

LIS 467 Web Development & Information Architecture
Final Project: ANSR Web Solutions Healey Website Redesign

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Project Plan & Needs Assessment

Team Name and Logo

Team Name: ANSR Web Solutions

Logo:



Team Members and Roles

Ana Maria Ion - user experience designer, content manager

Nicholas A. Smith - program manager

Stephanie Levine - lead web designer

Rachel Karasick - lead web developer

Role Assignments:

Ana Maria Ion, user experience designer, content manager

Ana Maria will take on the role of user experience designer since our client, Healey Library, is her employer. She is on the ground and can provide greater insight into what the Library's stakeholders need and want. We believe it's important to have contact not only with our client, but also with the client's stakeholders, since they are the ones who use this website the most, and depend on its usability. Assigning these roles to Ana makes the most sense; she is familiar with the physical layout of the site and with the content and is able to gain timely feedback from the UMass Boston community pertaining to what library users like, and don't like, about the University Library page. As content manager, Ana is responsible for focusing on the content of the website which she feels more comfortable managing, as opposed to the creative, aesthetic part of the website. She will also be responsible for editing some of the content that is currently on the website, such as outdated and inaccurate information. In addition, this role will be well-suited for

her since she will be able to use the information and data gathered on user needs and wants, in an effort to improve the content and layout.

Nicholas Smith, Program Manager

Nicholas is the program manager due to prior experience in the Air Force as a project and program manager, which included working customer requirements, developing budget and advocating for funding, creating and implementing general project timelines, and working with interagency partners. Prior web design and development work in 1997 and 1998 provide general familiarity with core principles and will assist in project management activities.

Stephanie Levine, lead web designer

Although Stephanie has some prior experience in very basic coding, her strength lies in organization and design. She would like to build upon that knowledge and feels that this is the area in which she can best contribute her skills to the team. Having worked at several libraries, Stephanie is confident that she can evaluate the effectiveness of design based on user needs, while using previous real-life scenarios as a guide. She also did undergraduate work in studio art, and has a keen eye for aesthetics.

Rachel Karasick, lead web developer

Rachel has prior experience in both web development and design, but is looking to strengthen her development skills further through this course. She has a solid understanding of HTML5 and CSS3, and is looking to build on her technical skill base in Javascript and JQuery this semester. Rachel also has experience working as a Communication Director in the non-profit sector, and has held the role of webmaster in these positions. She has also worked extensively with several content management systems, including Ning and Wordpress. She is familiar with building intuitive user interfaces and information architecture for specific user groups and enthusiastic about providing web design feedback during the development process as well. Rachel has basic familiarity with web accessibility standards, and will strive to ensure that these standards apply to the website that ANSR constructs. In addition, she has personal attributes of patience and good communication skills, as well as a strong commitment to collaborative and iterative working models.

