



project
SAILS
Standardized Assessment of
Information Literacy Skills

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

for

River Parishes Community College

Administration: 2008 Fall Freshmen

Report Date: December 2008

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1. THE TEST AND HOW IT IS SCORED

The Test

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

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

The SAILS item bank has 157 items in American English. Each student answers 40 items from the item bank and 5 items that are in development. Test takers are instructed to select the one best answer. 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
Developing a Research Strategy	30
Selecting Finding Tools	17
Searching	27
Using Finding Tool Features	13
Retrieving Sources	15
Evaluating Sources	20
Documenting Sources	15
Understanding Economic, Legal, and Social Issues	20

ACRL Standards	Number of Items
Standard 1: Determines the nature and extent of the information needed	37
Standard 2: Accesses needed information effectively and efficiently	73
Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	20
Standard 4: NOT USED	0
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

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	River Parishes		Institution Type: Associates		All Institutions	
	(n=140)		(n=7,107)		(n=54,064)	
	n	%	n	%	n	%
Class Standing						
Freshman	108	77.1	3,902	54.9	32,964	61.0
Sophomore	10	7.1	1,992	28.0	8,610	15.9
Junior	6	4.3	418	5.9	5,178	9.6
Senior	4	2.9	126	1.8	5,786	10.7
Other	12	8.6	542	7.6	999	1.8
Not reported	0	0.0	127	1.8	527	1.0
Student Major						
Agriculture/Environmental Studies	0	0.0	16	0.2	661	1.2
Architecture	0	0.0	51	0.7	210	0.4
Business	15	10.7	816	11.5	9,118	16.9
Communications/Journalism	3	2.1	113	1.6	1,968	3.6
Education	19	13.6	580	8.2	3,633	6.7
Engineering/Computer Science	2	1.4	434	6.1	4,356	8.1
General Studies	13	9.3	194	2.7	674	1.2
Health Sciences	33	23.6	1,137	16.0	5,180	9.6
History	0	0.0	19	0.3	689	1.3
Humanities	0	0.0	1,007	14.2	3,318	6.1
Law	1	0.7	183	2.6	845	1.6
Military/Naval Science	0	0.0	8	0.1	17	0.0
Performing & Fine Arts	0	0.0	95	1.3	1,371	2.5
Science/Math	10	7.1	195	2.7	3,282	6.1
Social Sciences/Psychology	2	1.4	144	2.0	4,749	8.8
Other	24	17.1	1,508	21.2	7,458	13.8
Undecided	17	12.1	337	4.7	5,146	9.5
Not reported	1	0.7	270	3.8	1,389	2.6

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:

- Selecting Finding Tools
- Retrieving Sources

Students at River Parishes Community College performed worse than the institution-type benchmark on the following SAILS Skill Sets:

- Developing a Research Strategy
- Searching
- Using Finding Tool Features
- 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.

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

Detailed Results - Data Table

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

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of ± 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	532 ± 17	555 ± 2	569 ± 1
Selecting Finding Tools	514 ± 24	536 ± 3	549 ± 1
Searching	494 ± 16	523 ± 2	539 ± 1
Using Finding Tool Features	520 ± 27	556 ± 3	565 ± 1
Retrieving Sources	516 ± 26	531 ± 4	556 ± 2
Evaluating Sources	545 ± 16	565 ± 2	575 ± 1
Documenting Sources	499 ± 20	552 ± 3	573 ± 1
Understanding Economic, Legal, and Social Issues	489 ± 17	525 ± 2	542 ± 1

B. Within Skill Sets

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

1. SAILS Skill Set: Developing a Research Strategy

Summary of Results

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

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

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

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

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

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

Detailed Results - Data Table

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

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of ± 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	532 ± 17	555 ± 2	569 ± 1
Class Standing			
Freshman	535 ± 20	548 ± 2	562 ± 1
Sophomore	519 ± 52	557 ± 4	571 ± 2
Other	517 ± 55	576 ± 7	583 ± 6
Majors			
Business	519 ± 43	545 ± 5	559 ± 2
Education	515 ± 51	556 ± 7	565 ± 3
General Studies	537 ± 48	533 ± 11	556 ± 8
Health Sciences	534 ± 35	550 ± 5	564 ± 2
Science / Math	583 ± 79	560 ± 12	582 ± 3
Other	522 ± 37	557 ± 4	563 ± 2
Undecided	542 ± 49	546 ± 10	563 ± 3

Detailed Results - Chart

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

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

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

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

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of ± 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,

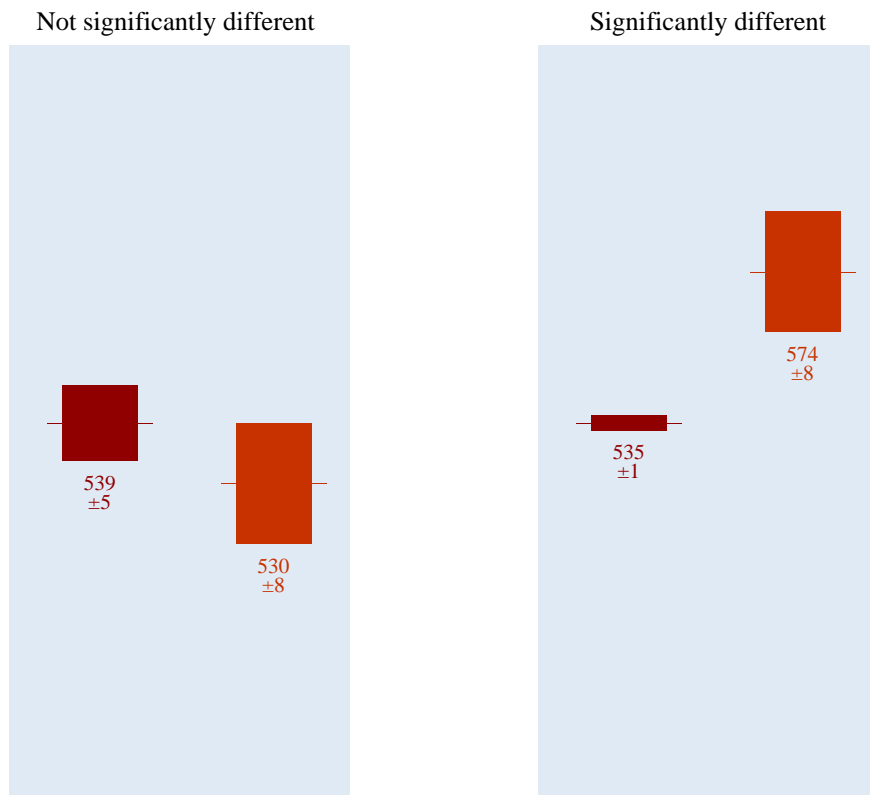


Figure 3.3 Chart for Skill Set: Developing a Research Strategy



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

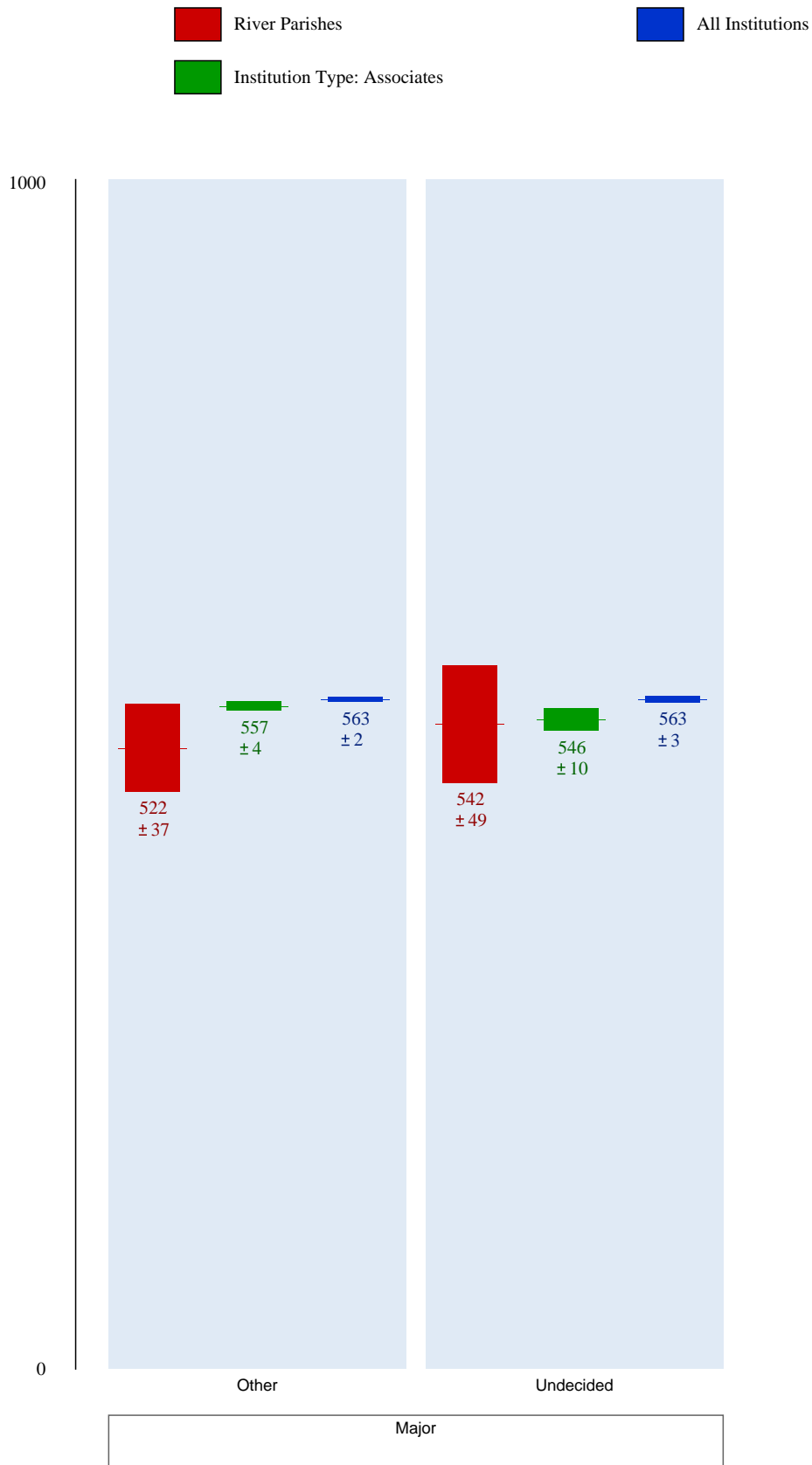


Figure 3.4 Objectives and Outcomes for Skill Set: Developing a Research Strategy

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
- 1.1.4.3 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.
- 2.2.1.1 Describes a general process for searching for information.
- 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
- 2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
- 2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
- 2.5.5 Uses various technologies to manage the information selected and organized
- 3.4.1 Determines whether information satisfies the research or other information need

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

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

Class Standing: Freshman

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

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

Class Standing: Sophomore, Other

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

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

Class Standing: Freshman, Other

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

Within River Parishes Community College, the following groups performed worse than the River Parishes-average-student benchmark:

Class Standing: Sophomore

Detailed Results - Data Table

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

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

Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	514 ± 24	536 ± 3	549 ± 1
Class Standing			
Freshman	535 ± 25	531 ± 3	542 ± 1
Sophomore	395 ± 94	539 ± 5	552 ± 2
Other	427 ± 74	549 ± 10	561 ± 8
Majors			
Business	505 ± 64	535 ± 8	541 ± 2
Education	504 ± 70	534 ± 9	541 ± 4
General Studies	534 ± 66	519 ± 15	541 ± 10
Health Sciences	503 ± 51	534 ± 7	546 ± 3
Science / Math	563 ± 72	547 ± 18	562 ± 4
Other	483 ± 84	535 ± 6	541 ± 3
Undecided	500 ± 57	539 ± 12	545 ± 3

Detailed Results - Chart

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

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

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

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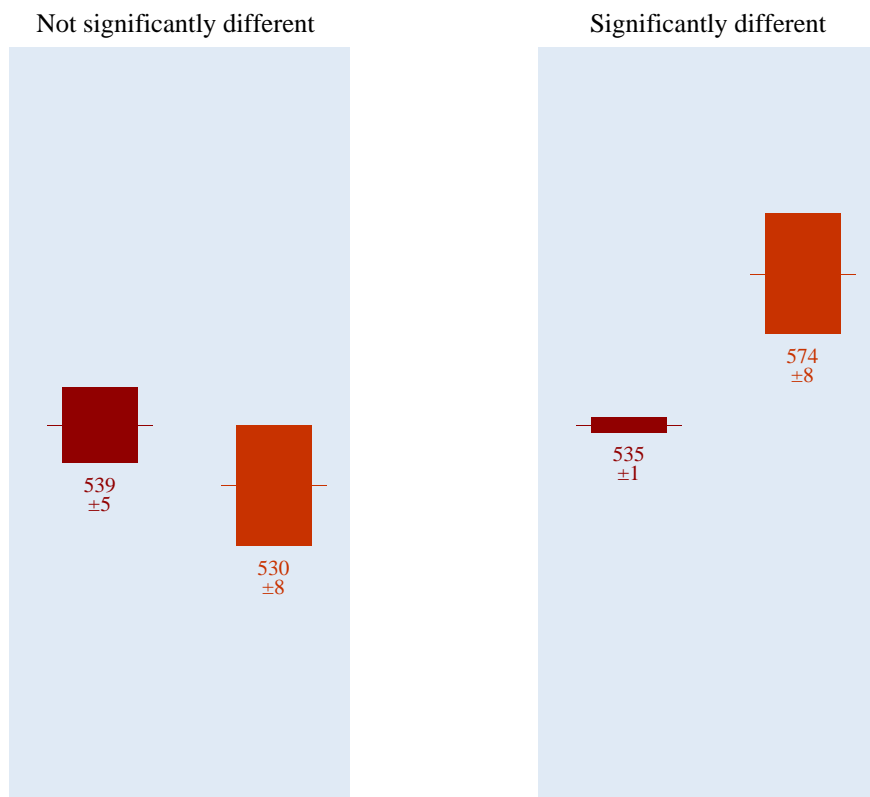


Figure 3.6 Chart for Skill Set: Selecting Finding Tools



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

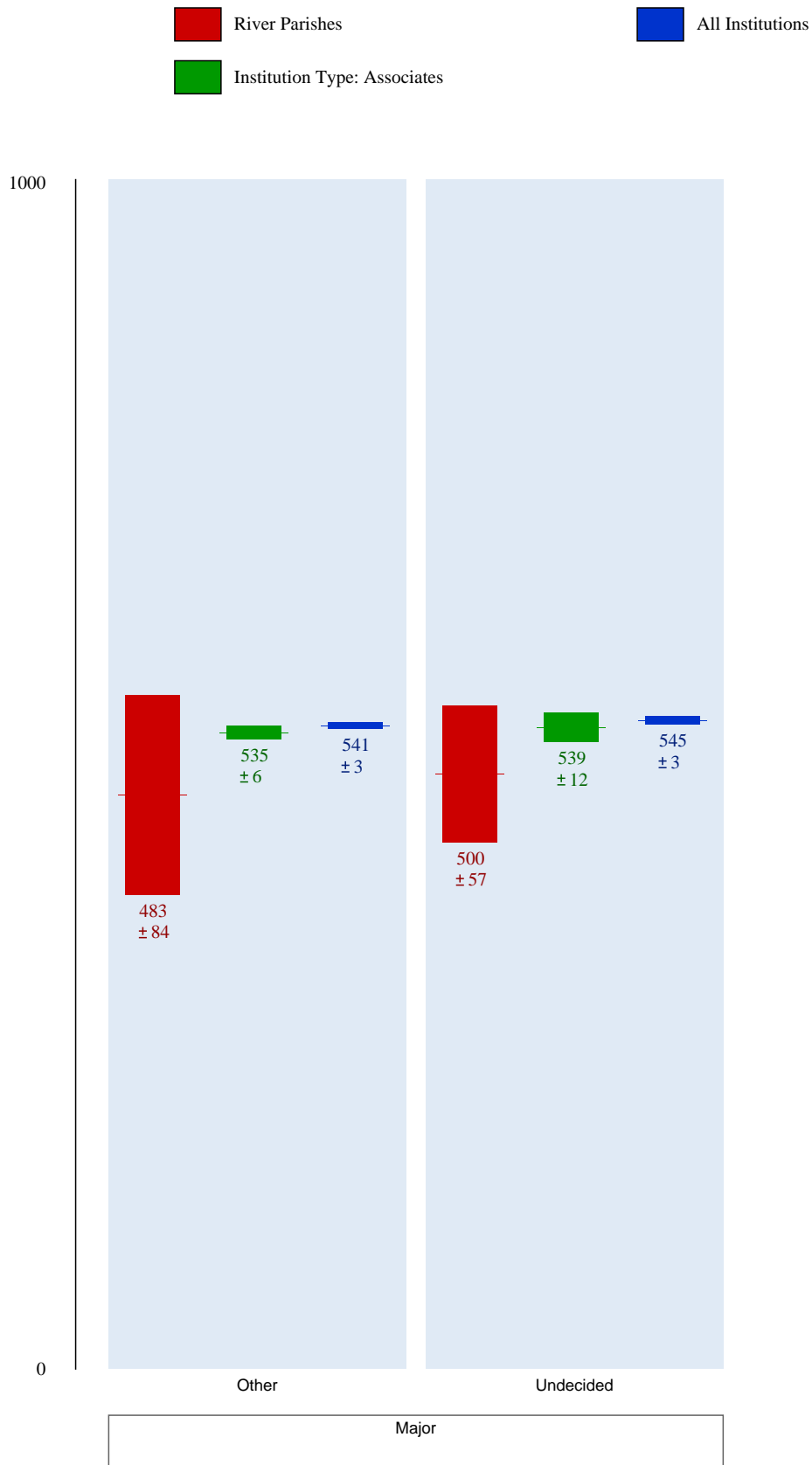


Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools

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).
- 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
- 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
- 2.3.2.2 Explains the difference between the library catalog and a periodical index.
- 2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.
- 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
- 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

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

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

Class Standing: Freshman, Sophomore, Other

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

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

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

Class Standing: Freshman, Sophomore, Other

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Detailed Results - Data Table

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

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

Figure 3.8 Data Table for Skill Set: Searching

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	494 ± 16	523 ± 2	539 ± 1
Class Standing			
Freshman	500 ± 17	515 ± 3	532 ± 1
Sophomore	479 ± 61	525 ± 4	541 ± 2
Other	475 ± 80	545 ± 8	557 ± 7
Majors			
Business	471 ± 64	515 ± 7	532 ± 2
Education	488 ± 54	521 ± 8	532 ± 3
General Studies	515 ± 49	506 ± 13	530 ± 8
Health Sciences	484 ± 33	521 ± 6	540 ± 3
Science / Math	516 ± 56	528 ± 14	558 ± 3
Other	490 ± 36	523 ± 5	532 ± 2
Undecided	508 ± 42	517 ± 10	533 ± 3

Detailed Results - Chart

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

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

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

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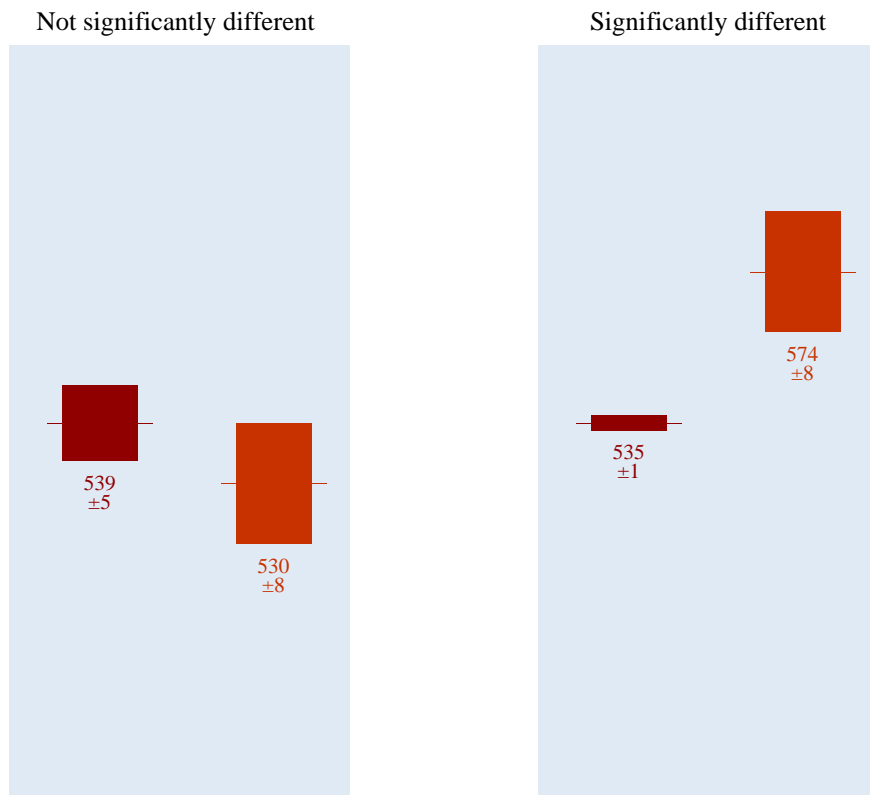


