Beyond awareness: improving outreach and marketing through user surveys

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Abstract

Purpose – The purpose of this paper is to investigate the awareness of library research services, the top desires for new services and overall satisfaction of undergraduate students to plan outreach and marketing efforts.

Design/methodology/approach – Researchers developed a survey which was administered both on an iPad and in paper copies. To gather feedback from a wide-variety of students, surveys were distributed outside campus buildings at four locations.

Findings – This study demonstrates the need to survey undergraduate students about their use of research services, to effectively plan outreach and marketing efforts. The differences between high-users' and low-users' expectations of the library inform and impact potential outreach and marketing efforts. Reaching both groups of students requires that not only awareness of library services increase but also that the knowledge of the value of the library increases, to convert simple awareness of services into use.

Research limitations/implications – Surveys were distributed at one institution, and results may be skewed based on local demographics.

Originality/value – While surveying undergraduate students is common, little research exists demonstrating how outreach and marketing can be informed by evaluating feedback from high and low-users of library services.

Keywords Marketing, Academic libraries, Undergraduates, Promotion, Outreach, Research services

Paper type Research paper

Introduction

Library staff often hear the desires and needs of students who actually use the building, but it is more difficult for them to become informed as to why some students are not making use of the library. Librarians at the University of Nevada, Las Vegas (UNLV), an urban, comprehensive research university of approximately 28,000 students and 3,000 faculty and staff, surveyed undergraduate students to better ascertain student satisfaction and desires for future needs (www.unlv.edu/about). The survey was given at the end of 2014 in person at four locations on campus to best reach a wide variety of students. Results indicated a clear split between high-use and low-use patrons. Although both groups had certain features in common, low-users also had unique desires and needs. The information gathered was used to create an outreach and marketing plan focused on reaching low-use undergraduate students and to emphasize library value to high-use patrons, who are already using our building. Although the needs of students vary among libraries, outreach and marketing plans are useful to academic libraries trying to improve the visibility and use of their services and resources.

Literature review

Undergraduate library users

An abundance of surveys, studies and reports about "digital native" (those born or brought up during the age of digital technology and therefore familiar with computers and the internet from an early age) college students and their multi-tasking, multi-connecting and always-online lifestyles can be found in academic and popular media (Mizrachi, 2010). Gardner and Eng (2005) note that "today's undergraduates are pushing the academic library to rethink the ways in which it presents its most basic services". Several authors, including Mi and Nesta (2006), Sweeney (2005) and Schmidt (2007), have explored implications, innovations and recommendations for future directions in academic library services based on the new ways the current generation learns and uses the library, and it will behoove libraries and librarians to reconsider and reinvent their programs and services. Undergraduates expect constant, rapid new services and far more options than they have been getting from traditional libraries. Recommendations for enhanced services have included meeting users where they are and not waiting for users to come to the library, providing services at times and places that are convenient for the user (24/7), and focusing on the user's point of view, not the librarian's point of view.

As the generational change in students has occurred, library scholars and practitioners alike have attempted to discover undergraduate students' preferences when seeking assistance with the library and its resources. For instance, in a survey of undergraduates conducted at Marywood University (Ismail, 2010), the researcher was surprised to find out that research assistance via chat, Facebook and course management software were not favored among undergraduates. Other researchers, including Granfield and Robertson (2008), found that a substantial proportion of undergraduate respondents (43.8 per cent) prefer to conduct their research within one of the campus libraries, and that they rely on self-help strategies when searching the library website or internet search engines. In addition to noting that undergraduates' paths to learning about the library are often informal and self-directed, Murphy (2014) states that convenience, familiarity and perceived knowledge are key factors that determine who and how students learn about the library and advises that it is important for librarians to engage and interact with students in new ways. Developing library programs such as student peer mentorship, internship and first-year experience programs are possible ways for student and librarian relationships to expand in areas that are less formal.

In addition to finding user preferences for research services, many studies have uncovered a simple lack of awareness by undergraduate students that research services are available. Many authors have reported that students are unaware of academic library chat reference services (Frederiksen *et al.*, 2004; Cummings *et al.*, 2007; Connaway *et al.*, 2008) or how academic reference librarians can directly assist their academic information needs (Naylor *et al.*, 2008; Asher *et al.*, 2010). Other surveys (Callinan, 2005; Onifade and Sowole, 2011; Anyaoku, 2015) have indicated that many first-year students, and undergraduates in general, are unfamiliar with the resources and services that their library offers. Schmidt (2007) stresses that libraries no longer operate in a "come and get it" environment and librarians should focus on creating an awareness of the services available and to ensure effective use of resources.

