

**Herron School of Art
Annual Report for 2003 - 2004**

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD standards)	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
<p>I. Communicate observations and analyses in a variety of media. (PUL 1)</p>	<p>1. Write clearly and effectively. (N)</p> <ul style="list-style-type: none"> • Incorporate art and design vocabulary and concepts in writing. <p>2. Speak clearly and effectively in groups and one-to-one. (N)</p> <ul style="list-style-type: none"> • Incorporate art and design vocabulary and concepts in speaking. <p>3. Comprehend, interpret, and analyze written text. (N)</p> <p>4. Formulate attitudes about art, and defend views effectively and rationally. (N)</p> <p>5. Perform quantitative</p>	<p>Oral reports and presentations, group critiques, individual consultations, research, interaction with prospective and new students, journal writing, work mapping and other processes in visual design, written papers, development of artists' statements (philosophy of personal work), teaching Saturday School, feedback from sophomore advancement review</p>	<p><i>Foundation F101 end-of-course presentations.</i></p> <p>The sophomore advancement review includes a verbal presentation and submission of a written artist's statement from each participant.</p> <p>Comparisons made between fine arts students' written artists' statements for the sophomore advancement reviews and the final artists' statements and weekly written assignments submitted in the capstone courses, follow technical manuals and safety procedures, demonstrate math skills in proportioning and scaling imagery and other art and design contexts, research, art</p>	<p><i>Improved Visual Communication Design (VCD) rubric for advancement review, first used in 2003-04, needs further development for even greater consistency in evaluating student readiness to advance into the major.</i></p> <p><i>34 students didn't pass March advancement review. Of those, 27 advanced in May; 3 didn't advance; and 4 chose not to go through the review. (2 switched majors, one moved out of state, and one is unknown)</i></p> <p><i>VCD students continue to have some difficulty writing.</i></p> <p><i>Herron's 2003-04 *Graduating Student Survey indicates that as a result of their</i></p>	<p><i>Visual Communication Design (VCD) faculty developed performance rubrics to use with sophomore advancement review. Gave to students at start of semester to use in preparing for advancement review portfolio presentations.</i></p> <p><i>Each VCD student placed on probation in March sophomore advancement review was assigned a faculty mentor and given written feedback about what they need to improve prior to May review.</i></p> <p><i>As part of their sophomore advancement review, Visual Communication Design students were given a topic on which to write a brief essay.</i></p> <p><i>Early in sophomore</i></p>	<p><i>A more positive environment was created for students when they were given opportunities to improve during remainder of the semester. Students and faculty met more frequently outside of class.</i></p> <p><i>Advancement review presentations of VCD students were better prepared and more organized. They integrated their knowledge in presentations, utilized appropriate terminology, and cited their specific learning experiences.</i></p> <p><i>Number of technology based courses increased and student access to technology</i></p>

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	<p>functions and analyses relevant to art and design.</p> <p>6. Effectively utilize information technology for research, written work, artwork, and communication.</p>		<p>education projects, design work on computers.</p> <p>In Visual Communications Students who were put on probation at the early review were given written feedback identifying areas for improvement. Opportunities for ways to demonstrate improvement were identified for individual students. Probation students were assigned a faculty coach for advice for later reviews.</p>	<p><i>Herron courses and activities students increased:</i></p> <ul style="list-style-type: none"> • Ability to listen and comprehend increased, 4.08 out of 5 • Speaking ability, 3.88 out of 5 • Writing skills 3.82 out of 5 • Ability to use computers and other technology, 3.78 out of 5 <p><i>Student computer lab space has increased.</i></p> <p><i>The IUPUI 2003 **Continuing Student Satisfaction Survey indicates that Herron students rated their current ability levels considerably higher than all other schools in:</i></p> <ul style="list-style-type: none"> ○ Reading / understanding 	<p><i>year, VCD faculty will spend more time teaching about good research and writing skills.</i></p> <p><i>VCD students spent 6 weeks developing professional portfolios (digital and physical) based on personal objectives.</i></p> <p><i>Next year, all VCD students will be required to take a speech course.</i></p> <p><i>Students in senior Visual Communication Design capstone studio (5 credit course) had weekly writing assignments. They were encouraged to use campus writing assistance resources as needed.</i></p> <p><i>2 students developed a website on which VCD alumni will be able to keep their personal profiles up to date.</i></p>	<p><i>improved.</i></p> <p><i>Senior VCD students were more successful in obtaining jobs. Others were more highly motivated, and had a more realistic idea of the competition they will face in the job market.</i></p>

