

Usability Testing: WCC Bailey Library

March 13, 2006

Juliana Stange and Partners

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Executive Summary

The Bailey Library is currently redesigning its web site. As part of the redesign, two Designing User Experience classes conducted usability tests on the site to assess how well students understand the way the site is labeled and organized, to determine whether to modify the site's label and organization strategies. For these user tests, classmates in both classes broke into pairs in which one student took on the role of the moderator while the other took the test. Over a one and a half week span, the students ran the testing. The test consisted of ten tasks the test takers attempted to accomplish by locating information on the site. The moderator monitored the test takers' search strategies and recorded their progress with a click track. The pairs later combined all their data to compare findings.

This report discusses the findings and makes comprehensive suggestions for changes to the Library website. Details appear in the Findings and Consolidation of Solutions sections. Summarized below are the report's key findings:

The results show that users don't have trouble finding information related to the borrowing and renewing of books. Finding specific books on the site also appears to be a simple task for users. Several tasks were confusing to them, though, and the research suggested clear improvements:

- The *Find Articles* sub-page should be simplified and focused on key tasks users want to perform, de-emphasizing database access.
- The *Search* engine should include the journal databases in the search results. The site's content should provide alternate search suggestions or links to related journal database content.
- On the *Find Articles* page, users should find links to some of the more commonly used research databases with a brief description under each. Eliminate the total alphabetical listing and include a shortcut list to the research databases for the more advanced users.
- A prominent link to "research resources" on the *Start-up* page would give users a better sense that a comprehensive page containing secondary sources such as articles, indexes, and information databases is available, and intuit that e-journals would be there.
- A link added to the research guides in the tutorials section of the site would provide users easier navigation.
- Because "e-journal" is not yet part of colloquial language, a dedicated link or an information element specific to the term and its place among research resources might be included, as an alternative or in addition to a "research resources" link, on the main page.
- It would be wise to de-emphasize the top WCC navigational bar--or eliminate it completely--to focus users primarily on the Library page.

Test Description

The INP 153-01 class was asked to conduct a usability study of the Richard W. Bailey Library's new website. The purpose of the study was to see how students understand the labeling and the categorization of information on the Web site. Class members were grouped into teams of two students, where one student moderated the study and one student participated as the end user.

Each moderator conducted the test by asking the end user to complete ten tasks using information from the new website. As the end user attempted to complete the tasks, the moderator observed and took note of how the end user navigated within the site (the click-track), and if the end user was successful in completing the task. The usability tests were conducted over the span of one week, with approximately one-half hour of testing for each team.

WCC: - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

Blackboard Learning System™ (Release 6) WCC:

Home : MyWCC : Text Only : WCC Today : Contact : Site Map

Washtenaw COMMUNITY COLLEGE

About WCC Academic Information Student Services Employer Services Resources Search/Directory Staff Help

Richard W. Bailey Library

WASHTENAW COMMUNITY COLLEGE

Find books/media: Search

words or phrase ▾

WCC Home: Resources: Library/resources/library/newsite/

Resources:

- Find Articles
- Find Books/Media
- Research Guides
- Recommended Web Sites
- Course Reserves
- Tutorials

Services:

- About the Library
- Ask a Librarian/Live Chat
- Borrow/Renew
- For Faculty & Staff
- College on Demand

WCC Archives

- Computer Commons
- Copyright

Welcome to the Richard W. Bailey Library

Aligned with the College's mission and strategic directions, the Bailey Library is committed to its mission of being an integral part of the teaching/learning landscape, where users' critical information literacy leads to transformative knowledge and behavior as lifelong learners.

Quicklinks: Select A Library Link ▾

LIBRARY NEWS:

02/24/06: [Winter Recess Hours](#)

01/24/06: [WCC Bailey Library to Host Virtual Reference Collaborative](#)

- [Library News Archive.](#)
- [Bailey Library Blog.](#)

FEATURED RESOURCES:

Regular Hours of Operation:

Mon - Thu	7:30 am - 10 pm
Friday	7:30 am - 5 pm
Saturday	9 am - 4 pm
Sunday	12 pm - 6 pm

Done

Bailey Library New Site *Home* Page (800 x 600 resolution)

WCC: Bailey Library: Find Articles - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

Blackboard Learning System™ (Release 6) WCC: Bailey Library: Find Articles

Home : MyWCC : Text Only : WCC Today : Contact : Site Map

Washtenaw COMMUNITY COLLEGE

About WCC Academic Information Student Services Employer Services Resources Search/Directory Staff Help

Find Articles

SEARCHING LIBRARY DATABASES

WCC Home: Resources: Library/resources/library/newsite/

Resources:

- Find Articles
- Find Books/Media
- Research Guides
- Recommended Web Sites
- Course Reserves
- Tutorials

Services:

- About the Library
- Ask a Librarian/Live Chat
- Borrow/Renew
- For Faculty & Staff
- College on Demand

WCC Archives

- Computer Commons
- Copyright

Find Articles

To find articles from newspapers, magazines, and scholarly journals, or news transcripts use one of the research databases below.

