

Colorado's
@your library™ Advocacy
Campaign

Evaluation

July 2004

Becky Russell

A CLOSER LOOK

Colorado's @your library Advocacy Campaign Evaluation

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Sponsored by the Colorado Association of Libraries (CAL) and produced by the Library Research Service, Colorado State Library



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by
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Colorado Department of Education Mission Statement

Our mission is to provide all of Colorado's children equal access to quality, thorough, uniform, well-rounded educational opportunities in a safe and civil learning environment.
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Colorado State Library Mission Statement

The Colorado State Library promotes library development, coordinates statewide library services, and maximizes access to library and information resources. Through leadership, research and technology, the Colorado State Library improves the ability of libraries to serve their users, promotes student learning, and increases people's access to information.
Adopted June 2002

Library Services and Technology Act funds from the Institute of Museum and Library Services financed 100% of this publication.

Background

The Colorado Advocacy Project, Colorado's @your library Campaign, is a statewide advocacy campaign sponsored by the Colorado Association of Libraries. It contains elements of public relations, marketing, and community relations to build visibility and support for libraries and has been active from 2002 through October 2004 with three components:

- The Initiative (Coach/Player) Project;
- Public Relations/Marketing Training;
- Statewide Promotion Project.

The Coach/Player Project was designed on an initiative-mentor model and matched mentor libraries with trainee libraries for year-long training and support in some type of advocacy or marketing effort. The project had 13 participating coaches and 11 participating players. 100% of both coaches and players completed their marketing projects. That phase of the campaign was completed in 2003 and has been evaluated in a final report by Bonnie McCune. A second year of teams is now in process.

This report evaluates the second two components of the overall project that are in process and scheduled for completion in October 2004 (funded by a LSTA 2003-2004 grant). In the second year the two campaign components have emphasized academic and school libraries with:

- Targeted positioning and promotion for academic and school libraries (leveraged support for marketing through collaborations, outreach, and material), while continuing on-going general promotion launched during the first year.
- Targeted public relations/marketing training (hands-on training and tool kits, targeted to academic and school libraries), while continuing to offer general training launched during the first year.

Promotional Materials Distribution

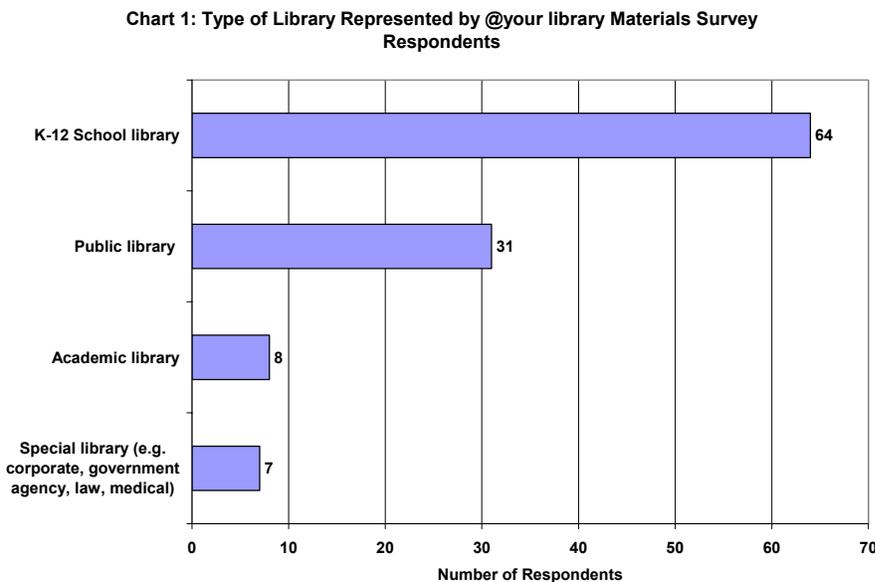
Increasing the awareness of the general public about library services was another primary activity. One major component was distribution of free bookmarks and posters to Colorado libraries of all types. The free materials provided a tool to libraries to enhance their outreach as well as tying libraries together to the national library logo, reinforcing visibility. The promotional materials had original artwork and messages about the wide variety of resources available “@your library”. The distribution took place between August 2003 and February 2004. Over 800 librarians received materials, some for individual libraries, and some as representatives of larger systems who then sent out the materials to their branches.

In May 2004 these librarians were contacted by e-mail and asked to voluntarily fill out an outcome survey about the materials distribution. 111 people from all over the state responded.

Most respondents were from school libraries, the most numerous type of library in the state and one of the target types of library for the project this year.

Respondents from public libraries were the next biggest group followed by

academic libraries and special libraries. (See Chart 1.)



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The types of materials most commonly requested and given away were the English versions of the pre-cut bookmarks followed by the English posters. Spanish materials were also requested by many of the libraries. (See Chart 2.)

Some libraries used the uncut bookmarks in English. These allowed them to add their own messages to the backs of the bookmarks before cutting and giving them away.

