

2018

MISO Survey 2018: Trends and Takeaways

Ariela McCaffrey
Connecticut College

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McCaffrey, Ariela, "MISO Survey 2018: Trends and Takeaways" (2018). *MISO (Measuring Information Service Outcomes) Reports*. 3.
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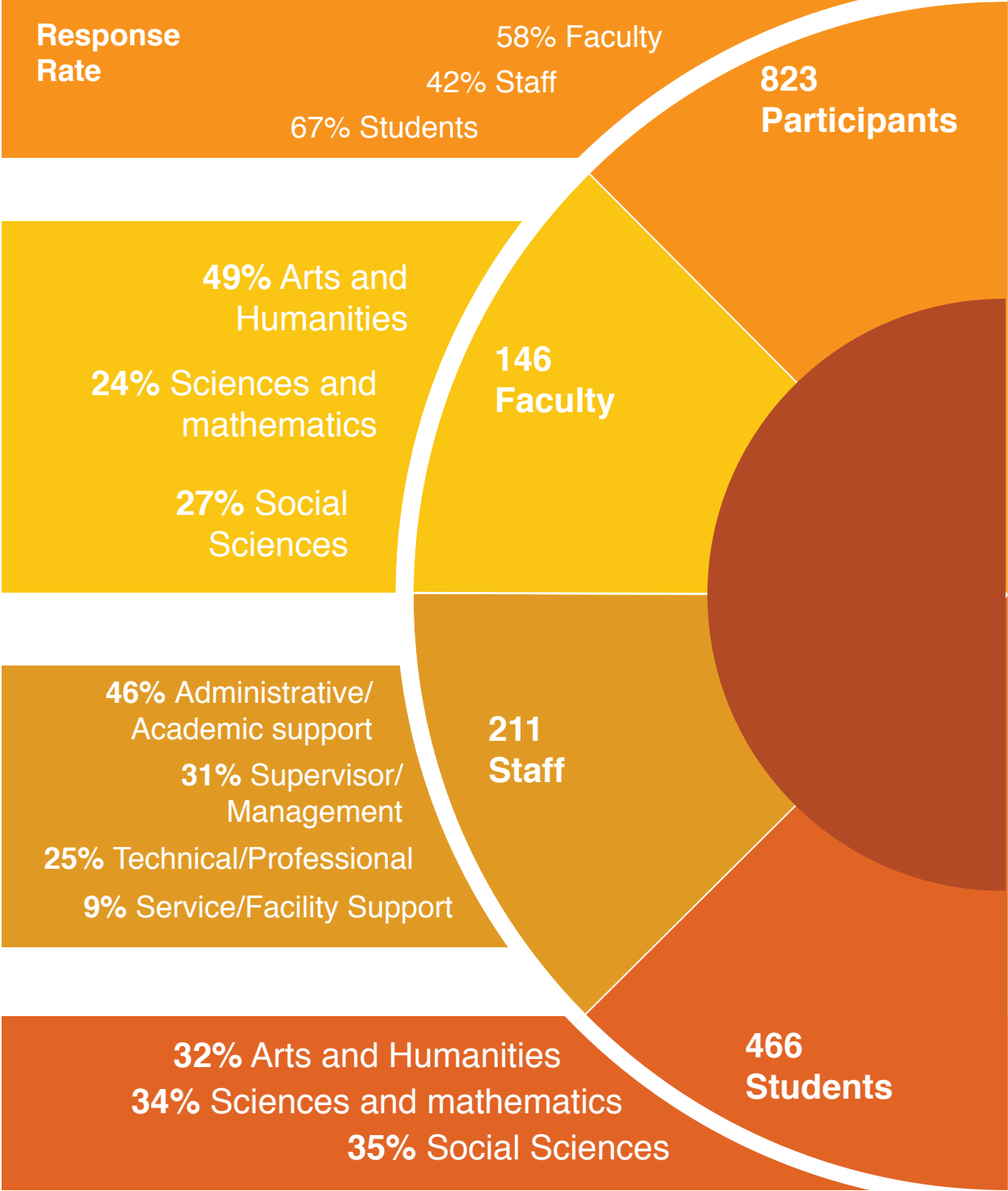
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INFORMATION SERVICES

MISO Survey 2018 Trends and Takeaways



MISO Survey Demographics



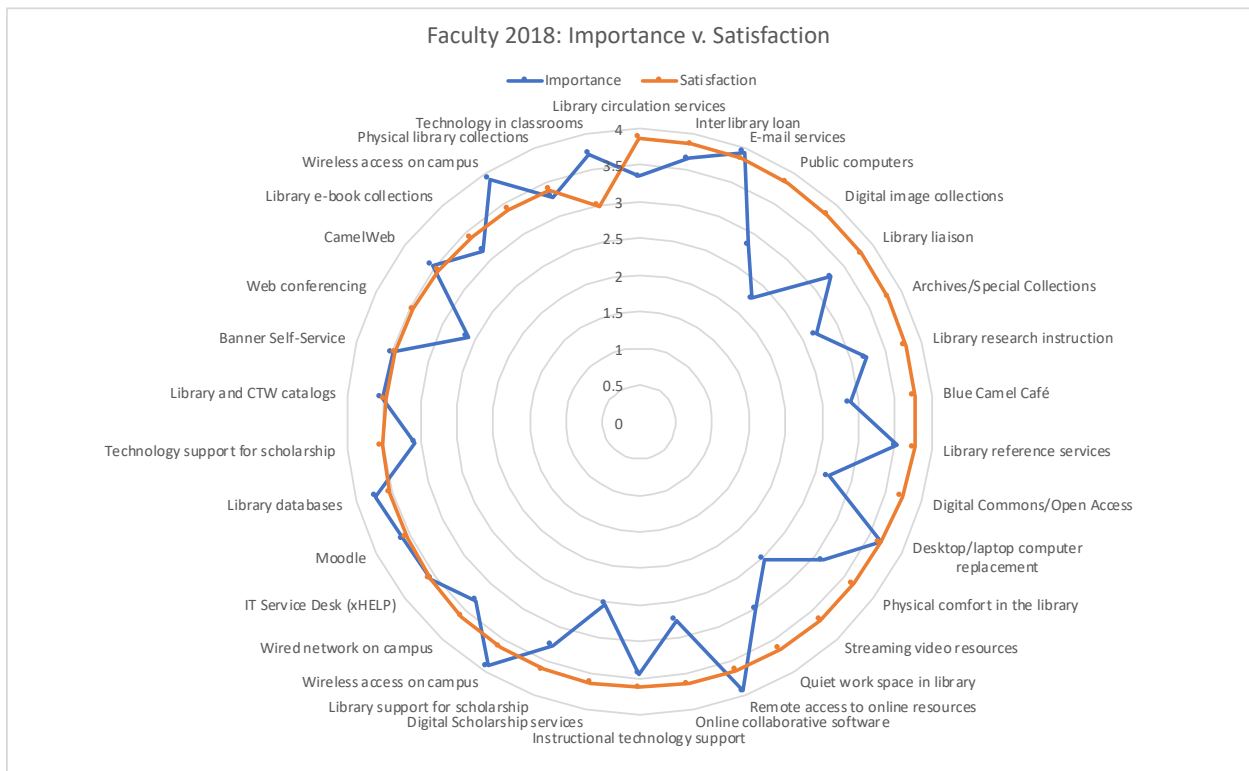
Takeaways from the MISO Survey, 2018
Information Services, Connecticut College
 Compiled by Ariela McCaffrey

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>.

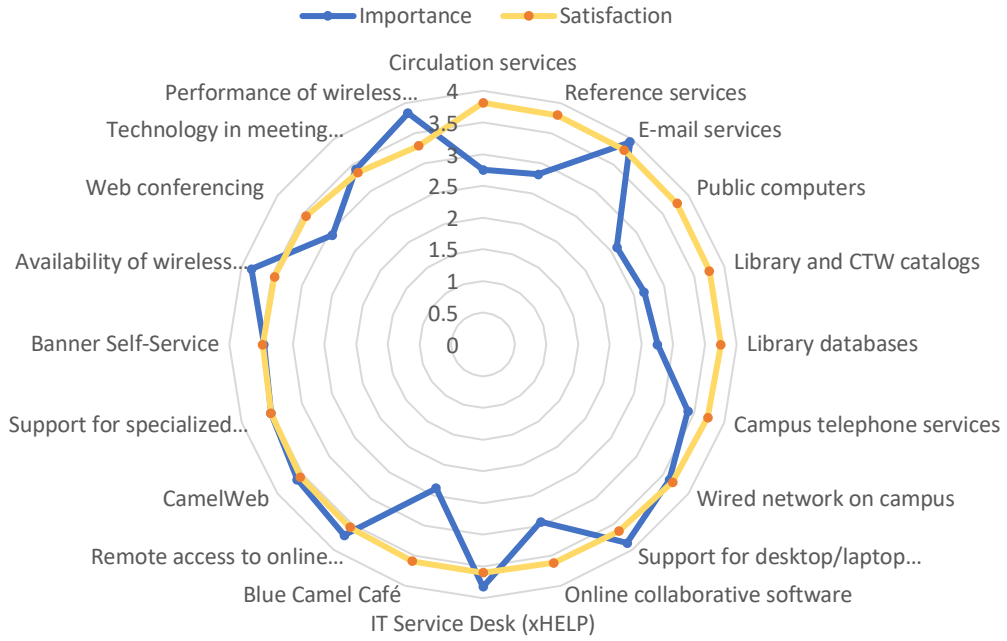
The survey was administered in February 2018 and had the following response rates: 58.4% of faculty (**146** responses), 41.9% of staff (**211** responses), and 66.6% of a random sample of approximately 700 students (i.e., **466** responses).

