

2016

MISO Survey 2016: Trends and Takeaways

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Recommended Citation

Folmer, Fred, "MISO Survey 2016: Trends and Takeaways" (2016). *MISO (Measuring Information Service Outcomes) Reports*. Paper 2.
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Takeaways from the MISO Survey, 2016

Information Services, Connecticut College

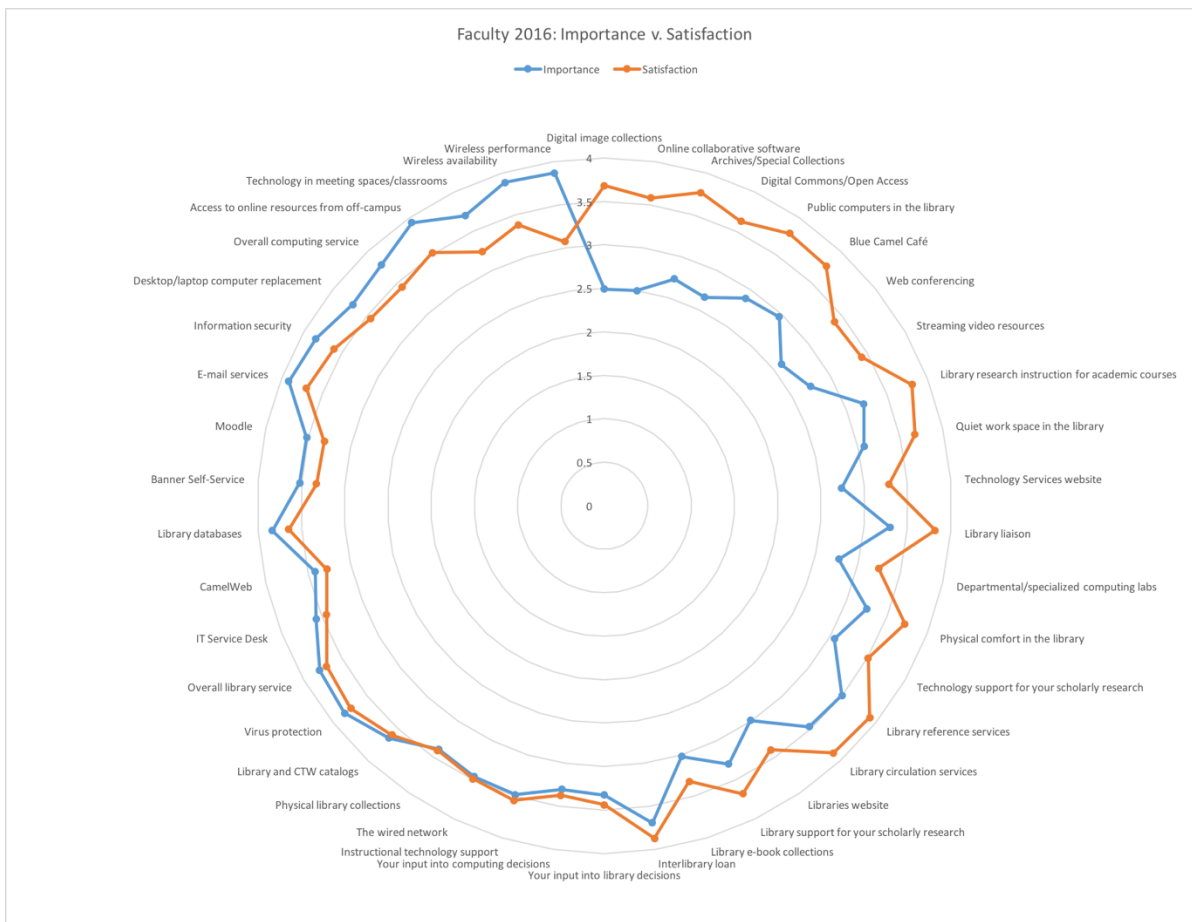
Compiled by Fred Folmer

The MISO survey is a biannual survey that Information Services undertakes to assess the importance of, and satisfaction with, library and technology services. It also attempts to take a snapshot of attitudes and practices relating to information usage. MISO is an acronym that stands for Measuring Information Services Outcomes; it's a nonprofit survey provider based at Bryn Mawr College, and numerous colleges and universities administer the survey each year. For more information on the survey, visit <http://www.misosurvey.org>.

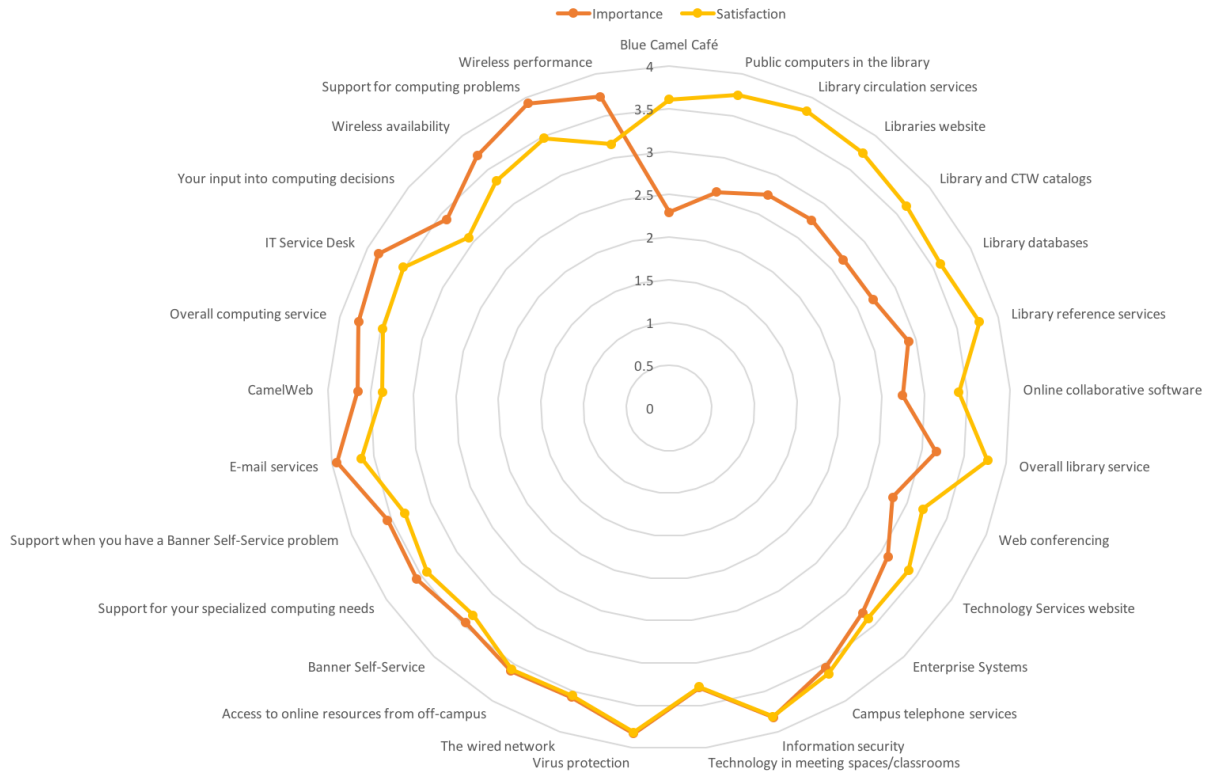
The survey was administered in February 2016, and had the following response rates: 55% of faculty (150 responses), 47.5% of staff (196 responses), and 55% of a random sample of approximately 700 students (i.e., 383 responses).

