

SIDNEY SILVERMAN LIBRARY ASSESSMENT REPORT

Assessment Cycle - July 1, 2013 – June 30, 2015

Bergen Community College

ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

Assessment Period: July 1, 2013-June 30, 2015

AES Department: Library

Department Head: Amy Beth, Dean

Department Assessment Liaison: Annemarie Roscello – Faculty, Instruction

Task Force Members:

- Maria Cleary – Technical Assistant, Acquisitions
- Helen Groskopf – Technical Assistant, Media Services
- Kate Hossain – Faculty, Reference/Instruction
- Lynn Schott – Faculty, Reference/Instruction
- Yolanda Shepard – Technical Assistant, Webmaster

Date Submitted:

- Semester 1 documentation -- Nov. 25, 2013
- Semester 2 documentation -- May 12, 2014
- Semester 3 documentation – December 12, 2014
- Semester 4 documentation – June 12, 2015

❖ **Mission/goal statement or description of the Department:**

The Sidney Silverman Library (SSL) recognizes its integral role in support of the college's mission and curriculum. We will provide our diverse community of learners with information resources and dynamic services in a welcoming environment that promotes academic excellence and fosters lifelong learning.

❖ **Department's Core Objectives/Outcomes:**

The SSL website serves to connect all users with information at their time of need in a manner that is self-directed, intuitive, and beneficial. The SSL webpage is the face of the Library and is the 2nd highest traffic portal on the BCC website; the BCC homepage is the #1 destination. The SSL aims to facilitate all users in their quest to become information literate which is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. Therefore, it is essential that the SSL webpage supports the users in their ability to quickly and efficiently locate needed information.

SEMESTER 1: CREATING A DEPARTMENT-LEVEL ASSESSMENT PLAN

1. Department's Goal(s) or Outcome(s) to be assessed (from the above section):

The outcome to be measured was how well the SSL webpage serves STEM students. Desired outcome: 80% of STEM students participating in focus groups will demonstrate ease in using the SSL webpage to locate material quickly and efficiently for specific information need.

2. Means of Assessment:

When originally planning the assessment project (in Semester 1), it was determined that focus groups comprised of STEM students would be the primary means of reviewing the ease of use of the website.

After some research into webpage assessment (in Semester 2), the group changed the approach from focus group discussion to usability testing on specific tasks — that is to say, students would attempt to accomplish specific “typical research” tasks using the library website and the assessment team would observe, score and annotate their achievement and procedure, which would provide more quantitative results than just discussion could.

▪ Feedback from Vice President:

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

Early planning (Semester 1) led to the following actions, modifications and plans:

- a. Create a Website Assessment Task Force (WATF).
 - i. Task Force will work from January 2014-August 2014.
 - ii. Conduct background reading on website design for STEM students
 - iii. Determine specific STEM items on the SSL webpage
 - iv. Conduct discovery activities to determine how well items on the website can be located (library staff will participate in these activities)
 - v. Develop and conduct focus groups to evaluate results and make modifications before reconvening focus groups for reevaluation.
- b. The WATF will relay focus group comments to the web development staff, so that modifications can be made based upon focus group feedback.

As the work of Semester 2 progressed, there were changes to our initial plan.

- a. Between January - May 2014, the Website Assessment Taskforce (WATF) met 4 times.
- b. The original assessment plan called for the assembly of focus groups of STEM students who would comment on the usefulness of the Library's website. After consulting with Steve Krug's *Don't Make Me Think! A Common Sense Approach to Web Usability*, the group determined that usability testing (observing students while they complete specific tasks and encouraging the students to verbalize their thought process while using the website) rather than focus group discussions would be a more appropriate means of achieving our outcome of assessing the existing website. Focus groups might afford a better avenue for brainstorming new directions for the website, but usability testing would offer analysis of the existing design, which is the stated goal.
- c. A detailed timeline was developed for conducting observations of patrons utilizing the SSL's website. [See Appendix A – Project Timeline.]
- d. A script for the testing sessions was developed (Semester 3). [See Appendix B – Script Instructing Students about Testing.]
- e. Tasks for the STEM students were developed. These items represented a cross-section of the most common types of questions that students often research on the library website. Specific book and journal titles were chosen for their relevance to STEM students. [See Appendix C – Student Task Questions.]

- f. A sample report identifying enrolled STEM students was obtained from the IT developers (in February). This report included the contact information for 1,879 STEM majors. In consultation with our Assessment Fellow, it was determined that approximately 15-20 students would be an acceptable sample size for the usability testing pool. In Semester 3, an updated report was run (in early September) so that contact and enrollment information was current. At that time, the report indicated 2,075 STEM majors. [Report available upon request.]
- g. Developed text for the invitation to participate and the reply confirming the testing appointment (Semester 3). [See Appendix D – Text of the Email Invitation & Reply.]
- h. Developed a demographic survey for participants to complete in advance of the observation appointment (Semester 3). This provided some context to the responses, especially questions related to amount of time at Bergen or self-disclosed use of technology. The WATF determined that using FormSite (a web-based form service already in use by the Library) to collect this information would make the data easy to analyze. [See Appendix E – Text of Demographic Questions as Presented in FormSite.]
- i. Recognized the need to have an incentive to participate. Arranged to purchase Bergen Bookstore gift cards in the amount of \$10/card.

3B. Desired results department and Vice President would like to see.

▪ **Feedback from CIE:**

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

Over the summer (July and August), the WATF engaged a small sampling of students (from Student Life) and staff (inside and outside of the library). This early screening of participants allowed us to see how the data collection and observation tools were to work with; whether the questions we were asking made sense to the test subjects; and how long the process was likely to take. These students were offered bookstore gift cards (\$10 value) as a thank you for volunteering their time. It was during this testing phase that we decided to eliminate (video) recording of the transactions and we also determined to use paper copies of the observation coding sheets (rather than online versions of the form).

In early September, all 2,075 STEM majors that were reported to the WATF were contacted via email and invited to participate on two separate days of testing. The invitation elicited forty-two (42) responses, which resulted in 17 student observations. (This sample size fell within the recommended 15-20 students, so no additional requests for participants were made.)

Interested students were directed to self-select a testing appointment time slot (from an available list) and also to complete an online demographic survey (at that same time, in advance of the session). The demographic questions included identifying their major, number of cumulative degree credits, and information about college website usage. [See Appendix E for text of demographic questions asked; Appendix G for response data.] Confirmation emails were sent to the students.

Student testers were observed by two WATF members (one guide and one coder). Students were asked to complete ten (10) tasks, after the team leader read a brief set of instructions (Appendix B). They were encouraged to talk about their thought process, about which links they were inclined to click, and also about what they did not see or what they were looking for, but could not find. In some cases, follow-up questions were asked to draw out suggestions for specific text on-screen or general recommendations for the site.

Our defined goal was that 80% of the students could easily locate information using the library website. Based on the questions asked, the library website was easily navigated by students (i.e. tasks “completed easily”; responses in excess of 80%), on only two tasks—finding the library’s hours and locating the Reference Desk telephone number.

If the time taken to complete the task is not factored in (i.e. totaling any observations that were “completed”), then we find that 6 of 10 tasks (Task questions 1, 3, 5, 7, 8, and 10) could be completed by greater than 80% of the students.

Two students (12%) completed all 10 tasks successfully.

Tasks 2, 4, 6 and 9 had the lowest completion rates, with questions 6 and 9 being the most difficult (5 of 17, or 29.4%, did not complete). Observers noted that students did not always understand what the question was asking them to do or how they should complete

the task. Students' understanding of information literacy concepts as well website use impacted these tasks. It is unclear from the results how often the root cause of the difficulty was related to the website vs. the student's comprehension about information (i.e. peer-reviewed articles; book searching; journals). The coding of the observations varied across observers, so there were not always comments to support the data, which might have helped with the analysis of the question.

Observers noted students consistently utilize the left, purple navigation menu to answer questions. It is thought that this is due to the current practice of menu-driven browsing, occasioned by smartphone or mobile device usage. Comments from the students indicated that the language of some of the left menu choices was unnecessarily complicated (i.e. "library hours" could be "hours"). This became apparent as students often commented that they were skimming or browsing the list for specific terms and often bypassed terms that were not a match. For example, a student looking for the word "hours" was looking at the alphabetic listing for a link starting with "H". They were not looking at each entry on the list as a choice to be read, but rather a word to be matched at a quick glance.

Other comments about the left navigation menu related to terms that were just not understood. For example, "research guides" and "database trials" did not really signify anything to the students.

Comments and suggestions about improving or changing the website included:

- Make the purple, left navigation a shorter menu
- Consolidate "Library Hours" and "Library Contacts" into "About the Library"; also include "Library Services" in the "About the Library" menu choice
- Rename "Full List of Databases" to "Databases"
- Develop a subject list for the databases
- Rename "Get Help" to "Research Help"
- Chat should be on the front page (n.b. It is, but no one recognized it.)

