So, How are We Doing?  The MISO Survey

Every two years my division surveys faculty, staff and students about the services that it provides. The data captured by the survey help to shape the division’s strategic planning and priorities. The survey, called Measuring Information Service Organizations or MISO, is conducted by staff at Bryn Mawr College in consultation with colleges and universities across the country. The 2016 survey was sent to randomly selected members of the Dickinson community. In order to avoid distorting results, it was not sent to members of my division. Separate surveys targeted faculty, staff and students and measured the importance of specific services, degrees of satisfaction with those services, and self-reported skill levels. Free form comments were also encouraged.

Overall, the results of the 2016 survey are positive. The survey asks respondents to rate services on a scale of 1 to 4, with 4 being the highest score. In looking at the results, I set a benchmark of 3 out of 4 as indicating a satisfactory score. Here are the overall scores by campus constituency. (Students were not asked to rate overall LIS service.)

<table>
<thead>
<tr>
<th>Measure (Range 1-4)</th>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall computing service</td>
<td>3.73</td>
<td>3.78</td>
<td>3.45</td>
</tr>
<tr>
<td>Overall library service</td>
<td>3.90</td>
<td>3.83</td>
<td>3.66</td>
</tr>
<tr>
<td>Overall LIS Service</td>
<td>3.86</td>
<td>3.80</td>
<td></td>
</tr>
</tbody>
</table>

Digging deeper, faculty, staff and students rated over 30 specific services on the same scale. Again, using a benchmark of 3 out of 4, respondents rated all services as satisfactory with two exceptions: students rated the availability and performance of wireless service on campus 2.67 and 2.29, respectively. This came as no surprise since by the end of the spring 2016 semester the campus Internet connection had been overwhelmed by video traffic, particularly Netflix. During the summer my staff tripled the size of our Internet connection and since that time we have not received a single complaint about this service.

While the MISO survey reflects high levels of satisfaction with my division’s services, it also points to areas of possible concern. Of particular interest were responses that reported how staff viewed their skill levels with particular technologies. Of the 25 technologies measured 20 fell below the benchmark score of 3 out of 4. This may suggest varying levels of confidence among staff with regard to their use of technology. Since the survey was completed by 54 colleges in 2016 my staff plans to compare our scores with those of our peers to determine whether our results are anomalous. They also plan to conduct focus groups to identify priorities for training and user education. As the college enters a period of rapid change as we move to cloud services my division wants to continue to support the college community in using information technology as confidently and creatively as possible.

I have attached to this document a report written by Theresa Arndt of Library Services describing the survey results as they pertain specifically to the faculty.
Pat Pehlman, Director, Academic Technology Department

Language Exchanges/ Language Support

The language technologist provided support for the following language exchanges, labs, Can8 and language Skype sessions:

- Japanese x 6
- Spanish x 12
- Russian x 5
- French x 3

Training/Course Support

Academic Technology Staff Members provided classroom instruction and/or in-class support for projects on the following topics:

- Video camera training
- WordPress widget and social media training
- WordPress training
- iMovie training x 2
- Podcasting - introductory training x 2
- Podcasting – narrative training
- IMovie + Audacity training x 3
- Timeline JS training

Academic Technology Staff Members provided individual consultations on the following topics:

- Skype tutoring for the writing center
- WordPress and Timeline JS assistance
- WordPress training
- Idea Fund consultation - makerspace project
- 3d printing consultation
- Moodle gradebook consultations x 3
- Landis House intern podcast training
- Student personal podcast project about first generation college students
- Student video editing consultation
- Smart classroom training x 1

Media Center

- The Media Center hosted a table at the Carlisle October First Friday.
- Staff participated in a Skype call for a 3rd grade class about makerspaces.

