

# **Final Report: Sharon Public Library (MA)**

*Website Redesign*

18 August 2020

Betty Deemer

# Final Report: Table of Contents

|   |    |
|---|----|
| <b>Website Redesign — Sharon Public Library</b> . . . . . | 1  |
| 1–Project Overview. . . . .                               | 1  |
| 2–Research Summary . . . . .                              | 2  |
| 3–Personas—What We Learned . . . . .                      | 4  |
| 4–Task Priority by Persona Table . . . . .                | 10 |
| 5–Sitemap. . . . .  | 11 |
| 6–Navigation. . . . .                                     | 12 |
| 7–Wireframes   Key Workflows . . . . .                    | 13 |
| 8–Conclusion . . . . .                                    | 24 |
| 9–Project Plan: Schedule (Order) of Activities . . . . .  | 25 |

# Website Redesign — Sharon Public Library

11 North Main Street | Sharon, MA 02067

|                             |                                 |   |
|-----------------------------|---------------------------------|---|
| Project Stakeholders:       | Director, Sharon Public Library | Reviewer: Betty Deemer  |
| Phase 5 Dates: <sup>i</sup> | 13–18 August 2020               | <i>Final Report: Personas   Navigation   Wireframes   Workflows</i> |

## 1–Project Overview

Our company was tasked to redesign the Sharon Public Library (SPL) website. The library houses over 80,000 books in addition to magazines, music CDs, audio books, videotape; and provides access to email and internet for its patrons. While the SPL website offers much information and access to a large database collection, the actual “borrowing” of physical or electronic materials is completed through a secondary website (OCLN)<sup>ii</sup> which is out of scope of this project—although it is addressed at a very high level.

### Request Summary:

SPL requested that we provide the following:

- **Redesign their website** from the ground up with
- Emphasis on **easy access to information**, i.e., to organize the site better.

### Goal:

The goal of this site redesign and the reorganization of information is to allow patrons **to quickly and easily find the exact information / items for which they are searching.**

### Constraints:

- SPL will continue to use [librarywebsites.com](https://librarywebsites.com)<sup>iii</sup> as their host provider, and
- Modifications to the site will be orchestrated with developers at librarywebsites.com as necessary.
- The scope of this report does not extend beyond the SPL website to the OCLN network sites, or to any other sites linked to SPL (such as the Town of Sharon, MA).

### Recommendations and Work:

Upon approval, we conducted research and implemented the following:

- Redesigned **Home / Landing Page** and several supporting pages
- Redefined the **Menu Structure**
- Defined **Content Labeling**
- Added a **Visible Search Window** for the SPL site
- Developed a **Footer Navigation Menu**
- Added a **“Breadcrumb” Navigation Menu**
- Created a visible means to understand **How to “Borrow” Materials** from OCLN site

<sup>i</sup> See “Project Plan: Schedule (Order) of Activities” on page 25.

<sup>ii</sup> OCLN (Old Colony Library Network) is the cooperative site where SPL’s catalog is housed. [https://catalog.ocln.org/client/en\\_US/sharon](https://catalog.ocln.org/client/en_US/sharon)

<sup>iii</sup> Piper Mountain Webs, LLC | 866-535-1930 | [info@librarywebsites.com](mailto:info@librarywebsites.com)

## 2–Research Summary<sup>i</sup>

Over the course of this project, we conducted the following research:

### Phase 1 — Research Conducted | Results

**Website Assessment:** We evaluated the current SPL website to determine:

- How the current site is **Constructed**—Hosted, updated, and services provided
- Site **Content**—Organizational Schemes and Structures (*how information is categorized and structured*)
- Site **Labeling**—How content is named
- Site **Navigation**—Determine how the current site is navigated through menus and links

**Results:** This research generated:

- **Recommendations and Work.** (*See page 1.*)
- **Project Plan: Schedule (Order) of Activities.** (*See page 25.*)

### Phase 2 — Research Conducted | Results

After our initial assessment of the SPL site, we performed the following:

- **Field Research** by:
  - ~ Developing a **Research Protocol**, i.e., Moderator's Guide (*interview questions*)
  - ~ Interviewed several Librarians from different types of libraries:
    - Cuyahoga County Public Library: Parma Branch (*research librarian*)
    - Columbia University Libraries (*head of developer group*)
    - Library of Congress (*research librarian*)
    - Akron/Summit County: Portage Lakes Branch (*librarian*)
    - Mentor Public Library: Main Branch (*research librarian, responsible for their website*)
- Conducted a **Literature Research** by:
  - ~ Reviewing archival resources that added to our data analysis and helped us to construct **"Personas"** (typical users/types of patrons) which:
    - Define what different patrons want to accomplish when they visit a library's site.
    - Capture what library staff need to accomplish as they use the site on a daily basis.
    - Researched demographics to assist in task analysis and persona development.

### What We Learned—Typical Users:

After interviewing librarians and doing our literature research, we found that users had common tasks, goals and assumptions that patrons wanted to accomplish when visiting the site:

- Find hours, locations, and times open quickly.
- Be able to easily browse the catalog and put items on hold or download them quickly.
- Look for ways to engage in the community through programs held through the library.
- Engage in lifelong learning.

**User Personas Developed**—Based on the field and literature research, 4 primary and 7 secondary personas were created to guide website development. (*See "Personas" page 4.*)

**Task Priority by Persona Table Developed**—This table was developed to easily show tasks that each "typical user" or "persona" is interested in; where there are high levels of cross interest; and what is important to each user of the library. Future web development should take into account the Personas/Task Priorities.

<sup>i</sup> See "Project Plan: Schedule (Order) of Activities" on page 25.

**Phase 3 — Research Conducted | Results**

**Content Analysis**—We analyzed the content on sharonpublibrary.org to assess the current:

- **Navigation**—how a user navigates from menus and in-text links
- How menus are **labeled**, i.e., “classified”
- How content is **organized** currently and under what menu item; and, what content can be:
  - ~ Re-purposed
  - ~ Reworked
  - ~ Needs to be “Added” or Created

**Classification Scheme**—Building on the work we did in Phase 2 (*field and literature research; development of personas and task priorities*), we then were prepared to choose a Primary and Secondary Classification Schemes, i.e., a way of classifying each of the content pages/tasks according to how our typical users are interacting with the site. We are advocating the following approach:

- **Primary Classification Scheme**—Hybrid: Ambiguous / Simple Hierarchy
- **Secondary Classification Schemes**—Audience-Specific; Task-Specific; Database-Specific

This classification method accommodates the diverse user-types (personas<sup>i</sup>) that rely on the SPL website to access information via databases; books; the many original documents available; and, (because the library has become used more and more as a “community hub”), links to community resources provided through the library have become very important to and are relied on heavily by the Sharon community.

**Site Map**—The revised/final site map on *page 11* shows how the website will be constructed, i.e., what links to what; category naming; menus navigation, etc., based on the classification schemes discussed previously.

**Phase 4 — Research Conducted | Results**

**Tree Study**—We recruited six participants to help determine whether our labels and categories worked. Based on the results of this test, we revised the previously submitted Site Map.

**Phase 5 — Research Conducted | Results**

**Finalize Information Architecture**—We recruited six participants for a “**First Click Test**” to further refine our labels and categories.

Based on this test, we were able to finalize the information architecture for the site and update:

- Site Map. (*See page 11.*)
- Wireframes. (*See page 13.*)
- Workflows. (*See page 13.*)

<sup>i</sup> See “Personas (Typical Users of Sharon Public Library)” on page 4.

3–Personas—What We Learned

Typical Users:


After interviewing librarians and doing our literature research, we found that users had common tasks, goals and assumptions that patrons wanted to accomplish when visiting the site:

- Find hours, locations, and times open quickly.
- Be able to easily browse the catalog and put items on hold or download them quickly.
- Look for ways to engage in the community through programs held through the library.
- Engage in lifelong learning.

Personas (Typical Users of Sharon Public Library)

Based on our research, we developed several “Primary” and “Secondary” typical users, or “Personas”. For example, Susan (below) is a “Working Mom” who has a job, children, a husband, and juggles a lot of priorities. She also enjoys the local “Crafternoon” which is a staple at the library once a month and offers the opportunity to read a book and discuss the book while creating a craft. This is a relaxing time for Susan and allows her to meet new people, relax on her lunch hour, and be with adults in a friendly environment without her kids

This persona exemplifies many of the women who visit Sharon Public Library and so we have made “Susan” a “Primary” persona patron. The remaining Primary and Secondary personas immediately follow below.



# Susan

primary

*“There doesn’t seem to be enough time in the day!  
I’m grateful for all the programs our library offers our family.”*

Age **49**

Job **OFFICE  
MANAGER**

Status **MARRIED  
2 CHILDREN**

**Motivation**

My family is the most important thing in my life. Career and work are a distant second.

**Bio**

Susan is working as an office manager while she finishes her second college degree. She and her husband are juggling jobs, family, and social life. She looks to the library as an extension of her social circle and to help with her children. They visit on a weekly basis. She loves the weekly “Crafternoon” maker meetings where she can connect with women of all ages from town.

**Tasks**

- Help with homework and programs for children
- Connect with other women in town with similar interests
- Civic involvement

**Frustrations**

- Not finding information efficiently

# Working Mom



# Henry

primary

*"I'm not sure I'm doing this right... but I'm doing my best!"*

Age **54**  
Job **SENIOR EXECUTIVE**  
Status **DIVORCED**  
**1 CHILD**

## Motivation

Getting the family thing right and making sure I help launch my son into adulthood.

## Bio

Henry is a divorced dad who is now trying to raise his son alone. He is grateful that the library offers after school programs so that his son can socially engage with people his own age and with the same interests. He also finds the time at the library where he can find a quiet moment to himself while his son is engaged with his robotics club.

## Tasks

- Making sure homework is done on time and correctly
- Easy to use cookbooks
- Robotics club for son

## Frustrations

- Just "one more thing" I have to do!