Chart 2: Type of @your library Materials Given Away by Responding Libraries

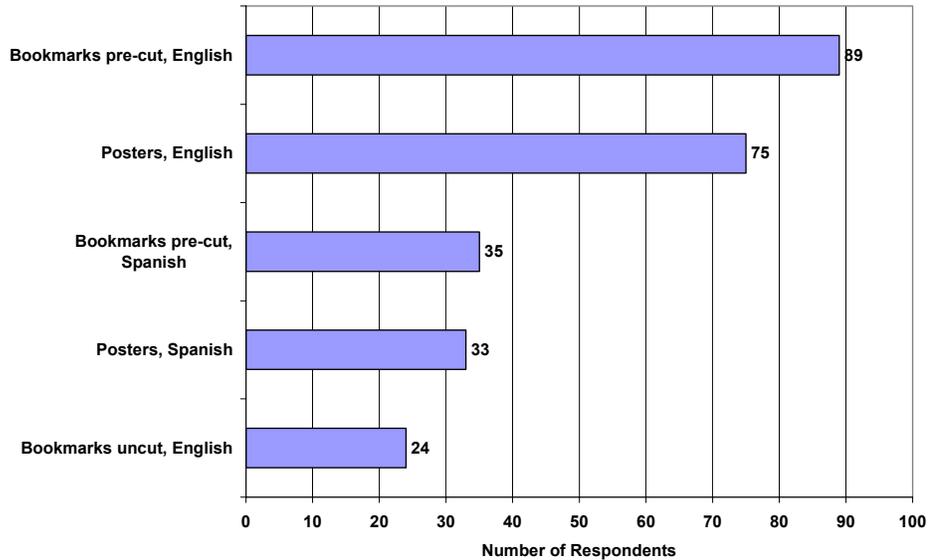
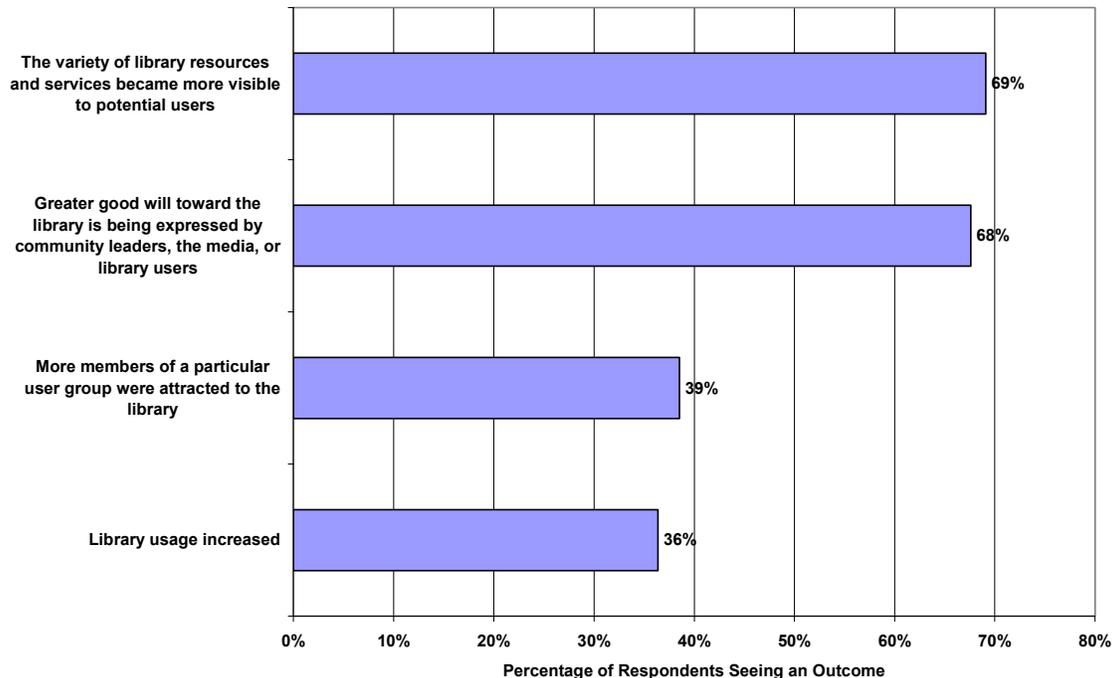


Chart 3: Outcomes Seen by Respondents Participating in @your library Materials Distribution



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Survey respondents indicated they believe the program had positive outcomes for their libraries. More than two-thirds of the respondents (69%) felt the distribution made the variety of library resources and materials more visible to potential users. A similar proportion (68%) said they thought the distribution resulted in community members feeling greater good will toward the library. Over one-third of the respondents believe the distribution helped attract more users from a particular group to the library or led to increased library usage. (See Chart 3.)

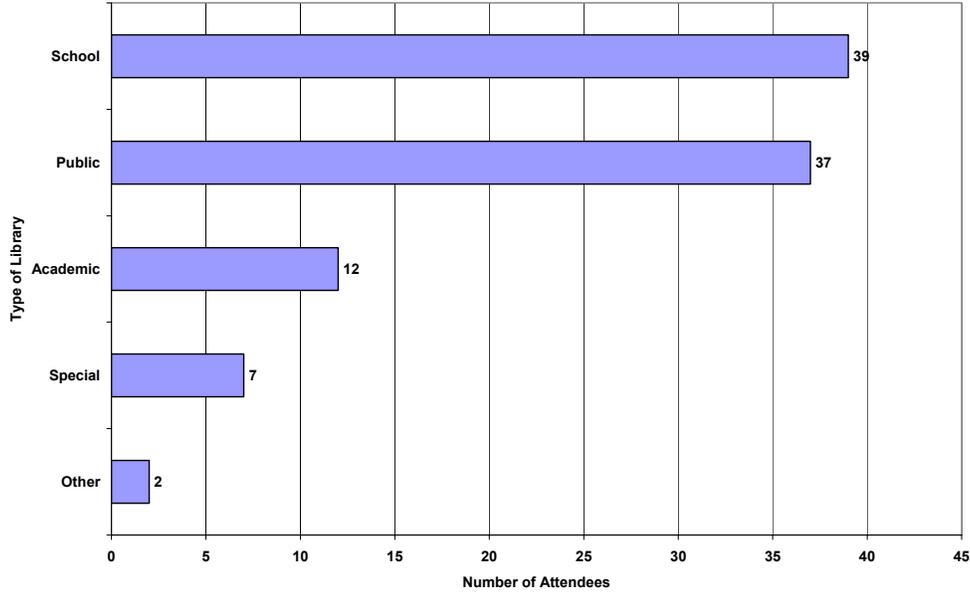
Public Relations/Marketing Training Sessions

The second component of this year's campaign was public relations and marketing training workshops. Attendees at workshops earlier in the year were from all types of libraries. The sessions in Spring 2004 were scheduled specifically for school and academic librarians. The same principles of marketing were presented in all the workshops, but the activities and specific presentations were tailored to different groups. The evaluation forms used varied depending on the type of library attendees represented.

