

Executive Summary

This report outlines the details of the UMore Park brochure redesign usability test. This paper also discusses the test methodologies, participant demographics and presents findings and recommendations of the usability test.

The primary goal of this project is to provide information that would help improve the usability of the UMore Park brochure. In addition, this usability test also provided answers to the questions about how informative and complete the redesigned UMore Park brochure was and how likely students would be to contact UMore Park after reading the brochure.

All of participants found the brochure to be complete and very informative. After reading the brochure, participants said they would be very likely to contact UMore Park to find out more information about research opportunities.

All of the participants said that they preferred the colored version of the brochure over the black and white version. Participants found the colored brochure to be more attractive, easier to read and more official. Some participants said they would like to see a larger, clearer map of UMore Park's location as well as displaying the University of Minnesota logo on the brochure so that they would feel that UMore Park was associated with the University.

Participants said they would like to see more images in the UMore Park brochure to break up large chunks of text and also to see images of students doing research at UMore Park.

Further usability testing should be conducted to compare the usability of the original UMore Park brochure with the redesigned brochure. Also, because most participants listed social networking as their second most used resource to learn about undergraduate research opportunities at the University, further testing could be done to generate ideas for creating social media content.

Based on the test results, I recommend the following:

1. Include a larger map on a separate page that could be included in the brochure.
2. Use the University colors to add color to the brochure and make it more attractive. The colored headings and bulleted points tended to make participants feel that the brochure was official and pleasant to read, as well as making viewing easier.
3. Add the U of M logo to the front page of the brochure so that students will know that UMore Park is associated with the University.
4. Include images to break up the text on the inside pages of the brochure. Examples of images that could be included are images of research sites at UMore Park or images of students performing research at UMore Park.
5. Continue testing to measure usability of original UMore Park brochure with the redesigned brochure by working with students at the U of M Office of Information Technology (OIT). Also, by working with the OIT, generate ideas for creating social media content.

Method

Overall objectives for the usability test

I gathered data about the overall effectiveness of the redesigned brochure for UMore Park. The goals of this usability test were to:

- Assess the overall effectiveness of the UMore Park brochure for different types of undergraduate students at the UMN.
- Identify preferred methods that current undergraduate students use to find information on undergraduate research opportunities.

Research Questions

In addition, this usability test tried to answer these questions:

- What resources do undergraduates use to learn about undergraduate research opportunities?
- How complete is the content of the UMore Park brochure?
- How helpful is the content of the UMore Park brochure?
- Which brochure (black and white or colored) is most likely to capture undergraduate students' attention?

Participant characteristics

Characteristic	Desired number of participants
Participant type	
Undergraduate student freshman/sophomore	4
Undergraduate student junior/senior	4
Total number of participants	8
Age	
18-21	4
22-25	4
Gender	
Female	4
Male	4

Methodology

This usability test took place on April 2, 2011. This usability test was somewhat exploratory and also somewhat comparative. The test gathered the assessment data about the effectiveness of the redesigned UMore Park brochure as well as comparing it with a black and white version of the brochure. I collected qualitative data about the participants' experiences using the UMore Park brochure as well as quantitative data on the completeness of the brochure.

Participants were selected on the University of Minnesota campus based on the criteria of being an undergraduate student in one of the two age groups, as well as gender groups. Each participant reviewed both UMore Park brochures. Upon completion of reviewing the brochures, the participants filled out a survey.

Session outline and timing

The test sessions were 20 minutes long. I used 5 minutes of each session to introduce the test to the students and the importance of their participation in the test.

Introduction to the session (5 minutes)

Discussed:

- Participant's experience with usability studies.
- Importance of their involvement in the test.

Tasks (15 minutes)

- Participants reviewed both UMore Park brochures.
- Participants filled out a survey which included broad questions to collect preference and other qualitative data.

Test Environment

This usability test took place at the UMN campus outside the Coffman Memorial Union building. Participants were provided with printed copies of the UMore Park brochures and printed copies of survey that they were asked to complete.

