University Libraries

Assessment Committee Report 2017-2018

Respectfully submitted,

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Introduction

Last year's assessment project examined use of physical space, so this year, the committee wanted to explore virtual space by looking at the effectiveness and usability of the Libraries website. Inspired by Penn State librarian Zoe Chao's approach to [brief, low-cost, small-scale UX website testing](#), the committee created a website usability assessment project that was small and easy to implement.

Methods

Following discussion, examination of questions entered into LibAnswers, and consultation with the User Interface Coordinating Group (UICG), the committee identified a list of top tasks that should be easily accomplished by inexperienced users on the Libraries website and created a group of twelve questions based on those tasks (Appendix I). The committee thought it was important to focus its first usability testing on basic use of the website and not look at the needs of more advanced users, which could be a later project for either the Assessment Committee and/or UICG.

Data Collection

Prior to going into the field, committee members created a trifold sign to advertise the project and to use as a barrier to maximize participant privacy during testing.

In April 2018, Assessment Committee members hosted usability testing in Michener Library as well as the University Center. During the one-hour sessions, committee members greeted passersby and invited them to participate with the project. During each session, one committee member explained the process and asked the questions while the other took notes. Participants were offered a snack or small Libraries token as a thank you for their time.

When a student agreed to participate, a committee member first explained the purpose and process of the activity, emphasizing that the website – not the participant – was being tested. The participant then provided informed consent and received a copy of the consent form to keep. (No student declined to participate after the activity was explained.)

Confidential responses to three demographic questions were collected first (first three questions, Appendix II). Each participant was then asked to respond to two scenarios involving the use of resources and services found on the Libraries website.

In order to explain their decisions as well as verbalize anything they found difficult or frustrating, participants were asked to "think out loud" while working on the task. They were allowed to ask questions at any time, but committee members did not give specific guidance about how to successfully complete a scenario.

A GoPro camera was set up to record the screen of the laptop being used for testing, as well as audio of the session (students' faces were not pictured, nor were their names recorded). The recording supplemented the notetaking and helped to remind committee members where on the website a participant clicked at each point during the testing.

Data Results

Assessment Committee members compiled results using Qualtrics and Excel, and then performed basic analysis of the results. The complete results are available in Appendix II.

Question	Number of Participants	Average Time (minutes)	Average Clicks	Task Completion Rate
Q1. What's your major? Find a librarian who is an expert in that field.	8	1:14	3	100%
Q2. Request a book from another library.	8	1:07	4	75%
Q3. Find the full text version of an article.	5	1:05	5	100%
Q4. How did you learn to print? (See responses below.)	5	n/a	n/a	n/a
Q5. Find a book in the Libraries.	5	3:15	5	100%
Q6. Send a question to a Libraries employee or librarian.	5	0:28	2	100%
Q7. Reserve a study room.	4	1:43	10	50%
Q8. Find information on the *APA Style Guide*.	4	1:16	8	50%
Q9. Find the application for a student job.	5	1:35	8	60%
Q10. What unique services are available for distance students?	5	0:42	3	40%
Q11. Find an article on e-reserve.	6	1:09	6	50%
Q12. Where do you start your research? (See responses below.)	6	n/a	n/a	n/a

Question 4 and Question 12 were open-ended questions that did not relate directly to a specific activity or task that could be completed using the website. However, the committee thought the answers to the questions would be useful to understanding more generally how students use the Libraries website.

Q4. How did you learn to print?

While all five of the participants were familiar with printing on campus, none of them had initially learned about printing through the Libraries or IM&T websites. Three of the participants learned how to print through their friends, while the other two participants figured it out on their own. Additionally, one of the participants asked for additional assistance from one of the student workers. When asked if they would use the Libraries website to get information on printing, the three participants who learned how to print through friends said "no," while the other two said "yes."

Q12. Where do you start your research?

The Summon search was the preferred starting point for five out of six participants. One respondent indicated they would start with a broad search and filter through the results to find additional concepts about their topic to narrow the search. Another participant showed their awareness of different types of resources available through Summon, mentioning they would focus on journal articles first and then books. Another respondent indicated they typically start with the Databases A-Z or the Databases by

Subject lists to find journal articles in their area of study. Finally, only one participant said they preferred to use Google first to gather background information before starting any library-related searching.