Prior to Spring 2004, when new questionnaires were developed, session attendees were invited to fill out an evaluation form provided by the American Library Association's Campaign for America's Libraries. 95 responses were collected and analyzed. Attendees at the earlier sessions represented all types of libraries. (See Chart 4.)

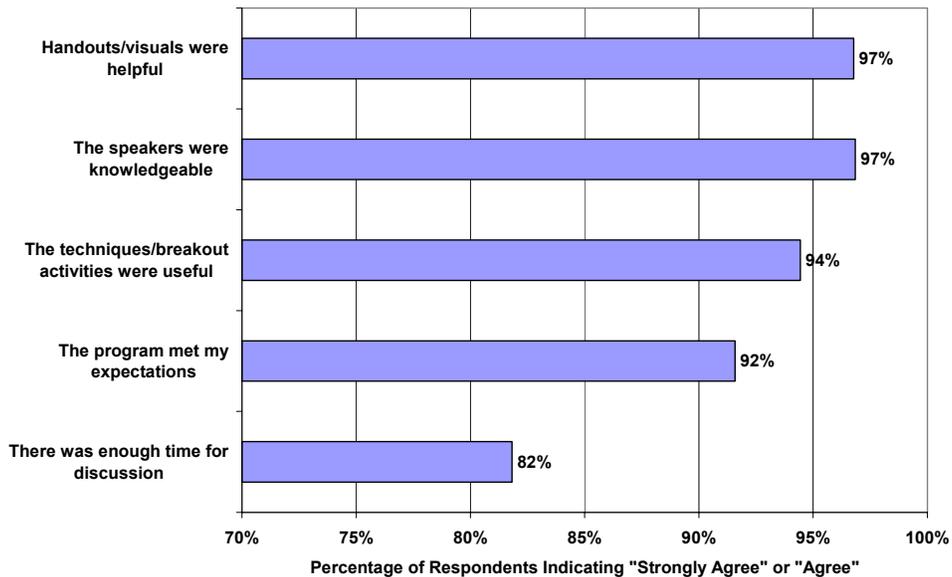
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Chart 4: @your library Marketing Campaign Training Evaluation Attendees by Type of Library



Attendees indicated satisfaction with the level of the material presented: 93% said the program was “about right” for their level of marketing knowledge and experience. Only 4% said it was too basic and 2% found it too advanced. Everyone who responded indicated that the format of the presentations was appropriate.

Chart 5: Satisfaction of Attendees With @your library Marketing Workshops



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Responses from the attendees indicated a very positive review of the training sessions. As Chart 5 shows, most attendees indicated the sessions met their expectations, had knowledgeable speakers, and useful handouts and materials. They found the activities useful. The only area where respondents indicated some dissatisfaction was that about 14% disagreed with the statement "There was enough time for discussion."

Table 1: Attendees Using @your library Brand Prior to Training Sessions

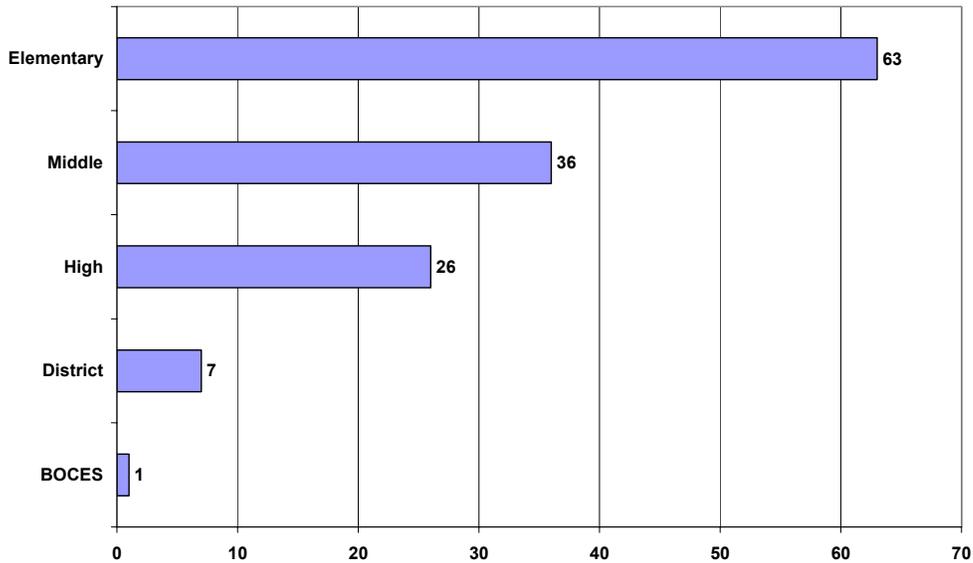
Type of Use for Brand	Number Using
Informational brochures	11
Library signage	10
Publicity pieces	9
TV, newspaper or other public service announcements	6
Other	6
Web site	6
Programming	5
Letterhead, fax cover sheets, or e-mail signature	1
Library cards	1

One important element of the workshops was to introduce the "@your library" brand and to allow participants to brainstorm about how they might use it to promote their libraries. Attendees were asked how many were already using the "@your library" brand in materials or promotions for their libraries. Table 1 shows the small numbers of attendees who were already using the "@your library" brand at the time they attended training sessions. The workshops gave many attendees ideas for new promotional materials.