Measures

To answer these questions:

- What resources do undergraduates use to learn about undergraduate research opportunities?
- How complete is the content of the UMore Park brochure?
- How helpful is the content of the UMore Park brochure?

- Which brochure (black and white or colored) is most likely to capture undergraduate students' attention?

Preference data collected during the usability sessions:

- How informative was the brochure.
- Impression of the completeness of the brochure.
- Likelihood that student would contact UMore Park after viewing brochure.

Report contents

I will deliver the final report to my point of contact at UMore Park that:

- Briefly summarizes the background of the test, including the goals, methodology, and participant characteristics
- Presents findings for the original questions to investigate
- Discusses the implications of the results
- Provides recommendations

Results

Question	Results
What resources do students use to learn about undergraduate research opportunities at the University?	Students surveyed, used the Web first when learning about research opportunities, followed by social networking (Facebook, LinkedIn) and lastly from faculty and peers.
Was the brochure informative?	100% of the students surveyed said that the brochure was informative.
How complete was the redesigned UMore Park brochure?	On a scale of 0 to 10 (with 10 being the most complete), all students surveyed rated the brochure as a 9 or 10.
Respond to the statement by choosing one of the following: [disagree strongly / disagree / disagree somewhat / no response / agree somewhat / agree / agree strongly], "After reading this brochure, I am more likely to contact UMore Park to find out more information."	90% of the students surveyed responded to this question by choosing Agree . 10% of the students surveyed responded to this question by choosing Strongly Agree .
Which document (colored or black and white) would be more likely to capture your attention and why?	100% of the students surveyed responded that the colored brochure would be more likely to attract their attention and keep their interest in continuing to read the brochure.

Feedback on why the colored brochure was more likely to capture the students' attention:

- “The colors brought out certain parts of the brochure and made me want to read it.”
- “The colored brochure felt more organized and more attractive. “
- “The colors made the brochure look more official and related to the University.”
- “The colored brochure is more attractive and feels like it is easier to read.”
- “I felt as if the information was easier to read and differentiate in the colored brochure versus the black and white brochure.”

Feedback on suggestions for improvement of the UMore Park brochure:

- “Add the U of M logo to front of the brochure so students know that UMore Park is associated with the University.”
- “The map on the front page is hard to read. It would be useful to include a larger map.”
- “Add images to the inside of the brochure to break up the text more and give it a more uniform look.”
- “Include examples of research that students have already conducted at UMore Park so students have an idea of research that has been done in the past.”
- “Include pictures of students doing research at UMore Park.”
- “Include student “profiles” about their research experience at UMore Park.”

Findings and Recommendations

General Findings

- The brochure was informative.
- The information in the brochure was complete.
- Students agree, or strongly agree, that they would contact UMore Park to find out more information about research opportunities after reading the brochure.
- The colored brochure helped make the brochure easier to read, more attractive and allowed for easier scanning and skimming.

Overview of Test Findings

Finding 1

The map on the front of the brochure was too small and difficult to see.

Recommendation: Include a larger map on a separate page that could be included in the brochure.

Finding 2

The black and white version of the brochure was preferred second to the colored brochure by all participants.

Recommendation: Use the University colors to add color to the brochure and make it more attractive. The colored headings and bulleted points tended to make participants feel that the brochure was official and pleasant to read, as well as making viewing easier.

Finding 3

Some participants felt that without the U of M logo, that UMore Park wasn't associated with the University.

Recommendation: Add the U of M logo to the front page of the brochure so that students will know that UMore Park is associated with the University.

Finding 4

The inside of the brochure contained a lot of text.

Recommendation: Include images to break up the text on the inside pages of the brochure. Examples of images that could be included are images of research sites at UMore Park or images of students performing research at UMore Park.

Finding 5

There is no usability measure of the original UMore Park brochure.

Recommendation: Continue testing to measure usability of original UMore Park brochure with the redesigned brochure by working with students at the U of M Office of Information Technology (OIT). Also, by working with the OIT, generate ideas for creating social media content.

