Self-, Peer, and Teacher Assessments of Student Presentation Videos

Joel P. Rian
Hokkaido Information University
Don Hinkelman
Sapporo Gakuin University
Matthew Cotter
Sapporo Gakuin University

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In this study, we examined variation in self-, peer, and teacher assessments in an EFL presentation skills course. This ongoing action research project at Sapporo Gakuin University involves the development of an open-source Moodle LMS module with complex rubrics to evaluate video-recorded student performances. In 2014, over 90% of 63 enrolled students completed self- and peer assessments of their presentation videos using the LMS module. The final grade for each presentation combined teacher, peer, and self-assessments with an 80/10/10% weighting. Students' self-assessment scores were 8.8% lower and peer assessment scores were 1.3% lower than teacher scores. These results contradicted expectations that students would score themselves and their classmates more leniently. Possible explanations for this are: (a) specifically worded scales in the rubrics and (b) cultural tendencies toward modesty. Teachers considered that student scores were within an acceptable range for incorporation in final grades, and students positively evaluated the video assessment process.

本研究は、札幌学院大学においてプレゼンテーションスキルを学習する英語授業の5年間にわたる研究であり、学生における自己評価や学生同士の評価を教員の評価と比較分析した。まず、ルーブリック法を用いて録画した学生のプレゼンテーションを評価する目的で、オープンソースのオンライン学習システム（LMS）におけるモジュールを開発した。次に、事後評価を学生に依頼したところ、63名の履修者中、9割以上の学生が自己および学生同士の評価を行った。各プレゼンの評点は、教員80%、学生同士10%、自己10%の割合で構成される。教員の評点に比べて学生の自己評点は8.8%低かったが、学生同士の評点は教員の評点に比べて1.3%の差となった。この結果から、ビデオを用いた自己評価や学生同士の評価を、最終的な科目の採点に含めることが可能であり、こうすることで学生の授業に対するコミットメントが向上する可能性が示唆される。

JAPANESE UNIVERSITIES are being required by law to report more and more of their inner workings (Mulvey, 2010). As they pay closer attention to the Japanese Ministry of Education's plans for university reform, a need for transparency becomes apparent. This need has implications for the classroom. For example, in some cases students attend lecture classes for 15 weeks and are graded by a final exam in their 16th week. Students normally receive only a score, a grade, or a pass-fail mark and are given little if any explanation of the criteria on which they are being graded. This kind of evaluation may be feasible for assessing retention or memorization of information, particularly in traditional lecture classes. However, in classes where student performance—such as speeches and presentations—is evaluated, a criteria-based assessment is more appropriate.

In-class student presentations are a common method of oral evaluation in communication-focused EFL classrooms (Bailey, 2003; Brown, 2007; Bygate, 1998). Videos of oral presentations are useful for repeated observation, analysis, and comparison by both teachers and students (Otoshi &

Heffernen, 2008; Quigley & Nyquist, 1992). However, the technical aspects of managing and assessing large numbers of videos are problematic, particularly in classes with many students, or when multiple presentations are required in the same course. This paper is part of an ongoing investigation of ways to make the video review process valid, sustainable, comprehensible, and manageable for both teachers and students to use. Specifically, in the design of the course described in this paper, students as well as teachers use video recordings for assessment and grading purposes. Our main question in this cycle of research is whether students would overrate themselves or otherwise abuse the opportunity to participate in their own grading. If student assessment is fair, the scores that students give themselves and their peers can be incorporated into a final grade. More importantly, self-scoring and peer scoring introduces students to the cognitive process of evaluation and involves them as active evaluators rather than passive recipients of grades. This study reports how students did peer and self-assessment online with video recordings, outlines the system of rubrics used by both teachers and students, and analyzes the variation among these three types of scorers.