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				<p><i>of books, articles, etc.</i> (4.58 vs. 4.28)</p> <ul style="list-style-type: none"> ○ <i>Writing clearly and effectively</i> (4.33 vs. 4.13) <p><i>They rated their ability levels lower than all other schools in:</i></p> <ul style="list-style-type: none"> ○ <i>Solving math problems</i> (3.22 vs. 3.65) ○ <i>Using computer applications</i> (3.73 vs. 4.05) 	<p><i>Art History faculty is 6 months into a curriculum review. As a result, they've developed 2 new courses targeting PULs 1 & 2, to pilot fall 2004. One may become a capstone course.</i></p>	
<p>II. Think creatively to develop new approaches and solutions (PUL 2)</p>	<p>1. Critique work accurately, especially student's own.</p> <p>2. Analyze information and art/design work carefully, logically, and from multiple</p>	<p>Large and small group discussions, critiques that expose students to varied perspectives, debates, presentations,</p>	<p>Sophomore advancement review, senior capstone courses, surveys of students and alumni, demonstrations and presentations, papers, senior exhibition, assessment</p>	<p><i>Herron's 2003-04 *Graduating Student Survey indicated the highest increase was in:</i></p> <ul style="list-style-type: none"> • <i>Students' curiosity and desire to learn, 4.47 out</i> 	<p><i>Visual Communication Design (VCD) faculty documents projects of each student in each course. One professor is creating website for each student on which to archive assignments and artwork produced. This</i></p>	

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	<p>perspectives. (N)</p> <p>3. Apply knowledge from multiple disciplines to new contexts to solve problems and enhance work. (N)</p> <p>4. Critique professional and research literature for meaningfulness.</p> <p>5. Think creatively about new ideas and ways to improve existing things.</p> <p>6. Find new ways to use skills and knowledge in new situation/problems.</p> <p>7. Learn new approaches to artwork or study.</p> <p>8. Research an issue/topic before planning a course of action.</p>	<p>internship & work experiences, research papers, field trips, assigned readings.</p> <p>Printmaking and Ceramics students participate in exchange portfolios both among Herron students and faculty as well as students and faculty from other schools and universities.</p>	<p>of artists' statement, observe students following directions, and operating equipment properly and safely, critiques of teaching performance through observation (art education) and student teacher feedback, videotapes.</p> <p><i>Three students selected to go to Pont Aven to study for the summer.</i></p> <p><i>Clarian women's heart health project.</i></p>	<p><i>of 5</i> <i>Students further reported an increase in:</i></p> <ul style="list-style-type: none"> <i>Ability to approach my own work creatively, 4.38 out of 5</i> <i>Ability to critique professional and research literature for meaningfulness, 4.22 out of 5</i> <p><i>The IUPUI 2003 *Continuing Student Satisfaction Survey indicates that Herron students rate their current ability levels considerably higher than all other schools in:</i></p> <ul style="list-style-type: none"> <i>Gathering info from a variety of sources when deciding on action (4.42 vs. 4.08)</i> 	<p><i>will provide means of further assessing outcomes at student, course, and program levels. In the future these may be linked with campus electronic portfolios.</i></p> <p><i>VCD capstone course included</i></p> <ul style="list-style-type: none"> <i>multiple exercises from the book "What Color is Your Parachute"</i> <i>professional resumes</i> <i>readings on cover letters; effective job hunting strategies; interview strategies and professional etiquette; management; strategies for finding alternative forms of career experience in</i> 	

