



EFFECTIVENESS SURVEY NO. 1: OIR WEB SITE

Office of Institutional Research
Montclair State University

May 2006



EFFECTIVENESS SURVEY NO. 1:

OIR Web Site

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May 2006

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SUMMARY

In spring 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 Web Site. This was the first 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 web site 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 April 2006 inviting them to participate in the voluntary, confidential, online survey.

A. Response Rates and Representativeness

- Over half of those contacted via email responded to the survey.

Invitations were sent to 161 MSU employees, and 84 completed the survey for a response rate of over 52%.¹ [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, University division, and job code. [Tables A-2 and A-3]

B. Selected Findings

Site Usage and Accessibility

- Nearly ¾ of respondents (74%) said they had visited the main OIR Web Site. [Table 1]
- A majority of visitors found the web site by following links from the MSU home page.

Nearly 82% of site visitors followed links from the MSU home page to the OIR web site, while links embedded in email messages and search engines were used by 8% and 7% of visitors, respectively. [Table 2]

- Relatively few site visitors (15%) had the web site bookmarked in their browsers. [Table 3]

¹ Eight additional people viewed, but did not complete, the survey.

- While some had trouble finding it, most site visitors felt the web site was “accessible.”

Twenty percent of respondents who visited the OIR Web Site said it was “very easy” to find, while another 50% described it as “fairly easy” to find. Still, a sizeable minority described it as “hard” (25%) to “impossible” (5%) to find. [Table 4]

- Site visitors were fairly evenly divided between frequent and infrequent users.

Approximately half of the site visitors said they entered the web site “frequently” (8%) or “fairly often” (40%), while the other half said they visited “infrequently” (40%) or “very rarely” (8%). The remaining respondents who visited the site said they entered only once. [Table 5]

Site Content

- Most of the respondents who visited the OIR Web Site said they found the information they were seeking.

A majority of site visitors said they found what they were looking for on the web site, with 12% reporting they “always” found the information they needed, and 67% saying they “usually” found what they were seeking. A minority of visitors had more difficulty, with 18% reporting they “sometimes” found what they needed, and 3% saying they “rarely” found what they were looking for. [Table 6]

- Most site visitors felt it was easy to find information.

Twelve percent of the respondents who visited the web site said it was “very easy” to find information, and another 69% said it was “easy.” Fewer visitors felt that it was “difficult” (17%) or “very difficult” (2%) to find what they were looking for. [Table 7]

- Respondents who visited the site showed clear preferences regarding their use of content.

The Enrollment Report (84%) and the Fact Book (80%) were, by far, the two most heavily used documents by respondents who visited the web site. A second tier of documents, used by more than half of the visitors, included the Admissions Report (56%), the Student Semester Hour (SSH) Report (54%), and the Enrollment Trends by Major Report (51%). Documents in tier three, used by ¼ to ⅓ of visitors, included the Graduation Report (38%), the CIRP Freshman Survey Report (28%), and the Course Enrollment History Report (28%). [Table 8]

- Generally speaking, site visitors believed that the content they used was most important.

Nearly 94% of site visitors said that the Enrollment Report was “essential” or “very important” to them, and 72% said the same for the Fact Book. Other documents mentioned above in “tiers 2 and 3” with respect to use were also seen as essential or very important by most site visitors. Also, while used by only 16% of site visitors, the Common Data Set was said to be essential or very important by 73% of survey respondents. [Table 9]

Satisfaction

- Site visitors expressed a great deal of satisfaction with the OIR Web Site.

Over 2/3 of survey respondents who visited the web site were “satisfied” to “very satisfied” with the site’s organization (75%), the amount of data available (70%), and the accuracy of the data (67%). More than half were satisfied or very satisfied with the ease of finding data (59%), ease of navigation (59%), site design (53%), and clarity of content labeling (52%). [Table 10]

Reasons for Not Visiting the Web Site

- Most survey respondents who had not visited the OIR Web Site said they did not know that institutional research had a web site.

Most survey respondents cited the following as “major” or “moderate” reasons why they had not visited the web site: they did not know OIR had a web site (57%), they have not had time to visit the site (42%), someone else in their office handles data gathering (37%), they do not use OIR data in their work (35%), and they prefer to deal directly with OIR staff (27%). [Table 11]

C. Comments

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

- Post data to the web site faster.
- Develop tools to query raw data, or to search for data across multiple published reports.
- Improve formatting of some standard reports, and publish to “html” as well as to “pdf.”
- Contents of some reports are too segmented, making it difficult to find top-line numbers.
- Add links to national data web sites.
- Augment faculty data with more data on staff, both full- and part-time.
- Include a site map and descriptions of file contents.

Respondents were also invited to respond to the following:

Some universities use a “tiered” approach to the dissemination of information. This involves posting some reports to the Internet for all to see, other reports to a campus Intranet for only members of the university community to see, and still other reports to password-protected areas of university networks for only selected community members to see. Currently, all IR reports and data are available on the Internet for anyone with computer access to view. In your opinion, should the Office of Institutional Research continue to post all reports and data to the Internet, or should some information be available only to members of the MSU community via the university Intranet?

Below are some selected comments:

- A tiered approach would be appropriate in the event that IR created more sensitive reports. I don't recall any currently listed reports that would fall into this category.
- I think information should be available only to the MSU community. Security issues and abuse of the Internet make unlimited access to institutional research a concern.
- I believe that the open way in which IR data is currently presented is very appropriate and appreciated. Sometimes I need to find data from other institutions for comparison, and it can be VERY difficult. As a public institution, I believe we have nothing to hide, and that the kind of data IR currently reports should be available to any taxpaying member of the state.
- As [sic] long as I still have access how I get the information, Internet or Intranet, is not important. I would place “studies” on an Intranet. I don't believe a “study” of a specific school, department, or type of student should be available to the public.
- Generally, I believe that anyone should have the ability to view “public” information. However, a tiered approach, if not a technical management issue, should help to prevent the erroneous extrapolation and interpretation of data. Also, issues can sometimes be resolved if more eyes review and question data.
- I believe that public access promotes accountability to the public. MSU has a reputation of high standards by offering high value for the “public good.”
- I am fine with the status quo.

Tables and Charts

TABLE 1: OIR WEB SITE USAGE

Have you ever visited the main web site of the MSU Office of Institutional Research?

