Final Report: Manchester Public Library Site Redesign

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INSC 597 Information Architecture

Dr. Awa Zhu
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Executive Summary

This report summarizes suggestions for a redesign of the Manchester Public Library’s website. This website serves on behalf of the public library and its constituents in Manchester, Iowa. A project member, and local of Manchester, reached out to the library director to propose a redesign of MPL’s website. Our team conducted an online survey using the collection and analysis software, Survey Monkey. Using the survey results, the project members developed a proposal for potential redesign to MPL’s website.

The current site serves the surrounding community, including children, college educated adults, farmers, housewives, and elderly people, as a place to promote the library’s history, events, and various ways to use the library. However, the architecture of the site inhibits users to successfully steer through by having confusing labels and puzzling navigation as well as dead links and meaningless features.

Thus, our suggestions are as follows:

• Refinement of the site’s current purpose, user needs, and improved information architecture
• Deepening structure and organization of its information by reducing global navigation headings
• Making local navigation purposeful and compatible
• Create a clear hierarchical structure by implementing a top-down information architecture
• Use of categories, systematic labelling, and consistent navigation throughout the site
• Providing visible links to social media

Our goals for redesign will help eliminate extraneous details and provide users with a seamless website that has an objective. The implementation of these suggestions will increase accessibility of content, findability for users, and overall satisfaction for patrons. Our hope for this redesign is to create clarification and purpose for MPL’s website for the Manchester community.
Organization Purpose and Goals Statement

The Manchester Public Library (MPL) was formally opened in rural Manchester, Iowa in 1903, but began informally in 1883 when a group of local women established an organization called the Manchester Reading Room Association and founded a public reading room in the bustling downtown area. According to the organization’s constitution, no items could be checked out but anyone was welcome to read the available books and magazines on site. Shortly thereafter, the City Council passed an ordinance establishing a free public library - and by 1884 was circulating its 326 books among its 495 registered patrons. In 1902, the library was granted $10,000 from the Andrew Carnegie Foundation and its patronage and circulation grew exponentially around its 4,736 books. As of 2015, the MPL reports 2,800 active members, 35,000 analog and digital resources, and annual circulation over 95,000 (“Library History,” n.d.).

MPL’s history is profound considering its current population of just over 5,000 people (U.S. Census Bureau, 2015). In addition to the Manchester community, the purpose of the MPL is to serve surrounding towns in rural Iowa, including its patrons ranging from very young children to college educated adults to farmers to housewives to elderly and everywhere in between. After a recent period of stagnancy, the library has upped its community outreach efforts, its events inviting young users and families into the library, and added more technology services.

According to MPL’s library director, Kristy Folsom, (personal communication, August 26, 2016) and the library’s 2015-2015 annual report, the current goals of MPL are to train and retain personable and motivated staff, as well as support a vibrant volunteer community. Additionally, in building a strong employee and librarian foundation, MPL is poised to continue increasing circulation, providing services to local care facilities, and

“The mission of the Manchester Public Library is to enrich the lives of the people it serves by providing for users of all ages materials of recreational interest, by providing resources for continuing education, and by fostering a learning environment for the community.”
visiting classrooms, proctoring exams, and providing internet and computer access (Manchester Public Library, 2016). MPL’s goals are primarily focused on issuing new library cards - and surpassing the 9 percent increase from 2014-2015, as well as developing and promoting library programs. In 2015-2016, MPL held a Lib-Con pop culture celebration with over 100 attendees, continued its successful book club, implemented a “text a librarian” program, and bolstered both the aesthetics of the library and its analog, digital, and database resources (Manchester Public Library, 2016).

**Website Purpose**

MPL’s website, available at http://www.manchester.lib.ia.us, is a template developed and distributed as part of the PLOW program, under the umbrella of the State Library of Iowa and a component of the Library Services and Technology Act. The template follows the structure of the site map attached as Appendix A, and allows for basic content types to be added to sites for individual library customization (“New to PLOW,” n.d.). In following the template sitemap organization, and coupled with the goals and mission of the library, the purpose of MPL’s website is to promote the library’s history, books, research, ways to use the library, and news.

Widening the scope of the website’s purpose, however, allows for inferences to be made that the site is intended to engage new and seasoned library users, to depict a vibrant and upward-moving organization, and to build trust among the community at large that the library can and does serve the needs of its patrons.

Particularly because MPL is a public library serving a wide range of users with a wide range of information needs, understanding the concept of information ecology as introduced by Rosenfeld, Morville, and Arango (2015) is critical. The interdependent nature of users, content, and context should be used to inform the information architecture of a website, and, for MPL, should produce a site that represents the vocabulary of its users, promote the library’s most utilized services, clearly delineates interactions allowed for different user groups, and reflects the culture of the library (Rosenfeld et al., 2015.)

A facet of the MPL site’s purpose is what Rosenfeld et al. (2015) identify as dealing with an information explosion; that with the advent of digital resources alongside analog resources coupled with the adoption of ever-changing wireless communications and access technologies, information organizations have to design systems that are systematic, comprehensive, holistic approaches to structuring information (p. 16). The site currently has lots of good information and content, such as a site map, but the good has been relegated into a uselessness abyss because of the bad architecture of the site. A redesign will be a moderate challenge because it will require purposeful decisions about a controlled vocabulary that will make the site content more findable, determining how to create a login aspect to the site that doesn’t restrict new users from browsing content or viewing library news and events, and making the site consistent and accessible across devices.
Data Collection

The research phase begins with a review of existing background materials and meetings with the strategy team, aimed at gaining a high-level understanding of the goals and business context, the existing information architecture, the content, and the intended audiences. It then moves quickly into a series of studies, employing a variety of methods to explore the information ecology. (Rosenfeld et al., 2015, p. 314)

User research is an important part of any project. For IA work you can learn all about the types of information people need, how they use it, where they use it and how they think about it. This helps you to select the content they need, make sure it is useful and easy to understand, and is organised in a way that makes sense. (Spencer, 2011, p. 83).

Data Collection Techniques

In an effort to collect data from MPL’s roughly 4,700 active cardholders (where cardholders are defined as patrons who have used their library card within the last five years (Manchester Public Library, 2016)), we utilized a survey instrument. “Surveys and broad-and-shallow research tool that provide an opportunity to gather input from a large number of people relatively quickly and inexpensively” (Rosenfeld et al., 2015.) The survey, attached as Appendix B, was designed using survey collection and analysis software, SurveyMonkey. The researchers developed the instrument to collect data on the following research questions:

1. Who are the main user groups of the Manchester Public Library website?
2. What tasks do users wish to perform on the website?
3. Are there any information architecture gaps that disallow successful search and retrieval of information from the website?