1. Satisfaction ratings for Information Services remain very high across the board.

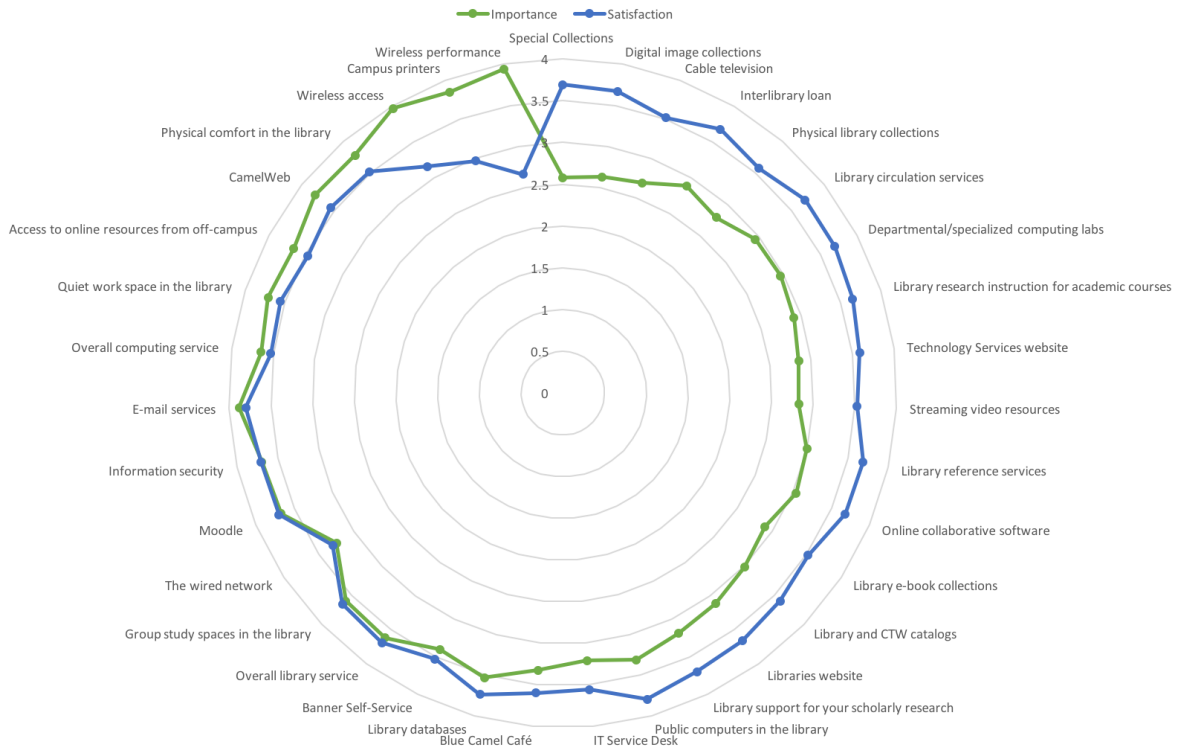
The MISO survey asks respondents to rate their level of satisfaction with services across the library and information technology spectrum. Across the three populations surveyed (faculty, staff and students), all but two services reached the threshold of a mean satisfaction rating of 3 out of 4. The only two services that did not meet this threshold were on the student survey (“campus printers,” with a mean satisfaction of 2.97, and “performance of wireless access,” with a mean satisfaction of 2.66). Notably, the mean satisfaction for both of these services improved over the 2014 survey.



Staff 2016: Importance v. Satisfaction



Students 2016: Importance v. Satisfaction



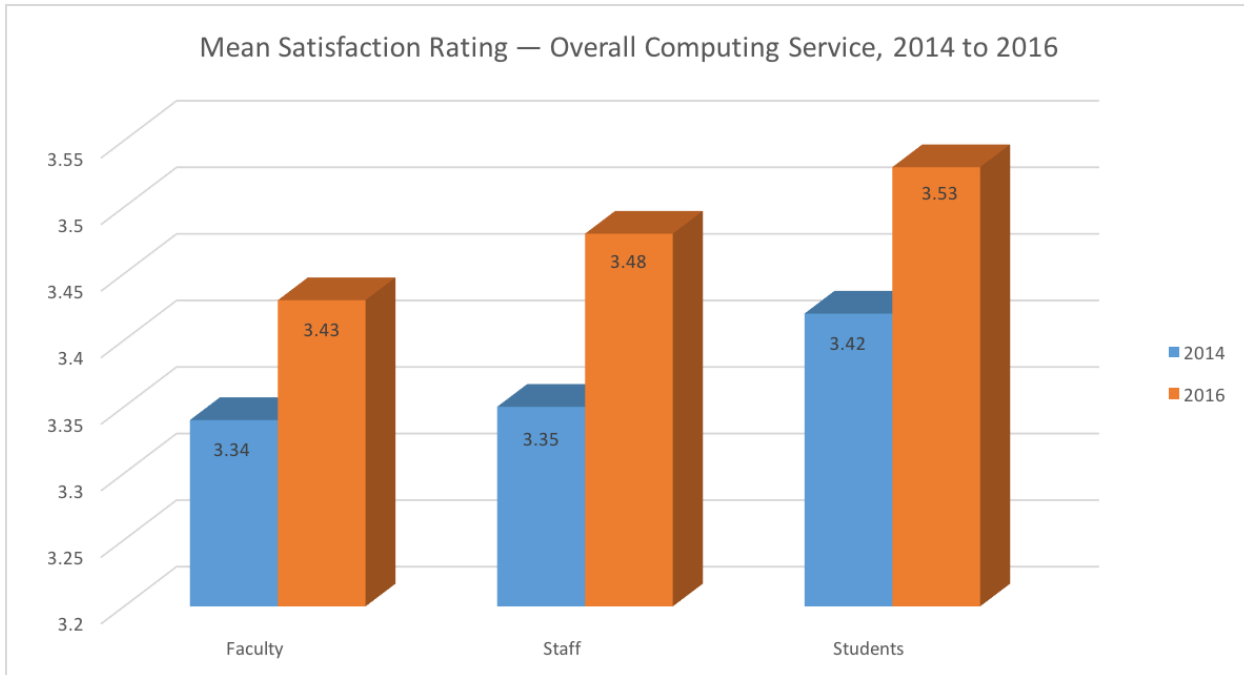
2. IS staff members are friendly, knowledgeable, reliable and responsive, according to all groups surveyed.

Respondents were asked to rate staff on four criteria (friendliness, knowledgeability, reliability and responsiveness). Taking ratings across these four criteria as an average, all staff areas received a score of at least 3.5 out of 4 (with 3 representing “somewhat agree” and 4 representing “agree”).



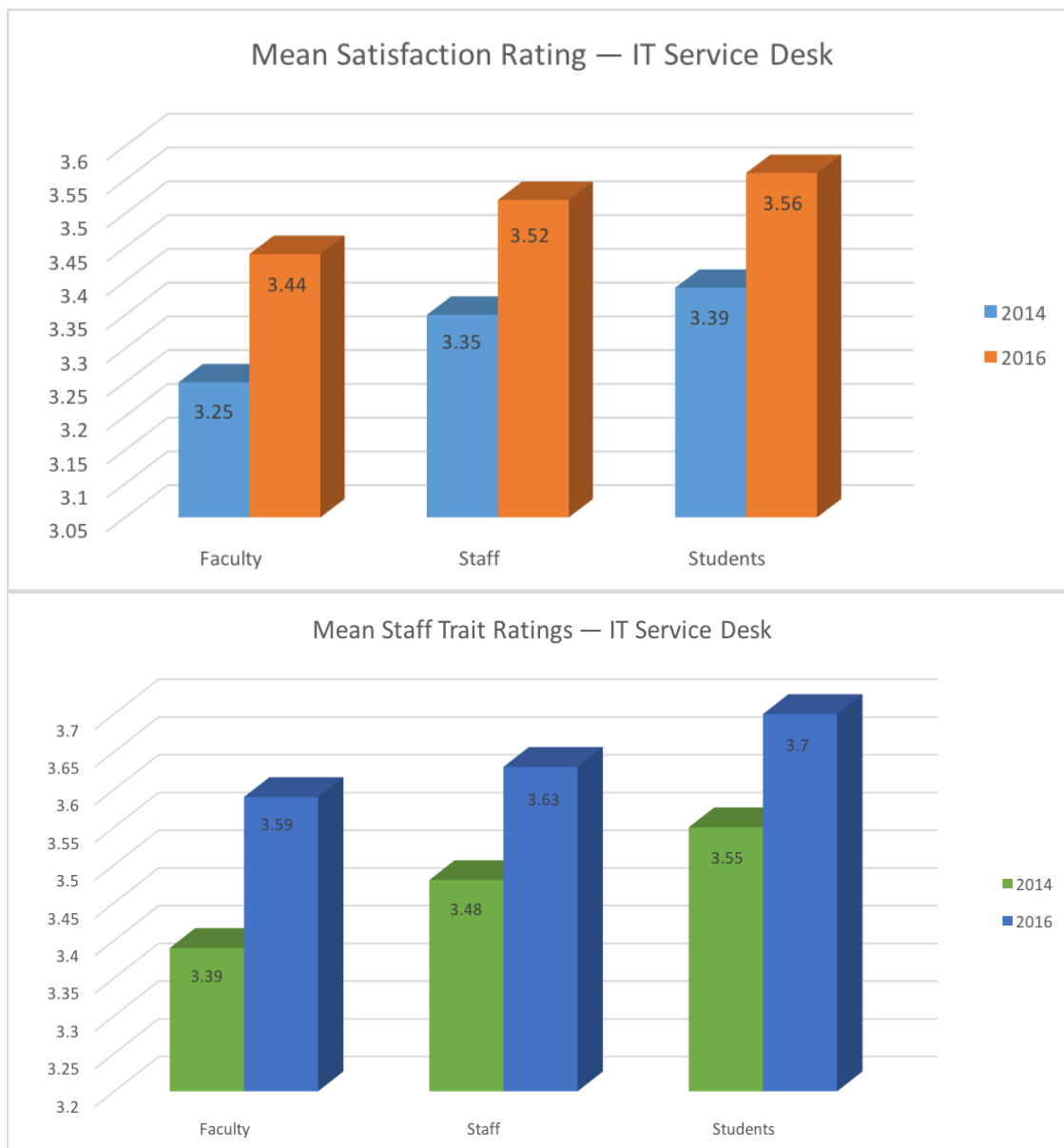
3. Overall, the campus is happier with computing services than in 2014.

