



**Results of the Standardized Assessment of Information  
Literacy Skills (SAILS)**

**for**

**River Parishes Community College**

**Administration: 30 Hour Students**

**Report Date: June 2010**

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## 1. THE TEST AND HOW IT IS SCORED

### The Test

The Standardized Assessment of Information Literacy Skills (SAILS) is a knowledge test with multiple-choice questions targeting a variety of information literacy skills. Questions on the SAILS test are based directly on two documents authored by the Association of College and Research Libraries: (1) *Information Literacy Competency Standards for Higher Education: Standards, Performance Indicators, and Outcomes*; and (2) *Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians* (see Appendix F). In those documents, each of five information literacy competency standards is expanded to include performance indicators, outcomes, and objectives. The SAILS test questions are derived from the outcomes and objectives.

ACRL Standard 4 is not included in the SAILS test. Some outcomes or objectives from the other standards are not tested because they are either covered by other outcomes or objectives or are not suitable for multiple-choice testing. Project SAILS has taken an additional step and rearranged the outcomes and objectives from the ACRL documents have been into eight skill sets. This report gives detailed results for the eight skill sets and more general results for the four ACRL standards.

The SAILS item bank has 158 items in American English. Each student answers 40 items from the item bank and 5 items that are in development. Appendix D contains all of the test items.

The items span the eight SAILS skill sets and the four ACRL standards targeted by the test. Students respond to different sets of items, with some common items shared across the individual tests. Figure 1.1 shows how many items are in each of the subscales. Appendix E presents the items in each skill set and standard.

**Figure 1.1 Number of Items in Each Subscale**

SAILS Skill Sets	Number of Items	ACRL Standards	Number of Items
Developing a Research Strategy	32	Standard 1: Determines the nature and extent of the information needed	39
Selecting Finding Tools	17	Standard 2: Accesses needed information effectively and efficiently	71
Searching	26	Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	21
Using Finding Tool Features	12	Standard 4: NOT USED	0
Retrieving Sources	15	Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	27
Evaluating Sources	21		
Documenting Sources	15		
Understanding Economic, Legal, and Social Issues	20		

**Scoring**

The measurement model used by SAILS is item response theory (IRT), specifically the one-parameter Rasch model. IRT calculates scores based on a combination of item difficulty and student performance. The process begins with merging data from all institutions into a benchmark file. Student responses to the items on the test are then used to determine the difficulty level of each item. Once that determination is made, student responses are analyzed to determine an average score for each group (or cohort). Scores in the report are placed on a scale that ranges from 0 to 1000.

The report gives results for several groups, including your institution overall, institutions of a similar type, and all institutions combined. Depending on the size of other cohorts and the variability of their responses, additional breakouts may be reported for class standing and majors. If you created any custom questions, breakouts for those may also appear in the report.

## 2. TEST-TAKER PROFILE

Figure 2.1 is a demographic profile of students who took the SAILS test at River Parishes Community College, along with profiles for other institutions of the same type (Associates), and for all other institutions combined. The table reports the available demographic data; not all elements of demographic data were reported for all test takers.

**Figure 2.1**

Characteristics	RPCC		Institution Type: Associates		All Institutions	
	(n=223)		(n=4,669)		(n=47,784)	
	n	%	n	%	n	%
<b>Class Standing</b>						
Freshman	12	5.4	2,229	47.7	29,989	62.8
Sophomore	119	53.4	1,645	35.2	7,146	15.0
Junior	49	22.0	297	6.4	4,178	8.7
Senior	23	10.3	74	1.6	5,130	10.7
Other	20	9.0	344	7.4	899	1.9
Not reported	0	0.0	80	1.7	442	0.9
<b>Student Major</b>						
Agriculture/Environmental Studies	1	0.4	22	0.5	460	1.0
Architecture	0	0.0	14	0.3	128	0.3
Business	37	16.6	604	12.9	9,095	19.0
Communications/Journalism	1	0.4	84	1.8	1,420	3.0
Education	32	14.3	370	7.9	3,134	6.6
Engineering/Computer Science	5	2.2	178	3.8	3,353	7.0
General Studies	30	13.5	375	8.0	1,003	2.1
Health Sciences	40	17.9	1,128	24.2	5,453	11.4
History	1	0.4	32	0.7	640	1.3
Humanities	2	0.9	120	2.6	894	1.9
Law	2	0.9	74	1.6	854	1.8
Military/Naval Science	1	0.4	4	0.1	62	0.1
Performing & Fine Arts	2	0.9	80	1.7	1,251	2.6
Science/Math	10	4.5	240	5.1	2,942	6.2
Social Sciences/Psychology	8	3.6	162	3.5	3,217	6.7
Other	33	14.8	682	14.6	7,757	16.2
Undecided	18	8.1	478	10.2	4,973	10.4
Not reported	0	0.0	22	0.5	1,148	2.4

### 3. RESULTS BY SAILS SKILL SETS

Student performance is presented in this section by skill sets, which are regroupings of the ACRL objectives for information literacy instruction. See Appendix F for the full list of the original ACRL standards, performance indicators, outcomes, and objectives.

Figures and text are provided only for skill sets that have enough items and where enough data were collected to allow for analysis on the skill set.

The first part of this section reports findings from across the skill sets, with a Summary of Results followed by Detailed Results in a table. The second part of this section focuses on each of the individual skill sets.

#### A. Across the Skill Sets

##### Summary of Results

Students at River Parishes Community College performed about the same as the institution-type benchmark on the following SAILS Skill Sets:

- Developing a Research Strategy
- Selecting Finding Tools
- Searching
- Using Finding Tool Features
- Retrieving Sources
- Evaluating Sources
- Documenting Sources
- Understanding Economic, Legal, and Social Issues

To identify which skill sets were easier and which were more difficult for River Parishes Community College students, below are the skill sets ordered by performance, from best to worst. Skills set scores cannot be directly compared to each other. Instead, the ordering reflects the magnitude of difference between your institution's mean and the institution-type benchmark mean. We calculate the mean and standard deviation of all of the administrations in the benchmark for each skill set. The ranking is then the distance your mean is from the benchmark mean as a fraction of the standard deviation.

Best	Using Finding Tool Features
	Selecting Finding Tools
	Developing a Research Strategy
	Documenting Sources
	Searching
	Evaluating Sources
	Retrieving Sources
Worst	Understanding Economic, Legal, and Social Issues

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of  $\pm 5$  has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

**Figure 3.1 Data Table Showing Overall Scores Across All SAILS Skill Sets**

	River Parishes Community College	Institution Type: Associates	All Institutions
<b>SAILS Skill Sets</b>			
Developing a Research Strategy	544 $\pm 12$	537 $\pm 3$	552 $\pm 1$
Selecting Finding Tools	533 $\pm 18$	528 $\pm 4$	543 $\pm 1$
Searching	517 $\pm 14$	516 $\pm 3$	530 $\pm 1$
Using Finding Tool Features	556 $\pm 27$	545 $\pm 4$	552 $\pm 1$
Retrieving Sources	534 $\pm 22$	545 $\pm 5$	555 $\pm 2$
Evaluating Sources	553 $\pm 13$	552 $\pm 3$	566 $\pm 1$
Documenting Sources	543 $\pm 18$	536 $\pm 4$	559 $\pm 1$
Understanding Economic, Legal, and Social Issues	497 $\pm 15$	508 $\pm 3$	529 $\pm 1$

## B. Within Skill Sets

This section reports in detail the performance of River Parishes Community College students on the individual SAILS skill sets. For each skill set, the report includes: Summary of Results; Detailed Results - Data Table; Detailed Results - Chart; and ACRL Objectives Measured by the Skill Set.

### 1. SAILS Skill Set: Developing a Research Strategy

#### Summary of Results

##### River Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

Students at River Parishes Community College performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore, Junior, Senior, Other  
 Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

##### Demographic Groups within River Parishes Community College Compared to the RPCC Overall Performance on This Skill Set

Within River Parishes Community College, the following groups performed about the same as the RPCC-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other  
 Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided



### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

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**Figure 3.2 Data Table for Skill Set: Developing a Research Strategy**

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	544 $\pm 12$	537 $\pm 3$	552 $\pm 1$
<b>Class Standing</b>			
Freshman	545 $\pm 54$	527 $\pm 4$	545 $\pm 1$
Sophomore	546 $\pm 16$	545 $\pm 5$	556 $\pm 2$
Junior	541 $\pm 27$	560 $\pm 11$	565 $\pm 3$
Senior	544 $\pm 46$	543 $\pm 23$	577 $\pm 3$
Other	540 $\pm 44$	541 $\pm 11$	565 $\pm 7$
<b>Majors</b>			
Business	553 $\pm 31$	538 $\pm 7$	548 $\pm 2$
Education	524 $\pm 32$	527 $\pm 10$	545 $\pm 3$
General Studies	549 $\pm 33$	534 $\pm 9$	545 $\pm 6$
Health Sciences	550 $\pm 29$	538 $\pm 5$	552 $\pm 3$
Science / Math	537 $\pm 69$	550 $\pm 12$	565 $\pm 4$
Other	526 $\pm 30$	530 $\pm 7$	547 $\pm 2$
Undecided	569 $\pm 59$	539 $\pm 9$	546 $\pm 3$

### Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, and the average for all institutions.

Charts may also include indicators of performance by class standing, major, and custom demographics.

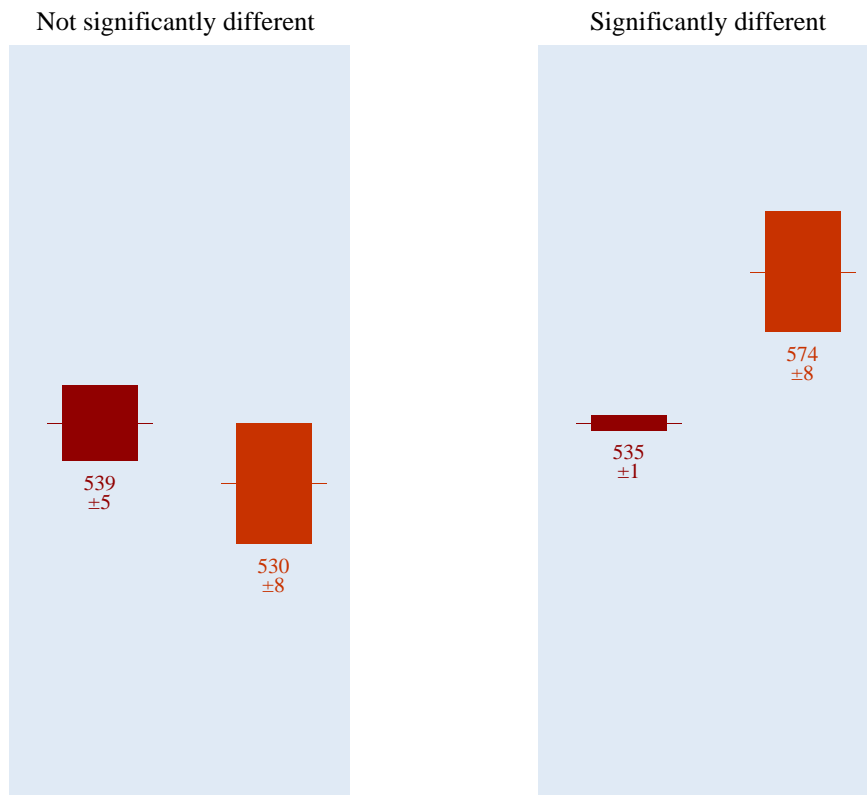
On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of  $\pm 5$  has a box that ranges from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

For example,



**Figure 3.3 Chart for Skill Set: Developing a Research Strategy**



Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy



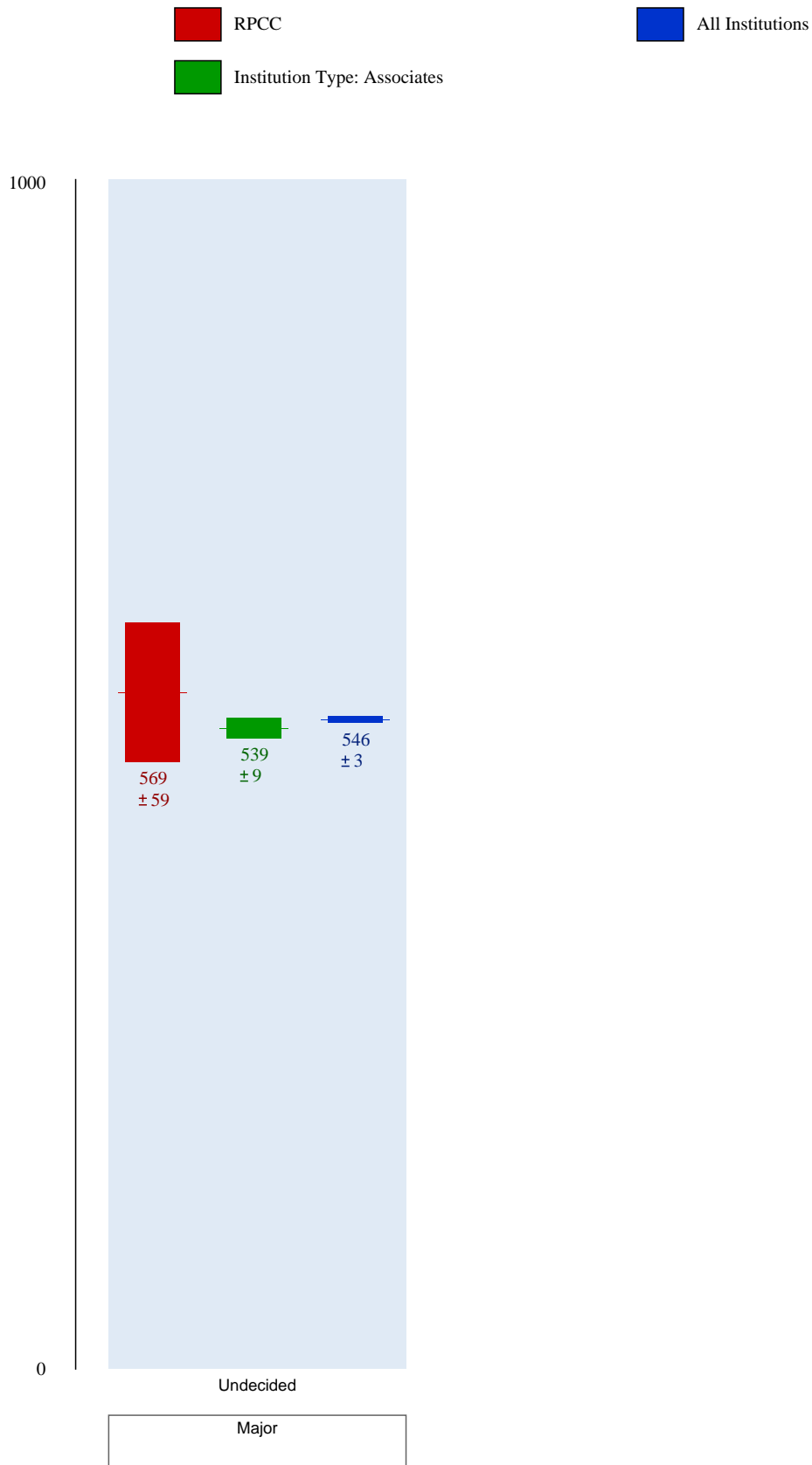
**Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy**



Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy



Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy



**Figure 3.4 Objectives and Outcomes for Skill Set: Developing a Research Strategy**

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 1.1.1 Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need
- 1.1.4.1 Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.
- 1.1.4.3 Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.
- 1.1.4.4 Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information.
- 1.1.4.5 Uses background information sources effectively to gain an initial understanding of the topic.
- 1.1.4.6 Consults with the course instructor and librarians to develop a manageable focus for the topic.
- 1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.
- 1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
- 1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
- 1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.
- 1.2.3.1 Identifies various formats in which information is available.
- 1.2.5.1 Describes how various fields of study define primary and secondary sources differently.
- 1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.
- 1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).
- 1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.
- 1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.
- 2.2.1.1 Describes a general process for searching for information.
- 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
- 2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
- 2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
- 2.5.5 Uses various technologies to manage the information selected and organized
- 3.4.1 Determines whether information satisfies the research or other information need



**2. SAILS Skill Set: Selecting Finding Tools****Summary of Results**River Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

Students at River Parishes Community College performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

Demographic Groups within River Parishes Community College Compared to the RPCC Overall Performance on This Skill Set

Within River Parishes Community College, the following groups performed about the same as the RPCC-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

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To determine whether two groups are significantly different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

**Figure 3.5 Data Table for Skill Set: Selecting Finding Tools**

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	533 $\pm 18$	528 $\pm 4$	543 $\pm 1$
<b>Class Standing</b>			
Freshman	525 $\pm 77$	518 $\pm 5$	536 $\pm 2$
Sophomore	538 $\pm 25$	536 $\pm 6$	546 $\pm 3$
Junior	532 $\pm 37$	550 $\pm 15$	560 $\pm 4$
Senior	501 $\pm 51$	512 $\pm 33$	569 $\pm 4$
Other	544 $\pm 52$	527 $\pm 13$	557 $\pm 9$
<b>Majors</b>			
Business	519 $\pm 43$	527 $\pm 10$	537 $\pm 3$
Education	521 $\pm 48$	526 $\pm 13$	532 $\pm 5$
General Studies	555 $\pm 50$	529 $\pm 12$	539 $\pm 8$
Health Sciences	563 $\pm 36$	526 $\pm 7$	542 $\pm 3$
Science / Math	554 $\pm 88$	549 $\pm 17$	561 $\pm 5$
Other	504 $\pm 40$	519 $\pm 10$	537 $\pm 3$
Undecided	487 $\pm 91$	528 $\pm 12$	540 $\pm 4$

### Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, and the average for all institutions.

Charts may also include indicators of performance by class standing, major, and custom demographics.

On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of  $\pm 5$  has a box that ranges from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

For example,

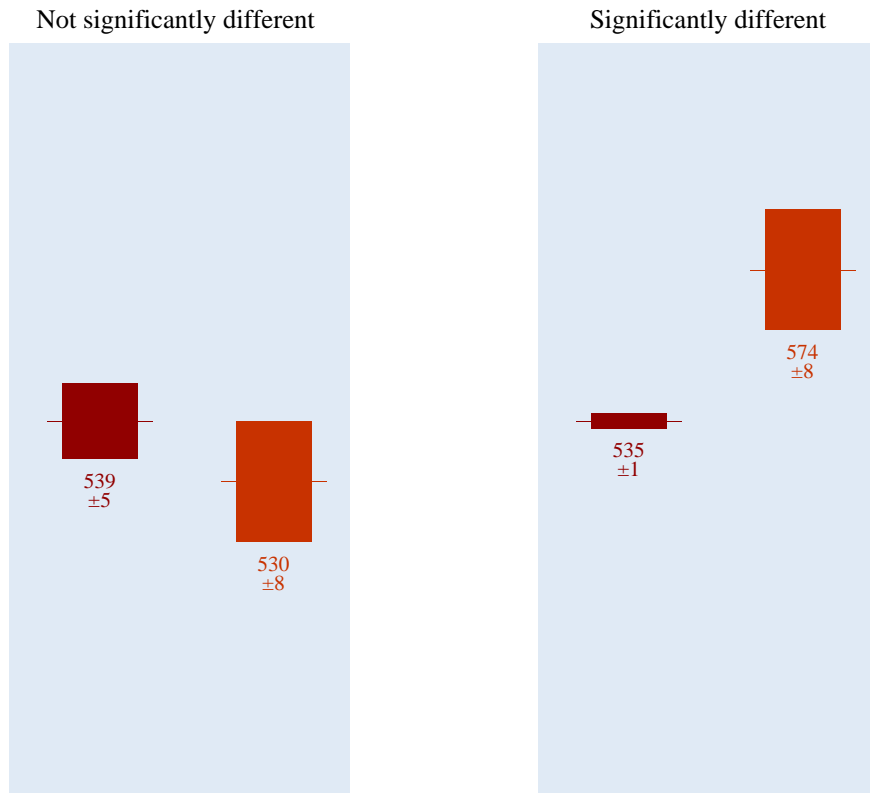


Figure 3.6 Chart for Skill Set: Selecting Finding Tools



**Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools**



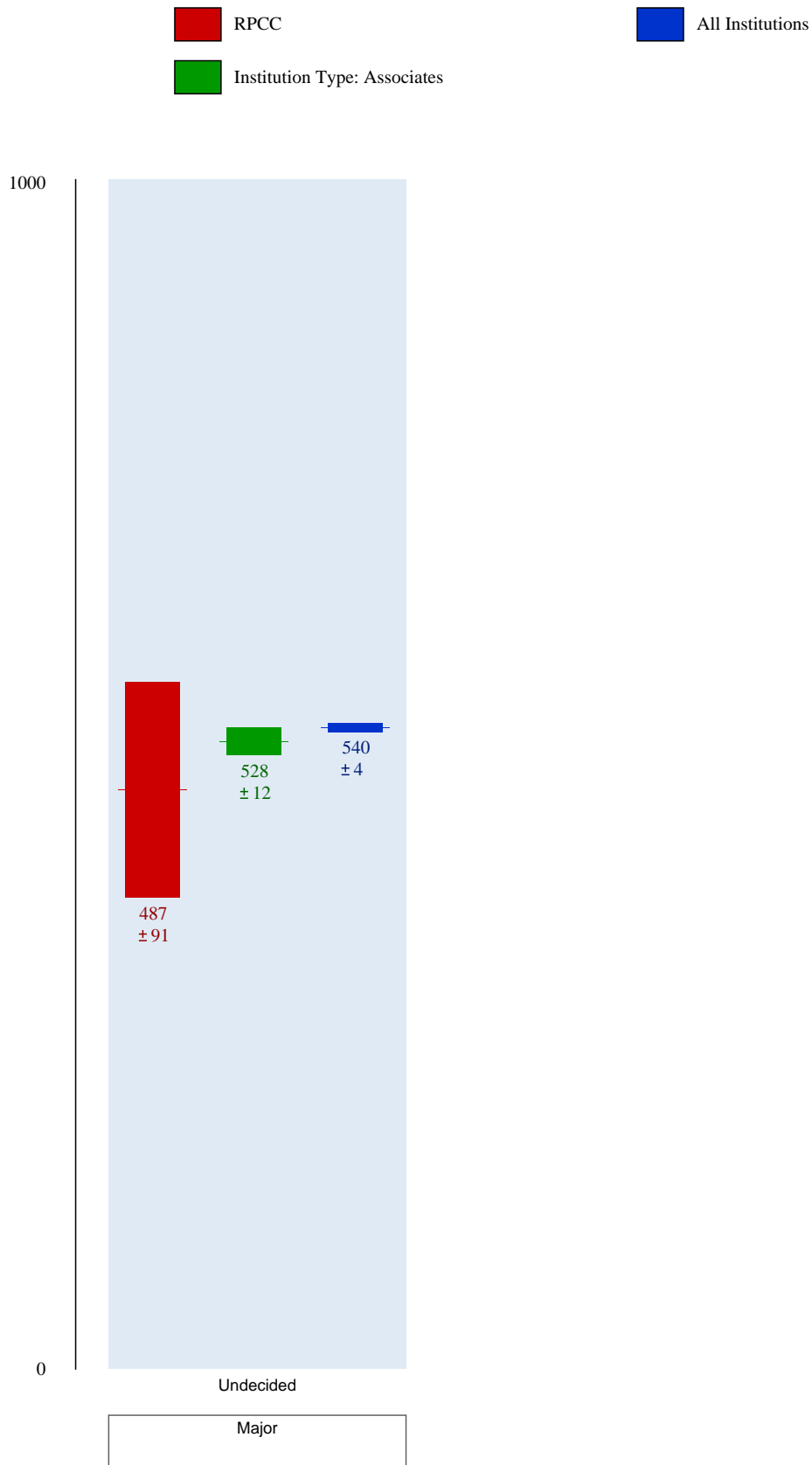
Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools



**Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools**



Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools





**Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools**

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 1.1.3.2 Demonstrates when it is appropriate to use a general and subject-specific information source (e.g., to provide an overview, to give ideas on terminology).
- 2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.
- 2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.
- 2.1.3.8 Determines the period of time covered by a particular source.
- 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
- 2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
- 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
- 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
- 2.3.2.2 Explains the difference between the library catalog and a periodical index.
- 2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.
- 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
- 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

**3. SAILS Skill Set: Searching****Summary of Results**River Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

Students at River Parishes Community College performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

Demographic Groups within River Parishes Community College Compared to the RPCC Overall Performance on This Skill Set

Within River Parishes Community College, the following groups performed about the same as the RPCC-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

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To determine whether two groups are significantly different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

**Figure 3.8 Data Table for Skill Set: Searching**

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	517 $\pm 14$	516 $\pm 3$	530 $\pm 1$
<b>Class Standing</b>			
Freshman	504 $\pm 67$	506 $\pm 4$	523 $\pm 1$
Sophomore	525 $\pm 19$	524 $\pm 5$	534 $\pm 2$
Junior	511 $\pm 29$	532 $\pm 13$	546 $\pm 3$
Senior	486 $\pm 38$	515 $\pm 25$	558 $\pm 3$
Other	531 $\pm 46$	520 $\pm 11$	546 $\pm 8$
<b>Majors</b>			
Business	510 $\pm 34$	513 $\pm 8$	526 $\pm 2$
Education	507 $\pm 31$	511 $\pm 10$	519 $\pm 4$
General Studies	523 $\pm 34$	512 $\pm 10$	524 $\pm 7$
Health Sciences	513 $\pm 32$	513 $\pm 6$	531 $\pm 3$
Science / Math	493 $\pm 89$	525 $\pm 13$	547 $\pm 4$
Other	521 $\pm 40$	513 $\pm 8$	526 $\pm 2$
Undecided	528 $\pm 53$	512 $\pm 9$	523 $\pm 3$

