

# The Use of eAssessment in Scottish Further Education

August 2007

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## Acknowledgements

We are grateful to all those who participated in the questionnaire.

## ***Introduction***

This questionnaire was conducted by the two Scottish JISC Regional Support Centres (RSCs) who were given an eAssessment remit by the Scottish Funding Council (SFC)<sup>1</sup>. The purpose of the questionnaire was to establish the level of eAssessment usage throughout the Further Education (FE) sector in Scotland, and was aimed at Academic staff working in this sector. Participants were invited to complete an online questionnaire during May 2007 (see Appendix I). The questionnaire was advertised in the RSC Newsfeed<sup>2</sup> during that period. The RSCs also contacted Curriculum and Staff Development personnel at each institution they support and asked them to forward details of the survey to relevant staff. A total of 241 respondents from 41 institutions completed the survey during this period; this figure included 6 respondents from the HE sector (see Table 3).

The number of responses received is low and unfortunately this cannot be taken as a representative sample of the entire FE sector. We did however get a good cross-section of subject/teaching areas (see Table 2). The survey was aimed at Academic staff, and the majority of respondents were Lecturers, Senior Lecturers or Cross College Academic Managers (81%) whilst 15% of respondents were Support Staff or Support Middle Managers. The remaining 4% were Network or IT Staff, and Senior Managers (see Table 1). The range of staff responding to the questionnaire would suggest that eAssessment is not only of interest to academic Staff. This highlights the need to involve staff from across the institution to ensure eAssessment is successfully implemented.

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<sup>1</sup> Scottish Funding Council (<http://www.sfc.ac.uk/>)

<sup>2</sup> NewsFeed is a fortnightly bulletin, from the two JISC RSCs, designed to keep the FE and HE community informed about ICT-related news, events, resources and training. (<http://www.scottish-rscs.org.uk/newsfeed>)

<b>Job Title / Role</b>	<b>Number of Respondents</b>
Lecturing Staff	132
Senior Lecturers & Cross College Academic Managers	62
Support Staff and Support Middle Managers	37
Network & IT Staff	3
Senior Management	5
Unknown	2
<b>Total</b>	<b>241</b>

**Table 1 - Job Title / Role**

<b>Subject Area</b>	<b>Number of respondents</b>
Art & Design	16
Business & Management	13
Computing & IT	55
Core Skills	14
Construction & Engineering	31
ESOL / TEFL	2
English, Communication & Media	9
Hairdressing & Beauty	4
Health Studies & Care	31
Hospitality & Catering	9
Land & Environment	5
Languages	5
Learning Support	8
Performing Arts	3
Science & Mathematics	13
Sport & Fitness	2
Travel, Tourism & Leisure	4
Cross Curriculum / General	11
Non-teaching	6
<b>Total</b>	<b>241</b>

**Table 2 - Subject Areas of Respondents**

<b>Name of College</b>	<b>Number of Respondents</b>
Aberdeen College	7
Adam Smith College	5
Angus College	7
Ayr College	1
Banff and Buchan College	3
Barony College	5
Borders College	1
Cardonald College	3
Clydebank College	3
Dumfries and Galloway College	5
Dundee College	2
Elmwood College	3
Forth Valley College	34
Glasgow Metropolitan College	14
Inverness College	5
James Watt College	4
Jewel & Esk Valley College	9
John Wheatley College	1
Kilmarnock College	2
Lauder College	8
Lews Castle College	1
Moray College	1
Motherwell College	16
Newbattle Abbey	1
North Glasgow College	13
North Highland College	1
Oatridge College	6
Perth College	9
Reid Kerr College	24
Sabhal Mor Ostaig	5
Shetland College	12
South Lanarkshire College	4
Stevenson College	13
Telford College	3
West Lothian College	4
HE Institutions	6
<b>Total</b>	<b>241</b>

**Table 3 - Name of Institution**

## ***Respondents' use of eAssessments***

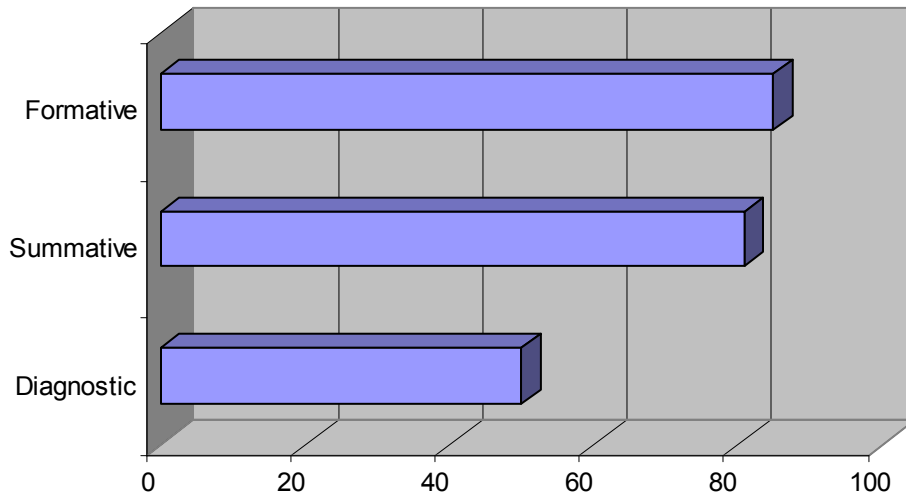
We were interested in finding out how many of our respondents had used eAssessment with their students. A total of 59% of respondents indicated they had not used eAssessment with their students whilst 41% had used eAssessment. Of those who had not used eAssessment, 92% indicated they would be willing to use it in the future.

