

A READERSHIP SURVEY OF THE OKLAHOMA
STATE UNIVERSITY OUTREACH

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PREFACE

This study is concerned with reader interests in the Oklahoma State University Outreach, an alumni magazine. It deals primarily with reader preferences for specific subject areas, and the amount of space devoted to these areas. The study is exploratory in nature, attempting to identify commonalities among readers and subject areas through cluster analysis. Methods for determining alterations in editorial content are recommended, and information about the demographic characteristics of the readers of the Oklahoma State University Outreach is given.

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CHAPTER I

INTRODUCTION

The purpose of this study was to determine reader preferences among specific areas of subject matter appearing in the Oklahoma State University Outreach. Following an analysis of the research needs of the magazine, the following objectives were identified for the study:

1. To determine the most desirable balance of editorial material appealing to the largest number of readers and to specific segments of readers.

2. To establish guidelines which might aid editors of the Oklahoma State University Outreach in making "gatekeeper" decisions when evaluating various types of subject matter.

A look at the magazine's objectives will help to explain how the findings of this study will benefit the publication. The first issue of the Oklahoma State University Outreach, then called the A. and M. College Magazine, appeared in September, 1929. It was to be published monthly by the Former Students' Association, now known as the Oklahoma State University Alumni Association. As stated in that first issue, its purpose was to help increase the membership of the Former Students' Association, and to enlist the aid of alumni in active support of the college. The statement went on to say:

This magazine should become the chronicle of former students, keep them connected with each other, hold their interests nearer to the college, voice their opinions, and in general -- (sic) answer a long felt need by the Former

Students of the A. and M. college (1).

In 1951, the following purposes were given for the magazine in an unpublished study by Shull (2, p. 5):

1. To provide information about the activities and whereabouts of graduates and former students.
2. To provide information and news about the college, faculty and administration.
3. To sell alumni and former students on the activities and purposes of the college, the Former Students' Association and the need for their loyal support.

Thus, through the years the common goal in all issues of the magazine was to give alumni a favorable impression of the university and thus to encourage any assistance they were capable of providing. The publication is, therefore, a public relations instrument aimed at alumni.

Of course, other audiences may be influenced by the publication, and a recent change in title from Oklahoma State Alumnus to Oklahoma State University Outreach may reflect a desire for a broader audience. To this date, however, alumni remain the primary audience.

Without doubt, a message first has to be gotten through to people to influence their attitudes. Once their interest is assured, the public relations message may be introduced through virtually any type of article. What is of first importance is that the article be read.

When considering the problem of how to improve readership, many possible research avenues are open, as other magazine surveys show. The Industrial Editors Association of Chicago conducted a study under a grant from the International Association of Business Communicators and had this to say about its findings:

Every publication interested enough to conduct a readership survey wants to know if it is reaching its audience and

is looking for ways to improve. This is certainly true of the 19 publications reporting recent surveys. The problem is knowing what specific kinds of information, solicited through the survey, will be of value in analyzing the publication's effectiveness and in providing a guide to making it better (3, p. 3).

Surveys by alumni publications have revealed many possible questions. An editor may ask how much of the publication is being read and what parts get the most attention. Or, would the readers like a larger or smaller magazine with more or fewer editions? He could ask the readers of what value the magazine is to them or what they think the function of the magazine should be.

The editor may try to find out what format is preferred or what types of photographs gain reader interest. The readability, length or general style in which articles are written may be evaluated or one could ask how believable the magazine is. In a recent survey, The University of Vermont Alumni Magazine (4) asked its readers if the publication should be continued.

Most of these possibilities were eliminated in the planning stage of the present study. First of all, just knowing that most, half or very little of a magazine is being read is of limited value to an editor. Without knowledge of what interests his readers (including subject matter infrequently published or not published at all), an editor will not know what improvements to make when and if he feels they are necessary.

The questions of publication size and frequency of issue are dictated by the desires of the institution paying the bills. If university officials believe the alumni magazine is filling some public relations need, as most seem to feel, then it follows that the editor should strive to find out how the school's message best can be presented

to the reader. Thus, the function of a publication again would logically be dictated by the publisher.

While format, number and types of photographs, color and writing style obviously are related to readership, much information already exists to guide the editor in these matters. Along with the research information available from universities and advertising agencies, another source of guidance is today's leading national publications.

This is supported by Charles Felten (5, p. 15):

... to explore publication design to its fullest, any evaluation should begin with the high-circulation national magazines which set the highest standards in contemporary visual communication. Their pages portray the ultimate in creativity and craftsmanship in the graphic arts.

Finally, unless a magazine such as the Oklahoma State University Outreach published editorial material in which its readers truly were interested, none of the above factors would attract and hold readers. While other important questions could be answered in a readership survey of the magazine, the most urgent question, and the one that should receive first attention, was this: What kinds of events, persons and situations in the university setting do the readers of the Oklahoma State University Outreach find interesting? What subjects will cause them to read a maximum number of pages of every issue, and what is the order of preference they place on subject matter?

Are there some stories being carried in the magazine that are a waste of time, space and money? Should some categories of content be increased because the readers would like to see more of them?

The decision to conduct such a survey came at an opportune time. The magazine's editor had begun a reevaluation of content and format because of possible changes in reader tastes and innovations by other

alumni publications. Changes included a more informal and open format in which color was used more extensively. Article length was, in many cases, cut almost in half to maintain reader interest. In this atmosphere of change, then, a survey to measure the content preferences of the magazine's readers seemed logical.

The only other readership survey of the Oklahoma State University Outreach was made in 1968 (see Appendix A). Conducted in conjunction with a national advertising-promotion-related questionnaire, the survey provided some valuable guidance in the preparation of the present study. Because only two of the original survey pages actually dealt with content of the Oklahoma State University Outreach, a more in-depth readership survey was needed. Five years also could make a big difference in reader preferences.

Of interest in the 1968 survey was the fact that, while 12 per cent of the readers indicated they found the magazine's content exciting, 81 per cent found the content only acceptable. This would indicate that changes were needed.

Another important finding in the earlier survey was that 54 per cent of the readers said they found "Class Notes" -- a regular feature that reports the current activities of alumni by class -- most interesting of all content. This was the highest rating given by the respondents to any category and surveys conducted by other alumni publications agree with these findings. Forty-eight percent of the respondents found both "OSU Research" and "Campus Developments" "most interesting."

Fifty-two percent of the readers said they read every issue, and 43 percent said they read most issues. These findings seem to indicate a loyal reading audience that is interested in the activities of

former classmates and the progress of the university.

Another study of value to the research questions presented by this thesis was made in 1969 by Cox (6) with the assistance of the Oklahoma State University office of public information. That study concerned reader preferences for higher education news and dealt with the same types of news that appear in the Oklahoma State University Outreach. While Cox dealt only with respondents in Stillwater, Oklahoma, and with articles appearing in the Stillwater News-Press, his study arrived at some conclusions closely related to those presented in this thesis.

For example, Cox found a high reader interest in news about students, although the 1968 Oklahoma State University Outreach survey showed only 14 percent of the magazine's readers would like to see more news about "Student Concerns and Views." Granted, the respondents of the two studies varied a great deal, but it should be remembered that free copies of the Oklahoma State University Outreach are sent to almost one thousand Oklahoma State University faculty and staff members. This group also was heavily represented in Cox's study. Thus, the study of higher education news and the 1968 alumni magazine survey both pointed to the need for more detailed questions about what should appear in the alumni publication.

Many readership surveys have been conducted for other university alumni publications. In the nation-wide 1968 study in which the Oklahoma State University Outreach participated, some 32 major colleges and universities took part. These results, however, obviously have a limited practical value to the Oklahoma State University Outreach because of the differences in the audiences and varying content of the publications. What was of help in the present study was how these

publications approached their surveys.

As the discussion at the beginning of this chapter indicates, answers to a wide range of questions have been sought in these studies. For various reasons, most approaches were eliminated and one central question remained: What kinds of events, persons and situations in the university setting do the readers of the Oklahoma State University Outreach find interesting?

Most of the readership surveys reviewed rated content by presenting the reader with broad subject titles in which he indicated in some fashion his interest -- or lack of it. Many surveys drew conclusions from unsolicited comments by the respondents. Far too many surveys, it was felt, merely attempted to justify the magazine's existence.

The Industrial Editors Association of Chicago study found basically similar approaches in surveys by industrial publications. Rogers (3, p. 4), a member of the research committee, reported:

All of the surveys tried to determine one or more of the following: readership of recent articles and the employee's preference among them; employee preference among regular features; employee preference among a variety of subject areas, not necessarily standard features, and employee topic suggestions. Approaches vary widely, yet every survey attempted to pinpoint the reader's preference into specific areas of subject matter.

One thing was apparent from the review of related literature -- many questions remained to be answered about reader preferences for the Oklahoma State University Outreach.

CHAPTER II

SURVEY DESIGN AND ANALYSIS

With the main purpose of the research defined, a number of methodological problems had to be considered before appropriate information was sought.

First, a great deal of in-depth information concerning readers' attitudes would be necessary before useful theories about content needs of the magazine could be developed. A researcher with a stack of magazines and ample time could seek to determine what respondents had read in a given issue, or even several issues. This would, of course, be of some help. But would this approach really be necessary or even efficient?

The author sought to determine what the reader would most enjoy reading, rather than what he had read. Thus, it was decided to have the reader indicate his preferences among the various types of articles that might appear in a hypothetical issue of the magazine.

Additionally, the most suitable approach to obtaining information seemed to be the use of a mail questionnaire. To draw a random sample and arrange for personal interviews would be out of the question, for alumni were scattered throughout the 50 states and other countries. If a random sample were merely taken of one or a few cities where alumni clustered, there would be problems in trying to generalize the findings to the entire population, although more in-depth information may have been obtained with such interviews.

A mailing to all 8,000 readers would have been too costly, so a random sample was indicated.

Selection of Article Types

There is a wide range of appropriate subject matter for a magazine such as the Oklahoma State University Outreach. A review of alumni publications from all parts of the United States will reveal original, carefully written articles of all types designed to appeal to broad audiences.

The first problem, then, was to classify the many types of news and information found in the Oklahoma State University Outreach. A content analysis was made of one year's issue of nine magazines -- from September, 1972 through July, 1973. The title of each article and a brief description of its content were typed on five-by-eight inch index cards. The cards were sorted into piles by subject matter. The 121 articles, plus cards for three regular features, were reshuffled a number of times before the categories were finalized. The criteria for selecting these story categories were:

1. To provide a classification set into which all articles would fit.
2. To make clear the distinctions between story types that readers might evaluate differently.
3. To provide distinctions general enough to help the editor make realistic "gatekeeper" decisions for future issues.

For example, there were 26 articles that, in one way or another, dealt with alumni. The articles did not all convey the same type of information, however. In some, the main emphasis was placed on

achievements attained by alumni. In others, guest alumni authors wrote about their work since graduation. Some of the articles reported the normal business activities and functions of the Alumni Association as a whole, and some -- found in other alumni magazines -- reported the activities of local alumni clubs.

It would have been an error to group all these articles into one category -- say Alumni News -- since the readers might have varying interests in the four types. For instance, it was felt there would be a significant difference in readers' preferences for alumni achievements and alumni club news. Also, because this subject area was of central importance in the magazine, finer distinctions were made than in other categories.

The category could have been broken down into even finer distinctions, i.e., a distinction between alumni board of governors meetings and class reunions, but it was determined that any further breakdown would result in categories so narrow they would exclude many specific articles.

On the other hand, there were only two articles dealing with honors and awards banquets, so this category might have been combined with staff and faculty achievements. However, these articles presented a completely different type of information to the reader, and a reader's evaluation of them might vary greatly from his evaluation of staff and faculty achievements. Therefore, they were grouped into a separate category. Conversely, there were 11 articles dealing with sports, but the author felt readers would make no great distinctions between variations in these articles -- so they were placed in a single category.

In this fashion, all articles were assigned a category. The result

was 19 article types. Every item of editorial content in the magazine was accounted for in this classification system. In addition, 20 alumni publications from other universities were analyzed with the result that six additional story categories were added to the list. Therefore, these 25 categories, later reduced to 24, comprised one of the independent variables: article topic or subject area. A schedule of the 25 story categories and the percentage of content each represented in the nine issues of the Oklahoma State University Outreach are shown in Appendix B.

The subject matter could have been divided according to broad, underlying factors that would have resulted in independent variables based on such dimensions as person, activity or even news values. This would have been too general a classification system with little practical evaluation of a specific article's readership potential. A straightforward approach was preferred.

Some researchers might point out that a more important discovery could be made than merely a rating of editorially useful news categories -- that the identification of underlying factors present in all article types would achieve parsimony and in the long run result in a more useful method of making "gatekeeper" decisions. As Thurstone (7, p. 8) pointed out:

All scientific work has this in common, that we try to comprehend nature in the most parsimonious manner. An explanation of a set of phenomena or of a set of experimental observations gains acceptance only in so far (sic) as it gives us intellectual control or comprehension of a relatively wide variety of phenomena in terms of a limited number of concepts. The principle of parsimony is intuitive for anyone who has even slight aptitude for science. The fundamental motivation of science is the craving for the simplest possible comprehension of nature, and it finds satisfaction in the discovery of the simplifying uniformities that we call scientific laws.

To gain parsimony in this study, one would decide upon commonalities among several types of articles to develop semantically independent, meaningful categories. As will be pointed out later in this chapter, a cluster analysis was eventually conducted with the findings to see if there were groups of articles the readers viewed in a similar manner.

After these groups of articles were identified, it was possible to search for broad, underlying commonalities, and to speculate on the variables that characterized the various types of articles. Thus, a degree of parsimony was achieved. The value of this, of course, was that the conclusions of the study in regard to the 24 tested article types could, to some extent, be extended to subject areas yet untested.

Questionnaire Preparation

As in all such studies, how to word the questionnaire was an especially important aspect of the survey. A great deal of potential reader bias is present unless an effective instrument is developed. Readers with strong loyalties to the university might be reluctant to express criticism, so no direct questions calling for specific criticism were used. However, some method of exposing the respondent to the magazine's content had to be devised.

Previous surveys had relied on subject titles to key the reader to the specific material being considered. These titles were often very broad -- alumni class news, building projects, or student news. These titles appeared to be too general to allow proper distinctions among the many possible subject areas. Readers might fail to understand or appreciate all aspects of a category simply by reading a two- or three-word title.

To include samples of stories would be too large a task for the respondent and the researcher as well. Initially, articles would have to be condensed to insure the respondent did not become fatigued. Then, many sample articles would have to be used to cover all possible categories. In effect, sample articles would be too specific in content. Articles in the same category could vary widely on such dimensions as prominence, timeliness, even conflict -- variance that would be hard to identify. It would thus have required many articles to define even one category of subject matter, resulting in an exceedingly long survey. In his higher education news study, Cox used actual article leads. This resulted in the respondents having to make 90 separate ratings, even though only nine categories of news were defined.

In relation to the above discussion, Brooks and Emmert (8, p. 219) have noted:

It is possible, of course, to specify the indicators to too great an extent, so that one negates one of the major advantages of the rating method -- to measure an aspect of objects or phenomena which is so complex that all of its relevant dimensions are impossible or impractical to specify.

Finally, a brief description of the subject matter represented by each category would be general enough on which to base "gatekeeper" decisions, yet specific enough to give the reader a clear idea of the content each category represented. To clarify further some categories, three one-sentence descriptions of different articles that would belong to the category were added as examples. Also, a general heading for the category was placed at the beginning. An example of the end result was as follows:

ALUMNI CLUB NEWS: News of what Alumni clubs over the state and nation are doing in such things as honors banquets, promotional events, etc. Examples: a report on what one

club is doing to get new members -- how successful honors banquets were conducted in one club -- new officers elected in one club.

An instrument of eight items selected from the full questionnaire was pretested upon a sample of 150 faculty and staff readers on the Oklahoma State University campus. As a result, the instructions were revised, the questionnaire reduced in length and the rating scale improved. In shortening the questionnaire, one category of the original 25 was dropped. The questionnaire used in the final survey is shown in Appendix E.

Rating Techniques

Rank order, paired comparison and Q-sort were among the rating and scaling methods initially considered. Because of the need for a short questionnaire, a standard Likert-type scale was chosen. Brooks and Emmert (8, p. 216) define this rating instrument:

This is the type of scale used for most rating tasks in communication research. In general, judges are told the dimension on which the objects are to be rated and are given labels for the end points of the scale.... Sometimes scales which go from a positive to a negative extreme label the zero or neutral point. Some researchers have even seen fit to label all points on a scale.... Others have used numerical values to label the points on a scale. Little evidence indicates that these differences in labeling affect the substantive outcomes of one's research.

The standard Likert scale promised to make the least demands on each respondent's time by providing a quick and uncomplicated preference check for each category.

