

Table 2 . Factors impacting Time to Degree (TTD)

Academic unit / degree program / Year graduated [Number of respondents / TTD for respondents]	“Departmental factors: e.g. program change, departmental requirements, course availability, access to faculty adviser, committee or topic selection” needs”		“Financial factors: e.g. funding, stipends, research funding, assuming job for financial reasons”		Career factors: e.g. job demands, relocation		Personal and interpersonal factors: e.g. mental and physical health, emotional factors, family obligations, voluntary delay in completing requirements		Research or Creative Project factors: e.g. availability of equipments, research or creative travel or fieldwork, use of university facilities	
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College of Arts and Sciences

<i>Art History/1998-1999</i> [2 respondents / TTD: 7 yrs – 1; 5 yrs – 1]	2	--	2	--	1	1	1	1	1	1
<i>Art History / 2001-2002</i> [2 respondents / TTD: 7 yrs – 1; 5 yrs – 1]	1	1	2	--	2	--	1	1	--	2
<i>Art History / 2004-05</i> [2 respondents / TTD: 5 yrs – 1; 3 yrs – 1]	1	1	2	--	2	--	1	1	2	--
<i>Studio Art / 1998-1999</i> [1 respondent / TTD 5 yrs]	1	--	1	--	--	1	1	--	1	--
<i>Studio Art / 2004-05</i> [2 respondents / TTD: 4 yrs – 1, 3 yrs – 2]	2	--	2	--	2	--	2	--	2	--
<i>Chemistry / 2004-05</i> [1 respondent / TTD: 8 yrs]	--	1	1	--	1	--	1	--	1	--
<i>Communication Studies/ 1998-1999</i> [2 respondents / TTD: 4 yrs – 1; 3 yrs - 1]	2	--	1	1	1	1	1	1	2	--
<i>Communication Studies/ 2001-2002</i> [2 respondents / TTD: 6 yrs – 1; 4 yrs - 1]	1	1	1	1	2	--	2	--	2	--
<i>Criminal Justice / 1998-1999</i> [5 respondents / TTD: 4 yrs – 2; 3 yrs – 3]	4	1	4	1	3	2	4	1	4	1
<i>Criminal Justice / 2001-02</i> [4 respondents / TTD: 3 yrs – 3, 7 yrs – 1]	3	1	4	--	4	--	4	--	3	1
<i>Economics / 1998-99</i> [2 respondents / TTD: 3 yrs]	2	--	2	--	2	--	2	--	2	--
<i>Economics / 2001-02</i> [4 respondents / TTD: 4 yrs – 1, 3 yrs – 1, 2 yrs – 2]	2	2	3	1	3	1	4	--	3	1
<i>Economics / 2004-05</i> [1 respondent / TTD: 2 yrs]	1	--	1	--	1	--	1	--	1	--
<i>English / 1998-99</i> [5 respondents / TTD: 1 ea. 8, 3, & 2 yrs; 5 yrs – 2]	5	--	3	2	4	1	4	1	3	2
<i>English / 2001-02</i> [3 respondents / TTD: 9 yrs – 1; 4 yrs – 2]	3	--	3	--	3	--	2	1	3	--
<i>English / 2004-05</i> [1 respondent / TTD: 5 yrs]	1	--	1	--	1	--	1	--	1	--
<i>History/ 1998-99</i> [5 respondents / TTD: 8 yrs – 2; 4 yrs – 1; 3 yrs – 1; 2 yrs – 1]	4	1	3	2	1	4	4	1	5	--
<i>History / 2001-02</i> [2 respondents / TTD: 1 ea 7 & 5 yrs]	--	2	1	1	--	2	1	1	1	1

