MISO – Measuring Information Service Outcomes

- Developed at Bryn Mawr College in U.S.
- Quantitative online survey designed to measure perceptions of both library and technology services.
- Surveys full-time undergraduate students, full-time teaching and research faculty and university staff. Graduate students were added as a special population.
- Lakehead was first Canadian institution to participate, one of 29 In 2017

Measures

Participants were asked about:
- Frequency of service use
- Service importance/satisfaction
- Perceptions of service point staff
- Use of computing and information tools
- Skills & learning methods
- Demographic factors

Survey Process

- Runs 12 days in Jan/Feb depending on the start of winter term
- Administered by MISO survey team (U.S) and Campus Survey Administrator
- Highly configurable surveys (same or different for each population) prepared by library in collaboration with campus partners
- Sampling done by MISO
- Invitation and reminders sent by MISO

MISO Basics

The MISO Team delivers:
- PDF summary reports for each population
- Excel and SPSS files
- Raw data files w/ email addresses included
- Results website - can compare across institutions and survey periods

Survey Considerations

- When configuring your survey questionnaires, consider:
  - How often you plan to run the survey
  - Additional populations you want to include
  - Adding local questions/items
  - Offering the same survey for all populations vs modified surveys for each
  - Configuring the survey to reflect what you most want to assess (as opposed to asking about a broad range of topics)

Other Notables

- U.S. age of consent is 18 – could not survey our 17 yr. old students
- Lakehead requested that “race” questions be removed from the Demographics section.

REB Issues

- Survey is confidential but not anonymous
- Emails sent directly to individuals in sample and of a personal nature – Dear “First Name”
- Too many reminder emails
- Letter of Information/Consent needed to be prepended to survey
- Participant names, email and IP addresses had to be removed from data files immediately upon receipt

Survey Results

Response Rates

<table>
<thead>
<tr>
<th>Survey</th>
<th>Sample Size</th>
<th>Percentage</th>
<th>Median Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>1000</td>
<td>53.9%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Faculty</td>
<td>531</td>
<td>58.2%</td>
<td>58.2%</td>
</tr>
<tr>
<td>Grad</td>
<td>974</td>
<td>61.7%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Staff</td>
<td>697</td>
<td>47.9%</td>
<td>51.7%</td>
</tr>
</tbody>
</table>

Satisfaction by Library Service

We also learned:
- Faculty - librarians should play a greater role in their teaching/academic goals than they currently do.
- Undergrads - 33% never back up their data
- Grads - over the course of a semester, 43% say they never use physical library collections
- Faculty - 62% do not use citation management software
- Grads (48%) / Undergrads (40%) - feel they have only a basic skill level for finding and evaluating information for their academic study

Preferred method for learning technical/research skills

Most Important – Top Seven

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th>Graduates</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>myInfo</td>
<td>3.84</td>
<td>myInfo</td>
</tr>
<tr>
<td>myCourselink (D2L)</td>
<td>3.82</td>
<td>E-mail services</td>
</tr>
<tr>
<td>Availability of wireless access on campus</td>
<td>3.77</td>
<td>Access to online resources from off-campus</td>
</tr>
<tr>
<td>Performance of wireless access on campus</td>
<td>3.77</td>
<td>Availability of wireless access on campus</td>
</tr>
<tr>
<td>E-mail services</td>
<td>3.68</td>
<td>Performance of wireless access on campus</td>
</tr>
<tr>
<td>Access to online resources from off-campus</td>
<td>3.45</td>
<td>Overall library service</td>
</tr>
<tr>
<td>Availability of electrical outlets in the library</td>
<td>3.42</td>
<td>Support when you have a myInfo problem</td>
</tr>
</tbody>
</table>

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