### Detailed Results - Chart

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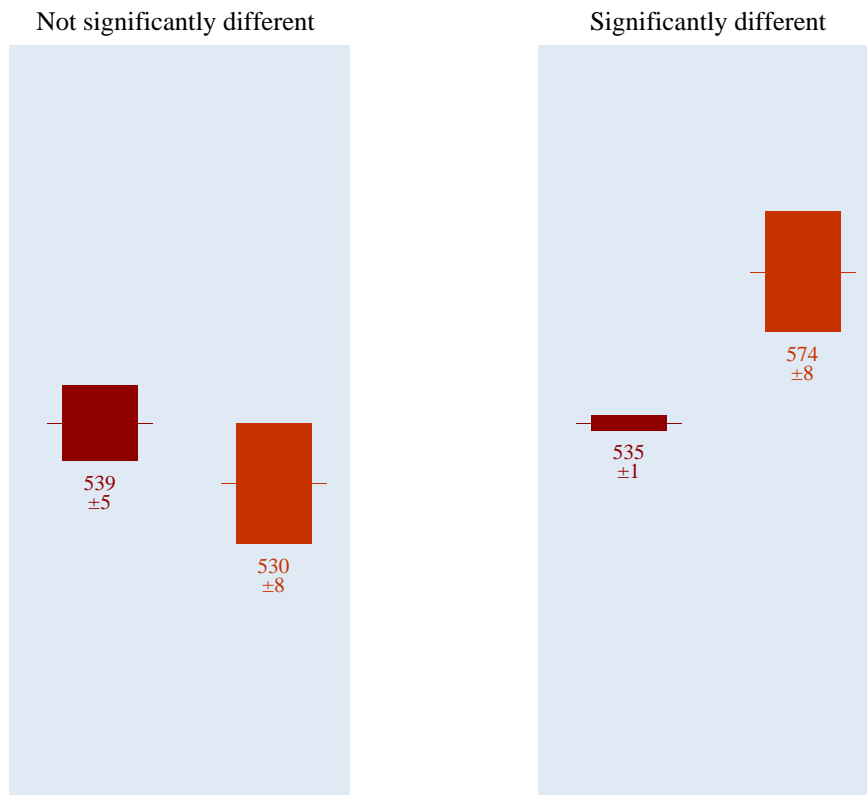
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For example,



**Figure 3.9 Chart for Skill Set: Searching**



Figure 3.9 (continued) Chart for Skill Set: Searching



Figure 3.9 (continued) Chart for Skill Set: Searching



Figure 3.9 (continued) Chart for Skill Set: Searching

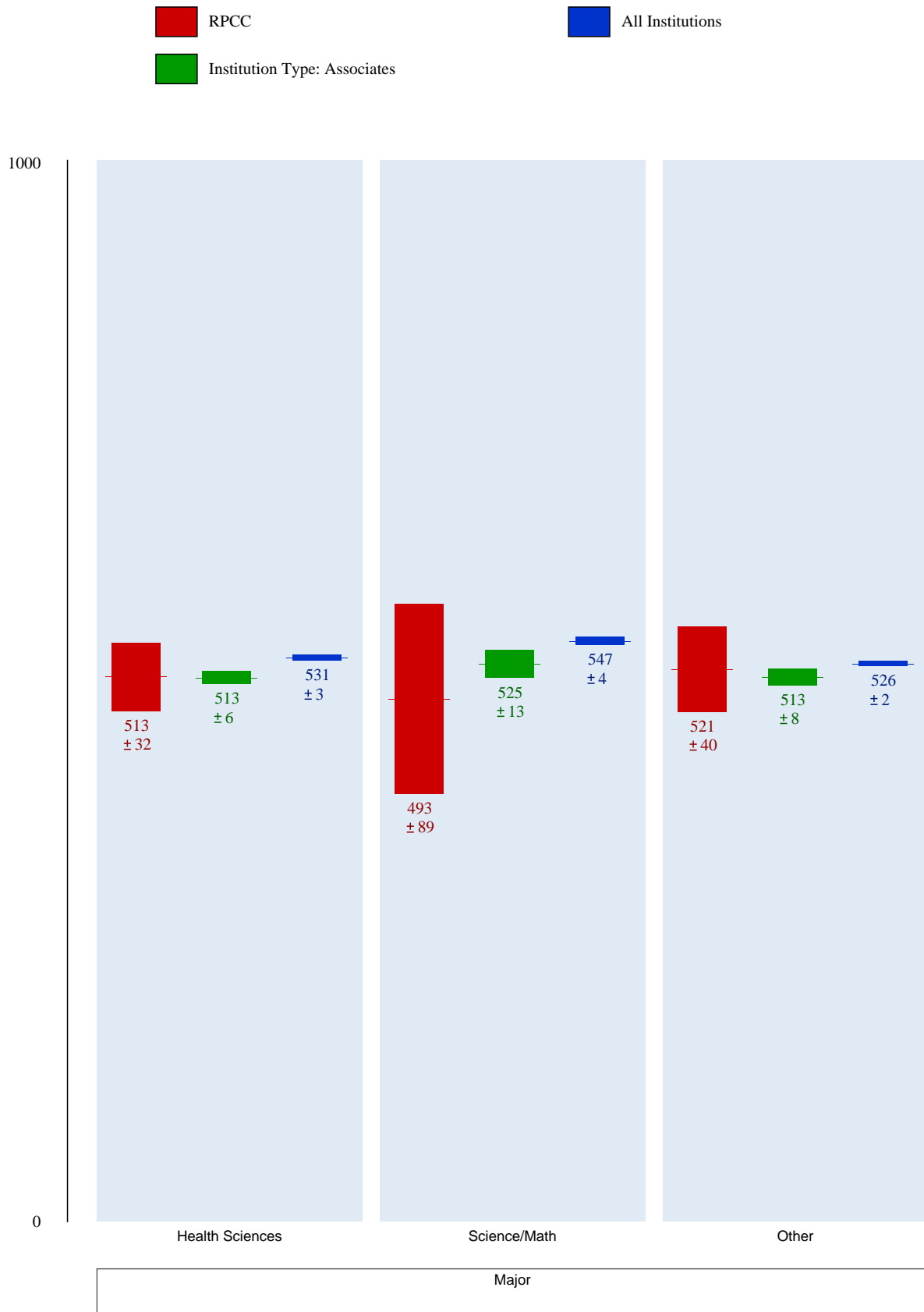
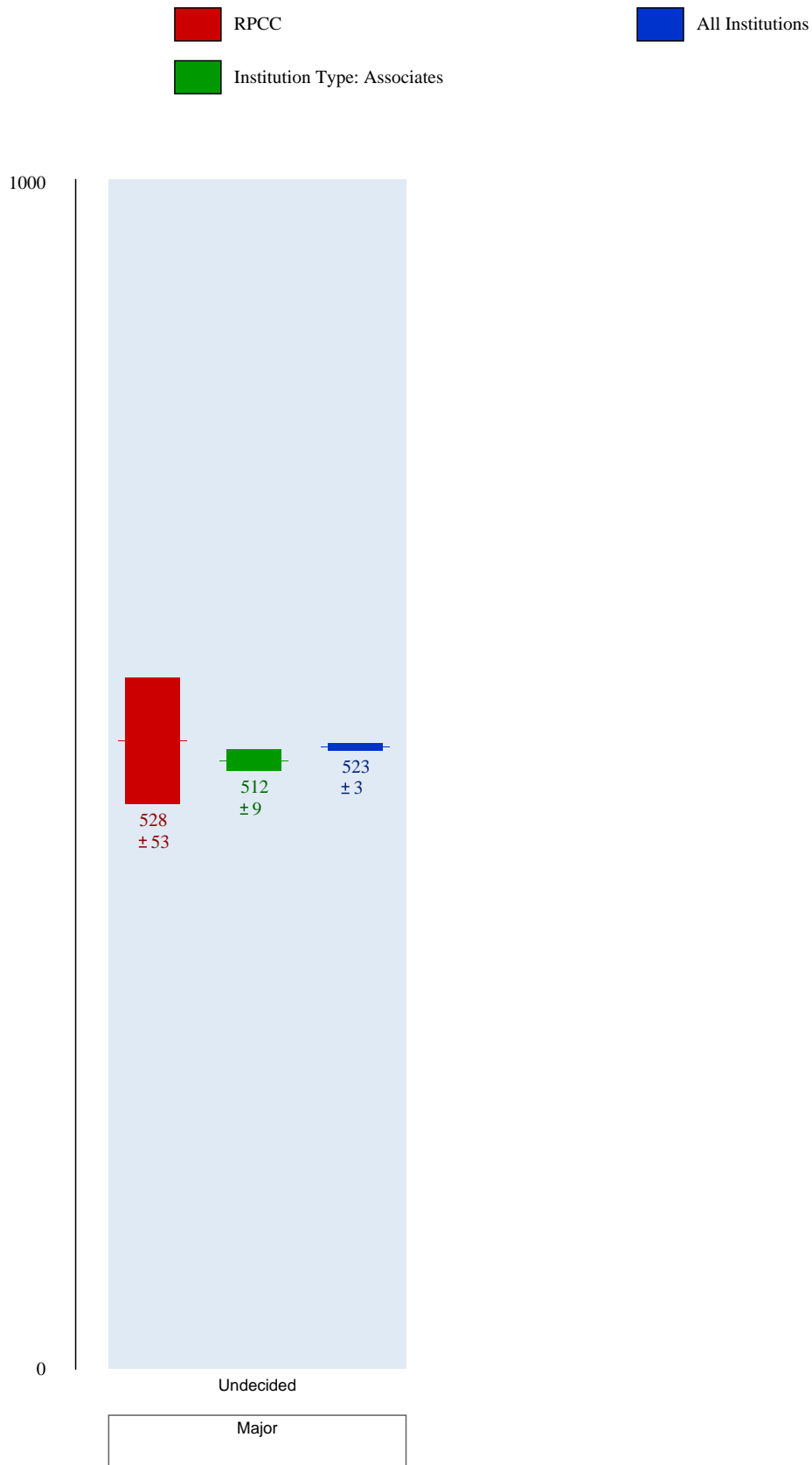




Figure 3.9 (continued) Chart for Skill Set: Searching



**Figure 3.10 Objectives and Outcomes for Skill Set: Searching**

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 1.1.5.1 Lists terms that may be useful for locating information on a topic.
- 1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
- 1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.
- 1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.
- 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
- 2.2.3.2 Explains what controlled vocabulary is and why it is used.
- 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
- 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
- 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
- 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
- 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
- 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
- 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
- 2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.
- 2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.
- 2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.
- 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
- 3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
- 3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.

**4. SAILS Skill Set: Using Finding Tool Features****Summary of Results**River Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

Students at River Parishes Community College performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

Demographic Groups within River Parishes Community College Compared to the RPCC Overall Performance on This Skill Set

Within River Parishes Community College, the following groups performed about the same as the RPCC-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of  $\pm 5$  has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

**Figure 3.11 Data Table for Skill Set: Using Finding Tool Features**

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	556 $\pm 27$	545 $\pm 4$	552 $\pm 1$
<b>Class Standing</b>			
Freshman	539 $\pm 94$	536 $\pm 6$	544 $\pm 2$
Sophomore	581 $\pm 37$	553 $\pm 8$	558 $\pm 4$
Junior	517 $\pm 50$	560 $\pm 17$	568 $\pm 5$
Senior	535 $\pm 88$	526 $\pm 36$	582 $\pm 4$
Other	533 $\pm 95$	544 $\pm 16$	566 $\pm 11$
<b>Majors</b>			
Business	599 $\pm 61$	546 $\pm 12$	548 $\pm 3$
Education	528 $\pm 80$	549 $\pm 16$	549 $\pm 6$
General Studies	555 $\pm 80$	544 $\pm 15$	540 $\pm 10$
Health Sciences	540 $\pm 50$	542 $\pm 9$	554 $\pm 4$
Science / Math	687 $\pm 108$	569 $\pm 19$	567 $\pm 6$
Other	536 $\pm 92$	529 $\pm 13$	550 $\pm 4$
Undecided	508 $\pm 86$	551 $\pm 14$	545 $\pm 5$

### Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, and the average for all institutions.

Charts may also include indicators of performance by class standing, major, and custom demographics.

On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of  $\pm 5$  has a box that ranges from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

For example,

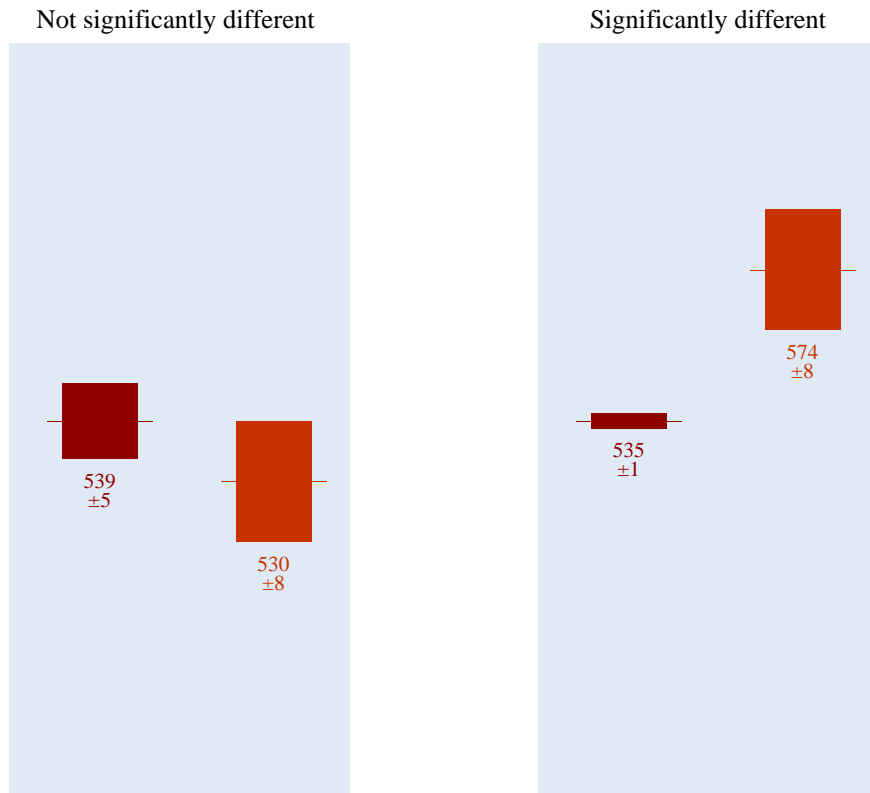


Figure 3.12 Chart for Skill Set: Using Finding Tool Features



Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

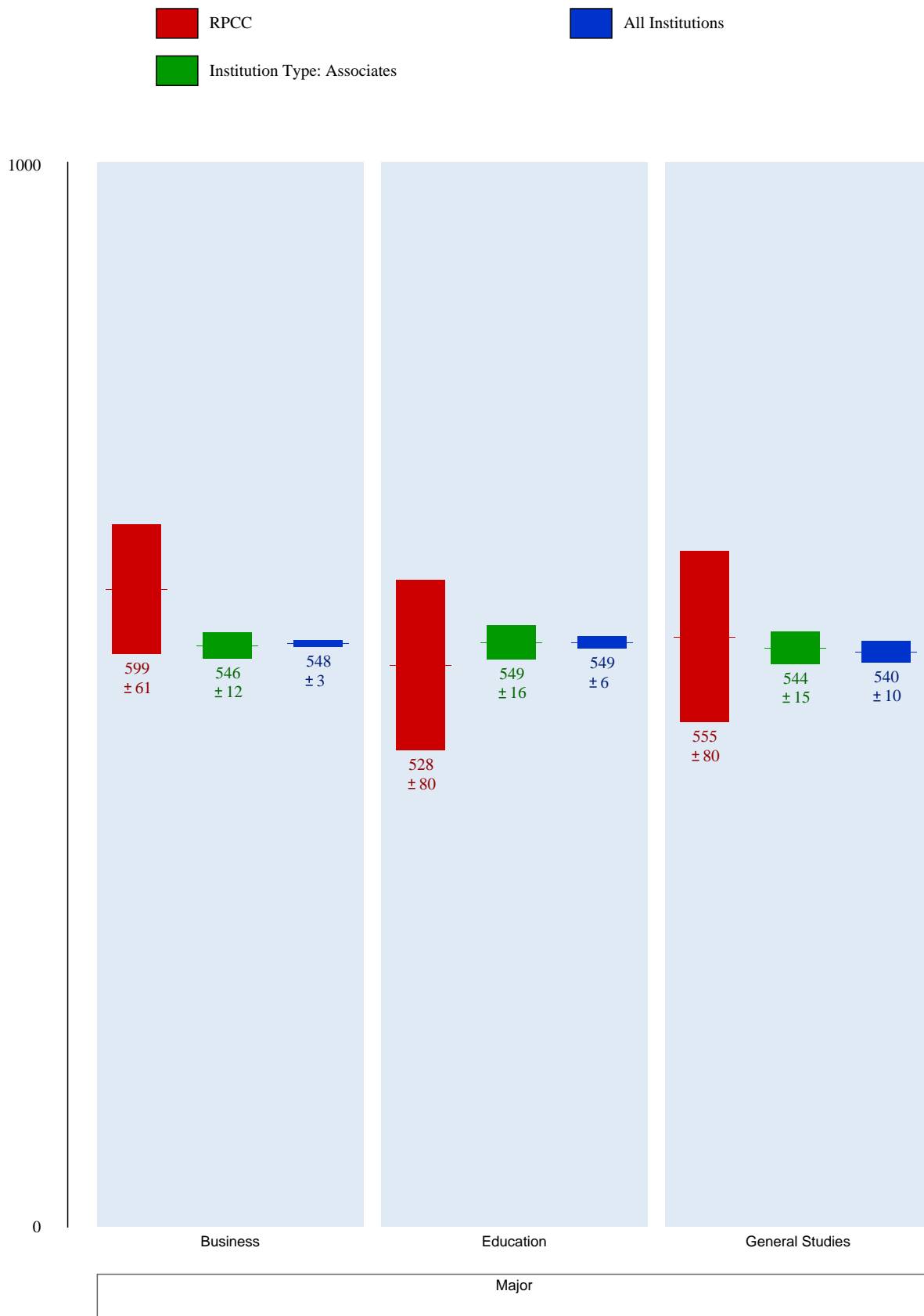




Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

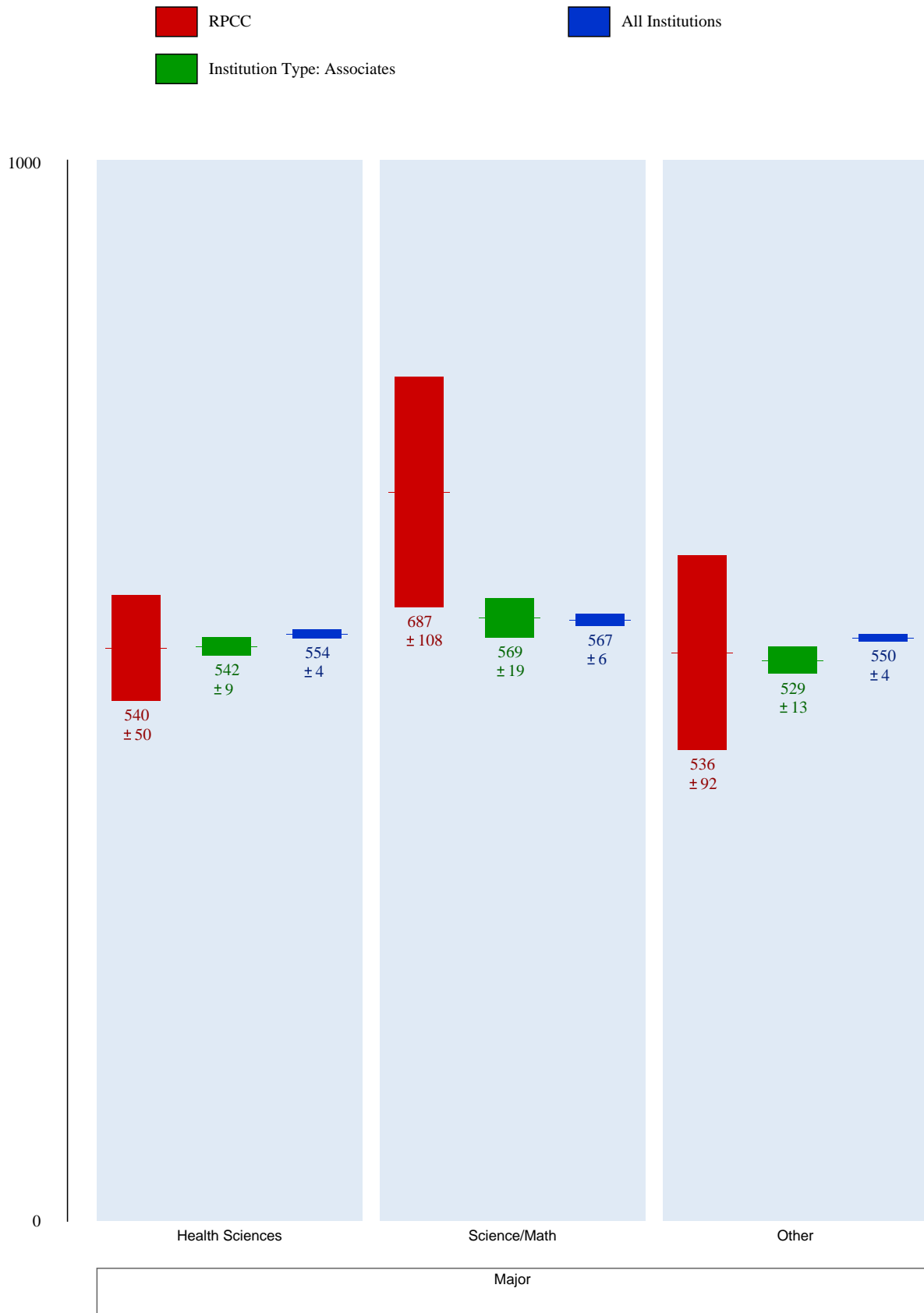
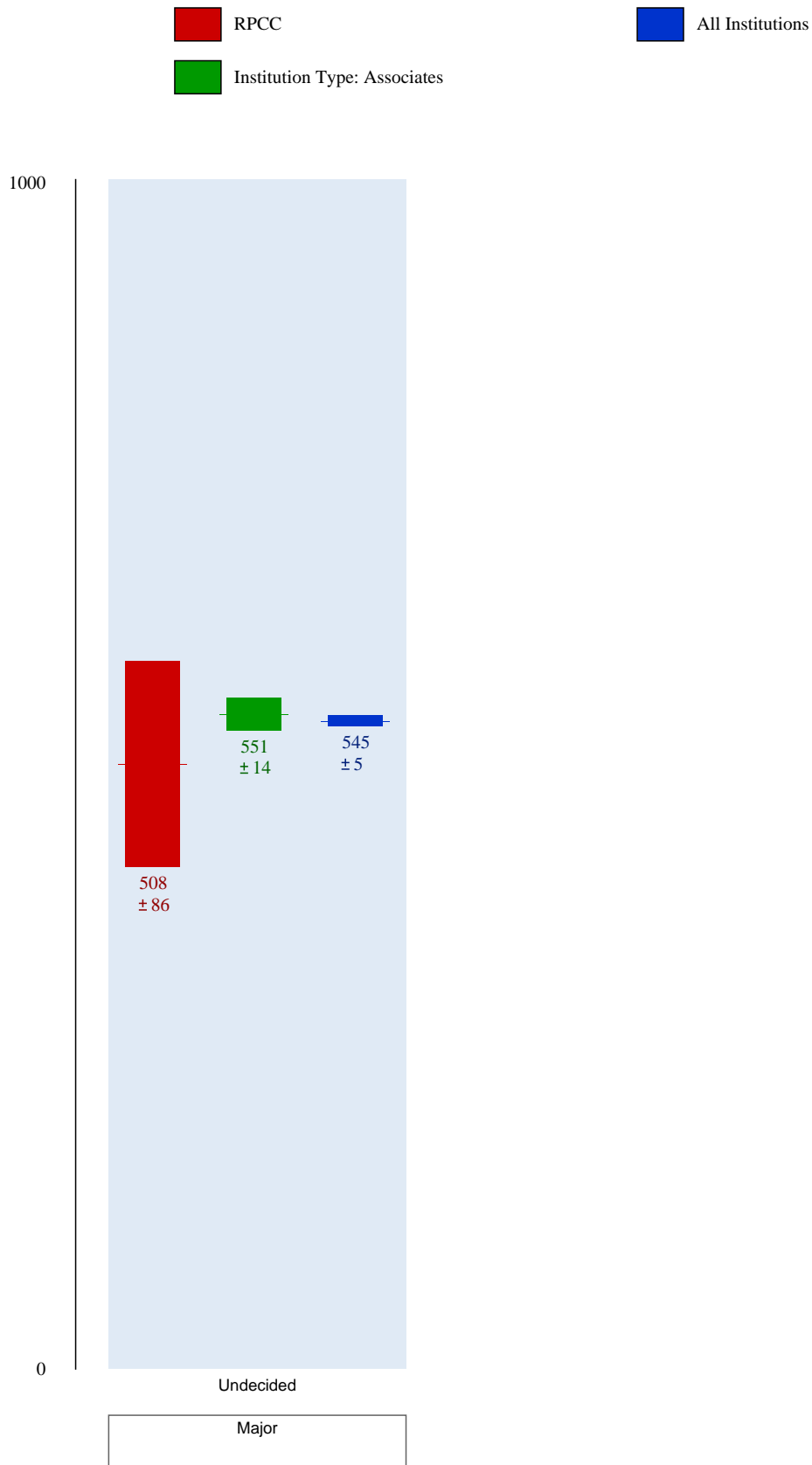


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



**Figure 3.13 Objectives and Outcomes for Skill Set: Using Finding Tool Features**

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).
- 2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.
- 2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).
- 2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.
- 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
- 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.
- 2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.
- 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
- 2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).
- 2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.