Second Usability Test

A second usability test was conducted on April 14, 2011. This test involved having students at the Office of Information Technology (OIT) review three brochures (listed as brochure A, B and C in the Appendix) and fill out a questionnaire regarding questions about the three brochures. Brochure A was the original UMore Park brochure, Brochure B was the redesigned colored UMore Park brochure and Brochure C was the redesigned black and white UMore Park brochure.

Students were emailed the three brochures and the questionnaire and emailed the questionnaire back to me when they were finished. Students had one week to review the brochures and send their responses back to me.

Method

Overall objectives for the usability test

I gathered data about the effectiveness and participants' impressions of the original UMore Park brochure as well as having students compare the original brochure with the redesigned brochure. The goals of this usability test were to:

- Assess the overall effectiveness of the original UMore Park brochure.
- Identify preferred methods that current undergraduate students use to find information on undergraduate research opportunities.
- Identify which document would be more likely to capture students' attention.
- Identify how these documents could be used in social media to reach more students.

Participant characteristics

Characteristic	Number of participants
Participant type	
Undergraduate student sophomore	1
Undergraduate student junior	4
Undergraduate student senior	1
Total number of participants	6
Students who have looked for undergraduate research opportunities at the University	2

Method

Methodology

This usability test was somewhat exploratory and also somewhat comparative. The test gathered the assessment data about the effectiveness of the redesigned UMore Park brochure as well as comparing it with a black and white version of the brochure and the original brochure. I collected qualitative data about the participants' experiences using the UMore Park brochure as well as quantitative data on the completeness of the brochure.

Participants were selected on the University of Minnesota OIT based on the criteria of being an undergraduate student and being available to complete the test. Each participant reviewed all three UMore Park brochures. Upon completion of reviewing the brochures, the participants filled out a questionnaire.

Results

Question	Results
What resources do you use to learn about undergraduate research opportunities at the University?	Students surveyed, used Email (from advisors/college administrators) first followed by Facebook, websites and faculty/advice from professors.
Was brochure A informative?	100% of the students surveyed said that the brochure was informative.
How complete was brochure A?	On a scale of 0 to 10 (with 10 being the most complete) 80% of the students rated the brochure as a 5, 20% of the students rated the brochure as a 9.
Brochure A. Respond to the statement by choosing one of the following: [disagree strongly / disagree / disagree somewhat / no response / agree somewhat / agree / agree strongly], "After reading this brochure, I am more likely to contact UMore Park to find out more information."	50% of the students surveyed responded to this question by choosing Agree Somewhat . 33% of the students selected No Response and 17% selected Disagree Somewhat .
Was brochure B informative?	100% of the students surveyed said that the brochure was informative.
How complete was brochure B?	On a scale of 0 to 10 (with 10 being the most complete) 33% of the students rated the brochure as a 10, 33% of the students rated the brochure as a 9, 17% of the students rated the brochure as a 9, and 17% of the students rated the brochure as a 6.
Brochure B. Respond to the statement by choosing one of the following: [disagree strongly / disagree / disagree somewhat / no response / agree somewhat / agree / agree strongly], "After reading this brochure, I am more likely to contact UMore Park to find out more information."	50% of the students surveyed responded to this question by choosing Agree . 33% of the students selected Agree Somewhat and 17% of the students selected Agree Somewhat .
Which document (A, B or C) would be more likely to capture your attention?	100% of the students surveyed responded that Brochure B would be more likely to attract their attention.
Do you have any suggestions on how these documents could be used in social media to reach more students?	Students suggested the following social media tools to reach more students: Facebook, Twitter, website and Email.

Feedback on what are two items that students disliked about Brochure A:

- "It's a lot to read, being a college student we are exposed to many different flyers having one so densely worded make me much less likely to read it."
- "It has a lack of specific information. This makes me unsure what the projects exact aims are. The document doesn't completely explain who is involved or how the project works."