The campaign team redesigned the evaluation questionnaires in spring 2004 and collected more detailed evaluations for the training sessions that took place in the spring. These workshops were primarily for school and academic librarians.

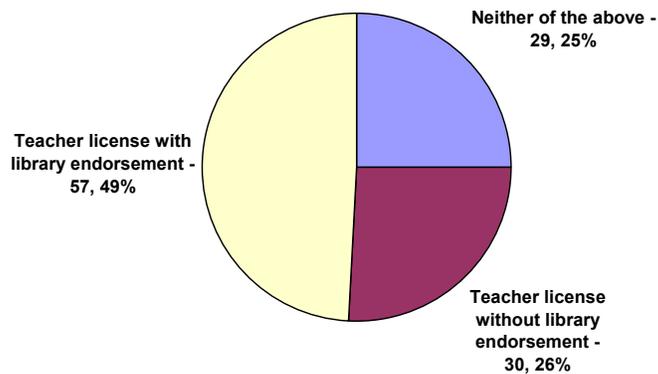
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Chart 6: Level of Schools Represented by School Librarian Marketing Workshop Attendees



Responses from 116 attendees at presentations for school librarians and 27 attendees at a session at the Colorado Academic Library Association (CoALA) were analyzed for outcomes. The school librarians represented all levels of K-12 schools. (See Chart 6.)

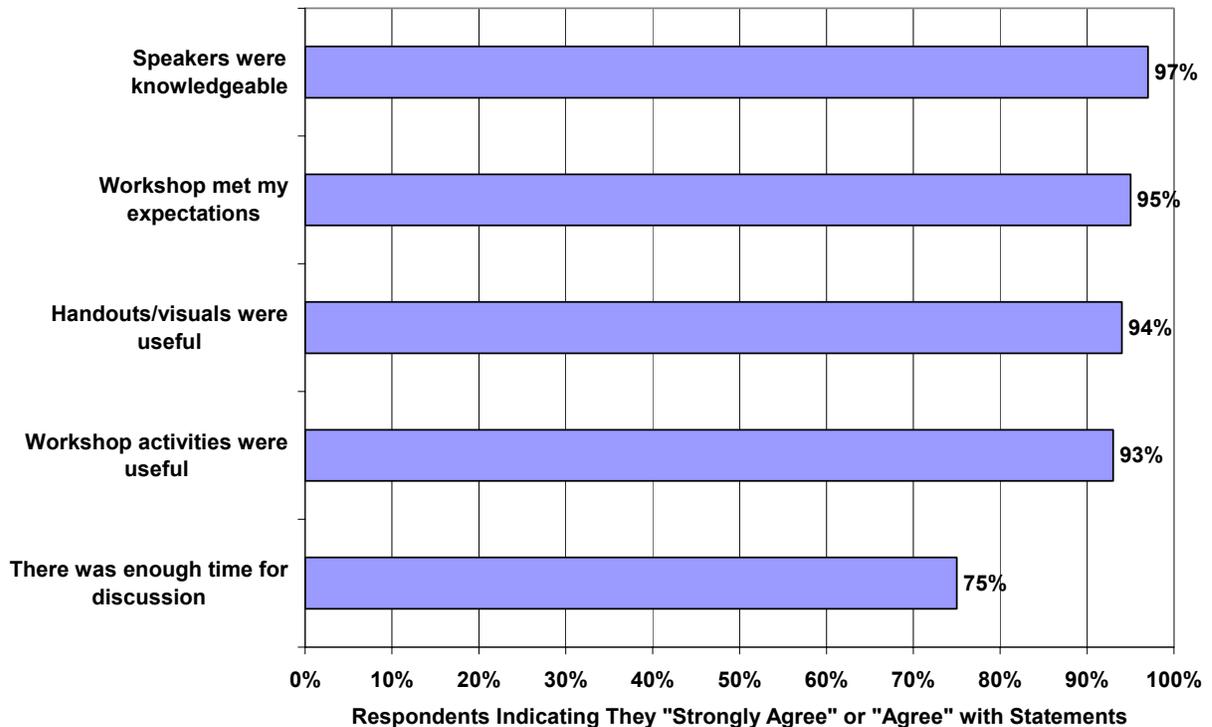
Chart 7: Credentials of School Library Marketing Workshop Attendees



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Almost half (49%) of attendees at the workshops for school librarians had a teacher's license with library endorsement, 26% had a teacher license without library endorsement, and 25% had neither. (See Chart 7.)