In addition, the ability to use statistical tests with the scale suggested its selection. Kerlinger (9, p. 515) says:

Numerical rating scales are perhaps the easiest to construct and use. They also yield numbers that can be

directly used in statistical analysis. In addition, because the numbers may represent equal intervals in the mind of the observer, they may approach interval measurement.

A seven-point scale was chosen to allow for a wider range of responses. Initially, numbers appeared on the illustrative scale in the survey instructions (see Appendix D), but not on the actual instrument itself. The purpose was to reduce possible response bias because of undue respondent concern for the range of weighted values. The pretest results, however, suggested that the values should be added to the instrument before the actual survey was conducted.

While Brooks and Emmert (8, p. 217) speak confidently of the Likert method, Kerlinger (9, p. 515) has sounded a note of caution. He points to the danger of lack of validity due to a number of sources of bias that enter into rating measures.

In regard to using statistical tests with this scale, and making assumptions based upon such tests, Brooks and Emmert (8, p. 229) conclude:

One of the most interesting arguments involves the question of whether the intervals on rating scales are 'equal.' At one time, many scholars spent a great deal of time developing scales in which the intervals were 'psychologically equivalent.' But this kind of developmental research has diminished probably because the concept of 'psychologically equivalent steps on a rating scale' has little useful meaning and makes little practical difference to results. A safe rule of thumb is to use the statistical procedures that are most precise and that seem most appropriate to the particular problems, unless there is clear evidence that the data depart so far from one or more of the assumptions that misleading results are likely to be obtained from these procedures.

One factor for which the scale could not account was a respondent's desire to see more or less of a particular type of story in the magazine. Thus, three boxes marked "increase," "same" and "decrease" were added so the respondent could provide information on this dimension.

Following the pretest, a fourth box ("discontinue") was added (see Appendix E).

Reader Analysis

Certain demographic differences among readers, such as age and occupation, could lead to meaningful differences in reading preferences. If this assumption were true, and it were desirable to aim the content of the magazine toward a particular audience, a cluster analysis of the readers would allow the editor to tailor the publication for a particular audience.

The personal information questionnaire shown in Appendix F was designed to obtain the needed information. Data were sought on six demographic traits that might influence readership. These included age, sex, education, occupation, residence and number of children. In addition, one question was added to measure presumed loyalty to the university.

Finally, another question sought to determine general reading habits. Readers were asked to list other magazines which they received. On the basis of this information, respondents were classified according to the following definitions:

1. Varied: Listed at least one news magazine, one trade or technical magazine and one general interest magazine for a total of four.
2. Specialized: Listed only trade or technical magazines for a total of two.
3. General: Listed only a news magazine or a general interest magazine for a total of two.

4. Restricted: Listed only a news magazine or a general interest magazine for a total of one.

At the end of the form, respondents were invited to make any comments they desired about the survey or magazine. Any dissatisfaction the respondent may have felt from not having been asked to express his views more fully earlier in the questionnaire would thus be mitigated. This end question also allowed an opening for other useful information.

Design Variables

One dependent and two independent variables were identified in the study design as follows:

1. The dependent variable was presumed reader preference as reflected on the Likert rating scale. Identification of the presumed reader preference for the various article subject areas constituted the major step in answering the question: What kinds of events, persons and situations in the university setting do the readers of the Oklahoma State University Outreach find interesting?

2. Article subject area was the first independent variable. This independent variable was active in that it was manipulated through the use of 24 separate categories.

3. The demographic characteristics of the respondents comprised the second independent variable. This was the case because the demographic data were eventually factor analyzed to see if they affected the dependent variable, presumed reader preferences. The demographic characteristics functioned as assigned independent variables.

Response Control

For a mail questionnaire to be successful, a high rate of response is necessary. Concerning this subject, Kerlinger (9, p. 397) says:

If mail questionnaires are used, every effort should be made to obtain returns of at least 80 to 90 percent or more, and lacking such returns, to learn something of the characteristics of the nonrespondents.

To achieve the necessary rate of return, several measures were taken. A letter introducing the survey (see Appendix C) was written to stress the importance of the respondent's participation, and rapidly pull the reader into the survey. As suggested by Parten (10, p. 386), the official letterhead of the Oklahoma State University Outreach was used. The survey instructions were made as brief as clarity would allow.

Illustrations of the university mascot, Pistol Pete, and small reproductions of pages from the magazine were used to increase reader interest (see Appendices D, E and F). Every effort was directed toward making the survey form brief, informal and clear.

To further encourage reader participation, a box was placed at the end of the survey for respondents to check if they wished to receive the survey results. Self-addressed, stamped return envelopes were included. White, 8 3/4 x 11 1/4-inch envelopes were used on all mailings in the belief respondents would be more likely to open the surveys than if standard manila envelopes were used.

Actual postage stamps were used to increase the number of returns. Concerning this aspect of survey techniques, Parten (10, p. 388) says:

Existing evidence suggests, ...that the percentage of returns is significantly greater (about double) for the regular stamped envelope than for the business reply envelope.

Respondents were assured in the introductory letter that their individual responses, which would be used in statistical tabulations only, would be revealed to no one. Follow-up letters were sent to all nonrespondents as a final effort to increase returns (see Appendix G).

Unfortunately, the length of the form was one problem that was not adequately overcome, due to the need to obtain ratings on all 24 categories. The elimination or combination of any of these categories would reduce the survey's degree of practical application. Further, to divide the survey into separate schedules to achieve brevity would have made a factor analysis of respondents based on all 24 categories impossible. Some consolation is provided by Parten (10, p. 385):

Most recommendations for the best length for the questionnaire point to the rule, 'as short as possible to get all the information needed by the survey.' Still, there is experimental evidence which suggests that certain groups of the population, given the proper incentives and presented with a carefully pretested form, will respond to a very long schedule.

In the process of testing the effect of the length of questionnaire on the proportion of returns, Sletto mailed schedules of 10 pages, 25 pages, and 35 pages to three groups of university alumni of 100 persons each. He found no significant difference in the percentage of returns from the three groups. He suggests, however, that although the factor of length does not seem important between the ranges of 10 and 35 pages, it is quite possible that there might be a pronounced difference in percentage of returns between one and 10 pages.

The questionnaires were mailed so as to arrive at respondents' homes late in the week. Toops (11) suggests that such forms are usually filled out during the weekend, and may be forgotten if they arrive early in the week.

Survey Testing

In an effort to identify possible questionnaire bias, three

judges were asked to complete the entire survey, then evaluate the complete mailing package. The judges were selected on the basis of their journalistic experience and familiarity with survey techniques. Appendix H contains the evaluation guidelines given to the judges.

As a final precaution prior to use of the survey schedule, two pretests of the measuring instrument were planned. Because of time limitations, one of the pretests (a mailing to 80 active Alumni Association members) was not conducted. A pretest mailing to 150 Oklahoma State University staff and faculty members was made. It consisted of only eight of the 24 subject area definitions, and was designed to measure differences encountered as the question format was varied. The following variations were used:

1. Long: The entire subject area description as shown on page 13.
2. Medium: The entire description minus the article examples.
3. Short: Schedules using only the subject area title.

One hundred fifty faculty members were chosen from the magazine's mailing list and randomly assigned to three groups of 50 persons each. Each group was sent a different schedule format, i.e., short, medium or long. The information obtained was considered of significant value since the survey form could be greatly shortened if ratings were equivalent for the methods. A number of changes were made as a result of this pretest.

Eighty-two, or about 55 percent of the questionnaires, were returned. Twenty-four were the short version, 24 the medium and 34 the long. A Pearson Product-Moment Correlation Coefficient showed the short version scores correlated with the long .527, and the medium with the long .694. It had been assumed that the long version would elicit more valid

responses since greater effort had been made to define each subject area. However, the problem of survey length again was considered. If a return rate of 55 percent was obtained with a schedule comprised of only eight items and mailed to a basically friendly sample, the returns on the actual 24-item survey might be too small to obtain useful results.

After careful deliberation, the medium version of the subject area description was chosen for the survey. Its use allowed the survey to be shortened by two pages, and the reading time was reduced by half. Additionally, the descriptions were rewritten to be as brief and concise as possible.

The pretest showed the instrument to be basically sound. However, the researcher made modifications in four aspects of the questionnaire, based upon what was learned from respondents:

1. It was determined that three of the questions should include not only the subject area description but article examples as well. These were Question Nos. 15, 20 and 22. Examples were deemed not to be necessary on any others.

2. Scale 1 (Preference) and Scale 2 (Content) were used by some as though they were interrelated, i.e., as though a response on one would depend upon the response on the other. Because the pretest brought this to light, a more comprehensive instruction sheet (see Appendix D) was prepared.

3. Numbering of the Likert scale intervals was added to the schedule itself. Instead of a one-through-seven numbering system, however, the following arrangement was adopted: +3, +2, +1, 0, -1, -2, -3.

4. On the content scale, a box to indicate "same" originally had been omitted. Because several readers added this response, a "same" box was included in the revised instrument.

At the time the final questionnaire was being prepared, the "Calendar of Events" subject area was deleted to avoid the addition of an extra page. This subject area was considered least vital to the survey. The remaining subject areas were arranged on the questionnaire by use of a table of random numbers. Finally, the instructions were completely revised to improve clarity.

Sample of Respondents

The survey pretest mailing provided two items of information that allowed computation of an efficient sample size. From the pretest, the standard deviation of the universe on the seven-point scale was estimated at 1.17. Also, based on the range of scores of test respondents and the means of those scores, the required precision of permissible error for the means on the scale was determined to be 0.15. In other words, the mean of all respondents' scores on any one category could be in error 0.15 points on the seven-point scale, and still be accurate enough to properly distinguish valid differences in respondents' preferences. For a further discussion, see Parten (10, p. 316).

Using calculations appropriate for determining sample size in the case of the average or arithmetic mean estimate, a sample of 225 was chosen as appropriate for this study. This was assuming a 0.95 probability of staying within the stated range of error.

While a 43 percent return was achieved on the 1968 Oklahoma State University Outreach study, the author felt a much higher rate

could be obtained in the present study. Neither the 1968 study nor the campus pretest had used follow-up letters. A series of follow-up letters was expected to boost the return rate to 75 percent. To insure a completed sample of 225, an initial mailing of 300 questionnaires was made.

A table of random numbers was used to draw the alumni sample from the card files of the Oklahoma State University Central Mailing Services. The study was limited to active members of the Alumni Association, although copies of the Oklahoma State University Outreach are sent regularly to Oklahoma State University staff and faculty members.

Survey Returns

Initial mailing of the survey was made to the randomly selected alumni in the form described earlier. While the return envelopes were affixed with postage stamps, the covering envelopes were meter stamped. Surveys going out of state were mailed on a Wednesday, and surveys going to an Oklahoma address were mailed on Thursday. The first two responses were received the following day, and 12 days later responses dropped off sharply after peaking on the fourth through eighth days.

One hundred eleven responses, or 35 percent of the total mailing, had been received on the twelfth day, at which time the first follow-up letter (see Appendix G) was mailed to the remaining respondents. In this letter a new appeal was added to encourage response, namely, that returning the form would aid a student in completing degree requirements. The questionnaire was not remailed with the first follow-up letter;

however, a business reply envelope was provided for those respondents who desired to request another questionnaire. Thirteen of these reply envelopes were returned requesting a second questionnaire. Five respondents indicated the first survey had not been received.

Sixteen days following the first follow-up mailing, another 66 responses had been received, pushing the total to 59 percent. At this point the second, and what was to be the final, follow-up letter was mailed. This follow-up effort contained the questionnaire. A business reply envelope was provided for return. In addition to the standard letter, a personal appeal was handwritten on each letter with the author's signature (see Appendix G). Postage stamps were used on the mailing envelopes, and the address was handwritten to avoid an "institutional" look, thus encouraging the respondents to open the letter.

Within another 27 days, 78 responses had been received for a total of 255, or 85 percent of the total questionnaires mailed. Three responses had to be discarded due to lack of sufficient information, leaving 252, or 84 percent, for statistical tabulations.

Throughout the mailing period, 40 responses were received with inadequate information. In some cases, two of the questionnaire sheets evidently had stuck together. In others, the demographic data sheets were overlooked. The rate of such errors was higher among the early respondents, perhaps indicating those individuals had completed the forms more hurriedly than others. Numbering the survey sheets on the subsequent mailing lessened this problem. Personal letters were written to all such respondents with the incomplete sheet enclosed. Thirty-two of the 40 respondents in the "incomplete" group returned the completed forms.

Response Tabulation

To facilitate tabulation of responses, a special form was prepared. This enabled all information for each respondent to be condensed onto one page (see Appendix I). Demographic information was coded into predetermined categories to be used when the data were converted to computer punch cards.

Research Analyses

The nature of this study, as noted earlier, was exploratory. In analyzing the data, the author was faced with the need to find such commonalities as might exist among readers and subject areas. This need implied statistical treatment of the data that would yield clear-cut results, if possible.

Initially, it was important to see whether the respondents tended to form different groups related to their preferences. A cluster analysis based upon Euclidean distance measurement was chosen from the programs available through the Oklahoma State University computer center. In this analysis, each respondent could be considered to be represented by a point in 24 dimensional Euclidean space. Each of the 24 axes of the space represented the rating obtained for the 24 subject areas. The program computed the distance between the points representing individual respondents generated in the resulting matrix. Clusters then were constructed by joining the two points whose distance apart was smallest, and continuing this joining procedure until one group was obtained. The algorithm used for this procedure was the unweighted, pair-group method. Sokal and Sneath (12) give a further discussion of clustering by Euclidean distance.

The clusters thus formed were visually depicted in the form of a dendrograph (see Appendix J). McCammon and Wenninger (13, p. 1) describe the dendrograph as follows:

The dendrograph has been developed as a two-dimensional diagram for depicting the mutual relationships among a group of objects whose pairwise similarities are given. The construction of the dendrograph is based on results of clustering using the unweighted pair-group method. The resultant hierarchical arrangement reflects both the within-group and the between-group similarity. In order to accentuate the hierarchical group structure, a rule of ordering is used to impart a pyramid shape to the dendrograph.

Following such an analysis, a subjective decision must be made based on the computer output as to the number of clusters which seem to have been formed. The initial problem encountered, then, was to determine whether the groups thus identified were "real" or merely some accidental result of the particular program used. To control for this possible error, 100 respondents were selected from the 252 total with a table of random numbers. These 100 respondents were used to form clusters. The remaining 152 were retained to check the accuracy of the clusters.

The demographic data for the 100 classified respondents were analyzed, and profiles created for the groups resulting from the cluster analysis. Demographic data for the remaining 152 respondents were subsequently compared to the profiles. Predictions according to demographic information were made as to which group each respondent would fall into.

To test the accuracy of the demographic profiles and predictions, a discriminant function analysis program was used. The analysis, in effect, devised a formula or discriminant function to distinguish between the groups according to their members' responses to the 24

items of the independent variable. In other words, it developed an overall standard with which any particular individual could be evaluated. The individual would be added to or withheld from one of the groups in accordance with the closeness of his responses to the standard for that group.

The accuracy rate of the demographic profile, when compared to the discriminant function, was thus a reflection of the soundness of the groups formed by the cluster analysis. If this rate were high, it could be assumed that the available demographic information confirmed the results of the cluster analysis.

As a final test, the mean scores of each of the 24 subject areas were computed for the defined groups separately. A t-test then compared the subject area means of each group. Again, if the group means were significantly different, it could be assumed that the groups did differ in their reading preferences, thus confirming the results of the cluster analysis.

At the beginning of this study, nine issues of the Oklahoma State University Outreach were analyzed to see how much of the total editorial space each of the identified subject areas occupied. This analysis led to the question: Can recommendations for changes in the editorial content of the magazine be made, based on the findings of this research?

In response to this question, a "content analysis table" was developed (see Figure 1). One table was prepared for each group identified in the cluster analysis by first arranging the 24 subject areas into mean-score hierarchies, i.e., how they appealed to the respondents of each group. The group mean for each subject area was shown in Column A of the tables. Next, the percentage of space each category

occupied in the nine issues was added (Column B of the tables).

	A	B	C			D	F
	Rating Means	% of Space Past Year	% Increase	% Same	% Decrease	% Discontinued Content Index Score	% Space Recommended
1. Class Notes							
2. Alumni Achievements							
3. OSU Contributions to Community							
4. Sports							

Figure 1. Sample Content Analysis Table

Along with the mean scores given to each category, the author knew how many readers said they wanted to see more of a particular category, less, the same amount or none at all. The percentage of respondents desiring an increase, no change, a decrease, or elimination of a category was shown for each subject area in Column C of the tables.

