Learning from our clients – Victoria University Library web site evaluation

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Abstract:
A Library's World Wide Web presence is a significant client interface and virtual service point. As with any service, evaluation is crucial. Usage patterns need to be analyzed and client perceptions sought. The value ascribed by clients to a service need to be balanced against resources committed to providing that service. This paper outlines the action research undertaken during 2001 by Victoria University Library on its web site usage. The research employed a range of methodologies - an online survey, statistical collection and analysis, and focus groups held with web service stakeholders. The major objective of the research was to understand the experience of the Library's clients in their interactions with the website and to effect change according to their needs.

Introduction

For Victoria University Library, the library web site acts as a "13th campus". It is a virtual service point in addition to the physical service already operated by the Library on twelve of the University's campuses. The web site has its own set of services along with their associated staffing and access issues. The maintenance and updating of web sites is a heavy resource commitment. The Library acknowledges however that the "additional access points to information provided by library web sites is becoming a core element of modern library services … "a critical meeting ground between the information professional and the individual who is seeking information" (McMullen 2001, p. 7).

This paper will look at the evaluation process undertaken on the Library's web site and discuss what it revealed about the virtual service experienced by the Library's clients. The Library has reached a stage where we need to understand our client's experience of our site and what they value. Library clients, similar to those in commercial businesses, operate in an "age when the consumers can switch at the click of a mouse button". The Library cannot afford to lose customers through "ineffective design and bad service" (Survey 2001, p.20).

In this study we have investigated a broad range of client experience of our web site via survey, statistics collected from the web server and focus groups held with major stakeholders (including library staff). This paper will draw together these findings to give a picture of our clients' experience of the web site and the principles for design changes and future actions that these insights have taught us. The most important finding for us was that the service provided by our web site is intricately linked to our physical services. The virtual and physical service is intertwined in our clients' service experience.

Background

Victoria University

Victoria University has (in persons) 19,000 Higher Education students and 28,000 TAFE students. It is a relatively new institution, emerging as a university in 1990 as a consequence of an amalgamation process between a previous Technical College and a College of Advanced Education, and more recently, a regional TAFE network. The university is offering increasing flexible delivery options for its coursework both in Higher Education and TAFE. Web CT has, of this year, become the standard mechanism for delivery of such coursework.

Victoria University Library Web Site

The Library's web site was initially implemented in 1995. In common with many web site developments it has moved from an early "electronic brochure phase" (Linsley 2001, p.9) and evolved into a site with transactional capabilities. These include:

- web catalogue with capability for clients to place holds on items, renew their loans and check their patron records;
- access to databases and ejournals;
- an Email reference service for staff and students at the university;
- EReserve with scanned images of lecture notes, articles and exam papers available for viewing, downloading or printing;
- a highly developed series of subject related web guides and a number of information skills tutorials.

All of these services require a significant amount of staff time and expertise to develop. For the Library, the maintenance and development of the web site has thrown up key management issues in terms of staffing, providing easy access and ensuring output is satisfactory.

At Victoria University Library, the position of Network Information Services Librarian acts as web coordinator and is responsible for overseeing content development, day-to-day maintenance and publishing of the site. Content and web based services receive significant input from staff in a wide range of other library areas and most of this work is carried out in addition to their normal duties. This element of site management is a particularly challenging because of the need to provide training opportunities and skill development for staff working in this area. Developing the web site as a viable service point requires that staff be kept informed of changes and developments as they occur. The web service is an extremely dynamic environment. Staff skills and knowledge must always remain current with the latest iterations of the service.

One of the great advantages of having a web site providing an additional service point is that it, theoretically, matters little whether a client requires access from on or off campus. Access to the full range of services available however requires some sort of authentication or client validation. It is only recently that Victoria University has been able to resolve these issues with the implementation of the Ezproxy software application. This application has allowed the Library to use client's email account details for authentication rather than use separate, and sometimes, multiple passwords for remote access.

Clients are not content to read from a screen and have a purely electronic copy of articles, text or notes. Most clients are inclined to print out or download information to print out at their leisure. This introduces a new array of variables. Clients often find the process of outputting information from a web-based service to their computer or printer frustrating. There are aspects such as printer drivers and helper applications that neither they nor library staff has previously had to contend with.

