MISO Survey Summary 2014

In the spring of 2014, the UNR Libraries and Teaching & Learning Technologies participated in the MISO (Measuring Information Services Outcomes) Survey, which is a library and technology survey that is run out of Bryn Mawr College. About 40 libraries participated in the survey in 2014.

At UNR, three different surveys were designed for faculty, graduate students, and undergraduate students. The survey was open for 10 days in February and was sent to all full-time and part-time instructional faculty (excluding medical school faculty) and a sample of graduate students and full-time undergraduate students. The partial and completed response rates were as follows: faculty: 50.6% (435 responses); graduate students: 42.8% (1,026 responses); undergraduate students: 33.0% (494 responses).

FACULTY

On average, faculty respondents ranked 75% of library, technology, and media services either as important or very important.

1. Library Value and Satisfaction

Those library services that faculty rated most important are access to library resources from off-campus, library databases, and interlibrary loan. Library services with which faculty reported the highest levels of satisfaction are (on a 4-point scale):
   1. Circulation services (3.84)
   2. Subject librarians (3.83)
   3. Course reserves (3.81)
   4. Reference services (3.81)
   5. Interlibrary loan (3.80)

Of services with which they are dissatisfied, 17% reported that they are dissatisfied with the mobile library website and library smart phone app, and 16% are dissatisfied with the amount of input they had into library decisions that affected them.

Faculty overwhelmingly thought that staff in Multimedia Services/@One, the DeLaMare Library, Special Collections, Instructional Design, Reference Services, Library Services (e.g., circulation, interlibrary loan, reserves), and Classroom Technology are friendly, knowledgeable, reliable, and responsive (responses for all categories ranged between 90%-99%).

Despite the high levels of importance placed on most library services, only 47% of faculty reported feeling informed or very informed about available library services.

Faculty expressed an interest in learning more about the library’s OneSearch tool (38%), library databases (44%), and citation management (42%).

Other research issues of note:

- Regarding issues related to copyright and fair use, only 42% of faculty feel informed or very informed in these areas, and 11% feel uninformed about who to contact for related needs.
• 49% of faculty feel that digital scholarship/digital humanities services are important or very important.
• Many faculty reported using some type of citation management software to organize their references: 17% Endnote Online, 8% Mendeley, and 18% other.
• 28% of faculty reported using data sets in their academic work.

2. Teaching and Learning Technologies

Regarding faculty perceptions of course management software:
• 86% rated WebCampus as important or very important.
• 82% are satisfied or somewhat satisfied with WebCampus.
• 87% are satisfied or somewhat satisfied with WebCampus support.
• 49% are interested in learning more about WebCampus.

Regarding faculty perceptions of classroom technology:
• 94% rated classroom technology as important or very important.
• 88% are satisfied or somewhat satisfied with classroom technology.
• 91% are satisfied or somewhat satisfied with support for classroom technology.
• 87% are satisfied or somewhat satisfied with the time it takes to resolve classroom technology problems.
• 47% are interested in learning more about classroom technology.

Faculty also reported using a variety of technologies in their teaching:
• Streaming media in the classroom 58%
• In-class student computer use 53%
• Mobile devices in the classroom 28%
• Student electronic portfolios 14%
• Classroom electronic polling (e.g. clickers) 12%
• Lecture capturing 12%

3. Media Production and Software

Faculty reported using production services, such as @One poster printing (48%) and 3D printing (10%). They also reported that online access to software through the Citrix server is important (50%), but 20% are dissatisfied or somewhat dissatisfied with it.

Faculty also reported that they created images (33%), video (32%), and audio (25%). 89% are satisfied or somewhat satisfied with the support available for digital audio/video creation.

Faculty reported using a variety of technologies for academic purposes:
• Cloud document storage 55%
• Smart phone 45%
• Mobile websites and apps 36%
• Tablet 36%
• Social networking sites 29%
• E-book reader 24%
Finally, faculty are interested or very interested in learning more about different types of software, including:

- Graphics software 38%
- Presentation software 37%
- Audio/video editing software 36%
- Math or statistics software 26%
- Qualitative data analysis software 26%
- Word processing software 23%
- Spreadsheet software 23%
- Spatial analysis/GIS software 20%

**UNDERGRADUATE AND GRADUATE STUDENTS**

On average, students ranked the majority (67%, undergraduates; 75%, graduates) of library and technology services as either important or very important.

1. **Library Value and Satisfaction**

Library spaces, access to resources, and support for research played prominently in the rankings:

- **Spaces**: 71% of undergraduates and 61% of graduate students feel that quiet work space in the library is very important. 66% of undergraduates feel that group study space is very important.
- **Access**: Both off-campus access to resources and library databases were ranked as very important by a majority of undergraduates (81%, 60%) and graduate students (89%, 78%).
- **Support**: 63% of graduate students feel that library support for their scholarly research is very important.

However, despite the high levels of importance placed on most library services, only 51% of undergraduates and 48% of graduate students feel informed or very informed about available library services. This could be due to the fact that little over one-third of students (39% undergraduates, 38% graduate students) reported having had a class on how to use the UNR library.

In regard to their usage of library resources, spaces, and services, both undergraduate and graduate students reported very high levels of satisfaction. Undergraduate students reported the highest levels of satisfaction (on a 4-point scale) with:

1. Borrowing technology equipment and laptops (3.68)
2. Library databases (3.68)
3. Quiet work space in the library (3.68)
4. Physical library collections (3.67)
5. Study carrels in the library (3.65)

Graduate students reported the highest levels of satisfaction (on a 4-point scale) with:

1. Circulation services (3.73)
2. Borrowing technology equipment and laptops (3.71)
3. Faculty & Graduate Room (3.71)
4. Physical comfort in the library (3.71)
5. Interlibrary loan (3.70)

Both undergraduates and graduate students reported the highest levels of dissatisfaction with the mobile library website (11%, 13%) and the library smart phone app (14%, 13%).

Both undergraduates and graduate students overwhelmingly thought that staff in @One, the DeLaMare Library, Special Collections, and library staff in general were friendly, knowledgeable, reliable, and responsive (responses ranged between 93%- 98%).

2. Technology Use

The majority of students (89% undergraduates, 87% graduates) reported being satisfied or somewhat satisfied with WebCampus. Both undergraduate and graduate students reported the highest levels of dissatisfaction with Citrix remote software (10%, 17%).

Students reported high levels of use of production services such as @One poster printing (29% undergraduates, 42% graduates) and 3D printing (12% undergraduates, 8% graduates).

Students reported using a variety of technologies for academic purposes:

<table>
<thead>
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<td>Text messaging</td>
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<tr>
<td>Social networking sites</td>
<td>20%</td>
<td>23%</td>
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<tr>
<td>Tweeting</td>
<td>7%</td>
<td>9%</td>
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Despite this high technology use, only 48% of undergraduate and 45% of graduate students reported feeling informed or very informed about available technology services. Students reported high levels of interest in learning more about different technologies:

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