

# Library Web Presence Redesign

## Project Plan

**Title:** Van Pelt and Opie Library Web Presence Redesign

**Start Date:** November 26, 2012

**End Date:** December 13, 2013

### Problem Statement

A large part of the service offered by an academic library comes from patrons' access to the resources and services accessed through its web presence. The redesign of the library's web presence is marked as a major goal for the library's strategic plan (*Strategic Directions 2013-2016*). In that document, the Digital User eXperience Team (DUXT) is specifically charged with "appreciably increas[ing] the use of technologies, particularly the Web, to improve service, to innovate and to re-create the library's Web presence" (17).

This redesign is needed because, according to recent metrics, patrons feel they are not well served by the library's web services: "The undergraduate and inexperienced graduate student...find the library's systems and Web site to be confusing and time-consuming" (SD 15). The 2011 LibQual survey of students, faculty, and staff from across campus foregrounds a number of areas for improvement, including: a redundant and confusing information architecture/website navigation; an aesthetic/brand disparity between the library's various systems; the lack of an integrated search and/or discovery layer technology; a dearth of rich user experience features which might leverage new media technologies to provide patrons with seamless access to its many services. (see Appendix A)

### Project Goal

According to the Strategic Document, the primary goal for the Web Presence Redesign will be to ensure that "Library resources, services and policies will be easily available through a simplified and improved Web presence that will become a site the campus community wants to visit regularly and where students and faculty see their respective needs reflected clearly" (2).

By the end of Fall semester, 2013, the library's web presence will be entirely redesigned to satisfy this goal. The web presence redesign will involve the development of new content and services that also align with additional related goals stated in the Strategic Document, including:

- Reinvigorating the library brand on campus and increasing traffic to the website through a significantly improved design with improved and simplified navigational structure

(information architecture) and improved usability (i.e., clearer affordances<sup>1</sup> and wayfinding among the various components of the web presence).

- Providing a richer perception of the library as an obvious partner in instruction and learning.
- Structuring the website/services in order to decrease/better apportion demands on library staff.
- Adopting current technologies which can leverage the power of a discovery layer to enhance search.
- Leveraging the ubiquity of new media technologies (laptop computers, smart phones, tablets, etc.) used by our patrons to provide improved and easier access to materials and services.

Specific objectives for these goal will include:

### **'More Tightly Integrated and Branded Library System'**

The redesigned library web presence will eliminate old-in house systems which rely on an archaic code-base and offer limited functionality and support. It will take advantage of new "cost-effective choices among cloud-based, locally supported and hybrid models" (15). The web presence will weave together multiple content management systems under one consistently branded identity. Some of these systems are turnkey solutions which must be installed, configured and styled; others are extant systems which require minor-to-significant modification. The redesign project will involve combining all of these systems into a seamless, integrated experience for the patron:

#### **Major Development**

*Installation, Configuration, and styling of these turnkey solutions*

- Rhythmyx CMS new Library site (library's main site)
- Rhythmyx CMS new Archives subsite (archive's main subsite)
- LibAnswers (customer service turnkey solution)
- Ex Libris System (Primo discovery layer)
- Digital Commons @ Michigan Tech (scholarly publications IR)

#### **Significant Modification**

*Modifying and re-styling to align them with redesign standards*

- OPAC (Catalog)
- ILLiad (Interlibrary Loan)
- Google Analytics (Usage tracking)
- Libguides (including conversion of A-Z list)

#### **Minor Modification**

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<sup>1</sup> Affordance. n. a quality of an object, or an environment, which allows an individual to perform an action. For example, a knob affords twisting, and perhaps pushing, while a cord affords pulling. (Wikipedia)

*Primarily stylistic modifications to align them with redesign standards*

- SFX (Link resolver)
- jQuery Mobile (library's mobile website)
- LibraryH3lp (chat client)
- LibCal (room booking turnkey solution)

### **'Simplified and Improved Design'**

The redesigned web presence will have a revised information architecture which radically simplifies and improves the design and usability of the site, ensuring the library's "strengths and limitations are as apparent to the new student or newly recruited faculty member as...to long-time members of the campus community" (1). This redesign will:

- Simplify and reorganize navigation, reducing the number of tabs/rubrics from 7 to 6, and the number of pages by over half, from ~ 87 to 39.
- Reorder pages under a structure which focuses on the core ways patrons use the library, including:
  - A focus on the general core services offered by the library (organized by resource type)
  - A focus on improving literacies, especially digital literacies, for academic research (for undergraduates)
  - A focus on advanced research and library services, such as course reserve and document delivery (for instructors and graduate students).
- Increase usability of site through addition of an interactive map, by which users can instantly find the floor and location of any library amenity. *Note: Plans to implement this map functionality as a platform-independent kiosk in the front of the library are being investigated.*
- Include integration of Google's web analytics across the entire web presence (including all the various CMS components) to track patron's usage patterns. A strong analytics engine will contribute to a cycle of iterative and continuous improvement of the library web presence, now and in the future.
- A completely redesigned information architecture for the archives:
  - Option 1-- subsite which simplifies and reorganizes navigation, reducing the number of pages from ~ 14 to 11.
  - Option 2--a subnavigation within the library's main website navigation reducing the number of pages from ~14 to 6.
- Provide a clear feedback mechanism which offers patrons "clear routes to informing the library of their needs and plans" (12). The feedback mechanism will be adaptive, offering both a simple email form or a satisfaction survey form that covers all library services.

### **'Building Digital Literacies' for Undergrad/ Foreign/ New Graduate Students**

According to the *Strategic Document*, the library's web presence should be a strong addition to efforts to recruit future students. It should also play a strong role in encouraging current students' academic success through helping them build digital research literacies. Policies and

pedagogies for increasing those literacies are based on the principle that “Information literacy across the disciplines can help students produce higher quality academic work, help students to use information ethically, contribute to effective job-seeking and life-long learning and help [them] make more informed personal choices” (9).

Through a reorganization of the information architecture (above), “new approaches to workshops...to support digital scholarship,” and new “instructional methods and media to develop products and services that offer students a variety of ways to gain information fluencies,” the library web presence will become an integral part of helping students to move from “lower order library database searching and skills to a higher order information competencies” (10). The web presence will be redesigned to meet this goal in the following ways, including:

- Offering a range of pages dedicated to enhancing students’ ability to use the library web presence to encourage academic success. These pages have been gathered under a single tab entitled “Help with Research,” and will include:
  - a general introduction and series of video tutorials organized into a short course on how to perform academic research
  - Pages dedicated to “Managing Citations” and “Copyright and Fair Use,” which students frequently struggle with, and which are bedrock literacies in producing rigorous and ethical academic work
  - Additional resources in the form of subject and course guides
  - Additional resources in the form of library workshops

### **Enhancing the Experience of Faculty and Instructors**

The library web presence will enhance the experience of faculty and instructors in at least two major ways:

- The library will offer an institutional repository entitled Digital Commons @ Michigan Tech, which will prominently feature the work of scholars at Michigan Tech. This will ensure the library is seen as a “primary gateway to scholarly publications” by increasing the visibility of work done by Michigan Tech’s faculty (*SD 16*) and, more broadly, will ensure the library remains an “essential, efficient and innovative partner in [the university’s] scholarly endeavors” (*SD 1, 16*).
- The library will offer a range of pages organized around faculty’s needs. These pages will be gathered under a single tab entitled “For Faculty,” and will include:
  - Convenient web forms for Instruction Request and for requesting the use of the Instruction Rooms
  - Convenient web forms for Document Delivery and Course Reserve
  - Convenient web forms for requesting a resource purchase (books, etc.)