1. Satisfaction ratings remain very high for Information Services.

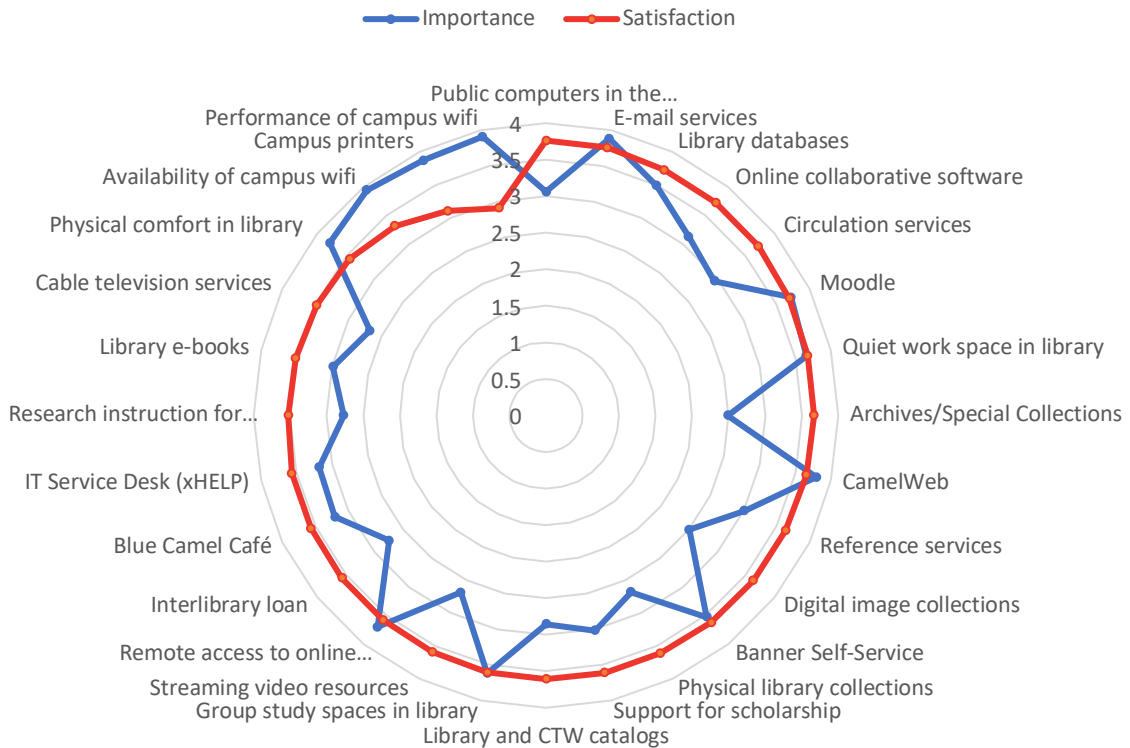
The MISO survey asks respondents to rate their level of satisfaction with services across the library and information technology spectrum. More than 98 percent of the services surveyed received a mean satisfaction rating of 3, or at least “somewhat satisfied,” from all populations (faculty, staff and 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.



Staff 2018: Importance v. Satisfaction

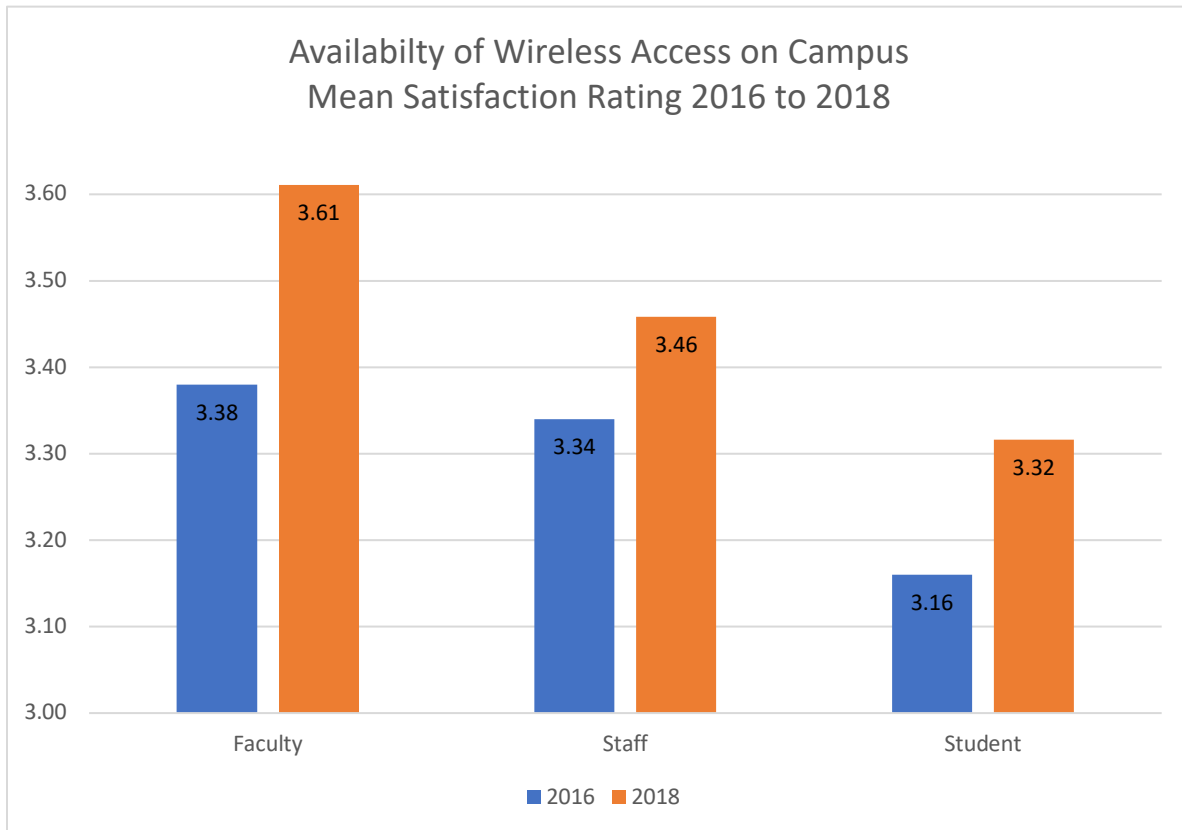


Student 2018: Importance v. Satisfaction



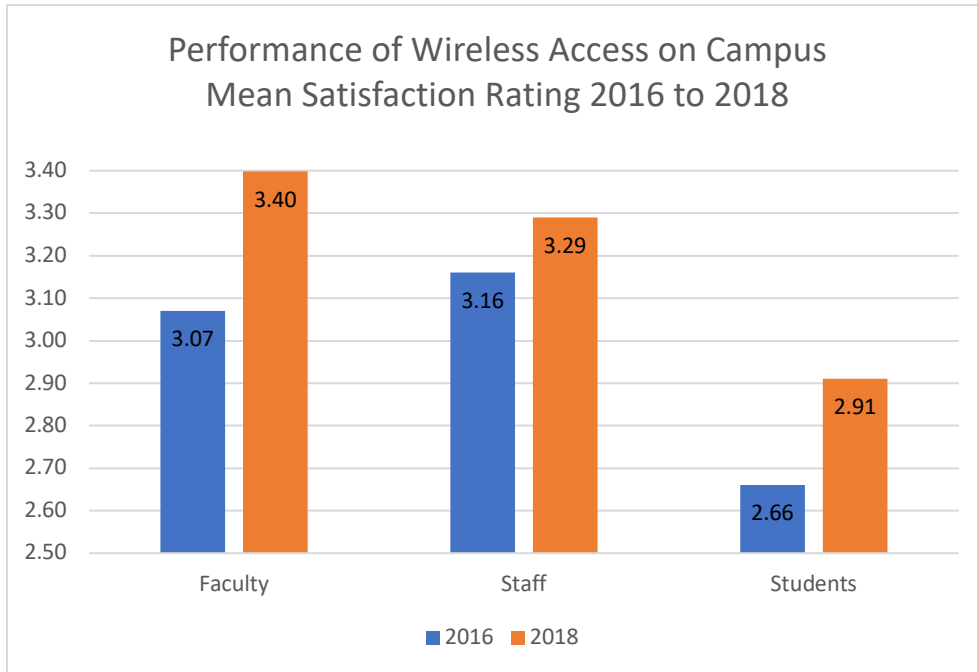
2. Satisfaction ratings have improved from 2016-2018 for wireless access, CamelWeb, and in the overall mean satisfaction rating for all groups surveyed.

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.

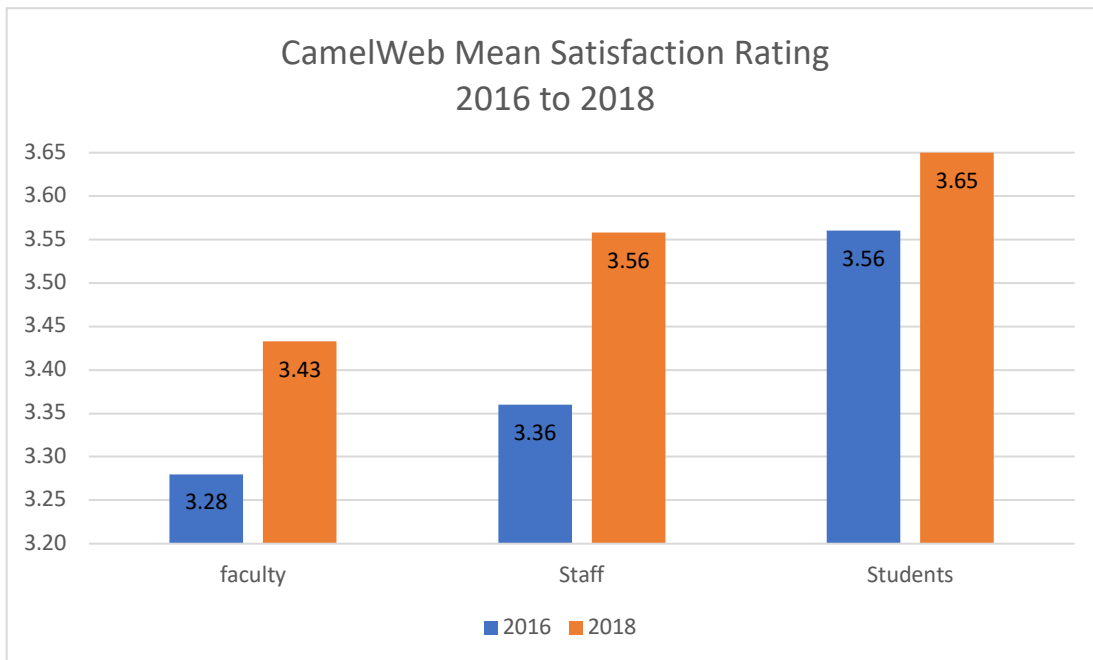


Although the mean student satisfaction rating for “performance of wireless access on campus” remained below 3.0 in 2018, there was an increase in satisfaction between 2016-2018 in that category across all groups surveyed.

