

Data into Action: The MISO Survey



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Presentation highlights

- MISO background & process
- Overall findings
- Introduction of topics & data for discussion
 - Importance of IT & library services
 - Developing technology & library skills
 - Future uses for new technologies
 - Comparing commercial & open source CMS

MISO measures....

- Services & resources
 - importance, satisfaction
- Communicating with campus constituents
- Skill level of constituents
- Software and tools used
- Demographics about constituents

Goal: Create benchmarks for excellent delivery of services by merged organizations

2005-2007 survey participants

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

*Repeat participant in 2008

Next steps in 2008

- Spring 2008: 12 schools participating
 - Repeat participants: 10 schools
 - 2 new schools: Baylor and SUNY-Brockport
- The power of longitudinal data for repeat participants

Overall findings

About the MISO data

- 2 caveats:
 - Offers insight about tendencies & trends
 - No longitudinal data yet
- Findings consistent between 2007 data and 2005-2006 data
- A even stronger set of indicators to help inform decisions
- Largely validates what we thought we knew, with a few interesting surprises

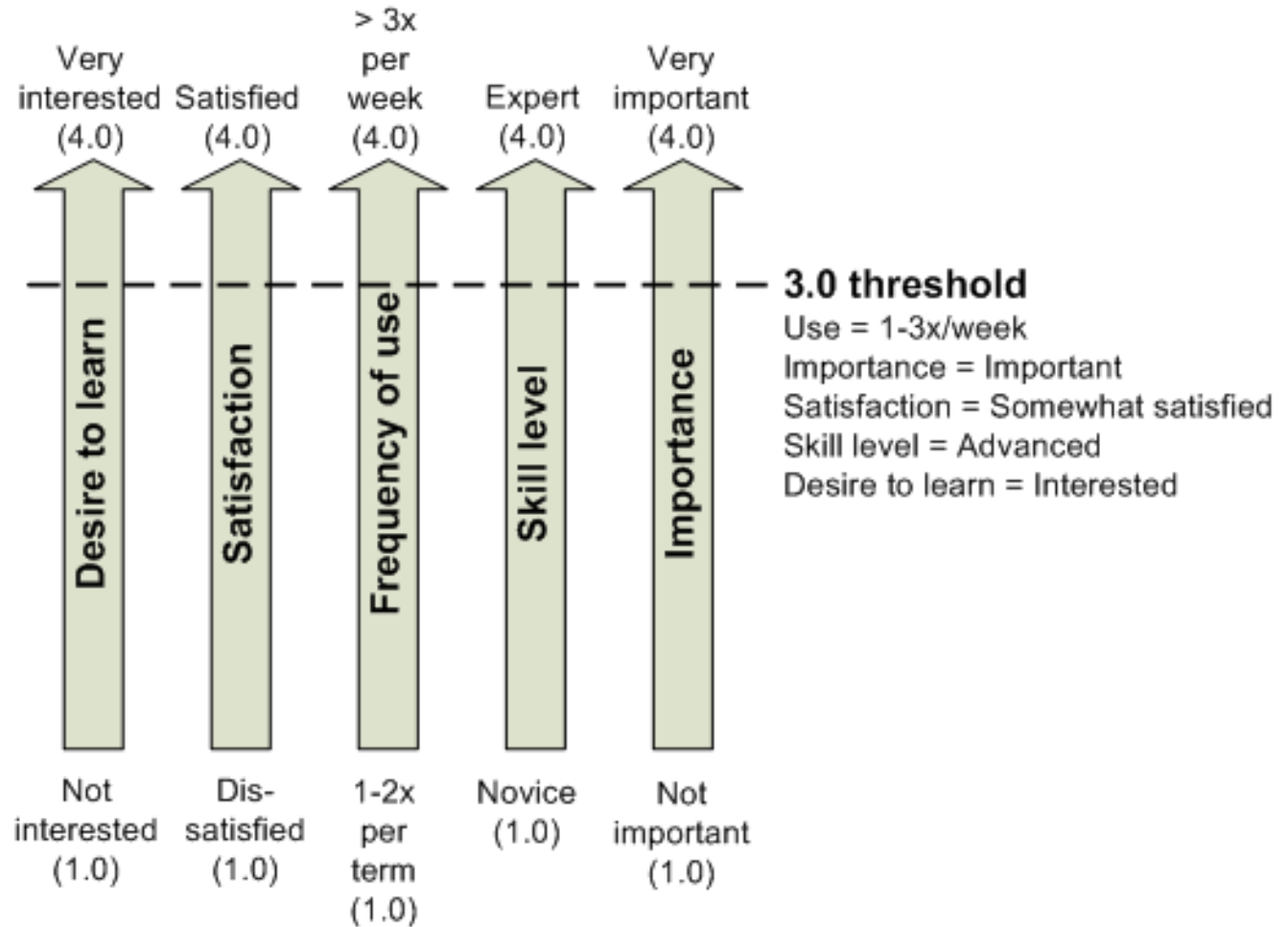
Responses per institution

	<u>Mean</u>	<u>Rate (%)</u>
Faculty	132	57
Staff	172	51
Students	225	32

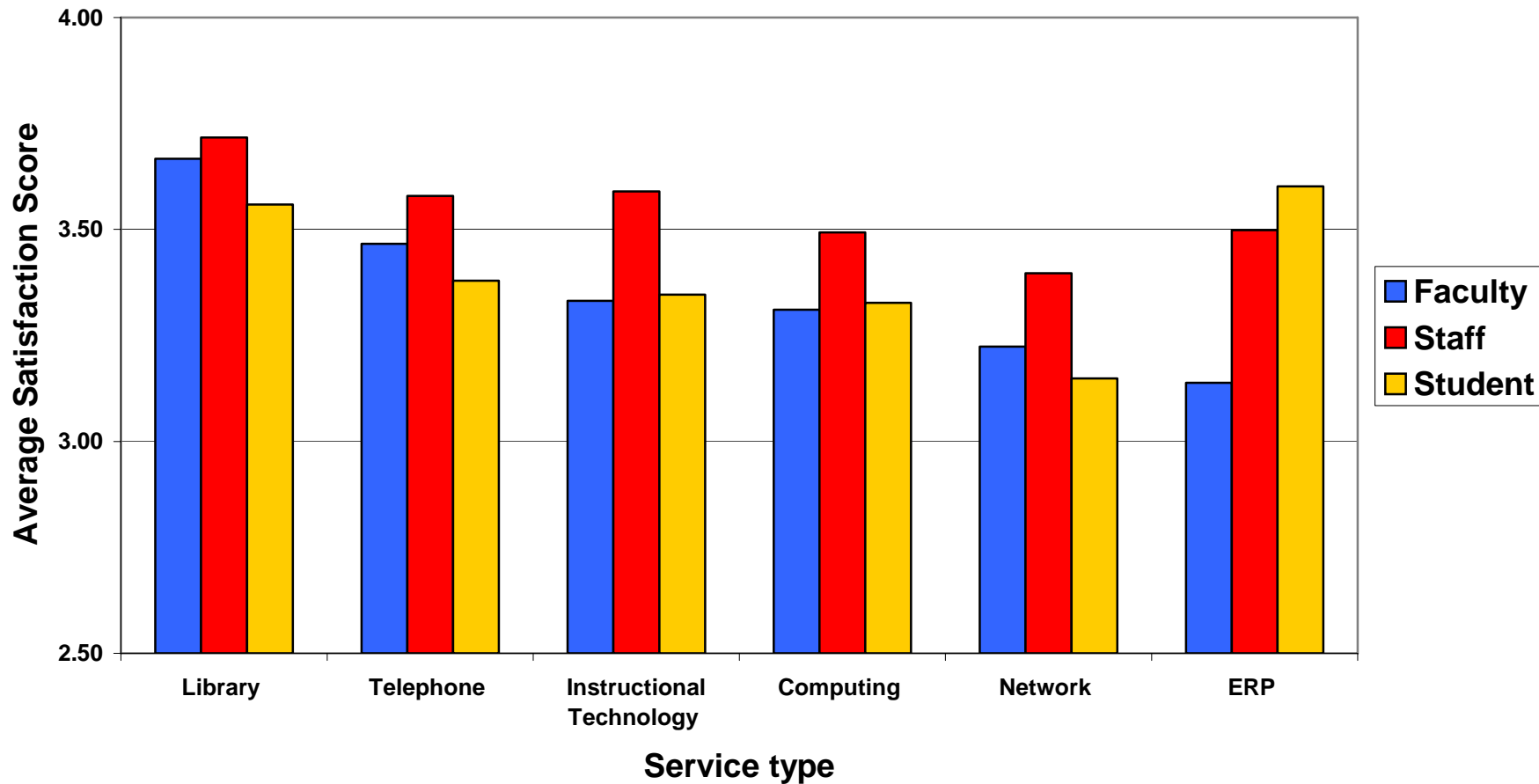
The big picture

- Overall, constituents are satisfied with services
- Greater satisfaction with library services than with technology services
- Constituents generally feel uninformed about services & resources
- Constituents generally feel skilled about basic tools
- Students consider themselves to be more skilled than faculty & staff consider themselves to be

