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 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 processes

## 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**
- **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**

## 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 Web Presence
- Office hours in Research Commons for 4 hours per week
- Skype consultations for off-campus students
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## Next Steps
- **Exit surveys at instruction sessions**
  - To evaluate sessions and fine tune outreach and instruction strategies
- **Debriefing instructors after sessions**
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