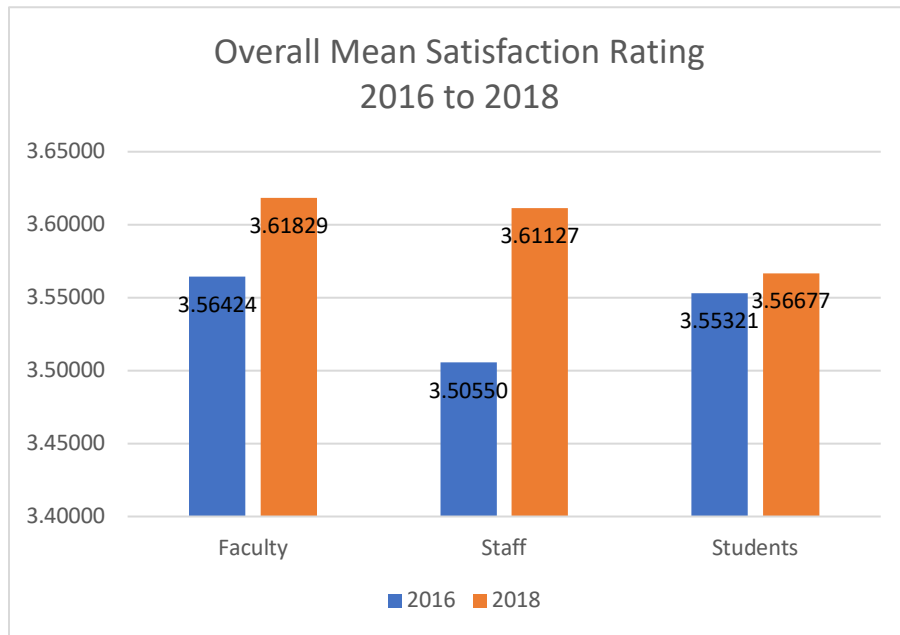
Mean satisfaction ratings have increased for “performance of wireless access on campus” across all groups surveyed from 2016-2018. In 2016, **40 percent** of faculty said they were satisfied with performance of wireless access on campus and in 2018, **59 percent** of faculty said they were satisfied. 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.

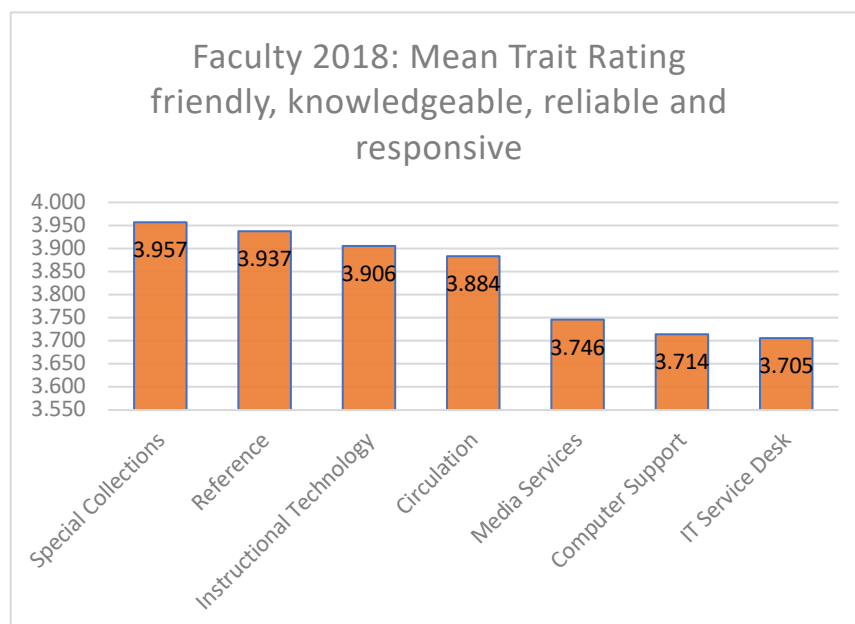


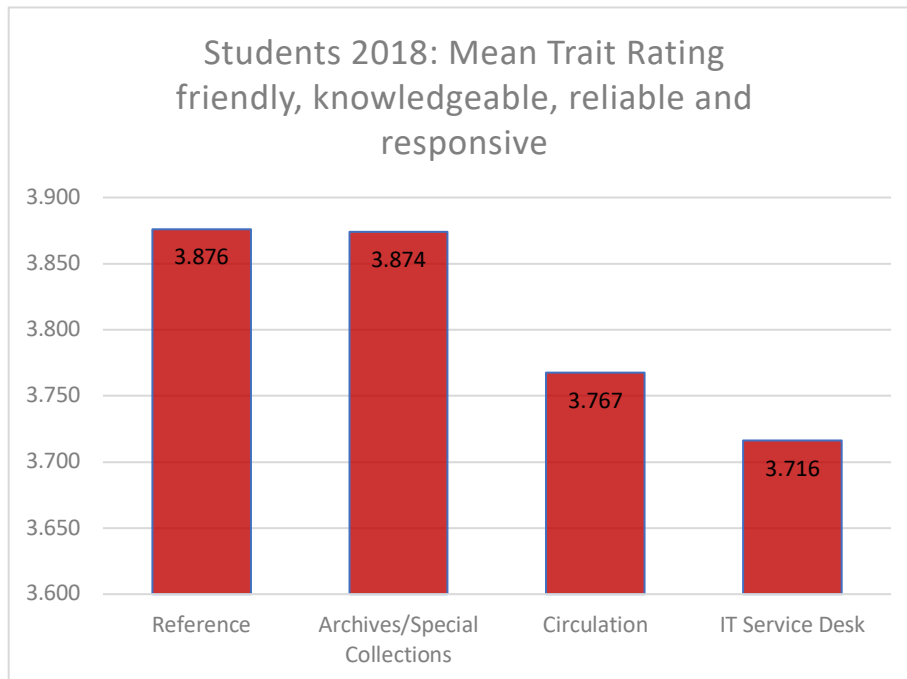
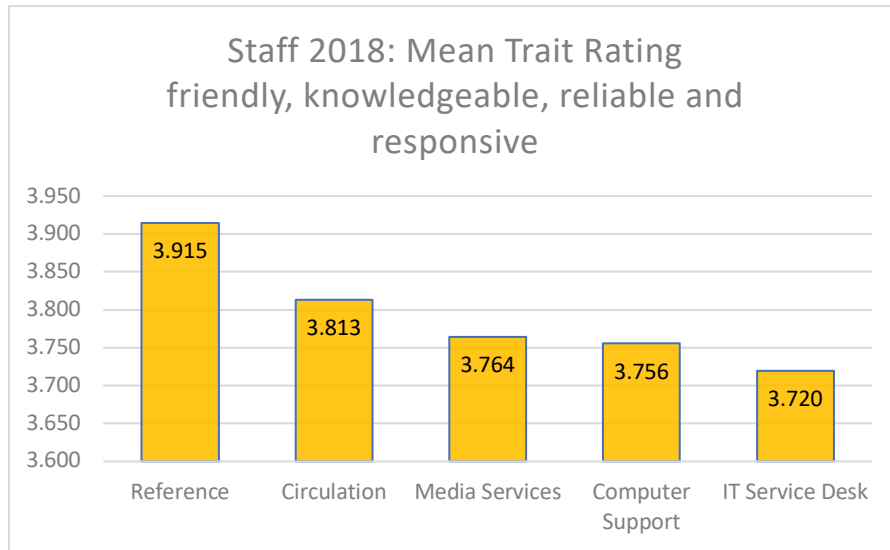
Mean satisfaction ratings have increased from 2016 to 2018 across all groups surveyed. The mean satisfaction rating for all categories surveyed improved in statistically significant margins among faculty (from 3.56 to 3.62), staff (from 3.51 to 3.61) and students (from 3.55 to 3.57).



3. Information Services staff members are friendly, knowledgeable, reliable and responsive, according to all groups surveyed.

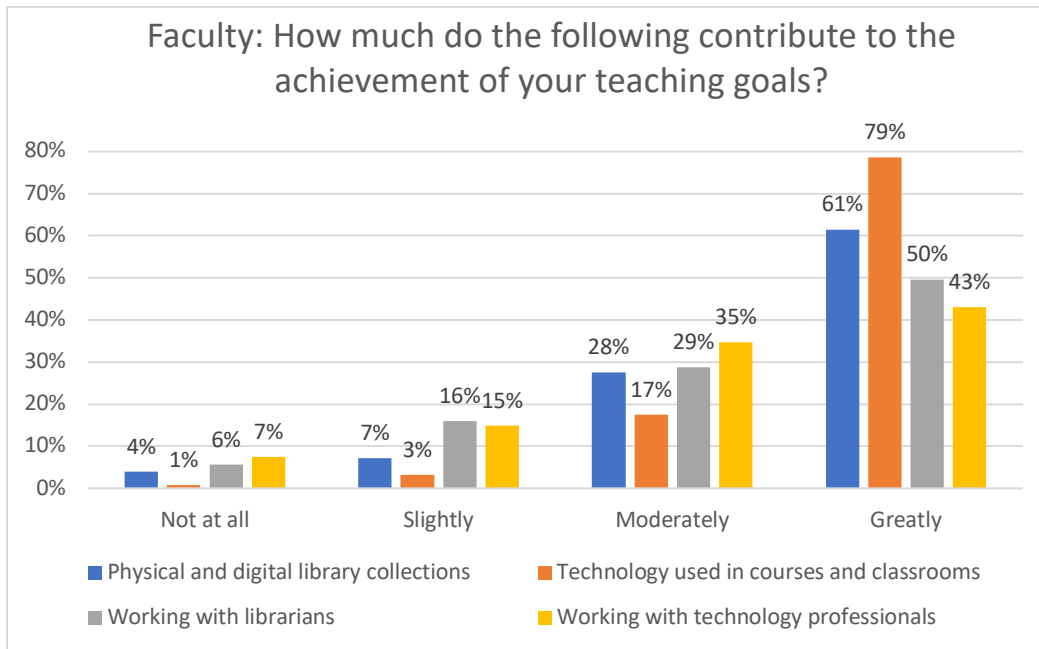
Respondents were asked to rate staff on four criteria (friendliness, knowledgeability, reliability and responsiveness). Taking ratings across these four criteria as an average, all staff areas received a score of at least **3.5 out of 4** (with 3 representing “somewhat agree” and 4 representing “agree”).



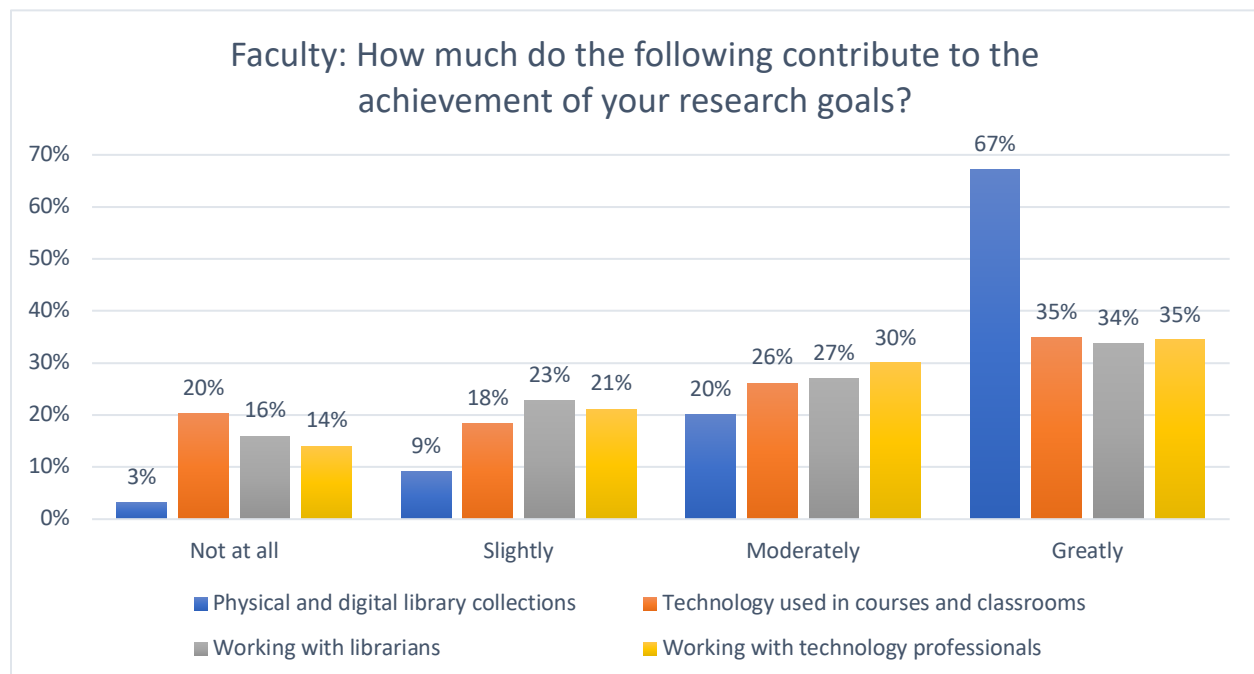


4. Information Services staff, services and collections play a key role in teaching and research for faculty.

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.