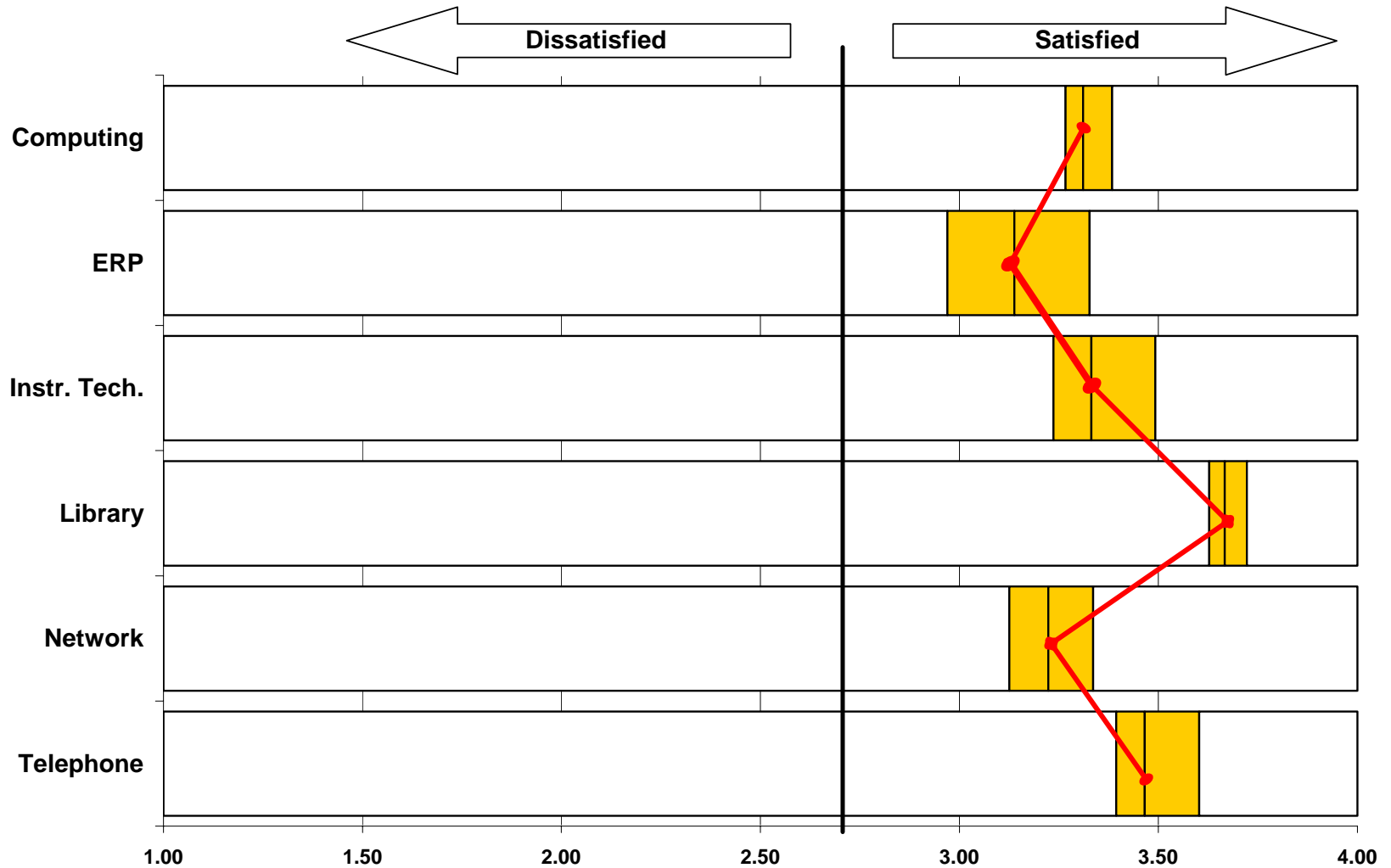
MISO data, explained



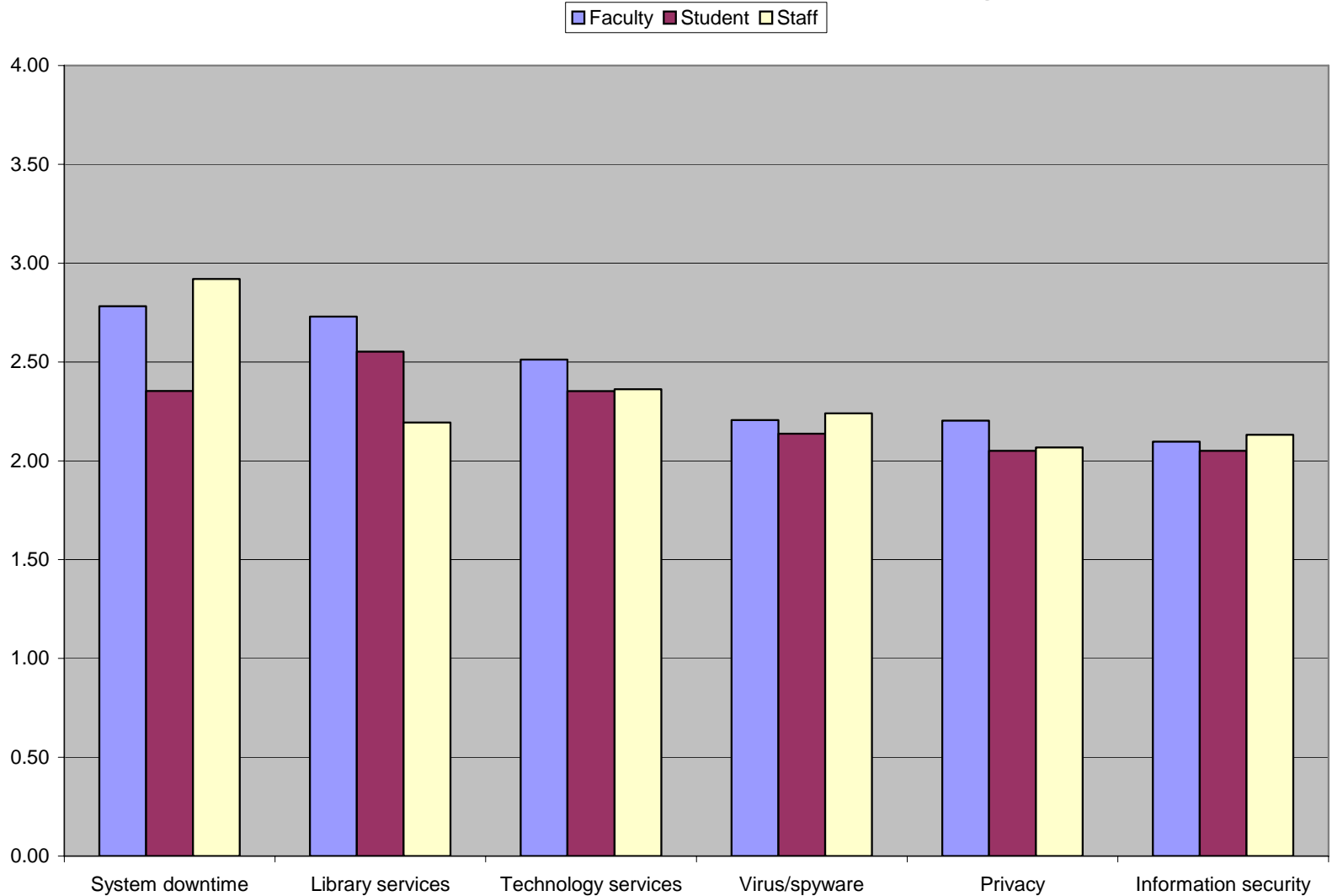
Satisfaction by service type



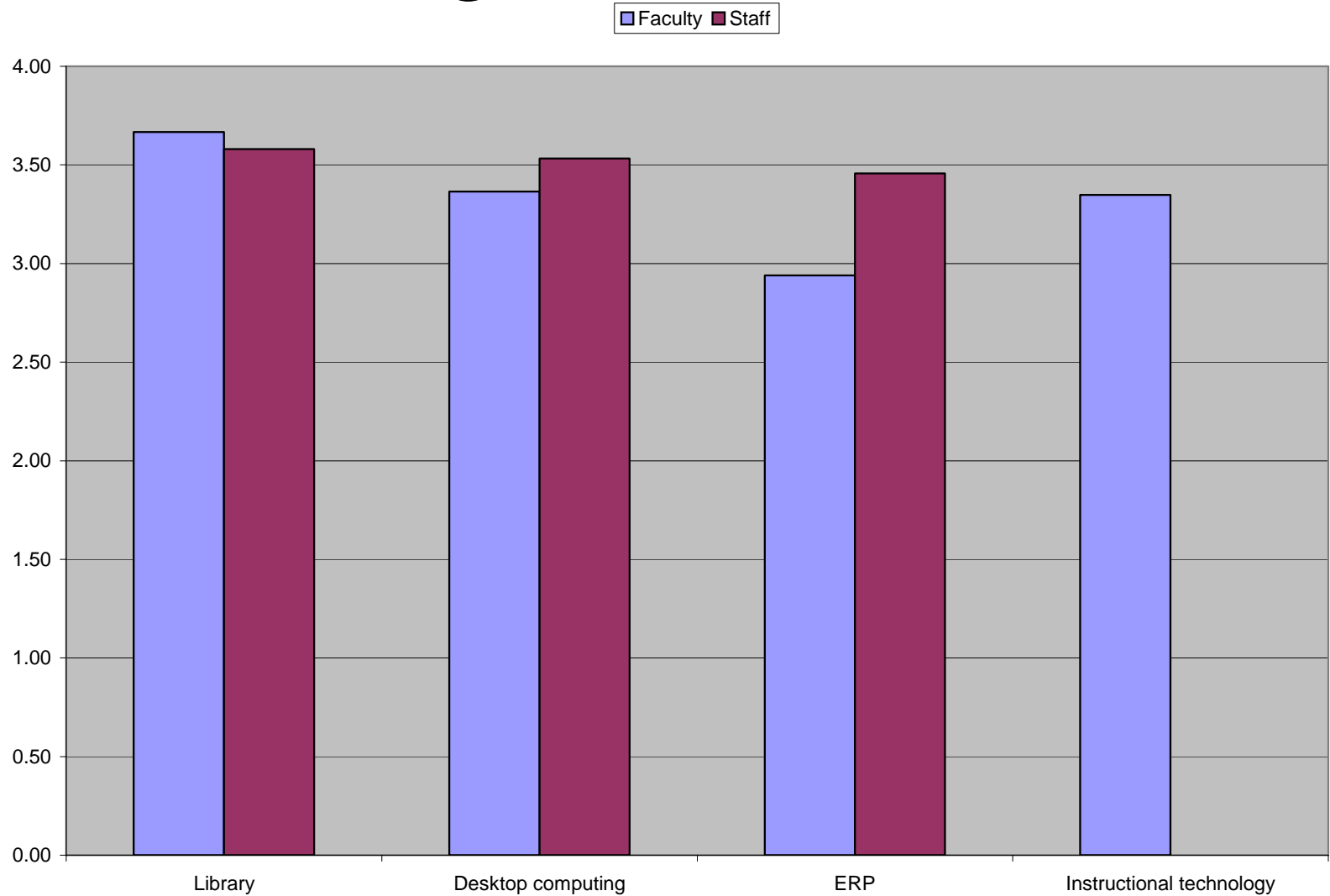
Satisfaction & variations



How informed are you?



Knowing whom to contact



Importance of IT and Library Services

“Assessing the importance of IT
and library services as perceived
by campus constituents”



MISO

Merged Information Services Organizations

The Bryn Mawr Survey

Importance for faculty

- Top 5
 - Library catalog [3.56]
 - Access to online resources from off-campus [3.53]
 - Library databases [3.49]
 - Technology in meeting spaces [3.49]
 - Library circulation services [3.43]
- Age vs importance:
 - Online / digital services most important for younger faculty
 - No services are more important for older faculty

Importance for students

- Top 5
 - Public computing labs [3.46]
 - ERP [3.33]
 - Wireless network access [3.28]
 - Library databases [3.26]
 - Online library catalog [3.23]
- Age vs importance:
 - Wireless access tends to be more important for younger students
 - Public computing, library databases, and OPAC tend to be more important for older students

Importance for staff

- Top 3
 - Computing helpdesk [3.42]
 - ERP [3.23]
 - Access to online resources from off-campus [3.03]
- Age vs importance:
 - Digital and online services are critical for younger staff members

