



OAKLAND
COMMUNITY
COLLEGE

Memo

To: Schedule Review Committee (see distribution list)

From: Martin A. Orlowski, Director,
Institutional Planning & Analysis

Subject: Schedule of Classes Focus Group Report

Date: October 4, 1995

The Office of Institutional Planning & Analysis has prepared the attached report which illustrates findings from three focus group sessions held to review the Schedule of Classes. A total of 19 OCC students participated in the three sessions. In general, we found that students were eager to provide input into how the Schedule of Classes could be improved.

Once you have the opportunity to review the report, we would value the opportunity to discuss these findings with you in greater detail. Do not hesitate to contact Caitlin Hawkins (facilitator) or myself at 7746.

Attachment: Schedule of Classes Focus Group Report

pc: C. Hawkins
D. Jaksen

Oakland Community College
Schedule of Classes
Focus Group Report

Introduction

During August and September 1995, the Office of Planning & Analysis conducted a series of student focus groups on the OCC Schedule of Classes. Designed to gather detailed student input on the ways in which this document could be modified to better meet their needs, the sessions included 4-9 students and one facilitator. These sessions were held on the Orchard Ridge, Auburn Hills, and Royal Oak campuses.

Methodology

For each focus group, a sample of students was selected to discuss the current schedule with the time, date and location of the session. Potential students received an invitation and a follow-up telephone call explaining the purpose of the session. All students confirmed that they would attend. Actual attendance was: Orchard Ridge: 6, Auburn Hills: 9, and Royal Oak: 4.

Session issues were identified by the Schedule Review Committee. The following topic questions by the facilitator. With the consent of all participants, the following information is being reported for reporting purposes.

OR + AH: subject listing
better than campus

RO: no preference

Summary of Results

The following summary is organized around the questions posed to participants during the discussion. With the exception of instances where quotation marks appear, student responses are paraphrased.

#1: *Would it be better to arrange the schedule of classes by subject area, or is the current listing by campus satisfactory?*

Participants were given a mock OCC schedule in which classes were listed by subject area and asked to compare this format to the current schedule of classes. The majority of participants in the Orchard Ridge and Auburn Hills sessions agreed that arrangement by subject area would be easier to use. Most felt that this arrangement would allow them to more easily find a particular class at a certain time. A few students felt that the current arrangement is easier to use, noting that they are able to take classes only at a certain campus and that for this reason the arrangement by campus is preferable. Students in the Royal Oak session did not prefer one format over the other. While they recognized the advantages of each format, participants felt that both arrangements would be equally easy to use.

#2: *How do you feel about the use of the "STAFF" listing in the schedule of classes?*

In the Orchard Ridge and Auburn Hills sessions, all participants expressed frustration with the use of the "STAFF" listing. In many instances, these students are looking for a class taught by a specific instructor. Several noted that they have often decided to enroll in a particular instructor's section, even if it has meant rearranging work schedules or driving to a different campus. All felt that the "STAFF" listing does not give students enough information to make registration decisions.

Participants made a number of suggestions as to how the "STAFF" listing problem could be improved. Some wondered whether it would be possible for the college to establish a "hot-line" which students could call for the latest information on whether an instructor had yet been assigned to a particular class. On a related note, others suggested that the college make available more information about instructors' credentials. Information on full-time faculty is published in the college catalog, but several students reported that it is difficult to find comparable information on adjuncts.

Most of the students in the Royal Oak session were not bothered by the current "STAFF" listing in the schedule of classes. Because three of them were new to OCC this semester, they did not feel that knowing the name of a particular instructor would help them decide whether to take a particular class. However, they acknowledged that additional information about the instructor might have helped them if they already had some knowledge of the program or course.

#3: How does the OCC schedule of classes compare to others?