In analyzing results we looked for connections between the demographic questions and how students performed on the tasks, but we failed to find any clear patterns. A student's native language, number of credit hours completed or their attendance at a previous library instruction session did not seem to indicate probable success or failure. It's possible that our data set (17 responses) is too small to draw out any larger patterns based on demographics.

5. Recommendations for Improvement:

- a. Norm the coding before beginning:
 - i. The coding of the observations varied across observers, so there were not always comments to support the data, which might have helped with the analysis of the question.
 - ii. In our role as observers, we also didn't do any norming of responses to task questions. So it is possible that different teams coded results

differently for certain questions. There were also some observers who took more extensive notes than others.

- b. Increase the number of participants. The testing was not as arduous as expected and completing 50-60 observations may have allowed more conclusions to be drawn from the observations.
- c. Wording:
 - i. In several cases, students seemed puzzled by the wording of a task question and we have considered if we had used different wording whether we would have gotten different results. For example in #6 we ask *"Find if the library has a copy of Stem Cell Research by David E. Newton c2007"* and many students typed in the library catalog box for "stem cell research by david e. newton". They were searching in the correct place, but would get no results because the library catalog doesn't recognize the word "by". If we had asked them to search for just Stem Cell Research, they might have been more successful.
 - ii. Similarly, we noticed lots of students seemed to get the hang of the testing as they went along and looked for matches between key words in the task questions and the website. For example, most (13 of 17 "completed easily", 76.4%) were successful on Q#8--*Your professor has suggested you use the library's online research guide on chemistry. How would you find it?* -- because they seemed to understand they needed to look for "research guide" on the website, which is part of the purple bar. But observers weren't sure that students actually understood what research guides are. If we had asked students where they would go for research help for a chemistry assignment, it seems likely they would have been less successful.
- d. Based on the results of the study, the WATF is recommending that the left side navigation menu be updated in the following ways:
 - Hours (instead of Library Hours)
 - Databases (instead of Full List of Databases)
 - Meadowlands Library (instead of Library at the Meadowlands)
 - Some lesser used links on the purple navigation bar may also be moved
- e. It was also apparent from our observations of the students that the content/text that is located in the traditional center part of the screen is rarely read or browsed. This suggests that less emphasis should be paid on delivering content to only this area of the page. For example, the headings of "find books" and "find articles" were not used in a manner consistent with expectations. Discussion about how to use this space in the future should take place with representatives of Reference/Instruction, Library Staff, and a library web development team.
- f. Additionally, the chat icon ("Ask Us" tab) is virtually invisible to students. No one utilized it to answer any of the questions/tasks that were posed. The Reference/Instruction group should pursue further testing of what language and visual stimulus will act as a cue to students about this service.

▪ **Feedback from Vice President:**

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results: The WATF team presented their preliminary findings to the college-wide Library Committee and presented student comments to the Reference/Instruction Team in December 2014. Modifications, especially to the left navigation, took place on the Library’s Home Page in February. Language was simplified; rearrangement of the items and utilizing navigation in library instruction was explored.

Wording and formatting of the Library’s Home Page took place this semester. After modifications to the webpage, the WATF team conducted a short observational survey with Reference/Instruction Librarians in May 2015.

Changing the Home Page: The WATF team desired to change the left hand navigation on the library’s home page to accomplish the following:

Desired Change	Reason for Change
Alphabetize the list	A universally accepted way for organizing text
Eliminate “library lingo”	Discipline specific language assumes a familiarity with that discipline which is a false assumption for a community college web page.
Reduce the number of links	The list of links is too long for the user to make a quick decision as to the best place to click to complete their information need.
Eliminate repetition of wording/links from being in the middle of the page and on the left.	Repetition is not a good use of home page “real estate”. There is limited space to put information and the space should be utilized with unique links.

All of the above changes were to facilitate the ease of student navigation. When observing students, WATF team noted that student users did not want to read for more than a few seconds before making a selection.

There were significant barriers to the committee’s success. First and foremost the Library’s Webmaster has limited authority to change the left hand navigation. In addition, it is not part of the College’s template to make rollovers available within left hand navigation. Committee members observed quick, under 2 second, decision making on the part of students who were asked to perform tasks. Therefore, design must facilitate and conform to the information behavior of students.

Library lingo was reduced by adjusting the following navigation:

Old Navigation	New Navigation
Database Trials	Deleted this link
Get Help	Help
Full List of Databases	Databases
Library Hours	Hours
Library at the Meadowlands	Library @ the Meadowlands
Library Contacts	Contacts
Library Services	Services
Media Services	Media

In addition to reducing the number of links on the left hand navigation by one link Newspapers and Encyclopedias were removed from the middle of the web page.

Significant Barriers to Success:

The Library has a webmaster that is highly skilled and knowledgeable about library user interfaces and human information gathering behavior. The Library’s webmaster (LWM) did not have the authority to make necessary changes, based on formal user observation, because of lack of permissions from IT. The LWM would be making these changes based on solid, documented evidence. Changes were not permitted because of formatting rules which are not conducive to student success in locating information on the Library’s webpage.

The LWM was part of the WATF team and did many of the student observations. The Semester 4 plan was to make significant changes to the left hand navigation however this task could not be completed due to restrictions. Users come to the Library’s Home Page with a task in mind. By alphabetizing the left hand navigation and instituting rollovers, the committee believes that, students would be able to efficiently accomplish their intended task.

The Library does not have a static webpage that is just a repository of information. The page must be task-oriented to connect users with their information need. Below is a sampling of tasks performed, in the 2014-2015 academic year, which began on the Library’s home page: (numbers of searches would make the numbers larger)

Task	Number
Database Views	893,000
Circulation Transactions	160,000
E-Reserve Views	75,000

Surveying of Reference/Instruction Librarians:

In May 2015, Reference/Instruction Librarians, full-time and part-time, were surveyed about the changes. In the past, librarians have only wanted changes to the webpage to be made between semesters, as there was a perceived fear that mid-semester changes in handouts and instruction would cause confusion for students and would take a

significant amount of time. The website modifications survey questions were simple and focused on time and usefulness (Appendix H).

Changes were announced at the February reference meeting. Results showed that all librarians were aware of the changes. These changes were announced via email. Nine of 13 replied neutrally or favorably to the changes, with less than 1/3 of the librarians saying that the changes “were not useful”.

Three questions focused on time to change instruction or instructional materials. The majority of librarians did not feel the website changes necessitated changing their handouts, PowerPoints or instruction; 23% of librarians modified their handouts, 31% modified their instruction and 31% modified their Power Points. Most respondents took a few minutes to complete their modification with one respondent taking an hour. One caveat is that not all of the librarians surveyed do instruction so there were some whom this question was not applicable, however this was not an option on the survey.

Semester 4 Conclusion:

The assessment project helped us to recognize that the perceived impact on handouts and instruction (materials and practices) of a mid-semester change to the webpage was no longer a significant problem. The library staff and students rely less on paper handouts than before, with copies reduced from thousands to hundreds per semester. This reduction in paper use frees us to be more responsive and timely in our modifications to the web, which in turn allows us to be more agile in applying changes.

- **Feedback from CIE:**

Appendix A – Project Timeline

Library Website Assessment Taskforce

Timeline for Data Collection (revised as of 12/5/14)

January – May 2014

- Library Website Assessment Taskforce met monthly to discuss and plan assessment project, including background reading on website design.
- Finalized plans for the STEM student usability study (conducted in Fall 2014).
- Finalized a draft of questions and tasks for students in the study to answer and/or perform, including demographic information.

June-August 2014

- Taskforce members prepared and tested equipment and space for usability study.
- Submit plans for the usability study, including demographic questions and the website tasks we will ask students to perform, to BCC's Institutional Review Board for approval.
- In August, requested a report to be run of STEM-enrolled students so that invitations could be sent at the start of the Fall 2014 semester.

September – October 2014

- Testing to run during September and October of 2014.
- Email invitations went out to STEM students at the start of the semester.
- Online scheduling of individual appointments.
- Student participants were asked to fill out an online form with demographic questions.
- 15-20 students must be observed.
- Appointments were conducted with two members of the Task Force present.
- During observation, students were asked to complete a set of website tasks, working with the taskforce member. Each session lasted approximately 15-30 minutes.
- Each testing set-up included a computer with NetSupport software, so that the test computer screen could be viewed by the coding observer at a comfortable distance from the student.
- The taskforce member collected written notes/comments on the session.

November –December 2014

- Task Force reviewed and organized data.
- The session notes from student appointments were collected and keyed into FormSite.
- Visualizations of responses were generated and disseminated.
- Presentation of initial results was presented to the College-wide Library Committee.

- WATF met to discuss the findings and implications.

Appendix B – Script Instructing Students about Testing

Hi, _____. My name is _____, and I'm going to be walking you through this session.