Figure 3.9 Chart for Skill Set: Searching



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 3.10 Objectives and Outcomes for Skill Set: Searching

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

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

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

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

Class Standing: Freshman, Sophomore, Other

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

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

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

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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 ± 27	556 ± 3	565 ± 1
Class Standing			
Freshman	527 ± 28	551 ± 5	557 ± 2
Sophomore	524 ± 133	557 ± 7	569 ± 3
Other	489 ± 116	570 ± 12	578 ± 10
Majors			
Business	519 ± 84	552 ± 10	559 ± 3
Education	555 ± 80	564 ± 12	568 ± 5
General Studies	506 ± 93	535 ± 20	542 ± 12
Health Sciences	499 ± 48	554 ± 8	564 ± 4
Science / Math	574 ± 127	570 ± 19	578 ± 5
Other	479 ± 82	551 ± 8	559 ± 4
Undecided	570 ± 68	554 ± 16	554 ± 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,

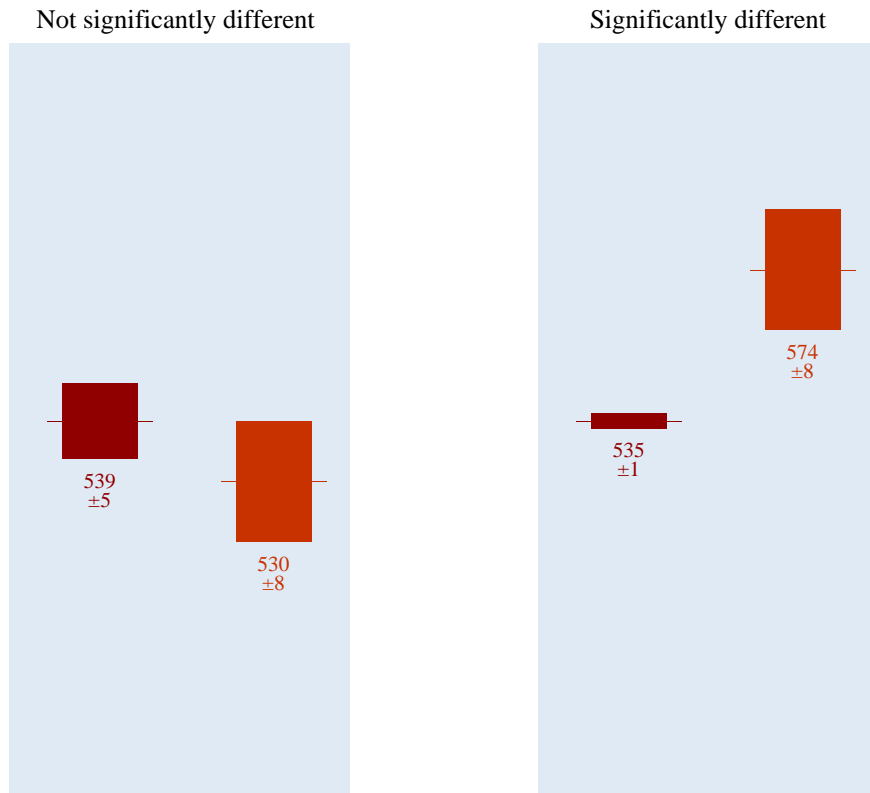


Figure 3.12 Chart for Skill Set: Using Finding Tool Features



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

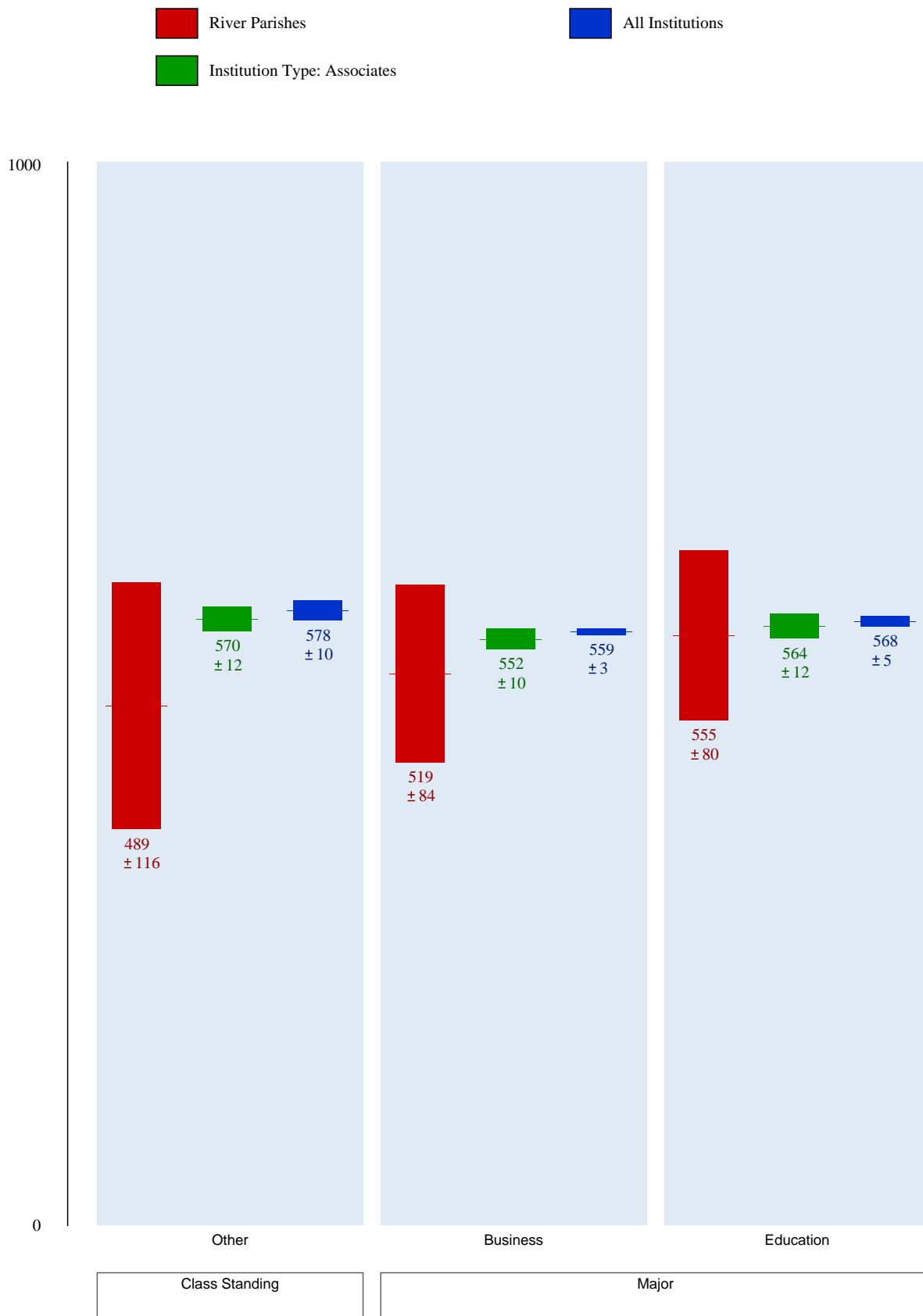


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

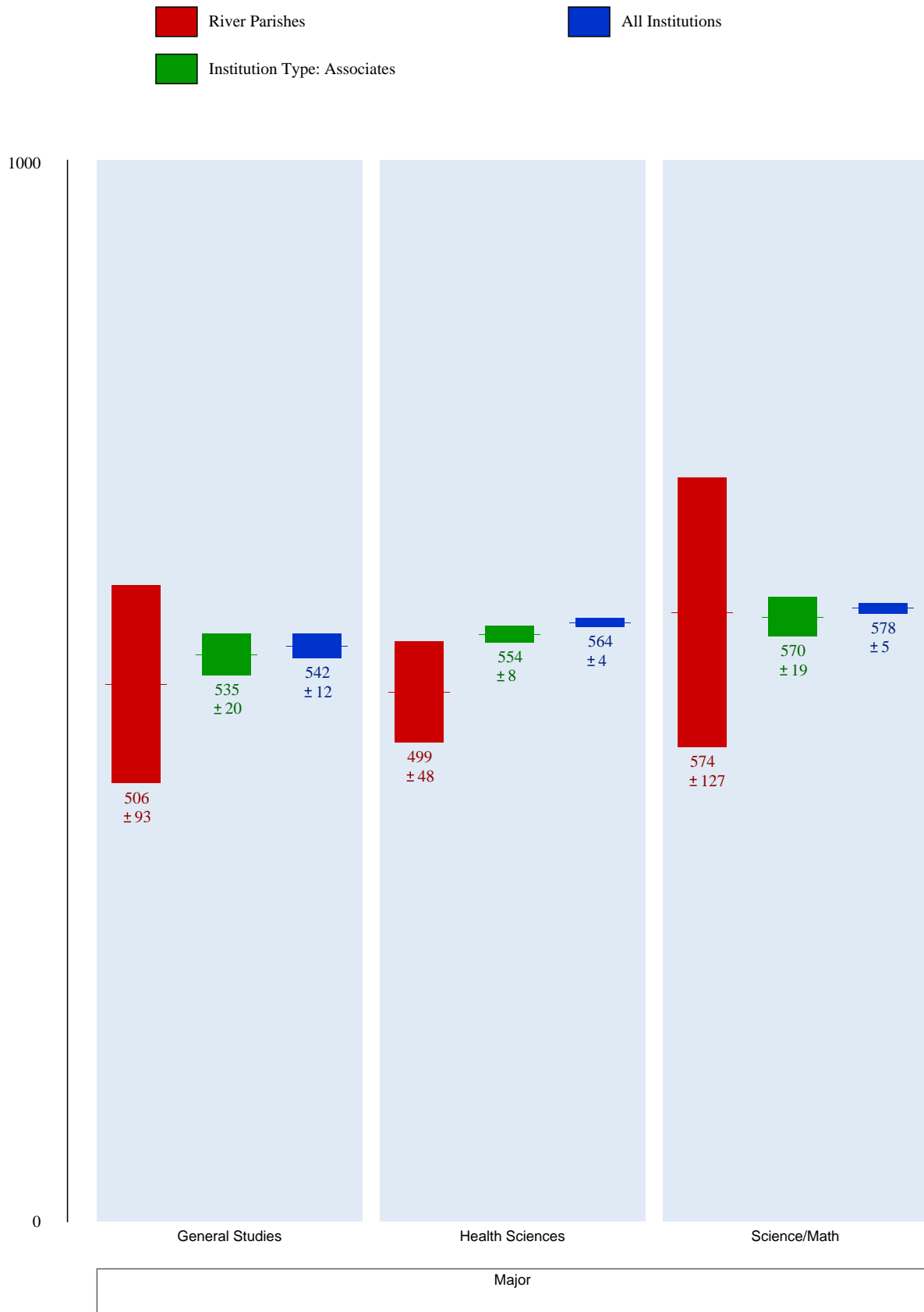


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

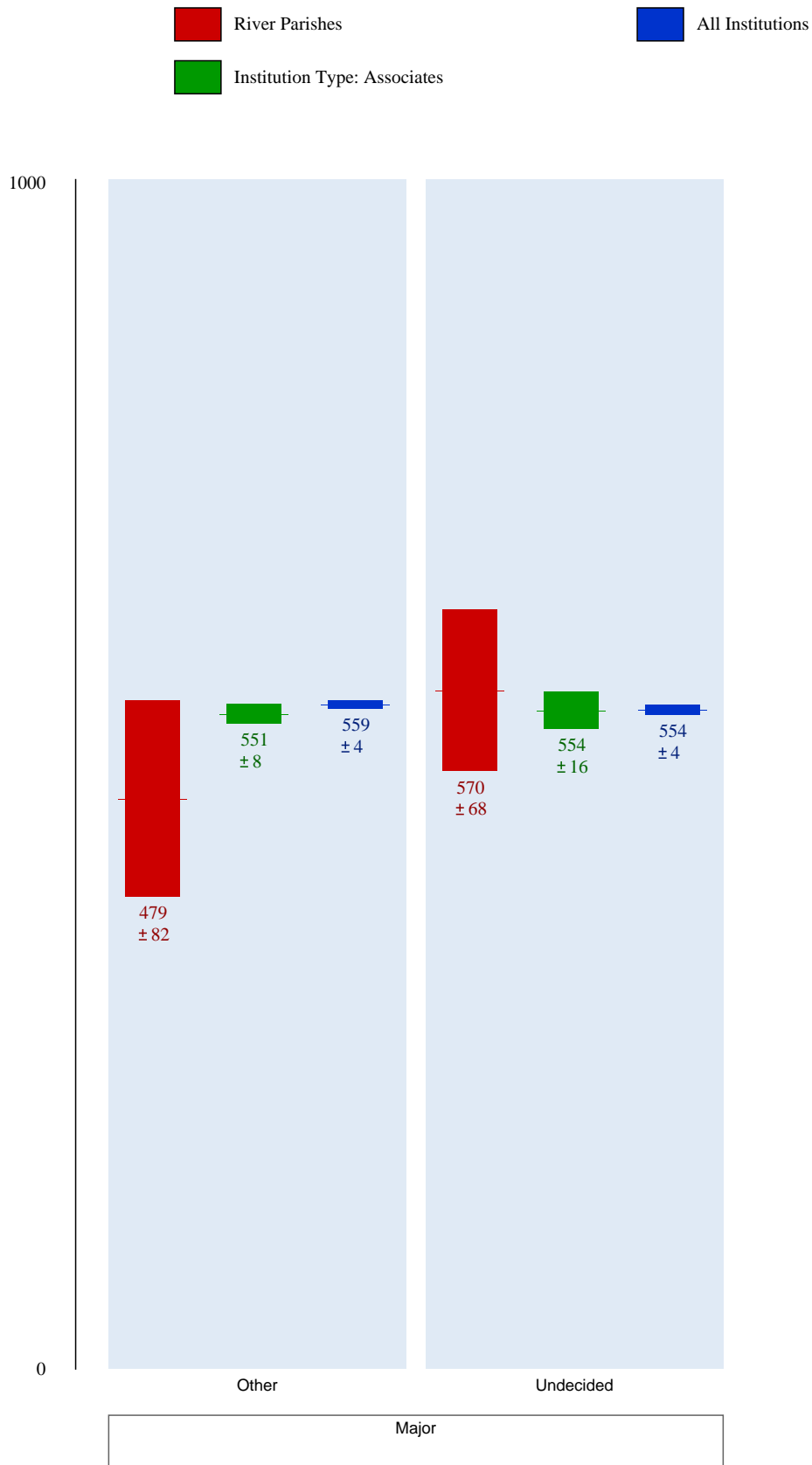


Figure 3.13 Objectives and Outcomes for Skill Set: Using Finding Tool Features

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).
- 2.1.4.2 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: Freshman, Sophomore, Other

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

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

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

Class Standing: Freshman, Sophomore, Other

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

Detailed Results - Data Table

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

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of ± 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	516 ± 26	531 ± 4	556 ± 2
Class Standing			
Freshman	513 ± 30	515 ± 6	541 ± 2
Sophomore	466 ± 108	542 ± 8	561 ± 4
Other	543 ± 78	564 ± 14	587 ± 13
Majors			
Business	541 ± 70	518 ± 13	545 ± 4
Education	472 ± 76	524 ± 15	556 ± 6
General Studies	545 ± 142	531 ± 26	530 ± 14
Health Sciences	515 ± 54	541 ± 10	563 ± 5
Science / Math	512 ± 94	561 ± 28	583 ± 6
Other	522 ± 55	532 ± 9	546 ± 4
Undecided	520 ± 71	521 ± 20	540 ± 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,

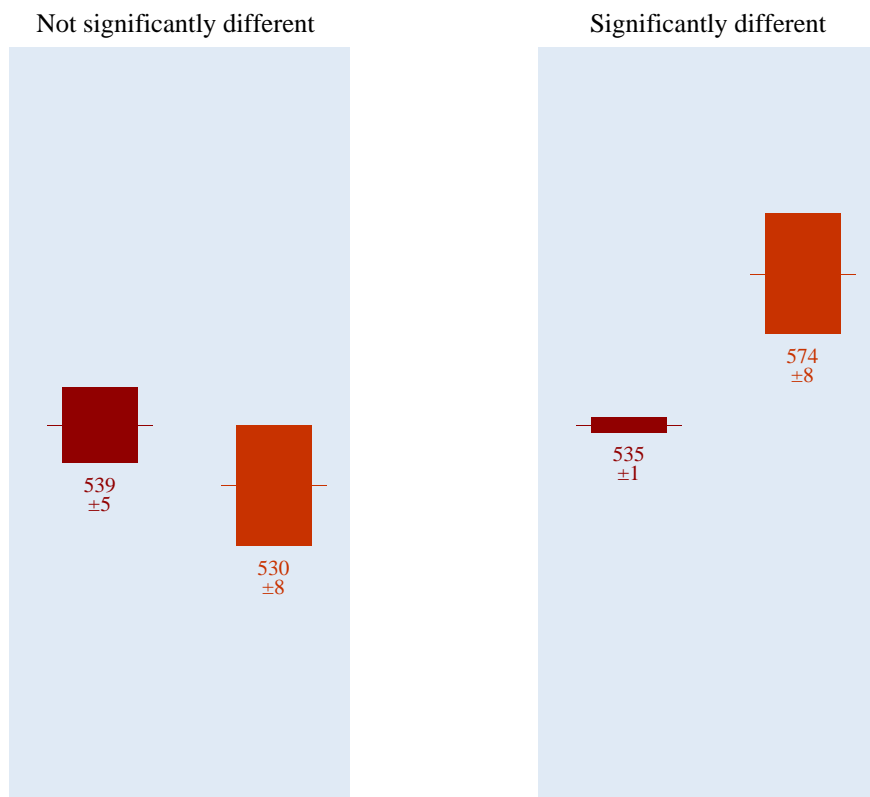


Figure 3.15 Chart for Skill Set: Retrieving Sources



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 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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

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

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

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

Class Standing: Freshman, Sophomore

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

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

Class Standing: Other

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

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

Class Standing: Freshman, Sophomore, Other

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

Detailed Results - Data Table

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

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of ± 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	545 ± 16	565 ± 2	575 ± 1
Class Standing			
Freshman	546 ± 19	558 ± 3	568 ± 1
Sophomore	549 ± 61	565 ± 4	579 ± 2
Other	519 ± 62	589 ± 8	593 ± 7
Majors			
Business	516 ± 56	561 ± 7	570 ± 2
Education	531 ± 47	563 ± 8	569 ± 3
General Studies	543 ± 56	547 ± 12	568 ± 8
Health Sciences	541 ± 35	564 ± 5	574 ± 3
Science / Math	561 ± 68	572 ± 15	585 ± 3
Other	538 ± 40	566 ± 5	570 ± 2
Undecided	587 ± 46	569 ± 10	571 ± 3

Detailed Results - Chart

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

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

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

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

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of ± 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,

