UWGB Libraries

2022-2023
ASSESSMENT REPORT

Introduction

UWGB Libraries' staff carried out numerous assessment projects over the last year. A brief description of each project is given below, with a full description of methodology and findings in each project report. We would like to highlight a few of the changes and improvements that have already been made to library services as a result of these assessment projects.

- Revamped the library email newsletter to faculty and students, based on results of the triannual user satisfaction survey. We have received a number of messages of appreciation for the new design and content.
- Clarified language and tweaked functionality to be more intuitive to users of our Search@UW platform, based on results of our usability testing. These tweaks come after major improvements prompted by pre-2022 rounds of usability testing.
- Purchased air purifier fans to improve air quality in Cofrin Library study rooms, based on results of the space study. Provided Cofrin Library space use statistics to the building design team. Added tables with power outlets and improved a group study room in the Marinette campus library. Moved furniture in Manitowoc and Sheboygan campus libraries to make better use of existing resources.
- Fully revamped statistics collection methodology implemented in the Archives & Area Research Center.
- Launched completely revised Rate My Source evaluation tool.

We encourage you to read the project reports that follow for even more implemented and proposed changes that come as a result of our assessment studies. The UWGB Libraries strive for continuous improvement grounded in evidence-based decision-making.

Assessment Report

Triannual User Satisfaction Survey

OVERVIEW

Coordinated by the Library Director, and informed by the Library Executive Team, Council, and staff, the survey was conducted from October 19, 2022 – November 9, 2022. The survey was sent to all active students, employees, and emeriti. Participants were invited to respond to the survey, which was completely optional. There were over 10,000 individuals invited, with a total of 330 responses.

The main goal of the survey is to obtain an understanding of the level of satisfaction that exists with a broad array of services, collections, and programming offered by the library. This year in particular was meant to set a baseline for future data collection to be measured against.

The survey consisted of a maximum of 38 questions, that utilized display and skip logic depending on who was responding and what their responses were. Respondents were asked to identify their patron type and home campus, to allow for analysis by those categories.

FINDINGS

330 respondents

Breakdown by campus

83% - Green Bay campus
8% - Manitowoc campus
4% - Marinette campus
5% - Sheboygan campus

Breakdown by Patron Type

58% - undergraduate
23% - academic or university staff
12% - faculty or instructional staff
3% - graduate
3% - Emeritus
1% - Administrator

83% - were satisfied with the Library overall

32% - use the library several times a week

89% - feel staff are respectful and welcoming

88% - agree that they are able to find the space they need in the library

- **Physical resource satisfaction** (of respondents that indicated use)

  - Books 88%
  - Journal 92%
  - Films 93%
  - Music/audio 88%
  - Government Documents 96%
  - Instructional Materials Collection 94%
  - Zines 88%

- **Online resource satisfaction** (of respondents that indicated use)

  - E-Books 91%
  - E-Journals 92%
  - Audiobooks 82%
  - Databases 92%
  - Streaming Video 51%
  - E-Government Documents 96%
  - E-Music 87%

- **Most & Least Aware Services -** Students are most aware of the reservable study rooms, but least aware of the lending equipment collection. Employees were most aware of ILL/Resource Sharing, but least aware that they can request a market forecast for new programs.

- **New Offering Interest –** most respondents were interested in the library offering digital media support, publication support for OA and traditional publishing, and data management and visualization.

TAKE AWAYS AND NEXT STEPS

1. Library needs to Communicate more regularly about Library services, resources, and programming.

   a. Establish a monthly newsletter, which is customized for the audience we are attempting to reach. At minimum one for students and one for faculty/staff. Goal is to highlight services and resources that support teaching and learning, and student success. In addition, highlighting programming helps to engage students.
   b. Identify additional communication/marketing opportunities to increase awareness of library services, resources, and programming.

2. Library needs further information regarding some aspects of information gathered in this survey.

   a. Identify specific smaller surveys targeted at a specific service, collection, etc.
   b. Conduct a survey to understand faculty usage and interest in the journal collection. Data from this will help to continue to develop that collection to increase usage.

3. The survey instrument used for this survey did not lend to the detailed analysis that would have been helpful. For example, it does not allow for in-depth analysis, such as patron type x at campus x satisfaction level with x.

   a. Create a list of data that we would like have about the patron types, library location, and services, resources, and programming. Build survey questions off of those data needs.
   b. Evaluate if LibQual is a survey we would wish to run again, and if so, how often.

Usability Testing Report, Fall 2022
UW-Green Bay Libraries | April 2023

Prepared by Jodi Pierre

Other project team members: Kate Farley, Erica Grunseth, Anna Merry, Melissa Platkowski

Executive Summary

This report presents the findings of a third round of usability testing of the UW-Green Bay Libraries' website, which primarily focused on Search@UW.

For this round, we again recruited five current UWGB students and asked them to complete the same six tasks based on common research questions.

Since the previous round, we implemented the Third Iron LibKey Suite to increase ease in which users can access full text articles. During this testing, four of the five participants used LibKey links at least once. However, two of the participants unnecessarily tried to request available articles via interlibrary loan. This suggests that the request language in Search@UW ("We can get it for you for free! (ILL & ILLiad)" is still too enticing and needs to be changed. In consultation with research and public services staff, we have changed the label to "Request a PDF (1-3) days." This should differentiate it from the immediate access links ("Download PDF" and "View now").

A few of the participants felt unsure of where to start on the library homepage, so we will modify the search box to emphasize what it is and link to more information. This will be completed during summer 2023. We have already implemented other improvements related to the creation date filter, the sign in bar on the search results page, and the source type labels on the results page.

As in previous rounds, participants were able to find and play a known streaming video and identify the location of a known print book with little or no difficulty.

From this round of testing, we identified several additional usability issues and implemented (or will implement) changes to fix them. The issues we observed this round were not entirely unexpected, and we have made extensive customizations to Primo VE to improve the overall usability. We feel future usability testing efforts should expand to the general website to uncover new areas for improvement.

Methodology

Recruitment

I recruited participants through Phoenix News Phlash, a weekly newsletter sent to students from the Student Engagement Center. The recruitment message highlighted the $20 Amazon gift card incentive and directed students to an application form in Qualtrics. A total of 21 students applied. For comparison, we emailed the student distribution list directly in fall 2021 and received 51 applications within one hour. Unfortunately, we are no longer allowed to use that list for one-time announcements.

The application form had a list of potential appointment times for students to select. I used a random number generator to select applicants and then emailed them to confirm they were still available during a slot or slots that were still open. If they were no longer available or did not respond, I randomly selected another applicant for that time.

Participants

There were five participants. I asked them the following questions at the beginning of the testing session:

- What year of study are you in at UWGB?
- What is your major?
- Have you used the UWGB Libraries website before? If yes: What do you use it for? And how often do you use it?
- Has a librarian visited one or more of your classes to talk about library research? This includes visits to online synchronous classes and recorded videos for asynchronous classes.

Each participant's answers to these questions are summarized below:

	Year	Major/program	Used website before?	Librarian visit?
#1	Freshman	Nutrition and dietetics	No	No
#2	Sophomore	Political science	A couple times	No
#3	Freshman	Elementary education	No	No
#4	Sophomore	Nursing	Not really	Yes
#5	Senior	Marketing	During freshman and sophomore years	Yes, in FYS

Tasks and Scenarios

The sessions used the same tasks and scenarios that had been used during the summer 2021 and fall 2021 testing. There were six tasks based on common use cases, which were then written into scenarios to be shared with the participants. The scenarios were carefully worded to avoid leading language and library jargon.

Process

The usability test sessions took place using either Microsoft Teams or Zoom November 15-19. Both the moderator and participant enabled their camera and microphone, and the participant

shared their computer screen. All sessions were recorded for the entire project team to watch later.

Participants were asked to start at www.uwgb.edu/library and complete the six scenarios. The moderator posted each scenario in the meeting chat, and the participant then read it aloud. Participants were encouraged to "think aloud" and narrate their actions as they worked.

Changes Since Initial Testing

After the first round of testing, we implemented changes meant to improve the obstacles the participants faced. These included:

- Changing the settings to boost available materials in search results
- Adding a "Filter & Sort" icon on narrow width screens
- Making a padlock icon next to applied facets always visible to indicate that they can be saved between searches

In between testing rounds we also updated Search@UW styling to match the current UWGB website and implemented recommendations from an informal literature review of Primo usability testing articles. These included:

- Moving the most used facets to the top of the side bar
- Collapsing facets that are used least-frequently used
- Making the checkbox to apply facets always visible
- Moving the "Send to" section of an item record below the more useful "View Online" or "Get It" sections
- Changing the wording of "Expand My Results" to "Add results that require delivery time" to include articles not included in UWGB subscriptions.

These changes were not directly tested in the second round. We used the same tasks as the first round, and testing the changes would require artificial prompts that do not reflect natural searching. There were no indications that any of the changes had a negative impact.

Results

Success Rate Summary

This section summarizes whether participants successfully completed each task, as well as their answers to some introductory questions. It then provides a description of how participants responded to each task.

	1. Known article		2. News article	3. Known video
Success criteria	Views article online	Opens PDF	Finds and views relevant article	Finds and plays video
Participant #1	Yes*	Yes*	No	Yes
Participant #2	Yes	Yes	Yes	Yes*
Participant #3	Yes	Yes	Yes*	Yes
Participant #4	Yes*	No	Yes*	Yes
Participant #5	Yes	Yes	No	Yes

	4. PR article		5. Known book		6. Peer-reviewed article
Success criteria	Finds an article on topic	Shows how to get to it later	Finds record	Identifies where to get it in library	Finds article meeting description
Participant #1	Yes	Yes	Yes	Yes	Yes
Participant #2	Yes*	Yes	Yes	Yes	Yes
Participant #3	No	Yes*	Yes*	Yes	Yes
Participant #4	Yes*	Yes*	Yes	Yes	No
Participant #5	No	Yes	Yes	Yes	Yes

* Completed but with difficulty
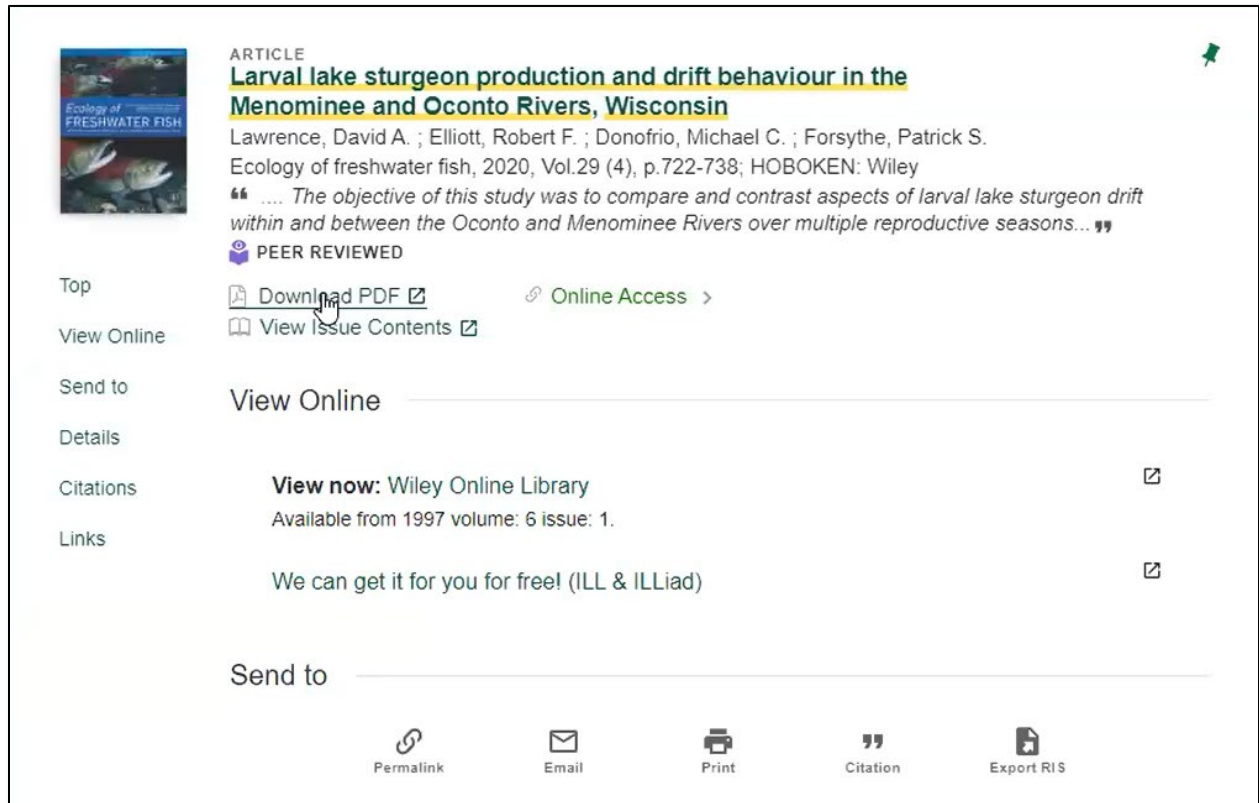
Task 1: Known-item (article)

Scenario: The syllabus for your environmental sustainability course lists the following for next week's readings. Find the article and show that you can read it by scrolling through the pages.

Lawrence DA, Elliott RF, Donofrio MC, Forsythe PS. 2020. Larval lake sturgeon production and drift behaviour in the Menominee and Oconto Rivers, Wisconsin. Ecology of Freshwater Fish. 29(4):722–738. doi:10.1111/eff.12549

This task has two elements to it: finding the article and downloading the PDF. All five participants viewed the article, two of them with some trouble. Four of the participants downloaded the PDF (one with difficulty).

- The two participants who found the article with difficulty did not start with the Search@UW box on the homepage. One started by going to the journal title list and then the databases list. The other started at the databases list and picked one related to environmental science, which unfortunately did not include the article in question.
- Four of the five participants used the LibKey "Download PDF" link in the item record.

^Participant #1 (and three others) used the new Download PDF link.

Task 2: Newspaper article with date restriction

Scenario: The first iPod was released in 2001. You want to find out how people reacted to it at the time. Find a newspaper article about the new iPod from 2001.

Three of the five participants completed this task successfully, two of them with some difficulty.

- Participant #1 did not successfully complete the task because they limited search results to "news*letter* articles" but did not realize the error.
- Participant #5 limited the search results to 2004 and earlier and did not find a relevant article from 2001. They would rather look on Google or YouTube for that topic.
- Participant #4 experienced a few problems accessing article full text. (LibKey linking only works with DOIs, so it is not available for newspaper articles.) The first article they tried had a link to Gale Academic OneFile. Gale does not have article-level linking, so the page that loaded was for the entire newspaper. The participant would have had to then search for the article title.
- Another article Participant #4 tried had an OpenURL link to EBSCOhost that resulted in an "item not found" error page. That link has since been reported and removed.
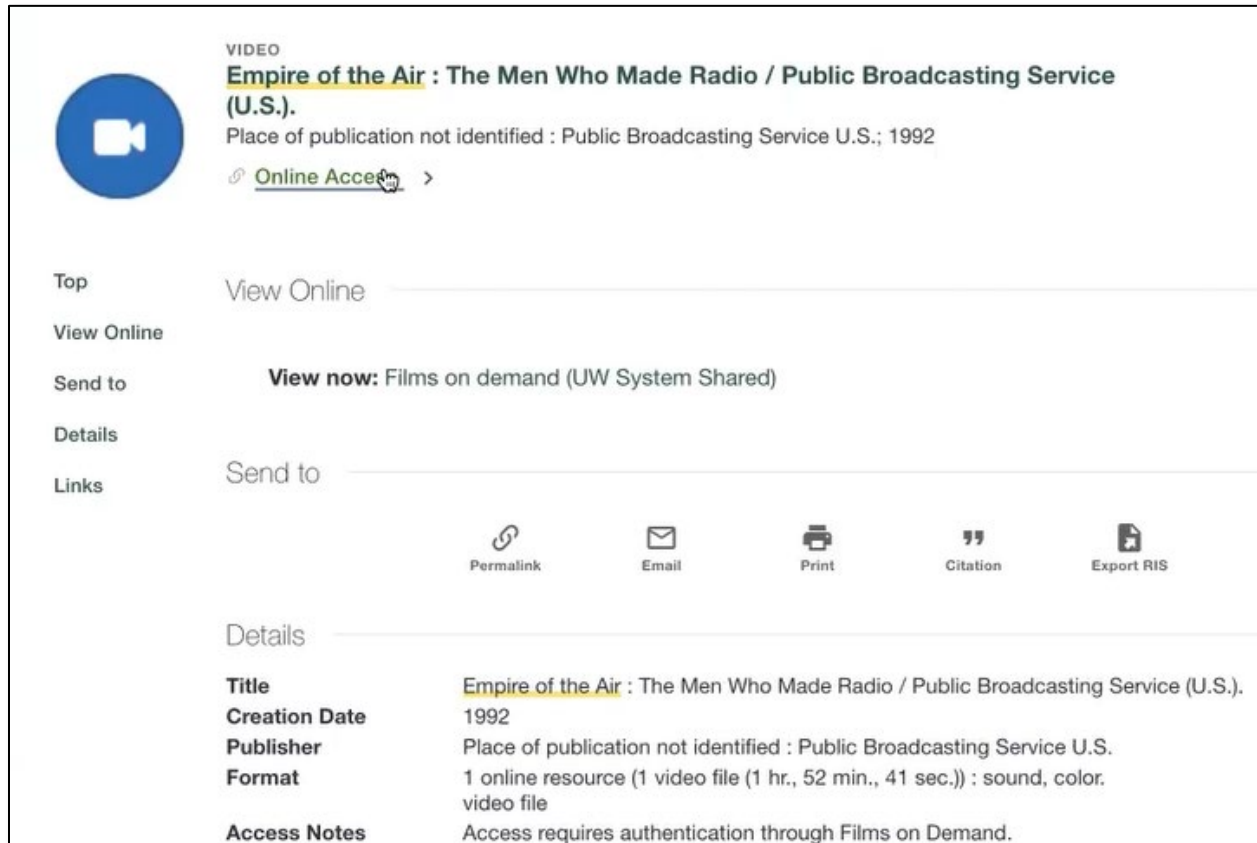
^Participant #4 landed on this error page after clicking an EBSCOhost full text link. Although there was another link in Search@UW to the same article in U.S. Newsstream, they tried to continue their search in EBSCO as shown in this screenshot.

Task 3: Known item (video)
Scenario: You need to watch a documentary titled "Empire of the Air" for a communications class. Your professor told you to go to the library website to view it. Find the video and start playing it.

All five participants were able to complete this task successfully, one with some difficulty.

- Participant #2 first requested the DVD from Manitowoc before remembering that they were supposed to be able to watch it online; they then went back to the search results and successfully watched it.
- The other four participants looked briefly at the Manitowoc DVD but did not request it.

^After initially requesting a DVD, Participant #2 found this streaming video version.

Task 4: Peer-reviewed article and how to access it later

Scenario: For a business class, you are doing a group project about labor law violations in restaurants, and the assignment requires you to use at least one peer-reviewed article. Find one peer-reviewed article on this topic, and make sure you would be able to get back to it to show it to your group members the next time you get together.

This task was judged on two criteria: whether the participant found an article meeting the prompt's criteria, and whether they showed how to find or use it later. Three of the participants found suitable peer-reviewed articles, one with some difficulty. The other two participants found articles that were not peer-reviewed, so they did not complete that part of the task. All five participants described some way to return to the article, though not always efficient methods.

- Each participant used a unique way to find the article later: #1 used the "send to email" function in Search@UW; #2 used the pin/save record in Search@UW; #3 said they would create an account in ProQuest to save it (which seems unnecessarily complicated); #4 said they would repeat the same search to find it again; and #5 used the "send to email" function in ProQuest.
- Participant #3 picked an article that was not peer-reviewed, so it did not have a LibKey PDF link. They then clicked "Online Access" and skipped over the first two full-text links and chose the "We can get it for you for free! (ILL & ILLiad)" link. They decided it was not worth the effort to fill out and submit the form, and went back to the search results to pick a different article.

ARTICLE

L.A. operator fined for labor-law violations

Nation's Restaurant News, 2009, Vol.43 (19), p.6; New York: Penton Media, Inc., Penton Business Media, Inc. and their subsidiaries

🔗 Online Access >

Top
View Online
Send to
Details
Links

View Online

View now: Agricultural & Environmental Science Collection
Available from 01/01/1994.

View now: EBSCOhost Business Source Complete
Available from 1994.

View now: Gale General OneFile
Available from 01/01/1984 until 12/31/2017.

View now: EBSCOhost Business Source Premier
Available from 1994.

View now: EBSCOhost MasterFILE Complete
Available from 01/01/1994.

View now: ProQuest One Business (UW System Shared)
Available from 01/01/1994.

We can get it for you for free! (ILL & ILLiad)

^Each of the links that start with "View now" should have the complete article. Participant #3 was confused by all of the links and thought they were different sections of a single article: "They have all these weird, little view online things, and they're all different and it looks like they should be all connected. […] So it looks like they're all a part of this big article."

Task 5: Known item (specific print edition)

Scenario: You need to read Neil Gaiman's introduction to Fahrenheit 451 for a modern literature class. Where in the library could you find a copy of this book?

This task was evaluated on two components: whether the participant could find the correct book record, and whether they could say where it could be found in Cofrin Library. All five participants completed the first successfully, one with difficulty. All five of the participants could find the book in the library.

^Participant #3 had difficulty with this because they specifically wanted to find an online version of the book, which is not available at UWGB. After searching Fahrenheit 451, they immediately applied the "Available online" filter. This was the first result, which is actually a collection of essays about the novel; the participant realized it was not correct after opening it in EBSCOhost. After the participant abandoned the ebook idea, they were able to find the print book record quickly.

Task 6: Peer-reviewed article with date restriction

Scenario: You need to find recent research about the geology of the moon. Find a peer-reviewed article on that topic that was published in the last five years.

Four of the five participants completed this task successfully.

- Participant #4 did not complete the task successfully because the article they picked was not within the date requirement. The participant misunderstood the creation date filter and set it to 0-2017, resulting in only articles published in or before 2017.
- The participants who successfully completed the task did so quickly and without any problems.

^During the first task, Participant #5 learned that they need to click the checkbox next to the dates if they use the "Apply Filters" button. They had expressed confusion about the "Refine" button and what it meant. Participant #2 had also had issues with the creation date filter, specifically that the date fields did not look like editable text.

Obstacles and Recommended Changes

After viewing the recordings of all the sessions, the usability testing team identified obstacles that participants experienced as well as the severity and expected frequency of each obstacle. They thought of potential changes to remove the obstacles and improve user experience.

Obstacle/issue	Recommended changes	Status
ILL request language too enticing (We can get it for you for free!) Severity: High Expected frequency: High	Reword. New article request language: *Request a PDF (1-3 days)*	Implemented
Lack of Search@UW directions/instructions on library homepage Severity: Medium Expected frequency: Medium	Link to where to start/help to Search@UW guide Add "how to get started" information to guide	Pending: Guide is updated. New search box will be published summer 2023
Using the Online Access button instead of PDF Severity: Low Expected frequency: Medium	Investigate the new Online Access link feature in Primo	Implemented: Feature works well and is enabled
Creation date filter "Refine" button and how it's applied with other filters Severity: Medium/low Expected frequency: Medium/high	Enable the checkbox automatically when the date is change using JavaScript. Add arrows to the creation date text fields automatically. Make date fields look editable	Implemented: Checkbox JavaScript and visible arrows
Multiple access links for a single item Severity: Low Expected frequency: High	Online Access link wording change might help. Investigate "Show more" to hide multiple providers. Investigate Primo VE feature to rank providers so most reliable appear first.	Partially implemented: Some providers have been ranked for priority.
Labeling of source types (newspaper, newsletter) above title on search results – overlooked Severity: Contextual Expected frequency: Low	Capitalization and color changes? Default is all caps and widely spaced.	Implemented: Font now uses normal letter spacing and title case

Website Usability Testing with Faculty, Spring 2023
UW-Green Bay Libraries | May 2023

Jodi Pierre, Kate Farley, Melissa Platkowski

Executive Summary

This report presents the findings of faculty usability testing on the UW-Green Bay Libraries website.

We recruited five current UWGB faculty and asked them to complete four tasks on our website related to finding event information, requesting information literacy instruction, finding a peer-reviewed article on a topic, and sharing a library resource in Canvas.

Most participants were able to identify the date of a specific event, request instruction, and find and download an article successfully. Overall, it appears that most of the navigation structure of our website is straightforward and user-friendly.

From observations and conversations with the participants, we identified four opportunities to improve the faculty user experience:

Create a section for faculty

There is not currently an area of the website that organizes our primary services and information for faculty. Several participants expressed a desire to see this.

Improve events organization

There is definite room for improvement in how information about events is organized and presented. We feel that transitioning to the LibCal events module should help in this regard.

Increase findability of LibGuides content

Several participants tried to use Search@UW to find information on the website. Making our LibGuides content available in Search@UW may make it easier for users to find relevant information.

Add flexibility with LibGuides CMS

The University's content management system, Kentico, adds an extra navigation bar and search box to all library pages, which was confusing or misleading to some participants. It also greatly limits the customizations and designs we can use on our pages. We feel it is worth seriously investigating and considering transitioning to the LibGuides CMS platform, which would give us more control of our site.

Methodology

Recruitment

Jodi initially recruited participants through the library newsletter to faculty and staff but only received one response. Kate then contacted several instructors she knows and asked them to consider applying. Jodi scheduled testing sessions with five of them in mid-April 2023.