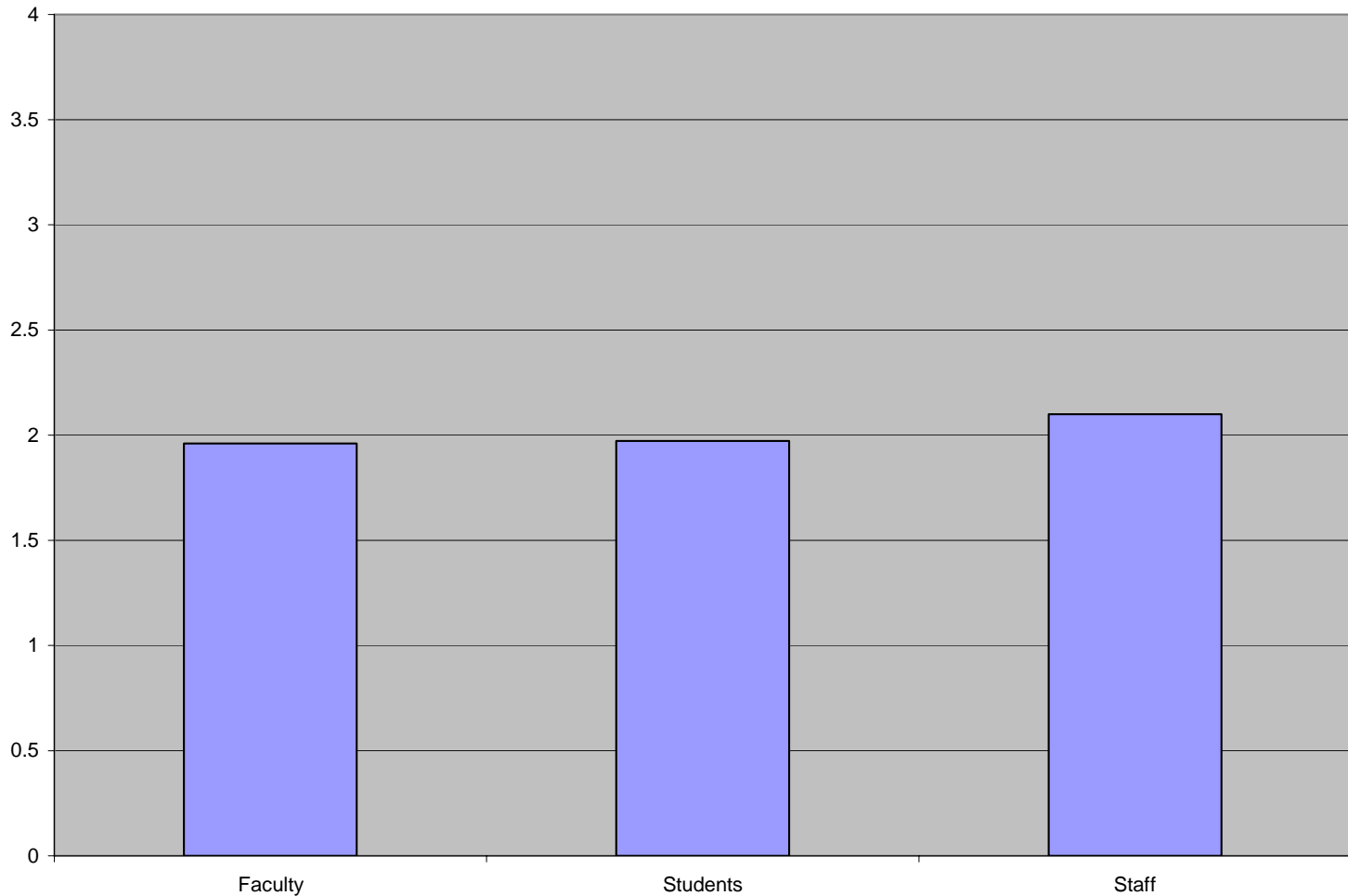
Skills & learning

“Developing technology & library skills among campus constituents”

Basic skill levels are high

- Constituents consider themselves to be quite skilled with basic tools, especially:
 - Word processing
 - Email
 - Search engines
- Students consider themselves to be more skilled than faculty and staff do

Overall low desire to learn



The “I know enough” phenomenon

- For common skillsets, highly skilled respondents were **less interested** in learning than their less-skilled colleagues.
 - For faculty, staff, & students:
 - Using email
 - Word processing
 - Using search engines
 - Backing up data
 - For faculty & students:
 - Creating spreadsheets
 - Creating presentations

The “motivated expert” phenomenon

- For specialized skillsets, highly skilled respondents were more interested in learning than their less-skilled colleagues.
 - For faculty, students, and staff:
 - Web authoring
 - Audio & video editing
 - Computation and statistical analysis
 - GIS

