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Check it Out

University of Warwick Library launches the hottest session on campus



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on behalf of University of Warwick Library Marketing Advisory Group

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Introduction

The University of Warwick Library mission is: “Connecting you with information, support and your community.”

To help connect our new students as quickly and effectively as possible with information, support and their community the Library - through its induction planning – offers generic induction sessions (alongside subject-focused information) in weeks 0-3 of each new academic year.

This in turn supports the University’s key strategic priorities to ensure students receive a “high quality and distinctive student experience.”

For the last two years the Library has been running ‘Check it Out’ induction programmes. This submission describes the 2010/11 induction programme and how an increased focus on marketing led to a 717% increase in take up of the programme and increased recognition, understanding and engagement with the Library and the Library brand.

The induction planning was led by Katharine Widdows, Enquiry Support Officer and Natalie Hodgkiss, Library Advisor and included support from all Library teams.

The Marketing Advisory Group during 2010/11 academic year included; Antony Brewerton, Marie Barwick, Helen Hewitt, Hannah Hodgson, Geoff Lewis, Dean McIlwraith, Richard Perkins, Sharon Tuersley and Katharine Widdows.

This report is configured by Katharine Widdows, Enquiry Support Officer.

Background

In the 2009/10 academic year the University of Warwick Library trialled ‘Check it Out’ orientation sessions for new students. They were not widely advertised outside of the Library building. Inside the building we had adverts on plasma screens and a stand with posters and paper signup sheets for sessions. We also gave away Library promotional materials from the stand, such as rock sweets and pencils.

The name ‘Check it Out’ was a light-hearted combination of what the sessions were about (check out what you can do in the Library), terminology (check out books) and reference to a phrase recognised in popular culture. We hoped it added a hint of humour to the session titles.

We ran 16 sessions and 76 people attended in total. Feedback on the sessions was excellent (see [Appendix 1](#)), and staff really enjoyed being involved. Senior Managers asked us to build on this and attract more students to sessions the following year.

For 2010/11 we wanted to develop the sessions and market them more effectively. We also wanted to monitor the effectiveness of the marketing so we could continue to build on it in future years and over time further increase the number of students attending sessions.

In order to do this the Marketing Advisory Group worked with our induction planning team. This report outlines the activity that resulted and the impact this had on Check it Out session awareness and attendance.

Promotional Objectives

In 2010/11 our three promotional objectives were:

1) To attract 800 students to the sessions

We planned to run 80 sessions between 27 September 2010 and 22 October 2010, accommodating a maximum of 20 students in each session. This would give us a maximum capacity of 1600 students if all the sessions were fully attended. We set the target at 800, 50% of this maximum capacity, to take into account the potential clashes with lectures, seminars (as timetables were adjusted in the first weeks of term) and the competition of other campus events. However, this 50% of our maximum capacity target meant we were attempting a very ambitious 952% increase in attendance on 2009/10 sessions.

2) To develop the Check it Out brand

We wanted both Library staff and Warwick students to be familiar with what Check it Out was and to recognise the name and brand so we could build on it year-on-year and continue to increase attendance and awareness.

3) To promote a positive image of the Library service to new students

We knew from student feedback that the sessions had been well received in 2009/10 (we received 72 feedback forms from 76 attendees and the feedback was 93% positive - [see Appendix 1](#)). We felt by building a strong marketing mix and increasing attendance we would further increase the positive view of our service.

Target Audience

We were targeting new Warwick students, particularly first year undergraduates or Freshers. There were two main reasons for this:

1. Being new to university life and probably new to large academic libraries, undergraduates were the least likely to be aware of the range of services and facilities we offer and so have the greatest need for the information delivered in the Check it Out sessions. We wanted to give them the best and earliest opportunity to benefit from the Library during their time at Warwick by encouraging them to attend.
2. October is our busiest month for simple enquiries. We thought encouraging undergraduates to attend orientation sessions early on and educating them about key Library services and issues

would reduce the number of basic enquiries they generated at the start of the year and also reduce any misunderstandings they may have about our services.

Characteristics of this population:

- In 2010 Warwick's intake figures indicated there were 4,142 new undergraduates ([1](#)). This meant our target attendance figure of 800 was within the limits of the population.
- They were largely within the 18 – 21 age bracket
- There was approximately a 1:1 male:female ratio - 51% male, 49% female ([2](#))

Brand Development

We used the standard Library branding colours of orange, black and white and the recognisable 'thelibrary' text used in all Library branding ([3](#)). We also employed the already strong brand 'love the library' which was developed in a previous marketing campaign focussing on the study environment ([4](#)). We then added the Check it Out message.