Access to Research Databases

On Campus
For on-campus access, please choose a database.

Off Campus
For off-campus access, after choosing a database, please log in with your WCC ID number beginning with the @ symbol.

If you do not know your WCC ID number, please follow the instructions on the [My WCC web site](#).

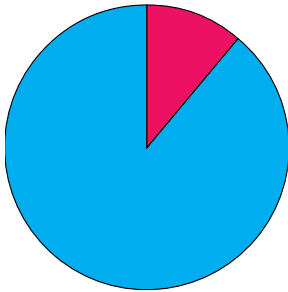
The following databases are meant to be used for academic purposes in educational programs only.

Done

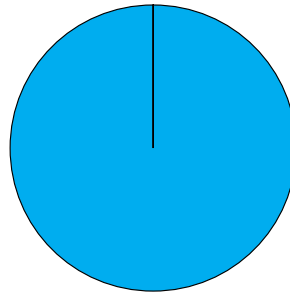
Bailey Library *Find Articles* Page (800 x 600 resolution)

Test Findings

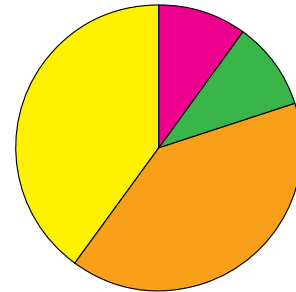
Question 1: **Find a map of the library.**



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

Eight of nine users found the information on their first attempt. All but one of the users tried either of a pair of First Attempt strategies successfully. Ultimately all were successful in locating the required information.

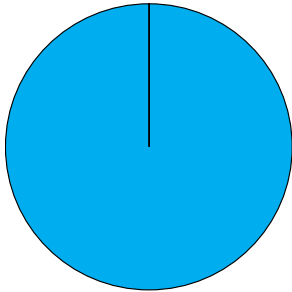
Task Analysis:

All but one of the users chose either of two methods for a quick answer the simple query. Almost half of the nine users (four) went to Room Locator under the Search Directories tab in global navigation. Another four went to About the Library local navigation, first and subsequently completed the task with Library Map. The remaining user completed the task on their second try through Accessible services and then Room Locator.

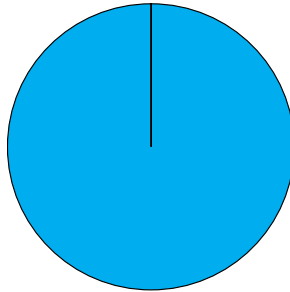
Suggested Solution:

As all users were successful no change appears necessary at this time.

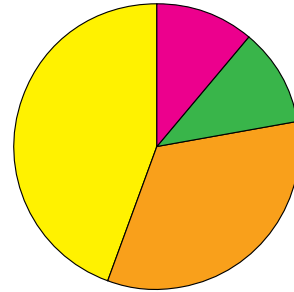
Question 2: **Find a book by Toni Morrison.**



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

All nine users successfully found a book authored by Toni Morrison on their first attempt.

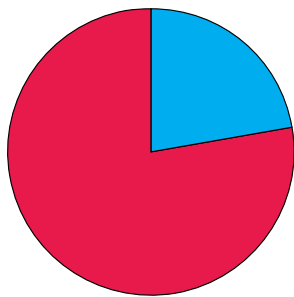
Task Analysis:

Five out of nine users used the integrated search field on the home page and entered the name of the author (Toni Morrison) and selected the appropriate parameters for the search in an included dropdown menu (Author). The remaining four users selected the “Find Books/Media” tab in the left navigation. From here, they all entered the name (Toni Morrison) and selected the appropriate parameter (Author). All users met with success regardless of their methodology.

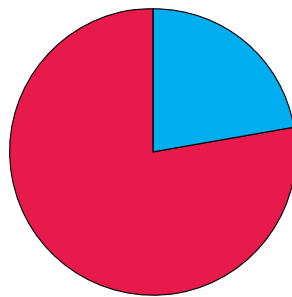
Suggested Solution:

Because the success rate was 100% on the first try, any proposed changes are unnecessary.

Question 3: Find an E-journal.



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

Two of nine users found the information on their first attempt. Users attempted seven first-try strategies; the two who found the information used different strategies. In subsequent attempts, users tried eight additional strategies, but none were successful.