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				<ul style="list-style-type: none"> • <i>Creatively thinking about new ideas or ways to improve existing things (4.39 vs. 4.0)</i> • <i>Evaluating others' ideas and proposed solutions (4.35 vs. 4.07)</i> <p><i>Foundation curriculum committee conducted exhaustive studies of other art/design curricula, and established core objectives for Herron's curricula. Areas of most need at freshman level for Herron include:</i></p> <p><i>Visual dynamics and design/gestalt principles, space and form, internet research, idea generation, cross-disciplinary thinking and experiences, and</i></p>	<p><i>tough economic situations; as well as effective portfolio development.</i></p> <ul style="list-style-type: none"> • <i>Designing professional portfolios.</i> <p><i>A proposal for Foundation Program curricular revisions will be presented to Herron faculty in Sept. 2003. Approved changes will be implemented in Fall 2005.</i></p> <p><i>Two faculty members are participating in "Communities of Practice," one in critical thinking. She is incorporating critical thinking ideas into new course being developed for fall – Art Criticism and Theory. She'll be asked to share critical thinking info with other faculty through a Teach Talk session during 2004-05.</i></p>	

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				<p><i>consistency among sections of courses.</i></p>	<p><i>An additional tenured faculty member teaches full time in the Foundation (freshman) program, bringing the total to 4 full time faculty teaching freshmen.</i></p> <p><i>A growing number of faculty is involving students in community projects such as the Clarian womens' heart health project & mural in IUPUI library corridor.</i></p>	
<p>III. Interrelate art/design with a variety of disciplines. (PUL 3)</p>	<p>1. Apply historical and stylistic knowledge to practice. (N)</p> <p>2. Utilize research skills in solving problems and developing projects. (N)</p> <p>3. Apply knowledge from multiple disciplines to new contexts.</p>	<p>internships and work experience, class discussion & group presentations, lectures, independent study, slides and films, field trips, foundation program.</p>	<p>Senior capstone course papers and projects, survey of students and alumni, portfolio review, sketch book, art/design work, advancement reviews, Graduating Student Survey.</p> <p>Some faculty maintain teaching portfolios of working notes and examples of student work in the form of</p>	<p><i>Herron's 2003-04 *Graduating Student Survey indicates increase in:</i></p> <ul style="list-style-type: none"> • <i>Visual literacy and ability to assess quality and effectiveness of works, 4.35 out of 5</i> • <i>Ability to incorporate knowledge from multiple</i> 	<p><i>Further documenting student work in a variety of situations and courses (e.g., digital images on CDs and websites, animated videos, hard copies of design projects).</i></p>	

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			<p>slides.</p> <p>Informal conversation and comparison among section and grade levels.</p>	<p><i>disciplines to new contexts, 4.31 out of 5</i></p> <ul style="list-style-type: none"> <i>Tools and experience to obtain a job, 3.54 out of 5</i> <p><i>The IUPUI 2003 **Continuing Student Satisfaction Survey indicates that Herron students rate their current ability levels considerably higher than all other schools in:</i></p> <ul style="list-style-type: none"> <i>Finding new ways to use my skills and knowledge for new situations or problems (4.38 vs. 4.03)</i> <i>Researching an issue or topic before planning action (4.26 vs. 3.98)</i> <i>Putting ideas together in new ways</i> 		

