

OKLAHOMA STATE--A GUIDE FOR NEW STUDENTS...

A FACTOR ANALYSIS OF PERCEIVED
USEFULNESS BY TWO MAJOR
TARGET AUDIENCES

By

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PREFACE

As a state-supported institution Oklahoma State University has an obligation to furnish to those students anticipating graduation from state high schools information about the university which will be of assistance in deciding whether to continue their education and, further, whether Oklahoma State offers what they perceive to be their needs for higher education.

There are, of course, many channels of communication through which students may receive the information, but primary among these is the printed material issued by the institution. Catalogs and course description booklets have long been sources of information for students inquiring about a university and its programs. In addition to these, Oklahoma State also issues a booklet entitled Oklahoma State--A Guide for New Students, designed to contain only information of immediate usefulness to entering freshman students. A pertinent question arises when a selection of information items is made, i.e., have the right items been selected, and do they provide the information desired and needed by the target audience? Thus, our study.

Those who have made significant contributions to this project are many. Many visits with Russell Conway, director of High School and College Relations, have given insight to the problems encountered in establishing effective communications with juniors and seniors in high schools. Dr. Ralph Hamilton, Director of Public Information,

supported and encouraged the project from the outset.

Dr. Walter J. Ward, director of graduate studies for the School of Journalism and Broadcasting, provided the inspiration both to begin and to complete the study. His commitment to organized research as an instrument for improving the "products" of those engaged in the mass communication industry makes one believe that he may discover light where there was none before. The high school counselors and OSU freshmen who were kind enough to respond to the survey instrument are greatly appreciated.

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CHAPTER I

INTRODUCTION

Oklahoma State--A Guide for New Students (hereafter referred to as the Guide) is a publication issued by the university for the purpose of communicating to students at the senior level in high school the features of Oklahoma State University which would lead them toward a decision to continue their education at OSU. Another group of students may be presumed, i.e., those who already have decided to enroll at OSU and who need procedural and calendar information about how to accomplish their enrollment. Other categories of information needed by both groups of students would include, besides the enrollment procedures and requirements themselves, financial aids, housing and academic subjects.

In addition to communicating with students, the university desires to maintain close contact with counselors in high schools throughout the state and in some of the larger cities nearby in adjacent states. Counselor contact is maintained by the Office of High School and College Relations which also schedules representatives to visit most high schools at least once during the year.

Visits to high schools by High School and College Relations representatives are the primary avenue of distribution of the Guide to students. Counselors receive copies at the beginning of their fall term, and students may also obtain them through mail request or

by visiting the OSU campus.

The Guide first was published in 1972 as a typewriter-composed booklet of questions and answers under the title of Considering OSU? This Will Help. The number of subjects covered in this first effort were relatively few and the presentation was rather plain pipe-rack.

With succeeding issues, the content was enlarged considerably and the physical form of the book was improved to include type composition, pictures on the inside pages, and even a process-color cover. This evolution also produced the booklet's current title.

At the time this study was undertaken, three editions had been prepared and issued, each containing more copy than the previous. Additional subjects were added on the basis of someone "feeling that we should convey a bit more information" or by informally asking the consumers of the information (high school students and counselors) what they thought ought to be added.

The informality of such inquiry is stressed because, to the date of this study, no organized attempt had been made to determine the appropriateness and adequacy of content of the Guide.

The basic purposes of this study were to determine, by asking the target audiences of the Guide if:

1. the information provided is useful.
2. there are subjects about which they need more information.
3. there is space devoted to subjects which are of no interest or which are not helpful.

An analysis of the answers to the above questions should also produce the answer to the question of whether one booklet can reasonably be expected to serve the needs of both students and counselors or if

separate publications, one tailored for students and the other for high school counselors, should be produced.

This study was aimed at 500 students who were completing their freshman year at OSU (April 1976), selected randomly from the total fall semester freshman enrollment of 4778. Students thus selected would have been on-campus approximately eight months, and would have been exposed to the Guide during the year preceding enrollment at OSU. It was felt that selection of such a group (one that had been on-campus for several months) would produce more valid results and provide better feedback since they had experienced what had only been described to them in the Guide.

For both convenience and economy, the student group was drawn from freshmen living in OSU residence halls. All high school counselors in Oklahoma (498) were surveyed.

Responses were received from 157 students (31 percent) and 76 counselors (20 percent).

Students surveyed obviously were those successfully recruited, maybe in positive response to material contained in the Guide, perhaps in spite of what was offered there. An interesting question arises as to whether those who did not choose to attend OSU might have done so had the printed materials from OSU to which they were exposed in high school done a better job. Perhaps there is indication of another useful study.

It was believed from the outset that information obtained would be reliable in that no emotional issues were involved--merely whether the Guide was doing its job--and there were no "right or wrong" answers possible, just an anonymous expression or opinion.

The Questionnaire and Evaluation Instrument

The instrument designed for the survey was in two parts. The first part consisted of a four-page 8½ x 11-inch form, one page of which was an 8-item questionnaire and one page a letter of transmittal and instructions. Separate questionnaires and transmittal letters were prepared for Students (Appendix A) and for Counselors (Appendix B). The second part was common to both Students and Counselors, and consisted of a reprint of the Guide which the Students had seen while in high school, to which had been added an evaluation response form at the beginning of each of the book's six information units (Appendix C). Subtopics within each of the units were identified by the insertion of a boldface letter by each subtopic and an evaluation key on which the respondent could indicate the most Helpful and the least Helpful subtopic within the information unit.

Student Responses

A one-page questionnaire was designed to gather from students information which, although not central to the point of evaluating the Guide, would give a modicum of insight into such concerns as: (1) How useful the various publications distributed by the university are to high school seniors; (2) Whether their choice of college had been made by the time they were high school seniors; (3) How much, if any, influence the Guide had in their choosing to attend OSU; (4) Through what means of distribution students were receiving the Guide, and (5) Whether they were taking the publication home for their parents to see, and how much influence the students felt their parents were exerting

in their decision on which college to attend. Opportunity also was provided on the questionnaire for students to make comment about how the Guide might be altered to better describe the university to prospective students.

Ninety-two percent of the respondents said they had seen copies of the Guide, and of these, nearly twice as many received their copies from an OSU representative at their high school career day as through any other means. Distribution by high school Counselors and through mail request to OSU accounted for the other significant numbers of responses to this question.

By the time respondents received copies of the Guide (sometime during their senior high school year) 60 percent reported they already had made a decision about what college to attend. Of the 40 percent undecided, only 21 percent evaluated the Guide as being "a great deal" of Help in making a decision, while 50 percent found it to be "a little" Helpful and 29 percent reported it was of no Help.

In their comparisons of the Guide with other publications issued by the university, the Guide enjoyed a slight edge (25 percent) as being "most" Helpful, followed by the University Catalog at 22 percent and OSU Programs and Requirements at 21 percent. Career leaflets, housing brochures and financial aids brochures accounted for responses of less significance (8 to 12 percent each). Remembering that each of the respondents had, by the time they received the questionnaire, completed almost two complete semesters at OSU, it would be difficult to place too much emphasis on the responses to this question. Although they were specifically asked how helpful the publications were to them before they enrolled at OSU, it would probably be difficult for the

students to differentiate accurately between influence before and after enrollment. A student who has completed two semester enrollments would have found the catalog and the degree requirement sheets invaluable in completing those enrollments, and such a situation might have colored the answers to show high Helpfulness for those two publications.

Although 81 percent of the respondents said they took the Guide home for their parents to see, 47 percent of the Students perceived their parents as having "very little" to do with their decision about attending OSU. Thirty-seven percent evaluated the decision as a 50-50 split between them and their parents, and 16 percent reported their parents exerted a "great deal" of influence in their choice. An interesting comparison would result if those same parents could have been asked their perceptions as to how much influence they had in the decision.

Student respondents gave the Guide an overall favorable appraisal in the write-in portion of the questionnaire in which they were asked their opinions on how the book might be modified to describe better the university to a prospective new student. Thirty-nine percent of the Students assessed the Guide as being "sufficient," "accurate," "helpful information," and as being "well-organized." One commented that "the Guide describes the university fine. The only thing that is better is to tour the campus in person." There were, however, constructive comments as to how the respondents felt the Guide could be made more useful to students.

Among the criticisms offered by three or more respondents were: "Include a map of the campus." Ten responses were received on this one

item. (A map has been made part of a subsequent edition of the Guide.)

Nine Students expressed concern about living conditions and social activities, desiring more information and photographs of residence hall rooms, dining facilities and hall-related social activities, including intramural sports.

The respondents who had experienced nearly a full academic year at the university believed that the Guide should make an attempt to describe more fully the differences between "going to high school and going to college." "It's a much larger work load than high school-- much different--watch out." "Tell prospective students that good study habits are important--OSU is an educational center."

Seven Students believed the Guide should contain more pictures of the campus, referring to it as a "beautiful place which would favorably impress prospective students."

Twelve were concerned that the Guide, in their opinions, did not include sufficient directory-type information on the academic organization of the university--where to obtain special student services and information on specific student activities. A common expression concerned furnishing names, office locations and phone numbers of the persons who were responsible for specific areas of help. A typical comment in this area said "I think it (the Guide) should make it very clear where to get various types of information on campus and also to encourage the person to ask questions when he doesn't understand the set-up. Also tell him where to ask (his questions) and then make sure the personnel know the right answers and don't treat the person like a 'dumb freshman.'"

The problems associated with owning, driving and parking a car on-campus were concerns of five respondents who thought the Guide should offer a fuller explanation of policies concerning use of a car.

The fact that 71 percent of the students who were still "undecided" as to college choice by the time they received the Guide found the booklet to be either very Helpful or a little Helpful in making a choice, is probably strong argument for continuing to issue the Guide as a major recruitment and information publication.

The 36 percent of the students who reported their parents had at least a 50-50 input to the decision of college choice is good indication that the content of the book, both in copy and graphically, be addressed as much to parents as to students. That 36 percent of respondents generalized to the 3807 freshmen who entered in September, 1975 would account for 1370 parents who it may be presumed were favorably impressed by the Guide.

Counselor Responses

A 100 percent response that the Guide was helpful in advising high school students was made by Counselors completing the questionnaire. They also gave a near-unanimous evaluation (97 percent) that the Guide was "better than most" student information booklets received from other universities. Although 75 percent of the Counselors received a sufficient number of copies of the Guide for use in their advisement program, attention should be given to the quarter of the respondents who said that they need additional copies.

Counselors were also asked which of the OSU publications were most Helpful in advising students, and their responses paralleled

those of students responding as to which provided most Help for them. The "top three" for the Counselors were also the Guide (34 percent found it "most" Helpful), the Undergraduate Catalog (21 percent) and Programs and Requirements (27 percent). Since counselors don't have the same "before enrollment" and "during or after first enrollment" orientation to sort out as do the students, their responses could likely be considered valid.

More opportunity was provided on the Counselors' questionnaire for free response under the assumption that their maturity and use of the Guide as a tool in their advising would cause them to give more attention than Students to the evaluation.

A write-in response question addressed to the Counselors sought to determine which topic covered in the Guide was most useful to them. Topping their list of importance were financial aids information (32 percent) and enrollment information (26 percent), the "bread and butter" answers to student questions of "how do I get in" and "how can I get a scholarship (or other financial aid)? It should be safe to presume here that Counselor interest in these items stems, in turn, from a great deal of student interest and a great many student questions to which the counselors must respond. Counselor responses of 13 and 15 percent, respectively, were received by Guide sections on academics and housing.

Another write-in response question addressed to Counselors was aimed at determining topics on which the Guide failed, in their opinions, to present enough information. Only two items received more than a single mention--three Counselors said a map of the campus would be helpful and three noted a need for more information on the College

Level Examination Program through which good students may earn college credit through advance standing examinations. Although there were no further groupings, individual Counselors expressed a concern that some subjects be expanded: a listing of all freshman scholarships (this was included in the Guide as a numerical expression), costs for married students, an explanation of college course numbers, how to arrange a visit to the campus, how grade-point averages are determined in college, graduation requirements, an explanation of college credit hours, the American College Testing program, clarification as to when students who have applied for admission are notified of their acceptance or rejection. One Counselor asked that an application packet (including an application for financial aid) be included with each Guide.

Counselors also were asked if the Guide contained more information than they needed on some topics. This item was included to determine if some of the verbiage could be eliminated without diminishing the usefulness of the Guide. No subject was so listed by a Counselor.

Forty-one Counselors (42 percent) offered very positive comments to the effect the Guide was serving their needs well. There was indication that attention should be given distribution of the Guide, however. Twenty-seven percent of the Counselors said either they did not receive sufficient copies or that copies arrived too late in their school year. Three offered advice that copies should reach high schools no later than January and preferably earlier in the fall term.

CHAPTER II

ANALYSIS AND INTERPRETATION OF FINDINGS

Data from the 157 responding Students and 76 high school Counselors hopefully provided useful insights into the utility values of the Guide overall, and by specific information units and subtopics of those units.

Respondents rated each of the Guide's six information units on the degree of Helpfulness they perceived the units as giving. Their ratings were on a scale running from 5--extremely Helpful--to 1--not at all Helpful. Further, from the subtopics under each information unit, respondents designated the one most Useful and the one least Useful. (The terms "Useful" and "Helpful" are used interchangeably.)

The six information units were: "An Introduction," "Academics," "Enrolling at OSU," "Housing," "Financial Aids, Scholarships, Employment," and "Other Helpful Information." In interest of brevity and, in some cases, clarity, the units are in standardized abbreviation hereafter.

As stated earlier, the author had several broad concerns in mind at the study's undertaking. These dealt with the feasibility of publishing a single Guide for both students and counselors. He was concerned with relative usefulness of units and subtopics. For example, should some units be given less space and others more? Do some units and subtopics receive inordinate amounts of copy space

relative to their perceived usefulness. Does the Guide comprise overlapping information, or information better provided elsewhere, etc.?

The study design indirectly dealt with these higher level concerns by providing insights into the more specific research questions that follows:

1. Is there a difference between the mean Help provided by the Guide's six information units, as perceived by Counselors, by Students, and by the two groups combined?
2. Do Counselors and Students differ in the perceived mean Help provided by the Guide's six information units, combined?
3. Do any differences between the perceived mean Help of various information units depend on which target group the respondent belongs? That is, does a higher Help rating of one information unit depend on whether the respondent was a Counselor or a Student?
4. Does the over-all usefulness of an information unit appear to come from particular subtopics within the unit more than from others?
5. Are some units seen as similar, yet different than other units, in terms of degree of Help provided? If so, how do these different groups of units compare in mean Helpfulness in the eyes of Counselors and of Students?

Data on the first three questions were analyzed with a Type I variance analysis of two factors with repeated measures on one factor.¹ In this case, the repeated measures were on the six information units.

Research question No. 5 was approached through correlation and factor analyses procedures to be discussed later.

The analysis of subtopics simply involved the percentage of total

¹E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education (Boston, 1953), pp. 266-273.

respondents in each group who designated various unit subtopics as most- and least-Useful.

The author wishes to point out that ensuing probabilities attached to findings are made with caution and viewed more as trends. In any mail survey, external validity is in question, due to non-returns. However, in a study such as this, there are no controversial issues. This would tend to alleviate the problem of strong self-selectivity in returns. Thus, there is less chance of the respondent data distribution being severely skewed. Nevertheless, assumption of a normal distribution and external validity of findings are open to question.