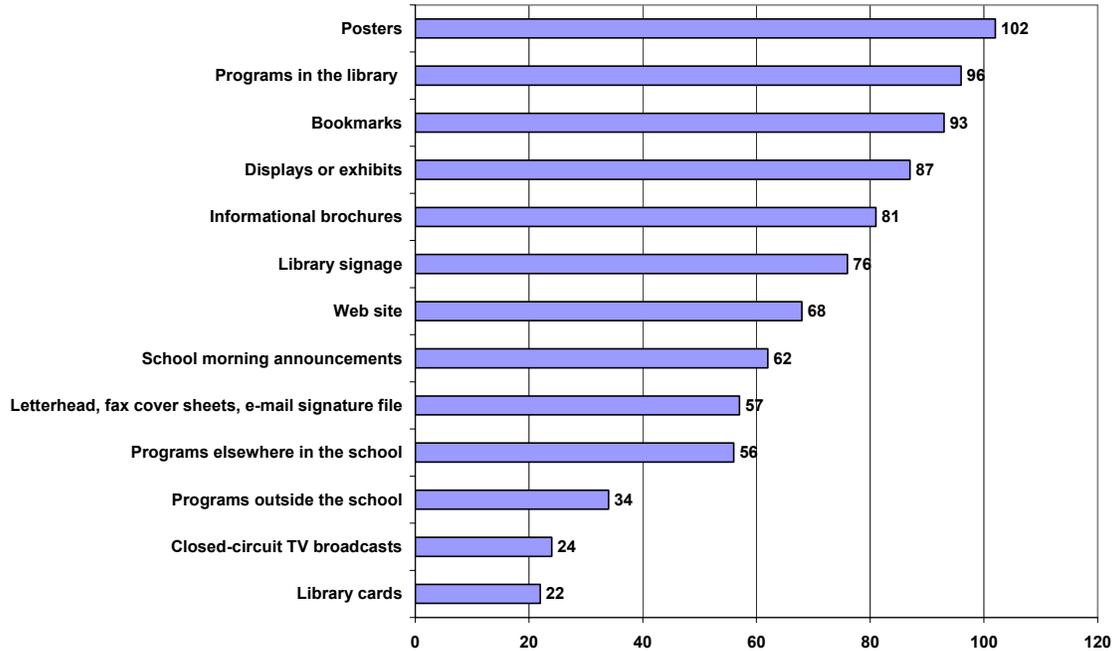
Chart 8: Attendee Satisfaction with School Library Marketing Workshops



The school librarians attending the Spring workshops expressed a high degree of satisfaction with the marketing training. (See Chart 8.) Like the respondents from the earlier workshops, the only aspect of the sessions that these attendees expressed any dissatisfaction about was the time for discussion.

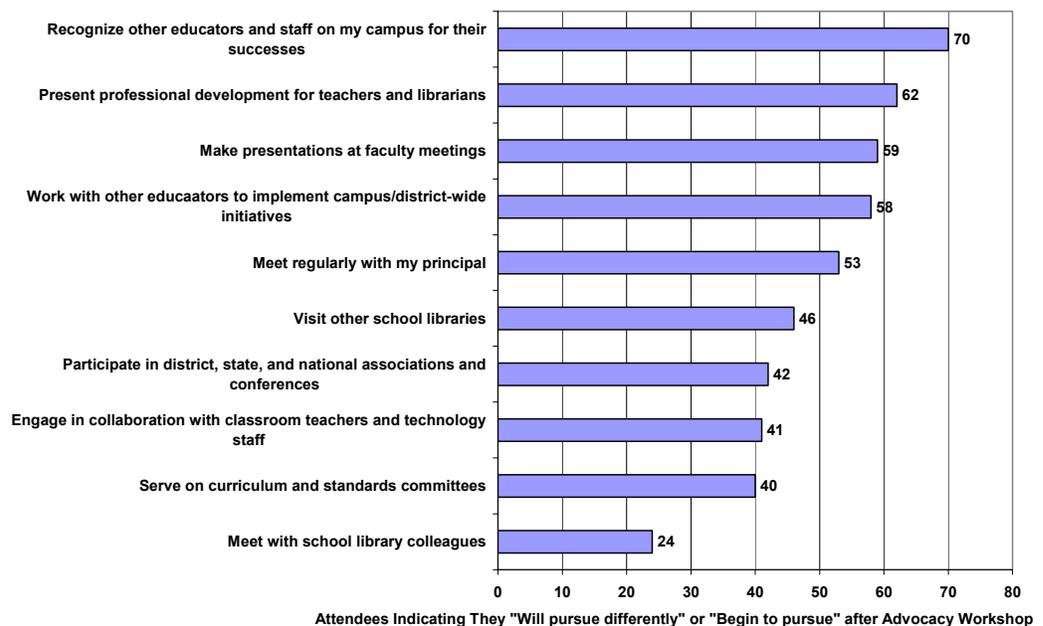
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Chart 9: Campaign Materials Attendees are "Most Likely" or "Likely" to Create and Use After Marketing Workshop



These respondents also indicated they would take what they learned at the workshop and create and use “@your library” campaign materials. The highest number of respondents indicated they would create and use posters to promote their libraries, followed by programs, bookmarks, and displays or exhibits. (See Chart 9.)

Chart 10: Activities Attendees Plan to Change After Marketing Workshop



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An important outcome of the workshops is the affect they have had on the marketing activities of attendees. Many respondents indicated they would initiate or change the way they were pursuing marketing activities after attending the workshops. (See Chart 10.)

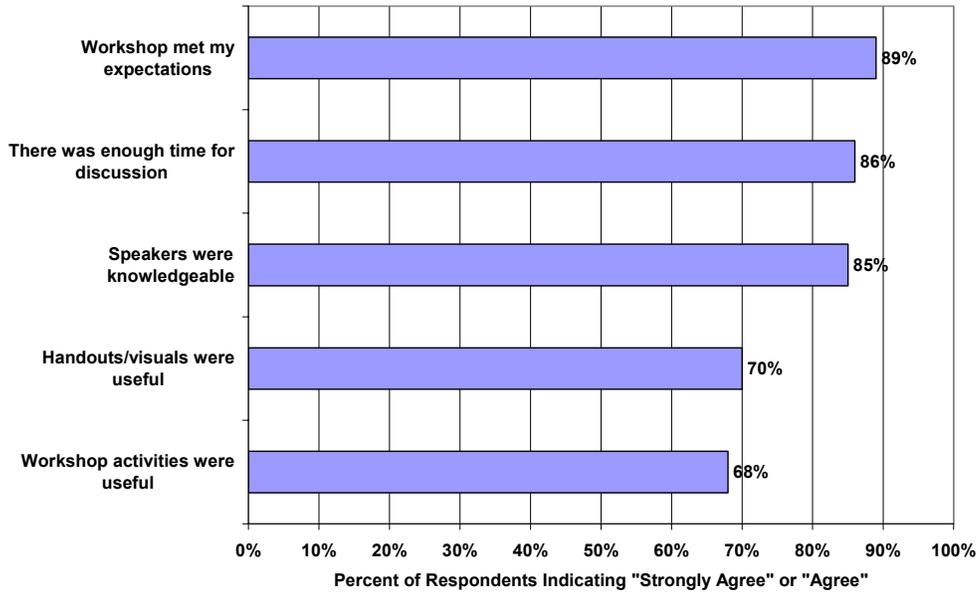
Table 2: Number of School Librarians Who Aim to Involve Other Staff Members in the School Library Program by Type of Staff