Project Schedule / Timeline

COLOR LEGEND

BLUE FONT: Weekly team meetings

RED FONT: Required product delivery dates

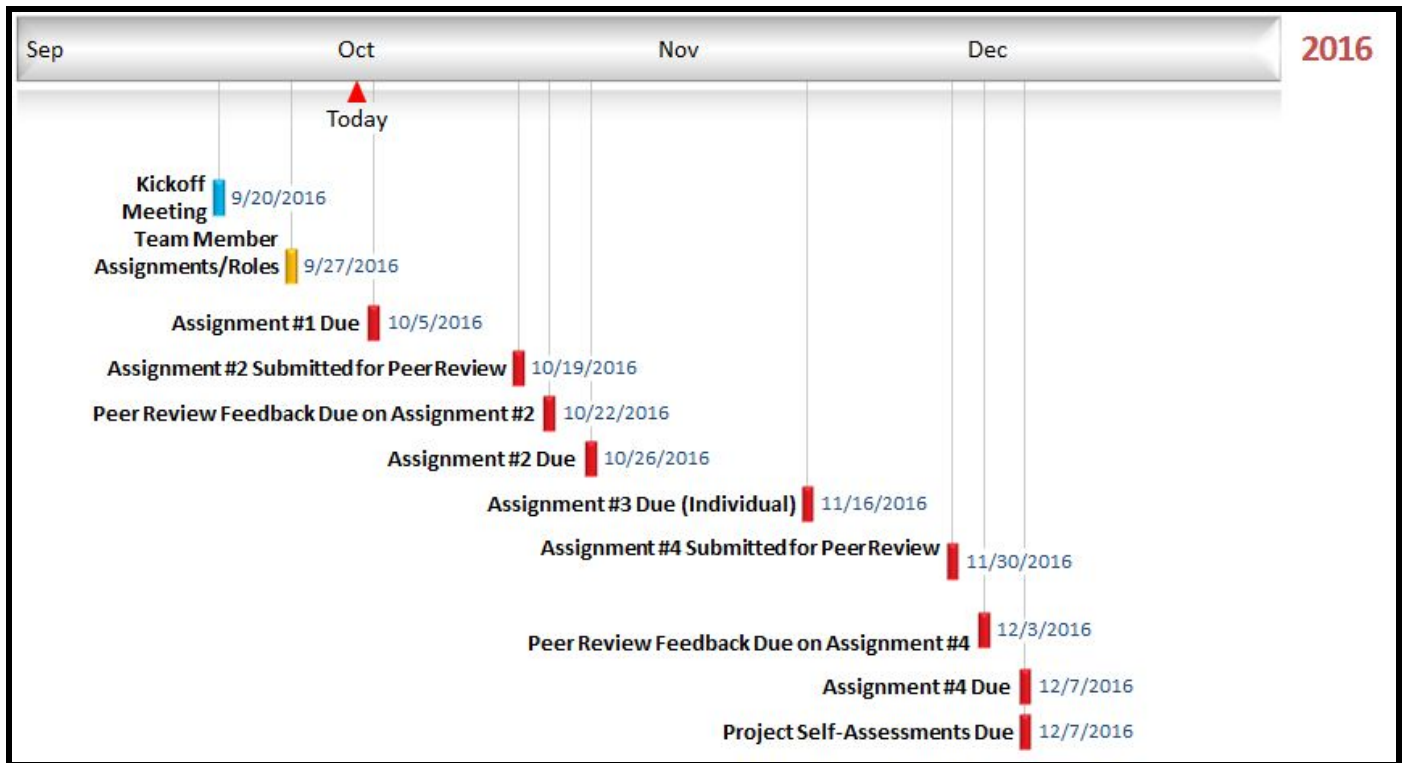
BLACK FONT: Internal team deliverables

TIMELINE

20 Sep: Kickoff Meeting/Concurrence on Project Website

27 Sep: Initial Progress Review (issue due outs to team members for Assignment #1)

- 27 Sep: Team Member Assignments/Roles
- 29 Sept: Project Schedule/Timeline
- 3 Oct: Descriptions Due: Team Name/Logo; Skills Needed; Site Selection and Reasoning; Audience/Stakeholders; Requirements Plan; Mission/Purpose; Typical Users; Sample Persona(s)
- 4 Oct: Progress Review Chat (final team edits to Assignment #1)
- Way ahead discussion for Assignment #2
- 5 Oct: 'Project Plan and Needs Assessment' Due (Assignment #1)
- 11 Oct: Progress Review Chat (final tasks assigned to team members)
- 17 Oct: Descriptions/Creations Due: Site Description; Reference Websites; User Case; Metadata; User Scenario; Wireframe; Mood board [internal team review]
- 18 Oct: Progress Review Chat (final team edits on draft)
- 19 Oct: 'Wireframe & Mood Board' Submitted for Peer Review
- 22 Oct: Peer Review Feedback Due on 'Wireframe & Mood Board'
- 23 Oct: Discussion on Peer Review Feedback between team members via Email/Google Docs
- 25 Oct: Progress Review Chat (final team edits on peer review input)
- Way ahead discussion for Assignment #3
- 26 Oct: 'Wireframe & Mood Board' Due (Assignment #2)
- 1 Nov: Progress Review Chat (if needed) - discuss website development
- 8 Nov: Progress Review Chat (if needed)
- check in/assessment on progress of team members' skills development for Assignment #3
- discuss Assignment #4 website development / Usability Evaluation Plan
- 15 Nov: Progress Review Chat
- 19 Nov: 'HTML, CSS3, & Responsive Web Design' Due (Individual Assignment #3)
- 18 Nov: Website and Usability Evaluation Plan -- Early Drafts Due on: Scope, Purpose/Questions, Schedule/Location, Sessions, Equipment, Participants, Task/Scenarios/Metrics & Questions, Roles; Website URL; 'Comments'
- 22 Nov: Progress Review Chat (if needed; Thanksgiving week)
- 29 Nov: Progress Review Chat (final team edits on draft Website and Usability Plan)
- 30 Nov: 'Website & Usability Evaluation Plan' Submitted for Peer Review
- 3 Dec: Peer Review Feedback on 'Website & Usability Evaluation Plan'
- 3-4 Dec: Discussion on Peer Review Feedback between team members via Email/Google Docs
- 6 Dec: Progress Review Chat (final team edits on peer review input)
- 6 Dec: Website Video Presentation Created
- 7 Dec: 'Website, Usability Evaluation Plan, & Video' Due (Assignment #4)
- 7 Dec: Team Members Submit Project Self-Assessment/Peer Contribution Document



High-Level Milestones/Tasks

Site

The University of Massachusetts, Boston is located in Dorchester, and is Boston’s only public university. There are currently a little over 17,000 undergraduate and graduate students enrolled at this urban University. Being a commuter school largely dictates the demographic of the school; a significant number of students enrolled fall under the category of “non-traditional students” which are comprised of long-distance learners, veterans, and adult learners who are returning to complete their degree after many years. We feel the University’s library must acknowledge the academic needs and different learning styles of all students, and have chosen the Healey Library website as a model to improve upon.

UMass Boston’s Healey Library has been subject to negative feedback over the years, despite redesigning the site about two years ago. Ana has been gathering feedback on the Library website provided by students, faculty, and the Library’s own staff. While in most cases, the basic information about the Library is available, we chose this site to improve on because it is not a simple website to navigate. Information is not easily accessible for the novice user who wants to familiarize themselves with the website and its resources. The plan is to get in touch with the staff at Healey who make regular updates and changes to the HL website.

Audience & Stakeholders

Our primary audience is composed of UMass Boston students

- undergraduate, graduate, and post-graduate students who access the HL website for scholarly research, to access online readings such as e-books and readings posted on course reserves; and who consult the library homepage to make research appointments with librarians

Secondary audience includes:

- faculty who need fast contact information for Course Reserves, Blackboard assistance, and for reserving the Center for Library Instruction (CLI) for their library orientation sessions;
- staff who are affiliated with the University, who may be enrolled in courses on campus or are seeking specific Library services;
- the University and Library are key stakeholders who seek to integrate the best educational resources and tools to assist the students in the pursuit of the degree;
- community members of Dorchester interested in visiting the library and utilizing available resources such as WiFi or open space

Plan to gather requirements

For the scope of this particular project for 467, ANSR will gather one-on-one interview, survey the community, and use this feedback to develop personas. In order to truly understand our users and their needs, we will gather our requirements through a mix of informal and formal usability test types. In the pre-development phase of our project, one-on-one interviews will be conducted with our primary and secondary audiences. The emphasis will be placed on conducting the greatest number of interviews with our primary target audience, UMass Boston students. Quantifiable data and qualifiable information will be harvested through these interviews, and will then be used to create the key personas that will drive the development of our information architecture and design choices.

In a full-scale project, we would bring a second phase of research, during the initial website development. This would involve scheduling three semi-closed card sort sessions using predetermined categories. We would also collect suggestions for additional content categories that we could have missed during these card sorts. These exercises would be conducted by library staff and key stakeholder groups, and the results will inform decisions about information architecture and determine the main navigation features to be laid out in the wireframe.

In the final phase of the full-scale project, we would seek feedback through informal usability testing with paper prototypes and more formal testing using the wireframe. Testing would be conducted at a minimum on the navigation and the top level pages of the new website in development. Each phase of gathering requirements would serve the iterative process that guides the development of the new website.

After the website is released, we will conduct post-release surveys directly on the website to gather feedback. We will also follow up with any additional usability testing on pain points that emerge from the redesign.

Mission/Purpose

The overarching mission of this project is to implement a website that will effectively promote Healey Library while increasing website usability. There is a dual challenge to highlight the Library's many resources while making the website easy to navigate and resources simple to access. The design goal is to modernize the look and feel of the website, maintaining a clean, minimalist feel and increasing responsiveness across devices. Additionally, the final site must adhere to Web Content Accessibility Guidelines (WCAG) as defined by W3C.

Typical users

The typical user at the University of Massachusetts Boston's Healey Library is the university student, typically aged between 17-21 years of age. Most will have general familiarity with utilizing the web for general browsing, social media, and extracurricular activities. The depth of expertise in the use of information technology for research-specific endeavors is quite varied, however. Thus, the use of the library's information-based resources, to include its online catalog and information systems, could pose a challenge for some students. A well-designed website that provides ease-of-use in the performance of research can alleviate some of this difficulty.

Per its website, the library states that it supports the "campus' academic pursuits, providing resources and staff to guide constituents in the complex process of discovery and effective use of informational materials." It also facilitates "important conversations on scholarly communication, copyright, research, teaching, and learning in higher education, shaping the future of academic scholarship." Thus, beyond the student, the library clearly also serves both faculty and staff as important users; but, the student in the pursuit of a college degree is the essential customer.

Sample Personas

Olivia



Profile Type: primary user

Age: 20

Gender: Female

Occupation: full-time Honors College student, UMass Boston

Character: intelligent, independent, ambitious, task-oriented

Brand associations: Apple, Starbucks, Tea Forté

Description: Olivia is a Political Science major in her junior year, currently taking 5 courses and also completing an internship at the State House. Her internship requires that she be there at least 10 hours each week. In addition to that, she has a work study job doing various administrative tasks in the Student Activities Office.

Olivia prefers to do her schoolwork in her room or at a cafe' with a strong cup of coffee or black tea. She admits that she never really utilized the library in her first two years of college, unless she was borrowing books, either for research or for recreational reading. When she did she was usually in and out, unless she was meeting with a study group. This semester, she has made the effort to visit the library more often to familiarize herself and has frequently stopped by the Circulation Desk with general questions.

