

University Library Annual Assessment Report

Report Year: 2015-2016

Submitted on: June 30, 2016

Submitted by:

Susann deVries, Interim University Librarian

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Robert Stevens, Humanities Librarian

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Description of Committee:

The library works in small groups of teams and task forces, with oversight by Library Administration. Members of the individual teams are as follows:

Individual and Group Study Room Pilots: Jason Crispell, Brian Steimel, Amy Singer, Susann deVries, Chris Puzzuoli, and Bill Marino.

Customer Service Training Group: Robert Stevens, Shannon Hamel, Carol Smallwood, Keith Stanger, Jieron Robinson, Brooke Boyst and Elizabeth Bucciarelli.

Canvas Course Management and Library Research Guides: Bill Marino, Systems and Information Services Librarians.

Maps Task Force: Rhonda Fowler, Alexis Braun Marks, Michael Barnes, Jackie Wrosch, Robert Stevens, Diane Browning, Susann deVries and Rita Bullard.

Index Weeding Project: Members of the Library Coordinating Council, Library Faculty, and Library Staff.

Digital Presence Team: Sarah Fabian, Patrick Rady, Jackie Wrosch, Chris Puzzuoli, Sara Memmott, Keith Stanger, Bill Marino, and Alexis Braun Marks.

Assessment Goals:

The library consistently strives to ensure patrons have a positive learning experience while interacting with faculty and staff, accessing resources and using the library building. Most of our assessment has fallen into the category of programmatic assessment, e.g. assessing a particular service or resource to decide continuation or refinement.

The 2015-2016 assessment goals were determined at the annual spring retreat. They are:

- LibQual service initiatives follow-up
- Canvas links to LibGuides
- National Survey of Student Engagement Information Literacy Module.

In addition, an assessment of building space was conducted to reimagine, redesign and reconfigure space to address the space restraints in supporting library initiatives and goals.

Summary of Accomplishments:

LibQual service initiatives follow-up

The library continued the work on the three-year assessment project to analyze and improve upon the effectiveness of library services. This project was initiated during the 2013-2014 academic year with the planning and implementation of the LibQUAL+ Library Services Survey. The survey was conducted March 11- April 1, 2014 and was administered by the Association of Research Libraries. The report was placed on the library website at: <http://www.emich.edu/library/about/assessment/LibQualSummary2014.pdf>.

The survey investigated:

- Whether users are able to independently find the information they need.
- Perceived helpfulness and competence of library staff.
- Physical environment as a location conducive to inspiration, individual study and group work.
- Information Literacy efforts, public safety and Interlibrary Loan services.

The library used the information gathered from this formal assessment process for development of service initiatives to improve the effectiveness of library services in alignment with the strategic plan, mission and goals of the library. The library intends to

implement the LibQual survey again in 2017 to evaluate our continuous improvement during the three-year period.

Analysis of the LibQUAL+ survey identified key themes and recommendations for service improvement. The findings are grouped by the four different dimensions which were used to organize the survey: Information Control (resources and access), Affect of Service (helpfulness and competence of library employees), Library as Place (physical environment), and Local Questions (supplement questions selected by the library). Items and initiatives are indicated on the following chart, along with the year(s) the projects were launched.

Information Control

Continue to provide and make accessible a robust collection in a variety of formats to support research and information needs (2014-present).

Ensure resources are available online for independent use. (2014-present).

Assess and implement improvements to Library website (2015-present).

Affect of Service

Expand efforts with Library-wide training of staff (2015-present).

Improve ongoing communication with all entities located within the library building (2014-present).

Continue to provide individual consultations (2014-present).

Library as Place

Review hours of operation (2014-2015).

Investigate options and feasibility of reserving study rooms. (2015-2016).

Monitor quiet study space (2015-2016).

Local Questions

Address expectations for learning tools with our growing population of online users (2014-2016).

Raise awareness of public safety issues in the building (2014-2015).

Individual and Group Study Rooms

- Individual Study Room Pilot

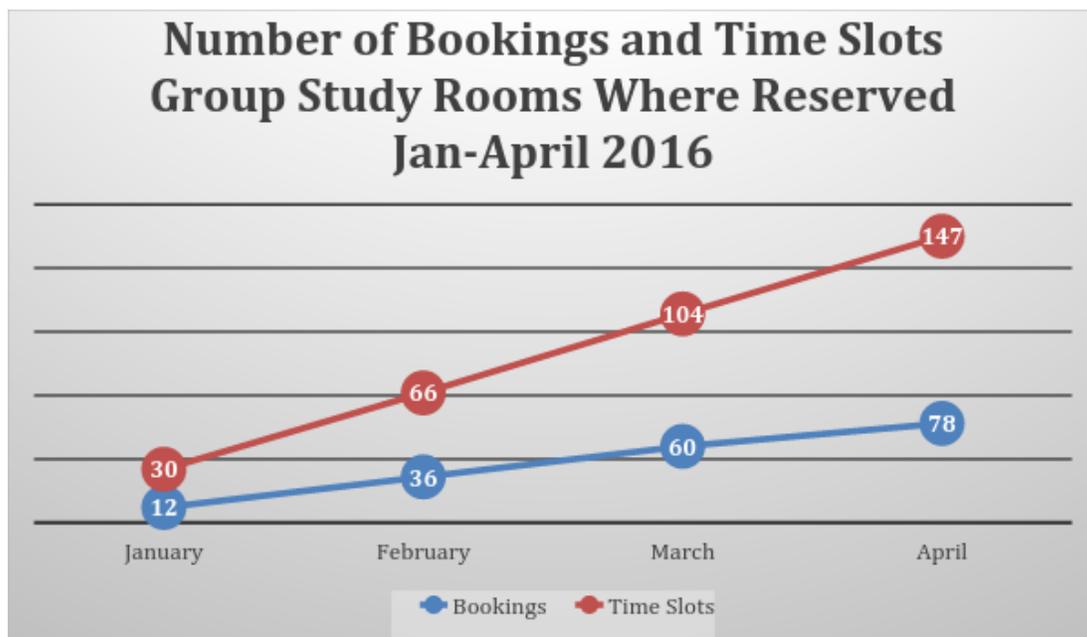
During the winter 2016 semester, the Library initiated a pilot program to check out individual study rooms to patrons. We did not have individual rooms available at the

