

## VI. PHYSICAL RESOURCES AND FACILITIES

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## VI. PHYSICAL RESOURCES AND FACILITIES

### Introduction

In the 1997 *Program Presentation*, we wrote:

The School will be relocated and/or remodeled to accommodate the changes brought about by the construction of the new William T. Young main library of the University, which is expected to be placed in service fall 1997. Although the location of the School has not been determined, a facilities plan has been developed that we believe would result in very favorable and improved facilities. The plan calls for approximately 21,400 sq ft of space, and includes better office space, a larger Information Center with better computer facilities, 3 classrooms with enhanced connectivity and instructional technology support, 2 seminar rooms, and a larger student commons area. The relocation is expected to be completed by January 1998.

The William T. Young Library opened in April 1998. However, relocation of the school was not completed by January 1998 and still has not been completed. As the ensuing discussion reveals, a location was settled upon for the school; plans for the necessary renovation were developed in three phases; and the first phase was completed in January 2003. However, there is not a date for completing the work that remains to be done before the school can move to what some day will be its facilities.

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### Functional Learning Environment for Students and Faculty

*VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.*

*VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.*

### Current Physical Resources and Facilities

The School of Library and Information Science at the University of Kentucky is located in two adjacent buildings on the Lexington campus. The fifth floor of King Library has been the home of the school since the mid-1980s. For the last decade, the school has been planning to move to the adjacent Little Fine Arts Library building, to space that would be renovated on the third floor, and the first phase of these renovations is now complete. Faculty and administrative offices, as well as the Center for Applied Information Technology (CAIT, center), remain on the fifth floor of King Library; and the school's new smart classrooms and student commons are in the renovated space in the Little Fine Arts Library, where all facilities will be located when phases two and three of the renovation are complete. The school's offices, classrooms, and CAIT are sufficient to enable the school to accomplish its objectives. The King Library facilities occupy approximately 9,796 sq ft<sup>1</sup> of the fifth floor (see floor plan, Appendix A), and the

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<sup>1</sup> University of Kentucky College of Library and Information Science Self-Study, 1989, Section VI, pp. 1-2.

renovated areas in Little Library add approximately 3,000 sq (see floor plan, Appendix B). In addition, this location is not far from the collections, microcomputer labs, and study areas of the state-of-the-art William T. Young main library. Plans for our facilities include completing the renovations in Little Library, which will allow all offices and program support to be in a single location of approximately 20,000 sq ft.

## **Essential Program Foundation**

These physical resources and facilities form an essential foundation for the program, the importance of which is reflected in the following school goal: To provide an educational environment that fosters effective teaching and learning.<sup>2</sup>

The school recognizes that it is essential to provide sufficient physical resources and facilities in order to accomplish its mission, goals, and instructional objectives. The school has significantly improved access to information resources and information technologies since the last review. It has:

- enhanced available computer resources and renamed the Information Center the Center for Applied Information Technology, which serves as a major instructional and research facility for students and faculty;
- upgraded, and increased the number of, all computers in this facility, which now total 25 Pentium class microcomputers running Windows 2000 or Windows XP;
- upgraded all office computers to Pentium 4, or PowerMac G3 level, which facilitates faculty productivity and access to electronic information resources for teaching and research;
- upgraded and maintained licensing for appropriate software, including programs such as web authoring and development software;
- improved off-campus access to the school's resources and facilities through an enhanced school web site and the use of university distance-learning and course-management systems;
- completed phase one of our relocation plan, which provides access to two state-of-the-art smart classrooms and one new computer classroom with Pentium 4 Windows XP computers for 28 students;
- completed architectural plans for the final two phases for renovations of the new facilities, which will consolidate all the school's instructional and administrative activities into a single location on the third floor of the Little Library;
- added new server and computing capacity as the result of faculty research grants.

These improvements, along with the physical resources and facilities that the school has enjoyed over the past several decades, provide an excellent learning environment and enhanced opportunities to meet the instructional challenges of the information age. The new classrooms represent a significant improvement over their predecessors. Looking to the future, we anticipate additional improvements to the school's

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<sup>2</sup> School of Library and Information Science *Bulletin 2003-2004*, p. 2.

physical resources and facilities with the completion of renovations and relocation to new space, with a total of approximately 20,000 sq ft. Computer and networking resources are planned to be double their current capacity in the new CAIT. Faculty research and external grants will continue to enhance computer equipment of the school.