Tools & technologies

“Identifying future uses
for new technologies
in the academic environment”

Limitations of MISO data

- Able to measure tools in use today
- Unable to predict what's coming
- No longitudinal data yet
 - Although we have data from 2005-2006 and 2007, this isn't true longitudinal data
 - Apparent changes over time might actually be variations from school to school

Top tools

Faculty

1. Email [0.89]
2. Course Management Systems [0.54]
3. Student library research [0.52]
4. Physical course reserves [0.49]
5. Technology-enhanced lectures [0.49]

Students

1. Email [0.88]
2. Course Management Systems [0.77]
3. Library research [0.73]
4. Online course reserves [0.55]
5. Physical course reserves [0.52]

Staff

1. Email [0.93]
2. Burn CDs [0.35]
3. Digital images [0.28]
4. Portable drives [0.28]
5. Web authoring software [0.28]

Course Management Systems

“Comparing vended course management systems to their open source competitors”

Limitations of data

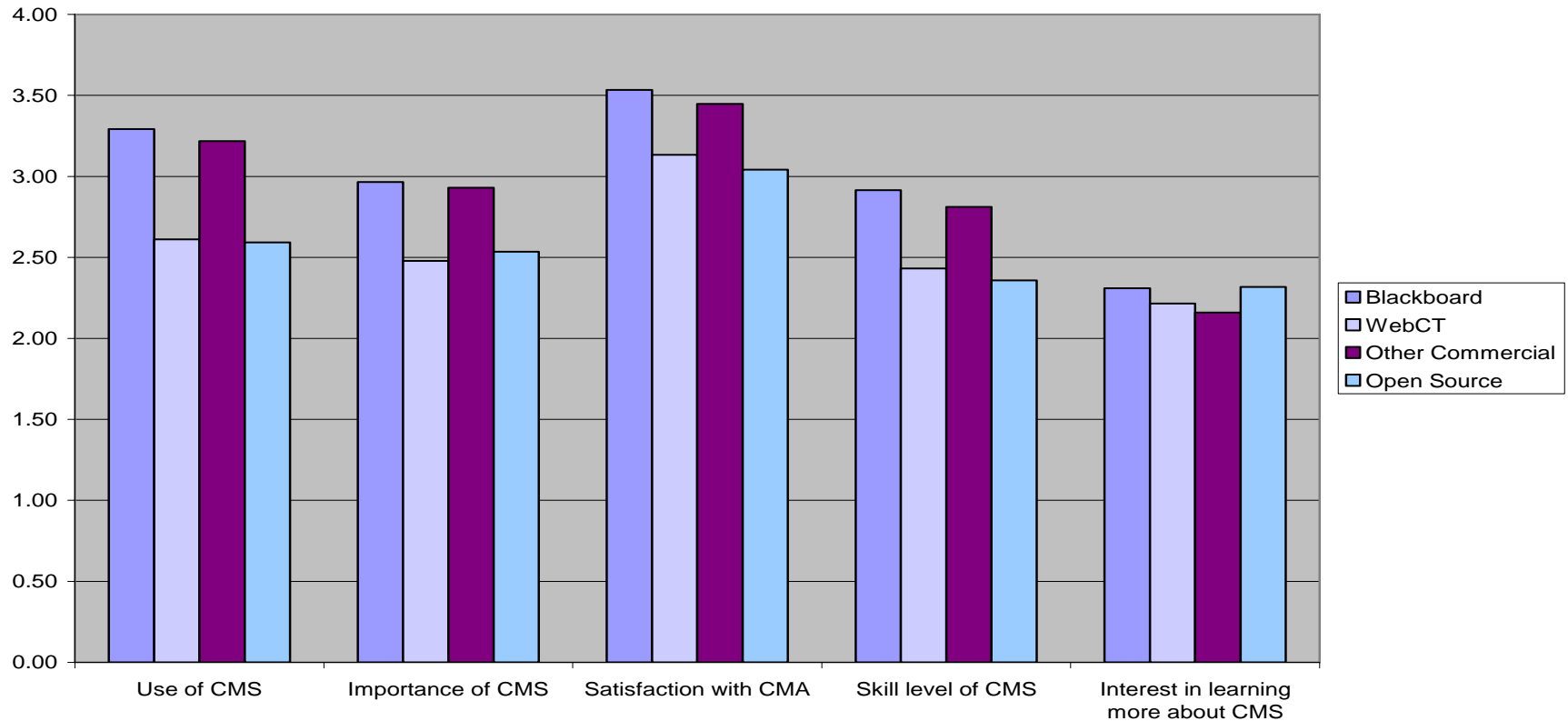
- Some lag time since 2005-2006 and 2007 survey cycles
 - Open source CMS now more mature & functional
- Limited number of institutions using open source CMS