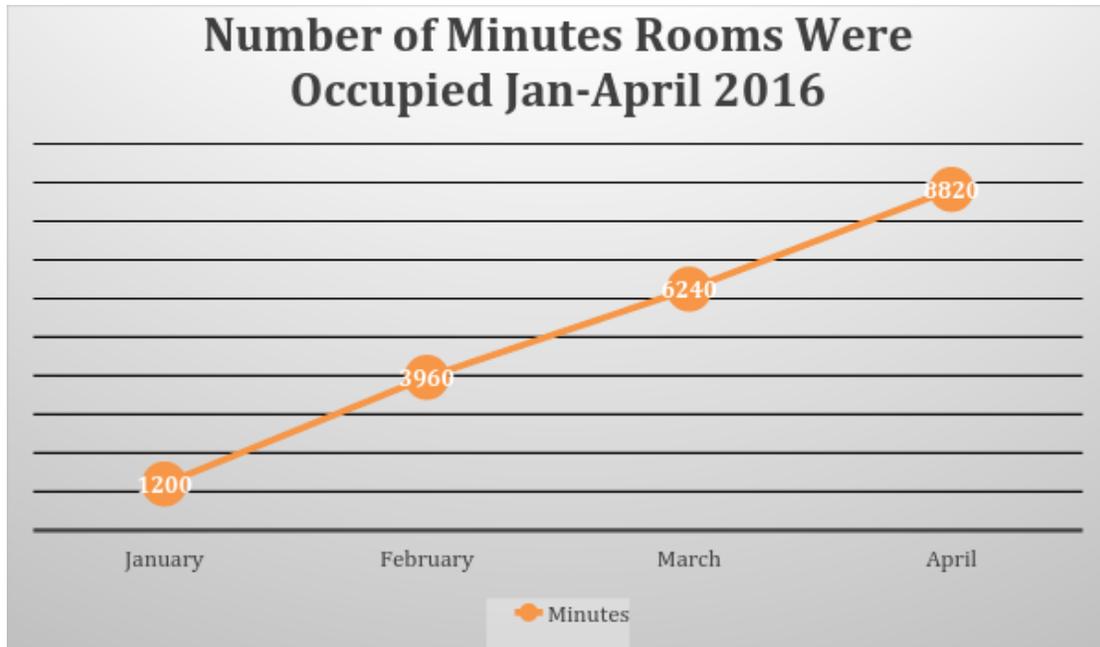
time. Four rooms were chosen, 214B, 214C, 214D and 214E. These rooms would be available to EMU students, staff or faculty. Patrons would gain access to the room by checking out the key at the Circulation Desk with an EMU ID. Room use would continue to be on a first come basis and patrons would have access to the room for a maximum of four hours.

During the winter semester, the four rooms were used 222 times, for an average of 55 times a room. At no point in time were all four rooms in use, so the current allotment of rooms is sufficient given the usage. Problems were minimal, although the key was taken home by patrons three times, resulting in negotiations concerning overdue fines.

- Group Study Room Pilot

During the winter 2016 semester, the Library initiated a pilot program to allow students to reserve group study rooms for collaborative study. Previously, all of the group study rooms were available on a first come basis. Four rooms were chosen, 205B, 205C, 205D and 205E for the pilot. These rooms were available in increments of 60 minutes, up to two hours per day and four hours per week. Priority was given to groups of 2-8 EMU students. Reservations were placed through an online system. If the rooms were not reserved for a particular time, the rooms were then available on a first come basis. Guidelines may be found at: <http://www.emich.edu/library/services/pilotrooms.php>





In April 2016, the Library Coordinating Council decided to continue the individual and group room check-out as a pilot through December 2016 (the end of the fall semester), so usage could be assessed for two full semesters. As a pilot, the checkout of Individual Study Rooms and the ability to reserve Group Study Rooms does appear to fulfill a need. The usage has not been a burden and problems have been minimal.

Customer Service Training

Library Training Day

In March 2015, a decision was made to expand student training; not only in content but by forming a group to help create and administer the sessions. Part of the inspiration for the change came from attending a Council of Library Directors Public Services Spring Workshop, “Student Assistant Training & Development” on March 5, 2015 with fellow librarian Elizabeth Bucciarelli. By mid-April a new Library Training Day Group was formed with representatives from units around the library.

Goals:

- Broad faculty and staff representation from different units in the Library to help train and present a complete perspective of services offered.
- Schedule a single Library Training Day in both the fall and winter semesters; inviting all recent hires to attend or any staff member who felt they needed a refresh.

The two and a half hour training session featured presentations from group members covering a range of topics including library locations, customer service tips, a basic searching tutorial, how to record interactions in LibStats, and how to handle referrals. A LibGuide containing training materials and basic information about the sessions was also created (<http://guides.emich.edu/librarytraining>).

Dates of the 2015-16 Library Training Days were Friday, October 2nd and Friday, January 22nd. There were 18 students at the October session and 8 in January. The training was well received. We will continue training in the coming years, modifying tutorial modules as the web site, library access and services change. We will also continue to monitor feedback from all, including comments and suggestions via an online comment form and in written format.

