

A DEMOGRAPHIC STUDY OF THE DAILY  
O'COLLEGIAN STUDENT READERS

By

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O' COLLEGIAN STUDENT READERS

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## PREFACE

This study is concerned with a demographic study of The Daily O'Collegian, Oklahoma State University's campus newspaper. The primary objectives were to determine characteristics of the O'Colly audience.

The author wishes to express his appreciation to his major adviser, Dr. Walter Ward, and the remaining committee members--Dr. William R. Steng and Dr. Marlan Nelson. Their guidance and expertise were essential in this study and throughout my time in the Master's program.

Also, a note of thanks is given to Leland Tenney, the business manager of The Daily O'Collegian. Without his assistance, this study would not have been possible.

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Problem and Objectives . . . . .	1
Review of Literature . . . . .	4
A Look at the College Market . . . . .	7
II. METHODOLOGY . . . . .	12
Sample . . . . .	12
The Survey . . . . .	12
The Mailing . . . . .	13
Response Rates . . . . .	15
Method of Measurement . . . . .	16
Analysis . . . . .	18
Hypotheses . . . . .	20
III. FINDINGS . . . . .	24
Sex, Age and Classification of Respondents . . . . .	25
A More Detailed Demographic Breakdown . . . . .	26
Students' Reading Habits . . . . .	31
Groceries/Shopping . . . . .	36
Students: What Do They Intend to Buy? . . . . .	37
Credibility of <u>Q'Collegian</u> Advertising . . . . .	40
Summary of Findings . . . . .	40
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	44
A SELECTED BIBLIOGRAPHY . . . . .	51
APPENDIXES . . . . .	53
APPENDIX A - QUESTIONNAIRE AND COVER LETTER . . . . .	54
APPENDIX B - ADDITIONAL TABLES . . . . .	61

## LIST OF TABLES

Table	Page
I. Age of Survey Respondents . . . . .	25
II. Leisure Sport Participation . . . . .	30
III. Frequency of <u>O'Collegian</u> Weekly Readership, By Income . . . . .	32
IV. Places Students Shop for Groceries . . . . .	36
V. Purchase Intention Mean of 12 Products . . . . .	38
VI. Advertising Credibility Mean for Respondents . .	41

## LIST OF FIGURES

Figure	Page
1. Example of Cross Tabulation . . . . .	18
2. Surplus Income of Students . . . . .	27
3. Frequency of Restaurant Meals, Per Week . . . . .	29
4. Frequency of <u>O'Collegian</u> Readership . . . . .	31
5. Student Readership of Other Newspapers . . . . .	33
6. Sources of Sales Information . . . . .	35

## CHAPTER I

### INTRODUCTION

For many years, newspapers did not use marketing research. Reasons for this ranged more from a dedication to the news product than to profits to lack of competition. Newspapers were the first form of "mass media" and did not have to compete against broadcast operations. Therefore, many publishers were not overly concerned with circulation or advertising revenue.<sup>1</sup>

Interest in marketing and advertising research among newspapers developed in the 1960s. Although, historically, even when most newspaper owners could take readers for granted, they still had to sell the advertisers, and sound research proved to be a useful selling tool.<sup>2</sup>

In the past two decades, use of research has increased. Sparked by the television boom and a drop in overall readership, newspapers are locked in a competitive battle for readers and advertising revenue. Also, they are forced to use more aggressive marketing research methods due to changing readership habits.

#### Problem and Objectives

The Daily O'Collegian, Oklahoma's seventh largest daily

newspaper at this writing, is in its 89th year as Oklahoma State University's campus newspaper. It is a nonprofit organization designed to allow students the experience of working for a professional newspaper.

Although the free-circulation newspaper is nonprofit, it must generate enough revenue from advertising to operate as a self-supporting entity. In recent years, competition for the advertising dollar in Stillwater has increased. The Daily O'Collegian must battle The Stillwater News-Press (an evening newspaper), three metropolitan newspapers, and a variety of radio and television stations for clients.

To sell advertising in the marketplace, it is vital The Daily O'Collegian has adequate and up-to-date information. Advertisers want to know who is reached by the medium and who reads the message. Phillip Meyer, a University of North Carolina professor, wrote:

The basic goal of advertising research is to tell the advertiser about the audience he is buying. And the first thing the advertiser wants to know is the makeup of the audience. Circulation used to be the main indicator of audience size . . . however, newspapers have been harder pressed to justify their worth and have turned to indicators that contain more information than do raw circulation figures.<sup>3</sup>

The overriding problem undertaken in this study is to determine, within limitations, the demographics and interests of The Daily O'Collegian readers. Armed with such information, the paper can enhance profitability and gain a clearer picture of its audience.

Another important aspect of the study is information



about the college market. Few studies have been compiled about the habits and interests of this highly sought-after target group. Most past studies have used a national sample. The uniqueness of this study is that it explores a single market--a representative sample of the 21,379 students enrolled at Oklahoma State University in 1985.

Questions addressed in the study were: Who are the student readers of The Daily O'Collegian? What types of students read The Daily O'Collegian? How frequently do they read it, and do they use it as a primary advertising medium? What is the income of a typical reader? What items do they plan to buy in Stillwater? What relation do demographics such as age, sex, and surplus income level have with reading and buying habits?

Although this survey was not to be an exhaustive look at the OSU audience, it had the following objectives:

1. To provide The Daily O'Collegian with a detailed demographic look at its readers.
2. To determine to what extent various factors--income, age, sex--are related to people's buying, shopping, and reading interests.
3. To measure the survey's response rate by two variables--the color of the questionnaire and the amount of the incentive.

## Review of Literature

### A National Overview of Marketing Research and Newspapers

Advertising agencies have long bemoaned the lack of standardized information about newspaper audiences. Previously, during a multi-market buy, they had to sift through a hodgepodge of local studies by individual newspapers. Media planners believed the publications only released studies favorable to them. And to make matters worse, they often found that data in one study were not comparable to those in another.<sup>4</sup>

Jonathan Swallen said:

There is a growing trend among advertisers toward emphasizing consumer markets that are more demographically segmented and geographically localized. These are two of newspapers' strengths, and standardized audience research facilitates quantitative analyses needed to evaluate newspapers in these terms.<sup>5</sup>

Holcomb wrote:

Newspapers have changed their look, their style, and their marketing in an effort to bolster circulation and ad revenue. For the first time ever, they are providing reliable, national demographic data on their readers, giving advertisers the tools to compare newspapers with other media, especially television.<sup>6</sup>

Two 1982 studies, undertaken independently by Simmons Market Research Bureau and Scarborough Research Corp., compiled one of the most comprehensive audience investigations ever. The projects involved 125,000 respondents, 225,000 individual interviews and cost about \$2 million. The study

was conducted by telephone using random-digit dialing.<sup>7</sup>

Although the studies provide extensive demographic data on newspaper readers in the top television markets, specifics of the report have not been released publicly.

However, the figures show readers to be upscale, well-educated people who purchase a high proportion of the nation's products.<sup>8</sup>

In an analysis of the top 10 areas of dominant influence, one of the studies found that 39 percent of newspaper readers are professionals, 41 percent are college graduates, and 38 percent earn more than \$40,000 a year.

The studies also indicate that newspapers have a larger readership in the top markets than even the newspaper industry imagined--some 2.7 readers per copy. In most cases, ad space had been sold on the basis of straight circulation or on a reader-per-copy estimate of 2.0 to 2.2.<sup>9</sup> In other words, the new findings enable a newspaper with a circulation of 100,000 to claim 270,000 readers.