- “The Layout lacks a title and initial statement/ header. There is too much information piled onto 1 piece of paper/ too dense.”
- “Some of the language is hard to read—for example ‘The Office for UMore Park Initiatives has a goal to create opportunities for faculty and students via UMore Park planning and development through a variety of mechanisms.’ I had to read this sentence several times to understand what it meant. Perhaps you could reword it to be clearer right off the bat. I also don’t like how small the map is. There may not be anything you can do about this, but the details are so tiny that I can’t read them.”
- “I disliked the split of information where the UMore Park introduction and explanation preceded the meat of the brochure. Were I a wandering student on the lookout for research opportunities, I feel this brochure would better grab my attention with a title explaining its final aim involves research opportunities. I’m not sure how this document is going to be viewed, but as of current the 2nd picture is a set up poorly and I can’t read the text on it. The same issue happens with the first image, but it serves that one well implying the size of the land plot.”
- “Font (sans serif) is more difficult to read when in a paragraph chunk setting. The information about the types of programs available and the experience learned by those who participate is lacking in detail.”

Feedback on what are two items that students liked about Brochure A:

- “I like reading about the background information regarding UMore. I also appreciated that it had a website address if I wanted to look up more information.”
- “The introduction is effective on giving an overview of the general mission of this project. I also like the focus that the document uses. The document focuses on students who want to do research that can be applied to real like scenarios.”
- “The maps and general info. The narrative quality of the writing.”
- “I like how exciting the whole endeavor sounds. It seems very cutting edge. As my research methods professor would say, you are standing on the edge of knowledge! This brochure makes UMore seem like a really wonderful place to explore new research ideas and work more closely with colleagues in a community setting. I also like that you have established the credibility of this program by citing how many years you have spent developing the program and generally detailing all of the goals you are working to achieve.”
- “The wording used in both paragraphs is both professional and succinct. The first paragraph in particular gets its point across very quickly while avoiding dwelling in any one area, resulting in an engaging and enjoyable read. The end-game of this brochure seems very well planned out. Once I’ve finished reading it, I’m provided with multiple different options depending on if and how much my interest was piqued. It seems the brochure avoids a ‘now what?’ problem from its viewers.”
- “I liked the broad overview of projects available to students and faculty. It is also did a decent job at displaying the availability to find more information about the site and projects in different links instead of cluttering it up on the page.”

Feedback on suggestions for improvement of Brochure A:

- “It is important to have what you want to initially impact the student in bullet points or bolded. That way I am much more likely to read it because I can figure out much easier if the brochure applies to me.”
- “Give specific examples of what kind of research will be done and a general overview of what students will be doing.”
- “Cut out 20% of the text. Title it; create some kind of header, something to capture attention. Close it out with words to encourage research opportunities, add more hype.”
- “I’m no graphic designer, but I feel like the first image of the land plot could be made larger and faded out to accompany the first paragraph of text. In my mind, what’s more important is to convey the idea of what UMore has to work with, and the current image doesn’t allow for much detail gathering, so having it larger would capitalize on space and make for a more engaging presentation.”
- “Split into more sections so that each has a valid point instead of only having two paragraph blocks to cover all the information presented.”

Feedback on two items that students disliked about Brochure B:

- “I actually can’t list two things I don’t like, I respond really well to this brochure.”
- “Better than Brochure A, but could give at least one research experience.”
- “It should explain more along what types of research is being conducted at the site. It should also contain more specs of the site, different pictures or examples of studies.”
- “There’s only one thing that I dislike about the brochure, and that is the lack of graphics. It is very text-heavy, and I have learned from experience that people are not likely to stop and read a lot of text. Maybe some pictures to break up the text would make it easier to read.”
- “Under the 1st section on the 2nd page, there is a link to the concept master plan. I feel like this should be moved to the ‘How do I find out more’ section on the 1st page. This would consolidate information and open enough room for a short paragraph under ‘What is UMore Park’ for some extrapolation. I don’t know much about UMore Park other than what I’ve learned from the brochures. I think it’d be great to have a small section devoted to ‘What we’ve done so far’ with an overview of recent accomplishments or even current mid-scale projects that are nearing completion.”
- “Not a fan of tri-fold because some only glance at the information on the front and back to decide if they are interested. Still using a sans serif font, it is not as big of a deal here since it is not chunks of paragraph that you are reading though.”