**5. SAILS Skill Set: Retrieving Sources****Summary of Results**River Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

Students at River Parishes Community College performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

Demographic Groups within River Parishes Community College Compared to the RPCC Overall Performance on This Skill Set

Within River Parishes Community College, the following groups performed about the same as the RPCC-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of  $\pm 5$  has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

**Figure 3.14 Data Table for Skill Set: Retrieving Sources**

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	534 $\pm 22$	545 $\pm 5$	555 $\pm 2$
<b>Class Standing</b>			
Freshman	579 $\pm 138$	530 $\pm 7$	542 $\pm 2$
Sophomore	528 $\pm 32$	557 $\pm 8$	564 $\pm 4$
Junior	538 $\pm 40$	574 $\pm 18$	582 $\pm 5$
Senior	550 $\pm 62$	550 $\pm 34$	598 $\pm 5$
Other	513 $\pm 73$	558 $\pm 17$	588 $\pm 12$
<b>Majors</b>			
Business	534 $\pm 49$	552 $\pm 14$	550 $\pm 3$
Education	512 $\pm 61$	536 $\pm 18$	549 $\pm 6$
General Studies	559 $\pm 79$	542 $\pm 17$	532 $\pm 11$
Health Sciences	525 $\pm 49$	547 $\pm 10$	563 $\pm 5$
Science / Math	604 $\pm 106$	571 $\pm 20$	576 $\pm 6$
Other	544 $\pm 71$	534 $\pm 13$	551 $\pm 4$
Undecided	510 $\pm 67$	538 $\pm 15$	543 $\pm 5$

### Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, and the average for all institutions.

Charts may also include indicators of performance by class standing, major, and custom demographics.

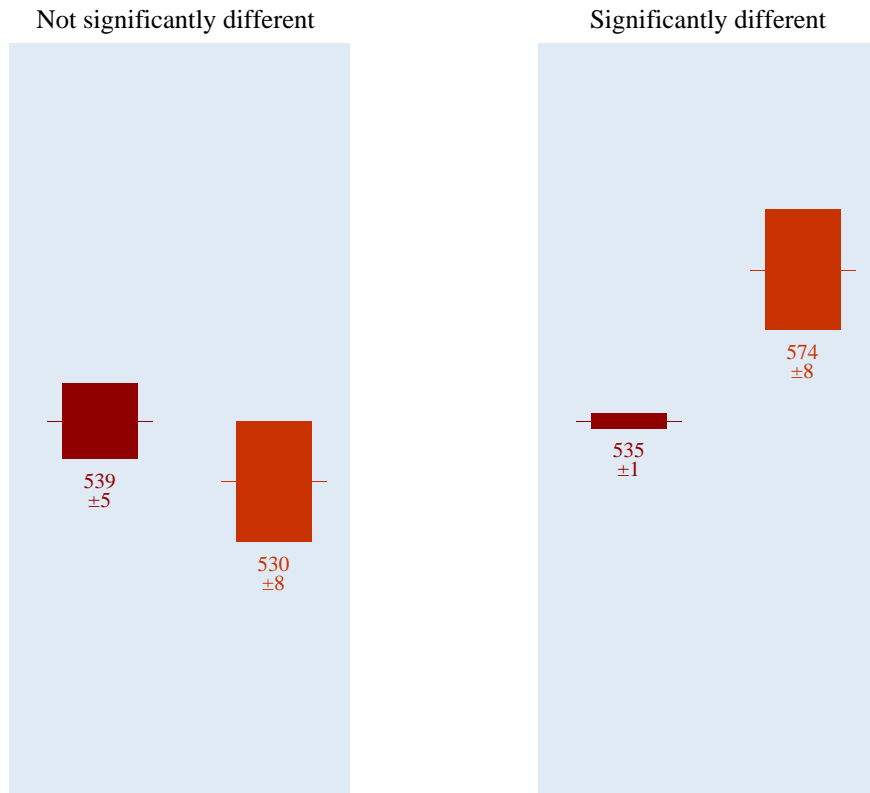
On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of  $\pm 5$  has a box that ranges from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

For example,



**Figure 3.15 Chart for Skill Set: Retrieving Sources**



Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources





Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

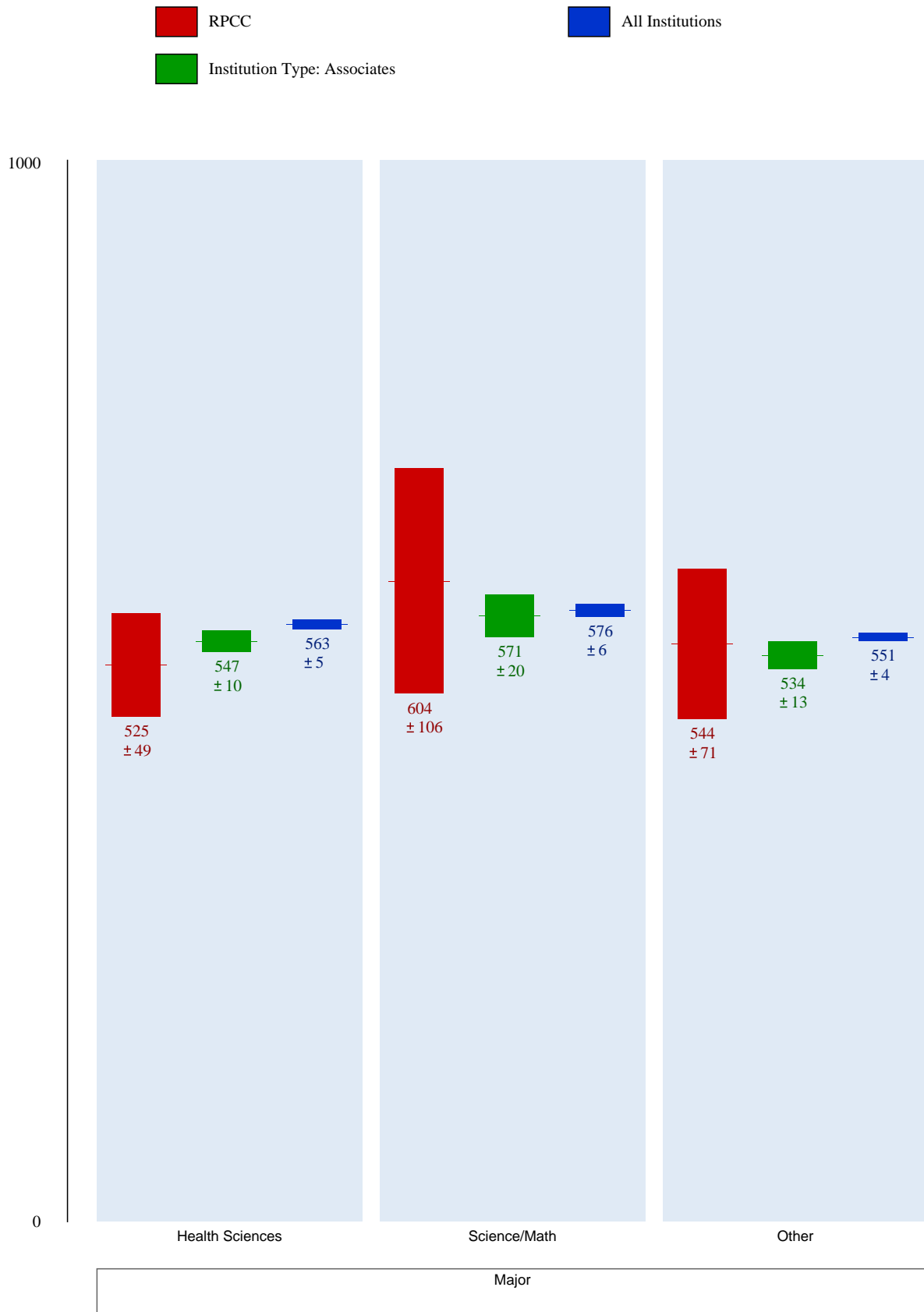
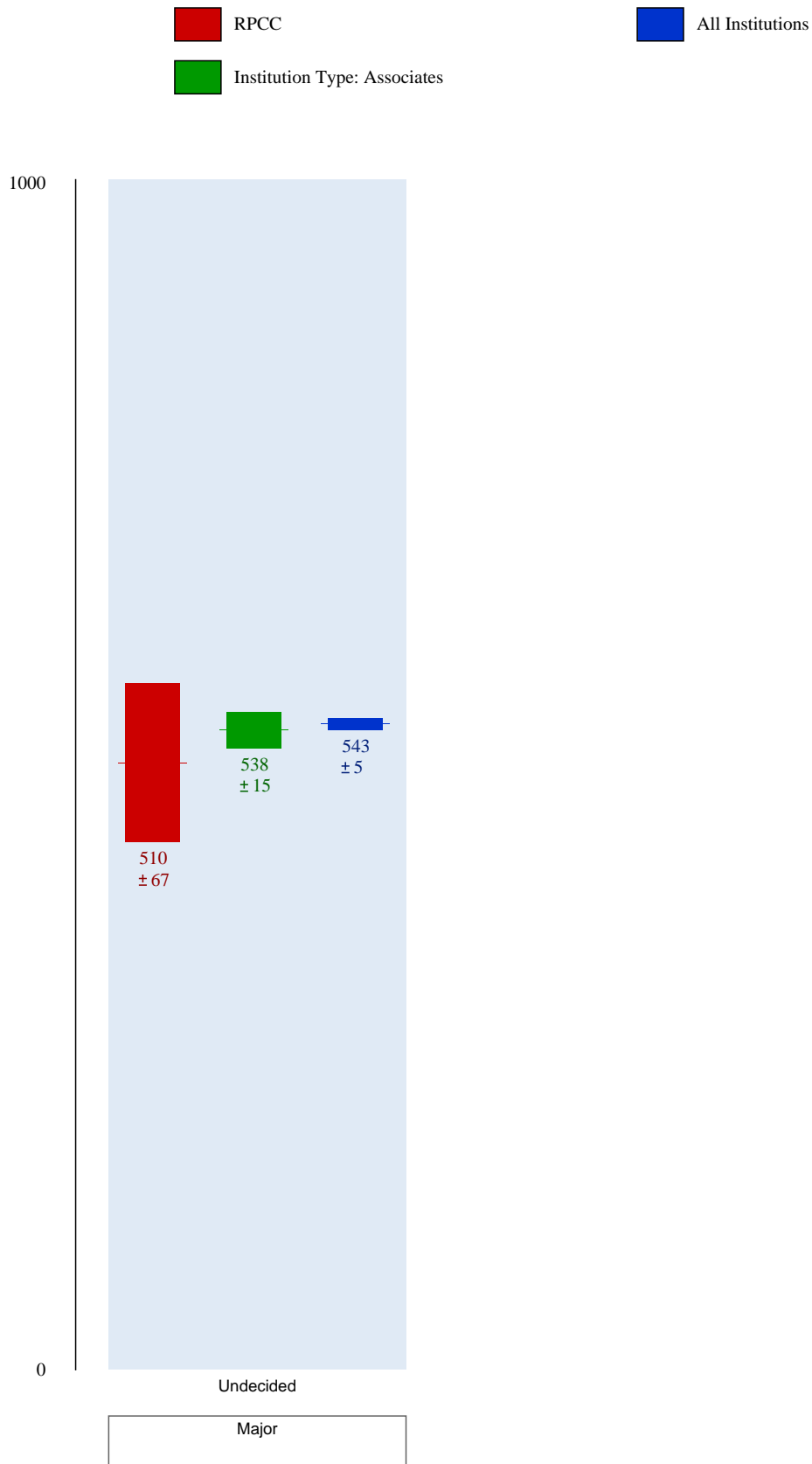


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



**Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources**

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources
- 1.3.1.1 Determines if material is available immediately.
- 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.
- 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.
- 1.3.3.3 Acts appropriately to obtain information within the time frame required.
- 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
- 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
- 2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).
- 2.3.3.1 Retrieves a document in print or electronic form.
- 2.3.3.2 Describes various retrieval methods for information not available locally.
- 2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.

**6. SAILS Skill Set: Evaluating Sources****Summary of Results**River Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

Students at River Parishes Community College performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

Demographic Groups within River Parishes Community College Compared to the RPCC Overall Performance on This Skill Set

Within River Parishes Community College, the following groups performed about the same as the RPCC-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of  $\pm 5$  has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

**Figure 3.17 Data Table for Skill Set: Evaluating Sources**

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	553 $\pm 13$	552 $\pm 3$	566 $\pm 1$
<b>Class Standing</b>			
Freshman	557 $\pm 52$	544 $\pm 4$	559 $\pm 1$
Sophomore	556 $\pm 19$	556 $\pm 5$	569 $\pm 2$
Junior	548 $\pm 27$	574 $\pm 10$	579 $\pm 3$
Senior	544 $\pm 40$	549 $\pm 23$	588 $\pm 3$
Other	552 $\pm 44$	555 $\pm 11$	578 $\pm 8$
<b>Majors</b>			
Business	546 $\pm 30$	550 $\pm 8$	563 $\pm 2$
Education	544 $\pm 34$	548 $\pm 10$	556 $\pm 3$
General Studies	545 $\pm 37$	544 $\pm 10$	561 $\pm 7$
Health Sciences	552 $\pm 32$	552 $\pm 6$	565 $\pm 3$
Science / Math	570 $\pm 79$	557 $\pm 13$	574 $\pm 4$
Other	533 $\pm 38$	547 $\pm 8$	563 $\pm 2$
Undecided	570 $\pm 44$	553 $\pm 9$	561 $\pm 3$

### Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, and the average for all institutions.

Charts may also include indicators of performance by class standing, major, and custom demographics.

On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of  $\pm 5$  has a box that ranges from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

For example,

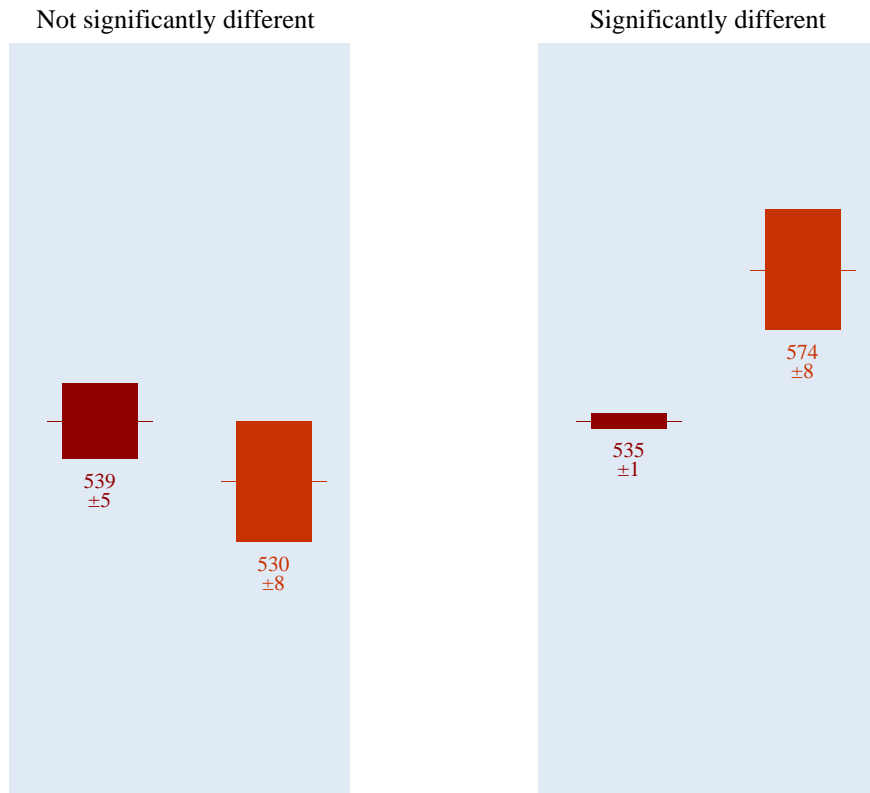


Figure 3.18 Chart for Skill Set: Evaluating Sources





Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

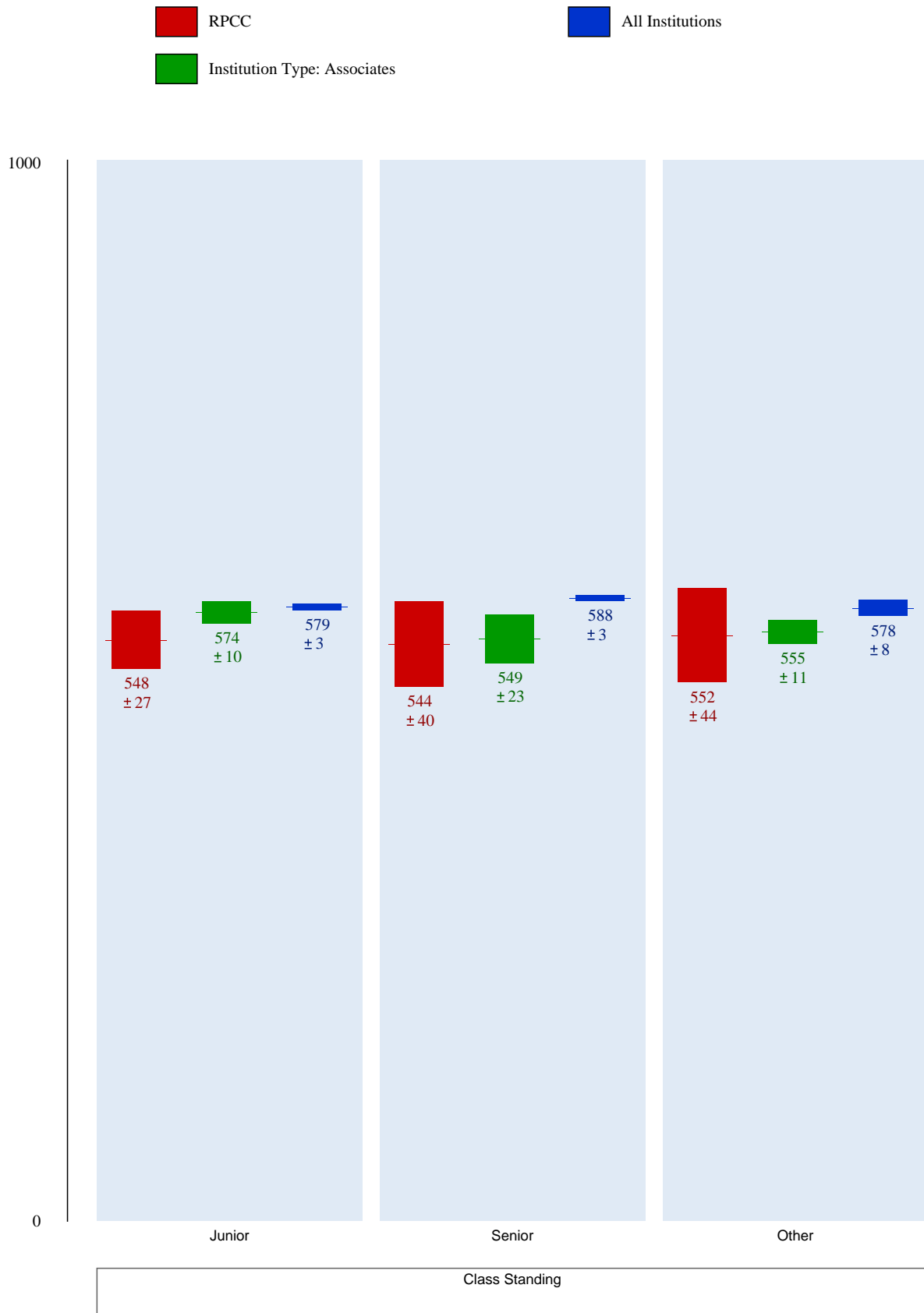


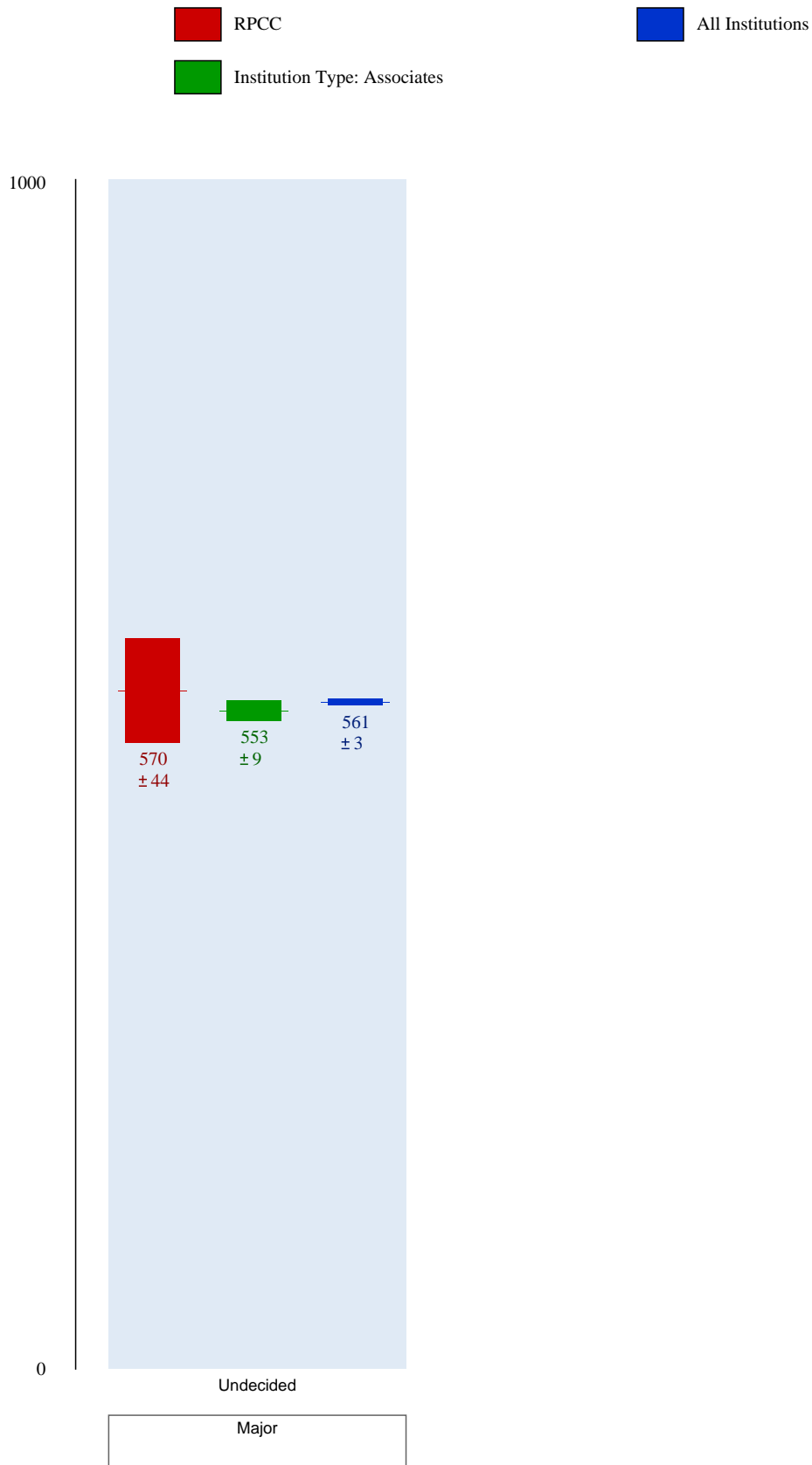
Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources



**Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources**



Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources



**Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources**

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 1.2.4.1 Distinguishes characteristics of information provided for different audiences.
- 1.4.2.3 Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.)
- 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
- 2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
- 3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.
- 3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.
- 3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.
- 3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
- 3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.
- 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
- 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
- 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
- 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).

**7. SAILS Skill Set: Documenting Sources****Summary of Results**River Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

Students at River Parishes Community College performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

Demographic Groups within River Parishes Community College Compared to the RPCC Overall Performance on This Skill Set

Within River Parishes Community College, the following groups performed about the same as the RPCC-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of  $\pm 5$  has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

**Figure 3.20 Data Table for Skill Set: Documenting Sources**

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	543 $\pm 18$	536 $\pm 4$	559 $\pm 1$
<b>Class Standing</b>			
Freshman	524 $\pm 100$	522 $\pm 5$	550 $\pm 2$
Sophomore	555 $\pm 24$	546 $\pm 6$	561 $\pm 3$
Junior	528 $\pm 36$	558 $\pm 14$	579 $\pm 4$
Senior	533 $\pm 54$	536 $\pm 32$	598 $\pm 4$
Other	526 $\pm 61$	541 $\pm 15$	579 $\pm 10$
<b>Majors</b>			
Business	554 $\pm 43$	532 $\pm 11$	552 $\pm 3$
Education	562 $\pm 43$	536 $\pm 13$	552 $\pm 5$
General Studies	523 $\pm 57$	532 $\pm 12$	544 $\pm 7$
Health Sciences	548 $\pm 45$	536 $\pm 8$	560 $\pm 4$
Science / Math	553 $\pm 83$	558 $\pm 17$	582 $\pm 5$
Other	520 $\pm 49$	526 $\pm 10$	552 $\pm 3$
Undecided	532 $\pm 54$	532 $\pm 12$	553 $\pm 4$

### Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, and the average for all institutions.

Charts may also include indicators of performance by class standing, major, and custom demographics.