GIS

The GIS Specialist provided support and consultations on the following projects:
• ALLARM watershed maps for Marcellus Shale Volunteer Monitoring Project
• Parking Lot "Map Book" for Facilities
• PA rural health research project
• GIS Lab class for CLST
• CSLT students for GIS Lab class assignment

Web/Blog Design/Maintenance

Academic Technology Staff Members provided support for the following projects:

• Michael Field (Drupal) theme and views additions
• Mixxer (Drupal) theme and views additions
• Added a new footer citation view for DCC content type
• Updated the DCC core and modules
• Troubleshot Archives Apache Solr instance on dknlampapps1
• Tested Office 365 Moodle plugin
• Upgraded the Ensemble video server to version 4.4.x
• Troubleshot the integration between McGraw Hill's Connect platform and our Moodle installation

Other

• The ITS committee visited the Media Center and Makery.
• Marketing and Communications visited the Media Center and Makery.
• Brenda Landis attended the Idea Fund Staff Advisory Board meeting.

Jill M. Forrester, Associate Vice President and Director, Enterprise Systems

CLIQ Feature of the Month: View Class Notes

A request was made by Disability Services to allow faculty members view notes uploaded for their class in the CLIQ Noted system. Via the faculty class lists, faculty members can now see notes that have been taken and uploaded within CLIQ Noted. A note icon will appear at the end of the class row indicating notes are available. Clicking on the icon will yield a list of notes taken for the class including who took the notes, the date of the class, the date the notes were uploaded. Also included is the action for additional comment entry and the ability to view any comments the student entered regarding the notes. Clicking on the note icon in list will display/download the actual file uploaded via Noted.

November Activities

The team worked on a broad range of projects over the past month. We're completing work on a project to incorporate Shibboleth authentication in addition to the CAS authentication already in place. This new authentication service will allow the Library to offer resources from Hathi-Trust. We reviewed one possible replacement for the NolijWeb document management solution. We installed the new Banner XE version of student self-service in a development environment for testing. We completed the first production transmission of Banner data to Aetna. We also took an inventory of all systems for their ability to store an alternate name alongside legal name.
Upcoming Activities

- Oracle Active Dataguard, an up-to-the-moment backup database, has been implemented, but we will work on utilizing it for additional purposes.
- Test additional Banner XE modules.
- Integrate Orgsync with Banner for Student Life.
- Begin data integration activities for Raiser's Edge.
- Evaluate alternative solutions to NolijWeb, the college’s document management system.
- General upgrades, such as database and Banner quarterly upgrades.
- Add Shibboleth authentication in order to implement Hathi-Trust resources for the Library.

Below are descriptions and status reports for all active projects as well as projects that were completed during summer 2016.

Planning and Design

Projects in which we are defining the scope and course of action to deliver a solution:

- Pre-Health CLIQ Enhancements – This CLIQ application assists the Pre-Health Committee with tracking the workflow from when a student enters the Pre-Health program to requesting letters of recommendation and applying to professional schools. We are gathering requirements to enhance the tool to better support applications submitted over multiple years.

Monitoring and Controlling

Projects that are in progress:

- Enterprise Reporting:
  - Admissions Outcomes for Legacy Applicants (Admissions)
  - Balance Sheet and Lead Schedule Reports (Financial Operations)
  - Enrollment Snapshot (Institutional Research)
  - NCAA Financial Aid (Institutional Research)

- Incomplete Grade Form – The development of an online incomplete grade change form is nearly complete. The form will be accessible through the CLIQ class list and includes a workflow that starts with faculty initiating the form, gaining acknowledgement from the student and then submission to the Registrar’s Office. The form will be ready for user acceptance testing before the end of the month.

- ePortfolio Enhancements – With the addition of department honors data collection in ePortfolio, we are now developing the back-end structure for how this information will be displayed on the Dickinson website. This project will be completed before the end of the calendar year.

- Raiser’s Edge Implementation – LIS and College Advancement are working together on a long-term project to implement Raiser’s Edge, a full featured donor/constituent management system. We are continuing to work through the design, collaborating with the
vendor to document the business requirements and software configuration. In November, we will be focusing on data mapping for the conversion from Banner to Raisers Edge.

