Course Background

The Assessment Librarian position does not require any courses instruction. Instead it evaluates various aspects of how well the library functions. In this regard the Assessment Unit of the Harold B. Lee Library (HBLL) either partners with student classes on campus or works with students to complete HBLL assessments. Although not a formal course or a formal mentorship, the Assessment Librarian does mentor students in how to design, conduct, assess, and disseminate evaluations of HBLL services.

Students working with the Assessment Unit use their specific set of skills and apply them to specific HBLL assessment projects. In my role as the Assessment Librarian, I guide and mentor students as they work on and complete each assigned project.

Learning Outcomes

Based on library and educational evaluation standards students will:

- collect data used in the assessment of a specific project.

- organize the collected data.

- analyze the collected data to determine trends and patterns.

- disseminate the data in an appropriate format.

In broad terms, students will contribute to core elements of advanced research and assessment activities in a library setting. Depending on the scope of student involvement they may be involved in all or only part of the listed outcomes. For example, data may already be collected and organized and a student may only work on the analysis of the data.

Graduate students, depending on the project and parameters of their involvement, will, in addition to outcomes above, perform the following:

- write initial applications for IRB approval and/or amendments as needed.
• design the assessment in conjunction with the Assessment Librarian.
• conduct advanced data analysis activities.

Course Activities

Course activities are better described as project activities. Prior to describing the project activities, each project is briefly described. Following this is a brief description of the activities undertaken by the student in each assessment.

Faculty and Graduate Student Personas. Following the development of personas for undergraduate students, an effort was undertaken to develop persona descriptions for faculty and graduate HBLL patrons. A persona is a description of an identifiable group that has similar traits and library use patterns. The patron personas are then used to examine current HBLL services and to plan for future services that meet the needs and use patterns of the specific persona. This project was somewhat unique because it examined patrons who use the HBLL services but do not necessarily come to the physical library.

This assessment project had considerable turmoil. Since AdLab students are accustomed to moving faster on projects than this project would allow, several student team members left the project for other advertising opportunities while waiting for IRB approval. At the start of the project the AdLab manager was placed on sick leave and project management duties were turned over to her student assistant. Within two months, this student assistant graduated from BYU and left for full-time employment. At the time that the original student manager left for permanent employment, a new AdLab manager was designated and a student who was part of the assessment team, Tyler, volunteered to assume team leadership duties. As Tyler assumed the team leadership, he became the liaison between myself and the AdLab team working on the project. Tyler organized the
data collection activities. As team members left and new students joined the team, Tyler oriented them to the project by informing them what had been completed, what was underway, and what was left to do. At the end of the project Tyler, completed the final report, created a survey used to determine the percent each persona represented of the total patron population, and presented the findings to a HBLL leadership group. A summary of Tyler’s are found in Appendix A.

Data collection tasks included developing an initial survey of library behavior, conducting focus groups of faculty and graduate students, and interviewing faculty and graduate students. The data collected from these three sources was used to develop and test personas for faculty and graduate students. Following the development of the personas, a final report and presentation were created to disseminate the personas. As a final task a second survey was developed to determine the percent each persona is of the total patron population.

**Sign Inventory.** At the beginning of the summer 2014, as an initial step toward understanding and developing wayfinding in the HBLL, the Assessment Unit was tasked with documenting each sign found in the library in areas accessible by the student population. This project required the identification of permanent and temporary signs; those signs only found in a specific areas of the HBLL; signs found throughout the HBLL; and variations of the same type of sign.

Melanie worked in the Assessment Unit as a student employee. During her time in the Assessment Unit, the original Assessment Librarian retired and the current Assessment Librarian was hired. With this change, Melanie’s role also changed. Instead of being largely a secretarial position, her role moved toward research activities on specific projects
undertaken or supported by the HBLL’s Assessment Unit. In this new role, Melanie assumed responsibility for collecting the data in the sign inventory.

Initially, the Assessment Librarian designed the methods to be used in the identification and cataloguing of signs in the HBLL. After the initial design, Melanie was tasked with conducting a field test of the design to determine if it would work and how well it would work. During and following the field test, unique signs and circumstances of signs were found. Melanie discussed these unique features with the Assessment Librarian and the original plan was modified to account for the unique features. Following this the Assessment Librarian provided general timelines for completing the inventory and Melanie was responsible for developing and implementing a schedule to complete the inventory by the end of summer. Her inventory tasks are represented in a catalogue of signs with signs being organized by location in the library and by duplicate signs. She was also responsible for co-writing part of the final report. She did not complete all of the report as she left the Assessment Unit in late summer to pursue another position better suited to her long-term employment goals. As summary the final report is presented in Appendix B. Please note the full report exceeds 250 pages.