Image 1: 'love the library' brand image from the existing campaign:



Key promotional materials read 'Check it Out. .love the library', (see [Image 2a](#)). One key reason for using the existing branding was to continue to promote respect for the study environment. This would be one of the issues covered in the Check it Out sessions. Also the brand was already recognisable and clearly related to the Library. We hoped this would support recognition of the brand in a short space of time. In addition it meant we could use some of the promotional materials already developed and the branding would still be relevant and fit in with the new campaign (see images [2a](#), [2b](#) and [3](#)).

We added the tag line "the hottest session on campus" (see image [2b](#)) to indicate a live session that was running, not just the usual Library services or the web site. We hoped the tag line fitted with the non-

stereotypical image we were promoting and made the sessions sound more interesting than students might have initially imagined them to be.

Given the target audience was approximately 50% male (2) there was some initial concern about prominent use of the love heart shape in the branding: would this only appeal to a female audience? However the love heart was also a prominent feature of the 'love the library' campaign and this had been successful with both male and female students, so we went ahead with the design expecting it would generate similar interest.

Marketing Materials

With thanks to Sharon Tuersley, our Corporate Support Manager and chair of the Marketing Advisory Group, we were able to use part of the Library marketing budget to create a few key marketing materials with the Check it Out branding and use the Library and 'love the library' branded materials to support the Check it Out campaign. These materials are outlined here:

1. Tickets

5000 tickets were printed with the branding on one side and the session details on the other. They were tied in to the existing 'love the library' branding, as explained above.

We employed professional designers to create the tickets, and given the characteristics of our target audience we requested that they were designed to resemble nightclub fliers, as nightclubs would be targeting the same audience. We thought this style would appeal to the 18 – 21 age group and we hoped it would also lend a youthful image to the campaign and help us to move away from the boring and old-fashioned stereotype that we suspect 18 -21 year olds are familiar with when it comes to libraries. The tickets were glossy black with a large brand image on the front and very minimal information about the event on the back.

We referred to them as "tickets" rather than "fliers" to give them a feel of allowing people entry to an event, and to try to encourage people to keep them rather than throw them away. In reality anyone could book on to a session, no ticket was required. Tickets were only required if someone wanted to claim a Magic Bag (see [image 2a](#)).

Image 2a: Check it Out Ticket (front):

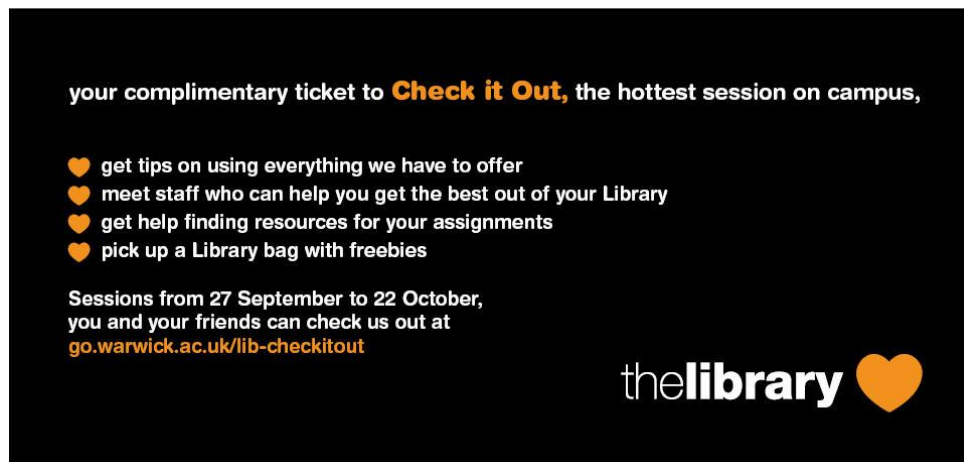


The back of the tickets carried the tag line “the hottest session on campus” and four key messages about the sessions. This communicated their relevance and benefits to students and hinted at a level of fun and exclusivity by drawing attention to the freebies we were offering.

The messages were:

- 1) Get tips on using everything we have to offer
- 2) Meet staff who can help you get the best out of your Library
- 3) Get help finding resources for your assignments
- 4) Pick up a Library bag with freebies

Image 2b: Check it Out Ticket (back):



We had ten Magic Tickets printed, featuring extra hearts on the design, and we made it known to students (via the web site, plasma screens, Academic Support Librarian inductions and any other face to face contact we had) that if they arrived at a session with one of these tickets they would be rewarded with additional freebies. This was to create additional interest and demand for the bags we were giving away (see further detail about the bags on [page 8](#)).

Image 3: Magic Ticket (front): (The back of the Magic Tickets was the same as the others, see image [2b](#))



2. Slides and posters created in-house

Once we had the basic graphic from the designer it was easy to create posters and slides in-house to fit in with the branding, at no cost other than minimal staff time. This allowed us to have a consistent look and feel across all of our materials, delivered via any channel of communication.