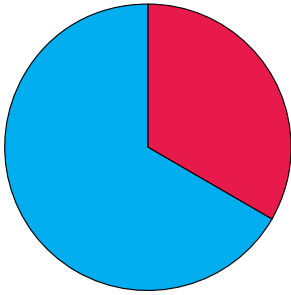
Task Analysis:

Users who were familiar with the definition of *e-journal* or who may have understood that the term signified a research resource were able to find the information. All other users, trying a total of nineteen times with twelve varied, creative strategies, failed to find the information.

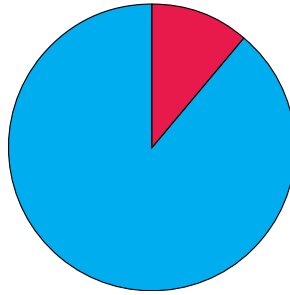
Suggested Solution:

A prominent link to “research resources” on the home page would give users a better sense that a comprehensive page containing secondary sources such as articles, indexes, and information databases is available, and intuit that e-journals would be there. Because e-journals are not yet part of colloquial language, a dedicated link or an information element specific to the term and its place among research resources might be included, as an alternative or in addition to a *research resources* link, on the main page. Finally, thirteen of the nineteen search attempts involved users’ going first to a search box or drop down menu, and this suggests that such terms as “e-journals, indexes, and research resources” would lead users directly to the information--if they were included in the search box and drop down catalogues.

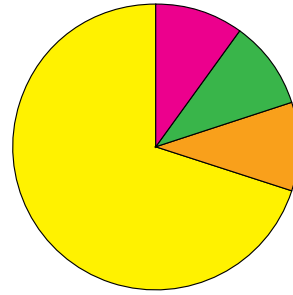
Question 4: **Renew a book using library web site.**



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

To renew a library book online, a student would click Borrow/Renew followed by My Account. Six of nine 9 people tested were able to find this on their first attempt. Two of nine that weren't successful on their first attempt did click Borrow/Renew, but clicked a different option than My Account. Both those users were successful on their second attempt. One user chose Quick Links from the home page, and did not make a second attempt.

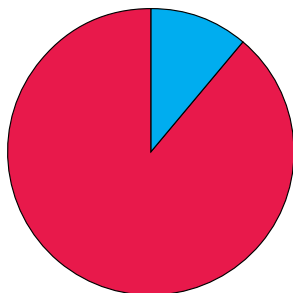
Task Analysis:

Users seemed to easily distinguish the Borrow/Renew link for navigating to renewal information. Most found success the first attempt at choosing My Account, and those that continued found it by their second attempt.

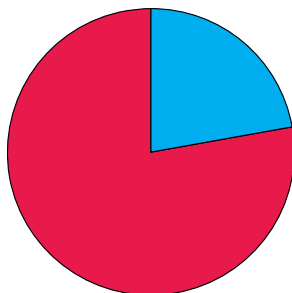
Suggested Solution:

The navigation for this task is straight forward and easy to find. No one tested took more than two attempts for success. The navigation links are appropriately named and provide expected results.

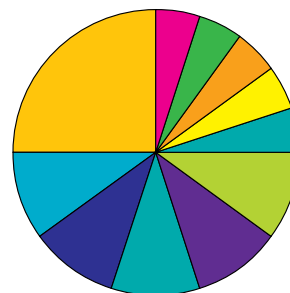
Question 5: **Find a full-text article on gender differences in the Journal of Youth and Adolescence**



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

Only one of nine users found the information on their first attempt. Although most users focused on two conceptual strategies, neither strategy was successfully executed. For all attempts, only two of nine users found the answer to the question. Users tried many different routes to get to the information they were trying to find without much success.

Task Analysis:

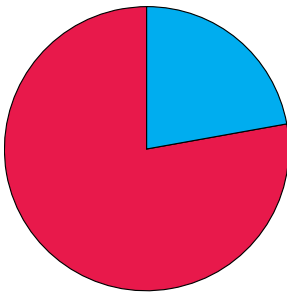
On the highest level, users focused on two conceptual strategies for finding the information--using the Search function and using the Find Articles link. However, once users went beyond these selections on the home page, their strategies diverged significantly. Using the Find Articles link, some users browsed as many as five levels deep before giving up. When a Search strategy was used, the majority of users did not find what they were looking for. Those users who were successful employed a combination of both browsing and searching strategies.