**New Website Assessment.** At the start of the spring term in 2014, the HBLL released a new version of its webpage. One of the key features of this webpage is a liquid design that provides a same look across different devices (i.e. smart phone, tablet, and computer). This assessment had two purposes. First, it sought to assess the design and usability of the new website, especially across different devices. Second, it established a baseline of patron use on each device to be used to determine future trends and patterns.
This project received special funding from the library and used a graduate student, Vera, nearing completion of her doctoral degree in Instructional Psychology and Technology. In this project Vera was heavily involved in the creation of the study design. She met directly with the library client responsible for the website design. The study design involved three tiers of data collection with each tier building upon the previous and informing the content of the next tier. The project involved the use patterns of undergraduate and graduate students as well as faculty as they used three devices (i.e. smart phone, tablet, and computer) to access the HBLL’s new website. The first tier used an online survey to discover the patterns of how patrons used and accessed the library’s new website. Using information from the online survey, focus group questions were developed and refined. Vera then conducted several focus groups of faculty, undergraduate, and graduate students. The third tier of data collection involved a usability study. Using information from the previous two data collection activities and input from the website developers, a set of website access activities were created. Using these activities and the three devices (i.e. smart phone, tablet, and computer) Vera conducted a series of usability studies that required patrons to perform a specific task on the website using one of the three devices. These usability studies were video recorded and the data analyzed by Vera. A summary of the final report is found in Appendix C.

As the Assessment Librarian, my role in each of these project included designing the assessment (in Vera’s project she assumed a larger design role), guiding students through the projects as they encountered obstacles and challenges, monitoring student progress through weekly meetings, and verifying the findings of each project. As these were actual library assessments I used the information provided to further develop the findings. For
example, after refining the survey created by Tyler to determine the percent each persona was of the total patrons, I ran the survey, analyzed the findings and used them in a final report to the HBLL administration. In this sense, each project was not the sole work of the student, but a collaboration between the student and the Assessment Librarian.

Upon completion of each project, the final activity for each student was an exit interview discussing strengths and weakness of the mentorship and ways that my mentorship skills could be improved. These interviews were audio recorded, with student’s permission, and analyzed for patterns that indicated strengths and areas for improvement.

**Student Achievement of Learning Outcomes**

The student outcomes for these collaboration projects, as stated above, are:

Based on library and educational evaluation standards students will:

- collect data used in the assessment of a specific project.
- organize the collected data.
- analyze the collected data to determine trends and patterns.
- disseminate the data in an appropriate format.

In broad terms, students will contribute to core elements of advanced research and assessment activities in a library setting. Depending on the scope of student involvement they may be involved in all or only part of the listed outcomes. For example, data may already be collected and organized and a student may only work on the analysis of the data.

Graduate students, depending on the project and parameters of their involvement will, in addition to outcomes above, perform the following:

- write initial applications for IRB approval and/or amendments as needed.
- design the assessment, in conjunction with the Assessment Librarian.
- conduct advanced data analysis activities.

All three students engaged in each of the initial student objectives. In each of these projects, as each student created or was ready to implement data collection, I verified that their questions, data collection methods, etc. conformed to library and evaluation standards and addressed the issues we were seeking to address. This was done through weekly meetings. Although these progress checks were not graded, they did serve as markers or checkpoints that needed to be passed prior to moving forward to the next phase of the assessment.

**Collect.** Each student collected data specific to his or her project. Tyler arranged and participated in the data collection efforts for the development of faculty and graduate student personas. Date collection included the creation of an online survey to determine use patterns, conducting focus groups with faculty and graduate students, interviewing faculty and graduate students and the creation of a follow-up online survey to determine what percent of the total patrons each persona represents.

Melanie took pictures of all of the signs in the student accessible areas of the library. As she took the pictures she also kept a record of where the sign was located and if there were repeated (i.e. identical or series) signs.

