Health Sciences Library Website: a Usability Study

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LTEC 690
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About Me

• 2nd year LTEC master's student
• Librarian at JABSOM
• As a librarian, interested in patrons' information seeking behavior
• As an LTEC student wanted to learn more about the role of technology in behavior
Agenda

PART 1
Background

PART 2
Literature review & Visual design

PART 3
Study design & participants

PART 4
Results

PART 5
Implications & Conclusion
About the Library

HSL established at JABSOM in 2005

HSL serves JABSOM faculty (clinical & teaching), researchers, students, and staff.

Provides access to online textbooks and academic journals

Access to online information vital to students' work, research, and patient care
Statement of the problem

- No prior usability study conducted

- Currently maintaining two different platforms and still struggling with the best way to connect patrons to the information they need
  - WordPress hosts the website (homepage)
  - LibGuides is the platform used to facilitate access to resources

- Multiple platforms create heavier workload and inconsistent navigation and "look"
The purpose of this usability study is to determine the ease of use and navigation of the new health sciences library website for biomedical students and staff at the John A. Burns School of Medicine.
<table>
<thead>
<tr>
<th>LIBRARY WEBSITE USABILITY</th>
<th>INFORMATION NEEDS</th>
<th>WEBSITE DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited number of usability studies that examine health sciences libraries but library websites overall notoriously difficult to navigate (Chow et al., 2014). Change in platform possibly confusing to users (Conrad &amp; Alvarez, 2016; Conrad &amp; Stevens, 2019).</td>
<td>Faculty need to prepare for lectures, research for publication, grants, etc (Aakre et al., 2019). Students need to complete assignments (O’Carroll et al., 2015). Clinicians need information fast (Weinhold et al., 2014).</td>
<td>LibGuides: Differing opinions on placement of navigation for LibGuides, emphasizes the need for local user testing (Thorngate &amp; Hoden, 2017, Chan et al., 2019). Key design elements for user engagement (Garett et al., 2016).</td>
</tr>
</tbody>
</table>
Content Analysis & Visual Design

IMPROVING NAVIGATION
Aids for navigation and minimizing clicks

GRAPHICAL REPRESENTATION
Distinct logos and icons

ORGANIZATION AND SIMPLICITY
Consistency, meaningful labels and headings, minimizing redundancy

(Garett et al., 2016)
Current HSL Website
Redesigned Website

Improvements to Navigation and Graphical Interface = ICONS (Kehoe et al., 2009)

Improvements to Simplicity and Organization = consolidation to single platform to create more cohesive look and reorganizing content
METHODOLOGY

TARGET AUDIENCE
JABSOM faculty, students, and staff

COMBINATION OF QUESTIONNAIRE AND THINK ALOUD
9/10 sessions in person, 1 session online via Zoom
Questionnaires via Google Forms but asked to complete in person
Had to follow up with participants to collect additional information

RESEARCH QUESTIONS
1. Can patrons use the library website to access the information they need with minimal clicks to facilitate quicker access to information?
2. How much are users satisfied with the new library interface and the presentation of content?
PARTICIPANTS

JABSOM affiliation (n=10)

- Faculty: 50.0%
- Student: 50.0%

Age of participants (n=10)

- 21 - 29: 40.0%
- 30 - 39: 20.0%
- 50 - 59: 20.0%
- 60 or older: 20.0%
How often do you use the current JABSOM Library website? (n=10)

- Less than once a month: 10.0%
- Weekly: 30.0%
- Daily: 60.0%

Familiarity with tools in current website

<table>
<thead>
<tr>
<th>Round</th>
<th>Familiar with OneSearch</th>
<th>Familiar with LibGuides</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
Changes based on R1 feedback
Results comparison for R1 and R2
RESULTS

Greatest improvement between R1 and R2. Less improvement in R3.

T4 no improvement
T6 little improvement between R1 and R2
RESULTS

• Overall improved satisfaction
• Overall improved ease of use

Pre & Post averages for satisfaction and ease of use

<table>
<thead>
<tr>
<th></th>
<th>Pre: Satisfaction with current website</th>
<th>Post: Satisfaction with new website</th>
<th>Pre: Ease of use of current website</th>
<th>Post: Ease of use of new website</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>4</td>
<td>4.33</td>
<td>2.67</td>
<td>5</td>
</tr>
<tr>
<td>R2</td>
<td>4</td>
<td>4.67</td>
<td>3.67</td>
<td>5</td>
</tr>
<tr>
<td>R3</td>
<td>4.25</td>
<td>4.75</td>
<td>4.75</td>
<td>5</td>
</tr>
<tr>
<td>Overall Average</td>
<td>4.1</td>
<td>4.6</td>
<td>3.6</td>
<td>5</td>
</tr>
</tbody>
</table>
IMPLICATIONS

- Pushed to recruit faculty for R3
- Ended up recruiting two teaching faculty and two clinical faculty
- Found very different needs between user groups
- More interesting, disconnect with tasks and participants - multiple participants commented on how the think aloud tasks were not how they would actually look for information
CONCLUSION

• Participants proved me (and the lit) wrong
• Users just want to find what they need fast
• Need to learn more about users, their learning styles, their motivations and information needs and seeking behaviors
• Usability testing helped ease my fears using LibGuides as a website
• Site will go live at the end of Spring Semester
Mahalo!

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