



EFFECTIVENESS SURVEY NO. 2: MSU FACT BOOK

Office of Institutional Research
Montclair State University

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Montclair State University

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MSU Fact Book

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SUMMARY

In Fall 2006, the Office of Institutional Research (OIR) surveyed managers and department chairpersons at Montclair State University regarding their use of, and satisfaction with, the OIR Fact Book. This was the second in a series of effectiveness surveys that will be administered by OIR in order to evaluate and improve services and information provided by the office to the University community.

The Fact Book effectiveness survey was designed, locally, by OIR, and administered online to selected MSU employees (a copy of the instrument is included in this report). Employees selected to participate in the survey received two email messages during November 2006 inviting them to participate in the voluntary, confidential, online survey.

A. Response Rates and Representativeness

- Invitations were sent to 142 MSU employees, and 60 completed the survey for a response rate of over 42%. [Table A-1]
- Survey respondents did not differ from their peers on any of the eight dimensions examined.

The differences between survey respondents and the overall population of employees were not statistically significant along any of the following dimensions: age, sex, race/ethnicity/residency, current residence, highest degree, EEO employment category and University division. [Tables A-2 and A-3]

B. Selected Findings

MSU Fact Book Usage

- Over two-thirds of respondents (68%) said they had used the MSU Fact Book. [Table 1]
- More than half (58%) of those respondents who use the MSU Fact Book use the PDF format on the OIR web site. [Table 2]
- Some (40%) indicated that a CD with PDFs of the current and previous years Fact Book would be useful. [Table 3]
- Slightly more MSU Fact Book users tend to refer to the document once a semester or less than those who use it once a month or more.

Less than half of the respondents who use the MSU Fact Book said they used the document “frequently” (2%) or “fairly often” (37%), while the

others said they visited “infrequently” (59%) or “very rarely” (2%). [Table 4]

MSU Fact Book Content & Format

- Most of the respondents who used the MSU Fact Book said they found the information they were seeking.

A majority of users said they found what they were looking for in the Fact Book, with 17% reporting they “always” found the information they needed, and 73% saying they “usually” found what they were seeking. A minority of users had more difficulty, with 10% reporting they “sometimes” found what they needed. None reported they “rarely” found what they were looking for. [Table 5]

- Most of the respondents who used the MSU Fact Book were satisfied with the format and design.

Forty-three percent of users found the Fact Book “well organized and easy to read” and 53% of users reported it was “fairly well organized and relatively easy to read”. Only 5% found the MSU Fact Book “confusing and difficult to read”. [Table 6]

- Most Fact Book users were satisfied with the font size used in the MSU Fact Book.

The majority of the respondents (83%) who used the MSU Fact Book said the font size was “just right” while 18% reported it was “too small and difficult to read”. [Table 7]

- Most Fact Book users were satisfied with the length of the MSU Fact Book.

The majority of the users (85%) reported the MSU Fact Book was a “good length and contains the right amount of material”. The remaining respondents were evenly divided (8% each), reporting the Fact Book was either “too long and contains unnecessary information” or “too short and additional information would be useful”. [Table 8]

- Slightly more MSU Fact Book users thought a shorter version of the Fact Book with topline numbers would be useful to them.

Fifty-nine percent of users thought topline numbers would be useful while 41% did not. [Table 9]

- Respondents who used the MSU Fact Book showed clear preferences regarding their use of content.

The Enrolled Student data (90%) and the New Undergraduate Student data (81%) were the two areas of information used by most of the respondents. A second tier of data, used by more than half of the respondents, included the New Graduate Student data (68%), Highlights (63%), and Graduation and Retention Rates (61%). Data in tier three, used by less than half of the respondents, included Employee data (44%), Financial Facts (39%), Facilities data (32%), Accreditation and Membership information (29%) and Athletics highlights (10%). [Table 10]

- Generally speaking, people who referred to the MSU Fact Book believed that the content they used was most important.

Nearly 87% of respondents said that the Enrolled Student data was “essential” or “very important” to them and 78% said the same for the New Undergraduate Student data. Other areas mentioned above in “tiers 2 and 3” with respect to use were also seen as essential or very important by most Fact Book users. [Table 11]

Satisfaction

- Respondents expressed a great deal of satisfaction with all aspects of the MSU Fact Book.

Survey respondents who used MSU Fact Book were “satisfied” to “very satisfied” with the document’s organization (90%), the ease of locating information sought (80%), the ease of navigation through the table of contents (75%) and the amount of information available in the Fact Book (75%). Respondents were also “satisfied” or “very satisfied” with the accuracy of content (71%) and the graphic design and visual appeal (68%). [Table 12]

Reasons for Not Using the MSU Fact Book

- Most survey respondents who had not used the MSU Fact Book said they did not know that institutional research published one.

Most survey respondents cited the following as “major” or “moderate” reasons why they had not visited the web site: they did not know OIR published a Fact Book (65%), they do not use OIR data in their work (33%), they prefer to deal directly with OIR staff (27%), and someone else in their office handles data gathering (14%). [Table 13]

C. Comments

Respondents were invited to share suggestions for additional Fact Book content, and to suggest any changes they would like to see. Below are selected comments submitted by respondents:

- Would be useful to identify EOF students in new student and undergraduate cohort information.
- Include more information broken down by class rank.
- Information should be searchable by queries rather than table format.
- Include a current “Fast Facts” section.
- Include a space in the Fact Book site to search for a word or phrase.
- Include data relevant to my area of responsibility – Student Life/Activities.

Tables and Charts

TABLE 1: MSU FACT BOOK USAGE

Have you ever used the MSU Fact Book?

Valid Percent

Yes	68.3%
No	31.7%

Chart 1: Fact Book Usage

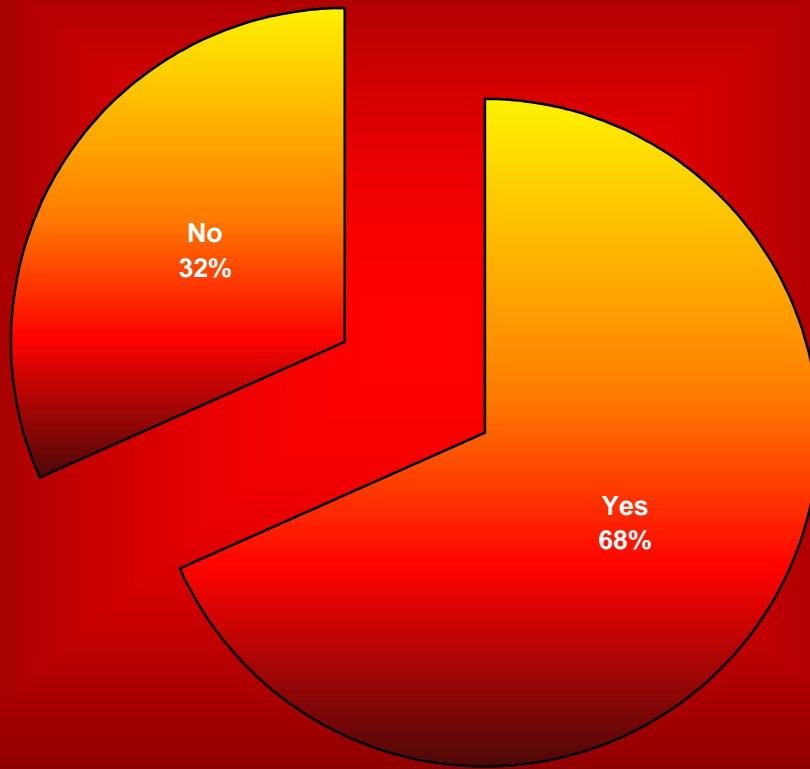


TABLE 2: WHAT FORMAT OF THE MSU FACT BOOK DO YOU PRIMARILY USE?

