



OAKLAND
COMMUNITY
COLLEGE

Sample
Guide to assist
w/ Dental Hygiene

Rough draft

**Oakland Community College
Medical Assisting Accreditation Summary
From Graduate Follow-up Survey (GFS) Data
August 2001 through June 2002**

Preliminary Report

Prepared by:
The Office of Institutional Research
Tammy Tollon

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Table of Contents

Introduction	3
Methodology	3
Summary of Findings	4
Appendix A: Graduate Follow-up Survey	6

Oakland Community College
 Medical Assisting Accreditation Summary – GFS
 June 2004

Graduates were asked to rate their experiences for various facets of OCC's Medical Assisting Program using the following scale: "Poor", "Fair", "Good", "Excellent", and "No Answer". All respondents rated their experiences in the following areas as excellent.

- Quality of lectures (organized and clear);
- Quality of faculty feedback;
- Availability of faculty;
- Level of professionalism of faculty;
- Integration of course work and clinical education
- Quality of laboratory facilities and equipment; and
- Content of lectures (applicable to work).

Graduates were also asked to rate how OCC's Medical Assisting program prepared them for various key elements in their career. The following scale was used "Under prepared", "Somewhat under prepared", "Somewhat prepared", "Well prepared", and "Does not apply". All of the respondents stated they felt "Well Prepared" in the following areas:

Preparing patients for examinations	Documentation of medication administration
Obtaining vital signs	Knowledge of commonly used medication
Obtaining medical history	Knowledge of dietary / nutritional topics
Knowledge of human physiology	Knowledge of medical law
Interaction with clients	Knowledge of medical ethics
Assisting with medical procedures	Use of medical transcription
Performing electrocardiograms	Facilitation of medical billing
Sterilizing medical equipment	Use of universal precautions
Performing venipuncture	Taking the ACSM certification examination

Oakland Community College
Medical Assisting Accreditation Summary – GFS
June 2004

- Two of the respondents are currently working as certified medical assistants.
- Two respondents stated that OCC's medical assisting program adequately prepared them for the medical assisting certification exam.

Summary of Findings

- A total of 3 Medical Assisting students responded to the Graduate Follow-up survey for the 2002 academic year.
- All three of the respondents were female and their ages were 26, 35, and 48 at the time of graduation. ✖

Employment

- Two of the graduates are currently working full time in the Medical Assisting field. One is currently unemployed, not seeking employment.
- When asked about their satisfaction with their OCC degree / certificate, and whether it helped them to advance in their current place of employment,
 - One stated they "strongly agree";
 - One stated "does not apply"; and
 - One did not respond to this question.
- When asked about their satisfaction about whether their OCC degree/certificate helped to better prepare them in their current position,
 - Two replied "strongly agree" and
 - One did not respond to this question.
- When asked if they frequently use knowledge gained from their OCC degree/certificate program in their current job,
 - Two stated they "strongly agree"
 - One did not respond to this question.

Overall Satisfaction with the OCC Medical Assisting Program

Oakland Community College
Medical Assisting Accreditation Summary – GFS
June 2004

- When asked "If you were given the chance to start over again, would you still choose the same OCC program of study?" One respondent said "definitely yes", one said "probably not" and one did not respond to the question.
- All respondents said that they were at least "somewhat satisfied" with their overall experience at OCC.

Preparedness

- For the agreed that they frequently use the knowledge gained from their Medical Assisting education in their current jobs.
- The areas in which respondents felt that they were most prepared were respecting the rights of individuals (4.72/5.00), recognizing the need for and value of educational learning (4.70/5.00), and incorporating Medical Assisting standards (4.61/5.00).¹ They felt less prepared with communicating with other health professionals and culturally diverse people (4.37/5.00), and documenting and communicating data (4.25/5.00). It is important to note that mean scores above 4.00 represent positive scores overall.

Importance² and Satisfaction Ratings of Specific Elements of the OCC Experience

- Respondents considered the overall quality of education and teaching (3.91/4.00), attitude of college staff towards students (3.89/4.00), and the quality of internships (3.87/4.00) the most important aspects of their experience at OCC. They assigned less importance to general education/support courses and personal counseling services.
➤ All of the items were considered at least "somewhat important".
- Respondents were most satisfied with the ease of the registration process (3.83/4.00). courses in their major field. They also expressed satisfaction with their courses in their major field (3.77/4.00) and their level of intellectual growth (3.69/4.00). Medical Assisting graduates were least satisfied with the attitude of staff towards students (3.15/4.00), academic advising by counselors (3.20/4.00), and career planning services (3.21/4.00).

^{1 2} Importance items were rated according to the following 4-point Likert scale: 1=Very Unimportant, 2=Somewhat Unimportant, 3=Somewhat Important, and 4=Very Important.

² Satisfaction items were rated according to the following 4-point Likert scale: 1=Very Dissatisfied, 2=Somewhat Dissatisfied, 3=Somewhat Satisfied, and 4=Very Satisfied.

- Respondents were at least “somewhat satisfied” with all aspects of their experience at OCC.

Employment (continued)

- On average, respondents had been licensed for 9.9 months at the time they completed the survey.
- Respondents indicated that they work an average of 36 hours per week.
- The majority (95% of those currently employed in the Medical Assisting profession) said that they work in an acute hospital or health care setting. The remaining 5% said that they work in a community clinic or health care center. *
- Medical or Surgical Nurses comprise the largest group of respondents (50%), followed by Pediatric (8%) and Maternal Nurses (5%).
- The majority (92%) of respondents stated they are Staff Nurses, while three percent (3%) stated they are Head or Charge Nurses. ✓
- The mean salary reported was \$39,894 per year, while the most frequently reported salary was \$40,000 per year.

CEUs, Professional Memberships

- Almost three-fourths (74%) of respondents have participated in staff development training while 73% participated in educational offerings such as workshops, seminars, or conferences. Nearly two-thirds (61%) have participated in non-academic credit-granting courses.
- Only fifteen percent (15%) of respondents reported that they belong to the Michigan Nurses Association (MNA). Conversely, in 2001, eighty-seven percent (87%) of respondents reported belonging to the Michigan Nurses Association (MNA).