Canvas Learning Management System

The library worked to promote its presence in the new Canvas Learning Management System (LMS). Because of a collaborative effort between the Center for E-Learning (Extended Programs), the Library's Systems team, and the Library's Digital Presence team, a "Library Guides" link is now generated and added to every active course in Canvas. When selected, this link will redirect the user to one of the three following library options:

- If a course-specific library guide exists, the user will be redirected to it.
- If no course-specific guide exists but a subject-specific library guide does, the user will be redirected to the subject guide.
- If neither a course-specific nor a subject-specific guide exists, the user will be redirected to the library's homepage.

These 341 library guides in over 41 subjects connect users to useful resources selected by librarians. Usage statistics are logged and analyzed to identify trends as well as holes in the library's research guide coverage. The library assessed library guide usage in all disciplines during the 2015-2016 fall and winter semester--the Library Guides link has been selected nearly 53,021 times by a variety of students and instructors representing undergraduate and graduate courses in all colleges.

EASTERN
MICHIGAN UNIVERSITY

Courses ▾ Grades Calendar

Winter 2016 Web Enhanced

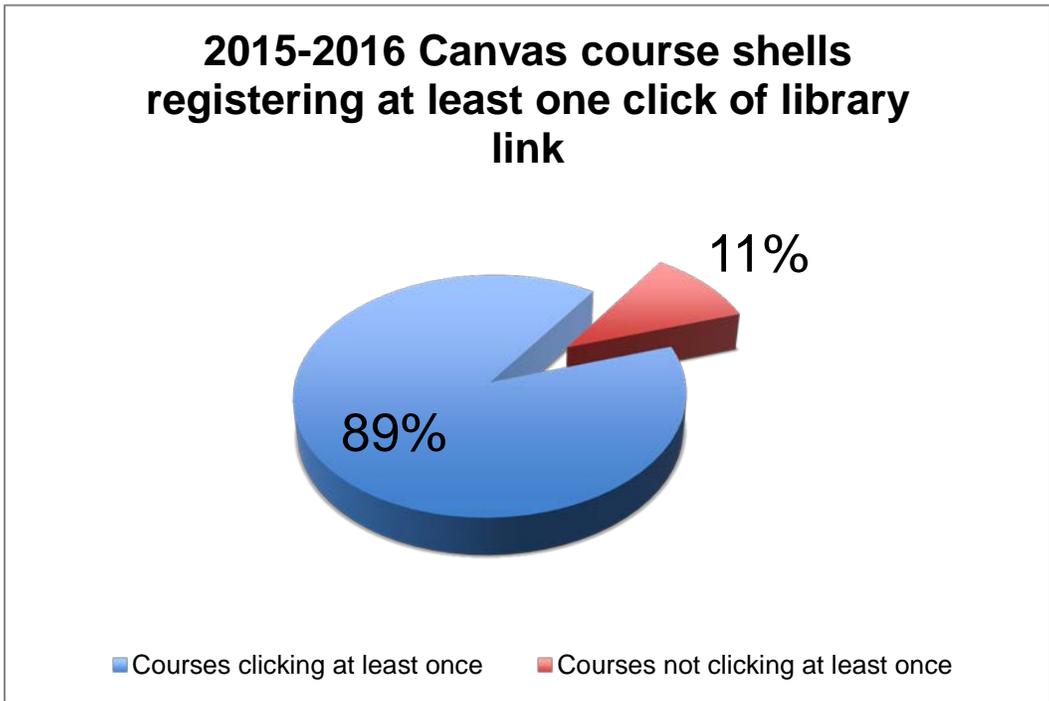
Home

- Syllabus
- Announcements
- Modules
- Assignments
- Discussions
- Grades
- People
- Files
- Library Guides

4,978
Total number of Canvas course shells in which the link was embedded (4294 web-enhanced; 684 online)

53,021
Total number of recorded clicks of the library link in Canvas course shells (Sept 1 – Apr 30)

← Always the last link on the list

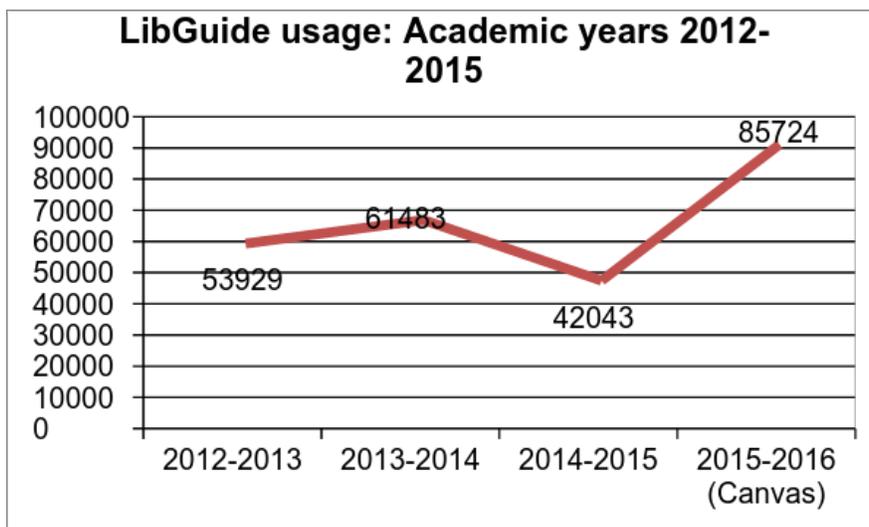
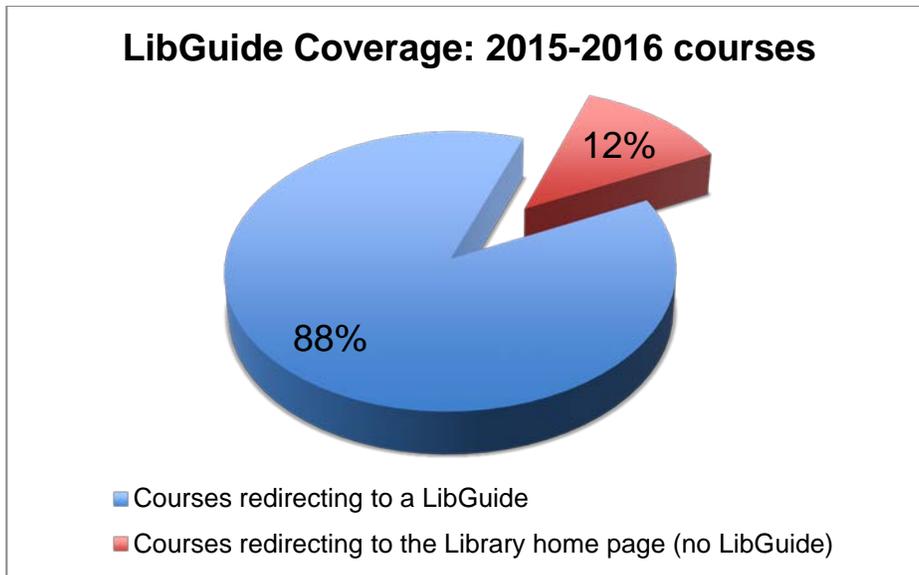