### **Project Platform**

Because of the complexity of integration among all the elements of an integrated library system, including both the pages themselves and the range of users and content contributors, a content

management system (CMS) is the obvious choice for the revised library web presence, over a system of static web pages. The benefits of a CMS include:

- Collaboration, i.e., Revision/versioning control
- Rapid development cycle through browser-based WYSIWYG interface
- Standardized components (templating) provide
  - Departmental/institutional branding
  - Repurposing content (including various plugins and widgets) allows for site-wide cascade of any changed content
- Availability of metadata driven site search

There is a strikingly wide range of CMS choices. The website cmsmatrix.org currently lists nearly 1250 different systems. In addition to the CMS-specific benefits listed above, we chose to develop the new web presence in Percussion's Rhythmyx CMS for the following reasons:

- Proven reliability--the majority of the current web presence is already reliably hosted in Rhythmyx
- Standardization of the interface through a base of available plugins widgets which have already been developed and standardized (yet remain open to customization) allow for consistent branding of the library as a Michigan Tech department
- Guaranteed and rapid support mechanism in place through both IT and Marketing and Communication for any technical problems with the CMS
- Free training (both in person and online tutorials) by Marketing and Communication personnel available to any library personnel responsible for updating library pages in the CMS
- Reduced learning curve for library's Digital User Experience Team familiar with the intricacies of the Rhythmyx system (the web developer has experience building two entire web sites and editing several others in the Rhythmyx system)
- Extended/rich campus-wide library of widgets and plugins to draw from

## Content Management/Content Delivery Strategy

As web development industry leader Kelly Goto laments, "Generally, when a company decides to redesign their site, they do not take the task of content creation and management fully into the scope of the project, and very rarely understand the nature of the role, the process or the deliverables involved" (p. 4). Because the library's current content footprint and information architecture require significant overhaul, the success of the web presence redesign project depends on a clear content management strategy/content delivery schedule and the assignment of a single content manager to oversee the creation and approval of all content for the website. A content manager involves several skill sets from a range of areas, including:

- Knowledge of the practices of marketing and communication for web (and ideally print as well)
- Knowledge of information design
- Strong writing, editing, and research skills
- Strong management skills

The content manager should be responsible for:

- Establishing a publishing schedule, delineated for minor, more significant, and major structural changes.
- Establishing a content approval process.
- Working closely with content liaisons from all major departments on content construction and revision.
- Establishing a textual and visual communication style guide to maintain consistency in content published in the library web presence.
- Offering a classroom-based course instruction on how to write for the web.

## Project Team

The library web presence redesign project will involve the input of a large number of library employees. Although most professional staff will have varying degrees of input throughout the project, the following employees will play a more significant role:

In order to keep the project successful and maintain forward momentum, the project’s core development team (the “project team”) will consist of three members:

Project Manager	Chad Arney (Head, Technology Strategy & Innovation)
Web Developer/ Content Manager	Randy Harrison (Web Developer)
Domain Expert	Jennifer Sams (Instruction & Learning Librarian)

After the kickoff meeting, in which the project is announced to all library professional staff, the project team will host a meeting for sponsors and stakeholders in which it more formally briefs the project sponsor, stakeholders, content liaisons and domain experts (below), tasking them with collaborating with, and providing specific content for the project.

Executive Sponsor	Ellen Marks, Library Director
Project Manager	Chad Arney, Head of Technology Strategy & Innovation
Web Developer/ Content Manager	Randy Harrison, Web Developer
Content Liaisons	Carol Makkonen, Financial and Operations Manager Margaret Phillips, Instruction & Learning Librarian Ellen Seidel, Head of Collections and Technical Services Nora Allred, Copyright Librarian

Domain Expert	Mies Martin, Digital Resources Coordinator Jennifer Sams, Instruction & Learning Librarian Erik Nordberg, Archivist
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The project team will make use of additional personnel resources (including 3 student workers) as necessary.

## Project Development Methodology

The project team will use a hybrid-Agile methodology to ensure it meets project goals and objectives. Unlike a traditional waterfall methodology, which relies on a more linear assembly-line process, an agile methodology stresses:

- Small-team, close-collaboration (flattened asymmetrical relations of power and multiple, open avenues of real-time communication)
- Parallel, iterative and incremental development cycles (including rapid prototyping and constant user testing to inform development cycle)
- Project Plan as a living document (document-sharing to assess the project in real-time, monitor scope creep, and correct course where necessary)

The project team will meet regularly, including on email and chat, and with Stakeholders, Content Liaisons, and Domain Experts (above) on an as-needed basis.

