

Dixie State University

MISO (Measuring Information Service Outcomes)
Reports

Information Services

2019

MISO Survey 2019: Trends and Takeaways

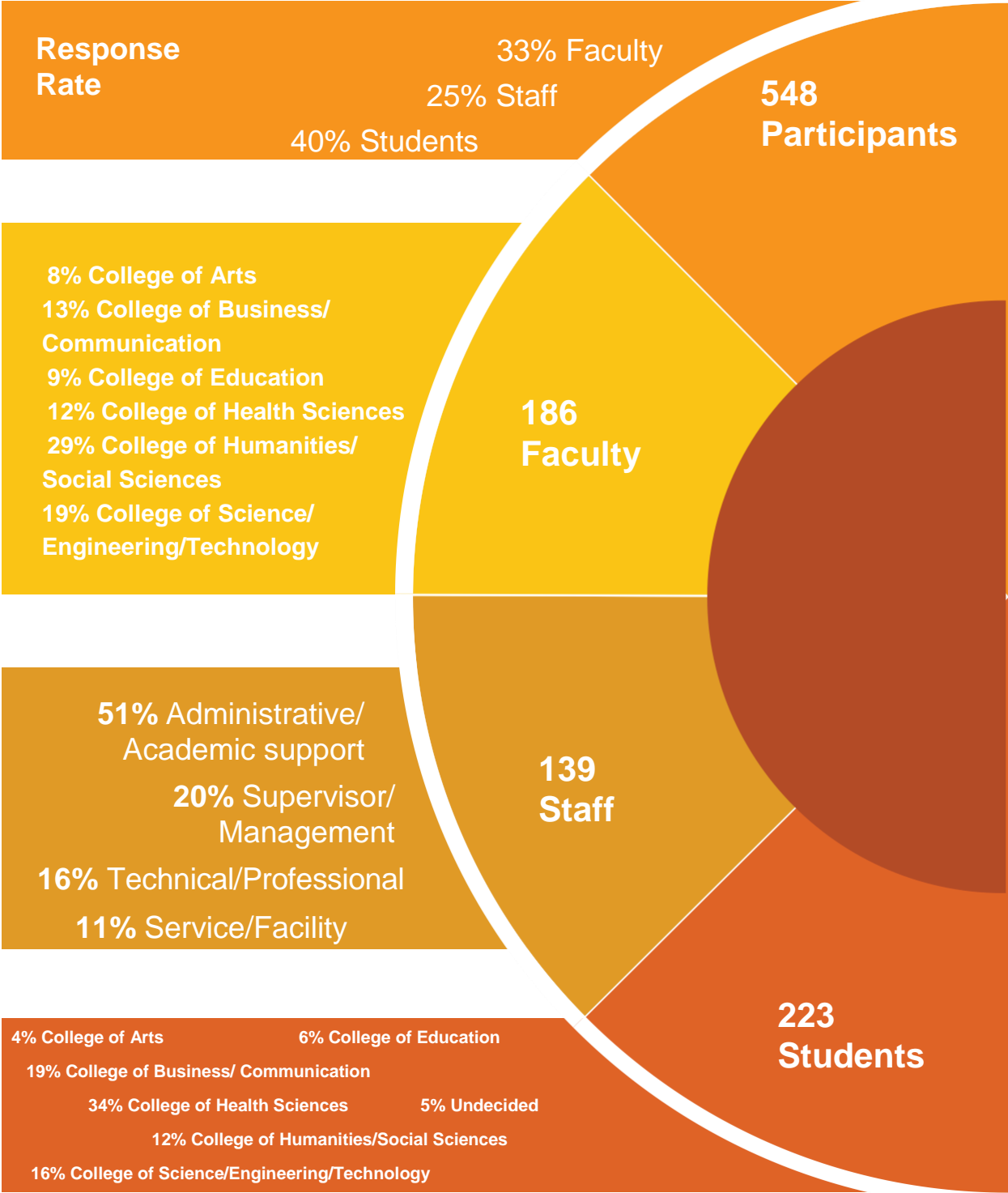
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INFORMATION SERVICES