We asked these respondents to indicate why they currently do not use eAssessment. The comments fell into a number of broad categories; which included a lack of time or skills to develop eAssessments, Network/IT infrastructure and security issues, and a lack of appropriate assessments in their subject area. There were also comments voicing concerns that students may not have the appropriate IT skills or feel comfortable enough with the technology to complete an eAssessment.

## ***Types of eAssessment Used***

Only those who had used eAssessment with their students were asked to complete the remainder of the questionnaire since we felt these questions would only be relevant to those with experience of eAssessment.

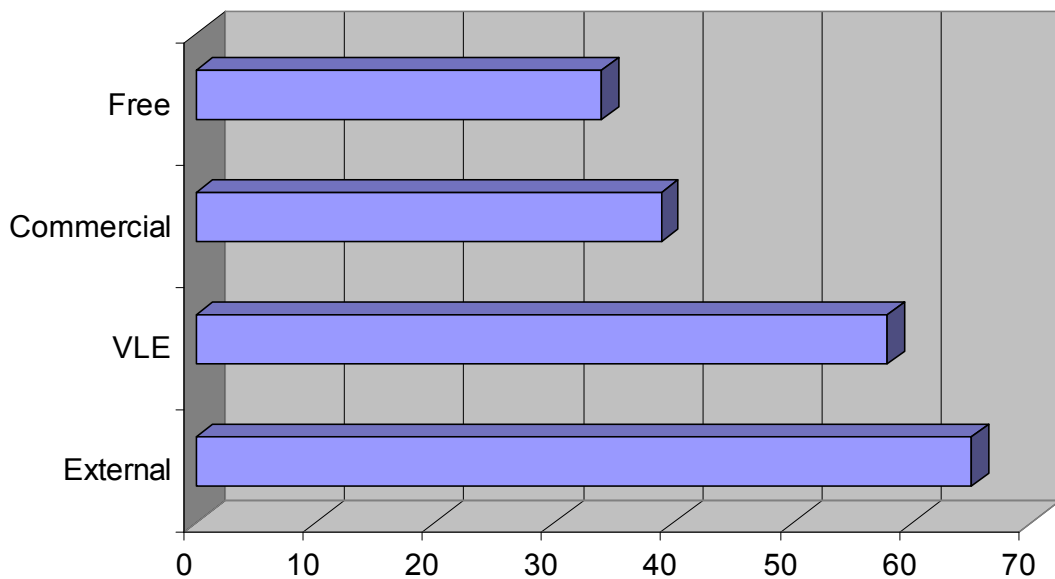
It was important to find out what types of eAssessments had been used by practitioners and respondents indicated they used a mix of assessment types. Formative (84%) and summative (80%) assessments were used by a high number of respondents, whilst diagnostic assessment was the least used at 50%. The extent of use of eAssessment provided by external bodies (71%) may go some way to explain the high use of summative assessment (see Figure 3).



**Figure 1 - Types of eAssessment Used (%)**

### ***eAssessment Instruments***

Participants were asked about the types of eAssessment tools they had experience of using. These were grouped into VLE Tools, Commercial Packages (such as Questionmark Perception or Respondus), Systems provided by external bodies (such as ECDL), and free for use in education products (such as Hot Potatoes). The majority of respondents indicated they used systems provided by external bodies, closely followed by VLE Assessment Tools. This may be reflective of comments made elsewhere in the survey indicating that there was a lack of time to develop eAssessments, coupled with the fact that some courses have a specific awarding body (e.g. BCS for ECDL and City & Guilds) who provide eAssessments. The fact that VLE assessment tools were used by 59% of respondents indicates that some practitioners may be developing their own assessments.



**Figure 2 - Sources of eAssessment Instruments (%)**

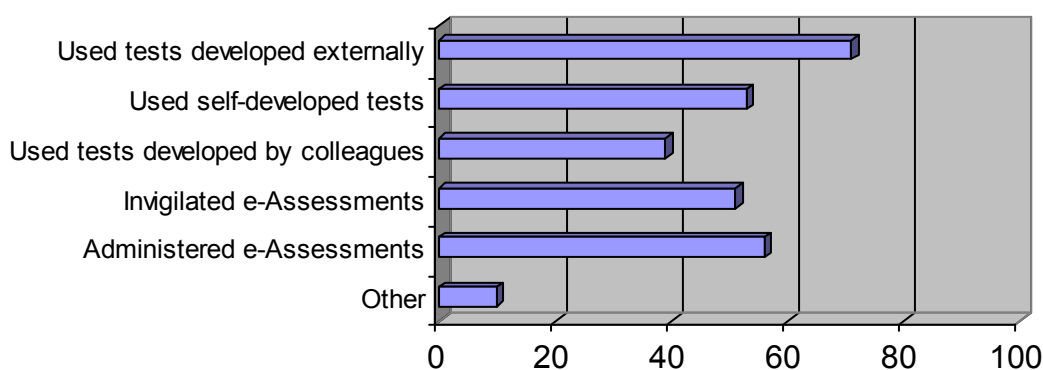
Respondents were given the opportunity to provide further details of other tools used and those who commented gave details of tools which fell into the above categories.