	Valid Percent
Yes	73.8%
No	26.2%

Chart 1: OIR Web Site Usage

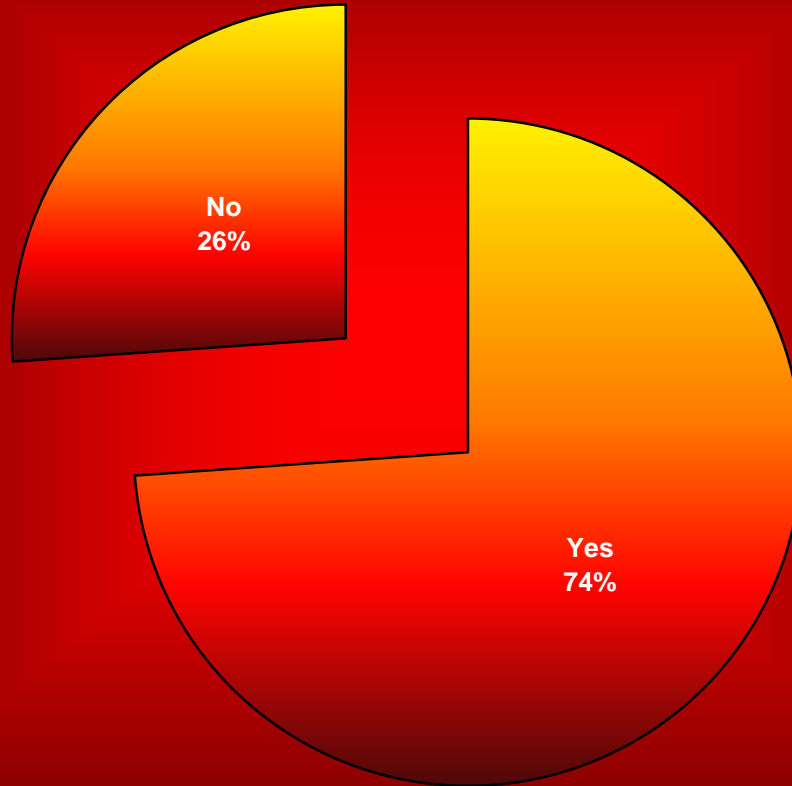


TABLE 2: HOW DO YOU NORMALLY FIND THE OIR WEB SITE?

How do you normally find the OIR web site?	Valid Percent
Using links from the MSU home page.	81.7%
Using links embedded in email messages.	8.3%
Using "search" from the MSU home page.	6.7%
By "other" means.	3.3%
OIR staff direct me.	0%
I "Google" OIR at MSU.	0%

Chart 2: How Do You Normally Find the OIR Web Site?

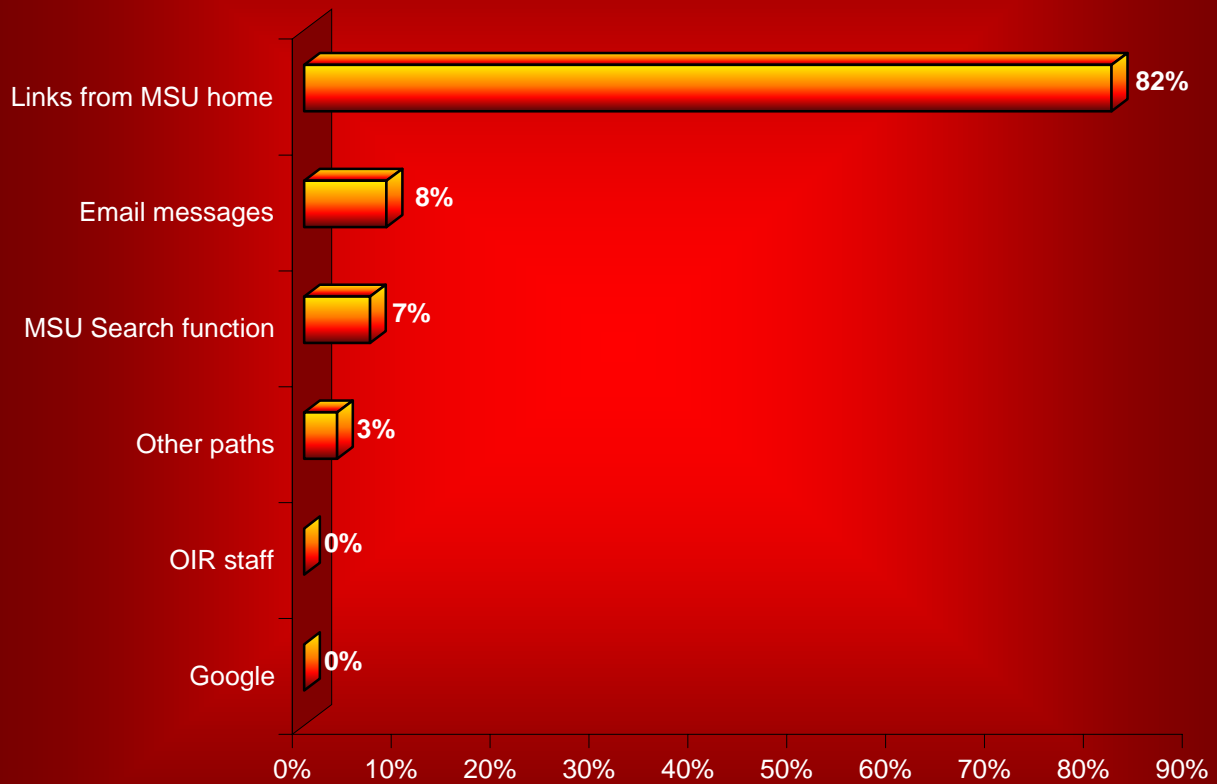


TABLE 3: DO YOU HAVE THE OIR WEB SITE BOOKMARKED?

Do you currently have the Office of Institutional Research web site bookmarked?

	Valid Percent
Yes	15.0%
No	85.0%

Chart 3: Do You Have the OIR Web Site Bookmarked?

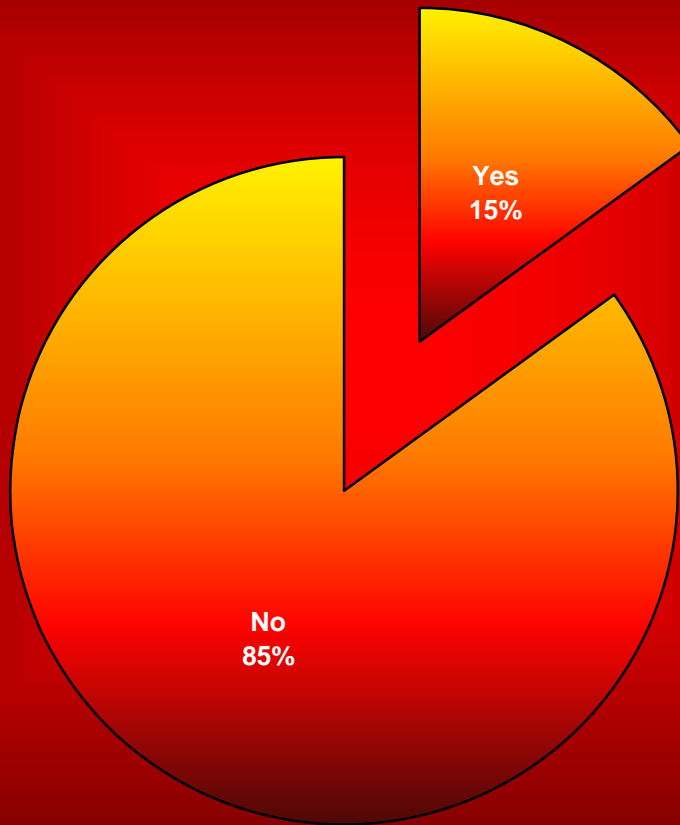


TABLE 4: HOW WOULD YOU DESCRIBE THE OIR WEB SITE'S ACCESSIBILITY?

