Post-it Up

Qualitative Data Analysis of a Test Fest

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What We’ll Cover

Background
Test Fest
Tests, Methods & Results
Analyzing the Data
Outcomes
Background
Harvard at edUi, 2016

bit.ly/testfestivus
Amy Deschenes & Shannon Rice

”Test fest”: Running multiple tests at the same time to decrease your overhead
Who are we? What do we do?

We try to “…create a seamless connection between the library’s services, collections, physical spaces and virtual presence.”

libux.web.unc.edu

P.S. We’re hiring: library.unc.edu/personnel/employment/

libux.web.unc.edu
• Issues in the past
• Recruiting
Backlog

- Summon vs EDS
- General catalog use
- Library Hours
- Tutorial effectiveness
- ILL & Document Delivery
- Information Architecture
- Accessibility
- Etc etc etc

Image credit: [https://commons.wikimedia.org/wiki/File:Veteran_Affairs_backlog_(2012-08-09).jpg](https://commons.wikimedia.org/wiki/File:Veteran_Affairs_backlog_(2012-08-09).jpg)
Test Fest
What is a test fest?

A series of simultaneous usability tests with a set number of tests equal to the number of participants.

Tests...
- use a mix of methodologies
- can be moderated or unmoderated
- need to take approximately the same amount of time
What We Learned from Harvard

Test Festivus for the Rest of Us

Amy Deschenes, @amyhannah, Senior UX Consultant, Harvard Library
Shannon Rice, @shannonrice, Senior Product Manager, Harvard University IT
Logistics

Planning and scripting tests based on backlog
• Warm up and follow up questions
• Volunteers to help staff tests

Recruiting participants
• Incentives

Space to run tests
Temporary Usability Lab

Location of the 5 tests

Rooms in yellow were used for storage of student, staff, and testing materials
Roles

1 Timekeeper & Greeter
4 Test Moderators
2 Notetakers
1 Escort

Volunteers for pilot test
Schedule

9:30 – Introduction & Consent/Financial form signatures
9:35 – First test begins
9:55 – Second test begins
10:15 – Third test begins
10:35 – Break
10:50 – Fourth test begins
11:10 – Fifth test begins
11:30 – De-brief of participants, incentive handout
Tests & Results
Tests & Methods

1. Accessing databases from the catalog
2. Basic research skill videos
3. General catalog usability
4. Library homepage sketching
5. Summon vs. Ebsco Discovery Service
Testing Logistics

Two rounds of tests with 5 participants each
• 2 participants didn’t show up to the first round

Follow-up round with 2 participants for
• Accessing databases from the catalog
• Summon vs. EDS
Test 1: Accessing databases from the catalog

Method: Task Analysis
Test 1: Results

Intermediary pages are confusing

Users don’t read notes/special instructions even when highlighted
  • Current user notes aren’t noticeable
  • Move above description if it’s important

Undergrad participants don’t access databases via the catalog
Test 2: Basic research skill videos

Method: Unmoderated Qualtrics Survey
Test 2: Results

No participant viewed our research skill videos before

Students found the videos useful, but wouldn’t watch them again

Comments included:
• “This seems useful for a first year” (multiple)
• “Could have saved lots of time” (multiple)
• Video is too long (specific to “Evaluating Resources”)
Test 3: General catalog usability

Method: Task Analysis
Test 3: Results

Confusion over differences between catalog and other search tools

Didn’t see “show more” option in facets

Majority used advanced search features, but confusion over different fields such as:
- Boolean search box
- Author, subject heading, etc. fields
Test 3: General catalog usability

Advanced Search from catalog

<table>
<thead>
<tr>
<th><strong>Keywords anywhere...</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Words in Title</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Words in Journal Title</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Words in Author</strong></th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Words in Subject Heading</strong></th>
<th></th>
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<table>
<thead>
<tr>
<th><strong>ISBN/ISSN</strong></th>
<th></th>
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<table>
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<tr>
<th><strong>Publisher</strong></th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th><strong>OCLC Number</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Call Number</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Location</strong></th>
<th>-- All Libraries &amp; Collections --</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Language</strong></th>
<th>-- all languages --</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Format</strong></th>
<th>-- all formats --</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Published</strong></th>
<th>yyyy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Published range</strong></th>
<th>to</th>
</tr>
</thead>
</table>

**Examples**

Use "quotation marks" to search for exact phrases.

*united states* revolution causes

Or use boolean search

Example: twain and (huckleberry or tom)
Test 4: Library homepage sketching

Method: Sketch Test
Test 4: Results

Most important feature is centralized search bar
  • Followed closely by hours information visibility

Design should be simple overall

Help and chat features should be more prominent

News and exhibits take up a lot of space
Test 4: Library homepage sketching

Word Cloud Results
Test 5: Summon vs. Ebsco Discovery Service

Method: Task Analysis
Test 5: Results

Overall users preferred Summon over EDS, but only slightly

They want:
• Dynamic features
• Contextual help
• More information embedded within results
Lessons Learned

Run a pilot test beforehand

UNC basketball + UNC undergrads
• Only 3 participants for the first round of tests
• Rescheduled a smaller round for 2 tests to make up difference

Not all tests work for this format
Analyzing the Data
Analyzing Results + Affinity Diagramming

Total: 44 tests to analyze
• 8 participants, 5 tests = 40 results
• 2 participants, 2 tests = 4 results