On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of  $\pm 5$  has a box that ranges from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

For example,

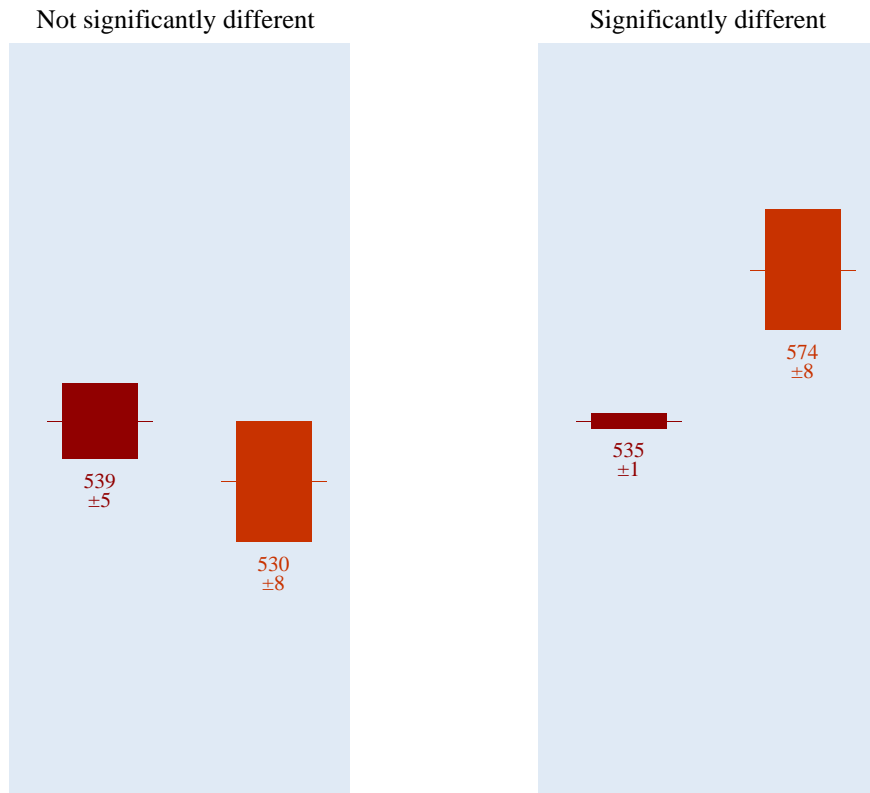




Figure 3.21 Chart for Skill Set: Documenting Sources

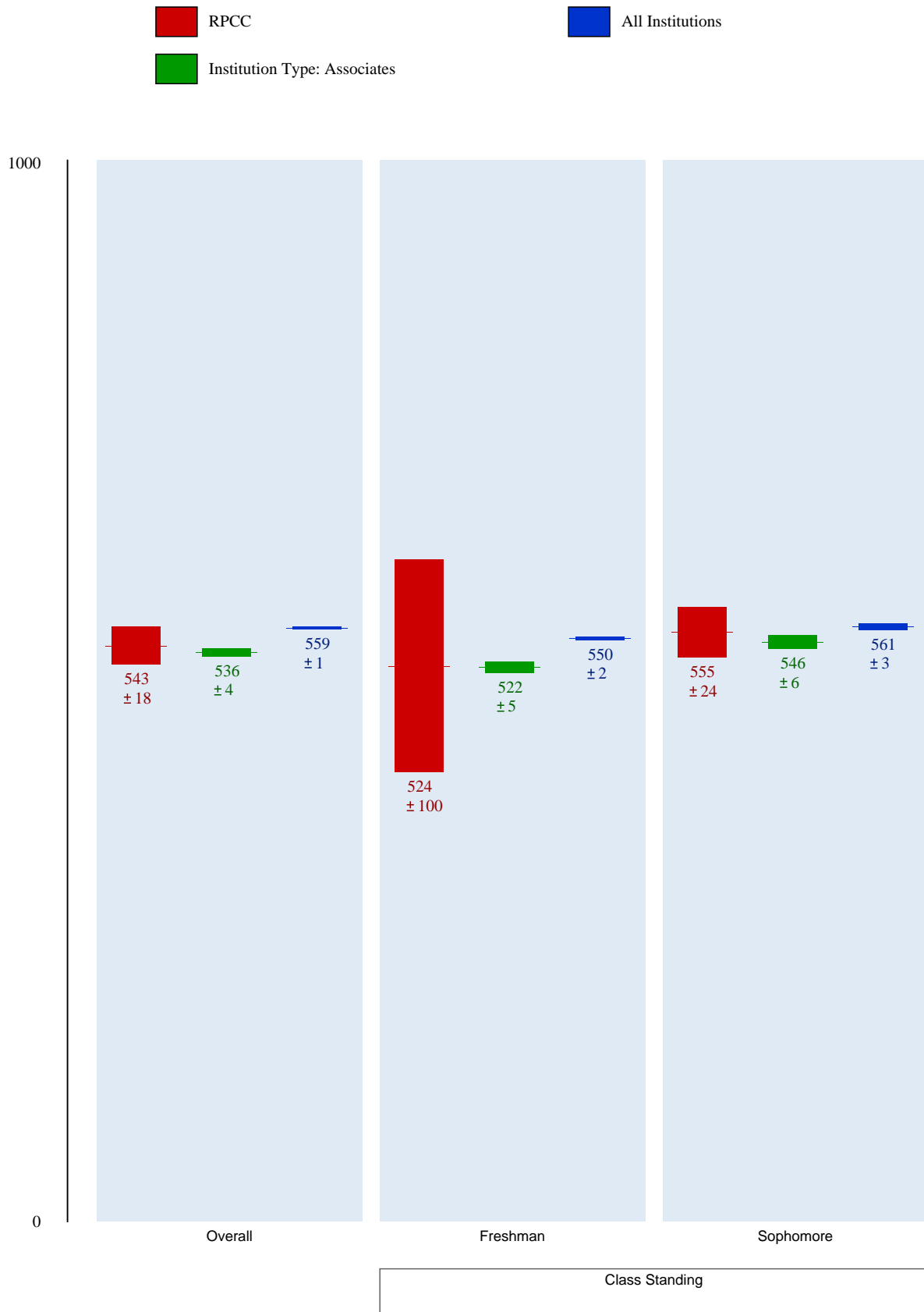


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



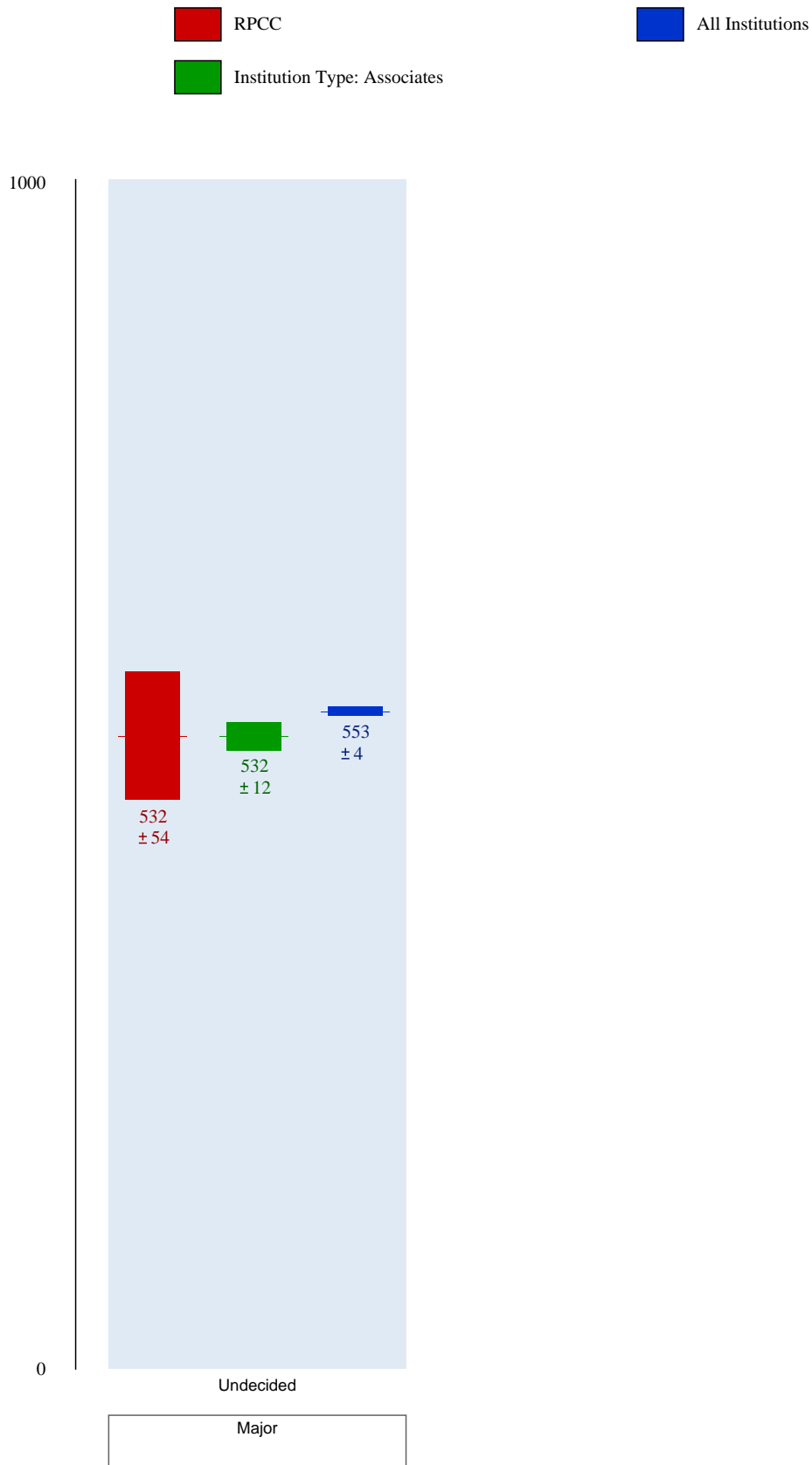
Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



**Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources**

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
- 2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)
- 2.5.3.1 Identifies different types of information sources cited in a research tool.
- 2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.
- 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
- 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups
- 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.
- 5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
- 5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.

**8. SAILS Skill Set: Understanding Economic, Legal, and Social Issues****Summary of Results**River Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

Students at River Parishes Community College performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

Students at River Parishes Community College performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior

Demographic Groups within River Parishes Community College Compared to the RPCC Overall Performance on This Skill Set

Within River Parishes Community College, the following groups performed about the same as the RPCC-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Other, Undecided

### Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of  $\pm 5$  has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

**Figure 3.23 Data Table for Skill Set: Understanding Economic, Legal, and Social Issues**

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	497 $\pm 15$	508 $\pm 3$	529 $\pm 1$
<b>Class Standing</b>			
Freshman	484 $\pm 59$	499 $\pm 5$	521 $\pm 1$
Sophomore	507 $\pm 22$	515 $\pm 5$	532 $\pm 3$
Junior	476 $\pm 32$	522 $\pm 12$	543 $\pm 3$
Senior	468 $\pm 48$	499 $\pm 26$	556 $\pm 3$
Other	527 $\pm 48$	516 $\pm 12$	541 $\pm 8$
<b>Majors</b>			
Business	506 $\pm 39$	511 $\pm 9$	527 $\pm 2$
Education	498 $\pm 38$	505 $\pm 10$	516 $\pm 4$
General Studies	495 $\pm 39$	507 $\pm 11$	520 $\pm 7$
Health Sciences	486 $\pm 38$	504 $\pm 6$	525 $\pm 3$
Science / Math	536 $\pm 110$	523 $\pm 14$	543 $\pm 4$
Other	492 $\pm 37$	499 $\pm 8$	522 $\pm 3$
Undecided	494 $\pm 49$	504 $\pm 10$	523 $\pm 3$



### Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, and the average for all institutions.

Charts may also include indicators of performance by class standing, major, and custom demographics.

On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of  $\pm 5$  has a box that ranges from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

For example,

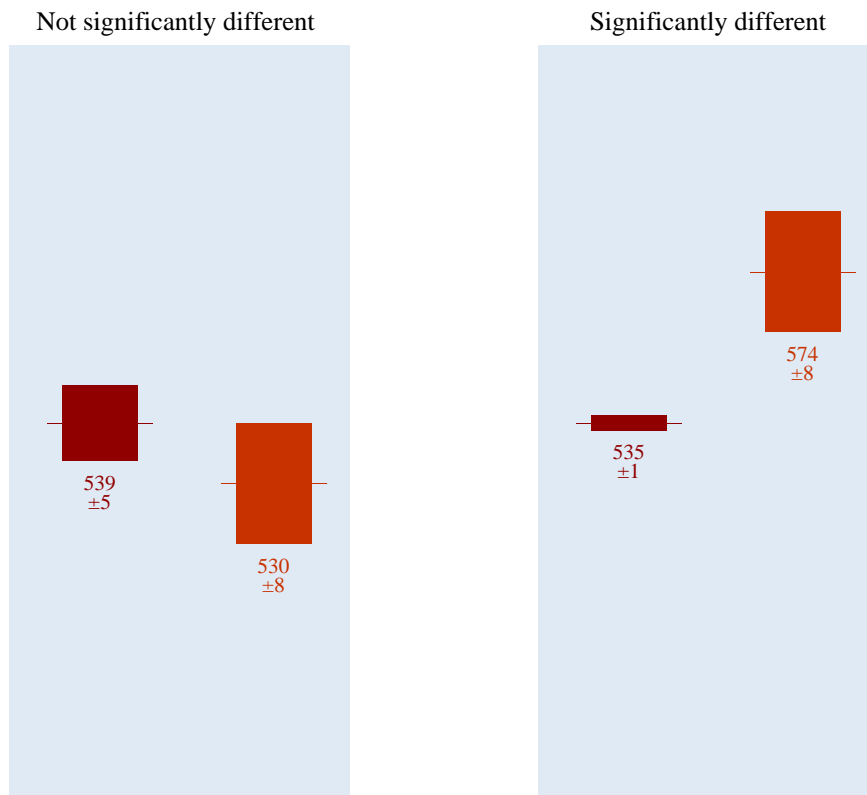


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues



Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues



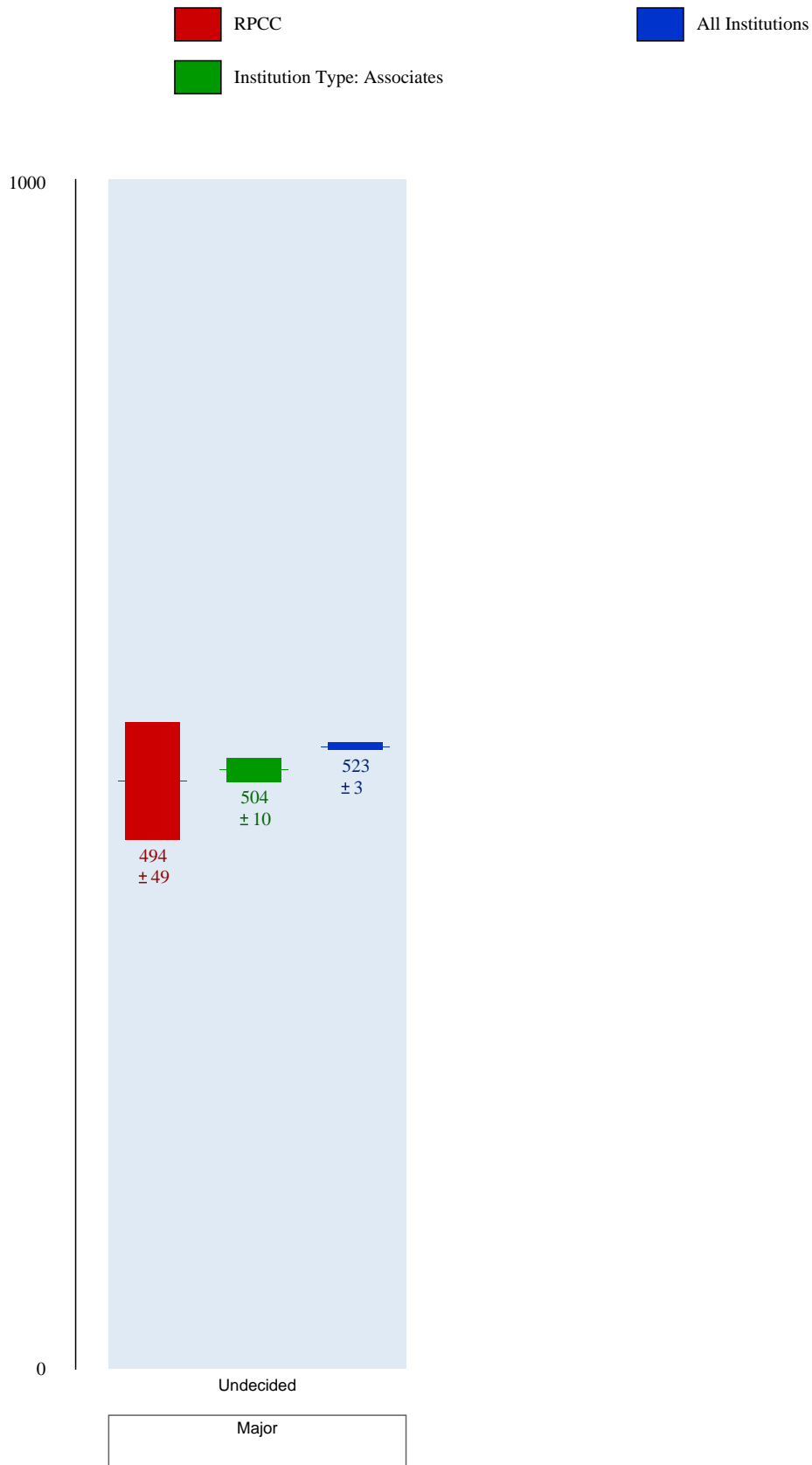
Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues



Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues



Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues



**Figure 3.25 Objectives and Outcomes for Skill Set: Understanding Economic, Legal, and Social Issues**

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments
- 5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
- 5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
- 5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
- 5.1.3 Identifies and discusses issues related to censorship and freedom of speech
- 5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")
- 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds
- 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
- 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research

## 4. RESULTS BY ACRL STANDARDS

Results are presented on the following pages for the outcomes and objectives arranged within the original ACRL standards. The Summary of Results is followed by Detailed Results - Data Table; Detailed Results - Chart; and ACRL Objectives Measured by the Standard.

### Summary of Results

Students at River Parishes Community College performed about the same as as the 'institution-type' benchmark on Standards 1 (Determines the Nature and Extent of the Information Needed), 2 (Accesses Needed Information Effectively and Efficiently), 3 (Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System), and 5 (Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally).

### Detailed Results - Data Table

Figure 4.1 shows the average student performance at your institution, along with the average for your institution type, and the average for all institutions.

The average score for each group is reported as a number placed on a scale that ranges from 0 to 1000. Standard errors above and below the score are indicated with  $\pm$ . The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of  $\pm 5$  has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.



**Figure 4.1 Data Table for ACRL Standards**

	River Parishes Community College	Institution Type: Associates	All Institutions
<b>ACRL Standard</b>			
Standard 1: Determines the Nature and Extent of the Information Needed	543 ±12	539 ±3	551 ±1
Standard 2: Accesses Needed Information Effectively and Efficiently	535 ±11	533 ±2	545 ±1
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	541 ±12	539 ±3	552 ±1
Standard 5: Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally	516 ±14	518 ±3	537 ±1

### Detailed Results - Chart

Figure 4.2 is a chart that compares the average student performance at your institution to the average for your institution type, and the average for all institutions.

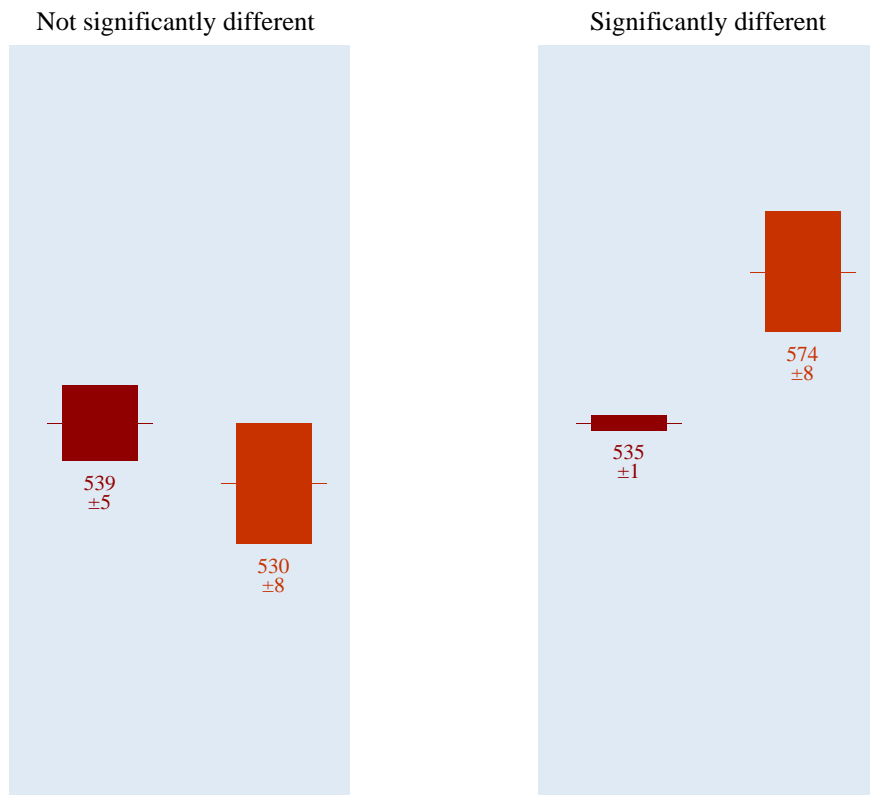
On the left side of the chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

Each box on the chart shows the average score for that group plus the standard error. The accuracy of the average score calculation is affected by sample size and variability. Small samples or large variability can reduce the accuracy of the score calculation. In those cases, the standard error is larger. (Standard error is the combination of sampling error and measurement error.) Where we are able to measure the score with a high degree of accuracy, the standard error is small.

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of  $\pm 5$  has a box that ranges from 530 to 520. The true group average score falls in the range of 530 to 520.

To determine whether two groups are significantly different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not significantly different from each other; those that do NOT overlap are significantly different.

For example,



**Figure 4.2 Chart for ACRL Standards**



Figure 4.2 (continued) Chart for ACRL Standards



**Figure 4.3 Objectives and Outcomes from ACRL Standard 1 Measured by the SAILS Test**

*Standard 1: Determines the Nature and Extent of the Information Needed.*

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 1.1.1 Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need
- 1.1.3.2 Demonstrates when it is appropriate to use a general and subject-specific information source (e.g., to provide an overview, to give ideas on terminology).
- 1.1.4.1 Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.
- 1.1.4.3 Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.
- 1.1.4.4 Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information.
- 1.1.4.5 Uses background information sources effectively to gain an initial understanding of the topic.
- 1.1.4.6 Consults with the course instructor and librarians to develop a manageable focus for the topic.
- 1.1.5.1 Lists terms that may be useful for locating information on a topic.
- 1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
- 1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.
- 1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
- 1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
- 1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.
- 1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.
- 1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.
- 1.2.3.1 Identifies various formats in which information is available.
- 1.2.4.1 Distinguishes characteristics of information provided for different audiences.
- 1.2.5.1 Describes how various fields of study define primary and secondary sources differently.
- 1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.
- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources
- 1.3.1.1 Determines if material is available immediately.
- 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.
- 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.
- 1.3.3.3 Acts appropriately to obtain information within the time frame required.
- 1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).
- 1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.

**Figure 4.3 (continued) Objectives and Outcomes from ACRL Standard 1 Measured by the SAILS Test**

- 1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.
- 1.4.2.3 Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.)

**Figure 4.4 Objectives and Outcomes from ACRL Standard 2 Measured by the SAILS Test**

*Standard 2: Accesses Needed Information Effectively and Efficiently.*

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).
- 2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.
- 2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).
- 2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.
- 2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.
- 2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.
- 2.1.3.8 Determines the period of time covered by a particular source.
- 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
- 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
- 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
- 2.2.1.1 Describes a general process for searching for information.
- 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
- 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
- 2.2.3.2 Explains what controlled vocabulary is and why it is used.
- 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
- 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
- 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
- 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
- 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
- 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
- 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.

**Figure 4.4 (continued) Objectives and Outcomes from ACRL Standard 2 Measured by the SAILS Test**

- 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.
- 2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.
- 2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.
- 2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
- 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
- 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
- 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
- 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
- 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
- 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
- 2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).
- 2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.
- 2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).
- 2.3.2.2 Explains the difference between the library catalog and a periodical index.
- 2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.
- 2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)
- 2.3.3.1 Retrieves a document in print or electronic form.
- 2.3.3.2 Describes various retrieval methods for information not available locally.
- 2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
- 2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.
- 2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
- 2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.
- 2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
- 2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.



**Figure 4.4 (continued) Objectives and Outcomes from ACRL Standard 2 Measured by the SAILS Test**

- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
- 2.5.3.1 Identifies different types of information sources cited in a research tool.
- 2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.
- 2.5.5 Uses various technologies to manage the information selected and organized

**Figure 4.5 Objectives and Outcomes from ACRL Standard 3 Measured by the SAILS Test**

*Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System.*

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.
- 3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.
- 3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.
- 3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
- 3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.
- 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
- 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
- 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
- 3.4.1 Determines whether information satisfies the research or other information need
- 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
- 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
- 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).
- 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
- 3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
- 3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.

**Figure 4.6 Objectives and Outcomes from ACRL Standard 5 Measured by the SAILS Test**

*Standard 5: Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally.*

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

- 5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments
- 5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
- 5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
- 5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
- 5.1.3 Identifies and discusses issues related to censorship and freedom of speech
- 5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")
- 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds
- 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
- 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research
- 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
- 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups
- 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.
- 5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
- 5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.



## APPENDIX A

### About Project SAILS

Project SAILS is located at Kent State University in Ohio. Since development began in 2000, the project has received significant support from Kent State University, the Association of Research Libraries, the Ohio Board of Regents, the Institute of Museum and Library Services, and the many colleges and universities that have participated in the project.

Project SAILS began when a team of librarians at Kent State University identified a need to measure information literacy skills of students. The need emerged where the demand for increased accountability, the call for continual assessment, and the growing information literacy movement met. Several important questions arose: Does information literacy affect student success? Where do students learn their information literacy skills? What role does the library play in information literacy levels of students? Are the resources allocated to library instruction worthwhile for the university? Answers to these questions require intensive and careful investigation. And the investigation must begin with the answer to a seemingly simple question: How information literate are our students?

To answer that basic question, the project team created the Standardized Assessment of Information Literacy Skills (SAILS). Over the course of six years, the team, in close collaboration with its partners, developed a test that:

- is valid and reliable
- is based on the Information Literacy Competency Standards for Higher Education, published by the Association of College and Research Libraries
- is comprised of carefully written and tested items
- is easy to administer on a large scale
- offers internal and external benchmarking
- results in data reports that clearly describe performance of groups of students

The information provided by the SAILS test, coupled with knowledge of and interpretation by the local institution, will allow librarians to investigate the larger questions about the effect of information literacy on student success. Libraries that utilize SAILS will be able to document information literacy skill levels, establish internal and peer benchmarks of performance, pinpoint areas for improvement, identify and justify resource needs, and assess and demonstrate the effects of changes in their instructional programs. Librarians will be able to clarify for themselves and their institutions what role, if any, information literacy plays in student success and retention.

