2014 Student Technology Fee (STF)  
Tech Initiatives Proposal Form  
DUE April 1, 2014

Project Title: Communication 101 - Expanded Learning Project

Department/Organization: Communication Studies Department

Name(s) of Project Applicant(s)

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Principal Contact:

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Amount Requested for Project

Proposed Budget:
1. Equipment total  
   $8367.41
2. Plus site preparation (not STF funded)  
   + $0.00
3. Total Project Cost (spreadsheet total from part IV of this form, Total Project Budget)  
   = $9476.93
4. Less organization’s contribution  
   – $0.00
5. Less site preparation  
   – $0.00
6. STF Grant Request  
   = $9476.93

IMPORTANT NOTE

1. THE STF Committee will accept only complete proposals by the announced deadline. Every section (I–IX) and all items of this proposal format must be addressed.

I. Executive Summary (800 words max)

Provide a summary of the project and the benefits to be derived. Explain what the students would gain from the project, and how the acquisition would meet the Student Technology Fee mission*.

STF Mission:
The Student Technology Fee provides Western students with adequate and innovative technology experiences by:

- Broadening/enhancing the quality of the academic experience
• Providing additional student access to technology
• Increasing integration of technology into the curriculum.

The Communication 101 – Fundamentals of Public Speaking course is a GUR. It fulfills needs of virtually every department on campus. The students taking this course work are from every major on campus and they work on writing and speaking skills to create stronger, more effective presentations for all settings. During this process it is important to receive feedback via recordings of their speeches. We currently record only two of the four speeches students present due to speech storage, inexpensive camera equipment and digital voice recorders owned by the department and the program. We need to update our equipment, including new computers, a printer and a workstation (we already have the space and table for this station) for viewing these speeches, all of which are expensive. This will require better equipment and a new area to review and debrief with the students about their presentations. Not only does this benefit the students by receiving visual feedback about their speeches, they also have the opportunity to address those areas in subsequent speeches.

The current recording equipment has almost run its course. The 6 flip cameras currently in use have been used for approximately 1500-2000 hours of recording a quarter. The inexpensive equipment has worked, but is breaking down. By using new equipment, with a greater recording capacity and downloading the recordings to a dedicated workstation, the students and Instructor Assistants (IAs) who work with them will have the content available to them almost immediately. The technology is a learning tool that allows the IA to provide specific, guided feedback on the students’ work. The feedback the students receive will be an invaluable tool in helping students become stronger communicators in their work, in our classes and in their future careers.

The cameras, tripods, chargers, sd cards, dedicated workstation, computers, hard drive, printer and additional equipment are a necessity in updating our current recording equipment and continuing our support of the Instructor Assistants. This equipment will assist students in all departments and programs who are taking the course for a GUR or as a requirement for their field of study. They will have greater access to the information and enhance their learning in ways we are unable to now. The new computers will aid the IAs in contacting students during office hours, making use of the canvas management system and creating lesson plans they use during classes.

II. Relationship to STF Objectives / Impact on Current Academic Programs

The STF Committee will use as its primary assessment criteria the three objectives—access, quality, and integration—defined in the STF mission (above). Given this criteria, describe your proposed project in detail.

1. Tell us—focusing on what the students will gain from the project—how the project would provide positive benefits to specific courses or instructional programs. Specifically, answer at least one of a, b, and c below:

   a. How would this project provide additional student access to technological resources?

      At this time, the cameras and recordings are available through an instructor and access is limited. The proposal would allow for the cameras to still be under lock, but the downloaded recordings available to our Instructor Assistants via password on a dedicated workstation with space to hold all students recordings. This allows for more discussion of recorded speeches as they are viewed via the computer. Currently, the IAs have to gain access to the recordings on our external hard drive
kept in a locked space, and making it more difficult to share the work with the students.

b. How would this project **broaden or enhance the quality** of the student’s academic experience through the proposed technology?

The current cameras break down fairly regularly. The rechargeable batteries fail; they reach their recording capacity, or they do not turn on or off. There have been many times this quarter when the student’s speeches have not been recorded. This impacts their ability to learn from their past work and apply the feedback to their future presentations. By using new equipment, with a greater recording capacity, and downloading the recordings to a dedicated workstation, the students and the IAs who work with them will have the content available to them almost immediately. In addition, it is our goal to record all students’ speeches rather than only two, thereby increasing their opportunities for growth. The requested computers would be more capable of aiding the IAs in their work on speeches, lesson plans, canvas and other components of their work.

c. How would this project **increase integration** of technology into coursework?

