Analyzing the MISO Data: Broader Perspectives on Library and Computing Trends

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Overview

• What is the MISO Survey?

• How is it implemented?

• How do library services fit into the larger landscape of information services, consisting of computing and library services?

• What can MISO tell us about the use of library services among faculty and students?

• What can MISO tell us about the importance of library services to faculty and students?
About the MISO Survey

- Web-based quantitative survey
- Launched in 2005
- Measures views of library and computing services in higher education
- Focuses on faculty, undergraduates, and staff
  - 10,000 faculty, 18,000 undergraduate, 15,000 staff participants since 2005
- MISO: Measuring Information Services Outcomes
MISO Measures

- Services and resources
  - Frequency of Use, Importance, and Satisfaction
- Communicating with campus constituents
- Skill level of constituents and interest in learning
- Software and tools used
- Demographics about constituents

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Participating Institutions

Beloit
Bryn Mawr
Connecticut
Colby-Sawyer
Kenyon
Pacific
Brandeis
Ferrum
Allegheny
Washington
Mount Holyoke
Lafayette
DePauw
Dickinson
Middlebury
Pomona
Earlham
Haverford
Mass Art and Design
Lake Forest
Baylor
Wheaton
Ohio Wesleyan
Brockport
Richard
Ferrum

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Survey Administration

- MISO Team works with Campus Survey Administrator
- All teaching faculty and staff, sample of students
- Spring survey (fourth Thursday of spring semester)
- All surveys include core questions, optional questions, and local questions
- Summary results are shared for all schools
MISO Analysis

- Trends in tool use and skill level for faculty and students
- Faculty age analysis
- Student class & cohort analysis
- Benchmarks by academic discipline
- Satisfaction, use, Importance trends for faculty and students
- Library-specific analysis

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# Reading MISO Results

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency of Use</th>
<th>Importance</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.00</td>
<td>More Than Three Times a Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.00</td>
<td>One to Three Times a Week</td>
<td>Very Important</td>
<td>Satisfied</td>
</tr>
<tr>
<td>3.00</td>
<td>One to Three Times a Month</td>
<td>Important</td>
<td>Somewhat Satisfied</td>
</tr>
<tr>
<td>2.00</td>
<td>Once or Twice a Semester</td>
<td>Somewhat Important</td>
<td>Somewhat Dissatisfied</td>
</tr>
<tr>
<td>1.00</td>
<td>Never</td>
<td>Not Important</td>
<td>Dissatisfied</td>
</tr>
</tbody>
</table>
Faculty Mean Use
Library Only

- Online Library Catalog
- Library Databases
- Library Web Site
- Library Collections
- Library Circulation Services
- Library Café
- Interlibrary Loan
- Library Reference Services
- Library Liaison
- Public Computers in the Library
- Quiet Work Space in the Library
- Digital Image Collections
- Group Study Spaces in the Library
- Study Carrels
- Other

1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5 5.0
Student Mean Use

Library  Non-Library

Course Management System  1.5  1.5
Wireless Access  2  2
ERP Self Service  2.5  2.5
Web Portal  3  3
Campus Computing Labs  3.5  3.5
Quiet Work Spaces / Classrooms  4  4
Online Course Reserves  4.5  4.5
Library Café  5  5
Library Web Site  4.5  4.5
Library Catalog  4  4
Study Carrels  3.5  3.5
Library Collections  3  3
Off-Campus Access  2.5  2.5
Library Circulation Services  2  2
Research Services  1.5  1.5
Composting Services  1  1
Residence Life  0.5  0.5
Help Desk  0  0
Student Mean Use
Library Only

- Public Computers in the Library
- Quiet Work Space in the Library
- Online Course Reserves
- Library Café
- Library Web Site
- Library Databases
- Online Library Catalog
- Study Carrels
- Group Study Spaces in the Library
- Library Collections
- Library Circulation Services
- Library Reference Services
- Interlibrary Loan
- Digital Image Collections
# Place-Based Library Service Use

<table>
<thead>
<tr>
<th>Service Name</th>
<th>Student Mean</th>
<th>Faculty Mean</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public computers in the library</td>
<td>3.61</td>
<td>1.82</td>
<td><strong>1.79</strong></td>
</tr>
<tr>
<td>Quiet work space in the library</td>
<td>3.29</td>
<td>1.55</td>
<td><strong>1.74</strong></td>
</tr>
<tr>
<td>The library café</td>
<td>2.93</td>
<td>2.32</td>
<td><strong>0.61</strong></td>
</tr>
<tr>
<td>Study carrels in the library</td>
<td>2.78</td>
<td>1.28</td>
<td><strong>1.5</strong></td>
</tr>
<tr>
<td>Group study spaces in the library</td>
<td>2.76</td>
<td>1.24</td>
<td><strong>1.52</strong></td>
</tr>
</tbody>
</table>
## Online Library Services Use