## **Physical Space and Materials**

### **Faculty and Administrative Office Space**

Faculty and administrative offices occupy 1,920 and 1,984 sq ft, respectively, in King Library. Each faculty member is assigned a private office, and, with one exception, room 504B, all faculty offices are in the same suite, the 518 series. The director's and assistant director's offices are adjacent to the school's main office, room 502. There is also an office reserved mostly for visiting scholars and student assistants, room 520. The school will have improved office space in the Little Library; proposed faculty and administrative offices will occupy 2,760 and 1,932 sq ft, respectively (see discussion of relocation plans, below and Appendix A).

### **Classrooms and Seminar/Meeting Rooms**

Although four rooms in King Library (504A, 505, 517, and 519) remain available for instructional and meeting use (see floor plan, Appendix A), since January 2003 the majority of LIS classes have met in the two new smart classrooms (357 and 359) or the computer classroom (355) in the Little Library. Smart classroom technologies were purchased through a grant from the Kentucky Council on Postsecondary Education supplemented with university and school funds. Rooms 357 and 359 accommodate 36 students each and have a ceiling-mounted LCD projector with a motorized screen, wall-mounted speakers, an Ethernet-connected Pentium 4 Windows 2000 computer, a VCR, and a Sanyo document camera, all controlled from a single instructional podium with a built-in control panel. The computer classroom, 355, accommodates 28 students, has the same array of smart components, and at each student station has an Ethernet-connected Pentium 4 Windows XP computer, a 15" flat LCD display, and appropriate software.

Rooms 357 and 359 do not have an Ethernet port for each student, but wireless networking is available in each room for students who wish to use a laptop computer. Student seating in the three rooms is identical and consists of ergonomically adjustable, wheeled chairs at tables. Tables in room 355 include wire chases for power and network connections. In addition to the technology in the smart classrooms, classroom 505 in King Library has an Ethernet-connected computer, LCD projector, and a document camera. The student commons in Little Library has 840 sq ft that can be used informally by students or for meetings. The McConnell Center, room 504A in King Library, is a dual-purpose space: it houses most of the school's children's literature collection (approximately 3,200 volumes) and is also used for classes, seminars, or meetings. Plans for the space in Little Library that remains to be renovated include two dedicated conference rooms totaling 672 sq ft. In addition to the school's smart classrooms, there are some 40 other smart classrooms on the Lexington campus, as well as traditional classrooms in the White Hall Classroom Building and other campus locations, that can be used for the school's classes, if needed.

## **Library Books and Periodicals**

The university library system is an excellent resource for the school's program. The system, which comprises the William T. Young main library and 14 branch and associate libraries, contains nearly three million volumes. Along with traditional monographic and periodical collections, the library system provides access to a vast array of electronic resources, including approximately 300 electronic databases and approximately 4,850 digital journals, many available in full text formats through a variety of aggregators. Print collections also include approximately 10,000 monographs and periodicals directly related to library and information science. The \$50 million William T. Young Library opened on April 3, 1998, and provides centralized access to the social sciences, humanities, and life sciences collections that were previously distributed among several campus locations. This state-of-the-art building contains 361,000 sq ft, seats over 4,000, has extensive Ethernet and wireless networking capability, and houses approximately 1.2 million volumes. The library includes 16 group study/seminar rooms and seating for 350 in faculty/dissertation study areas. The building is fully accessible to people with physical disabilities.<sup>3</sup>

## **Meeting the Needs of Instruction and Research**

*VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodation for independent study, and media production facilities.*

## **Center for Applied Information Technology**

The school's Center for Applied Information Technology is a focal point for student computing and study. A central mission of the CAIT is to support the information and technology needs of students, faculty, and the curriculum. This facility, initially conceived primarily as a computer laboratory, predates the university-wide system of microcomputer labs available to all students. Even with creation of the university-wide system during the 1990s, the center continues to play a major role in meeting the sometimes-unique instructional and research needs of the school's students and faculty. Ownership of this facility allows the school to control its uses. This has a number of advantages: it allows students to access system-level computer functions when needed that would be unavailable in other locations because of local security policies; it provides software (such as HTML and XML tools, graphics programs, and other Internet tools) not included in generic computer labs; and it makes the facility available for continuing education for non-university personnel, which is not allowed in the other computer labs on campus. Of course, this control comes with a price; the costs of supporting this facility fall to the school.

