MISO Survey 2014: Trends and Takeaways

Fred Folmer
Connecticut College, ffolmer@conncoll.edu

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MISO Survey 2014: Trends and Takeaways

Connecticut College Information Services
What is MISO?

- Quantitative Web-based survey helping libraries/technology organizations in higher education evaluate their services
- Stands for Measuring Information Service Outcomes
- Nonprofit survey provider, based at Bryn Mawr College
- In 2014, approximately 40 institutions participated
Asks about importance of, and satisfaction with, numerous services provided by libraries and information technology organizations
Asks what skills respondents would be interested in learning
Asks how well informed respondents feel about various topics
Students: what devices owned; whether they’re used for academic or personal purposes

What does MISO measure?
69 percent of faculty (129 responses)
64 percent of staff (206 responses)
54 percent of a random sample of 700 students (379 responses)

High participation rates
Trends Found for 2014

MISO Survey, Connecticut College
Respondents could rate satisfaction of services as “Dissatisfied” (1), “somewhat dissatisfied” (2), “somewhat satisfied” (3) or “satisfied” (4)

More than 98 percent of the services received a mean satisfaction of 3, or at least “somewhat satisfied,” from all constituencies: faculty, staff and students

Very high levels of satisfaction
Two services received a mean satisfaction rating of less than 3 (or “somewhat satisfied”)

Student respondents rated campus printers at a meaning of 2.5 (halfway between “somewhat dissatisfied” and “somewhat satisfied”)

Student respondents rated wireless performance at a mean of 2.81

Only two services with a slightly lower satisfaction rating
Almost all satisfaction ratings were quite high; the survey did not point toward drastic corrective action in any area.

In some areas, we saw a trend of higher mean importance than mean satisfaction, for at least two of three populations. These included:

- Wireless availability
- Wireless performance
- Support when you have a desktop/laptop computing problem
- Technology in meeting spaces/classrooms
- Technical support for meeting spaces/classrooms
- The IT Service Desk

Areas for possible attention
The survey of students also found a lower level of satisfaction than importance in several areas concerning the physical spaces of the library. These areas were:

- Library physical comfort
- Quiet work space in the library

Notably, these areas are intended to be addressed by the ongoing renovations to Shain Library.
Among faculty, mean satisfaction with wireless performance improved over 2012 by 3.38 percent

Among students, mean satisfaction with wireless performance improved over 2012 by 6.84 percent

Among staff, mean satisfaction for the IT Service desk improved by 11.67 percent

Several areas of tech service improvement over time
Faculty and students rated importance of digital collections higher than in 2012.

- Faculty mean score increased 9.21 percent
- Student mean score increased 9.28 percent

Digital image collections still scored relatively low in importance overall, but the increase is notable.

Faculty and students mean scores for importance of digital images were higher than those of peer institutions.

- Faculty means of 2.62 versus 2.3, respectively
- Student means of 2.59 versus 2.23

With the hire of a new visual resources/digital scholarship librarian, IS has placed increased emphasis on this area.

Increased importance for digital image collections
Importance of library research instruction has increased for faculty and students:

- Faculty mean score increased 8.05 percent over 2012
- Student mean score increased 7.45 percent over 2012
- Faculty mean score was higher than that of a group of peer institutions (means of 3.22 and 2.87, respectively)

Increased importance of library research instruction
Respondents asked to consider whether they thought staff in various IS areas (archives, circulation, reference, instr. tech., computer support, phone support, IT Service Desk) were:

- Responsive
- Reliable
- Knowledgeable
- Friendly

Majority agree!

All staff areas received average score of more than 3 out of 4 (or “somewhat agree”) that criteria were met, across all respondent populations.

IT Service Desk saw notable increases over 2012 in mean figure for faculty and staff: 9.09 percent for faculty, 7.91 percent for staff.