When asked to compare OCC's Schedule of Classes to the schedules of other institutions, participants in all three sessions noted that OCC's document is relatively clear, the format is simple, and the information is well-organized. However, footnotes are often confusing, but agreed that this information should be included. Specific suggestions for improvement are noted below:

- EMU's schedule of classes lists the course name and number in regular type below. Participants felt that this format is better than the current format.
- A number of institutions use bold lines between departmental listings on the page. Participants noted that schedules employing this method were easier to read than those that provided no visual "break" between departmental listings.
- MSU includes a bookstore order form with the schedule of classes, allowing students to pre-order books to be picked up at the start of the semester. This saves both the student and the bookstore staff time.
- Other institutions include a detailed academic calendar, often in color, with the schedule of classes. This calendar could include registration, payment, holiday and exam information for the entire semester or academic year.
- Most other schools have chosen to present their schedule of classes in an 8.5 X 11 format rather than newspaper style OCC uses. Participants feel that this magazine style is less awkward to use, particularly when flipping back and forth between pages.

#4: Are there any pieces of information missing from OCC's Schedule of Classes which you feel should be included?

One participant who has worked as a student employee in OCC's counseling office noted that international students frequently call with questions about the procedures they need to go through to register for classes. It was suggested that OCC devote a section of the schedule to instructions for international students. Other participants noted that the college might consider printing in the schedule a welcome notice in several different languages, or even printing foreign language editions of the schedule if international student populations were justifiably large. An international student participant also noted that it would be helpful if the schedule of classes included more information on IIC programs and services.

Generally good
footnotes confusing
suggestions:
visual "breaks"
8 1/2 x 11 mag. style

Several participants noted that the schedule could print the frequently called phone numbers--counseling, records, registration, business office, etc--more prominently in the schedule.

A number of participants noted that information on bookstore hours, child care options, and counseling procedures is not readily available. Often, students find that they need this information for those who participate in touchtone registration is important.

#5: Putting yourself in the position of a new student of Classes?

Most agreed that OCC's schedule of classes is reasonably easy to use. Several participants in the Orchard Ridge and Auburn Hills sessions noted that the schedule would be more useful if available earlier. For example, mailing the fall and winter schedules together during the summer term would allow students to plan in advance for work and child care scheduling.

Special courses--such as telecourses, one-week classes, and off-campus courses--should be listed separately as well as within the regular schedule. In all three sessions, students reported that it is difficult to find these classes when they are included in the regular listings.

Participants agreed that making the schedule of classes available through other media--whether on-line or on community access cable television--would be beneficial. Several mentioned that doing so would allow the college to include additional information at a relatively low cost. For example, an electronic version could include more detailed faculty credentials as well as syllabus information for individual classes. However, most participants expressed concern that those without access to computers would be at a disadvantage. In general, participants are satisfied with the current printed version of the schedule.

Conclusion

Most participants felt that organizing the schedule of classes by discipline or department rather than the current arrangement by campus would have distinct advantages. Particularly for those who are more concerned with finding a specific class offered at a specific time and able to travel to any campus, the arrangement by discipline is preferable. However, for those students who are only able to take classes at a specific campus, the current arrangement has certain advantages.

Participants agreed that OCC's current schedule of classes compares favorably to those from other institutions. Overall, it is easy to read and understand, although there are a number of specific changes which would improve the document.

make available earlier
special courses listed separately
use

bookstore
classes.
cularly
place is
chedule

**Course Selection Survey
Summary of Results***

Taking classes on a specific campus

Major influence	47.6
Minor influence	33.4
No influence	19.0

Taking a class from a specific instructor

Major influence	14.0
Minor influence	30.1
No influence	55.4

Taking classes at a certain time of day

Major influence	61.3
Minor influence	26.7
No influence	12.0

Awareness of course notes

Yes, aware	37.8
No, not aware	61.8

Taking classes on a certain day of week

Major influence	27.4
Minor influence	41.6
No influence	30.9

Profile of Respondents:

*Gender: 65% Female
35% Male*

*Race: 74% White
12% African-American
8% Asian*

Taking a specific class

Major influence	83.8
Minor influence	11.7
No influence	4.5

**Data from survey of 401 students
registering for classes June 1996*

Taking a class within a specific
department/discipline

Major influence	42.6
Minor influence	27.1
No influence	30.3

Schedule of Classes Focus Group
Oakland Community College

Script for phone calls:

My name is _____ and I'm calling from Oakland Community College. A few days ago, you probably received a letter from us inviting you to participate in an upcoming focus group on OCC's schedule of classes. Did you get this letter?