The mission of the CAIT goes beyond providing simple access to microcomputers and standard office productivity tools. The primary focus is a computing and learning environment that provides access to unique applications and technologies required by the school's curriculum and by continuing education programs the school sponsors. The center houses both computer and print resources and is administered by a member of the teaching faculty who also serves as the school's coordinator of computing services. He oversees a student staff, currently three graduate assistants, who are responsible for the daily operation of the facility and the help desk. Print resources include a circulating children's literature collection, a

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<sup>3</sup>William T. Young Library home page:<http://www.uky.edu/Libraries/wty.html>

cataloging support area, a collection of periodicals and newsletters, online searching support materials, and selected computer technology monographs. Computer resources, which include computer hardware, software, and database access, have grown considerably since this facility's inception in 1989, as described in detail below and in Appendix C. In addition to housing these resources, the CAIT has seating for 40, a reserve reading area, and photocopier machine. Adjacent to the center is the student lounge and a kitchenette. This lounge, as well as the new student commons in Little Library, also doubles as a meeting room for student organizations or for informal gatherings of faculty and students.

## **Computer and Information Technologies**

### **Faculty and Staff Access to IT**

Faculty and staff access to computer technology has improved significantly in the last several years. All faculty and staff have desktop Pentium 4 Windows 2000 or Windows XP computers, high quality ink jet or laser printers, 10BaseT Ethernet network connections, and access to two network laser printers. Ethernet connectivity provides excellent access to university library electronic resources as well as the Internet, for information retrieval and web-based services and courses. Staff and faculty who require it also have access to centralized accounting and student records systems. The university now provides access to Microsoft Office applications, antivirus programs, and Internet and email software to all faculty and staff through site-license arrangements.

### **Student Access to IT**

Currently in the CAIT, there are 25 Pentium class Windows 2000 or Windows XP microcomputers connected to the university wide area network with 10BaseT Ethernet. Most have recordable CDRW drives for data storage and six have flat panel LCD displays. Printing is via IP print services on a HP 2300 Laser Jet printer. While the school has subsidized student printing in the center, over the last few years this has become more of a burden, and plans are being made to outsource this to a university vendor that handles all campus printing. Two flatbed color scanners and a Kodak digital camera support media production. Each computer has the standard productivity software, Microsoft Office Professional, as well as specialized computer software such as web authoring and graphics programs. In addition, a variety of standard AV equipment is available, including a VHS Camcorder, a color TV, VCR, and a laser disc player. Students can also access the DIALOG and Lexis-Nexis library education programs, which provide free access to these databases to students enrolled in certain classes. The support from DIALOG Corporation alone for the five-year period 1998-2003 amounted to a contribution of services with a commercial value of approximately \$121,000.

### **Campus-Wide Technology Resources**

To support its mission to provide excellent instruction, modern research, and meaningful service, the university offers high performance computing resources to students, faculty, and staff. These systems include a series of advanced mainframes, such as the IBM Multiprise 3000 H50 (or 7060), the HP N-Class Supercomputer Cluster (Superdome), and the HP K460 Server for Statistical Applications. In addition, faculty, staff, and students have access to a listserv server for discussion-list management, an e-mail server, and several web servers.

Students can also utilize a number of university-wide computing resources. The Information Systems Division supports a campus-wide system of 17 microcomputer labs available to all students. Two of these are located in proximity to the school, one on the second floor of King Library and another in the Little Library. In addition, students can request university system accounts, including U-connect web-based mail service; an electronic “locker” with 200 MB of disk storage space for student work; SWEB (Student Web Server), a Unix host for student web sites and class projects; and NetG, an online computing tutorial system. Students also have access to their class schedules and grades via the university registrar web site.

