



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

for

River Parishes Community College

Administration: 2011 30 hour student

Report Date: June 2011

Table of Contents

1.	THE TEST AND HOW IT IS SCORED	1
2.	TEST-TAKER PROFILE	3
3.	RESULTS BY SAILS SKILL SETS	4
	A. Across the Skill Sets	4
	B. Within Skill Sets	6
4.	RESULTS BY ACRL STANDARDS	78
5.	APPENDICES	
	A. About Project SAILS	91
	B. List of Institutions in the All-Institutions Benchmark	92
	C. Test-Taker Profiles for Each Administration	95
	D. Project SAILS Test Items ← Removed	157
	E. SAILS Test Item Numbers for Each SAILS Skill Set Subscale and ACRL Standard Subscale	206
	F. ACRL Information Literacy Competency Standards	208

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 162 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	18	Standard 2: Accesses needed information effectively and efficiently	75
Searching	27	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	14	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=241)		(n=4,684)		(n=57,371)	
	n	%	n	%	n	%
Class Standing						
Freshman	5	2.1	2,262	48.3	34,168	59.6
Sophomore	158	65.6	1,656	35.4	7,413	12.9
Junior	41	17.0	239	5.1	4,733	8.2
Senior	17	7.1	166	3.5	6,747	11.8
Other	20	8.3	345	7.4	1,280	2.2
Not reported	0	0.0	16	0.3	3,030	5.3
Student Major						
Agriculture/Environmental Studies	0	0.0	15	0.3	521	0.9
Architecture	2	0.8	21	0.4	240	0.4
Business	40	16.6	592	12.6	9,379	16.3
Communications/Journalism	1	0.4	84	1.8	1,769	3.1
Education	27	11.2	371	7.9	4,134	7.2
Engineering/Computer Science	6	2.5	204	4.4	3,695	6.4
General Studies	31	12.9	384	8.2	1,015	1.8
Health Sciences	39	16.2	809	17.3	6,987	12.2
History	2	0.8	30	0.6	793	1.4
Humanities	0	0.0	161	3.4	1,092	1.9
Law	5	2.1	115	2.5	1,290	2.2
Military/Naval Science	0	0.0	3	0.1	85	0.1
Performing & Fine Arts	1	0.4	64	1.4	1,833	3.2
Science/Math	15	6.2	223	4.8	3,496	6.1
Social Sciences/Psychology	13	5.4	207	4.4	5,259	9.2
Other	36	14.9	704	15.0	8,792	15.3
Undecided	23	9.5	558	11.9	5,123	8.9
Not reported	0	0.0	139	3.0	1,868	3.3

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

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 ± 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
SAILS Skill Sets			
Developing a Research Strategy	471 ± 15	473 ± 3	494 ± 1
Selecting Finding Tools	485 ± 20	490 ± 4	515 ± 1
Searching	441 ± 16	453 ± 4	475 ± 1
Using Finding Tool Features	520 ± 20	519 ± 5	536 ± 2
Retrieving Sources	514 ± 22	530 ± 5	548 ± 2
Evaluating Sources	437 ± 18	452 ± 4	475 ± 1
Documenting Sources	414 ± 23	421 ± 5	453 ± 2
Understanding Economic, Legal, and Social Issues	414 ± 17	415 ± 4	444 ± 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:	Junior, Senior, Other
Major:	Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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:	Sophomore
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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:	Sophomore, Junior, Senior, Other
Major:	Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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 ± 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 3.2 Data Table for Skill Set: Developing a Research Strategy

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	471 ± 15	473 ± 3	494 ± 1
Class Standing			
Sophomore	463 ± 17	490 ± 6	501 ± 3
Junior	477 ± 35	490 ± 16	512 ± 3
Senior	473 ± 49	485 ± 17	526 ± 3
Other	504 ± 78	487 ± 14	503 ± 8
Majors			
Business	451 ± 46	475 ± 9	491 ± 3
Education	478 ± 43	473 ± 12	492 ± 4
General Studies	447 ± 41	471 ± 12	483 ± 8
Health Sciences	470 ± 31	470 ± 8	495 ± 3
Science / Math	519 ± 54	502 ± 16	513 ± 4
Social Sciences / Psychology	506 ± 60	495 ± 16	507 ± 3
Other	460 ± 42	463 ± 9	489 ± 3
Undecided	473 ± 42	460 ± 10	482 ± 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 ± 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,

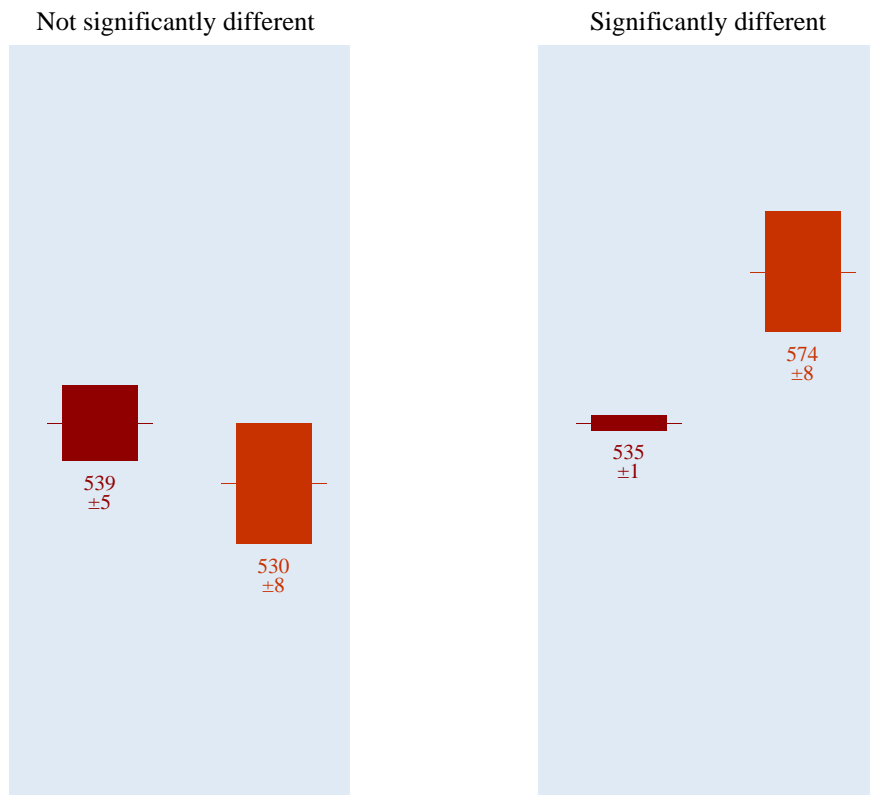


Figure 3.3 Chart for Skill Set: Developing a Research Strategy



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

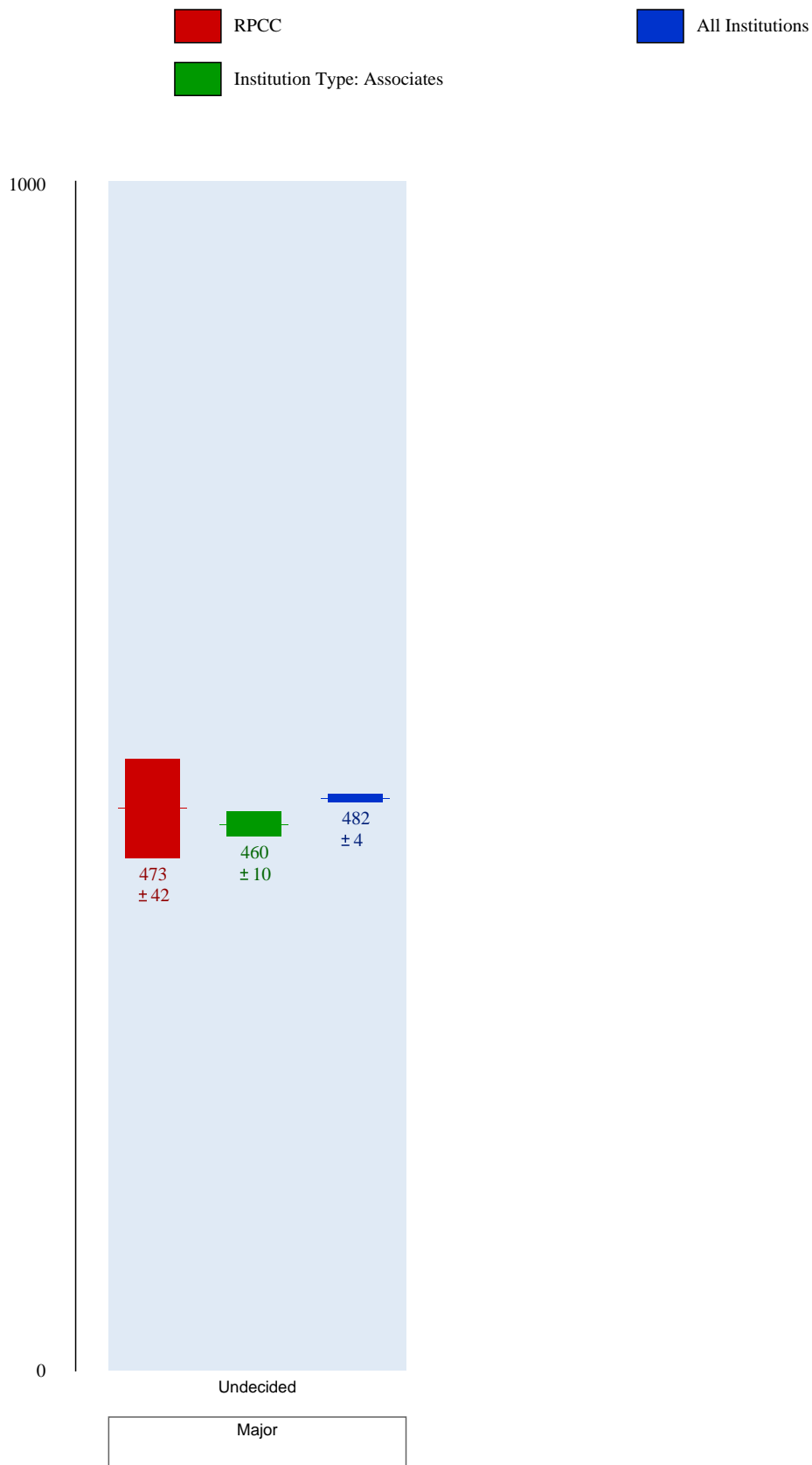


Figure 3.4 Objectives and Outcomes for Skill Set: Developing a Research Strategy

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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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 ± 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 3.5 Data Table for Skill Set: Selecting Finding Tools

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	485 ± 20	490 ± 4	515 ± 1
Class Standing			
Sophomore	483 ± 25	505 ± 8	519 ± 4
Junior	494 ± 42	499 ± 19	539 ± 4
Senior	437 ± 115	484 ± 28	546 ± 4
Other	498 ± 57	495 ± 16	524 ± 9
Majors			
Business	455 ± 42	485 ± 12	510 ± 3
Education	489 ± 58	482 ± 16	509 ± 5
General Studies	478 ± 58	496 ± 16	506 ± 10
Health Sciences	502 ± 50	490 ± 11	513 ± 4
Science / Math	526 ± 74	524 ± 22	542 ± 5
Social Sciences / Psychology	499 ± 76	508 ± 20	525 ± 4
Other	505 ± 55	479 ± 11	509 ± 3
Undecided	437 ± 65	477 ± 13	506 ± 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.

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For example,

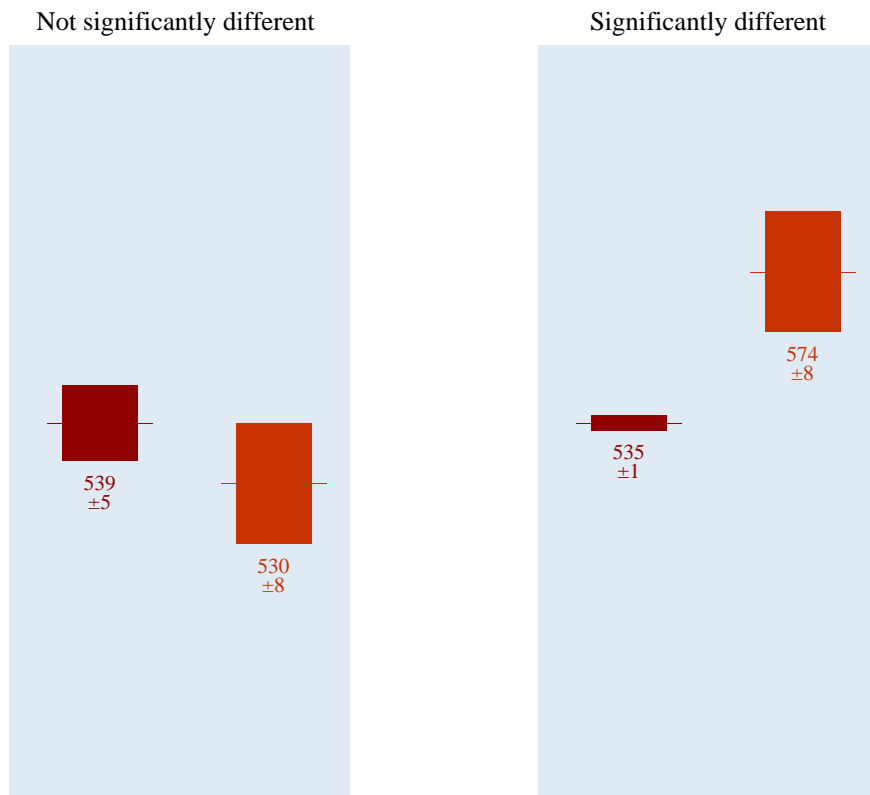


Figure 3.6 Chart for Skill Set: Selecting Finding Tools



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



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

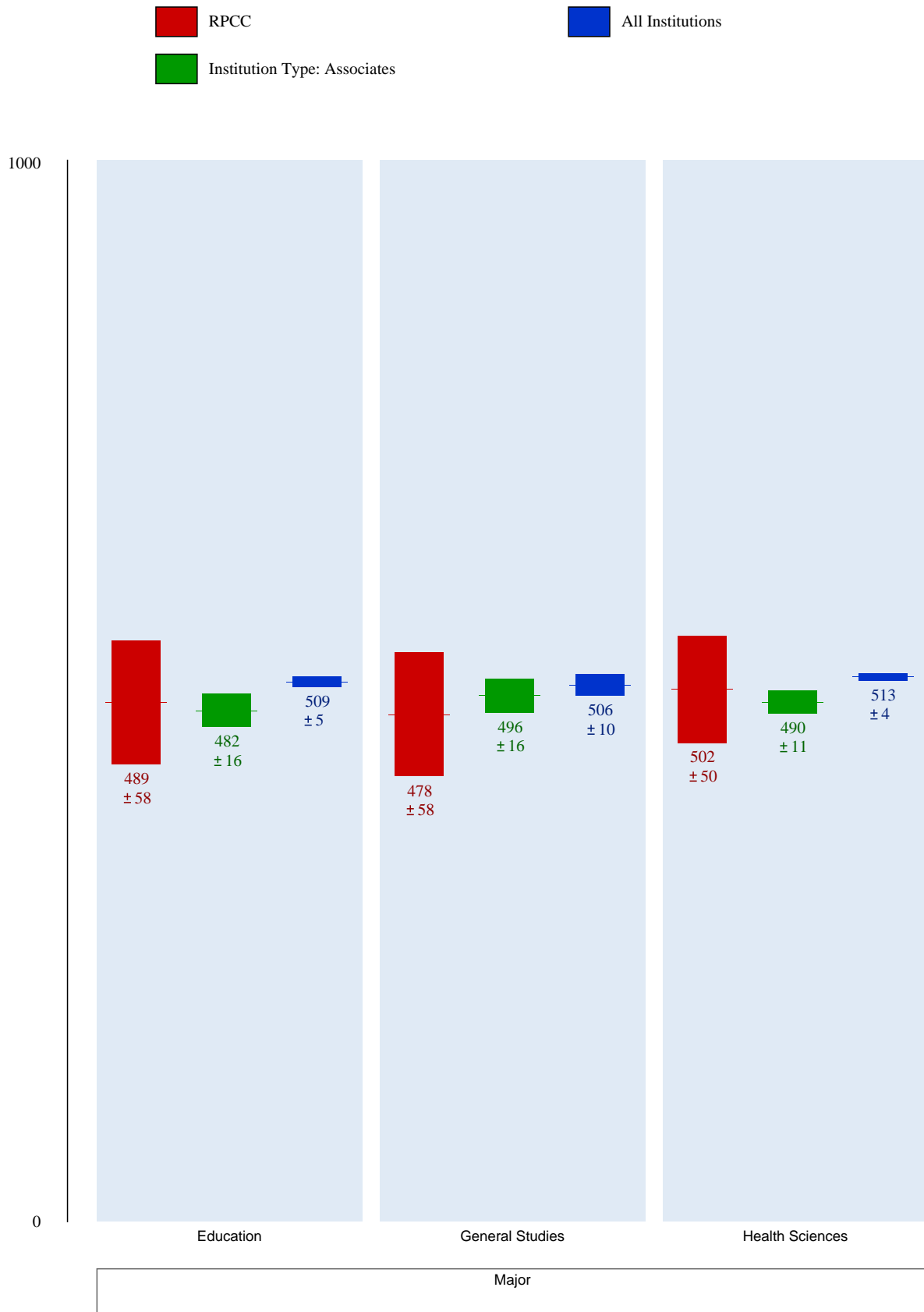


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools



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

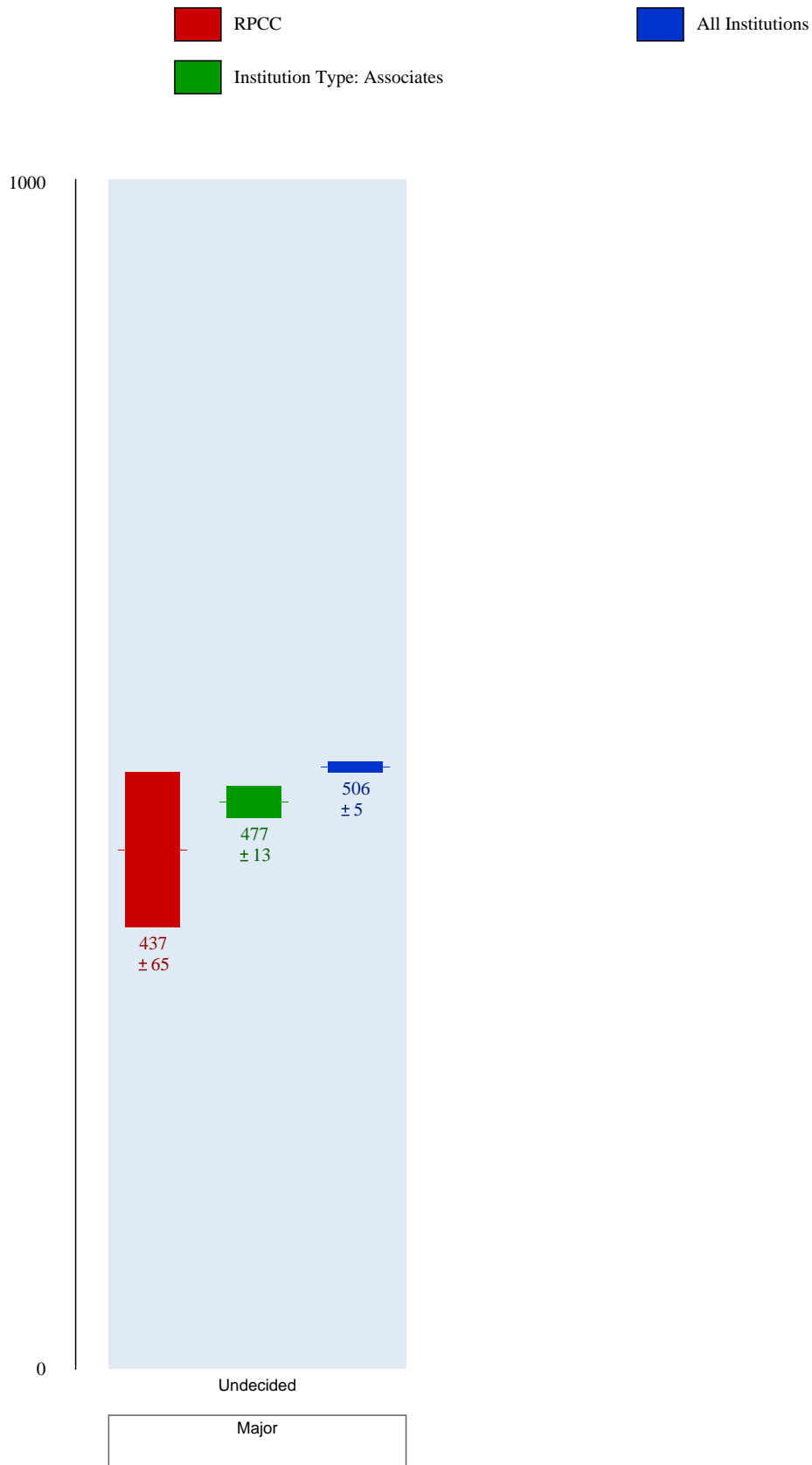


Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools

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.
- 2.1.3.5 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.
- 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: Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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: Sophomore

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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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 ± 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 3.8 Data Table for Skill Set: Searching

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	441 ± 16	453 ± 4	475 ± 1
Class Standing			
Sophomore	431 ± 20	469 ± 6	477 ± 3
Junior	455 ± 33	465 ± 16	495 ± 4
Senior	455 ± 67	456 ± 19	509 ± 3
Other	476 ± 47	474 ± 13	491 ± 9
Majors			
Business	437 ± 38	451 ± 11	471 ± 3
Education	448 ± 50	451 ± 13	467 ± 4
General Studies	430 ± 37	453 ± 13	462 ± 8
Health Sciences	446 ± 33	454 ± 9	475 ± 3
Science / Math	465 ± 74	478 ± 18	501 ± 4
Social Sciences / Psychology	446 ± 95	470 ± 16	485 ± 4
Other	437 ± 45	444 ± 10	471 ± 3
Undecided	430 ± 61	440 ± 11	460 ± 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 ± 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,