11

= Average number of times the library link was clicked per 2015-2016 Canvas course shell

1 of 2

= Average number of students per course (with a Canvas course shell) who clicked the Library link at least once.



104%

= Increase in LibGuide sessions between 2014-2015 and 2015-2016. (Springshare)

Top Ten Most clicks (2015-2016):

	Course	Clicks
1	BIO111 (Master BIO111 shell)	1657
2	NURS350 (13020)	212
3	BIO105 (12741)	186
4	EDPS322 (16129)	169
5	QUAL546 (16792)	163
6	IHHS200 (17907)	145
7	IHHS200 (27383)	143
8	IHHS200 (17908)	139
9	MKTG470 (10661)	134
10	SWRK222 (11229)	117

Most clicks per-capita (2015-2016):

	Course	Clicks	Enrollment	Per-Capita clicks
1	QUAL546 (16792)	163	17	9.59
2	NURS479 (27361)	86	10	8.60
3	IHHS200 (17907)	145	19	7.63
4	IHHS200 (27383)	143	19	7.53
5	PHY510 (26501)	61	9	6.78
6	QUAL655 (26866)	78	12	6.50
7	QUAL559 (16798)	68	11	6.18
8	MKTG630 (14748)	60	10	6.00
9	IHHS200 (17908)	139	24	5.79
10	EM580 (17309)	55	10	5.50

The Library is thrilled with these usage numbers. We will continue to identify needs and library guide coverage for student success during the 2016-2017 academic year.

Space in Library Building for Student Success

Library Administration and the Facilities Unit of the library analyzed space usage within the building. This analysis initiated several projects; one of which was the Index Project. As a team, we were able to consolidate and shift the collection to fit within a smaller footprint, thus allowing the space to be repurposed for individual and group collaborative study space. Subject librarians analyzed print indices located on the second floor. If the index was available online, the item was removed from the shelf.

What was repurposed?

- Educational Resources Center (ERC) Area- relocated on the second floor, with tables and electrical outlets installed for student use provided = 396 sq. ft.
- Government Documents consolidated and space opened up for students = 140 sq. ft.
- Index Area= 528 sq. ft.
- Archives Storage Rooms converted to student group study rooms on the third floor = 240 sq. ft.
- Four rooms converted to independent study rooms on second floor = 240 sq. ft.

1,544 sq. ft. converted to collaborative study space

2,000 sq. ft. repurposed to support the mission of the University Archives

Space in Library Building for Advancement of Mission

The University Archives serves the entire campus and has a responsibility to preserve the legacy that we create on a daily basis. Established in 1970, the mission of the Eastern Michigan University Archives is to manage the information resources created by University faculty, staff, students and administrators. To this end we provide access to the rich history of Eastern Michigan University and all the names it was known by before: Eastern Michigan College, Michigan State Normal College and the Michigan State Normal School.

During winter 2014, the Archives and Library Administration wrote a white paper, outlining current and future needs to preserve the documents, photos, memorabilia, audio and moving images, and digital-born materials that chronicle EMU's history. One of the desperate needs identified for the University Archives was additional space for processing, storage and growth. This need was fulfilled this past year by repurposing approximately 2,200 sq. ft. in a secure location on the ground floor of the library. We will continue to provide access to the collections of the University Archives through discovery tools such as online finding aids to support increased interest in utilizing resources in original research, course instruction, and programming on campus.

Map Library Assessment

The retirement of long-standing Maps Librarian Joanne Hansen in 2015 inspired the creation of a task force to evaluate the current state of EMU's Map Library. Goals at the offset included not only taking inventory of the collection but also a formal consideration of what our peer institutions are doing and clarifying the purpose of the collection going forward. The full report may be found in Appendix A.

Recommendations for improvement in report:

- Combine the Map Library with the Government Documents Unit.
- Create a collection development (CD) policy.
- Outreach to departments across campus.
- Analyze and review content housed in the Map Library in relation to CD policy.
- Install a public computer for access to catalog and electronic resources.

Website Redesign

In preparation for the Library's website redesign, the Digital Presence team conducted usability testing on two separate occasions. Usability testing is the process of evaluating a website by testing it on real users. During a usability test, the user is asked to complete tasks while observers watch, listen, and take notes. The goal of usability testing is to ensure that the website meets the needs of the end user. The team will continue to gather information to help with the redesign of the Library's website during the 2016-2017 year. The full report may be found in Appendix B.