Our recruitment method may have resulted in active library users being overrepresented in our pool. We do not think this had a significant impact on our findings based on the participants' varied responses regarding how frequently they use the library website.

Participants

Jodi asked each of the participants the following questions at the beginning of the testing session:

- Can you tell me a little bit about the courses you teach and your research interests?
- Have you used the library website before?
  - If yes: what features do you use the most? (Specific databases?)
- What other websites do you use to search for literature or news in your field?

Each participant's answers to these questions are summarized below:

	College	Library website use?	Other websites
#1	College of Science, Engineering and Technology	Yes, to find books, textbooks, and novels	Google and Google Scholar
#2	College of Arts, Humanities and Social Sciences	Yes, but not recently. Took last semester's FYS to the library for instruction.	Subject-specific journals and professional associations
#3	CSET	Yes, to find availability of books	Google Scholar and Arxiv.org
#4	CAHSS	Yes, frequently. Likes the APA and MLA citation guides.	Google Scholar and Google
#5	Austin E. Cofrin School of Business	No	Professional associations

Tasks and Scenarios

We developed a list of reasons faculty may need to use the library website, and from that identified tasks that we considered to be highest priority. We wrote a prompt for each top task and defined how a participant would successfully complete it.

Although we developed a prompt related to open educational resources, we later decided not to use it in testing. Jodi was concerned that it would be too difficult and not result in useful results. Currently, information about OER on the website is in the LibGuides research guides. It was developed long after the website was reorganized and is not included in the main navigation menu. We should consider reorganizing the research guides menu/navigation.

Process

The usability test sessions took place on Zoom April 11-20. Both the moderator (Jodi) and the participant enabled their camera and microphone, and the participant shared their computer screen. All sessions were recorded for the project team to watch later.

Participants were asked to start at www.uwgb.edu/library and complete the four scenarios. Jodi posted each prompt in the meeting chat, and the participant then read it aloud. Participants were encouraged to "think aloud" and narrate their actions as they worked.

Results

Success Rates

This section summarizes whether participants successfully completed each task. The next section describes how participants responded to each task.

	1. Upcoming event		2. Instruction
Success criteria	Identify date	Views the article	Requests instruction
Participant #1	Yes*	No	Yes
Participant #2	Yes	Yes*	Yes
Participant #3	Yes*	Yes	Yes*
Participant #4	Yes	Yes	Yes
Participant #5	No	No	Yes*

	3. Article on a topic		4. Article in Canvas
Success criteria	Find a peer-reviewed article	Download the PDF	Identify how to add an article to Canvas
Participant #1	Yes*	Yes	Yes
Participant #2	Yes	Yes	No
Participant #3	Yes	Yes	Yes
Participant #4	Yes	Yes	No
Participant #5	No	No	No

* Completed but with difficulty or in an indirect way (e.g., using the general ask a librarian email instead of the instruction request form)

Task 1: Upcoming event

Prompt: A colleague mentioned the Libraries' Inclusive Reads and Conversations discussion series. Find the date of the next event and view the associated reading.

To successfully complete this task, participants needed to identify April 19 as the date of the next event and open the article that month's speaker had selected (which can be viewed at https://libguides.uwgb.edu/IRC/April23). Three of the five participants completed this task successfully, and another found the date but not the article.

- Participants #1 and #5 both initially used Search@UW. Participant #1 quickly recognized that the results did not look right and went back to the homepage and found Visit > Events. Participant #5 picked an article result and did not recognize that it was not related to an event.
- Participant #1 found the date of the next event on the Events page but did not find the associated reading. (See image below.)
- Participant #2 quickly found the event using the rotating image carousel under Search@UW on the homepage.
- Participant #3 initially used the uwgb.edu site search and searched for *Inclusive read library*. They found a June 2021 announcement from The Log for an event on August 11, 2021. There was a link in that post to the LibGuides event page for that date, which the participant recognized as a past event. They then returned to the library homepage and found the event in the image carousel.
- Participant #4 quickly went to Visit > Events and found the next date.

^Participant #1 got to this page from the main Events page. They were stuck here and could not find the associated reading. To get there, they needed to click on "April" on the left. They read "Use the navigation menu to learn about the speaker and reading for each month" but were not sure what that meant. They said at this point they would use the ask a librarian chat for help.

Task 2: Instruction

Prompt: Last semester, your students struggled to find appropriate sources for their assignments. Request that a librarian visits your class to teach them about research.

To successfully complete this task, participants needed to find and fill out the instruction request form, which is available in the navigation menu through Get Research Help > Request Library Instruction.

Three of the five participants successfully found the instruction request form. The other two found alternative methods of contacting library staff.

- Participant #5 is more comfortable talking to people in person and said they would contact someone they knew directly. When Jodi prompted them to try using the website, they went to Ask a Librarian and completed the research consultation request form, which is intended for individual researchers.
- Participant #3 also looked at the research consultation request form, but then went to About > Contact Us and indicated that librarians have their liaison areas listed by their names.

^Participants #5 and #3 chose the research appointment request, which is not the preferred method but would technically get them in touch with a librarian. We have not seen instruction requests come through this form in real life.

Task 3: Article on a topic

Prompt: You're interested in researching the impact of social media on college students' mental health. Find a scholarly article on the topic and save the PDF to your computer.

To successfully complete this task, participants needed to find a relevant peer-reviewed article and download the PDF. Four participants completed this task successfully, one of whom had some difficulty.

- Participant #1 started by clicking on Advanced Search on the Search@UW box on the homepage. They then changed the material type to *Journals*, which is for journal titles, not journal articles. They also tried using the Subject field to search for keywords, though it only works with controlled vocabulary. They eventually started a new simple search and completed the task quickly.
- Participant #2 started by going to Databases and then Academic Search Complete, which they described as a "basic" database. They selected an article and used the Find It button, but it was not immediately available. They chose a different article that had a PDF in Academic Search Complete and downloaded it.
- Participants #3 and #4 both used Search@UW. Participant #4 said they would normally use Google Scholar for this task.
- Participant #5 went to Databases and looked in the subject dropdown for *mental health*, *students*, or *social media*. Not finding any of these, they abandoned the task.

^Using the subject and material type fields in the Advanced Search gave Participant #1 no results, while a simple search would have resulted in relevant articles.
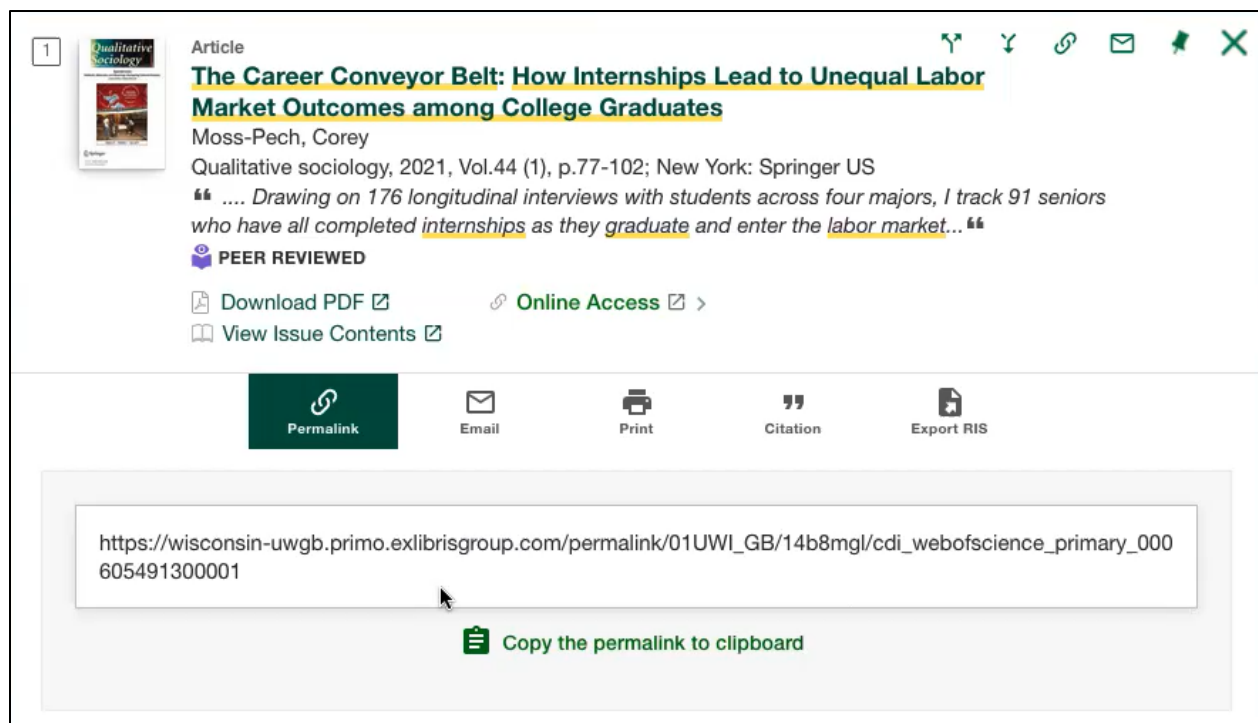
Task 4: Add an article to Canvas

Prompt: You want your students to read the following article. Find the best way to add it to Canvas.

Moss-Pech, C. (2021). The career conveyor belt: How Internships lead to unequal labor market outcomes among college graduates. Qualitative Sociology, 44(1), 77–102. https://doi.org/10.1007/s11133-020-09471-y

To complete this task successfully, participants needed to find a permalink for the article. Ideally it would be directly to the PDF, which is available through Springer. They could use the [Integrating Library Resources into Canvas guide](#) to generate a permalink using the DOI. Another acceptable way to complete the task would be to use a permalink to the article record in Search@UW; this method is less desirable because it would add another layer of clicking for students. Downloading a PDF and uploading it to Canvas is not an acceptable method of completing this task due to copyright restrictions.

- Participants #1, #2, #3, and #4 used Search@UW to find the article.
- Participants #2 and #4 downloaded the PDF and said they would upload it to Canvas. Participant #2 expressed concern that posting the link to the article on the library's website could present potential barriers to students (e.g., authentication issues).
- Participant #1 copied and pasted the URL from Search@UW.
- Participant #3 copied the permalink in Search@UW and also copied the "Download PDF" link from the article record in Search@UW, saying either method would work.
- Participant #5 said they would just use Google to find the article.

^Participant #3 used the permalink feature in Search@UW and also pointed out that they could copy the Download PDF URL.

Post-test Questions

Participants were asked a few questions after they finished the tasks. Here are a sample of their responses:

How would you describe your overall experience with the library website?

- Participant #1: "Given that I'm using this after a very, very long time… I would call it pretty good because I was able to find most of the things… Task 2, obviously, I would have like gotten stuck there, and then most probably would have asked another faculty, or someone else to help me out."
- Participant #3: "It is nothing unexpected… except the very first task. When I was asked to find this next event, I probably expected something more specific in the menu, upcoming events, or something like that… I think there's probably a more direct way to engage the users on than that."
- Participant #4: "To be perfectly honest, they like our site quite a bit. Fairly simple, high contrast. The search is right there. I don't have to scroll down to get it advanced search. The chat window, which I used couple of weeks ago, pops up fairly quickly."

If you could change one thing on the website, what would it be?

- Participant #1: "No… [it] looks pretty good. I also think I was feeling a little under pressure because it's being recorded."
- Participant #2: "I get confused on a lot of UWGB websites by that bar at the top that says like Academics, Admissions, Faculty & Staff…. When you asked me about scheduling library instruction, my instinct is always to go to the Faculty & Staff tab. But that goes to other stuff, and I've done that before where I'll suddenly find myself not even on the right website anymore."

Conclusions and Recommended Changes

Overall, we found the results of this testing encouraging. Most of the participants successfully completed most of the tasks. Participant #5 was somewhat of an outlier; they repeatedly said that they would prefer to speak to someone in person than use the website.

Based on our observations, we developed four ideas that we would like to pursue. These are of varying complexity, and some may take several months to implement.

Create a section for faculty

Adding an article to Canvas was the most difficult task for participants. None of the participants tried to find any information on how to add library resources to Canvas, though we have a guide with that information. The path to get to it from the library homepage is Research Guides > Library Information > Integrating Library Resources into Canvas.

Participants #2, #3, and #4 all expressed interest in a section of the website dedicated to information and resources for faculty. This could be a box on the homepage with top links as opposed to a modification of the existing site navigation.

Improve events organization

There is room for improvement in how information about events is organized and presented. Participant #1 found the Inclusive Reads & Conversations series guide but was not able to find information on the next event. Labeling each event by the month's name alone may not be effective.

We feel that using the LibCal Events module should help improve the overall organization and display of events information. We would be able to add a calendar widget to the homepage to promote upcoming events, and it could automatically hide past events. Currently, someone needs to manually update the Events page whenever an event has ended.

Increase findability of LibGuides content

Several participants tried to use Search@UW to find information on the website. Participant #3 also used the uwgb.edu site search, which does not return the most relevant or timely results. There are a couple ways that we can add our LibGuides content to Search@UW: cataloging individual guides in Alma, adding individual guides to the Resource Recommender in Primo VE, or adding a discovery import profile to automatically add guides to Search@UW. Each of these methods has strengths and limitations, and we would like to explore which option might work best for us. Making our LibGuides content available in Search@UW may make it easier for users to find relevant information.

Add flexibility with LibGuides CMS

The University's content management system, Kentico, adds an extra navigation bar and search box to all library pages, which was confusing or misleading to some participants. It also greatly limits the customizations and designs we can use on our pages. We feel it is worth seriously investigating and considering transitioning to the LibGuides CMS platform, which would give us more control of our site. This would be an extensive project that would require careful planning and staff buy-in.

Website Usability Testing with Students, Spring 2023
UW-Green Bay Libraries | July 2023

Jodi Pierre, Kate Farley, Melissa Platkowski

Executive Summary

This report presents the findings of usability testing with students on the UW-Green Bay Libraries website.

We recruited four current UWGB students and asked them to complete six tasks on our website related to citations, library hours, research help, searching for articles, study rooms, and using a specific database.

All four students successfully found citation guidance, identified the Cofrin Library closing time for a specified day, and were able to get research help from a librarian. Two of the participants were not able to book a study room. One of the participants struggled to find and download a scholarly article on a topic. Only three of the participants were presented with the sixth task, to find an article on a particular topic in PsycInfo, and they all had some trouble or were not able to complete it.

We identified several obstacles and are proposing or implementing corresponding changes. One of our most surprising findings was how difficult the EBSCOhost interface was for students when looking for full text. None of the three students who worked on the PsycInfo task clicked on the "Find It!" button on article record pages, which is necessary to get to full text when it is not already available in PsycInfo. We propose redesigning the "Find It!" button to make it look more like buttons on our main website, as well as possibly renaming it. We also observed some aspects of the study room booking process that can be improved, and we have an idea to reorganize the citation help pages to give higher priority to example references as opposed to external links. Two of the participants expressed uncertainty regarding the name Cofrin Library, which is not defined as the Green Bay campus library on the hours and study room pages.

Methodology

Recruitment

We recruited participants through the March 2023 library newsletter for students. The recruitment notice said:

> We want to improve our website, and we need students to put it to the test!
>
> Students who participate in our usability testing will receive a $20 Amazon gift card. Sessions will be scheduled for 45 minutes between April 17-21 and will be conducted via Zoom. No prior experience is necessary.
>
> If you are interested in participating, please complete this brief application. Space is limited, and not all students who apply will be selected.
>
> Contact Jodi Pierre (pierrej@uwgb.edu) with any questions.

Twenty students applied.

Participants

Jodi asked each of the participants the following questions at the beginning of the testing session:

- What year of study are in at UWGB? (First-year, etc.)
- What is your major?
- Have you used the UWGB Libraries website before?
  - If yes: What do you use it for? And how often do you use it? (Weekly, monthly, occasionally)
  - If no: If you have an assignment in a class that requires you to do research, like finding an article related to your topic, how do you do that?
- Has a librarian visited one or more of your classes to talk about library research? This includes visits to online synchronous classes and recorded videos for asynchronous classes.

Each participant's answers to these questions are summarized below:

	Year	Major/program	Used library website before?	Librarian visit?
#1	First-year grad student	Data Science	No	No
#2	Sophomore (transfer)	Mechanical engineering	Yes, once	Not at UWGB
#3	Freshman	Business Analytics	Yes, for class	Yes, FYS
#4	Freshman (transfer)	Mechanical engineering	Yes, once or twice for tech writing class	Yes, tech writing

Tasks and Scenarios

We developed a list of reasons students may need to use the library website, and from that identified five tasks that we considered to be highest priority. We wrote a prompt for each top task and defined how a participant would successfully complete it.

After the first session was completed in only twenty minutes, we added a sixth task and prompt.

Process

The usability test sessions took place on Zoom April 17-24. Both the facilitator (Jodi) and the participant enabled their camera and microphone, and the participant shared their computer screen. All sessions were recorded for the project team to watch later.

Participants were asked to start at www.uwgb.edu/library and complete the four scenarios. Jodi posted each prompt in the meeting chat, and the participant then read it aloud. Participants were encouraged to "think aloud" and narrate their actions as they worked.

Results

Success Rates

This section summarizes whether participants successfully completed each task. The next section describes how participants responded to each task.

	Citations	**Hours**	**Research Help**	**Study Room**
Success criteria	Find guide, chat, or NoodleTools	Identify hours	Find help	Reserve study room
Participant #1	Yes	Yes	Yes	No
Participant #2	Yes	Yes	Yes	Yes
Participant #3	Yes	Yes	Yes	No
Participant #4	Yes	Yes	Yes	Yes

	Scholarly article		**Database**		
Success criteria	Find article	Download article	Find PsycInfo	Find scholarly article	Download article
Participant #1	Yes	Yes	N/A	N/A	N/A
Participant #2	Yes	Yes	Yes	Yes	Yes*
Participant #3	Yes*	Yes*	Yes	No	No
Participant #4	Yes	Yes	Yes*	Yes	No

* Completed but with difficulty

Task 1: Citations

Prompt: You're writing a research paper using APA Style and need to cite a journal article. Find a resource to help you create the citation for the references page.

To successfully complete this task, participants needed to find the "Cite Your Sources" guide, use NoodleTools, or mention that they would use the Ask a Librarian chat.

All four participants were able to complete this task by finding our "Cite Your Sources" guide.

- Participants commented on how this guide prioritizes resources that take them away from our site, which also has example reference entries lower on the page.
- Participant #1 mentioned that the access note ("Access is limited to current UW-Green Bay students, faculty, and staff") made them think their access to NoodleTools was limited, rather than ONLY UWGB students and staff have access.
- Participant #2 searched for "APA Style" in Search@UW, then clicked on the Suggested Resource recommender in the results page, which eventually took them to the correct guide.
- Participant #4 said "It's like a lot to look at and read, and like it sends you to a different page which can make it difficult and take longer" (referring to the list of external links at the top of the page).

^Three of the participants mentioned that they would use Common APA Examples section to build their citation but only after first clicking on the citation resources.

Task 2: Hours
Prompt: Check how late the Green Bay library is open next Thursday.

To successfully complete this task, participants needed to confirm that the library was open until 11 PM.

All 4 participants were successfully able to identify the library's closing hours during the academic year on a Thursday, but all used different methods for getting this information.

- Participants #1 and #3 identified the hours in the upper right corner, but Participant #1 mentioned that they weren't sure if "Cofrin Library" was for the Green Bay location, so they checked the Contact Us page to verify they were looking at the correct library.
- Participant #2 used the webpage Visit > Hours.
- Participant #4 found the information in Google search results.

^Most students mentioned that they were able to view the Cofrin Library hours in the right corner of the site, but also used the main navigation to find hours information.

Task 3: Research help
Prompt: You're having trouble finding sources for your research paper, and your professor suggested talking to someone at the library for help. You're at home and want assistance quickly.

To successfully complete this task, participants must find the Ask a Librarian chat, mention that they'd email library staff, or contact library staff via phone.

All participants were quickly able to find research help, and all ultimately found their way to the Ask a Librarian page, mentioning that they could get help through a variety of mediums (chat, email, phone).

- Participant #1 was still on the Hours page from the previous task and clicked on the "Contact your campus librarian" link but then also found the information from the Homepage via the "Ask a Librarian" button.
- Participant #2 used the "Get Research Help" category in the Libraries' site navigation and then clicked "Ask a Librarian."
- Participant #3 mentioned seeing the Ask a Librarian pop-up, but since they had closed that they would use the email/phone icons by the site navigation menu.
- Participant #4 said "I know you can do chat with a librarian right away," and was able to find chat through the Get Research Help page > Ask a Librarian.
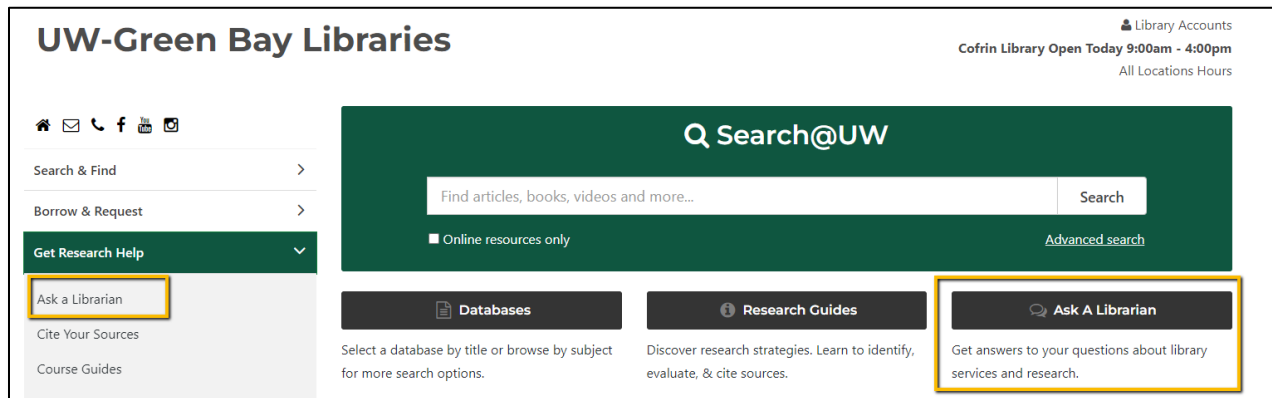
^Each participant found a different way to the Ask a Librarian page, and some might have been impacted by the previous task since pages in the site menu were expanded. Ultimately, having these links in a variety of places proved fruitful.
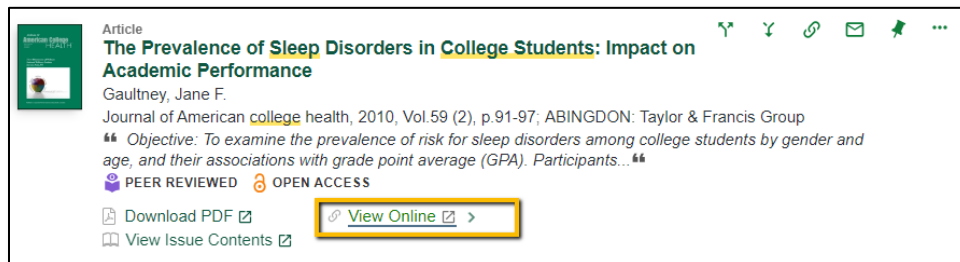
Task 4: Scholarly article

Prompt: You're writing a research paper about the impact of sleep on college students' grades. Find a scholarly article on the topic and save the PDF to your computer.

To complete this task successfully, participants needed to find a relevant peer-reviewed article and download it to their computer.

All participants were able to find an article, but two of the four participants stumbled slightly once they got into a publisher's platform to find the option to download a PDF of their article, and one participant completed the task, but with difficulty.

- Participant #1 was able to find results via Search@UW and saved the first search result as a PDF to their computer.
- Participant #2 searched for "Sleep student grades" in Search@UW, where they were able to "View Online" through Gale. This participant was hesitant to click on Gale.
- Participant #3 navigated from the Hours page to Search & Find in the site navigation and used Databases to search for "sleep." The participant realized it was only searching database names, and went to Academic One File Gale, and didn't like the search results they retrieved. They went back to databases and used Academic Search Complete and found an article in EBSCO. They said: "I can click on it and see if it tries to charge me anything." They ultimately found an article which had a PDF in EBSCO. They first looked at "Save" on right-side tools but realized it wasn't what they wanted, then found the PDF on the left and downloaded it from the browser preview.
- Participant #4 started from the homepage and used Search@UW to find an article. They clicked Online Access (not click the PDF/LibKey link) and saw results in Gale. From there they were able to save the PDF to their computer.

^Participant #4 clicked "View Online" rather than the "Download PDF" link in the Search@UW results.

Task 5: Study rooms

Prompt: Your group needs to meet after class next week to work on the final project. Book a study room for Wednesday, April 26 at 2 PM.

To complete this task successfully, participants must fill out and submit a room reservation for the specified time.

For this task, 2 of the 4 participants did not successfully reserve a study room but got stuck at different points: one didn't realize they didn't complete the reservation by clicking "submit" after viewing the terms of use statements, which are long; and the other struggled to use the date and time filters. One participant also questioned whether "Cofrin Library" was "Green Bay's" Library location name.

- Participant #1 was able to find the page to reserve a study room and filled out the form quickly, not realizing that they did not reserve their room because they never clicked "submit."
- Participant #2 and #4 completed the reservations quickly, but Participant #2 had done this process before.
- Participant #3 was able to complete the reservation but required assistance. The date selector in LibCal and the location filters kept defaulting to the current date rather than a future date and the times when rooms were available were hidden by the scrolling screen.

