



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

**for**

**River Parishes Community College**

**Administration: Freshmen Fall 2011**

**Report Date: December 2011**

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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 161 items in United States - English. Each student answers 40 items from the item bank and 5 items that are in development. Appendix D contains all of the test items.

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

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

SAILS Skill Sets	Number of Items	ACRL Standards	Number of Items
Developing a Research Strategy	32	Standard 1: Determines the nature and extent of the information needed	39
Selecting Finding Tools	18	Standard 2: Accesses needed information effectively and efficiently	75
Searching	27	Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	21
Using Finding Tool Features	14	Standard 4: NOT USED	0
Retrieving Sources	15	Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	26
Evaluating Sources	21		
Documenting Sources	14		
Understanding Economic, Legal, and Social Issues	20		

**Scoring**

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

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

## 2. TEST-TAKER PROFILE

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

**Figure 2.1**

Characteristics	RPCC		Institution Type: Associates		All Institutions	
	(n=340)		(n=5,150)		(n=59,397)	
	n	%	n	%	n	%
<b>Class Standing</b>						
Freshman	337	99.1	2,662	51.7	33,623	56.6
Sophomore	1	0.3	1,711	33.2	8,289	14.0
Junior	1	0.3	275	5.3	5,406	9.1
Senior	0	0.0	162	3.1	7,804	13.1
Other	1	0.3	326	6.3	1,569	2.6
Not reported	0	0.0	14	0.3	2,706	4.6
<b>Student Major</b>						
Agriculture/Environmental Studies	1	0.3	19	0.4	500	0.8
Architecture	9	2.6	31	0.6	229	0.4
Business	24	7.1	622	12.1	9,892	16.7
Communications/Journalism	3	0.9	92	1.8	1,731	2.9
Education	21	6.2	391	7.6	4,537	7.6
Engineering/Computer Science	17	5.0	236	4.6	3,899	6.6
General Studies	80	23.5	517	10.0	1,087	1.8
Health Sciences	26	7.6	914	17.7	8,535	14.4
History	2	0.6	34	0.7	853	1.4
Humanities	2	0.6	163	3.2	1,057	1.8
Law	7	2.1	129	2.5	1,569	2.6
Military/Naval Science	0	0.0	3	0.1	101	0.2
Performing & Fine Arts	4	1.2	67	1.3	1,796	3.0
Science/Math	2	0.6	218	4.2	3,639	6.1
Social Sciences/Psychology	13	3.8	235	4.6	5,586	9.4
Other	42	12.4	724	14.1	8,584	14.5
Undecided	87	25.6	622	12.1	4,649	7.8
Not reported	0	0.0	133	2.6	1,153	1.9

### 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 worse than the institution-type benchmark on the following SAILS Skill Sets:

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

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

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

### Detailed Results - Data Table

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

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

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
<b>SAILS Skill Sets</b>			
Developing a Research Strategy	422 $\pm 11$	469 $\pm 3$	497 $\pm 1$
Selecting Finding Tools	452 $\pm 16$	487 $\pm 4$	518 $\pm 1$
Searching	408 $\pm 13$	451 $\pm 4$	478 $\pm 1$
Using Finding Tool Features	466 $\pm 20$	517 $\pm 5$	541 $\pm 1$
Retrieving Sources	450 $\pm 19$	524 $\pm 5$	553 $\pm 2$
Evaluating Sources	417 $\pm 14$	450 $\pm 4$	478 $\pm 1$
Documenting Sources	378 $\pm 19$	419 $\pm 5$	455 $\pm 1$
Understanding Economic, Legal, and Social Issues	368 $\pm 15$	412 $\pm 4$	448 $\pm 1$

## B. Within Skill Sets

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

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

#### Summary of Results

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

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

Major: Education, Engineering/Computer Science, Social Sciences/Psychology, Other, Undecided

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

Class Standing: Freshman

Major: Business, General Studies, Health Sciences

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

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

Class Standing: Freshman

Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided



### Detailed Results - Data Table

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	422 $\pm 11$	469 $\pm 3$	497 $\pm 1$
<b>Class Standing</b>			
Freshman	422 $\pm 11$	451 $\pm 4$	486 $\pm 1$
<b>Majors</b>			
Business	417 $\pm 41$	473 $\pm 9$	493 $\pm 2$
Education	446 $\pm 43$	471 $\pm 11$	494 $\pm 3$
Engineering / Computer Science	430 $\pm 52$	482 $\pm 16$	506 $\pm 4$
General Studies	402 $\pm 25$	461 $\pm 11$	485 $\pm 7$
Health Sciences	419 $\pm 39$	470 $\pm 8$	498 $\pm 3$
Social Sciences / Psychology	424 $\pm 52$	490 $\pm 15$	506 $\pm 3$
Other	431 $\pm 30$	461 $\pm 9$	494 $\pm 3$
Undecided	432 $\pm 23$	454 $\pm 10$	485 $\pm 4$

### Detailed Results - Chart

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

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

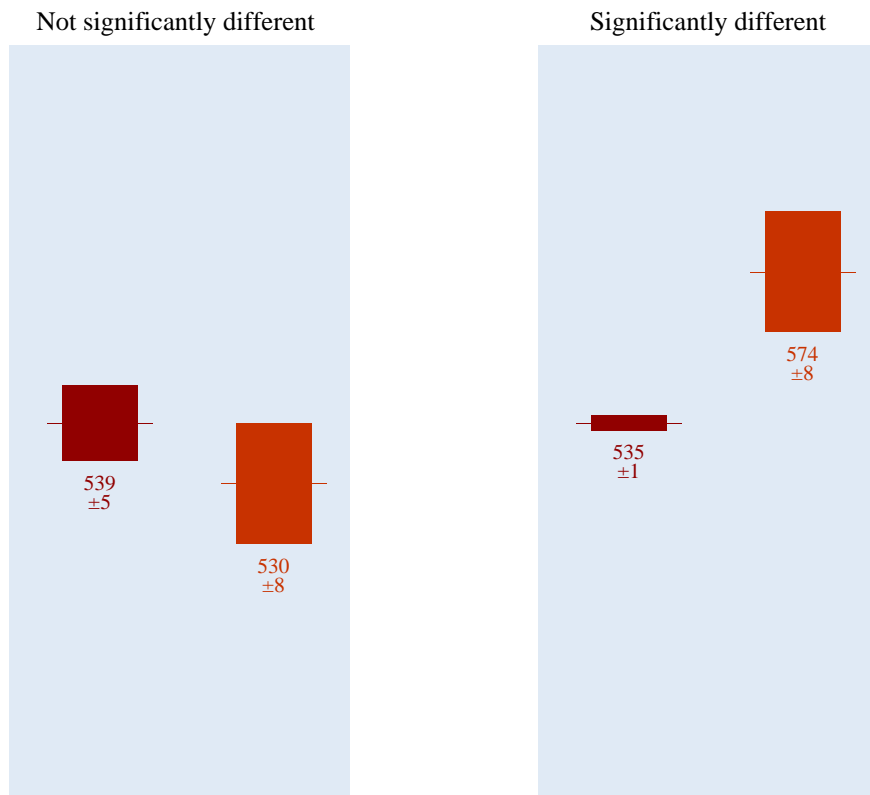
On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