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<i>History / 2004-05</i> [1 respondent / TTD: 6 yrs]	1	--	1	--	1	--	1	--	1	--
<i>Liberal Arts (MALS) / 2004-05</i> [3 respondents / TTD: 1 ea. 4, 3, & 2 yrs]	2	1	2	1	1	2	2	1	3	--
<i>Mathematics / 1998-99</i> [1 respondent / TTD – 2 yrs]	1	--	1	--	1	--	1	--	1	--
<i>MFA Theater: Acting/Directing / 1998-99</i> [2 respondents [TTD – 3 yrs]	2	--	2	--	2	--	2	--	2	--
<i>MFA Theater: Acting/Directing / 2001-02</i> [1 respondent / TTD: 3 yrs]	1	--	1	--	1	--	1	--	1	--
<i>MFA Theater: Design/Technical / 1998-99</i> [3 respondents / TTD – 4 yrs – 1; 3 yrs – 2]	3	--	3	--	3	--	2	1	3	--
<i>MFA Theater: Design/Technical / 2001-02</i> [1 respondent / TTD: 3 yrs]	1	--	1	--	1	--	1	--	1	--
<i>MFA Theater: Design/Technical / 2004-05</i> [4 respondents / TTD: 3 yrs – 2, 2 yrs – 2]	3	1	3	1	4	--	2	2	3	1
<i>Physics / 1998-99</i> [1 respondent / TTD – 2 yrs]	1	--	1	--	1	--	1	--	1	--
<i>Physics / 2004-05</i> [1 respondent / TTD: 3 yrs]	1	--	1	--	1	--	1	--	1	--
<i>Political Science / 1998-99</i> [3 respondents / TTD: 1 ea: 9, 5 & 3 yrs]	2	1	1	2	1	2	3	--	3	--
<i>Political Science / 2004-05</i> [1 respondent / TTD: 2 yrs]	1	--	1	--	1	--	1	--	1	--
<i>Psychology/1998-99</i> [3 respondents / TTD: 5 yrs – 1; 3 yrs – 2]	--	3	3	--	3	--	1	2	3	--
<i>Psychology / 2001-02</i> [1 respondent / TTD: 2 yrs]	1	--	1	--	1	--	1	--	1	--
<i>Romance Languages / 2001-02</i> [1 respondent / TTD 4 yrs]	--	1	1	--	1	--	1	--	1	--
<i>Social Work (MSW) / 2001-02</i> [5 respondents / TTD: 2 ea. 4 & 2 yrs, 3 yrs – 1]	4	1	5	--	5	--	5	--	4	1
<i>Social Work (MSW) / 2004-05</i> [16 respondents / TTD: 4 yrs – 2, 3 yrs – 5, 2 yrs – 9]	16	--	15	1	11	5	15	1	16	--
<i>Sociology/ 1998-99</i> [1 respondent / TTD: 3 yrs]	1	--	1	--	1	--	1	--	1	--
<i>Sociology / 2001-02</i> [1 respondent / TTD: 10 yrs]	--	1	1	--	--	1	--	1	1	--

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Sociology / 2004-05 [2 respondents / TTD: 5 yrs – 1, 2 yrs – 1]	--	2	2	--	2	--	2	--	2	--
MS Urban Environmental Geology/1998-99 [2 respondents / TTD – 4 yrs]	2	--	2	--	1	1	1	1	1	1
MS Urban Environmental Geology/ 2004-05 [1 respondent / TTD: 6 yrs]	1	--	1	--	--	1	1	--	--	1
Total A&S respondents: (N=101)	79	22	87	14	76	25	83	18	87	14
% A&S respondents:	78%	22%	86%	14%	75%	25%	82%	18%	86%	14%
School of Biological Sciences (SBS)										
MS Biology / 1998-99 [5 respondents / TTD: 4 yrs – 4; 3 yrs – 1]	5	--	5	--	5	--	4	1	5	--
MS Biology / 2001-02 [3 respondents / TTD: 1 ea. 9, 5, & 3 yrs]	3	--	3	--	3	--	3	--	3	--