Undergraduates' low-usage, or non-usage of the library and its resources, has been an ongoing issue among librarians for many decades, although it has not been a heavily researched topic. Each of the following authors have their own definition of low and high-use, considering each institution has unique user demographics and patron use of services and resources. Lubans (1971) states that non-use to any degree is a serious problem, but little has

been said or done about the library non-user, and Sridhar (1994) observes that systematic efforts have not gone into understanding the non-users, underprivileged, unserved, underserved and deprived users. Additionally, McCarthy (1994) stresses that identifying the characteristics of non-users and their needs will allow libraries to market their services and know more about potential users' preferences. In a survey in a UK academic library, results indicated that the library needs to become much more creative in its marketing, publicity and promotion to non-user groups, particularly part-time and distance learners (Toner, 2008). For library staff, an understanding of the motivation behind non/low use will inform service delivery (Goodall and Pattern, 2011).

Promotion, marketing and outreach
Schmidt (2007) notes that libraries are operating in a rapidly changing environment, and new promotional and marketing strategies are required to ensure that libraries continue to reach their users and maintain the relevance of their service offerings. Brunsdale (2000) states that promotional activities can be incorporated into an academic library's marketing plan. In a survey of first-year students, at least in their first year of college, students responded most strongly to library reference service promotions given in person, and first-year students have also shown a preference for face-to-face reference interactions (Sobel, 2009). The combination of these two insights suggests that academic librarians should make a significant effort to reach out to freshmen in person. According to Sweeney (2005), the Millennial generation's desire for a large array of choices has enormous implications for brands and marketing, which includes providing many different types of library spaces, offering a wider selection of books, DVDs and other physical materials specifically for them, and using information and communication technologies to market library services that are personalized, customized and interactive.

Over the past several years, the library literature has focused on the management and the strategies of outreach in academic libraries. In surveys of academic libraries (Carter and Seaman, 2011; Polger and Okamoto, 2013), it was revealed that outreach efforts often occur on an informal and *ad hoc* basis, with only a minority of libraries maintaining a dedicated budget or articulated mission statement. Additionally, librarians who are responsible for library promotion and outreach face a plethora of challenges, including time restraints, lack of funding and limited support for their promotional efforts. According to Essinger and Ke (2013), in the current academic environment, with many activities and demands distracting library users, strategizing outreach efforts is essential, and they recommend that it must be personal, communicative and evolving.

Library's value to the institution and to undergraduates
Academic libraries, like other university departments, are being asked to demonstrate their value to the institution (Soria *et al.*, 2013), and every library should be looking at the impact the information services, library space, marketing and outreach activities have on the academic success of students (Matthews, 2013). In the past decade and a half, researchers have demonstrated the correlation between undergraduate success and library usage. Laird and Kuh (2005) found that participation in information and library-related activities (for example, using the library website to find academic resources, asking librarians for help, etc.) were positively and moderately correlated with student engagement in other areas. Wong and Webb (2010) discovered positive associations between the number of items that students have checked out of the library and students' grade point averages at graduation. Soria *et al.*'s (2013) study suggests first-time, first-year undergraduate students who use the library have a higher GPA for their first semester and higher retention from fall to spring than non-library users. Additionally, Oakleaf's (2010) report points to a positive relationship

between student use of library resources and academic success as measured through GPAs, and Allison (2015) concurs that research clearly implies there is a vital connection between student success and use of library resources.

In studies focusing how undergraduates ask for library assistance and how they use the library services that are available to them, several authors have noted that the current generation of college students are looking for how the library can offer value to them. An undergraduate student stated that libraries "need to do something to show that libraries are not obsolete in the face of the Internet" (Prescott and Veldof, 2010). To do this, libraries must develop an understanding of the research behaviors of undergraduates and identify, define and implement programs and initiatives that will make a tangible difference in their lives (Prescott and Veldof, 2010). Other studies (Magi and Mardeusz, 2013; Fields, 2006; Selby, 2007; Yi, 2003; Barratt *et al.*, 2010) confirm that some undergraduates value the opportunity to participate in face-to-face consultations with librarians because it motivates, encourages and steers the students in the most helpful direction. Additionally, the in-person experience builds rapport between librarians and students and undergraduates believe that librarians add value to the search process.

