Data Analysis of the MISO Survey Results

James Hall

Wesleyan University, QAC Summer 2013

Sponsor: Dave Baird, ITS

INTRODUCTION

In the fall of 2012, Wesleyan University and 32 other institutions participated in the Measuring Information Service Outcomes (MISO) Survey. The survey was sent to all faculty and staff members and a select number of undergraduate and graduate students at each of the participating institutions. The survey contained a wide variety of questions about the perceived importance and actual satisfaction of various IT and library services.

The results were analyzed to assess how both ITS and the Library are perceived in terms of total user satisfaction, to find areas in need of improvement, to determine how to best distribute time and effort among the many provided services, and, finally, to compare and contrast Wesleyan's services with those of our peer institutions, as well as the average of all the 2012 participating institutions. The survey will be administered again in Spring, 2014 and I hope to continue my research by examining how Wesleyan's services have changed over time.

METHODS

After the MISO survey was conducted, each school was sent the results of all of the individual respondents at their school, as well as the average of the results from all of the other 32 participating institutions to allow for in-depth examination of Wesleyan's responses as well as cross-institution comparisons.

The presence of a negative performance gap, i.e. a service that received an average satisfaction level lower than an average importance level (both using a scale of 1-4), is an indication that a service should be improved. Performance gaps were identified in each of the four overarching subcategories (faculty, staff, undergraduate students, and grad students), as well as in other relevant groupings such as academic division and class year. Samples of these findings can be found in the graphs to the right. All of the other provided services (the vast majority of them) showed positive performance gaps.

Eight categories were created that provide a broad yet accurate representation of various aspects of Wesleyan's IT and library services. By averaging the total satisfaction and total importance from the averages of each service relevant to that category, the following eight categories were created: *Total ITS, Total Library, ITS Support, Library Support, Teaching Services, Research Services, Network Service,* and *Work/Study Spaces.* I compared Wesleyan's results from each of these categories with the results from all of the participating institutions and created boxplots to represent Wesleyan's areas of strength and weakness.