- **Tutor/Tutee Enhancements** – Updates to the Advising Office’s Tutor/Tutee tracking tool have been added to the developer’s project queue. Modifications include additional administration features and reporting. The enhancement work will start this fall.
- **SINE Dossier Tracking** – Development is complete on a new CLIQ tool that will assist administrators in tracking student progress through the social innovation and entrepreneurship program. We are now in the user acceptance phase and anticipate going live before the end of the month.
- **Totara Implementation** – LIS is assisting Human Resource Services with the installation and implementation of Totara software. Totara works with Moodle to provide a learning management system that focuses on professional development and certifications for employees. We are working with the vendor this month to finalize use cases and importing user data. The anticipated go-live is January 2017.
- **TimeClock Plus Upgrade** – LIS is working with Financial Operations to upgrade TimeClock Plus software which is used across campus for workforce management. Administration training is complete and our database administrator is working to integrate the new TCP database with Banner. We are targeting January 2017 for go-live.
- **Application for Degree** – LIS is developing a new tool to aid students and the Registrar’s Office with the process of applying for a degree.
- **Course Submissions** – LIS is rewriting the system in newer technologies to provide a better user experience; enhancing the tools for ADCs.
- **DC REG** – LIS is updating this tool with enhancements for the Registrar’s Office.
- **Internship Management** – LIS is enhancing the management tool to allow greater student user functionality and increased staff management.
- **Online Directories & Faculty Listings** – LIS is rebuilding various online directories and faculty listings to take advantage of newer technologies and to provide quicker searching.
- **Smart Classrooms Information** – Working on a new system to maintain and display smart classroom information for use by Academic Technology, CASE, and the Registrar’s Office.

**Project Closing**

Projects that were moved to production and transferred to those who will use it:

- **Enterprise Reporting**:
- **Student Act 153 Tracking (Human Resource Services)**
- **Tax Navigator Reports (Financial Operations)**
- **Phonathon Exclusions (Advancement)**
- **C-Code & Verification (Financial Aid)**
- **DAVs Migration to Slate** – The project to migrate Dickinson Admissions Volunteer data and information tracking functionality from CLIQ to Slate is on hold until Spring 2017. Admissions will continue to use the DAVS CLIQ tool until then.
- **MyContacts Enhancements** – MyContacts enhancements in CLIQ now live. MyContacts is a tool used by Advancement’s volunteers to track their contacts with constituents. The update focused on fine-tuning the constituent exclusions list.
• Application for Degree Tracking Tool – This past spring the application for degree was migrated from a PDF form to an online form to assist with information collection. Development is complete for the new tool in CLIQ that assists the Registrar’s Office in managing application data.

Kevin Truman, Director, Infrastructure Systems Department

Network Systems

New Network Systems and Upgrades

• Began evaluation and planning for deployment of outdoor wireless network infrastructure

Network Server Systems

New Server Systems and Upgrades

• Built and configured our first Windows 2016 Hyprr-V host server for development

Telephone Services

Moves, adds and changes

• No significant upgrades or changes

Campus Cable TV Services

• No significant upgrades or changes

Departmental Staff Notes

• None

Trouble Tickets and Work Requests

Infrastructure Systems addressed and closed the following number of trouble tickets and work orders since the last report:

• Network – 11
• Server – 86
• Telephone – 30
• Cable TV – 0
Eleanor Mitchell, Director, Library Services Department.

**Collections & Library Technical Services**

New Database:

Smithsonian Global Sound for Libraries - Provides streaming access to world music archives and Smithsonian archives. Includes music from 169 countries, over 1,400 ethnic groups, and in more than 450 languages. [http://libguides.dickinson.edu/smithsonianglobalsound](http://libguides.dickinson.edu/smithsonianglobalsound)

**Information Literacy & Research Services**

**Information Literacy**

As of Fall Pause, librarians conducted 81 information literacy sessions, of which 41 were for First Year Seminars. The rest were for 16 other academic departments and offices such as Global Education.

**Reference**

As of Fall Pause, librarians met with students for 39 scheduled and 246 unscheduled research consultations for total of 285 consultations. This surpasses last year’s count by more than 100 consultations for the same time period.

**Academic Integrity**

Initial results from the library’s annual Academic Integrity tutorial assessment have been compiled.

When asked, “Of the information provided in this tutorial, how much of it was new to you?” 51% responded “some,” “most,” or “all” and 47% responded “very little” or “none.” 2% did not respond to the question.

When asked “Did you find the tutorial to be effective?” 59% responded “extremely” or “very” and 10% responded “only a little” or “not at all.” The rest responded with “somewhat” or did not respond to the question.