Comparative Use by Counselors and Students

Across all six information units, high school Counselors saw as the Guide is "very" Helpful (mean=3.98). Students felt the Guide was somewhere between "quite" and "very" Helpful (mean=3.57).

Counselors and Students, combined, rated the Guide between "quite" and "very" Helpful, as shown by the grand mean of 3.78 in Table I.

Behind these over-all mean Help scores, however, the study showed that--although ratings by Counselors and Students were favorable-- Counselors tended to perceive the Guide as significantly more Helpful than did Students (means of 3.98 v. 3.57, respectively, $F=30.62$, $df=1/231$, $p.<.01$). This overall higher rating by Counselors tended to hold up for four of the six information units, as a quick scan of Table I indicates. This point will be discussed further in connection with interaction of respondents with information units.

TABLE I
 MEAN HELP SCORES REGISTERED BY RESPONDING HIGH SCHOOL
 COUNSELORS AND STUDENTS FOR SIX INFORMATION UNITS
 IN THE GUIDE

<u>Types of Respondents</u>	<u>Information Units</u>						<u>Mean Totals</u>
	<u>Introduction</u>	<u>Academics</u>	<u>Enrollment</u>	<u>Housing</u>	<u>Aids</u>	<u>Other</u>	
Counselors	2.39	4.21	4.51	4.26	4.71	3.82	3.98
Students	2.23	↕ 3.92	↕ 4.28	↕ 3.85	↕ 3.53	3.60	↕ 3.57
Mean Totals	2.31	4.07	4.40	4.06	4.12	3.71	3.78

* Arrows in Tables I through VI indicate significant differences between the two means to which each is reciprocally addressed. All differences are at least at the .05 level of confidence.

Comparative Helpfulness of Information Units

All respondents, combined, saw some Guide information units as more Helpful than others ($F=185.34$, $df=5/1155$, $p < .01$). This over-all significant F-ratio meant only that respondents perceived at least one Guide unit as more Helpful than one other. In this study the $F=185.34$ meant a difference as large as that between the highest rated unit ("Enrollment": 4.40) and the lowest rated unit ("Introduction": 2.31) probably would occur by chance in less than 1 in 100 similar studies, on the average.

However, the author received mean Help scores on all six Guide information units. This meant that differences between 15 pairs of unit means had to be tested against chance ($6 \times 5/2=15$). In other words, the author ran 15 difference-between-means tests. Results are shown in Table II, which lists mean Help scores and rank positions of all six information units.

TABLE II
 MEAN HELP SCORES AND RANK POSITIONS* OF SIX GUIDE
 INFORMATION UNITS, AS PERCEIVED BY RESPONDING
 HIGH SCHOOL COUNSELORS AND STUDENTS

<u>Information Units</u>	<u>Mean Help</u>	<u>Rank Positions</u>
Enrollment	4.40	1.0
Academics	4.07	2.0
Housing	4.06	2.0
Aids	4.12	2.0
Other	3.71	3.0
Introduction	2.31	4.0
Mean Totals	3.78	

*Differences between mean Help scores for information units holding different rank positions probably would occur by chance in less than 5 times in 100.

"Enrollment" information, as Table II shows, was perceived as significantly more Helpful than any other unit. The "Enrollment" mean of 4.40 connotes the information as "very" to "extremely" Helpful.

Significantly less Helpful than "Enrollment,"--but still "very" Helpful units over-all--were "Academics" (mean=4.07), "Housing" (mean=4.06) and "Aids" (mean=4.12)--all tied for second place in utility value.

Information in the unit labelled "Other" ranked fourth--significantly lower than "Enrollment," "Academics," "Housing" and/or "Aids." But even this information fell between "quite" and "very" Helpful (mean=3.71), a favorable testimony to utility.

The least utilized information seemed to be that contained in the "Introduction." Its mean Help score of 2.31 leaned toward the "somewhat" Helpful, moving away from the "quite" Helpful point.

The "fact" that Counselors tended over-all to perceive the OSU Guide as more Helpful than did Students was due to their higher ratings of the "Academics," "Enrollment," "Housing" and "Aids" information units. The "Introduction" and "Other" units contributed little or nothing to the higher Counselor ratings, since Students rated those two units similar to Counselors. The arrows in Table I, page 14, shows the four pairs of means that separated the two types of respondents.

Interaction: Type of Respondent and Information Units

Once the author pinpointed information units that distinguished the two types of respondents, he sought to determine which type of respondent contributed more or less to what information unit means.

Table II, page 15, shows the "Enrollment" unit, with a mean of 4.40, offered more Help to all respondents, combined, than did any other unit, on the average.

Difference-between-means tests supported this "superiority" the "Enrollment" unit with two exceptions, as shown in Table III.

TABLE III
MEAN HELP SCORES REGISTERED BY RESPONDING HIGH SCHOOL COUNSELORS AND STUDENTS FOR THE "ENROLLMENT," "HOUSING," AND "AIDS" UNITS OF THE GUIDE

<u>Types of Respondents</u>	<u>Information Units</u>		
	Housing	Enrollment	Aids
Counselors	4.26	4.51	4.71
Students	3.85	4.28	3.53
Mean Totals	4.06	4.40	4.12

Though the "Enrollment" unit was more Helpful to Students than were "Housing" and "Aids" (4.28 v. 3.85 and 3.53, respectively, $p < .05$) the story was different for Counselors. They saw "Enrollment" and "Housing" (4.51 v. 4.26, $p > .05$) and "Enrollment" and "Aids" (4.51 v. 4.71, $p > .05$) as equally Helpful, but "Aids" as more Helpful than "Housing" (4.71 v. 4.26, $p < .05$).

"Academics," "Housing," and "Aids" Information units were rated equally Helpful by all respondents combined. But when types of respondents were considered, only "Housing" and "Academics" appeared equally Helpful. There was no significant difference between the mean Help of "Academics" and "Housing," as reported by the Counselors

(4.21 v. 4.26, $p > .05$) or by Students (3.92 v. 3.85, $p > .05$). But the homogeneity of group ratings fell down when "Housing" and "Academics" were compared with "Aids," as shown in Table IV.

TABLE IV
MEAN HELP SCORES REGISTERED BY RESPONDING HIGH SCHOOL
COUNSELORS AND STUDENTS FOR THE "HOUSING," "AIDS,"
AND "ACADEMICS" UNITS OF THE GUIDE

<u>Types of Respondents</u>	<u>Information Units</u>		
	Housing	Aids	Academics
Counselors	4.26	4.71	4.21
Students	3.85	3.53	3.92
Mean Totals	4.06	4.12	4.07

The above mean scores simply say, "Yes, the "Academics" and "Aids" units were seen equally Helpful over-all (4.07 v. 4.12, $p > .05$), but this was due mostly to Counselors utilizing "Aids" more than "Academics" (4.71 v. 4.21, $p < .05$), whereas Students utilized "Academics" more than "Aids," (3.92 v. 3.53, $p < .05$), producing a deceptive compensating effect of over-all equality.

Another classical interaction is indicated in Table IV. The overall equal Helpfulness of "Housing" and "Aids" potentially was misleading because of the higher utilization of "Aids" over "Housing"

by Counselors (4.71 v. 4.26, $p < .05$) and the obverse higher utilization of "Housing" over "Aids" by Students (3.85 v. 3.53, $p < .05$).

In two other interactions, the higher utility value of "Housing" and "Aids" over the "Other" information unit was not as clearcut as shown on the surface in Table II. This is evident in the following table.

TABLE V
MEAN HELP SCORES REGISTERED BY RESPONDING HIGH SCHOOL
COUNSELORS AND STUDENTS FOR THE "HOUSING,"
"AIDS," AND "OTHER" UNITS OF THE GUIDE

<u>Types of Respondents</u>	<u>Information Units</u>		
	Housing	Other	Aids
Counselors	4.26	3.82	4.71
Students	3.85	3.60	3.53
Mean Totals	4.06	3.71	4.12

The mean totals indicate that "Housing" was more Helpful to all respondents combined than "Other" information (4.06 v. 3.71, $p < .05$). But to Students, both units were equally utilized (3.85 v. 3.60, $p > .05$). It was the Counselors alone who utilized "Housing" information more than the "Other" unit of information (4.26 v. 3.82, $p > .5$).

The same pattern evolved in the case of "Aids" and "Other" comparison. Though "Aids" was more Helpful than "Other"

information to all respondents combined (4.12 v. 3.71, $p < .05$), it was with the Counselors that the pattern held (4.71 v. 3.82, $p < .05$). The Students used "Other" information equally as much as "Aids" (3.60 v. 3.53, $p > .05$).

In some instances in which information units were compared with types of respondents regarding Help value, the overall picture stood on its own. In other words, there was no interaction. The difference in utility value of the information units held up for both Counselors and Students in these cases.

The first case in point involved the "Introduction" and the "Other" units. Table I, page 14, shows "Introduction" as significantly less Helpful than any other unit. This pattern held for both Counselors and Students.

Also, the superiority of "Enrollment" over "Academics," "Other," and "Introduction" was clear-cut, for both Counselors and Students.

Finally, the equal utility value of "Academics" and "Housing" (4.07 v. 4.06, $p > .05$) held up for both Counselors (4.21 v. 4.26, $p > .05$) and Students (3.92 v. 3.85, $p > .05$).

Combinations of Units most Helpful

The foregoing discussion of relative Helpfulness of the six Guide units, along with the interaction between those units and types of respondents, can be summed up another way as in Table VI.

Table VI essentially bears out the previous discussion in a capsule. Additionally, it helps pinpoint what pairs of information units were most Helpful to Counselors or Students.

TABLE VI
 MEAN HELP SCORES OF SIX INFORMATION
 UNITS IN THE GUIDE--BY TYPE
 OF RESPONDENT

<u>Type of Respondent</u>	<u>Information Unit</u>	<u>Mean Help Score</u>
Counselors	Aids	4.71
Counselors	Enrollment	4.51
Students	Enrollment	4.28
Counselors	Housing	4.26
Counselors	Academics	4.21
Students	Academics	3.92
Students	Housing	3.85
Counselors	Other	3.82
Students	Other	3.60
Students	Aids	3.53
Counselors	Introduction	2.39
Students	Introduction	2.23
Mean Total		3.78

The combination of "Aids" and "Enrollment," for example was most used by Counselors, followed by the "Enrollment"--"Housing" and "Housing"--"Academics" combinations. Next most Helpful to Counselors was the "Other" information unit, alone. Least Helpful was the "Introduction."

For Students, "Enrollment," alone, provided the most Help, followed by the "Academics"--"Housing," "Housing"--"Other" and "Other"--"Aids" combinations, in that order. The "Introduction" was least Helpful.

The above combinations of units were cited on the basis of there being no significant differences between the pairs of units included in any combination.

Another way to view the comparative use made of information units by Counselors and Students is through the Pearson r Product-Moment correlation coefficient--an index of the concomitant variation between the two groups' mean Help scores, which are listed side by side in Table VII.

The correlation between mean Help scores of Counselors and Students in Table VII was $r=.8868$ ($df=5$, $p < .01$) which means the relationship between the degree of Help given to Counselors and to Students by the six information units was high and marked--and probably would exceed zero 99 times in 100.

The most noticeable differences in Help involved "Aids." Counselors, as shown in Table VII, used "Aids" more than "Housing" information, while Students used "Housing" more than "Aids," a trend previously discussed. Further, Counselors used "Aids" more than "Other" information, while students found the two of equal aid.

Most Useful Subtopics in Information Units

All information units, except the "Introduction," carried several subtopics. From all the subtopics under each unit, the author asked respondents to designate which was most Useful. Of the six

subtopics under "Enrollment," for example, only three were designated by any sizeable percentage of respondents as most useful, as shown in Table VIII.

TABLE VII
MEAN HELP SCORES REGISTERED BY RESPONDING
HIGH SCHOOL COUNSELORS AND STUDENTS
FOR EACH OF SIX INFORMATION UNITS
OF THE GUIDE

<u>Information Units</u>	<u>Mean Scores: Counselors</u>	<u>Mean Scores: Students</u>	<u>Mean Differences</u>
Enrollment	4.51	4.28	.23
Academics	4.21	3.92	.29
Housing	4.26	3.85	.41
Aids	4.71	3.52	1.19
Other	3.82	3.60	.22
Introduction	2.39	2.23	.16
Mean Totals	3.98	3.57	

"Five Steps on Enrollment Day," which comprised 19 percent of the "Enrollment" unit copy, was most Useful to 52 percent of the responding Students and 30 percent of the Counselors. However, a larger percentage of Counselors than Students said "Admission Requirements" was most Useful (33 v. 15 percent). "Admission Requirements" consumed about the same amount of space as "Five

Steps. . . ." "Application Packet," which consumed 11 percent of the "Enrollment" unit, was most Used by 16 percent of Counselors and 11 percent of Students.

TABLE VIII
PERCENT OF HIGH SCHOOL COUNSELORS AND STUDENTS
WHO MARKED THREE "ENROLLMENT" SUBTOPICS
AS MOST USEFUL

<u>"Enrollment"</u> <u>Subtopics</u>	<u>% of Respondent Types</u>	
	Counselors	Students
Five Steps on Enrollment Day	30	52
Admission Requirements	33	15
Application Packet	16	11

About 50 percent of the "Enrollment" unit information was most Useful to only a negligible percentage of Counselors and/or Students. These comprised the subtopics: "Admission Acceptance," "ACT Test," and "Selecting an Undergraduate College."

So the high Help ratings given the "Enrollment" unit by both Counselors and Students was due mostly to "Five Steps on Enrollment Day," especially in the case of Students; "Admission Requirements," Used most by more Counselors than Students; and "Application "Packet," also Used most by more Counselors than Students, percentage-wise.

"Enrollment" comprised two pages, or 10 percent of the Guide.

"Academics," which consumed four pages, represented 25 percent of the OSU Guide. Eight subtopics, utilizing 75 inches of copy, were listed under "Academics"--only three of which were most Used by an appreciable percentage of respondents, as listed in Table IX.

TABLE IX
PERCENTAGE OF HIGH SCHOOL COUNSELORS AND STUDENTS
WHO MARKED THREE "ACADEMICS" SUBTOPICS
AS MOST USEFUL

<u>"Academics"</u> <u>Subtopics</u>	<u>% of Types of Respondents</u>	
	Counselors	Students
Credits from Examination	26	21
Sample Requirements Page	18	15
Course Number Explanation	9	23

"College Credit by Examination" was most Used by the highest percentage of respondents. Twenty-six percent of the Counselors, compared to 21 percent of the Students, listed the subtopic as most Useful. This subtopic comprised 15 percent of the copy space under "Academics."

The "Sample Requirements" page, comprising some 30 percent of the "Academics" copy space, was most Used by 18 percent of Counselors and 15 percent of Students.

A noticeably higher percentage of Students than Counselors most Used the "Course Number Explanation" subtopic (23 percent v. 9 percent, respectively). This subtopic utilized only 6 percent of the "Academics" copy, making it a "high payoff" section.