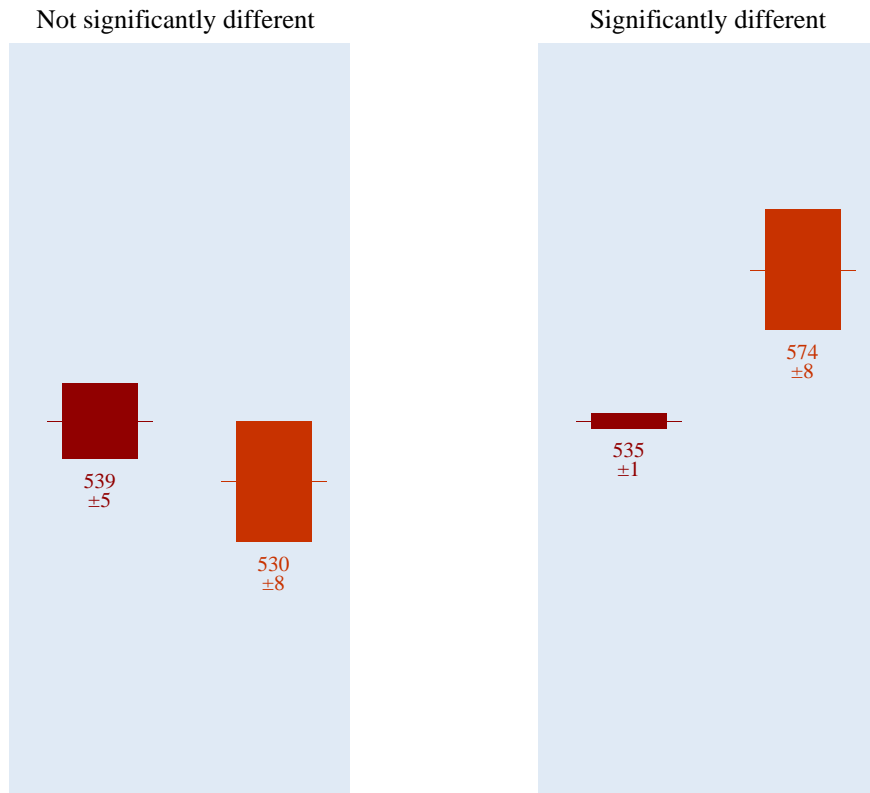


Figure 3.9 Chart for Skill Set: Searching



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

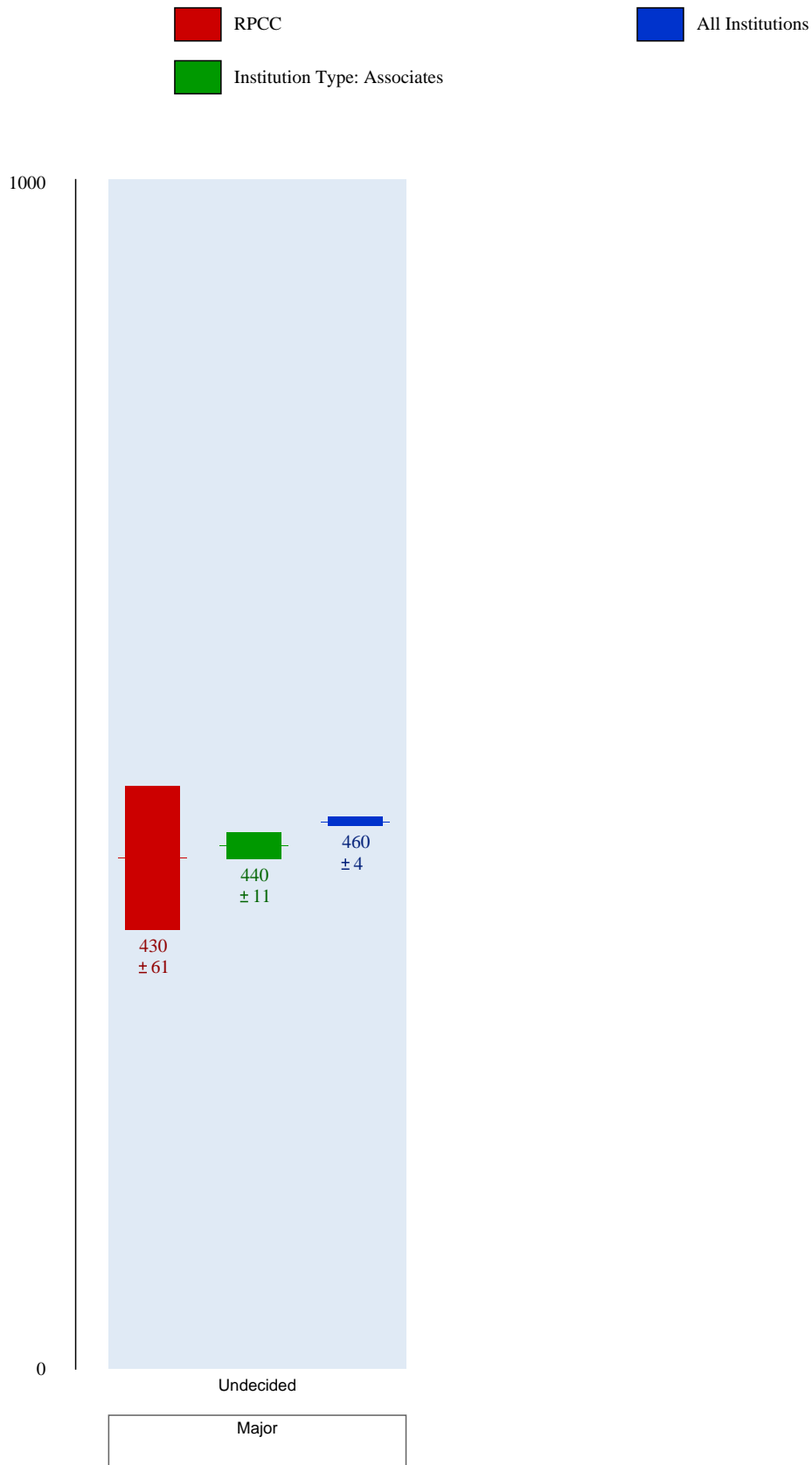


Figure 3.10 Objectives and Outcomes for Skill Set: Searching

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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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 ± 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	520 ± 20	519 ± 5	536 ± 2
Class Standing			
Sophomore	523 ± 25	534 ± 9	541 ± 4
Junior	511 ± 48	526 ± 20	557 ± 5
Senior	493 ± 79	534 ± 25	573 ± 4
Other	532 ± 67	537 ± 20	552 ± 11
Majors			
Business	487 ± 53	526 ± 13	532 ± 4
Education	574 ± 57	522 ± 19	534 ± 6
General Studies	504 ± 64	526 ± 17	520 ± 12
Health Sciences	556 ± 49	522 ± 12	539 ± 4
Science / Math	546 ± 97	557 ± 21	559 ± 6
Social Sciences / Psychology	497 ± 130	519 ± 23	549 ± 5
Other	504 ± 54	498 ± 13	534 ± 4
Undecided	481 ± 69	508 ± 16	521 ± 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 ± 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,

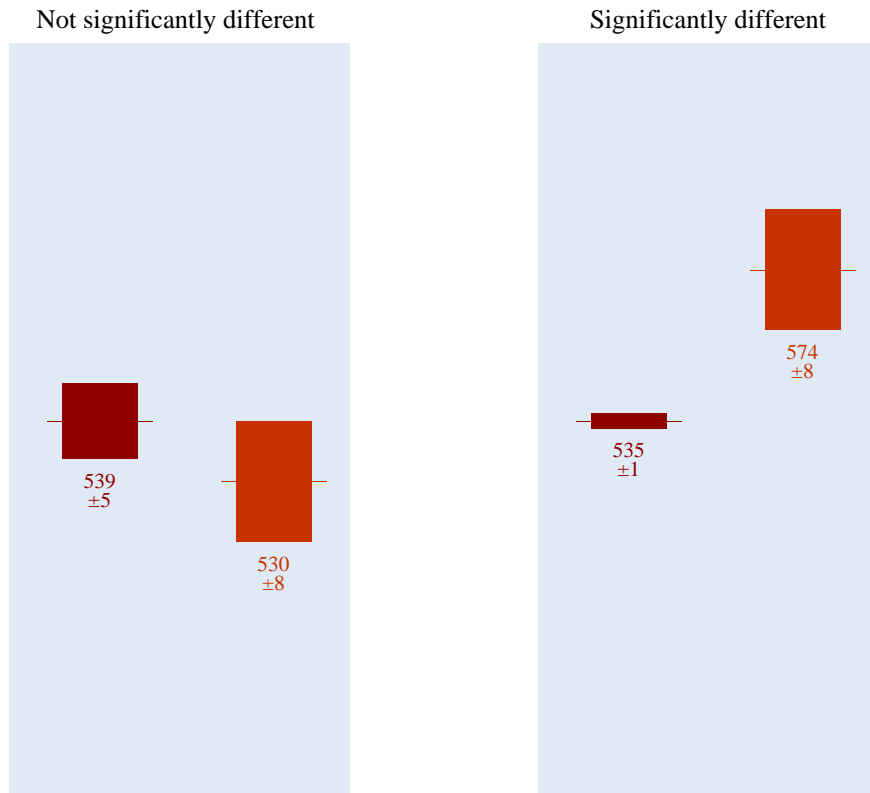


Figure 3.12 Chart for Skill Set: Using Finding Tool Features



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

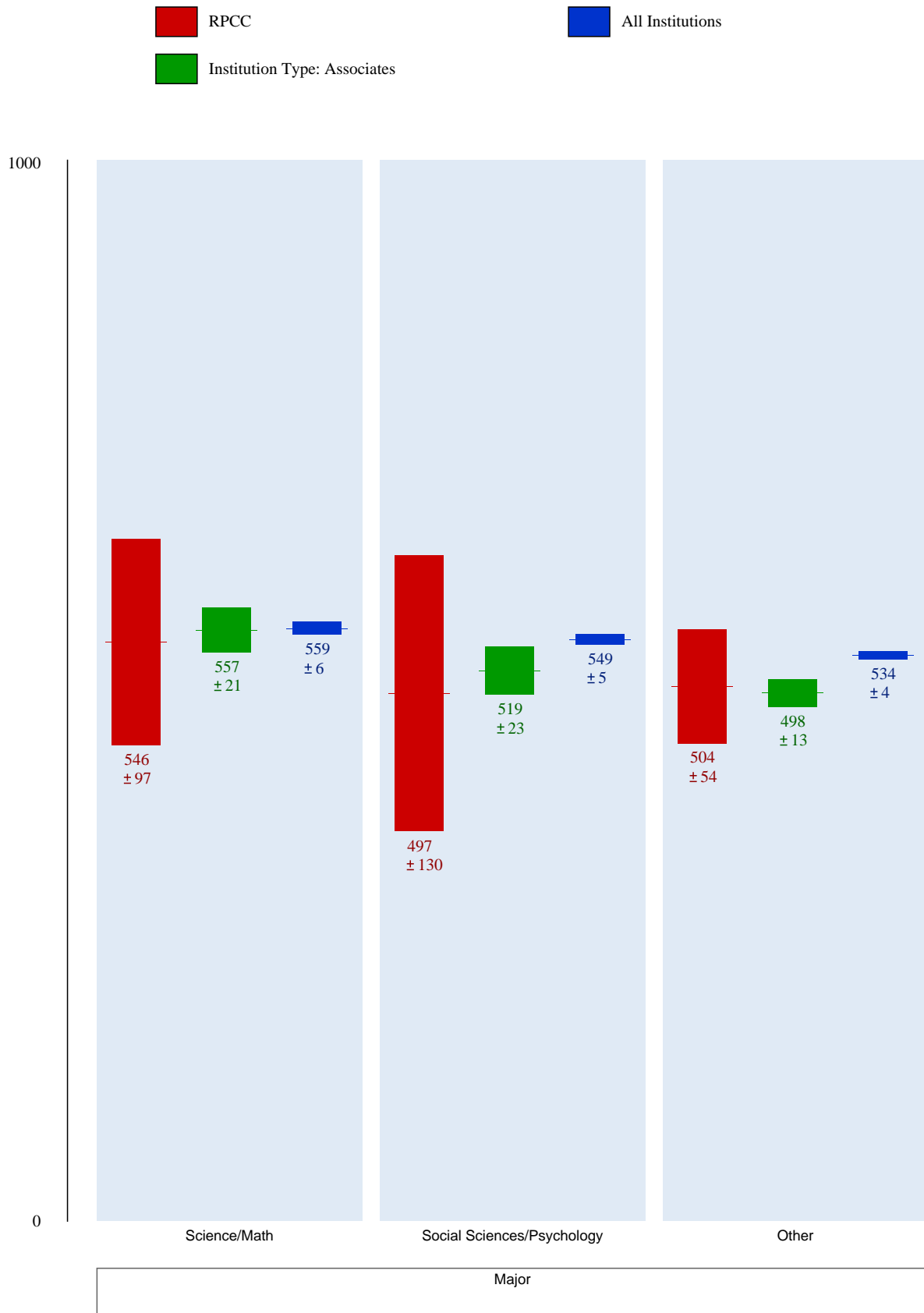


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

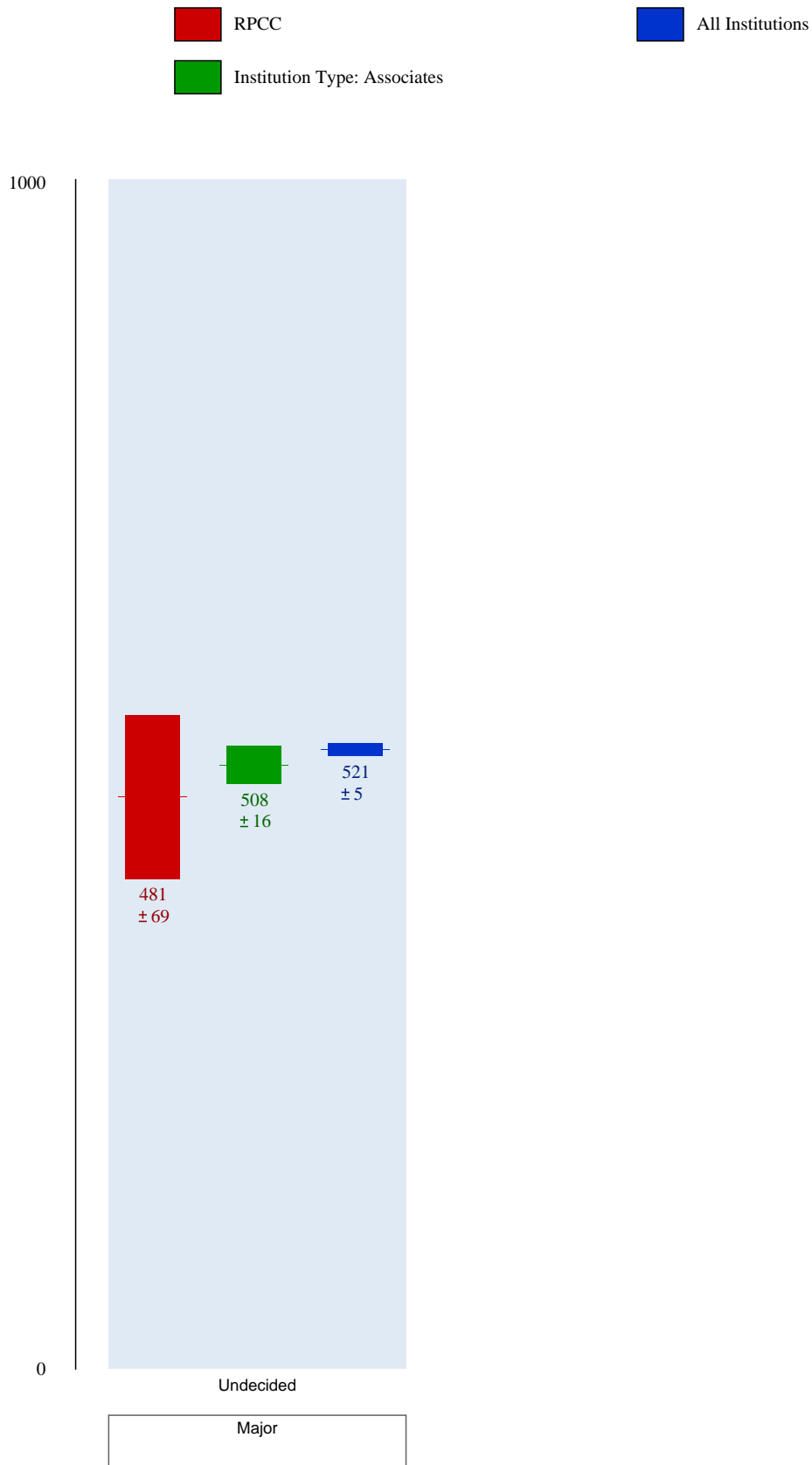


Figure 3.13 Objectives and Outcomes for Skill Set: Using Finding Tool Features

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.
- 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)

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: Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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: Sophomore

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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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 ± 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	514 ± 22	530 ± 5	548 ± 2
Class Standing			
Sophomore	505 ± 27	549 ± 9	558 ± 4
Junior	510 ± 48	534 ± 21	580 ± 6
Senior	507 ± 97	547 ± 26	601 ± 5
Other	567 ± 77	558 ± 19	575 ± 12
Majors			
Business	506 ± 50	533 ± 15	542 ± 4
Education	493 ± 55	524 ± 19	548 ± 6
General Studies	512 ± 58	526 ± 19	529 ± 13
Health Sciences	561 ± 58	535 ± 13	555 ± 5
Science / Math	538 ± 72	570 ± 23	576 ± 6
Social Sciences / Psychology	504 ± 89	550 ± 25	561 ± 5
Other	491 ± 60	508 ± 14	546 ± 4
Undecided	501 ± 87	520 ± 16	529 ± 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 ± 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,

