Implementation Considerations for the Digital Bronco ID

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Implementation Considerations for the Digital Bronco ID

A Thesis presented for the

Lee Honors College

Western Michigan University

Bryan Gilginas

April 2019
This paper is dedicated to my parents, for which if they were not always there, graduation would have seemed impossible. I will always remember to be kind no matter what is thrown my way.

With love,

Bryan
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Acknowledgement

At this time, I would like to thank my thesis chair, Dr. Bernard Han. Without him, this process would have been unorganized and unmotivated. Dr. Han turned me into a true and hungry scholar. Thank you for the endless meetings and emails. It means the world to me.
Abstract

This paper aims to discuss the conditions and preferences of students that Western Michigan University should take if they ever implement a Digital Bronco ID. These conditions are found via an anonymous survey given to random students. These students were prompted to answer questions based on their preference and possible uses of the Digital Bronco ID. It was found that the respondents were significantly diverse in their answers. However, things such as gender, major, and age range played a significant role in patterns in which students chose their preferences. Within the paper, these patterns are interpreted and discussed for the reason to be understood later. The future in technological advances at universities, calls for such an application like the Digital Bronco ID. These findings could help gauge who and how to engage possible situations with students when it comes time to implement it.
1. Introduction

The topic of a Digital Bronco ID at Western Michigan University has great importance. Many things in the world are increasingly being replaced with more efficient technology. Many colleges have already implemented a form of a Digital ID. These universities are reaping many benefits from the change. A survey was distributed to learn perspectives of students on the Digital Bronco ID. With the student’s perspective, implementation considerations will be discussed pertaining to how the respondents answered the survey. These findings can help Western Michigan University when the university inevitably switches to the Digital Bronco ID student identification method.

2. Literature Review

In today’s world, technology and life is continually seeking improvements. One of the avenues currently seeking innovation is the Student ID at universities. Currently, Apple Inc. and other companies are partnering with universities such as Duke to develop mobile Student IDs in which many perks are accommodated within them. This would involve the use of the already established apple wallet platform and even the apple watch. However, this could cause some limitation with students having android products instead of Apple products. Although there are limitations, the Apple version of a Digital Student ID proposes great promise in accessibility in many areas of a student’s life on campus (Nazerian, 2018). Another company creating such applications is known as Heartland. They have implemented such applications at universities such as Mount Holyoke College (Shaffhauser, 2014). The use of the Digital Student ID at Mount Holyoke is much like the current thought of the Digital Bronco ID. Heartland created a platform in which students can login and use their Digital ID for access around campus and for payment options pertaining to the cafeteria and even laundry services. This is much like the vision of the
Digital Bronco ID. These are both examples of two companies trying to do essentially what the Digital Bronco ID would do but doing it in two different ways. Therefore, there are projects like the Digital Bronco ID that are seeing success. If companies like Apple and Heartland are interested in this avenue so should Western Michigan University. This is why this thesis focusses on the research of the students’ perspectives of the Digital Bronco ID at Western Michigan University.

3. Research Method and Data Collection

The approach taken to obtain respondents’ perspectives on various angles of the Digital Bronco ID was a survey created with Google Forms. This survey consisted of twelve survey questions or prompts, in which the user answer based on their perspective. The survey was distributed to multiple Registered Student Organizations and a general education business course in which all students must take. The students were simply prompted to click a link and it would take them to the site in which hosted the Google Form. After clicking the link, the student would simply answer the survey prompts and exit out of the webpage. The data from the responses was collected and put into graphs and percentages to help better understand the true nature of the overall perspectives of the students. This was done through outputting all of the results into Microsoft Excel and using pivot tables to display the data in certain ways. This made it easier to interpret the responses that were received in multiple different groups. The exact survey questions or prompts is attached in Appendix 1.
4. Data Analysis

Within this section, each individual survey prompt or question will be discussed. The data received from the respondents will be displayed and evaluated. Above that, interpretations will be given in aims to discuss what Western Michigan University should consider during implementation of a Digital Bronco ID.