**Library Events and Exhibits**

**Out on Britton**

Jessica Howard (Women’s Gender & Sexuality Studies Liaison Librarian) and Malinda Triller (Special Collections Librarian) highlighted library LGBTQ+ collections at the college’s Out on Britton event in October. Items from the LGBT Center of Central PA History Project and LGBTQ fiction and memoirs were on display.

**Open Access Week, October 23-29, 2016**

In recognition of the globally-celebrated Open Access Week, the library organized several activities aimed at informing the campus about open access scholarly publishing and Dickinson
Scholar, the college’s open access repository featuring publications by faculty members, students, and administrators.

FacuTea

Our last FacuTea of the semester is with Classics Professor, Marc Mastrangelo. Join us on Wednesday, November 2 from 4:30 – 5:30 when Marc discusses Romans and Greeks in China and shares information about the website, Dickinson Classics Online and what fuels the growing interest in the western history, literature, and thought in China. The conversation may challenge our notions of “Classics” and, more importantly, “East” and “West”.

Exhibits

- Day of the Dead/Dia de los Muertos Ofrenda (Oct 23-Nov 7); Waidner, Main Level
- War On Food - Interactive Exhibit; Biblio Café, Main Level
- Baffin Island - Arctic Adventure 2013; Spahr, Main Level
- Clarke Forum; Reference Area, Main Level
- Election and Voter Information Book Display; Reference Area, Main Level
- Dickinson School Spirit, curated by Sarah Wakefield, ’16; Waidner, Upper Level
- Troussoff Illustrated - Eastern European Art Books as Inspiration; Friends of the Library Area, Lower Level
- Notable Dickinsonians - Selections from Alumnae Papers; Archives May Morris Room, Lower Level
- Carlisle Indian School (1879-1918); Archives and Special Collections, Lower Level

Professional Activity

Chris Bombaro published the two articles in vol. 44, no. 4 (Nov. 2016) of the peer-reviewed journal References Services Review:

- The first, “The Framework Is Elitist,” is an opinion piece that was downloaded more than 1200 times in its first week of release.
- The second, “A Constellation to Guide Us: An Interview with Lisa Janicke Hinchliffe about the Framework for Information Literacy for Higher Education,” was co-authored with Kerri Odess-Harnish of Gettysburg College and Pam Harris of Swarthmore College and was one of the results of a Pennsylvania Consortium for the Liberal Arts-funded workshop held at Dickinson in May 2016.

Eleanor Mitchell attended the Oberlin Group Library Directors annual meeting held at Williams College in October.

Eleanor Mitchell participated in the Dickinson Faculty Writing, Research, and Publication Series panel about publishing in academic journals.

Andrew Connell, Director, User Services

Desktop Services

- Closed 205 Tickets (End Sept – End Oct)
- Deployed 4 new and used systems to employees, labs, and classrooms
• Deployed 59,021 patches and software updates via KACE to 463 Windows and Mac systems
Residential Network Support Annex (RSA)

Training

Training Sessions

Training Delivery

- Group: 35%
- One-on-One: 43%
- On-Demand: 22%
Helpdesk

529 tickets were closed by the Helpdesk for 275 Dickinson users.

Helpdesk Survey Results

Tickets by LIS Function

- Academic Technology: 16.4%
- CMS Issues: 16.6%
- Enterprise Systems: 47.8%
- HSG Printer Support: 9.8%
- Infrastructure Systems - Network: 0%
- Infrastructure Systems - Server: 0%
- LIS Helpdesk: 0%
- ResNet Service Annex: 0%

Frequency of Helpdesk Contact by Respondent

- Faculty: 54.5%
- Staff: 18.2%
- Student: 27.3%
- Other: 0%

Placing a Helpdesk Request was Easy

- Respondent Rating: 90.9%

Helpdesk was Courteous and Professional

- Respondent Rating: 81.8%

Helpdesk Staff was Responsive

- Respondent Rating: 81.8%

Overall Satisfaction with LIS

- Respondent Rating: 90.9%
The PaperCut data below represents printing from Students, Faculty and Staff on Toshiba and Lexmark multi-function devices from 25-Sept-2016 to 24-Oct-2016.