## Project Outline

The project will proceed along a four-phase adaptation Goto's website-redesign methodology (2004). Because of the iterative nature of design work and because the input necessary to begin and shape each phase depends on the output of phase before, the detailed list of phases, objectives and deliverables should be understood as a strong first iteration and open to change as needed.

### Year Plan\*

Phase	Size by Percent	Weeks per Phase	Approximate Date Ranges
1: DISCOVER	20%	10	Nov 26 - Feb 4
2: DESIGN	20%	10	Feb 5 - Apr 16
3: BUILD	40%	20	Apr 17 - Sep 4
4: LAUNCH (library staff and selected personnel "internal" beta)	20%	10	Sep 5 - Nov 21

\* This schedule accounts for holidays/breaks and vacation time of various employees.

## **Phase 1. DISCOVERY (Research, Planning, and Clarification)**

### **Outline**

Phase one begins by broadly defining the scope and requirements for the project through creating an inventory of content, resources, services, and styles that must have a place in our new web presence. This phase will require the creation of an ad hoc Benchmarking Team, to consist of:

- Chad Arney, Head, Technology Strategy and Innovation
- Margaret Phillips, Instruction & Learning Librarian
- Sarah Lucchesi, Instruction & Learning Librarian
- Jennifer Sams, Instruction & Learning Librarian
- Mies Martin, Digital Resources Coordinator
- Randy Harrison, Web Developer

The Benchmarking Team will be asked to do benchmarking work individually, which will serve as input to an all-day retreat in which the team brainstorms to establish which extant/current features are to be preserved, which obviated, and to come up with a list of design best practices and features among benchmark institutions which can enrich the library's web presence further. This information will be used to produce a rubric for benchmarking sites (see Appendix B).

The Benchmarking Team, led by the Web Developer, will use this rubric to find and analyze a number of benchmark sites and communicate them to the team through a Google Group.

### **Deliverables**

- **Competitive Analysis**--A document listing major and minor services, resources, content, rubrics, and pages from other award-winning academic library sites to be recommended for possible inclusion in the newly designed web presence.
- **Website Analysis Rubric**--A document created by the web developer for evaluating the web sites during benchmarking.
- **Preliminary Information Architecture**--Based on the site map for the extant site, a preliminary information architecture will be drawn up and used to create a proposed site map for the revised web presence. The site maps will be presented for feedback at the kickoff and stakeholders' meetings.
- **Site Maps**--site maps for our extant library website and our projected library website will be drawn up to provide the project team, sponsors, and stakeholders a powerful visual representation of the projected changes.



## **Phase 2. DESIGN (Designing, Content Planning, and Site Structuring)**

### **Outline**

During phase two, the web developer will use the website analysis rubric, competitive analysis of benchmark sites, and other information architecture and usability best practices/principles to construct a *protosite*, and *high-fidelity mockups*. These will be used to do preliminary user-testing with the Benchmark Team, and finally to obtain buy-in from the project sponsor.

Once the project has been fully approved, the Project Team will hold a kickoff meeting for professional staff, and more detailed briefing for project stakeholders/department heads.

An online style guide will be built to standardize and expedite the construction of the web presence in the CMS during the next phase.

A communication brief will be prepared from the project plan and presented at a professional staff kickoff meeting for the project. A more formal briefing will be held in the week(s) after kickoff for the project stakeholders/department heads.

### **Deliverables**

- **HTML Protosite**--An clickable, navigable HTML protosite used to test the initial proposal of the revised information architecture on domain experts
- **High-fidelity Mockups**--Mockups will be drawn up for the home- and sub-pages
- **Online Style Guide & Feature Template**--This website will be accessible to all employees and will feature
  - a style guide for the colors, fonts, features (call out boxes, sliders) and styles used in the redesigned web presence.
  - the code for each of the features listed
  - a brief introduction to HTML and CSS
  - a brief introduction to writing for the web
  - Conventions for naming, labeling, meta-data, etc.
- **Project Plan**--A document which will describe, in breadth and depth, the requirements and resources for the project. The Project Plan will contain a timeline with project milestones and repository for all deliverables will be created in 5pm Web.
- **Communication Brief**--A brief created by the web developer which broadly summarizes, in approximately 2-3 pages, the findings made in the discovery phase and is aimed at helping clarify and align stakeholder vision/goals before project kickoff.