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

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

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

For example,



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

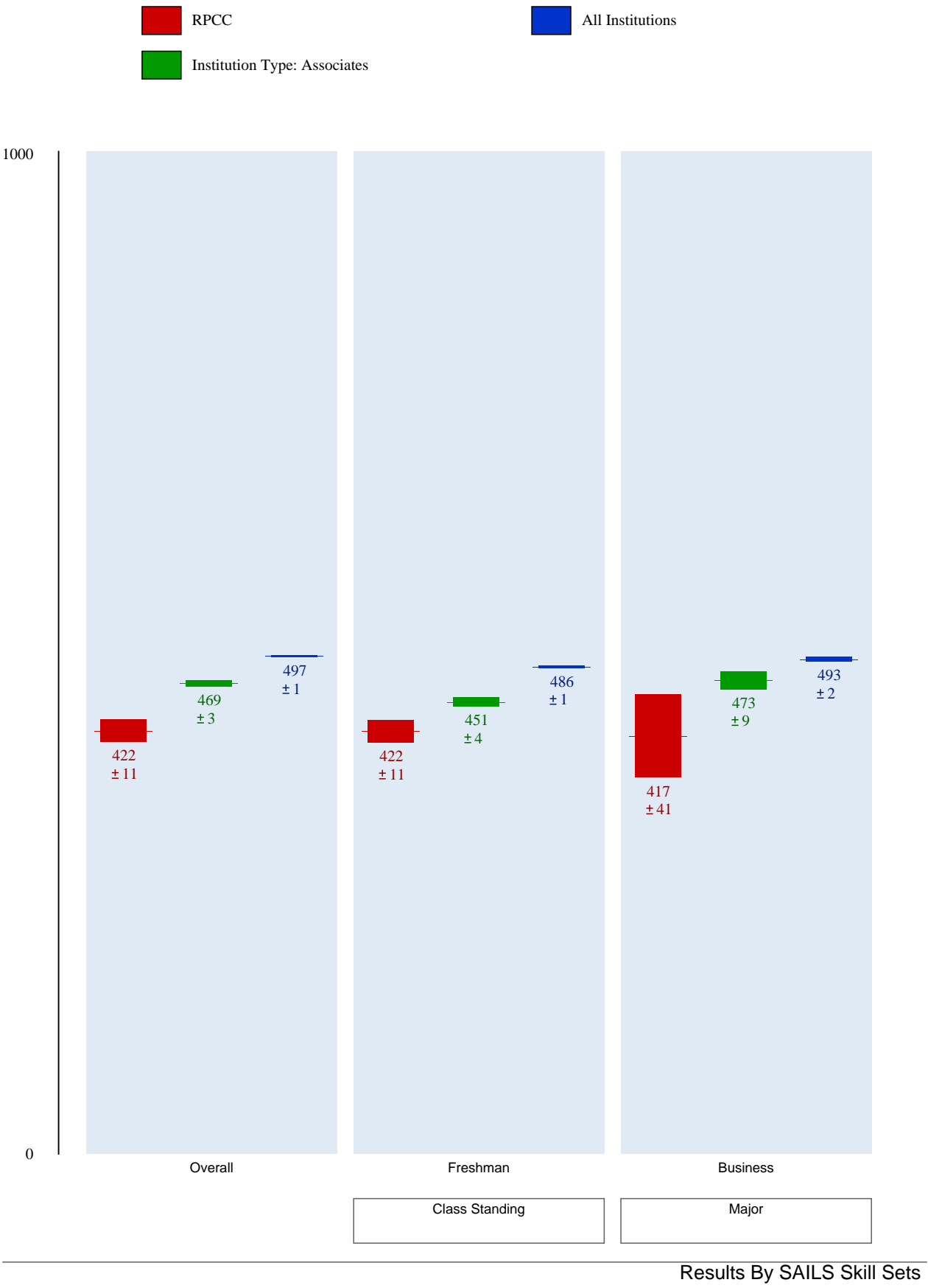


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy



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

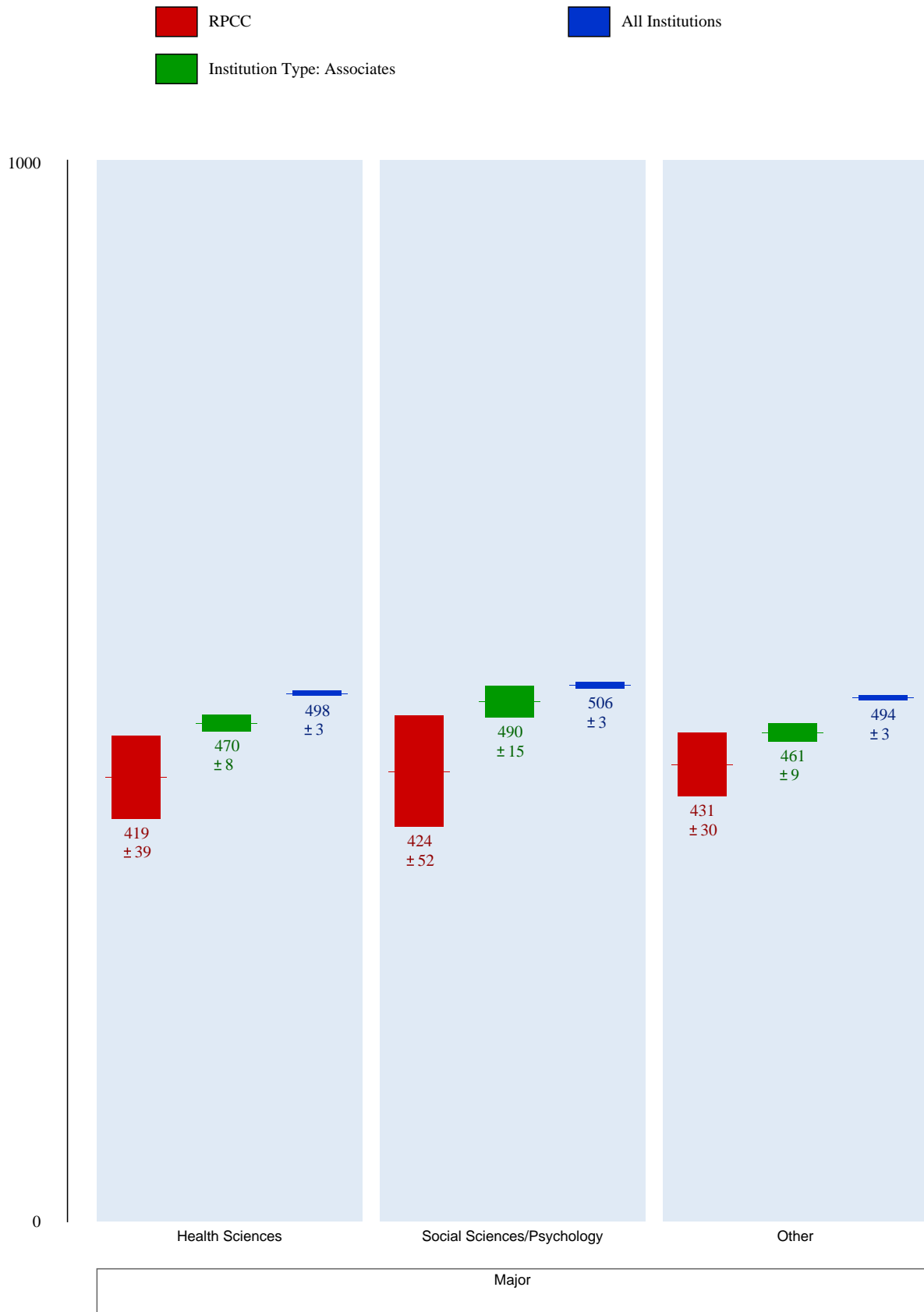
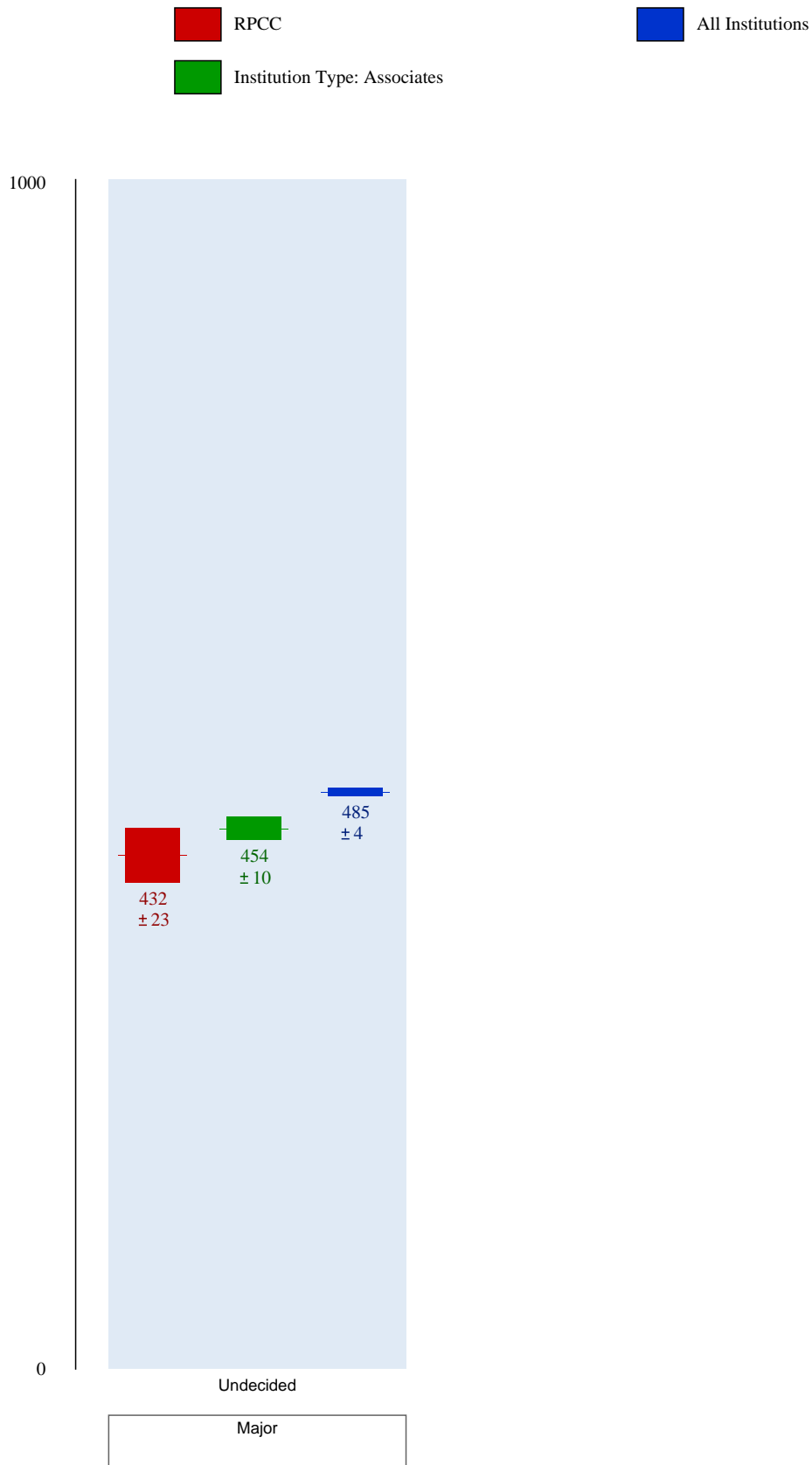