Image 4: Slide created in-house and used by Academic Support Librarians in subject inductions



3. Bags and other freebies

Every year the Library invests in branded promotional material. A proportion of the items purchased for the 2010/11 academic year were used as freebies alongside Check it Out branded materials and in Check it Out promotions. These items included:

- 1) Bags ('love the library' branding)
- 2) Pens (standard branding)
- 3) Pencils (standard branding)
- 4) Bugs ('love the library' branding)
- 5) Sweets (standard branding)
- 6) Bookmarks (standard branding)

Usually we give out a range of these freebies, including bags, to large numbers of students at the very beginning of the academic year. The bags, in particular, prove very popular. In 2010/11 the Marketing Advisory Group agreed we would withhold general distribution of the bags and only give them out to those who attended Check it Out sessions (until after the sessions stopped running). This was in order to create a feeling of exclusivity and generate demand for the sessions in the few weeks they were running, rather than students thinking they could learn about the Library later on in the term and then not actually getting round to finding out. The other intended effect of the exclusive feel to the sessions and bags was that it would generate discussion about the library among students – “Where did you get that bag from?”, “I went to a Check it Out session” . . . and so on.

The bags given out at sessions were stuffed with freebies and some informational materials (such as floor plans and IT Services leaflets).

Image 5: love the library branded bugs:



In addition to building a feeling of exclusivity, we introduced an element of competition by creating ten Magic Bags which could be claimed by students arriving at sessions with a Magic Ticket. These contained the same freebies as the other bags, but in addition contained a branded USB stick, a Learning Grid (our

24 hour peer support facility) tea towel and a £10 voucher which could be used at a range of eating places on campus. In total six Magic Bags were claimed by attendees.

Image 6a (left) and 6b (right): Staff putting freebies into bags



Communication Channels

We used a range of communication channels to get the message out to our target audience. Some of them came directly via the Library, but we enlisted the help of other University departments, such as the Students' Union, Welcome to Warwick service and the Student Admissions and Recruitment Office. This had the benefit of our message being perceived to come from the wider University.

Communications were planned to span the whole time period from before the sessions started, during their running and right up until they had finished. We timed them to tie in with key points in the student time-frame, such as pre-arrival information, Arrivals Weekend and departmental inductions. We continued promotions until the end of the sessions (22 October 2010). This meant promotions continued when most Freshers' activity had finished, thereby giving us reduced competition for student attention towards the end of the sessions.

Our ten major communication channels are outlined below in chronological order of when they were first used:

1. Students' Union information

We contacted the Students' Union and they added our tickets to the Welcome Packs sent to all new students in mid-August. We did this to target students before they arrived and to tap into their excitement about coming to university. We hoped that by including the tickets with Student Union information the students would see the Library as student-friendly and relevant to them not just an academic service. The tickets were also given out in and around the Library right up until the sessions finished on 22 October 2010.

2. University Admissions information

We included an advert in the Student Handbook distributed to new students by the University's Student Admissions and Recruitment Office in August, again, prior to their arrival. We hoped it would act as a reminder and reinforce the information already sent by the Students' Union. This was another way of communicating from the wider University, not just direct from the Library.