The survey was composed of ten questions, with a mix of multiple choice, text entry, and scaled answer choices, and distributed by email to the director of MPL for further dissemination as well as a predetermined sample of community residents whose email addresses were known to the researchers. The library director also placed paper copies of the survey in the library, and returned them to the researchers for manual entry. A second research tool, the interview, was also utilized in a further attempt to deepen the richness of data collected from the survey, and provide additional qualitative data from the four main user groups we had initially identified: families, students, older adults, and library staff. While the survey did provide data about the content, tasks, and frustrations MPL library website users identify, the interview allowed for follow up questions, and to build a more robust picture of the user perceptions of the MPL website. To date, data has been collected and analyzed from 36 participants, and has established a picture of user groups and task analysis information of the MPL website.
User Group Personas

Following the instructions and information provided on usability.gov, personas based on the major user groups identified from the collected quantitative and qualitative data and MPL website research have been developed (see Appendix C for personae and scenarios). The personas depict the major MPL user groups: families, students, older adults, and library staff, and are intended to be representative of each user group’s expectations and use of the MPL site.

Website Redesign Goals

While MPL’s goals, purpose, and efforts are commendable, its site, largely limited by the PLOW template, does not have the information architecture that meets the information needs of its users. The site is non-responsive, has no mobile site, has several dead/broken links, an unused calendar on the main landing page, and difficult to read fonts and color schemes. Moreover, users of the site must fight their way through a confusing local navigation and a too flat global navigation in order to access information. Users will likely get lost when trying to re-find items or locate related items. Its catalog seems to be a completely different site, and there is no clear distinction about what information and access is public, private, current, or outdated.

The MPL site would benefit from a refinement of its current purpose, user needs, and improved information architecture. Our goals for the site redesign follow from these concepts, and include developing clearer private and public areas of the site, deepening the structure and organization of its information by reducing the global navigation headings and including jump menus and either eliminating local navigation or making it very purposeful and visible consistently across the site. Additionally, to support the culture of the organization and data of its users, the site will have visible links to social media, and will pass Instone’s “Navigation Stress Test” with no areas of navigations “failure” and utilize an awareness of simpler items, such as making sure the title of the website is noticeable.

Unfortunately, the content is spread so thinly across the site that each individual page gives only a little bit of information, but mostly leads to another page that gives a little bit of information, which leads to another page, etc. The problem with the current organization of content within the site means that navigation becomes even more crucial -- and for this site, if a user doesn’t understand how to follow the breadcrumbs
(which are in a small font and unnoticeable), users are required to use the back button or return to the global navigation menu and then retrace their steps to the local navigation menu (and the local navigation menu doesn’t even print!) “The hierarchy and order of elements in an information architecture infuse the resulting products with meaning and a sense of place” (Rosenfeld et al., 2015). The authors (2015) further indicate that semantic structures in an information architecture will have hierarchies. The design of the site does not present a clear hierarchical organization of information; its use of typeface size changes is the only indicator to users as to what page they are on, and having to navigate through so many arbitrary pages to get to information within the same content type or within the same section, e.g., Teen, is so confusing and such a long process that it’s a feasible conclusion that users would have a tendency to abort the search or get so lost that they think the information they seek simply doesn’t exist on the site.

With those navigation difficulties in mind, it seems that implementation of top-down information architecture would be the best structure design for the site. Patrons of a public library are most likely going to the library website for a handful of reasons: to view hours and location information of the brick-and-mortar library, to browse and search the catalog, to access electronic resources such as databases and audio and visual files. MPL wants to provide the information in a findable and usable way, and also wants to promote its current events, news, and electronic reference and other services. According to Rosenfeld et al. (2015), a top-down information architecture could address all of these user needs; use of categories, systematic labelling, and a consistent navigation and search system give site users a sense of place and rhythm by anticipating their major information questions (p. 83).

The implementation of a top-down information architecture will also necessitate the chunking of information, thereby eliminating redundant information and make user queries more fruitful (Rosenfeld et al., 2015). It makes great sense to have a section titled “Kids” that contains homework help and upcoming events for kids and new acquisitions and search and research guides all on the same page, with hyperlinked subpages as needed, and heavily infused with images, rather than presented textually as the current MPL site does. The chunking of information under a clear label also helps users to understand where they are within the site and feel confident that they aren’t missing information, aren’t lost, and can easily re-access the information in the future. Our goal to implement an information architecture that so seamlessly and effortlessly
allows users to feel in control is a key to the user experience, resulting in a better view/opinion of the library and its services.

Suffice it to say, the implementation of the four components of information architecture: organization systems, labeling systems, navigation systems, and searching systems (Rosenfeld et al., 2015) in a purposeful and structured manner would be incredibly beneficial to the MPL site, and are central to the goals of this site redesign. As the site stands, it reads like a rough draft; every bit of information has been put down on the page but the author needs to now go back through and clarify and revise. We intend to utilize knowledge of information architecture and research obtained from our research and data collection to meet our redesign goals.

**Redesign: Implementing Goals**

Our suggestions for redesign include:

**Refinement of the site’s current purpose, user needs, and improved information architecture.** These are our guiding principles for the redesign, and will be evident throughout the site. The purpose of the site is well-intended, but poorly executed. Construction of MPL’s website is to provide avenues to information about resources, events, and insightful ways to use the library, however, the current site does not meet user needs due to the confusing information architecture.

**Deepening structure and organization of its information by reducing global navigation headings.** Current structure and organization of the global navigation is not only confusing, but presents headings that are unnecessary. Creating a navigation bar without clutter, and simplifying the meaning of each heading allows for users to better understand where they are in the site and how they can re-find the same information.

**Making local navigation purposeful and compatible.** Many of MPL’s sub-headings within local navigation do not provide sincere purpose, and most either contain little to no information about the topic selected or links to a different page. This process creates unnecessary searching and results in the user thinking the information they are looking for does not exist. Restructuring the local navigation so that it is compatible with the global navigation is crucial.

**Create a clear hierarchical structure by implementing a top-down information architecture** will increase findability for users, and allow for the library to showcase important elements to patrons. The current website has too many extra headings, and chunking information eliminates redundant information. Plus, plenty of links do not actually link to correct pages or any page at all.

**Use of categories, systematic labelling, and consistent navigation throughout the site** creates an atmosphere that it easy to navigate therefore increasing patron satisfaction.
Providing visible links to social media. This promotes library events and increases community wide involvement in the library.

Redesign: Structure & Content

Blueprints & Wireframes

MPL’s website presented unnecessary categories and confusing navigation. These blueprints and wireframes will put in perspective the changes from the current website, and how our suggestions create a more cohesive layout. Figures 1-11 include existing website construction and reorganized structures to demonstrate differences.