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy



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

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

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

Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided

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

Class Standing: Freshman

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

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

Class Standing: Freshman

Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided



### Detailed Results - Data Table

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	452 $\pm 16$	487 $\pm 4$	518 $\pm 1$
<b>Class Standing</b>			
Freshman	450 $\pm 16$	473 $\pm 6$	509 $\pm 2$
<b>Majors</b>			
Business	466 $\pm 59$	486 $\pm 11$	512 $\pm 3$
Education	477 $\pm 81$	483 $\pm 15$	510 $\pm 5$
Engineering / Computer Science	478 $\pm 72$	514 $\pm 19$	537 $\pm 5$
General Studies	449 $\pm 34$	484 $\pm 13$	507 $\pm 9$
Health Sciences	436 $\pm 57$	488 $\pm 10$	517 $\pm 3$
Social Sciences / Psychology	430 $\pm 90$	504 $\pm 20$	524 $\pm 4$
Other	440 $\pm 42$	477 $\pm 11$	515 $\pm 3$
Undecided	459 $\pm 34$	473 $\pm 13$	511 $\pm 4$

### Detailed Results - Chart

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

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

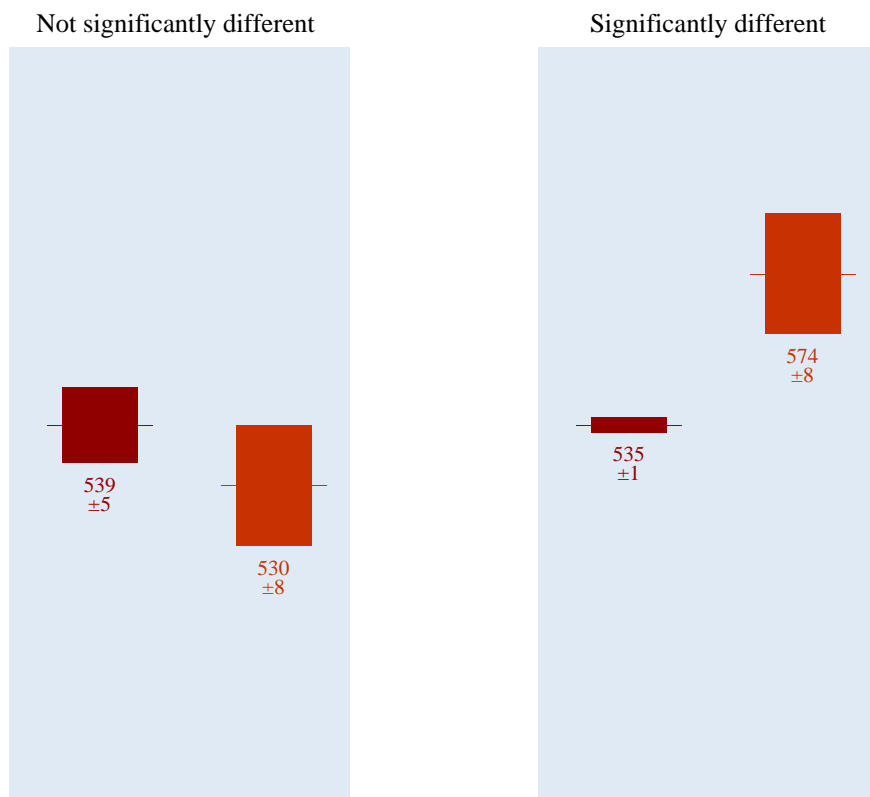
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To determine whether two groups are significantly different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not significantly different from each other; those that do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

For example,



**Figure 3.6 Chart for Skill Set: Selecting Finding Tools**



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



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

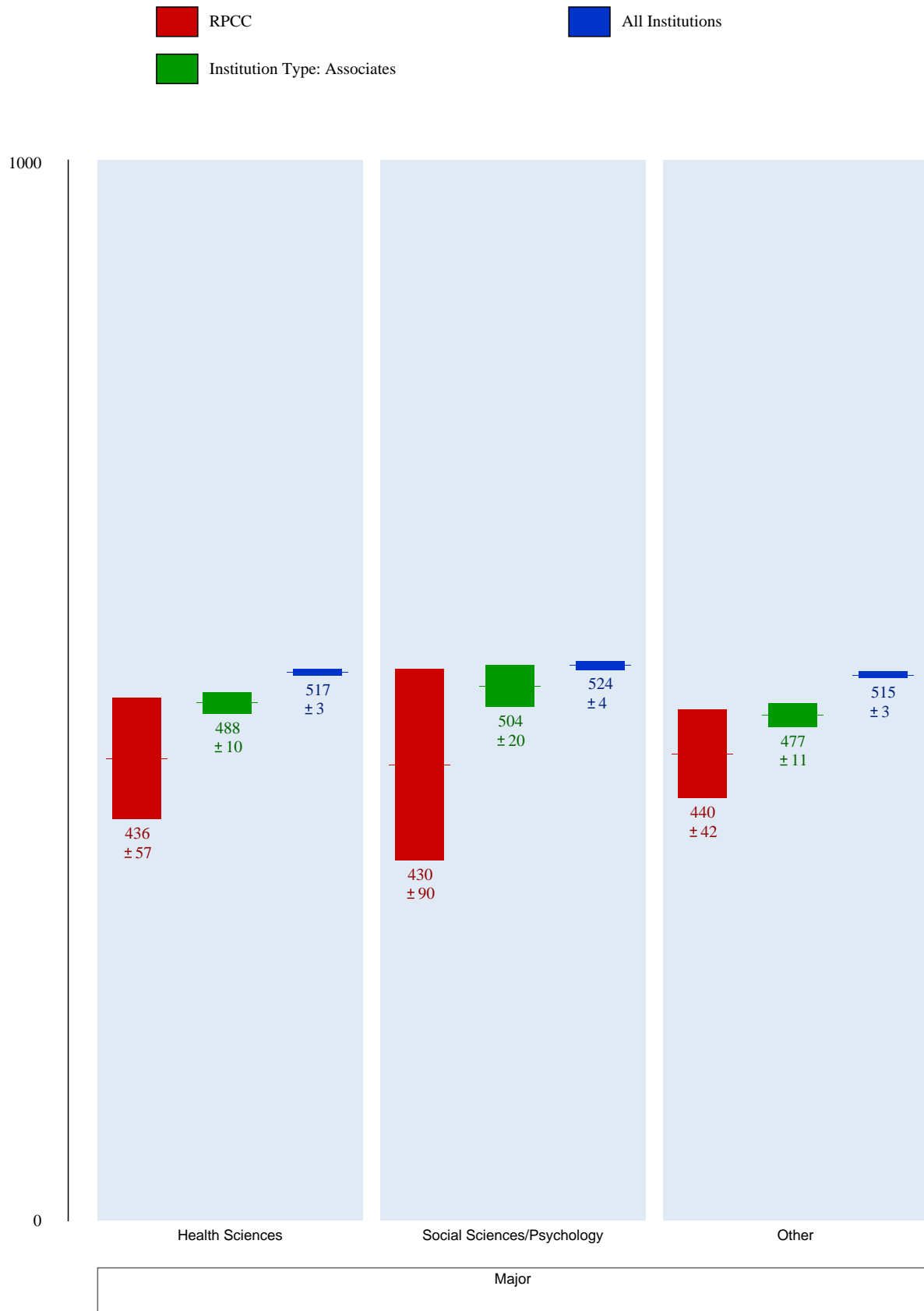
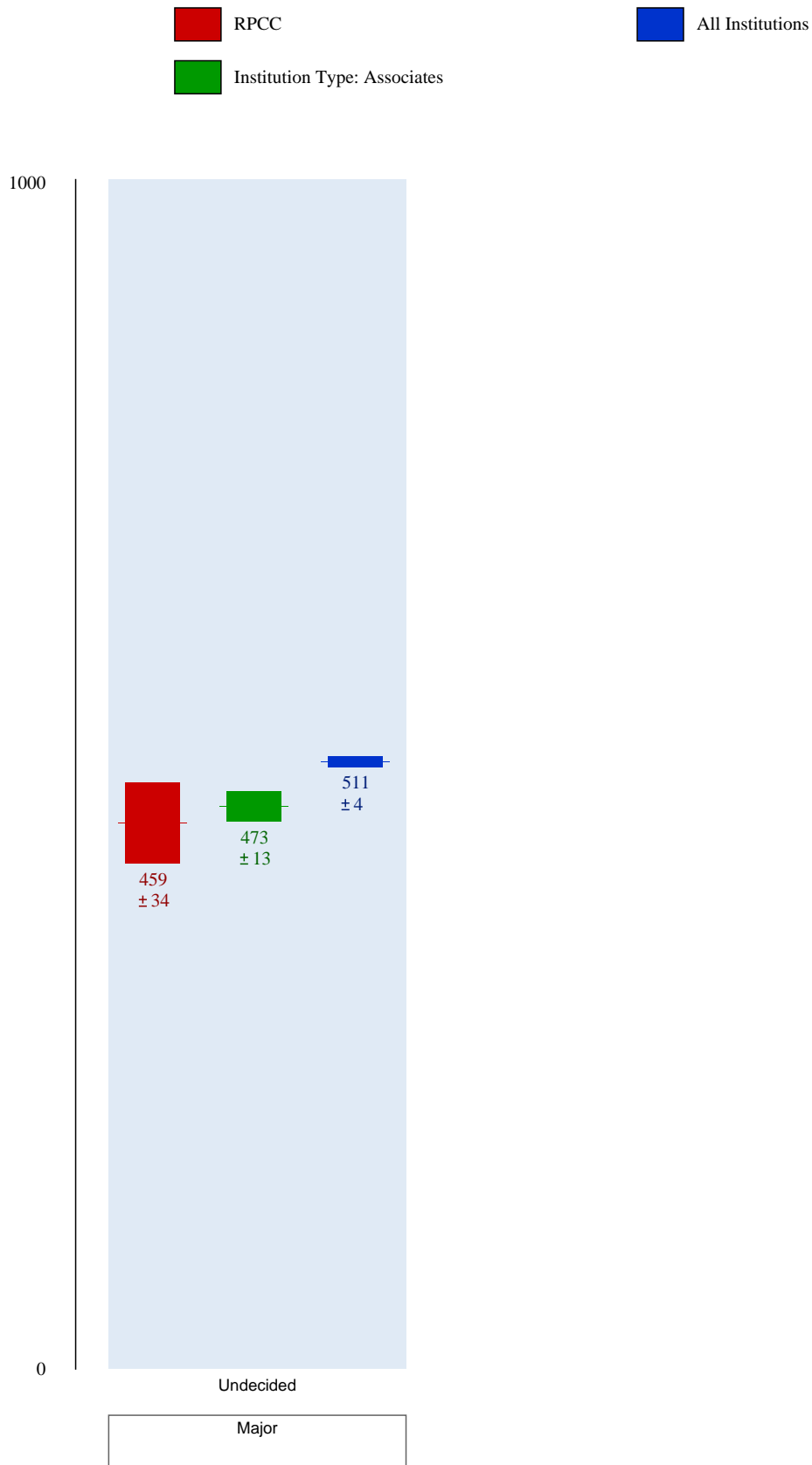