<table>
<thead>
<tr>
<th>Service Name</th>
<th>Student Mean</th>
<th>Faculty Mean</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Web site</td>
<td>2.93</td>
<td>3.29</td>
<td>-0.27</td>
</tr>
<tr>
<td>Online library catalog</td>
<td>2.80</td>
<td>3.39</td>
<td>-0.59</td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR)</td>
<td>2.90</td>
<td>3.34</td>
<td>-0.44</td>
</tr>
<tr>
<td>Digital image collections</td>
<td>1.49</td>
<td>1.48</td>
<td>0.01</td>
</tr>
<tr>
<td>Online course reserves</td>
<td>2.96</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
## Hybrid Library Services Use

<table>
<thead>
<tr>
<th>Service Name</th>
<th>Student Mean</th>
<th>Faculty Mean</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library collections</td>
<td>2.49</td>
<td>2.92</td>
<td>-0.43</td>
</tr>
<tr>
<td>Library circulation services</td>
<td>2.25</td>
<td>2.70</td>
<td>-0.45</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>1.76</td>
<td>2.32</td>
<td>-0.56</td>
</tr>
<tr>
<td>Library reference services</td>
<td>2.18</td>
<td>2.22</td>
<td>-0.04</td>
</tr>
<tr>
<td>Library Liason</td>
<td>NA</td>
<td>1.91</td>
<td>NA</td>
</tr>
</tbody>
</table>
# Frequency of Use Trends

## Statistically Significant Library Services Use Trends

<table>
<thead>
<tr>
<th>Service</th>
<th>Faculty Trend</th>
<th>Student Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library circulation services</td>
<td>-0.043</td>
<td>no change</td>
</tr>
<tr>
<td>Online library catalog</td>
<td>-0.043</td>
<td>no change</td>
</tr>
<tr>
<td>Library reference services</td>
<td>-0.038</td>
<td>no change</td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR)</td>
<td>0.03</td>
<td>0.0348</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>no change</td>
<td>0.0338</td>
</tr>
<tr>
<td>Library Web site</td>
<td>no change</td>
<td>-0.0337</td>
</tr>
<tr>
<td>Digital image collections (e.g. ARTstor)</td>
<td>no change</td>
<td>0.0711</td>
</tr>
</tbody>
</table>
Importance Scale

1. Not important
2. Somewhat important
3. Important
4. Very important
Importance

- “How important is service X to you?” queries
  - Faculty (57 questions)
    - 36 important services
    - 20 somewhat important services
    - 1 not important service
  - Students (51 questions)
    - 30 important services
    - 19 somewhat important services
    - 2 not important services
Faculty Importance
Library Only

Overall Library Service
Online Library Catalog
Library Databases
Library Collections
Interlibrary Loan
Library Circulation Services
Input into Library Web Site
Library Reference Services
Library Schedule
Online Course Reserves
Library Research Instruction
Public Computers in the Library
Quiet Work Space in the Library
Group Study Spaces in the Library
Library Café
Study Carrels
Digital Image Collections
# Place-Based Library Service Importance

<table>
<thead>
<tr>
<th>Service Name</th>
<th>Student Mean</th>
<th>Faculty Mean</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public computers in the library</td>
<td>3.51</td>
<td>2.72</td>
<td>0.79</td>
</tr>
<tr>
<td>Quiet work space in the library</td>
<td>3.44</td>
<td>2.54</td>
<td>0.90</td>
</tr>
<tr>
<td>The Library Café</td>
<td>2.95</td>
<td>2.49</td>
<td>0.46</td>
</tr>
<tr>
<td>Study carrels in the library</td>
<td>3.05</td>
<td>2.22</td>
<td>0.83</td>
</tr>
<tr>
<td>Group study spaces in the library</td>
<td>3.26</td>
<td>2.42</td>
<td>0.84</td>
</tr>
</tbody>
</table>
### Online Library Service Importance

<table>
<thead>
<tr>
<th>Service Name</th>
<th>Student Mean</th>
<th>Faculty Mean</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Web site</td>
<td>3.01</td>
<td>3.35</td>
<td>-0.34</td>
</tr>
<tr>
<td>Online library catalog</td>
<td>3.19</td>
<td>3.59</td>
<td>-0.40</td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR)</td>
<td>3.32</td>
<td>3.58</td>
<td>-0.15</td>
</tr>
<tr>
<td>Digital image collections</td>
<td>2.20</td>
<td>2.15</td>
<td>0.05</td>
</tr>
<tr>
<td>Online course reserves</td>
<td>3.15</td>
<td>2.95</td>
<td>0.20</td>
</tr>
<tr>
<td>Service Name</td>
<td>Student Mean</td>
<td>Faculty Mean</td>
<td>Difference</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Library collections</td>
<td>3.08</td>
<td>3.47</td>
<td>-0.39</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>2.78</td>
<td>3.46</td>
<td>-0.68</td>
</tr>
<tr>
<td>Circulation services</td>
<td>2.90</td>
<td>3.44</td>
<td>-0.54</td>
</tr>
<tr>
<td>Reference services</td>
<td>2.87</td>
<td>3.17</td>
<td>-0.30</td>
</tr>
<tr>
<td>Library liaison</td>
<td>na</td>
<td>2.76</td>
<td>na</td>
</tr>
<tr>
<td>Library instruction</td>
<td>2.67</td>
<td>2.77</td>
<td>-0.10</td>
</tr>
</tbody>
</table>
## Importance Trends

