

User Experience in Durick Library: Journey Mapping Student Experience

June 29, 2018

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BACKGROUND AND PURPOSE

During the 2018 spring semester, the Durick Library conducted a user experience study to evaluate how SMC students access library resources and services online and in the physical space of the library. The library had conducted various student assessments in the past, such as library surveys and a focus group study in 2013, but these types of assessments focused on students' perceptions of their library use and satisfaction and did not give much insight into how students actually use the library and perform certain tasks. In particular, the library wanted to identify the pain points and frustrations students have when interacting with library services and resources. Meaningful improvements could then be made to better match student needs with library services and identify areas where the library can improve access to resources.

The spring of 2018 was identified as an ideal semester to undergo a major assessment project for several reasons. First, we had nearly 6 months advance warning that the library would have an intern on board during that semester. We wanted to make sure that our intern had a valuable project-based work experience during her time with the Library. Fortunately for us, another intern signed on for the semester, and we had plenty of meaningful work for them both.

Additionally, during the 2015 strategic planning cycle the library chose to focus on the student experience as one of the main areas of importance. With that in mind, the library set forth the specific goals of enhancing the physical space including improved signage, improving the user experience in Discovery, and creating ways to link and promote our print and online resources. The college had also set the strategic goals of expanding institutional research and purposeful learning experiences beyond the classroom. The User Experience Committee wanted to create a high-impact research project that addressed as many of these goals as possible.

With these objectives in mind, the library chose to use journey mapping as its primary assessment tool. Journey mapping documents the steps that a customer goes through when interacting with a company, and it is well used by companies doing customer research. Using journey mapping in a library setting creates a story of a students' experience navigating the online and physical library by documenting the touchpoints at which a student comes in contact with a service.¹ Journey mapping helped us answer the following three questions.

- How do students use the web based services the library offers?
- How do students use services located in the physical space of the library?
- Are there library services that could be simplified/clarified/made easier for student use/accessibility?

These questions were explored through a variety of scenarios and by a cross-section of students from different class years and majors.

¹Andrews, J., & Eade, E. (2013). Listening to students: Customer journey mapping at Birmingham City University Library and Learning Resources. *New Review of Academic Librarianship*, 19(2), 161-177. doi:10.1080/13614533.2013.800761

Samson, S., Granath, K., & Alger, A. (2017). Journey mapping the user experience. *College & Research Libraries*, 78(4), 459-471. doi:10.5860/crl.78.4.459

RESEARCH METHOD AND DESIGN

The library's User Experience Committee identified areas that this study should address and created fourteen tasks/scenarios for students to carry out either on the library website or in the physical library.² We did not ultimately test the seventh web scenario due to a combination of technical issues with downloading the software to campus laptops and increased student use of Zotero which provided us with adequate anecdotal evidence to assess its usability.

Web Scenarios	Physical Scenarios
1. <i>Schedule a research consultation appointment</i>	1. <i>Locate a book.</i>
2. <i>Discovery (Find two articles and a book)</i>	2. <i>Scan a Page</i>
3. <i>Primary Sources (Identify a primary resource)</i>	3. <i>Charge your device</i>
4. <i>Requesting a purchase</i>	4. <i>Find quiet study area.</i>
5. <i>Locate this article</i>	5. <i>Check out a DVD</i>
6. <i>Find a Newspaper Article</i>	6. <i>Check out a Laptop</i>
7. <i>Use Zotero [Did not use]</i>	7. <i>Books on reserve</i>

These scenarios would be the basis for creating journey maps of the students' experiences using the library.

To implement our journey mapping project, the library partnered with Professor Amy Redman who was teaching an anthropology class entitled Research Methods of Anthropology. Her class consisted of 19 students and represented a good cross-section of class years. Partnering with an existing class eliminated the step of recruiting student participation. Students in this class also gained the opportunity to see both sides of the research study process as a research subject and as a research designer. It was made clear to all students that participation was voluntary and would in no way impact their grade for the course.

Two class times were allotted for carrying out the study, and librarian Beth Dietrich visited the class beforehand to introduce the project and have students sign consent forms to participate in the study. During the first class session, students worked on the web scenarios. Tasks were divided among students to ensure similar representation from all class years, and each student completed two tasks per session: web scenarios in session one and physical scenarios in session two.

For the web scenarios, students recorded themselves performing their tasks using screen capture software called Tegrity. The Tegrity recordings were then analyzed by our interns, using a rubric to record students' movements, thoughts, contact with library staff, issues/problems, and suggestions. For the physical scenarios, students were given two tasks to complete prior to attending the second class session. Students were given a handout to record their movements, thoughts, and suggestions as they completed their assigned tasks.

To further augment our data, students were asked to complete a follow-up survey after they completed each task. The follow-up survey captured the students' satisfaction with the outcome of their task and how they rated their overall experience. Students also participated in focus group

² Scenarios modeled after Samson and Granath, 2017.

sessions by class year which were facilitated by a librarian who asked follow-up questions to get a better sense of how students felt while completing the tasks and solicit any other feedback.

After each session, the two student interns and two librarians from the UX Committee analyzed the data. The data collected from the scenarios was then used to create journey maps of the students' experiences navigating both the online and physical library. These journey maps showed the steps students took to carry out a task and drew attention to the frustrations and pain points as they completed their tasks. Recommendations were devised to help alleviate the issues discovered throughout the journey mapping process.

After the first run of data analysis for each session was complete, Beth Dietrich updated the student participants of the findings from that session. At the end of the semester, the Library hosted the class for a third and final time to thank them with a pizza party and to update them on the state of the project. At the request of Professor Redman, Beth Dietrich shared some of the "lessons learned" that the library experienced during the project. This step modeled some of the constructive reflection on the research process that the students had been learning about in their course.

RECOMMENDATIONS

Web 1 - Get Research Help

During this scenario, a few students had no trouble finding the appropriate link to schedule an appointment. However, many students did not notice the big purple buttons at the lower center of the screen. Their eyes gravitated toward the left-hand menu. Those who entered the library through the portal had an equally hard time.

1. Consider removing center buttons
2. Add Get Research Help link to Research Resources page
3. Add Get Research Help icon to portal page on right hand side with other icons
4. Consider renaming Get Research Help and using icons

Web 2 - Discovery Search

While this scenario specifically said to do a Discovery search, students did not seem to understand the tabs in the same way library insiders understand them. Regardless of where the students decided to search, some struggled with formulating functional keyword searches. Extreme difficulty was noticed in the case of an international student who is otherwise a competent student.

1. Clarify language around what each tab is used for, possibly add language with hover
2. Guide on the side tutorial or point of need tutorial for constructing keyword searches rather than using natural language
3. Provide more specific tutorials/workshops for ESL students -- ie search phrase creation, catalog use, discovery use
4. Explore ways in Discovery to better distinguish between articles, books, and other source types

Web 3 - Primary Sources

This scenario highlighted a variety of issues with how the library presents information on Primary Sources, which lives primarily on the history tab and neglects to define Primary Sources for different disciplines.

1. Add basic Primary Sources link for "How do I?" and "Information for Students"
2. Make a page that defines primary sources for each discipline

3. Integrate subject guides into Discovery so that a guide on primary sources can be found doing a Discovery Search

Web 4 - Recommend a Purchase

Although all students were successful in completing this task, it took them a little longer than expected. This is probably due to the fact that the recommend a purchase link is a bit buried on the website. It still seemed to be placed in a logical place for students to find easily enough. One student pursued an ILL instead of a purchase, but either way the student would receive the necessary information. No students used the Ask Us/Tell Us page.

1. Rethink Ask Us/Tell Us page

Web 5 - Locate an article

This scenario identified a potential issue with the inconsistent setting “available in library collection” between the main Discovery search box and the advanced search. It also highlighted the difficulty students have in seeing or understanding the full text finder prompts (yellow bar).

1. Evaluate the inconsistency between main discovery search and advanced search “in this library”. Are we still happy with the settings as a group?
2. Look at full text finder prompts and language to see if anything can be done to clarify or simplify
3. Integrate Journal Finder into Discovery better
4. Change Articles & Journals tab to a Journal Finder search

Web 6 - Find a newspaper article

This may have been the scenario which was most problematic for students. Finding newspapers is difficult to begin with, and the plethora of options for the NYTimes confused the issue further. Some students clicked on the Historical Newspapers tab first and then saw the NYTimes Group Pass as the featured resource, however the web subscription does not include historical NYTimes articles. When students found the correct US Newspapers tab, they struggled to determine which option to select.

1. Give newspapers their own tab on main library page (Newspapers and Journals)
2. Change search box in articles and journals tab to a journal finder search
3. Simplify holdings for New York Times in Full Text Finder

Phys 1 - Locate a book

The largest issue to arise from this scenario was navigating the physical space. Signs and maps were either not seen by students or students were unsure how to read them.

1. Color code/mall-ify the map
2. Update the map style to be more eye catching
3. Explore other signage improvements like better call number end caps
4. Explore adding text call number feature to Discovery
5. Consider renaming locations like “Stacks”

Phys 2 - Scan a page

Most students were able to work their way through this one or were willing to ask for help. The greatest confusion came with identifying whether or not the document sent successfully. Interactions with library staff were positive.

1. Place instructions on printers for scanning/sending

Phys 3 - Charge a device

The amount of outlets does not seem to be an issue, but there was some dissatisfaction with the distance from study tables to outlets depending on what device was being charged. Students mentioned phone cords being too short to charge from an outlet without having to place their phone on the ground.

1. Install charging pockets next to certain outlets so phones don't have to sit on the floor while charging - socket pockets
2. Add USB plug outlets -- upgrade

Phys 4 - Quiet study area

The main issue encountered with this scenario is that students weren't sure if they were in a designated Quiet Study area. One student experienced disruptive noise coming from Durick's Den.

1. Better signage throughout quiet areas
2. Clearer indication on maps of quiet study areas
3. Put signs in Duricks Den about closing the door if you are in there an extended period of time

Phys 5 - Check out a DVD

Multiple students encountered issues with library computer DVD players not working. Interactions with library staff were positive.

