Sojourner Truth Library

User Test

Findings & Recommendations

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Executive Summary

The Sojourner Truth Library (STL) is located on the SUNY New Paltz campus. It is committed to providing support to both faculty and students. Per the STL mission statement, the library seeks to provide and encourage learning by providing access to information resources (Lavallee, 2005). This learning does not stop at the library's doors, but is continued through its website.

A user test was undertaken to learn more about the usability of STL's website, focusing on the homepage. A mix of seven undergraduate and graduate students were recruited for testing. Participants were asked to participate in a "think aloud" test to understand issues and advantages of the STL website. Users were asked to complete pre- and post-test questionnaires to better gauge their familiarity with academic library websites and opinion of the site. Users were tested remotely and in-person to simulate actual user experiences.

The user test revealed three key issues:
1. Users were unsure of where to look for resources and unfamiliar with some of the terminology used by the search interface in the homepage's header.
2. Users were overwhelmed and unable to absorb all of the information in the three columns on the homepage.
3. The website has low learnability for new users.

The following recommendations were made:

1.1 Add the text 'Search' above the search tabs.

1.2 Change some of the search tab titles in order to better indicate their functionality.

1.3 Include explanatory text for Discovery Search to make it consistent with the other search tabs.

2. Add a hierarchy to the links in the three columns and formatting in dropdown menu styles.

3.1 Increase recognition of the passive search tabs as live links.

3.2 Increase recognition and visibility of the search box.

3.3 Increase visibility of links below the main header.

Contents

Introduction

The Sojourner Truth Library (STL) serves SUNY New Paltz students well. Its website is designed for searching, and after conducting user testing, we have compiled findings and recommendations to improve the website's ease of use and general design. Our three key findings were:

1. Users were unsure of where to look for resources and unfamiliar with some of the terminology used by the search interface in the homepage's header.
2. Users were overwhelmed and unable to absorb all of the information in the three columns on the homepage.
3. The website has low learnability for new users.

We tested several users both in-person and remotely, asking both types to use the "think aloud" method to capture their thoughts and reactions as they completed a series of tasks on the STL website. We also asked users to complete a pre-test survey to gather their demographics and match them to users at SUNY New Paltz, and a post-test questionnaire to capture additional thoughts and to determine a System Usability Scale (SUS) score. The SUS is the "most widely used questionnaire for measuring the perception of usability" and gives us 95% confidence in SUS findings (Sauro, 2011). We can be 95% sure that the SUS score was above 36.4 and reasonably certain that it falls closer to 50. This score is not high, and we determined that it was due to low learnability.

Learnability and recognition for users is key, as we found that a majority of users come to a library website for research materials, but almost none will ask for research help. One of the only questions in our post-test questionnaire to score below average was "I felt very confident using the website," which indicates that users did not feel confident navigating the website on their own. We suggest changes in terminology, hierarchy, and design to improve learnability and make the website easier for users to navigate on their own.

Methodology

For this study, the researchers determined that User Testing would be the best choice to gauge the usability of the Sojourner Truth Library (STL) website. User tests are controlled studies with a set of defined tasks and protocols for users to follow. This method allows for testing by a curated set of users as opposed to experts. By recruiting users with profiles similar to that of the target audience, we can identify the problems actual users of the website are likely to encounter. As STL has a very targeted audience of students and faculty, user testing was determined to be the best choice. While User Testing is regarded as a less than ideal method by some due to the extended timeframe required to recruit and vet participants, the timeframe provided by STL facilitated this choice.

To ensure the results from our user test would be beneficial to STL, we recruited a group of participants similar to the users of the STL website. Seven users participated in the testing. According to Jakob Nielsen (1995), six users will find about 80% of all problems. The user group was composed of both undergraduate and graduate students. A mix of lab, field, and remote testing was used to simulate the experiences of STL users. Patrons of the STL website are not always using the website at the library, some will use it remotely. These different users and testing situations allowed the researchers to gauge the usability of the website in "real world situations."

What is your highest level of education?

High school	0	0%
In college	2	28.6%
Completed college	0	0%
Pursuing graduate degree	3	42.9%
Graduate degree	2	28.6%
Other	0	0%
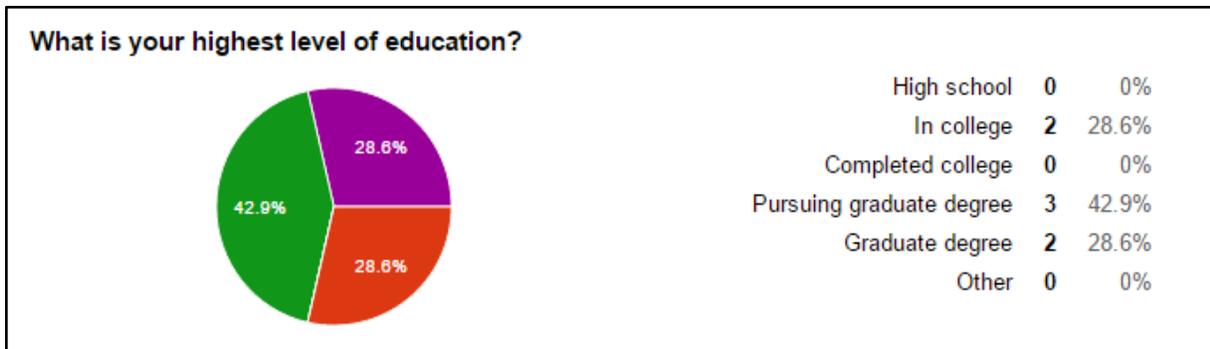
Figure 1: Users were a mix of undergraduate and graduate students

Do you use your school's library website?

Yes	6	85.7%
No	1	14.3%

14.3%

85.7%

If you answered yes to the above question, how often would you estimate you visit the library website per semester?