Research problem
In academic libraries, undergraduate student use of the library varies widely – from those who enter the building daily to those that never step foot through the front door. Library staff were interested in finding out more about what research services were most used by current undergraduate students and what services students felt were lacking. The UNLV Libraries uses the term *research services* to mean traditional reference services which are offered at a service desk in person, via chat, email, telephone and by appointment with a librarian in a consultation area.

A survey was used to determine whether students were aware of currently offered library services, what their top desires were for library services and how satisfied they were with the library overall. From the results, the researchers determined that there were two groups of students: those that use the library frequently and those with low to no-use. The study explores the responses of high-use and low-use patrons to discover whether there were differences among the two groups. From these data, the authors evaluated how these differences could be used to formulate a more targeted marketing and outreach plan.

Methodology
To gather feedback from current undergraduate students, a survey was revised by the authors based on a survey previously created and administered by the Interim Head of User Services. This survey and the initial survey was encouraged by the Associate Dean of the Research and Education Division at the University Libraries to gather feedback about current users and to inform future research and outreach services.

The authors selected a survey to gather input in part because a review of library science literature indicated that user surveys have become widespread in academic libraries during the past 20 years as a method of measuring service quality and user satisfaction. User feedback is considered a more reliable factor in measuring the utility and effectiveness of any library (Hayden *et al.*, 2005; Adeniran, 2011). Additionally, surveys can be powerful and useful tools for collecting data on human characteristics, attitudes, thoughts and behaviors of respondents who are thought to be representative of some population (Doyle, 2004). Although other survey instruments were available (e.g. LibQUAL and Ithaka S+R) that libraries use to solicit, track, understand and act upon users' opinions of services, this survey was specifically developed to focus on a more unique group of undergraduate students in

locations around campus, away from the library, to elicit their knowledge, awareness and satisfaction of library research services.

The survey includes 15 questions; however, depending on the answers to previous questions, not all respondents had to answer every question. Question types varied to include open-ended questions, multiple choice questions, multiple answer questions and scale questions. Most respondents were able to complete the survey in fewer than 15 min. Only undergraduates were asked to participate. From a total of 787 undergraduates who were asked to participate, 247 usable surveys were received.

To gather feedback from a wide variety of students, surveys were distributed outside four locations on campus: the Lied Library (the main library building on campus), the School of Engineering building, the Student Union and the Student Wellness and Recreation Center. All surveys were conducted in person, by either a librarian or by a student employee. Respondents were given a choice of a paper survey or an online version on an iPad. iPad surveys were conducted using Qualtrics Survey Software. Paper results were later entered into Qualtrics, and then all results were exported into Excel for analysis.

Findings

As with previous research studies on undergraduate library users (Collins and Stone, 2014; Bridges, 2008; Soria *et al.*, 2013), survey responses were separated into two groups, which the researchers identified as low-use and high-use. Low-use respondents were defined as undergraduate students who used the library once a month or less per semester, whereas high-use respondents used the library 2-3 times a month up to daily use. After analysis of the survey results, the researchers identified 64 respondents as low-use and 183 as high-use.

Although building use was quite different for high-use and low-use patrons, the two groups shared some characteristics. For instance, there was only a 3.5 per cent difference between high-use patrons and low-use patrons who had used library research services in the past, with 57.8 per cent of high-use patrons having had some kind of research service interaction and 54.3 per cent of low-use patrons having had one. The two groups were also similar with online usage of the library. For low-use patrons, 87.5 per cent of patrons had used the library online, compared to 92.3 per cent of high-use patrons (Figure 1). However, there was a difference in awareness of services offered at the Libraries between the two groups, with 83.2 per cent of high-use patrons being aware that research services were
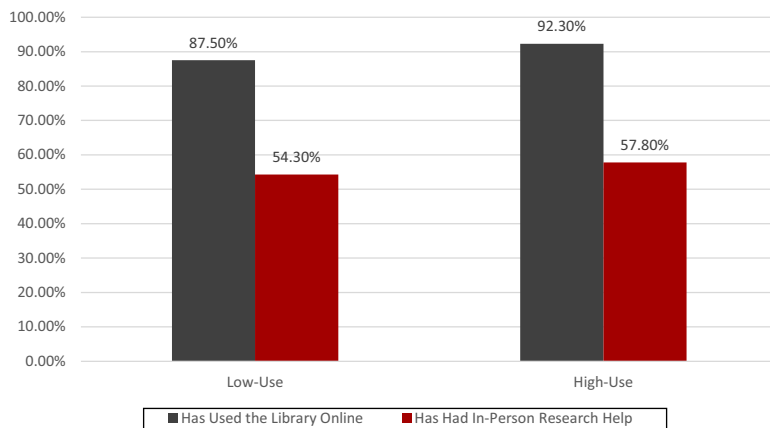

Figure 1.
Library use

offered, versus only 71.9 per cent of low-use patrons having awareness of the availability of research services.