The Information Systems Division also provides various services to the university community, including a customer service center and help desk, desktop computer classes and web-based computer training, and administrative computing classes for proprietary systems. The help desk answers most questions that users have about the use of campus computing facilities.

### **Distance Learning and Off-Campus Program Support**

The distance-learning and off-campus environment has changed considerably since 1997 and continues to present a number of opportunities and challenges. The school has a longstanding commitment to distance learning. Off-campus courses began in the early 1970s and at times have constituted a major program presence in both Northern Kentucky and Louisville.<sup>4</sup> Today, these markets are the primary off-campus locations and the Northern Kentucky University (NKU) and University of Louisville (UofL) off-campus sites have now been granted official program status by the University of Kentucky Graduate School. Libraries and classrooms are available in both locations to support our courses. In Louisville, in addition to those at UofL, facilities are available at the Louisville Free Public Library and at the Jefferson County K12 schools. In addition, other sites utilized for course delivery by interactive television include community colleges in Elizabethtown and Ashland, Kentucky. The majority of off-campus instruction has been delivered by school faculty traveling to those sites, by adjunct faculty, and by interactive television. However, in recent years a growing number of courses have been available via the Internet.

Over the years, the difficulty of arranging off-campus computing facilities resulted in few courses involving information technology being offered off-campus. The principal offerings have been special sections of a microcomputer applications course aimed at school media specialists and offered in a school district computer lab in Northern Kentucky, and regular offerings of LIS 630 (Online Information Systems and Services) that utilize a computer lab in the University of Cincinnati's Langsam Library. In the future, we see the issue of available computer facilities for off-campus face-to-face delivery of technology courses being dealt with primarily through developing distance-learning versions of technology courses that utilize a mix of Internet, interactive television, and face-to-face meetings on the Lexington campus and off-campus locations.

In the mid 1990s, the school began exploring how best to offer distance-learning courses via the Internet, and we have embraced the goal of making the full degree program available in distance-learning formats by 2005. Enhancing course availability through distance learning is also a university goal, and university

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<sup>4</sup>Northern Kentucky is the Kentucky portion of the Cincinnati metropolitan area, and with a few exceptions the school's onsite courses in Northern Kentucky meet at Northern Kentucky University. In Louisville, most of the school's onsite courses meet at the University of Louisville.

facilities and resources are available to support these activities. University support includes maintaining 12 interactive television studio classrooms on the Lexington campus, a media design and support team that is available to assist faculty interested in converting courses to multimedia and web-based formats, a Teaching and Learning Center to assist with pedagogical and other instructional issues, and a course-management server with the Blackboard course management software. In addition, University Libraries provides remote access to all library resources via a proxy server and has a distance-learning librarian to assist students.

### **Sufficient Staff, Services, and Other Support Facilities**

*VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.*

Current administrative and staff facilities are on the fifth floor of King Library and include offices for the director (room 503A), assistant director (room 501), administrative assistant (room 503), admissions assistant (502), and a faculty member who also serves as coordinator of computing services (room 504) and oversees three graduate assistants who operate a help desk in the CAIT (room 504). The large office in 502 has a seating area for visitors and prospective students, student and alumni files, faculty and staff mail boxes, and a photocopy machine. Prospective administrative offices (see following section, “Relocation Plans,” and Appendix A) will provide much needed additional office and record-storage areas.

### **Relocation Plans**

Plans are complete for the relocation of the school to the third floor of the adjacent Little Fine Arts Library and will be accomplished in three phases. The entire floor of approximately 20,000 sq ft will be remodeled to house the school (see attached floor plan). Phase 1, completed in January 2003, involved the construction of three smart classrooms, one of which serves as a computer classroom with individual student work stations, and a new student commons area. Phase two will be the new CAIT, and phase three will be faculty and administrative offices. While architectural plans for all phases are complete, funding for phases two and three has not been secured.

### **Strategic Alliances for Physical Resources**

The school has sought external funding to support the new and future facilities. A large grant from the Kentucky Council on Postsecondary Education funded the smart components for the classrooms. A pledge from a local company of \$10,000 will add computer technology for the computer classroom, room 355. Other corporate sponsors are being sought to provide funding. The school’s home in the larger College of Communications and Information Studies also provides a strategic framework for facilities planning as well as additional leverage within the university for facilities resources.