	Building Administrators	Classroom teachers	Technology staff
Visit the library	77	87	47
Interact with librarian/library staff in the library or elsewhere in the school	44	79	34
Invite librarian/library staff to attend instruction-related meetings	51	63	29
Invite librarian/library staff to speak or make presentations in classrooms, labs, or instructional spaces other than the library	55	66	25
Invite librarian/library staff to speak or make presentations at instruction-related meetings	55	52	20
Collaborate in instructional planning	32	94	25
Collaborate in delivering instruction	25	85	28
Ask librarian/library staff to make presentations to school stakeholder groups (school board, parent-teacher organization, departments, other staff)	44	79	34
Ask librarian/library staff to provide professional development opportunities about information literacy or instructional resources	51	63	29
Invite experts from beyond your school or district to advise your school on how to improve its library program	55	66	25

The marketing workshops targeted at school librarians emphasized the importance of collaboration between school librarians, staff, and administrators for the achievement of students. This message effectively reached many attendees who expressed the intention of using their “@your library” campaign to encourage other staff members to become more involved in the school library program. (See Table 2 for details.)

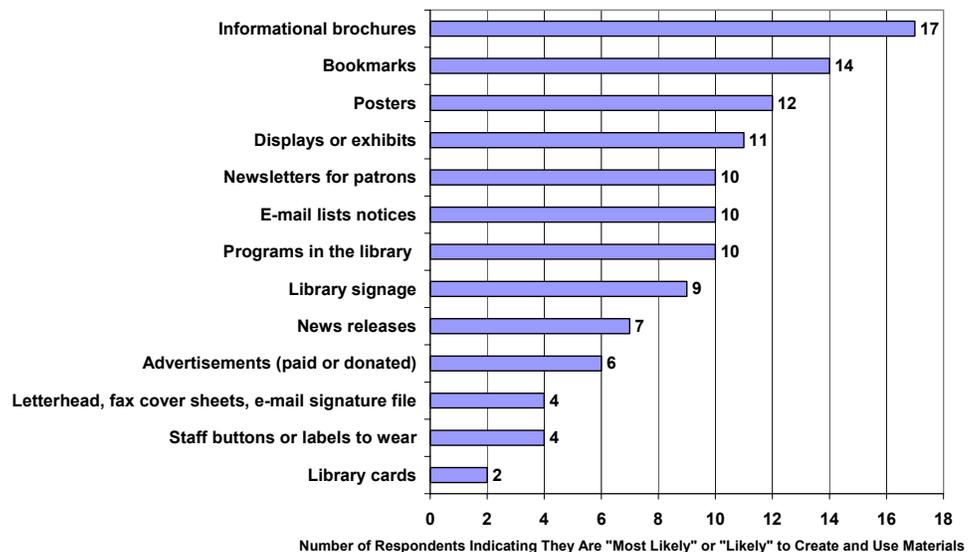
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Chart 11: Academic Librarian Satisfaction with Marketing Workshop



The academic librarians attending a marketing session at the CoALA Spring workshop were given a slightly different evaluation form. Like the school librarians the academic librarians indicated a high level of satisfaction with the marketing workshop. (See Chart 11.) Unlike the school librarians, only 68% of the academic librarians were satisfied with the workshop activities. More of the academic librarians than school librarians thought there was enough time for discussion in the workshop.

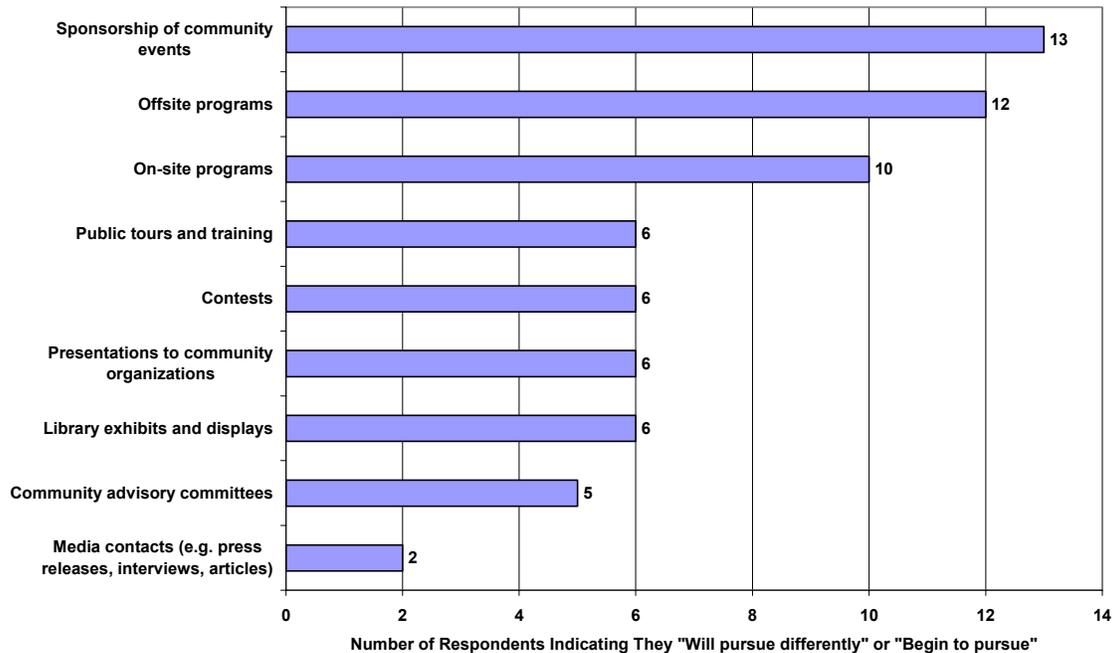
Chart 12: @your library Promotional Materials Academic Librarians Plan to Create and Use After Marketing Workshop