MISO Survey 2019 Trends and Takeaways

MISO Survey Demographics



Takeaways from the MISO Survey, 2019

Information Services, Dixie State University

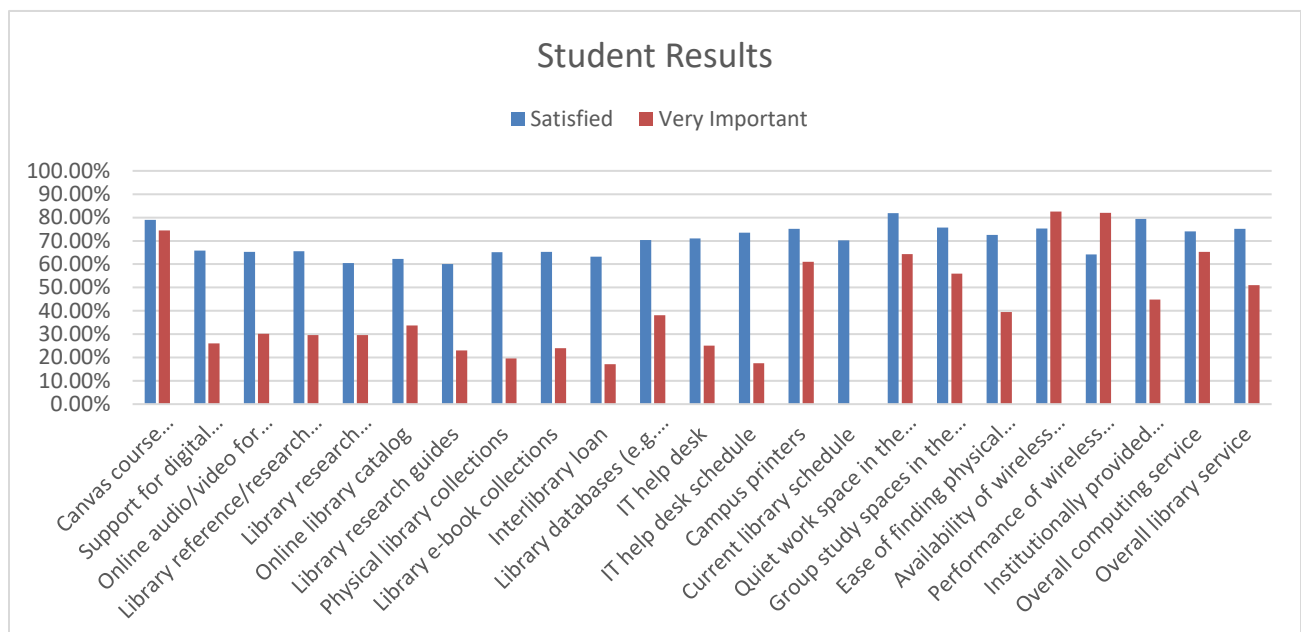
Compiled by Linda Jones

The MISO survey is a survey that Library and Learning Services, in conjunction with IT Services undertook 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 and computer 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>.

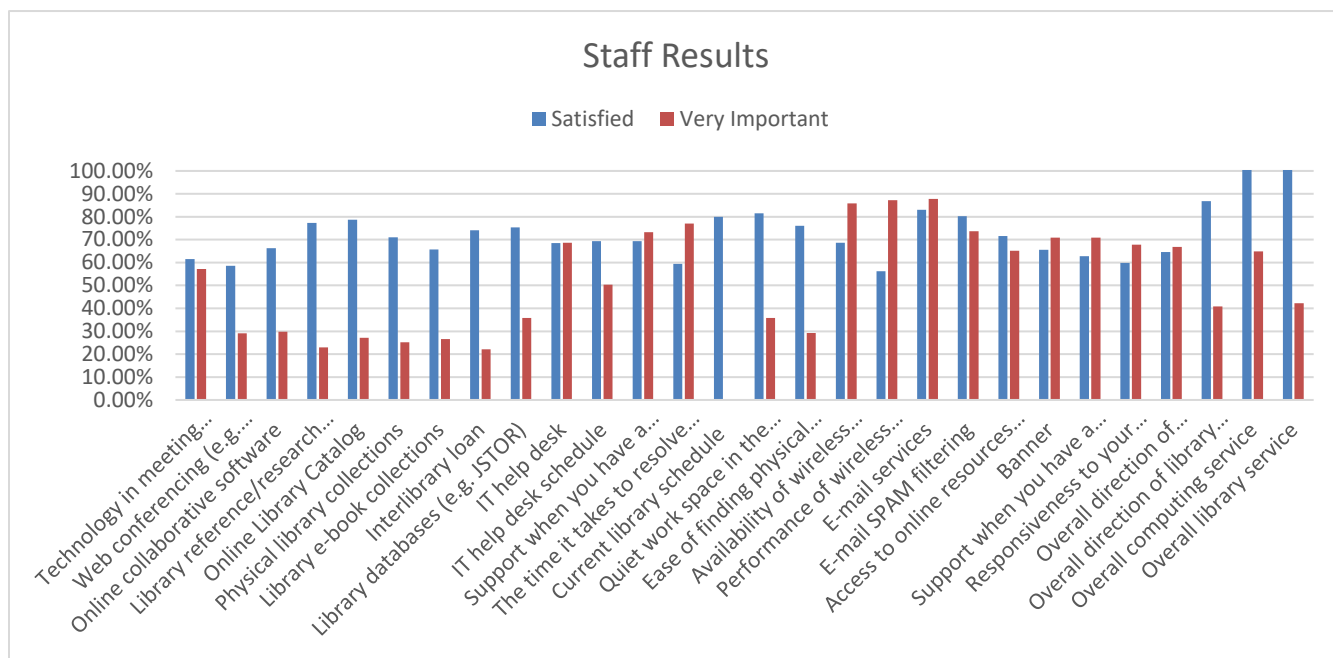
The survey was administered in January 2019 and had the following response rates: 36.6% of faculty (**186** responses), 11.2% of staff (**139** responses), and 22.3% of a random sample of approximately 1000 students (i.e., **223** responses).