The mean satisfaction ratings for overall computing service improved in statistically significant margins across the board — among faculty (from 3.34 to 3.43), students (from 3.42 to 3.53) and staff (from 3.35 to 3.48).



4. Ratings for the IT Service Desk and its staff have significantly improved over 2014.

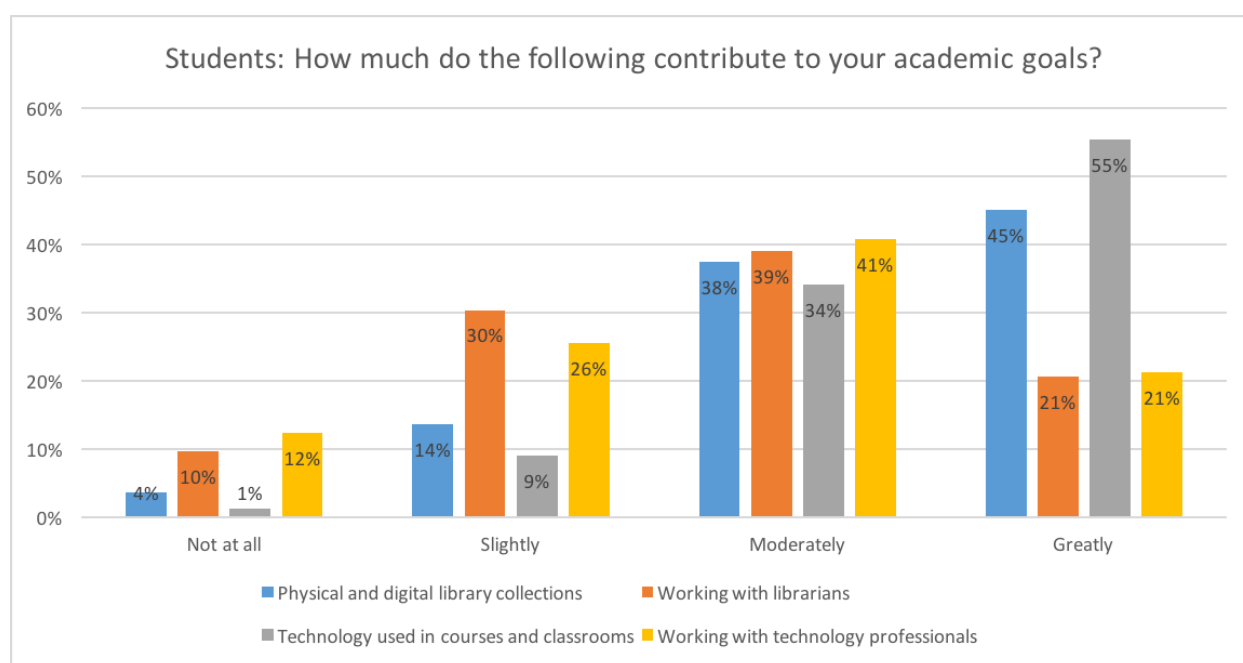
Mean satisfaction ratings on the 2016 survey for the IT Service Desk improved over those of the 2014 survey, as did the ratings for staff friendliness, knowledgeability, reliability and responsiveness. In mean satisfaction ratings, the survey found statistically significant improvements among faculty (from 3.25 to 3.44), students (from 3.39 to 3.56) and staff (from 3.35 to 3.52). Further, an analysis of staff traits (friendliness, knowledgeability, reliability and responsiveness) showed statistically significant increases across the board among all these categories. Averaging ratings for the four traits, mean faculty ratings increased from 3.39 to 3.59; students, from 3.55 to 3.70; and staff, from 3.48 to 3.63.



5. IS staff, services and collections play a key role in teaching, learning and research.

We asked students and faculty to tell us the extent to which various services (physical and digital library collections; technology in courses and classrooms; working with librarians; and working with technology professionals) contribute to their academic and research projects. Among students:

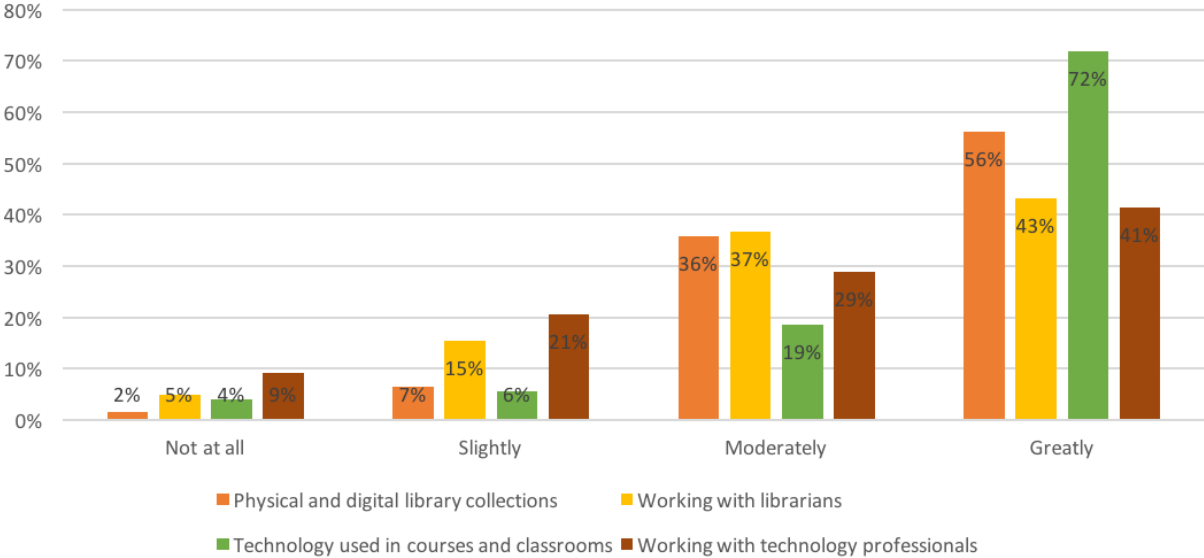
- 55 percent said that **technology used in courses and classrooms** contributed “greatly” to their academic goals.
- 45 percent said the same of **library collections**.
- 61 percent said that **working with technology professionals** contributed either “greatly” or “moderately” to academic goals
- 59 percent said the same of **working with librarians**.



