

Merged Information Services Organization 2007 Survey Report

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Sondra R. Smith

Co-CIO, Information Technology; Director, Educational Technologies

2007 MISO Campus Survey Administrator

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As formally defined, the MISO Survey is a “Web-based quantitative survey designed to measure how students, faculty, and staff use and evaluate the services and resources of colleges and universities with merged library and computing units.” www.brynmawr.edu/miso/ Although IT and the library at St. Lawrence are not technically a merged organization, they do collaborate heavily, and for a time both reported to the vice president for the university and dean of academic affairs. As a result, in spring 2007, St. Lawrence was invited to participate in the MISO Survey, and did so. The value of joint assessment through this instrument is large, in particular because it looks comprehensively at “technology” and “information” and targets all campus constituencies – students, faculty, exempt and non-exempt staff. In order to gain longitudinal data, we anticipate administering MISO on a three-year cycle. In coordination with the Office of Institutional Research, we expect to participate next in the spring of 2010.

The Bryn Mawr survey asks the following research questions:

- What services and resources are important to our constituents, and how successfully do our organizations deliver them?
- How effectively do we communicate with our campus communities about our services and resources?
- How skilled are our constituents in the use of software and library databases? What additional skills do they wish to learn, and how do they wish to learn them?
- Which software and hardware tools do our constituents use, and which of these tools do they own?

Over the course of three survey cycles, between fall of 2005 and spring of 2007, 30 institutions have participated in the MISO Survey: Allegheny*, Barnard, Bates*, Beloit, Brandeis, Bryn Mawr, Bucknell*, Colby Sawyer, Connecticut*, Dickinson*, Earlham, University of Findlay, Haverford, Kenyon*, Lafayette, Luther, Middlebury*, Mills, Mitchell, Mt. Holyoke, Ohio Wesleyan*, Pacific Lutheran, Pomona, Rhodes, University of Richmond, Sewanee, Wagner, Wellesley and Wheaton (MA) [* indicating our NCG], plus St. Lawrence. Longitudinal data is not yet available, because MISO is still a relatively new survey. However, the Bryn Mawr/MISO Survey team has concluded that – with only very few exceptions related to newly emerging technologies – aggregate findings are consistent between 2007 data and 2005 - 2006 data. They also concluded that the data forms an even stronger set of indicators to help inform decisions than previously realized.

MISO was administered at St. Lawrence University for the first time in the spring of 2007 and included all faculty, administrative and clerical/secretarial staff, as well as a random stratified sample of 700 students. The overall response rate was robust: 67% of all faculty and 50% of all administrative and hourly staff responded. At 24%, the response rate from students invited to participate was

lower, but representative across all four class years, across gender, and across technology skill levels. A comparison of MISO items that have overlaps with questions we have collected from students to “full population” surveys match up very closely in mean response and distribution, giving us confidence that student responses to MISO are representative of the overall student body at St. Lawrence. Along with standard and non-negotiable MISO survey questions, the local MISO survey team (Sondra Smith, Christine Zimmerman, Eric Williams-Bergen, Bart Harloe, Kim Mooney, Rene Murphy and James Mattice) were able to customize portions of the survey and prepared a number of unique questions specific to our campus community. The entire survey process and all questions were formally approved by the St. Lawrence Institutional Review Board for Human Participants Research (Projects 06-39 and 06-46). For the purposes of this report, data analysis here excludes responses from IT and Library staff.

Finding 1: MISO results confirmed what we already knew about student satisfaction with IT and library services and resources through existing instruments, and affirmed faculty and staff satisfaction with same.

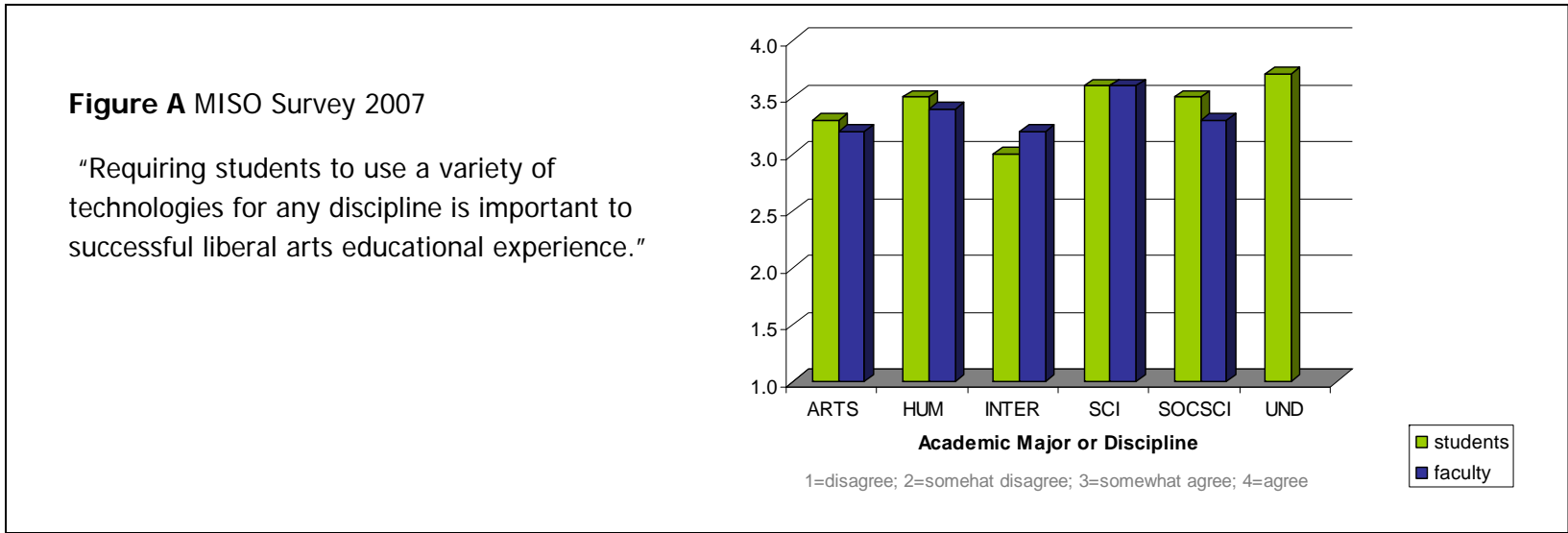
MISO results indicate that client satisfaction with both IT and the library is high at St. Lawrence and also above satisfaction levels at peer institutions across all three constituencies: faculty, staff and students. At St. Lawrence, mean ratings are 3.6 for IT and 3.8 for the library based on a 4.0 scale. By comparison, all MISO and MISO NCG institutions average 3.5 for IT satisfaction and 3.7 for library satisfaction. These findings validate survey data measuring student satisfaction with computing services and support, and student satisfaction with library facilities and resources (Appendix A, Figures 1 -4), while indicating broad satisfaction across all three constituencies.

Additionally, some of the findings for St. Lawrence mirror the universal findings of the MISO Survey, including that students, faculty and staff generally feel satisfied with services, yet more so with library than with IT services. On the other hand, respondents report feeling Somewhat uninformed about the range of IT and library services available to them; mean ratings are about a full point lower here than for specific satisfaction items. However, respondents also indicate knowing whom to contact for information.

Finding 2: MISO results at St. Lawrence validate other measures of student belief about the importance of technology in a liberal arts experience, while also affirming faculty belief in the importance of technology.

On a 4.0 scale, with 3.0 considered a strong positive indicator, MISO survey results demonstrate that faculty and students at St. Lawrence believe technology to be an important component of a liberal arts education. (Figure A, below) This correlates with recent first year student survey data, where students have increasingly indicated that advanced technology skills are very important, if not

essential, to the job market, and that it's also very important, if not essential, for faculty to expect students to keep up to date with technology. (Appendix A, Figures 5 and 6)



MISO results demonstrate a greater degree of specificity for discipline than do any existing measures. It's clear that science faculty and students are in agreement about the importance of technology, a discipline-specific insight that correlates with advanced technology skill for faculty and students. Among students, those majoring in the sciences report the largest percentage in the top quartile/most skilled (41%); the same is true for faculty in the sciences (46%). Converted to mean scores, skill levels range from 2.2 to 3.2. (Figure B, below)

Figure B MISO Survey 2007

Mean Skill Level by Academic Major/Discipline	Students	Faculty
Arts	2.8	2.3
Humanities	3.1	2.4
Interdisciplinary	2.2	2.6
Sciences	3.2	3.2
Social Sciences	2.9	2.6
Undeclared	2.5	n/a

Finding 3: MISO results help to spotlight areas of concern and guide strategic decisions for IT and the Library.

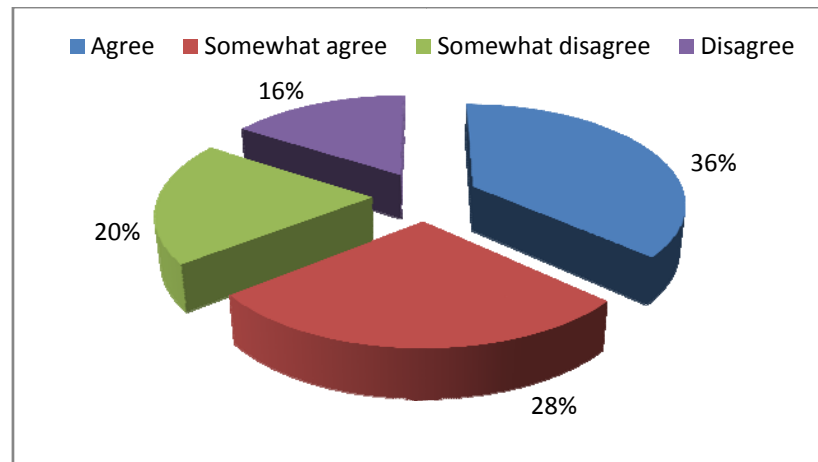
- **Concern for the degree of understanding about how to obtain guidance on copyright and fair use.**

MISO survey data indicate that less than two-thirds of all students (64%, all class years) agree or Somewhat agree that they know how to obtain guidance on copyright and fair use. (Figure C, below)

Figure C MISO, 2007

"I know how to obtain guidance on copyright and 'fair use' issues."