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools



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

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

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

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

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

Major: Business, Education, Health Sciences, Social Sciences/Psychology, Other, Undecided

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

Class Standing: Freshman

Major: Engineering/Computer Science, General Studies

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

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

Class Standing: Freshman

Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided



### Detailed Results - Data Table

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	408 $\pm 13$	451 $\pm 4$	478 $\pm 1$
<b>Class Standing</b>			
Freshman	408 $\pm 13$	434 $\pm 5$	467 $\pm 1$
<b>Majors</b>			
Business	420 $\pm 46$	450 $\pm 10$	473 $\pm 3$
Education	432 $\pm 47$	451 $\pm 12$	470 $\pm 4$
Engineering / Computer Science	384 $\pm 56$	472 $\pm 18$	501 $\pm 4$
General Studies	404 $\pm 29$	446 $\pm 11$	467 $\pm 8$
Health Sciences	395 $\pm 54$	455 $\pm 8$	479 $\pm 3$
Social Sciences / Psychology	443 $\pm 57$	470 $\pm 15$	485 $\pm 3$
Other	416 $\pm 42$	441 $\pm 10$	475 $\pm 3$
Undecided	405 $\pm 24$	433 $\pm 10$	463 $\pm 4$

### Detailed Results - Chart

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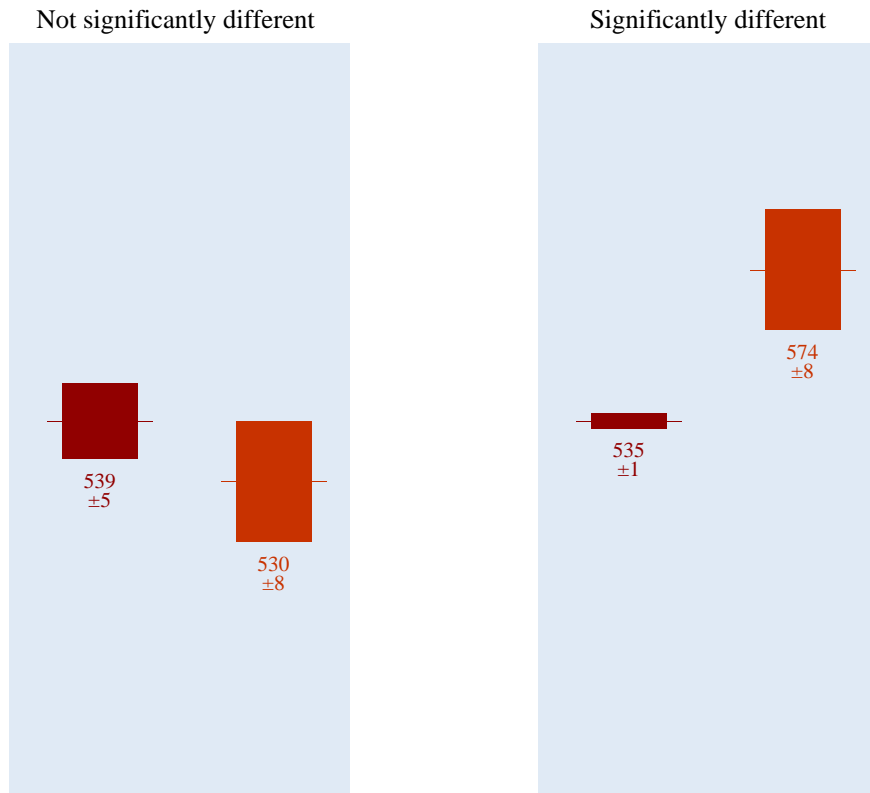
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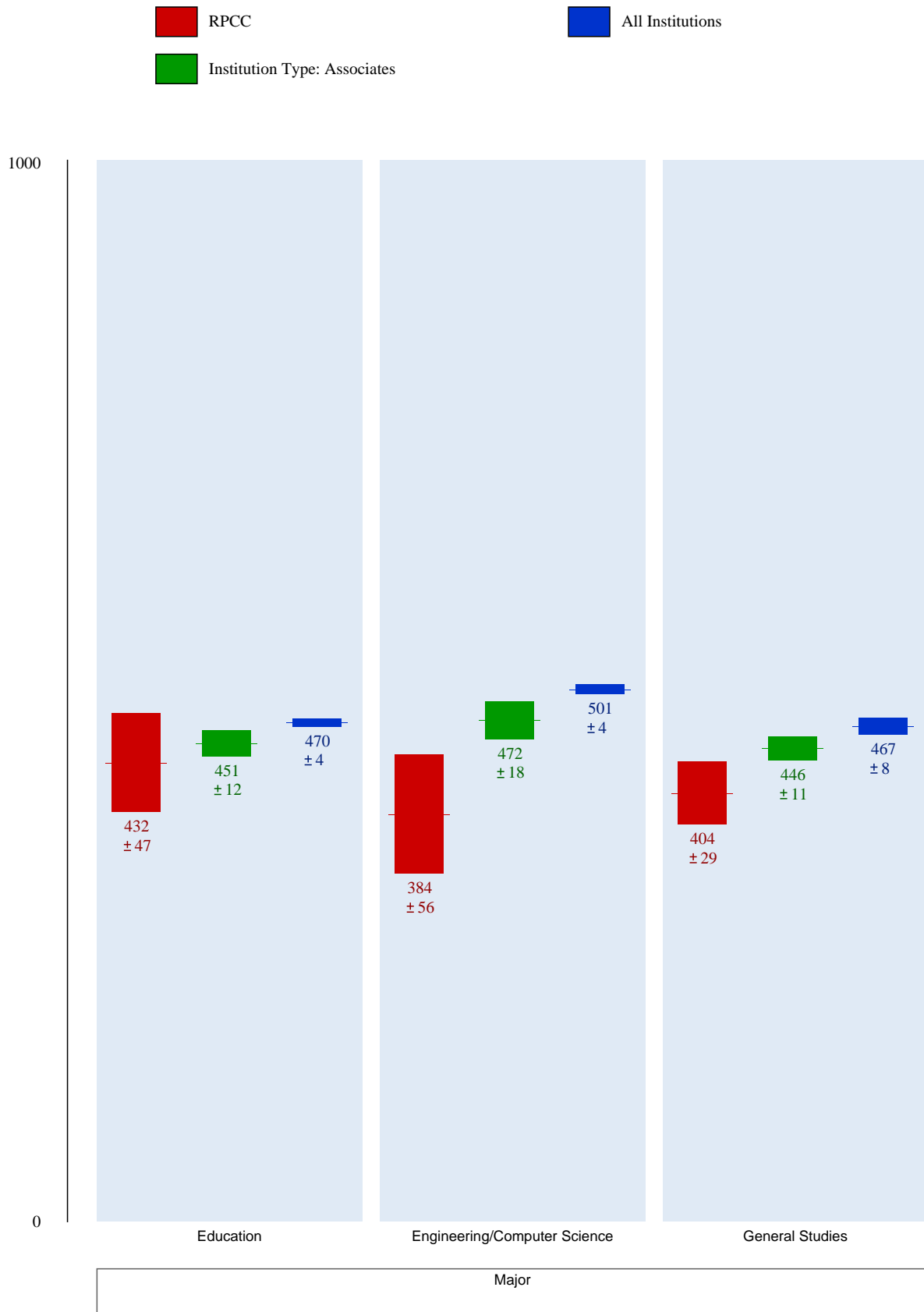
For example,