As seen in Figure 1, the site was large and unwieldy. Several pages, such as Kids & Teens, appeared in unrelated places with different information on each page and without a clear path for finding the information.
Figure 2. MPL wireframe of the current *Home* page

Figure 2, a wireframe of the existing *Home* page, demonstrates the architecture of the current site. The pages had little information and the left-centered links were described with small text descriptions.
Likewise, Figure 3, the wireframe of the existing *Use Our Library* page, reveals the scarcity of content and lengthy lists on each page. The global log-in was marked with an asterisk, thus not clearly visible to patrons. The *Accessibility* link, although helpful if used, was not marked clearly in order to define its use.
Our redesigned website is reflected in Figure 4, a high-level blueprint. Although Use Our Library still contains an abundance of sections, each one was given a permanent place, and then connected through links. For example, the Genealogy Collection is now located within the Local Collections.
Figure 5. MPL Redesigned website *Home* page wireframe

Figure 5 shows the newly designed *Home* page. We have increased the visibility of *Accessibility Options*, and added *Get A Library Card*, and *Ask A Librarian* to many of the pages. We reduced the number of global headers and filled in the white space with easy to read labels. We also modified the footer with less content and larger text.
Figure 6. MPL Redesigned website wireframe of the Use Our Library page

As seen in our Figure 6 redesigned website wireframe of the Use Our Library page, the account sign-in is easily visible in the global menu.
We redesigned the Research section to include all the resources, both subscription and free. Although the Electronic Resource log-in section still appears on the Catalog page, it is now centrally located with the other research materials. Figure 7 illustrates the resources, broken down by type and shows those requiring log-in.
Figure 8. MPL Redesigned website wireframe of the Collections page

As displayed on our redesigned Collections page wireframe in Figure 8, we eliminated the Catalog global heading and placed the Catalog under Collections. However, we did place the Catalog link prominently on the Collections page, along with the Streaming & Downloads links. Rather than maintaining a single page for Book Review websites, we simply placed the links to outside sources on the main Collections page. Again, we added Get A Library Card, and Ask A Librarian buttons to the page.
Figure 9. MPL Redesigned website wireframe of the Events application page

See Figure 9 for the existing web site does not have an events page. We created a page that has a Google Calendar with live links to events in the library. MPL has a Facebook page, so we also linked to that. The page will have scrolling pictures featuring events and news items.
MPL has a form on their Collections page called Suggestion for Purchase. The link provides a fillable, online form that is submitted to the library. When filling out this form, a patron can request to reserve the book IF the library chooses to purchase it. However, the library does not notify the patron when the submission is received or if the book is ordered. The patron has to contact the library. The task-oriented blueprint reflects this process in Figure 10.
Figure 11. MPL Redesigned website wireframe of the content page, Our Community

Our final wireframe is for Our Community. The existing website had many pages, with just a few links to outside sources on each. We have consolidated these links and located them in one place for easy access. Our City, Our County, and links to the local schools are conveniently located close together, as seen in Figure 11. This content page is located in About Us, as noted in the breadcrumbs under the global and local navigation.
Content Management: Dublin Core Application Profile

The Manchester Public Library (MPL) houses basic information about the library’s hours, location, and meeting rooms as well as a few brief subject guides. There are no collections located on the MPL website as the catalog is an external site with its own search engine and structure.

Because the MPL site does not house a collection, we were forced to consider how to apply Dublin Core elements and principles to a basic website’s content. We considered some questions like “what do the curators of this site need to see in the metadata file?” and “what metadata will help the users find information?” Since this metadata file will likely only be “seen” by search algorithms and library employees, the rules for use that govern digital library and archive DC profiles are not efficient for the MPL website’s needs.

The best way to help users locate information is through the inclusion of keywords linked to a curated Thesaurus. Our controlled vocabulary and related thesaurus aims to describe and organize the MPL website’s information into concise groups of related content. Below, there is a linked index and detailed thesaurus of terms that will be used to connect and locate information on the MPL website. Some terms also have scope notes to clarify proper use.

Library employees, however, have more nuanced concerns. They are probably familiar with what content is housed on the site and how it is structured. When updating the site, employees have questions such as “when was this page created?” and “who worked on this page most recently?” To help both groups, we have specified usage requirements for the Dublin Core elements below with these concerns in mind. You will find a space for keywords that aid finding via a search algorithm. However, you will also find elements such as the Editor field that indicate to the viewer which employee last updated the page. This way, if the employee viewing the metadata record has any questions about the page, he or she can determine who to ask.

Along with requirements for use of the Dublin Core elements (Figure 12), we have included some examples (Figures 13 and 14) to help illustrate our vision for implementing this profile.
## Figure 12: DC Application Profile

<table>
<thead>
<tr>
<th>Element Name</th>
<th>Is it Required</th>
<th>Is it Repeatable</th>
<th>Type of Metadata</th>
<th>Description and Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Yes</td>
<td>No</td>
<td>Descriptive</td>
<td>This field is for the title/header of webpage, (i.e. About Us)</td>
</tr>
<tr>
<td>Creator</td>
<td>Yes</td>
<td>Yes</td>
<td>Administrative/Descriptive</td>
<td>Creator of the webpage, represented by an Employee ID or full name and organization if not a library employee.</td>
</tr>
<tr>
<td>Subject</td>
<td>No</td>
<td>Yes</td>
<td>Descriptive</td>
<td>Optional field, indicating which collection this page belongs to, based on site structure (i.e., Kids and Teens, Genealogy, Research, etc).</td>
</tr>
<tr>
<td>Description</td>
<td>Yes</td>
<td>Yes</td>
<td>Descriptive</td>
<td>Defines intended scope and content of page so future contributors stay within the original vision of the page.</td>
</tr>
<tr>
<td>Editor</td>
<td>Yes</td>
<td>Yes</td>
<td>Administrative</td>
<td>This field is repeatable and may often have multiple entries. Will indicate the most recent employee to update the metadata file. This can have the same value as Creator field but may be different depending on last update. Repeatable in case more than two or more employees collaborated. Each employee listed should have their own entry.</td>
</tr>
<tr>
<td>Publisher</td>
<td>Yes</td>
<td>Yes</td>
<td>Descriptive</td>
<td>Publisher of the webpage; company or organization name (i.e. Manchester Public Library).</td>
</tr>
<tr>
<td>Contributor</td>
<td>No</td>
<td>Yes</td>
<td>Administrative</td>
<td>List of professionals who helped compile resources. Mostly librarians who compiled subject guides so they may be consulted in the case of an update. Each</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Administrative</td>
<td>employee listed should have their own entry.</td>
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<td>--------</td>
<td>-----</td>
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<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td></td>
<td></td>
<td></td>
<td>There should be at least one date in each file. Rules for subsequent dates below. The top/first date indicates when the webpage and metadata file was created. This top date is permanent. The second/bottom date is to keep track of updates to the page and metadata file. There should be only one creation date but each modification will add a new date, creating a record of updates and modifications in case there is ever a question about when or how an aspect of the page changed.</td>
</tr>
<tr>
<td><strong>Type</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Descriptive</td>
<td>This field is used to classify the type of content on each page (i.e. subject guide, calendar, news, etc).</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>No</td>
<td>Yes</td>
<td>Administrative</td>
<td>This field lists any technical information related to content such as videos or audio files on the page.</td>
</tr>
<tr>
<td><strong>Identifier</strong></td>
<td>Yes</td>
<td>No</td>
<td>Administrative</td>
<td>Identifiers are used to mark webpage’s place in site structure. Each page is given an identifier unique to that page. (for the sake of the examples below, identifiers have been assigned based on the site structure redesign blueprint.)</td>
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<tr>
<td><strong>Source</strong></td>
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<td>Yes</td>
<td>Descriptive</td>
<td>In this field, users will list any sources from which page content was derived.</td>
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<td><strong>Language</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Descriptive</td>
<td>Lists all language/s used on the page.</td>
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<td><strong>Relation</strong></td>
<td>No</td>
<td>Yes</td>
<td>Structural</td>
<td>Used to link related content or content in a hierarchy. See example 2.</td>
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Figure 13: Example 1

