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

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>132</td>
<td>57</td>
</tr>
<tr>
<td>Staff</td>
<td>172</td>
<td>51</td>
</tr>
<tr>
<td>Students</td>
<td>225</td>
<td>32</td>
</tr>
</tbody>
</table>
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

3.0 threshold
Use = 1-3x/week
Importance = Important
Satisfaction = Somewhat satisfied
Skill level = Advanced
Desire to learn = Interested
Satisfaction by service type

Average Satisfaction Score

Service type

Library  Telephone  Instructional Technology  Computing  Network  ERP

Faculty  Staff  Student
Satisfaction & variations

Computing
ERP
Instr. Tech.
Library
Network
Telephone

Dissatisfied
Satisfied
How informed are you?

System downtime
Library services
Technology services
Virus/spyware
Privacy
Information security

Faculty
Student
Staff
Knowing whom to contact

- Library
- Desktop computing
- ERP
- Instructional technology

Faculty
Staff
Importance of IT and Library Services

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

Use of CMS
Importance of CMS
Satisfaction with CMA
Skill level of CMS
Interest in learning more about CMS

- Blackboard
- WebCT
- Other Commercial
- Open Source
Students & CMS

Course Management Systems
Students

Use of CMS
Importance of CMS
Satisfaction with CMS
Skill level of CMS
Interest in learning more about CMS

- Blackboard
- WebCT
- Other Commercial
- Open Source
Staff & CMS

Use of CMS  Importance of CMS  Satisfaction with CMA  Skill level of CMS  Interest in learning more about CMS

Blackboard  WebCT  Other Commercial  Open Source