Again, about 50 percent of a major information unit was listed as most Useful by only negligible percentages of respondents. These lower-Use "Academics" subtopics were: "Program Options," "Honors Program," "Useful Publications for Curriculum Planning," "Undeclared Major," and the "Sample Catalog Page and Trial Study," the latter which comprised a whole page, or 5 percent of the Guide. "Academics," it should be recalled, ranked second with "Housing" and "Aids" in terms of Help given to all respondents, combined. This relatively high rating probably was due mostly to the value of "Credits by Examination" and "Sample Requirements Page" for both groups of respondents.

Earlier it was pointed out that one group--the Students--used "Academics" information more than "Aids," whereas Counselors used the two units equally. From Table IX, one might speculate this was due mostly to the higher percentage of Students than Counselors finding the "Course Number Explanation" subtopic most Useful.

"Aids," which the reader will recall, gave an equal amount of Help to all respondents combined, as did "Academics," also utilized four pages of the Guide--one fifth of the publication's pages.

Two of the three subtopics under "Aids" were most used by a substantial percentage of both Counselors and Students. These are listed in Table X.

"Scholarships" was most used by 55 percent of the responding

Counselors and 43 percent of the Students. This subtopic consumed 65 percent of the "Aids" copy space and carried information on six different kinds of scholarships.

TABLE X
 PERCENTAGE OF HIGH SCHOOL COUNSELORS AND STUDENTS
 WHO MARKED TWO "AIDS" SUBTOPICS
 AS MOST USEFUL

<u>"Aids"</u> <u>Subtopics</u>	<u>% of Types of Respondents</u>	
	Counselors	Students
Scholarships	55	43
Financial Aids	25	33

A higher percentage of Students than Counselors listed "Financial Aids" as the most used subtopic (33 percent v. 25 percent, respectively). This was another relatively "high payoff" subtopic since it consumed only 14 percent of the unit's copy space.

The small "Student Employment" subtopic under "Aids" was listed as most used by 9 percent of Students and Counselors. However, it comprised only 3 percent of the copy space.

The relatively high Help rating given "Aids" was due mostly to the "Scholarships" subtopic, though the "Financial Aids" subtopic also was most Used by a substantial percentage of both Counselors and Students. A lesser percentage of Students than Counselors listed "Scholarships"

as most useful, which may help explain the "fact" that Counselors rated the "Aids" unit higher than "Academics" or "Housing," as mentioned earlier, while it was just the reverse in the case of Students. They saw "Academics" and "Housing" as more Helpful than "Aids."

Most used subtopics under the "Housing" and "Other" information units were the most clearcut. Only one subtopic under each unit was most Used by any substantial percentage of respondents--but the percentages were substantial, indeed, as shown in Table XI.

TABLE XI

PERCENTAGES OF HIGH SCHOOL COUNSELORS AND STUDENTS
WHO MARKED ONE "HOUSING" AND ONE "OTHER"
INFORMATION SUBTOPIC AS
MOST USEFUL

<u>Information</u> <u>Unit Subtopics</u>	<u>% of Types of Respondents</u>	
	Counselors	Students
Housing's Residence Halls	66	75
Other's Basic Expenses	63	59

The "Housing" information unit's "Residence Hall" subtopic certainly justified its existence in the 1975 Guide. Comprising 75 percent of "Housing's" copy space, "Residence Halls" was listed as most Used by 75 percent of the responding Students and 66 percent of the Counselors. These were the highest percentages of respondents listing any subtopic as most Used.

The "Freshmen Living Options" and "Fraternities and Sororities" drew only miniscule percentages of respondents who said they were most Useful subtopics.

From the "Other" information unit, only "Basic Expenses" was most Used by a substantial percentage of respondents. Again, the percentages were high, as shown in Table XI. "Basic Expenses" comprised only 12 percent of the "Other" unit's 60 inches of copy, but 63 percent of the Counselors and 59 percent of the Students listed it as most Used, making it the "highest payoff" block of content.

The "Other" information unit carried 17 subtopics on four pages of the Guide. Aside from "Basic Expenses," the only most Used subtopics worthy of mention were the "Alpha Program" and "Athletic Activities," listed as most Used by 13 and 9 percent of the Students, respectively. The following "Other" unit subtopics were listed most Used by only negligible percentages of Counselors or Students:

Career Decision-Making Workshops

Cars, Motorcycles and Bicycles

Clubs and Organizations

Counseling and Tutoring Services

Freshman Programs and Services

Hospital and Clinic

Hospitalization Insurance for Students

Minority Programs

ROTC--Army and Air Force

Seretean Center for the Performing Arts

Special Services

Student Union

The University Library

Veteran's Information

Veterinary Medicine

Looking back at Table XI, one might speculate that the over-all Help ratings given the "Housing" Information unit was due primarily to the "Residence Halls" subtopic. A higher percent of Students than Counselors listed the topic as most Useful.

For the fourth-ranked "Other" information unit, the "Basic Expenses" subtopic saved the day, so to speak. The "Alpha Program" and "Athletic Activities" probably boosted the Help ratings somewhat, from the Student end, but 15 of the "Other" unit's subtopics held questionable value.

An over-view shows that only 10, perhaps 12--about one-third of the 38 subtopics in the Guide were listed as most useful by a substantial percentage of responding Counselors and/or Students. And of those topics, only a few could be labelled as "high payoff," meaning that the percentage of copy space consumed was less than the percentage of respondents who listed them as most Used. The "difference" column in Table XII can be used as a rough index of the "payoff" value of the most-Used topics.

Looking at the right-hand column of Table XII, "Basic Expenses" in the "Other" information unit showed the biggest payoff, in that an average of 61 percent of the respondents listed it as most Used, while it comprised only 12 percent of the unit's copy space.

Other topics which consumed a lesser percentage of space than the average percentage of respondents who most Used them were (in order of magnitude of "payoff"): "Five Steps on Enrollment Day," "Financial

Aids," "Course Number Explanation," "Credit by Examination,"
 "Admission Requirements," and "Application Packets."

TABLE XII

TEN GUIDE SUBTOPICS, LISTED BY AVERAGE PERCENTAGE
 OF RESPONDENTS WHO MOST USED THEM AND
 PERCENTAGE OF TOTAL COPY SPACE USED
 IN THEIR RESPECTIVE INFORMATION
 UNITS

<u>Information Unit and Subtopic</u>	<u>% of Respondents and Copy Space</u>		
	Average % Respondents Who Most Used	% of Copy Space Consumed	Percentage Difference
Housing: Residence Halls	70.5	75	- 5.5
Other: Basic Expenses	61.0	12	+49.0
Aids: Scholarships	44.0	65	-21.0
Enrollment: Five Steps on Enrollment Day	41.0	19	+22.0
Aids: Financial Aids	29.0	14	+15.0
Enrollment: Admission Requirements	24.0	19	+ 5.0
Academics: Credit by Examination	23.5	15	+ 8.5
Academics: Sample Requirements Page	16.5	30	-13.5

TABLE XII (Continued)

Academics:			
Course Number			
Explanation	16.0	6	+10.0
Enrollment:			
Application			
Packets	13.5	11	+ 2.5

Subtopics which used a larger percentage of space than the average percentage of respondents who most Used them were: "Residence Halls," "Sample Requirements Page," and "Scholarships."

The reader should be reminded that the foregoing "payoff" analysis is not the last, all-encompassing word. It merely referred to percentage of space consumed versus top usage by substantial percentages of respondents. This does not mean that subtopics not listed were useless. This section was only a sub-part of the overall analysis, highlighting subtopics which were "sure bets" as the most Useful for the most respondents.

Subtopics least-used by a substantial percentage of both Students and Counselors were: "Fraternities and Sororities," "Employment Other Than Work-Study," "ACT Test," "Section of an Undergraduate College," and "Degree Program Options."

These most- and least-Used subtopics will be discussed further in the section dealing with similarities in Help provided by the Guide's six information units.

Similarities in Help Provided by Information Units

In any correlated groups study such as this--in which the same

persons respond to several variates--a major concern centers on the similarity of responses to those variates. This concern relates to research question No. 5.

For example, did the Students tend to view some information units similarly in terms of Helpfulness, yet different from other units? Put hypothetically, Students may have viewed the "Enrollment," "Housing" and "Aids" units as alike in Helpfulness. If "Enrollment" was rated high, then "Housing" and "Aids" were rated high. At the same time, the Students may have viewed the "Introduction," "Academic" and "Other" units similarly, but different from the "Enrollment," "Housing" and "Aids" group. If such were the case, the author simply would want to know which, if either, of the two groups of units netted a significantly higher mean Help score.

To determine if respondents perceived the Help given by information units in terms of "clusters," the author intercorrelated information unit scores assigned by Students and by Counselors. Pearson r product-moment correlation coefficients were computed between the 157 Students' ratings and each information unit and every other unit, yielding a 6 x 6 matrix of intercorrelations, as shown in Table XIII.

Using McQuitty's Elementary Linkage and Factor Analysis,² the author found all information units subsumed by one factor, or type, with "Academics" as the typical representative. This simply means that the relative ratings given the six information units by Students, positively correlated enough to exceed zero expectation. Further, the

²L. McQuitty, "Elementary Linkage Analysis for Isolating Orthogonal and Oblique Types and Typical Relevancies," Educational and Psychological Measurement, XVII (1957), pp. 207-229.

"Academics" unit was the most representative of all units, since its relative ratings were most like those of the other five units, on the average, as determined by McQuitty's procedure.

TABLE XIII
 INTERCORRELATIONS OF ALL POSSIBLE PAIRS OF GUIDE
 INFORMATION UNIT SCORES, AS ASSIGNED
 BY 157 STUDENTS

<u>Information Units</u>	<u>Product-Moment</u> <u>Coefficients (r)</u>	<u>Probability of</u> <u>r= Zero</u>
Housing-Enrollment	.423	<.01
Housing-Academics	.397	<.01
Other-Housing	.352	<.01
Enrollment-Academics	.351	<.01
Other-Introduction	.320	<.01
Other-Academic	.284	<.01
Other-Aids	.272	<.01
Aids-Housing	.270	<.01
Academics-Introduction	.262	<.01
Aids-Academics	.259	<.01
Aids-Enrollment	.234	<.05
Aids-Housing	.232	<.05
Aids-Introduction	.179	<.05
Enrollment-Introduction	.163	<.05
Housing-Introduction	.131	>.05

However, the factor loadings in Table XIV indicate that none of the units showed anything more than a moderate correlation with the representative unit.

TABLE XIV
CORRELATIONS (FACTOR LOADINGS) OF FIVE GUIDE
INFORMATION UNITS WITH THE TYPAL
REPRESENTATIVE UNIT--"ACADEMICS"

<u>Information Units</u>	<u>Factor Loadings</u>
Academics (typal representative)	1.000
Housing	.397
Enrollment	.351
Other	.284
Aids	.262
Introduction	.259

In essence, the factor loadings in Table XIV indicate that Students viewed the Help given by the six information units as significantly, but not highly, similar. In other words, a low-to-moderate amount of variation in the perceived Help scores assigned to "Academics" was shared by other units. But. . .the majority of variation in Students' Help ratings was due to specific types of information offered by the particular information unit. This implies that

each of the units offered something that the others did not. It should not be inferred, however, that the specific "something" was regarded as highly Helpful. This is to say that variation between Help scores assigned by individual Students is not necessarily related to the total and/or mean Help score.

Due to the lower level of measurement for some aspects of this study, the author was limited in speculating on the nature of the underlying dimension of Help shared by all information units and represented by the "Academics" unit. But the following sub-topics, designated as most Helpful by a substantial percentage of Students, shed some light:

Enrollment: "Five Steps on Enrollment Day"

Academics : "Credits by Examination"

Academics : "Sample Requirements Page"

Aids : "Scholarships"

Aids : "Financial Aids"

Housing : "Residence Halls"

Other : "Basic Expenses"

The above list of most Helpful subtopics, as designated by the greatest percentage of responding Students, involves needs and concerns of prospective students prior to, or on the day, they enter the university. These needs and concerns center on basic and initial survival measures such as housing, income and expenses, and activities or opportunities that could ease the burden of "settling in" and becoming a bonafide college student.

Perhaps the typical representativeness of "Academics" is more understandable in this light. Subtopics such as "Credits by Examination"

and "Sample Requirements Page" do not involve matters that must be attended to at the start. In this respect, "Academics" does share commonality with such matters as enrollment, income, expenses and living accommodations.

Taking this a step further, the author suggests that the six information units are subsumed by an underlying dimension of Helpfulness that could appropriately be labelled "Initial Basic Survival Information."

The above most-Useful topics seem to be more detailed and seem to involve matters that involve action on the Student's part. They differ from the items designated as least-Helpful in several respects, though it may not appear so on the surface.

Many of the least-Useful subtopics comprise nothing more than the most superficial announcement that something exists or that something is required. They lack the "bread-and-butter," how-to-do or must-do characteristic. Furthermore, their contents are covered in other subtopics. Many of the least-Used subtopics pertain to matters already decided upon and which more specific information is needed. As examples, the subtopics on fraternities and sororities, employment, degree options, selection of an undergraduate college, living options, etc., were included as "announcement" items but none contains an appreciable amount of detailed information.

As with the Students, product-moment correlations were computed between the 76 Counselors' ratings of each information unit and every other unit, again yielding a 6 x 6 matrix of intercorrelations, as shown in Table XV.

TABLE XV
 INTERCORRELATIONS OF ALL POSSIBLE PAIRS OF GUIDE
 INFORMATION UNIT SCORES ASSIGNED
 BY 76 COUNSELORS

<u>Information Units</u>	<u>Product-Moment Coefficients (r)</u>	<u>Probability of r = Zero</u>
Academics-Aids	.48	<.01
Academics-Housing	.46	<.01
Academics-Other	.44	<.01
Aids-Housing	.44	<.01
Other-Enrollment	.42	<.01
Aids-Enrollment	.36	<.01
Aids-Other	.35	<.01
Academic-Enrollment	.35	<.01
Academic-Introduction	.30	<.01
Aids-Introduction	.29	<.05
Housing-Enrollment	.26	<.05
Housing-Introduction	.21	>.05
Other-Enrollment	.14	>.05
Enrollment-Introduction	.06	>.05
Other-Introduction	.08	>.05

Again, the representative unit was "Academics," as was the case with Students. Still, the factor loadings in Table XVI showed only moderate correlations of the other units with "Academics," though they were higher than in the case of Students.

TABLE XVI

CORRELATIONS (FACTOR LOADINGS) OF FIVE GUIDE
INFORMATION UNITS WITH THE TYPAL
REPRESENTATIVE UNIT--"ACADEMICS"

<u>Information Units</u>	<u>Factor Loadings</u>
Academics (typal representative)	1.000
Aids	.480
Housing	.460
Other	.440
Enrollment	.350
Introduction	.300

Comparing Table XVI to Table XIV, page 34, one can see that Counselors, generally, viewed all units more similar to the typal representative than did Students. This may be due to the nature of their work. They are the "gatekeepers," so to speak, who must utilize most units in order to assimilate a broader scope of information to accommodate a wide variety of Student interests.

This, incidentally, could account for the overall higher mean Help scores registered by Counselors, overall, for the "bread-and-butter" units of "Academics," "Housing," "Enrollment," and "Aids."