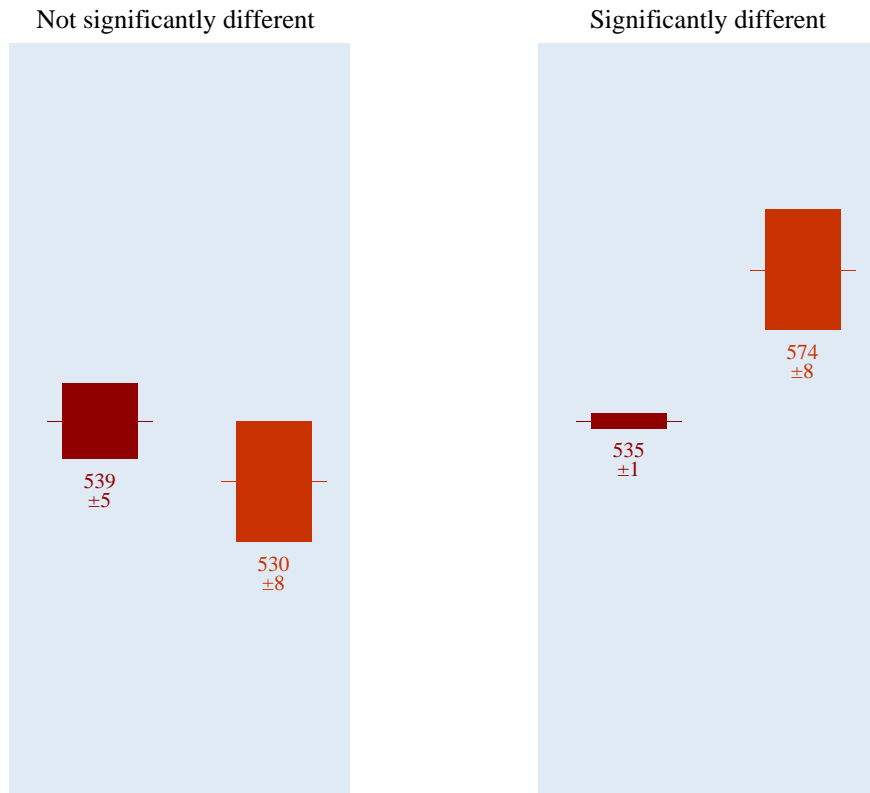


Figure 3.15 Chart for Skill Set: Retrieving Sources



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

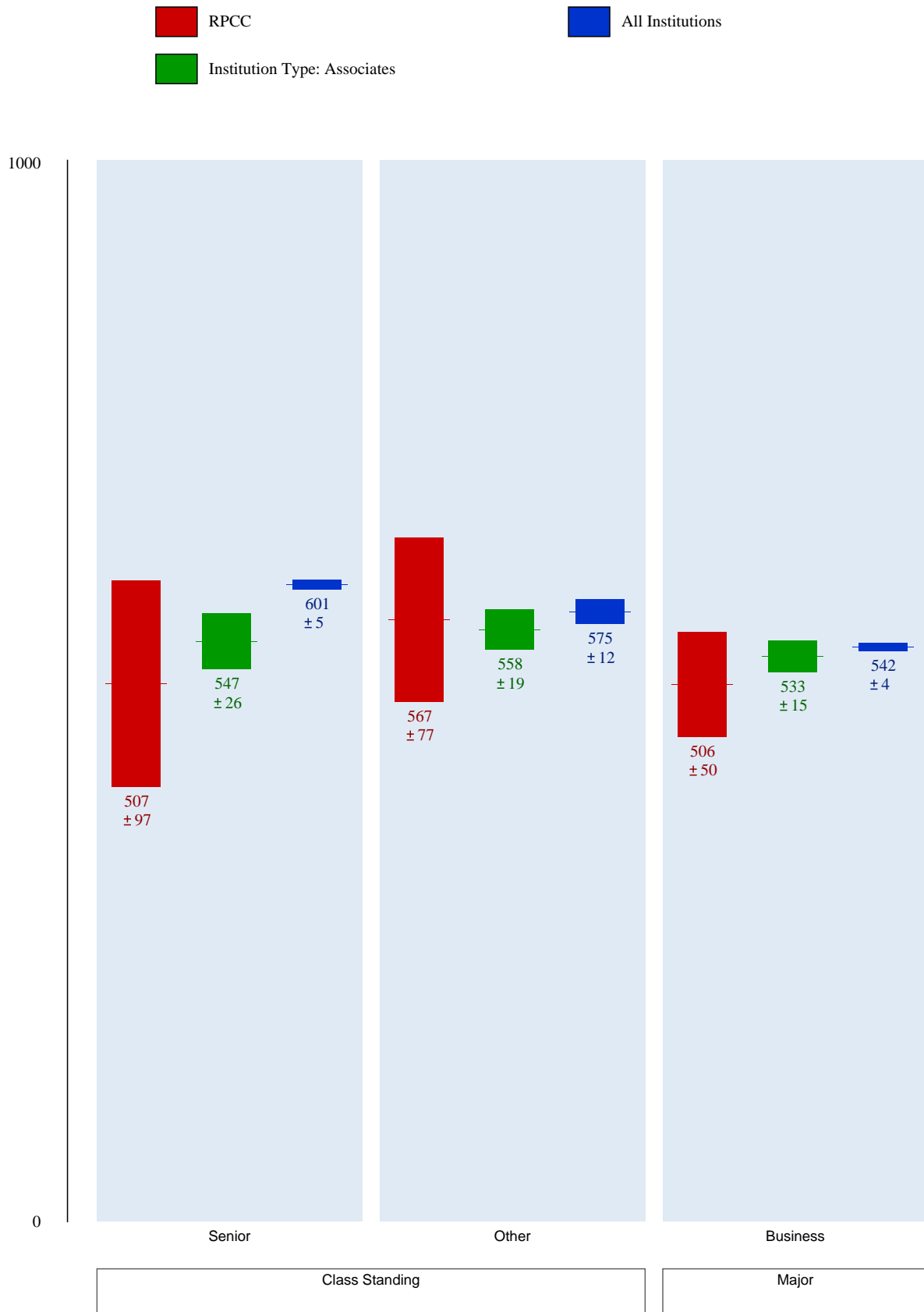


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



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



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

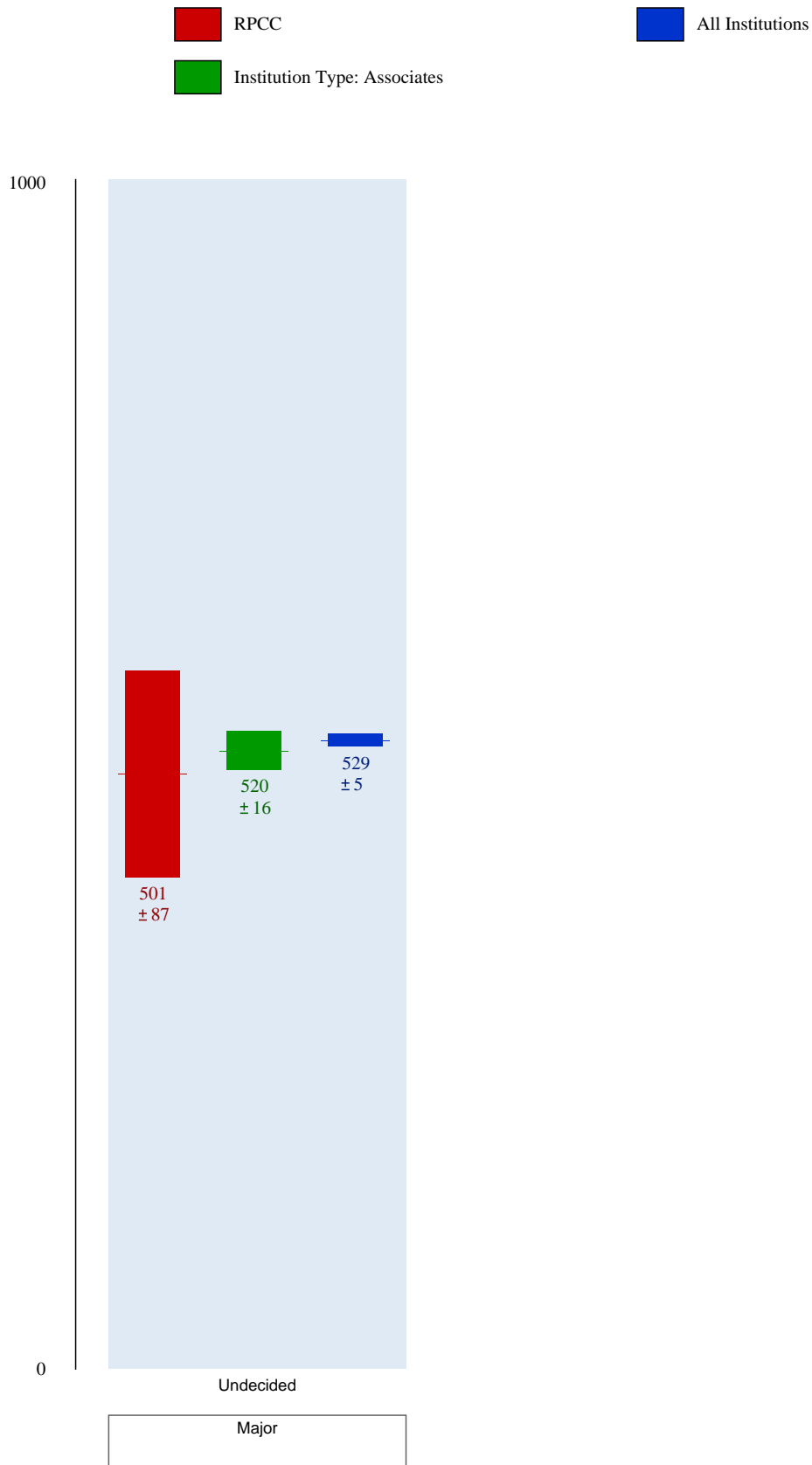


Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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: Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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: Sophomore

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: Sophomore, Junior, Senior, Other

Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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 ± 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	437 ± 18	452 ± 4	475 ± 1
Class Standing			
Sophomore	436 ± 22	467 ± 7	480 ± 3
Junior	435 ± 40	463 ± 17	497 ± 4
Senior	420 ± 66	466 ± 22	505 ± 4
Other	452 ± 69	468 ± 17	493 ± 10
Majors			
Business	416 ± 56	447 ± 12	472 ± 3
Education	419 ± 63	451 ± 13	465 ± 4
General Studies	435 ± 46	445 ± 14	464 ± 10
Health Sciences	454 ± 40	454 ± 10	475 ± 3
Science / Math	470 ± 72	468 ± 19	493 ± 5
Social Sciences / Psychology	423 ± 71	469 ± 20	486 ± 4
Other	461 ± 53	444 ± 11	472 ± 3
Undecided	418 ± 51	439 ± 11	464 ± 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 ± 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,

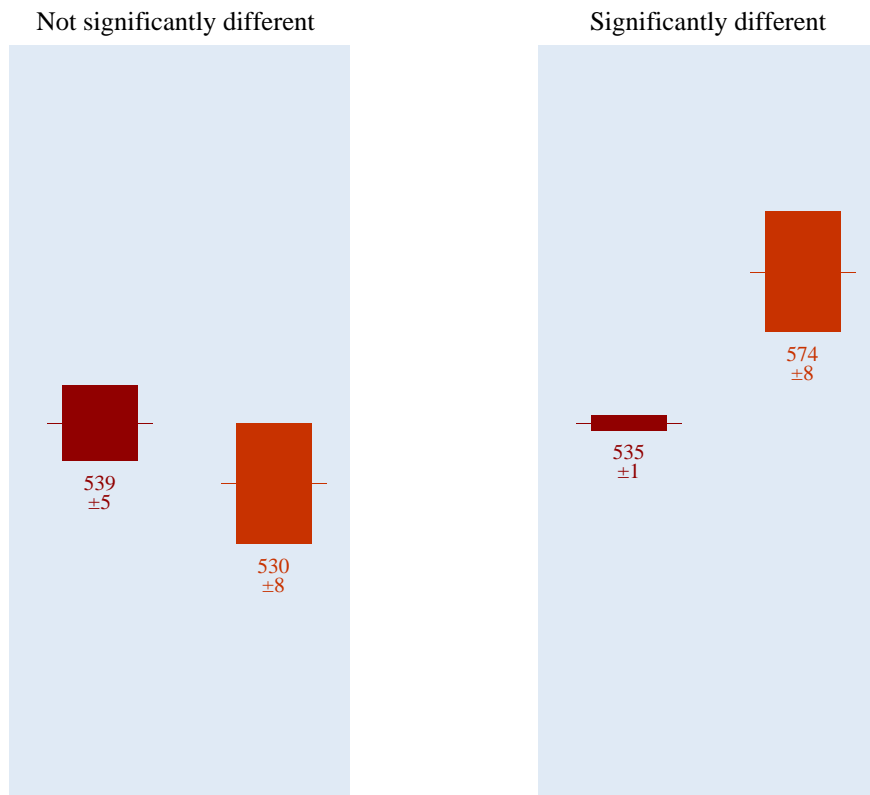


Figure 3.18 Chart for Skill Set: Evaluating Sources



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

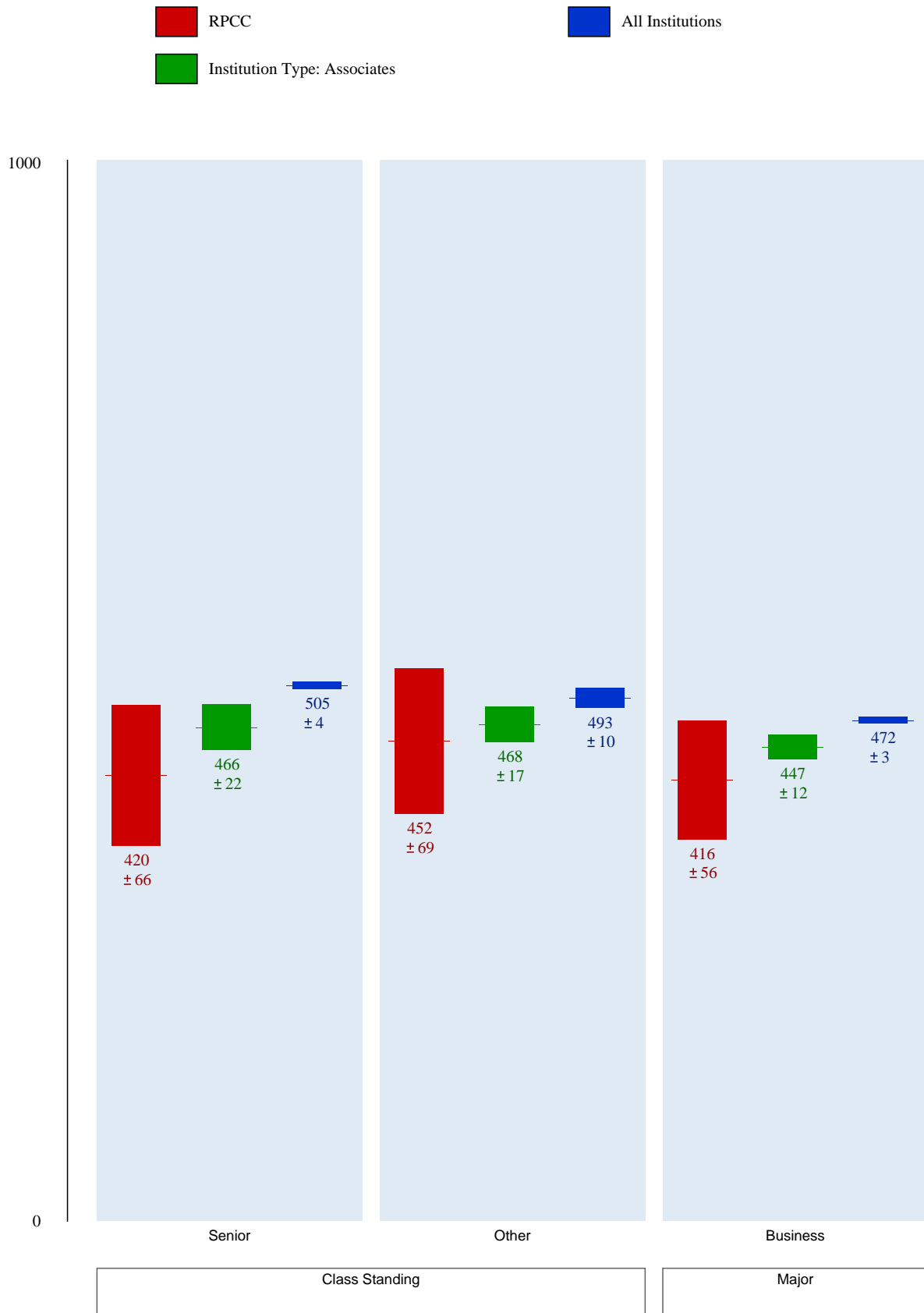


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources



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



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

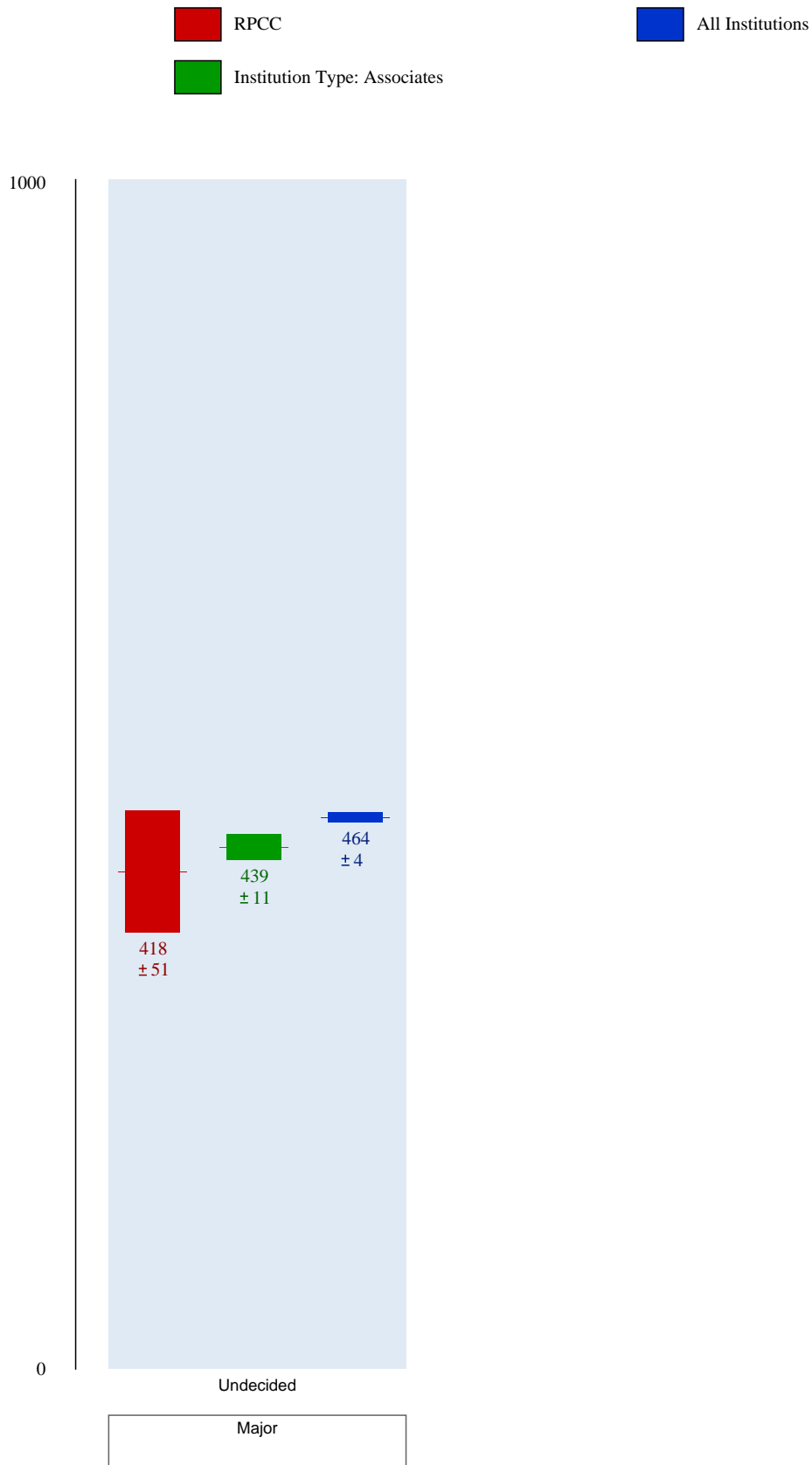


Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources

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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social
 Sciences/Psychology, 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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social
 Sciences/Psychology, 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 ± 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	414 ± 23	421 ± 5	453 ± 2
Class Standing			
Sophomore	412 ± 27	443 ± 9	459 ± 4
Junior	401 ± 57	415 ± 21	487 ± 5
Senior	467 ± 76	451 ± 26	509 ± 4
Other	412 ± 103	424 ± 21	472 ± 11
Majors			
Business	409 ± 52	412 ± 14	440 ± 4
Education	396 ± 76	433 ± 16	448 ± 6
General Studies	417 ± 59	424 ± 17	433 ± 11
Health Sciences	436 ± 51	418 ± 12	450 ± 4
Science / Math	418 ± 94	462 ± 24	490 ± 6
Social Sciences / Psychology	410 ± 146	449 ± 25	475 ± 5
Other	390 ± 58	407 ± 13	445 ± 4
Undecided	406 ± 88	408 ± 16	440 ± 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 ± 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,

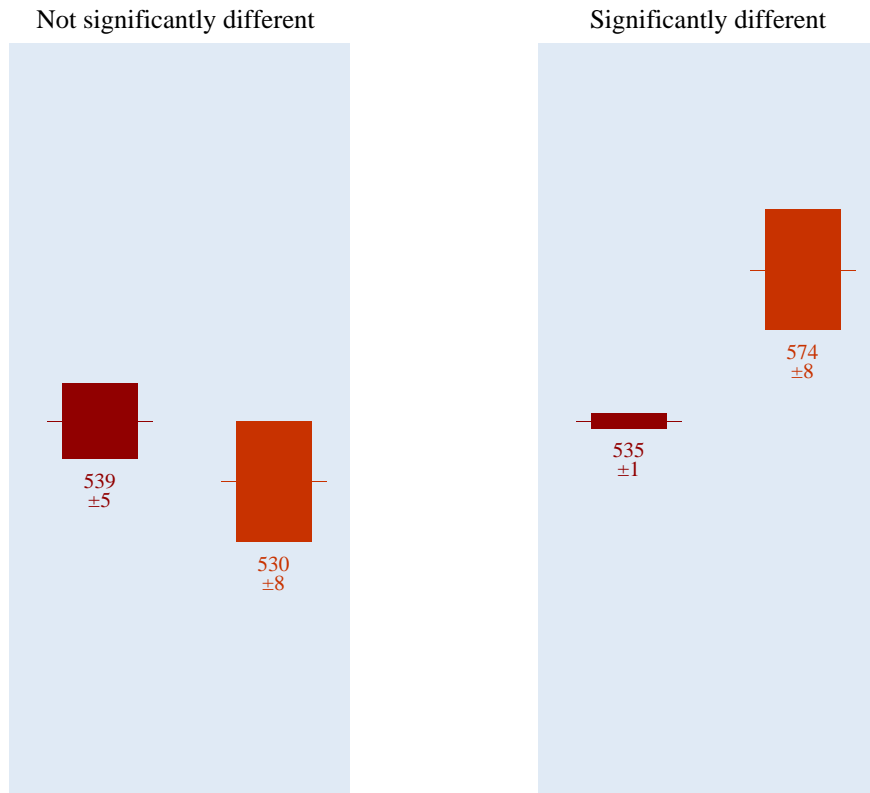


Figure 3.21 Chart for Skill Set: Documenting Sources



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

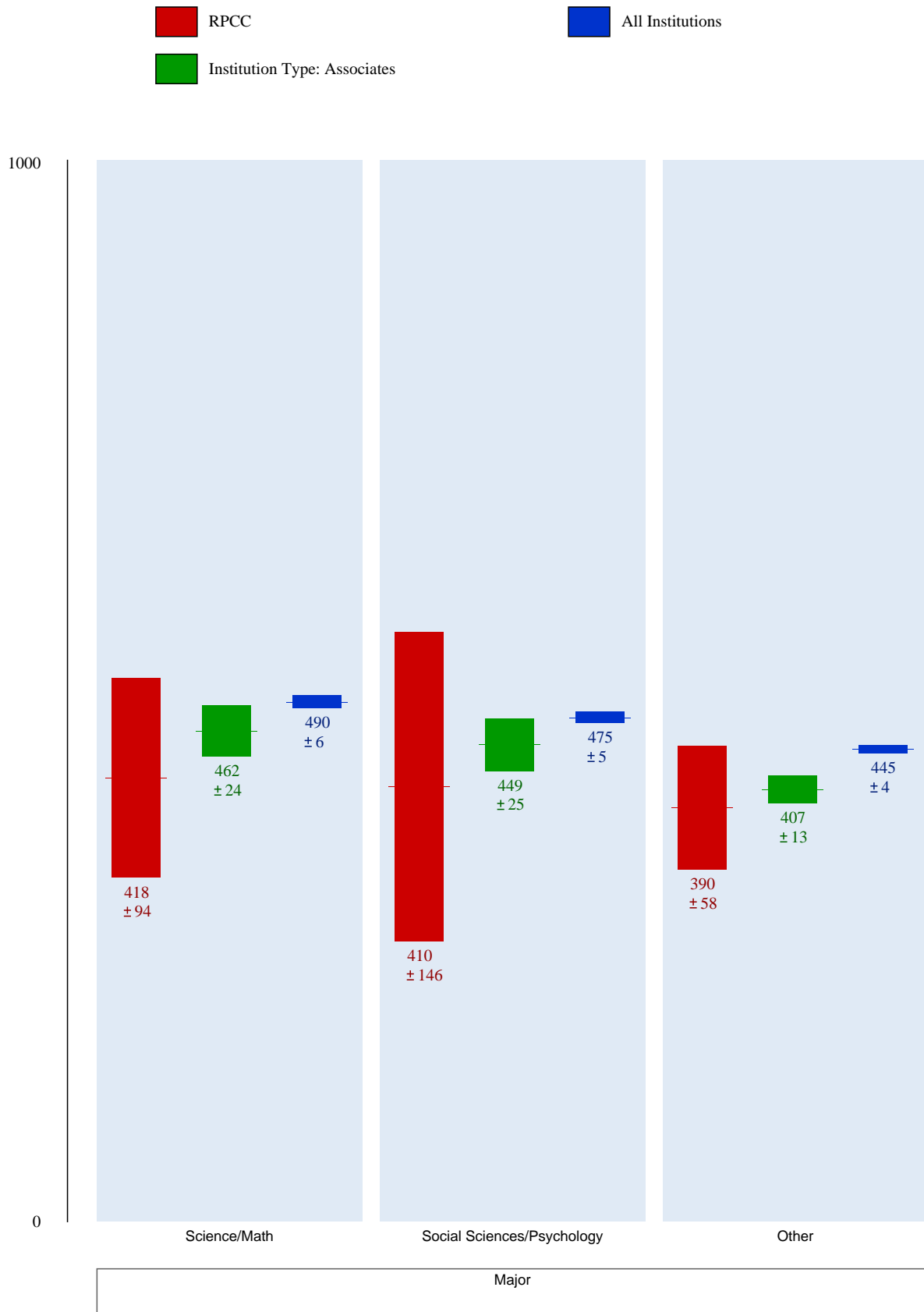


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

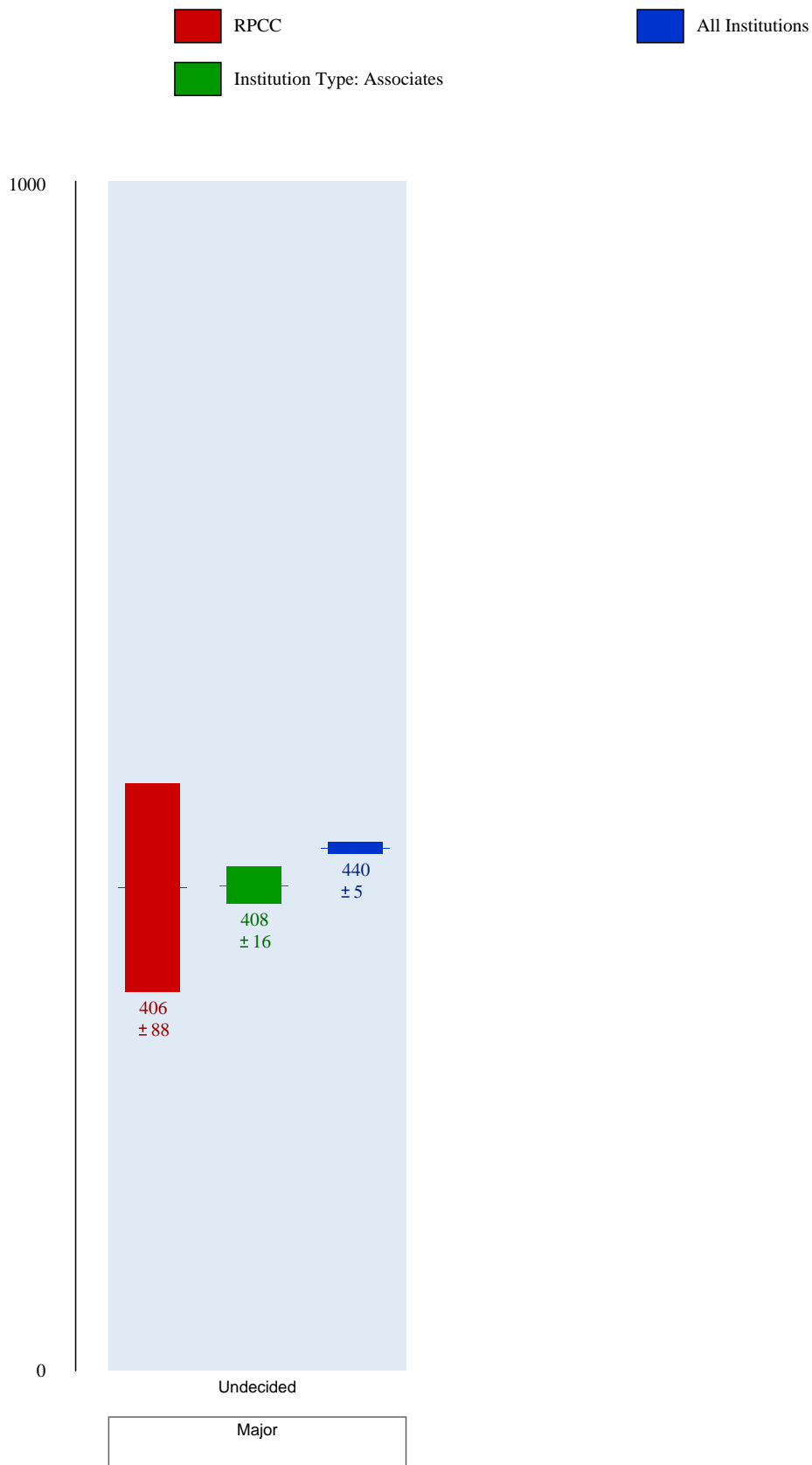


Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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: Sophomore, Junior, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Science/Math, Social Sciences/Psychology, 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 ± 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	414 ± 17	415 ± 4	444 ± 1
Class Standing			
Sophomore	405 ± 21	429 ± 7	450 ± 3
Junior	420 ± 43	413 ± 19	467 ± 4
Senior	431 ± 61	431 ± 21	481 ± 4
Other	436 ± 53	430 ± 15	457 ± 9
Majors			
Business	415 ± 47	417 ± 12	442 ± 3
Education	435 ± 51	416 ± 13	435 ± 4
General Studies	425 ± 42	418 ± 14	430 ± 9
Health Sciences	413 ± 40	407 ± 9	438 ± 3
Science / Math	408 ± 79	444 ± 19	467 ± 5
Social Sciences / Psychology	415 ± 82	437 ± 20	454 ± 4
Other	384 ± 47	397 ± 11	436 ± 3
Undecided	399 ± 55	402 ± 12	432 ± 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 ± 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,