# Working Dad



# Lisa

primary

*"All our kids are bundles of energy!  
We're having a crazy good time watching everyone grow!"*

Age **32**  
Job **FULL TIME MOM**  
Status **MARRIED**  
**3 CHILDREN**

## Motivation

Juggling all the responsibilities of our family and home, and helping the raise my beautiful kids.

## Bio

Lisa is a computer technician who has decided to stay home and raise her children full time until they are well into high school, or maybe longer. She loves their crazy schedules and has a bundle of energy, which is good, because so do they! She enjoys reading and wants to instill her love of reading into her kids. The whole family loves to make a trip to the library.

## Tasks

- Keeping current with technology
- Knowing what books the kids are reading; what's popular or not

## Frustrations

- It shouldn't be "hard" to find information... she believes in form following function.

# Stay-at-Home Mom



# Cindy

## primary

*"It's an exciting time to be working at our library!  
All of the new technology that is now available to us!"*

Age **37**  
Job **HEAD LIBRARIAN**  
Status **MARRIED**  
**2 CHILDREN**

### Motivation

Making sure her library is the still the best and that they keep current with other libraries in the state.

### Bio

Cindy came to the library fresh out of college. She worked here for 12 years before being promoted and it is now her responsibility to manage the library and its website! It's a big job, but she's more than capable of handling it with the right tools and design partners.

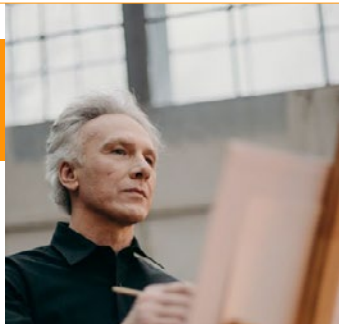
### Tasks

- Keep the website up-to-date with current information
- Continually make improvements to the site
- Manage the library

### Frustrations

- Tools that don't work or are hard to use and frustrate library patrons

## Staff Librarian



# Frank

## secondary

*"It's time to relax and enjoy!  
Make new friends... Try new things... Take a breath!"*

Age **68**  
Job **FORMER CEO**  
Status **MARRIED**  
**4 GRANDKIDS**

### Motivation

To enjoy retirement with his wife and their new town. Become involved in the town life and try new things.

### Bio

Frank just retired from a very hard driving, time-consuming position with a large company in nearby Boston. He's ready to just relax in the small town of Sharon, MA where he and his wife have moved upon retirement. The local library offers a place to read and connect with people. It's a way to get involved in the town.

### Tasks

- Relax and try new things
- Read the books he never had time for while working
- Meet new people and socialize
- Become involved civically

### Frustrations

- It's hard to relax after having a self-driven career for many years in a high-performance job. And, it's hard to not point out how things could be made "better".

## Retired





# Georgia

## secondary

*"I need to get a job! I'm running through my savings and I am too young to retire!"*

Age **58**  
Job **UNEMPLOYED**  
Status **SINGLE**  
**NO CHILDREN**

### Motivation

To find a job before unemployment and savings run out and things get financially desperate.

### Bio

After working 28 years in the Marketing Department for a local manufacturing company, Georgia now finds herself unemployed after a company restructure which released several middle managers like herself. So, she now finds herself on unemployment and scrambling for another position. She enjoys meeting women at the library for the weekly "Crafternoons" where she can relax a little with new and old friends.

### Tasks

- Look for jobs
- Update computer skills

### Frustrations

- Keeping focused and upbeat while looking and securing a position at my age is not something I ever dreamed I would be doing. I thought I would retire from that company!

## Looking for a Job



# Michelle

## secondary

*"I am so excited to be in this country! When I applied for my dream job, I didn't think it would come to me!"*

Age **31**  
Job **PROGRAMMER**  
Status **SINGLE**  
**NO CHILDREN**

### Motivation

To learn English better. There are little things in the language that I think I should understand, but they puzzle me. I need to speak it better.

### Bio

Michelle applied for a programmer's position with a company in Boston who does a lot of work in the Eastern European country from which she comes. That she knows a great deal of English along with being a native of the country was a key element in the decision to hire her. She is making a lot of progress in her job, but there are little English phrases that puzzle her.

### Tasks

- To learn English better
- And, to make new friends at the library in my *English as a Second Language* class

### Frustrations

- Not getting the "joke" when other people are laughing. I want to make new American friends so that I understand this better.

## New to Town



# Alex

## secondary

*"I've worked in manufacturing all my life... and the computers on the machines are getting more sophisticated!"*

Age **48**  
Job **LINE TECHNICIAN**  
Status **MARRIED**  
**2 CHILDREN**

### Motivation

We didn't have a lot of computers when I was growing up...most of that technology came later... and I want to learn to keep up with my job and friends. And my kids.

### Bio

Alex has worked in a manufacturing plant since graduating high school. He is one of a minority of people who does not have a degree because it was not needed in his field. He did go to trade school and apprenticed to his job. But, computers are getting more sophisticated...

### Tasks

- To keep up with the new programming languages that run on the machines I am responsible for at my job.

### Frustrations

- Every year, there's an upgrade to the programming. Sometimes it makes the machine run better, and sometimes it doesn't!

# Computer Challenged



# Jai

## secondary

*"I love Harry Potter and I love that we have the club after school!"*

Age **12**  
Job **STUDENT**  
Status **CHILD**

### Motivation

I like meeting my friends after school at the library. My mom is ok with me hanging out there because it's safe and she knows everybody.

### Bio

Jai lives with her single mom who doesn't get off work until after 5:00 pm. Jai is enrolled in the after school care program at the library and loves the help she gets with her homework and also that she gets to be with her friends in several clubs.

### Tasks

- Do my homework
- Get better at drawing in beginner art class
- Beat my friends at Potter Trivia!

### Frustrations

- My mom works a lot! I'm glad I can be at the library until she picks me up. I hate it when she's late.

# Middle School



# Terri

## secondary

*"One year before I go to college seems like such a long and short time all at the same time!"*

Age **17**  
Job **STUDENT**  
Status **TEENAGER**

### Motivation

My parents have their opinions about which college I should go to, but I want to go to the "right" college for me!

### Bio

Terri is on her way to college and she needs lots of help researching which one. College is a huge step and she's going to need some help paying for it, and making sure her grades are up to standards. She also needs to make sure she picks the right one. She's very grateful for the help she's getting from SPL researching colleges because it's a lot less stressful than her parents!

### Tasks

- Keep my grades up
- Find the right college
- Look for scholarships

### Frustrations

- My parents want to see every college brochure that comes into my hands and keep pressuring me about my choices!

# High School



# Ben

## secondary

*"Grad school is consuming my life right now... it's hard to focus on anything but!"*

Age **27**  
Job **GRAD STUDENT**  
Status **SINGLE**

### Motivation

I'm almost finished with grad school and working on my research seems to be 24/7!

### Bio

Ben is going to a local private college with ties to several major corporations in nearby Boston. He sees a lot of his professors in town and the pressure is always "on" for him to make good grades. He's become best friends with the research librarians and the library is his second home.

### Tasks

- Keep projects up-to-date and on time
- Make sure research is the best that it can be
- Enjoy COMIX at the library!

### Frustrations

- Lack of time and perfectionistic tendencies!

# College

**Final Report: Sharon Public Library (MA)****18 August 2020****4-Task Priority by Persona Table**

|                                     |           | PRIMARY     |             |                  |                 | SECONDARY         |            |                     |                     |               |                     |                 |
|-------------------------------------|-----------|-------------|-------------|------------------|-----------------|-------------------|------------|---------------------|---------------------|---------------|---------------------|-----------------|
| Tasks:                              | Personas: | Susan       | Henry       | Lisa             | Cindy           | Frank             | Georgia    | Michelle            | Alex                | Jai           | Terri               | Ben             |
|                                     |           | Working Mom | Working Dad | Stay-at-Home Mom | Staff Librarian | Retired Executive | Unemployed | English as 2nd Lang | Computer Challenged | Middle School | High School Student | College Student |
| High Priority                       |           |             |             |                  |                 |                   |            |                     |                     |               |                     |                 |
| • Library Hours / Phone #           |           | ●           | ●           | ●                |                 | ●                 | ●          | ●                   | ●                   | ●             | ●                   | ●               |
| • Find Information                  |           | ●           | ●           | ●                | ●               | ●                 | ●          | ●                   | ●                   | ●             | ●                   | ●               |
| • How Do I...? ( <i>Help Page</i> ) |           | ●           | ●           | ●                | ●               | ●                 | ●          | ●                   | ●                   |               | ●                   | ●               |
| • Search Catalog                    |           | ●           | ●           | ●                |                 | ●                 | ●          | ●                   | ●                   | ●             |                     |                 |
| • Put Items on Hold                 |           | ●           | ●           | ●                |                 | ●                 |            | ●                   | ●                   | ●             |                     |                 |
| • Access Databases                  |           |             |             |                  |                 |                   |            | ●                   |                     |               | ●                   | ●               |
| • Key Digital Collections           |           |             |             |                  |                 |                   |            |                     |                     |               |                     | ●               |
| • Homework Help                     |           | ●           | ●           | ●                |                 |                   |            |                     |                     | ●             | ●                   | ●               |
| Medium Priority                     |           |             |             |                  |                 |                   |            |                     |                     |               |                     |                 |
| • Ask a Librarian ( <i>Chat</i> )   |           | ●           | ●           | ●                |                 |                   |            | ●                   |                     | ●             | ●                   | ●               |
| • Learn to Use Computers            |           |             |             |                  |                 | ●                 | ●          |                     |                     | ●             | ●                   |                 |
| • Life-Long Learning                |           |             |             | ●                |                 | ●                 | ●          |                     | ●                   |               |                     |                 |
| • Register for Program(s)           |           | ●           | ●           | ●                |                 | ●                 |            |                     |                     | ●             |                     |                 |
| • Connect with people               |           | ●           | ●           | ●                |                 | ●                 | ●          | ●                   |                     | ●             | ●                   |                 |
| • Download / Use e-Books            |           |             | ●           |                  |                 | ●                 |            |                     | ●                   | ●             |                     |                 |
| • Digital Publications              |           | ●           |             |                  |                 |                   |            | ●                   |                     |               | ●                   | ●               |
| • Summer Reading                    |           |             |             | ●                |                 | ●                 | ●          |                     |                     | ●             |                     |                 |
| Lower Priority                      |           |             |             |                  |                 |                   |            |                     |                     |               |                     |                 |
| • Reserve Study Space               |           |             |             |                  |                 |                   |            |                     | ●                   |               | ●                   | ●               |
| • Reserve a Room                    |           | ●           |             | ●                | ●               |                   |            |                     |                     |               |                     |                 |

The chart above details which tasks are important to each persona. Tasks were then prioritized based on how many personas valued that task.