Methodology

A survey was mounted on the front page of the Library home page from 7 February to 20 March 2001. Specific invitations to respond were also emailed to a diverse sample of students and staff at Victoria University. Questions asked in the survey centered on why clients used the service, which parts of the service they used the most, and their

evaluation of the service in terms of usability, utility and gaps they perceived in the service. (See attached copy of survey.)

A statistical analysis was then undertaken to test the validity of these early findings on usage against actual statistical data collected from the web server during the same time period. The hits collected were in terms of visitor sessions. Visitor sessions are defined as "Number of visitor sessions or hits to your site by a single user".

Lastly in October 2001 focus groups sessions were held with selected groups of students and staff to probe their use of the Library web site and their evaluation of the service. A focus group was also held with Library staff to both test the methodology and to see their perceptions of usage.   (The outline questions asked in the focus group sessions are attached.)

Literature Review

Library Literature

The growth of the web as an information tool and delivery medium has presented a number of challenges for libraries. The amount of information and ease of accessibility has meant that clients have many alternatives for locating and retrieving information. Libraries are becoming more concerned with client needs and according to Veldof (1999) are "facing the challenge of trying to fit customer needs and expectations into our services and systems, rather than forcing our customers to mold their needs and expectations to fit the predefined structure of the library" (p.117)

The idea of developing services in a "user–centered paradigm" where "we challenge ourselves on all fronts to create services that are user-focused" (Veldof 1999, p 117) is particularly relevant to web interface design. Evaluations of library sites are placing an increasing importance on the user and their experience of the site rather than the librarian's interpretation of their experience. The trend in the library literature is to study more deeply the client experience of a web site in libraries through the use of interview, end user and usability studies.

The main way employed within libraries to understand the client is through the use of usability testing. Karen Diller describes the benefit of usability testing as helping "you understand what kinds of assumptions your patrons or users are making about the system and about interacting with the system". These assumptions can be quite different from those "we make about it" (quoted in Campbell 1999, p 307).

Veldof et al (1999) suggests that the fundamental principle underlying usability testing is "that data from the user is essential to understanding the usability of a product or service" (p.121). They contrast the concept of end user studies with usability testing. The "users are the focus" in "end-user studies" while the "product is the focus" in usability studies. The authors note some similarities, but suggest that improvement to the "product", that is the web site, is a "by product" of end user studies and the primary objective is to develop

tools to assist the client in using the "product". Usability studies, in their model, are aimed primarily at making improvements to the product in focus. This distinction is not useful. The "by product" of both types of study is effective strategies to improve service. To improve a product you need to understand its users – to assist users you need to improve the product they are using.

Libraries have been relatively slow to understand the importance of user evaluation and testing of library web sites. Veldof suggests that this is because traditionally libraries have acted as customers to software/systems developers "libraries, for the most part have not been producers of software or computer interfaces" (1999, p.121). We have moved from customers for computer/software products to now being developers.

Developing expertise in user and usability studies should not be underestimated by client centered libraries because as McMullen (2001) asserts "If libraries really aim to serve the needs of their user populations, they should first make sure they know their user's needs" (2001, p 16). Her overview of library web sites found that frequently "the interface was designed from a librarian's perspective instead of a user's perspective" (p.11).

Setting Victoria University Library's evaluation process against the context of the literature in this area, it is clear that as the initial focus of the study was the improvement of the web site, it was similar in many ways to Veldof's definition of a usability study, that is to improve the product. As the project progressed, its user-centered focus developed and ultimately became the most valuable aspect of the process. Overall the study combined some of the best elements of both end user and usability studies. It identified strengths and weaknesses in the "product" but also gathered data about the habits and needs of the "users".

Business Literature

The refocusing of web technology onto the client's needs and perspective is also reflected in the business literature. Here the value of the web site to the business is directly related to its ability to win not only customers but also their long-term loyalty within this dynamic environment. The "value" of a web site directly relates to its ability to increase business and increasingly this "value" is totally dependent on the client relationship management of the website.

Eileen Shapiro warns companies to not "put their own convenience and systems ahead of their customer". She warns that it is important that they "hear that their beautiful product is lousy". It is by avoiding this "corporate narcissism" that business can avoid the tunnel vision that prevents it realizing what its customers need (quoted in Gettler 2001, p.5).