Otherwise, the profile of Counselors' ratings was similar to the Students'. One underlying dimension, represented by "Academics," subsumed all the information units. And a substantial percentage of

Counselors marked similar subtopics as most- and least-Useful, with few exceptions. A larger percentage of Counselors than Students listed "Admission Requirements" and "Scholarships" as most-Useful. And none of the Counselors listed "Living Options" as least-Useful, while 25 percent of the Students did so. The same pattern was shown in the case of "Admission Acceptance."

Again, these are cases in which Counselors use information from the Guide to pass along to Students, suggesting that the latter don't take the information directly from the publication.

The single underlying Help factor for Counselors would have to be labelled "Basic Initial Survival Information" as in the case of Students. But a footnote is needed to the effect that some information with less immediacy is assimilated by Counselors as a backdrop in case it's requested.

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The Guide, overall, was rated near to the "very Helpful" level by Counselors and Students, combined. Counselors, however, rated the Guide as more Helpful than did Students, but this was due to their higher ratings of "Academics," "Enrollment," "Housing," and "Aids" units. "Introduction" was equally helpful to both groups as was the "Other" unit.

"Enrollment" was the most Helpful unit to all respondents, combined. "Academics," "Housing" and "Aids" tied as the second most Helpful units. Third most Helpful was the "Other" units, with the "Introduction" least Helpful. "Enrollment," "Academics," "Housing" and "Aids" were rated above the "very" Helpful level.

The above findings refer to all respondents combined. But, when types of respondents were taken into account, the picture changed considerably. However, a few of the above findings stood the test across both groups:

The "Introduction" remained the least Helpful for each type of respondent.

"Academics" and "Housing" remained equally Helpful to Counselors and equally Helpful to Students.

"Enrollment" continued to hold the edge over "Academics,"

"Other" and "Introduction" units for both groups.

Looking at the types of respondents, separately, the author found the relative Help levels of units depended on the type of respondent.

"Housing" and "Aids," which were less Helpful than "Enrollment," overall, were equally as Helpful as "Enrollment" to Counselors.

"Aids," which equalled "Housing," over-all, was more Helpful than "Housing" to the Counselors, but less Helpful than "Housing" to Students.

"Aids," which equalled "Academics," over-all, was more Helpful than "Academics" to Counselors, but less Helpful than "Academics" to Students.

The "Other" unit, which was less Helpful than "Housing" or "Aids," overall, offered the same amount of Help as "Housing" and "Aids" for the Students.

If one were to choose combinations of information units most Helpful to Counselors, "Aids"- "Enrollment" would fulfill the need, followed by "Enrollment"- "Housing," and "Housing"- "Academics," in that order.

For Students, "Enrollment" alone provided the most Help, followed by "Academics"- "Housing," "Housing"- "Other" and "Other"- "Aids."

McQuitty's Elementary Linkage and Factor analysis showed that, on the average, the "Academics" unit explained the most variation of Help scores assigned by Counselors and Students. In other words, there were bits of information in all units that seemed to have something in common with bits of information contained in the "Academics" unit, at

least statistically.

The most- and least-Useful subtopics of the various information units gave some insight into a single underlying Help dimension present in all units, as represented by "Academics."

Under "Academics," only three of the eight subtopics were most-Used by a substantial percentage of either type of respondent. They were: "Credit by Examination," "Sample Requirements Page," and "Course Number Explanation." Least Useful were "Degree Program Options," "Honors," and "Useful Publications for Curriculum Planning."

"Enrollment" carried three most-Useful subtopics: "Five Steps of Enrollment Day," "Admission Requirements," and "Application Packet." Least Useful were "ACT Test," "Selecting an Undergraduate College," and "Admission Acceptance."

"Aids" drew most Use with its "Scholarships" and "Financial Aids" subtopics. Least-Useful was "Student Employment Other than Work-Study."

"Housing's" big payoff subtopic was "Residence Halls." "Fraternities and Sororities" was listed as least-Useful by substantial numbers of both types of respondents.

The "Other" unit, in essence, carried only one most-Useful subtopic: "Basic Expenses."

A closer look at most-Useful topics, compared with least-Used, suggests that the former provide "Initial Basic Survival Information." That is, the most-Useful information addresses the needs and concerns of prospective students prior to, and on, the day they enter the university. As stated in Chapter II, the most-Useful topics center on initial survival matters such as housing, income and expenses, and

activities or opportunities that could ease the burden of "settling in" and becoming a bonafide college student (See pages 35-36). So topics related to immediate survival in the first days seem to comprise the underlying Help dimension that other units share with the representative "Academics."

The author took a rough measure of the payoff value of various subtopics which deserve mention. "Payoff" simply refers to the percentage of respondents who registered "most-Used" for a topic, compared to the percentage of information unit space the subtopic consumed.

"Basic Expenses" under the "Other" unit had the highest payoff. Consuming only 12 percent of the "Other" copy space, an average of 61 percent of the respondents listed it as most-Used. Other relatively high payoff subtopics were "Five Steps of Enrollment Day," "Financial Aids," "Course Number Explanation," "Credit by Examination," "Admission Requirements," and "Application Packets."

"Scholarships," though a highly Useful item, turns out to be a deficit, as does the "Sample Requirements Page."

Even more of a deficit were the subtopics which seemingly drew little Usage, if any at all. Topping this list was the "Sample Catalog Page and Trial Study." Others were:

Admission Acceptance

ACT Test

Selecting an Undergraduate College

Degree Program Options

Honors

Useful Publications for Curriculum Planning

Undeclared Major

Student Employment Other Than Work-Study

Living Options

Fraternities and Sororities

Further, the suspected low Usefulness of more than two-thirds of the subtopics in the "Other" unit renders it a serious deficit, taking a lion's share of space and returning practically no benefit.

Conclusions and Recommendations

In total, the Guide appears to have high value for prospective students and high school counselors. All the units, except the "Introduction," received highly commendable Help ratings. Both groups reported strong usage--the Counselors significantly more than Students.

Beneath the surface, the picture was complex and not as bright. Data indicated that high Help ratings of information units were due to only portions of their contents, in many cases, very small portions. Perhaps less than a third of the 38 subtopics in the Guide realized any appreciable usage, let along high Usage.

Ten or 12 of the most-Used information unit subtopics for Counselors and/or Students should be studied carefully from the standpoint of giving them different treatment and priority in the Guide--even to the point of making them independent units.

The "Enrollment" unit, for example, was the top-drawing unit for Students and was among the three most-Useful for Counselors. The single subtopic that carried this unit was "Five Steps of Enrollment Day," an initial survival topic for a high school senior preparing to enter college. "Admission Requirements" and "Application Packet"

probably only moderately contributed to the unit's Help ratings, but should not be ignored.

"Housing" a number-two-rated unit, was more Helpful to Counselors than Students, though it justified its existence with both groups. Again, only one subtopic seemed to account for the high ratings. That was "Residence Halls."

Like "Housing," the unit on "Aids" was rated second in Usefulness, overall. This unit, too, was more Helpful to Counselors than Students, though highly Useful to both. Contributing most to this large, space-consuming unit were "Scholarships" and "Financial Aids," with the former seemingly holding a strong edge. Further, it seemed that "Scholarships" was most-Used by a higher percentage of Counselors than Students, while a higher percentage of Students than Counselors listed "Financial Aids" as most Useful.

"Academics," another overall second-place unit, along with "Aids" and "Housing," rose to the level of "Aids" and "Housing" for Students, but dropped below the other two units for Counselors. The subtopic contributing most to "Academics" seemed to be "College Credit by Examination." Other worthy contributors were "Explanation of Course Numbers," due mostly to Student appeal, and the "Sample Requirements Page." The "Undeclared Major" is worthy of mention, in that noticeable percentages of Students listed it as most-Used and least-Used. So the subtopic may serve a function to high school seniors who haven't thought about a major, but are hunting. The question remains about the value of this subtopic in a pre-university booklet. Perhaps it should be included, in very brief mention, with the related

subtopic "Career Decision-Making Workshops" in a catch-all section of the Guide.

The "Other" information unit was as Helpful to Students as was "Housing" and "Aids." And Counselors used the unit as much as did Students. This "quite-to-very" Helpful units' Usefulness to both types of respondents seemed to arise almost solely from the "Basic Expenses for Two Semesters" subtopic. Again, one can see the immediate survival aspect of this subtopic.

Not surprisingly, 80 percent of the "Other" unit, comprising 17 subtopics, was most Used by only a negligible percentage of Students and/or Counselors. And a closer look at these subtopics clearly shows they relate to topics potentially appealing to small special interests and/or to information a high school senior would not be concerned with immediately, regardless of the short- or long-term importance.

There are no indications in this study that it would be useful to prepare and issue separate booklets for students and for counselors. A single publication should be continued, in that there is much more agreement than disagreement between the two respondent groups on the Help value of the six information units comprising the Guide and on the Usefulness of subtopics in each unit. Counselor interest can be related directly to student interest, in that counselors use the booklet as a reference source for answers to student questions.

Since counselors may be presumed to deal with all the students assigned to them, they might be expected to find more sections of the publication to hold high Help value than would an individual student concerned only with his or her own questions. The author found this to be true throughout the study.

Attention should be given to reorganizing information contained in the Guide to provide easier access to those items reported by both groups to be of greatest Use. Outlined in the following paragraphs is an organization of content which could accomplish this goal.

An introductory section states briefly the advantages of obtaining a college education--that the underlying principle of all things associated with the university experience is the promotion of the individual's academic pursuits. The differences between college and high school are stressed, pointing out the need to make more personal decisions and to assume more responsibility along with the increased freedom of action and of choice. A feeling of uncertainty on the part of many students entering the university is recognized as a normal state, and the many OSU programs designed to relieve this tension are emphasized.

The second part of the Guide would provide what amounts to an annotated table of contents presented in the form of two "checklists." One list (in the author's opinion, the most important) would be addressed to "things to do during your senior year in high school to prepare for entering OSU." Key introductory words in this checklist would be "Plan," "Apply," "Familiarize yourself," "Submit," etc. The eight to ten subtopics designated by students as providing the most Help to them each can be treated in this manner.

A sample entry might read:

Assess your academic strengths to determine if you may be able to earn college credits through Advanced Standing Examinations. See page _____.

Estimate your college expenses. A semester's

expenses for a typical OSU student are about \$ _____. See page _____.

Apply for a freshman scholarship if you feel you qualify, or for other financial assistance. See page _____.

The second portion of the checklist would contain a step-by-step guide to take the student from the day of arrival on-campus through the first weeks of the semester.

The attempt in this checklist section should be to give the student not only a prescription of the steps to be taken toward becoming an OSU student but a time frame in which each step should be accomplished. If the checklist is followed, it would insure that the student has not overlooked some essential part of what is a rather complicated process of becoming a college freshman--call it "Initial Basic Survival Information" for prospective Oklahoma State University students entering from high school.

The third part of the Guide would be organized much in the manner of the present six information units comprising the book. It would give details, examples and procedures--the reference section for the preceding annotated contents. Items considered of extremely low interest or payoff value, mentioned earlier in this study, should be considered for either elimination or a reduction in the amount of space they occupy.

True, there are some bits of information which a reader (particularly a student reader) needs to know about the university even though he may not know needs exist. And he may even perceive the item of little help if he were questioned about it. The fact that a reader perceives an item of being of little use to him, however, is good

indication that getting him to read such information when presented is a large problem. Cause still remains, however, to present such information and to do the best job possible to insure that it is both seen and read.

There were sufficient student responses concerning the presentation of campus directory information to warrant comment. They indicated a need for a directory to the student help services available on campus, including the name of the person to see, the office location and phone number. The author hesitates to recommend inclusion of such a directory as a part of the Guide since the Guide is distributed while the student is still in high school, and it would be doubtful that many would still be able to locate their copy when they arrived on-campus. There is indication that greater attention should be given a directory in one of the other publications which is furnished students when they arrive at the university.

Although the above recommendations concern the Guide, the author is concerned that all the publications (relating to students) issued by the university be considered as a total "information package." These publications, as a system, should be examined to determine if they meet the student need for information, at the time they need it, and offer a presentation that is easily understood and assimilated. Continuing evaluation of the publications system could produce economies for the university and better, more useful information packages for prospective students.

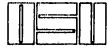
SELECTED BIBLIOGRAPHY

Lindquist, E. F., Design and Analysis of Experiments in Psychology and Education. Boston: Houghton Mifflin Company, 1953. Chapter 13, pp. 266-273.

McQuitty, L. "Elementary Linkage Analysis for Isolating Orthogonal and Oblique Types and Typal Relevancies," Educational and Psychological Measurement, XVII (1957), pp. 207-229.

APPENDIX A

QUESTIONNAIRE AND TRANSMITTAL LETTER FOR STUDENTS



Oklahoma State University

STILLWATER, OKLAHOMA, 74074
CLASSROOM BUILDING
(405) 372-6211, EXT. 291

DIVISION OF PUBLIC INFORMATION

April 12, 1976

Dear OSU Freshman,

In the interest of keeping OSU's information program responsive to the needs of high school students contemplating college, we're asking for a few minutes of your time to evaluate the OSU Guide for New Students.

As a 1975-76 OSU Freshman, you should have received a copy of the Guide either by mail, from your high school counselor, or from an OSU representative who visited your school last year. You'll remember that the book you received had a pretty colored picture on the cover; the content of the copy in this envelope is identical -- it's merely been reproduced in black and white in the interest of economy. Evaluation forms are printed in gray boxes near the heading of the six main sections of the book for use in expressing your opinion concerning the content of each section.

Your evaluation of the contents of the Guide and your answers to the brief questionnaire which is attached will be of great assistance in our intent to offer prospective freshmen the information they need about our university.

After you've completed your evaluation, just place the questionnaire and marked copy of the Guide back into the envelope in which it arrived, mark your name and address off the front of the envelope and drop it into any campus mail slot. No postage is necessary.

Thanks so much for your help.

Gerald Eby
Head, University Publications Services

Attachment

QUESTIONNAIRE

Evaluation of OSU's Guide for New Students

(Please check one answer)

- Have you seen a copy of the OSU Guide for New Students?
 yes no

- How did you receive your copy of the Guide?
 From high school counselor
 By mail request
 From OSU representative at a career day
 Other means _____

- Were you undecided in choice of a college when you received the book?
 yes no

- If undecided, how much influence did the Guide have in making a choice?
 A great deal
 A little
 None

- Please indicate by numbering 1, 2 and 3, the most helpful OSU publications you saw before enrolling:
 Undergraduate Catalog
 OSU Programs and Requirements
 Guide for New Students Other _____
 Career leaflets
 Housing brochures
 Financial Aids brochure

- Did you take the Guide home for your parents to see?
 yes no

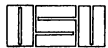
- To what extent did they participate in your decision to attend OSU?
 A great deal
 50-50 decision
 Very little

- You have by now been on campus for nearly nine months and know first-hand what OSU is like. Can you tell us how we might modify the Guide for New Students to better describe the university to a prospective new student.

Now, please turn to the attached copy of the Guide and make a section-by-section appraisal of its contents. Evaluation forms are printed in gray boxes near the heading of each section. Large, bold letters are placed by each topic within a section for use in designating which topic was most useful and which was least useful to you.

