

# Summary

## Technology-enhanced and -delivered Classes at Okaloosa-Walton College: A Comparison between Summer 2007 and Previous Spring Semesters

(Abbreviated for the web)

This report examines student grades, enrollment, and FTE as measures of the success of technology-enhanced and -delivered classes at Okaloosa-Walton College (OWC) in Summer 2007.

### Student Success

Students who take distance and blended classes succeed at different rates from those taking traditional classes. However, the delivery method appears to matter less in student success rates than whether or not the class is a Gordon Rule class. (Note that the *blended with online* (C6) category includes a high percentage of EPI students, who already have baccalaureate degrees, and BSN students, who already have associate degrees.)

	Student Success in Gordon Rule classes	Student Success in Non-Gordon Rule classes	Success Rate Difference in Delivery Methods (percentage points)
Blended with text (C4)	N/A	91.2	N/A
Traditional delivery	83.5	85.2	1.7
Text-based distance (C3, C5)	77.5	71.9	5.6
Online distance (C1)	71.3	69.6	1.7
Blended with online (C6)	68.0	92.4*	24.4
Delivery method difference	15.5	21.6	

\* Includes a high percentage of EPI students, who already have baccalaureate degrees, and BSN students, who already have associate degrees.

Although delivery method is less important than the Gordon rule in student success, OWC must improve its distance instruction.

To increase distance students' success rates, Learning Technologies is adopting the following measures:

1. Helping students select distance learning more wisely through both an interactive self-assessment (<http://ltech.owc.edu/studentDLchecklist.html>) and an online distance orientation (in development).
2. Increasing faculty awareness of effective distance pedagogy through training modules (in development).
3. Strengthening the distance class element of program reviews.

4. Implementing Tegrity and Smarthinking to increase student access to instructional resources.

## **Enrollment and FTE**

Enrollments in technology-enhanced and –delivered sections have increased significantly since Summer 2003. Since that semester, distance learning Summer enrollments have increased approximately 33.9%, and technology-enhanced and -delivered enrollments have increased 121.4%. From Summer 2006 to Summer 2007, distance learning enrollments increased 3.6%, and College enrollments grew 7.5%. The increase in blended offerings and enrollments (29.1%) may account for the slower growth in distance learning growth. Distance learning enrollments made up 16.6% of College enrollments in Summer 2007, and all technology-enhanced and –delivered sections made up 17.6%. Thus, 34.2% of OWC enrollments are supported by the LTech department.

Over the one-year period from Spring 2006 to Spring 2007, distance learning A&P enrollments decreased 1.3%, but College A&P enrollments increased 5.9%. College PSV enrollments grew 4.4%, but distance PSV enrollments declined 2.1%.

## **2007-2008 Goals**

- Increase the student success rate of all distance classes to within at least ten percentage points of comparable traditional classes.
- Continue to increase integration of technology across the curriculum in distance, blended, and traditional classes. This year, Learning Technologies will focus particularly on the following:
  1. Maintaining contact with new instructors to encourage technology use where it serves students.
  2. Implementing podcasting and other Tegrity functions as a student resource in order to increase student success and retention. (Pilot is now in progress, Spring 2008.)
  3. Implementing Smarthinking tutoring services and Accutrack tracking software in order to increase student success and retention. (Smarthinking is in its second semester at OWC; a report on retention will be compiled in Summer 2008. Accutrack is largely functional throughout the college, although certain features are not yet implemented. Any effect on retention will probably not be discerned until Accutrack is fully operational.)

## **Recommendations**

- Increase online and blended offerings in selected vocational programs so that a complete vocational program can be offered in a non-traditional format.
- Assist division directors in presenting a comparison between success rates in distance, blended, and traditional sections during faculty evaluations. The goal should be no more than a 10% difference in student success rates.
- Reduce the number of sections offered to increase average enrollment per section.