4.1 Male and Female Differences

As most surveys have gender-based questions to figure out the gender of the respondent, so does this survey. In total, 71 respondents took the survey. Upon the respondents, 56.3% were male and 43.7% were female. To see this discrepancy, see Figure-1. This could either be because the survey was technological based and is a more male dominant field or the fact that the survey was distributed to more males than females. However, it is important to take into consideration that more males seem to be interested in this topic than females. What could cause this? Is it due to simple comfortability or just an error in the survey distribution? It is a good mix of both error and the lack of comfortability with females pertaining to technology.

![Are you male or female?](image)

*Figure 1 - Male and Female differences in survey participation.*
When the results pertaining to respondents that answered female are further analyzed, discrepancy in the results of other questions is found. “While women’s interest in computers and technology has increased, they still feel more uncomfortable with technology” (Dixon et al., 2014). For instance, females often answered neutral to other questions, rather than agree or disagree. These questions were based on the safety of student information and paying with the application. Overall, females according to the results are more fearful of the change. As for the male respondents, the responses are significantly different.

“Men have also taken more technology classes and are more likely to have had a computer in their own room, which provides more opportunities to experiment and acquire confidence and skills associated with digital technologies” (Dixon et al., 2014). The respondents that were male seemed to be more confident in the new technology and all that it would encompass. Male respondents had overall positive results pertaining to the Digital Bronco ID. For instance, when I dive further into just the male results, I can see that they agreed with most of the survey prompts. The male respondents agreed to pay for the application which was rare in the female responses. They also generally agreed with the safety of their information. Again, this could mainly be because of the comfort level that males have with technology. Ultimately, males seem to be more for the implementation of the Digital Bronco ID, even if it comes with a fee.

4.2 Smart Phone Impact

Before the survey was distributed, there was a significant amount of conversation about whether all students would have access to such an application like the Digital Bronco ID. What it all came down to is if all students would have a smart-phone or not. This could be an android or
an Apple smart-phone. To make sure this wouldn’t be an issue, the survey prompted respondents to say if they had a smart-phone or not. Turns out that there was no reason to worry. Of the seventy-one respondents 100% of the respondents said that they have a smart-phone. Now, this does not mean that every student at Western Michigan University owns a smart-phone, but it does mean that a significant number of students do and that it should not be a factor in not implementing the Digital Bronco ID.

4.3 Age Factor in Decision Making

To gather the age range of the respondents, the users where prompted to select an age range category. These age ranges were 18-19, 20-21, 22-23, 24-25. The results were found via using a pivot table in Microsoft Excel and evaluated in each owns’ age range. The pie chart in Figure 2 helps visualize the number of respondents per age range. Each age range and its results are going to be discussed in detail starting with the first age range 18-19 years old.

![Pie chart showing age ranges and percentages](image)

*Figure 2 - Percentage of respondents per age range.*
The 18-19-year-old age range held about 20% of the results. These are typically freshmen to sophomore level students. The results achieved through these respondents were significantly mixed. The students had two different opinions. The first was an opinion in which the students were all for the Digital Bronco ID and responded with strongly agree on measures such as safety, payment options, and use over the plastic ID. As stated before, these students were mainly male within that age range. However, the second opinion that some students had come with some negative results when it came to the safety of information and using the Digital Bronco ID for payments. These results were mainly female and with some male as well.

The age range 20-21 years old is typically sophomore to junior level students. They held the bulk of the responses with a surprising 59% of the respondents. This was the most impactful age range within the survey responses. Of the total 42 respondents within this age range, 13 responded with every survey response as agree or strongly agree. These respondents essentially agree on all aspects of the Digital Bronco ID. This number seems low, but this is due to the number of respondents that find that their information will not be safe with the application. The total number of respondents that responded negative to all the survey prompts with either disagree or strongly disagree is only two. Therefore, the main portion of the respondents remain in the middle or neutral ground and this discrepancy was mainly within the safety of the data and the fear factor of using the payment option with the Digital Bronco ID.