Data from Introductory Questions

Three introductory questions were asked of each subject. The committee wondered if there would be any correlation between the answers to these questions and the rate of success in performing the website scenarios. However, the small number of subjects and the fact that each subject only addressed two of the twelve scenarios makes additional extrapolation difficult.

- How long have you been at UNC?

Years at UNC	Number of Students	Task Completion Rate
First	12	78%
Second	11	65%
Third	5	80%
Fourth	5	78%

- Have you had a library instruction session or library class during this academic year?

Instruction Session this year?	Number of Students	Task Completion Rate
Yes	12	81%
No	21	71%

- How often do you use the Libraries website – daily, weekly, monthly or never?

Use of Website	Number of Students	Task Completion Rate
Daily	3	83%
Weekly	12	89%
Monthly	13	57%
Never	5	78%

Discussion

Clearly, some scenarios were more easily completed than others. There seems to be a slight correlation between success and whether the answer was available through a Summon search. Furthermore, tasks that had multiple entry points, such as looking for a book or journal article, saw greater success than those with only one path to completion, such as applying for a job.

Some of the scenarios presented greater challenges, even with multiple pathways to success. For example, locating the *APA Style Guide*, which is a Research Guide and, therefore, linked and findable through Summon and available through at least two other pathways, proved difficult with only 50% completion rate. Committee members observed that participants seemed either not to understand the type of resource requested by the scenario – a research design problem– or felt rushed and unwilling to read or unable to understand the information in drop-down menus or on the results screen. Another challenging scenario with only 50% success rate required the participant to interact with LibCal to schedule a particular type of study space on a specific day. They could access LibCal from the Libraries website, but they had problems navigating the SpringShare interface.

Finally, a third set of observations reflects unexpected behavior or research design flaws. For example, the scenario asking participants to imagine they are working as a distance learner, far from campus, did not generate the type of response expected. Most participants essentially reported "all of this can be accessed online" and left it at that, rather than observing and pursuing the (apparently quite subtle) prompt for <u>unique</u> services to those distance students. The open-ended "how did you learn to print" question revealed that most students do not expect to learn the on-campus printing process via any website; rather, they ask a friend, roommate, or other person.

Overall, it is important to note that most participants were moderately successful, and, if not, appeared to feel confident that there is staff at the Libraries ready to answer their questions.

Recommendations

The current project began as a way to explore possible improvements and enhancements to the University Libraries website, with the understanding that this important online space brings together a multitude of tools, platforms, and systems. The results point to areas for improvement on the website as well as changes in Libraries services and instruction.

  • Explore changes to the "buttons" on the left side of the main search box (Summon, Journal Titles, Books & More, Reserves) to enhance their visibility as different functions. Even simple text above the boxes such as "Choose the Search That's Right for You!" would help.

  • While not strictly the Libraries website, the [Subject Librarians research guide](#) could be redesigned to simplify identification of actual subjects. Participants looked for familiar faces, names, or areas of expertise in the middle pane and ignored the subject list in the left pane.

  • Explore ways to make Prospector and ILL more obvious and accessible to patrons. Even though most participants answered the question successfully, none took the simplest route from the catalog. In addition, library instruction classes could be encouraged to direct student attention to this simple point of access. Finally, the Marketing Committee could create a small publicity campaign around Prospector and HPLD@UNC for accessing materials not available in Michener or Skinner Libraries.

  • Encourage Access Services and Library Research Services to investigate how and if services to distance students are adequately reflected on the Libraries website.

• Participants had a great deal of trouble accessing the Libraries job application. While the Libraries does not have trouble recruiting student employees, the Student Supervisor Committee should be consulted about this concern to determine if they want changes made to the website.

Any changes to the website itself will necessitate follow-up and additional assessment. This baseline data, as well as the method undertaken here, should present a good starting place for future projects.

Appendix I

The Tasks Set to Participants

University Libraries Assessment Committee Usability Testing Spring 2018

Task Question 1:
What's your major? [If undeclared: What's your favorite class this semester?] Find a librarian who is an expert in that field.

Task Question 2:
Your cousin has suggested that you read a book called Pines by Blake Crouch, but our library doesn't have it. How would you request this book from another library, to be delivered to you at UNC?

Task Question 3:
Your professor suggested you use this article in your research paper. Find the full text of the article using the Libraries website.
> Pavlo Buryi & Scott Gilbert (2014). Effects of college education on demonstrated happiness in the United States. Applied Economics Letters, 21:18, 1253-1256.