For students who actually received help at the Libraries, both low-use and high-use patrons overwhelmingly chose in-person services at one of the service desks (64 per cent low-use and 59.6 per cent of high-use patrons). Formal instruction sessions had the second highest percentage of participants in both groups (39 per cent of low-use and 32.6 per cent of high-use patrons). Third most-used was chat, with 20.2 per cent of high-use patrons using it and 12 per cent of low-use patrons using it. After those categories, use drops off significantly. E-mail was the next highest method of getting help; however, only 11.2 per cent of high-use patrons used it and only 8 per cent of low-use patrons used it. High-use students used the telephone for help 7.9 per cent of the time and texting 6.7 per cent, while low-use patrons used the telephone only 4 per cent of the time and did not text at all. Finally, 5.6 per cent of high-use patrons used the research consultation appointment service, while 4 per cent of low-use patrons did (Table I). Overwhelmingly, both groups of students were satisfied with the service they received. For low-use patrons, 96 per cent said they were satisfied with the service and 100 per cent said they would use library services again. For high-use patrons, 97.8 per cent of patrons said they were satisfied with library services and 95.5 per cent said they would use it again (Figure 2). Only one person clarified why they were dissatisfied with research services, stating "It was very brief". Those who indicated that they were satisfied,

Type of help	Low-use (%)	High-use (%)
In-person	64	59.6
Library instruction session	39	32.6
Online chat	12	20.2
E-mail	8	11.2
Phone	4	7.9
Text message	0	6.7
Research consultation	4	5.6

Note: Students could select more than one answer

Table I.
How students received
research help

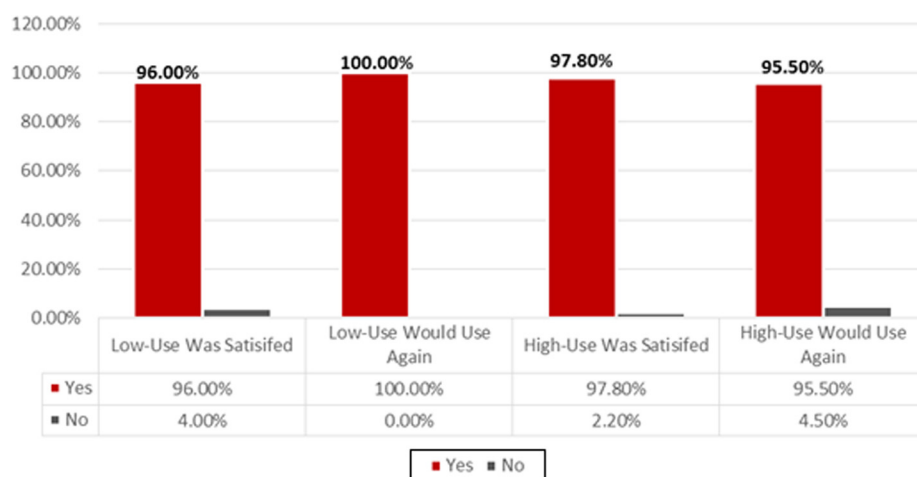|	Low-Use Was Satisifed	Low-Use Would Use Again	High-Use Was Satisfied	High-Use Would Use Again
■ Yes	96.00%	100.00%	97.80%	95.50%
■ No	4.00%	0.00%	2.20%	4.50%

■ Yes ■ No

Figure 2.
Satisfaction and future
service use

but would not use again explained that they were, "graduating", "already know the service", or "probably won't have to research anything anytime soon".

