

NISO Forum: Performance Measures and Assessment: Critical Tools During Challenging Times

The MISO Survey: Assessing Library and Information Technology Services

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June 1, 2009

The MISO Survey: Background

- 2004: Bryn Mawr College In-house Survey
- 2005: Redeveloped under guidance of CLIR CIO group
- Goal: Benchmark library & IT services across institutions and over time
- Separate survey instruments for faculty, staff, & students
- 2005-2006: Survey launched at 20 institutions
- Survey conducted annually

Participating Institutions

- Allegheny College
- Barnard College
- Bates College*
- Baylor University
- Beloit College*
- Brandeis University*
- Bryn Mawr College*
- Bucknell University
- Colby Sawyer College*
- Connecticut College*
- Dickinson College*
- Earlham College*
- Ferrum College
- University of Findlay
- Haverford College*
- Kenyon College*
- Lafayette College
- Lake Forest College
- Luther College*
- Middlebury College*
- Mills College
- Mitchell College
- Mt. Holyoke College
- Occidental College
- Ohio Wesleyan University
- Pacific Lutheran University*
- Pomona College*
- Rhodes College*
- University of Richmond*
- Sewanee: the University of the South
- St. Lawrence University
- SUNY Brockport
- Wagner College*
- Wellesley College*
- Wheaton College (MA)*

*School participated multiple times

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The MISO Survey

MISO Survey Instruments

- Service Use
- Service Importance
- Service Satisfaction
- Library & IT Staff
- Communication with campus
- Library & IT skills
- Interest in learning library & IT skills
- Technology ownership and use
- Library services
- Computing support services
- Multimedia services
- Instructional technology services
- Telecom services
- Network services
- Administrative data systems
- Up to 52 services assessed

MISO Survey Key Early Findings

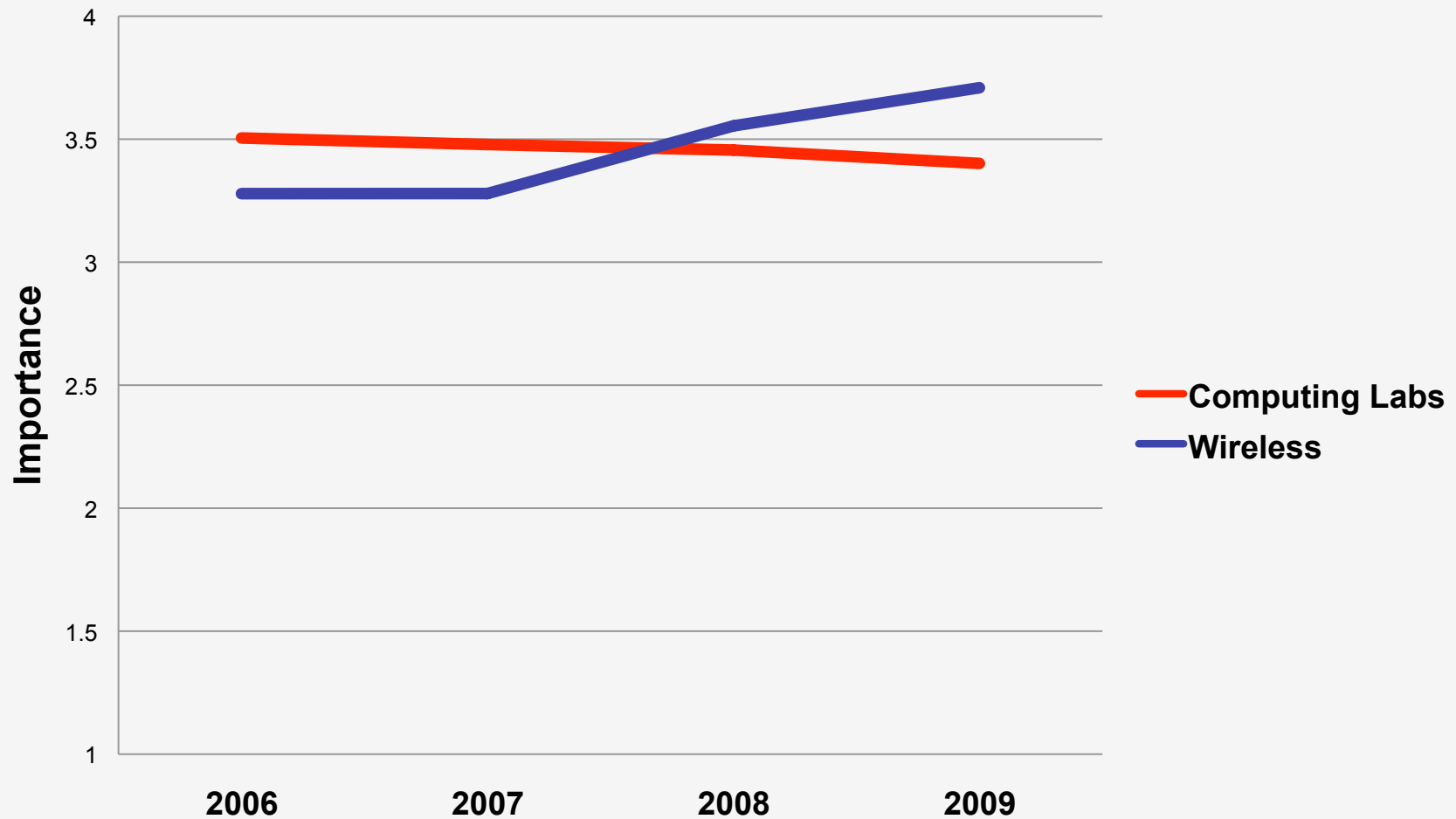
- Satisfaction relatively high for all services
- More variation in satisfaction between services than between schools
- Library related services have highest satisfaction
- Low levels of service knowledge but know who to contact for support
- Little interest in learning more library and technology skills
- 2005-2007 – Public computing most important service to students
- Very few services are important to staff