What format of the MSU Fact Book do you primarily use?

	Valid Percent
Paper Copy	14.6%
PDF version on the OIR web site	85.4%

Chart 2: What Format of the Fact Book Do You Primarily Use?

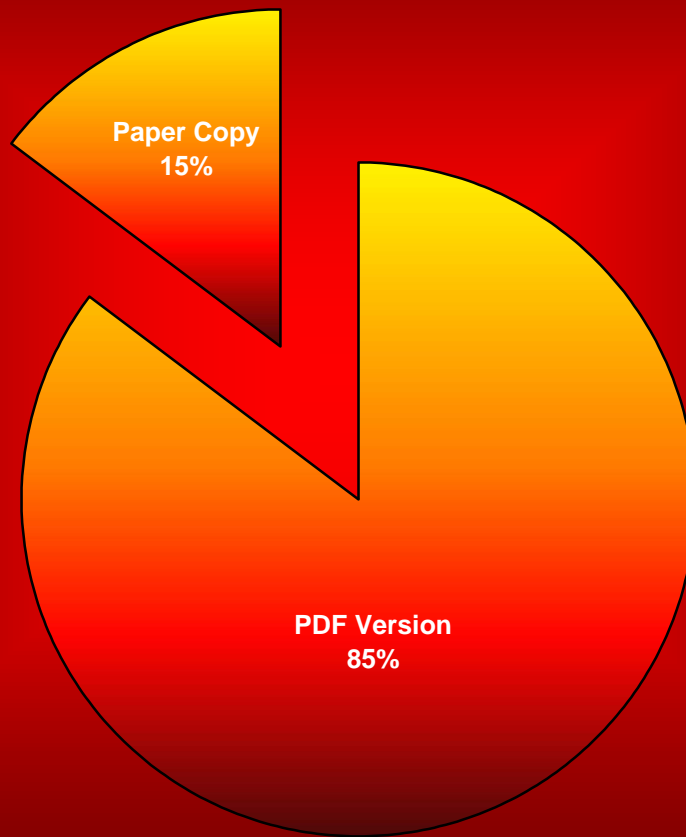


TABLE 3: WOULD A CD OF THE MSU FACT BOOKS BE USEFUL?

Would a CD with PDFs of the current and previous years MSU Fact Book be useful to you?

	Valid Percent
Yes	58.5%
No	41.5%

Chart 3: Would a CD with MSU Fact Book PDFs Be Useful ?

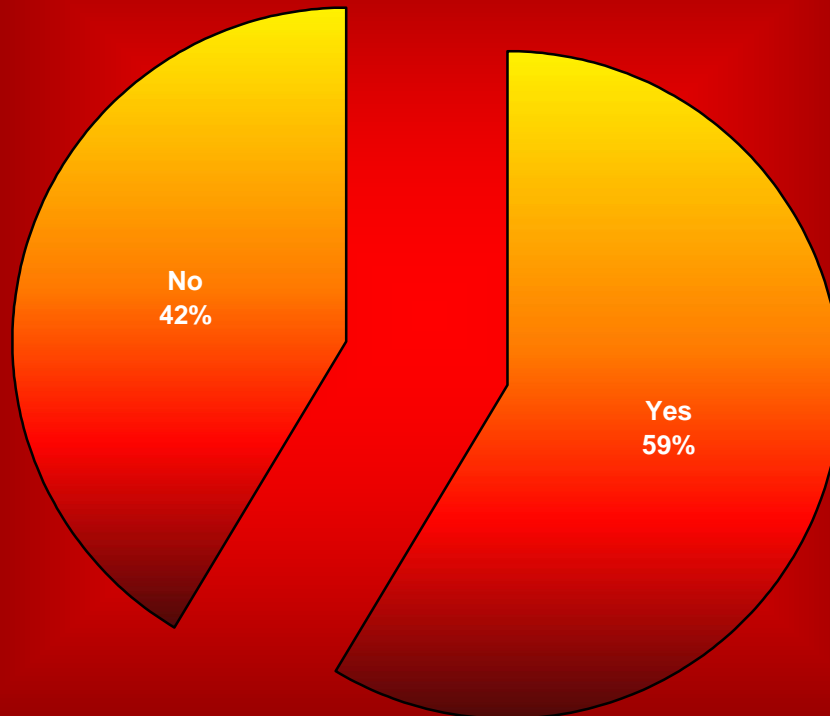


TABLE 4: HOW OFTEN DO YOU REFER TO THE MSU FACT BOOK?

How often do you refer to the MSU Fact Book?	Valid Percent
Frequently, at least once a week during a typical academic year	2.4%
Fairly often, at least once a month during a typical academic year	36.6%
Infrequently, perhaps once a semester during a typical academic year	58.5%
Very rarely	2.4%

Chart 4: How Often Do You Refer to the MSU Fact Book?

