Usability Testing Report:  
Library Homepage  

August 10, 2011  

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Purpose  

The User Services Group and Web Management Group wanted to assess elements of the Library Homepage, including the search box, the “More Options” button, search results displays, information headers and links, the “Ask Us” button, the banner, the “News” and blog sections, and design aesthetics.  

Methodology  

We user tested eight undergraduates from the class of 2013, using the list of volunteers from the Class of 2013 Open House. Questions were developed after consultation with the User Services Group and the Web Steering Group (see Appendix for test questions and compiled results).  

During the week of July 18-22, pairs from the User Assessment Group tested the eight students for about 45 minutes each at the desktop computer in the Jones Conference Room. This space was quieter and easier to schedule than the RWIT room, which had been used previously.  

Webpages were bookmarked in the Firefox browser for easy access during the testing session. Students were compensated with gift cards to King Arthur Flour.  

Introduction  

We explained to each student being tested that the Library was looking to improve the home page of its website, and needed student feedback on various elements within that page and within search results. We used the current Library home page, as well as three more recent design iterations for this hands-on test.  

Results  

General Questions  

1. *(http://library.dartmouth.edu/)* Do you go to the library website to find information?  

Five students use the library website to find information regularly, two use it occasionally, and one does not use it at all.
2. If yes, what information do you seek out most frequently? Is there anything not there that you wish was there?

The information that is sought most frequently: Summon (5), Library Catalog (4), Floor plans/maps (3), Study rooms (2), Hours (2), Research Guides (2). Other commentary on the Library website included: one student has had problems using the Off-Campus/VPN information, one student would like the My Library Account button to be more prominent, and one student gets annoyed when she uses the search box and gets Summon when she really wants the Library Catalog.

3. If no, what information do you think would be most useful to find at the library website?

The student who rarely uses the library website thought that Research Guides would be useful to her (after coming upon it while looking at the site for the first time).

Search Box

1. (http://staging.dartmouth.edu/~library/rauner/demo/demo14.html)
What do you expect to find using this search box?

What students expected to find with a blank search box varied considerably: books, database results, maps, hours, library system, answers to questions, Summon, Library Catalog (2), website content, Google-like content (2), website content. One student did not expect to find the Library Catalog there.

2. Do you think that the “More Options” button is useful, and if so, why?

All eight students think that the “More Options” tab next to the search box is useful. Some reasons why: single search box is vague; because you know exactly what you are searching and can choose the category you want to search; like being able to search each tool uniquely; so you know where you are searching; like the tabs in order to narrow the search; found it useful but wouldn’t intuitively click on “More Options”. In general, students want to know what they are searching at the onset.

3. (http://staging.dartmouth.edu/~library/rauner/demo/demo10.html)
Would you change the wording inside this search box? If so, what would you have there? If not, why?

Regarding wording inside the search box (“Search library content”), four students would change the wording, and four would not. Reasons why some students might change it: one was not clear you could search Summon or Library Catalog (suggested “Search library content and information”); one thought “Search library information” or “Start here” would be better; one thought it was ambiguous, but couldn’t think of alternative wording; one suggested “Content information or library materials not general information.”

4. (http://staging.dartmouth.edu/~library/rauner/demo/demo5.html)
How would you compare this search box to the last two you saw?
Of the three search boxes shown (blank, with text, with tabs), all eight students preferred the tabbed search box.

**Search Results**

*(Note that each student will be doing two searches, a and b, and testers will be asking all of the questions below for each search)*

1.  

   Imagine you are doing research on: a. “carbon emissions testing” or b. “Jon Appleton” for a class assignment. Use the search box to begin your research; find a few good sources. Please think aloud as you explore your search results. <Student executes search>

2.  

   (Looking at the search results page) Remind student to think aloud. Prompt if needed: Do any of these results look promising? 
   (Encourage student to follow those links) Can you find a book on this topic? Can you find a journal article? (This last question, in the case of the Appleton search only) Can you find a sound recording?

   Most of the students thought that the results were promising. Most were able to find a book, a journal article, and in the case of the second search, a sound recording. There was some confusion as to the formats of the results, since there were no icons to distinguish among results. This confusion regarding format was widespread among the students. Some were surprised how helpful the website results were. It was suggested that it would be helpful to have more information listed in the results (more description), such as which journal each journal article is from. *(Note: Information in the results changed during two tests given on the last day of testing).*

3.  

   How successful do you feel this search was on a scale of 1-5, 1 being the highest?
   
   Regarding the search results, on a scale of 1-5 (1 being the best results), the students rates the searches as follows: “Carbon emissions testing” (1,2,2,2,2,2,2,3- average 2), “Jon Appleton” (1,1,2,2,2,5,3,3,4- average 2.3).