MS Biology / 2004-05 [3 respondents / TTD: 4 yrs]	3	--	3	--	3	--	3	--	3	--
Total SBS respondents: (N=11)	11	--	11	--	11	--	10	1	11	--
% SBS respondents:	100%	--	100%	--	100%	--	91%	9%	100%	--
Bloch School of Business and Public Administration										
MS Accounting / 1998-99 [4 respondents / TTD: 5 yrs – 2; 3 yrs – 1; yrs not reported – 1]	3	1	3	1	1	3	4	--	4	--
MS Accounting / 2001-02 [4 respondents / TTD: 1 ea. 3, 4, 5, & 6 yrs]	4	--	4	--	2	2	3	1	4	--
MS Accounting / 2004-05 [3 respondents / TTD: 3 yrs – 2, 2 yrs – 1]	3	--	3	--	1	2	2	1	3	--
MPA / 1998-99 [21 respondents / TTD: 6 yrs – 2; 5 yrs. – 5; 4 yrs – 3; 3 yrs – 7; 2 yrs – 4; 1 yr – 1]	21	--	17	4	14	7	13	8	20	1
MPA / 2001-02 [18 respondents / TTD: 2 ea. 8, 6, & 2 yrs; 4 yrs – 3; 3 yrs – 6]	14	4	16	2	12	6	16	2	17	1
MPA / 2004-05 [26 respondents / TTD: 1 ea. 6 & 8 yrs; 5 yrs – 4; 4 yrs – 4; 3 yrs – 6; 2 yrs – 10]	19	7	20	6	18	8	22	4	25	1
Executive MBA / 1998-99 [2 respondents / TTD: 2 yrs]	2	--	2	--	2	--	2	--	2	--

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<i>MBA Entrepreneurship/1998-99</i> [2 respondents / TTD: 4 yrs – 1; 3 yrs – 1]	2	--	2	--	1	1	1	1	2	--
<i>MBA Entrepreneurship/ 2004-05</i> [1 respondent / TTD: 2 yrs]	1	--	1	--	1	--	1	--	1	--
<i>MBA Finance / 1998-99</i> [7 respondents / TTD: 4 yrs – 2; 3 yrs – 3; 1 yr – 1; yrs not reported – 1]	5	2	7	--	5	2	5	2	7	--
<i>MBA Finance / 2004-05</i> [3 respondents / TTD: 4 yrs – 1, 3 yrs – 2]	3	--	3	--	2	1	2	--	3	--
<i>MBA Health Administration / 1998-99</i> [1 respondent / TTD: 5 yrs]	1	--	--	1	--	1	1	--	--	1
<i>MBA International Business / 1998-99</i> [2 respondents / TTD: 3 yrs – 1; 2 yrs – 1]	2	--	2	--	1	1	2	--	2	--
<i>MBA Management / 1998-99</i> [11 respondents / TTD: 8 yrs – 1; 4 yrs – 2; 3 yrs – 3; 2 yrs – 5]	10	1	11	--	10	1	8	3	11	--
<i>MBA Management / 2001-02</i> [8 respondents / TTD: 8 yrs – 1, 4 yrs – 2, 3 yrs – 5]	8	--	8	--	3	2	7	1	8	--
<i>MBA Management / 2004-05</i> [1 respondent / TTD: 5 yrs]	1	--	1	--	--	1	--	1	1	--
<i>MBA Marketing / 1998-99</i> [4 respondents / TTD: 1 ea. 5, 4, 3, & 2 yrs]	4	--	2	2	3	1	3	1	4	--
<i>MBA Marketing / 2004-05</i> [3 respondents / TTD: 3 yrs]	2	1	2	1	2	1	2	1	3	--
<i>MBA Operations Management / 1998-99</i> [1 respondent / TTD: 3 yrs]	1	--	1	--	--	1	1	--	1	--
Total Bloch respondents: (N=122)	106	16	105	17	81	41	96	26	118	4
<i>% Bloch respondents:</i>	87%	13%	86%	14%	66%	34%	79%	21%	97%	3%
Computer Science and Telecommunications										
<i>Computer Science (MS) / 1998-99</i> [4 respondents / TTD: 9 yrs – 1; 5 yrs – 1; 3 yrs – 1; 2 yrs – 1]	3	1	3	1	3	1	3	1	3	1
