

SCHOOL OF VISUAL ARTS LIBRARY

REMOTE USER TEST REPORT



INFO 644-02V

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EXECUTIVE SUMMARY

This report details the findings from the remote user tests of the [School of Visual Arts](#) (SVA) library's redesigned site. The School of Visual Arts is a leading institution in design, art, and creative professions, with more than 1000 faculty and 7000 students in its 31 educational programs. While the school is more than 70 years old, [its library](#) has been around since 1978 and serves the interests of both faculty and students in their pursuit of collaborative, academic research in its both locations, Main Library and Library West. Due to COVID-19, these in-person locations have limited hours so the redesigned website is central to serving the student and faculty on an ongoing and accessible basis virtually.

The purpose of these user tests were to explore and collect users' feedback about the updated navigation, functionality, and overall content layout in comparison with their former site's design. The SVA library intends to use this usability tests' feedback to implement the recommended adjustments and provide its users with an efficient, clear user experience when interacting with the library's various features and services. The usability team consisted of four researchers from Pratt Institute and this team built their tests around four functionality-based tasks available in the redesigned library site. The following findings and associated recommendations are provided in the report:

Finding #1: The site's overall navigation lacked intentional content organization and this caused most users to become lost when trying to complete a task.

Recommendation #1: Within the SVA's Navigation bar on the landing page, move the Library's link to be listed in either *Students > Academic Life* or create a new subsection labeled *Resources* in *Students* and list it there.

Recommendation #2: Group related information in the same sections for a consistent user experience.

Recommendation #3: Replace dropdowns with grid views and highlight unselected tabs to underline useful information or workflows.

Finding #2: The site's updated information architecture had inconsistent visual and textual elements, which created greater confusion for users when trying to find information.

Recommendation #1: Incorporate more visual iconography to emphasize the call-to-action opportunities in the site.

Recommendation #2: Reduce the amount of promotional content and create a new section labeled *About* for the library's general information.

Finding #3: The user's intended end goals were unclear and the site's overall responsiveness was clunky.

Recommendation #1: Reorganize the site's sections so the catalog's Search bar, general information, and *Services & Forms* are prioritized for their functionalities.

Recommendation #2: Update the site's labels to clearly reflect the user's end goals.

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INTRODUCTION

The [School of Visual Arts](#) (SVA) is deemed one of the leaders in education for artists, designers, and creative professionals. SVA has been around since 1947 and their library since 1978. SVA's main website has undergone numerous changes recently for the following reasons:

- to fulfill the primary goal of satisfying its students, staff, and faculty
- to successfully deliver important informational materials for in-person and online interactions.

In this user research project, our group of four (4) usability researchers from Pratt Institute—Celine Yap, Christine Tenny, Christy LaPerriere, and LeMark McPherson—explored how students, staff, and faculty navigated SVA library's redesigned website. We examined the website's usability by performing remote usability tests; this method afforded our team to meet SVA's testing goals and analyze the findings considering the strict quarantine regulations due to COVID-19. Overall the project's goal was to identify the ways that SVA library's redesigned site could maximize its efficiency and accessibility before the library's former website fully migrates off the SVA platform.

We grouped ourselves into testing duos—a notetaker and an interviewer—per user test and we administered eight (8) remote usability testing through the video call platform, [Zoom](#). Each user interview was allotted sixty (60) minutes; we allowed our participants to freely interact with the new website to complete each task and asked them to give their honest feedback along the way. Throughout the process, the interviewer then posed questions and identified any unique user behaviors that may uncover the usability issues. Finally our findings from the remote usability testing then provided the necessary recommendations to improve SVA's library users' online experiences.

METHODOLOGY

Remote user testing was used to evaluate the SVA library's redesigned website. The estimated duration for each remote user test was thirty (30) to sixty (60) minutes in length. Prior to each testing session, participants were emailed a consent participation form to be signed before the meeting; this allowed us to record each session for research purposes only. The testing was conducted amongst eight (8) participants using Zoom and it was done synchronously. Zoom is a lead technology in video communications because it is very easy to share, reliable, and user friendly. Our research team conducted each interview using structured notetaking techniques, pre- and post-test questionnaires, and a task-driven interview script to ensure all participants were asked the same questions; this format promoted equal, unbiased end results. As a reward for participating, all participants were awarded a \$10 Amazon gift card.

We scouted three (3) specific participant groups: students, staff, and faculty. Using the formatted script, participants were given tasks to complete while thinking aloud and the interview session was also recorded for analysis reference. The notetaker documented the process, in order to pool the user's feedback and gather the information for the final analysis.

All participants were presented with the same four tasks to be completed. The tasks given were :

- Find the Library's site within the overall SVA site.
- Identify the Main Library address, hours of operation on Mondays, and their phone number.
- Search the catalog for a recent research article.
- Find out how easily one could reserve a room in the Main Library (*For student participants*) or find out how easily one could locate and schedule a library

instruction class (*For Staff and Faculty participants*).

There was also a pre- and post-test questionnaire given to all participants in the testing process; Fig A (*below*) highlights the actual testing procedure for a quick reference.



Figure A

These questionnaires helped us gather data (*i.e. participant's familiarity with the library site, relationship to SVA, etc.*) from each participant by getting their feedback before and after the user test. Through the post-test questionnaire, the participants were asked to give their feedback and rating of each task. They were asked:

- Do you feel like you completed this task successfully?
- On a scale of 1 to 5, 5 being complex, how complex would you rate this task?
- Do you feel like you completed this task in an appropriate amount of time?

We chose these questions for the post-test questionnaire because they created a metric to determine success on the redesigned site's usability and accessibility. For example, the third post-test question used a scale and this allowed us to learn 75% of participants found Task #1 (*finding the library site on the SVA landing page*) was complex; therefore our team concluded the Navigation bar's navigation structure was too complex. Finally we developed recommendations for the library's site to make it more user-friendly and to create a more efficient navigation path, which will be explained more below. Several recommendations were developed by our team, but all findings will be discussed more later, including visual samples that can be found throughout the report and in the Appendix.

FINDINGS & RECOMMENDATIONS

OVERALL FINDINGS

Between the eight participants, there were three areas of improvement for the website: **Navigation**, **Information Architecture**, and **Functionality**. We determined these pivotal insights from three out of the four tasks, since they focused on these website features. The tasks were:

- **Task #1:** Find the Library's site within the overall SVA site.
- **Task #2:** Identify the Main Library address, hours of operation on Mondays, and their phone number.
- **Task #4:** Find out how easily one could reserve a room in the Main Library (*For student participants*) or find out how easily one could locate and schedule a library instruction class (*For Staff and Faculty participants*).

From these tasks, our team noticed the consistency in the users' responses to the post-test questions were:

- a.) most were unsure whether they completed the tasks successfully;
- b.) most assigned the task with a complexity of three or more;
- c.) they felt the task took more than the appropriate amount of time to complete (*more than 5 seconds*).

We were able to deduce the website's main problems (*below*) and provide recommendations that would work within the SVA's updated global style guide, which was the design standard used for the redesigned SVA library site.

PROBLEMS

NAVIGATION ISSUES

Since the library site's purpose was to function as an informational resource for its users to discover and/or select academic research or tools, all the tasks incorporated a navigation element. This is the navigation element per task:

- **Task #1:** Navigate the SVA landing page's Navigation bar to find the library's site.
- **Task #2:** Navigate the library's site to find the libraries' general information (*i.e. hours of operation, address, and phone number*).
- **Task #3:** Navigate the library's site to find the "Search Catalog" function.
- **Task #4:** Navigate the library's site to find the "Services & Forms" section to complete their assigned task.

In essence, the users should have had the ability to find and select research or tools easily and efficiently through these tasks. However our users had a very different experience—they described the navigation issues within each task as:

"No, that was not intuitive. It was only after reading the menu that it made the most sense out of what was available. It was a process of elimination." - P8

"It isn't intuitive. I would have given up." - P7

"No way dude, horrible. I would never find it. No ones ever going to get to this." - P6

These issues were represented multiple times in the following ways:

- In Task #1, we noticed users became lost in both the SVA landing page's sitemap and the library's redesigned site; it would take the user more than two attempts in their search until they found their required resource (*see Figure 1, 2, and 3 for the*

site mappings of one user's multiple attempts) or they would request assistance via "Ask a Librarian" button after their failed third attempt.



Figure 1: Site mapping for the user's first attempt to find the library's site from the SVA homepage