Of those who indicated they used their college VLE for assessment purposes, we were interested to find out if they used the tracking features of the software to review students' results/progress. The majority of respondents (56%) indicated they did not use this feature. This may be as a result of a lack of familiarity with this feature but it is unfortunate that this useful tool is not being utilised to its potential. The majority of respondents (71%) indicated that they would like to learn more about the reporting features of their college VLE which highlights a need for staff development.

### ***Practitioners' Experience of eAssessment***

Delivering eAssessment is likely to require practitioners to make use of a different skill set than those using paper-based assessments. We were interested in finding out about the range of tools used and the resultant

experience gained by practitioners when using eAssessment. Respondents were asked to tick all that applied from a range of options (see Figure 3). The majority indicated that they had used eAssessment which were developed externally (71%), with 56% indicating that they had administered eAssessments (created accounts/logins, distributed results), perhaps as a result of the large percentage of those using external systems. A total of 52% indicated that they had used eAssessments that they had developed themselves, whilst a similar number (51%) indicated they had experience of invigilating eAssessments. A much smaller number (39%) indicated that they had used eAssessments developed by others in their college. This implies that a larger number of practitioners are more comfortable with using assessments developed by external bodies than those developed by their colleagues. It may also be the case that as a result of limited eAssessment banks or resources, there is very little opportunity for sharing of eAssessments. Any comments relating to other categories tended to elaborate on the stated categories.



**Figure 3 - Participants' Experience of Using eAssessment (%)**

Respondents were invited to comment on their experience of eAssessment, with 33% of respondents who completed this section choosing to do so. The following is a sample of the comments received:

- A worthwhile educational tool, but is dependant on all ICT systems functioning.
- The work is all in the preparation. If done properly, the assessment should take little effort to administer, though technology constraints can be a problem.
- Positive experience with good management and reporting tools. Although some systems lack on reporting and customisation of this.
- All experiences with using eAssessment have so far been successful and the students have provided positive feedback on the experience. It is definitely something to build on.
- A big bonus is the recorded and archived evidence of student submissions and feedback including dates, times etc. A small drawback is the time involved in frequent and regular checking for submissions, especially at busy spells. I feel students expect almost immediate response to electronically submitted material.
- Using eAssessments is a bit of a learning curve and takes extra time initially. Can save time on the long run and students get instant feedback.
- I found eAssessment to be an excellent tool - it cuts down on marking as usually there is an instant pass/fail scenario for the learner with feedback available. Some learners prefer paper based assessment but in the main I have found it to be an extremely positive experience.
- Limited value if used on their own but if used in conjunction with traditional methods they can extend and provide alternatives for learners
- The biggest problem for me has been the technology! In some cases, staff in particular parts of the campus could access their account and others couldn't. This may have been to do with browser settings. It puts people off using such materials.
- The lack of computers in classrooms prevents further use of eAssessments at this time.
- Terrible. Unless e-mail facility disabled then invigilated eAssessment can be invalid.

- Like the immediacy of eAssessments, but with the commercially produced eAssessments for ECDL found the difficulty of obtaining feedback about students' performance problematic. Main problem of eAssessments is the huge amount of time taken to construct them, which may or not be related to their ultimate usefulness!!
- There could be considerably more understanding of the IT environment requirements for summative assessment: locked down desktops, capability to view all screens from a single viewpoint etc.

Comments were in the main of a positive nature, with a variety of comments of a contradictory nature which implies a significant amount of work to do in this area. There were some concerns raised by respondents, particularly with regard to security issues, technical problems, lack of access to PCs and time involved in preparation. However, the majority of respondents indicated they found eAssessments to be of benefit.

### ***Technologies as an Assessment Instrument***

The availability of technology offers practitioners an increasing range of options with regard the content of teaching materials. We were interested in finding out what use was being made of the available technologies in the eAssessment process. This question made for interesting reading, and the use of images was highest with 69% of respondents indicating they had used images as an instrument of assessment. Use of video and audio technology was less popular with under half of respondents (43% and 49% respectively) indicating they had used these elements in their tests. Almost half of respondents (48%) indicated that they had used collaborative tools such as discussion boards, wikis, and blogs. This is considered relatively new technology, particularly in the context of assessing students. This high response could be due to the fact that the respondents to our survey are comfortable with technology and are the enthusiasts in the sector.

Participants were given the opportunity to comment on this question and the comments indicate that a number of respondents have used wikis and blogs and are keen on using Web 2.0 technologies. There were also comments indicating a wish to use video and sound however there were barriers such as lack of network space and bandwidth. Some respondents felt that their subject area was not suitable for using this type of technology as an assessment tool, whilst others indicated that their subject fits well with eAssessment. Respondents indicated that barriers were experienced, such as awarding bodies not accepting these technologies as evidence.

