

# Student Satisfaction with Advising in the Arts Division 2008-2014



Institutional Research,  
Assessment, & Policy Studies  
UC Santa Cruz



# Student Satisfaction with Advising in the Arts Division 2008-2014

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## *Executive Summary*

This report is based on data responses to the biennial University of California Undergraduate Experience Survey (UCUES) administered in 2008, 2010, 2012, and 2014. Students rated their satisfaction with advising by departmental staff, faculty and college advisors. We analyzed upper-division (junior and senior) students' satisfaction with advising in the division, across majors and over time. Student ratings were on a 6-point scale from "very dissatisfied" to "very satisfied." For our analyses we grouped responses into two categories "fully satisfied" (including very satisfied and satisfied) and "other responses." In addition, using the most recent survey data we explored the relationship between satisfaction with advising and other student experiences including satisfaction with program requirements, department rules and policies, availability of courses, opportunities for research, overall academic experience, GPA, as well as equitable and fair treatment by faculty. We also examined the relationship between student satisfaction with advising and the student to departmental staff advisor ratio.

### *Key Findings*

- During 2008-2014 upper-division Arts Division students' satisfaction with advising by **departmental staff** stayed around from 55% satisfied in 2008 to 57% in 2014.
- On a program level, student satisfaction with **departmental staff** advising varied across programs. In some programs it was as high as 44% and 86% of students satisfied.
- During 2008-2014 student satisfaction with advising by **faculty** stayed around 63% (in 2014).
- On a program level, student satisfaction with **faculty** advising varied across programs and consistently ranged between 63-77% (in 2014) of students. In one program it was as high as 96% of students satisfied.
- In 2008-2014 the average satisfaction with the academic advising students received from **college staff** was consistently around 42% satisfied. Program levels varied from 21% to 46% of students satisfied in 2014.
- Over time a few of the programs have had significant differences in student experiences with advising related to their transfer status, first generation status, and class level (juniors vs seniors).
- The *ratio of students to departmental staff advisor* was a factor in student satisfaction with departmental staff advising.
- Among factors that significantly affected students' satisfaction with advising by departmental staff and faculty were student concerns that their *program's requirements were not well-defined* and that the *department rules and policies were not clearly communicated*. Students who did not *understand how major requirements combine to produce a coherent understanding of a field of study* also expressed less satisfaction with departmental staff and faculty advising.
- Finally, students who were more satisfied with academic advising by departmental staff and faculty were also more satisfied with their *overall academic experience*.

***“Fully satisfied” Metric***

This report focuses on upper-division (junior and senior) students’ satisfaction with academic advising provided by faculty, departmental staff, and colleges. We report levels of satisfaction with advising by division and major and by type of advisor based on four UCUES surveys: 2008, 2010, 2012, and 2014. For each program of study, we also compared levels of student satisfaction between juniors and seniors, first generation students and their counterparts, transfer students and students who started at UCSC as frosh.

The goal of this analysis was to provide information useful for program improvement. The analysis:

- (1) Measures excellence in advising by estimating a proportion of students that were *fully satisfied* (defined as responding with one of the top two choices on a 6-point scale);
- (2) Compares advising within different programs relative to this highest/desired level of satisfaction.
- (3) Offers information that can be used to set standards of excellence based on the observed levels of satisfaction.

Other analytic approaches, such as the use of means (or averages), is less useful for program improvement because they consider “average” levels (that typically fall in the middle category “somewhat satisfied”) and thus provide a limited insight about best practices or improvements over time (2008-2014).

We constructed this “fully satisfied” metric as follows: The UCUES survey questions about advising ask students to report their satisfaction on a 6-point scale:

<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
very satisfied	satisfied	somewhat satisfied	somewhat dissatisfied	dissatisfied	very dissatisfied
← FULLY SATISFIED → i.e., a “best practice”			← OTHER →		

Based on our experience with using survey data for program improvement, we grouped student responses in two categories: “fully satisfied,” which included 5=satisfied and 6=very satisfied; and “other,” which included responses from 1 to 4. This metric allows to identify programs that may employ “best practices” and identify the level of satisfaction that could be set as the standard for all programs. This “fully satisfied” metric also enhances our ability to measure excellence in advising and improvement over time.

To provide greater context for the analysis, Table 1 (based on responses to the 2014 UCUES survey) includes both metrics: the proportion of “fully satisfied” and mean scores for each type of advising for UC-wide responses (excluding UCSC) and our campus. Table 1 shows that

across the UC and at UCSC about 50% of students are fully satisfied with academic advising, and that overall student satisfaction with college advising is slightly lower than with the advising provided by faculty and departmental staff. The mean (or average) scores only tell us that both UC-wide and campus-wide students are “*somewhat satisfied*” with the advising that they are receiving (i.e., a score of 4.20-4.40 on the 6-point scale is equivalent to “*somewhat satisfied*”).