Medical Assisting Subscriptions

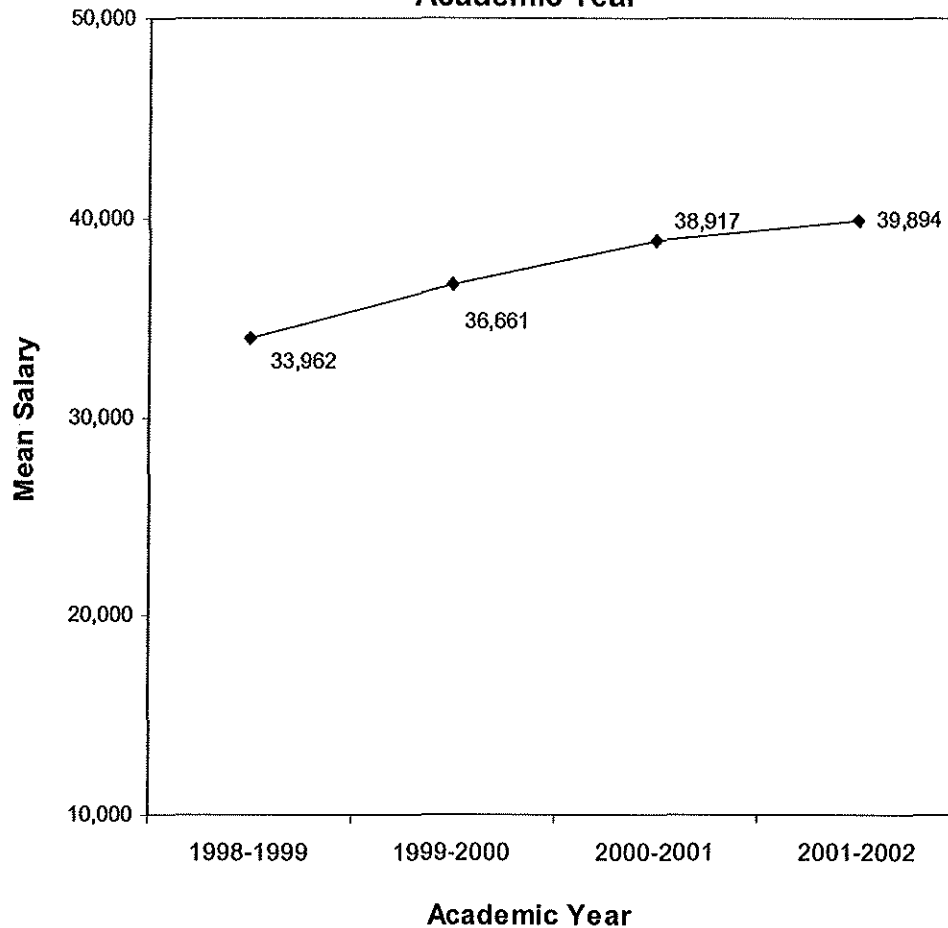
- Forty-three percent (43%) of respondents subscribe to the *Medical Assisting Journal*;
- Forty-two percent (42%) of respondents subscribe to the *American Journal of Medical Assisting (AJN)*; and
- Thirty-two percent (32%) of respondents subscribe to *RN Journal*.

Findings from Graduate Follow-up Survey

Data from the GFS provided several insights into Medical Assisting graduates' personal and professional demographic characteristics, as outlined below:

- The ages of medical assisting graduate respondents in 2001-2002 were 28, 37, and 50 years of age.
- The most of common age of respondents in 2001-2002 was 27 years old.

Mean Annual Salary of Nursing Graduates by Academic Year



- The mean salary of 2001-2002 respondents (who provided salary information) was \$39,894; the most common salary reported was \$40,000. An analysis by academic year revealed that the mean annual salary has steadily increased, from \$33,962 during 1998-1999, to \$39,894 during 2001-2002. Furthermore, the range of salaries has expanded over the same timeframe (from a range of \$15,000 to \$45,000 in 1998-1999, to a range of \$16,000 to \$58,000 in 2001-2002).
 - The average number of hours worked per week for Medical Assisting graduates in 2001 to 2002 was 36 hours.

Oakland Community College
Medical Assisting Accreditation Summary – GFS
June 2004

Students were asked if they would still choose to attend OCC and take the Medical Assisting Program at OCC if given the chance to start school over again.

- The majority of those polled said that they would choose OCC again (92% overall).
- The majority also stated that they would choose the OCC Medical Assisting Program again (81% overall).

Mean Importance Scores

This table displays respondents' mean importance ratings of various aspects of the OCC experience³.

Importance of:	1999- 2000 (N=137)	2000-2001 (N=142)	2001-2002 (N=48)
Overall quality of education	3.86	3.86	3.91
Courses in your major field	3.85	3.86	3.89
Overall level of intellectual growth	3.85	3.76	3.87
Overall quality of teaching	3.83	3.75	3.85
Attitude of college staff toward students	3.79	3.73	3.85
Quality of internships/practical experiences	3.81	3.82	3.84
Classes offered at convenient times	3.77	3.70	3.81
Clarity of program requirements	3.88	3.75	3.76
Overall experience as an OCC student	3.69	3.60	3.74
Ease of general registration process	3.68	3.51	3.68
Overall relationship with faculty	3.58	3.65	3.68
Relevance of coursework to everyday life	3.43	3.51	3.66
Quality of OCC library facilities	3.76	3.68	3.64
Quality of OCC computer facilities	3.72	3.61	3.59
Quality of classroom facilities	3.56	3.46	3.59
Academic advising by counselors	3.46	3.52	3.41
Career planning services	3.39	3.30	3.41
Out of class access to faculty	3.53	3.43	3.40
General education/support courses	3.13	3.19	3.34
Personal counseling services	3.40	3.33	3.20

- In 2001-02, the items rated most important by respondents include the overall quality of their education (3.91/4.00), courses in their major field (3.89/4.00), and the overall level of intellectual growth (3.87/4.00).
- Items with lower importance scores include the importance of personal counseling services (3.20/4.00) and general education courses (3.34/4.00).
- The most significant changes from the previous year's findings included:
 - The importance students placed on the ease of the general registration process increased to 3.68 in 2001-2002 compared to 3.51 in 2000-2001.

³ Importance scores were rated according to the following scale: 1 = Very unimportant; 2 = Somewhat unimportant; 3 = Somewhat Important; 4 = Very Important; 8 = Does Not Apply.