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



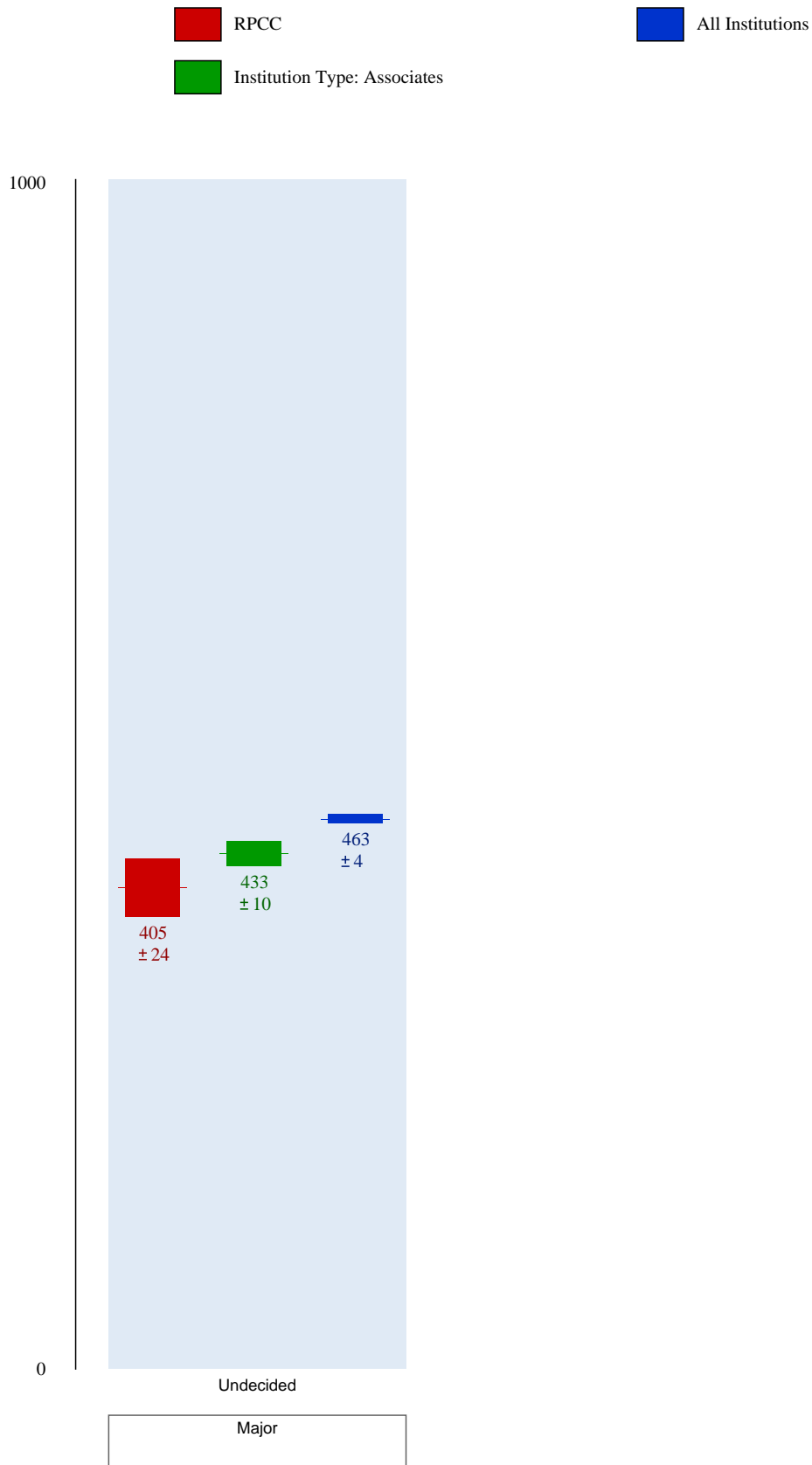
Figure 3.9 (continued) Chart for Skill Set: Searching



**Figure 3.9 (continued) Chart for Skill Set: Searching**



Figure 3.9 (continued) Chart for Skill Set: Searching



**Figure 3.10 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:

Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided

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

Class Standing: Freshman

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

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

Class Standing: Freshman

Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided



### Detailed Results - Data Table

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

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

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	466 $\pm 20$	517 $\pm 5$	541 $\pm 1$
<b>Class Standing</b>			
Freshman	465 $\pm 20$	502 $\pm 7$	529 $\pm 2$
<b>Majors</b>			
Business	533 $\pm 71$	524 $\pm 13$	536 $\pm 4$
Education	473 $\pm 91$	517 $\pm 18$	538 $\pm 5$
Engineering / Computer Science	466 $\pm 85$	524 $\pm 26$	557 $\pm 6$
General Studies	469 $\pm 40$	519 $\pm 15$	528 $\pm 11$
Health Sciences	465 $\pm 91$	527 $\pm 12$	545 $\pm 4$
Social Sciences / Psychology	515 $\pm 110$	520 $\pm 21$	551 $\pm 5$
Other	447 $\pm 50$	496 $\pm 13$	539 $\pm 4$
Undecided	463 $\pm 39$	499 $\pm 15$	527 $\pm 5$

### Detailed Results - Chart

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

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

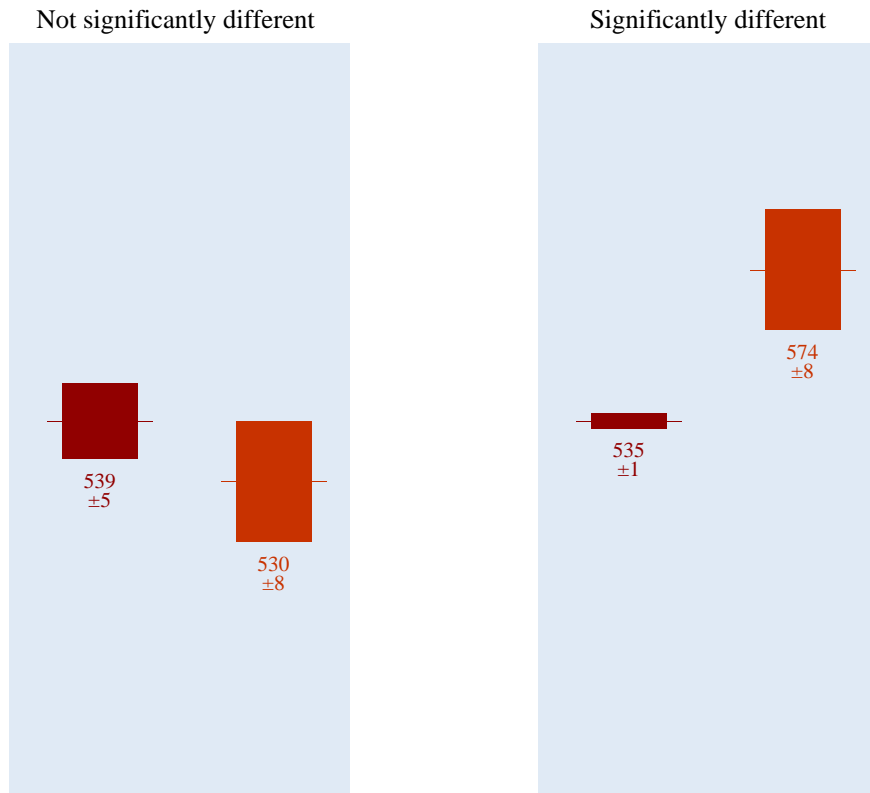
On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