1. Library should test all DVD players on LIB computers to make sure they work
2. Fix DVD players or inform students what computers do not play DVDs

Phys 6 - Check out a Laptop

This process worked generally well, but there were suggestions from students to improve visibility of available computers. Interactions with library staff were positive.

1. Explore option for seeing available laptops online
 2. Check with UVM on how they do things in their media lab
- *Note that all laptops for check out might be transferred to the IT Circulation Hub

Phys 7 - Book on Reserve

This process also worked generally well, but some suggestions were made to improve visibility of course reserve lists. Interactions with library staff were positive.

1. Make Course Reserve info on web more available.

Focus Groups

Web

1. Tutorial videos for specific difficult tasks -- *While students seemed more than willing to ask for help when needed during the physical scenarios, students were disinclined to ask for help when completing the online scenarios. In the focus groups, it emerged that students would be more likely to use a tutorial video at the point of need than to stop what they are doing and find someone to help them.*
2. Intro instruction for transfer students -- *One of the upper level students had transferred in to SMC and had never had any library instruction. It was suggested that a FYS style library intro offered for transfer students would be helpful and appreciated.*
3. Online suggestion box with follow up responses from library staff -- *We have the ask us/tell us page as an option where suggestions can be made. However, it is not obvious from the main library page, and responses from library staff could create an opportunity for relationship building with the students.*

4. Site map -- *Based on confusion while navigating the website during certain tasks, it was suggested that a site map for the library website could be beneficial.*

Physical

1. "Ask me" signage at desk -- *Some students expressed confusion about who to approach at the Circulation Desk. We could alleviate this by placing an "ask me" sign at a certain station (or move it as deemed necessary).*

CONCLUSION

One of the motivators for this project was to create a meaningful work experience for an incoming intern, while helping us gain some insight into how our students use the library. We also knew of at least two expected retirements and sought information to improve and streamline our services to be intuitive for our students, allowing the future staff to devote time to more complex queries and requests. Our process included collaboration with an anthropology research methods class, providing us with our pool of participants and adding value to the class content. The students of AN 209 were able to see a qualitative research project in process and envision real life application of the skills they were studying. Even before analyzing our results, this project provided a variety of opportunities which support several of the library's and Saint Michael's strategic goals.

The analysis and journey mapping process gave us insight into how students navigate our website and resources. Student use did not match our assumptions, and library-insider understanding of how the website works differs greatly from student understanding. The scenarios and data collection methods exploring the physical space were less complex and therefore yielded less rich data. However, we discovered the depth of the issues and frustrations surrounding library signage, as well as an array of interesting small improvements that could be made to enhance student experience in the library. Overall, our findings indicate that there are a number of actions the library can take to improve student interaction with the library, both online and in our physical space. The library will work to make the changes needed and do follow up testing to ensure those changes are improving our students' experience of Durick Library.

APPENDIX A

Web and Physical Scenarios

Web Scenarios:

Library Touchpoint	Scenario
Web	<p><i>1. Schedule a research consultation appointment.</i></p> <p>You are working on a ten-page research paper and need to find additional resources on the topic of <i>homelessness in New England</i>. Identify the appropriate librarian to meet with and schedule a research consultation. In the research topic field, identify that this is for the Journey Mapping project and the librarian will cancel the appointment to make the time available for other students.</p> <p>After scheduling the appointment, you are done with this scenario. You do not need to attend the appointment at the scheduled time.</p>
Web	<p><i>2. Discovery</i></p> <p>You are enrolled in the First Year Seminar 150 (Black Voices in Democracy) and need to find one book and two peer-reviewed/scholarly articles on the topic of racial stereotypes in film and tv for a 5 page paper. Using Discovery, perform the following tasks.</p> <ol style="list-style-type: none">1. Find one book2. Find two peer-reviewed full-text articles <p>After finding one book and two peer-reviewed full-text articles, you are done with this scenario.</p>
Web	<p><i>3. Primary Sources</i></p> <p>You are enrolled in History 103 (US History Since 1865). For your research assignment on assessing the effectiveness of Margaret Sanger and Charlotte Perkins Gilman in changing public opinion, you are required to include one primary source in your bibliography. Using the library website, find out what is a primary source and identify one database/resource that you can use to find primary sources.</p> <p>After linking to the identified database, you are done with this scenario.</p>
Web	<p><i>4. Requesting a purchase</i></p> <p>It is almost winter break, and you are hoping to take home a book to read, but the library does not own it. Request the library purchase a copy of <i>Between the World and Me</i> by Ta-Nehisi Coates and mention that this is for the Journey Mapping project. Coates, T.-N. (2015). <i>Between the world and me</i> (First edition). New York: Spiegel & Grau.</p> <p>After placing the purchase request, you are done with this scenario.</p>

Web	<p><i>5. Locate this article</i></p> <p>After consulting with your professor about your research topic, the professor provides you the following citation for a journal article that you could possibly use in your research paper. Locate the full-text journal article: Marcus, E. (2004). Why zombies are inconceivable. Australasian Journal of Philosophy, 82(3), 477-490. doi:10.1080/713659880</p> <p>After you have linked to the full-text of the article, you are done with this scenario.</p>
Web	<p><i>6. Find a Newspaper Article</i></p> <p>Find a headline from the front page of the New York Times on the day after (11/23/1963) John F Kennedy's assassination.</p> <p>After linking into the full-text of one of these articles, you are done with this scenario.</p>
Web	<p><i>7. Zotero</i></p> <p>You are in a seminar class and will be doing a research project on the topic of homelessness in New England. Your professor has recommended that you use the citation software Zotero to keep track of your sources for your bibliography. Using the library website, perform the following tasks.</p> <ol style="list-style-type: none"> 1. Set-up Zotero on your computer for your bibliography. 2. Use Discovery to identify 2 full-text articles. 3. Save them to Zotero. <p>After saving two articles to Zotero, you are done with this scenario.</p>

Physical Scenarios:

Physical	<p><i>1. Locate a book.</i></p> <p>You are taking an upper-division sociology course, SO310--The Sociology of Food and need a specific book for your research. Using library services, get the following book for your research: Bet the farm : how food stopped being food. Frederick Kaufman, 2012.</p> <p>Find and record the call number. Was the book marked available in the library system? Did you find it on the shelf?</p> <p>After answering these questions, you are done with this scenario.</p>
Physical	<p><i>2. Scan a Page</i></p> <p>Find Beth's birthday (June 27) in The Secret Language of Birthdays, scan the first page of that article using the library scanners and email it to bdietch@smcvt.edu.</p>

	<p>Goldschneider, G., & Goldschneider, A. (1994). <i>The secret language of birthdays: Personology profiles for each day of the year</i>. New York, NY: Viking Studio Books.</p> <p>After you have scanned and sent the page to Beth, you are done with this scenario.</p>
Physical	<p><i>3. Charge your device.</i> Besides sitting on the floor next to an electrical outlet, where would you go to charge your phone, laptop, or other electronic device? Locate an available outlet in the library where you could charge your device. Where in the library did you find your charging option? Was your first choice for charging available?</p> <p>After finding an available outlet and answering these questions, you are done with this scenario.</p>
Physical	<p><i>4. Find quiet study areas.</i> Identify and record one of the library’s designated Quiet Study Areas. Sit in the area for 10-15 minutes to assess the noise level. Describe your experience.</p> <p>After describing your experience, you are done with this scenario.</p>
Physical/Service	<p><i>5. Check out a DVD.</i> Find the specific DVD listed below and check it out. Locate a place in the library where you can watch the DVD, determine if you can get it running, and then return the DVD. Food chains. Screen Media Films, 2014.</p> <p>After you have returned the DVD, you are done with this scenario.</p>
Physical/Service	<p><i>6. Check out a Laptop</i> Check out a Laptop. Find a place in the library where you can use the laptop while charging. After doing so, return the laptop.</p> <p>After you have returned the laptop, you are done with this scenario.</p>
Service	<p><i>7. Books on reserve.</i> Professor Bang-Jensen put a book on reserve for your class. She would like you to read the book <i>Picture This: How Picture Books Work?</i> by Molly Bang. Use the library services to locate this book, check it out, and find out how long course reserve materials can be checked out. Return the book.</p> <p>After you have returned the book, you are done with this scenario.</p>

APPENDIX B

Survey Questions and Analysis

Web Scenario Survey Questions:

After completing each scenario, participants will be asked to answer any or all of the following questions:

Which scenario did you complete?

Class Year

Academic Major

How often do you use the Library/Library services?

1. Rarely 2. Once a week, 3. 2-4 times per week, 4. 5 or more times per week

Have you used the resources in this scenario before?

1. Yes 2. No

Have you received instruction in-class or one-on-one on how to do this task in the past?

1. Yes 2. No

How satisfied were you with the outcome of this scenario?

1. Very dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very satisfied

How satisfied were you with the overall experience while completing this task?

1. Very dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very satisfied

Physical Scenario Survey Questions:

Which scenario did you complete?

Class Year

Academic Major

How often do you physically visit the library?

1. Less than once a week 2. Once a week 3. 2-4 times per week 4. 5 or more times a week

Have you had to complete a task similar to the one in your scenario before?

1. Yes 2. No

How satisfied were you with the outcome of this scenario?

1. Very dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very satisfied

How satisfied were you with your overall experience while completing this task?

1. Very dissatisfied 2. Dissatisfied 3. Neither 4. Satisfied 5. Very satisfied

On a scale of 1-5, how often did you use the signage in the library to help you complete your task?