Oakland Community College
Medical Assisting Accreditation Summary – GFS
June 2004

- The most significant changes from the previous year's findings included (continued):
 - The importance students placed on the quality of classroom facilities jumped to 3.59 in 2001 to 2002 compared to 3.46 in 2000-2001.
 - The importance students placed on classes being offered at convenient times raised to 3.81 in 2001-2002 compared to 3.70 in 2000-2001.

It is important to note that any mean score over 3.00 indicates an overall rating of at least "somewhat important."

Oakland Community College
 Medical Assisting Accreditation Summary – GFS
 June 2004

Mean Satisfaction Scores

This table displays respondents' mean satisfaction ratings of various aspects of the OCC experience.⁴

Satisfaction With:	1999- 2000 (N=137)	2000-2001 (N=142)	2001-2002 (N=48)
Ease of general registration process	3.68	3.49	3.83
Courses in your major field	3.81	3.72	3.77
Overall level of intellectual growth	3.81	3.64	3.69
Overall quality of education	3.73	3.65	3.67
Quality of OCC library facilities	3.68	3.52	3.65
Quality of OCC computer facilities	3.62	3.50	3.63
General education/support courses	3.38	3.38	3.56
Relevance of coursework to everyday life	3.44	3.48	3.54
Quality of classroom facilities	3.36	3.23	3.50
Clarity of program requirements	3.51	3.47	3.48
Overall quality of teaching	3.36	3.44	3.48
Overall experience as an OCC student	3.63	3.47	3.45
Quality of internships/practical experiences	3.61	3.43	3.41
Classes offered at convenient times	3.37	3.08	3.39
Out of class access to faculty	3.29	3.19	3.27
Overall relationship with faculty	3.32	3.40	3.27
Out of class access to faculty	3.29	3.19	3.27
Career planning services	3.30	2.93	3.21
Academic advising by counselors	3.21	2.74	3.20
Attitude of college staff toward students	3.24	2.97	3.15

- As the table above illustrates, Medical Assisting students were most satisfied with the ease of the general registration process (3.83/4.00). In addition, they gave high satisfaction ratings to courses in their major field (3.77/4.00) and their overall level of intellectual growth (3.69/4.00) at OCC.
- Respondents were least satisfied with the attitude of college staff toward students (3.15/4.00) and academic advising by counselors (3.20/4.00). It is important to note that any mean score over 3.00 indicates an overall rating of at least "somewhat satisfied".

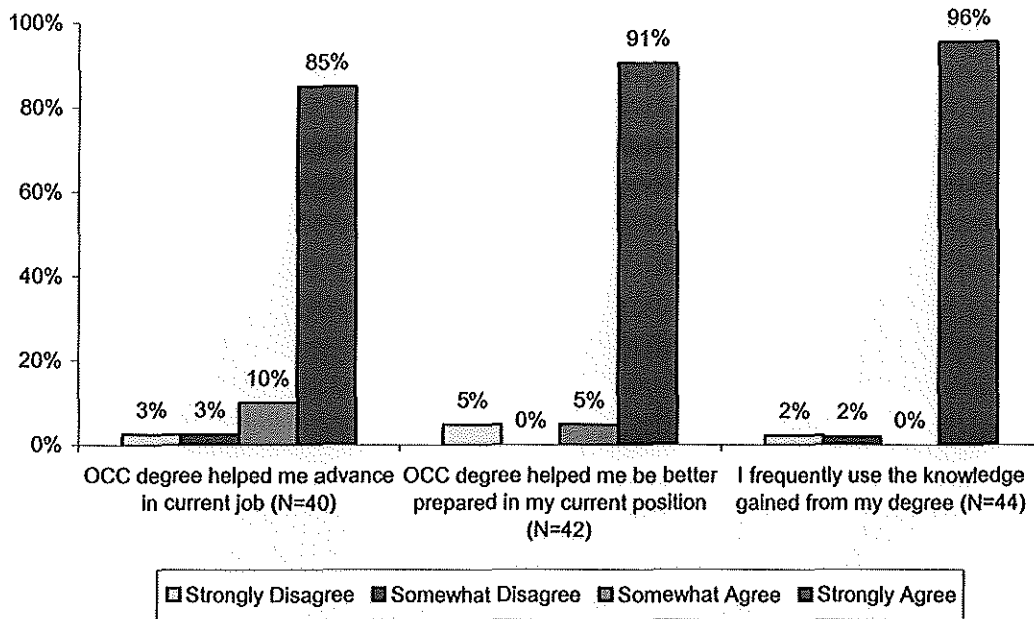
⁴ Satisfaction scores were rated according to a 4-point Likert scale: 1 = Very unimportant; 2 = Somewhat unimportant; 3 = Somewhat Important; 4 = Very Important; 8 = Does Not Apply.

Mean Satisfaction Scores (continued)

- The most significant changes from the previous year findings included:
 - The satisfaction rating regarding the ease of the general registration process jumped to 3.83 in 2001-2002 compared to 3.49 in 2000-2001.
 - The satisfaction rating of students regarding classes being offered at convenient times increased to 3.39 in 2001-2002 compared to 3.08 in 2000-2001.