If they have received the letter: The reason for my call today is to extend this invitation to you again, and to find out whether you will be able to participate. As the letter mentioned, the session will be held **Monday, September 18, on the Royal Oak campus, from 2:45 to 4:00, in B-117.** Will you be able to join us for the session?

If they have not received letter: Let me tell you a little about the focus group. A focus group is a way for the college to get detailed student input on ways to improve our services to you. We have invited a number of students (5-10) to participate in a group discussion on OCC's schedule of courses in order to get student input on how this publication can be improved. The discussion will be held **Monday, September 18, on the Royal Oak campus, from 2:45-4:00, in B-117.** We will provide refreshments, and you will receive a \$20.00 voucher for use in any OCC bookstore. Will you be able to join us for this session?

If they say they will attend: Great! We will plan to give you a call next week to remind you about the time and location of the session. If you have any questions about the session between now and then, you can reach us at (810) 471-7746. Also, if you cannot make the session, please let us know in advance. We look forward to seeing you on the ~~14th.~~ *18th.*

If they cannot attend: I'm sorry you won't be able to participate, since students usually enjoy participating in these sessions. If you're interested, we'll try to reach you for another session in the future.

If they seem unsure: **Try to convince them! Tell them that students usually enjoy participating in these sessions, that the information will only be used to improve the course schedule, and that their names will not be used. Remind them about the refreshments and the bookstore voucher.**



OAKLAND
COMMUNITY
COLLEGE

Orchard Ridge Campus
27055 Orchard Lake Road, Farmington Hills, MI 48334-4579

(810) 471-7500 Fax:(810) 471-7544

September 1, 1995

Katerina Golbiw
1901 Washington
Birmingham, MI 48009-4159

Dear Katerina,

As an OCC student, you may be aware that the College is committed to making an ongoing effort to improve our programs and services. In the past, we have sought and used student input to improve areas such as registration and the student handbook. Currently, we are looking for specific ways to improve the schedule of classes. To do so, we need your help.

We would like to invite you to participate in a focus group session designed to gather student input on the schedule of classes. The focus group will be an informal discussion led by a staff member from the Office of Planning & Analysis, and will include approximately 10-15 other students. We have chosen this discussion format because our conversations with students often provide us with very detailed and useful information about making improvements. **The session will be held September 18 on the Royal Oak campus from 2:45 to 4:00 in room B-117.**

In return for your participation in the session, you will receive a \$20.00 voucher for use in any OCC bookstore. We will also provide refreshments during the session. Our conversation will last 1-1.5 hours, and will be held during the day in a campus conference room. There is no preparation or "homework" involved.

In the next few days, a staff member from our office will be contacting you with more details about the focus group. We hope you will be able to attend and look forward to meeting you at the session.

Sincerely,

Martin Orlowski, Director
Institutional Planning and Analysis

Course Schedule Focus Group Questions

1. Would it be better to arrange the classes by subject, or it the current format (arranged by campus) OK? Why or why not? (ability to take classes away from home campus a factor or not?)
2. How do you feel about using the "STAFF" listing for ~~adjuncts~~?
3. Compare the OCC schedule to the others--which do you find easier to use? Why?
4. How often do you need to find information in the footnotes? Are they easy to use or not?
5. Thinking back on your own experience with the OCC schedule,(and with others) are there any changes you would make? Are there pieces of information missing which should be included/excluded from the schedule to make it easier to use?
6. Trying to put yourself in the position of a new student, what are the pros and cons of the course schedule?

Chris:

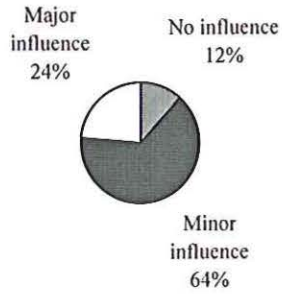
Here are the focus group questions.
let me know if you have other
suggestions.