Vera similarly created an online survey to determine patron use patterns of undergraduate students, graduate students and faculty using three devices (i.e. smartphone, tablet, and computer). Following this she conducted focus groups with participants from each group and conducted the usability study of the website.
Organize. Again, how the data was organized was left up to each student. They would show the Assessment Librarian how the collected data was organized in a usable manner. In the case of Melanie, there was a specific format we wished to create and maintain throughout the study. Each floor of the library was divided into broad, natural occurring areas and the signs within each area was cataloged. The pilot study and weekly meetings helped to address unique issues in the signage study.

Tyler and Vera simply keep files for questions and responses or recordings of the interviews and focus groups. Transcription of the interviews and focus groups was not required because of the time constraints of the study and because it was felt that the analysis did not require a transcript.

Analyze. Each project used analyses that suited the demands of the project. For example, Melanie was creating an inventory of all signs in accessible areas. This catalog of signs required organizing signs into the specific area where they were found and identifying duplicate signs. Unfortunately, Melanie left library employment at this point and the student who replaced her was tasked with identifying duplicate signs.

In the studies involving Tyler and Vera, on-line surveys, focus groups and interviews were analyzed to determine common elements among user groups as well as differences. Each set of collected data informed and/or supported data collected from other sources. Again as each set of data was analyzed, I reviewed the analysis with the student and verified his or her findings.

In the case of the usability study conducted by Vera, advanced organization and analysis techniques were used it combined video of the participants’ actions and comments made by them. In essence, Vera conducted an interview with each participant to gain
insights on what they were doing as they navigated the website with a specific device. Data and comments were organized into a matrix for analysis.

**Disseminate.** The dissemination activities typically included a final report. In the case of Melanie, she provided part of the final report for the sign inventory. Tyler and Vera wrote the final reports for their respective projects. Tyler has also presented the findings of his report to library leadership.

As Vera was the only graduate student she engaged in several of the additional graduate student learning objectives.

**Write IRB.** After initial discussions with the library website manager, Vera and the Assessment Librarian, designed the three-tier approach to collecting data. Vera conducted the literature review and wrote the initial IRB. Often she would complete sections under the guidance of the Assessment Librarian. As each revision of the IRB application was finished the Assessment Librarian would review and make suggestions prior to its submission. As this was the first time Vera wrote an IRB application, it is noteworthy that the third revision was deemed ready for submission, It was approved with minor revisions. This was taken as evidence of student learning as Vera was able to navigate and understand the IRB submission process.

**Design.** In the case of the webpage assessment using a variety of devices, one level of data collection informed and directed the next level. For example, the on-line survey helped to inform the questions and topics used in the focus groups. The on-line survey and focus group data informed the question and activity creation for the usability study. Initially, Vera met with the library the website design team) to better understand what they wanted from the study. Following these meetings, Vera worked a great deal on the final
design of the study. We also had several intense discussions on how each section should be conducted, informed the next level of data collection, and be used to answer the questions of the study. These efforts improved Vera’s collaboration skills and understanding of how to see both the large picture and small details of conducting a study.

**Advanced analysis.** Vera also engaged in advance analysis of data as mentioned above.

**Assessment of Student Learning.**

Most evaluations of student learning were formative and not summative. As students met with me weekly, I was able to assess their learning and understanding by what they had accomplished and their desire to take on new challenges. This incremental assessment inspired the confidence I had in each student to provide a new challenge that was just beyond their abilities – resulting in the opportunity for additional growth.

There were several indicators of student growth and learning. As assessments proceeded students were required to conduct several assessments. Both Vera and Tyler conducted their first focus groups, some of which were quite intimidating. In discussions, each spoke of how they were able to develop a rapport with those in each focus group. Each described understanding the flow of the focus group and drawing out comments from each focus group. As the focus groups were recorded I was able to verify what their learning was by observing the recordings. As the recordings proceeded there was an increase confidence by each student in the way that the topic of the focus group was introduced. Both student began to use more secondary questions to draw out a greater understanding of what focus group participants were trying to say. It should be noted that, while Melanie did not conduct focus groups as part of her assigned task, she had undergone
a similar process when conducting focus groups for undergraduate students on different assessments.

All students grasped a quick understanding of data organization. Melanie kept meticulous records when taking pictures that enabled her to better describe and locate signs. When in doubt, she would retrace her steps to verify her records. Tyler had to collect interview data from several AdLab students and collate the data. He also had to organize the data in a way that provided a meaningful summary of the personas. His presentation skills demonstrated a confidence in both presentation and fielding questions arising from the presentation.