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<td>123456 (example of employee ID#); OR Jane Doe, Company Name</td>
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<tr>
<td>Subject</td>
<td>Collections</td>
</tr>
<tr>
<td>Description</td>
<td>This page provides a space for patrons to submit their own book reviews or opinions on a particular title. There is a field for the title, author, and reader comments. This form is and will remain anonymous for patron protection.</td>
</tr>
<tr>
<td>Editor</td>
<td>123456 (example of employee ID#); OR Jane Doe, Company Name</td>
</tr>
<tr>
<td>Publisher</td>
<td>Manchester Public Library</td>
</tr>
<tr>
<td>Contributor</td>
<td>111111 (employee ID#)</td>
</tr>
<tr>
<td>Contributor</td>
<td>222222</td>
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<td>Contributor</td>
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<td>Copyright © 2016 by Manchester Public Library All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.</td>
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### Figure 14: Example 2

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<th><strong>Title</strong></th>
<th>For Teens</th>
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<td><strong>Creator</strong></td>
<td>123456 (example of employee ID#); OR Jane Doe, Company Name</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>Use Our Library</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>A subject guide for teenage and young adult readers. This page contains links to further resources for this user group.</td>
</tr>
<tr>
<td><strong>Editor</strong></td>
<td>123456 (example of employee ID#); OR Jane Doe, Company Name</td>
</tr>
<tr>
<td><strong>Publisher</strong></td>
<td>Manchester Public Library</td>
</tr>
<tr>
<td><strong>Contributor</strong></td>
<td>111111 (employee ID#)</td>
</tr>
<tr>
<td><strong>Date</strong></td>
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<td>Copyright © 2016 by Manchester Public Library. All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.</td>
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Content Management: Controlled Vocabulary

We have created a controlled vocabulary to assist with searching capabilities.

Index

Accelerated Reader
Accessibility
Address
Administration
Ask a Librarian
Assistive Technologies
Audiobooks
Bedtime Stories
Board of Trustees
Book Reviews
Book Talk
Calendar
Catalog
Children's Books
Children's Nonfiction
Children's Non-fiction
City of Manchester
Community Resources
Databases
Digital Media
Directions
Directory
Downloads
eBooks
Endowment
Events
Family History, See Genealogy
Family Research, See Genealogy
Facebook
Faxing Service
Finding Aid
Freenal Music
Friends of the Library
Genealogy Room
Genealogy
Genres
Handicapped Parking
Historical Fiction
Hoopla
Hours
iBooks
iPad
Instagram
Iowa
Iowa Authors
Thesaurus

Accelerated Reader
NP: N/A
BT: Children’s Books
NT: N/A
RT: N/A
Scope Note: Refers to the program and points system of children’s books.

Accessibility
NP: N/A
BT: N/A
NT: Online Access, Wireless, Special Needs, Wheelchair Access, Assistive Technologies, Handicapped Parking
RT: Open Access
Scope Note: Accessibility refers to any materials that aid library and information access including internet access, technologies for disabled users, and library access for disabled patrons.

Address
NP: Location
BT: N/A
NT: Map, Directions
RT: N/A

Administration
NP: N/A
BT: Library Staff
NT: Board of Trustees
RT: N/A
Scope Note: The groups and individuals in charge of running the library and related programs.

Ask a Librarian
NP: N/A
BT: Library

Assistive Technologies
NP: N/A
BT: Accessibility
NT: N/A
RT: N/A
Scope Note: Assistive technologies refer to applications and devices that aim to give physically or mentally disabled patrons access to library tools and resources.

Audiobooks
NP: N/A
BT: Digital Media
NT: N/A
RT: eBooks

Bedtime Stories
NP: N/A
BT: Children’s Books
NT: N/A
RT: N/A

Board of Trustees
NP: N/A
BT: Library Staff
NT: N/A
RT: N/A

Book Reviews
NP: N/A
BT: N/A
NT: Book Talk, Reader’s Advisory Service
**Scope Note:** Refers to the digital space provided by the Manchester Public Library for patrons to anonymously submit reviews and opinions on titles within the collection.

**Calendar**
NP: N/A
BT: Events
NT: N/A
RT: N/A

**Catalog**
NP: N/A
BT: Library
NT: N/A
RT: N/A

**Children's Books**
NP: N/A
BT: N/A
NT: Bedtime Stories, Children’s Nonfiction, Picture Books, Accelerated Reader
RT: N/A

**Children's Nonfiction**
NP: Children’s non-fiction
BT: Children’s Books
NT: N/A
RT: N/A

**Community Resources**
NP: N/A
BT: Iowa
NT: N/A
RT: N/A

**City of Manchester**
NP: N/A
BT: Iowa
NT: N/A
RT: N/A

**Databases**
NP: N/A
BT: Library
NT: N/A
RT: N/A

**Digital Media**
NP: N/A
BT: N/A
NT: Hoopla, Freegal Music, Audiobooks, Streaming, OverDrive, Movies, Music, iPad, eBooks
RT: Social Media, Downloads
Scope Note: Includes books, movies, music, and other content that is provided via a digital medium.

**Directions**
NP: N/A
BT: Address
NT: N/A
RT: N/A

**Directory**
NP: N/A
BT: Library Staff
NT: N/A
RT: N/A
Scope Note: An alphabetized list of library staff and related entities.

Downloads
NP: N/A
BT: N/A
NT: N/A
RT: Digital Media
Scope Note: Digital content that patrons can save to their personal devices.

eBooks
NP: E-Books
BT: Digital Media
NT: Kindle, Nook, iBooks
RT: Audiobooks, Hoopla, OverDrive

Endowment
NP: N/A
BT: N/A
NT: N/A
RT: N/A

Events
NP: N/A
BT: N/A
NT: Schedule, Calendar, Story Times
RT: Facebook

Facebook
NP: N/A
BT: Events
NT: N/A
RT: Events
Scope Note: Facebook refers to the The Manchester Public Library Facebook page which it used to advertise events at the library as well as connect to patrons and get feedback.