Graduate Follow-Up Survey

Job Preparation

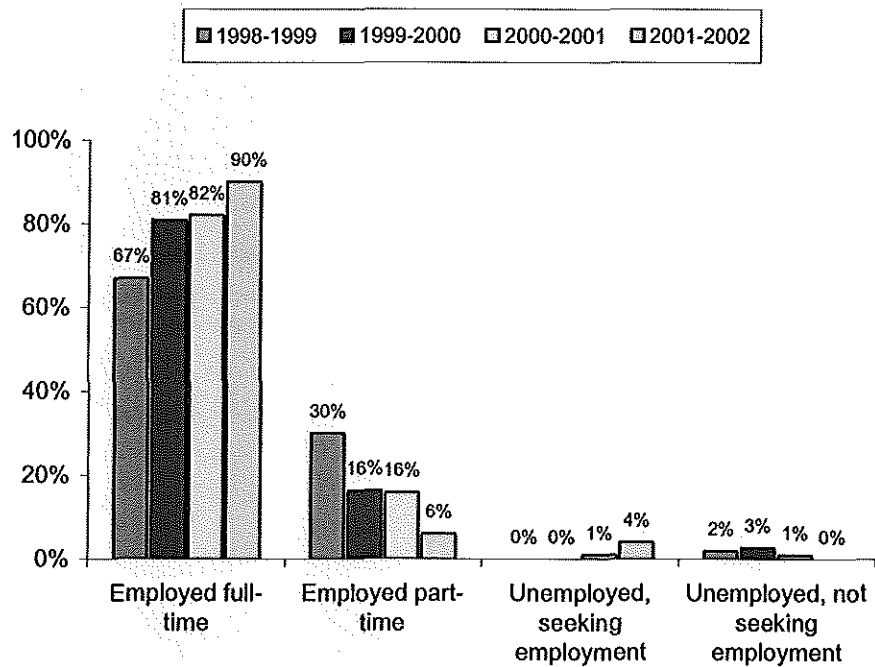


- Most respondents either somewhat or strongly agreed that their OCC degree helped them advance in their current jobs (95%). This is an increase of seven percent from the 2000-2001 academic year findings.
- The majority (91%) of respondents indicated that their OCC degree helped them to be better prepared in their present positions.⁵
- Almost all of the respondents (96%) strongly agreed that they frequently used the knowledge gained from their Medical Assisting degree in their current jobs. This is a ten percent increase from the 2000-2001 academic year findings.

⁵ See Appendix B (Table 6, page for a breakdown regarding specific job preparedness skills by academic year.

Graduate Follow-Up Survey (Continued)

Employment Status

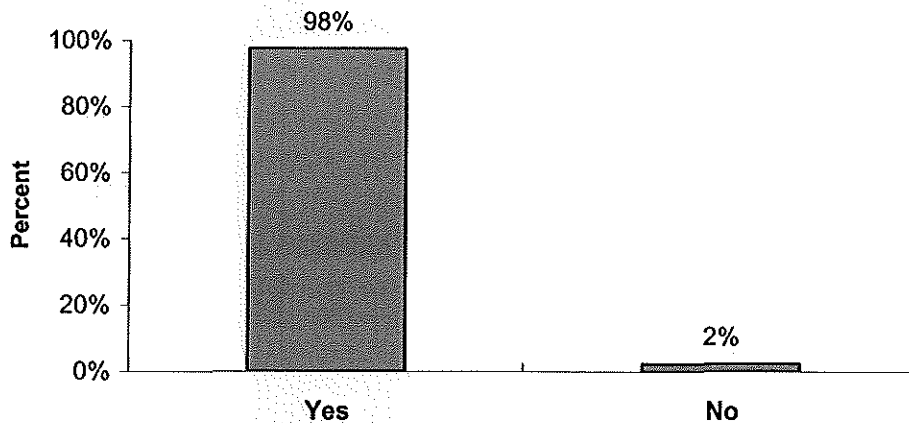


- The majority (90%) of 2001-2002 Medical Assisting alumni were working full-time when they completed the GFS Survey. The number of those working part-time has decreased from 30% in 1998-1999 to 6% in 2001-2002.
- Only four percent (4%) of Medical Assisting alumni reported being unemployed, seeking employment.

Findings from the Medical Assisting Supplemental Survey

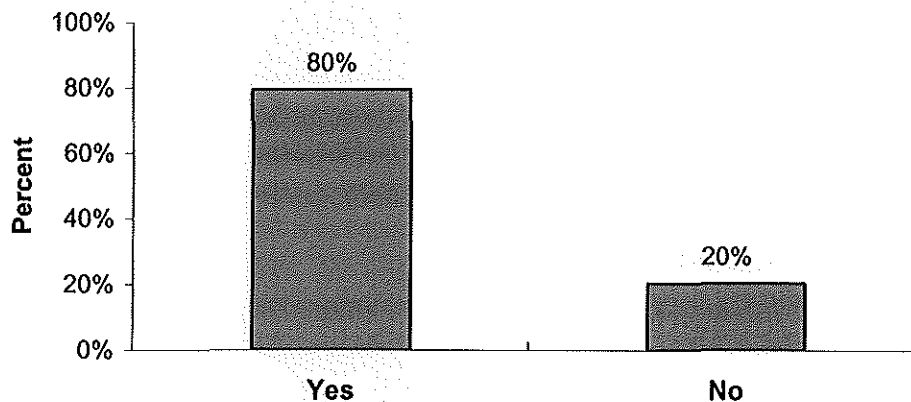
Current Employment Data⁶

Are You Currently Employed in the Nursing Profession? (N=40)



- Nearly all respondents (98% overall) stated that they are employed in the Medical Assisting profession.

First Nursing Job? (N=39)

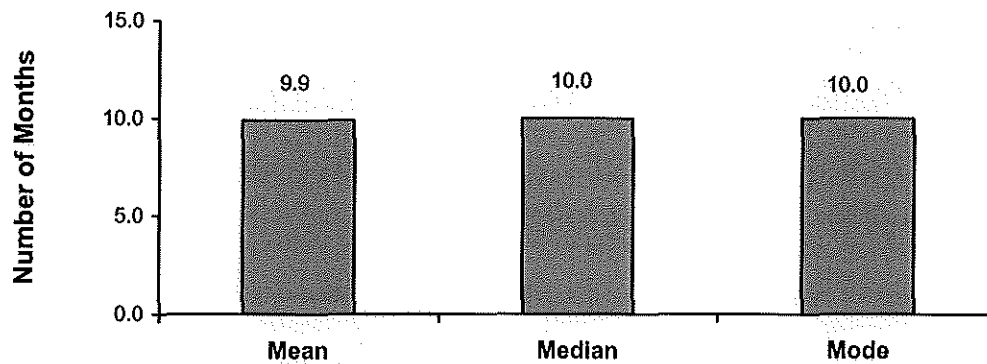


⁶ Note: See Appendix B for an analysis of employment data for several academic graduation years. It is important to note that the sample size for 2001-2002 is relatively small (N=48). Consequently, differences between 2001-2002 data and data pertaining to other academic years may be due to small sample size, rather than to actual changes in the Medical Assisting student body.

- Eighty percent (80%) of respondents who indicated that they worked in the Medical Assisting profession stated that this was their first Medical Assisting position.