Rarely	1	14.3%
Sometimes	3	42.9%
Often	2	28.6%
Very often	1	14.3%

28.6%

14.3%

14.3%

42.9%
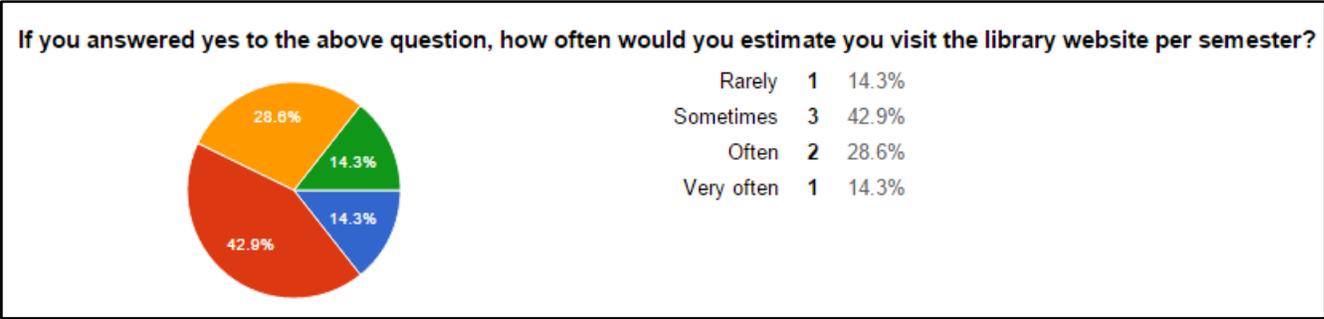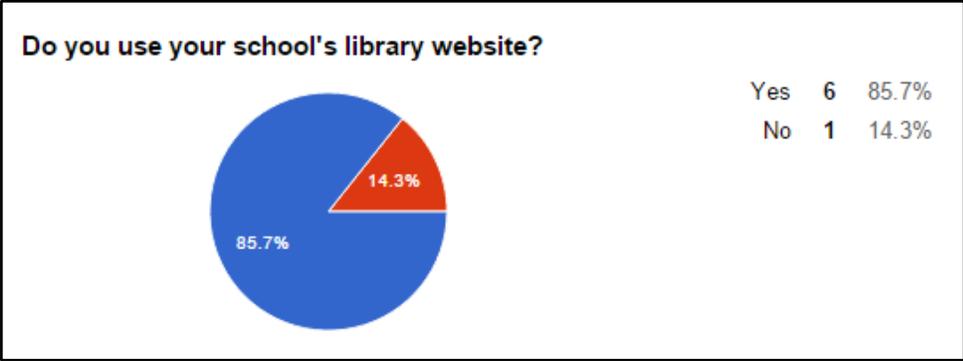
Figure 2 & 3: Users are engaged with their school's library website.

How often do you visit the library in person per semester?

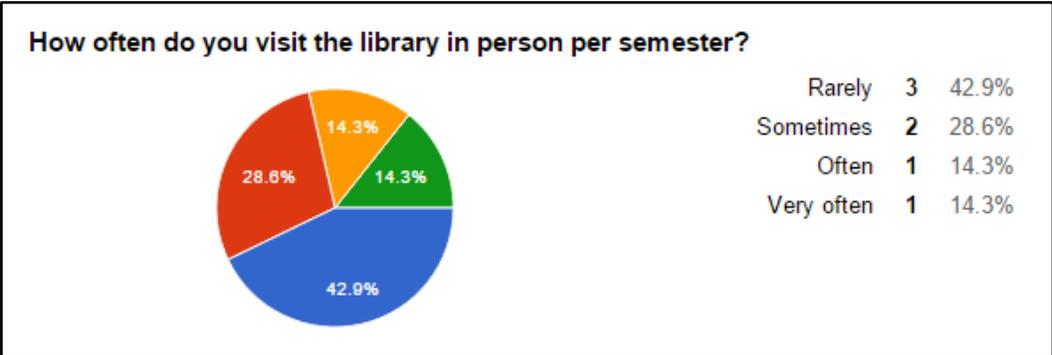|		
Rarely	3	42.9%
Sometimes	2	28.6%
Often	1	14.3%
Very often	1	14.3%

14.3%

28.6%

14.3%

42.9%

Figure 4: Users went to the actual library less frequently than they used the website.

Users were asked to "think aloud" as they proceeded through the tasks. The "think aloud" method asks users to narrate their choices and thoughts as they complete tasks. During the user testing a mix of software platforms were also used: Silverback, Trymyui.com and BB FlashBack Screen Recorder. Silverback (silverbackapp.com) allows video recording of the screen and (assuming the computer is equipped with a camera) the user as well. Trymyui (trymyui.com) was used for remote testing; this software records the screen during the user test. BB Flashback (bbsoftware.co.uk/BBFlashBack/Home.aspx) also allows for screen and user recording and was used on Microsoft computers, as Silverback is only Mac compatible.

Prior to testing, users were asked to sign a consent form and asked if they agreed to be recorded. Users then completed the pre-test questionnaire. Google Forms was used to create the questionnaire, with User IDs pre-supplied so that users retained their anonymity. Each test lasted approximately 20-30 minutes.

The questions posed to the researchers by the STL were mostly related to the layout and functionality of the main page of the library website. The researchers decided on a formative evaluation method after considering the requests of STL and interacting with the website. Consequently the tasks and post-task questions developed for users were centered on the usability and layout of the main page. For this report, usability is defined as the user being able to use the website effectively, efficiently and with satisfaction (Barnum, 2011). The researchers developed a set of four tasks and three post-task questions to assess users' thoughts on the usability of the site:

- Find an article from a journal (users were provided with the journal name and article title).
- Find a book on Russian theater (users were provided with the title and author).
  - Look at the six search tabs on the homepage. What would you expect to find under each tab?
- Calculate a fine for returning a book late.
  - Look at the column headers on the homepage. What kinds of information would you expect to find under Resources? Under News & Events? Is there information that seems to be missing from the homepage?
- Find the office of a library staff member.
- What are your overall impressions of the homepage? Its design/layout?

The post-test questionnaire was based on the System Usability Scale (SUS) developed in 1986. The SUS is a ten question scale with a 5 point answer scale, with 1 representing "Strongly Disagree" and 5 representing "Strongly Agree" (Sauro, 2011). This scale relies on the fact that the questions remain the same each time it is used which allows for comparison between users and against other interfaces. The researchers added additional questions to the post-test questionnaire to gauge users' opinions on their satisfaction and how they viewed their experience on the site.

The consent form, moderator script, and pre- and post-test questionnaires can be found in the appendices.

Findings and Recommendations

Finding 1: Uncertainty in searching

Users were unsure of where to look for resources and unfamiliar with some of the terminology used by the search interface.

The first two tasks assigned for this user test required participants to find a resource - a journal article for the first task, and a book for the second task. Two users failed to complete the first task, and three users failed to complete the second. Four users indicated that they did not know what Discovery Search would contain, and four users expressed general confusion about WorldCat. Specific comments include the following:

> "Why is there a tab for STL Website? I thought I was on the website?"

> "I don't know what Discovery Search is or anything like that"

> "I would assume a zero baseline of knowledge for everyone and would clarify what the six tabs were at the top"

> "Databases and Journals I feel like maybe go hand in hand, but databases [are more] categorized"

As seen above, users were frustrated by unfamiliar terminology such as Discovery Search. Although some users were able to make informed guesses about what tabs would contain, they did not feel confident in their suppositions or general use of the website (as indicated by the post-test questionnaire results). Participants were unsure of where to look for resources, and inexperienced in advanced searches. In one case, a participant knew what WorldCat is, but did not even consider using it to find a book.