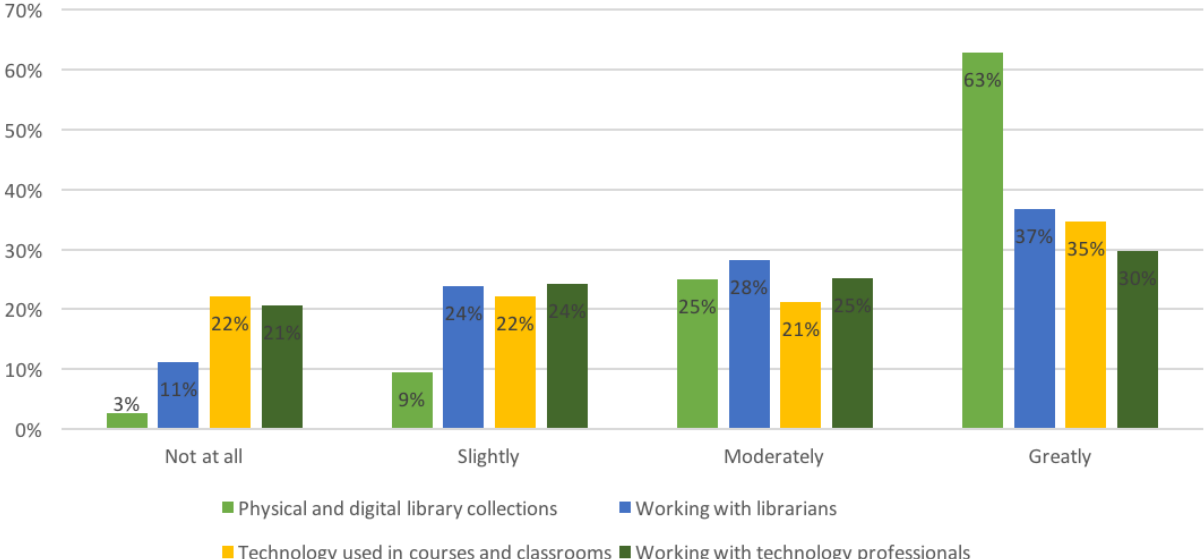
Faculty also reported very high levels of contribution from the library and librarians, as well as from technology services, to their teaching and research:

- 62 percent said that **library collections** contributed greatly to their *research* goals, while 56 percent said that collections contributed greatly to their *teaching* goals.
- 79 percent said that **working with librarians** contributed either “greatly” or “moderately” to their *teaching*, while 64 percent said the same of their *research*.
- 89 percent said **technology used in courses and classrooms** contributed either “greatly” or “moderately” to their *teaching*, while 64 percent said the same of their *research*.
- 69 percent said **working with technology professionals** contributed either “greatly” or “moderately” to their *teaching*, while 54 percent said the same of their *research*.

Faculty: How much do the following contribute to your teaching goals?



Faculty: How much do the following contribute to your research goals?



6. Students and faculty are very happy with the renovated Shain Library.

The renovation of Shain Library has resulted in greatly increased satisfaction with the physical space. The student mean satisfaction rating for physical comfort in the library increased 16.9 percent over 2014 (from 3.01 to 3.52); among faculty, the same category saw a mean increase of 9.7 percent over 2014 (from 3.39 to 3.72). The student survey also saw an increase in satisfaction with group study spaces in the library (a 15.1 percent mean increase, to 3.17) and quiet work space in the library (a 5 percent mean increase, to 3.56). The student and faculty surveys both saw an increase in mean satisfaction with physical library collections (mean increases of 2.3 and 7.6 percent, respectively).



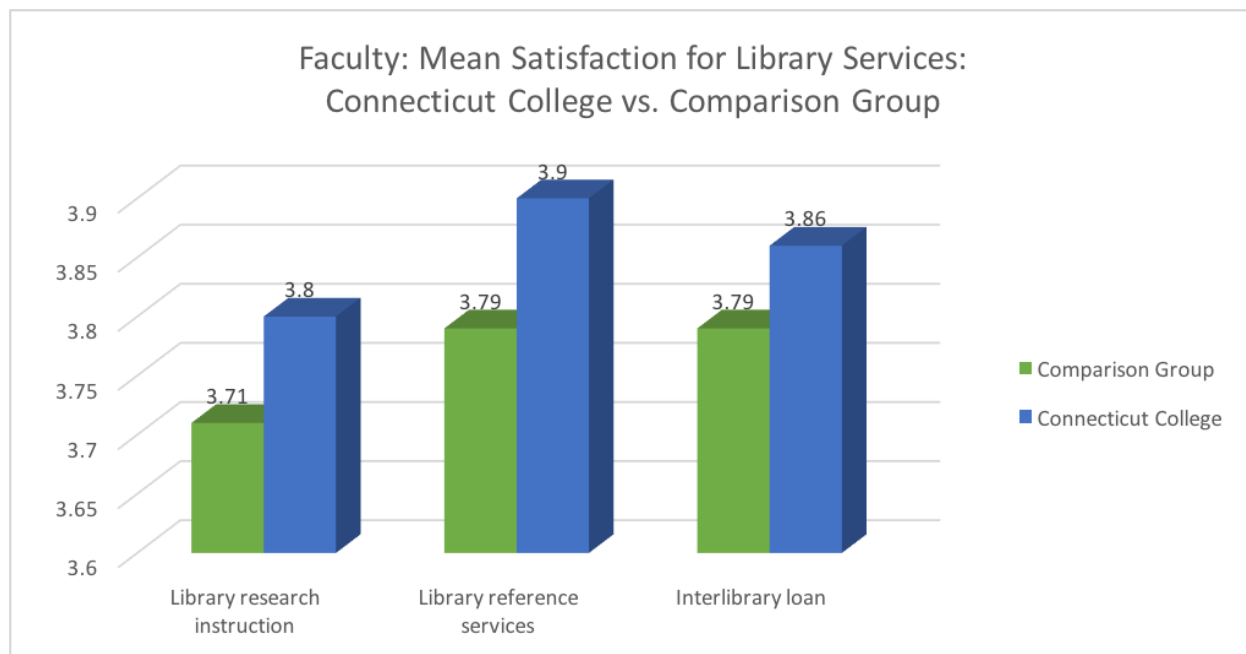
In a further demonstration of this trend, students gave higher satisfaction ratings to numerous aspects of the physical library than students from peer institutions did. For instance, in the category of “physical comfort in the library,” Connecticut College students gave a mean satisfaction rating of 3.52, versus a 3.31 average rating in this category from a group of peer institutions. Other categories in which our students rated physical aspects of the library higher included:

- Group study spaces in the library (3.65 from Connecticut College, versus 3.41 from peer institutions)
- Public computers in the library (3.80 from Connecticut College, versus 3.56 from peer institutions)

7. Students and faculty rated our library services higher than our peers did.

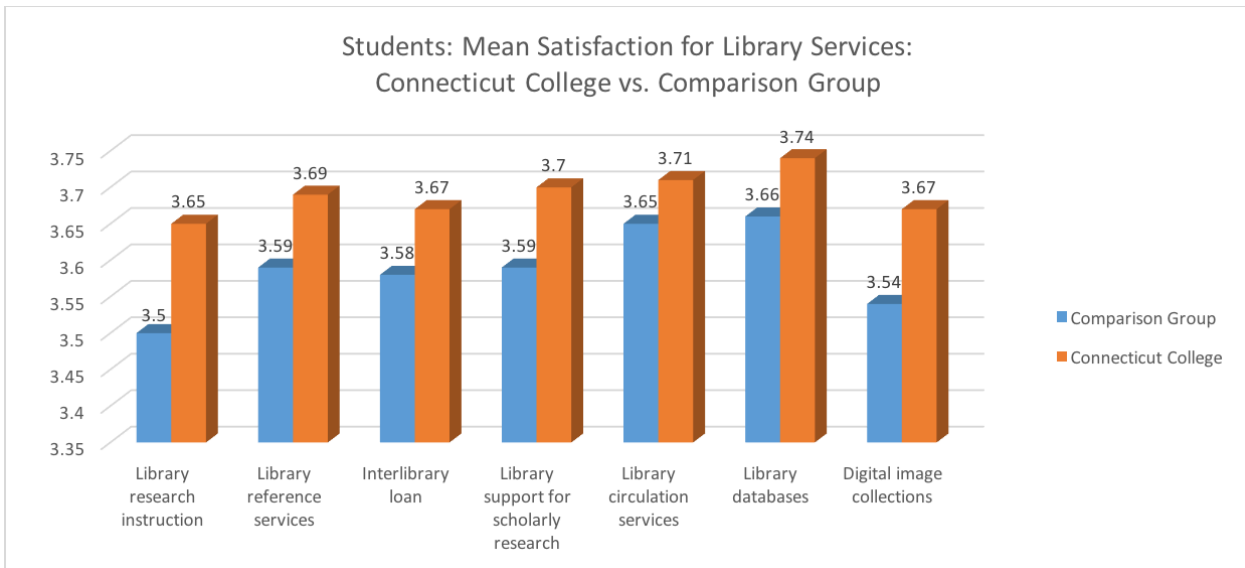
Among faculty and students, satisfaction ratings were higher than those of a group of comparison institutions in many important library-related categories. Among faculty, these categories included:

- Library research instruction (mean satisfaction of 3.80 for Connecticut College, versus 3.71 for the comparison group)
- Library reference services (3.90 versus 3.79)
- Interlibrary loan (3.86 versus 3.79).



Among students, key library categories in which Connecticut College mean ratings were higher than those of the comparison group included:

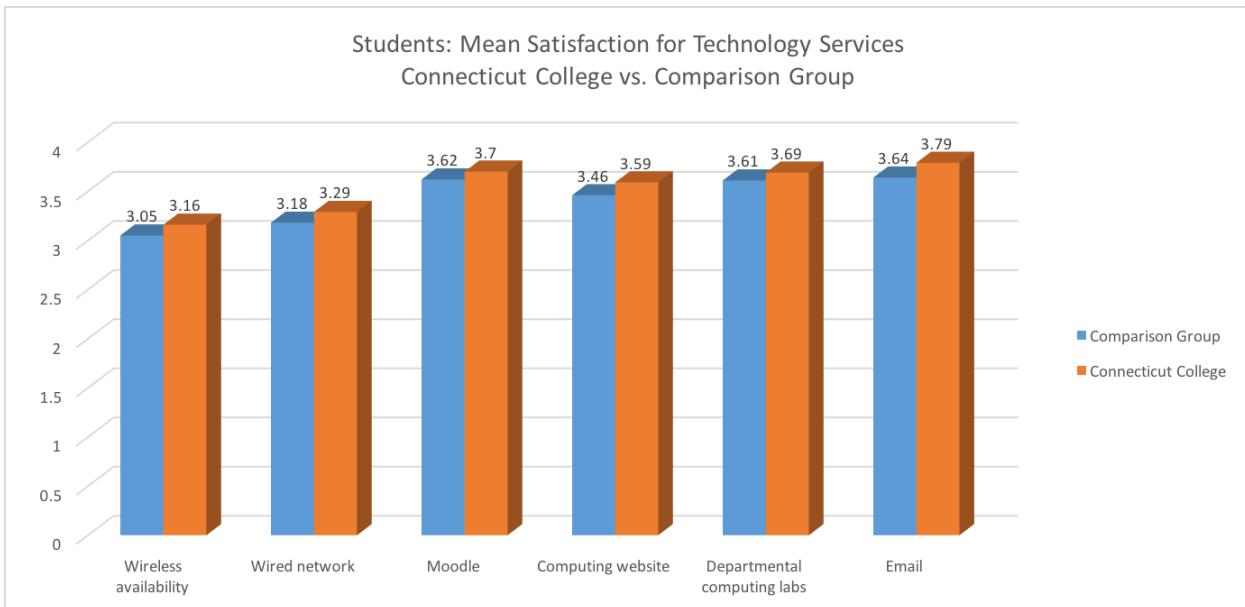
- Library research instruction (3.65 for Connecticut College, versus 3.50 for the comparison group)
- Library reference services (3.69 versus 3.59)
- Interlibrary loan (3.67 versus 3.58)
- Library support for scholarly research (3.70 versus 3.59)
- Library circulation services (3.71 versus 3.65)
- Library databases (3.74 versus 3.66)
- Digital image collections (3.67 versus 3.54)



8. Connecticut College students rated numerous technology services higher than students from peer institutions did.

Students also rated several technology-related services higher than did a group of peer institutions:

- Wireless availability (3.16 for Connecticut College, versus 3.05 for peer institutions)
- The wired network (3.29 versus 3.18)
- Computing website (3.59 versus 3.46)
- Departmental/specialized computing labs (3.69 versus 3.61)
- Email (3.79 versus 3.64)
- Moodle (3.70 versus 3.62)

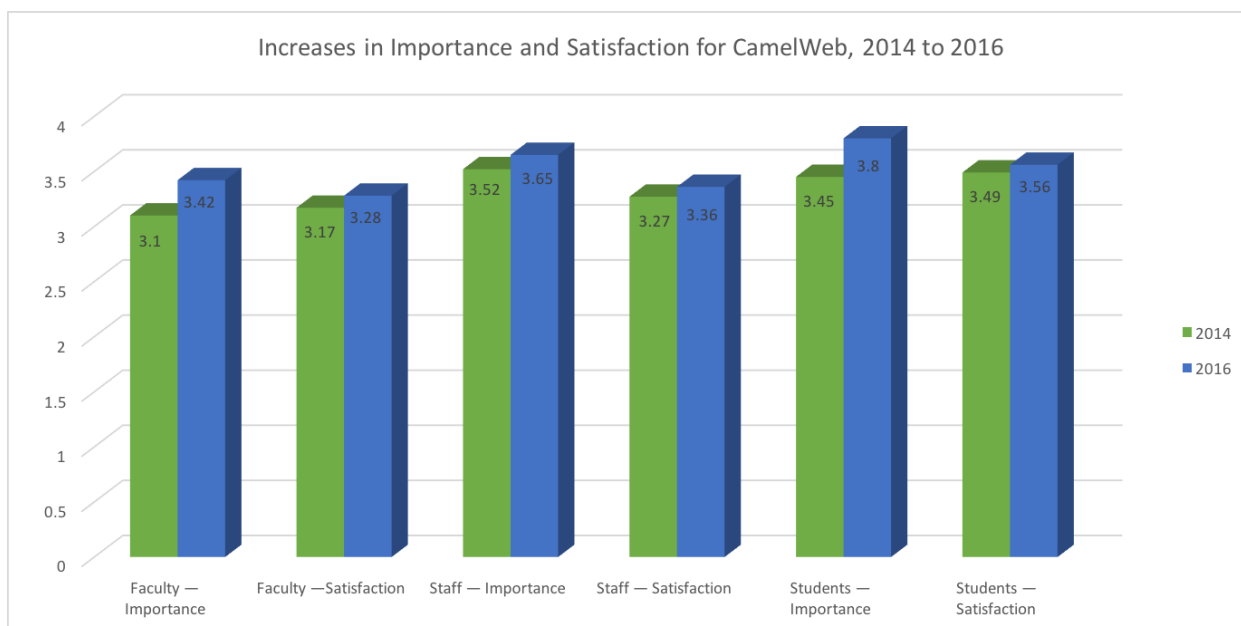


9. Information security is an issue of high interest.

The survey asked about respondents' level of interest in learning more about various topics. On all three surveys, the topic garnering the highest level of interest was "protecting your identity and reputation online"; 76 percent of staff, 62 percent of students and 55 percent of faculty said they were either "interested" or "very interested" in this issue. In addition, "information security" was in the top seven most important services among faculty and staff, and in the top seven services for satisfaction among staff and students.

10. CamelWeb's importance and satisfaction have both increased.

All three populations reported higher levels of importance for the College's Web portal, CamelWeb, over the 2014 survey. The increase was greatest among faculty, who reported a 10.3 percent mean increase, from 3.1 to 3.42; students, similarly, reported a 10.1 percent mean increase in the service's importance, from 3.45 to 3.8. The staff survey saw a 3.7 percent mean increase in CamelWeb's importance, from 3.52 to 3.65. Further, CamelWeb saw modest increases across the board in mean satisfaction: a 3.5 percent increase among faculty, to 3.28; among staff, 2.8 percent, to 3.36; and among students, 2 percent, to 3.56.