National Survey of Student Engagement- Information Literacy Module

The NSSE Survey was conducted during February, March and April 2016. The module focuses on a short set of questions to explore how undergraduates use information and how much their instructors emphasized the proper use of information. Data from the

module can be used to assess institutional efforts to develop information literacy skills for college students. Results from the survey will be reported to the Library by the end of August 2016. Analysis and summary of the findings will be conducted during the 2016-2017 academic year.

Closing the Loop:

The Library intends to implement the LibQUAL+ survey again in March 2017 to evaluate our continuous improvement made during the 2014-2017 academic years. The goals of LibQUAL+ are to:

- Foster a culture of excellence in providing library service.
- Help libraries better understand user perceptions of library service quality.
- Collect and interpret library user feedback systematically over time.
- Provide libraries with comparable assessment information from peer institutions.
- Identify best practices in library service.
- Enhance library staff members' analytical skills for interpreting and acting on data.

The Library will also analyze the NSSE Information Literacy Module, comparing this year's report with the NSSE report conducted in 2013. After the LibQUAL+ survey is completed in 2017, we will assess all data and feedback from both surveys to determine assessment projects for the upcoming years, always focusing with an eye on strategic goals and mission of the Library and the University.

Next Year's Goals:

The University Library identified assessment projects to conduct during the 2016-2017 academic year at the spring retreat April 2016. They are:

- Implementation of the LibQUAL+ Library Services Survey.
- Monitor Canvas links to library research guides and resources.
- Asses NSSE Information Literacy Module.
- Redesign of library website, to provide a responsive and accessible user experience.

Appendix A

Maps Task Force Report, Winter 2016

Map Library Task Force: Michael Barnes, Alexis Braun Marks, Diane Browning, Rita Bullard, Susann deVries, Rhonda Fowler, Bob Stevens, Jackie Wrosch.

I. Introduction/Overview

The retirement of long-standing Maps Librarian Joanne Hansen in 2015 inspired the creation of a task force to evaluate the current state of EMU's Map Library. Goals at the offset included not only taking inventory of the collection but also a formal consideration of what our peer institutions are doing and clarifying the purpose of the collection going forward. The following report summarizes our findings.

The EMU map collection supports the Department of Geography and Geology and has a history stretching back to 1945 when our institution was selected as one of 45 in the United States by the U.S. Army Map Service to be part of a depository program. These maps were housed in different locations on campus until a new library (now the John W. Porter Building) was built in 1967 and they were consolidated. The collection has grown to over 20,000 items. The Map Library is currently located in Room 114 in Halle Library and includes the Travel and Tourism collection, atlases, topographic maps, ocean surveys and coastal charts, government documents (including CIA and defense mapping agencies), posters, calendars, and aerial photography.

II. Map Library Inventory

Jackie Wrosch conducted an inventory of catalogued items located in the Maps collection (including the four locations of **map library**, **map library reference**, **map library drawers**, and **map library microfiche**) totaled 21,012 items. 1,550 items showed at least one usage (old/new browses). The top 27 items on the list showed over 100 browses.

The usage numbers of the collection as a whole are inherently deceiving because items located in the **map library drawers** (the largest portion of the collection at 10,110 items) do not have barcodes and will not show up on these reports. It should be noted, however, that monthly tallies of how many of these items have been re-shelved have been recorded on paper forms for years and indicate significant usage.

Of more concern were the items in the other three locations that showed no or very little usage.

Rita Bullard and Diane Browning completed an extensive review of the Map Library atlas collection, removing duplicate and out of date items and editions. Newer editions, when available, were purchased. 944 items (from the original 21,012-item inventory) have been withdrawn. An additional 177 items (mostly duplicates found in other locations including the ARC and on the third floor) have also been removed from the catalog and discarded. Another 244 books were transferred to the ARC or third floor.

III. Geography Department profile

The Department of Geography and Geology, established in 1890, has a long history on the campus of Eastern Michigan University. The Department has five programs to service those interested in the Geo-based arts and sciences:

- Earth Science
- Geography
- Geology
- Urban and Regional Planning
- Secondary teacher certifications in Earth Science and Geography

They also offer Master's programs in Geographic Information Systems (GIS), Historic Preservation and Urban and Regional Planning. The GIS and Historic Preservation programs now cater to undergraduates pursuing a minor; along with various minors in our other programs as well.

There are 20 Tenure Track Faculty, 1 Full-Time Lecturer and 15 Part-time Lecturers

IV. Peer institution comparison

In December 2015, Michael Barnes completed a survey that assessed map collections for both EMU's IPEDS peers and other peers in Michigan. Captured in the survey were the following categories of information:

- Type of Map collection—Attempted to indicate if maps were mixed with other collection areas.
- Separate Map Room—Indication of whether maps are located in a separate space (like our collection) or simply a designated space within the library building.
- Collection Size—Difficult to find, we only included a number if was posted somewhere on their website

- Number of Librarians/Staff - Another one that was hard to find, but we attempted to look for information on the staff directly if we could not find the answer posted anywhere.