^*The date selector tool covers the list of rooms in the LibCal user interface, and it's not obvious that users must click on the boxes within the calendar tool because the date selector tool jumps to the beginning of the day (12:00 AM), so participants must scroll over to view times when the library was open (green squares).*

Task 6: Database

Prompt: You need to write an annotated bibliography on the effects of mindfulness meditation on stress reduction. The assignment states: "You should use PsycInfo to search for relevant articles published in peer-reviewed journals." Find and download one article that meets this requirement.

To complete this task successfully, participants needed to find and use the PsycInfo Database, search for peer-reviewed articles, pick an article, and download it to their computer.

This was the most difficult task for participants. Our first participant wasn't given this prompt, and then the last three were able to complete the first part of the task, though one person required help finding the PsycInfo database. Two participants were able to find a scholarly article, while one was not able to do this. Lastly, when those two participants were able to find their article, one was able to download the article, but had some difficulty doing so, and the other participant was unable to do so. For all three participants, they missed the "Find it" button, which would have directed them to other access options like resource sharing.

- Participant #2 quickly found the PsycInfo database by looking alphabetically in the Databases list and then when they searched in EBSCO, they also found an article but struggled to download it when they tried to use "Google Drive," "Save" and "Print" features in the side bar. They also missed the "Find it" button, later commenting that "it didn't look like a button."
- Participant #3 was unable to find a scholarly article and got stuck when trying to use the Peer Review filter in EBSCO. They ran out of time for this task and was unable to find an appropriate article, but also struggled to download the article they were using. This participant also did not see the "Find it" button.
- Participant #4 began by searching for PsycInfo in Search@UW and got stuck there, mentioning that at that point they would chat with a Librarian to ask how to find PsycInfo. Jodi told them it was a database, so they went back to the Homepage, then found it in the Databases menu. They found a scholarly article, but struggled to download it, and missed the "Find it" button.

Detailed Record

FIND IT! Find It @ UW-Green Bay

Cited References (222)
Times Cited in this Database (83)

Find Similar Results using SmartText Searching.

Result List | Refine Search | 1 of 1

Mindfulness-based stress reduction, mindfulness-based cognitive therapy, and Zen mediation for depression, anxiety, pain, and psychological distress.

Authors:	Marchand, William R.. George E. Wahlen VAMC, Salt Lake City, UT, US, wmarchand@me.com
Address:	Marchand, William R., VHASLCHCS 151, 500 Foothill Drive, Salt Lake City, UT, US, 84148, wmarchand@me.com
Source:	Journal of Psychiatric Practice, Vol 18(4), Jul, 2012. pp. 233-252.
NLM Title Abbreviation:	J Psychiatr Pract
Page Count:	20
Publisher:	US : Lippincott Williams & Wilkins
Other Journal Titles:	Journal of Practical Psychiatry and Behavioral Health
ISSN:	1527-4160 (Print) 1538-1145 (Electronic)
Language:	English

Tools

- Google Drive
- OneDrive
- Add to folder
- Print
- E-mail
- Save
- Cite
- Export
- Create Note
- Permalink

^ *Participant #2 tried to get the PDF using the tools on the right side of the screen, including Google Drive, Print, and Save. They did not try clicking on the Find It button on the left, which would have taken them to the PDF (or, if it was unavailable, an option to request it).*

Post-test Questions

Participants were asked a few questions after they finished the tasks. Here are a sample of their responses:

How would you describe your overall experience with the library website?

- Participant #1: "It is my first time using it. I think it was pretty okay. I didn't know that the Green Bay library is called Cofrin. I think that was a little confusing, but other than that it was pretty self-explanatory."
- Participant #3: "I think it was pretty good. I'm going to give it, probably, 8.5 or 9 out of 10, because I feel like there were a lot of resources to reach out to a librarian."
- Participant #4: "Out of 10, I would say probably an 8 or 9. I think when the librarian came into class that one time, it was pretty helpful just to help navigate where everything is and how big of a tool it is."

If you could change one thing on the website, what would it be?

- Participant #2: "It's pretty easy to find everything." They described one complaint about the uwgb.edu site navigation but also recognized that it was outside of the libraries' control.

Obstacles and Recommended Changes

After viewing the recordings of all the sessions, the usability testing team identified obstacles that participants experienced as well as the severity and expected frequency of each obstacle. They thought of potential changes to remove the obstacles and improve user experience.

Obstacle/issue	Possible solution	Status
Cofrin vs. Green Bay location names (particularly with hours)	Change location in LibCal table Green Bay/Cofrin Library (just Green Bay or both)	In progress
Order of content in LibGuides citation pages (put examples higher on page)	Reorganize boxes so examples are closer to top	Not yet started
Access notes in NoodleTools	Remove extra comment	Completed
Students don't notice the Find It Button in EBSCO	Redesign Find It button	In progress
	Investigate/preview new EBSCO UI	(New UI does not have a timeline for deployment.)
EBSCO search results include "relevant" videos	Disable video suggestions	In progress (The change was made in the admin portal, but not seeing it on the user interface)
EBSCO right-side toolbar	Remove Save, Google Drive, and OneDrive	Completed
LibCal booking process	Shorten terms of service for library study rooms to reduce scroll	Completed
	Add language about key to confirmation email	Completed
	Default time ending for library location	In progress
	Switch to new, improved UI	In progress
Uwgb.edu site navigation taking up significant real estate at top of page	Remove from Library site	On hold (requires redesign in new university template or migration to LibGuides CMS)
Contact Us page – general/ask a librarian	Add something to the Contact Us page about Ask a Librarian (Under Contact Us and above locations – "Research help")	In progress
Participant searching for research guides in Search@UW	Consider adding LibGuides content to Search@UW	In progress
Look for "Navigation menu" language in LibGuides	Switch to "menu"	In progress

Cofrin Library Space Study Report 2022-2023

The Cofrin Library undertook a space usage study each semester from Spring 2022 to Spring 2023. Library student employees collected use data by walking around floors 2-6 and marking the location of patrons on paper maps. On floor 2, they only counted in the Library Commons. The location of each patron was marked on the map with a letter designating different uses of technology within the space. Letters were assigned to show if the patron was using a library computer or printer, using their own device, not using a device or a computer and whether or not they were charging something. Data was collected once for every two open hours for three weeks per semester.

The student employees entered the data collected into a spreadsheet utilizing a key to denote what type of furniture the patron was using. The key separated each floor into zones with letters denoting zones that included only study rooms. Furniture on the key was color coded to show if it was considered a table, a booth, or soft seating. There was also an option on the spreadsheet to record if the patron was not using furniture (ex: laying on the floor, walking around, etc.)

During the weeks of the study, table tents were made available throughout the library with QR codes for patrons to scan to take a 5-question survey. The survey was also linked from a slide on the library website. Survey questions were open-ended to encourage patrons to leave comments about the space. The questions are listed with the survey themes below.

Data summary

In Spring 2022 we counted 167 times and saw 6,295 people in the library (1574 per week).

In Fall 2022 we counted 115 times, and saw 5118 people using the library (1706 average per week). This is an 8.4% increase in people per week from Spring 2022.

In Spring 2023 we counted 120 times, and saw 4702 people using the library (1567 average per week). This is an 8.1% decrease from Fall 2022.

Groups vs individuals

Groups count the number of people that are sitting together whether or not they are working on a group project. The percentage of people working in groups seems to be a bit higher in Spring.
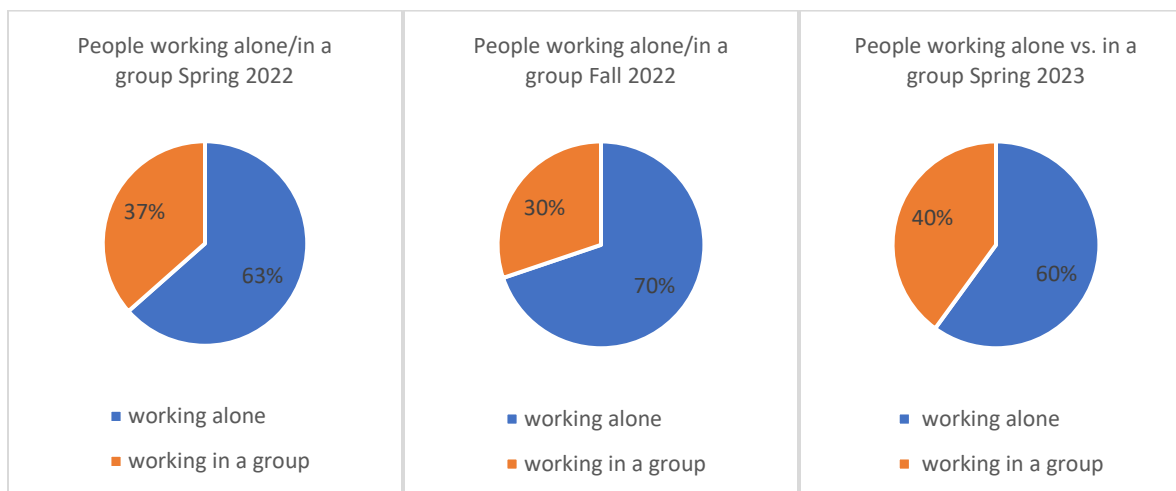
Furniture type

Tables remained the most popular type of furniture. The percentage of people using the various types of furniture saw little change between the semesters. The April counts for 2023 were during National Library Week, during which there were several large events. This may have thrown off the number of people not using furniture for Spring 2023.
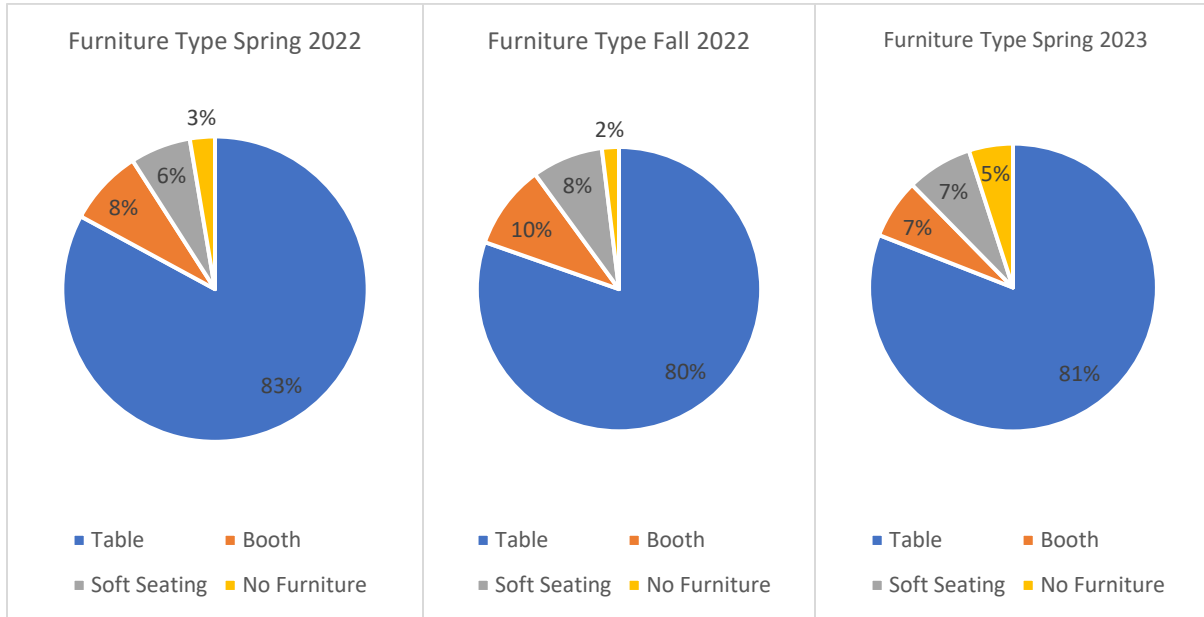
Booths

The large booths are our most popular booth and all 3 were in use 20% of the time in Spring 2022, 26% of the time in Fall 2022 and 13% of the time in Spring 2023.

Large 2nd floor booth

There are 6 of the smaller 2nd floor booths. They were never all in use in Spring 2022, all in use 5% of the time in Fall 2022 and 2% of the time in the Spring 2023.

Small 2nd floor booths

We also have 2 different booths on the 3rd floor in our Breakthrough Studio. One of them has a docking station where patrons can plug in a device to use a second or a larger screen.

Both of the booths were full 3% of the time in Spring 2022, 14% of the time in Fall 2023, and 4% of the time in Spring 2023.

3rd floor small booth with docking station

3rd floor large booth

Study room use

The library has 33 study rooms available for patrons. 4 of them can be checked out by students, faculty, and staff at the desk and are reservable. The rest are open for patrons to use any time the library is open.

Study Room Use Spring 2022

44% 56%

- Not in Study room
- In study room

Study Room Use Fall 2022

39% 61%

- Not in study room
- in study room

Study room use Spring 2023

42% 58%

- Not in study room
- In study room
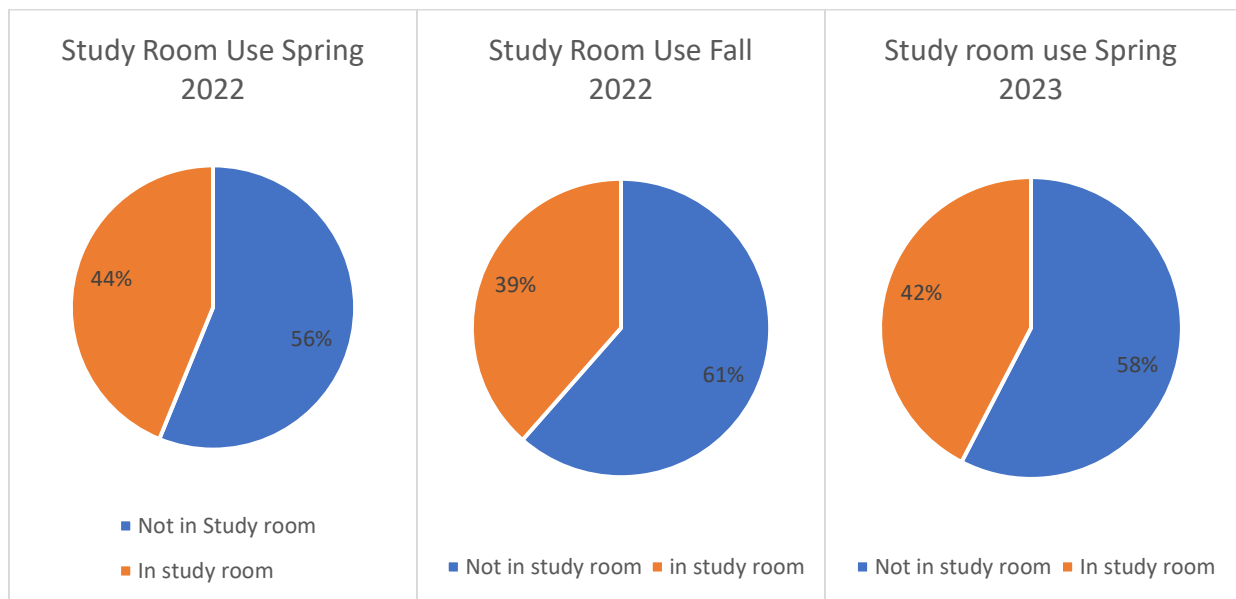
Computers

The library has 68 computers that are open for students, faculty, and staff to use at any time while the library is open. There are 4 computers in reservable study rooms. Those rooms are kept locked and the key is checked out by patrons at the desk. Most of the computers are in the labs on 3rd floor. See the table below for the distribution of computers by floor.

Floor	Number of computers
2nd	2
3rd	51
4th	1
5th	6
6th	12
Total	**72**

The maximum number of computers used on one floor at a time in Spring 2022 was 8, in Fall 2022 was 10 and in Spring 2023 was 8.

The average number of people using computers per count for Spring 2022 was about 3. In Fall 2022 it was about 4. In Spring 2023, it was about 5.

Device use

Most patrons in the library are using their own electronic devices. The patrons that were using their own device and one of ours at the same time were counted as using their own device for the purposes of this data. There was minimal change in the percentage of people using or not using various devices. The slight increase in people not using devices could be accounted for by the events in April during National Library Week
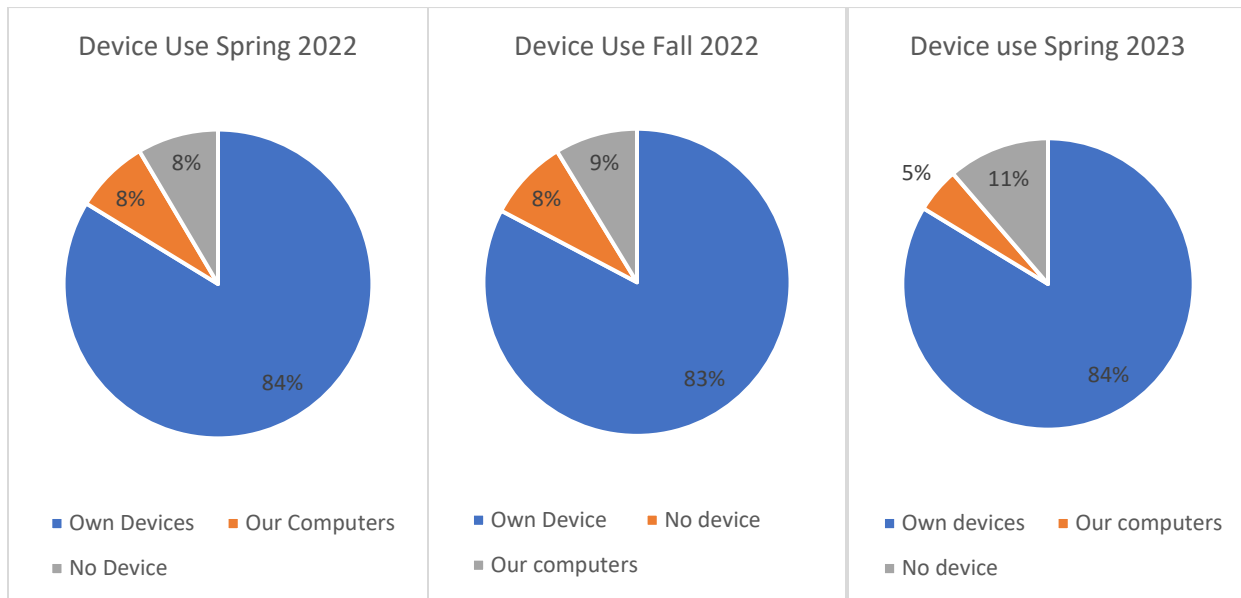
Charging

Most of the patrons in the library are not charging their device while they work. This may be due to a lack of charging options near seating. There was little change in this percentage between semesters.

Charging Spring 2022 | Charging Fall 2022 | Charging Spring 2023
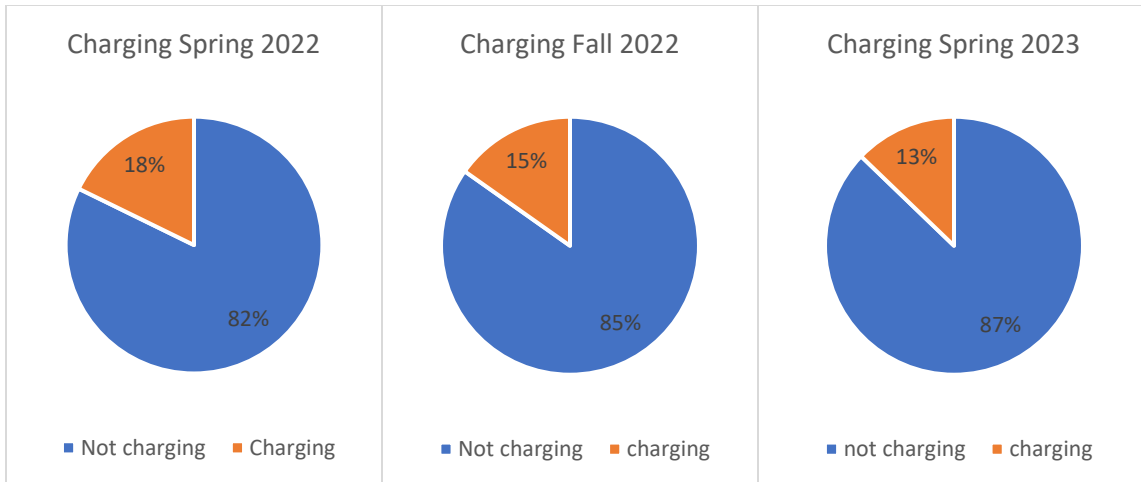
Floor distribution

The 2nd floor is our most popular study area, followed by the 6th floor. The second floor is open longer hours than the rest of the library and has updated furniture and large windows to let in natural light. The 6th floor has the largest number of study rooms. On the 6th floor there is an average of 25% of patrons working outside of study rooms. This does not vary much between semesters.
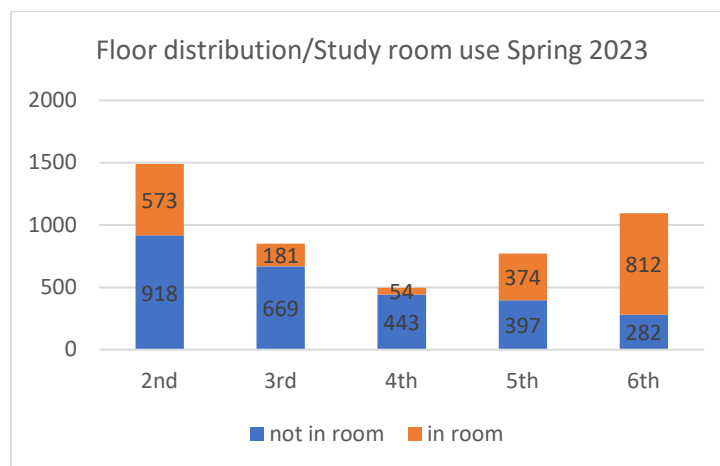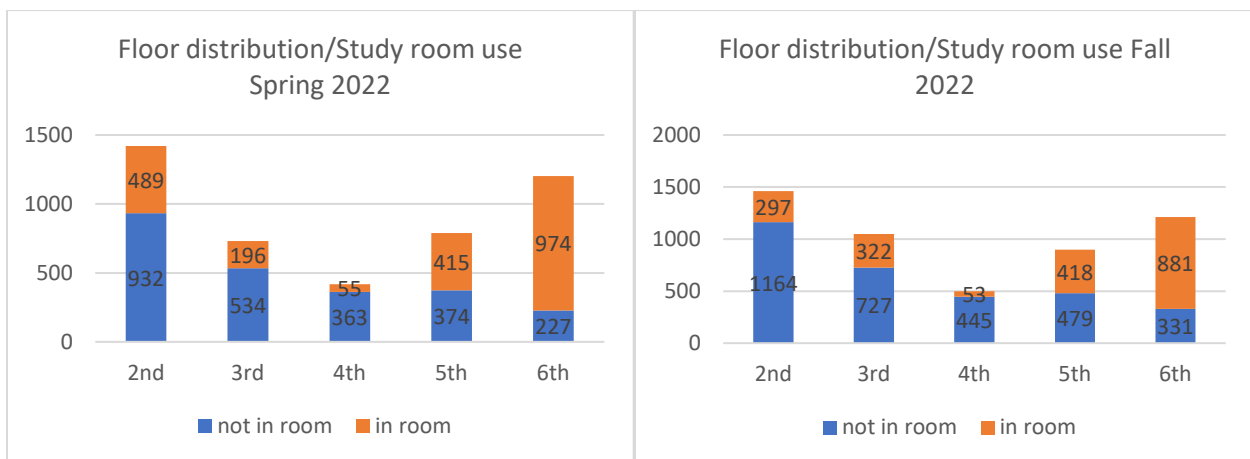
The percentage of people on each floor did not change much between the semesters.

Floor Percentages Spring 2022

2nd: 30%
3rd: 16%
4th: 9%
5th: 18%
6th: 27%

Legend: ■ 2nd ■ 3rd ■ 4th ■ 5th ■ 6th

Floor Percentages Fall 2022

2nd: 28%
3rd: 20%
4th: 10%
5th: 18%
6th: 24%

Legend: ■ 2nd ■ 3rd ■ 4th ■ 5th ■ 6th

Floor Percentages Spring 2023

2nd: 32%
3rd: 18%
4th: 11%
5th: 16%
6th: 23%

Legend: ■ 2nd ■ 3rd ■ 4th ■ 5th ■ 6th

Survey themes

The following questions were included in our survey:

1. If you are in the library, where in the library are you (floor, general area) and why did you choose this spot?
2. What do you like about the library spaces?
3. What would you like to change or add to the library spaces?
4. Where else do you study (ex. Union, empty classroom, at home/dorm, etc.) and why do you choose that location?
5. Additional comments about the library spaces:

The respondent was then asked if they wanted someone to follow up with them and if so, were prompted to leave an email address where they could be reached. A member of our Facilities Team followed up with all of the students that asked for a response.

In Spring 2022 we received 43 responses specific to the library at the Green Bay campus. Some of the recurring themes are listed below.

35 of the respondents mentioned that they liked the quiet atmosphere of the library. Also included in the "quiet" count were two responses about a lack of distractions. One respondent appreciated the noise level areas. One respondent said the library could be too quiet, but that the coffeeshop was sometimes too loud.

27 respondents spoke favorably of the study rooms, 8 respondents asked for more or more "interesting" study rooms to be added.

21 respondents mentioned liking windows, views, or natural light.

