"Focusing on Undergraduates" Self-Study Team

Initial Report

February 22, 2007

Revised May 23, 2007

> Although undergraduates use materials from all parts of the research collection, the library should provide services, resources, and instruction specifically designed to educate and inform them and to enable them to become more self-sufficient researchers.... Standards and quality of library service to undergraduates should be comparable to library services offered to other patrons at the university.
>
> – ACRL Undergraduate Librarians Discussion Group. (2005). "Guidelines for university library services to undergraduate students." *College & Research Libraries News*, *66*(10), 730.

Focusing on Undergraduates Self-Study Team

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Executive Summary

Undergraduate students represent the largest user population for the UMass Amherst Libraries. Over 19,000 in number, undergraduate students are diverse in their disciplines of study, their ethnic and social backgrounds, their understanding and use of information technologies, and their familiarity with the collections and services offered by a large research library. A dynamic relationship between the library, these students, and the faculty that teach them is essential for a successful undergraduate educational and social experience. For the first time, the Libraries are examining how their services, collections, and facilities meet current needs and future expectations of undergraduates.

The "Focusing on Undergraduates" Self-Study Team was charged to evaluate our present impact, investigate what other libraries are doing, and outline our vision for the future with specific focus on undergraduates. The Team conducted an environmental scan of comparable schools (13 respondents), visited 2 local, academic libraries with information literacy programs, analyzed existing assessment data, and conducted 4 focus groups to listen to undergraduate library needs from the perspectives of academic and student life service providers, faculty, and students themselves. We invite you to review our data and analysis materials in the Team wiki (http://fuss.pbwiki.com/).

The Team recommends the UMass Amherst Libraries pay equal attention to undergraduate needs as we do to those of faculty and graduate students. We aim to:
- Contribute to the retention of undergraduates to graduation
- Prepare undergraduates to succeed at both UMass Amherst and in adult life
- Help undergraduates learn about and embrace cultural differences
- Respond to undergraduates' academic and social modes of interacting and learning.

In addition, we must continuously assess our impact on student learning. We should maintain our growing record of innovation and doing the right things within our modest means. We believe the Libraries and their staff play a key role in this portion of the mission of UMass Amherst: "…advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world."

This self-study launches a significant effort to develop campus support for and to implement a multi-faceted information literacy program at UMass Amherst. This project is extremely important, not only to help our students learn critical research skills, but to meet the standards for reaccreditation by the New England Association of Schools and Colleges (NEASC) in 2008. For the first time, these standards explicitly require schools to demonstrate that they are teaching information literacy skills to students (http://www.neasc.org/cihe/standards2005.htm).

The following plan looks ahead to the next 3-5 years and introduces a comprehensive program for undergraduates that we are confident will result in significant increases in student retention, success, and diversity. If we commit to even some aspects of the plan outlined below, the Team believes we will advance the Libraries' mission to meet the needs of the undergraduate population.

Goals

1. Develop and continuously evolve dynamic content and services that meet undergraduates where, when, and how they need academic support: 24/7, online, face-to-face, and using popular and emerging technologies.

2. Strengthen existing relationships and establish new partnerships with faculty because their attitudes, methods, and expectations strongly influence those of undergraduate students.

3. Assume the leadership role at UMass Amherst for ensuring that undergraduates learn how to find, evaluate, and apply information for academic and life purposes.

4. Re-examine library organizational structure and staffing patterns to tightly interconnect systems, collections, user behavior, and services. Create a culture of continuous learning among all library staff.

5. Continue to renovate spaces in our buildings to provide a variety of settings for study, collaboration, and learning.

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I. Where are we today?

Despite significant budgetary and staffing constraints since 2001, the UMass Amherst Libraries have mounted a considerable record of developing user-focused facilities, services, and collections. The creation of the Learning Commons - a student-centered, technologically-advanced, and flexible space for UMass students - in fall 2005 enabled the Library to attend to the academic support of undergraduates in a facility that supports their ways of studying, researching, socializing, collaborating, and innovating.