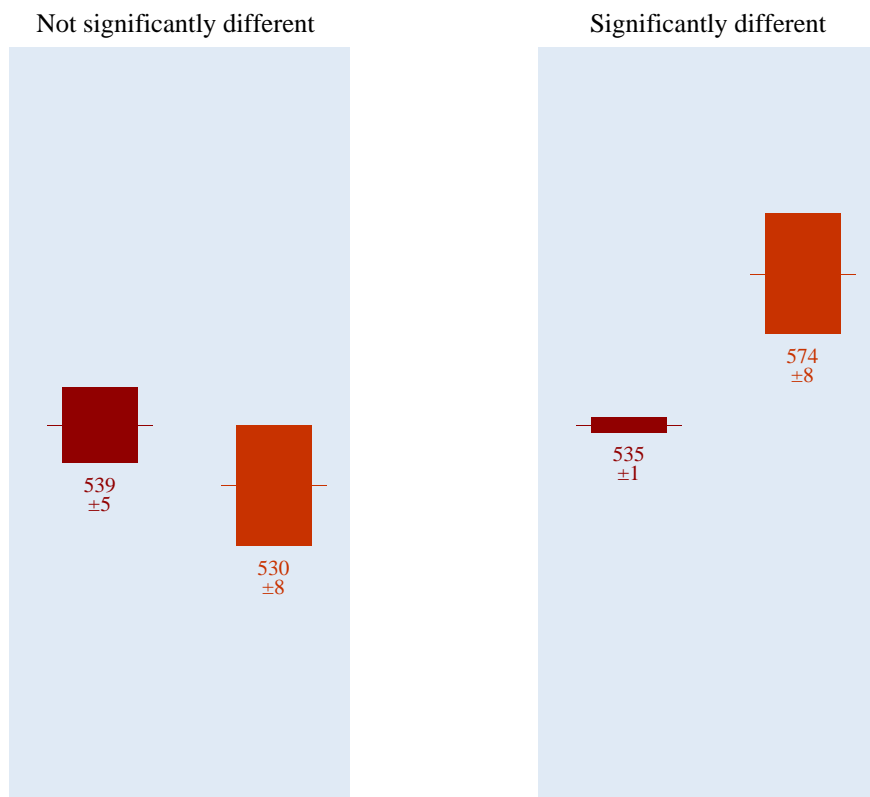


Figure 3.18 Chart for Skill Set: Evaluating Sources



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 3.19 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.
- 3.2.3.2 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
Major: Business, General Studies, Science/Math, Other, Undecided

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

Class Standing: Freshman, Other
Major: Education, Health Sciences

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

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

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

Detailed Results - Data Table

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

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of ± 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	499 ± 20	552 ± 3	573 ± 1
Class Standing			
Freshman	498 ± 23	539 ± 4	562 ± 1
Sophomore	470 ± 84	558 ± 6	575 ± 3
Other	490 ± 70	583 ± 12	600 ± 10
Majors			
Business	530 ± 57	540 ± 9	561 ± 3
Education	460 ± 61	554 ± 11	568 ± 4
General Studies	474 ± 82	522 ± 16	555 ± 10
Health Sciences	486 ± 50	548 ± 7	570 ± 4
Science / Math	530 ± 77	558 ± 18	596 ± 5
Other	516 ± 44	557 ± 7	563 ± 3
Undecided	496 ± 58	539 ± 13	563 ± 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,

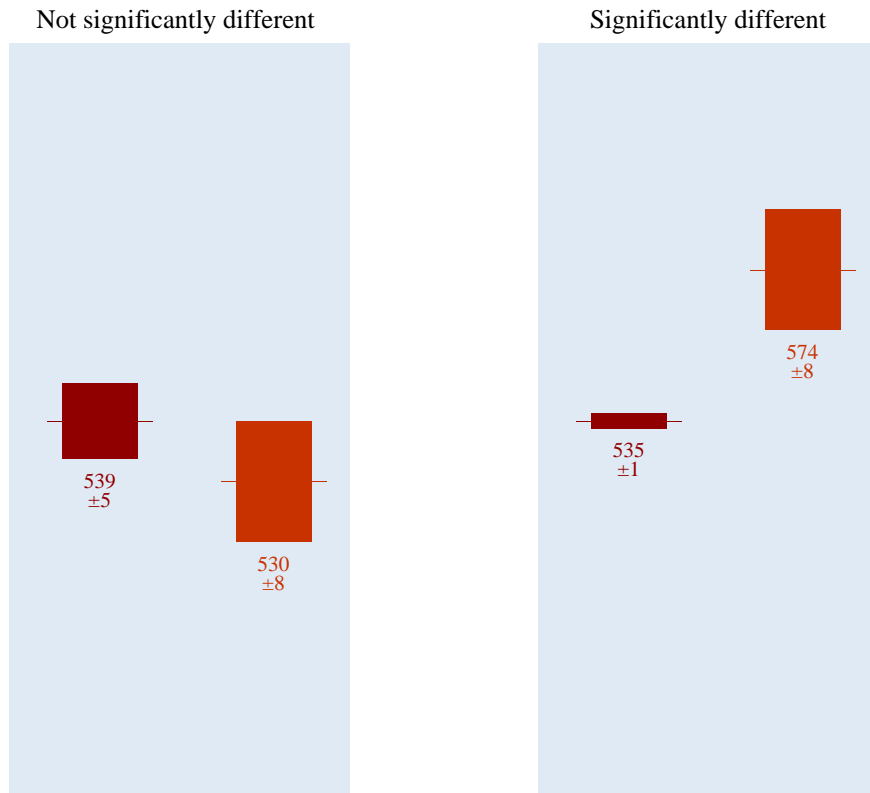


Figure 3.21 Chart for Skill Set: Documenting Sources



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



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

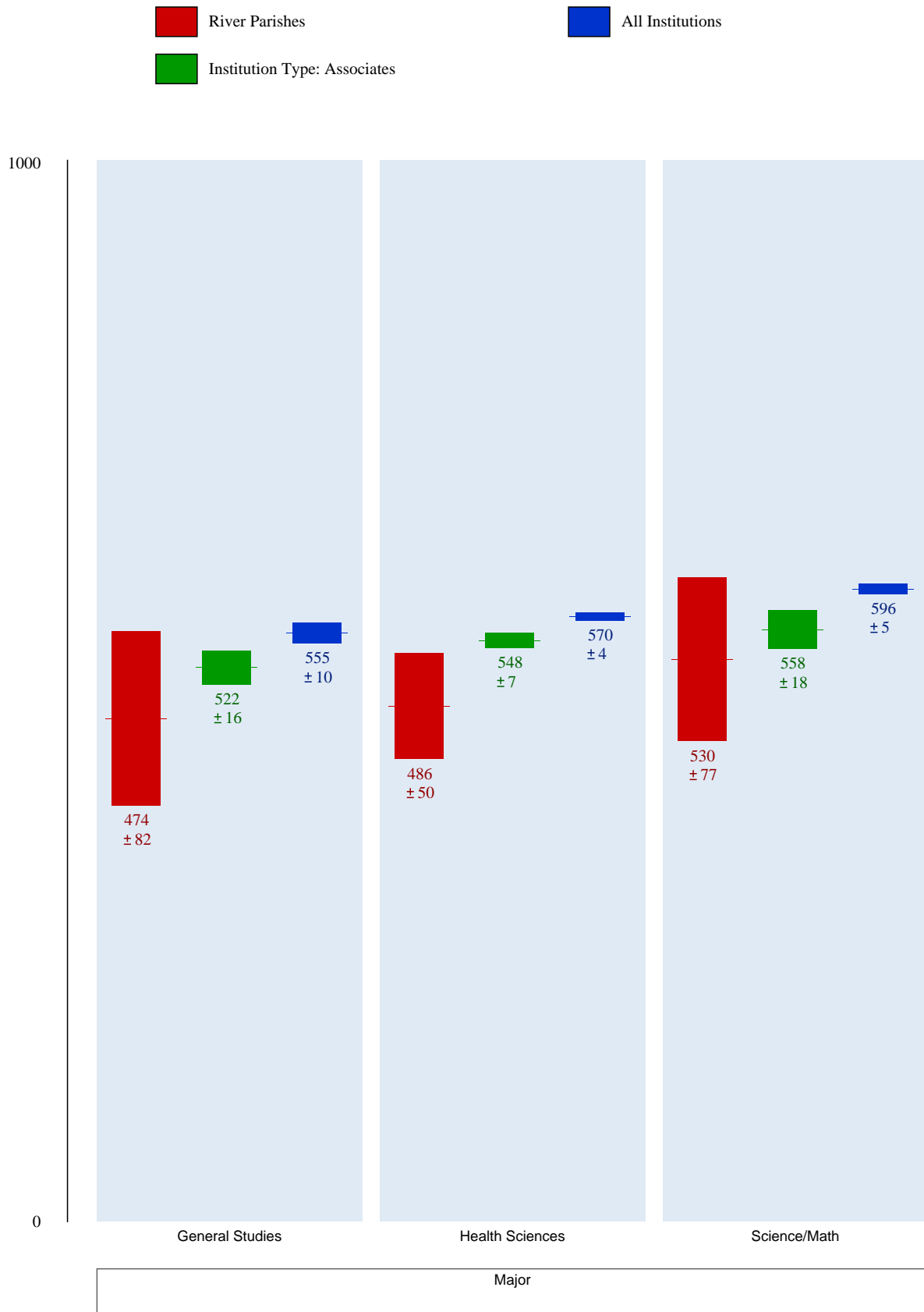


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



Figure 3.22 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, Other

Major: Education, General Studies, Health Sciences, Science/Math, 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: Freshman

Major: Business, Other

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

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

Class Standing: Freshman, Sophomore, Other

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

Detailed Results - Data Table

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

The true group average score falls between two numbers. Those numbers can be calculated by adding and subtracting the standard error to the reported score. For example, a reported score of 525 with a standard error of ± 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	489 ± 17	525 ± 2	542 ± 1
Class Standing			
Freshman	494 ± 19	520 ± 3	535 ± 1
Sophomore	494 ± 62	527 ± 4	544 ± 2
Other	481 ± 70	541 ± 8	549 ± 6
Majors			
Business	451 ± 53	520 ± 6	536 ± 2
Education	515 ± 42	520 ± 7	531 ± 3
General Studies	451 ± 60	502 ± 15	526 ± 8
Health Sciences	498 ± 39	516 ± 5	533 ± 2
Science / Math	531 ± 63	535 ± 14	553 ± 3
Other	464 ± 39	528 ± 4	534 ± 2
Undecided	503 ± 49	514 ± 10	536 ± 3

Detailed Results - Chart

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

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

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

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

On the chart, the bigger boxes show larger standard error. The upper and lower boundaries of each box can be calculated by adding and subtracting the standard error to the score. For example, a score of 525 with a standard error of ± 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,

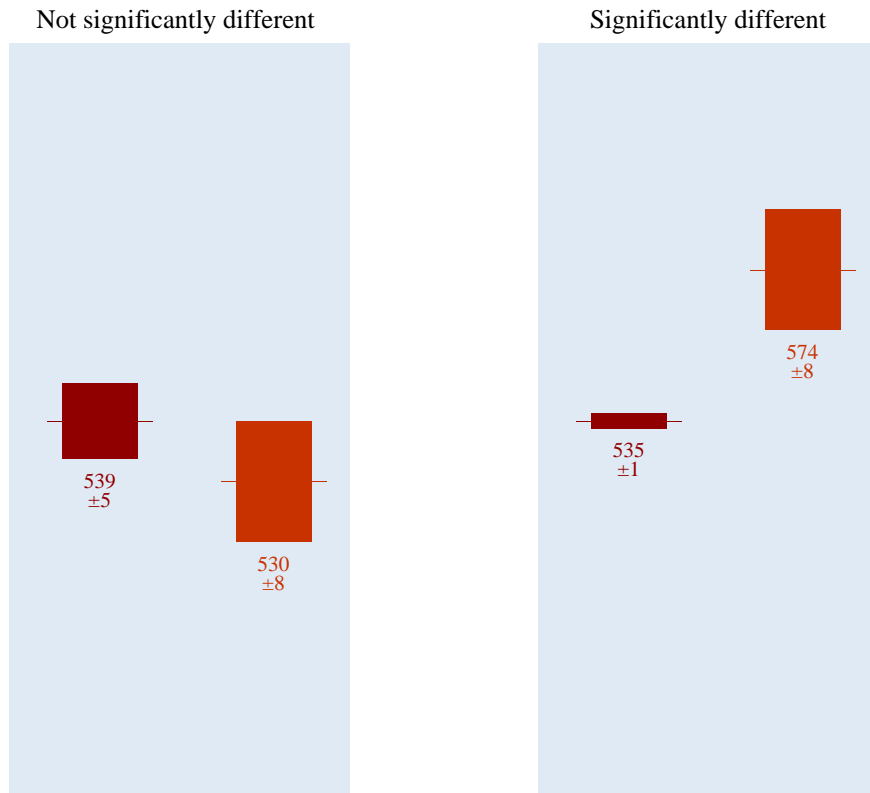


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues



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

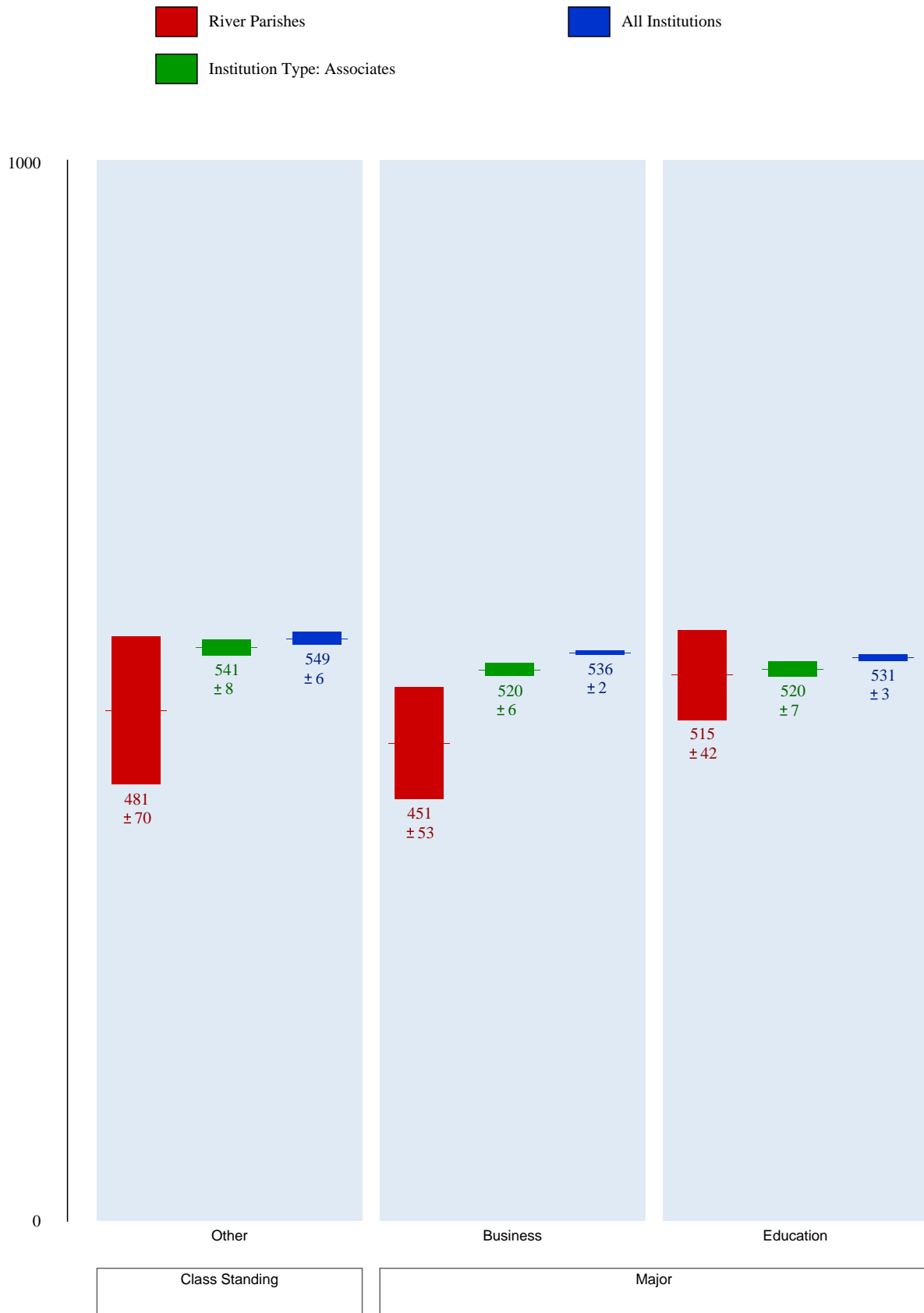


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

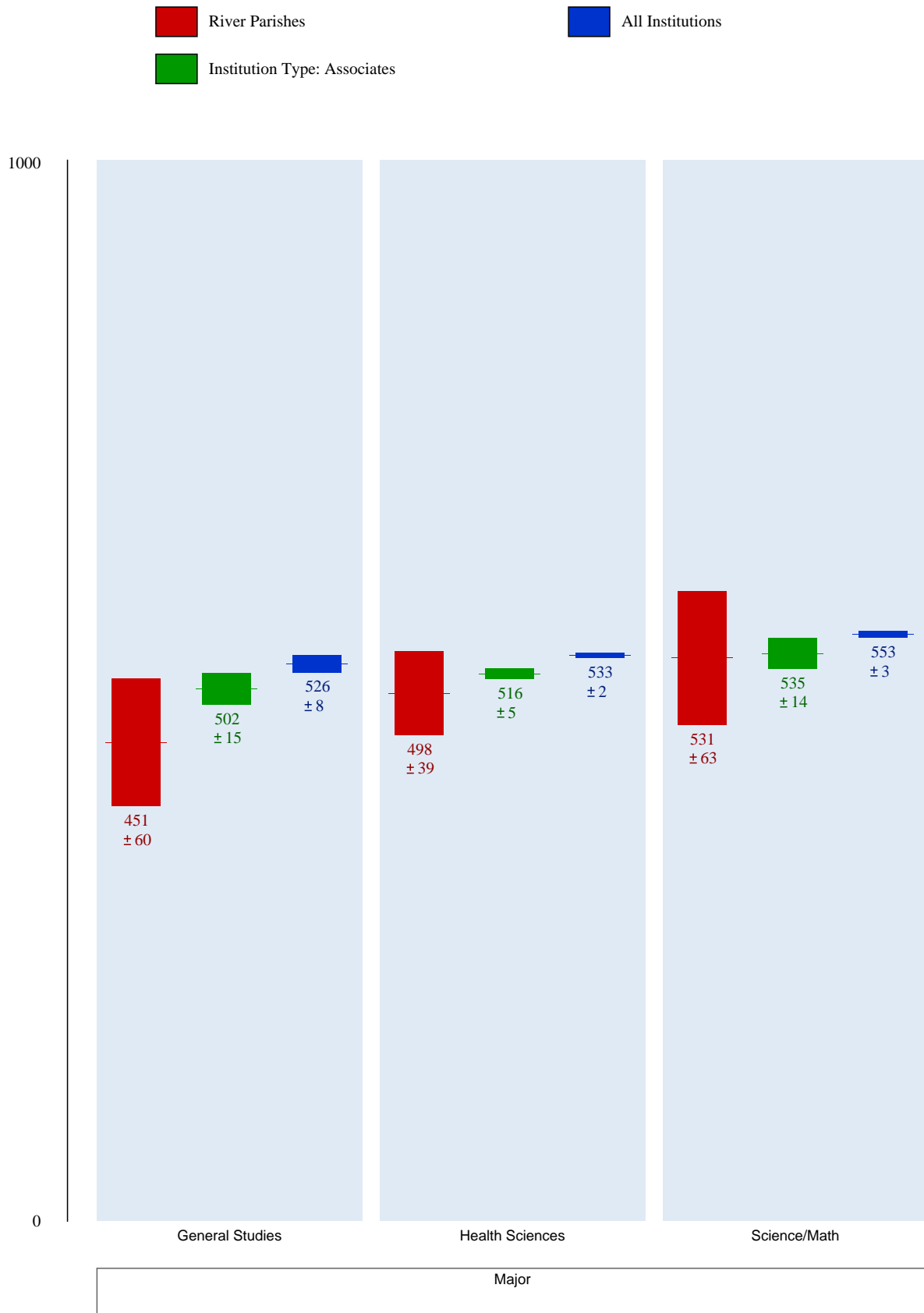


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues



Figure 3.25 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 worse than than 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	529 ±16	550 ±2	566 ±1
Standard 2: Accesses Needed Information Effectively and Efficiently	515 ±12	538 ±2	552 ±1
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	519 ±16	549 ±2	559 ±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	503 ±15	529 ±2	546 ±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,

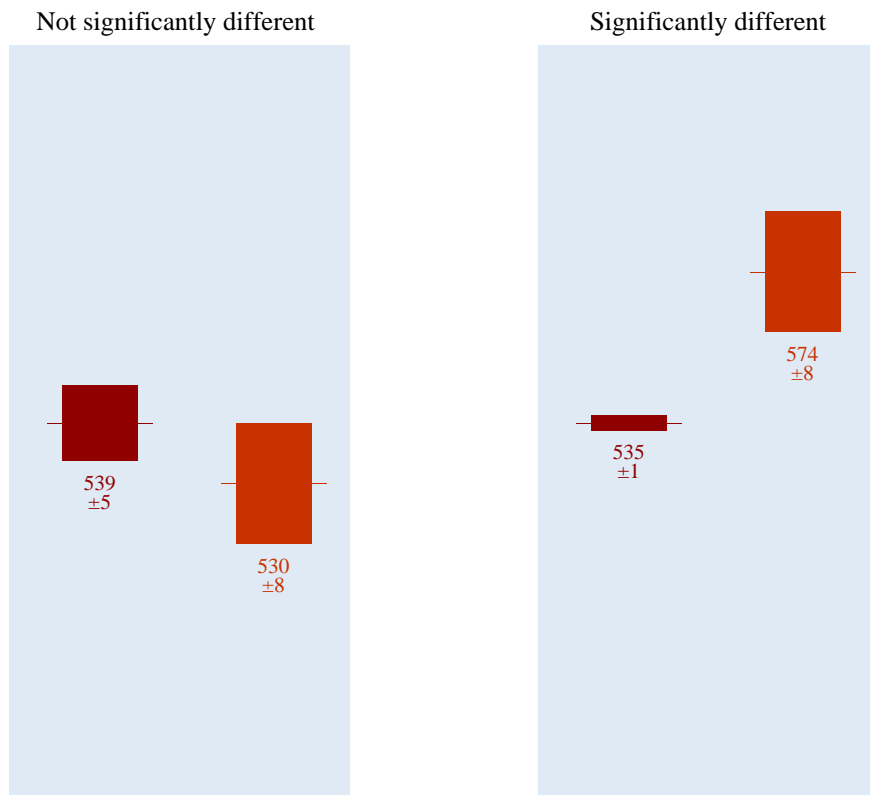


Figure 4.2 Chart for ACRL Standards



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).
- 1.1.4.3 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.
- 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.
- 2.1.3.8 Determines the period of time covered by a particular source.
- 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
- 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
- 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
- 2.2.1.1 Describes a general process for searching for information.
- 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
- 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
- 2.2.3.2 Explains what controlled vocabulary is and why it is used.
- 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
- 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
- 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
- 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
- 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
- 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
- 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
- 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.