Task Question 4:
Think back to the first time you needed to print something as a UNC student. How did you learn how to print? Would you have used the library website to get information on printing?

Task Question 5:
Your professor has suggested that you read the book *The First Days of School* by H.K. Wong and R.T. Wong. Does the library have this book? Where would you find the book in the library?

Task Question 6:
If you have a question while working on an assignment at home, how would you send a question to a library employee or librarian?

Task Question 7:
Your study group needs a space in the library on Saturday to practice a presentation. Use the website to book a room with a computer provided.

Task Question 8:
You need to brush up on how to format your paper for class. Find information on the APA style guide.

Task Question 9:
You want to work at the library. Use the Libraries website to apply.

Task Question 10:
Pretend you are a UNC student taking online courses and living in Kansas. What are the unique library services available for distance students?

Task Question 11:
You are in Professor Conrad's LIB 200 class. Use the Libraries website to find this article on reserve for the course: Schmidt & Etches, Chapter 1.

Task Question 12:
Do you have a class with a research assignment this semester? Where will you start your research?
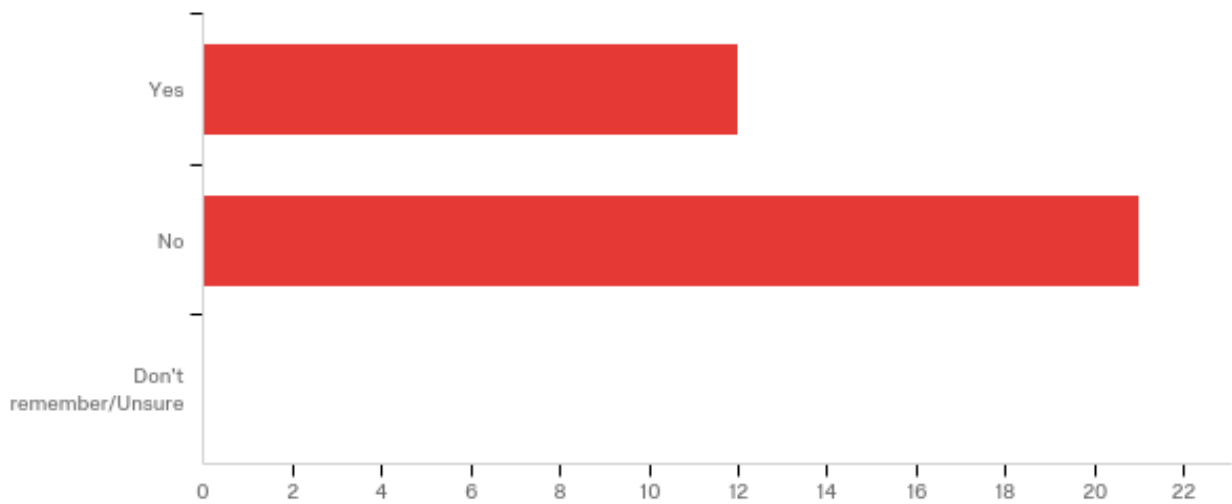If you were to start at the Libraries website, what would your process be?

Appendix II

Raw Data

Demographic Q1 - How long have you been at UNC?

Number of Years	Number of Participants
1	10
2	12
3	6
4	5

Demographic Q2 - Have you had a library instruction session or library class during this academic year?

Demographic Q3 - How often do you use the Libraries website?

Frequency	Number of Participants
Daily	3
Weekly	12
Monthly	13
Never	5

Task Q1 - What's your major? Find a librarian who is an expert in that field.