**Additional statistics and findings
from the 2016 MISO Survey:**

How *important* are these services to you?

Seven Most Important Services, Faculty:

	Mean	vs. 2014	vs. Comparison Group
Access to online resources from off campus	3.94	UP	UP
E-mail services	3.91	DOWN	...
Availability of wireless access on campus	3.89	...	UP
Performance of wireless access on campus	3.87	...	...
Library databases	3.84	UP	UP
Information security	3.84	n/a	n/a
Virus protection	3.83	UP	UP

Seven Most Important Services, Staff:

	Mean	vs. 2014	vs. Comparison Group
E-mail services	3.94	UP	UP
Support for computing problems	3.93	...	...
IT Service Desk	3.85	UP	UP
Virus protection	3.83	...	...
Information security	3.82	...	n/a
Overall computing service	3.77	UP	UP
Performance of wireless access	3.73	...	...

Seven Most Important Services, Students:

	Mean	vs. 2014	vs. Comparison Group
Availability of wireless access	3.97	...	UP
Performance of wireless access	3.94	...	UP
E-mail services	3.88	...	UP
Campus printers	3.85	...	UP
CamelWeb	3.8	UP	UP
Physical comfort in the library	3.78	...	UP
Quiet work space in the library	3.71	...	UP

Note: "UP" indicates statistically significant increase over previous survey or comparison group; "DOWN" indicates decrease; "..." indicates no statistically significance difference; "n/a" indicates that no data was available for comparison.

How *satisfied* are you with the following services?

Seven Highest Services in *Satisfaction*, Faculty:

	Mean	vs. 2014	vs. Comparison Group
Library reference services	3.91	...	UP
Library circulation services	3.88	...	...
Interlibrary loan	3.87	UP	UP
Library liaison	3.82	...	...
Library research instruction	3.81	...	UP
Public computers in the library	3.79	UP	...
Archives/Special Collections	3.77	n/a	...

Seven Highest Services in *Satisfaction*, Staff:

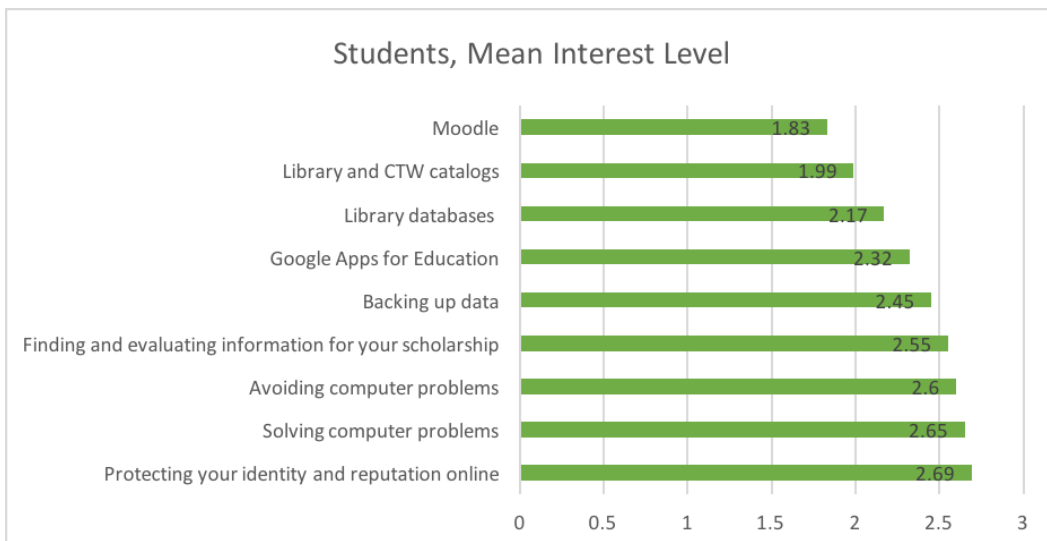
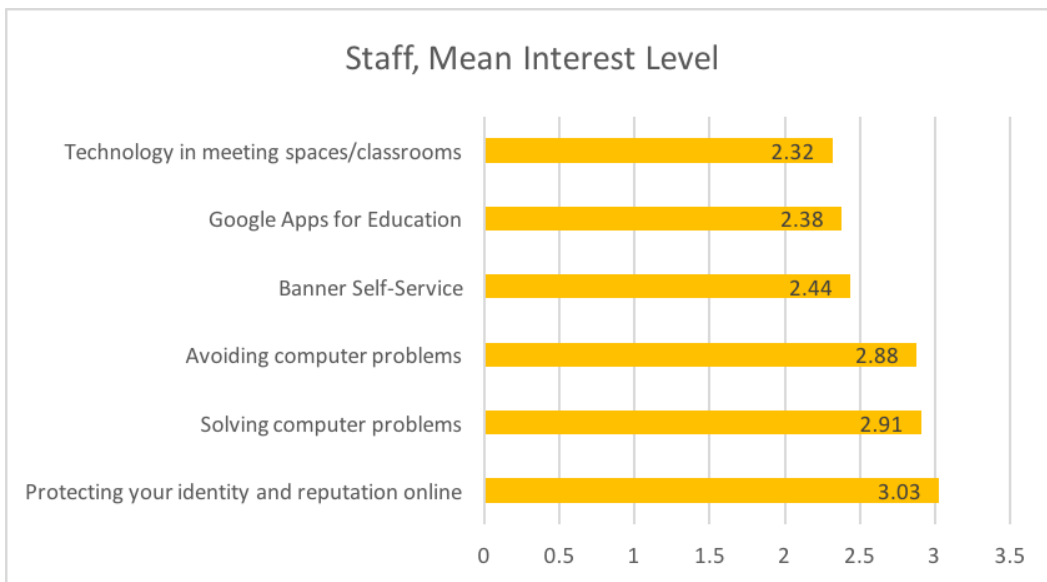
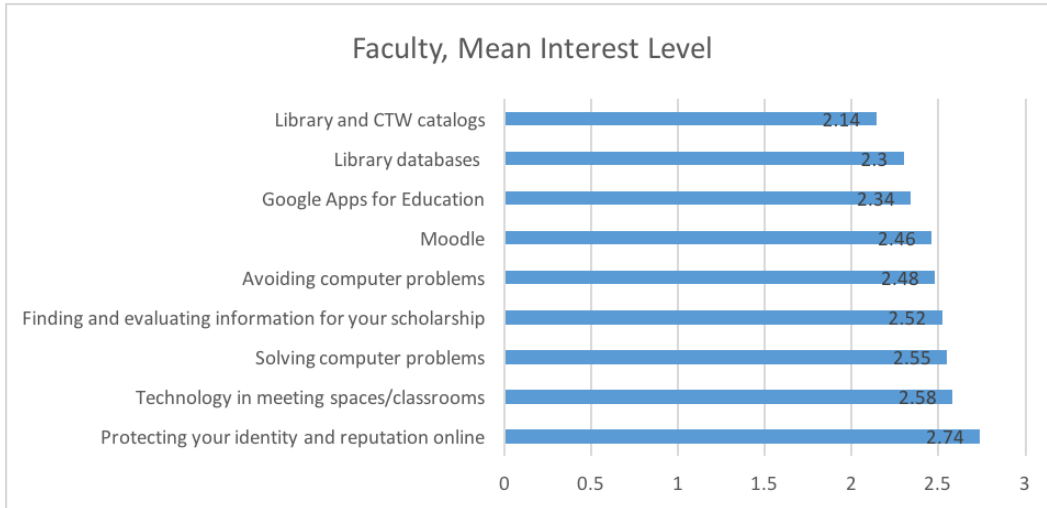
	Mean	vs. 2014	vs. Comparison Group
Library circulation services	3.83	...	...
Virus protection	3.82	UP	...
Information security	3.81	n/a	n/a
Overall library service	3.78	UP	...
Library reference services	3.77	...	...
Public computers in the library	3.75	UP	...
Libraries website	3.75	...	...