**Usage Details**

![PaperCut data representation](image)

### Campus Printing Environmental Impact for the Last 30 Days

- **Total Sheets of Paper Used:** 345,149 (≈ 690 500-sheet reams stacked 11.5 feet high)
- **Sheets of Paper Per Day:** 11,134 (≈ 22.7 500-sheet reams stacked 3.7 feet high)
- **Total Print Jobs:** 79,627

### Paper Savings from Unreleased PaperCut Jobs for the Last 30 Days

- **Total Sheets of Paper Saved:** 34,145 (≈ 68 500-sheet reams stacked 11.3 feet high)
- **Sheets of Paper Saved Per Day:** 1,101 (≈ 2.2 500-sheet reams stacked ~4 inches high)
## Email Filtering Statistics
### To End of September 2016

<table>
<thead>
<tr>
<th></th>
<th>Rate Controlled</th>
<th>Bad Recipient</th>
<th>Spam</th>
<th>Virus</th>
<th>Quarantine</th>
<th>Tagged</th>
<th>Allowed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>209,236</td>
<td>121,652</td>
<td>1,837,215</td>
<td>95,792</td>
<td>2,143</td>
<td>12,635</td>
<td>1,231,391</td>
<td>3,510,064</td>
</tr>
<tr>
<td>Cumulative Annual</td>
<td>6,254,673</td>
<td>963,676</td>
<td>18,360,344</td>
<td>386,890</td>
<td>18,902</td>
<td>160,770</td>
<td>9,501,686</td>
<td>35,646,941</td>
</tr>
</tbody>
</table>

This report provides statistics on how inbound email, that is email received at the college, is filtered to protect the institution from harmful email messages. It should be noted that every email message received at the college is filtered using an automated system, the Barracuda Spam Firewall.

### Definitions

#### Rate Controlled

The Barracuda Spam Firewall Rate Control feature protects the system from spammers or spam programs (also known as "spam-bots") that send large amounts of email to the server in a small amount of time.

When Rate Control is first enabled on the Barracuda Spam Firewall, or after a change is made to the Rate Control threshold, one hundred and fifty (150) unique IP addresses must connect before Rate Control is invoked.

#### Bad Recipient

Many spammers attack email infrastructures by harvesting email addresses. The Barracuda Spam & Virus Firewall is able to verify the validity of recipient email addresses through multiple techniques without needing to scan each message.

#### SPAM and Virus

All incoming email must pass through all 12 defense layers of the Barracuda Spam & Virus Firewall before any of it can reach the intended recipients. The defense layers grouped into two main classes: connection management, which involves dropping incoming mail connections before receiving messages, and mail scanning, which analyzes messages upon receipt. During the filtering process, emails automatically scanned for new and familiar spammer attacks, viruses, and customized administrator policy violations. These definitions update regularly and automatically.

#### Quarantine

Some users have the ability to adjust their personal SPAM settings enabling this feature, this is very limited but a user can enable the ability to stop a message from reaching Outlook but still being available to the user via a web interface.
**Tagged**

Just like Quarantine, this feature is available to a few users that can actually add a Tag to an incoming message so in Outlook they will see this Tag.

**Allowed**

These messages have passed through the Barracuda Spam Firewall and have been determined to be safe to be delivered to campus email accounts.
MISO 2016
Faculty Survey Results Summary
Oct. 24, 2016
Theresa Arndt, Associate Director, Library Resources and Administration

About the MISO Survey

Every two years Library & Information Services participates in the Measuring Information Service Outcomes (MISO) Survey. MISO is a national survey which measures faculty, student and staff attitudes toward LIS services. Questions ask respondents to report on how much they use certain services, how important the services are, and how satisfied they are with the services. A total of 52 schools, including Dickinson, participated in the faculty survey 2016, including eight of Dickinson’s peer schools (Dean’s Group). This allows for some benchmarking and comparisons, although not every institution asks all questions. Results are used to assess LIS services and monitor trends in individuals’ reported use of technology.

More information is available at http://www.misosurvey.org/
Peer schools from the Dean’s Group that participated in MISO 2016 were: Colby, Connecticut, Franklin & Marshall, Hamilton, Middlebury, Swarthmore, Vassar, and Wesleyan.