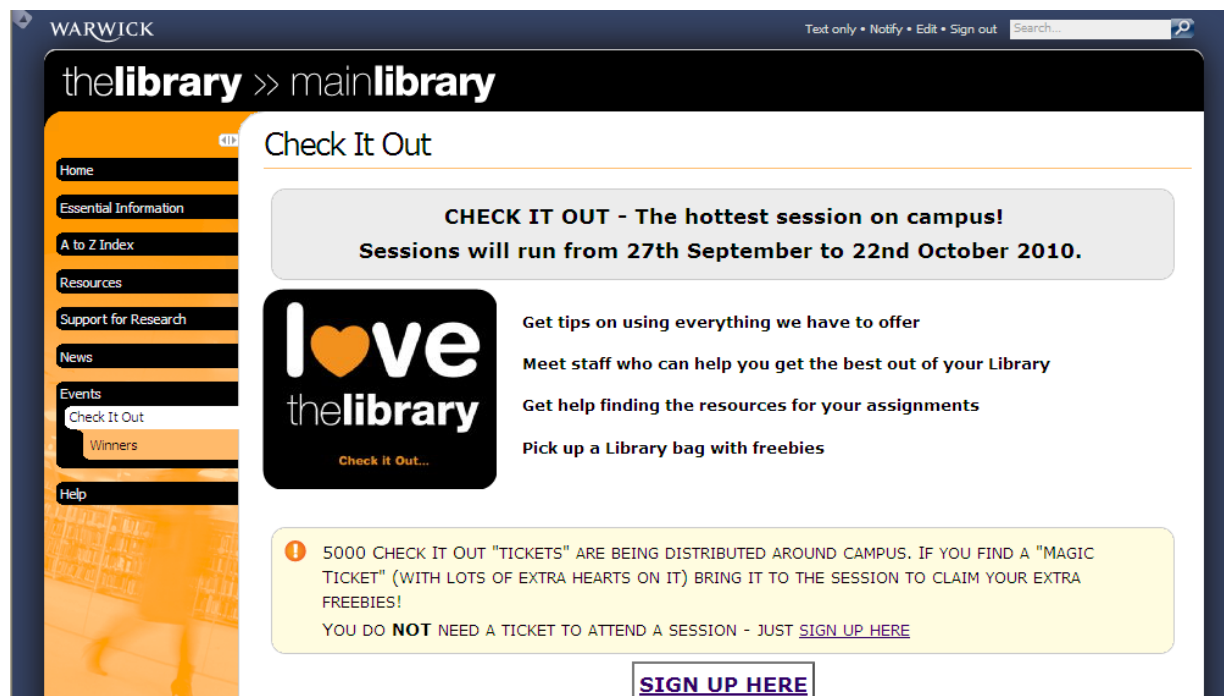
3. Library website

Check it Out web pages were created on the Library site. The pages followed not only the branding and tag line but also the four key messages from the back of the tickets. They included basic information about the sessions and an online booking system. These pages are currently not linked to from publicly visible areas on the main web site but can still be viewed at:

<http://www2.warwick.ac.uk/services/library/main/events/checkitout> (The bookings pages are obviously now closed).

We also had a shorter "go" address created by IT Services to provide a more memorable web link by which students could find the pages: <http://go.warwick.ac.uk/lib-checkitout>. This was used on all publicity material.

Image 7: Check it Out web pages on the Main Library web site:



We included links to the Check it Out web pages on the home page of the Library web site, and from other appropriate places on the site (e.g. the "Events" section).

Using the home page of the Library web site was important as it receives a high number of hits. In the second week of the sessions running, 4–10 October 2010, the home page recorded 19,483 hits. The Check it Out web pages recorded 5,651 hits the same week (see [Appendix 2](#)).

The links were added in early September, as pre-sessional students had already arrived and we anticipated students who had received the Students' Union and University's welcome pack may visit the pages. The links remained in place until the sessions finished on 22 October 2010.

The online booking system gave students the option to provide a mobile phone number so we could text them a reminder of which session they had booked. During the four weeks the sessions ran we did a daily check of numbers and sent text messages to students booked on sessions for that day. Not all students provided phone numbers but the service was appreciated by those who did, some even replied to thank us for the text.

As the Magic Tickets were brought in to sessions and Magic Bags were claimed we took photos of the winners (where permission was given) and added these images to the web pages and the plasma screens in the Library. Three of the winners agreed to this and they can be seen on the image gallery on the web site at: <http://www2.warwick.ac.uk/services/library/main/events/checkitout/images/>

4. Links from other websites and social media

In early September we asked other University departments to link to our Check it Out web pages, and to leave the links in place until the sessions finished. This was to provide reminders about the sessions via other services as well as coming direct from the Library, and to direct additional traffic back to the pages. Departments which linked to us included the International Office, the Students' Union, Welcome to Warwick service and Student Admissions and Recruitment Office.

We utilised the [Library Facebook pages](#) (5) and the [Library Twitter account](#) (6) to link to the web pages, post information about how to sign up and highlight our four key messages. On the Facebook Page we also created a [Check it Out album](#) (7) which we updated during the campaign.

5. Check it Out stand

On Floor 1 near the entrance to the Library and in full view of anyone coming in to the building, we set up a Check it Out display with posters, fliers and freebies, and a PC where people could access the Check it Out web pages and sign up to sessions. The stand remained in place for the duration of the sessions.

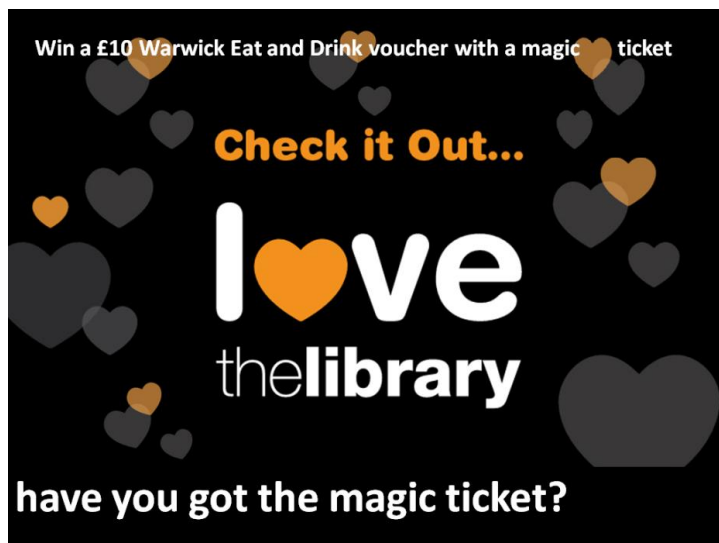
Image 8: The Check it Out stand on Floor 1:



6. Plasma screens inside the Library

We adapted the standard slides we had produced for Academic Support Librarians (see [image 4](#)) to include basic animation and to focus more on the Magic Tickets (see [image 9](#)). We added these to the plasma screen presentations running on Floor 1 of the Library from 24 September 2010 (in time for the international students arriving for orientation) to 22 October 2010 (when sessions finished). The plasma screens are visible to everyone who enters the Library and are an excellent place to include any information relevant to visitors.

Image 9: Example plasma screen Magic Ticket slide:



7. Library stand at Arrivals Weekend

During the University's Arrivals Weekend (2–3 October 2010) we joined other central services in heavily promoting the sessions and giving out tickets and other freebies to new students arriving on campus. The stand gave us the opportunity to reach new students outside the Library.

Induction sessions in departments with Academic Support Librarians

Academic Support Librarians included our slides (see [image 4](#)) in sessions they ran in academic departments from late September until the sessions finished. This was an important channel because Academic Support Librarians get very large audiences (in lecture theatres for example) many of whom would be the target group. They also put the “human face” on the Library and were able to answer questions as they arose. In addition members of academic staff are often at these sessions, so information could be imparted to them at the same time with the hope they would encourage students to sign up for sessions.

8. Student Marketing Team

We employed three students to run quick marketing activities once a week for the 2010/11 academic year. In the final week of Check it Out sessions the Student Marketing Team circulated campus with a “lucky dip” of tickets and freebies. They talked to students and encouraged them to book on sessions. We arranged this in the final week of sessions when we expected attendance to reduce and this activity certainly did add an extra boost to the attendance numbers for the final week.

9. Word of mouth

We wanted to generate discussion around campus and of course encourage additional attendees, particularly with the use of the Magic Tickets, the bags and freebies.

Budget Breakdown

Direct costs – Promotional materials:

These costs were incurred by the Library as a direct result of purchases of promotional materials for the project.

Table 1: Direct costs – promotional material purchases.

Item	No. of units purchased	Total cost	Cost per unit
Tickets (including Magic tickets)	5000	£610	< £0.01
Student guide advert	3500	£500	< £0.01
Total cost		£1110	

Direct costs - Staff time:

The staff time involved was not in addition to the time any member of staff would normally have worked. A cost for these hours is not possible to calculate as members of staff involved were working at a range of salary levels, and hourly rates of all staff are not known.

Table 2: Direct costs – staff time

Activity	No. Occurrences	No. Hours (average)	No. People involved	Total staff hours
Marketing Advisory Group meetings	3	1	11	33
Contact with and feedback to suppliers	2	0.5	2	2
Set up and take down of stand on floor 1	2	0.5	1	1
Web page and online booking system creation	1	4	2	8
Social media content generation	10	0.25	1	2.5
Creating slides and posters	2	2	1	4
Student Marketing Team “lucky dip” promotion	1	2	3	6
Total				56.5

Indirect Costs -Freebies given away at sessions:

These items were not specifically purchased for the Check it Out campaign. These costs would have been incurred and as such are not direct costs of the project. However they are useful to note in terms of the monetary value that could be placed on a student slot for a Check it Out session. All Library bags given away at sessions had the contents shown in [Table 3](#).

Table 3: Indirect costs: Promotional items

Item	Cost per student	Number used	Total cost
Pen X 1	£0.62	621	£385.00
Pencil X 1	£0.12	621	£74.52
Fluffy Bug X 1	£0.19	621	£117.99
Sweet X 2	£0.01	621	£6.21
Bookmark X 1	£0.17	621	£105.57
Bag X 1	£1.95	621	£1210.95
Total cost of materials			£1900.24
Total cost per attendee	£3.06		

Further Costs - Magic Bags:

In addition, the ten Magic Bags contained the materials below. Some of these items were purchased for general marketing activities and were therefore indirect costs. However, the vouchers were purchased specifically for this purpose and were direct costs of the project.

Six of the ten bags were claimed by attendees therefore the costs have been calculated for six only. The remaining four bags and their contents were distributed as part of other marketing and training activities.

Table 4: Further costs – Magic Bag items

Item	Cost per unit	Number used	Total cost
USB stick (indirect cost)	£4	6	£24.00
Tea Towel (indirect cost)	£1.90	6	£11.40
Food Voucher (direct cost)	£10.00	6	£60.00
Total cost of materials			£95.40
Total cost per attendee	£15.90		

- Total direct cost of the campaign: £1170 (including 6 Magic Bag food vouchers) and 56.5 staff hours
- Total indirect cost of the campaign (costs that the library would have incurred even if the project had not run): £1935.64

Impact Evaluation

Which marketing channels were the most effective?