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

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

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

For example,



**Figure 3.12 Chart for Skill Set: Using Finding Tool Features**



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

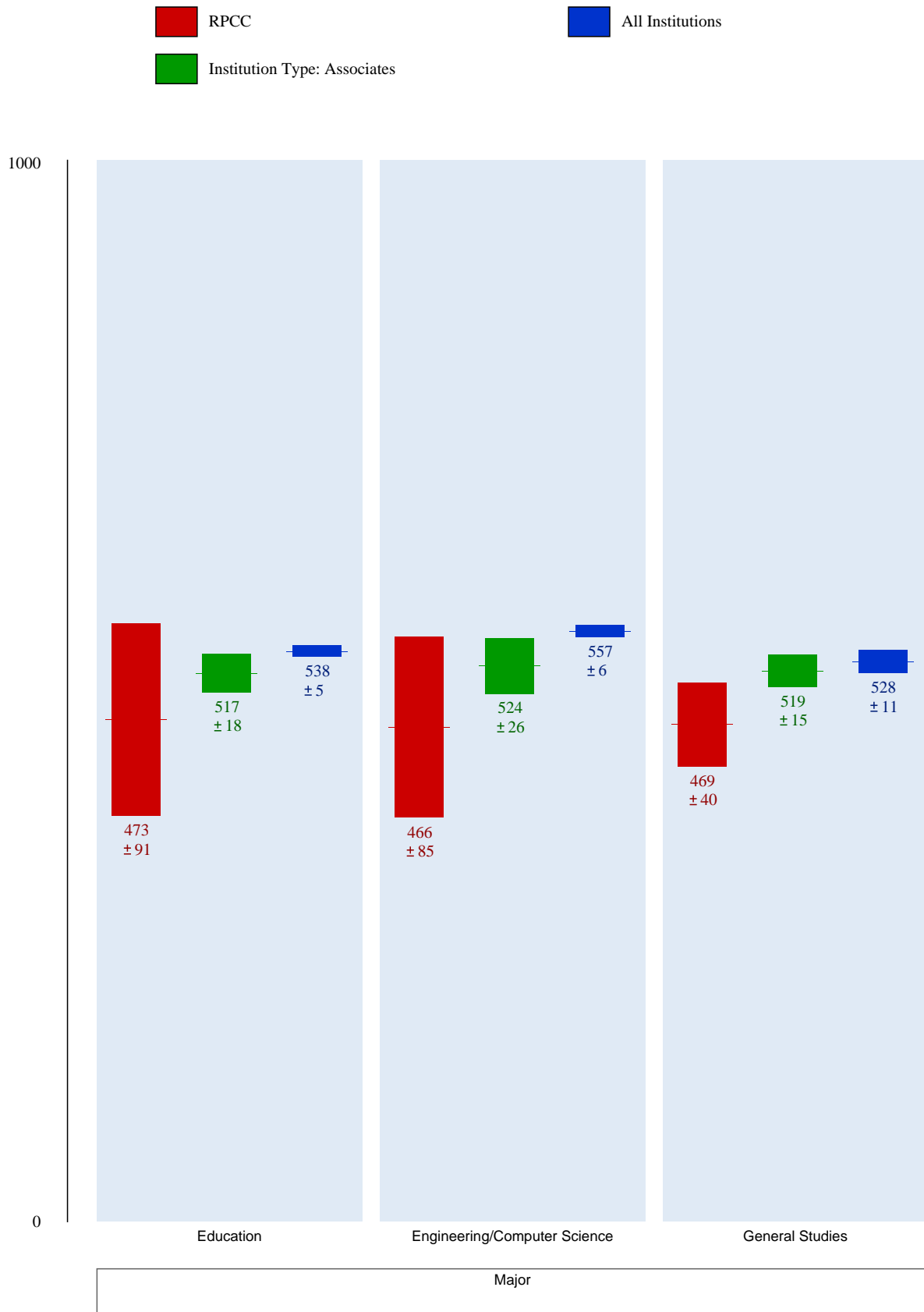
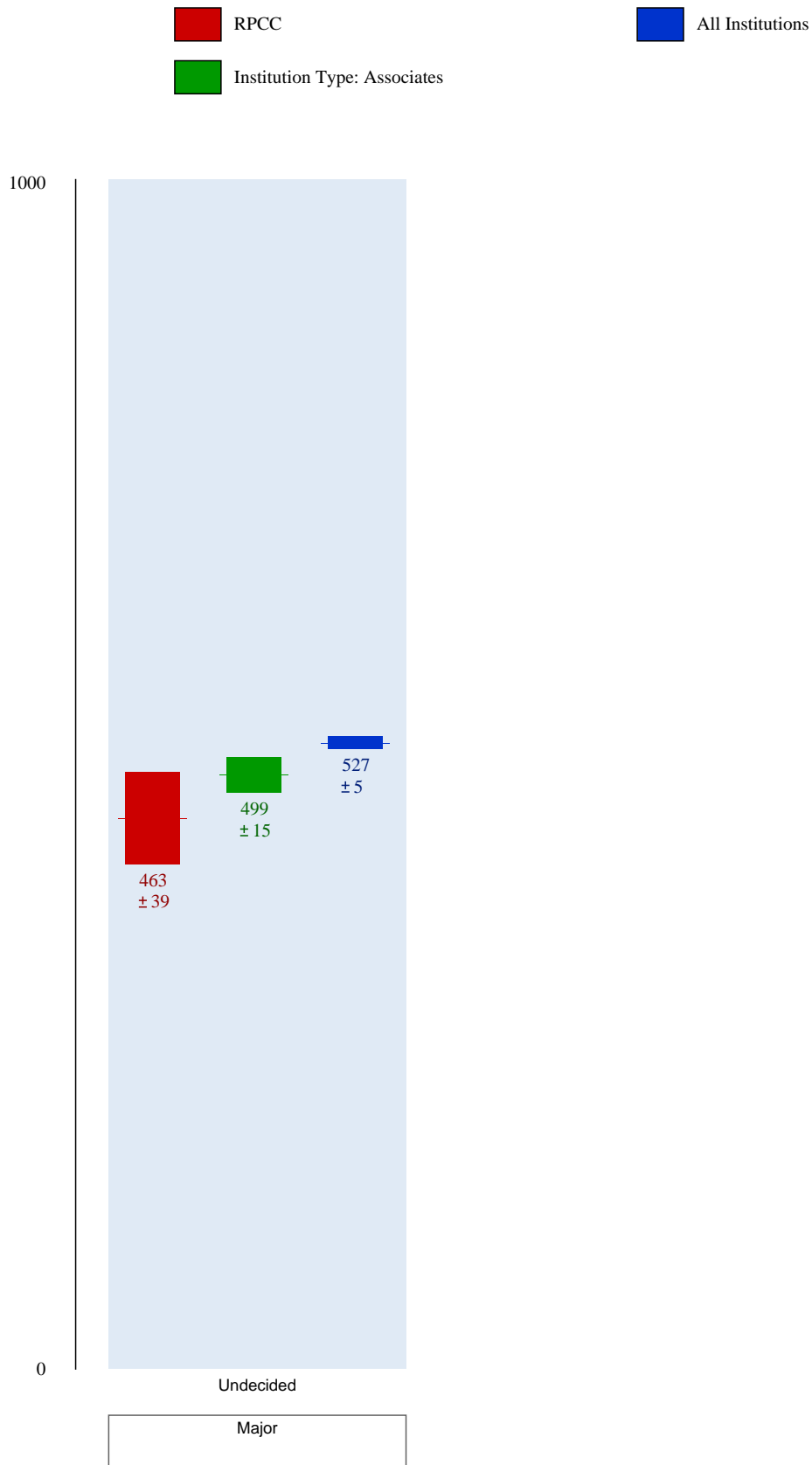


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



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



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

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

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

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

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

Major: Education, Engineering/Computer Science, Social Sciences/Psychology, Other

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, General Studies, Health Sciences, Undecided

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

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

Class Standing: Freshman

Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided



### Detailed Results - Data Table

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

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

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	450 $\pm 19$	524 $\pm 5$	553 $\pm 2$
<b>Class Standing</b>			
Freshman	449 $\pm 19$	504 $\pm 7$	535 $\pm 2$
<b>Majors</b>			
Business	436 $\pm 79$	530 $\pm 15$	546 $\pm 4$
Education	467 $\pm 73$	524 $\pm 18$	551 $\pm 5$
Engineering / Computer Science	454 $\pm 81$	538 $\pm 25$	566 $\pm 6$
General Studies	440 $\pm 41$	509 $\pm 16$	535 $\pm 11$
Health Sciences	442 $\pm 62$	534 $\pm 13$	561 $\pm 4$
Social Sciences / Psychology	494 $\pm 152$	548 $\pm 24$	561 $\pm 5$
Other	446 $\pm 49$	502 $\pm 14$	550 $\pm 4$
Undecided	459 $\pm 34$	509 $\pm 15$	533 $\pm 5$