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

- 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.
- 2.2.6.3 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.
- 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)

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

- 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.
- 3.2.3.2 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 Libraries and Media Services, Kent State University

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

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

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

Richard A. Wiggins
Web Programmer for SAILS
Web Programmer for Libraries and Media Services, 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.	Alberta, University of	Edmonton, Alberta	Doctorate
2.	Alderson-Broaddus College	Philippi, WV	Baccalaureate - Liberal Arts
3.	Alfred University	Alfred, NY	Doctorate
4.	American University	Washington, D.C.	Doctorate
5.	Arizona, University of	Phoenix, Arizona	Doctorate
6.	Auburn University	Auburn, Alabama	Doctorate
7.	Berea College	Berea, Kentucky	Baccalaureate - Liberal Arts
8.	Berkeley College	West Paterson, NJ	Baccalaureate - General
9.	Boston University	Boston, Massachusetts	Doctorate
10.	Brigham Young University	Provo, Utah	Doctorate
11.	Brigham Young University Hawaii	Laie, HI	Baccalaureate - Liberal Arts
12.	Butler University	Indianapolis, Indiana	Masters
13.	Carnegie Mellon University	Pittsburgh, Pennsylvania	Doctorate
14.	Case Western Reserve University	Cleveland, Ohio	Doctorate
15.	Central Florida, University of	Orlando, FL	Doctorate
16.	Chadron State College	Chadron, Nebraska	Masters
17.	Chandler-Gilbert Community College	Chandler, Arizona	Associates
18.	Chapman University	Orange, CA	Masters
19.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
20.	College of Charleston	Charleston, South Carolina	Masters
21.	Concordia College	Moorhead, MN	Baccalaureate - Liberal Arts
22.	Concordia University	Montreal, Quebec	Doctorate
23.	Connecticut, University of	Storrs, CT	Doctorate
24.	Cottey College	Nevada, Missouri	Associates
25.	Creighton University	Omaha, Nebraska	Masters
26.	Denison University	Granville, Ohio	Baccalaureate - Liberal Arts
27.	Duquesne University	Pittsburgh, Pennsylvania	Doctorate
28.	East Central University	Ada, Oklahoma	Masters
29.	Eastern Kentucky University	Richmond, KY	Doctorate
30.	Emporia State University	Emporia, Kansas	Masters
31.	Fisher College	Boston, Massachusetts	Associates
32.	Florida International University	Miami, Florida	Doctorate
33.	Gadsden State Community College	Gadsden, AL	Associates
34.	GateWay Community College	Phoenix, Arizona	Associates
35.	Gettysburg College	Gettysburg, Pennsylvania	Baccalaureate - Liberal Arts
36.	Glendale Community College	Glendale, Arizona	Associates
37.	Grand Valley State University	Allendale, MI	Masters
38.	Grand View College	Des Moines, IA	Baccalaureate - Liberal Arts
39.	Guelph, University of	Guelph, Ontario	Doctorate
40.	H. Raymond Danforth Library-New England Colleg	Henniker, NH	Baccalaureate - Liberal Arts

	Institution	Location	Type of Institution
41.	Harold Washington College	Chicago, Illinois	Associates
42.	Harrisburg Area Community College	Harrisburg, Pennsylvania	Associates
43.	Hollins University	Roanoke, VA	Baccalaureate - Liberal Arts
44.	Hunter College	New York, New York	Masters
45.	Indiana University of Pennsylvania	Indiana, Pennsylvania	Doctorate
46.	Jackson State University	Jackson, MS	Doctorate
47.	Jefferson Community & Technical College	Louisville, Kentucky	Associates
48.	Johnson & Wales University - Charlotte	Charlotte, NC	Baccalaureate - General
49.	Kansas State University	Manhattan, Kansas	Doctorate
50.	Keene State College	Keene, New Hampshire	Masters
51.	Kent State University - Kent Campus	Kent, OH	Doctorate
52.	Kent State University - Stark Campus	Canton, Ohio	Associates
53.	Kutztown University	Kutztown, Pennsylvania	Masters
54.	La Roche College	Pittsburgh, Pennsylvania	Masters
55.	LaGuardia Community College	Long Island City, New York	Associates
56.	Lakehead University	Thunder Bay, Ontario	Baccalaureate - General
57.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
58.	Langston University	Langston, Oklahoma	Masters
59.	Lorain County Community College	Elyria, OH	Associates
60.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
61.	Mansfield University	Mansfield, Pennsylvania	Masters
62.	Marshall University	Huntington, West Virginia	Doctorate
63.	McMaster University	Hamilton, Ontario	Doctorate
64.	Memorial University of Newfoundland	St. John's, Newfoundland	Doctorate
65.	Miami University	Miami, Ohio	Doctorate
66.	Michigan, University of	Ann Arbor, MI	Doctorate
67.	Nebraska at Lincoln, University of	Lincoln, Nebraska	Doctorate
68.	New Brunswick, University of	Fredericton, New Brunswick	Doctorate
69.	North Carolina at Greensboro, University of	Greensboro, North Carolina	Doctorate
70.	North Georgia College & State University	Dahlonega, GA	Masters
71.	Northeastern State University	Tahlequah, Oklahoma	Masters
72.	Northwestern Oklahoma State University	Alva, OK	Masters
73.	Notre Dame, University of	Notre Dame, Indiana	Doctorate
74.	Oakland University	Rochester, MI	Doctorate
75.	Oakton Community College	Des Plaines, IL	Associates
76.	Oberlin College	Oberlin, Ohio	Baccalaureate - Liberal Arts
77.	Ohio University	Athens, Ohio	Doctorate
78.	Oklahoma Panhandle State University	Goodwell, OK	Baccalaureate - General
79.	Oregon State University	Corvallis, Oregon	Doctorate
80.	Pace University	Pleasantville, New York	Doctorate
81.	Palm Beach Community College	Lake Worth, Florida	Associates
82.	Patrick Henry College	Purcellville, VA	Baccalaureate - Liberal Arts
83.	Peninsula College	Port Angeles, Washington	Associates
84.	Penn State University	University Park, PA, PA	Doctorate
85.	Phoenix, University of	Phoenix, AZ	Masters

86.	Phoenix College	Phoenix, Arizona	Associates
87.	Pittsburgh, University of	Pittsburgh, Pennsylvania	Doctorate
88.	Polk Community College	Winter Haven, Florida	Associates
89.	Ramapo College of New Jersey	Mahwah, New Jersey	Baccalaureate - Liberal Arts
90.	Rio Salado College	Tempe, Arizona	Associates
91.	River Parishes Community College	Sorrento, Louisiana	Associates
92.	Robert Morris University	Moon Township, Pennsylvania	Masters
93.	Rutgers University	New Brunswick, New Jersey	Doctorate
94.	Rutgers University School of Law	Newark, NJ	Doctorate
95.	Saint Mary's College	Notre Dame, Indiana	Baccalaureate - General
96.	Samford University	Birmingham, Alabama	Doctorate
97.	San Jose State University	San Jose, California	Masters
98.	School of Visual Arts	New York, New York	Masters
99.	Scottsdale Community College	Scottsdale, Arizona	Associates
100.	Seattle Pacific University	Seattle, Washington	Masters
101.	Shippensburg University	Shippensburg, Pennsylvania	Masters
102.	South Florida, University of	Tampa, Florida	Doctorate
103.	Southeastern Oklahoma State University	Durant, OK	Masters
104.	Southern California, University of	Los Angeles, California	Doctorate
105.	Springfield College	Springfield, MA	Masters
106.	St. Ambrose University	Davenport, Iowa	Masters
107.	St. Thomas Aquinas College	Sparkill, NY	Masters
108.	SUNY Geneseo	Geneseo, New York	Baccalaureate - Liberal Arts
109.	Tennessee, Knoxville, University of	Knoxville, Tennessee	Doctorate
110.	Texas A&M University - Kingsville	Kingsville, Texas	Doctorate
111.	Texas at Austin, University of	Austin, Texas	Doctorate
112.	The Art Institute of Washington	Arlington, Virginia	Baccalaureate - General
113.	Thomas College	Waterville, Maine	Masters
114.	Toronto Mississauga, University of	Mississauga, Ontario	Masters
115.	Touro College	New York, NY	Baccalaureate - General
116.	Trinity University	San Antonio, Texas	Masters
117.	Valencia Community College	Orlando, Florida	Associates
118.	Vanderbilt University	Nashville, TN	Doctorate
119.	Villanova University	Villanova, Pennsylvania	Masters
120.	Virgin Islands, University of	Kingshill, Virgin Islands	Masters
121.	Washburn University	Topeka, Kansas	Masters
122.	Washington State University	Pullman, Washington	Doctorate
123.	Wayne State University	Detroit, MI	Doctorate
124.	Western Ontario, University of	London, Ontario	Doctorate
125.	Westmont College	Santa Barbara, California	Baccalaureate - Liberal Arts
126.	William Woods University	Fulton, Missouri	Masters
127.	Wisconsin, University of	Duluth, WI	Doctorate
128.	York University	Toronto, Ontario	Doctorate
129.	Youngstown State University	Youngstown, Ohio	Masters

APPENDIX C

Test-Taker Profiles for Each Administration

		Alberta Phase 3		Alberta Business 201		Alderson- Broaddus College First Year Fall 2008		Alfred University 2007 Fall First Year	
		Spring 2005		Fall 2008		Fall 2008		Fall 2007	
		(n=402)		(n=66)		(n=177)		(n=409)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	14	3.5	56	84.8	153	86.4	250	61.1
	Sophomore	23	5.7	9	13.6	7	4.0	57	13.9
	Junior	330	82.1	1	1.5	7	4.0	25	6.1
	Senior	8	2.0	0	0.0	2	1.1	73	17.8
	Other	21	5.2	0	0.0	8	4.5	4	1.0
	Not Reported	6	1.5	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.2	0	0.0	1	0.6	4	1.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	40	60.6	10	5.6	83	20.3
	Communications/Journalism	0	0.0	0	0.0	0	0.0	4	1.0
	Education	348	86.6	0	0.0	23	13.0	22	5.4
	Engineering/Computer Science	22	5.5	0	0.0	4	2.3	50	12.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	94	53.1	4	1.0
	History	0	0.0	0	0.0	0	0.0	7	1.7
	Humanities	1	0.2	0	0.0	5	2.8	14	3.4
	Law	3	0.7	0	0.0	0	0.0	8	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	18	4.5	26	39.4	0	0.0	32	7.8
	Science/Math	0	0.0	0	0.0	16	9.0	65	15.9
	Social Sciences/Psychology	0	0.0	0	0.0	13	7.3	26	6.4
	Other	3	0.7	0	0.0	6	3.4	34	8.3
	Undecided	0	0.0	0	0.0	5	2.8	56	13.7
Not Reported	6	1.5	0	0.0	0	0.0	0	0.0	

		American University Phase 3		Arizona Phase 3		Auburn University Phase 3		Berea College Phase 3	
		Spring 2005		Spring 2005		Spring 2005		Spring 2005	
		(n=148)		(n=298)		(n=509)		(n=199)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	70	47.3	209	70.1	193	37.9	82	41.2
	Sophomore	59	39.9	58	19.5	114	22.4	45	22.6
	Junior	16	10.8	16	5.4	100	19.6	25	12.6
	Senior	3	2.0	7	2.3	100	19.6	45	22.6
	Other	0	0.0	7	2.3	2	0.4	2	1.0
	Not Reported	0	0.0	1	0.3	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	20	3.9	0	0.0
	Architecture	0	0.0	0	0.0	13	2.6	0	0.0
	Business	10	6.8	4	1.3	80	15.7	24	12.1
	Communications/Journalism	19	12.8	1	0.3	11	2.2	2	1.0
	Education	0	0.0	0	0.0	34	6.7	2	1.0
	Engineering/Computer Science	0	0.0	246	82.6	90	17.7	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	2	0.7	12	2.4	7	3.5
	History	4	2.7	0	0.0	10	2.0	2	1.0
	Humanities	6	4.1	3	1.0	129	25.3	8	4.0
	Law	2	1.4	3	1.0	0	0.0	1	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	20	13.5	15	5.0	0	0.0	5	2.5
	Science/Math	4	2.7	0	0.0	18	3.5	1	0.5
	Social Sciences/Psychology	4	2.7	21	7.0	29	5.7	2	1.0
	Other	79	53.4	2	0.7	63	12.4	16	8.0
	Undecided	0	0.0	0	0.0	0	0.0	129	64.8
Not Reported	0	0.0	1	0.3	0	0.0	0	0.0	

		Berkeley College Spring 2008 Freshmen		Berkeley College Fall 2008		Berkeley College Summer 2008		Boston University Phase 3	
		Spring 2008		Fall 2008		Fall 2008		Spring 2005	
		(n=286)		(n=447)		(n=358)		(n=963)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	275	96.2	432	96.6	353	98.6	963	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	11	3.8	15	3.4	5	1.4	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	1
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		66	23.1	93	20.8	76	21.2	67	7.0
Communications/Journalism		0	0.0	0	0.0	0	0.0	72	7.5
Education		0	0.0	0	0.0	0	0.0	25	2.6
Engineering/Computer Science		0	0.0	0	0.0	0	0.0	161	16.7
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		13	4.5	21	4.7	19	5.3	36	3.7
History		0	0.0	0	0.0	0	0.0	6	0.6
Humanities		0	0.0	0	0.0	0	0.0	38	3.9
Law		45	15.7	77	17.2	80	22.3	8	0.8
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		158	55.2	231	51.7	180	50.3	167	17.3
Science/Math		4	1.4	25	5.6	3	0.8	29	3.0
Social Sciences/Psychology		0	0.0	0	0.0	0	0.0	182	18.9
Other		0	0.0	0	0.0	0	0.0	161	16.7
Undecided		0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	10	1.0	

		Brigham Young University Phase 3 Spring 2005 (n=113)		Brigham Young University 2007 Winter FYW Spring 2007 (n=221)		Brigham Young University Hawaii Fall2007 Fall 2007 (n=76)		Butler University Spring2008 Spring 2008 (n=161)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	47	41.6	140	63.3	7	9.2	114	70.8
	Sophomore	17	15.0	58	26.2	28	36.8	0	0.0
	Junior	23	20.4	18	8.1	21	27.6	0	0.0
	Senior	26	23.0	4	1.8	19	25.0	47	29.2
	Other	0	0.0	1	0.5	1	1.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	3	1.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	8	7.1	15	6.8	26	34.2	38	23.6
	Communications/Journalism	2	1.8	7	3.2	3	3.9	17	10.6
	Education	9	8.0	21	9.5	9	11.8	6	3.7
	Engineering/Computer Science	9	8.0	16	7.2	3	3.9	5	3.1
	General Studies	0	0.0	1	0.5	0	0.0	0	0.0
	Health Sciences	4	3.5	16	7.2	2	2.6	15	9.3
	History	2	1.8	6	2.7	1	1.3	9	5.6
	Humanities	17	15.0	9	4.1	3	3.9	0	0.0
	Law	1	0.9	1	0.5	1	1.3	1	0.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	15	13.3	23	10.4	13	17.1	21	13.0
	Science/Math	6	5.3	16	7.2	1	1.3	13	8.1
	Social Sciences/Psychology	13	11.5	19	8.6	4	5.3	10	6.2
	Other	27	23.9	17	7.7	8	10.5	13	8.1
	Undecided	0	0.0	51	23.1	2	2.6	13	8.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Carnegie Mellon University 2006-07 Undergrads Fall 2006 (n=362)		Case Western Reserve University Phase 3 Spring 2005 (n=108)		Central Florida nursing majors 2007 Spring 2007 (n=113)		Central Florida nursing ug's 7/07 Spring 2008 (n=113)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	123	34.0	3	2.8	0	0.0	0	0.0
	Sophomore	96	26.5	22	20.4	0	0.0	0	0.0
	Junior	72	19.9	26	24.1	106	93.8	86	76.1
	Senior	71	19.6	42	38.9	7	6.2	6	5.3
	Other	0	0.0	15	13.9	0	0.0	21	18.6
	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	13	3.6	0	0.0	0	0.0	0	0.0
	Business	25	6.9	9	8.3	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	142	39.2	32	29.6	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	4	3.7	113	100.0	111	98.2
	History	5	1.4	0	0.0	0	0.0	0	0.0
	Humanities	13	3.6	10	9.3	0	0.0	0	0.0
	Law	0	0.0	1	0.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	20	5.5	8	7.4	0	0.0	2	1.8
	Science/Math	17	4.7	7	6.5	0	0.0	0	0.0
	Social Sciences/Psychology	83	22.9	23	21.3	0	0.0	0	0.0
	Other	27	7.5	14	13.0	0	0.0	0	0.0
	Undecided	17	4.7	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Chadron State College Director of Library Fall 2006 (n=50)		Chandler- Gilbert Community College Phase 3 Spring 2005 (n=453)		Chapman University Fall 2007 Freshmen Fall 2007 (n=130)		Chapman University 2008 Fall Freshmen Fall 2008 (n=165)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	16	32.0	295	65.1	130	100.0	165	100.0
	Sophomore	17	34.0	78	17.2	0	0.0	0	0.0
	Junior	9	18.0	15	3.3	0	0.0	0	0.0
	Senior	7	14.0	1	0.2	0	0.0	0	0.0
	Other	0	0.0	21	4.6	0	0.0	0	0.0
	Not Reported	1	2.0	43	9.5	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	0.4	0	0.0	0	0.0
	Architecture	0	0.0	3	0.7	0	0.0	0	0.0
	Business	10	20.0	53	11.7	0	0.0	23	13.9
	Communications/Journalism	0	0.0	14	3.1	0	0.0	6	3.6
	Education	9	18.0	60	13.2	0	0.0	2	1.2
	Engineering/Computer Science	1	2.0	38	8.4	0	0.0	2	1.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	3	6.0	1	0.2	0	0.0	1	0.6
	History	5	10.0	0	0.0	0	0.0	0	0.0
	Humanities	1	2.0	57	12.6	0	0.0	5	3.0
	Law	2	4.0	18	4.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	12.0	167	36.9	0	0.0	21	12.7
	Science/Math	5	10.0	0	0.0	0	0.0	61	37.0
	Social Sciences/Psychology	1	2.0	0	0.0	0	0.0	10	6.1
	Other	3	6.0	3	0.7	0	0.0	7	4.2
	Undecided	3	6.0	1	0.2	130	100.0	27	16.4
Not Reported	1	2.0	36	7.9	0	0.0	0	0.0	