Thanks
Caitlin

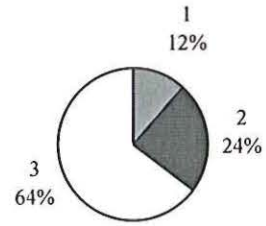
Post-it™ Fax Note	7671	Date	# of pages ▶
To	Chris Peacco	From	Caitlin Hawkins
Co./Dept.	DO	Co.	Planning/Anal.
Phone #		Phone #	77416
Fax #	1841	Fax #	

College Guest Students

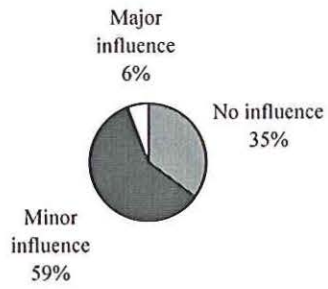
Taking classes at a specific campus



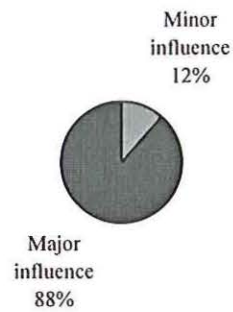
Taking classes at a certain time of day



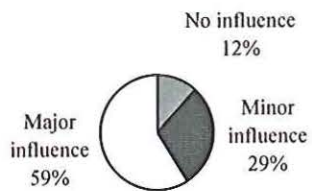
Taking classes on a certain day of week



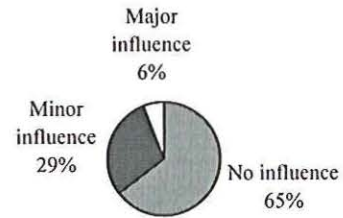
Taking a specific class



Taking a class in a specific department



Taking a class from a specific instructor



Preceding task required .82 seconds elapsed.

```
-> FREQUENCIES  
->   VARIABLES=status entry .
```

Memory allows a total of 18,724 values accumulated across all variables.
There may be up to 2,340 value labels for each variable.

This software is functional through August 31, 1997.

```
-> GET
-> FILE='I:\SRS\SU96\MASTER.SYS'.
```

File i:\srs\su96\master.sys

This is an SPSS/PC+ system file created on 19-JUL-96 at 10:06:46.

It contains 26 variables and 1305 cases.

Label: SPSS/PC+

```
-> EXECUTE .
```

Preceding task required .17 seconds elapsed.

```
-> GET
-> FILE='I:\SRS\SU96\SURVEY.SAV'.
```

File i:\srs\su96\survey.sav

Label: SPSS/PC+

Created: 22 Jul 96 14:54:20 - 28 variables and 1,306 cases

```
-> EXECUTE .
```

Preceding task required .00 seconds elapsed.

```
-> SAVE TRANSLATE OUTFILE='I:\SRS\SU96\MASTER.SYS'
-> /TYPE=PC /MAP /REPLACE /COMPRESSED.
```

Data written to i:\srs\su96\master.sys.

28 variables and 1306 cases written.