4.  

   What did you like about the presentation of the search results? What would you change?

   All eight students liked the presentation of the search results. They liked how the results were broken into three categories, and thought that the presentation was clear, organized, simple, and clean, for the most part. What they might change: bold the category/location headings to make them stand out; indicate the format of each search result; add more metadata in the search results, especially format of each result; would like to be able to limit the results on the search results page; one would list the library Catalog before Summon; one felt the spacing on the page was “odd” and “too much”. In general, students were drawn to links that had more metadata.
5. Search results were presented in three groupings. Did these groupings make sense to you? Which category was most helpful?

The three groupings of the search results made sense to all eight students. The Summon category was most helpful to two students, the Library Catalog to one student, and the Website to two students. Three students found the Summon results most helpful for the “Carbon emissions testing” search, and the same three students found the Library Catalog most helpful for the “Jon Appleton” search. The most useful category/tool varied based upon the question being asked.

Headings and Links

1. (http://staging.dartmouth.edu/~library/rauner/demo/demo14.html)

The link lists on the left are meant to provide quick and easy access to library information while eliminating text clutter. After exploring the library links briefly, what are your first impressions?

First impressions of the Library Links were quite positive. All students used “More Options” to expand options under categories. Some comments indicated that students don’t want to scroll down for links, that links have succinct descriptions that lead to powerful features, one likes the drop-downs and two didn’t (two prefer longer lists), would give “Getting Started”, “My Library Login” and “Book a Group Study Room” higher priority.

2. With consideration to each heading, do you think the displayed links are the most helpful, or would you replace them with other possible links?

The links that students would most like to be displayed first are: Book a Study Room (3), Hours (2), Maps (2), Libraries, Summon, Library Catalog, Research Guides, and My Library Login.

3. What do you think about the arrangement of the headings and links in their current form?

Regarding arrangement of headings and links, the following headings were desired to have high priority: Find It, Research Support, Services, and Help Yourself. Teaching Support could go lower. One student suggested that the general headings be listed in this order: Find It, About the Libraries, Help Yourself, Research, Services, Teaching.

4. (http://staging.dartmouth.edu/~library/rauner/demo/demo15b.html)

How does this arrangement of the headings and links compare to the previous arrangement?

Regarding the column arrangement of headings and links, five students preferred the one column listing (version 14) while three students preferred the double-column listing (version 15b).
5. Where would you expect to find “Borrow Direct”?

Six students found “Borrow Direct” under “Find It” immediately, while two students searched a bit before finding it.

“Ask Us” and Banner

1. Can you find a way to contact a librarian on this page? Comparing the locations of the “Ask Us!” button on these two home pages, please talk about the characteristics of the “Ask Us!” button on both pages. (Hoping for comments about the location, size of librarian picture, font size of text, and color).

Four students immediately found the “Ask Us” buttons, while four students did not. There were six preferences for the new, larger button, and two for the old, smaller button. Students were able to find the larger button more easily. Some would prefer to add the text to the newer button, which is more explicit as to ways one might contact a librarian.

2. Comparing the banners on these two library home pages, please talk about the characteristics of the banners on both pages. Which banner do you prefer, and why? (hoping for comments about the size of the picture, size of library logo, font size of text, and color).

Comparing the current library banner with the banner in Demo 14, five students liked the old banner better, while three liked a combination of both banners. No one preferred the new demo banner completely. Some of the features students liked of the old banner were: image spanning the whole page, rotating photos and images, color scheme, flows nicely, printed “Dartmouth College Library” rather than the new logo, and the darker background color. Some of the features students liked of the new banner were: lighter tone, arrangement of text, centered and larger search box, and the larger library logo.

News/Info and Blog Section

1. Do you find that the News items are easy to find and read on this page?

All eight students found the News items to be easy to find and read on the page, however, someone suggested “Library News” rather than “News” as a heading. One was unsure about what “Inspiring Ideas” was about, so suggested that it have the word “Blog” in the heading, as well.
2. **What kind of information would you like to see in this section?**

Information that students would like to see in this section: Libraries, exhibits, changing hours, unusual information about Dartmouth, more images/pictures, information that relates directly to students, current events, email migration information.

**Final Question**


How do you feel this new design compares with the aesthetics and layout of the old library webpage?  [http://library.dartmouth.edu](http://library.dartmouth.edu)

Three students like the newer webpage better, two students like the newer page except for the banner, two students liked a mix of features of both webpages, and one student preferred the old webpage. Features of the new webpage students liked were: the less cluttered list of headings and links, and the prominence of the news and blog. Features of the old webpage students liked were the banner and the organization of the headings and links.