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the activity?
Yes	1:48	3	Clicks on Journal Title Search, then back to Summon...Types in Nutrition and does a Summon search...looks at results and sees books...then sees Suggested Librarian on right hand side
Yes	1:14	2	Scrolls down...back up..."looking for "talk to a librarian" which maybe I could do Live Chat but I feel like that would just be a general kind of thing about a question and I would rather find someone like a Database by subject type, but like Librarian by type. I'm not seeing that. Up to menus... Services...Clicks on Research Help and considers Ask a Librarian, then clicks on Find a Subject or Liaison Librarian...scrolls down looking for Education or Special Education, comments that she's looking for the guy who gave an instruction session, stops on Stan and recognizes him.
Yes	:38	6	Clicks on Services menu...clicks on About Us menu...hovers over other menus...Clicks on Research Help, clicks on Ask a Librarian...Clicks on Find your subject librarian in the Visit in Person box...looks down page at subject areas listed for each person, then finds Stephanie
Yes	1:22	3	Clicks on Databases by subject...clicks on Biology on right (clicks the same thing again when not sure if the page is different)...sees Annie's name under Biology heading
Yes	1:07	3	Looks around drop-down menus; clicks on Research Help and Ask a Librarian; investigates up and down page then comes back to the box labeled Visit in Person and clicks on "find your subject or liaison librarian"...looks down list and finds Stan for Applied Statistics & Research Methods (student is in Applied Mathematics)
Yes	1:20	1	Looked around with no good idea where to start. Searches her subject area in Summon...Finds Suggested Librarian results
Yes	0:42	2	Looked around home page for a while... Clicked on Ask a Librarian in list of links on right side of page...Clicked on Find a Subj Librarian... Looks down list... Finds Wendy
Yes	1:06	3	About Us/People & Departments... Looking up and down...Clicked on list of subject librarians...Scrolled down to Jayne/Political Science

Task Q2 - Your cousin suggested that you read a book called Pines by Blake Crouch, but our library doesn't have it. How would you request this book from another library to be delivered to you at UNC?

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the activity?
Yes	1:37	5	Wants to find a different library...opens a new tab with a google search and searches for greeley library...clicks on info about Michener, then goes back to search results and clicks on High Plains website...searches for pines...sees that they have the book
Yes	0:10	1	Comments that she has done this before, clicks on Interlibrary Loan and explains process
Yes	0:56	5	Clicks on Books & More...enters title and author, no results...looks down page for more info...tries just searching the title, which brings up results but they aren't the right book...goes back to library home page and clicks on Interlibrary Loan link...
No	1:29	2	types Pines by blake crouch in Summon search box...results do not have book...tries same search in the Books & More search box...no results...says she doesn't know.
No	1:25	8	Services...About Us...Books & More, types in title only...then types in blake crouch pines...back to home page...mentions he could go to the (other?) library's website and talk to them about it, but there's not a decent way on this website... back to menus, clicks on Research Help and Ask a Librarian...says he's not sure
Yes	0:45	2	Suggests she could search Books & More, then clicks on High Plains Library District as another option...Searches Pines by Blake Crouch and finds it at HPLD.
Yes	0:53	5	Services..Borrow Materials...Clicks on Borrow from Other Libraries...Clicks on Interlibrary Loan...Logins in to ILLiad...Starts a book request
Yes	1:47	4	Clicked on books and more...Enter "pines"...Looked down list of results...Looks at filters on left to see if they have an option for another library...Clicks on Advanced Search...Goes back to search box, adds author to title, gets no results...Sees Other Sources on right hand side and clicks on Prospector...finds the entry for the correct title and sees how to request it.

Task Q3 - Your professor suggested you use this article in your research paper. Find the full text of the article using the Libraries website. Pavlo Buryi & Scott Gilbert (2014). Effects of college education on demonstrated happiness in the United States. Applied Economics Letters, 21:18, 1253-1256.

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the activity?
yes	1:01	4	the subject first stated that she/he normally uses a library database instead of finding a specific article. The subject then typed the author's name into Summon and clicked on the 1st response on the results page, which was the correct article.
yes	0:48	4	The subject typed college education and demonstrated happiness into Summon. Then the subject clicked on the first result on the results page, which was the correct article.
yes	1:00	6	The subject began by clicking on the search icon and selecting "L" to get to the lbrary homepage. Then the subject typed the authors' names, the date, and the beginning of the article title into summon. The subject deleted an extra s in the search box on the results page. Then the subject clicked on the title of the 1st result, which was the correct article.
Yes	1:37	8	Student starts by typing college education into the Summon Search box and then clicks on search. The student then selects peer-review and full text and scrolls down the results page. The student states that they are looking for an article that describes the effects of a college education. It is then explained that he should try to find the exact article. Student then adds the author's name to the search box and clicks on search. The article is the only result this time, and the student clicks on its title. The student looks at the article record and the abstract and then clicks on the link to access the full article.
Yes	1:03	5	From the library's homepage, the student click on the Journal Titles tab, took a couple of seconds to look at this page, and then clicked on Summon. The student then typed [effects of college education on happiness] and clicked on Search. Next, the student clicked on the title for the first article on the results page, which was the correct article. Once on the article record page, the student clicked on the link for full article.