You may know this already, but the library is planning a redesign of our website. We invited you here today to determine which parts of the current website work well and which areas need improvement.

Please note that we are not testing you; we are testing the website itself. That means you can't do anything wrong. Your responses will help us better identify potential problem areas with our existing design and will help to guide us in our future design efforts. If you can't find something, we may ask you to move on to the next task - don't worry if you have not completed it.

If you have questions as we go, just ask. I may not be able to answer them right away, since we're interested in how people do when they don't have someone sitting next to them, but I will try to answer any questions you still have when we're done.

When you're using the site, we'd love for you to say what you're looking at, what you're trying to do, and what you're thinking. If there are things you like or don't like, please feel free to let us know. At the end, we'll ask for any general feedback you might have too.

This should not take longer than twenty minutes. Do you have any questions before we begin?

Ok, you have a list of numbered tasks in front of you. Please start at the top and say out loud which task you are doing so we can follow along. As you go through, I will observe you and may make notes about how you navigate the website. When you've finished a task or when we ask you to move on to the next one, go back to the library homepage by clicking the "Home" button. [point out the home or little house button on the browser].

Please start when you're ready.

[If there are errors or if the student stalls a bit...

- If you had to take a guess, what/where do you think it might be?
- What are you thinking? (to prompt them to talk through their actions)

[Some summary opportunity]

- Is there anything else that you would like to comment on?
- How would you rate the overall ease of use of the library website?
- What do you like about the library website?
- What would you like to see changed?

At the completion of the session—

Thank you for taking the time out of your day to help us improve the library website. We appreciate your feedback and would like to offer you a \$10 gift certificate to the bookstore.

Appendix C—Student Task Questions

- Q1.** Find the hours that the BCC Library in Paramus is open today?
- Q2.** You have to write a research paper about offshore drilling. Where would you go to find articles on this topic?
- Q3.** Find the Reference Desk telephone number.
- Q4.** You need to find peer-reviewed articles on stem cells and your professor has suggested that you use the library database Science Direct. How would you find it?
- Q5.** You have a question for a Librarian on a research paper on stem cells. Where would you go on the library website for help?
- Q6.** Find if the library has a copy of Stem Cell Research by David E. Newton c2007
- a. Find whether the book is checked out or not.
- Q7.** You need to cite a book in MLA style. Where on the library site would you go for help with this?
- Q8.** Your professor has suggested you use the library's online research guide on chemistry. How would you find it?
- Q9.** Your class assignment is to read and summarize an article from the journal, Nature. How would you find an article from that journal using the library site?
- Q10.** You have been asked to write up something for your laboratory report. You want to verify the Boltzmann constant (or "check the definition") before you submit your report and think an (online) encyclopedia might have the necessary information. What steps would you take to find this number?

Appendix D

Text of the Email Invitation & Reply Invitation

Subject Line: *STEM Students - The Library Needs Your Help*

Attention STEM Students!

Want to help make BCC Library services better? Have 30 minutes to spare? Want an easy way to get a few dollars to spend at the bookstore?

If so, please help the BCC Library evaluate its website. We're looking for student participants to offer their feedback on the look and functionality of the site. We'll need about 30 minutes of your time on either Tuesday, **9/16**, or Wednesday, **9/17**. Participants will receive a \$10 gift card to the BCC Bookstore.

If you are willing to participate please follow this link to set up an appointment.

<http://fs22.formsite.com/Bergencclibraryforms/form41/index.html>

You will be asked to answer some basic questions about yourself and to select a convenient time to come to the Library. All information provided will be kept strictly confidential.

For your appointment, please come to the Library Service Desk (in Paramus) and inform a staff member that you are there for the website assessment.

Questions? Please contact lschott@bergen.edu or come to the Library Reference Desk in Paramus.

Thanks so much!

--The Library Assessment Team

Reply Confirming Appointment

Subject Line: *Library Appointment - Web Testing*

Hello!

Thank you for signing up to help the BCC Library improve the website. You are scheduled to come to the library on:

Tuesday, Sept. 16 at 9:00am

When you get to the library, please go to the **Service Desk**, let the staff know you are there for the "Website Assessment" and they will direct you to the designated room.

IMPORTANT: We understand schedules change and if you can't make it to your appointment, please let us know ASAP by replying to this email or calling the Reference Desk at 201-447-7436.

If you have questions or concerns, you can also reply to this email; call the number above; or stop by the **Reference Desk** in Paramus.

Thanks so much for your participation and we look forward to working with you!

--The Library Assessment Team

Appendix E

Text of Demographic Questions as Presented in FormSite **(3 pgs.)**



BCC Library Website Usability Study

Thanks for your willingness to participate! This study will be anonymous, but we do need to ask for your email address so we can schedule a time for you to come to the library for the study. We estimate we will need about 30 minutes of your time to complete the study.

- * What is your email address?
- * Choose a date that you are available to participate:
 - Tuesday September 16
 - Wednesday September 17

Thank you! You'll get an email confirmation shortly. Please don't forget to fill out the demographic questions below.

Student Information

Please take a moment to fill out the following background and demographic information. Remember, we are looking for students at all levels. If you've never used the library website, don't worry!

- * What is your age?
 - 18-19
 - 20-24
 - 25-29

30 or older

* Is English your primary language?

Yes No

* Are you a first generation college student?

Yes No

* How many credits have you earned at Bergen Community College?

Less than 15 credits

15-30 credits

30-45 credits

45-60 credits

61 or more

* What degree program are you enrolled in?

Drafting and Design Technology
(AAS.IDT.DRFT)

Electronics Technology
(AAS.IDT.ELECT.TECH)

Engineering Technology
(AAS.IDT.ET.GEN)

Manufacturing Technology
(AAS.IDT.MFG.TECH)

Science, Technology & Horticulture
(AAS.ST.HORT)

Engineering Science
(AS.ENGIN.SCI)

Aviation Operations Option
(AS.NSM.AVT.OPR)

Biology Option (AS.NSM.BIO)

Biotechnology Option
(AS.NSM.BIO.TECH)

Chemistry Option (AS.NSM.CHEM)

Computer Science Option
(AS.NSM.COMP.SCI)

General Science Curriculum
(AS.NSM.GEN)

Mathematics Option
(AS.NSM.MATH)

Physics Option (AS.NSM.PHYSC)

Aviation Administration Option
(AS.PS.AVT.ADM)

Information Technology
(AS.PS.INFO)

Other

* How often do you use the college website, www.bergen.edu?

More than once a day Daily

Two to three times per week Once a week

Once a month Never

* Have you ever used the Library's webpage, www.bergen.edu/library?

Yes No

* How often do you use the Library's website?

- More than once a day Daily
 Two to three times per week Once a week
 Once a month Never

* Do you use any of the following devices?

- iPad or Tablet
 iPhone or Smartphone
 eBook reader (Nook or Kindle)
 Other

* Do you use your mobile device to access the library website?

- Always
 Sometimes
 Never

* What websites do you use when you have to do research?

0/255 characters

* Have you come with your class to the library for instruction on how to do academic research?

- Yes No

Thank you! We will be in touch via email to confirm your time slot for participation in the BCC Library Usability Study.

* Indicates Response Required

Appendix F – Observer Comments Sheet (3 pgs.)

Q1. Find the hours that the BCC Library in Paramus is open today?

<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Q2. You have to write a research paper about offshore drilling. Where would you go to find articles on this topic?

<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Q3. Find the Reference Desk telephone number.

<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Q4. You need to find peer-reviewed articles on stem cells and your professor has suggested that you use the library database Science Direct. How would you find it?

<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Q5. You have a question for a Librarian on a research paper on stem cells. Where would you go on the library website for help?

<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Q6. Find if the library has a copy of Stem Cell Research by David E. Newton c2007

a. Find whether the book is checked out or not.

<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Q7. You need to cite a book in MLA style. Where on the library site would you go for help with this?

<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Q8. Your professor has suggested you use the library's online research guide on chemistry. How would you find it?

<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Q9. Your class assignment is to read and summarize an article from the journal, Nature. How would you find an article from that journal using the library site?

<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Q10. You have been asked to write up something for your laboratory report. You want to verify the Boltzmann constant (or “check the definition”) before you submit your report and think an (online) encyclopedia might have the necessary information. What steps would you take to find this number?

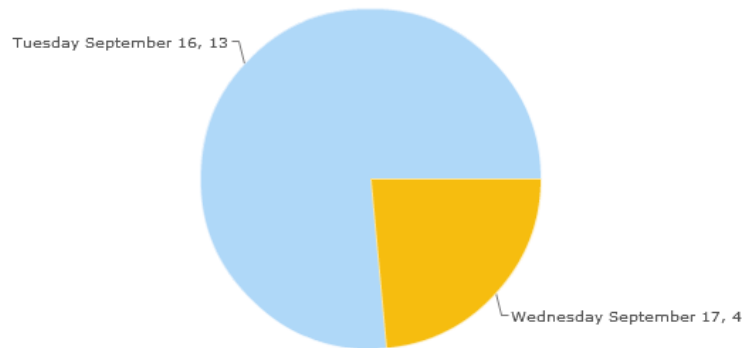
<input type="radio"/>	completes easily
<input type="radio"/>	completes with some difficulty
<input type="radio"/>	doesn't complete

Comments:

Appendix G – FormSite Data

Question 2. Choose a date that you are available to participate.