In previous research cycles, we investigated: (a) the kind of assessments that are appropriate and feasible—for example, self-, peer, and teacher assessments with in-class (live) presentations and video recordings, and (b) how multiple kinds of assessments can be handled practically, both in and out of the classroom and within reasonable time limits. These matters are discussed in Rian, Hinkelman, and McGarty (2012), in which we demonstrated that the management of large numbers of videos for assessment purposes was sustainable and feasible in other LMS-enhanced classroom environments. In this paper, which focuses on the 2014 cycle of research, we address whether self- and peer assessments were useful, effective, and appreciated by students, and how well students could assess compared to their teachers. Over a course of five in-class presentations, using the rubric-based video assessment module, we examined

1. How students scored themselves (self-evaluation), and
2. How students scored each other (peer evaluation), compared to
3. How instructors scored students.

Additionally, we solicited the opinions of students over 3 years with a short questionnaire expanded from the pilot questionnaire used in Rian et al. (2012). The results of the analysis of self-, peer, and teacher scores as well as the questionnaire are presented below. Finally, we offer some ideas for continued research into video assessment methods that employ rubrics for self-, peer, and teacher evaluation.

Research Method and Course Background

Action research is well suited to investigating classroom settings, as it examines cycles of human interaction in groups or institutions (Nunan & Bailey, 2009) and collaborative actions by groups of instructors (Burns, 2010). Over the past 5 years, several instructors teaching the oral presentation course at Sapporo Gakuin University (SGU) have collaborated to develop and review materials, assessment methods, and technology for the course. It is a mandatory, half-year (one-semester) course for all English majors and has three to four classes of 15-20 students each. To date, this action research has undergone five iterations. The research timeline is summarized in Figure 1.

Cycle one (2010)	Unified syllabus across all classes Common rubrics and criteria for presentation assessment tested
Cycle two (2011)	Video recording of presentations in all classes, embedded in Moodle Delayed self- and peer review of performances for more accurate assessing Unlisted YouTube accounts used to store videos; videos linked to class website
Cycle three (2012)	Video assessment module improved to (a) accommodate video upload and storage on Moodle server, and (b) allow playback within class website alongside assessment rubrics
Cycle four (2013)	Self- and peer assessment weightings in video assessment module piloted
Cycle five (2014)	Review of trends in student self- and peer assessment

Figure 1. Action research into video assessment of student presentations.

Cycle One (2010): Common Rubrics

When the oral presentation course was introduced in 2008, each teacher of a class section assessed students independently. However, instructors found it efficient to share materials and ideas, including the criteria by which they graded presentations. The goal of the course is to introduce and practice a set of basic presentation skills—including eye contact, voice change, gestures, and producing and using visual aids—by constructing and giving five in-class presentations. These skills became the assessment criteria for each presentation.

Our philosophy of assessment is based on Sadler (2005). He proposed two ideals for criteria-based grading: (a) that "students deserve to be graded on the basis of the quality of their work," with regard neither to how others may be performing nor their own previous level of performance, and, more importantly, (b) that "*students deserve to know the criteria by which judgments will be made about the quality of their work*" (p. 178, italics added). As rubrics lend themselves well to criteria-based assessments (Wolf & Stevens, 2007), the teachers felt rubrics were the most effective way to make evaluations of presentations clear to their students. Another goal was to involve students in the evaluation process. So, teachers followed a suggestion made by Panadero, Romero, and Strijbos (2013), who stated, "When teachers want to increase the reliability and construct validity of peer assessment, rubrics should be provided to the students" (p. 7).

Cycle Two (2011): Video Recording

The idea to video record in-class student presentations was originally an attempt to encourage students—particularly underachievers—to invest more effort in preparation. It was intended to send the message that their efforts were important and would be preserved for detailed review at a later time. Instructors soon discovered that, rather than just sending a message, these videos were very useful for that review. In particular, they afforded teachers the ability to review and evaluate multiple criteria simultaneously. For example, presenters' use of gestures, voice, and eye contact could be counted and tabulated, and feedback could be given by showing small parts of videos in class. As Quigley and Nyquist (1992) observed, "The capacity of video to preserve verbal and nonverbal elements of the oral communication event renders it a tool with considerable power" (p. 325). Digital cameras were used for easy recording and quick upload with SD memory cards. Initially, teachers employed YouTube for video storage and used embedded links on a Moodle forum within the class website for students to view and comment on the recorded

presentations. This required overcoming technical difficulties in uploading, storing, and linking to video files on unlisted YouTube accounts. These accounts are unsearchable and can only be accessed with permission through a unique web address. However, even though privacy was assured, the idea of having their videos uploaded to YouTube may have seemed harrowing to some students. These and other issues are detailed in Rian et al. (2012).