The age range 22-23 years old is mainly seen as seniors. However, this can be subject to at what time a student starts their college level career. These students held 19.7% of the total respondents with 14 respondents in the age range. Of these results, 10 were male and 4 were female. Pertaining to the implementation of a fee of around $10 for the Digital Bronco ID, 5 of the respondents in the age range said that they would not pay a fee. This is about 35% of the age
range respondents. Therefore, this is a significant factor in the preference of the Digital Bronco ID. Pertaining to the safety of student and personal information, 50% of the respondents in the age range strongly agree that their information will be safe. However, this does not mean that the rest think it will not be. Four of the respondents are neutral on the issue of information safety. This means that most respondents felt either neutral or positive about the safety, which is the main determining factor in the results. This age group is more positive when it comes to the using of the Digital Bronco ID as a payment method. Approximately 86% of respondents in the age group or 12 respondents agreed or strongly agreed with the use of the Digital Bronco ID as a payment method. The same results apply to the thought of using the Digital Bronco ID to gain building access. All together the age range 22-23 had a significantly positive perspective pertaining to the Digital Bronco ID.

The final age range 24-25, being typically seniors or graduate students or a different level dependent on the time college was started, had only one respondent. Therefore, the data is not the most accurate, but I will discuss her opinions briefly. Being a female, as discussed earlier in the male and female differences section, the respondent was timid toward the use of her student and personal information with the idea of it being unsafe. Therefore, she chose the neutral answer for both those prompts. The respondent also disagreed with the use of the Digital Bronco ID as a payment option. However, this student did like the building access factor that the Digital Bronco ID could offer. This could be due to the older age range this student is in and the limited time the student may have for homework due to other commitments. This student was also one of the few females that considered paying for the Digital Bronco ID.
Section Summary

It was found that each age range had their own limitations and concerns for the Digital Bronco ID. This is a huge factor when implementing something like the Digital Bronco ID at Western Michigan University. Who does the university more pertain to? What target segments do they want to hit more? It all depends on the strategy of the University. Western should take into consideration the long-term students more than the students that are graduating in a year or two.

4.4 Preference Between Smart-phone and Digital Bronco ID

I am more likely to use a Digital Student ID over the Bronco ID, if Western Michigan University were to implement it?

71 responses

![Pie chart showing student's preference of Digital Bronco ID over Bronco ID based on a survey.]

Figure 3 - Percentage portraying student’s preference of Digital Bronco ID over Bronco ID based on slice of pie in the chart.

To gauge how much a student has their smart-phone with them, the survey prompted the respondent in a liker scale fashion (Strongly Disagree – Strongly Agree) to answer if they would have their smart-phone on them more than their traditional Bronco ID. These results were outstanding. Approximately 77.5% of the respondents said they agree or strongly agree (these are the purple and green pieces of the pie chart in Figure-3) that they have their smart-phone on
them more than their Bronco ID. This could be a result of many things. They could’ve either lost
their ID or even see no use in carrying the traditional Bronco ID. The Digital Bronco ID can
change that. Each student carries a smart-phone according to the results of prompting the
respondent to say if they had a smart-phone or not. This will ultimately, make the Bronco ID
more accessible than ever. This single handedly could be one of the most important results
determining the implementation of the Digital Bronco ID.

4.5 Major and Preference Correlation

There were multiple majors that were submitted in the survey. The most significant major
was Advertising and Promotion with 25 respondents. Most other majors were in the 4 – 5
respondent range. Not every major will be explored in the correlation of its choices and major
type. This is simply due to the lack of responses that major received. However, Advertising will
be discussed thoroughly on its own due to there being a significant number of respondents in the
Advertising major alone.