In order to identify terms and features that would best orient new users to the search interface, researchers performed a comparative analysis of the search interfaces used by other academic library websites. Based on this analysis, we suggest the three following changes.

Recommendation 1.1: Search text

Add the text 'Search' above the search tabs.

The majority of the academic library websites we reviewed included this text above or to the left of the search function. The inclusion of this static text would help to unify the search interface. One user missed the search tabs on her initial sweep of the homepage; distinctive text above the tabs would also draw attention to the interface.

Recommendation 1.2: Search tab titles

Change some of the search tab titles in order to better indicate their functionality.

- Change *STL Catalog* and *STL Website* to *Catalog* and *Our Website*. One user noted that he couldn't figure out what the STL acronym referred to at first, something that could be true for freshmen students as well.
- Change *Discovery Search* to *Everything* (this will read as 'Search Everything', with the incorporation of Recommendation 1.1). Discovery Search caused the most confusion during user testing. 'Search Everything' or 'Search All' would give novice users a better indication of how they should use this tab.
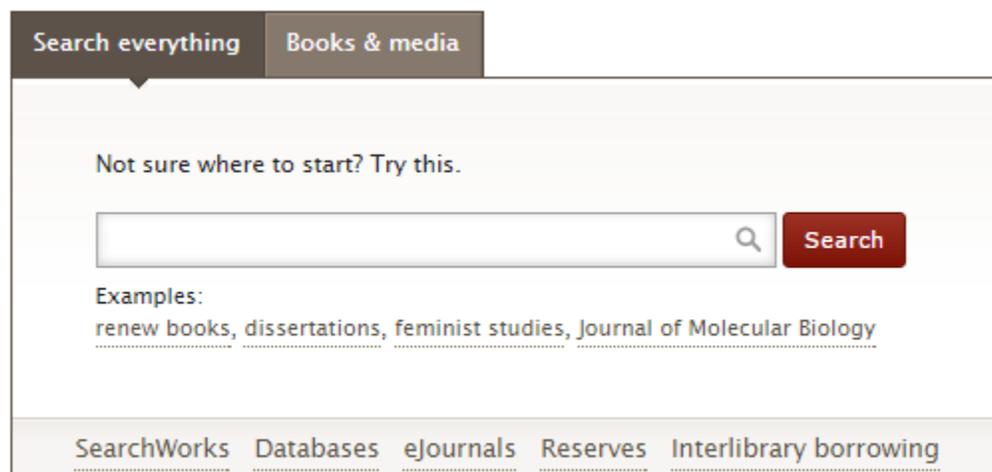
Figure 5: 'Search Everything' as used by Stanford University Libraries

- Change *Journals* to *E-Journal Titles*. This revision would clarify the role of the journal search, as distinct from a database search.
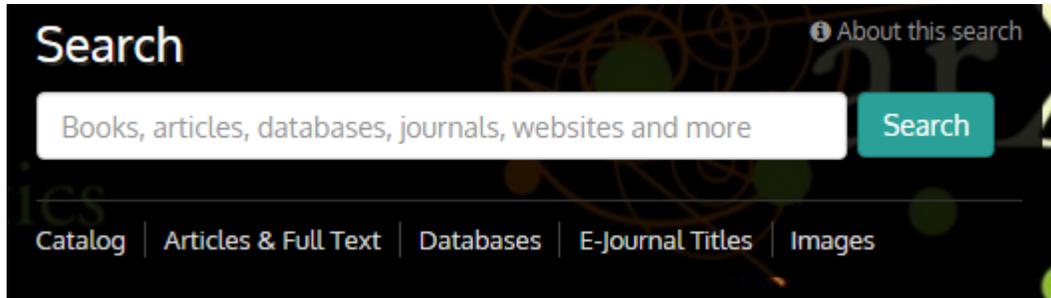

Figure 6: The use of 'E-Journal Titles' by Cornell University Library

- Change *WorldCat* to *Libraries Worldwide*. Though some users were aware of WorldCat, others were only able to make educated guesses as to its function.

Current Title	Suggested Title
STL Catalog	Catalog
Discovery Search	Everything
Databases	n/a
Journals	E-Journal Titles
WorldCat	Libraries Worldwide
STL Website	Our Website

Figure 7: Summary Table of Suggested Search Tab Title Changes

Figure 8: Added Search and changed tab names

Recommendation 1.3: Discovery Search

Include explanatory text for Discovery Search to make it consistent with the other search tabs.

Most of the search tabs on STL's website display explanatory text above the search bar once a tab has been selected. This is helpful for new users who are learning about search functionality, however, the tab that was most confusing during user tests, Discovery Search, has no explanatory text. Though we believe changing the tab's title to 'Everything' will make its role clearer, we would also recommend including a line of explanatory text for added clarity as well as consistency with the other search tabs.

Finding 2: Three columns

Users were overwhelmed and unable to absorb all of the information in the three columns on the homepage.

Our third and fourth tasks were designed to get users looking through the available links in the three columns at the bottom of the homepage. Some users were unable to decide which link to click, as the generic titles and equal weight given to each did not provide them with clues as to the contents of the links. Users commented that the information provided under "News and Events" was "irrelevant" and not what they expected to find. A user also commented that the "Library Classes" feature was "fussy" and did not provide enough information about the classes for her to evaluate whether they were for her or not. "Resources" was called a "generic term", similar to miscellaneous, by a user. Users knew that the information they were looking for on staff contacts and library renewal and borrowing policies could be found by clicking on one of the links in the columns, and the columns did not detract from the overall impression of the homepage, but users were confused by the terms used to label the links.

Recommendation 2: Hierarchy

Add a hierarchy to the links in the three columns and formatting in dropdown menu styles.

An overwhelming number of users commented on the need for hierarchy. A hierarchy in the links would reduce the amount of information users are immediately exposed to ("there is way too much on the main page.") and provide clues as to the link's contents (for instance, sorting some links under "for faculty" clues students in that this is not going to be helpful for them). Users spoke about "simplicity" and "logical groupings" as well as "organizing" the homepage to provide easier navigation. We have suggested categories and terms to more clearly describe the links.

Figure 9: Suggested column layout with top and second level navigation categories displayed.

Figure 10: Suggested column layout with third level navigation categories displayed.

News & Events
Events at the Library
    Classes in the Library
Library Dean's Blog
    Library Newsletter
    Just Arrived

Resources
For Students
    Research Help
    Subject Research Guides
    Course Reserves
    ILLiad
    Borrowing Policies
    Renewing Materials
    Paying Fines
    Distance Learners
    Technology Help
For Faculty
    Library Help
    Technology Help
    Course Reserves
    Virtual Bookshelf
Library Special Collections
    Zine Library
    Textbook Collection
    Special Collections

The Library
Find the Library on Campus
Library Hours
Contact Us
    Library Staff
About the Library
    Policies
Friends of the Library
Requests & Suggestions

Figure 11: Full list of hierarchy and first, second, and third level navigation categories.