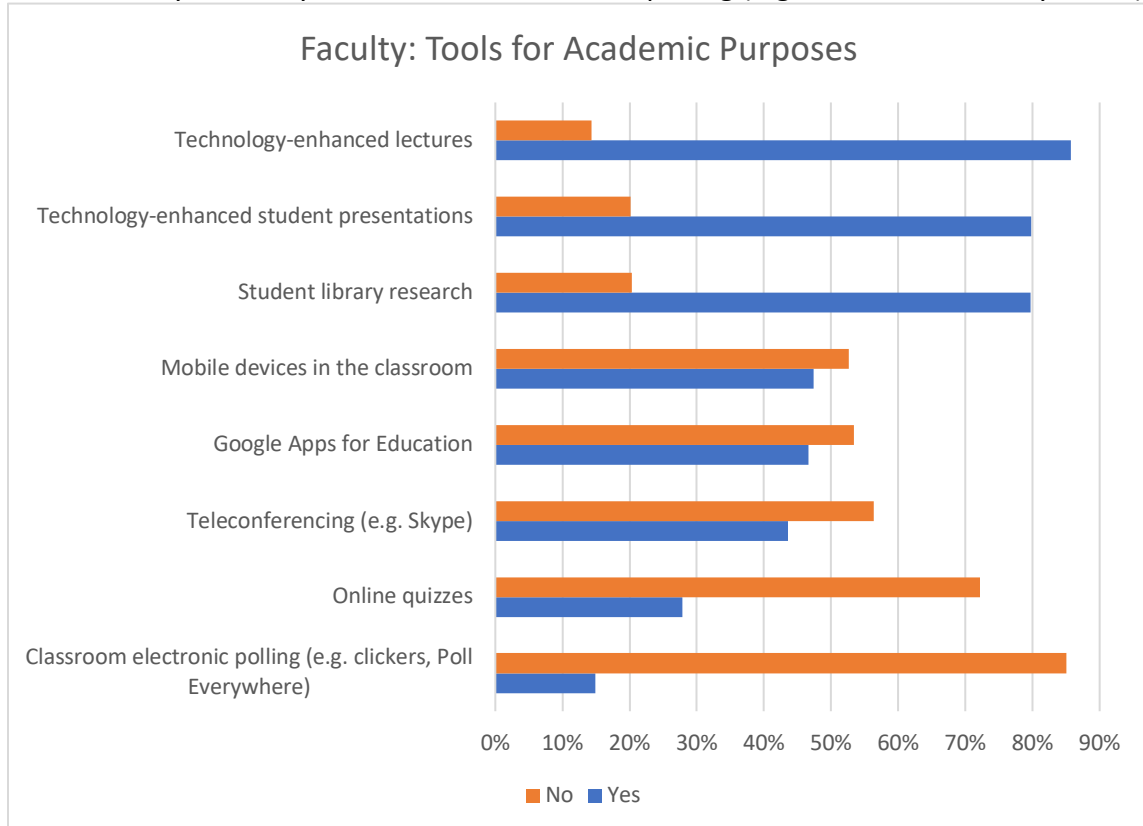


67 percent of faculty said “physical and digital library collections” greatly contribute to their research goals. **35 percent** said “technology used in courses and classrooms” greatly contributes. **35 percent** said “working with librarians” greatly contributes and **34 percent** said “working with technology professionals” greatly contributes to their research goals.



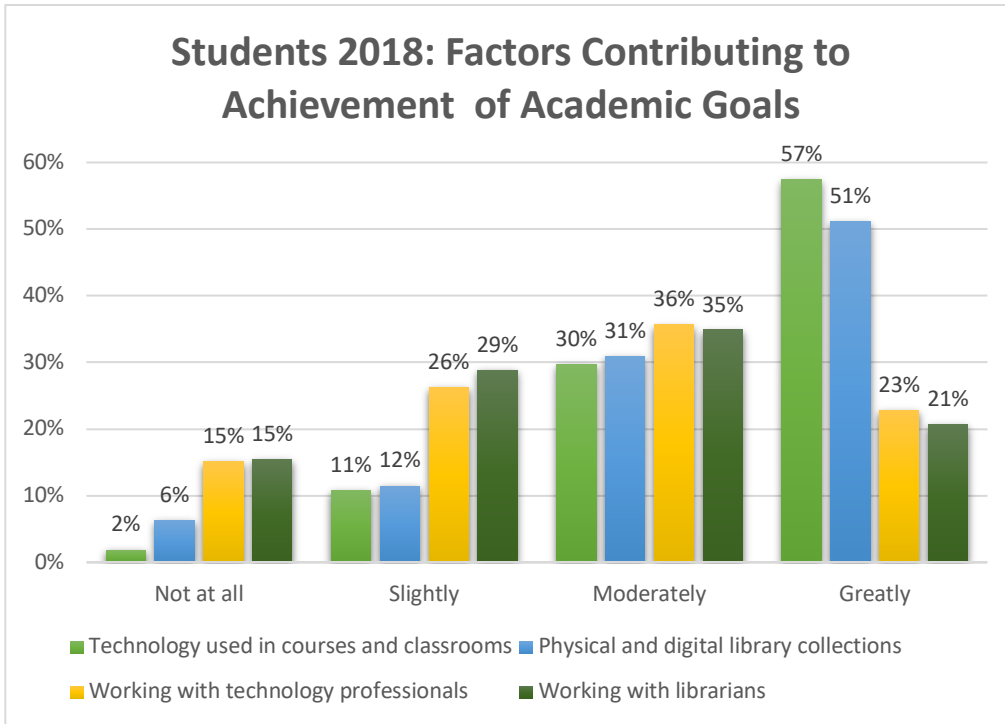
5. Most faculty said Information Services tools are used for enhancing the classroom experience and for student coursework.

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).



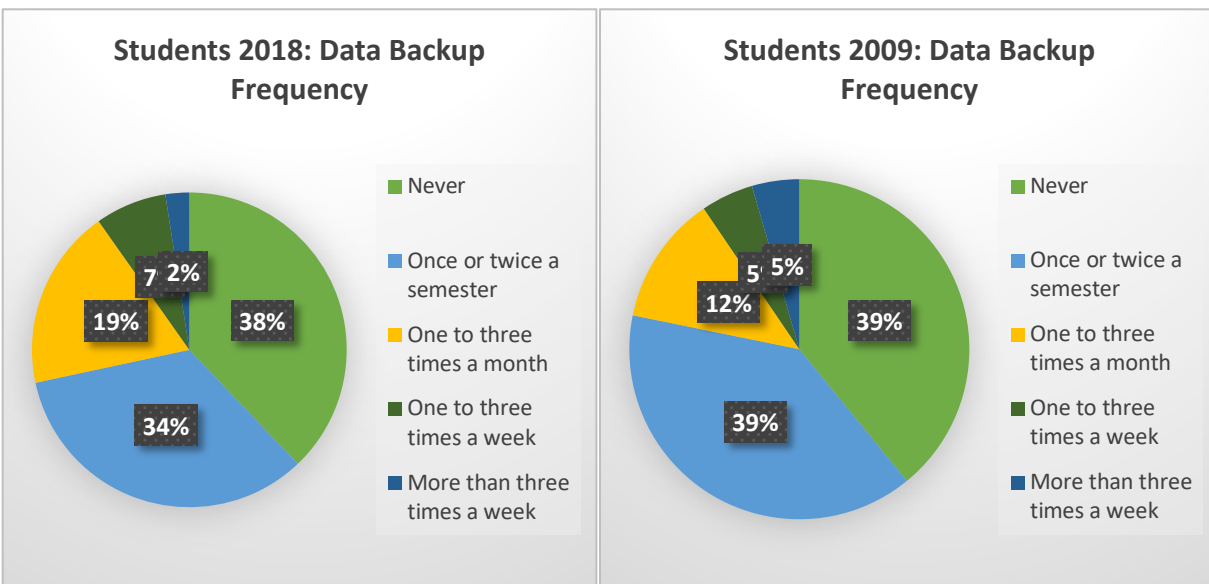
6. Students said the “physical and digital library collections” and “technology used in courses and classrooms” are helpful for achieving their academic goals.

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.