The online booking system asked students how they had heard about the sessions at the point they signed up. We used this information to identify the most effective marketing channels. The breakdown can be seen in Table 5.

Table 5: Marketing channels by highest impact first

Marketing Channel	Number of sign ups generated	Percentage of sign ups generated	Impact ranking
Complimentary ticket / ticket	133	18.63%	1
Word of mouth	121	16.95%	2
Library induction session	105	14.71%	3
Library web site	79	11.06%	equal 4
Check it Out stand on Floor 1	79	11.06%	equal 4
Student handbook	77	10.78%	6
Student Marketing Team "lucky dip"	64	8.96%	7
Library stand at Arrivals Weekend	41	5.74%	8
Other (non-Library) web sites	9	1.26%	9
Plasma screens	6	0.84%	10
Totals	714	100.00%	

The tickets were the most effective marketing tool, generating 18.63% of sign ups, probably because they were delivered to students via a number of routes. They were likely to be made more attractive because of the Magic Ticket offer for extra freebies at the sessions.

Word of mouth was the second most effective tool. This was because of the buzz we had created on campus and also likely to be due to Library staff promoting the sessions to students who came in to the building for other reasons. We have assumed the latter was classified as "word of mouth" when people signed up for the sessions.

Given the extremely positive feedback received following the sessions we anticipated that word of mouth marketing would play the large factor it did in encouraging people to come to sessions. Feedback forms carried comments such as:

- "Interesting, enlightening and helpful"
- "Amazing. Just carry on doing this"
- "Very friendly :) Thank you!"

Library Induction sessions delivered by Academic Support Librarians were the next most effective channel at 14.71%. These sessions reached high numbers of the target audience and delivered subject-specific information. The Check it Out sessions were mentioned as an additional piece of information within these sessions and put Check it Out into the wider Library context. This, we feel, was a very valuable method to illustrate why Check it Out sessions were relevant and useful to students.

The two lowest ranking tools, links from non-Library web sites and internal plasma screens, were the least expensive and simplest to implement. The plasma screens at the lower end of the table did surprise us because we expected them to be very highly visible to our target audience. However, perhaps the online booking system (which we had not had the previous year) meant large numbers of students signed up before they had actually been into the building and therefore had not seen the plasma screens. There was little cost or time required in creating the slides so their low level of impact was not considered an issue.

Did we reach our target audience?

As indicated on the feedback forms returned, the breakdown of attendees showed a good range across academic departments, and the University membership breakdown was as follows (see [Appendix 3](#)):

Undergraduates: 56.5%	Staff: 0.5%	Other (Erasmus etc): 3%
Postgraduate Taught: 38%	Postgraduate Research: 2%	

We were surprised by the proportion of postgraduate taught students who attended. We had assumed postgraduates would be more confident in finding out how to use the Library for themselves as they would have experienced large academic libraries during their undergraduate courses. On reflection we considered perhaps postgraduate taught students arrive at university with a better understanding of why a library is important, and a sense of urgency, because the majority of them only have one year to complete their course, and need to familiarise themselves with the resources and facilities immediately. Most undergraduates have three years of study to look forward to, so may not share the same sense of urgency.

Given this we concluded we had not fully identified our target audience at the beginning of the project, and in future years we should include postgraduate taught students as a large proportion of our target, and adjust our approach to marketing future sessions accordingly.

Did we meet our objectives?

Objective 1: To attract 800 students to the sessions

We evaluated this objective on two levels:

- **Number of bookings made**
- **Number of attendees at sessions**

This was because the marketing attracted more bookings than actual attendees, but we knew outside factors such as transport and timetable clashes in those busy first weeks of term would affect attendance, despite the strength of the marketing campaign. Therefore we concluded that the number of bookings may be a better indication of the impact of the marketing than the number of attendees.

Bookings:

- Our target was to attract 800 people
- We do not have a record of how many people booked the previous year
- 714 bookings were made
- We achieved 93% of the target in terms of booking numbers

Attendance:

- Our target was to attract 800 people
- We were attempting an ambitious increase of 952% attendance on the previous year
- 621 people attended
- We achieved an increase of 717% on the previous year
- We achieved 78% of the target in terms of attendance

Objective 2: To develop the Check it Out brand

Combining the title of the event with a relevant and well recognised existing brand meant we could quickly develop highly relevant and instantly recognisable designs and materials. It also meant we made an indirect saving on costs for the campaign by using materials already purchased outside of the Check it Out project. This saving amounted to £1935.64 (see [Tables 3](#) and [4](#)).