One problem existed with the information in Column C. It was unwieldy and difficult to comprehend in the form shown. To overcome the problem, a score labeled "content index" was developed. Each percentage point appearing in the "increase" column was weighted with a value of two, each in the "same" column was given a value of one, each in the "decrease" column a value of minus one and each in the

"discontinue" column a value of minus two. When the scores for each category were totaled, a "content index score" was achieved (Column D). The mean was then computed for these scores and the standard deviation computed for the range of scores in each table.

Finally, a method was devised to compute an allocation of space based upon reader preferences (Column E). Figure 2 shows a range of hypothetical "content index scores" with their appropriate standard deviation applied. By developing such an index, one could see whether the values tended to fall into a normal curve, and, thereby, more clearly visualize the extremes of the scores.

For example, suppose the mean of the hypothetical scores shown in Figure 2 is 99.2 with a standard deviation of 11.0. The distribution curve of the scores appears to approach a normal curve, since all but two scores fall within three standard deviations of the mean.

50% more	135		
25% more	130	--3 SD:	132.2
	121	--2 SD:	121.2
	115		
No Change	101	--1 SD:	110.2
	95	--MEAN:	99.2
	82	--1 SD:	88.2
25% less	67	--2 SD:	77.2
50% less	50	--3 SD:	66.2

Figure 2. Sample Content Index With Hypothetical Scores

In Figure 2, the content for all subject areas with index scores falling beyond three standard deviations above the mean could be increased 50 percent, and all beyond two standard deviations, 25 percent.

Those subject areas with index scores falling beyond three standard deviations below the mean likewise could be reduced 50 percent, and those below two standard deviations reduced 25 percent. The subject areas with index scores falling within two standard deviations on either side of the mean could be left unchanged. Such an analysis represents an attempt to bring to bear a more objective editorial judgment into the assignment of space.

Any changes thus arrived at were entered in Column E of the content analysis table. Final adjustments were made to insure the entries in Column E totaled 100 percent.

In conclusion, when the above analyses were completed, information obtained through the mail survey was more easily understood. This facilitated answering the question: What kinds of events, persons and situations in the university setting do the readers of the Oklahoma State University Outreach find interesting?

CHAPTER III

FINDINGS

The search for commonalities among respondents was highly useful in the later detailed analysis of reader preferences. The discussion which follows deals with these reader commonalities.

Cluster and Discriminant Function Analyses

The initial cluster analysis of the one hundred randomly selected respondents resulted in two large and rather loosely constructed clusters, as shown in the dendrograph in Appendix J. The first, labeled Group I, consisted of 47 respondents and formed the most compact group in the analysis. The second cluster of 53 respondents, labeled Group II, appeared less cohesive than Group I. As anticipated, it was necessary to decide if the two-group breakdown constituted a stable arrangement, for the remainder of the analysis would be based on this assumption.

The demographic data for the 100 classified respondents were subsequently analyzed and profiles created for Groups I and II. Demographic data for the remaining 152 respondents were compared to the profiles. Predictions were made concerning which group each respondent would fall into based upon the discriminant function. The demographic profile achieved 73.2 percent accuracy. While this was not as high as might be desired, it did demonstrate that a trend

existed and that the available demographic information tended to support the stability of Groups I and II. This approach also served to test the demographic profiles rather rigorously, and resulted in a more realistic demographic description of the two groups.

As a final test, the mean scores of each of the 24 subject areas were computed for Groups I and II separately. When the means were plotted on a graph (see Figure 3), it immediately became apparent that Group I members consistently rated the subject areas higher than Group II members. A one-tailed t-test was computed for the Group I and Group II means for each subject area. All were found to be significantly different at the .05 level of probability. Thus, these findings again supported the validity of the existence of Groups I and II.

Readers in Group I evidently held a higher opinion of, and greater interest in, the magazine. Demographic data tended to reinforce this assumption, as will be shown later. Further study of the differences in reader preferences will be elaborated elsewhere in this chapter.

Profile of Respondent Groups

The initial search for demographic differences between the
100 respondents in Groups I and II proved to be an involved process. No single clear-cut distinction, such as age or occupation, existed between the two groups. After a period of experimentation, however, certain trends became apparent. For example, there were almost twice as many teachers in Group I as in Group II. Group II readers tended to be slightly older, and more Group II respondents had attended schools other than Oklahoma State University. The data,

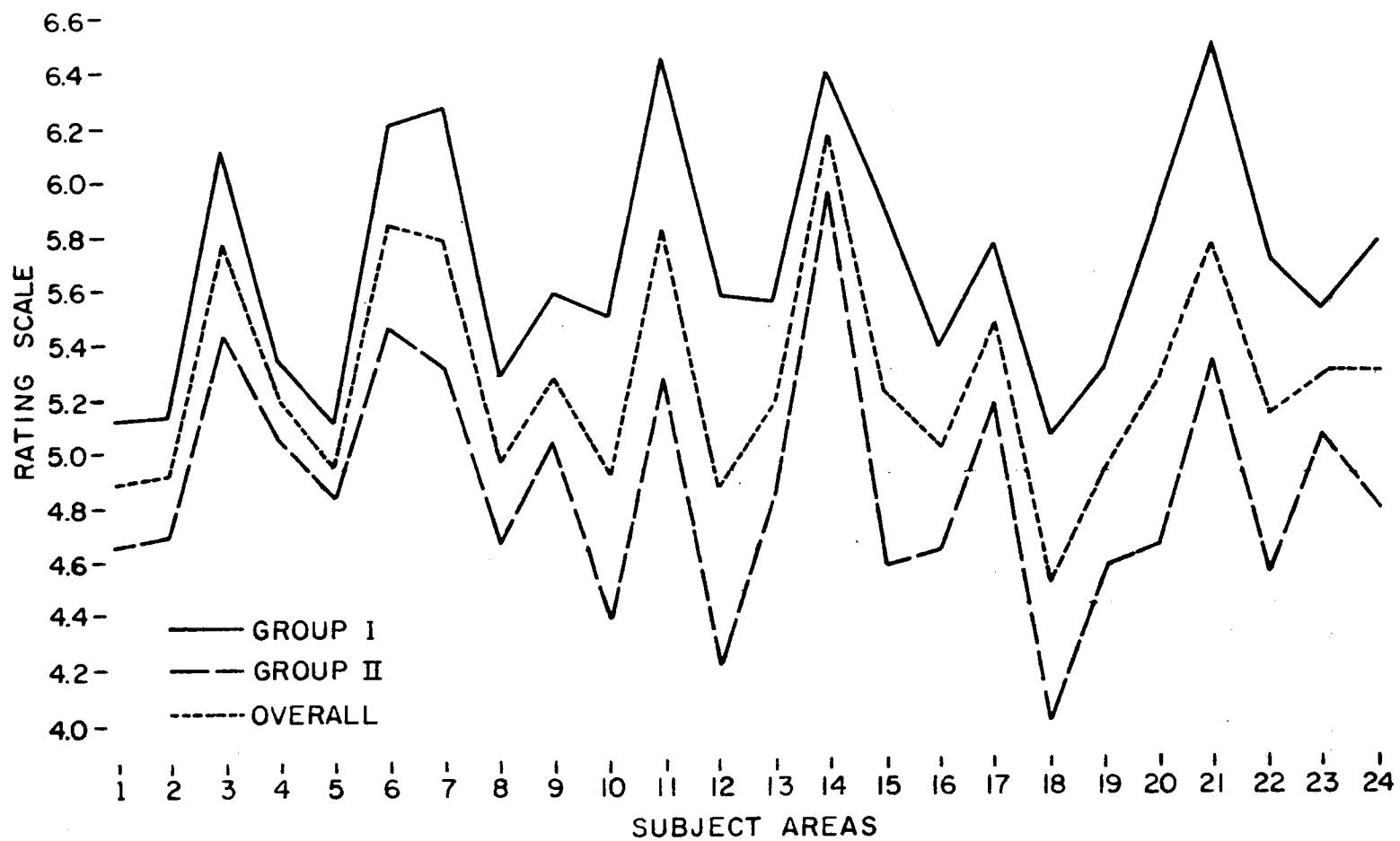


Figure 3. Means of Ratings of 24 Subject Areas. (Area Categories May Be Found in Appendix E.)

however, remained too complex and unwieldy to find relationships among these differences.

In an attempt to simplify the analysis, respondents were separated according to sex. Because there were only one-third as many female respondents as male, this separation served to simplify the task of viewing the data.

A definite pattern became apparent for the female respondents involved in the initial cluster analysis. Women who possessed advanced degrees consistently clustered into Group II if they had either 1) attended a school other than Oklahoma State University, 2) majored in a discipline other than education, 3) worked in a business other than education, or 4) had children. Women who did not hold an advanced degree tended to cluster into Group II if they had either 1) no degree from Oklahoma State University, 2) attended a school other than Oklahoma State University, 3) majored in business, 4) owned a business, or 5) worked in industry. Women educators who held a degree from Oklahoma State University or housewives with a degree in education clustered into Group I.

The 37 untested female respondents were assigned to Groups I or II on the basis of the demographic profiles. When the discriminant function analysis was applied, it was found that 86 percent of the untested respondents had been classified correctly. As complex as some of the demographic differences between the two groups seemed to be, these differences tended to remain highly consistent.

Finding similarities among the male respondents, however, proved to be a much greater problem. A highly complex system was devised to analyze the male respondents by occupation, academic degree, college

major, job position, age, number of children and whether they had children in college. This procedure was necessary since the male respondents tended to form a much wider range of demographic classifications than the female respondents.

After the male respondents were assigned to Groups I and II based on demographic information, the discriminant function analysis revealed that only 69 percent had been classified correctly. No amount of manipulation could improve upon this rate. In fact, the addition of demographic information for the 115 untested male respondents only tended to cloud the analysis. Why, then, was it possible to achieve such an accurate classification instrument with the female respondents? Evidently, female graduates tended to fill a smaller range of occupations. In other words, they fell into much more predictable patterns, such as housewife, teacher or, occasionally, business woman.

Even with a lower rate of correct classifications, however, trends were apparent among the male readers. In terms of occupation, members of professions (such as accountants, lawyers or doctors) consistently fell into Group II. Educators and men employed in agriculture generally were placed into Group I. Men employed in industry usually clustered into Group II.

Job positions tended to indicate how respondents would cluster. Administrators and managers usually clustered into Group I, and specialists into Group II. Of greater interest, the tendency for those individuals who attended schools other than Oklahoma State University to cluster into Group II persisted for the male as well as female readers. Men who majored in education or agriculture tended to belong to Group I, and those who majored in business or arts and sciences

to Group II. Generally, more men in Group II had advanced degrees, possibly because they tended to fall into the age group of 45 to 55, while more Group I men tended to fall into the age group of under 25.

Whether male or female, only 0.8 percent of Group I members expressed an unfavorable attitude toward Oklahoma State University (By saying they would not recommend Oklahoma State University to their children). In contrast, 8.9 percent of Group II respondents expressed an unfavorable attitude. Fifty-two percent of the Group I respondents said they read every issue of the magazine and only 1.7 percent said they read very few. However, only 32.0 percent of Group II respondents said they read every issue of the magazine, and 10.2 percent said they read very few.

Summary of Group Differences

The somewhat complex demographic differences that appeared between Group I and Group II respondents accounted for their varying reading preferences. Group I respondents consistently rated all subject areas higher than Group II respondents, had a more favorable opinion of Oklahoma State University as expressed in the test questions, and generally read more of the magazine. Group II respondents represented the opposite of this trend. This could be explained by the fact that, for the most part, Group I respondents attended only Oklahoma State University, and their loyalties, uncomplicated by allegiance to other alma maters, were stronger to the university. Those students who remained on campus for extended graduate work consistently clustered into Group I. Group II respondents, on the other hand, had been exposed to other academic situations, had developed ties in other schools and had competing loyalties.

Education and agriculture majors most frequently clustered into Group I. Respondents who majored in education consequently tended to become teachers and administrators in school systems. Their greater interest in the magazine might have been due to the fact that much of the Oklahoma State University Outreach content concerns education techniques, innovations, etc. Based upon historical precedent, agriculture majors and those employed in agriculture were thought by the author to have had a greater interest in the magazine through a long-standing and highly visible loyalty to Oklahoma State University. Murl Rogers (14), executive director of the Oklahoma State University Alumni Association, stated that this assumption could be true, because Oklahoma State University was considered for many years to be "the foremost agriculture college in the southwest." Agriculture majors, he said, tended to remember this with pride -- a feeling that has been reflected in their support of the university. He added that those persons employed in agriculture may be exposed more often than others to Oklahoma State University because of the university's extension programs which are active in every Oklahoma county. This is a situation, he said, which has resulted in closer ties with the university for those employed in agriculture. Group II respondents, who tended to major in a business curriculum or in arts and sciences, did not display this interest in the magazine.

There was a tendency for respondents who had children in college or were planning to send children to college to cluster into Group I. These respondents would be interested in the academically related aspects of the university.

After all 252 completed questionnaires had been analyzed, 123

respondents clustered into Group I and 129 into Group II. The groups were almost equal in their male to female ratio. Appendix K contains a percentage breakdown of the demographic characteristics of the respondents. Since the respondents were selected randomly from the entire population of the Alumni Association, these percentages should have been a reflection of that population.

One interesting, yet incomplete, form of information concerning reading habits remained. Respondents were asked to list magazines which they read. They were then classified as "varied," "specialized," "general" or "restricted" readers according to the definitions outlined in Chapter II. The resulting data were inconclusive since 58.7 percent of Group I and 53.7 percent of Group II readers did not respond to this question. Of those who did, however, 25.2 percent of Group II respondents were classified as "varied" while only 15.7 percent of Group I were so classified. Also, 10.0 percent of Group II respondents were classified as "specialized" compared to 7.8 percent of Group I. In contrast, two times as many Group I respondents were classified as "restricted" as were Group II respondents (14.0 percent to 7.5 percent). The number of "general" readers was about equal for the two groups (3.4 percent and 3.7 percent). It was possible that the Oklahoma State University Outreach had less competition when being read by Group I respondents, and consequently received more attention.

In conclusion, the demographic profiles of Groups I and II were not clear-cut. There probably existed some broad characteristic that separated the two groups (very likely based upon the kinds of experiences the respondents had had when they were attending Oklahoma

State University). At any rate, there seemed to exist definite trends to explain why Group I respondents viewed the magazine's content more favorably than Group II respondents. Certainly it seemed possible that these trends could have been applied to those graduates who did not subscribe to the magazine. The magazine readers studied obviously had only slight differences in reading preferences (as will be shown later in this chapter), but perhaps the addition of nonsubscribers would have increased the differences. Perhaps nonsubscribers would have been even more critical than Group II respondents in their views of the magazine's content. Further studies will be necessary to determine the soundness of this theory.

A Comparison of Article Subject Areas

After the search for similarities among respondents had been completed, a closer examination of how the readers viewed the 24 subject areas was possible. The following discussion concerns these reader preferences.

Analysis of Content

Tables I and II (pages 40 and 41) present the content analysis data developed for Groups I and II respectively. Figure 4 shows the range of "content index" scores derived from Column D of Tables I and II with their appropriate standard deviations applied. The mean of the scores for Group I was 113.7 with a standard deviation of 7.5. The distribution curve of the scores of Group I proved to be flat, as can be seen in Figure 4. Even four standard deviations drawn on each side of the mean failed to encompass all the scores. The distribution of

TABLE I

GROUP I CONTENT ANALYSIS

	A	B	C			D	E	
	Rating Means	% of Space Past Year	% Increase	% Same	% Decrease	% Discontinue Content Index Score	% Space Recommended	
1. Sports [21]*	6.44	8.93	53	45	1	0	150	11.2
2. OSU Traditional Events [11]	6.40	2.93	22	51	4	0	135	2.9
3. Class Notes [14]	6.38	22.09	54	40	3	0	145	23.0
4. Academic Programs [7]	6.25	4.44	53	46	1	0	151	5.6
5. Alumni Achievements [6]	6.18	7.44	47	50	1	0	143	9.3
6. OSU Contributions to Community [3]	6.09	6.35	36	61	0	0	133	6.4
7. Alumni Association Business and Activities [20]	5.89	4.39	37	56	3	0	127	4.4
8. University Appeal to Students [15]	5.86	15.11	44	48	4	1	130	15.1
9. History of OSU [17]	5.76	0	44	44	11	0	121	0
10. Building Projects at OSU [24]	5.75	3.73	23	73	3	0	116	3.7
11. Alumni Club News [22]	5.69	0	39	51	5	1	122	0
12. University Needs and Problems [9]	5.60	0	29	64	4	1	116	0
13. OUS Administrative Programs [12]	5.56	.85	21	72	5	0	109	0.8
14. Student Guest Articles [13]	5.54	0	32	58	7	1	113	0
15. Alumni Guest Articles [23]	5.50	2.93	33	52	11	1	105	2.9
16. Staff and Faculty Changes [10]	5.47	5.52	16	73	7	0	98	4.1
17. Student Awards and Activities [16]	5.39	2.03	21	73	1	2	110	2.0
18. In Memoriam [4]	5.35	4.20	16	73	6	2	95	4.2
19. Letters to the Editor [8]	5.30	0	25	56	12	2	92	0
20. Performances at OSU [19]	5.25	.21	26	54	16	3	84	0.1
21. Donations Made to OSU [2]	5.14	1.79	8	80	6	1	38	0.9
22. Staff and Faculty Guest Articles [1]	5.12	0	11	76	11	1	85	0
23. Staff and Faculty Achievements [5]	5.11	4.10	15	71	11	0	90	2.0
24. Honors and Awards Banquets [18]	5.04	1.49	13	67	16	3	71	0

*Parenthetical numbers in Tables I and II represent the position of this item on the survey instrument.