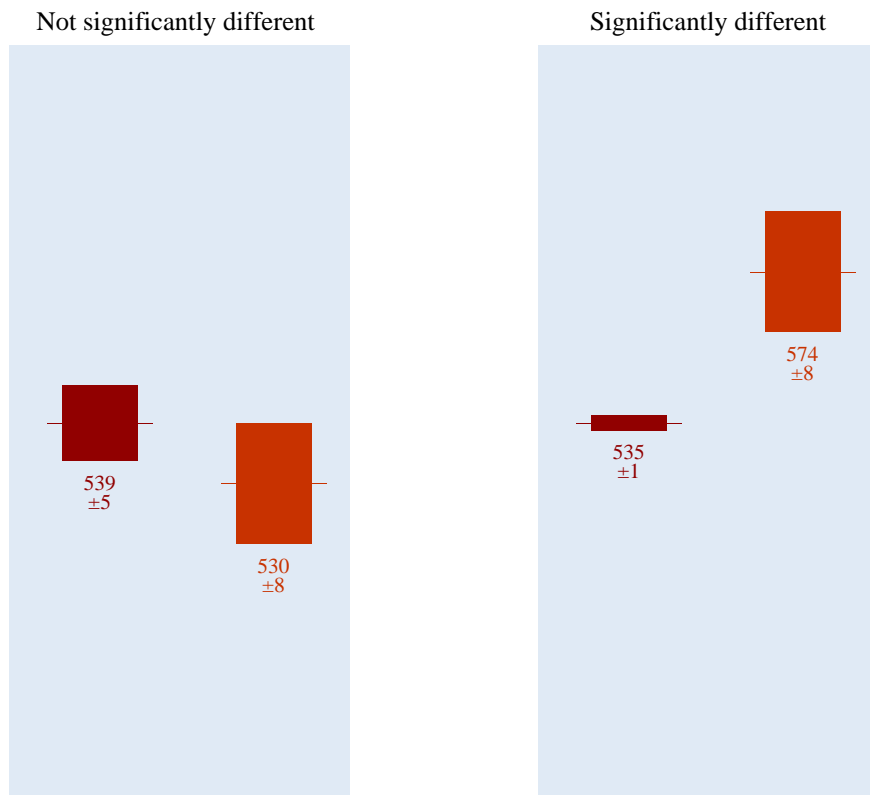


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues



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

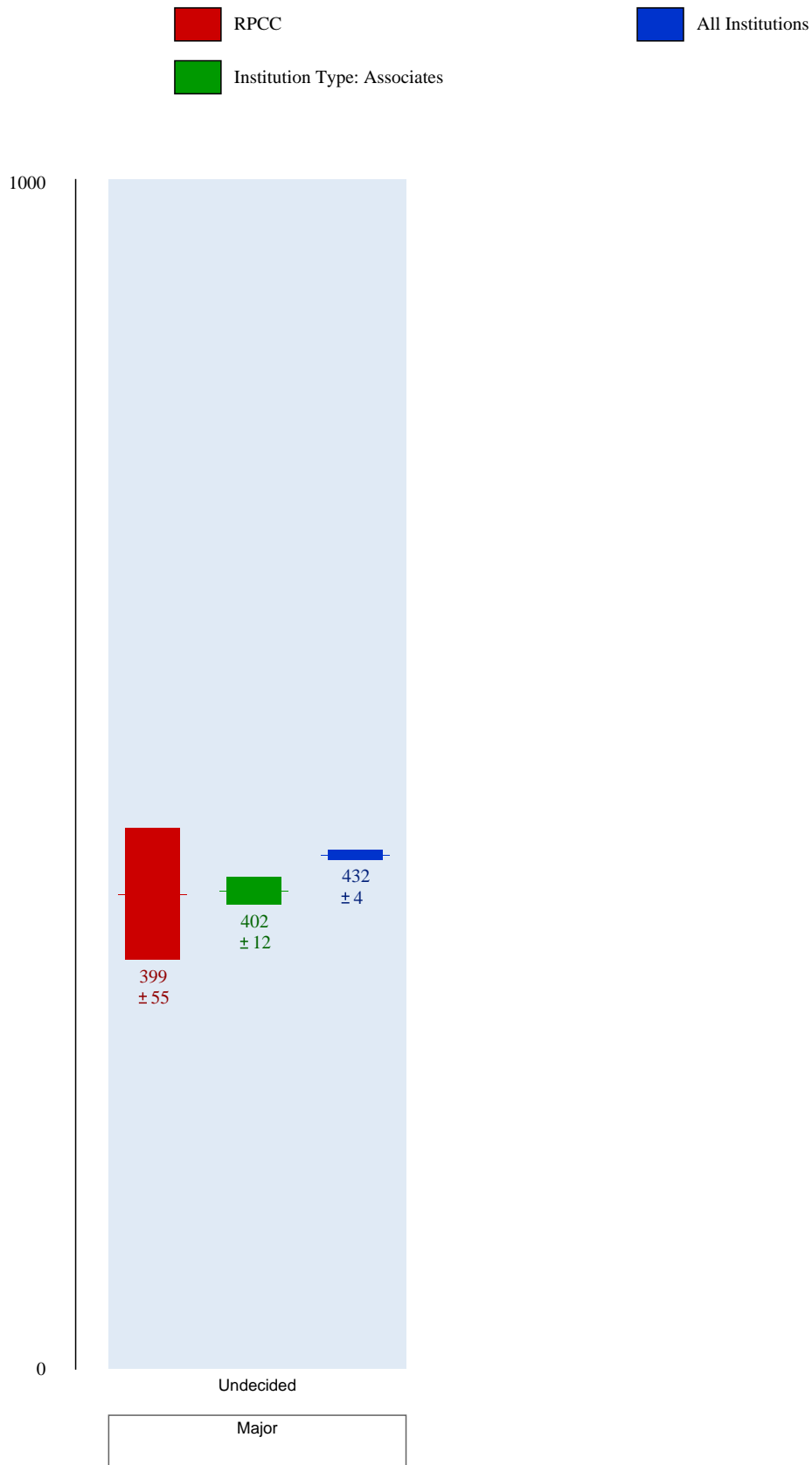


Figure 3.25 Objectives and Outcomes for Skill Set: Understanding Economic, Legal, and Social Issues

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 ± 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
ACRL Standard			
Standard 1: Determines the Nature and Extent of the Information Needed	472 ±15	478 ±3	496 ±1
Standard 2: Accesses Needed Information Effectively and Efficiently	478 ±12	483 ±3	503 ±1
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	444 ±18	458 ±4	481 ±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	417 ±16	421 ±4	449 ±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 ± 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,

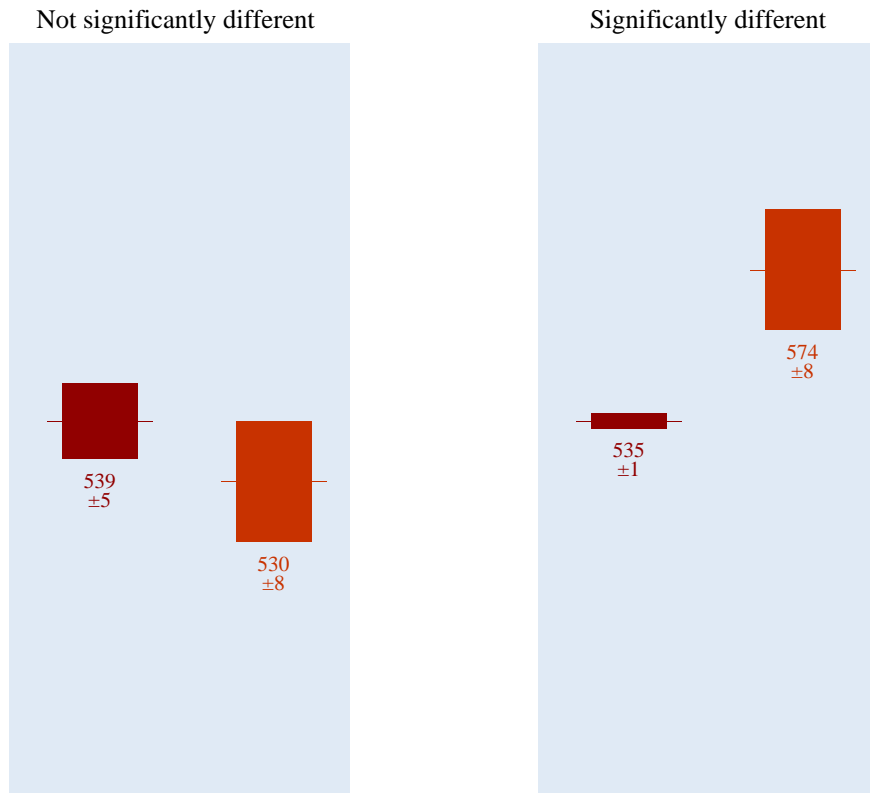


Figure 4.2 Chart for ACRL Standards



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.
- 2.1.3.5 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.
- 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.

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

- 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
- 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.
- 2.5.1 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)
 - 2.5.3.1 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
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Multimedia Designer for University Libraries, Kent State University

Joseph A. Salem
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Head of Reference and Government Information Services for University Libraries, Kent State University

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

For more information, go to the Project SAILS web site: www.ProjectSAILS.org

APPENDIX B

List of Institutions in the All-Institutions Benchmark

	Institution	Location	Type of Institution
1.	Abilene Christian University	Abilene, TX	Masters
2.	Alberta, University of	Edmonton, Alberta	Doctorate
3.	Alderson-Broadus College	Philippi, WV	Baccalaureate - Liberal Arts
4.	Alfred University	Alfred, NY	Masters
5.	Asbury University	Wilmore, Kentucky	Masters
6.	Ashford University	Clinton, Iowa	Baccalaureate - General
7.	Auburn University	Auburn, Alabama	Doctorate
8.	Baldwin-Wallace College	Berea, OH	Masters
9.	Barry University	Miami Shores, Florida	Doctorate
10.	Bauder College	Atlanta, Georgia	Baccalaureate - General
11.	Belmont Abbey College	Belmont, North Carolina	Baccalaureate - General
12.	Berea College	Berea, Kentucky	Baccalaureate - Liberal Arts
13.	Berkeley College	West Paterson, NJ	Baccalaureate - General
14.	Bluffton University	Bluffton, Ohio	Baccalaureate - Liberal Arts
15.	Butler County Community College	Butler, PA	Associates
16.	Butler University	Indianapolis, Indiana	Masters
17.	California Maritime Academy	Vallejo, CA	Baccalaureate - General
18.	California State University Chico	Chico, CA	Baccalaureate - General
19.	Calvin College	Grand Rapids, MI	Masters
20.	Cedarville University	Cedarville, Ohio	Baccalaureate - Liberal Arts
21.	Central Oklahoma, University of	Edmond, Oklahoma	Masters
22.	Chapman University	Orange, CA	Masters
23.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
24.	Community College of Philadelphia	Philadelphia, PA	Associates
25.	Concordia College	Moorhead, MN	Baccalaureate - Liberal Arts
26.	Concordia College-NY	Bronxville, Westchester /New York	Baccalaureate - General
27.	Cottey College	Nevada, Missouri	Associates
28.	Cumberland University	Lebanon, TN	Masters
29.	DeSales University	Center Valley, PA	Masters
30.	East Central University	Ada, Oklahoma	Baccalaureate - Liberal Arts
31.	Eastern Shore Community College	Melfa, Virginia	Associates
32.	Edward Waters College	Jacksonville, FL	Baccalaureate - Liberal Arts
33.	Embry-Riddle Aeronautical University	Prescott, AZ	Masters
34.	Erie Community College	Buffalo, NY	Associates
35.	Fisher College	Boston, Massachusetts	Baccalaureate - General
36.	Gadsden State Community College	Gadsden, AL	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

	Institution	Location	Type of Institution
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	Masters
44.	Hamline University	St. Paul, MN	Masters
45.	Hartwick College	Oneonta, New York	Baccalaureate - Liberal Arts
46.	Holy Names University	Oakland, CA	Baccalaureate - General
47.	Houghton College	Houghton, NY	Baccalaureate - Liberal Arts
48.	Johnson & Wales University - Charlotte	Charlotte, NC	Baccalaureate - General
49.	Kean University	Union, New Jersey	Doctorate
50.	Keene State College	Keene, New Hampshire	Masters
51.	Kent State University - Kent Campus	Kent, OH	Doctorate
52.	La Roche College	Pittsburgh, Pennsylvania	Masters
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.	Lincoln University	Jefferson City, MO	Masters
59.	Lynchburg College	Lynchburg, Virginia	Masters
60.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
61.	Mansfield University	Mansfield, Pennsylvania	Masters
62.	Marygrove College Library	Detroit, Michigan	Baccalaureate - Liberal Arts
63.	Maryland, Baltimore County (UMBC), University c	Baltimore, Maryland	Doctorate
64.	Marymount College	Rancho Palos Verdes, California	Associates
65.	Middle Tennessee State University	Murfreesboro, TN	Doctorate
66.	Molloy College	Rockville Centre, NY	Masters
67.	Montevallo, University of	Montevallo, Alabama	Baccalaureate - Liberal Arts
68.	New Haven, University of	West Haven, Connecticut	Baccalaureate - General
69.	North Georgia College & State University	Dahlonega, GA	Baccalaureate - General
70.	Northeastern State University	Tahlequah, Oklahoma	Masters
71.	Northwest Missouri State University	Maryville, MO	Masters
72.	Northwestern Oklahoma State University	Alva, OK	Masters
73.	Ohio University	Athens, Ohio	Doctorate
74.	Oklahoma Panhandle State University	Goodwell, OK	Baccalaureate - General
75.	Patrick Henry College	Purcellville, VA	Baccalaureate - Liberal Arts
76.	Peninsula College	Port Angeles, Washington	Associates
77.	Penn State University	University Park, PA, PA	Doctorate
78.	Pennsylvania College of Technology	Williamsport, PA 17701	Baccalaureate - General
79.	Phoenix, University of	Phoenix, AZ	Masters
80.	Pikeville College	Pikeville, KY	Baccalaureate - Liberal Arts
81.	Pittsburgh, University of	Pittsburgh, Pennsylvania	Doctorate
82.	Polk Community College	Winter Haven, Florida	Associates
83.	Purdue University	West Lafayette, IN	Doctorate
84.	Rasmussen College	Bloomington, MN	Baccalaureate - General
85.	River Parishes Community College	Sorrento, Louisiana	Associates

	Institution	Location	Type of Institution
86.	Savannah State University	Savannah, GA	Masters
87.	Seminole Community College	Sanford, Florida	Associates
88.	Shaw University	Raleigh, North Carolina	Masters
89.	Shippensburg University	Shippensburg, Pennsylvania	Masters
90.	South University	Savannah,, GA	Masters
91.	Southeastern Oklahoma State University	Durant, OK	Masters
92.	St. Thomas Aquinas College	Sparkill, NY	Masters
93.	Sullivan County Community College (SUNY)	Loch Sheldrake, NY	Associates
94.	SUNY Fredonia	Fredonia, New York	Masters
95.	Texas A&M University - Kingsville	Kingsville, Texas	Doctorate
96.	The Art Institute of Washington	Arlington, Virginia	Baccalaureate - General
97.	the Pacific, University of	Stockton, CA	Doctorate
98.	Thomas College	Waterville, Maine	Masters
99.	Thomas Edison State College	Trenton, New Jersey	Masters
100.	Toronto Mississauga, University of	Mississauga, Ontario	Masters
101.	Touro College	New York, NY	Baccalaureate - General
102.	Valley Forge Christian College	Phoenixville, PA	Baccalaureate - General
103.	Western Michigan University	Kalamazoo, MI	Doctorate
104.	Western New England College	Springfield, MA	Masters
105.	Western Ontario, University of	London, Ontario	Doctorate
106.	Westmont College	Santa Barbara, California	Baccalaureate - Liberal Arts
107.	William Woods University	Fulton, Missouri	Masters

APPENDIX C

Test-Taker Profiles for Each Administration

		Abilene Christian University Fall 2010		Alberta Business 201 Fall 2008		Alderson- Broaddus College First Year Fall 2008		Alderson- Broaddus College Fall Semester 2009	
		(n=63)		(n=66)		(n=177)		(n=168)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	60	95.2	56	84.8	153	86.4	158	94.0
	Sophomore	3	4.8	9	13.6	7	4.0	7	4.2
	Junior	0	0.0	1	1.5	7	4.0	3	1.8
	Senior	0	0.0	0	0.0	2	1.1	0	0.0
	Other	0	0.0	0	0.0	8	4.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	3.2	0	0.0	1	0.6	2	1.2
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	12	19.0	40	60.6	10	5.6	8	4.8
	Communications/Journalism	5	7.9	0	0.0	0	0.0	1	0.6
	Education	11	17.5	0	0.0	23	13.0	21	12.5
	Engineering/Computer Science	5	7.9	0	0.0	4	2.3	4	2.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	5	7.9	0	0.0	94	53.1	62	36.9
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	1	1.6	0	0.0	5	2.8	2	1.2
	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	5	7.9	26	39.4	0	0.0	25	14.9
	Science/Math	2	3.2	0	0.0	16	9.0	12	7.1
	Social Sciences/Psychology	9	14.3	0	0.0	13	7.3	16	9.5
	Other	4	6.3	0	0.0	6	3.4	10	6.0
	Undecided	2	3.2	0	0.0	5	2.8	5	3.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Alderson- Broaddus College Fall 2010		Alfred University SAILS Fall 2010		Asbury University Spring 2011		Ashford University F 09 Campus Freshmen	
	Fall 2010		Fall 2010		Spring 2011		Fall 2009	
	(n=118)		(n=143)		(n=106)		(n=102)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	115	97.5	51	35.7	27	25.5	102	100.0
Sophomore	1	0.8	7	4.9	24	22.6	0	0.0
Junior	2	1.7	4	2.8	36	34.0	0	0.0
Senior	0	0.0	77	53.8	19	17.9	0	0.0
Other	0	0.0	4	2.8	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	2.8	0	0.0	0	0.0
Architecture	0	0.0	0	0.0	0	0.0	0	0.0
Business	4	3.4	10	7.0	5	4.7	19	18.6
Communications/Journalism	2	1.7	2	1.4	31	29.2	2	2.0
Education	15	12.7	4	2.8	12	11.3	19	18.6
Engineering/Computer Science	2	1.7	34	23.8	0	0.0	0	0.0
General Studies	0	0.0	1	0.7	0	0.0	1	1.0
Health Sciences	39	33.1	1	0.7	7	6.6	4	3.9
History	1	0.8	2	1.4	3	2.8	0	0.0
Humanities	4	3.4	7	4.9	14	13.2	1	1.0
Law	3	2.5	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	17	14.4	12	8.4	7	6.6	22	21.6
Science/Math	8	6.8	28	19.6	6	5.7	3	2.9
Social Sciences/Psychology	12	10.2	12	8.4	10	9.4	7	6.9
Other	8	6.8	12	8.4	8	7.5	21	20.6
Undecided	3	2.5	14	9.8	3	2.8	3	2.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University ENG122 Fall 2010		Ashford University F 10 Campus Freshmen		Ashford University ENG122 Spring 2011		Auburn University Spring 2009	
		Fall 2010		Fall 2010		Spring 2011		Spring 2009	
		(n=565)		(n=266)		(n=2,392)		(n=355)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	336	59.5	266	100.0	0	0.0	64	18.0
	Sophomore	98	17.3	0	0.0	0	0.0	82	23.1
	Junior	74	13.1	0	0.0	0	0.0	102	28.7
	Senior	57	10.1	0	0.0	0	0.0	107	30.1
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	2,392	100.0	0	0.0
Student Major	Agriculture/Environmental Studies	10	1.8	1	0.4	27	1.1	12	3.4
	Architecture	0	0.0	0	0.0	0	0.0	18	5.1
	Business	189	33.5	56	21.1	678	28.3	52	14.6
	Communications/Journalism	10	1.8	5	1.9	25	1.0	10	2.8
	Education	89	15.8	57	21.4	437	18.3	18	5.1
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	71	20.0
	General Studies	7	1.2	2	0.8	31	1.3	20	5.6
	Health Sciences	73	12.9	16	6.0	180	7.5	18	5.1
	History	9	1.6	2	0.8	25	1.0	0	0.0
	Humanities	7	1.2	0	0.0	33	1.4	19	5.4
	Law	4	0.7	0	0.0	168	7.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	12	0.5	0	0.0
	Performing & Fine Arts	68	12.0	30	11.3	409	17.1	7	2.0
	Science/Math	0	0.0	2	0.8	0	0.0	15	4.2
	Social Sciences/Psychology	0	0.0	32	12.0	0	0.0	63	17.7
	Other	92	16.3	54	20.3	327	13.7	32	9.0
	Undecided	7	1.2	6	2.3	40	1.7	0	0.0
Not Reported	0	0.0	3	1.1	0	0.0	0	0.0	