## Key Terms:

Delivery method	Special designator	Description
Online	C1	Class is delivered wholly via Desire2Learn (D2L).
Text-based	C3	Class is delivered via textbook, study guides, and assignment feedback, along with two mandatory face-to-face exams. (New quality standards encourage faculty to increase the number and frequency of feedback to students and assessments of their work.)
Text-based with email	C5	Same as text-based but with email at the student's discretion.
Web-supplemented	WS	Class is face-to-face but has enrichment online in a D2L classroom. No online work can be required by the instructor.
Blended with text	C4	At least 50% of the class time is spent in the classroom; up to 50% is spent in individual assignments, which are structured and assessed.
Blended with online	C6	At least 50% of the class time is spent in the classroom; up to 50% is spent in individual assignments online using D2L. These assignments are structured and assessed.
F2F		Face-to-face, or traditional, delivery

Note: The terms "enrollment" and "enrollments" always refer to duplicated numbers in this report.

# Technology-enhanced and -delivered Classes at Okaloosa-Walton College: A Comparison between Summer 2006 and Summer 2007 Semesters

## Student Success

- Subject:** Student success in different delivery methods.  
**Question:** What is the difference in success rate between distance, blended and traditional sections?

Table 1 is ordered by the number of successful students (A-C grades) in Summer 2007; Table 2 is ordered first by Gordon Rule classification and then by the number of successful students. Delivery methods are color coded in both tables.

In the *blended with online (C6) not Gordon rule* category, 6 of the 14 sections are EPI and upper division BSN classes, so this student success rate is heavily influenced by students who have already earned associate and baccalaureate degrees.

Table 2 provides the student success data broken out by Gordon rule/non-Gordon rule. In a continuation of the previous trend, in Summer 2007, on average more students succeeded in non-Gordon rule classes than in Gordon rule classes:

- The average student success rate in the Summer 2007 Gordon rule classes is 75.08%.
- The average student success rate in the Summer 2007 non-Gordon-rule classes is 82.06%.

**1 cont. Subject: Student success in different delivery methods.**  
**Question: Across successive semesters, what is the difference in student success rate between distance, blended, and traditional sections?**

Question 1, Table 1: Delivery Methods Ordered by Student Success Rates in Summer 2007

All numbers in this table are percentages.

Delivery Method	Spr 2006	Sum 2006	Fall 2006	Spr 2007	Summer 2007							
	A-C	A-C	A-C	A-C	A - C	A	B	C	D	F	W	I & X
Blended with online (C6), not Gordon rule	N/A	94.6	90.6	93.8	92.4	67.1	21.2	4.1	0.4	1.8	1.3	3.7
Blended with text (C4), not Gordon rule	N/A	86.1	74.7	81.4	91.2	38.7	45.0	7.5	1.2	1.2	1.2	5.0
Traditional, not Gordon rule	76.9	78.5	90.6	80.1	85.2	46.2	27.3	11.7	3.8	4.0	5.3	1.6
Traditional, Gordon rule	75.3	75.9	58.9	76.4	83.5	41.4	29.6	12.5	2.8	3.9	7.8	1.6
Text-based (C3 and C5), Gordon rule	63.6	64.9	61.9	62.1	77.5	28.3	27.0	22.2	1.3	7.4	10.1	3.3
Text-based (C3 and C5), not Gordon rule	66.9	69.5	74.0	71.4	71.9	30.5	26.5	14.9	6.1	6.4	8.4	6.8
Online (C1), Gordon rule	68.7	73.7	69.5	71.8	71.3	45.9	16.4	9.0	3.0	6.3	13.4	5.7
Online (C1), not Gordon	57.5	59.6	61.4	59.2	69.6	36.3	21.3	12.0	3.9	8.9	12.4	4.8
Blended with online (C6), Gordon rule	N/A	75.4	100.0*	80.4	68.0	30.0	30.0	8.0	4.0	10.0	14.0	4.0
Blended with text (C4), Gordon rule	N/A	69.1	68.1	82.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

\*1 section only

Source: OWC's Nexus OSS344J1. Data were collected 10/02/2007.

**1 cont.      Subject:      Student success in different delivery methods.**  
**Question:      Across successive semesters, what is the difference in success rate between distance, blended, and traditional sections?**

Question 1, Table 2: Delivery Methods Ordered by Gordon Rule Classification and Student Success Rates in Summer 2007

All numbers in this table are percentages.