Starting with Advertising and Promotion, of the 25 respondents, 15 said they would use
the Digital Bronco ID over the traditional Bronco ID. This is about 60% of all the Advertising
and Promotion majors. Of the students with that major, 80% said that they agree or strongly
agree that they have their smart-phone on them more than their Bronco ID. Most of these
students, 68% to be exact, said they would use the Digital Bronco ID as a payment option as
well. A surprising 92% would use the building access through the Digital Bronco ID. This is a
significant number. This brings up posing questions for the university. Do Advertising students
have the resources they need? It seems the Digital Bronco ID could begin to help with that issue.
On top of the building access response, 84% of the Advertising students feel that the Digital
Bronco ID would be more efficient than the traditional Bronco ID. However, the results for the
Advertising group are not all positive. In fact, only 60% feel that their personal and student information would be safe with the Digital Bronco ID. This is a common factor in all the results, students seem to be more cautious about their data being secure. Also, only 52% of the Advertising majors would be willing to pay the fee for the implementation of the application.

Due to the number being scarce between multiple majors I combined the majors Business Law, Finance, Sales and Marketing, Integrated Supply Management, Management, Marketing, Public Relations, Human Resources, Food and Consumer Goods Marketing and Accounting all into one category that I will be calling Business majors. Within the Business major category is 22 respondents. Approximately, 77% of the respondents responded with agree or strongly agree pertaining the survey prompt asking them if they would use the Digital Bronco ID over the traditional Bronco ID. A surprising 86% said that they have their smart-phone on them more than their Bronco ID. 82% of the Business major category would use the payment method. All the respondents in this category said they would use the Digital Bronco ID for after-hours building access. If I was the university, I would take into consideration the operation hours of the business building. Does it suffice? Clearly, there is a problem with the current system. Upon that, 91% think that the Digital Bronco ID would be more efficient. Again, as data has provided before, this group also fails to see the information safety within the Digital Bronco ID. Only 55%, believe that their student information would be secure. The percentage is the same pertaining to personal information, 55% believe it would be secure. This is a problem that the University will have to find a solution for. However, 68% believe that the Digital Bronco ID is worth paying a small fee for.

The next group to be discussed will be called the Technical major. This group is made up of the majors Civil Engineering, Electronic Engineering, Industrial Engineering, Computer
Information Systems, Digital Marketing, and Entertainment Design and Technology. This group only had about six respondents. Approximately 67% agreed that they would use the Digital Bronco ID more than the traditional Bronco ID. The same percentage said they have their smart-phone on them more than the Bronco ID. Of the respondents, 83.3% said they would use the payment option, the after-hours access, and agreed that the Digital Bronco ID would be more efficient. However, like before with other groups, this group also has issues with trusting the information security. With student and personal information, only 67% believed that it would be safe. This group resulted in only 50% of respondents wanting to pay a small fee for the Digital Bronco ID.

The final group is called the Other majors. This group is created due to the lack of respondents on their own. This group consists of the majors Education, Film, Interpersonal Communication, Music Education, Political Science, Pre-Interdisciplinary Health, Pre-Physician Assistant, Secondary Educations, Sports Management, Theater Performance, Behavioral Science/Criminal Justice, Aviation and Undecided. This group totaled for 18 responses. Within this group, 11 respondents, therefore approximately 61%, said they would use the Digital Bronco ID over the traditional Bronco ID. Around 67% said they would have their smart-phone on them more than the Bronco ID. Only 50% feel that they would use the payment option and 61% feel that they would use the building access options with the Digital Bronco ID. As for the efficiency of the Digital Bronco ID, approximately 72% agreed or strongly agreed that it would be more efficient. Surprisingly, approximately 83% of the respondents felt that their student information would be safe with the Digital Bronco ID. This seems odd because this percentage is more than people with a technical background. Therefore, if I was the university, I would think of it as an anomaly. These people might just not have the same knowledge as the others in the field or may
simply have less to care about security wise. However, only 66% felt that their personal information would be safe. This means they feel as if their personal information will be deemed less important to keep secure. It is up to Western Michigan University to address this issue if they hope to implement a Digital Bronco ID in the future. Also, only 61% would agree to pay a small fee. Another issue that seems unpopular.