Suggested Solutions

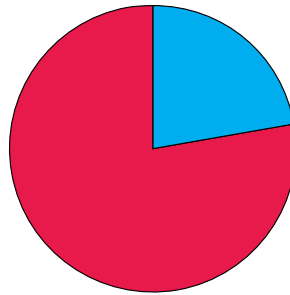
1. The *Find Articles* sub-page should be simplified and structured to focus on tasks a user might want to perform instead of focusing on database access. In addition, the terminology used for the links on this page should be task-based; for example, "Find a Journal." It is not obvious where a user would "start" on the Find Articles page, and there is too much information that isn't helpful to accomplishing a task (unless you know what database you want to access).

2. The Search engine should include the journal databases in the search results. For example, if a user searches for “Journal of Youth” and this criteria is present in a journal database, the search engine should display results. If it is not possible to expand the search functionality to include journal databases, then alternate search suggestions or links to related content should be provided.

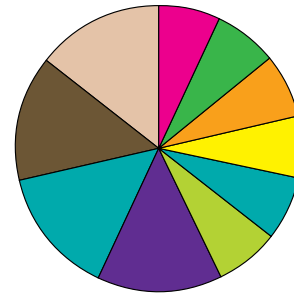
Question 6: **Find a literary criticism journal article on a work by Edgar Allan Poe**



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

Two out of nine users found a literary criticism article on their first attempt. Three additional users attempted the same initial strategy (clicking on the Find Articles link), but as the data shows, these attempts were unsuccessful. No other successes were achieved on subsequent attempts. Thirteen search strategies were used in all; of these, only two were successful.

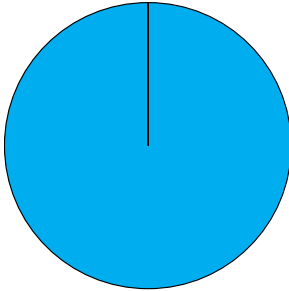
Task Analysis:

Five out of nine users started their search from the Find Articles link. All of those five users were able to locate a resource that would have enabled them to complete the task criteria, however only two were able to navigate those outside resources successfully. The Find Articles link on the home page appears to be a good starting point, but the Find Articles page itself confused the users that ended up there. The difficulties emerged from the users trying to figure out which resource to choose, as well as how to use that resource successfully after choosing it.

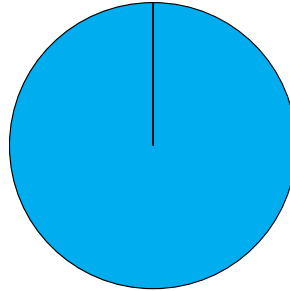
Suggested Solution:

At the top of the *Find Articles* page or somewhere that is easily visible, include a small number of links (perhaps five or six) to some of the more commonly used research databases with a brief description under each one that lists what subject areas they cover. Keep the A to Z list of articles link on the page, but take away the alphabetical listing. Also, include a shortcut list to the research databases for the more advanced users, with the name of the database only and no description. This could be either a list on the right side of the page, or maybe a smaller scroll box in the center of the page.

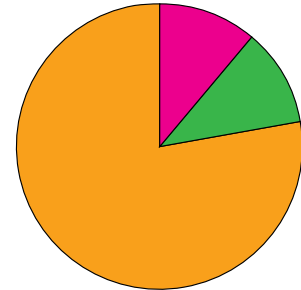
Question 7: **Find the loan period for students borrowing a library book.**



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

Out of nine users, all were successful in finding the desired information on the first attempt. The task had an overall success rate of 100% as all users were able to obtain the desired information. Eight out of nine users used the same search strategy to obtain the information by clicking on the borrow/renew link. One user chose another path, but was still successful.

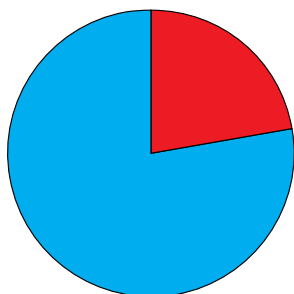
Task Analysis:

This task had a 100% success rate. Users did not have any problems knowing what link would bring them to the desired information. In fact, eight of the nine users followed the exact same path in search of the information. According to this task alone, the web site seems to well laid out and user friendly.

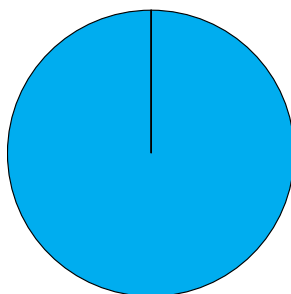
Suggested Solutions:

For this particular task, there isn't any need for adaptation of the site. Users do not seem confused as to where to obtain all information dealing with borrowing and renewing library materials.