A major study released in 1981 was Three Sigma. It was reported for 124 daily and 89 Sunday newspapers. It covered all papers in 34 areas of dominant influence, including the top 31. The field researchers called on more than 54,000 respondents.<sup>10</sup>

The study stated that, with changing national trends such as more working women, apartment dwellers, and fewer persons per household, there has been increased competition for leisure time. This has changed readership. It said people

keep up with fast breakfast news on the radio and television and generally read one newspaper a day for in-depth and expanded coverage.<sup>11</sup>

Another study compiled for the U.S. Suburban Press, Inc. --an organization that serves as a national sales representative for more than 1,000 daily and weekly newspapers-- covered 43 markets. Some of the findings include:

- \* The audience is 53.9 percent male, 46.1 percent female.
- \* 46.5 percent of the readership have household incomes of \$25,000 or more, and 25.4 percent have household incomes of \$35,000 or more. This is higher than the national averages.
- \* 30.4 percent take at least one domestic air trip each year.
- \* 57.6 percent own two or more cars, compared to a national average of 39.7 percent.
- \* The average USSPI reader is more likely than the average U.S. consumer to buy a microwave oven, snowblower, or movie camera, or scotch, table wine, or imported beer.<sup>12</sup>

Two other studies which deserve mention are those by Ernest Larkin and the Opinion Research Corp. The Larkin study revealed that consumers cite newspapers as the best source of shopping and entertainment information. Also, respondents in the study said they believe that newspaper ads were more truthful and informative than television, radio or magazines.<sup>13</sup> The latter study showed newspapers have the greatest credibility of all advertising media.<sup>14</sup>

In news, television is perceived by the public as more believable and credible than newspapers.<sup>15</sup>

### A Look at the College Market

The main thrust of the present study deals with the college audience in Stillwater. Although many off-campus newspapers have done extensive research about their readers, it is not common among college newspapers. This is likely due to cost of research.

Advertisers, as mentioned earlier, are anxious to tap the college market. Several recent studies of the college market find the college student has more money than ever, and is spending it on high fashion, vodka, and 35-millimeter cameras.<sup>16</sup>

A 1979 study by Belden Associates in Dallas showed the nation's 11.5 million students have \$20 billion in discretionary income, an average of some \$175 monthly. The study also showed that one-third own credit cards, 41 percent took a domestic airline trip in the past year, 12 percent traveled abroad, 76.9 percent owned stereo equipment, and 92 percent owned sports and athletic equipment.<sup>17</sup>

Another Belden study in 1982 found that students spend \$224 monthly above room, board and tuition, and 18 percent spend \$400 more each month. In addition, students are big users of financial services and make seven trips a month to the supermarket. Fifty-nine percent owned automobiles and 91 percent planned to buy a new automobile. Seventy percent of the students owned a stereo system.<sup>18</sup>

In 1982, Advertising Age said 58 percent of the students

work part- or full-time during the school year and another 30 percent have summer jobs. Also, it mentions that, since college has become so expensive, many lower-income students have dropped out of the market. This has made the disposable income in the market higher.

Also, the large number of one-person households helps to lower household size for the area and means a significant market exists for items such as self-serving food packages, small appliances, and unpackaged fruits and vegetables.<sup>19</sup>

Students, obviously, can be a solid market for any business, especially in a college town. The source of the income that students have stems from several sources ranging from parents to part- or full-time employment.<sup>20</sup>

But the problem of advertisers is reaching the lucrative audience. Said a 1982 Marketing and Media Decisions article:

For those advertisers singling out the college market, the media choices have been difficult. Most agree that the college student is especially difficult to reach through the media.<sup>21</sup>

A number of marketing companies are helping manufacturers reach students where they live. University Communications, owned by Ziff-Davis Publishing Co., New York, publishes the Directory of Classes, which finds its way three times a year to 1.5 million students at more than 75 major colleges and universities in the United States.<sup>22</sup>

Another company, Alan Weston Communications, has been trying to reach the market, too. Since 1977, the company has offered advertisers a four-color college newspaper-feature

supplement called Ampersand--an entertainment-oriented insert that boasts close to a million circulation. The magazine resembles Rolling Stone in format and is published six times a year.<sup>23</sup>

Other companies also are attempting to capture students' attention. Meanwhile, studies show that the college market doesn't watch television, buys mass market magazines erratically, and spreads itself thinly across the radio dial. A 1980 study indicated students listen to some 14 hours of television weekly and 20 hours of radio. Magazines such as Time and Playboy reach anywhere from 26 to 29 percent of the audience.<sup>24</sup>

In comparison, surveys show 80 to 90 percent of the students do read the college newspaper.<sup>25</sup> This has prompted many retailers to realize the benefits of advertising in the campus medium.<sup>26</sup>

## ENDNOTES

<sup>1</sup>Mark Mattison, "Viewpoint: What's Happening to Newspaper Readers?" Market and Media Decisions, 17 (February, 1982), p. 140.

<sup>2</sup>Phillip Meyer, Survival Guide for Newspaper Editors (Bloomington: Indiana Press, 1985), p. 134.

<sup>3</sup>Ibid.

<sup>4</sup>Betty Holcomb, "Media: Newspapers Full Disclosure," Madison Avenue, 26 (February, 1984), p. 92.

<sup>5</sup>James Dunaway, "Two studies could boost newspaper advertising," Advertising Age, 55 (Jan. 30, 1984), pp. M30-31.

<sup>6</sup>Holcomb, p. 92.

<sup>7</sup>William Gloede, "Newspaper Audience Study Draws Controversy," Advertising Age, Vol. LVI, No. 58 (July 29, 1985), pp. 44-45.

<sup>8</sup>Holcomb, p. 92.

<sup>9</sup>Ibid.

<sup>10</sup>"Newspapers Take the Plunge," Marketing and Media Decisions, 14 (October, 1979), pp. 68-70.

<sup>11</sup>Ibid.

<sup>12</sup>Doris Walsh, "Consider Collegetowns," American Demographics, Vol. VI, No. 4 (April, 1984), p. 31.

<sup>13</sup>Ernest Larkin, "Consumer Perception of the Media and Their Advertising Content," Journal of Advertising, Vol. VIII, No. 2 (Spring, 1979), pp. 5-7.

<sup>14</sup>Stephen Martin, "Newspapers: message on medium," Marketing and Media Decisions, Vol. XX, No. 9 (July, 1985), pp. 146-149.

<sup>15</sup>The Roper Organization, Inc., "Trends in Public Attitude Toward Television and Other Mass Media, 1959-1974," Report distributed by the Television Information Office



(New York, 1975), pp. 4-5.

<sup>16</sup>"Rich but no easy mark," Marketing and Media Decisions,  
21 (August, 1982), p. 66.

<sup>17</sup>Ibid.

<sup>18</sup>Walsh, p. 21.

<sup>19</sup>Ibid.

<sup>20</sup>"Rich but no easy mark," p. 66.

<sup>21</sup>Donna Dauterich, "College Newspapers Hold Plenty of  
Potential for Co-op Ads," Sales and Marketing Management,  
Vol. CXXVIII, No. 8 (June 7, 1982), p. 61.

<sup>22</sup>Belinda Hulin-Salkin, "Media cool - but not to college  
crowd," Advertising Age, Vol. LIII, No. 32 (Aug. 2, 1982),  
pp. M7-M12.

<sup>23</sup>Ibid.

<sup>24</sup>"Rich but no easy mark."

<sup>25</sup>Ibid.

<sup>26</sup>Dauterich, p. 54.

## CHAPTER II

### METHODOLOGY

#### Sample

The sampling frame was a computerized list of the 21,379 Oklahoma State University part- or full-time students. The sample, randomly selected by the OSU Registrar's Office, was comprised of 396 students. The number was chosen after considering the time factor, economic limitations, and projected margin of error. The author's goal was to gain a representative sample of 267--which carries an estimated plus or minus six percent margin of error.

#### The Survey

Regardless of type of study, the researcher must choose which type of survey to use. Criteria usually considered when making that decision are the study's complexity, required amount of data, desired accuracy, sample control, time requirements, acceptable level of nonresponse, and cost.<sup>1</sup>

After reviewing those criteria--especially the time and cost considerations--the author chose a mail questionnaire as the survey instrument. As Kenauk and Berenson said:

Market researchers have long recognized the obvious advantages of mail questionnaire surveys.

They are relatively low in cost, geographically flexible, and can reach a widely dispersed sample simultaneously without the attendant problems of interviewer access or the possible distortions of time lag.<sup>3</sup>

In addition, mail questionnaires tend to be more valid than telephone or personal interviews because they enable the respondents to check information by verifying their records or consulting with other members of the family and because they permit leisurely and thoughtful reply.<sup>4</sup>

Other strengths, as cited by a mail research expert, are a wider distribution, less distribution bias, and the lack of interviewer bias.<sup>5</sup>

Weaknesses of the mail survey range from no control over who actually fills in the survey to the inability to ask complex questions.<sup>6</sup> However, the author believed the strengths of such a survey outweighed the negative points in this type of study.