**Section Summary**

A student’s major seems to play a significant role in the students’ preferences about the Digital Bronco ID. The Business majors are more for the Digital Bronco ID possibly because they learn about technological advancements in the business industry and they can envision it being implemented. The Technical majors are more skeptical when it comes to the Digital Bronco ID. This could be because they are familiar with the process in which the Digital Bronco ID would be managed and just how difficult that could be. The Other majors are more mixed in their results and put a high tole on their private information above their student information. This could be because they think the University won’t care as much for private information above student information. These are all factors Western Michigan University will have to take into consideration.

**4.6 Concerns on Information Privacy and Safety**

As you the reader can perhaps tell by now, the issue of keeping both student and private information safe is placed in high regards to most of the respondents. This is because of students realizing the possible insecurity with implantation of the Digital Bronco ID. According to author Eldon Tsoi, “there are concerns about students’ information being leaked to third-party apps and unwanted hackers. This would lead to a series of problems that discourage students from
using the system.” Keep in mind Tsoi is speaking about the fear of security with Apple products and Apple products have a great reputation for security. Personal information in this context is things such as name, address, payment information, etc.

As you can see in Figure-4, approximately 62% of all respondents agree or strongly agree that their personal information (this would be the green and purple parts of the pie chart) would be safe with the Digital Bronco ID. This is not a high enough number though. With this amount of worry, a significant number of students will not be receptive to the Digital Bronco ID. Western Michigan University, needs to assure students that their personal information will be safe. They can do this, by explaining much like author Tiffany Conway did, “There is multi-factor authentication required to open the phone, including PINs, fingerprint biometrics or even Face ID.” (Conway, 2018). Once explained the sheer level of difficulty that it would take to have private or student data stolen or accessed, students should realize that it’s no threat. This shouldn’t be a daunting task because most of the respondents that didn’t agree are in the neutral
area (yellow slice of the pie chart which takes up a third of the entire chart), only 8% of the respondents disagree or strongly disagree that the Digital Bronco ID will be safe for their personal information. Therefore, they should be easily shifted into the agree or strongly agree area. To convince students, I would recommend building something much like the Heartland Environment. The Heartland mobile application distributed to multiple universities uses various forms of security. Before the application can be accessed, the mobile phone passcode must be entered. It can also be linked to campus authentication. For example, Western Michigan has the Bronco Net ID and passcode. Require a log in with that. When that needs to be changed, so must the username and password for the Digital Bronco ID. The Heartland mobile application also offers only one device access per student. This would mean only limiting the student at Western Michigan University to one phone per student account (Shaffhauser, 2014).

![Pie chart showing responses to digital Bronco ID security]

As for the student information security, approximately 65% of respondents felt that their information would be safe with the Digital Bronco ID. The pie chart in Figure 5 shows well over half of the respondents either chose to agree (green) or strongly agree (purple). This is a slight
increase from the personal information percentage. However, as we just saw in the major and preference correlation section, the Other majors felt that their student information would be far more secure than their personal information. This could be because the students feel that the university only finds their student information important. Western Michigan University would have to reassure students that both types of information are equally as important to them. Much like the personal information, the respondents are mainly in the neutral area or yellow slice in the pie chart. Therefore, they should be easily tilted one way.

**Section Summary**

Students seem to have an initial fear with their information security when it comes to talk about implementing a Digital Bronco ID at Western Michigan University. However, there is a discrepancy between private and student information security. Many students responded that they did not think their private information would be safe. More students thought their student information would be safe. However, this discrepancy was not too significant. This brings up the topic of what students feel the university will find more important in regard to private or student security. It should coexist. This is significant issue that Western Michigan University must address.
4.7 Payments via Digital Bronco ID

When a student uses the app to make a purchase, as he or she approaches the point of sale terminal, the cashier can ring up the order, specify a OneCard Mobile transaction, and the student's name and photo will display on the POS screen to allow the transaction to be finalized.” (Shaffhauser, 2014). This is much like how the Digital Bronco ID would operate. Approximately 69% of the respondents said they would use the payment option with the Digital Bronco ID. About 20% of the respondents either disagreed or strongly disagreed with the use of the payment option. To put this in a visual context, Figure-6 displays the percent of respondents that chose disagree in red and the strongly disagree in blue. This shows that there is less of a neutral argument, it’s mainly agree or disagree. This could be because they are unfamiliar with how it would look. This could have been explained better in the survey. Perhaps, once the student realized that it is essentially no different than using their traditional Bronco ID, they would feel more secure with paying
(essentially scanning) for their cafeteria food or using their bronco bucks through the Digital Bronco ID.