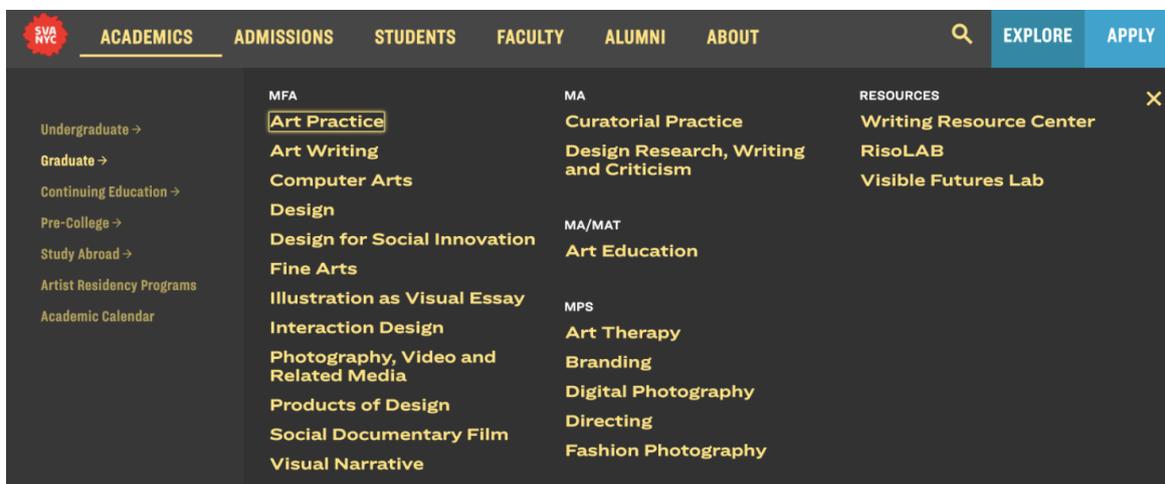


Figure 2: User's second attempt to find the library's site

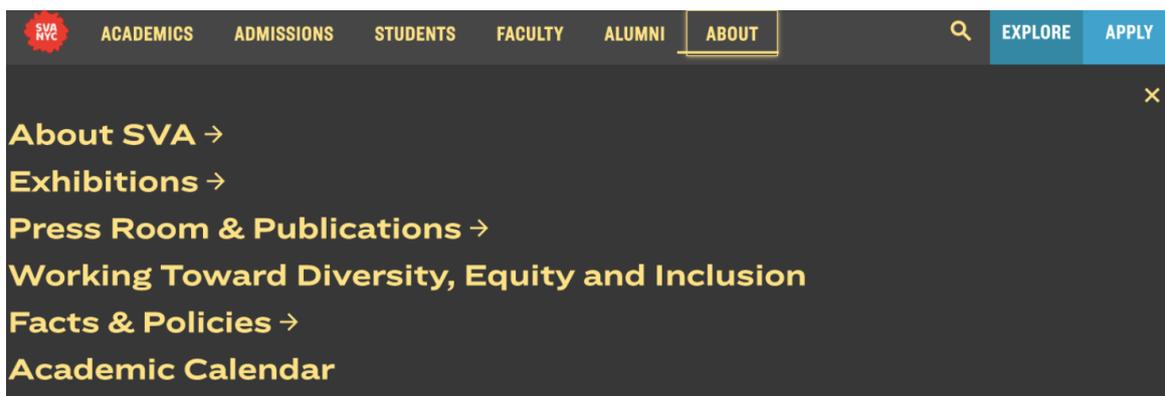


Figure 3: User's last attempt before they requested help to complete Task #1

- In Task 2 and 4, users were confused at the inconsistent and nonlinear placement of library resources and information since all related information should live in the same area / section of the site. For example, they didn't understand why the hours of operation weren't listed with the libraries' addresses and telephone numbers (see *Figure 4*) as well as why the *Services & Forms* section wasn't listed directly below the libraries' general information (see *Figure 5*).

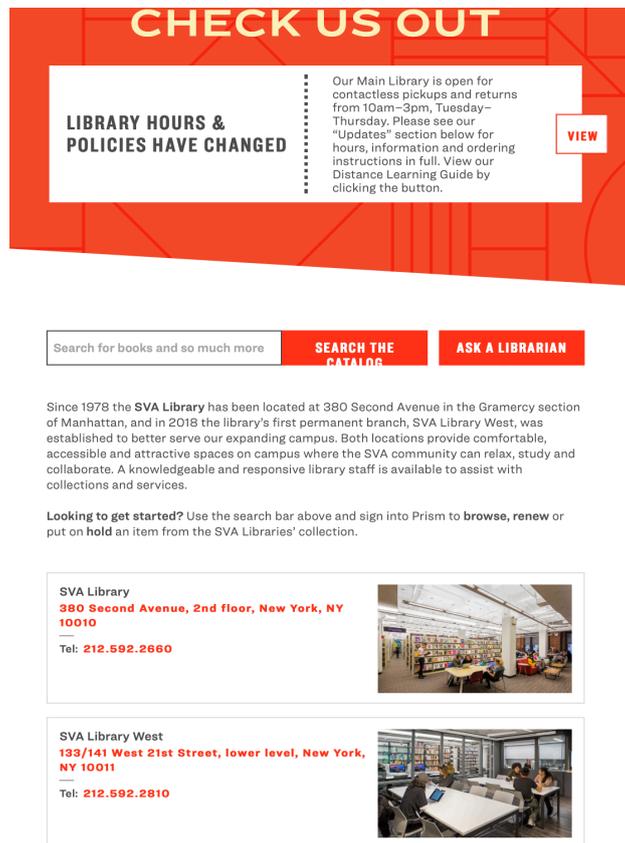
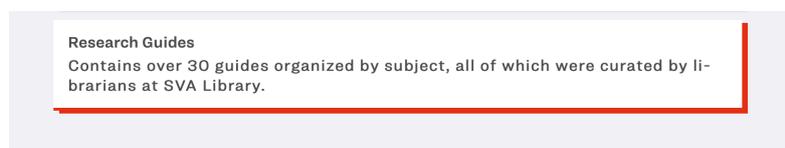


Figure 4: Location of “Check Us Out” text box versus location of libraries’ general information



Services & Forms

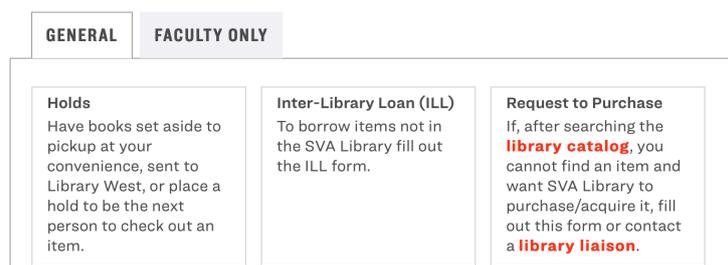


Figure 5: “Services & Forms” section is located below the “Resources” section, which is the third section from the top

- In Task 4, most users were able to complete the task successfully; however they noted the selection dropdown functionality (see *Figure 6*) for the various sections (i.e. *Facilities, Policies, Services & Forms, etc.*) seemed nice in theory, but they easily glanced and missed that information as they moved forward with the task completion process (see *Figure 7* for the recorded user interaction with this feature).

Facilities



Facilities



Figure 6: Images of how the selection dropdown currently functions on the site

Facilities



During the Fall 2020 semester, our main branch at 380 2nd Ave. is open for contactless pickups and returns from 10am-3pm, Tuesday-Thursday. Please request materials in advance through our **online catalog**. Current students, faculty, and staff can **reserve workspace** at tables and in the computer lab. Our **Distance Learning Guide** outlines resources & services available remotely. **Contact us** with any questions.

Figure 7: The selection dropdown once it is selected to be opened

INFORMATION ARCHITECTURE ISSUES

Upon first interaction, any site's information architecture must attract the user's attention but it must also engage and efficiently complete the user's chosen workflow. The SVA library has various services, interactive opportunities, and resources for its users (*i.e. students, faculty, and staff*) to utilize in their research and academic experiences at SVA, which we highlighted in all our tasks.

- **Task #1:** Needed to find the library site within the SVA landing page's sitemap—"important to initiating any user's research journey through the library site.
- **Task #2:** Needed to locate the library's general information (*i.e. hours of operation, address, and phone number*)—crucial information for further follow-ups with the library staff and requests for assistance.
- **Task #3:** Needed to locate the "Search Catalog" function—highly used function that is central to the user's research journey.
- **Task #4:** Needed to locate the *Forms & Services* section—multifaceted section that provides its users with various offerings available through the library.

However our team noticed a consistent issue in all our users' feedback: **the site's updated information architecture had inconsistent visual and textual elements, which created greater confusion for users when trying to find information.** The below examples show how these interruptions operated multiple times with different tasks:

- In Task #2, some users appreciated the "Check Us Out" text box as an area for important announcements; yet they were confused why the library's hours of operations were located here rather than in the libraries' general information.

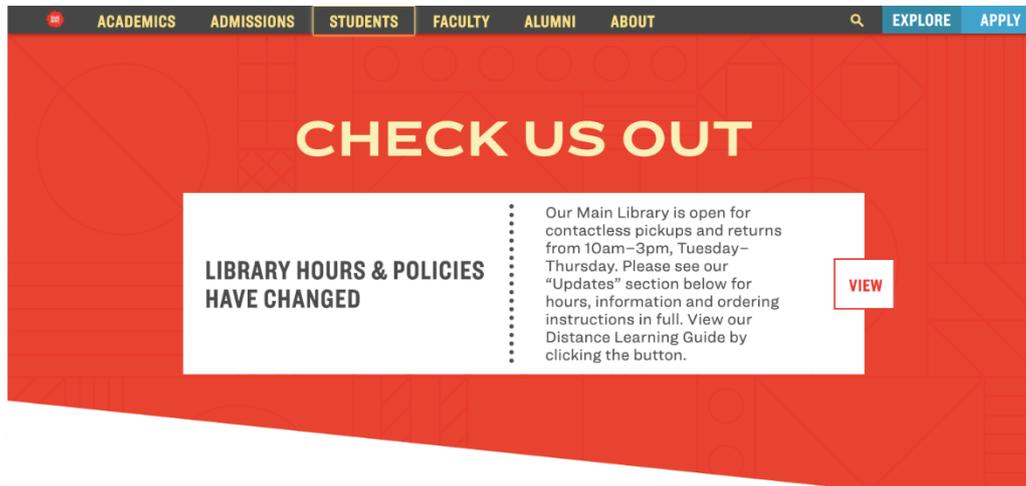


Figure 8: Hours of operation listen within the “Check Us Out” text box, but other general library information isn’t listed

Additionally the hours blended with the other text in this box and were easily missed, which the users explained the experience as:

“I barely would have checked this, it’s not a natural place I would look for the hours. For me the hours should be with the address.” - P6

“The wall of text under “Check Us Out” feels like a bit too much.” - P4

As users were navigating the site for information related to Tasks #2 and #4, they commented on the overall text-heavy design. This design choice unintentionally hid crucial call-to-actions for the user, such as the hours of operations from Task #2 and the assigned form in Task #4 (see *Figure 9 and 10*) and caused moments of confusion when deciding how they should interact with these resources.