Library name	Type	Map Collection	Type of Map Collection	Separate Map Library Room	Collection Size	Number of Librarians / Staff
Appalachian State University	IPEDS Peers	yes	Special Collection	With Special Collections in Main library	mix w/ Archives	mix w/ Archives
Ball State University	National (Library) Peers	yes	GIS and Print Maps	Yes, located in the Main Library	145,000	1/1
Boise State University	IPEDS Peers	yes	open	No, just part of the Library	130,880*	0/0
California Polytechnic State University-San Luis Obispo	IPEDS Peers	yes	GIS and Print Maps	No, just part of the Library	?	1/1
California State University-Los Angeles	National (Library) Peers/IPEDS Peers	yes	Print Maps	Yes, located in the Main Library	200	1/1
California State University-Sacramento	National (Library) Peers/IPEDS Peers	yes	Print Maps	Yes, located in the Main Library	23,500	?/1
Central Michigan	Michigan Public Universities	yes	GIS and Print Maps	No, just part of the Library	300	?/?
Ferris State	Michigan Public Universities	yes	Print Maps	No, just part of the Library	?	?/?
Florida Atlantic University	National (Library) Peers	yes	GIS and Print Maps	No, just part of the Library	38,000	?/?
George Mason University	National (Library) Peers	yes	GIS and Print Maps	No, just part of the Library	?	?/?
Grand Valley State	Michigan Public Universities	yes	GIS and Print Maps	No, just part of the Library		?/?
Illinois State University	National (Library) Peers/IPEDS Peers	yes	Print Maps	No, just part of the Library	?	2/?
Kent State University	National (Library) Peers	yes	GIS and Print Maps	Yes, located in a different building	over 270,000	?/?
Michigan State	Michigan Public Universities	yes	GIS and Print Maps	Yes, located in the Main Library	254,000	1/3
Middle Tennessee State University	National (Library) Peers/IPEDS Peers	no				?/?

Oakland University	Michigan Public Universities/IPE DS Peers	no				??
Library name	Type	Map Collection	Type of Map Collection	Separate Map Library Room	Collection Size	Number of Librarians / Staff
Old Dominion University	National (Library) Peers/IPEDS Peers	yes	GIS and Print Maps	No, just part of the Library	about 8,000	1/3
Portland State University	National (Library) Peers/IPEDS Peers	yes	GIS and Print Maps	No, just part of the Library	?	??
Saginaw Valley State	Michigan Public Universities	yes	Print Maps	No, just part of the Library	200	??
University of Akron	National (Library) Peers	yes	Print Maps	No, just part of the Library	?	??
University of Delaware	National (Library) Peers	yes	GIS and Print Maps	No, just part of the Library	?	1/?
University of Michigan	Michigan Public Universities	yes	GIS and Print Maps	Yes, located in the Main Library	over 380,000	??
University of Michigan - Dearborn	Michigan Public Universities	yes	GIS and Print Maps	No, just part of the Library	?	??
University of Texas at San Antonio	National (Library) Peers/IPEDS Peers	yes	GIS and Print Maps	No, just part of the Library	?	1/?
Wayne State	Michigan Public Universities	yes	Print Maps	No, just part of the Library	?	??
Western Michigan University	Michigan Public Universities/National (Library) Peers	yes	GIS and Print Maps	No, just part of the Library	190,000	??

V. Recommendations (personnel/duties shift, future faculty line full-time or otherwise not needed, CD policy needed, etc.)

It was the feeling of the task force that to make recommendations for the future of the Map Collection that were based on the needs of the Geography and Geology Department, the University Library and the collection, a series of actions items should be completed by the committee. These included a survey of our peers completed by Mike Barnes; a survey of the collection completed by Diane Browning, Rita Bullard, Rhonda Fowler and Jackie Wrosch; Susann deVries met with department head for Geography and Geology Richard

Sambrook, and spoke at a department meeting to field questions, comments and concerns; and lastly a short 5 minute survey was distributed to all lecturers and faculty assessing their past and current use of the collection for personal research and instruction. Based on these action items, the task force makes the following recommendations:

Functional Supervision

The Maps Task Force supports the decision of the Department Head in giving Rhonda Fowler oversight of the Map Library, including the functional supervision of Diane Browning. Rationale for this move includes the quantity of the map collection that falls under the category of government documents; Rhonda's past work in maps and her familiarity with the collection.

Collection Development Policy

It is the recommendation of the task force that a collection development policy be created, under the direction of the new Collections Librarian in cooperation with Rhonda Fowler (and appointed faculty) to create a more complete policy that would address deficits in the collection, targeted areas for acquisition, disposition and long-term retention. This policy would also address the needs of the aging collection, e.g. do the items in question remain with the map collection, do we further restrict access, is it about those that are just old and fragile, or those that have a high monetary value?

Departmental Liaison

Reconnecting with the department of Geography and Geology is a must, but other departments and programs should be considered when preparing outreach, instructional support or collection retention. This will necessitate cooperation among other pertinent library liaisons.

Content review

A complete content review needs to be completed to address deficits in the collection after a collection development policy has been completed.

Support of GIS

It is recommended that a GIS lab not be installed in Halle Library. Support for and availability of GIS is available elsewhere on campus.

Support of Electronic Resources

The task force recommends the installation of a public computer in the Map Library for access to electronic geographic resources.

Appendix B

Library User Interviews - Winter 2016

Digital Presence Team: Sarah Fabian, Patrick Rady, Jackie Wrosch, Chris Puzzuoli, Sara Memmott, Keith Stanger, Bill Marino, and Alexis Braun Marks.

From January 22 through the 18th of February ten interviews were conducted with individuals who met the criteria of our personas.

We met with three *Undergraduate Novice*, one *Undergraduate Advanced*, one *Community researcher*, two *Graduate Novice*, one *Graduate Advanced*, one *Faculty Advanced* and one *Faculty novice*. We were unable to schedule interviews with any international students or students with disabilities.

Interviews lasted anywhere from 30-60 minutes and individuals were asked the same set of questions with the last 10-15 minutes of the interview being semi-structured time completing a hypothetical search on the website. See the attachment for the questions used.