How would you describe the OIR web site's accessibility?

	Valid Percent
It is very easy to find.	20.0%
It is fairly easy to find.	50.0%
It is hard, but not impossible, to find	25.0%
It is almost impossible to find without guidance.	5.0%

Chart 4: How Would You Describe the Site's Accessibility?

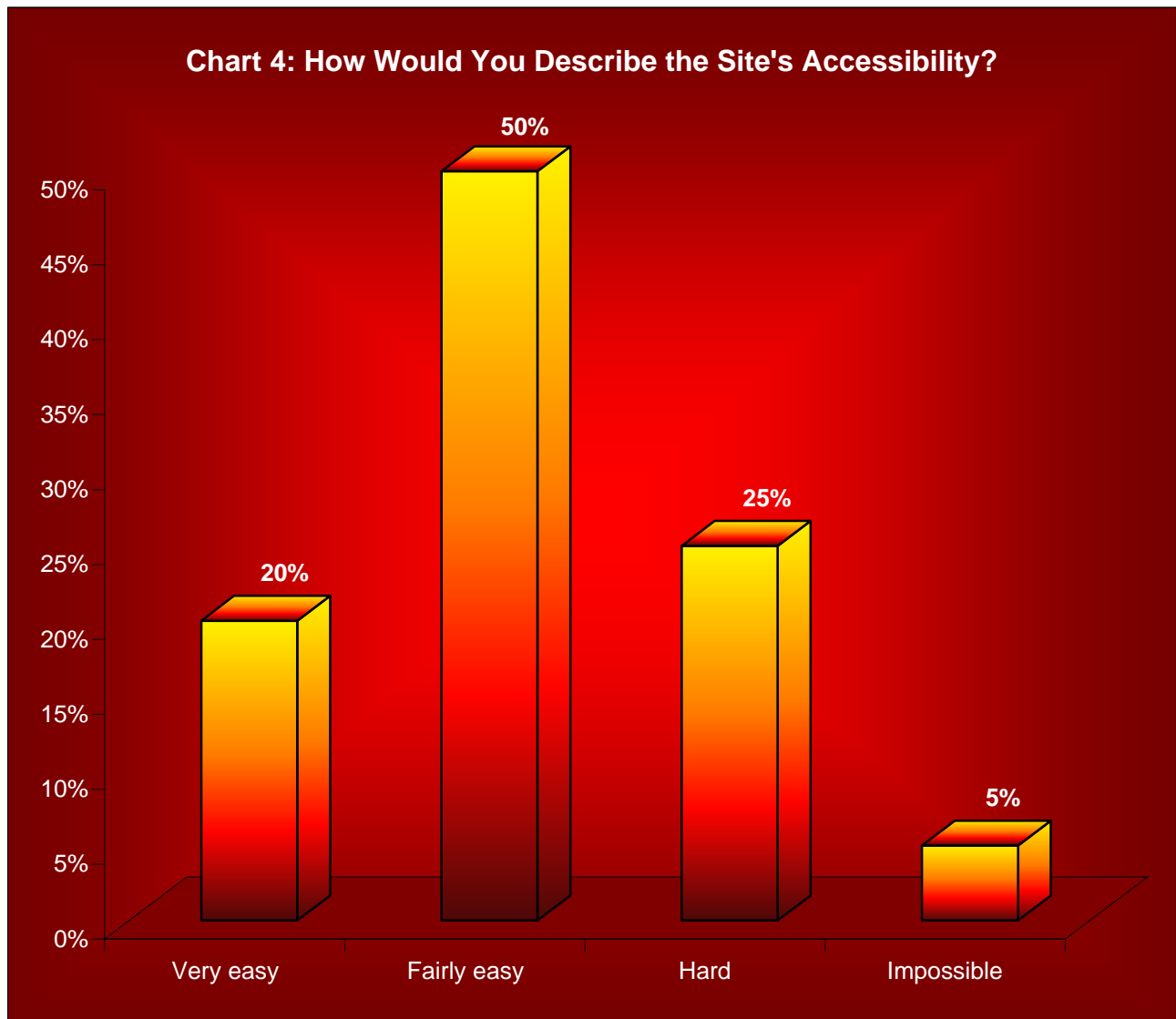


TABLE 5: HOW OFTEN DO YOU VISIT THE OIR WEB SITE?

How often do you visit the OIR web site?	Valid Percent
I visit frequently, at least once a week during a typical academic year.	8.3%
I visit fairly often, at least once a month during a typical academic year.	40.0%
I visit infrequently, perhaps once a semester during a typical academic year.	40.0%
I visit very rarely, with a year or more passing between visits.	8.3%
I only visited once. My first visit was my last.	3.3%

