Creating a User-centric ETD Experience

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Creating a User-centric ETD Experience
Bethany Nash & Melanie Kowalski

### Background
- **ETD program began in 2007**
- **Older submission site needed a facelift for improved functionality and usability**
- **Current staffing levels prevented complete redevelopment of site**
- **Core staffing of program includes**
  - Two Research Library Fellows each at 30% of their time
  - User Experience Librarian/ETD Coordinator at 30% of his time

### Improved Outreach & Instruction
- Informational videos posted online for anytime access
- Increased promotion of sessions through emails to school listservs and inclusion on the library’s online and on-site calendars
- Copyright sessions now scheduled early in each semester
- More hands-on submission workshops scheduled based on school submission deadlines and with a representative from the Scholarly Communications Office at each session
- Documentation available on Libguide, ETD website, and Library Service Desk internal website
  - Helps front-line library staff address basic ETD questions, students and University staff outside library find answers to their questions, and future ETD coordinators quickly understand and maintain ETD profiles

### Quantitative and Qualitative Measurements
- ETD program began in 2007
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### Submission Site Update
- **Site changes based on:**
  - Usability testing
    - Analysis of common problems encountered during submission process
  - Initial testing with students
  - Soft roll-out to school program administrators
  - Feedback, bug identification, training on new system
- **Features of the updated site include**
  - Simpler system that is less prone to errors
  - Less text wherever possible
  - Increased functionality for school program administrators to lessen reliance on ETD coordinators for routine processes

### Scholarly Communications’ Evolving Suite of Services
- New site covers copyright and publishing for faculty and students, open access, copyright for librarians
- New site reaches broader audience and provides more support to students

### Next Steps
- **Exit surveys at instruction sessions**
- To evaluate sessions and fine tune outreach and instruction strategies
- **Debriefing instructors after sessions**
- **Feedback from school administrators**
- **Review of help tickets at end of semester to determine areas for improvement**
- Continue usability testing for future website improvements
- Review program workflow to identify ways to help students and administrators, consolidation or elimination of paperwork where possible, redesign of process as necessary
- Improved back-end functionality for ETD and school administrators
- Redevelopment of copyright sessions based on ACRL Immersion

### Scholarly Communications’ Web Presence
- Office hours in Research Commons for 4 hours per week
- Skype consultations for off-campus students
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