		Coastal Carolina University Kimbel Library 2007		Coastal Carolina University Kimbel Library F08		College of Charleston Phase 3		Concordia College IOC 100 Con	
		Fall 2007		Fall 2008		Spring 2005		Fall 2008	
		(n=216)		(n=171)		(n=237)		(n=56)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	77	35.6	0	0.0	159	67.1	55	98.2
	Sophomore	3	1.4	8	4.7	26	11.0	1	1.8
	Junior	26	12.0	72	42.1	15	6.3	0	0.0
	Senior	107	49.5	84	49.1	37	15.6	0	0.0
	Other	3	1.4	7	4.1	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	0.5	0	0.0	0	0.0	1	1.8
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	32	14.8	65	38.0	50	21.1	7	12.5
	Communications/Journalism	37	17.1	1	0.6	12	5.1	1	1.8
	Education	4	1.9	2	1.2	9	3.8	7	12.5
	Engineering/Computer Science	1	0.5	0	0.0	1	0.4	0	0.0
	General Studies	1	0.5	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	39	22.8	0	0.0	6	10.7
	History	1	0.5	0	0.0	5	2.1	1	1.8
	Humanities	22	10.2	2	1.2	12	5.1	0	0.0
	Law	1	0.5	3	1.8	12	5.1	1	1.8
	Military/Naval Science	1	0.5	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	15	6.9	11	6.4	104	43.9	9	16.1
	Science/Math	3	1.4	0	0.0	4	1.7	2	3.6
	Social Sciences/Psychology	18	8.3	10	5.8	14	5.9	12	21.4
	Other	63	29.2	36	21.1	14	5.9	0	0.0
	Undecided	16	7.4	1	0.6	0	0.0	9	16.1
Not Reported	0	0.0	1	0.6	0	0.0	0	0.0	

		Concordia College IOC 100 Exp Fall 2008 (n=86)		Concordia University 2007 Fall 1st Yr. UG Fall 2007 (n=198)		Connecticut Fall 2007 Spring 2008 (n=823)		Cottey College Assessment Day 2007 Spring 2007 (n=171)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	84	97.7	198	100.0	701	85.2	94	55.0
	Sophomore	2	2.3	0	0.0	100	12.2	75	43.9
	Junior	0	0.0	0	0.0	20	2.4	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	2	0.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	2	1.2
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	40	4.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	8	9.3	32	16.2	144	17.5	0	0.0
	Communications/Journalism	0	0.0	9	4.5	25	3.0	0	0.0
	Education	11	12.8	6	3.0	47	5.7	0	0.0
	Engineering/Computer Science	3	3.5	21	10.6	114	13.9	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	12	14.0	0	0.0	58	7.0	0	0.0
	History	0	0.0	3	1.5	6	0.7	0	0.0
	Humanities	0	0.0	9	4.5	21	2.6	0	0.0
	Law	1	1.2	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	8	9.3	41	20.7	37	4.5	0	0.0
	Science/Math	9	10.5	29	14.6	28	3.4	0	0.0
	Social Sciences/Psychology	11	12.8	20	10.1	57	6.9	0	0.0
	Other	6	7.0	24	12.1	61	7.4	0	0.0
Undecided	17	19.8	4	2.0	185	22.5	0	0.0	
Not Reported	0	0.0	0	0.0	0	0.0	171	100.0	

		Creighton University Fall 2007		Denison University Phase 3		Duquesne University Phase 3		Duquesne University 2004 as 2007	
		Fall 2007		Spring 2005		Spring 2005		Spring 2008	
		(n=190)		(n=254)		(n=910)		(n=144)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	132	69.5	250	98.4	837	92.0	0	0.0
	Sophomore	45	23.7	4	1.6	58	6.4	0	0.0
	Junior	8	4.2	0	0.0	11	1.2	1	0.7
	Senior	4	2.1	0	0.0	1	0.1	141	97.9
	Other	1	0.5	0	0.0	2	0.2	2	1.4
	Not Reported	0	0.0	0	0.0	1	0.1	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.5	8	3.1	1	0.1	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	45	23.7	0	0.0	200	22.0	50	34.7
	Communications/Journalism	7	3.7	11	4.3	29	3.2	4	2.8
	Education	1	0.5	2	0.8	90	9.9	16	11.1
	Engineering/Computer Science	0	0.0	0	0.0	18	2.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	67	35.3	0	0.0	264	29.0	38	26.4
	History	4	2.1	10	3.9	16	1.8	2	1.4
	Humanities	0	0.0	100	39.4	105	11.5	1	0.7
	Law	0	0.0	0	0.0	1	0.1	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	25	13.2	6	2.4	61	6.7	16	11.1
	Science/Math	0	0.0	13	5.1	41	4.5	5	3.5
	Social Sciences/Psychology	1	0.5	55	21.7	44	4.8	7	4.9
	Other	9	4.7	49	19.3	39	4.3	5	3.5
	Undecided	30	15.8	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	1	0.1	0	0.0	

		East Central University ECU Freshman Fall 08		Eastern Kentucky University ENG 102 Spring 2008		Emporia State University Phase 3		Emporia State University Spring 2008 PIs	
		Fall 2008		Spring 2008		Spring 2005		Spring 2008	
		(n=293)		(n=308)		(n=213)		(n=145)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	290	99.0	254	82.5	157	73.7	113	77.9
	Sophomore	2	0.7	43	14.0	26	12.2	23	15.9
	Junior	1	0.3	8	2.6	12	5.6	5	3.4
	Senior	0	0.0	2	0.6	14	6.6	3	2.1
	Other	0	0.0	1	0.3	4	1.9	1	0.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.0	4	1.3	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	40	13.7	24	7.8	29	13.6	27	18.6
	Communications/Journalism	11	3.8	12	3.9	0	0.0	4	2.8
	Education	43	14.7	45	14.6	44	20.7	40	27.6
	Engineering/Computer Science	13	4.4	6	1.9	2	0.9	5	3.4
	General Studies	0	0.0	1	0.3	0	0.0	0	0.0
	Health Sciences	36	12.3	59	19.2	13	6.1	11	7.6
	History	6	2.0	0	0.0	2	0.9	2	1.4
	Humanities	0	0.0	0	0.0	55	25.8	1	0.7
	Law	10	3.4	0	0.0	1	0.5	1	0.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	68	23.2	75	24.4	1	0.5	12	8.3
	Science/Math	8	2.7	6	1.9	7	3.3	8	5.5
	Social Sciences/Psychology	22	7.5	19	6.2	25	11.7	8	5.5
	Other	14	4.8	14	4.5	34	16.0	14	9.7
	Undecided	19	6.5	43	14.0	0	0.0	12	8.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Fisher College 2006 Fall -- English		Fisher College Fall 2007		Florida International University Phase 3		Gadsden State Community College 2007 Fall ENG 101	
		Fall 2006		Fall 2007		Spring 2005		Fall 2007	
		(n=22)		(n=96)		(n=193)		(n=174)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	21	95.5	85	88.5	20	10.4	155	89.1
	Sophomore	1	4.5	8	8.3	11	5.7	11	6.3
	Junior	0	0.0	0	0.0	52	26.9	0	0.0
	Senior	0	0.0	0	0.0	82	42.5	0	0.0
	Other	0	0.0	0	0.0	28	14.5	8	4.6
	Not Reported	0	0.0	3	3.1	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	3	1.7
	Architecture	0	0.0	0	0.0	2	1.0	1	0.6
	Business	7	31.8	49	51.0	12	6.2	16	9.2
	Communications/Journalism	0	0.0	0	0.0	37	19.2	0	0.0
	Education	1	4.5	3	3.1	15	7.8	17	9.8
	Engineering/Computer Science	0	0.0	0	0.0	16	8.3	14	8.0
	General Studies	1	4.5	3	3.1	0	0.0	12	6.9
	Health Sciences	1	4.5	11	11.5	46	23.8	36	20.7
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	5	22.7	10	10.4	21	10.9	1	0.6
	Law	0	0.0	0	0.0	6	3.1	1	0.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	0.6
	Performing & Fine Arts	5	22.7	0	0.0	11	5.7	37	21.3
	Science/Math	0	0.0	10	10.4	3	1.6	2	1.1
	Social Sciences/Psychology	0	0.0	0	0.0	3	1.6	8	4.6
	Other	2	9.1	5	5.2	21	10.9	3	1.7
	Undecided	0	0.0	0	0.0	0	0.0	22	12.6
Not Reported	0	0.0	5	5.2	0	0.0	0	0.0	

		GateWay Community College 2008 Spring		Gettysburg College Phase 3		Glendale Community College Phase 3		Grand Valley State University GVSU 2006/07	
		Spring 2008		Spring 2005		Spring 2005		Spring 2007	
		(n=256)		(n=411)		(n=594)		(n=440)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	107	41.8	406	98.8	499	84.0	304	69.1
	Sophomore	73	28.5	3	0.7	71	12.0	24	5.5
	Junior	0	0.0	0	0.0	10	1.7	6	1.4
	Senior	0	0.0	1	0.2	4	0.7	102	23.2
	Other	76	29.7	0	0.0	10	1.7	4	0.9
	Not Reported	0	0.0	1	0.2	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.2	1	0.2	1	0.2	0	0.0
	Architecture	1	0.4	0	0.0	12	2.0	0	0.0
	Business	26	10.2	1	0.2	70	11.8	66	15.0
	Communications/Journalism	5	2.0	0	0.0	10	1.7	26	5.9
	Education	8	3.1	5	1.2	67	11.3	42	9.5
	Engineering/Computer Science	5	2.0	0	0.0	35	5.9	7	1.6
	General Studies	18	7.0	0	0.0	0	0.0	1	0.2
	Health Sciences	130	50.8	0	0.0	56	9.4	73	16.6
	History	0	0.0	0	0.0	0	0.0	14	3.2
	Humanities	1	0.4	3	0.7	91	15.3	6	1.4
	Law	0	0.0	4	1.0	4	0.7	7	1.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	29	11.3	35	8.5	116	19.5	57	13.0
	Science/Math	0	0.0	2	0.5	14	2.4	10	2.3
	Social Sciences/Psychology	7	2.7	1	0.2	18	3.0	23	5.2
	Other	7	2.7	1	0.2	27	4.5	27	6.1
	Undecided	16	6.3	357	86.9	73	12.3	81	18.4
Not Reported	0	0.0	1	0.2	0	0.0	0	0.0	

		Grand View College 2006 Fall Faass		Grand View College 2006 Fall Freshmen		Grand View College 2006 Fall Seniors		Guelph, University of Guelph Winter 2007	
		Fall 2006		Fall 2006		Fall 2006		Spring 2007	
		(n=18)		(n=83)		(n=111)		(n=126)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	18	100.0	75	90.4	1	0.9	96	76.2
	Sophomore	0	0.0	4	4.8	1	0.9	5	4.0
	Junior	0	0.0	3	3.6	22	19.8	3	2.4
	Senior	0	0.0	1	1.2	87	78.4	22	17.5
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	1	5.6	6	7.2	12	10.8	0	0.0
	Business	4	22.2	14	16.9	15	13.5	1	0.8
	Communications/Journalism	3	16.7	6	7.2	6	5.4	0	0.0
	Education	0	0.0	7	8.4	15	13.5	0	0.0
	Engineering/Computer Science	1	5.6	2	2.4	2	1.8	0	0.0
	General Studies	0	0.0	0	0.0	5	4.5	93	73.8
	Health Sciences	6	33.3	23	27.7	21	18.9	0	0.0
	History	0	0.0	0	0.0	0	0.0	1	0.8
	Humanities	0	0.0	1	1.2	5	4.5	5	4.0
	Law	0	0.0	0	0.0	1	0.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	5.6	3	3.6	4	3.6	5	4.0
	Science/Math	0	0.0	0	0.0	3	2.7	1	0.8
	Social Sciences/Psychology	2	11.1	6	7.2	7	6.3	2	1.6
	Other	0	0.0	8	9.6	15	13.5	6	4.8
	Undecided	0	0.0	7	8.4	0	0.0	12	9.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Guelph, University of GuelphFall2008 Fall 2008 (n=188)		H. Raymond Danforth Library- New England College 2007 Fall First Year Fall 2007 (n=187)		H. Raymond Danforth Library- New England College Spring 2008 Spring 2008 (n=175)		H. Raymond Danforth Library- New England College Fall 2008 First Year Fall 2008 (n=220)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	126	67.0	185	98.9	120	68.6	203	92.3
	Sophomore	11	5.9	0	0.0	31	17.7	14	6.4
	Junior	18	9.6	0	0.0	17	9.7	2	0.9
	Senior	28	14.9	0	0.0	7	4.0	1	0.5
	Other	5	2.7	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	2	1.1	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	32	17.0	3	1.6	2	1.1	8	3.6
	Architecture	1	0.5	0	0.0	0	0.0	0	0.0
	Business	13	6.9	38	20.3	34	19.4	37	16.8
	Communications/Journalism	0	0.0	2	1.1	11	6.3	8	3.6
	Education	0	0.0	24	12.8	21	12.0	34	15.5
	Engineering/Computer Science	6	3.2	1	0.5	1	0.6	3	1.4
	General Studies	11	5.9	0	0.0	0	0.0	0	0.0
	Health Sciences	4	2.1	15	8.0	20	11.4	17	7.7
	History	5	2.7	1	0.5	1	0.6	4	1.8
	Humanities	8	4.3	2	1.1	3	1.7	3	1.4
	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	16	8.5	20	10.7	40	22.9	27	12.3
	Science/Math	6	3.2	6	3.2	8	4.6	11	5.0
	Social Sciences/Psychology	54	28.7	12	6.4	3	1.7	7	3.2
	Other	23	12.2	17	9.1	18	10.3	18	8.2
	Undecided	9	4.8	25	13.4	13	7.4	43	19.5
Not Reported	0	0.0	21	11.2	0	0.0	0	0.0	

		Harold Washington College Phase 3		Harrisburg Area Community College Phase 3		Hollins University 2007 Fall FYS		Hollins University 2007 Fall FYS-2	
		Spring 2005		Spring 2005		Fall 2007		Fall 2007	
		(n=777)		(n=427)		(n=188)		(n=152)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	270	34.7	268	62.8	188	100.0	152	100.0
	Sophomore	305	39.3	150	35.1	0	0.0	0	0.0
	Junior	90	11.6	3	0.7	0	0.0	0	0.0
	Senior	23	3.0	0	0.0	0	0.0	0	0.0
	Other	88	11.3	3	0.7	0	0.0	0	0.0
	Not Reported	1	0.1	3	0.7	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	16	2.1	0	0.0	0	0.0	0	0.0
	Business	110	14.2	0	0.0	0	0.0	0	0.0
	Communications/Journalism	6	0.8	4	0.9	0	0.0	0	0.0
	Education	126	16.2	3	0.7	0	0.0	0	0.0
	Engineering/Computer Science	70	9.0	46	10.8	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	1	0.1	51	11.9	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	80	10.3	53	12.4	0	0.0	0	0.0
	Law	54	6.9	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	7	1.6	0	0.0	0	0.0
	Performing & Fine Arts	301	38.7	225	52.7	0	0.0	0	0.0
	Science/Math	0	0.0	11	2.6	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	11	2.6	0	0.0	0	0.0
	Other	5	0.6	10	2.3	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	8	1.0	6	1.4	188	100.0	152	100.0	

		Hunter College English 120		Hunter College Seniors		Hunter College Transfer Students		Indiana University of Pennsylvania Phase 3	
		Spring 2007		Spring 2007		Spring 2007		Spring 2005	
		(n=195)		(n=201)		(n=200)		(n=40)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	81	41.5	3	1.5	22	11.0	7	17.5
	Sophomore	66	33.8	5	2.5	67	33.5	10	25.0
	Junior	45	23.1	16	8.0	83	41.5	7	17.5
	Senior	3	1.5	177	88.1	28	14.0	13	32.5
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	3	7.5
	Student Major	Agriculture/Environmental Studies	2	1.0	2	1.0	5	2.5	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		11	5.6	18	9.0	12	6.0	6	15.0
Communications/Journalism		6	3.1	13	6.5	14	7.0	5	12.5
Education		0	0.0	0	0.0	0	0.0	5	12.5
Engineering/Computer Science		2	1.0	5	2.5	2	1.0	5	12.5
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		35	17.9	19	9.5	36	18.0	1	2.5
History		5	2.6	6	3.0	11	5.5	0	0.0
Humanities		9	4.6	34	16.9	15	7.5	1	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		16	8.2	20	10.0	23	11.5	1	2.5
Science/Math		4	2.1	10	5.0	12	6.0	1	2.5
Social Sciences/Psychology		36	18.5	24	11.9	20	10.0	2	5.0
Other		32	16.4	49	24.4	33	16.5	10	25.0
Undecided		37	19.0	1	0.5	17	8.5	0	0.0
Not Reported		0	0.0	0	0.0	0	0.0	3	7.5

		Jackson State University SAILS At JSU		Jackson State University SAILS At JSU		Jefferson Community & Technical College 2006-Fall Pilot		Jefferson Community & Technical College Spring2007	
		Spring 2007		Spring 2008		Fall 2006		Spring 2007	
		(n=186)		(n=288)		(n=19)		(n=51)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	63	33.9	9	3.1	16	84.2	31	60.8
	Sophomore	50	26.9	35	12.2	2	10.5	10	19.6
	Junior	37	19.9	93	32.3	1	5.3	4	7.8
	Senior	34	18.3	146	50.7	0	0.0	4	7.8
	Other	0	0.0	2	0.7	0	0.0	2	3.9
	Not Reported	2	1.1	3	1.0	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	29	15.6	78	27.1	3	15.8	7	13.7
	Communications/Journalism	11	5.9	4	1.4	0	0.0	0	0.0
	Education	50	26.9	68	23.6	1	5.3	1	2.0
	Engineering/Computer Science	3	1.6	11	3.8	0	0.0	1	2.0
	General Studies	6	3.2	0	0.0	0	0.0	3	5.9
	Health Sciences	8	4.3	4	1.4	3	15.8	14	27.5
	History	0	0.0	3	1.0	0	0.0	0	0.0
	Humanities	0	0.0	2	0.7	1	5.3	1	2.0
	Law	8	4.3	5	1.7	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	15	8.1	36	12.5	5	26.3	9	17.6
	Science/Math	5	2.7	1	0.3	0	0.0	3	5.9
	Social Sciences/Psychology	12	6.5	22	7.6	0	0.0	4	7.8
	Other	34	18.3	50	17.4	1	5.3	0	0.0
	Undecided	4	2.2	1	0.3	5	26.3	8	15.7
Not Reported	1	0.5	3	1.0	0	0.0	0	0.0	

		Johnson & Wales University - Charlotte Fall 2007		Johnson & Wales University - Charlotte JWU CLT Fall 08 Fall 2008		Kansas State University Phase 3 Spring 2005		Kansas State University Fall 2006	
		(n=63)		(n=138)		(n=612)		(n=932)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	60	95.2	56	40.6	350	57.2	853	91.5
	Sophomore	3	4.8	50	36.2	260	42.5	62	6.7
	Junior	0	0.0	9	6.5	0	0.0	10	1.1
	Senior	0	0.0	22	15.9	0	0.0	4	0.4
	Other	0	0.0	1	0.7	1	0.2	3	0.3
	Not Reported	0	0.0	0	0.0	1	0.2	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	44	7.2	70
Architecture		0	0.0	0	0.0	18	2.9	10	1.1
Business		29	46.0	102	73.9	110	18.0	163	17.5
Communications/Journalism		0	0.0	0	0.0	15	2.5	27	2.9
Education		0	0.0	0	0.0	55	9.0	93	10.0
Engineering/Computer Science		0	0.0	0	0.0	88	14.4	158	17.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		0	0.0	0	0.0	45	7.4	60	6.4
History		0	0.0	0	0.0	4	0.7	5	0.5
Humanities		0	0.0	0	0.0	100	16.3	6	0.6
Law		0	0.0	0	0.0	0	0.0	7	0.8
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		34	54.0	36	26.1	57	9.3	68	7.3
Science/Math		0	0.0	0	0.0	16	2.6	21	2.3
Social Sciences/Psychology		0	0.0	0	0.0	11	1.8	45	4.8
Other		0	0.0	0	0.0	48	7.8	67	7.2
Undecided		0	0.0	0	0.0	0	0.0	132	14.2
Not Reported	0	0.0	0	0.0	1	0.2	0	0.0	