The Project SAILS team consists of experts in librarianship, measurement and evaluation, and web programming:

Julie A. Gedeon  
Evaluation and Measurement for SAILS  
Coordinator of Assessment for University Libraries, Kent State University

Carolyn J. Radcliff  
Project Administrator for SAILS  
Reference and Instruction Librarian for University Libraries, Kent State University

Jeffrey T. Remley  
Web Programmer for SAILS  
Multimedia Designer for University Libraries, Kent State University

Joseph A. Salem  
Test Development and Data Analysis for SAILS  
Head of Reference and Government Information Services for University Libraries, Kent State University

Richard A. Wiggins  
Web Programmer for SAILS  
Web Programmer for University Libraries, Kent State University

For more information, go to the Project SAILS web site: [www.ProjectSAILS.org](http://www.ProjectSAILS.org)

## APPENDIX B

### List of Institutions in the All-Institutions Benchmark

	<b>Institution</b>	<b>Location</b>	<b>Type of Institution</b>
1.	Alberta, University of	Edmonton, Alberta	Doctorate
2.	Alderson-Broaddus College	Philippi, WV	Baccalaureate - Liberal Arts
3.	Alfred University	Alfred, NY	Doctorate
4.	Ashford University	Clinton, Iowa	Baccalaureate - Liberal Arts
5.	Auburn University	Auburn, Alabama	Doctorate
6.	Baldwin-Wallace College	Berea, OH	Masters
7.	Barry University	Miami Shores, Florida	Doctorate
8.	Bauder College	Atlanta, Georgia	Baccalaureate - General
9.	Berkeley College	West Paterson, NJ	Baccalaureate - General
10.	Bluffton University	Bluffton, Ohio	Baccalaureate - Liberal Arts
11.	Brigham Young University Hawaii	Laie, HI	Baccalaureate - Liberal Arts
12.	Butler University	Indianapolis, Indiana	Masters
13.	California State University Chico	Chico, CA	Baccalaureate - General
14.	Calvin College	Grand Rapids, MI	Masters
15.	Cedarville University	Cedarville, Ohio	Baccalaureate - Liberal Arts
16.	Central Florida, University of	Orlando, FL	Doctorate
17.	Central Oklahoma, University of	Edmond, Oklahoma	Masters
18.	Chapman University	Orange, CA	Masters
19.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
20.	Community College of Philadelphia	Philadelphia, PA	Associates
21.	Concordia College	Moorhead, MN	Baccalaureate - Liberal Arts
22.	Concordia College-NY	Bronxville, Westchester /New York	Baccalaureate - General
23.	Concordia University	Montreal, Quebec	Doctorate
24.	Connecticut, University of	Storrs, CT	Doctorate
25.	Cottey College	Nevada, Missouri	Associates
26.	Creighton University	Omaha, Nebraska	Masters
27.	DeSales University	Center Valley, PA	Masters
28.	Duquesne University	Pittsburgh, Pennsylvania	Doctorate
29.	East Central University	Ada, Oklahoma	Masters
30.	Eastern Kentucky University	Richmond, KY	Doctorate
31.	Eastern Shore Community College	Melfa, Virginia	Associates
32.	Embry-Riddle Aeronautical University	Prescott, AZ	Masters
33.	Emporia State University	Emporia, Kansas	Masters
34.	Fisher College	Boston, Massachusetts	Baccalaureate - General
35.	Gadsden State Community College	Gadsden, AL	Associates
36.	GateWay Community College	Phoenix, Arizona	Associates
37.	George Fox University	Newberg, Oregon	Baccalaureate - Liberal Arts
38.	Georgia Highlands College	Rome, Georgia	Associates
39.	Glendale Community College	Glendale, Arizona	Associates
40.	Grand Valley State University	Allendale, MI	Masters

	<b>Institution</b>	<b>Location</b>	<b>Type of Institution</b>
41.	Grant MacEwan College	Edmonton, Alberta	Baccalaureate - Liberal Arts
42.	Guelph, University of	Guelph, Ontario	Doctorate
43.	H. Raymond Danforth Library-New England Colleg	Henniker, NH	Baccalaureate - Liberal Arts
44.	Hamline University	St. Paul, MN	Masters
45.	Hartwick College	Oneonta, New York	Baccalaureate - Liberal Arts
46.	Hollins University	Roanoke, VA	Baccalaureate - Liberal Arts
47.	Jackson State University	Jackson, MS	Doctorate
48.	Johnson & Wales University - Charlotte	Charlotte, NC	Baccalaureate - General
49.	Keene State College	Keene, New Hampshire	Masters
50.	Kent State University - Kent Campus	Kent, OH	Doctorate
51.	La Roche College	Pittsburgh, Pennsylvania	Masters
52.	LaGuardia Community College	Long Island City, New York	Associates
53.	Lakehead University	Thunder Bay, Ontario	Baccalaureate - General
54.	Lamar State College-Orange	Orange, TX	Associates
55.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
56.	Langston University	Langston, Oklahoma	Masters
57.	Lincoln Memorial University	Harrogate, TN	Doctorate
58.	Lorain County Community College	Elyria, OH	Associates
59.	Lynchburg College	Lynchburg, Virginia	Masters
60.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
61.	Marygrove College Library	Detroit, Michigan	Baccalaureate - Liberal Arts
62.	Marymount College	Rancho Palos Verdes, California	Associates
63.	McMaster University	Hamilton, Ontario	Doctorate
64.	Middle Tennessee State University	Murfreesboro, TN	Doctorate
65.	North Georgia College & State University	Dahlonega, GA	Baccalaureate - General
66.	Northeastern State University	Tahlequah, Oklahoma	Masters
67.	Northwestern Oklahoma State University	Alva, OK	Masters
68.	Oakland University	Rochester, MI	Doctorate
69.	Ohio University	Athens, Ohio	Doctorate
70.	Oklahoma Panhandle State University	Goodwell, OK	Baccalaureate - General
71.	Patrick Henry College	Purcellville, VA	Baccalaureate - Liberal Arts
72.	Peninsula College	Port Angeles, Washington	Associates
73.	Penn State University	University Park, PA, PA	Doctorate
74.	Phoenix, University of	Phoenix, AZ	Masters
75.	Pikeville College	Pikeville, KY	Baccalaureate - Liberal Arts
76.	Pittsburgh, University of	Pittsburgh, Pennsylvania	Doctorate
77.	Polk Community College	Winter Haven, Florida	Associates
78.	River Parishes Community College	Sorrento, Louisiana	Associates
79.	Rutgers University School of Law	Newark, NJ	Doctorate
80.	Savannah State University	Savannah, GA	Masters
81.	Scottsdale Community College	Scottsdale, Arizona	Associates
82.	Seminole Community College	Sanford, Florida	Associates
83.	Shaw University	Raleigh, North Carolina	Masters
84.	Shippensburg University	Shippensburg, Pennsylvania	Masters
85.	South University	Savannah,, GA	Doctorate

	<b>Institution</b>	<b>Location</b>	<b>Type of Institution</b>
86.	Southeastern Oklahoma State University	Durant, OK	Masters
87.	Springfield College	Springfield, MA	Masters
88.	St. Thomas Aquinas College	Sparkill, NY	Masters
89.	Sullivan County Community College (SUNY)	Loch Sheldrake, NY	Associates
90.	Texas A&M University - Kingsville	Kingsville, Texas	Doctorate
91.	The Art Institute of Washington	Arlington, Virginia	Baccalaureate - General
92.	Thomas College	Waterville, Maine	Masters
93.	Thomas Edison State College	Trenton, New Jersey	Masters
94.	Toronto Mississauga, University of	Mississauga, Ontario	Masters
95.	Touro College	New York, NY	Baccalaureate - General
96.	Western New England College	Springfield, MA	Masters
97.	Westmont College	Santa Barbara, California	Baccalaureate - Liberal Arts
98.	William Woods University	Fulton, Missouri	Masters
99.	Wisconsin, University of	Duluth, WI	Doctorate



## APPENDIX C

### Test-Taker Profiles for Each Administration

		Alberta Business 201  Fall 2008 (n=66)		Alderson- Broaddus College First Year Fall 2008  Fall 2008 (n=177)		Alderson- Broaddus College Fall Semester 2009  Fall 2009 (n=168)		Alfred University 2007 Fall First Year  Fall 2007 (n=409)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	56	84.8	153	86.4	158	94.0	250	61.1
	Sophomore	9	13.6	7	4.0	7	4.2	57	13.9
	Junior	1	1.5	7	4.0	3	1.8	25	6.1
	Senior	0	0.0	2	1.1	0	0.0	73	17.8
	Other	0	0.0	8	4.5	0	0.0	4	1.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.6	2	1.2	4	1.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	40	60.6	10	5.6	8	4.8	83	20.3
	Communications/Journalism	0	0.0	0	0.0	1	0.6	4	1.0
	Education	0	0.0	23	13.0	21	12.5	22	5.4
	Engineering/Computer Science	0	0.0	4	2.3	4	2.4	50	12.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	94	53.1	62	36.9	4	1.0
	History	0	0.0	0	0.0	0	0.0	7	1.7
	Humanities	0	0.0	5	2.8	2	1.2	14	3.4
	Law	0	0.0	0	0.0	0	0.0	8	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	26	39.4	0	0.0	25	14.9	32	7.8
	Science/Math	0	0.0	16	9.0	12	7.1	65	15.9
	Social Sciences/Psychology	0	0.0	13	7.3	16	9.5	26	6.4
	Other	0	0.0	6	3.4	10	6.0	34	8.3
	Undecided	0	0.0	5	2.8	5	3.0	56	13.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ashford University F 09 Campus Freshmen		Auburn University Spring 2009		Baldwin-Wallace College Freshman		Barry University 2009 Fall Freshmen	
		Fall 2009		Spring 2009		Fall 2009		Fall 2009	
		(n=102)		(n=355)		(n=54)		(n=153)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	102	100.0	64	18.0	54	100.0	132	86.3
	Sophomore	0	0.0	82	23.1	0	0.0	17	11.1
	Junior	0	0.0	102	28.7	0	0.0	2	1.3
	Senior	0	0.0	107	30.1	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	2	1.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	12	3.4	0	0.0	0	0.0
	Architecture	0	0.0	18	5.1	0	0.0	0	0.0
	Business	19	18.6	52	14.6	0	0.0	20	13.1
	Communications/Journalism	2	2.0	10	2.8	0	0.0	12	7.8
	Education	19	18.6	18	5.1	0	0.0	4	2.6
	Engineering/Computer Science	0	0.0	71	20.0	0	0.0	0	0.0
	General Studies	1	1.0	20	5.6	0	0.0	2	1.3
	Health Sciences	4	3.9	18	5.1	0	0.0	27	17.6
	History	0	0.0	0	0.0	0	0.0	4	2.6
	Humanities	1	1.0	19	5.4	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	13	8.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	22	21.6	7	2.0	0	0.0	10	6.5
	Science/Math	3	2.9	15	4.2	0	0.0	5	3.3
	Social Sciences/Psychology	7	6.9	63	17.7	0	0.0	27	17.6
	Other	21	20.6	32	9.0	0	0.0	7	4.6
Undecided	3	2.9	0	0.0	0	0.0	22	14.4	
Not Reported	0	0.0	0	0.0	54	100.0	0	0.0	

		Bauder College Spring 2010		Berkeley College Spring 2008 Freshmen		Berkeley College Fall 2008		Berkeley College Summer 2008	
		Spring 2010		Spring 2008		Fall 2008		Fall 2008	
		(n=111)		(n=286)		(n=447)		(n=358)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	86	77.5	275	96.2	432	96.6	353	98.6
	Sophomore	14	12.6	0	0.0	0	0.0	0	0.0
	Junior	4	3.6	0	0.0	0	0.0	0	0.0
	Senior	2	1.8	11	3.8	15	3.4	5	1.4
	Other	2	1.8	0	0.0	0	0.0	0	0.0
	Not Reported	3	2.7	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	7	6.3	0	0.0	0	0.0	0	0.0
	Business	20	18.0	66	23.1	93	20.8	76	21.2
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	12	10.8	13	4.5	21	4.7	19	5.3
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	11	9.9	45	15.7	77	17.2	80	22.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	6.3	158	55.2	231	51.7	180	50.3
	Science/Math	19	17.1	4	1.4	25	5.6	3	0.8
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	35	31.5	0	0.0	0	0.0	0	0.0
Undecided	0	0.0	0	0.0	0	0.0	0	0.0	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Berkeley College Winter 2009		Berkeley College Fall 2009 Freshmen		Berkeley College Winter 2010		Bluffton University 2009-10 AY	
		Spring 2009		Fall 2009		Spring 2010		Spring 2010	
		(n=60)		(n=96)		(n=59)		(n=130)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	57	95.0	62	64.6	35	59.3	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	13	10.0
	Junior	0	0.0	0	0.0	0	0.0	62	47.7
	Senior	3	5.0	34	35.4	24	40.7	55	42.3
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	18	30.0	26	27.1	10	16.9	27	20.8
	Communications/Journalism	0	0.0	0	0.0	0	0.0	6	4.6
	Education	0	0.0	0	0.0	0	0.0	31	23.8
	Engineering/Computer Science	0	0.0	0	0.0	2	3.4	4	3.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	3	5.0	7	7.3	5	8.5	2	1.5
	History	0	0.0	0	0.0	0	0.0	4	3.1
	Humanities	0	0.0	0	0.0	0	0.0	2	1.5
	Law	13	21.7	20	20.8	12	20.3	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	26	43.3	41	42.7	27	45.8	19	14.6
	Science/Math	0	0.0	2	2.1	3	5.1	9	6.9
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	4	3.1
	Other	0	0.0	0	0.0	0	0.0	21	16.2
	Undecided	0	0.0	0	0.0	0	0.0	1	0.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Brigham Young University Hawaii Fall2007		Butler University Spring2008		Butler University Spring 2009		California State University Chico Fall 2009 Yr 1 & 3	
	Fall 2007		Spring 2008		Spring 2009		Spring 2010	
	(n=76)		(n=161)		(n=213)		(n=64)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	7	9.2	114	70.8	106	49.8	29	45.3
Sophomore	28	36.8	0	0.0	6	2.8	0	0.0
Junior	21	27.6	0	0.0	23	10.8	0	0.0
Senior	19	25.0	47	29.2	77	36.2	0	0.0
Other	1	1.3	0	0.0	1	0.5	35	54.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	0	0.0	0	0.0	10	4.7	0	0.0
Architecture	0	0.0	0	0.0	12	5.6	0	0.0
Business	26	34.2	38	23.6	35	16.4	0	0.0
Communications/Journalism	3	3.9	17	10.6	20	9.4	0	0.0
Education	9	11.8	6	3.7	12	5.6	0	0.0
Engineering/Computer Science	3	3.9	5	3.1	3	1.4	0	0.0
General Studies	0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences	2	2.6	15	9.3	26	12.2	64	100.0
History	1	1.3	9	5.6	9	4.2	0	0.0
Humanities	3	3.9	0	0.0	0	0.0	0	0.0
Law	1	1.3	1	0.6	2	0.9	0	0.0
Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	13	17.1	21	13.0	17	8.0	0	0.0
Science/Math	1	1.3	13	8.1	22	10.3	0	0.0
Social Sciences/Psychology	4	5.3	10	6.2	26	12.2	0	0.0
Other	8	10.5	13	8.1	11	5.2	0	0.0
Undecided	2	2.6	13	8.1	8	3.8	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Calvin College Spring 2010 Pilot		Cedarville University CU Spring 2010		Central Florida nursing ug's 7/07		Central Oklahoma Spring 2010	
		Spring 2010		Spring 2010		Spring 2008		Spring 2010	
		(n=196)		(n=143)		(n=113)		(n=175)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	6	3.1	56	39.2	0	0.0	40	22.9
	Sophomore	34	17.3	9	6.3	0	0.0	34	19.4
	Junior	64	32.7	17	11.9	86	76.1	12	6.9
	Senior	89	45.4	60	42.0	6	5.3	36	20.6
	Other	3	1.5	1	0.7	21	18.6	53	30.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	3	1.5	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		30	15.3	15	10.5	0	0.0	22	12.6
Communications/Journalism		3	1.5	17	11.9	0	0.0	4	2.3
Education		12	6.1	11	7.7	0	0.0	30	17.1
Engineering/Computer Science		4	2.0	10	7.0	0	0.0	6	3.4
General Studies		0	0.0	0	0.0	0	0.0	4	2.3
Health Sciences		2	1.0	20	14.0	111	98.2	15	8.6
History		7	3.6	2	1.4	0	0.0	0	0.0
Humanities		34	17.3	7	4.9	0	0.0	3	1.7
Law		0	0.0	0	0.0	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		28	14.3	7	4.9	2	1.8	50	28.6
Science/Math		9	4.6	11	7.7	0	0.0	2	1.1
Social Sciences/Psychology		15	7.7	23	16.1	0	0.0	6	3.4
Other		48	24.5	17	11.9	0	0.0	22	12.6
Undecided		1	0.5	3	2.1	0	0.0	11	6.3
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Chapman University Fall 2007 Freshmen		Chapman University 2008 Fall Freshmen		Chapman University 2009 Fall FFC		Chapman University 2009-2010 Brandman	
		Fall 2007		Fall 2008		Fall 2009		Spring 2010	
		(n=130)		(n=165)		(n=655)		(n=53)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	130	100.0	165	100.0	655	100.0	53	100.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	5	0.8	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	23	13.9	126	19.2	6	11.3
	Communications/Journalism	0	0.0	6	3.6	38	5.8	0	0.0
	Education	0	0.0	2	1.2	11	1.7	7	13.2
	Engineering/Computer Science	0	0.0	2	1.2	4	0.6	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	8	15.1
	Health Sciences	0	0.0	1	0.6	15	2.3	0	0.0
	History	0	0.0	0	0.0	11	1.7	0	0.0
	Humanities	0	0.0	5	3.0	13	2.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	21	12.7	60	9.2	11	20.8
	Science/Math	0	0.0	61	37.0	219	33.4	0	0.0
	Social Sciences/Psychology	0	0.0	10	6.1	34	5.2	0	0.0
	Other	0	0.0	7	4.2	47	7.2	19	35.8
	Undecided	130	100.0	27	16.4	72	11.0	2	3.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Coastal Carolina University Kimbel Library 2007		Coastal Carolina University Kimbel Library F08		Coastal Carolina University CCU Spring 2009		Community College of Philadelphia ENGL 102 S109	
		Fall 2007		Fall 2008		Spring 2009		Spring 2009	
		(n=216)		(n=171)		(n=162)		(n=175)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	77	35.6	0	0.0	90	55.6	82	46.9
	Sophomore	3	1.4	8	4.7	54	33.3	67	38.3
	Junior	26	12.0	72	42.1	10	6.2	0	0.0
	Senior	107	49.5	84	49.1	3	1.9	0	0.0
	Other	3	1.4	7	4.1	1	0.6	26	14.9
	Not Reported	0	0.0	0	0.0	4	2.5	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.5	0	0.0	0	0.0	1	0.6
	Architecture	0	0.0	0	0.0	0	0.0	1	0.6
	Business	32	14.8	65	38.0	49	30.2	27	15.4
	Communications/Journalism	37	17.1	1	0.6	6	3.7	1	0.6
	Education	4	1.9	2	1.2	11	6.8	13	7.4
	Engineering/Computer Science	1	0.5	0	0.0	3	1.9	8	4.6
	General Studies	1	0.5	0	0.0	0	0.0	1	0.6
	Health Sciences	0	0.0	39	22.8	17	10.5	62	35.4
	History	1	0.5	0	0.0	7	4.3	0	0.0
	Humanities	22	10.2	2	1.2	2	1.2	1	0.6
	Law	1	0.5	3	1.8	1	0.6	2	1.1
	Military/Naval Science	1	0.5	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	15	6.9	11	6.4	9	5.6	31	17.7
	Science/Math	3	1.4	0	0.0	4	2.5	2	1.1
	Social Sciences/Psychology	18	8.3	10	5.8	24	14.8	10	5.7
	Other	63	29.2	36	21.1	14	8.6	7	4.0
	Undecided	16	7.4	1	0.6	10	6.2	8	4.6
Not Reported	0	0.0	1	0.6	5	3.1	0	0.0	



		Concordia College IOC 100 Con		Concordia College IOC 100 Exp		Concordia College- NY 2009 Spring Freshman		Concordia College- NY Spring 2010	
		Fall 2008		Fall 2008		Spring 2009		Spring 2010	
		(n=56)		(n=86)		(n=59)		(n=65)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	55	98.2	84	97.7	55	93.2	51	78.5
	Sophomore	1	1.8	2	2.3	2	3.4	11	16.9
	Junior	0	0.0	0	0.0	2	3.4	1	1.5
	Senior	0	0.0	0	0.0	0	0.0	1	1.5
	Other	0	0.0	0	0.0	0	0.0	1	1.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.8	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	1	1.7	0	0.0
	Business	7	12.5	8	9.3	13	22.0	11	16.9
	Communications/Journalism	1	1.8	0	0.0	4	6.8	1	1.5
	Education	7	12.5	11	12.8	10	16.9	11	16.9
	Engineering/Computer Science	0	0.0	3	3.5	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	1	1.7	0	0.0
	Health Sciences	6	10.7	12	14.0	2	3.4	1	1.5
	History	1	1.8	0	0.0	2	3.4	2	3.1
	Humanities	0	0.0	0	0.0	1	1.7	0	0.0
	Law	1	1.8	1	1.2	0	0.0	2	3.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	16.1	8	9.3	6	10.2	10	15.4
	Science/Math	2	3.6	9	10.5	3	5.1	0	0.0
	Social Sciences/Psychology	12	21.4	11	12.8	1	1.7	2	3.1
	Other	0	0.0	6	7.0	7	11.9	11	16.9
	Undecided	9	16.1	17	19.8	8	13.6	14	21.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Concordia University 2007 Fall 1st Yr. UG Fall 2007 (n=198)		Connecticut Fall 2007 Spring 2008 (n=823)		Cottey College Assessment Day 2009 Spring 2009 (n=221)		Creighton University Fall 2007 Fall 2007 (n=190)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	198	100.0	701	85.2	132	59.7	132	69.5
	Sophomore	0	0.0	100	12.2	77	34.8	45	23.7
	Junior	0	0.0	20	2.4	0	0.0	8	4.2
	Senior	0	0.0	0	0.0	1	0.5	4	2.1
	Other	0	0.0	2	0.2	0	0.0	1	0.5
	Not Reported	0	0.0	0	0.0	11	5.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	40	4.9	3	1.4	1
Architecture		0	0.0	0	0.0	1	0.5	0	0.0
Business		32	16.2	144	17.5	18	8.1	45	23.7
Communications/Journalism		9	4.5	25	3.0	6	2.7	7	3.7
Education		6	3.0	47	5.7	14	6.3	1	0.5
Engineering/Computer Science		21	10.6	114	13.9	8	3.6	0	0.0
General Studies		0	0.0	0	0.0	1	0.5	0	0.0
Health Sciences		0	0.0	58	7.0	22	10.0	67	35.3
History		3	1.5	6	0.7	6	2.7	4	2.1
Humanities		9	4.5	21	2.6	8	3.6	0	0.0
Law		0	0.0	0	0.0	5	2.3	0	0.0
Military/Naval Science		0	0.0	0	0.0	1	0.5	0	0.0
Performing & Fine Arts		41	20.7	37	4.5	27	12.2	25	13.2
Science/Math		29	14.6	28	3.4	23	10.4	0	0.0
Social Sciences/Psychology		20	10.1	57	6.9	18	8.1	1	0.5
Other		24	12.1	61	7.4	20	9.0	9	4.7
Undecided		4	2.0	185	22.5	27	12.2	30	15.8
Not Reported	0	0.0	0	0.0	13	5.9	0	0.0	

		DeSales University DeSales Spring 2010		Duquesne University 2004 as 2007		East Central University ECU Freshman Fall 08		Eastern Kentucky University ENG 102 Spring 2008	
		Spring 2010		Spring 2008		Fall 2008		Spring 2008	
		(n=94)		(n=144)		(n=293)		(n=308)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	290	99.0	254	82.5
	Sophomore	0	0.0	0	0.0	2	0.7	43	14.0
	Junior	3	3.2	1	0.7	1	0.3	8	2.6
	Senior	91	96.8	141	97.9	0	0.0	2	0.6
	Other	0	0.0	2	1.4	0	0.0	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	3	1.0	4	1.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	46	48.9	50	34.7	40	13.7	24	7.8
	Communications/Journalism	3	3.2	4	2.8	11	3.8	12	3.9
	Education	0	0.0	16	11.1	43	14.7	45	14.6
	Engineering/Computer Science	7	7.4	0	0.0	13	4.4	6	1.9
	General Studies	0	0.0	0	0.0	0	0.0	1	0.3
	Health Sciences	3	3.2	38	26.4	36	12.3	59	19.2
	History	1	1.1	2	1.4	6	2.0	0	0.0
	Humanities	3	3.2	1	0.7	0	0.0	0	0.0
	Law	0	0.0	0	0.0	10	3.4	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.1	16	11.1	68	23.2	75	24.4
	Science/Math	21	22.3	5	3.5	8	2.7	6	1.9
	Social Sciences/Psychology	4	4.3	7	4.9	22	7.5	19	6.2
	Other	4	4.3	5	3.5	14	4.8	14	4.5
	Undecided	0	0.0	0	0.0	19	6.5	43	14.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eastern Shore Community College QEP Spring 2009 Grad Spring 2009 (n=61)		Eastern Shore Community College Graduating 2010 Spring 2010 (n=65)		Embry- Riddle Aeronautical University PrescottFall09 Fall 2009 (n=427)		Emporia State University Spring 2008 PIs Spring 2008 (n=145)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	196	45.9	113	77.9
	Sophomore	36	59.0	65	100.0	113	26.5	23	15.9
	Junior	3	4.9	0	0.0	45	10.5	5	3.4
	Senior	19	31.1	0	0.0	52	12.2	3	2.1
	Other	3	4.9	0	0.0	21	4.9	1	0.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	4	0.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	11	18.0	11	16.9	38	8.9	27	18.6
	Communications/Journalism	1	1.6	0	0.0	1	0.2	4	2.8
	Education	15	24.6	13	20.0	0	0.0	40	27.6
	Engineering/Computer Science	1	1.6	0	0.0	91	21.3	5	3.4
	General Studies	14	23.0	20	30.8	1	0.2	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	11	7.6
	History	2	3.3	0	0.0	0	0.0	2	1.4
	Humanities	1	1.6	0	0.0	3	0.7	1	0.7
	Law	0	0.0	0	0.0	0	0.0	1	0.7
	Military/Naval Science	0	0.0	0	0.0	2	0.5	0	0.0
	Performing & Fine Arts	4	6.6	13	20.0	231	54.1	12	8.3
	Science/Math	0	0.0	0	0.0	0	0.0	8	5.5
	Social Sciences/Psychology	8	13.1	7	10.8	52	12.2	8	5.5
	Other	1	1.6	0	0.0	2	0.5	14	9.7
	Undecided	3	4.9	1	1.5	2	0.5	12	8.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Fisher College Fall 2007		Fisher College Fall 2008		Fisher College 2009 Fall		Gadsden State Community College 2007 Fall ENG 101	
		Fall 2007		Spring 2009		Fall 2009		Fall 2007	
		(n=96)		(n=76)		(n=121)		(n=174)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	85	88.5	69	90.8	110	90.9	155	89.1
	Sophomore	8	8.3	2	2.6	9	7.4	11	6.3
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	1	1.3	0	0.0	0	0.0
	Other	0	0.0	1	1.3	0	0.0	8	4.6
	Not Reported	3	3.1	3	3.9	2	1.7	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	3
Architecture		0	0.0	1	1.3	0	0.0	1	0.6
Business		49	51.0	45	59.2	61	50.4	16	9.2
Communications/Journalism		0	0.0	0	0.0	2	1.7	0	0.0
Education		3	3.1	6	7.9	6	5.0	17	9.8
Engineering/Computer Science		0	0.0	0	0.0	0	0.0	14	8.0
General Studies		3	3.1	3	3.9	3	2.5	12	6.9
Health Sciences		11	11.5	1	1.3	11	9.1	36	20.7
History		0	0.0	0	0.0	0	0.0	0	0.0
Humanities		10	10.4	13	17.1	17	14.0	1	0.6
Law		0	0.0	0	0.0	0	0.0	1	0.6
Military/Naval Science		0	0.0	0	0.0	0	0.0	1	0.6
Performing & Fine Arts		0	0.0	0	0.0	4	3.3	37	21.3
Science/Math		10	10.4	1	1.3	4	3.3	2	1.1
Social Sciences/Psychology		0	0.0	0	0.0	0	0.0	8	4.6
Other		5	5.2	3	3.9	6	5.0	3	1.7
Undecided		0	0.0	0	0.0	0	0.0	22	12.6
Not Reported	5	5.2	3	3.9	7	5.8	0	0.0	