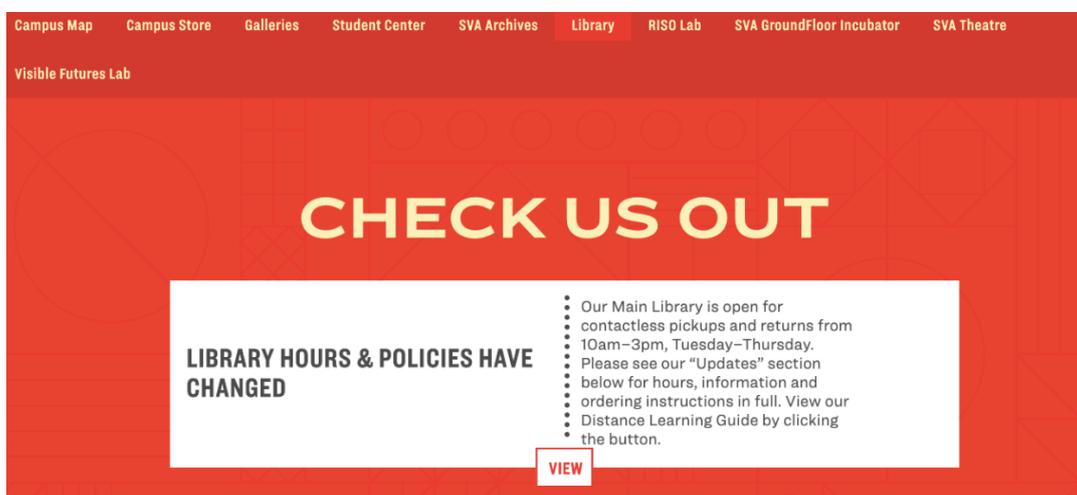


Figure 9: Library’s hours of operations are listed in the right paragraph, but it is hard to find this information easily

Services & Forms

GENERAL	FACULTY ONLY	
Holds Have books set aside to pickup at your convenience, sent to Library West, or place a hold to be the next person to check out an item.	Inter-Library Loan (ILL) To borrow items not in the SVA Library fill out the ILL form.	Request to Purchase If, after searching the library catalog , you cannot find an item and want SVA Library to purchase/acquire it, fill out this form or contact a library liaison .
Request an Image Can't find an image of a specific artist or artwork on SVA Image Library or Artstor ? Request the image(s) using this form, and the Visual Resources staff will catalog and upload the content for you!	Reserves The Reserve Collection ensures that required readings for classes are always available to students. You can look them up by your instructor's name (or by item) and bring the call number to the circulation desk. Reserves are available for two-hour in-library use.	Group Study Reserve our Group Study Room for up to 6 people. Inquire at the circulation desk, call us at 212.592.2660 or book through Google Calendar.
Library West Event Registration Form The lounge at SVA		

Figure 10: For the student participants, it was hard to efficiently find the “Reserve a Room” service amidst all the text and other options

As two users said:

“I barely would have checked this, it’s not a natural place I would look for the hours. For me the hours should be with the address.”- P6

“No one is going to find this. Everyone is going to leave the default in general.” - P6 after completing Task #4

- While the updated site is formatted to fit SVA’s new style guide, users were distracted by the color palette (specifically the red), text fonts chosen, and one-page layout to display all the library’s resources (see Figure 11).



Since 1978 the **SVA Library** has been located at 380 Second Avenue in the Gramercy section of Manhattan, and in 2018 the library's first permanent branch, SVA Library West, was established to better serve our expanding campus. Both locations provide comfortable, accessible and attractive spaces on campus where the SVA community can relax, study and collaborate. A knowledgeable and responsive library staff is available to assist with collections and services.

Looking to get started? Use the search bar above and sign into Prism to **browse**, **renew** or put on **hold** an item from the SVA Libraries' collection.

Figure 11: The site's overall design layout and its associated elements

Some users described the design experience as:

"It's too much information and you get over stimulated, it needs to be streamlines." - P6

"I guess for me, what I notice, is that it's organized, I think I just get more overwhelmed by the amount of information. I notice more for myself that a lot of sites that are easier for me to interact with are more picture and visual based." - P8

Most users were familiar with the library's old site and they reminiscently recounted their preference for its "mellow" colors as well as multi-page layout that cleanly organized all the resources in an intuitive manner.

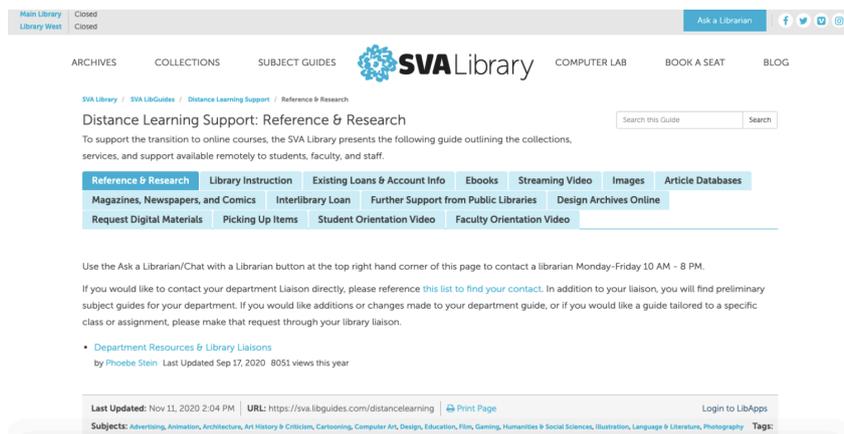


Figure 12: The visual design of a webpage from SVA library’s old site

FUNCTIONALITY ISSUES

As noted, the library has various services for its users to engage and use for their research or studies. It is important for these services to be interactive enough to attract the user’s interest, but their functionality should be clear and efficient enough for any user to use. Some tasks required a functionality to initiate a workflow and those tasks were:

- **Task #2:** Needed to review the “Check Us Out” box’s text to identify the library’s hours of operation and the full overview can be found by selecting the “View” button.
- **Task #3:** Needed to use the “Search Catalog” functionality to locate a specific book by selecting the “Search the Catalog” button.
- **Task #4:** Needed to use the grid view functionality to find the appropriate service or form in the two-section layout of the *Services & Forms* section.

In terms of this updated site, the latter was not successfully achieved—most users felt it was unclear what they were expected to do and the site’s overall responsiveness was clunky. Here are the users’ responses to this experience:

“It took way too long and was extremely cumbersome. If I weren’t doing this for a study, I would have gotten very frustrated. I just stuck it out because it was a task.” - P2

“This page reads more like an info or about us page so I might not immediately know that I could search the catalog through this page.” - P8

“I think this whole section (Check Us Out) should just go away. What are we checking out? We’re already checking you out.” - P4

These experiences can be seen in the below examples:

- In Task #2, our team noticed the SVA library’s interactive design wasn’t universally functional with all website browsers. The “Check Us Out” text box is visible and usable for all website browsers, except Safari.



Figure 13: “Check Us Out” section in a Safari browser

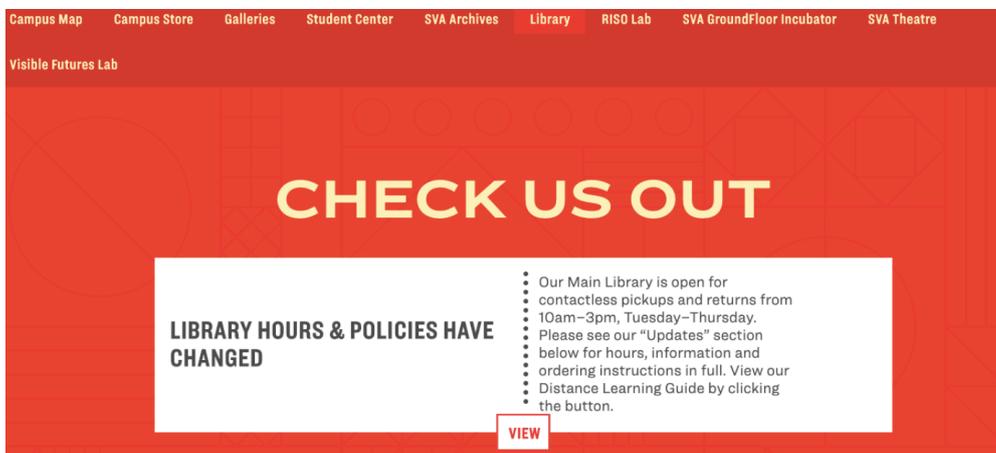


Figure 14: “Check Us Out” section in a Chrome browser

- When the user changed their browser's screen sizing, the Catalog's search bar didn't automatically change its sizing; a user noticed the Search area's language would be cut off if they minimized their screen.

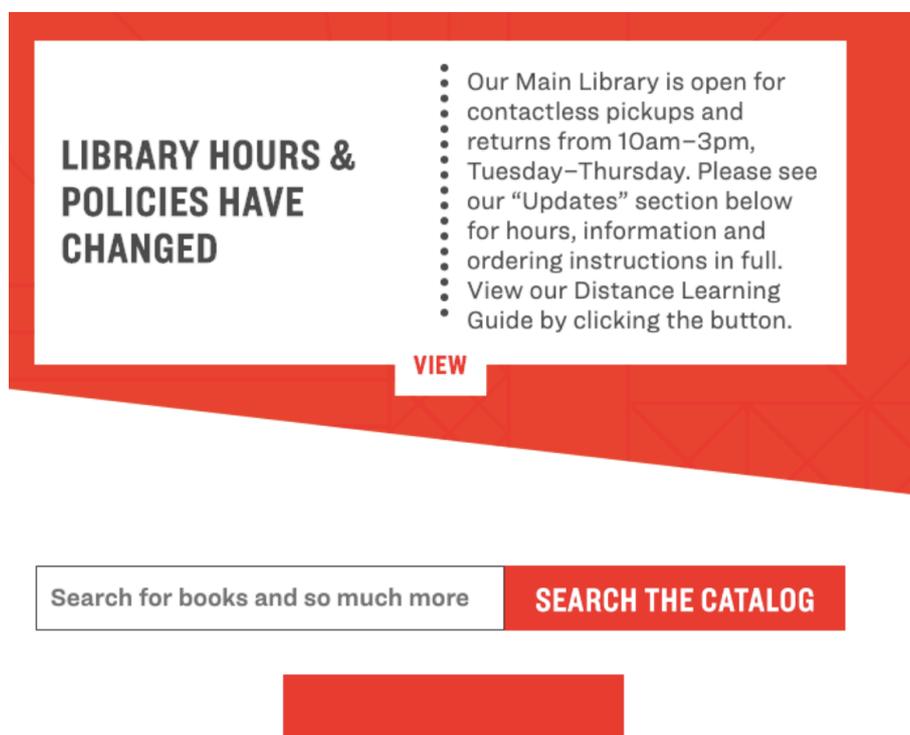


Figure 15: This screen was minimized to one-third of a full screen on a laptop

- In Task #3, users noted the catalog's Search bar is an important feature but also other sections of the site need to be moved to the top too.