Companies are urged to take on opportunities to personalize their services. The opportunities to personalize have never been greater -"that touchy-feely, old fashioned, relationship-based retailing is coming back….You place an order for fruit and veg on the net and receive a cheery note from the chap in charge welcoming you to his e-store" (Lethlean 2000, p.1). The net is actually making "service and customer care the most valuable asset of a retail business" (Lethlean 2000, p.2).

Companies are fortunate "in the large part as users are rather conservative". If there is a "gravitational force operating within this field it is force of habit" (Johnson quoted in Survey 2001, p.S21). Change can be undertaken successfully and hopefully, if it is appropriate, companies will take their clients with them.

Within this context of customer focus in web site design, companies, especially in the banking sector, are being warned that their website should be treated as an extension of their existing business. The banking sector is clearly suffering a backlash from its abandonment of physical locations for an internet presence. As noted by Blair, (quoted in Bernstel 2001) the problem with many banks is that they have "shifted focus all to one vehicle either online or physical. That's not healthy, you need balance" (p.18). To succeed in business you need to have a unified virtual physical service strategy. "Customers like the convenience of the internet but they want to know they have the access to a location" (Bernstel 2001, p.22).

This virtual physical service strategy needs to be dynamic and "add value to the online experience. A static unchanging site has no value to the customer". By creating a total customer experience companies will avoid the high "churn" factor of the online customer. This "churn" or high rate of change is because they have no relationship with the bank. "To create a good customer experience you have to focus on the brand, the place – whether its physical or online" (Bernstel 2001, p.23).

To increase the effectiveness of a web site in terms of a company's business, organizations are being urged to focus on their "total customer experience", that is "the sum total of the interactions that a customer has with a company's products, people and processes" (Roth 1999, p.8). Printers who want to use web sites to increase their business are told to "make it easy for the client to buy, then follow up with that extra level of service. Especially online, customer service and attention to detail can make or break a client-printer relationship" (Roth 1999, p.8).

The literature in both librarianship and business is focusing on the client experience of web technology. That experience is broader than simply the web interface. It includes physical aspects of any service. Whilst our research has been to explore our client's experience it is always important to note "a customer's voice has a wide spectrum and goes beyond the single note of satisfaction or happiness" (Fredericks and Salter quoted in Abullah 2000, p. SS826). What we are trying to capture are the important signposts of that experience whilst accepting that the experience as a whole can be unique.

The Client Experience of Victoria University Web Site

Who is the client?

The survey findings indicated that of the 111 survey responses received 57.7% (64) were from students, 38.7% (43) were from staff and 3.6% (4) were from visitors. Most (90.1%) of the respondents were "on campus" rather than off campus students.

This on campus usage argues strongly for a coherent library web page both between what is offered via the internet and the intranet. This need for service coherence is reinforced by the focus group interviews. These interviews highlighted a group of clients for whom in-library use of the Library web pages was important – especially amongst undergraduate and TAFE students. In the focus group sessions some students see coming and using the library as a "day job" and expressed surprise that they would use it from home and some students also don't have a computer at home.

As well as the need to not assume the Library web page is used remotely, the skill levels of clients varies widely – not only in the use of the internet but in information retrieval using library mounted materials. Some undergraduate students use the Library web pages to locate previous exam papers but to find information for assignments they *"ask the Librarian."* (Student, Computer Science, 2nd yr)

 Some academic staff also have trouble connecting with the system.
> *"Sometimes I can't get the databases I want – I mainly use Austlit – I have to come over here [the Library] and ask the reference librarian to get me onto a machine. I can't find my way through the system – different logins and so on, passwords I don't know"*
> (Academic, Arts Faculty)

Librarians, in their focus group demonstrated not only their awareness of this complexity of connecting to the actual information resource *"[you] need to guide them. Sometimes [clients] don't necessarily class their search in our heading, for example, casemix in nursing"* (Campus Librarian) but also the technical complexity of all the intertwined systems needed to offer remote access.
> *"Yesterday I did an introductory session for some new PHD students--I started to become tongue tied in going to the catalog and logging in and explaining how they need a PIN and student email account. It was click this, then that...after 5 minutes we hadn't got into any databases"*
> (Liaison Librarian).

What parts of the web page do they use?

The survey found that the most heavily used part of the Library web site was the catalogue. The catalogue was used by 67.6% of clients. This usage was followed closely

by the use of the Databases and Ejournals page (50.5%). The Services and Collections page received a third usage ranking with 20.7%.

