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Analysis of the Summon Service at Ryerson University

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ANALYSIS OF THE SUMMON SERVICE AT RYERSON UNIVERSITY

Kevin Manuel

May Yan

TIMELINE OF SUMMON @ RYERSON

2009 – Begin investigation of Discovery services.
Researched different tools.
Set up vendor presentations.
Got feedback with different libraries about their systems etc.

August 2010 – Summon chosen as Ryerson's discovery service solution

End of August 2010 – Acquired Summon

September 2010 – Implementation team created

October 2010 - January 2011– Implementation of Summon

March 2011 – Rebranded service as Search Everything.
Presentations to library community to prep for soft-launch.
Knowledgebase and catalogue loads shifted into maintenance mode.

April 2011 – soft launch to patrons as Search Everything.
Access to search made available on library home page.

August 2011– Integration of Search Everything into new library home page as default search box.



September 2011– Official launch of Search Everything to all users.

Mid September 2011– Phase One (2 weeks)

November 2011– Phase Two (2 weeks)

December 2011– End of first term with Search Everything

February & March 2012 – Focus Groups

April 2012– End of second term with Search Everything

May 2012+ – Interviews

PROJECT OVERVIEW

INVESTIGATORS: COURTNEY LUNDRIGAN, KEVIN MANUEL, MAY YAN

- Our research study was initiated to assess Ryerson's discovery layer and explore how well the tool served our user needs.
- Feedback collected will be used evaluate investment in the tool
- Project began in the summer of 2011
- Project approved by Ryerson Research Ethics
- Funding supported by the Ryerson Library

PRACTICAL IMPLICATIONS AND VALUE:

The study has given insight into the role of Summon in terms of undergraduate information-seeking behaviour. Participant feedback revealed potential improvements for Summon at Ryerson and will be useful to other institutions either using or considering the use of similar products. Overall, the results from the study will help to inform Ryerson Library practice surrounding future directions in reference, instruction, and service promotion.

DESIGN / METHODOLOGY / APPROACH

MIXED METHODS SEQUENTIAL EXPLANATORY STRATEGY AND APPLIED AN INDUCTIVE ANALYSIS

PARTICIPANT POOL:

Questionnaire participants were self selected from the Ryerson community, and did not have to have previous experience with Summon or to be active library users. Participants had the option to volunteer for qualitative interviews when completing the questionnaire.

QUANTITATIVE PHASE

QUESTIONNAIRES

- Online survey; Used Survey Monkey as research tool
- Advertised on Library home page, posters, LCD screens
- For faculty, staff and students
- Open and closed ended questions

QUESTIONNAIRE 1

- 10 questions about awareness of 'Search Everything'
- Incentive – 10 X \$50 Ryerson Book Store gift certificates

QUESTIONNAIRE 2

- Sent out mass email to Ryerson community
- 15 questions about user experience of 'Search Everything'
- Incentive – 3 iPad2s (had to enter @ryerson.ca email)

QUALITATIVE PHASE

FOCUS GROUPS WITH STUDENTS

- Small gift for participation
- Refreshments
- Circle discussion
- Moderator
- Note taker
- Whiteboard
- Audio recording
- 45 minute discussions
- Icebreakers
- Informal discussion
- Discussion Guide using themes from questionnaire feedback
- Separate session for graduate students