Cycle Three (2012): Local Video Storage

In order to eliminate the need for YouTube, which had playback problems and privacy concerns, the module was redesigned so videos could be uploaded and stored directly on the class website Moodle server. Videos appeared alongside the rubric and were easy to view while using the rubric to assess. However, issues with video file size and conversion of certain video file types within the module hampered efficient review and grading of videos. The module was modified again to convert and reduce file sizes automatically during the upload process, which considerably reduced the time needed for uploading as well as the server space required to store video files.

Cycle Four (2013): Self- and Peer Scoring in Rubrics

In 2012, the video assessment module was reengineered to include three types of assessment: teacher, self, and peer (see Hinkelman, 2014, for details). However, a number of technical bugs had evaded pilot testing and were only uncovered through actual use of the module in class. Students' self- and peer scores were sometimes corrupted, which undermined the ability to rely on the module alone for accurate calculation of final grade scores. These problems were rectified before the beginning of the following year's course.

Cycle Five (2014): Evaluation of Teacher, Self-, Peer Review via Module Rubrics

The current edition of the video assessment module in Moodle 2.7 features configurable rubrics, an example of which is shown in Figure 2. The rubric can include an unlimited number of horizontal scales, or criteria. Each scale is described in simple English so that both teachers and students can use it. Scoring is accomplished by clicking (for computers) or tapping (for tablets) on the scale, which turns the scoring box to green. The scales used in the assessment (Presentation 4 in the SGU syllabus) include nonverbal communication (eye contact, gestures, and so forth) and verbal communication (conclusion, explanation of visuals, and so forth) criteria. In addition, project and community goals for a particular presentation that pertain to the audience's needs are included (e.g., teach simple Japanese characters to Korean or Chinese visitors using English).

The 2014 version of the Video Assessment module is a custom plugin that allows fast uploading and high compression (down to 10% of original size) of numerous popular video file types, including MP4, WMV, AVI, FLV and others. The module is free to download from the Moodle Japan website (http://hub.moodlejapan.org/course/view.php?id=52). No major technical difficulties were encountered during the 2014 implementation, allowing for a reliable and efficient analysis of how students scored themselves and each other versus how the teacher scored them, using the rubrics.

Analysis: Teacher, Self-, and Peer Scores

A total of 63 students in four classes of the 2014 oral presentation skills course at SGU carried out self-, peer, and teacher assessments for each of five presentations. All scores were collected from the class website using the Video Assessment module in the Moodle LMS. Over the 15-week course, 96.2% of the students were able to complete all five presentations. Completion of all five presentations was one of the requirements to pass and receive credit for the

