

**2006-2007 FAU Libraries Web Usability Study**  
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**PROJECT PROPSAL:**

The web usability assessment study was designed to take a thorough look at the Libraries' website design and organization before and after the home page was branded.<sup>1</sup> Branding is a way for an organization to strengthen its identity by creating official images (seals, logos, etc.), official color palettes, uniform web layout design, and other forms of unification. By creating a uniform look for a university, the community and the public can more easily identify what is affiliated with the university and what is not. The goal of the website branding at Florida Atlantic University is for each department and unit to format all their web pages based on pre-determined layout templates, which sync with the overall look of the university's webpage. This means that the look and organization of the Libraries' website will be altered not based on usability but on an overall commonality and aesthetic appeal. The Library needed to understand how the branded layout had affected the usability of the website.

The study will look at the library website's problems and strengths in order to recommended improvements to its design and organization. The assessment also showed how library users look for information, i.e. do they look under quick links or the pop-up menus or do they look under different categories?

The study ties into FAU Libraries' vision of "enhancing the quality and accessibility of traditional and virtual collections to meet the needs of researchers" and "extending to the community

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<sup>1</sup> Florida Atlantic University began to implement a more uniformed web presence in the spring of 2007.

opportunities to learn how to access and evaluate information.” And the study also offers tools that will help evaluate the Libraries web-services better.

The study will also directly support FAU Libraries:

- 1: Goal I: Collections
- 2: Goal II: Services
- 3: Goal III: Instruction

This study consisted of an on-site, computer administered test of 20 tasks conducted by 20 students, 10 students before and after the branding took place. According to a study by Augustine and Greene at the University of Illinois, Chicago Libraries (*Augustine*), 15 users reveal 100 percent of the problems on a website. FAU libraries chose to test 10 students to reveal 95% of the website design problems..

The study was timed, the verbal responses from the students noted, and both the number of clicks and navigation time that it takes a student to answer a question were recorded. The outcome from each of the 20 students participating in the study will help us evaluate the website, giving us a clear insight into any significant changes in ease of navigation, pre and post branding, as well as any overall design problems. FAU Libraries staff proctored the exam. The proctors were asked to give an opening speech, hand out the list of tasks, and give a closing speech along with the gift certificate (see attachment 1).

The students being assessed included both undergraduate and graduate/PHD level students. The students submitted a pre-survey via a web form (please see attachment 2). As an incentive to participate in the survey, a gift certificate of \$15.00 to the local bookstore was given.

### **TEST DEVELOPMENT:**

The test required the students to perform a number of tasks that librarians at the FAU Libraries deemed important for students to understand. Erdman and Patel first created a test based on the University of Illinois, Chicago model. They then gave the test to a small committee of librarians to review and offer suggestions for improvement. The general consensus of this group was that the test was very hard. Many of the librarians had trouble with it. The test was then conducted on library student interns to determine if there were flaws in the wording of any of the questions. The librarians observed the students while they completed the list of tasks so that they understood how the assessment study would be conducted.

In the end, the list of tasks covered: the catalog, databases, journals, course reserves, policies, EZproxy, renewals, interlibrary loan, searching for items at other libraries than FAU, finding forms, subject guides, and general information about the library (please see attachment 3).

One issue with the test that was noted from the beginning is that the questions regarding course reserves would have to be modified for the second session of testing because old materials would be removed from the Libraries course reserves after the semester was over.

### DEMOGRAPHIC RESULTS:

The purpose of this study was to use the students as editors of the website. It is important to note that the study was not designed to make any general assumptions on the computer literacy and web browsing abilities of the general population of FAU. The demographics recorded were meant to be used to select a wide range of skill levels for the purpose of this study. The pre-survey tests were put into 4 categories: 1) undergraduates with no instructional sessions, 2) undergraduates with at least 1 instructional session, 3) graduates with no instructional sessions, 4) graduates with at least 1 instructional session. Participants were randomly selected from the pre-survey tests.