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				<p>(4.38 vs. 3.91)</p> <ul style="list-style-type: none"> • <i>Having in-depth understanding of my major field of study</i> (4.15 vs. 3.89) 		
<p>IV. Demonstrate substantial knowledge and understanding of art, art history, art education, and/or design. (PUL 4)</p>	<p>1. Modify approach to issues/ problems based on contexts and requirements of particular situations.</p> <p>2. Respect and evaluate work from a variety of perspectives and disciplines. (N)</p> <p>3. Demonstrate conceptual understanding of components and processes integral to work in the visual arts and design. (N)</p> <p>4. Produce work that is successful both technically and aesthetically.</p> <p>5. Demonstrate</p>	<p>Discussion, research papers, critiques, written papers, field trips, lecture, internships, exhibitions, senior capstones, research, journals, attendance at special events such as Visiting Artists Lectures and gallery openings, juried student exhibition, guest speakers from the community.</p>	<p>Evaluation of written work, student feedback and surveys, independent study, class participation, evaluation of art work, student reflection exercises, senior capstone courses (weekly papers, critiques, etc.), senior exhibition and slides, portfolio review, written artists' statements.</p> <p>Printmaking faculty review the effectiveness of teaching strategies and make adjustments on an ongoing basis.</p> <p>Printmaking colleagues show one another work across the specialties</p>	<p><i>During March 2004 and May 2004, Visual Communications advancement reviews 79% of students passed while 3 didn't pass and 4 chose not to go through the review.</i></p> <p><i>Herron's 2003-04 *Graduating Student Survey indicates:</i></p> <ul style="list-style-type: none"> • <i>Ability to view art from multiple perspectives, 4.45 out of 5</i> • <i>Ability to draw parallels between art and society, 4.34 out of 5</i> • <i>Ability to produce work that is</i> 	<p><i>Identified some gaps and overlaps when conducting "second looks, and made modifications in some VCD courses and activities as a result.</i></p> <p><i>VCD faculty members now see the value of "second looks." (One faculty member described the "second looks" day as "my favorite day of the semester!")</i></p>	<p><i>As VCD faculty conducts "second looks," their enthusiasm and commitment to the entire program increases. This should translate to students through a stronger curriculum and enhanced learning environments for students.</i></p>

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	<p>visual literacy, including nonverbal languages of art or design. (N)</p> <p>6. Evaluate and discuss contemporary thinking about art. (N)</p> <p>7. Accurately assess the quality and effectiveness in works of art and/or design, especially their own. (N)</p> <p>8. Develop competence in one or more forms of art/design technique. (N)</p> <p>9. Describe major achievements in the history of art/design. (N)</p> <p>10. Develop a personal artistic/intellectual mission associated with art/design.</p>		<p>and from level to level.</p> <p>Informal group critiques with other invited printmaking faculty.</p>	<p><i>successful technically and aesthetically. 4.22 out of 5</i></p> <ul style="list-style-type: none"> • <i>Substantial knowledge and understanding of one field of art and design, 4.18 out of 5</i> • <i>Substantial knowledge and understanding of more than one field of art and design, 4.07 out of 5</i> <p><i>The IUPUI 2003 **Continuing Student Satisfaction Survey indicates that Herron students rate their current ability levels considerably higher than all other schools in:</i></p> <ul style="list-style-type: none"> • <i>Having general</i> 		

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	11. Advocate for the arts. (N)			<p><i>understanding of subjects other than the one in which I majored (4.18 vs. 3.94)</i></p> <ul style="list-style-type: none"> • <i>Learning new approaches to my work or to advanced studies (4.13 vs. 3.90)</i> • <i>Trying different approaches to solving a problem (4.20 vs. 3.93)</i> 		
V. Recognize, analyze and apply visual culture, and cultural traditions of self and others in artwork. (PUL 5)	<p>1. Develop awareness of range of diversity in traditions and history of art/ design, and the interconnectedness of local and global concerns. (N)</p> <p>2. Explore and develop a personal approach to dealing with controversial subject matter.</p>	<p>Explore controversial subject matter, discuss issues of censorship and free speech, explore social and political content, encourage participation in campus cultural events, debate , lecture, team work,</p>	<p>Supervisor's feedback from internship or work experience, written assignments, grades, student and alumni surveys, instructor observation, class discussions, senior capstone courses, content of artwork.</p> <p>Student initiated AFTA program to digitally restore photos damaged in the Sep 2002</p>	<p><i>Herron's 2003-04 *Graduating Student Survey indicates:</i></p> <ul style="list-style-type: none"> • <i>Ability to draw parallels between art and society, 4.34 out of 5</i> • <i>Increased ability to accept and learn from those who are different, 3.97</i> 	<p><i>More funds raised for international travel scholarships annually.</i></p> <p><i>Student diversity increased from 9% in 2002-03 to 10% in 2003-04.</i></p> <p><i>Student organization, Spectrum, for minority students, was organized. They sponsored the first ever exhibition exclusively of minority</i></p>	