Delivery Method	Spr 2006	Sum 2006	Fall 2006	Spr 2007	Summer 2007							
	A-C	A-C	A-C	A-C	A - C	A	B	C	D	F	W	I & X
<b>Gordon Rule</b>												
Traditional, Gordon rule	75.3	75.9	58.9	76.4	83.5	41.4	29.6	12.5	2.8	3.9	7.8	1.6
Text-based (C3 and C5), Gordon rule	63.6	64.9	61.9	62.1	77.5	28.3	27.0	22.2	1.3	7.4	10.1	3.3
Online (C1), Gordon rule	68.7	73.7	69.5	71.8	71.3	45.9	16.4	9.0	3.0	6.3	13.4	5.7
Blended with online (C6), Gordon rule	N/A	75.4	100.0*	80.4	68.0	30.0	30.0	8.0	4.0	10.0	14.0	4.0
Blended with text (C4), Gordon rule	N/A	69.1	68.1	82.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Not Gordon Rule</b>												
Blended with online (C6), not Gordon rule	N/A	94.6	90.6	93.8	92.4	67.1	21.2	4.1	0.4	1.8	1.3	3.7
Blended with text (C4), not Gordon rule	N/A	86.1	74.7	81.4	91.2	38.7	45.0	7.5	1.2	1.2	1.2	5.0
Traditional, not Gordon rule	76.9	78.5	90.6	80.1	85.2	46.2	27.3	11.7	3.8	4.0	5.3	1.6
Text-based (C3 and C5), not Gordon rule	66.9	69.5	74.0	71.4	71.9	30.5	26.5	14.9	6.1	6.4	8.4	6.8
Online (C1), not Gordon	57.5	59.6	61.4	59.2	69.6	36.3	21.3	12.0	3.9	8.9	12.4	4.8

\*1 section only



## Distance Learning Enrollment Trends

2. **Subject:** Technology-enhanced and -delivered classes as a percentage of OWC enrollments.  
**Question:** What percentage of all OWC enrollments comes from technology-enhanced and -delivered classes?

The table below shows an upward trend in the percentage of OWC classes using technology over a five-year period. The largest increase overall since the Summer 2003 semester is in the category of *technology-enhanced and delivered classes* (online, blended, adult education and web-supplemented) increasing from 8.0% to 17.6%. The number of distance learning enrollments as a percentage of OWC students decreased slightly this summer after experiencing substantial five-year growth.

Categories	Summer 2003 (20033)	Summer 2004 (20043)	Summer 2005 (20053)	Summer 2006 (20063)	Summer 2007 (20073)
All OWC	100.0% (12,040)	100.0% (11,677)	100.0% (11,209)	100.0% (11,222)	100.0% (12,070)
DL (C1, C3, C5, AE), web-supplemented (WS), and blended (C4, C6) as % of all OWC	15.1% (1,818)	17.5% (2,044)	21.1% (2,369)	24.7% (2,768)	23.8% (2,869)
DL (C1, C3, C5, AE) as a % of all OWC	12.4% (1,492)	14.0% (1,637)	15.7% (1,763)	17.9% (2,014)	16.6% (1,999)
Technology-enhanced and -delivered (C1, C6, AE, WS) as % of all OWC	8.0% (960)	9.2% (1,069)	13.8% (1,543)	17.2% (1,932)	17.6% (2,126)

Source: Data were collected 09/17/2007 from OWC's Nexus Q-Class.  
 Note: Special Designator for adult education (AE) was initiated 2005 Fall semester (20061) with C4 and C6 special designators initiated during approximately the same time frame.

**3. Subject: Technology-enhanced and-delivered classes and all-OWC enrollments.**  
**Question: What are the long-term enrollment trends in technology-enhanced and-delivered classes?**

The table below breaks down the data from Question 2 by delivery method. Technology has become significantly more important in OWC students' education since the Summer 2003 semester; technology-delivered and -enhanced enrollments have increased 121.4%. Online and web-supplemented classes have increased 89.9% and 78.2%, respectively. During the past year, blended class enrollments have also increased (29.1%). Since Summer 2003, text-based enrollments (C3, C5) have trended downward (-17.7%).