APPENDIX B

QUESTIONNAIRE AND TRANSMITTAL LETTER FOR COUNSELORS



Oklahoma State University

STILLWATER, OKLAHOMA, 74074
CLASSROOM BUILDING
(405) 372-6211, EXT. 291

DIVISION OF PUBLIC INFORMATION

April 12, 1976

Dear High School Counselor,

We would be most grateful if you would take a few minutes to give us an evaluation of OSU's Guide for New Students. Is the publication helpful to you in advising students? Does it provide the information which students want and/or need? What changes can we make to make it more useful?

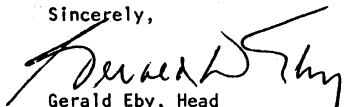
Your responses on the brief questionnaire and to the evaluation sections of the attached copy of the Guide will help us provide the information you and your advisees need.

You will recognize that the cover of the attached Guide is from last year's book -- not the one you have been using during this school year. This is because we are also surveying student opinion of the Guide, and in order to help current OSU freshmen identify the publication, we've printed the cover of the book which they saw while still in high school.

A postage paid envelope is enclosed for your convenience in returning the questionnaire and the marked copy of the Guide.

Thanks so much for your help.

Sincerely,


Gerald Eby, Head
University Publications Services

Attachment

QUESTIONNAIRE

Evaluation of OSU's Guide for New Students

- As a high school counselor, have you found the Guide for New Students helpful in advising prospective college students?
 yes no
- Please list the three topics covered in the Guide which are of the most help to you in assisting your advisees
 1. _____
 2. _____
 3. _____
- Is there a topic on which we have failed to give you enough information?

- Where are we guilty of giving you more information on a topic than you need to do an effective job?

- How does OSU's Guide rank among prospective student information pieces you receive from other universities?
 Better than most
 About the same
 Not as good as most
- Was the Guide made available to you in sufficient quantity to distribute to interested students last year?
 yes no
- Please indicate by numbering 1, 2 and 3 the OSU publications which are of most help to you in advising students:

<input type="checkbox"/> Undergraduate Catalog	<input type="checkbox"/> Other _____
<input type="checkbox"/> OSU Programs and Requirements	_____
<input type="checkbox"/> Guide for New Students	_____
<input type="checkbox"/> Career leaflets	_____
<input type="checkbox"/> Housing brochures	_____
<input type="checkbox"/> Financial Aids brochures	_____
- Please tell us how we might modify the Guide for New Students to better describe the university to a prospective student.

Now, please turn to the attached copy of the Guide and make a section-by-section appraisal of its contents. Evaluation forms are printed in gray boxes near the heading of each section. Large, bold letters are placed by each topic within a section for use in designating which topic you found most helpful and which least helpful in your task of counseling students.

APPENDIX C

REPRINT OF THE GUIDE WITH EVALUATION RESPONSE FORMS ADDED

A GUIDE FOR NEW STUDENTS
OKLAHOMA STATE



AN INTRODUCTION

I found this section to be:

- Extremely helpful
- Very helpful
- Quite helpful
- Somewhat helpful
- Not at all helpful

OKLAHOMA STATE UNIVERSITY IS . . .

ready to meet your educational objectives through Instruction-Research-Extension

dedicated to quality teaching

authorized to grant undergraduate and graduate degrees

committed to instructional innovations

recognized nationally for a variety of important accomplishments

devoted to meeting future societal needs

oriented to the importance of the individual student

noted for its beautiful and functional campus

interested in solving problems for human betterment



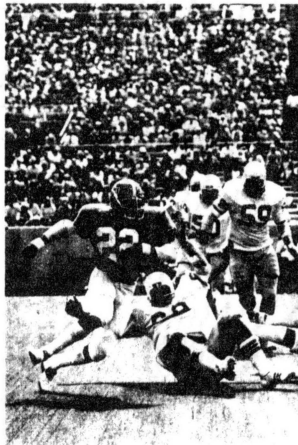
OSU IS COMMITTED TO SERVING PEOPLE THROUGH . . .

- highly qualified teachers
- outstanding academic programs
- hundreds of research projects
- extension and public service programs
- a nationally recognized library
- the environmental institute



OSU OFFERS YOU . . .

- comfortable and stimulating facilities for living, study and recreation
- on-campus housing whether single or married
- sororities and fraternities
- big eight sports
- varied intramural sports
- two hundred fifty student interest groups
- Army and Air Force ROTC
- placement services for employment



. . . A PEOPLE-TO-PEOPLE EMPHASIS PROGRAM THAT STARTS WITH YOU AS A HIGH SCHOOL STUDENT IN THE ACCOMPLISHMENT OF YOUR EDUCATIONAL GOALS.



ACADEMICS

I found this section to be:

Extremely helpful _____
 Very helpful _____
 Quite helpful _____
 Somewhat helpful _____
 Not at all helpful _____

Using the large, bold letters printed by each heading below, tell us the topic which was:

Most useful _____
 Least useful _____

Academics are emphasized at Oklahoma State University. Because of its outstanding academic programs and its stature as a major university, a degree earned at OSU is internationally recognized. Graduates of OSU are sought after by employers, compete successfully for admission to advanced professional schools, and serve in positions of leadership in a wide variety of human endeavors.

A DEGREE PROGRAM OPTIONS

More than 200 undergraduate degree options are offered by six colleges—Agriculture, Arts and Sciences, Business Administration, Education, Engineering and Home Economics. (For details on individual degree requirements, see booklet titled *Oklahoma State University Undergraduate Programs and Requirements, 1975-76* in your high school counselor's office.) Additionally, 68 Master's degree and 49 Doctor's degree programs are offered through the Graduate College and the College of Veterinary Medicine.

If a student cannot find a degree program that fits desired career goals, he or she may choose to participate in the *Bachelor of University Studies* degree program. This program allows a student to pursue unique educational objectives by combining portions of degree programs offered in different departments and colleges.

B HONORS PROGRAM

The University Honors Program is designed for the student with unusual academic capabilities and initiative. An entering freshman with an ACT

composite score of 28 or above (and students who have successfully completed one or more college semesters of work with a 3.25 grade point average or better) may select honors courses from the general curriculum. In honors classes, professors utilize innovative techniques which encourage independent study and simultaneously promote group learning experiences. Students interested in honors programs can obtain further information by writing the Office of High School and College Relations at OSU.

C COLLEGE CREDIT BY EXAMINATION

Advanced standing examinations are given to determine a student's proficiency in a given subject for the purpose of awarding college credit. Although any student can take advanced standing examinations, the tests are designed for students who have achieved a level of proficiency in a subject normally expected of a college student.

College credit by examination can be earned through the College Level Examination Program (CLEP) and the OSU Departmental Advanced Standing Program.

CLEP. The College Level Examination Program is a nationally recognized program of advanced standing examinations. They are given each month at more than 1100 testing centers in the U.S. (one of which is at OSU). CLEP credits will transfer to any college or university participating in the program.

The subject exams consist of an objective portion and, in some fields, an essay portion. (A word of caution: If you take the exam at a testing center other than OSU, you should determine whether OSU requires an essay in addition to the objective portion.)

Each subject examination costs \$20 (no tuition fee is charged by OSU for credit hours earned through these exams). The test is graded on a pass/fail basis. Academic credit for an exam passed will be recorded on your transcript after you have successfully completed 12 hours of work at OSU. A failing grade on the CLEP *will not be recorded* on the transcript.

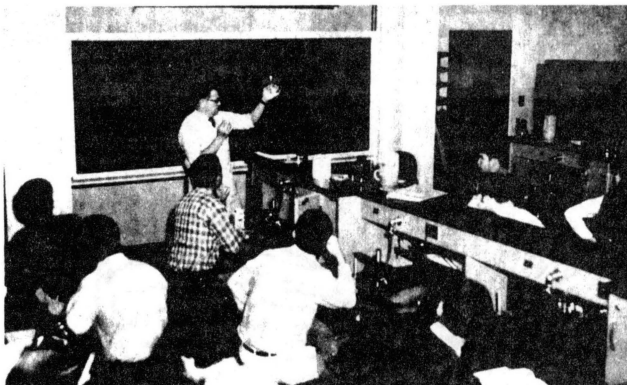
A CLEP registration guide and a booklet listing institutions participating in the program are available from the OSU Bureau of Tests and Measurements, Room 213, North Murray Hall.

Departmental Advanced Standing Exams. OSU offers departmental advanced standing exams in some fields not covered by CLEP. These exams cost \$5 per credit hour and are graded on a pass/fail basis. Academic credit earned through OSU departmental exams may or may not be accepted by other colleges if the student later transfers.

Students who are interested in applying for Advanced Standing Examinations should contact the Bureau of Tests and Measurements, Room 213, North Murray Hall, Oklahoma State University, Stillwater, OK, 74074 (phone 405 372-6211, extension 7251).

Students who plan to take advanced standing exams will save time if the tests are taken and graded prior to enrollment.

Foreign Language Advanced Standing Tests. A student making a satisfactory score on this test may be awarded credit up to ten hours. A minimum fee of \$25 is charged for the test. If the test score qualifies the student for more than 5 credit hours, the cost incurred will be \$5 per additional credit hour. Tests are given on the first Thursday night of each semester. Contact OSU Bureau of Tests and Measurements, Room 213, North Murray Hall.



D USEFUL PUBLICATIONS FOR CURRICULUM PLANNING

For the student who desires to do some curriculum planning prior to enrollment day, the two publications described below will be helpful.

Oklahoma State University Catalog, 1975-76. This publication contains information about OSU's colleges, the academic departments within each college, university rules and regulations, cost of tuition and fees, and a listing of all courses offered at OSU. The course listings located in the back of the catalog are especially important. Alphabetized by major fields of study, the course listings briefly describe each course (see page 7). The catalog should be available in high school counselors' offices or school libraries; however, upon request, a copy will be mailed to the student by the OSU Office of Admissions.

Oklahoma State University Undergraduate Programs and Requirements, 1975-76. This publication shows course requirements for each

major (degree program) on one sheet (see sample, page 6).

The publication is available to high school counselors; however, a student may request the OSU Office of Admissions to mail him copies of selected degree sheets, or the sheets can be photocopied from the high school counselor's booklet.

E EXPLANATION OF COURSE NUMBERS

In using the above publications, the student should understand the meaning of course numbers.

Every course offered at OSU is identified by four digits. It is important for the student to know what the first and last digits mean, since this information is helpful in planning enrollment.

The first digit indicates the level of the course—freshman (1), sophomore (2), junior (3), senior (4), or graduate (5 & 6). The last digit indicates the number of credit hours received for

the course. The last digit, as a rule, also indicates the number of clock hours required in class per week, for each semester. (See the sample catalog listings and trial study form, page 7.)

An example of what the digits mean:

Level of Course		Credit Hours
Freshman	1113	Freshman Composition 3 hrs.
Sophomore	2344	Organic Chemistry 4 hrs.
Junior	3503	Land Economics 3 hrs.
Senior	4363	Fashion Publicity 3 hrs.
Graduate	5313	Advanced Mech. Fluid 3 hrs.

F UNDECLARED MAJOR

Some freshmen have not decided on a particular field of study when they enroll at OSU. In this case, academic advisers experienced in working with such students are assigned to assist them during enrollment and will continue to work with them until they do decide on a major. In many instances, a student may take courses for two to four semesters before "declaring" a major without delaying his graduation—depending, of course, on the major finally selected. Many of the same courses are required in a large number of majors during the freshman and sophomore years. Also, most programs require some elective courses.

Courses designated "required" in one major but not in another can usually be counted as "elective" courses in the other. Therefore, the student is not under pressure to declare a major when he or she enrolls as a freshman. (For related information, see "Selecting an Undergraduate College," page 9 and "Career Decision-Making Workshops," page 16.)

OKLAHOMA STATE UNIVERSITY IS
DEDICATED TO EQUAL
EDUCATIONAL OPPORTUNITY

over

G

A sample page from *OSU Undergraduate Programs and Requirements, 1975-76*.
A copy of this publication is available in your counselor's office.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN ARTS and SCIENCES

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

FOR STUDENTS MATRICULATING:

FALL SEMESTER 1975

Total hours 124
Minimum overall grade point average 2.0

BOTANY

MAJOR 1141

Student's Name

All candidates for a degree, unless exempt, must pass the English Proficiency Examination (Second Week . . . October, February, July)

GENERAL STUDIES and DEPARTMENTAL PREREQUISITES			FIELD of CONCENTRATION
SUBJECT	HOURS	TO BE SELECTED FROM	
A&S Orientation	1	A&S 1111	Minimum GPA in Concentration <u>2.0</u> <u>40 hours</u> BOT 3114 or BOT 3004 3233 3346 BISC 3013, 3020 (1) and BOT 3462 or BOT 3463 BISC 3034 and BOT 4023 BISC 3024 or ANSI 3423 or AGRON 3553 BOT 5850 (2 hours) CHEM 3015 <u>Plus hours in following courses to bring total to 40 hours:</u> Statistics Computer Science Biochemistry Agronomy Horticulture Zoology Entomology Microbiology Genetics
English Composition	6	ENGL 1113, 1323 (Students with A or B in ENGL 1113 may substitute one of the following courses for ENGL 1323: SPCH 2713; PHILLO 1313)	
Mathematics	5	MATH 1513, 1613, 1715, 2265, 2365	
Biological Science	13	BISC 1303, 1402, 1502, 1602; BOT 2024	
Physical Science	13	CHEM 1314, 1415 or equivalent; PHYS 1014 or 1114, 1214	
Social Sciences	9	HIST 2483 or 2493 and POLSC 2013 are required. Remaining hours from ANTHR 2353; ECON 1113, 2123; GEOG 1113, 2123, 3363; HIST 2213, 2223, 2483, 2493, 3503, 3510, 3993; POLSC 2113, 3213; PSYCH 1113; RTVP 2223; SOC 1113, 2123, 2993	
Humanities	8	ARCH 2002; ART 1011, 3533, 3743; ENGL 2413, 2543, 2653, 2773, 3893; FORLANG (sophomore courses & above); FRNCH 4113; HIST 3723; HUMAN 1013, 2111, 2113, 2221, 2223, 2331, 3103, 3203, 3403, 3503, 4050, 4080; MUSC 2372, 2582; PHILLO 1213, 2113, 3113, 3213, 3943; RELIG 1103, 3273, 3283, 3403, 3413; RUSS 4113, 4123; TH 2413	ELECTIVES 29 hours Any hours in Botany (both upper and lower-division) in excess of 40 will be added to the 124 required for graduation.