Variable: SURVEY	Type: Number	Width: 8	Dec: 0
Variable: SSN	Type: Number	Width: 9	Dec: 0
Variable: CAMPUS	Type: Number	Width: 8	Dec: 0
Variable: DAY	Type: Number	Width: 8	Dec: 0
Variable: WEEK	Type: Number	Width: 8	Dec: 0
Variable: CLASS	Type: Number	Width: 8	Dec: 0
Variable: DEPART	Type: Number	Width: 8	Dec: 0
Variable: INSTRUCT	Type: Number	Width: 8	Dec: 0
Variable: COURSENO	Type: Number	Width: 8	Dec: 0
Variable: USE	Type: Number	Width: 8	Dec: 0
Variable: VAR00003	Type: Number	Width: 8	Dec: 2
Variable: PROGRAM	Type: String	Width: 3	
Variable: GENDER	Type: Number	Width: 1	Dec: 0
Variable: RACE	Type: Number	Width: 1	Dec: 0
Variable: REASON	Type: Number	Width: 1	Dec: 0
Variable: YY	Type: Number	Width: 2	Dec: 0
Variable: MM	Type: Number	Width: 2	Dec: 0
Variable: DD	Type: Number	Width: 2	Dec: 0
Variable: AHC	Type: Number	Width: 2	Dec: 0
Variable: HLC	Type: Number	Width: 2	Dec: 0
Variable: ORC	Type: Number	Width: 2	Dec: 0
Variable: ROC	Type: Number	Width: 2	Dec: 0
Variable: SFC	Type: Number	Width: 2	Dec: 0
Variable: DOC	Type: Number	Width: 2	Dec: 0
Variable: STATUS	Type: Number	Width: 1	Dec: 0
Variable: ENTRY	Type: Number	Width: 1	Dec: 0
Variable: AGE	Type: Number	Width: 8	Dec: 2
Variable: FILTER_\$	Type: Number	Width: 1	Dec: 0

Preceding task required 2.80 seconds elapsed.

-> GET

-> FILE='I:\SRS\SU96\MASTER.SYS'.

File i:\srs\s96\master.sys

This is an SPSS/PC+ system file created on 22-JUL-96 at 14:56:49.

It contains 28 variables and 1306 cases.

Label: Written by SPSS for Windows

-> EXECUTE .

Preceding task required .00 seconds elapsed.

-> USE ALL.

-> COMPUTE filter_\$(survey = 1).

-> VARIABLE LABEL filter_\$(survey = 1 (FILTER)).

-> VALUE LABELS filter_\$(0 'Not Selected' 1 'Selected').

-> FORMAT filter_\$(f1.0).

-> FILTER BY filter_\$(.

-> EXECUTE .

Preceding task required 2.36 seconds elapsed.

-> FREQUENCIES

-> VARIABLES=ahc hlc orc roc sfc .

Memory allows a total of 18,724 values accumulated across all variables.

There may be up to 2,340 value labels for each variable.

Student Registration Survey
Summer 1996

	Student Entry Status				Campus					
	HS guest	College guest	Transfer	FTIAC	AH	HL	OR	RO	SF	
Taking classes on a specific campus										
Major influence	37.5	23.5	33.3	45.5	48.5	44.2	62.1	58.8	66.7	
Minor influence	37.5	64.7	40	36.4	32.3	37.2	25.8	28.2	33.3	
No influence	25	11.8	26.7	18.2	19.2	18.6	12.1	12.9	0	
Taking classes at a certain time of day										
Major influence	31.3	64.7	73.3	54.5	60.6	58.1	30.3	29.4	0	
Minor influence	43.8	23.5	16.7	32.7	27.3	37.2	42.4	32.9	77.8	
No influence	25	11.8	10	12.7	12.1	4.7	27.3	37.6	22.2	
Taking classes on a certain day of week										
Major influence	25	5.9	26.7	20	25.3	20.9	91.7	83.5	66.7	
Minor influence	37.5	58.8	46.7	32.7	44.4	60.5	6.8	11.8	33.3	
No influence	37.5	35.3	26.7	47.3	30.3	18.6	1.5	4.7	0	
Taking a specific class										
Major influence	93.8	88.2	83.3	72.7	84.8	83.7	44.3	40.5	66.7	
Minor influence	0	11.8	10	16.4	12.1	7	29	19	11.1	
No influence	6.3	0	6.7	10.9	3	9.3	26.7	40.5	22.2	
Taking classes from a specific department										
Major influence	31.3	58.8	50	29.6	44.4	32.6	11.4	16.9	11.1	
Minor influence	25	29.4	13.3	27.8	29.3	34.9	29.5	21.7	55.6	
No influence	43.8	11.8	36.7	42.6	26.3	32.6	57.6	61.4	33.3	
Taking classes from a specific instructor										
Major influence	6.6	5.9	0	1.9	14.1	18.6	53.8	30.6	33.3	
Minor influence	6.6	29.4	33.3	24.5	34.3	34.9	28	45.9	55.6	
No influence	87	64.7	66.7	71.7	51.5	46.5	18.2	23.5	11.1	
	n=16	n=17	n=30	n=53	n=99	n=43	n=132	n=83	n=9	