	Summer 2003 (20033) Enrlmnt	Summer 2004 (20043) Enrlmnt	Pct (%) +/-	Summer 2005 (20053) Enrlmnt	Pct (%) +/-	Summer 2006 (20063) Enrlmnt	Pct (%) +/-	Summer 2007 (20073) Enrlmnt	Pct (%) +/-	% Change since Summer 2003 (20033)
<b>All OWC</b>	12,040	11,677	-3.0	11,209	-4.0	11,222	.1	12,070	7.5	.2
<b>All DL (C1, C3, C5, AE), Web-Supplemented (WS), and Blended (C4, C6)</b>	1,818	2,044	12.4	2,369	15.9	2,768	16.8	2,869	3.6	57.8
<b>DL (C1, C3, C5, AE)</b>	1,492	1,637	9.7	1,763	7.6	2,014	14.2	1,999	-.7	33.9
<b>Technology-enhanced and -delivered (C1, C6, AE, WS)</b>	960	1,069	11.3	1,543	44.3	1,932	25.2	2,126	10.0	121.4
<b>Specific Delivery Methods</b>										
<b>DL - Text-Based (C3, C5)</b>	858	986	14.9	816	-17.2	839	2.8	706	-15.8	-17.7
<b>DL - Online (C1)</b>	634	651	2.6	947	45.4	1101	16.2	1204	9.3	89.9
<b>DL - Adult Education (AE)</b>	---	---	---	---	---	74	---	89	20.2	---
<b>Web-Supplemented (WS)</b>	326	418	28.2	596	42.5	520	-12.7	581	11.7	78.2
<b>Blended (C4, C6)</b>	---	---	---	48	---	271	464.5	350	29.1	---

Source: Data were collected 09/17/2007 from OWC's Nexus Q-Class.  
 Note: Special Designator for adult education (AE) was initiated 2005 Fall semester (20061) with C4 and C6 special designators initiated during approximately the same time frame.

## Distance Learning Enrollment Trends by Credit Type

4. **Subject:** OWC and Distance Learning enrollments by credit type.  
**Question:** Are A&P and PSV enrollments up or down?

Since Summer 2003, OWC's A&P enrollments have increased, especially in technology-enhanced and –delivered enrollments (146.3%), with continued growth in technology-enhanced and –delivered experienced during the past year (17.9%). Alternative delivery methods show stronger increases (9.4%) than do traditional (all OWC, 5.9%) A&P classes. On the other hand, PSV enrollments over a five-year span between Summer 2003 and Summer 2007 have declined in all categories. However, this past year, PSV enrollments in *all OWC* and *technology-enhanced and -delivered* categories increased (4.4% and 10.1%).

	DL Summer 2003 (20033) Enrllmnt	DL Summer 2004 (20043) Enrllmnt	% Chnge	DL Summer 2005 (20053) Enrllmnt	% Chnge	DL Summer 2006 (20063) Enrllmnt	% Chnge	DL Summer 2007 (20073) Enrllmnt	% Chnge	% Chnge in Enrllmnt since Summer 2003 (20033)
<b>Advanced &amp; Professional (A&amp;P)</b>										
All OWC	5,937	6067	2.1	6074	.1	5772	-4.9	6115	5.9	2.9
All DL (C1, C3, C5, AE), Web-Supplemented (WS), and Blended (C4, C6)	1,194	1407	17.8	1812	28.7	1984	9.4	2172	9.4	81.9
DL (C1, C3, C5, AE)	944	1074	13.7	1293	20.3	1467	13.4	1447	-1.3	53.2
Technology-enhanced and -delivered (C1, C6, AE, WS)	673	795	18.1	1282	61.2	1406	9.6	1658	17.9	146.3
<b>Post-Secondary Vocational (PSV)</b>										
All OWC	1,530	1,298	-15.1	1,073	-17.3	984	-8.3	1028	4.4	-32.8
All DL (C1, C3, C5, AE), Web-Supplemented (WS), and Blended (C4, C6)	624	637	2.0	542	-14.9	514	-5.1	511	-.5	-18.1
DL (C1, C3, C5, AE)	548	563	2.7	470	-16.5	473	.6	463	-2.1	-15.5
Technology-enhanced and -delivered (C1, C6, AE, WS)	287	274	-4.5	246	-10.2	256	4.0	282	10.1	-1.7

Source: Data were collected 09/25/2007 from OWC's Nexus Q-Class.  
 Note: Special Designator for adult education (AE) was initiated 2005 Fall semester (20061)  
 with C4 and C6 special designators initiated during approximately the same time frame.

## Sections Offered in Each Delivery Method and Average Enrollment per Section

5. **Subject:** Technology-enhanced and -delivered sections offered and average enrollment per section by delivery method.