**Table 1. 2014 UC and UCSC student satisfaction with advising, by advising type**

	UC WIDE			CAMPUS-WIDE		
	Total Population	% Fully Satisfied	Mean (6 pt. scale)	Total Population	% Fully Satisfied	Mean (6 pt. scale)
<b>DEPARTMENTAL STAFF</b>	49,879	47%	4.27	3,263	50%	4.32
<b>FACULTY</b>	50,270	48%	4.31	3,298	51%	4.40
<b>COLLEGE STAFF</b>	49,872	44%	4.20	3,270	46%	4.20

*\*6-point scale: 1 = Very dissatisfied, 2 = Dissatisfied, 3 = Somewhat dissatisfied, 4 = Somewhat satisfied, 5 = Satisfied, 6 = Very satisfied*

Table 2 shows the variability of student satisfaction at UCSC by academic division in 2014. The Humanities division has the highest proportion of students fully satisfied with advising provided by all three types of advisors. The observed level of satisfaction is about 70% for departmental staff and faculty advising. During the 2008-2014 period, the levels of satisfaction in the Humanities with faculty and departmental staff advising fluctuated in the range of 65% to 73%.<sup>1</sup> Based on this data, the level of 66% or two-thirds of students being fully satisfied may be considered as the desired standard for all divisions and types of advisors.

**Table 2. 2014 UCSC student satisfaction with advising, by type of advising and Division**

	% FULLY SATISFIED				
	Arts	Humanities	Physical & Biological Sciences	Social Sciences	School of Engineering
<b>DEPARTMENTAL STAFF</b>	57%	72%	37%	54%	42%
<b>FACULTY</b>	63%	68%	42%	55%	43%
<b>COLLEGE STAFF</b>	42%	59%	37%	50%	37%

<sup>1</sup> See the report on advising for the Humanities Division.

### *Departmental Comparisons over Time*

In 2008-2014 the average satisfaction of upper-division Arts Division students with the academic advising they received from staff slightly increased from 55% to 57% (see Table 3 total). Student satisfaction with most programs, with the exception of Music, increased since 2008. Film & Digital Media and HAVC had the greatest increase in student satisfaction, at 7% and 19% respectively.

**Table 3. Advising by Departmental Staff, Upper Division Students in the Arts Division**

% Satisfied or Very Satisfied	2014		2012		2010		2008		% Change 2008- 2014*
	N	%	N	%	N	%	N	%	
<b>Total</b>	<b>125</b>	<b>57%</b>	<b>93</b>	<b>65%</b>	<b>94</b>	<b>64%</b>	<b>141</b>	<b>55%</b>	2%
Art	44	55%	11	73%	27	69%	38	54%	1%
Film & Digital Media	37	51%	27	47%	28	54%	30	44%	7%
History of Art & Visual Culture	20	63%	25	86%	16	70%	24	44%	19%
Music	8	57%	13	76%	4	50%	25	83%	-26%
Theater Arts	16	76%	17	74%	19	73%	24	71%	5%

Similarly, in 2008-2014 the average satisfaction with the academic advising they received from faculty slightly increased from 59% to 63% (see Table 4 total). Art and HAVC majors had a 14% increase in student satisfaction from 2008-2014.

**Table 4. Advising by Faculty, Upper Division Students in the Arts Division**

	2014		2012		2010		2008		% Change 2008- 2014*
	N	%	N	%	N	%	N	%	
<b>Total</b>	<b>140</b>	<b>63%</b>	<b>98</b>	<b>68%</b>	<b>99</b>	<b>66%</b>	<b>153</b>	<b>59%</b>	4%
Art	52	63%	11	73%	23	59%	35	49%	14%
Film & Digital Media	39	55%	29	50%	29	55%	36	53%	2%
History of Art & Visual Culture	22	69%	26	90%	23	96%	32	55%	14%
Music	10	71%	14	78%	5	63%	22	73%	-2%
Theater Arts	17	77%	18	75%	19	70%	28	82%	5%

In 2008-2014 the average satisfaction of upper-division Arts Division students with the academic advising they received from college staff slightly increased from 41% to 42% (see Table 5 total). Film & Digital Media and HAVC students' satisfaction increased 6% from 2008 to 2014 while Music students' satisfaction decreased 32%, from 53% to 21%.