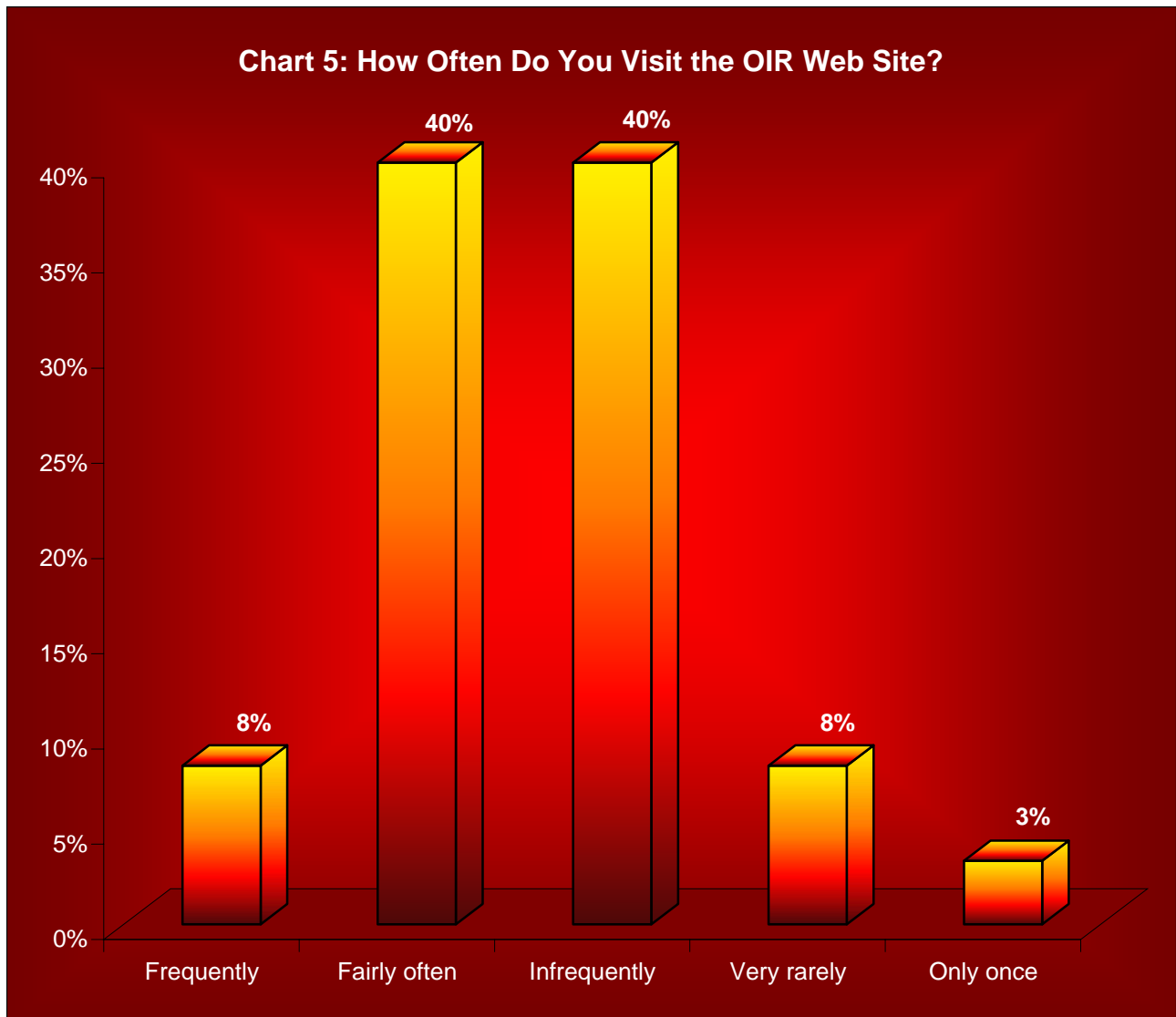


TABLE 6: DO YOU FIND WHAT YOU'RE LOOKING FOR ON THE SITE?

Do you find what you're looking for on the site?	Valid Percent
I always find the information I'm looking for.	11.7%
I usually find the information I'm looking for.	66.7%
I sometimes find the information I'm looking for.	18.3%
I rarely find the information I'm looking for.	3.3%
I never find the information I'm looking for.	0.0%

Chart 6: Do You Find What You're Looking for on the Site?

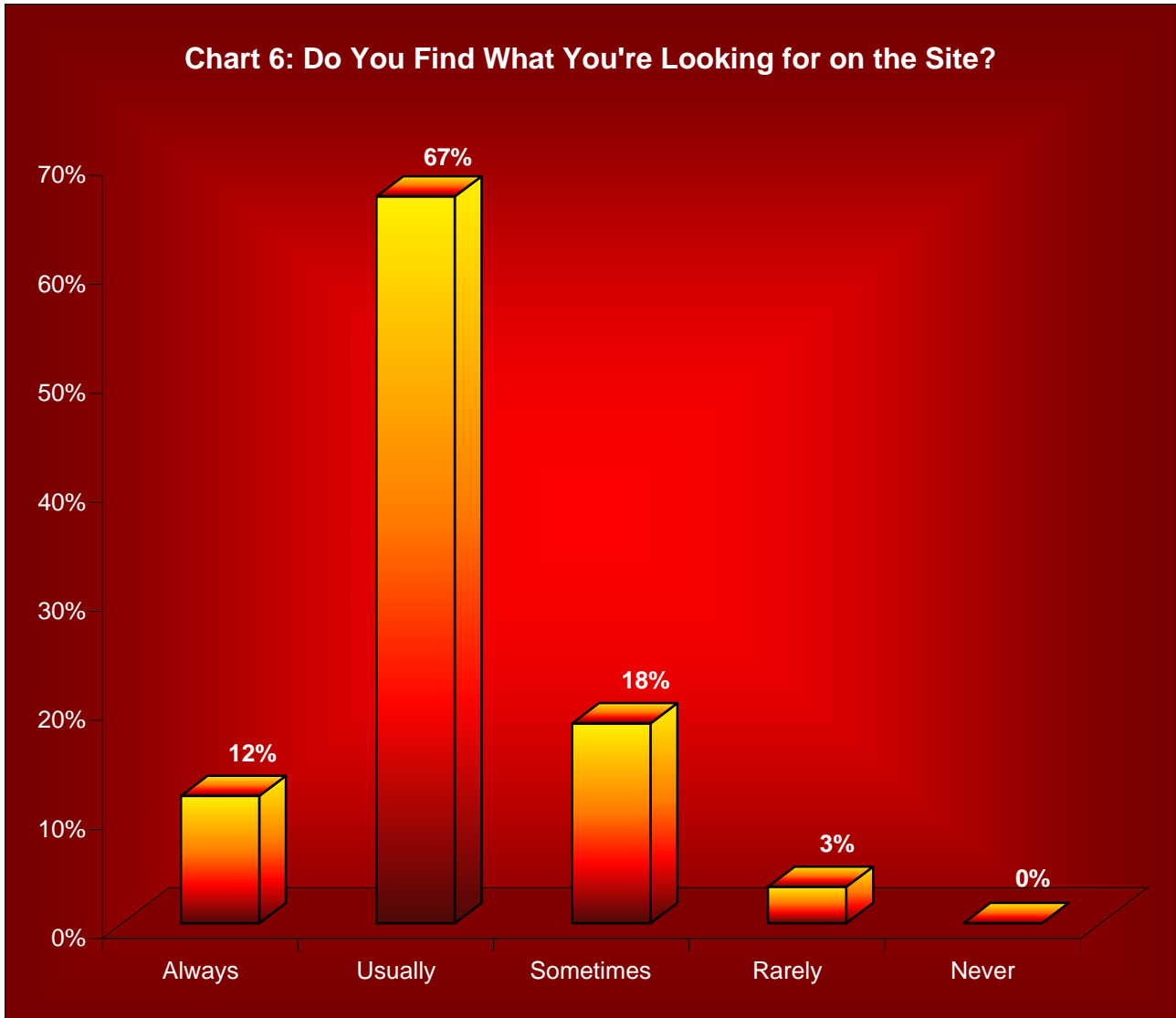


TABLE 7: HOW EASY IS IT TO FIND INFORMATION ON THE OIR WEB SITE?