RESULTS

### Performance gaps by constituency groups:
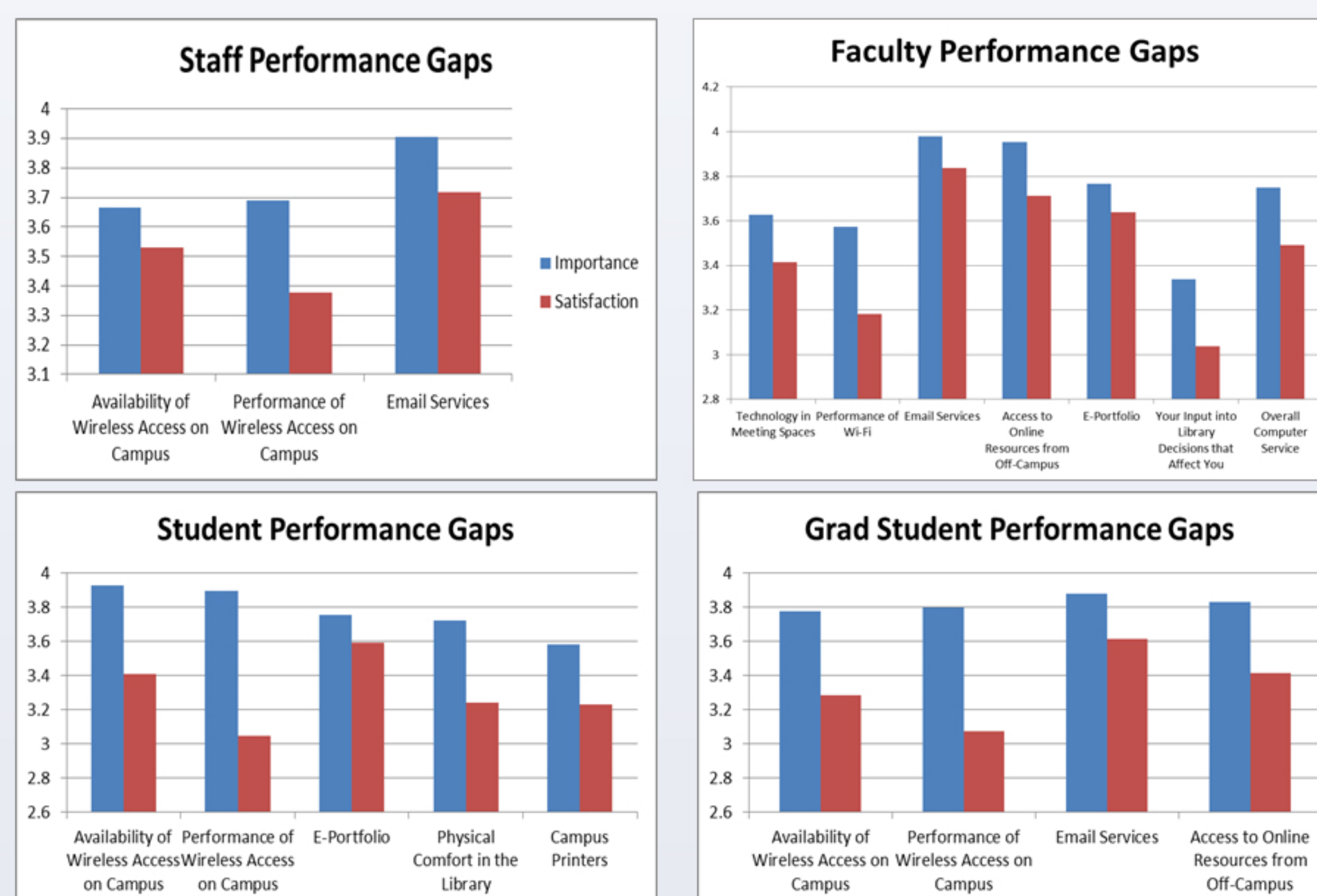
### Scatterplot comparing average importance vs. average satisfaction:
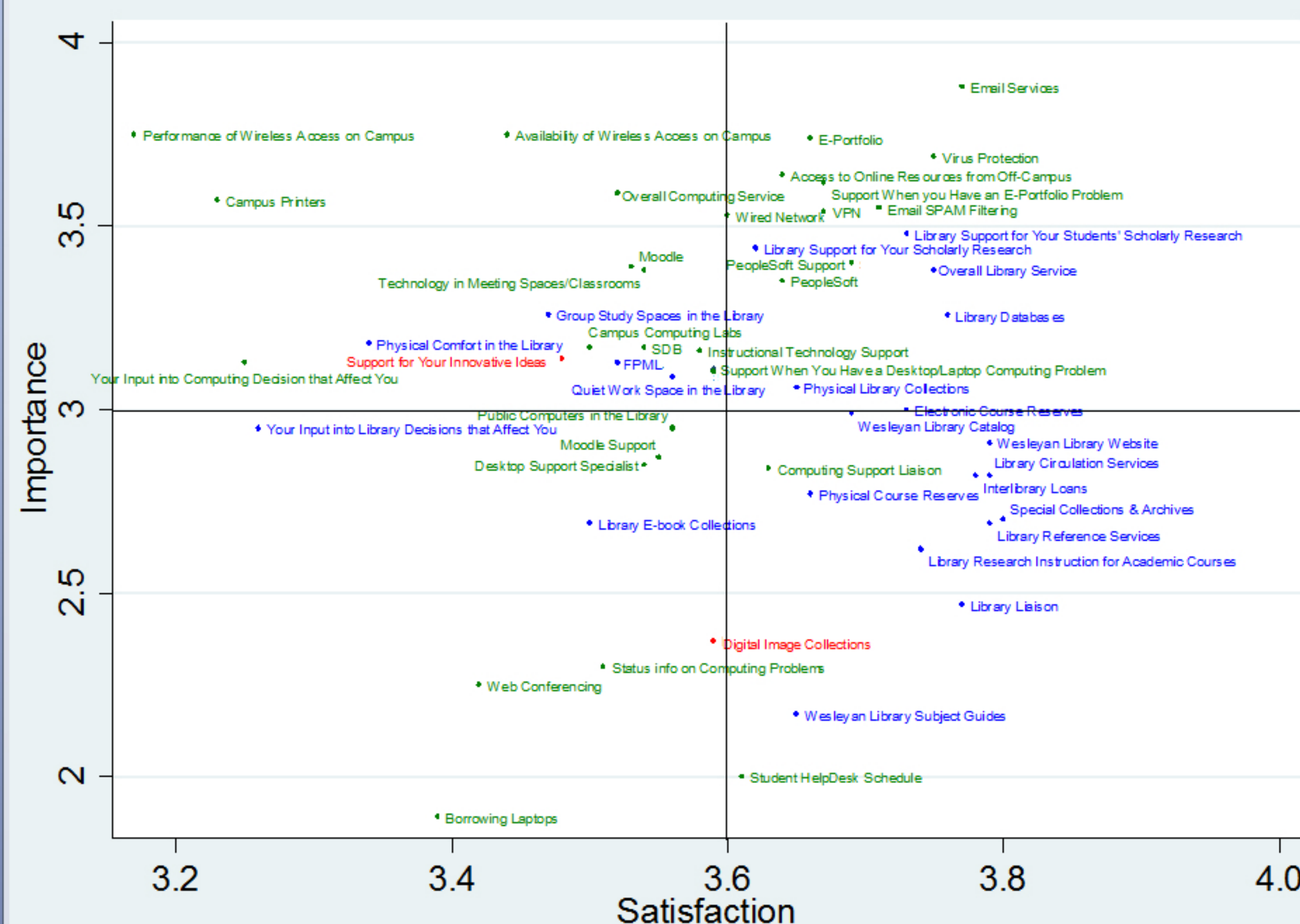
The green points in the scatterplot represent ITS services, the blue represent library services, and the red represent a joint service. Towards the center of the graph, the point labeled SDB stands for *Support for Data Backup* and the point labeled FPML = *Ease of Finding Physical Materials in the Library.*