1. Did not use the signage in the library at all – 5. Used the signage in the library at every step of the task

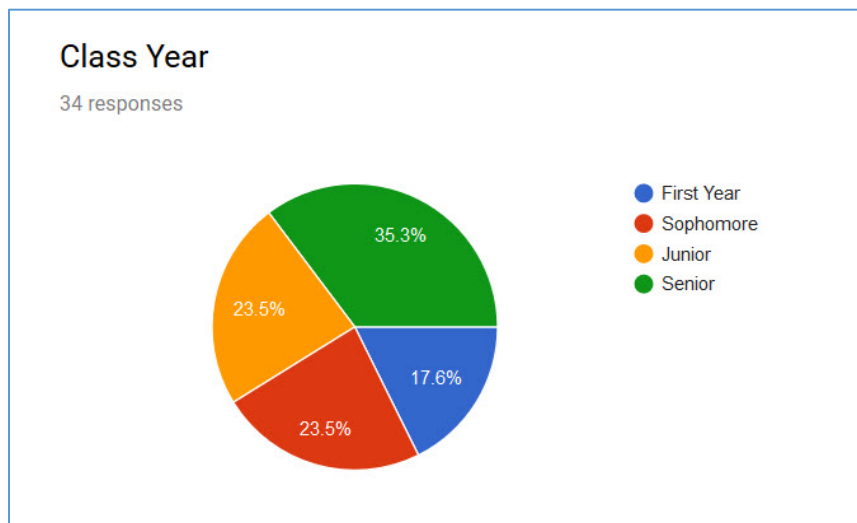
On a scale of 1-5, how helpful was the signage in the library?

1. Signage was not helpful at all/Did not use signage at all – 5. Signage was very helpful

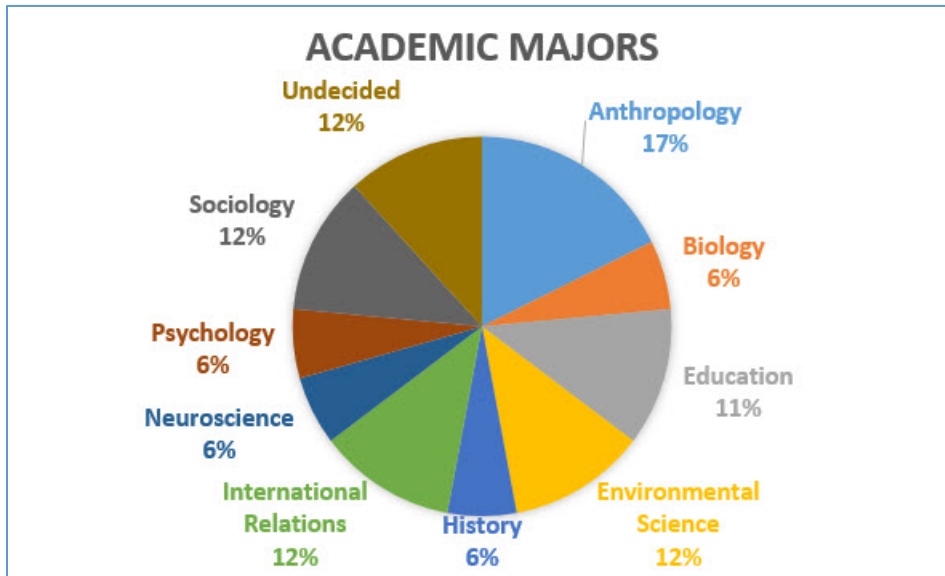
Survey Analysis (Web Scenarios)

Seventeen out of the nineteen students in the class participated in the survey for the web scenarios after completing each of their two tasks.

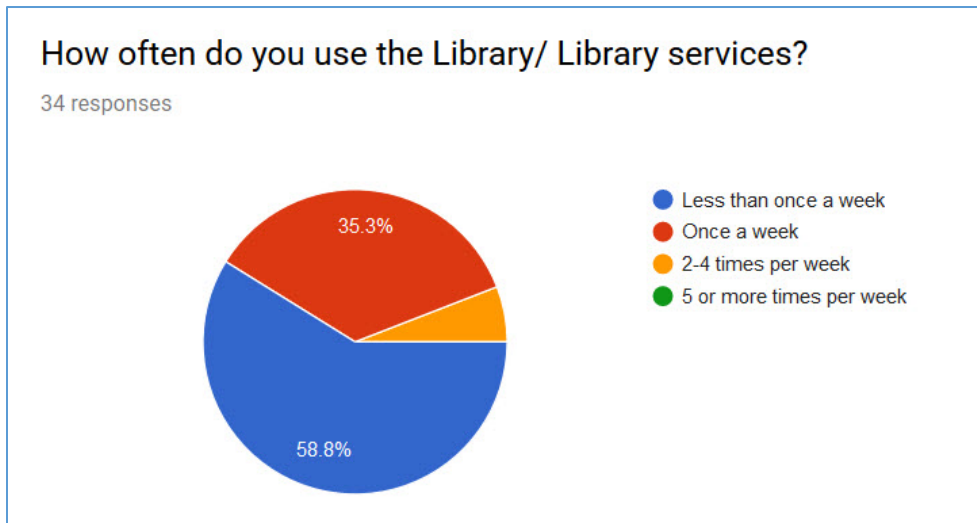
Representation of Class Years



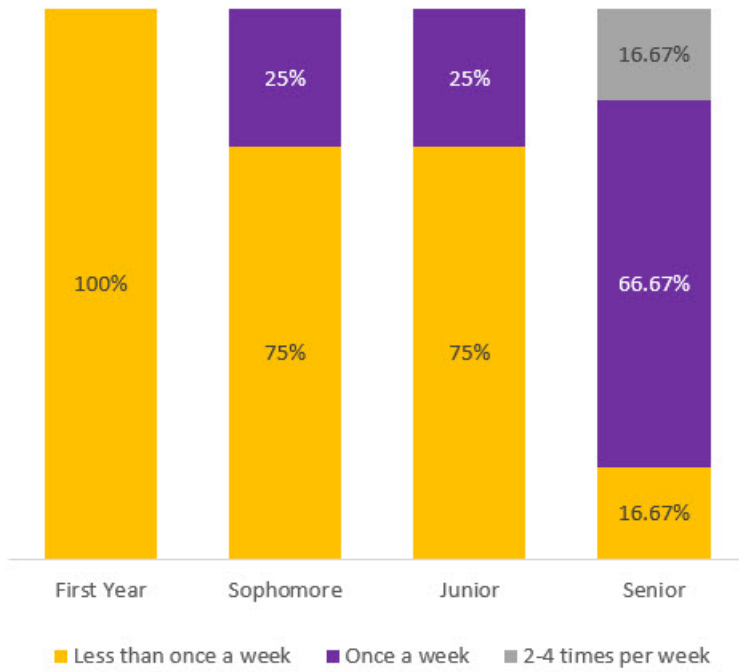
Breakdown of Academic Majors



Student Use of the Library



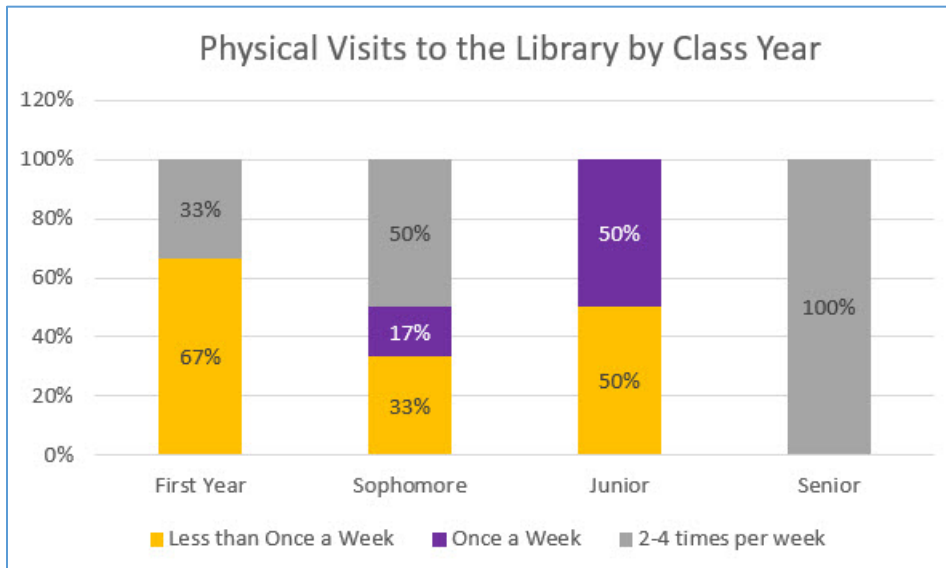
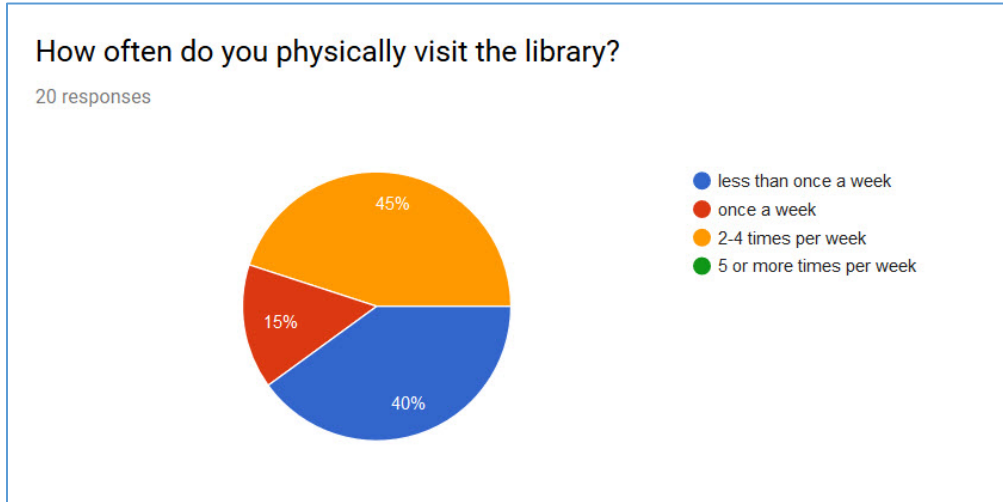
Use of Library Services by Class Year




Survey Analysis (Physical Scenarios)

Only ten out of nineteen students participated in the survey for the physical scenarios after completing their two tasks.