Site usage:

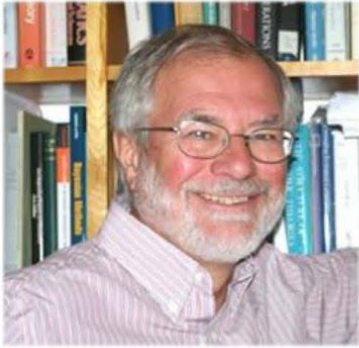
Olivia consults the HL website for information on:

- **Books and DVDs listed as being on reserves.**
"Sometimes the search results of the library catalog and WorldCat are wrong."
- **Frequent use of Interlibrary Loan service.**
She feels that the HL websites should highlight the ILL service and provide clearer instructions, since many students are not familiar with the resource.
"ILL is not marketed as well as it should be. It's a really good source and people don't really know about it or know how to use it (same with BLC)"
- **Accessing the University's e-book collection.**
- She feels that e-book search functions need to be structured more intuitively and be more user-friendly.
"For some of my classes I have had to find e-books and e-journals to read. Maybe it's that my professor didn't give us all the information or clear instructions, but they were always difficult to find."
- **Research using databases and e-journals, which is most often done remotely.**
She thinks that e-journal and database searching should be highlighted as an alternative to checking out print materials. Databases also need to be more clear and user-friendly.
"I didn't even know how to look for an e-journal [before asking for help]! I feel like all the e-resources also need to be more clear and user-friendly"

Web confidence and context: Olivia has average experience using the web and believes herself to be fairly competent with technology. She is primarily frustrated with the layout of the HL website because she thinks the e-book collection database is overwhelming and it's difficult for her to know which is the best source for accessing her e-books. She owns her own laptop and performs the majority of her research remotely, but has made time to come to the library on a number of occasions for accessibility questions.

"I think there should be one search bar for everything on the homepage."

Professor Thomas



Profile Type: secondary user

Age: 57

Gender: Male

Occupation: Associate Professor of History

Character: kind, intellectual, helpful, well-read

Brand associations: LL Bean, Boston Globe, The New Yorker, Isabella Stewart Gardner Museum

Description: Professor Thomas is an Associate Professor of History at UMass Boston in College of Liberal Arts. His largest section is for his Western Civilization course. Although he is often busy with research, he tries to help students as much as possible and encourages them to visit him during office hours or by appointment.

Professor Thomas often comes in to the library to ask about his requested items and to see if students are actually checking them out. He frequently makes use of the library's mobile site while walking across campus to attend meetings and lectures.

On his most recent visit, he was a bit frustrated with the staff directory page upon learning it was outdated. A staff member in the Circulation Department was recently trained to process course reserves, and is now the contact for that service. Professor Thomas was not aware of the change and was wondering why it was taking so long to receive a response from the head of the Reserves Department.

Site usage:

Professor Thomas consults the HL website for information on:

- **Updates on course reserves.**

Professor Thomas relies heavily on this service as he often needs material placed on reserves quickly. He says the course reserves page needs to be more user-friendly and maintained efficiently. His goal is to not have to stop in to the library as often so he can be more available for his students.

- **Contacting library staff.**

With such a swamped schedule, Professor Thomas needs to make quick contact with staff members to answer reference, reserve and technical questions. He wishes the library's site would clearly display library hours, and staff contact numbers and emails.

Web confidence and context: Professor Thomas is fairly confident in technological skills, but still prefers to take notes on paper. His daughter helped him set up his smartphone and showed him how to use some basic apps and his phone's web browser.

"I need accurate library information to be available – from my office or on the go."

Information Architecture, Wireframe & Mood Board

Site Description

easy-to-use; attractive; functional; relevant; responsive; accessible; clean; modern; readable; navigable; organized; inviting; consistent; instructive; helpful; current

Reference Websites

[University of British Columbia](http://www.library.ubc.ca/) (<http://www.library.ubc.ca/>)

- Aesthetically pleasing color palette (not awash in tons of colorful icons that can be quite distracting);
- Simple and general layout. Drop-down menus provide flexibility to better organize the page (prevents excessive scrolling on the main page).
- Distinctive section for 'quick links' is quite eye-catching.
- "Use the Library" link takes you to a nice page that highlights four core subject areas: Browsing, Facilities, Computers & Technology, and Off-Campus Access. Our site is very interested in targeting patrons to help them educate *how* to use the library. This "Use the Library" page has some strong ideas for how to address that very issue (and it caters to 7 user groups, too).

[University of Notre Dame, Hesburgh Libraries](http://library.nd.edu/) (<http://library.nd.edu/>)

- Very clean layout. The colors used on this site -- eggshell white and blue -- are simple, match well, and allow for easier reading on the screen.
- Drop-down menus are the top contributor to the minimalistic view of the site. Some of the links nested within overlap with the links at the bottom; presumably, the links at the bottom are for easier access, especially for new visitors to the website. (Like Nick also mentioned above, drop-down menus are great for preventing excessive scrolling).
- Search bar in the middle of the screen is simple and allows for searching of multiple formats.
- The bottom of the website includes a link for "mobile services," conveniently placed. Note: Healey Library does have a "Document Converter Link" at the bottom of their site, but this is not for making the site mobile-friendly per se; rather, this is to ensure the site is ADA-compliant (which we will have to monitor, as well).
- Their search bar allows you to do the standard search for multiple formats, and included at the top of the search bar, are also specific tabs for specific formats one may want to search. Below the search bar is also the option for WorldCat. This is a great feature to have, and one that we may want to consider duplicating.

[Z. Smith Reynolds Library, Wake Forest University](https://zsr.wfu.edu/) (<https://zsr.wfu.edu/>)

- resources are clearly identified -- an easy website for first-time users
- quick links on the main page helpful
- main integrated search bar with drop-down menus to specify specific search area (great for the Google-happy generation of researchers)
- content and info architecture is targeted to undergraduates, primarily, and secondarily to faculty and staff
- website currency is real-time updated by social media embedded in main page (Twitter, Facebook, and Instagram)
- 3 column layout, fully responsive
- Ana's note: promotes its library space well. Identifies different rooms and services, as well as quiet and collaboratives spaces

[Harold B. Lee Library](https://lib.byu.edu/), Brigham Young University (<https://lib.byu.edu/>)

- Very simple homepage design and intuitive layout
- Soft color scheme, not too bright.
- Simple icons lists on each side, with one/two word descriptions.
- Icons lists are color coded by type. For example, Research Guides is one color; Databases, Journals, and Collections (all reference materials) are one color, etc
- Also a visible (findable) icon for Feedback.
- Item search bar is front and center
- Current days hours coded below branded image

Use Cases

Use Case: Brian wants to know the layout of the stacks so he can quickly locate his books (call numbers within *A-NC*)

Actor: Brian Carter

Goal: Being pressed for time, Brian isn't enthused with going to libraries and having problems navigating around the facility and the stacks looking for what he needs. University libraries can be huge time wasters if you cannot locate what you need. He has a specific book with call number *HV520* that he needs to find.

Basic Flow: Brian goes to the Search bar and types in "library map". The first hit on the results reflects "Healey Library | Floor Directory - University of Massachusetts Boston." He clicks on this and is taken to a Floor Directory page. He scrolls down looking for the layout of the floors that contain the stacks. He notes "8th Floor" has the floor map for the books within call numbers *A-NC* and clicks on it. The link opens a **.pdf** document that shows the floor layout and that the call number *HV520* is in row *16A*, which, if he takes elevator 4, is on the back left side of the room.

Alternative Flow: Brian utilizes website navigation and goes to **About→ Library Map** to locate maps of the entire library, floor by floor.

Use Case: Janice has a class project and needs to have a study room for her and four other teammates.

Actor: Janice Ritter

Goal: Janice needs a quiet room for the team to work. Meeting in the library also affords opportunities to capitalize on any team tasks that come up and require access to library research materials. Open common areas for meeting are fraught with too many distractions.

Basic Flow: Janice goes to the **Search** bar and types in “study rooms” as no link about study rooms is self-evident on the main home page. The first hit--“Can I reserve a group study room on the 8th floor of the Healey Library?”-- is an “Ask the Librarian” response to someone that asked a question about reserving study rooms. The information indicates rooms are on a first come-first served policy. It offers no other details about how many rooms are available in the library or how large/small the rooms are or where to go to ‘check-out’ the room when you arrive.