**Table 1: Pre-branding: 10 students**

Age:	18-25 = 7	26-35 = 1	36-45 = 1	46+ = 1	
Sex:	F = 6	M = 4			
Academic level:	Grad/PhD = 2	Undergrad = 8			
Instructional classes:	Y = 4	N = 6			
Worked at the library:	Y = 3	N = 7			
Come to the library:	Daily = 3	Weekly = 4	Monthly = 2	Semester = 1	Never = 0
Use library website:	Daily = 2	Weekly = 3	Monthly = 4	Semester = 0	Never = 1
Use online resources:	Daily = 2	Weekly = 2	Monthly = 2	Semester = 2	Never = 2
Rate Computer ability:	Average = 1	Above Average = 3	Extremely good = 6		
Rate internet browsing:	Average = 1	Above Average = 2	Extremely good = 7		

**Table 2: Post-branding: 9 students**

Age:	18-25 = 4	26-35 = 1	36-45 = 3	46+ = 1
Sex:	F = 6	M = 3		
Academic level:	Grad/PhD = 3	Undergrad = 6		

Instructional classes:	Y = 5	N = 4			
Worked at the library:	Y = 4	N = 5			
Come to the library:	Daily = 2	Weekly = 3	Monthly = 2	Semester = 1	Never = 1
Use library website:	Daily = 2	Weekly = 5	Monthly = 2	Semester = 0	Never = 0
Use online resources:	Daily = 0	Weekly = 4	Monthly = 4	Semester = 1	Never = 0
Rate Computer ability:	Average = 2	Above Average = 3	Extremely good = 4		
Rate internet browsing:	Average = 2	Above Average = 4	Extremely good = 3		

## TEST RESULTS:

### Problems with the test

After completing a series of tests on the students, two items on the test were found to be worded poorly. The students consistently missed the answer, not because they didn't know where to go, but because a different answer could be interpreted by the question.

**Task 2:** The question asked the students *"Where is this [book] located in the library?"* The purpose of the question was for students to find the library map to determine what floor and wing the book was located. Consistently the student referred to the campus the book was located which was found in the record.

**Task 11:** The question asked the students *"Since this is a reserve book, find the place that tells you how long you can check this book out."* The purpose of the question was for the student to look up the policies of how long a reserve book can be checked out, but the catalog record tells you the information next to the call number.

### Analysis of data

There was a problem in how the data was analyzed. For the questions where students did not complete the task could be interpreted in one of several ways: they might have decided to skip the task right away, ran out of time, or they might have randomly looked all over the website. In any of these cases, the data would be skewed, i.e. one question had 4 of the 10 students give up. If all the scores are averaged, it would have taken the students 78 seconds to end the task. To average only those that completed the task (6 students) would show that it took 60 seconds per student. The average click of all scores was 3, while the average of the students that completed the task was 4. The reason for such differences is that some students did not even

attempt to complete the task, while others might have looked for an answer but did not click on any links and then gave up.

A decision had to be made regarding the outcomes that should be analyzed. Therefore, the averages recorded are only of those students who *completed* the task, since the purpose of this study is to compare the pre and post branding. The study records both the standard deviation (SD) of all the scores and the SD of only those that completed the task. Therefore, the data will show how varied the time and clicks are for each student who attempted the task.

The number of people who did not complete the task is also listed.

Comparison of pre and post branding

**Improvements with branding:**

In general, participants found policies and forms more easily post-branding.

**Table 3:**

		<i>Avg. time</i>	<i>Avg. SD</i>	<i>Total SD</i>	<i>Ave clicks</i>	<i>Ave SD</i>	<i>Total SD</i>	<i># gave up</i>
<b>Task 3</b>	<b>Pre</b>	140	0	57.4	12	0	3.7	9
	<b>Post</b>	61	51	45.4	5	3.5	3.4	2
<b>Task 14</b>	<b>Pre</b>	45	21.6	66.7	4	2.8	3.5	7
	<b>Post</b>	45	42.2	53.3	5	4.6	5.2	3
<b>Task 15</b>	<b>Pre</b>	69	30.3	30.8	3	1.4	1.4	6
	<b>Post</b>	25	19.6	19.6	2	1.6	1.6	0
<b>Task 16</b>	<b>Pre</b>	133	55.4	53.1	3	0.94	3.4	7
	<b>Post</b>	61	34.5	2.8	6	3	55	1
<b>Task 18</b>	<b>Pre</b>	72	34.8	56.7	8	4.5	4.7	7
	<b>Post</b>	51	30.4	48.3	4	2	3.7	2

**Task 3: Policy on how long to check out a book**

Most students found the answer by accident. Many didn't know you could find it on the website. All who succeeded in finding the answer went to the FAQ page.