#### The Mailing

Each selected student received a two-page, 20-question survey, a cover letter explaining the purpose of the survey, and a stamped return envelope. In addition, several techniques--different colors of questionnaires, commemorative stamps, an incentive, prior notification, and a follow-up letter--were used.

The survey--coded to determine non-respondents in the first wave--was printed in white, gray, and buff. Of the 396, one-third received a questionnaire of each color. This was

done to test findings which show that bright colors (such as the buff) usually do not show as a high rate of returns as neutral colors.<sup>7</sup>

Commemorative stamps were used on the outgoing and return envelopes. First-class stamps usually are an improvement over a bulk meter mailing and, in addition, commemorative stamps are considered attention grabbers.<sup>8</sup> George Breen, a researcher, said:

Both the outgoing and the incoming envelopes should use regular postage stamps, rather than go through a postage meter. The stamp says to the respondent that his opinion is needed.<sup>9</sup>

Of those asked to respond, 198 received a half-dollar as an incentive, and the remainder were rewarded with a quarter. Respondents were selected randomly for the "incentive treatments." Although the incentive is not considered to "pay for their time", it is more of a goodwill gesture. In addition, it serves as an attention getter and generally increases the response rate.<sup>10</sup>

Nearly all studies on incentives show a significant difference between no incentive and use of monetary incentive. In one survey of 5,000 people--most of whom were in business or professional occupations--1,000 were selected randomly to receive a .25 coin. The remainder received nothing. On a single mailing, 58 percent returns were received from the premium mailing and 35 percent from the non-premium mailing.<sup>11</sup>

The author varied the incentive amount between a quarter and a half-dollar to determine if there was a significant

difference between the respondents who received the two coins. Many surveys found there is usually no difference.<sup>12</sup>

One other technique used was a form of prior notification and reminders. Before the survey was mailed, and about every third day thereafter until the study was completed, a display advertisement in The Daily O'Collegian was used. The advertisement, usually 4 x 5 inches in size, reminded students to return the surveys. The ads attempted to impress the importance of their return.

A follow-up mailing, usually successful in squeezing out a few extra percentage points in the response rate, also was used. After the 21-day first wave, the second mailing was sent to 75 respondents who had been identified as not returning the first survey. The follow-up was limited to 75 because of cost and time considerations. All students who received the second mailing lived on the OSU campus. Also, that mailing included another copy of the original survey, a stamped return envelope, and no incentive.

#### Response Rates

Of the 396 surveys mailed to students, 260 (65 percent) usable surveys were returned. Of the 260, 237 were returned in the first wave, and 23 were returned in the limited second wave (See Appendix B, Table I).

Although it is difficult to measure success by response rates, 65 percent is often considered above average based on the findings of other studies. Fred N. Kerlinger reports

returns of less than 40 or 50 percent are common.<sup>14</sup> Delbert C. Miller reported response rates to mailed questionnaires typically are low, "usually not exceeding 50 percent."<sup>15</sup>

Also, a comparison of the survey respondents with the census appears to lend more credibility to this study.

#### Method of Measurement

The sample of respondents was asked 20 questions, which ranged from closed-end questions to a Likert scale to a Semantic Differential. Operational definitions of variables are listed below.

1. Read - The frequency of readership of The Daily O'Collegian
2. Rate - A rating on a scale of 1 (low) to 10 (high) on the respondent's opinion of The Daily O'Collegian as a campus newspaper.
3. Paper - The other daily newspapers that OSU students read regularly
4. O'Collegian Advertisements - The frequency that a respondent notices an advertisement in The Daily O'Collegian
5. Sales - Where the respondent gets his or her information on sales in Stillwater
6. Age
7. Work - The employment status of a respondent
8. Income - A monthly estimate of surplus income--money over and above regular expenses such as housing, food,

tuition, books, and transportation.

9. Credit - Whether a respondent has access to a credit card
10. Auto - Whether a respondent owns a car
11. Food - The amount of money a respondent spends weekly on groceries
12. Shop - Where the respondent shops for groceries in Stillwater
13. Eat - The frequency a respondent eats out per week
14. Department - Where a respondent shops
15. Product - Measures the degree of intention to purchase products
16. Sports - A respondent's favorite leisure sport
17. Advertising - A respondent's opinion of O'Collegian advertising

The demographic variables correspond with those commonly used by advertisers in identifying their target market.<sup>16</sup> The other variables were established after discussions with Leland Tenney, the paper's business manager and sponsor of the study. As in most marketing research studies, Tenney identified his needs for information. The study attempted to provide such information cost-effectively.

Besides closed-end questions, the survey included a summated scale on the respondent's intent-to-buy products in Stillwater, ranging from stereos to sporting goods.

In addition, ten, 7-point Semantic Differential scales were used to measure attitudes of respondents toward the

credibility of O'Collegian advertisements.

### Analysis

The analysis was broken into several categories. Response rates were measured using a complex chi-square. Variables used were color of the questionnaire, sex of the respondent, and the amount of incentive.

Secondly, a one-way frequency distribution was compiled for each variable listed above. The distribution offers a somewhat concise portrayal of the nominal data and allows the researcher more of a "feel" for the findings. Next, a cross tabulation of each of the above variables was used. A cross tabulation involves construction of a table so that one can see how respondents with a given value on one variable responded to one or more other variables.<sup>17</sup> Figure 1 is an example of a cross tabulation.

	Income Level		
	High	Medium	Low
Male	34	23	34
Female	23	13	20

Figure 1. Example of Cross Tabulation

Chi-squares were used on cross tabulation data. A



complex chi-square addresses two or more variables, telling the researcher if there is a significant relationship among the variables.<sup>18</sup> In addition, a C-Coefficient of Contingency --which computes the strength or degree of relationship of the variables--was computed.

The intent-to-buy question was analyzed several ways. It was analyzed on an item-by-item basis (profile analysis) and the scores were summated to form a single score for each individual. In addition, the scores on the various products were intercorrelated using the Pearson-r correlation. The Pearson-r is an index of the magnitude and direction.<sup>19</sup>

The correlations--which range from -1.0 to 1.0--then were placed in a 12-by-12 matrix. A McQuitty's Elementary Linkage and Factor Analysis was made to determine which of the products clustered.

Analysis of variance was used to analyze the main and interactive effects. According to Kerlinger:

In factorial analysis of variance two or more independent variables vary independently or interact with each other to produce variation in a dependent variable ... One of the most significant and revolutionary developments in a modern research design and statistics is the planning and analysis of the simultaneous operation and interaction of two or more variables. Scientists have long known that variables do not act independently. Rather, they often act in concert.<sup>20</sup>

For this question, Type I and Type III analyses of variance were used to test relationships of various demographic variables against the intent to purchase mean scores. The repeated measure is the mean scores of the intent-to-buy

scale.

The Type I ANOVA was a two-factor design. One factor was the sex of the respondent; the other factor was the mean scores of the products. Each respondent, therefore, was measured on his or her interest in the intent-to-buy the 12 products listed on the survey.

The Type III ANOVA had repeated measures on one factor, the intent-to-buy scales. The non-repeated factors were surplus income level and sex of the respondent.

Mean scores were used on the Semantic Differential. In addition, an analysis of variance of scales-by-respondents was conducted. Finally, the mean scores on the scale items was used in a profile analysis.

### Hypotheses

The research problems, combined with the search of the literature, led the author to several hypotheses regarding possible survey results:

1. The shopping and reading habits of the respondents will not differ significantly despite the various demographic characteristics.
2. Students will read The Daily O'Collegian significantly more than they will read other newspapers.
3. The color of the questionnaire and the amount of the incentive will make no significant difference in response rate.

### Values and Limitations

The methodology was based on a brief and cost-effective study. Obviously, a four-page survey cannot be exhaustive and was not intended to be. Simply put, it was designed to provide the desirable information to the survey sponsor. However, the research technique was such that other individuals can repeat the study in other college markets.

## ENDNOTES

<sup>1</sup>Donald S. Tull and Del I. Hawkins, Marketing Research: Measurement and Methodology (New York: MacMillan Publishing Co., 1984), p. 126.

<sup>2</sup>Ibid.