Both high-use and low-use students reported the same top three reasons for not using library research help. Not surprisingly, the primary reported reason was a reliance on Google instead of the library. For low-use patrons, 57.1 per cent gave this as a reason (multiple responses were possible), whereas for high-use patrons, 38.5 per cent did. The second highest reason provided was that "I like to do it on my own". A total of 52.4 per cent of low-use respondents selected this choice, whereas 29.2 per cent of high-use patrons selected this choice. The third highest response was that "Do not need help". Low-use students chose this response 23.8 per cent of the time, whereas high-use patrons chose it 30.8 per cent of the time. After these choices, the two groups diverged. The fourth highest choice for low-use patrons was "Didn't have time" (19 per cent). Four items: "Other", "It's easy to use the library resources without help", "I didn't want to bother anyone" and "Didn't know that UNLV had it" all had 9.5 per cent of low-use respondents agreeing. Finally, 4.8 per cent of low-use respondents felt that "It's not convenient to go to the Libraries", "Thought it would take too long" and "I go to the public library". For high-response patrons, 26.2 per cent did not use library services because "It's easy to use the library resources without help", 15.4 per cent felt they "Didn't have time", 10.8 per cent stated that they "Didn't want to bother anyone", whereas 9.2 per cent choose "Other". An equal share of high-use patrons felt that "It's not convenient to go to the Libraries" and that they "Didn't know that UNLV had it" (4.6 per cent). Only 3.1 per cent of high-use patrons felt that they "Thought it would take too long" and no high-use patrons reported using the public library. For both groups of patrons, the majority (86 per cent) who selected the "Other" choice, indicated that they had not needed to use library resources yet (Figure 3).

When both groups were given an open-ended question about what type of additional help they would like to get at the Libraries, the majority of both high- and low-use patrons either gave no answer (26.6 per cent low-use versus 21.6 per cent high-use) or the highest response was that the library was fine as it is (20.3 per cent for low-use patrons and 26.5 per cent for high-use). However, other responses varied greatly between the two groups. For instance, high-use patrons desired more changes to physical space in the library (8.6 versus 4.7 per cent) and more computers and equipment (6.5 versus 3.1 per cent). They also were interested in new library services (7.0 versus 4.7 per cent). On the other hand, low-use students were most interested in additional research services (20.3 versus 13.5 per cent), technology support (4.7 versus 2.2 per cent) and better collections (4.7 versus 2.7 per cent). Both groups were interested in more tutoring (which is currently offered in the Libraries) with 11.4 per cent of high-users requesting it, and 10.9 per cent of low-users desiring it (Figure 4).

Both high-use and low-use groups were fairly uniform with the amount of time they were willing to spend using library services. For high-use patrons, they were most likely to allot 0-15 min (33.3 per cent) or 16-30 min (32.12 per cent). For low-use patrons those two-time periods tied at 30.6 per cent of respondents stating they would spend either 0-15 or 16-30 min using library services. Response rates went down as time increments went up for both low-use and high-use patrons: 31-45 min (16.1 per cent low-use, 12 per cent high-use), 46 min-1 h (16.1 per cent low-use, 9.3 per cent high-use), over 1 h (3.2 per cent low-use, 8.7 per cent high-use). The few respondents who answered "Other" indicated that they would spend whatever time it took to complete their assignment (Figure 5).

Discussion

The purpose of the survey was to investigate undergraduate students' awareness of library research services, the top desires for new services and their overall satisfaction with library
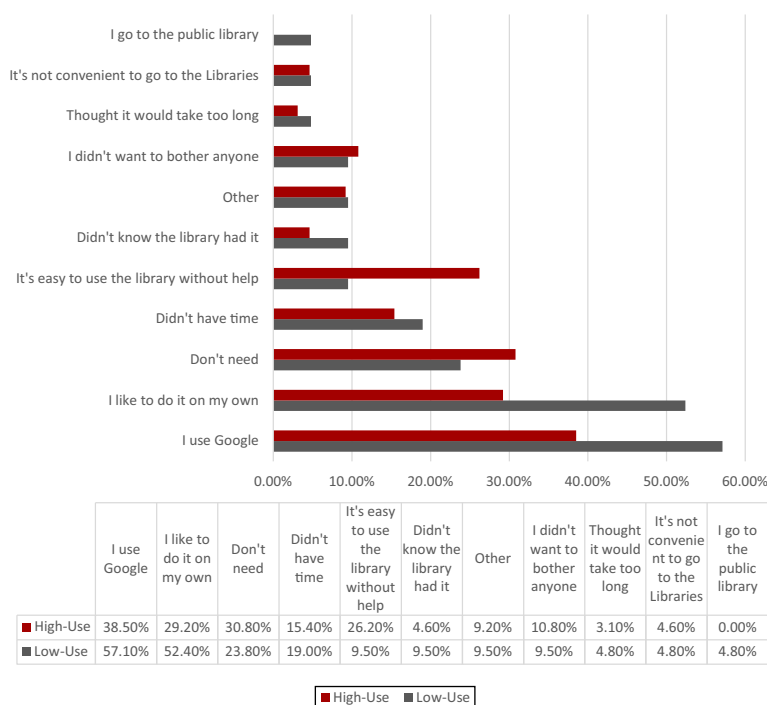
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	I use Google	I like to do it on my own	Don't need	Didn't have time	It's easy to use the library without help	Didn't know the library had it	Other	I didn't want to bother anyone	Thought it would take too long	It's not convenient to go to the Libraries	I go to the public library
High-Use	38.50%	29.20%	30.80%	15.40%	26.20%	4.60%	9.20%	10.80%	3.10%	4.60%	0.00%
Low-Use	57.10%	52.40%	23.80%	19.00%	9.50%	9.50%	9.50%	9.50%	4.80%	4.80%	4.80%