TABLE II

GROUP II CONTENT ANALYSIS

	A	B	C				D	E
	Rating Means	% of Space Past Year	% Increase	% Same	% Decrease	% Discontinue	Content Index Score	% Space Recommended
1. Class Notes [14]	5.96	22.09	53	36	8	2	130	24.0
2. Alumni Achievements [6]	5.47	7.44	32	61	5	1	118	9.6
3. OSU Contributions to Community [3]	5.44	6.35	27	67	3	1	116	8.2
4. Sports [21]	5.34	8.93	31	58	7	3	107	8.9
5. Academic Programs [7]	5.32	4.44	38	53	5	0	124	5.6
6. OSU Traditional Events [11]	5.25	2.93	29	58	9	2	103	2.9
7. History of OSU [17]	5.19	0	34	53	9	2	108	0.5
8. In Memoriam [4]	5.06	4.20	11	81	3	2	96	4.2
9. University Needs and Problems [9]	5.04	0	13	76	8	0	94	0
10. Alumni Guest Articles [23]	5.03	2.93	35	50	10	3	104	2.9
11. Staff and Faculty Achievements [5]	4.84	4.10	15	63	18	2	71	2.0
12. Student Guest Articles [13]	4.83	0	38	47	11	3	106	0
13. Building Projects at OSU [24]	4.79	3.73	15	69	11	3	82	3.7
14. Donations Made to OSU [2]	4.70	1.79	8	72	15	3	67	0.9
15. Staff and Faculty Guest Articles [1]	4.65	0	13	66	17	2	71	0
16. Letters to the Editor [8]	4.65	0	27	54	13	4	87	0
17. Alumni Association Business and Activities [20]	4.62	4.39	14	71	9	2	86	4.4
18. Student Awards and Activities [16]	4.62	2.03	10	71	15	2	72	2.0
19. University Appeals to Students [15]	4.59	15.11	26	54	14	3	86	15.1
20. Performances at OSU [19]	4.57	0.21	24	53	17	4	76	0.2
21. Alumni Club News [22]	4.55	0	24	52	18	2	78	0
22. Staff and Faculty Changes [10]	4.39	5.52	11	66	18	2	66	2.7
23. OSU Administrative Programs [12]	4.20	0.85	3	68	24	3	44	0
24. Honors and Awards Banquets [18]	4.00	1.49	3	62	28	4	32	0

the Group II scores, however, proved to be markedly peaked since only two standard deviations included all but one score. Obviously, neither set of scores approached a normal distribution, but the use of the standard deviation did help to visualize the extreme values.

Group I		Group II	
25% more	151	25% more	130
	150		124
	145		118
	143		116
	135		108
	133		107
	130		106
	127		104
no change	122		103
	121		96
	116		94
	116	no change	87
	113		86
	110		86
	109		82
	105		78
25% less	98		76
	95		72
	92	50% less	71
	90		71
50% less	88		67
	85		66
	84		44
	71	elim.	32
elim.			

Figure 4. Content Index Scores for Groups I and II

In the case of Table I (Column E), the author recommended 25 percent increases for the four subject areas with content index scores of 143 or higher. The subject area with an index score of 71 was recommended for elimination. Other recommendations: those with 90 or below

were to be reduced 50 percent, and those with 98 or below were to be reduced 25 percent. All other scores were to remain unchanged. Slight adjustments had to be made in the figures to insure all categories totaled 100 percent. The "Calendar of Events" subject area, which had been eliminated from the questionnaire to save space, was maintained at 1.47 percent.

There were two exceptions to the procedure described above. "In Memoriam," a feature in which the deaths of alumni are reported, was not reduced, although its index score was only 95. Several respondents commented in the questionnaire that they were interested in this subject area. Obviously, the size of this area is dictated by the number of deaths reported to the magazine. Also, the "Class Notes" subject area was not increased to the extent suggested by an index score of 145 because an increase of 25 percent would have resulted in too much space being taken from other areas.

As can be seen in Table II, the author recommended that all subject areas with indexes above the first standard deviation (111.9) be increased by 25 percent. All those with indexes falling below one standard deviation (65.1) from the mean were to be eliminated. All subject areas with indexes of 71 or below were recommended for reduction by 50 percent, and the remaining figures, of course, were unchanged. Again, the "Class Notes" subject area was not increased the full 25 percent as this change would have resulted in too great a shift of content.

One important consideration in both tables was the content (six subject areas) which had not appeared in the nine Oklahoma State University Outreach issues analyzed, but had been adopted from other alumni

publications. Although some of these subject areas received moderately high ratings, only one, "History of OSU," received a content index score (Table II) that approached justification for addition into the magazine's content. In Table II, 0.5 percent of the editorial content was suggested for this category. Other individuals might feel some experimentation on the more highly rated of these subject areas would be justified.

The content index score thus described was only a guide for setting editorial content. It did seem to serve as an aid to more closely evaluate readers' preferences for subject areas. To see more clearly how the proposed changes would affect the magazine's content, refer to Appendix B.

Commonalities Among Subject Areas

In addition to comparing the two groups of readers in terms of their responses, it was desirable to see whether the 24 subject areas tended to form into clusters of related items -- to see what areas the respondents viewed in a similar manner. A cluster analysis based upon Euclidean distance measurement was computed for the 24 subject areas based on 1) the responses of all readers, 2) the responses of Group I and 3) the responses of Group II. (See Appendix J for the resulting dendrographs.) Table III (page 45) illustrates the results of the cluster analysis based on the combined responses of all readers. Solid lines divide the subject areas that clustered into the broad groups A, B, C, D and E. Dashed lines indicate when tighter clustering occurred, and the circled subject area numbers indicate those areas that formed the most compact clusters.

TABLE III

RESULT OF SUBJECT AREAS CLUSTER ANALYSIS

Cluster			Subject Area	Rank Order	Mean Score	Cluster Mean
1	2	3				
A	A1	3	OSU Contributions to Community	5	5.76	5.88
		6	Alumni Achievements	2	5.82	
		7	Academic Programs	4	5.77	
		14	Class Notes	1	6.16	
	A2	11	OSU Traditional Events	3	5.82	5.78
		21	Sports	6	5.74	
B	B1	4	In Memoriam	13	5.20	5.20
	B2	17	History of OSU	7	5.47	5.23
		23	Alumni Guest Articles	9	5.26	
		22	Alumni Club News	15	5.12	
		20	Alumni Association Business and Activities	11	5.24	
C	8	Letters to the Editor	17	4.97	4.97	
D	D1	16	Student Awards and Activities	16	5.00	4.81
		18	Honors and Awards Banquets	24	4.51	
		10	Staff and Faculty Changes	19	4.92	
D2	19	Performances at OSU	21	4.90	4.90	
E1	5	Staff and Faculty Achievements	18	4.97	4.93	
	1	Staff and Faculty Guest Articles	22	4.88		

TABLE III (Continued)

E2	13	Student Guest Articles	14	5.18	5.18
<hr/>					
	15	University Appeals to Students	12	5.21	
	2	Donations Made to OSU	20	4.91	
E3	12	OSU Administrative Programs	23	4.87	5.10
	24	Building Projects at OSU	10	5.26	
	9	University Needs and Problems	8	5.27	

The most informative of these clusters was Group A. These subject areas were ranked in the top six by both respondent groups, but were viewed by the groups in different manners. They were consistently clustered together by the overall analysis, as shown in Table III, with "Sports" [21]* and "OSU Traditional Events" [11] tending to form a slightly separate cluster.

The third dendrograph in Appendix J illustrates which subject areas clustered together, or were viewed similarly, by the respondents of Group I. These respondents saw "Sports" [21], "OSU Traditional Events" [11], "Academic Programs" [7], and "OSU Contributions to Community" [3] as a related group. These four subject areas generally cover activities that bring prestige to the university, and all articles falling into these subject areas cast a highly favorable

In the discourse which follows, item numbers will be bracketed with subject area titles for ease of identification with the resulting dendrographs in Appendix J.

light upon Oklahoma State University. Sports and traditional events such as homecoming are characteristically associated with pride in one's alma mater. The average of the four means of this group constituted the highest of all cluster means for Group I.

While Group II rated these areas high, the fourth dendrograph in Appendix J (illustrating the areas viewed similarly by Group II) shows that the areas were not viewed as related by these respondents. All four subject areas (see Numbers 21, 11, 7 and 3) fall into separate clusters in the Group II dendrograph.

"Class Notes" [14] received the highest mean value of Group II clusters and was viewed by those respondents as separate from other subject areas. Group I, however, viewed "Class Notes" [14] in relation to other alumni-oriented subject areas, i.e., "Alumni Achievements" [6] and "Alumni Association Business and Activities" [20] as shown in Appendix J. While Group I tended to rank areas high that were associated with bringing prestige to the university and viewed them in a unique relationship, Group II ranked "Class Notes" the highest, giving top priority to information about classmates. Group II also ranked "Sports" high, but unlike Group I respondents, viewed it as a separate subject area.

The data seem to suggest that Group I members read the magazine to reinforce their favorable opinions of Oklahoma State University. Group II readers appear to use the magazine mainly to gain information about old friends and general interest events. This is admittedly speculative, but it provides theory for further testing of the phenomena of Groups I and II. It is a step in the direction of a better understanding of the magazine's readers. It opens a new range of possibilities and questions: Do Group I members support the university

financially more than Group II members? Are they more active "good will ambassadors?" Should a second alumni publication that reports solely the activities of former students be produced to appeal more strongly to Group II members? More testing may be necessary before these assumptions are acted upon.

Returning to Table III, a final arrangement of subject area clusters was decided upon as shown in Column 2 (see also Appendix J). Group A1 comprised the cluster with the highest mean score of all clusters, and was labeled "High Interest Subject Areas." The group had two main dimensions: 1) interest in accomplishments of the university as a whole as reflected by "Academic Programs" [7] and "OSU Contributions to Community" [3], and 2) interest in fellow graduates as reflected in "Class Notes" [14] and "Alumni Achievements" [6]. The mean score for "High Interest Subject Areas" was computed for Groups I and II separately. Group I ranked cluster A1 second among the subject area clusters and Group II ranked it first.

Group A2, labeled "Traditional Activities," had the second highest overall mean score. It was theorized that readers who had a strong interest in this cluster would display a high degree of loyalty to the university. Group I ranked it first and Group II second.

Group B2 achieved the third highest mean score overall, and was labeled "Alumni-Nostalgia." A high rating in this category, it was felt, would indicate interest in alumni activities plus an interest in the school's past. It was ranked third by Group I and fourth by Group II.

"In Memoriam" [4], ranked fourth overall, tended to remain separate from any cluster. Readers expressed interest in this subject area, but

did not wish to indicate that they would like to see more of it in the magazine. While Group II ranked it third, Group I only ranked it sixth.

"Student Guest Articles" [13], although never actually used in the magazine, ranked fifth overall. It was closely related in the cluster analysis to "University Appeals to Students" [15]. Because of the low content index score received by this subject area, it was not recommended for inclusion in the magazine. It was ranked fifth by both groups of respondents.

Group E3, labeled "University Operation and Maintenance," achieved the sixth highest overall mean value. It was characterized by articles dealing with topics somewhat incidental to the academic function of Oklahoma State University, but necessary to the university's continued operation. While the subject area "University Appeals to Students" [15] actually reflected a recruiting effort, it did deal to a great extent with student housing, recreation and similar facilities. As might be expected, "University Operations and Maintenance" was ranked fourth by Group I (the respondents most concerned with the university's welfare) and eighth by Group II.

"Letters to the Editor" [8], ranked seventh overall, possibly was the most controversial of the subject areas rated by readers. Never having appeared in the magazine, this subject area received a rather low rating by both groups of readers. However, it displayed the greatest amount of rating variance of any subject area. It was ranked seventh by both groups.

Group E1, eighth in overall rank order, was labeled "Staff and Faculty Recognition." One of the lower ranking groups, its low mean

value revealed that readers were not very interested in news of staff and faculty members. It was ranked last by Group I, but sixth by Group II.

"Performances at OSU" [19], ranked ninth overall, tended to be viewed separately. It was ranked ninth by both groups.

Finally, Group D1, labeled "Individual Honors," was ranked the lowest overall. It was characterized by articles reporting individual recognition. One of the subject areas in this group, "Honors and Awards Banquets" [18], was not recommended for use in the magazine. Group D1 was ranked eighth by Group I and last by Group II.

The differences in reading preferences between respondent Groups I and II become clearer when one examines the subject-area clusters ranked as the top four and the bottom four by each group. "High Interest Subject Areas" [A1], "Traditional Activities" [A2], and "Alumni-Nostalgia" [B2] all were ranked among the top four by both groups. Group II respondents, however, ranked "In Memoriam" third, while Group I respondents ranked it only sixth. If Tables I and II are referred to, it can be seen that Group II ranked "In Memoriam" eighth among all subject areas and Group I ranked it eighteenth. Once again, Group II appeared to place a higher priority on finding out about classmates than did Group I. Group I ranked "University Operations and Maintenance" [E3] fourth, but Group II respondents ranked it only eighth. This again seemed to reflect a greater concern by Group I members for the welfare of the university. As one respondent classified into Group I said, "This is a must for growth."

It can be seen that "Individual Honors" [D1], "Performances at OSU" and "Letters to the Editor" all were ranked among the bottom four

by both groups of respondents. However, "Staff and Faculty Recognition" [E1] was ranked sixth by Group II and last by Group I. Perhaps Group II members were interested in remaining abreast of the activities of former instructors.

The cluster analysis of subject areas, therefore, served to increase understanding of the 24 subject areas. It became evident that any article which gave information about former students or enhanced the university's prestige would be well received, in varying degrees, by all readers of the magazine. Articles that reported alumni deaths, disclosed activities concerning operation of the university or gave recognition to staff and faculty members apparently would be well received by one group, but not both. For this reason, articles of these types might well receive careful gatekeeper scrutiny.

Finally, articles that reported individual honors, discussed performances at the university or reviewed letters to the editor had the least appeal to all readers of the magazine.

Comments by Respondents

Unsolicited comments written into the questionnaires by respondents are contained in Appendix L. Naturally, these comments may represent extreme views. It may be noted that three respondents did not like the new title of the magazine, which might suggest an area of future testing.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

For this study, 24 editorial subject areas were evaluated by 252 randomly selected readers of the Oklahoma State University Outreach in an effort to establish guidelines that would aid editors in making "gatekeeper" decisions. Because the study was exploratory in nature, a search was made for similarities among the readers and how they viewed the 24 subject areas.

To establish "gatekeeper" guidelines, a system was devised to analyze how the respondents rated the subject areas, and to determine new editorial content balances. Information about the demographic characteristics of the magazine's readers and the readers' comments were recorded.

Cluster and discriminant function analyses revealed that the respondents tended to cluster into two groups based on how they viewed the 24 subject areas. The first group of respondents rated all subject areas high, seemed to have a more favorable impression of Oklahoma State University and tended to read more of the magazine than the second group. This was explained by the fact that, generally, these respondents had attended only Oklahoma State University and, consequently, did not have competing loyalties to other schools. They tended to be educators or to work in agriculture. These respondents evidently were interested in the magazine either because it deals with

an educational institution, its problems and procedures, or because of its long-standing tradition of support by graduates in agriculture. In addition, there were more respondents in Group I whose children were in college, and thus they may have been more interested in reading about higher education.

Group II respondents, on the other hand, rated the 24 subject areas consistently lower than Group I, seemed to hold a less favorable impression of Oklahoma State University and read less of the magazine. These characteristics seemed to be explained by the fact that more Group II respondents had attended schools other than Oklahoma State University and possibly had competing loyalties. They tended to be professionals or employed in business and industry to a greater extent. Group II respondents had fewer children in college and consequently may have had less interest in news of higher education.

