2018

MISO Survey 2018: Trends and Takeaways

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Connecticut College

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INFORMATION SERVICES

MISO Survey 2018 Trends and Takeaways
MISO Survey Demographics

- **Response Rate**
  - 58% Faculty
  - 42% Staff
  - 67% Students

- **Participants**: 823
- **Faculty**: 146 (49% Arts and Humanities, 24% Sciences and mathematics, 27% Social Sciences)
- **Staff**: 211 (46% Administrative/Academic support, 31% Supervisor/Management, 25% Technical/Professional, 9% Service/Facility Support)
- **Students**: 466 (32% Arts and Humanities, 34% Sciences and mathematics, 35% Social Sciences)
- **Response Rate**: 58% Faculty, 42% Staff, 67% Students
Takeaways from the MISO Survey, 2018
Information Services, Connecticut College
Compiled by Ariela McCaffrey

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 2018 and had the following response rates: 58.4% of faculty (146 responses), 41.9% of staff (211 responses), and 66.6% of a random sample of approximately 700 students (i.e., 466 responses).

1. Satisfaction ratings remain very high for Information Services.
The MISO survey asks respondents to rate their level of satisfaction with services across the library and information technology spectrum. More than 98 percent of the services surveyed received a mean satisfaction rating of 3, or at least “somewhat satisfied,” from all populations (faculty, staff and students). All but one service reached the threshold of a mean satisfaction rating of 3 out of 4. Students rated “Performance of campus wireless services” 2.9 in satisfaction and 3.9 in importance.
2. Satisfaction ratings have improved from 2016-2018 for wireless access, CamelWeb, and in the overall mean satisfaction rating for all groups surveyed.

Mean satisfaction ratings have increased for “availability of wireless access on campus” across all groups surveyed from 2016-2018. In 2016, 57 percent of faculty said they were satisfied with availability of wireless access on campus and in 2018, 73 percent of faculty said they were satisfied. In 2016, 54 percent of staff said they were satisfied with availability of wireless access on campus and in 2018, 60 percent of staff said they were satisfied. In 2016, 45 percent of students said they were satisfied with availability of wireless access on campus and in 2018, 53 percent of students said they were satisfied.

Although the mean student satisfaction rating for “performance of wireless access on campus” remained below 3.0 in 2018, there was an increase in satisfaction between 2016-2018 in that category across all groups surveyed.

Mean satisfaction ratings have increased for “performance of wireless access on campus” across all groups surveyed from 2016-2018. In 2016, 40 percent of faculty said they were satisfied with performance of wireless access on campus and in 2018, 59 percent of faculty said they were satisfied. In 2016, 44 percent of staff said they were satisfied with performance of wireless access on campus and in 2018, 52 percent of staff said they were satisfied. In 2016, 25 percent of students said they were satisfied with performance of wireless access on campus and in 2018, 33 percent of students said they were satisfied.
Mean satisfaction ratings for CamelWeb have increased across all groups surveyed. In 2016, **53 percent** of faculty said they were satisfied with CamelWeb and in 2018, **59 percent** of faculty said they were satisfied. In 2016, **52 percent** of staff said they were satisfied with CamelWeb and in 2018, **69 percent** of staff said they were satisfied. In 2016, **66 percent** of students said they were satisfied with CamelWeb and in 2018, **72 percent** of students said they were satisfied.
Mean satisfaction ratings have increased from 2016 to 2018 across all groups surveyed. The mean satisfaction rating for all categories surveyed improved in statistically significant margins among faculty (from 3.56 to 3.62), staff (from 3.51 to 3.61) and students (from 3.55 to 3.57).

3. Information Services 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”).
4. Information Services staff, services and collections play a key role in teaching and research for faculty.

79 percent of faculty said “technology used in courses and classrooms” greatly contributes to teaching. 61 percent said the “physical and digital library collections” greatly contributes. 50 percent said “working with librarians” greatly contributes and 43 percent said “working with technology professionals” greatly contributes.
67 percent of faculty said “physical and digital library collections” greatly contribute to their research goals. 35 percent said “technology used in courses and classrooms” greatly contributes. 35 percent said “working with librarians” greatly contributes and 34 percent said “working with technology professionals” greatly contributes to their research goals.
5. Most faculty said Information Services tools are used for enhancing the classroom experience and for student coursework.