		Auburn University Spring 2011		Baldwin- Wallace College Freshman		Baldwin- Wallace College 2010 Fall Freshmen		Barry University 2009 Fall Freshmen	
		Spring 2011		Fall 2009		Fall 2010		Fall 2009	
		(n=374)		(n=54)		(n=78)		(n=153)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	62	16.6	54	100.0	39	50.0	132	86.3
	Sophomore	94	25.1	0	0.0	0	0.0	17	11.1
	Junior	98	26.2	0	0.0	0	0.0	2	1.3
	Senior	115	30.7	0	0.0	39	50.0	0	0.0
	Other	5	1.3	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	17	4.5	0	0.0	0	0.0	0	0.0
	Architecture	10	2.7	0	0.0	0	0.0	0	0.0
	Business	45	12.0	0	0.0	11	14.1	20	13.1
	Communications/Journalism	15	4.0	0	0.0	3	3.8	12	7.8
	Education	35	9.4	0	0.0	10	12.8	4	2.6
	Engineering/Computer Science	81	21.7	0	0.0	0	0.0	0	0.0
	General Studies	23	6.1	0	0.0	0	0.0	2	1.3
	Health Sciences	14	3.7	0	0.0	7	9.0	27	17.6
	History	0	0.0	0	0.0	2	2.6	4	2.6
	Humanities	9	2.4	0	0.0	3	3.8	0	0.0
	Law	0	0.0	0	0.0	4	5.1	13	8.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	1.9	0	0.0	9	11.5	10	6.5
	Science/Math	3	0.8	0	0.0	9	11.5	5	3.3
	Social Sciences/Psychology	78	20.9	0	0.0	4	5.1	27	17.6
	Other	29	7.8	0	0.0	10	12.8	7	4.6
	Undecided	8	2.1	0	0.0	6	7.7	22	14.4
Not Reported	0	0.0	54	100.0	0	0.0	0	0.0	

		Bauder College Spring 2010		Belmont Abbey College Freshmen Fall 2010		Berea College Fall 2010 SAILS		Berkeley College Fall 2008	
		Spring 2010		Spring 2011		Fall 2010		Fall 2008	
		(n=111)		(n=215)		(n=97)		(n=447)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	86	77.5	212	98.6	11	11.3	432	96.6
	Sophomore	14	12.6	1	0.5	63	64.9	0	0.0
	Junior	4	3.6	1	0.5	9	9.3	0	0.0
	Senior	2	1.8	1	0.5	14	14.4	15	3.4
	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	33	15.3	0	0.0	0	0.0
	Architecture	7	6.3	0	0.0	0	0.0	0	0.0
	Business	20	18.0	59	27.4	0	0.0	93	20.8
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	21	9.8	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	3	1.4	0	0.0	0	0.0
	General Studies	0	0.0	1	0.5	0	0.0	0	0.0
	Health Sciences	12	10.8	0	0.0	0	0.0	21	4.7
	History	0	0.0	4	1.9	0	0.0	0	0.0
	Humanities	0	0.0	15	7.0	0	0.0	0	0.0
	Law	11	9.9	0	0.0	0	0.0	77	17.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	6.3	12	5.6	0	0.0	231	51.7
	Science/Math	19	17.1	0	0.0	0	0.0	25	5.6
	Social Sciences/Psychology	0	0.0	3	1.4	0	0.0	0	0.0
	Other	35	31.5	23	10.7	0	0.0	0	0.0
	Undecided	0	0.0	41	19.1	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	97	100.0	0	0.0	

		Berkeley College Summer 2008		Berkeley College Winter 2009		Berkeley College Fall 2009 Freshmen		Berkeley College Winter 2010	
		Fall 2008		Spring 2009		Fall 2009		Spring 2010	
		(n=358)		(n=60)		(n=96)		(n=59)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	353	98.6	57	95.0	62	64.6	35	59.3
	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	5	1.4	3	5.0	34	35.4	24	40.7
	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
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		76	21.2	18	30.0	26	27.1	10	16.9
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	2	3.4
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		19	5.3	3	5.0	7	7.3	5	8.5
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		80	22.3	13	21.7	20	20.8	12	20.3
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		180	50.3	26	43.3	41	42.7	27	45.8
Science/Math		3	0.8	0	0.0	2	2.1	3	5.1
Social Sciences/Psychology		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
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	

		Bluffton University 2009-10 AY Spring 2010 (n=130)		Butler County Community College 2011 Graduating Spring 2011 (n=180)		Butler University Spring 2009 Spring 2009 (n=213)		California Maritime Academy Fall2010 Fall 2010 (n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	13	7.2	106	49.8	33	66.0
	Sophomore	13	10.0	163	90.6	6	2.8	7	14.0
	Junior	62	47.7	2	1.1	23	10.8	7	14.0
	Senior	55	42.3	1	0.6	77	36.2	1	2.0
	Other	0	0.0	1	0.6	1	0.5	2	4.0
	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	10	4.7	0
Architecture		0	0.0	1	0.6	12	5.6	0	0.0
Business		27	20.8	24	13.3	35	16.4	1	2.0
Communications/Journalism		6	4.6	2	1.1	20	9.4	0	0.0
Education		31	23.8	24	13.3	12	5.6	0	0.0
Engineering/Computer Science		4	3.1	30	16.7	3	1.4	0	0.0
General Studies		0	0.0	5	2.8	0	0.0	0	0.0
Health Sciences		2	1.5	39	21.7	26	12.2	0	0.0
History		4	3.1	0	0.0	9	4.2	0	0.0
Humanities		2	1.5	0	0.0	0	0.0	0	0.0
Law		0	0.0	2	1.1	2	0.9	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		19	14.6	16	8.9	17	8.0	8	16.0
Science/Math		9	6.9	0	0.0	22	10.3	0	0.0
Social Sciences/Psychology		4	3.1	14	7.8	26	12.2	0	0.0
Other		21	16.2	18	10.0	11	5.2	41	82.0
Undecided		1	0.8	4	2.2	8	3.8	0	0.0
Not Reported	0	0.0	1	0.6	0	0.0	0	0.0	

		California Maritime Academy Spring2011		California Maritime Academy testout3		California Maritime Academy TestOutOption		California Maritime Academy TestOutTwo201 1	
		Spring 2011		Spring 2011		Spring 2011		Spring 2011	
		(n=53)		(n=1)		(n=1)		(n=1)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	45	84.9	0	0.0	1	100.0	0	0.0
	Sophomore	3	5.7	0	0.0	0	0.0	0	0.0
	Junior	3	5.7	0	0.0	0	0.0	0	0.0
	Senior	1	1.9	1	100.0	0	0.0	0	0.0
	Other	1	1.9	0	0.0	0	0.0	1	100.0
	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		2	3.8	0	0.0	0	0.0	0	0.0
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		10	18.9	1	100.0	1	100.0	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		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		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	69.8	0	0.0	0	0.0	0	0.0
Science/Math		0	0.0	0	0.0	0	0.0	0	0.0
Social Sciences/Psychology		0	0.0	0	0.0	0	0.0	0	0.0
Other		4	7.5	0	0.0	0	0.0	1	100.0
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	

	California State University Chico Fall 2009 Yr 1 & 3 Spring 2010 (n=64)		Calvin College Spring 2010 Pilot Spring 2010 (n=196)		Cedarville University CU Spring 2010 Spring 2010 (n=143)		Central Oklahoma Spring 2010 Spring 2010 (n=175)	
	n	%	n	%	n	%	n	%
Class Standing								
Freshman	29	45.3	6	3.1	56	39.2	40	22.9
Sophomore	0	0.0	34	17.3	9	6.3	34	19.4
Junior	0	0.0	64	32.7	17	11.9	12	6.9
Senior	0	0.0	89	45.4	60	42.0	36	20.6
Other	35	54.7	3	1.5	1	0.7	53	30.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	0	0.0	3	1.5	0	0.0	0	0.0
Architecture	0	0.0	0	0.0	0	0.0	0	0.0
Business	0	0.0	30	15.3	15	10.5	22	12.6
Communications/Journalism	0	0.0	3	1.5	17	11.9	4	2.3
Education	0	0.0	12	6.1	11	7.7	30	17.1
Engineering/Computer Science	0	0.0	4	2.0	10	7.0	6	3.4
General Studies	0	0.0	0	0.0	0	0.0	4	2.3
Health Sciences	64	100.0	2	1.0	20	14.0	15	8.6
History	0	0.0	7	3.6	2	1.4	0	0.0
Humanities	0	0.0	34	17.3	7	4.9	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	0	0.0	28	14.3	7	4.9	50	28.6
Science/Math	0	0.0	9	4.6	11	7.7	2	1.1
Social Sciences/Psychology	0	0.0	15	7.7	23	16.1	6	3.4
Other	0	0.0	48	24.5	17	11.9	22	12.6
Undecided	0	0.0	1	0.5	3	2.1	11	6.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Chapman University 2008 Fall Freshmen		Chapman University 2009 Fall FFC		Chapman University 2009-2010 Brandman		Chapman University 2010 Fall FFC	
		Fall 2008		Fall 2009		Spring 2010		Spring 2011	
		(n=165)		(n=655)		(n=53)		(n=965)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	165	100.0	655	100.0	53	100.0	965	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	5	0.8	0	0.0	9	0.9
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	23	13.9	126	19.2	6	11.3	194	20.1
	Communications/Journalism	6	3.6	38	5.8	0	0.0	46	4.8
	Education	2	1.2	11	1.7	7	13.2	15	1.6
	Engineering/Computer Science	2	1.2	4	0.6	0	0.0	10	1.0
	General Studies	0	0.0	0	0.0	8	15.1	0	0.0
	Health Sciences	1	0.6	15	2.3	0	0.0	49	5.1
	History	0	0.0	11	1.7	0	0.0	18	1.9
	Humanities	5	3.0	13	2.0	0	0.0	22	2.3
	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	21	12.7	60	9.2	11	20.8	86	8.9
	Science/Math	61	37.0	219	33.4	0	0.0	263	27.3
	Social Sciences/Psychology	10	6.1	34	5.2	0	0.0	51	5.3
	Other	7	4.2	47	7.2	19	35.8	64	6.6
	Undecided	27	16.4	72	11.0	2	3.8	138	14.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Chapman University Brandman 2011 Spring 2011 (n=250)		Coastal Carolina University Kimbel Library F08 Fall 2008 (n=171)		Coastal Carolina University CCU Spring 2009 Spring 2009 (n=162)		Coastal Carolina University 2010 Fall Testing Fall 2010 (n=371)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	250	100.0	0	0.0	90	55.6	94	25.3
	Sophomore	0	0.0	8	4.7	54	33.3	6	1.6
	Junior	0	0.0	72	42.1	10	6.2	26	7.0
	Senior	0	0.0	84	49.1	3	1.9	244	65.8
	Other	0	0.0	7	4.1	1	0.6	1	0.3
	Not Reported	0	0.0	0	0.0	4	2.5	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	1	0.3
	Business	57	22.8	65	38.0	49	30.2	116	31.3
	Communications/Journalism	0	0.0	1	0.6	6	3.7	41	11.1
	Education	21	8.4	2	1.2	11	6.8	2	0.5
	Engineering/Computer Science	4	1.6	0	0.0	3	1.9	0	0.0
	General Studies	30	12.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	39	22.8	17	10.5	33	8.9
	History	1	0.4	0	0.0	7	4.3	3	0.8
	Humanities	1	0.4	2	1.2	2	1.2	0	0.0
	Law	26	10.4	3	1.8	1	0.6	0	0.0
	Military/Naval Science	1	0.4	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	21	8.4	11	6.4	9	5.6	11	3.0
	Science/Math	0	0.0	0	0.0	4	2.5	0	0.0
	Social Sciences/Psychology	0	0.0	10	5.8	24	14.8	37	10.0
	Other	84	33.6	36	21.1	14	8.6	47	12.7
	Undecided	4	1.6	1	0.6	10	6.2	80	21.6
Not Reported	0	0.0	1	0.6	5	3.1	0	0.0	

		Community College of Philadelphia ENGL 102 S109 Spring 2009 (n=175)		Concordia College IOC 100 Con Fall 2008 (n=56)		Concordia College IOC 100 Exp Fall 2008 (n=86)		Concordia College- NY 2009 Spring Freshman Spring 2009 (n=59)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	82	46.9	55	98.2	84	97.7	55	93.2
	Sophomore	67	38.3	1	1.8	2	2.3	2	3.4
	Junior	0	0.0	0	0.0	0	0.0	2	3.4
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	26	14.9	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	1	0.6	1	1.8	0	0.0	0	0.0
	Architecture	1	0.6	0	0.0	0	0.0	1	1.7
	Business	27	15.4	7	12.5	8	9.3	13	22.0
	Communications/Journalism	1	0.6	1	1.8	0	0.0	4	6.8
	Education	13	7.4	7	12.5	11	12.8	10	16.9
	Engineering/Computer Science	8	4.6	0	0.0	3	3.5	0	0.0
	General Studies	1	0.6	0	0.0	0	0.0	1	1.7
	Health Sciences	62	35.4	6	10.7	12	14.0	2	3.4
	History	0	0.0	1	1.8	0	0.0	2	3.4
	Humanities	1	0.6	0	0.0	0	0.0	1	1.7
	Law	2	1.1	1	1.8	1	1.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	31	17.7	9	16.1	8	9.3	6	10.2
	Science/Math	2	1.1	2	3.6	9	10.5	3	5.1
	Social Sciences/Psychology	10	5.7	12	21.4	11	12.8	1	1.7
	Other	7	4.0	0	0.0	6	7.0	7	11.9
	Undecided	8	4.6	9	16.1	17	19.8	8	13.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Concordia College- NY Spring 2010		Concordia College- NY Spring 2011		Cottey College Assessment Day 2009		Cumberland University Spring 11	
		Spring 2010		Spring 2011		Spring 2009		Spring 2011	
		(n=65)		(n=69)		(n=221)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	51	78.5	51	73.9	132	59.7	49	94.2
	Sophomore	11	16.9	8	11.6	77	34.8	2	3.8
	Junior	1	1.5	6	8.7	0	0.0	0	0.0
	Senior	1	1.5	4	5.8	1	0.5	1	1.9
	Other	1	1.5	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	11	5.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	3	1.4	0	0.0
	Architecture	0	0.0	0	0.0	1	0.5	0	0.0
	Business	11	16.9	12	17.4	18	8.1	9	17.3
	Communications/Journalism	1	1.5	3	4.3	6	2.7	0	0.0
	Education	11	16.9	16	23.2	14	6.3	8	15.4
	Engineering/Computer Science	0	0.0	0	0.0	8	3.6	0	0.0
	General Studies	0	0.0	0	0.0	1	0.5	0	0.0
	Health Sciences	1	1.5	8	11.6	22	10.0	6	11.5
	History	2	3.1	0	0.0	6	2.7	0	0.0
	Humanities	0	0.0	0	0.0	8	3.6	1	1.9
	Law	2	3.1	0	0.0	5	2.3	1	1.9
	Military/Naval Science	0	0.0	0	0.0	1	0.5	0	0.0
	Performing & Fine Arts	10	15.4	8	11.6	27	12.2	13	25.0
	Science/Math	0	0.0	2	2.9	23	10.4	2	3.8
	Social Sciences/Psychology	2	3.1	9	13.0	18	8.1	5	9.6
	Other	11	16.9	5	7.2	20	9.0	3	5.8
	Undecided	14	21.5	6	8.7	27	12.2	4	7.7
Not Reported	0	0.0	0	0.0	13	5.9	0	0.0	

		DeSales University DeSales Spring 2010		DeSales University ACCESS Fall 2010		DeSales University Fall 2010		DeSales University Fall 2010 ACCESS2	
		Spring 2010		Fall 2010		Fall 2010		Fall 2010	
		(n=94)		(n=15)		(n=260)		(n=5)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	7	46.7	253	97.3	4	80.0
	Sophomore	0	0.0	4	26.7	5	1.9	0	0.0
	Junior	3	3.2	3	20.0	1	0.4	0	0.0
	Senior	91	96.8	0	0.0	1	0.4	1	20.0
	Other	0	0.0	1	6.7	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	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		46	48.9	7	46.7	17	6.5	2	40.0
Communications/Journalism		3	3.2	0	0.0	7	2.7	0	0.0
Education		0	0.0	0	0.0	7	2.7	0	0.0
Engineering/Computer Science		7	7.4	1	6.7	17	6.5	0	0.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		3	3.2	2	13.3	60	23.1	0	0.0
History		1	1.1	0	0.0	5	1.9	0	0.0
Humanities		3	3.2	0	0.0	2	0.8	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		2	2.1	4	26.7	24	9.2	2	40.0
Science/Math		21	22.3	0	0.0	40	15.4	0	0.0
Social Sciences/Psychology		4	4.3	0	0.0	29	11.2	0	0.0
Other		4	4.3	0	0.0	19	7.3	1	20.0
Undecided		0	0.0	1	6.7	33	12.7	0	0.0
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		DeSales University ACCESS Srs Sp 2011 Spring 2011 (n=26)		East Central University ECU Freshman Fall 08 Fall 2008 (n=293)		East Central University 2011 Spr UNIV 3001 Spring 2011 (n=109)		Eastern Shore Community College QEP Spring 2009 Grad Spring 2009 (n=61)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	290	99.0	0	0.0	0	0.0
	Sophomore	0	0.0	2	0.7	42	38.5	36	59.0
	Junior	10	38.5	1	0.3	49	45.0	3	4.9
	Senior	15	57.7	0	0.0	18	16.5	19	31.1
	Other	1	3.8	0	0.0	0	0.0	3	4.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	3	1.0	1	0.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	2	7.7	40	13.7	11	10.1	11	18.0
	Communications/Journalism	0	0.0	11	3.8	6	5.5	1	1.6
	Education	14	53.8	43	14.7	18	16.5	15	24.6
	Engineering/Computer Science	1	3.8	13	4.4	3	2.8	1	1.6
	General Studies	0	0.0	0	0.0	1	0.9	14	23.0
	Health Sciences	0	0.0	36	12.3	15	13.8	0	0.0
	History	0	0.0	6	2.0	6	5.5	2	3.3
	Humanities	0	0.0	0	0.0	1	0.9	1	1.6
	Law	0	0.0	10	3.4	3	2.8	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	5	19.2	68	23.2	30	27.5	4	6.6
	Science/Math	0	0.0	8	2.7	3	2.8	0	0.0
	Social Sciences/Psychology	0	0.0	22	7.5	9	8.3	8	13.1
	Other	4	15.4	14	4.8	2	1.8	1	1.6
	Undecided	0	0.0	19	6.5	0	0.0	3	4.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eastern Shore Community College Graduating 2010 Spring 2010 (n=65)		Eastern Shore Community College GRAD Exit 2011 Spring 2011 (n=71)		Edward Waters College Fall 2010 Cohort Fall 2010 (n=217)		Embry- Riddle Aeronautical University PrescottFall09 Fall 2009 (n=427)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	214	98.6	196	45.9
	Sophomore	65	100.0	0	0.0	0	0.0	113	26.5
	Junior	0	0.0	0	0.0	0	0.0	45	10.5
	Senior	0	0.0	71	100.0	0	0.0	52	12.2
	Other	0	0.0	0	0.0	0	0.0	21	4.9
	Not Reported	0	0.0	0	0.0	3	1.4	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.5	4	0.9
	Architecture	0	0.0	0	0.0	1	0.5	0	0.0
	Business	11	16.9	14	19.7	26	12.0	38	8.9
	Communications/Journalism	0	0.0	0	0.0	9	4.1	1	0.2
	Education	13	20.0	6	8.5	22	10.1	0	0.0
	Engineering/Computer Science	0	0.0	4	5.6	10	4.6	91	21.3
	General Studies	20	30.8	19	26.8	0	0.0	1	0.2
	Health Sciences	0	0.0	7	9.9	8	3.7	0	0.0
	History	0	0.0	0	0.0	1	0.5	0	0.0
	Humanities	0	0.0	0	0.0	2	0.9	3	0.7
	Law	0	0.0	0	0.0	20	9.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	2	0.5
	Performing & Fine Arts	13	20.0	7	9.9	64	29.5	231	54.1
	Science/Math	0	0.0	0	0.0	3	1.4	0	0.0
	Social Sciences/Psychology	7	10.8	13	18.3	0	0.0	52	12.2
	Other	0	0.0	1	1.4	17	7.8	2	0.5
	Undecided	1	1.5	0	0.0	28	12.9	2	0.5
Not Reported	0	0.0	0	0.0	5	2.3	0	0.0	

		Erie Community College 2010, fall		Fisher College Fall 2008		Fisher College 2009 Fall		Fisher College FALL 2010	
		Fall 2010		Spring 2009		Fall 2009		Fall 2010	
		(n=392)		(n=76)		(n=121)		(n=101)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	191	48.7	69	90.8	110	90.9	92	91.1
	Sophomore	106	27.0	2	2.6	9	7.4	2	2.0
	Junior	41	10.5	0	0.0	0	0.0	1	1.0
	Senior	7	1.8	1	1.3	0	0.0	0	0.0
	Other	46	11.7	1	1.3	0	0.0	0	0.0
	Not Reported	1	0.3	3	3.9	2	1.7	6	5.9
Student Major	Agriculture/Environmental Studies	1	0.3	0	0.0	0	0.0	0	0.0
	Architecture	8	2.0	1	1.3	0	0.0	1	1.0
	Business	55	14.0	45	59.2	61	50.4	41	40.6
	Communications/Journalism	5	1.3	0	0.0	2	1.7	4	4.0
	Education	9	2.3	6	7.9	6	5.0	5	5.0
	Engineering/Computer Science	32	8.2	0	0.0	0	0.0	1	1.0
	General Studies	65	16.6	3	3.9	3	2.5	2	2.0
	Health Sciences	70	17.9	1	1.3	11	9.1	12	11.9
	History	2	0.5	0	0.0	0	0.0	0	0.0
	Humanities	6	1.5	13	17.1	17	14.0	13	12.9
	Law	35	8.9	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	3	0.8	0	0.0	4	3.3	1	1.0
	Science/Math	1	0.3	1	1.3	4	3.3	5	5.0
	Social Sciences/Psychology	9	2.3	0	0.0	0	0.0	0	0.0
	Other	21	5.4	3	3.9	6	5.0	8	7.9
	Undecided	65	16.6	0	0.0	0	0.0	3	3.0
Not Reported	5	1.3	3	3.9	7	5.8	5	5.0	