1. Satisfaction ratings remain very high for Information Services.

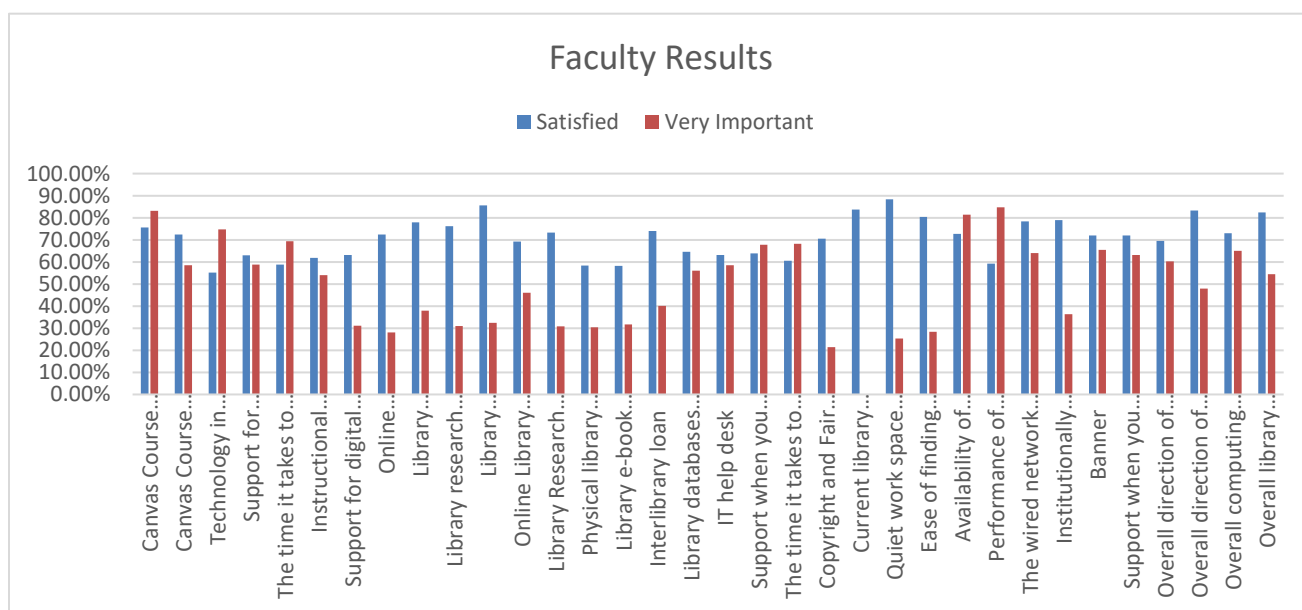
The MISO survey asks respondents to rate their level of satisfaction with services across the library and information technology spectrum. More than 94 percent of the services surveyed received a mean satisfaction rating of 3, or at least “somewhat satisfied,” from the student population. The