### Statistically Significant Library Service Trends

<table>
<thead>
<tr>
<th>Service</th>
<th>Faculty Trend</th>
<th>Student Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Reference services</td>
<td>-0.026</td>
<td>no change</td>
</tr>
<tr>
<td>Library Circulation services</td>
<td>-0.013</td>
<td>no change</td>
</tr>
<tr>
<td>Online library catalog</td>
<td>-0.013</td>
<td>no change</td>
</tr>
<tr>
<td>Interlibrary Loan</td>
<td>0.014</td>
<td>0.0322</td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR)</td>
<td>0.014</td>
<td>0.0197</td>
</tr>
<tr>
<td>Library Web site</td>
<td>0.017</td>
<td>-0.0125</td>
</tr>
<tr>
<td>Library Instruction</td>
<td>0.023</td>
<td>0.0476</td>
</tr>
<tr>
<td>Access to Online Resources from Off-Campus</td>
<td>0.035</td>
<td>0.032</td>
</tr>
<tr>
<td>Digital image collections (e.g. ARTstor)</td>
<td>0.057</td>
<td>0.1366</td>
</tr>
<tr>
<td>Online course reserves</td>
<td>no change</td>
<td>0.0214</td>
</tr>
<tr>
<td>Quiet work space in the library</td>
<td>no change</td>
<td>0.0603</td>
</tr>
</tbody>
</table>
Overall

- Library as place
- MISO Methodology
- Rich Data
- What do you see?
Thank You

- Annual Report and more information
  - misosurvey.org

- MISO Survey Team
  - Laurie Allen, Haverford College
  - Neal Baker, Earlham College
  - David Consiglio, Bryn Mawr College
  - Kevin Creamer, University of Richmond
  - Joshua Wilson, Brandeis University
Students: Most Frequently Used

- More than once a week
  - Course Management System
  - Wireless Access

- More than once a month
  - Public Computers in the Library
  - ERP Self Service
  - Campus Computing Labs
  - Quiet Work Space in the Library
  - Technology in Meeting Spaces / Classrooms

Resources and services with a mean response of 3.50 or higher, 2008-10.
Students: Most Important

- Network Speed
- Network Stability
- E-mail Services
- Wireless Access
- Virus Protection

- Overall Computing Service
- Overall Library Service
- Public Computers in the Library
- Course Management System

Resources and services with a mean response of 3.50 or higher, 2008-10
Students: Highest Satisfaction

- Borrowing Materials from the Library
- Library Circulation Services
- Library Reference Services
- Library Databases
- Overall Library Service
- Course Management System
- Library Web Site
- Online Library Catalog
- Online Course Reserves
- Interlibrary Loan
- Library Collections
- Digital Image Collections
- ERP Self Service
- Library Café
- Technology in Meeting Spaces / Classrooms
- Study Carrels in the Library
- Group Study Spaces in the Library
- Borrowing Technology Equipment
- Borrowing Laptops
- Public Computers in the Library
- Help Desk

Resources and services with a mean response of 3.50 or higher, 2008-10
Student Trends: Becoming More Important

- Wireless Access
- Digital Image Collections
- Course Management System
- Quiet Work Space in the Library
- Borrowing Laptops
- Borrowing Technology Equipment
- Library Research Instruction
- Technology Instruction
- ERP Self Service
- Computing Web Site
- Interlibrary Loan
- Off-Campus Access
- Online Course Reserves
- Library Databases

Average Annual Change
Student Trends: Becoming Less Important

1. Library Web Site
2. Help Desk
3. Campus Computing Labs
4. Residence Hall Telephone Services

Average Annual Change:
-0.3 -0.2 -0.1 0
Student Trends: Increasing Satisfaction

- Your Input into Computing Decisions
- Your Input into Library Decisions
- Wireless Network Availability
- E-mail SPAM Filtering
- Digital Image Collections
- Virus Protection
- Status Information: Computing Problems
- Quiet Work Space in the Library
- Technology Instruction
- Borrowing Laptops
- Course Management System
- Help Desk
- Borrowing Technology Equipment
- Interlibrary Loan
- Wireless Network Performance

Average Annual Change

0 0.1 0.2 0.3
Student Trends: Decreasing Satisfaction

- Network Speed
- Residence Hall Phone Services
- Network Stability
- Campus Computing Labs

Average Annual Change
Story #1

“Crossing Over”
Crossing Over: Students: Computing Support

Importance trends 2005-2010, with projections

Very Important

Important

Somewhat Important

Not Important

Help Desk
Computing Web Site

Crossing Over: Students: Research Services

Importance trends 2005-2010, with projections

Very Important

Important

Somewhat Important

Not Important

Library Reference Services

Library Research Instruction

Importance trends 2005-2010, with projections
Crossing Over: Students: Campus Computing

Importance trends 2005-2010, with projections

Campus Computing Labs

Public Computing in the Library

Very Important

Important

Somewhat Important

Not Important


Importance trends 2005-2010, with projections