<sup>3</sup>Leslie Kenauk and Conrad Berenson, "Mail Surveys and Response Rates: A Literature Review," Journal of Marketing Research, 12 (Nov. 19, 1975), p. 444.

<sup>4</sup>Ibid., p. 440.

<sup>5</sup>Paul L. Eros, Professional Mail Surveys (New York: McGraw-Hill Book Company, 1970), p. 6.

<sup>6</sup>Ibid., p. 13.

<sup>7</sup>Ibid.

<sup>8</sup>Larry J. Saboto, "Mailing for Dollars," Psychology Today, 18 (October 1984), p. 40.

<sup>9</sup>George E. Breen, Do-It-Yourself Marketing Research (New York: McGraw-Hill Book Company, 1977), p. 48.

<sup>10</sup>Eros, p. 96.

<sup>11</sup>Ibid., p. 99.

<sup>12</sup>Kenauk and Berenson, p. 441.

<sup>13</sup>John J. Watson, "Improving the Response Rate on Mail Research," Journal of Advertising, 5 (June 1965), pp. 48-50.

<sup>14</sup>Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 414.

<sup>15</sup>Delbert C. Miller, Handbook of Research Design and Social Measurement (New York and London: Longman, Inc., 1977), p. 79.

<sup>16</sup>Otto Klepner, Advertising Procedure (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979), p. 91.

<sup>17</sup>Tull and Hawkins, p. 443.

<sup>18</sup>Walter J. Ward, "Simple Two-Category Chi Square Test,"  
Unpublished Handout (Stillwater, Okla.: Oklahoma State  
University, 1985), pp. 1-5.

<sup>19</sup>Ibid.

<sup>20</sup>Kerlinger, p. 245.

## CHAPTER III

### FINDINGS

What are the characteristics of The Daily O'Collegian audience? A mail survey was conducted to determine the demographic makeup of the campus newspaper readers. Linked to demographics were various questions on lifestyle, reading habits, and shopping patterns.

Additional variables in the survey included the use of incentives and questionnaire color. As noted in Chapter II, 50 percent of the 396 students selected randomly for the survey were sent an incentive of a quarter. The remaining students received a half-dollar.

Of the 237 surveys returned in the first wave of mailing, 122 students who received 50 cents as an incentive returned their questionnaires. Of those receiving a quarter, 115 returned the survey, indicating there is no significant difference between the two amounts. Neither was there a relationship between the sex of the respondent and amount of incentive.

Also, as mentioned in Chapter II, respondents received one of three different questionnaire colors--buff, white or gray. Of those responding, 94 returned the gray questionnaires. White was the next most popular color with 82, and

buff was third at 61, indicating a significant finding at the .05 confidence level. In other words, variations as large as those observed are too large to have occurred by chance fewer than five times in 100.

#### Sex, Age, and Classification of Respondents

A total of 396 surveys was mailed. Of those, 258 (65 percent) were usable returns, including 148 males and 110 females. Age ranged from 18 to 52 years. Table I has a more detailed breakdown.

TABLE I  
AGE OF SURVEY RESPONDENTS

	18	19	20	21	22	23-up
Women	24	14	16	21	8	26
Men	28	21	20	18	10	50

CLASSIFICATION OF SURVEY RESPONDENTS

	FR	SO	JR	SR	GR
Women	33	27	27	13	8
Men	43	30	24	26	25

Freshmen represented 30 percent of the returns, followed by sophomores at 22 percent. Juniors accounted for 20 percent of the respondents, and seniors represented 14 percent. Thirteen percent were graduate students.

The respondents averaged 22 years of age. Thirty-four percent of the respondents were 18- and 19-year-olds. Twenty-nine percent listed their age at 20 to 21, and 37 percent were 22 or older.

#### A More Detailed Demographic Breakdown

Other key demographic variables included the students' employment status, discretionary income level, lifestyle habits, and leisure sport interests. Only the significant findings at the .05 level will be discussed. Simply put, this means the author is 95 percent confident in the findings.

#### Employment of Students

Employment status of the respondents-- a vital statistic to most advertisers--indicated the majority of the students (54 percent) did not work. Another 34 percent (88) said they worked part-time, and the remaining 12 percent were employed full-time (Appendix B, Table II).

There was no significant difference between the employment of men and women. But the students' classification in school and whether they had a job were moderately related ( $F = 28.232$ ,  $df = 8$ ,  $p < .05$ ). Graduate students typically



were employed more than undergraduates, and students 23 years or older had a better chance of being employed than the younger respondents (Appendix B, Table III). Also, 18-year-old students, on the average, were more likely to be unemployed than any other age group (Appendix B, Table IV).

### Surplus Income

Overall, the respondents' average monthly surplus income --defined as money over and above regular expenses such as housing, food, tuition, books, and transportation--was an estimated \$125 monthly. Figure 2 shows a breakdown.

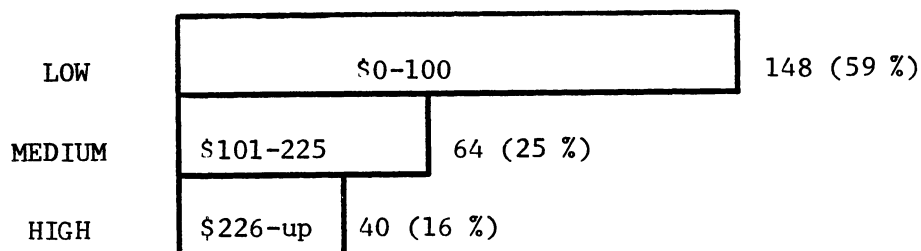


Figure 2. Surplus Income of Students

Of those responding, 148 (58 percent) listed surplus income as \$100 or less. This was designated "low." Sixty-four (25 percent) estimated their income between \$101 and \$225, categorized as "medium," while the remaining 16 percent (40) said they spent \$226 or more--considered to be "high."

Also, as one might anticipate, employment status had a moderate relationship with the amount of surplus income ( $C = .38$ ). In other words, the income of students who worked full- or part-time tended to be higher than those who did not work.

The average respondent spent slightly more than \$32 a week on groceries. The weekly grocery bills, however, ranged from a low of \$2 to more than \$150.

There was a significant difference between those who had access to credit cards (141) and those who did not (117). Graduate students typically had access to such cards more than did the undergraduates. Similarly, 84 percent of the student respondents said they owned an automobile.

### Dining Out

Eating out also was a popular item among respondents, as shown in Figure 3.

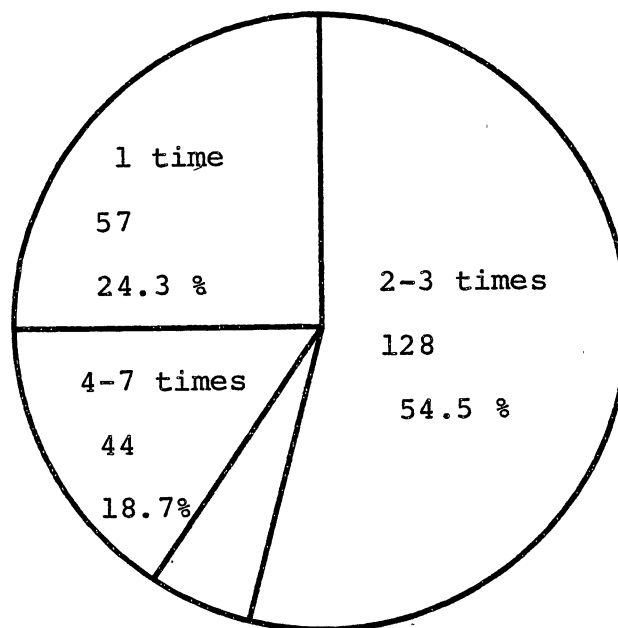


Figure 3. Frequency of Restaurant Meals, Per Week

Ninety-one percent (235) of the students said they eat out at least once a week. Of those, 128 indicated they dined away from home two to three times weekly. An additional 44 ate out four to seven times each week and six dined out more than seven times during a week.

### Leisure Sports

Leisure sport participation, a key item in evaluating a student audience, indicated that running or jogging was the most popular, followed closely by racquetball, football, basketball, tennis, fishing, and golf (See Table II). Broken down by sexes, women (See Appendix B, Table V) overwhelmingly ranked aerobics as their No. 1 sport.