86 percent of faculty said they present technology-enhanced lectures. 80 percent of faculty said their students use the library for research and 80 percent said their students create technology-enhanced presentations. 47 percent of faculty said they use mobile devices in the classroom. 53 percent said they use Google Apps for Education. 44 percent of faculty said they use teleconferencing (e.g., Skype). 28 percent of faculty said they use online quizzes. 15 percent of faculty said they use classroom electronic polling (e.g., clickers, Poll Everywhere).

6. Students said the “physical and digital library collections” and “technology used in courses and classrooms” are helpful for achieving their academic goals.

87 percent of students said “technology used in courses and classrooms” contributed greatly or moderately to achieving their academic goals. 82 percent of students said the “physical and digital library collections” contributed greatly or moderately to achieving their academic goals. 60 percent of students said “working with technology professionals” contributed greatly or moderately to achieving their academic goals. 56 percent of students said “working with librarians” contributed greatly or moderately to achieving their academic goals.
7. The majority of students never backup their data. A fact since 2009.

37.9 percent of students said they never back up their data. 33.7 percent of students said the backup data once or twice a semester. 18.6 percent of students said they backup data one to three times a month. 7.3 percent of students said they backup data one to three times a week. 2.4 percent of students said they backup data more than three times a week. This information provides an opportunity to educate students about the importance of backing up their data and the help and hardware that can be found at the IT Services Desk.
8. The majority of students do not use a streaming device or TV on campus.

18.5 percent of students said they use a streaming device (such as Apple TV, Amazon Fire TV Stick, Google Chromecast or Roku Player) on campus while 81.6 percent said they do not.

27.7 percent of students said they have a television on campus while 72.3 percent said they do not.
9. Faculty, staff and students are interested in learning about online safety, computer maintenance, evaluation of information, and productivity software.

68 percent of faculty are interested or very interested in “protecting identity and reputation online.” 55 percent are interested or very interested in learning how to “prevent computer problems.” 50 percent are interested or very interested in “finding and evaluating information for scholarship.”

74 percent of staff are interested or very interested in learning to prevent computer problems. 71 percent of staff are interested or very interested in protecting identity and reputation online. 62 percent of staff are interested or very interested in productivity software (e.g. word processing, spreadsheets, presentation software).

61 percent of students are interested or very interested in “protecting identity and reputation online.” 61 percent of students are interested or very interested in learning how to “prevent computer problems.” 56 percent of students are interested or very interested in “finding and evaluating information for scholarship.” 55 percent of students are interested or very interested in productivity software (e.g. word processing, spreadsheets, presentation software).

### Faculty 2018: Technology Learning Interest Mean Rating

<table>
<thead>
<tr>
<th>Topic</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protecting your identity and reputation online</td>
<td>2.95</td>
</tr>
<tr>
<td>Avoiding computer problems</td>
<td>2.63</td>
</tr>
<tr>
<td>Google Apps for Education</td>
<td>2.49</td>
</tr>
<tr>
<td>Finding and evaluating information for your</td>
<td>2.49</td>
</tr>
<tr>
<td>Productivity software (e.g. word processing,</td>
<td>2.48</td>
</tr>
<tr>
<td>Technology in meeting spaces/classrooms</td>
<td>2.37</td>
</tr>
<tr>
<td>Moodle</td>
<td>2.29</td>
</tr>
<tr>
<td>Teleconferencing for academic purposes</td>
<td>2.22</td>
</tr>
<tr>
<td>Data display/visualization (e.g. charts, graphs)</td>
<td>2.19</td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR)</td>
<td>2.18</td>
</tr>
<tr>
<td>Library and CTW catalogs</td>
<td>2.06</td>
</tr>
<tr>
<td>E-portfolios (e.g. Digication)</td>
<td>1.95</td>
</tr>
<tr>
<td>Qualitative data analysis software (e.g. ATLAS.ti, NVivo)</td>
<td>1.87</td>
</tr>
<tr>
<td>Spatial analysis/GIS software (e.g. ArcGIS, Remote...</td>
<td>1.84</td>
</tr>
<tr>
<td>Telephony and unified communications capabilities</td>
<td>1.74</td>
</tr>
</tbody>
</table>
Staff 2018: Technology Learning Interest Mean Rating

- Protecting your identity and reputation online: 3.02
- Avoiding computer problems: 2.98
- Productivity software (e.g. word processing, spreadsheets, presentation software): 2.79
- Technology in meeting spaces/classrooms: 2.35
- Google Apps for Education: 2.34
- Telephony and unified communications capabilities: 2.21

Students 2018: Technology Learning Interest Mean Rating

- Protecting your identity and reputation online: 2.65
- Avoiding computer problems: 2.60
- Finding and evaluating information for your scholarship: 2.57
- Productivity software (e.g. word processing, spreadsheets, presentation software): 2.51
- Backing up data: 2.37
- Google Apps for Education: 2.24
- Library databases (e.g. JSTOR): 2.10
- Library and CTW catalogs: 1.83
- Moodle: 1.72
10. The majority of students own smart phones and laptops.