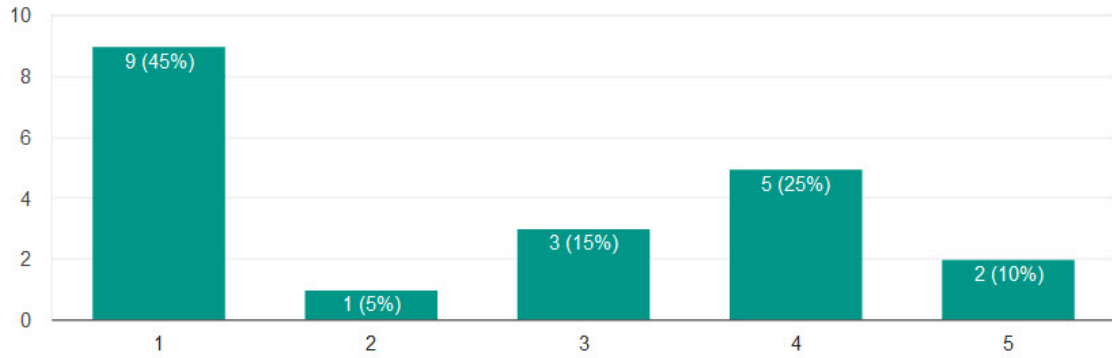
Visits to the Library




Usage of signage in the library

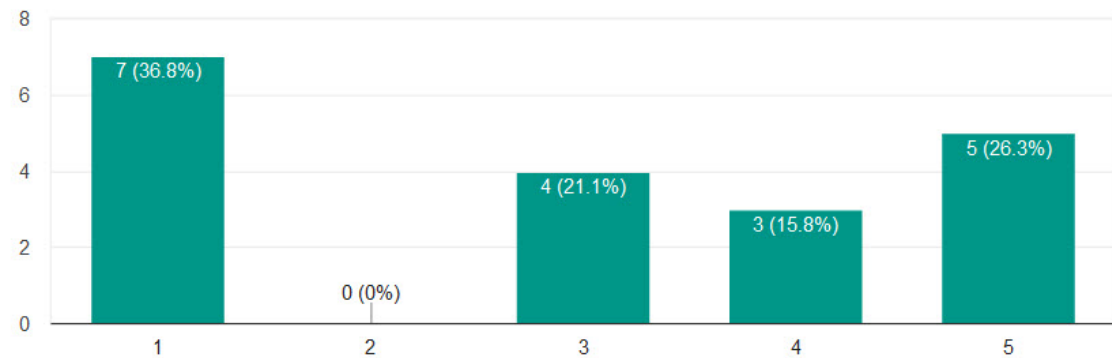
On a scale of 1-5, how often did you use the signage in the library to help you complete your task? 

20 responses



On a scale of 1-5, how helpful was the signage in the library? 

19 responses



APPENDIX C

Focus Group Questions and Analysis

All focus group sessions were recorded and saved in Tegrity. The responses to the questions informed our analysis of the journey mapping process. Below are notes of the highlights and student suggestions from each session.

Web Scenario Focus Group Questions:

After completing all assigned scenarios, participants will be asked the following questions in a focus group setting:

Have you received instruction on how to do this in the past? How many library instruction sessions have you attended over your time at St. Mike's?

How much effort/creativity/intuition went into completion of these scenarios?

Did you experience any frustration while going through these scenarios?

Do you have suggestions on how to improve the website or library services?

Session Notes:

Freshman

- Tutorial videos at point of need
 - More likely to use than to ask for help

Sophomores

- Google guy had two or three library instruction sessions!!!
- Someone wants "walk-in" assistance hours
 - Could Librarians have "office hours" on syllabus for classes that you have relationships with? – coinciding with important projects
- Tutorial videos
- Suggestion boxes (online)

Juniors

- Special instruction sessions for international students
- Intro instruction for transfer students

Seniors

- NYTimes confusing because of how many points of access

Physical Scenario Focus Group Questions:

How much effort/creativity/intuition went into completion of these scenarios? Did you experience any frustration while going through these scenarios?

Why specifically do you visit the library? (e.g. independent study, printing, group meetings, check out items, etc.)

Why do you not visit the library? Where do you go instead? (to study/print/meet with groups, etc.)?

What aspects of this library are most welcoming and comfortable for users? What aspects of this library are most uncomfortable and off-putting for users?

How comfortable are you asking library staff for help?

How easy do you find navigating the library? (More important for FY & SO)

Do you have suggestions on how to improve the website or library services?

Session Notes:

Freshman

- Welcoming
 - Children's room
 - Comfortable chairs
 - Global Eyes
- Off-putting
 - Navigation difficult/signs unclear
 - Colors/outdated
- Ask for help
 - More comfortable asking for help in the physical realm vs online
 - Not always sure how to ask a question (phrasing)
 - Never knows where the librarian is/only sees students at desk
 - More likely to approach an adult—wearing nametags might make librarians more approachable
 - "ASK ME" signage
- Signage
 - "mall maps"
 - Could find signs but didn't understand how to read them (maybe color code the floors)
- Website
 - Don't understand the tabs
 - Key/dictionary or map for website

Sophomores

- Issues with macs

Juniors

- Frustration when you couldn't find books and when the computer wasn't working
- Didn't know the map was available – hard time finding books
- Come to library for group use, studies on her own on top floor Dion
 - Fewer distractions in library than Dion
- Printers around campus are “usually broken”
- Welcoming
 - Lots of different study spaces, likes the variety
 - Layout of first floor
- Off-putting
 - Downstairs is creepy
 - Getting lost
- Asking for help
 - Hesitant but ask when necessary
 - Try on their own first
- Navigating
 - Make maps more visible/clear

Seniors

- Come to library when need librarian assistance, otherwise Dion
 - Perception that freshman and sophomores use Dion more – more social and loud than works for serious studying – too distracting
- Welcoming
 - Good place to study
 - Lighting (Dion is too bright/harsh)
 - Comfortable seating (even the non-arm chairs)
- Friendly staff and knowledgeable
 - Understanding that even if librarians aren't at the desk – they are around and available
- Navigating
 - Finding the books can be difficult (bigger maps? Or more of them?)
 - Signs for quiet spaces

APPENDIX D

Journey Map Rubric

	1	2	3	4	5
Thoughts					
Movement					
Contact w/ Library Staff					
Issues/ Problems					
Suggestions					

APPENDIX E
Journey Maps

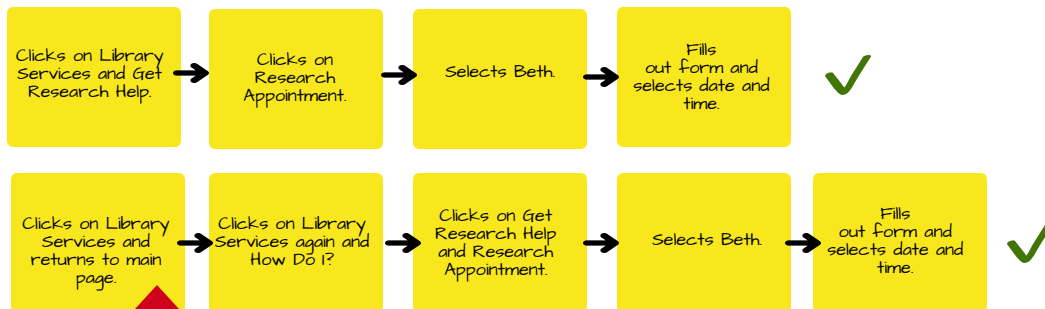
Journey Map: Schedule a Research Appt.

USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 1 (W)

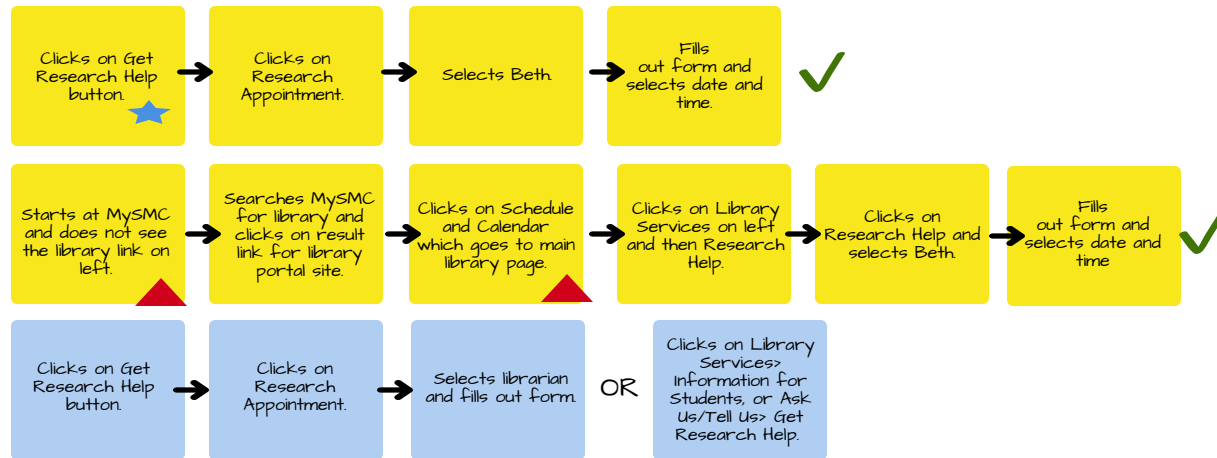
You are working on a ten-page research paper and need to find additional resources on the topic of homelessness in New England.

Identify the appropriate librarian to meet with and schedule a research consultation.



RECOMMENDATIONS

During this scenario, a couple of students had no trouble finding the appropriate link to schedule an appointment, but others skipped over the Get Research Help link on various pages. Many students did not notice the big purple buttons at the lower center of the screen. Their eyes gravitated toward the left-hand menu. Those who entered the library through the portal had an equally hard time.



- Remove center buttons?
- Add Get Research Help link to Research Resources page.
- Add Get Research Help icon to portal page on right hand side with other icons.
- Consider renaming Get Research Help and using icons.