ONE ON ONE INTERVIEWS WITH FACULTY AND STAFF

- Interviewer
- Note taker

SURVEY ONE

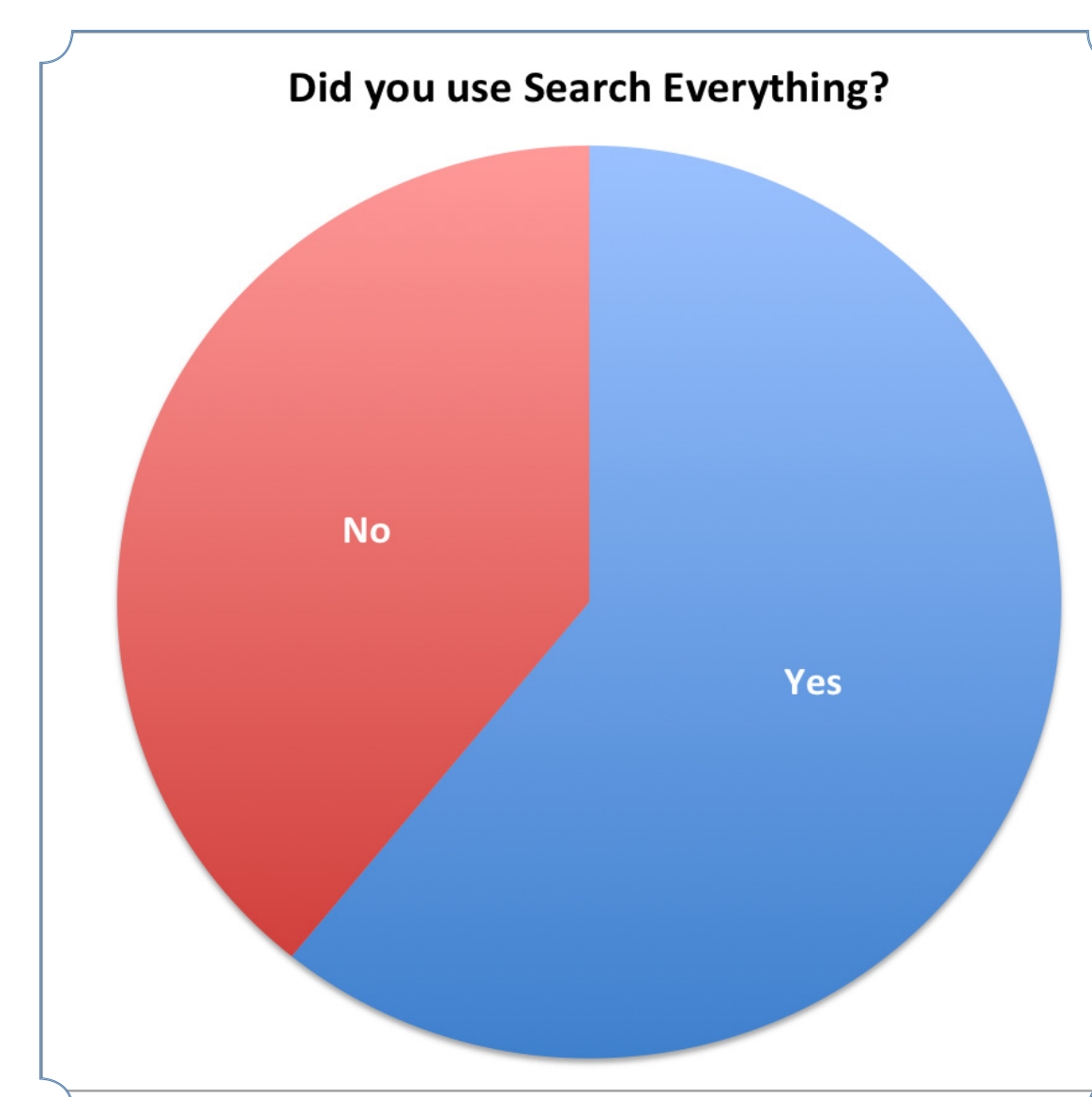
• 191 responses	Have you used Search Everything?	• 50% started research with Google
• Undergraduate students 82%	• Yes 56%	• 37% started research using Ryerson University Library
• Graduate students 11%	• No 44%	• 79% wanted FAQs for help using Summon
• Faculty / staff 7%	Having read about Search Everything, are you going to use Search Everything the next time you are looking for academic information?	
Students:	• Yes 75%	
• Full time 88%	• No 10%	
• Part time 5%	• Undecided 15%	

SURVEY TWO

- 6344 responses
- 424 students agreed to participate in focus groups
- 12 faculty members agreed to be interviewed

DEMOGRAPHICS

- Male 40.2%
- Female 59.2%
- Undergraduate Student 88.9%
- Masters Student 8.3%
- PhD Student 1.5%
- Faculty 0.2%
- Staff 1.0%
- Research Assistant 0.2%