Sergio L. B. ...
DEAN

Arthur J. Carroll
ADVISER

- PSYCHOLOGY**
- 1113 **INTRODUCTORY PSYCHOLOGY.** Intelligence, personality, motivation and application of psychology in various fields.
 - 2112 **ELEMENTARY LABORATORY PSYCHOLOGY.** Lab. 2. Prerequisite: 1113. Application and undertaking of experimental methods in psychology.
 - 2313 **PSYCHOLOGY AND HUMAN PROBLEMS.** Prerequisite: 1113. A study of personality dynamics and their application to personal, cultural and vocational experience.
 - 3013* **INTRODUCTION TO PSYCHOLOGY OF MOTIVATION.** Prerequisite: 1113. Selected review of experimental literature and theory in area of human motivation with special stress on theories of emotion, hostility, curiosity and aesthetics.
 - 3073* **ELEMENTARY PHYSIOLOGICAL PSYCHOLOGY.** Prerequisite: 1113. Main structural and functional characteristics of receptor-conductor-effector system of man and their relation to behavior.
 - 3113* **ELEMENTARY COMPARATIVE PSYCHOLOGY.** Prerequisite: 1113. Comparative study of behavior characteristics of selected samples of animal kingdom from protozoa to man.
 - 3213 **INTRODUCTION TO RESEARCH METHODS IN PSYCHOLOGY.** Prerequisite: 1113. Introduction to designing and evaluating research in psychology. Includes research designs, test construction techniques, psychological instrumentation, scales of measurement and some quantitative procedures for data analysis. Emphasis is on problems encountered in psychological research.
 - 3223* **THE PSYCHOLOGY OF WORK AND INDUSTRIAL BEHAVIOR.** Prerequisite: 1113. Experimental literature in area of employee motivation. Techniques useful in measurement of employee attitudes and opinions.
 - 3273* **HISTORY OF PSYCHOLOGY.** Prerequisite: consent of instructor. Survey of early psychological thought leading up to more modern schools of psychology.
 - 3333* **INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY.** Prerequisite: 1113. A study of behavior in task group and organizational context with emphasis on management, leadership and human relations.
 - 3413* **EXPERIMENTAL ANALYSIS.** Prerequisite: 1113. Examines social perception to study these phenomena in relation to behavior change at relatively simple learning procedures and relatively complex processes.
 - 3443* **ABNORMAL PSYCHOLOGY.** Prerequisite: 1113. Examines social perception to study these phenomena in relation to behavior change at relatively simple learning procedures and relatively complex processes.
 - 3513* **PSYCHOLOGY OF LEARNING.** Prerequisite: 1113. Examines social perception to study these phenomena in relation to behavior change at relatively simple learning procedures and relatively complex processes.
 - 3583* **DEVELOPMENTAL PSYCHOLOGY.** Prerequisite: 1113. Examines social perception to study these phenomena in relation to behavior change at relatively simple learning procedures and relatively complex processes.
 - 3743* **INTRODUCTORY SOCIAL PSYCHOLOGY.** Prerequisite: 1113. Examines social perception to study these phenomena in relation to behavior change at relatively simple learning procedures and relatively complex processes.
 - 3914* **EXPERIMENTAL PSYCHOLOGY.** Prerequisite: 1113. Examines social perception to study these phenomena in relation to behavior change at relatively simple learning procedures and relatively complex processes.
 - 3990 **UNDERGRADUATE SEMINAR.** Prerequisite: 1113. Examines social perception to study these phenomena in relation to behavior change at relatively simple learning procedures and relatively complex processes.

Left is a sample page from the section of the OSU catalog listing course descriptions alphabetically by major fields of study.

H

Below is a Sample "Trial Study" (semester class schedule) which is completed with the assistance of an adviser on enrollment day. For each course it shows the CID number, course prefix, course number, type of class (theory, discussion or lab), section number, number of hours of college credit to be gained by completing the course, and the days, time and place the class is scheduled to meet.

Student Number 689132 Name JONES SARAH LYNN
(Last) (First) (Middle) (Maiden Name if Married)

College AES Major ENGLISH Semester FALL Date _____

LIST HOURS YOU CANNOT HAVE CLASSES IN THESE BLOCKS											Give Reasons On Reverse Side	
CID Number	Course Prefix	Course Number	Type	Section Number	Credit Hours	M	T	W	T	F	S	Bldg. & Room
49529	ENGL	1113	TH	14 44D	3			8:30		8:30		CLB 408
76457	MATH	1715	TH	5	5	3:30	3:30	3:30	3:30	3:30		M1019
50195	CHEM	1314	TH	1	4	11:30		11:30		11:30		PS 141
69095	CHEM	1314	LB	12				12:30		3:30		PS 260
87293	AES	1111	DS	3	1	8:30		8:30				KB
52211	PSYCH	1113	TH	5	3	9:30		9:30				CLB 313
34859	PSYCH	1113	DS	13						9:30		CLB 306

TRIAL STUDY
OKLAHOMA STATE UNIVERSITY

TOTAL CREDIT HOURS 16
 Alternate Courses May Be Listed On Reverse Side.
 Signature of Adviser J. Matison

* The Course Identification (CID) Number is used to enroll students in the course. It is very important that this number be accurate and legible.

ENROLLING AT OSU

I found this
section to be:

- Extremely helpful
 Very helpful
 Quite helpful
 Somewhat helpful
 Not at all helpful

Using the large, bold
letters printed by each
heading below, tell us the
topic which was:

- Most useful
 Least useful

Enrolling at OSU is a relatively simple procedure. In general, it involves the following: (1) Take the ACT test and have the results available (see "ACT Test," below); (2) Submit an *Application for Admission* (see "Application Packet" below); (3) Meet only one of the criteria for admission (see "Admission Requirements," below); (4) Notify the Office of Admissions of the date you plan to enroll according to the designated freshman enrollment dates (see "Enrollment Dates and Procedures" in the Application Packet); and (5) On the day you enroll, complete the five steps of enrollment (see page 9).

A APPLICATION PACKET

All first-time entering students must submit an *Application for Admission*, even though the student may have already received a "Certificate of Acceptance" from the Director of Admissions (see "Admission Acceptance," below).

It will benefit both you and the University if applications for admission and/or for housing are submitted well in advance of the date you plan to enroll.

An OSU Application Packet contains:

1. Application for Admission
2. Application for Residence Hall Housing Contract
3. Physical Examination Form
4. Enrollment Dates and Procedures

An Application Packet can be obtained from high school counselors, from the OSU Office of Admissions, or from an OSU representative visiting your high school.

B ADMISSION REQUIREMENTS

The great majority of applicants for admission to OSU are accepted. A summary of admission requirements for residents of Oklahoma and for non-residents follows.

Residents of Oklahoma—Direct from High School. To qualify for admission, you need to graduate from an accredited high school and meet only one of the following criteria:

1. Have an overall eight-semester high school grade point average of 2.5 on a 4.0 point scale;
or
2. Rank in the upper half of your graduating class;
or
3. Have an ACT composite score of 18 or above;
or
4. In those instances where a student does not meet one of the above, attend a college summer session, take six or more hours, and achieve a satisfactory grade point average.

Non-Residents of Oklahoma—Direct from High School. To qualify for admission, you need to graduate from a high school accredited by its regional association or by an appropriate accrediting agency of your home state, and meet one of the following criteria:

1. Rank in the upper half of your graduating class;
or
2. Have an ACT composite score of 18 or above, or score in the upper half on a similar battery of tests.

For additional information about Admission Requirements, see the back side of the OSU *Application for Admission* form.

C ADMISSION ACCEPTANCE

The Director of Admissions is responsible for determining whether or not a person meets OSU admission requirements. When it is determined that any one of the admissions criteria is met, the Director of Admissions will send a "Certificate of Acceptance," or a "letter of acceptance." This acceptance may be contingent upon your providing additional information. For example, it may say: "This acceptance is conditional upon your graduation from high school."

Every Oklahoma resident student who enters OSU directly from an Oklahoma high school must participate in the American College Testing (ACT) program. (Non-Resident Student—see admission requirements for non-residents, above.) At the time you take the ACT test (see below), indicate that you want your scores sent to OSU. If your composite score is 18 or above, the Director of Admissions will send a "Certificate of Acceptance" as soon as the ACT score is received. If your score is less than 18, you will be accepted when you provide the Director of Admissions evidence that you satisfy one of the other admission requirements.



D ACT TEST

ACT test scores are part of the admission requirements of all state supported colleges and universities in Oklahoma. If you are considering attending college you should check with your counselor early to make arrangements to take the tests on one of the five testing dates—the test results must be available before you can enroll at any state supported institution.

Test Dates	Registration Periods
Oct. 18, '75	Aug 18-Sep. 22
Dec. 13, '75	Oct. 20-Nov. 17
Feb. 14, '76	Dec. 15-Jan. 19
Apr. 10, '76	Feb. 16-Mar. 15
June 12, '76	Apr. 12-May 17

When you take the ACT test and designate OSU as a college choice, your test results will be sent to OSU as well as to your high school. To meet the scholarship application deadline of March 1, 1976, the student planning to apply for a scholarship should take the test on one of the first two testing dates.

In an urgent situation, a student can take the ACT test on an individual basis at the OSU Bureau of Tests and Measurements, Room 213, North Murray Hall. The results can be obtained on the same day the test is taken. However, the OSU charge for taking the ACT test on an individual basis is higher than that charged at an ACT Testing Center on a regularly scheduled testing date. It should be noted that if the student feels the test scores are not an accurate reflection of his or her capability, the test can be retaken. In such instances, the highest scores will be accepted for admission, honors, and scholarships.

**E** SELECTING AN UNDERGRADUATE COLLEGE

Oklahoma State offers more than 200 degree options. These degree programs are grouped under administrative divisions called "colleges." Each student is encouraged to be "in" some college in order to be associated with an academic adviser and receive the assistance and individual attention such association affords. Therefore, when you submit your application you will be asked to choose a college in which to enroll from the following: Agriculture, Arts & Sciences, Business Administration, Education, Home Economics, Engineering or School of Technology. It is not necessary, however, to "declare a major" on enrollment day (see "Undeclared Major," page 5).

F FIVE STEPS OF ENROLLMENT DAY

As you make plans to enroll at OSU, you should review the enrollment dates and procedures in the application packet, determine a date you prefer, and notify the Office of Admissions of that date. (NOTE: The student whose ACT composite score is less than 18 may enroll conditionally if he believes he will meet one of the other criteria—see "Admissions Requirements," page 8. After the Admissions Office receives documentation that one of the other admission requirements has been met, an official acceptance will be issued.)

Prior to coming for enrollment, it will be helpful if you will do some pre-planning by becoming acquainted with the information presented in this booklet under the title "ACADEMICS" (in particular see pages 5-7).

The five steps of enrollment day are:

- 1. Pick Up Registration Permit . . .** at the Office of Admissions, west end of 1st floor, Whitehurst Hall.
- 2. Pay \$20 Enrollment Deposit . . .** at the Bursar's Office, east end of the 1st floor, Whitehurst Hall.
- 3. Obtain Health Records Clearance . . .** at the University Hospital. You should send in ahead of time or bring with you your "physical examination form" signed by your family doctor.
- 4. See An Adviser . . .** in the college you choose to assist you in your course selections. An adviser will be assigned to you on enrollment day.
- 5. Complete Enrollment . . .** at the designated registration area where you will be issued a student I.D.

HOUSING

I found this section to be:

- Extremely helpful
 Very helpful
 Quite helpful
 Somewhat helpful
 Not at all helpful

Using the large, bold letters printed by each heading below, tell us the topic which was:

- Most useful _____
 Least useful _____

University housing at OSU includes residence halls, sororities and fraternities.

A FRESHMAN LIVING OPTIONS

A freshman student must live in university housing unless he or she is (a) married, (b) living with parents in the Stillwater area, or (c) a veteran. (A freshman student in one of these categories may be released from the general requirement to live in university housing by contacting the Office of Single Student Housing before August 15.) Information about residence halls, fraternities and sororities follows.

B RESIDENCE HALLS

Residence hall living at Oklahoma State University means different things to different people—as a matter of fact, we have planned it this way since each student will be looking for different things in his or her living environment. To give you a sample of what is available, let's look at what you can find in our halls.

More important than any facility or program are the people you will meet here. Students throughout the state, the nation and the world make up our residential community, and they work together in every hall to create a warm and friendly place to live. As a result, new friends, new ideas, and a new feeling of belonging can be found on any floor or wing.

All of this is helped by the staff in each hall who want to serve your needs and interests. Your Student Assistant, Head Resident and Assistant, Area Coordinator, and the Housing Office Staff—all want to be sure you have the best possible living experience.

The environment created by all these people tends to insure that each

student has the opportunity to develop fully as a maturing adult. While your academic experience is the primary reason for attending OSU, education does not stop when classes are over. There are other facets of life to be developed. Visits by faculty members to your floor, first-run movies, dances, and free classes in auto mechanics or world issues are examples of the marketplace of ideas found in each hall.

If your interest lies in other areas, consider student government on the floor, in the hall or at the campus-wide level; or a wide range of intramural sports from table tennis to football; or just be comfortable in your floor lounge talking to people who are sharing your experiences and concerns as a college student.

You can study in your hall library. You are within easy walking distance of all buildings on campus; you will find plenty of automatic washers and dryers in your hall; newspapers can be delivered to your door. When you are ready for a break, enjoy color TV in the living room or a snack in the hall canteen.

Costs of Room and Board. There are several choices you must make before your costs for room and board can be determined. Is air-conditioning important to you? (It costs more.) Will you want meals? If so, will you want them every day (except Sunday night) or only on weekdays? Below is a listing of room and board rates per semester by residence hall and meal plan options. All these rates assume you will be sharing your room—if you live alone, it costs more.

Residence Halls	Room & Board Rates Per Semester	
	15 Meals/ Week	20 Meals/ Week
Air-conditioned		
Men (Kerr, Scott, Parker, Willham-South)	\$486	\$531
Women (Drummond, Wentz, Willham-North)		

Non-air-conditioned
Men (East Bennett) \$446 \$491
Women (West Bennett)

Men (Cordell-South, Stout) \$441 \$486
Women (Cordell-North, Willard)

If you want a room only (without meals) it will cost \$203 per semester—men would live in Stout Hall and women in Willard Hall.

Each hall (except Stout) has its own cafeteria where hearty meals are carefully planned and prepared by a staff of professionals to ensure that you not only have a balanced diet, but also a variety of dishes.

Roommates. Every effort will be made to honor roommate requests providing:

1. The roommate request and the residence hall preferences are mutual, and
2. Both students' signed contracts are received at the same time (preferably in the same envelope).

Residence Hall Application and Contract. The *Application for a Residence Hall and Food Service Contract* is a part of the OSU "Application Packet." (See Application Packet page 8.)

It will be to your advantage to apply for residence hall housing as early as possible. Mail in your application and the \$20 processing fee (a non-refundable cost for preparing your contract and computerizing your installment payments).

The Single Student Housing Office will prepare your contract, including all details *except your residence hall assignment*, and return it to you. You will then need to sign the contract and send it back with your first room and board payment of \$125. The first installment is \$125 for everyone regardless of options selected. The

amount of each of the next seven installments depends on the total semester cost for options selected.

Your residence hall assignment will be made soon after your signed contract and first payment are received by the housing office. A student can apply separately for housing before being accepted for admission.

Food Services Work Scholarships. A limited number of these work scholarships are awarded to students who need financial assistance, who will live in a residence hall, and who will be willing to work in university food services. The scholarships are awarded for one semester and a student may re-apply each semester.

A Food Services Work Scholarship Application can be obtained from University Food Service Center, Oklahoma State University, Stillwater 74074.

Residence Hall Tour. If you would like to tour a residence hall(s), a guide from the Office of Single Student Housing or from the OSU Office of High School and College Relations will be glad to assist you. Both are located in the Student Union and are open 8 to 5 Monday through Friday and 8 to 12 on Saturdays, except on holidays.