students rated these services with the rating of important or very important at least 67% of the time.



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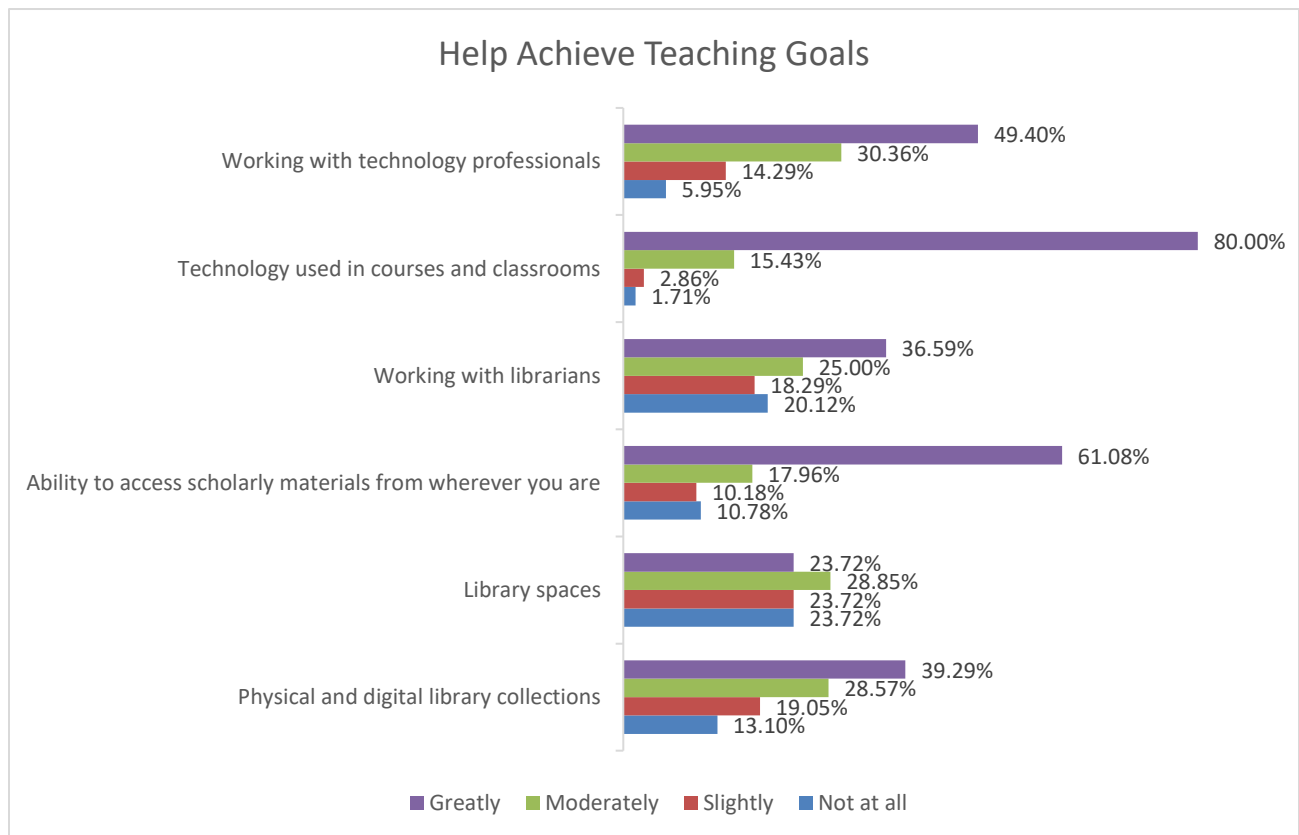
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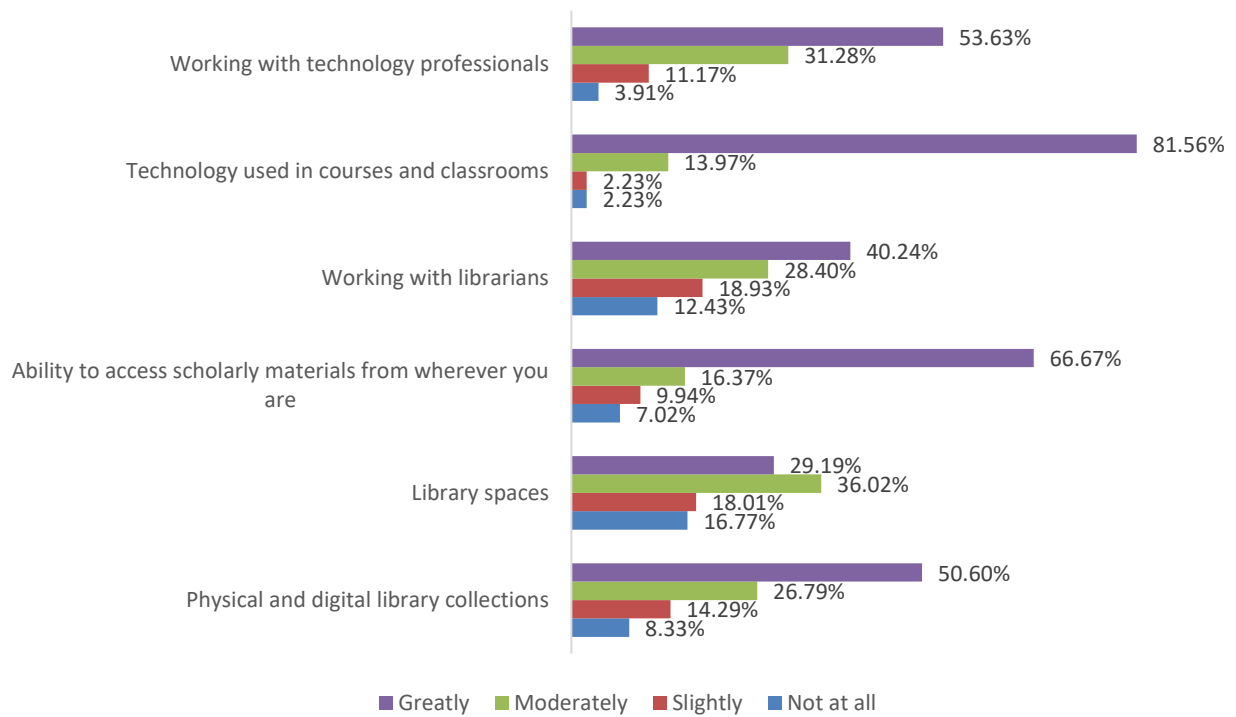
2. Information Services staff, services and collections play a key role in teaching for faculty.