5–Sitemap

HOME

\*Main Navigation (1 – 8)

| 1–Borrow                                |
|---|
| • Get a Card                            |
| • How to Borrow Books and Other Items   |
| • Audio Books                           |
| • Books                                 |
| ~ SPL Library                           |
| ~ Boston Public Library Catalog         |
| ~ MA Commonwealth Catalog               |
| ~ Suggest a Purchase                    |
| • Digital Collection                    |
| ~ eBook Resources                       |
| ~ eAudio Resources                      |
| ~ Digitized Historical Collection       |
| ~ Newspapers & Magazines                |
| • DVDs                                  |
| • Foreign Language Collection           |
| • Library on Wheels                     |
| • Magazines                             |
| • Museum Passes                         |
| • Music CDs                             |
| • Newspapers                            |
| • Sharon History & Digitized Collection |
| • What to Read?                         |
| ~ Local Authors                         |
| ~ Summer Reading Program                |
| ~ Staff Picks & Reviews                 |
| • Help & Support                        |

| 2–Databases                         |
|-------------------------------------|
| • Arts, Music & Film                |
| • Boston Public Library             |
| • Business                          |
| • Careers                           |
| • Consumer & Home Arts              |
| ~ Consumer Reports                  |
| ~ Creativebug                       |
| ~ Gale OneFile                      |
| ◦ Hospitality & Tourism             |
| ◦ Home Improvement                  |
| ◦ Gardening & Horticulture          |
| ◦ Culinary Arts                     |
| • MA Office of Economic Development |
| • Current Affairs                   |
| • Genealogy                         |
| • General Reference & Encyclopedias |
| • Health & Services                 |
| • History                           |
| • Learning and Test Prep            |
| • Literature                        |
| • Newspapers & Magazines            |
| • Social Sciences                   |

| 3–Adult Services                   |
|------------------------------------|
| • What to Read                     |
| ~ Library Newsletters              |
| ~ Monthly Features                 |
| ~ Staff Picks & Reviews            |
| ~ Summer Reading Program           |
| • Computers & WiFi                 |
| • Library on Wheels                |
| • Special Collections at SPL       |
| ~ Alzheimer's Resources            |
| ~ A Living Person's Guide to Dying |
| • Library of Things                |

| 4–Youth Services   |
|--|
| • Early Literacy   Pre-School: Ages 0-5                      |
| ~ Beanstack  |
| ~ Virtual Book Buddies                                       |
| ~ Bedtime Stories with Miss Jessica                          |
| ~ Family Fun Storytime                                       |
| ~ Explore Nature at Home with Mass Audubon                   |
| ~ Tumblebooks  |
| • Elementary School   Grades K-4: Ages 5-9                   |
| ~ Kids Baking & Cooking Club, Ages 8+                        |
| ~ MCBA Book Club, Grades 3-6                                 |
| ~ Robotics Club, Grades 3-5                                  |
| • Tweens   Grades 5-8: Ages 10-13                            |
| ~ Pop Culture Poetry   |
| ~ Virtual Percy Jackson & Greek Myth Trivia, Ages 9-14       |
| ~ Animal Antics Virtual Reading & Drawing Club, Ages 9-11    |
| ~ Learn to Draw the Human Figure with Alison Kellom, Ages 8+ |
| ~ MCBA Book Club, Grades 3-6                                 |
| • Summer Reading Program                                     |
| ~ 2020 Summer Reading, Grades 1-12                           |
| ~ Beanstock.com  |
| ~ 1,000 Books Before Kindergarten                            |
| ~ Imagine Your Story   |

| 5–Tools & Apps                          |
|---|
| • 1,000 Books Before Kindergarten       |
| • Ancestry.com, Remote Access to        |
| • Beanstock.com                         |
| • Hoopla, Æi Streaming Access to Movies |
| ~ Download the Hoopla App               |
| ~ Login to Hoopla                       |
| • Mass Audubon                          |
| • Overdrive Media                       |
| ~ Libby                                 |
| ~ Overdrive Media                       |
| ~ Download the Apps                     |
| ~ Help & Support                        |
| • RBdigital Magazines                   |
| ~ Download the App                      |
| • The New York Times (Free Online)      |
| • Tumblebooks                           |
| • Wowbrary                              |
| • Help & Support                        |

| 6–Volunteer                            |
|--|
| • Friends of the Sharon Public Library |
| • ESOL Literacy Program Volunteers     |
| • Translation Assistance Volunteers    |
| • One Book, One Town                   |

| 7–How Do I?                                    |
|--|
| • Ask a Librarian                              |
| • Ask a Researcher                             |
| • Borrow Books and Other Items                 |
| • Exhibit in Library (All Requests to Exhibit) |
| • Geek the Library                             |
| • Internet Access–Library                      |
| • Learn English                                |
| • Library on Wheels                            |
| • Place Holds   Renew                          |
| • Pay Fines   Replace Items                    |
| • Reserve the Community Room                   |
| • Sign Up for Library Card                     |
| • Suggest a Purchase or Program                |
| • What to Read Next                            |

| 8–Local Resources       |
|-------------------------|
| • Our Town              |
| • Alzheimer's Resources |
| • Local Business Portal |
| • Sharon's Veterans     |
| • Special Needs         |

| *Utility Navigation   |
|-----------------------|
| 0–Utility Navigation  |
| • Home                |
| • Search SPL          |
| • Access OCLN Catalog |
| • Sign In             |

| *Footer Navigation (9 – 15) |
|-----------------------------|
| 9–About Us                  |
| • Our Library Today         |
| • Our History               |
| • Staff Directory           |
| • Trustees                  |
| • Library Policies          |
| • New Library Building      |

| 10–How Do I?                   |
|--------------------------------|
| • Explore Our Library          |
| • Borrow Books and Other Items |

| 11–Calendar                 |
|-----------------------------|
| • Holiday Schedule          |
| • Reserve a Conference Room |
| • Exhibit at the Library    |

| 12–Connect With Us |
|--------------------|
| • Social Media     |
| ~ Facebook         |
| ~ GoodReads        |
| ~ Instagram        |
| • Staff            |
| • Ask a Librarian  |
| • Ask a Researcher |

| 13–Hours |
|----------|
|----------|

| 14–Library Value Calculator |
|-----------------------------|
|-----------------------------|

| 15–Reservations             |
|-----------------------------|
| • Reserve a Conference Room |

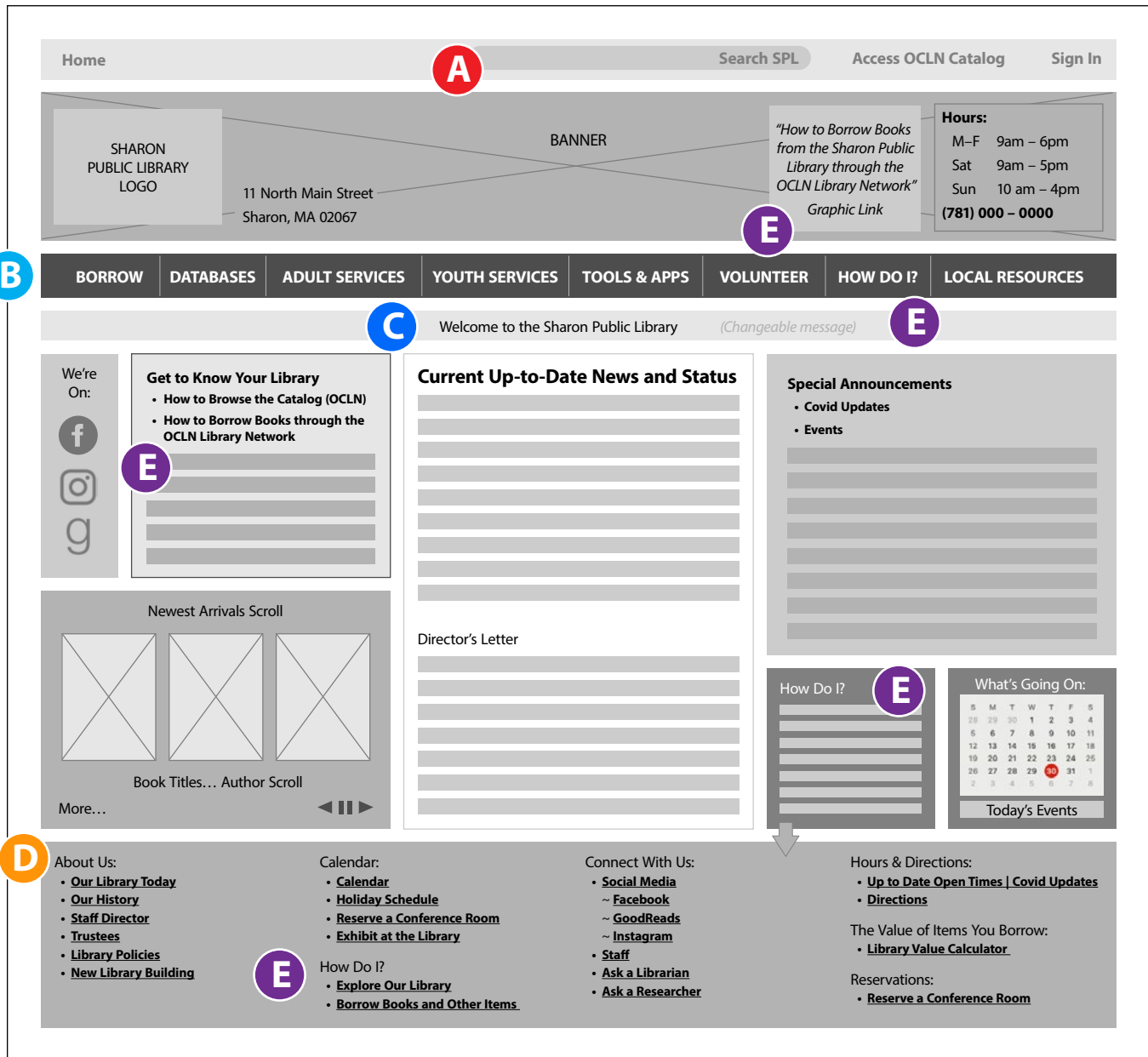
\*All menus are persistent, i.e., they are visible and appear on every page. The Main Navigation and the Utility Navigation are also “sticky”, i.e., they do not disappear from the top of the page as the user scrolls down.