36% Agree
28% Somewhat agree
20% Somewhat disagree
16% Disagree



This finding is also consistent with senior survey ratings regarding student belief about knowledge on using information legally and ethically. (Appendix A, Figure 7)

- **Concern for the lack of knowledge about technology privacy issues, information security, viruses and spyware.**

MISO survey data indicate that two-thirds or more of all constituencies feel only Somewhat informed or not informed at all about technology privacy, information security, viruses and spyware; these issues pose a similar challenge at other institutions. (Figure D, below)

Figure D MISO, 2007
 Technology Issues: Privacy, Computing Viruses and Spyware, and Information Security
 Excluding IT and Library Staff

Somewhat Informed or Not Informed About Tech Issues	All	Students	Faculty	Admin Staff	Hourly Staff
Privacy Issues	67%	72%	74%	65%	63%
Viruses and Spyware	68%	75%	79%	67%	42%
Information Security	71%	77%	84%	68%	45%

- **Concern for low use of inter-library loans and circulation desk, particularly within the context of increasing library acquisitions costs and budget constraints.**

MISO survey data indicate that faculty and students rate both services as highly important and report being very satisfied, yet the majority report using these services infrequently or not at all. (Figures E and F, below)

Figure E MISO, 2007
 Inter-Library Loan

Indicator	Faculty	Students
Use never, or 1-2 times/semester	66%	85%

Important or very important	83%	53%
Somewhat satisfied or satisfied	95%	94%

Figure F MISO, 2007
Circulation Desk

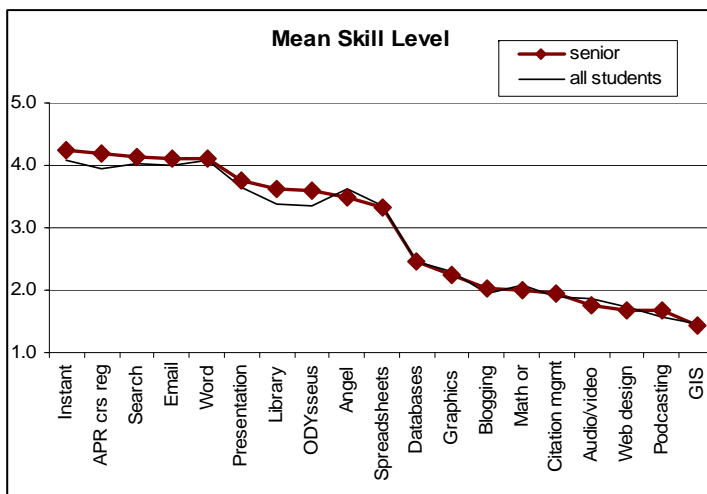
Indicator	Faculty	Students
Use never, or 1-2 times/semester	43%	55%
Important or very important	80%	68%
Somewhat satisfied or satisfied	100%	99%

- **Concern for relatively low skill levels in advanced technologies, and relatively low interest in training, overall.**

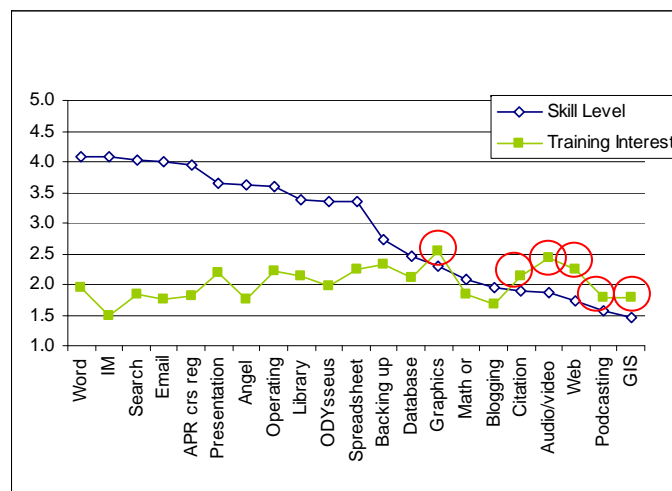
With regard for both information and library technology, skill level drops off markedly beyond the basic applications (e.g. Word, Internet search, IM), and there is little distinction in self-reported skill level between seniors and other students. (Figure G, below) Interest in training rarely exceeds 2.0 or "Somewhat interested". (Figure H, below)

Figure G ----- MISO Survey 2007 ----- Figure H

All Student vs. Senior Skill Levels



Student Skill Level and Training Interest



Technology skill scale: 1 = have not used; 2 = novice; 3 = basic; 4 = expert; 5 = advanced

Interest in training scale: 1 = not interested; 2 = somewhat interested; 3 = interested; 4 = very interested

While Figure G and Figure H, above, represent only student skill and interest levels, faculty and staff data demonstrate very similar patterns. Constituents generally feel skilled with only basic tools, and students report themselves to be more skilled than do faculty or staff. Further, at St. Lawrence there are few instances where interest in learning about a technology exceeds skill level (e.g. citation software, web authoring, audio/video editing, and graphics applications), as noted above.

In all cases, the patterns for level of technology skill and interest in training demonstrated by St. Lawrence data were quite closely replicated by MISO Survey data as a whole. Further, the Bryn Mawr/MISO Survey team identified two phenomena in the aggregate data: "I know enough", whereby highly skilled respondents were less interested in additional training than their less-skilled colleagues with regard to common skill sets; and the "motivated expert", whereby highly skilled respondents were more interested in additional training than their less-skilled colleagues with regard to more specialized skill sets.

- **Concern for resources implied by training preferences.**

In response to the question, “How interested are you in learning new technical or research skills by the following methods?” some distinctions among faculty, staff, and students are evident. Faculty and staff prefer one-on-one instruction or training workshops over other methods; students most prefer training workshops, with self-directed online tutorials as a second choice. It’s also noteworthy that faculty and staff are more averse to self-directed online tutorials than are students. (Figure I, below)

Figure I MISO Survey 2007

4.0 interest in training scale: 1= not interested; 2 = Somewhat interested; 3 = interested; 4 = very interested

Interest in Method of Training	Faculty	Students	All Staff
One-on-One Instruction	2.8	2.1	2.6
Workshop/Training Session	2.6	2.3	2.6
Self-Directed Online Tutorial	2.2	2.2	2.4
Self-Directed Documentation	2.0	2.0	2.2
Trial and Error	1.8	2.1	1.8

For further analysis, we grouped survey respondents into quartiles, based on their composite, self-rated skill levels across the 22 items listed in the survey. Distinctions based on skill level (top quartile being most skilled), however, are more difficult to discern. It’s also clear that neither trial and error nor self-directed documentation are a method of interest to most participants, and that our least skilled respondents are most comfortable receiving one-on-one instruction or attending training workshops, a labor intensive prospect. (Figure J, below)

Figure J MISO Survey, 2007

Interest in training scale: 1= not interested; 2 = somewhat interested; 3 = interested; 4 = very interested

Interest in Method of Training	Bottom Quartile	Second Quartile	Third Quartile	Top Quartile
One-on-One Instruction	2.5	2.5	2.5	2.4
Workshop/Training Session	2.5	2.5	2.6	2.5
Self-Directed Online Tutorial	<2.0	2.2	2.4	2.4
Self-Directed Documentation	<2.0	<2.0	<2.0	2.2
Trial and Error	<2.0	<2.0	<2.0	2.3

Further, data about training interests and technology skills sets up considerable challenges for both IT and the Library in developing and promoting training resources for faculty, staff and students. As a result of this survey, however, we have a much better understanding for how to focus limited training resources on topics of greatest interest and/or value for specific constituencies. In part as a response to this new information:

- Following capital approval, improved online training resources will be available within the 2008-09 academic year from IT, as a replacement to ElementK. We expect this kind of resource to be of most interest to students and have utilized students heavily in the evaluation and selection of new products during the fall of 2007. This is also a partial solution, in lieu of additional human resources to dedicate for this task and/or extensive expertise required for individual training or small group workshops;

- Information Technology and the Library have begun developing collaborative student staff training, which opens up opportunities for cross-training efficiencies between divisions;
- The educational technologies student training pilot, launched in the fall of 2007, has focused on topics of greatest interest and value to students. A component of this program, the educational technology training desk, operates in close collaboration with and is located within Launder's Science Library, where students may drop by for one-on-one instruction or request small group instruction;
- The Library is moving forward with space planning efforts, and expects to launch expanded library HelpDesk services in ODY in the fall of 2008

- **Concern for gaps between relative importance of, satisfaction with, and use of a resource or service.**

For IT, this included lower use of the IT website and IT HelpDesk by students and lower use of eClassroom facilities by faculty than we would like. It also includes lower satisfaction with off campus access to networked resources by faculty and with the wireless network by students than we would like. (Figure K, below)

For IT, however, MISO results also confirm the multiphase wireless networking plan as a component of the IT strategic plan, in which wireless networking is deployed first in student residences. Another positive for IT is learning that faculty and students are highly satisfied with ANGEL online learning management system. Further, other institutions' responses on this topic indicate that satisfaction with a standard solution in all cases (faculty, staff, and students) was higher than with open source solutions in use at other institutions. This additional insight has caused us to delay active evaluation of open source alternatives to ANGEL for the time being, in order to provide more time for open source solutions to mature.