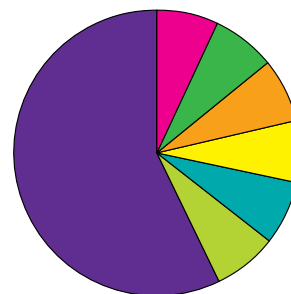
Question 8: **Find a list of websites organized by subject recommended by WCC librarians.**



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

Seven of nine users found the information requested on the first attempt. Those seven individuals used essentially the same strategy to locate the information. Ultimately, all nine users were able to find the information. Because this particular information was so easy to find, there were only three strategies used.

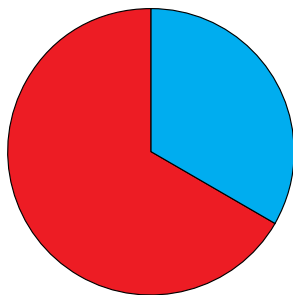
Task Analysis:

A large majority, seven out of nine users, used exactly the same strategy to find the information. Five of those seven found it on the first attempt. They simply clicked on the Recommended Websites link from the Home page to find the information they sought. Those who needed more than one attempt seemed to focus on more general search criteria, such as the words 'links' or 'library'. Even those users required less than six clicks, including their return to the home page, to be successful.

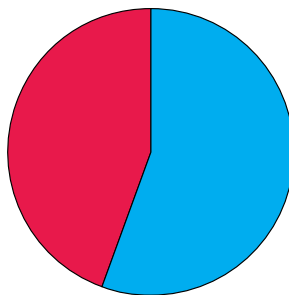
Suggested Solution:

Since this question had such a high success rate, suggestions for improvements are quite limited. In fact the only suggestion that comes to mind is to make the link to this information more visible to the user.

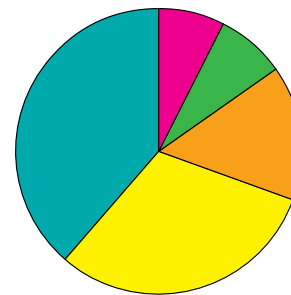
Question 9: **Find a guide on how to use APA Style.**



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

Only three out of nine users found what they were looking for on the first attempt. A third of the users followed the same method to find the information on their first attempt and failed. Only five of nine users were successful in locating the information. Users tried four different ways to find the answer to the question, but only one route led to it.

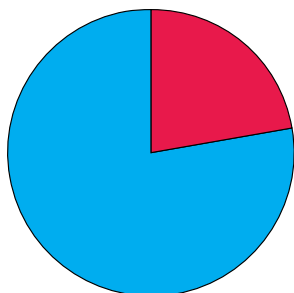
Task Analysis:

Three of nine users began their search looking under the Tutorials section of the site. The task of finding a “how-to” guide was being associated with a tutorial, and so people headed down that path to find the information they were looking for and turning up empty. Another 2 out of 9 users tried to use the global search for the word/phrase “APA Style” straight from the homepage on their first attempt, and turned up empty as well. These users were probably looking for a quick and dirty, one-shot direct attempt to bring up any material where APA style was mentioned. Others attempted to find what they were looking for through Find/book-Media section. If users didn’t find the answer through those tabs/routes the subsequent attempt was always another one of the three types of attempts mentioned above, where only two of four subsequent attempts had success in finding this information.

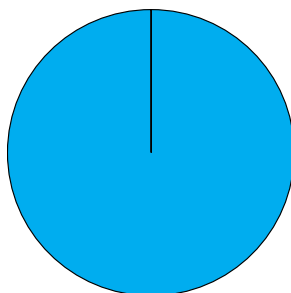
Suggested Solution:

Add a link to the research guides in the tutorials section of the site. This added redundancy will help link the “how-to” idea of learning about/using APA Style into the site, since five of six failed attempts tried to find the information they were looking for in the tutorial section.

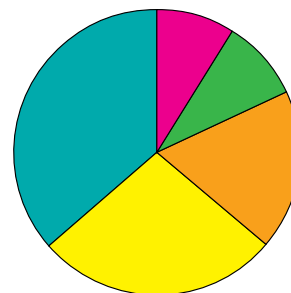
Question 10: **Find four ways you can contact a WCC Librarian.**



First Attempt Success



Overall Success



Search Strategies

Graph Analysis:

A total of seven of nine users found the information on their first attempt. The strategy used by all seven users to find the information was the same on the first attempt. Only one user was unable to locate the answer. Very few strategies were used to locate the information.

Task Analysis:

Most of the users went directly to the Ask A Librarian/Live Chat navigation on the left side of the page and readily found the information. Most users are easily linking the “Ask a Librarian/Live Chat” with finding ways to “contact a WCC Librarian”. Only two of the users went to the top WCC menu opposed to going directly to the WCC Library navigation on the left side of page.