### Detailed Results - Chart

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

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

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

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

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

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

For example,

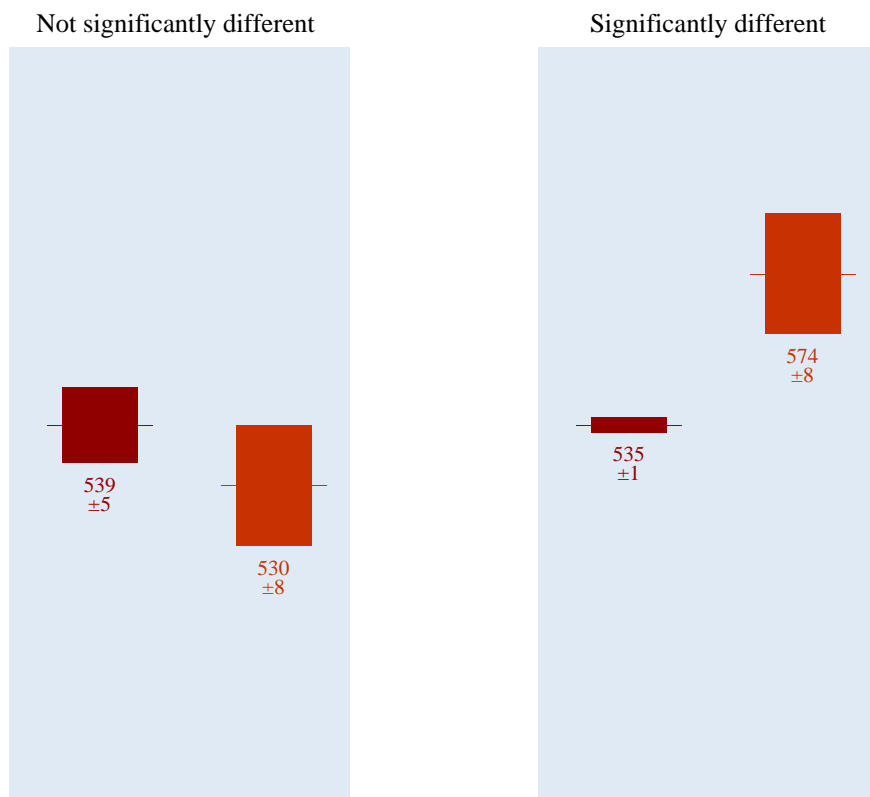


Figure 3.15 Chart for Skill Set: Retrieving Sources

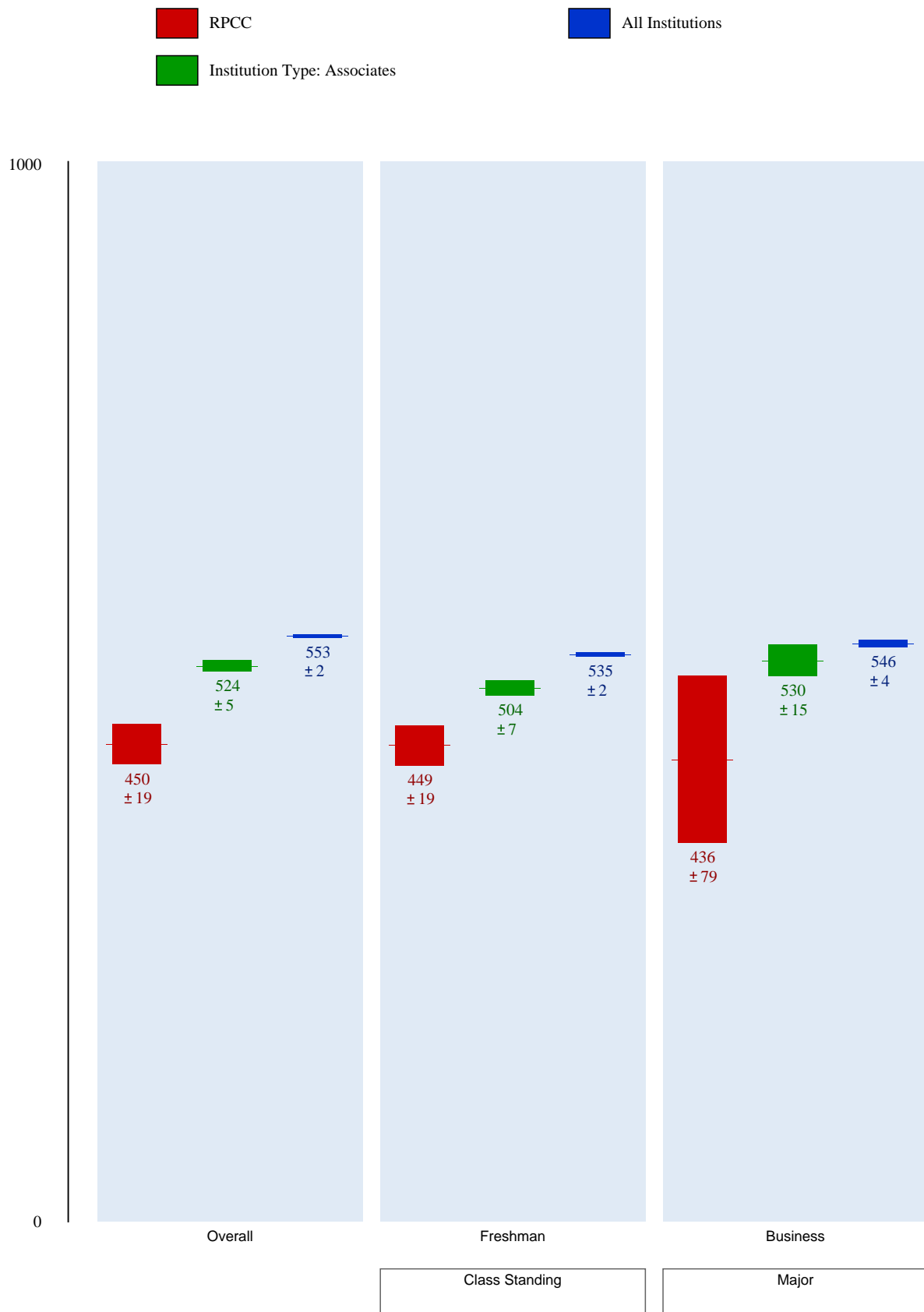


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



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

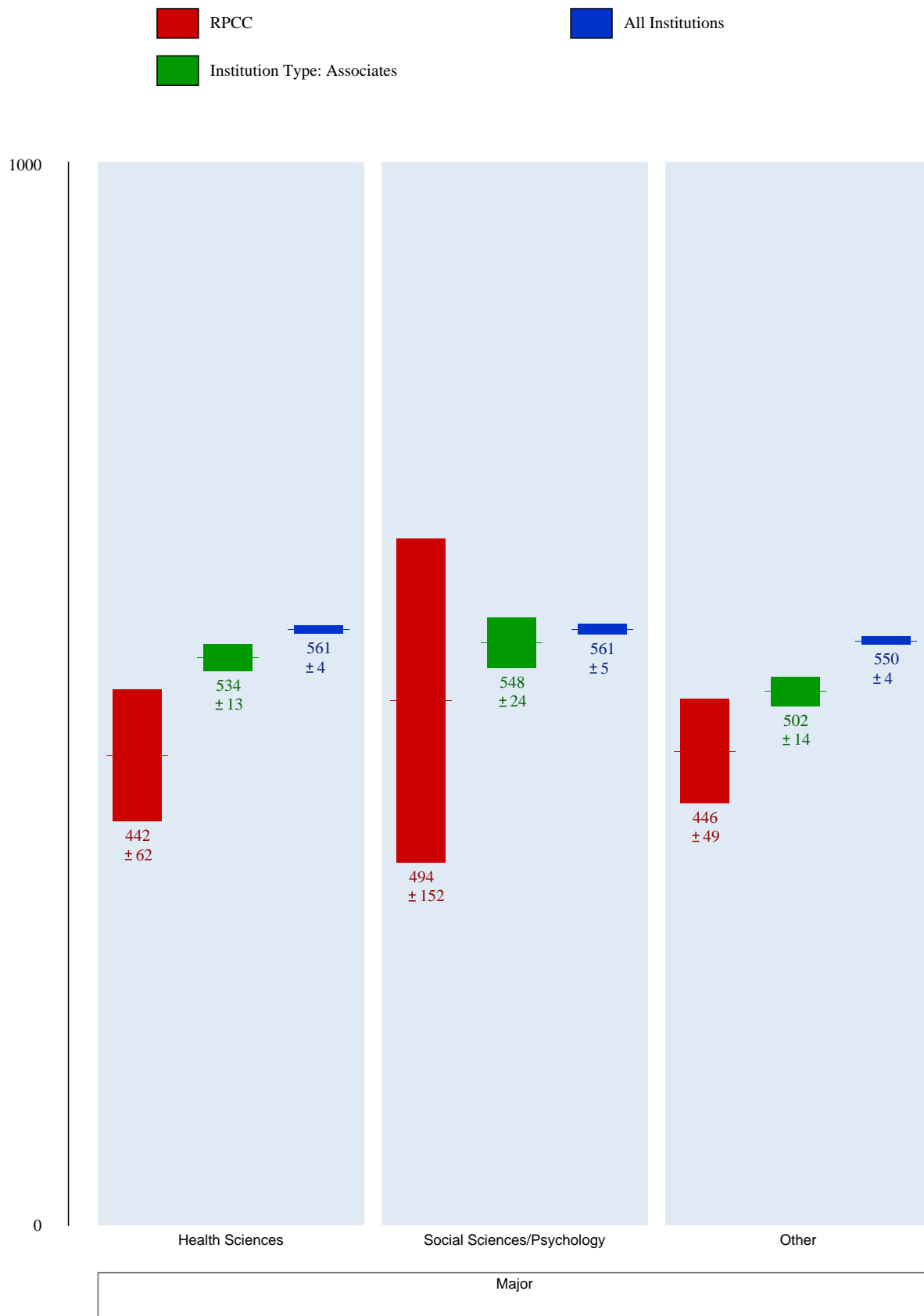
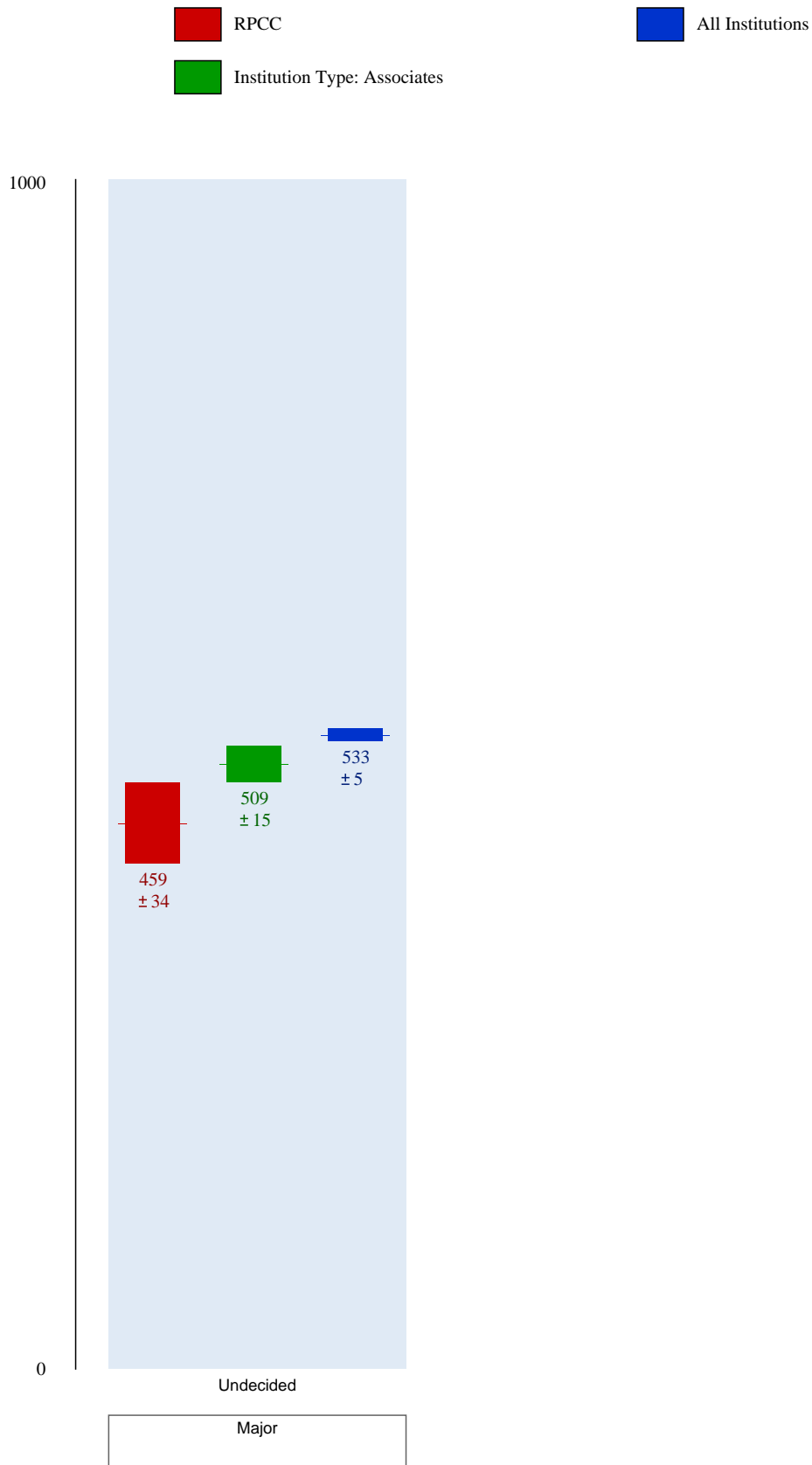