**Question:** Are the number of technology-enhanced and -delivered sections offered up or down?

**Question:** Is the average enrollment per section up or down?

The table below contains data about sections offered, not student enrollments. While enrollment was up, the number of sections decreased, resulting in more students per section in most delivery methods. Between Summer 2006 and Summer 2007, the number of sections offered showed a slight decrease in almost every major delivery category, and OWC student enrollments increased (7.5%), with technology-enhanced and -delivered increasing more substantially (10.0%) (see Question 3). Thus, in most delivery methods, average enrollment increased.

	Sections Offered									Per Section	
	Summer 2003 (20033)	Summer 2004 (20043)	% Chnge	Summer 2005 (20053)	% Chnge	Summer 2006 (20063)	% Chnge	Summer 2007 (20073)	% Chnge	Average Enrlmnt per Section Summer 2007 (20073)	% Chnge in Average Enrlmnt per Section since Summer 2006 (20063)
<b>All OWC</b>	1092	1068	-2.2	1098	2.8	1134	3.2	1103	-2.7	12.5	5.9
<b>Technology-enhanced and-delivered</b>											
<b>All DL (C1, C3, C5, AE), Web-supplemented (WS), and Blended (C4, C6)</b>	118	128	8.4	164	28.1	203	23.7	202	-0.5	16.6	3.1
<b>DL (C1, C3, C5, AE)</b>	98	103	5.1	120	16.5	156	30.0	146	-6.4	15.9	5.2
<b>Technology-enhanced and-delivered (C1, C6, AE, WS)</b>	49	59	20.4	90	52.5	118	31.1	119	.8	19.3	3.2
<b>Technology-enhanced and -delivered by specific method/special designator</b>											
<b>DL - Online Only (C1)</b>	29	33	13.7	48	45.4	60	25.0	56	-6.6	21.8	5.3
<b>DL – Adult Education (AE)</b>	---	---	---	---	---	12	---	12	0	7.4	21.3
<b>Web-Supplemented Only (WS)</b>	20	26	30.0	42	61.5	34	-19.0	38	11.7	19.3	4.3
<b>Blended (C4 &amp; C6)</b>	---	---	---	4	---	15	275.0	20	33.3	18.4	-18.2

Source: Data were collected 09/25/2007 from OWC's Nexus Q-Class.  
 Note: Special Designator for adult education (AE) was initiated 2005 Fall semester (20061)  
 with C4 and C6 special designators initiated during approximately the same time frame.

## Significant Enrollment Changes in Specific Courses

6. **Subject:** Course enrollments in all OWC courses  
**Question:** Which OWC courses saw enrollment changes of at least one section (+/- 18 students)?

The table below shows courses with significant enrollment changes between Summer 2006 and Summer 2007. These courses met the following criteria:

- an enrollment of 18 or more in Summer 2006 (20063)
- raw number increases or decreases of at least 18 in enrollment between Summer 2006 (20063) and Summer 2007 (20073)

The table excludes the following:

- courses offered during Summer 2007 but not offered during Summer 2006
- courses cancelled in Summer 2007
- BSN and CHS courses

All OWC Courses with Significant Changes in Enrollment							
Course Number	Course Title	Sum 2006 (20063) Enrollment	Sum 2006 (20063) Delivery Methods	Sum 2007 (20073) Enrollment	Sum 2007 (20073) Delivery Methods	% Change	# Change
ACG2001	Accounting I	97	C1	79	C1	-5.4	-18
ACG3083	Accounting Concepts & Practice	0		25		0.0	25
AMH2010	American History I	137	C3	108	C1	-4.7	-29
BSC1005	Biology Lab	291	C3, C1	246	C3, C1	-6.5	-45
BSC2020C	Human Structure & Function	0		29	C4	0.0	29
CGS1100	Microcomputer Apps	157	C1	124	C1	-4.8	-33
DEP2004	Human Growth & Development	116	C1, C3	139	C1, C3	5.0	23
ECO2013	Economics I	110		147		3.0	37
EMS1335	Emergency Vehicle Operators	0		24		0.0	24
EPI0001	Classroom Mgmt	29	C6	67	C6	0.8	38

Note: Table continued on next page.

Source: Data were collected 11/09/2007 from OWC's Nexus DJBCLCNT.

6 cont.