Alternative Flow #1: Curious about how many study rooms are available in the library, Janice types “study rooms” in the search bar to see if she can locate data regarding where the rooms are located. The second result on the query results reflects, “Healey Library | Floor Directory - University of Massachusetts Boston”. Clicking on that provides a complete listing of all services on each floor and it shows that study rooms are on the 8th floor. The directory mentions the 6th floor is a “Quiet Study”, so Janice clicks on the floor plan to ascertain what that means. The map unfortunately only provides the *layout* of the stacks located on the floor; nothing more.

Alternative Flow #2: Through the **Services** link, the user/patron can locate data on the options available for sitting, meeting, and study areas via the **Spaces (Collaborative + Quiet)** link.

Alternative Flow #3: Navigating on **About → Floor Directory** reveals a “**Study Spaces**” hyperlink. Clicking on that details the various options available for sitting, meeting, and studying.

Alternative Flow #4: Janice goes to the circulation desk to inquire about study spaces within the library.

Use Case: Professor Thomas needs to check on the status of whether his materials are now available via *Course Reserves*.

Actor: Professor Thomas

Goal: Professor Thomas has a mix of digital, video, and print-based materials assigned in the Course Reserves for his Western Civilization course. With recent issues in the past semester of some digital materials not getting uploaded and available in time, Professor Thomas seeks to verify their availability.

Basic Flow: From the main library home page, Professor Thomas selects **Course Reserves** and then logs into the **Blackboard** system to view materials.

Alternative Flow #1: Having access problems via his smartphone to verify course reserve materials, Professor Thomas seeks to contact the Course Reserve office. Able to access the Course Reserves page, he notes the Reserves desk contact number is 617.287.5905 and calls to inquire about his course materials. If no one answers, he can select the hyperlink to email the Reserves desk at library.reserves@umb.edu.

Alternative Flow #2: Professor Thomas goes to the library--4th floor, room 029--to check with the Reserves Processing Office to verify that his materials are available on reserve and, if not, he provides another digital copy of the materials to have uploaded.

Use Case: Olivia is enrolled in a political science class (POLSCI 330, Presidential Elections) and seeks statistical data on the last four presidential elections.

Actor: Olivia

Goal: Pressed for time, Olivia must work from home on a paper from her political science class. Unable to go to the library, she uses her laptop from home to access the library's e-Resources.

Basic Flow: From the home page, Olivia selects the **e-Resources** hyperlink (after not initially recalling what the difference between that link and a similar one--**Databases & Indexes**) and then selects **eJournals**. She selects the *Politics and Government eJournal* link to search for data.

Alternative Flow #1: If unable to find information (as indicated in her persona, the use of the e-Resources is not intuitive), on the main homepage she will select the **Ask a Librarian** option. On this page, she has several additional options, including "Chat with a Librarian" and "Schedule a Consultation." Selecting the Chat function, Olivia will request assistance from the librarian on locating eJournals with Presidential election statistics.

Metadata

Hours of operation; electronic resources; course reserves; computers and printing; floor map; catalog; archives & special collections; staff directory; interlibrary loan; accessibility; research; "how do I?"; policies; circulation; ask-a-librarian

User Scenarios

User scenario #1:

Olivia, in her third year at UMass Boston, has been interning at the Attorney General's Office in the Trials Division. As a political science major and as someone who aspires to get her Juris Doctor (J.D.) law degree, she is enthusiastic about interning there and knows she has much to learn. Interning 20 hours a week and taking a full course load, Olivia has not had much time to visit the library, and has been relying on remote access to complete her course load. Some additional challenges include an online, blended class she is taking, which doesn't always post material on time. Looking at her syllabus, she can look ahead to see what her required readings are.

Goals:

- Access the Healey Library website for course material
- Check WorldCat for available textbooks Healey Library does not own
- Order articles she needs to read pertaining to her work at the Attorney General's Office, which are in law journals UMass Boston does not subscribe to
- Get ahead in assigned readings, which is most efficiently done on her commutes to and from the internship

1. Olivia looks up the books she needs for class, and for her own information needs, via WorldCat. She can see that one textbook she needs, *All Judges Are Political - Except When They're Not: Acceptable Hypocrisies and the Rule of Law* is listed as a Course Reserves text, and she won't be able to easily access it. She can also see in WorldCat that Suffolk University's Sawyer Library owns a copy of this textbook. By clicking on "check availability for this item" Olivia sees that she can check this book out from Suffolk.

2. She calls up the Healey Library and asks how she can access a textbook that is available for checkout, and that another library owns.
3. A librarian at Healey informs Olivia that she can sign up for a Boston Library Consortium card free of charge, if she comes into the library and presents her ID. The librarian also directs Olivia to Lib Answers <https://umb.libanswers.com/faq/146395> for additional information on BLC cards.
4. Olivia decides the easiest way to navigate the website and find additional information on this service is by typing in "BLC" into the search box at the top of the homepage. The first result "Q. How do I get a BLC card? - Ask a Librarian," brings her to the page the librarian referred her to, but she found this route to be a lot easier.
5. With this information, Olivia stops by the Circulation Desk next time she is on campus, and obtains a BLC card, which she found to be simple enough.
6. While reading up on the BLC service, Olivia also visits the InterLibrary Loan page, and creates an account. Having been referred to some relevant articles, she went to the Healey Library homepage, clicked on "E-resources" followed by "E-journals," and found that Healey Library does not have a subscription to the most recent issues in the *New England Journal of International and Comparative Law*.
7. Although she doesn't have the full citation of each article she needs, she places an order for the articles she needs in ILL, by including the information she does have.
8. Within 24 hours, Olivia receives two of the PDFs she has requested, and is able to save these articles to her desktop to read at her own convenience.

User scenario #2:

Professor Thomas is currently placing the finishing touches on his upcoming course, *Foundations of Western Civilization*. The course covers a general survey of European history from the golden age of Greece in the 5th century BCE to 1715, with emphasis on politics, culture, and religion. In addition to the general broad coverage, the course will examine key historical texts in order to provide specific focus on core areas. The textbook for the course is *Understanding Western Society: A History, Volume 1* by John McKay, and all students are expected to purchase a copy. However, he will place three copies on reserve in case students lose or forget their copy when in the library. Professor Thomas also intends to place in the Course Reserves up to two dozen online and hardcopy materials.

Goals:

- Access the Healey Library to view course reserves
- Access the Healey Library to interface/communicate with the Course Reserves office about course reserves materials
- Visit the Healey Library to interface with the Course Reserves office in order to provide material that will be processed and placed in the Course Reserves section
- Access the Course Reserves section of the Healey Library website, both via desktop and via mobile application, to verify and access the course reserves materials (he wants to verify materials have not only been loaded, but loaded properly, and are, indeed, accessible)

- Access the Healey Library staff (email and phone) to stay current on Fair Use policies to ensure efforts to place course reserves do not violate legal copyright protections

1. Professor Thomas determines the need for multiple online articles, such as *European Imperialism and African Cultural Legacy: The Case of a Plundered Past* (by Abubakar Bala Mohammed) and *Essays on the Ottoman and Turkish History, 1774-1923*, to provide more focused content on some of the broad elements of the history course. He needs to perform research--potentially with the assistance of the Course Reserves staff--on obtaining needed articles to place on reserve.