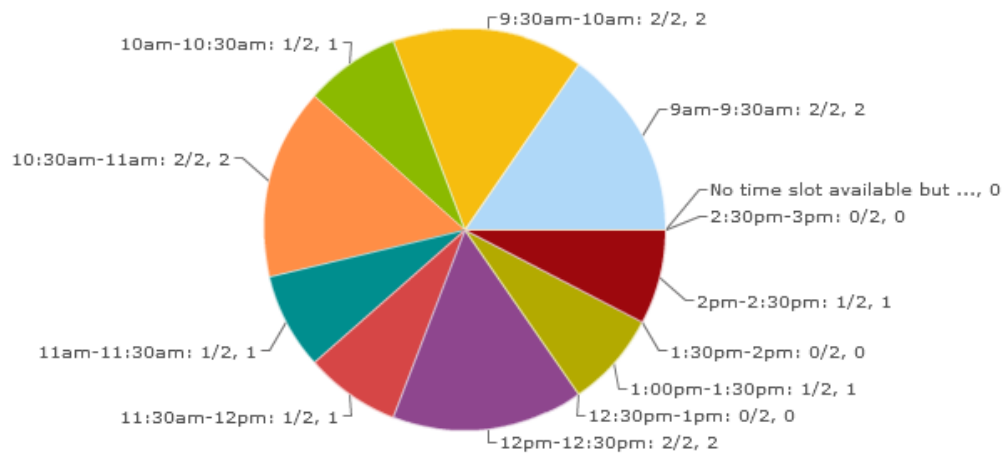
Choose a date that you are available to participate:



17 responses in 17 results

Question 3. Choose a slot when you are available to take part in the usability study.

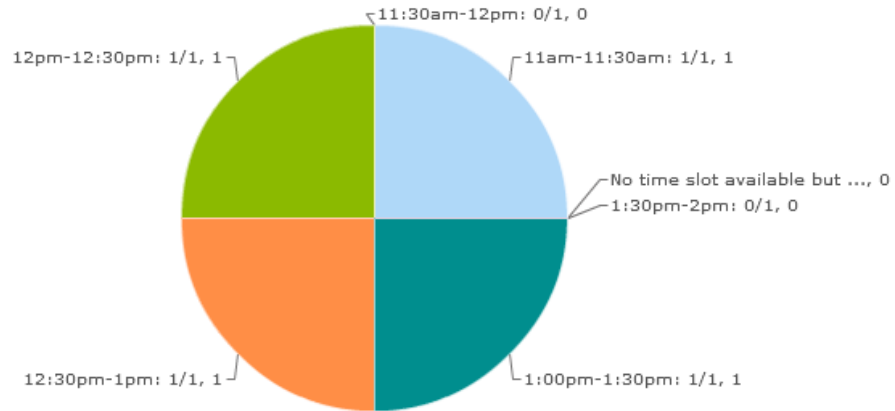
Please choose a slot when you are available to take part in the usability study:



13 responses in 17 results

Question 4. Choose a slot when you are available to take part in the usability study.

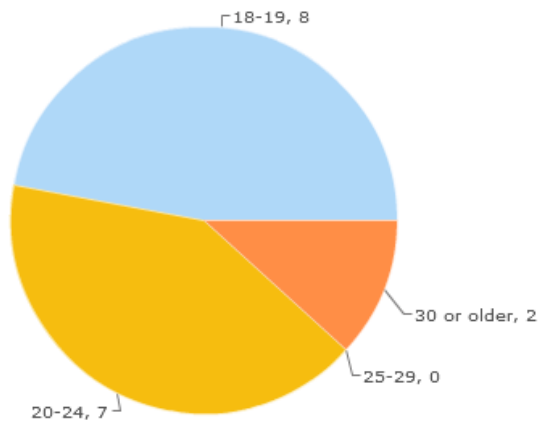
Please choose a slot when you are available to take part in the usability study:



4 responses in 17 results

Question 5. What is your age?

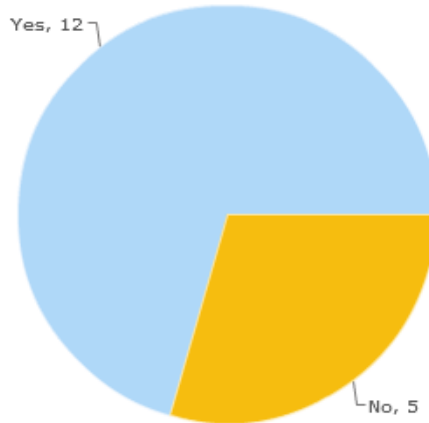
What is your age?



17 responses in 17 results

Question 6. Is English your primary language?

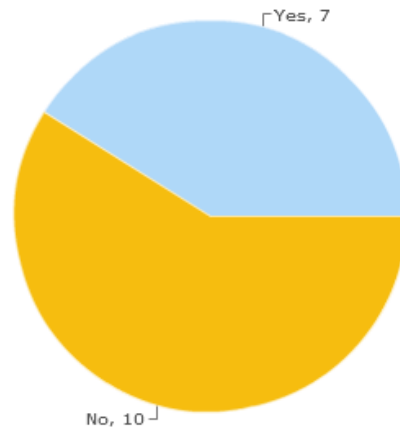
Is English your primary language?



17 responses in 17 results

Question 7. Are you a first generation college student?

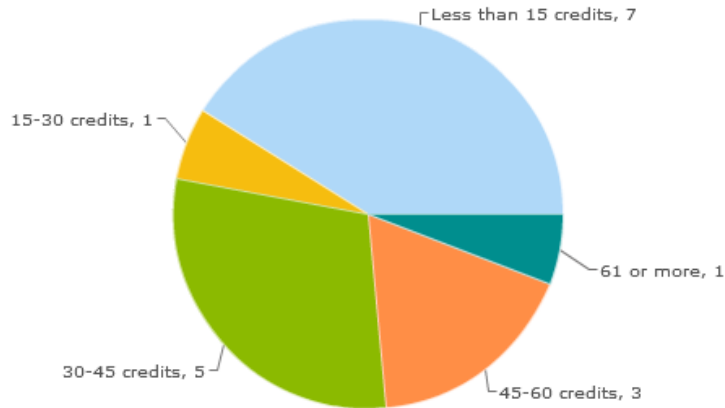
Are you a first generation college student?



17 responses in 17 results

Question 8. How many credits have you earned at Bergen Community College?

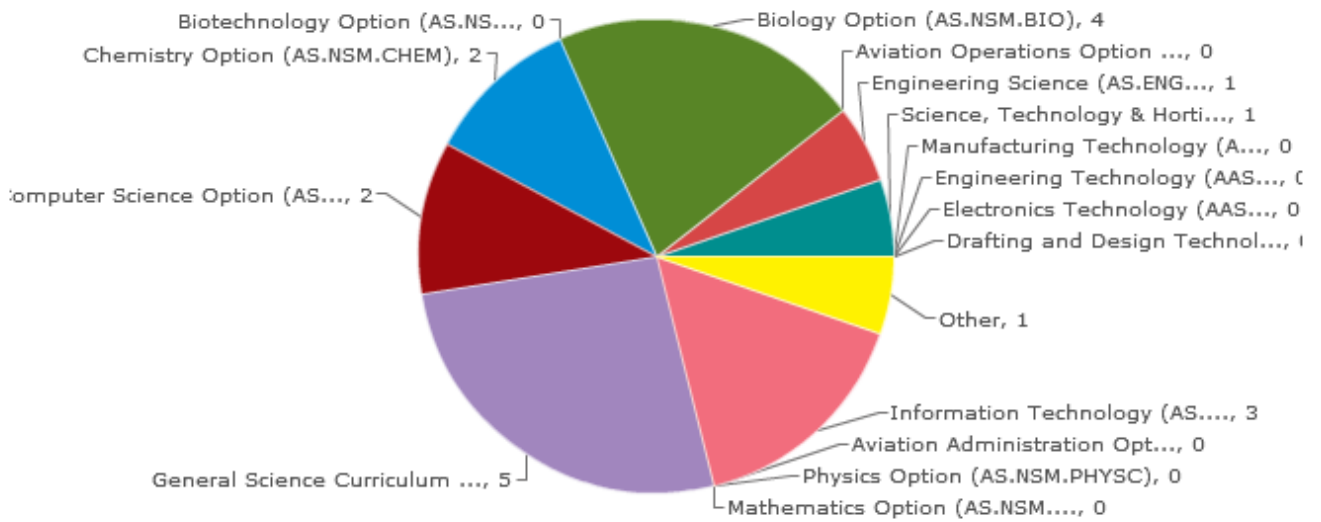
How many credits have you earned at Bergen Community College?