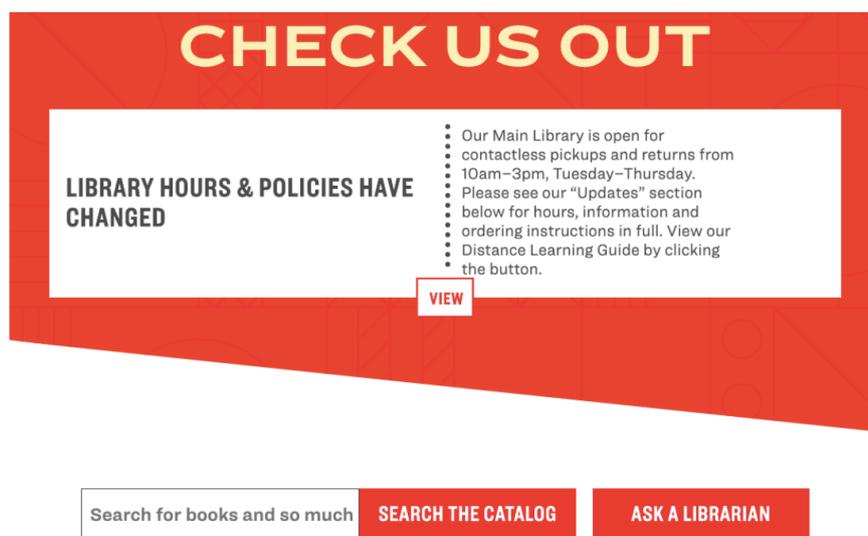


Figure 16: The Catalog's Search button is listed below the "Check Us Out"

Research Guides

Contains over 30 guides organized by subject, all of which were curated by librarians at SVA Library.

Services & Forms

GENERAL

FACULTY ONLY

Holds

Have books set aside to pickup at your convenience, sent to Library West, or place a hold to be the next person to check out an item.

Inter-Library Loan (ILL)

To borrow items not in the SVA Library fill out the ILL form.

Request to Purchase

If, after searching the **library catalog**, you cannot find an item and want SVA Library to purchase/acquire it, fill out this form or contact a **library liaison**.

Figure 17: Library's "Services & Forms" section is listed at a lower position on the site

Their reasoning was the catalog's Search bar, library's general information, and *Services & Forms* sections would be the most useful for users and they are the most interactive, therefore they should be prioritized at the top. Also this reorganization of the sections would prevent the users from enduring the "endless scroll" throughout the page to find information and efficiently be able to complete a workflow.

RECOMMENDATIONS

NAVIGATIONAL RECOMMENDATIONS

One of the most prominent issues identified through user testing was in the participants ability to navigate to the Library's site from the main SVA landing page. Participants found this issue to be particularly troublesome as they noted that the Library's site was one they viewed to be the most important link on the site. A quote that reflects this sentiment is listed below:

"If I were a student, I would think the library would be a more readily accessible resource and clearly labeled." - P1

In order to address these issues, we take insight from our participants and the paths they took while completing the task: "Find the Library site within the overall SVA site." A majority (5) participants first clicked on the navigation link *Students* and then selected *Academic Life*. We observed that none of the participants went further than two clicks as they expected to have found the Library site at that point. Instead, participants either gave up in their search or tried to find the Library site within another navigation link, the *Academics* link was often the second choice of participants. Two of the most popular pathways that users took are listed below:

1. 5 participants (P1, P4, P5, P7, P8) followed the path *Students > Academic Life*
2. 4 participants (P1, P2, P4, P8) followed the path *Students > Life at SVA*

A full list of the pathways taken by users can be found in the Appendix.

In addition, participants made recommendations when asked where they expected the Library site's link to be found. These recommendations are as follows:

1. 3 Participants (P1, P2, P6) suggested for there to be a *Resource* link right under *Students*

2. 2 Participants (P7, P8) noted that the Library site’s link should be directly under *Students* or *Academics*

A full list of participant suggestions can be found in the Appendix.

In order to address these navigation issues we incorporate these recommendations we suggest that the Library link be moved from the tertiary navigation level to the secondary and moved from the *Life at SVA* link to *Academics*. This move reflects the attitudes of participants that the Library reflects their academic needs. This sentiment can be perceived from the following quote gathered from participants:

“Then I figured it should be in the Students and then it made sense that it would be in Academic Life thinking again that it would be part of my Academic Life here at SVA.”

- P8

An example of what this recommendation would look like in practice is seen below in Figure 18:

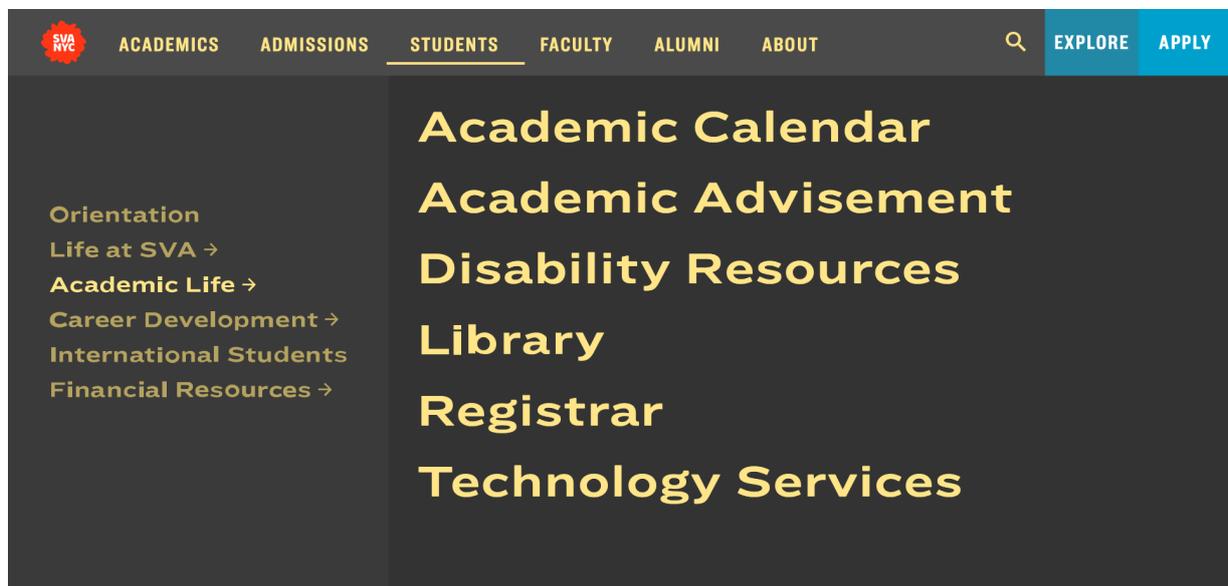


Figure 18: Updated Navigation

If it is possible to create a new secondary navigation link under the primary link of Students, this research suggests that it would be beneficial to move the Library link to a secondary navigation link labeled *Resources*. This new link would therefore create the

pathway *Students > Resources > Library* in which the library site could be found. Quotes supporting this idea are as follows:

“I feel like there should be another dropdown for resources, where the Library site could be listed.” - P1

“There should be a categorization that says Resources.” - P6

“I thought there would be something like Student Resources under Students that would have led me to the library. - P2

Figure 19 presented below provides an example of what this would look like along with some additional links that could be found within the *Resources* section.

