

Report on the Assessment of the General Education Requirement in Political Science, 2018/19

March 11, 2019

Prof. Till Weber, on behalf of the department

I) Introduction

This report describes the procedures and results of the 2018/19 assessment of general education in political science. The aim of the department was to produce a close replication of the initial assessment of 2014/15, which would allow for direct comparison.

This report was prepared by Prof. Till Weber, Assessment Coordinator of the department since 2014 (henceforth “the Coordinator”). Prof. Weber teaches comparative politics and research methods and is a member of the department’s executive committee.

The department’s focus was on four course offerings that can be used to fulfill specific Pathways requirements in the “Flexible Core.” In particular, two of our courses can satisfy the *US Experience in its Diversity* requirement

- POL 1101—Introduction to American Politics
- POL 2332—American Political Thought

and two of our courses can satisfy the *World Cultures and Global Issues* requirement

- POL 2001—The United States in an Age of Globalization
- POL 2260—Introduction to Comparative Politics

II) Learning goals

The learning goals for general education that need to be assessed are defined by the Pathways framework. They consist of three general goals applicable across the curriculum and six additional goals for each of the two requirements (“buckets”) mentioned above. A list of all goals is available in Appendix A.

III) Assignment review and selection

To identify suitable “embedded assignments” similar to those used in 2014/15, the Coordinator reviewed the syllabi of all sections of the relevant courses taught in the fall term of 2018. Assignments were found to vary from section to section. This observation is attributable to the fact that, in keeping with the principle of academic freedom, the department does not insist that different sections of the same course use the same assignments, nor that same assignment

is given in every subsequent semester. A thorough review of assignments will therefore also be in order for future iterations of this assessment.

From the pool of assignments mentioned in the syllabi, the Coordinator selected a “shortlist” of those that would facilitate assessment in terms of paper format and adequate length. The Coordinator then asked faculty for exact wordings of the assignments. Selection of assignments from the shortlist followed the aim of assessing multiple learning goals at once.

The following assignments were selected:

- POL 1101: “fourth branch” paper
“Federalist papers” paper
- POL 2332: “civil disobedience” paper
- POL 2001: “Arab spring” paper
- POL 2260: “African trilogy” paper

IV) Assessment rubric

In order to be able to quantify students’ achievement of the relevant Pathways learning goals, the Coordinator used the same rubric that was devised for the assessment of 2014/15. It is reproduced in Appendix B. The department’s report of 2015 explains the construction of the rubric in more detail.

For each component of the learning goals, the department’s rubric specifies four levels of achievement: excellent, good, only fair, and poor. In turn, each level of achievement is assigned a corresponding point value ranging from 4 (excellent) to 1 (poor).

V) Administration of the instrument

The Coordinator obtained a random set of 20 student papers from each of the courses listed above. They were made available electronically by the instructors. The Coordinator numbered and anonymized all papers.

To apply the rubric to the selected student work, the Coordinator hired two external raters. Both are experienced graders of undergraduate work in political science (one is an assistant professor and the other one an ABD with extensive teaching experience). Fortunately it was possible to rehire one of the raters who had worked for the department’s assessment in 2014/15, so that the results will be very comparable in this respect. The raters worked separately and were not aware of each other’s identity. Each rater was remunerated with \$750 by the WSAS Dean’s office, the same amount that was paid in 2014/15.

Besides the anonymized papers, the raters received copies of the rubric (Appendix B) and a Microsoft Excel sheet to enter their scores (Appendix C). They were asked to score all papers according to the three general learning goals of the rubric. The same applies to the first of the more specific goals (“Identify and apply the fundamental concepts and methods”), which seemed sufficiently general to be applicable to all papers. In addition, the raters were asked to score each paper according to at least two of the other specific goals, to be selected depending on the nature of the paper. The latter provision reflects that assignments in political science often give students some choice regarding the substantive focus of their research, which is considered an important aspect of active learning in the department.

In addition, the raters were each asked to submit a written statement reflecting their qualitative impressions of the student work as well as an evaluation of the assessment process.