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	<p>3. Accept and learn from those who are different. (N)</p> <p>4. Draw parallels between art and society.</p>	<p>group work, readings, international study, critiques, internships, visiting artists.</p>	<p>tornados.</p>	<p><i>out of 5</i></p> <ul style="list-style-type: none"> • <i>Increased understanding of my cultural traditions and traditions of others, 3.91 out of 5</i> • <i>Increased appreciation for diversity in people, ideas, and approaches, 3.97 out of 5</i> <p><i>23 Herron students participated in school sponsored study abroad opportunities during 2003-04.</i></p> <p><i>The IUPUI 2003</i> **Continuing Student Satisfaction Survey <i>indicates that Herron students rate their current ability level considerably higher than all other schools in:</i></p> <ul style="list-style-type: none"> • <i>Working effectively</i> 	<p><i>Herron student artwork, which they promoted to the entire school and campus.</i></p>	

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				<p><i>with people of different races, ethnicity, religions (4.61 vs. 4.41)</i></p> <p><i>In the Campus Climate for Diversity sections, students rank higher than all other schools in the following. (Scale is 0 to 4)</i></p> <ul style="list-style-type: none"> • <i>Socialized w/ students from background different than your own (2.89 vs. 2.68)</i> • <i>Participated in class discussions & activities with contributions from students w/ diverse backgrounds & perspectives (2.97 vs. 2.68)</i> • <i>Had class experiences that enhanced understanding</i> 		

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				<p><i>of history, culture, or social concerns of diverse people (2.67 vs. 2.33)</i></p> <ul style="list-style-type: none"> • <i>Attended campus events or activities that increased understanding of multiculturalism & diversity (1.16 vs. 0.83)</i> • <i>Noticed influence of multicultural and diverse perspectives in campus art, sculpture, or décor (2.30 vs. 1.63)</i> <p><i>In Campus Attitudes and Climate Section, Herron students indicated that instructors provide enough feedback on class work (1.02 vs. 0.76, Scale is -2 to +2)</i></p>		

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				<p><i>The IUPUI 2003 Herron Recent Alumni Survey (2001-02 graduates) indicates:</i></p> <ul style="list-style-type: none"> • <i>Graduates “often” participated in discussions that included contributions from students with diverse backgrounds and perspectives.</i> • <i>They “often” socialized with students from backgrounds different than their own.</i> 		
<p>VI. Make informed ethical decisions, and develop and demonstrate underlying value system that influences</p>	<p>1. Conduct self with civility (courtesy). 2. Maintain composure in difficult situations. 3. Demonstrate responsibility and accountability. (N)</p>	<p>Critiques that expose students to varied perspectives, discussions and debates emphasizing pluralistic nature of creation, including</p>	<p>Senior capstone courses, grades and course assignments, feedback from internship and work supervisors, sophomore advancement review, discussions, observance of students’</p>	<p><i>Herron’s 2003-04 *Graduating Student Survey shows:</i></p> <ul style="list-style-type: none"> • <i>Development of personal artistic, intellectual mission related to art or design,</i> 	<p><i>Two faculty members are participating in “Communities of Practice,” one in Ethics and Values. He will infuse ideas from it into some of his courses. He will be asked to share with other faculty through a Teach Talk</i></p>	