SURVEY SAYS:

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:

5 OUT OF 6
 Students had **NEVER** scheduled a research appointment before.

OUTCOME SATISFACTION



EXPERIENCE SATISFACTION



6 participants

★ HIGHLIGHTS ✗ UNSUCCESSFUL
▲ PAIN POINTS ✓ SUCCESSFUL

Journey Map: Using Discovery

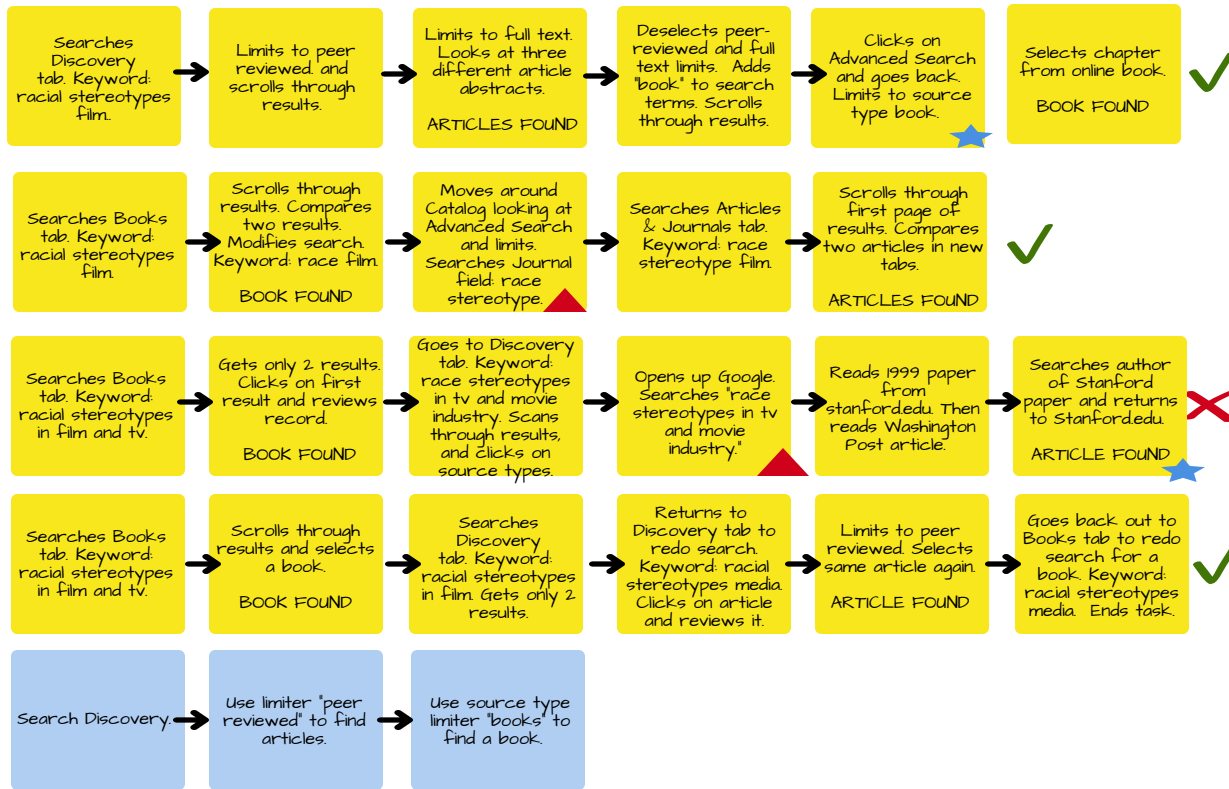
USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 2 (W)

You are enrolled in the First Year Seminar 150 (Black Voices in Democracy) and need to find one book and two peer-reviewed/scholarly articles on the topic of racial stereotypes in film and tv for a 5 page paper.

Using Discovery, perform the following tasks.

1. Find one book.
2. Find two peer-reviewed full-text articles



RECOMMENDATIONS

While this scenario specifically said to do a Discovery search, four out of six students started with the Books tab. Students did not seem to understand the tabs as they were intended. Many students also struggled with formulating functional keyword searches.

- Clarify the tabs and make their purpose clearer.
- Point of need tutorial for constructing keyword searches.
- Provide more specific tutorials/workshops for ESL students.
- Explore ways in Discovery to better distinguish between articles, books, and other source types.

SURVEY SAYS:

4 OUT OF 6

Students had used Discovery before.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:

OUTCOME SATISFACTION

4.5

EXPERIENCE SATISFACTION

4.3

6 participants

★ HIGHLIGHTS
 ✗ UNSUCCESSFUL
 ▲ PAIN POINTS
 ✓ SUCCESSFUL

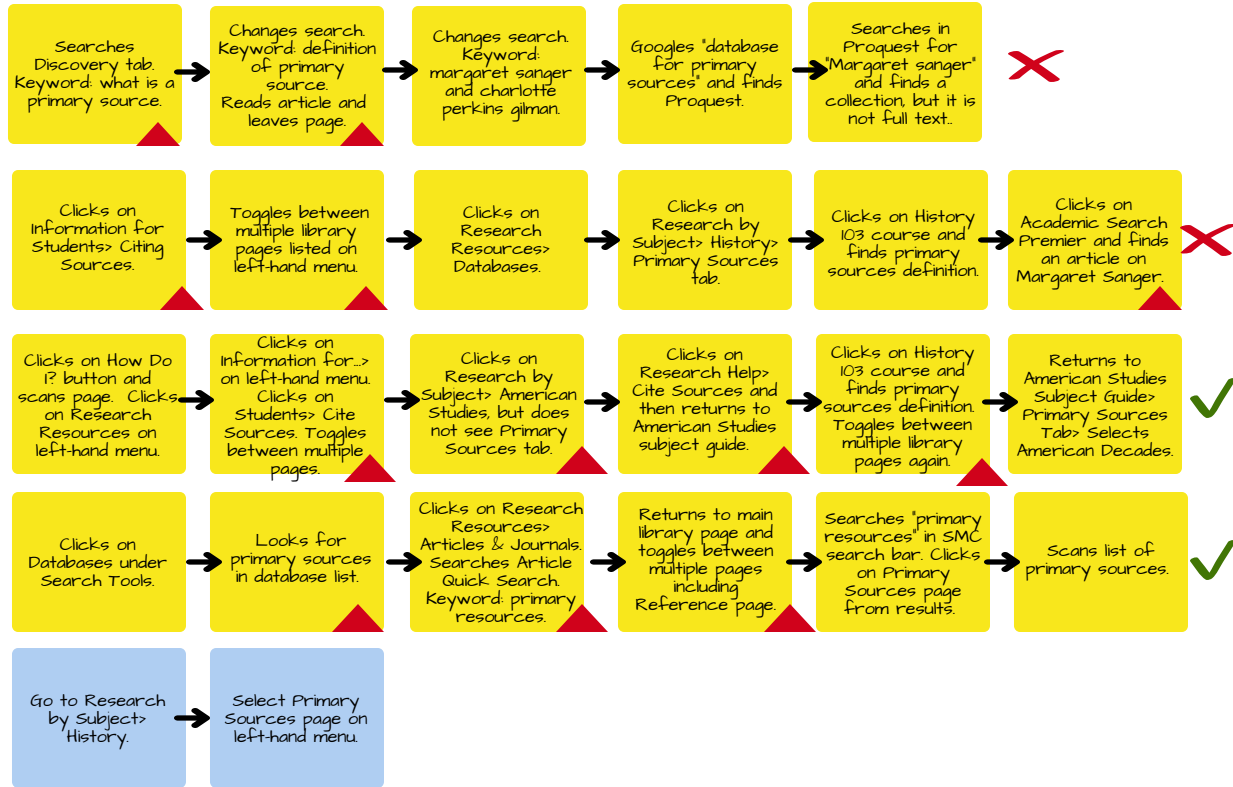
Journey Map: Find a Primary Source

USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 3 (W)

You are enrolled in History 103 (US History Since 1865). For your research assignment on assessing the effectiveness of Margaret Sanger and Charlotte Perkins Gilman in changing public opinion, you are required to include one primary source in your bibliography.

Using the library website, find out what is a primary source and identify one database/resource that you can use to find primary sources.



RECOMMENDATIONS

Students clearly had no idea where to find information on Primary Sources on the library website, and they experienced a lot of frustration toggling between multiple library pages. Currently, the Primary Sources page lives on the history tab and does not define primary sources for other disciplines.

- Add link to Primary Sources page on "How Do I?" and "Info for Students" pages.
- Make a page that defines primary sources for all disciplines.
- Integrate subject guides into Discovery so that a guide on primary sources can be found doing a Discovery search.