VI) Results

To minimize measurement error, the Coordinator averaged together the independent scores from each rater to produce a single score for each student on each goal. Each student also received a summary score averaging together all learning goal scores. To assess the potential sensitivity of the scores to random sampling variation, 95% confidence intervals were calculated for all statistics. For the first four learning goals, which were assessed using all five assignments, cluster-robust confidence intervals were calculated on the assignment level.

Figure 1 shows the statistical findings.

The first finding evident from Figure 1 is that student performance does not vary greatly between learning goals. Similarly to 2014/15, variation between learning goals is within half a point on the four-point scale (with the exception of goal 12, which is addressed below). This is reassuring, given that the learning goals are all part of the department’s General Education requirement and should thus be covered on an equal basis.

The second important finding concerns the overall level of student performance. For this criterion, defining a benchmark is critical. As discussed in our 2014/15 report, two values on the four-point scale come into consideration: the middle value (2.5) and, more ambitiously, the next higher integer (3.0, “good”).

Average scores for 14 of the learning goals are in between the two benchmarks. Two goals (7a and 11) exceed the upper benchmark, and one goal (12) falls short of the lower benchmark. However, these differences are not statistically significant. Performance for nine of the 17 goals is significantly better than the lower benchmark, and only two goals score significantly lower than the upper benchmark. The overall pattern thus appears fully satisfactory.