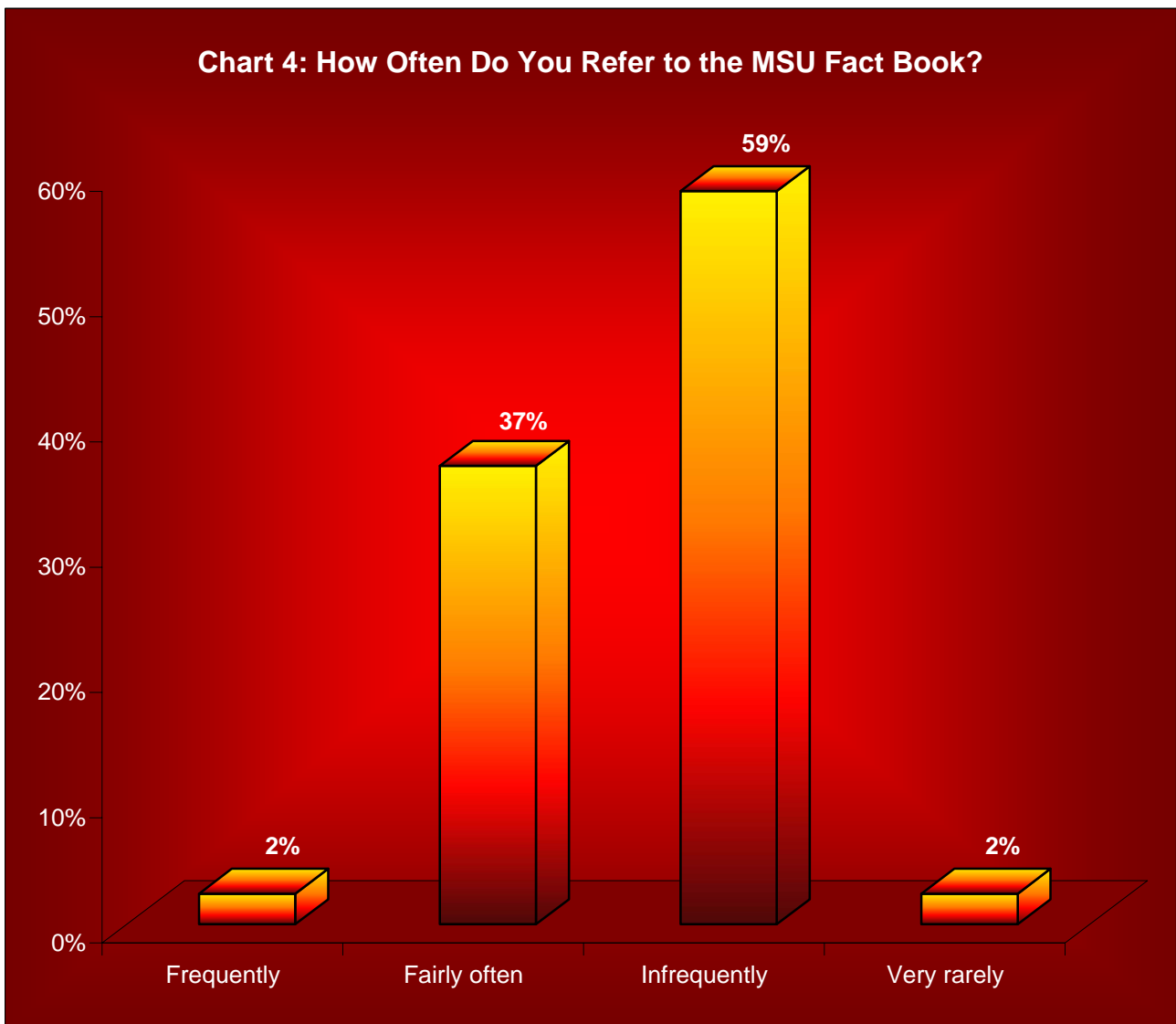


TABLE 5: DO YOU FIND WHAT YOU ARE LOOKING FOR IN THE MSU FACT BOOK?

Do you find what you are looking for when you reference the MSU Fact Book?

	Valid Percent
I always find the information I'm looking for	17.1%
I usually find the information I'm looking for	73.2%
I sometimes find the information I'm looking for	9.8%
I rarely find the information I'm looking for	0.0%
I never find the information I'm looking for	0.0%

Chart 5: Do You Find What You're Looking For in the MSU Fact Book?

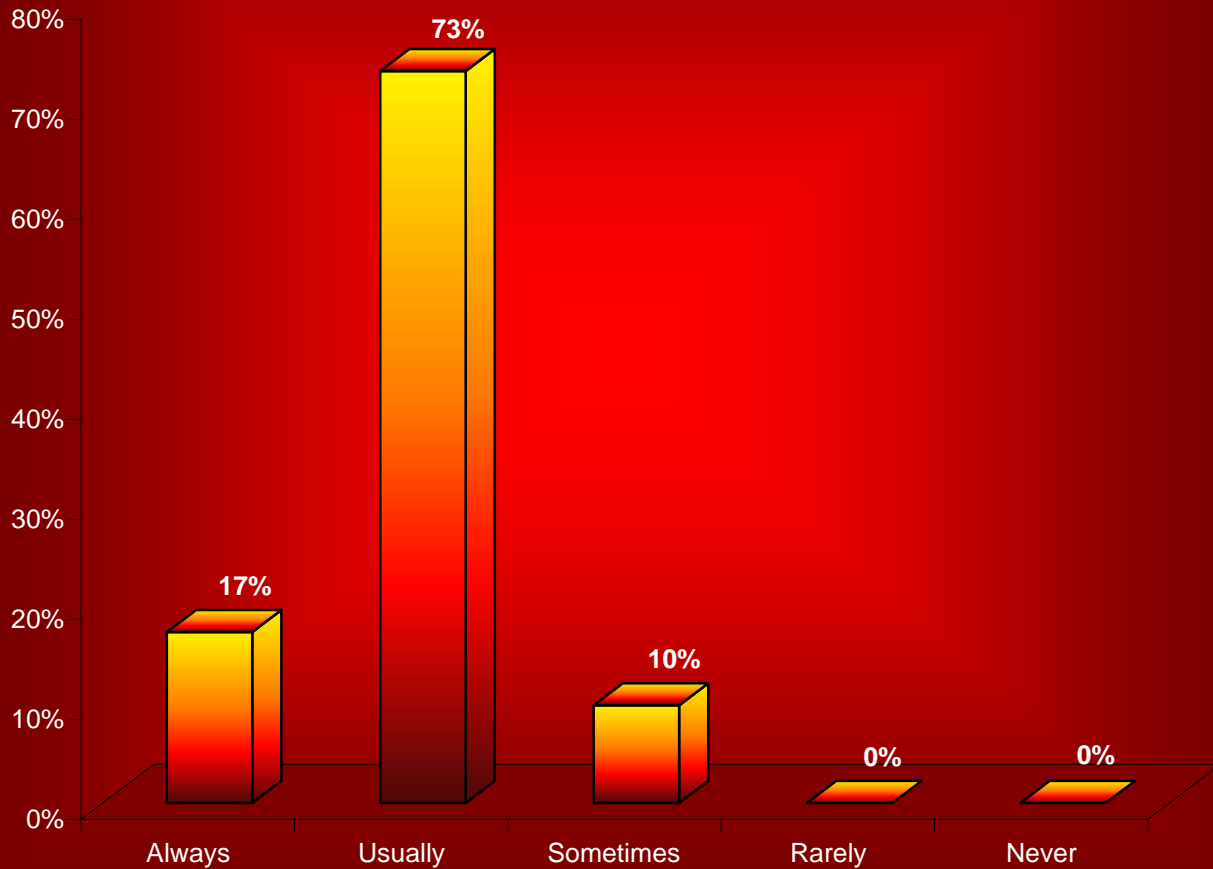


TABLE 6: HOW WOULD YOU DESCRIBE THE MSU FACT BOOK FORMAT AND DESIGN?

How would you describe the MSU Fact Book format and design?

