Creating a User-centric ETD Experience

Melanie Kowalski, Emory University
Bethany Nash, Emory University

Conference Name: 2013 United States Electronic Thesis and Dissertation Association conference
Publication Date: 2013-07-24
Type of Work: Poster
Permanent URL: https://pid.emory.edu/ark:/25593/rhrbf


Copyright information:
© the authors
This is an Open Access work distributed under the terms of the Creative Commons Attribution 4.0 International License (http://creativecommons.org/licenses/by/4.0/).

Accessed January 22, 2018 2:47 PM EST
Creating a User-centric ETD Experience
Bethany Nash & Melanie Kowalski

### Quantitative and Qualitative Measurements
- 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

### 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 her 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 professors

### 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
- Office hours in Research Commons for 4 hours per week
- Skype consultations for off-campus students

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

### Next Steps
- 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’ 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

### 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 professors

---

**Quantitative and Qualitative Measurements**

- 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

**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 her 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 professors

**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**

- Office hours in Research Commons for 4 hours per week
- Skype consultations for off-campus students

**Scholarly Communications Web Presence**

- Office hours in Research Commons for 4 hours per week
- Skype consultations for off-campus students

**Next Steps**

- 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