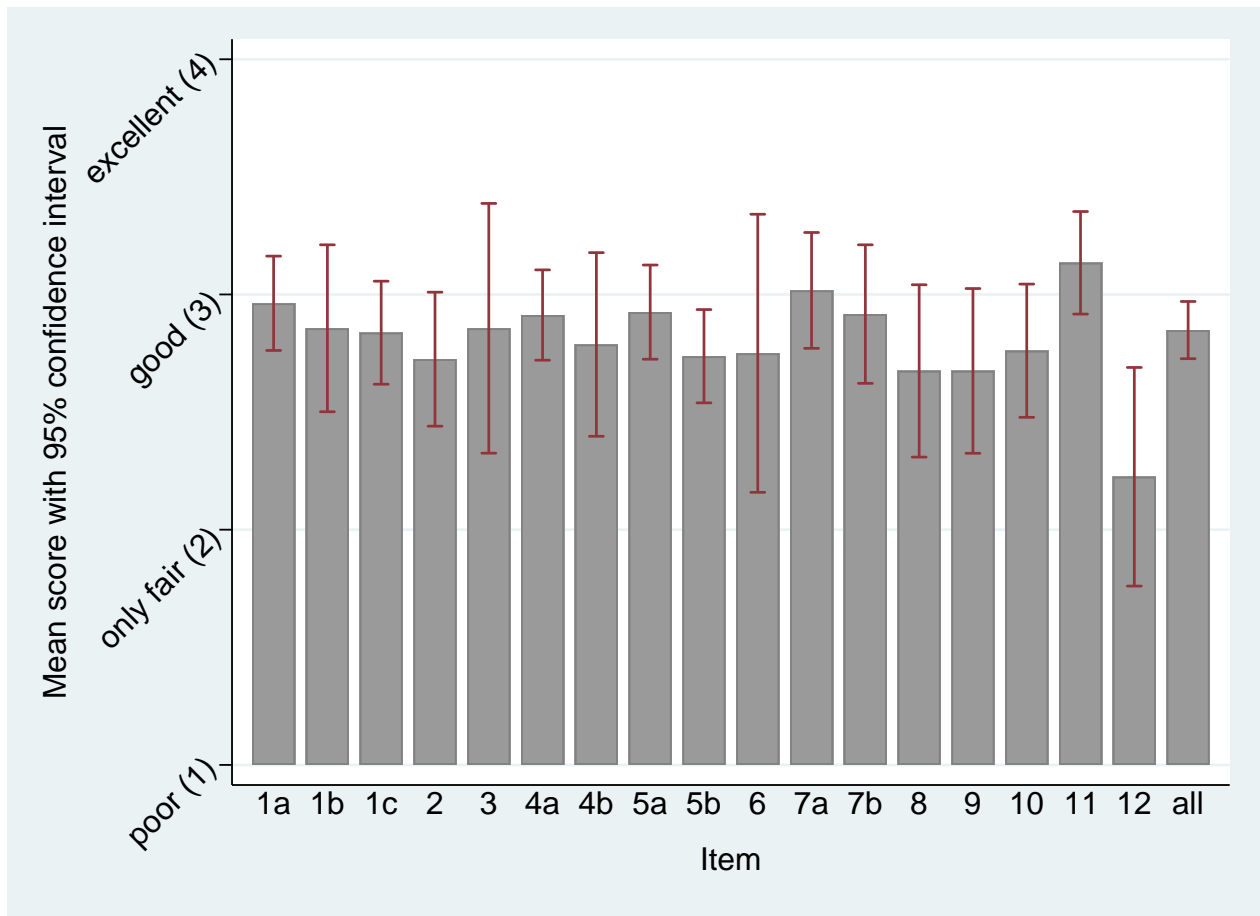


Figure 1: Quantitative assessment of student performance by learning goal

Item descriptions from rubric:

Common Learning Goals

- 1) Gather, interpret, and assess information from a variety of sources and points of view
 - a) Gather information
 - b) Interpret information
 - c) Assess information
- 2) Evaluate evidence and arguments critically or analytically
- 3) Produce well-reasoned written or oral arguments using evidence to support conclusions
- 4) Identify and apply the fundamental concepts and methods of political science.
 - a) Identifies concept
 - b) Applies concept

US Experience in Its Diversity

- 5) Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

- a) Explains theme from multiple perspectives
- b) Analyzes theme from multiple perspectives
- 6) Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- 7) Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
 - a) Identifies branch
 - b) Analyzes influence
- 8) Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

World Cultures and Global Issues

- 9) Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- 10) Analyze the historical development of one or more non-U.S. societies.
- 11) Analyze the significance of one or more major movements that have shaped the world's societies.
- 12) Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

Summary

- all) Mean score of all the above applicable for each student.
-

In comparison to 2014/15, the grand mean score increased somewhat from 2.81 to 2.85. While this improvement is reassuring, the difference is small and not statistically significant. Still, there is reason to be optimistic. The rater who already worked for the 2014/15 assessment confirmed in a qualitative statement that they noticed marked improvement in the quality of student work. The average score of the other reader was somewhat lower, however ($\Delta=0.59$).

Trends for individual goals are rather difficult to identify, given the rather homogenous pattern. If anything, we can say that goals 2 and 4b score on the low end in both assessments and may therefore require continued attention in our curricular response.

Goal 12 is the apparent outlier in the distribution. This goal was not assessed in 2014/15. Moreover, there is reason to believe that the 2018/19 scores are not as alarming as it might seem at first sight. Goal 12 was mostly assessed using an assignment that gave students relatively much flexibility regarding the research question. As it turned out, one of the readers

chose to assess some of the papers using other learning goals, whereas the other reader gave very low scores to these papers for goal 12. If these scores are left out of the calculation, average performance for goal 12 increases to 2.95, in fact the fourth-strongest score among all goals. While we hesitate to accept this better score as the “true” one, we are fairly confident that better-fitted assignments will show improvement in future assessments.¹

VII) Inter-coder reliability

Inter-coder reliability was assessed using *Krippendorff's α* , a statistical measure taking on the value of 1 in case of perfect reliability, 0 in case of a random pattern, and <0 in case of systematic disagreement between raters. Data were analyzed using the statistical software *Stata*.

Results regarding inter-coder reliability are unsatisfactory. The overall score for α is 0.03, which is barely better than a random pattern. This observation will be revisited in section IX.

VIII) Curricular response

The results of the assessment will be distributed among the faculty in the form of this report. As a department, we will consider whether the results warrant pedagogical adjustments, and if so, what form they should take.

In a general effort to improve students' research and writing skills, the department recently introduced a new course format POL 3000 *Research Skills in Political Science*. The emphasis of this format is on general skills such as research design, data literacy, analytical writing, statistical methods, effective presentation, etc. On this basis there will be ample opportunity for student-led, hands-on research. We hope that this course will help students acquire the skills necessary to achieve the learning goals of the general education requirement.