MISO Survey Trends: Wireless

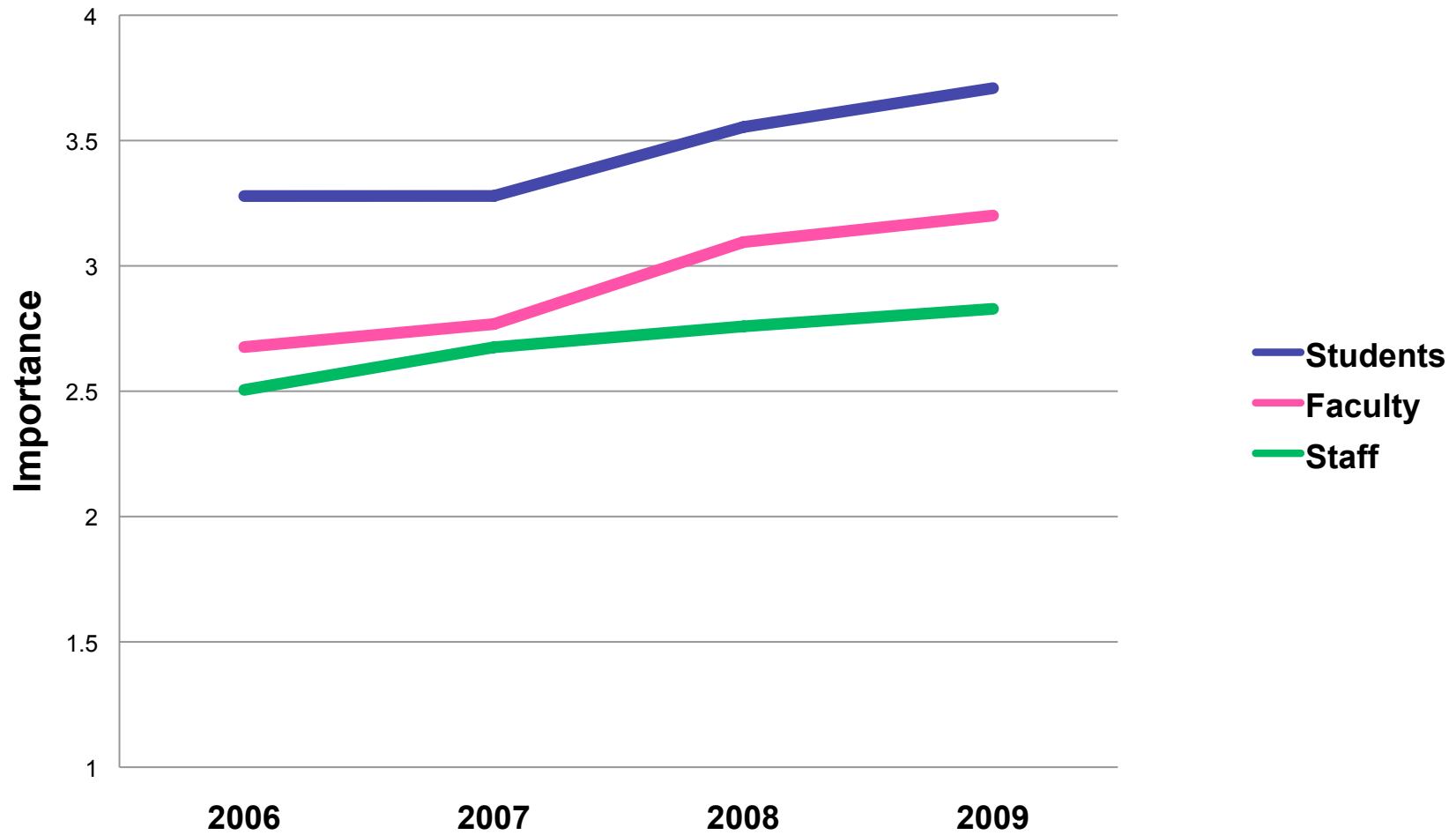
- Rapid increase in importance of wireless access for all constituencies

