

Project Description

This project was designed to enhance the student experience of using the library by assessing our services from their point of view. It implements journey mapping, a methodology that utilizes library experiences and touch points, points at which a student comes into contact with the service (Andrews and Eade 2013). The use of journey mapping or blueprinting is based on an innovative approach to library users recently reported from the Center for American Progress (Ostrom et al. 2011). This report serves as a basis for a new way of looking at the academic experience; one that reimagines educational offerings and service from the student's point of view. Further, it partners with students to learn about and eliminate student pain points.

Journey mapping plots a process or service to produce a visual representation of a library transaction—from the point at which the student accesses a service to its final resolution. Service scenarios are identified, and maps are produced that reflect the journey from the student's point of view. The map is then used to develop an "ideal" journey and to explore changes that would improve the service experience.

The 12 scenarios we analyzed were:

- Reserve a group study room.
- Find a library course guide.
- Send a chat query to the library.
- Find 3 journal articles.
- Locate a book.
- Charge your device.
- Locate a particular article.
- Find quiet study areas.
- Check out a DVD.
- Find an item on Reserve.
- Check out a laptop.
- Scan and email a page.

Journey Mapping Analysis: Findings and Recommendations

Each scenario is described, followed by findings and recommendations. The primary stress points for library users were noted in the following scenarios: reserve a group study room, find a library course guide, send a chat query to the library, find 3 journal articles, locate a book, charge your device, locate a particular article, find quiet study areas, check out a DVD, find an item on Reserve, check out a laptop, scan and email a page. Details of the analysis of each scenario follow the components of the student survey.

Scenario 1: Reserve a group study room.

You and three members of your class have been assigned a group project. You need to reserve a space where you can meet and work on your project. Reserve a group study room, at a convenient time for your

group, during the next 7 days for your first meeting. Check into the room. Once you have checked in, let the library staff know you're part of the journey mapping project. They will then make the room available for another group.

Findings:

- All members of group must be present, and that is not obvious to all students.
- Assistance at the Circulation Desk was useful.
- Online reservation process was easy but not all students are aware of it.
- Students are asked to leave at end of session.

Recommendations:

- Post requirements for all group members to be present at circulation desk in a clear manner, at desk and online.
- Post policy for room use at circulation desk and in the group study rooms.

Scenario 2: Find a library course guide.

Pretend that you are in BIOL 108, Principles and Methods in Biology and you need to begin finding scientific articles to complete a research paper.

1. *Find the course guide for BIOL 108 and provide the URL:*
2. *Within that course guide, locate the name of a library database that you could use to find a scientific article.*

Database Name:

Findings:

- Course guides are easily confused with other guides.
- In the example provided, users had difficulty in differentiating guides within a set of subject guides.

Recommendations:

- Provide students with one entry point for guides from the main library page (separate links for topic, how-to, and course guides introduce unnecessary jargon, confusing users).
- Create a web page that is easy to navigate in order to locate course guide.

Scenario 3: Send a chat query to the library.

You are studying at home and need to find a newspaper article on the topic of homelessness in Alaska. Your paper is due tomorrow, and you have not been able to find an article. Contact the library chat service between the hours of 9:00 am and 10:00 pm Monday through Thursday, or 9:00 am to 7:00 pm, Friday, and ask for assistance in locating an article on this topic. Make the following request. "I need a newspaper article about homelessness in Alaska. How can I find that?" Using the information provided to you, locate the article.

Findings:

- One user found chat using a Google search.
- Mechanics of chat were difficult in Chrome because the chat window would disappear when another tab was clicked.
- One user experienced a time delay in response and was not successful in getting the needed article.

Recommendations:

- Make option to chat more visible.
- Determine why the chat window closes in Chrome.
- Create visible link to remind librarians to log in to Chat.
- Create reminders to keep volume turned up as chat alert.

Scenario 4: Find 3 journal articles.

You are taking an English Composition course. As a part of your major research project for the class, you need to include 3 peer-reviewed journal articles in your bibliography. Your topic is social media and privacy.

1. *Create a Refworks account for your bibliography.*
2. *Use Quick Search to identify 3 full-text articles.*
3. *Save them to Refworks.*

Findings:

- Finding Refworks (Flow) was the challenge: most students googled it instead of starting at the Consortium Library website, which led to locating it on the ProQuest commercial website; one student asked a librarian.
- Challenge to download full-text to Flow from some databases. Required them to download Word then save as .pdf and then drag to Flow.
- Some problems were apparent with allowing pop-ups in Flow to create the bibliography.
- Students signed up for 30 day trial rather than the UAA Flow account.

Recommendations:

- Flow is now RefWorks again, so repeating journey may be useful.
- Students need easier way to sign up for account.
- Since Flow has now become RefWorks again, some of the confusion has been remedied.

Scenario 5: Locate a book.

You are taking an upper-division dietetics and nutrition course, DN A315 World Food Patterns, and need a specific book for your research. Using library services, get the following book for your research:

Bet the farm : how food stopped being food. Frederick Kaufman, 2012.

Findings:

- Students successfully navigated Quick Search to locate book.
- Students were able to identify availability and location on shelf.

Recommendations:

- Changing the question to a book in the reference section or in Alaskana may identify if students are able to comfortably read the record location information.

Scenario 6: Charge your device.

Besides sitting on the floor next to an electrical outlet, where would you go to charge your phone, laptop, or other electronic device? Where in the library did you find your favorite charging option?

Findings:

- Students easily found charging stations, either at desks with floor chargers or the charging bar upstairs.

Recommendations:

- Maintain clear signage and many options for charging.