IX) Reflections on the process

Three other salient issues merit discussion in this report.

First, political science would like to reemphasize that the range of assessment mandates at Baruch is ever-increasing. When the current Coordinator assumed his role in 2014, the stipulated workload was one assessment of the departmental major every four years. This was soon doubled by the addition of general education assessment, and then again by the shortening of both assessment cycles from four to three years. This means that Coordinators are now expected to implement two assessments in three years, which is an increase of their

¹ Also note that to satisfy the Pathways requirement, a class only needs to meet three of the four learning goals that the department initially assigned to the course. While goal 12 certainly requires particular attention, the results on the whole are satisfactory.

workload by factor 2.7 within just five years! Yet while the initial mandate provided for released time of one course in four years, the workload increase was not reflected in an equivalent increase in compensation. In particular given the heavy teaching load that faculty face at Baruch, it is our strong belief that these new time commitments should be compensated with appropriate released time. If Baruch truly cares about the aims of assessment, it must provide Coordinators with the time they need to do the job correctly. As this report documents, proper assessment requires professional attention and manual processing at various stages. Despite current parlance in the community, assessment will *not* simply “run itself in the background.”

Second, improved coordination of assessment work and financial management is highly desirable. Due to a delay of four months between the School’s commitment to hire the raters and the issuing of their checks, the Coordinator found himself obliged to advance funds from his personal account. The School needs to be aware that keeping our raters waiting for months is unlikely to improve the quality of their work. Avoiding such outcomes in the future should be a reasonable goal, given that assessment follows a transparent schedule that is predictable years in advance.

Third, the course environment of general education assessment in the department needs to be reconsidered with an eye on quality and feasibility. Both raters explained that the application of the learning goals to the assignments was not always straightforward, which is also reflected in unsatisfactory inter-coder reliability scores. The underlying problem is that the learning goals had to be assessed using the most basic courses in the political science curriculum. These courses cover a lot of ground, and paper assignments are not necessarily tailored to the few areas that happened to be picked CUNY-wide for the Pathways learning goals. This observation once more underlines the department’s long-term position that assessment of student work would be best implemented in the *Capstone* course (POL 4900), where it is much more likely to find assignments that cover multiple learning goals in a meaningful way than in lower-level courses. The department’s report of the assessment of the political science major in 2016/17 documents our positive experience with this strategy in terms of suitability of assignments and streamlining of the workflow. We hope to have a productive discussion on the School-level of how this option could be reconciled with the structure of the Pathways buckets.

Appendix A – Pathways learning goals

| | |
|---|---|
| <p>Flexible Core Must address:</p> <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. • Evaluate evidence and arguments critically or analytically. • Produce well-reasoned written or oral arguments using evidence to support conclusions. • And <u>at least three of the additional learning outcomes in each area as listed below:</u> | |
| <p>World Cultures and Global Issues</p> <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. • Analyze the historical development of one or more non-U.S. societies. • Analyze the significance of one or more major movements that have shaped the world's societies. • Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. • Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. [1] <p>COURSES: ANT 1001, HIS 1001, HIS 1003, LTS 1003, POL 2001, POL 2260</p> | <p>U.S. Experience in its Diversity</p> <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. • Analyze and explain one or more major themes of U.S. history from more than one informed perspective. • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. • Explain and evaluate the role of the United States in international relations. [1] • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. <p>COURSES: BLS 1003, HIS 1000, HIS 1005, PAF 1250, POL 1101, POL 2332</p> |

[1] These learning goals were not assessed, as they are generally not addressed by the courses that represent political science in the two Pathways buckets.