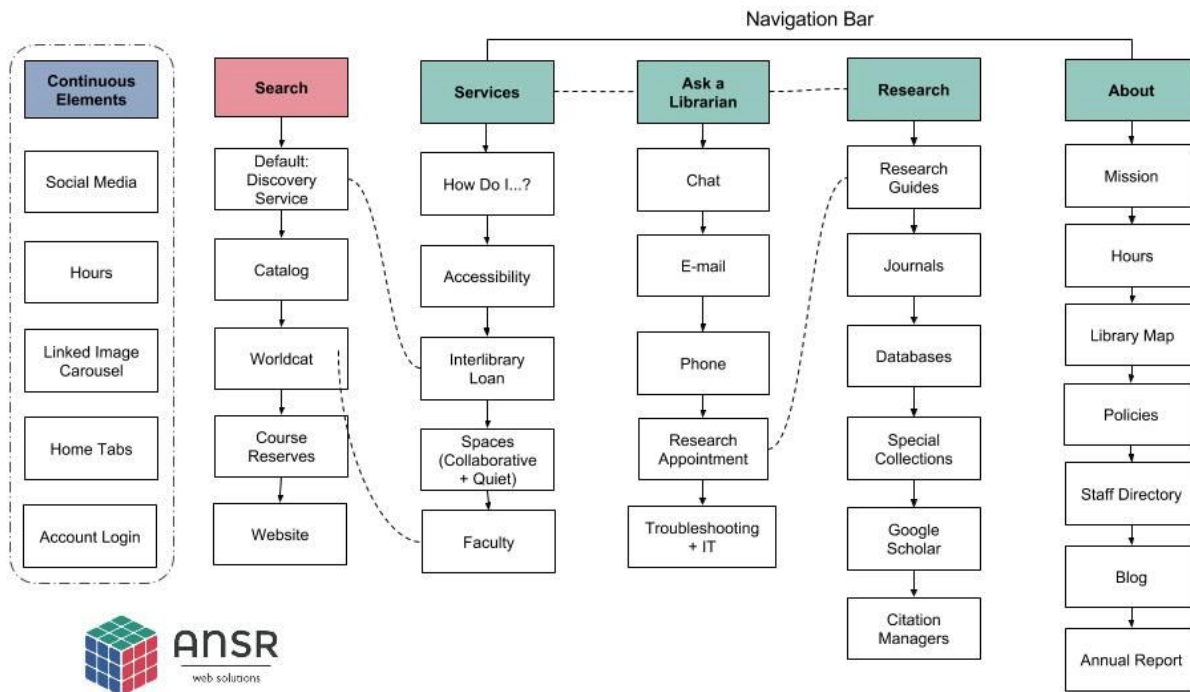
2. Thomas will need to work with the Course Reserves office to make the articles accessible via online hyperlink (which may require making photocopies and then digitizing them if the articles are not freely open source).

3. He needs to access the Healey Library Course Reserves link to ascertain and stay current on the appropriate steps to follow to place items on reserve (it could change from semester to semester). This information should be available for faculty members via a separate link.

4. Once the library staff uploads Course Reserve materials, Professor Thomas likes to verify their existence by going to his courses' **Reserves** link. If he finds materials missing or not loading properly, he needs to ensure that he has immediate access to email/phone contact with members of the Course Reserve staff in order to resolve the glitches encountered. Rapid access to such interactive help is necessary as he oftentimes uses the library's mobile site to access his own course materials. The ability to swing by the library is not always an option, especially if he is out of town on a school business engagement.

Information Architecture:

Our sitemap for Healey Library is based on feedback gathered from current users, as well as from our own experience exploring the website in addition to other academic library websites. Below you will see that this currently acts as our global structure, representing what ANSR views as the essential components of an intuitive, user-friendly website. Our vision in creating this blueprint for Healey Library is for our users to have a sense of which headings or tabs to follow, especially if they are on a specific mission or have a particular information need. Essentially, we sought for our IA design to eliminate the potentially burdensome navigation often associated with accessing the breadth and depth of services available in a library and online. Additionally, we carefully considered our naming conventions to avoid “library-ese”¹ and other technical jargon wherever possible.



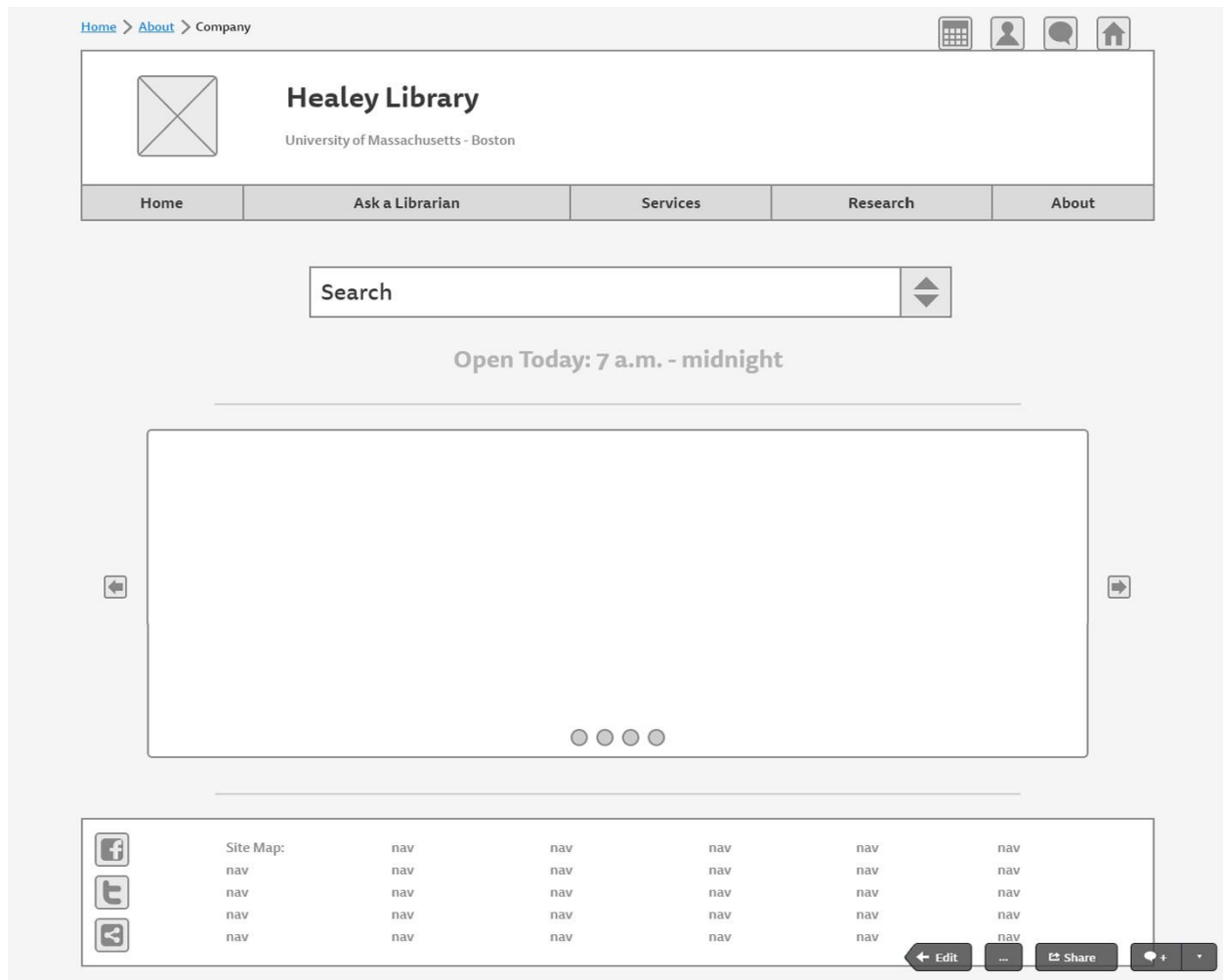
Wireframe

For the homepage wireframe, we prioritized simplicity and ease of use. We also made the navigation bar front and center, since that will be the main way that users will access the contents of the website. The header also has a few tabs coming off of the top with some helpful quick links and standalone information, including a library calendar, account access, chat, and a