The technology is a learning tool that allows the IA to provide specific, guided feedback on the students’ work. The feedback they receive will be an invaluable tool to helping students become stronger communicators in their work in our classes as well as their future careers.

2. Would other departments be involved with this project?

   **No [x] Yes [ ]** If yes, describe.

   No – ATUS and Gary Malick have been resources in creating this proposal, but the equipment will be accessed through the instructors working with the Communication 101 and Communication 450/451/339 courses.

3. Has any part of this project previously been funded by the Student Technology Fee?

   **No [x] Yes [ ]** If yes, describe.

   No – since I have been a part of this program, Winter 2007, we have not made use of any student technology fees to fund our equipment purchases or upkeep.

4. Is the proposed project a pilot project?

   **No [x] Yes [ ]

III. Utilization

List the anticipated number of times and duration per each use—per quarter or per academic year—that students would use the proposed technology. The committee is looking for **total student hours** and **total number of unique students** who would use the technology in that time period. Explain how you arrived at this utilization.

The equipment will be used by students enrolled in all sections of Communication 101, as well as those enrolled in Communication 450/451/339 – Communication Pedagogy (for IAs).
Each section of 101 enrolls 65 students, so the number of students recorded each quarter is 320-325 in the fall and spring and 260 in the winter. This means that approximately 900 Communication 101 students would benefit from this technology each year. Each student has a minimum of two speeches recorded for a total of 640-650 speeches recorded in the fall and spring, 520 in the winter. If we record one more speech, which is one of our goals, the total number recorded speeches fall and spring would be 960-975 and in the winter 780.

The students and IAs attend classes on MWF, so for three days a week, the instructor assistants facilitating the learning of our Communication 101 students will be in charge of recording all students at least twice during the quarter, and then viewing the presentations with the students and providing feedback during the debrief after. There are 6 small groups during each section of 101, so there need to be at least 6 cameras, although we are asking for 7 as a replacement should one break down, with the capacity to hold 2 hours of recordings each day they are used. The numbers of IAs enrolled in our Communication 450/451/339 course and who work with the program vary from 40-50 in the fall and spring and 33-42 in the winter. They come from a variety of majors since we do not limit our Instructor Assistants to majors from the Communication Studies Department. Since they work with the equipment most directly, it is difficult for them to fulfill their responsibilities when the equipment does not function properly. After the recordings are completed, they are downloaded to an external hard drive that must be accessed only when an Instructor is available. If our project is funded, then later that same day, the recordings will be available at the dedicated workstation with access to the recordings limited to the IAs and the instructors, eliminating the lag time that occurs now. In addition, the IAs provide an individual calendar for each student in their small group. This means that IAs are printing off four copies for each student. The number of students in each small group varies from 9-12. So the IAs are paying for 36-48 copies minimum per quarter. By providing a printer for their use during the second week of the quarter, it will eliminate this cost for the IAs while still providing the individual calendar each student needs. Since this course is a GUR, the equipment aids students across the university in enhancing their skills and abilities to aid in their future goals and careers.

The total number of students aided by this equipment would be approximately 1000 per year.

**IV. Total Project Budget**

This section details the estimated total cost of the project. Include costs that would be covered—by your department or another source—for ongoing costs such as personnel or operating expenses.

1. For assistance in preparing your budget, please consult with relevant campus support departments (ATUS, Purchasing, Space Administration, etc.).

2. For more information about these contacts and helpful tools/links: from the STF website home page (http://www.wwu.edu/stf), choose “STF Tech Initiatives,” then section “II. Tech Initiatives Forms and Instructions.”

Attach an Excel spreadsheet if you have additional details.

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<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Item Cost</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Please See Attached Spreadsheet for Breakdown</td>
<td></td>
<td></td>
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<tr>
<td>Please see attached Word Doc for equipment details</td>
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Important Notes from the STF Committee:

1. We recognize your proposed budget as an estimate. Final funding for successful projects will be established after thorough technical review; some costs may need adjusting due to price changes.