See page 12 for Navigation wireframe “Home” page.



**Research Protocol: Sharon Public Library (MA)****18 August 2020****6–Navigation**

Navigation for the SPL site has been designed as persistent, i.e., it stays visible for every page.



**A Utility Navigation:** Home (link) | Search SPL (specific to SPL site only) | Access OCLN Catalog (direct link to OCLN external site) | Sign In (direct link to OCLN external site).

**B Main Navigation:** Borrow | Databases | Adult Services | Youth Services | Tools & Apps | Volunteer | How Do I? | Local Resources. This is a drop down menu that collapses once an item is selected.

**C Bread Crumb Navigation:** On the Home page, this shows up as a “Welcome” message (editable by library staff); on every other page, this menu displays as left aligned. *Example: Borrow > Audio.*

**D Footer Navigation:** The footer is always at the bottom of every page—no matter the length of the page. The footer contains many highly sought after information items. These are clickable links.

**E “How Do I?”:** As a user cannot borrow a book directly from the SPL website, it is necessary to maintain the “How Do I?” menu option, and make this information more visible than it was previously.

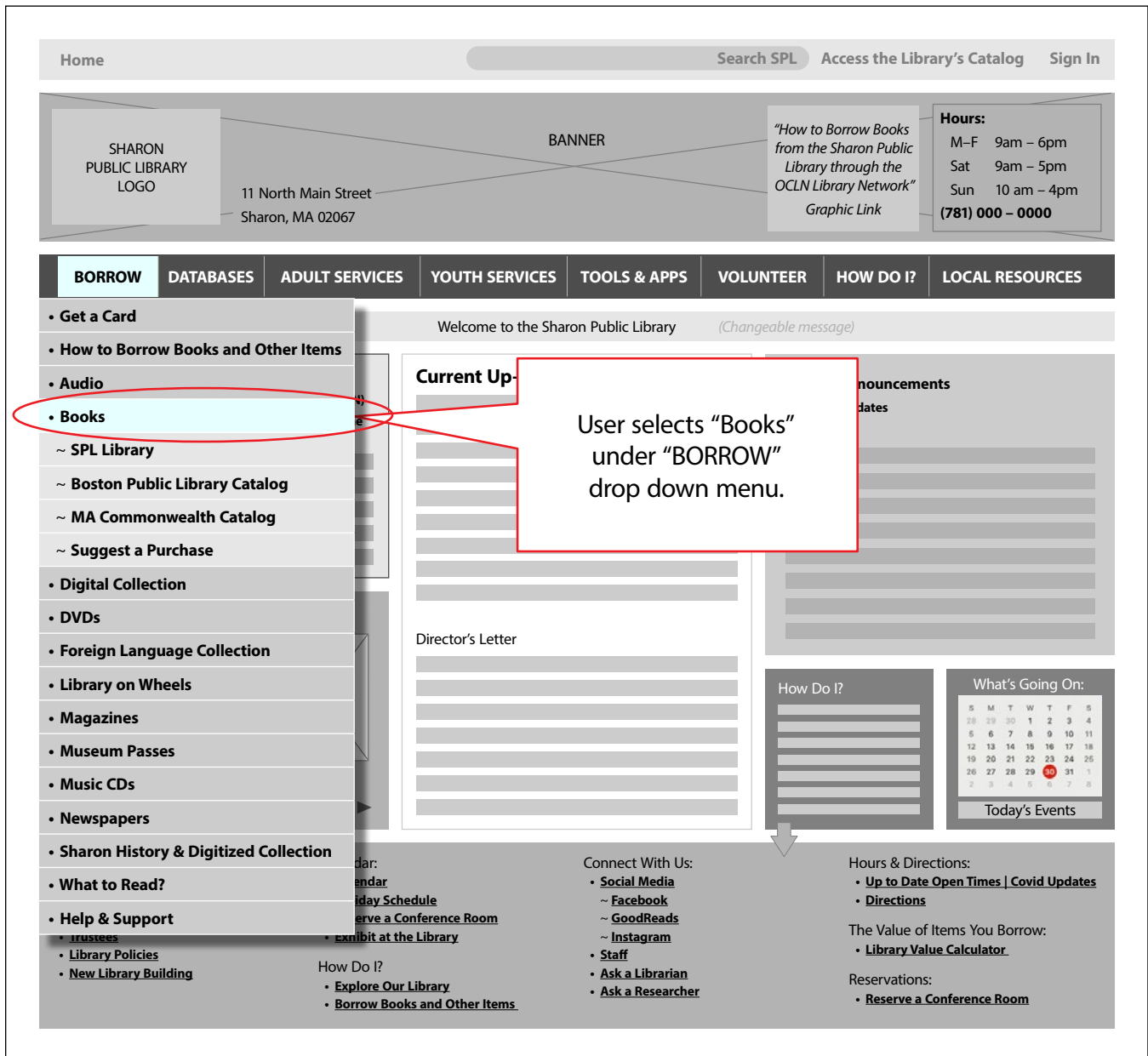
## Research Protocol: Sharon Public Library (MA)

18 August 2020

### 7–Wireframes | Key Workflows

The following pages contain selected Wireframes and Key Workflows to demonstrate certain common tasks that a typical patron would expect to complete.

#### Task 1 – Find a Book to Read



From the Home page, Main Navigation, user selects “Books” from the “BORROW” menu item—this will take them to the “Books | How To Borrow Library Books from the Sharon Public Library” page, which explains how to use the OCLN network, and how to access other libraries.

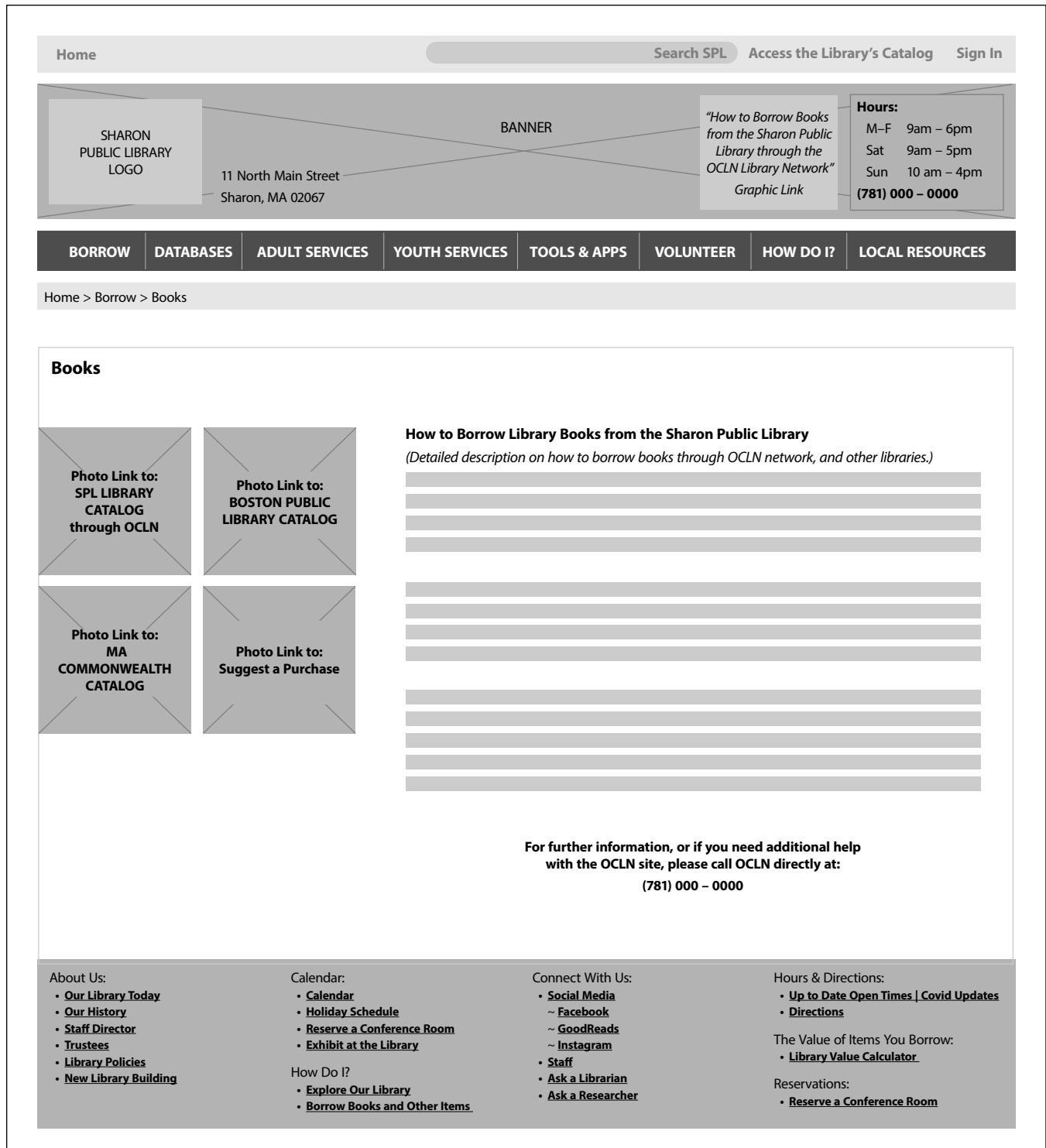
After reading this, patrons can select contextual links to each of the libraries under BORROW > Books to go to the library catalog of their choice. (See next page for “Books” wireframe.)

