Journey Mapping Follow-Up Project Report
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Project Description

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. The Consortium Library Assessment Team completed a Journey Mapping exercise in 2016, analyzing twelve journeys or service scenarios in the library.

In Spring 2017, we organized a follow-up journey mapping exercise. Three scenarios that many students found difficult to complete in our first round were re-examined. The team recruited students on social media and by posting flyers on UAA and APU campuses, and four volunteers completed each of the three follow-up journeys.

The three scenarios we analyzed were:
- Find one journal article
- Check out a DVD
- Find a Library course guide

After the first round of journey mapping, we made changes in the library that could affect the completion of each of these journeys. Refworks (the citation management tool used in Scenario 1) has settled into one version. During our first round of journey mapping, Refworks was transitioning to Flow and back to Refworks, and currently, the product has settled into one version. We also moved the Media Room last summer, so the steps followed in Scenario 2 now entail going to a different Media Room and a new Circulation Desk. Scenario 3 is affected by a change to our website. We consolidated different types of guides (topic, course, and how-to) into one link in the Research section. We were hopeful that a link to Guides would be less puzzling to users than the previous three links to different types of guides.

Journey Mapping Analysis: Findings and Recommendations

Each scenario is described below, followed by findings and recommendations.

Scenario 1:
Find one journal article.
You are taking an English Composition course. As a part of your major research project for the class, you need to include a journal article in your bibliography. Your topic is social media and privacy.
   1. *Create a Refworks account for your bibliography.*
   2. *Use Quick Search to identify a full-text article.*
   3. *Save it to Refworks.*

Findings:
- Students who used Google to find Refworks were unsuccessful at completing the journey.
- The student who asked a Reference Librarian for help was successful.
- Although librarians think of the library website as a natural starting point, students do not.

Recommendations:
- Identify a clearer, more obvious way to access Refworks and set up an account.

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:
- The new "guides" link was not everyone's starting place.
- Students were successful through different routes.
- Library Guides move to the top of the results list in Quick Search.

Recommendations:
- Librarians should be aware that it is possible to locate LibGuides using Quick Search.
- We should continue to provide redundant links between library web pages, to enable users to find resources through different routes.

Scenario 3:
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:
- We need new maps! They have been ordered, but one of the students couldn't find the Media Room by consulting the wall map, which is not up-to-date.
- Students who consulted a Reference Librarian were successful.
- Some problems were likely caused by multiple people looking for the same DVD. Two of the students initially couldn't find the DVD, but with help from staff, eventually located it.

Recommendations:
- Update the library maps. [underway]
- Circulation staff and Reference librarians should try to walk with students to the media room and help them locate the item whenever possible.

Survey Analysis

We held an orientation meeting for the journey mapping volunteers, which ensured they all received the same instructions. All users recorded their authentic experiences. Of the three journeys we analyzed this time, students had the most difficulty with Scenario 1 (Locate a journal article and save its citation to Refworks). While citation management tools can be extremely helpful to students, we need to find a better way to help students learn about and use them successfully. Students were mostly successful with the other two scenarios. Not surprisingly, when students consulted reference librarians, they were able to successfully complete the journeys. We can't get everyone to ask for help, and it is possible that the students who volunteered for this project are already comfortable library users. Nonetheless, we will continue to use a variety of methods to survey our users and ensure we are meeting their information needs.

Future Plans

The journey mapping methodology is useful for learning how students use library services, resources, and spaces. Further rounds can be conducted with very little lead time, and we can continue to make minor adjustments based on this user feedback.