2. We recommend that you include a 3 percent cushion to allow for price increases.

3. We may impose special conditions on a proposal before approval. See the STF Proposal Guidelines.

4. Funding is not directly provided to departments for purchases. All purchasing is done via the Office of the VPIT/CIO and savings are retained in the STF fund.

1. What funding or contributions are available from your department or other sources?

   Note: “Contribution” is defined as a monetary contribution. A vendor discount, for example, is not considered a contribution.

   There is very limited funding available for equipment-dedicated monies. The funding must fund other courses and, since this course is a GUR and supports learning for a wide population at WWU, it would be helpful to be funded by the variety of students who take part in this course.

2. Could this project be divided into discrete elements that could be funded separately?

   Note: A “no” response to this question creates an “all or nothing” proposal. That is, if the STF Committee decides against funding your entire proposal, it will not consider any elements for partial funding. If proposal elements could be funded separately, the applicant is responsible for prioritizing these elements before submitting the proposal.

   Yes ☒   If yes, summarize and prioritize project segments with cost estimate for each segment.

The list of equipment is in order of need and has been put into two priorities. However, everything on the list is a priority. We have no money to absorb the cost of new equipment and the program is in need of this update to keep current with our goals for the students who take this course and who help facilitate the program.
3. Are course or lab fees charged for any of the courses that will use this equipment?

No ☒ Yes ☐ If yes, please note: The total funding requested from the Student Technology Fee must reflect the amount collected from course fees for equipment replacement and/or equipment acquisition.

V. Impact on Existing Resources

Your proposal must address the project’s potential impact on existing resources. Give special attention to the impact on data transmission networks (e.g., sources accessed, networking equipment, etc.), and personnel (e.g., staffing, administrative support, faculty support, etc.).

1. Describe how existing equipment is used. Contrast this to projected use if your project were funded.

Currently the cameras, tripods, chargers, digital voice recorders and external hard drive are locked in media closet. The printer would be placed on a rolling cart and stored in this media closet when not in use. Those with access include the instructors with the Comm 101 program, the Comm 101 TA and our departmental manager. The equipment is accessed by these individuals and handed out to the IAs to make use of during their class time. No change would be implemented with the addition of better, newer cameras as we would follow the same procedures. The computer station dedicated to viewing speeches, a new aspect to our program, would be updated daily to add new student speeches available for immediate viewing. This would be done by the director of the program or the Comm 101 TA with minimal change to the existing process.

2. Is similar equipment or technology available elsewhere on campus—such as the Student Technology Center, Classroom Services, Video Services, Western Libraries, a college lab?

No ☐ Yes ☒ If yes, describe why the existing equipment does not meet the needs outlined in this proposal.

While there are cameras and computers elsewhere, including the new digital media lab in the library, we use small groups of 9-12 students in 6 breakout rooms in the Communication Facility, which has rooms scheduled for this class. Each room requires the recording equipment from 9-2 every MWF from week 2 through 9 for our Communication 101 classes. We would not have the time to check out this equipment prior to class or return it immediately after. In addition, there are times when the Instructor Assistants work with students on a re-presented speech since Comm 101 is a mastery class. Students are encouraged to give their speeches again if they desire to strengthen their skills. At this time, the IAs will need to re-record the student’s speech. This could be done at any time during the MWF day or even TR, whenever both the student and IA are free.

Since CF203 is the IA office, we currently have four older, recycled computers at use in our IA office. These computers are used by the IAs and instructors to access information from emails, canvas, create lesson plans and show the student’s their speeches. The age of the computers, lack of speakers, slow processing time and other aspects, make them ill suited to providing immediate feedback to IAs or students. Having immediate access to information is necessary for the IAs to make use of their office hour and their work with the students taking Communication 101.

3. If this project involves the replacement of equipment, including computers:
a. Describe the “before and after” configuration changes. (A spreadsheet reflecting these changes may be attached.) Or, write “N/A.”

We will be replacing equipment, computers and cameras, but the new computers will remain the same spots currently in use. The cameras will still be stored in our locked media closet. The only change would be adding a new dedicated workstation for the downloading, storing and viewing of student’s speeches. There is an already existing space and table for this station. I requested Lane Weaver check the room for how to add this workstation and he explained that there is a preexisting network in place, so the only cost would be security, Computer Security Tabs. We will also need to locate a moveable printer in the room for the second week of the quarter only, but we have space for that.

b. Describe the costs and benefits of replacing vs. upgrading. Or, write “N/A.”