**Subject:**  
**Question:**

**Course enrollments in all OWC courses  
Which OWC courses saw enrollment changes of at least one section (+/- 18 students)?**

Course Number	Course Title	Sum 2006 (20063) Enrollment	Sum 2006 (20063) Delivery Methods	Sum 2007 (20073) Enrollment	Sum 2007 (20073) Delivery Methods	% Change	# Change
EPI0004	Instructional Strategies	0		31	C6	0.0	31
EPI0009	Foundations of Language & Cognition	0		18		0.0	18
ESC1000	Earth Science	150	C1, C3	110	C3	-3.8	-40
HLP1081	Wellness: Practice and Theory	201		183		-11.2	-18
HUM2700	Humanities – Foreign Study	0		24		0.0	24
ISC1003	Natural Disasters	0		90	C1	0.0	90
LIT2100	World Literature I	0		24	C1	0.0	24
MAN2300	Personnel Management	4	C3	28	C4, C3	.2	24
MAT0002A	College Prep Math	19		43		.8	24
MAT0024	College Prep Algebra	168		201		5.1	33
MAT1033A	Intermediate Algebra	247		213		-7.3	-34
MET1010	Meteorology – Intro.	0		20		0.0	20
PHI2010	Philosophy – Intro.	123	C1	157	C1	3.6	34
REL2300	World Religions – Intro.	74	C3	98	C3	3.1	24
RTE1824L	Radiology Clinic III	0		21		0.0	21
RTE1834L	Radiology Clinic IV	0		20		0.0	20
RTE2563C	Radiographic Procedures III	0		21		0.0	21
SLS1101	College Success	53		123		.8	70
SPC1600	Speech	166		148		-9.2	-18
SPN1120	Spanish I	17		73	C6	.3	56
STA2023	Statistics	186		166	C6	-9.3	-20
SYG2000	Sociology	123	C6, C3, C1	148	C6, C3, C1	4.9	25
SYG2010	Social Problems	61	C3, C1	92	C6, C3, C1	2.0	31

**7. Subject: Course enrollments in all OWC courses**  
**Question: Which distance learning and technology-enhanced courses are attracting significant enrollment?**

The table below lists distance learning and technology-enhanced courses with significant enrollment changes between Summer 2006 and Summer 2007. These courses met the following criteria:

- an enrollment of 18 or more in Summer 2006 (20063)
- raw number increases or decreases of at least 18 in enrollment between Summer 2006 (20063) and Summer 2007 (20073)

The table excludes the following:

- courses cancelled in Summer 2007
- BSN and CHS courses

All Distance Learning and Technology-Enhanced Courses with Significant Changes in Enrollment							
Course Number	Course Title	Sum 2006 (20063) Enrollment	Sum 2006 (20063) Delivery Methods	Sum 2007 (20073) Enrollment	Sum 2007 (20073) Delivery Methods	% Change	# Change
ACG2001	Accounting I	97	C1	79	C1	-5.4	-18
AMH2010	American History I	137	C3	108	C1	-4.7	-29
C1005	Biology Lab	291	C3, C1	246	C3, C1	-6.5	-45
BSC2020C	Human Structure & Function	0		29	C4	N/A	29
CGS1100	Microcomputer Apps	157	C1	124	C1	-4.8	-33
DEP2004	Human Growth & Development	116	C1, C3	139	C1, C3	5.0	23
EPI0001	Classroom Mgmt	29	C6	67	C6	0.8	38
EPI0004	Instructional Strategies	0		31	C6	N/A	31
ESC1000	Earth Science	150	C1, C3	110	C3	-3.8	-40
ISC1003	Natural Disasters	0		90	C1	N/A	90
LIT2100	World Literature I	0		24	C1	N/A	24
MAN2300	Personnel Management	4	C3	28	C4, C3	.2	24
PHI2010	Philosophy – Intro.	123	C1	157	C1	3.6	34
REL2300	World Religions – Intro.	74	C3	98	C3	3.1	24
SPN1120	Spanish I	17		73	C6	.3	56
STA2023	Statistics	186		166	C6	-9.3	-20
SYG2000	Sociology	123	C6, C3, C1	148	C6, C3, C1	4.9	25

SYG2010	Social Problems	61	C3, C1	92	C6, C3, C1	2.0	31
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