Process: Affinity diagramming
• Organizes a large amount of qualitative data into related categories based on relationships of the data
Sticky Note Examples

- wcu/EDS looks cluttered
- footer is really repetitive

- Looks confidence in search results due to lack of bolded key words
- I want to... is nice, but doesn't fit with the others.
Processing the Results
Affinity Diagram Category Examples

1. Useful/Not useful
2. Confusion
3. Frequently used/Doesn’t use
4. Visual Layout Likes/Dislikes
5. Specific Platforms/Tools
Useful/Helpful

- Useful image for each resource.
- About us = useful
- E-R by D: research different majors, helps narrow results
- Overall experience: Satis for
- Would want to research or pick subject
- Noticed "Click here"
- I like ILL
- Wants to read descriptors & choose the best one
- Felt it was clear where to click
- Act 2
- Glad there are lots of resources.
- E-R by D: title is fine
- Act 4: Picking a subject could be good for if you have a specific topic
- "Frequently Used" list is helpful
- Course reserves - use that a lot!
Confusion

Act 1: Not sure how to find book, without using book button
Act 1: Viewed words in text and thinks they didn’t have success
Act 1: Next time they need it, it’s A-Z

Confusing: I always get confused about how to search.
Confusing: Confused about how subject or worked
Confused about what subject they clicked through
Confused about what they viewed

“Confusing: Confusing about how subject or worked”
Confused about what they clicked through
Confused about what they viewed
Confused about what they viewed

Confused by Exposition on both the left side

How many times do I have to click?

Confused about what the categories are. I don’t understand what it means to use a search box.
Uses Frequently

1. I visit the website a dozen or 2 times per semester.

2. I visit the site a few times a week.

3. I use course pages a lot.

4. Used DBs in class.

5. E-Research was electronic medium to search different fields.
Doesn’t Use Frequently
Likes

1. Keep it simple.
2. Visual Layout Likes
3. Act 1 liked color scheme
4. Act 3: noticed note because of highlight
5. "This [wev] is ugly compared to ours."
Dislikes:
- Suggests brighter shade for highlighting note
- Website/EDS looks cluttered
- Footer is really repetitive
- Dislikes outdated blue link styling
- Lack of confidence in search results due to lack of added keywords
- Act 4: The Old Well picture makes no sense (librarian photo place holder)
- White space under library news section is wuud
- Pacing/layout cluttered
Catalog

Thought condition in caption: many important concepts (how you do it, what you will do)
Articles+
(Summon Discovery Service)

Not sure what made "More within" go on Art / Search page.

Art 1 feels pretty good.

It should go back to main page & try on new search of narrower search terms.

Articles+ confusing if people not used to such terms.

Unsure if "Search & Peer Review" option giving relevant results in Articles+.

Desk has not tip of Art 1 makes up unnecessary space.

Main page search confusing.

Shows search on main Art 1 page. "Search with JSTOR" feature.

Unsure if going to get what desired. "Is this like big search?" = join BJF.

Did not know Art 1 has single author.
Problems with our approach

Too much data to analyze

Difficulty with cross-comparing elements from different tests
  • More than one test looked at search results pages (catalog vs. Summon/EDS)
  • Interface features like advanced search options
  • Visual elements
<table>
<thead>
<tr>
<th>Doesn’t Use Frequently</th>
<th>Hours +</th>
<th>Hours -</th>
<th>Useful/Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t use library site a few times. I like the map.</td>
<td>Overall, Art+ experience was very satisfactory. I had an 84 in my class.</td>
<td>Overall, Art+ experience was very satisfactory. I did a lot of research.</td>
<td>Overall, Art+ experience was very satisfactory. I had an 84 in my class.</td>
</tr>
<tr>
<td>Doesn’t use library site a few times. The map is ugly.</td>
<td>Overall, Art+ experience was very satisfactory. I didn’t find the catalog useful.</td>
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</tbody>
</table>

Typically ignore a lot of stuff. I like the list. I don’t think it’s useful. Noticed "clicked here." |

Typically ignore a lot of stuff. I don’t like ILL. |

Typically ignore a lot of stuff. I don’t like ILL. |

Alphabetizes. Wants to read descriptions and choose the best one. |

Has never used any way of saving something. Alphabetizes. Felt it was clear where to click. |

Once I’m on campus, I’m not worried. Make a note: I do use my accounts. |

Once I’m on campus, I’m not worried. Make a note: Glad there are lots of resources. |

Once I’m on campus, I’m not worried. Make a note: Glad there are lots of resources. |

We’ve never used any of this research. Make a note: Glad there are lots of resources. |

We’ve never used any of this research. Make a note: Glad there are lots of resources. |

Would not use catalog if I didn’t know. Should put E-R by D title is fine. |

Never use "I want to... access course. I want the. Picking a subject could be good if you have a specific. |

Never really see the bottom part of Names course search. Could be frequently used "list is helpful. |

Do not generally use the advanced search. Put each little course reserves - use that a lot! |

Do not generally use the advanced search. Maybe the Research tools are helpful. |

Do not generally use the advanced search. Wants to say "I want to..." is super useful. |

Screenshot of Excel spreadsheet.
Final (or Developing) Outcomes

Generated reports for each individual test

Used some of the data, but not all so far
- User note review with subject librarians
- New catalog platform in development
- Used sketch method for our special collections homepage
- Dropped EDS trial after statewide deal for Summon
ASK MORE QUESTIONS