For the library, MISO responses indicate lower use of interlibrary loan, reference and circulation services, particularly for students, than we would like. (Figure K, below) In part by way of response to this new information, the Library will implement a new federated "discovery tool" in the Fall of 2008, one that will provide more integrated access to both print and digital collections as well as adding new digital resources. These improvements will also require new outreach strategies to departments and programs, all of which ties back to the student research assistant program and the value of digitized content and toolsets, such as RefWorks.

Although not linked directly to Information Technology or to the Library, MISO data also indicates dissatisfaction with web development and design services, particularly for faculty. This does not come as a surprise, as the topic arose in the discourse of the Middle States self study. This may point to the size and scope of the task, the difficulty for developing professional departmental web pages with Dreamweaver and/or lack of human resources (IT or otherwise) dedicated to this service point. (Figure K, below)

Figure K MISO Survey, 2007

USE scale: 1 = never; 2 = 1-2x semester; 3 = 1-3x month; 4 = 1-3x week; 5 = more than 3x week
 IMPORTANCE scale: 4 = very important; 3 = important; 2 = somewhat important; 1 = not important (n/a response excluded)
 SATISFACTION scale: 1 = dissatisfied; 2 = somewhat dissatisfied; 3 = somewhat satisfied; 4 = satisfied

Select U/I/S Ratings	Use	Importance	Satisfaction
----- IT SPECIFIC -----			
IT website – all	2.6	2.7	3.5
IT website – students only	2.1	2.3	3.4
IT HelpDesk – all	2.2	3.1	3.4
IT HelpDesk – students only	1.8	2.5	3.3
eClassroom facilities – faculty only	2.7	2.9	3.4
Tech in meeting/class spaces – faculty and staff	3.0	3.2	3.5
Support for tech in meeting/class spaces – faculty and staff	1.9	3.1	3.6

ANGEL online learning management system – students only	4.0	3.1	3.6
Access data warehouse – staff only	1.9	2.3	3.5
APR – students only	2.6	3.6	3.6
APR – faculty only	3.0	3.5	3.4
Network access from off-campus – faculty only	3.6	3.5	3.3
Network access from off-campus – admin staff only	3.5	3.4	3.7
Wireless access to Internet on campus – all	2.2	2.8	3.1
Wireless access to Internet on campus – students only	2.9	3.2	3.0
----- LIBRARY SPECIFIC -----			
Select U/I/S Ratings	Use	Importance	Satisfaction
Inter-Library Loan services – students only	1.8	2.6	3.7
Reference services – students only	2.4	2.9	3.8
Circulation services—students only	2.4	2.8	3.8
----- WEB DEVELOPMENT -----			
Select U/I/S Ratings	Use	Importance	Satisfaction
Web development and design – all	n/a	n/a	3.1

Web development and design – faculty only	n/a	n/a	2.9
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In summary, the most important take-aways from the MISO Survey include:

1. Faculty, staff, and students are highly satisfied with library and IT services at St. Lawrence University, and our constituents are more satisfied, on average, than their peers at other institutions participating in the MISO Survey. For client-service organizations who deal daily with the challenges inherent in providing quality services in an educational environment, it's gratifying to know that our clients are largely satisfied. However, it's also clear that we have room for improvement, and need to pay careful attention to where levels of use, importance, and/or satisfaction seem to be out of sync.
2. Respondents from all institutions report feeling relatively uninformed about services and resources available, even if they believe they know who to talk to gain information, and that is also the case at St. Lawrence. Although it's impossible to know how much of that issue is related to information overload in general, this point is well taken. Both the Library and IT are developing new web sites, to be deployed by the fall of 2008, which will help improve communications. In addition to incorporating more web 2.0 features, however, we must continually reevaluate our respective modes and frequency of communications, and strive for ongoing improvements in campus communications.
3. Although it is some comfort to find that users at other institutions are also not highly motivated to attend training to gain more technology skill, it is problematic for any institution of higher learning and it is especially problematic because skill levels overall are relatively low. Even more importantly for St. Lawrence, first year and senior student survey data demonstrates the importance of technology in a liberal arts education, findings which were validated by MISO survey responses. The dynamics developing between lack of advanced technology skills and ambivalence about training, and the importance of technology for a liberal arts education as well as for career objectives, present significant challenges.

APPENDIX A

Survey Data from Other Institutional Data Collections

HEDS Senior Survey data indicates that student satisfaction with information technology services and support as well as library services and resources is strong, has improved over time, and reflects favorably within our NCG. (Figures 1 - 4)

Figure 1 ----- HEDS Senior Survey, IT, 2007 ----- **Figure 2**

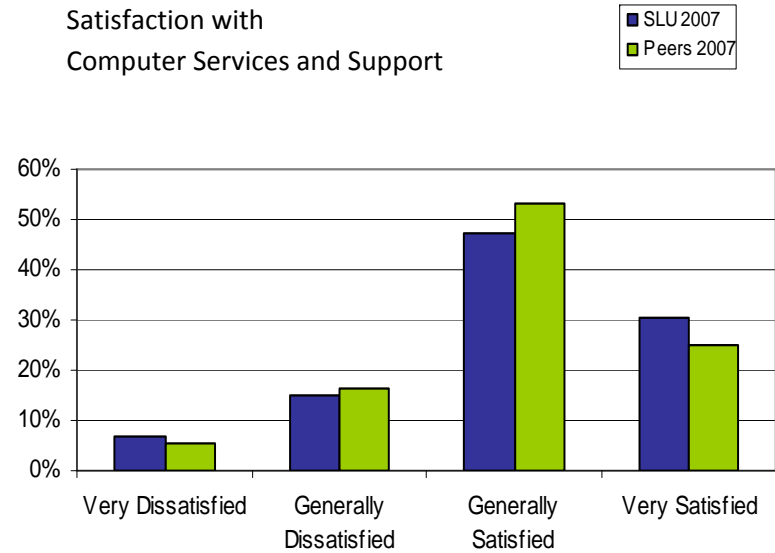
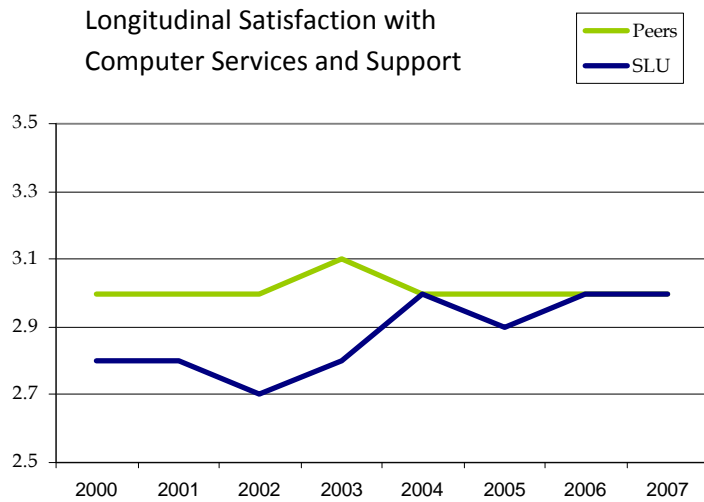
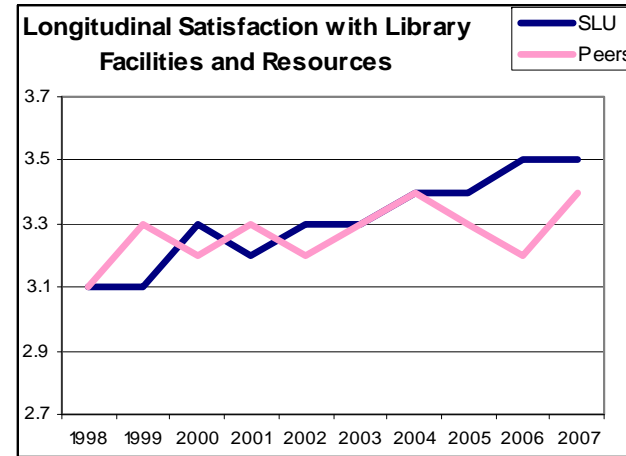
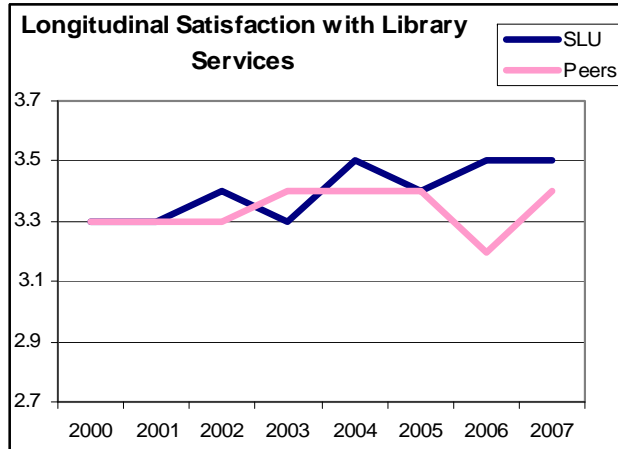


Figure 3 ----- HEDS Senior Survey, Library, 2007 ----- Figure 4



2007 CIRP Supplemental Survey results indicate that incoming first year students consider it important that faculty expect students to keep up to date with technology (Figure 5, below) and view advanced technology skills as very important for the job market. (Figure 6, below) In both cases, these categories increased from 2006 survey data, suggesting a trend we will continue to carefully observe.