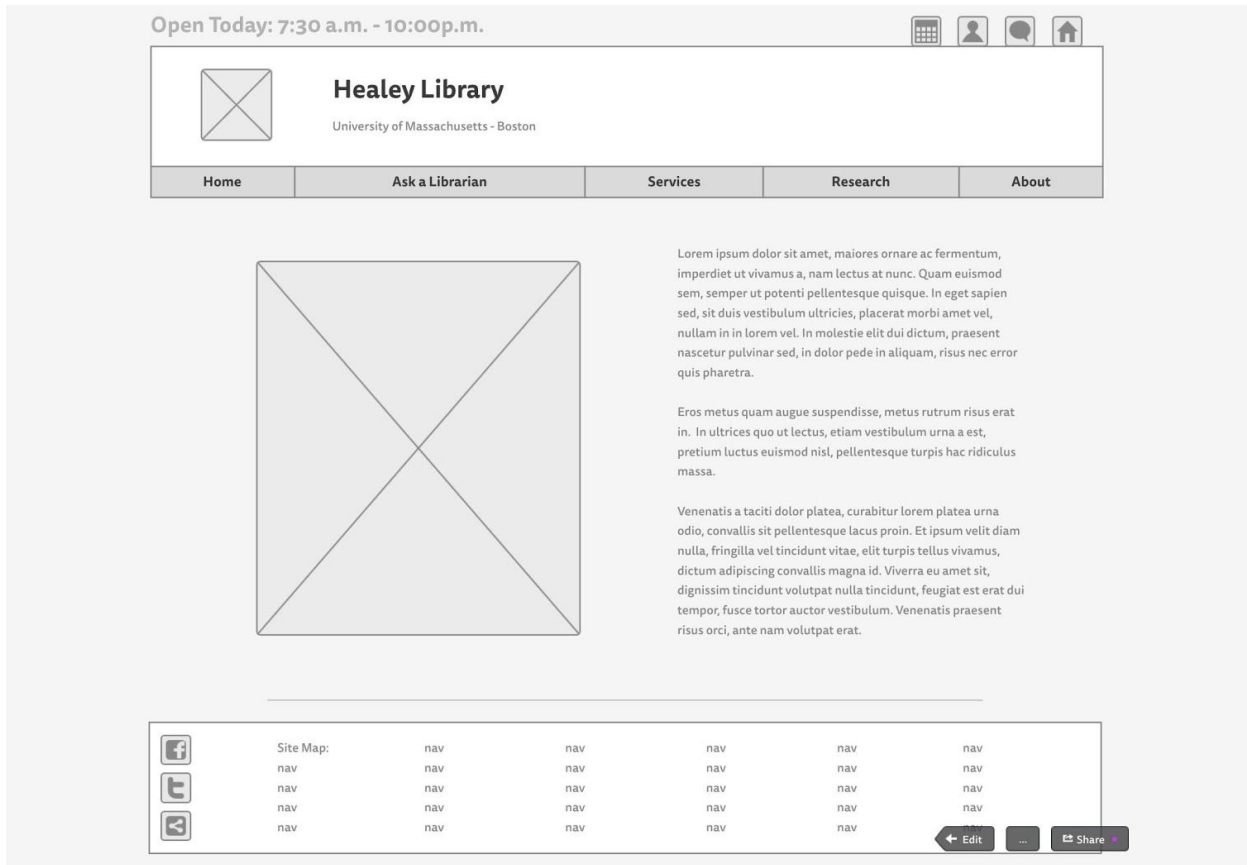
¹ “Do Your Students Speak Library-ese?” *EBSCO post* (blog), EBSCO, December 11, 2015, <https://www.ebsco.com/blog/article/do-your-students-speak-library-ese>.

home page. Healey’s current website does not consistently provide the link to the homepage on subpages, which this header will fix. Additionally, we are providing a main search box that will default to an EDS, with drop-down options to specify additional search areas (catalog search, website search, journal search, etc). This style of search box is designed to appeal more readily to the “Google Generation” that is now entering higher education. We really admired the way that [BYU’s library website](#) centers the library’s daily hours, so we added that below the search box. The rotating image carousel will feature images that highlight the library’s events and services -- these images will link to pages with additional information.

<https://gomockingbird.com/projects/2pp0sra/4gXVnC>



Subpage:



Created with Mockingbird

Mood Board

For our mood board, we wanted to highlight the new and improved design of the Healey Library website. We chose a clean, accessible, and responsive typography from the san-serif font family, with Arial highlighted here. Colors chosen will be a simple light background coupled with shades of the cool color blue. Accents will be complemented in shades of orange. In order to gain a feel for the spirit of the Library, a muted background image of its exterior was added. Three photographs of students engaged in various activities remind the ANSR team of our goal to facilitate use of Healey Library by creating a more inviting and user-friendly website.

Sample Typography

Healey Library

University of Massachusetts Boston

Designer Notes

ANSR Web Solutions will redesign the Healey Library website with the primary goal of making it more user friendly. We aim to do this by using a clean, modern, uncluttered layout, while consistently using intuitive information architecture. Primary color scheme will be predominantly white backgrounds with shades and tints of blue, complemented by warm orange tones. Font will be set to Arial.

Sample Color Scheme



Sample Images



Created with SampleBoard

Usability Evaluation Plan and Final Website

1. Usability Testing Plan

- a. **Scope:** Team ANSR will be conducting usability testing on a revamped University of Massachusetts - Boston website for the Joseph P. Healey Library. The testing will cover ease of use for navigating the site, locating key patron services information, and clarity of content. Users will be asked to complete simple tasks to validate our user design. They will also be encouraged to walk us through the steps when completing tasks requiring them to access the Healey Library website.
- b. **Purpose/Questions:** User testing will assist the team in adjusting and further improving the website based on the feedback received. Key questions the test seeks insight into:
 1. Is the site design responsive?
 2. Can users easily locate information pertaining to one-on-one librarian services ('Ask A Librarian', email, chat, phone, etc), administrative details (policies, library hours, facility maps), research assistance (guides, journals/databases, citation help), and service support (interlibrary loan, faculty support, study room/spaces)
 3. Does the site design, colors, carousel, and navigation bars assist in making the site easier for the patron to find information?
 4. How do users rate their experience (intuitive, aggravating, satisfying)?
 5. Do users have any recommended improvements that should be made?
 6. Are the navigation bars sufficiently descriptive for the user to locate information?
 7. Can users easily navigate back to the home page?
- c. **Schedule/Location:** There will be three testing sessions of approximately 90 minutes in length.
 - December 1, 2016 (Thursday): 1pm at Healey Library, Center for Library Instruction, Room HL-04-15
 - December 2, 2016 (Friday): 1pm at Healey Library, Center for Library Instruction, Room HL-04-15
 - December 5, 2016 (Monday): 1pm at Healey Library, Center for Library Instruction, Room HL-04-15
- d. **Sessions:**

Sessions will be held in the Library and will be informal, so that participants can feel comfortable performing tasks, answering questions and giving feedback. Each of three sessions will last for 90 minutes, and will take place on successive business days.

Previous to meeting, all three participants will be asked about their preferences between PC platforms, and tablet and mobile phone software. Every effort will be made to accommodate them. The testing room will be set up with chosen laptop(s), tablet and

smartphone devices, already connected to wireless and with the Library's redesigned site pulled up in a browser. Ana is our primary tester, and will be accompanied by either Nick or Stephanie as notetakers. Rachel will consult when needed. We want to try to minimize the number of team members in the room so as not to intimidate, but have at least two people to cover all bases.