## **Planning for Technology Changes**

It has been a priority to provide adequate information technology to support the school's mission and goals. The coordinator of computing services has a central role in the oversight of information technologies and planning for future needs in this critical area. The school council acts as a faculty committee of the whole to respond to recommendations and to further define technology goals and implementation strategies. Over the last six years, significant and essential improvements have been accomplished at critical times. Each year, a large financial investment in information technology was made; Table VI-1 in the "Financial Issues" section shows the amounts spent in each of the last five years on IT. In the coming years, we plan to continue not only to dedicate a significant portion of regular expenditures to technology updates but also to assess regularly the computing and network facilities and set annual goals based on evaluation of teaching and learning needs.

## **Planning and Evaluation**

*VI.5 The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.*

## **Regular Surveys Used In Ongoing Evaluation**

The school has regularly surveyed graduating students. Exit survey data are available that assess the adequacy of access to physical resources and facilities. During the last six years, two exit survey instruments have been used. Seven items, shown below, in the current exit survey relate to facilities and resources. These are evaluated by students using a scale of 1 (low rating) to 5 (high rating), or NA for "not applicable." The facilities statements rated are:

1. Quality of SLIS classrooms
2. Quality of other UK classrooms
3. Quality of off-campus classrooms
4. Quality of SLIS CAIT computer lab
5. Quality of other UK/off-campus labs
6. Quality of UK/off-campus libraries
7. Overall impression of above facilities

Overall, data from recent surveys confirm that new classrooms were a pressing need for the school. Among graduates from this survey period (fall 2000 to spring 2003), rankings of good to excellent for school classrooms were given by only 30 percent of respondents. Other university classrooms and off-campus classrooms fair slightly better; rankings of good to excellent were given by 50 percent and 41 percent of respondents, respectively. One would expect that the ratings for the school classrooms will be higher in the future, when students no longer have a memory of the older, clearly inadequate classrooms that have been phased out. Aside from these classroom results, other rankings were generally quite positive. The CAIT was ranked good to excellent by 90 percent of exiting students, and the university library system was ranked good to excellent by 85 percent. Interestingly, even with the low ratings for the old classrooms, 93 percent of exiting students ranked their overall impression of all facilities as good to excellent.

The exit survey used prior to fall 2000 included evaluation-of-facilities questions that were slightly different from those now in use. Using the same scale of 1 (low) to 5 (high), students were asked to assess:

1. How adequate were the university library resources?
2. How adequate were the computer resources available in the Information Center and the university library system to support your graduate studies?
3. How would you rate the physical facilities supporting the master's program?

These questions generally received very positive responses. Among graduates from this period (fall 1996 to summer 1999), rankings of good to excellent were given by 98 percent of respondents for library resources, 95 percent for computer resources, and 61 percent for the physical facilities and classrooms.

## Financial Issues

Spending on information technology has become a costly burden, as is made clear by the data in table VI-1:

**Table VI-1: IT Expenditures**

Source	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
School Funds	\$21,158	\$6,799	\$6,134	\$10,291	\$20,830	\$25,123
Gifts			\$5,214	\$5,211		\$10,234
Grants		\$2,874	\$7,496	\$5,789	\$8,620	\$2,581
Private Donation for Smart Classrooms						\$10,000
CPE* Grant				\$59,649		
Total spent on IT	\$21,158	\$9,673	\$18,843	\$80,940	\$29,449	\$47,938
*Kentucky Council on Postsecondary Education						

Given the steady advances in technology and continued budgetary pressure on academic program support, alternative sources for technology monies will be increasingly important. One area where costs have risen dramatically is student printing in CAIT. While the school has subsidized this, current plans are to contract with a fee-based university vendor for student printing services as a way to reduce administrative costs and concentrate limited resources on more important technology enhancements. In addition, continuing efforts to identify private-sector partners and sponsors to support IT in the school will remain a high priority.