17 responses in 17 results

Question 9. What degree program are you enrolled in?

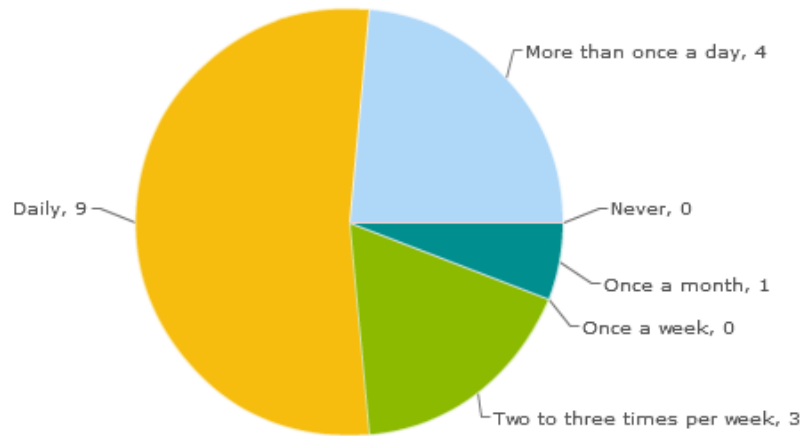
What degree program are you enrolled in?



19 responses in 17 results

Question 10. How often do you use the college website, www.bergen.edu?

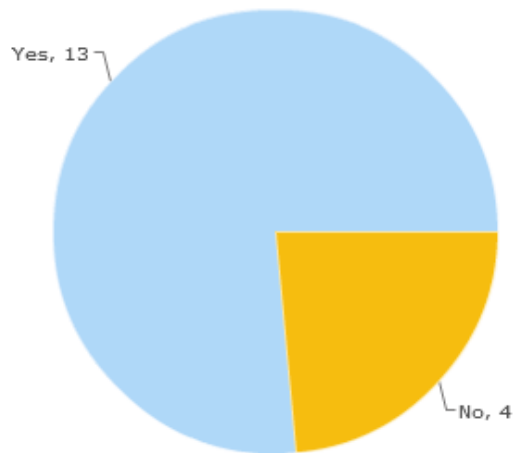
How often do you use the college website, www.bergen.edu?



17 responses in 17 results

Question 11. Have you ever used the Library's webpage, www.bergen.edu/library?

Have you ever used the Library's webpage, www.bergen.edu/library?



17 responses in 17 results

Question 12. Why do you use the library website?

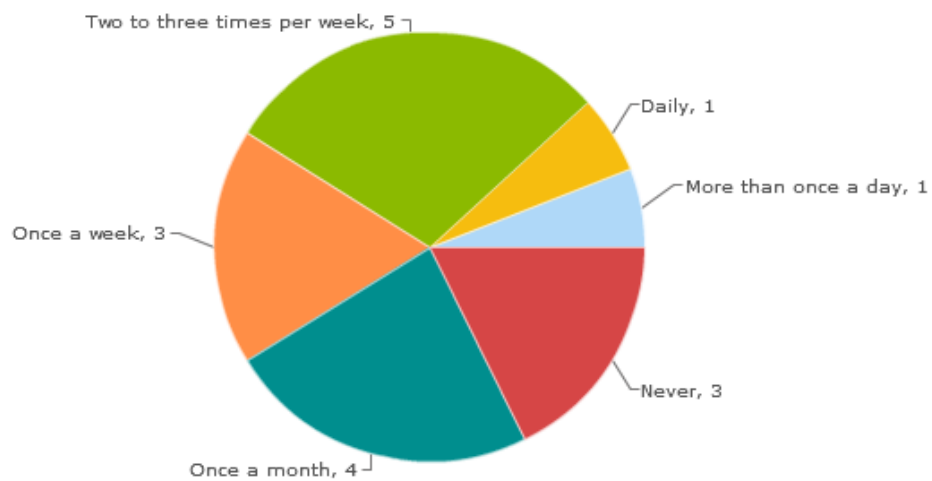
Why do you use the Library's website?

Reference #	Result
7518562	For my research papers and also for personal research.
7518529	Because It has good date bases to elaborate Essays and research papers
7517416	for research papers and borrow books and audio books
7517322	to get to my bergen email
7516640	to search up articles and references for term papers
7516627	To get information for an essay or a reasearch paper
7516623	For class
7516543	to look for books and for research articles I use the website on average about once a week during the semester.
7516496	To find books do research
7516417	check if books are available
7516368	To search for information on its scholarly articles by using the library's databases.
7516343	To see what kind of books the library offers or what opportunities it offers.

12 responses in 17 results

Question 13. How often do you use the Library's website?

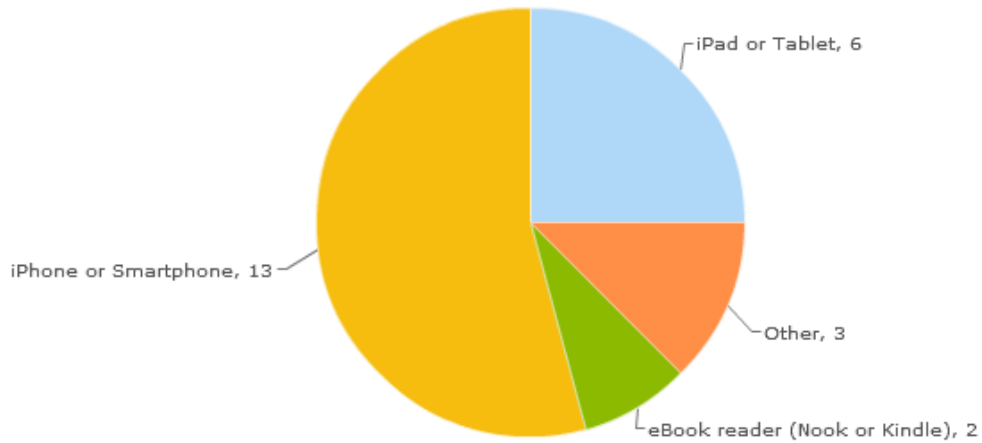
How often do you use the Library's website?



17 responses in 17 results

Question 14. Do you use any of the following devices?

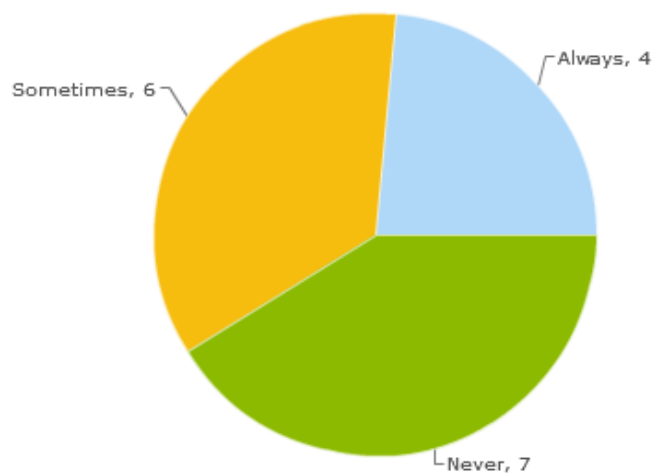
Do you use any of the following devices?



24 responses in 17 results

Question 15. Do you use your mobile device to access the library website?

Do you use your mobile device to access the library website?



17 responses in 17 results

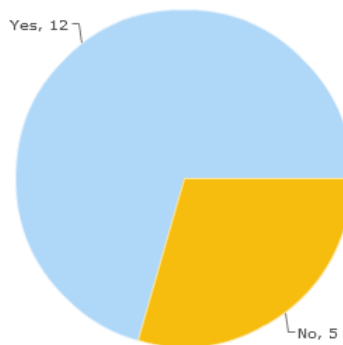
Question 16. What websites do you use when you have to do research?

What websites do you use when you have to do research?

Reference #	Result
7518562	Academic google, bergen library, science daily.
7518529	Library Website
7518008	Socil Websites Sometimes looking for books online bergen.org
7517416	Google - Google scholar - and resources from library page
7517322	google. and some of the science research websites
7517166	I don't use any specific ones, just a search engine.(Google)
7516938	bingo, history.com, yahoo answers, class zone.com
7516825	Google.com
7516640	google
7516627	I either use Google or the websites on the library website
7516623	The ones listed in the school library website
7516543	jstor mostly but also the other sites to look for science articles
7516496	Ad
7516417	google.scholar.com
7516368	The library's recommendations: Proquest, etc.
7516366	google.com wikipedia
7516343	A bunch but have to be goverment like .gov, .net, .org mostly

Question 17. Have you come with your class to the library for instruction on how to do academic research?