Present team members will introduce themselves and explain the redesign project and goals of testing. Ana will then explain to the participant that they will be asked to complete tasks/scenarios and answer metrics/questions (outlined below) and ask if the participant has any questions or concerns. She will also encourage the participant to ask questions as they might arise.

Testing will then begin. Tasks/scenarios and metrics/questions were designed to take up to an hour, so that there is time allotted for further discussion. That amount will also allow for a late start or an early finish if needed.

e. Equipment

Previous to meeting, all users will be asked about their preferences/comfort level between laptop, tablet and smartphone software. Every effort will be made to accommodate them. Participants will also be asked about any accessibility equipment or features they might require. This could include but not be limited to an alternative keyboard, screen-reader and other assistive technologies/equipment.

The room will be ready with up to 6 devices, including one macbook and one Windows PC, an iPad and an Android tablet, and an iPhone and an Android-capable smartphone. The tester will also bring a separate laptop for note-taking, as well as a small digital recorder (to be used with the participant's consent.)

f. Participants

Our stakeholders in completing this project include UMass Boston affiliates, primarily students. Our usability tests will work on primarily recruiting students, since we want to make sure they feel comfortable using the Library's website. Two of our three participants will be students, one undergraduate and one graduate. With that in mind, we also want to be sure to accommodate secondary users, faculty and researchers, so we will concentrate on finding a faculty member as our third participant.

g. Task/Scenarios and Reasons (3-6):

For the following tasks, please walk the moderators throughout your process, by talking out loud about these steps. If you experience any difficulties or frustrations, please do feel free to voice these.

1. From the Healey Library homepage, please access your account by logging in. Walk us through these steps, if you can.
2. Make an appointment for a research consultation.
3. Locate one print book on climate change, and jot down the call number. Using the Healey Library website, explain how you can find out more information about the location of the book.
4. Find an electronic book on climate change and sign in with your account to access

the book

5. Search for Richard Wright's *Native Son*. in the Catalog, and in WorldCat. Request a copy in InterLibrary Loan.
6. Using the Electronic Resources page, search for the following peer-reviewed, journal article, and walk us through the steps, using the "think aloud" method:

Yan Quan, L., & Briggs, S. (2015). A Library in the Palm of Your Hand: Mobile Services in Top 100 University Libraries. *Information Technology & Libraries*, 34(2), 133-148.

7. Search for the journal "Collaborative Librarianship", and select any article published in 2014. Is it peer-reviewed? How do you know? Which database is it published in?
8. Look up the print journal titled "Theatre Crafts" and click on the item record. Which years are available on the shelves? Which floor is this journal on?

Questions such as the ones above are designed to be answered in under one hour, and are ordered from least to most difficult. The idea is to keep participants engaged by including questions that are relatively easy to answer in the beginning, and thereafter move on to more complex, time-consuming tasks. We are interested in finding out what worked well for the participants while accessing the Healey Library website, as well as any difficulties and frustrations they experienced along the way.

Ideally, this phase of the project will be completed while the website is still under construction. The main point is for ANSR to receive feedback from stakeholders while in the process of redesigning the Website, so that we can find out what can still be improved before moving on to the final stages.

h. Metrics/Questions: Sample questions to include:

1. How often do you access the Healey Library Website?
 - a. Several times a day
 - b. Several times a week
 - c. Several times a month
 - d. Only a couple of times of month
2. What do you usually access the Website for? What are your information needs?
 - a. Checking the catalog for print and electronic books
 - b. Scholarly research needs
 - c. Ordering items through InterLibrary Loan
 - d. General library information i.e., hours of operations, staff directory, reserving a room, booking a research appointment
 - e. Other:
3. Which areas of the Healey Website do you find the easiest to use? The most difficult and/or confusing?
 - a. Accessing the catalog
 - b. Requesting items through InterLibrary Loan
 - c. Using the electronic resources, and / or e-books
 - d. General library information i.e., hours of operations, staff directory, reserving a room, etc.

- e. Other:
- 4. How often do you successfully find what you are looking for?
 - a. Almost always
 - b. About half the time
 - c. Most often I'm unable to find what I am looking for
 - d. Almost never
- 5. What do you think the Healey Website does well? What needs improvement?
 - a. Promoting the library and its resources and events
 - b. Providing academic support
 - c. Providing a FAQ page as reference
 - d. Other:

i. Roles

Ana Maria Ion - Usability Specialist/Facilitator (based on familiarity of the user population group, she would have unique ability to help moderate the testing session; she also helped draft the usability test)

- **Function:** Design usability test; facilitate the testing

Rachel Karasick - Usability Specialist/Technology Coordinator (primarily due to being the primary coder for the project; she would be in the best position to understand how/why the pages/links/devices may be responding a certain way; thus, her assistance in moderating the session could be very advantageous)

- **Function:** Assist in the facilitation of the test session.