Finding 3: Decreased visibility makes it more difficult to learn

Users found the site difficult to learn.

There is a steady influx of new users to STL's website each semester as new students and faculty arrive. The site needs to be clear and understandable for users to learn and to take advantage of the resources that STL offers. As Donald Norman noted in *The Design of Everyday Things*: "When we use a novel object a number of questions guide our actions" (2002, p. 99). The SUS score indicated that users felt the site was hard to learn. Users noted that:

"Why isn't it activating the tab in the search bar when I hold the mouse over?"

"At first I barely realized I should scroll down for more links - the picture of the bookshelves took up the whole browser window, and there were just enough "catalog" and "discovery" types of links that I thought it could have been just that."

"I think that design's important, design is deeply intertwined with functionality, but I think that for a library website… to help people find, help non-power users find information in a very complicated system, I think this website would have to be designed a little bit more for the layman user."

In order to increase learnability, we suggest changes to increase visibility and recognition for new users. The first comment indicates a breakdown in the user experience, as users do not

realize that there are additional links below the header image. The second comment shows how the user must rely on recall rather than recognition in order to use the "search tabs". The last comment sums up the user experience problem very succinctly: there are parts of the design that hinder learnability. However, there are minor design changes that can alleviate this problem.

Recommendation 3.1: Increase recognition of the passive search tabs as live links.

Currently, only the outline on tabs changes when a user hovers over them; a more dramatic change would indicate that they are active links for additional searching abilities. If the color changed from taupe to blue it would offer a better indication that the tabs were all active search options.
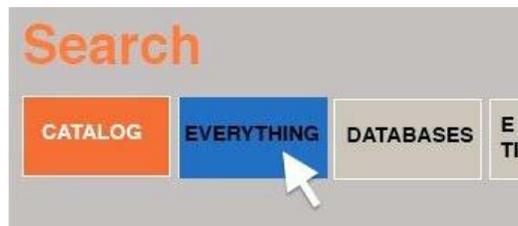

Figure 12: The blue gives users visual feedback indicating that the tab is an active link.

Recommendation 3.2: Increase recognition and visibility of Search box.

A majority of users commented that they appreciated the large "Ask a Librarian" button on the right hand side of the search tool. However their eyes were drawn to that before the search box. The vacant area in the top right corner of the search box does not grab the user's attention. By breaking the "Search" section and the "Contact us" section into two boxes it will help the user recognize that these two boxes contain separate types of information.
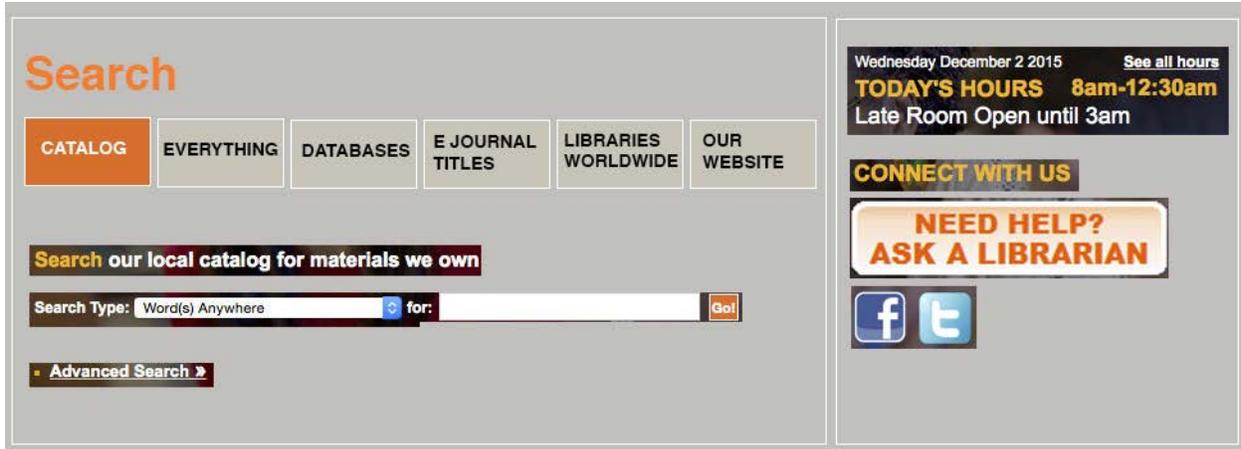
Figure 13: Boxes help define information that belongs together and create visual cues.

Recommendation 3.3: Increase visibility of the links below the main header.

Some users commented that they did not realize that there were links below the image header. While we understand that the large image header is desirable and wanted, making it slightly smaller and tightening the space between the header and the lower links will increase visibility for the three columns below the header. The column headers should also change from white hash marked to blue boxes for greater visibility.