How easy is it to find information on the site?	Valid Percent
It is very easy to find information.	12.1%
It is easy to find information.	69.0%
It is difficult to find information.	17.2%
It is very difficult to find information.	1.7%

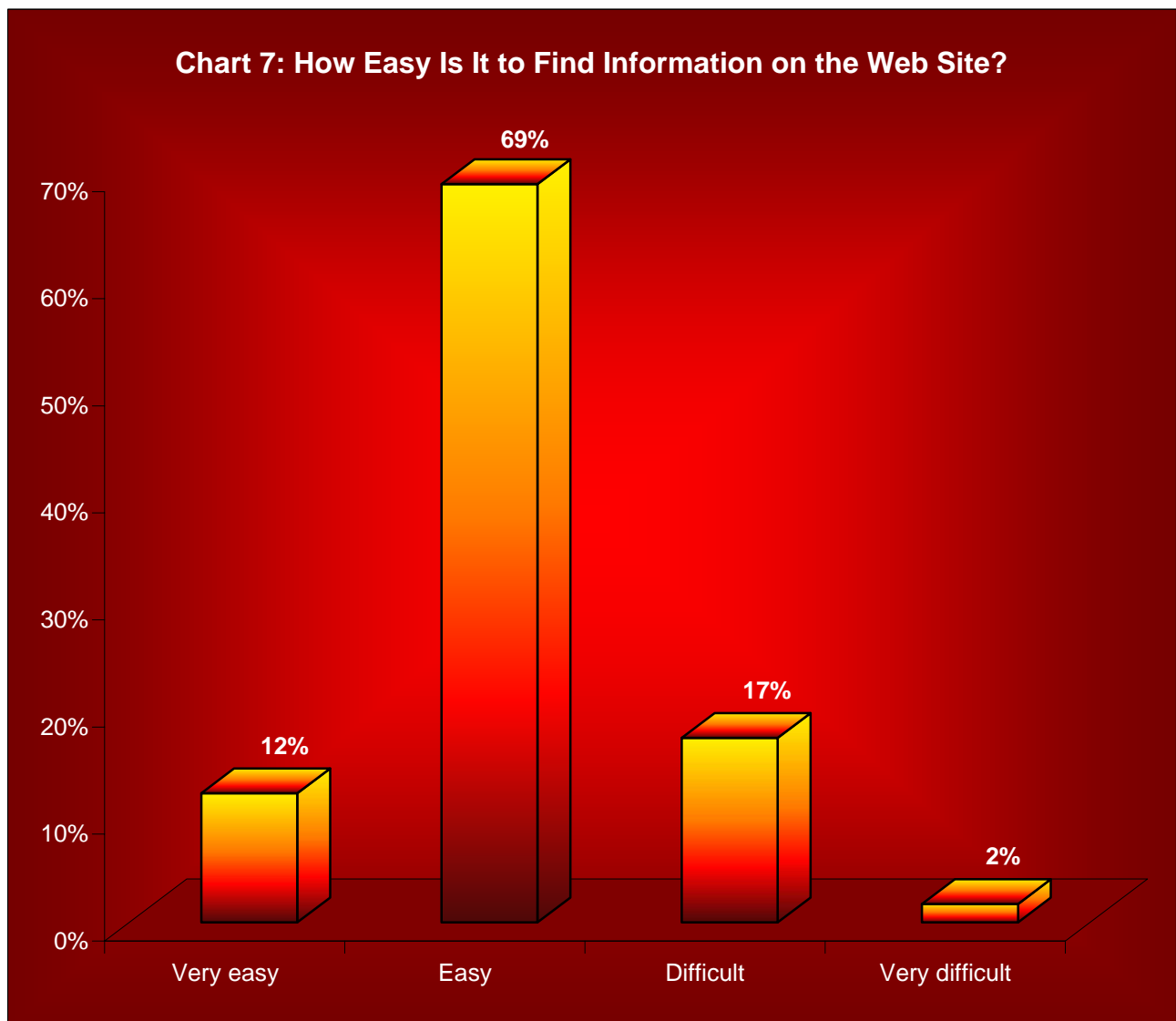


TABLE 8: WHAT INFORMATION FROM THE OIR WEB SITE HAVE YOU USED?

What information from the OIR web site have you used?	Valid Percent
Enrollment Report	83.6%
Fact Book	80.3%
Admissions Report	55.7%
Student Semester Hour (SSH) Report	54.1%
Enrollment Trends by Major	50.8%
Graduation Report	37.7%
CIRP Freshman Survey	27.9%
Course Enrollment History	27.9%
Common Data Set	16.4%
Grade Report	14.8%
College Student Survey	14.8%
OIR Mission Statement	13.1%
Faculty Survey	9.8%
OIR Staff Contact Information	9.8%
New Alumni Survey	8.2%
CRSDE Report	6.6%
Flow Model	6.6%
Presentations by OIR Staff	3.3%

Chart 8: What Information from the OIR Web Site Have You Used?