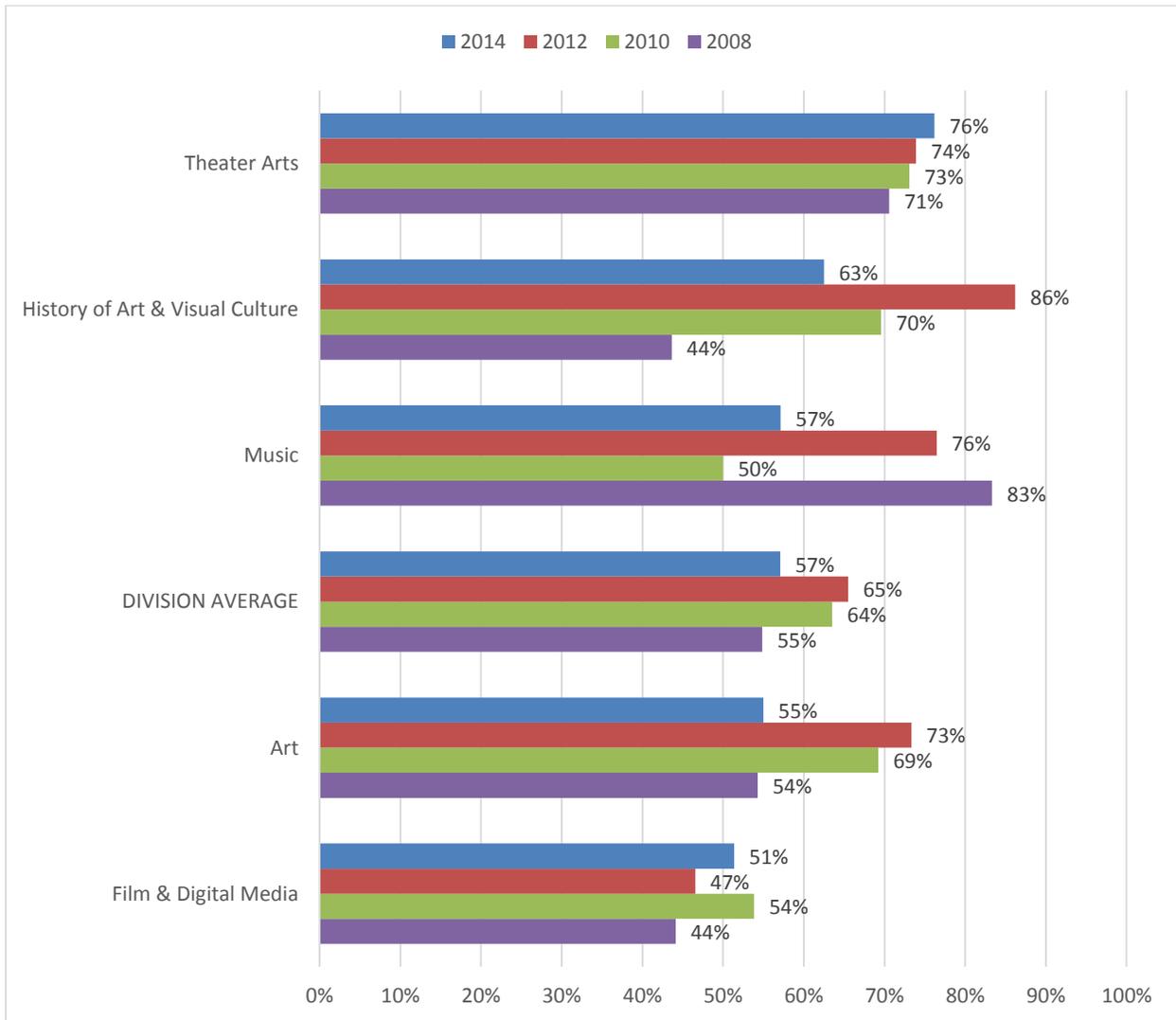
**Table 5. Advising by College Staff, Upper Division Students in the Arts Division**

<i>% Satisfied or Very Satisfied</i>	2014		2012		2010		2008		% Change 2008- 2014*
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	
<b>Total</b>	<b>91</b>	<b>42%</b>	<b>66</b>	<b>47%</b>	<b>70</b>	<b>46%</b>	<b>106</b>	<b>41%</b>	1%
Art	32	40%	9	64%	17	45%	29	34%	6%
Film & Digital Media	33	46%	20	35%	21	40%	23	40%	6%
History of Art & Visual Culture	14	45%	17	61%	17	68%	23	40%	5%
Music	3	21%	7	44%	5	63%	16	53%	-32%
Theater Arts	9	45%	13	54%	10	37%	15	44%	1%