99 percent of students own an Android, iPhone or Windows phone. 98 percent of students own a laptop or notebook computer. Only 10 percent of students own a desktop computer.

11. The library and wireless access are very important to faculty, staff and students in 2018.

96 percent of faculty rated “e-mail services” and “access to online resources from off-campus” very important. 92 percent of faculty rated “availability of wireless access on campus” and “performance of wireless access on campus” very important. 85 percent of faculty rated “library databases” very important. 79 percent of faculty rated “technology in meeting spaces/classrooms’ very important.

95 percent of staff rated “e-mail services” very important. 89 percent of staff rated “support when you have a desktop/laptop computing problem” very important. 89 percent of staff rated “availability of wireless access on campus” and “performance of wireless access on campus” very important.

96 percent of students rated “availability of wireless access on campus” very important and 94 percent of students rated “performance of wireless access on campus” very important. 91 percent of students rated “e-mail services” and “campus printers” very important. 83 percent of students rated “CamelWeb” and “physical comfort in the library” very important.
12. The library staff, building, and collections received very high satisfaction ratings from faculty, staff and students in 2018.
### Staff 2018: Top 10 Mean Satisfaction Rating

<table>
<thead>
<tr>
<th>Service</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Service Desk (xHELP)</td>
<td>3.60</td>
</tr>
<tr>
<td>Blue Camel Café</td>
<td>3.60</td>
</tr>
<tr>
<td>Access to online resources from off-campus</td>
<td>3.57</td>
</tr>
<tr>
<td>CamelWeb</td>
<td>3.56</td>
</tr>
<tr>
<td>Support for your specialized computing needs</td>
<td>3.52</td>
</tr>
<tr>
<td>Banner Self-Service</td>
<td>3.47</td>
</tr>
<tr>
<td>Availability of wireless access on campus</td>
<td>3.46</td>
</tr>
<tr>
<td>Web conferencing (e.g. Skype, Adobe Connect, Google...)</td>
<td>3.44</td>
</tr>
<tr>
<td>Technology in meeting spaces/classrooms</td>
<td>3.35</td>
</tr>
<tr>
<td>Performance of wireless access on campus</td>
<td>3.29</td>
</tr>
</tbody>
</table>

### Students 2018: Top 10 Mean Satisfaction Rating

<table>
<thead>
<tr>
<th>Service</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public computers in the library</td>
<td>3.76</td>
</tr>
<tr>
<td>E-mail services</td>
<td>3.76</td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR)</td>
<td>3.73</td>
</tr>
<tr>
<td>Online collaborative software (e.g. Google Apps for...)</td>
<td>3.72</td>
</tr>
<tr>
<td>Library circulation services</td>
<td>3.71</td>
</tr>
<tr>
<td>Moodle</td>
<td>3.70</td>
</tr>
<tr>
<td>Quiet work space in the library</td>
<td>3.67</td>
</tr>
<tr>
<td>Archives/Special Collections</td>
<td>3.67</td>
</tr>
<tr>
<td>CamelWeb</td>
<td>3.65</td>
</tr>
<tr>
<td>Library reference/research services</td>
<td>3.64</td>
</tr>
</tbody>
</table>
13. Faculty, staff and student satisfaction ratings increased significantly in many areas between 2014-2018.


Staff rated CamelWeb **3.27 in 2014** and **3.56 in 2018**. Staff rated “public computers in the library” **3.59 in 2014** and **3.78 in 2018**. Staff rated the IT Service Desk **3.35 in 2014** and **3.60 in 2018**.