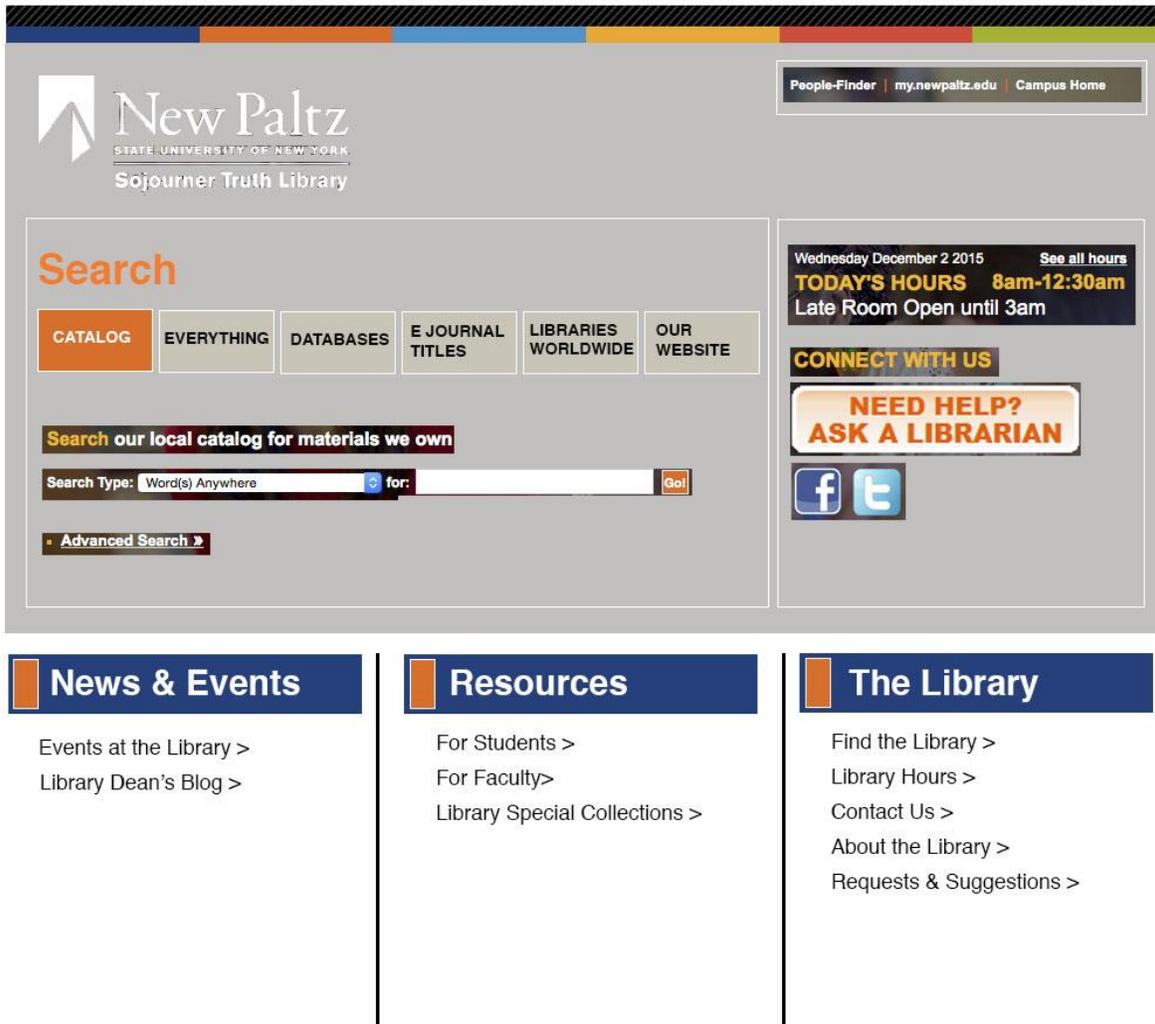*A full mock-up incorporating all recommendations can be found on the following page*

Figure 14: Redesigned homepage with all recommendations in effect.

Conclusion

The Sojourner Truth Library at SUNY New Paltz has a website that is designed for searching, as evidenced by the prominence of search tabs on its homepage. Through user testing and analysis, we were able to determine three key findings about the website's searchability and design and suggest changes. We found that:

1. Users were unsure of where to look for resources and unfamiliar with some of the terminology used by the search interface in the homepage's header.
2. Users were overwhelmed and unable to absorb all of the information in the three columns on the homepage.
3. The website has low learnability for new users.

We can be 95% sure that the SUS score was above 36.4 and reasonably certain that it falls closer to 50. A SUS score of 50 puts the STL website in the 13th percentile. While this is not high, we determined that the issues lie in learnability of the site for new users. We made the following recommendations to improve learnability of the site:

1.1 Add the text 'Search' above the search tabs.

1.2 Change some of the search tab titles in order to better indicate their functionality.

1.3 Include explanatory text for Discovery Search to make it consistent with the other search tabs.

2. Add a hierarchy to the links in the three columns and formatting in dropdown menu styles.

3.1 Increase recognition of the passive search tabs as live links.

3.2 Increase recognition and visibility of the search box.

3.3 Increase visibility of links below the main header.

These findings and recommendations were informed by thorough user testing, and we believe these recommendations will improve the learnability of the STL website.

References

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    MeasuringUsability.com.

Appendices

Appendix A: Pre-test Questionnaire and Responses

Pre-test Questionnaire

Participant ID

[   ]

What is your highest level of education?

○ High school
○ In college
○ Completed college
○ Pursuing graduate degree
○ Graduate degree
○ Other: [   ]

When you were deciding which universities to apply to, did you look into the library?

○ Yes
○ No

Do you use your school's library website?

○ Yes
○ No

If you answered yes to the above question, how often would you estimate you visit the library website per semester?

○ Rarely

○ Sometimes

○ Often

○ Very often

What information have you looked for on the website?
Choose all that apply.

☐ Library hours

☐ Computer use

☐ Check out books

☐ Research help

☐ Research materials

☐ Other: [   ]

What kinds of library resources have you used?
Choose all that apply.

☐ Database

☐ Journal

☐ Book

☐ Ebook

☐ Magazine

☐ DVD

☐ VHS

☐ Other: [   ]

How often do you visit the library in person per semester?

○ Rarely

○ Sometimes

○ Often

○ Very often
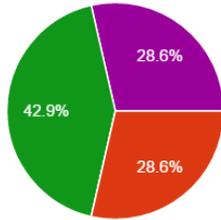
Why have you gone to the library?
Choose all that apply.

☐ Checking out a book for fun

☐ Checking out a book for class

☐ Group work

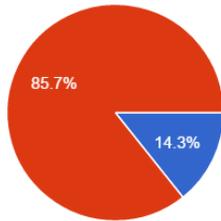☐ Quiet place to study

☐ Class meeting

☐ Other: [   ]

Submit

Never submit passwords through Google Forms.
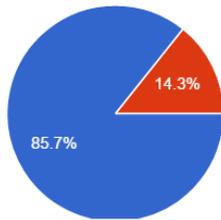
What is your highest level of education?

High school	0	0%
In college	2	28.6%
Completed college	0	0%
Pursuing graduate degree	3	42.9%
Graduate degree	2	28.6%
Other	0	0%

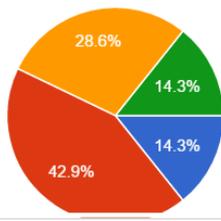## When you were deciding which universities to apply to, did you look into the library?

Yes	1	14.3%
No	6	85.7%

Do you use your school's library website?