Appendix B – Assessment rubric

| Rubric Item | Level 4 (Excellent) | Level 3 (Good) | Level 2 (Only Fair) | Level 1 (Poor) |
|--|--|---|---|--|
| 1. Gather, interpret, and assess information from a variety of sources and points of view | | | | |
| a) Gather information scope | Gathers in-depth information representing multiple points of view. | Gathers a reasonable amount of information representing more than one point of view. | Gathers some information, but representing only a narrow point of view. | Gathers no information aside from that presented in the question itself. |
| b) Interpret information understanding/explanation | Information is presented/ explained in a manner that displays detailed, nuanced understanding. | Information is presented/ explained in a manner that displays firm understanding. | Information is presented/ explained in a manner that displays only partial understanding. | Information is presented/ explained in a manner that displays fundamentally misunderstanding. |
| c) Assess information appropriateness | Deftly evaluates the relative utility of information and prioritizes the most relevant, high quality information. | Demonstrates ability to refine information search; most information is relevant and of good quality. | Selects some relevant information, but also includes information that is irrelevant or of poor quality. | Selects information that lacks relevance and/or quality. |
| 2. Evaluate evidence and arguments critically or analytically | | | | |
| Analyze evidence and arguments | Rival arguments are critically analyzed using appropriate logic and/or evidence; relative merits and flaws in each perspective are carefully spelled out and explicitly weighed against each other in comparative fashion. | Rival arguments are critically analyzed using appropriate logic and/or evidence; each perspective is subjected to a reasonable degree of scrutiny. | Evidence is selectively used to support an argument in a logical manner, but relevant counter arguments and/or evidence are ignored rather than engaged. | May recite one or more arguments, but fails to critically analyze or compare them using sound logic or application of relevant evidence. |
| 3. Produce well-reasoned written or oral arguments using evidence to support conclusions | | | | |
| Support conclusion | Student's argument/conclusion is clear, logical and reflects student's thoughtful evaluation of a range of relevant evidence. | Student's argument/conclusion is clear, logical and is explicitly tied to relevant evidence. | Student's argument/conclusion is clear and theoretically logical, but little effort is made to explain the logic or explicitly tie it to relevant evidence. | Student's argument/conclusion is ambiguous, illogical, or in contradiction to the evidence presented. |
| 4. Identify and apply the fundamental concepts and methods of political science. | | | | |
| a) Identifies concept | Shows a detailed, nuanced understanding of the definition of the key abstract concept. | Shows a firm understanding of the basic definition of the key abstract concept. | Shows partial but incomplete or fuzzy understanding of the definition of key abstract concept. | Shows fundamental misunderstanding of the definition of key abstract concept. |
| b) Applies concept | Shows awareness of the relation between the abstract concept and the specifics of the assignment; concept is applied correctly; differences between theory and practice are noted where appropriate. | Shows awareness of the relation between the abstract concept and the specifics of the assignment; concept is generally applied in an appropriate manner, though subtle details may be missed. | Shows awareness of the relation between the abstract concept and the specifics of the assignment, but application is not very precise. | Fails to perceive the connection between abstract concept and the specifics of the assignment. |

| Rubric Item | Level 4 (Excellent) | Level 3 (Good) | Level 2 (Only Fair) | Level 1 (Poor) |
|--|---|---|---|--|
| 5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective. | | | | |
| a) Explains theme from multiple perspectives | Provides full, rich characterizations of at least two perspectives. | Provides representative summaries of at least two perspectives, with no factual errors. | References more than one perspective but characterizations of these perspectives are underdeveloped and/or contain some inaccuracies. | Offers only a simplistic, one-dimensional view/definition of the theme; fails to provide more than one perspective. |
| b) Analyzes theme from multiple perspectives | More than one perspective is critically analyzed using appropriate logic and/or evidence; relative merits and flaws in each perspective are carefully spelled out and explicitly weighed against each other in comparative fashion. | More than one perspective is critically analyzed using appropriate logic and/or evidence; each perspective is subjected to a reasonable degree of scrutiny. | At least one perspective is critically analyzed, but one or more other perspectives are too easily accepted or dismissed without sound logical justification. | May recite one or more perspectives, but makes only a feeble or non-existent effort to critically analyze or compare them. |
| 6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. | | | | |
| Evaluates impact | Shows mastery of historical facts and strong understanding of their historical significance. | Shows good knowledge of key historical facts and a reasonable sense of their historical significance. | Shows some knowledge of key historical facts, but not necessarily a clear understanding of their historical significance. | Shows ignorance of key historical facts related to this topic. |
| 7. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. | | | | |
| a) Identifies branch | Does not confuse one branch with another; demonstrates detailed knowledge of the branch(es) being discussed. | Does not confuse one branch with another; displays reasonable knowledge of the branch(es) being discussed. | Does not confuse one branch with another, but shows some misunderstanding of one or more key attributes of a given branch. | Confuses the functions or attributes of one branch with that of another. |
| b) Analyzes influence | Provides a cogent assessment of the relative power of the branch(es) in shaping outcomes in the United States system of government. | Provides a good assessment of relative power of the branch(es) in shaping outcomes in the United States system of government, without any major flaws. | Provides only a basic assessment of relative power of the branch(es) in shaping outcomes in the United States system of government, with a few flaws. | Provides a deeply flawed or non-existent attempt to assess the relative power of the branch(es) in shaping outcomes in the United States system of government. |
| 8. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. | | | | |
| Analyzes institution/pattern | Provides a cogent analysis of the relevant institution/pattern, without any major flaws. | Provides a good analysis of the relevant institution/pattern, without any major flaws. | Provides only a basic analysis of the relevant institution/pattern, with a few flaws. | Provides a deeply flawed or non-existent attempt to analyze the relevant institution/pattern. |