**Recommendations**

1. The search results page was well received, and should be considered for implementation.
2. It will be important that search results have enough description, including icons for or notation of formats.
3. It’s apparent that students preferred a tab search option rather than a single search box. Responses indicated that they really want to know specifically what they are searching for.
4. While the new webpage received some good positive feedback, the old banner, or one similar to it, should be retained since the image spans the whole page.
5. The following information is sought frequently, and might merit prominent spots as links on the library home page: Summon, Library Catalog, Floor plans/Maps, Booking a Study Room, Hours and Research Guides. The heading “Services”, along with its link “Booking a Study Room,” should be moved higher in the heading listing.
6. There was a slight preference for a one-column listing of headings and links rather than a two columns listing.
7. The “Ask Us” button might be better noticed if it were placed to the left of the search box. We might consider moving to a larger “Ask Us” button, but keeping the text from the old button.
8. Enhanced “News” and blog information would be appreciated, but we might consider re-naming them “Library News” and “Inspiring Ideas Blog”.

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APPENDIX

UAG Test Questions & Answers – Library Webpage – July 2011

A. KK
B. DS
C. ER
D. SB
E. OS
F. JC
G. VL
H. SA

General Questions

1. (http://library.dartmouth.edu/) Do you go to the library website to find information?

   A. Yes.
   B. Yes.
   C. Perhaps five times.
   D. Occasionally.
   E. Yes.
   F. Not really.
   G. Yes, often.
   H. Yes, I start at the search box.

2. If yes, what information do you seek out most frequently? Is there anything not there that you wish was there?

   A. For library hours, reserve study rooms, maps and such. Has had problems using the “off-campus” and VPN connection information that’s on the homepage.
   B. For resources for research reports, library hours, libraries, maps, study rooms, DartDoc/Borrow Direct, Greenprint locations. Likes Summon for finding articles - fast & convenient. There is more information at the library website than I could ever get to.
   C. Summon, for research, and library floor plans.
   D. Research guides for subject specific books. Nothing missing.
   E. Looking for books, and normally use the banner search box to search the Library Catalog (also use Summon when looking for articles.) Wish that the link to “My Library Account” was in a more prominent location.
   F. N/A
G. Books and also Summon if I need articles. She noted that she uses the search box in the banner for searching the Library Catalog and Summon. I get annoyed sometimes when I search summon when I really wanted the catalog.

H. Yes, to find books and articles. I like Search 360 and the “Find-it” tab.

3. If no, what information do you think would be most useful to find at the library website?

C. It's confusing sifting through articles online.

F. Once she navigated to the page she suggested the research guides might be helpful and recalled using Summon on occasion and the library catalog for books.

Search Box

1. (http://staging.dartmouth.edu/~library/rauner/demo/demo14.html)
   What do you expect to find using this search box?

   A. Anticipated being able to type in a book title or database name and get results. Also being able to find maps and hours using the search box.
   B. General search of entire library system.
   C. An answer to a question I might have.
   D. Summon / LibCat and Website results but she discovered the AltText in the box which tells you exactly what you’ll get.
   E. Expect to be searching the Library Catalog.
   F. Something similar to Google.
   G. What's on the library pages, things that aren't in the catalog?
   H. General information, like a Google search.

2. Do you think that the “More Options” button is useful, and if so, why?

   A. Found the “more options” tab to be useful. Mentioned that she didn’t like the fact that the default on the current homepage was Summon. Preferred the catalog to be default.
   B. Yes, useful.
   C. Yes, the other search is a bit vague.
   D. Nice that it enables a more specific search but noted that this is redundant with the search box that already exists since they search each category already. Would like “More” more options, to search by title or author and such. Unrelated, she LOVES research guides.
   E. Yes, it is useful because you know exactly what you are searching, and you can choose the exact category you want to search. In general I do not normally choose “more options” or “advanced search” when presented with these options in other search boxes.
F. The “more options” button was very useful, she liked being able to search each tool uniquely.

G. Yes...so you know where you are searching. I don’t usually click on things like ‘more options’; probably wouldn’t have noticed it.

H. Initially, SA did not see the “More Options” button. After Heather pointed it out, SA clicked on the button. “It is useful, not what I expected. I like the tabs. They can narrow the search.”

3. (http://staging.dartmouth.edu/~library/rauner/demo/demo10.html)
   Would you change the wording inside this search box? If so, what would you have there? If not, why?

   A. Thought that this text indicated you could only search library content, mostly physical items. Not necessarily Summon or library info. Potentially add “and information” to the text.