Stephanie Levine - Note taker

- **Function:** Record observations/issues

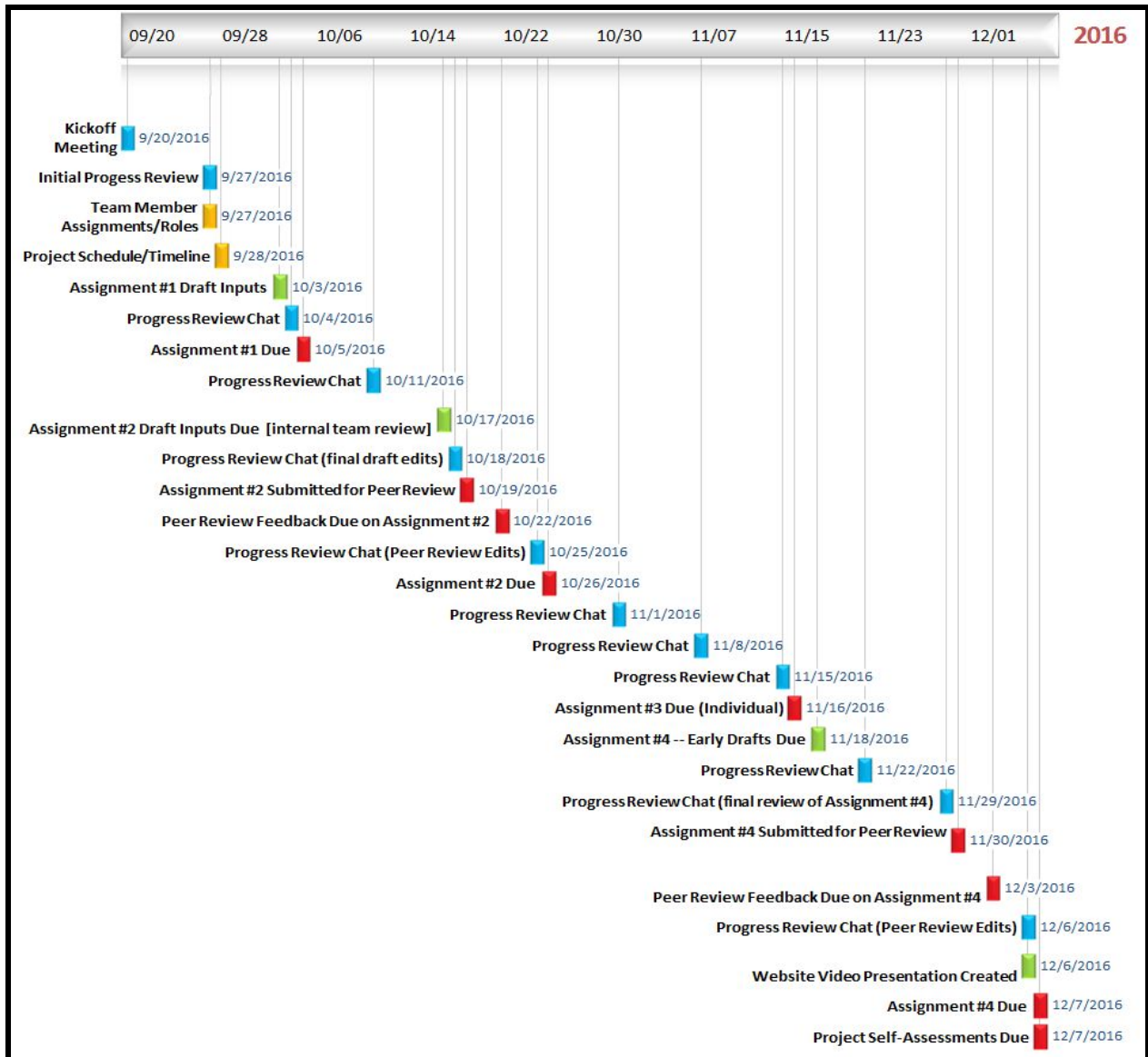
Nicholas Smith - Note taker

- **Function:** Record observations/issues

2. URL/URI of your website: <http://web.simmons.edu/~karasick/>

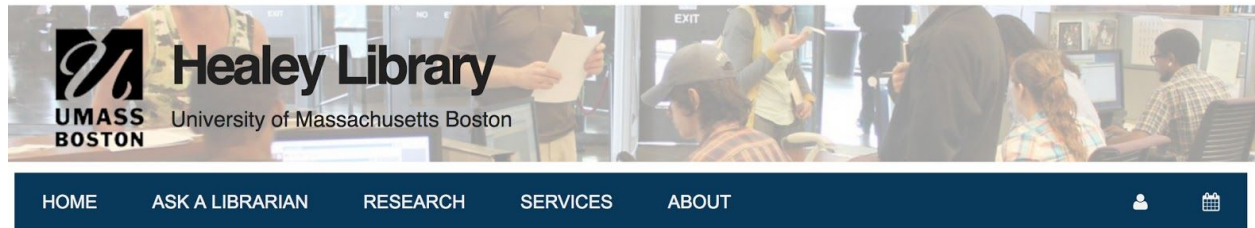
3. Comments: Validation was fine and the team encountered no issues. There are still some desired adjustments to be made to the website, but based on limited time, configuration and aesthetic choices had to be made to represent what you see on the final product. There were 5 core comments provided in the peer review: (1) adjust font in the rotating carousel for better readability; (2) add imagery to the “Healey Library” banner to address excess white space; (3) consider centering the dropdown navigation bar across the full width of the page to make it look more symmetrical/aesthetically pleasing; (4) address font readability within the central Search bar; (5) examine the footer spacing and alignment. Except for item #3 (the team likes the alignment design as depicted), the peer review comments were good ones and changes were made..

Appendix A: Detailed Gantt Chart



Appendix B: Sample Web Pages

Additional content can be found at web.simmons.edu/~karasick

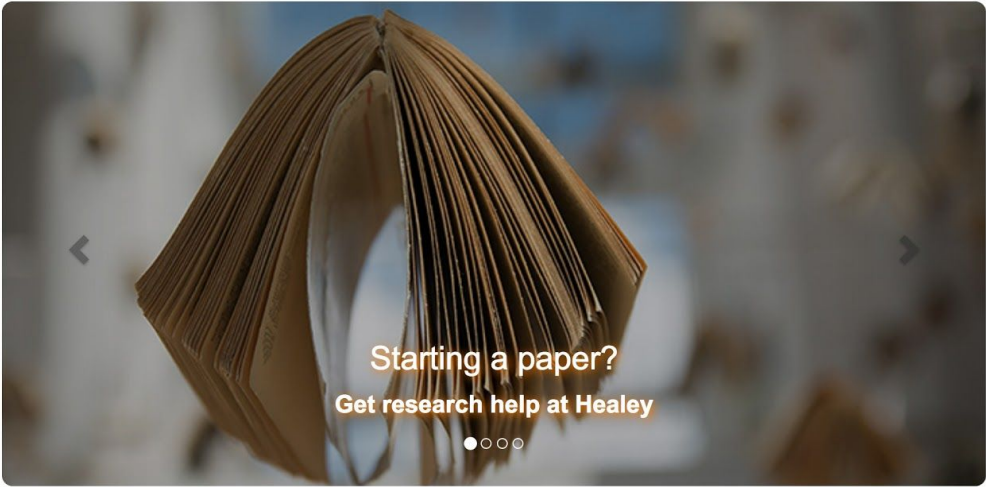


Today's Library Hours

Search the Library
Use the search to find books, journals, databases, and more:

What are you looking for?

Catalog Journals Databases Website



Ask A Librarian

- Chat With Us
- Send an E-mail
- Phone Call
- Research Appointment
- How Do I?
- Technology Help

Research

- Research Guides
- Journals
- Databases
- Special Collections
- Google Scholar
- Citation Managers

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- Course Reserves
- Interlibrary Loan
- Library Spaces
- Faculty

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- Hours
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- Annual Report

UMass Links

- UMass Home
- MobileWeb
- Terms of Use
- Accessibility Statement
- Campus Status

Contact

- 617.287.5900
- Healey Library
- 100 Morrissey Blvd.
- Boston, MA 02125
- E-mail





Healey Library
University of Massachusetts Boston

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- ASK A LIBRARIAN
- RESEARCH
- SERVICES
- ABOUT
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About Healey Library



The Joseph P. Healey library supports the campus' academic pursuits, providing resources and staff to guide constituents in the complex process of discovery and effective use of informational materials. The library also facilitates important conversations on scholarly communication, copyright, research, teaching, and learning in higher education, shaping the future of academic scholarship.

This synchronizes with the University's overall mission [*a public research university with a dynamic culture of teaching and learning with a special commitment to urban and global engagement*] and its multi-faceted values [*Inquiry, Creativity, and Discovery; Transformation; Diversity and Inclusion; Engagement; Environmental Stewardship and Sustainability; Economic and Cultural Development; and An Urban Commitment*].

This page provides links to administrative information on the library's functions: [operating hours](#), [floor maps](#), [policies](#), [staff directory](#), and [annual reports](#). If you have concerns regarding the policies, hours of operations, or any other general issues relating to the library, please do not hesitate to contact the [Office of the University Librarian](#).

Ask A Librarian

- Chat With Us
- Send an E-mail
- Phone Call
- Research Appointment
- How Do I?
- Technology Help

Research

- Research Guides
- Journals
- Databases
- Special Collections
- Google Scholar
- Citation Managers

Services

- Accessibility
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- 617.287.5900
- Healey Library
- 100 Morrissey Blvd.
- Boston, MA 02125
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Your Librarians

In addition to their specialized responsibilities to the library, our librarians act as liaisons to the colleges and academic departments. Liaisons connect faculty with library resources and services and communicate department needs back to the library.



Meghan Bailey
 Processing Archivist
 E-mail | 617.287.5946
 Liaison to: Art, Economics, Performing Arts, Management Science & Information Systems



Andrew Elder
 Digital Archives/Outreach Librarian
 ScholarWorks Support
 E-mail | 617.287.5944



Jessica Holden
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 Liaison to: Accounting & Finance, Political Science, School of Global Inclusion & Social Development, Environmental Studies