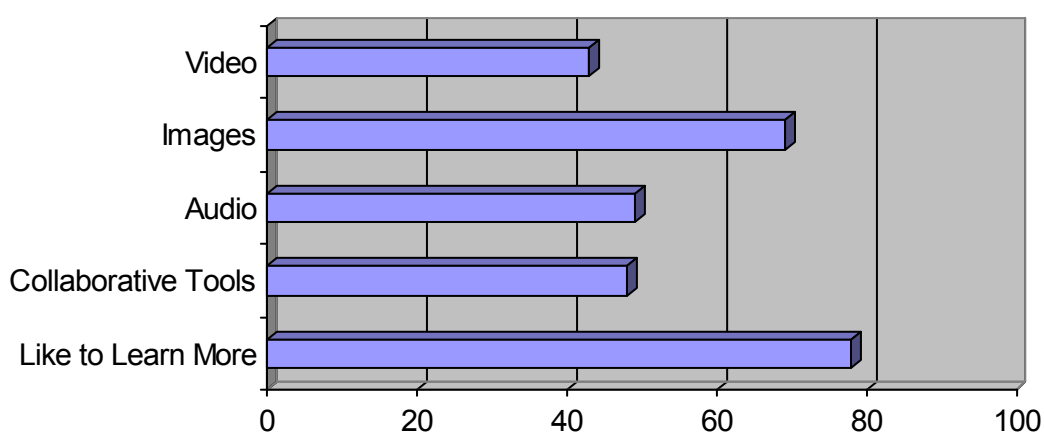


Figure 4 - Technologies used as an eAssessment Instrument (%)

### ***eAssessment Initiatives***

In recent years there have been a number of initiatives focussing on the use of eAssessment. The COLEG<sup>3</sup> COLA (COLEG Online Assessment) project was funded by the SFC and produced a bank of formative assessment resources covering a wide range and level of subjects across the Scottish curriculum. The SQA<sup>4</sup> are providing summative assessment materials via their Solar

<sup>3</sup> COLEG (<http://www.coleg.org.uk/>)

<sup>4</sup> SQA (<http://www.sqa.org.uk>)

project<sup>5</sup>. At present the available material only covers a small area of the curriculum (mainly Computing & IT).

We wanted to find out how much awareness of these initiatives there is in the sector, and how many practitioners were making use of these eAssessment resources. The majority of respondents indicated that they were aware of both COLA (69%) and Solar (68%) but a much smaller percentage indicated they had used the resources with their students, with only a small number using COLA (14%) or Solar (22%) with their students. The results for Solar usage may be influenced by the number of responses from IT lecturers in this questionnaire. There is still a significant amount of work required to ensure a higher uptake of these resources and to address the practicalities of integrating them into courses. It should also be noted that 50% of those who responded to this question indicated using other resources, this is likely to be those provided by external bodies such as City & Guilds or BCS (ECDL).