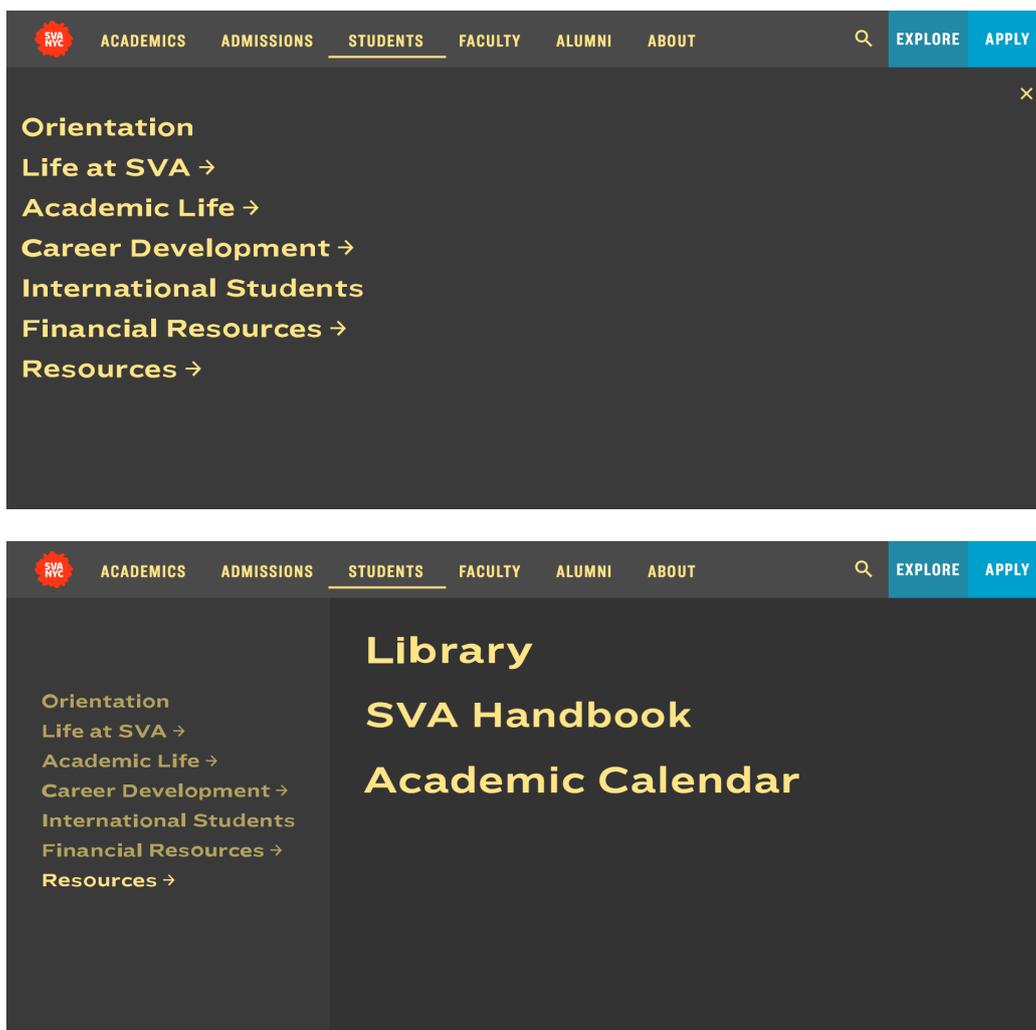


Figure 19: Resource menu

In addition, participants faced some challenges while trying to navigate within the Library's site. As addressed in the Problems section of this report, the following recommendations are suggested in order to address these issues.

RECOMMENDATION 1: Group Similar Content

- In order to help users better locate general information such as the hours of operation, address, and phone number, we recommend that all three key components be grouped and listed together. This change can be found on both the site's footer where currently only the library's address and phone number can be seen and within the two library's information boxes. The two locations which would be affected by this recommendation and quotes to support it are listed below:

"The most logical place for it—the hours of operation—would be under the address and phone number." - P2

"I barely would have checked this, it's not a natural place I would have looked for the hours. For me, the hours should be with the address."- P6

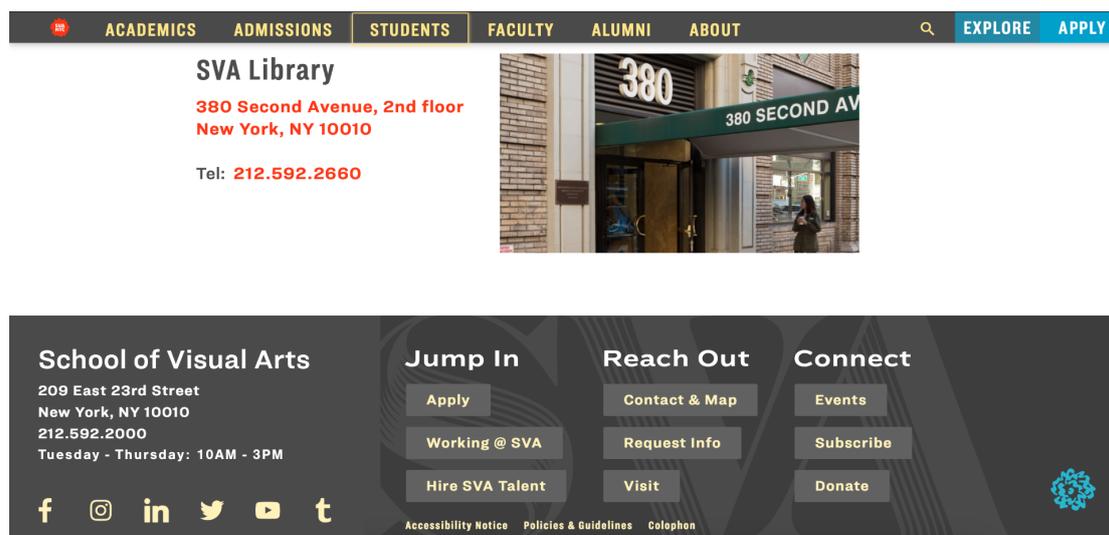


Figure 20: Updated footer

Looking to get started? Use the search bar above and sign into Prism to browse, renew or put on hold an item from the SVA Libraries' collection.

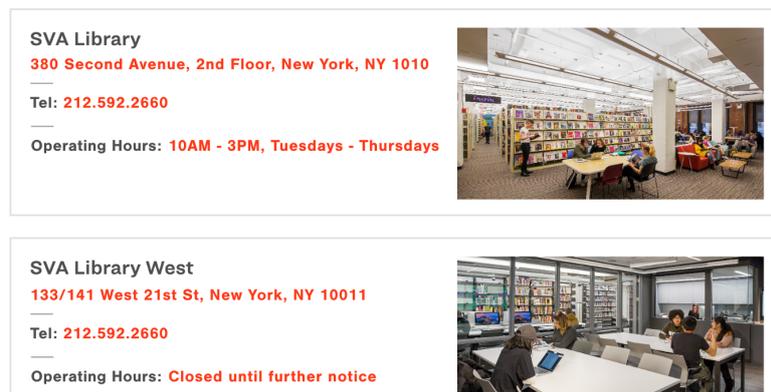


Figure 21: Updated library information cards

RECOMMENDATION 2: Reduce Dropdowns and Highlight Tabs

- While users recognized that some sections of the library site utilized dropdowns in order to reduce the amount of scrolling on the page, others had trouble navigating to their desired section of the page due to this hiding of information. Therefore, it is recommended that whenever possible, a grid view (similar to that used in the *Services & Forms* section of the site) should be used to show information. In addition, users had trouble toggling between tabs on sections which utilized this approach. For example, participants who were faculty and staff had trouble identifying the *Services & Forms* related to their position.

“No one is going to find this, everyone is going to leave it on the default or general.”

- P6

Therefore, it is recommended that the unselected tabs stand out a bit more in order to help users identify their existence. An example of what this would look like is shown below:

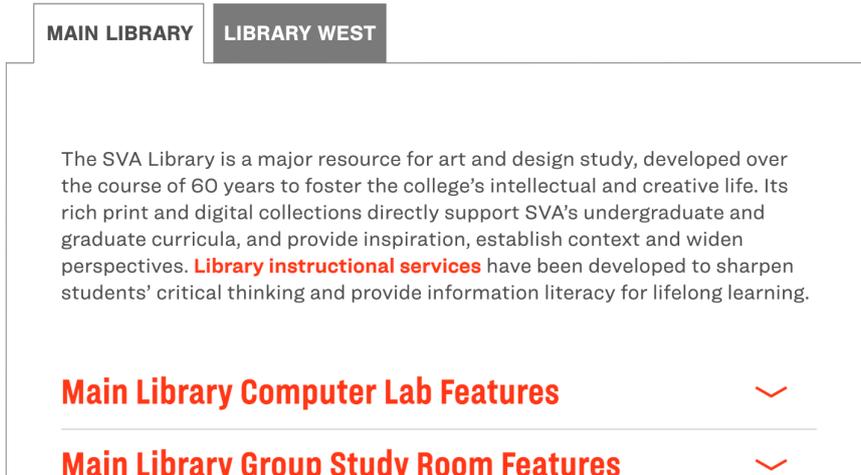


Figure 22: Updated tab design

INFORMATION ARCHITECTURE RECOMMENDATIONS

The site's information architecture is another factor that can be streamlined in order to produce more satisfaction from the site's users. As addressed, the site was viewed to be repetitive and information heavy, two issues that can be changed without much trouble.

The abundance of information is addressed as follows:

"It's too much information and you get overstimulated, it needs to be streamlined. I don't need all of this now. They're trying to do too much on one page."- P6

"I guess for me, what I notice is that it's organized, I think I just get more overwhelmed by the amount of information. I notice more for myself that a lot of sites that are easier to interact with are more picture or visual based." - P8

RECOMMENDATION 1: Include Visual Iconography

- These responses along with the sentiments of others suggest a need for information to be reduced and replaced with more visual iconography and representations which will help users identify the information that is important. Something for instance that participants missed most from the old site was the *Visit Us*, *Services & Forms*, *Databases*, and *Account & Policies* icons on the top of the page. While those icons redirected to other pages, they could be modified on the new site to redirect to places on the same page in order to keep the single page layout (SPA) that is in place. These icons would therefore act as a visual alternative for navigating through the library site. An example of what these icons could look like are shown below:

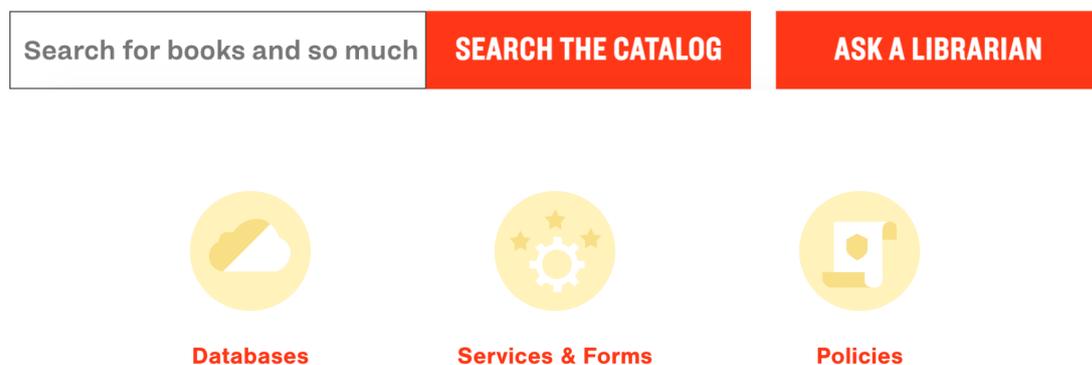
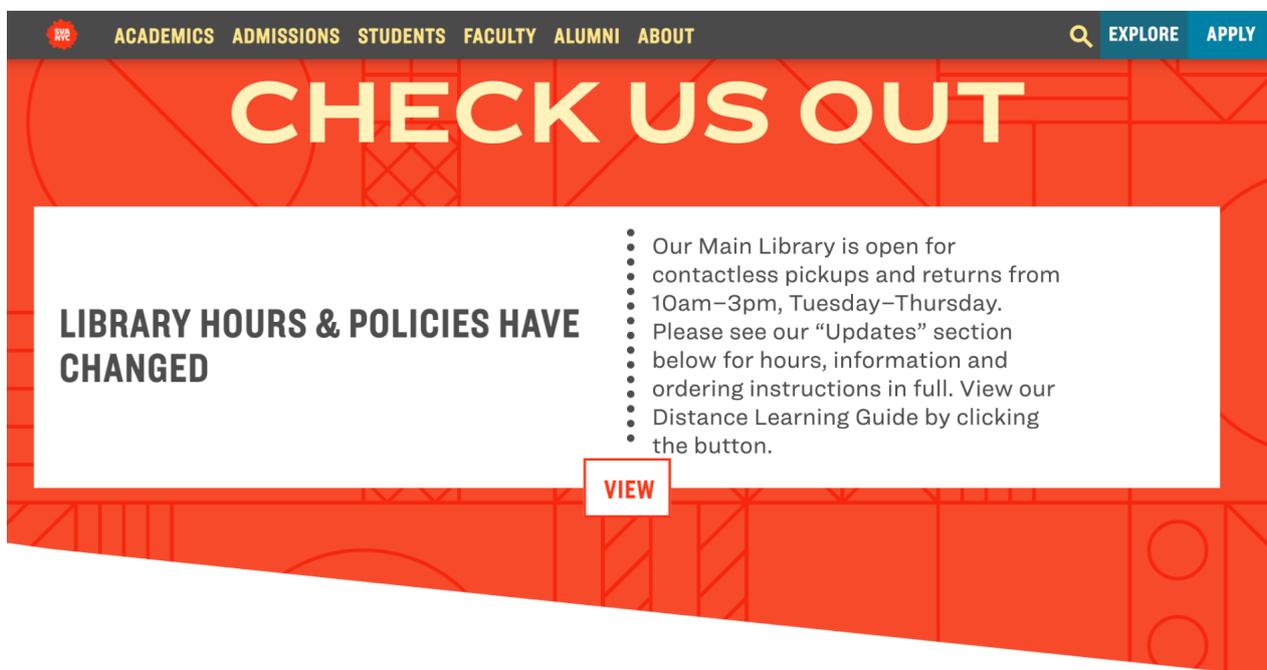


Figure 23: Visual icons

RECOMMENDATION 2: Reduce the amount of Promotional Content

- Users found themselves having to scroll through information about the library in order to navigate to the content they needed in order to complete key tasks. One user, P8 states the following:

“This page reads more like an ‘Info’ or ‘About Us’ page so I might not immediately know that I could search the catalog through this page.”

In order to address this issue, it is recommended that this type of information be reduced and replaced with an *About* section that can be found further down the page in order to reduce the scrolling and time spent by users using the library site for its key functions.

FUNCTIONALITY RECOMMENDATIONS

In order to help users achieve their objectives on the library’s site, the site’s labels must match end goals and the user interface (UI) must help facilitate efficient interactions. One of the main issues addressed by participants was the order in which sections appeared on the site. This feeling can be represented through the following quotes:

“Considering this (Services & Forms) is something I would use a lot, I would have liked it to be further up on the page.” - P8

“The library subsections should be available to me on the homepage without having to scroll.” - P4

Because of these sentiments, it is our recommendation that the website’s content should be reorganized so that the Search, general information (hours of operation, address, and phone number), and *Services & Forms* are the first three sections on the page and the first thing that a user encounters. A representation of what this would look like is depicted below:

ACADEMICS ADMISSIONS STUDENTS FACULTY ALUMNI ABOUT EXPLORE APPLY

CHECK US OUT

LIBRARY HOURS & POLICIES HAVE CHANGED

- Our Main Library is open for contactless pickups and returns from 10am–3pm, Tuesday–Thursday.
- Please see our “Updates” section below for hours, information and ordering instructions in full. View our Distance Learning Guide by clicking the button.

VIEW

Search for books and so much **SEARCH THE CATALOG** **ASK A LIBRARIAN**

SVA Library
 380 Second Avenue, 2nd Floor, New York, NY 1010
 Tel: 212.592.2660
 Operating Hours: 10AM - 3PM, Tuesdays - Thursdays



SVA Library West
 133/141 West 21st St, New York, NY 10011
 Tel: 212.592.2660
 Operating Hours: Closed until further notice



Services & Forms

GENERAL FACULTY ONLY

<p>Holds Have books set aside to pickup at your convenience, sent to Library West, or place a hold to be the next person to check out an item.</p>	<p>Inter-Library Loan (ILL) To borrow items not in the SVA Library fill out the ILL form.</p>	<p>Request to Purchase If, after searching the library catalog, you cannot find an item and want SVA Library to purchase/acquire it, fill out this form or contact a library liaison.</p>
<p>Request an Image Can't find an image of a specific artist or artwork on SVA Image Library or Artstor? Request the image(s) using this form, and the Visual Resources staff will catalog and upload the content for you!</p>	<p>Reserves The Reserve Collection ensures that required readings for classes are always available to students. You can look them up by your instructor's name (or by item) and bring the call number to the circulation desk. Reserves are available for two-hour in-library use.</p>	<p>Group Study Reserve our Group Study Room for up to 6 people. Inquire at the circulation desk, call us at 212.592.2660 or book through Google Calendar.</p>
<p>Library West Event Registration Form The lounge at SVA Library West doubles as an event space that students, faculty, and staff can request to reserve.</p>		

Figure 24: Reorganization of site

In addition, the site's labels didn't always reflect the user's end goals and should instead be made clear and concise in order to facilitate better interactions. One label in particular that reflects this problem is that of the link for reserving a room. The link that represents this action is labeled "Google Calendar." While this represents the place in which room reservations are made, users who are not already aware of this might doubt that the link will allow them to reserve a room in the library. Instead, clear instructions that match the users goal should be used. Our research team therefore suggests that for this particular link, the label should instead be "Reserve a Room."

Additional recommendations of which links should have their label changed are listed as follows:

1. **Library Hours & Policies Have Changed:** View > Distance Learning Guide
2. Find a Liason > Find a Librarian
3. **Policies:** Print & Scan > Printing & Scanning
4. **Policies:** Library Policies > Borrowing & Renewing
5. **Policies:** Loaning Information > Loaning

One example of a label that functions well on the library site is "Search the Catalog." Participants of our study remarked that this label helped them identify where to search and added confidence that their actions would meet their end goal.

"It's nice that it seamlessly took what I searched from the main website and went straight to Prism." - P6

ADDITIONAL RECOMMENDATIONS

It is our belief that the following recommendations can be addressed easily without excessive explanation on the part of the research team. The recommendations are as follows:

- Ensure that the site's design is consistent across all web browsers
 - Participants identified an issue while using the web browser Safari in which the header "Library Hours & Policies Have Changed" did not appear.

CONCLUSION

As one of the world's most influential artistic communities, the School of Visual Arts (SVA) prides itself on being one of the leaders in today's creative world to educate our future artists and designers. SVA believes in quality and satisfaction, which is why the user tests were completed.

The key user groups included were students, faculty, and staff who all sought to accomplish either their routine book search or gather quick information from the library's website. These user test results highlighted issues with Navigation, Information Architecture, and Functionality. In order to increase satisfactory engagement with the library section of SVA's newly designed website, SVA should consider the recommendations listed above, like changing the navigation path for the website, reducing some information by replacing them with more visual iconography, and should consider reorganizing the website content placing general information on the top of the page, which would be the first thing that a user encounters. If these changes, along with the detailed recommendations in the report, are considered, it will promote better user engagement, and as a result, this will bear fruit of satisfied users and a more accessible and functionally friendly website.

REFERENCES

About the SVA. Retrieved November 27, 2020, from <https://sva.edu/about/about-sva/overview>

APPENDIX

APPENDIX A: Pre-Test Questionnaire and Responses [Students]



School of Visual Arts User Testing

Screening Questionnaire (Students)
*** Required**

Full Name *
Your answer _____

Email Address *
Your answer _____

What are your preferred pronouns? *

She/Her/Hers
 He/Him/His
 They/Them/Theirs

What is your age? *
Your answer _____

Where are you currently located? *
Your answer _____

What is your occupation? *
Your answer _____

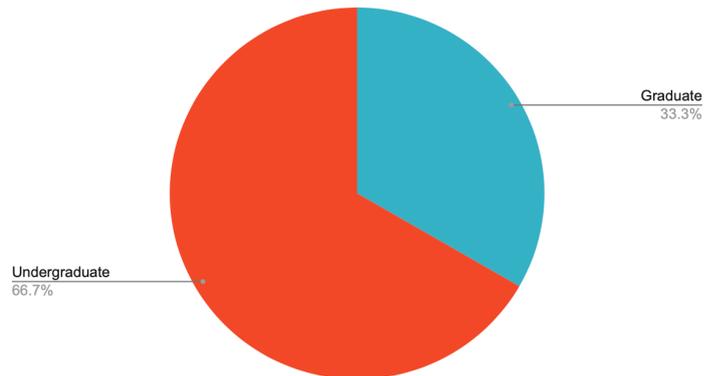
Are you an Undergraduate or Graduate student? *

Undergraduate
 Graduate

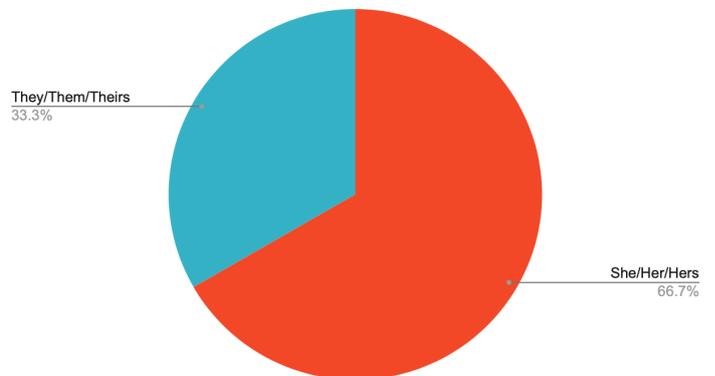
If you answered 'Graduate', where did you get your Undergraduate degree?
Your answer _____

Submit

Are you an Undergraduate or Graduate student?