**Task 14: Find missing book form**

Most students, pre-branding, looked at the services page but didn't choose the "request it online" link. The description below that link does not mention the missing book form.

Some students, during post-branding, were able to mouse-over the services button, then mouse-over the “request it online” list to find the general category of electronic forms.

#### **Task 15: Find web page on Wireless in the Library**

The main reason this task did better post-branding is because, pre-branding, this task was listed under the “news” section of the website. Most people looked for this item first under services, and then looked at the other menus that had a mouse-over, except the news section. Some went to the media center webpage, probably because that is where you get laptops and configure the wireless. Perhaps the media center’s website should have a link to laptop use? Post-branding the answer can be found under the mouse-over for services and through FAQ. One student suggested that it should be made part of the ads section since it’s such a “hot thing.”

#### **Task 16: Find the electronic version of consumer reports magazine**

Some students during pre-branding didn’t make the connection between “magazine” and “journal” or “periodical,” so they did not search the electronic journals. Some students searched the databases under “c,” searched the catalog, and searched electronic books. Post-branding, the students made the same mistakes, but also tried to use Central Search unsuccessfully. They did manage to find the electronic version eventually. It is unclear why this confusion occurred since the electronic journals did not change with the branding.

#### **Task 18: Find the reference consultation form**

Pre-branding, many students went to the ILIS website but didn’t go to the “request it online” section. Perhaps this link should be renamed to be less ambiguous. They also looked at the research help page, which might be a good place to put a link. Post-branding, students had similar search patterns, looking at the ILIS and research help page without finding the form. One student used the Google box. Another looked under the services mouse-over menu and ended up pulling up the ILIS faculty form instead. However, the post-branding students did end up finding the form while trying the different websites.

**Problems created with branding:**

Changes in wording or location of items were the biggest problems when branding took effect.

**Table 4:**

		<i>Avg. time</i>	<i>Avg. SD</i>	<i>Total SD</i>	<i>Avg. clicks</i>	<i>Ave SD</i>	<i>Total SD</i>	<i># gave up</i>
<b>Task 6</b>	<b>Pre</b>	20	13	13	2	1	1	0
	<b>Post</b>	32	21.6	21.7	3	2.7	2.8	1
<b>Task 20</b>	<b>Pre</b>	14	6.7	6.7	1	0	0	0
	<b>Post</b>	24	11.7	11.65	2	2	2	0

**Task 6: EZproxy/Off Campus Connect**

The wording changed from **EZproxy** to Off Campus Connect on the main page under quick links from pre to post branding. This caused quite a few problems for those during the post-branding test. Also, everywhere else on the website it is still called **EZproxy** (i.e. by the databases) which adds to the confusion of Off Campus Connect. Perhaps it should be Off Campus Connect/**EZproxy** for a year, after which it could be switched to Off Campus Connect. Other notes: one student uses **EZproxy** through the Oasis/MyFAU instead of the library.

**Task 20: Library Hours**

The hours' link used to be under the quick links during pre-branding. Post-branding, the hours are located under the "about the libraries" mouse-over, and then the specific campus must be selected. A number of students mentioned, post-branding, that the hours should be under quick links. "I would hope it would be clear. It's all the way in [the] about [section]. I expect [it] to be under quick links." "Why wouldn't you have dates and times here under quick links? I wouldn't have looked there."