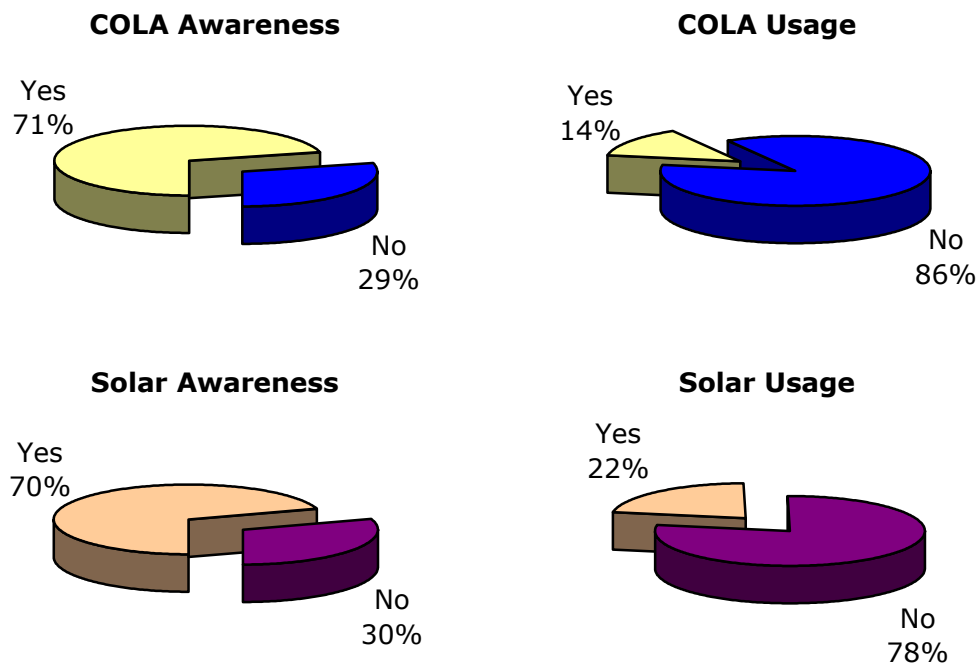


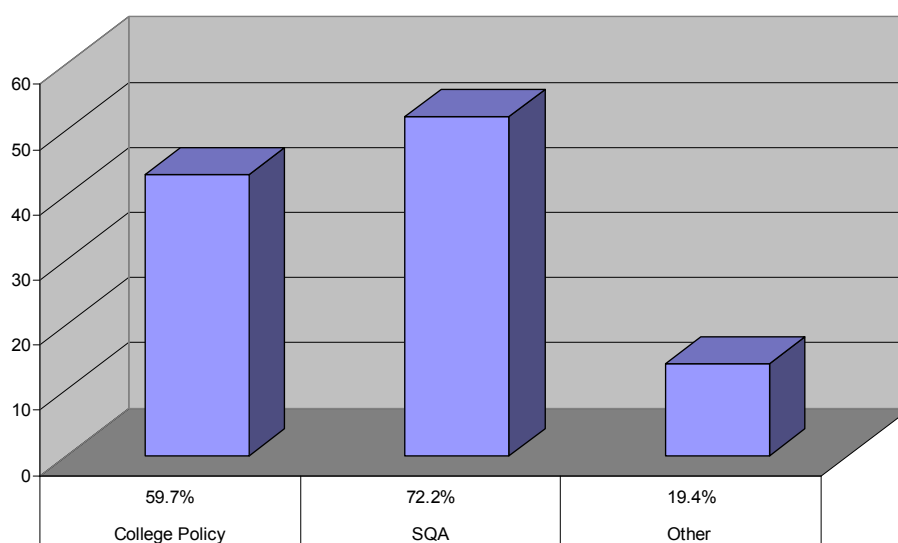
Figure 5 - Awareness and Use of COLA and Solar Resources

<sup>5</sup> <http://www.solarproject.org/>

We were interested in finding out why there is such a low uptake of the COLA and Solar resources and respondents were asked to comment on this question. From the comments it would seem that a number of respondents were unaware if their subject areas were covered by the resources, whilst others indicated that they did not know how to access the resources, or that they had difficulty accessing them. There was also a comment about the timing of COLA being problematic with a new HN framework introduced after the resources had been produced.

### ***Strategies, Policies & Targets***

The next few questions in the survey concentrated on eAssessment policies and targets. Participants were asked whether they were aware of guidance on eAssessment. The majority of respondents (72%) indicated they were aware of SQA eAssessment guidance, whilst over half (60%) indicated they were aware of college eAssessment policy. A small number (19%) indicated other sources of eAssessment guidance, which included JISC, HMle and examining bodies such as City & Guilds.



**Figure 6 - Sources of eAssessment Guidance (%)**

The responses from the survey indicated that only a small number believed that their colleges had set targets for online delivery of assessments (4%), whilst 40% indicated there were no college targets set. The majority of respondents (56%) indicated that they were unsure whether or not targets had been set.

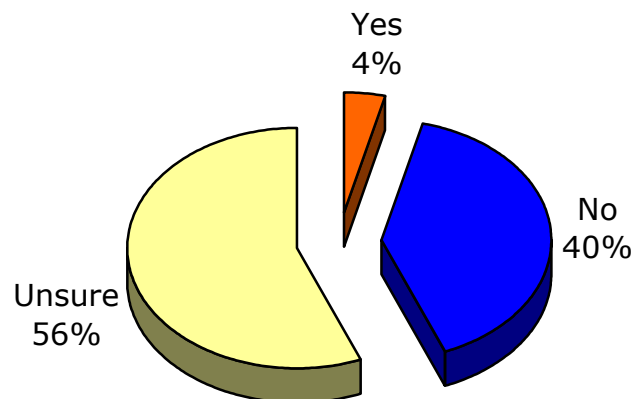
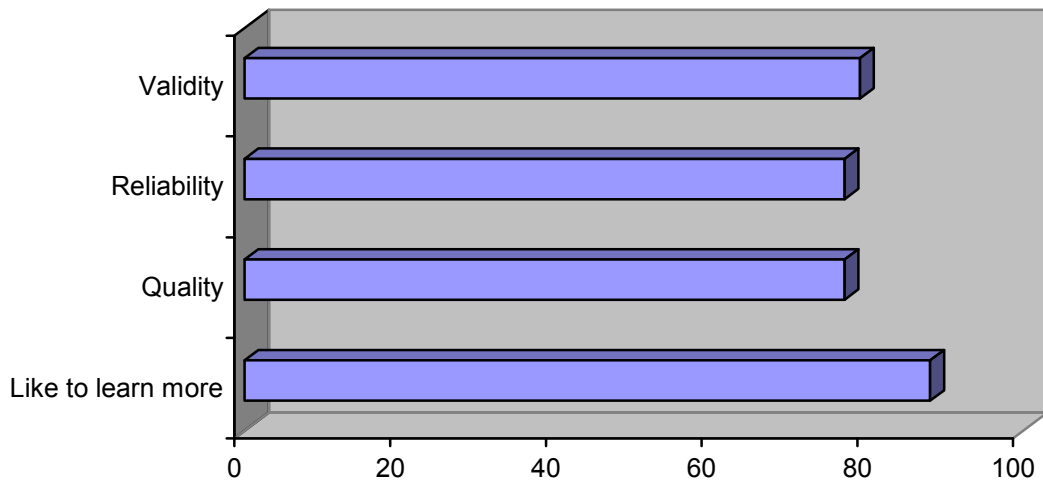


Figure 7 - College Targets for Online Assessment

### ***Evaluating eAssessment Resources***

An important aspect of any assessment is the assessors' ability to judge the quality and appropriateness of an assessment. It was important for us to find out how our respondents considered their ability to evaluate eAssessment in terms of validity, reliability and quality. It's encouraging to note that the majority of respondents considered themselves able to evaluate eAssessment resources, however 88% indicated they would like to learn more about this, highlighting an area for further training and development.