Suggested Solution:

Since the results were extremely good recommendations are minimal in this area. Since two of the users went to the top WCC navigation, it may be helpful to de-emphasize this navigational bar or eliminate it to focus users primarily on the Library page. One user repeatedly went to the “About Library” followed by the contact information page which was not entirely wrong given that that was actually another way to contact a librarian just not the correct answer. To resolve this issue it might be helpful to emphasize the “Ask a Librarian” navigation by placing it above the “About Library” navigation.

Consolidation of Solutions: Recommended Primary and Secondary Solutions

The tasks that seemed to create the most problems for users were those involving locating e-journals and journal articles on specific topics. Revisions to remedy these difficulties could be implemented in several areas, primarily on the *Find Articles* sub-page.

Proposed changes to the *Find Articles* sub-page include:

- The Find Articles sub-page should be simplified and structured to focus on tasks a user might want to perform, instead of focusing on information about database access. The terminology used for the links on this page should be consistently task-based; for example, “Find an e-Journal.”
- Accompanying each link should be a clear, concise explanation of each available task. Many users do not know the difference between options such as browsing Bailey Library’s collection of e-journals, and exploring the various third-party databases. Clearly defining each option would better allow the user to select the task that would benefit his or her research the most.
- The information about database access (i.e. *On Campus*, *Off-Campus*, etc.) should be placed much further down on the page, or should be moved to a database-related sub-page.
- The list of Research Databases by Subject should not be so prominent in the main subject area. It obscures other important information, and is not readily apparent to users how and why they would use that information. Potential alternatives to presenting the list of databases in its entirety include the following:
 - This page could include only a small number of links (perhaps 5 or 6) to some of the more commonly used research databases with a brief description under each one that lists what subject areas they cover.
 - A link to the list of Databases by Subject could replace the list itself. This link should be placed near the A to Z list of Databases. It should be made clear to the users that these links provide the same information, just in a different order.
 - Another alternative to placing the list in the main content area would be to create a shortcut list to the research databases for the more advanced users with the name of the database only, and no description in a different location on the page. This could be either a list on the right side of the page, or maybe a smaller scroll box in the center of the page.
 - If the lengthy list of individual databases is to be included on the *Find Articles* page, it should definitely be placed *after* the well-defined tasked-based links.

Many users went directly to the Search box to locate journal articles, yet those

who did had little success. This would indicate that changing various aspects of the Search functionality seems to be another major issue to address. Proposed changes to the Search functionality include:

- The drop-down menu on the Search box should include options to search under categories such as “e-journals,” “indexes,” and “research resources.”
- Even if separate Search categories are not created, the Search engine should still include the journal databases in the search results. For example, if a user searches for “Journal of Youth” and this criteria is present in a journal database, the search engine should display results.
- If it is not possible to expand the search functionality to include journal databases, then alternate search suggestions or links to related content should be provided. Such links should include links to the *Find Article* and *Research Resources* sub-pages.

An alternative to including the descriptions of the different task options on the *Find Articles* sub-page would be to create a new informational page called “Research Resources.”

This scenario would include the following:

- The *Find Articles* page would remain task-oriented with a very simple, clean layout.
- The *Research Resources* page would include explanations of the research options available, and serve as a portal to these resources.
- A prominent link to “research resources” would be included on the home page. This link would give users a comprehensive page containing secondary sources such as articles, indexes, information databases, and e-journals.
- Because the term “e-journals” is not yet part of colloquial language, a dedicated link or an information element specific to the term and its place among research resources might be included—either as an alternative, or in addition to a *research resources* link on the main page.

Another task that gave users difficulty was finding a guide on how to use APA style. Five out of six failed strategies involved looking for this information in the Tutorials section, rather than correctly on the *Research Guides* page.

Suggested changes to improve upon this concern include:

- A link to the research guides should be added in the tutorial section of the site. This added redundancy would help link the “how-to” idea of learning about/using APA Style into the site.
- The *Research Guides* page should be renamed, as much of the content on this page is not directly related to research. The name should be more exact; for example *Academic Guides and Resources*, or *Additional Learning Guides*.

Appendix A: Questionnaire

1. Find a map of the library.
2. Find a book by Toni Morrison.
3. Find an e-journal.
4. Renew a book.
5. Find a full-text article on gender differences in the Journal of Youth and Adolescence.
6. Find a literary criticism journal article on a work by Edgar Allan Poe.
7. Find the loan period for students borrowing a library book.
8. Find a list of websites organized by subject that are recommended by WCC librarians.
9. Find a guide on how to use APA Style.
10. Find four ways you can contact a WCC librarian.