> As a gateway to knowledge, the Libraries are a key partner in teaching, learning, and research at UMass Amherst and in the Commonwealth of Massachusetts. Supporting freedom of inquiry, the Libraries foster a diverse and inclusive environment in which to engage with ideas and acquire the critical skills necessary for life-long learning. By combining the latest information technology with excellent public service, the staff builds and maintains a rich information environment, facilitates access to it, and creates a hub of campus and community scholarly activity.
>
> - UMass Libraries Mission Statement

The one place we have specific statistics about undergraduate library use is in the Learning Commons:

- Over 94% of students visit the Learning Commons at least once per week. Since 85% of building users are undergraduates, we clearly have attracted undergraduates to the building.
- Gate counts at the W.E.B. Du Bois (Du Bois) Library show an increase of 20-70% each month over the same month the previous year and have increased an average of 53% from FY2005 to FY2006.
- A variety of students are visiting, as there were over 10,000 unique (of 92,660) logins on OIT computers during fall 2006.
- During a 24-hour snapshot survey of library users (March 14, 2006), ALANA groups were represented in numbers significantly higher than in the campus population: Asian-Pacific Islanders 50% higher, African-Americans 60% higher, while the percentage of Hispanic/Latino students matched the campus percentage.
- Sales at the Procrastination Station increased 432% in FY2006 over FY2005.
- Writing Center use increased 67% in fall 2006 over fall 2005.

The comprehensive facilities, services, expertise, hours, and conveniences of the Learning Commons are a huge hit with UMass undergraduates. The following facilities, services, and collections also support our undergraduate population although we have not yet isolated specifically undergraduate use of these offerings and their impact on the undergraduate experience.

A. Facilities that support undergraduate study and collaboration
- Du Bois - Open 24/5 (Sunday 11 a.m. - Friday 9 p.m.; Saturday 9 a.m. – 9 p.m.).
- Integrated Sciences & Engineering Library (ISEL) - Convenient access to science and engineering resources and research support as well as bright, spacious, and quiet study space.
- Nearly 200 networked workstations available in the Learning Commons with 20 more in ISEL.
- Wireless Internet access available in main areas of Du Bois and ISEL.
- Comfortable, attractive quiet study areas on floors 2 and 3 of Du Bois, with wireless Internet access, day-use lockers, and soundproof Cell Zone™ booths.
- Drop-in study carrels and day-use lockers on floors 7 and 10 of Du Bois.
- Group media viewing facilities and programming space on floors 3 and 13 of Du Bois.
- Assistive Technology Center and adaptive software available throughout Learning Commons.
- Procrastination Station Café and vending machines dispensing food, beverages, and office supplies.
- Staff available 24 hours at Du Bois Building Operations desk and continuously patrolling throughout Du Bois to maintain a safe, comfortable environment in the building.

B. Collections that support undergraduate study and research
- Online collections (200+ databases; 30,000+ online journals) provide journals, books, dissertations, images, and music 24/7 from library, home, dorm, office–wherever users are.
- Continuing acquisition of monographs, online journals and core academic multidisciplinary and subject-specific databases that support the undergraduate curriculum and research.
- Growing online reference collection, including *Encyclopaedia Britannica*, *Oxford Reference Online*, and *Gale Virtual Reference Library*[sm] .
- Initial forays into ebooks (*Books 24x7*, *netLibrary*).
- Special Collections and University Archives - Unique and historical documents, many digitized, to support research into institutional history and/or specialized areas: labor history, agricultural history, radical groups of the 1960s, etc.

C. Services that support undergraduate study and research

- Live chat reference assistance available 24/7; reference and research assistance also available by instant messenger, phone, email, in person, and by consultation.
- Reference librarian office hours in academic departments and buildings (Social Sciences, Landscape Architecture & Regional Planning, School of Management).
- Technology assistance available 24/5 from Learning Commons & Technical Support Desk.