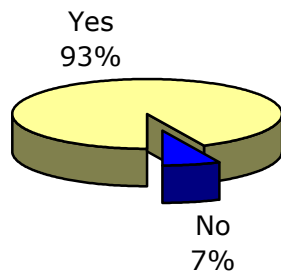


**Figure 8 - Ability to evaluate eAssessment Resources (%)**

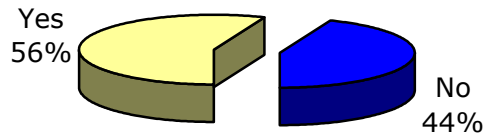
### ***Accessible eAssessments***

As with any teaching and learning resource, it is important to ensure that eAssessments are written in a way which makes them as accessible as possible to a range of learners. The majority of respondents indicated that they were aware of barriers which students may encounter, however this percentage dropped significantly when asked if they felt they were able to gauge the accessibility of materials used for eAssessment (Figure 9). This highlights the fact that respondents may know of the barriers, but do not know the steps needed to overcome them. Only 27% indicated that they had no staff development needs in relation to access and inclusion in eAssessment, underlining the fact that there is a need for training and development in this area.

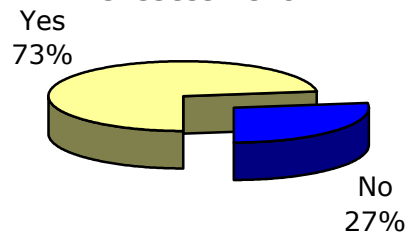
**Are you aware of the barriers that students might experience in undertaking eAssessment?**



**Do you know how to gauge the accessibility of your eAssessment material?**



**Do you feel you have staff development needs relating to access and inclusion in eAssessment?**



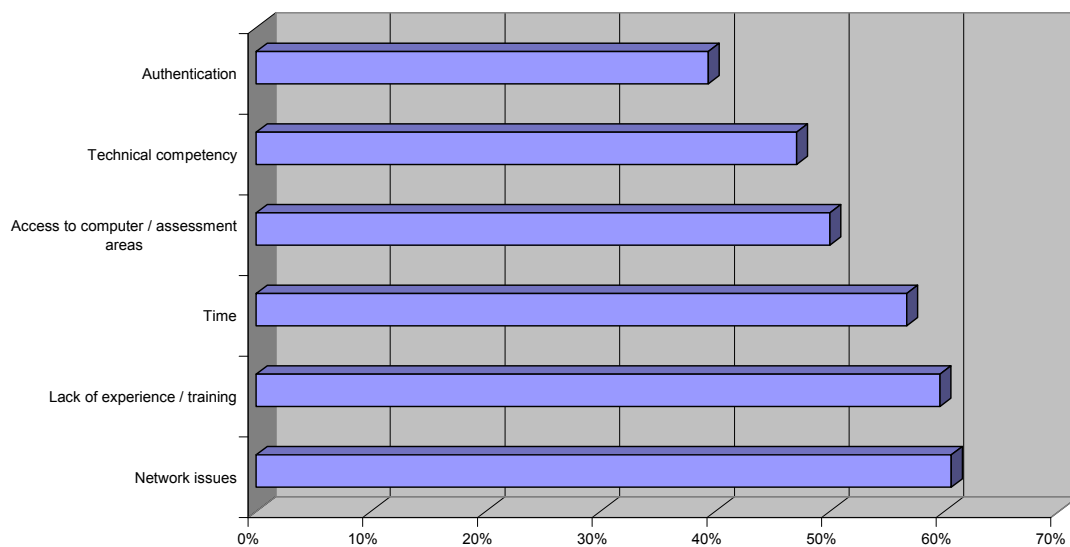
**Figure 9 - Accessible eAssessments**

Respondents were asked to comment on the above questions and only a very small number of respondents did so (6% of those who completed this section of the survey). Comments included the fact that accessibility issues are often ignored until there is a student with a particular need in their class. Others pointed out that one solution does not fit all and that there is a need for multiple forms of delivery. Another respondent commented on the fact that there are trained staff to whom lecturers can refer.

### ***Barriers to Using eAssessment***

It was important to try to establish what were considered to be the main barriers to using eAssessment. Respondents were asked to choose from a list

and indicate if they considered each option to be a barrier. Network issues (61%), closely followed by lack of experience / training (60%), and time (57%) were all considered by the majority of respondents to be barriers. Access to computers (50%), technical competency (47%), followed by authentication (39%) were considered to be less of a barrier. Other barriers included a lack of relevant material and time to develop it, and a lack of management support. Others indicated barriers from a students' perspective, including the interface and navigational issues, and students' lack of IT skills.



**Figure 10 - Barriers to Using eAssessment (%)**

This question was completed by 72% of the respondents who were using eAssessment with their students indicating that they felt a number of barriers were encountered during the eAssessment process. The barriers correspond with the comments provided by respondents throughout the survey where similar issues are highlighted. It would appear that the majority of respondents consider their Network to be the main barrier. Given the comments received, security and authentication seem to be significant barriers; aspects which are of particular relevance to eAssessment. It is important to note and address these barriers however despite these, the majority of respondents consider eAssessment to be a

worthwhile activity when commenting on their experience of the eAssessment process.