	Valid Percent
It is well organized and easy to read	42.5%
It is fairly well organized and easy to read	52.5%
It is confusing and difficult to read	5.0%

Chart 6: How Would You Describe the MSU Fact Book Format and Design?

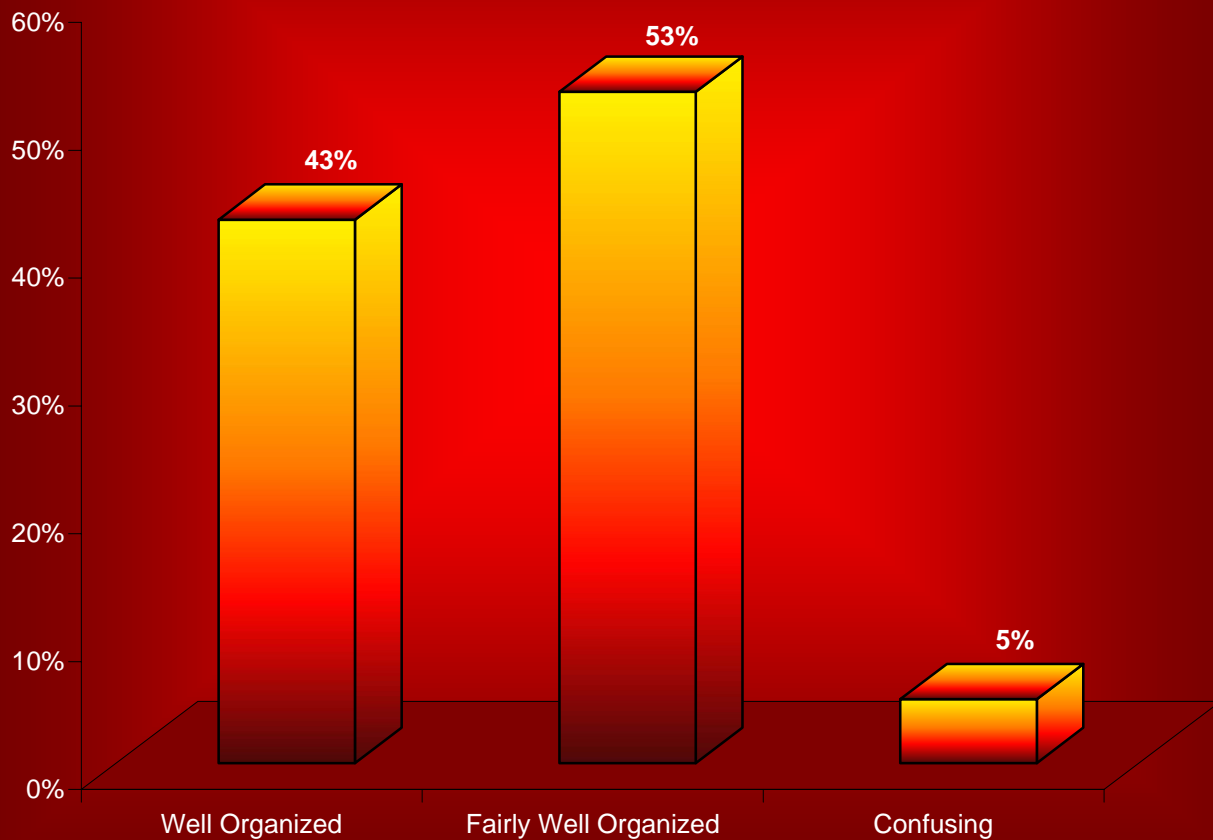


TABLE 7: HOW WOULD YOU DESCRIBE THE FONT SIZE USED IN THE MSU FACT BOOK?

How would you describe the font used in the MSU Fact Book?

	Valid Percent
It is too small and difficult to read	17.5%
It is just right	82.5%

Chart 7: How Would You Describe the Font Size Used in the MSU Fact Book?

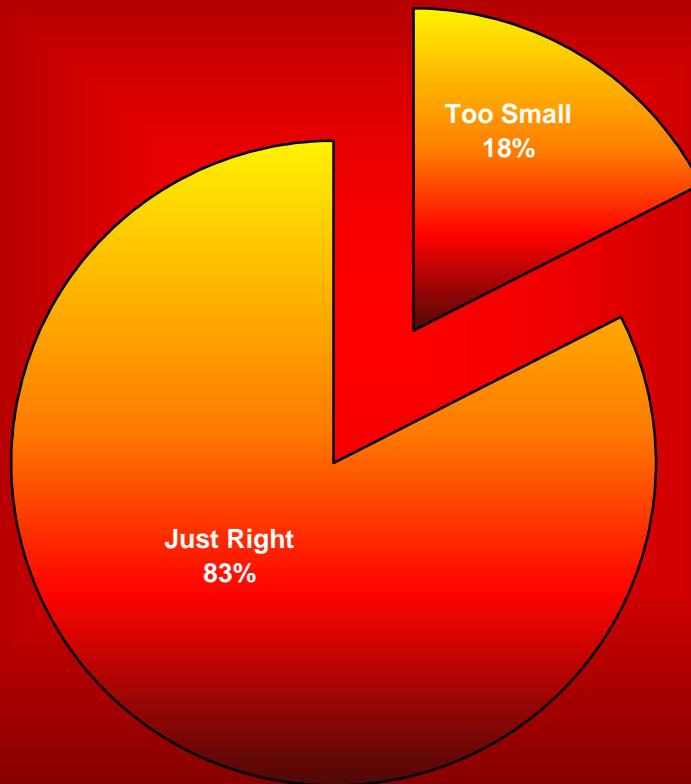


TABLE 8: HOW WOULD YOU DESCRIBE THE LENGTH OF THE MSU FACT BOOK?

How would you describe the length of the MSU Fact Book?

	Valid Percent
It is too long and contains unnecessary information	7.5%
It is a good length and contains the right amount of material	85.0%
It is too short and additional information would be useful	7.5%

Chart 8: How Would You Describe the Length of the MSU Fact Book ?