Objective 3: To promote a positive image of the Library service to new students

The branding and design were a strong move away from library stereotypes and were communicated via a range of channels, not all of which were obviously connected to University of Warwick Library (Students' Union, Student Admissions and Recruitment Office etc.). We also used social media and text messaging to communicate the sessions, delivering them in more innovative and technological ways than students might have been expected us to use. We hoped use of these communication methods, alongside a brand designed to be fun and youthful would promote a fresh and positive image of our services.

We knew we had been successful in meeting this objective by the student feedback from the actual sessions. The marketing was great, but we were also shown to be delivering a very high quality product in the Check it Out sessions. Overall student feedback was 98% positive (see [Appendix 4](#)), even better than the year before, and the students' comments left on feedback forms were fantastic.

- "Very informative of resources available both on and off campus"
- "Very very helpful. Very easy to understand and informative"
- "It was enlightening. Warwick Library is such a fully equipped library"

Given the second highest recognised marketing channel was word of mouth; we can also conclude people were talking about the Library and the sessions in a very positive way all over the campus. This can only indicate that we did indeed promote a positive image to our audience.

Conclusion

The campaign was highly successful. We certainly developed the Check it Out brand and promoted a positive image of our Library service, thereby meeting two out of three of our objectives. We narrowly missed our quantitative target of attracting 800 students to the sessions. However, an increase in attendance by 717% on the previous year and achieving 93% of the number of bookings we wanted was, we feel, a very satisfactory result.

The total direct cost of the campaign was £1170, which translates to £1.88 per attendee. This is a very small amount to pay to encourage someone who needs our services to find out more about them.

We also learned from the project, not least of all, we discovered our target audience is more of a postgraduate / undergraduate mix than we expected it to be. This understanding will help us to plan for the coming academic year.

We are now able to plan marketing activity for 2011/12 taking into account the levels of impact the various marketing channels had in 2010/11. For example we know fliers and an advert in the Student Handbook are well worth the investment. We also know inductions delivered by Academic Support Librarians are a very effective way to get the message across, and for 2011/12 we will be looking at ways we can work more closely with Academic Support Librarians to further expand on this channel of communication.

In addition, we have a rich bank of student feedback comments which we will be able to build into marketing our future sessions and wider advocacy campaigns.

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Appendix 1

Student Feedback overview 2009/10

In the 2009/10 Check it Out sessions we asked students to rate each element of the session, and broke it down into individual components of the information delivered – we altered the session content and delivery from session to session to take feedback in to account, so enabling us to fine-tune the sessions as we progressed. We then used the final product from 2009/10 to inform session planning for 2010/11 (and gave the 2010/11 students a much less complicated feedback form!)