   B. “Find Library Content” makes sense, although the fact that Summon is highlighted in orange below caused him to believe that Summon was the only content in the search box.

   C. No, I wouldn’t change it- it’s straightforward.

   D. She wouldn’t change it, this leaves it broad enough that you could find pretty much anything you were looking for.

   E. Yes, I think that “Search Library Information” or “Start Here” would be better.

   F. Wondered if the search box was just for one library or multiple libraries. Said she wouldn’t change the text because it was already concise but also noted that she doesn’t usually read it.

   G. It’s ambiguous – could be the library webpages or contents of the library, the catalog and stuff. Student couldn’t think of alternative wording that would be better.

   H. At first, SA said “no,” then she changed her mind and said, “content information or library materials not general information.”

4. (http://staging.dartmouth.edu/~library/rauner/demo/demo5.html)
   How would you compare this search box to the last two you saw?

   A. Thought that it was essentially the “More options” box but built in to the webpage. Clearly labeled and nice to not have multiple search bars. Also mentioned that she thought a blank box might lead to more results.

   B. Likes the search box that shows what he’s searching better; likes Summon, feels comfortable with it, always uses it now.

   C. Likes the tabbed search box best, and the texted search box better than the empty search box.

   D. Likes this option the most. Noted her bias towards “specificity” and that’s what this search box allows. Prefers to separate entries, for her the general search box was too broad.
E. This is more like the current search box that I use. I like it because it makes more sense and gives you more information about what you will be searching. I also like the additional choices and information displayed just below the search box.

F. Liked Demo5 the most, Tabs clearly laid out and convenient to use, the most explicit.

G. I like the tabs right there – don’t have to go to more options and the words in the box are more clear.

H. Demo 5 is better than the blank search box with Demo 14.

Search Results

(Note that each student will be doing two searches, a and b, and testers will be asking all of the questions below for each search)

1. (http://staging.dartmouth.edu/~library/rauner/demo/demo14.html)
Imagine you are doing research on: a. "carbon emissions testing" or b. “Jon Appleton” for a class assignment. Use the search box to begin your research; find a few good sources. Please think aloud as you explore your search results. <Student executes search>

A. CET / JA: These answers sort of meshed with question 2, all responses are listed there.

B. CET/JA: Sees that the results are broken down into three sections; website/courses, catalog/books, Summon/would need to explore results more.

C. CET: Nice to see 5 results at a time- assume the first five results are the most relevant? Nice to have an excerpt from each article. Nice to separate into three results sections. JA: Looks pretty good, I see articles and books.

D. CET / JA: These answers sort of meshed with question 2, all responses are listed there.

E. --------

F. CET / JA: These answers sort of meshed with question 2, all responses are listed there.

G. CET: Student typed “carbon emission testing” in the search box. Student looked at Summon results section. She clicked on a summon link: “This one has full-text and sounds relevant.” JA: Student typed Jon Appleton in the search box.

H. CET: She typed “carbon emissions testing” in the search box. Then clicked on the Summons results. She browsed the list of titles and picked out several titles; JA: Typed Jon Appleton in the search box. SA clicked on the Summons results. She browsed the list of titles and picked out several titles.
2. (Looking at the search results page) Remind student to think aloud. Prompt if needed: Do any of these results look promising? (Encourage student to follow those links) Can you find a book on this topic? Can you find a journal article? (This last question, in the case of the Appleton search only) Can you find a sound recording?

A. CET: Couldn’t tell if Summon results were journal articles, thought they were because of the “full text” notation. Asked aloud “How would a book be listed?” At first used the “more options” tab to do a library catalog search. She didn’t see the LibCat or Website results at first on the results page. Found this afterwards. Thought the course results under ‘website’ would be helpful if you were enrolled in the class. JA: Surprised that some of the Summon results took you to the library catalog. Found the journal article again because of the “full text” notation. Scrolled through LibCat results until finding a ‘text’ icon. Website results were once again helpful.

B. CET: Absolutely yes (promising results). In Summon, “Carbon emissions testing” is right on top, with what appears to be a general overview of the topic. Further exploration brought an authentication error. Not sure from the results which are journal articles, although I know I could find one in Summon. I think I would find books in the Library Catalog. JA: Some results look promising - not sure about Summon results (would like more information). Like Library website results. Found a book in the Library Catalog, and then noticed it was a sound recording. This is cool that I can download it (streaming MP3)! Would not have anticipated audio. Expected to find and article in Summon, but found a score.