## Research Protocol: Sharon Public Library (MA)

18 August 2020

## 7-Wireframes | Key Workflows, cont.

## Task 1 – Find a Book to Read, cont.



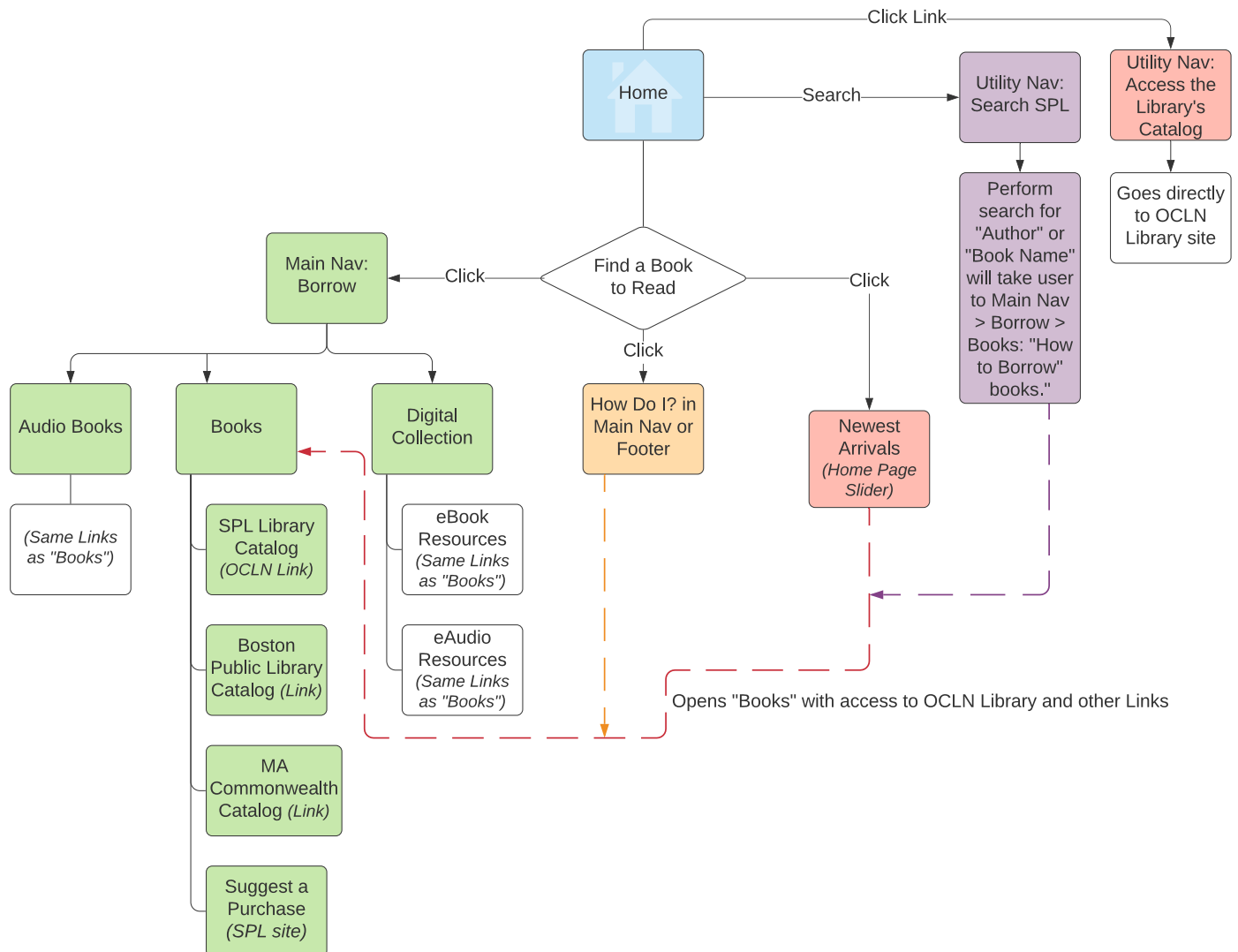
Clicking on the "Books" menu item goes to the "Books" page where patrons can learn how to borrow books from the libraries they have access to, including SPL. They can then choose a photo link to the library catalog of their choice. Frequent users can select these links directly through the "BORROW" menu, bypassing this page.



# Research Protocol: Sharon Public Library (MA)

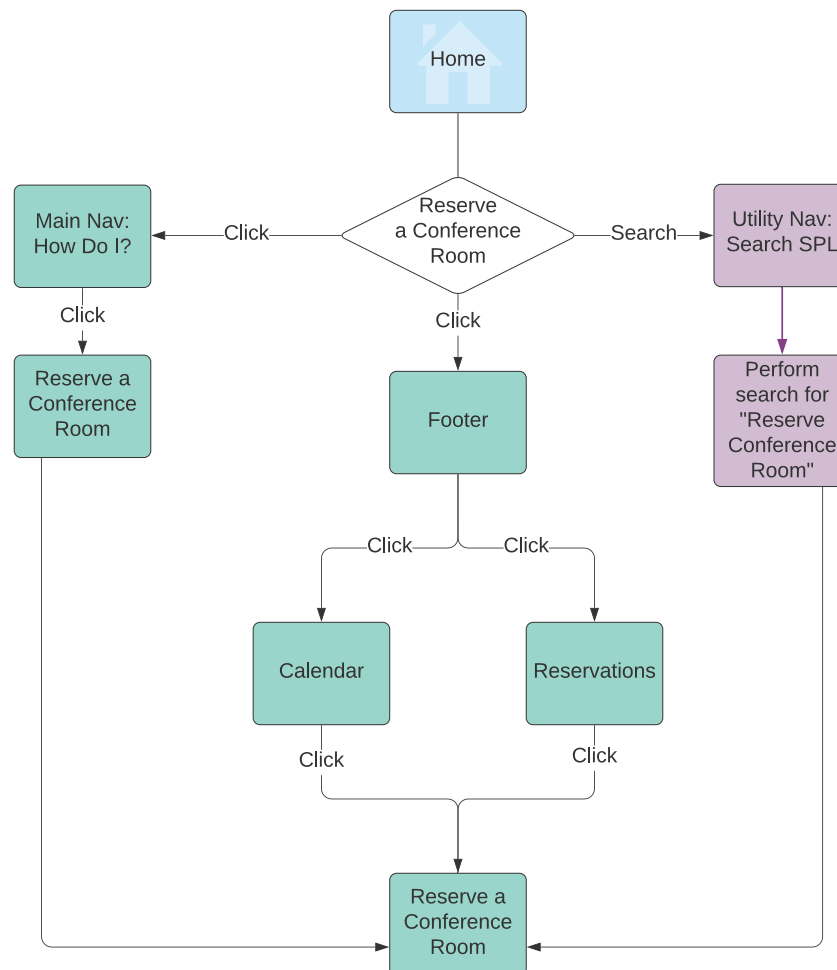
18 August 2020

## Task 1 – Find a Book to Read Workflow



The task of "borrowing" anything from the SPL is conducted through the OCLN site. Educating SPL's patrons on how to borrow books is paramount. Therefore, we have created many "access points" so that patrons can find this information easily and learn how to borrow materials quickly.

SPL patrons also have direct access to Boston Public Library and MA Commonwealth Library. Having these links under Main Nav > Books will help orient patrons on how to perform these tasks.

**Research Protocol: Sharon Public Library (MA)****18 August 2020****Task 2 – Reserve a Conference Room Workflow\***

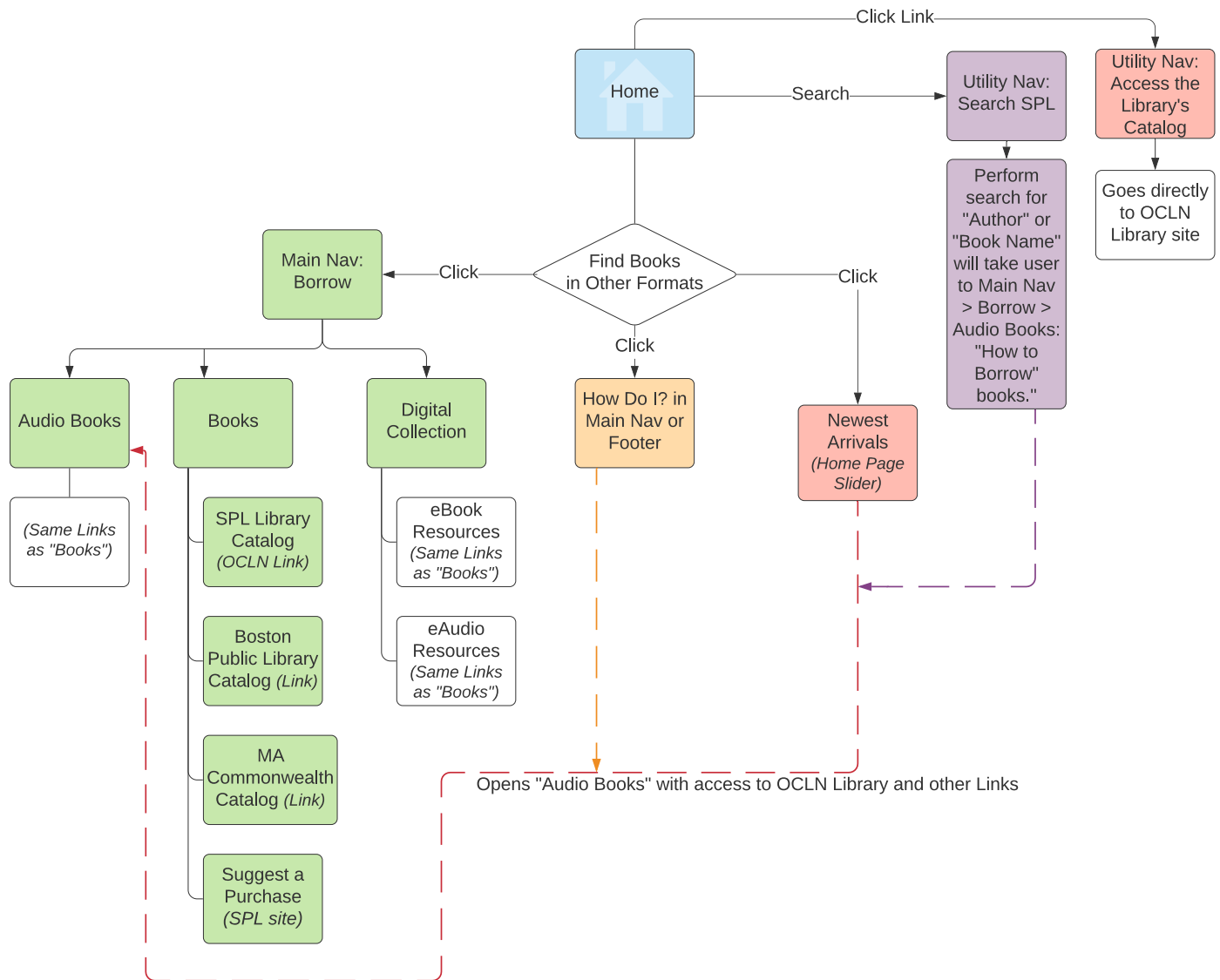
Reserve a Conference Room has been made easier with many access points added, both from the Main Navigation and from the Footer Navigation, through Calendar and Reservation menus.