12 respondents wanted more flexible or comfortable seating.

8 respondents mentioned a lack of outlets

30 respondents also study at home because of convenience, comfort, quiet, and privacy.

9 respondents also study at the coffee shop. People study there if they want background noise or want to be able to talk with friends. They see the library as the place to go on campus for quiet study.

In Fall 2022 we received 22 responses specific to the library at the Green Bay campus. Some of the recurring themes are listed below.

17 of the respondents mentioned that they liked the quiet atmosphere of the library.

12 people mentioned that they like spaces that were private, secluded, or had a lack of distractions.

9 respondents spoke favorably of the study rooms, almost all respondents asked improvements to the study rooms.

3 respondents mentioned liking windows, views, or natural light.

2 respondents mentioned a lack of outlets

9 respondents also study at home because of convenience, comfort, quiet, and privacy.

5 respondents also study at the coffee shop.

There were an assortment of other locations that the respondents study.

There was one extremely negative response about the cleanliness of the library.

In Spring 2023 we received 8 responses specific to the library at the Green Bay campus. Some of the recurring themes are listed below.

5 of the respondents mentioned that they liked the quiet atmosphere of the library.

4 people mentioned that they like spaces that were private, secluded, or had a lack of distractions.

3 respondents spoke favorably of the study rooms, almost all respondents asked improvements to the study rooms.

3 respondents mentioned liking windows, views, or natural light.

2 respondents mentioned a lack of outlets

5 respondents also study at home because of convenience, comfort, quiet, and privacy.

6 respondents also study at the coffee shop.

There were an assortment of other locations that the respondents study.

There was a comment about the cleanliness of the library.

Recommendations/Actions Taken

In December of 2022, the Facilities Team submitted a proposal to purchase air purifier/fans for study rooms based upon comments in the surveys. They were placed around the library in February of 2023.

During the Spring 2023 semester, a proposal was brought forward to stop staffing the 2nd floor desk. This was approved by the library director and the Provost in March of 2023. Over the summer of 2023, Facilities Team members at the Green Bay library are working on removing the desk, setting up a new way to run a slideshow on the monitor, creating signage to direct people in the library, and identifying furniture to use for a lounge in the area where the desk had been.

Since we had multiple comments about the cleanliness of the library, it was recommended that the Facilities Team discuss this with our custodians. This was completed in April of 2023.

Recommendations from previous semesters were mostly to inform the new building. Recommendations included: more outlets, quiet study spaces including study rooms, and flexible seating.

Another recommendation was to either keep desktop computers or continue to support heavy use of library checkout laptops. We have seen the percentage of people using desktop computers continue to decrease, however, the use of our circulating laptops has been increasing each semester.

In Spring 2022, we had a minimum of 3 and a maximum of 26 laptops checked out at any given time (see Chart A).

In Fall 2022, we had a minimum of 15 and a maximum of 45 laptops checked out at a time (see Chart B).

In Spring 2023 we had a minimum of 23 and a maximum of 49 (all) laptops checked out at the same time (see Chart C).

One explanation for this increase in use of laptops is that students still need to use a computer that they do not own. However, they would prefer to be able to choose a place to work with a laptop than have to sit in an open space or compete for a study room with a computer.

Chart A

Laptop checkouts Spring 2022

Chart B

Laptop Checkouts Fall 2022

Chart C

Laptop Checkouts Spring 2023
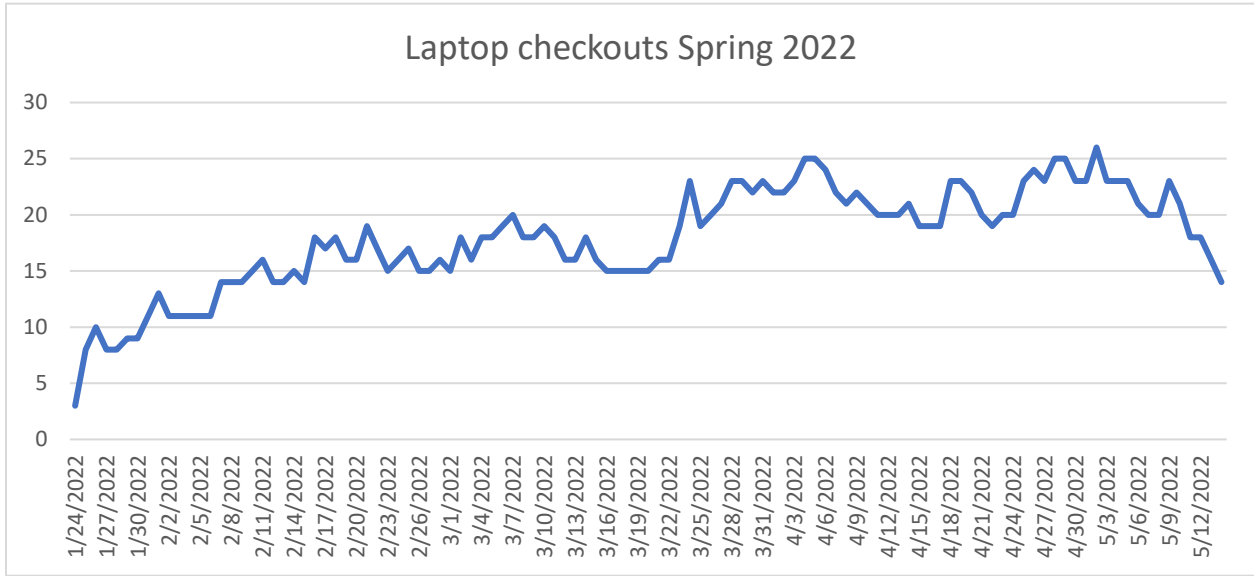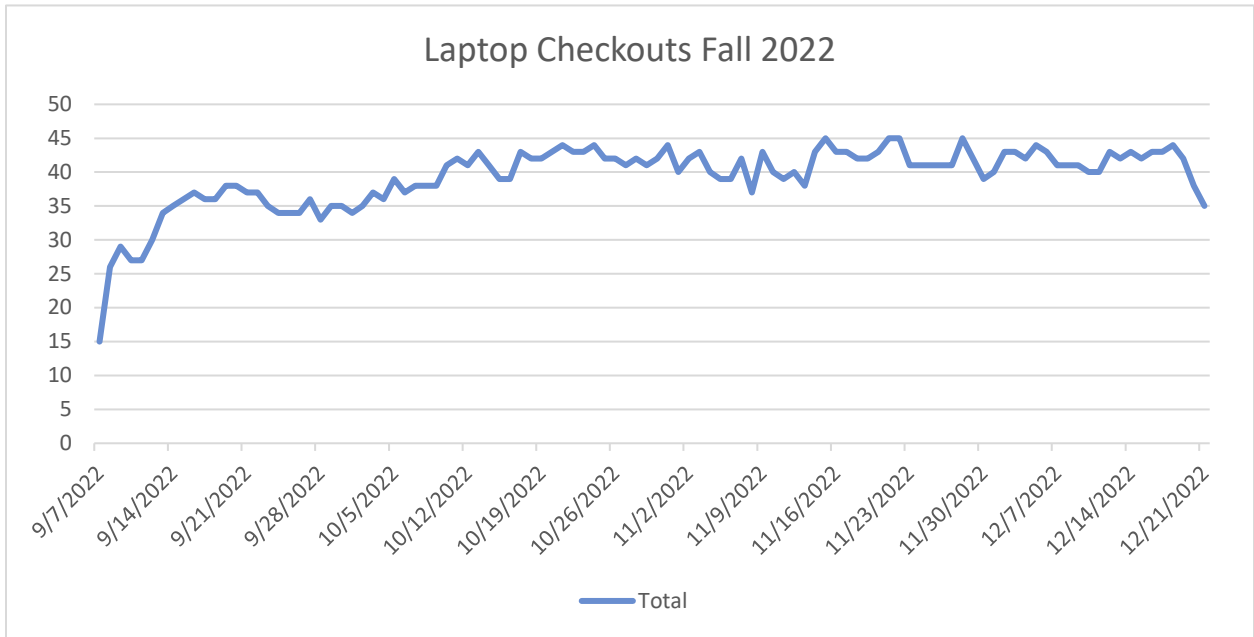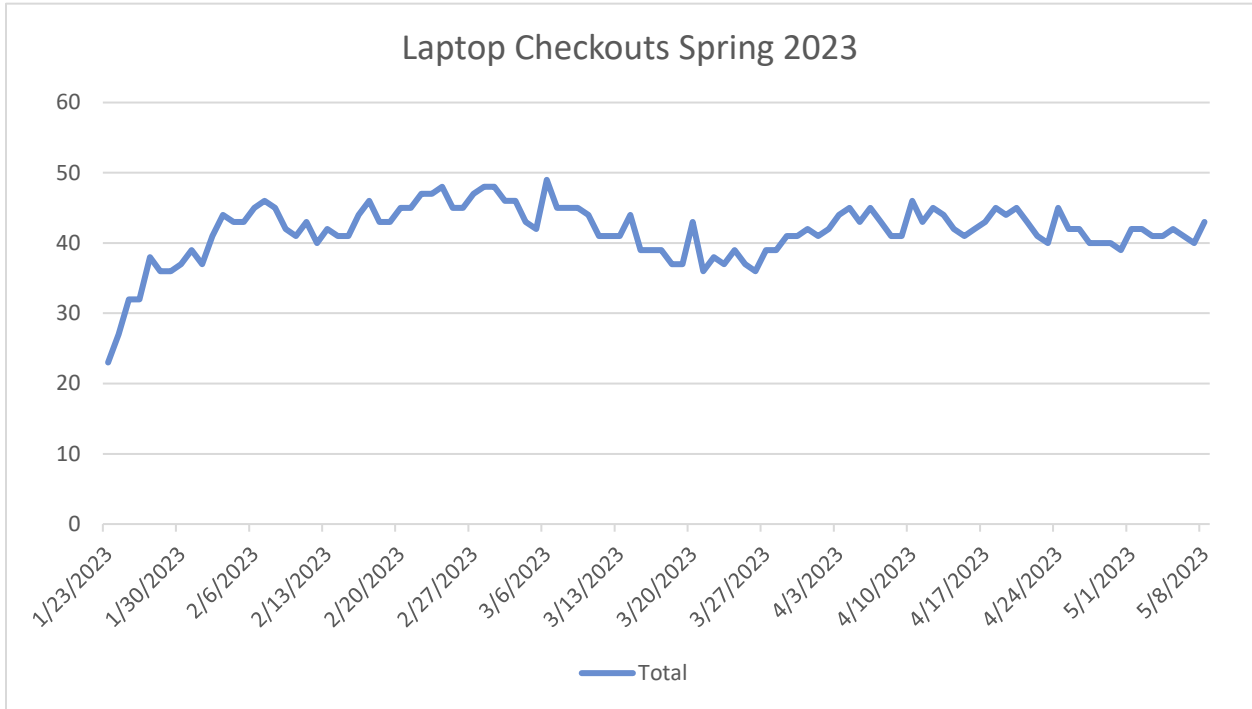
Marinette Campus Library Space Study Report 2021-2023

The Marinette Campus Library undertook a space usage study in each semester from Fall 2021 to Spring 2023. Library employees collected use data by walking around the library and marking the location of patrons on paper maps. Groups of seats on the map were numbered. Data was collected once for every open hour for 3 weeks in 2021 - 2022 and three weeks per semester in 2022 - 2023.

The library employees entered the data collected into a spreadsheet. The spreadsheet had columns for patrons using a laptop, using a desktop, using a phone or not using a device for each hour. Rows were numbered to match the seats on the map. Seats near power access were highlighted green on the spreadsheet.

Table tents were made available throughout the library with QR codes for patrons to scan to take a 5-question survey. The survey was also linked from a slide on the library website. Survey questions were open-ended to encourage patrons to leave comments about the space. The questions are listed with the survey themes below.

Data summary

In the weeks we collected data, we counted 129 times in 2021-2022, and saw 450 people using the library (3.5 people per count).

In 2022-2023, we counted 256 times and saw 740 people using the library (2.9 people per count).

Study room use

The Marinette library has 5 study rooms available for patrons. There was no significant change in use of the study rooms from 2021-2022 to 2022-2023.
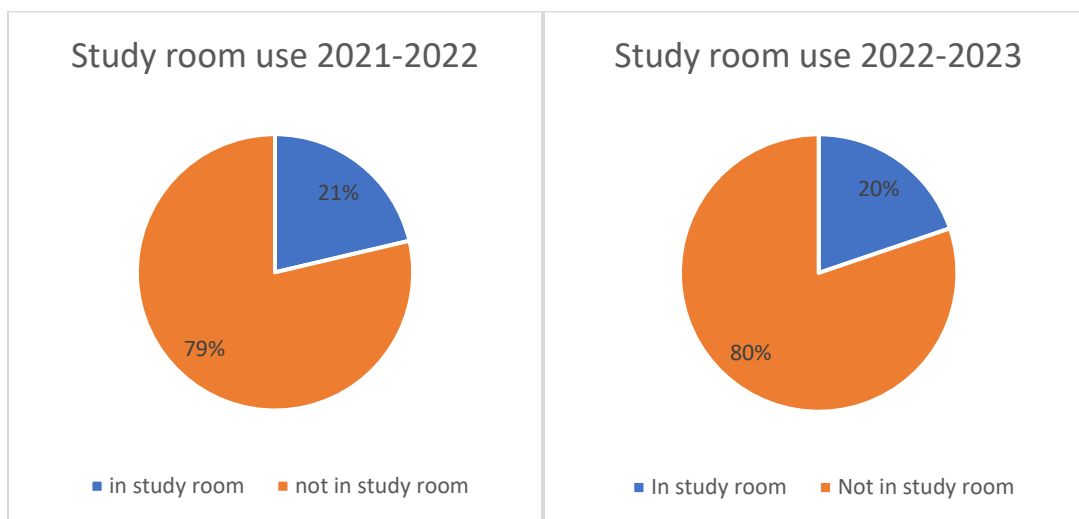
Computers

The library has 45 computers that are open for students, faculty, and staff to use at any time while the library is open.

The maximum number of computers used at a time in 2021-2022 was 13. The maximum in 2022-2023 was 17 (including the lab, during the Fall).

Device use

More than half of the patrons in the library use their own electronic devices. The number of people using their own devices went up dramatically from year to year as the number of people not using a device shrank. The number of people using library computers is also going down.
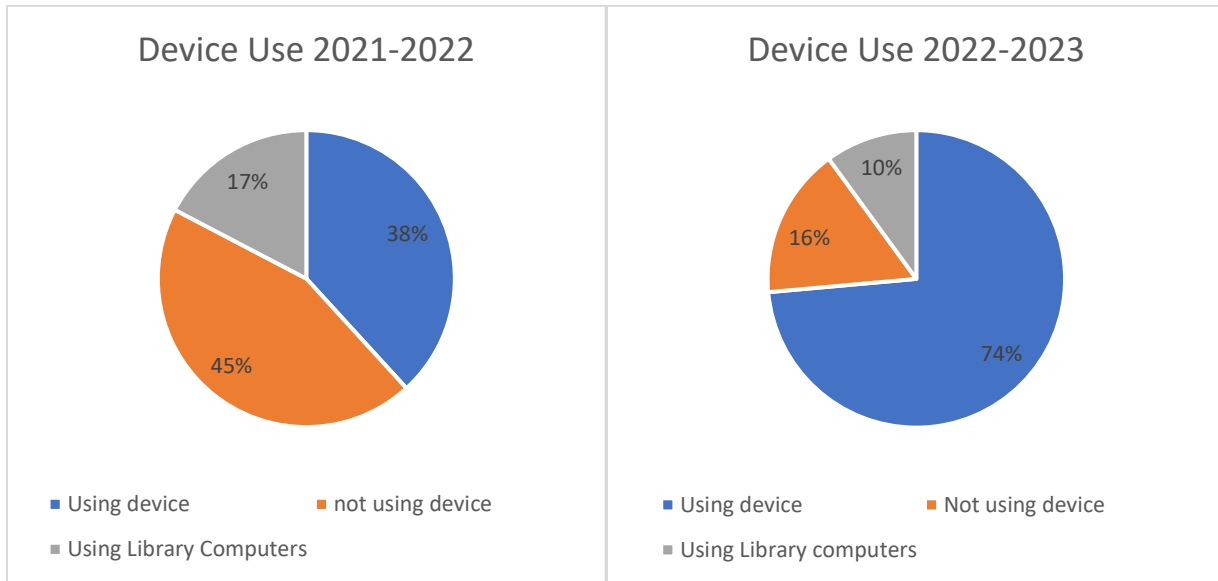
Seated by power

There was a difference in how the data was collected between the 2021-2022 year, Spring 2023 and Fall 2022. 3 of the 4 semesters, the count was of people seated by power. In Fall 2022, the count was of people using power. The Fall semester data was removed as it threw the numbers off significantly.
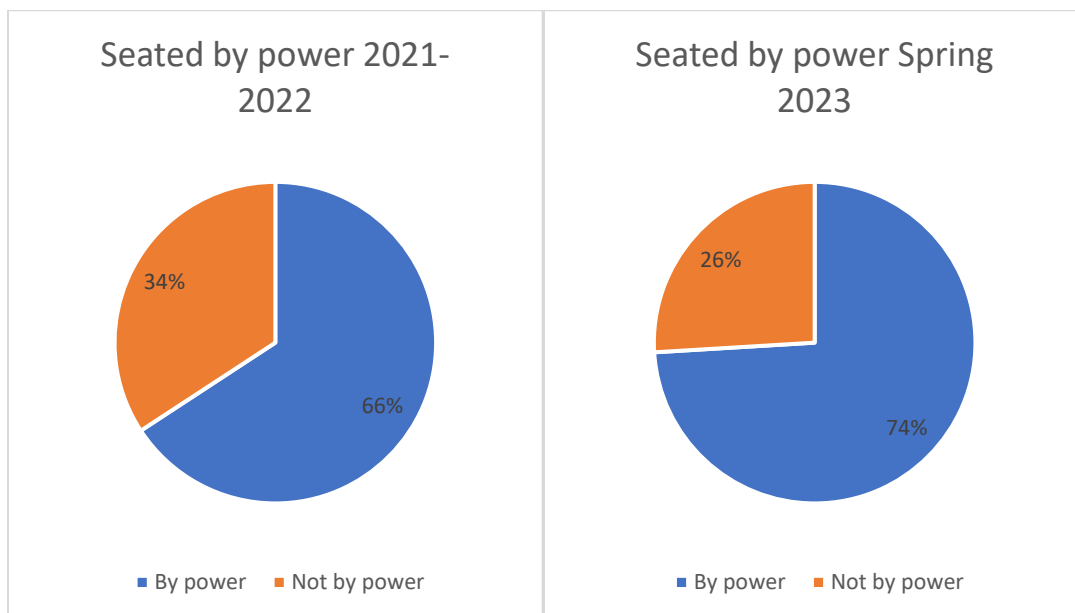
Survey results

Responses for Marinette were largely positive.

In Fall 2021-Spring 2022 there were no results for Marinette.

In Fall 2022-Spring 2023 we received 4 responses specific to the library at the Marinette campus.

Of the 4 respondents, one studies in the front, two study in the reading corner, and one studies at a computer table or in a study room.

They chose these places because it's quiet and close to class, has books, their laptop doesn't support the software they need for class, and it is private, cozy, and comfortable.

They liked that the library has comfortable chairs, is calming, has a good view and is being updated.

Things they wanted to change included: an extension cord in the reading room, a white board with wheels, and more tables in the bay room.

They also study at home, in the student lounge or in the green room.

Recommendations/Actions taken

Device use went up dramatically in Marinette. People seated by power went up a little. The Marinette library purchased 4 tables with power outlets and chairs for those tables. There were comments in the survey about adding power in the reading room. We recommend that Marinette continue to find ways to add more power outlets or options to the library.

Due to the popularity of their study rooms, Marinette updated one of the rooms with group study furniture and a whiteboard. Survey respondents appreciated that updates were being made to the spaces. We recommend that Marinette continue to make small changes to their spaces based on the results of these studies. This makes improvement more manageable from both staff time and budget perspectives.

A movable whiteboard can be transferred from the Green Bay campus to Marinette to address the patron that wanted a whiteboard in the library.

In addition to these changes that were made due to the space study, Marinette updated their signage.

Manitowoc Campus Library Space Study Report 2021-2023

Project Description

The Manitowoc Campus Library undertook a space usage study in each semester from Fall 2021 to Spring 2023. Library employees collected use data by walking around the library and marking the location of patrons on paper maps. Groups of seats on the map were numbered. Data was collected once for every open hour for 3 weeks in 2021 - 2022 and three weeks per semester in 2022 - 2023.

The library employees entered the data collected into a spreadsheet. The spreadsheet had columns for patrons using a laptop, using a desktop, using a phone or not using a device for each hour. Rows were numbered to match the seats on the map. Seats near power access were highlighted green on the spreadsheet.

Table tents were made available throughout the library with QR codes for patrons to scan to take a 5-question survey. The survey was also linked from a slide on the library website. Survey questions were open-ended to encourage patrons to leave comments about the space. The questions are listed with the survey themes below.

Findings

In the weeks we collected data, we counted 131 times in 2021-2022 and saw 634 people using the library (4.8 people per count).

In 2022-2023, we counted 258 times, and saw 1,183 people using the library (4.6 people per count).

Study room use

The Manitowoc library has 4 study rooms available and reservable for patrons. Study room use went up significantly from one year to the next.
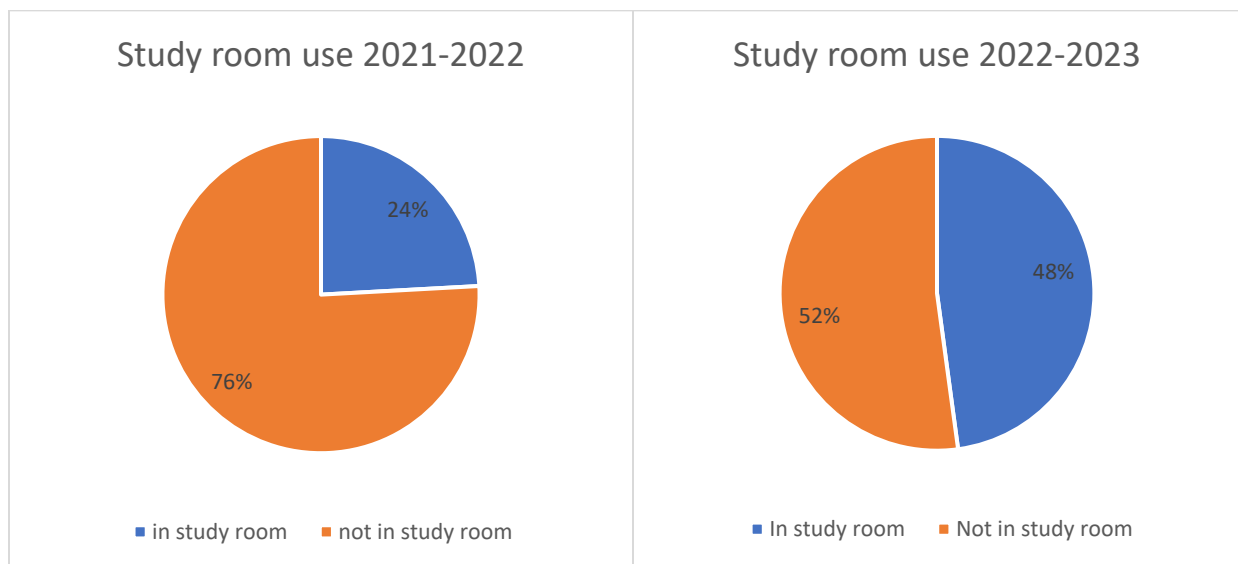
Computers

The library has 28 computers that are open for students, faculty, and staff to use at any time while the library is open.

The maximum number of computers used at a time in 2021-2022, was 15. In 2022-2023 the maximum was 6. This was recorded in Fall. The Spring 2023 maximum was 4.

Device use

Most patrons in the library are using their own electronic devices. However, the percentage of people using a device went down while those not using a device went up dramatically.
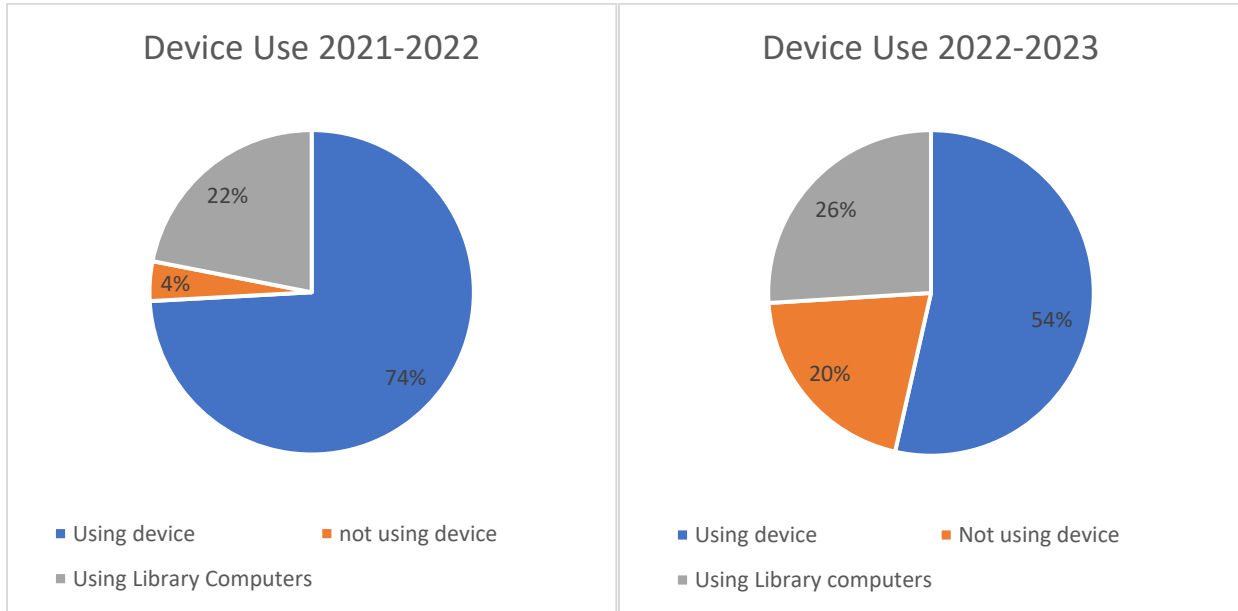
Seated by power

Most of the patrons in the library sit where they can charge their device while they work. There is very little change in this from year to year.