| Rubric Item | Level 4 (Excellent) | Level 3 (Good) | Level 2 (Only Fair) | Level 1 (Poor) |
|--|---|---|---|--|
| 9. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. | | | | |
| Analyzes from multiple perspectives | More than one perspective is critically analyzed using appropriate logic and/or evidence; relative merits and flaws in each perspective are carefully spelled out and explicitly weighed against each other in comparative fashion. | More than one perspective is critically analyzed using appropriate logic and/or evidence; each perspective is subjected to a reasonable degree of scrutiny. | At least one perspective is critically analyzed, but one or more other perspectives are too easily accepted or dismissed without sound logical justification. | May recite one or more perspectives, but makes only a feeble or non-existent effort to critically analyze or compare them. |
| 10. Analyze the historical development of one or more non-U.S. societies. | | | | |
| Analyzes historical development | Shows mastery of historical facts and deftly explains their historical significance. | Shows good knowledge of key historical facts and does a reasonable job explaining their historical significance. | Shows some knowledge of key historical facts, but presentation is largely descriptive and devoid of real analysis. | Shows ignorance of key historical facts related to the topic. |
| 11. Analyze the significance of one or more major movements that have shaped the world's societies. | | | | |
| Analyzes movement | Provides a cogent analysis of the relevant movement(s), without any major flaws. | Provides a good analysis of the relevant movement(s), without any major flaws. | Provides only a basic analysis of the relevant movement(s), with a few flaws. | Provides a deeply flawed or non-existent attempt to analyze the relevant movement(s). |
| 12. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. | | | | |
| Analyzes role of differentiation | Provides a cogent analysis of the role of social differentiation, without any major flaws. | Provides a good analysis of the role of social differentiation, without any major flaws. | Provides only a basic analysis of the role of social differentiation, with a few flaws. | Provides a deeply flawed or non-existent attempt to analyze the role of social differentiation. |