Faxing Service
NP: N/A
BT: Library, Library Services
NT: N/A
RT: N/A

Finding Aid
NP: N/A
BT: Research
NT: N/A
RT: N/A

Freegal Music
NP: N/A
BT: Digital Media
NT: N/A
RT: N/A

Friends of the Library
NP: N/A
BT: N/A
NT: N/A
RT: Community Resources

Genealogy Room
NP: N/A
BT: Meeting Rooms
NT: N/A
RT: Genealogy

Genealogy
NP: Family Research, Family History
BT: Research
NT: N/A
RT: Genealogy Room

Genres
NP: N/A
BT: N/A
NT: Nonfiction, Western, Mystery, Romance, Science Fiction, Historical Fiction, Young Adult
RT: N/A

Handicapped Parking
NP: N/A
BT: Accessibility
NT: N/A
RT: Wheelchair Access

Historical Fiction
NP: N/A
BT: Genres
NT: N/A
RT: N/A

Hoopla
NP: N/A
BT: Digital Media
NT: N/A
RT: eBooks

Hours
NP: N/A
BT: Library
NT: N/A
RT: N/A

iBooks
NP: N/A
BT: Digital Media, eBooks
NT: N/A
RT: N/A

iPad
NP: N/A
BT: Digital Media
NT: N/A
RT: iBooks

Instagram
NP: N/A
BT: Social Media
NT: N/A
RT: N/A

Iowa
NP: N/A
BT: N/A
NT: City of Manchester, Iowa Authors, Iowa Books, Iowa Heritage Project, Iowa Locator, Iowa Newspaper, Iowa Nonfiction, Iowa Publication
RT: N/A

Iowa Authors
NP: N/A
BT: Iowa
NT: N/A
RT: N/A

Iowa Books
NP: N/A
BT: Iowa
NT: N/A
RT: N/A

Iowa Heritage Project
NP: N/A
BT: Iowa
NT: N/A
RT: N/A
Scope Note: A repository of information pertaining to Iowa history, maintained by the State Library of Iowa.

Iowa Locator
NP: N/A
BT: Iowa
NT: N/A
Scope Note: A network of libraries that share and identify items in their collections via a collaborative catalog.

**Iowa Newspaper**
NP: N/A  
BT: Iowa  
NT: N/A  
RT: N/A

**Library Card**
NP: N/A  
BT: Library  
NT: N/A  
RT: N/A

**Iowa Nonfiction**
NP: Iowa Nonfiction  
BT: Iowa  
NT: N/A  
RT: N/A

**Library Policies**
NP: N/A  
BT: Library  
NT: N/A  
RT: N/A

**Iowa Publication**
NP: N/A  
BT: Iowa  
NT: N/A  
RT: N/A

**Library Services**
NP: N/A  
BT: Library  
NT: Faxing Service  
RT: N/A

**Iowa Room**
NP: N/A  
BT: Meeting Rooms  
NT: N/A  
RT: N/A  
Scope Note: Refers to the meeting room in the Manchester Public Library.

**Library Staff**
NP: N/A  
BT: N/A  
NT: Staff Picks, Directory, Administration, Board of Trustees  
RT: N/A

**Kindle**
NP: N/A  
BT: Digital Media  
NT: N/A  
RT: N/A

**Map**
NP: N/A  
BT: Address  
NT: N/A  
RT: N/A

**Library**
NP: N/A  
BT: N/A

**Meeting Rooms**
NP: N/A  
BT: Library
NT: Genealogy Room, RitaMae Boge Memorial Room, Iowa Room
RT: N/A

Movies
NP: N/A
BT: Digital Media
NT: Hoopla
RT: N/A

Music
NP: N/A
BT: Digital Media
NT: Freegal Music
RT: N/A

Mystery
NP: N/A
BT: Genres
NT: N/A
RT: N/A

Nonfiction
NP: Non-fiction
BT: Genres
NT: N/A
RT: N/A

Nook
NP: N/A
BT: Digital Media
NT: N/A
RT: eBooks

Online Access
NP: N/A
BT: Accessibility
NT: N/A
RT: Wireless

Open Access
NP: N/A
BT: N/A
NT: N/A
RT: Accessibility
Scope Note: Open Access refers to materials that are published and available to the public for free, requiring no fee to access.

OverDrive
NP: N/A
BT: Digital Media
NT: N/A
RT: eBooks

Patrons
NP: N/A
BT: Library
NT: N/A
RT: N/A

Picture Books
NP: N/A
BT: Children’s Books
NT: N/A
RT: N/A

Reader’s Advisory Service
NP: N/A
BT: Book Reviews
NT: N/A
RT: N/A
Scope Note: A network of readers who provide reviews and book recommendations to patrons.

Reference
NP: N/A
BT: Library
NT: Databases
RT: Ask A Librarian

Research
NP: N/A
BT: N/A
NT: Genealogy, Subject Guides, Finding Aid
RT: N/A

Scope Note: Referring to the act of reserving a book for check out.

Reserve
NP: N/A
BT: Library
NT: N/A
RT: N/A
Scope Note: Referring to the act of reserving a book for check out.

RitaMae Boge Memorial Room
NP: N/A
BT: Meeting Rooms
NT: N/A
RT: N/A

Romance
NP: N/A
BT: Genres
NT: N/A
RT: N/A

Schedule
NP: N/A
BT: Events
NT: N/A
RT: N/A

Science Fiction
NP: N/A
BT: Genres
NT: N/A
RT: N/A

Social Media
NP: N/A
BT: N/A
NT: Instagram, Facebook
RT: Digital Media

Special Needs
NP: N/A
BT: Accessibility
NT: N/A
RT: N/A
Scope Note: Information regarding information access for individuals who may have special needs, including but not limited to disabled patrons.

Staff Picks
NP: N/A
BT: Library Staff
NT: N/A
RT: N/A

Story Times
NP: N/A
BT: Events
NT: N/A
RT: Children's Books

Streaming
NP: N/A
BT: Digital Media
NT: N/A
RT: N/A

Subject Guides
NP: N/A
BT: Research
NT: N/A
RT: N/A
Usability Testing Plan

Our team recommends usability testing before implementation of the redesign. Consider this testing plan for reference.

Purpose

Usability testing is an important part of website redesign. Our problem statements below are created to detect issues within the site in order to fix the problem and ensure that user needs are being met. Specifically, issues with global and local navigation labels. The test will measure errors, the amount of time to complete a task including error time, and time required to successfully complete all tasks. Errors will be assessed based on whether they are critical or non-critical (critical errors: not able to complete the task; non-critical errors: deviations in process, but task is still completed). Tasks will vary by user, and integrate tasks like finding events happening at the library, locating the Teens and Kids sections, and the ability to follow global navigation labels.

Problem Statements

The following questions will be answered throughout the usability test.

1. Are the global navigation labels intuitive and easy to follow?
2. Is the information in local navigation sections consistent with their chosen label? Are there any broken or dead links?
3. Are users able to re-find information previously located?
4. Can users locate events happening at the library?
5. Can users find and interact with the “Ask a Librarian” button?
6. Can users locate the Genealogy Collection?
7. Can users locate the Teens and Kids sections on the website?
User Profiles

There will be three different groups each containing four people coming to a total of 12 participants in all. Each participant will be approached at the library to volunteer for the usability test.

The first four people will be parents interested in using the library’s website for their children and are looking for resources in the Teens and Kids sections, but also use other library resources for themselves.

The second group will be young adults who are pursuing a degree in higher education or who have recently graduated. Also, young adults may pay more attention to aspects of a newly redesigned website, and will offer a different perspective.

The last group will be retirees or elderly people who are interested in using the Genealogy Collection. This group of individuals may not be as familiar with the website or possibly only use it for the catalog and genealogy.