## Recommendations

Continue to press the university to complete the renovations to the third floor of the Little Library, which would allow relocation to new facilities. While the new smart classrooms represent a major improvement for the program's instructional space, it has also fragmented program activities into two building and separated faculty offices from classrooms.

Continue to seek alternative funding for facilities and technology through private sources and grants. To make best use of limited resources for technology, printing costs will be transferred to students through outsourcing with a vendor.

Continue to emphasize improvement of the infrastructure for teaching and research, particularly as the school relocates. The opportunity to design a new CAIT and metadata lab from the ground up will be part of phase two of the remodeling plan.

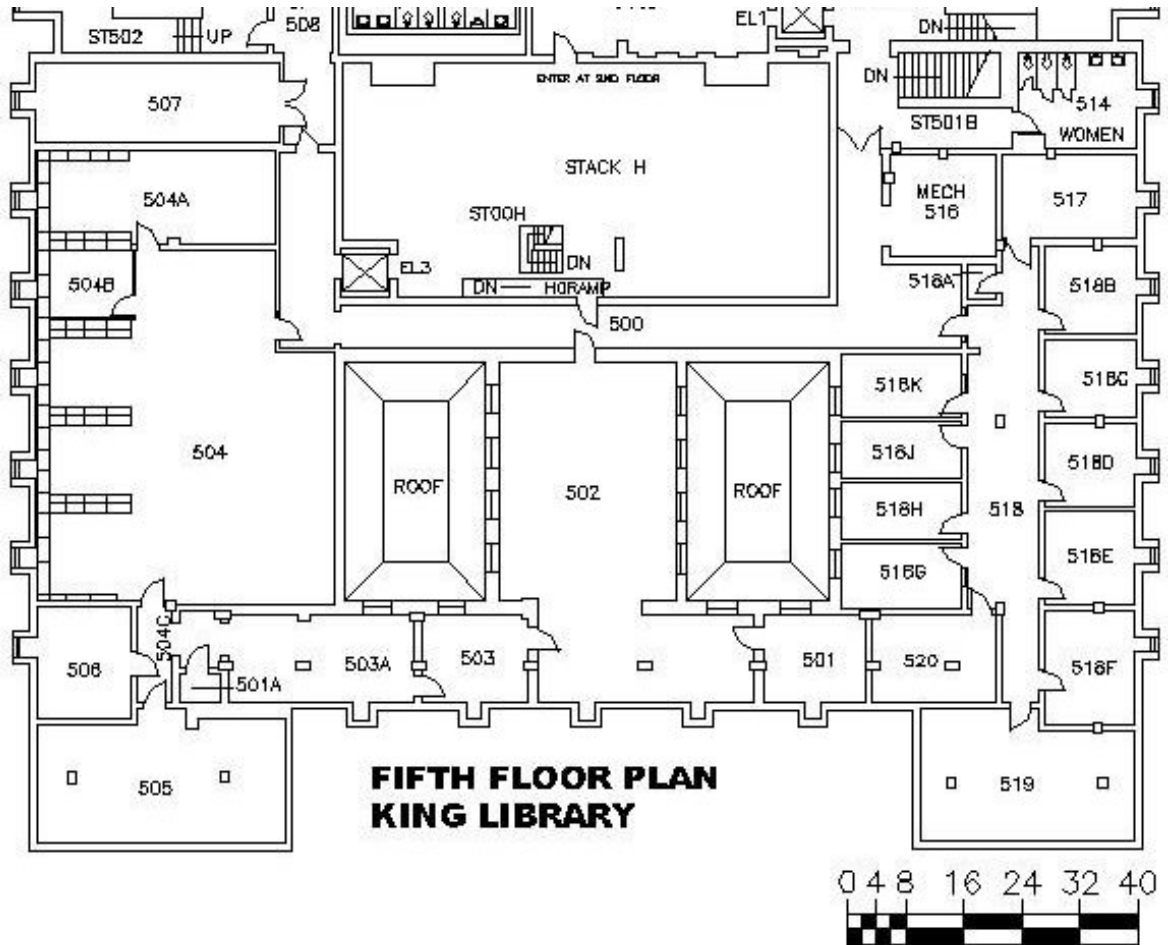
Continue to survey and monitor students' satisfaction with physical resources and facilities. The regular surveys are being done in a consistent way using a new survey instrument developed by the planning committee in 1999.