C FRATERNITIES AND SORORITIES

Twelve sororities and twenty-four fraternities comprise OSU's Greek system, which has received national recognition in recent years. These organizations are dedicated to helping their members develop and grow in the areas of leadership, scholarship and social awareness. Interested students have the opportunity to meet members of fraternities and sororities and to visit their houses through Rush programs.

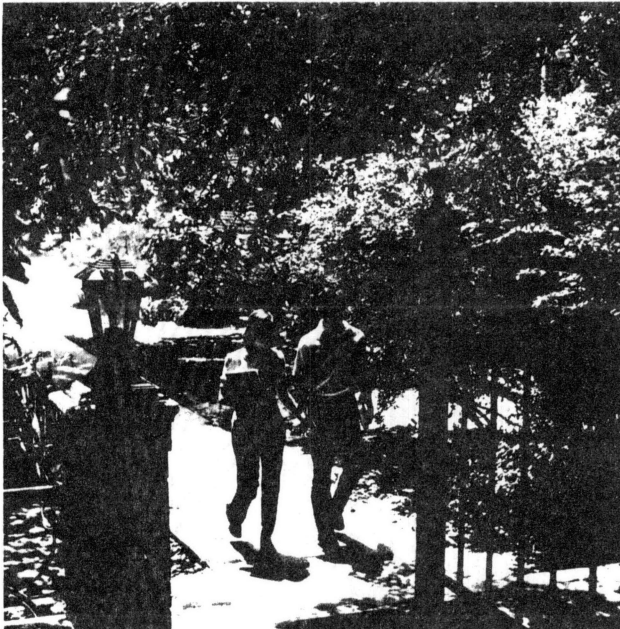
Fraternities have "Open Rush" which operates throughout the summer and school year. During the summer following their senior year, high school students who indicate an interest are contacted personally by fraternity representatives.

Sororities conduct "Formal Rush" which is a week of structured activities on campus the week before classes begin in the fall. A freshman woman interested in sorority membership lives on campus during Rush Week and visits each of the houses.

Through a mutual selection process she may become a pledge of a sorority. It should be noted that sororities also have "Open Rush" throughout the school year.

Freshmen may live in fraternity or sorority housing if space is available. Most women pledges live in residence halls, but participate in sorority activities.

If you are interested in receiving further information or being contacted by a fraternity or sorority, write the Sorority or Fraternity Adviser, Room 372, Student Union, OSU.



FINANCIAL AIDS, SCHOLARSHIPS, EMPLOYMENT

The Department of Financial Aids is responsible for administering all financial aid programs at OSU. The office is staffed with professional counselors who assist young people in determining their eligibility for different types of financial assistance. Students are always welcome to visit this office, located on the first floor of Hanner Hall.

Financial assistance includes grants, loans, College Work-Study employment, scholarships, and part-time employment. Funds are provided from federal, state and private sources. Financial aid programs have played a significant part in helping many young people receive a college education. Presently, more than 7500 OSU students are receiving some form of financial aid.

To give an idea of what the financial assistance terms (grants, loans, scholarships, employment) mean, let us over-simplify. A "grant" is a gift based on need—such as the Basic Educational Opportunity Grants. "Loan" means money which must be paid back. A "scholarship" is also a gift but is based on scholastic achievement and is awarded competitively. "Employment" means working in return for money. This could be through the College Work-Study program or through other part-time employment (see page 15).

Financial assistance may be available to you through one or a combination of "financial aids." To make application for financial aids as simple as possible and not overlook any source available to you, here is some helpful information about applying for financial aids.

A FINANCIAL AIDS (Based on Need)
If you need financial assistance to attend OSU, you should apply for both (1) the Basic Educational Opportunity

Grant, and (2) other types of financial assistance (such as College Work-Study employment, Supplemental Educational Opportunity Grant, National Direct Student Loan, Wentz Foundation Loan, and scholarships above the minimum stipend—see pages 12 to 15).

There are two separate application forms, the *Basic Educational Opportunity Grant Application* and the *OSU Application for Student Financial Aid, 1976-77*, both of which must be submitted.

Basic Educational Opportunity Grant Application. The BEOG application (and information concerning the program) can be obtained from your high school counselor. You should complete the form and mail it in the self-addressed envelope. Thereafter, you will receive a "Student Eligibility Report" (SER). This report should be sent to the OSU Department of Financial Aids, Hanner Hall, Stillwater, OK 74074.

The BEOG is a federal program of financial aids which is basic to all other financial aid programs. Eligibility is based on a number of factors such as parents' income, family business situation, number of family members currently attending college, etc.

OSU Application for Student Financial Aid, 1976-77. This application can be obtained from your high school counselor, or from an OSU representative visiting your school, or by writing to the OSU Department of Financial Aids. You should complete this application according to the instructions printed on the form and mail or deliver it along with the \$3.50 need analysis fee (see discussion of "need analysis" below) and a copy of your parents' or guardian's 1975 Federal Income Tax Return to the OSU Department of Financial Aids.

The *need analysis* is done by OSU Department of Financial Aids personnel and is based on sections C, D,

E and G of the *Application for Student Financial Aid, 1976-77*, and the parent or guardian's 1975 Federal Income Tax Report, and perhaps other factors. A fee of \$3.50 is charged to do this need analysis. *All need analysis information is considered confidential and will not be released by OSU to any person or agency for any purpose.*

When applying for loans, grants, and College Work-Study employment, this application must be submitted by *June 1, 1976*. However, if you also desire to apply for a scholarship as a part of your financial aids package, your application must be submitted by *March 1, 1976*. (This deadline makes it important that your parents' or guardian's 1975 income tax return be prepared by early February, 1976.)

NOTE: Again, if you wish to be considered for all possible financial aid programs you must submit both the *BEOG application* and the *OSU Application for Student Financial Aid, 1976-77*.

B SCHOLARSHIP PROGRAM FOR 1976-77 (Freshman)

OSU offers both a variety and a large number of scholarships for freshmen, sophomores, transfer students, and upperclassmen. Most of the scholarships awarded to sophomores and upperclassmen are given by a department or a college. Transfer students are awarded scholarships through the Lew Wentz Foundation Service Scholarship funds. Some scholarships are given by private foundations and by other agencies (for example, see ROTC Scholarships, page 18).

The purpose of the *Freshman Scholarship Program* at OSU is to honor graduates who have excelled academically in high school and to

I found this section to be:

- Extremely helpful
 Very helpful
 Quite helpful
 Somewhat helpful
 Not at all helpful

Using the large, bold letters printed by each heading below, tell us the topic which was:

- Most useful _____
 Least useful _____

encourage them to continue their educational development at the university level. The program also is designed to recognize students who have made outstanding contributions as leaders in high school and who show leadership promise for the future.

Approximately 500 freshman scholarships are awarded annually at OSU. The majority are given through one of the following five categories:

1. Regents Distinguished Scholarships
2. Alumni Scholarships
3. University Scholarships
4. President's Council Leadership Service Scholarships
5. Minority Student Scholarships.

For the President's Council Leadership Service Scholarship, the student's high school principal will use the *Nomination Form for the President's Council* to nominate a student for this scholarship. Copies of this form are furnished to Oklahoma high school principals in January.

To be considered for a Regents Distinguished, or Alumni, or University Scholarship, the student must submit the *OSU Application for Student Financial Aid, 1976-77*. It is necessary to submit *only one copy of this application* since it automatically places the applicant in competition for all three scholarships. It should be noted, however, that a successful scholarship applicant will be awarded *only one scholarship stipend*.

A brief description of the five freshman scholarships follows.

REGENTS DISTINGUISHED SCHOLARSHIPS

This award of up to \$450 is to be applied toward tuition at the rate of one-half the amount each semester of the freshman year.

Purpose. To honor high school graduates who have compiled superior academic records and to encourage the continuance of excellence in academic endeavors at the university level.

Application Procedure and

Qualifications. The applicant must

1. Submit as soon as possible, but no later than March 1, 1976,
 - a. The *Application for Student Financial Aid, 1976-77* with sections A and 3 completed. If the applicant wants financial need to be taken into account, sections C, D, E and G must also be filled out, and the \$3.50 need analysis fee must accompany the application.
- together with
 - b. A copy of the applicant's transcript showing at least seven semesters of completed high school work with a 3.75 or better grade point average

and

2. Have a composite score of 29 or above on the American College Testing (ACT) Program

or

Be recognized as a National Merit Semi-Finalist

or

Be recognized as a National Merit Commended Student.

Method of Award. Successful applicants will be notified immediately by letter of their award.

Action Required by Successful Applicant.

1. Notify the Department of Financial Aids of acceptance of the award no later than March 15, 1976.
2. Graduate from high school.
3. Enroll at OSU as a freshman no later than fall, 1976.



ALUMNI SCHOLARSHIPS

The basic amount of this award is \$300. Based upon financial need, this scholarship may be awarded in an amount up to \$500 (see below). Awards are applied toward tuition at the rate of one-half each semester of the freshman year. Any balance remaining after the second semester tuition has been credited will be paid to the recipient.

Purpose. To recognize high school graduates who have achieved high academic records combined with leadership potential in the belief that this student will continue to excel in the university.

over

Application Procedure. The applicant must submit as soon as possible, but no later than March 1, 1976, the following two items:

1. The *Application for Student Financial Aid, 1976-77* with sections A and B completed. If the applicant wishes to be considered for more than the \$300 minimum stipend, sections C, D, E and G of the application must be completed and the \$3.50 need analysis fee must accompany the application.
2. A copy of his or her transcript showing at least seven semesters of completed high school work.

Method of Award. Applications will be judged competitively by the OSU Alumni Association Scholarship Committee. Notification of the results will be mailed to all applicants by March 30, 1976.

Action Required by Successful Applicant.

1. Notify the Department of Financial Aids of acceptance no later than April 30, 1976.
2. Graduate from high school.
3. Enroll at OSU as a freshman no later than fall, 1976.

UNIVERSITY SCHOLARSHIPS

The basic amount of this award is \$300. Based upon financial need, this scholarship may be awarded in an amount up to \$500 (see below). Awards are applied toward tuition at the rate of one-half each semester of the freshman year. Any balance remaining after the second semester tuition has been credited will be paid to the recipient.

Purpose. To honor high school graduates who have demonstrated academic excellence and to encourage the further development of their academic abilities at the university level.

Application Procedure. The applicant must submit as soon as possible, but no later than March 1, 1976, the following two items:

1. The *Application for Student Financial Aid, 1976-77* with sections A and B completed. If the applicant wishes to be considered for more than the \$300 minimum stipend, sections C, D, E and G of the application must be completed and the \$3.50 need analysis fee must accompany the application.
2. A copy of his or her transcript showing at least seven semesters of completed high school work.

Method of Award. Applications will be judged competitively by the OSU Institutional Scholarship Committee. Notification of the results will be mailed to all applicants by March 30, 1976.

Action Required by Successful Applicant.

1. Notify the Department of Financial Aids of acceptance no later than April 30, 1976.
2. Graduate from high school.
3. Enroll at OSU as a freshman no later than fall, 1976.

PRESIDENT'S COUNCIL LEADERSHIP SERVICE SCHOLARSHIPS

The basic amount of this award is \$300. Based upon financial need this scholarship may be awarded in an amount up to \$500 (see below). Awards are applied toward tuition at the rate of one-half each semester of the freshman year. Any balance remaining after the second semester tuition has been credited will be paid to the recipient.

Purpose. To recognize high school graduates who have made outstanding contributions as leaders in high school student activities and who show promise of academic and leadership success at the university level.

Application Procedure. The student's *high school principal* must make the nomination on the *Nomination Form for the President's Council* (forms will be supplied in January) and submit it to the Office of the Vice President for Student Services at OSU no later than March 1, 1976. A copy of the nominee's transcript showing at least seven semesters of high school work completed must accompany the nomination form.



Method of Award. Nominations will be judged competitively by the President's Council Leadership Service Scholarship Committee. Notification of the results will be mailed to all nominees by March 30, 1976.

Action Required by Successful Nominee.

1. Notify the Office of the Vice President for Student Services at OSU of acceptance no later than April 30, 1976.
2. Graduate from high school.
3. Enroll at OSU as a freshman no later than fall, 1976.
4. Participate actively in the leadership organization "President's Council" for the fall and spring semesters.

NOTE: If you wish to be considered for a Regents Distinguished, or Alumni, or University Scholarship (in case you are not awarded a President's Council Scholarship), you should complete the *Application for Student Financial Aid, 1976-77*. However, as pointed out earlier, only one scholarship stipend will be awarded to any one student. The completed application should be submitted to the Department of Financial Aids no later than March 1, 1976. Be sure to send a copy of your transcript showing at least seven semesters of completed high school work even though your principal has submitted your transcript with the *Nomination Form for President's Council*.

If you wish to be considered for more than the \$300 minimum stipend, sections C, D, E and G, as well as sections A and B, of the *Application for Student Financial Aid, 1976-77* must be completed and submitted along with the \$3.50 need analysis fee.

MINORITY STUDENT SCHOLARSHIPS

The basic amount of this award is \$300. Based upon financial need, this scholarship may be awarded in an amount up to \$500 (see below). Awards are applied toward tuition at the rate of one-half each semester of the freshman year. Any balance remaining after the second semester tuition has been credited will be paid to the recipient.

Purpose. To honor high school seniors who are members of a minority group who have excelled academically and encourage them to continue their education at the university level. Minority students are American citizens who are American Indian, Black, Oriental, or of Spanish-American descent.

Application Procedure. The applicant must submit as soon as possible, but no later than March 1, 1976, the following two items:

1. The *Application for Student Financial Aid, 1976-77*, with sections A and B completed and the box for proper minority identification checked. If the applicant wishes to be considered for more than the \$300 minimum stipend, sections C, D, E and G of the application must be completed and the \$3.50 need analysis fee must accompany the application.
2. A copy of his or her transcript showing at least seven semesters of completed high school work.

Method of Award. Each minority applicant must meet one of the following academic requirements:

1. 3.0 cumulative grade point average for seven semesters of high school study;

or

2. 3.0 grade point average for the three semesters of high school study prior to the submission of this application; (two semesters junior year and first semester senior year);
- or
3. Have a composite score of 23 or above on the American College Testing (ACT) program;
- or
4. 75th percentile on the National Merit Examination.

Notification of the results will be mailed to all applicants by March 30, 1976.

Action Required by Successful Applicant.

1. Notify the Department of Financial Aids of acceptance no later than April 30, 1976.
2. Graduate from high school.
3. Enroll at OSU as a freshman no later than fall, 1976.

STUDENT EMPLOYMENT OTHER THAN COLLEGE WORK-STUDY

Oklahoma State University maintains an employment office for university students who need part-time employment in order to help meet educational expenses. This office is located in Hanner Hall. Students desiring part-time work, odd jobs, or information regarding summer work in camps, national parks, hotels, resorts, ranches, etc., should contact this office.

"Jobs for Students" is one of the topics discussed during the "Alpha Program" for new students (see Alpha Program, page 16). "Food Services Work Scholarships" are also available (see page 11).