TABLE II  
LEISURE SPORT PARTICIPATION

Sport	Number of Respondents	Percent of Total
Football	74	10.8
Basketball	69	10.1
Golf	55	8.1
Softball	47	6.9
Racquetball	84	12.3
Fishing	61	8.9
Running	86	12.6
Tennis	62	9.1
Aerobics	56	8.2
Other	89	13.0

They also liked tennis and running better than did the men. The males voiced strong interest in basketball, football, racquetball, and fishing.

Of the three income levels (low, medium, and high), those with high surplus income tended to favor running and jogging. Those in the low income bracket listed racquetball as their No. 1 sport, followed closely by running, football, and basketball. The medium group also favored running and jogging (See Appendix B, Table VI).

### Students' Reading Habits

One of the most important items in the survey was the students' reading habits. By investigating a student's reading habits, an advertiser may get a clearer picture of the O'Collegian audience.

Figure 4 shows the majority of OSU students read the O'Collegian.

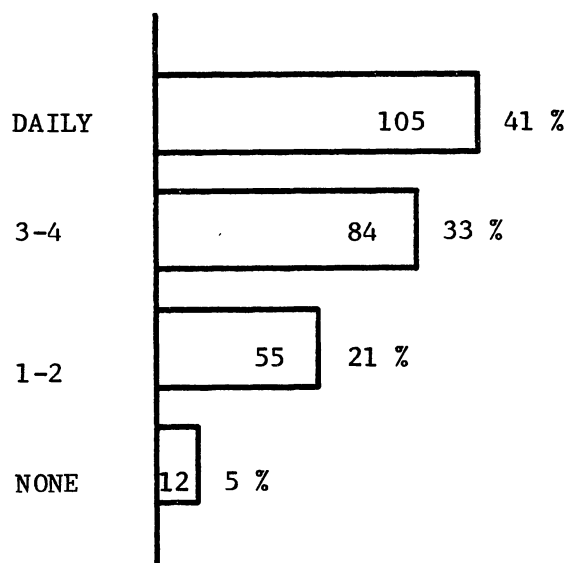


Figure 4. Frequency of O'Collegian Readership

Of the students responding, 244 (95 percent) indicated they read the O'Collegian at least once a week. Of those, 21 percent read it twice a week, 33 percent read it three to four times a week, and the remaining 41 percent are daily

readers.

There was no difference between men and women regarding how many times they read the campus newspaper. However, there was a difference between the classification and age of students in O'Collegian readership. Generally, undergraduates, particularly 18- and 19-year-olds, tended to read the campus paper more than did the older students.

#### Readership by Income

Another important finding was the income of the Daily O'Collegian readers, listed in Table III.

TABLE III  
FREQUENCY OF O'COLLEGIAN WEEKLY READERSHIP,  
BY INCOME

Frequency	\$0-\$100	\$101-\$225	\$226-up
Daily	65	31	15
3-4 times	46	17	20
1-2 times	31	13	13
None	5	1	7

Of the high surplus income level students, 27 percent

said they read the paper daily. But 75 percent of the lower level income students also read it daily, and 50 percent of the medium income level respondents were daily readers (See Appendix B, Table VIII).

Of those who worked full-time, the biggest group (34 percent) said they read the paper one to two times a week. Of those who worked part-time, the largest group was those students who read the O'Colly three to four times weekly (36 percent). Of those who did not work, the largest group was the daily readers (49 percent).

#### Readership of Other Newspapers

When asked what other newspapers they read, 18 percent of the respondents said The Tulsa World (See Figure 5).

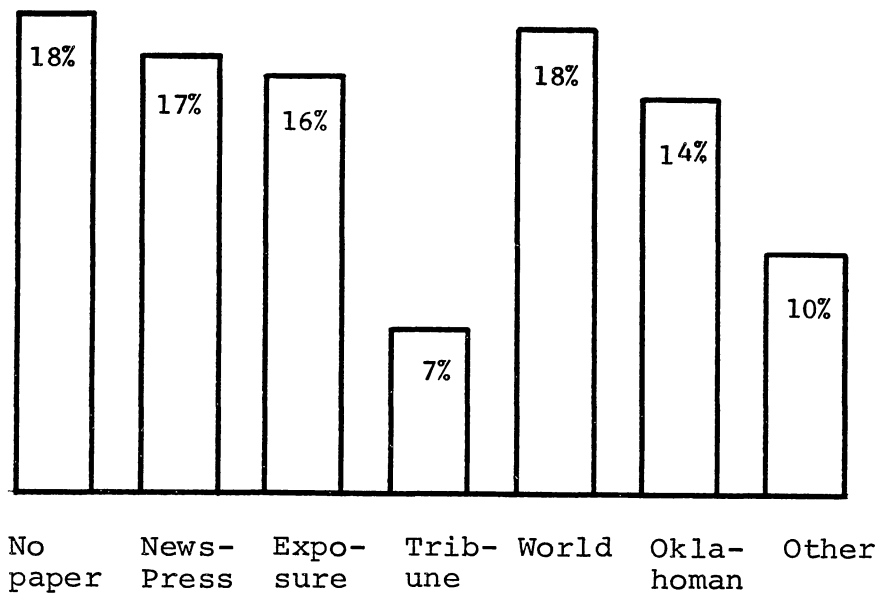


Figure 5. Readership of Other Newspapers

Next was the Stillwater News-Press, followed by the ExpOSUre (a weekly supplement of the Stillwater News-Press), The Daily Oklahoman, and The Tulsa Tribune. Some 18 percent indicated they did not read other newspapers regularly.

#### O'Collegian Advertisements

Another question involving reading habits asked the students how often they noticed advertisements in the O'Colly. One hundred and fifty-seven (62 percent) said they noticed the ads frequently. Another 86 (34 percent) indicated they noticed the ads occasionally. The remaining four percent said they did not notice O'Collegian advertisements (See Appendix B, Table IX).

Findings suggested a substantial relationship ( $C = .65$ ) between the frequency of reading the paper and noting of advertisements. In other words, the more frequently someone read the newspaper, the more likely he noticed an advertisement.

Other findings suggest a moderate relationship ( $C = .34$ ) between age of the respondent and whether he noticed the advertisement. Younger readers tended to notice advertisements more than did the older readers (See Appendix B, Table X).

#### Sales Information

When asked where they got their sales information, students overwhelmingly said the O'Collegian, as noted in



Figure 6.

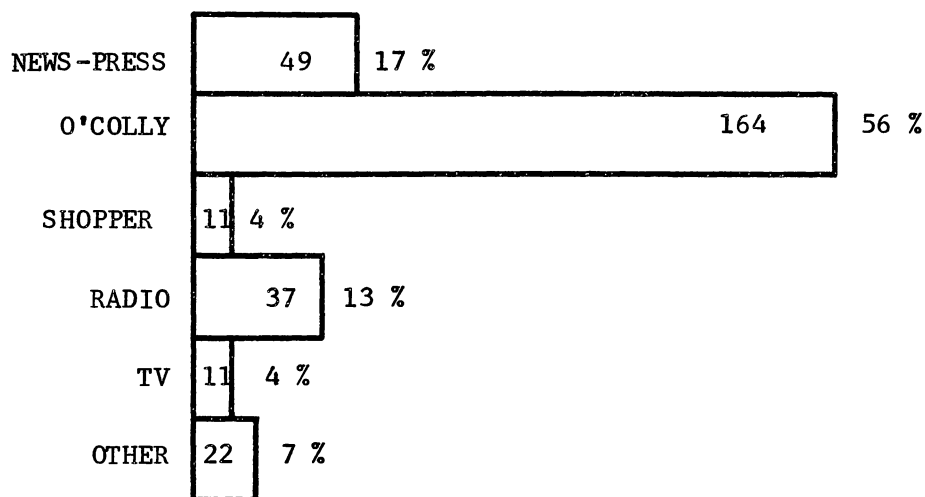


Figure 6. Sources of Sales Information

Of the 294 responses, 164 (56 percent) said they got such information from the campus newspaper. The second-highest total, 49 (16.7 percent), belonged to the Stillwater News-Press, followed by radio, other media, shoppers, and television.