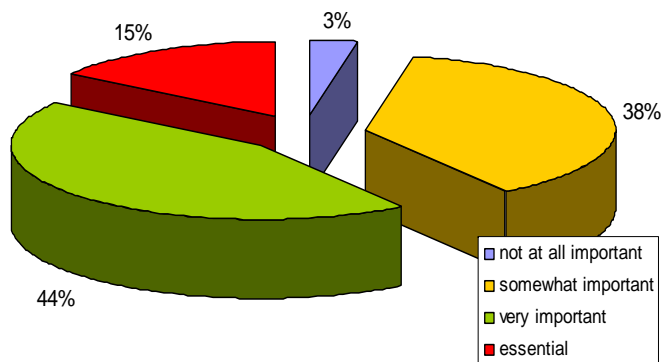


Figure 5 CIRP First Year Student IT Supplemental Survey, 2007

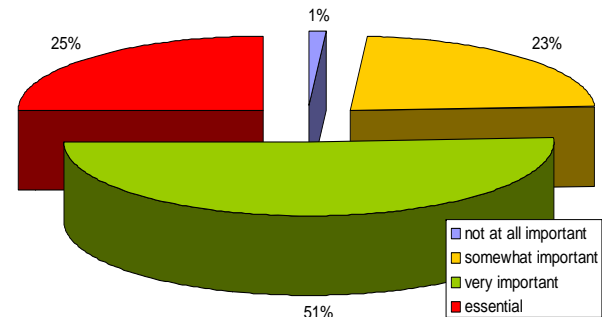
"How important is it for faculty to expect students to keep up to date with technology?"

- 15% Essential
- 44% Very Important
- 38% Somewhat Important
- 3% Not at all important

Figure 6 CIRP First Year Student IT Supplemental Survey, 2007

“How important are advanced technology skills for the job market?”

- 25% Essential
- 51% Very Important
- 23% Somewhat Important
- 1% Not at all important



HEDS senior student responses indicate that 61% seniors believe their St. Lawrence experience has contributed to their knowledge only moderately, a little, or not at all, for using information legally and ethically. (Figure 7, below) 49% of senior students believe that this has also been the case for researching, evaluating and interpreting information. (Figure 8, below)

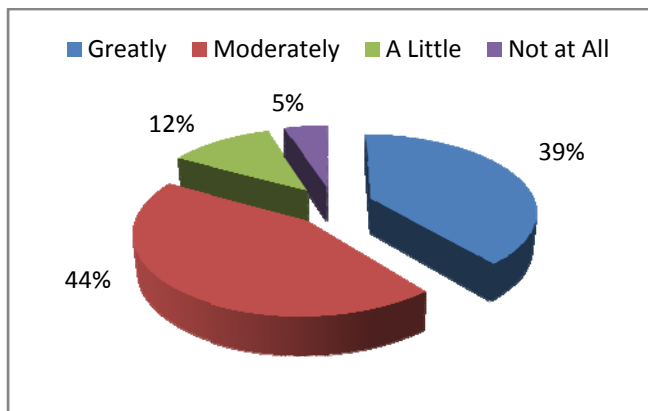


Figure 7 HEDS Senior Student Survey, 2007

“Has SLU contributed to your knowledge on using information legally and ethically?”

- 39% Greatly
- 44% Moderately
- 12% A Little
- 5% Not at all

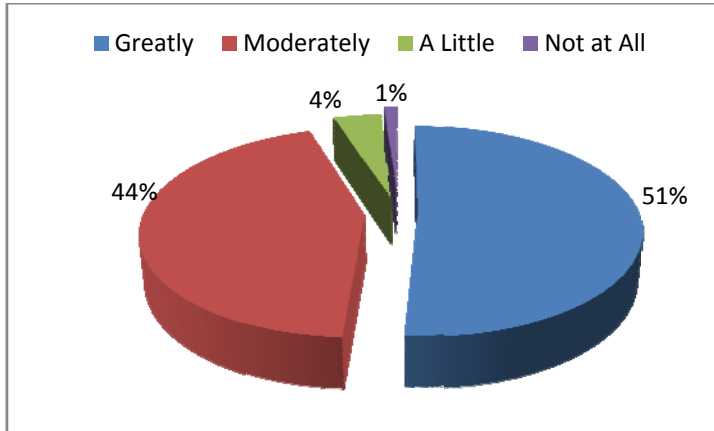


Figure 8 HEDS Senior Student Survey, 2007

"Has SLU contributed to your knowledge in researching, evaluating, and interpreting information?"

51% Greatly
44% Moderately
4% A Little
1% Not at all

APPENDIX B

2007 MISO Survey: Select Additional Data and Analysis

PART 1: [Technology Expectations for the Liberal Arts](#) (p. 21)

“Requiring students to use a variety of technologies for any discipline is important to a successful liberal arts education experience.”

PART 2: [Technology Skill and Interest in Training](#) (pp. 22-26)

TECHNOLOGY SKILL scale: 1 = have not used; 2 = novice; 3 = basic; 4 = expert; 5 = advanced

INTEREST in TRAINING scale: 1= not interested; 2 = somewhat interested; 3 = interested; 4 = very interested

PART 3: [Technology Use, Importance, and Satisfaction](#) (pp. 27-41)

USE scale: 1= never; 2 = 1-2x semester; 3 = 1-3x month; 4 = 1-3x week; 5 = more than 3x week

IMPORTANCE scale: 4 = very important; 3 = important; 2 = somewhat important; 1 = not important; n/a excluded

SATISFACTION scale: 1 = dissatisfied; 2 = somewhat dissatisfied; 3 = somewhat satisfied; 4 = satisfied

- Over the course of a semester, on average, how often do you use the following services?
- How important are these services to you?
- How dissatisfied or satisfied are you with the following resources and services?

PART 1: Technology Expectations for the Liberal Arts

"Requiring students to use a variety of technologies for any discipline is important to a successful liberal arts education experience"

STUDENTS	Arts	Humanities	Inter-discipl	Sciences	Social Sciences	undeclared
Disagree	8%	9%			2%	
Somewhat disagree			25%	4%	5%	
Somewhat agree	42%	22%	50%	32%	37%	32%
Agree	50%	70%	25%	64%	56%	68%
Total	12	23	4	56	41	19
	3.3	3.5	3.0	3.6	3.5	3.7

FACULTY	Arts	Humanities	Inter-discipl	Sciences	Social Sciences
Disagree	8%	2%	16%	2%	7%
Somewhat disagree	25%	9%	5%	9%	16%
Somewhat agree	8%	30%	26%	20%	23%
Agree	58%	58%	53%	70%	55%
Total	12	43	19	46	31
	3.2	3.4	3.2	3.6	3.3