> What students said they learned from instructional sessions given by UMass Amherst librarians:
>
> *"I think, instead of just using books, I'll use many more scholarly journals."*
>
> *"I will be more willing to come to the library for research since I know how to use it more efficiently."*
>
> *"This information will help make library research fast and easy for me and I can do it right from my dorm room."*
>
> *"I will remember to choose my search words carefully and that by changing only a few words or using Boolean operators I can limit or expand my search results. If all else fails, I can always ask one of the Librarians."*
>
> *"This information will allow me to use more extensive databases and do more in-depth searching."*

- Academic liaison and subject specialist librarians work with faculty to offer information literacy and library instruction to classes upon request, as well as in support of specific courses.
- Web-based subject research guides for all disciplines and course guides for many undergraduate courses.
- Reserve readings made available from staffed service point and through e-reserves.
- Tablet PCs and projectors available for students to check out and use in Du Bois.
- Free, unlimited use of Interlibrary Loan service for quick retrieval of materials not owned by UMass Amherst.
- Full borrowing privileges at other Five College libraries.
- RefWorks online citation management tool allows for easy storage, retrieval, and formatting of citations into bibliographic style of choice, plus increased library support for citation formatting and management.
- Open linking tool (SFX/UMLinks) facilitates seamless access to resources discovered online as well as one-click access to the Libraries' Catalog and Interlibrary Loan request form.
- Library integration with popular research tools like Google Scholar and Open WorldCat.
- Writing Center, Learning Resource Center, Office of Information Technologies, Academic Advising, and Career Services conveniently located in Du Bois.
- Library, technology, and other academic support services actively collaborate to connect students with the appropriate service quickly and efficiently.
- On-going training opportunities for all levels of library staff to equip them to provide the highest quality customer service.
- Circulation services consolidated into a single service point.
- Self checkout machines enable users to borrow materials at their convenience and when the Circulation service point is closed.

D. Activities and outreach

- Librarians visible and actively participating in planning and decision-making on campus, promoting services for undergraduates, and serving on more than a dozen key Faculty Senate committees and task forces.
- Web site redesigned (2006) based on user needs and staff and user suggestions.
- Professionally-designed, color brochures and handouts promote library services and collections.
- Tours of Learning Commons provided for prospective students and parents, campus visitors, and new student/transfer student orientation groups.
- New student orientation and open house hosted in Learning Commons during 1st Week to introduce undergraduates to academic support services.
- Participation in Career Day and other campus-wide fairs that target undergraduates.
- Rapid adoption of popular undergraduate communication tools: instant messaging, Facebook, blogs, wikis, screencasts.
- New faculty orientations in the Libraries enable new faculty to meet with their subject liaisons.

E. Assessment

> UMass Amherst has the most sophisticated assessment plan for its Learning Commons.
> – Joan Lippincott, Coalition for Networked Information

- On-going assessment program (quantitative and qualitative) employing mixed methods to inform and improve services, collections, and facilities. Questionnaires, focus groups, interviews, seating sweeps, question recording, usability testing and other user protocols, transaction log analysis, and LibQUAL+ service quality assessment are just a few of the methods we have used to date to evaluate our services.

II. What are other libraries doing now?

Many comparable institutions are embracing our approach to undergraduate services – planning or creating a learning or information commons, bringing in other campus support services, extending building hours, integrating a cafe, and redesigning their instruction program, services, and collections to reach undergraduates where they are – online 24/7. Some have gone further, adding new technologies and equipment for student use, providing resources for leisure activities, and "embedding" librarians and library resources in courses enriched through course management software. The model of "The Library" has changed in all the surveyed institutions to include services, instruction, and technology, as well as new concepts of the library as a structure and repository of knowledge.

A. Facilities supporting undergraduate study and collaboration
- Interactive Media Center - Supports the creation of multimedia projects and the design of presentations, publications, and Web sites (SUNY Albany).
- Dedicated Undergraduate Library (Indiana University, University of Illinois Urbana-Champaign).
- Old-fashioned reading room with green lamps and mahogany tables. Students say they "feel smart" when studying there (Penn State, Western New England College).

B. Collections supporting undergraduate study and research
- All e-reserves moved into Blackboard, giving the library huge visibility to undergrads (Binghamton).
- Undergraduate Virtual Library - Includes federated searching over several databases and the University's catalog, subject guides, "full-text finder," Assignment Calculator, and "Tips for Success" (University of Minnesota).
- A collection of approximately 200,000 volumes comprising entry-level materials in all disciplines, leisure reading collections, and new book areas (University of Illinois Urbana-Champaign).