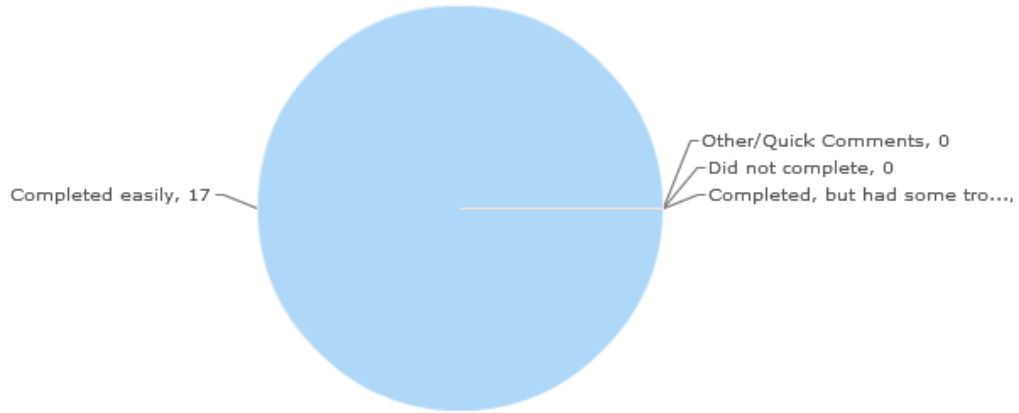
Have you come with your class to the library for instruction on how to do academic research?



17 responses in 17 results

Question 18. (Task #1 – Find the hours that the BCC Library in Paramus is open today.)

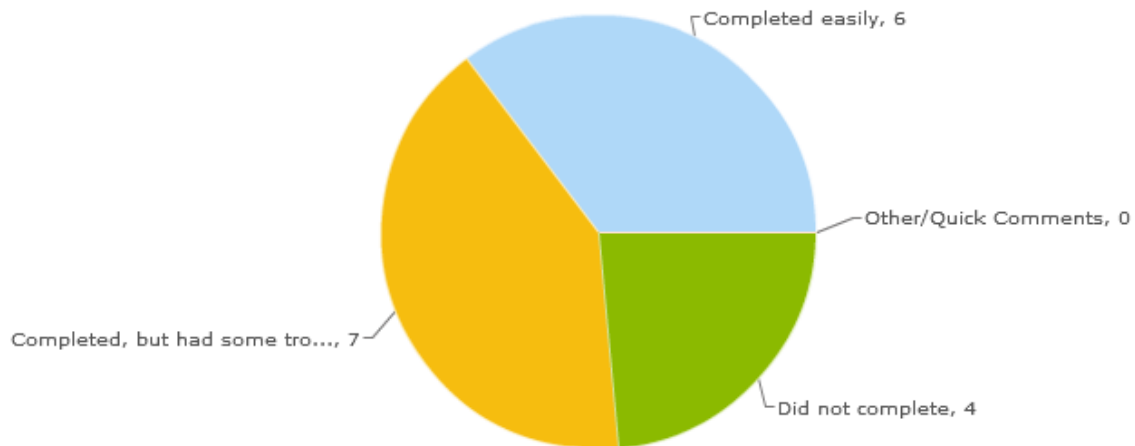
Question #1



17 responses in 17 results

Question 19. (Task #2 – You have to write a research paper about offshore drilling. Where would you go to find articles on this topic?)

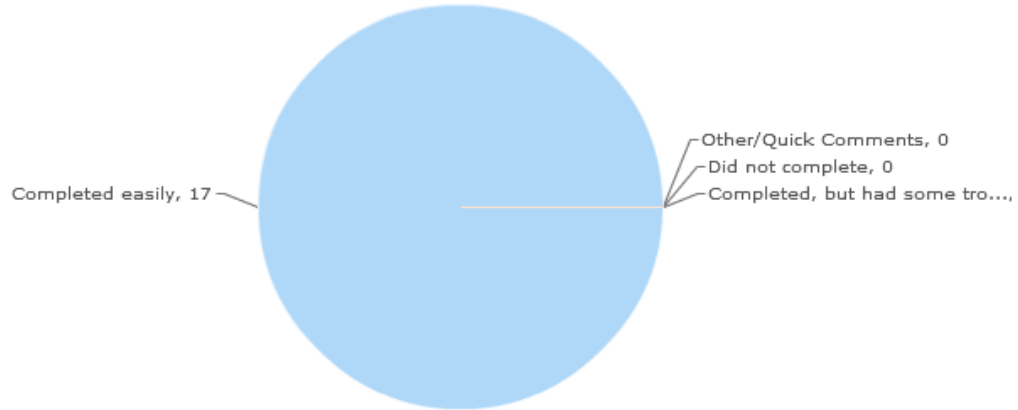
Question #2



17 responses in 17 results

Question 20. (Task #3 – Find the Reference Desk telephone number.)

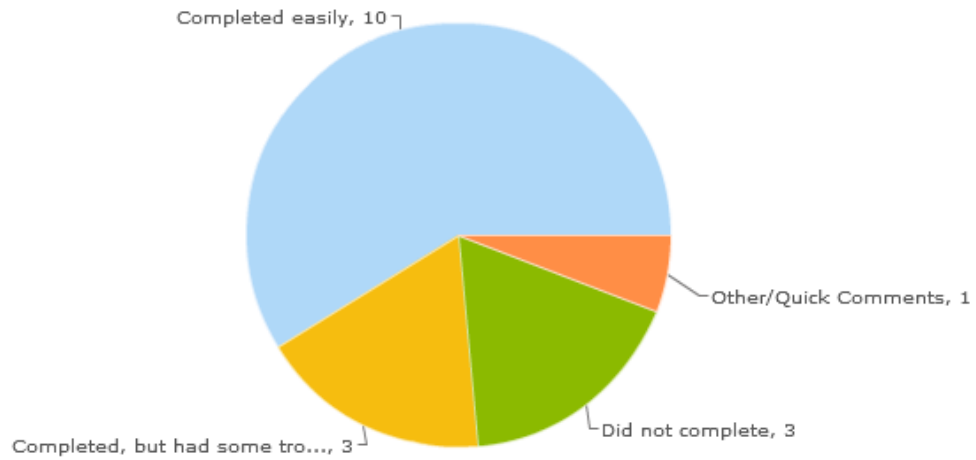
Question #3



17 responses in 17 results

Question 21. (Task #4 – You need to find peer-reviewed articles on stem cells and your professor has suggested that you use the library database Science Direct. How would you find it?)

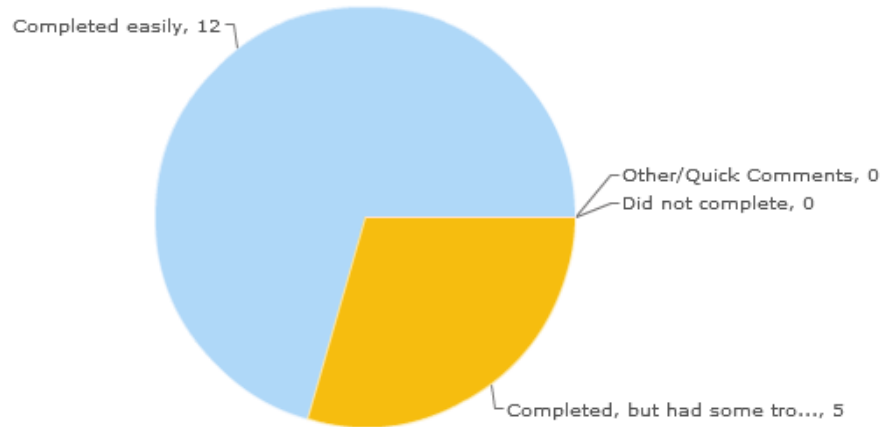
Question #4



17 responses in 17 results

Question 22. (Task #5 – You have a question for a Librarian on a research paper on stem cells. Where would you go on the library website for help?)

