

2014

MISO Survey 2014: Trends and Takeaways

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Recommended Citation

Folmer, Fred, "MISO Survey 2014: Trends and Takeaways" (2014). *MISO (Measuring Information Service Outcomes) Reports*. Paper 1.
<http://digitalcommons.conncoll.edu/miso/1>

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MISO Survey 2014: Trends and Takeaways

{ Connecticut College Information Services

- ⌘ 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

What is MISO?

- ⌘ 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 mean 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.

Library physical space
possibly at issue

- ⌘ 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 over all, but 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 hire of 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:
 - ⌘ Interest in learning about Moodle (means of 2.63 versus 2.21, respectively)
 - ⌘ Importance of instructional technology support (means of 3.44 versus 3.04)
 - ⌘ 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.”

Staff interest in learning about computer issues

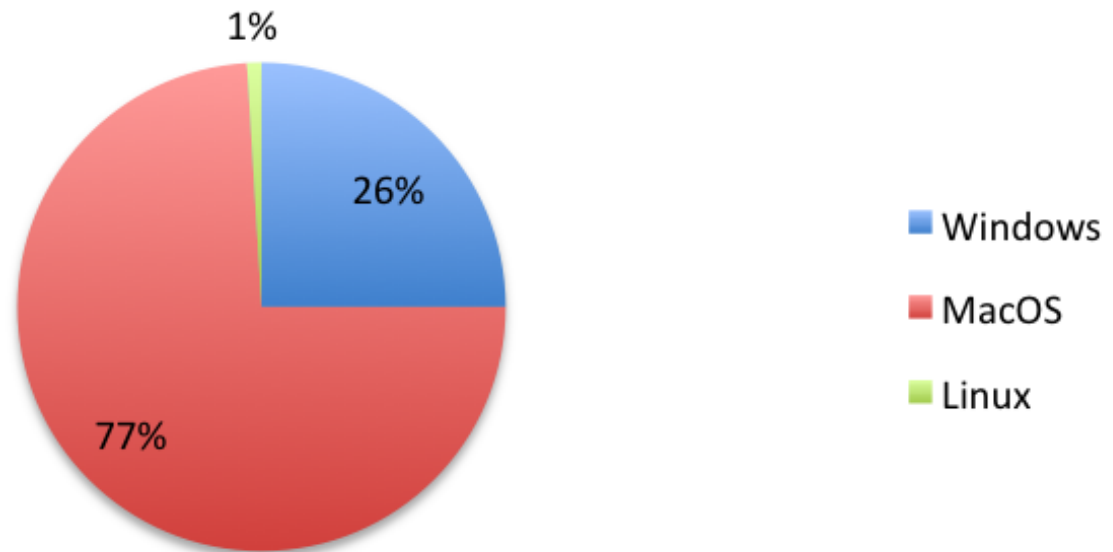
- ⌘ Laptop/notebook computer, 98.67 percent (virtually unchanged from 2012)
- ⌘ Smartphones, 91.30 percent (increased 33.09 percent over 2012)
- ⌘ Mobile phones, 75.75 percent (decreased 15.39 percent over 2012)
- ⌘ Portable media devices such as an iPod, 68.9 percent (decreased 22.11 percent over 2012)

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

Percentages of Students Owning Various Operating Systems



Most students own a Mac.