Students: Computing Labs/Wireless

Students: Changing Importance of Computing Labs and Wireless



Changing Importance of Wireless on Campus



MISO Survey Trends: Wireless

- Rapid increase in importance of wireless access for all constituencies
- Low satisfaction with performance and availability of wireless

MISO Survey: Faculty Trends

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MISO Survey: Faculty Trends

Changes in Importance and Use

Increasing

Wireless
ERP
Course management systems
Classroom technology
Technology Instruction
Borrowing laptops
Classroom technology Support
Instructional technology support
Access to online resources
Borrowing technology equipment
Computing Web Site

Decreasing

Library Circulation services
Library liaison/contact
Library Reference services
Library Web site

No Change

Library databases
E-Reserves
Library Instruction
Interlibrary loan
Online library catalog
Computing Help Desk*

Faculty Age Profiles

Early career (<40 years old)

- More services of high importance
- Value technology services more than colleagues
- Value support services less than other faculty
- **Least satisfied with all services**

Early-mid career (40 to 49)

- Value support services more than others
- Also value technology services
- **Less satisfied than older colleagues**

Late-mid career (50 to 59)

- Value support services more than others
- Value technology services less than others
- **More satisfied than younger colleagues**

Late career (60+)

- Value all services less than other groups
- **Most satisfied with all services**

What does all this mean?

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Questions?

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MISO

International Institutions
The Open Access Survey - Faculty

1. Over the course of a semester, on average, how often do you use the following services?

Service	Never	Once or twice a semester	One to three times a month	One to three times a week
Course Management System (e.g. customized for each school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology for first point of contact for computer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology in meeting spaces/classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional technology support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library circulation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library databases (e.g. LexisNexis, JSTOR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(optional) Borrowing laptops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Liaison/Contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to online resources from off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wireless access to the internet on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. (optional) - How important are these services to you?

Service	Not important	Important	Somewhat important	Very important
Course Management System (e.g. customized for each school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology for first point of contact for computer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology in meeting spaces/classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional technology support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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