Task Q4 - Think back to the first time you need to print something as a UNC student. How did you learn how to print? Would you have used the Libraries website to get information on printing? (Transcribe the subject's response.)

I went to a different school, a community college, and whenever I needed to print something I just went to the computer lab and just did my thing and then I would just print directly. So I was basing my knowledge off of that and my experience off of that. So I would go to the library or go to the computer lab and print it and the process was pretty obvious cause there is that login pop up when you hit print and then it is like confirmed. So that wasn't a problem, but I wasn't aware of bear print. I kept on seeing the signs and only just found out just recently. So I have been here for nearly two years, and I just found out recently that you can upload it and then punch your code into the computer. [interviewer: Would you ever use the libraries website to learn how to print?] I would say so, yeah, the bear print thing would have been a little clearer to run through the process.

The first time I needed to print something I actually got information from a friend because we came together. And, I did not know that when you print you have to like use your actual printing money. So I went ahead and I did that and I also found out from the person who works right there on that little station that it is per page and per color and stuff like that. [interviewer: Do you think that you would look at the libraries website for directions on how to print?] Um, You mean to be honest? I would probably just ask a person--either someone who worked here or someone that I knew who already had gone here.

Yeah, it was actually my girlfriend had gone here the semester before me and she knew how to do it so she kind of walked me through it. She just kind of told me how to do it, and I was able to figure it out. [interviewer: Do you think that if you were using the library website would you look there to get information on how to print?] Um, I would probably ask someone, but I am a social person. So that's just easier for me to ask someone I knew.

"Um, honestly my friend told me." (Student was asked if she/he would look at the website if alone in the library.) "Probably not. Yeah, I would ask somebody."

"Um I think I just kind of for the most part figured it out on my own. I went to print and then it asked me for my bear number, and so it is pretty simple from there like I was on one of these computers cause I had my laptop but I hadn't used bear print yet. So I just went normally hit print and then it walked me through it." (Student was asked if she/he would use the libraries website to learn how to print.) "Yeah, for sure." "Yeah, like the bear print, I think. I didn't know how to use that. I had someone explain that to me. So if that would have been just like on the website, I probably would have just looked it up."

Task Q5 - Your professor has suggested that you read the book The first days of school by H.K. Wong and R.T. Wong. Does the library have this book? Where would you find the book in the library?

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the activity?
yes	:25	2	Title search in Summon - use call number to find the book
yes	1:30	3	Books and More, mistyped title, corrected and found record. Found on "2nd or 3rd floor, would look at sign"
yes	:30	2	Found title in Summon, clicked on link. Book is found in "Michener Stacks", unsure where that is.
yes	2:50	9	Books and More - tried author name first (put too much info), found through keyword search. Found in "Michener Stacks" on the "upper levels"
yes	3:40	9	Books and More link - tried searching multiple ways

Task Q6 - If you have a question while working on an assignment at home, how would you send a question to a library employee or librarian?

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the acti...
yes	:30	2	Identified Live Chat and Ask a Librarian as possible links
yes	:30	1	email link to libraries@unco.edu ("I'm not sure where this goes"), or live chat
yes	:25	1	Found "Ask a Librarian" from the "Research Help" dropdown. Lots of contact options listed ("can call or email")
yes	:30	2	found the "Live Chat" link, as well as the email link (libraries@unco.edu)
yes	:25	3	Send email to subject librarian - found list in Research Help dropdown: Ask a Librarian

Task Q7 - Your study group needs a space in the library on Saturday to practice a presentation. Use the website to book a room with a computer provided.

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the acti...
Yes	1:55	10	Hovered over Services tab; clicked Reserve Rooms & Equipment; clicked Reserve a Study Room box; clicked Go to Date/Saturday; clicked the Info box for one of the rooms; clicked Close on the info box; clicked start time in LibCal; clicked end time in drop-down list at bottom of screen; clicked Submit
Yes	2:00	7	Rooms & Equipment in right sidebar, Reserve a Study Room box, Go to Date/Saturday, start and end times in LibCal, Submit
Kind of, made a booking but booked the wrong day	1:40	11	Subject first clicked on the Reserves tab on the homepage, scrolls down and back up the page, then hovered over the drop down menus and clicked on "Reserve Rooms & Equipment" under "Services", then clicked the correct link to get to the calendar page. Subject then clicked on filters Category: "Show all" and Capacity: "For 5-8 people." They then booked a room for the current day (not Saturday), and got to the "submit my booking" page. Quotes include: "I've never done that actually...I would just talk straight to the librarian [front desk]." "That was fairly easy, even though I never really done it before."
No	1:18	10	The subject was able to find the room reservation page from the home page. They then found the page with the calendar. It ended there, subject did not find Saturday and could not figure out how to reserve a time slot. Quotes include: "This is honestly kind of confusing, are they just slots or....ok, so they are time slots, and then I can pick which room" [At this point they were repeatedly clicking on the room titles (ex. "Tech Room 113")] ..."I don't know how to pick which room I want on this side."