What are your preferred pronouns?



Where are you currently located?

Brooklyn, New York

Brooklyn, New York

Brooklyn, New York

APPENDIX B: Pre-Test Questionnaire and Responses [Faculty and Staff]



School of Visual Arts User Testing

Screening Questionnaire (Staff/ Faculty)
*** Required**

Full Name *
Your answer _____

Email Address *
Your answer _____

What are your preferred pronouns? *

She/Her/Her
 He/Him/His
 They/Them/Theirs

What is your age? *
Your answer _____

Where are you currently located? *
Your answer _____

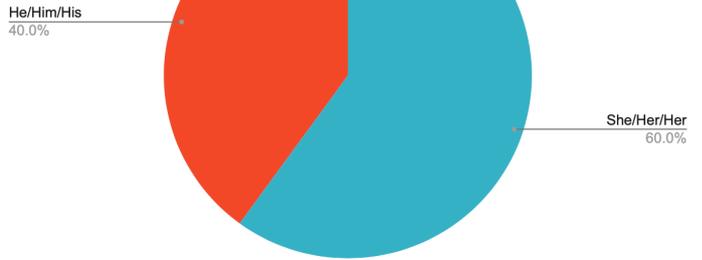
What is your occupation? *
Your answer _____

Are you an alumni of the School of Visual Arts? *

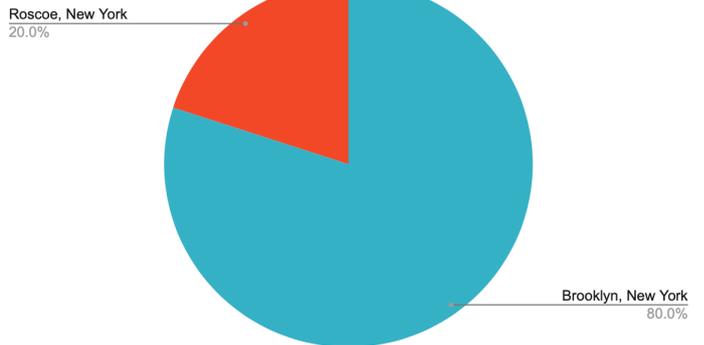
Yes
 No

Submit

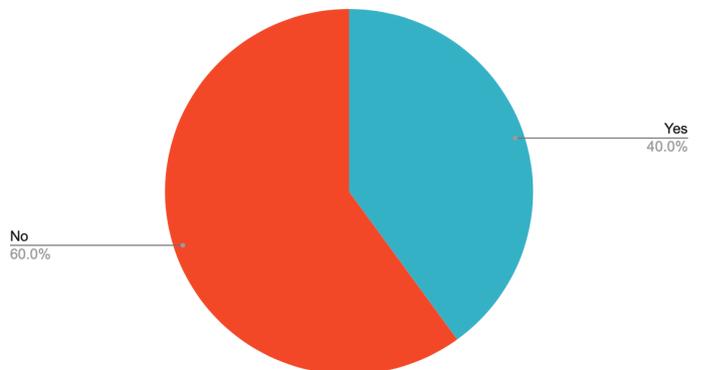
What are your preferred pronouns?



Where are you currently located?



Are you an alumni of the School of Visual Arts?



APPENDIX C: Consent Form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Title Of Study: School of Visual Arts Library Website User Experience

The purpose of this usability study is to evaluate the School of Visual Arts Library's website (<https://sva.edu/students/life-at-sva/campus-spaces/library>). We are interested in determining whether or not people can accomplish common tasks and easily find information using this website. The session will not 'test' you or your ability, rather, the session will test the [SVA Library's website](#) to provide information on areas that might need to be improved. Please be advised that there are no risks associated with participation in this session.

Procedures: I have been told that, during this session, the following will occur ...

- I will complete brief online questionnaires; pre-test, post-tasks and post-test
- I will be given tasks using the [SVA Library's website](#). While completing these tasks, I will be asked to "think aloud" to verbalize my thought process.
- Members of the Pratt Moderator Team will observe and take notes. In addition, the session will be captured on video for future review.
- The session will last no longer than one hour.

If for any reason you are uncomfortable during the session and do not want to complete a task, you may say so and we will move on to the next task. In addition, if you do not want to continue, you may end the session and leave at any time.

Approximately three people will participate in this study. Results from all sessions will be included in a usability report. Your name will not be included in the report nor will your name be associated with any session data collected unless disclosure is required by law.

I, _____, have read and fully understand the extent of the study and any risks involved. All of my questions, if any, have been answered to my satisfaction. My signature below acknowledges my understanding of the information provided in this form and indicates my willingness to participate in this user testing session.

Age: ____ (Note: Must be 18 or older to participate in this study)

Signature: _____ Date: _____

Thank you for your participation!

APPENDIX D: Interviewer Script

Introductions

Hello, my name is [name]. I'm a graduate student at Pratt Institute studying [name of degree]. I'm joined here with my research partner who will be helping me out by taking notes. *Research partner* I'll let you introduce yourself now.

Participant would you mind introducing yourself.

Participant introduction

I first want to ask if you consent to having this zoom call audio and video recorded for research purposes. If you consent, would you mind saying "I give us" once the recording starts?

Once recording starts

Study Explanation

Great! Thank you for participating in our user research! We are currently researching and exploring the user experience with the new School of Visual Arts' library site. Our goal is to improve any areas that need to be updated for any specific reason, so please share all your honest feedback throughout the process.

Each session will be at most 60 minutes long and it will involve interactive segments, where our team will pose questions or discuss all the great insights you've shared. In order to successfully collect and analyze your response, the session/call will be recorded.

Please note: The data collected will remain anonymous and confidential. We will be using the responses to identify problems and provide solutions for our assigned client, SVA's Library staff, and it will be shared in our INFO-644 Final Project.

Finally, as a thank you for your participation, we will be sending a \$10 Amazon gift card electronically which you should expect to receive in the first week of December. If you

wouldn't mind sharing the email address associated with your Amazon account, my research partner will make note of it so we can get you that gift card.

Procedural Instructions

Before we dive into this session, here are some things you should know about this process:

- 1. Complete all surveys and associated paperwork.** There are two short surveys - pre- and post-interview - and other paperwork (*i.e. NDA, Amazon card form, etc.*) that we will share in the session and answer each once as precisely as possible.
- 2. Introduce yourself.** We want to get to know you better, so say your name, your preferred pronouns, and share your responses to our introductory questions.
- 3. Read and complete each task in our list.** After the pre-interview survey, we will provide a list of tasks and we will ask you to show us how you would complete the task through the site. Feel free to move through each one at your own pace and slow down if it is moving too fast at any point.
- 4. Give honest feedback.** Share all your thoughts, questions, and feedback openly with our team at any stage of the process.

Pre-test Questionnaire

Unless you have any questions, I'll go ahead and send you a link to the pre-test survey. Take your time in filling it out and once you're done will get started with the next phase of the study. If it makes you feel more comfortable, feel free to turn your camera/mic off for this portion of the study.

Students

<https://docs.google.com/forms/d/e/>

[1FAIpQLSfwCifGI4fszb8rakBj4f0jQPXVUulCXaJs5Y2cHmZ8eipjnQ/viewform?](https://docs.google.com/forms/d/e/1FAIpQLSfwCifGI4fszb8rakBj4f0jQPXVUulCXaJs5Y2cHmZ8eipjnQ/viewform?usp=sf_link)

[usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSfwCifGI4fszb8rakBj4f0jQPXVUulCXaJs5Y2cHmZ8eipjnQ/viewform?usp=sf_link)

Faculty/Staff

<https://docs.google.com/forms/d/e/>

[1FAIpQLScW6DkAdUd9sLJrVImU9t6pt0gGNyKlxucXpbz-eqEuozsl3g/viewform?](https://docs.google.com/forms/d/e/1FAIpQLScW6DkAdUd9sLJrVImU9t6pt0gGNyKlxucXpbz-eqEuozsl3g/viewform?usp=sf_link)

[usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLScW6DkAdUd9sLJrVImU9t6pt0gGNyKlxucXpbz-eqEuozsl3g/viewform?usp=sf_link)

Thank you! Now I just have a few questions before we start taking a look at the SVA website. Remember there are no wrong answers, we just want to get a better idea of your background and familiarity with the site.

Pre-test Questionnaire

Student Questionnaire

1. How many years have you attended SVA?
2. How comfortable are you with using technology?
3. How familiar are you with the SVA Library website
If familiar:
 - What motivates you to go to the SVA site?
 - What features of the website do you use the most?
 - How frequently do you use the SVA website?
If not familiar:
 - What would motivate you to go to the SVA site?

Faculty/Staff Questionnaire

1. How long have you worked at SVA?
2. Which department do you think has a good SVA site?
3. How comfortable are you with using technology?
4. How familiar are you with the SVA Library website?
If familiar:
 - What motivates you to go to the SVA site?
 - What features of the website do you use the most?
 - How frequently do you use the SVA website?
If not familiar:
 - What would motivate you to go to the SVA site?