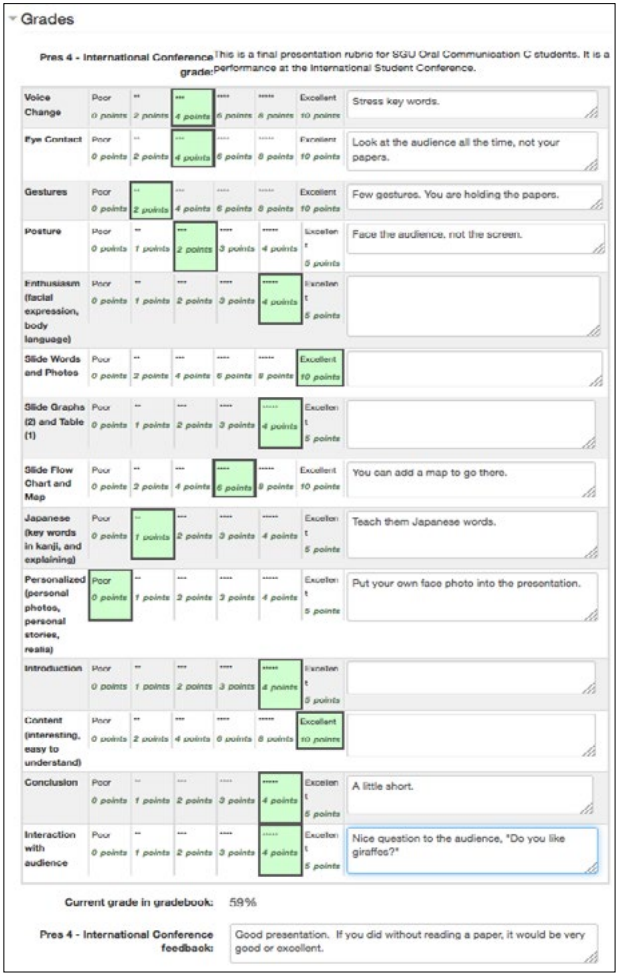

Figure 2. Example of completed self-, peer, and teacher assessment rubrics.

course. Presentations were conducted in class in front of all classmates, who assessed them using paper forms during the presentation and then again later using the LMS module.

Participation in the presentation assessment tasks was also over 90%. The scores for self- and peer assessments were each worth 10% of the grade for each of five presentations. In other words, for each of the five presentations, students received 10% of their points from their own self-assessment and 10% of their points from peer assessment. The remaining 80% of the presentation grade was the teacher's score. We anticipated that by giving students 20% of the power to affect their grades, they might take advantage of the opportunity to give themselves, their peers, or both inflated scores in order to pass the course or receive a high grade. This had been observed in our past experience with in-class peer-assessment sheets (see Hinkelman, 2014). On those paper forms, we had observed some students giving each other inflated scores, even perfect scores (100%), when given a simple rubric to complete while watching the presentations of their peers.

However, in 2014, using delayed assessments with recorded videos and more detailed rubrics, the results were unexpected. As shown in Table 1, the average self-assessment scores were lower than the teachers' scores by 8.8%. This was not a problem because the low weighting (10%) did not affect the total score significantly. However, in several individual cases, students rated themselves up to 40 points (out of 100) lower than the teacher's score. When we asked those individual students why, they often replied that they had "no confidence" when presenting. We encouraged these students to redo their assessments. This tendency toward modesty and low confidence could represent a cultural trait common among Japanese students, as suggested by Yamagishi, Hashimoto, Cook, and Toko (2010). Peer scores were only marginally lower than teacher scores (on average 1.3 points less).

Of all five presentations, Presentation 2 had the lowest self- and peer scores. A possible reason may be that Presentation 2 focused

on voice intonation and stress, which may have been difficult to assess objectively and which students felt the least confident about. On the other hand, Presentation 3 emphasized slide design and explanation, and the criteria focused on the visual message of the slides. Because all students had recently completed a computer literacy course that included training in PowerPoint slide making, their experience may have resulted in higher confidence in creating slides. The specific criteria for assessing Presentation 3 may have affected the results, and may explain why student scores were closest to the teachers' scores in that particular presentation. This was confirmed in Presentation 4, which had the most criteria of all (14 scales), yet had the greatest agreement in scoring between teacher, peer, and self-assessment. This suggests that detailed rubrics with simple language that can be taught to students may yield better results than simpler rubrics.

Self-Assessments

On a scale of 100, self-assessments averaged 8.8 points lower than teacher assessments. Students did not generally overrate themselves, but rather underrated themselves, sometimes excessively. This result contrasted with a study by Saunders (2000), who found that self-assessment of oral presentations among North American students tended to be overrated compared to peer and instructor assessments. Underrating may be explained by low confidence and cultural tendencies toward modesty.