Attitudes/perceptions of IS staff were very positive.
Categories in which the CC mean student response was higher than that of a comparison group:

- SuperSearch (means of 3.04 versus 2.64)
- Study carrels in the library (3.46 versus 3.07)
- Library support for scholarly research (3.28 versus 2.9)
- Group study spaces in the library (3.55 versus 3.19)
- Library reference services (3.35 versus 3.01)
- The library website (3.1 versus 2.78)

Students rated library services higher in importance than peer institutions did.
Categories in which CC scored higher included:

- Library reference services (means of 2.87 versus 2.2, respectively)
- Library circulation services (2.78 versus 2.2)
- Physical comfort in the library (2.97 versus 2.42)
- Library databases (2.77 versus 2.27)
- Public computers in the library (2.61 versus 2.17)
- The library catalog (2.69 versus 2.27)
- SuperSearch (2.46 versus 2.1)
- The libraries’ website (2.81 versus 2.46)

Staff also rated many library services higher in importance than staff from peer institutions
Categories in which CC scored higher in importance included:

- The IT Service Desk (mean scores of 3.14 versus 2.64, respectively)
- The computing website (2.84 versus 2.43)
- CamelWeb (3.45 versus 3.09)

Students rated several information technology categories higher in importance than peer institutions
Faculty, staff and students named information security as an area about which they felt least informed. Respondents who said they felt either “not informed” or only “somewhat informed” included:

- 71.19 percent of faculty
- 70.39 percent of staff
- 74.83 percent of students

Several indicators point toward information security awareness as an area to target.
Other categories related to info. security about which respondents said they were either “not informed” or “somewhat informed”:

- Current issues regarding computer viruses and spyware (66.04% of faculty, 70.56% of staff, 75.82% of students)
- Privacy issues related to technology (67.79% of faculty, 69.3% of students)
- Data backup solutions (64.41% of faculty, 79.22% of staff, 62.32% of students)

Information security awareness, cont’d.
42 percent of students and 39 percent of staff said they never back up their data.

9 percent of faculty said they never back up their data.

The most common answer for those who back up their data was “once or twice” a semester.

Many either “interested” or “very interested” in learning more about data backup:

- 57.69 percent of students
- 60.59 percent of staff
- 64.41 percent of faculty

Data backup also possibly an area for attention
Faculty:
- 54.24 percent said they were either “not informed” or “somewhat informed” about fair use
- 66.95 percent said the same about whom to contact about copyright/fair use
- 70 percent of staff and 62.37 percent of students said either “not informed” or “somewhat informed” about copyright/fair use

Copyright and fair use: possible areas for user education
59.63 percent of faculty said they would be “interested” or “very interested” in learning more about technology in meeting spaces/classrooms — an 11.62 percent mean increase over 2012

56.76 percent of faculty said they would be “interested” or “very interested” in learning more about Moodle

Several faculty mean scores in this area higher than those of peer institutions:

ὁ Interest in learning about Moodle (means of 2.63 versus 2.21, respectively)
ὁ Importance of instructional technology support (means of 3.44 versus 3.04)
ὁ Interest in learning about technology in meeting spaces and classrooms (means of 2.83 versus 2.45)

Greater faculty interest in instructional technology
- Particular interest in graphics/Web design software
- Faculty mean interest in learning graphics software increased by 14.42 percent over 2012
  - Web design software, 13.57 percent
- Student mean interest in Web design software increased 14.72 percent
- Faculty means also increased for:
  - Audio/video editing software (10.86 percent)
  - Spatial analysis/GIS software (10.19 percent)
  - Mathematics/statistics software (9.47 percent)

Increased student and faculty interest in software learning
75.58 percent of staff said they were “interested” or “very interested” in learning to solve computer problems.

74.42 percent said they were “interested” or “very interested” in learning about “avoiding computer problems.
- Laptop/notebook computer, 98.67 percent (virtually unchanged from 2012)
- Smartphones, 91.30 percent (increased 33.09 percent over 2012)
- Mobile phones, 75.75 percent (decreased 15.39 percent over 2012)
- Portable media devices such as an iPod, 68.9 percent (decreased 22.11 percent over 2012)

Students: increased ownership of smartphones, decreased mobile phones/iPods
28.96 percent said they own a tablet (increase of 152.93 percent over 2012)

23.23 percent said they own an e-reader (increase of 39.02 percent over 2012)

Tablet, e-reader ownership on the rise among students
Most students own a Mac.