Task Q8 - You need to brush up on how to format your paper for class. Find information on the APA style guide.

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the acti...
No	1:30	9	Hovered over Services tab; hovered over Research Help tab; clicked Research Guides; clicked Home; hovered over Services tab; clicked ILUS; hovered over Services tab; hovered over Research Help tab; hovered over Services tab; was unable to finish from here
Yes	0:42	5	Hovered over Research Help tab, clicked Research Guides, Clicked Citations & Bibliographies, Clicked APA, Clicked Title Page & Running Head
No	2:24	13	Subject went to Research Help drop down menu and clicked on "Research Guides", they then clicked on "Arts & Humanities", scrolls up and down the page, clicks on "Art & Design", scrolls through the page and says "these are just articles." Says they'll go back to "Research Guides", it's interesting to point out that they hover the mouse over "All Guides" (which would show them the listed APA Guide) but do not click it. They then say "...or even go back to the homepage" [clicks on homepage]. They look through the drop down menus and eventually click on "FAQ" under Research Help, they read through the popular FAQ's listed and points out the MLA question. Clicks on the homepage link, hovers on Research Help drop down menu, and clicks on "Ask a Librarian" and says "...there's just contact information in here." They stop here and do not find the guide. Quotes include: "...I am having a hard time."
Yes	0:31	4	Subject clicked on Databases A to Z, then clicked on Databases by subject, but then searched "apa" in the Summon search bar, with the top result being the apa citatation guide. Quotes include: "I feel like the databases would be a good place to go for that....umm, yeah, databases by subject maybe...but I guess that's within here [moves mouse over Summon search bar], so I would probably go here and do "apa" [types apa in Summon search bar]."

Task Q9 - You want to work at the library. Use the Libraries website to apply.

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the acti...
Yes	1:05	8	The subject starts by clicking on UNC's Apply link at the top of the page and then navigates back to the libraries homepage. The subject looks at the bottom of the website and explains that there are often links for employment at the bottom of websites. The subject clicks on the link for student consumer information and then clicks on the back button. The subject then looks at the libraries services drop-down menu and then the about us menu and then clicks on the link for employment.
Yes	2:13	6	The subject starts by looking at the links under Articles and More and then looks at the services drop-down menu. The subject selects services for faculty and scrolls down. The subject then looks at the research help drop-down menu, selects FAQ, and then searches for application submission and finds the link for student employment.
No	1:46	18	The subject starts by looking at UNC's top drop-down menus. Then under the search drop-down menu, the subject types and searches for jobs and then clicks on the dining services jobs page and then clicks on the back button a couple of times to get back to the libraries homepage. The subject then says that he/she would just come into the library and ask for a job application.
No	:20	3	The subject looks at the drop-down menus at the top of the library homepage. The subject says that he/she doesn't know several times. The subject says that maybe he/she should log in. The subject clicks on the people and department link and states that he/she really doesn't know.
Yes	1:18	7	The subject begins by scrolling up and down on the libraries homepage. Then the subject looks at a few links under About Us and selects People and departments. Subject states that he/she would probably call and see if she/he can get an application in person. Then subject clicks on control find and types in apply. Subject goes back to the about us menu and now sees the link for Employment. Subject clicks on this link and then clicks on the link for the UNC Libraries Student Employee Application Form under Student Employment.

Task Q10 - Pretend you are a UNC student taking online courses and living in Kansas. What are the unique library services available for distance students?