## **Phase 3. BUILD (Prepare to Build, Build, and Test)**

### **Outline**

Phase three involves translating the designs/mockups/styles/information architecture derived from phase two into a working, parallel Rhythmyx library web site. This goal will break down into a range of objectives:

The project manager and web developer will announce training in the form of

- An online style guide
- Workshops on Content Management/Writing for the Web

A staging area (a new parallel Rhythmyx site with library-specific templates) shall have been requested from Marketing and Communications according to the style guide developed in phase 2. Library staff will be able at any time to view the new in-process library site, which will be protected behind a library personnel-only ISO wall).

A content matrix shall be developed which will help in the assembling of all resources and content (including any scripting or back-end/ILS integration) for populating individual pages. The project team will work closely with content liaisons to ensure the fidelity of data in the process of translation to the new CMS site.

The pages must be manually populated with content and any additional requirements (e.g., web analytics) factored in.

The site will require backend integration of the various ILSs (Ex Libris, etc.). Light scripting will be required in several cases (e.g., certain web forms) to provide the richest user experience.

The testing sub-phase involves determining the appropriate forms of usability testing, creating any questions or surveys, and finding users willing to participate. Usability testing should be frequent, with feedback from testing analyzed and factored into a continuing, “iterative design-build-test” cycle.

As the build phase nears completion, a final, rigorous check of the entire site should be conducted, and any bugs addressed or prioritized for a future date in a Quality Assurance (QA) Log.

A number of coordinated events are required to successfully complete Phase 3, including:

<p><b>Week 1</b> 7/8/13 - 7/12/13</p>	<ul style="list-style-type: none"> <li>● Parallel CMS site published behind ISO wall.</li> <li>● Content groups begin to review assembled/focused content.</li> <li>● Additional writing for the web course(s) scheduled.</li> <li>● DUxT external web application review/integration/modification continues.</li> </ul>
<p><b>Week 2</b> 7/15/13 - 7/19/13</p>	<ul style="list-style-type: none"> <li>● Content groups continue review.</li> <li>● DUxT external web application review/integration/modification continues.</li> </ul>

	<ul style="list-style-type: none"> <li>• Search function group meets.</li> </ul>
<b>Week 3</b> 7/22/13 - 7/26/13	<ul style="list-style-type: none"> <li>• Content groups meet with content manager.</li> <li>• Content manager begins content input in to parallel site(s).</li> <li>• Search functions modified and integrated as per outcomes of search function group meeting.</li> <li>• DUxT external web application review/integration/modification continues.</li> </ul>
<b>Week 4</b> 7/29/13 - 8/2/13	<ul style="list-style-type: none"> <li>• Content as presented in parallel site(s) returned for second review.</li> <li>• Content manager available to meet with content groups for clarifications.</li> <li>• Search functions prototyped.</li> <li>• DUxT external web application review/integration/modification continues.</li> </ul>
<b>Week 5</b> 8/5/13 - 8/9/13	<ul style="list-style-type: none"> <li>• Continuing content review and modifications.</li> <li>• DUxT external web application review/integration/modification continues.</li> </ul>
<b>Week 6</b> 8/12/13 - 8/15/13	<ul style="list-style-type: none"> <li>• Continuing content review and modifications.</li> <li>• DUxT external web application review/integration/modification continues.</li> </ul>
<b>Week 7</b> 8/18/13 - 8/22/13	<ul style="list-style-type: none"> <li>• Continuing content review and modifications.</li> <li>• DUxT external web application review/integration/modification continues.</li> </ul>
<b>Week 8</b> 8/25/13 - 8/29/13	<ul style="list-style-type: none"> <li>• Continuing content review and modifications.</li> <li>• Library internal alpha site launched behind ISO protected login.</li> </ul>

### Deliverables

- **Content Matrix**--A matrix for outlining for each page in the new web presence:
  - the media required on/by the page
  - the exact content on the page
  - the content liaison responsible for the information now and in future.