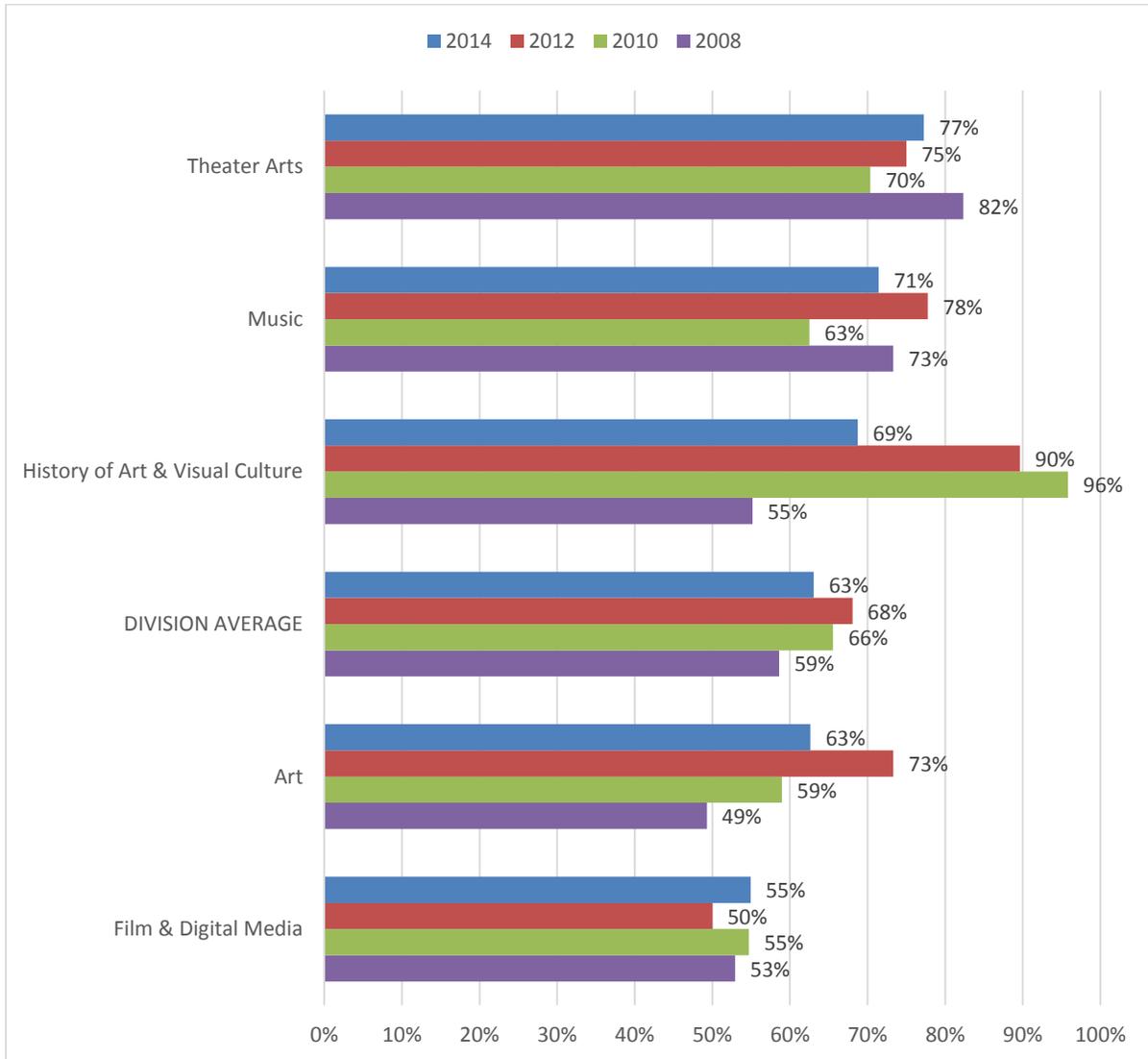
***Satisfaction with Advising Across Programs by Year***

Student satisfaction with advising varied sizably by major from 2008-2014, ranging from 34% to as high as 96% satisfied. Below we display satisfaction by program with departmental staff advising (see Figure 1), followed by satisfaction with faculty (see Figure 2) and college advising (see Figure 3) for each year surveyed. The division average is also shown for reference. While there was a variability in levels of satisfaction by major, some were consistently above the division average within each type of advising. Theater Arts had a higher percentage of fully satisfied students in departmental staff and faculty advising compared to other program. Overall, more Arts Division students are satisfied with departmental staff and faculty advising than college advising.