### ***Additional Comments***

Respondents were given the opportunity at the end of the survey to make any further comments they might have about eAssessment. A small number of respondents (18%) used this opportunity. The following are a selection of comments received:

- eAssessment plays an important role and provides excellent opportunities to replace some current methods of assessment. Authentication, reliability and security are paramount as well as addressing the needs of the learner particularly with accessibility.
- All assessment for the first year courses in [subject area] are multi-choice and could be set as eAssessment. This would be of great assistance to course tutors both in the efficiency in registering results and in the saving of valuable course time.
- The sooner the better! Too many assessments require paper evidence.
- eLearning is superb where learners have additional support needs.
- I believe that, even though a lot of support and guidance has been given for eAssessment, lecturers are still finding their feet....Those who are learning about the assessments provided either want to create their own specific questions, or are simply getting used to using eLearning in a blended way and are now coming to find out about eAssessment. It is a slow build, but I feel that you will see a much greater uptake of COLA and Solar in the next two years as people catch up - these projects were just a little ahead of the wave:)

- Overall, once designed, setup and tested they are very worthwhile. Problems with running tests on local networks can be a barrier. Staff need to be encouraged to consider them as an assessment tool and the benefits of eAssessments demonstrated to them.
- eAssessment is set to become one of the biggest growth areas over the next few years.
- If we had more we may use - but does not lend itself easily to every subject - everything can't be multiple guess
- Time is of a premium. I don't want to pull students out of a class to take them to a learning centre equipped with computers to do a quick test.....I do feel that training is an issues. Not only for the assessors but for network technicians...how to 'lock down' network so that the learners only have access to the assessment and not to other resources either on the College's VLE or to the Internet

It would be fair to say that the majority of comments were of a positive nature with a small number of negative comments highlighting amongst other things; issues about time, use of appropriate types of assessments, and network/security issues.

## ***Conclusions***

- The majority of respondents indicated that they were not currently using eAssessment with their students.
- Most were willing to use eAssessment with their students, but there are barriers to be overcome.
- A mix of summative, formative and diagnostic assessments are used by respondents.
- Assessments tools developed by external bodies are used by the majority of respondents, closely followed by VLE assessment tools.

- Staff consider eAssessment to be a mostly positive experience and can see the benefits of using it. However, there were a number of concerns raised, including technical and security issues.
- Technology such as images and video is being utilised by respondents in the eAssessment process.
- There was an interest in using emerging technologies such as Web 2.0.
- A number of barriers were encountered by our respondents during the eAssessment process, with network, security & authentication, as well as time all being significant barriers.
- The majority of respondents indicated they were aware of both the COLA and Solar eAssessment resources, however only a small number were using them with their students. This could be due to the limited subject areas currently covered by the Solar Project and the technical difficulties associated with getting the COLA materials to work on the wide range of VLEs being used in colleges.
- The majority of respondents indicated that they were aware of eAssessment guidance or policy but also indicated that they were unaware of targets being set, or that their college had not set targets for online delivery of assessments.
- The data received indicated that the majority of respondents were able to evaluate eAssessments in terms of validity, reliability and quality, but that further training was required in these areas.
- Respondents indicated they had staff development needs in the following areas:
  - How to use eAssessment effectively with their VLEs
  - Evaluating validity, reliability and quality of eAssessments
  - Evaluating and producing accessible eAssessments

From the responses obtained in the questionnaire, it appears that the majority of respondents consider eAssessment to be of value, although there are significant barriers to be overcome. A cross-section of staff is likely to be involved in addressing these barriers. There is an awareness of

eAssessment resources such as COLA and Solar, however these resources are not being used by the majority of respondents. There certainly seem to be opportunities for staff development in the area. The RSCs will be well placed to offer support and training to institutions keen to embed eAssessment in their curriculum.

## eAssessment

### 1. Introduction

The JISC Regional Support Centres for Scotland are keen to establish the level of eAssessment (online assessment) usage throughout the sector. We would be grateful if you could take some time to complete this short survey about eAssessment.

eAssessment has a lot of potential in terms of easing the workload for lecturers, and improving the learning experience for students. By eAssessment, we mean any way in which ICT can be used to assess learning outcomes.

There are 26 questions in total and we estimate it should take you around 10 minutes to complete this survey.

All data received in this survey will remain confidential to the Scottish JISC Regional Support Centres and will not be divulged to third parties.

### 2. Begin Survey

All the survey questions are contained on this page therefore you will need to scroll to read and respond to the questions and submit your survey. Please note that **questions 1 - 4** (those marked with an \*) **all require a response.**

\* 1. Name of  
College

\* 2. Job Title

\* 3. Subject Area

\* 4. Have you used eAssessment with your students?

Yes (please go to **question 7** and complete the rest of the survey)

No (please complete **questions 5 & 6**, then submit the survey)

**5. We are keen to find out why eAssessment is not being used and would appreciate you indicating some reasons why you do not currently use eAssessment.**

**6. If you answered NO to question 4, would you be willing to use eAssessment in the future?**

Yes

No

Thank you for taking the time to complete this survey. Please go to the end of the page and press **Next** to submit your responses.