### Phase 4. BETA LAUNCH (Publish, Maintain, and Plan for Next Site Iteration)

#### Outline

The final phase will involve launching the site internally, and then publicly. This will take place in

two stages:

1. **An initial beta launch** for library staff and selected external personnel (Sep 5 - Dec 21). During this stage, a first iteration of each page of all major content areas will be complete and available for review by library personnel behind an staff-only ISO wall.
2. **A public launch** in which the library site is announced to the public. In this stage, the project leader will perform a campus-wide rollout of the new library site.

The project team will monitor and process any feedback, and 6-8 weeks after the launch, gather this into a Formalized Feedback Review document. They will use this document to hold a “post-mortem” meeting to assess failures/successes and begin planning for the next site iteration.

### Deliverables

- **Library Staff Announcement**--a communication strategy and document(s) for announcing the new web presence to the library staff.
- **Campus Wide Announcement**--a communication strategy and document(s) for announcing the new web presence across campus.
- **Feedback Survey**--The project team will interview the project stakeholders to build a brief (but comprehensive), adaptable web survey which can be linked to from the web presence. The survey questions will reflect the usability for all areas of the library, including the web presence.
- **Formalized Feedback Review**--Document assembling and organizing campus-wide feedback.

### Parking Lot Issues (Avoiding Scope Creep)

Kelly Goto defines “scope creep” as the “slow, inevitable swelling of a project’s scope from something defined to something significantly bigger” as a primary cause of missed deadlines and project derailment (2005, p. 22). While an agile methodology allows for a project to stay as flexible and user-centered as possible, it does present the possibility that a project may grow too organically, evolving beyond the capabilities or priorities of the project team and needs of the stakeholders. One of the ways to avoid scope creep, especially in combination with an agile development methodology, is to continually assess possible additions to the project scope and place those which might derail the project in the “parking lot.” The list below has been designated by the project team as features, pages, rubrics, elements, etc. which should be considered for a second or later iteration of the web presence:

- Interactive Map (this was moved to short-term parking to ensure project deadlines were met). With the imminent change in the library’s floor plan. Preliminary maps will be developed for the library beta. The interactive map project will again be taken on in the round of iterations following the public campus-wide launch.
- Camera on coffee shop for availability

- Computer Availability in library
- Automated registration for Instruction
- Rightsizing and more tightly integrating libguides
- Providing a way of logging in to one's account and offer additional personalized functions for those who chose to (while ensuring their privacy) (LibraryThing was offered as an example of the kind of service which could help users share what they're reading with other users)
- Social Networking: The web presence might leverage the power of social networking through the launch of a facebook page to complement the library's main CMS page in the following ways:
  - Leveraging an existing social networking literacy which many students (and to a smaller degree, some faculty) possess, in order to:
  - The Facebook page will be filled with content/entries dated along the Facebook "timeline" from the history of the library dating from the emergence of the Facebook platform. A strong showing of "dated" content upon launch will strengthen the ethos of the library as a vibrant center of both intellectual and social life on campus, encouraging students to see the platform as vibrant and current.
  - Share posts about content new to the library and/or any other research or knowledge-related information of interest to the Michigan Tech community.
  - Announce events and workshops, update hours, and solicit feedback.

## Resources

Brown, D. M. (2010). *Communicating Design: Developing Web Site Documentation for Design and Planning* (2nd ed.). New Riders.

Buxton, B. (2007). *Sketching User Experiences: Getting the Design Right and the Right Design*. Morgan Kaufmann.

Goto, K., & Cotler, E. (2004). *Web ReDesign 2.0: Workflow that Works* (2nd ed.). Peachpit Press.

Goto, K. (2004). "Content Management: Whose Job is it Anyway?" Gotomedia.

Rubin, J., & Chisnell, D. (2008). *Handbook of Usability Testing: Howto Plan, Design, and Conduct Effective Tests* (2nd ed.). Wiley.