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the acti...
No	:20	0	The subject begins by mentioning that distance students have access to all of the online items that on-campus students have access to. The subject wasn't aware of anything special for distance students
No	1:00	0	The subject starts by saying that Summon is a good resource for distance students and mentions J-Stor as another good resource. The subject then mentions Prospector as another good resource for distance students.
No	:42	7	The subject looked over the libraries drop-down menus and then clicked on journal titles, books & more, and Reserves. The subject then clicked on Journal Titles and selected A and stated that he/she would use these online resources if he/she were a distance student in Kansas.
Yes	:10	3	The subject looks at the About Us drop-down menu and the Services drop-down menu and then selects For Distance/Off-Campus Students
Yes	1:18	7	Subject starts by demonstrating a search on Summon for an ebook and explains that distance students have access to this. The subject then scrolls up and down the libraries homepage. Subject states that he/she is not an out of state student and doesn't know what she/he would be looking for. Subject looks at the About Us drop drop down menu and then at the Services drop down menu and then sees the link for Distance/Off-Campus Students and selects this link.

Task Q11 - You are in Professor Conrad's LIB 200 class. Use the Libraries website to find this article on reserve for the course: Schmidt & Etches, Chapter 1.

Was the subject able to complete the activity?	Time to complete, ex. 2:30	Number of clicks	Describe the subject's process. What did they click on to complete the acti...
No	1:34	4	The subject types schmidt and etches into a summon search and clicks on the top result
No	2:00	9	Subject types Schmidt and etches into a summon search box, and then clicks on the first item on the results page and then adds book and chapter 1 to the search. the subject adjusts the search again and then selects and ebook by Schmidt and Etches and clicks on the link for chapter 1.
yes	0:18	4	The subject clicked on Reserves, typed LIB 200 into the Course Reserves by Course Name/Number search box, and then clicked on the item to get to the log in screen
yes	0:46	6	The subject typed Schmidt & Etches into the summon search box, looked at the results page, and then went back to the library homepage. The subject then clicked on Reserves and entered LIB 200 into the Course Reserves by Course Name/Number search box. The subject then clicks on the only item on the results page, which takes the subject to the login page.
No	1:00	5	The subject clicks on Journal titles and then Summon and types in Schmidt & Etches. Then clicks on the first item on the results page. He/she discusses the item and how he/she would find it by using the call number.
yes	1:18	9	The subject types the authors' names into the summon search box and then asks about what type of article it is. Then the subject clicks on advanced search on the summon results page and then clicks on the back button a couple of times to get back to the library homepage. Next, the subject clicks on Reserves and types LIB 200 in the Course Reserves by Course Name/Number search box and types Conrad in the Course Reserves by instructor/Professor search box and then clicks on search. She/he clicks on the title and arrives at the login page.

Task Q12 - Do you have a class with a research assignment this semester? Where will you start your research? If you were to start at the Libraries website, what would your process be? (Transcribe the subject's response.)

I do have a research assignment with this in RefWorks like I was saying. I would just start with some specific key words. I'm doing carbon tax [types carbon tax into a Summon search]. Then I know on the side over here, I can refine it and make it only within the last 12 months. And then I would look in this area [results list]. Cause I want to do stuff with China and how they are already trying to combat carbon pollution. And then maybe our society if we can implement a carbon tax into that. So I would just refine my search and pick a focus.

Let's see research assignment. I want to say sort of. I had one last semester. It was for English and we did use the library's website. I was working on statistics on how many people are going to go to Rusa for the FIFA World Cup this coming year. So basically first of all, I would just search articles on FIFA World Cup [does a search in summon]. I would mostly do journal articles than books cause it includes more of an opinion based type search. So I would start off with just a general look over the world cup: what happens. And then I don't know if anything is up here for this year's World Cup. Let's just say 2010 FIFA World cup and then this was in South Africa. So then you are looking at what the world cup is how important it is to get you some background information. Like over here it says that billions were spent preparing for the world cup. So that gives you a little more information on how you would even address your research question in general since I was doing how many people were going to go and what the outcome was going to be. and I'm guessing since they spent so much money on this and people really do love soccer, I'm guessing the outcome went great. So that's how I use the library website for my research.

I would get back to the homepage. I would go to databases A-Z. I'm a criminal justice major, so any research papers I am doing are criminal justice related. So, I actually go to databases by subject generally. And then I go over here to criminal justice and then I scroll down and I usually use criminal justice. A couple of the other ones I will use if I need full abstracts, but this is generally where I would start. I would open the search engine, and whatever my topic is I would start searching here [on the criminal justice basic search page] and I start finding journal articles and stuff.