		Gadsden State Community College GSCC Fall 2009		George Fox University SAILS F09		George Fox University SAILS F10		Georgia Highlands College Spring 2009	
		Spring 2010		Fall 2009		Fall 2010		Spring 2009	
		(n=336)		(n=164)		(n=125)		(n=149)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	114	33.9	113	68.9	78	62.4	36	24.2
	Sophomore	165	49.1	2	1.2	2	1.6	86	57.7
	Junior	25	7.4	2	1.2	2	1.6	2	1.3
	Senior	13	3.9	46	28.0	39	31.2	0	0.0
	Other	18	5.4	1	0.6	4	3.2	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	0	0.0	0	0.0	0	0.0
	Architecture	1	0.3	0	0.0	0	0.0	1	0.7
	Business	32	9.5	22	13.4	17	13.6	72	48.3
	Communications/Journalism	5	1.5	8	4.9	9	7.2	0	0.0
	Education	41	12.2	14	8.5	5	4.0	17	11.4
	Engineering/Computer Science	37	11.0	14	8.5	23	18.4	6	4.0
	General Studies	33	9.8	4	2.4	5	4.0	4	2.7
	Health Sciences	43	12.8	25	15.2	17	13.6	3	2.0
	History	1	0.3	2	1.2	2	1.6	8	5.4
	Humanities	1	0.3	0	0.0	0	0.0	3	2.0
	Law	6	1.8	2	1.2	0	0.0	2	1.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	92	27.4	9	5.5	14	11.2	8	5.4
	Science/Math	1	0.3	19	11.6	11	8.8	2	1.3
	Social Sciences/Psychology	6	1.8	13	7.9	11	8.8	4	2.7
	Other	9	2.7	24	14.6	6	4.8	6	4.0
	Undecided	25	7.4	8	4.9	5	4.0	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 Fall 2008 First Year Fall 2008		H. Raymond Danforth Library- New England College Spring 2009 Spring 2009		H. Raymond Danforth Library- New England College Spring 2010 Spring 2010		H. Raymond Danforth Library- New England College Spring 2011 Spring 2011	
		(n=220)		(n=158)		(n=181)		(n=109)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	203	92.3	114	72.2	118	65.2	50	45.9
	Sophomore	14	6.4	19	12.0	34	18.8	12	11.0
	Junior	2	0.9	14	8.9	10	5.5	4	3.7
	Senior	1	0.5	11	7.0	17	9.4	43	39.4
	Other	0	0.0	0	0.0	2	1.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	8	3.6	2	1.3	8	4.4	5	4.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	37	16.8	37	23.4	30	16.6	15	13.8
	Communications/Journalism	8	3.6	9	5.7	10	5.5	7	6.4
	Education	34	15.5	25	15.8	25	13.8	15	13.8
	Engineering/Computer Science	3	1.4	2	1.3	2	1.1	3	2.8
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	17	7.7	14	8.9	21	11.6	11	10.1
	History	4	1.8	6	3.8	7	3.9	3	2.8
	Humanities	3	1.4	4	2.5	6	3.3	2	1.8
	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	27	12.3	18	11.4	28	15.5	29	26.6
	Science/Math	11	5.0	5	3.2	8	4.4	4	3.7
	Social Sciences/Psychology	7	3.2	9	5.7	10	5.5	2	1.8
	Other	18	8.2	15	9.5	17	9.4	12	11.0
	Undecided	43	19.5	12	7.6	9	5.0	1	0.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Hamline University Spring 2009		Hamline University 2009 Fall		Hamline University 2010 Spring		Hamline University Fall 2010	
		Spring 2009		Fall 2009		Spring 2010		Fall 2010	
		(n=65)		(n=325)		(n=134)		(n=316)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	23	35.4	325	100.0	126	94.0	316	100.0
	Sophomore	11	16.9	0	0.0	8	6.0	0	0.0
	Junior	11	16.9	0	0.0	0	0.0	0	0.0
	Senior	20	30.8	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	2	3.1	4	1.2	1	0.7	2	0.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	13	20.0	32	9.8	15	11.2	24	7.6
	Communications/Journalism	2	3.1	8	2.5	5	3.7	5	1.6
	Education	4	6.2	11	3.4	4	3.0	12	3.8
	Engineering/Computer Science	1	1.5	2	0.6	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	4	6.2	4	1.2	1	0.7	4	1.3
	Humanities	9	13.8	10	3.1	9	6.7	8	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	5	7.7	35	10.8	14	10.4	53	16.8
	Science/Math	1	1.5	7	2.2	0	0.0	7	2.2
	Social Sciences/Psychology	7	10.8	39	12.0	17	12.7	54	17.1
	Other	11	16.9	52	16.0	25	18.7	52	16.5
	Undecided	6	9.2	121	37.2	43	32.1	95	30.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Hamline University 2011 Spring		Hartwick College FreshmanComp Fall09		Hartwick College Spring 2010		Hartwick College Fall 2010	
		Spring 2011		Fall 2009		Spring 2010		Fall 2010	
		(n=113)		(n=82)		(n=64)		(n=31)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	107	94.7	76	92.7	1	1.6	0	0.0
	Sophomore	3	2.7	2	2.4	10	15.6	0	0.0
	Junior	3	2.7	1	1.2	23	35.9	0	0.0
	Senior	0	0.0	1	1.2	28	43.8	31	100.0
	Other	0	0.0	1	1.2	0	0.0	0	0.0
	Not Reported	0	0.0	1	1.2	2	3.1	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	15	13.3	11	13.4	17	26.6	0	0.0
	Communications/Journalism	1	0.9	0	0.0	0	0.0	0	0.0
	Education	5	4.4	3	3.7	6	9.4	0	0.0
	Engineering/Computer Science	2	1.8	0	0.0	1	1.6	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	9	11.0	6	9.4	22	71.0
	History	1	0.9	1	1.2	5	7.8	0	0.0
	Humanities	6	5.3	1	1.2	7	10.9	0	0.0
	Law	0	0.0	8	9.8	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	13	11.5	11	13.4	0	0.0	7	22.6
	Science/Math	3	2.7	1	1.2	2	3.1	0	0.0
	Social Sciences/Psychology	16	14.2	13	15.9	4	6.3	2	6.5
	Other	20	17.7	7	8.5	14	21.9	0	0.0
	Undecided	31	27.4	15	18.3	0	0.0	0	0.0
Not Reported	0	0.0	2	2.4	2	3.1	0	0.0	

		Holy Names University Fall 2010 Assessment		Holy Names University Spring 11 Assessment		Houghton College 2010 Fall Freshmen		Houghton College Spring 2011 SRPACE	
		Spring 2011		Spring 2011		Fall 2010		Spring 2011	
		(n=81)		(n=77)		(n=57)		(n=76)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	80	98.8	64	83.1	55	96.5	0	0.0
	Sophomore	0	0.0	8	10.4	2	3.5	0	0.0
	Junior	0	0.0	1	1.3	0	0.0	2	2.6
	Senior	0	0.0	0	0.0	0	0.0	63	82.9
	Other	1	1.2	4	5.2	0	0.0	11	14.5
	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	9	11.1	12	15.6	0	0.0	0	0.0
	Communications/Journalism	3	3.7	2	2.6	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	3	3.7	1	1.3	0	0.0	0	0.0
	Health Sciences	13	16.0	18	23.4	0	0.0	0	0.0
	History	2	2.5	1	1.3	0	0.0	0	0.0
	Humanities	2	2.5	2	2.6	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	9	11.1	10	13.0	0	0.0	0	0.0
	Science/Math	1	1.2	3	3.9	0	0.0	0	0.0
	Social Sciences/Psychology	14	17.3	11	14.3	0	0.0	0	0.0
	Other	13	16.0	11	14.3	0	0.0	0	0.0
	Undecided	12	14.8	6	7.8	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	57	100.0	76	100.0	

		Johnson & Wales University - Charlotte JWU CLT Fall 08 Fall 2008		Johnson & Wales University - Charlotte Fall 2009		Kean University Fall 2010 General Ed		Kean University Spring 2011 Capstone	
		(n=138)		(n=122)		(n=235)		(n=92)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	56	40.6	74	60.7	125	53.2	0	0.0
	Sophomore	50	36.2	5	4.1	54	23.0	1	1.1
	Junior	9	6.5	0	0.0	33	14.0	6	6.5
	Senior	22	15.9	43	35.2	19	8.1	79	85.9
	Other	1	0.7	0	0.0	4	1.7	6	6.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	79	64.8	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	102	73.9	22	18.0	0	0.0	0	0.0
	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	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	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	36	26.1	21	17.2	0	0.0	0	0.0
	Science/Math	0	0.0	0	0.0	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	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	235	100.0	92	100.0	

		Keene State College 2008 Fall Freshmen		Keene State College 2009 Fall Freshmen		Keene State College 2010 Fall freshmen		Keene State College 2011 Spring Juniors	
		Fall 2008		Fall 2009		Fall 2010		Spring 2011	
		(n=292)		(n=293)		(n=295)		(n=158)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	268	91.8	262	89.4	286	96.9	0	0.0
	Sophomore	16	5.5	22	7.5	7	2.4	1	0.6
	Junior	3	1.0	6	2.0	1	0.3	157	99.4
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	4	1.4	3	1.0	1	0.3	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	3	1.0	3	1.9
	Architecture	10	3.4	13	4.4	8	2.7	8	5.1
	Business	22	7.5	11	3.8	7	2.4	11	7.0
	Communications/Journalism	11	3.8	9	3.1	12	4.1	12	7.6
	Education	66	22.6	55	18.8	83	28.1	23	14.6
	Engineering/Computer Science	3	1.0	5	1.7	1	0.3	4	2.5
	General Studies	8	2.7	9	3.1	13	4.4	29	18.4
	Health Sciences	12	4.1	14	4.8	19	6.4	7	4.4
	History	6	2.1	5	1.7	9	3.1	4	2.5
	Humanities	16	5.5	36	12.3	29	9.8	15	9.5
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	4	1.4	7	2.4	2	0.7	9	5.7
	Performing & Fine Arts	14	4.8	12	4.1	16	5.4	5	3.2
	Science/Math	4	1.4	0	0.0	2	0.7	4	2.5
	Social Sciences/Psychology	7	2.4	10	3.4	10	3.4	4	2.5
	Other	15	5.1	26	8.9	20	6.8	20	12.7
	Undecided	77	26.4	79	27.0	61	20.7	0	0.0
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)		Lakehead University Alexander 2008 Fall Fall 2008 (n=72)		Lamar State College- Orange LSCO Spring 2010 Spring 2010 (n=316)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	84	98.8	115	77.7	12	16.7	223	70.6
	Sophomore	1	1.2	20	13.5	19	26.4	61	19.3
	Junior	0	0.0	8	5.4	17	23.6	27	8.5
	Senior	0	0.0	2	1.4	22	30.6	0	0.0
	Other	0	0.0	3	2.0	2	2.8	5	1.6
	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	66	91.7	21	6.6
	Communications/Journalism	0	0.0	7	4.7	0	0.0	2	0.6
	Education	79	92.9	15	10.1	0	0.0	43	13.6
	Engineering/Computer Science	0	0.0	4	2.7	1	1.4	10	3.2
	General Studies	0	0.0	0	0.0	1	1.4	19	6.0
	Health Sciences	2	2.4	12	8.1	0	0.0	135	42.7
	History	0	0.0	2	1.4	0	0.0	1	0.3
	Humanities	1	1.2	1	0.7	0	0.0	0	0.0
	Law	0	0.0	2	1.4	0	0.0	21	6.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.4	27	18.2	2	2.8	24	7.6
	Science/Math	0	0.0	5	3.4	0	0.0	1	0.3
	Social Sciences/Psychology	0	0.0	4	2.7	0	0.0	18	5.7
	Other	0	0.0	12	8.1	0	0.0	10	3.2
Undecided	1	1.2	25	16.9	2	2.8	11	3.5	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lancaster Bible College Fall 09 Traditional		Lancaster Bible College SP 2010 Traditional		Lancaster Bible College DCP Fall 2010		Lancaster Bible College Spring 11 Sophomores	
		Fall 2009		Spring 2010		Spring 2011		Spring 2011	
		(n=119)		(n=72)		(n=51)		(n=18)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	96	80.7	3	4.2	2	3.9	0	0.0
	Sophomore	18	15.1	5	6.9	3	5.9	18	100.0
	Junior	5	4.2	4	5.6	17	33.3	0	0.0
	Senior	0	0.0	52	72.2	14	27.5	0	0.0
	Other	0	0.0	8	11.1	15	29.4	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	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	0	0.0	0	0.0
	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	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	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	119	100.0	72	100.0	51	100.0	0	0.0
	Science/Math	0	0.0	0	0.0	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	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	18	100.0	

		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)		Lincoln Memorial University Fall '10 First-Years Fall 2010 (n=234)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	85	54.1	17	33.3	186	100.0	234	100.0
	Sophomore	2	1.3	16	31.4	0	0.0	0	0.0
	Junior	3	1.9	12	23.5	0	0.0	0	0.0
	Senior	0	0.0	6	11.8	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	67	42.7	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	2	1.1	3
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		0	0.0	2	3.9	10	5.4	19	8.1
Communications/Journalism		0	0.0	2	3.9	3	1.6	5	2.1
Education		0	0.0	11	21.6	19	10.2	17	7.3
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	16	31.4	52	28.0	76	32.5
History		0	0.0	1	2.0	9	4.8	11	4.7
Humanities		0	0.0	1	2.0	2	1.1	5	2.1
Law		0	0.0	1	2.0	2	1.1	2	0.9
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		85	54.1	12	23.5	30	16.1	28	12.0
Science/Math		0	0.0	0	0.0	4	2.2	3	1.3
Social Sciences/Psychology		0	0.0	2	3.9	24	12.9	41	17.5
Other		0	0.0	2	3.9	8	4.3	6	2.6
Undecided		13	8.3	1	2.0	21	11.3	18	7.7
Not Reported	59	37.6	0	0.0	0	0.0	0	0.0	

		Lincoln University Info Lit Committee Spring 2011 (n=22)		Lynchburg College Seniors Spring 2010 Spring 2010 (n=50)		Lynchburg College Fall 2010 Fall 2010 (n=142)		Lynchburg College Seniors Spring 2011 Spring 2011 (n=84)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	3	13.6	0	0.0	142	100.0	0	0.0
	Sophomore	5	22.7	0	0.0	0	0.0	0	0.0
	Junior	2	9.1	0	0.0	0	0.0	2	2.4
	Senior	2	9.1	50	100.0	0	0.0	82	97.6
	Other	10	45.5	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	2.1	4	4.8
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	3	13.6	11	22.0	17	12.0	3	3.6
	Communications/Journalism	0	0.0	3	6.0	5	3.5	1	1.2
	Education	2	9.1	0	0.0	7	4.9	9	10.7
	Engineering/Computer Science	1	4.5	0	0.0	3	2.1	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	11	22.0	12	8.5	30	35.7
	History	1	4.5	2	4.0	6	4.2	1	1.2
	Humanities	0	0.0	6	12.0	2	1.4	5	6.0
	Law	2	9.1	1	2.0	3	2.1	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	27.3	3	6.0	35	24.6	5	6.0
	Science/Math	0	0.0	2	4.0	2	1.4	2	2.4
	Social Sciences/Psychology	1	4.5	1	2.0	7	4.9	13	15.5
	Other	2	9.1	10	20.0	2	1.4	10	11.9
	Undecided	4	18.2	0	0.0	38	26.8	1	1.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Manhattanville College Fall2008-Spring 2009		Manhattanville College Fall2009-Spring 2010		Manhattanville College Fall2010-Spring 2011		Mansfield University Spring 2011/Seniors	
		Spring 2009		Spring 2010		Spring 2011		Spring 2011	
		(n=701)		(n=570)		(n=571)		(n=247)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	93	13.3	74	13.0	43	7.5	1	0.4
	Sophomore	270	38.5	238	41.8	243	42.6	7	2.8
	Junior	200	28.5	143	25.1	194	34.0	10	4.0
	Senior	136	19.4	113	19.8	90	15.8	223	90.3
	Other	2	0.3	2	0.4	1	0.2	6	2.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.3	3	0.5	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	141	20.1	90	15.8	95	16.6	8	3.2
	Communications/Journalism	69	9.8	57	10.0	56	9.8	8	3.2
	Education	77	11.0	63	11.1	66	11.6	48	19.4
	Engineering/Computer Science	0	0.0	4	0.7	2	0.4	0	0.0
	General Studies	1	0.1	1	0.2	1	0.2	3	1.2
	Health Sciences	7	1.0	10	1.8	15	2.6	40	16.2
	History	33	4.7	28	4.9	33	5.8	16	6.5
	Humanities	24	3.4	15	2.6	23	4.0	1	0.4
	Law	17	2.4	4	0.7	13	2.3	18	7.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	93	13.3	102	17.9	94	16.5	26	10.5
	Science/Math	66	9.4	50	8.8	26	4.6	11	4.5
	Social Sciences/Psychology	26	3.7	37	6.5	25	4.4	37	15.0
	Other	99	14.1	75	13.2	91	15.9	29	11.7
	Undecided	46	6.6	31	5.4	31	5.4	1	0.4
Not Reported	0	0.0	0	0.0	0	0.0	1	0.4	

		Marygrove College Library Winter 2009		Marygrove College Library Winter 2010		Maryland, Baltimore County (UMBC) Fall 2010		Marymount College Fall 09 Freshmen	
		Spring 2009		Spring 2010		Fall 2010		Fall 2009	
		(n=90)		(n=103)		(n=170)		(n=184)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	17	18.9	16	15.5	113	66.5	181	98.4
	Sophomore	17	18.9	24	23.3	18	10.6	0	0.0
	Junior	32	35.6	32	31.1	14	8.2	0	0.0
	Senior	23	25.6	25	24.3	2	1.2	0	0.0
	Other	1	1.1	6	5.8	23	13.5	3	1.6
	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	6	3.5	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	1	0.5
	Business	7	7.8	8	7.8	2	1.2	24	13.0
	Communications/Journalism	1	1.1	2	1.9	1	0.6	8	4.3
	Education	12	13.3	22	21.4	2	1.2	4	2.2
	Engineering/Computer Science	5	5.6	4	3.9	46	27.1	1	0.5
	General Studies	0	0.0	0	0.0	1	0.6	1	0.5
	Health Sciences	4	4.4	11	10.7	0	0.0	24	13.0
	History	1	1.1	2	1.9	5	2.9	1	0.5
	Humanities	0	0.0	2	1.9	1	0.6	2	1.1
	Law	2	2.2	3	2.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	23	25.6	22	21.4	21	12.4	23	12.5
	Science/Math	5	5.6	2	1.9	7	4.1	11	6.0
	Social Sciences/Psychology	10	11.1	9	8.7	43	25.3	4	2.2
	Other	17	18.9	11	10.7	26	15.3	17	9.2
	Undecided	3	3.3	5	4.9	9	5.3	63	34.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Middle Tennessee State University 2009 Fall Freshmen Fall 2009 (n=369)		Molloy College Freshman_Fall_2010 Fall 2010 (n=268)		Molloy College Seniors_Spring1 1 Spring 2011 (n=266)		Montevallo Pretest Fall 2010 Fall 2010 (n=53)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	369	100.0	256	95.5	1	0.4	0	0.0
	Sophomore	0	0.0	8	3.0	0	0.0	0	0.0
	Junior	0	0.0	3	1.1	11	4.1	42	79.2
	Senior	0	0.0	1	0.4	252	94.7	10	18.9
	Other	0	0.0	0	0.0	2	0.8	1	1.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	4	1.1	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		25	6.8	27	10.1	10	3.8	43	81.1
Communications/Journalism		33	8.9	4	1.5	9	3.4	2	3.8
Education		16	4.3	59	22.0	66	24.8	0	0.0
Engineering/Computer Science		14	3.8	1	0.4	1	0.4	0	0.0
General Studies		0	0.0	0	0.0	1	0.4	0	0.0
Health Sciences		27	7.3	79	29.5	63	23.7	0	0.0
History		7	1.9	3	1.1	10	3.8	0	0.0
Humanities		1	0.3	1	0.4	3	1.1	0	0.0
Law		2	0.5	3	1.1	2	0.8	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		52	14.1	31	11.6	34	12.8	4	7.5
Science/Math		2	0.5	3	1.1	4	1.5	1	1.9
Social Sciences/Psychology		24	6.5	12	4.5	24	9.0	0	0.0
Other		16	4.3	18	6.7	37	13.9	2	3.8
Undecided		146	39.6	27	10.1	1	0.4	1	1.9
Not Reported		0	0.0	0	0.0	1	0.4	0	0.0