Examination of the top six subject areas revealed that Group I respondents seemed most likely to read articles which added to the university's prestige, and that Group II respondents seemed more likely to read articles which reported the activities of alumni. It was theorized that Group I respondents read the magazine mainly to reinforce their favorable opinion of Oklahoma State University, and that Group II respondents read the magazine mainly to learn of former classmates and instructors.

Similarities among the 24 subject areas also were studied. A cluster analysis revealed ten clusters of subject areas which the respondents seemed to view as related.

The "High Interest Subject Areas" cluster appealed strongly to respondents of both groups. It included articles which enhanced the

the university's prestige and thus appealed to Group I respondents, and features that provided information about alumni and, therefore, satisfied the reading interests of Group II respondents.

The "Traditional Activities" cluster also was popular with both groups of respondents, and it was theorized that readers who maintained a high interest in this area would be highly loyal to the university. "Alumni-Nostalgia" was the third and final of the clusters uniformly well liked by all the respondents. It was characterized by articles dealing with Alumni Association activities, alumni guest articles and history of the university.

"In Memoriam" was a subject area which was not combined with other areas to form a cluster. Its use in the magazine apparently would better satisfy the interests of Group II respondents (who ranked it third among the subject area clusters) than Group I respondents (who ranked it sixth). The subject area "Student Guest Articles" also was not clustered with other subject areas. It was ranked fifth by both respondent groups and did not receive high enough ratings to be recommended for use in the magazine.

"University Operations and Maintenance" was ranked fourth by Group I respondents, who evidently were interested in articles of this nature because of their concern for the welfare and progress of the university. Group II respondents, however, ranked this cluster eighth. It was considered to be a cluster that would receive divided attention from the magazine's readers.

The "Letters to the Editor" subject area remained separate in the cluster analysis. It did not receive a content index score large enough to suggest its use in the magazine. "Letters to the Editor" was ranked

seventh among the subject area clusters by both groups of respondents and had the greatest variations in ratings. "Staff and Faculty Recognition" was another cluster that seemed to divide the respondents' reading interests, as it was ranked sixth by Group II respondents and last by Group I. "Performances at OSU" and "Individual Honors" were consistently rated low among the subject area clusters by both groups of respondents.

The study also revealed important information concerning individual subject areas. The "Class Notes" subject area was popular with all respondents. Obviously, when extra material is needed in a particular issue, additional "Class Notes" might well be used.

Articles dealing with "Sports" also were well received by all readers, as well as "OSU Contributions to Community" articles. The study suggested both subject areas could be emphasized to a greater extent in the magazine with beneficial results.

Articles dealing with "Staff and Faculty Changes" and "OSU Administrative Programs" were rated consistently low by all respondents, suggesting they could be replaced in many cases with more popular material. Articles dealing with "Honors and Awards Banquets" received the lowest rating of both groups of respondents.

Of the analyzed subject areas which did not appear in the nine issues of Oklahoma State University Outreach, only "History of OSU" approached a rating high enough to suggest its use in the magazine. Perhaps the readers would have rated these unused subject areas higher if they had been exposed to the corresponding articles in the magazine. A degree of experimentation would be justified, but the readers seem to be fairly satisfied when these subject areas are absent.

Recommendations

Based on the results of this study, the following recommendations are made:

1. That the content adjustments shown in Column E of Tables I and II (pages 40 and 41) be used as a guide when allocating space in the magazine.
2. That the adoption of a secondary alumni publication comprised primarily of "Class Notes" be considered.
3. That articles dealing with "Sports" and "OSU Contributions to Community" be given a high priority when allocating space in the magazine.
4. That articles dealing with "Staff and Faculty Changes," "OSU Administrative Programs" and "Performances at OSU" be replaced with more popular material when possible.
5. That articles dealing with "Honors and Awards Banquets" be given last priority when allocating space in the magazine.

Suggested Research

It is further recommended that the theoretical observations made in this study serve as a basis for further research as time and resources permit. The following areas are presented for consideration:

1. The theory that Oklahoma State University Outreach readers tend to view the magazine in two distinct manners should be tested. The techniques of this study could be replicated, but a more satisfactory approach might be made by preparing two groups of brief news releases. One group would consist mainly of articles providing information about the activities of Oklahoma State University alumni. The second group

would be comprised of articles which enhance the prestige of the university. After judges agreed that all articles met the requirements specified, randomly selected members of the Oklahoma State University Alumni Association could be asked to rate the articles and also to provide extensive demographic information about themselves. An analysis should then be made to see if groups of alumni tended to rate one or the other of the two types of articles consistently higher; and, if so, to determine if these groups are similar demographically to those described in this study.

2. The assertion of extreme loyalty among readers with a high preference for subject areas pertaining to "Traditional Activities" (such as sports events, homecoming and Varsity Revue) might be tested with the use of a readership survey. Respondents who prefer "Traditional Activities" articles could be compared with the remaining respondents through a test that presumed to measure loyalty to the university.

3. Reader attitudes toward the new magazine title might be evaluated with the use of the semantic differential by comparing the present title with others.

4. It would be highly beneficial to see if the trends noted in this study extend into the portion of the alumni population that does not subscribe to the magazine. The same 24-item test might be administered to the nonsubscribers, but a more satisfactory solution would be to include these individuals in the study proposed in Number 1 above.

5. To improve upon the inconclusive findings concerning reading habits of the magazine's subscribers, an improved survey instrument might be devised. Such an instrument could involve examples of news,

trade, technical and general interest magazines. Boxes placed beside the examples would encourage a higher response rate by allowing the respondents simply to check those publications which they receive.

6. More research should be done concerning "Sports," which proved to be a popular subject area in the present study. This area might be broken down into finer classifications, then tested to see what kinds of "Sports" articles appeal to what kinds of readers.

In conclusion, it is obvious that the results of this study serve mainly to provide theory. There was little available information concerning how readers of the Oklahoma State University Outreach viewed the material presented in the magazine. Very few specific questions, therefore, presented themselves for testing. More study needs to be undertaken in this area. Although respondent Groups I and II display distinct characteristics, there really is little difference between their reading preferences -- at least as demonstrated in this study. Is there some unique and broad underlying trait that tends to separate Group I and Group II respondents? Finding these answers will serve to aid in making the Oklahoma State University Outreach more appealing to its readers and of greater value to the university.

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APPENDIX A

1968 READERSHIP SURVEY RESULTS SEPTEMBER, 1968

1968 Readership Survey ResultsSeptember, 1968

A readership survey, the first in the history of the Oklahoma State University alumni magazine -- a period covering at least 50 years -- was conducted during the past summer. The survey consisted of four pages, with the first two pages being a uniform, national advertising promotion-related questionnaire participated in by 32 major colleges and universities throughout the nation which make up the Science/Engineering Group of alumni magazines -- also believed to be the first time such a survey on a national level has been conducted by alumni magazines. The second two pages related more specifically to the content and format of the Oklahoma State Alumnus Magazine.

The four-page questionnaire was mailed to every 10th (sic) member of the OSU Alumni Association receiving the magazine. There was a 43% response to the questionnaire, with 88% being males and 22% females, and the ages were 17% under 25 years, 38% in the 25-34 years bracket; 19%, 35-44; 14%, 45-54; 8%, 55-64, and 4%, 65 or older.

The first part of the questionnaire, designed primarily to obtain information for national advertising space sales promotion, and conducted in cooperation with the Science/Engineering alumni magazine readership study, produced the following information:

EDUCATION

In response to a question concerning the field of study for an undergraduate degree, 26% listed engineering, 17% science, 2% architecture, 17% business, 3% pre-medicine, 1.5% pre-law, 10% liberal arts, and 24% other fields, such as agriculture, education, home economics, veterinary medicine, etc.

Attending Graduate school were 56%, with 16% obtaining a Ph.D. degree and 30% a master's degree. The field of graduate study included 9% in business administration, 18% in engineering, 7% in physics or chemistry, 2% in mathematics, 1% in economics, 4% in law, 9% in life science, .5% in earth science; .5% in banking, finance or insurance; 18% in education, 5% in medicine/public health, and 26% in other fields, such as agriculture, home economics, veterinary medicine, etc.

BUSINESS/PROFESSIONAL PROFILE

In a business/professional profile, the question as to title or position was asked and .7% listed chairman of the board, 1.7% president, 1.4% executive vice-president, 1.7% vice-president, .3%

treasurer or secretary, 3% general manager, 7.3% owner or partner, 13% engineering and scientific management and staff, 4% consultant, 2.3% plant or production manager, .7% purchasing manager, 5% sales or marketing manager, 3% managers of other departments, 11% government, 19% education, 3.2% retired, 1.7% student, and 20% listed some other title or position.

In response to a question as to what they considered their prime responsibility, 22% reported general management, 4% administration and staff, 3% manufacturing production; 18% engineering, design, or R & D; 2% distribution; 12% sales, marketing; 2% advertising, merchandising; 4% finance; 6% personnel, and 27% other titled responsibilities.

Concerning the type of business, industry or profession engaged in by their firm, 13% reported manufacturing, 5% processing, 5% construction; 4% mining, raw materials; 1.5% transportation, 2.5% communications, 9% marketing, 3% public utilities, 4% finance, 10% government, 21% education, 70% other areas which included agriculture, veterinary medicine, home making (sic), legal, medical, etc.

Queried about separate business trips per year, the response included, 7% making overseas trips. Regarding domestic business trips, 49% reported a combined total of 3,393 trips of less than 299 miles; 30% with a combined total of 585 trips of 300-499 miles; 25% 321 trips of 500-999 miles; 40% 418 trips of 1,000-3,000 miles.

FINANCIAL PROFILE

Regarding individual employment income, 8% reported less than \$5,000; 15% \$5,000-\$7,999; 15%, \$8,000-\$9,999; 32%, \$10,000-\$14,999; 15%, \$15,000-\$19,999; 6%, \$20,000-\$24,999; 7%, \$25,000-\$49,999; 2%, \$50,000 or more.

In answer to the question as to whether or not they or members of their family owned stocks or bonds, 65% replied "yes." Relative to the value of all their securities, 50% reported the value as under \$5,000; 14%, \$5,000-\$9,999; 9%, \$10,000-\$14,999; 7%, \$15,000-\$24,999; 8%, \$25,000-\$49,999; 6%, \$50,000-\$99,999; 2%, \$100,000-\$199,999; and 4% over \$200,000.

As to the approximate value of their total life insurance program, 13% reported under \$10,000; 9%, \$10,000-\$14,999; 8%, \$15,000-\$24,999; 28%, \$25,000-\$49,999; 20%, \$50,000-\$74,999; 10%, \$75,000-\$99,999; 8%, \$100,000-\$199,999; 4% over \$200,000.

THE OKLAHOMA STATE ALUMNUS

Class years from 1909 to 1969 were represented in the returned questionnaires, with 19% having received the magazine for 1967-68 only; 34% from two to five years, and 47% for more than five years.

And 52% said they read every issue, 43% most issues, and 5% seldom read the magazine.

CONTENT

Asked to indicate what features in the magazine they found most interesting and least interesting, with the option of designating more than one of the listed categories, the response was as follows:

Class notes--54% found them most interesting; 8% least interesting. OSU Research--48% most interesting; 11% least interesting. Campus development--48% most interesting; 2% least interesting. Alumni features--45% most interesting; 6% least interesting. Alumni briefs--39% most interesting; 7% least interesting. OSU related articles of national concern--33% most interesting; 10% least interesting. Campus briefs--31% most interesting; 10% least interesting. University needs and problems--30% most interesting; 7% least interesting. Student activities and views--25% most interesting; 13% least interesting. Departmental programs--23% most interesting; 16% least interesting. Faculty features--21% most interesting; 20% least interesting. Editorial comment--21% most interesting; 17% least interesting. Extension programs--17% most interesting; 28% least interesting.

WOULD LIKE TO SEE MORE

Asked about what subject areas they would like to see more of in the magazine, the response was OSU news and views, 43%; feature articles on new fields and implications of higher education, 34%; short and interpretations items about technical trends and research, 32%; class news, 28%; alumni features, 23%; alumni club news, 22%; controversial articles, 17%, and student concerns and views, 14%.

CONTENT APPRAISAL

In the matter of content, 81% found it acceptable, 12% exciting and important, 4% effective, and 3% ineffective.

FORMAT AND TYPOGRAPHY

Regarding format and typography, 34% had no opinion, 33% found it exciting and effective, 26% regarded it as immaterial, 4% described it as effective, and 3% found it unattractive or ineffective.

OTHER PUBLICATIONS

Other publications read by the alumni were Reader's Digest, 65%; Time, 45%; Newsweek, 40%; Wall Street Journal, 34%; Business Week, 27%; Fortune, 14%; New Yorker, 10%; Scientific American, 10%; Science and Technology, 8%; Chemistry and Engineering News, 7%; Saturday Review, 6%; Atlantic Monthly, 5%; New York Times, 5%; Harper's, 3%; Aero and Astro, 2%; Spectrum, 2%; Physics Today, 2%.

ADVERTISING

As to the reader's awareness of advertising in the Oklahoma State Alumnus Magazine, 52% said they were aware of it occasionally, 27% seldom, 17% often.

GENERAL COMMENT

The questionnaire provided space for general comment about the content or appearance of the magazine for those readers who wished to express opinions in addition to the specific questions. Only a small percent took the trouble to write out additional comments as follows:

Professionally written in good appearance, and as interesting as any news magazine---Bland. Doesn't deal with any issues--Better proof-reading needed. Critical of ads sold to insurance firms--OK--Good. And I hope to continue receiving it--I think the magazine is a rather good journal and I always look for it--very acceptable and effective--Attractive, professional, and enjoy it. But choices of content poor--technically a well-planned publication, but contents in general do not interest--Need more on athletic programs and players--Good--Excellent--For the most part, it is fairly dry--Very fine--Good for me--Very good--Only occasionally reads advertising because most ads too local--O.K.--

Like articles on alumni; what they are doing and where they are doing it--I think you have had some very appealing covers--Very good--More diversification of content. Use more for better appearance--It is good to hear from the old school in any form--Why the present day fetish over controversy? Why not more emphasis on the search for truth?--We all appreciate the work of Murl Rogers (OSU Alumni Association Executive Secretary) and the continuity that he has given to the Association!--Best alumni publication I have seen!--Content and appearance are good. Fire Communist and left-winger employees and expel trouble making students. Continue policy of keeping radicals from speaking and disturbing on the campus--It is good. Keep up the good work.--Adequate--A good alumni publication--Continue as is--I enjoy our OSU magazine--Would like to have more controversial campus issues discussed. Let us hear the students views as well as the administration's.

Very satisfactory--Some of the advertisements could be done more tastefully, and the alumni briefs are too much alike. More ingenuous writing of them would help. Also, from the looks of the alumni briefs, half of the OSU graduates must be in the Armed Forces "completing successful air strikes over North Vietnam." I don't like such comments as these myself because it indicates they must enjoy killing people! I think you stress the sports program too much. It is only subsidiary to the real purpose of OSU and could be neglected as far as I am concerned. I want to know what is happening in the OSU educational and research areas.--

A very slick appearing magazine. Good layout and typography that is easy to read--Excellent format and well-edited--Need more articles on scientific projects (research) being done at OSU--I think OSU has a very good alumni magazine--I would prefer a few more pictures of campus development since I don't get to see the campus in person, so this is the only way I can keep in touch!--

I enjoy it--More and better quality pictures--Good appearance--Fine magazine. Keep it going--Photography and art are dull. Articles try to cover items of local interest too much--I enjoy reading the magazine. It gives me an opportunity to catch up on the campus news--Get rid of the comic book Cowboy image and get some class with the 20th century Cowboy band uniforms and smartly dressed Cowgirls drill team--Would like to have more articles about varsity athletics--Most notably lacking feature: Letters to editor (Alumni do wish to make short comments now and then)--

Very good--Constantly improving--Very "professional" in approach and, for the most part, a delight to read--The material seems rather dry, lacking universal appeal. More general interest articles are needed--O.K. Overall, I like the magazine.--I have faithfully filled out the classnotes information request over the past five years and never see it used. Several others have done the same. Perhaps this feature should be eliminated, or expanded to cover all who respond--

Having one main feature is good, along with other articles of interest--O.K. Thanks for your concern--O.K.-- Carry more information about the other sports besides football and basketball--Very good--All we need is a good football team that can score some points and win. Perhaps a better coach--Good--I also take the sooner magazine. Oklahoma State Alumnus suffers by comparison.--Always enjoy reading the alumnus. Keep up the good work!--Not enough about the sports programs, future plans, etc.--Enjoy getting the magazine.--Very well, except occasionally articles are too brief and at other times too dense or similar to thesis style--More articles on alumni--Occasional "success stories" about alumni would be interesting and stimulating to other alumni of all ages--Good--Much improvement needed.--

My primary interest in reading it, is to find out what is going on at OSU and what old classmates are doing. Please, NOT controversial articles. I get plenty of "news and general controversial subjects" elsewhere!--General satisfaction--Should include more articles on current news on campus; what the students think and do--In general, I

think the alumnus is a waste of time, effort, and money. Money could go to a better use in educational endeavor. I do not remember any specific articles; that's how interesting it is!!--

The Alumnus gives a well-balanced, informative picture of current activities on the OSU campus and I find it very interesting--In general, an excellent magazine--Fine magazine--We also receive alumni magazine from my husband's alma mater. Osu's is better.--

I believe that most of the articles are interesting--I enjoy receiving the OSU alumni magazine--Good--Good--Generally purile. As an example, why nothing about the big Administrative/Faculty/Student stink of 1967-68??--Generally, I find this magazine interesting, and it does keep me informed about the school.