SURVEY SAYS:

3 OUT OF 5
 Students had NEVER searched for primary sources before.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:

OUTCOME SATISFACTION



EXPERIENCE SATISFACTION



4 participants

★ HIGHLIGHTS
 ✗ UNSUCCESSFUL
▲ PAIN POINTS
 ✓ SUCCESSFUL

Journey Map: Recommending a Purchase

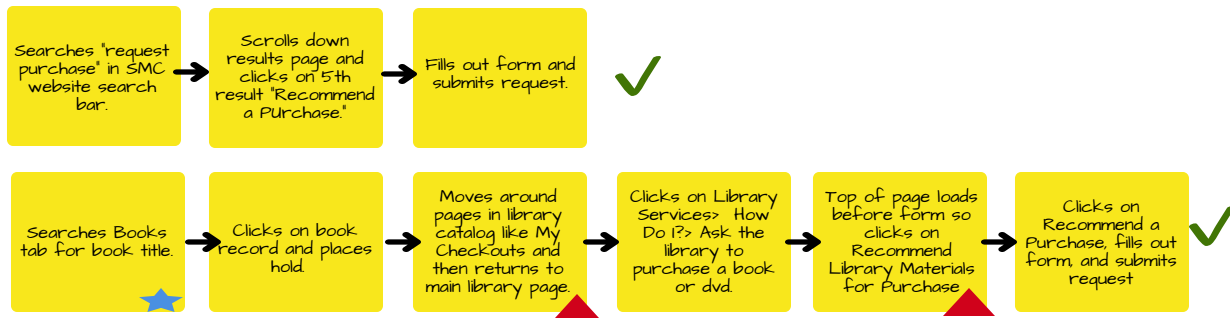
USER JOURNEY

EXPECTED JOURNEY

SCENARIO 4 (W)

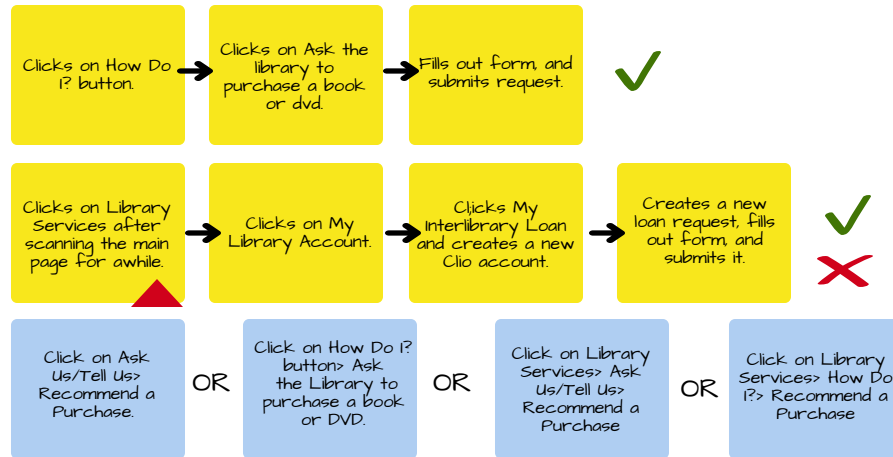
It is almost winter break, and you are hoping to take home a book to read, but the library does not own it. Request the library purchase a copy of *Between the World and Me* by Ta-Nehisi Coates and mention that this is for the Journey Mapping project.

Coates, T-N (2015). *Between the world and me* (First edition). New York: Spiegel & Grau.



RECOMMENDATIONS

Although all students were successful in completing this task, it took them a little longer than expected. Two students searched the Catalog first to see if we owned the book before requesting it which caused some confusion. Three out of five students used the How Do I? page to find the recommend a purchase link, one student searched the SMC site to find the link, and one student requested an ILL instead. No students used the Ask Us/Tell Us page.



- Rethink Ask Us/Tell Us page.
- Test out searches on the SMC site for finding library information and pages.

SURVEY SAYS:

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:

4 OUT OF **5**
 Students had **NEVER** recommended a purchase to the library.

OUTCOME SATISFACTION



EXPERIENCE SATISFACTION



5 participants

- ★ HIGHLIGHTS
- ✗ UNSUCCESSFUL
- ▲ PAIN POINTS
- ✓ SUCCESSFUL

Journey Map: Locate an Article

USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 5 (W)

After consulting with your professor about your research topic, the professor provides you the following citation for a journal article that you could possibly use in your research paper.

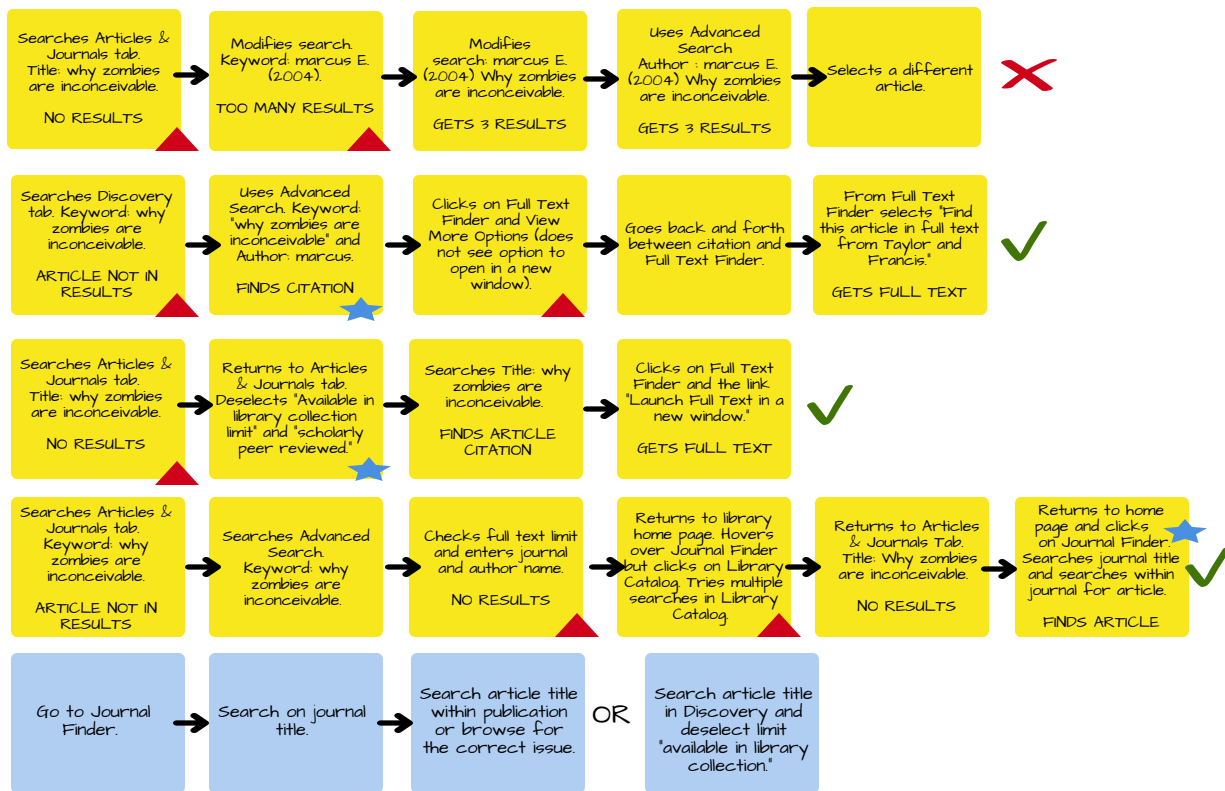
Locate the full-text journal article.

Marcus, E. (2004). Why zombies are inconceivable. *Australasian Journal of Philosophy*, 82(3), 477-490. doi:10.1080/713659880

RECOMMENDATIONS

Four out of five students started at the Articles & Journals tab indicating that Journal Finder was not a clear option to them. This scenario also identified a potential issue with the inconsistent setting "available in library collection" between the main Discovery search box and the advanced search. Students also had difficulty understanding the Full Text Finder prompts.

- Change Articles and Journals tab to a Journal Finder search.
- Integrate Journal Finder into Discovery better.
- Clarify Full Text Finder prompts if possible.
- Evaluate inconsistency with "available in library collection" limit.



SURVEY SAYS:

6 OUT OF **6**
 Students had searched for known articles before.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:

OUTCOME SATISFACTION

4.3

EXPERIENCE SATISFACTION

3.8

5 participants

★ HIGHLIGHTS
 ✗ UNSUCCESSFUL
▲ PAIN POINTS
 ✓ SUCCESSFUL

Journey Map: Find a Newspaper Article

USER JOURNEY

EXPECTED JOURNEY

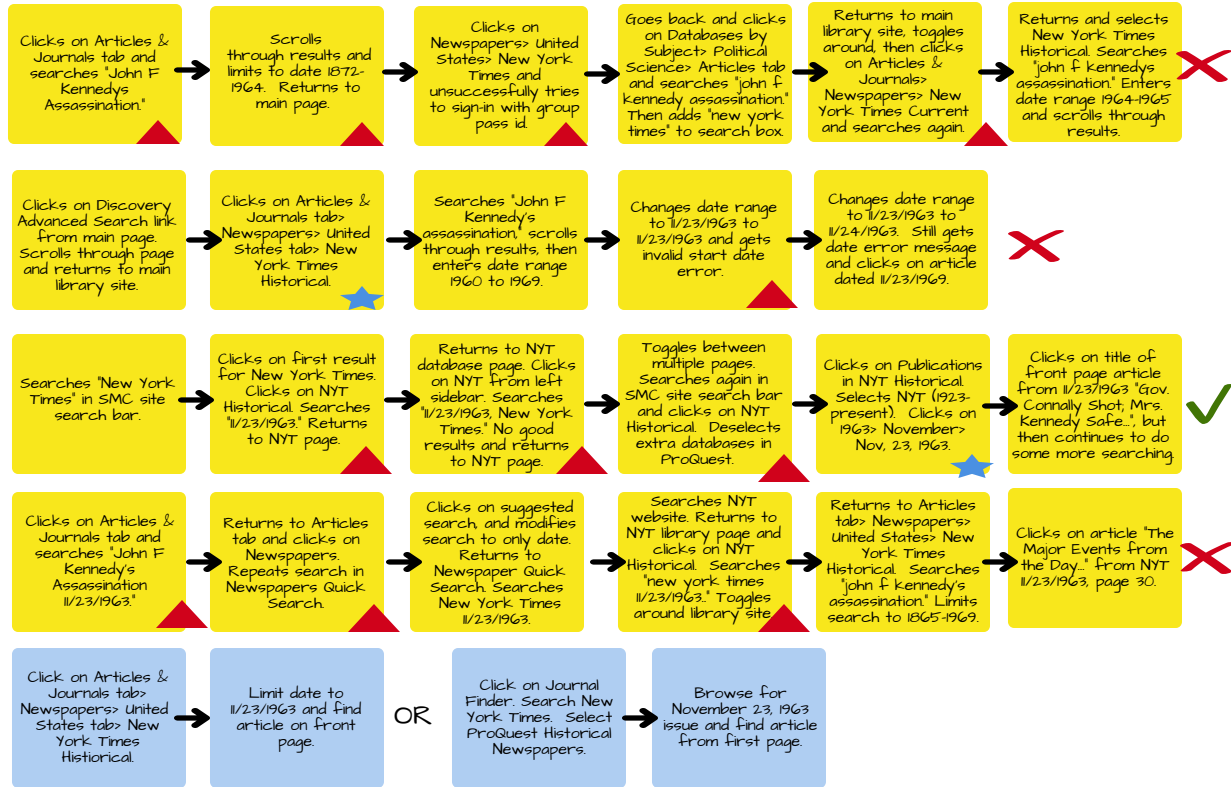
SCENARIO 6 (W)

Find a headline from the front page of the New York Times on the day after (11/23/1963) John F Kennedy's assassination.

