2019

MISO Survey 2019: Trends and Takeaways

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INFORMATION SERVICES

MISO Survey 2019 Trends and Takeaways
MISO Survey Demographics

**Response Rate**
- 33% Faculty
- 25% Staff
- 40% Students

**548 Participants**

**Faculty**
- 8% College of Arts
- 13% College of Business/Communication
- 9% College of Education
- 12% College of Health Sciences
- 29% College of Humanities/Social Sciences
- 19% College of Science/Engineering/Technology
- **186 Faculty**

**Staff**
- 51% Administrative/Academic support
- 20% Supervisor/Management
- 16% Technical/Professional
- 11% Service/Facility
- **139 Staff**

**Students**
- 4% College of Arts
- 6% College of Education
- 19% College of Business/Communication
- 34% College of Health Sciences
- 5% Undecided
- 12% College of Humanities/Social Sciences
- 16% College of Science/Engineering/Technology
- **223 Students**
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.
The MISO survey asks respondents to rate their level of satisfaction with services across the library and information technology spectrum. More than 93 percent of the services surveyed received a mean satisfaction rating of 3, or at least “somewhat satisfied,” from the student population. The staff rated these services with the rating of important or very important at least 75% of the time.

The MISO survey asks respondents to rate their level of satisfaction with services across the library and information technology spectrum. More than 91 percent of the services surveyed received a mean satisfaction rating of 3, or at least “somewhat satisfied,” from the student population. The faculty rated these services with the rating of important or very important at least 75% of the time.
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

- Working with technology professionals: Greatly 53.63%, Moderately 31.28%, Slightly 11.17%, Not at all 3.91%
- Technology used in courses and classrooms: Greatly 81.56%, Moderately 13.97%, Slightly 2.23%
- Working with librarians: Greatly 40.24%, Moderately 28.40%, Slightly 18.93%
- Ability to access scholarly materials from wherever you are: Greatly 66.67%, Moderately 16.37%, Slightly 9.94%, Not at all 7.02%
- Library spaces: Greatly 36.02%, Moderately 18.01%, Slightly 16.77%
- Physical and digital library collections: Greatly 50.60%, Moderately 29.19%, Slightly 18.19%, Not at all 8.33%
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

- Protecting your identity and reputation online
- Finding and evaluating information for your research
- Solving computer problems
- Backing up data
- Data display/visualization (e.g. charts, graphs)
- Math or statistics software (e.g. Mathematica, etc.)
- Presentation software (e.g. PowerPoint, Prezi)
- Spreadsheet software
- Word processing software
- Library databases (e.g. JSTOR)
- Online Library Catalog
- Canvas course management system

How would Students like to learn new technology/research skills

- One-on-one instruction
- Workshop/Training Session
- Self-directed with documentation
- Self-directed with online tutorial
- Trial and error

How would Faculty like to learn new technology/research skills

- One-on-one instruction
- Workshop/Training Session
- Self-directed with documentation
- Self-directed with online tutorial
- Trial and error