Appendix B: Moderator Information

The Bailey Library is in the process of redesigning its Web site for easier accessibility and better organization of its vast resources of information. The new library Web site is currently under review and will go live by May 2006. As part of this review process, INP 153 has been asked to conduct a usability study to see how students understand the labeling and the categorization of information on the Web site.

You should not talk to the user; only encourage them to keep speaking as they will most likely stop (because it is an odd feeling). Only speak to them if they need a HUGE problem solved, i.e., the mouse malfunctions, the computer goes down, etc. If they don't understand something in the question or the interface, you shouldn't help them. Ask them to make their best attempt. The test should not go over ½ hour. If it does, stop them and thank them for taking the test.

Explain the test to the user:

- Explain why the library wants to have this study run
- Explain your roll as moderator.
- Explain their roll as a user.
 - This is a 10-question activity.
 - They should attempt all questions.
 - They do not need to locate all the information. If they can't find something, that is very valuable information.
 - They should talk out loud about what they are thinking and where they are clicking.
 - Always start the next question from the index (home) page.
 - "I can't find it" is an acceptable answer.

Tell the user that if they can't locate something it is not that they are inadequate; it is that the interface is broken and that is exactly why we have to run this study.

Reiterate the fact that the user does NOT have to find the answer to each question.

Ask the user to simulate how hard they might actually work to attempt to find the result. No Herculean efforts to answer every question.

How to Document User Test using the Click-Track Method

Under each question, start with an H (use this shorthand for Home) then write a > sign, then document their next click (write Collections if they click on the Collections button) then another > sign and so forth until they either find the information or not. If they find the information end the string with (!). If they do not find the information, end the string with (X).

The user will usually make multiple attempts at each question. When they start back at home, start a new line and follow the same guidelines. If you need more space, flip the Questionnaire over and continue on that side.

Most importantly, you must be able to read your own writing!!

You then have to translate the written click track in to a Word document. Open the Questionnaire.doc from Blackboard and translate the user's clicks in to that document.

So for Question 1 it would be:

1. Find a map of the library.

H > About Library > Information & Map > X

H > Help > Contact Information > X

H > About Library > Information & Map > Room Locator > !

Sometimes you will have user think they found the answer when they didn't. Note that in the click track, smile at the user when they say "Here it is!!" and scribe the click track as a NOT found.

Appendix C: Click Track Data

Question 1: Find a map of the library.

First Attempt:

H > Room Locator > !
H > Room Locator > !
H > Room Locator > !
H > Room Locator > !

H > About the Library > Library Map > !
H > About the Library > Library Map > !
H > About the Library > Library Map > !
H > About the Library > Library Map > !

H > Search > Directions > Directions & Maps > Campus Maps > X

Subsequent Attempts:

H > Accessible Services > Room Locator > GM Library > !

Question 2: Find a book by Toni Morrison.*First Attempt:*

H > Find Books/Media > [Toni Morrison] dd author > !

H > Find Books/Media > [Toni Morrison] dd author > !

H > Find Books/Media > [Toni Morrison] dd author > !

H > Find Books/Media > [Toni Morrison] dd author > !

H > [Toni Morrison] dd words or phrase > !

H > [Toni Morrison] dd author > !

H > [Toni Morrison] dd author > !

H > [Toni Morrison] dd author > !

H > [Toni Morrison] dd author > !

Question 3: Find an e-journal.*First Attempt:*

H > Find Books/Media > ERes Electronic Reserve > back > Research Databases
> Alphabetical list of Electronic Journals > !

H > Find Articles > Access to EbscoHost Ejournal > !

H > Find Books/Media > [journal] > X

H > Find Books/Media > [Ejournal] dd words or phrase > X

H > Find Books/Media > X

H > Find Articles > back > X

H > [Ejournal] > back > X

H > [Ejournal] > X

H > Quicklinks > X

Subsequent Attempts:

H > Quicklinks > X

H > Quicklinks > X

H > Research Help Now > back > X

H > Find Books/Media > [e-journal] dd words or phrase > X

H > Find Books/Media > [electronic media] dd words or phrase > Details >
Nearby items on shelf > X

H > Ask a Librarian/Live Chat > Research Help Now web site > X

H > Find (ctrl-F) > X

H > X

H > X

H > [Ejournal] dd subject > electronic journals > X

H > [Ejournal] dd subject > X

Question 4: Renew a book.*First Attempt:*

H > Borrow/Renew > My Library Account > !
H > Borrow/Renew > My Library Account > !
H > Borrow/Renew > My Library Account > !
H > Borrow/Renew > My Library Account > !
H > Borrow/Renew > My Library Account > !
H > Borrow/Renew > My Library Account > !