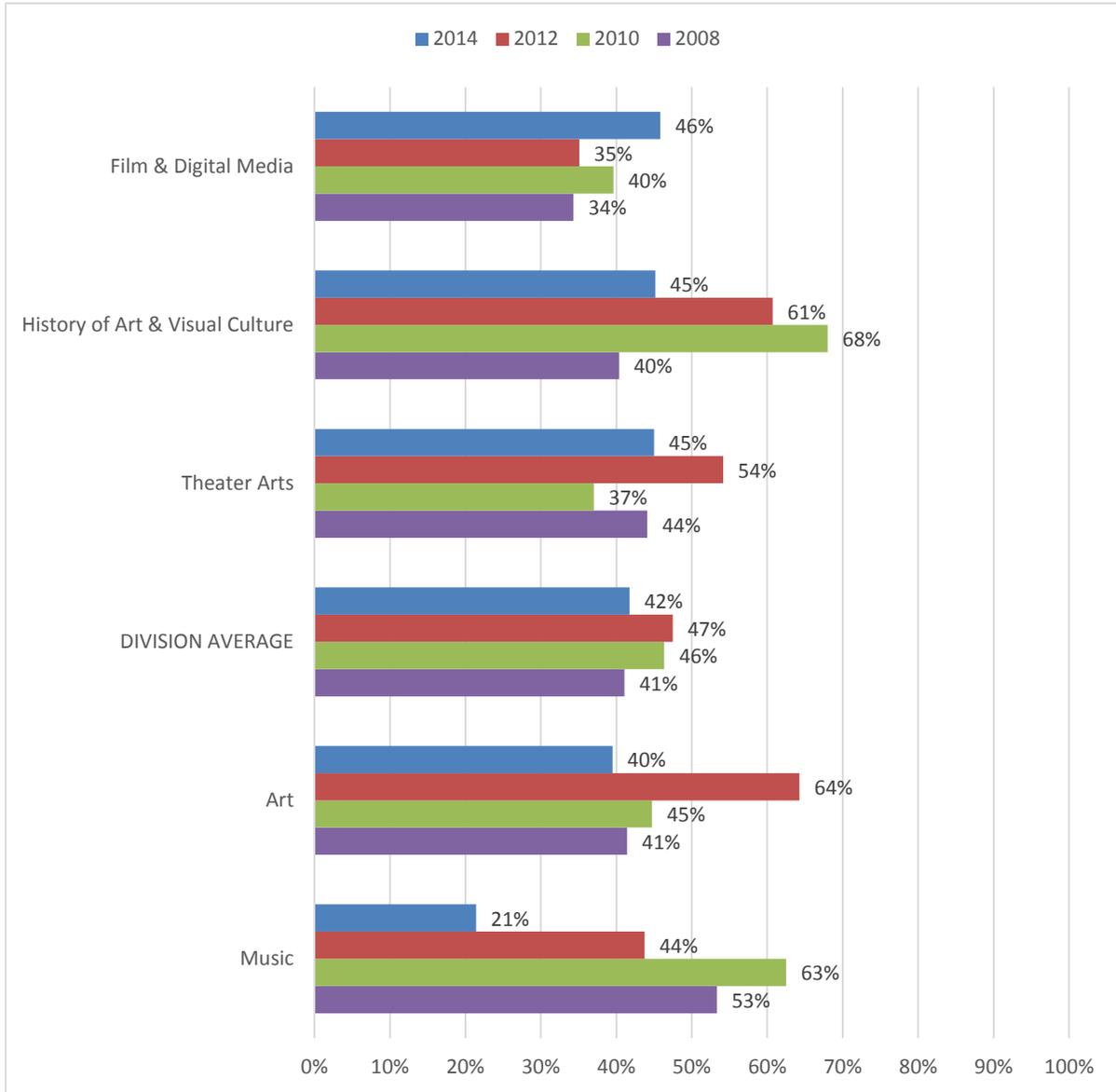
***Figure 1: Satisfaction with advising by departmental staff, Arts Division (2008-2014)***



**Figure 2: Satisfaction with advising by faculty, Arts Division (2008-2014)**



**Figure 3: Satisfaction with advising by college staff, Arts Division (2008-2014)**



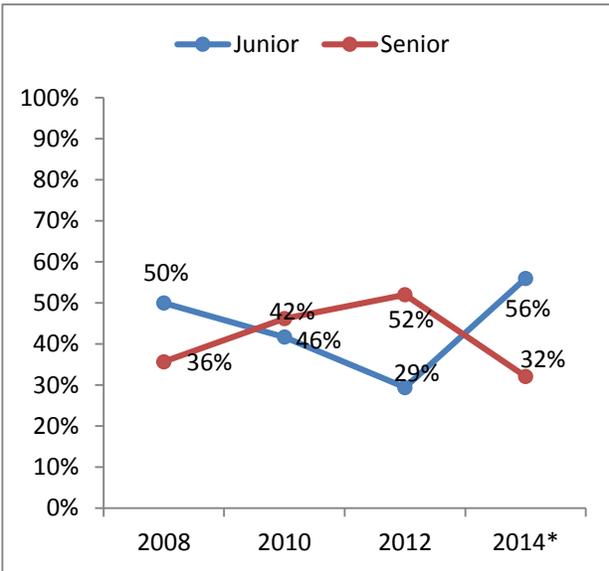
### *Satisfaction with Advising by Programs over Time*

Next we look at each program of study and describe the changes in student satisfaction between 2008 and 2014 (as shown in Tables 1-3) as well as significant differences between juniors and seniors, transfer students and those who started UCSC as frosh, and first generation college students and their non-first generation peers.