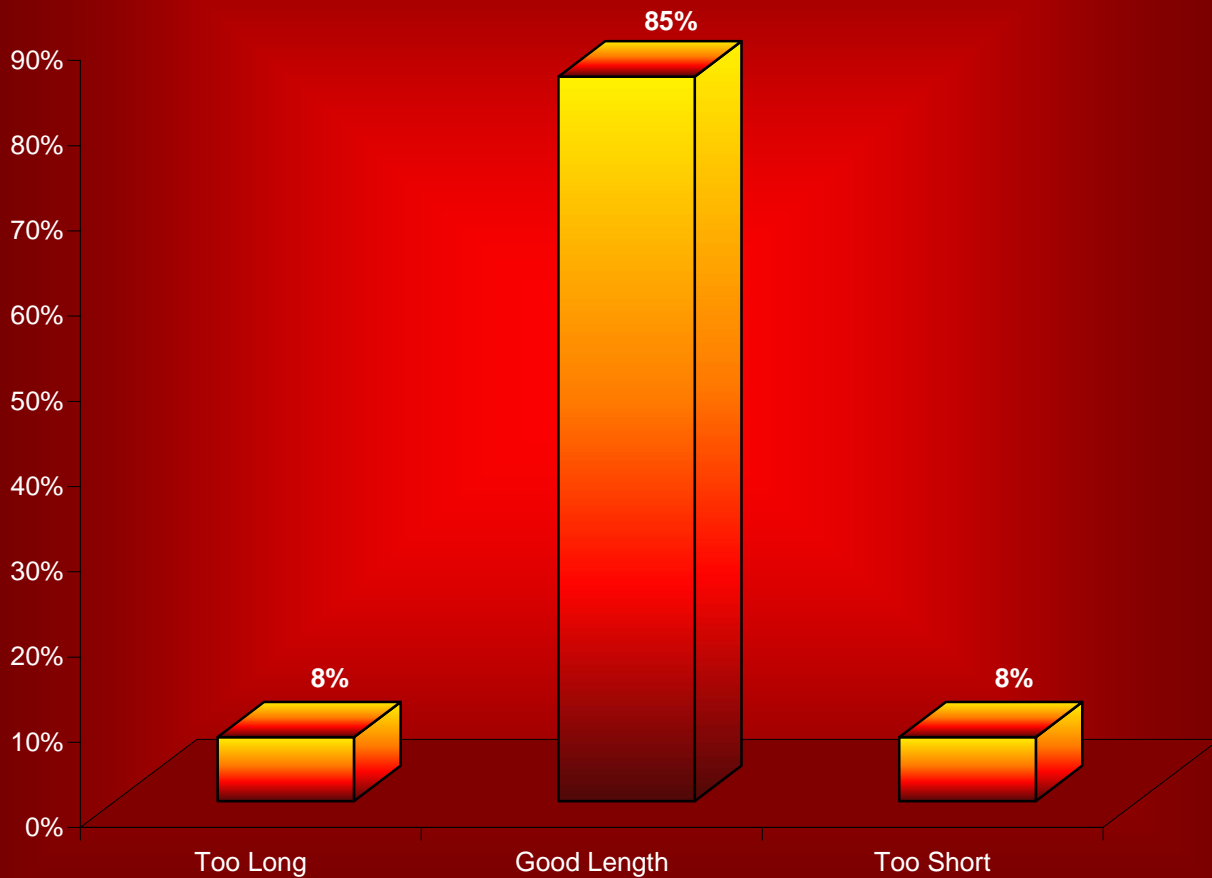


TABLE 9: WOULD A SHORTER VERSION OF THE FACT BOOK BE USEFUL?

Would a shorter version of the Fact Book with topline numbers be useful to you?

	Valid Percent
Yes	59.0%
No	41.0%

Chart 9: Would a Shorter Version of the MSU Fact Book With Topline Numbers Be Useful To You?

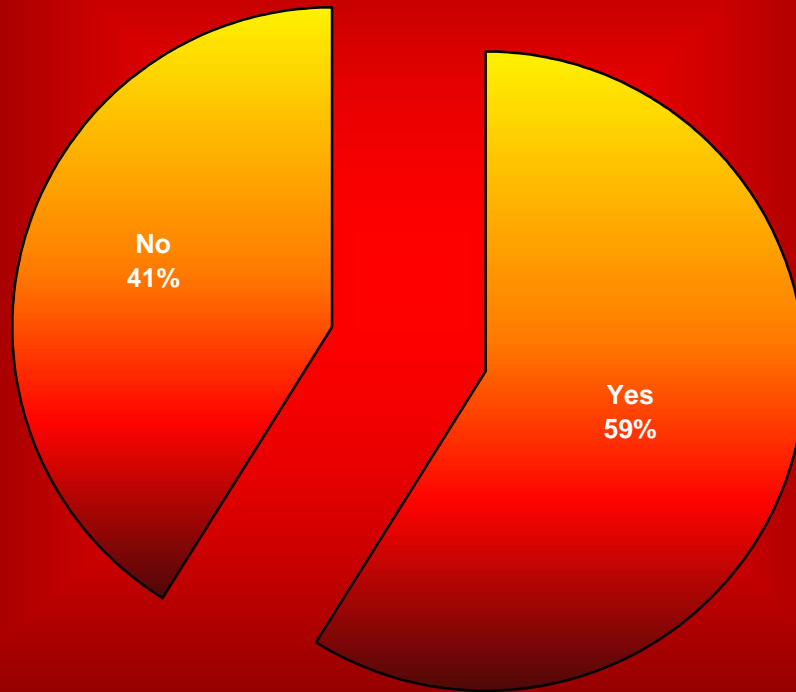


TABLE 10: WHAT INFORMATION FROM THE MSU FACT BOOK HAVE YOU USED?

What information from the MSU Fact Book have you used?	Valid Percent
Highlights	63.4%
New Undergraduate Student Data	80.5%
New Graduate Student Data	68.3%
Enrolled Student Data	90.2%
Graduation and Retention Rates	61.0%
Employee Data	43.9%
Financial Facts	39.0%
Facilities Data	31.7%
Accreditations and Membership Information	29.3%
Athletic Highlights	9.8%

Chart 10: What Information from the MSU Fact Book Have You Used?