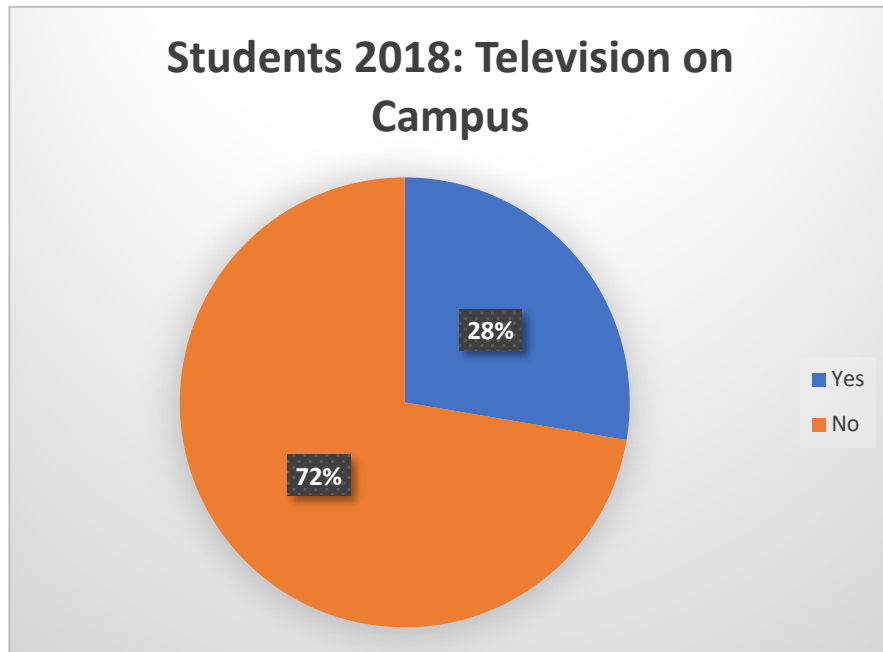
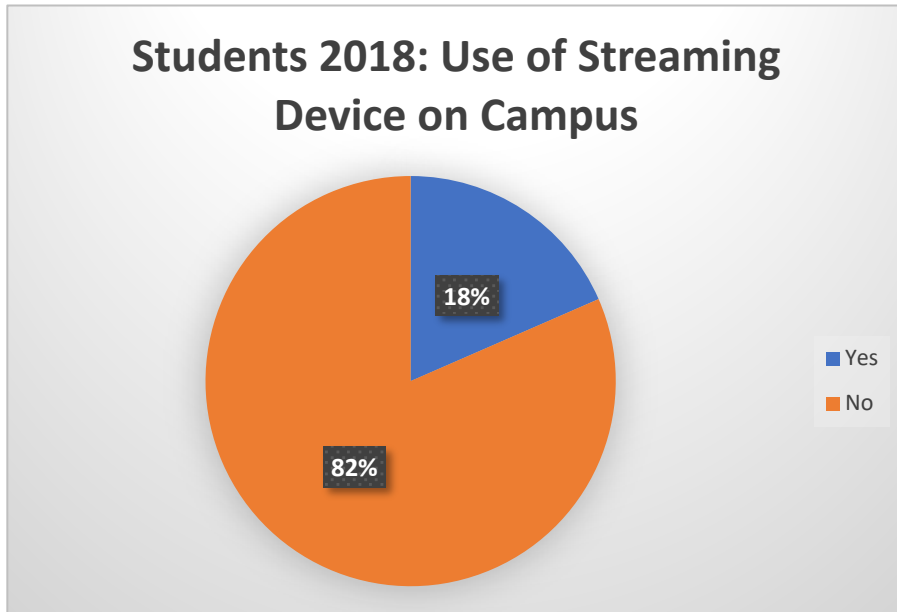
37.9 percent of students said they never back up their data. **33.7 percent** of students said they backup data once or twice a semester. **18.6 percent** of students said they backup data one to three times a month. **7.3 percent** of students said they backup data one to three times a week. **2.4 percent** 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.

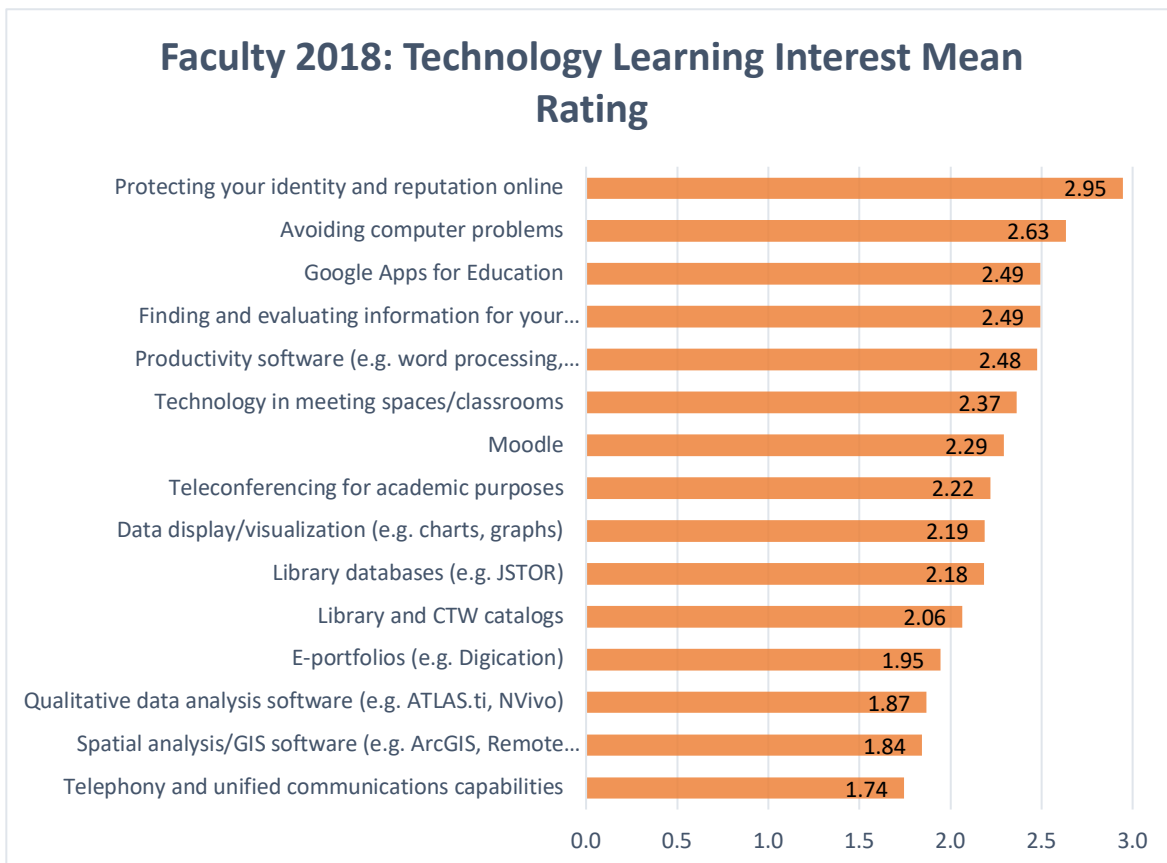


9. Faculty, staff and students are interested in learning about online safety, computer maintenance, evaluation of information, and productivity software.

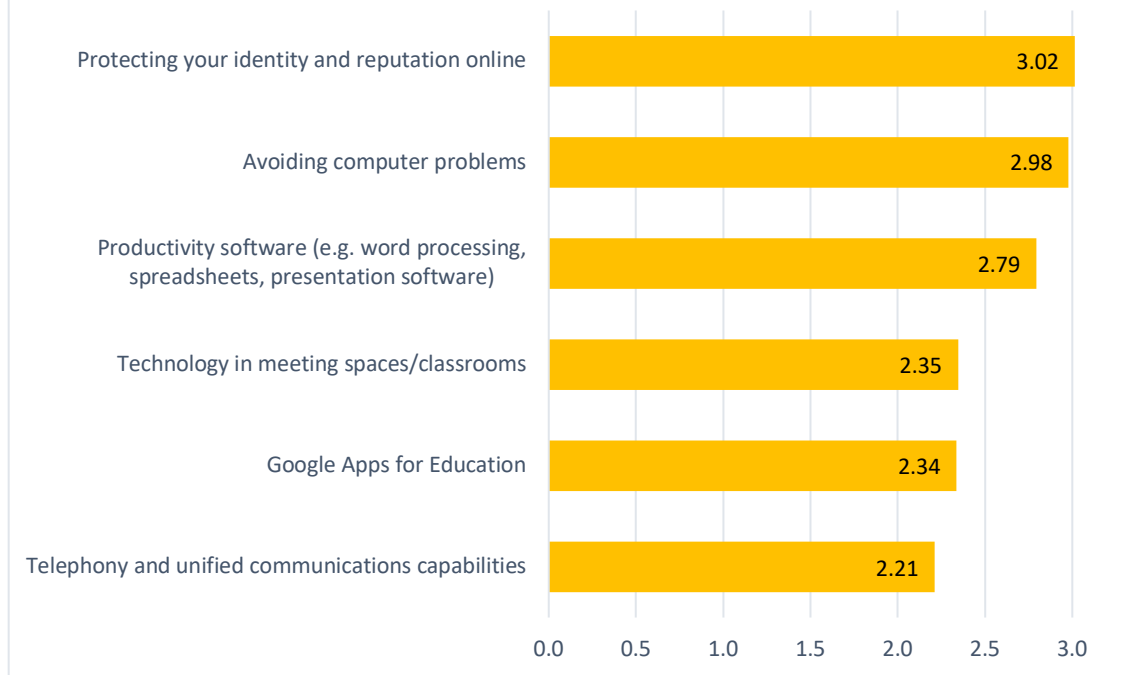
68 percent of faculty are interested or very interested in “protecting identity and reputation online.” **55 percent** are interested or very interested in learning how to “prevent computer problems.” **50 percent** are interested or very interested in “finding and evaluating information for scholarship.”

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).

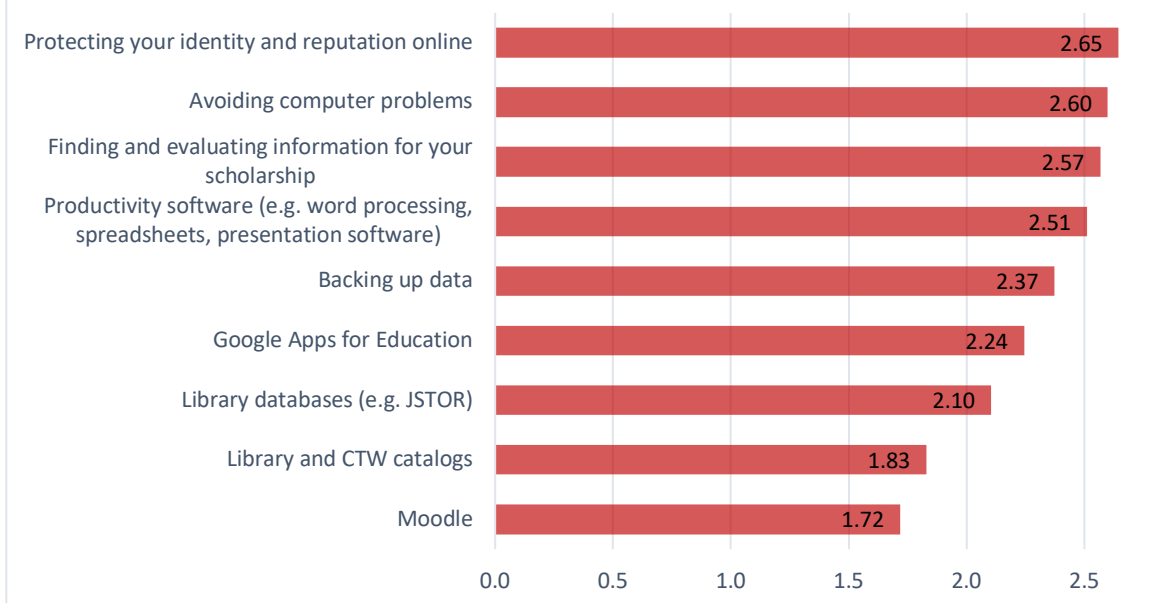
61 percent of students are interested or very interested in “protecting identity and reputation online.” **61 percent** of students are interested or very interested in learning how to “prevent computer problems.” **56 percent of students** are interested or very interested in “finding and evaluating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