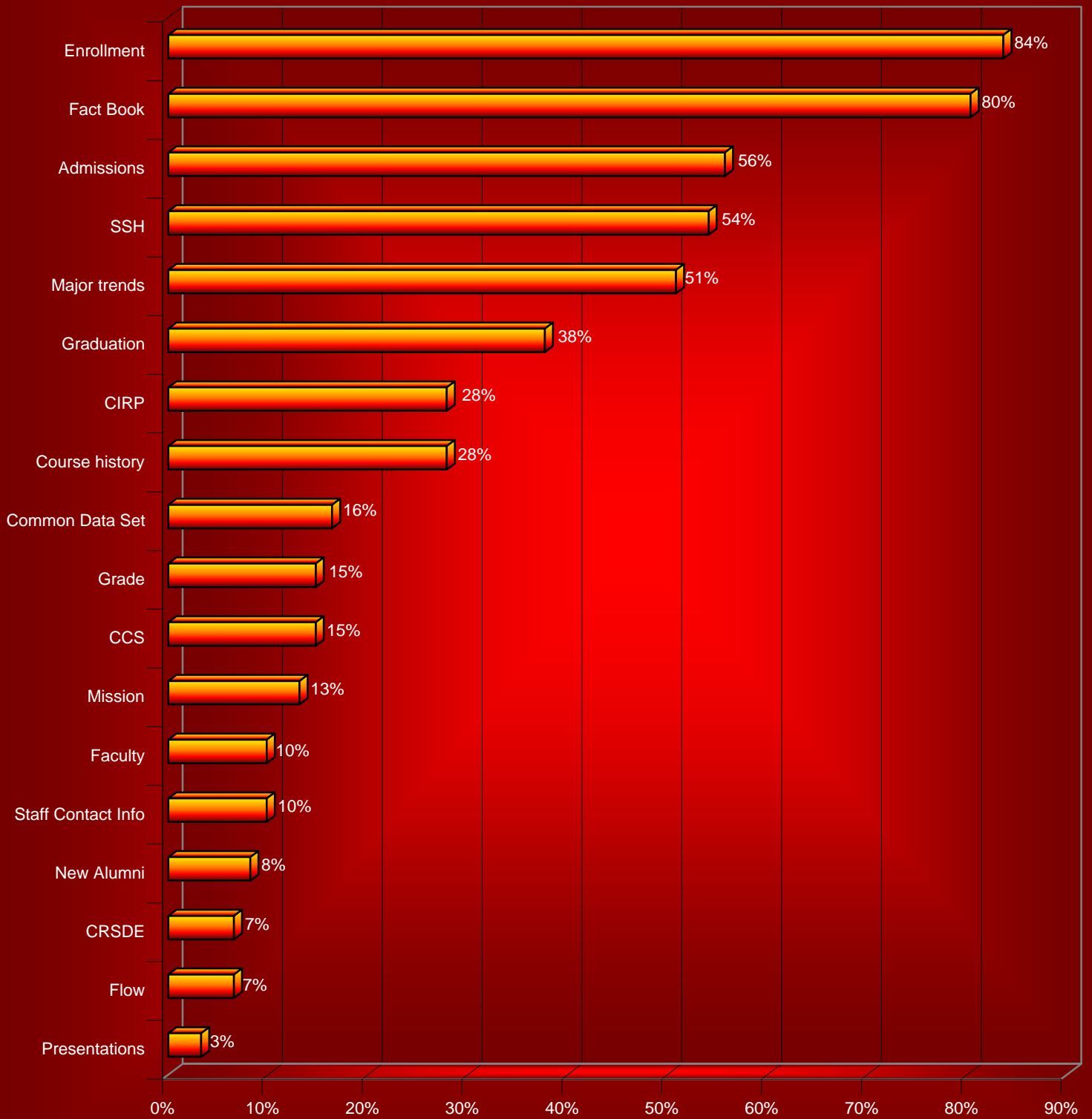


TABLE 9: HOW IMPORTANT IS EACH REPORT AVAILABLE ON THE OIR WEB SITE?

How important is each report to you
and the work you do for the University?

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

Enrollment Report	93.8%
Enrollment Trends by Major	75.0%
Student Semester Hour (SSH) Report	73.7%
Common Data Set	73.1%
Fact Book	71.7%
Course Enrollment History	67.7%
Admissions Report	67.4%
Graduation Report	59.0%
CIRP Freshman Survey	56.0%
OIR Staff Contact Information	56.0%
College Student Survey	54.2%
Grade Report	48.3%
New Alumni Survey	36.4%
CRSDE Report	36.4%
Flow Model	35.7%
Faculty Survey	25.0%
Presentations by OIR Staff	12.5%
OIR Mission Statement	9.7%

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

Chart 9: How Important is Each Report Available on the OIR Web Site?

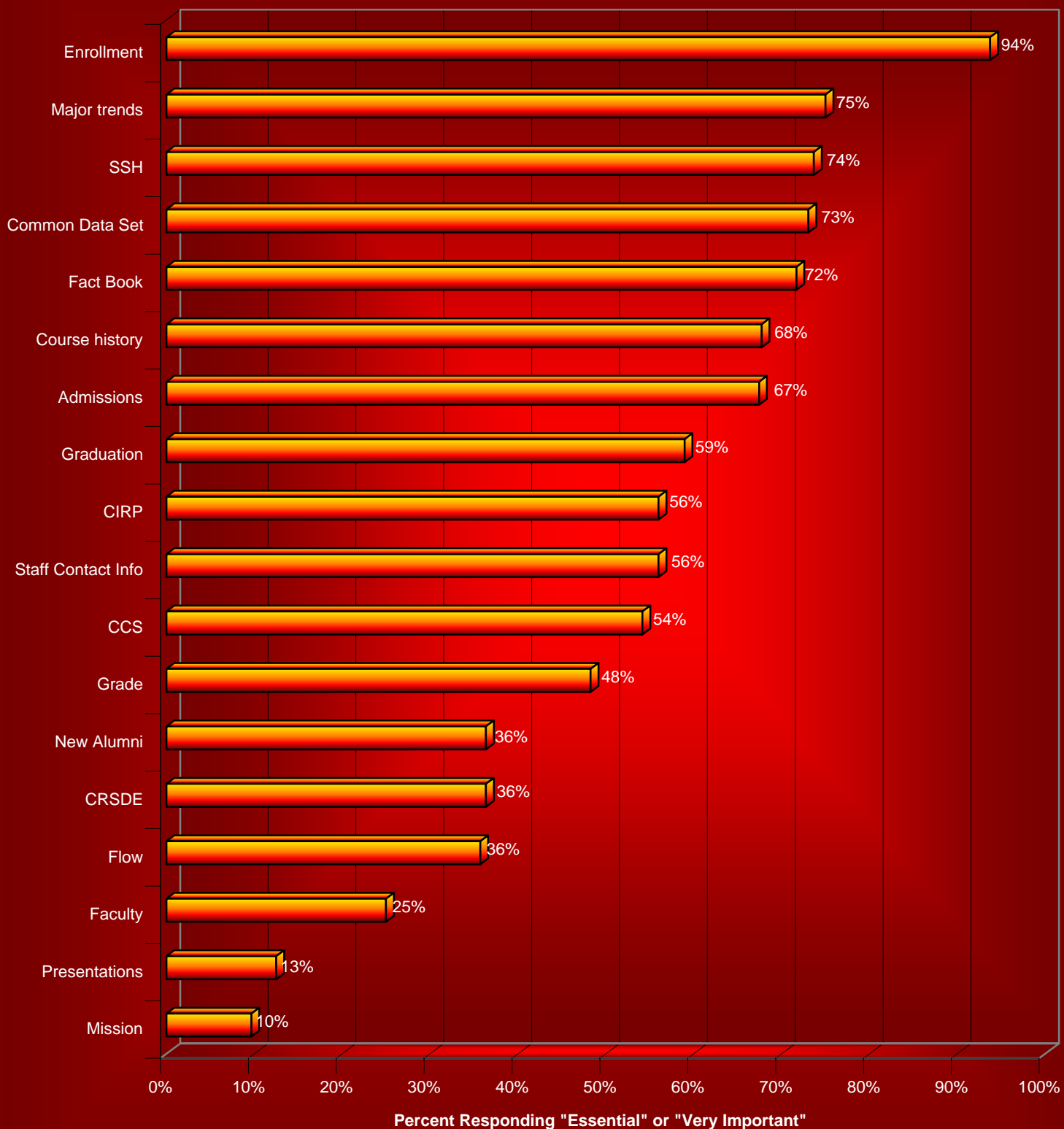


TABLE 10: SATISFACTION WITH FEATURES OF THE OIR WEB SITE

How satisfied are you with the following characteristics of the OIR web site?

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

organization of the web site's content	74.6%
amount of information currently available	70.2%
accuracy of content	67.2%
ease of locating information sought	59.3%
ease of navigation through the site	58.6%
graphic design of the web site	53.4%
clarity of content labeling	51.7%