**Course Selection Survey
Summary of Results***

Taking classes on a specific campus

Major influence	47.6
Minor influence	33.4
No influence	19.0

Taking a class from a specific instructor

Major influence	14.0
Minor influence	30.1
No influence	55.4

Taking classes at a certain time of day

Major influence	61.3
Minor influence	26.7
No influence	12.0

Awareness of course notes

Yes, aware	37.8
No, not aware	61.8

Taking classes on a certain day of week

Major influence	27.4
Minor influence	41.6
No influence	30.9

Profile of Respondents:

*Gender: 65% Female
35% Male*

*Race: 74% White
12% African-American
8% Asian*

Taking a specific class

Major influence	83.8
Minor influence	11.7
No influence	4.5

**Data from survey of 401 students
registering for classes June 1996*

Taking a class within a specific
department/discipline

Major influence	42.6
Minor influence	27.1
No influence	30.3

① Jun:
home campus? (RO/SF
in particular)

② transfer / Phac? soft separately

take out guest students

⑦

**Course Selection Survey
Summary of Results***

Taking classes on a specific campus

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Taking a class from a specific instructor

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STATUS Current Enrollment Status

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
First timer	1	118	29.4	30.7	30.7
Continuing <i>(have previous sem)</i>	2	178	44.4	46.4	77.1
Returning <i>(here in past but not prev. sem.)</i>	3	88	21.9	22.9	100.0
	.	17	4.2	Missing	
	Total	401	100.0	100.0	

1
44.4
21.9
66.3

Valid cases 384 Missing cases 17

ENTRY Original Entry Status

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
High school guest	0	16	4.0	13.6	13.6
College guest	1	17	4.2	14.4	28.0
Transfer	2	30	7.5	25.4	53.4
FTIAC	3	55	13.7	46.6	100.0
Unknown	.	17	4.2	Missing	
	9	266	66.3	Missing	
	Total	401	100.0	100.0	

Valid cases 118 Missing cases 283

SSN

090604416	370823055	378800042
275901897	372805992	382749690
281044100	372881376	382948107
363936040	375948005	386933257
368023069	376964739	
	377045122	
	377886419	
	378628640	

SERVICE LEARNING COURSE - COURSE DESCRIPTION

COURSE COMPONENTS

(4 credit hour course) This course will consist of two major components - 1) Classroom instruction and 2) Volunteer/Service Learning hours at specific clinical sites. At the clinical sites students will be rotated through various departments and interact with health care employees and patients.

COURSE HOURS

2 hour class periods over a 15 week course = 30 didactic hours

4 hours each week at specified clinical sites over 10 weeks of course = 40 service learning hours

CLASSROOM INSTRUCTION

Classroom instruction will be "team-taught" by representatives of selected academic disciplines with emphasis on how these disciplines are incorporated in the health care field. Also included early in the course will be an orientation to patient care, professionalism, and communication skills necessary to work in the health field.

Students will answer a questionnaire concerning preconceived ideas about health care that will be reviewed and reflected upon after completing service learning hours.

The remaining weeks of classroom hours will feature OCC representatives of various allied health programs to describe their modality, future prospects and answer questions. This course segment is designed to inform and educate students so they may be better equipped to select an appropriate career.

SERVICE LEARNING INSTRUCTION

The service learning hours will be spent observing and participating in various departments throughout hospitals, clinics, rehabilitation centers, and nursing homes. The students will be exposed to various departments (admitting, billing, diagnostic testing, rehabilitation services, etc.).

Through confidential journal writing, the student will reflect on positive and challenging experiences each week and how various academic disciplines may have been incorporated. Other major emphasis will also be placed on ways to improve patient care, the efficiency of the health care system, and the value of "volunteerism".