C. CET: Summon addresses a wide variety of results. Found book in Library Catalog and journal article in Summon. JA: Lots of variety to the results. Looking for a book under “Library Catalog” clicked on an audio file, and then a video recording, and then, finally, a book. Found journal article in Summon, even though there wasn’t a link to it. Found an MP3 sound recording under Library Website.

D. CET: The Summon search results looked promising. Would like to see more journal info presented in the short blip, importantly, what journal the article is from. Course guide links under website also very useful. Found a book immediately from the LibCat results. JA: Website results look helpful. Was very difficult to find a book since the LibCat results don’t indicate format. Summon results were iffy, had to actually go into Summon to find a journal article as the first few listed linked to the LibCat. Recording was easy to find.

E. CET: First clicked on top result under Summon (note: the link failed and displayed a Proquest error page.) I think this would be one of the best results, but the link is not working. She the tried the first link under the Catalog results and was not happy with that book. She then focused on the rest of the Summon
results. She was able to determine which results were articles based on the “Full Text” displayed near the results, and assumed that the Library Catalog results were all books. She didn’t expect the Library Website section to find anything, and was surprised that it found a course guide. JA: First clicked on the “total results” for Summon, and then checked the limit for “Journal Article”. Then she went back to the results page and clicked on the “total results” for the catalog, and then limited to “Audio Recordings” and clicked Search. She was satisfied with the results.

F. CET: First entry useful with “full text.” Very promising results. Clicked on “More Summon” before going back. Also did a more advanced search IN the library catalog before discovering that the LibCat results were built into the results screen. Was somewhat difficult to get to the journal articles but that’s because the link didn’t work correctly. JA: Search results helpful and promising. *Caveat, we didn’t specify “Jon” so the results were a bit odd. She thought the results were scattered (due to John spelling) though it was still easy to find a book, journal article and sound recording.

G. CET: “Oh, here are catalog results.” Browsing catalog links in search results page. “It’s nice that the full title comes up.” (she noted this while cursor hovered over a link and a pop-up appeared of the book’s complete title) “These don’t look as relevant as the summon results…. or it’s harder to tell from what I can see. There’s not as much description. The first one might be good.” The student followed the link to the catalog. JA: Student looked at catalog results section. “I see music, a painting; it’s hard to tell what’s a book.” Student looked at Summon links. “I’d choose this one- it has a link to full-text.” “Yes, I saw links to sound recordings in the catalog results.”

H. CET: Really liked the first title on the list. Found a book listed in the Library Catalog list. She also typed “carbon” in the library catalog to find more books. She found articles in Summon and check-marked subject terms to narrow the search; JA: Found a mix of titles that looked promising and some titles that did not. Found a book listed in the library catalog list. She also found books listed in Summon. Found articles in Summon and check-marked subject terms to narrow the search. Found a sound recording.

3. How successful do you feel this search was on a scale of 1-5, 1 being the highest?

A. CET: 2; JA: 3
B. CET: 2, because the first result I went to had an error report (wasn’t available); JA: 1, successful- lots of info, scores and recordings.
C. CET: 1 (found good results); JA: 2 or 3- hard to find a book.
D. CET: 2.5; JA: 3, it was harder to find exactly what she was looking for.
E. CET: 2; JA: 1
4. What did you like about the presentation of the search results? What would you change?

A. Organized, “it’s good.” It’s clean and does the job. Likes that the location (Summon / LibCat / Website) is explicit. Would probably bold the category / location heading to make it stand out. On the first search she missed the results on the right hand side as they didn’t stand out.

B. CET: Liked how it was broken up into three categories, but wasn’t as clear about the Library Website results as compared to Summon and the Library Catalog. JA: Like the breakout into three sections; would like to know more specifically what each item is (score, text, audio, journal, etc.)

C. Like separation among three sections. Wouldn’t make any changes-nice and simple.

D. Very clear and easy to see. Would add some more meta-data information to the results shown so that you know the format of the material and where it’s coming from.

E. In general I like the separation, organization, and layout of the results. I really like the summary information under the Summon items. (Note: The summary information under the Summon results was not being displayed when we tested students on Monday.)

F. CET: Clearly laid out, journals vs books / libcat. Would like to limit the results on the page though, i.e. she doesn’t care for eBooks so she’d like to be able to limit to physical material within the results page. Or she’s like to do a more advanced search for something like “includes this phrase.”; JA: N/A due to John spelling.

G. CET: I like the separate Summon and Catalog lists. I would put the Library Catalog list where Summon is; the Catalog is the most important for me; JA: It was easier this time to notice the catalog links. Maybe because I’m used to it, maybe because the Summon list was shorter.

H. Liked that the presentation showed the top results. She mentioned that the spacing on the page was “odd” and “too much.” Would not change anything.