<i>Computer Science (MS) / 2001-02</i> [1 respondent / TTD: 4 yrs]	1	--	1	--	1	--	1	--	1	--
<i>Computer Science (MS) / 2004-05</i> [4 respondents / TTD: 4 yrs – 3, 3 yrs – 1]	2	2	3	1	3	1	4	--	3	1

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<i>Civil Engineering (MS) / 2001-02</i> [1 respondent / TTD: 5 yrs]	1	--	1	--	1	--	--	1	1	--
<i>Mechanical Engineering (MS) / 2001-02</i> [[1 respondent / TTD: 3 yrs]	1	--	1	--	--	1	1	--	1	--
<i>Mechanical Engineering (MS)/ 2004-05</i> [1 respondent / TTD: 3 yrs]	1	--	1	--	1	--	1	--	1	--
Total SCE respondents: (N=12)	9	3	10	2	9	3	10	2	10	2
<i>% SCE respondents:</i>	<i>75%</i>	<i>25%</i>	<i>83%</i>	<i>17%</i>	<i>75%</i>	<i>25%</i>	<i>83%</i>	<i>17%</i>	<i>83%</i>	<i>17%</i>
Conservatory of Music										
<i>MA (including Music Therapy) / 1998-99</i> [2 respondents / TTD: 4 yrs – 1; 3 yrs – 1]	2	--	1	1	1	1	2	--	2	--
<i>MA (including Music Therapy) / 2004-05</i> [3 respondents / TTD: 1 ea. 2,3, & 4 yrs]	3	--	3	--	2	1	3	--	3	--
<i>MM(all categories) / 1998-99</i> [5 respondents / TTD: 6 yrs – 1; 2 yrs – 4]	4	1	5	--	5	--	4	1	5	--
<i>MM(all categories) / 2001-02</i> [7 respondents / TTD: 1 ea. 6 & 5 yrs; 4 yrs – 3; 3 yrs – 2]	4	3	3	4	6	1	5	2	6	1
<i>MM(all categories) / 2004-05</i> [7 respondents / TTD: 5 yrs – 1; 2 yrs – 5; Not indicated – 1]	6	1	7	--	7	--	6	1	7	--
<i>MME / 1998-99</i> [2 respondents / TTD: 10+ yrs – 1; 8 yrs – 1]	2	--	--	2	--	2	--	2	2	--
<i>MME / 2001-02</i> ;2 respondents / TTD: 4 yrs – 1, 2 yrs – 1]	2	--	1	1	2	--	2	--	1	1
Total Conservatory respondents: (N=28)	23	5	20	8	23	5	22	6	26	2
<i>% Conservatory respondents:</i>	<i>82%</i>	<i>18%</i>	<i>71%</i>	<i>29%</i>	<i>82%</i>	<i>18%</i>	<i>79%</i>	<i>21%</i>	<i>93%</i>	<i>7%</i>
School of Dentistry										
<i>MS Dental Hygiene Education / 2001-02</i> [[1 respondents / TTD: 3 yrs]	1	--	1	--	1	--	1	--	1	--
Total Dentistry respondents: (N=1)	1	--	1	--	1	--	1	--	1	--
<i>% Dentistry respondents:</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>
School of Education										
<i>Ed.Spec. Counseling & Guidance / 1998-99</i> [1 respondent / TTD: 2 yrs]	--	1	1	--	1	--	1	--	1	--

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<i>Ed.Spec. Counseling & Guidance / 2001-02</i> [2 respondents / TTD: 2 yrs – 1; not indicated – 1]	1	1	2	--	1	1	2	--	2	--
<i>Ed.Spec. Counseling & Guidance / 2004-05</i> [1 respondent / TTD: 3 yrs]	1	--	1	--	1	--	1	--	1	--
<i>Ed. Spec. C&I / 1998-99</i> [2 respondents / TTD: 9 yrs – 1; 5 yrs – 1]	2	--	2	--	1	1	--	2	2	--