■High-Use   ■Low-Use

Figure 3.
Reasons for not using
the library

Note: Students could select more than one answer

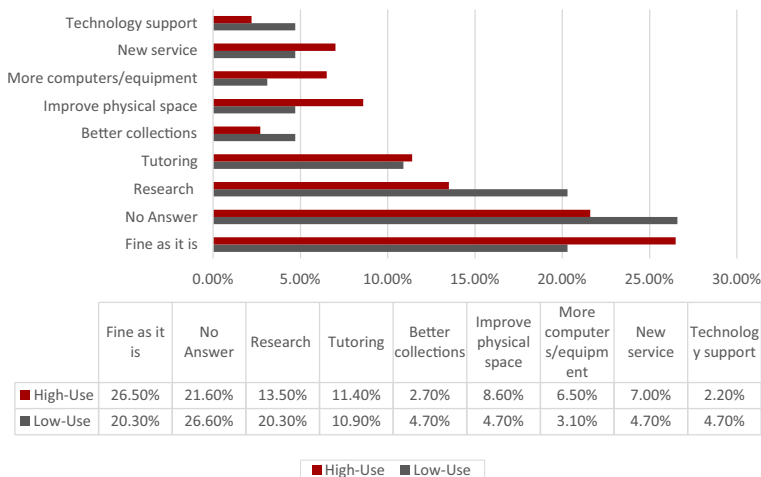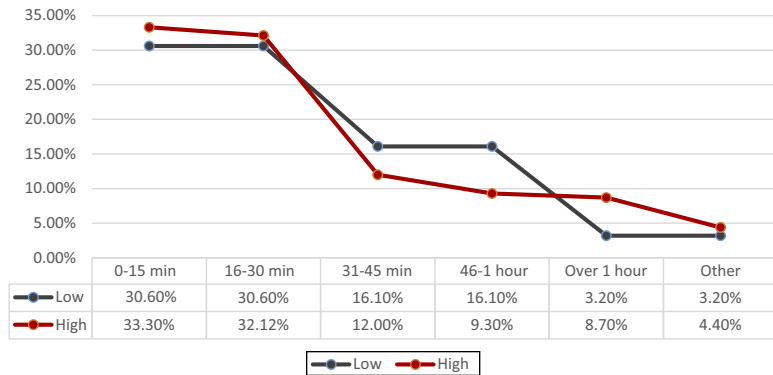|	Fine as it is	No Answer	Research	Tutoring	Better collections	Improve physical space	More computers/equipment	New service	Technology support
High-Use	26.50%	21.60%	13.50%	11.40%	2.70%	8.60%	6.50%	7.00%	2.20%
Low-Use	20.30%	26.60%	20.30%	10.90%	4.70%	4.70%	3.10%	4.70%	4.70%

■High-Use   ■Low-Use

Figure 4.
What kind of help
would you like offered
at the libraries?

Note: Students could select more than one answer

	0-15 min	16-30 min	31-45 min	46-1 hour	Over 1 hour	Other
Low	30.60%	30.60%	16.10%	16.10%	3.20%	3.20%
High	33.30%	32.12%	12.00%	9.30%	8.70%	4.40%

research services. The results showed that students were satisfied with research services at the library. However, the results uncovered two distinct issues: problems with both awareness and desires for new services. In one case, undergraduate students largely have an awareness that research help is available to them; however, awareness is not translating into increased use. In the other case, students lack awareness of current research services and are specifically asking for things that are already offered at the library. After reviewing the data, it was clear that specific outreach and marketing efforts could help to alleviate both of these issues. As the survey pinpointed information specifically relevant to both high-use and low-use patrons, the researchers were able to create an outreach and marketing plan that more effectively meets student needs.