		Gadsden State Community College GSCC Fall 2009		GateWay Community College 2008 Spring		George Fox University SAILS F09 Fall 2009		Georgia Highlands College Spring 2009	
		Spring 2010		Spring 2008		Fall 2009		Spring 2009	
		(n=336)		(n=256)		(n=164)		(n=149)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	114	33.9	107	41.8	113	68.9	36	24.2
	Sophomore	165	49.1	73	28.5	2	1.2	86	57.7
	Junior	25	7.4	0	0.0	2	1.2	2	1.3
	Senior	13	3.9	0	0.0	46	28.0	0	0.0
	Other	18	5.4	76	29.7	1	0.6	25	16.8
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.6	3	1.2	0	0.0	0	0.0
	Architecture	1	0.3	1	0.4	0	0.0	1	0.7
	Business	32	9.5	26	10.2	22	13.4	72	48.3
	Communications/Journalism	5	1.5	5	2.0	8	4.9	0	0.0
	Education	41	12.2	8	3.1	14	8.5	17	11.4
	Engineering/Computer Science	37	11.0	5	2.0	14	8.5	6	4.0
	General Studies	33	9.8	18	7.0	4	2.4	4	2.7
	Health Sciences	43	12.8	130	50.8	25	15.2	3	2.0
	History	1	0.3	0	0.0	2	1.2	8	5.4
	Humanities	1	0.3	1	0.4	0	0.0	3	2.0
	Law	6	1.8	0	0.0	2	1.2	2	1.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	92	27.4	29	11.3	9	5.5	8	5.4
	Science/Math	1	0.3	0	0.0	19	11.6	2	1.3
	Social Sciences/Psychology	6	1.8	7	2.7	13	7.9	4	2.7
	Other	9	2.7	7	2.7	24	14.6	6	4.0
	Undecided	25	7.4	16	6.3	8	4.9	12	8.1
Not Reported	1	0.3	0	0.0	0	0.0	1	0.7	

		Glendale Community College Library Faculty		Grand Valley State University 2009 2010 SAILS		Grant MacEwan College 2009 MacEwan		Guelph, University of GuelphFall2008	
		Fall 2009		Fall 2009		Spring 2010		Fall 2008	
		(n=386)		(n=921)		(n=341)		(n=188)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	119	30.8	204	22.1	302	88.6	126	67.0
	Sophomore	215	55.7	153	16.6	33	9.7	11	5.9
	Junior	0	0.0	168	18.2	3	0.9	18	9.6
	Senior	0	0.0	283	30.7	0	0.0	28	14.9
	Other	52	13.5	113	12.3	2	0.6	5	2.7
	Not Reported	0	0.0	0	0.0	1	0.3	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.3	4	0.4	0	0.0	32	17.0
	Architecture	2	0.5	0	0.0	0	0.0	1	0.5
	Business	51	13.2	111	12.1	107	31.4	13	6.9
	Communications/Journalism	7	1.8	43	4.7	76	22.3	0	0.0
	Education	24	6.2	98	10.6	39	11.4	0	0.0
	Engineering/Computer Science	22	5.7	48	5.2	0	0.0	6	3.2
	General Studies	17	4.4	1	0.1	0	0.0	11	5.9
	Health Sciences	73	18.9	171	18.6	25	7.3	4	2.1
	History	1	0.3	8	0.9	0	0.0	5	2.7
	Humanities	0	0.0	14	1.5	0	0.0	8	4.3
	Law	10	2.6	14	1.5	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	68	17.6	200	21.7	94	27.6	16	8.5
	Science/Math	9	2.3	17	1.8	0	0.0	6	3.2
	Social Sciences/Psychology	27	7.0	64	6.9	0	0.0	54	28.7
	Other	27	7.0	79	8.6	0	0.0	23	12.2
	Undecided	47	12.2	49	5.3	0	0.0	9	4.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		H. Raymond Danforth Library- New England College 2007 Fall First Year Fall 2007 (n=187)		H. Raymond Danforth Library- New England College Spring 2008 Spring 2008 (n=175)		H. Raymond Danforth Library- New England College Fall 2008 First Year Fall 2008 (n=220)		H. Raymond Danforth Library- New England College Spring 2009 Spring 2009 (n=158)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	185	98.9	120	68.6	203	92.3	114	72.2
	Sophomore	0	0.0	31	17.7	14	6.4	19	12.0
	Junior	0	0.0	17	9.7	2	0.9	14	8.9
	Senior	0	0.0	7	4.0	1	0.5	11	7.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	2	1.1	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.6	2	1.1	8	3.6	2	1.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	38	20.3	34	19.4	37	16.8	37	23.4
	Communications/Journalism	2	1.1	11	6.3	8	3.6	9	5.7
	Education	24	12.8	21	12.0	34	15.5	25	15.8
	Engineering/Computer Science	1	0.5	1	0.6	3	1.4	2	1.3
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	15	8.0	20	11.4	17	7.7	14	8.9
	History	1	0.5	1	0.6	4	1.8	6	3.8
	Humanities	2	1.1	3	1.7	3	1.4	4	2.5
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	20	10.7	40	22.9	27	12.3	18	11.4
	Science/Math	6	3.2	8	4.6	11	5.0	5	3.2
	Social Sciences/Psychology	12	6.4	3	1.7	7	3.2	9	5.7
	Other	17	9.1	18	10.3	18	8.2	15	9.5
	Undecided	25	13.4	13	7.4	43	19.5	12	7.6
Not Reported	21	11.2	0	0.0	0	0.0	0	0.0	



		H. Raymond Danforth Library- New England College Spring 2010		Hamline University Spring 2009		Hamline University 2009 Fall		Hamline University 2010 Spring	
		Spring 2010		Spring 2009		Fall 2009		Spring 2010	
		(n=181)		(n=65)		(n=325)		(n=134)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	118	65.2	23	35.4	325	100.0	126	94.0
	Sophomore	34	18.8	11	16.9	0	0.0	8	6.0
	Junior	10	5.5	11	16.9	0	0.0	0	0.0
	Senior	17	9.4	20	30.8	0	0.0	0	0.0
	Other	2	1.1	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	8	4.4	2	3.1	4	1.2	1	0.7
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	30	16.6	13	20.0	32	9.8	15	11.2
	Communications/Journalism	10	5.5	2	3.1	8	2.5	5	3.7
	Education	25	13.8	4	6.2	11	3.4	4	3.0
	Engineering/Computer Science	2	1.1	1	1.5	2	0.6	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	21	11.6	0	0.0	0	0.0	0	0.0
	History	7	3.9	4	6.2	4	1.2	1	0.7
	Humanities	6	3.3	9	13.8	10	3.1	9	6.7
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	28	15.5	5	7.7	35	10.8	14	10.4
	Science/Math	8	4.4	1	1.5	7	2.2	0	0.0
	Social Sciences/Psychology	10	5.5	7	10.8	39	12.0	17	12.7
	Other	17	9.4	11	16.9	52	16.0	25	18.7
	Undecided	9	5.0	6	9.2	121	37.2	43	32.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Hartwick College FreshmanComp Fall09		Hartwick College Spring 2010		Hollins University 2007 Fall FYS		Hollins University 2007 Fall FYS-2	
		Fall 2009		Spring 2010		Fall 2007		Fall 2007	
		(n=82)		(n=64)		(n=188)		(n=152)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	76	92.7	1	1.6	188	100.0	152	100.0
	Sophomore	2	2.4	10	15.6	0	0.0	0	0.0
	Junior	1	1.2	23	35.9	0	0.0	0	0.0
	Senior	1	1.2	28	43.8	0	0.0	0	0.0
	Other	1	1.2	0	0.0	0	0.0	0	0.0
	Not Reported	1	1.2	2	3.1	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		11	13.4	17	26.6	0	0.0	0	0.0
Communications/Journalism		0	0.0	0	0.0	0	0.0	0	0.0
Education		3	3.7	6	9.4	0	0.0	0	0.0
Engineering/Computer Science		0	0.0	1	1.6	0	0.0	0	0.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		9	11.0	6	9.4	0	0.0	0	0.0
History		1	1.2	5	7.8	0	0.0	0	0.0
Humanities		1	1.2	7	10.9	0	0.0	0	0.0
Law		8	9.8	0	0.0	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		11	13.4	0	0.0	0	0.0	0	0.0
Science/Math		1	1.2	2	3.1	0	0.0	0	0.0
Social Sciences/Psychology		13	15.9	4	6.3	0	0.0	0	0.0
Other		7	8.5	14	21.9	0	0.0	0	0.0
Undecided		15	18.3	0	0.0	0	0.0	0	0.0
Not Reported	2	2.4	2	3.1	188	100.0	152	100.0	

		Jackson State University SAILS At JSU  Spring 2008  (n=288)		Johnson & Wales University - Charlotte Fall 2007  Fall 2007  (n=63)		Johnson & Wales University - Charlotte JWU CLT Fall 08 Fall 2008  (n=138)		Johnson & Wales University - Charlotte Fall 2009  Fall 2009  (n=122)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	9	3.1	60	95.2	56	40.6	74	60.7
	Sophomore	35	12.2	3	4.8	50	36.2	5	4.1
	Junior	93	32.3	0	0.0	9	6.5	0	0.0
	Senior	146	50.7	0	0.0	22	15.9	43	35.2
	Other	2	0.7	0	0.0	1	0.7	0	0.0
	Not Reported	3	1.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	79	64.8
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	78	27.1	29	46.0	102	73.9	22	18.0
	Communications/Journalism	4	1.4	0	0.0	0	0.0	0	0.0
	Education	68	23.6	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	11	3.8	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	4	1.4	0	0.0	0	0.0	0	0.0
	History	3	1.0	0	0.0	0	0.0	0	0.0
	Humanities	2	0.7	0	0.0	0	0.0	0	0.0
	Law	5	1.7	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	36	12.5	34	54.0	36	26.1	21	17.2
	Science/Math	1	0.3	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	22	7.6	0	0.0	0	0.0	0	0.0
	Other	50	17.4	0	0.0	0	0.0	0	0.0
	Undecided	1	0.3	0	0.0	0	0.0	0	0.0
Not Reported	3	1.0	0	0.0	0	0.0	0	0.0	

		Keene State College 2008 Fall Freshmen  Fall 2008 (n=292)		Keene State College 2009 Fall Freshmen  Fall 2009 (n=293)		Kent State University - Kent Campus Ed Orientation  Fall 2007 (n=185)		Kent State University - Kent Campus KSU FYS  Spring 2008 (n=66)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	268	91.8	262	89.4	182	98.4	65	98.5
	Sophomore	16	5.5	22	7.5	3	1.6	1	1.5
	Junior	3	1.0	6	2.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	4	1.4	3	1.0	0	0.0	0	0.0
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	1.4	2	0.7	0	0.0	0	0.0
	Architecture	10	3.4	13	4.4	0	0.0	1	1.5
	Business	22	7.5	11	3.8	0	0.0	4	6.1
	Communications/Journalism	11	3.8	9	3.1	0	0.0	6	9.1
	Education	66	22.6	55	18.8	157	84.9	4	6.1
	Engineering/Computer Science	3	1.0	5	1.7	0	0.0	0	0.0
	General Studies	8	2.7	9	3.1	0	0.0	1	1.5
	Health Sciences	12	4.1	14	4.8	9	4.9	5	7.6
	History	6	2.1	5	1.7	1	0.5	1	1.5
	Humanities	16	5.5	36	12.3	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	1	1.5
	Military/Naval Science	4	1.4	7	2.4	0	0.0	0	0.0
	Performing & Fine Arts	14	4.8	12	4.1	12	6.5	23	34.8
	Science/Math	4	1.4	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	7	2.4	10	3.4	1	0.5	0	0.0
	Other	15	5.1	26	8.9	1	0.5	4	6.1
	Undecided	77	26.4	79	27.0	4	2.2	16	24.2
Not Reported	13	4.5	0	0.0	0	0.0	0	0.0	

		Kent State University - Kent Campus ED Orientation F2008  Fall 2008  (n=85)		La Roche College 2008 Fall Freshman  Fall 2008  (n=148)		LaGuardia Community College 2008 Spr BILD Post  Spring 2008  (n=169)		LaGuardia Community College 2008 Spr BILD Pre  Spring 2008  (n=203)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	84	98.8	115	77.7	89	52.7	116	57.1
	Sophomore	1	1.2	20	13.5	79	46.7	86	42.4
	Junior	0	0.0	8	5.4	0	0.0	0	0.0
	Senior	0	0.0	2	1.4	0	0.0	0	0.0
	Other	0	0.0	3	2.0	1	0.6	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	12	8.1	0	0.0	0	0.0
	Business	0	0.0	20	13.5	21	12.4	13	6.4
	Communications/Journalism	0	0.0	7	4.7	0	0.0	0	0.0
	Education	79	92.9	15	10.1	2	1.2	3	1.5
	Engineering/Computer Science	0	0.0	4	2.7	9	5.3	7	3.4
	General Studies	0	0.0	0	0.0	55	32.5	62	30.5
	Health Sciences	2	2.4	12	8.1	67	39.6	75	36.9
	History	0	0.0	2	1.4	0	0.0	0	0.0
	Humanities	1	1.2	1	0.7	0	0.0	0	0.0
	Law	0	0.0	2	1.4	3	1.8	2	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.4	27	18.2	0	0.0	19	9.4
	Science/Math	0	0.0	5	3.4	3	1.8	2	1.0
	Social Sciences/Psychology	0	0.0	4	2.7	9	5.3	20	9.9
	Other	0	0.0	12	8.1	0	0.0	0	0.0
	Undecided	1	1.2	25	16.9	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lakehead University Alexander 2008 Fall		Lamar State College- Orange LSCO Spring 2010		Lancaster Bible College LA 102 SAILS Spring 2008		Lancaster Bible College Fall 09 Traditional Fall 2009	
		(n=72)		(n=316)		(n=51)		(n=119)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	12	16.7	223	70.6	38	74.5	96	80.7
	Sophomore	19	26.4	61	19.3	10	19.6	18	15.1
	Junior	17	23.6	27	8.5	2	3.9	5	4.2
	Senior	22	30.6	0	0.0	1	2.0	0	0.0
	Other	2	2.8	5	1.6	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		66	91.7	21	6.6	0	0.0	0	0.0
Communications/Journalism		0	0.0	2	0.6	0	0.0	0	0.0
Education		0	0.0	43	13.6	0	0.0	0	0.0
Engineering/Computer Science		1	1.4	10	3.2	0	0.0	0	0.0
General Studies		1	1.4	19	6.0	0	0.0	0	0.0
Health Sciences		0	0.0	135	42.7	0	0.0	0	0.0
History		0	0.0	1	0.3	0	0.0	0	0.0
Humanities		0	0.0	0	0.0	0	0.0	0	0.0
Law		0	0.0	21	6.6	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		2	2.8	24	7.6	29	56.9	119	100.0
Science/Math		0	0.0	1	0.3	0	0.0	0	0.0
Social Sciences/Psychology		0	0.0	18	5.7	0	0.0	0	0.0
Other		0	0.0	10	3.2	0	0.0	0	0.0
Undecided		2	2.8	11	3.5	22	43.1	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lancaster Bible College SP 2010 Traditional  Spring 2010 (n=72)		Langston University OK Success 2008  Fall 2008 (n=157)		Lincoln Memorial University SP09 INFL/EDUC A0  Spring 2009 (n=51)		Lincoln Memorial University FALL09 FF Class  Fall 2009 (n=186)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	3	4.2	85	54.1	17	33.3	186	100.0
	Sophomore	5	6.9	2	1.3	16	31.4	0	0.0
	Junior	4	5.6	3	1.9	12	23.5	0	0.0
	Senior	52	72.2	0	0.0	6	11.8	0	0.0
	Other	8	11.1	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	67	42.7	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	2	1.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	2	3.9	10	5.4
	Communications/Journalism	0	0.0	0	0.0	2	3.9	3	1.6
	Education	0	0.0	0	0.0	11	21.6	19	10.2
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	16	31.4	52	28.0
	History	0	0.0	0	0.0	1	2.0	9	4.8
	Humanities	0	0.0	0	0.0	1	2.0	2	1.1
	Law	0	0.0	0	0.0	1	2.0	2	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	72	100.0	85	54.1	12	23.5	30	16.1
	Science/Math	0	0.0	0	0.0	0	0.0	4	2.2
	Social Sciences/Psychology	0	0.0	0	0.0	2	3.9	24	12.9
	Other	0	0.0	0	0.0	2	3.9	8	4.3
	Undecided	0	0.0	13	8.3	1	2.0	21	11.3
Not Reported	0	0.0	59	37.6	0	0.0	0	0.0	

		Lorain County Community College 2007 Entry		Lorain County Community College ILAD post		Lorain County Community College ILAD pre		Lynchburg College Seniors Spring 2010	
		Fall 2007		Spring 2008		Spring 2008		Spring 2010	
		(n=117)		(n=50)		(n=174)		(n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	109	93.2	5	10.0	20	11.5	0	0.0
	Sophomore	7	6.0	21	42.0	67	38.5	0	0.0
	Junior	1	0.9	24	48.0	87	50.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	50	100.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	3	1.7	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		26	22.2	14	28.0	18	10.3	11	22.0
Communications/Journalism		2	1.7	1	2.0	0	0.0	3	6.0
Education		1	0.9	9	18.0	29	16.7	0	0.0
Engineering/Computer Science		5	4.3	1	2.0	1	0.6	0	0.0
General Studies		1	0.9	0	0.0	0	0.0	0	0.0
Health Sciences		32	27.4	8	16.0	88	50.6	11	22.0
History		0	0.0	0	0.0	1	0.6	2	4.0
Humanities		0	0.0	1	2.0	0	0.0	6	12.0
Law		0	0.0	0	0.0	0	0.0	1	2.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		17	14.5	3	6.0	17	9.8	3	6.0
Science/Math		4	3.4	0	0.0	0	0.0	2	4.0
Social Sciences/Psychology		5	4.3	5	10.0	9	5.2	1	2.0
Other		2	1.7	5	10.0	5	2.9	10	20.0
Undecided		22	18.8	3	6.0	3	1.7	0	0.0
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0