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Most respondents indicated they plan to create and use informational brochures, bookmarks, and posters after attending the marketing workshop. But like the school librarians they took away many ideas about various types of campaign materials they could create and use and all of the ideas presented had at least a few attendees who indicated it was likely they would use them. (See Chart 12.)

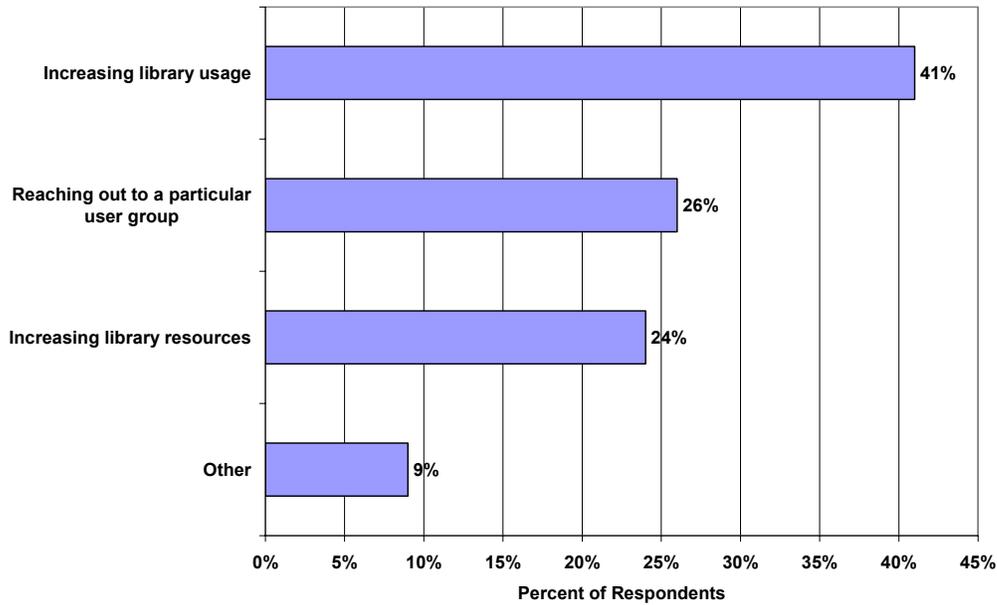
Chart 13: Activities Academic Librarians Will Begin or Change After Marketing Workshop Attendance



An important outcome for this group was the number of academic librarians who indicated they planned to change the way they pursued some of their marketing activities after attending the workshop. The highest number will initiate or change the way they pursue sponsorship of community events and offsite and on-site programs. Other respondents indicated they will change the way they pursue these and other marketing activities. (See Chart 13.)

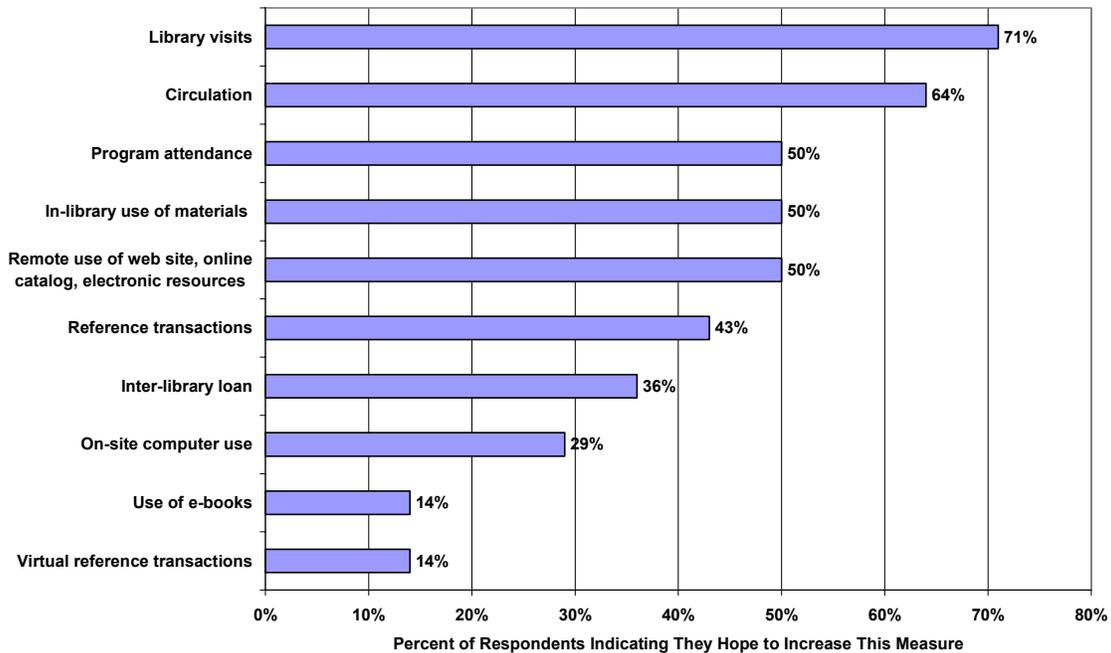
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Chart 14: Primary Aim of Academic Librarians' Marketing Campaigns



The academic librarians were asked about the primary aim of their local public relations campaigns. The highest number indicated they want to increase library usage. This was followed by reaching out to a particular user group and increasing library resources. (See Chart 14.)