### FACULTY SATISFACTION RATINGS 2014, 2016, 2018

<table>
<thead>
<tr>
<th>Service</th>
<th>2014</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to online resources from off-campus</td>
<td>3.43</td>
<td>3.52</td>
<td>3.64</td>
</tr>
<tr>
<td>Availability of wireless access on campus</td>
<td>3.31</td>
<td>3.77</td>
<td>3.80</td>
</tr>
<tr>
<td>Banner Self-Service</td>
<td>3.07</td>
<td>3.33</td>
<td>3.46</td>
</tr>
<tr>
<td>Blue Camel CAFÉ</td>
<td>3.61</td>
<td>3.76</td>
<td>3.77</td>
</tr>
<tr>
<td>CamelWeb</td>
<td>3.17</td>
<td>3.28</td>
<td>3.41</td>
</tr>
<tr>
<td>E-mail services</td>
<td>3.71</td>
<td>3.69</td>
<td>3.85</td>
</tr>
<tr>
<td>Instructional technology support</td>
<td>3.54</td>
<td>3.55</td>
<td>3.62</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>3.78</td>
<td>3.87</td>
<td>3.85</td>
</tr>
<tr>
<td>IT Service Desk</td>
<td>3.25</td>
<td>3.44</td>
<td>3.56</td>
</tr>
<tr>
<td>Libraries website (e.g. library hours, policies)</td>
<td>3.51</td>
<td>3.4</td>
<td>3.48</td>
</tr>
<tr>
<td>Library circulation services</td>
<td>3.85</td>
<td>3.88</td>
<td>3.87</td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR)</td>
<td>3.68</td>
<td>3.65</td>
<td>3.53</td>
</tr>
<tr>
<td>Library e-book collections</td>
<td>3.19</td>
<td>3.32</td>
<td>3.40</td>
</tr>
<tr>
<td>Library liaison</td>
<td>3.81</td>
<td>3.82</td>
<td>3.80</td>
</tr>
<tr>
<td>Library reference services</td>
<td>3.87</td>
<td>3.91</td>
<td>3.77</td>
</tr>
<tr>
<td>Library research instruction for academic courses</td>
<td>3.8</td>
<td>3.81</td>
<td>3.78</td>
</tr>
<tr>
<td>Library support for your scholarly research</td>
<td>3.52</td>
<td>3.68</td>
<td>3.62</td>
</tr>
<tr>
<td>Moodle</td>
<td>3.3</td>
<td>3.31</td>
<td>3.54</td>
</tr>
<tr>
<td>Performance of wireless access on campus</td>
<td>3.06</td>
<td>3.07</td>
<td>3.40</td>
</tr>
<tr>
<td>Physical comfort in the library (e.g. seating, lighting)</td>
<td>3.39</td>
<td>3.72</td>
<td>3.67</td>
</tr>
<tr>
<td>Physical library collections</td>
<td>3.17</td>
<td>3.41</td>
<td>3.39</td>
</tr>
<tr>
<td>Public computers in the library</td>
<td>3.69</td>
<td>3.79</td>
<td>3.84</td>
</tr>
<tr>
<td>Quiet work space in the library</td>
<td>3.41</td>
<td>3.67</td>
<td>3.65</td>
</tr>
<tr>
<td>Support for technology in meeting spaces/classrooms</td>
<td>3.26</td>
<td>3.24</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### STAFF SATISFACTION RATINGS 2014, 2016, 2018

<table>
<thead>
<tr>
<th>Service</th>
<th>2014</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to online resources from off-campus</td>
<td>3.49</td>
<td>3.57</td>
<td>3.57</td>
</tr>
<tr>
<td>Availability of wireless access on campus</td>
<td>3.39</td>
<td>3.34</td>
<td>3.46</td>
</tr>
<tr>
<td>Banner Self-Service</td>
<td>3.37</td>
<td>3.34</td>
<td>3.47</td>
</tr>
<tr>
<td>Blue Camel CAFÉ</td>
<td>3.66</td>
<td>3.61</td>
<td>3.60</td>
</tr>
<tr>
<td>CamelWeb</td>
<td>3.27</td>
<td>3.36</td>
<td>3.56</td>
</tr>
<tr>
<td>Campus telephone services</td>
<td>3.7</td>
<td>3.63</td>
<td>3.73</td>
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<tr>
<td>E-mail services</td>
<td>3.66</td>
<td>3.65</td>
<td>3.79</td>
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<tr>
<td>IT Service Desk</td>
<td>3.35</td>
<td>3.52</td>
<td>3.60</td>
</tr>
<tr>
<td>Library and CTW catalog (Caravan)</td>
<td>3.74</td>
<td>3.65</td>
<td>3.75</td>
</tr>
<tr>
<td>Library circulation services</td>
<td>3.8</td>
<td>3.83</td>
<td>3.81</td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR, LexisNexis)</td>
<td>3.67</td>
<td>3.6</td>
<td>3.75</td>
</tr>
<tr>
<td>Library reference services</td>
<td>3.76</td>
<td>3.77</td>
<td>3.80</td>
</tr>
<tr>
<td>Performance of wireless access on campus</td>
<td>3.23</td>
<td>3.16</td>
<td>3.29</td>
</tr>
<tr>
<td>Public computers in the library</td>
<td>3.59</td>
<td>3.75</td>
<td>3.78</td>
</tr>
</tbody>
</table>