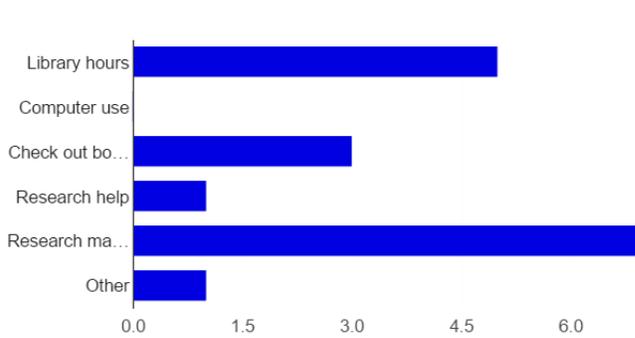|		
Yes	6	85.7%
No	1	14.3%

If you answered yes to the above question, how often would you estimate you visit the library website per semester?
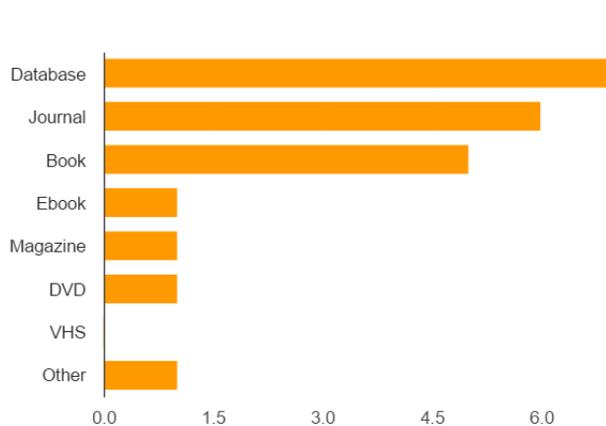
Rarely	1	14.3%
Sometimes	3	42.9%
Often	2	28.6%
Very often	1	14.3%

What information have you looked for on the website?

Library hours	5	71.4%
Computer use	0	0%
Check out books	3	42.9%
Research help	1	14.3%
Research materials	7	100%
Other	1	14.3%

What kinds of library resources have you used?

Database	7	100%
Journal	6	85.7%
Book	5	71.4%
Ebook	1	14.3%
Magazine	1	14.3%
DVD	1	14.3%
VHS	0	0%
Other	1	14.3%

How often do you visit the library in person per semester?
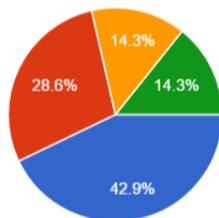
Rarely	3	42.9%
Sometimes	2	28.6%
Often	1	14.3%
Very often	1	14.3%

Why have you gone to the library?
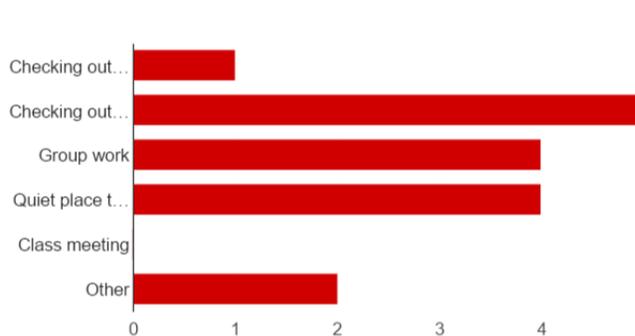
Checking out a book for fun	1	14.3%
Checking out a book for class	5	71.4%
Group work	4	57.1%
Quiet place to study	4	57.1%
Class meeting	0	0%
Other	2	28.6%

Appendix B: User Test Consent Form

Sojourner Truth Library User Test Consent Form

Purpose:
The purpose of this study is to evaluate the usability of the Sojourner Truth Library website, library.newpaltz.edu. The study is part of the Usability Theory & Practice graduate level class, at Pratt Institute, under the supervision of Professor Craig MacDonald.

Procedure:
If you agree to be in this study, you will be asked to do the following:

1. Find an article.

2. Find a book.

3. Find out how much fines are.

4. Find a staff member's office.

Benefits/Risks to Participant:
The participant will learn about the potential uses of a library website and will help contribute to the body of knowledge in usability research.

Voluntary Nature of the Study/Confidentiality:
You are voluntarily taking part in this study. At any point you are welcome to tell the moderator that you would like to discontinue your participation in the study. You may also ask the moderator any questions at any time during the study. Your name and personal information is completely confidential and will only be accessible to the members of the project team.

Contacts and Questions:
If you have any questions after the study is complete, you may contact **[moderator name]** at **[moderator's email address]**.

Statement of Consent:
I have read the above information. I have asked any questions I had regarding the experimental procedure and they have been answered to my satisfaction. I consent to participate in this study.

Signature of Participant:

Your name:

Date:

Age:

(Note: You must be 18 years of age or older to participate in this study.)

Appendix C: Task List Provided to Participants

Tasks

1)   You are doing a research paper for a psychology class and need to find the full text of the article "Marijuana and the developing brain" by Kirsten Weir in the journal of the American Psychological Association, the *Monitor*. How would you find it?

2)   You are in a theatre history class and need to find a book on Russian theatre. Find a copy of *A History of Russian Theatre* by Robert Leach.

3)   You have a book that was due 5 days ago; how much cash should you bring to the library to pay your fine?

4)   You are an art history student with an appointment with librarian Madeline Veitch. Where is her office?

Appendix D: Moderator Script

Before the Session

- Arrive early and set up the testing environment:
- Install/activate recording technology (Silverback or BB FlashBack Screen Recorder)
- Organize and arrange all necessary documents and materials:
    - ❖ Two copies of printed Consent Form (one for you, one for the participant)
    - ❖ Printed Moderator Script
    - ❖ Task List for participant
    - ❖ Paper and pen for your notes
- Open internet browser:
    - ❖ Clear the browser history and cache
    - ❖ Open all necessary links in different tabs:
        - ■ Sojourner Truth Library (STL) website: library.newpaltz.edu
        - ■ Pre-Test Questionnaire:
            - Enter participant's assigned ID number and leave tab open
        - ■ Post -Test Questionnaire:
            - Enter participant's assigned ID number and leave tab open
- Greet your participant!

Introduction & Informed Consent

Thank you for agreeing to take part in our study. My name is **{Name}** and this is **{Second moderator's name}**. I am going to walk you through the session today. Before we begin, I have some information for you. I am going to read it to make sure that I cover everything. I'd like to remind you that you're here today because we're testing the Sojourner Truth Library website.

Here's how the test will work: I'm going to give you a few tasks to complete while "thinking aloud," meaning I would like you to think out loud while working, talking about your thoughts and opinions as you complete each task. "Thinking aloud" will help us to evaluate the results by knowing what your thought process was. You'll also be asked to fill out two brief questionnaires: one prior to beginning the tasks and one upon completion of the tasks. Overall, the session should take about 20 minutes.

We are testing the website, not you. In no way will your information seeking methods, preferences or tendencies reflect negatively on you or the value of your contribution. There is no penalty for mistakes, frustrations expressed or even for decision(s) to break momentarily or to request to cease conducting your session. All that is asked of you as a participant is to respond with honest, descriptive feedback related to your experience.

[Give participant consent form]

At this point, please consult this "User Consent Form," which has been drafted specifically for this user test. In addition to including a more detailed review of the general points we've discussed, the user consent form outlines the tasks you will be asked to conduct. Please take as much time as you need to review the form; feel free to ask any questions. Once you feel satisfied, please sign your consent form with your full name along with today's date.