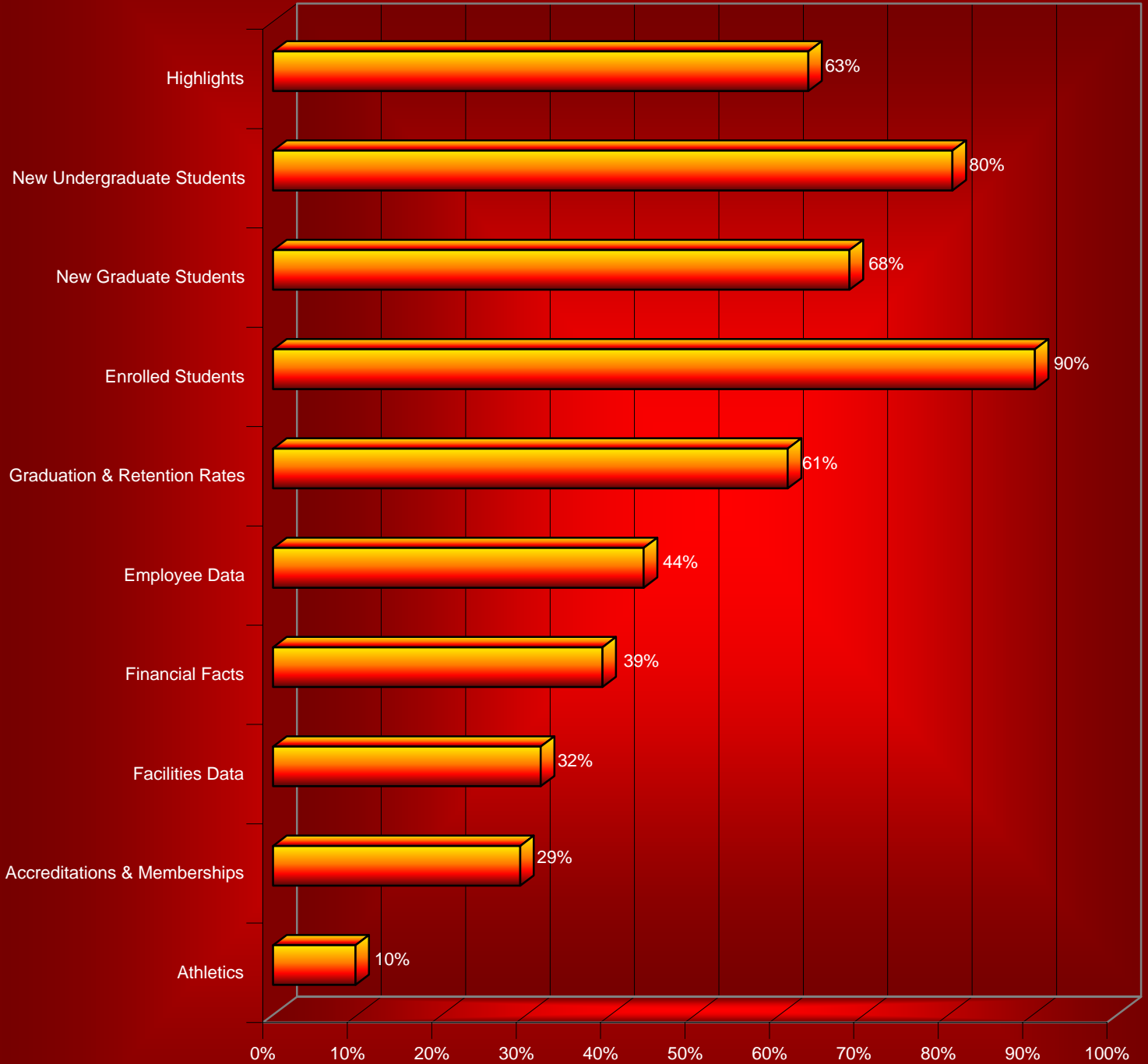


TABLE 11: HOW IMPORTANT IS THE INFORMATION IN THE MSU FACT BOOK?

How important is the following data to you and the work you do for the University?

**Valid Percent Responding
"Essential" or "Very Important" [1]**

Highlights	55.3%
New Undergraduate Student Data	78.4%
New Graduate Student Data	75.0%
Enrolled Student Data	86.8%
Graduation and Retention Rates	76.3%
Employee Data	43.2%
Financial Facts	44.1%
Facilities Data	35.3%
Accreditations and Membership Information	28.6%
Athletic Highlights	9.4%

[1] Percent of those who felt competent to judge the importance of the report/information.

Chart 11: How Important is the Information in the MSU Fact Book?

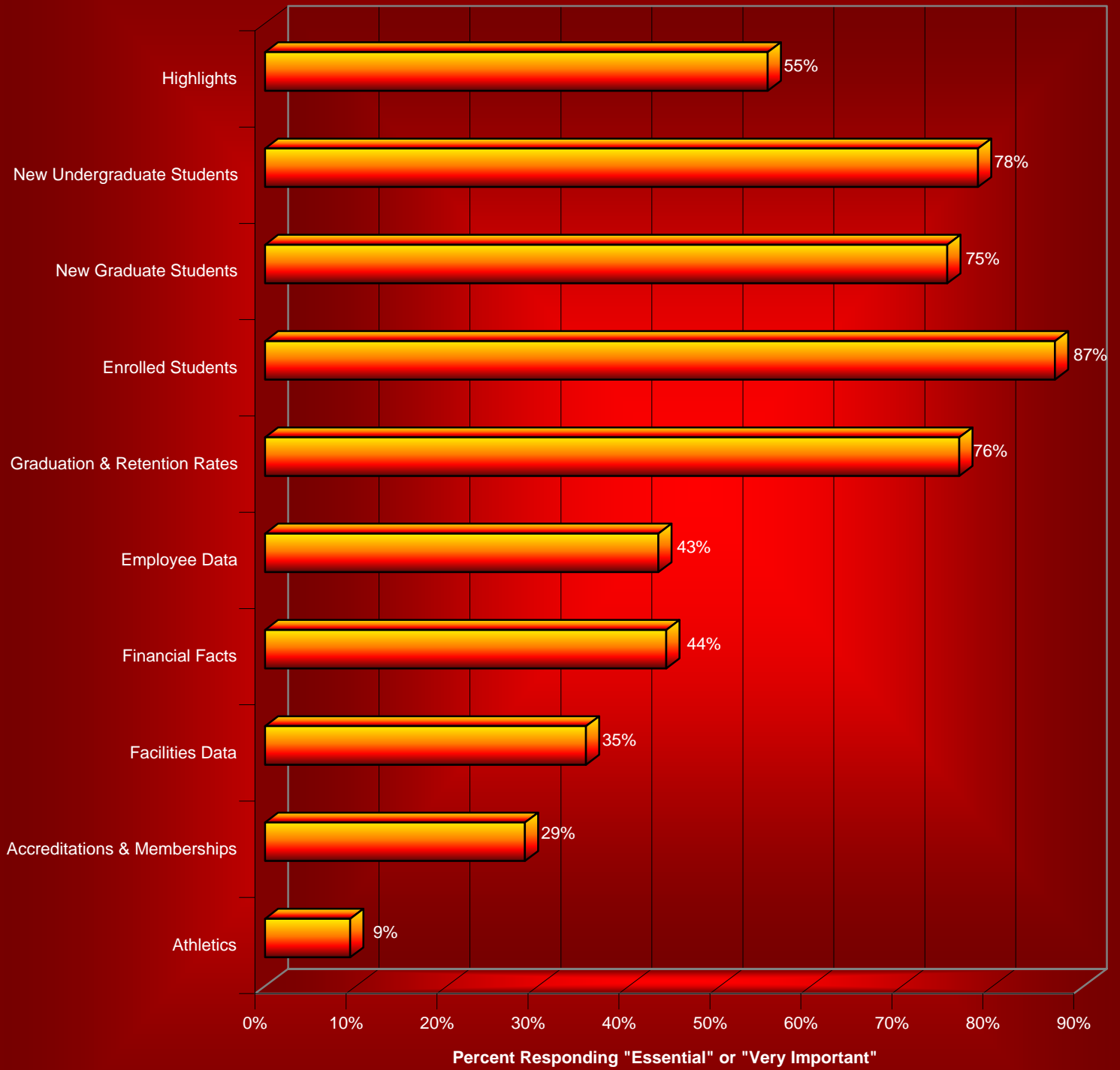


TABLE 12: SATISFACTION WITH CHARACTERISTICS OF THE MSU FACT BOOK

How satisfied are you with the following characteristics of the MSU Fact Book?