Supplemental Survey Findings (Continued)

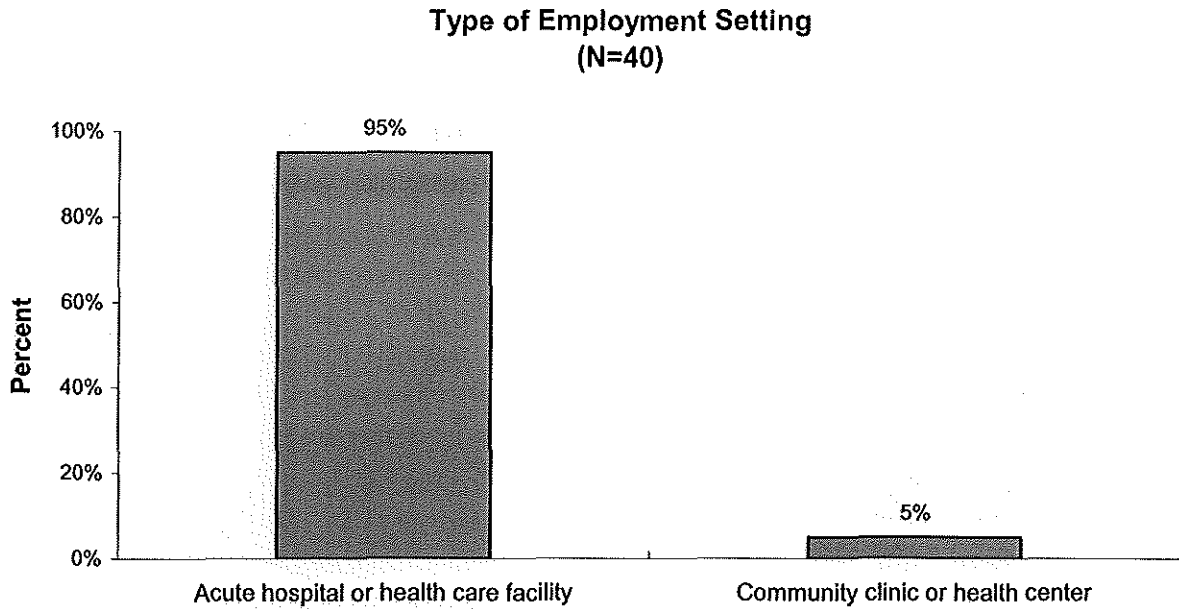
How Many Months Have You Been a Licensed Nurse?
(N=40)



- On average, respondents had been licensed for 9.9 months at the time they completed the Graduate Follow-up Survey. The median and modal lengths of time were both ten months.⁷

⁷ It is important to note that surveys were administered ten months following student graduation from the Medical Assisting program.

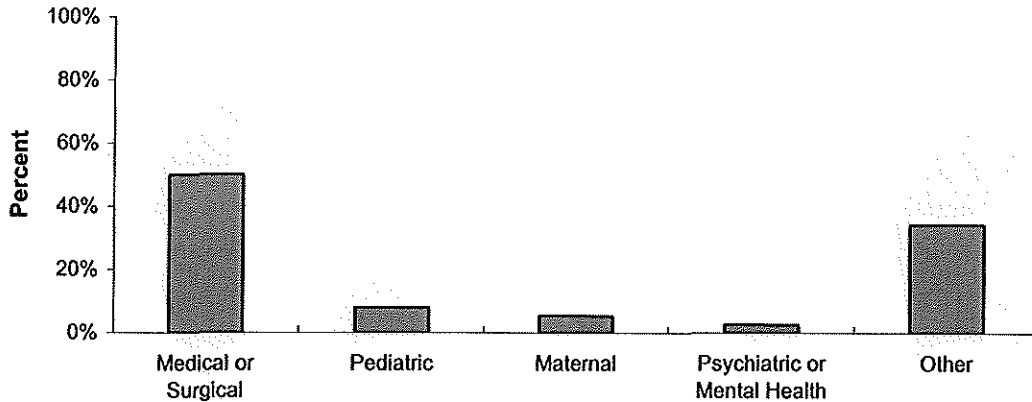
Supplemental Survey Findings (Continued)



The majority (95%) of respondents employed in the Medical Assisting profession stated that they work in an acute hospital or health care setting. The second largest group of respondents indicated that they work in a community clinic or health care center (5%).

Supplemental Survey Findings (Continued)

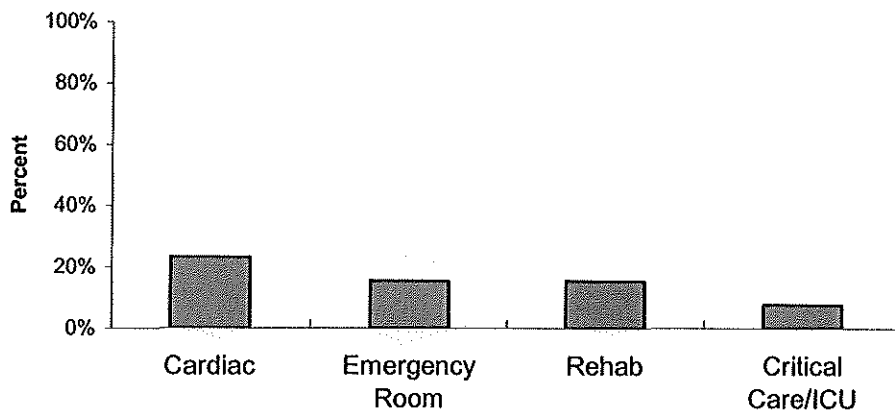
Focus of Current Practice (N=38)



- Medical or Surgical Nurses comprise the largest group of respondents (50%), followed by Pediatric (8%) and Maternal Nurses (5%).