Survey themes

The following questions were included in our survey:

1. If you are in the library, where in the library are you (floor, general area) and why did you choose this spot?
2. What do you like about the library spaces?
3. What would you like to change or add to the library spaces?
4. Where else do you study (ex. Union, empty classroom, at home/dorm, etc.) and why do you choose that location?
5. Additional comments about the library spaces:

The respondent was then asked if they wanted someone to follow up with them and if so, were prompted to leave an email address where they could be reached. A member of our Facilities Team followed up with all of the students that asked for a response.

Survey Themes

During the course of our study, we received 7 responses specific to the library at the Manitowoc campus. Some of the recurring themes are listed below.

3 respondents like to study in study rooms, 3 use computer tables 1 off to the side, and 1 in the corner by the doors that exit to the cafeteria.

Reasons that people chose those places were that they were private, quiet, comfortable, close to the commons and have a good view. One of the computer users responded that they the area because their laptop doesn't support certain websites needed for classes.

Things they enjoy include; a variety of spaces to sit for whatever activity you are doing, the decorations, the fact that there are computers they can use to get work done, and there are places to charge devices.

They also study in the cafeteria, the Student Engagement Center, an empty classroom or at home.

Responses to the survey for Manitowoc were extremely favorable. Respondents commented positively upon the spaces, the staff, and the atmosphere of this library.

The only thing anyone mentioned to change was to make it warmer.

Recommendations/Actions Taken

In Manitowoc, the number of people sitting by outlets didn't change much from year to year. The number of people using devices went down dramatically. There was a project in the past to increase the number of outlets that did not come to fruition. If the seating by outlets is filled first and then people go other places to charge their devices, a suggestion could be to pick up the project again and attempt to add more outlets to the Manitowoc library. Based on this study, some of the furniture was moved around to better accommodate patron needs.

Other actions taken, unrelated to the study include the following. Adding a bright light therapy lamp in a study room, adding mobile white boards to all study rooms, adding new signage, adding a rotating thematic display, changing placement of games and periodical collections for improved visibility, unlocking the back door to connect to the university commons, setting up games/puzzles near some

seating areas, removing old computers and moving the desks to create more space, and installing an audio recording room.

Sheboygan Campus Library Space Study Report 2021-2023

The Sheboygan Campus Library undertook a space usage study in each semester from Fall 2021 to Spring 2023. Library employees collected use data by walking around the library and marking the location of patrons on paper maps. Groups of seats on the map were numbered. Data was collected once for every open hour for 3 weeks in 2021 - 2022 and three weeks per semester in 2022 - 2023.

The library employees entered the data collected into a spreadsheet. The spreadsheet had columns for patrons using a laptop, using a desktop, using a phone or not using a device for each hour. Rows were numbered to match the seats on the map. Seats near power access were highlighted green on the spreadsheet.

Table tents were made available throughout the library with QR codes for patrons to scan to take a 5-question survey. The survey was also linked from a slide on the library website. Survey questions were open-ended to encourage patrons to leave comments about the space. The questions are listed with the survey themes below.

Data summary

In the weeks we collected data, we counted 128 times in 2021-2022, and saw 641 people using the library (5 people per count).

In 2022-2023 we counted 245 times and saw 1,025 people using the library (4.2 people per count).

Study room use

The Sheboygan library has 6 study rooms available for patrons. around half of the patrons using the library used the study rooms in the 2021-2022 academic year. The same was true in the 2022-2023 academic year.
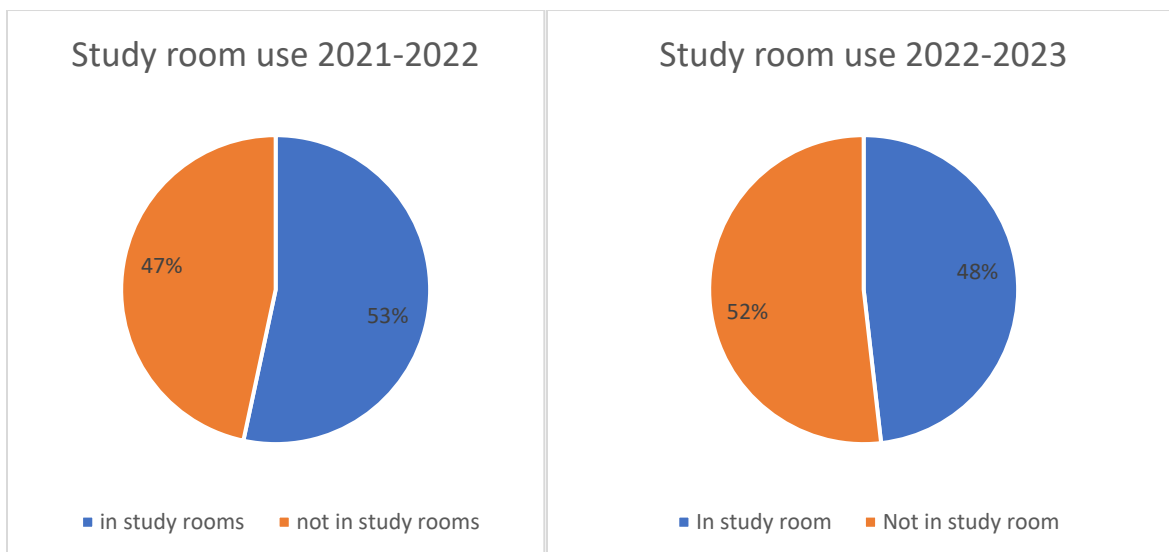
Computers

The library has 47 computers that are open for students, faculty, and staff to use at any time while the library is open.

The maximum number of computers used at a time in 2021-2022, was 19. In 22-23 the maximum was 14. This was recorded in Fall. The Spring 2023 maximum was 1.

Device use

The percentage of people using their own device has increased, while the percentage of people using library computers has decreased. In Spring 2023, it went down to 1%. The percentage of people not using a device has remained relatively steady.
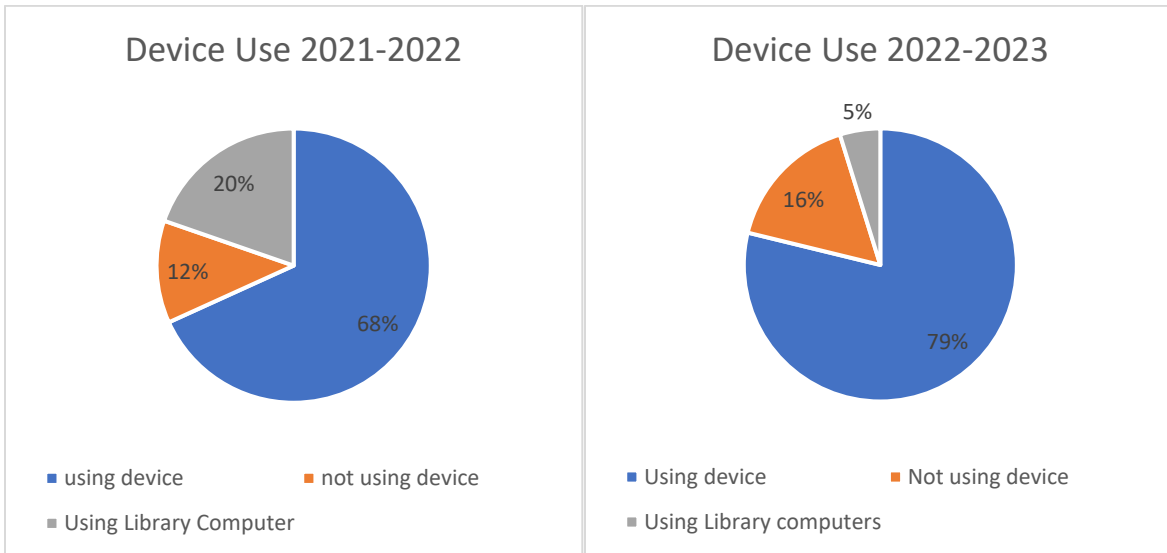
Device Use 2021-2022	Device Use 2022-2023
68% using device, 12% not using device, 20% Using Library Computer	79% Using device, 16% Not using device, 5% Using Library computers

Seated by power

Most of the patrons in the library sit where they can charge their device while they work. The number of people by power is slowly increasing.

Seated by Power 2021-2022	Seated by power 2022-2023
77% By power, 23% Not by power	83% By power, 17% Not by power
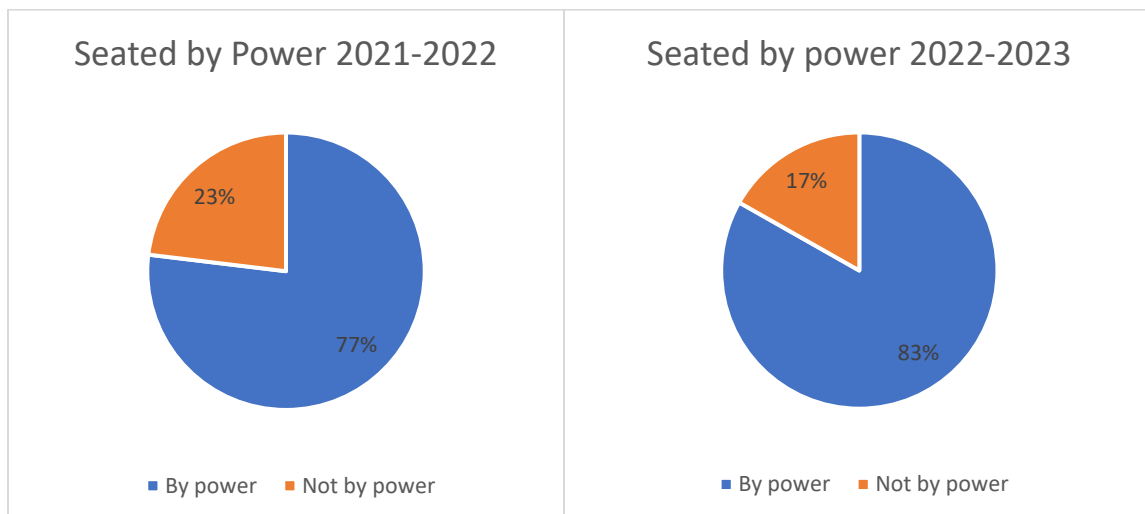
Survey results

The responses to the Sheboygan survey were largely positive.

In the academic year 2021-2022 we received 5 responses specific to the library at the Sheboygan campus.

Of the 5 respondents, 3 studied in the general area, and 2 studied in the study rooms.

They chose these places because they like the large tables, the study rooms are less distracting, more private, and comfortable.

They liked that the library is clean, spacious, quiet, bright and open.

Things they wanted to change included: more charging stations, more private areas, more study rooms, more diverse seating options, and larger tables.

They also study at home, in the science building, or at the public library.

In the academic year 2022-2023 we received 5 responses specific to the library at the Sheboygan campus.

Of the 5 respondents, 1 studied "in the seats" and 4 studied in the study rooms.

They chose these places because they like the privacy, noise isolation, quiet, and the view.

They liked that the library is quiet, has lots of tables, the design is friendly, is clean, and comfortable.

Things they wanted to change included: more windows, more private areas, and longer hours.

They also study at home and in the coffeeshop.

Recommendations/Actions Taken

We recommend that Sheboygan consider ways to create more private areas in the library. This could be accomplished by looking for ways to creatively use furniture and shelving to create areas where people feel more secluded.

Sheboygan could also consider reducing the number of computer stations in the library. Very few people are utilizing the computers there. Most bring their own devices or are not using any at all.

Most people at Sheboygan are using their own devices and we had some responses requesting more charging areas. Sheboygan may want to consider the placement of their outlets and whether or not they would like to add charging stations for their patrons to keep their devices running while studying.

Some of the changes that were made in Sheboygan (unrelated to this study) were a bright light therapy lamp was added, power-assist was added to one of the entrances, and they installed a rotating thematic book display.

Rate My Source Assessment
UW-Green Bay Libraries | May 2023

Jodi Pierre, Anna Merry, Sarah Bakken

Project Overview

We launched the Rate My Source tool in 2017. Our goal was to offer a guided, interactive method for evaluating sources that was more robust than a static checklist. It shows users relevant feedback after each question they answer. We hoped this would encourage users to think about how each factor contributes to the credibility and scholarly nature of their source.

We collected usage information about Rate My Source in two ways: the survey results recorded in Qualtrics, and reflective worksheets used with Organizational Leadership first-year seminars. While informally reviewing these, we found that there were certain aspects of the tool that students misunderstood or found confusing. We wanted to revise the tool to clear up these problems, to the extent that we could. However, we wanted to be sure our changes were rooted in evidence, rather than anecdotes and impressions. We developed a mixed-method approach, outlined in this report.

Additionally, best practices in information literacy have evolved since we designed Rate My Source. They now favor techniques like lateral reading as opposed to checklists that depend on legacy characteristics, such as publication format. As the evidence showed us places in need of improvement, we wanted to incorporate lateral reading techniques into our changes as much as possible.

We launched the revised version of Rate My Source in March 2023. In it, we removed or rewrote many of the questions and feedback messages. Users now start by choosing whether they want to evaluate whether their source is credible, scholarly, or both. The questions they answer and the feedback they receive all relate to that initial choice.

Response/Results Analysis

Anna and Jodi conducted an analysis of user submissions to determine whether they agreed with users' responses and whether users had received the most appropriate rating (whether an item was scholarly and/or credible).

Methodology

There were 2,874 Rate My Source survey responses in Qualtrics from April 28, 2017, to May 10, 2022. In the survey, users can optionally give a title or URL for the source they are evaluating. Student workers helped us determine which survey responses we could confidently link to an accessible website, article, or other resource. We were then left with 1,315 responses.

We selected 220 responses using a [simple random sampling](#) method, with a 90% confidence level and 5% margin of error (calculated with Qualtrics [sample size calculator](#)). From that, Anna and Jodi each looked at 110 responses. For each response, we evaluated the source on our own, completed the Rate My Source survey, and compared our answers and final scores with those that the user submitted. We tracked this information in a spreadsheet and then evaluated the data. We considered:

- How did our RMS answers compare to those of users? Which questions had the most discrepancies?
- How did our professional opinions of a source compare to those generated by RMS?
- What kind of sources were users rating?

Findings

Credibility/CAARP

A source's credibility is scored with a numerical rating: 14 points or lower is considered unreliable (red), 15-19 is iffy (yellow), and 20 or higher is likely credible (green). Of the 220 responses in our sample:

- We determined that 31 sources were unreliable. Of those, users received iffy/yellow ratings for 12 of them and credible/green ratings for 7.
- We determined that 38 were iffy/yellow. Of those, users received unreliable/red ratings for 4 and credible/green ratings for 27.
- We determined that 151 were credible/green. Of those, users received unreliable/red ratings for 4 and iffy/yellow ratings for 8.

The following chart shows all credibility scores, with user responses on the x-axis and librarian responses on the y-axis. The ideal outcome is for the scores to match, which is shown with the dotted line. The overlapping color areas (upper-right green, middle yellow, and lower-left red) show responses that had the same overall rating, regardless of numerical score. The most concerning responses are those that fall in the lower right quadrant, where we felt the source was unreliable, but users received a rating that it was credible:
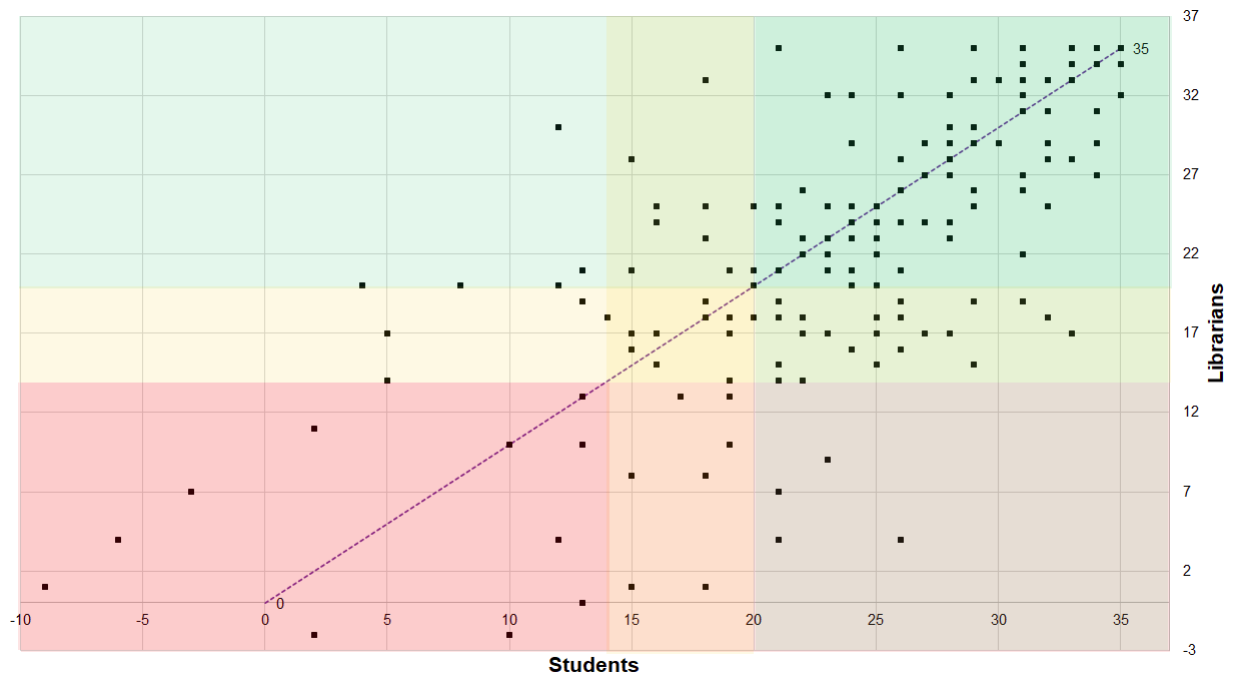
Chart 1. Comparison of CAARP/Credibility scores.

The following chart compares the final credibility ratings that users and librarians received for each source. Each labeled grouping of columns is based on the category we received, and each column represents what users received. The y-axis is the number of user responses.
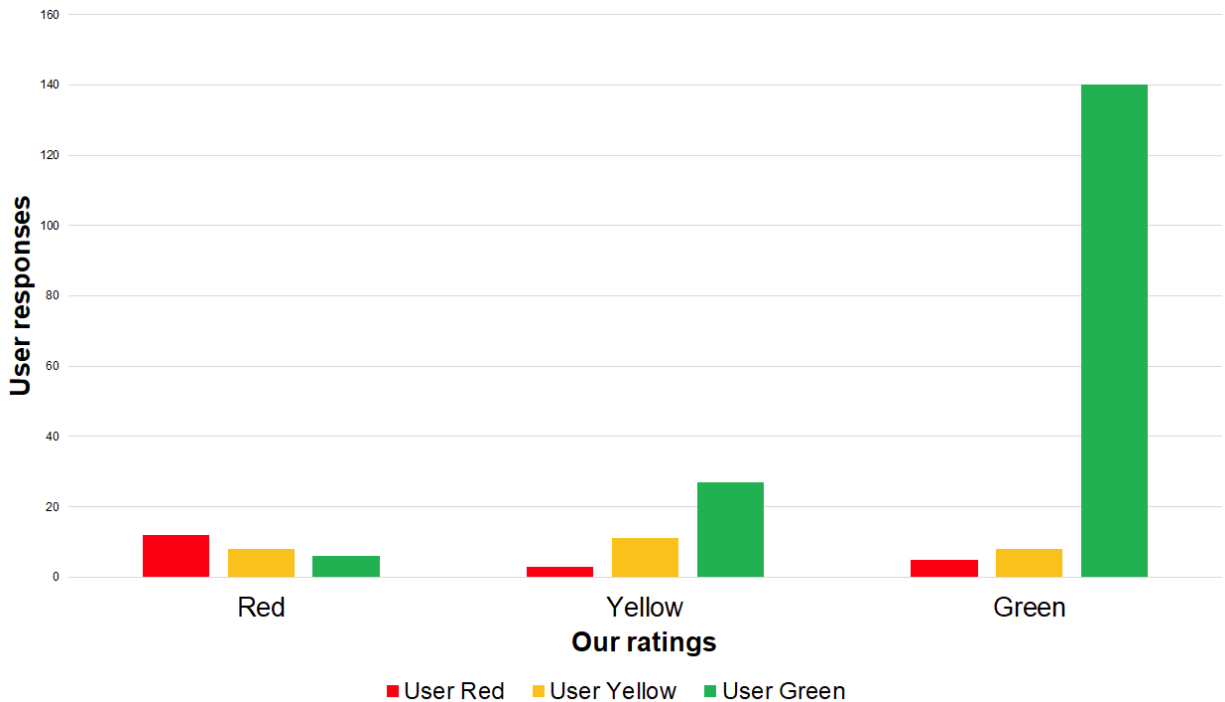
Figure 2. Comparison of CAARP/credibility ratings.

Scholarly

Whether a source is scholarly is scored on a different point range, 27 or higher being scholarly.

Of the 220 responses in our sample:

- We decided that 68 of the sources were scholarly. Of those, 17 users received a rating of not scholarly.
- We decided that 152 sources were not scholarly. Of those, 6 users received a rating of scholarly.

The following chart shows all scholarly scores, with user responses on the x-axis and librarian responses on the y-axis. The ideal outcome is for the scores to match, which is shown with the dotted line. The overlapping color areas (upper-right purple and lower-left gray) show responses that had the same overall rating, regardless of numerical score. The most concerning responses are those that fall in the lower-right quadrant, where we felt the source was not scholarly, but students received a rating that it was.
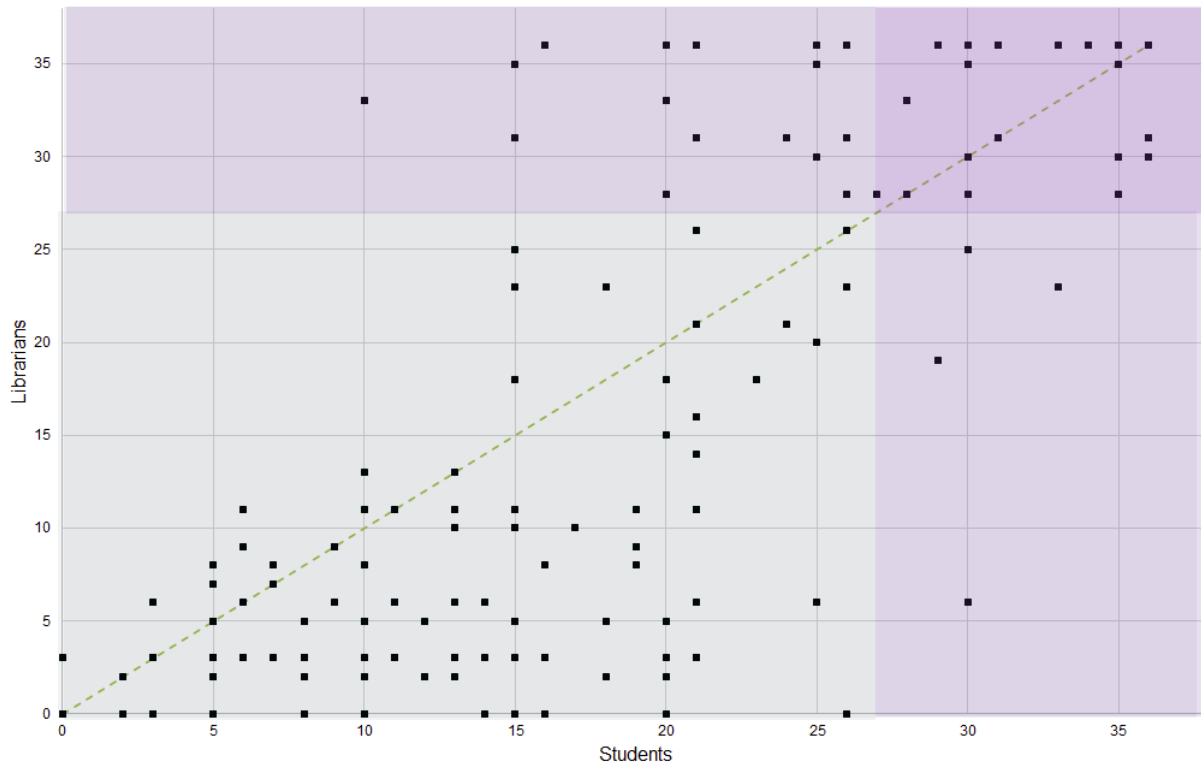
Figure 3. Comparison of scholarly scores.