80 percent of faculty said “technology used in courses and classrooms” greatly contributes to teaching. **39 percent** said the “physical and digital library collections” greatly contributes. **36.5 percent** said “working with librarians” greatly contributes and **49 percent** said “working with technology professionals” greatly contributes. Only **23 percent** said “library space” greatly contributes but **61 percent** said that accessing scholarly materials greatly contributed.

This differs slightly when you look at what the faculty say should greatly contribute to their teaching. **81 percent** of faculty said “technology used in courses and classrooms” greatly contributes to teaching. **50 percent** said the “physical and digital library collections” greatly contributes. **40 percent** said “working with librarians” greatly contributes and **53 percent** said “working with technology professionals” greatly contributes. Only **29 percent** said “library space” greatly contributes but **66 percent** said that accessing scholarly materials greatly contributed.

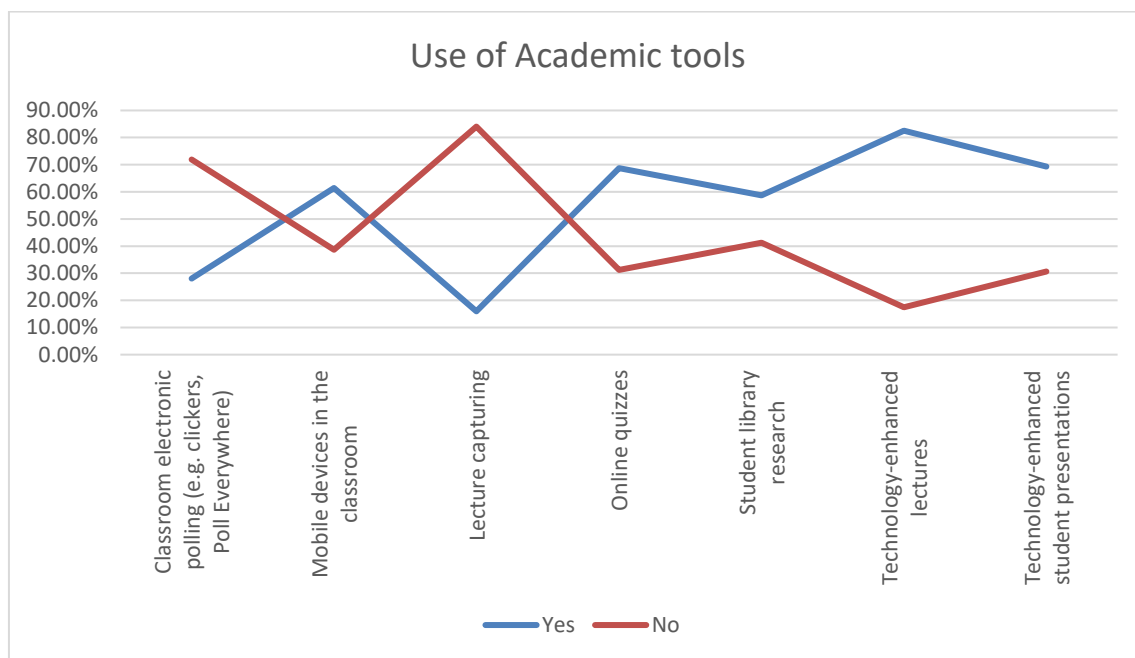


Should Help Achieve Teaching Goals



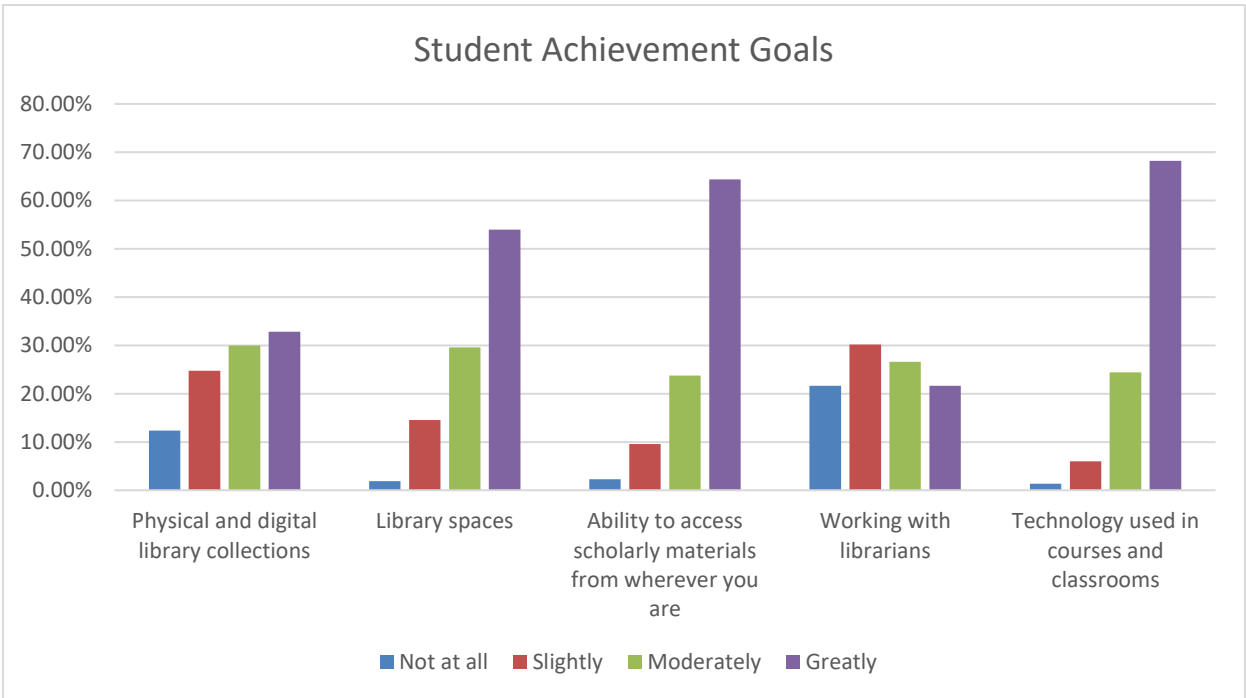
3. Most faculty said Information Services tools are used for enhancing the classroom experience and for student coursework.

82 percent of faculty said they present technology-enhanced lectures. **58 percent** of faculty said their students use the library for research and **69 percent** said their students create technology-enhanced presentations. **61 percent** of faculty said they use mobile devices in the classroom. **68 percent** of faculty said they use online quizzes. **28 percent** of faculty said they use classroom electronic polling (e.g., clickers, Poll Everywhere).



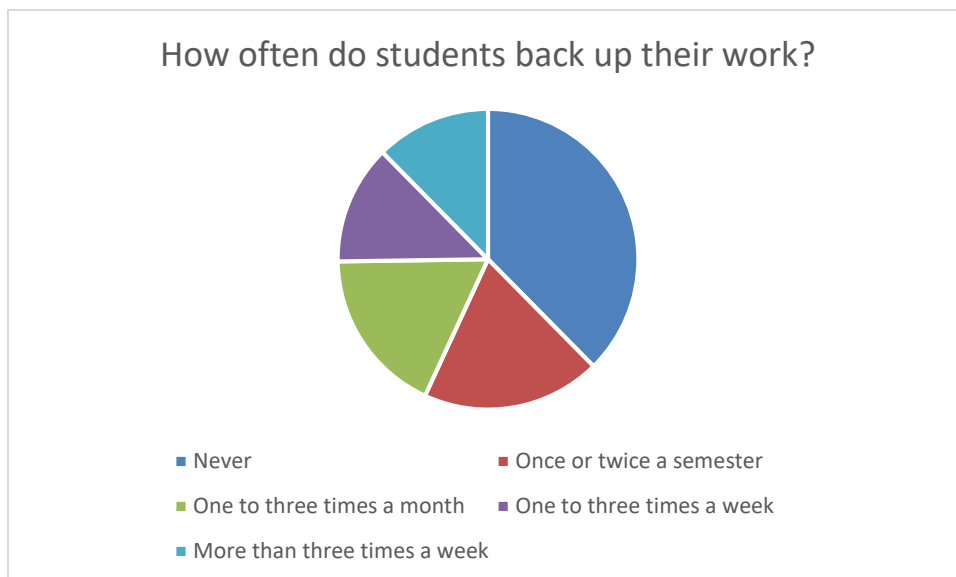
4. Students said the “physical and digital library collections” and “technology used in courses and classrooms” are helpful for achieving their academic goals.