Chart 10: Satisfaction With Features of the OIR Web Site

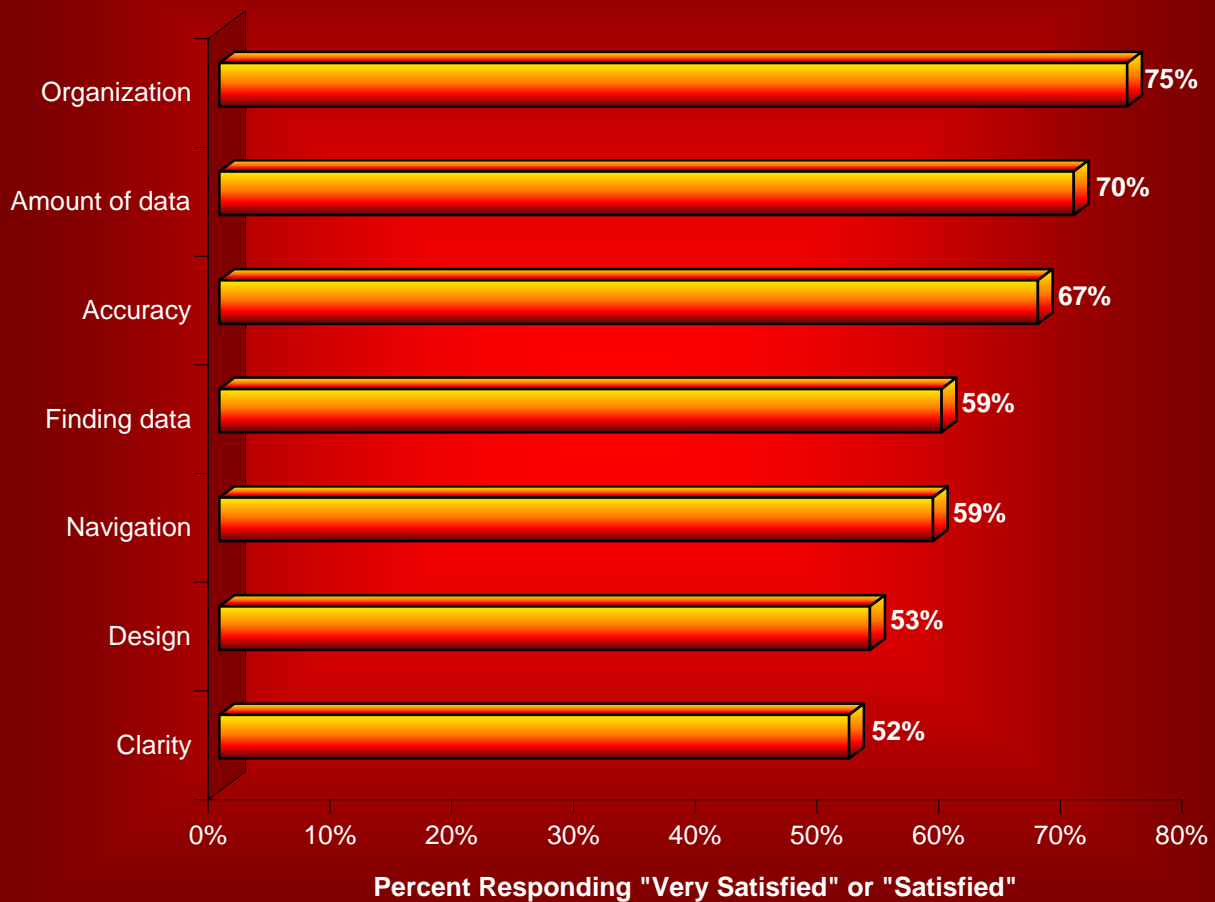


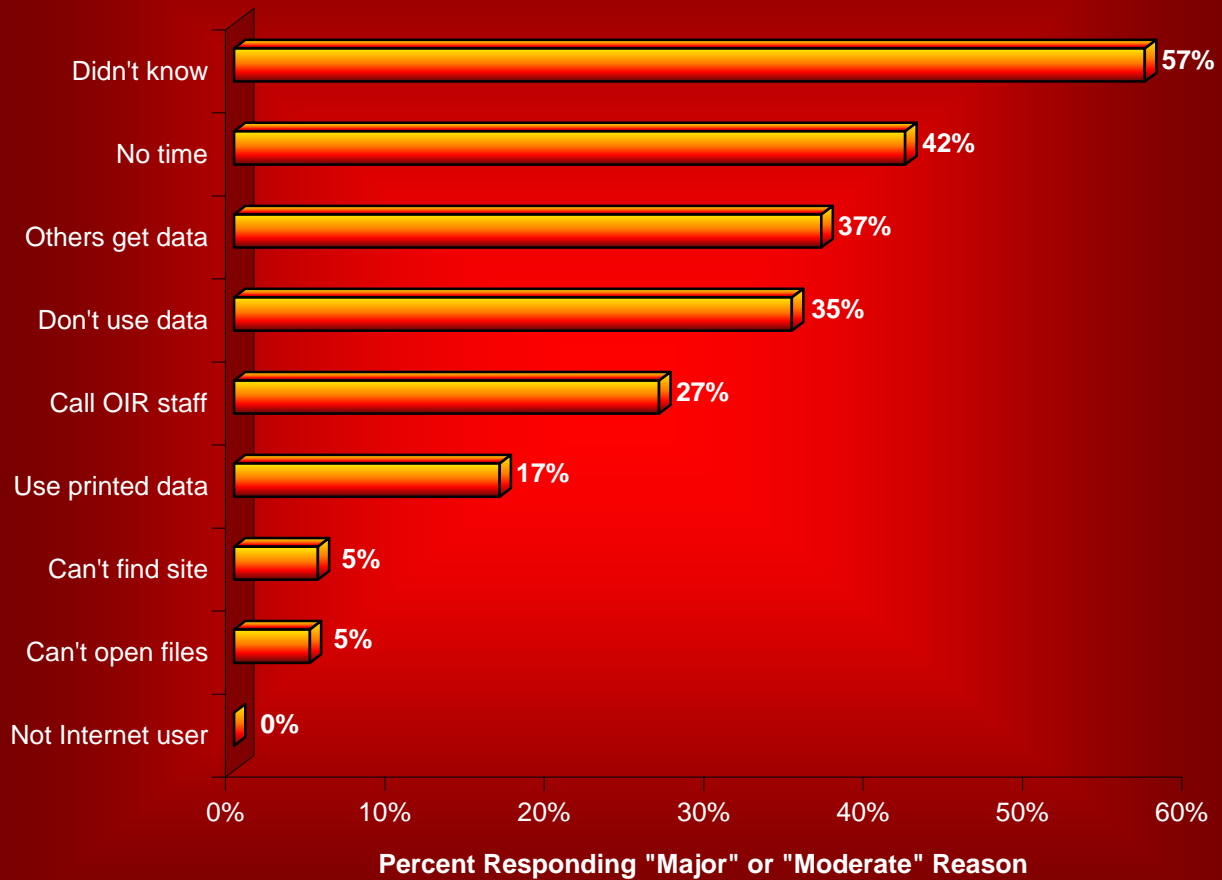
TABLE 11: REASONS WHY PEOPLE DID NOT VISIT THE OIR WEB SITE

To what extent are these your reasons for not visiting the OIR web site?

Valid Percent Responding "Major" or "Moderate" Reason

did not know the OIR had a web site	57.1%
have not had time to visit the web site	42.1%
data gathering is handled by someone else	36.8%
do not use OIR data in my work	35.0%
prefer to deal directly with OIR staff	26.7%
prefer printed reports to digital data	16.7%
could not find the OIR web site	5.3%
cannot open Adobe Acrobat files	4.8%
not comfortable using the Internet	0%

Chart 11: Reasons Why People Did Not Visit the OIR Web Site



Appendix

TABLE A-1: SURVEY RESPONSE RATE

Group	Total Number Invited to Participate	Number That Completed Surveys [1]	Survey Response Rate
Executives, Managers, Directors, and Academic Department Chairs	161	84	52.2%

[1] Eight additional people viewed, but did not complete, the survey.