4.8 Building Access via Digital Bronco ID

In a description of the Heartland Payment Systems (a company who helped mount Holyoke College implement a Digital ID) author Dian Shaffhauser stated, “As a student approaches a door that's locked, for example, the app detects his or her access rights and pops up a dialog on the device that asks if access is needed. The student can slide a tiny virtual image of the ID card to unlock the door. Or the campus can place a QR code on the door, which the mobile app can scan to allow for entry.” (Shaffhauser, 2014). Building access is by far the most liked accommodation with the Digital Bronco ID. Of the total 71 respondents, 61 of them, approximately 86%, agreed or strongly agreed that they would use the Digital Bronco ID for after-hours building access. Simply look at the visual aid via pie chart in Figure-7. An overwhelming number of respondents chose to agree or strongly agree (green and purple), to the point it is consuming the other responses. This is easily seen as a problem at Western Michigan University.
Figure 7 - Pie chart showing the perspective of student’s for using the Digital Bronco ID for building access.

This was especially seen with Business students. How could Western Michigan University possibly implement this? The thought process for the Digital Bronco ID granting after hours building access is via QR code. Each building will now have a QR code scan that students can use and get into the university’s buildings after hours. This would log the student that enters the facility. Therefore, all crime will be proactively catchable. This can be implemented any way the university would like. However, it is obviously evident that students want more access to campus to do their homework.
4.9 Thoughts on Efficiency Differences

Do you believe that having a student Digital ID would be more efficient?

71 responses

Figure 8 - Pie chart illustrating respondent’s thoughts on the efficiency of the Digital Bronco ID.

“A digitized campus which provides modernized support for activities such as school education, research, administration, student activities promote teaching quality and administrative efficiency.” (Chang, Hue & Wang, 2013). Among the respondents for the survey, approximately 83% of the respondents felt that the Digital Bronco ID would be more efficient than the traditional Bronco ID. In Figure-8, you can see the tremendous positive preference of the Digital Bronco ID. The blue piece is practically consuming the red. These students openly think the Digital Bronco ID would be better than the traditional Bronco ID. It would be more efficient in the payment sector. It would be more efficient because it would be right there in the student’s phone rather than having to fumble through their wallet, purse, or backpack to retrieve the traditional Bronco ID. It simply would just save time. Among the students that don’t think it would be more efficient, some just don’t like the idea of the Digital Bronco ID, and that’s okay. However, the data shows that the Digital Bronco ID would prove to be more efficient.
4.10 Preference Over Plastic ID

Approximately, 67% of the respondents thought that they would use the Digital Bronco ID over the traditional plastic Bronco ID. However, 15.5% of the respondents feel that they would never use the Digital Bronco ID. 18% were neutral in the argument. This means that most students would prefer the use of the Digital Bronco ID rather than the traditional Bronco ID. This was also seen in an article authored by Kamran Elahi. She discussed that there were both students that believed in the convenience of the Digital ID and students who saw no point. These were students at Duke University of which she was interviewing because Penn State is looking further into the Apple program as well. This is something students are openly saying they would rather have however there will be a few that will not see the value in it. (Elahi, 2018)

4.11 Cost as a Factor

![Pie chart illustrating the percentage of student's that support paying for the Digital Bronco ID or not.](image)

Unfortunately, the preference and the paying of a fee for the Digital Bronco ID do not directly correlate. As stated in the above preference over plastic ID section, the preference was
67%, but that is different regarding paying for the Digital Bronco ID. The idea of paying for something for students is not popular. Most students are just barely getting by paying rent. Therefore, I believe that fact plays a significant factor in the decision of the respondents, in if they would pay a $10 fee or not for the Digital Bronco ID. Approximately 59% of the respondents said they would pay for the service. In the above Figure-9 this is shown in the blue piece of the pie chart. To put that into context, the student population at Western Michigan University this past fall was 22,562 students. If 59% (13,346 students) paid the $10 fee, $133,465.35 would be raised. This would suffice for the building of the program. Once more students see the benefits of the Digital Bronco ID, more would be willing to pay. Especially, if they will never be forced to pay a fee for losing their ID.