Faculty Survey Respondent Highlights

1. Satisfaction remains very high across all LIS service areas.
2. Satisfaction with library e-book collections, the library website, and Moodle has increased.
3. Faculty do not feel as well informed about various technology and library services and issues as they could be, but this is true of faculty nationally.
4. Personal ownership of mobile devices continues to increase.
5. Use of mobile devices in the classroom, online quizzes, and student electronic portfolios has increased, but not dramatically.

Note that the impact of the following LIS improvement that took place over the summer, after the survey, should be reflected in our next MISO survey, in 2018:

• the tripling of the size of the campus Internet connection
• the launch of the new “Dickinson Download” technology newsletter
• major space changes in the Library building
Methods & Respondents

The survey link was delivered by email, for completion Feb. 18-29, 2016. All current teaching faculty were surveyed, including visiting and adjunct faculty.

Response rate 2016: 187/336 – 55.7% partial & completed (52.1% completed survey)
Response rate 2014: 184/288 - 63.9% partial & completed (60.8% completed survey)

Additional demographic data on faculty respondents:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>47%</td>
</tr>
<tr>
<td>TT but not tenured</td>
<td>22%</td>
</tr>
<tr>
<td>Not on TT</td>
<td>31%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>48%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>34%</td>
</tr>
<tr>
<td>Laboratory Sciences</td>
<td>18%</td>
</tr>
<tr>
<td>Female</td>
<td>46%</td>
</tr>
<tr>
<td>Male</td>
<td>53%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

Starting Year at College for Respondents

- 2006-2016: 60%
- 1995-2005: 24%
- 1985-1994: 7%
- 1965-1984: 7%

Rank of Respondents

- Instructor/Lecturer: 31%
- Assistant Prof.: 14%
- Associate Prof.: 12%
- Professor: 16%
- Adjunct, Visiting: 26%
Importance scale:  
1 = not important  
2 = somewhat important  
3 = important  
4 = very important  

Satisfaction scale:  
1 = dissatisfied  
2 = somewhat dissatisfied  
3 = somewhat satisfied  
4 = satisfied  

The chart on the next page shows the means of the faculty respondents’ ratings of importance of and satisfaction with the LIS services included on the survey, in order of descending importance. Overall, satisfaction with all LIS services is high, even for those deemed less important by faculty. On the importance scale, the averages of all responses were 2 (somewhat important) or greater. On the satisfaction scale, the averages of all responses were between 3 (somewhat satisfied) and 4 (satisfied).
<table>
<thead>
<tr>
<th>Service</th>
<th>Mean Importance</th>
<th>Mean Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail services</td>
<td></td>
<td></td>
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<tr>
<td>Access to online resources from off-campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology in meeting spaces/classrooms</td>
<td></td>
<td></td>
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<tr>
<td>Availability of wireless access on campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance of wireless access on campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library databases (e.g. JSTOR, Web of Science)</td>
<td></td>
<td></td>
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<tr>
<td>Banner Self Service</td>
<td></td>
<td></td>
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<tr>
<td>Overall library service</td>
<td></td>
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<tr>
<td>Interlibrary loan</td>
<td></td>
<td></td>
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<tr>
<td>Overall LIS services</td>
<td></td>
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<tr>
<td>Overall computing service</td>
<td></td>
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<tr>
<td>Moodie</td>
<td></td>
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<tr>
<td>Online library catalog</td>
<td></td>
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<tr>
<td>LIS Help Desk</td>
<td></td>
<td></td>
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<tr>
<td>Support for technology in meeting spaces/classrooms</td>
<td></td>
<td></td>
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<tr>
<td>Library circulation services</td>
<td></td>
<td></td>
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<tr>
<td>Physical library collections</td>
<td></td>
<td></td>
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<tr>
<td>Your input into library decisions that affect you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liaison Librarian support</td>
<td></td>
<td></td>
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<tr>
<td>Your input into computing decisions that affect you</td>
<td></td>
<td></td>
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<tr>
<td>Computing Liaison support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional technology support</td>
<td></td>
<td></td>
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<tr>
<td>Support for your specialized computing needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Website (e.g. library hours, policies)</td>
<td></td>
<td></td>
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<tr>
<td>Support for your innovative ideas</td>
<td></td>
<td></td>
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<tr>
<td>Online audio/video for academic or work purposes</td>
<td></td>
<td></td>
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<tr>
<td>Library research instruction for academic courses</td>
<td></td>
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<tr>
<td>Library e-book collections</td>
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<tr>
<td>Online collaborative software (e.g. Office 365, Google...)</td>
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<td></td>
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<tr>
<td>Academic Technology/Media Center website</td>
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<tr>
<td>Archives/Special Collections</td>
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<tr>
<td>JumpStart (library discovery service)</td>
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<tr>
<td>Web conferencing (e.g. Skype, Adobe Connect)</td>
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<tr>
<td>Library Research Guides</td>
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<tr>
<td>Support for digital audio/video creation</td>
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<tr>
<td>Quiet work space in the library</td>
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<td></td>
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<tr>
<td>Dickinson Scholar institutional repository</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Changes in Faculty Satisfaction with LIS Services, 2014 to 2016
Scale: 1 (dissatisfied); 2 (somewhat dissatisfied); 3 (somewhat satisfied); 4 (satisfied)