PART 2: Technology Skill and Interest in Training

Figure 1: Faculty Technology Skill and Training Interest

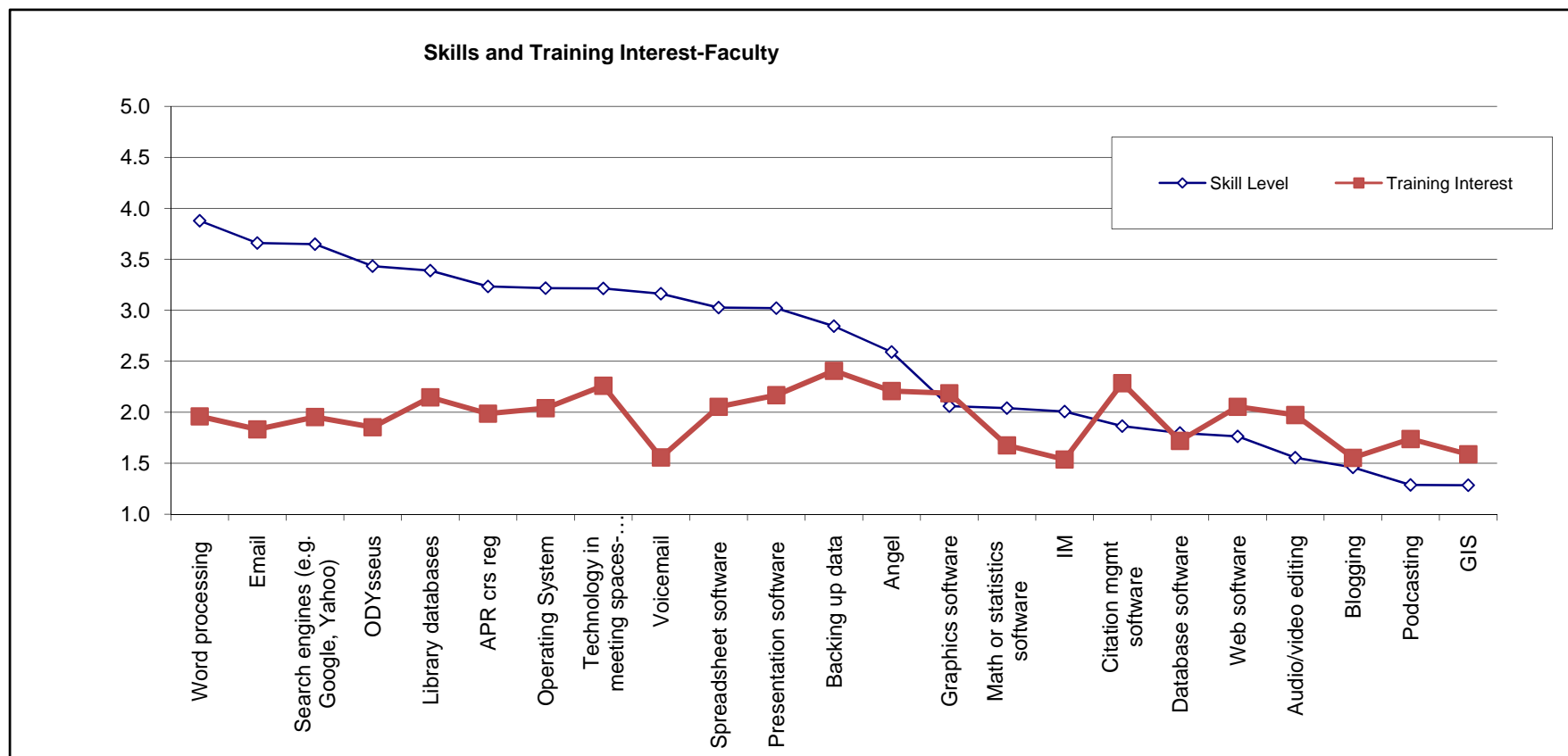


Figure 2: Administrative Staff Technology Skill and Training Interest

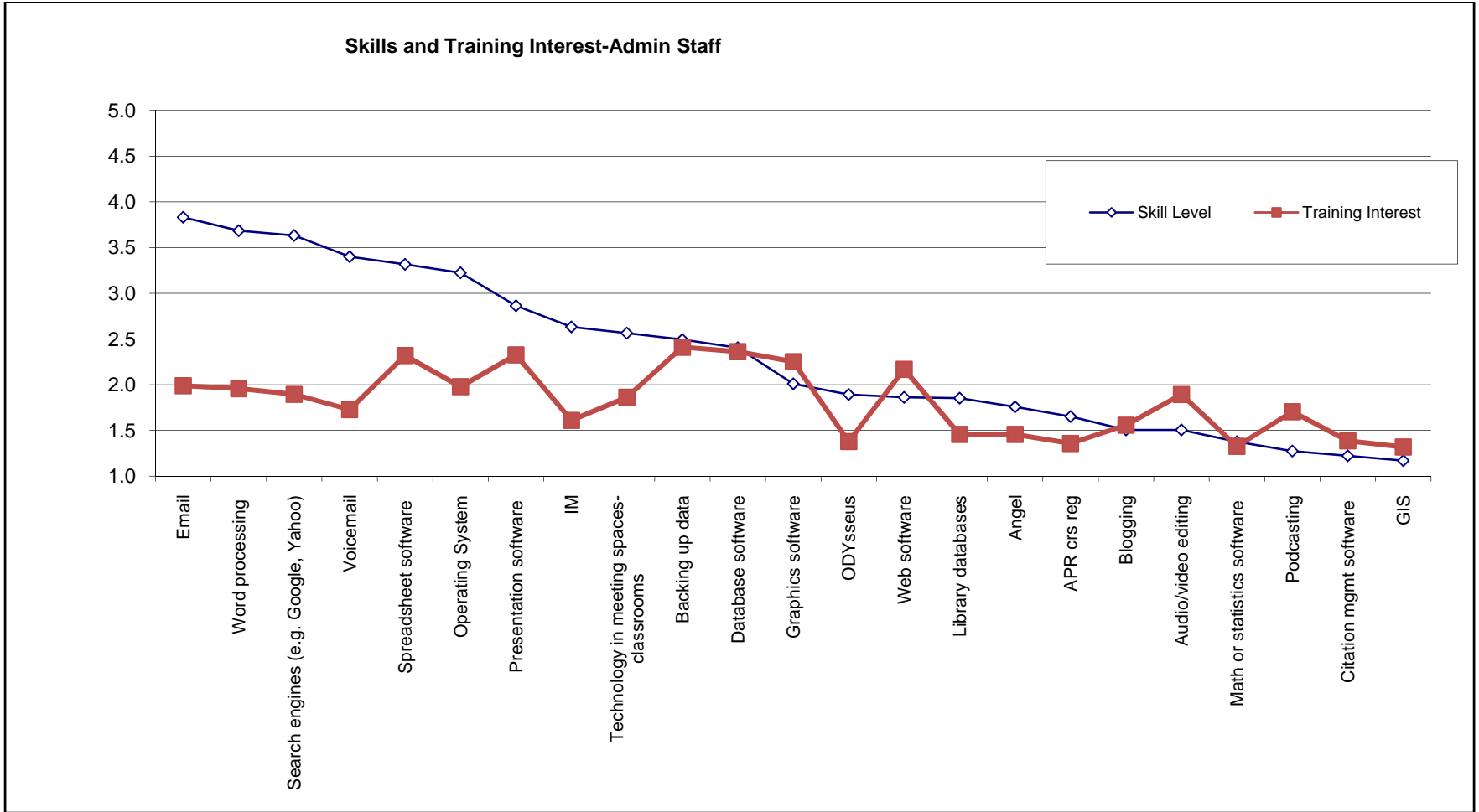
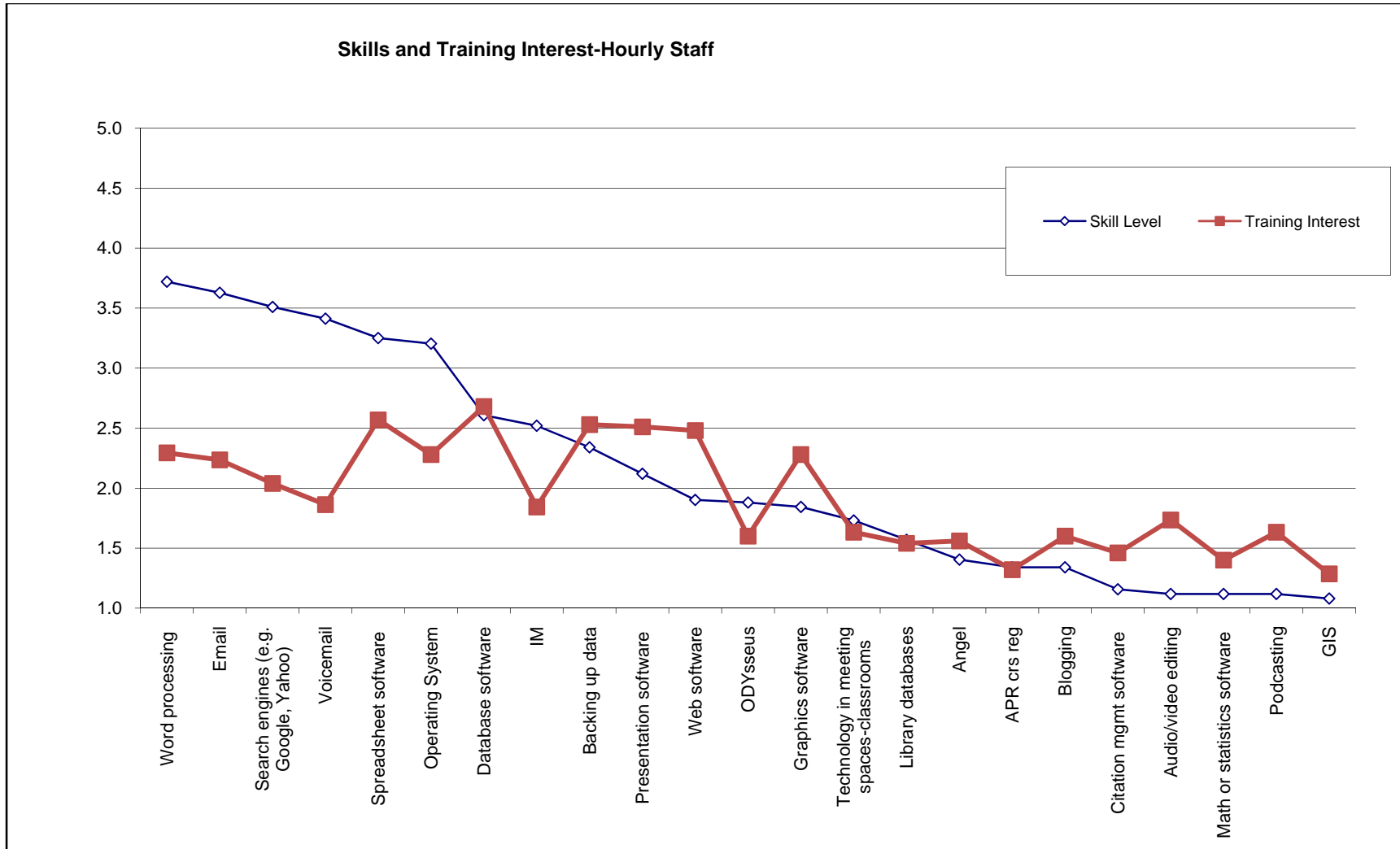


Figure 3: Hourly Staff Technology Skill and Training Interest



Data for Technology Skill and Training Interest (Figures 1-3, above; Figures G & H, page 9)

FACULTY and STUDENT DATA

FACULTY	SKILLS	TRAINING	STUDENTS	SKILLS	TRAINING
	2.6	1.9		2.9	2.0
Word processing	3.9	2.0	Word processing	4.1	1.9
Email	3.7	1.8	IM	4.1	1.5
Search engines (e.g. Google, Yahoo)	3.6	2.0	Search engines (e.g. Google, Yahoo)	4.0	1.8
ODYsseus	3.4	1.9	Email	4.0	1.8
Library databases	3.4	2.1	APR Course Reg	3.9	1.8
APR Course Reg	3.2	2.0	Presentation software	3.6	2.2
Operating System	3.2	2.0	ANGEL	3.6	1.8
Technology in meeting spaces-classrooms	3.2	2.3	Operating System	3.6	2.2
Voicemail	3.2	1.6	Library databases	3.4	2.1
Spreadsheet software	3.0	2.1	ODYsseus	3.4	2.0
Presentation software	3.0	2.2	Spreadsheet software	3.3	2.3
Backing up data	2.8	2.4	Backing up data	2.7	2.3
ANGEL	2.6	2.2	Database software	2.5	2.1
Math or statistics software	2.0	1.7	Math or statistics software	2.1	1.8
IM	2.0	1.5	Blogging	2.0	1.7
Citation mgmt software	1.9	2.3	Citation mgmt software	1.9	2.1
Database software	1.8	1.7	Audio/video editing	1.9	2.4
Web software	1.8	2.1	Web software	1.7	2.3
Audio/video editing	1.6	2.0	Podcasting	1.6	1.8
Blogging	1.5	1.6	GIS	1.5	1.8
Podcasting	1.3	1.7			
GIS	1.3	1.6			