Feedback on two items students liked about Brochure B:

- “I really like that it has bulleted pointed information. The information is spaced out really well, and makes it extremely easy to read.”
- “Document is way more organized. Way cleaner looking and easier to read.”
- “Better idea of the universities objective and what the project entails.”

- “It provides general information about the benefits of research opportunities.”
- “I really like how informative the brochure is. It gives a very clear description of what UMore can offer to students, especially focusing on the professional experience they can gain by working closely with faculty and staff on real research projects. I also like the emphasis on creating a sustainable community within the University.”
- “The organization of this brochure is quite superior to the first. Mentally imaging how it would fold out and look in my hands makes for a well-constructed presentation that allows me to flip through all the relevant information and quickly refer to it later should I need to contact someone or be reminded of a website. The attention grabber on the first page is very well done. I like the combination of the plot picture and the title combining to give an immediate understanding of what’s contained within.”
- “Specific information for undergraduate studies to give them an idea of what the Park offers for those who conduct research. Information on Undergraduate Research Opportunities Program and what it is instead of just saying it is available for students.”

Feedback on suggestions for improvement of Brochure B:

- “I really respond well to this one and would take the time to read this brochure.”
- “Let the students know the benefits and maybe give an idea of the time that would be spent doing this project. This is especially important for all the students who are employed so they can see if they have the time to engage in the research project. An example of research that has been done would make the document more engaging.”
- “Make it seem more about the specific opportunity, or the site itself. This brochure seems to be addressed to any university student. This is more likely going to be picked up and considered by someone already looking for research opportunities. Consider your audience more carefully. Also, begin with describing the site and how significant it is to the university. It seems almost underplayed by the whole idea of research in general. Decide what is the main message you’re trying to convey, because it seems lost between the advantages of research vs. this opportunity specifically. Condense the back page and some sort of inspiring quote or a picture to make this opportunity more attractive.”
- “Just the addition of a few graphics to break up the big blocks of text, otherwise, the brochure was really informative and intriguing.”
- “As above, I think an overview of what’s been done so far would go a long way towards detailing current progress to accompany the large vision this project entails.”
- “The only change to the document that I can think of would be to switch the “How do I get started” section with the “How do I find out more” section. I would do this because when you first open the trifold you see the links and people to talk to but most people are still looking for more information about the program to see if it is something that interests them. By switching the two sections you get a more fluid understanding of what is inside and then when the document is opened all the way, you see the contact information for finding out more.”

Feedback on which document (A, B, or C) would be more likely to capture your attention and why?

- “Document B. Document C is everything document B is, but with a bland minimalistic presentation. Document A would be best used posted for viewing, but doesn’t grab my attention very much at all. When it comes to document B and C, all the information is well organized and easy to navigate even going so far as to be portable and simple to pocket and review later. In a vacuum, I feel that document B will incite much more interest, while the other two will have a tough time grabbing and holding interest.”
- “B would be more likely to capture my attention. The difference between B and C is the colors and your eyes are drawn more to a colored brochure. I would also be more interested in a smaller, sleeker and more concise design than just a page of information as given in A. The bullet points in brochure B act more as a flow design listing what the programs offer instead of just pasting it all in one long paragraph.”
- “I prefer Brochure B. The information is organized very well and is very easy to read. I prefer B over C because color does make a difference in regards to capturing my attention, and the picture on the front makes it more inviting to read as well.”
- “Brochure A looks like someone’s homework assignment of just recapping this opportunity doesn’t even look like a brochure or any marketing tool. Brochure B and C are exactly the same just one is colored and the other isn’t. Why? Obviously you need the colored one to depict the value of the map. Also, the information provided in brochure A does a more thorough job of describing the opportunity and the advantages; however the trifold layout with “contact us” info on the back does help a lot. I would suggest using the tri fold layout just take away the “FAQ” layout of the inside and fill it with more of a briefing, some information on the significance of this opportunity, some more color and finally just a small piece regarding the significance of research opportunities on a student’s education. This shouldn’t be just trying to sell research opportunities, it makes it seem like there just isn’t enough to say so they filled it with fluff.”
- “B: A feels very generic and unorganized. C is very plain and doesn’t have anything on it to draw your attention to. B is well organized, has color on the document which catches the eyes and a map to give the reader a better idea of where this research is taking place.”
- “I think that of the three, Brochure B would be the one most likely to capture my attention. It has more information than Brochure A, and it is more aesthetically pleasing than Brochure C.”