Unger, R., & Chandler, C. (2012). *A Project Guide to UX Design: For User Experience Designers in the Field or in the Making* (2nd ed.). New Riders.

## Appendix A—Selected Comments about the Website

The following selected comments\* are a representative sampling of popular opinion on the extant library website. As noted in the LibQual "Not a single comment on the website was

positive. Difficulty in navigating the website seemed to be the main complaint” (Blair, 6).

### **The Web Presence**

- If I could change one thing, I would re-design the library website to make it much less cluttered and more user friendly.
- Patrons need a clearer path to access the online databases from the home page.
- Honestly, the library web portal is a usability nightmare by today’s standards.
- I found the website to be clumsy to use at times.
- I’m not a fan of the library web page resources.
- The library can be a little hard to navigate online.

### **Unified/ Discovery and Simplified Search**

- Google Scholar is better than the library’s website labyrinth.
- [The library does not offer a useful discovery layer search interface]. I search Google scholar and then return through our web gate to the library.
- NMU has a one-search system that’s easy to use.
- Patrons need a seamless integration of vendor-provided and MTU-provided access to library databases.
- The web interface imitates old card-based searches—an unnecessary complication.
- I have found using the Library’s search page confusing and actually retrieving an article more so.

### **Particular Web Services**

- A simpler mechanism is needed for interlibrary loan.
- Huskyfetch still has glitches. Sometimes access restrictions are unclear. We don’t get informed when new things are added.
- Patrons need more on-demand access to e-journals.
- Web forms should auto-populate.
- ILLIAD works well, but patrons need full access to the journals right away.
- Patrons should have an online interactive map of the library, bookshelves, etc.
- The HuskyFetch system is inconsistent at best.
- As often as not, HuskyFetch doesn’t work.
- The interface for the ordering of articles on the website needs some serious dumbing down.

## Appendix B—Web Presence Analysis Rubric

### Best Practices

The following represent characteristics, features, patterns and strategies which the redesigned website should employ/embody:

- Improve the aesthetic and increase users' knowledge of library services through prominent image carousel on home page
- Keep design clean and simple
- Design should be relaxing, not information-dense, allowing users to drill down to content instead of having everything on home page
- Clear use of white space, negative space, and spatial organization to chunk information
- Consistent (Michigan Tech) fonts, colors, sections
- Clear and informative/helpful events
- Fonts appropriately sized for easy viewing by a majority of users
- Colors used to structure content clearly and brand the site
- Clear affordances offered by graphic elements (such as buttons)
- Users allowed to quickly self-select their demographic, thus selecting the services and content that's relevant to them
- Website should have an accessible, friendly, modern tone
- Use of videos (particularly for instruction and introduction to services)

### Worst Practices

The following represent characteristics, features, patterns and strategies which the redesigned website should avoid:

- Confusing branding on Discovery/Search
- Unreadably tiny or flashy text or ads
- Buttons that are overly small or not recognizable as buttons
- The use of library-centric jargon; site organized according to logic that only librarians understand
- Website obscures the content and services that patrons want
- Ticker/information marquee, splash page, blinking text--any useless or unusable gimmicky text
- Showing all data, all the time, rather than allowing the user to drill down to content
- Devil's choice in interface (eg, user can search by A or C, when user needs to search by B)
- Obscures the name of the institution, the page or the section by hiding them, or by failing to use consistent naming conventions
- Too little or wrong information given on page; allow information, links, services listed to become stale or incorrect (eg, never updating dead links)
- No feedback mechanism, feedback ignored, or giving feedback an onerous process
- Multiple links to the same pages, or multiple links that appear to go to the same pages

that go to different pages with different versions of the same content

- Stray users--confuse users about where they are on the site or how to get back, or get to home page
- Give users too many, or irrelevant choices
- No feedback on the interface (eg, did the button click, did the form send?)
- Website designed for only a subset of the many audiences who will need it
- Make users create an account to use the site
- Limit users knowledge of what services and content we have (eg, user can't find standards)
- Inappropriate weighting for services and content (minor services should be weighted differently than major services)