Creating a User-centric ETD Experience

Melanie Kowalski, Emory University
Bethany Nash, Emory University

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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

Scholarly Communications’ Evolving Suite of Services

- 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
- New site covers copyright and publishing for faculty and students, open access, copyright for librarians
- 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 professe

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 Web Presence

- Office hours in Research Commons for 4 hours per week
- Skype consultations for off-campus students
- New site reaches broader audience and provides more support to students
- New site covers copyright and publishing for faculty and students, open access, copyright for librarians
- Informational videos posted online for anytime access

Background

- Site changes based on:
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Improved Outreach & Instruction

- 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

Next Steps

- Exit surveys at instruction sessions
- To evaluate sessions and fine tune outreach and instruction strategies
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