**7. PLEASE ONLY COMPLETE THE FOLLOWING QUESTIONS IF YOU HAVE USED eASSESSMENT WITH YOUR STUDENTS.**

**Please indicate which types of eAssessments you have used with your students (tick all boxes that apply)**

Diagnostic (assessment of a learner's knowledge and skills at the outset of a course)

Formative (assessment that provides developmental feedback to a learner on his or her current understanding and skills)

Summative (the final assessment of a learner's achievement, usually leading to a formal qualification or certification of a skill)

**8. Which eAssessment tools do you have experience of using? (Tick all boxes that apply.)**

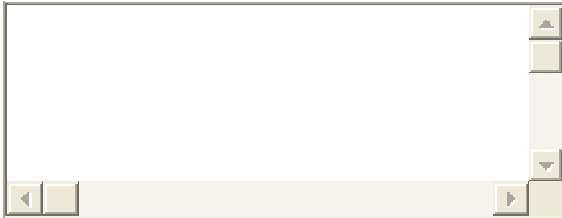
VLE Assessment Tools

Commercial Packages (e.g Questionmark Perception or Respondus) - please indicate which in Q9

Systems provided by external bodies (e.g ECDL) - please indicate which in Q9

Free products if used in education (e.g Hot Potatoes) - please indicate which in Q9

**9. If you have used any other tools not covered by question 8, please provide further details below. Please also use this space to give further details about the tools you have experience of using.**



**10. If you have used your college VLE, have you used the reporting feature to track your students' results/progress?**

- Yes
- No

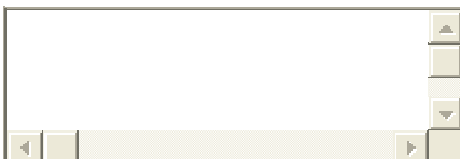
**11. Would you like to learn more about the reporting features of your college VLE?**

- Yes
- No

**12. Please indicate your experience in the following areas (tick all boxes that apply).**

**I have**

- Invigilated eAssessments
- Used eAssessments that I developed myself
- Used eAssessments developed by others in my college
- Used eAssessments developed externally
- Administered eAssessments (created accounts/logins, distributed results)
- Other (please specify)



**13. If you have invigilated, used, or administered eAssessments, please use the box below to make any comments you may have about the experience.**

**14. Have you made use of any of the technologies below as an instrument of assessment or as evidence of assessment?**

	Yes	No
Video		
Images		
Audio		
Collaborative Tools (e.g discussion boards, wikis, blogs)		
Would like to learn more about how the above technologies could be used for assessing students		

**15. If you have any further comments to make regarding question 14, please use the box below.**

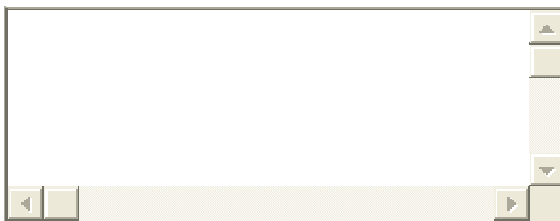
**16. Are you aware of the following initiatives which make use of eAssessment?**

	Yes	No
COLA (COLEG Online Assessments)		
SOLAR (Online Summative Assessments)		

**17. Have you used the following eAssessment resources with your students?**

	Yes	No
COLA		
SOLAR		
Other		

**18. If you have any further comments to make regarding question 17, please use the box below.**

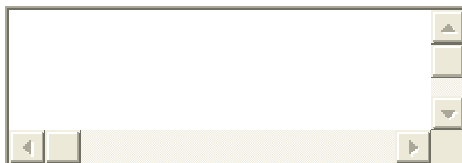


**19. Are you aware of guidance on eAssessment from any of the following sources? (Tick all that apply)**

College Policy

SQA

Other (please specify)



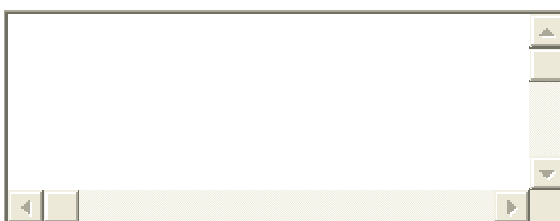
**20. Has your college set targets for the proportion of assessments that are to be delivered online?**

Yes

No

Unsure

**21. If you are aware of college targets on eAssessment, please provide further details in the box below.**



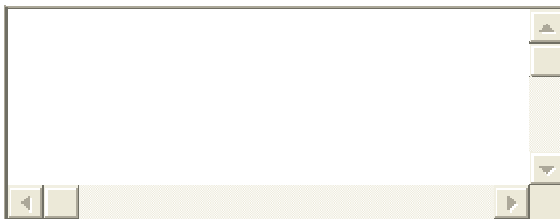
**22. Do you feel able to evaluate the following criteria in relation to eAssessment resources?**

	Yes	No
Validity		
Reliability		
Quality		
Would like to learn more		

**23. Please indicate your knowledge of the following accessibility issues surrounding eAssessment.**

	Yes	No
Are you aware of the barriers that students might experience in undertaking eAssessments?		
Do you know how to gauge the accessibility of your eAssessment material?		
Do you feel you have staff development needs relating to access and inclusion in eAssessment?		

**24. If you have any further comments to make regarding question 23, please use the box below.**



**25. Please indicate if you consider any of the following to be a barrier to using eAssessment (tick all boxes that apply).**

Time

Lack of experience / training

Technical competency

Access to computer / assessment areas

Network issues

Authentication

Other (please specify)

**26. Please use the box below for any general comments you have about eAssessment.**

### 3. Thanks

Thank you for taking the time to complete this survey.