		Keene State College 2008 Fall Freshmen Fall 2008 (n=292)		Kent State University - Kent Campus Senior Testing 07 Spring 2007 (n=111)		Kent State University - Kent Campus Ed Orientation Fall 2007 (n=185)		Kent State University - Kent Campus KSU FYS Spring 2008 (n=66)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	268	91.8	0	0.0	182	98.4	65	98.5
	Sophomore	16	5.5	0	0.0	3	1.6	1	1.5
	Junior	3	1.0	5	4.5	0	0.0	0	0.0
	Senior	0	0.0	106	95.5	0	0.0	0	0.0
	Other	4	1.4	0	0.0	0	0.0	0	0.0
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	1.4	0	0.0	0	0.0	0	0.0
	Architecture	10	3.4	1	0.9	0	0.0	1	1.5
	Business	22	7.5	4	3.6	0	0.0	4	6.1
	Communications/Journalism	11	3.8	50	45.0	0	0.0	6	9.1
	Education	66	22.6	8	7.2	157	84.9	4	6.1
	Engineering/Computer Science	3	1.0	0	0.0	0	0.0	0	0.0
	General Studies	8	2.7	0	0.0	0	0.0	1	1.5
	Health Sciences	12	4.1	2	1.8	9	4.9	5	7.6
	History	6	2.1	1	0.9	1	0.5	1	1.5
	Humanities	16	5.5	4	3.6	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	1	1.5
	Military/Naval Science	4	1.4	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	14	4.8	8	7.2	12	6.5	23	34.8
	Science/Math	4	1.4	3	2.7	0	0.0	0	0.0
	Social Sciences/Psychology	7	2.4	8	7.2	1	0.5	0	0.0
	Other	15	5.1	22	19.8	1	0.5	4	6.1
	Undecided	77	26.4	0	0.0	4	2.2	16	24.2
Not Reported	13	4.5	0	0.0	0	0.0	0	0.0	

		Kent State University - Kent Campus ED Orientation F2008 Fall 2008 (n=85)		Kent State University - Stark Campus Phase 3 Spring 2005 (n=113)		Kutztown University Phase 3 Spring 2005 (n=169)		La Roche College 2008 Fall Freshman Fall 2008 (n=148)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	84	98.8	47	41.6	169	100.0	115	77.7
	Sophomore	1	1.2	17	15.0	0	0.0	20	13.5
	Junior	0	0.0	23	20.4	0	0.0	8	5.4
	Senior	0	0.0	26	23.0	0	0.0	2	1.4
	Other	0	0.0	0	0.0	0	0.0	3	2.0
	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	2	1.2	0
Architecture		0	0.0	0	0.0	0	0.0	12	8.1
Business		0	0.0	8	7.1	24	14.2	20	13.5
Communications/Journalism		0	0.0	2	1.8	4	2.4	7	4.7
Education		79	92.9	9	8.0	43	25.4	15	10.1
Engineering/Computer Science		0	0.0	9	8.0	9	5.3	4	2.7
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		2	2.4	4	3.5	1	0.6	12	8.1
History		0	0.0	2	1.8	1	0.6	2	1.4
Humanities		1	1.2	17	15.0	10	5.9	1	0.7
Law		0	0.0	1	0.9	3	1.8	2	1.4
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		2	2.4	15	13.3	30	17.8	27	18.2
Science/Math		0	0.0	6	5.3	7	4.1	5	3.4
Social Sciences/Psychology		0	0.0	13	11.5	13	7.7	4	2.7
Other		0	0.0	27	23.9	20	11.8	12	8.1
Undecided		1	1.2	0	0.0	0	0.0	25	16.9
Not Reported	0	0.0	0	0.0	2	1.2	0	0.0	

	LaGuardia Community College 2008 Spr BILD Post Spring 2008 (n=169)		LaGuardia Community College 2008 Spr BILD Pre Spring 2008 (n=203)		Lakehead University Alexander 2008 Fall Fall 2008 (n=72)		Lancaster Bible College LA 102 SAILS Spring 2008 (n=51)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	89	52.7	116	57.1	12	16.7	38	74.5
Sophomore	79	46.7	86	42.4	19	26.4	10	19.6
Junior	0	0.0	0	0.0	17	23.6	2	3.9
Senior	0	0.0	0	0.0	22	30.6	1	2.0
Other	1	0.6	1	0.5	2	2.8	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	21	12.4	13	6.4	66	91.7	0	0.0
Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
Education	2	1.2	3	1.5	0	0.0	0	0.0
Engineering/Computer Science	9	5.3	7	3.4	1	1.4	0	0.0
General Studies	55	32.5	62	30.5	1	1.4	0	0.0
Health Sciences	67	39.6	75	36.9	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	3	1.8	2	1.0	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	19	9.4	2	2.8	29	56.9
Science/Math	3	1.8	2	1.0	0	0.0	0	0.0
Social Sciences/Psychology	9	5.3	20	9.9	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	2	2.8	22	43.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Langston University OK Success 2008		Lorain County Community College 2007 Entry		Lorain County Community College ILAD post		Lorain County Community College ILAD pre	
		Fall 2008		Fall 2007		Spring 2008		Spring 2008	
		(n=157)		(n=117)		(n=50)		(n=174)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	85	54.1	109	93.2	5	10.0	20	11.5
	Sophomore	2	1.3	7	6.0	21	42.0	67	38.5
	Junior	3	1.9	1	0.9	24	48.0	87	50.0
	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	67	42.7	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	3	1.7
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	26	22.2	14	28.0	18	10.3
	Communications/Journalism	0	0.0	2	1.7	1	2.0	0	0.0
	Education	0	0.0	1	0.9	9	18.0	29	16.7
	Engineering/Computer Science	0	0.0	5	4.3	1	2.0	1	0.6
	General Studies	0	0.0	1	0.9	0	0.0	0	0.0
	Health Sciences	0	0.0	32	27.4	8	16.0	88	50.6
	History	0	0.0	0	0.0	0	0.0	1	0.6
	Humanities	0	0.0	0	0.0	1	2.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	85	54.1	17	14.5	3	6.0	17	9.8
	Science/Math	0	0.0	4	3.4	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	5	4.3	5	10.0	9	5.2
	Other	0	0.0	2	1.7	5	10.0	5	2.9
	Undecided	13	8.3	22	18.8	3	6.0	3	1.7
Not Reported	59	37.6	0	0.0	0	0.0	0	0.0	

		Manhattanville College Fall 2007 Info Lit Spring 2008 (n=780)		Mansfield University Phase 3 Spring 2005 (n=275)		Marshall University Phase 3 Spring 2005 (n=233)		McMaster University Bus1Win2007 Spring 2007 (n=468)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	171	21.9	4	1.5	232	99.6	384	82.1
	Sophomore	268	34.4	32	11.6	1	0.4	73	15.6
	Junior	203	26.0	104	37.8	0	0.0	10	2.1
	Senior	133	17.1	129	46.9	0	0.0	1	0.2
	Other	5	0.6	6	2.2	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	1	0.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	150	19.2	18	6.5	6	2.6	428	91.5
	Communications/Journalism	73	9.4	14	5.1	49	21.0	1	0.2
	Education	85	10.9	42	15.3	30	12.9	0	0.0
	Engineering/Computer Science	7	0.9	9	3.3	6	2.6	31	6.6
	General Studies	1	0.1	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	4	1.5	9	3.9	0	0.0
	History	42	5.4	26	9.5	3	1.3	0	0.0
	Humanities	26	3.3	30	10.9	23	9.9	0	0.0
	Law	27	3.5	1	0.4	2	0.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	103	13.2	22	8.0	64	27.5	0	0.0
	Science/Math	47	6.0	18	6.5	12	5.2	0	0.0
	Social Sciences/Psychology	35	4.5	35	12.7	10	4.3	4	0.9
	Other	110	14.1	56	20.4	17	7.3	0	0.0
	Undecided	74	9.5	0	0.0	0	0.0	4	0.9
Not Reported	0	0.0	0	0.0	1	0.4	0	0.0	

		McMaster University Comm1E03Win ter2008 Spring 2008 (n=949)		Memorial University of Newfoundland 2006 Fall First Year Fall 2006 (n=204)		Miami University Phase 3 Spring 2005 (n=481)		Michigan Fall 2006 Fall 2006 (n=102)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	514	54.2	187	91.7	73	15.2	0	0.0
	Sophomore	404	42.6	2	1.0	106	22.0	0	0.0
	Junior	24	2.5	1	0.5	148	30.8	4	3.9
	Senior	6	0.6	0	0.0	148	30.8	97	95.1
	Other	1	0.1	14	6.9	6	1.2	1	1.0
	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	2.1	0	0.0
	Architecture	0	0.0	0	0.0	12	2.5	0	0.0
	Business	842	88.7	15	7.4	128	26.6	0	0.0
	Communications/Journalism	2	0.2	0	0.0	32	6.7	0	0.0
	Education	0	0.0	12	5.9	35	7.3	0	0.0
	Engineering/Computer Science	73	7.7	26	12.7	59	12.3	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	1	0.1	8	3.9	3	0.6	0	0.0
	History	0	0.0	4	2.0	15	3.1	3	2.9
	Humanities	0	0.0	29	14.2	43	8.9	20	19.6
	Law	0	0.0	0	0.0	1	0.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	0.7	22	10.8	3	0.6	6	5.9
	Science/Math	0	0.0	0	0.0	5	1.0	0	0.0
	Social Sciences/Psychology	4	0.4	40	19.6	79	16.4	37	36.3
	Other	0	0.0	3	1.5	56	11.6	36	35.3
	Undecided	20	2.1	44	21.6	0	0.0	0	0.0
Not Reported	0	0.0	1	0.5	0	0.0	0	0.0	

		Nebraska at Lincoln Phase 3		New Brunswick Phase 3		North Carolina at Greensboro Phase 3		North Georgia College & State University Fall 2007 Pilot	
		Spring 2005		Spring 2005		Spring 2005		Fall 2007	
		(n=116)		(n=154)		(n=198)		(n=78)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	4	3.4	122	79.2	27	13.6	71	91.0
	Sophomore	24	20.7	19	12.3	27	13.6	4	5.1
	Junior	31	26.7	3	1.9	78	39.4	1	1.3
	Senior	55	47.4	3	1.9	60	30.3	0	0.0
	Other	2	1.7	1	0.6	5	2.5	2	2.6
	Not Reported	0	0.0	6	3.9	1	0.5	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.9	0	0.0	0	0.0	0	0.0
	Architecture	1	0.9	0	0.0	0	0.0	0	0.0
	Business	12	10.3	0	0.0	60	30.3	12	15.4
	Communications/Journalism	66	56.9	0	0.0	5	2.5	0	0.0
	Education	2	1.7	3	1.9	35	17.7	16	20.5
	Engineering/Computer Science	2	1.7	2	1.3	10	5.1	4	5.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	4	3.4	0	0.0	5	2.5	5	6.4
	History	1	0.9	0	0.0	5	2.5	1	1.3
	Humanities	7	6.0	18	11.7	15	7.6	0	0.0
	Law	0	0.0	1	0.6	0	0.0	1	1.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	1.3
	Performing & Fine Arts	9	7.8	125	81.2	8	4.0	10	12.8
	Science/Math	4	3.4	0	0.0	10	5.1	1	1.3
	Social Sciences/Psychology	3	2.6	1	0.6	7	3.5	11	14.1
	Other	4	3.4	2	1.3	37	18.7	2	2.6
	Undecided	0	0.0	0	0.0	0	0.0	14	17.9
Not Reported	0	0.0	2	1.3	1	0.5	0	0.0	

		North Georgia College & State University Spring 2008 Pilot Spring 2008		North Georgia College & State University Fall 2008		Northeastern State University NSU Fall 2008 Fresh. Fall 2008		Northwestern Oklahoma State University OK Success 2008 Fall 2008	
		(n=79)		(n=64)		(n=69)		(n=148)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	48	60.8	17	26.6	64	92.8	145	98.0
	Sophomore	26	32.9	33	51.6	0	0.0	2	1.4
	Junior	4	5.1	12	18.8	2	2.9	0	0.0
	Senior	0	0.0	2	3.1	2	2.9	1	0.7
	Other	1	1.3	0	0.0	1	1.4	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	2	2.9	2	1.4
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	13	16.5	10	15.6	6	8.7	14	9.5
	Communications/Journalism	0	0.0	0	0.0	5	7.2	2	1.4
	Education	7	8.9	11	17.2	12	17.4	18	12.2
	Engineering/Computer Science	3	3.8	2	3.1	2	2.9	7	4.7
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	9	11.4	13	20.3	2	2.9	27	18.2
	History	6	7.6	4	6.3	1	1.4	2	1.4
	Humanities	1	1.3	0	0.0	0	0.0	0	0.0
	Law	3	3.8	1	1.6	0	0.0	5	3.4
	Military/Naval Science	1	1.3	1	1.6	0	0.0	0	0.0
	Performing & Fine Arts	12	15.2	9	14.1	9	13.0	22	14.9
	Science/Math	6	7.6	2	3.1	1	1.4	2	1.4
	Social Sciences/Psychology	8	10.1	2	3.1	1	1.4	4	2.7
	Other	2	2.5	4	6.3	5	7.2	5	3.4
	Undecided	8	10.1	5	7.8	23	33.3	38	25.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Notre Dame Phase 3 Spring 2005 (n=341)		Oakland University 2008 Winter RHT 160s Spring 2008 (n=290)		Oakton Community College 2007 Spring Gen Ed Spring 2007 (n=497)		Oberlin College Phase 3 Spring 2005 (n=299)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	237	69.5	239	82.4	270	54.3	294	98.3
	Sophomore	0	0.0	28	9.7	227	45.7	5	1.7
	Junior	0	0.0	18	6.2	0	0.0	0	0.0
	Senior	103	30.2	5	1.7	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.2	6	2.0
	Architecture	1	0.3	0	0.0	4	0.8	0	0.0
	Business	109	32.0	49	16.9	78	15.7	1	0.3
	Communications/Journalism	1	0.3	12	4.1	5	1.0	1	0.3
	Education	1	0.3	28	9.7	24	4.8	2	0.7
	Engineering/Computer Science	13	3.8	13	4.5	10	2.0	5	1.7
	General Studies	0	0.0	2	0.7	16	3.2	0	0.0
	Health Sciences	0	0.0	62	21.4	187	37.6	0	0.0
	History	0	0.0	4	1.4	9	1.8	0	0.0
	Humanities	4	1.2	3	1.0	1	0.2	26	8.7
	Law	2	0.6	0	0.0	6	1.2	22	7.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	22	6.5	29	10.0	30	6.0	202	67.6
	Science/Math	0	0.0	8	2.8	10	2.0	7	2.3
	Social Sciences/Psychology	0	0.0	18	6.2	21	4.2	0	0.0
	Other	0	0.0	23	7.9	17	3.4	4	1.3
	Undecided	187	54.8	39	13.4	74	14.9	0	0.0
Not Reported	1	0.3	0	0.0	4	0.8	23	7.7	

		Ohio University Phase 3 Spring 2005 (n=60)		Ohio University 2007 Spring Seniors Spring 2007 (n=50)		Ohio University Fall 2007 Freshmen Fall 2007 (n=241)		Ohio University Spring 2008 Seniors Spring 2008 (n=99)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	12	20.0	0	0.0	225	93.4	0	0.0
	Sophomore	8	13.3	0	0.0	14	5.8	0	0.0
	Junior	15	25.0	0	0.0	2	0.8	2	2.0
	Senior	24	40.0	50	100.0	0	0.0	97	98.0
	Other	1	1.7	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	3	6.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	1	0.4	0	0.0
	Business	5	8.3	24	48.0	16	6.6	32	32.3
	Communications/Journalism	12	20.0	15	30.0	19	7.9	7	7.1
	Education	5	8.3	0	0.0	14	5.8	1	1.0
	Engineering/Computer Science	2	3.3	6	12.0	4	1.7	1	1.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	1	1.7	0	0.0	20	8.3	4	4.0
	History	2	3.3	0	0.0	3	1.2	1	1.0
	Humanities	12	20.0	0	0.0	3	1.2	3	3.0
	Law	0	0.0	0	0.0	4	1.7	2	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	5.0	1	2.0	22	9.1	33	33.3
	Science/Math	1	1.7	0	0.0	15	6.2	13	13.1
	Social Sciences/Psychology	6	10.0	1	2.0	7	2.9	0	0.0
	Other	11	18.3	0	0.0	10	4.1	2	2.0
	Undecided	0	0.0	0	0.0	103	42.7	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ohio University Fall 2008 Freshmen		Oklahoma Panhandle State University OPSurkdFall20 08		Oregon State University Phase 3		Pace University Phase 3	
		Fall 2008		Fall 2008		Spring 2005		Spring 2005	
		(n=186)		(n=52)		(n=1,196)		(n=122)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	176	94.6	52	100.0	551	46.1	3	2.5
	Sophomore	8	4.3	0	0.0	439	36.7	18	14.8
	Junior	2	1.1	0	0.0	31	2.6	6	4.9
	Senior	0	0.0	0	0.0	159	13.3	91	74.6
	Other	0	0.0	0	0.0	6	0.5	3	2.5
	Not Reported	0	0.0	0	0.0	9	0.8	1	0.8
Student Major	Agriculture/Environmental Studies	0	0.0	1	1.9	72	6.0	1	0.8
	Architecture	1	0.5	0	0.0	0	0.0	0	0.0
	Business	11	5.9	9	17.3	208	17.4	54	44.3
	Communications/Journalism	10	5.4	0	0.0	2	0.2	7	5.7
	Education	10	5.4	13	25.0	4	0.3	12	9.8
	Engineering/Computer Science	0	0.0	0	0.0	191	16.0	1	0.8
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	4	2.2	6	11.5	12	1.0	6	4.9
	History	2	1.1	0	0.0	15	1.3	0	0.0
	Humanities	0	0.0	0	0.0	61	5.1	6	4.9
	Law	0	0.0	0	0.0	22	1.8	2	1.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	3.8	7	13.5	194	16.2	9	7.4
	Science/Math	4	2.2	2	3.8	28	2.3	4	3.3
	Social Sciences/Psychology	6	3.2	2	3.8	72	6.0	5	4.1
	Other	10	5.4	2	3.8	302	25.3	14	11.5
	Undecided	121	65.1	10	19.2	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	13	1.1	1	0.8	

		Pace University Spring 2007		Palm Beach Community College Phase 3		Patrick Henry College Freshman Fall 2008		Peninsula College 2008 Fall	
		Spring 2007		Spring 2005		Fall 2008		Fall 2008	
		(n=139)		(n=290)		(n=57)		(n=61)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	4	2.9	203	70.0	52	91.2	26	42.6
	Sophomore	90	64.7	81	27.9	4	7.0	13	21.3
	Junior	34	24.5	1	0.3	0	0.0	11	18.0
	Senior	11	7.9	2	0.7	0	0.0	0	0.0
	Other	0	0.0	3	1.0	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	2	1.4	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	1	0.3	0	0.0	0	0.0
	Business	77	55.4	8	2.8	0	0.0	15	24.6
	Communications/Journalism	7	5.0	2	0.7	4	7.0	0	0.0
	Education	3	2.2	2	0.7	0	0.0	1	1.6
	Engineering/Computer Science	3	2.2	3	1.0	0	0.0	1	1.6
	General Studies	0	0.0	0	0.0	0	0.0	3	4.9
	Health Sciences	5	3.6	2	0.7	0	0.0	7	11.5
	History	0	0.0	0	0.0	3	5.3	0	0.0
	Humanities	3	2.2	231	79.7	7	12.3	0	0.0
	Law	2	1.4	4	1.4	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	5.8	34	11.7	2	3.5	6	9.8
	Science/Math	3	2.2	1	0.3	0	0.0	1	1.6
	Social Sciences/Psychology	3	2.2	1	0.3	0	0.0	5	8.2
	Other	18	12.9	0	0.0	20	35.1	0	0.0
	Undecided	5	3.6	0	0.0	21	36.8	16	26.2
Not Reported	0	0.0	1	0.3	0	0.0	6	9.8	