Methods

The following represents an outline of the usability test.

1. Questionnaire

   As the participants enter and are seated at a computer in the library, the test monitor will give them a brief questionnaire that will represent their understanding and familiarity with the library’s website. Before filling out the questionnaire, the test monitor will make sure the participants know that their confidentiality will be maintained throughout the entire process.

2. Introduction

   The test monitor will brief the participants on the purpose and process of the test especially emphasizing that the test is about how well the website works, and not based on their personal knowledge of how to use the internet. The monitor will make sure that it is clear that the participants will be observed and recorded using video and audio in order to refer back to the test for later analysis. The monitor will also inform the participants that he/she will be observing the entire testing process.

3. Task Completion

   A series of tasks will be created for each group of participants to complete. The tasks will vary by group. The monitor will inform the participants that the test is timed, and that they may exit out of any task at any time. The following are examples of tasks to be completed.
**Task A (parents):** It is the end of the school year, and your child has been given a summer reading list to complete. How will you check to see if the library has any of the books available to check-out for your child?

**Task B (young adult):** It’s the beginning of finals, and you need to write a research paper about a local business. Where can you find appropriate information on the library’s website?

**Task C (retirees):** You are interested in building a family tree. How will you find resources to help complete this project?

4. Participant Debriefing

Once the participant has completed all tasks, they will be individually debriefed by the test monitor. The monitor will ask a series of questions that provide suggestions or recommendations of how to better improve later usability tests or anything they liked about the test.

**Test Environment/Equipment**

The usability test will be held at the library where the team or test monitor can efficiently set up the proper equipment in one place rather than changing venues. The participants will schedule a time that is convenient for them, and come in and take the test. A video/audio recorder will be set up in the room along with a printer in case the participants want to print out the information found during the test.

**Evaluation Measures**

The test will be evaluated by the following measures:

1. The average time to complete a task
2. The average time to complete a task including error time
3. The total time to complete all tasks
4. The degree of error within a task (critical or non-critical)
5. The percentage of people who were able to successfully complete all tasks
Memo

Requirement Analysis

Dr. Awa’s comment
1. Only one issue: the format in this section seems to be a little different from other sections.

Response
The formatting of the document was revised and made consistent by using APA style in the final, comprehensive, document.

Site Structure

I changed all the headings using the term “current” rather than “existing,” in order to mark the diagrams more clearly. I added containers around the two wireframes for the current website. On the blueprints, I removed directional lines for the alternative paths between content and stacked pages that were repetitive. I removed trapezoids that previously denoted log in and replaced them with a “Log in” box. The global task for pages viewed after log in was changed to “User Restricted Area.” All diagrams were checked for consistency and adjusted as needed.

Controlled Vocabulary

We only had a few comments for improvement on our thesaurus. Dr. Awa commented that our preferred term “Faxing Service” would not typically be a stand-alone term so we placed it under “Library Services.” Dr. Awa thought of a non-preferred term (E-Books) for the preferred term (eBooks) that we added to the index and thesaurus. We were also reminded to add “See [Preferred Term]” entries to the index and made those changes.
Personal Reflections

Rebecca McCusker

I fell in love with the Manchester Public Library a long time ago. I’ve browsed its stacks, sneaked peeks at the risqué romance novels, leapt into the world of Jane Austen, flipped through its microfilm collection. No matter how many times I ascend its formidable steps, I have never lost the awe I feel for this place. It is my library, and for lots of people in my community, it is their only library.

There is a lot of responsibility in being an only. It means doing a lot of things well; providing access, appealing to a varied audience with varied interests, promoting, growing, and communicating. And I think the MPL succeeds at so much. But. Oh, it is such a big but. Their current website is terrible, horrible, no good, very bad. It is unfortunate that the state-provided template can so readily exist as a disaster, particularly since it really can’t be assumed that libraries and library directors either employ web designers, information architects, or have budgets that allow for either of these in any capacity.

Fortunately, working on this redesign project with three other talented, hard-working, smart women allowed each of us a steady foundation of support. We often provided solace for each other when the more we uncovered about the site, the worse and worse it became. The project was challenging for lots of reasons, but in the end, seeing what the site could be is incredibly rewarding.

Because I have a direct link to this library, I initiated contact and reached out to its library director. We had a lengthy conversation about the library in general, its users, and its website. From this conversation and the knowledge from this class, I now understand how easily something like a website can be forgotten in a shadowy corner; there are just so many more things to be thinking about and doing as a small staff. It takes a great deal of time and effort to conduct research, analyze and just plain think about users and how a different package could be more effective.

Thinking about the site’s users was most interesting to me, so for my part in this project I researched and conducted the requirement analysis. This involved:

- Researching MPL’s history and understanding its mission and goals. I gleaned a good deal of information about MPL from the library director and by reading through the About information on the current website. I also further researched the state’s support of and services provided to Iowa public libraries in order to build a more robust understanding of what regulations and guidelines public libraries must follow and what challenges and successes public libraries are currently facing.

- Considering the purpose of the current website and our goals for a redesign.

In combination with discussions with my group members and the required readings in this course, I critically evaluated the MPL site and then presented what I had learned about MPL’s current focus in order to develop clear goals for ways a site redesign could harness both the current outlook and allow for future growth.

**Created a survey and collected data from MPL patrons.**

I developed a survey and distributed it to MPL users. I collected and analyzed the data.

**Worked with my group members to develop user personas and scenarios.**

The purpose of collecting the MPL patron data was to understand the users and develop the personas and scenarios as exampled on usability.gov. We really worked on this aspect as a team.

**Bonnie Finn**

This semester project has been a great experience with a wonderful team. Each of us took the lead on a section, but contributed as needed to all sections. We met on zoom several times over the semester to discuss the project. Rebecca suggested using Asana as a project tool, so we uploaded information and documents there and kept track of our progress. As we developed the analysis for the Manhattan Public Library, we each sent Rebecca a list of suggested survey questions for users, the librarians, and staff. After the survey was complete, Rebecca sent us a draft of the analysis for proofing and suggestions. I contributed persona information for the analysis document.

I took the lead on the second report. Each of my team members sent a list of suggested headings to me, as well as how they thought the headings, subheadings, and content should be arranged on the site. I consolidated their suggestions and mine, and then put together the new content utilizing blueprints and wireframes for each page. Kittie and Sarah did the two current wireframes and current blueprint for the home page, and Kittie prepared a rough draft of the redesigned *Use Our Library* page, but for consistency, I constructed the remaining seven wireframes and blueprints required for our redesign project. After saving and editing all the images from Lucidchart, I inserted them into our second report, added text and submitted it.

Kittie took the lead for our controlled vocabulary. We created a shared google sheet to enter our suggestions for terms into an accessible document. After Kittie compiled the document and added terms, Sarah and Rebecca worked to fill in the other information, such as NT, BT, etc. Once that was completed, I added hyperlinks to the index and thesaurus. For each of these reports, we all shared and proofed the documents. For the final section, the lead for each report sent Sarah the revised information, along with PowerPoint slide content for Sarah to compile. For my part, I edited the graded Lucidchart wireframes and blueprints. I saved and edited the images for placement into the revised site structure report, which I sent to Sarah for compilation in the final report. I created PowerPoint slides with the site structure content, which Sarah will use to format the final PowerPoint for our presentation.
All in all, the project has been a good learning experience. I believe that if Rebecca’s library chooses to implement our redesign, they will benefit from the guidance we have been able to provide. It will be exciting to see the completed webpage!