C. Services supporting undergraduate study and research
- Information literacy instruction
  - One- to three-credit General Education courses in information literacy and/or information management taught by librarians (SUNY Albany, American University).
  - Pairing reference librarians and writing instructors to provide library instruction, follow-up appointments, and assistance in curriculum development. (American University).
  - Critical Research Skills requirement in the General Education Requirements (Binghamton).
  - Writing Center makes appointments for students with librarians to help with research (American University).
  - Library Faculty Fellows for Undergraduate Research – Mellon-funded program, and cornerstone for information literacy (UC Berkeley).
- Online tools for students
  - The Assignment Calculator, an online planner that outlines the research and writing process, with links to sites such as Purdue's OWL (University of Minnesota).
  - Go, a research toolbar that can be downloaded and integrated into students' browsers (UIUC).
  - Grokker, a research visualization tool that displays search results in a topical map and outline format (Binghamton).
  - An iPod tour and an online virtual tour of the building (Penn State).
- Expand existing IM reference service to VoIP capability (American University)
- Integration of library services into social networking spaces such as MySpace and Facebook (UIUC).
- A Language Support Task force, exploring ways to use technology and library spaces to support the learning of English and non-English languages (Binghamton).

D. Staff supporting undergraduate study and research
- Undergraduate Services Team (UST), including an Instructional Design Librarian (University of Arizona).
- User Education Programs - Uses teaching fellows similar to the Berkeley Mellon program (UC Berkeley, University of Minnesota, and SUNY Albany).

E. Activities and outreach
- Outreach Librarians, working with cultural centers and minority students and international students, general student orientation and student retention (University of Arizona); integration of cultural and career center library holdings into main catalog (University of Connecticut); off-site reference hours in the student unions and in some departments (University of Colorado).

- Library presentations at each of the new student orientations (University of Arizona); the Library included in first-year experience program (University of Connecticut).
- Partnering with Center for Teaching and Learning to give workshops for faculty; with Discovery Program, a four-year college success program with student peers as tutors and counselors (Binghamton).

F. Assessment
- Pop-up surveys geared to students on library computers (Binghamton).
- Suggestion boxes at various locations, which garnered many ideas about the Information Commons. (Binghamton).
- PR, MBA, and Advertising classes use the library as test-case for how to conduct marketing and assessment (Penn State).

III. How do we envision the future?

Academic libraries are one of many choices in the flourishing information landscape that today's undergraduates inhabit. Some students report that when they need information, the library is far from the most convenient choice, and they turn instead to services like Google and Amazon. Other students are completely unaware of what the Libraries have to offer. However, conversations with our own students, faculty, and other campus providers, as well as with libraries of comparable size and scope, confirm our observation that the library, far from being irrelevant to today's students, has never been needed more.

Our challenge is to engage students with the outstanding resources and expertise that the Libraries provide, while working to ensure that they develop the information literacy skills that are critical to survival and success in the twenty-first century. Responding to students' needs is not enough. We must ensure that our services, collections, and facilities anticipate and accommodate students' needs and are compatible with their academic and social modes of interacting and learning. Ubiquitous services, intuitive interfaces, and instant access to resources, 24 hours a day, seven days a week are the order of the day.

How do we envision the future? The following section presents some of our ideas.

A. Undergraduate services and information literacy

Focus group comments about library services:

"... what I'm not seeing – it's not happening at the freshman level that they're becoming acquainted with the databases. It's not happening. They come to socialize but not necessarily do research. That needs to be addressed in a strong-armed way." – Campus service provider

"I think it would be great to have courses. Free pizza. Once a month. "Library 101." Or a one-credit seminar." – Undergraduate student

1. The case for information literacy
The Association of College and Research Libraries defines information literacy broadly as "the set of skills needed to find, retrieve, analyze, and use information," (http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitoverview/introtoinfolit/introinfolit.htm). This twenty-first century competency is critical for supporting not only academic and research skills, but also life-long learning, citizenship, and the future professional work of UMass Amherst graduates. Information literacy for students and faculty is the biggest missing link between our resources/services and quality of scholarly work on campus.