Seven Highest Services in *Satisfaction*, Students:

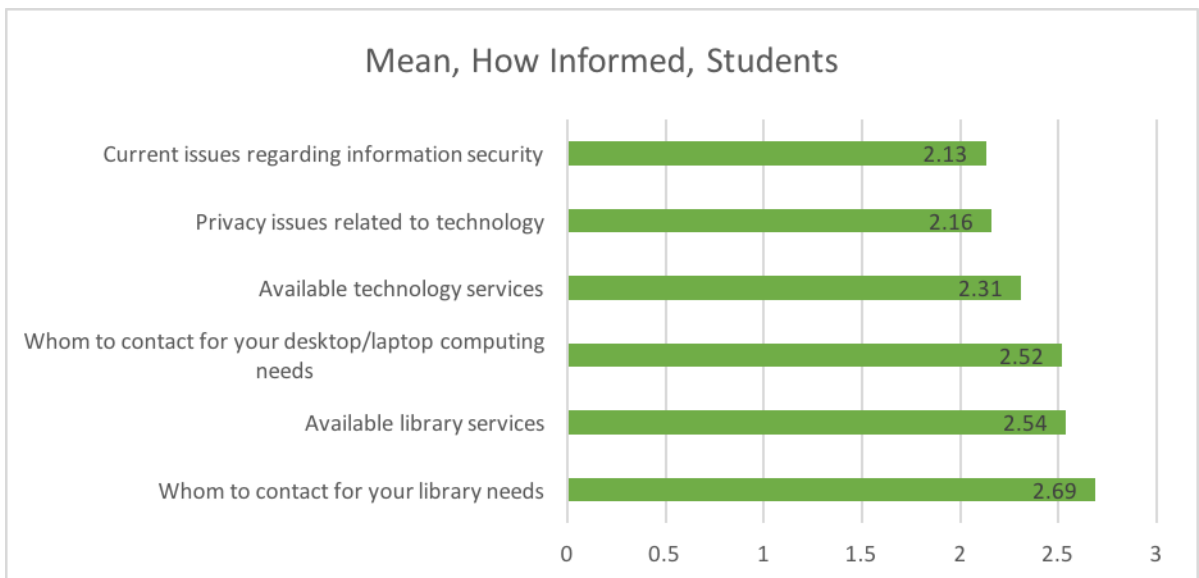
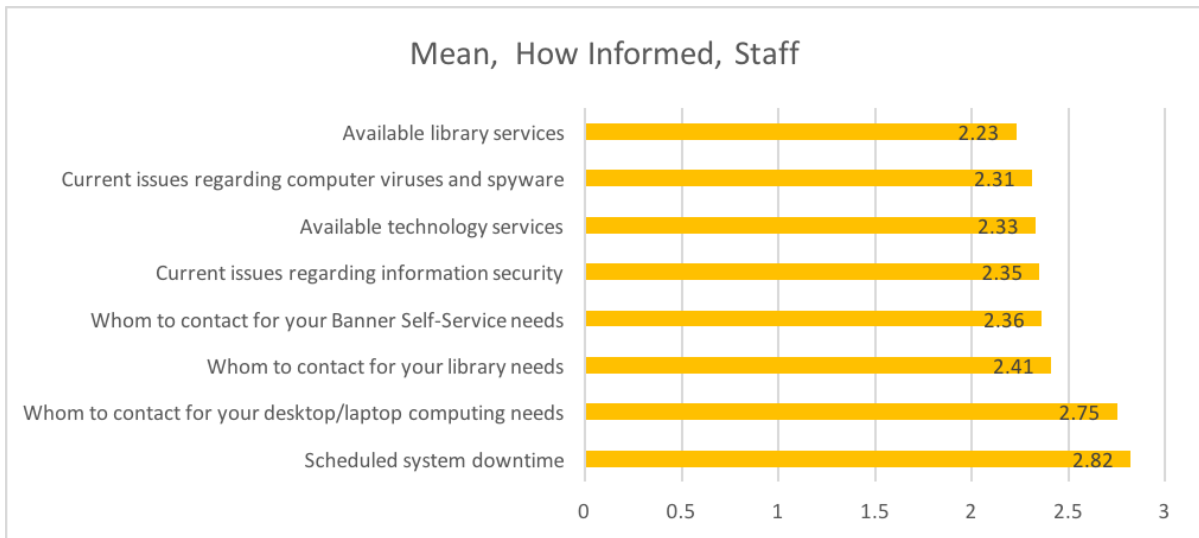
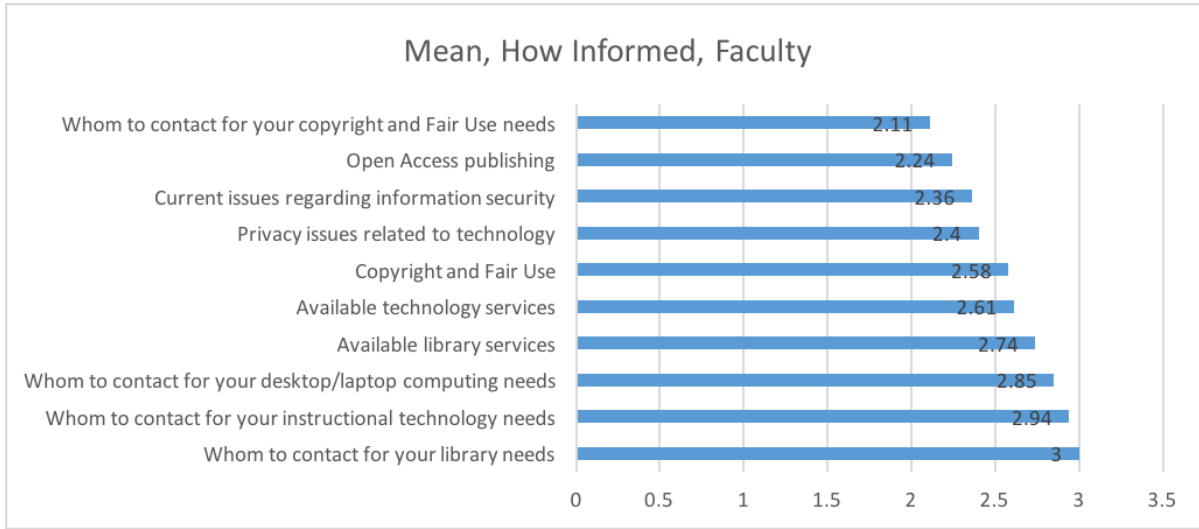
	Mean	vs. 2014	vs. Comparison Group
Public computers in the library	3.8	UP	UP
E-mail services	3.8	...	UP
Library databases	3.74	...	UP
Library circulation services	3.71	...	UP
Information security	3.71	n/a	n/a
Moodle	3.7	UP	UP
Library support for scholarly research	3.7	UP	UP

Note: "UP" indicates statistically significant increase over previous survey or comparison group; "DOWN" indicates decrease; "... " indicates no statistically significance difference; "n/a" indicates that no data was available for comparison.

How interested are you in learning more about the following?