		Manhattanville College Fall 2007 Info Lit  Spring 2008 (n=780)		Manhattanville College Fall2008-Spring 2009  Spring 2009 (n=701)		Manhattanville College Fall2009-Spring 2010  Spring 2010 (n=570)		Marygrove College Library Winter 2009  Spring 2009 (n=90)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	171	21.9	93	13.3	74	13.0	17	18.9
	Sophomore	268	34.4	270	38.5	238	41.8	17	18.9
	Junior	203	26.0	200	28.5	143	25.1	32	35.6
	Senior	133	17.1	136	19.4	113	19.8	23	25.6
	Other	5	0.6	2	0.3	2	0.4	1	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	0.3	3	0.5	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	150	19.2	141	20.1	90	15.8	7	7.8
	Communications/Journalism	73	9.4	69	9.8	57	10.0	1	1.1
	Education	85	10.9	77	11.0	63	11.1	12	13.3
	Engineering/Computer Science	7	0.9	0	0.0	4	0.7	5	5.6
	General Studies	1	0.1	1	0.1	1	0.2	0	0.0
	Health Sciences	0	0.0	7	1.0	10	1.8	4	4.4
	History	42	5.4	33	4.7	28	4.9	1	1.1
	Humanities	26	3.3	24	3.4	15	2.6	0	0.0
	Law	27	3.5	17	2.4	4	0.7	2	2.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	103	13.2	93	13.3	102	17.9	23	25.6
	Science/Math	47	6.0	66	9.4	50	8.8	5	5.6
	Social Sciences/Psychology	35	4.5	26	3.7	37	6.5	10	11.1
	Other	110	14.1	99	14.1	75	13.2	17	18.9
	Undecided	74	9.5	46	6.6	31	5.4	3	3.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Marygrove College Library Winter 2010		Marymount College Fall 09 Freshmen		McMaster University Comm1E03Win ter2008		Middle Tennessee State University 2009 Fall Freshmen	
		Spring 2010		Fall 2009		Spring 2008		Fall 2009	
		(n=103)		(n=184)		(n=949)		(n=369)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	16	15.5	181	98.4	514	54.2	369	100.0
	Sophomore	24	23.3	0	0.0	404	42.6	0	0.0
	Junior	32	31.1	0	0.0	24	2.5	0	0.0
	Senior	25	24.3	0	0.0	6	0.6	0	0.0
	Other	6	5.8	3	1.6	1	0.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	4	1.1
	Architecture	0	0.0	1	0.5	0	0.0	0	0.0
	Business	8	7.8	24	13.0	842	88.7	25	6.8
	Communications/Journalism	2	1.9	8	4.3	2	0.2	33	8.9
	Education	22	21.4	4	2.2	0	0.0	16	4.3
	Engineering/Computer Science	4	3.9	1	0.5	73	7.7	14	3.8
	General Studies	0	0.0	1	0.5	0	0.0	0	0.0
	Health Sciences	11	10.7	24	13.0	1	0.1	27	7.3
	History	2	1.9	1	0.5	0	0.0	7	1.9
	Humanities	2	1.9	2	1.1	0	0.0	1	0.3
	Law	3	2.9	0	0.0	0	0.0	2	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	22	21.4	23	12.5	7	0.7	52	14.1
	Science/Math	2	1.9	11	6.0	0	0.0	2	0.5
	Social Sciences/Psychology	9	8.7	4	2.2	4	0.4	24	6.5
	Other	11	10.7	17	9.2	0	0.0	16	4.3
	Undecided	5	4.9	63	34.2	20	2.1	146	39.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		North Georgia College & State University Fall 2007 Pilot		North Georgia College & State University Spring 2008 Pilot		North Georgia College & State University Fall 2008		North Georgia College & State University Spring 2009	
		Fall 2007		Spring 2008		Fall 2008		Spring 2009	
		(n=78)		(n=79)		(n=64)		(n=182)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	71	91.0	48	60.8	17	26.6	129	70.9
	Sophomore	4	5.1	26	32.9	33	51.6	39	21.4
	Junior	1	1.3	4	5.1	12	18.8	11	6.0
	Senior	0	0.0	0	0.0	2	3.1	3	1.6
	Other	2	2.6	1	1.3	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	4	2.2
	Business	12	15.4	13	16.5	10	15.6	27	14.8
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	16	20.5	7	8.9	11	17.2	26	14.3
	Engineering/Computer Science	4	5.1	3	3.8	2	3.1	13	7.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	5	6.4	9	11.4	13	20.3	21	11.5
	History	1	1.3	6	7.6	4	6.3	6	3.3
	Humanities	0	0.0	1	1.3	0	0.0	3	1.6
	Law	1	1.3	3	3.8	1	1.6	6	3.3
	Military/Naval Science	1	1.3	1	1.3	1	1.6	0	0.0
	Performing & Fine Arts	10	12.8	12	15.2	9	14.1	33	18.1
	Science/Math	1	1.3	6	7.6	2	3.1	4	2.2
	Social Sciences/Psychology	11	14.1	8	10.1	2	3.1	19	10.4
	Other	2	2.6	2	2.5	4	6.3	6	3.3
Undecided	14	17.9	8	10.1	5	7.8	14	7.7	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		North Georgia College & State University Fall 2009		North Georgia College & State University Spring 2010		Northeastern State University NSU Fall 2008 Fresh.		Northwestern Oklahoma State University OK Success 2008	
		Fall 2009		Spring 2010		Fall 2008		Fall 2008	
		(n=97)		(n=317)		(n=69)		(n=148)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	16	16.5	210	66.2	64	92.8	145	98.0
	Sophomore	69	71.1	90	28.4	0	0.0	2	1.4
	Junior	10	10.3	14	4.4	2	2.9	0	0.0
	Senior	2	2.1	3	0.9	2	2.9	1	0.7
	Other	0	0.0	0	0.0	1	1.4	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	3	0.9	2	2.9	2
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		15	15.5	45	14.2	6	8.7	14	9.5
Communications/Journalism		1	1.0	1	0.3	5	7.2	2	1.4
Education		19	19.6	53	16.7	12	17.4	18	12.2
Engineering/Computer Science		3	3.1	9	2.8	2	2.9	7	4.7
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		10	10.3	42	13.2	2	2.9	27	18.2
History		7	7.2	9	2.8	1	1.4	2	1.4
Humanities		1	1.0	1	0.3	0	0.0	0	0.0
Law		5	5.2	18	5.7	0	0.0	5	3.4
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		15	15.5	43	13.6	9	13.0	22	14.9
Science/Math		0	0.0	5	1.6	1	1.4	2	1.4
Social Sciences/Psychology		7	7.2	36	11.4	1	1.4	4	2.7
Other		7	7.2	33	10.4	5	7.2	5	3.4
Undecided		7	7.2	19	6.0	23	33.3	38	25.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Oakland University 2008 Winter RHT 160s  Spring 2008 (n=290)		Ohio University Fall 2007 Freshmen  Fall 2007 (n=241)		Ohio University Spring 2008 Seniors  Spring 2008 (n=99)		Ohio University Fall 2008 Freshmen  Fall 2008 (n=186)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	239	82.4	225	93.4	0	0.0	176	94.6
	Sophomore	28	9.7	14	5.8	0	0.0	8	4.3
	Junior	18	6.2	2	0.8	2	2.0	2	1.1
	Senior	5	1.7	0	0.0	97	98.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	1	0.4	0	0.0	1	0.5
	Business	49	16.9	16	6.6	32	32.3	11	5.9
	Communications/Journalism	12	4.1	19	7.9	7	7.1	10	5.4
	Education	28	9.7	14	5.8	1	1.0	10	5.4
	Engineering/Computer Science	13	4.5	4	1.7	1	1.0	0	0.0
	General Studies	2	0.7	0	0.0	0	0.0	0	0.0
	Health Sciences	62	21.4	20	8.3	4	4.0	4	2.2
	History	4	1.4	3	1.2	1	1.0	2	1.1
	Humanities	3	1.0	3	1.2	3	3.0	0	0.0
	Law	0	0.0	4	1.7	2	2.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	29	10.0	22	9.1	33	33.3	7	3.8
	Science/Math	8	2.8	15	6.2	13	13.1	4	2.2
	Social Sciences/Psychology	18	6.2	7	2.9	0	0.0	6	3.2
	Other	23	7.9	10	4.1	2	2.0	10	5.4
	Undecided	39	13.4	103	42.7	0	0.0	121	65.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ohio University Spring 2009 Seniors		Ohio University Fall 2009 Freshmen		Ohio University Spring 2010 Seniors		Oklahoma Panhandle State University OPSurkdFall20 08	
		Spring 2009		Fall 2009		Spring 2010		Fall 2008	
		(n=134)		(n=208)		(n=79)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	203	97.6	0	0.0	52	100.0
	Sophomore	0	0.0	4	1.9	0	0.0	0	0.0
	Junior	1	0.7	0	0.0	0	0.0	0	0.0
	Senior	131	97.8	0	0.0	79	100.0	0	0.0
	Other	2	1.5	1	0.5	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1
Architecture		0	0.0	1	0.5	1	1.3	0	0.0
Business		36	26.9	5	2.4	8	10.1	9	17.3
Communications/Journalism		11	8.2	5	2.4	13	16.5	0	0.0
Education		1	0.7	7	3.4	5	6.3	13	25.0
Engineering/Computer Science		0	0.0	4	1.9	4	5.1	0	0.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		17	12.7	14	6.7	3	3.8	6	11.5
History		3	2.2	0	0.0	2	2.5	0	0.0
Humanities		4	3.0	1	0.5	2	2.5	0	0.0
Law		0	0.0	0	0.0	1	1.3	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		52	38.8	16	7.7	16	20.3	7	13.5
Science/Math		0	0.0	15	7.2	8	10.1	2	3.8
Social Sciences/Psychology		4	3.0	11	5.3	6	7.6	2	3.8
Other		6	4.5	28	13.5	10	12.7	2	3.8
Undecided		0	0.0	101	48.6	0	0.0	10	19.2
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Patrick Henry College Freshman Fall 2008		Patrick Henry College 2009 Spring		Patrick Henry College 2009F		Patrick Henry College 2010S	
		Fall 2008		Spring 2009		Fall 2009		Spring 2010	
		(n=57)		(n=84)		(n=61)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	52	91.2	2	2.4	55	90.2	0	0.0
	Sophomore	4	7.0	12	14.3	5	8.2	1	1.9
	Junior	0	0.0	15	17.9	0	0.0	6	11.5
	Senior	0	0.0	55	65.5	1	1.6	44	84.6
	Other	1	1.8	0	0.0	0	0.0	1	1.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	1	1.6	0	0.0
	Communications/Journalism	4	7.0	13	15.5	7	11.5	6	11.5
	Education	0	0.0	4	4.8	2	3.3	4	7.7
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	3	5.3	1	1.2	0	0.0	4	7.7
	Humanities	7	12.3	8	9.5	4	6.6	2	3.8
	Law	0	0.0	0	0.0	4	6.6	0	0.0
	Military/Naval Science	0	0.0	1	1.2	0	0.0	0	0.0
	Performing & Fine Arts	2	3.5	52	61.9	21	34.4	32	61.5
	Science/Math	0	0.0	1	1.2	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	20	35.1	4	4.8	5	8.2	4	7.7
	Undecided	21	36.8	0	0.0	17	27.9	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Peninsula College 2008 Fall		Penn State University Fall 2008		Phoenix SAILS_NOV07		Phoenix SAILS_Apr09	
		Fall 2008		Fall 2008		Spring 2008		Spring 2009	
		(n=61)		(n=854)		(n=2,428)		(n=1,365)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	26	42.6	773	90.5	642	26.4	413	30.3
	Sophomore	13	21.3	50	5.9	746	30.7	395	28.9
	Junior	11	18.0	13	1.5	540	22.2	299	21.9
	Senior	0	0.0	3	0.4	500	20.6	258	18.9
	Other	8	13.1	6	0.7	0	0.0	0	0.0
	Not Reported	3	4.9	9	1.1	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	42	4.9	0	0.0	0	0.0
	Architecture	0	0.0	8	0.9	0	0.0	0	0.0
	Business	15	24.6	73	8.5	1,161	47.8	559	41.0
	Communications/Journalism	0	0.0	24	2.8	0	0.0	0	0.0
	Education	1	1.6	67	7.8	49	2.0	60	4.4
	Engineering/Computer Science	1	1.6	134	15.7	268	11.0	129	9.5
	General Studies	3	4.9	88	10.3	221	9.1	92	6.7
	Health Sciences	7	11.5	88	10.3	208	8.6	126	9.2
	History	0	0.0	13	1.5	0	0.0	0	0.0
	Humanities	0	0.0	3	0.4	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	9.8	76	8.9	496	20.4	383	28.1
	Science/Math	1	1.6	2	0.2	0	0.0	0	0.0
	Social Sciences/Psychology	5	8.2	39	4.6	0	0.0	0	0.0
	Other	0	0.0	45	5.3	0	0.0	0	0.0
	Undecided	16	26.2	140	16.4	25	1.0	16	1.2
Not Reported	6	9.8	12	1.4	0	0.0	0	0.0	



	Phoenix UOPX SAILS_FY10  Spring 2010 (n=1,416)	Pikeville College Fall 2009 Freshmen  Fall 2009 (n=167)	Pittsburgh CommWarnick Fall2007  Fall 2007 (n=58)	Pittsburgh Eng Fresh 07  Fall 2007 (n=391)
Characteristics	n %	n %	n %	n %
Class Standing				
Freshman	542 38.3	167 100.0	5 8.6	389 99.5
Sophomore	392 27.7	0 0.0	24 41.4	1 0.3
Junior	299 21.1	0 0.0	19 32.8	1 0.3
Senior	183 12.9	0 0.0	10 17.2	0 0.0
Other	0 0.0	0 0.0	0 0.0	0 0.0
Not Reported	0 0.0	0 0.0	0 0.0	0 0.0
Student Major				
Agriculture/Environmental Studies	0 0.0	0 0.0	0 0.0	0 0.0
Architecture	0 0.0	0 0.0	0 0.0	0 0.0
Business	491 34.7	15 9.0	2 3.4	0 0.0
Communications/Journalism	23 1.6	5 3.0	42 72.4	0 0.0
Education	82 5.8	25 15.0	0 0.0	0 0.0
Engineering/Computer Science	147 10.4	7 4.2	0 0.0	389 99.5
General Studies	83 5.9	0 0.0	0 0.0	0 0.0
Health Sciences	121 8.5	6 3.6	0 0.0	0 0.0
History	0 0.0	4 2.4	3 5.2	0 0.0
Humanities	0 0.0	0 0.0	1 1.7	1 0.3
Law	0 0.0	0 0.0	2 3.4	0 0.0
Military/Naval Science	0 0.0	0 0.0	0 0.0	0 0.0
Performing & Fine Arts	319 22.5	38 22.8	4 6.9	0 0.0
Science/Math	0 0.0	0 0.0	0 0.0	0 0.0
Social Sciences/Psychology	0 0.0	30 18.0	0 0.0	0 0.0
Other	130 9.2	10 6.0	1 1.7	0 0.0
Undecided	20 1.4	27 16.2	3 5.2	1 0.3
Not Reported	0 0.0	0 0.0	0 0.0	0 0.0

		Pittsburgh Gbg FSeminar 2007		Pittsburgh IAS Post Fall2007		Pittsburgh IAS Pretest Fall2007		Pittsburgh Johnstown Fall 2007	
		Fall 2007		Fall 2007		Fall 2007		Fall 2007	
		(n=155)		(n=721)		(n=1,327)		(n=142)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	155	100.0	718	99.6	1,324	99.8	115	81.0
	Sophomore	0	0.0	2	0.3	3	0.2	4	2.8
	Junior	0	0.0	1	0.1	0	0.0	9	6.3
	Senior	0	0.0	0	0.0	0	0.0	14	9.9
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.1	6	0.5	0	0.0
	Architecture	0	0.0	2	0.3	6	0.5	0	0.0
	Business	27	17.4	28	3.9	37	2.8	1	0.7
	Communications/Journalism	2	1.3	16	2.2	37	2.8	0	0.0
	Education	6	3.9	7	1.0	24	1.8	0	0.0
	Engineering/Computer Science	26	16.8	3	0.4	16	1.2	116	81.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	20	12.9	93	12.9	188	14.2	0	0.0
	History	0	0.0	20	2.8	26	2.0	0	0.0
	Humanities	2	1.3	38	5.3	60	4.5	1	0.7
	Law	1	0.6	7	1.0	13	1.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	1	0.1	0	0.0
	Performing & Fine Arts	18	11.6	102	14.1	154	11.6	0	0.0
	Science/Math	0	0.0	3	0.4	6	0.5	0	0.0
	Social Sciences/Psychology	11	7.1	126	17.5	234	17.6	0	0.0
	Other	13	8.4	63	8.7	104	7.8	23	16.2
	Undecided	29	18.7	212	29.4	415	31.3	1	0.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh RelStudies Fall2007		Pittsburgh UPBFRESHMA NFALL08		Pittsburgh UPFRESHMAN FALL08		Pittsburgh UPGFRESHMA NFALL08	
		Fall 2007		Fall 2008		Fall 2008		Fall 2008	
		(n=51)		(n=180)		(n=1,635)		(n=259)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	2	3.9	178	98.9	1,634	99.9	257	99.2
	Sophomore	18	35.3	2	1.1	1	0.1	0	0.0
	Junior	17	33.3	0	0.0	0	0.0	0	0.0
	Senior	13	25.5	0	0.0	0	0.0	0	0.0
	Other	1	2.0	0	0.0	0	0.0	2	0.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	2.0	2	1.1	9	0.6	0	0.0
	Architecture	0	0.0	0	0.0	4	0.2	0	0.0
	Business	3	5.9	3	1.7	300	18.3	38	14.7
	Communications/Journalism	3	5.9	11	6.1	29	1.8	9	3.5
	Education	1	2.0	6	3.3	25	1.5	11	4.2
	Engineering/Computer Science	0	0.0	4	2.2	84	5.1	38	14.7
	General Studies	0	0.0	0	0.0	2	0.1	0	0.0
	Health Sciences	2	3.9	37	20.6	205	12.5	30	11.6
	History	6	11.8	8	4.4	33	2.0	5	1.9
	Humanities	2	3.9	0	0.0	44	2.7	4	1.5
	Law	0	0.0	4	2.2	9	0.6	5	1.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	15.7	53	29.4	168	10.3	36	13.9
	Science/Math	1	2.0	1	0.6	9	0.6	1	0.4
	Social Sciences/Psychology	10	19.6	17	9.4	212	13.0	27	10.4
	Other	9	17.6	16	8.9	113	6.9	28	10.8
	Undecided	5	9.8	18	10.0	389	23.8	27	10.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPJFRESHMA NFALL08		Pittsburgh UPTFRESHMA NFALL08		Pittsburgh UPGSENIORS R09		Pittsburgh UPJSENIORS R09	
		Fall 2008		Fall 2008		Spring 2009		Spring 2009	
		(n=651)		(n=74)		(n=85)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	646	99.2	68	91.9	0	0.0	0	0.0
	Sophomore	4	0.6	3	4.1	1	1.2	0	0.0
	Junior	0	0.0	1	1.4	25	29.4	0	0.0
	Senior	0	0.0	0	0.0	59	69.4	52	100.0
	Other	1	0.2	2	2.7	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	0.5	0	0.0	2	2.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	95	14.6	1	1.4	21	24.7	1	1.9
	Communications/Journalism	18	2.8	0	0.0	3	3.5	2	3.8
	Education	94	14.4	1	1.4	2	2.4	2	3.8
	Engineering/Computer Science	105	16.1	2	2.7	4	4.7	44	84.6
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	71	10.9	46	62.2	14	16.5	1	1.9
	History	6	0.9	0	0.0	3	3.5	0	0.0
	Humanities	8	1.2	2	2.7	1	1.2	2	3.8
	Law	3	0.5	0	0.0	3	3.5	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	37	5.7	19	25.7	2	2.4	0	0.0
	Science/Math	1	0.2	0	0.0	1	1.2	0	0.0
	Social Sciences/Psychology	47	7.2	1	1.4	20	23.5	0	0.0
	Other	56	8.6	1	1.4	9	10.6	0	0.0
	Undecided	107	16.4	1	1.4	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPSENIORSR 09 Spring 2009 (n=160)		Pittsburgh UPBFRESHMA NFALL09 Fall 2009 (n=297)		Pittsburgh UPFRESHMAN 09 Fall 2009 (n=1,418)		Pittsburgh UPGFRESHMA N09REV Fall 2009 (n=287)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	293	98.7	1,413	99.6	287	100.0
	Sophomore	0	0.0	3	1.0	4	0.3	0	0.0
	Junior	5	3.1	0	0.0	1	0.1	0	0.0
	Senior	155	96.9	0	0.0	0	0.0	0	0.0
	Other	0	0.0	1	0.3	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	4	1.3	3	0.2	1
Architecture		2	1.3	0	0.0	3	0.2	1	0.3
Business		22	13.8	26	8.8	82	5.8	42	14.6
Communications/Journalism		7	4.4	4	1.3	15	1.1	6	2.1
Education		0	0.0	31	10.4	11	0.8	7	2.4
Engineering/Computer Science		8	5.0	5	1.7	456	32.2	32	11.1
General Studies		2	1.3	1	0.3	1	0.1	1	0.3
Health Sciences		29	18.1	60	20.2	200	14.1	29	10.1
History		10	6.3	6	2.0	23	1.6	6	2.1
Humanities		9	5.6	1	0.3	20	1.4	6	2.1
Law		0	0.0	7	2.4	8	0.6	8	2.8
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		35	21.9	75	25.3	112	7.9	41	14.3
Science/Math		3	1.9	0	0.0	5	0.4	1	0.3
Social Sciences/Psychology		22	13.8	16	5.4	163	11.5	36	12.5
Other		11	6.9	12	4.0	65	4.6	29	10.1
Undecided		0	0.0	49	16.5	251	17.7	41	14.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPJFRESHMA N09  Fall 2009 (n=595)		Pittsburgh UPTFRESHMA NFALL09  Fall 2009 (n=89)		Pittsburgh UPBSENIORS R10  Spring 2010 (n=57)		Pittsburgh UPGSENIORS R10  Spring 2010 (n=69)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	591	99.3	82	92.1	0	0.0	0	0.0
	Sophomore	2	0.3	5	5.6	0	0.0	0	0.0
	Junior	1	0.2	1	1.1	1	1.8	22	31.9
	Senior	0	0.0	0	0.0	55	96.5	47	68.1
	Other	1	0.2	1	1.1	1	1.8	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	0.8	0	0.0	2	3.5	1	1.4
	Architecture	0	0.0	1	1.1	0	0.0	0	0.0
	Business	66	11.1	0	0.0	20	35.1	5	7.2
	Communications/Journalism	14	2.4	0	0.0	3	5.3	11	15.9
	Education	70	11.8	5	5.6	12	21.1	2	2.9
	Engineering/Computer Science	124	20.8	1	1.1	0	0.0	1	1.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	85	14.3	48	53.9	5	8.8	13	18.8
	History	3	0.5	3	3.4	1	1.8	2	2.9
	Humanities	9	1.5	1	1.1	2	3.5	3	4.3
	Law	7	1.2	1	1.1	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	36	6.1	19	21.3	9	15.8	3	4.3
	Science/Math	1	0.2	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	51	8.6	1	1.1	1	1.8	22	31.9
	Other	29	4.9	6	6.7	2	3.5	6	8.7
	Undecided	95	16.0	3	3.4	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPJSENIORSP R10  Spring 2010 (n=68)		Pittsburgh UPSENIORSPR 10  Spring 2010 (n=67)		Polk Community College Phase 2, Nursing I  Spring 2008 (n=65)		River Parishes Community College 2008 Fall Freshmen  Fall 2008 (n=140)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	108	77.1
	Sophomore	0	0.0	1	1.5	0	0.0	10	7.1
	Junior	1	1.5	3	4.5	0	0.0	6	4.3
	Senior	67	98.5	63	94.0	0	0.0	4	2.9
	Other	0	0.0	0	0.0	0	0.0	12	8.6
	Not Reported	0	0.0	0	0.0	65	100.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		58	85.3	7	10.4	0	0.0	15	10.7
Communications/Journalism		1	1.5	1	1.5	0	0.0	3	2.1
Education		0	0.0	4	6.0	0	0.0	19	13.6
Engineering/Computer Science		3	4.4	0	0.0	0	0.0	2	1.4
General Studies		0	0.0	1	1.5	0	0.0	13	9.3
Health Sciences		1	1.5	4	6.0	65	100.0	33	23.6
History		1	1.5	3	4.5	0	0.0	0	0.0
Humanities		2	2.9	1	1.5	0	0.0	0	0.0
Law		0	0.0	0	0.0	0	0.0	1	0.7
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		1	1.5	28	41.8	0	0.0	24	17.1
Science/Math		0	0.0	1	1.5	0	0.0	0	0.0
Social Sciences/Psychology		1	1.5	10	14.9	0	0.0	10	7.1
Other		0	0.0	7	10.4	0	0.0	2	1.4
Undecided		0	0.0	0	0.0	0	0.0	17	12.1
Not Reported	0	0.0	0	0.0	0	0.0	1	0.7	

		River Parishes Community College Spring '09 30 Hours  Spring 2009 (n=112)		River Parishes Community College 2009/10 Freshmen  Fall 2009 (n=263)		River Parishes Community College 30 Hour Students  Spring 2010 (n=223)		Rutgers University School of Law Law Library  Spring 2008 (n=59)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	2	1.8	263	100.0	12	5.4	30	50.8
	Sophomore	68	60.7	0	0.0	119	53.4	0	0.0
	Junior	25	22.3	0	0.0	49	22.0	29	49.2
	Senior	9	8.0	0	0.0	23	10.3	0	0.0
	Other	8	7.1	0	0.0	20	9.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.4	1	0.4	0	0.0
	Architecture	0	0.0	1	0.4	0	0.0	0	0.0
	Business	20	17.9	18	6.8	37	16.6	0	0.0
	Communications/Journalism	0	0.0	0	0.0	1	0.4	0	0.0
	Education	17	15.2	21	8.0	32	14.3	0	0.0
	Engineering/Computer Science	5	4.5	15	5.7	5	2.2	0	0.0
	General Studies	8	7.1	26	9.9	30	13.5	0	0.0
	Health Sciences	25	22.3	29	11.0	40	17.9	0	0.0
	History	3	2.7	2	0.8	1	0.4	0	0.0
	Humanities	3	2.7	1	0.4	2	0.9	0	0.0
	Law	1	0.9	5	1.9	2	0.9	59	100.0
	Military/Naval Science	0	0.0	1	0.4	1	0.4	0	0.0
	Performing & Fine Arts	17	15.2	35	13.3	33	14.8	0	0.0
	Science/Math	3	2.7	1	0.4	2	0.9	0	0.0
	Social Sciences/Psychology	2	1.8	4	1.5	10	4.5	0	0.0
	Other	4	3.6	6	2.3	8	3.6	0	0.0
	Undecided	4	3.6	97	36.9	18	8.1	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		Savannah State University Fall/Spring 09/10		Savannah State University Spring 2010		Scottsdale Community College SCC Fall 2007		Seminole Community College 2009 Fall Admin	
		Spring 2010		Spring 2010		Fall 2007		Fall 2009	
		(n=327)		(n=241)		(n=314)		(n=88)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	49	15.0	76	31.5	84	26.8	71	80.7
	Sophomore	81	24.8	69	28.6	177	56.4	12	13.6
	Junior	83	25.4	52	21.6	37	11.8	0	0.0
	Senior	99	30.3	40	16.6	5	1.6	0	0.0
	Other	15	4.6	4	1.7	11	3.5	5	5.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	6	1.8	4	1.7	1	0.3	0	0.0
	Architecture	0	0.0	0	0.0	4	1.3	0	0.0
	Business	68	20.8	76	31.5	58	18.5	0	0.0
	Communications/Journalism	15	4.6	10	4.1	18	5.7	0	0.0
	Education	0	0.0	0	0.0	21	6.7	0	0.0
	Engineering/Computer Science	21	6.4	23	9.5	12	3.8	0	0.0
	General Studies	0	0.0	0	0.0	5	1.6	0	0.0
	Health Sciences	0	0.0	0	0.0	38	12.1	0	0.0
	History	3	0.9	1	0.4	5	1.6	0	0.0
	Humanities	1	0.3	0	0.0	1	0.3	47	53.4
	Law	43	13.1	31	12.9	5	1.6	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	35	10.7	27	11.2	60	19.1	10	11.4
	Science/Math	2	0.6	2	0.8	13	4.1	0	0.0
	Social Sciences/Psychology	45	13.8	42	17.4	17	5.4	22	25.0
	Other	78	23.9	14	5.8	9	2.9	0	0.0
	Undecided	10	3.1	11	4.6	47	15.0	9	10.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Shaw University 2009-2010 AY		Shippensburg University Fall 2007 FYStu		Shippensburg University SPRING2008		Shippensburg University Spring2009	
		Spring 2010		Fall 2007		Spring 2008		Spring 2009	
		(n=391)		(n=198)		(n=173)		(n=93)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	232	59.3	184	92.9	170	98.3	84	90.3
	Sophomore	1	0.3	11	5.6	2	1.2	9	9.7
	Junior	2	0.5	3	1.5	1	0.6	0	0.0
	Senior	150	38.4	0	0.0	0	0.0	0	0.0
	Other	1	0.3	0	0.0	0	0.0	0	0.0
	Not Reported	5	1.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	1.0	2	1.2	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	88	22.5	27	13.6	43	24.9	14	15.1
	Communications/Journalism	29	7.4	17	8.6	3	1.7	2	2.2
	Education	29	7.4	25	12.6	20	11.6	16	17.2
	Engineering/Computer Science	9	2.3	5	2.5	3	1.7	2	2.2
	General Studies	3	0.8	0	0.0	0	0.0	0	0.0
	Health Sciences	16	4.1	5	2.5	7	4.0	4	4.3
	History	0	0.0	10	5.1	1	0.6	4	4.3
	Humanities	6	1.5	2	1.0	4	2.3	1	1.1
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	37	9.5	13	6.6	21	12.1	14	15.1
	Science/Math	12	3.1	4	2.0	0	0.0	2	2.2
	Social Sciences/Psychology	20	5.1	19	9.6	8	4.6	7	7.5
	Other	104	26.6	25	12.6	17	9.8	4	4.3
	Undecided	6	1.5	44	22.2	44	25.4	23	24.7
Not Reported	32	8.2	0	0.0	0	0.0	0	0.0	