**Overall problems, both pre and post branding:**

**Table 5:**

		<i>Ave time</i>	<i>Ave SD</i>	<i>Total SD</i>	<i>Ave clicks</i>	<i>Ave SD</i>	<i>Total SD</i>	<i># gave up</i>
<b>Task 7</b>	<b>Pre</b>	48	15.5	66.6	4	1.7	4.7	7
	<b>Post</b>	92	13.1	37.2	7	4.7	4.4	6
<b>Task 8</b>	<b>Pre</b>	46	28.2	56.6	2	0.8	2	5
	<b>Post</b>	36	21.9	48.9	4	1.4	3.6	5
<b>Task 17</b>	<b>Pre</b>	103	77.5	71.3	2	1	1.6	8
	<b>Post</b>	85	35	85	8	3	5.3	7
<b>Task 19</b>	<b>Pre</b>	56	18.2	50.1	5	1.1	4.2	6
	<b>Post</b>	61	34.9	31.6	4	2.1	1.9	2

**Task 7: Find book in non-FAU libraries**

The wording of this question might have confused a couple of students. Some looked at other FAU branches. Others didn't know that you could search other libraries' catalogs so they didn't have any idea how to approach this question. The most common mistake was to search the FAU catalog, which did not result in finding the book. The second common mistake post-branding was to try Central Search. Many did try the interlibrary loan (ILL) webpage. Perhaps it would be good to have a link to the SUL and Worldcat search tools from ILL.

**Task 8: Borrow a book from another library- Interlibrary loan**

Some students did not attempt this question at all because they thought it was connected to Task 7, and therefore since they didn't complete Task 7, they couldn't move onto Task 8. A lot of the students did go to the ILL website, but from there didn't all know to click on ILLiad. In general the ILL web page is not user friendly. The "Read this first" and the FAQ pages do not indicate which of the many links take the student to the ILL form.

**Task 17: Find print copy of consumer reports**

This question followed a question to find the electronic format of consumer reports. The most common mistake was that students looked on the same page as the electronic format and clicked on different vendor links listed under the periodical. The University of Illinois, Urbana-Champaign lists the print availability on the webpage for the electronic version. This might be a good idea due to the second most common misunderstanding of the students; they didn't seem to know you could search the catalog for the magazine/journal/periodicals. This is also an observation from working on the reference desk. Many times students don't know that the citation from the professor refers to the print journal, not an electronic one.

### Task 19: Find the Business research guide

Some students went to the indexes/databases webpage and first looked under the databases by subject. Those that did find the research guides didn't always know to scroll up to find the business research guide (the link to the guides jumps down to the bottom of the page to the guides by specific subject). One student commented "Oh, not under research guides but under business. Boy that was deep inside. Why isn't it listed under research guide?" Many tried the research help page but didn't know where to go after that. They did not recognize "what's your major" to link to it. That is an ambiguous phrase that needs to be changed.

### Other tasks:

**Table 6:**

		<i>Ave time</i>	<i>Ave SD</i>	<i>Total SD</i>	<i>Ave clicks</i>	<i>Ave SD</i>	<i>Total SD</i>	<i># gave up</i>
<b>Task 1</b>	<b>Pre</b>	68	28	28	4	1.6	1.6	0
	<b>Post</b>	72	27.2	42.5	4	1.9	2.2	1
<b>Task 4</b>	<b>Pre</b>	63	36.8	36.8	4	1.9	1.9	0
	<b>Post</b>	34	19.6	19.6	5	2.6	2.6	0
<b>Task 5</b>	<b>Pre</b>	37	23.9	22.8	1	1	0.9	1
	<b>Post</b>	25	20	21.8	2	0.9	0.9	1
<b>Task 9</b>	<b>Pre</b>	90	35.6	48.6	5	3.2	3.3	3
	<b>Post</b>	82	29	34.8	7	3	2.9	1
<b>Task 10</b>	<b>Pre</b>	67	25.2	31.3	3	0.9	1.2	1
	<b>Post</b>	59	29.5	29.5	4	2.1	2.1	0
<b>Task 13</b>	<b>Pre</b>	74	60.5	66.6	3	0.9	2.6	4
	<b>Post</b>	58	38.6	32.2	6	3.6	3.4	3

**Task 1: searching for a specific book**

Only one student was not able to complete this task. Most of the students used the top search box within Aleph when searching the title "Pride and Prejudice." If the student didn't select it to be a phrase and instead search the title as a keyword, they got many results. Also the first results of the search were items at other FAU campuses. This is something to note since ILL sometimes gets requests for books that we do have. Students don't always scroll down the list to find the books in Boca, and if Boca has a later edition than other campuses, it won't be at the top of the list. Very few students used the second box.

