

February 10, 2017

Student Attendees: Emily Rutherford, Carolyn Bratnober, Rebecca Glade, Lucy Campana, Andrew McLaren, Ethan Park, and Kurt Streich

Library Attendees: Stephen Davis, Candice Kail, Barbara Rockenbach, Francie Mkrich, Jim Crocamo, Allison Morrow, and Abbey Lovell

Key Points

I. Student wellness and mental health (*to be discussed in more detail at our next meeting - April 7, 12:30-1:30, Butler 522*)

- The Libraries staff is eager to help in any way possible. The Library communications team plans to introduce a related campaign to promote resources in the Libraries and on campus to promote student wellness and mental health.
- Students on the SLAC should consider and recommend ways in which the Libraries can better meet students' needs in this regard.

II. Communications, including print materials, social media, and the Libraries website

Results of poll re: how students get information about the Libraries:

1. How many of you have used the Guide to the Libraries? (1/7)
2. How many of you have used the Butler map? (6/7)
3. How many of you know what the Ask a Librarian virtual reference service is? (4/7)
 - a. How many of you have used it? (0/7)
4. How many of you have used the Libraries website on your phone? (7/7)
5. How many of you know what CLIO is? (6/7)
 - a. How many of you have used it? (6/7)
6. How many of you follow the Libraries on Facebook or Twitter? (2/7)
7. How many of you have attended a workshop hosted by the Libraries? (1/7)
8. How many of you have visited a desk in a library for help? (7/7)

Website: How and why do you use the Libraries website?

The majority of students use the website almost exclusively to access CLIO and Library Hours. Several students bypass the website entirely and bookmark CLIO specifically.

Other notes:

- "I never go to the Libraries website, only to CLIO to look up a specific book or subject."
- "I use the catalog on my phone 50% of the time and on my PC 50% of the time."
- "I mostly use CLIO's advanced search function."
- "I go to the Libraries website on my computer because the site doesn't display well on my phone."
- "I use BorrowDirect and ILL on my computer and I check the hours on the Libraries website."
- "I use CLIO to look for articles beyond JSTOR research."

How did you find CLIO?

- Several students mentioned an orientation program that introduced them to CLIO, such as the UTS library orientation scavenger hunt. Others found the catalog themselves from visiting the Libraries website (i.e. prominent search box).
- Other than CLIO, students are primarily interested in libraries' hours; students do not use the website for events or news.

Primary concerns and suggestions re: hours and study spaces:

- "Is there a way to aesthetically improve the 'Hours' [homepage] display?" The calendar view that hours gives was noted as being useful.
- "I only want to know which libraries are open now? Where can I go?"
- "Create a color-coded system for libraries that are open now [green] and for spaces that are closed [red]."
- "The 'Study Spaces Open Now' page is too subtle on the Libraries homepage. This service should be front and center."
- The drop-down menus on the Libraries homepage (Find, Research Support, Services, etc) can be confusing and are not necessarily intuitive; students are unsure which pages fall into which categories."
- Generally, students do not use the Ask a Librarian feature. The students suggested using or adding GChat because all Columbia students use Google.
- In terms of design and functionality, students dislike the slider component of the Libraries website, which appears boring, repetitive, and more like an advertisement than a communications vehicle.
- Also, slow Internet service and the homepage slider make the website slower and less accessible, which is frustrating when a student is simply trying to find basic information, like hours.

In summary, for this group of students, the most important features/information on the Libraries website are:

- 1) Hours - open now
- 2) CLIO
- 3) Request materials via BorrowDirect and ILL
- 4) Subject specialists

III. People/staff.

- Students typically connect with Libraries staff through a class or reference by a faculty member. Several found more information about staff members, namely subject specialists, from the website.
- Subject specialists are especially helpful to students because many, particularly graduate students, have very specific research needs.
- Our staff directory could be much more useful for students.

IV. Print materials.

- The maps in the lobby of Butler and throughout the stacks are helpful and used frequently.

- In general, way-finding is important in every library; the maps in Butler work well, the map in Lehman are alright, but Avery offers only text descriptions. Consistency among all spaces would be helpful.
- Print materials are not worthwhile, according to students. Wall signage, such as the floor-by-floor pages in Butler, are more effective and lasting. i.e. the Guide to the Libraries is used once, then discarded. Rather than the current format, the Guide could function more as an advertisement, such as “CUL by the Numbers” (e.g. seats in Butler, languages represented in collections, etc.) or something similarly pithy to better catch students’ attention.
- However, guides and maps in Butler are useful in directing students to subject-specific library spaces. Handouts are helpful in entryways and lobbies, in case someone is confused or lost, but less so elsewhere.

Display pieces.

- Wall signage works! The way-finding and Did You Know? pieces are effective. Information about the availability of specialty equipment, such as the 3D printer and oculus rift, are interesting and relevant to students.

To do: make information re: the density of library spaces, i.e. usage at any given time, more accessible to students. Continue to investigate ways to integrate the Density app, developed by ADI, into the library website.

V. Social media.

- Posts on Facebook and Twitter should be fun, rather than informational.
- Only academically-relevant events are of interest to students; other events and Libraries programming is irrelevant.
- Events and news related to stressbuster activities and student wellness campaigns is useful to students - DO MORE.

Note: A major concern among students is that books are not marked checked in when they’ve been returned. Students are stressed about the fact that there is no obvious record of the book being returned. It is possible to ask for a receipt when you return a book.