		Montevallo Summer Pre-Test		Montevallo Post-Test Fall 2010		New Haven Preliminary Cohort		North Georgia College & State University Fall 2008	
		Fall 2010		Spring 2011		Spring 2011		Fall 2008	
		(n=12)		(n=45)		(n=51)		(n=64)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	14	27.5	17	26.6
	Sophomore	0	0.0	0	0.0	7	13.7	33	51.6
	Junior	0	0.0	35	77.8	15	29.4	12	18.8
	Senior	10	83.3	9	20.0	12	23.5	2	3.1
	Other	2	16.7	1	2.2	3	5.9	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	1	2.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	12	100.0	39	86.7	3	5.9	10	15.6
	Communications/Journalism	0	0.0	1	2.2	0	0.0	0	0.0
	Education	0	0.0	1	2.2	0	0.0	11	17.2
	Engineering/Computer Science	0	0.0	0	0.0	3	5.9	2	3.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	3	5.9	13	20.3
	History	0	0.0	0	0.0	0	0.0	4	6.3
	Humanities	0	0.0	0	0.0	1	2.0	0	0.0
	Law	0	0.0	0	0.0	23	45.1	1	1.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	1.6
	Performing & Fine Arts	0	0.0	0	0.0	4	7.8	9	14.1
	Science/Math	0	0.0	2	4.4	0	0.0	2	3.1
	Social Sciences/Psychology	0	0.0	0	0.0	6	11.8	2	3.1
	Other	0	0.0	1	2.2	7	13.7	4	6.3
	Undecided	0	0.0	1	2.2	0	0.0	5	7.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		North Georgia College & State University Spring 2009		North Georgia College & State University Fall 2009		North Georgia College & State University Spring 2010		North Georgia College & State University Fall 2010	
		Spring 2009		Fall 2009		Spring 2010		Fall 2010	
		(n=182)		(n=97)		(n=317)		(n=214)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	129	70.9	16	16.5	210	66.2	59	27.6
	Sophomore	39	21.4	69	71.1	90	28.4	134	62.6
	Junior	11	6.0	10	10.3	14	4.4	17	7.9
	Senior	3	1.6	2	2.1	3	0.9	4	1.9
	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	0	0.0	3	0.9	0	0.0
	Architecture	4	2.2	0	0.0	0	0.0	1	0.5
	Business	27	14.8	15	15.5	45	14.2	38	17.8
	Communications/Journalism	0	0.0	1	1.0	1	0.3	2	0.9
	Education	26	14.3	19	19.6	53	16.7	26	12.1
	Engineering/Computer Science	13	7.1	3	3.1	9	2.8	8	3.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	21	11.5	10	10.3	42	13.2	27	12.6
	History	6	3.3	7	7.2	9	2.8	10	4.7
	Humanities	3	1.6	1	1.0	1	0.3	0	0.0
	Law	6	3.3	5	5.2	18	5.7	7	3.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	33	18.1	15	15.5	43	13.6	41	19.2
	Science/Math	4	2.2	0	0.0	5	1.6	3	1.4
	Social Sciences/Psychology	19	10.4	7	7.2	36	11.4	28	13.1
	Other	6	3.3	7	7.2	33	10.4	16	7.5
	Undecided	14	7.7	7	7.2	19	6.0	7	3.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		North Georgia College & State University NURS 2010 Fall 2010 (n=149)		North Georgia College & State University NURSII2010 Fall 2010 (n=168)		North Georgia College & State University Spring 2011 Spring 2011 (n=404)		Northeastern State University NSU Fall 2008 Fresh. Fall 2008 (n=69)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	4	2.7	1	0.6	300	74.3	64	92.8
	Sophomore	42	28.2	18	10.7	77	19.1	0	0.0
	Junior	72	48.3	40	23.8	22	5.4	2	2.9
	Senior	10	6.7	102	60.7	3	0.7	2	2.9
	Other	21	14.1	7	4.2	2	0.5	1	1.4
	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	1	0.2	2	2.9
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	47	11.6	6	8.7
	Communications/Journalism	0	0.0	0	0.0	3	0.7	5	7.2
	Education	0	0.0	0	0.0	40	9.9	12	17.4
	Engineering/Computer Science	0	0.0	0	0.0	16	4.0	2	2.9
	General Studies	0	0.0	0	0.0	2	0.5	0	0.0
	Health Sciences	126	84.6	136	81.0	68	16.8	2	2.9
	History	0	0.0	0	0.0	14	3.5	1	1.4
	Humanities	0	0.0	0	0.0	2	0.5	0	0.0
	Law	0	0.0	0	0.0	12	3.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	1	0.2	0	0.0
	Performing & Fine Arts	18	12.1	29	17.3	70	17.3	9	13.0
	Science/Math	0	0.0	0	0.0	10	2.5	1	1.4
	Social Sciences/Psychology	4	2.7	3	1.8	71	17.6	1	1.4
	Other	0	0.0	0	0.0	24	5.9	5	7.2
	Undecided	1	0.7	0	0.0	23	5.7	23	33.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Northwest Missouri State University Info Literacy Test Spring 2011 (n=188)		Northwestern Oklahoma State University OK Success 2008 Fall 2008 (n=148)		Ohio University Fall 2008 Freshmen Fall 2008 (n=186)		Ohio University Spring 2009 Seniors Spring 2009 (n=134)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	46	24.5	145	98.0	176	94.6	0	0.0
	Sophomore	25	13.3	2	1.4	8	4.3	0	0.0
	Junior	26	13.8	0	0.0	2	1.1	1	0.7
	Senior	88	46.8	1	0.7	0	0.0	131	97.8
	Other	3	1.6	0	0.0	0	0.0	2	1.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	10	5.3	2	1.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	1	0.5	0	0.0
	Business	71	37.8	14	9.5	11	5.9	36	26.9
	Communications/Journalism	8	4.3	2	1.4	10	5.4	11	8.2
	Education	53	28.2	18	12.2	10	5.4	1	0.7
	Engineering/Computer Science	3	1.6	7	4.7	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	5	2.7	27	18.2	4	2.2	17	12.7
	History	0	0.0	2	1.4	2	1.1	3	2.2
	Humanities	0	0.0	0	0.0	0	0.0	4	3.0
	Law	0	0.0	5	3.4	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	5.9	22	14.9	7	3.8	52	38.8
	Science/Math	2	1.1	2	1.4	4	2.2	0	0.0
	Social Sciences/Psychology	17	9.0	4	2.7	6	3.2	4	3.0
	Other	3	1.6	5	3.4	10	5.4	6	4.5
	Undecided	5	2.7	38	25.7	121	65.1	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ohio University Fall 2009 Freshmen		Ohio University Spring 2010 Seniors		Ohio University Fall 2010 Freshmen		Ohio University Spring 2011 Seniors	
		Fall 2009 (n=208)		Spring 2010 (n=79)		Fall 2010 (n=144)		Spring 2011 (n=120)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	203	97.6	0	0.0	140	97.2	0	0.0
	Sophomore	4	1.9	0	0.0	3	2.1	0	0.0
	Junior	0	0.0	0	0.0	1	0.7	0	0.0
	Senior	0	0.0	79	100.0	0	0.0	120	100.0
	Other	1	0.5	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	1	0.5	1	1.3	0	0.0	0	0.0
	Business	5	2.4	8	10.1	7	4.9	11	9.2
	Communications/Journalism	5	2.4	13	16.5	10	6.9	13	10.8
	Education	7	3.4	5	6.3	5	3.5	0	0.0
	Engineering/Computer Science	4	1.9	4	5.1	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	14	6.7	3	3.8	19	13.2	24	20.0
	History	0	0.0	2	2.5	0	0.0	4	3.3
	Humanities	1	0.5	2	2.5	0	0.0	4	3.3
	Law	0	0.0	1	1.3	0	0.0	1	0.8
	Military/Naval Science	0	0.0	0	0.0	1	0.7	0	0.0
	Performing & Fine Arts	16	7.7	16	20.3	7	4.9	21	17.5
	Science/Math	15	7.2	8	10.1	1	0.7	15	12.5
	Social Sciences/Psychology	11	5.3	6	7.6	3	2.1	16	13.3
	Other	28	13.5	10	12.7	1	0.7	11	9.2
	Undecided	101	48.6	0	0.0	90	62.5	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Oklahoma Panhandle State University OPSurkdFall20 08 Fall 2008 (n=52)		Patrick Henry College Freshman Fall 2008 Fall 2008 (n=57)		Patrick Henry College 2009 Spring Spring 2009 (n=84)		Patrick Henry College 2009F Fall 2009 (n=61)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	52	100.0	52	91.2	2	2.4	55	90.2
	Sophomore	0	0.0	4	7.0	12	14.3	5	8.2
	Junior	0	0.0	0	0.0	15	17.9	0	0.0
	Senior	0	0.0	0	0.0	55	65.5	1	1.6
	Other	0	0.0	1	1.8	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	1	1.9	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	9	17.3	0	0.0	0	0.0	1	1.6
	Communications/Journalism	0	0.0	4	7.0	13	15.5	7	11.5
	Education	13	25.0	0	0.0	4	4.8	2	3.3
	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	6	11.5	0	0.0	0	0.0	0	0.0
	History	0	0.0	3	5.3	1	1.2	0	0.0
	Humanities	0	0.0	7	12.3	8	9.5	4	6.6
	Law	0	0.0	0	0.0	0	0.0	4	6.6
	Military/Naval Science	0	0.0	0	0.0	1	1.2	0	0.0
	Performing & Fine Arts	7	13.5	2	3.5	52	61.9	21	34.4
	Science/Math	2	3.8	0	0.0	1	1.2	0	0.0
	Social Sciences/Psychology	2	3.8	0	0.0	0	0.0	0	0.0
	Other	2	3.8	20	35.1	4	4.8	5	8.2
	Undecided	10	19.2	21	36.8	0	0.0	17	27.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Patrick Henry College 2010S		Patrick Henry College 2010FALL		Patrick Henry College 2011SP		Peninsula College 2008 Fall	
		Spring 2010		Fall 2010		Spring 2011		Fall 2008	
		(n=52)		(n=59)		(n=57)		(n=61)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	54	91.5	0	0.0	26	42.6
	Sophomore	1	1.9	3	5.1	0	0.0	13	21.3
	Junior	6	11.5	0	0.0	0	0.0	11	18.0
	Senior	44	84.6	2	3.4	56	98.2	0	0.0
	Other	1	1.9	0	0.0	1	1.8	8	13.1
	Not Reported	0	0.0	0	0.0	0	0.0	3	4.9
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	0	0.0	15	24.6
	Communications/Journalism	6	11.5	6	10.2	10	17.5	0	0.0
	Education	4	7.7	1	1.7	2	3.5	1	1.6
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	1	1.6
	General Studies	0	0.0	0	0.0	0	0.0	3	4.9
	Health Sciences	0	0.0	0	0.0	0	0.0	7	11.5
	History	4	7.7	2	3.4	7	12.3	0	0.0
	Humanities	2	3.8	5	8.5	6	10.5	0	0.0
	Law	0	0.0	4	6.8	1	1.8	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	32	61.5	18	30.5	23	40.4	6	9.8
	Science/Math	0	0.0	1	1.7	0	0.0	1	1.6
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	5	8.2
	Other	4	7.7	4	6.8	8	14.0	0	0.0
	Undecided	0	0.0	18	30.5	0	0.0	16	26.2
Not Reported	0	0.0	0	0.0	0	0.0	6	9.8	

		Penn State University Fall 2008		Pennsylvania College of Technology 2011 Spring		Phoenix SAILS_Apr09		Phoenix UOPX SAILS_FY10	
		Fall 2008		Spring 2011		Spring 2009		Spring 2010	
		(n=854)		(n=219)		(n=1,365)		(n=1,416)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	773	90.5	0	0.0	413	30.3	542	38.3
	Sophomore	50	5.9	70	32.0	395	28.9	392	27.7
	Junior	13	1.5	149	68.0	299	21.9	299	21.1
	Senior	3	0.4	0	0.0	258	18.9	183	12.9
	Other	6	0.7	0	0.0	0	0.0	0	0.0
	Not Reported	9	1.1	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	42	4.9	0	0.0	0	0.0	0	0.0
	Architecture	8	0.9	80	36.5	0	0.0	0	0.0
	Business	73	8.5	9	4.1	559	41.0	491	34.7
	Communications/Journalism	24	2.8	0	0.0	0	0.0	23	1.6
	Education	67	7.8	0	0.0	60	4.4	82	5.8
	Engineering/Computer Science	134	15.7	36	16.4	129	9.5	147	10.4
	General Studies	88	10.3	0	0.0	92	6.7	83	5.9
	Health Sciences	88	10.3	20	9.1	126	9.2	121	8.5
	History	13	1.5	0	0.0	0	0.0	0	0.0
	Humanities	3	0.4	0	0.0	0	0.0	0	0.0
	Law	0	0.0	1	0.5	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	76	8.9	73	33.3	383	28.1	319	22.5
	Science/Math	2	0.2	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	39	4.6	0	0.0	0	0.0	0	0.0
	Other	45	5.3	0	0.0	0	0.0	130	9.2
	Undecided	140	16.4	0	0.0	16	1.2	20	1.4
Not Reported	12	1.4	0	0.0	0	0.0	0	0.0	

		Phoenix UOPX SAILS_FY11 Fall 2010 (n=948)		Pikeville College Fall 2009 Freshmen Fall 2009 (n=167)		Pikeville College Fall 2010 Fall 2010 (n=349)		Pittsburgh UPBFRESHMA NFALL08 Fall 2008 (n=180)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	327	34.5	167	100.0	345	98.9	178	98.9
	Sophomore	292	30.8	0	0.0	3	0.9	2	1.1
	Junior	205	21.6	0	0.0	1	0.3	0	0.0
	Senior	124	13.1	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	0	0.0	2	1.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	308	32.5	15	9.0	29	8.3	3	1.7
	Communications/Journalism	16	1.7	5	3.0	7	2.0	11	6.1
	Education	47	5.0	25	15.0	28	8.0	6	3.3
	Engineering/Computer Science	95	10.0	7	4.2	15	4.3	4	2.2
	General Studies	61	6.4	0	0.0	0	0.0	0	0.0
	Health Sciences	86	9.1	6	3.6	25	7.2	37	20.6
	History	0	0.0	4	2.4	3	0.9	8	4.4
	Humanities	0	0.0	0	0.0	1	0.3	0	0.0
	Law	0	0.0	0	0.0	0	0.0	4	2.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	224	23.6	38	22.8	74	21.2	53	29.4
	Science/Math	0	0.0	0	0.0	1	0.3	1	0.6
	Social Sciences/Psychology	0	0.0	30	18.0	60	17.2	17	9.4
	Other	101	10.7	10	6.0	9	2.6	16	8.9
	Undecided	10	1.1	27	16.2	97	27.8	18	10.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPFRESHMAN FALL08		Pittsburgh UPGFRESHMA NFALL08		Pittsburgh UPJFRESHMA NFALL08		Pittsburgh UPTFRESHMA NFALL08	
		Fall 2008		Fall 2008		Fall 2008		Fall 2008	
		(n=1,635)		(n=259)		(n=651)		(n=74)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	1,634	99.9	257	99.2	646	99.2	68	91.9
	Sophomore	1	0.1	0	0.0	4	0.6	3	4.1
	Junior	0	0.0	0	0.0	0	0.0	1	1.4
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	2	0.8	1	0.2	2	2.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	9	0.6	0	0.0	3	0.5	0	0.0
	Architecture	4	0.2	0	0.0	0	0.0	0	0.0
	Business	300	18.3	38	14.7	95	14.6	1	1.4
	Communications/Journalism	29	1.8	9	3.5	18	2.8	0	0.0
	Education	25	1.5	11	4.2	94	14.4	1	1.4
	Engineering/Computer Science	84	5.1	38	14.7	105	16.1	2	2.7
	General Studies	2	0.1	0	0.0	0	0.0	0	0.0
	Health Sciences	205	12.5	30	11.6	71	10.9	46	62.2
	History	33	2.0	5	1.9	6	0.9	0	0.0
	Humanities	44	2.7	4	1.5	8	1.2	2	2.7
	Law	9	0.6	5	1.9	3	0.5	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	168	10.3	36	13.9	37	5.7	19	25.7
	Science/Math	9	0.6	1	0.4	1	0.2	0	0.0
	Social Sciences/Psychology	212	13.0	27	10.4	47	7.2	1	1.4
	Other	113	6.9	28	10.8	56	8.6	1	1.4
	Undecided	389	23.8	27	10.4	107	16.4	1	1.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPGSENIORS R09		Pittsburgh UPJSENIORS R09		Pittsburgh UPSENIORS R09		Pittsburgh UPBFRESHMA NFALL09	
		Spring 2009 (n=85)		Spring 2009 (n=52)		Spring 2009 (n=160)		Fall 2009 (n=297)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	293	98.7
	Sophomore	1	1.2	0	0.0	0	0.0	3	1.0
	Junior	25	29.4	0	0.0	5	3.1	0	0.0
	Senior	59	69.4	52	100.0	155	96.9	0	0.0
	Other	0	0.0	0	0.0	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	2	2.4	0	0.0	0	0.0	4	1.3
	Architecture	0	0.0	0	0.0	2	1.3	0	0.0
	Business	21	24.7	1	1.9	22	13.8	26	8.8
	Communications/Journalism	3	3.5	2	3.8	7	4.4	4	1.3
	Education	2	2.4	2	3.8	0	0.0	31	10.4
	Engineering/Computer Science	4	4.7	44	84.6	8	5.0	5	1.7
	General Studies	0	0.0	0	0.0	2	1.3	1	0.3
	Health Sciences	14	16.5	1	1.9	29	18.1	60	20.2
	History	3	3.5	0	0.0	10	6.3	6	2.0
	Humanities	1	1.2	2	3.8	9	5.6	1	0.3
	Law	3	3.5	0	0.0	0	0.0	7	2.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.4	0	0.0	35	21.9	75	25.3
	Science/Math	1	1.2	0	0.0	3	1.9	0	0.0
	Social Sciences/Psychology	20	23.5	0	0.0	22	13.8	16	5.4
	Other	9	10.6	0	0.0	11	6.9	12	4.0
	Undecided	0	0.0	0	0.0	0	0.0	49	16.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPFRESHMAN 09 Fall 2009 (n=1,418)		Pittsburgh UPGFRESHMA N09REV Fall 2009 (n=287)		Pittsburgh UPJFRESHMA N09 Fall 2009 (n=595)		Pittsburgh UPTFRESHMA NFALL09 Fall 2009 (n=89)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	1,413	99.6	287	100.0	591	99.3	82	92.1
	Sophomore	4	0.3	0	0.0	2	0.3	5	5.6
	Junior	1	0.1	0	0.0	1	0.2	1	1.1
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	1	0.2	1	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	3	0.2	1	0.3	5	0.8	0
Architecture		3	0.2	1	0.3	0	0.0	1	1.1
Business		82	5.8	42	14.6	66	11.1	0	0.0
Communications/Journalism		15	1.1	6	2.1	14	2.4	0	0.0
Education		11	0.8	7	2.4	70	11.8	5	5.6
Engineering/Computer Science		456	32.2	32	11.1	124	20.8	1	1.1
General Studies		1	0.1	1	0.3	0	0.0	0	0.0
Health Sciences		200	14.1	29	10.1	85	14.3	48	53.9
History		23	1.6	6	2.1	3	0.5	3	3.4
Humanities		20	1.4	6	2.1	9	1.5	1	1.1
Law		8	0.6	8	2.8	7	1.2	1	1.1
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		112	7.9	41	14.3	36	6.1	19	21.3
Science/Math		5	0.4	1	0.3	1	0.2	0	0.0
Social Sciences/Psychology		163	11.5	36	12.5	51	8.6	1	1.1
Other		65	4.6	29	10.1	29	4.9	6	6.7
Undecided		251	17.7	41	14.3	95	16.0	3	3.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPBSENIORSR R10		Pittsburgh UPGSENIORSR R10		Pittsburgh UPJSENIORSR R10		Pittsburgh UPSENIORSR R10	
		Spring 2010 (n=57)		Spring 2010 (n=69)		Spring 2010 (n=68)		Spring 2010 (n=67)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	1	1.5
	Junior	1	1.8	22	31.9	1	1.5	3	4.5
	Senior	55	96.5	47	68.1	67	98.5	63	94.0
	Other	1	1.8	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	2	3.5	1	1.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	20	35.1	5	7.2	58	85.3	7	10.4
	Communications/Journalism	3	5.3	11	15.9	1	1.5	1	1.5
	Education	12	21.1	2	2.9	0	0.0	4	6.0
	Engineering/Computer Science	0	0.0	1	1.4	3	4.4	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	1	1.5
	Health Sciences	5	8.8	13	18.8	1	1.5	4	6.0
	History	1	1.8	2	2.9	1	1.5	3	4.5
	Humanities	2	3.5	3	4.3	2	2.9	1	1.5
	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	9	15.8	3	4.3	1	1.5	28	41.8
	Science/Math	0	0.0	0	0.0	0	0.0	1	1.5
	Social Sciences/Psychology	1	1.8	22	31.9	1	1.5	10	14.9
	Other	2	3.5	6	8.7	0	0.0	7	10.4
	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

		Pittsburgh UPBFRESHMA NFALL10		Pittsburgh UPFRESHMAN FALL10		Pittsburgh UPGFRESHMA NFALL10		Pittsburgh UPJFRESHMA NFALL10	
		Fall 2010		Fall 2010		Fall 2010		Fall 2010	
		(n=263)		(n=2,048)		(n=259)		(n=547)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	261	99.2	2,036	99.4	258	99.6	543	99.3
	Sophomore	1	0.4	6	0.3	0	0.0	4	0.7
	Junior	0	0.0	4	0.2	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	1	0.4	2	0.1	1	0.4	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	6	2.3	4	0.2	0	0.0	1	0.2
	Architecture	0	0.0	5	0.2	1	0.4	0	0.0
	Business	25	9.5	271	13.2	24	9.3	50	9.1
	Communications/Journalism	9	3.4	24	1.2	5	1.9	14	2.6
	Education	31	11.8	19	0.9	18	6.9	70	12.8
	Engineering/Computer Science	2	0.8	474	23.1	16	6.2	105	19.2
	General Studies	0	0.0	1	0.0	0	0.0	0	0.0
	Health Sciences	51	19.4	303	14.8	48	18.5	94	17.2
	History	3	1.1	26	1.3	4	1.5	5	0.9
	Humanities	2	0.8	30	1.5	1	0.4	6	1.1
	Law	6	2.3	6	0.3	10	3.9	5	0.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	59	22.4	151	7.4	33	12.7	29	5.3
	Science/Math	1	0.4	6	0.3	3	1.2	2	0.4
	Social Sciences/Psychology	13	4.9	257	12.5	30	11.6	38	6.9
	Other	10	3.8	106	5.2	21	8.1	30	5.5
	Undecided	45	17.1	365	17.8	45	17.4	98	17.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh UPTFRESHMA NFALL10		Pittsburgh UPBSENIORS R11		Pittsburgh UPGSENIORS R11		Pittsburgh UPJSENIORS R11	
		Fall 2010		Spring 2011		Spring 2011		Spring 2011	
		(n=72)		(n=62)		(n=50)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	71	98.6	0	0.0	0	0.0	0	0.0
	Sophomore	1	1.4	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	2	4.0	0	0.0
	Senior	0	0.0	61	98.4	48	96.0	51	98.1
	Other	0	0.0	1	1.6	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
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		1	1.4	5	8.1	2	4.0	12	23.1
Communications/Journalism		0	0.0	11	17.7	3	6.0	4	7.7
Education		3	4.2	5	8.1	2	4.0	8	15.4
Engineering/Computer Science		3	4.2	0	0.0	0	0.0	6	11.5
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		42	58.3	24	38.7	1	2.0	1	1.9
History		0	0.0	0	0.0	3	6.0	1	1.9
Humanities		1	1.4	3	4.8	1	2.0	2	3.8
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		14	19.4	11	17.7	11	22.0	2	3.8
Science/Math		0	0.0	0	0.0	1	2.0	0	0.0
Social Sciences/Psychology		3	4.2	1	1.6	6	12.0	6	11.5
Other		3	4.2	2	3.2	20	40.0	10	19.2
Undecided		2	2.8	0	0.0	0	0.0	0	0.0
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Pittsburgh UPSENIORSR 11 Spring 2011 (n=52)		Polk Community College LK Fall 2010 Spring 2011 (n=18)		Polk Community College spring 2011 LK Spring 2011 (n=44)		Polk Community College spring 2011 WH Spring 2011 (n=39)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	1	2.6
	Sophomore	0	0.0	9	50.0	44	100.0	27	69.2
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	52	100.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	9	50.0	0	0.0	11	28.2
	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		3	5.8	0	0.0	0	0.0	0	0.0
Communications/Journalism		2	3.8	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		1	1.9	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		11	21.2	0	0.0	0	0.0	0	0.0
History		1	1.9	0	0.0	0	0.0	0	0.0
Humanities		1	1.9	0	0.0	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		14	26.9	0	0.0	0	0.0	0	0.0
Science/Math		0	0.0	0	0.0	0	0.0	0	0.0
Social Sciences/Psychology		13	25.0	0	0.0	0	0.0	0	0.0
Other		6	11.5	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	18	100.0	44	100.0	39	100.0	