5. Search results were presented in three groupings. Did these groupings make sense to you? Which category was most helpful?

A. Summon was the most helpful although this was due to her personal preference of having full text articles online rather than having to track down physical items.

B. CET: Summon was the most helpful, but could there be more of a description of what Summon is, and what the Library Catalog has? JA: Yes,
grouping mad sense; Library website results for this search might be most helpful.

C. CET: Yes, under Library Catalog it was clear it was books, but it was not so clear what the entries were in Summon. JA: Yes, made sense. Library Catalog results most helpful.

D. Groupings were helpful and logical. Summon the most helpful for CET search, website for Jon Appleton search.

E. Yes, I think the results make sense and were easy to sort through. I liked the Summon results the best for the Carbon Emissions Testing search, but I liked the Library Website results best for the Jon Appleton search.

F. CET: Groupings make sense, Summon was the most helpful on this search; JA: Library catalog.

G. CET: The groups are good. I didn’t notice these results down here (pointing to web results section). Maybe because there’s only one thing listed and Chem 63 is not what I’m looking for; JA: “I like the groups.” Student did not use the web links. When asked about them she said, “I didn’t look down there. They actually look really good.”

H. The headings make sense. The categories are most helpful. The “Library Web results” contained more recognizable results. The “Library Catalog” category is vague. Having more descriptions with the categories is better. The bolding of your search term in the results is a good feature.

Headers and Links

1. (http://staging.dartmouth.edu/~library/rauner/demo/demo14.html)
   The link lists on the left are meant to provide quick and easy access to library information while eliminating text clutter. After exploring the library links briefly, what are your first impressions?

   A. General impressions were very good, was worried about smaller displays and having to scroll down for links though. Wanted everything to appear in one window.

   B. Wondered what Research Guides were; cool! FAQ’s cool. Book a study room- that’s a good one. Links have succinct descriptions that lead to powerful features.


   D. Doesn’t mind having a bit more text, unsure of drop down menus. Perhaps try to display a few more links.

   E. First she explored each category carefully and clicked on “more...” in each category. I think that “Getting Started” should be the first item under Research Support. I would like the links to” My Library Login” and “Book a Group Study Room” to somehow be higher in the list. But overall I like the way this section is designed.

   F. Well organized and logical.
G.  The student noted Summon and the catalog.  She looked for the library hours and found them right away.  “I see maps, that’s good.”  She clicked on Research Guides – “this is nice.”  The student readily clicked on “more” to expand each list.

H.  Not everything is listed…more clicks.  There is a lot of empty space.  More options listed on the page are better like on our current website.

2.  With consideration to each heading, do you think the displayed links are the most helpful, or would you replace them with other possible links?

A.  Would put the categories in this order:  Find it, About the Libraries, Help Yourself, Research, Services, Teaching.  Thought that the two displayed links were very appropriate, was happy that “Book a Study Room” “Hours” and “Maps” defaulted to the top two links.  Thought that the categories were appropriate.

B.  Definitely Hours, The Libraries, Summon, Library Catalog.  Like Research Guides (although first time had seen them).

C.  Looks pretty good.

D.  Chosen links seem the most helpful.  Students use Find It the most so could more links from that heading be shown?  Suggested a row of links across the top of the screen, just below the banner.  That when you hover over a heading like “Find It” or “About the Library” you get and automatic drop down menu?

E.  No, I think the items that are visible without clicking on “more…” are the best.  I think that it would be helpful to have another category or section of quick links to items like My Library Login, Book a Study Room, Hours, and possibly a few more.

F.  Seems good.  (She didn’t drill down through the links though, I think she overlooked the “more options” drop down).

G.  The important things are easy to find.  Booking a study room could be really helpful – I would put it in Help Yourself.

H.  The headings make sense.

3.  What do you think about the arrangement of the headings and links in their current form?

A.  See question two, answered there.

B.  Makes sense; might want to see “Booking a Study Room” higher.

C.  Put “Find It” and “Research Support” on top.  “Services” higher up.

D.  “I think it works.”

E.  I think the order and arrangement is fine.

F.  She’d move teaching support lower as she isn’t faculty.  Would drop “About the libraries” to the bottom and move “Help Yourself” higher.

G.  Help Yourself and Services seem closely related.  It’s odd that they are separated by Teaching Support.
H. The arrangement of the headings is o.k. Add and list “library maps” higher on the list in “Find-it” section.

4. (http://staging.dartmouth.edu/~library/rauner/demo/demo15b.html)
How does this arrangement of the headings and links compare to the previous arrangement?