Data for Technology Skill and Training Interest (Figures 1-3, above; Figures G & H, page 9)

ADMINISTRATIVE and HOURLY STAFF DATA

ADMINISTRATIVE STAFF	SKILLS	TRAINING	HOURLY STAFF	SKILLS	TRAINING
	2.3	1.8		2.1	1.9
Email	3.8	2.0	Word processing	3.7	2.3
Word processing	3.7	2.0	Email	3.6	2.2
Search engines (e.g. Google, Yahoo)	3.6	1.9	Search engines (e.g. Google, Yahoo)	3.5	2.0
Voicemail	3.4	1.7	Voicemail	3.4	1.9
Spreadsheet software	3.3	2.3	Spreadsheet software	3.3	2.6
Operating System	3.2	2.0	Operating System	3.2	2.3
Technology in meeting spaces-classrooms	2.6	1.9	Backing up data	2.3	2.5
Backing up data	2.5	2.4	Presentation software	2.1	2.5
Database software	2.4	2.4	Web software	1.9	2.5
Graphics software	2.0	2.3	ODYsseus	1.9	1.6
ODYsseus	1.9	1.4	Graphics software	1.8	2.3
Web software	1.9	2.2	Technology in meeting spaces-classrooms	1.7	1.6
Library databases	1.9	1.5	Library databases	1.6	1.5
ANGEL	1.8	1.5	ANGEL	1.4	1.6
APR crs reg	1.7	1.4	APR crs reg	1.3	1.3
Blogging	1.5	1.6	Blogging	1.3	1.6
Audio/video editing	1.5	1.9	Citation mgmt software	1.2	1.5
Math or statistics software	1.4	1.3	Audio/video editing	1.1	1.7
Podcasting	1.3	1.7	Math or statistics software	1.1	1.4
Citation mgmt software	1.2	1.4	Podcasting	1.1	1.6
GIS	1.2	1.3	GIS	1.1	1.3

Part 3: Technology Use, Importance, and Satisfaction

1. Over the course of a semester, on average, how often do you use the following services?

		All	Excluding IT and Library			
			Admin	Hourly	Faculty	Students
Use-ANGEL	4+ times/wk	21%	6%		31%	34%
	1-3 times/wk	20%	4%	2%	12%	48%
	1-3 times/month	8%	10%	2%	7%	9%
	1-2 times/sem	10%	10%	9%	15%	5%
	Never	41%	70%	87%	34%	4%
	Total	518	99	54	150	163
		2.7	1.7	1.2	2.9	4.0
Use-IT HelpDesk	4+ times/wk	3%	2%		1%	3%
	1-3 times/wk	5%	6%	2%	6%	1%
	1-3 times/month	20%	29%	32%	27%	5%
	1-2 times/sem	56%	60%	60%	62%	54%
	Never	16%	3%	6%	3%	37%
	Total	516	98	53	154	160
		2.2	2.4	2.3	2.4	1.8
Use-APR	4+ times/wk	4%	2%	2%	8%	2%
	1-3 times/wk	8%	1%	2%	19%	6%
	1-3 times/month	25%	4%	2%	39%	40%
	1-2 times/sem	29%	16%	4%	28%	52%
	Never	33%	77%	90%	6%	
	Total	519	99	52	154	162
		2.2	1.4	1.2	3.0	2.6
Use-IT Web Site	4+ times/wk	9%	7%	6%	8%	6%
	1-3 times/wk	12%	13%	9%	13%	10%
	1-3 times/month	27%	38%	45%	30%	13%
	1-2 times/sem	31%	34%	28%	34%	31%

	Never	21%	7%	11%	14%	41%
	Total	523	99	53	156	163
		2.6	2.8	2.7	2.7	2.1
Use-Interlibrary Loan	4+ times/wk	2%			3%	1%
	1-3 times/wk	3%		2%	6%	2%
	1-3 times/month	14%	2%	2%	26%	12%
	1-2 times/sem	35%	16%	12%	48%	42%
	Never	46%	82%	85%	17%	43%
	Total	522	99	52	155	164
		1.8	1.2	1.2	2.3	1.8
Use-Library Circulation Services	4+ times/wk	4%			5%	3%
	1-3 times/wk	10%	1%	6%	17%	9%
	1-3 times/month	24%	8%		35%	33%
	1-2 times/sem	27%	19%	20%	30%	36%
	Never	35%	72%	74%	13%	19%
	Total	521	99	54	155	162
		2.2	1.4	1.4	2.7	2.4
Use-Library Reference Services	4+ times/wk	3%			4%	4%
	1-3 times/wk	6%			11%	8%
	1-3 times/month	19%	5%	4%	22%	30%
	1-2 times/sem	35%	19%	19%	49%	40%
	Never	36%	76%	77%	13%	18%
	Total	522	99	53	157	161
		2.1	1.3	1.3	2.4	2.4
Use-Library Web Site	4+ times/wk	18%		4%	29%	15%
	1-3 times/wk	17%	4%	4%	21%	26%
	1-3 times/month	25%	8%	13%	32%	40%
	1-2 times/sem	16%	25%	15%	9%	17%
	Never	25%	63%	64%	8%	3%
	Total	519	99	53	154	162
		2.9	1.5	1.7	3.5	3.3
Use-ODYsseus	4+ times/wk	15%			23%	10%
	1-3 times/wk	19%	5%	8%	29%	24%
	1-3 times/month	22%	7%	6%	28%	38%

	1-2 times/sem	18%	22%	17%	12%	23%
	Never	26%	66%	69%	8%	4%
	Total	521	99	52	156	162
		2.8	1.5	1.5	3.5	3.1
Use-Library Databases (e.g. LexisNexis, JSTOR)	4+ times/wk	13%	3%		20%	9%
	1-3 times/wk	16%	6%	4%	25%	21%
	1-3 times/month	25%	5%	2%	30%	44%
	1-2 times/sem	15%	15%	9%	15%	18%
	Never	31%	71%	85%	11%	7%
	Total	525	99	54	158	162
		2.6	1.6	1.2	3.3	3.1
Use-Access to Online Resources from Off-Campus	4+ times/wk	19%	28%	4%	28%	7%
	1-3 times/wk	13%	15%	13%	21%	5%
	1-3 times/month	17%	18%	9%	17%	17%
	1-2 times/sem	24%	19%	28%	17%	36%
	Never	27%	19%	46%	18%	35%
	Total	518	98	54	155	160
		2.7	3.1	2.0	3.2	2.1
Use-Wireless Access to the Internet On Campus	4+ times/wk	14%	11%	2%	8%	20%
	1-3 times/wk	8%	6%		4%	20%
	1-3 times/month	12%	15%	2%	6%	19%
	1-2 times/sem	14%	15%	11%	19%	13%
	Never	52%	53%	85%	62%	28%
	Total	521	99	54	154	162
		2.2	2.1	1.2	1.8	2.9
Use-Technology in Meeting Spaces-Classrooms	4+ times/wk	24%	9%		43%	
	1-3 times/wk	16%	14%	2%	25%	
	1-3 times/month	16%	19%	15%	16%	
	1-2 times/sem	18%	31%	21%	8%	
	Never	26%	26%	62%	8%	
	Total	355	99	53	151	
		2.9	2.5	1.6	3.9	
Use-Support for Technology in Meeting	4+ times/wk	5%	3%		5%	

Spaces-Classrooms						
	1-3 times/wk	3%			5%	
	1-3 times/month	14%	16%	4%	19%	
	1-2 times/sem	40%	35%	28%	49%	
	Never	39%	46%	68%	22%	
	Total	354	98	50	154	
		2.0	1.8	1.4	2.2	
Use-eClassroom Facilities	4+ times/wk	14%			24%	4%
	1-3 times/wk	11%			13%	10%
	1-3 times/month	8%			7%	9%
	1-2 times/sem	21%			17%	24%
	Never	45%			38%	53%
	Total	322			152	161
		2.3			2.7	1.9
Use-Network Access from Off-Campus/Home	4+ times/wk	37%	40%	8%	45%	
	1-3 times/wk	13%	14%	10%	15%	
	1-3 times/month	12%	16%	12%	9%	
	1-2 times/sem	13%	10%	19%	12%	
	Never	25%	19%	52%	19%	
	Total	358	99	52	156	
		3.2	3.5	2.0	3.6	
Use-Access Data Warehouse	4+ times/wk	15%	15%	17%		
	1-3 times/wk	5%	5%	4%		
	1-3 times/month	3%	3%	4%		
	1-2 times/sem	8%	9%	6%		
	Never	70%	67%	70%		
	Total	192	97	53		
		1.9	1.9	1.9		
Use-Access to Public Computer Lab/Work Stations	4+ times/wk	26%				26%
	1-3 times/wk	21%				21%
	1-3 times/month	20%				20%
	1-2 times/sem	17%				17%
	Never	16%				16%
	Total	162				162
		3.2				3.2