COURSE OUTLINE

WEEK 1

- Introduce course instructor(s)
- Review syllabus
 - a. Course objectives
 - b. Course outline
 - c. Course grading/methodology
- Discuss how to maximize success from this course
 - a. Attendance
 - b. Initiative
 - c. Cooperation
 - d. Dedication
- Distribute student course expectations questionnaire (to be completed outside of classroom and handed in Week 2)

WEEK 2

- Collect student course expectations questionnaires
- Discuss qualities of the Health Care Worker

WEEK 7

Academic topic - Business

WEEK 8

Academic topic - Social Science/Psychology

WEEK 9

Academic topic - Humanities/Arts

WEEK 10-13

These classroom hours will consist of OCC representatives of various allied health careers to describe their field, its' academic requirements, rewards, challenges, employment outlook, future prospects, and salary. (Currently there are 14 OCC allied health courses)

3-4 allied health careers will be presented each week.

Each class will begin on 10-20 question quiz on previous weeks' lecture.

WEEK 14

Representative(s) of community volunteer services (ex. homeless shelters, hospices, hospitals) will lecture to educate and encourage students to continue community involvement. Emphasis will be placed on how "volunteerism" will impact the social and economic needs of the community.

WEEK 15

Overview and assessment of course. Students will complete a final questionnaire to reflect and comment on their experiences and how their preconceived ideas may have changed as a result of this course.

Students will also have short individual conferences to discuss and comment on the final student evaluation from the clinical site.

7. What was your favorite rotation and why?
8. Did your projected favorite clinical area change from your prerotation expectations?
9. What was your area of greatest strength during the clinical site rotation?
10. Would you like to continue to volunteer in the community following this experience?
If so, where?
If not, why?
11. What changes would you implement in the delivery of the health care?
 - a. Improve patient care
 - b. Improve efficiency of health care facility
12. What role did family members play in patient care?
13. Would you recommend this course to a friend?
 - a. If yes, why?
 - b. If no, why?

ROC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	299	74.6	77.9	77.9
	1	80	20.0	20.8	98.7
	2	5	1.2	1.3	100.0
	.	17	4.2	Missing	
	Total	401	100.0	100.0	

Valid cases 384 Missing cases 17

SFC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	375	93.5	97.7	97.7
	1	9	2.2	2.3	100.0
	.	17	4.2	Missing	
	Total	401	100.0	100.0	

Valid cases 384 Missing cases 17

Preceding task required 1.59 seconds elapsed.

i:\srs\fall 96\survey.sav

List of variables on the working file

Name		Position
SURVEY	completed survey Print Format: F8 Write Format: F8 Missing Values: 9	1
	Value Label	
	0 no	
	1 yes	
CAMPUS	taking classes on a specific campus Print Format: F8 Write Format: F8 Missing Values: 9	2
	Value Label	
	1 no influence	
	2 minor influence	
	3 major influence	
DAY	time of day Print Format: F8 Write Format: F8 Missing Values: 9	3
	Value Label	
	1 no influence	
	2 minor influence	
	3 major influence	
WEEK	day of week Print Format: F8 Write Format: F8 Missing Values: 9	4
	Value Label	
	1 no influence	
	2 minor influence	
	3 major influence	
CLASS	specific class Print Format: F8 Write Format: F8 Missing Values: 9	5
	Value Label	
	1 no influence	
	2 minor influence	
	3 major influence	

DEPART specific department or discipline 6
Print Format: F8
Write Format: F8
Missing Values: 9

Value	Label
1	no influence
2	minor influence
3	major influence

INSTRUCT specific instructor 7
Print Format: F8
Write Format: F8
Missing Values: 9

Value	Label
1	no influence
2	minor influence
3	major influence

COURSENO awareness of coursenotes 8
Print Format: F8
Write Format: F8
Missing Values: 9

Value	Label
0	no
1	yes

USE ever used course notes 9
Print Format: F8
Write Format: F8
Missing Values: 9

Value	Label
0	no
1	yes
8	does not apply