		Penn State University Fall 2008		Phoenix SAILS_NOV07 Spring 2008		Phoenix College Phase 3 Spring 2005		Pittsburgh Phase 3 Spring 2005	
		(n=854)		(n=2,428)		(n=166)		(n=187)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	773	90.5	642	26.4	119	71.7	87	46.5
	Sophomore	50	5.9	746	30.7	29	17.5	48	25.7
	Junior	13	1.5	540	22.2	3	1.8	31	16.6
	Senior	3	0.4	500	20.6	1	0.6	17	9.1
	Other	6	0.7	0	0.0	12	7.2	3	1.6
	Not Reported	9	1.1	0	0.0	2	1.2	1	0.5
	Student Major	Agriculture/Environmental Studies	42	4.9	0	0.0	0	0.0	1
Architecture		8	0.9	0	0.0	3	1.8	0	0.0
Business		73	8.5	1,161	47.8	10	6.0	9	4.8
Communications/Journalism		24	2.8	0	0.0	0	0.0	8	4.3
Education		67	7.8	49	2.0	4	2.4	3	1.6
Engineering/Computer Science		134	15.7	268	11.0	5	3.0	89	47.6
General Studies		88	10.3	221	9.1	0	0.0	0	0.0
Health Sciences		88	10.3	208	8.6	26	15.7	0	0.0
History		13	1.5	0	0.0	0	0.0	0	0.0
Humanities		3	0.4	0	0.0	62	37.3	16	8.6
Law		0	0.0	0	0.0	17	10.2	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		76	8.9	496	20.4	32	19.3	53	28.3
Science/Math		2	0.2	0	0.0	0	0.0	0	0.0
Social Sciences/Psychology		39	4.6	0	0.0	1	0.6	0	0.0
Other		45	5.3	0	0.0	0	0.0	7	3.7
Undecided		140	16.4	25	1.0	0	0.0	0	0.0
Not Reported		12	1.4	0	0.0	6	3.6	1	0.5

		Pittsburgh Engineering 11 2006		Pittsburgh Fall06 CGS PubSpking		Pittsburgh IAS Fall 2006		Pittsburgh Master the Univ 2006	
		Fall 2006		Fall 2006		Fall 2006		Fall 2006	
		(n=373)		(n=20)		(n=583)		(n=23)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	371	99.5	4	20.0	582	99.8	12	52.2
	Sophomore	2	0.5	3	15.0	0	0.0	2	8.7
	Junior	0	0.0	7	35.0	0	0.0	4	17.4
	Senior	0	0.0	5	25.0	0	0.0	0	0.0
	Other	0	0.0	1	5.0	1	0.2	5	21.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	4	0.7	0	0.0
	Architecture	0	0.0	0	0.0	5	0.9	0	0.0
	Business	0	0.0	0	0.0	14	2.4	0	0.0
	Communications/Journalism	0	0.0	4	20.0	18	3.1	0	0.0
	Education	0	0.0	0	0.0	16	2.7	0	0.0
	Engineering/Computer Science	372	99.7	0	0.0	11	1.9	0	0.0
	General Studies	0	0.0	3	15.0	1	0.2	4	17.4
	Health Sciences	0	0.0	4	20.0	79	13.6	1	4.3
	History	0	0.0	0	0.0	15	2.6	0	0.0
	Humanities	0	0.0	0	0.0	19	3.3	3	13.0
	Law	0	0.0	1	5.0	7	1.2	1	4.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	2	10.0	69	11.8	5	21.7
	Science/Math	0	0.0	0	0.0	4	0.7	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	101	17.3	1	4.3
	Other	0	0.0	5	25.0	42	7.2	2	8.7
	Undecided	1	0.3	1	5.0	178	30.5	6	26.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh CGS Spring 2007		Pittsburgh Comm 2007 post-test		Pittsburgh Comm Sp2007 pre-test		Pittsburgh CommWarnick Fall2007	
		Spring 2007		Spring 2007		Spring 2007		Fall 2007	
		(n=143)		(n=50)		(n=201)		(n=58)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	21	14.7	19	38.0	74	36.8	5	8.6
	Sophomore	34	23.8	18	36.0	81	40.3	24	41.4
	Junior	31	21.7	8	16.0	34	16.9	19	32.8
	Senior	34	23.8	4	8.0	11	5.5	10	17.2
	Other	23	16.1	1	2.0	1	0.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.7	1	2.0	0	0.0	0	0.0
	Architecture	0	0.0	1	2.0	1	0.5	0	0.0
	Business	7	4.9	0	0.0	12	6.0	2	3.4
	Communications/Journalism	11	7.7	29	58.0	102	50.7	42	72.4
	Education	3	2.1	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	4	2.8	2	4.0	6	3.0	0	0.0
	General Studies	18	12.6	0	0.0	0	0.0	0	0.0
	Health Sciences	11	7.7	0	0.0	7	3.5	0	0.0
	History	0	0.0	2	4.0	5	2.5	3	5.2
	Humanities	10	7.0	3	6.0	4	2.0	1	1.7
	Law	7	4.9	1	2.0	3	1.5	2	3.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	33	23.1	1	2.0	13	6.5	4	6.9
	Science/Math	0	0.0	0	0.0	1	0.5	0	0.0
	Social Sciences/Psychology	11	7.7	0	0.0	1	0.5	0	0.0
	Other	16	11.2	2	4.0	10	5.0	1	1.7
	Undecided	11	7.7	8	16.0	36	17.9	3	5.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh Eng Fresh 07		Pittsburgh Gbg FSeminar 2007		Pittsburgh IAS Post Fall2007		Pittsburgh IAS Pretest Fall2007	
		Fall 2007		Fall 2007		Fall 2007		Fall 2007	
		(n=391)		(n=155)		(n=721)		(n=1,327)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	389	99.5	155	100.0	718	99.6	1,324	99.8
	Sophomore	1	0.3	0	0.0	2	0.3	3	0.2
	Junior	1	0.3	0	0.0	1	0.1	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.1	6
Architecture		0	0.0	0	0.0	2	0.3	6	0.5
Business		0	0.0	27	17.4	28	3.9	37	2.8
Communications/Journalism		0	0.0	2	1.3	16	2.2	37	2.8
Education		0	0.0	6	3.9	7	1.0	24	1.8
Engineering/Computer Science		389	99.5	26	16.8	3	0.4	16	1.2
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		0	0.0	20	12.9	93	12.9	188	14.2
History		0	0.0	0	0.0	20	2.8	26	2.0
Humanities		1	0.3	2	1.3	38	5.3	60	4.5
Law		0	0.0	1	0.6	7	1.0	13	1.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	1	0.1
Performing & Fine Arts		0	0.0	18	11.6	102	14.1	154	11.6
Science/Math		0	0.0	0	0.0	3	0.4	6	0.5
Social Sciences/Psychology		0	0.0	11	7.1	126	17.5	234	17.6
Other		0	0.0	13	8.4	63	8.7	104	7.8
Undecided		1	0.3	29	18.7	212	29.4	415	31.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pittsburgh Johnstown Fall 2007		Pittsburgh RelStudies Fall2007		Pittsburgh UPBFRESHMA NFALL08		Pittsburgh UPFRESHMAN FALL08	
		Fall 2007		Fall 2007		Fall 2008		Fall 2008	
		(n=142)		(n=51)		(n=180)		(n=1,635)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	115	81.0	2	3.9	178	98.9	1,634	99.9
	Sophomore	4	2.8	18	35.3	2	1.1	1	0.1
	Junior	9	6.3	17	33.3	0	0.0	0	0.0
	Senior	14	9.9	13	25.5	0	0.0	0	0.0
	Other	0	0.0	1	2.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	1	2.0	2	1.1	9
Architecture		0	0.0	0	0.0	0	0.0	4	0.2
Business		1	0.7	3	5.9	3	1.7	300	18.3
Communications/Journalism		0	0.0	3	5.9	11	6.1	29	1.8
Education		0	0.0	1	2.0	6	3.3	25	1.5
Engineering/Computer Science		116	81.7	0	0.0	4	2.2	84	5.1
General Studies		0	0.0	0	0.0	0	0.0	2	0.1
Health Sciences		0	0.0	2	3.9	37	20.6	205	12.5
History		0	0.0	6	11.8	8	4.4	33	2.0
Humanities		1	0.7	2	3.9	0	0.0	44	2.7
Law		0	0.0	0	0.0	4	2.2	9	0.6
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		0	0.0	8	15.7	53	29.4	168	10.3
Science/Math		0	0.0	1	2.0	1	0.6	9	0.6
Social Sciences/Psychology		0	0.0	10	19.6	17	9.4	212	13.0
Other		23	16.2	9	17.6	16	8.9	113	6.9
Undecided		1	0.7	5	9.8	18	10.0	389	23.8
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Pittsburgh UPGFRESHMA NFALL08		Pittsburgh UPIFRESHMA NFALL08		Pittsburgh UPTFRESHMA NFALL08		Polk Community College Nursing 1 2006	
		Fall 2008		Fall 2008		Fall 2008		Fall 2006	
		(n=259)		(n=651)		(n=74)		(n=87)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	257	99.2	646	99.2	68	91.9	0	0.0
	Sophomore	0	0.0	4	0.6	3	4.1	0	0.0
	Junior	0	0.0	0	0.0	1	1.4	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	2	0.8	1	0.2	2	2.7	87	100.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	3	0.5	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	38	14.7	95	14.6	1	1.4	0	0.0
	Communications/Journalism	9	3.5	18	2.8	0	0.0	0	0.0
	Education	11	4.2	94	14.4	1	1.4	0	0.0
	Engineering/Computer Science	38	14.7	105	16.1	2	2.7	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	30	11.6	71	10.9	46	62.2	87	100.0
	History	5	1.9	6	0.9	0	0.0	0	0.0
	Humanities	4	1.5	8	1.2	2	2.7	0	0.0
	Law	5	1.9	3	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	36	13.9	37	5.7	19	25.7	0	0.0
	Science/Math	1	0.4	1	0.2	0	0.0	0	0.0
	Social Sciences/Psychology	27	10.4	47	7.2	1	1.4	0	0.0
	Other	28	10.8	56	8.6	1	1.4	0	0.0
Undecided	27	10.4	107	16.4	1	1.4	0	0.0	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Polk Community College Phase 2, Nursing I Spring 2008 (n=65)		Ramapo College of New Jersey 2006 Fall Freshmen Spring 2007 (n=232)		Rio Salado College Phase 3 Spring 2005 (n=521)		River Parishes Community College 2008 Fall Freshmen Fall 2008 (n=140)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	230	99.1	128	24.6	108	77.1
	Sophomore	0	0.0	2	0.9	139	26.7	10	7.1
	Junior	0	0.0	0	0.0	60	11.5	6	4.3
	Senior	0	0.0	0	0.0	37	7.1	4	2.9
	Other	0	0.0	0	0.0	157	30.1	12	8.6
	Not Reported	65	100.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.2	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	57	24.6	83	15.9	15	10.7
	Communications/Journalism	0	0.0	0	0.0	4	0.8	3	2.1
	Education	0	0.0	8	3.4	105	20.2	19	13.6
	Engineering/Computer Science	0	0.0	7	3.0	51	9.8	2	1.4
	General Studies	0	0.0	0	0.0	0	0.0	13	9.3
	Health Sciences	65	100.0	18	7.8	1	0.2	33	23.6
	History	0	0.0	15	6.5	0	0.0	0	0.0
	Humanities	0	0.0	1	0.4	105	20.2	0	0.0
	Law	0	0.0	5	2.2	21	4.0	1	0.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	27	11.6	143	27.4	24	17.1
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	22	9.5	0	0.0	10	7.1
	Other	0	0.0	13	5.6	2	0.4	2	1.4
Undecided	0	0.0	59	25.4	0	0.0	17	12.1	
Not Reported	0	0.0	0	0.0	5	1.0	1	0.7	

		Robert Morris University Phase 3		Rutgers University Phase 3		Rutgers University School of Law Law Library		Saint Mary's College Phase 3	
		Spring 2005		Spring 2005		Spring 2008		Spring 2005	
		(n=394)		(n=100)		(n=59)		(n=285)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	41	10.4	99	99.0	30	50.8	284	99.6
	Sophomore	196	49.7	1	1.0	0	0.0	1	0.4
	Junior	115	29.2	0	0.0	29	49.2	0	0.0
	Senior	38	9.6	0	0.0	0	0.0	0	0.0
	Other	2	0.5	0	0.0	0	0.0	0	0.0
	Not Reported	2	0.5	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	1.0	2	2.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	2	0.7
	Business	206	52.3	11	11.0	0	0.0	33	11.6
	Communications/Journalism	39	9.9	5	5.0	0	0.0	16	5.6
	Education	32	8.1	2	2.0	0	0.0	24	8.4
	Engineering/Computer Science	18	4.6	0	0.0	0	0.0	5	1.8
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	24	6.1	0	0.0	0	0.0	1	0.4
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	10	2.5	5	5.0	0	0.0	47	16.5
	Law	0	0.0	2	2.0	59	100.0	25	8.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	70	70.0	0	0.0	124	43.5
	Science/Math	19	4.8	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	6	1.5	0	0.0	0	0.0	0	0.0
	Other	34	8.6	0	0.0	0	0.0	5	1.8
	Undecided	0	0.0	3	3.0	0	0.0	0	0.0
Not Reported	2	0.5	0	0.0	0	0.0	3	1.1	

		Samford University Phase 3		San Jose State University Phase 3		School of Visual Arts Phase 3		Scottsdale Community College Spring 2007 Sample	
		Spring 2005		Spring 2005		Spring 2005		Spring 2007	
		(n=385)		(n=195)		(n=161)		(n=250)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	328	85.2	27	13.8	140	87.0	60	24.0
	Sophomore	18	4.7	1	0.5	16	9.9	109	43.6
	Junior	16	4.2	102	52.3	0	0.0	37	14.8
	Senior	20	5.2	42	21.5	1	0.6	18	7.2
	Other	1	0.3	23	11.8	4	2.5	26	10.4
	Not Reported	2	0.5	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.5	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	5	2.0
	Business	34	8.8	134	68.7	0	0.0	29	11.6
	Communications/Journalism	45	11.7	1	0.5	0	0.0	18	7.2
	Education	34	8.8	0	0.0	0	0.0	17	6.8
	Engineering/Computer Science	5	1.3	1	0.5	0	0.0	4	1.6
	General Studies	0	0.0	0	0.0	0	0.0	5	2.0
	Health Sciences	53	13.8	4	2.1	0	0.0	14	5.6
	History	9	2.3	8	4.1	0	0.0	2	0.8
	Humanities	26	6.8	8	4.1	0	0.0	4	1.6
	Law	5	1.3	0	0.0	0	0.0	4	1.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	99	25.7	21	10.8	21	13.0	85	34.0
	Science/Math	24	6.2	4	2.1	140	87.0	8	3.2
	Social Sciences/Psychology	18	4.7	2	1.0	0	0.0	10	4.0
	Other	30	7.8	11	5.6	0	0.0	15	6.0
	Undecided	0	0.0	0	0.0	0	0.0	30	12.0
Not Reported	3	0.8	0	0.0	0	0.0	0	0.0	

		Scottsdale Community College SCC Fall 2007		Seattle Pacific University Phase 3		Shippensburg University Fall 2007 FYStu		Shippensburg University SPRING2008	
		Fall 2007		Spring 2005		Fall 2007		Spring 2008	
		(n=314)		(n=324)		(n=198)		(n=173)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	84	26.8	0	0.0	184	92.9	170	98.3
	Sophomore	177	56.4	1	0.3	11	5.6	2	1.2
	Junior	37	11.8	12	3.7	3	1.5	1	0.6
	Senior	5	1.6	285	88.0	0	0.0	0	0.0
	Other	11	3.5	25	7.7	0	0.0	0	0.0
	Not Reported	0	0.0	1	0.3	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	1	0.3	0	0.0	2	1.0	2
Architecture		4	1.3	0	0.0	0	0.0	0	0.0
Business		58	18.5	74	22.8	27	13.6	43	24.9
Communications/Journalism		18	5.7	8	2.5	17	8.6	3	1.7
Education		21	6.7	36	11.1	25	12.6	20	11.6
Engineering/Computer Science		12	3.8	2	0.6	5	2.5	3	1.7
General Studies		5	1.6	0	0.0	0	0.0	0	0.0
Health Sciences		38	12.1	0	0.0	5	2.5	7	4.0
History		5	1.6	22	6.8	10	5.1	1	0.6
Humanities		1	0.3	72	22.2	2	1.0	4	2.3
Law		5	1.6	1	0.3	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		60	19.1	3	0.9	13	6.6	21	12.1
Science/Math		13	4.1	9	2.8	4	2.0	0	0.0
Social Sciences/Psychology		17	5.4	8	2.5	19	9.6	8	4.6
Other		9	2.9	88	27.2	25	12.6	17	9.8
Undecided		47	15.0	0	0.0	44	22.2	44	25.4
Not Reported	0	0.0	1	0.3	0	0.0	0	0.0	

		South Florida Phase 3 Spring 2005 (n=401)		Southeastern Oklahoma State University SOSUClay12Fal 12008 Fall 2008 (n=225)		Southern California Phase 3 Spring 2005 (n=232)		Springfield College Fall 2007 Science - Post Spring 2008 (n=118)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	33	8.2	203	90.2	64	27.6	0	0.0
	Sophomore	135	33.7	16	7.1	142	61.2	54	45.8
	Junior	133	33.2	4	1.8	20	8.6	46	39.0
	Senior	83	20.7	2	0.9	5	2.2	16	13.6
	Other	8	2.0	0	0.0	0	0.0	2	1.7
	Not Reported	9	2.2	0	0.0	1	0.4	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	2	0.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	39	9.7	8	3.6	25	10.8	0	0.0
	Communications/Journalism	180	44.9	6	2.7	24	10.3	1	0.8
	Education	9	2.2	33	14.7	0	0.0	18	15.3
	Engineering/Computer Science	4	1.0	9	4.0	27	11.6	0	0.0
	General Studies	0	0.0	3	1.3	0	0.0	0	0.0
	Health Sciences	0	0.0	11	4.9	2	0.9	72	61.0
	History	0	0.0	1	0.4	5	2.2	0	0.0
	Humanities	10	2.5	1	0.4	11	4.7	0	0.0
	Law	31	7.7	5	2.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	106	26.4	67	29.8	42	18.1	19	16.1
	Science/Math	0	0.0	2	0.9	38	16.4	0	0.0
	Social Sciences/Psychology	0	0.0	12	5.3	18	7.8	7	5.9
	Other	13	3.2	13	5.8	36	15.5	0	0.0
	Undecided	0	0.0	54	24.0	0	0.0	1	0.8
Not Reported	9	2.2	0	0.0	2	0.9	0	0.0	

		Springfield College Fall 2007 Science - Pre Spring 2008		Springfield College Spring 2008 Post Spring 2008		Springfield College Spring 2008 Pre Spring 2008		St. Ambrose University Phase 3 Spring 2005	
		(n=130)		(n=84)		(n=88)		(n=197)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	2	1.5	0	0.0	0	0.0	139	70.6
	Sophomore	56	43.1	3	3.6	3	3.4	21	10.7
	Junior	51	39.2	32	38.1	36	40.9	24	12.2
	Senior	19	14.6	27	32.1	26	29.5	13	6.6
	Other	2	1.5	22	26.2	23	26.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	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	27	13.7
	Communications/Journalism	0	0.0	0	0.0	0	0.0	14	7.1
	Education	9	6.9	0	0.0	0	0.0	40	20.3
	Engineering/Computer Science	0	0.0	2	2.4	3	3.4	5	2.5
	General Studies	0	0.0	1	1.2	0	0.0	0	0.0
	Health Sciences	87	66.9	52	61.9	52	59.1	25	12.7
	History	0	0.0	1	1.2	0	0.0	0	0.0
	Humanities	0	0.0	1	1.2	1	1.1	3	1.5
	Law	0	0.0	0	0.0	0	0.0	3	1.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	18	13.8	17	20.2	21	23.9	22	11.2
	Science/Math	0	0.0	0	0.0	0	0.0	4	2.0
	Social Sciences/Psychology	13	10.0	4	4.8	4	4.5	24	12.2
	Other	0	0.0	6	7.1	7	8.0	30	15.2
	Undecided	3	2.3	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		St. Thomas Aquinas College 2008 Fall Freshmen		SUNY Geneseo February/March		SUNY Geneseo Spring 2007 INTD 105		Tennessee, Knoxville Phase 3	
		Fall 2008		Spring 2007		Spring 2007		Spring 2005	
		(n=258)		(n=199)		(n=261)		(n=543)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	23	8.9	47	23.6	242	92.7	327	60.2
	Sophomore	0	0.0	52	26.1	17	6.5	126	23.2
	Junior	0	0.0	57	28.6	2	0.8	53	9.8
	Senior	0	0.0	41	20.6	0	0.0	31	5.7
	Other	0	0.0	2	1.0	0	0.0	4	0.7
	Not Reported	235	91.1	0	0.0	0	0.0	2	0.4
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.4	20
Architecture		0	0.0	0	0.0	0	0.0	9	1.7
Business		2	0.8	18	9.0	39	14.9	27	5.0
Communications/Journalism		3	1.2	8	4.0	16	6.1	9	1.7
Education		2	0.8	48	24.1	24	9.2	5	0.9
Engineering/Computer Science		0	0.0	2	1.0	1	0.4	19	3.5
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		0	0.0	3	1.5	6	2.3	0	0.0
History		0	0.0	6	3.0	15	5.7	0	0.0
Humanities		1	0.4	8	4.0	1	0.4	10	1.8
Law		0	0.0	2	1.0	0	0.0	1	0.2
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		3	1.2	27	13.6	30	11.5	20	3.7
Science/Math		0	0.0	1	0.5	6	2.3	1	0.2
Social Sciences/Psychology		1	0.4	43	21.6	68	26.1	5	0.9
Other		5	1.9	22	11.1	24	9.2	26	4.8
Undecided		6	2.3	11	5.5	30	11.5	389	71.6
Not Reported		235	91.1	0	0.0	0	0.0	2	0.4