The flip cameras currently in use are inexpensive and cannot be fixed and should not be upgraded with the same equipment. Newer HD Flip cameras cost approximately the same as the Canon cameras we are requesting. Gary Malick suggested these cameras as substitutes for the Flip cameras as they are sturdier and should survive the number of uses over multiple quarters. The current computers used in the IA office are all older models used by other faculty members and are at least five years old. They take a long time to start up, do not always work with our external harddrive and storage device and do not always play a student’s speech with sound. Older models may not have the drive or storage we need to use for our classes. We have no printer and the IAs are printing off the calendars at their own cost.

4. Would this equipment be available to students outside of your department?

No ☒ Yes ☐ If the proposed technology would be used by students outside of your department, describe how they would gain access, how equipment availability would be publicized, the hours/week when equipment would be available, and any costs that would apply.

No. The equipment would be for the use of Communication 101 and Communication 450/451/339

5. Does this project involve the check-out of equipment to students?

No ☐ Yes ☒ If yes, discuss whether or not the Student Technology Center/ATUS Loan Pool could be assigned this task.

Only those students enrolled as Instructor Assistants and the instructors would have access. As mentioned earlier, the cameras are in use from 9-2 every MWF and would not be easily checked out, transitioned to the next times’ IAs, or turned back in since all sections use Communication Facility classrooms for this course. The cameras will be distributed by the instructors and returned to instructors to be counted and stored for the next use, which could not happen within the 10 minute time between classes. Computers will be secured in the office using Computer Security Tabs.

6. Does the department have adequate operating funds to provide ongoing maintenance and support?

No ☐ Yes ☒ If yes, describe.

The department has funds to cover minor incerdentials if the need arises.
7. Does the department have adequate personnel funds to provide ongoing staff support for this project?

**Yes** × If yes, describe.

Yes. The current instructors will continue to be responsible for the check-out and collection of the cameras used by the Instructors Assistants for the course. We will also be responsible for sending the equipment to outside agencies for repair and ATUS classroom services if necessary.

VI. Space and Site Information

This section addresses any space alteration or site preparation necessary for the proposed project. Site alterations include painting, holes in walls, security systems, carpeting, construction, lighting changes, or conversion of a lab or office.

Special Note: If this project would require any site preparation, or if this project would use any space not currently under your department’s control:

a. You must submit a draft proposal to Space Administration by **March 7, 2014**.

b. Space Administration and Facilities Management will then conduct a site survey and respond to you by **March 21, 2014** about project feasibility, cost, and schedule.

c. You must include the site survey response with your final proposal.

1. Location for installation of equipment or technology.

   Communication Facility, Room 203

2. Would site modification be required?

**No** × **Yes** ☐ If yes, describe the modifications (e.g., electrical, air, painting, lighting, security, network access, etc.).

There is established network access, tables and space. The only addition would be to secure the new computers, including the dedicated viewing station using Computer Security Tabs. There is space and a table already in place for the dedicated viewing station we are requesting, so no additional equipment should be needed.

3. Would this project use space not currently assigned to your department or area?

**No** ☐ **Yes** ☑ If yes, describe.

VII. Project Schedule

Describe your overall implementation schedule. (Remember that project awards are announced during spring quarter, and that projects are to be substantially completed by the end of the calendar year.) If any site preparation is involved (see section VI above), align your project schedule with the schedule provided by Space Administration and Facilities Management.
We desire to complete this project before Fall 2014. We plan to implement the expanded recording and viewing components of this project at the beginning of the 2014-2015 academic year and create a more useful computer space for IAs to use during their office hours.

VIII. Constraints

List or describe any external or internal factors/constraints that could affect your project schedule, project objectives, or the project budget (e.g., if external approval is required for curricular changes, or if funding must be received by a certain date).

N/A

IX. Submitting the Proposal

1. Make sure your proposal does not exceed 12 pages (not including Tech Initiatives Summary Sheet).

2. Complete a 2014 Tech Initiatives Summary Sheet for the front of the proposal.

3. By 12 noon on the due date, email one electronic version (PDF preferred, or Word document) of both the proposal and the Project Summary Sheet to diane.bateman@wwu.edu (the STF Committee secretary).

   Note: Paper copies of proposals are no longer required; please do not send.