High-use undergraduates tended to be more aware of research services, but still not likely to use those services (Figure 6). The top reasons these patrons were not using library research services include that they use Google, navigate research on their own, or they do not need the library. These results indicate an outreach and marketing plan that could be effective for this group of students should emphasize elevating the value of library research services and resources to attract use. To move users away from Google toward more scholarly resources, it is imperative
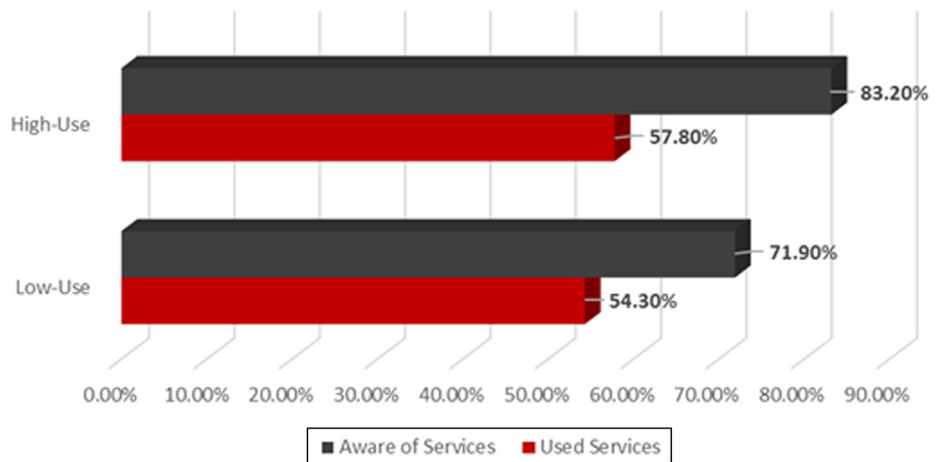
that an emphasis be on the benefits of using specialized services available at the library such as research assistance, research consultations with a subject liaison librarian and online research assistance. Future outreach and messaging efforts will promote why the library is best with research assistance, how students benefit from using resources only available through the library and what students can gain by seeking assistance from an expert over Google or on their own. It is important to consider the suggestions of the literature and craft messages that are personal, evolving and conduct outreach that engages students in new ways (Essinger and Ke, 2013; Murphy, 2014). As high-use students are already in the library, using and accessing the physical space, they can benefit by seeing these types of messages within the library building, on the library website or via social media.

Low-use patrons were more likely than high-use patrons to be unaware of library services, despite indicating that they would be interested in using some of the same services we already have. This group's most requested suggestions for new services were the need for additional research services, technology support and better collections, which are all things the library routinely scores highly on in surveys. This disconnect requires a different approach to marketing and outreach. First, it is important to reach this group of patrons outside of the library. Marketing should be done in other areas of campus and beyond the library website. These efforts should not only make students aware of services but also go further by focusing on ways to encourage these students to use specific research services and resources. Additionally, there is a need to promote the physical space within the building to this group and to highlight some of the unique ways that it can enhance their student experience.

For both high-use and low-use patrons, the survey indicated a need for new research services and spaces. This is an aspect that needs to be highlighted in the outreach and marketing plan. To best reach our patrons, outreach messaging needs to include both the variety and the breadth of services available, as the literature suggest, students are expecting a wide array of convenient, innovative services (Mi and Nesta, 2006; Sweeney, 2005; Schmidt, 2007). The fact that our high-users were aware of much of what we currently have to offer, but not using it, shows that the library must be deliberate about promoting the value of a new service or space when it is added for users, yet at the same time, we must reach out beyond our building to make sure our non-users become aware of what is new. An additional step in the marketing and outreach plan is messaging how the library has responded to users' requests for new services or resources, as a way to show that we are responsive to patron needs. For example, as spaces in the library have been enhanced to meet current students desires and needs, social media has been used to highlight the new learning spaces and to ask for further input (http://bit.ly/2acqX2M).