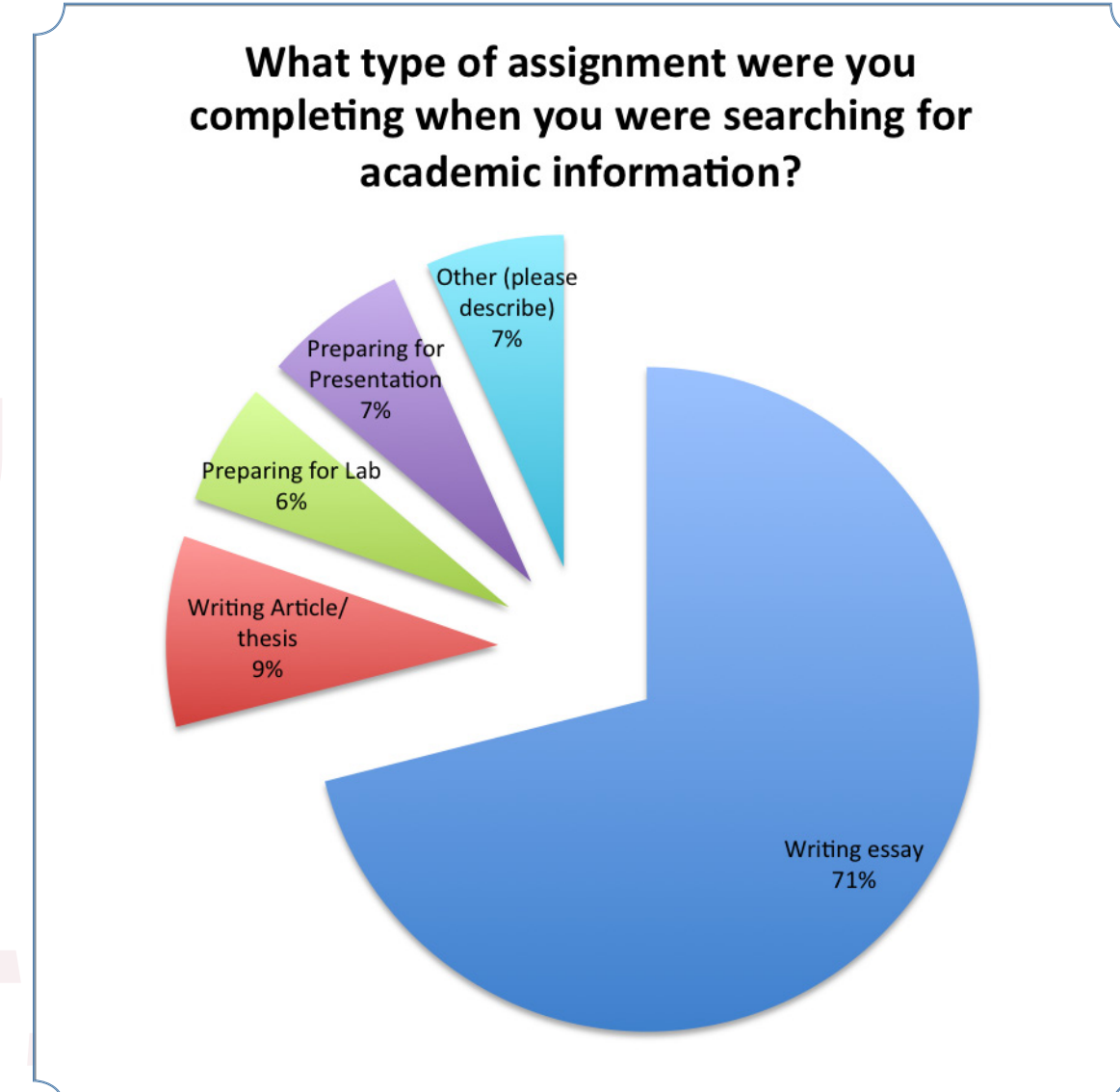