		Polk Community College WH Fall 2010 Spring 2011 (n=10)		Purdue University 2011 COE EDST200 Spring 2011 (n=93)		Rasmussen College Spring 2011 Pilot Spring 2011 (n=53)		River Parishes Community College 2008 Fall Freshmen Fall 2008 (n=140)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	16	17.2	19	35.8	108	77.1
	Sophomore	10	100.0	43	46.2	11	20.8	10	7.1
	Junior	0	0.0	22	23.7	5	9.4	6	4.3
	Senior	0	0.0	11	11.8	6	11.3	4	2.9
	Other	0	0.0	1	1.1	12	22.6	12	8.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	4	4.3	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	13	24.5	15	10.7
	Communications/Journalism	0	0.0	0	0.0	0	0.0	3	2.1
	Education	0	0.0	58	62.4	1	1.9	19	13.6
	Engineering/Computer Science	0	0.0	0	0.0	7	13.2	2	1.4
	General Studies	0	0.0	2	2.2	0	0.0	13	9.3
	Health Sciences	0	0.0	5	5.4	26	49.1	33	23.6
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	10	10.8	0	0.0	0	0.0
	Law	0	0.0	0	0.0	6	11.3	1	0.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	24	17.1
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	10	10.8	0	0.0	10	7.1
	Other	0	0.0	4	4.3	0	0.0	2	1.4
	Undecided	0	0.0	0	0.0	0	0.0	17	12.1
Not Reported	10	100.0	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)		River Parishes Community College 2010 Freshmen Spring 2011 (n=317)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	2	1.8	263	100.0	12	5.4	291	91.8
	Sophomore	68	60.7	0	0.0	119	53.4	15	4.7
	Junior	25	22.3	0	0.0	49	22.0	7	2.2
	Senior	9	8.0	0	0.0	23	10.3	1	0.3
	Other	8	7.1	0	0.0	20	9.0	3	0.9
	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	2
Architecture		0	0.0	1	0.4	0	0.0	2	0.6
Business		20	17.9	18	6.8	37	16.6	31	9.8
Communications/Journalism		0	0.0	0	0.0	1	0.4	1	0.3
Education		17	15.2	21	8.0	32	14.3	25	7.9
Engineering/Computer Science		5	4.5	15	5.7	5	2.2	8	2.5
General Studies		8	7.1	26	9.9	30	13.5	42	13.2
Health Sciences		25	22.3	29	11.0	40	17.9	35	11.0
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	10	3.2
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	45	14.2
Science/Math		3	2.7	1	0.4	2	0.9	6	1.9
Social Sciences/Psychology		2	1.8	4	1.5	10	4.5	10	3.2
Other		4	3.6	6	2.3	8	3.6	9	2.8
Undecided		4	3.6	97	36.9	18	8.1	91	28.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		River Parishes Community College 2011 30 hour student Spring 2011 (n=241)		Savannah State University Fall/Spring 09/10 Spring 2010 (n=327)		Savannah State University Spring 2010 Spring 2010 (n=241)		Savannah State University Fall 2010 Fall 2010 (n=292)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	5	2.1	49	15.0	76	31.5	56	19.2
	Sophomore	158	65.6	81	24.8	69	28.6	94	32.2
	Junior	41	17.0	83	25.4	52	21.6	48	16.4
	Senior	17	7.1	99	30.3	40	16.6	86	29.5
	Other	20	8.3	15	4.6	4	1.7	8	2.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	6	1.8	4	1.7	2	0.7
	Architecture	2	0.8	0	0.0	0	0.0	0	0.0
	Business	40	16.6	68	20.8	76	31.5	89	30.5
	Communications/Journalism	1	0.4	15	4.6	10	4.1	15	5.1
	Education	27	11.2	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	6	2.5	21	6.4	23	9.5	47	16.1
	General Studies	31	12.9	0	0.0	0	0.0	0	0.0
	Health Sciences	39	16.2	0	0.0	0	0.0	0	0.0
	History	2	0.8	3	0.9	1	0.4	1	0.3
	Humanities	0	0.0	1	0.3	0	0.0	1	0.3
	Law	5	2.1	43	13.1	31	12.9	17	5.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	36	14.9	35	10.7	27	11.2	34	11.6
	Science/Math	1	0.4	2	0.6	2	0.8	3	1.0
	Social Sciences/Psychology	15	6.2	45	13.8	42	17.4	13	4.5
	Other	13	5.4	78	23.9	14	5.8	62	21.2
	Undecided	23	9.5	10	3.1	11	4.6	8	2.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Seminole Community College 2009 Fall Admin		Seminole Community College Fall 2010		Shaw University 2009-2010 AY		Shippensburg University Spring 2009	
		Fall 2009		Fall 2010		Spring 2010		Spring 2009	
		(n=88)		(n=53)		(n=391)		(n=93)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	71	80.7	0	0.0	232	59.3	84	90.3
	Sophomore	12	13.6	13	24.5	1	0.3	9	9.7
	Junior	0	0.0	6	11.3	2	0.5	0	0.0
	Senior	0	0.0	2	3.8	150	38.4	0	0.0
	Other	5	5.7	32	60.4	1	0.3	0	0.0
	Not Reported	0	0.0	0	0.0	5	1.3	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	4	7.5	88	22.5	14	15.1
	Communications/Journalism	0	0.0	0	0.0	29	7.4	2	2.2
	Education	0	0.0	1	1.9	29	7.4	16	17.2
	Engineering/Computer Science	0	0.0	5	9.4	9	2.3	2	2.2
	General Studies	0	0.0	1	1.9	3	0.8	0	0.0
	Health Sciences	0	0.0	7	13.2	16	4.1	4	4.3
	History	0	0.0	0	0.0	0	0.0	4	4.3
	Humanities	47	53.4	0	0.0	6	1.5	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	10	11.4	2	3.8	37	9.5	14	15.1
	Science/Math	0	0.0	1	1.9	12	3.1	2	2.2
	Social Sciences/Psychology	22	25.0	0	0.0	20	5.1	7	7.5
	Other	0	0.0	3	5.7	104	26.6	4	4.3
	Undecided	9	10.2	29	54.7	6	1.5	23	24.7
Not Reported	0	0.0	0	0.0	32	8.2	0	0.0	

	South University Spr 2010 ITS Courses Spring 2010 (n=700)	South University WIN-SPR 2011 EXITING Spring 2011 (n=367)	South University WIN2011 ENTERING Spring 2011 (n=1,871)	Southeastern Oklahoma State University SOSUClay12Fal 12008 Fall 2008 (n=225)				
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	492	70.3	23	6.3	1,382	73.9	203	90.2
Sophomore	94	13.4	34	9.3	229	12.2	16	7.1
Junior	61	8.7	44	12.0	99	5.3	4	1.8
Senior	12	1.7	226	61.6	14	0.7	2	0.9
Other	41	5.9	39	10.6	144	7.7	0	0.0
Not Reported	0	0.0	1	0.3	3	0.2	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	60	16.3	361	19.3	8	3.6
Communications/Journalism	0	0.0	0	0.0	0	0.0	6	2.7
Education	0	0.0	0	0.0	0	0.0	33	14.7
Engineering/Computer Science	14	2.0	9	2.5	212	11.3	9	4.0
General Studies	0	0.0	0	0.0	0	0.0	3	1.3
Health Sciences	283	40.4	99	27.0	817	43.7	11	4.9
History	0	0.0	0	0.0	0	0.0	1	0.4
Humanities	0	0.0	0	0.0	0	0.0	1	0.4
Law	64	9.1	41	11.2	165	8.8	5	2.2
Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	93	13.3	0	0.0	0	0.0	67	29.8
Science/Math	0	0.0	99	27.0	155	8.3	2	0.9
Social Sciences/Psychology	3	0.4	0	0.0	10	0.5	12	5.3
Other	82	11.7	58	15.8	147	7.9	13	5.8
Undecided	0	0.0	0	0.0	0	0.0	54	24.0
Not Reported	0	0.0	1	0.3	4	0.2	0	0.0

		St. Thomas Aquinas College 2008 Fall Freshmen Fall 2008 (n=258)		Sullivan County Community College (SUNY) 2009 Fall Freshman Fall 2009 (n=134)		Sullivan County Community College (SUNY) 2010 Spring Sophs Spring 2010 (n=233)		Sullivan County Community College (SUNY) 2010 Fall Freshmen Fall 2010 (n=225)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	23	8.9	128	95.5	47	20.2	217	96.4
	Sophomore	0	0.0	0	0.0	130	55.8	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	6	4.5	56	24.0	8	3.6
	Not Reported	235	91.1	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	3	2.2	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	2	0.8	15	11.2	25	10.7	16	7.1
	Communications/Journalism	3	1.2	7	5.2	17	7.3	17	7.6
	Education	2	0.8	6	4.5	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	3	2.2	0	0.0	0	0.0
	General Studies	0	0.0	32	23.9	0	0.0	0	0.0
	Health Sciences	0	0.0	10	7.5	83	35.6	30	13.3
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	1	0.4	4	3.0	43	18.5	39	17.3
	Law	0	0.0	8	6.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	1.2	39	29.1	46	19.7	97	43.1
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	1	0.4	0	0.0	5	2.1	2	0.9
	Other	5	1.9	4	3.0	10	4.3	14	6.2
	Undecided	6	2.3	3	2.2	4	1.7	10	4.4
Not Reported	235	91.1	0	0.0	0	0.0	0	0.0	

		SUNY Fredonia 2010 IMAT Fall 2010 (n=283)		Texas A&M University - Kingsville Fall 2008 Spring 2009 (n=228)		The Art Institute of Washington 2008 Fall Freshmen Fall 2008 (n=217)		The Art Institute of Washington 2008 Fall Graduates Fall 2008 (n=83)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	118	41.7	89	39.0	213	98.2	23	27.7
	Sophomore	33	11.7	24	10.5	3	1.4	6	7.2
	Junior	65	23.0	20	8.8	0	0.0	8	9.6
	Senior	66	23.3	44	19.3	0	0.0	41	49.4
	Other	1	0.4	51	22.4	1	0.5	5	6.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	25	11.0	0	0.0	0	0.0
	Architecture	0	0.0	1	0.4	0	0.0	0	0.0
	Business	11	3.9	6	2.6	0	0.0	0	0.0
	Communications/Journalism	6	2.1	6	2.6	0	0.0	0	0.0
	Education	95	33.6	10	4.4	0	0.0	0	0.0
	Engineering/Computer Science	3	1.1	6	2.6	0	0.0	0	0.0
	General Studies	3	1.1	0	0.0	0	0.0	0	0.0
	Health Sciences	14	4.9	50	21.9	0	0.0	0	0.0
	History	36	12.7	3	1.3	0	0.0	0	0.0
	Humanities	1	0.4	0	0.0	0	0.0	0	0.0
	Law	0	0.0	4	1.8	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	7.1	70	30.7	0	0.0	0	0.0
	Science/Math	10	3.5	2	0.9	0	0.0	0	0.0
	Social Sciences/Psychology	13	4.6	36	15.8	0	0.0	0	0.0
	Other	65	23.0	7	3.1	0	0.0	0	0.0
	Undecided	6	2.1	2	0.9	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	217	100.0	83	100.0	

		The Art Institute of Washington 2009 Fall Freshmen		The Art Institute of Washington Freshmen 2010		The Art Institute of Washington Graduates 2010		Pacific PacSem II 2011	
		Fall 2009		Spring 2011		Spring 2011		Spring 2011	
		(n=262)		(n=223)		(n=63)		(n=198)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	251	95.8	213	95.5	1	1.6	188	94.9
	Sophomore	7	2.7	4	1.8	1	1.6	5	2.5
	Junior	1	0.4	1	0.4	1	1.6	1	0.5
	Senior	0	0.0	2	0.9	55	87.3	0	0.0
	Other	3	1.1	3	1.3	5	7.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	4	2.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	1	0.4	0	0.0	0	0.0
Business		5	1.9	2	0.9	0	0.0	33	16.7
Communications/Journalism		4	1.5	0	0.0	2	3.2	5	2.5
Education		0	0.0	0	0.0	0	0.0	8	4.0
Engineering/Computer Science		4	1.5	0	0.0	2	3.2	33	16.7
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	34	17.2
History		0	0.0	0	0.0	0	0.0	4	2.0
Humanities		0	0.0	0	0.0	0	0.0	4	2.0
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		195	74.4	176	78.9	34	54.0	25	12.6
Science/Math		53	20.2	43	19.3	25	39.7	10	5.1
Social Sciences/Psychology		0	0.0	0	0.0	0	0.0	15	7.6
Other		0	0.0	0	0.0	0	0.0	16	8.1
Undecided		1	0.4	1	0.4	0	0.0	10	5.1
Not Reported	0	0.0	0	0.0	0	0.0	1	0.5	

		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 College Freshman Fall 2010		Thomas College Spring 2011		Thomas Edison State College AY2008-09, Second		Thomas Edison State College AY2009-10, First	
		Fall 2010		Spring 2011		Spring 2009		Spring 2010	
		(n=202)		(n=124)		(n=111)		(n=528)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	200	99.0	114	91.9	32	28.8	182	34.5
	Sophomore	2	1.0	6	4.8	28	25.2	143	27.1
	Junior	0	0.0	2	1.6	31	27.9	96	18.2
	Senior	0	0.0	1	0.8	20	18.0	105	19.9
	Other	0	0.0	0	0.0	0	0.0	2	0.4
	Not Reported	0	0.0	1	0.8	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	8
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		41	20.3	16	12.9	8	7.2	66	12.5
Communications/Journalism		3	1.5	2	1.6	0	0.0	15	2.8
Education		27	13.4	17	13.7	0	0.0	0	0.0
Engineering/Computer Science		13	6.4	6	4.8	11	9.9	74	14.0
General Studies		0	0.0	0	0.0	4	3.6	30	5.7
Health Sciences		0	0.0	0	0.0	59	53.2	136	25.8
History		0	0.0	0	0.0	0	0.0	7	1.3
Humanities		0	0.0	0	0.0	1	0.9	6	1.1
Law		10	5.0	3	2.4	0	0.0	0	0.0
Military/Naval Science		0	0.0	1	0.8	0	0.0	0	0.0
Performing & Fine Arts		74	36.6	53	42.7	18	16.2	107	20.3
Science/Math		0	0.0	0	0.0	0	0.0	4	0.8
Social Sciences/Psychology		0	0.0	1	0.8	6	5.4	36	6.8
Other		20	9.9	13	10.5	4	3.6	39	7.4
Undecided		12	5.9	11	8.9	0	0.0	0	0.0
Not Reported	2	1.0	1	0.8	0	0.0	0	0.0	

		Thomas Edison State College TESC_AY2011		Toronto Mississauga Head Start		Toronto Mississauga HeadStart 2009		Toronto Mississauga CCT100Fall201 0	
		Spring 2011		Fall 2008		Fall 2009		Fall 2010	
		(n=279)		(n=262)		(n=81)		(n=385)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	54	19.4	155	59.2	73	90.1	295	76.6
	Sophomore	26	9.3	39	14.9	1	1.2	44	11.4
	Junior	67	24.0	36	13.7	3	3.7	22	5.7
	Senior	61	21.9	21	8.0	4	4.9	18	4.7
	Other	71	25.4	11	4.2	0	0.0	6	1.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.4	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	7	2.5	34	13.0	10	12.3	56	14.5
	Communications/Journalism	1	0.4	23	8.8	2	2.5	83	21.6
	Education	1	0.4	2	0.8	2	2.5	9	2.3
	Engineering/Computer Science	47	16.8	3	1.1	3	3.7	14	3.6
	General Studies	10	3.6	0	0.0	0	0.0	0	0.0
	Health Sciences	93	33.3	0	0.0	0	0.0	8	2.1
	History	1	0.4	13	5.0	2	2.5	4	1.0
	Humanities	3	1.1	36	13.7	8	9.9	29	7.5
	Law	2	0.7	0	0.0	0	0.0	0	0.0
	Military/Naval Science	1	0.4	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	51	18.3	27	10.3	6	7.4	43	11.2
	Science/Math	3	1.1	2	0.8	4	4.9	7	1.8
	Social Sciences/Psychology	8	2.9	53	20.2	21	25.9	21	5.5
	Other	43	15.4	47	17.9	17	21.0	72	18.7
	Undecided	7	2.5	22	8.4	6	7.4	39	10.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Toronto Mississauga Headstart2010		Toronto Mississauga CCT100/101Wi nter2011		Touro College fall orientation 08		Valley Forge Christian College 2010 Fall CW&R	
		Fall 2010		Spring 2011		Fall 2008		Fall 2010	
		(n=49)		(n=190)		(n=91)		(n=116)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	46	93.9	138	72.6	23	25.3	96	82.8
	Sophomore	3	6.1	41	21.6	42	46.2	16	13.8
	Junior	0	0.0	7	3.7	8	8.8	3	2.6
	Senior	0	0.0	3	1.6	0	0.0	0	0.0
	Other	0	0.0	1	0.5	0	0.0	1	0.9
	Not Reported	0	0.0	0	0.0	18	19.8	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	3	6.1	16	8.4	7	7.7	13	11.2
	Communications/Journalism	0	0.0	80	42.1	0	0.0	20	17.2
	Education	1	2.0	3	1.6	0	0.0	19	16.4
	Engineering/Computer Science	1	2.0	8	4.2	6	6.6	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	4	8.2	5	2.6	11	12.1	0	0.0
	History	1	2.0	1	0.5	0	0.0	0	0.0
	Humanities	4	8.2	10	5.3	0	0.0	2	1.7
	Law	0	0.0	0	0.0	2	2.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	5	10.2	13	6.8	8	8.8	30	25.9
	Science/Math	1	2.0	4	2.1	1	1.1	11	9.5
	Social Sciences/Psychology	15	30.6	8	4.2	4	4.4	0	0.0
	Other	6	12.2	18	9.5	12	13.2	14	12.1
	Undecided	8	16.3	24	12.6	17	18.7	7	6.0
Not Reported	0	0.0	0	0.0	23	25.3	0	0.0	

		Valley Forge Christian College 2011 Spring CW&R Spring 2011 (n=50)		Western Michigan University WMU - Spring 2011 Spring 2011 (n=153)		Western New England College 2009 Fall Fall 2009 (n=619)		Western Ontario 2010-11 Pol Sci Spring 2011 (n=1,113)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	38	76.0	96	62.7	81	13.1	306	27.5
	Sophomore	8	16.0	3	2.0	239	38.6	287	25.8
	Junior	2	4.0	1	0.7	182	29.4	181	16.3
	Senior	2	4.0	53	34.6	108	17.4	83	7.5
	Other	0	0.0	0	0.0	9	1.5	4	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	252	22.6
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	5	10.0	26	17.0	312	50.4	42	3.8
	Communications/Journalism	7	14.0	5	3.3	22	3.6	22	2.0
	Education	9	18.0	9	5.9	18	2.9	0	0.0
	Engineering/Computer Science	0	0.0	36	23.5	67	10.8	3	0.3
	General Studies	0	0.0	0	0.0	3	0.5	1	0.1
	Health Sciences	0	0.0	14	9.2	3	0.5	6	0.5
	History	0	0.0	2	1.3	24	3.9	0	0.0
	Humanities	1	2.0	5	3.3	4	0.6	26	2.3
	Law	0	0.0	0	0.0	5	0.8	1	0.1
	Military/Naval Science	0	0.0	0	0.0	39	6.3	0	0.0
	Performing & Fine Arts	11	22.0	22	14.4	19	3.1	3	0.3
	Science/Math	1	2.0	6	3.9	0	0.0	3	0.3
	Social Sciences/Psychology	0	0.0	9	5.9	43	6.9	16	1.4
	Other	14	28.0	13	8.5	37	6.0	611	54.9
	Undecided	2	4.0	6	3.9	23	3.7	3	0.3
Not Reported	0	0.0	0	0.0	0	0.0	376	33.8	

		Westmont College Fall 09 First Year		William Woods University Orientation 2010	
		Fall 2009 (n=83)		Fall 2010 (n=77)	
Characteristics		n	%	n	%
Class Standing	Freshman	82	98.8	76	98.7
	Sophomore	1	1.2	1	1.3
	Junior	0	0.0	0	0.0
	Senior	0	0.0	0	0.0
	Other	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	19	24.7
	Architecture	0	0.0	0	0.0
	Business	3	3.6	7	9.1
	Communications/Journalism	5	6.0	3	3.9
	Education	6	7.2	3	3.9
	Engineering/Computer Science	1	1.2	1	1.3
	General Studies	0	0.0	0	0.0
	Health Sciences	7	8.4	2	2.6
	History	5	6.0	0	0.0
	Humanities	3	3.6	2	2.6
	Law	2	2.4	1	1.3
	Military/Naval Science	0	0.0	0	0.0
	Performing & Fine Arts	1	1.2	11	14.3
	Science/Math	6	7.2	2	2.6
	Social Sciences/Psychology	7	8.4	8	10.4
	Other	7	8.4	9	11.7
	Undecided	30	36.1	9	11.7
Not Reported	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, 255, 444, 451, 452, 517, 529, 530, 531, 532, 533, 548, 550, 562, 568, 569, 570, 571, 572, 601, 603

Skill Set: Selecting Finding Tools

18 items: 19, 22, 64, 139, 142, 141, 257, 140, 518, 519, 521, 522, 523, 545, 551, 559, 584, 602

Skill Set: Searching

27 items: 14, 21, 28, 39, 43, 59, 73, 88, 90, 108, 196, 218, 228, 230, 242, 247, 263, 515, 541, 543, 561, 577, 578, 582, 587, 594, 604

Skill Set: Using Finding Tool Features

14 items: 42, 62, 71, 259, 260, 525, 526, 527, 549, 520, 540, 579, 590, 593

Skill Set: Retrieving Sources

15 items: 25, 29, 30, 93, 104, 106, 192, 194, 195, 214, 216, 229, 539, 524, 600

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, 123, 193, 197, 199, 512, 528, 557, 560, 574, 583, 589

Skill Set: Understanding Economic, Legal, and Social Issues

20 items: 112, 117, 118, 119, 122, 132, 136, 200, 222, 120, 271, 516, 552, 553, 554, 556, 573, 595, 597, 599

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

39 items: 9, 20, 27, 30, 43, 63, 64, 73, 93, 95, 99, 101, 104, 106, 147, 148, 198, 215, 242, 255, 451, 452, 453, 517, 524, 529, 530, 531, 537, 562, 568, 569, 570, 571, 572, 594, 600, 601, 603

Standard 2: Accesses Needed Information Effectively and Efficiently

75 items: 14, 19, 21, 22, 25, 29, 39, 40, 42, 44, 49, 59, 60, 62, 71, 88, 90, 108, 139, 140, 141, 142, 150, 192, 193, 194, 195, 196, 197, 199, 203, 214, 216, 228, 229, 230, 237, 239, 247, 257, 259, 260, 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, 582, 584, 587, 589, 590, 593, 604

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, 558, 559, 563, 575, 602

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: 112, 117, 118, 119, 120, 122, 123, 132, 136, 200, 222, 271, 512, 516, 528, 552, 553, 554, 556, 557, 560, 573, 574, 583, 595, 597, 599

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.
603
- 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.
594
 - 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.
601
 - 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.
600
- 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.
584
 - 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.
577, 582
- 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, 587
- 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, 604
 - 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.)
589
 - 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)
590, 593
 - 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)
559, 602
- 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, 597, 599
 - 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")
595
 - 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).
557, 560, 583
 - 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