Under the new standards for accreditation of the New England Association of Schools and Colleges (NEASC), baccalaureate programs must ensure that students develop information literacy at both general and subject specific levels of their study:

Standard Four: The Academic Program (http://www.neasc.org/cihe/standards2005.htm)

4.6 The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study.

4.18 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for

critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.

UMass Amherst is scheduled to be reaccredited by NEASC in 2008. Librarians will work with faculty, the General Education Council, the University Writing Program, and other groups to develop an information literacy program that meets NEASC standards and prepares our undergraduates to succeed in their academic careers and beyond.

Recommendations
- **Initiate a campus-wide conversation on information literacy.** The conversation could result in the adoption of some of the following strategies:
    o **Required first year experience course** that includes a significant information literacy component (also required for distance or online learners).
    o **Integration of information literacy competencies into the general education requirements**.
    o **General Education courses offered for credit** in information literacy and/or information management.
    o **Incorporation of library instruction and/or information literacy in freshman orientation and 100% of English 112 and Junior Year Writing (JYW) classes**. Advocate for renaming JYW to Junior Year Writing and Research.
    o **Suite of model assignments that address one or more of the ACRL sta**ndards, created by librarians and faculty and made available to all faculty for adaptation and adoption.
    o **Curriculum mapping of undergraduate academic majors** to integrate library instruction and information literacy at appropriate moments.
    o **Liaisons work with faculty to develop specific course assignments** that integrate information resources and provide opportunities for students to develop information literacy skills experientially.

2. Additional undergraduate services
The Libraries can and should move immediately to begin creating a multimodal suite of services and programs to support undergraduates and complement the eventual campus-wide information literacy program. Undergraduates still value and seek assistance through direct human interaction, even though they may prefer to access content electronically.

Recommendations
- **A single-search entry point or gateway to discovery of available resources, collections, and services**.
- **New and/or alternative interfaces for library resources** that open up our resources to undergraduates by providing powerful yet simple access and search options. Possibilities include federated search; alternative OPAC front ends (e.g., Endeca, AquaBrowser®, WPOpac); Ex Libris Primo.
- **Redesigned Database Locator with better search and browse options**.
- **Content enrichment of Five College Library catalog** to include features such as book covers, tables of contents, reviews, excerpts, etc.
- **Revamped Web-based subject and course guides** that function as clear, dynamic, usable starting points for topic-based inquiry, and newly-created guides to cover all areas of the curriculum (see University of Minnesota Undergraduate Virtual Library Research Quickstart: http://www.lib.umn.edu/undergrad/).
- **Integration of library subject guides and other materials** (e.g., e-reserves) **into SPARK** (course management system) classrooms, in collaboration with faculty and OIT.
- **Integration of library presence and services into online environments** frequented by undergraduates, such as Facebook, MySpace, and Second Life®.
- **Drop-in workshops** (with aggressive publicity and free food) for students, faculty, and campus service providers (e.g., Residence Life and Writing Center staff) and research instruction sessions.
- **Posted librarian office hours**, so students and faculty can drop in for help.
- **Library staff, librarians, and other service providers roving throughout Du Bois and ISEL.**
- **Off-site reference hours** in dorms, academic departments, Campus Center, building lobbies, etc.
- **Expanded instant messenger reference service** to include VoIP (voice over IP).
- **Online tutorials for general library/information literacy skills** (e.g., Searchpath, TILT) and for discipline/resource-specific instruction.
- **Develop a podcast or digital library tour.**
- **Make new types of technology available to circulate** (e.g. Sony® e-readers, digital cameras and video recorders, scanners).

- **Provide better support for students new to the reserves collection** and improve customer service in reserves department.
- **Allow users to physically browse the video and DVD collection.**
- **Upgrade printing services.**

B. Undergraduate collections

To date, collection development efforts have focused almost exclusively on supporting graduate and research-level interests by discipline. We propose that collections be analyzed, monies allocated, and resources acquired specifically to address the research, educational, and personal growth requirements of our undergraduate students, both within and across disciplines. Formats to consider in supporting undergraduates' activities include e-books; journal, magazine, and newspaper databases; online reference resources; DVDs/CDs; leisure books; and emerging media types such as streaming video and podcasts. While print materials will still be acquired as needed, we should privilege the online. As resources are acquired, we must work to ensure that they are made accessible, promoted, and integrated into the undergraduate curriculum.