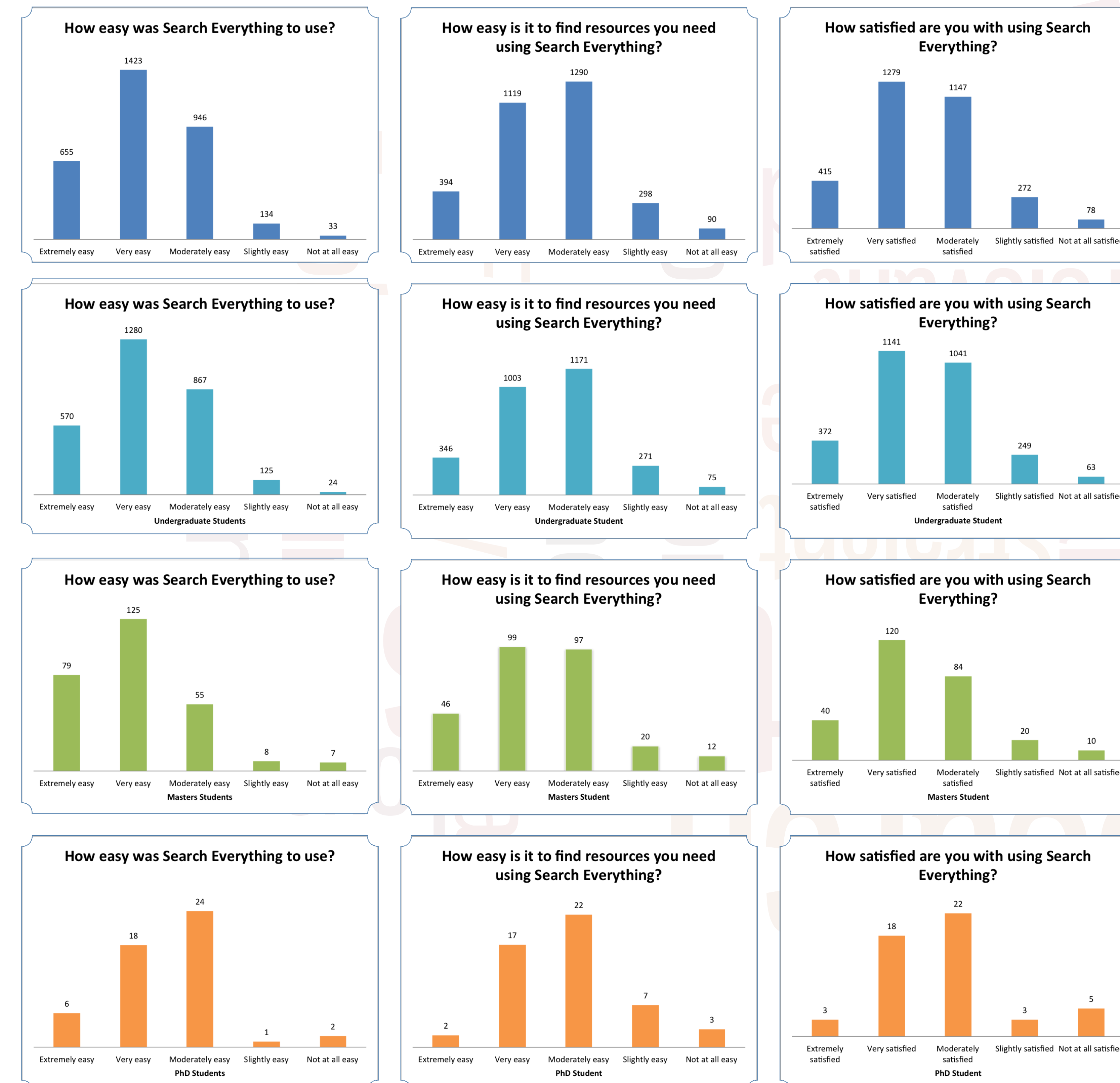