Also, the income level of those who received their sales information from the Daily O'Collegian is important. Of the 151 students who depended on sales information from the O'Collegian, 58 percent were in the low income bracket, 32 percent in the middle, and 10 percent in the high. The News-Press, while considerably behind in the two lowest income

levels, had the highest group of high income readers in this category (See Appendix B, Table XI).

#### Groceries/Shopping

One of the most profitable advertising accounts for any newspaper is the local supermarkets. Respondents were asked whether they shopped for groceries, and if so, to estimate their weekly bill.

Of the 254 students responding, 203 (116 men, 87 women) indicated they shopped for groceries. Average food bill was \$32 a week, ranging from \$2 to \$150. Places shopped are shown in Table IV.

TABLE IV  
PLACES STUDENTS SHOP FOR GROCERIES

	Total	Percent
Consumer's IGA	160	78.8
Safeway	23	11.3
Bestyet	12	5.9
Other	8	4.0

Of the 203 who shopped, 160 (78.8 percent) said they

shopped at Consumer's IGA. Safeway was a distant second with 11.3 percent, while 5.9 percent shopped at Bestyet. Only four percent indicated they shopped elsewhere.

Also, there was a moderate relationship between how frequently a student read the O'Collegian and where he went for groceries. However, since most of the students shopped at IGA, this may be misleading. Along the same line, those who noticed O'Collegian advertisements frequently more likely tended to shop at the three stores ( $C = .258$ ).

When asked what department stores they shopped, a majority of the students named Wal-Mart (See Appendix B, Table XII).

Of the 610 responses (students could select more than one choice), Wal-Mart had 206. TG&Y was second with 156, and Penney's followed with 68 responses.

#### Students: What Do They Intend to Buy?

The question of what products students are most likely to buy is important to potential advertisers. The study identified 12 products to measure students' intent-to-purchase. On a 4-point scale, 1 represented those most likely to buy the designated item, and 4 represented those most unlikely to buy the item.

Overall, respondents showed a mean intent of 2.68, which registered toward the "might-not-buy" point on the scale. There was a significant difference between the subjects. In other words, the scale used was internally consistent. There

also was a difference among the ratings of the products ( $F = 118.40$ ,  $df = 11/2998$ ,  $p < .05$ ). A detailed breakdown is listed in Table V.

TABLE V  
PURCHASE INTENTION MEAN OF 12 PRODUCTS

Product	Mean	Interpretation
Clothes	1.77	Might buy
Household	1.80	Might buy
Health Care	2.05	Might buy
Shoes	2.20	Might buy
Auto Repair	2.34	Might buy
VCR Rental	2.45	Might buy
Sporting Goods	2.66	Might buy
Travel Service	3.20	Might not buy
Fitness	3.28	Might not buy
Stereo	3.40	Might not buy
Computer	3.47	Will not buy
New, Used Car	3.58	Will not buy

Clothes received the top mean score at 1.77, slightly below the "might buy" category. Household supplies ranked

second at 1.8, followed by health care, shoes, automobile repair, videocassette recorder (VCR) rental, and sporting goods. Travel services were next at 3.2, followed by fitness membership, stereo or stereo equipment, and computers. The highest mean was 3.58--buying a new or used car.

#### Sex-by-Income

Another analysis, sex-by-income, involved 250 respondents. The author wanted to know if attitudes toward buying the product differed by sex and income levels. There was a significant difference between male (2.6) and female (2.8) respondents ( $F 7.38, df = 1/249$ ), but no difference among the income levels.

The critical difference among the products was .222. Male and female respondents differed on four products. The women were more likely to buy household supplies than men (1.4 for women, 2.2 for men), while less likely to purchase maintenance for the automobile (2.7 for women, 2.0 for men), computers (3.94 for women, 3.0 for men) and new cars (3.9 for women, 3.26 for men).

#### Intent-to-Buy

The product ratings by the respondents also were inter-correlated. In addition, a McQuitty's Linkage was compiled on the items to see which clustered together. When the various products fall into a type, it simply means that the ratings of any product in the type are more likely than the

products in that type, on the average, than with products in other types. In other words, products that cluster together are similar to each other, yet different from those in another type.

The Type I products, which could be considered routine purchases, were clothes and household supplies. The overall mean for the Type I products was 1.785. Type II products, which had a mean of 2.94, were comprised of shoes, VCR, travel, health fitness membership, and the purchase of a car. Travel was the most representative item of this type.

Type III included health care, automobile repair, sporting goods, stereo equipment, and computer accessories. Stereo and stereo equipment was the product most representative of this type. The mean for this type was 2.784.

#### Credibility of O'Collegian Advertising

A semantic differential on 10 pairs of bi-polar adjectives was used to measure the student attitudes on the credibility of The Daily O'Collegian advertising. On the 7-point scale, 1 represented the most negative rating, 7 was the most positive. The overall mean was 5.16, indicating a positive image of the advertising. There was a significant difference between the subjects ( $F = 7.55$ ,  $df = 236/2222$ ), indicating the scale was internally consistent.

Believability was the highest ranked semantic differential pair at 5.77, indicating students tended to believe O'Collegian advertising. The second-highest mean was 5.66

on the informative-not informative concept. This means respondents considered the advertising informative.

Table VI shows the individual pairs of adjectives and their respective ratings.

TABLE VI  
ADVERTISING CREDIBILITY MEAN FOR RESPONDENTS

Adjective Pair	Mean
Believable/Unbelievable	5.77
Informative/Not Informative	5.65
Useful/Useless	5.64
Honest/Dishonest	5.59
Good/Bad	5.40
Effective/Ineffective	5.09
Interested/Uninterested	4.90
Original/Unoriginal	4.74
Persuasive/Unpersuasive	4.51
Impressive/Unimpressive	4.40

#### Summary of Findings

The survey suggested about one of every 10 students was

employed full-time, while 54 percent do not work at all. The other 34 percent indicated they work part-time. Surplus income of the students was an estimated \$125 monthly. Of the respondents, 58 percent listed their surplus income under \$100, 25 percent had between \$101 and \$225, and the remaining 12 percent said their surplus income was more than \$226.

Other key demographic findings indicated most students had access to credit cards, 84 percent owned automobiles, and 91 percent said they dined out at least once a week. The most popular leisure sport was jogging.

### Shopping

Of those who shopped for groceries, the average weekly bill was \$32. Some 80 percent of these grocery shoppers listed Consumer's IGA as where they do business. Safeway and Bestyet were a distant second and third, respectively.

The most frequently shopped department store was Wal-Mart, followed by TG&Y and Penney's. The survey indicated students were more likely to buy items such as clothes, household supplies, and health care items during the year. Products they were not likely to buy were cars, computers, and stereos.

### Reading Habits

Forty-one percent of the respondents read the O'Colly daily and an additional 54 percent read it at least once a



week. The second most-read newspaper was The Tulsa World, followed closely by the Stillwater News-Press.

Of those who read the O'Colly daily, 27 percent were in the "high" surplus income level. Seventy-five percent were in the "low" group and 50 percent were in the "middle" group. Most of the O'Collegian's daily readers did not work.

Other key findings included the notice of O'Collegian advertisements and source of sales information for students.

Sixty-two percent of the respondents said they notice the advertisements in the campus newspaper frequently. Findings also suggest that a majority of students rely on the O'Collegian as their primary source of sales information. More than half said they used the O'Collegian for sales information. The News-Press was second, and radio was third.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The overriding problem undertaken in this study was to determine, within limitations, the demographics and interests of The Daily O'Collegian readers. Armed with such information, the paper could enhance profitability and gain a clearer picture of its audience.

The sampling frame was a computerized list of 21,379 Oklahoma State University part- or full-time students. The sample, randomly selected, comprised 396 students. Each student received a two-page, 20-question survey in the mail. Sixty-five percent of those in the sample returned surveys with the help of incentives and follow-up mailings.

Questions addressed in the study were: Who are the readers of The Daily O'Collegian? What types of students read The Daily O'Collegian? How frequently do they read it, and do they use it as a primary advertising medium? What is the income of a typical reader? What do readers plan to buy in Stillwater? What is the relationship among demographics such as age, sex, and surplus income and reading and buying habits?

The data were analyzed several ways. Frequency counts were used along with cross tabulation. Chi-squares,

correlations, and McQuitty's Elementary Linkage and Factor Analysis also were used. In addition, Type I and Type III analyses of variance were conducted on specific questions/data.