Feedback on suggestions on how these documents could be used in social media to reach more students:

- “To take advantage of Facebook, an advertisement could be purchased to only show up for self-labeled UofM students with the picture of the plot and a brief description of Undergraduate Research opportunities for UMore. I think the best option for achieving exposure and interest would be to run a twitter campaign involving students and faculty who are very involved with the project. Through the UMore website, you could link to either a shared account or discussion group where those heavily involved could post updates to the projects to provide a detailed

explanation for what day-to-day activities will be involved with undergraduate research. Having little-to-no exposure to this process, I would be very interested to read something like this and I imagine others would be too.”

- “I think having a twitter feed displayed on the website would be a good idea. This way you can keep people up to date on cool things that are happening within the organization, even if they seem small.”
- “It could potentially be made into a Facebook group to advertise the advantages of this opportunity, or rather an event with a specific meeting location where someone could answer questions about under grad research.”
- “Facebook is a good way but may have difficulty reaching all the students who may be interested because they don’t have the page as a favorite. Email and mail is a good way to reach students because it will reach a much broader audience. Another idea is making both teachers and advisors aware of this opportunity. If the program can get some of the teachers and advisors to talk to students about this program it would make the program more persuasive by giving the student a resource to turn to.”
- “I think a really good way to reach students via Facebook would be to create an UMore page that people can become fans of. That way, you can have people who are going into or already in the program writing on the wall and telling everyone about their experiences. On Twitter, you could create a UMore account that gives updates on current research projects, let people know if faculty or students get awards or recognition for their work, and generally get the knowledge out to UofM students. You can use the Twitter account that the general U has (I am not sure who the administrator is) and get the word out about UMore initially through that account by creating a #UMore tag that they can use when referencing current research at the U.”

Findings and Recommendations

General Findings

- All three brochures were informative, with brochure B being the most informative.
- The information in brochure B was the most complete.
- Students agree, or strongly agree, that they would contact UMore Park to find out more information about research opportunities after reading brochure B.
- Students were the most drawn to the colored, redesigned brochure B.

Overview of Test Findings

Finding 1

The colored, redesigned brochure was preferred by all participants compared to the original brochure and black and white brochure.

Recommendation: Use the University colors to add color to the brochure and make it more attractive. The colored headings and bulleted points tended to make participants feel that the brochure was official and pleasant to read, as well as making viewing easier.

Finding 2

The inside of the brochure contained a lot of text.

Recommendation: Include images to break up the text on the inside pages of the brochure. Examples of images that could be included are images of research sites at UMore Park or images of students performing research at UMore Park.

Finding 3

There isn't any information on the types of research that have been or are currently taking place at UMore Park.

Recommendation: Include examples of research that undergraduate students have recently conducted or are currently conducting at UMore Park.

Finding 4

Students may not hear about UMore Park unless they are given a brochure or come across UMore Park's website.

Recommendation: Create an UMore Park Facebook page that students could become fans of. Students currently participating in research at UMore Park can describe their experiences. Create a Twitter page to tweet about current research activities taking place at UMore Park. Twitter and Facebook could also be used to let students know about UMore Park informational events.