**Task 4: find 2 databases to use for life sciences**

No one had trouble with this task, other than one who chose the social sciences subject databases instead.

**Task 5: website to renew books and Task 9: find PDF in course reserves**

No comments

**Task 10: find book in course reserves**

Many went to the catalog instead of the course reserves.

**Task 13: find web page explaining what SFX was**

Many didn't know what SFX was, but either Google searched it or discovered it through searching the website.

**Other impressions:**

*Catalog:* Some got frustrated when they hit the back button and didn't see their last search still there. Many got stuck in the catalog or course reserves when hitting the back button as well.

*Student's lack of knowledge:* One student mentioned that we need a site map or an FAQ page, both of which we have. Many of the items on the task list students didn't know they could do online, such as report a missing book.

*Poor descriptions:* Many of the descriptions found within categories, such as “request it online” under the services list, contained a brief summary of what would be on the webpage. However, the summary is confusing since it appears to be exhaustive, and yet is missing many items that would be found on the following page. It would be better to make a more general statement about the types of resources or information that will be found on the page.

*Ambiguous titles:* Links like “What’s your major” and “request it online” are very difficult to discern when the majority of links on the website are more direct (like databases, and hours).

*Site Map:* One student did go to the site map and found that there was at least one broken link, and the site map does not list everything in the Libraries website. It needs to be updated.

*Search Boxes:* There was confusion over the catalog search, Google search, and Central Search. Many students tried to perform a general Libraries website search using all three of these boxes. Some repeatedly tried to use the catalog search and the central search as a Library website search. Perhaps each needs a statement telling students what they will actually search once they click on the link.

*Course Reserves:* The students who tried to search the course reserves by course number never got to the correct results.

*Asking for Help:* The first thing students did when they didn’t know what to do was look at the FAQ page, but some did look at tutorials. A couple of the students mentioned that instead of looking up some of the information online (like how long they can check out the book) they would just call or ask in person.

*Student thoughts:* “I know 90% of the students won’t know half of these questions. You don’t know until you do it.”

## **RECOMENDATIONS:**

- Within BI sessions teach students how to search a citation given by their professor. (This might help with the issue of electronic journals vs. print journals. Also students got confused when they saw multiple links for the journal.)
- Consider adding links to print journals next to the electronic journals

- Consider merging databases and journals all into central search instead of it being separate. (Students would still be able to find journals from a citation through the catalog).
- Rework the ILL website
- Add information about laptops and wireless to the Media Center website
- Replace ambiguously worded links
- Add the word “EZproxy” to Off Campus Connect for at least the year
- Perhaps make an announcement or advertisement for how to use the laptop in the library should be listed on the libraries’ homepage at the beginning of the semesters.
- The Research Help page is missing a lot of new research resources and is a little ambiguous, it needs to be updated
- Update the FAQ page
- Update the Site Map
- Consider how to distinguish the different search boxes (Google, catalog, Central Search) so users do not get confused
- Conduct a future Web Usability study, perhaps with focus groups first, then doing a test again

**Citation:**

Augustine, Susan and Courtney Greene. “Discovering how students search a library web site: a usability case study”. College and Research Libraries. July 2002: 354-365.