Scenario 7: Locate this article

After consulting with your professor about your research topic, the professor provides you the following citation for a journal article that you could possibly use in your research paper. Locate the full-text journal article:

Marcus, E. (2004). *Why zombies are inconceivable*. *Australasian Journal of Philosophy*, 82(3), 477-490. doi:10.1080/713659880

Findings:

- All users found the article.
- One user started in the library catalog, but when unsuccessful, changed to using Quick Search.
- No users requested assistance from the reference desk.

Recommendations:

- Maintain availability of Quick Search functions to ensure continued success.
- Re-test with group less familiar with library Quick Search options.

Scenario 8: Find quiet study areas.

Identify and record one of the library's designated Quiet Study Areas. Sit in the area for 10-15 minutes to assess the noise level. Describe your experience.

Findings:

- Maps and signage are helpful ways to discover quiet study areas.
- Students in areas adjacent to quiet study areas, including the group study rooms, are prone to make noise.
- Students are finding the quiet areas.

Recommendations:

- Encourage students to use the quiet areas appropriately.
- Patrons are generally respectful of quiet areas, but students should feel comfortable asking staff for assistance if there is a disturbance.

Scenario 9: Check out a DVD.

Find the specific DVD listed below and check it out. Locate a place in the library where you can watch the DVD, determine if you can get it running, then return the DVD.

Frontline. The real CSI. PBS Distribution, 2012.

Findings:

- Students were able to locate the DVD cover on the shelf.
- Students successfully checked out the DVD.
- Students were able to find a place in the library to watch the DVD.

Recommendations:

- Since media room has been moved and DVD drivers have been disabled in student computers, it may be useful to do the test over to see if students are still able to locate, check out and watch the DVD successfully.

Scenario 10: Books on reserve.

Your textbook for Psych 111 is too expensive and you heard the library might have it.

Findings:

- Students performing the task were easily able to locate the book at the circulation desk
- Students were able to navigate the Quick Search easily to identify the record information.

Recommendations:

- A different group of students that are less familiar with the library may have greater challenges locating the book on reserve.
- Revisit this journey in another survey.

Scenario 11: Check out a Laptop

Check out a Laptop. Find a place in the library where you can use the laptop with power.

Findings:

- Students are successfully locating the laptops and location to work.

Recommendations:

- No problems identified.

Scenario 12: Scan a Page

Find the following article and using the library scanners, scan page 41 of the article and email it to email@alaska.edu.

Carter, David; American Journal of Nursing, May 2014; 114(5): 19-19. 1p. ISSN: 0002-936X PMID: 24759467

Findings:

- Students uncovered a catalog display problem that caused confusion: a call number was displaying that did not correspond to the journal's shelving location.
- Students do not always identify difference between journal article and book title in record information.
- Students not aware of Health Journals on 2nd floor.
- Students find scanning content easy.

Recommendations:

- Run report to identify other erroneous call number displays.
- Inform Technical Services to remedy *American Journal of Nursing* display. [done]
- Provide clear instructions at Reference Desk when directing to Health Sciences Journals.

Project Analysis

A tested usability rubric (Schmidt and Etches 2014) was distributed to all students who participated at the Consortium Library. In any future journey mapping projects, we will hold an introductory meeting with all students involved to clearly explain the process. Some students did not understand that we wanted them to simply identify the steps they took, rather than treating the exercise as a test of how they *should* perform the tasks in each journey. In other words, some students did not fully understand the instructions, so clear instructions from the librarians implementing the project is paramount.

Future Plans

This report will be shared with the Dean of the Consortium Library, the Library Assessment Team as a whole, the library department heads, and any other interested groups within the library.

After findings have been distributed and discussed, the Library Assessment Team will plan and implement a second round of journey mapping with a different group of students. Assessment could be accomplished by the completion of a post-survey to determine if student perceptions have changed as a result of the journey mapping project.

Bibliography

- Andrews, Judith and Eleanor Eade. 2013. Listening to students: customer journey mapping at Birmingham City University library and learning resources. *New Review of Academic Librarianship*, 19(2): 161-177.
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http://cdn.americanprogress.org/wp-content/uploads/issues/2011/10/pdf/service_blueprinting.pdf
- Schmidt, Aaron and Amanda Etches. 2014. *Useful, Usable, Desirable: Applying User Experience Design to Your Library*. ALA Editions, Chicago.

Appendix I. Project Syllabus

Spring 2016

Journey Mapping Project

What is Journey Mapping?

From the student's perspective, the best designed library is one that is easy to use, convenient, and satisfies their basic expectations for the delivery of quality resources and library services. Journey mapping, also referred to as service blueprinting, is a method used in service industries to help staff clearly delineate the steps their customers must take to accomplish tasks. It is a technique now used in education to place the student at the center and co-creator of their educational experience. Academic librarians are using this methodology to refine the way information resources and library services are made available to students. Applicable to both physical and virtual settings, mapping reveals when students encounter barriers or flaws that lead to service disconnects.

Project Protocols

Each student employee will be responsible for completing 3 to 4 scenarios during the semester. A specific data collection form will be used to record the steps needed to complete each scenario. These forms may be completed in paper or electronic format and must be submitted by the due date.

Procedures to follow for each scenario:

- Describe each step of the process.
- Rate your personal success in completing each step on a scale of 1-5:
 - 1 = unsuccessful
 - 2 =
 - 3 = somewhat successful
 - 4 =
 - 5 = successful.
- Record your personal reactions to the experiences you encounter as you complete the scenario.
- Use any and all resources at your disposal to complete these scenarios with one exception. Do not confer with each other.