#### **Art**

- In Art satisfaction with advising increased from 2008 to 2012 and then decreased from 2012 to 2014 by all three types of advisor.
- Despite this rise and fall, satisfaction with advising by departmental staff and faculty was the highest in 2012 at 73%.
- Departmental Staff Advising: In 2014, more than half (55%) of students were satisfied with departmental staff advising –a decline from 2012 and 2010. There were no statistically significant differences in satisfaction with departmental staff advising between juniors and seniors, first generation and non-first generation students, and transfer students and their peers.
- Faculty Advising: Overall student satisfaction with faculty advising has increased from 2008-2014 for Art majors. There were no statistically significant differences in satisfaction with faculty advising between juniors and seniors, first generation and non-first generation students, and transfer students and their peers.
- College Advising: Forty percent of Art majors were satisfied with college advising in 2014. Additionally, 2014, senior Art major students were significantly less satisfied with advising by college staff than seniors (see Figure 4). There were no statistically significant differences in satisfaction with college advising between first generation and non-first generation students, and transfer students and their peers.

Figure 4. Satisfied with college staff advising in Art by class level



\*Indicates a group difference based on Chi-Square tests at  $p < .05$

## Film & Digital Media

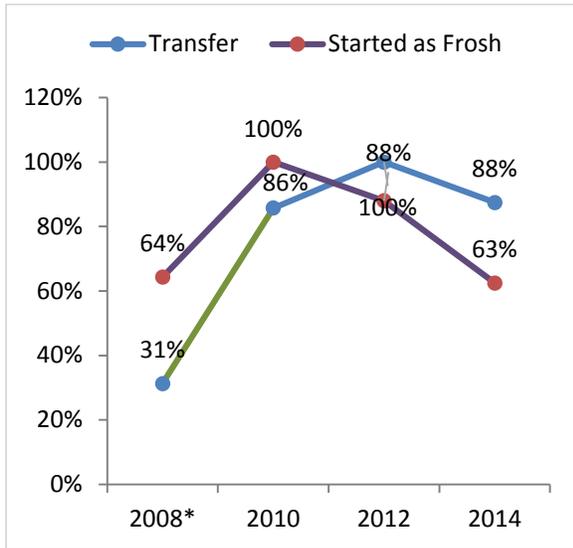
- Overall satisfaction with all three advisors has increased between 2008 and 2014. Faculty advising has made the smallest increases of satisfaction with a range from 53%-55% from 2008 to 2014. The biggest growth in student satisfaction has been with college advising from 2012-2014 where satisfaction increased from 35% to 46%.
- Similar levels of satisfaction with all three types of advisors were reported by juniors and seniors, transfer students and students who started as frosh, and by first generation and their peers.
- Departmental Staff Advising: The largest increase in FDM student satisfaction with departmental staff advising was in 2008 to 2010 where there was a 10% increase reported. Since 2008 there has been an increase in student satisfaction with this type of advising.
- Faculty Advising: Student satisfaction with faculty advising was consistent from 2008-2014 Film & Digital Media majors.

- College Advising: Almost half (46%) percent of Film & Digital Media students were satisfied with college advising in 2014. This was the higher than any other Arts Division major with college advising.

### **History of Art & Visual Culture**

- Overall, HAVC student satisfaction was higher than several other Arts Division programs across all levels of advising. Additionally student satisfaction with all types of advising has increased from 2008 to 2014. Although this overall increase can be noted, a decrease in student satisfaction with departmental advising was seen in 2012 to 2014 and since 2010 for both faculty and college advising for HAVC majors.
- Departmental Staff Advising: History of Art and Visual Culture student satisfaction with departmental staff advising was 63% in 2014, a 23% decrease from 2012. Students' satisfaction increased the most from 2008 to 2010, by 26%. There were no statistically significant differences in satisfaction with departmental advising between juniors and seniors, first generation and non-first generation students, or transfer students and their peers.
- Faculty Advising: Student satisfaction with faculty advising has increased, by 41% in 2010, achieving high satisfaction levels (96% responded that they were fully satisfied with faculty advising), and has been declining since. No were no significant differences between juniors and seniors or first generation and non-first generation students. However, in 2008, transfer students were significantly less likely to report being satisfied with departmental staff advising than their peers (see Figure 5). This difference disappeared in subsequent years as satisfaction increased among students who were admitted as transfers.
- College Advising: Student satisfaction with college advising increased in 2010 and then decreased from 2010 to 2014. There were no statistically significant differences in satisfaction with departmental advising between juniors and seniors, first generation and non-first generation students, or transfer students and their peers.