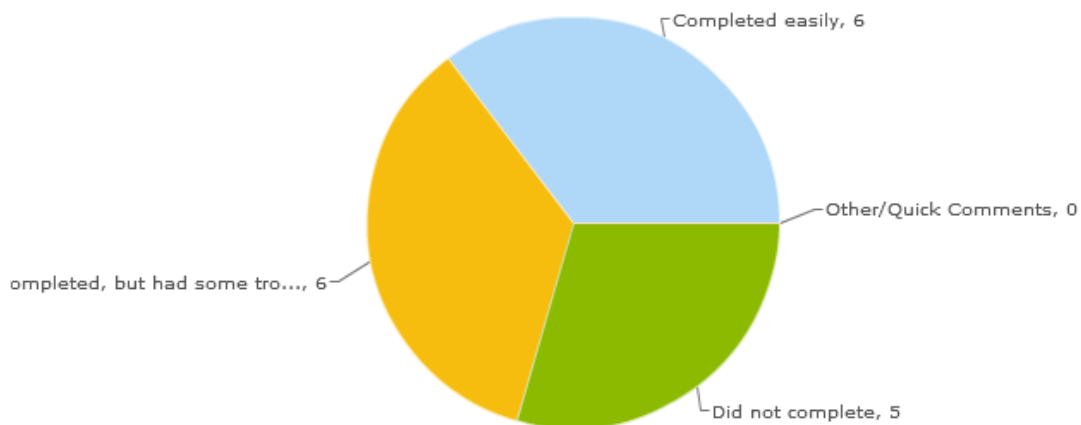
Question #5



17 responses in 17 results

Question 23. (Task #6 – Find if the library has a copy of *Stem Cell Research* by David E. Newton, c2007. Find whether the book is checked out or not.)

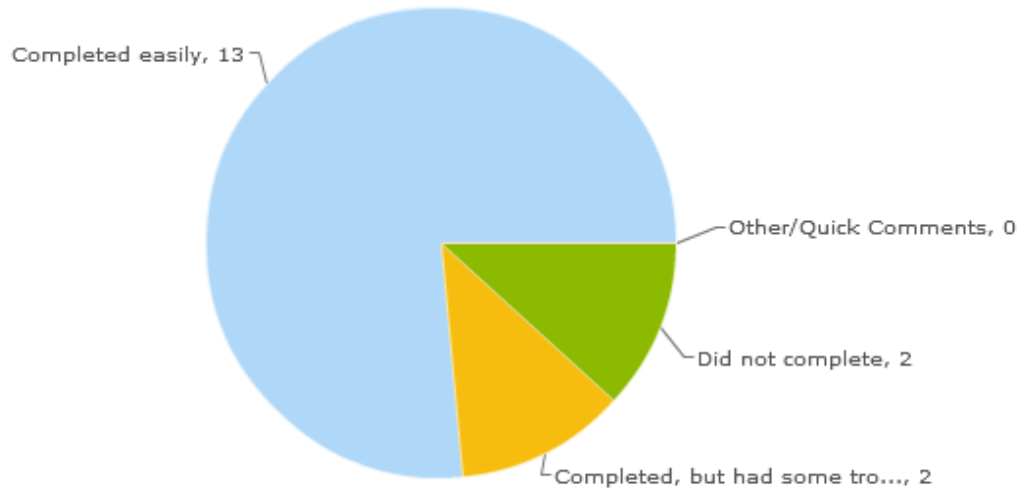
Question #6



17 responses in 17 results

Question 24. (Task #7 – You need to cite a book in MLA style. Where on the library site would you go for help with this?)

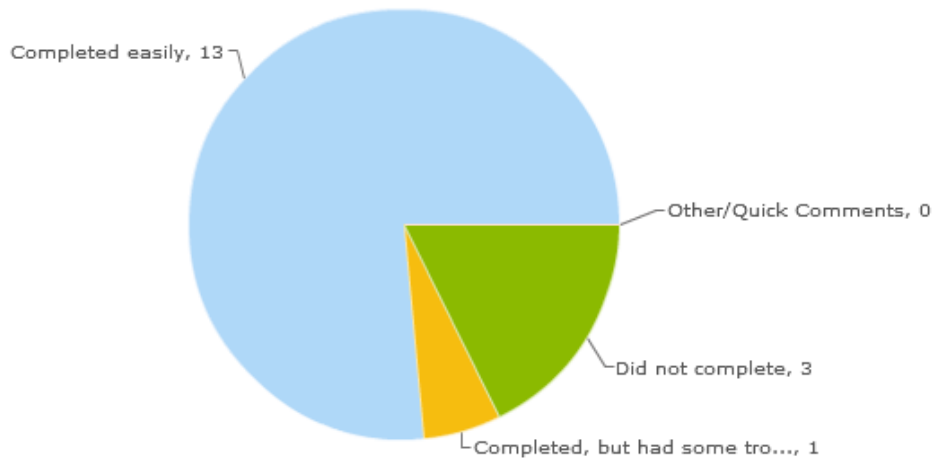
Question #7



17 responses in 17 results

Question 25. (Task #8 – Your professor has suggested you use the library's online research guide on chemistry. How would you find it?)

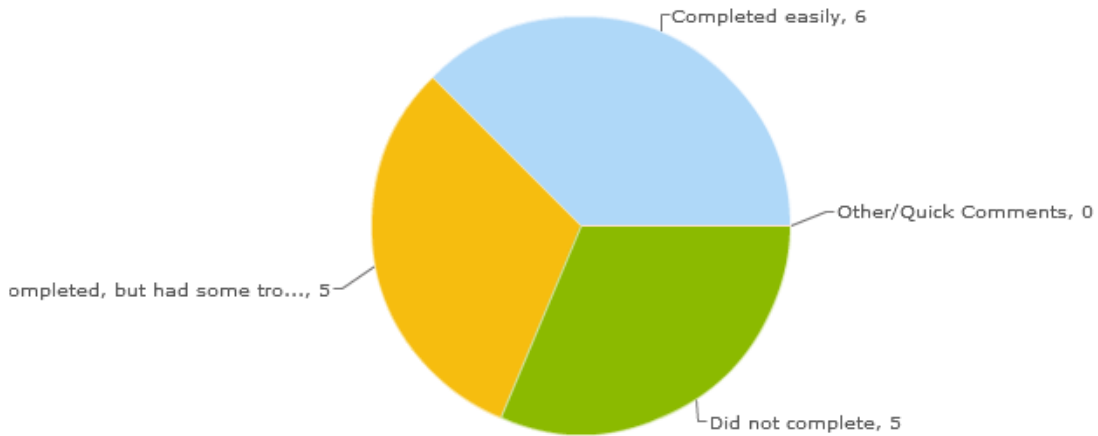
Question #8



17 responses in 17 results

Question 26. (Task #9 – Your class assignment is to read and summarize an article from the journal, Nature. How would you find an article from that journal using the library site?)

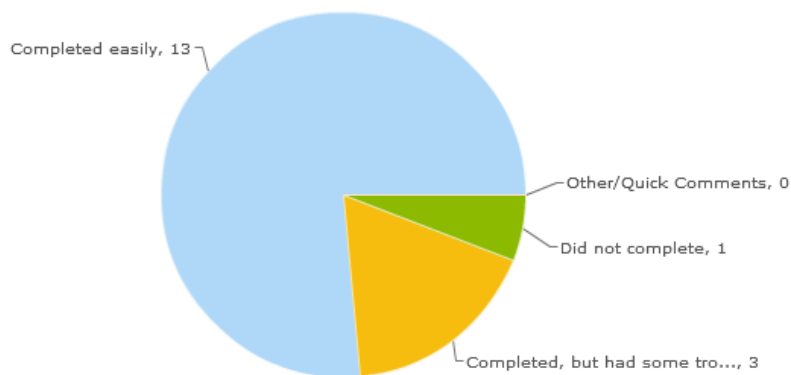
Question #9



16 responses in 17 results

Question 27. (Task #10 – You have been asked to write up something for your laboratory report. You want to verify the Boltzmann constant [or “check the definition”] before you submit your report and think an [online] encyclopedia might have the necessary information. What steps would you take to find this number?)

















Question #10



17 responses in 17 results

Question 28. (General Feedback & Comments)

Other comments, notes, general feedback:

Reference #	Result
 7518562	Wasn't helpful on the left hand side: encyclopedias & research guides
 7518529	needs to read website better
 7518008	found it a little difficult to navigate
 7517416	easy to use. Calendar with holidays, etc. last day to drop classes.
 7517322	-Hours and contacts should be put together -all research should be under one tab -does not know what database trials is -name the Full List of Databases just Databases
 7517166	easy to use for most part. MLA cites had a problem, was wondering how to find it. Advanced search (has a lot of options)
 7516825	Doesn't use the library site for research.
 7516640	Subject Database list would help
 7516627	Generally, she found the website to be self-explanatory for finding books and research articles.
 7516623	good, but too much information in the purple section on the left. About the library: can contain library hours, contacts, services, etc. Suggestion: collapse them all into about the library.
 7516543	Have stuff from purple in top. How to use the website Citation - how to cite
 7516496	Get Help is not clear - seems to indicate computer problems. Use "research help".
 7516417	pretty intuitive, has not used website before.
 7516368	wants recommendations. Cleaner front page
 7516366	wants journal option on catalog likes purple links
 7516343	-should be one page listing what is offered in the library -chat should be on front page

Question #1

Result	Responses	Percentage
Completed easily	17	100.0%
Completed, but had some trouble	0	0.0%
Did not complete	0	0.0%
Other/Quick Comments	0	0.0%