RECOMMENDATIONS

All students struggled with this scenario and were unsure where to begin. They all ended up starting at the Articles & Journals tab indicating that Journal Finder is not a known option. Students also had issues using the date range limiter and did not know how to read a citation to see if the article was on the front page. Having so many choices for the New York Times (Current, Historical, NYTimes Group pass) was also very confusing.

- Give Newspapers their own search tab.
- Change Articles and Journals tab to a Journal Finder search.
- Simplify holdings for New York Times in Full Text Finder.



SURVEY SAYS:

5 OUT OF **6** Students had NEVER searched for a specific newspaper article before.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:

OUTCOME SATISFACTION



EXPERIENCE SATISFACTION



5 participants

★ HIGHLIGHTS ✗ UNSUCCESSFUL
▲ PAIN POINTS ✓ SUCCESSFUL

Journey Map: Locate a Book

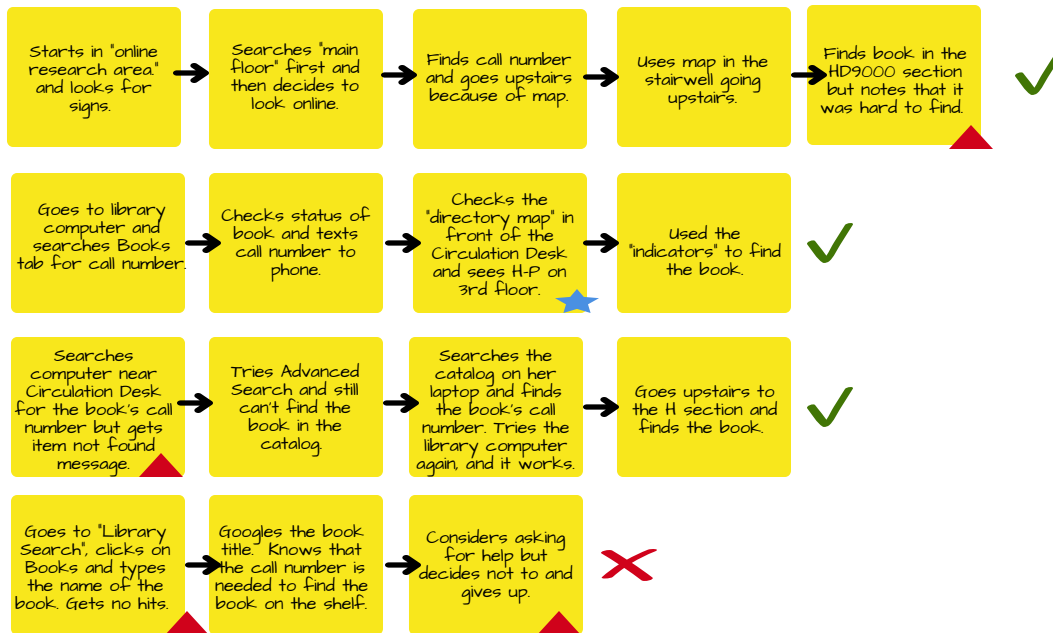
USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 1 (P)

You are taking an upper-division sociology course, SO310--The Sociology of Food and need a specific book for your research. Using library services, get the following book for your research.

Bet the farm : how food stopped being food. Frederick Kautzman, 2012.

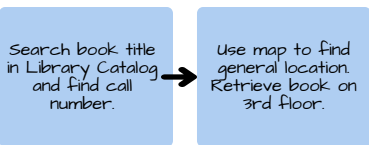
Find and record the call number. Was the book marked available in the library system? Did you find it on the shelf?



RECOMMENDATIONS

Students commented that navigating the physical space was confusing. Signs and maps were either not seen by students or students were unsure how to read them. A couple of students also had trouble finding the book in the Catalog.

- Color code location maps.
- Update the map style to be more eye catching.
- Explore other signage improvements like better call number end caps.
- Explore adding text call number feature to Discovery.
- Consider renaming locations like "Stacks."



SURVEY SAYS:

6 OUT OF **7** Students had looked for a book before.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:



8 participants

** Student terminology is indicated in quotation marks. **

- ★ HIGHLIGHTS
- ✗ UNSUCCESSFUL
- ▲ PAIN POINTS
- ✓ SUCCESSFUL

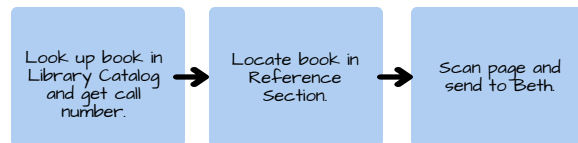
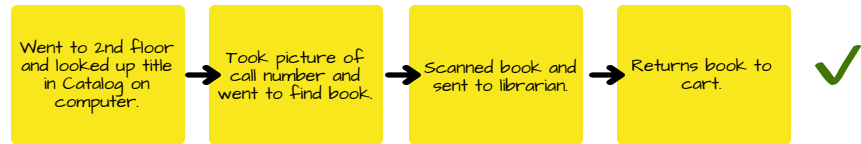
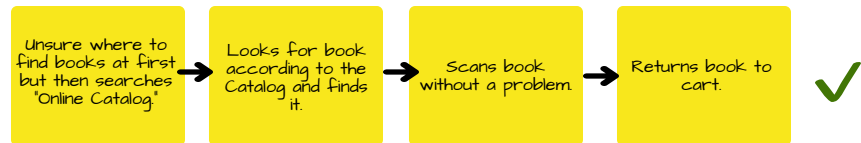
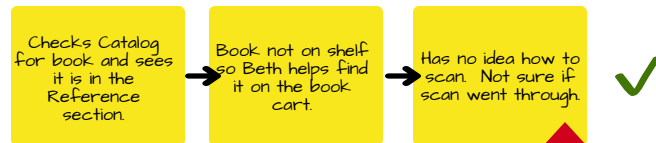
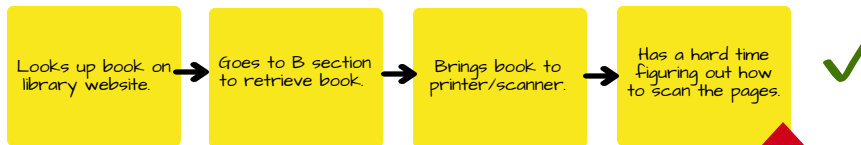
Journey Map: Scan a Page

USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 2 (P)

Find Beth's birthday (June 27) in *The Secret Language of Birthdays*, scan the first page of that article using the library scanners, and email it to bdietrich@smcvtedu.

Goldschneider, G. & Goldschneider, A. (1994). *The secret language of birthdays: personology profiles for each day of the year*. New York, NY: Viking Studio Books.



RECOMMENDATIONS

Most students had never used the printers to scan before, but they managed to do it either on their own or sought help. Knowing whether or not the document sent successfully was frustrating to students. Interactions with library staff were positive.

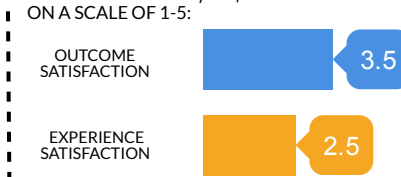
- Place instructions on printers for scanning/sending

SURVEY SAYS:

1 OUT OF **2**

Students had **NEVER** scanned a document with the library printer.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:



5 participants

** Student terminology is indicated in quotation marks. **

- ★ HIGHLIGHTS
- ✗ UNSUCCESSFUL
- ▲ PAIN POINTS
- ✓ SUCCESSFUL

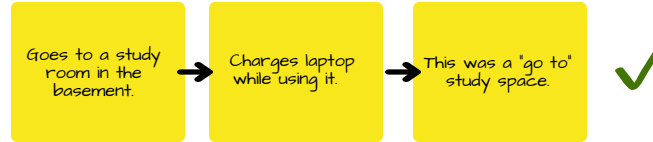
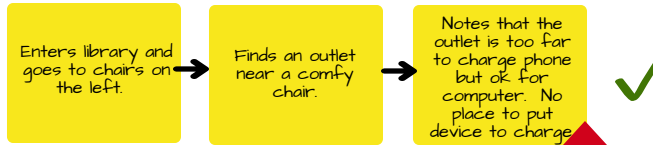
Journey Map: Charge a Device

USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 3 (P)

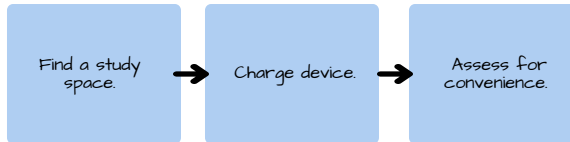
Besides sitting on the floor next to an electrical outlet, where would you go to charge your phone, laptop, or other electronic device?

Locate an available outlet in the library where you could charge your device. Where in the library did you find your charging option? Was your first choice for charging available?



RECOMMENDATIONS

The amount of outlets does not seem to be an issue, but there was some dissatisfaction with the distance from study tables to outlets depending on what device was being charged. Students mentioned phone cords being too short to charge from an outlet without having to place their phone on the ground.



- Install charging pockets next to certain outlets so phones don't have to sit on the floor while charging (socket pockets).
- Add USB plug outlets -- upgrade.