Figure 5. Satisfied with departmental faculty advising in HAVC by transfer status



\*Indicates a group difference based on Chi-Square tests at  $p < .05$

## Music

- From 2010 to 2014, student satisfaction with college staff advising has decreased, while satisfaction with faculty and departmental staff advising has been variable. Departmental staff and college advising has seen the greatest decrease in student satisfaction from 2008-2014.
- Departmental Staff Advising: Satisfaction with faculty advising for music majors has decreased by 26% since 2008. Students' satisfaction increased the most from 2008 to 2010, by 26%. While there were no significant differences in student satisfaction between juniors and seniors or first generation students and their peers, there were significant differences between transfer and frosh students in 2008 (see Figure 6). Subsequent years of data could not be analyzed as there were not enough responses to calculate statistical significance.
- Faculty Advising: Student satisfaction with faculty advising has been consistently within the range of 63% to 78%. There were no significant differences in student satisfaction between juniors and seniors or first generation and non-first generation students. However, in 2012, transfer students were significantly less likely to report being satisfied with departmental staff advising than their peers (see Figure 7). We could not measure if this difference changed before or after 2012 because there were not enough responses to calculate statistical significance.

- College Advising: Student satisfaction with college advising decreased dramatically since 2008, by 32%. Only 21% of music majors are satisfied with college advising. There were no statistically significant differences in satisfaction with departmental advising between juniors and seniors, first generation and non-first generation students, or transfer students and their peers

Figure 6. Satisfied with departmental staff advising in Music by transfer status\*\*

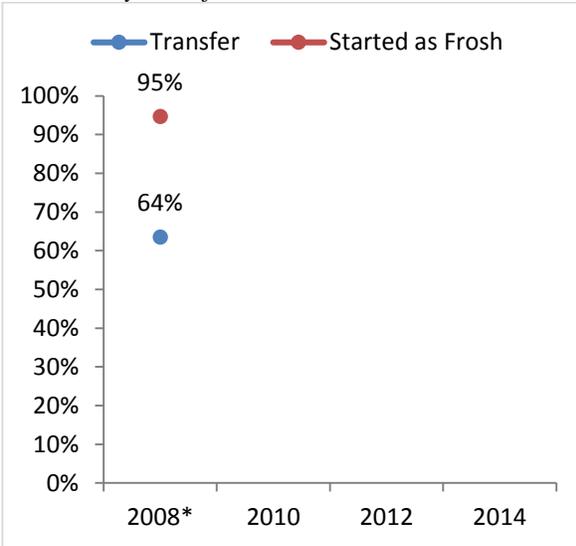
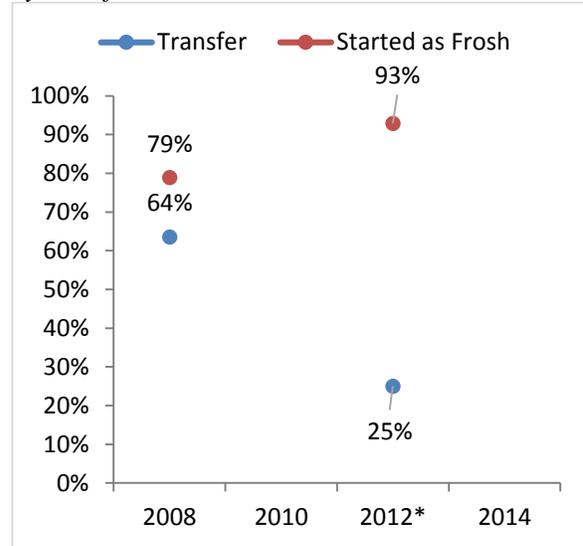


Figure 7. Satisfied with faculty advising in Music by transfer status\*\*\*



\*Indicates a group difference based on Chi-Square tests at  $p < .05$

\*\*No data available or values too small for analysis in 2010, 2012 and 2014 in Figure 6.

\*\*\*No data available or values too small for analysis in 2010 and 2014 in Figure 7.