Appendix C – Scoring sheet

| General Education Assessment 2018 | | | | | | | | | | | | | | |
|--|-------|-----------------------------|--------|--------|--------|--------|--------|--------|--|--------|--------|--------|--------|--------|
| Sheet 1/2 | | | | | | | | | | | | | | |
| Please rate as follows: 4=excellent; 3=good; 2=only fair; 1=poor | | | | | | | | | | | | | | |
| | | ----- all of Item 1-4 ----- | | | | | | | ----- at least two out of Item 5-8 ----- | | | | | |
| Assignment | Paper | Item 1 | Item 1 | Item 1 | Item 2 | Item 3 | Item 4 | Item 4 | Item 5 | Item 5 | Item 6 | Item 7 | Item 7 | Item 8 |
| | | a | b | c | | | a | b | a | b | | a | b | |
| A | 1 | | | | | | | | | | | | | |
| A | 2 | | | | | | | | | | | | | |
| A | 3 | | | | | | | | | | | | | |
| A | 4 | | | | | | | | | | | | | |
| A | 5 | | | | | | | | | | | | | |
| A | 6 | | | | | | | | | | | | | |
| A | 7 | | | | | | | | | | | | | |
| A | 8 | | | | | | | | | | | | | |
| A | 9 | | | | | | | | | | | | | |
| A | 10 | | | | | | | | | | | | | |
| B | 1 | | | | | | | | | | | | | |
| B | 2 | | | | | | | | | | | | | |
| B | 3 | | | | | | | | | | | | | |
| B | 4 | | | | | | | | | | | | | |
| B | 5 | | | | | | | | | | | | | |
| B | 6 | | | | | | | | | | | | | |
| B | 7 | | | | | | | | | | | | | |
| B | 8 | | | | | | | | | | | | | |
| B | 9 | | | | | | | | | | | | | |
| B | 10 | | | | | | | | | | | | | |
| C | 1 | | | | | | | | | | | | | |
| C | 2 | | | | | | | | | | | | | |
| C | 3 | | | | | | | | | | | | | |
| C | 4 | | | | | | | | | | | | | |
| C | 5 | | | | | | | | | | | | | |
| C | 6 | | | | | | | | | | | | | |
| C | 7 | | | | | | | | | | | | | |
| C | 8 | | | | | | | | | | | | | |
| C | 9 | | | | | | | | | | | | | |
| C | 10 | | | | | | | | | | | | | |
| C | 11 | | | | | | | | | | | | | |
| C | 12 | | | | | | | | | | | | | |
| C | 13 | | | | | | | | | | | | | |
| C | 14 | | | | | | | | | | | | | |
| C | 15 | | | | | | | | | | | | | |
| C | 16 | | | | | | | | | | | | | |
| C | 17 | | | | | | | | | | | | | |
| C | 18 | | | | | | | | | | | | | |
| C | 19 | | | | | | | | | | | | | |
| C | 20 | | | | | | | | | | | | | |

General Education Assessment 2018

Sheet 2/2

Please rate as follows: 4=excellent; 3=good; 2=only fair; 1=poor

| Assignment | Paper | ----- all of Item 1-4 ----- | | | | | | -- at least two out of Item 9-12 -- | | | | |
|------------|-------|-----------------------------|-------------|-------------|--------|--------|-------------|-------------------------------------|--------|---------|---------|---------|
| | | Item 1 a | Item 1 b | Item 1 c | Item 2 | Item 3 | Item 4 a | Item 4 b | Item 9 | Item 10 | Item 11 | Item 12 |
| D | 1 | | | | | | | | | | | |
| D | 2 | | | | | | | | | | | |
| D | 3 | | | | | | | | | | | |
| D | 4 | | | | | | | | | | | |
| D | 5 | | | | | | | | | | | |
| D | 6 | | | | | | | | | | | |
| D | 7 | | | | | | | | | | | |
| D | 8 | | | | | | | | | | | |
| D | 9 | | | | | | | | | | | |
| D | 10 | | | | | | | | | | | |
| D | 11 | | | | | | | | | | | |
| D | 12 | | | | | | | | | | | |
| D | 13 | | | | | | | | | | | |
| D | 14 | | | | | | | | | | | |
| D | 15 | | | | | | | | | | | |
| D | 16 | | | | | | | | | | | |
| D | 17 | | | | | | | | | | | |
| D | 18 | | | | | | | | | | | |
| D | 19 | | | | | | | | | | | |
| D | 20 | | | | | | | | | | | |
| E | 1 | | | | | | | | | | | |
| E | 2 | | | | | | | | | | | |
| E | 3 | | | | | | | | | | | |
| E | 4 | | | | | | | | | | | |
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| E | 7 | | | | | | | | | | | |
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| E | 9 | | | | | | | | | | | |
| E | 10 | | | | | | | | | | | |
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| E | 18 | | | | | | | | | | | |
| E | 19 | | | | | | | | | | | |
| E | 20 | | | | | | | | | | | |