**Valid Percent Responding
"Very Satisfied" or "Satisfied"**

organization	90.0%
ease of locating information sought	80.0%
ease of navigation through the table of contents	75.0%
amount of information available	75.0%
accuracy of content	71.1%
graphic design and visual appeal	67.5%

Chart 12: Satisfaction With Characteristics of the MSU Fact Book

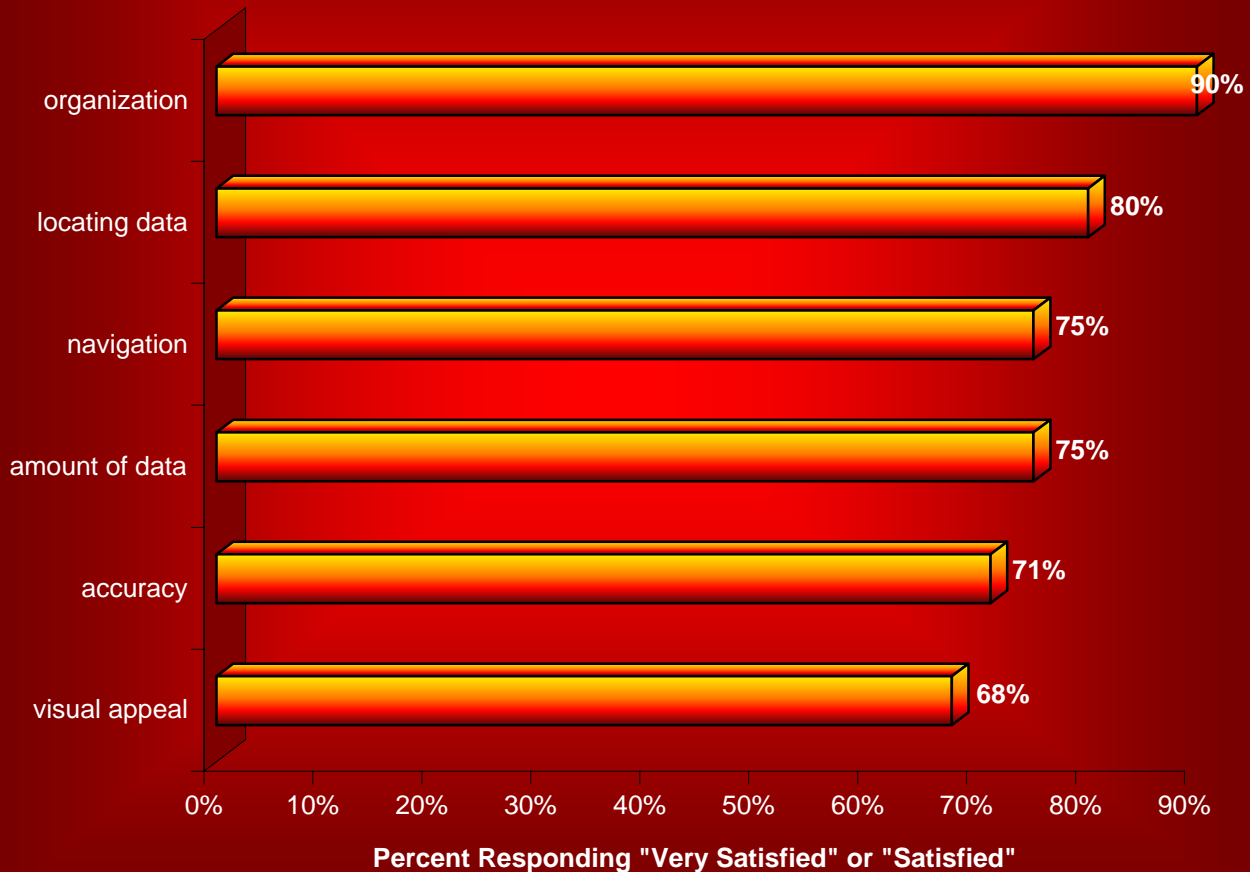


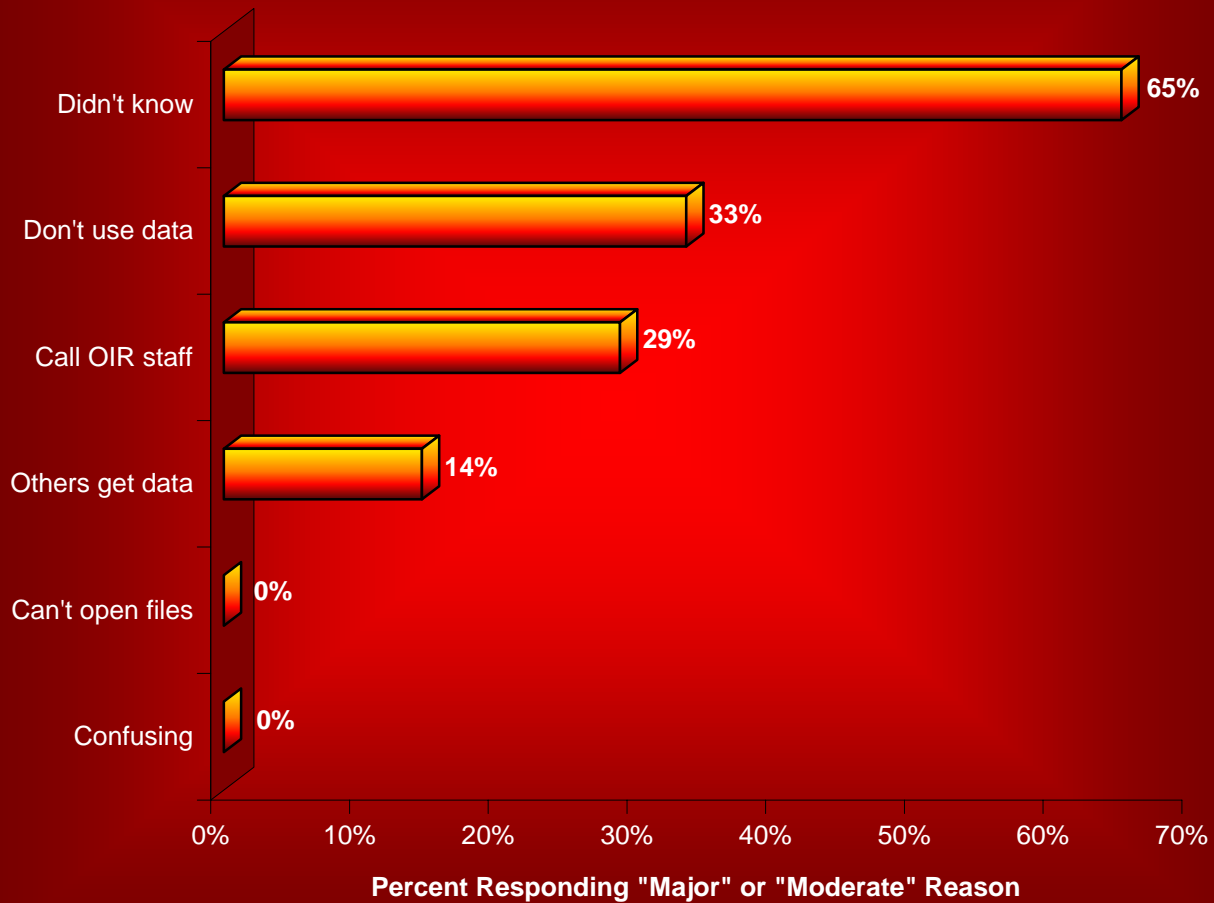
TABLE 13: REASONS WHY PEOPLE DID NOT USE THE MSU FACT BOOK

To what extent are these your reasons for not using the MSU Fact Book?