The major takeaway from all of the interviews is that with little exception all of individuals interviewed have a path or a process for researching and rarely do they deviate. Examples of this include:

- The graduate student who searches within Esearch first, JSTOR second, Hathi Trust third and in a pinch Google Scholar.
- The undergraduate who searches within Esearch first, and Google Scholar second.
- The faculty member who searches within Esearch first, Google Scholar second and specific databases third.

When asked to complete specific library related tasks, e.g. find hours of operation or how they would find a book on reserve, most did not actually use the library website instead opting for a Google search such as "Halle Library Hours EMU", or asking at a library service desk.

Of the other resources available on the website, Guides, Books and Databases, few used much outside of the Esearch search box. One undergraduate student used a course guide because an instructor had showed the class how to navigate from Canvas to the guide for a specific assignment.

Web analytics from 2014-2015 show that only 25% of the pageviews on the library website were for informational pages (About, Services, Users, Help sections.) Half of all pageviews were for the home page, and the remaining 25%, the Databases pages. When adding pageviews of related library systems (public catalog, Summon, Guides), only 9% of all pageviews were for these informational web pages.

Questions raised by the interviews and web analytics:

- Is this the process users follow because it was how they were instructed to complete a task or simply the way they have taught themselves how to access library resources?
- Is there a better way to inform users when they reach problem points e.g. pop-up boxes, pre-limited searches, better descriptive text, proactive chat?
- If the website is being used primarily for research is it necessary to have all of the other ancillary information on the homepage?

T

Test Completed: March 30, 2016

Sites tested:

1. Auraria Library: <http://library.auraria.edu/> - 13 tests
2. BYU: <http://lib.byu.edu/> - 9 tests
3. Columbia College: <http://library.colum.edu/> - 13 tests
4. NCSU: <https://www.lib.ncsu.edu/> - 13 tests

Tasks for usability testers:

1. Your instructor told you to watch a video for class called "Unnatural Causes". She said it's available through the library site. How would you find it?
2. You're doing a paper on legalizing marijuana, and you need to use at least two scholarly articles. How would you find the articles?
3. Your history instructor told you to look for articles on a topic using a library database called JSTOR. How would you find it?
4. Can you find this article?
Endres, Danielle, and Samantha Senda-Cook. 2011. "Location Matters: The Rhetoric of Place in Protest." *Quarterly Journal of Speech* 97 (3): 257–82.
5. What are the library hours for this weekend?
6. How would you get help if you weren't able to find what you needed?

Final Question

7. Which site do you like better? Why?

Notes were taken on the paths the students followed, and how easily they completed the tasks. The difficulty each tester had with a task was rated, based on observation:

0 - Not completed

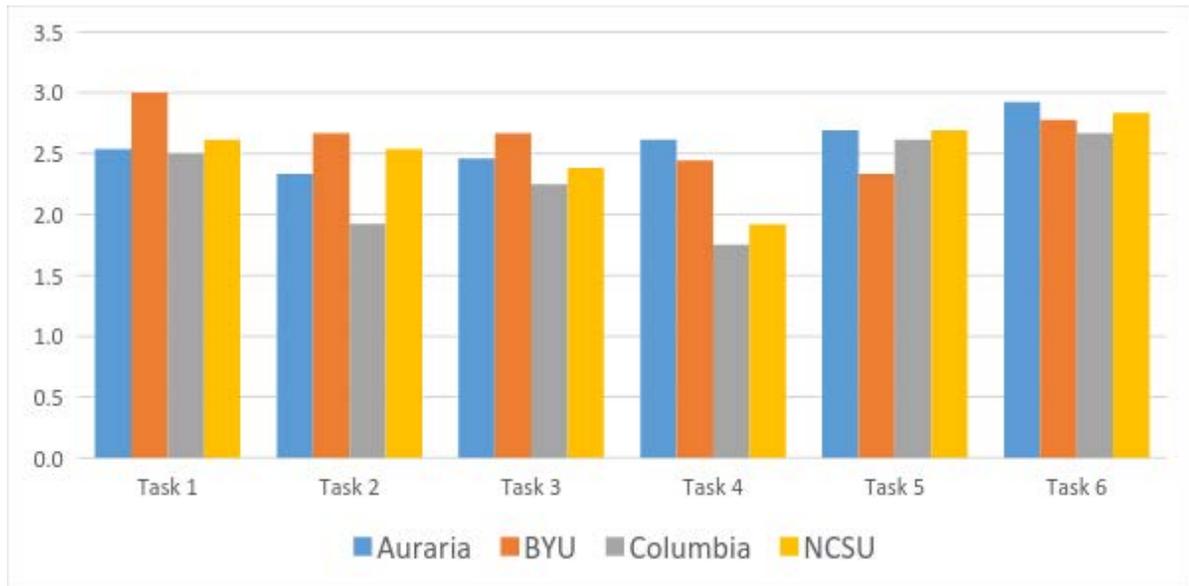
- 1 - Completed with difficulty (4 or more pathways)
- 2 – Completed with some difficulty (3-4 pathways)
- 3 – Easily completed (1-2 pathways)

24 students (23 undergrads, 1 grad student) completed 2 tests each.