<i>Ed. Spec. C&I / 2001-02</i> [1 respondent / TTD: 4 yrs]	1	--	1	--	1	--	1	--	1	--
<i>Ed.Spec. Ed. Admin. / 1998-99</i> [4 respondents / TTD: 10 yrs – 1; 6 yrs – 1; 3 yrs – 2]	4	--	4	--	1	3	2	2	4	--
<i>Ed.Spec. Ed. Admin. / 2004-05</i> [8 respondents / TTD: 4 & 5 yrs – 1 ea; 3 yrs – 4; 2 yrs – 2]	6	2	7	1	7	1	6	2	8	--
<i>Ed.Spec. Reading/ 1998-99</i> [2 respondents / TTD: 3 yrs – 1; 2 yrs – 1]	2	--	2	--	2	--	1	1	2	--
<i>Ed.Spec. Reading/ 2004-05</i> [1 respondent / TTD: 3 yrs]	1	--	1	--	1	--	1	--	1	--
<i>MA Counseling & Guidance / 1998-99</i> [7 respondents / TTD: 8 yrs – 1; 4 yrs – 2; 3 yrs – 4]	3	4	6	1	5	2	4	3	7	--
<i>MA Counseling & Guidance / 2001-02</i> [3 respondents / TTD: 1 ea. 3, 5, & 8 yrs]	1	2	2	1	2	1	1	2	3	--
<i>MA Counseling & Guidance / 2004-05</i> [4 respondents / TTD: 5 yrs – 1, 4 yrs – 2, 3 yrs – 1]	3	1	4	--	3	1	3	1	4	--
<i>MA C&I / 1998-99</i> [13 respondents / TTD: 10+ yrs – 1; 8 yrs – 1; 7 yrs – 1; 4 yrs – 2; 3 yrs – 4; 2 yrs – 2; yrs not reported -2]	10	3	8	5	9	4	7	6	12	1
<i>MA C&I / 2001-02</i> [7 respondents / TTD: 8 yrs – 3, 7 yrs – 1, 3 yrs – 2, 2 yrs 1]	4	3	5	2	4	3	6	1	6	1
<i>MA C&I / 2004-05</i> [13 respondents / TTD: 1 ea. 5 & 6 yrs; 4 yrs – 2, 3 yrs. 5, 2 yrs – 3, yrs not indicated – 1]	8	5	11	2	9	4	12	1	13	--
<i>MA Ed Research & Psych. / 1998-99</i> [1 respondent / TTD: 3 yrs]	1	--	--	1	--	1	1	--	1	--

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	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer
<i>MA Ed. Admin. / 1998-99</i> [5 respondents / TTD: 7 yrs – 1; 5 yrs – 1; 3 yrs – 1; 2 yrs – 1; 1 yr – 1]	5	--	4	1	2	3	4	1	4	1
<i>MA Ed. Admin. / 2001-02</i> [8 respondents / TTD: 3 yrs – 6, 2 yrs – 2]	8	--	7	1	6	2	7	1	8	--
<i>MA Ed. Admin. / 2004-05</i> [7 respondents / TTD: 7 yrs – 1, 4 yrs – 2, 3 yrs – 3, 2 yrs – 1]	4	3	7	--	4	3	6	1	7	--
<i>MA Reading/ 1998-99</i> [4 respondents / TTD: 7 yrs – 1; 4 yrs -1; 3 yrs – 1; 2 yrs – 1]	3	1	2	2	3	1	2	2	4	--
<i>MA Reading / 2001-02</i> [2 respondents / TTD: 1 ea. 3 & 4 yrs]	2	--	2	--	2	--	1	1	2	--
<i>MA Reading / 2004-05</i> [3 respondents / TTD: 4 yrs – 1, 3 yrs – 2]	2	1	2	1	1	2	2	1	3	--
<i>MA Special Education/ 1998-99</i> [8 respondents / TTD: 6 yrs – 1; 4 yrs – 2; 3 yrs – 4; 2 yrs – 1]	7	1	7	1	7	1	6	2	8	--
<i>MA Special Education / 2001-02</i> [2 respondents / TTD: 2 yrs]	2	--	1	1	2	--	2	--	2	--
<i>MA Special Education / 2004-05</i> [6 respondents / TTD: 8 yrs – 1, 4 yrs – 3, 3 yrs – 2]	4	2	5	1	4	2	5	1	6	--
Total Education respondents: (N=115)	85	30	94	21	79	36	84	31	112	3