## **Appendices for VI. Physical Resources and Facilities**

- A. Floor Plan, 5<sup>th</sup> floor, King Library
- B. Floor Plan, new and proposed facilities in Little Fine Arts Library
- C. Computers in the School of Library and Information Science
- D. Computer Software in the School of Library and Information Science
- E. Current Student Survey Summaries

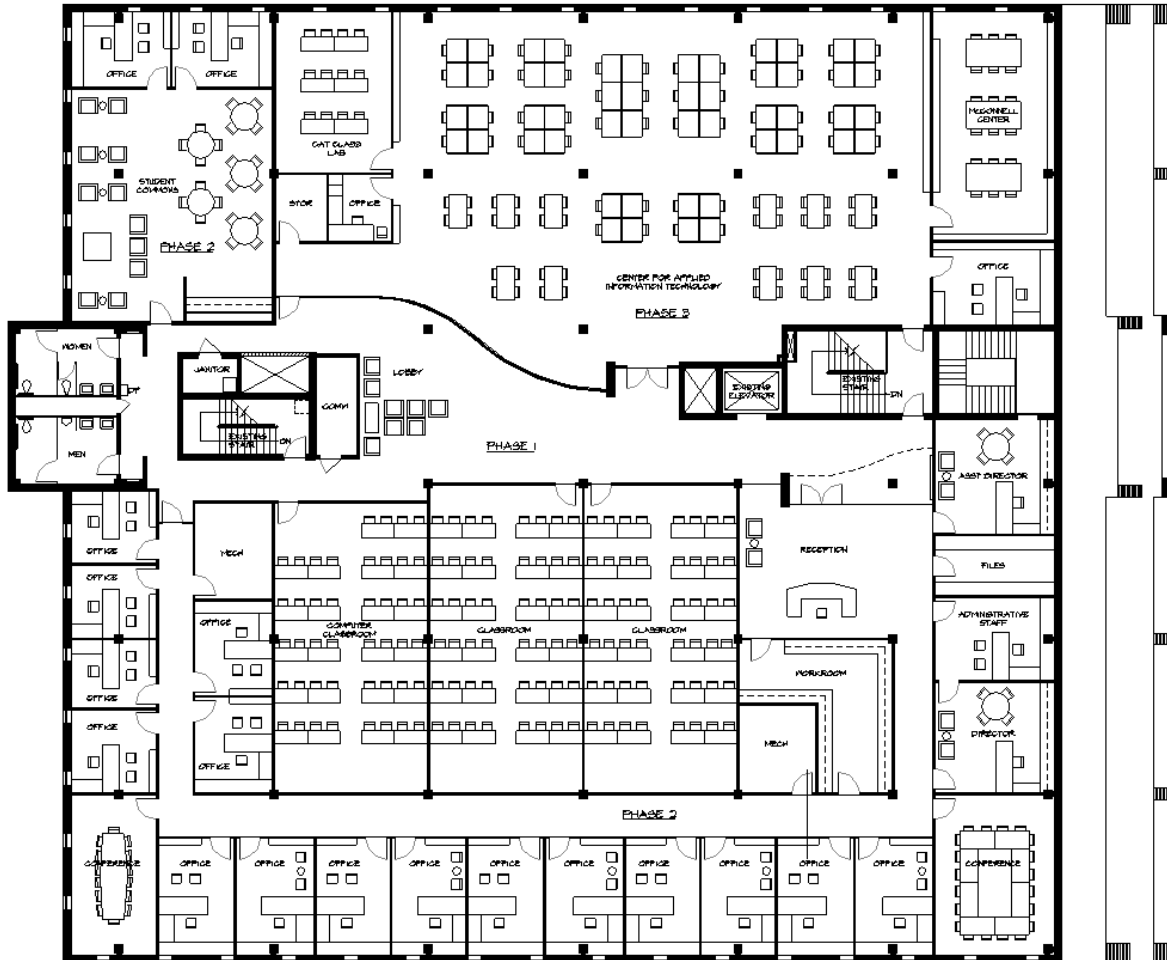
## Appendix A: Physical Resources

### 5<sup>th</sup> Floor of King Library, Floor Plan



## Appendix B: Physical Resources

### 3<sup>rd</sup> Floor of Little Fine Arts Library, Floor Plan



THIRD FLOOR MASTER PLAN  
SCALE 1/8" = 1'-0"