5. Limitations

There were limitations both in the survey and the distribution method in the survey. One main limitation to the survey was the time span allotted for the survey to be taken. Essentially, the survey was only distributed a little under two weeks. This caused a lack of respondents. Not only were there a lack of respondents but the general students that took the survey were business students. This means not every type of student was represented. Another limitation would be the fact that students who participated did not have the best description of what a Digital Bronco ID would look like or how it would be used. If the student was given a flier or an example prototype, they would be able to fully grasp what a Digital Bronco ID would look like at Western Michigan University.
6. Concluding Remarks

This survey brought a lot of insights into fruition pertaining to the complexity of possibly implementing a Digital Bronco ID on campus. Many different people and many different factors correlating with those people all should be taken into context when Western Michigan University eventually implements something like the Digital Bronco ID. When talking about basic things such as gender, a tremendous gap between the male and female thoughts on the Digital Bronco ID are present. Western Michigan University must find a way to convince females that there is no reason to be against something new and innovative like the Digital Bronco ID. Another issue Western Michigan University will face is the access that students have for smart-phones. According to the survey results, there are very few if any students who do not have a smart-phone. Majors will also take a tremendous role in the implementation of the Digital Bronco ID. Western Michigan University should take into consideration the major of students and how the Digital Bronco ID can appeal to them. If they do not implement a Digital ID of some sort, they should at least now know the problem they have with certain majors acquiring building access. Information security is one of the main factors in the preference of the Digital Bronco ID. If students do not think their information would be safe, these students are mainly responding with a neutral response. Western Michigan University must put an emphasis on student and personal information safety to help students gain a complete trust of the Digital Bronco ID. To tie into the idea of security, students seem to be more timid to the payment option as well. This is most likely due to unfamiliarity of paying with a smart-phone. Another big factor that could come with the Digital Bronco ID is after-hours building access for homework. An overwhelming number of respondents said they would use the application to gain building access. This seems to be a significant problem at Western Michigan University. The efficiency alone of the Digital
Bronco ID should be an appealing factor to Western Michigan University because it is appealing to the students that took the survey. Most of these students preferred the Digital Bronco ID over the traditional Bronco ID. However, one troubling factor is the cost. Around half of the students do not want to pay for the service. Therefore, this stirs up conversation on how Western Michigan University can afford the application of the Digital Bronco ID.
References


Appendix

Survey Questions/Prompts

The Digital ID is an application that hosts student’s information. A student will simply sign into the application and gain access to their information. This information would include, payment information (bronco bucks), a unique QR code to scan for each student, and of course student personal information as well such as name and major. This application essentially becomes the Bronco ID. It will be used to make payments, scan into games, get building access and more. It all can be done through the student’s smart-phone

I am more likely to use a Digital Student ID over the Bronco ID, if Western Michigan University were to implement it?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Do you have a smart-phone?

- Yes
- No

I am more likely to have my smart-phone with me than my Bronco ID.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I believe my student information will be safe with the use of a Digital ID.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
I would use the Digital ID to make payments in the cafeteria or store.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I would use the Digital ID to gain after hours building access to do homework.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Are you male or female?

- Male
- Female
- Rather not answer

In what age range are you?

- 18-19
- 20-21
- 22-23
- 24-25

Do you believe that having a student Digital ID would be more efficient?

- Yes
- No

I believe my personal privacy will remain intact with the implementation of the Digital Bronco ID.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Would you use the Digital ID if you were asked to pay a fee of around $10 for access to the platform?

- Yes
- No
Please provide you major below.