The following chart compares the final scholarly ratings that users and librarians received for each source. Each labeled grouping of columns is based on the category we received, and each column represents what users received. The y-axis is the number of user responses.
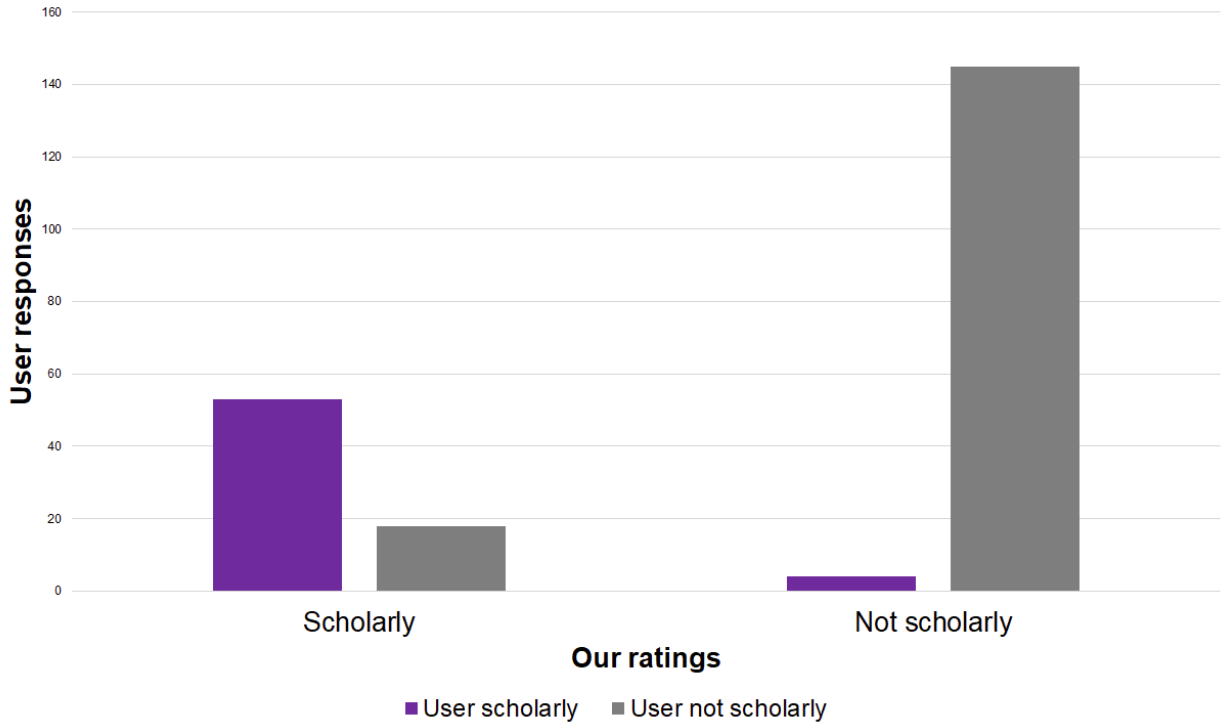
Figure 4. Comparison of scholarly ratings.

Question agreement

We also looked at which individual survey questions had the most discrepancy between our answers and student answers. The following table lists the 8 question categories that had the lowest agreement rate:

Question	Agreement rate
Labeled sections (2 choices)	60%
Purpose (5 choices)	67%
Intended audience (4 choices)	69%
Publication source (6 choices)	71%
Sources cited (3 choices)	72%
Illustrations (2 choices)	73%
Advertising (3 choices)	78%
Author (6 choices)	78%

Discussion Post Analysis

Methodology

Sarah used the Rate My Source tool with 10 classes in Organizational Leadership 198 over nine semesters, providing a lot of qualitative data to work with and assess that could potentially help inform our redesign of the Rate My Source tool. The worksheet was not developed specifically for these assessment purposes, so it had some limitations but still provided valuable insight into prior and post knowledge of evaluating sources with the tool.

I created a code tree for our student intern, Michelle, to use for coding. There was a code for each question that captured what the source rating was from the tool, whether or not they agreed with the rating. They also had to provide feedback on what question the tool asked they thought was:

- most crucial and least important
- most interesting, surprising, confusing, or useful

They also had an opportunity for open-ended feedback on the tool or experience using it. Michelle coded 307 worksheets.

A weakness of this assessment was that we didn't have a way to view the source the students rated to compare its rating.

Findings

After looking at the data, we found students were most confused by the DOI question, which was not surprising based on the feedback I gave students every semester. Students are not familiar with what a DOI is. For images and advertisements, students were confused about how those characteristics would be interpreted and weighted for a scholarly source versus a popular source.

Most confusing	
DOI	32
Images	12
Advertisements	12

Students felt most surprised and interested by information about citations, advertisements, DOI, and images. Based on the free-text responses, most of these mentions were related to differences in the ways you would judge a scholarly source and a popular source as well. For example, students were surprised that Rate My Source gives extra weight to sources with more than 10 citations, because that seemed like a very high number (when the student had a popular source). The difference is only applied in the scholarly scoring scheme, but students could not tell that.

Most surprising	
Citations	11
Advertisements	11
DOI	11
Images	10

Most interesting	
Advertisements	14
Citations	14
Images	13
DOI	10

Most of the comments about which aspect of the tool was most useful were very general in nature, but those who mentioned specific questions found the information about the date, citation, and purpose/intended audience to be the most useful.

Most useful	
General/no specific question	40+
Publication date	12
Citations	12
Purpose or intended audience	12

Based on the above information, it was not surprising students felt questions about advertisements, images/graphs, and DOI were the least important for judging a source. Responses about which questions were most crucial were also unsurprising, and do not point toward any recommended changes.

Least important	
Advertisements	72
Images/graphs	70
DOI	48
Intended audience	40
Publication date	39

Most crucial	
Authors	142
Citations	107
Publication date	86
Where published	74

Implemented Changes

The changes that we made to the Rate My Source tool fell into three areas: promoting lateral reading, differentiating between scholarly and credibility ratings, and boosting students' knowledge to allow them to interpret the questions and response choices better.

Lateral Reading

The technique of lateral reading, or going outside the source to determine its credibility, is considered a more reliable way of judging a source than looking only at the source itself (horizontal reading.) To promote lateral reading, we added an extra prompt to the question "Who is the author?" Text now appears below the question suggesting that users "Look for clues such as institutional affiliations or 'About the Author' sections. Do an internet search to see if you can verify their credentials and expertise. Remember that dishonest people might exaggerate their qualifications on their own websites, so it's best to see what *other* people have to say about the author's reputation."

The original Rate My Source only asked about the reputation of the publisher for news sources and websites created by organizations. In the updated version, we ask about the publisher's reputation for all source types, and include a prompt to use lateral reading techniques, such as looking up the publisher on Wikipedia, fact-checking or media bias sites. We split our negative response choice (previously: known for controversial or one-sided coverage) into two: "known for opinionated or one-sided coverage" and "known for propaganda, pseudoscience, or fabricated information," giving the former a score of –1 and the latter a score of –5 to allow for more differentiation.

Scholarly and Credibility Split

When we created the Rate My Source tool, we thought it would be an added bonus to receive a rating both about the credibility and scholarly nature of the source, since those are two of the most common questions that students ask about specific sources in our research help service. In reality, students generally only approach the tool with *one* of those questions in mind and find it confusing when they are confronted with feedback about the other. They find it confusing to be asked to look for a DOI on sources that would never be assigned one, such as newspaper articles. They interpret all feedback through the lens of their purpose in using the tool, which can sometimes seem strange. For example, having decorative images has no impact on a source's credibility, but scholarly sources generally do not use them; many credible websites have advertisements, but scholarly sources generally do not. After the DOI question (see below), these were the two most confusing points per the coding analysis.

To solve this problem, we added a question to the first page of Rate My Source asking, "Do you want to determine whether the source is likely credible, scholarly or both?" If users selected "Credible" or "Scholarly," they would then receive questions pertaining only to that characteristic, due to survey branching. If they selected "Both Credible & Scholarly" they would receive all the questions. This has the added benefit of shortening the time needed to complete the evaluation for users who choose only one or the other.

Credible	Scholarly
What is the date of the source?	Who is the author?
Who is the author?	Where was the source published? (Publication type)
What is the reputation of the publisher of this source?	Does your source have a DOI?
How does this source back up the information it presents? (Citations)	How does this source back up the information it presents? (Citations)
Who is the intended audience of this source?	Who is the intended audience of this source?
What is the main reason this source was written?	Does the source include illustrations, photographs, or charts?
Which of the following is true about the way this source presents information? (Bias)	Does the source have at least two of these specific sections? Abstract, Methodology, Discussion, Analysis, Results
	Are there any advertisements in the source?

Knowing that users are actively choosing to receive a credibility and/or scholarly rating, we could customize our feedback messages accordingly. For example, if a user answered that the author is "a professional journalist or writer," on the credibility side they would receive a green (positive) message that "professional reporters and other writers frequently write for a general audience, and they usually follow a set of ethics and standards." On the scholarly side, they would receive feedback that "scholarly sources are almost always written by scholars, professors or researchers. This is an indication that this is probably not a scholarly source." We color-coded the scholarly and non-scholarly feedback messages with purple and tan, respectively, to avoid implying that non-scholarly sources are "bad." If a user selected "Both" on the initial screen, they would receive both feedback messages for that question.

We previously scored publication type for both credibility and scholarly ratings. However, as we began to emphasize lateral reading more in our information literacy instruction, we realized that source type is not a good indicator of the quality of the information contained therein. Furthermore, students frequently struggle with identifying source type; there was only a 71% agreement rate between librarian and user responses to this question in our sample set, the fourth-lowest agreement rate. We removed this question from the credibility rating, leaving it only on the scholarly rating, where it is more important. Generally, only academic books and articles published in peer-reviewed journals are considered scholarly.

The question about the intended audience of the source had the third lowest rate of agreement (69%) between librarians and users. We found that users were too often marking "a reasonably educated adult in the general public" for advanced scholarly and trade publications. We hypothesize that since they consider themselves "reasonably educated adults" and they are reading the source, this must be the best answer. We hope that splitting the feedback into separate messages for credible and scholarly will give more visual emphasis to the idea that scholarly sources are written for an *intended* audience of other scholars, even though other reasonably educated adults may read them. Users have the option to change their response, if reading the feedback leads them to reconsider.

Since students found our question about the presence of advertisements to be confusing, and it also had the sixth highest rate of disagreement between librarian and user answers, we changed it in two ways. The original version of the question asked whether there were "many [ads] and/or the ads seem unprofessional," "a few [ads] that seem appropriate to the source" or no ads. The high rate of disagreement indicates that some users don't recognize ads when they see them, and some have differing views on what is considered "appropriate" or "unprofessional." With online advertising being so ubiquitous, we realized that this is not a good indicator of credibility, so we removed this question from that credibility scoring scheme. We changed the answer choices to a simple yes/no, and applied it only to the scholarly rating, since scholarly sources almost never contain advertisements.

Context and Background Knowledge
We realized that our top "most confusing" question, and many of the questions with high rates of disagreement between librarians and users were due to students misunderstanding the question, or not knowing what to look for in their source.

The DOI question was twice as confusing as any other question. If students do not know what a DOI is, they may struggle to locate it, even if it is present on their source. First, we stopped showing this question to users seeking only a credibility rating. Since DOIs are only assigned to scholarly sources, there is no need for a user to look for one if they are not interested in finding out whether their source is scholarly. Secondly, we added images of DOIs on journal article pages so users would have a better idea of what they should be looking for.

The question with the lowest rate of agreement between librarians and users (only 60%) was about having any of the common section headings found in scholarly research. Users tended to select "yes" if their source had any section headings at all, rather than those named in the question (abstract, methodology, discussion, analysis, results). We reworded the question to ask for "at least two of these specific sections" and added literature review to the list. We added images showing sections with those names from scholarly articles to show the user that they could expect to see those exact words as headings.

The second lowest rate of agreement (67%) was about the purpose of the source, or the reason it was written. We found that users were quite hesitant to choose "to provide analysis" from the list of options, usually choosing "to inform the reader" instead. Since teaching users to recognize the difference between analyzing information and simply reporting information is beyond the scope of this tool, we combined the feedback related to analyzing and informing under "to inform the reader." Absent the "to provide analysis" choice, users may interpret that authors are informing readers of the analysis they have done.

The question on citations, or how the source "back[s] up the information it presents," had the fifth lowest rate of agreement (72%) between librarians and users. Much of the trouble seems to be that users do not recognize informal citations, often found in popular sources, as citations. As mentioned above, students were often surprised to be prompted to look for more than 10 citations, even though it is common to have *lots* more than this in scholarly sources. We developed separate questions for the credibility side of Rate My Source and the scholarly side. Users who selected "Credible" on the initial screen, were asked if the source "references some external sources throughout the text" or "does not cite any external sources." We also added the hint that sources "could be links to other sites or interviews with other people," to call out common non-academic ways of citing sources. Users who selected "Scholarly" or "Both" on the initial screen were asked whether their source cites more than 10, fewer than 10, or no sources; here we described them as references, footnotes, a works cited page, or linked sources, to emphasize the common academic conventions for citing sources.

Conclusion

This data gathered from the assessment project was very informative in the revising of the Rate My Source tool. Analyzing both quantitative survey responses and qualitative comments on the worksheets was particularly valuable. Our team will revisit assessing the tool in the future once we have a large enough sample size again, and as modifications are needed to reflect current information literacy evaluation techniques.

Virtual Reference Chat Content Analysis Project

Assessment Report | May 2023

Overview

This project was completed as a field experience course by Kate Farley, Digital Collections and Metadata Librarian, in collaboration with Reference Services, and the Student Success Team.

UWGB Libraries uses LibraryH3lp as the reference chat tool through which users can chat online with library staff who work at the reference desk. Our staff coded 2,500 chats, via content analysis methods—approximately two years' worth of data—helping us answer the questions:

1. What are patrons asking reference staff?
2. How are reference staff responding to patron inquiries?
3. What resources are reference staff sharing with patrons to help answer questions?
4. What supporting materials, like Libguides, might we wish to modify or develop to better support reference staff in answering patron questions?

Objectives

1. Develop and use a taxonomy that will accurately capture the primary, secondary, and tertiary needs or questions of patrons from chat transcripts for this project and for future coding.
2. Code and analyze chats for patterns and create visualizations and graphics to reflect the coded patron chats.
3. Create FAQ document to brainstorm, with Reference Services and Student Success team, LibraryH3lp templates for staff to use within the chat service.
4. Identify internal resources (Libguides and webpages) which can either be revised or developed to better support patron reference interviews.

Findings

Primary Category Analysis

Figure 1: Visualization showing the top six kinds of questions patrons asked in virtual chat.
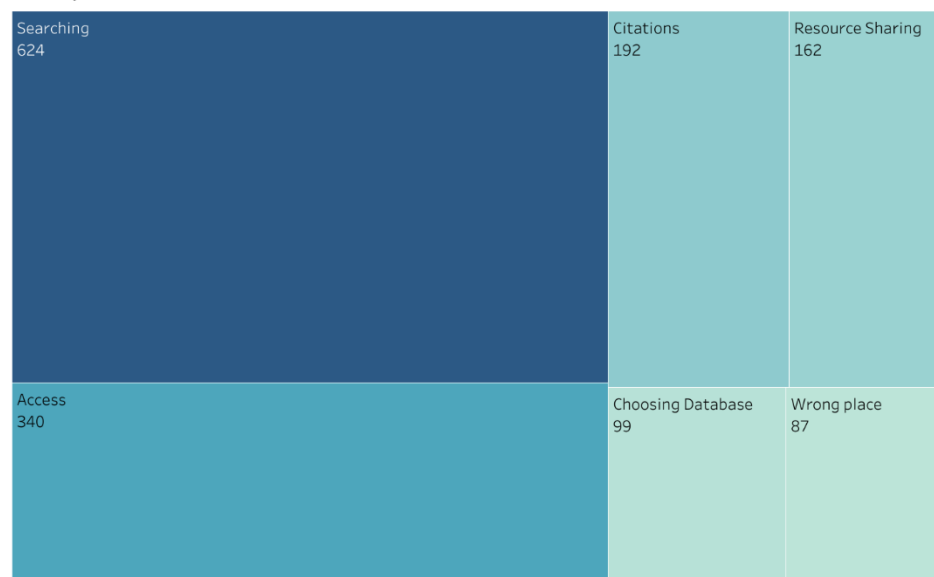
Patrons asked questions about:

Searching (624) primarily took place when patrons reached out to ask for advice about how to find resources about a topic.

Access (340) questions arose when patrons had specific titles in mind and were clarifying whether we had access as an institution.

Many questions were about how to format **citations** (192) or to clarify information that belongs within citations.

Resource Sharing (162) questions were frequent. The Libguide that we share with patrons was in desperate need of updating and our discovery layer (Primo VE) was tested this same semester through a usability testing project; so, these findings—patrons were confused about

when and how to use resource sharing services—support revising the text that appears in Primo when patrons can request resources from other libraries.

Many patrons wanted help **choosing databases** (99) through which they could find better searches.

87 chats of the 2500 were patrons reaching out about resources that are outside of the library (e.g., **Wrong place**, looking for the writing center, tutoring center, student services, bookstore, and others).

Primary & Secondary Category Analysis

Figure 2: Visualization showing the top seven primary and secondary reason patrons reached out via chat services.
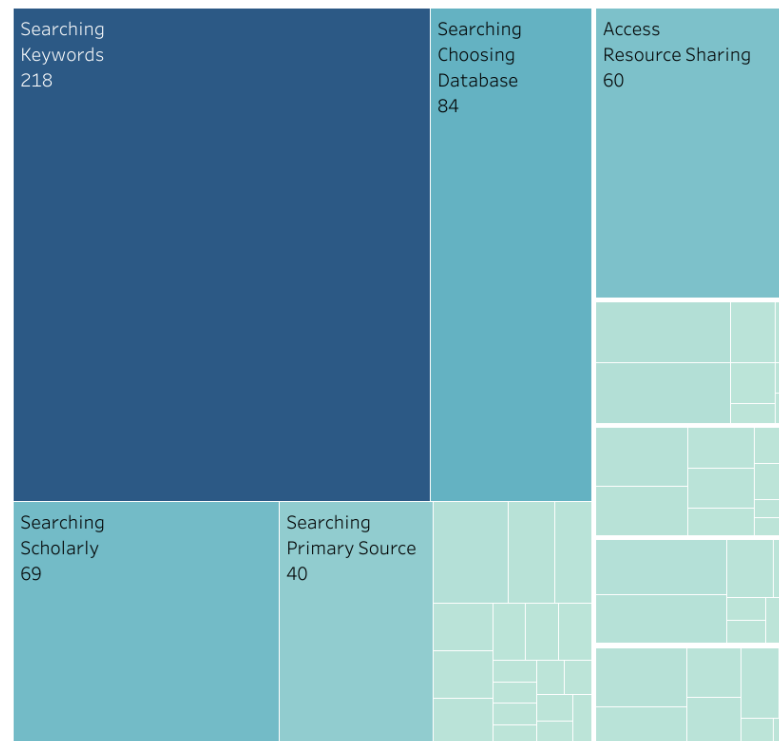
The top seven "Primary & Secondary" categories include:

Searching + Keywords (218) were coded when patrons reached out about brainstorming better keywords for which they could search for their information needs.

Searching + Choosing Database (84) chats were coded when patrons asked questions about how to find topical information and then asked for guidance about choosing and selecting appropriate databased and platforms.

Access + Resource Sharing (60) chats were coded when patrons reached out about titles and how to request it. What was interesting about this chat was that patrons likely already found their result in Primo and were clarifying the process for requesting the item, so Primo didn't have good language about this and our Libguide about how to request resources wasn't meeting their needs. There is a complementary category for "**Searching + Resource Sharing**" where through the reference interview via LibraryH3lp, the reference staff found appropriate sources to suggest to patrons and in order to access it, they had to request the item.

Searching + Scholarly (69) chats were coded when patrons were requesting scholarly research about a particular topic. They would often use words like reputable, primary research, scholarly, and peer reviewed.

Searching + Primary Source (40) questions were a result of patrons asking for information about how to find a primary source. Our instruction librarians have created a lot of robust Libguides about how to find and evaluate primary sources, so most of these chats included clarifying if patrons knew what primary sources were and sharing a relevant guide.

Future Work

After analyzing the data, two main action items are under development for the 2023-24 year:

1. Reference staff are going to review the coding taxonomy and add it to LibraryH3lp so that operators can periodically add "tags" to chats so that this assessment can carry forward.
2. The "Get Stuff" Libguide is being updated by the Digital Transformation and Technology team to ensure clear language about when and how to request resources outside of the UWGB Libraries.

Additionally, this study is a scalable solution for other libraries to adopt, so staff plan to draft an article for a Library and Information Science publication and develop conference proposals to share how this process worked well for us to gather useful data about patron questions and the resources we use to support reference requests and services.

Equipment Assessment Report, Fall 2022 - Spring 2023

UW-Green Bay Libraries
Prepared by Olivia Raasch & Cindy Olson
Other team members: Cheryl Charon, Erica Grunseth, Karen Murphy, Linnea Oty, Jennifer Shaw, Patti Jo Wagner

Overview:
During the Fall 2022 and Spring 2023 semesters, the Public Services Department Team assessed each campus library's equipment collection that is available through the circulation desk. This included creating individual campus library inventories, interpreting data on yearly equipment usage, and surveying faculty and students about equipment usage and needs. Overall, this project provided the libraries with understanding the differences in equipment collections between the campuses, a basic comprehension of what needed to be added or removed from the collections, and a rudimentary perception of what faculty and staff are expecting from the libraries' equipment collections.

Methodology:
To complete this project, each library conducted a separate assessment of their own equipment, compiling an inventory in a shared online spreadsheet. In this spreadsheet, each piece of equipment was assessed, including its status in ALMA, its condition, and various other details. After these initial inventories were completed, the team worked on running reports for usage statistics, which were manually entered into an Excel sheet with formulas to create usable data. The team then discussed recommendations for their own campus library's equipment, including what needed to be updated, what should be removed from the collection, and what could potentially be added to the collection. Next, a survey was created to assist in analyzing how faculty and students interacted with the library's equipment, including asking for future recommendations for the collection. This survey was compiled into a report (See *Equipment Assessment Survey Report*).

Findings/Results:

This project allowed the Public Services Department Team to create an inventory of all equipment, including all items that were not catalogued in ALMA, physically assess equipment conditions, and discuss equipment needs. In total, Green Bay counted 225 pieces of equipment, Manitowoc counted 147 pieces of equipment, Marinette counted 41 pieces of equipment, and Sheboygan counted 31 pieces of equipment. Out of the equipment numbers, Green Bay counted 63 laptops, Manitowoc counted 53 laptops, Marinette counted 6 laptops, and Sheboygan counted 15 laptops. Not all items for the branch campuses were entered into ALMA, making it difficult to tell the age and usage of some items.

The Public Services Team pulled data from ALMA for the equipment that was included in the system and inserted the data into algorithms in an Excel sheet. Looking at the usage statistics, Sheboygan found that laptop checkout increased heavily in the Fall 2022 semester, ultimately with a majority of the 16 laptops checked out for the entire semester (See Chart A). Marinette had continual high usage of their 6 laptops, with at least half checked out throughout both semesters (See Chart B). Manitowoc owned both HP and Dell laptops, with the older HP laptops checked out to the high school students in the Rising Phoenix Program and the Dell laptops reserved for other students. Manitowoc saw lower usage of both Dell and HP laptops in the Spring 2022 semester, with an increase in both types of laptops by Fall 2022 (See Chart C and D). These statistics may be affected by laptops that spend time in IT due to tech issues and cannot be checked out. Summer months may also affect the additional campus location laptop checkouts as the libraries are closed and equipment cannot be checked out during this time.

Sheboygan and Marinette campuses did not have any other equipment entered into ALMA for analysis. Manitowoc had very low usage of their camcorder and headphones, both checked out less than 2 times during the year, while the hotspot and calculators were both checked out regularly during the Fall 2022 semester. Due to some items not included in ALMA, circulation numbers for these items could not be configured.

Green Bay's most heavily borrowed items are student laptops and DSLR cameras. In Fall 2022 student laptop usage (See Chart E) was higher than ever with nearly with an average of 20 computers checked out consistently. This only includes regularly circulating (14 day) laptops, not the long-term laptops. During this semester, the campus also averaged four DSLR cameras (See Chart H) and three faculty laptops (See Chart G) checked out consistently.

Green Bay will be working in Summer 2023 to surplus a number of items in their equipment collection with low usage stats such as camcorders, tripods, and projectors. They will still have these items available, just fewer of them.

Along with looking at equipment usage, surveying faculty and students created an updated post-pandemic understanding of items that the library needs to assess. Ultimately, the team found that each campus has varying equipment, with the additional campus libraries having very few items in the collection. A number of items found on all campuses were also outdated and were recommended to be removed from the collection due to low usage and/or poor condition.

Survey Results Overview:

The equipment assessment survey included questions related to equipment usage, need, and availability. We received 19 completed surveys and 6 additional incomplete surveys between March 27th – April 23rd. From the data gathered, it shows that a majority of survey takers recognized that the libraries offered equipment for patron usage, while around a third of the patrons taking the survey have never personally checked out equipment. Suggestions were made to add items to the collections, including podcast equipment, microphones, chargers, mobile service boosters, toughbooks, and lighting equipment. The report for the full survey is included in the additional document labeled *Equipment Assessment Survey Report*.