# Attachment 1

## General Guide for Proctors

Be kind and courteous to the participants

- The intern will record the time it took for each task to be completed and hand out the gift certificate.
  - If the student is taking a long time, around three minutes on a specific task, ask them to move onto the next task and make a note on the task tracking sheet.
  - If the student gives up on a task, make a note on the task tracking sheet
- The proctor will read the opening and closing scripts, write down any comments made by the participant and answer questions that a participant may have.
  - Trouble shooting if the participant has trouble with the tasks:
    - If a student does not understand how to complete a task, tell them “Find a webpage that best answers the question. If you don’t know where to go, you can move onto the next task.”
    - If a student does not understand a term, make a note on your task tracking sheet and briefly explain the term in a more generic format to the student.
    - Do not try to help the student interpret the terms or any other part of the task.
    - The students do not need to log into any parts of the website. Their task is completed when they come to the log in screen (such as Iliad).
    - If the computer freezes or seems to be running slow, move the student to another computer in the room. If the problem still persists then contact either Salwa or Jacquelyn to solve the problem.

## Opening Script

Hello, thanks for coming today and participating in our project. My name is \_\_\_\_\_ and I am a Library staff member here at FAU. This is \_\_\_\_\_ who is an intern here at the library. How are you doing today? [small talk]

The goal of this study is to get feedback from the FAU community about the Library website. What we are asking you to do is try to complete each of the 20 tasks by using the Library website. To complete the task, you will need to navigate to a webpage that has the information requested. You do not have to write the answers down. When you think you have completed the task, please tell me that you are done before moving on to the next task.

Basically, we are interested in how easy or difficulty it is for you to find the information on the website. This isn't a test about your problem solving skills or performance. We are looking at students will all levels of computer experience. Your experience in trying to perform these tasks will help us evaluate the structure and organization of the library web site.

Feel free to talk through out the session about your thoughts and feelings about the site, the choices you are making, and any other comments. We have software on the computer that will record your mouse movements to use for analysis. Please don't feel rushed or pressured. Since we only have an hour together, I may ask you to limit the amount of time spent on any specific task.

After completing the session, you will receive your \$15 gift certificate, although you are welcome to terminate this session at any time, but you will lose the privilege of the gift certificate.

All information collected or recorded as part of this project will remain confidential; we will ask you for only your first name. Do you have any questions before we begin?

(Proctor starts the software.)

Please open up Internet Explorer to the library homepage. Please turn over the task list and begin.

## **Closing Script**

Congratulations! You have successfully completed your session. As promised, here is your \$15 gift certificate to the FAU Bookstore. We will use the data we collect from the participants to analyze the web site. Thank you very much for participating in our project.

# Attachment 2

## FAU Libraries Web Usability Testing -- Prescreening Questionnaire

**PLEASE NOTE:**

Thank you for your interest in participating in the FAU Libraries web usability testing. Before we select volunteers, we need to ask you a few questions. We need this basic demographic information to ensure a variety of participants. As soon as we select participants, we will remove your name and phone number from the demographic information and assign you a participant number. If you are selected to participate, you will attend a single testing session that will last approximately 60 minutes. Upon completion of the questions, you will receive a \$15 gift certificate redeemable at the FAU bookstore.

First Name

Last Name

Phone Number

Status  Undergraduate  Graduate  Other, Specify Other

Major

Department

College

Campus

Age  17 & under  18-25  25-35  35-35  45+

Gender  Female  Male

### Familiarity with Libraries

Have you ever worked in a library?  Yes  No

How many library instructional sessions have you attended?  0  1-2  3+

How often do you come to the Library? At least once a  Day  Week  Month  Semester  Never

How often do you use the FAU Library website?  Daily  Weekly  Monthly  Once a semester  Never

How often do you use the library website to access  Daily  Weekly  Monthly  Few times a Semester  Never  
online catalogs, article databases or other electronic resources  
(e.g. online journals)

How would you rate your computer abilities  Extremely Poor  Below Average  Average  Above Average  Extremely Good  
(word processing, spreadsheets, other computer programs)?

How would you rate your Internet browsing skills?  Extremely Poor  Below Average  Average  Above Average  Extremely Good

What times and days are you available (for a 1 hour long session)?

Will you be available for this study in the Spring Semester?  Yes  No

## Attachment 3

### *FAU Libraries Web Usability Testing -- Task Scenarios*

*Time Allowed: 60 minutes*

*Total Questions: 20*

*3 minutes per question*

*For each scenario start at the FAU Libraries' home page*

#### **Scenario A**

You need to read the book "Pride and Prejudice" by Jane Austen for your English class.