Kittie Crittenden

**Requirement Analysis - User Personas and Scenarios**
For the Requirement Analysis portion of the project Rebecca McCusker spearheaded the project. We collaborated as a group to develop questions for the survey we sent to the library users. Once Rebecca had begun the report she asked for help on the user group personas and scenarios. I helped develop the personas and wrote the three scenarios for the report.

**Structure Redesign - Wireframes**
For the site structure redesign report, Bonnie Finn spearheaded the project. Because this was the largest report we all pitched in to lighten the load for Bonnie. We got together and made recommendations for the redesign but let Bonnie make final calls. I made the wireframes for the existing Home Page and Use Our Library page as well as a redesign wireframe for the Use Our Library page.

**Controlled Vocabulary - DC Application Profile, Thesaurus, and Index**
I spearheaded the task of creating the DC application profile, Index, thesaurus, and the report. After talking to my group about what we wanted out of our metadata I created the profile and made some examples for use.

Next, we made a spreadsheet in Google Sheets to collaborate on creating preferred terms for our thesaurus. I attempted to use Data Harmony to organize our thesaurus but after our lecture on November 10th I realized I needed to change my approach because we had almost 200 preferred terms! I greatly narrowed down our preferred terms and made a more succinct hierarchy in a spreadsheet then imported the index to a Word document. After setting up the index and thesaurus, I enlisted the help of my team to fill in the thesaurus entries and add links to the Index terms. I wrote the introduction to the report, added scope notes to select terms, and reviewed the final index and thesaurus.

Sarah Johnson

We chose to redesign the Manchester Public Library, and Rebecca took point on the requirement analysis of the project. She initiated contact at Manchester Library since she is from Manchester, Iowa. We all collaborated to create questions for the survey sent to the library’s patrons as well as helped created user personas and elaborated scenarios. Rebecca then wrote the requirement analysis document and sent it out to the group to allow us to proofread.
Bonnie spearheaded the site structure portion of the project. We all gave suggestions for the redesign pages since this section was a substantial part of the project. I created the existing website construction blueprint, and once Bonnie created all of the blueprints and wireframes she sent them out so we could proof the diagrams. Bonnie then formulated a cohesive document representing the site structure of MPL’s website.

Kittie was our go-to person for the controlled vocabulary section. We first created a spreadsheet in Google Drive to all include preferred terms for the thesaurus. However, we realized we got ahead of ourselves after seeing the demonstration in class of how to build the thesaurus. We shifted our approach, Kittie structured the controlled vocabulary document and Rebecca and I filled in thesaurus terms while Bonnie added all links in the Index. Kittie then wrote the introduction to the controlled vocabulary along with the application profiles and examples. We all again proofread the document before turning it in.

I took charge of compiling the final report. Along with creating a cohesive report of all interim reports, I added an executive summary, specified the redesign goals in the section “Redesign: Implementing Goals”, wrote the usability testing plan, and added everyone’s memo and personal reflection. Again, I sent out the final document for the group to proofread.
References


Research Appendices

Appendix A

Plone Web Site

Subject Guides include Business and Tax, Career and Jobs, Consumer Info, Education, E-mail on the Web, Genealogy, Government, Home and Garden, Homework Help, Iowa, Kids Links, Libraries and Library Resources, Medical and Consumer Health, News and Weather, Search Tools, Teen Links, Travel, Voting and Elections.
Appendix B

MPL IA Survey

1. What is your age?
   - 17 or younger
   - 18-20
   - 21-29
   - 30-39
   - 40-49
   - 50-59
   - 60 or older

2. Which of the following best describes your current occupation?
   - Healthcare Practitioners and Technical Occupations
   - Sales and Related Occupations
   - Architecture and Engineering Occupations
   - Production Occupations
   - Healthcare Support Occupations
   - Installation, Maintenance, and Repair Occupations
   - Arts, Design, Entertainment, Sports, and Media Occupations
   - Education, Training, and Library Occupations
MPL REDESIGN

- Life, Physical, and Social Science Occupations
- Computer and Mathematical Occupations
- Management Occupations
- Building and Grounds Cleaning and Maintenance Occupations
- Construction and Extraction Occupations
- Farming, Fishing, and Forestry Occupations
- Business and Financial Operations Occupations
- Community and Social Service Occupations
- Personal Care and Service Occupations
- Legal Occupations
- Protective Service Occupations
- Food Preparation and Serving Related Occupations
- Office and Administrative Support Occupations
- Transportation and Materials Moving Occupations
- Other (please specify)

3. How many children, by age, currently live in your household?
   - Less than 1 year old
   - 1 year old

   [Blank space for number of children]
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4. Which of the following resources available from the Manchester Public Library are you interested in?

<table>
<thead>
<tr>
<th></th>
<th>Not at all Interested</th>
<th>Slightly Interested</th>
<th>Moderately Interested</th>
<th>Very Interested</th>
<th>Extremely Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
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<td>Ebooks</td>
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<td>Audiobooks</td>
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<td>Movies &amp; TV</td>
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<td>Music</td>
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<td>Magazines</td>
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<td>Databases</td>
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<tr>
<td>Apps</td>
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</tbody>
</table>
5. In the past 12 months, how many times have you visited the MPL website?

6. Do you usually access the MPL site by:
   (Check all that apply)
   - Mobile phone
   - Tablet
   - iPad
   - Computer

7. What do you use the MPL site for? (Check all that apply)
   - To search the library catalog
   - To find out about library events
   - For library hours
   - For research
   - To find out about classes offered at the library
   - To get help on school/course work
   - To ask a librarian a question
   - For genealogical resources
   - To reserve a meeting space
   - To schedule test proctoring
   - For the library directory
   - For community news
   - To access government information sources
   - Other (please specify)
8. How easy was it to find what you were looking for on the MPL website?
   - Extremely easy
   - Very easy
   - Somewhat easy
   - Not so easy
   - Not at all easy

9. Did it take you more or less time than you expected to find what you were looking for on our website?
   - A lot less time
   - A little less time
   - About what I expected
   - A little more time
   - A lot more time

10. Is there any information, feature, or improvement you would like to see on the MPL site?
Appendix C
User group: Families

<table>
<thead>
<tr>
<th>Persona:</th>
<th>Working Mom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photo:</td>
<td></td>
</tr>
<tr>
<td>Fictional name:</td>
<td>Andie Anderson</td>
</tr>
<tr>
<td>Job title/major:</td>
<td>Accounts Manager, Citizen’s State Bank</td>
</tr>
</tbody>
</table>
| Demographics:     | • 37 years old  
                      • Married  
                      • Mother of two children  
                      • Has a B.A. in accounting |
| Goals and tasks:  | She is an intelligent, involved, and busy working in her full time career, raising her young family, and maintaining a strong relationship with her spouse. One of her concerns is easily and quickly accessing information about upcoming library children’s programs.  
                      She spends her day:  
                      • Working 8 hours,  
                      • preparing meals and attending to and participating in the needs and activities of her two young girls, and  
                      • reading as a hobby in the late evenings before bed. |
| Environment:      | She is comfortable using technology including a computer, tablet, and smartphone and refers to herself as an intermediate |
Internet user. She is connected via wired internet connection at work and satellite with Wi-Fi connection at home. She uses email, e-books, and social media extensively and uses the web about 3.5 hours during her day.