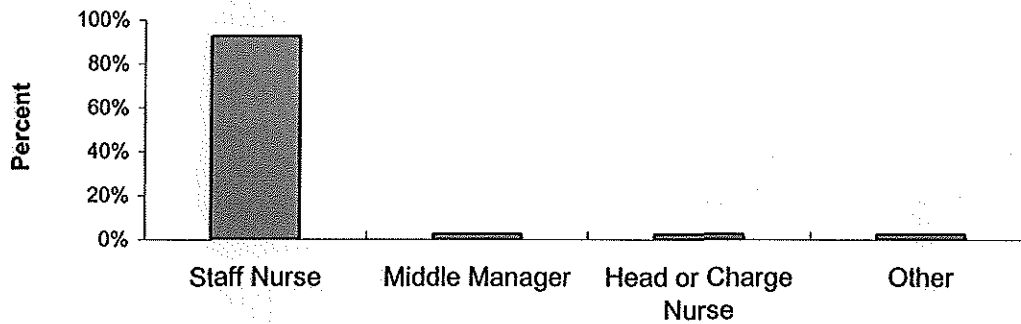
Respondents indicating type of focus as "other" indicated they were employed in the following types of practices:

Focus of Other Types of Practice (N=13)



Supplemental Survey Findings (Continued)

Current Job Title (N=40)

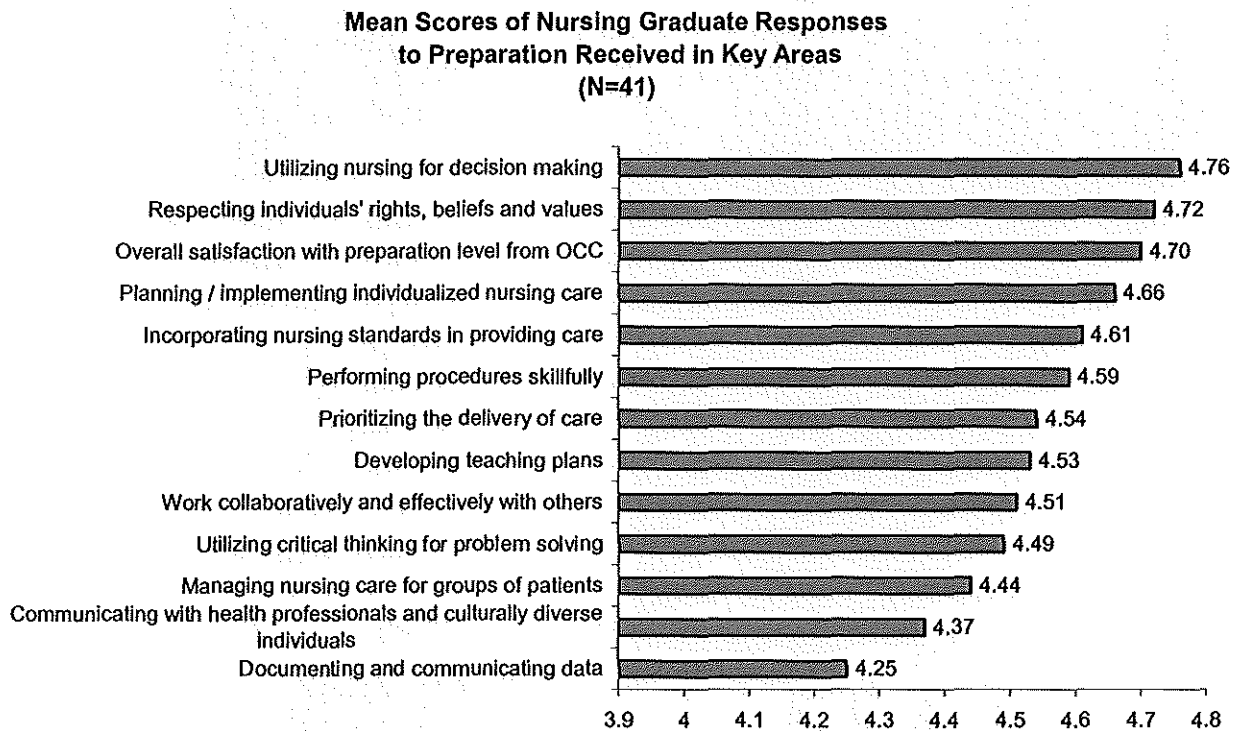


- Most (93%) respondents indicated that they are Staff Nurses, while 3% indicated they are Middle Managers, and Head or Charge Nurses.

Supplemental Survey Findings (Continued)

Job Preparation Skills⁸

The GFS Medical Assisting Supplemental Survey asked graduates to evaluate the preparation they received from OCC in several key areas. A five-point Likert scale was utilized with 1=Very Poor; 2=Somewhat Poor; 3=Neither Poor nor Good; 4=Somewhat Good; and 5=Very Good. Following are the mean scores of graduates' responses:

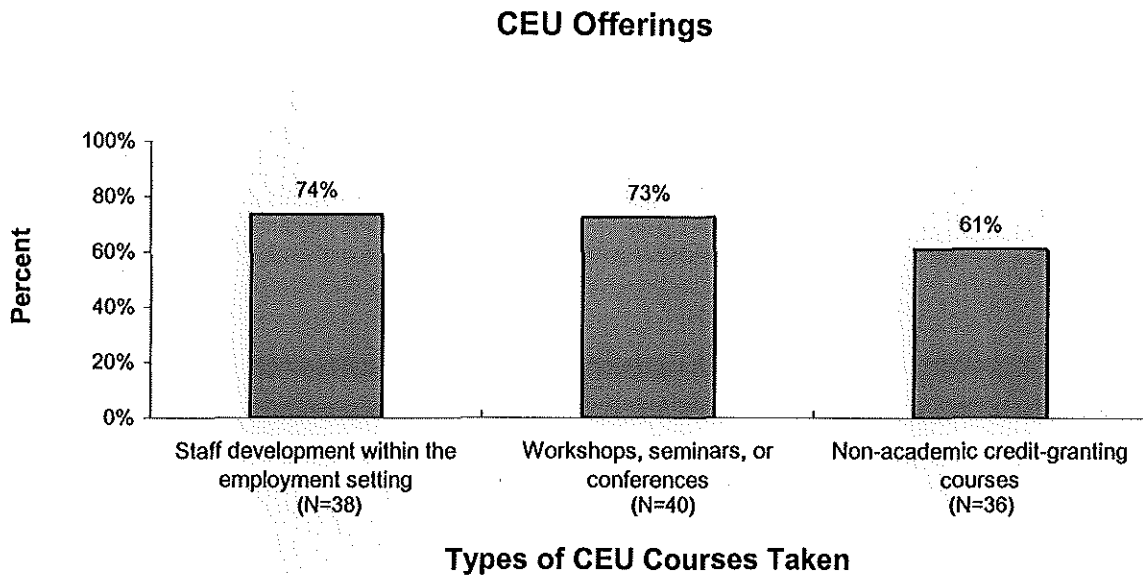


- Upon graduation from OCC's Medical Assisting program, students stated they were most prepared in utilizing Medical Assisting for decision making (4.76/5.00) and in respecting the rights of individuals (4.72/5.00). They felt the least prepared in documenting and communicating data (4.25/5.00) and in communicating with health professionals and culturally diverse individuals (4.37/5.00). It is important to note that mean scores above 4.00 represent positive scores overall.