[Let them read the form]

Before you sign the form, do you have any questions?

[Have participant sign the form. Give them a copy to keep.]

Thank you! Here's a copy for you.

Pre-Test

We'd like to learn a little bit more about you so we'd like you to take a few minutes to fill out a brief questionnaire. While you are free to answer as many or as few questions as you desire under no penalty, we ask you to provide as many responses as possible, since your confidential data will assist test conductors with obtaining the optimal test data for thorough analysis. Your participant ID number has already been filled in. Please fill in the rest of the questions.

[Click to Pre-Test Questionnaire Tab] [Make sure the users clicks 'Send Form']

Thank you!

As part of this session we'd like to record the screen and video of your reactions to the website. The recordings will only be used for research purposes and will not be made public. Do we have your permission to record both screen and video?

[If Yes: Start recording. If No: Place post-it note over the camera.]

While you're completing the following tasks we'd like to remind you to "think out loud" or verbally express your thoughts and opinions, both positive and negative, as you navigate the site.

[Click to the STL website tab]

Please take a moment or two to look around this main page. Tell us about your initial impressions of the site. Feel free to scroll around the page, but please do not click any link or fill in any search fields.

What are your first impressions of this website? What do you think this website is about and used for?

[Give participant a few minutes to give their impressions]

Thank you. Now I'm going to read you a series of tasks. I will read you the first task and then you will have time to go through the task before we move on to the second one. Here is a list of the tasks so that you can refer to them as you work.

[Give participant task list, with prompts removed]

As you go through the steps to complete these tasks please remember to talk me through what you're doing and why.

Task #1
You are doing a research paper for a psychology class and need to find the full text of the article "Marijuana and the developing brain" by Kirsten Weir in the journal of the American Psychological Association, the *Monitor*. How would you find it?

[Go back to homepage.]

Task #2

You are in a theatre history class and need to find a book on Russian theatre. Find a copy of *A History of Russian Theatre* by Robert Leach.

[Go back to homepage.]

Look at the six search tabs on the homepage. What would you expect to find under each tab?

Task #3

You have a book that was due 5 days ago; how much cash should you bring to the library to pay your fine?

[Go back to homepage.]

Look at the column headers on the homepage. What kinds of information would you expect to find under Resources? Under News & Events? Is there information that seems to be missing from the homepage?

Task #4

You are an art history student with an appointment with librarian Madeline Veitch. Where is her office?

[Go back to homepage.]

What are your overall impressions of the homepage? Its design/layout?

Post-Test

OK, now we'd like to learn more about your experience using the Sojourner Truth Library website so please take some time fill out this questionnaire.

[Open post-test questionnaire tab]

Your participant ID number has already been filled in. Once again, all of the questions are optional.

[Give participant a few minutes to fill it out]

[Make sure they click the 'Send Form' button]

Great! Do you have any other comments or questions about the website?

[Use this time for any open ended follow up questions regarding areas of the site they had particular trouble with or any areas you want to know more about]

Debrief

We really appreciate your time and feedback. Please remember that all information you provided will remain anonymous and confidential and will not be shared with anyone outside the research team. If we have follow-up questions, is it okay if we contact you?

If you think of any other questions or comments, please feel free to contact me. My information can be found on your copy of the consent form. As a thank you for your time, we have a Starbucks gift card for you. Please sign and date to indicate your receipt of the gift card.

[Stop recording]

[Give them the gift card. Have them sign a receipt.]

Appendix E: Post-test Questionnaire and Responses

Post-test Questionnaire

Participant ID

[   ]

I think that I would like to use this website frequently.

            1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

I found the website unnecessarily complex.

            1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

I thought the website was easy to use.

            1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

I think that I would need the support of a technical person to be able to use this website.

            1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

I found the various functions in this website were well integrated.

            1   2   3   4   5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

I thought there was too much inconsistency in this website.

1 2 3 4 5

Strongly Disagree ○ ○ ○ ○ ○ Strongly Agree

I would imagine that most people would learn to use this website very quickly.

1 2 3 4 5

Strongly Disagree ○ ○ ○ ○ ○ Strongly Agree

I found the website very cumbersome to use.

1 2 3 4 5

Strongly Disagree ○ ○ ○ ○ ○ Strongly Agree

I felt very confident using the website.

1 2 3 4 5

Strongly Disagree ○ ○ ○ ○ ○ Strongly Agree

I needed to learn a lot of things before I could get going with this website.

1 2 3 4 5

Strongly Disagree ○ ○ ○ ○ ○ Strongly Agree

On a scale of ugly (1) to beautiful (7), please rate this website.

1 2 3 4 5 6 7

Ugly ○ ○ ○ ○ ○ ○ ○ Beautiful

On a scale of hard (1) to easy (7), how was navigating the website?

1 2 3 4 5 6 7

Hard ○ ○ ○ ○ ○ ○ ○ Easy

On a scale of negative (1) to positive (7), how was the overall experience of the website?

1 2 3 4 5 6 7

Negative ○ ○ ○ ○ ○ ○ ○ Positive

On a scale of dissatisfied (1) to satisfied (7), how satisfied were you with the findability of information on the website?
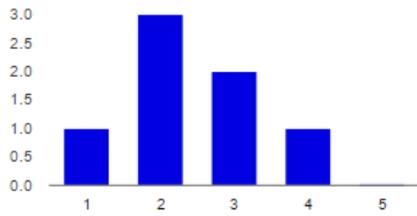
1 2 3 4 5 6 7

Dissatisfied ○ ○ ○ ○ ○ ○ ○ Satisfied

What would improve your experience on this website?

Submit

Never submit passwords through Google Forms.

I think that I would like to use this website frequently.

Strongly Disagree: 1	1	14.3%
2	3	42.9%
3	2	28.6%
4	1	14.3%
Strongly Agree: 5	0	0%

I found the website unnecessarily complex.
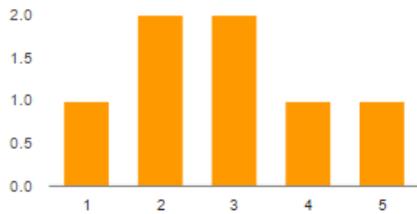
Strongly Disagree: 1	1	14.3%
2	2	28.6%
3	2	28.6%
4	1	14.3%
Strongly Agree: 5	1	14.3%

I thought the website was easy to use.
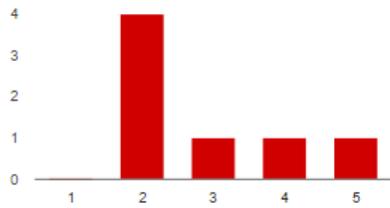
Strongly Disagree: 1	0	0%
2	4	57.1%
3	1	14.3%
4	1	14.3%
Strongly Agree: 5	1	14.3%