Recommendations
- **Design, build, and maintain an Undergraduate Virtual Library that provides undergraduates with a single gateway and search engine to collections specifically for them.** The University of Minnesota (http://www.lib.umn.edu/undergrad/) developed such a model for connecting undergraduates with the library collections to support their research endeavors.
- **Increase e-book holdings**, such as ebrary® (http://www.ebrary.com/corp/libraries.jsp).
- **Ensure adequate coverage of the literature on topics undergraduates typically research.** Acquire multiple copies of books on these topics, monitoring which ones are always checked out. Replace missing copies of heavily used and requested monographs.
- **Continue to add online journals and databases to support undergraduate research needs.**
- **Provide access to core textbooks at or through the Libraries**, preferably in online format.
- **Add leisure reading materials – current popular books and bestsellers**, e.g., McNaughton Plans (http://www.books.brodart.com/products/mcnaughton.htm).
- **Expand and promote the online reference collection.** Reference resources are particularly suited to the needs and level of expertise of undergraduates, e.g., databases that deliver quick facts, statistics, and summaries of complex or historical issues.
- **Add multimedia resources: audiobooks, podcasts, online language learning resources, music, streaming video, CDs and DVDs.** Solicit recommendations from undergraduate faculty and students.
- **Incorporate undergraduate scholarship into ScholarWorks (institutional repository).** Store digital copies of all Commonwealth College undergraduate theses in the Libraries' digital archive.

C. Undergraduate spaces and facilities

The UMass Amherst Learning Commons is widely acknowledged as an exemplary facility where undergraduates can engage in study, collaboration, and innovation in a flexible, student-centered environment that is rich in services and technology. However, current library and Learning Commons' spaces are too often over-crowded with long lines. Student demand for study and collaborative spaces is intense and we must be the leaders in planning the future allocation of library spaces. Efforts to create successful spaces and facilities for undergraduates should focus on enhancing the current Learning Commons as well as reaching out into other library spaces to increase the availability of spaces that are attractive and conducive to undergraduate academic activities.

Recommendations
- **Improve custodial service.** The number one complaint about library facilities is the need for better upkeep in the Learning Commons.
- **Extend wireless coverage throughout Du Bois and ISEL.** Add network jacks and electrical outlets.
- **Renovate additional Du Bois spaces to add individual and group study spaces.** Move services and noisier areas down. Add spaces for faculty and students to interact.
- **Add more stand-up, quick look-up terminals throughout the buildings.**
- **Add or increase size of library computer classrooms.** Add a classroom for hands-on library instruction with at least 35 workstations to accommodate larger classes.
- **Foster more active safety presence in Du Bois.** "If students work late at night it gets kind of creepy on the top floors. It's still an impediment up farther – especially late at night." –Service provider. Students report feeling on their own once they venture onto the upper floors of Du Bois.

- **Provide media production and editing facilities.** With the increasing emphasis in the curriculum on multimedia, students need access to equipment and services that allow them to produce and edit images, video, and audio files.
- **Expand hours in Integrated Sciences & Engineering Library.** "I am disappointed (and incredulous!) the Science Library closes at 9 p.m.–-even during finals!" –Student. Add technology (color printing, scanners, Macs, assistive technology), types of study space, café.
- **Create a mathematics, statistics, and data analysis lab.**
- **Integrate a dynamic, student-centered space with an expanded cafe.** Include news, magazines, and popular reading materials.
- **Improve environment and aesthetics of library spaces.** Improve air quality and temperature regularity. Add artwork, plants, color, and paint. Highlight views. Add electronic information display systems.
- **Move low-use collections to remote storage to convert additional spaces to a variety of collaborative, computing, and individual study areas for students.**
- **Explore the feasibility of a second entrance to Du Bois.**

D. Staffing

> "In order to achieve the desired level of service, it is important to have specific library staff members who understand undergraduate needs and who are devoted to undergraduate services."
>
> – ACRL Undergraduate Librarians Discussion Group. (2005). Guidelines for university library services to undergraduate students. *College & Research Libraries News, 66*(10), 730.