Comments from library clients also became a source of assessing the effectiveness of student learning. For example, following Tyler's presentation to library leadership, one of the leaders commented:

Tyler did a great job with his presentation; it was very professional and well delivered. I appreciate his insights into the graduate and faculty personas. Two things particularly impressed me: There had clearly been some fall-out from the original group that intended to work on this project. But Tyler stuck with it, on his own, and finished the task. This is commendable. Even more admirable, however, was the rapport I saw between you and Tyler. You clearly had a good working relationship with Tyler and he trusted you as a mentor.

Vera’s organization of data became rather complex as she dealt with three intertwined layers of data culminating in a usability study. The usability study required identifying meaningful comments and actions as 21 participants completed 17 usability tasks on three different devices. Vera developed a matrix design that enabled her to organize her data into meaningful sets that described the device access behavior of undergraduate students, graduate students and faculty as they navigated a variety of tasks on three different
devices. The complexity of the data and how Vera organized to complete her analysis was an indication of great growth and understanding.

Finally, as an unintended assessment, students began to view the project opportunities as steps toward future endeavors. Vera used her assessment project as an evaluation project for her doctoral program. She also spoke of an interest and willingness to be involved in future assessment. This extended to potentially seeking an Assessment Librarian position at another university when her graduate studies were completed. Melanie expressed a better understanding of what research skills would be needed to engage in graduate studies. Tyler applied for an exclusive internship opportunity and used me as a reference. While he had not considered pursuing graduate studies at the start of the project, he commented that, with this experience, he is now considering graduate studies. Each of these steps provide further evidence indicating that involving students in project work to augment learning and develop research skills was successful.

**Planned Future Steps**

My future steps are largely determined by the comments made by students during the exit interviews. These interviews indicated strengths that I had as a mentor but also provided insights into how I can develop my mentorship skills. Each area is described below.

**Strengths.** My dominant strength was project management. In this role I provided an overall picture of the project, set parameters, monitored student progress, but allowed the students to collect, organize, and analyze the data for each specific project. Students made reference to my “not looking over their shoulder” all the time and providing help when needed. Tyler commented that I was always accessible to gain help and insights.
when needed. In regards to designing the assessments for the library website, Vera mentioned that she was able to see how the assessment fit into the bigger picture and this helped in the design and analysis of the project.

Second, I allowed students the opportunity to do things that challenged them. In the data collection phase of these projects, all three remarked on how conducting focus groups for the first time was a nerve wracking experience, but doing so helped them to develop their skill level and gain confidence. (It should be noted that Melanie did not conduct any focus groups for her project, but as part of other studies and her duties as a student working in the Assessment Unit, she conducted multiple focus groups.) After all of the focus groups were completed, all students felt more comfortable and commented on their increased ability to perform this data collection activity.

Near the end of the sign inventory, a second student was used to quickly finish off the project. I had Melanie take on a leadership role and instruct the student on how to take and catalog the pictures. Melanie commented on this responsibility raising her awareness of how to work with other students in a leadership role and develop her communication skills.

Vera liked to be able to see how the project fit into the larger picture of library services. This enlarged view helped her in the design and analysis phases of her project. The project provided real-life challenges and opportunities. When things did not go as planned, she learned how to remain calm and find a way to make things work.

Finally was the flexibility in completing the assigned project. Each student commented that I had a willingness to adjust to emerging circumstances. If deadlines were not going to be met or if problems occurred with data collection, I had patience and
understanding in why. We looked for alternatives and solutions for the problems. For example, when Vera began filming the usability study, she had to stop to get a permission card for videoing in the library. In more than one project the recording equipment failed and we discussed alternatives that allowed to use the information provided in the interview. In each case, I tried to instill the confidence in the students to prioritize and complete the tasks. Tyler stated that I had a balance between being flexible and too tough. Each of these positive skills supported the students in their efforts and enabled them to succeed in their assigned assessment.

**Improvements.** Suggestions for improvements were as unique as the students working on each project. Melanie wanted to have more input in how the project should be done, especially in the creation of time lines. She wanted me to draw out her opinion more, especially when project circumstances resulted in a change.

Tyler needed more team building experiences initially to build trust. He stated that there was not something I did or did not do, it just took time to build a more trusting relationship with him. While this trusting relationship developed, he wanted a way for it to develop more quickly. He would have also liked more training on conducting focus groups and interviews. While he had some in his program, he wanted another perspective to increase his confidence going into those data collection activities.