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judgment. (PUL 6)	4. Define and develop a personal aesthetic direction.	multicultural approaches to art, internships and work experience, course projects, case studies, discuss larger issues of censorship and free speech, faculty members serve as role models, explore controversial subjects.	interactions with each other, completion of artwork and assignments within time frames allotted, appropriate maintenance of work space, results of independent work.	<p>4.29 out of 5</p> <ul style="list-style-type: none"> • Increase in ability to make informed and ethical decisions, 3.63 out of 5 • Increase in ability to conduct themselves with civility, 3.57 out of 5 • Increase in ability to accept responsibility and be accountable, 3.85 out of 5 	<p>session next year. VCD faculty member has led discussions and required readings related to ethics. New faculty member will come fall 2004; has strong interest in the environmental impact of design (social responsibility).</p>	
VII. Develop the knowledge, tools and experience necessary to work in art/design - related fields and/or apply these in multiple other professions.	<p>1. Develop job-seeking skills (resume, interviewing, networking, etc.).</p> <p>2. Demonstrate relevant experience.</p> <p>3. Develop artist's statement.</p> <p>4. Prepare</p>	Capstone courses, internships, Saturday School teaching, participating in gallery openings, meeting with Visiting Artists, meeting with faculty and advisors.	Internship placements, job placements, capstone courses (resumes, weekly written papers, and photographs of artwork), alumni surveys, video tapes of student teaching (Art Ed. Students), student artwork sales twice per year.	<p>Herron's 2003-04 *Graduating Student Survey indicates:</p> <ul style="list-style-type: none"> • A modest increase in tools and experience necessary to obtain a job in art or design, 3.54 out of 5 <p>Art education students</p>	<p>VCD program added one more professional practice course section to the annual schedule to increase opportunities for students to obtain professional design experience.</p> <p>Beginning fall 2005, all VCD students will be required to conduct an internship or participate</p>	VCD faculty members have incorporated additional community projects in their classes such as IN Earth Day poster and newspaper ad, and identities for a nonprofit organization, to name a few.

*2003-04 Herron Self-Reported Graduating Student Survey (91 students) 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree

**2003 IUPUI Continuing Student Survey: 1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree

What outcomes do we seek?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
	professional photo documentation or portfolio.	Ceramics seniors learn to write an artist statement, take slide of own 3D work and give slide lectures to faculty and peers.		<p><i>develop effective teaching skills and resources as evidenced through portfolios, teaching videos, and 100% placement rate.</i></p> <p><i>K401 photography students continue to conduct community service and interact with working professionals.</i></p> <p><i>Ceramics students continue to participate in a variety of community outreach activities including Empty Bowls, Soup at Seven and Happy Hollow.</i></p> <p><i>All students write an Artist Statement for sophomore advancement review, then further develop and refine the statement in J410 capstone.</i></p>	<p><i>in a professional practice design course. This will further enhance students' civic engagement.</i></p> <p><i>Small but active AIGA student chapter formed at Herron (for design students). Heard presentation on making positive first impressions. Met with design professionals for portfolio reviews.</i></p> <p><i>Students in VCD capstone course have developed professional resumes and portfolios.</i></p> <p><i>Planning underway for Center for Art, Design, and Public Life to promote civic engagement at all levels and interface with IUPUI Solutions Center.</i></p>	

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What outcomes do we seek?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
				<p><i>Sculpture students' work selected for display at University Library. (Commissioned 2002, 2003 and 2004)</i></p> <p><i>IUPUI 2003 Herron Recent Alumni Survey</i> indicates:</p> <ul style="list-style-type: none"> • 3/4 believe their education prepared them well for their current job. • 9/10 said their Herron education enhanced their future prospects. 		

*2003-04 Herron Self-Reported Graduating Student Survey (91 students) 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree

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