Question #2

Result	Responses	Percentage
Completed easily	6	35.2%
Completed, but had some trouble	7	41.1%
Did not complete	4	23.5%
Other/Quick Comments	0	0.0%

Question #3

Result	Responses	Percentage
Completed easily	17	100.0%
Completed, but had some trouble	0	0.0%
Did not complete	0	0.0%
Other/Quick Comments	0	0.0%

Question #4

Result	Responses	Percentage
Completed easily	10	58.8%
Completed, but had some trouble	3	17.6%
Did not complete	3	17.6%
Other/Quick Comments	1	5.8%

Question #5

Result	Responses	Percentage
Completed easily	12	70.5%
Completed, but had some trouble	5	29.4%
Did not complete	0	0.0%
Other/Quick Comments	0	0.0%

Question #6

Result	Responses	Percentage
Completed easily	6	35.2%
Completed, but had some trouble	6	35.2%
Did not complete	5	29.4%
Other/Quick Comments	0	0.0%

Question #7

Result	Responses	Percentage
Completed easily	13	76.4%
Completed, but had some trouble	2	11.7%
Did not complete	2	11.7%
Other/Quick Comments	0	0.0%

Question #8

Result	Responses	Percentage
Completed easily	13	76.4%
Completed, but had some trouble	1	5.8%
Did not complete	3	17.6%
Other/Quick Comments	0	0.0%

Question #9

Result	Responses	Percentage
Completed easily	6	35.2%
Completed, but had some trouble	5	29.4%
Did not complete	5	29.4%
Other/Quick Comments	0	0.0%

Question #10

Result	Responses	Percentage
Completed easily	13	76.4%
Completed, but had some trouble	3	17.6%
Did not complete	1	5.8%
Other/Quick Comments	0	0.0%

Summary

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Completed easily	17	6	17	10	12	6	13	13	6	13
Completed, but w/ trbl	0	7	0	3	5	6	2	1	5	3
Did not complete	0	4	0	3	0	5	2	3	5	1
Other	0	0	0	1	0	0	0	0	0	0

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Completed easily	100.0%	35.2%	100.0%	58.8%	70.5%	35.2%	76.4%	76.4%	35.2%	76.4%
Completed, but w/ trbl	0.0%	41.1%	0.0%	17.6%	29.4%	35.2%	11.7%	5.8%	29.4%	17.6%
total "completed"	100.0%	76.3%	100.0%	76.4%	99.9%	70.4%	88.1%	82.2%	64.6%	94.0%
Did not complete	0.0%	23.5%	0.0%	17.6%	0.0%	29.4%	11.7%	17.6%	29.4%	5.8%
Other	0.0%	0.0%	0.0%	5.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Appendix H

Website Modification Survey

The Library Assessment Team has been working on assessment since Fall 2013 to see how students use the Library's website. Based on observations and feedback modifications were made to the website in February 2015. The LAT would like your feedback about the changes made to the website.

1. Where you aware the Library's Homepage was changed this semester?
 - a. Yes
 - b. No

2. Renamed "Full List of Databases" to "Databases"
 - a. Useful
 - b. Made no difference to me
 - c. Not useful

3. Eliminated "Newspapers" from the middle of the webpage
 - a. Useful
 - b. Made no difference to me
 - c. Not useful

4. Eliminated "Encyclopedias" from the middle of the webpage
 - a. Useful
 - b. Made no difference to me
 - c. Not useful

5. Did you ever go looking for a link on the homepage and could not find it after the redesign?
 - a. Yes
 - b. No
 - c. Comments:

6. Did you have to modify handouts based on the changes to the homepage?

a. Yes

i. If so approximately how long did this take you:

b. No

7. Did you have to modify your instruction based on the changes to the homepage?

a. Yes

b. No

8. Did you have to modify PowerPoints based on the changes to the homepage?

a. Yes

i. If so approximately how long did this take you:

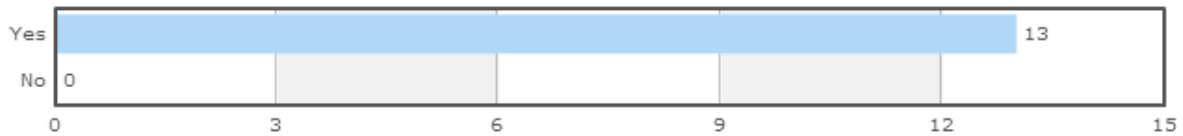
b. No

9. Other comments:

Appendix I

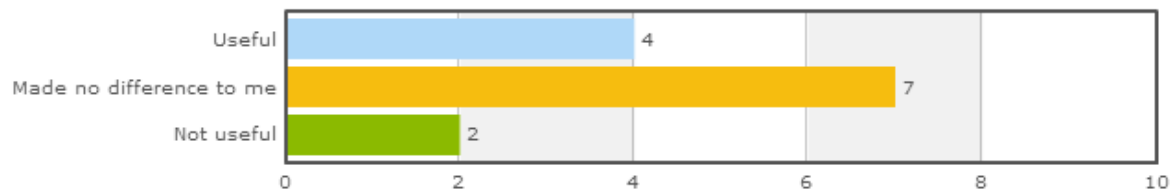
Website Modification Survey Results

1. Were you aware the Library's Homepage was changed this semester?



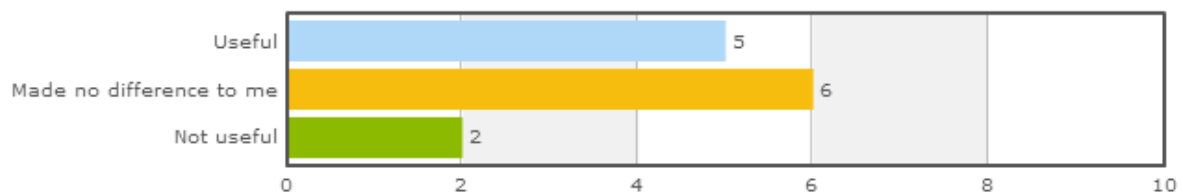
13 responses in 13 results

2. Renamed "Full List of Databases" to "Databases"



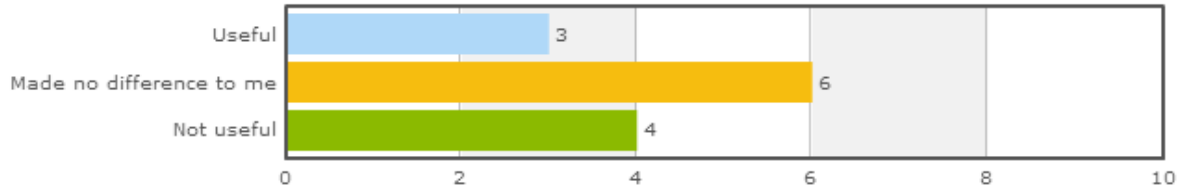
13 responses in 13 results

Eliminated "Newspapers" from the middle of the webpage



13 responses in 13 results

Eliminated “Encyclopedias” from the middle of the webpage



13 responses in 13 results

Did you ever go looking for a link on the homepage and could not find it after the redesign?



13 responses in 13 results

Comments

Reference #	Result
7904432	n/a
7869195	n/a
7869028	N/A
7869024	N/A
7869019	N/A
7869016	N/A
7869013	N/A
7869008	N/A
7869003	Newspapers and Encyclopedias
7869001	N/A
7868996	N/A
7868994	Could not find Newspapers- This is bad. Needs to be back where it was
7868986	N/A

13 responses in 13 results

Did you have to modify handouts based on the changes to the homepage?



13 responses in 13 results

If so approximately how long did this take you:

Reference #	Result
7904432	n/a
7869195	n/a
7869028	N/A
7869024	a few mins
7869019	N/A
7869016	N/A
7869013	N/A
7869008	N/A
7869003	N/A
7869001	few minutes
7868996	N/A
7868994	N/A
7868986	an hour

13 responses in 13 results

Did you have to modify your instruction based on the changes to the homepage?



13 responses in 13 results

Did you have to modify PowerPoints based on the changes to the homepage?



13 responses in 13 results










If so approximately how long did this take you:

Reference #	Result
7904432	n/a
7869195	n/a
7869028	N/A
7869024	few mins
7869019	a Few mins
7869016	15 mins
7869013	N/A
7869008	N/A
7869003	N/A
7869001	N/A
7868996	N/A
7868994	N/A
7868986	30 mins

13 responses in 13 results

Other Comments

Reference #	Result
7904432	eliminate repetition of databases
7869195	n/a
7869028	N/A
7869024	In the space with the art: we could use for other announcements showing off the product

 7869019	N/A
 7869016	The (ask a librarian) feature needs improvement
 7869013	I thought the changes to the website made sense and eliminated some unnecessary links.
 7869008	Liked the addition of "Journals Titles List" to Frequently used Databases
 7869003	N/A
 7869001	Changes made sense
 7868996	n/A
 7868994	N/A
 7868986	N/A