92 percent of students said “technology used in courses and classrooms” contributed greatly or moderately to achieving their academic goals. **62 percent** of students said the “physical and digital library collections” contributed greatly or moderately to achieving their academic goals. **47 percent** of students said “working with librarians” contributed greatly or moderately to achieving their academic goals. **86 percent** said “library spaces” contributed greatly or moderately to achieving their academic goals. Even though only 62 percent said the library collections contributed to their goals, **87 percent** said the “ability to access the scholarly material from anywhere” did contribute greatly or moderately to their academic goals.



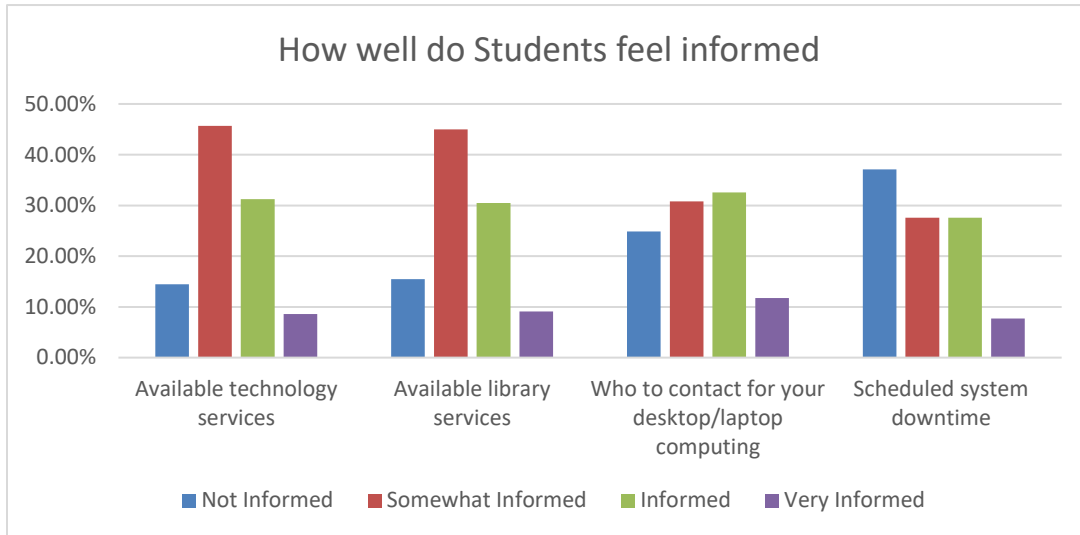
5. The majority of students never backup their data.

37.6 percent of students said they never back up their data. **19.27 percent** of students said the backup data once or twice a semester. **17.8 percent** of students said they backup data one to three times a month. **12.8 percent** of students said they backup data one to three times a week. **12.3 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 can be found at the IT Services Desk.