Peer Assessments

Peer assessments averaged 1.3 points lower than teacher assessments. Students tended not to overrate their classmates in Presentations 1, 2, 4, and 5. In Presentation 3, they overrated their peers by an average of 7%. It should be noted that the quality of the assess-

Table 1. Comparison of Average Self-, Peer, and Teacher Assessment Scores, 2014 Classes

Type of assessment	Criteria	Presentation number (Number of presentations)					Avg.
		1 (n = 63)	2 (n = 60)	3 (n = 61)	4 (n = 61)	5 (n = 55)	
Self	Number of assessments	61	57	61	61	55	
	Score (out of 100)	65.7	70.5	62.4	70.6	61.1	66.0
	Variance with teacher assessment	-10.6	-13.2	-4.1	-3.1	-13.1	-8.8
Peer	Number of assessments	99	99	109	157	44	
	Score (out of 100)	76.8	70.3	73.5	75.3	72.1	73.6
	Variance with teacher assessment	+0.5	-13.4	+7.0	+1.6	-2.1	-1.3
Teacher	Number of assessments	64	60	63	73	57	
	Score (out of 100)	76.3	83.7	66.5	73.7	74.2	74.9
	Variance*: self + peer with teacher assessment	-5.0	-13.3	+1.5	-0.7	-7.6	-4.2

Note. *Average self + peer with teacher assessment = (Avg. self score + Avg. peer score) ÷ 2 – Avg. teacher score.

ments is not clear. In order to measure assessment quality, granular analysis of individual rubric scales should be conducted in future research.

Teacher Assessments

Four different teachers used the same rubric scales and criteria. However, there was no comparison of assessments between teachers—that is, there was no interrater reliability check (dual, triple score check), except in Presentation 4, where we experimented with 10 students scored by two teachers. In this brief check, we found differences of about 5% between teachers. This figure seems reasonably small to us. However, teacher interrater analysis is a worthwhile avenue for future research in this particular setting.

Rubric Design

Each rubric had different criteria, but the least variance in scores occurred in Presentations 3 and 4. There was less than a 5% difference between self-, peer, and teacher scores. This is possibly due to a greater specificity within the rubric scales and the time teachers spent to teach the criteria. Presentation 3 and 4 rubrics used more categories and more concrete, quantifiable criteria than did Presentation 1 and 2 rubrics. It seemed easier to explain Presentation 3 and 4 rubric scales to students because there were fewer abstract categories (e.g., "impact" or "quality of content") and more specific categories (e.g., "Is there a bar graph?" or "Were there more than five photos?").

Overall

Participation was high, likely because assessment assignments were required for receiving credit and teachers were highly committed to it. Over 95% of students completed all five presentations, and over 90% completed all self- and peer assessments on those presentations. Students could clearly see how their scores affected their grade. No significant technical problems occurred that prevented students from completing the assessments easily in their free time or in class.

Student Feedback on Presentation Assessment Methods

From 2012 to 2014, after completing the course, students answered a short questionnaire regarding the presentation assessment methods. Results (see Appendix) showed that 84% of students responded positively (*agree* or *strongly agree*) to video assessment. While this number seems high, it must be remembered that self-reporting surveys tend to solicit inflated answers (Fulmer & Frijters, 2009). Over 3 years of surveys, 92% of students reported they valued teacher feedback, while 70% valued peer feedback. This could reflect perceived teacher expertise or experience, or may be due to teachers giving more detailed feedback than classmates on the rubric. In 2014 students expressed greater value in rating their own presentations (18 responses), but indicated they would rather be rated by their peers (18 responses) than rate their peers (7 responses). Additionally, short 10-minute interviews with two students from each class revealed that some students were initially embarrassed to watch videos of themselves but gradually appreciated the chance to view and assess themselves and peers.