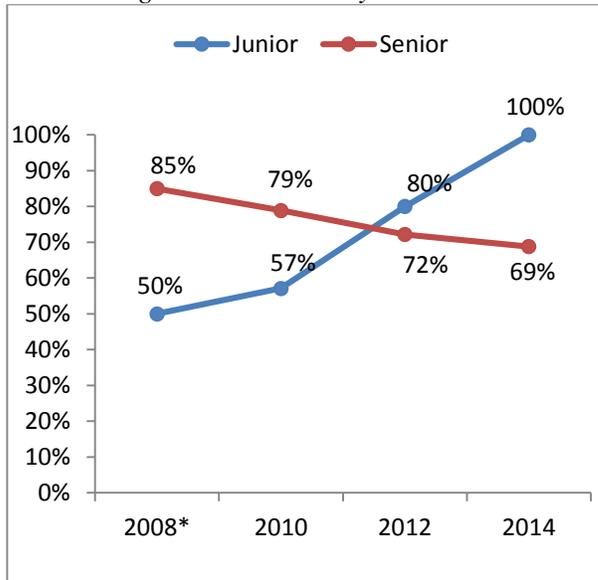
### Theater Arts

- Satisfaction with departmental staff advising has increased slightly from 2008 to 2014. Student satisfaction with faculty and college staff advising varied over the years.
- Departmental Staff Advising: Student satisfaction has increased by 5% from 2008 to 2014. While there were no significant differences in student satisfaction between transfer students and those who entered UCSC as freshman, or first-generation student and their peer, there were significant differences between juniors and seniors (see Figure 8) in 2008. For this group of students, the gap closes in subsequent years as satisfaction increases among juniors.
- Faculty Advising: Over three-quarters (77%) of theater arts students were satisfied with faculty advising in 2014. This was the highest percentage of satisfied students in the Arts Division in 2014. There were no statistically significant differences in satisfaction with faculty

advising between juniors and seniors, first generation and non-first generation students, or transfer students and their peers.

- College Advising: Theater arts students were less satisfied in 2010 and 2014 than in 2008 and 2014. There were no statistically significant differences in satisfaction with college staff advising between juniors and seniors, first generation and non-first generation students, or transfer students and their peers.

*Figure 8. Satisfied with departmental staff advising in Theater Arts by class level*



\*Indicates a group difference based on Chi-Square tests at  $p < .05$

### ***Possible Relationships between Student Dissatisfaction with Advising in the Arts Division***

We explored possible explanations for student dissatisfaction with advising in the Arts Division and their experiences with other aspects of the program using the 2014 UCUES survey results. We tested the relationship between satisfaction with advising and satisfaction with program requirements and policies, research opportunities, overall academic experience, and their actual GPA by conducting correlation analysis.<sup>2</sup> We found the following:

1. Students who were less satisfied with the *availability of courses needed for graduation* were also less satisfied with advising by both departmental staff and faculty.
2. Students who thought their *program's requirements were not well-defined* tended to be less satisfied with advising by both departmental staff and faculty.
3. Students who thought that *department rules and policies were not clearly communicated* tended to be less satisfied with advising by both departmental staff and faculty.
4. Students who did not *understand how major requirements combine to produce a coherent understanding of a field of study* also expressed less satisfaction with faculty advising.
5. Students who were satisfied with the *opportunities for research experience or to produce creative projects* were less satisfied with advising by departmental faculty.
6. Whether a student had *worked with faculty on research or creative projects* was unrelated to their satisfaction with faculty or departmental staff advising.
7. Satisfaction with advising by faculty and departmental staff was unrelated to whether or not students believe that the *faculty treats students equitably and fairly*.
8. Of note, a student's *overall GPA* was not related to their satisfaction with either type of advisor. Put another way, students with higher and lower GPAs were as likely to be dissatisfied with departmental staff and faculty advising.
9. The higher the ratio of students to departmental advisor, the more likely the student expressed low satisfaction with departmental staff advising.
10. Finally, students who were more satisfied with academic advising by departmental staff and faculty were also more satisfied with their *overall academic experience*.

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<sup>2</sup> The satisfaction questions in their original 6-point scale were used for correlation analysis. We reported those relationships that were "significant" at  $p < .05$  in Pearson  $r$  analysis.

**APPENDIX**

**UCUES 2014 CORE Survey Questions  
Academic Engagement Part I: Overall Satisfaction and Agreement**

Q42 How satisfied are you with each of the following aspects of your educational experience overall?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Advising by faculty on academic matters (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by school or college staff on academic matters (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by departmental staff on academic matters (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Questions used in correlation Analysis:**<sup>3</sup> Q42 How satisfied are you with each of the following aspects of your educational experience overall?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Availability of courses needed for graduation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce creative products (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 Please answer the following questions about your major.

	Yes (1)	No (0)
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study? (4)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (5)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (6)	<input type="radio"/>	<input type="radio"/>

<sup>3</sup> Student to faculty ratio data was provided by Undergraduate Advising Offices and was not a questions asked in the UCUES survey.

Q27 Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as an (University Name) University student. **NOTE: If participant responded to one of the 6 questions below, their response was used in the correlation analysis.**

	Yes, doing now or have done (1)	No (0)
Assist faculty in research with course credit (4)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research for pay without course credit (5)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research as a volunteer without course credit (6)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty with course credit (8)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty for pay without course credit (9)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty as a volunteer without course credit (10)	<input type="radio"/>	<input type="radio"/>

Q40 How often have you experienced the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Students treated equitably and fairly by the faculty (5)	<input type="radio"/>					

Q29 How satisfied are you with the following aspects of your campus experiences/education.

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
My (University Name) grade point average (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic experience (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>