\*Wireframe for this task is essentially the "Home page" which is shown on page 12, "Navigation".

## Research Protocol: Sharon Public Library (MA)

18 August 2020

### Task 3 – Find Books in Other Formats Workflow



This task was a “fail” in the “1st click” test. Again, we added multiple access points so that patrons can find their ways to materials.

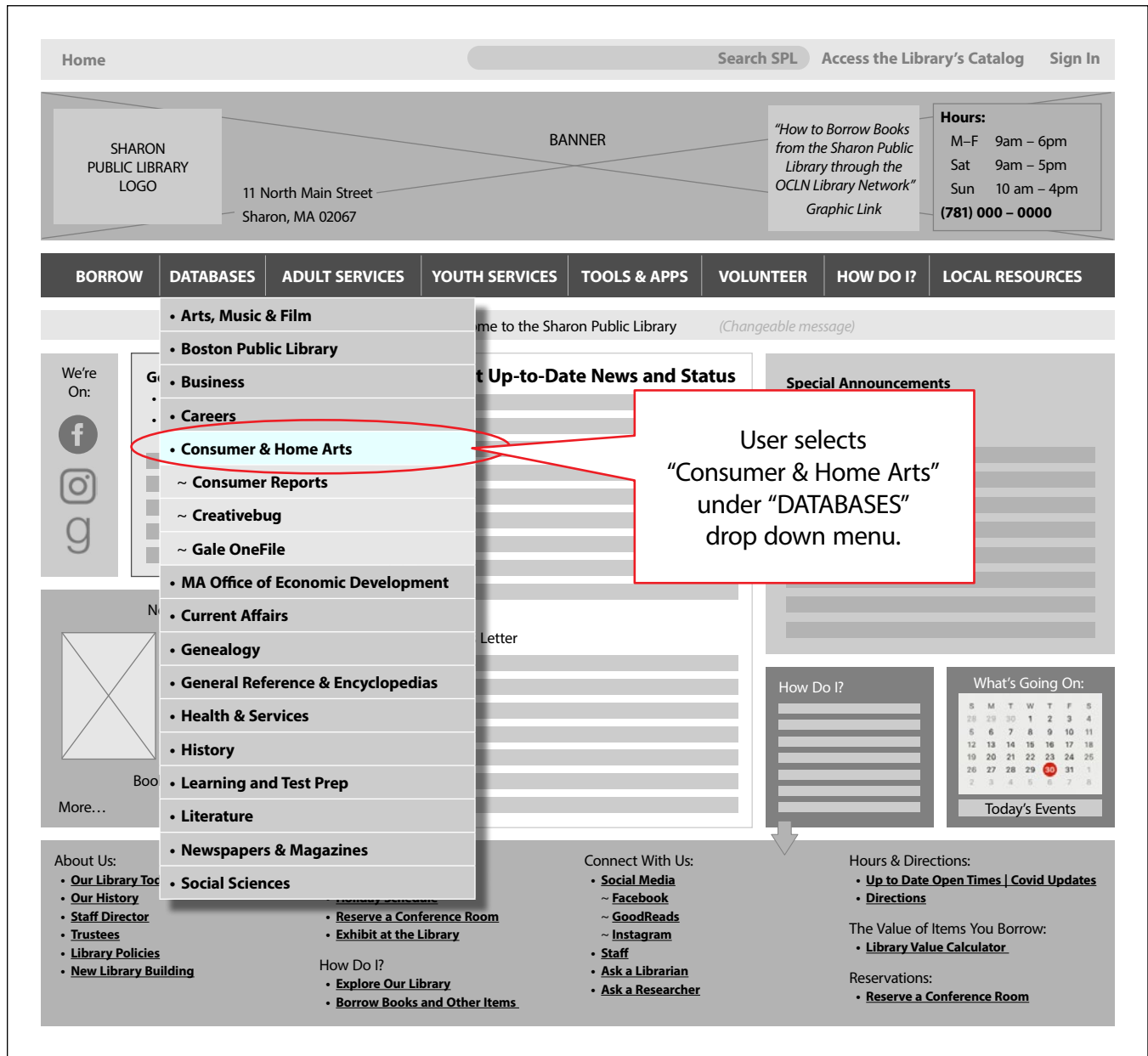
As with the “Find a Book to Read” in Task 1, Task 3 requires patrons to become familiar with how to borrow books and other materials through the OCLN site, therefore the paths and links are the same as “Books” although, to the patrons, the copy goes into depth regarding how to “borrow” audio books and other materials directly through the various libraries.

# Research Protocol: Sharon Public Library (MA)

18 August 2020

## 7-Wireframes | Key Workflows, cont.

### Task 5 – Find Consumer Information



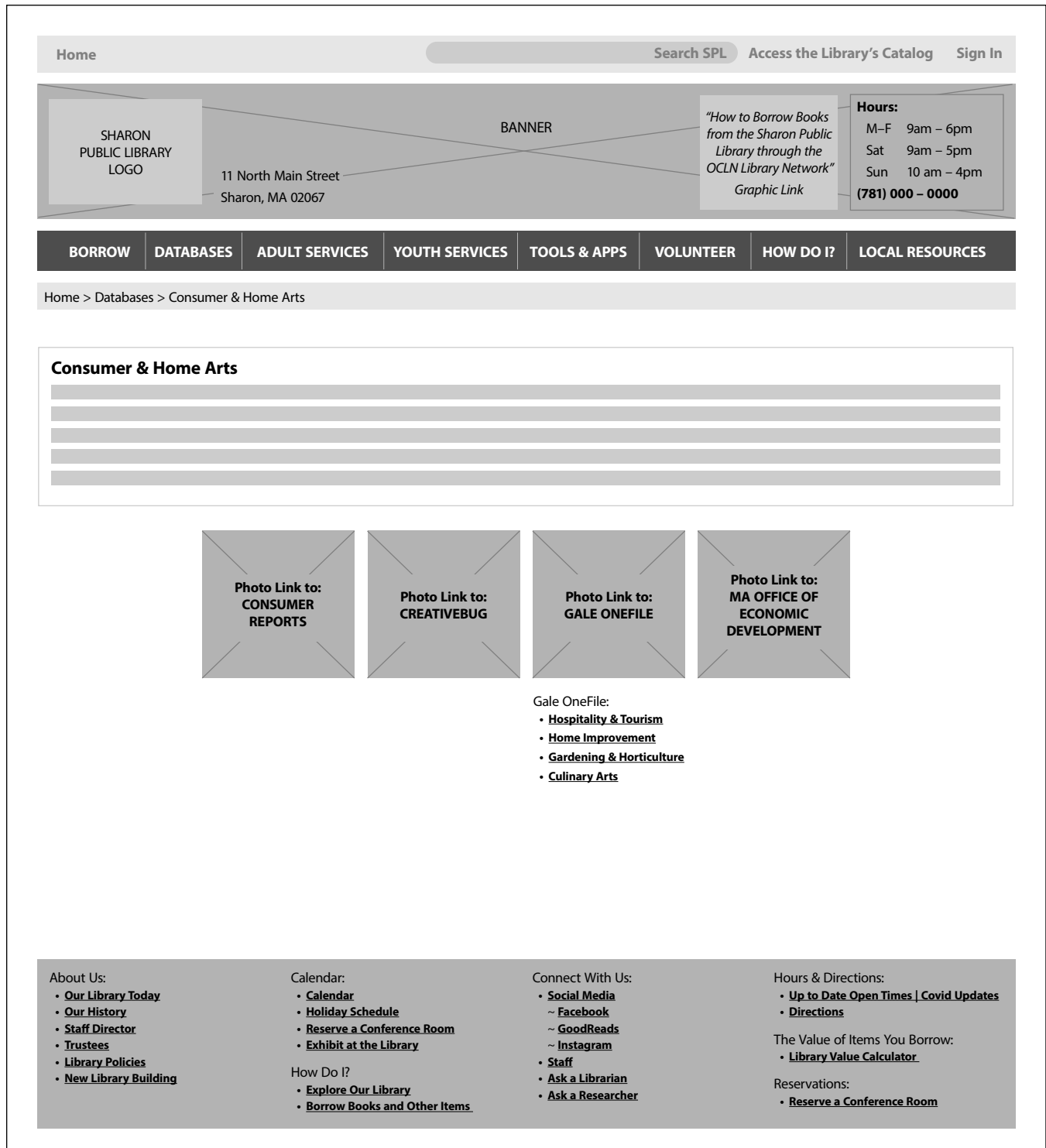
From the Home page, Main Navigation, user selects "Consumer & Home Arts" from the "DATABASE" menu item—this will take them to the "Consumer & Home Arts" page where they can access databases subscribed to by SPL, with instructive text on how to use the databases. (See next page for "Consumer & Home Arts" wireframe.)