While the results of this study suggest that when low or high-use students use the library, they report a high level of satisfaction and students claim they would use library services again, the lower reporting of use of research-related services indicate students are often doing research on their own, especially online. High-use and low-use respondents reported using the library website more than visiting the heavily trafficked physical space. Additionally, low-use respondents reported less awareness of research assistance available remotely such as text and chat with a librarian. These results suggest outreach messaging to low-users should include an emphasis on alternative methods for obtaining assistance rather than traditional in-person services. On-campus library outreach efforts, such as tabling at campus events, should be sure to include marketing materials that emphasize the variety of ways that the library offers students prompt research assistance. Messaging should also include that research assistance and other services do not require a large amount of time, considering 65.42 per cent of high-use and 61.2 per cent of low-use respondents indicated they would prefer to allot 0-30 min using library services. Finally, these results reveal the

library website continues to be an important tool for marketing and messaging to users. The library news and events area of the website should be considered a priority resource for messaging and outreach to low-use and high-use undergraduate students about research assistance services and resources.

Outreach and marketing plan

Surveying students was the first phase in the creation of a marketing and outreach plan, which is why there is an interval of time between when the survey was conducted and when the plan was enacted. After gathering student data, the following year was spent engaging stakeholders from both within the library and in other offices throughout campus. Some of this planning included an environmental scan and library faculty, staff and student employees were consulted in the construction of the plan. After all of these data were gathered and analyzed, a draft was created in 2015. Throughout 2015 and 2016, some activities began to be implemented, while others are still in the planning phase. Assessment will be ongoing, as each activity, program or event concludes and will vary depending on the project.

The plan is a living document that adapts to changes on campus and with our patrons as needed. Its purpose was to create an audience, activity and outcome-based approach that integrates library collections and services into the student experience. Although high-use and low-use students were not directly added to each audience and activity within the outreach plan, identifying and understanding user groups by use helped to define the different needs of undergraduate students at UNLV. For instance, one audience included in the plan was students engaged in activities through the office of Student Engagement and Diversity. Here is an excerpt from the plan:

- *Audience*: Office of student engagement and diversity (OSED).
- *Activity*: Complete a needs assessment and establish a relationship with the Executive Director.
- *Outcome*: Outreach Librarian will discover needs and opportunities of the functional areas OSED oversees. Identify two functional areas of Student Organizations, Fraternity & Sorority Life, Campus & Service Programs, Multicultural Programs, International Programs, and the Center for Social Justice to plan and begin outreach activities.

As a way to promote library collections and research services, a series of resource guides were created, using LibGuides, to highlight library resources for each of the multicultural heritage months celebrated by OSED (e.g. Black History Month, Latino/a Heritage Month, LGBTQIA Month). The resource guides included physical collections, electronic resources and databases, unique materials held in Special Collections and items available through our branch libraries. Additionally, each guide highlighted specific research starting points and searching strategies. The resource guides connected students to both library resources and expert librarians. As a result of this successful outreach activity, OSED has requested that the outreach librarian attend and bring library materials for display and on-site check-out to OSED sponsored multicultural heritage celebration events in 2016-2017.

Recommendations and conclusion

By analysis and grouping of responses by high-use and low-use of the library by students, three major takeaways were considered and used to inform the creation of our outreach and marketing plan.

(1) Know your audience and customize your message to them. From the survey results, it was clear that what attracts one group of users may not be enough to encourage use by a different user group. Both the message and the means of distributing it may need to be customized depending on the group that needs to be reached.

(2) Create a campaign or series of messages communicating library value to users. Library marketing should compel users toward a service or resource. Survey results showed that just knowing about a service did not always translate into use. Campus partners can be used in spreading the message.

(3) Include students in the planning process and acknowledge and market changes brought about by student requests or complaints. Our plan focused on improving undergraduates' awareness and use of library resources and services – it behooves libraries to include student considerations and feedback in the provision of services and resources, along with marketing and outreach approaches. From the survey results, students reported they wanted more changes to physical space, that they were interested in new library services, and more computers and equipment. This feedback suggests we should be strategic in telling specific student groups when new services or spaces are added. It is also important to share with students if these changes resulted from their requests or feedback.

Additionally, the feedback from the low-use and high-use groups, along with input provided by other library stakeholders, informed the prioritization of new and existing services to be promoted through the outreach plan. An upcoming step for the authors includes assessing the plan outcomes, so efforts can be evaluated and improved upon.

This paper explored the awareness of library research services, the top desires for new services and the overall satisfaction of undergraduate students at UNLV University Libraries. The study uncovered similarities and differences in library use between low and high users, which led to the development of a targeted outreach and marketing plan that was not previously in existence. Additionally, this study reveals that an effective method to gather input and feedback from students is by surveying them in diverse spaces on campus, outside the library and its vicinity. By asking students in spaces they frequent between classes or near their academic units, libraries can gather data that would otherwise be difficult to obtain.

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