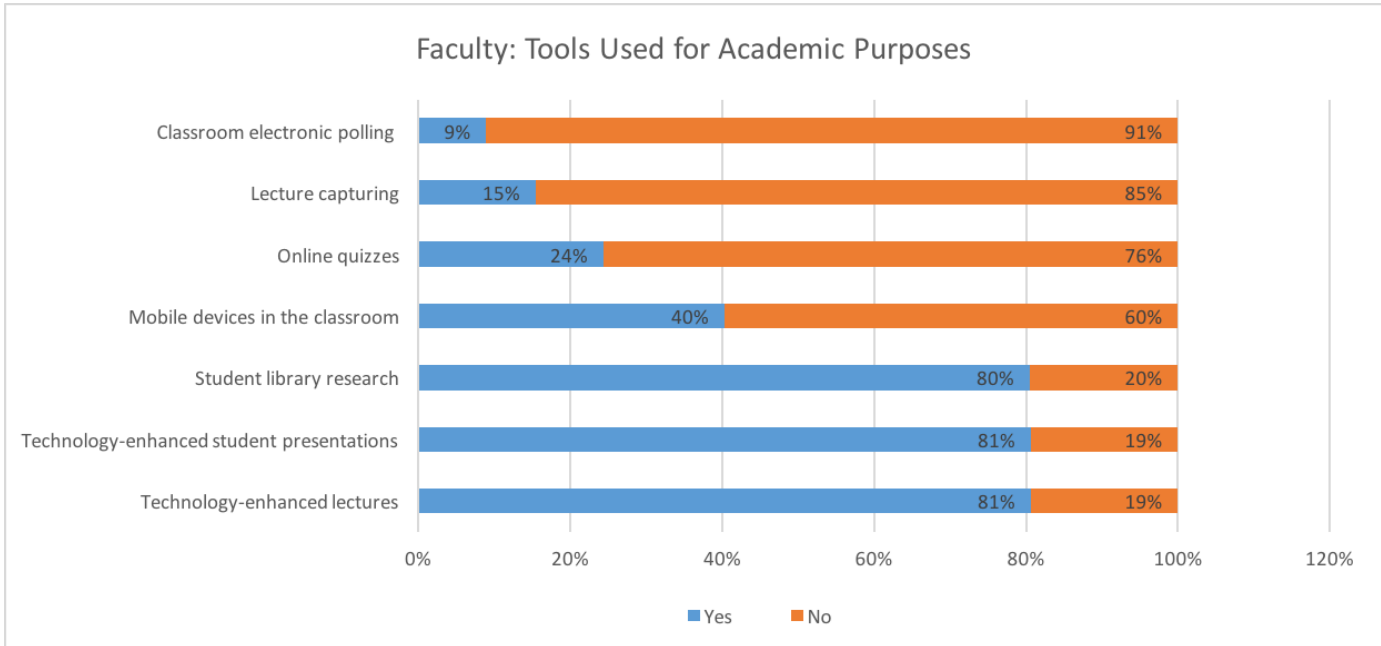


How informed do you feel you are about the following?



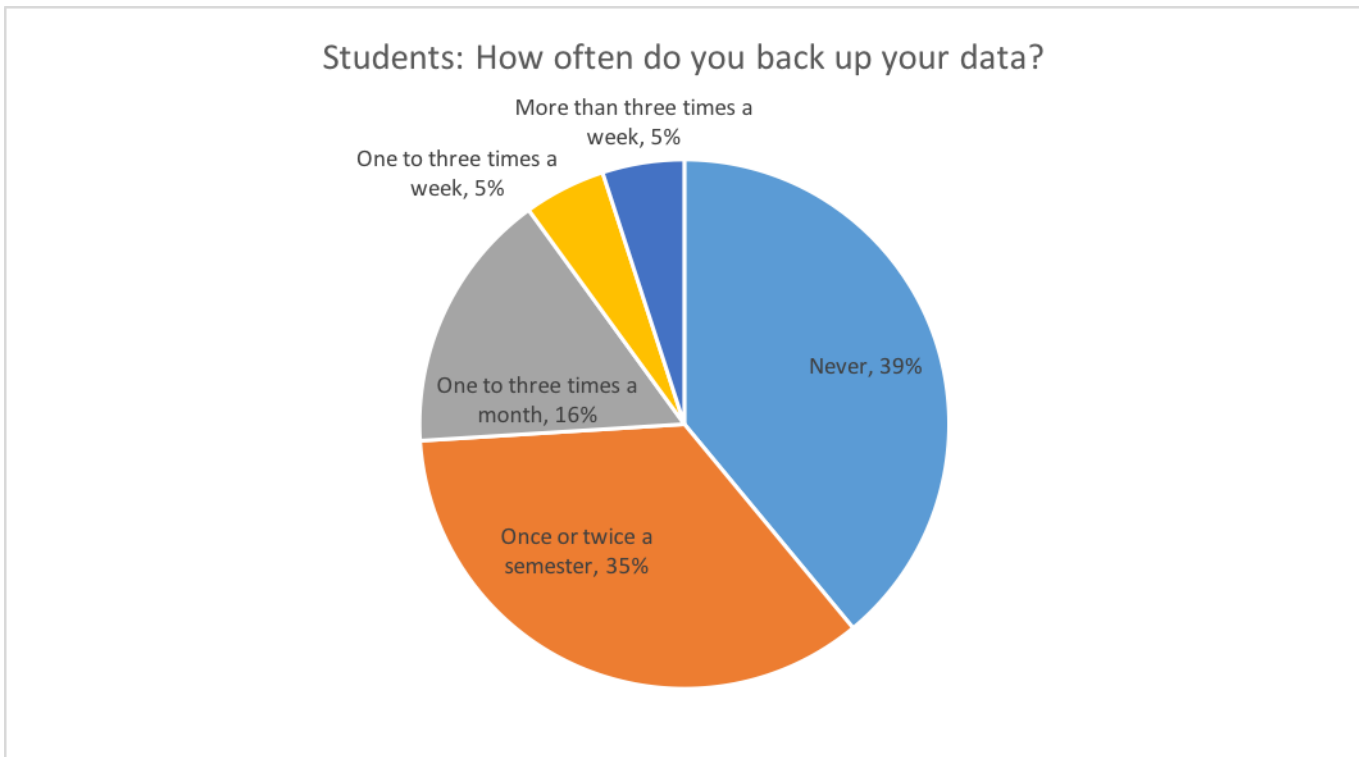
Faculty:

Do you use the following tools for academic purposes?



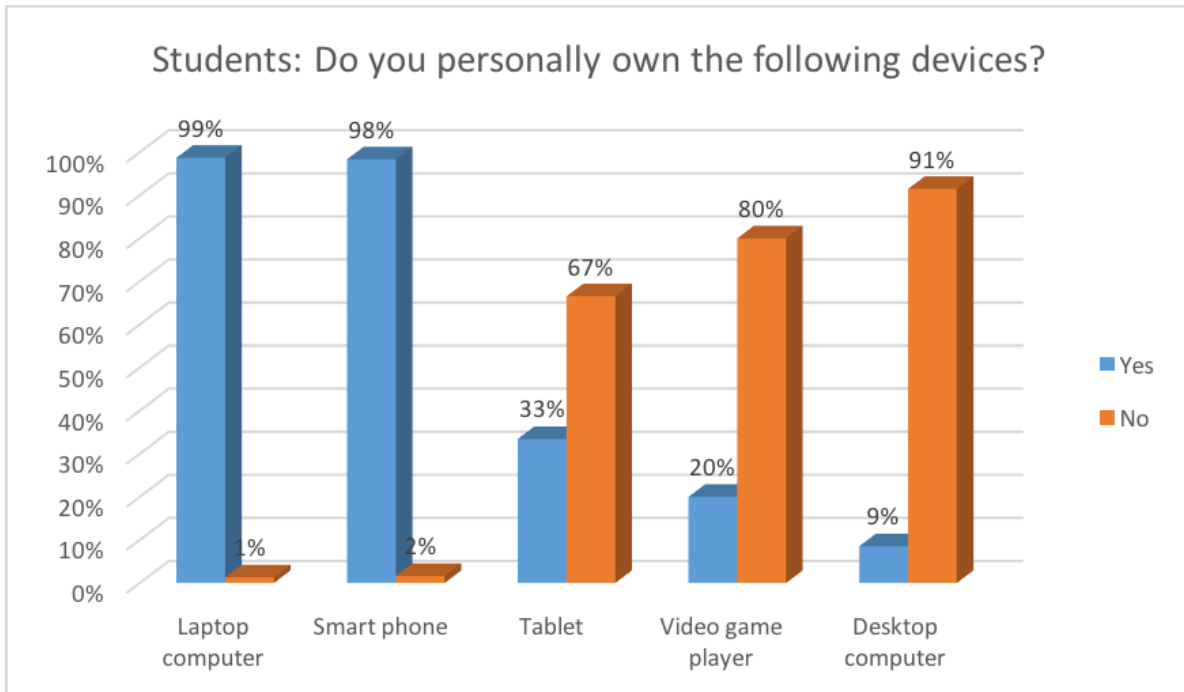
Students:

How often do you back up your data?



Students:

Do you personally own the following devices?



Students:

Do you use a streaming device (such as Apple TV, Amazon Fire TV Stick, Google Chromecast or Roku Player) on campus?