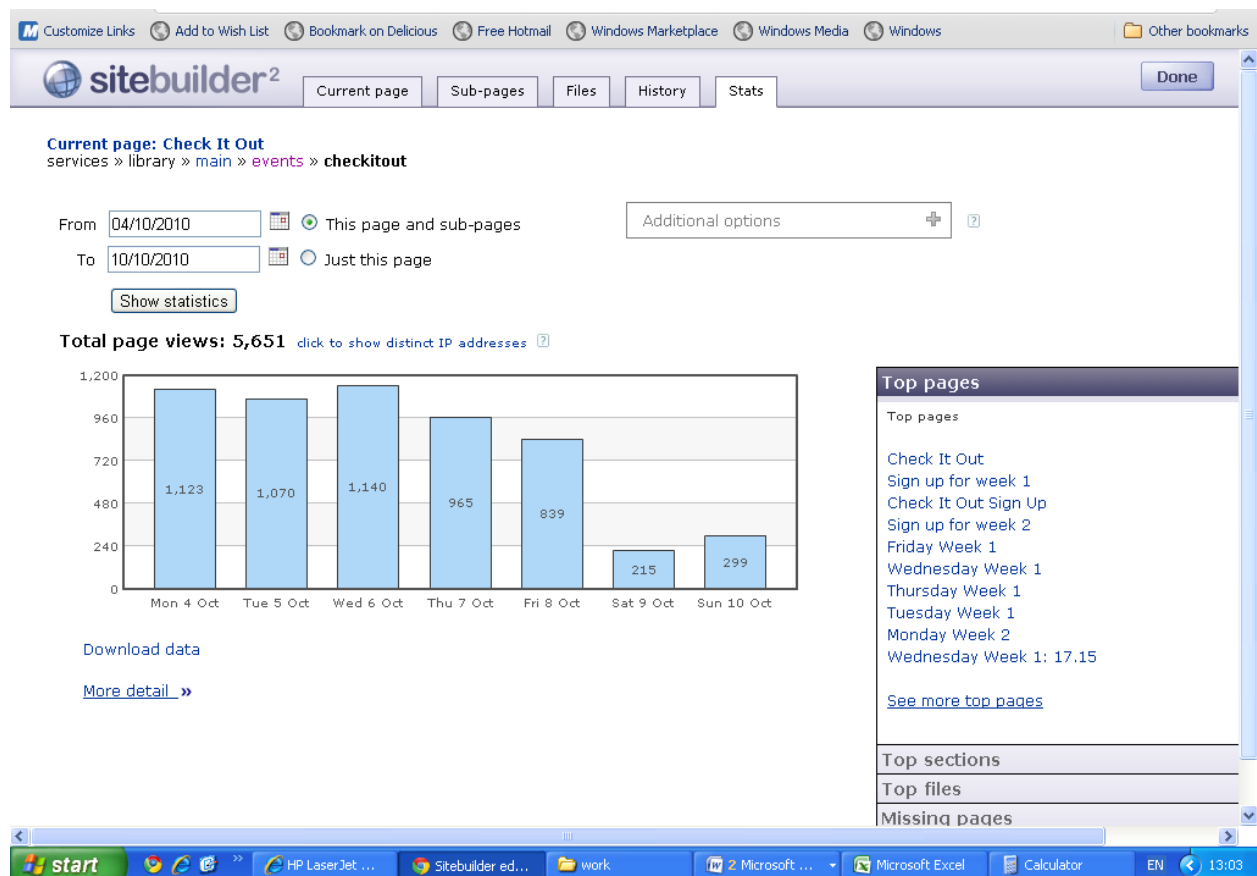
	Helpful	Not helpful	Can't Remember	
Entrance gates / Welcome point	64	5	1	
Coffee Bar & Reading Lounge	59	7	3	
Helpdesks	70	0	2	
Issue and return	70	0	1	
IT Helpdesk	59	4	6	
Newspapers & Journals	68	3	0	
You say We say	51	1	16	
Photocopiers	72	0	0	
Printing	67	3	0	
Assistive tech & Scanners	60	6	3	
Short Loan	70	1	0	
Self-collect holds	68	0	4	
Catalogue demo	69	0	2	
Academic Services	68	1	3	Total answers given
Totals	915	31	41	987

93% positive feedback

Appendix 2

Hit figures for the 2010/11 web pages

The screen shot below show the overview of hits on the Check it Out web pages 4-10 October 2010 (the second week of Check it Out sessions running).



Appendix 3

Check it Out attendee detail 2010/11

This table gives the breakdown of attendees by University membership type and department, taken from the 546 feedback forms returned from 621 attendees at 2010/11 Check it Out sessions

Check it Out 2010 Attendees by Department and Student Type

Department	Undergrad	PGT	PGR	Staff	Other	Total
Centre for Applied Linguistics	8	5	1			14
Centre for Cultural Policy Studies	0	4	0			4
Centre for Lifelong Learning	2					2
Chemistry	13	2				15
Classics	1				1	2
Computer Science	12	4	1			17
Economics	22	11				33
Engineering	16	3				19
English and Comparative Literary Studies	32	8	2			42
Film and Television Studies	2	1			1	4
French	10	2				12
German	8		1			9
History	23	1		1	3	28
History of Art	1				1	2
Humanities	1					1
Italian	4					4
Law	23	12				35
Mathematics	25	3	1		2	31
Philosophy	7	1				8
Physics	4					4
Politics and International Studies	10	16				26
Psychology	13				2	15
Social Sciences	1	1				2
Sociology	11	10		1		22
Statistics	18	4	1			23
Theatre Studies	2	1				3
Warwick Business School	29	38	2			69
Warwick Institute of Education	1	13	1			15
Warwick Manufacturing Group	0	60	1		2	63
Warwick Medical School		5			4	9
Warwick School of Life Sciences	7	1				8
Unknown Department	2	2		1		5
Totals:	308	208	11	3	16	546
Percentage of total:	56.5%	38%	2%	0.5%	3%	

Appendix 4

Student feedback overview 2010/11

We asked students to rate the two elements of the session, the tour and the presentation on the length of the element and the helpfulness of the element. From this took into account the feedback on various elements of the session, but we also we calculated an overall percent positive feedback.

Table to show breakdown of attendee feedback from 2010/11 Check it Out sessions – positive feedback figures are in red:

Tour			Tour			Presentation			Presentation		
Too long	About right	Too short	Very helpful	OK	Not helpful	Too long	About right	Too short	Very helpful	OK	Not helpful
8.5	387.5	21	300	133	0	35.5	373	2.5	299	127	2
2%	93%	5%	69%	31%	0%	9%	91%	1%	70%	30%	0%

% positive feedback was calculated as follows:

Total number of responses given to all questions = 1689

Total number positive responses given = 1655

$(1655 / 1689) \times 100 = 98\%$