computers as a tool; (9) computer-based help; (10) technology facilities for students to promote personal development, experimentation, and learning growth opportunities; and, (11) an envelope of security for student data and privacy.

The framework and concept of the Virtual Residence Hall is embodied in the recommendations for student technology that follow.

Student Technology Support

The Virtual Residence Hall

In a recent Educause Quarterly article, *Transforming Student Services* [n.2, 2000] it was pointed out that the student services function is undergoing a fundamental change in how it provides services to students. First, it is moving away from the traditional data capture, storage, and reporting functions to a more institutionally strategic level of enrollment management, student retention, and graduation rates using technology to support those initiatives. Second, student services is becoming less centralized and data-centric and becoming more learner-oriented and self-service oriented. There is a move for students to be able to handle routine administrative tasks themselves, without any intermediation of staff. In other words, students should have the ability to "self-inform" and to "self-help." Staff, then, can concentrate on activities that are related less to students as problematical objectives and more on activities that treat students as a context within a broader strategic objective. Instead of doing things to and for students, we use technology to develop better relationships with students so we can understand and serve their needs better. It is grounded in the concept of the "Virtual Residence Hall" that provides for (1) increased computer-based personal contacts; (2) quality student information; (3) information based on student preferences; (4) increasing the number of computer access points all over campus; (5) an increase in time the information is available to students; (6) value-added services to students; (7) an electronic community in which students can collaborate with students, faculty and staff; (8) social interaction using computers as a tool; (9) computer-based help; (10) technology facilities for students to promote personal development, experimentation, and learning growth opportunities; and, (11) an envelope of security for student data and privacy.

The framework and concept of the Virtual Residence Hall is embodied in the recommendations for student technology that follow.

Recommendation 1: Implement a 2-Year Replacement Cycle for Open Student Computer Lab Computers

Background: We want to provide the most up to date technology available in our student open computer laboratories. Computer replacements in the open computer laboratories should continue in order to assure the availability of the latest technology. Additionally, we should conduct continuous review of available software to insure that the most appropriate versions are installed.

Implementation: Replace computer hardware in the open student computer labs on a two-year cycle. Additionally, that the computers coming off-line be refurbished (upgraded, cleaned, and sanitized) for further use within the colleges as upgrades to departmental computer labs, as computers for adjunct faculty, as computers for part-time employees, and as computers for public access machines in the library and the Kentucky Museum. Because these computers will be upgraded and recycled, they will be purchased as opposed to leased. The recipients of these machines would be getting state-of-the-art refurbished computers.

Recommendation 2: Increase the Hours of Operation of One Open Student Computer Lab to 24 x 7

Background: Students in today's world are under a myriad of time pressures that include classes, study times, part-time and full-time jobs, family obligations, extracurricular activities, and recreational activities. Computer-related projects can't always be fitted neatly into the operating hours of 8am to 2am. For an information technology environment commensurate with today's business and industry, access to information technology has to be universal and open.

Implementation: Open one student computer lab on campus 24 hours a day, 7 days a week during the Fall and Spring semesters. In the summer, only the large open student computer lab in the Journalism and Information Technology Building will be open 24 hours a day, 7 days a week. The other labs will be open regular hours.

Recommendation 3: Build an Internet Café

Background: Even on the superhighway of learning, one must occasionally stop in a rest area. One motif for these rest stops is an Internet Café. It is a place where students, faculty, and staff can congregate, can eat, can engage in the sharing of ideas, and can use computers. Floppy fries, CD burgers, and 60mb drinks will contribute to the ambience but it is the social interaction of faculty, students, and staff that can make this a social hub of the university. There will be an intermingling of people within the academy that will fuel an exchange of ideas. Large screens can cycle through Internet portals such as Wall Street Journal, New York Times, USA Today, Yahoo and others.

Computers can be located strategically so students can browse their E-mail while they are grabbing a bite to eat. The computers and the excitement of the atmosphere will draw people together.

Implementation: The Information Technology Division can form a partnership with the university's food provider to create and implement an Internet Café in a suitable location on campus.

Recommendation 4: Improve and Enhance Student E-mail

Background: The current student E-mail system is a VAX-based E-mail system. It has several limitations, including those of being text-based, limited to individual or small listserve distributions, and convoluted E-mail names. In an open communication environment, we need a versatile, robust and universally-accessible E-mail system for students that is Internet Protocol based, accessible from anywhere with a standard web browser, and capable of handling bulk E-mailings from the university administration, the student government, and other appropriate agencies on campus.

Implementation: Purchase and install an Internet-based E-mail system for students. IN addition this system will be capable of bulk E-mails, so student support services departments and faculty can communicate easier and more effectively with groups of students.

Recommendation 5: Move to Ubiquitous Computing for Students

Background: Students need access to electronic information from everywhere on campus [and off]. The concept of ubiquitous computing is that the student will have access to needed technology-based capabilities no matter where he/she is on or off campus. Laptops, wireless network zones, and Personal Digital Assistants will all work together to provider this ubiquitous connection. However, what about the student without a laptop? How does that connection occur? Those students also need access. The open student computer labs will provide this access for students who want to walk to a computer lab and spend some time. For those students who are between classes or who have a quick few minutes to spare other types of access must be provided.

Implementation: Create information kiosks and locate them all over campus in high traffic areas. These kiosks will provide access to student E-mail, Voice Mail, Internet, and other services through the institution's Portal. We could install a certain number of kiosks each semester until we reach the demand point, with evaluations of usage after every semester.

Recommendation 6: Build a Student Technology Training Lab

Background: Sometimes we just assume that all students are technologically adept and capable because of the prevalence of technology. This is not always true. Not all students are exposed to the same level of technology in high school or from other colleges as transfer students. Currently, there is no formal program to teach students how to use computer technology at the operational level if they need the help. This does not relate to the level of applying technology to solve academic problems or for research or for learning. But rather at the level of being able to operate the hardware and software intelligently and comfortably so they can then be used for learning.