If I were to use the library website, I would just use this general search thing [summon]. So let's say that I want to search...I don't know what sort of research topic. [Types operating systems]. That's actually a useful text book [looking at the summon results page]. So I guess I would just do a general search straight on the website and then particularly I've done research on like national history day. So I've used other library resources a lot. But generally I don't start with the library. I do like an online thing, like online resources, and then I go to the library. [Interviewer: Google?] Yeah.

So my research paper is on history in the 19th century, the beginning of the 19th century. We get to choose any topic, so I chose religion. So I typed in religion nineteenth century. So this is an online book I know and it is nineteenth-century women write religion. So I know that religion had a lot to do with women in the 19th century and that is going to be one of the paragraphs in my paper. The other thing I might do is religion in America because this is an American History class. So I would google religion in America [subject actually does a Summon search] and there is a few different books I could choose from. So that is probably where I would start. And I would check out the books and kind of go through them. And then when I narrow down my topic, I would type in more and try to find more books.

Typically when I start, I use summon to start with. Right now I'm looking up cheapgrass so I would search it [enters cheapgrass into summon and clicks on search]. And then I usually say [select] scholarly and peer-review and then journal articles and then sometimes I will choose a discipline and then go in and find whatever I am looking for.

Q 13 - Any additional comments from the student about the website?

To send a question to a librarian, the student said they would "email Wendy." After looking at the web page, they found the email and live chat links.

Student said they wouldn't use the website to send a question to a library employee, they would go to the front desk.

Frequency of website usage actually varied (used a lot during capstone and rarely since then)

n/a

Expected something more obvious to find a list of librarians.

Comments from the note-taker about the session that may be helpful.

For book search, student tried an author search exactly how it was listed; needed to use less of the name to bring up the record. Finally found the correct record by going through WorldCat.

The respondent went out of the UL website and used a Google search to find the High Plains Library District to search for another library that had the book in question 2.

Did not use the list of subjects on the left-hand side of the subject/liaison librarians list, just scrolled down looking for Education and/or the face of the librarian she had in an instruction session.

For the distance students the subject didn't look for info on services for distance students because he/she wasn't aware that there were services for distance students.

For the distance students question, this subject just explained library resources and services for distance students. The subject didn't actually look around the libraries website for information on services for distance students.

Respondent did not use the list of subjects on the subject librarian page, but rather just looked down the middle list of names and pictures, looking for appropriate subject.

For first question, respondent asked for clarification of question...looks up and down page...says she doesn't know what to do, and is encouraged to look by researcher before trying to click on anything. For second question, the respondent seemed distracted by two friends who were waiting for her. The cardboard trifold was not sufficient in this case as a privacy barrier.

Subject did not use the subject listing on the subject liaisons page. He also stopped when he found "Applied Statistics & Research Methods" even though he said his major is Applied Mathematics.   Also, this subject moved around the website very quickly and did not spend much time looking for information except from the menus on the homepage.

For the reserves question, the subject did appear to find an ebook chapter 1 by Schmidt and Etches. The subject found this through a summon search, not through reserves.

The subject had taken the criminal justice library credit course.

Subject mentioned that he/she had never used Reserves before.

The student was very confused about the information presented on the Reserve item. It seemed that she/he had not seen information on Reserves before.

User was on the right track initially for Question 2

n/a; student seemed comfortable with process for both questions

This person seemed to take their time in reading what was on the web-page, but they still missed links that would have taken them where they needed to go. Examples include: "Go to Date" to book a study room on Saturday. They also missed the "Citations & Bibliographies" subject link when they were looking at Research Guides by subject. They ended up clicking on "Arts & Humanities." While we didn't ask what the person's major was, I'm assuming it is in the Arts since they chose that subject guide.

It was interesting when the subject completes the APA task that they click on the database link, but then continue to search in the Summon bar. This may be because the top portion of the webpage does not visibly change.

Found a liaison librarian by doing a Summon search for the topic/major. This was successful, but only to get a name and email - doesn't take you to the full info about the subject librarian that is listed elsewhere. Also, the subject was able to find the book in the HPLD catalog but we did not ask if they knew how to get an HPLD item delivered to UNC.

Subject did not look at the list of subject areas at left on the Subject Librarians directory page.

Subject did not seem to notice the list of subjects on the left hand side of the subject librarians directory. Subject looked for information about other libraries on the left hand side of the screen where the filters are; also saw Advanced Search as a possible option.