Staff 2018: Technology Learning Interest Mean Rating

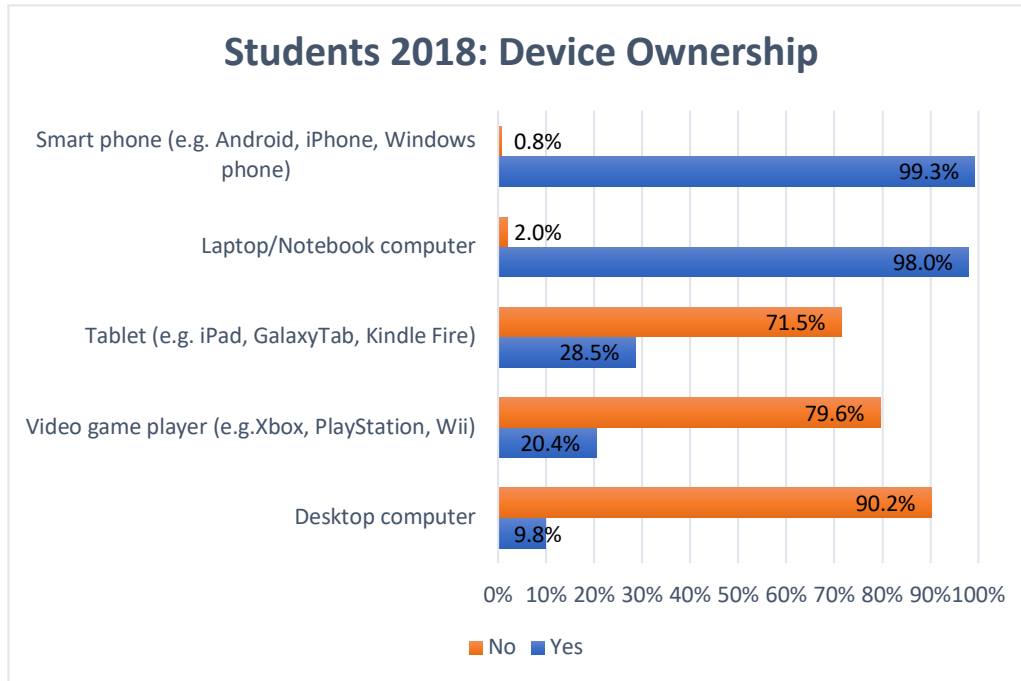


Students 2018: Technology Learning Interest Mean Rating



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.



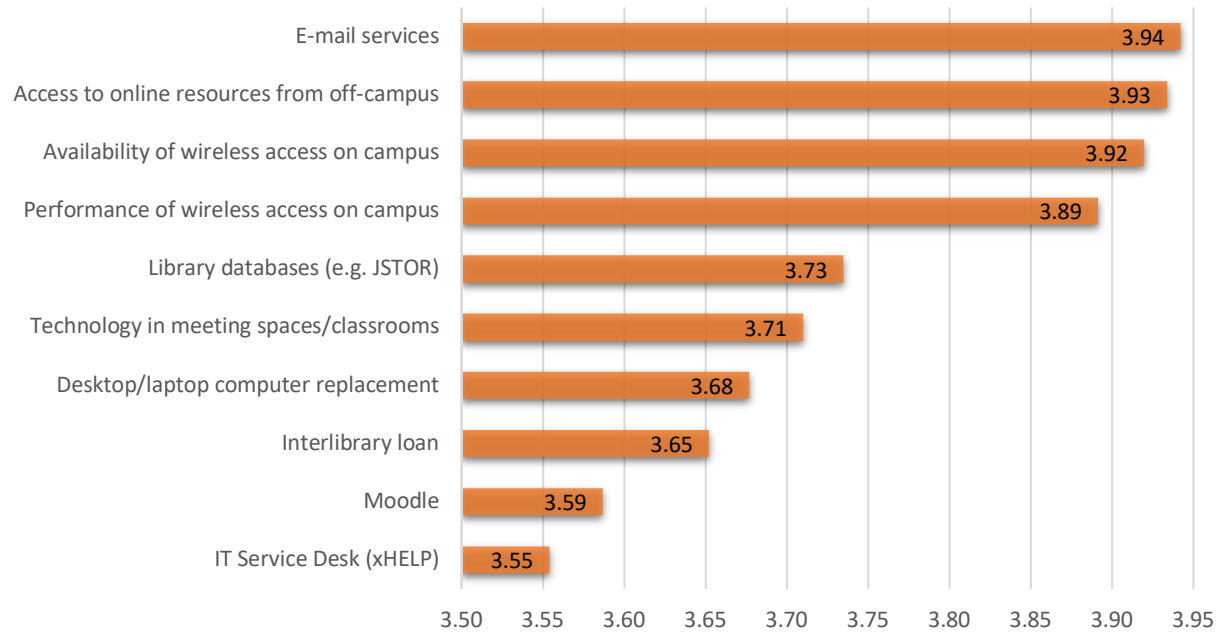
11. The library and wireless access are very important to faculty, staff and students in 2018.

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.

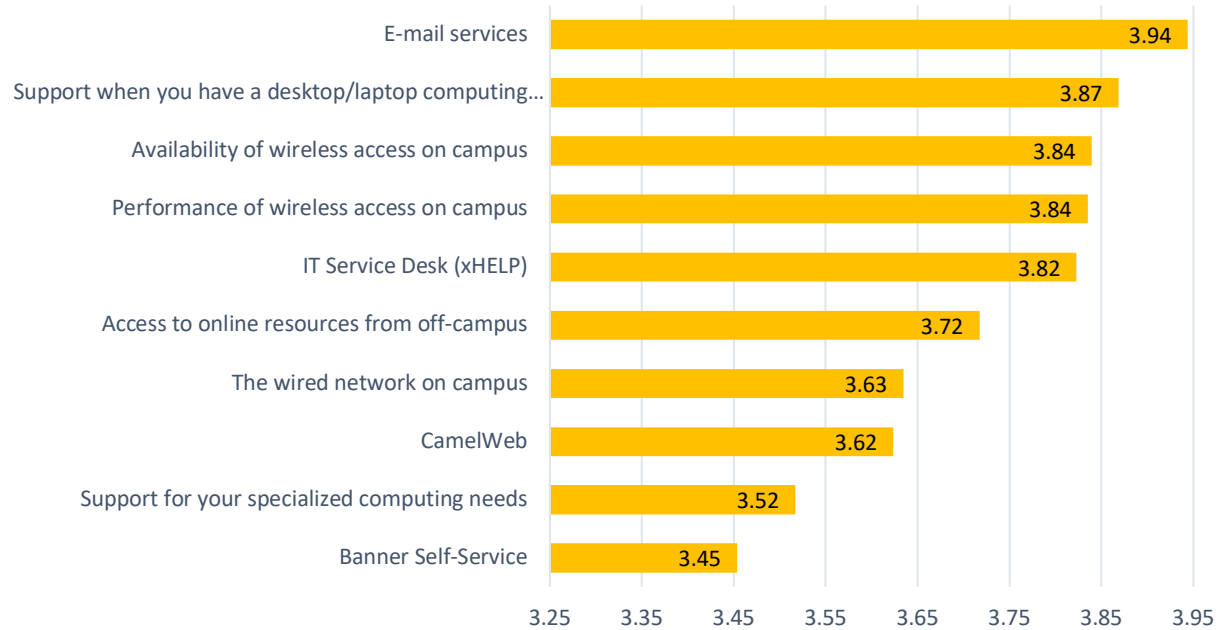
95 percent of staff rated “e-mail services” very important. **89 percent** of staff rated “support when you have a desktop/laptop computing problem” very important. **89 percent** of staff rated “availability of wireless access on campus” and “performance of wireless access on campus” very important.

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.

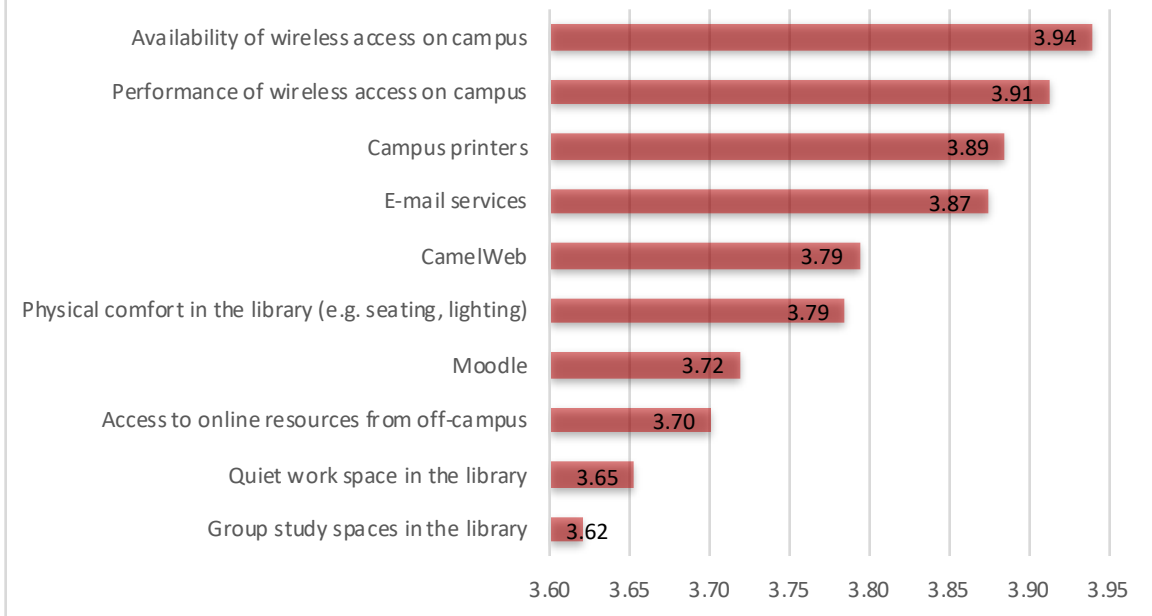
Faculty 2018: Top 10 Mean Importance Rating