The big picture

- Blackboard used most heavily
 - 12 of 30 institutions: 40%
 - Only 7 institutions using open source
 - 3 moodle
 - 2 sakai
 - 2 segue
- Blackboard institutions reported higher use, satisfaction & importance
 - vs other commercial CMS
 - vs open source CMS

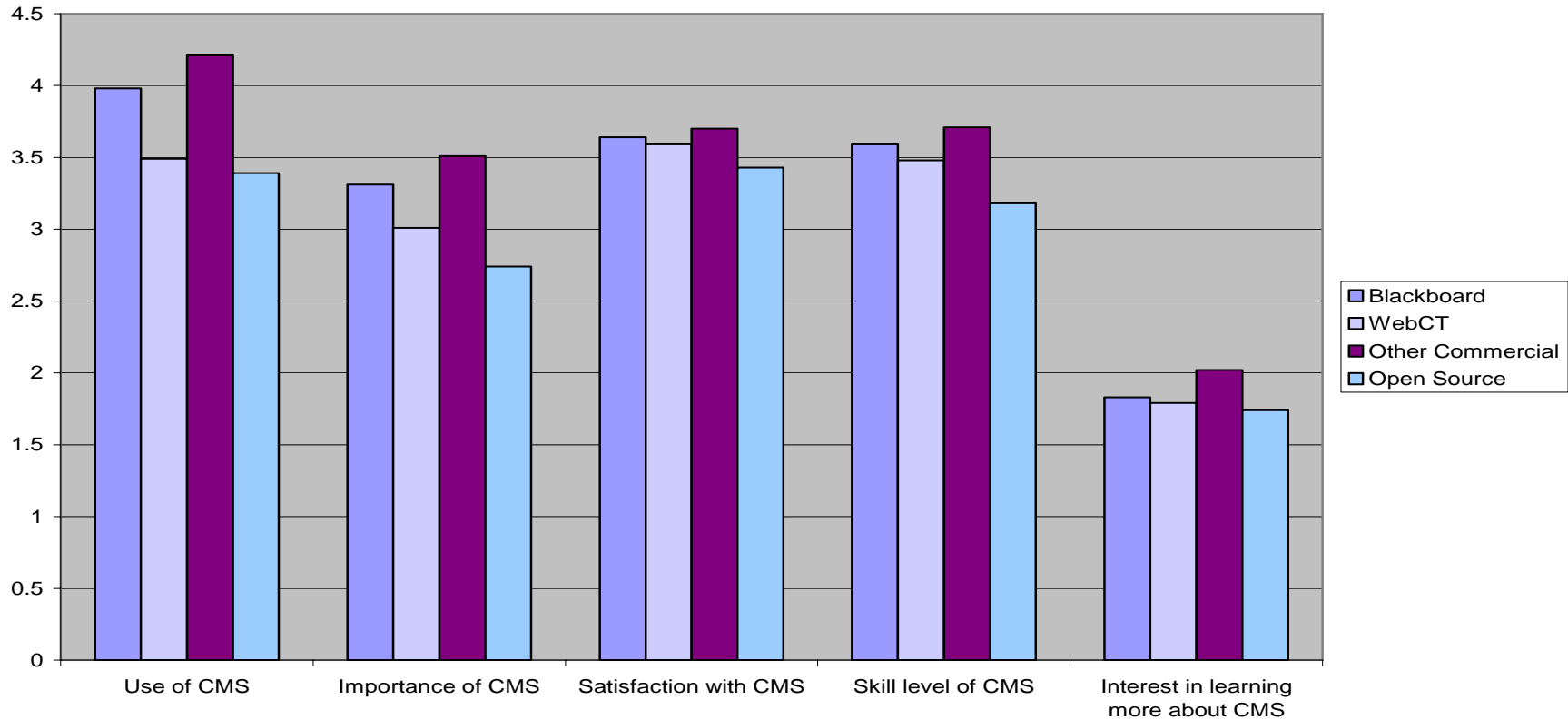
Faculty & CMS

Course Management Systems
Faculty



Students & CMS

Course Management Systems
Students



Staff & CMS