Chart 15: Measures of Library Usage Academic Librarians Hope to Increase with @your library Marketing Campaign

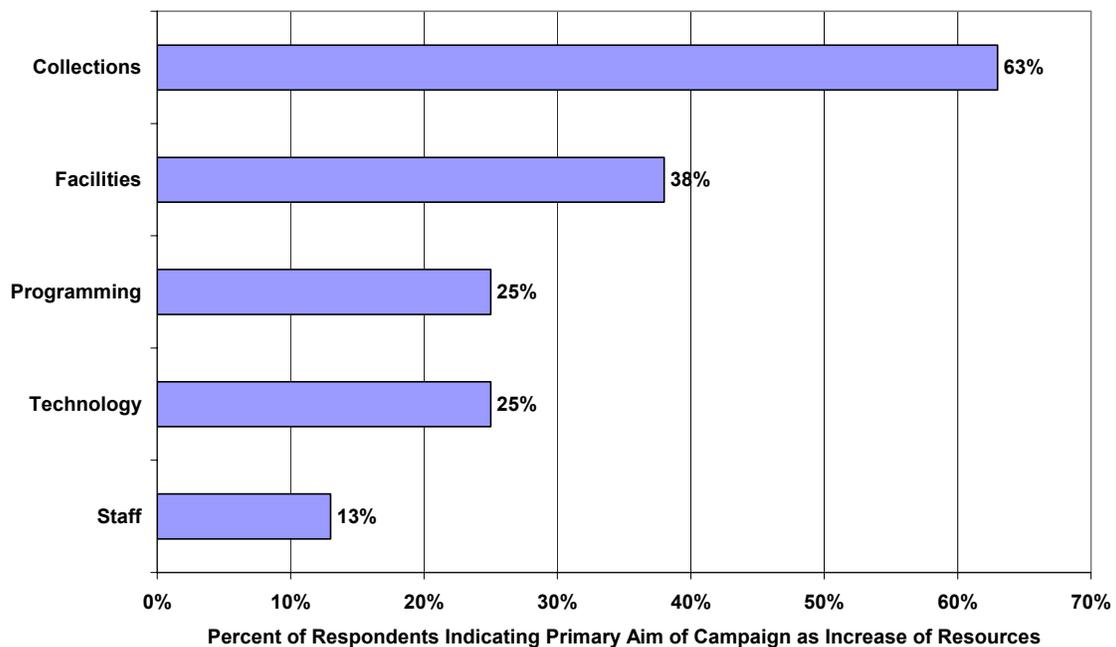


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Respondents who indicated the primary aim of their local marketing campaigns was increasing library usage picked library visits and circulation most often as the measures they would like to increase. Half also indicated program attendance, in-library use of materials, and remote use of electronic resources were measures they would like to increase. (See Chart 15.)

Most of those who indicated the primary aim of their campaigns would be to reach out to a particular user group picked “Students” most often as the group that they would like to reach followed closely by “Faculty”. Only a few picked “Minorities” or “Non-users of the Library”.

Chart 16: Resources Academic Librarians Hope to Increase with Marketing Campaigns



Of those who indicated the primary aim of their local public relations campaign is increasing library resources, 63% hope to increase their collections and 38% hope to improve or increase their facilities. Academic librarians also indicated they hope to increase other resources. (See Chart 16.)

As an incentive to school and academic librarians to participate in trainings and project development, a system of mini-grants was used. A random drawing to

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award a \$50 mini-grant was held at each training. In addition, those who completed and returned a plan for a project of any type were eligible for a \$75 mini-grant. Forty-three plans have been received. The respondents will be surveyed in a year to determine if they carried out their plans.

Conclusion

This evaluation confirms that the Colorado Advocacy Project, Colorado's @your library Campaign has been effective in building visibility and support for Colorado's libraries. Highlights from 2003-2004 in the Colorado Advocacy Project, Colorado's @your library Campaign were the materials distribution and marketing training sessions.

The distribution of free bookmarks and posters featuring themes like "Grab it all" and "Slay dragons" tied to "@your library" included over 800 libraries throughout the state. Librarians said the materials:

- Heightened visibility for their libraries and collections;
- Created greater community good will toward their libraries.

Librarians from all types of libraries throughout the state received training in the marketing workshops that has made them more effective in planning and implementing public relations campaigns to build support for their libraries:

- Over 90% of attendees were very satisfied with the sessions.
- Many plan to create their own @your library promotional materials—posters, bookmarks, displays, signs, and even web sites—after attending the sessions.
- Attendees are changing their marketing activities to be more effective.
- School librarians learned to collaborate differently with peers, teachers, and administrators to improve the effectiveness of their libraries.

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- Academic librarians hope to increase library usage and reach out to students and faculty with @your library marketing activities.

Colorado's campaign will continue to use the logo and components from the American Library Association's program over the next few years. It will be adapted to specific needs.

(For more information about Colorado's @your library Advocacy Campaign or any of its components, contact Bonnie McCune, (303)866-6891, mccune_b@cde.state.co.us .)