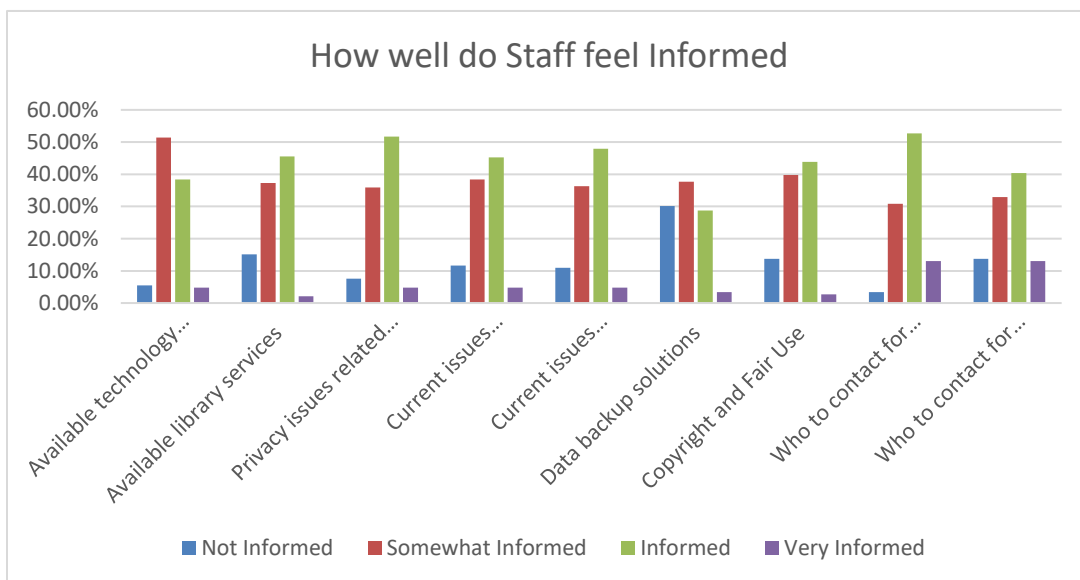


6. Students, staff and faculty feel somewhat informed on technology and library services.

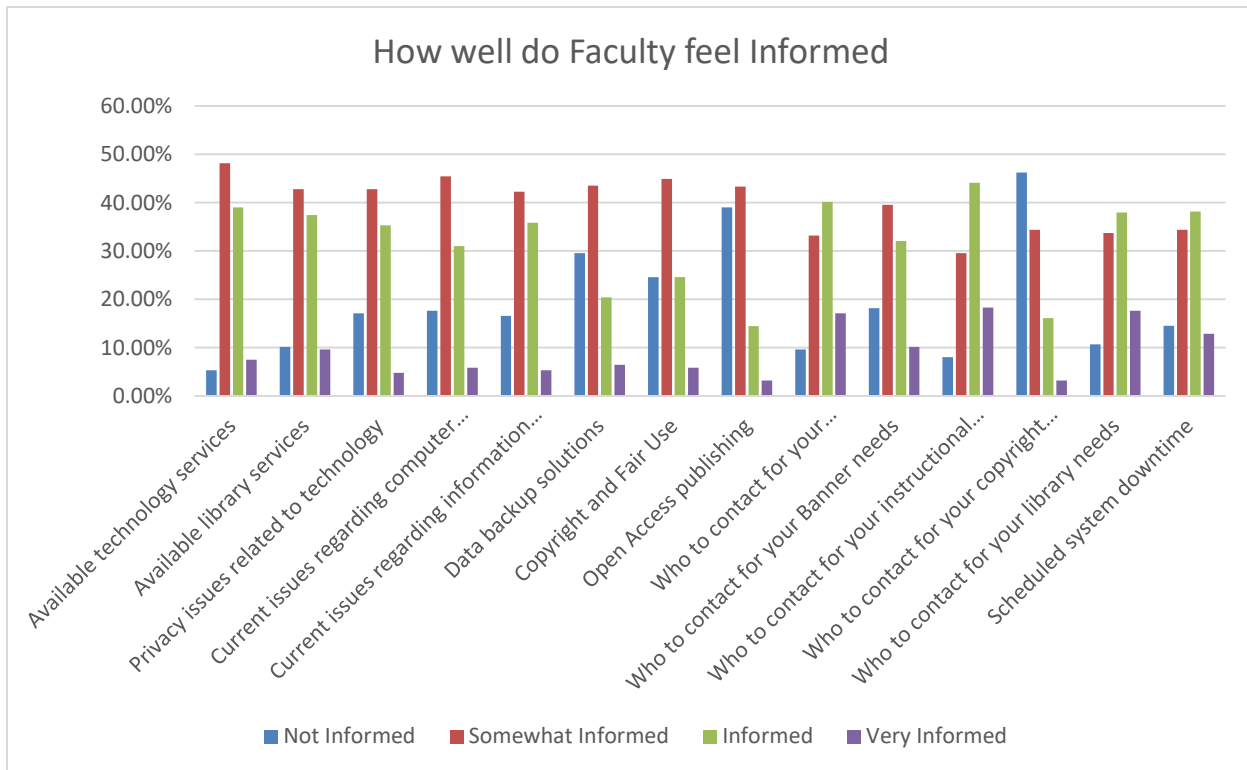
76 percent of the students said they are “somewhat informed or informed” on technology services. **75 percent** of the students said they are “somewhat informed or informed” on library services. **62 percent** said they are “somewhat informed or informed” on who to contact for their desktop/laptop computing needs. **54 percent** said they are “somewhat informed” about scheduled system downtime.



89 percent of the staff said they are “somewhat informed or informed” on technology services. **82 percent** of the staff said they are “somewhat informed or informed” on library services. **86 percent** of the staff said they are “somewhat informed or informed” on privacy issues related to technology. **83 percent** of the staff said they are “somewhat informed or informed” on current issues regarding computer viruses and information security. **65 percent** of the staff said they are “somewhat informed or informed” on data backup solutions. **82 percent** of the staff said they are “somewhat informed or informed” on copyright and fair use. **82 percent** said they are “somewhat informed or informed” on who to contact for their desktop/laptop computing needs. **72 percent** said they are “somewhat informed or informed” on who to contact for their Banner needs.