The statistical study on usage could not rank the Library's catalogue usage as it is housed separately on a different server. However the Databases and E-Journals section did rank the most used page within the separately mounted services with 9377 visitor sessions being recorded during the survey period.

The statistical study did highlight that the survey omitted to query respondents on their use of the previous exam papers. The statistical figure for this page indicated that it ranked 7th in this period (1,178 visitor sessions). The comments section of the survey included a number of references to the exam papers so it may be assumed that, if offered as an option, it would have featured in the ranked results.

The survey comments indicated that clients appreciated their ability to place holds on material, renew their items on loan as well look up material. This theme also came out strongly in the focus group sessions. Some clients seem obsessive in their use of this feature:

> *[I use] the catalogue. Its easy to renew. You can renew the whole lot at once. I renew my books every morning for the period I need."*
> (Student, Business, 2nd yr)

The focus group sessions also highlighted that client's use of the web site is seasonal.
> *"Use it [the library web pages] a couple of times a year for past exam papers."*
> (Student, Info Systems, 2nd yr)

This seasonal usage was first pointed out by the Library staff focus group. The Library should reflect this and be dynamic in its website design. For instance, exam papers, for some parts of the year should be on the front page and other times not. Efforts to support this service don't need to be constant.

What do clients' value?

The survey comments received from the survey respondents characterized the best features of the site as being:
- The catalogue and its features (the ability to place holds, renewals);
- Online journals and databases;
- Access being available from home or anywhere.

These sentiments were reinforced in all the focus groups. A librarian in their focus group summed up this trend to online as being a liking for the *"click and go"* (Liaison Librarian) of the ejournals and database pages. Students loved the accessibility offered by the web site:

> *"We can get e-journals when we want".*
> (Student, Post Grad.)

> *"I use the e-journals on the web. I use these from home. – I find them easy to print and save rather than come to the Library computer and search"*
> (Student, Arts, 3rd yr)

What causes irritation?

In our view the client experience starts with the physical library and is finished when their transaction is complete, that is, the web site is a development, an enhancement of the physical service and its staffing. The end point of a client experience can be downloading a resource, printing it or simply finding the item on the shelf in the library.

Certainly the irritants highlighted by respondents were about failure in finalizing a transaction started.

In the survey comments the worst features of the site were seen as:
- The exam paper printing;
- Long ID numbers required for authentication to use EReserve;
- Not enough online journals;
- Complexity with navigation in the site and a view that links are hidden.

Certainly these issues were also mentioned in the focus group sessions. The benefit of the focus group sessions was the additional detail that could be gleaned on specific irritations.

In getting a long results list a student respondent was irritated by the systems inability to sufficiently differentiate the list so that he could simply pick what he wanted from the summary list. A 3rd yr Nursing student was irritated that the one printer used by clients to print e-resources was often tied up with students *"downloading some lecturer's notes. This can take 20 minutes or more before you can print"*. Equally another student didn't like the fact that the catalogue didn't tell him how many demerits he had accrued (like the text system does).

> *"I'd like to know how many points I have accrued. I tend to keep books to the limit. I don't like to go through the struggle of having to borrow something and then find out I can't because of having too many points"*
> (Student, Arts, 3rd yr).

What is unique in the use of the virtual versus physical library?

Customer satisfaction is high when the services available work and access – whether in the library or remotely, is straightforward. Part of this straightforward usage is dependent on the academics adoption of the Library web site and e-resources as part of their teaching style. Some still discourage its usage.

> *I actually discourage students from using web resources as I find they use them badly and uncritically".*

(Academic, Arts Faculty)

Other however embrace the technology.

> *I actually only use journals such as e-journals – don't use paper based journals whatsoever. I have a web based subject with lots of hot links to those areas on the Library's ejournals site and Ereserve" .*
> (Academic, Faculty of Business)

Clients like *"the speed of it"* (Student) , *"the fact that its there"* (Post Graduate), *"I like the access from home"* (TAFE student).

The Design Principles

Design is a key aspect of making a web site usable to its target audience and this is particularly the case for an academic library where there is a need to provide for a "multiplicity of users" (Raward 2001, p. 124). This is however a fairly new concept in the educational context where initially sites comprised digitized versions of print documents and learning materials. As it has become possible to add more services and interactivity to a site, there is also a need to implement a design that facilitates the use of these services rather than have the site continue in the role of a virtual bulletin board for static electronic documents.