Average satisfaction level for different services across participating institutions:
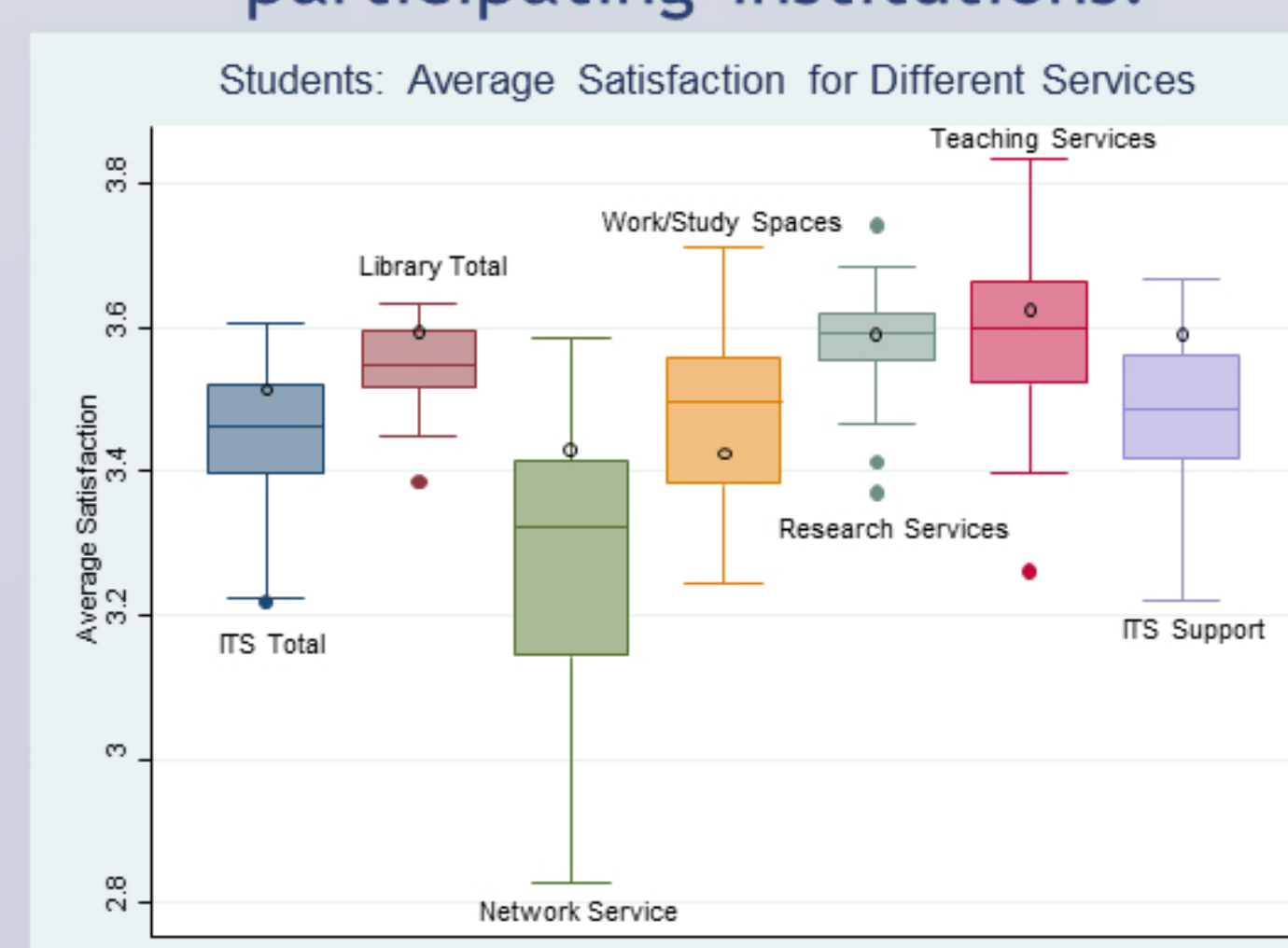
RESULTS (cont'd)
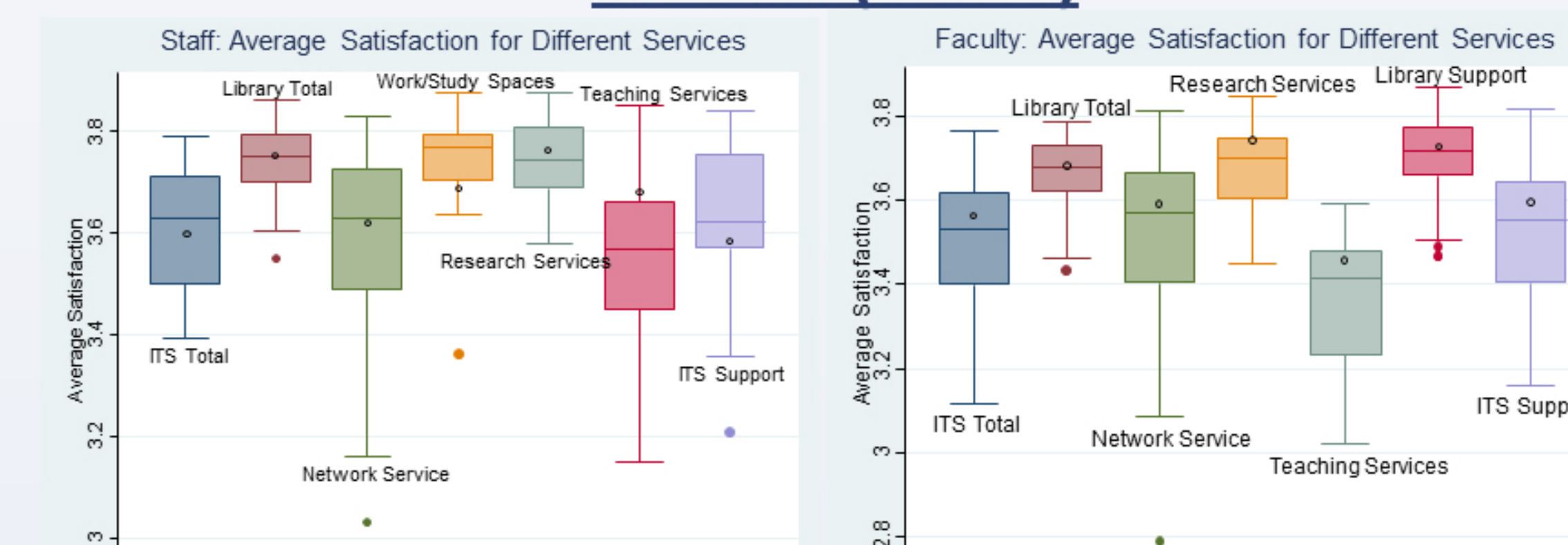
The unfilled dot in each scatterplot represents Wesleyan's average satisfaction. Services included under *Library Support* were only asked to faculty members and therefore that category is excluded in the graphs for staff and students. Services included under *Work/Study Spaces* were not asked to faculty members and therefore that category is excluded in the graph for faculty.

CONCLUSIONS

Performance Gaps:

- There are very few services with negative performance gaps. *Performance of Wireless Access on Campus* has the biggest gap for all four categories. Additionally, students have low levels of satisfaction for *Physical Comfort in the Library* and *Campus Printers* as well as high levels of importance. Therefore, these are both areas that deserve more attention and resources.

Scatterplot:

- Services in the two right quadrants of the graph received high satisfaction and do not require additional time and resources, whereas services in the two left quadrants of the graph received low satisfaction. These left-side services, and particularly those in the upper left quadrant that received high levels of importance, should receive the most attention as they are most in need of improvement.

Categorical Graphs:

- Wesleyan is in the 50th percentile for all categories except: *ITS Total, Library Total, Network Service, Work/Study Spaces,* and *ITS Support* for staff, and *Work/Study Spaces* and *Research Services* for students. These categories are areas of weakness that need to be addressed, while all of the other categories are areas of strength relative to our peer institutions and should be marketed as such. There are no categories in which faculty members' satisfaction is below the 50th percentile, indicating that Wesleyan faculty members are consistently more satisfied than those at peer institutions.

REFERENCES AND ACKNOWLEDGEMENTS