As indicated on the chart on the previous page, satisfaction with all LIS services is high. The following services had statistically significant increases in satisfaction (Cohen’s D effect size .4 or greater), but note that all remained between 3 “somewhat satisfied” and 4 “satisfied” (in other words, satisfaction was already high):

Library website - 3.85 (up from 3.56)
Library e-book collections – 3.60 (up from 3.34)
Moodle – 3.38 (up from 3.04)

None of the services had a large decrease in satisfaction from 2014, the last time the survey was conducted.

Faculty’s Feeling of Being Informed Has Increased Somewhat, in Some Areas
Scale is: 1 (not informed at all); 2 (somewhat informed); 3 (informed); 4 (very informed)

Faculty were asked how informed they felt about: available technology and library services (in general); technology privacy issues; virus and spyware issues; information security issues, backup solutions; scheduled system downtime, copyright & fair use, and open access publishing. They were also asked how informed they felt about whom to contact for their needs regarding: computing, Banner self-serve, instructional technology, the library, and copyright & fair use.

The average ratings for feeling informed about various issues and services were mostly in the “somewhat informed” range. The only services about which faculty indicated feeling “informed” were “who to contact for your library needs” (3.12) and “who to contact for your desktop/laptop computing needs” (3.00).

It’s worth noting that MISO results from all participating schools show that lack of feeling informed about IT issues is widespread among faculty nationally. In comparison to the average faculty “informedness” of seven of Dickinson’s peer schools who participated in MISO 2016, our faculty reported being better informed, on average, on all items except information security and that difference were small. The mean for all questions related to “informedness” was 2.48 for Dickinson faculty, 2.29 for our peer schools, and 2.34 for all MISO 2016 participating schools.

For each issue/service (except one) there was at least one nationally MISO participating school whose faculty reported feeling somewhat better informed than Dickinson’s, but not by much (Dickinson’s 2.48 compared to 2.75 maximum average “informedness”).

This was the first year we asked a question on the MISO Faculty Survey about how informed faculty feel about “who to contact for your Open Access publishing needs”. The mean was 1.99 which was the highest of all MISO participating schools. This will provide a baseline to help measure success of new library outreach efforts in this area.
Faculty Mobile Device Ownership & Classroom Use

Percentage of responding faculty who personally own the following devices (more than one could be checked):

<table>
<thead>
<tr>
<th>Device owned</th>
<th>2012</th>
<th>2014</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop computer</td>
<td>59</td>
<td>(not asked)</td>
<td>57</td>
</tr>
<tr>
<td>Laptop/notebook</td>
<td>77</td>
<td>85</td>
<td>84</td>
</tr>
<tr>
<td>Smartphone ownership</td>
<td>50</td>
<td>74</td>
<td>85</td>
</tr>
<tr>
<td>E-book reader (e.g., Kindle, nook)</td>
<td>28</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Tablet (e.g., iPad, Galaxy, Kindle Fire)</td>
<td>27</td>
<td>59</td>
<td>65</td>
</tr>
</tbody>
</table>