Implementation: Convert the computer lab in the Downing University Center into a student computer training lab, where classes will be conducted for students throughout the year in how to comfortably use the computer hardware and software we have on campus to their fullest. Eventually, this lab will be housed in the e-Learning Building.

Recommendation 7: Build a Student Multimedia Lab

Background: We can not have students exposed to information technology that is only text-based. This is rapidly becoming a world where multimedia-based information content is king. There are video, audio, and graphics capabilities that involve the capture, storage, processing, and access of these media that must be learned so they can be used to enhance learning. Once acquired, these skills can be effectively employed for learning, completing class assignments, and preparing oneself for the world of professional and personal information technology.

Implementation: That a multimedia computer lab be created for students that will allow them to have access to analog and digital cameras, analog and digital camcorders, scanners, analog and digital audio recorders, color printers, and other multimedia devices as they emerge. That this be supported by the Learning/Teaching Department in the IT Division. Faculty could assign multimedia-based team assignments to their students, who could then complete the assignments in this lab.

Recommendation 8: Create a Student Technology Academy

Background: Students not only are exposed to technology all over campus they are used as part-time workers or researchers using technology. It is incumbent upon them to become as computer literate as possible.

Implementation: Create a Student Technology Academy, run by and for students, that will be responsible for the technology training of students to include: Student Technology Specialists, Student Technology Mentors, Department Computer Lab

Specialists and any other student workers that require computer skills as part of their jobs. In addition, the academy will be responsible for the student training lab, the student multimedia lab, and the Internet Café. Finally, create alternate technology training strategies for student workers to include on-line learning and CD ROMs.

Recommendation 9: Build a Graduate Student Computer Lab

Background: Our graduate school is a rich source of students that contribute in significant ways to all aspects of this university. They enhance our graduate and research reputation, they fill our graduate programs, they enrich the undergraduate programs in many ways, and overall just add to the collegiality and intellectual enrichment of the university as a learning community. We are a better institution because of our graduate students. Currently, there is no open student computer lab dedicated to graduate students. Their computing needs are often more sophisticated than our regular undergraduate program computing needs [with some exceptions] and because of their program schedules [mostly at night] they deserve a place where they can work on computer equipment that is commensurate with their academic, assistantship, and fellowship requirements.

Implementation: Create an open graduate student computer lab dedicated to graduate student use. Located in the new e-Learning Building, it would initially contain 20 workstations with the appropriate multimedia, scanning, printing, and research tools that are appropriate to graduate-level academic work. This lab would be open 24 hours a day, 7 days a week with passive security. Work with the graduate school and graduate teaching faculty to insure that the computing needs of graduate students are being met by this lab.

Recommendation 10: Purchase and Install On-Line Technology Tutorials for Students

Background: For those students who can't make it to campus for technology training sessions, and for those students who want to learn how to use specialized application software at their own pace or from a remote location, there has to be a mechanism for students to learn this application software on-line, requiring only a standard Internet browser for access.

Implementation: Purchase a server and on-line tutorials for student access, for the most commonly used and the most popular application software packages used on campus. [Note: Faculty and staff will also have on-line access to these tutorials. The exact composition of the tutorials will be determined by a survey of faculty, students, and staff needs.]

Recommendation 11: Provide Big Red Educational PDA for Students

Background: Personal Digital Assistants (PDA) are handheld devices that perform basic information processing or retrieval. IDC predicts "that in 2002 there will be more alternative devices accessing the Internet than PCs, and by 2008 the mobile commerce market will reach \$20 billion. These devices are especially suited for use in high mobility environments such as students on campus. With the potential for educational software being written exclusively for PDAs that can be tailored to what our faculty teach at Western, the benefits are obvious. Students could use PDAs to store their class schedules, their exam schedules, their assignment due dates, campus news, curriculum information, etc. With information kiosks located all over campus, all that would be required would be to walk by a kiosk and via infrared download the latest information in a matter of seconds.

Implementation: Develop PDA-compatible educational and utility software on campus in concert with our faculty to allow students the capability to use Big Red PDAs seamlessly with our campus network. This educational software will be tailored to what our faculty teach here at Western Kentucky University as well as the communication of administrative data/information. We will start with one academic department as a pilot project.

Recommendation 12: Create a WKU Student Yearbook On-Line and on CD-Rom

Background: Western students do not have a student yearbook. A trip lasting 4-5 years is certainly worthy of some remembrance. All of the technology exists to create a student yearbook and place it on the World Wide Web. Additionally, the yearbook created on the web could easily be placed on CD-ROM and sold through the bookstore. Profits from this CD could then be used to fund future equipment and hardware or software upgrades for the yearbook effort.

Implementation: The IT Division could enter into a three-way partnership with the Student Government Association (SGA) and the College Heights Herald to create a Student Yearbook organization staffed by students. The SGA will provide the management and students to actually create the yearbook and fund 50% of the required technology.. The College Heights Herald will provide the journalistic advice. The IT Division will fund 50% of the required technology and will serve as technical advisor to the SGA.

Recommendation 13: Enhance University On-Campus Productions Capability

Background: Our student participate in events all over campus throughout the year. We currently shoot 30-40 campus events each year to produce basic, non-broadcast VHS tapes for clients. There are, however, many events on campus for which

there is no support. There are student academic competitions, theatre productions, band and orchestra concerts, ensemble recitals, and student organization activities.

Implementation: That the current Educational Telecommunications university productions capability be expanded to cover student events on campus for not only VHS tape creation, but also live broadcast on our campus cable system, and digitization of products for CD-ROM or DVD creation.