Outcomes and Next Steps:

In conclusion, this assessment provided the libraries with an opportunity to analyze each of the campus' circulation equipment, understand general weak points in the collection, and compare collections between libraries. The next steps in this process include entering any items into ALMA that are not currently added, removing any items that were deemed outdated or in poor condition, and look towards adding items to the collection that are needed.

Chart A

Chart B

Chart C

Chart D

MAN HP Laptops Checkouts

Chart E

GB Student Laptop Checkouts

Chart F

GB Student Long-term Laptop Checkouts

Chart G

GB Faculty Laptop Checkouts

Chart H

GB DLSR Camera Checkouts
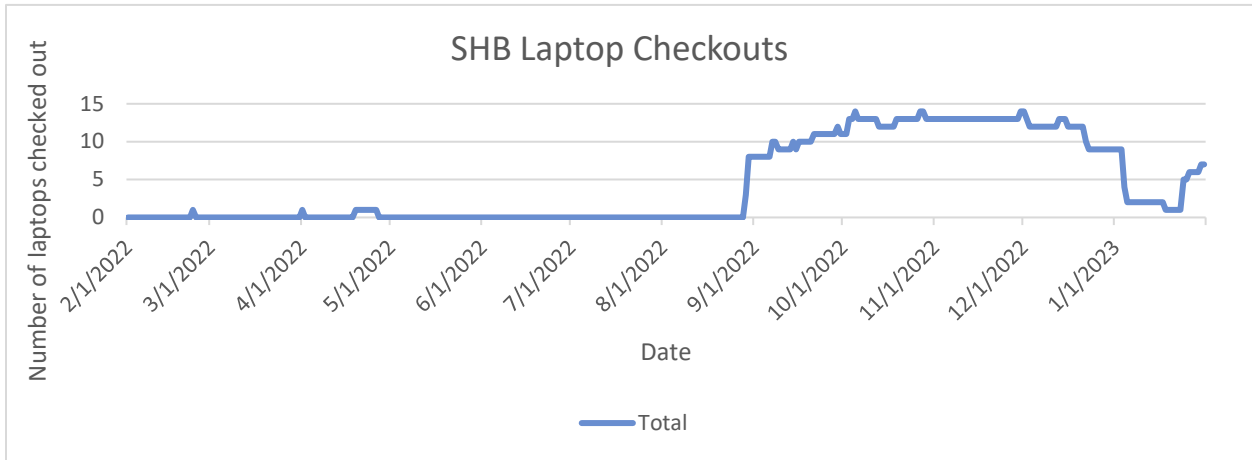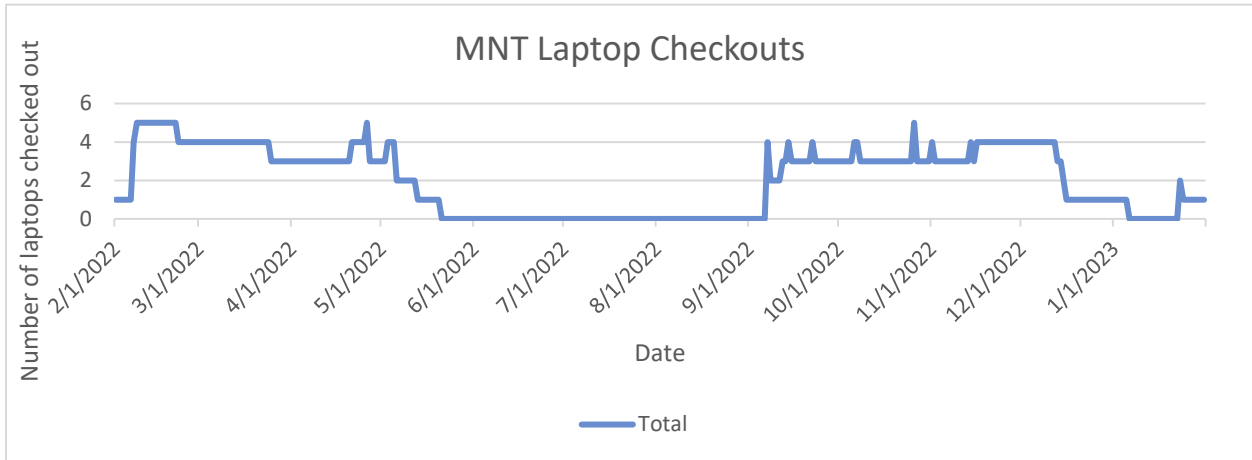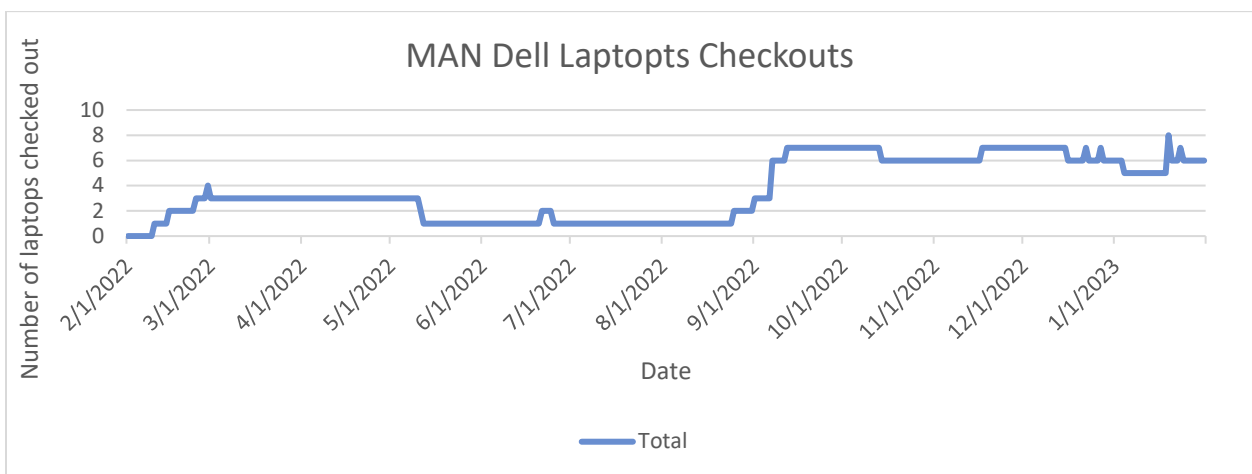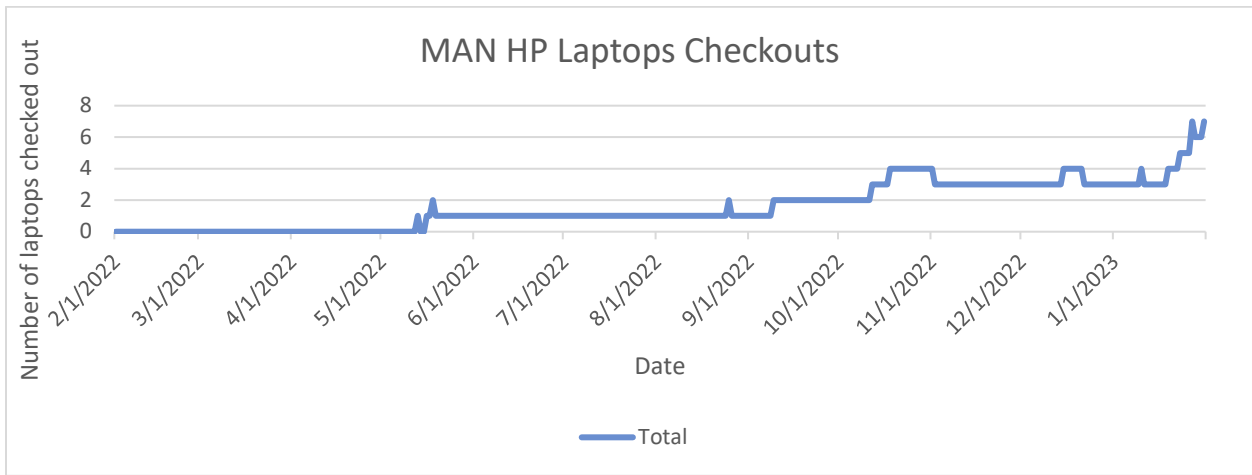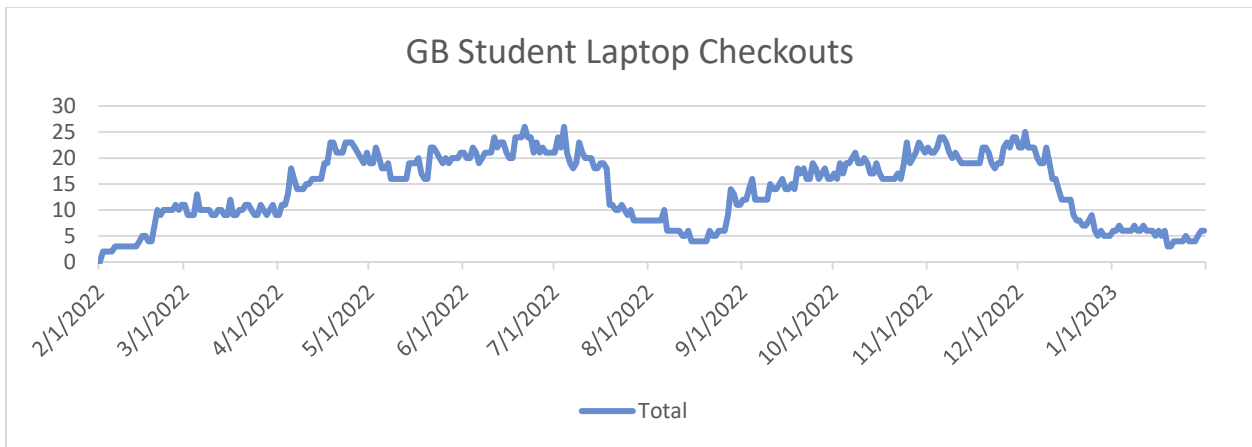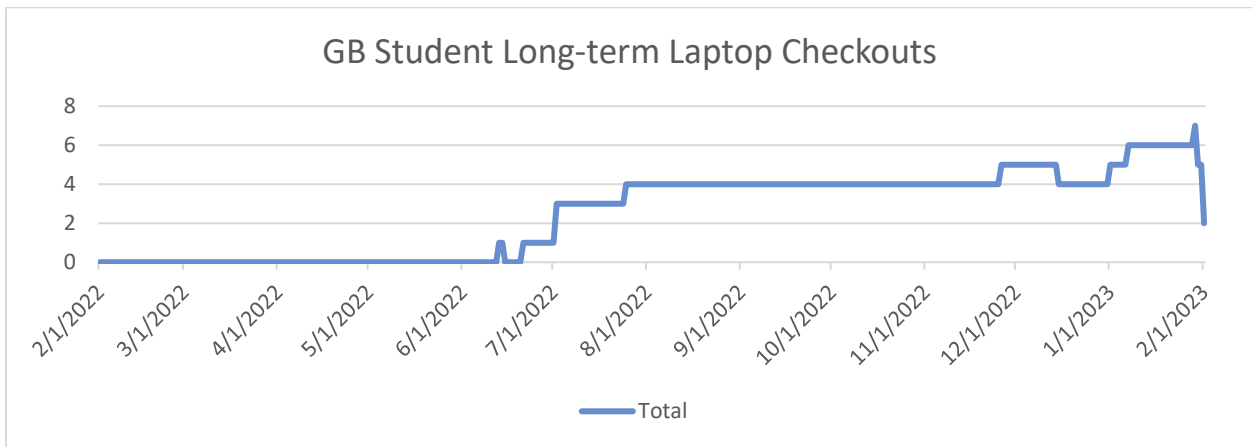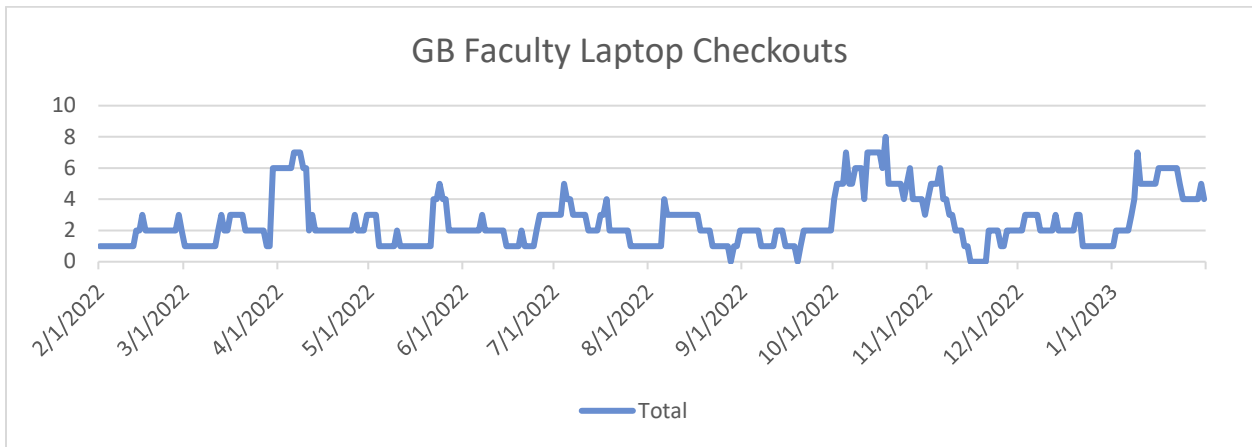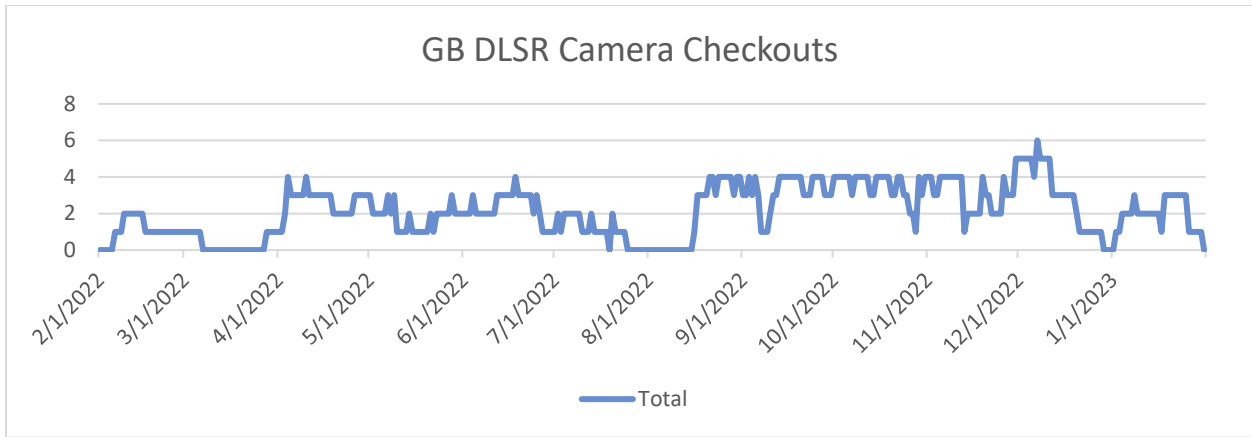
Assessment Report

Journal Collection

OVERVIEW

The Collection Management team conducted an assessment of the journal collection. The collection has grown substantially in recent years, though analysis of the journals has really only been done on a title or small collection level. This assessment took a more holistic approach and included direct faculty feedback on the collection in addition to traditional quantitative statistics gathering.

A survey was sent to faculty and instructional staff to gather feedback about our journals collection. The survey was sent via email to about 400 faculty and instructional staff and we received 35 responses over the two-week period during the Spring 2023 semester. Our goals of the survey were to identify faculty perceptions about our collection, including preferences and satisfaction, and to gather feedback on journals with low use to review for potential cancellation. The survey asked about journal preferences, satisfaction with our collection, how they search and find journal content, and a "wish list" of titles they'd like to be able to access. We also gave participants an open-ended opportunity to provide additional feedback.

In addition to the survey, we pulled turnaway data from our major publishers: Cambridge, Elsevier, JSTOR, ProQuest, SAGE, Springer, Taylor & Francis, and Wiley. Turnaways represent times patrons attempted to access an article through the platform and were unable due to lack of subscription/purchase. This expands upon the ILL data we typically utilize as it provides additional insight to those who didn't submit an ILL request after access was denied. We captured data from 2021 and 2022; many publishers opened access to content during 2020 so we didn't feel it would be representative and therefore didn't include that year in our analysis. Turnaway data was reviewed to identify gaps in our content within a publisher and see areas where we could build our collection.

FINDINGS

PARTICIPANT RATE BY COLLEGE

CSB 11%
CHESW 12%
CAHSS 46%
CSET 31%
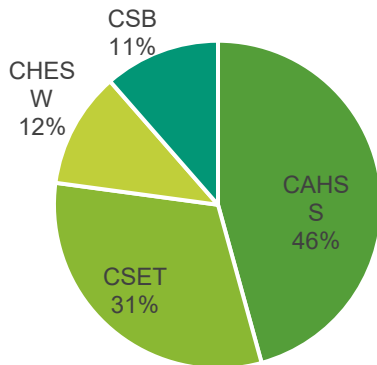
SATISFACTION WITH JOURNAL OFFERINGS

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Teaching	13	12	3	2	3
Research	12	10	3	5	4

■ Research ■ Teaching
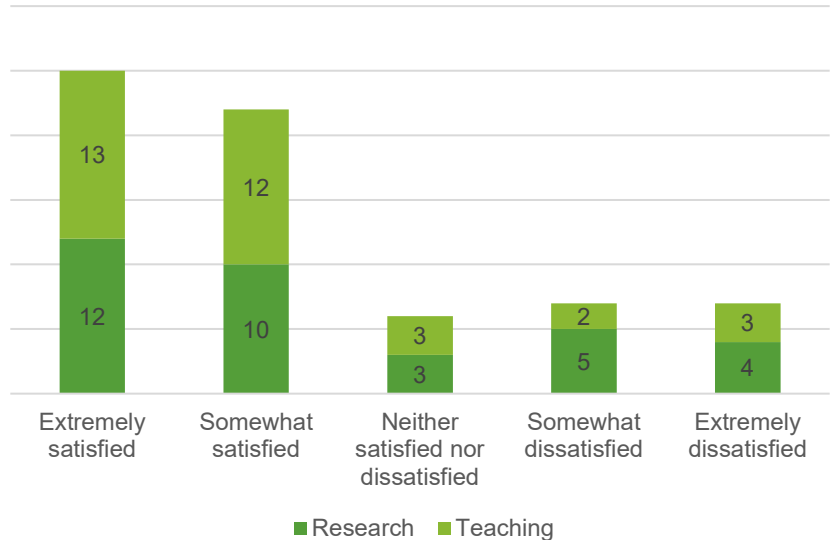
BARRIERS ENCOUNTERED

Barrier	Count
We do not subscribe to the journal	25
Few or no results for my searches	4
Technical issues	2

TURNAWAYS BY PUBLISHER

Springer 4%
ProQuest 3%
Wiley 1%
JSTOR 1%
Cambridge 5%
SAGE 6%
Taylor & Francis 17%
Elsevier 63%
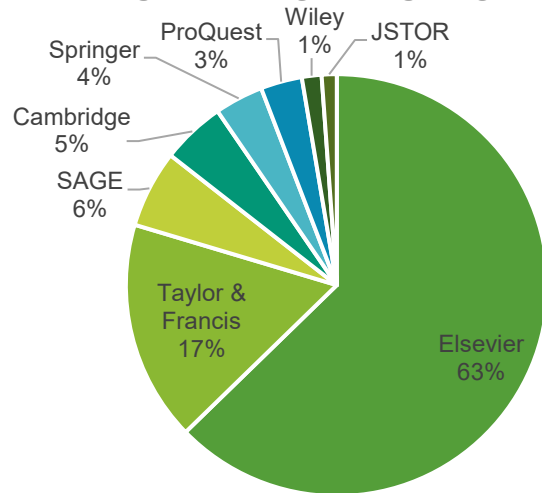
- Participants indicated a strong preference for electronic journals over print, with some noting that if an article was only available in print, they would request and electronic copy through ILL, see if it's available electronically elsewhere on the Internet, or find another article to use.

- The barrier to content most frequently chosen was a lack of subscription. Participants cited ILL, Internet searching, and asking colleagues at other universities or the author directly for a copy of the article to get around that barrier.

- All colleges noted a preference for current (post-2010) content when conducting their own research or assigning research to students. Some participants in CAHSS, however, indicated publication date was not important, suggesting a broader range of historical content is used in those programs.

- Participants were asked for a "wish list" of titles they would like to have but are not able to access. This list was compiled and reviewed for access and we found access is available to about 1/3 of the titles. Further analysis on this could help us figure out the disconnect between patrons and resources.

- Turnaway data suggests significant gaps in coverage for Elsevier content. This was also reflected in the survey as several participants requested additional Elsevier titles.

TAKE AWAYS AND NEXT STEPS

1. Review journal recommendations and determine if we want to and can support additional content.

2. Develop a marketing strategy to share specific resources with relevant departments.

3. Focus backfile purchasing to support broader content coverage in CAHSS-related subjects.

Archives Statistics and Collection Methodology Assessment Report
May 2023

Overview
In terms of measurements and statistical data, the Archives Department was faced with a wide variety of collecting methodologies due to turnovers in staff positions. Some of the data collected seemed outdated and potentially irrelevant.

The assessment project was to consider all statistics/metrics currently collected and those we might collect as well as the most efficient way of handling them. An additional goal was to develop procedures and methodologies for how the data elements would be collected, as well as the technical set-up for managing it (LibAnswers, Excel, etc.).

Data Review Conducted
In the summer of 2022, all Archives staff contributed to the compilation of statistical data that was currently or might be collected. In this process, we considered every element of the Department: research services, collection development, instruction and outreach and administrative functions.

Once the data elements were identified, each discrete data element was evaluated. The criteria for evaluation were primarily drawn from two professional standards:
- *Standardized Statistical Measures and Metrics for Public Services in Archival Repositories and Special Collections Libraries* adopted by Society of American Archivists, 2017
- 2018 statistical measures and metrics developed and adopted by the UW System Archives Council

In addition to the above criteria, we considered return on investment (e.g. labor and time costs) and future usage of the data.

Action Steps Taken
The data review led to the following actions:
- Collapsing of circulation data to only reflect high level types of collections rather than by individual material types
- Retaining existing patron demographic data elements
- Transformation of manual processes to harness technology applications wherever feasible
- Improving use of Excel format for tabulating purposes
- Reducing number of separately maintained stats documents (e.g. transfer and NHD data was maintained separately from other data)
- Creating methodology to measure research transactions provided during lab sessions with undergraduate classes meeting in the Archives.
- Creating methodology to measure instructional design hours and contact hours with undergraduate classes
- Identifying industry standards for Facebook measurements and developing tracking methodology
- Revising data collected regarding outreach initiatives
- Utilizing Springshare to record data regarding:
  - Specific campus departments
  - Staff level and time spent on individual research transactions
  - Archival/Cultural/Historical Organizations requesting research assistance

- Noteworthy or unique research questions suitable for annual report

The new data collecting points and methodologies were launched in fall 2022 with minor revisions made throughout the academic year.

Next Steps

- Analyze data collected year one; thereafter analyze annually
- Revise Alma reports as needed to streamline data collection
- Investigate use of Alma circulation browse function to reduce a manual process

Audio Studio Annual Report

Overview

In January of 2023, members of the Digital Transformation and Technology Team, Archives, and the Public Services department created an audio recording studio at the Green Bay location and in March 2023 created processes to reserve the One-Button studios at the Manitowoc, Marinette and Sheboygan locations. The audio recording studio and the One-Button studios were also outfitted with sound dampening panels to decrease the echo within rooms and noise pollution for recordings.

Use Cases

Some notable projects that resulted from using these spaces include:

- A student recording an oral history interview for the Our Voices digital collection, as a part of the Women's, Gender, and Sexuality Studies – Topics in Women's Studies course.
- Two students recording their final presentation materials about the Oneida and Menominee boarding schools for a First Nations Studies – Education Policy course.
- Nine students recorded multi-modal portfolio materials for their Advanced Poetry Writing Workshop course.
- A student recorded the audio for a Spanish – Translation and Interpretation course project, where the students in the course translated materials, from English to Spanish, for a Continuing Education and Community Engagement professional development course.
- The student interns from the Lawton Gallery recorded their new show: "In Their Studio" at the Green Bay Audio recording studio.
- Multiple English students anticipate using the One-Button Studio for Dr. Tracy Rysavy Fernandez's courses at the Marinette One-Button studio for the Fall semester.
- Dr. Tracy Rysavy Fernandez records episodes for her own podcast show: "Let's Not Do That" in the Marinette One-Button studio space.

Below is a table of the total number of users authorized to use the recording rooms for each of the locations:

Location	Number of Users
Green Bay	63
Manitowoc	2
Marinette	2
Sheboygan	1

Next Steps

Programming that drove users to these spaces included an "Audio Assignments Workshop" session with Dr. Kris Purzycki, which can be repeated each semester to showcase to instructors how students can use these spaces. We might wish to host a student-focused workshop on this topic.

Since the One-Button studios were completed later in the semester, we plan to advertise their availability to those specific locations and to instructors who teach students at those locations.

Multiple student organizations at the Green Bay location expressed interest in creating podcasts for their orgs, so we might wish to reach out in Fall 2023 about providing a training session for them to use the room.