"Pretty rad."

"It helped me find exactly what I needed in a timely manner."

"There are an abundance of articles, yet finding relevant articles remains difficult."

STUDENTS THAT INDICATED THAT THEY HAVE USED SEARCH EVERYTHING



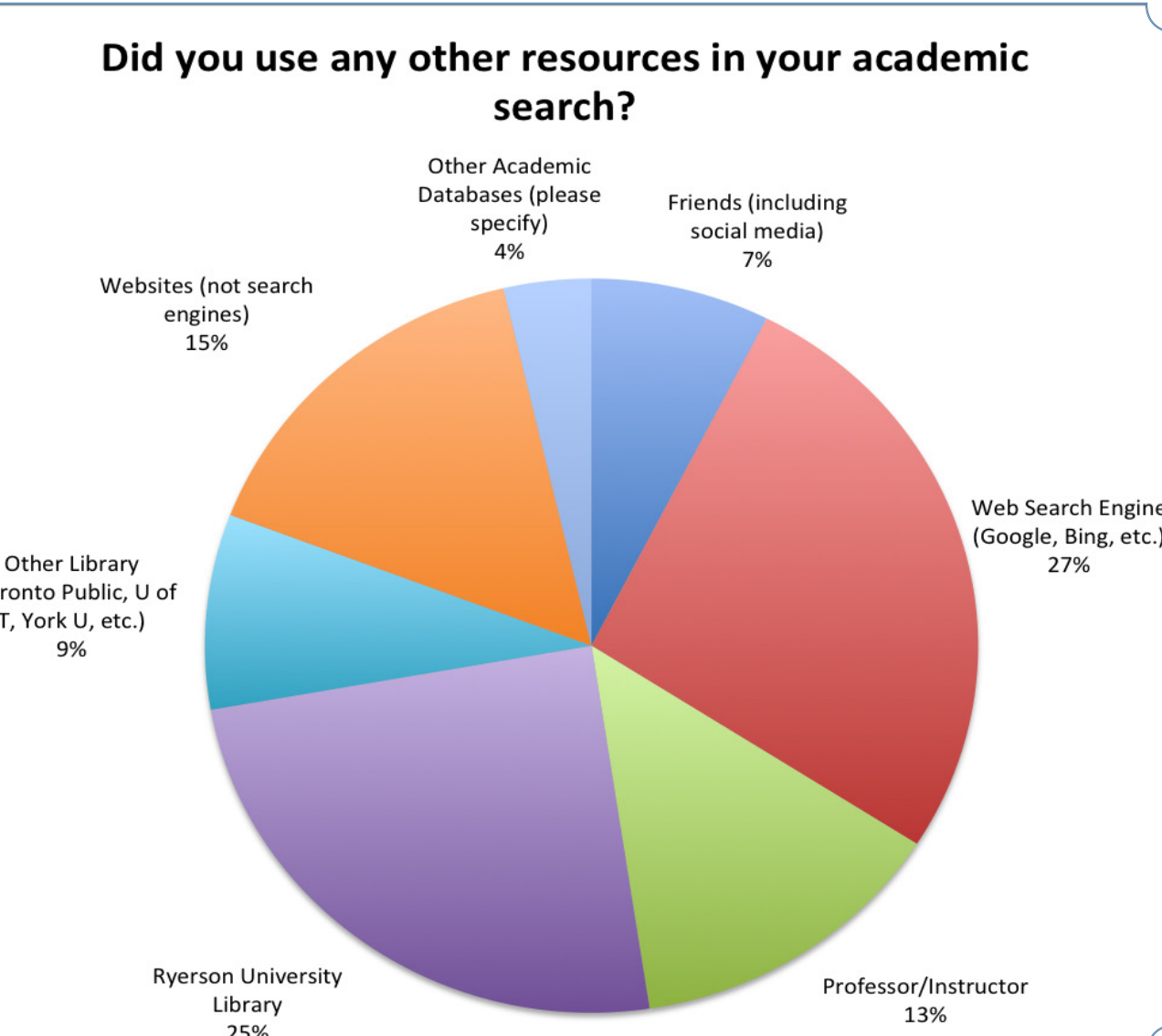
"This tool makes searching for general information and topics much easier."

"This feature made my essay research very easy."

"Too broad at times."