OTHER HELPFUL INFORMATION

I found this
section to be:

- Extremely helpful
 Very helpful
 Quite helpful
 Somewhat helpful
 Not at all helpful

Using the large, bold
letters printed by each
heading below, tell us the
topic which was:

- Most useful
 Least useful

A ALPHA PROGRAM

This is a program planned for the student who is new at OSU. It allows you to move on campus four days before classes start in the fall. Participation is optional. Information about the Alpha Program will be mailed to all students applying for admission to OSU or it may be obtained during enrollment. The program has been well received by new students in the past. Topics covered in past programs have included: "Decorating Your New Room," "Jobs for Students," "Stretching a Buck," "College Reading and Study Techniques," "OSU Marching Band, Orchestra and Music," "Services for Native American Students," "Cashing a Check in Stillwater," "Black Study Courses at OSU," "Stillwater—Your New Home," "Student Religious Centers at OSU," and many others.

Other activities usually included are a barbecue, movies, swim-dance parties, campus tours and free use of Colvin Physical Education Center and Student Union game room facilities. You will want to participate!

B ATHLETIC ACTIVITIES

Big Eight Athletics. OSU has won the Big Eight All-Sports Trophy three times, most recently in 1973, and has won 32 NCAA team championships in baseball, basketball, golf and wrestling, the second highest number of NCAA titles in the nation. OSU annually hosts many nationally ranked teams, affording OSU students the opportunity to see premium competition.

Colvin Physical Education Center. This \$3.5 million complex is located in the northwest corner of the campus, but is in the "center of activity." It offers OSU students a variety of physical and recreational options. A student may take a physical education class for credit, join an intramural

program or engage in informal, "free play" recreational activities.

Colvin P.E. Center facilities include an indoor collegiate pool, an outdoor olympic-size pool, 12 handball-racquetball courts, seven basketball courts, a golf-fencing-table tennis room, body mechanics room, weight room, and spacious dressing rooms with more than 7000 lockers.

Intramural Sports Program. Intramurals are offered through three programs: men's, women's, and the Co-Rec program which features men and women on the same team competing against other mixed teams.

The men's program includes 21 sports while women compete in 14 sports. The Co-Rec program offers flag football, volleyball, basketball, softball, table tennis, water polo and bowling.

Women's Intercollegiate Sports. Intercollegiate competition for women is a rapidly growing area of OSU's sports program. Women's varsity teams compete in field hockey, volleyball, tennis, badminton, golf, basketball, track, swimming, softball and gymnastics.

Freshmen women interested in varsity athletics should contact the coordinator of Intercollegiate Sports for Women in the Health, Physical Education and Recreation Department.

C BASIC EXPENSES FOR TWO SEMESTERS

The term "basic expenses" is used to include residence hall costs, general fees, special fees and books.

The basic cost varies depending on whether or not you are an Oklahoma resident, the number of credit hours in which you are enrolled, textbook requirements, and the type of housing

and meal plan selected. (For exact rates by residence halls and meal plans, see Housing, page 10.)

The basic cost is approximately \$1500 per year for the in-state student enrolled in 15 credit hours per semester, including textbooks for these courses, living in a non-air-conditioned hall, and buying a 15-meal plan ticket. Add about \$90 a year for an air-conditioned hall and \$110 if a 20-meal plan ticket is purchased. Transportation, clothing and other personal expenses are not included in the approximate basic cost of \$1500 as stated above.

Fees. All students are charged certain types of fees; other fees are optional (for example, season tickets for sporting and allied arts events and hospitalization insurance for students—see page 17). Following is a listing of the fees which are charged to all students:

Residents of Oklahoma	
General Fees	\$14 per credit hour
Special Services	\$27 per semester
These include:	
Colvin Center	\$13
Student Union	\$5
University Hospital	\$9

Non-Residents of Oklahoma	
Tuition and General Fees	\$40 per credit hour
Special Services	Same as above

Fee statements are mailed to students about two weeks after classes begin. Payments are due about October 1 for the fall semester. In addition, new students pay the \$20 deposit on enrollment day. For more detailed information about fees, see the *Oklahoma State University Catalog, 1975-76*.

D CAREER DECISION-MAKING WORKSHOPS

Career Decision-Making Workshops are unique two-day programs designed to help entering freshmen who are uncertain of their vocational or

career objectives. Workshop sessions include self-exploration of interests, abilities and values. A study of the decision-making process and methods of gathering information will eventually lead to choices about educational and career plans. The workshop also includes opportunities to visit with professional staff members from OSU's undergraduate colleges.

Entering students may attend one of these Career Decision-Making Workshops held during the summer. Dates and final details will be announced in the spring, 1976. For further information, contact Division of Student Affairs, Student Union.

ECARS, MOTORCYCLES, AND BICYCLES

Freshmen may have automobiles, motorcycles and bicycles on campus. They must be registered with the OSU Security Office and a parking permit must be purchased. Permits are \$10 for automobiles, \$4 for motorcycles and \$1 for bicycles.

On campus students may park their cars only in assigned lots or in metered parking. Bicycles and motorcycles can be parked at racks conveniently located throughout the campus.

FCLUBS AND ORGANIZATIONS

A diverse range of extra-curricular activities is available to OSU students through the nearly 250 clubs and organizations chartered through the Department of Student Activities. These include recognition and service organizations, departmental organizations, and social, recreational and special interest clubs.

GCOUNSELING AND TUTORING SERVICES

Professional, career and personal counseling services are available free to OSU students through the Division of Student Affairs. Confidential conferences can be arranged by appointment. A variety of tutoring services is also available through the Special Services Department of the Division of Student Affairs and through the Office of the Director of Student Personnel in each of the six colleges.

HFRESHMAN PROGRAMS AND SERVICES

Whatever the need—freshman students are welcome to visit the Office of Freshman Programs and Services, Room 201, Whitehurst Hall. All freshmen are encouraged to be alert to the many special activities and services offered. These events will be publicized through a Freshman Newsletter.

The purpose of this program is to assist the freshman student in the transition from high school to college, including academic studies, university life and career goals. The focus is to assist you in being successful at OSU.

HOSPITAL AND CLINIC

The University Hospital and Clinic maintains a staff of seven full-time physicians and 14 registered nurses, laboratory and X-ray technicians, physical therapist, dietician and other personnel.

Mental health services are headed by a psychiatrist and include three clinical psychologists.

Because a portion of the general student fee maintains the hospital and clinic, there are no charges for office visits to see a doctor or for most physical therapy treatments. There

is a moderate fee for direct costs on laboratory, X-ray, pharmacy, allergy shots and hospital services.

JHOSPITALIZATION INSURANCE FOR STUDENTS

Students have available to them at a low cost of \$21.50 per school year, an accident and health insurance program arranged by the University. This is an excellent policy for the student who is not covered by his parents' or other hospitalization policy. This policy pays 100% coverage for hospital care and outpatient accident care in the OSU hospital and most of the costs in hospitals world-wide.

KMINORITY PROGRAMS

Black Student Services. At the beginning of each academic year, a special session is planned for black students after they have gone through the regular orientation for all freshmen students. The purpose of the session is to provide a feeling of belonging and identity, to promote greater academic success, to re-emphasize academic policies and regulations, and to acquaint students with black faculty, staff, and student leaders. It is also intended to motivate interaction between upperclassmen and new students and to create an atmosphere conducive to informal questions and answers.

Black students with questions about these programs should contact Division of Student Affairs, Student Union.

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Minority Student Program, Engineering. This program provides the following special services for black students interested in engineering: financial aids; tutoring and counseling; academic advisement; rap sessions; field trips; experiments in engineering, architecture or technology; and other activities.

Native American Student Association. The Native American Student Association offers a year-long program beginning with a fall pow-wow and featuring speakers, films, field trips, intramural and co-recreational teams. Highlight of the year is the Native American Heritage Week featuring an art show, pow-wow and nationally known speakers on Indian life.

An American Indian counselor is available through the Special Services Department of the Division of Student Affairs. He can assist with academic and career advisement, arrange free tutoring, help with grant applications and admission to graduate school, and provide information on housing and other areas of interest.

Indian students, and anyone else interested in Indian culture, are invited to come by and visit with the members of the Native American Student Association in their club-room, located in the Student Union, Room 351.

L ROTC—ARMY AND AIR FORCE

A full-time student may earn a commission as a second lieutenant concurrent with an academic degree through the Reserve Officers Training Corps (ROTC) program. Courses in ROTC are titled "Military Science" or "Aerospace Studies" and are taught under the College of Arts and Sciences.

ROTC courses may be taken on a purely elective basis during the first two years of college and *do not* obligate the student to military

service. Women are eligible for all opportunities and benefits except the Air Force flying instruction program. ROTC credits count toward a degree in most undergraduate majors.

In 1969, both the Army and Air Force ROTC units at OSU produced the "Outstanding Cadet in the Nation" and both have been recognized several times as having the outstanding units in the U.S. The auxiliary units of women students, Army Blades and Angel Flight, have also won "Best in the Nation" awards. The OSU varsity rifle team is sponsored by the ROTC department.

ROTC Scholarships. High school seniors may apply for 4-year ROTC scholarships which pay tuition, lab and incidental fees and book costs plus a \$100 per month stipend for 10 months per year. Competition for these scholarships is on a national basis. A limited number of 2-year and 3-year scholarships are given on a competitive basis to freshmen, sophomore and junior students enrolled in ROTC courses at OSU. Benefits are the same as for the 4-year scholarships.

Advanced ROTC. All students enrolled in ROTC during their junior and senior years receive a \$100 a month (twenty months) tax-free allowance for their personal use.

For additional information about ROTC's leadership and management training, active duty options, and service careers, contact the ROTC offices located in Thatcher Hall.

M SERETEAN CENTER FOR THE PERFORMING ARTS

The University's cultural and fine arts programs revolve around the \$3.2 million M.B. Seretean Center for the Performing Arts. Music facilities include a 1000-seat concert hall, rehearsal, choral and individual

practice rooms, electronic piano labs and a specially equipped listening lab which houses a library of LP records and tapes. The Center's continental-style University Theatre seats 600.

The Center provides facilities for student productions (musicals, opera, women's choral and men's glee club and jazz ensemble, drama, concerto orchestra and band concerts) and nationally known performers brought to the campus through the Allied Arts Program.

N SPECIAL SERVICES

Professional staff members and trained para-professionals of the Special Services Program provide assistance to students who are unique because of (1) social, economic or cultural background, (2) academic difficulties, and (3) visual, hearing or speech difficulties or other physical handicaps.

Questions about the program should be addressed to Division of Student Affairs, Student Union.

O STUDENT UNION

This traditional center of student activity is in the heart of the campus. Facilities include a men's shop, women's boutique, beauty and barber shops, travel agency, jewelry store, drug store, candy and hobby shop, photo shop, student store, a check-cashing service, bookstore, snack bar, cafeteria, restaurant and an 85-room hotel. A bowling alley, billiards and pool tables, table tennis, card tables and coin-operated games are located in the Union basement.

P THE UNIVERSITY LIBRARY

The OSU Library, containing more than one million volumes, 600,000 microforms, and over 60,000 maps on six floors, occupies a central place in the life of the campus. The primary purpose of the Library is to provide quality resources and services in direct and continuing support of the many and varied academic and research programs of the University. The Library program is implemented with the assistance of a well-qualified and friendly staff which is service oriented.

Students who are new to the campus are encouraged to visit the Library to become acquainted with the resources and the services which are available. An orientation to the Library is provided to new students through the Library's participation in the Alpha Program. Students with questions about the Library are to inquire at the Information Desk on the second floor, where printed guides relating to the organization and use of the Library are available.

Q VETERANS' INFORMATION

OSU welcomes veterans and seeks to provide useful services through several offices, including the Office of Veterans Affairs in 201 College of Business Administration building. Veterans should contact this office before and after enrollment to obtain information about veterans' benefits and programs, assistance in securing eligibility certification, and help in finding local employment.

Veterans and veterans' dependents eligible for educational assistance benefits who are undecided about their educational and/or vocational goals can receive free testing and counseling by contacting the Veterans Administration Counselor, Registrar's Office, Whitehurst Hall.

R VETERINARY MEDICINE

The College of Veterinary Medicine offers courses for selected students, including minorities, leading to the degree of Doctor of Veterinary Medicine (D.V.M.) which is conferred upon students who have successfully completed the four-year professional curriculum.

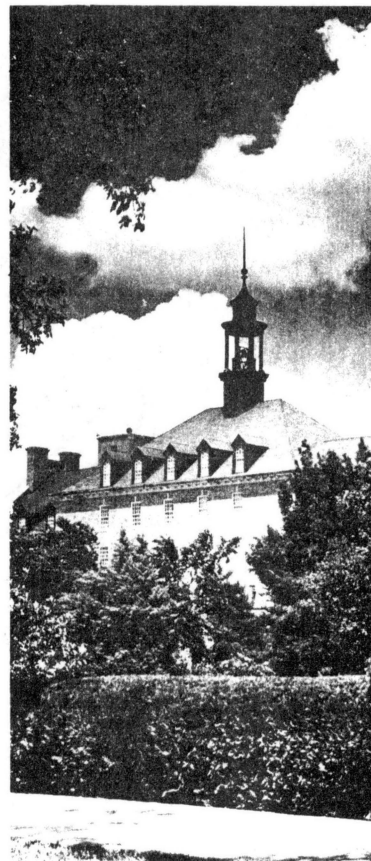
Correspondence concerning admissions information should be addressed to the Admissions Officer, Office of the Dean, College of Veterinary Medicine, Oklahoma State University, Stillwater, OK 74074.

Admission to the College is granted only at the beginning of the first semester of each academic year and enrollment is limited to 60 students. Admission is determined on the basis of pre-professional grades, personal interviews, aptitude tests and recommendations.

Preference is given applicants (including minorities) who are either legal residents of Oklahoma or certified residents of states having contracts with the College. A student must have a minimum grade point average of 2.5 in the required pre-professional courses, determined on a 4.0 basis (A = 4.0), in order for his or her application to be reviewed by the admissions advisory committee.

Combined B.S.-D.V.M. curricula are offered in cooperation with the College of Agriculture and the College of Arts and Sciences, Oklahoma State University. Students desiring such combined courses should write to the Office of the Dean of either college for detailed information about the requirements.

OSU Student Union, below:
The Office of High School & College Relations is located on the 2nd Floor. The visitor parking garage adjoins the south side of the Student Union.



VITA²

Gerald Wagner Eby

Candidate for the Degree of

Master of Science

Thesis: OKLAHOMA STATE--A GUIDE FOR NEW STUDENTS... A FACTOR
ANALYSIS OF PERCEIVED USEFULNESS BY TWO MAJOR
TARGET AUDIENCES

Major Field: Mass Communication

Biographical:

Personal Data: Born in Weslaco, Texas, February 25, 1930, the
son of Mr. and Mrs. Wayne H. Eby.

Education: Graduated from Central High School, Muskogee,
Oklahoma, in May, 1948; received the Bachelor of Arts degree
from Oklahoma State University in 1952, with a major in
journalism; completed requirements for the Master of Science
degree in Mass Communication from Oklahoma State University
in May, 1977.

Professional Experience and Organizations: Public Relations
coordinator for Vance Air Force Base, Enid, Oklahoma, May,
1953 - February, 1954; Public relations representative,
Tulsa (Oklahoma) State Fair, February, 1954 - February,
1955; Head of General University Publications (now
University Publications Services), Oklahoma State University,
since February, 1957. Member, Council for the Advancement
and Support of Education and Sigma Delta Chi, the Society of
Professional Journalists.