Valid Percent Responding "Major" or "Moderate" Reason

did not know that OIR published a fact book	64.7%
do not use OIR data in my work	33.3%
easier and faster to call OIR staff for information	28.6%
data gathering handled by others in my office	14.3%
cannot open Adobe Acrobat files	0.0%
find the fact book confusing to read	0.0%

Chart 13: Reasons Why People Did Not Use the MSU Fact Book



Appendix

TABLE A-1: SURVEY RESPONSE RATE

Group	Total Number Invited to Participate	Number That Completed Surveys	Survey Response Rate
Executives, Managers, Directors, and Academic Department Chairs	142	60	42.3%

TABLE A-2: REPRESENTATIVENESS OF SURVEY RESPONDENTS

Representativeness by Age

Age Category	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
25 to 34	4	3%	1	2%	2	2.48
35 to 44	22	15%	12	20%	9	
45 to 54	45	32%	21	35%	19	
55 to 64	68	48%	24	40%	29	
65 and over	3	2%	2	3%	1	
Missing	0		0			
Totals	142		60			df=4

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

Representativeness by Sex

Sex	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Female	79	56%	37	62%	33	0.88
Male	63	44%	23	38%	27	
Missing	0		0			
Totals	142		60			df=1

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

Representativeness by Race/Ethnicity and Residency

Category	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Asian/Pacific Islander	3	2%	1	2%	1	0.51
Black, non-Hispanic	21	15%	9	15%	9	
Hispanic	11	8%	5	8%	5	
White, non-Hispanic	105	74%	45	75%	45	
Non-Resident Alien	1	1%	0	0%	0	
Missing	1		0			
Totals	142		60			df=4

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

Representativeness by Residence

Residence	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
New Jersey	127	89%	56	93%	54	2.38
New York	12	8%	2	3%	5	
Pennsylvania	3	2%	2	3%	1	
Totals	142		60			df=2

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

TABLE A-3: REPRESENTATIVENESS OF SURVEY RESPONDENTS (CONT.)

Representativeness by Highest Degree

<i>Degree Level</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Bachelor's	20	14%	7	12%	9	3.14
Master's	50	36%	24	40%	21	
First Professional (JD, MD, etc.)	3	2%	3	5%	1	
Doctoral	67	48%	26	43%	29	
Missing	2		0			
Totals	142		60			df=3

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

Representativeness by EEO Employment Category

<i>Employment Category</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Executive/Administrative/Mgr.	107	75%	50	83%	45	2.06
Faculty	35	25%	10	17%	15	
Missing	0		0			
Totals	142		60			df=1

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

Representativeness by Division

<i>Division</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Academic Affairs	76	54%	29	48%	32	2.07
Administration	27	19%	15	25%	11	
Human Resources	5	4%	3	5%	2	
Office of the President	2	1%	1	2%	1	
Student Devel./Campus Life	25	18%	9	15%	11	
University Advancement	7	5%	3	5%	3	
Missing	0		0			
Totals	142		60			df=5

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

Survey

Please fill-in the ovals completely. Do not use other marks such as * or ✓ on the form. Thanks!

1. Have you ever used the Institutional Research Fact Book?

- Yes [Note: respondents will complete questions 2-14.]
- No [Note: respondents will be redirected to complete questions 2a-4a.]

2. What format of the Fact Book do you primarily use?

- Paper copy
- PDF version on IR website

3. Would a CD with PDFs of the current and previous years Fact Book be useful to you?

- Yes
- No

4. How often do you refer to the Fact Book?

- Frequently, at least once a week during a typical academic year
- Fairly often, at least once a month during a typical academic year
- Infrequently, perhaps once a semester during a typical academic year
- Very rarely

5. Do you find what you are looking for when you reference the Fact Book?

- I always find the information I'm looking for
- I usually find the information I'm looking for
- I sometimes find the information I'm looking for
- I rarely find the information I'm looking for
- I never find the information I'm looking for

6. How would you describe the Fact Book format and design?

- It is well organized and very easy to read
- It is fairly well organized and relatively easy to read
- It is confusing and difficult to read

7. How would you describe the font size used in the Fact Book?

- It is too small and difficult to read
- It is just right

8. How would you describe the length of the Fact Book?

- It is too long and contains unnecessary information
- It is a good length and contains the right amount of material
- It is too short and additional information would be useful

9. Would a shorter version of the Fact Book with topline numbers be useful to you?

- Yes
- No

10. What information from the Fact Book have you used? [Please mark all that apply]

- Highlights
- New Undergraduate Student data
- New Graduate Student data
- Enrolled Student data
- Graduation and Retention rates
- Employee data
- Financial Facts
- Facilities data
- Accreditations and Membership information
- Athletics highlights

11. Please indicate how important the following Fact Book data is to you and the work you do for the University.

	Essential	Very Important	Somewhat Important	Not Important	Don't Know/ Can't Judge
Highlights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Undergraduate Student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Graduate Student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrolled Student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduation and Retention rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Facts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accreditations and Membership information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics highlights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How satisfied are you with the following characteristics of the IR Fact Book?

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
The organization of the Fact Book.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The graphic design and visual appeal of the Fact Book.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease with which a person can navigate through Table of Contents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease with which a person can find the information they came looking for.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The accuracy of the Fact Book's content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of information currently available in the Fact Book.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Would additional information in the Fact Book be useful to you? Please describe these additions.

14. Can you suggest any changes to the Fact Book that would improve its appearance, organization, and/or functionality?

2a. Listed below are some reasons why a person might not use the Fact Book.

To what extent are these your reasons for not using the Fact Book?

	Major Reason	Moderate Reason	Minor Reason	Not a Reason	Don't Know/ Can't Judge
I did not know that IR published a Fact Book.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not use data from the institutional research office in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find the Fact Book confusing to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easier and faster to call someone in the IR office to get information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data gathering is handled by someone else in my office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cannot open Adobe Acrobat (pdf) files on my computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3a. Are there other reasons why you have not used the Fact Book? Please describe these reasons.

4a. What would make you use the Fact Book?