2. How important are these services to you?

		All	Excluding IT and Library			
			Admin	Hourly	Faculty	Students
Imp-ANGEL	Very important	32%	15%	3%	41%	41%
	Important	21%	10%	5%	14%	38%
	Somewhat imp.	17%	13%	16%	18%	15%
	Not Important	31%	61%	76%	27%	6%
	Total	452	67	37	150	161
		2.5	1.8	1.4	2.7	3.1
Imp-IT HelpDesk	Very important	43%	52%	52%	57%	18%
	Important	29%	31%	32%	28%	31%
	Somewhat imp.	20%	17%	14%	13%	31%
	Not Important	8%		2%	3%	20%
	Total	498	96	50	152	153
		3.1	3.4	3.3	3.4	2.5
Imp-APR	Very important	50%	14%	6%	67%	63%
	Important	19%	14%		19%	31%
	Somewhat imp.	10%	11%	22%	11%	6%
	Not Important	20%	62%	72%	4%	
	Total	444	65	36	151	156
		3.0	1.8	1.4	3.5	3.6
Imp-IT Web Site	Very important	27%	35%	33%	34%	7%
	Important	33%	38%	33%	33%	32%
	Somewhat imp.	27%	20%	24%	24%	39%
	Not Important	13%	7%	10%	10%	22%
	Total	502	96	49	155	152
		2.7	3.0	2.9	2.9	2.3
Imp-Interlibrary Loan	Very important	35%	13%	10%	61%	22%
	Important	22%	10%	10%	22%	31%
	Somewhat imp.	22%	25%	23%	12%	34%
	Not Important	20%	51%	56%	5%	13%
	Total	459	68	39	153	154

		2.7	1.9	1.7	3.4	2.6
Imp-Library Circulation Services	Very important	39%	19%	10%	67%	23%
	Important	24%	12%	17%	13%	45%
	Somewhat imp.	19%	19%	20%	15%	25%
	Not Important	18%	51%	54%	5%	8%
	Total	467	69	41	154	159
		2.8	2.0	1.8	3.4	2.8
Imp-Library Reference Services	Very important	34%	15%	5%	55%	25%
	Important	30%	18%	22%	25%	45%
	Somewhat imp.	18%	21%	20%	15%	22%
	Not Important	18%	45%	54%	5%	8%
	Total	466	71	41	155	156
		2.8	2.0	1.8	3.3	2.9
Imp-Library Web Site	Very important	45%	18%	15%	68%	42%
	Important	24%	16%	15%	14%	38%
	Somewhat imp.	15%	24%	24%	10%	14%
	Not Important	16%	42%	46%	7%	6%
	Total	473	74	41	155	160
		3.0	2.1	2.0	3.4	3.2
Imp-ODYsseus	Very important	47%	15%	21%	70%	45%
	Important	24%	15%	13%	17%	37%
	Somewhat imp.	13%	27%	8%	9%	13%
	Not Important	16%	43%	58%	4%	5%
	Total	455	67	38	149	159
		3.0	2.0	2.0	3.5	3.2
Imp-Library Databases (e.g. LexisNexis, JSTOR)	Very important	52%	17%	14%	74%	58%
	Important	19%	15%	14%	13%	25%
	Somewhat imp.	11%	20%	8%	9%	12%
	Not Important	18%	48%	65%	4%	6%
	Total	455	71	37	152	154
		3.1	2.0	1.8	3.6	3.3
Imp-Access to Online Resources from Off-Campus	Very important	47%	52%	21%	72%	27%
	Important	25%	20%	26%	13%	41%
	Somewhat imp.	17%	18%	26%	8%	23%
	Not Important	11%	10%	28%	7%	9%

	Total	481	90	39	151	152
		3.1	3.1	2.4	3.5	2.9
Imp-Online Course Reserves	Very important	18%			27%	9%
	Important	21%			16%	25%
	Somewhat imp.	30%			23%	39%
	Not Important	31%			34%	27%
	Total	271			137	126
		2.3			2.4	2.2
Imp-Wireless Access to the Internet on Campus	Very important	39%	36%	15%	33%	51%
	Important	22%	21%	15%	20%	26%
	Somewhat imp.	17%	22%	21%	18%	14%
	Not Important	22%	20%	49%	29%	9%
	Total	460	85	39	141	150
		2.8	2.7	2.0	2.6	3.2
Imp-Technology in Meeting Spaces-Classrooms	Very important	56%	50%	20%	71%	
	Important	21%	24%	25%	20%	
	Somewhat imp.	10%	14%	9%	7%	
	Not Important	13%	13%	45%	2%	
	Total	332	88	44	156	
		3.2	3.1	2.2	3.6	
Imp-Support for Technology in Meeting Spaces-Classrooms	Very important	48%	45%	27%	56%	
	Important	26%	22%	20%	31%	
	Somewhat imp.	12%	16%	11%	9%	
	Not Important	14%	16%	41%	4%	
	Total	324	86	44	151	
		3.1	3.0	2.3	3.4	
Imp-eClassroom Facilities	Very important	32%			48%	15%
	Important	22%			18%	25%
	Somewhat imp.	23%			12%	35%
	Not Important	23%			22%	25%
	Total	264			132	124
		2.6			2.9	2.3
Imp-Network Access from Off-Campus/Home	Very important	61%	64%	27%	74%	
	Important	16%	17%	25%	12%	
	Somewhat imp.	10%	8%	25%	5%	

	Not Important	12%	10%	23%	10%	
	Total	329	87	48	147	
		3.3	3.4	2.6	3.5	
Imp-Access Data Warehouse	Very important	30%	34%	26%		
	Important	13%	14%	8%		
	Somewhat imp.	16%	16%	10%		
	Not Important	42%	36%	56%		
	Total	134	64	39		
		2.3	2.5	2.0		
Imp-Access to Public Computer Lab/Work Stations	Very important	48%				48%
	Important	34%				34%
	Somewhat imp.	11%				11%
	Not Important	7%				7%
	Total	147				147
		3.2				3.2

3. How dissatisfied or satisfied are you with the following resources and services?

		All	Excluding IT and Library			
			Admin	Hourly	Faculty	Students
Satisfaction-ANGEL	Satisfied	66%	76%	75%	59%	70%
	Somewhat satisfied	26%	17%	25%	29%	26%
	Somewhat dissatisfied	7%	7%		11%	3%
	Dissatisfied	2%			2%	2%
	Total	311	29	4	105	155
		3.5	3.7	3.8	3.4	3.6
Satisfaction -IT HelpDesk	Satisfied	58%	65%	60%	57%	48%
	Somewhat satisfied	31%	27%	31%	33%	34%
	Somewhat dissatisfied	9%	9%	4%	8%	12%
	Dissatisfied	3%		4%	2%	6%
	Total	463	94	48	149	128
		3.4	3.6	3.5	3.4	3.3
Satisfaction-APR	Satisfied	65%	90%	80%	57%	67%
	Somewhat satisfied	27%	11%	20%	32%	27%

	Somewhat dissatisfied	7%			9%	6%
	Dissatisfied	1%			2%	1%
	Total	332	19	5	136	158
		3.6	3.9	3.8	3.4	3.6
Satisfaction -Availability of Wireless Access on Campus	Satisfied	45%	42%	79%	36%	42%
	Somewhat satisfied	32%	36%	14%	41%	29%
	Somewhat dissatisfied	13%	17%		12%	15%
	Dissatisfied	10%	5%	7%	12%	14%
	Total	340	64	14	84	143
		3.1	3.2	3.6	3.0	3.0
Satisfaction - Performance of Wireless Access on Campus	Satisfied	49%	52%	60%	42%	44%
	Somewhat satisfied	36%	38%	40%	43%	35%
	Somewhat dissatisfied	10%	11%		12%	12%
	Dissatisfied	5%			3%	10%
	Total	302	56	10	67	136
		3.3	3.4	3.6	3.2	3.1
Satisfaction - IT Web Site	Satisfied	59%	64%	69%	60%	50%
	Somewhat satisfied	34%	33%	29%	29%	43%
	Somewhat dissatisfied	6%	3%	2%	10%	5%
	Dissatisfied	2%			2%	2%
	Total	441	89	45	131	129
		3.5	3.6	3.7	3.5	3.4
Satisfaction -Interlibrary Loan	Satisfied	81%	88%	85%	84%	79%
	Somewhat satisfied	13%	13%	15%	11%	15%
	Somewhat dissatisfied	4%			5%	6%
	Dissatisfied	1%				
	Total	328	24	13	134	123
		3.7	3.9	3.8	3.8	3.7
Satisfaction -Library Circulation Services	Satisfied	86%	89%	88%	91%	82%
	Somewhat satisfied	13%	11%	13%	9%	17%
	Somewhat dissatisfied	1%				1%
	Dissatisfied					
	Total	360	27	16	139	142
		3.9	3.9	3.9	3.9	3.8
Satisfaction -Library	Satisfied	84%	83%	86%	87%	82%

Reference Services	Somewhat satisfied	14%	17%	14%	11%	16%
	Somewhat dissatisfied	3%			2%	3%
	Dissatisfied					
	Total	353	30	14	135	142
		3.8	3.8	3.9	3.8	3.8
Satisfaction -Library Information on Library Web Site	Satisfied	75%	77%	90%	75%	76%
	Somewhat satisfied	19%	17%	11%	17%	22%
	Somewhat dissatisfied	5%	6%		6%	2%
	Dissatisfied	1%			2%	1%
	Total	380	35	19	136	151
		3.7	3.7	3.9	3.6	3.7
Satisfaction -ODYsseus	Satisfied	81%	86%	80%	84%	77%
	Somewhat satisfied	17%	11%	15%	15%	22%
	Somewhat dissatisfied	2%	4%		2%	1%
	Dissatisfied	1%		5%		1%
	Total	373	28	20	137	149
		3.8	3.8	3.7	3.8	3.7
Satisfaction -Access to Online Resources from Off-Campus	Satisfied	66%	71%	71%	64%	58%
	Somewhat satisfied	23%	26%	25%	20%	29%
	Somewhat dissatisfied	8%	3%	4%	13%	10%
	Dissatisfied	3%			4%	4%
	Total	419	80	28	133	137
		3.5	3.7	3.7	3.4	3.4
Satisfaction- eReserves	Satisfied	63%			68%	59%
	Somewhat satisfied	31%			27%	35%
	Somewhat dissatisfied	5%			5%	5%
	Dissatisfied	1%				1%
	Total	163			59	98
		3.6			3.6	3.5
Satisfaction -Network Stability	Satisfied	66%	74%	84%	63%	52%
	Somewhat satisfied	27%	24%	16%	31%	33%
	Somewhat dissatisfied	6%	2%		5%	14%
	Dissatisfied	1%			1%	2%
	Total	495	93	49	147	156
		3.6	3.7	3.8	3.6	3.3