APPENDIX

Questionnaire for Office of Technology (OIT) students	16
UMore Park Original Brochure (Brochure A)	19
UMore Park Redesigned Colored Brochure (Brochure B)	20
UMore Park Redesigned Black and White Brochure (Brochure C)	22

Questionnaire

1. Are you currently a freshman, sophomore, junior or senior?
2. Have you ever looked for undergraduate research opportunities at the University?
3. What resources do you use to learn about undergraduate research opportunities at the University (Email, Facebook, web sites, faculty, etc. - Please list resources in the order that you use them)?

Please review Brochure A and answer these questions:

1. Was this brochure informative? (Yes or No)
2. Rate your impression of the completeness of this document, on a scale of 0 (least complete) to 10 (most complete).
3. Respond to the following statement by choosing one of the following: [disagree strongly / disagree / disagree somewhat / no response / agree somewhat / agree / agree strongly]

“After reading this brochure, I am more likely to contact UMore Park to find out more information on research opportunities.”

4. What are two items you dislike about this document?
5. What are two items you like about this document?

6. Do you have any suggestions for improvement of this document?

Please review Brochure B and answer these questions:

1. Was this brochure informative? (Yes or No)

2. Rate your impression of the completeness of this document, on a scale of 0 (least complete) to 10 (most complete).

3. Respond to the following statement by choosing one of the following: [disagree strongly / disagree / disagree somewhat / no response / agree somewhat / agree / agree strongly]

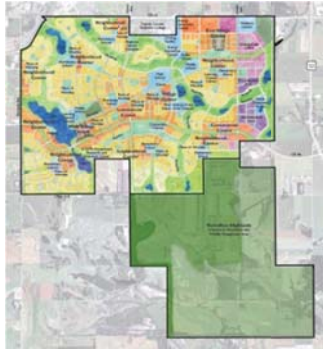
“After reading this brochure, I am more likely to contact UMore Park to find out more information on research opportunities.”

4. What are two items you dislike about this document?

5. What are two items you like about this document?

6. Do you have any suggestions for improvement of this document?

UMore Park



The University of Minnesota Outreach, Research and Education (UMore) Park is the University's 5,000-acre property located 25 miles southeast of the Twin Cities in Dakota County. The vision to build a unique, sustainable, University-founded community of 20,000 to 30,000 people at UMore Park, a 25- to 30-year endeavor, was affirmed by the University's Board of Regents in December 2006. The plan for this new community will be environmentally, socially and economically sustainable with a specific focus on innovations in renewable energy, education and lifelong learning, health and wellness, the natural environment and regional economic

development. Planning and development for UMore Park is founded upon the University's academic mission—research, education and public engagement.

Student research opportunities at UMore Park

UMore Park presents a one-of-a-kind opportunity for multidisciplinary and disciplinary research, shorter-term projects, capstone projects and class projects that engage groups of students. The UROP program is a key opportunity for individual students to participate in a large University project that is unique in the nation. The interests and expertise of students and faculty from across the University are relevant to innovation at UMore Park and can support and advance planning and development activities. The practical, hands-on research projects can be applied to real, complex issues of the day. The Office for UMore Park Academic Initiatives has a goal to create opportunities for faculty and students via UMore Park planning and development through a variety of mechanisms. Information on the mechanisms envisioned is covered in the November 2009 report, [*Integrating Academic Mission into Planning and Development of the UMore Park Property*](#).



For additional details on current UMore Park development and academic activities, visit www.umorepark.umn.edu.

Need to brainstorm research ideas?

For those interested, either faculty mentors or students, please contact the [UMore Park team](#) to brainstorm relevant research topics and ideas.

How do I find out more?

We are here to help!

To find out more about undergraduate research at UMore Park or to brainstorm research ideas, contact the UMore Park team or the Undergraduate Research Opportunities Program. Visit us at:
www.umorepark.umn.edu/research/projects/urop/

Who should I contact if I have more questions?