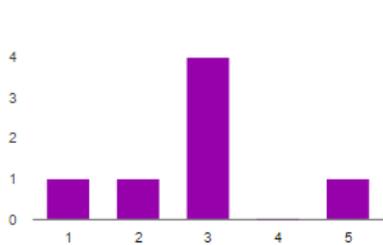**I think that I would need the support of a technical person to be able to use this website.**
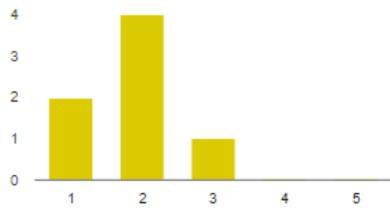
Strongly Disagree: 1	2	28.6%
2	4	57.1%
3	1	14.3%
4	0	0%
Strongly Agree: 5	0	0%

I found the various functions in this website were well integrated.
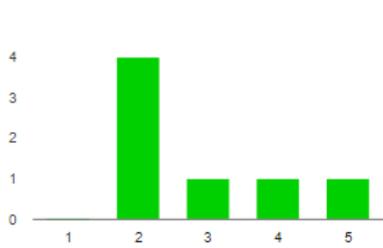
Strongly Disagree: 1	0	0%
2	4	57.1%
3	1	14.3%
4	1	14.3%
Strongly Agree: 5	1	14.3%

I thought there was too much inconsistency in this website.

Strongly Disagree: 1	1	14.3%
2	1	14.3%
3	4	57.1%
4	0	0%
Strongly Agree: 5	1	14.3%

I would imagine that most people would learn to use this website very quickly.
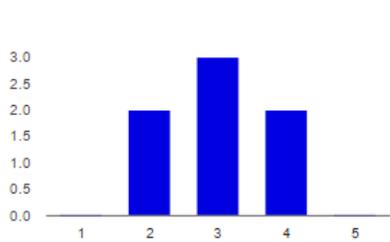
Strongly Disagree: 1	0	0%
2	2	28.6%
3	3	42.9%
4	2	28.6%
Strongly Agree: 5	0	0%

I found the website very cumbersome to use.
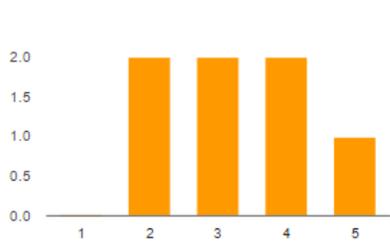
Strongly Disagree: 1	0	0%
2	2	28.6%
3	2	28.6%
4	2	28.6%
Strongly Agree: 5	1	14.3%

I felt very confident using the website.
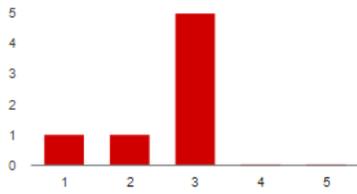
Strongly Disagree: 1	1	14.3%
2	1	14.3%
3	5	71.4%
4	0	0%
Strongly Agree: 5	0	0%

I needed to learn a lot of things before I could get going with this website.
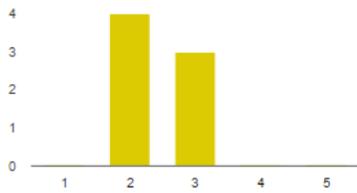
Strongly Disagree: 1	0	0%
2	4	57.1%
3	3	42.9%
4	0	0%
Strongly Agree: 5	0	0%

On a scale of ugly (1) to beautiful (7), please rate this website.
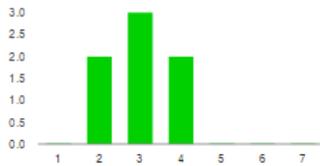
Ugly: 1	0	0%
2	2	28.6%
3	3	42.9%
4	2	28.6%
5	0	0%
6	0	0%
Beautiful: 7	0	0%

On a scale of hard (1) to easy (7), how was navigating the website?
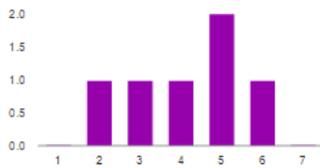
Hard: 1	0	0%
2	1	16.7%
3	1	16.7%
4	1	16.7%
5	2	33.3%
6	1	16.7%
Easy: 7	0	0%

On a scale of negative (1) to positive (7), how was the overall experience of the website?
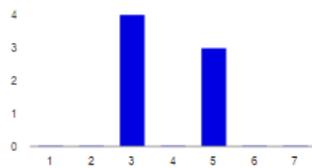
Negative: 1	0	0%
2	0	0%
3	4	57.1%
4	0	0%
5	3	42.9%
6	0	0%
Positive: 7	0	0%

On a scale of negative (1) to positive (7), how was the overall experience of the website?
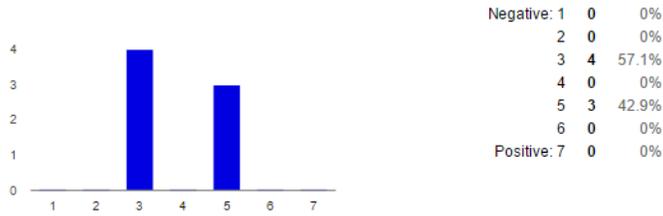
Negative: 1	0	0%
2	0	0%
3	4	57.1%
4	0	0%
5	3	42.9%
6	0	0%
Positive: 7	0	0%

On a scale of dissatisfied (1) to satisfied (7), how satisfied were you with the findability of information on the website?

Dissatisfied: 1	1	14.3%
2	2	28.6%
3	1	14.3%
4	1	14.3%
5	1	14.3%
6	1	14.3%
Satisfied: 7	0	0%
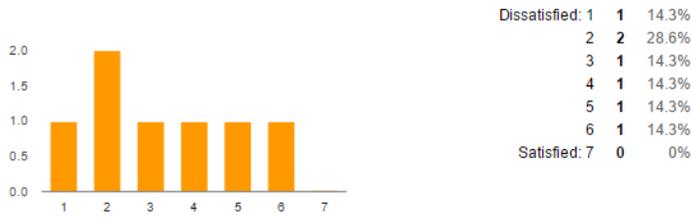
What would improve your experience on this website?

I would organize some of the internal links and provide more text on nature of different search tools and strategies for different types of users.

Simplicity and logical groupings.

Probably just need to use it for a few more times to get used to the new layout.

The whole search area needs to be re-designed. It's a mess and is really ugly. Hard to use AND look at.

At first I barely realized I should scroll down for more links - the picture of the bookshelves took up the whole browser window, and there were just enough "catalog" and "discovery" types of links that I thought it could have been just that. Also, there is way too much on the main page.