Bold thinking will be required to adapt our organizational structure, staffing patterns, and position descriptions to meet the needs of undergraduates and respond to the Chancellor's questions about our future role. Yet both students and faculty input from focus groups conducted as part of this study emphasized the importance of direct personal interactions with staff whether that contact takes place through face-to-face meetings at a service point, in an office, in a consultation room, in an academic building, in a café, through email, or online. In a survey conducted in Du Bois Library on March 14, 2006, 82% of the respondents preferred receiving reference and technology support face-to-face. The role of the liaisons as the key to connecting with faculty about library resources and services and the role of faculty as the driving force behind what students use cannot be over-emphasized. In the near future, the Libraries will have to analyze all tasks and the organizational structure. Staffing reallocation from traditional tasks will enable the provision of additional services to undergraduates. Collection Services and Systems and Web Management staff provide the building blocks of the public face of our collections. Our future success rests on integrating our staff into a cohesive unit that operates as a unified team to meet the needs of our various constituents.

Several institutions that participated in our environmental scan have staff devoted to serving undergraduates as follows:

School	Librarians (FTE)	Paraprofessionals (FTE)	Graduate Assistants (FTE)	Student hours
Arizona	8	8.75	1	
IUB	6	2		
Penn State	5	5		
UConn	9			
UIUC	5.5	20	13.25	300

Recommendations
- **Create a team of library staff to support the needs of undergraduates, which may require an increase in staffing.**
- **Increase the number of liaison librarians to create more equitable and manageable liaison-to-academic department ratios.** Liaisons are the primary connection between the Library and the faculty and academic departments and hence students.
- **Assign a liaison to each campus cultural center and institute.**
- **Allocate staff time to maximize functionality of software services already purchased** such as enabling catalog to SFX linking to provide more access to full-text resources.
- **Meet our challenges with technological solutions that enhance our productivity, success, and availability to our users.**
- **Redesign the organizational structure to a cross-functional model** in which more staff interact directly with students and our other constituents in addition to performing a specialty.
- **Encourage staff to get out from behind the service desks** to rove throughout the buildings and to be visible across campus.

- **Create a culture of continuous learning among all library staff.**
- **Train expert staff in each specialty** that can support staff to provide excellent customer service.
- **Establish core competencies or expectations for all staff** to effectively represent the values, policies, systems, collections, services, and buildings of the libraries.
- **Provide training opportunities**, including support for staff pursuing the Masters in Library and information Science (MLIS).

E. Budget

The UMass Amherst Libraries' budget is strained because of an historical lack of ongoing (deferred) maintenance of the facilities, uneven and inadequate funding for collections, and major early-retirement staffing cutbacks. We have never targeted collections and services to undergraduates before, but the Learning Commons brought the first facility specifically designed to appeal to undergraduates. Now that we have captured the physical presence of the largest campus group, the Libraries must protect and enhance services for undergraduates, particularly in the online world.

Recommendation
In this initial report the Team does not recommend budgetary allocations because it is impossible to isolate specific costs. Our view is that the entire library budget must be re-examined to ensure that services, collections, spaces and facilities, staffing, assessment, and outreach are supported equally to the undergraduate population as they are to our other constituencies.

F. Outreach

> "I find that the library is so big, I didn't know where a lot of things are, I didn't know there was a layout of all the floors you can get." – Undergraduate student
>
> "I'm not sure what's on the different floors and I'm worried because I may be running late for a class and I have to look around before I find the thing with all the floors – I'm looking for the pink sheet, I think they are too small and cramped, the lettering is too small." – Undergraduate student
>
> "I think it should be spread into all classes or in SPIRE, somewhere in our everyday lives... SPARK ...would be great; I need something in my face." – Undergraduate student

The Libraries need to foster a culture of outreach throughout the organization. A common thread in our discussions with students, service providers, and faculty was that much of the campus community, including students who regularly use library buildings and the Web site, is unaware of many library services. The Libraries should increase publicity efforts and adopt new promotional techniques.