## Research Protocol: Sharon Public Library (MA)

18 August 2020

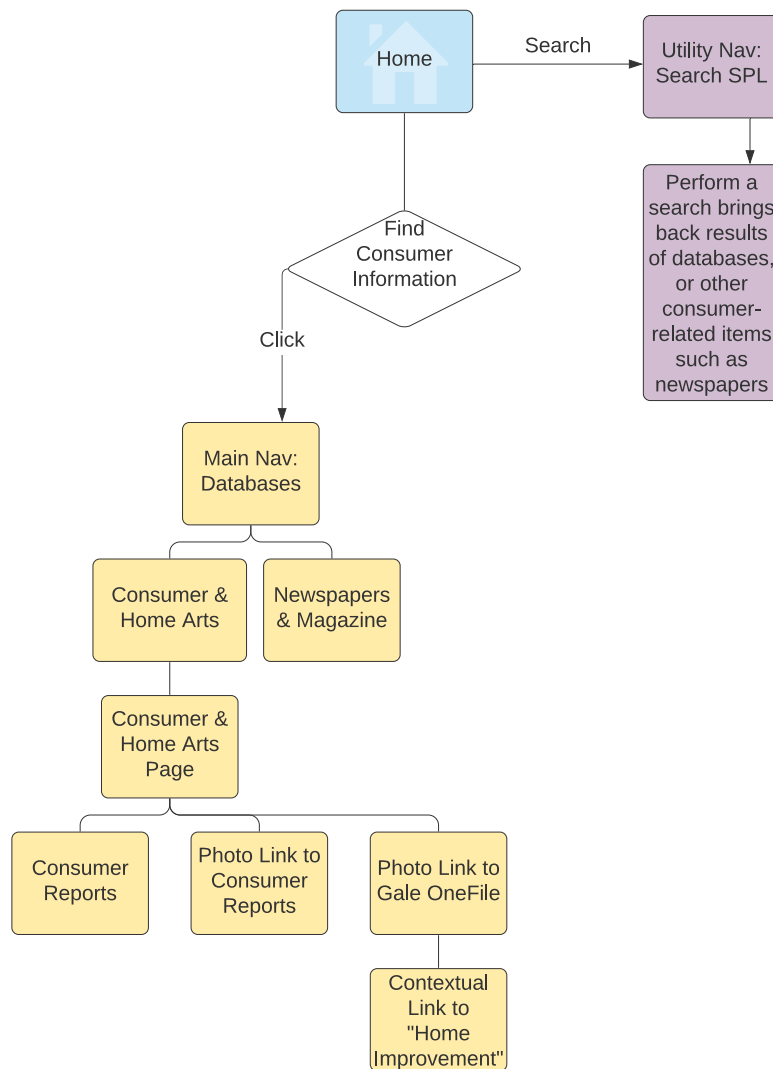
## 7-Wireframes | Key Workflows, cont.

## Task 5 – Find Consumer Information, cont.



Frequent users can select these links directly through the "DATABASE" menu, bypassing this page.

## Task 5 – Find Consumer Information Workflow



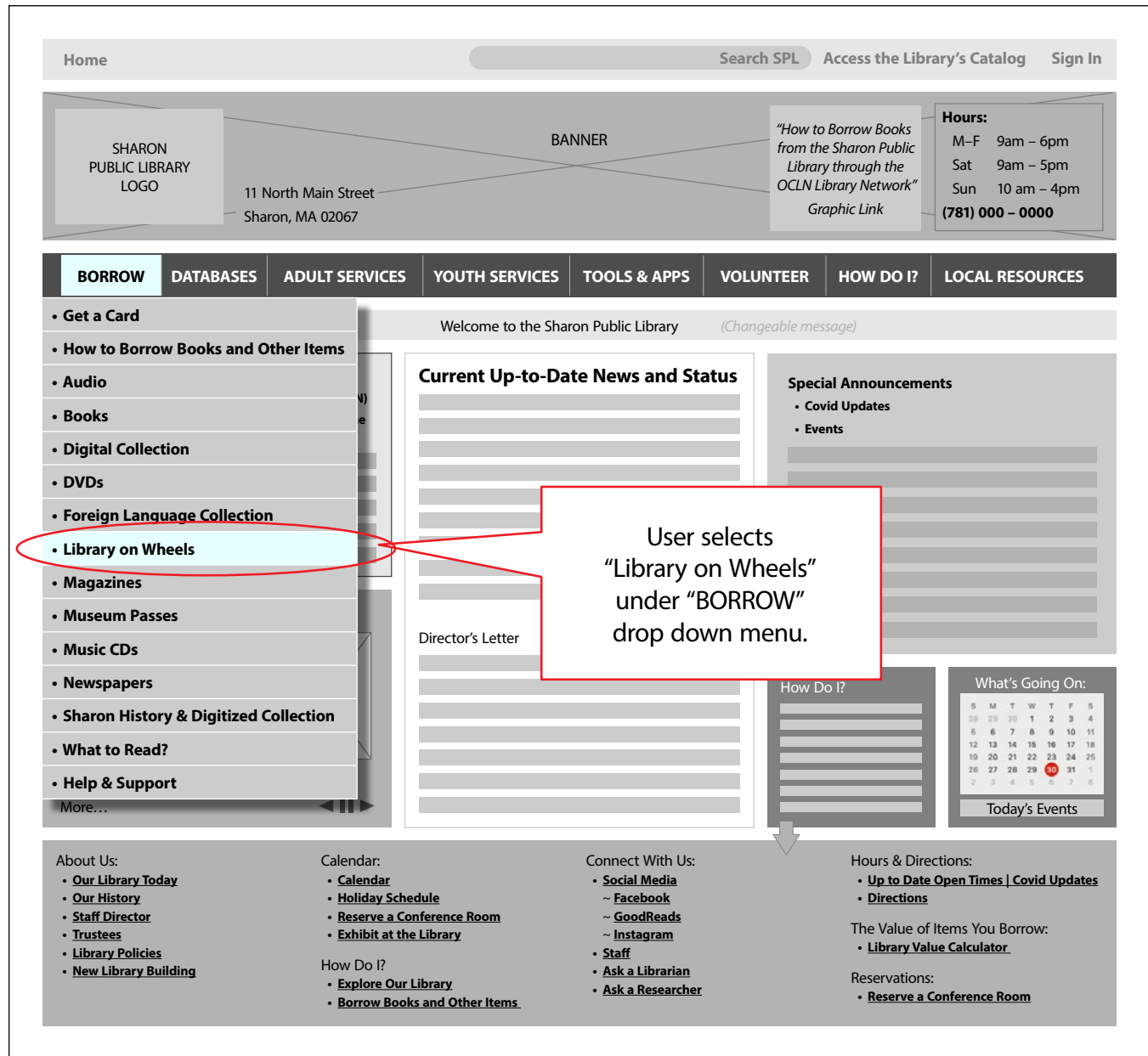
This task was a success in both the "tree" and the "1st click" tests.

## Research Protocol: Sharon Public Library (MA)

18 August 2020

## 7-Wireframes | Key Workflows, cont.

## Task 6 – Find “Library on Wheels”



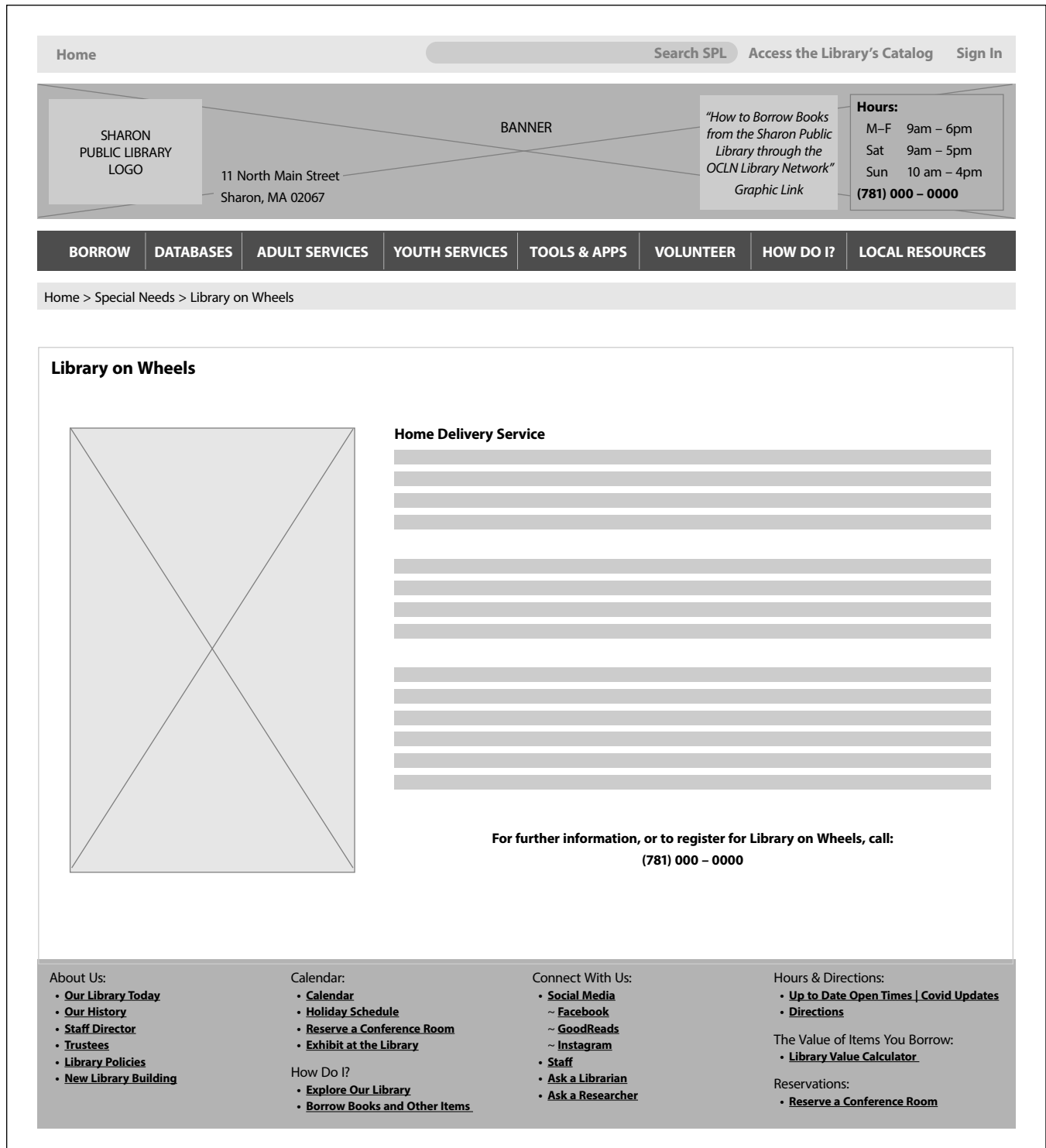
“Library on Wheels” has multiple access points based on our “tree” and “1st click” tests. (See next page for “Library on Wheels” wireframe.)