⁸ See Appendix A – Table 6 for a breakdown by academic year.

Supplemental Survey Findings (Continued)

CEUs, Professional Memberships and Medical Assisting Subscriptions⁹

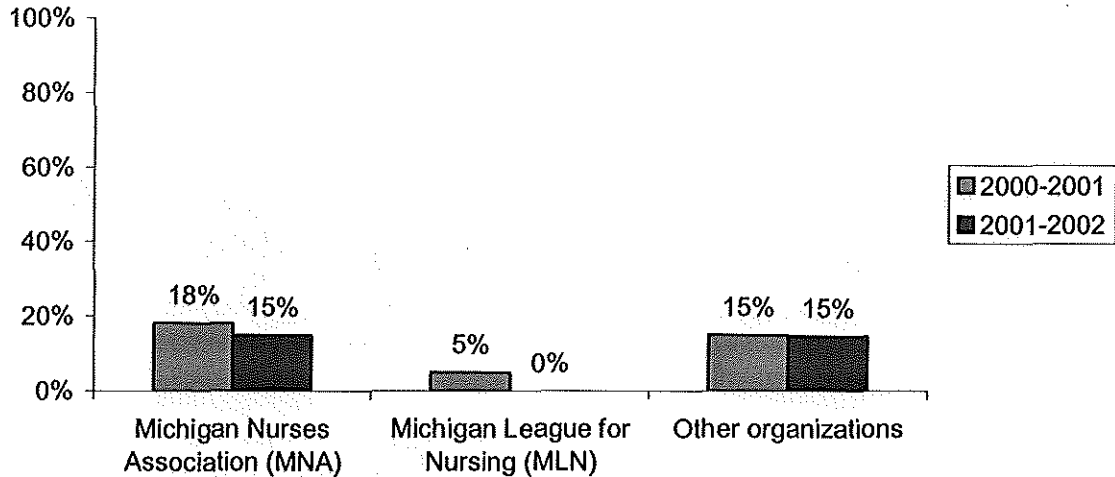


- Almost three-fourths of respondents have participated in staff development training (74%) and workshops, seminars, or conferences (73%).
- Almost two-thirds (61%) of respondents have participated in non-academic credit-granting courses.

⁹ See Appendix A – Table 6 for a breakdown regarding specific job preparedness skills by academic year.

Supplemental Survey Findings (Continued)

Do You Belong to the Following Professional Organizations?
Percent Responding "Yes" (N=41)

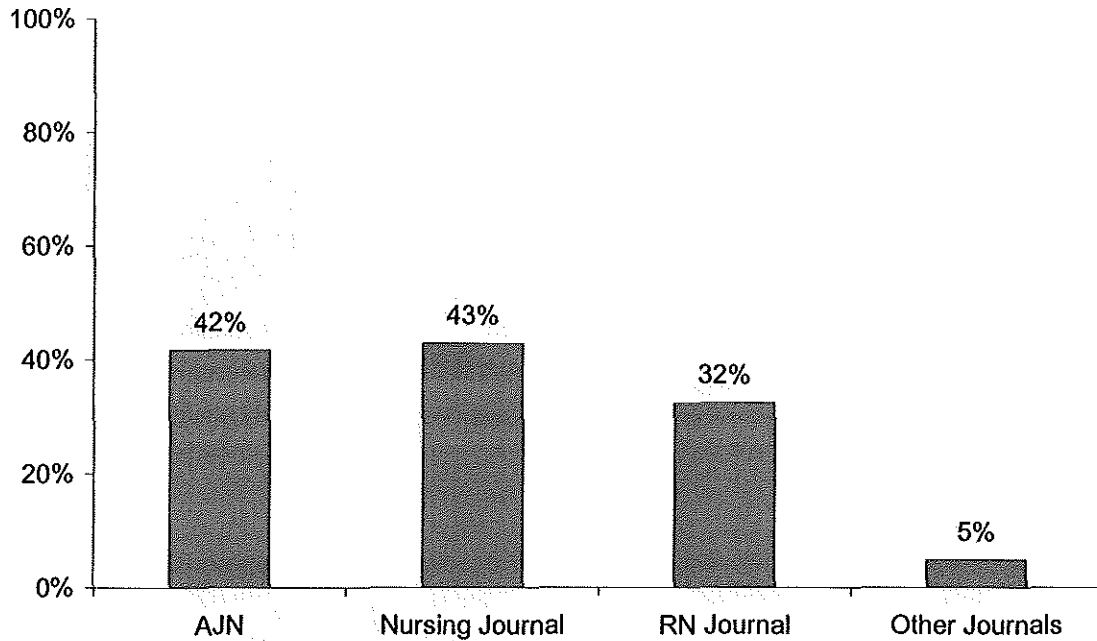


- Fifteen percent (15%) of Medical Assisting graduates in the academic year of 2001-2002 reported belonging to the Michigan Nurses Association (MNA).
- Fifteen percent (15%) of respondents said that they belong to other Medical Assisting organizations. The organizations cited were widely varied and included: American Association of Critical Care Nurses (AACN), Black Nurses Association (BNA), and the Mary Mahoney Practical Nurses Association.

Supplemental Survey Findings (Continued)

Do you subscribe to the following Medical Assisting journals?

**Percent responding "Yes"
(N=39)**



- Nearly half of the Medical Assisting graduates subscribe to the *American Journal of Medical Assisting* (42%) and the *Medical Assisting Journal* (43%). The *RN Journal* is read by slightly more than one-third (32%) of respondents.
- Other journals mentioned included the *Critical Care RN Journal* and the *Medical Assisting 2000 Journal*.