January 2023: DEI Advocacy Institute Assessment Project

Description:

For four weeks in January 2023, the Inclusivity, Diversity, Equity, and Access (IDEA) Team invited our staff to explore a series of resources about systemic racism, intersectionality, celebrating diverse voices, and allyship. Staff could choose to read, watch, listen, and reflect upon these topics over a week and then meet up with staff on Fridays for 45-minutes to discuss opportunities to take action.

Assessment Plan:

The IDEA Team embedded the assessment of the Institute into the weekly tasks that participants needed to successfully complete and fully participate in the Institute. Assessment goals for the Institute were twofold: assessing the resources our sub-team selected and assessing the overall efficacy of the Institute's structure in helping participants meet the DEI Teams learning outcomes we created for the Institute.

Each week participants:

- Let us know which resources they read/watched/listened to by taking a survey.
- Either:
    - Met on Fridays to discuss "take aways" that our Library could implement that would lead to changed behavior or policy change.
        - The IDEA Team recorded take aways on a Jamboard for each week.
    - Or, filled out a reflection survey sharing a "take away" that our Library could implement that would lead to changed behavior or policy change.

Findings:

At the end of the institute, participants were asked whether they felt our learning community, through our selection of resources and in facilitating discussions/sharing out resources, met our established learning outcomes. We had 8 responses of the 21 staff members who participated:

1. This development opportunity will provide our staff with a shared vocabulary to discuss issues of equity, diversity, and inclusion. Participants felt that throughout the Institute, using the provided resources, *they met or mostly met this outcome.*

Staff will develop a shared vocabulary to discuss issues of EDI

Met this outcome | Mostly met this outcome | Partially met this outcome | Did not meet this outcome

● Week 1 ● Week 2 ● Week 3 ● Week 4
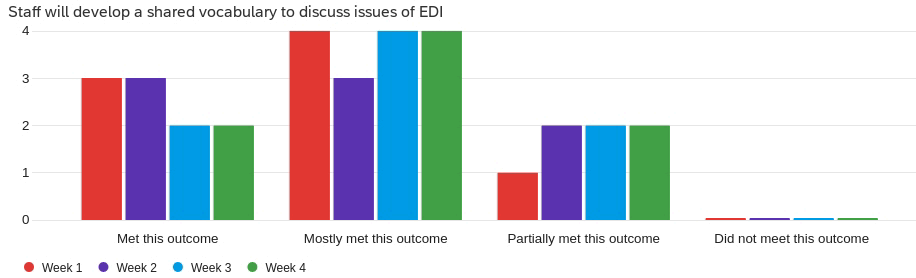
2. Library staff will learn how to address bias within our work. Participants felt that throughout the Institute, using the resources provided, *they mostly and partially met this outcom*e.

Staff will learn how to address bias within our work

Met this outcome | Mostly met this outcome | Partially met this outcome | Did not meet this outcome

● Week 1 ● Week 2 ● Week 3 ● Week 4

3. Staff will be able to identify issues of systemic and institutional oppression within the field of librarianship and within higher education settings. Participants felt that throughout the Institute, using the resources provided, they *met or mostly met this outcome.*

Staff will be able to identify issues of systemic and institutional oppression within the field of librarianship and within higher education settings.

Met this outcome | Mostly met this outcome | Partially met this outcome | Did not meet this outcome

● Week 1 ● Week 2 ● Week 3 ● Week 4
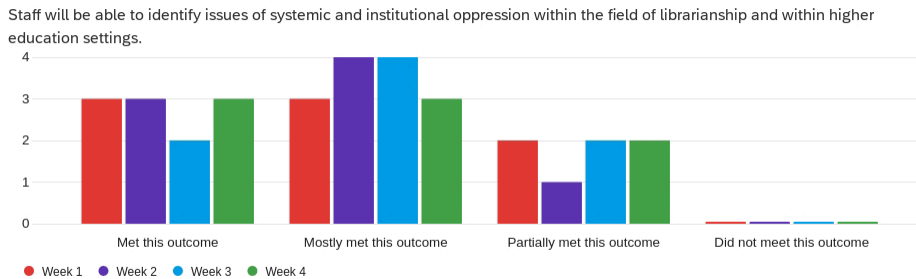
4. Staff will be able to recognize and celebrate diverse voices and experiences. Participants felt that throughout the Institute, using the resources provided, they *met or mostly met this outcome.*

Staff will be able to recognize and celebrate diverse voices and experiences.

Met this outcome | Mostly met this outcome | Partially met this outcome | Did not meet this outcome

● Week 1 ● Week 2 ● Week 3 ● Week 4
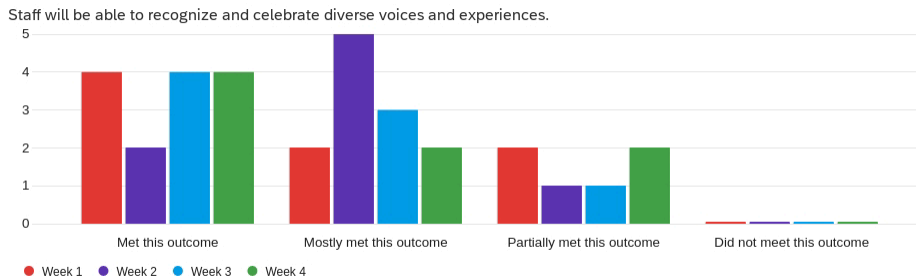
5. Staff will be able to reflect upon and take action after engaging with these topics and resources. Participants felt that throughout the Institute, using the resources provided, *they mostly met and partially met this outcome.*

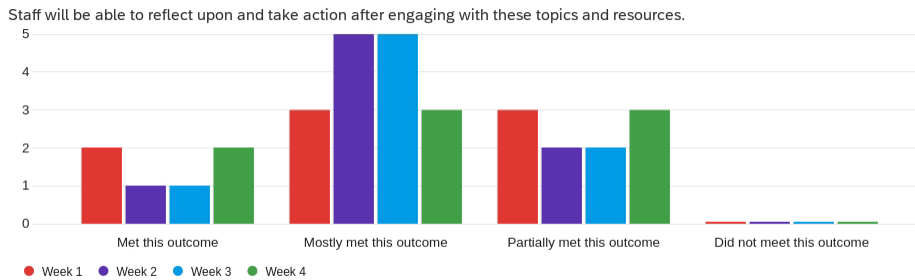Staff will be able to reflect upon and take action after engaging with these topics and resources.

These graphics illustrate how we made progress in establishing a shared vocabulary, celebrating diverse voices, and identifying issues of systemic oppression within libraries, but for our more complex learning outcomes that require addressing and acting upon these systems of oppression, we still have some work to do as a department.

Next Steps for UWGB Libraries

The IDEA Team anticipated that as a department we would need to continue this conversation and establish actionable goals; so, from the asynchronous reflections and the Friday meet ups, we collected the ways we could take action on a Jamboard. We asked each department to pick at least one action item they were interested in addressing over the next year and offered to help support them in making progress toward that goal.

Based on some feedback from our staff, we plan to run this Institute during the same time of year but will be updating some resources and adding more content allyship and advocacy to support our department in meeting learning outcomes 2 (addressing bias within out work) and learning outcome 5 (taking action to mitigate systemic inequities and oppression).

Inclusive Excellence Level II project

Our Team is creating Libguide templates that support users in completing their Inclusive Excellence Level 1 rubric. The IDEA Team is collectively developing these resources within Libguides with other campus stakeholders as an Inclusive Excellence Level 2 project, which was already approved by Stacie Christian, Assistant Vice Chancellor for Inclusive Excellence.

The IDEA team will use the resources we pulled together for the January DEI Library Advocacy Institute as part of the core curriculum, and then when people want to have similar conversations within their departments, they are paired with a Library Liaison who can help them find resources that will meet their needs and goals for their staff. We plan to work on this project over Fall 2023 and have it ready for the rest of the University to use in January 2024.

Inclusive Reads and Conversations Assessment Project

The Inclusivity, Diversity, Equity, and Access (IDEA) Team was able to secure three speakers for February, March, and April 2023, but we had little interest from our university community in leading these sessions. We had to specifically reach out to two of our three speakers about being facilitators. Lack of participation, for both facilitators and participants, has led us to revise this project further.

Registrants and Attendees by Month for the Inclusive Reads and Conversations Series

This table shows the number of registrants and attendees for February, March, and April Inclusive Reads and Conversations Series.

Month	Number of registrants	Number of attendees
February	23	16
March	31	28
April	16	10

After modifying the Inclusive Reads and Conversations registration forms to get a more wholistic view of who was registering and attending, we found that across sessions:

- most of our attendees were instructional staff from various departments across campus (February: ~44%; March: ~39%; April: ~60%);
- roughly 30% of registrants and attendees were non-instructional academic staff from the UWGB Libraries (February: ~30%; March: ~29%; April: ~31%).

While those in our area might be more likely to know about this event and support our team in attending, it suggests that despite increasing our communications about these events, we aren't reaching the larger university population.

Changes to Programming Communication

Our team altered a few communication strategies to attempt to reach a larger audience to increase registration and attendance:

1. Emailed Associate Deans or others in charge of sharing programming communication directly asking them to forward the event and description 2-3 weeks prior to the next month's event.
2. Facebook posts one month out, one week out, and the day before to encourage people to register.
3. Used the Log website request form to include these events in the Log emails.
4. We didn't send out specific IRC emails, but rather had these sessions in the monthly newsletters.

Session observations

The IDEA team still sought feedback from participants during the session using the same feedback form we had been using, but we only heard back from 3 participants from the February session, and 2 participants from the March session. We did not have any comments from the April session.

February Comments:

- "February session was wonderful! Thank you to all!"
- "Found this set of readings and discussion to be quite interesting and useful. Especially reinforced some of the things I currently do in classes (especially online) and gave me new ideas as well. The distinction between logistical and intellectual rigor is particularly notable."
- "Loved the topic and discussion. Thank you Lynn and Alison for taking time to lead this discussion, and to those who set up this training. Loved the participation and productive conversation."

March Comments:

- "This session was really excellent, and I hope some of the ideas mentioned get some traction in the wider university environment."
- "Excellent topic that I believe needs to be further explored. The articles are great. I think there is a great desire on the part of faculty and staff to be more aware and better prepared to support students. Kognito is a great resource, but I think we also need to delve further into the idea of supporting each other. I hope that this doesn't turn into a one and done situation. I for one am feeling emotional burn out."

We also found that during sessions, the discussions tended to be mostly about pedagogy and teaching. This reinforces that the facilitators leading these conversations and those attending are most often in the classroom, so that was how they most authentically connect these topics to their own work.

Next Steps

Based on decreased attendance and engagement with this series and in support of meeting similar strategic goals for the IDEA Team, we plan to shift our efforts toward creating LibGuide templates that support users in completing their Inclusive Excellence Level 1 rubric. The IDEA Team is collectively developing these resources within LibGuides with other campus stakeholders as an Inclusive Excellence Level 2 project, which was already approved by Stacie Christian, Assistant Vice Chancellor for Inclusive Excellence.

The IDEA team will use the resources we pulled together for the January DEI Library Advocacy Institute as part of the core curriculum, and then when people want to have similar conversations within their departments, they are paired with a Library Liaison who can help them find resources that will meet their needs and goals for their staff. We plan to work on this project over Fall 2023 and have it ready for the rest of the University to use in January 2024.

Peer Review of Teaching Assessment Report

Overview

In the 2022-2023 academic year, six instruction librarians on the Student Success Team participated together in a peer review of teaching program. Prior to beginning the program, we conducted a literature review and held a discussion of three selected articles to learn about best practices for peer review of teaching. (See References list.) Three librarians had also participated in a CATL workshop on peer observation.

We set up the program with the aim of having each librarian observe two instruction sessions, and be observed by two different librarians. There were no restrictions placed on who should observe which session, other than the limitations of schedule availability. We created pre-observation and post-observation survey forms in Qualtrics to help guide the observations. Each pair scheduled a meeting before the instruction session, to discuss the session plan and any observation priorities. Then, they scheduled a meeting after the instruction session to discuss what was observed, and any suggestions for improvement. We also created a year-end survey to assess the success of the entire program, the results of which are detailed here. The small sample size (n=6) should be taken into consideration when evaluating results.

Results

Over the academic year, all Student Success Team librarians were observed twice, except one. All librarians served as observers at least twice, except one. Observing at and from Marinette, Manitowoc, and Sheboygan proved to be an added challenge.

All six respondents to the year-end survey rated the logistics of the program as good but not excellent. The main concern was with scheduling, which was done using an Excel spreadsheet. Respondents mentioned that it was difficult to remember to check the spreadsheet or add their own classes. Another mentioned that they were unsure how many classes would be posted for possible observation, so they did not know how selective they should be when choosing to observe.

Another critique was that the pre- and post-observation survey forms were more formal than necessary, and that the list of possible observation priorities was too long and complex. Participants valued the written feedback, and that the forms helped them to distill their planning and priorities. Librarians were encouraged, but not required to choose three priorities from the list or write in their own for each observation session. Student-librarian interaction, clarity and active learning activities were selected as priorities five times each, while other areas were selected three or fewer times. (See Chart 1.)
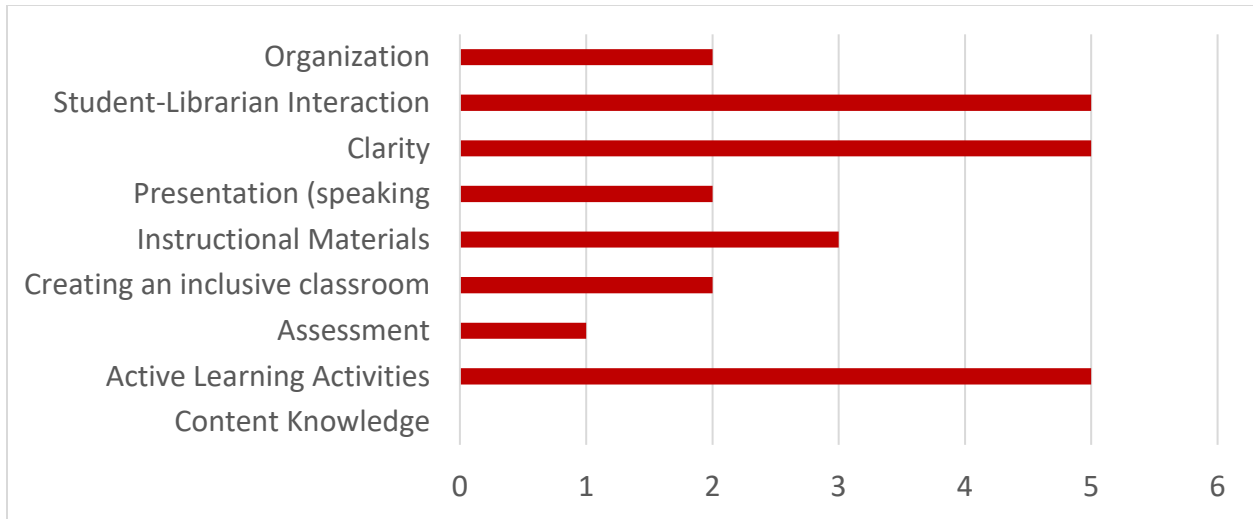
Chart 1: Observation Priorities

Librarians reported that the feedback they received from observers was very or extremely valuable, and all reported that they made minor, but not major changes to their teaching as a result of the observations. They also reported feeling more confident about things they did not change, but that observers found they were doing well.
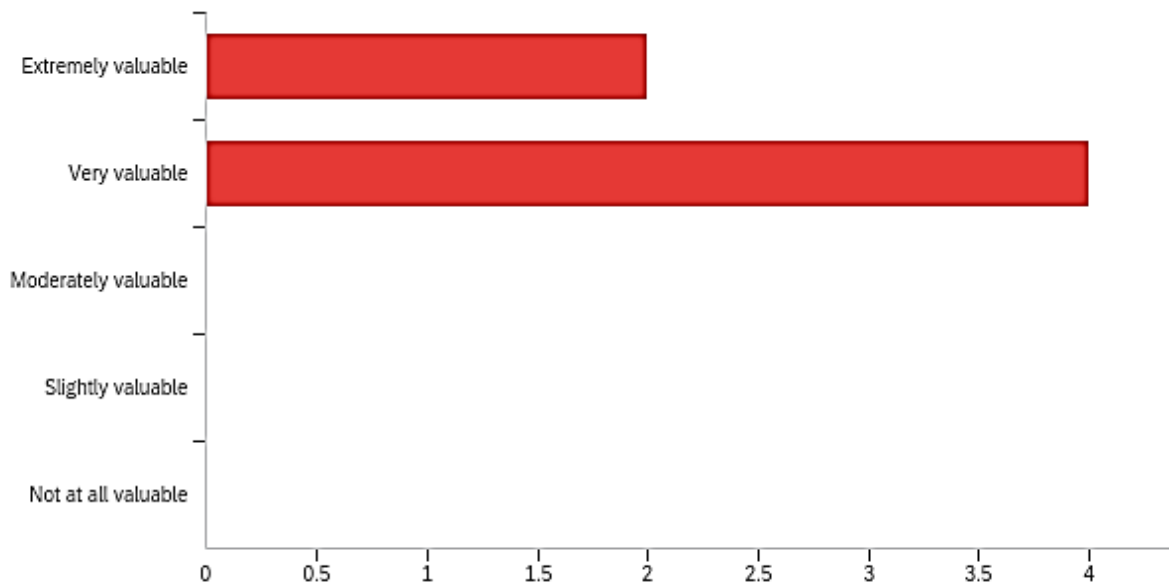

Chart 2: How valuable was the feedback you received from observers?

Most librarians also made minor changes to their teaching as a result of observing others. They reported learning about new activities, instructional materials and different ways of talking about library resources. They also mentioned an appreciation for the ways their colleagues teach, especially in different disciplines.
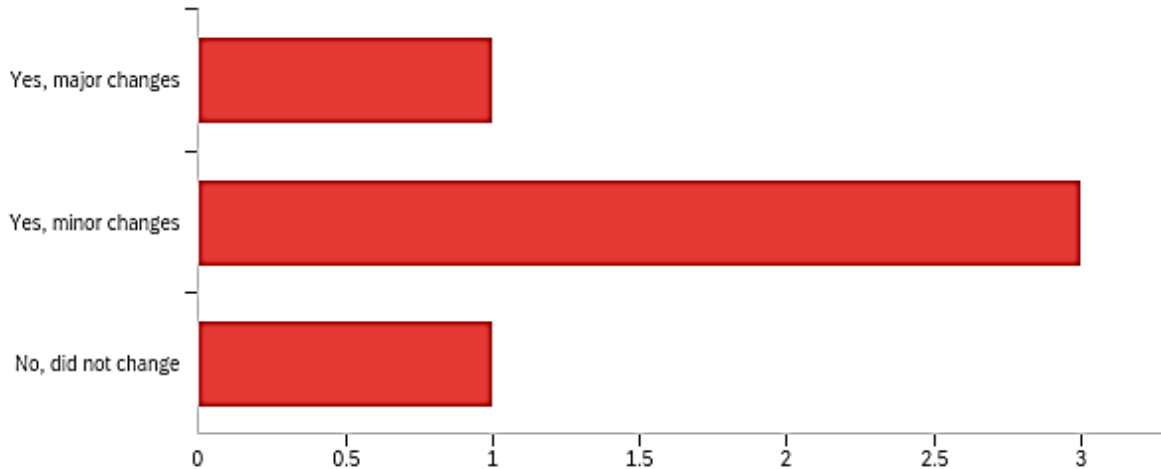
Chart 3: Did you make any changes to your teaching as a result of observing others' teaching?

The participating librarians did not report difficulty with providing critiques to their colleagues. Several mentioned that it would have been more difficult if the colleagues had any seriously concerning behaviors or knowledge gaps, but they did not. Having generally high-quality teaching made it easier to discuss ways to improve overall strong teaching.
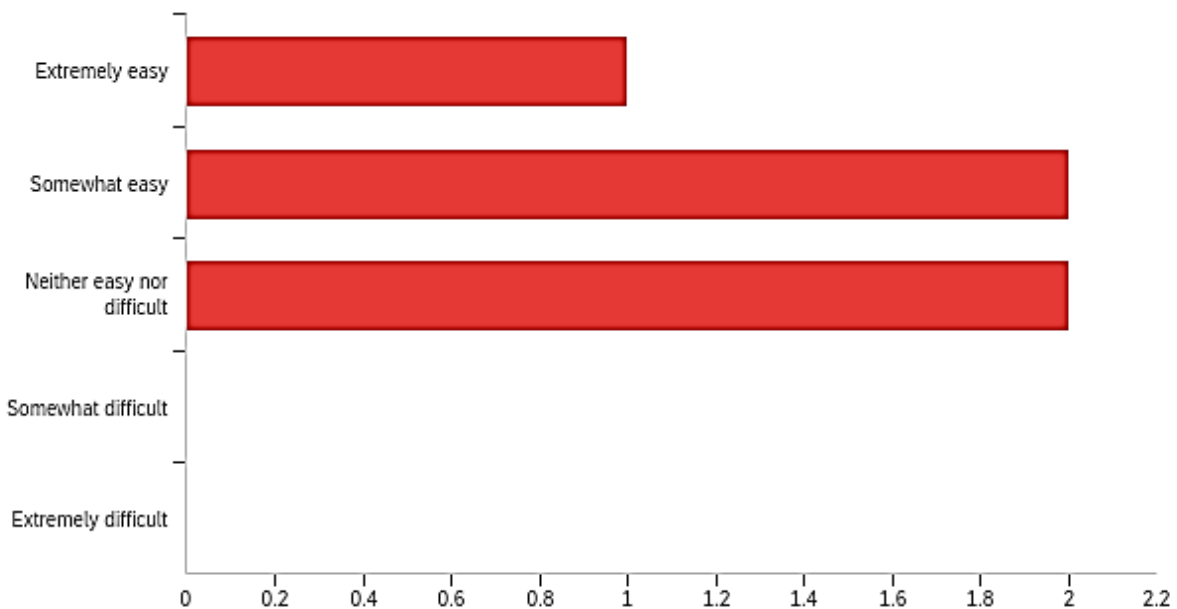

Chart 4: Was it easy or difficult to criticize a colleague in their role as a teacher?

Four librarians stated that the benefits of peer observation are worth the extra effort "by a little" and two stated that it is worth it "by a lot." Four said that there are "minor risks or problems" involved in peer review of teaching, and two said that there are "no risks or problems." The most frequently mentioned problem was related to time commitment or schedule availability. When asked whether the peer review of teaching program should continue as a part of regular teaching practice, five said "probably yes" and one said, "no preference."

Proposed Changes

Based on this assessment, our recommendation is that peer review of teaching continue on an "on demand" basis over the next year. If a librarian has a class that they would particularly like feedback on, they could request an observation. All librarians said they would be happy to serve as observers. There would be no expectation that every librarian would participate a certain number of times over the year. We may reinstate a full-participation, rotational observation in 2024 or 2025, and thereafter carry it out on a periodic basis, but not every year.

To improve the observation logistics, we recommend switching to using an Outlook calendar for scheduling. We hope that this will be easier to follow than a spreadsheet, since a calendar is naturally more time and scheduling oriented. We also hope it will be easier to see and remember to check, since Green Bay librarians are already using this calendar to schedule instruction, and therefore see it regularly. We also plan to simplify the pre- and post-observation survey forms, to focus mainly on the free-text descriptions of class plan, priorities, observations and recommendations. We will eliminate the more prescriptive questions but keep enough of a structure to guide the observation. We will also make a point to use technological options to allow for remote observation. While we feel this is not as nice as in-person observation, it is better than missing out on observations at the smaller locations.

Observers did not have any concerns with the abilities of teaching librarians in their stated priority areas, yet we look at these as indications of interest in becoming even stronger. We should look for professional development opportunities in the most frequently selected categories: student-librarian interaction, clarity (especially relating to student-friendly explanations) and active learning activities.

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Alabi, & Weare, J. (2014). Peer review of teaching: Best practices for a non-programmatic approach. *Communications in Information Literacy, 8*(2), 180–191. https://doi.org/10.15760/comminfolit.2014.8.2.171

Assessment Status Update – Signage Study

Facilities Team

The Facilities Team is working on a study of the signage in the UWGB libraries. The goal is to understand how our signage either assists or inhibits patron use of the library, create improvements to signage, and draft an in-house signage creation policy. Information could be used to inform ideas for signs in the new library. The team began by reading several articles about sign assessment in libraries. They then attended a webinar about signs in libraries. From this literature review, a plan was created to do an audit of the signs currently in the libraries. A form was designed for data collection. In the summer and fall of 2023, library staff, including Facilities Team members, will audit the signs in the UWGB Libraries to determine what signs should be removed or improved utilizing general best practices as suggested in the literature. Following this audit, the Facilities Team is interested in doing a journey mapping exercise with some students unfamiliar with the library. We are currently investigating whether or not this exercise will need IRB approval.

Assessment Status Update – Experience and Retention Survey

Student Employment Team

The Student Employment Team is working on creating a survey for the student employees at the Cofrin Library. The team would like to understand how student employees feel about the Library's work environment and what role their Library employment plays in their decision to stay at UWGB. After a literature review, questions were collected via other surveys shared through listservs and a conference. The team met and refined the questions, discarding some, adding others to make the survey questions suit their needs. The team ran out of time in the spring semester of 2023 and the survey was not ready for use. One of the team members is working on getting the survey questions into Qualtrics. Once the survey is complete, we can distribute it to student employees and start collecting information. We plan to send the survey to all students that have been working with us for two semesters or more in early October 2023. We will ask that responses be in by Fall Recess in 2023.