Graphics

Some of the key suggestions in relation to graphics were that, while they be visually appealing, this must be balanced with their performance. The need for images to load quickly on a page far outweighs aesthetic concerns. Clients in focus groups expressed frustration at pages that take *"too long to load up"* (Student).

Aspects that designers often see as having novelty value or acting as a marketing tool such as popup windows do not have any appeal with clients if they are without another purpose. *"I hate popups"* (Post Grad.) was a comment at one of our focus group sessions and it was a sentiment that seemed to be widespread. Rollovers, icons and pop up explanations would be acceptable if they did not reduce the efficiency of the site and fulfilled a role in improving understanding and navigation.

A desire for the use of visually meaningful icons that link directly to particular service was also expressed. The sense of less is more was also important. Clients appear to favour an approach that is visually appealing, simple but meaningful. *"Its important to have only a few choices. Sometimes there are too many choices"* (Academic, Faculty of Human Development).

Terminology

Terminology was an area touched on in focus groups directly and indirectly. Clients often didn't know what a particular web site service was or that it existed from the labels used in the web site. An example that illustrates this issue is InfoLink. InfoLink is

actually a set of subject-based guides to information of the web and has had a great deal of time and staff resources devoted to its development. Our focus groups showed that clients were either not aware of its existence: *"Don't know what its about, maybe more library stuff"* (Post Graduate) or when the concept was described felt that the label was not reflective of what it actually was.

"InfoLink: Call it something different. I can't really tell it is linked to lecture notes." (Student, Information Systems, 2nd yr)

Using library-oriented terminology that is unfamiliar to clients is a fundamental issue for redesign. It can prevent the successful implementation of new services, as they are either not utilized effectively or used at all. One of the subtlest aspects of this is that unless an evaluation process is undertaken, library staff may be completely unaware that clients are not using a service that they see as a high priority:

"Web Reference Resources is ambiguous. What is it?" (Student)

Navigation

Navigation and assistance in this area is another key element nominated in focus groups. Simplicity of navigation was mentioned a number of times as was the need for direct links. Suggestions from the focus groups ranged from general comments regarding the nature of the site:

"I get lost in the databases pages. Maybe it needs to be more intuitive. Its very beguiling" (Academic, Arts Faculty) to specific suggestions regarding the addition of navigational tools: *"Need a search engine…."* (Student)

Apart from the obvious need to improve navigation for better client interaction with the site, there is also the possibility that improving access to search engines, site maps and making services easier to locate will also act as a marketing aid. One of the focus group participants pointed to this:

"I'd have a site map so I could find out about features I didn't know about….." (TAFE student)

Authentication

Although not part of design in the sense of graphical elements or layout, authentication is an issue that should be considered in the design and implementation of web based services. The focus group participants indicated very strongly that the fewer times that they are required to enter username/password details the better. They see having to enter a varied range of details multiple times as a barrier to a seamless service.

"*I don't like that you have to enter your student number and password*" (Student, Information Systems, 1st yr)

"*Sometimes I fluke the username and password and then the next time I can't remember how I got into that.*" (Academic, Faculty of Arts).

The Focus Groups reinforced some important design principles and highlighted new ones. Any site developments resulting from the workshops would need to incorporate the following points into a set of guiding principles:

- Simple, attractive, uncluttered design;
- Small and efficient file sizes;
- Minimal use of design aspects that are not integral to effective use of the site, that is, pop-ups;
- Use of terms and labels that are meaningful to clients;
- Extensive use of navigational tools such as search engines and site maps;
- Universal type of authentication that allows access to all services.

Conclusion

In an environment of increased talk of e-learning, libraries and educational institutions often see the potential of implementing web technologies without fully considering the service context and experience of the clients utilizing these services. Electronic information and e-learning technology provides benefits and opportunities for libraries in the ability to facilitate and deliver better services. For clients this is the one and only value of using such technology.

A client is not interested in the processes or budgetary considerations that lead to the implementation of an electronic interface to the library. Their overriding interest is in whether this electronic interface improves their experience of the library services as a whole. As Gorman (2000) points out, when technology is used to replace the human element for cost cutting purposes there can be a customer backlash caused by "customers perceiv[ing] the elimination of the human factor as a loss of service" (p.76).