Appendix A

Supplemental Survey Selected Responses by Academic Year

Table 4: Frequency Distribution of Responses to Employment Questions				
	Academic Year			
	1998-1999	1999-2000	2000-2001	2001-2002
Employed in Medical Assisting Profession?				
Total N	105	70	28	48
No	2.9%	2.9%		2.4%
Yes	97.1%	97.1%	100.0%	97.6%
Total Percent	100.0%	100.0%	100.0%	100.0%
First Medical Assisting Job?				
Total N	100	68	28	39
No	22.0%	17.6%	46.4%	20.5%
Yes	78.0%	82.4%	53.6%	79.5%
Total Percent	100.0%	100.0%	100.0%	100.0%
Number of Months as a Licensed Nurse¹⁰				
Total N	100	70	28	40
1-6 Months	24.0%	10.3%	17.9%	18.3%
7-12 Months	72.0%	89.7%	67.9%	77.7%
13 or Greater Months	4%		14.2%	4%
Total Percent	100%	100%	100%	100%
Type of Work Setting				
Total N	101	68	28	40
Acute hospital or health care facility	78.2%	88.2%	78.6%	95.0%
Long-term hospital or health care facility	8.9%	2.9%	10.7%	0%
Community, clinic or health center	1.0%		3.6%	5.0%
Community home health agency			3.6%	0%
Temp agency pool for home healthcare	3.0%	2.9%	3.6%	0%
Doctor's office	3.0%	1.5%		0%
Other setting	5.9%	4.4%		0%
Total Percent	100.0%	100.0%	100.0%	100.0%
Focus of Current Practice				
Total N	97	65	26	38
Medical or surgical	46.4%	46.2%	50.0%	50.0%
Gerontology	7.2%		7.7%	0%
Maternal	4.1%	12.3%		5.3%
Psychiatric or mental health	3.1%			2.6%
Pediatric	7.2%	9.2%		7.9%
Other	32.0%	32.3%	42.3%	34.2%

¹⁰ Respondents answered this question approximately 10-12 months following graduation.

Oakland Community College
 Medical Assisting Accreditation Summary – GFS
 June 2004

<i>Total Percent</i>	100.0%	100.0%	100.0%	100.0%
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Appendix A

Table 5: Frequency Distribution of Responses to Employment Questions (cont.)				
	Academic Year			
	1998-1999	1999-2000	2000-2001	2001-2002
Current Job Title				
Total N	99	67	27	48
Staff nurse	88.9%	97.0%	100.0%	92.5%
Middle manager	2.0%			2.5%
Head or charge nurse	6.1%	3.0%		2.5%
Other	3.0%			2.5%
<i>Total Percent</i>	100.0%	100.0%	100.0%	100.0%

Oakland Community College
 Medical Assisting Accreditation Summary – GFS
 June 2004

Job Preparation Skills were rated according to the following 5-point Likert scale: 1=Very Poor; 2=Somewhat Poor; 3= Neither Poor nor Good; 4=Somewhat Good; and 5=Very Good.

Table 6: Job Preparation Skills								
	Academic Year							
	1998-1999		1999-2000		2000-2001		2001-2002	
	Mean	N	Mean	N	Mean	N	Mean	N
How did program prepare for decision-making?	4.64	105	4.77	69	4.36	28	4.76	40
How did program prepare for prioritizing delivery of care?	4.55	104	4.73	70	4.54	28	4.54	41
How did program prepare with ability to plan and implement individualized care?	4.57	104	4.74	69	4.43	28	4.66	41
How did program prepare you for doing skills/procedures skillfully?	4.47	105	4.79	70	4.64	28	4.59	41
How did program assist you to communicate & document data?	4.36	101	4.50	70	3.50	28	4.25	40
How did program prepare critical thinking for problem solving?	4.48	103	4.67	70	4.43	28	4.49	41
How did program prepare you to communicate with other health professionals and culturally diverse people?	4.36	104	4.43	70	4.14	28	4.37	41
How did program prepare you to respect others rights, beliefs, and values?	4.73	104	4.87	70	4.68	28	4.72	40
How did program prepare you to develop a teaching plan with individuals/families?	4.30	104	4.57	70	4.36	28	4.53	40
How did program prepare you to collaborate/work effectively with team members?	4.53	105	4.51	70	4.39	28	4.51	41
How did program prepare you in recognizing the need and value for educational learning?	4.71	104	4.71	70	4.50	28	4.70	40
How did program prepare you to manage the care of a group of patients?	4.30	105	4.42	69	4.19	26	4.44	41
How did program prepare you with incorporating Medical Assisting standards?	4.60	105	4.76	70	4.54	28	4.61	41
Overall, rate how prepared the program made you.	4.54	104	4.74	69	4.43	28	4.70	40

Oakland Community College
 Medical Assisting Accreditation Summary – GFS
 June 2004

Table 7: CEUs, Professional Memberships and Medical Assisting Subscriptions				
Non-academic Credit-Granting Courses?	1998-1999	1999-2000	2000-2001	2001-2002
Total				
No	68.5%	64.6%	48.1%	38.9%
Yes	31.5%	35.4%	51.9%	61.1%
<i>Total Percent</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>
Staff Development	1998-1999	1999-2000	2000-2001	Total
Total				
No	35.1%	27.3%	25.0%	26.3%
Yes	64.9%	72.7%	75%	73.7%
<i>Total Percent</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>
Workshops, Seminars, or Conferences?	1998-1999	1999-2000	2000-2001	Total
Total				
No	53.2%	41.5%	37.0%	27.5%
Yes	46.8%	58.5%	63.0%	72.5%
<i>Total Percent</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>
Belong to MNA?	1998-1999	1999-2000	2000-2001	Total
Total				
No	92.9%	79.4%	81.5%	85.0%
Yes	6.1%	20.6%	18.5%	15.0%
<i>Total Percent</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>
Belong to MLN?	1998-1999	1999-2000	2000-2001	Total
Total				
No	97.9%	96.7%	85.7%	100%
Yes	2.1%	3.3%	14.3%	0%
<i>Total Percent</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>
Belong to Other Organizations?	1998-1999	1999-2000	2000-2001	Total
Total				
No	87.8%	80.0%	81.8%	85.4%
Yes	12.2%	20.0%	18.2%	14.6%
<i>Total Percent</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>
Subscribe to AJN Journal?	1998-1999	1999-2000	2000-2001	Total
Total				
No	64.2%	64.1%	76.9%	58.3%
Yes	35.8%	35.9%	23.1%	41.7%
<i>Total Percent</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>
Subscribe to RN Journal?	1998-1999	1999-2000	2000-2001	Total
Total				
No	77.6%	79.3%	65.4%	67.6%
Yes	22.4%	20.7%	34.6%	32.4%
<i>Total Percent</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>