Staff 2018: Top 10 Mean Importance Rating

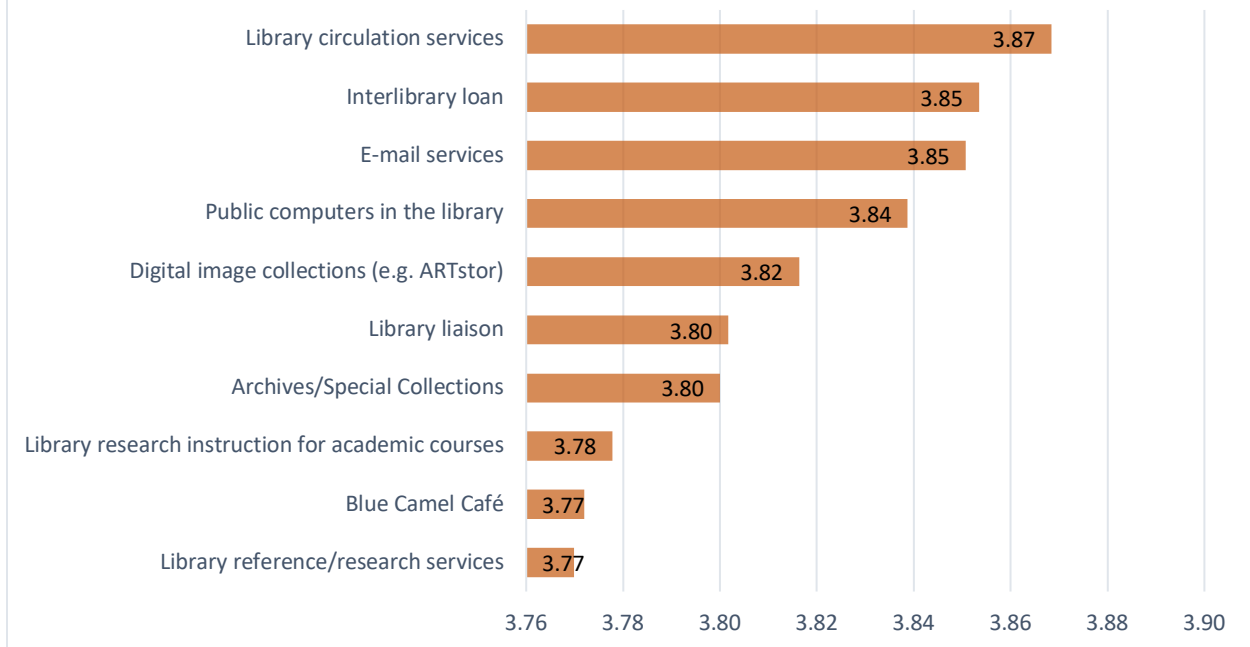


Students 2018: Top 10 Mean Importance Rating

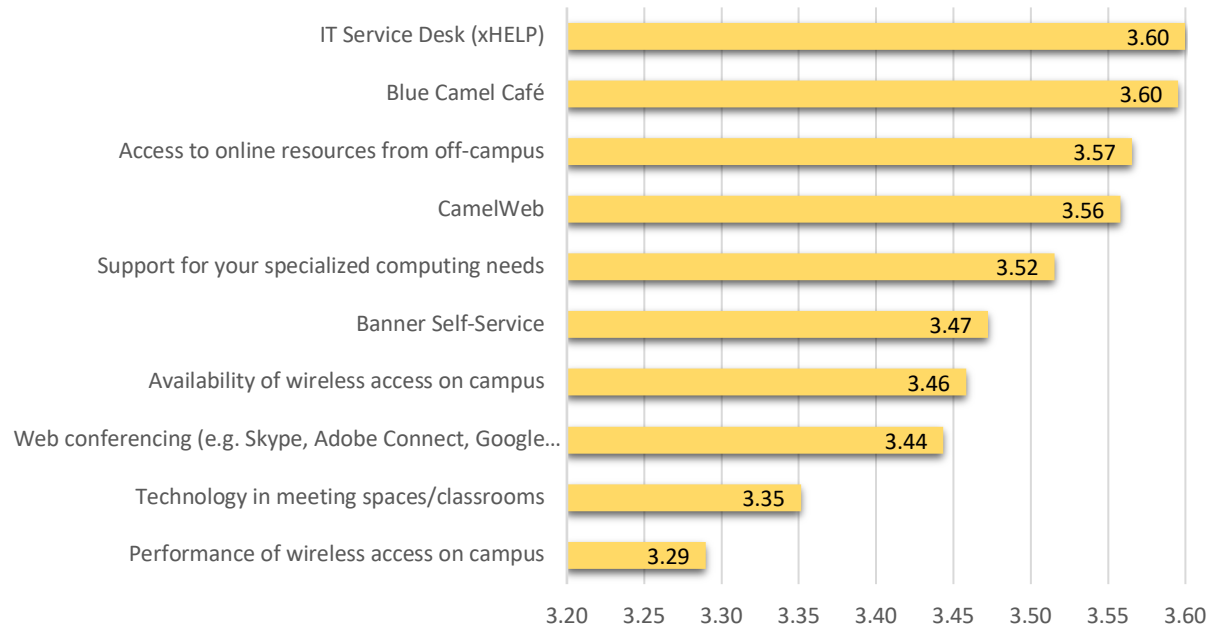


12. The library staff, building, and collections received very high satisfaction ratings from faculty, staff and students in 2018.

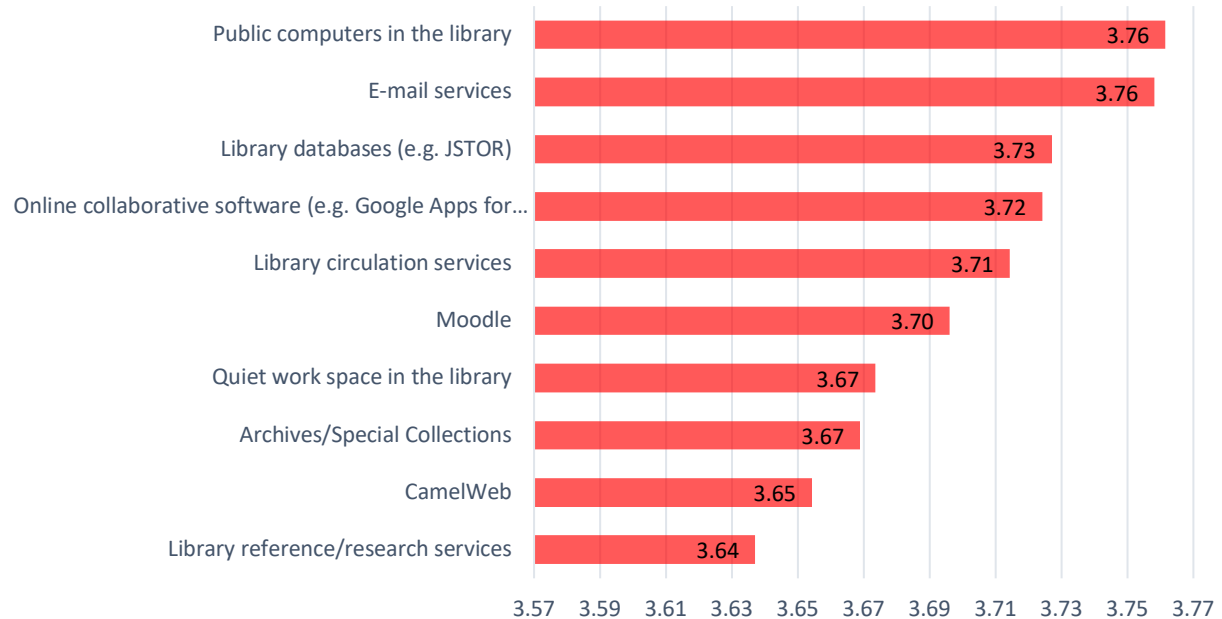
Faculty 2018: Top 10 Mean Satisfaction Rating