### STUDENT SATISFACTION RATINGS 2014, 2016, 2018

<table>
<thead>
<tr>
<th>Service</th>
<th>2014</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of wireless access on campus</td>
<td>3.47</td>
<td>3.47</td>
<td>3.58</td>
</tr>
<tr>
<td>Blue Camel Café</td>
<td>3.02</td>
<td>3.16</td>
<td>3.32</td>
</tr>
<tr>
<td>Campus printers</td>
<td>3.59</td>
<td>3.53</td>
<td>3.63</td>
</tr>
<tr>
<td>E-mail services</td>
<td>3.51</td>
<td>3.56</td>
<td>3.65</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>3.49</td>
<td>3.56</td>
<td>3.65</td>
</tr>
<tr>
<td>Library and CTW catalog (Caravan)</td>
<td>2.81</td>
<td>2.97</td>
<td>3.11</td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR)</td>
<td>3.65</td>
<td>3.67</td>
<td>3.63</td>
</tr>
<tr>
<td>Library reference services</td>
<td>3.76</td>
<td>3.8</td>
<td>3.76</td>
</tr>
<tr>
<td>Library support for your scholarly research</td>
<td>3.17</td>
<td>3.65</td>
<td>3.61</td>
</tr>
<tr>
<td>Library research instruction</td>
<td>3.58</td>
<td>3.68</td>
<td>3.57</td>
</tr>
<tr>
<td>Performance of wireless access on campus</td>
<td>3.39</td>
<td>3.56</td>
<td>3.57</td>
</tr>
<tr>
<td>Physical library collections</td>
<td>3.52</td>
<td>3.6</td>
<td>3.61</td>
</tr>
<tr>
<td>Quiet work space in the library</td>
<td>3.64</td>
<td>3.71</td>
<td>3.71</td>
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<tr>
<td></td>
<td>3.73</td>
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<td></td>
<td>3.43</td>
<td>3.52</td>
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<td></td>
<td>3.65</td>
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<td>3.58</td>
<td>3.7</td>
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<tr>
<td></td>
<td>3.57</td>
<td>3.7</td>
<td>3.70</td>
</tr>
</tbody>
</table>

14. **Faculty rated our library services higher than our peers did.**

Satisfaction ratings were higher than those of a group of comparison institutions in many library-related categories. Mean importance ratings varied as well.

Connecticut College faculty rated the following services more important than faculty at comparable institutions.

- Digital scholarship/Digital humanities services (mean importance of 2.53 for Connecticut College, versus 2.32 for the comparison group)
- Institutional repository (2.68 versus 2.15)
- Instructional technology support (3.44 versus 3.2)
- Library research instruction (3.22 versus 2.91)

Staff in Connecticut College’s Information Services department have marketed and supported digital scholarship, open access and library research services to faculty and the importance rankings demonstrate the results of those efforts. Major objectives for information services for 2019 reinforce many instructional technology and digital scholarship initiatives currently in place.
Faculty mean satisfaction ratings at Connecticut College are higher than a comparison group for the following services:

- Desktop/laptop computer replacement (mean satisfaction of 3.67 for Connecticut College, versus 3.37 for the comparison group)
- Course management system (3.54 versus 3.36)
- Digital image collections (3.82 versus 3.66)
- Institutional repository (3.73 versus 3.56)
15. Faculty gave higher trait ratings to Connecticut College Instructional Technology staff than our peers did.
- Instructional technology staff are friendly (3.93 for Connecticut College versus 3.87 for the comparison group)
- Instructional technology staff are knowledgeable (3.91 versus 3.79)
- Instructional technology staff are reliable (3.91 versus 3.77)
- Instructional technology staff are responsive (3.88 versus 3.75)

16. Students at Connecticut College rated numerous technology services higher than students from peer institutions did.
- Group study spaces in the library (3.61 for Connecticut College versus 3.48 for the comparison group)
- Course management system (3.7 versus 3.64)
- Email services (3.76 versus 3.66)