Vera wanted to have more time to solve emerging design problems, but this was often a factor of a short timeline to complete the project.

**Future Actions.** Now that each of these projects are finished and I have begun interactions with other students and student groups on new projects, I am taking the following steps. When students need to conduct interviews and/or focus groups, I am
providing a script to help guide them through the process. While I emphasize the interview to be a natural process, my hope is that the instructions will serve as a means to get them started and to move them forward. I am also taking time to walk them through the mechanics of an interview, from my perspective on a specific project.

Second, while there is some latitude on timeline design, I am presenting a suggested timeline and soliciting student input on whether the timeline is realistic enough. I try to present more of my thinking on why the activities need to be completed at certain benchmarks, but adapted to student needs. I am openly asking students what their thoughts are on how the project is designed, if what I am asking them to do is doable in the given time-frame, and adjusting as needed.

Finally, as I meet with the students, initially and throughout the project, I am consciously taking some time to ask about their other educational pursuits and personal interests. I also share things more from my life. My hope is to use these opportunities to build trust among them.
Appendix A: Summary of Faculty and Graduate Student Personas - Tyler

This assessment sought to develop personas or user group profiles for faculty and graduate students (masters and doctorate). The assessment used three assessment tools, two online surveys, focus groups, and interviews to better understand the library use patterns and needs of faculty and graduate students. Tyler was responsible for conducting each phase of data collection, including the development of both surveys (initial survey and the rate-of-use survey), focus group questions and interview questions in consultation with the Assessment Librarian. He also led and worked on a team to accomplish these goals. It should be noted that while Tyler developed the rate-of-use survey, his responsibilities to the survey did not extend beyond the development of this survey. Its administration and analysis occurred after Tyler’s departure.

A total of seven personas were identified for the graduate students and faculty. The personas are In-N-Outer, Focuser, Explorer, Teacher, Databaser, the Privileged and Simplifier. While the personas typically apply to each of the three patron groups, some personas apply to one group of patrons more than others. A brief description of each persona follows.

**In-N-Outer.** These patrons enter the HBLL with a very specific goal in mind. They find what service they need, obtain or use it, and then leave. They don’t mingle or get easily distracted while in the HBLL. They are often limited on time and choose to stop by the library en route to their next destination. Common tasks include using the printers, briefly meeting with someone, or picking up a piece of literature.

**Focuser.** These patrons are similar to the In-N-Outer in that they enter the HBLL with a very specific goal in mind. They too, avoid distracting locations like the No Shhh Zone because of noise levels and they have no intent to mingle or socialize. They seek a place of privacy. A key factor is the time they spend in the HBLL. These patrons can remain “in the zone” for several hours at a time and stay until their work is done, occasionally taking a short break. Focusers also seek to find a location that satisfies their need for space and comfort. They need a space with enough room to accommodate all of their materials to maximize efficiency.

**Explorer.** Explorers enter the library for personal fulfillment purposes. The length of time they spend in the HBLL varies on the task they are wishing to accomplish. These tasks can be anything from checking out a book, CD, or video for entertainment reasons, to viewing the special collection pieces. This persona includes patrons who take lessons on various subjects, like Adobe software or come to listen to speakers in the HBLL for their own personal skill set and development.

**Teacher.** These HBLL patrons enter to teach or conduct a class. They do so because the library provides several rooms and specific resources (i.e., subject and resource librarians, equipment, and software) necessary for their specific academic subjects. Teaching this class within the HBLL is a benefit because it increases efficiency and effectiveness. Although it is not common for the teachers to meet here with their students the entire semester, teachers will often reserve a room and resources to allocate enough time for the specific subject to be taught.

**Outsider**

We found that there was a large portion of patrons whose main interaction with the HBLL was outside the physical building. These patrons may feel that they do not use HBLL services, without realizing their interactions via the library’s website, constitutes a library visit. However, the Outsiders are not completely homogenous in terms of their interaction with the
HBLL. The data suggests that there are distinct subsets of personas that fall under the larger title of Outsider. These personas are Databaser, The Privileged, and the Simplifier.

**Databaser.** Those who are classified as a Databaser interact with the library’s services most frequently through the HBLL’s website and more specifically its databases. A key factor in this persona is convenience. Databasers are able to satisfy their academic needs from the comfort of their own office, home, or other preferred setting. Some Databasers live further away from campus or have other responsibilities at home, not allowing them to spend large portions of time on campus. Intimidation or unfamiliarity with the HBLL services can also push patrons toward becoming a Databaser. The convenience of digital copies of literature, when available, takes precedence over tangible ones.