**Quote:**  
¯\_(ツ)_/¯

**User group:** **Students**

**Persona:** Working Adult Student

**Photo:**

**Fictional name:** Benjamin Barry

**Job title/major:** Construction, ProBuild / AAS

**Demographics:**
- 27 years old
- Single
- Is working toward an Associate’s Degree in Construction Management
- Likes to volunteer and give back to the community

**Goals and tasks:**
He has been working with a local construction company but wants to earn his AAS in order to advance his career. He is currently in his third semester of an online program, which he attends through a computer in the library.
He spends his day:
• Working 8 - 10 hours at construction sites
• In online classes two nights per week at the library
• Most of his free time is spent on classwork, but he does take some time to socialize with friends

Environment:
He is used to computer work and is proficient with most office productivity applications because of his job and interests. He is comfortable on both a business phone and on his smartphone. However, he does not have reliable internet at home, so he attends class in the library.

Quote:
“Let’s review those cost estimates and work timetables.”

User group: Older Adults

Persona: Retiree

Photo:

Fictional name: George Grimm

Job title/major: Retired, United States Postal Service

Demographics:
• 68 years old
• Married
• 3 children, 5 grandchildren

Goals and tasks:
| **Environment:** | He is interested in genealogy, so he spends a lot of time at the library researching local history. He would like to document his family tree to leave for his children and grandchildren. |
| **Quote:** | “For a long time I delivered information to my neighbors, now I’m searching for the information that makes us a family.” |

**User group:** Library Staff

**Persona:** Library staff

| **Photo:** | ![Library staff](image) |

| **Fictional name:** | Lucy Leonard |
| **Job title/major:** | Library supervisor |
| **Demographics:** | • 55 years old  
• Divorced  
• MLIS degree |
| **Goals and tasks:** | She oversees the library catalog, supervises library volunteers and workers, and ensures the library serves the community in |
a positive way. She would like to see the library circulation grow and encourages people to use the library as a community center.

She spends her day:
- working on the reference desk
- checking books in or out
- assisting patrons in search of specific materials
- assisting patrons on the computer

Environment:
She is somewhat comfortable with technology, but does not have the technical skills to build or update websites. Although she does well with the integrated library system, she is slow to learn new technologies. She owns a smartphone, but does not use many of the apps or features.

Quote:
“What weather we are having lately! Now what can I help you with today?”

Elaborated Persona Scenarios

<table>
<thead>
<tr>
<th>Persona</th>
<th>Elaborated Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Mom</td>
<td>Andie is visiting the Manchester Public Library website to see if there are any upcoming events that may be appropriate for her two daughters. Andie uses a Google Calendar to organize all her personal and professional appointments and tasks. She enjoys finding calendars online that are supported by Google so she can easily and accurately add events to her calendar. However, as long as events are clearly listed, Andie doesn’t mind taking a few moments to type the information in herself. While on the Manchester Public Library home page, Andie sees a calendar in the upper right-hand corner. However, since this widget is not labeled and no dates are highlighted, she assumes this is not an event calendar. Andie clicks on the menu item “Kids” to see if any events or programs are listed but only finds an assortment of reference links. She is losing patience but clicks “Use our Library” next. Coming up empty handed again, Andie exits the website.</td>
</tr>
</tbody>
</table>
| Working Adult Student | Ben takes night classes online and often uses the library Wi-Fi or computers to listen to the lectures. The librarians have always been cordial and Ben is comfortable at the Manchester Public Library. He hopes to host a study group there this Saturday but he doesn’t know how late they are open or if he can reserve a meeting room.  

Ben visits the Manchester Public Library website to answer these two questions. He is expecting the library hours to be listed on the main page but he can’t find them. He clicks “About our Library” to look there. Success! He sees that the library is open until 3pm on Saturday. Since he wants to hold his study group from 12:00-3:30, he continues to look for information on meeting rooms.  

He sees a small menu on the left-hand side that lists “Meeting Rooms” and clicks the link. He is taken to a page that tells him about the Iowa Room and an application to reserve it. He clicks the application link expecting an electronic form and sees that the application is a downloadable PDF. Confused and overwhelmed, Ben leaves the website and decides to hold his study group at Starbucks instead.  

A few days later when he is at the library for a class, Ben realizes that the library hours are at the very bottom of the home page, in a tiny font. |
| Retiree | Mr. Grimm has recently retired and wishes to begin research on his family history. He had to use a computer at his job, but does not have internet at home and is sometimes overwhelmed by busy websites. He is visiting the Manchester Public Library website to find out what kinds of resources are available for genealogy research and if there are people who can help him use those resources.  

Mr. Grimm gets to the home page and immediately notices that the text is very small and he has trouble reading it. He remembers his son showing him how to zoom in on his web browser and decides to give it a try. Next, he selects “About our Library” from the main menu in hopes to find information on the librarians who work there. Seeing that this page only has the library hours of operation, Mr. Grimm continues to click the menu item “Catalog.” He is taken to the library catalog |
main page but is not quite ready to start using it yet so he hits the page return button. After visiting the “Do Research” page and once again not finding anything helpful, Mr. Grimm decides to visit the site map. He is familiar with site maps from his company’s intranet. Now he’s got it! He finds a link “Genealogy Collection” nested under “Use our Library.”

Here, Mr. Grimm finds that there is a room specifically for genealogy research at the Manchester Public Library and there is even a guide on how to use it. He prints out the guide and heads to the library reference desk to ask about the Genealogy Room.

Lucy has just finished her morning cup of coffee, and has opened the library for the day’s patrons. She has lots of materials to check in, so she gets busy documenting the returned materials in the library’s library management system.

While she is working at the desk, a young adult patron approaches and asks what books the library has from mystery and crime author James Patterson. In a short series of questions, Lucy learns that this patron is visiting relatives in the area and hasn’t used the library’s resources before. Lucy walks with the patron to one of the library’s computers and brings up the library’s website and selects the library’s online public access catalog (OPAC) from the “Catalog” page. Lucy explains how to search for the resources and together they locate some call numbers. Lucy walks with the patron to the fiction and mystery section of the library and lets the patron know to ask if she needs more help.

When Lucy returns to the desk, she begins working on a new endeavor for the library: LibGuides. Lucy and the library director would like to make these materials accessible on the website, so she is trying very hard to make the language she uses appropriate for the range of patrons who frequent the library. She thinks the guides will be a good addition to the “Do Research” section of the website.