####

APPENDIX B

STORY CATEGORIES

STORY CATEGORIES

<u>Category</u>	<u>Percent of Magazine</u>	<u>Percent for Group I</u>	<u>Percent for Group II</u>
Class Notes	22.09	23.0	24.0
University Appeals to Students	15.11	15.1	15.1
Sports	8.93	11.2	8.9
Alumni Achievements	7.44	9.3	9.3
OSU Contributions to Community	6.35	6.4	8.2
Staff and Faculty Changes	5.52	4.1	2.7
Academic Programs	4.44	5.6	5.6
Alumni Association Business and Activities	4.39	4.4	4.4
In Memoriam	4.20	4.2	4.2
Staff and Faculty Achievements	4.10	2.0	2.0
Building Projects at OSU	3.73	3.7	3.7
Alumni Guest Articles	2.93	2.9	2.9
OSU Traditional Events	2.93	2.9	2.9
Student Awards and Activities	2.03	2.0	2.0
Donations Made to OSU	1.79	0.9	0.9
Honors and Awards Banquets	1.49	0.0	0.0
OSU Administrative Programs	0.85	0.8	0.0
Performances at OSU	0.21	0.1	0.2
Letters to the Editor	0	0	0
History of OSU	0	0	0.5
University Needs and Problems	0	0	0
Alumni Club News	0	0	0
Student Guest Articles	0	0	0
Staff and Faculty Guest Articles	0	0	0
Calendar of Events	1.47	1.47	1.47

APPENDIX C

LETTER OF INTRODUCTION

*Oklahoma State**Alumnus*

Alumni Publications — Oklahoma State University — Stillwater, Oklahoma

Student Union Bldg. — Room B-5

74074

372-6211, Ext. 7143

September 12, 1973

Dear Alumni Association Member:

H E L P ! ! ! -- make the improvements in the Oklahoma State University Outreach that you would like to see.

Your opinion is most important. Because you are among a few selected randomly from all the Alumni who receive the magazine, your response counts for many. Make sure your views are known.

Just take ten minutes to mark your choices on the 24-item questionnaire attached, and fill in the information we need to see who reads the magazine. Then use the enclosed stamped, self-addressed envelope to return the form.

Your responses will only be used for statistical tabulations, and will be completely anonymous. If you would like to receive the results of this survey, indicate your wish in the space provided at the end of the questionnaire.

Remember, your opinion, and the opinions of those Alumni who agree with you, will not be known if you fail to return this survey.

Thank you,



Douglas Dollar
Assistant Editor

APPENDIX D

SURVEY INSTRUCTIONS

I N S T R U C T I O N S - -

First, read the category description. It briefly outlines the information found in that type of article.



<p>Category Description →</p> <p>Scale #1 (Preference) →</p> <p>Scale #2 (Content) →</p>	<p>OSU OFFICE HOLDERS: About OSU faculty, staff and students that are running for city and county offices.</p> <p>Most Likely Read</p> <p style="text-align: center;"> <input type="checkbox"/> +3 <input type="checkbox"/> +2 <input checked="" type="checkbox"/> +1 <input type="checkbox"/> 0 <input type="checkbox"/> -1 <input type="checkbox"/> -2 <input type="checkbox"/> -3 </p> <p style="text-align: right;">Least Likely Read</p> <p> <input type="checkbox"/> increase. <input checked="" type="checkbox"/> same. <input type="checkbox"/> decrease. <input type="checkbox"/> discontinue. </p>
--	--

Second, use Scale #1 to indicate your interest in the category. The scale allows you a wide range to indicate your like or dislike of the category. For instance, in the above example, the reader liked the category, but only to a slight degree. If he really liked it, he would have checked +3, and if he had disliked it, he would have checked either -1, -2, or -3. If he couldn't make up his mind, he would have marked the neutral point -- 0.

Third, use Scale #2 to indicate when you feel more or less of a category should be used in the magazine. Note that Scales #1 and #2 can be independent. Maybe you really like a category and mark it +3 on Scale #1, but you are still satisfied with how much of it appears in the magazine so you mark "same" on Scale #2. This is understandable. Don't feel that what you mark on one scale will dictate your choice on the other.

Finally, only the person named on the envelope should complete the survey, and with no help.

APPENDIX E

SURVEY QUESTIONNAIRE



(1)*

STAFF AND FACULTY GUEST ARTICLES: Written by staff and faculty members about their academic field, OSU, etc.

Most
Likely
Read

Least
Likely
Read

+3 +2 +1 0 -1 -2 -3

increase. same. decrease. discontinue.



(2)

DONATIONS MADE TO OSU: Monetary or other donations to OSU such as scientific equipment donated to engineering college.

Most
Likely
Read

Least
Likely
Read

+3 +2 +1 0 -1 -2 -3

increase. same. decrease. discontinue.



(3)

OSU CONTRIBUTIONS TO COMMUNITY: What OSU staff, faculty, and students are doing that benefits the community, state, country, etc.

Most
Likely
Read

Least
Likely
Read

+3 +2 +1 0 -1 -2 -3

increase. same. decrease. discontinue.



(4)

IN MEMORIAM: A regular feature in which deaths of alumni are reported.

Most
Likely
Read

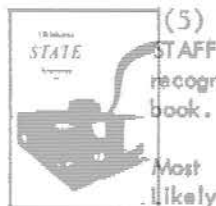
Least
Likely
Read

+3 +2 +1 0 -1 -2 -3

increase. same. decrease. discontinue.

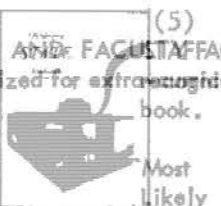


*Parenthetical numbers have been added to this questionnaire to aid in identifying the subject areas when referred to in the thesis.



(5) STAFF AND FACULTY recognized for extraordinary achievements, such as writing a new book.

Most Likely Read



(5) STAFF AND FACULTY recognized for extraordinary achievements, such as writing a new book.

Most Likely Read

(5) STAFF AND FACULTY recognized for extraordinary achievements, such as writing a new book.

Most Likely Read

Least Likely Read

Least Likely Read

Least Likely Read

+3 +2 +1 +0 -1 -2 -3

increase. somewhat increase. decrease. somewhat decrease. same. discontinuous. discontinuous.



(6) ALUMNI ACHIEVEMENTS in the form of awards, honors, and accomplishments by alumni.

Most Likely Read

(6) ALUMNI ACHIEVEMENTS in the form of awards, honors, and accomplishments by alumni.

Most Likely Read

(6) ALUMNI ACHIEVEMENTS in the form of awards, honors, and accomplishments by alumni.

Most Likely Read

Least Likely Read

Least Likely Read

Least Likely Read

+3 +2 +1 +0 -1 -2 -3

increase. somewhat increase. decrease. somewhat decrease. same. discontinuous. discontinuous.



(7) ACADEMIC PROGRAMS at OSU. New teaching methods, learning activities.

Most Likely Read

(7) ACADEMIC PROGRAMS at OSU. New teaching methods, learning activities.

Most Likely Read

(7) ACADEMIC PROGRAMS at OSU. New teaching methods, learning activities.

Most Likely Read

Least Likely Read

Least Likely Read

Least Likely Read

+3 +2 +1 +0 -1 -2 -3

increase. somewhat increase. decrease. somewhat decrease. same. discontinuous. discontinuous.

(8) LETTERS TO THE EDITOR about the magazine.

Most Likely Read

(8) LETTERS TO THE EDITOR about the magazine.

Most Likely Read

(8) LETTERS TO THE EDITOR about the magazine.

Most Likely Read

Least Likely Read

Least Likely Read

Least Likely Read

+3 +2 +1 +0 -1 -2 -3

increase. somewhat increase. decrease. somewhat decrease. same. discontinuous. discontinuous.



(9) UNIVERSITY NEEDS UNIVERS PROBLEMS UNIVERS PROBLEMS AND PROBLEMS: Financial needs, en-rollment difficulties, building difficulties, and what is being done about them.

Most Likely Read +3 +2 +1 +0 -1 -2 -3

(10) STAFF AND FACULTY HANDS FACULTY HANDS FACULTY HANDS: Retirements, retirements, and position changes of staff and faculty at OSU.

Most Likely Read increase decrease same discontinue discontinue

Most Likely Read +3 +2 +1 +0 -1 -2 -3

(11) TRADITIONAL TRADITIONAL TRADITIONAL: Every year occur every year and the form part of OSU tradition.

Most Likely Read increase decrease same discontinue discontinue

Most Likely Read +3 +2 +1 +0 -1 -2 -3

(12) OSU ADMINISTRATIVE PROGRAMS ADMINISTRATIVE PROGRAMS: Position and functions of the university.

Most Likely Read increase decrease same discontinue discontinue

Most Likely Read +2 +1 +0 -1 -2 -3

(13) (13) (13)

STUDENT GUEST ARTICLES: GUEST ARTICLES: GUEST ARTICLES: Why do students have to say about OSU, their studies, OSU, opinions, and, their problems, and, their problems, and, their problems.

Most Likely Read +3 +2 +1 +0 +2 +2 +0 +2 +2 +0 -1 -2 -3

Most Likely Read Least Likely Read Least Likely Read Least Likely Read

increase. some increase decrease some increase decrease some. decrease. discontinue. discontinue.

(14) (14) (14)

CLASS NOTES: AGES FOR NOTES: AGES FOR NOTES: AGES FOR NOTES: what gives news of what alumni are doing since graduation, by class year.

Most Likely Read +3 +2 +1 +0 +2 +2 +0 +2 +2 +0 -1 -2 -3

Most Likely Read Least Likely Read Least Likely Read Least Likely Read

increase. some increase decrease some increase decrease some. decrease. discontinue. discontinue.

(15) (15) (15)

UNIVERSITY APPEALS TO STUDENTS APPEALS TO STUDENTS APPEALS TO STUDENTS: articles about facilities and programs that benefit students who live on campus at OSU. Examples: what residence hall or other facility is being offered to OSU. The financial assistance available for students available for students.

Most Likely Read +3 +2 +1 +0 +2 +2 +0 +2 +2 +0 -1 -2 -3

Most Likely Read Least Likely Read Least Likely Read Least Likely Read

increase. some increase decrease some increase decrease some. decrease. discontinue. discontinue.


(16) (16) (16)

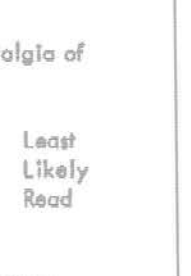
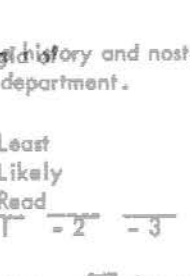
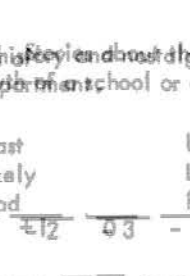
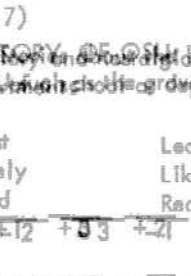
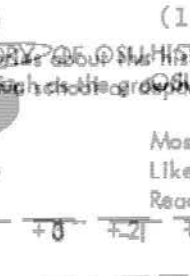
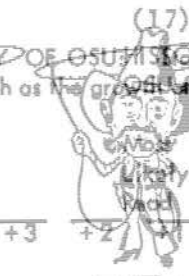
STUDENT AWARDS AND ACTIVITIES: re-Awards and other recognition given to students in recognition of student groups.

Most Likely Read +3 +2 +1 +0 +2 +2 +0 +2 +2 +0 -1 -2 -3

Most Likely Read Least Likely Read Least Likely Read Least Likely Read

increase. some increase decrease some increase decrease some. decrease. discontinue. discontinue.

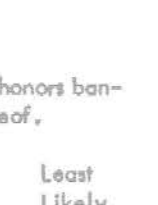
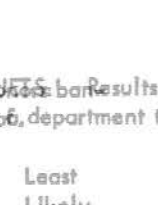
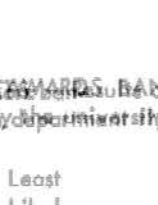
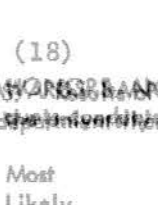
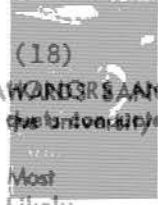
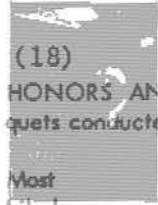




(17) HISTORY OF OSU... about the history and nostalgia of OSU such as the growth of the school or department.

Most Likely Read +3 +2 +1 +0 +21 +12 +3 +21 +12 +3 -1 -2 -3 Least Likely Read

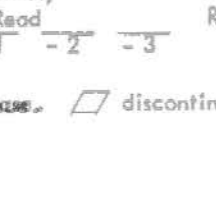
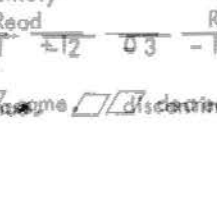
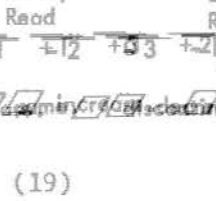
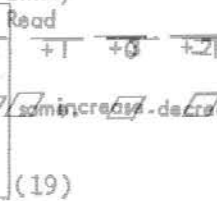
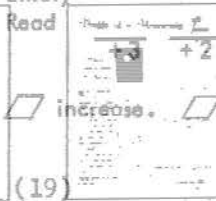
increase, decrease, discontinuous, discontinuous



(18) HONORS AND AWARDS AND AWARDS BANQUETS Results of honors banquets conducted by the university or department thereof.

Most Likely Read +3 +2 +1 +0 +21 +12 +3 +21 +12 +3 -1 -2 -3 Least Likely Read

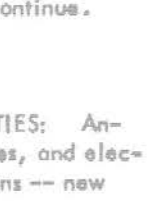
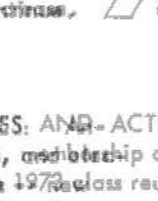
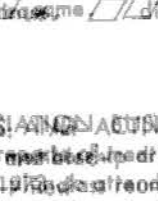
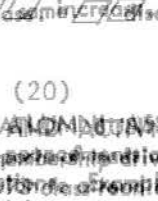
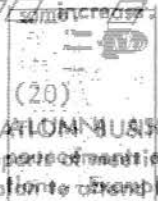
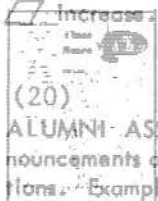
increase, decrease, discontinuous, discontinuous



(19) PERFORMANCES AT OSU About professional entertainers, guest speakers, and organizations appearing on campus.

Most Likely Read +3 +2 +1 +0 +21 +12 +3 +21 +12 +3 -1 -2 -3 Least Likely Read

increase, decrease, discontinuous, discontinuous



(20) ALUMNI ASSOCIATION BUSINESSES AND ACTIVITIES: Announcements and reports of meetings, membership drives, and elections. Examples: plans for the 1970 reunion, the 1970 class reunions -- new life members of Alumni Association listed.

Most Likely Read +3 +2 +1 +0 +21 +12 +3 +21 +12 +3 -1 -2 -3 Least Likely Read

increase, decrease, discontinuous, discontinuous

(21) (21) (21)

SPORTS: Stories dealing with the various sports events, both varsity and intramural. ~~SPORTS: Stories dealing with the various sports events, both varsity and intramural. ~~SPORTS: Stories dealing with the various sports events, both varsity and intramural.~~~~

Most Likely Read	Most Likely Read	Most Likely Read	Least Likely Read	Least Likely Read	Least Likely Read
+3	+2	+1	+2	+2	+3
-1	-2	-3	-1	-2	-3

increase, some increase, decrease, some decrease, same, discontinuous, discontinuous.