“Library on Wheels” can be accessed through the following:

- Borrow > Library on Wheels
- Adult Services > Library on Wheels
- How Do I? > Library on Wheels
- Local Resources > Special Needs > Library on Wheels

## Research Protocol: Sharon Public Library (MA)

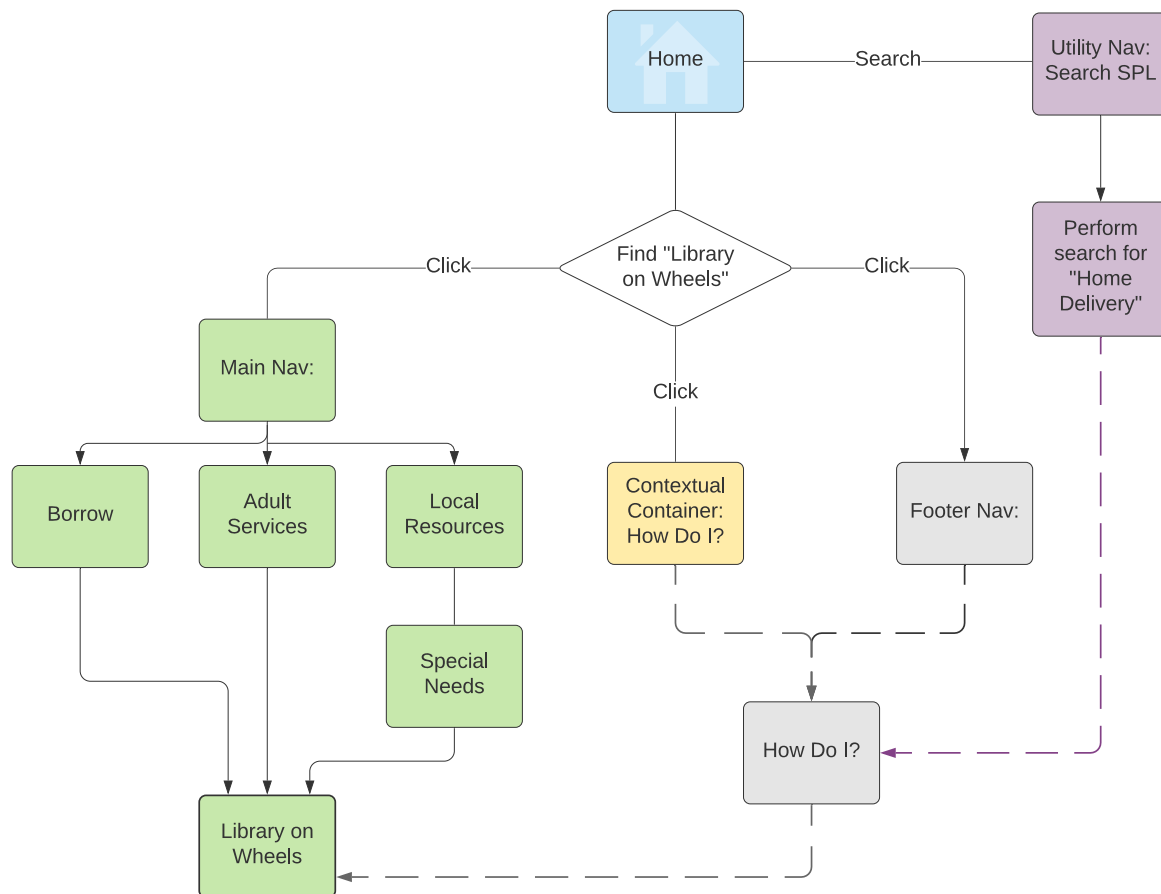
18 August 2020

7–Wireframes | Key Workflows, *cont.*Task 6 – Find “Library on Wheels”, *cont.*

This page fully explains how to access this service. It is accessible through various menus—*see next page.*



## Task 6 – Find “Library on Wheels” Workflow



As “Library on Wheels” is an important function for SPL, it has been given many access points.

## 8–Conclusion

Over the past seven weeks, we have performed and delivered the following:

Phase 1—Performed an **assessment of the current state of SPL's website**; made recommendations and submitted a proposal for acceptance.

Phase 2—Conducted and completed our **Field and Literature research** and created **user “Personas”** for typical patrons of SPL.

Phase 3—Performed a **Content Analysis**; chose Primary and Secondary Classification Schemes; and developed a Site Map.

Phase 4—Performed a **“tree” study**<sup>i</sup> to determine the efficacy of the Labels and Categories; and, as a result of this study, revised the Site Map.

Phase 5—Created **Wireframes** (a visual guide for web page design that helps show the relationship between web pages) and **Workflows** (diagrams that show how a user clicks through the various menu/link options to get to the task goal (finding the information they are looking for). The wireframes and workflows were used to develop a “1st Click” test that enabled us to further test our Labels and Categories, and helped us to refine the **Navigation, Wireframes** and **Workflows**, and then create the final **Site Map**.

The following page shows our completed “Project Plan: Schedule (Order) of Activities”. Thank you for this opportunity to participate in the next stages of development of the Sharon Public Library's website.

Respectfully submitted,

Betty Deemer  
18 August 2020

---

<sup>i</sup>“A tree test evaluates a hierarchical category structure, or tree, by having users find the locations in the tree where specific tasks can be completed.” The hierarchical menu is evaluated by having a participant complete “tasks”. NN 2020, <https://www.nngroup.com/articles/tree-testing/>

**Final Report: Sharon Public Library (MA)****18 August 2020****9–Project Plan: Schedule (Order) of Activities**

The following chart is our agreed schedule of activities\*. **Shaded boxes are complete.**

| Activity:  | Week: | 1 | 2 | 3 | 4 | 5 | 6 | 7                                    |
|--|-------|---|---|---|---|---|---|--------------------------------------|
| <b>Phase 1 (Module 1)</b>  |       |   |   |   |   |   |   | 1 July 2020                          |
| Proposal Submission and Acceptance   |       | X |   |   |   |   |   |                                      |
| <b>Phase 2 (Module 2)</b>  |       |   |   |   |   |   |   | 15 July 2020                         |
| <b>Field Research:</b> Interview Librarians (2) re:<br>• Online Patrons and their Usage of the Library Site,<br>(What they want to do and Why)   |       |   | X |   |   |   |   |                                      |
| <b>Literature Research:</b><br>• Archival Resources of Patron Usage  |       |   | X |   |   |   |   |                                      |
| Internal Draft <b>Research Deliverable</b> that includes:<br>• Scope and Key Resources of Research<br>• Copy of Research Protocol (Questions Asked)<br>• Findings/Conclusions of Research<br>• Persona(s) Developed<br>• List of Tasks Site Should Support<br>(by Task Priority and Persona) |       |   | X |   |   |   |   |                                      |
| <b>Final Research Deliverable:</b><br>• See above.   |       |   |   | X |   |   |   |                                      |
| <b>Phase 3 (Module 3)</b>  |       |   |   |   |   |   |   | 22 July 2020                         |
| Perform a <b>Content Analysis:</b><br>• Existing Content — What can be used “As Is”<br>or Re-purposed<br>• Existing Content — Needs to be “Reworked”<br>• Missing Content — Needs to be created “Add”  |       |   |   |   | X |   |   |                                      |
| Choose <b>Primary Classification Scheme:</b><br>• Provide a description of the Classification Scheme<br>chosen and why.  |       |   |   |   | X |   |   |                                      |
| Develop the <b>Site Map</b><br>• Labeling<br>• Taxonomy for Classification Scheme  |       |   |   |   | X |   |   |                                      |
| <b>Phase 4 (Module 4)</b>  |       |   |   |   |   |   |   | 29 July 2020                         |
| Assess Information Architecture:<br>• Analysis by “Treejack” software which will<br>“Determine Labeling and Taxonomy effectiveness”<br>• Make changes as necessary   |       |   |   |   |   | X |   |                                      |
| <b>Phase 5 (Module 5)</b>  |       |   |   |   |   |   |   | 2 August   7 August   18 August 2020 |
| Finalize Information Architecture design:<br>• Wireframes (2 August)<br>• Results of Participant Sessions (7 August)   |       |   |   |   |   |   | X |                                      |
| Finalize and Submit Report (18 August)   |       |   |   |   |   |   |   | X                                    |