Recommendations
- **Reach undergraduate students through faculty.** Increase communication between liaisons and faculty though personal interactions, newsletters, and email messages. Work directly with faculty in integrating library tools into their curriculum, e.g. in SPARK.
- **Work with student service providers.** Collaborate with Residence Life and Undergraduate Advising to promote library services and resources. Place fliers that advertise library services under doors in dorms and make presentations in dorms through Residence Life. Improve and enhance information about the Libraries that students receive in campus tours and during orientation. Learn about additional campus services for students, in order to identify additional channels for outreach.
- **Increase publicity.** Develop brochures that are eye-catching, effective, and well-designed. Provide bulletin boards and monitors highlighting resources, services, and events throughout the buildings. Use social networking services to advertise to undergraduates (Facebook, etc.). Mount a plasma screen or notice board in the entrance featuring "Did you know…" to highlight library and building services. Promote our services outside of the building as well, posting or distributing fliers and brochures at the Campus Center and in academic buildings on campus.
- **Promote the human connection.** Have subject-themed bulletin boards on stack floors with information on events, departmental activities, and liaison librarians for the subjects on that floor. Have a way to contact a librarian from each floor. Post contact information by phones in elevator lobbies. Make IM contact possible from all floors. Have liaison librarian photos and/or bios available on the Web site. Consider offering tours of the Library again.

G. Assessment

It is important to make sure that evaluation of undergraduate services is included in ongoing assessment activities. The self-study process provides the opportunity to collect and analyze information related to undergraduate services. It should not be an isolated activity. Maintaining the Libraries' relevancy to our undergraduate users for the next 3-5 years will require a prioritized, systematic, and ongoing program of evaluation, with emphasis in the following areas:

- Information literacy outcomes
- Impact of undergraduate collections, services, and facilities on the undergraduate experience
- Usability and effectiveness of the content and interfaces of Web-based resources
- Effectiveness of the liaison program
- Effects of the Libraries in furthering the UMass Amherst mission in relation to undergraduate education, as well as meeting the needs of students from varied social, cultural, and ethnic backgrounds.

Such a program would employ a gamut of assessment activities. They should include statistics analysis, questionnaires, focus groups, interviews, usability testing, seating sweeps, question logging, observation, and ethnographic studies.

Recommendations
- **Establish an Undergraduate Library Advisory Council** (Library Club) to provide regular feedback.
- **Work with marketing or PR classes to conduct focus groups and other assessment activities.**
- **Conduct focus groups to ascertain students' goals and expectations of future undergraduate services** (to attract students who may not use the Libraries, these could be held in the dorms in partnership with Residence Life).
- **If a for-credit course is offered, institute a system of pre- and post-testing to assess outcomes**, as well as using any existing course evaluations in place at UMass Amherst. Alternately, develop an effective student learning assessment model that includes student portfolios and iterative drafts of work (supported within Turnitin and/or SPARK).
- **Conduct ongoing assessment of undergraduate information literacy skills** to determine the impact on students of the information literacy program; use a standardized, normed instrument to investigate student knowledge and change over the course of their education at UMass Amherst.
- **Conduct periodic environmental scans of the activities of peer institutions**.

It is important to make sure that evaluation of undergraduate services is included in ongoing assessment activities.

Conclusion
In this document, we have outlined our vision for how the UMass Amherst Libraries can solidify our role as an essential part of the undergraduate learning experience and reposition ourselves at the center of the students' information landscape.

Our recommendations are based on conversations with undergraduates and those who work with them, and are informed by the activities of a variety of peer institutions.

For additional information and data from our focus groups and environmental scan, refer to our wiki at http://fuss.pbwiki.com/

The Learning Commons has brought students back to the Libraries. Our next challenge is to engage them to integrate our world-class information resources and expertise into their academic careers and beyond. By developing information literacy and critical thinking skills, students will be prepared to become successful scholars, lifelong learners, and future leaders of their communities and society. It is the job of the Libraries to help students prepare for their future.