Our evaluation process has indicated that for our clients the physical versus electronic library is not a question of one or the other. Clients want a convenient service that meets their information needs and are not primarily concerned with how this is achieved. Sometimes clients need to *"come over here and ask the reference librarian to get me onto a machine"* (Academic, Arts Faculty) but often they also *"like the access from home"* (TAFE student). The main concern for clients is their experience of that service. The how and why of the provision of the service is an issue for the library.

Victoria University Library will redesign its site taking into account the feedback from our clients regarding design, navigation, usability and focusing on the core services that they have identified as useful.

Areas where work is clearly required are terminology and marketing. The labels and terminology used on the site need be altered to reflect the habits and context of clients. We need to aim to anticipate client information needs and have resources specifically tailored to them.
"It should be an intelligent system that somehow reads your mind and takes you to your site."(Academic, Arts Faculty)

The major challenge for us will be to continue harmonizing both the "physical" and "electronic" services to provide the best outcomes for our clients. As Gorman states

"We, too have to balance technology and the human factor in our drive to achieve better levels of service" (Gorman 2000, p.76). Clients don't make the same distinctions that exist within libraries between online and physical services. Clients see a service. If it is successful it is totally integrated so that they are able to interact with resources and expertise when and where they need to.

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Attachments

1. Tell us about who you are -
1.1 VU Staff/Student/Visitor?

        VU Staff
        VU Student
        Visitor to Victoria University

1.1 a) If you are a VU student - are you based?
On Campus   Off Campus (Distance or offshore)

1.2 Your main reason for using the Library Web Site
Study   Teaching   Research   Other

2. Let us know how often you use the VU Library Web Site-
2.1 How frequently do you use the Library Web Site?

        Bi monthly
        daily
        monthly
        weekly
        occasionally
        other

Other, please comment -

 2.2 What section/s of the Library Web Site have you used?
        Databases and EJournals;
        InfoLink - Subject based Electronic Resources
        InfoQuest - Email Query Service
        Library Catalogue
        Library Contacts
        Library Hours
        Search Smarter - web search tutorial
        Services and Collections
        Web Reference Resources
        None - this is the first visit
        Other
        If other - please comment

 2.3 What section/s of the Library Web Site have you used more than once?
        Databases and EJournals;
        InfoLink - Subject based Electronic Resources
        InfoQuest - Email Query Service
        Library Catalogue
        Library Contacts

Library Hours
Search Smarter - web search tutorial
Services and Collections
Web Reference Resources
None - this is the first visit
Other
If other - please comment

2.4   Satisfaction with the Library Site
Check the box that best represents your experience with the web site.
a) The Victoria University Library Web Site is easy to navigate and use.
Strongly agree   Agree   No opinion   Disagree   Strongly Disagree

b) The design of the site assists me in locating the information easily.
Strongly agree   Agree   No opinion   Disagree   Strongly Disagree

c) A wide range of Library Services are available from the Web Site
Strongly agree   Agree   No opinion   Disagree   Strongly Disagree

d) The Web site provides practical assistance to me in undertaking
teaching/work/study/research.
Strongly agree   Agree   No opinion   Disagree   Strongly Disagree

Please comment on any of the areas raised above:

3.1 What, in your opinion, are the best features of the Library Web Site?

3.2 Conversely, in your opinion, what are some of the worst features of the Library Web Site?

3.3 Please list any other World Wide Web Sites you particularly like using .

3.4. Are there any services/information that you would particularly like the Library to add to the site?
Yes No
If Yes, what are they?

 Your email address: (optional - enter only if you want to be part of the random prize draw)

FOCUS GROUP QUESTIONS

<u>Opening Question.</u>
Please tell us about how you use the library web site?

<u>Intro. Question.</u>

1. *Think back to your experience using the Library Web Site. Can you tell us how you have used the library web site to assist your teaching/and or research?*

<u>Transition. Question</u>
2. *Reflecting on those experiences, were there any particular parts of the web site that you found most useful?*

3. *What characteristics of that particular part of the site do you think made it useful?*

4. *Conversely, thinking back on your experience, what parts of the site were not useful?*

5. *What were the characteristics of that particular part of the site which blocked its usefulness.?*

<u>*Key Question*</u>
6. *If you had to nominate one main aim that you think the library web site should have what would it be?*

<u>*Ending Question.*</u>
7. *Suppose you could design the perfect library web site, what would it look like? What do you think would be some of its key features?*

8. *If we could only change one part of our current site what would you nominate as the most important part of our site to fix?*