Tools Used for Academic Purposes

Percentage of responding faculty who report using the following “for academic purposes”:

<table>
<thead>
<tr>
<th>Tool</th>
<th>2012</th>
<th>2014</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology-enhanced lectures</td>
<td>89</td>
<td>84</td>
<td>89</td>
</tr>
<tr>
<td>Technology-enhanced student presentations</td>
<td>82</td>
<td>76</td>
<td>77</td>
</tr>
<tr>
<td>Student library research</td>
<td>78</td>
<td>79</td>
<td>76</td>
</tr>
<tr>
<td>Instructor-organized use of computers in the classroom</td>
<td>69*</td>
<td>66*</td>
<td>58</td>
</tr>
<tr>
<td>Mobile devices in the classroom</td>
<td>n/a</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>Online quizzes</td>
<td>20</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Student electronic portfolios</td>
<td>17</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Classroom electronic polling (e.g. clickers, Poll Everywhere)</td>
<td>14</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Lecture capturing</td>
<td>8</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

*Wording of prompt in 2012 and 2014 was “In-class student computer use”
New “Academic Impact” Questions in 2016 Survey

This year MISO added several new questions that attempt to measure the academic impact of some services. These questions were tested at six other academic institutions prior to their inclusion on the 2016 MISO survey. These were the test subjects’ understanding of specific question wording:

“do” the services contribute = in practice, how much do the services contribute
“should” the services contribute = in theory, how much should the services contribute
“teaching” = classroom and related activities
“research” = scholarship advancing knowledge in one’s field
“working with librarians” = collaboration or engagement with all staff that work in the library building (including librarians or library staff)
“working with technology professionals” = collaboration, support, or engagement with any staff who support and manage technology on campus

Dickinson faculty responses to these questions are summarized below.

How much do/should the following contribute to the achievement of your teaching goals? Scale: 1 (not at all); 2 (slightly); 3 (moderately); 4 (greatly)

<table>
<thead>
<tr>
<th></th>
<th>Do contribute - in practice</th>
<th>Should contribute - in theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and digital library collections</td>
<td>3.51 (.78)</td>
<td>3.6 (.68)</td>
</tr>
<tr>
<td>Library spaces</td>
<td>2.67 (.97)</td>
<td>2.86 (.99)</td>
</tr>
<tr>
<td>Ability to access scholarly materials from wherever you are</td>
<td>3.64 (.73)</td>
<td>3.72 (.58)</td>
</tr>
<tr>
<td>Working with librarians</td>
<td>3.16 (.91)</td>
<td>3.36 (.82)</td>
</tr>
<tr>
<td>Technology used in courses and classrooms</td>
<td>3.8 (.56)</td>
<td>3.81 (.51)</td>
</tr>
<tr>
<td>Working with technology professionals</td>
<td>3.14 (.90)</td>
<td>3.33 (.79)</td>
</tr>
</tbody>
</table>

How much do/should the following contribute to the achievement of your research goals? Scale: 1 (not at all); 2 (slightly); 3 (moderately); 4 (greatly)

<table>
<thead>
<tr>
<th></th>
<th>Do contribute - in practice</th>
<th>Should contribute - in theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and digital library collections</td>
<td>3.64 (.74)</td>
<td>3.75 (.58)</td>
</tr>
<tr>
<td>Library spaces</td>
<td>2.29 (1.13)</td>
<td>2.41 (1.10)</td>
</tr>
<tr>
<td>Ability to access scholarly materials from wherever you are</td>
<td>3.75 (.64)</td>
<td>3.85 (.43)</td>
</tr>
<tr>
<td>Working with librarians</td>
<td>2.92 (.98)</td>
<td>3.13 (.93)</td>
</tr>
<tr>
<td>Technology used in courses and classrooms</td>
<td>2.54 (1.24)</td>
<td>2.59 (1.22)</td>
</tr>
<tr>
<td>Working with technology professionals</td>
<td>2.66 (1.07)</td>
<td>2.91 (1.00)</td>
</tr>
</tbody>
</table>