(22) (22) (22)

ALUMNI-CLUB NEWS: What all alumni clubs over the country are doing in honor of the club. ~~ALUMNI-CLUB NEWS: What all alumni clubs over the country are doing in honor of the club. ~~ALUMNI-CLUB NEWS: What all alumni clubs over the country are doing in honor of the club.~~~~

Most Likely Read	Most Likely Read	Most Likely Read	Least Likely Read	Least Likely Read	Least Likely Read
+3	+2	+1	+2	+2	+3
-1	-2	-3	-1	-2	-3

increase, some increase, decrease, some decrease, same, discontinuous, discontinuous.

(23) (23) (23)

ALUMNI GUEST ARTICLES: Guest articles by alumni, usually about their work after leaving the university. ~~ALUMNI GUEST ARTICLES: Guest articles by alumni, usually about their work after leaving the university. ~~ALUMNI GUEST ARTICLES: Guest articles by alumni, usually about their work after leaving the university.~~~~

Most Likely Read	Most Likely Read	Most Likely Read	Least Likely Read	Least Likely Read	Least Likely Read
+3	+2	+1	+2	+2	+3
-1	-2	-3	-1	-2	-3

increase, some increase, decrease, some decrease, same, discontinuous, discontinuous.

(24) (24) (24)

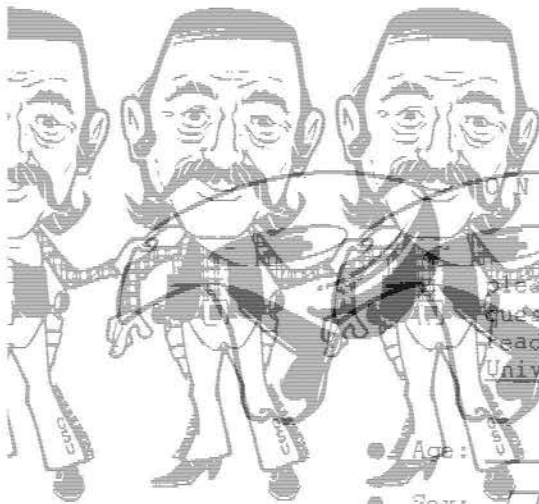
BUILDING PROJECTS: News about new buildings, renovations, dedications, and fund-raising projects at OSU. ~~BUILDING PROJECTS: News about new buildings, renovations, dedications, and fund-raising projects at OSU. ~~BUILDING PROJECTS: News about new buildings, renovations, dedications, and fund-raising projects at OSU.~~~~

Most Likely Read	Most Likely Read	Most Likely Read	Least Likely Read	Least Likely Read	Least Likely Read
+3	+2	+1	+2	+2	+3
-1	-2	-3	-1	-2	-3

increase, some increase, decrease, some decrease, same, discontinuous, discontinuous.

APPENDIX F

DEMOGRAPHIC INFORMATION SHEET



ONE MORE MONTH MORE - ONE MORE MONTH MORE - THING - -

Please answer the following questions so we can see who reads the Oklahoma State University Outreach.

● Age: _____ ● Age: _____ ● Age: _____

● Sex: male female ● Sex: male female female

Education: ● High school year: _____ ● High school year: _____ ● High school year: _____
 ● University or college year: _____ ● University or college year: _____ ● University or college year: _____

or, date last attended OSU: _____

Occupation: ● Occupation: _____ ● Occupation: _____ ● Occupation: _____

duty or position: _____

I have _____ children, _____ children college bound, _____ children (and/or) I plan to send _____ to college, _____ to graduate school, _____ graduated from OSU.

Will (or have) you (or your children) attend OSU?

yes no yes no yes no

Please list the publications which you receive. _____

I read (even if not every issue) _____ Oklahoma State University Outreach.

L Y P If you would like to see your name in this magazine, also, check if you would like to receive the survey results.

APPENDIX G

FOLLOW-UP LETTER

Oklahoma State Alumni Publications - Oklahoma State University Stillwater, Oklahoma
University Outreach Student Union Bldg. - Room B-5 74074
(405) 372-6211, Ext. 7143

September 25, 1973

Dear Alumni Association Member:

The purpose of this letter is to make another appeal to you to participate in the Oklahoma State University Outreach readership survey.

Frankly, the responses have been rather slow, and unless those queried return the questionnaire, the efforts of the survey may be wasted. Since this survey will also comprise a thesis which I am writing to complete a degree at OSU, I have a very personal interest in its outcome. So please, take just ten minutes today to complete the questionnaire sent you, and return it in the self-addressed, stamped envelope provided.

If you have already discarded the questionnaire, just place this letter into the enclosed envelope and mail it to me. I will send you another questionnaire.

I realize the survey seems long, but I guarantee it will take less than ten minutes of your time to complete. Your assistance will help the magazine and myself, and should result in more of the stories you like in the magazine.

If you have already returned the survey, let me say a special thank you.

Sincerely,



Douglas Dollar
Assistant Editor

Oklahoma State Alumni Publications -- Oklahoma State University -- Stillwater, Oklahoma
University Outreach Student Union Bldg. - Room B-5 71074
 (405) 372-6211. Ext. 7113

October 11, 1973

Dear Alumni Association Member:

Your help is still needed to make the Oklahoma State University Outreach readership survey a success. About half of the readers who were randomly selected for the survey have indicated what articles they would like to see in the magazine, and the findings promise to be quite useful. But, researchers point out that much higher returns are needed for the findings to be valid.

Would you please help by completing the enclosed questionnaire? As mentioned before, this survey will comprise a thesis I am writing to complete a degree at OSU. So, your assistance will aid me as well as the magazine, and should result in more of the stories you like to read.

If you have already completed and returned the survey, thank you very much for your help. If not, please complete the enclosed questionnaire today. Once again, a return envelope has been provided for your convenience.

Sincerely,


 Douglas Dollar
 Assistant Editor

*Mr. Crane,
 This is very important
 to me. It only takes
 ten minutes!*

APPENDIX H

INSTRUCTIONS FOR JUDGES

INSTRUCTIONS FOR JUDGES

The survey questionnaire I am asking you to evaluate is for a readership survey of the Alumni magazine. While those alumni who will receive the questionnaire will each get only a portion of the attached schedule, I would like to ask you to evaluate the entire list.

First, turn the page and begin with the letter of introduction all respondents will receive, and complete the survey as if you had received it in the mail.

Next, would you please follow these steps in evaluating this form. Feel free to write on any portion of the survey you like to get your point across.

1. Letter of introduction:

a. Does it motivate the respondent to complete the questionnaire and return it? Could this be done better?

b. Does it adequately explain the purpose and intent of the survey?

c. Is it too informal? Or--could it be more informal and personal?

d. Do you think you would have completed the questionnaire if you had received this in the mail?

2. Instructions:

a. Was there any part of the instructions that was not clear?

b. Were the instructions too long?

c. Can you think of a better way to present the instructions?

3. Survey schedule: My objectives in selecting these story categories were: 1) to provide a classification set that all articles would fit into. 2) to make clear distinctions between story types readers might evaluate differently. 3) to provide distinctions general enough to help make realistic gatekeeper decisions for the magazine.

a. Are there aspects of a category that you feel should be listed separately because you would give them a different rating?

b. Are there any key words in a category description that you feel would bias your rating of that category as a whole? If so, circle it.

c. Is there any part of the questionnaire that is confusing?

d. Do you feel that the category headings (words in all caps) had undue influence on your decision due to their wording?

e. Do illustrations on the second pair of questionnaire sheets help to maintain your interest? Is there an improvement in interest?

f. Are there categories that you are not certain about the type of stories they represent?

g. Are there story types you feel are not represented, but should be?

h. Are there any other observations you can make?

4. Personal data sheet: The purpose of this sheet is to obtain information that will allow a factor analysis of the respondents to see if any types emerge that have distinct preferences for content.

a. Are there other personal factors that could make a difference in content preference not listed on the sheet?

b. Are any of the questions offensive?

c. Are all questions and points clear to you?

Thanks for your help. When you finish, just give me a call at x 7143, and I will pick up the survey.

APPENDIX I

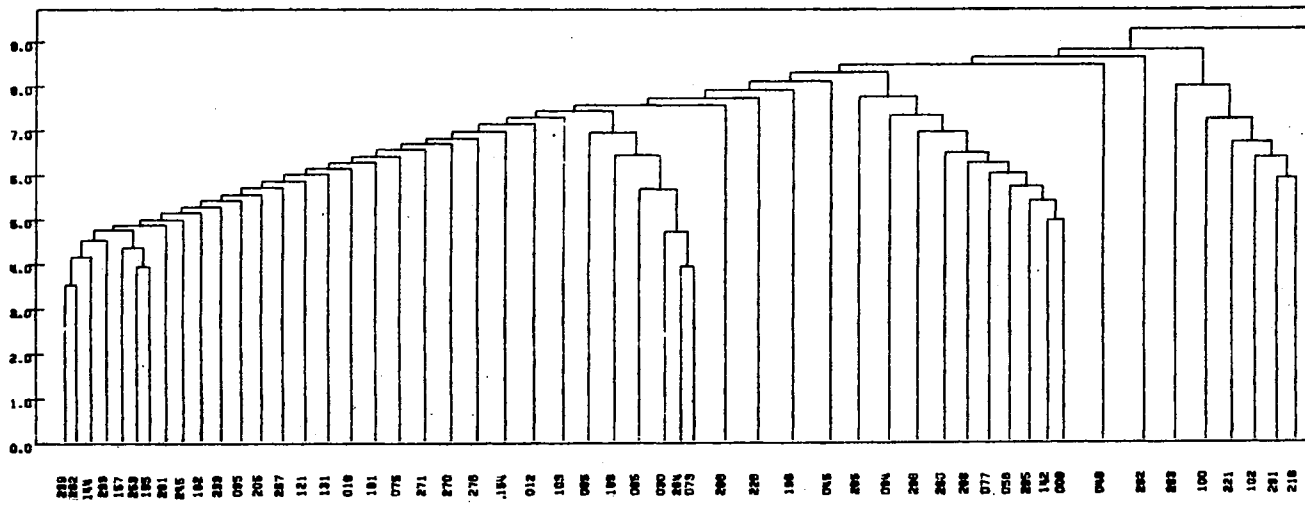
RESPONSE TABULATION SHEET

Respondent # _____ RESPONSE TABULATION SHEET

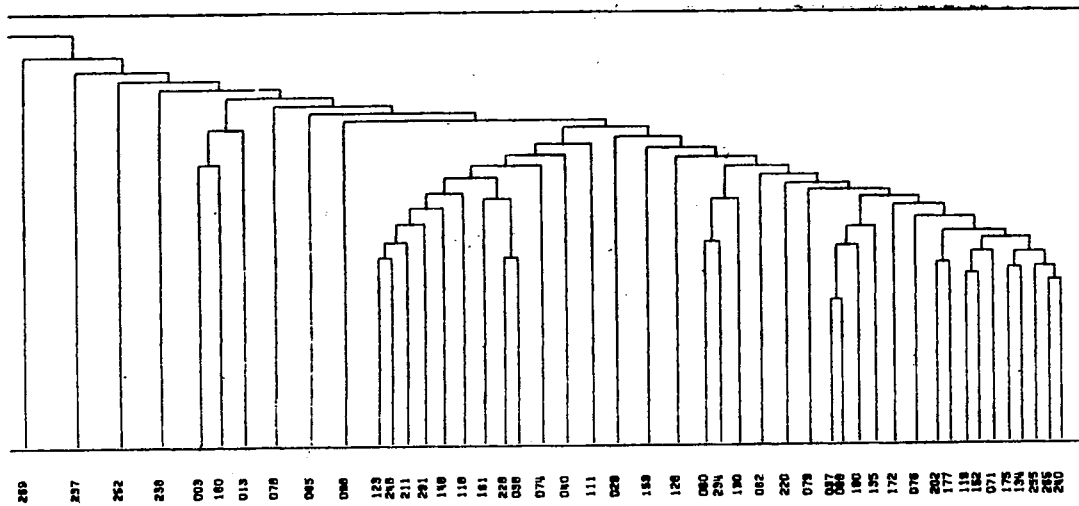
SUBJECT AREAS	DEMOGRAPHIC INFORMATION	
(1 - 7) (1 - 4)	<u>Age:</u> X ≤ 25 = 1 55 < X ≤ 65 = 5 49. _____ 25 < X ≤ 35 = 2 65 < X ≤ 75 = 6 35 < X ≤ 45 = 3 75 < X = 7 45 < X ≤ 55 = 4	
1. _____ 2. _____	<u>Sex:</u> male = 1 female = 2 50. _____	
3. _____ 4. _____	<u>Education:</u> degree 51. _____ graduated 52. _____ major 53. _____	
5. _____ 6. _____	fs = 1 1900 - 09 = 1 A & S = 1 RS = 2 1910 - 19 = 2 Eng. = 2 MS = 3 1920 - 29 = 3 HE = 3 PhD = 4 1930 - 39 = 4 Agri. = 4 1940 - 49 = 5 Bus. = 5 1950 - 59 = 6 Ed. = 6 1960 - 69 = 7 VM = 7 1970 - 73 = 8	
7. _____ 8. _____	<u>School:</u> 54. _____ OSU only = 1 other fs = 2 other BS = 3 other MS = 4 other PhD = 5	<u>Residence:</u> 55. _____ Stillwater = 1 Payne Co. = 2 Oklahoma = 3 Out of state = 4
9. _____ 10. _____	<u>Occupation:</u> business 56. _____ position 57. _____	
11. _____ 12. _____	Professional = 1 Owner = 1 Education = 2 Administrator = 2 Industry = 3 Management = 3 Agriculture = 4 Housewife = 4 Government = 5 Specialist = 5 Other = 6 Student = 6	
13. _____ 14. _____	<u>Children:</u> 58. _____	<u>In College:</u> 59. _____ yes = 1 no = 2
15. _____ 16. _____	<u>Attitude toward OSU:</u> favorable = 1 60. _____ unfavorable = 2	
17. _____ 18. _____	<u>Magazines Read:</u> 61. _____ Varied = 1 Specialized = 2 General = 3 Restricted = 4	<u>Amount OSUO Read:</u> 62. _____ every = 1 most = 2 few = 3
19. _____ 20. _____		
21. _____ 22. _____		
23. _____ 24. _____		
25. _____ 26. _____		
27. _____ 28. _____		
29. _____ 30. _____		
31. _____ 32. _____		
33. _____ 34. _____		
35. _____ 36. _____		
37. _____ 38. _____		
39. _____ 40. _____		
41. _____ 42. _____		
43. _____ 44. _____		
45. _____ 46. _____		
47. _____ 48. _____		