A. Said that she’s still drawn immediately to the left side of the page. Likes the previous version better (Demo14) because the text stays in one line. Doesn’t like that some of the entries take up more than one line. Although did appreciate everything being closer to the top and not having to scroll. Aesthetically, annoyed that the columns weren’t the same length.

B. Like first one more (14) even though more features are listed; the brain moves quickly on a computer, and goes to the clean-cut and familiar; seeing what’s needed most often is important.

C. Nice to have columns side by side rather than scrolling down. Also show more options under each heading, which is good.

D. Likes the one from Demo14 better, prefers it all to be in one column.

E. I like the two separate columns, and the categories in each column go nicely together.

F. More links under each heading, likes 15b better. More options were a good thing for her. Learned about RWIT in the process! Was able to more clearly understand each heading with more subheadings.

G. The other one is better. The division is nice, I don’t have to go down the page, but it’s not as clean. It’s messier, not a concise.

H. Demo 15b feels cluttered. SA would like to see more options. “Demo 14 is better, visually.

5. Where would you expect to find “Borrow Direct”?

A. Immediately found it under “Find it.”
B. Looked at “Services” and “Research Support” before finding it under “Find It”.
C. Immediately found it under “Find It”.
D. Found quickly under “Find it.”
E. Found it quickly under “Find It.”
F. Immediately found it under “Find it.”
G. Student scanned list, went to Research Support, then found the link under Find It.
H. Had no difficulty finding, borrow direct. She clicked on “Find-it” and found it.

“Ask Us” and Banner (optional, depending upon time)

   Can you find a way to contact a librarian on this page?

   **([http://library.dartmouth.edu](http://library.dartmouth.edu))** Do you see a way to contact a librarian on this page? Comparing the locations of the “Ask Us!” button on these two home pages, please talk about the characteristics of the “Ask Us!” button on both pages. (Hoping for comments about the location, size of librarian picture, font size of text, and color).

   A. Went directly to the Ask Us button on both pages. Noted that if she needed a specific librarian she would navigate to the subject librarians section. Very easy to identify on both pages. Liked the bigger “Ask Us” button on Demo14, less text.

   B. Didn’t remember seeing “Ask Us” button on either page; was focused on the left side under headings, so was searching under various headings. Likes the larger demo Ask Us button, clean cut, more noticeable.

   C. Looked to headers and links first, and found “Subject Librarians”. Only found “Ask Us” Button when prompted. Likes Demo version button better because it’s more obvious. Like black font on green. But it is easier to find the old “Ask Us” button.

   D. Took a while to find contact information, went first to Services, then to About the Libraries, then to Research and eventually found a link to contact info. Found it almost immediately on the current website. Didn’t notice the Ask Us button at all until it was pointed out to her. Thought the bigger one was better but probably wouldn’t notice it either way, noted that she would rarely look in the header for something like that. By default she generally attends to the left hand side of the page where all the links are.

   E. Yes, clicked on the Ask Us button quickly. Yes, again found the Ask Us button quickly. She liked the text and wording of the current library home page button best, but she preferred the size, position, and colors of the new Ask Us button. I like the color scheme and photos of the current library home page best, but I prefer the arrangement of text and other items of the new home page banner.

   F. Guessed at the “Ask Us” button but did so quickly. Found it to be very clear on both pages. Said that it was easy because it was consistently in the upper right hand part of the screen. She would look there on future iterations by default. Liked the text in the button on the original page. Said that it was more explicit about how you can contact the librarian.

   G. Student immediately went to Ask Us on both versions.

   H. Clicked on the “Help Yourself” button and “Research Support” links. She found the answer under the “Research Support” link. The “Ask Us!” button on “Demo 14 is large and better. The current website’s “Ask Us!” button includes the text which is very good.


   **([http://library.dartmouth.edu](http://library.dartmouth.edu))** Comparing the banners on these two library home pages, please talk about the characteristics of the banners.
on both pages. Which banner do you prefer, and why? (hoping for comments about the size of the picture, size of library logo, font size of text, and color).

A. Strongly prefers the current banner on the homepage, didn’t like that the banner on Demo14 didn’t span the whole page. Liked the lighter tone of Demo14 though, said the gray on the original is depressing. Would be happier if the banner spanned the entire screen.

B. Like features of demo banner better, but like the aesthetic value of the old banner better (ie, photos, images).

C. Like the old banner better because it stretches across the whole page and the colors are nice. Like the printed “Dartmouth College Library” on the old banner better than the new logo. The old banner flows nicely across the page, the contrast in color is nice, and you know it’s a banner.

D. Top of current website is nicer. She did like the centered search bar and that it was a little larger. Prefers to have the search option toggles readily available. Also liked that the banner was smaller on Demo14, opens up more page real estate. Prefers the coloring of the current website. Ideally she’d like a mash-up of the two pages.