Satisfaction - Email Services	Satisfied	75%		80%	82%	73%	68%
	Somewhat satisfied	19%		18%	14%	21%	19%
	Somewhat dissatisfied	5%		1%	4%	5%	10%
	Dissatisfied	1%		1%		1%	3%
	Total	503		97	50	150	156
		3.7		3.8	3.8	3.7	3.5
Satisfaction - Email SPAM filtering	Satisfied	60%		57%	59%	52%	65%
	Somewhat satisfied	26%		29%	29%	28%	22%
	Somewhat dissatisfied	12%		12%	12%	15%	9%
	Dissatisfied	3%		2%		5%	3%
	Total	495		96	49	149	152
		3.4		3.4	3.5	3.3	3.5
Satisfaction - Virus Protection	Satisfied	70%		78%	80%	75%	52%
	Somewhat satisfied	21%		19%	16%	19%	30%
	Somewhat dissatisfied	6%		2%	2%	5%	12%
	Dissatisfied	3%		1%	2%	1%	7%
	Total	494		96	50	146	153
		3.6		3.7	3.7	3.7	3.3
Satisfaction - Borrowing Materials from the Library	Satisfied	85%		86%	92%	89%	
	Somewhat satisfied	13%		14%	8%	10%	
	Somewhat dissatisfied	1%				1%	
	Dissatisfied	0%					
	Total	373		42	13	135	
		3.8		3.9	3.9	3.9	
Satisfaction - Status Information on Computing Problems	Satisfied	56%		60%	67%	63%	
	Somewhat satisfied	30%		35%	23%	27%	
	Somewhat dissatisfied	11%		5%	9%	5%	
	Dissatisfied	3%				5%	
	Total	420		85	43	128	
		3.4		3.6	3.6	3.5	
Satisfaction - Your Input Into Computing Decisions that Affect You	Satisfied	45%		50%	61%	35%	
	Somewhat satisfied	31%		38%	30%	37%	
	Somewhat dissatisfied	18%		7%	9%	20%	
	Dissatisfied	6%		6%		8%	
	Total	369		72	33	100	

		3.2		3.3	3.5	3.0
Satisfaction -Your Input into Library Decisions that Affect You	Satisfied	45%		59%	50%	41%
	Somewhat satisfied	30%		35%	50%	29%
	Somewhat dissatisfied	19%		7%		20%
	Dissatisfied	6%				10%
	Total	303		29	10	107
		3.1		3.5	3.5	3.0
Satisfaction -Overall Computing Service	Satisfied	67%		67%	85%	60%
	Somewhat satisfied	30%		31%	15%	36%
	Somewhat dissatisfied	3%		2%		3%
	Dissatisfied	0%				1%
	Total	488		93	46	146
		3.6		3.6	3.8	3.6
Satisfaction -Overall Library Service	Satisfied	82%		83%	90%	81%
	Somewhat satisfied	17%		15%	10%	17%
	Somewhat dissatisfied	1%		2%		1%
	Dissatisfied	0%				1%
	Total	411		52	20	143
		3.8		3.8	3.9	3.8
Satisfaction -Technology in Meeting Spaces-Classrooms	Satisfied	64%		72%	75%	53%
	Somewhat satisfied	29%		25%	25%	34%
	Somewhat dissatisfied	7%		3%		12%
	Dissatisfied	1%				1%
	Total	275		75	24	141
		3.6		3.7	3.8	3.4
Satisfaction -Support for Technology in Meeting Spaces-Classrooms	Satisfied	66%		69%	75%	60%
	Somewhat satisfied	29%		27%	21%	34%
	Somewhat dissatisfied	4%		4%	4%	6%
	Dissatisfied	0%				
	Total	272		75	24	140
		3.6		3.7	3.7	3.5
Satisfaction-Desktop Computer Replacement	Satisfied	52%		57%	77%	43%
	Somewhat satisfied	27%		30%	18%	26%
	Somewhat dissatisfied	14%		10%	5%	20%
	Dissatisfied	6%		4%		11%

	Total	300	81	44	129
		3.3	3.4	3.7	3.0
Satisfaction -Knowing Whom to Contact for Your Desktop Computing Needs	Satisfied	65%	69%	79%	57%
	Somewhat satisfied	24%	21%	17%	30%
	Somewhat dissatisfied	8%	10%	2%	10%
	Dissatisfied	3%	1%	2%	3%
	Total	331	92	48	145
		3.5	3.6	3.7	3.4
Satisfaction -Knowing Whom to Contact for Your APR Course Reg. Needs	Satisfied	62%	77%	40%	59%
	Somewhat satisfied	21%	12%	40%	21%
	Somewhat dissatisfied	12%	6%	20%	14%
	Dissatisfied	6%	6%		7%
	Total	163	17	5	124
		3.4	3.6	3.2	3.3
Satisfaction -Knowing Whom to Contact for Your IT Needs	Satisfied	61%			61%
	Somewhat satisfied	26%			27%
	Somewhat dissatisfied	12%			11%
	Dissatisfied	1%			2%
	Total	143			135
		3.5			3.5
Satisfaction -Knowing Whom to Contact for Your Library Needs	Satisfied	81%	77%	86%	79%
	Somewhat satisfied	15%	17%	10%	17%
	Somewhat dissatisfied	4%	6%	5%	4%
	Dissatisfied	0%			1%
	Total	248	47	21	144
		3.8	3.7	3.8	3.7
Satisfaction -Support When you have a Desktop Computing Problem	Satisfied	69%	68%	74%	65%
	Somewhat satisfied	23%	20%	22%	28%
	Somewhat dissatisfied	6%	10%	2%	6%
	Dissatisfied	2%	2%	2%	1%
	Total	331	93	46	146
		3.6	3.5	3.7	3.6
Satisfaction -Support When You Have an APR	Satisfied	78%	83%	60%	75%
	Somewhat satisfied	15%	6%	20%	17%

Course Reg Problem	Somewhat dissatisfied	5%	6%		7%
	Dissatisfied	2%	6%	20%	1%
	Total	134	18	5	93
		3.7	3.7	3.2	3.7
Satisfaction -Support for Your Innovative Ideas	Satisfied	53%	55%	32%	49%
	Somewhat satisfied	33%	26%	53%	35%
	Somewhat dissatisfied	10%	14%	16%	6%
	Dissatisfied	5%	5%		9%
	Total	177	42	19	79
		3.3	3.3	3.2	3.3
Satisfaction -Support for your Specialized Computing Needs	Satisfied	58%	67%	57%	44%
	Somewhat satisfied	30%	23%	33%	40%
	Somewhat dissatisfied	6%	5%	7%	8%
	Dissatisfied	6%	6%	3%	8%
	Total	221	66	30	87
		3.4	3.5	3.4	3.2
Satisfaction -ConnectNY	Satisfied	76%			76%
	Somewhat satisfied	20%			20%
	Somewhat dissatisfied	5%			5%
	Dissatisfied				
	Total	112			112
		3.7			3.7
Satisfaction -eClassroom Facilities	Satisfied	57%			50%
	Somewhat satisfied	34%			36%
	Somewhat dissatisfied	7%			13%
	Dissatisfied	1%			1%
	Total	204			94
		3.5			3.4
					3.6
Satisfaction -Access to Public Computer Lab/Work Stations	Satisfied	75%			75%
	Somewhat satisfied	23%			23%
	Somewhat dissatisfied	2%			2%
	Dissatisfied	1%			1%
	Total	142			142
		3.7			3.7
Satisfaction -Access Data	Satisfied	66%	56%	77%	

Warehouse	Somewhat satisfied	23%	27%	24%	
	Somewhat dissatisfied	11%	17%		
	Dissatisfied				
	Total	73	41	17	
		3.5	3.4	3.8	
Satisfaction -Network Access from Off- Campus/Home	Satisfied	66%	70%	73%	57%
	Somewhat satisfied	24%	26%	24%	25%
	Somewhat dissatisfied	8%	4%	3%	13%
	Dissatisfied	3%			5%
	Total	280	81	33	130
		3.5	3.7	3.7	3.3
Satisfaction -Web Dev. and Design	Satisfied	49%	54%	66%	33%
	Somewhat satisfied	31%	29%	29%	33%
	Somewhat dissatisfied	12%	10%	6%	20%
	Dissatisfied	8%	8%		13%
	Total	253	80	35	99
		3.2	3.3	3.6	2.9

APPENDIX C
2007 MISO Survey Response Rate

	All	Admin	Hourly	Faculty	Students
Responses	531	100	55	159	165
Sample Size	1305	197	111	237	700
Response Rate	41%	51%	50%	67%	24%
Male	218	39	6	78	69
Female	292	58	46	74	91
# not indicated	21	3	3	7	5

* Stratified sample for students resulted in rel. even response rate across all four class years