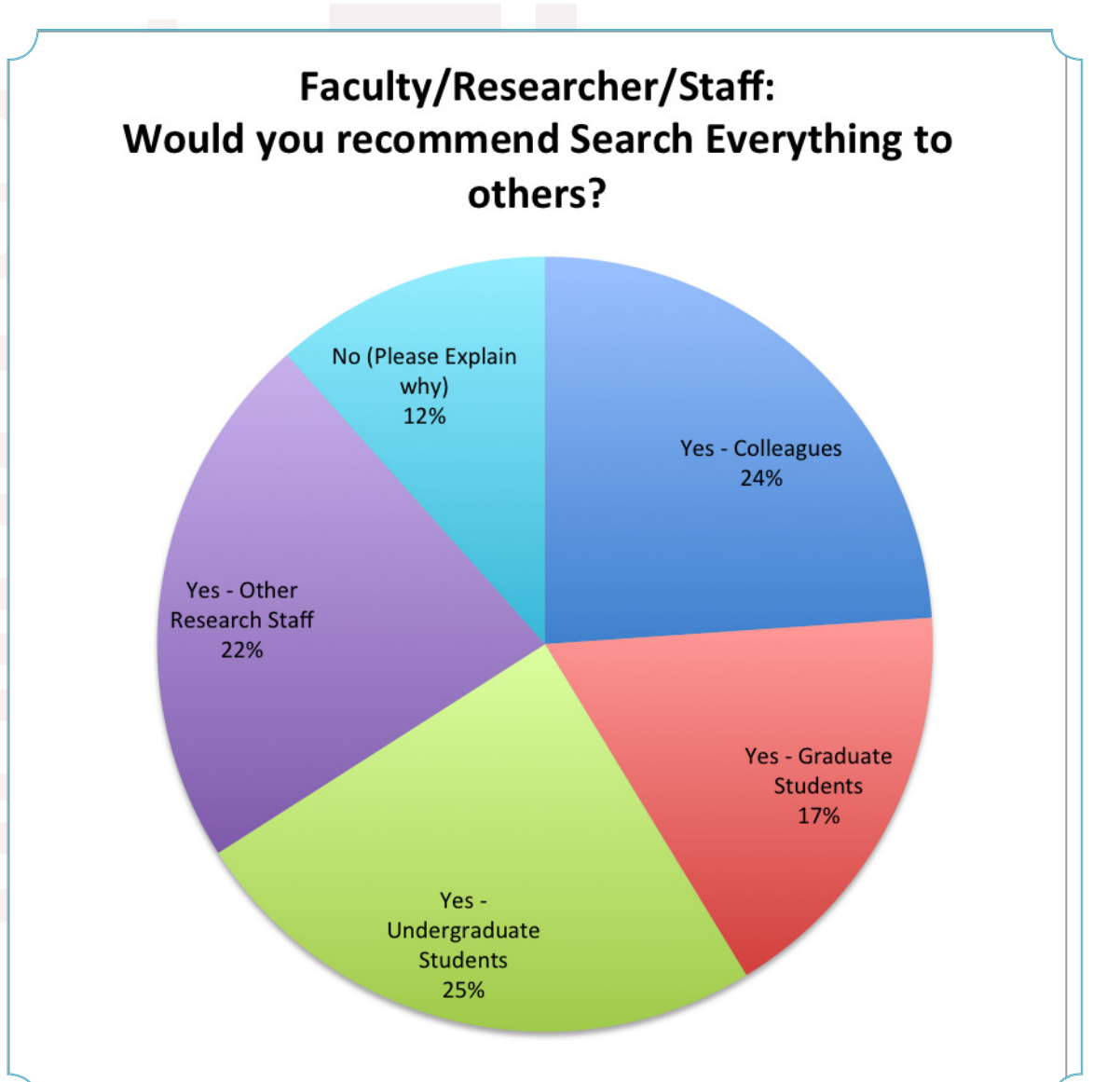
"It gave me results for things I did not ask for."

"It's a perfect tool for students and faculty, thank you!"



"I found it very easy to use, fast and simple, will definitely be using it again for future assignments."

"You feel like you have hit the lottery..."



UNDERGRADUATE STUDENT FOCUS GROUP FEEDBACK

PROS:

- A good starting point for research students
- Great resource for first year students
- Provides the 'Google' like search experience
- Different types of content all available in one place
- The ability to filter results, such as books or articles

CONS:

- A little too broad with so many search results
- Citations not always accurate
- Lack of data & reports
- Sometimes no full text articles
- Overwhelmed by the amount of information

GRADUATE STUDENT FOCUS GROUP FEEDBACK

PROS:

- Options to refine search are clear
- Very quick!
- Easy to use is you have no previous experience
- Accessible for all students (user-friendly)

CONS:

- Too many results – but leaves a lot of info out
- Lack of data & reports
- If you search for a book, you get a ton of book reviews
- Advanced search option hard to see

THEMES FROM FOCUS GROUPS

- Faculty should encourage Summon for research, as students will use what is recommended to them by their instructors
- Library should market Summon at specific times of the academic year, as many students only use research tools on an 'as needs' basis
- Quick tips should be provided in pop-up boxes on the Summon rather than creating video tutorials – attention span is short!
- Promotion of Summon can be used through various methods, but best through faculty and mass email (students do read their messages!)
- Undergraduate students, especially first year, found that Summon introduced them to new resources

WHAT'S NEXT:

ONE ON ONE INTERVIEWS, FURTHER QUANTITATIVE AND QUALITATIVE ANALYSIS, PUBLICATION OF RESULTS