E. I like the color scheme and photos of the current library home page best, but I prefer the arrangement of text and other items of the new home page banner.

F. “New” (demo14) looks outdated. Prefers the banner on the current homepage, said it looks nicer.

G. The current banner looks better, but the bigger library logo on the new one is nice. I don’t like the new photo; I like the rotation on the current page, it’s like the college main page. I like the tabs above the search box.

H. The current web-site is better. It has a modern feel. Perhaps, it is better because it has a larger picture, better quality picture and the background color is darker than Demo 14. Demo 14 seems plain or not as bold as the current web-site. However, I like the larger logo with Demo 14.

News/Info and Blog Section (optional, depending upon time)

1. Do you find that the News items are easy to find and read on this page?

A. Was easy to find and read. Thought that it was nice to see exhibits and other campus events posted.

B. “news” along is ambiguous- how about “Library News”? Or add current events on campus and make it broader? Not sure what “Inspiring Ideas” is but that’s a really cool heading. Generally don’t take the time to explore these things, but this is really cool.

C. Yes, interested in “Make a Salad.”

D. Yes.
E. Yes, but I would not normally consider looking at any of this information because I just don’t have enough time.
F. Was very easy to find.
G. Yes. It gets a lot of space.
H. Yes, the titles are straightforward.” She liked the picture with the “Inspiring Ideas” section.

2. What kind of information would you like to see in this section?

A. No idea what she’d like to see otherwise, said that she doesn’t tend to read information like that online or keep up with it. Picture in the blog section was nice but wouldn’t get her to read the article. Still drawn to the left, find what you need. Commented that the division of space was nicely done.
B. Like having various libraries listed- very functional. Library news is interesting and important. Blog is interesting- like the idea, but probably wouldn’t take the time to read it. Could say what it is, such as “Inspiring Ideas: Library Blog”.
C. Under news show exhibits and changing library hours during exams. The blog is interesting, but it needs to be more clear that it’s a blog in the title.
D. Stuff you wouldn’t normally know about Dartmouth. Would be interested to see the blog content offered. Campus events and dates / times of lecture events around campus. She said she rarely used the Dartmouth homepage so information like that.
E. I think that adding more images or pictures would be nice. More information that relates directly to students might also make this section more interesting to me.
F. Somewhat expected to find more ‘current events’ related news, worldwide news. Was okay with the campus / library news but not excited about it.
G. Exhibits, upcoming changes like the email migration. Just a couple of items would be better than a lot of links.
H. I do not know.

Final Question

1. (http://staging.dartmouth.edu/~library/rauner/demo/demo14.html) How do you feel this new design compares with the aesthetics and layout of the old library webpage? (http://library.dartmouth.edu)

A. Preferred the new version with the exception of the banner. Would be much better if the banner spanned the whole page. Also thought that it would make it more consistent with the Dartmouth homepage. Gradient could also be improved, found the tan to gray to be very odd.
B. Like aesthetics of the old header better, but like the less-cluttered list on the left of the demo better. Like the new a lot! Keep it to the right, because it is changing.

C. The demo page is better except for the banner. I like the links in the yellow box. It's nice that news is up top. Need clearer headings. Sifting trough results can be annoying. Some of my friends are afraid to use the website.

D. Likes the prominence of the News / blog section, prefers that you can stay on the page and read about the items as opposed to being directly linked through the page. Could potentially shrink the dead space of the left column in Demo14. Ultimately it's just important to be able to find things easily, not sure how the universal search bar would be used. She thought students had a tendency to drill down through the links.

E. I think the old library page is too scattered and does not flow together well. I like the new webpage content organization below the banner. I like the new location of “The Libraries” section on the new webpage. Overall I think the new webpage looks better and flows together nicely.

F. Likes the original website more. Suggested that maybe it’s because she was used to it but preferred the organization of the links and information. Said that if she had to guess that she’d say “demo14” was the old website and that the current website was the new one. Really likes the contrast of the banner on the current website. Said that “demo14” was bland. While she liked the inclusion of the news section thought that there should be a better balance of empty space to be better. Didn’t like all the empty space in the center left.

G. The new version is cleaner. It seems like it’s easier to find stuff with the new version. News is more prominent on the one, but I don’t come to the library site for news.

H. The current library website highlights library services. It is easier to search for library resources.” SA likes the layout of one column of headings with Demo 14. She likes the “Blog” for human interests and the “Inspiring Ideas” sections. The most helpful sections on the current library website are “About the Libraries” and “Find-It” sections.