TABLE A-2: REPRESENTATIVENESS OF SURVEY RESPONDENTS

Representativeness by Age

<i>Age Category</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
25 to 34	6	4%	3	4%	3	0.81
35 to 44	28	17%	16	19%	15	
45 to 54	54	34%	29	35%	28	
55 to 64	69	43%	33	39%	36	
64 and over	4	2%	3	4%	2	
Missing	0		0			
Totals	161		84			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	85	53%	50	60%	44	1.53
Male	76	47%	34	40%	40	
Missing	0		0			
Totals	161		84			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

<i>Category</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Asian/Pacific Islander	5	3%	2	2%	3	3.07
Black, non-Hispanic	25	16%	9	11%	13	
Hispanic	12	8%	8	10%	6	
White, non-Hispanic	116	73%	65	77%	61	
Non-Resident Alien	2	1%	0	0%	1	
Missing	1		0			
Totals	161		84			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

<i>Residence</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
New Jersey	146	91%	77	92%	76	0.54
New York	12	7%	6	7%	6	
Pennsylvania	2	1%	1	1%	1	
Other State	1	1%	0	0%	1	
Totals	161		84			

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	27	17%	14	17%	14	0.23
Master's	63	39%	31	37%	33	
First Professional (JD, MD, etc.)	4	2%	2	2%	2	
Doctoral	67	42%	37	44%	35	
Totals	161		84			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.	113	70%	62	74%	59	1.66
Faculty	34	21%	18	21%	18	
Professional Staff	14	9%	4	5%	7	
Missing	0		0			
Totals	161		84			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

Representativeness by Division

<i>Division</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Academic Affairs	83	52%	43	51%	43	1.10
Administration	26	16%	15	18%	14	
Human Resources	6	4%	3	4%	3	
Office of the President	4	2%	2	2%	2	
Student Devel./Campus Life	30	19%	17	20%	16	
University Advancement	12	7%	4	5%	6	
Missing	0		0			
Totals	161		84			

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 Job Code

<i>Job Code</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
College Administration (12 mo.)	12	7%	5	6%	6	0.27
College Faculty (10 mo.)	34	21%	18	21%	18	
Managers and Non-Aligned	115	71%	61	73%	60	
Missing	0		0			
Totals	161		84			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

Survey

USE AND SATISFACTION SURVEY: IR WEB SITE

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

1. Have you ever visited the main web site of the MSU Office of Institutional Research (pictured below)?

- Yes [Note: respondents will complete questions 2-13.]
- No [Note: respondents will be redirected to complete questions 2a-4a.]



Institutional Research

[Mission Statement](#) | [Fact Book](#) | [Student Semester Hour \(SSH\) Reports](#) | [Admissions Reports](#) | [Enrollment Reports](#) | [Grade Reports](#) | [Graduation & Retention Reports](#) | [Surveys](#) | [Presentations](#) | [Staff](#) | [Home](#)

Note: In order to view the linked reports, you will need to download Adobe Acrobat Reader 5.0 (it's FREE) [click here](#). Use your browser's BACK button to return to our pages.



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2. How do you normally find the IR web site?

- I follow links from the Montclair State University home page to the IR pages
- I use the advanced search function on the MSU site to locate the IR pages
- An IR staffperson usually directs me to the IR pages when I call
- Whenever I receive an email message saying that a new report is available, I follow the link embedded in the message
- I "google" institutional research at MSU to find the IR pages
- Other (Please specify _____)

3. Do you currently have the IR web site "bookmarked," or stored in your "favorites" folder in your internet browser?

- Yes
- No

4. How would you describe the IR web site's "accessibility" to a colleague planning to use the site for the first time?

- It is very easy to find
- It is fairly easy to find
- It is hard, but not impossible, to find
- It is almost impossible to find without guidance

5. How often do you visit the IR web site?

- I visit frequently, at least once a week during a typical academic year
- I visit fairly often, at least once a month during a typical academic year
- I visit infrequently, perhaps once a semester during a typical academic year
- I visit very rarely, with a year or more passing between visits
- I only visited once. My first visit was my last.

6. Do you find what you are looking for when you visit the IR web site?

- 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

7. How easy is it to find information on the IR web site?

- It is very easy to find information
- It is easy to find information
- It is difficult to find information
- It is very difficult to find information

8. What reports/information from the IR web site have you viewed and used? [Please mark all that apply]

- OIR Mission Statement
- Fact Book
- Student Semester Hour (SSH) Report
- Admissions Report
- Common Data Set
- Enrollment Report
- Enrollment Trends by Major
- Course Enrollment History
- Grade Report
- Graduation Report
- CSRDE Report
- Flow Model
- CIRP Freshman Survey
- College Student Survey
- New Alumni Survey
- Faculty Survey
- Presentations by OIR Staff
- OIR Staff Contact Information

9. Please indicate how important each report is to you and the work you do for the University.

	Essential	Very Important	Somewhat Important	Not Important	Don't Know/ Can't Judge
OIR Mission Statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fact Book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Semester Hour (SSH) Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Data Set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment Trends by Major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Enrollment History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduation Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CSRDE Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flow Model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIRP Freshman Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Student Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Alumni Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations by OIR Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OIR Staff Contact Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Would additional web site content or features be useful to you? Please describe these additions.

11. How satisfied are you with the following characteristics of the IR web site	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
The organization of the web site's content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The graphic design and visual appeal of the web site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ease with which a person can navigate through the site's pages and content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clarity of labeling used to point a person to the web site's content.	<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 web site's content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of information currently available on the IR web site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Can you suggest any changes to the IR web site that would improve its appearance, organization, and/or functionality?

13. Some universities use a "tiered" approach to the dissemination of information. This involves posting some reports to the Internet for all to see, other reports to a campus Intranet for only members of the university community to see, and still other reports to password-protected areas of university networks for only selected community members to see.

Currently, all IR reports and data are available on the Internet for anyone with computer access to view.

In your opinion, should the Office of Institutional Research continue to post all reports and data to the Internet, or should some information be available only to members of the MSU community via the university Intranet? Please explain your views on this matter



**2a. Listed below are some reasons why a person might not visit the IR web site.
To what extent are these your reasons for not visiting the IR site?**

	Major Reason	Moderate Reason	Minor Reason	Not a Reason	Don't Know/ Can't Judge
I did not know that IR has a web site.	<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"/>
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 prefer to use printed reports rather than the digital data that is available on the web.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not very comfortable with computers and using the Internet.	<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"/>
I tried to locate the IR web site on the Internet, but could not find it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have not had time to find the IR web site to see what is available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3a. Are there other reasons why you have not visited the IR web site? Please describe these reasons.

4a. Would you visit the IR web site if it had special features or content that you would find valuable? Please describe these features.