Data

Library	Task 1: Find video	Task 2: Scholarly articles on a topic	Task 3: Find JSTOR database	Task 4: Find known article	Task 5: Hours	Task 6: Get help
Auraria	2.5	2.3	2.5	2.6	2.7	2.9
BYU	3.0	2.7	2.7	2.4	2.3	2.8
Columbia	2.5	1.9	2.3	1.8	2.6	2.7
NCSU	2.6	2.5	2.4	1.9	2.7	2.8
Grand Total	2.6	2.3	2.4	2.2	2.6	2.8

Library scores for each task



Tasks in order of difficulty

	Mea n	Std. Deviation
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4: Find Known Article	2.2	1.217
2: Scholarly articles on a topic	2.3	1.089
3: Find JSTOR database	2.4	.950
5: Library Hours	2.6	.707
1: Find Video	2.6	.792
6: Get Help	2.8	.401

Discussion

Use of search boxes

- Students used pre-limiting options such as clicking on an Article tab on the NCSU site, selecting the Media button on the Auraria site, or using the material type buttons under the search box on the BYU site more often than expected. The BYU buttons and the NCSU tabs seemed the most obvious to students.

Finding databases

- The BYU Databases button was more obvious than any of the other sites' text links to Databases.
- Students who are familiar with the concept of library databases wanted an easy way to find them, including when doing a general search for articles on a topic.

Finding a known article

- This was the most difficult task, and had the widest range of scores.
- Students were significantly more successful on the BYU and Auraria sites than NCSU and Columbia. Some differences might be due to differences in the search engines and the results display.

Comparing libraries

Some students did not have a strong preference between the two sites they tried. The number of times each site was chosen as the favorite when asked to choose:

Site	Preferred	Not Preferred
Auraria	6	3
BYU	5	4
NCSU	4	5
Columbia	3	6

Auraria – strengths:

- Hours are easy to find and clear
- Familiar, similar to current EMU site (possibly also a weakness?)

Auraria – weaknesses:

- Main page seemed cluttered, even overwhelming to some.

BYU - strengths:

- Search area with highly visible source types and other buttons under the search bar
- Persistent left-hand navigation across the site that mirrors most options in the search area
- Right-hand options make Chat and FAQ relatively visible
- Additional information like events can be found by scrolling but doesn't clutter up main search area

BYU – weaknesses:

- Full hours hard to find

NCSU – strengths:

- Search box tabs were easy to spot
- Several students liked the additional search options under the search box on the "Articles" tab such as pre-limiting to peer-reviewed

Columbia – strengths:

- Attractive style.
- Some thought it was easy to navigate, if they noticed the text links to source types.

Columbia – weakness:

- Not as functional as other sites. Not everyone noticed the text links to source types.

Site	Abbreviated Comments
Auraria	Older looking but more helpful. Likes having library hours easy to find on every page.
Auraria	Hours were easy to find, "Ask Us" option stood out in the navigation.
Auraria	Hours and Ask Us were easier to find than on NCSU. But "Busy"
Auraria	Amount of content on main page is overwhelming. Liked the main search box and quick links on the side are clear.

Auraria	Simple, liked layout, hours, contact list.
Auraria	Better organized, library hours right up in the corner.
Auraria	Looks more fun (than NCSU). Hours right up top. Liked drop-down menu.
Auraria	Very busy - hard to focus on where to go.
Auraria	Preferred because it is most like the current EMU library site.
Auraria	There is a lot going on on the home page and it's distracting. Not interested in events. Goes to the library website to look for things for papers, or basic info like hours, so those tasks are most important.
Auraria	Prefer "Help" instead of "Ask Us" language for finding help. "Get Help" was easy to spot.
BYU	Looks cooler, eye catching, but less information. Have to scroll to find things
BYU	Liked the clear, larger font. Databases were easier to find.
BYU	Likes buttons. Lots more organized than NCSU. Easy to navigate.
BYU	Likes layout, didn't have to search (to find things)
BYU	More organized, looks nice and colorful.
BYU	Had to click many, many links to find what I needed
BYU	Everything is straightforward.
Columbia	Trying to be more "hip"
Columbia	Liked that the main search box offered a drop-down option for Keyword, Title, Author
Columbia	More user friendly, clean. Everything is at the center/top (comparing to BYU). Liked that there was a "knowledge base".
Columbia	Easier to navigate, less tedious (than NCSU)
Columbia	Likes styling, including the main navigation bar. Likes the simpler layout - "spread out the chaos". Simpler options for finding articles or books were more obvious than on Auraria.
Columbia	Looks like a regular web site, not a library site. Likes the text links to different types of items (books articles etc.) But wouldn't look for a video under movie.
Columbia	Liked buttons, prompts right there.

Columbia	Site is more focused on searching. The small links under the search box (to Databases etc) seem useful).
NCSU	Easier to navigate. Liked the simple options in the top navigation area.
NCSU	Easier to find articles on this site, which students need more often.
NCSU	Cleaner and not so busy as Auraria.
NCSU	Lots of distractions
NCSU	Likes the search box tabs, and staying on the same page to search rather than going to separate pages (as on Columbia)
NCSU	Liked pictures, format seemed easier to understand
NCSU	Liked the "layout"

Next steps and recommendations

The BYU site had the highest scores for ease of use on 3 out of the 4 “research” tasks. Since many students never used facets to limit results, prominent links/buttons for pre-limiting searches such as those on the BYU site for selecting Articles, Journals, Databases, etc. seem key to helping students get appropriate results.

The tabs on the NCSU site also appealed to some students, particularly when combined with the additional search options such as the peer-reviewed check box found under the articles tab.

Students preferred “Help” language to “Ask”.

This test was not sufficient to determine the usability of top vs. left navigation on a particular site.

We recommend designing varied draft home pages that include:

- A main search area similar to the BYU library vs. Tabbed search area similar to NCSU
- A top-navigation option vs. a left-navigation option
- Prominent hours link/icon
- Visible Ask a Librarian chat box
- Events/news below the search area.
- Header with key links/site navigation that can be reused on Research Guides (examples: University of Washington: <http://www.lib.washington.edu/> & <http://guides.lib.uw.edu/research> University of Oregon: <http://library.uoregon.edu/> & <http://researchguides.uoregon.edu/>)