Several recent studies of the college market produced the following findings:

- \* One-third of the students own credit cards.
- \* Ninety-two percent own sports and athletic equipment.
- \* Surplus income averaged \$224 a month.
- \* Some 18 percent have surplus incomes of more than \$400 monthly.
- \* They average seven trips a month to the supermarket.
- \* Ninety-one percent plan to buy a new car.
- \* Fifty-eight percent work part- or full-time.
- \* Eighty to ninety percent of students read campus newspapers.

This study supported some of the above findings. It differed in other areas. These differences probably were due to factors ranging from a specific Stillwater market versus a national market to ambiguity of questions.

Demographics such as work status and surplus income were significant at the .05 level of confidence. Forty-six percent of the student respondents said they worked either part- or full-time. Graduate students were more likely to be employed than undergraduates, and 18-year-olds were the group most likely to be unemployed.

Surplus income--defined as money over and above regular

expenses such as housing, food, tuition, books, and transportation--was divided into three categories. Sixteen percent of the respondents were in the "high" category, indicating the income was more than \$226 a month. Twenty-five percent were in the "medium" category with income between \$101 and \$225 monthly. The remaining 58 percent said their income was low--\$100 and below per month.

In addition, 84 percent of the students said they owned an automobile, and 55 percent had access to credit cards. Ninety-eight percent said they ate out at least once a week.

Reading habits--extremely important to advertisers--also were analyzed. An overwhelming 95 percent said they read The Daily O'Collegian at least once a week. Of those, 41 percent read it daily. The 18- and 19-year-olds were more likely to be daily readers than were the older students.

When asked what other newspapers they read, 18 percent said The Tulsa World, followed closely by The Stillwater News-Press, the ExpOSUre, The Daily Oklahoman, and The Tulsa Tribune. Some 18 percent of the students indicated they did not read any newspaper but the O'Colly.

Also, 56 percent of the respondents said they get sales information from the O'Colly. The News-Press, with 16.7 percent, was second. Radio was third. Of those who got their sales information from the O'Colly, 58 percent were in the "low" surplus income bracket; 32 percent in the "middle" and 10 percent in the "high."

Seventy-five percent of the respondents said they

shopped for groceries, spending an average of \$32 weekly. The most frequently-shopped grocery store was Consumer's IGA. Wal-Mart was the most popular department store.

Respondents also were given a list of 12 items and asked if they would buy such a product in Stillwater. Of the items listed, the item they most likely purchased was clothes. Items least likely purchased were new or used cars.

The advertising in the O'Collegian was judged to be believable and informative, but less persuasive and impressive.

#### RECOMMENDATIONS

The study strongly indicated the O'Collegian was the most-often-read paper by Oklahoma State University students. It also suggested the majority of students derive their information on sales from the campus newspaper, and some 60 percent said they notice O'Colly advertisements "frequently."

These findings, which indicate the O'Collegian is the most effective medium to reach Oklahoma State University students, should be highly publicized. An in-depth article and display advertising should be published in the O'Colly for this reason. This will allow current advertisers and potential clients to realize what the campus newspaper can do for them.

Secondly, significant findings in this study should be placed in a report and given to all O'Collegian advertising representatives. Armed with the study, they are able to give advertisers up-to-date and specific information. This should

prove to be a useful and effective selling tool.

Thirdly, the O'Collegian should try to make its display advertising more persuasive and better designed. Also, advertisements could be aimed at certain groups, depending on what product is being marketed. For example, if a department store is trying to target students, perhaps an appeal to those with access to credit cards would be a feasible idea. The study findings also suggest more 18- and 19-year-olds read the newspaper than any other age group. Perhaps a campaign for that age group can be constructed.

Lastly, the author's fourth recommendation centers around positive aspects of the survey in relation to the O'Collegian. Below are some specific clients to approach.

#### Supermarkets

At this writing, some supermarkets did not use the O'Collegian as a primary advertising medium. This study indicated they should. Besides the above findings on readership, the study indicated three of every four students shop for groceries. Those shoppers spent an average of \$32 weekly. Based on these two findings, more than \$400,000 a week were spent on groceries by OSU students. The figure--while an estimate--showed students are an excellent market.

If students are an excellent market, it is logical that advertising in the O'Collegian could be an astute move. The study suggested that Consumer's IGA got nearly 80 percent of the student market. The other two large supermarkets--Best-

yet and Safeway--had less than 20 percent of the market. The campus newspaper could be a good way for IGA to continue its market share, and for the other grocery stores to enhance business.

#### Department Stores and Other Merchants

Department stores also should be targeted. While some already advertise in the O'Collegian, findings of this study may persuade them to invest more in the campus newspaper. Students preferred Wal-Mart to other department stores, but findings suggested TG&Y and Penney's also are shopped frequently.

In addition, the study indicated several products that students were likely to buy. The top product was clothing, followed by household supplies, and health care products. Also, findings suggested students might buy shoes, automobile repair, and VCR rental.

Sporting goods was another item in which students showed interest. This finding, coupled with that on the amount of leisure sports activities students engage in, suggests some advertising could be developed with good results.

On the other side, there were many products students said they likely would not buy, such as travel services, fitness memberships, stereos, computers, and automobiles. While this may not be a good market in Stillwater, it is possible that advertising could improve student interest.

The findings also suggested a solid market for automobile

products and repair (84 percent own automobiles). And finally, most students eat out at least once a week and the majority of students have access to at least one credit card.

Overall, the study suggested that Stillwater college market--while slightly below the national market in surplus income--does have potential. And while advertising in the O'Collegian will not automatically help advertisers increase their sales, it does seem a logical alternative.



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**APPENDIXES**

APPENDIX A  
QUESTIONNAIRE AND COVER LETTER

## THE DAILY O'COLLEGIAN

---

Room 109 Paul Miller Journalism  
and Broadcasting Bldg.  
OKLAHOMA STATE UNIVERSITY, STILLWATER, OKLAHOMA 74078

October 3, 1985

Dear Student,

We are conducting a survey to gather information about our readers.

Your name was scientifically selected in a random sample. Your answers are very important to the accuracy of our research.

It will take only a short time to answer the simple questionnaire and to return it in the stamped reply envelope.

Your answers will be kept confidential and used only in combination with other OSU students to get a composite picture.

Thank you for your valuable assistance.

Sincerely,



Lee Tenney  
O'Collegian Associate Publisher

P.S. The enclosed coin is just a token of our appreciation.

Official Student Newspaper Serving Oklahoma State University  
News Department Phones 424-4363 and 424-4364  
Business Department Phone (405) 424-4362

## THE DAILY O'COLLEGIAN

---

Room 109 Paul Miller Journalism  
and Broadcasting Bldg.  
OKLAHOMA STATE UNIVERSITY, STILLWATER, OKLAHOMA 74078

December 1, 1985

Dear Student:

Recently we sent you a short questionnaire asking your opinion of The Daily O'Collegian. As we sent out only a limited number of these, your answer is very important to the accuracy of our survey.

It will take only a moment to fill out and return the form in the stamped envelope enclosed. If you've already done so, thank you. If you have not yet had a chance to answer, we would be very grateful if you would do so now. Your answers will be held in strict confidence, of course.

Sincerely Yours,

*Lec*

Leland Tenney  
Associate Publisher

P.S. Possibly our original request went astray in the mail. Therefore we enclosed another form.

**THE DAILY O'COLLEGIAN: A SURVEY OF SELECTED OSU STUDENTS**

The Daily O'Collegian is interested about you and your opinion about our newspaper. Please take a few minutes and answer the following survey.

*First, we would like your opinion about the new drinking law. ..*

1. As you probably know, the state has recently passed a law to make 21 the legal drinking age. We would like your opinion on what you think the under-21 crowd is going to do for entertainment this year. Will they...