*Start at the FAU Libraries' home page*

**TASK 1: Locate the book in FAU Libraries online catalog.**

**TASK 2: Where is this item located in the library.**

*Start at the FAU Libraries' home page*

**TASK 3: Go to the webpage that tells you how long you can check the book out being either a graduate or undergraduate student.**

#### **Scenario B**

You are taking a class in Life Sciences, and need to do some research for your upcoming paper.

*Start at the FAU Libraries' home page*

**TASK 4: Find two databases that will help you in your research for your paper**

#### **Scenario C**

You have a library book checked out, and the due date to return the book is approaching. You are not done with your research yet.

*Start at the FAU Libraries' home page*

**TASK 5: Go to the webpage that lets you renew this item online**

#### **Scenario D**

You are at home doing research for your class. You need to access an article from JSTOR database. You will need to use EZproxy to log in.

*Start at the FAU Libraries' home page*

**TASK 6: Go to the page that's lets you log in with EZProxy.**

#### **Scenario E**

You want to read the book "The Brothers K" by David James Duncan. The FAU library does not own a copy.

*Start at the FAU Libraries' home page*

**TASK 7: Go to the webpage that lets you locate this book at some other library.**

*Start at the FAU Libraries' home page*

**TASK 8: Go to the webpage from where you would request that the FAU Libraries borrow this book for you.**

#### **Scenario F**

Your professor Dr. Horton has placed a reading in Course Reserves for you. The reading is "Midlife without a crisis" for your SOW-4102 class.

[Start at the FAU Libraries' home page](#)

**TASK 9: Locate and view the item.**

#### Scenario G

Your Professor Dr. Kanner has put a book on reserve for your class. The book is "Democracy in Latin America : a political change in comparative perspective" by Peter H. Smith for your class CPO4303.

[Start at the FAU Libraries' home page](#)

**TASK 10: Locate this book in your Library's catalog.**

**TASK 11: Since this is a reserve book, find the place that tells you how long you can check this book out for.**

#### Scenario H

You are taking a class in race, gender and ethics. Your professor wants you to read an article for next class's discussion. The citation for the article is "Out of ugliness, a beloved community. (racial discrimination at Duke University). Williams H. Chafe. *The Chronicle of Higher Education* 52.36 (May 12, 2006): pB20 (1)"

[Start at the FAU Libraries' home page](#)

**TASK 12: Go to Expanded Academic ASAP database and find the article.**

#### Scenario I

You are doing some research and you come across an article in an electronic database that has the following button next to it --



[Start at the FAU Libraries' home page](#)

**TASK 13: Go to a webpage that explains what this SFX button means.**

#### Scenario J

You need to read a book for your class, the online catalog indicates that the book is available but when you go to the shelf, you realize that it's missing.

[Start at the FAU Libraries' home page](#)

**TASK 14: Go to the webpage that has the online form that you can fill out to report the missing book.**

#### Scenario K

You have brought your laptop to the library for the first time and need to get access to FAU's wireless network.

[Start at the FAU Libraries' home page](#)

**Task 15: Go to the webpage that explains how to connect your laptop to the wireless connection at the library.**

#### Scenario L

You are planning on buying a new car and need to look up some reviews of car models in Consumer Reports.

[Start at the FAU Libraries' home page](#)

**TASK 16: Find the webpage that shows the electronic format of this magazine.**

**TASK 17: Find the webpage that shows the physical location of the print copy and find the webpage that shows the years that are available.**

**Scenario M**

You need some help to do research for your term-end paper.

*Start at the FAU Libraries' home page*

**TASK 18: Go to the webpage that shows you how to register for a reference consultation instruction session.**

**Scenario N**

You are taking a business class and you need to find information about a company.

*Start at the FAU Libraries' home page*

**TASK 19: Go to the webpage that has a Research Guide to help you start your research.**

**Scenario O**

You want to do some research at your campus library on a Sunday at 11am.

*Start at the FAU Libraries' home page*

**TASK 20: Look up the hours for your campus FAU Library.**