	South University Spr 2010 ITS Courses  Spring 2010 (n=700)	Southeastern Oklahoma State University SOSUClay12Fal 12008  Fall 2008 (n=225)	Springfield College Fall 2007 Science - Post  Spring 2008 (n=118)	Springfield College Fall 2007 Science - Pre  Spring 2008 (n=130)				
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	492	70.3	203	90.2	0	0.0	2	1.5
Sophomore	94	13.4	16	7.1	54	45.8	56	43.1
Junior	61	8.7	4	1.8	46	39.0	51	39.2
Senior	12	1.7	2	0.9	16	13.6	19	14.6
Other	41	5.9	0	0.0	2	1.7	2	1.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
Architecture	0	0.0	0	0.0	0	0.0	0	0.0
Business	161	23.0	8	3.6	0	0.0	0	0.0
Communications/Journalism	0	0.0	6	2.7	1	0.8	0	0.0
Education	0	0.0	33	14.7	18	15.3	9	6.9
Engineering/Computer Science	14	2.0	9	4.0	0	0.0	0	0.0
General Studies	0	0.0	3	1.3	0	0.0	0	0.0
Health Sciences	283	40.4	11	4.9	72	61.0	87	66.9
History	0	0.0	1	0.4	0	0.0	0	0.0
Humanities	0	0.0	1	0.4	0	0.0	0	0.0
Law	64	9.1	5	2.2	0	0.0	0	0.0
Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	93	13.3	67	29.8	19	16.1	18	13.8
Science/Math	0	0.0	2	0.9	0	0.0	0	0.0
Social Sciences/Psychology	3	0.4	12	5.3	7	5.9	13	10.0
Other	82	11.7	13	5.8	0	0.0	0	0.0
Undecided	0	0.0	54	24.0	1	0.8	3	2.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Springfield College Spring 2008 Post		Springfield College Spring 2008 Pre		St. Thomas Aquinas College 2008 Fall Freshmen		Sullivan County Community College (SUNY) 2009 Fall Freshman Fall 2009	
		(n=84)		(n=88)		(n=258)		(n=134)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	23	8.9	128	95.5
	Sophomore	3	3.6	3	3.4	0	0.0	0	0.0
	Junior	32	38.1	36	40.9	0	0.0	0	0.0
	Senior	27	32.1	26	29.5	0	0.0	0	0.0
	Other	22	26.2	23	26.1	0	0.0	6	4.5
	Not Reported	0	0.0	0	0.0	235	91.1	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	3	2.2
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	2	0.8	15	11.2
	Communications/Journalism	0	0.0	0	0.0	3	1.2	7	5.2
	Education	0	0.0	0	0.0	2	0.8	6	4.5
	Engineering/Computer Science	2	2.4	3	3.4	0	0.0	3	2.2
	General Studies	1	1.2	0	0.0	0	0.0	32	23.9
	Health Sciences	52	61.9	52	59.1	0	0.0	10	7.5
	History	1	1.2	0	0.0	0	0.0	0	0.0
	Humanities	1	1.2	1	1.1	1	0.4	4	3.0
	Law	0	0.0	0	0.0	0	0.0	8	6.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	17	20.2	21	23.9	3	1.2	39	29.1
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	4	4.8	4	4.5	1	0.4	0	0.0
	Other	6	7.1	7	8.0	5	1.9	4	3.0
	Undecided	0	0.0	0	0.0	6	2.3	3	2.2
Not Reported	0	0.0	0	0.0	235	91.1	0	0.0	

	Sullivan County Community College (SUNY) 2010 Spring Sophs Spring 2010 (n=233)		Texas A&M University - Kingsville Fall 2007 Spring 2008 (n=114)		Texas A&M University - Kingsville Fall 2008 Spring 2009 (n=228)		The Art Institute of Washington 2008 Fall Freshmen Fall 2008 (n=217)	
Characteristics	n	%	n	%	n	%	n	%
<b>Class Standing</b>								
Freshman	47	20.2	39	34.2	89	39.0	213	98.2
Sophomore	130	55.8	15	13.2	24	10.5	3	1.4
Junior	0	0.0	18	15.8	20	8.8	0	0.0
Senior	0	0.0	42	36.8	44	19.3	0	0.0
Other	56	24.0	0	0.0	51	22.4	1	0.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
<b>Student Major</b>								
Agriculture/Environmental Studies	0	0.0	5	4.4	25	11.0	0	0.0
Architecture	0	0.0	2	1.8	1	0.4	0	0.0
Business	25	10.7	21	18.4	6	2.6	0	0.0
Communications/Journalism	17	7.3	0	0.0	6	2.6	0	0.0
Education	0	0.0	27	23.7	10	4.4	0	0.0
Engineering/Computer Science	0	0.0	16	14.0	6	2.6	0	0.0
General Studies	0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences	83	35.6	7	6.1	50	21.9	0	0.0
History	0	0.0	0	0.0	3	1.3	0	0.0
Humanities	43	18.5	0	0.0	0	0.0	0	0.0
Law	0	0.0	0	0.0	4	1.8	0	0.0
Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	46	19.7	1	0.9	70	30.7	0	0.0
Science/Math	0	0.0	0	0.0	2	0.9	0	0.0
Social Sciences/Psychology	5	2.1	12	10.5	36	15.8	0	0.0
Other	10	4.3	23	20.2	7	3.1	0	0.0
Undecided	4	1.7	0	0.0	2	0.9	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	217	100.0

		The Art Institute of Washington 2008 Fall Graduates  Fall 2008 (n=83)		The Art Institute of Washington 2009 Fall Freshmen  Fall 2009 (n=262)		Thomas College Fall2007Firstye ars  Fall 2007 (n=116)		Thomas College EH112Spring20 08  Spring 2008 (n=130)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	23	27.7	251	95.8	112	96.6	111	85.4
	Sophomore	6	7.2	7	2.7	2	1.7	11	8.5
	Junior	8	9.6	1	0.4	2	1.7	7	5.4
	Senior	41	49.4	0	0.0	0	0.0	0	0.0
	Other	5	6.0	3	1.1	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.8
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	5	1.9	20	17.2	23	17.7
	Communications/Journalism	0	0.0	4	1.5	3	2.6	3	2.3
	Education	0	0.0	0	0.0	11	9.5	15	11.5
	Engineering/Computer Science	0	0.0	4	1.5	6	5.2	4	3.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	1	0.8
	Humanities	0	0.0	0	0.0	0	0.0	2	1.5
	Law	0	0.0	0	0.0	3	2.6	3	2.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	195	74.4	57	49.1	58	44.6
	Science/Math	0	0.0	53	20.2	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	9	7.8	15	11.5
	Undecided	0	0.0	1	0.4	6	5.2	4	3.1
Not Reported	83	100.0	0	0.0	1	0.9	2	1.5	

		Thomas College FS110_Fall2008		Thomas College EH112 Spring 2009		Thomas College Freshmen Fall 2009		Thomas College Freshmen Spring 2010	
		Fall 2008		Spring 2009		Fall 2009		Spring 2010	
		(n=175)		(n=98)		(n=181)		(n=107)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	173	98.9	89	90.8	179	98.9	98	91.6
	Sophomore	1	0.6	7	7.1	2	1.1	6	5.6
	Junior	0	0.0	2	2.0	0	0.0	3	2.8
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	1	0.6	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	22	12.6	19	19.4	37	20.4	13	12.1
	Communications/Journalism	2	1.1	0	0.0	2	1.1	2	1.9
	Education	26	14.9	18	18.4	21	11.6	14	13.1
	Engineering/Computer Science	5	2.9	4	4.1	4	2.2	2	1.9
	General Studies	0	0.0	0	0.0	1	0.6	1	0.9
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	9	5.1	7	7.1	6	3.3	4	3.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	90	51.4	32	32.7	80	44.2	51	47.7
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	1	1.0	0	0.0	0	0.0
	Other	8	4.6	9	9.2	21	11.6	13	12.1
	Undecided	11	6.3	6	6.1	9	5.0	5	4.7
Not Reported	2	1.1	2	2.0	0	0.0	2	1.9	

		Thomas Edison State College AY2008-09, Second  Spring 2009  (n=111)		Thomas Edison State College AY2009-10, First  Spring 2010  (n=528)		Toronto Mississauga SAILS First-Years  Fall 2007  (n=60)		Toronto Mississauga Head Start  Fall 2008  (n=262)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	32	28.8	182	34.5	60	100.0	155	59.2
	Sophomore	28	25.2	143	27.1	0	0.0	39	14.9
	Junior	31	27.9	96	18.2	0	0.0	36	13.7
	Senior	20	18.0	105	19.9	0	0.0	21	8.0
	Other	0	0.0	2	0.4	0	0.0	11	4.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	8	1.5	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	8	7.2	66	12.5	40	66.7	34	13.0
	Communications/Journalism	0	0.0	15	2.8	1	1.7	23	8.8
	Education	0	0.0	0	0.0	0	0.0	2	0.8
	Engineering/Computer Science	11	9.9	74	14.0	0	0.0	3	1.1
	General Studies	4	3.6	30	5.7	0	0.0	0	0.0
	Health Sciences	59	53.2	136	25.8	0	0.0	0	0.0
	History	0	0.0	7	1.3	0	0.0	13	5.0
	Humanities	1	0.9	6	1.1	4	6.7	36	13.7
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	18	16.2	107	20.3	5	8.3	27	10.3
	Science/Math	0	0.0	4	0.8	0	0.0	2	0.8
	Social Sciences/Psychology	6	5.4	36	6.8	6	10.0	53	20.2
	Other	4	3.6	39	7.4	3	5.0	47	17.9
	Undecided	0	0.0	0	0.0	1	1.7	22	8.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		Toronto Mississauga HeadStart 2009		Touro College fall orientation 08		Western New England College 2009 Fall		Westmont College Fall07fy	
		Fall 2009		Fall 2008		Fall 2009		Fall 2007	
		(n=81)		(n=91)		(n=619)		(n=95)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	73	90.1	23	25.3	81	13.1	94	98.9
	Sophomore	1	1.2	42	46.2	239	38.6	1	1.1
	Junior	3	3.7	8	8.8	182	29.4	0	0.0
	Senior	4	4.9	0	0.0	108	17.4	0	0.0
	Other	0	0.0	0	0.0	9	1.5	0	0.0
	Not Reported	0	0.0	18	19.8	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	10	12.3	7	7.7	312	50.4	6	6.3
	Communications/Journalism	2	2.5	0	0.0	22	3.6	8	8.4
	Education	2	2.5	0	0.0	18	2.9	3	3.2
	Engineering/Computer Science	3	3.7	6	6.6	67	10.8	0	0.0
	General Studies	0	0.0	0	0.0	3	0.5	2	2.1
	Health Sciences	0	0.0	11	12.1	3	0.5	7	7.4
	History	2	2.5	0	0.0	24	3.9	3	3.2
	Humanities	8	9.9	0	0.0	4	0.6	2	2.1
	Law	0	0.0	2	2.2	5	0.8	3	3.2
	Military/Naval Science	0	0.0	0	0.0	39	6.3	0	0.0
	Performing & Fine Arts	6	7.4	8	8.8	19	3.1	7	7.4
	Science/Math	4	4.9	1	1.1	0	0.0	3	3.2
	Social Sciences/Psychology	21	25.9	4	4.4	43	6.9	13	13.7
	Other	17	21.0	12	13.2	37	6.0	7	7.4
	Undecided	6	7.4	17	18.7	23	3.7	31	32.6
Not Reported	0	0.0	23	25.3	0	0.0	0	0.0	

		Westmont College Fall 09 First Year		William Woods University FALL07freshme n		Wisconsin SummerSOAR Inventory	
		Fall 2009		Fall 2007		Fall 2007	
		(n=83)		(n=172)		(n=72)	
Characteristics		n	%	n	%	n	%
Class Standing	Freshman	82	98.8	155	90.1	71	98.6
	Sophomore	1	1.2	6	3.5	0	0.0
	Junior	0	0.0	9	5.2	0	0.0
	Senior	0	0.0	0	0.0	0	0.0
	Other	0	0.0	2	1.2	0	0.0
	Not Reported	0	0.0	0	0.0	1	1.4
Student Major	Agriculture/Environmental Studies	0	0.0	39	22.7	4	5.6
	Architecture	0	0.0	0	0.0	0	0.0
	Business	3	3.6	25	14.5	2	2.8
	Communications/Journalism	5	6.0	9	5.2	6	8.3
	Education	6	7.2	19	11.0	1	1.4
	Engineering/Computer Science	1	1.2	1	0.6	4	5.6
	General Studies	0	0.0	0	0.0	0	0.0
	Health Sciences	7	8.4	3	1.7	6	8.3
	History	5	6.0	1	0.6	1	1.4
	Humanities	3	3.6	0	0.0	2	2.8
	Law	2	2.4	8	4.7	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	1.2	24	14.0	12	16.7
	Science/Math	6	7.2	9	5.2	1	1.4
	Social Sciences/Psychology	7	8.4	8	4.7	12	16.7
	Other	7	8.4	7	4.1	7	9.7
	Undecided	30	36.1	19	11.0	14	19.4
Not Reported	0	0.0	0	0.0	0	0.0	

**APPENDIX E****SAILS Test Item Numbers for Each SAILS Skill Set Subscale and ACRL Standard Subscale**

Skill Set: Developing a Research Strategy

32 items: 63, 95, 99, 101, 453, 147, 148, 198, 203, 215, 237, 239, 449, 255, 444, 451, 452, 511, 517, 529, 530, 531, 532, 533, 548, 550, 562, 568, 569, 570, 571, 572

Skill Set: Selecting Finding Tools

17 items: 19, 22, 64, 139, 142, 141, 257, 140, 518, 519, 521, 522, 523, 545, 551, 555, 559

Skill Set: Searching

26 items: 14, 21, 28, 39, 43, 53, 59, 73, 88, 90, 108, 196, 205, 218, 228, 230, 242, 247, 262, 263, 515, 541, 543, 561, 577, 578

Skill Set: Using Finding Tool Features

12 items: 42, 62, 71, 259, 260, 525, 526, 527, 549, 520, 540, 579

Skill Set: Retrieving Sources

15 items: 25, 29, 30, 68, 93, 104, 106, 192, 194, 195, 214, 216, 229, 539, 524

Skill Set: Evaluating Sources

21 items: 9, 20, 27, 83, 87, 91, 92, 124, 150, 206, 207, 227, 446, 534, 535, 536, 537, 538, 558, 563, 575

Skill Set: Documenting Sources

15 items: 40, 44, 49, 60, 111, 123, 156, 193, 197, 199, 512, 528, 557, 560, 574

**Skill Set: Understanding Economic, Legal, and Social Issues**

20 items: 112, 117, 118, 119, 122, 132, 133, 134, 136, 200, 221, 222, 120, 271, 516, 552, 553, 554, 556, 573

**Standard 1: Determines the Nature and Extent of the Information Needed**

39 items: 9, 20, 27, 30, 43, 63, 64, 68, 73, 93, 95, 99, 101, 104, 106, 147, 148, 198, 205, 215, 242, 255, 449, 451, 452, 453, 511, 517, 524, 529, 530, 531, 537, 562, 568, 569, 570, 571, 572

**Standard 2: Accesses Needed Information Effectively and Efficiently**

71 items: 14, 19, 21, 22, 25, 29, 39, 40, 42, 44, 49, 53, 59, 60, 62, 71, 88, 90, 108, 139, 140, 141, 142, 150, 156, 192, 193, 194, 195, 196, 197, 199, 203, 214, 216, 228, 229, 230, 237, 239, 247, 257, 259, 260, 262, 444, 515, 518, 519, 520, 521, 522, 523, 525, 526, 527, 532, 534, 535, 539, 540, 541, 543, 545, 548, 549, 550, 561, 577, 578, 579

**Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System**

21 items: 28, 83, 87, 91, 92, 124, 206, 207, 218, 227, 263, 446, 533, 536, 538, 551, 555, 558, 559, 563, 575

**Standard 5: Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally**

27 items: 111, 112, 117, 118, 119, 120, 122, 123, 132, 133, 134, 136, 200, 221, 222, 271, 512, 516, 528, 552, 553, 554, 556, 557, 560, 573, 574

## APPENDIX F

### Association of College and Research Libraries Information Literacy Competency Standards for Higher Education Standards, Performance Indicators, and Outcomes

#### Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians

##### Standard 1

The information literate student determines the nature and extent of the information needed.

##### Performance Indicators

- 1.1 The information literate student defines and articulates the need for information.

##### Outcomes

- 1.1.1 Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need  
517
- 1.1.2 Develops a thesis statement and formulates questions based on the information need
- 1.1.3 Explores general information sources to increase familiarity with the topic.

##### Objectives

- 1.1.3.1 Describes the difference between general and subject-specific information sources.
- 1.1.3.2 Demonstrates when it is appropriate to use a general and subject-specific information source (e.g., to provide an overview, to give ideas on terminology).

##### Items

##### 64

- 1.1.4 Defines or modifies the information need to achieve a manageable focus
- 1.1.4.1 Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.  
530
- 1.1.4.2 Explains his/her reasoning regarding the manageability of a topic with reference to available information sources.
- 1.1.4.3 Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.  
511
- 1.1.4.4 Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information.  
529
- 1.1.4.5 Uses background information sources effectively to gain an initial understanding of the topic.  
95
- 1.1.4.6 Consults with the course instructor and librarians to develop a manageable focus for the topic.  
562

- 1.1.5 Identifies key concepts and terms that describe the information need
  - 1.1.5.1 Lists terms that may be useful for locating information on a topic.  
43
  - 1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.  
205
  - 1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.  
255
  - 1.1.5.4 Identifies more specific concepts that comprise a research topic.
- 1.1.6 Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
- 1.2 The information literate student identifies a variety of types and formats of potential sources for information.
  - 1.2.1 Knows how information is formally and informally produced, organized, and disseminated
    - 1.2.1.1 Describes the publication cycle appropriate to the discipline of a research topic.
    - 1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.  
449
  - 1.2.2 Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
    - 1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.  
569, 570, 571, 572
    - 1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.  
73
    - 1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.  
242
    - 1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.  
63
  - 1.2.3 Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
    - 1.2.3.1 Identifies various formats in which information is available.  
568
    - 1.2.3.2 Demonstrates how the format in which information appears may affect its usefulness for a particular information need.
  - 1.2.4 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
    - 1.2.4.1 Distinguishes characteristics of information provided for different audiences.  
9, 20, 27
    - 1.2.4.2 Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).
  - 1.2.5 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline

- 1.2.5.1 Describes how various fields of study define primary and secondary sources differently.  
99, 101
- 1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.  
147, 148, 451, 452, 453
- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources  
524
- 1.3 The information literate student considers the costs and benefits of acquiring the needed information.
  - 1.3.1 Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
    - 1.3.1.1 Determines if material is available immediately.  
104, 106
    - 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.  
30
  - 1.3.2 Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
  - 1.3.3 Defines a realistic overall plan and timeline to acquire the needed information
    - 1.3.3.1 Searches for and gathers information based on an informal, flexible plan.
    - 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.  
93
    - 1.3.3.3 Acts appropriately to obtain information within the time frame required.  
68
- 1.4 The information literate student reevaluates the nature and extent of the information need.
  - 1.4.1 Reviews the initial information need to clarify, revise, or refine the question
    - 1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).  
198
    - 1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.  
215
    - 1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.  
531
  - 1.4.2 Describes criteria used to make information decisions and choices
    - 1.4.2.1 Demonstrates how the intended audience influences information choices.
    - 1.4.2.2 Demonstrates how the desired end product influences information choices (e.g., that visual aids or audio/visual material may be needed for an oral presentation).
    - 1.4.2.3 Lists various criteria, such as currency, which influence information choices.  
(See also 2.4. and 3.2.)  
537

## Standard 2

The information literate student accesses needed information effectively and efficiently.

- 2.1 The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
- 2.1.1 Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
  - 2.1.2 Investigates benefits and applicability of various investigative methods
  - 2.1.3 Investigates the scope, content, and organization of information retrieval systems
    - 2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).  
526
    - 2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.  
525
    - 2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).  
527
    - 2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.  
19
    - 2.1.3.5 Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.
    - 2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.  
139, 140, 141, 142
    - 2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.  
540
    - 2.1.3.8 Determines the period of time covered by a particular source.  
518
    - 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).  
521
    - 2.1.3.10 Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).
    - 2.1.3.11 Distinguishes between full-text and bibliographic databases.
  - 2.1.4 Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
    - 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.  
150
    - 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).  
579
    - 2.1.4.3 Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.
- 2.2 The information literate student constructs and implements effectively-designed search strategies.



- 2.2.1 Develops a research plan appropriate to the investigative method
  - 2.2.1.1 Describes a general process for searching for information.  
550
  - 2.2.1.2 Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
  - 2.2.1.3 Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.
- 2.2.2 Identifies keywords, synonyms and related terms for the information needed
  - 2.2.2.1 Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.
  - 2.2.2.2 Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.
  - 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.  
543
  - 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).  
237, 239, 444
- 2.2.3 Selects controlled vocabulary specific to the discipline or information retrieval source
  - 2.2.3.1 Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.
  - 2.2.3.2 Explains what controlled vocabulary is and why it is used.  
14
  - 2.2.3.3 Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.
  - 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.  
53, 577
- 2.2.4 Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
  - 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).  
21
  - 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.  
39, 247, 541
  - 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.  
108
  - 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.  
59
  - 2.2.4.5 Demonstrates an understanding of the concept of browsing and uses an index that allows it.
  - 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.  
561

- 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.  
515, 578
- 2.2.5 Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
  - 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.  
259
  - 2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.  
71
  - 2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.  
230, 262
  - 2.2.5.4 Identifies and selects keywords and phrases to use when searching each source, recognizing that different sources may use different terminology for similar concepts.
  - 2.2.5.5 Formulates and executes search strategies to match information needs with available resources.
  - 2.2.5.6 Describes differences in searching for bibliographic records, abstracts, or full text in information sources.
- 2.2.6 Implements the search using investigative protocols appropriate to the discipline
  - 2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.  
522
  - 2.2.6.2 Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.
  - 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.  
539
  - 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.  
42, 62
- 2.3 The information literate student retrieves information online or in person using a variety of methods.
  - 2.3.1 Uses various search systems to retrieve information in a variety of formats
    - 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).  
29
    - 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.  
523
    - 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)  
156
    - 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).  
257

- 2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).  
260, 549
- 2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.  
520
- 2.3.2 Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
  - 2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).  
25, 195, 216
  - 2.3.2.2 Explains the difference between the library catalog and a periodical index.  
22, 545
  - 2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.  
519
  - 2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)  
40, 44, 49, 60
- 2.3.3 Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
  - 2.3.3.1 Retrieves a document in print or electronic form.  
194, 229
  - 2.3.3.2 Describes various retrieval methods for information not available locally.  
192
  - 2.3.3.3 Identifies the appropriate service point or resource for the particular information need.  
548
  - 2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.  
214
  - 2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.  
203
- 2.3.4 Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
- 2.4 The information literate student refines the search strategy if necessary.
  - 2.4.1 Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
    - 2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.  
196, 228
    - 2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.  
534
    - 2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.  
88, 90

- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.  
535
- 2.4.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised
- 2.4.3 Repeats the search using the revised strategy as necessary
- 2.5 The information literate student extracts, records, and manages the information and its sources.
  - 2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
  - 2.5.2 Creates a system for organizing the information
  - 2.5.3 Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
    - 2.5.3.1 Identifies different types of information sources cited in a research tool.  
193, 197
    - 2.5.3.2 Determines whether or not a cited item is available locally and, if so, can locate it.
    - 2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.  
199
  - 2.5.4 Records all pertinent citation information for future reference
  - 2.5.5 Uses various technologies to manage the information selected and organized  
532

**Standard 3**

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

- 3.1 The information literate student summarizes the main ideas to be extracted from the information gathered.
  - 3.1.1 Reads the text and selects main ideas
  - 3.1.2 Restates textual concepts in his/her own words and selects data accurately
  - 3.1.3 Identifies verbatim material that can be then appropriately quoted
- 3.2 The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
  - 3.2.1 Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
    - 3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.  
558
    - 3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.  
206, 575
    - 3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.  
536

- 3.2.1.4 Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources. (See also 3.4.5.)
- 3.2.1.5 Determines when the information was published (or knows where to look for a source's publication date).
- 3.2.1.6 Recognizes the importance of timeliness or date of publication to the value of the source.
- 3.2.1.7 Determines if the information retrieved is sufficiently current for the information need.
- 3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.  
124, 207
- 3.2.2 Analyzes the structure and logic of supporting arguments or methods
- 3.2.3 Recognizes prejudice, deception, or manipulation
  - 3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.  
538
  - 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.  
87, 446, 563
  - 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.  
91, 92
  - 3.2.3.4 Applies evaluative criteria to information and its source (e.g., author's expertise, currency, accuracy, point of view, type of publication or information, sponsorship).
  - 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.  
83
- 3.2.4 Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
  - 3.2.4.1 Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.
  - 3.2.4.2 Describes how the purpose for which information was created affects its usefulness.
  - 3.2.4.3 Describes how cultural, geographic, or temporal contexts may unintentionally bias information.
- 3.3 The information literate student synthesizes main ideas to construct new concepts.
  - 3.3.1 Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
  - 3.3.2 Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
  - 3.3.3 Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
- 3.4 The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

- 3.4.1 Determines whether information satisfies the research or other information need  
533
- 3.4.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- 3.4.3 Draws conclusions based upon information gathered
- 3.4.4 Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- 3.4.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
  - 3.4.5.1 Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.1.).
  - 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.  
28
  - 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.  
551
  - 3.4.5.4 Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.
- 3.4.6 Integrates new information with previous information or knowledge
- 3.4.7 Selects information that provides evidence for the topic
  - 3.4.7.1 Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).
  - 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).  
227
  - 3.4.7.3 Applies established evaluation criteria to decide which information sources are most appropriate.
- 3.5 The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
  - 3.5.1 Investigates differing viewpoints encountered in the literature
  - 3.5.2 Determines whether to incorporate or reject viewpoints encountered
- 3.6 The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
  - 3.6.1 Participates in classroom and other discussions
  - 3.6.2 Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
  - 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)  
555, 559
- 3.7 The information literate student determines whether the initial query should be revised.
  - 3.7.1 Determines if original information need has been satisfied or if additional information is needed

- 3.7.2 Reviews search strategy and incorporates additional concepts as necessary
  - 3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.  
218
- 3.7.3 Reviews information retrieval sources used and expands to include others as needed
  - 3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.  
263
  - 3.7.3.2 Follows, retrieves and evaluates relevant online links to additional sources.
  - 3.7.3.3 Incorporates new knowledge as elements of revised search strategy to gather additional information.

### **Standard 5**

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

- 5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
  - 5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments  
136
  - 5.1.2 Identifies and discusses issues related to free vs. fee-based access to information
    - 5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.  
200
    - 5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.  
556
    - 5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.  
222
    - 5.1.2.4 Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).
  - 5.1.3 Identifies and discusses issues related to censorship and freedom of speech  
122, 133, 134
  - 5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material  
117, 132, 271, 516, 554
- 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
  - 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")  
221
  - 5.2.2 Uses approved passwords and other forms of ID for access to information resources
  - 5.2.3 Complies with institutional policies on access to information resources

- 5.2.4 Preserves the integrity of information resources, equipment, systems and facilities
  - 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds  
112, 118, 552, 553
  - 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own  
119, 573
  - 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research  
120
- 5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.
- 5.3.1 Selects an appropriate documentation style and uses it consistently to cite sources
    - 5.3.1.1 Describes how to use a documentation style to record bibliographic information from an item retrieved through research.
    - 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).  
111, 557, 560
    - 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups  
528
    - 5.3.1.4 Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)
    - 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.  
512
    - 5.3.1.6 Uses correctly and consistently the citation style appropriate to a specific discipline.
    - 5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.  
574
    - 5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.  
123
  - 5.3.2 Posts permission granted notices, as needed, for copyrighted material