**The Privileged.** Those in The Privileged persona will use the interlibrary loan, book reserve, or faculty delivery service as their primary interaction with HBLL services. Faculty members can order and have the tangible literature delivered to them at a location of convenience, usually their office, or sent electronically and picked up when the faculty member is finished using the resource. Graduate students can request the book be located and waiting for them at the circulation desk and returned there when finished with it. Print articles may be scanned and sent to them electronically.

**Simplifier.** This persona includes patrons whose interaction with the HBLL services is mostly through online interaction via methods other than databases, faculty delivery, or interlibrary loan. This interaction could involve looking up events, reserving services, and scheduling lessons with subject librarians to name a few. It may also involve using the library chat utility to get assistance looking up a resource. These services can be booked or reserved at the HBLL but online is the more convenient option. This persona often overlaps with other personas like In-N-Outers and Teachers. These individuals seek to have a clear and intuitive user experience on the website.

The development of these personas and the rate-of-use survey marked the end of Tyler's responsibility to the project. He did also make a presentation of the personas to library leadership. However, the final survey, the rate-of-use survey, was administered and analyzed after Tyler’s departure. These findings were added to Tyler’s report to complete the assessment.
Appendix B: Summary of New Website Assessment – Vera

This assessment was complicated by the different groups of patrons using the website and the complexity of accessing the website via three different devices (i.e. a smartphone, a tablet, and a computer). Vera began this process by meeting with the library’s website developer to determine the aspects of the website release he was interested in assessing. The double focal points of access device and user preference were identified as primary assessment targets along with a determination of user satisfaction with the new website.

Following the initial discussion, in consultation with the Assessment Librarian, and a literature Vera helped to develop an assessment plan involving a three-tiered approach with each of the previous tiers informing the next data collection tier. Namely, the assessment began with focus groups of undergraduate students, graduate students and faculty members. This data collection tool helped to gauge the user satisfaction with the new website and raise issues of concern for the next level of data collection. Using information from the focus groups, questions for an online survey were modified and added to. Finally, both the focus group and online survey findings contributed to identifying tasks and participants for a usability study. The usability study required participants (i.e., faculty, undergraduate and graduate students) to perform 14 tasks on the new website using three access tools (i.e. smartphone, tablet, and computer).

With this plan in place and agreed to by the client, Vera finalized the initial questions and wrote the IRB for this project. It should be noted that these assessment tasks are reserved for graduate students. The intent of the assessment was to determine the functionality of the new website, especially when accessed by different patron groups using a variety of accessibility devices. It also establishes a baseline of use to determine how patrons access the website.

As the study proceeded three limiting factors were noted. First, due the time of release, many contacted in the initial two tiers of the assessment had little or no experience with the website. However, sufficient numbers did respond for information gained to be considered valid. Second, not all patrons had access to all each of the three devices. A common response among undergraduate students when asked if they accessed the website via a smartphone was, “I wish I had a smartphone to access the website.” Finally, as feedback from librarians was collected it became apparent that their use patterns and depth of knowledge regarding the website was greater and significantly different than library patrons. For this reason, they were not included in the study.

The extent of the findings is beyond the scope of this summary. Only key points will be presented. First, all patrons were happy with the look and navigation of the new website, although undergraduates liked the changes the most and graduate students the least. Second, a baseline of website access via device was established. Computers remain the primary device for accessing the website. However, if website tasks were quick and easy to do on the go (e.g., reserve a group study room, or movie, find library hours, etc.) then undergraduate students would perform these tasks on a smartphone. However, more complex tasks (i.e., researching a topic or locating an article, etc.) were done more on a computer than on a phone or tablet, although the latter would be used as a last resort if needed. Third, undergraduates seemed to be the most willing to try other access devices followed by faculty and then graduate students who were viewed as the least flexible of the three groups. Finally, while the computer remained the most common access device, it was
followed by the smartphone and tablet. However, this finding was confounded by patron ownership of or access to the device. It will be interesting to see if, as these devices become more accessible to patrons how website used patterns may change. It will also be of note to see how patron acceptance of these (or newer devices) changes over time.

Vera’s final task was the completion of a final report for submission to the library leadership and personnel.