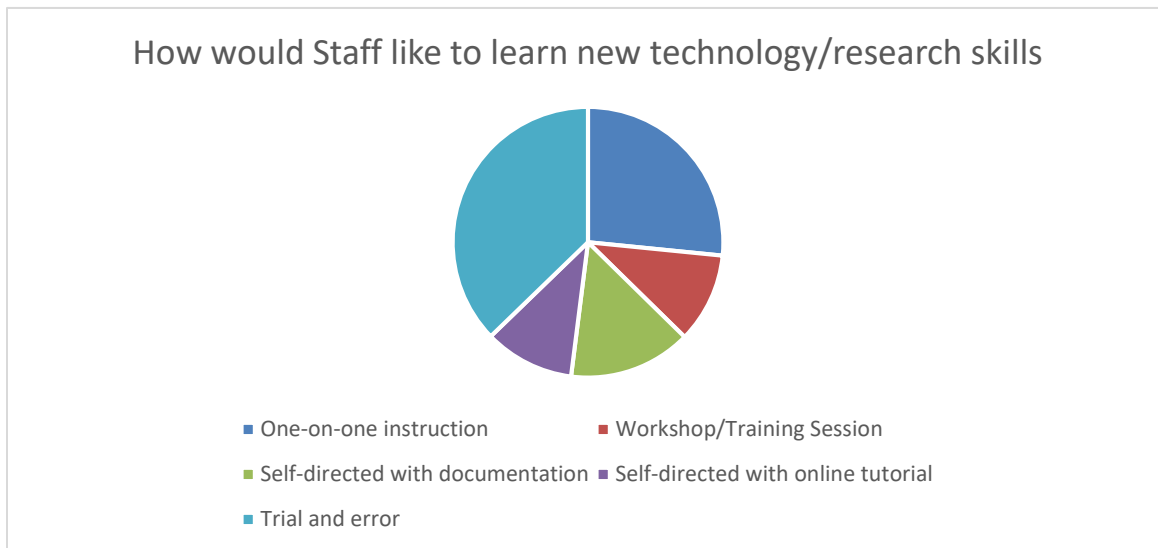
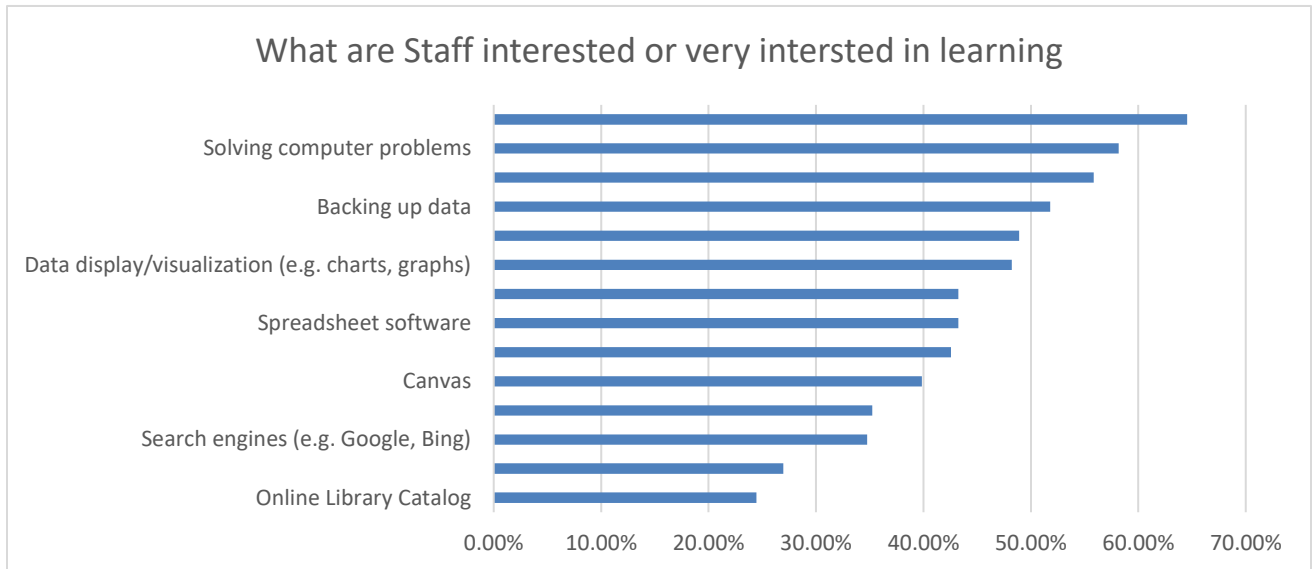


97 percent of the faculty said they are “somewhat informed or informed” on technology services. **79 percent** of the faculty said they are “somewhat informed or informed” on library services. **77 percent** of the faculty said they are “somewhat informed or informed” on privacy issues related to technology. **77 percent** of the faculty said they are “somewhat informed or informed” on current issues regarding computer viruses and information security. **63 percent** of the faculty said they are “somewhat informed or informed” on data backup solutions. **68 percent** of the faculty said they are “somewhat informed or informed” on copyright and fair use. **73 percent** said they are “somewhat informed or informed” on who to contact for their desktop/laptop computing needs. **71 percent** said they are “somewhat informed or informed” on who to contact for their Banner needs. 57 percent of the faculty said they “somewhat informed or informed” on open access publishing.



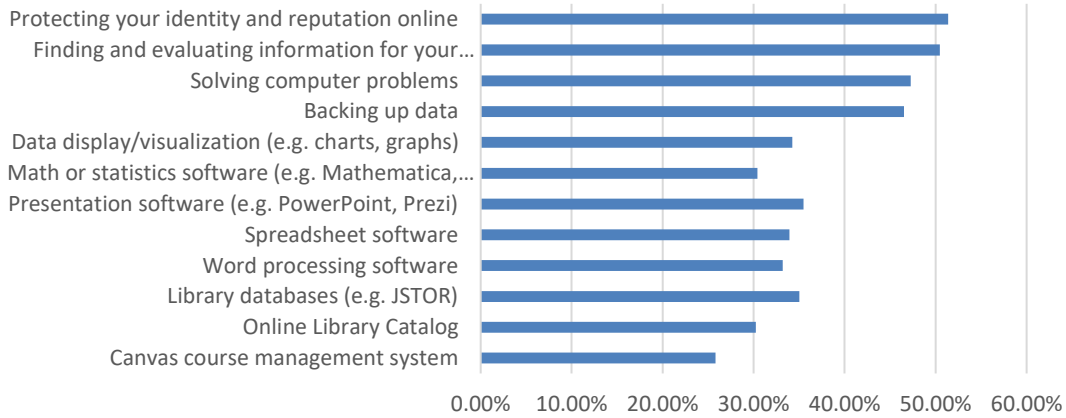
7. Staff and students are interested in learning about online safety, computer maintenance, evaluation of information, and productivity software.

64.5 percent of staff are interested or very interested in protecting identity and reputation online. **58 percent** of staff are interested or very interested in solving computer problems. **55 percent** of staff are interested or very interested in learning more about Banner. **51 percent** of staff are interested or very interested in backing up data.



51 percent of students are interested or very interested in “protecting identity and reputation online.” **47 percent** of students are interested or very interested in learning how to “prevent computer problems.” **50 percent of students** are interested or very interested in “finding and evaluating information for scholarship.” **34 percent** of students are interested or very interested in productivity software (e.g. word processing, spreadsheets, and presentation software).

What are Students interested or very interested in learning



How would Students like to learn new technology/research skills



How would Faculty like to learn new technology/research skills