Great, thank you so much! I'll now send you over a link to the SVA site via the chat. If you wouldn't mind pulling up that link and sharing your screen so that we can see how you go about each task.

<https://sva.edu>

Tasks

Thank you! In this portion of the study we will ask you to complete a series of tasks at your own pace. Along the way, we will ask questions and discuss any key insights you've shared in the process. If at any time you feel like you would need to ask an expert for help to complete a task, please notify us.

If you're ready, we'll get started with our first task.

TASK 1

If you wouldn't mind, find the Library's site within the overall SVA site.

Correct Flow: Students > Life at SVA > Campus Spaces

Wait for participant

- Do you feel like you completed this task successfully?
- On a scale of 1 to 5, 5 being extremely complex, how complex would you rate this task?
- Do you feel like you completed this task in an appropriate amount of time?

TASK 2

Identify the Main Library's address, hours of operation on Mondays, and their phone number.

Wait for participant

- Do you feel like you completed this task successfully?

- On a scale of 1 to 5, 5 being extremely complex, how complex would you rate this task?
- Do you feel like you completed this task in an appropriate amount of time?

TASK 3

Search the catalog for a recent research article on the book, *The Green Imperative* by Victor Papanek

Wait for participant

- Do you feel like you completed this task successfully?
- On a scale of 1 to 5, 5 being extremely complex, how complex would you rate this task?
- Do you feel like you completed this task in an appropriate amount of time?

TASK 4

[Students] Find out how easily you can locate and reserve a room in Main Library.

[For Faculty] Find out how easily you can locate and schedule a library instruction class.

Wait for participant

- Do you feel like you completed this task successfully?

- On a scale of 1 to 5, 5 being extremely complex, how complex would you rate this task?
- Do you feel like you completed this task in an appropriate amount of time?

Post-Test Questionnaire

1. How complex did you find the website?
2. Could you imagine that most people would learn to use this website quickly?
3. If you did need help, how would you go about seeking this assistance?

Conclusion

Thank you so much for all of your help. This data is going to be used in order to suggest improvements for the SVA Library site, so your feedback is very much appreciated.

Before we let you go, I just wanted to ask if you had anything else you wanted to say about the SVA Library Site?

Do you have any additional questions for us?

Well thank you again, if anything comes up don't hesitate to reach out to either me or my research partner and have a good night!

APPENDIX E: Task Scenario Participant Response

Participant Type	P1	P2	P3	P4	P5	P6	P7	P8	
Graduate	X	✓	X	X	X	X	X	X	
Undergraduate	X	X	✓	X	✓	X	X	X	
Faculty	X	X	X	✓	X	✓	✓	X	
Staff	✓	X	X	X	X	X	X	✓	
Initial Questions	Q1: Years at SVA	9 years	3 semesters	3 years	10 years	4 years	7 years	6 Years	1 year
	Q2: Comfort with Tech	Fine with using tech, doesn't think she's great	Proficient tech user	Very good with tech	Very good with tech	Pretty comfortable	Very comfortable	Pretty Comfortable	Comfortable with tech
	Q3: Familiarity with site	Familiar	Relatively familiar, but only with certain parts	Very familiar with the site, worked with the library for 2 years	Familiar with website	Knows how to get around the website; relatively familiar	Was very familiar until this past semester and haven't seen the newest update	Intermediate, not sure where everything is but user uses the website often	Very familiar with the site
	Q4: Motivation for using	Picture / loans, Kanopy for streaming films, searching through stacks, specifically the image collections; physical space can build interest from users	Research for school purposes	Holding books, requesting books be added to stock, looking up hours and libraries profiles	Very familiar with the web, Uses Kanopy a lot Main search function the most J. store part of the website	Research for school purposes			Primarily searching for and checking out books as well as using the database for inspiration
	Q5: Favorite features	Search bar for books	Inter Library Search	Class listings, the calendar	J. store, search bar	Search for books	Homepage, Resources b/c he teaches in his depts and needs to share with students, Check out books, "Ask a Librarian" button	Looking for books in the catalogue and accessing articles found in the database	
	Q6: Frequency of use	Few times a month (Since covid, none at all)	Low: twice a month High: four times a month	NA	A lot	once every week pre covid Since COVID-19 once every few month/two months (was not clear)	Once every 2 months	Varies, sometimes its once a week but when planning a class user might be on the website everyday	About once a week
Task 1: Finding library site	T1: Completed Successfully	No, user used the search bar and could not locate without help	Not without help; first used the search bar	No; the user was not able to complete on their own	No, user used the search bar and could not locate without help	Not without help: But completed successfully the second time around.	No	No	Not without help; had to be pushed to keep exploring
	T1: Difficulty	5	5	4	5	2.5	5	5	5
	T1: Time to Complete	User could not locate the library website without using the search bar, it took too long	Felt like it took way too long; wouldn't have stuck it out if not in study	Felt like this took too long to complete and expected a facilities tab	She felt she that this task is difficult to locate	User felt they completed the task in good timing rated 3	Took too long	Took too long, should have taken seconds	Took way too long to complete, if not in a study would have given up
Task 2: Identifying basic info	T2: Completed Successfully	Yes, the user found the hours right away	Yes; but only when using the Chrome browser	Yes; found the hours right away through the headline	Yes; She went directly to the footer to find the main library number. She found the hours at the top but she mentioned that the hours were unclear, the old website the hours are more clear	Yes	Yes, but wasn't sure about the hours	No, user does not think she completed the task successfully	Yes, the user found the hours right away and the address/phone number right after
	T2: Difficulty	2	5	1	2.5	2	4	5	1
	T2: Time to Complete	User feels that she completed task in a appropriate amount of time	Felt like it took an appropriate amount of time	Felt that this took a good amount of time	Felt that this took a good amount of time	Felt that this took a good amount of time	Yes, felt completed task in appropriate amount of time	Took too long, felt that it should have taken seconds	Took a fair amount of time to complete
Task 3: Searching catalog	T3: Completed Successfully	Yes, User used the search bar to type the title and author and immediate found the result she was looking for	Yes; found that library was closed then found hours for main library	Yes; Immediately knew they had to use search bar	Yes	With help: She went directly to the footer to find the main library number and then for the hours she went to the older website.	Yes	Yes	Yes; knew how to use the search bar immediately, but expected it to be higher up on the page
	T3: Difficulty	1	2	1	1	2	2	1	2
	T3: Time to Complete	User feels that she completed the task in an appropriate amount of time	Took longer than she expected	Took an appropriate amount of time	Yes	Quickly for the phone number, but for the hours longer than expected	Completed in appropriate amount of time	Took an appropriate amount of time	Feels like it took a decent amount of time
Task 4: Locating reservations / scheduling room	T4: Completed Successfully	Yes, User feels that she completed the task successfully	Yes; immediately knew where to look	Yes; found the reservations under "Facilities"	Yes	Yes; but is took longer than expected	yes	Yes	Yes; but took some time to notice the "Faculty" tab
	T4: Difficulty	2	1	1	2	3	3	2	3
	T4: Time to Complete	User feels that she completed the task in an appropriate amount of time	Felt like it took an appropriate amount of time	Felt like it took an appropriate amount of time	Yes	Average makes it appropriate amount of time.	Didn't feel he completed it in an appropriate amount of time	User felt that it took an appropriate amount of time	Took a bit longer than he would have expected
Post-Test Questions	Complexity of site	User finds that the issue was more with initially trying to get to the library website from the main site	3	Most part it was intuitive and easy to navigate	(3) User said the site is a little complex for the every day user. Unclear verbiage and tab location. The form "page" is a little intimidating	3	Too complex (explained in his notes)	User found the new website mildly annoying, she would have hoped the databases page or link would be available immediately to the user	2/3 think that the site would benefit from reducing the text and adding more icons / visual elements to help with navigation.
	Learnability of site	The function of the search bar would definitely be most used. User thinks that other functions of the website can definitely be better showcased such as the resources and the services & forms	5; Thought people would have a hard time learning to use the site	Thinks that objectively it is laid out clearly	Thought users would have a hard time learning to use the site but will get use to it after awhile.	Page scroll bar is too long. She thanks the website is pretty intuitive. She thinks everyone should be able to navigate. She like the old website where the catalog is in the middle.	Think they would have a hard time	User thinks that the site would not be difficult to learn	From what he's heard and from his own experience thinks that the sight will be difficult for others to use. Has heard negative feedback of site from colleagues
	How you would seek assistance	Emailing someone	She wouldn't seek assistance	Using Ask a Librarian	Email a Librarian	Using Ask a Librarian button	He would use the "Ask a Librarian" feature and used it before - they had a fast response rate	Ask a librarian feature	Likes the "Ask a Librarian" feature

APPENDIX F: Navigational Pathways

Pathways Taken

P1

- Students > Academic Life > Stopped
- Students > Life at SVA > Stopped

P2

- Students > Life at SVA > Campus Spaces > Library (with guidance from interviewer)

P3

- Academics > Stopped
- Students > Stopped

P4

- Students > Academic Life > Stopped
- Students > Life at SVA > Stopped

P5

- Students > Academic Life > Stopped

P6

- Academics > Undergraduate > Stopped
- Students > Stopped

P7

- Students > Academic Life > Stopped

P8

- Students > Academic Life > Stopped
- Academics > Undergraduate > Stopped
- Students > Life at SVA > Stopped
- Students > Academic Life > Technologies > Stopped

Patterns

- *3 participants (P1, 2, 6) suggested for there to be a Resources tab right under Students*
- *2 participants (P7, 8) noted that the library link should be right under Students or Academics*
- *5 participants (P1, 4, 5, 7, 8) followed the path Students > Academic Life*
- *4 participants (P1, 2, 4, 8) followed the path Students > Life at SVA*
- *None of the participants went beyond 2 clicks*

Suggestions

P1: *Students > Resources > Library*

P6: *Students > Resources > Library*

P7: *Under Academics*

P8: *Under Students or Academics*

P2: *Students > Student Resources*

APPENDIX G: Miro Board