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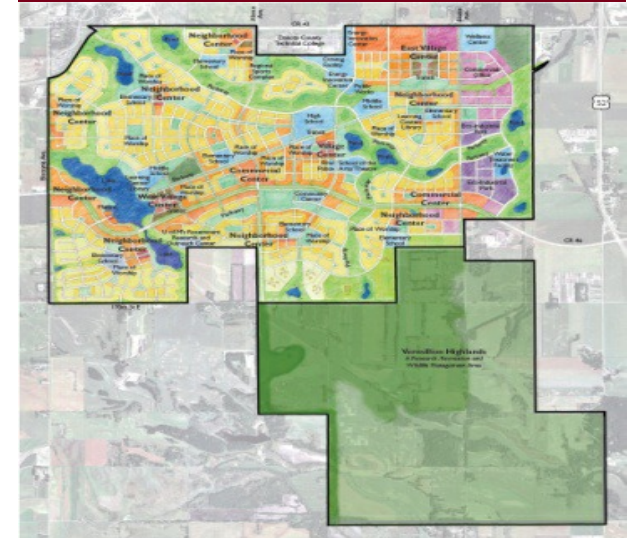
UNDERGRADUATE RESEARCH OPPORTUNITIES PROGRAM (UROP)

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Statewide Strategic Resource Development
University of Minnesota
450 McNamara Alumni Center
200 Oak Street
Minneapolis, MN 55455

UMore Park

University of Minnesota
Outreach, Research and
Education Park



**UNDERGRADUATE
RESEARCH
OPPORTUNITIES**

What is UMore Park?

The University of Minnesota Outreach, Research and Education (UMore) Park is a 5,000-acre site owned by the University. UMore Park is located in the center of Dakota County, one of the fastest growing counties in the state.

What is our vision?

The vision for UMore Park is for a sustainable, modern, University-founded community of 20,000 to 30,000 people developed over 25 to 30 years. Differentiated by innovations in: renewable energy education, environmental quality, transit, technology, housing and other University strengths, the community at UMore Park would contribute to a vital regional economy characterized by thriving businesses, and educational, social and natural amenities.

Want to learn more?

To learn more about the features of Umore Park's concept master plan, visit: www.umorepark.umn.edu/planning/concept/

Why undergraduate research at UMore Park?

UMore Park presents a unique, interdisciplinary, community-based opportunity for research. Students have the opportunity to contribute in a fundamental way to the success of a new, sustainable community. No other university is developing a sustainable community on the scale of UMore Park.

Undergraduates who conduct research at UMore Park:

- Develop a mentored relationship with one or more faculty members.
- Experience real-life application of your research project.
- Apply learning and skills outside the classroom.
- Increase confidence in academic abilities.
- Develop teamwork and collaboration skills.
- Build a portfolio of unique research experiences.
- Experience the excitement of innovation and discovery.

How do I get started?

Investigate!

- Decide what areas of research interests you.
- Talk with faculty in your areas of interest about possible research projects at UMore Park.
- Check out the UMore Park web site to learn more about faculty and student projects featuring UMore Park: www.umorepark.umn.edu/research/

UMore Park is partnering with the Undergraduate Research Opportunities Program (UROP) to create unique opportunities for students to participate in practical, real-time research to support planning and development of a community at UMore Park.

What is UROP?

UROP is a competitive application program that supports individual student research under faculty mentorship.

Visit the UROP web site to learn about other undergraduates who have done research and to find a wealth of information on undergraduate research: www.urop.umn.edu

How do I find out more?

We are here to help!

To find out more about undergraduate research at UMore Park or to brainstorm research ideas, contact the UMore Park team or the Undergraduate Research Opportunities Program. Visit us at:
www.umorepark.umn.edu/research/projects/urop/

Who should I contact if I have more questions?

UNIVERSITY OF MINNESOTA OUTREACH, RESEARCH and EDUCATION (UMore Park)

www.umorepark.umn.edu

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612-626-8431

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