SURVEY SAYS:

1 OUT OF 1
 Students had **NEVER** charged a device in the library.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:

OUTCOME SATISFACTION



EXPERIENCE SATISFACTION



2 participants

** Student terminology is indicated in quotation marks. **

- ★ HIGHLIGHTS
 - ✗ UNSUCCESSFUL
- ▲ PAIN POINTS
 - ✓ SUCCESSFUL

Journey Map: Find Quiet Study Areas

USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 4 (P)

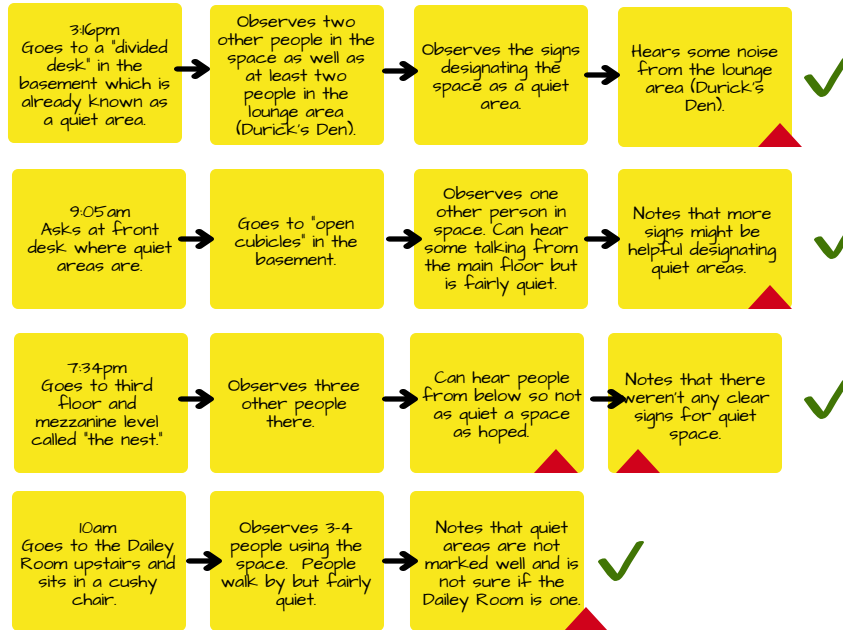
Identify and record one of the library's designated Quiet Study Areas. Sit in the area for 10-15 minutes to assess the noise level.

Describe your experience.

RECOMMENDATIONS

Students were not sure if they were in a designated quiet study area and recommended more signs indicating quiet study spaces. One student experienced disruptive noise coming from Durick's Den.

- Better signage throughout quiet study areas.
- Clearer indication on maps of quiet study areas.
- Put signs in Durick's Den about closing the door if you are there for an extended period of time.



SURVEY SAYS:

2 OUT OF 4
 Students had used the library for quiet study space before.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:



4 participants

** Student terminology is indicated in quotation marks. **

- ★ HIGHLIGHTS
- ✗ UNSUCCESSFUL
- ▲ PAIN POINTS
- ✓ SUCCESSFUL

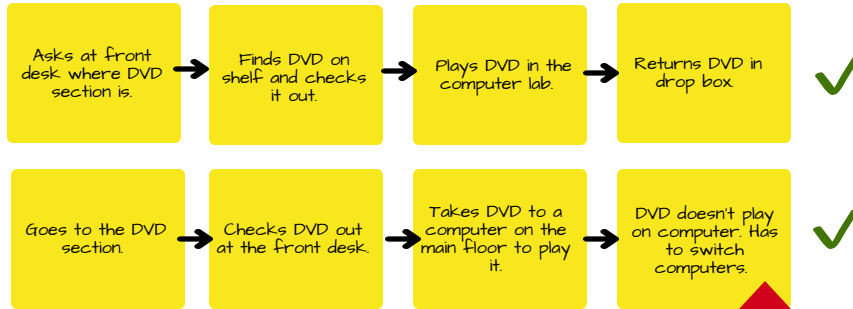
Journey Map: Check Out a DVD

USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 5 (P)

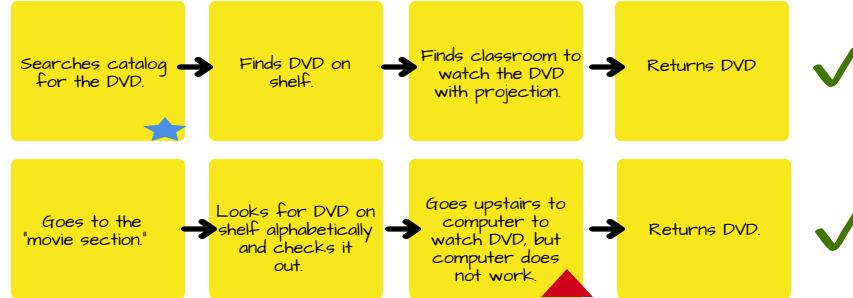
Find the specific DVD listed below and check it out. Locate a place in the library where you can watch the DVD, determine if you can get it running, and then return the DVD.

Food chains. Screen Media Films, 2014.



RECOMMENDATIONS

Multiple students encountered issues with library computer DVD players not working. Interactions with library staff were positive.

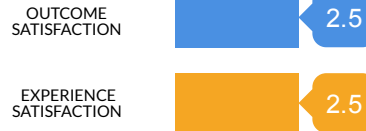


- Library should test all DVD players on computers to make sure they work.
- Fix DVD players or inform students what computers do not play DVDs.

SURVEY SAYS:

2 OUT OF **2**
 Students had **NEVER** checked out a DVD from the library before.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:



6 participants

** Student terminology is indicated in quotation marks. **

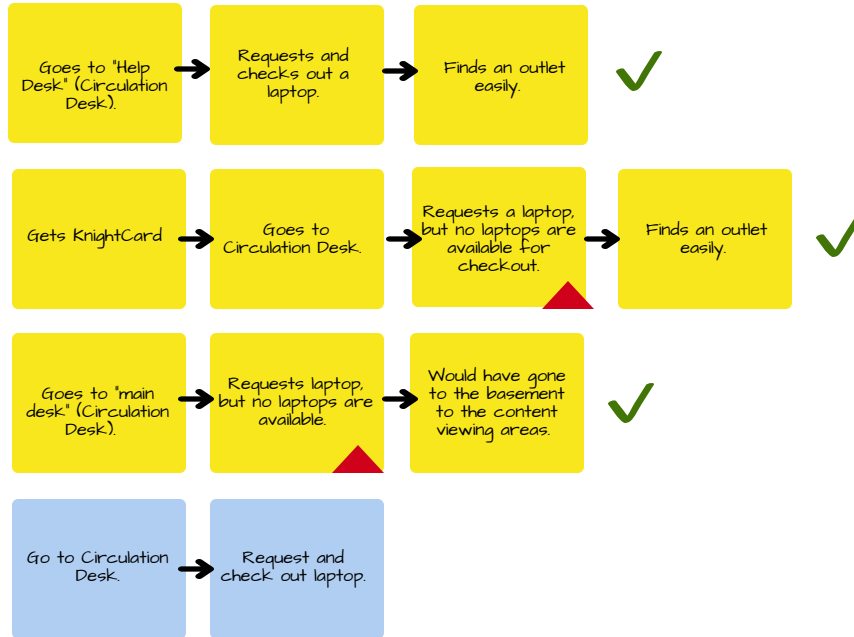
- ★ HIGHLIGHTS
- ✗ UNSUCCESSFUL
- ▲ PAIN POINTS
- ✓ SUCCESSFUL

Journey Map: Check out a Laptop

USER JOURNEY
 EXPECTED JOURNEY

SCENARIO 6 (P)

Check out a Laptop. Find a place in the library where you can use the laptop while charging. After doing so, return the laptop.



RECOMMENDATIONS

Overall, students had no major issues checking out a laptop. Some students suggested improving the visibility of laptop availability. Interactions with library staff were positive.

- Explore option for seeing available laptops online.
- Note that all laptops for check out might be transferred to the IT Circulation Hub.

SURVEY SAYS:

2 OUT OF 3
 Students had **NEVER** checked out a laptop at the library before.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:

OUTCOME SATISFACTION



EXPERIENCE SATISFACTION



4 participants

** Student terminology is indicated in quotation marks. **

- ★ HIGHLIGHTS
- ✗ UNSUCCESSFUL
- ▲ PAIN POINTS
- ✓ SUCCESSFUL

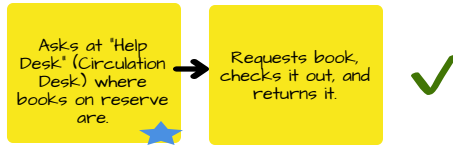
Journey Map: Check out a Reserve

USER JOURNEY
 EXPECTED JOURNEY

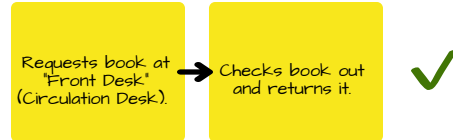
SCENARIO 7 (P)

Professor Bang-Jensen put a book on reserve for your class. She would like you to read the book *Picture This: How Picture Books Work?* by Molly Bang.

Use the library services to locate this book, check it out, and find out how long course reserve materials can be checked out. Return the book.



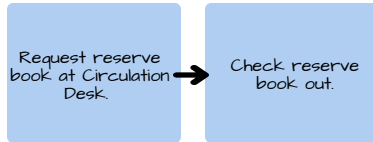
Requests book, checks it out, and returns it. ✓



Checks book out and returns it. ✓

RECOMMENDATIONS

Overall, students had no major issues checking out a book on reserve. Students did suggest improving the visibility of reserve lists. Interactions with library staff were positive.



Check reserve book out.

- Make Course Reserve information on website more visible.

SURVEY SAYS:

1 OUT OF 1
 Students had NEVER checked out a Reserve before.

Student satisfaction with the task outcome and their overall library experience was ON A SCALE OF 1-5:

OUTCOME SATISFACTION



EXPERIENCE SATISFACTION



2 participants

** Student terminology is indicated in quotation marks. **

★ HIGHLIGHTS ✗ UNSUCCESSFUL
▲ PAIN POINTS ✓ SUCCESSFUL