Staff 2018: Top 10 Mean Satisfaction Rating

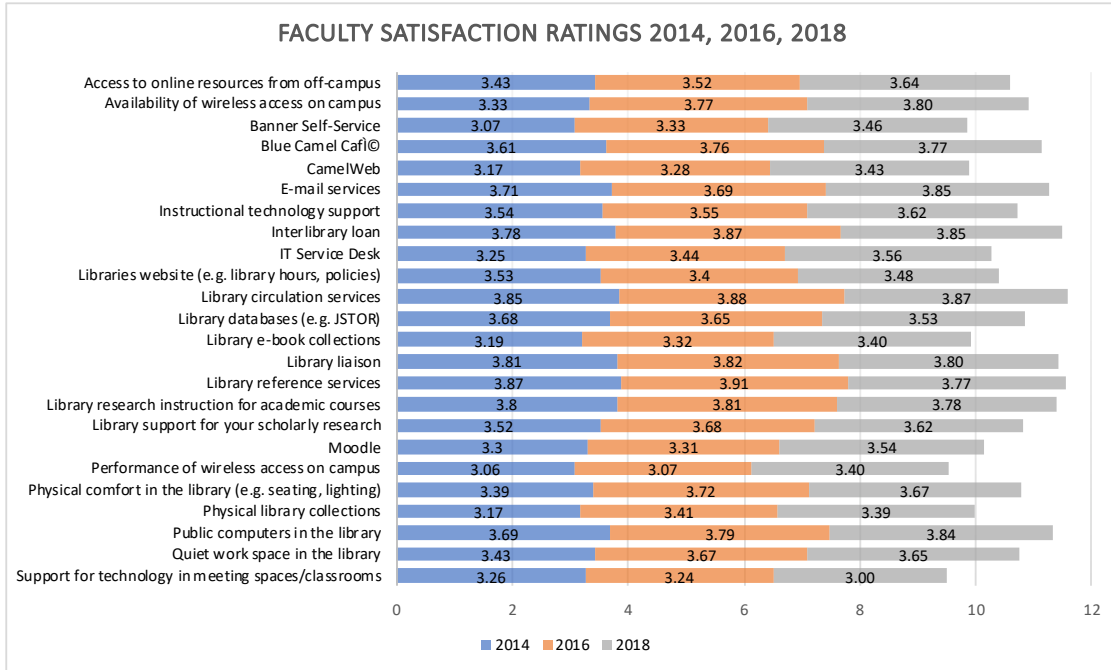


Students 2018: Top 10 Mean Satisfaction Rating

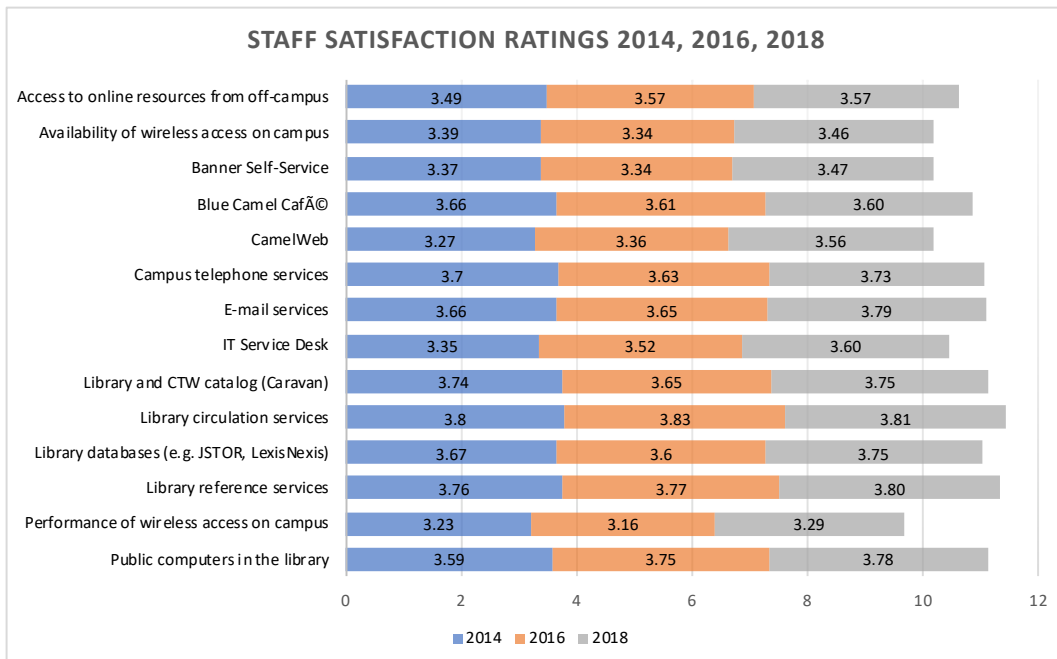


13. Faculty, staff and student satisfaction ratings increased significantly in many areas between 2014-2018.

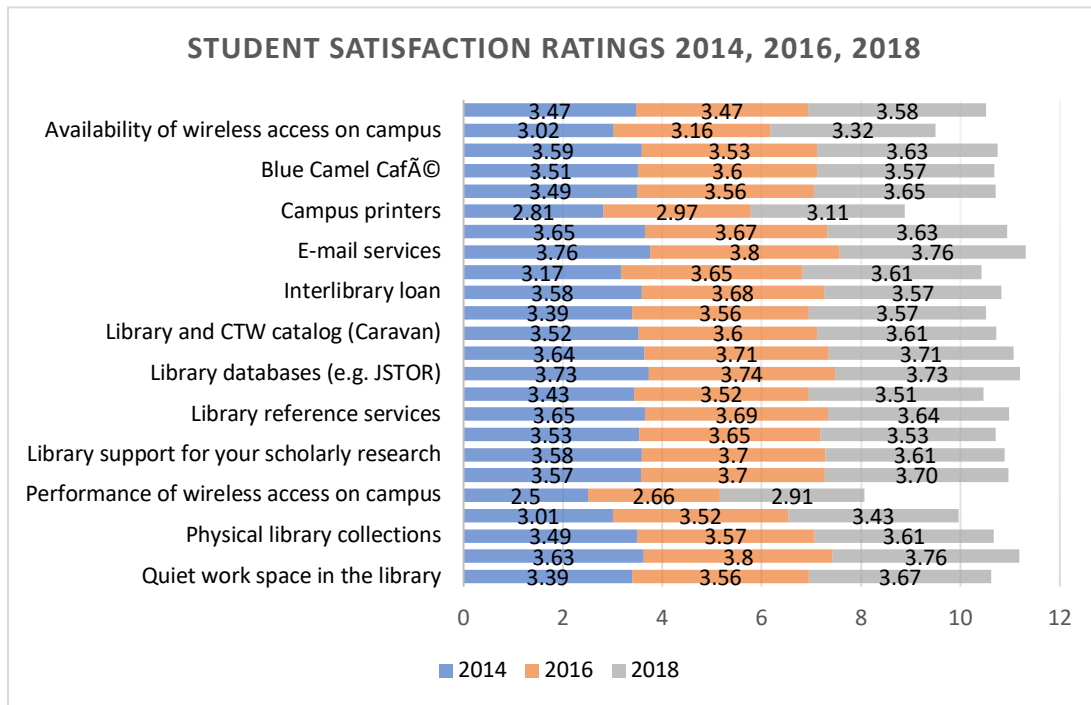
In a range from 1-4, faculty rated e-book collections **3.19 in 2014** and **3.40 in 2018**. Faculty rated the IT Service Desk **3.25 in 2014** and **3.56 in 2018**. Faculty rated CamelWeb **3.17 in 2014** and **3.43 in 2018**. Faculty rated Banner Self-Service **3.07 in 2014** and **3.46 in 2018**. Faculty rated “availability of wireless access” on campus **3.33 in 2014** and **3.80 in 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**.



Students rated “performance of wireless access on campus” **2.5 in 2014** and **2.91 in 2018**. Students rated the IT Service Desk **3.39 in 2014** and **3.57 in 2018**. Students rated CamelWeb **3.49 in 2014** and **3.65 in 2018**. Students rated “availability of wireless access on campus” **3.02 in 2014** and **3.32 in 2018**. Students rated “access to online resources from off-campus” **3.47 in 2014** and **3.58 in 2018**.

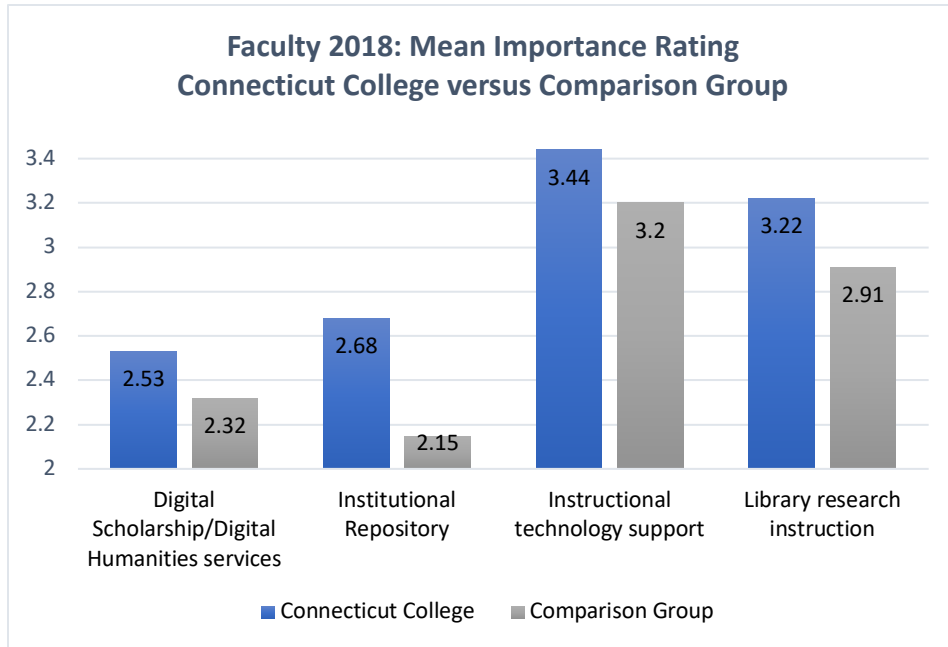


14. Faculty rated our library services higher than our peers did.

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.

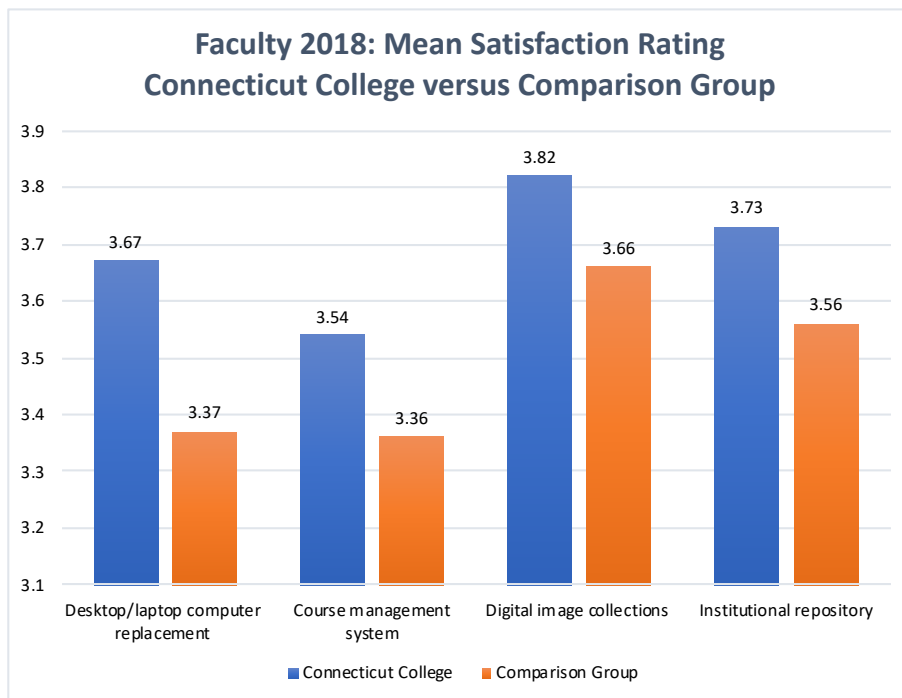
- Digital scholarship/Digital humanities services (mean importance of 2.53 for Connecticut College, versus 2.32 for the comparison group)
- Institutional repository (2.68 versus 2.15)
- Instructional technology support (3.44 versus 3.2)
- Library research instruction (3.22 versus 2.91)

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.



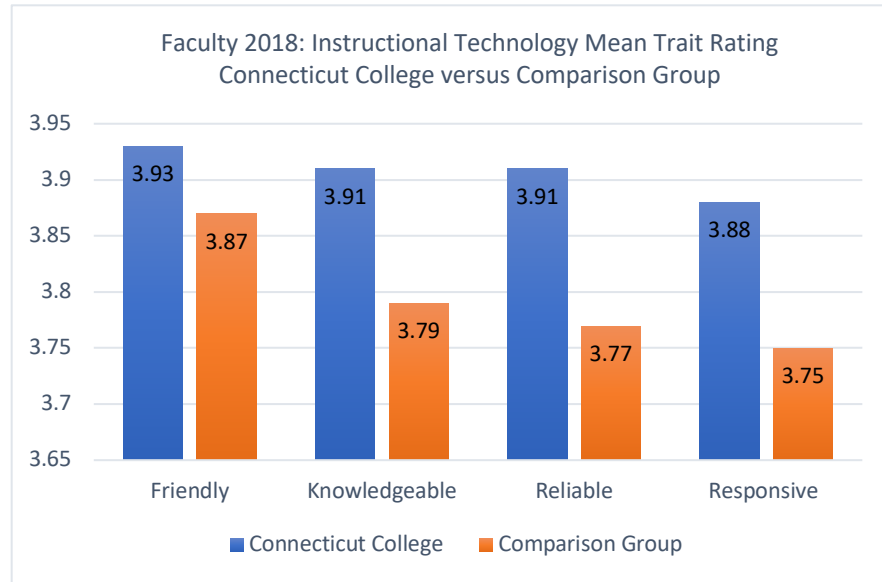
Faculty mean satisfaction ratings at Connecticut College are higher than a comparison group for the following services:

- 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)