- Go to bars and not drink
- Go to bars and drink anyway
- Buy liquor and party on their own
- Quit drinking
- Go to the movies more
- Stay home more
- Study more
- Other (please specify) \_\_\_\_\_

*Now we would like your opinion about the O'Collegian*

2. Do you read the Daily O'Collegian?

- Daily
- 3-4 times a week
- 1-2 times a week
- Not at all

3. On a scale of 1 (low) to 10 (high), how do you rate the O'Collegian as a campus newspaper? \_\_\_\_\_

4. What other papers do you read regularly?

- I do not read other newspapers regularly.
- The Stillwater News-Press
- The ExpOSUre
- The Tulsa Tribune
- The Tulsa World
- The Daily Oklahoman
- Other (please specify) \_\_\_\_\_

5. How often do you notice the advertisements in the O'Collegian?

- Frequently
- Occasionally
- Never

***Would you please turn to the back of this page and continue?***

6. Where do you get most of your information about sales in Stillwater?

- NewsPress  
 O'Collegian  
 Shopper  
 Radio  
 Television  
 Other (please specify) \_\_\_\_\_
- 

***Some questions about you as a consumer. . .***

7. How old are you? \_\_\_\_\_

8. Are you employed?

- Yes (Full time)  
 Yes (Part time)  
 No

9. Please give a monthly estimate of your surplus income — that is, money you have over and above your regular expenses such as housing, food, tuition, books and transportation?

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> \$0-\$50    | <input type="checkbox"/> \$151-\$175     |
| <input type="checkbox"/> \$51-\$75   | <input type="checkbox"/> \$176-\$225     |
| <input type="checkbox"/> \$76-\$100  | <input type="checkbox"/> \$226-\$275     |
| <input type="checkbox"/> \$101-\$125 | <input type="checkbox"/> \$276-\$325     |
| <input type="checkbox"/> \$126-\$150 | <input type="checkbox"/> More than \$325 |

10. Do you have access to a credit card?

- Yes  
 No

11. Do you own a car?

- Yes  
 No

12. Do you shop for groceries?

- Yes (If you check yes, go to question 13)  
 No (If you check no, please skip to question 15)

13. Please estimate how much you spend weekly for groceries. \_\_\_\_\_

***Please go to the next page.***



14. Where do you usually shop for groceries?

- Consumers IGA
- Bestyet
- Safeway
- Other (please specify) \_\_\_\_\_

15. How many times a week do you eat out?

- None
- 1
- 2-3
- 4-7
- More than 7

16. What is your favorite Stillwater restaurant? \_\_\_\_\_

17. Which of the following department stores do you shop?

- Wal-Mart
- TG&Y
- Katz
- Anthony's
- Gibson's
- Penney's
- Beall's
- Other (please specify) \_\_\_\_\_

18. Below is a list of items that college students often purchase. Please indicate whether you intend to make such purchases in Stillwater during the school year.

Item	Definitely will buy	Might buy	Might not buy	Definitely will not buy
Clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Household supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stereo/Stereo equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sporting goods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer and accessories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VCR rentals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Automobile maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health fitness membership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New or used car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Of the above list, which items will you buy in another city besides Stillwater? \_\_\_\_\_

*Two more questions. Please turn to the back of the page.*

20. In which of the following leisure sports do you participate?

- Football
- Basketball
- Tennis
- Golf
- Softball
- Running or jogging
- Racquetball or handball
- Fishing
- Aerobics
- Other (please specify) \_\_\_\_\_

21. The purpose of the following items is to measure your opinion by having you rate O'Collegian advertising on a series of descriptive scales. In taking this "test", please make your judgments on the basis of what O'Collegian advertising means to you.

In other words, mark the blank that best represents your opinion on O'Collegian advertising. Do not look back and forth through the items. It's your first impression we want.

Believable	—	—	—	—	—	—	—	Unbelievable
Uninteresting	—	—	—	—	—	—	—	Interesting
Honest	—	—	—	—	—	—	—	Dishonest
Effective	—	—	—	—	—	—	—	Ineffective
Unoriginal	—	—	—	—	—	—	—	Original
Persuasive	—	—	—	—	—	—	—	Unpersuasive
Impressive	—	—	—	—	—	—	—	Unimpressive
Good	—	—	—	—	—	—	—	Bad
Useful	—	—	—	—	—	—	—	Useless
Informative	—	—	—	—	—	—	—	Not informative

***Thank you for your cooperation. This information will be of great help to our survey. Please place this in the envelope we provided and drop it in the mailbox. If you are interested in the findings of this survey, contact us. We would be happy to answer any questions. Have a good day!***

APPENDIX B  
ADDITIONAL TABLES

TABLE I  
PERCENTAGE BREAKDOWN OF RESPONDENTS  
VS. POPULATION

Characteristics	Respondents	Population
Males	57.5	57.5
Females	42.7	42.4
Freshmen	30.0	21.6
Sophomores	22.2	18.6
Juniors	19.8	21.0
Seniors	15.2	22.3
Graduate	16.3	12.8
18-year-olds	20.2	10.8
19-year-olds	14.0	13.2
20-year-olds	14.0	13.9
21-year-olds	15.2	15.9
22-year-olds	7.0	12.0
23-up	29.2	34.0

TABLE II  
WORK STATUS OF RESPONDENTS

Work Status	Frequency	Percent
Full-time	31	12.1
Part-time	88	34.2
Not employed	138	53.7

TABLE III  
STUDENT CLASSIFICATION BY WORK STATUS

Work Status	Fr.	So.	Jr.	Sr.	Gr.
Full-time	4	8	3	5	11
Part-time	24	16	16	19	12
Not employed	48	33	32	14	10

TABLE IV  
STUDENTS' AGE BY WORK STATUS

Work Status	18	19	20	21	22	23+
Full-time	1	1	1	2	3	23
Part-time	12	10	15	13	7	29
Not employed	38	24	20	24	8	23

TABLE V  
TOP LEISURE SPORTS OF MEN AND WOMEN

Men's Favorite Sports	Percentage
Racquetball	13.0
Football	13.0
Fishing	12.0
Basketball	11.0
Golf	11.0

TABLE V (CONTINUED)

Women's Favorite Sports	Percentage
Aerobics	19.0
Running, jogging	16.0
Other	13.0
Racquetball	11.0
Tennis	10.0

TABLE VI

FAVORITE LEISURE SPORTS BY SURPLUS INCOME  
LEVEL (NUMBER OF RESPONDENTS)

Leisure Sports	Low	Medium	High
Football	49	17	5
Basketball	49	14	5
Tennis	39	14	5
Golf	32	14	9
Softball	32	10	3
Running, jogging	49	24	13
Racquetball	52	19	11
Fishing	34	17	7
Aerobics	37	13	6
Other	48	23	17

TABLE VII  
RESPONDENTS' READING HABITS, BY AGE

Frequency Read	18	19	20	21	22	23+
Daily	29	23	11	18	8	16
3-4 times a week	15	10	14	14	6	24
1-2 times a week	8	3	5	5	3	25

TABLE VIII  
STUDENTS' READING HABITS, BY SURPLUS  
INCOME LEVEL

Frequency Read	Low	Medium	High
Daily	65	31	15
3-4 times a week	46	17	20
1-2 times a week	31	13	13
Not at all	5	1	7



TABLE IX  
NOTICE OF DAILY O'COLLEGIAN ADVERTISEMENTS

Frequency	Number of Respondents	Percent of Respondents
Frequent	157	61.8
Occasionally	86	33.9
Never	11	4.3

TABLE X  
NOTICE OF O'COLLEGIAN ADVERTISING  
BY RESPONDENTS' AGE

Frequency	18	19	20	21	22	23+
Frequently	35	25	21	26	14	34
Occasionally	17	11	12	10	4	30
Never	0	0	3	1	0	7

TABLE XI  
 SOURCE OF SALES INFORMATION  
 BY SURPLUS INCOME LEVEL  
 (NUMBER OF RESPONDENTS)

Source	Low	Medium	High
<u>News-Press</u>	24	7	17
<u>O'Collegian</u>	88	48	15
Shopper	6	1	4
Radio	25	7	4
Television	5	2	3
Other	15	3	3

TABLE XII  
 DEPARTMENT STORES, BY NUMBER AND PERCENTAGE  
 OF RESPONDENT SHOPPERS

Dept. Store	No. of Respondents	Percent of Total
Wal-Mart	206	33.8
T G & Y	156	25.6
J.C. Penney's	68	11.1
Anthony's	62	10.2
Katz	47	7.7
Beall's	30	4.9
Gibson's	22	3.6
Other	15	2.5

2  
VITA

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Thesis: A DEMOGRAPHIC STUDY OF THE DAILY O'COLLEGIAN  
STUDENT READERS

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