		Texas A&M University - Kingsville Phase 3 Spring 2005 (n=432)		Texas A&M University - Kingsville Spring 2007 Spring 2007 (n=110)		Texas A&M University - Kingsville Fall 2007 Spring 2008 (n=114)		Texas at Austin Phase 3 Spring 2005 (n=980)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	214	49.5	28	25.5	39	34.2	97	9.9
	Sophomore	42	9.7	17	15.5	15	13.2	207	21.1
	Junior	75	17.4	27	24.5	18	15.8	246	25.1
	Senior	97	22.5	38	34.5	42	36.8	430	43.9
	Other	4	0.9	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	87	20.1	24	21.8	5	4.4	0	0.0
	Architecture	0	0.0	0	0.0	2	1.8	0	0.0
	Business	44	10.2	0	0.0	21	18.4	82	8.4
	Communications/Journalism	6	1.4	25	22.7	0	0.0	0	0.0
	Education	0	0.0	1	0.9	27	23.7	34	3.5
	Engineering/Computer Science	51	11.8	25	22.7	16	14.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	44	10.2	10	9.1	7	6.1	0	0.0
	History	9	2.1	0	0.0	0	0.0	58	5.9
	Humanities	26	6.0	4	3.6	0	0.0	347	35.4
	Law	0	0.0	0	0.0	0	0.0	1	0.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	0.5	10	9.1	1	0.9	11	1.1
	Science/Math	17	3.9	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	49	11.3	10	9.1	12	10.5	0	0.0
	Other	97	22.5	0	0.0	23	20.2	447	45.6
	Undecided	0	0.0	1	0.9	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		The Art Institute of Washington 2008 Fall Freshmen Fall 2008 (n=217)		The Art Institute of Washington 2008 Fall Graduates Fall 2008 (n=83)		Thomas College Fall2006 Fall 2006 (n=189)		Thomas College EH112 Spring2007 Spring 2007 (n=91)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	213	98.2	23	27.7	124	65.6	78	85.7
	Sophomore	3	1.4	6	7.2	8	4.2	7	7.7
	Junior	0	0.0	8	9.6	13	6.9	1	1.1
	Senior	0	0.0	41	49.4	43	22.8	0	0.0
	Other	1	0.5	5	6.0	1	0.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	5	5.5
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.5	0
	Architecture	0	0.0	0	0.0	1	0.5	0	0.0
	Business	0	0.0	0	0.0	46	24.3	15	16.5
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	11	5.8	8	8.8
	Engineering/Computer Science	0	0.0	0	0.0	14	7.4	6	6.6
	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	1	0.5	3	3.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	95	50.3	45	49.5
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	1	0.5	1	1.1
	Other	0	0.0	0	0.0	14	7.4	6	6.6
	Undecided	0	0.0	0	0.0	4	2.1	2	2.2
	Not Reported	217	100.0	83	100.0	1	0.5	5	5.5

		Thomas College Fall2007Firstyears		Thomas College EH112Spring2008		Thomas College FS110_Fall2008		Toronto Mississauga SAILS First-Years	
		Fall 2007		Spring 2008		Fall 2008		Fall 2007	
		(n=116)		(n=130)		(n=175)		(n=60)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	112	96.6	111	85.4	173	98.9	60	100.0
	Sophomore	2	1.7	11	8.5	1	0.6	0	0.0
	Junior	2	1.7	7	5.4	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	1	0.8	1	0.6	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	20	17.2	23	17.7	22	12.6	40	66.7
	Communications/Journalism	3	2.6	3	2.3	2	1.1	1	1.7
	Education	11	9.5	15	11.5	26	14.9	0	0.0
	Engineering/Computer Science	6	5.2	4	3.1	5	2.9	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	1	0.8	0	0.0	0	0.0
	Humanities	0	0.0	2	1.5	0	0.0	4	6.7
	Law	3	2.6	3	2.3	9	5.1	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	57	49.1	58	44.6	90	51.4	5	8.3
	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	6	10.0
	Other	9	7.8	15	11.5	8	4.6	3	5.0
Undecided	6	5.2	4	3.1	11	6.3	1	1.7	
Not Reported	1	0.9	2	1.5	2	1.1	0	0.0	

		Toronto Mississauga Head Start		Touro College fall orientation 08		Trinity University Phase 3		Valencia Community College Phase 3	
		Fall 2008		Fall 2008		Spring 2005		Spring 2005	
		(n=262)		(n=91)		(n=100)		(n=946)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	155	59.2	23	25.3	24	24.0	762	80.5
	Sophomore	39	14.9	42	46.2	24	24.0	154	16.3
	Junior	36	13.7	8	8.8	32	32.0	5	0.5
	Senior	21	8.0	0	0.0	20	20.0	1	0.1
	Other	11	4.2	0	0.0	0	0.0	16	1.7
	Not Reported	0	0.0	18	19.8	0	0.0	8	0.8
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	1.0	1	0.1
	Architecture	0	0.0	0	0.0	0	0.0	1	0.1
	Business	34	13.0	7	7.7	42	42.0	128	13.5
	Communications/Journalism	23	8.8	0	0.0	11	11.0	19	2.0
	Education	2	0.8	0	0.0	3	3.0	50	5.3
	Engineering/Computer Science	3	1.1	6	6.6	5	5.0	105	11.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	11	12.1	0	0.0	110	11.6
	History	13	5.0	0	0.0	5	5.0	0	0.0
	Humanities	36	13.7	0	0.0	5	5.0	295	31.2
	Law	0	0.0	2	2.2	0	0.0	42	4.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	27	10.3	8	8.8	15	15.0	129	13.6
	Science/Math	2	0.8	1	1.1	0	0.0	17	1.8
	Social Sciences/Psychology	53	20.2	4	4.4	4	4.0	21	2.2
	Other	47	17.9	12	13.2	9	9.0	2	0.2
	Undecided	22	8.4	17	18.7	0	0.0	0	0.0
Not Reported	0	0.0	23	25.3	0	0.0	26	2.7	

		Vanderbilt University 2007 Spring Pilot		Villanova University Phase 3		Virgin Islands Phase 3		Washburn University Phase 3	
		Spring 2007		Spring 2005		Spring 2005		Spring 2005	
		(n=102)		(n=285)		(n=207)		(n=43)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	31	30.4	98	34.4	176	85.0	1	2.3
	Sophomore	29	28.4	23	8.1	14	6.8	4	9.3
	Junior	21	20.6	19	6.7	8	3.9	17	39.5
	Senior	21	20.6	145	50.9	4	1.9	19	44.2
	Other	0	0.0	0	0.0	4	1.9	2	4.7
	Not Reported	0	0.0	0	0.0	1	0.5	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	2	2.0	55	19.3	57	27.5	2	4.7
	Communications/Journalism	2	2.0	0	0.0	1	0.5	8	18.6
	Education	9	8.8	2	0.7	27	13.0	10	23.3
	Engineering/Computer Science	13	12.7	55	19.3	21	10.1	1	2.3
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	3	2.9	24	8.4	18	8.7	4	9.3
	History	3	2.9	0	0.0	0	0.0	0	0.0
	Humanities	7	6.9	39	13.7	6	2.9	3	7.0
	Law	1	1.0	6	2.1	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	21	20.6	15	5.3	40	19.3	6	14.0
	Science/Math	10	9.8	0	0.0	4	1.9	0	0.0
	Social Sciences/Psychology	11	10.8	21	7.4	24	11.6	1	2.3
	Other	14	13.7	68	23.9	6	2.9	8	18.6
	Undecided	5	4.9	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	3	1.4	0	0.0	

		Washington State University Phase 3 Spring 2005 (n=148)		Wayne State University WSU 2006-2007 Spring 2007 (n=190)		Western Ontario Phase 3 Spring 2005 (n=1,727)		Westmont College Fall07fy Fall 2007 (n=95)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	109	57.4	402	23.3	94	98.9
	Sophomore	0	0.0	45	23.7	579	33.5	1	1.1
	Junior	11	7.4	20	10.5	394	22.8	0	0.0
	Senior	97	65.5	16	8.4	348	20.2	0	0.0
	Other	40	27.0	0	0.0	4	0.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	5	0.3	0	0.0
	Architecture	0	0.0	0	0.0	2	0.1	0	0.0
	Business	0	0.0	32	16.8	202	11.7	6	6.3
	Communications/Journalism	0	0.0	11	5.8	49	2.8	8	8.4
	Education	0	0.0	16	8.4	33	1.9	3	3.2
	Engineering/Computer Science	0	0.0	5	2.6	69	4.0	0	0.0
	General Studies	0	0.0	2	1.1	0	0.0	2	2.1
	Health Sciences	147	99.3	37	19.5	386	22.4	7	7.4
	History	0	0.0	1	0.5	0	0.0	3	3.2
	Humanities	0	0.0	0	0.0	120	6.9	2	2.1
	Law	0	0.0	8	4.2	1	0.1	3	3.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	17	8.9	18	1.0	7	7.4
	Science/Math	0	0.0	15	7.9	115	6.7	3	3.2
	Social Sciences/Psychology	1	0.7	13	6.8	198	11.5	13	13.7
	Other	0	0.0	13	6.8	529	30.6	7	7.4
	Undecided	0	0.0	20	10.5	0	0.0	31	32.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		William Woods University FALL07freshmen Fall 2007 (n=172)		Wisconsin Comm-A Inventory Fall 2006 (n=29)		Wisconsin SummerSOAR Inventory Fall 2007 (n=72)		York University Phase 3 Spring 2005 (n=281)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	155	90.1	27	93.1	71	98.6	64	22.8
	Sophomore	6	3.5	2	6.9	0	0.0	106	37.7
	Junior	9	5.2	0	0.0	0	0.0	54	19.2
	Senior	0	0.0	0	0.0	0	0.0	53	18.9
	Other	2	1.2	0	0.0	0	0.0	4	1.4
	Not Reported	0	0.0	0	0.0	1	1.4	0	0.0
Student Major	Agriculture/Environmental Studies	39	22.7	4	13.8	4	5.6	4	1.4
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	25	14.5	5	17.2	2	2.8	67	23.8
	Communications/Journalism	9	5.2	0	0.0	6	8.3	0	0.0
	Education	19	11.0	3	10.3	1	1.4	0	0.0
	Engineering/Computer Science	1	0.6	2	6.9	4	5.6	13	4.6
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	3	1.7	3	10.3	6	8.3	14	5.0
	History	1	0.6	0	0.0	1	1.4	10	3.6
	Humanities	0	0.0	1	3.4	2	2.8	29	10.3
	Law	8	4.7	0	0.0	0	0.0	3	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	24	14.0	2	6.9	12	16.7	20	7.1
	Science/Math	9	5.2	0	0.0	1	1.4	11	3.9
	Social Sciences/Psychology	8	4.7	1	3.4	12	16.7	16	5.7
	Other	7	4.1	1	3.4	7	9.7	91	32.4
Undecided	19	11.0	7	24.1	14	19.4	3	1.1	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

Youngstown
State University
Phase 3

Spring 2005

(n=281)

	Characteristics	n	%
Class Standing	Freshman	160	56.9
	Sophomore	87	31.0
	Junior	26	9.3
	Senior	8	2.8
	Other	0	0.0
	Not Reported	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0
	Architecture	0	0.0
	Business	85	30.2
	Communications/Journalism	4	1.4
	Education	23	8.2
	Engineering/Computer Science	31	11.0
	General Studies	0	0.0
	Health Sciences	30	10.7
	History	0	0.0
	Humanities	39	13.9
	Law	0	0.0
	Military/Naval Science	0	0.0
	Performing & Fine Arts	9	3.2
	Science/Math	11	3.9
	Social Sciences/Psychology	19	6.8
	Other	30	10.7
	Undecided	0	0.0
Not Reported	0	0.0	

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

- 1.1.5.1 Lists terms that may be useful for locating information on a topic.
43
- 1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
205
- 1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.
255
- 1.1.5.4 Identifies more specific concepts that comprise a research topic.
- 1.1.6 Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
- 1.2 The information literate student identifies a variety of types and formats of potential sources for information.
 - 1.2.1 Knows how information is formally and informally produced, organized, and disseminated
 - 1.2.1.1 Describes the publication cycle appropriate to the discipline of a research topic.
 - 1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
449
 - 1.2.2 Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
 - 1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
569, 570, 571, 572
 - 1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.
73
 - 1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.
242
 - 1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.
63
 - 1.2.3 Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
 - 1.2.3.1 Identifies various formats in which information is available.
568
 - 1.2.3.2 Demonstrates how the format in which information appears may affect its usefulness for a particular information need.
 - 1.2.4 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
 - 1.2.4.1 Distinguishes characteristics of information provided for different audiences.
9, 20, 27
 - 1.2.4.2 Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).
 - 1.2.5 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
 - 1.2.5.1 Describes how various fields of study define primary and secondary sources differently.
99, 101

- 1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.
147, 148, 451, 452, 453
- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources
524
- 1.3 The information literate student considers the costs and benefits of acquiring the needed information.
 - 1.3.1 Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
 - 1.3.1.1 Determines if material is available immediately.
104, 106
 - 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.
30
 - 1.3.2 Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
 - 1.3.3 Defines a realistic overall plan and timeline to acquire the needed information
 - 1.3.3.1 Searches for and gathers information based on an informal, flexible plan.
 - 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.
93
 - 1.3.3.3 Acts appropriately to obtain information within the time frame required.
68
- 1.4 The information literate student reevaluates the nature and extent of the information need.
 - 1.4.1 Reviews the initial information need to clarify, revise, or refine the question
 - 1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).
198
 - 1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.
215
 - 1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.
 - 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.
3
 - 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.
 - 2.1.3.8 Determines the period of time covered by a particular source.
518
 - 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
521
 - 2.1.3.10 Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).
 - 2.1.3.11 Distinguishes between full-text and bibliographic databases.
- 2.1.4 Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
 - 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
150
 - 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
579
 - 2.1.4.3 Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.
- 2.2 The information literate student constructs and implements effectively-designed search strategies.
 - 2.2.1 Develops a research plan appropriate to the investigative method

- 2.2.1.1 Describes a general process for searching for information.
550
- 2.2.1.2 Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
- 2.2.1.3 Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.
- 2.2.2 Identifies keywords, synonyms and related terms for the information needed
 - 2.2.2.1 Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.
 - 2.2.2.2 Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.
 - 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
543
 - 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
237, 239, 444
- 2.2.3 Selects controlled vocabulary specific to the discipline or information retrieval source
 - 2.2.3.1 Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.
 - 2.2.3.2 Explains what controlled vocabulary is and why it is used.
14
 - 2.2.3.3 Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.
 - 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
53, 577
- 2.2.4 Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
 - 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
21
 - 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
24, 39, 247, 541
 - 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
108
 - 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
59
 - 2.2.4.5 Demonstrates an understanding of the concept of browsing and uses an index that allows it.
 - 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
561
 - 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
515, 578

- 2.2.5 Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
 - 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.
259
 - 2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.
71
 - 2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.
230, 262
 - 2.2.5.4 Identifies and selects keywords and phrases to use when searching each source, recognizing that different sources may use different terminology for similar concepts.
 - 2.2.5.5 Formulates and executes search strategies to match information needs with available resources.
 - 2.2.5.6 Describes differences in searching for bibliographic records, abstracts, or full text in information sources.
- 2.2.6 Implements the search using investigative protocols appropriate to the discipline
 - 2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
 - 2.2.6.2 Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.
 - 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
539
 - 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
42, 62
- 2.3 The information literate student retrieves information online or in person using a variety of methods.
 - 2.3.1 Uses various search systems to retrieve information in a variety of formats
 - 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
29
 - 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
523
 - 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
156
 - 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
257
 - 2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).
260, 549

- 2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.
520
- 2.3.2 Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
 - 2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).
25, 195, 216
 - 2.3.2.2 Explains the difference between the library catalog and a periodical index.
22, 545
 - 2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.
519
 - 2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)
40, 44, 49, 60
- 2.3.3 Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
 - 2.3.3.1 Retrieves a document in print or electronic form.
194, 229
 - 2.3.3.2 Describes various retrieval methods for information not available locally.
192
 - 2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
548
 - 2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.
214
 - 2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
203
- 2.3.4 Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
- 2.4 The information literate student refines the search strategy if necessary.
 - 2.4.1 Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
 - 2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.
196, 228
 - 2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
534
 - 2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.
88, 90
 - 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
535

- 2.4.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised
- 2.4.3 Repeats the search using the revised strategy as necessary
- 2.5 The information literate student extracts, records, and manages the information and its sources.
 - 2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
204, 224
 - 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.
 - 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
87, 446, 563
 - 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
91, 92
 - 3.2.3.4 Applies evaluative criteria to information and its source (e.g., author's expertise, currency, accuracy, point of view, type of publication or information, sponsorship).
 - 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
83
- 3.2.4 Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
 - 3.2.4.1 Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.
 - 3.2.4.2 Describes how the purpose for which information was created affects its usefulness.
 - 3.2.4.3 Describes how cultural, geographic, or temporal contexts may unintentionally bias information.
- 3.3 The information literate student synthesizes main ideas to construct new concepts.
 - 3.3.1 Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
 - 3.3.2 Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
 - 3.3.3 Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
- 3.4 The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
 - 3.4.1 Determines whether information satisfies the research or other information need
533

- 3.4.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- 3.4.3 Draws conclusions based upon information gathered
- 3.4.4 Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- 3.4.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
 - 3.4.5.1 Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.1.).
 - 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
28
 - 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
551
 - 3.4.5.4 Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.
- 3.4.6 Integrates new information with previous information or knowledge
- 3.4.7 Selects information that provides evidence for the topic
 - 3.4.7.1 Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).
 - 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).
227
 - 3.4.7.3 Applies established evaluation criteria to decide which information sources are most appropriate.
- 3.5 The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
 - 3.5.1 Investigates differing viewpoints encountered in the literature
 - 3.5.2 Determines whether to incorporate or reject viewpoints encountered
- 3.6 The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
 - 3.6.1 Participates in classroom and other discussions
 - 3.6.2 Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
 - 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
555, 559
- 3.7 The information literate student determines whether the initial query should be revised.
 - 3.7.1 Determines if original information need has been satisfied or if additional information is needed
 - 3.7.2 Reviews search strategy and incorporates additional concepts as necessary
 - 3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
218

- 3.7.3 Reviews information retrieval sources used and expands to include others as needed
 - 3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.
263
 - 3.7.3.2 Follows, retrieves and evaluates relevant online links to additional sources.
 - 3.7.3.3 Incorporates new knowledge as elements of revised search strategy to gather additional information.

Standard 5

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

- 5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
 - 5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments
136
 - 5.1.2 Identifies and discusses issues related to free vs. fee-based access to information
 - 5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
200
 - 5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
556
 - 5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
222
 - 5.1.2.4 Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).
 - 5.1.3 Identifies and discusses issues related to censorship and freedom of speech
122, 133, 134
 - 5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
117, 132, 271, 516, 554
- 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
 - 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")
221
 - 5.2.2 Uses approved passwords and other forms of ID for access to information resources
 - 5.2.3 Complies with institutional policies on access to information resources
 - 5.2.4 Preserves the integrity of information resources, equipment, systems and facilities
 - 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds
112, 118, 552, 553
 - 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
119, 573

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

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