## Appendix C: Physical Resources

### Computers in School of Library and Information Science

Location	Description	Number of Units	Notes
<b>C A I T</b>			
	Dell Optiplex GX300 Pentium III 800MHz, 32MB RAM	1	
	Gateway E4200 Pentium II 400MHz, 64MB RAM	1	
	Dell Optiplex GX110 Pentium III 667MHz, 128MB RAM	4	
	Dell Optiplex GX1p Pentium III 500MHz, 128MB RAM	1	1 has a scanner 1 has a CD-RW
	Gateway E1200 Celeron 333MHz, 96MB RAM	2	
	Gateway E3200 Pentium III 500MHz, 132MB RAM	1	
	Dell Dimension 4100, Pentium III 933MHz, 128MB RAM	7	6 w/ CD-RW 1 has a scanner
	Dell Dimension 4550, Pentium 4 2.5GHz128MB RAM	6	6 w/ CD-RW 5 with flat screen monitors
	Dell Optiplex GX1 Pentium II 400MHz ,128MB RAM	1	
<b>C l a s s r o o m s</b>			
355 LCLI	Dell Dimension 4550, Pentium 4 2.5GHz, 128MB RAM	28	All with CD-RW, flat panel displays
355, 357, 359 LCLI	Dell Dimension 8100, Pentium 4	3	All with CD-RW
505 King	Gateway E1200 Celeron 333MHz, 96MB RAM		
<b>O f f i c e s</b>			
	Dell Optiplex GX240, Processor: Intel 1.70 GHz	7	All with CD-RW
	Dell Dimension XPS-Z Pentium 3	2	
	Dell Dimension 4550, Processor Pentium 4, 2.53GHZ	1	
	Dell Dimension L400c	1	
	Dell Precision 410 Workstation	1	
<b>P r i n t e r s</b>			
	HP2300 Laser Jet	1	Networked
	Lexmark Optra T612N	1	Networked
	HP Laser Jet 4M+	1	Networked
<b>L C D P r o j e c t o r s</b>			
	Epson ELP-3500	2	
	Epson Powerlite 5350 LCD projector	3	

## Appendix D: Physical Resources

### Computer Software in School of Library and Information Science

Product	Number of Licenses
Adobe Acrobat	10
Adobe PageMaker	1
Adobe PageMill	2
Adobe Photoshop	2
3-D Flash Animator	10
Corel XMetal Author	5
MapEdit	20
Jasc PaintShop Pro	10
Macromedia Flash	4
Macromedia Dreamweaver	4
Macromedia Fireworks	4
O'Reilly Web Server Pro	1
Norton Antivirus	50
SPSS for Windows Professional Statistics	1

## Appendix E: Physical Resources

### Student Survey Summaries, Fall 1999 – 2003 Total Responses for Each Rank

Statement	Ranking 1 (Low) – 5 (High)					
	1	2	3	4	5	NA
Quality of SLIS classrooms	59	39	31	8	5	4
Quality of other UK classrooms	1	1	19	45	9	72
Quality of off-campus classrooms	1	2	18	26	16	83
Quality of SLIS CAIT computer lab	0	7	20	70	41	8
Quality of other UK/off-campus labs	1	1	6	31	21	85
Quality of UK/off-campus libraries	1	1	10	53	59	20
Overall impression of above facilities	2	7	59	61	15	1

### Student Exit Survey Data, Fall 1996 – Summer 1999 Total Responses for Each Rank

Question	Ranking (1 = low, 5 = high)				
	1	2	3	4	5
Quality of SLIS physical facilities (classrooms, labs, etc.)	15	22	32	17	10
Adequacy of library resources	0	2	22	46	27
Adequacy of computer facilities	2	3	12	36	44
Student support services (office staff, director, etc.)	1	0	10	35	50
Computer support services (information lab, comp. serv., etc.)	3	6	11	26	50