<i>% Education respondents:</i>	<i>74%</i>	<i>26%</i>	<i>82%</i>	<i>18%</i>	<i>69%</i>	<i>31%</i>	<i>73%</i>	<i>27%</i>	<i>97%</i>	<i>3%</i>
School of Law										
<i>LLM Taxation / 2001-02</i> [4 respondents / TTD: 2 yrs – 1, 1 yr – 3]	4	--	4	--	4	--	4	--	4	--
Total Law respondents: (N=4)	4	--	4	--	4	--	4	--	4	--
<i>% Law respondents:</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>
School of Nursing										
<i>MSN / 1998-99</i> [2 respondents / TTD: 5 yrs – 4; 4 yrs – 10; 3 yrs – 6; 2 yrs – 1, yrs not indicated – 1]	15	7	12	10	11	11	16	6	22	--
<i>MSN / 2001-02</i> [8 respondents / TTD: 6 yrs – 2, 4 yrs – 1, 3 yrs – 3, 2 yrs – 1, yrs not indicated – 1]	5	3	5	3	4	4	5	3	8	--

Table 2 . Factors impacting Time to Degree (TTD)										
Academic unit / degree program / Year graduated [Number of respondents / TTD for respondents]	“Departmental factors: e.g. program change, departmental requirements, course availability, access to faculty adviser, committee or topic selection” needs”		“Financial factors: e.g. funding, stipends, research funding, assuming job for financial reasons”		Career factors: e.g. job demands, relocation		Personal and interpersonal factors: e.g. mental and physical health, emotional factors, family obligations, voluntary delay in completing requirements		Research or Creative Project factors: e.g. availability of equipments, research or creative travel or fieldwork, use of university facilities	
	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer	Number of respondents who felt this factor either had no effect on TTD or that it contributed to making TTD shorter	Number (percent) who thought the factor contributed to making their TTD longer
<i>MSN / 2004-05</i> [17 respondents / TTD: 1 ea. 7, 6, 5, 2, & 1 yrs; 4 yrs – 5; 3 yrs – 7]	13	4	15	2	10	7	13	4	17	--
Total Nursing respondents: (N=47)	33	14	32	15	25	22	34	13	47	--
<i>% Nursing respondents:</i>	<i>70%</i>	<i>30%</i>	<i>68%</i>	<i>32%</i>	<i>53%</i>	<i>47%</i>	<i>72%</i>	<i>28%</i>	<i>100%</i>	<i>--</i>
School of Pharmacy										
<i>MS Pharm.Sci / 2001-02</i> [1 respondent / TTD: 3 yrs]	1	--	1	--	1	--	1	--	--	1
Total Pharmacy respondents: (N=1)	1	--	1	--	1	--	1	--	--	1
<i>% Pharmacy respondents:</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>	<i>100%</i>	<i>--</i>	<i>--</i>	<i>100%</i>
Total all respondents: (N=442)	352	90	365	77	310	132	345	97	416	26
<i>% ALL respondents:</i>	<i>80%</i>	<i>20%</i>	<i>83%</i>	<i>17%</i>	<i>70%</i>	<i>30%</i>	<i>78%</i>	<i>22%</i>	<i>94%</i>	<i>16%</i>