APPENDIX J

DENDROGRAPHS FOR CLUSTER ANALYSES

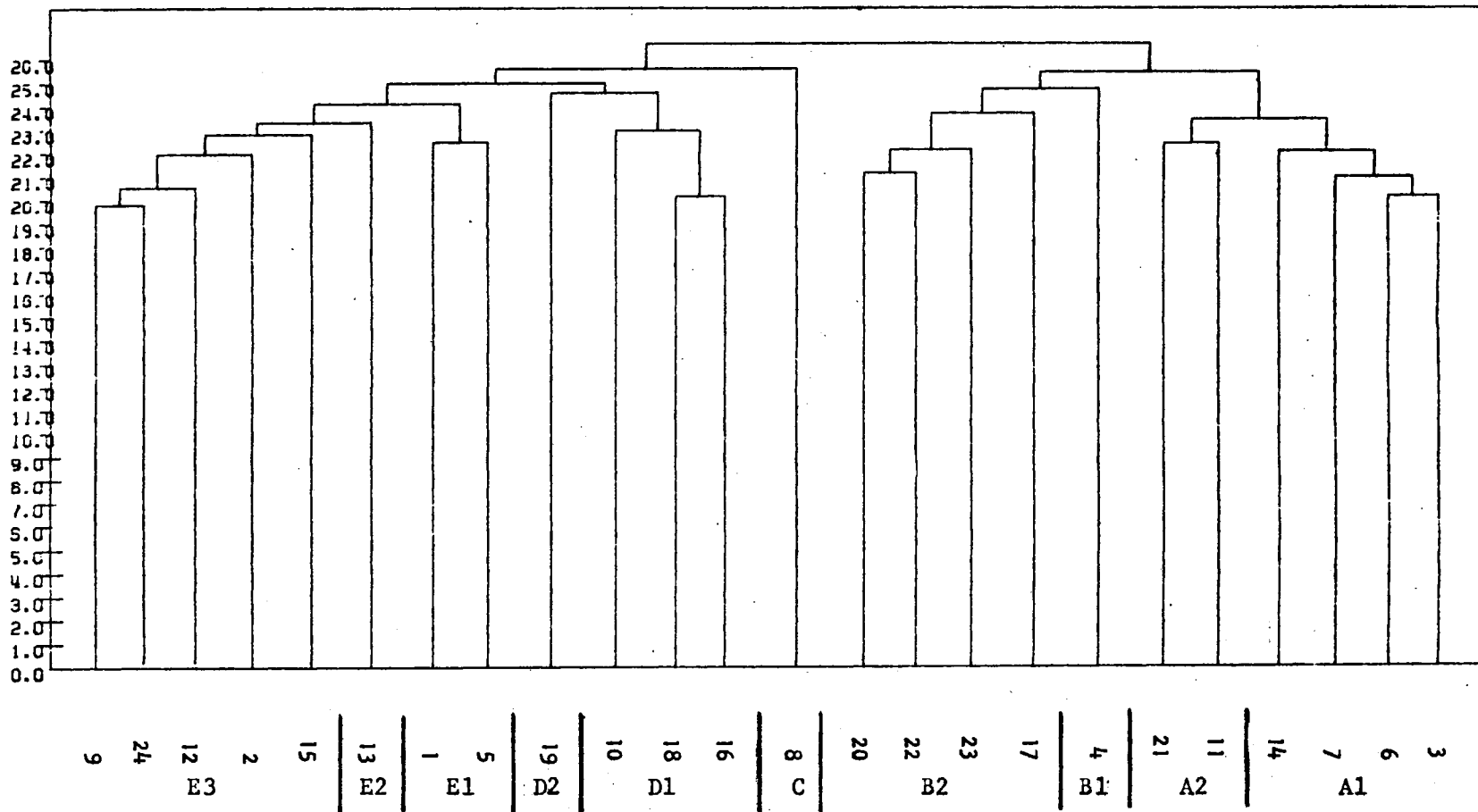


Group II

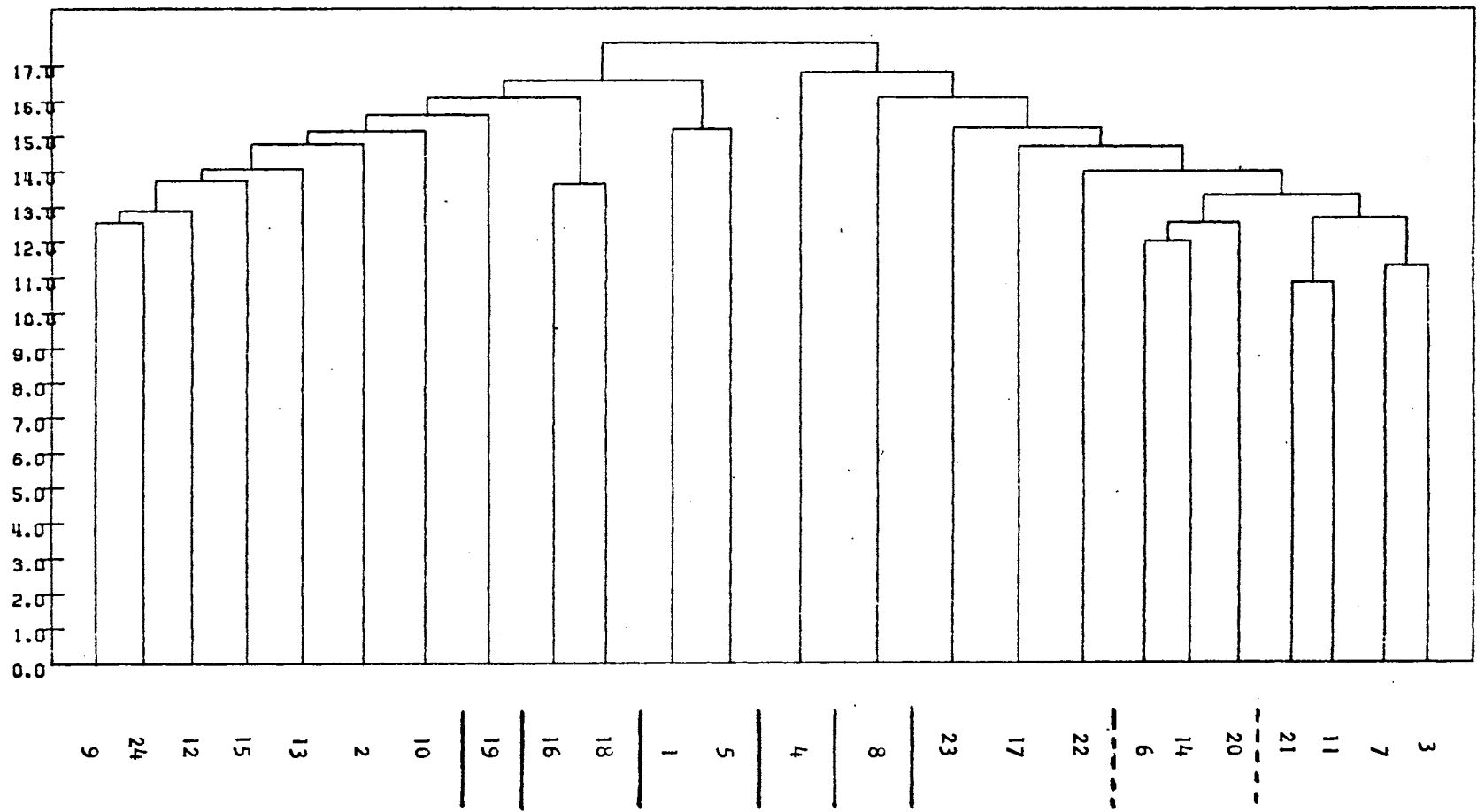


Group I

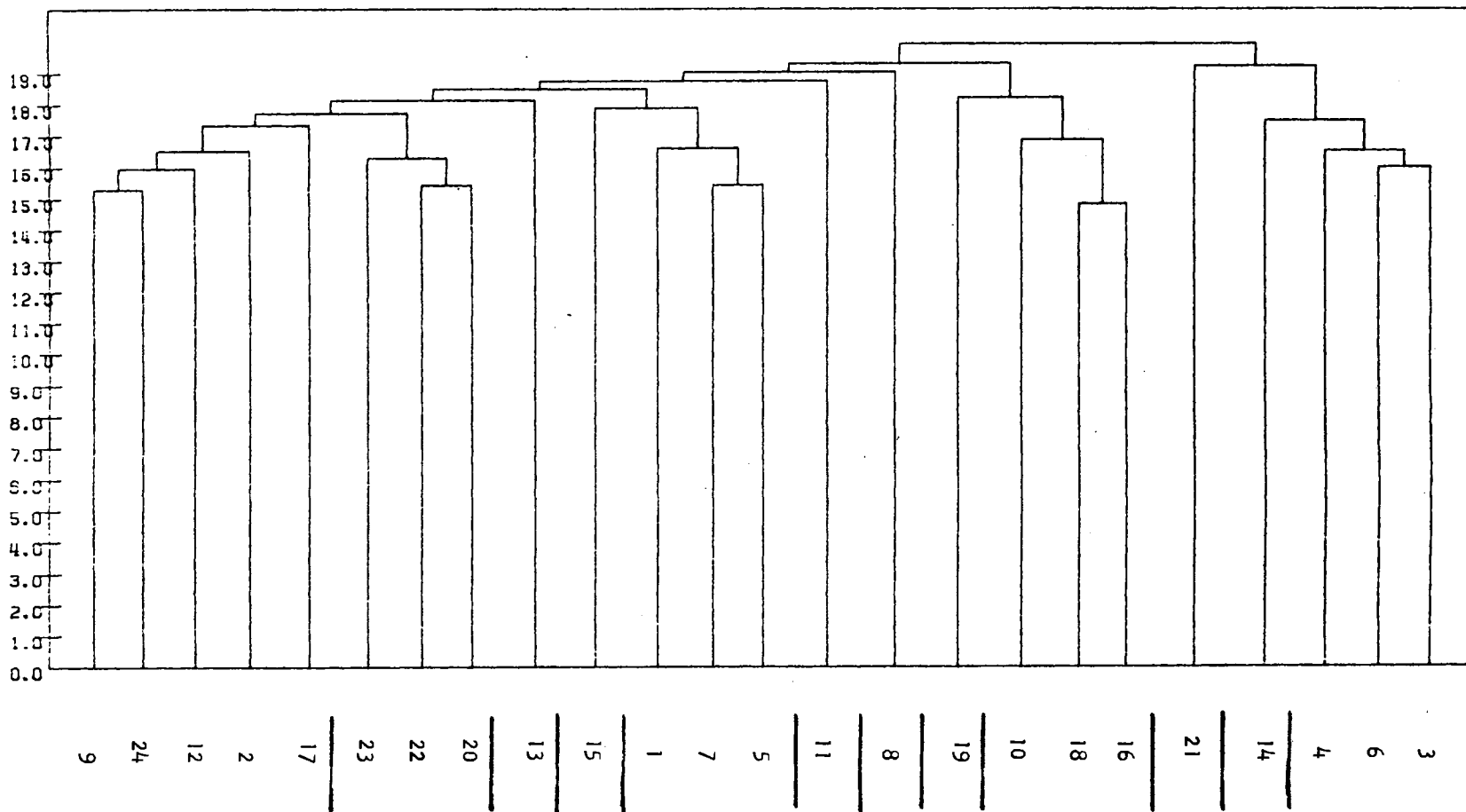
Dendrograph for cluster analysis of 100 randomly selected respondents.



Dendrogram for cluster analysis of 24 subject areas based on Group I and Group II responses.



Dendrograph for cluster analysis of 24 subject areas based on Group I responses.



Dendrograph for cluster analysis of 24 subject areas based on Group II responses.

APPENDIX K

PROFILE OF OKLAHOMA STATE UNIVERSITY

ALUMNI ASSOCIATION

PROFILE OF OKLAHOMA STATE UNIVERSITY

ALUMNI ASSOCIATION

1. Age

Under 25 years	18.4%
25 and under 35 years	31.8%
35 and under 45 years	17.6%
45 and under 55 years	16.7%
55 and under 65 years	9.9%
65 and under 75 years	3.9%
75 years and older	1.7%

2. Sex

Male	74.2%
Female	25.8%

3. Education

a. Degree

No Response	0.9%
Former Student	4.0%
Bachelor's	77.0%
Master's	15.0%
Doctorate	4.0%

b. Year Graduated

1910 - 1919	0.4%
1920 - 1929	3.8%
1930 - 1939	6.0%
1940 - 1949	11.0%
1950 - 1959	21.0%
1960 - 1969	30.0%
1970 - 1973	27.8%

c. Major

No Response	1.3%
Arts and Sciences	22.6%
Engineering	13.7%
Home Economics	8.1%
Agriculture	21.9%
Business	16.7%
Education	14.4%
Veterinary Medicine	1.3%

4. School Attendance

No Response	0.9%
Oklahoma State University only	82.5%
Former Student Other School	2.2%
Bachelor's Other School	5.3%
Master's Other School	6.9%
Doctorate Other School	2.2%

5. Residence

Stillwater	12.5%
Oklahoma	51.1%
Out of Oklahoma	36.4%

6. Occupation

a. Business

No Response	3.4%
Professional	6.4%
Education	27.5%
Industry	17.1%
Agriculture	10.0%
Government	9.2%
Other	26.4%

b. Position

No Response	3.9%
Owner	13.7%
Administrator	11.6%
Management	15.5%
Housewife	8.2%
Specialist	42.7%
Student	4.5%

7. Number of Children

None	32.2%
One	15.0%
Two	27.5%
Three	15.9%
Four	6.4%
Five	3.0%

8. Children in College

Have Children in College	21.0%
No Child in College	76.4%
No Response	2.6%

APPENDIX L

READERS' COMMENTS

READERS' COMMENTS

1. I prefer the older, more descriptive, title for the magazine.

2. I have lived in California and Connecticut since graduating.

The distance from OSU is in part reflected in my answers to your survey. If we lived closer to Oklahoma State, our interest in the magazine and alumni activities would be different. Sorry I required so many follow-ups to get an answered questionnaire.

3. This survey was somewhat difficult to answer accurately as I've only received about three issues since I graduated in May, 1972.

4. I have been back to the campus only five times in thirty years. However, I like to keep some contact with the school. The magazine is my contact.

5. I would like to see a monthly alumni award for job accomplishments in the magazine. Note: This ["University Needs and Problems"] is a must for growth. This ["History of OSU"] is seldom done! This ["Alumni Guest Articles"] is seldom done.

6. I believe an alumni magazine should emphasize article information about the alumni as a medium for them to keep up with each other. Articles concerning activities of the current student body are of minimal interest.

7. I have had trouble in receiving the Oklahoma State University Outreach because of the number of cities I've lived in during the past 18 months. I think one problem of new alumni is that most of us are not settled and have a tendency to move once, twice and even more. In my case, I've had at least six different addresses in four cities -- all outside Oklahoma. Perhaps each issue should have a change-of-address coupon or card which could be filled out easily and mailed in

with little trouble. So, here is my address -- for how long I don't know -- but keep the Outreach and Sports Report coming.

8. Thank you for the fine publication! I am thankful for my rearing and education in Stillwater and OSU!

9. [I would like to see] more about graduate accomplishments and activities.

10. A better name [for the magazine] would include the word alumni as well as Outreach.

11. Publish the results [of the survey].

12. Why not put the results [of the survey] in a future issue? My husband reads them ["Staff and Faculty Guest Articles"]. I usually don't.

13. [I would like to see] more about sports -- the athletes and programs. Also, more on the growth of OSU, new buildings, programs, etc.

14. [I] would not ask for more ["In Memoriam"].

15. This publication should be for the alumni, i.e., news about their advancements, deaths, etc., along with news about present things happening at OSU such as sports, homecomings, etc. We care very little about what the professors are doing.

16. I would like to see some articles from the Fire Tech School.

17. I usually find time to spend part of one evening reading the Outreach. Keep up the good work! Increase ["Alumni Achievements"] if possible.

18. [The magazine's] name should be "Round-up" instead of "Outreach."

19. [The magazine should contain] a resume of sports, e.g., history, activities of individual athletes, coaches, etc.

20. I would like to see more information about the university itself: programs; problems; policies; student organizations; interesting, unusual or significant student projects (both individual and group projects) and improvements in educational facilities. Articles about individuals are of little interest to me. The only staff and faculty members I know are those related to the college and school I attended. I have no desire to read about anyone else on the faculty or staff.

21. [My] children read every issue.

22. I think the magazine is a good thing and I look forward to receiving it. I read nearly everything in each issue.

23. I would like to see class reunions scheduled at ten year intervals. It seems like a mighty long time since we held a class reunion.

24. In my opinion, the magazine is very well written with thought for the widest interest range of alumni. I'm proud to show former issues to people not familiar with our great university!

25. I like articles such as the one on rapid transit in the last issue.

26. [Whether I like "Staff and Faculty Guest Articles"] depends on the subject.

27. I would like to see one or two articles each year about the history and name of such buildings as Whitehurst Hall.

28. The university has become "linebred." We are moving up too many of our own people rather than bringing in new blood and ideas.... Our agriculture school has been destroyed as far as undergraduates are concerned. The Veterinary Medicine College is a disgrace. The only

part of the agriculture school doing a good job is Ag Econ. The only [college] doing a top job straight across is business. The people of this university must get back to teaching with a sincere interest in the students. The teaching profession will always have people that are not adequate, just like other professions. When they do, they must be discharged.

29. [In reference to the new title,] I'm plenty confused and mad! I think first of Foreign Missions [when I see it]. Then I know what is inside the magazine is going to "humbly beg" for my support! I don't think a state institution to which I pay taxes ... should leave the impression of a charitable organization! I don't like the title! [In reference to "Student Awards and Activities,"] the alumni magazine should be for alumni, not students.

30. I would think this ["Academic Programs"] is of special interest to anyone with children at OSU.

31. I regret that you started charging for the Sports Report.

32. I just joined the alumni group and have only received one copy of Outreach. Note: I did not mark any of Scale 2 as I have only received one copy of Outreach and therefore have no frame of reference to judge.

VITA

Douglas Owen Dollar

Candidate for the Degree of

Master of Science

Thesis: A READERSHIP SURVEY OF THE OKLAHOMA STATE UNIVERSITY OUTREACH

Major Field: Mass Communication

Biographical:

Personal Data: Born in Sallisaw, Oklahoma, November 23, 1944, the son of Mr. and Mrs. Joel L. Dollar.

Education: Graduated from Tahlequah Senior High School, Tahlequah, Oklahoma, in 1963; attended Northeastern State Teachers College, Tahlequah, Oklahoma, from 1963 until 1964; received Bachelor of Science degree from Oklahoma State University, with a major in journalism, in 1967; completed requirements for Master of Science degree in mass communication from Oklahoma State University in May, 1974.

Professional Experience: Writer and advertising salesman for Pictorial Press, a weekly newspaper, during three summers. Employed as writer for Engineering Publications at Oklahoma State University for nine months. Was photography student teaching assistant at Oklahoma State University for nine months. Assistant editor, Oklahoma State University Outreach, for 18 months.