H > Borrow/Renew > X
H > Borrow/Renew > X

H > Borrow/Renew > For Students > X

H > Quicklinks > X

Subsequent Attempts:

H > Quicklinks > My Library Account > !

Question 5: Find a full-text article on gender differences in the Journal of Youth and Adolescence.

First Attempt:

H > Search/Directory > Research Guides > Find Articles > A to Z List of Databases > Expanded Academic ASAP > [Gender Differences] > By Publication > Journal of Youth & Adolescence > Sex Differences Biology > !

H > [Journal of Youth and Adolescence] dd series > back > X

H > [Journal of Youth and Adolescence] > back > Find Articles > X

H > [Journal of Youth] dd title > X

H > Find Articles > A to Z List of Databases > back > WilsonSelectPlus > back [Journal of Youth and Adolescence] > browse journal titles > back > "j" > Jou - Jou > [Journal of Youth and Adolescence] > [Gender Differences] > back > [Gender Differences] > X

H > Find Articles > A to Z List of Databases > X

H > Find Articles > Alphabetical List of Electronic Journals > J > Jou - Jou > [Journal of Youth and Adolescence] > look up article > [Gender Difference] > Journal Search > X

H > Find Articles > Alphabetic List of Electronic Journals > X

H > Find Articles > X

Question 6: Find a literary criticism journal article on a work by Edgar Allan Poe.

First Attempt:

H > Find Articles > Literature resource center > [Edgar Allan Poe] > literary criticism > !

H > Find Articles > Access to EbscoHost Ejournal > find journals > [Edgar Allan Poe] > Find Articles > Find Articles by Text > [Edgar Allan Poe] > All Articles > !

H > Find Articles > Literature resource center > [Poe] > Poe, Edgar Allan > X

H > Find Articles > Infotrac One File > X

H > Find Articles > Access to EbscoHost Ejournal > X

H > Resources > Search/Directory > X

H > [Ejournal] dd words or phrase > X

H > [Edgar Allan Poe] dd author > back > Find Articles > Alphabetical list of Electronic Journals > [Edgar Allan Poe] dd title > X

H > Find Books/Media > [Edgar Allan Poe] > X

Subsequent Attempts:

H > X

H > X

H > [Edgar Allan Poe] > X

H > Quicklinks > X

H > Research Guides > X

H > Find Books/Media > [Literary Criticism] dd subject > X

Question 7: Find the loan period for students borrowing a library book.**First Attempt:**

H > Borrow/Renew > For Students > !

H > Borrow/Renew > For Students > !

H > Borrow/Renew > For Students > !

H > Borrow/Renew > For Students > !

H > Borrow/Renew > For Students > !

H > Borrow/Renew > For Students > !

H > Borrow/Renew > For Students > !

H > About the Library > Borrow/Renew > For students > !

H > Borrow/Renew > Interlibrary Loans > back > For Students > !

Question 8: Find a list of websites organized by subject that are recommended by WCC librarians.

First Attempt:

H > Recommended Web Sites > !
H > Recommended Web Sites > !
H > Recommended Web Sites > !
H > Recommended Web Sites > !
H > Recommended Web Sites > !

H > Recommended Web Sites > Librarians Internet Index > back > !

H > Ask a Librarian/Live Chat > Recommended Web Sites > !

H > [websites] dd words and phrases > X

H > Quicklinks > X

Subsequent Attempts:

H > Recommended Web Sites > !
H > Recommended Web Sites > !

H > About the Library > X

H > Library News Archive > X

H > Search/Directory > Faculty Web Site Directory > X

Question 9: Find a guide on how to use APA Style.*First Attempt:*

H > Research Guides > !

H > Research Guides > !

H > Research Guides > !

H > Find Books/Media > [APA style] > X

H > Tutorials > Information Literacy Tutorial > X

H > Tutorials > X

H > Tutorials > X

H > [APA style] dd words or phrases > X

H > [APA style] dd words or phrases > X

Subsequent Attempts:

H > Research Guides > !

H > Research Guides > !

H > X

H > Tutorials > X

H > [APA style] dd words or phrases > X

Question 10: Find four ways you can contact a WCC librarian.First Attempt:

H > Ask a Librarian/Live Chat > !

H > Ask a Librarian/Live Chat > !

H > Ask a Librarian/Live Chat > !

H > Ask a Librarian/Live Chat > !

H > Ask a Librarian/Live Chat > !

H > Ask a Librarian/Live Chat > !

H > Ask a Librarian/Live Chat > !

H > About the Library > Contact Information Page > X

H > Washtenaw Community College > X

Subsequent Attempts:

H > About the Library > Ask a Librarian/Live Chat > !

H > Ask a Librarian/Live Chat > !

H > About the Library > Contact Information Page > X