Conclusions

Through 5 years of action research on this oral presentation course, video recording of student performances—and both peer and self-assessment of those presentations—has evolved and proven a successful formative tool along with teacher assessment. This study has shown that, as part of the assessment process, a complex rubric with specific criteria can be understood by students and used to evaluate video-recorded student performances in an oral presentation

course. Using the module, self- and peer reviews can be done either during class or out of class, and rubrics can be modified to employ any number of assessment criteria the instructor chooses. Additionally, our student survey results indicate that students perceive value in using online video recordings with rubrics. Score results from five presentations from the video assessment module show that students do not score themselves or their peers higher than teachers, as might have been expected. Remarkably, students scored themselves lower than their peers and teachers. Future interventions that provide students a better understanding of the rubrics and criteria may find ways to close this gap. However, complete closure may not be a major concern, as Gardner's (2012) principle proposed that assessment should be done *for learning*, rather than *of learning*. These assessment rubrics have helped students review their own and others' video-recorded presentations, giving them firsthand experience in presentation evaluation. They not only receive and reflect on feedback from their peers and teachers, but they also go through the cognitive process of thinking about, scoring, and giving feedback to their peers and to themselves. Finally, future cycles of research need to (a) explore whether careless scoring, over-scoring, or under-scoring can be reduced or eliminated; (b) determine the most appropriate rubric language and rubric length; (c) develop online rubric training materials; and (d) incorporate students' comments on how they wish to participate in the evaluation process.

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Bio Data

Joel Rian is a full-time lecturer in the Faculty of Business Administration & Information Science at Hokkaido Information University. He is also a part-time lecturer at Hokusei Gakuen University and Sapporo Gakuin University. Currently a PhD candidate at Macquarie University, his research interests include practical applications for communication strategy training in the EFL classroom, and student motivation and attitudes toward English in the Japanese context. He can be contacted at <rianjp48@do-johodai.ac.jp>.

Don Hinkelman is a professor of English communication and intercultural communication at Sapporo Gakuin University. His research focuses on how blended language learning principles can combine online and face-to-face technologies. He has coauthored *Blending Technologies in Second Language Classrooms*, Palgrave-Macmillan, and can be contacted at <hinkel@sgu.ac.jp>.

Matthew Cotter is a full-time lecturer of English and speech communication at Sapporo Gakuin University. He is also a part-time lecturer at Hokkaido University of Science. His research interests include outside-the-classroom English learning, language discrimination toward indigenous peoples, and second and foreign language speaking anxiety. He can be contacted at <qtpiecotter@hotmail.com>.

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Appendix
Review of Student Responses to a Course Survey, 2012-2014

What helped you improve your presentations?	2014 (*n* = 53) Score					2013 (*n* = 31) Score					2012 (*n* = 49) Score					*Total agree* (*N* = 133)
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
Watching videos of classmates' presentations	16	29	7	0	0	11	14	5	1	0	11	31	5	2	0	112 (84%)
Watching videos of my own presentations	17	28	5	0	1	16	12	3	0	0	16	23	10	0	0	112 (84%)
Watching classmates' live presentations	21	25	4	0	1	12	16	2	1	0	13	26	8	2	0	113 (85%)
Feedback from classmates	14	24	10	0	2	10	13	6	2	0	10	22	16	1	0	93 (70%)
Feedback from the teacher	24	25	2	0	1	18	11	2	0	0	29	16	4	0	0	123 (92%)
Rating my own presentations	13	27	6	0	0	--	--	--	--	--	--	--	--	--	--	--
Rating my classmate's presentations	8	26	10	0	0	--	--	--	--	--	--	--	--	--	--	--
Having classmates rate my presentations	11	26	7	8	1	--	--	--	--	--	--	--	--	--	--	--
Which helped you improve? (choose 1 or more)																*Total responses* (*N* = 133)
Watching videos of your own presentations			28					21					24			73 (55%)
Watching videos of classmates' presentations			10					4					10			24 (18%)
Watching in-class presentations by classmates			29					12					29			70 (53%)
Rating your own presentations			18					--					--			--
Rating your classmates' presentations			7					--					--			--
Rating live presentations by classmates			10					--					--			--
Having your presentations rated by classmates			18					--					--			--

Note. 5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree, 1 = Strongly disagree; "--" indicates new question for 2014, no data for 2012 or 2013.