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



**Figure 3.16 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  
Major: Business, Education, Engineering/Computer Science, Health Sciences, Social Sciences/Psychology, Other, Undecided

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

Major: General Studies

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

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

Class Standing: Freshman  
Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided



### Detailed Results - Data Table

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

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

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	417 $\pm 14$	450 $\pm 4$	478 $\pm 1$
<b>Class Standing</b>			
Freshman	416 $\pm 14$	434 $\pm 5$	468 $\pm 2$
<b>Majors</b>			
Business	412 $\pm 48$	445 $\pm 11$	475 $\pm 3$
Education	450 $\pm 60$	451 $\pm 13$	466 $\pm 4$
Engineering / Computer Science	412 $\pm 60$	473 $\pm 17$	502 $\pm 5$
General Studies	396 $\pm 30$	440 $\pm 12$	469 $\pm 9$
Health Sciences	412 $\pm 48$	454 $\pm 9$	480 $\pm 3$
Social Sciences / Psychology	446 $\pm 69$	468 $\pm 19$	484 $\pm 4$
Other	417 $\pm 40$	443 $\pm 11$	477 $\pm 3$
Undecided	417 $\pm 28$	434 $\pm 11$	465 $\pm 4$

### Detailed Results - Chart

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

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

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

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

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

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

For example,

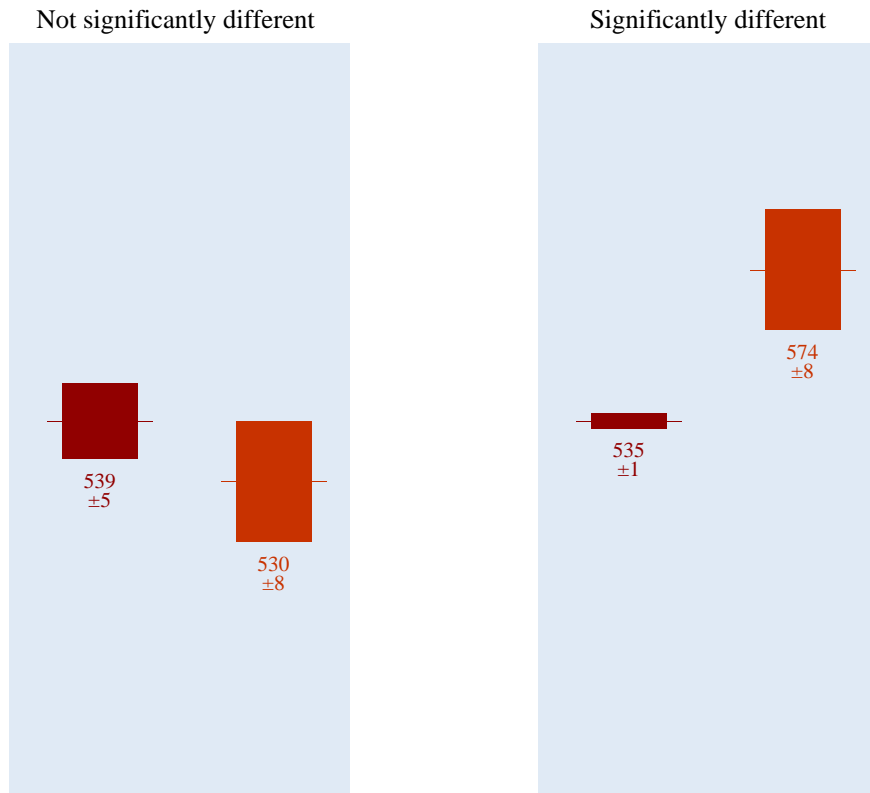


Figure 3.18 Chart for Skill Set: Evaluating Sources



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

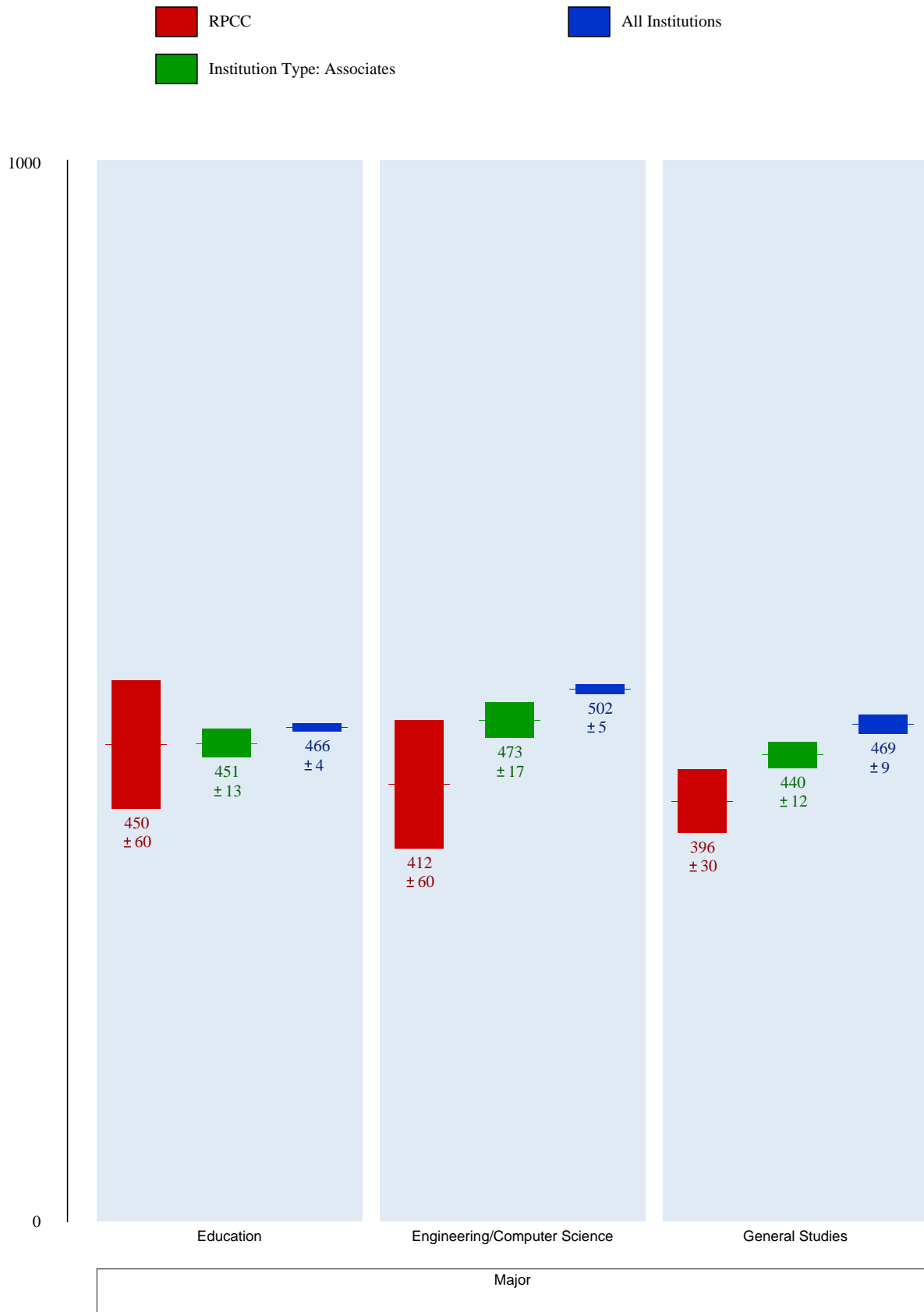
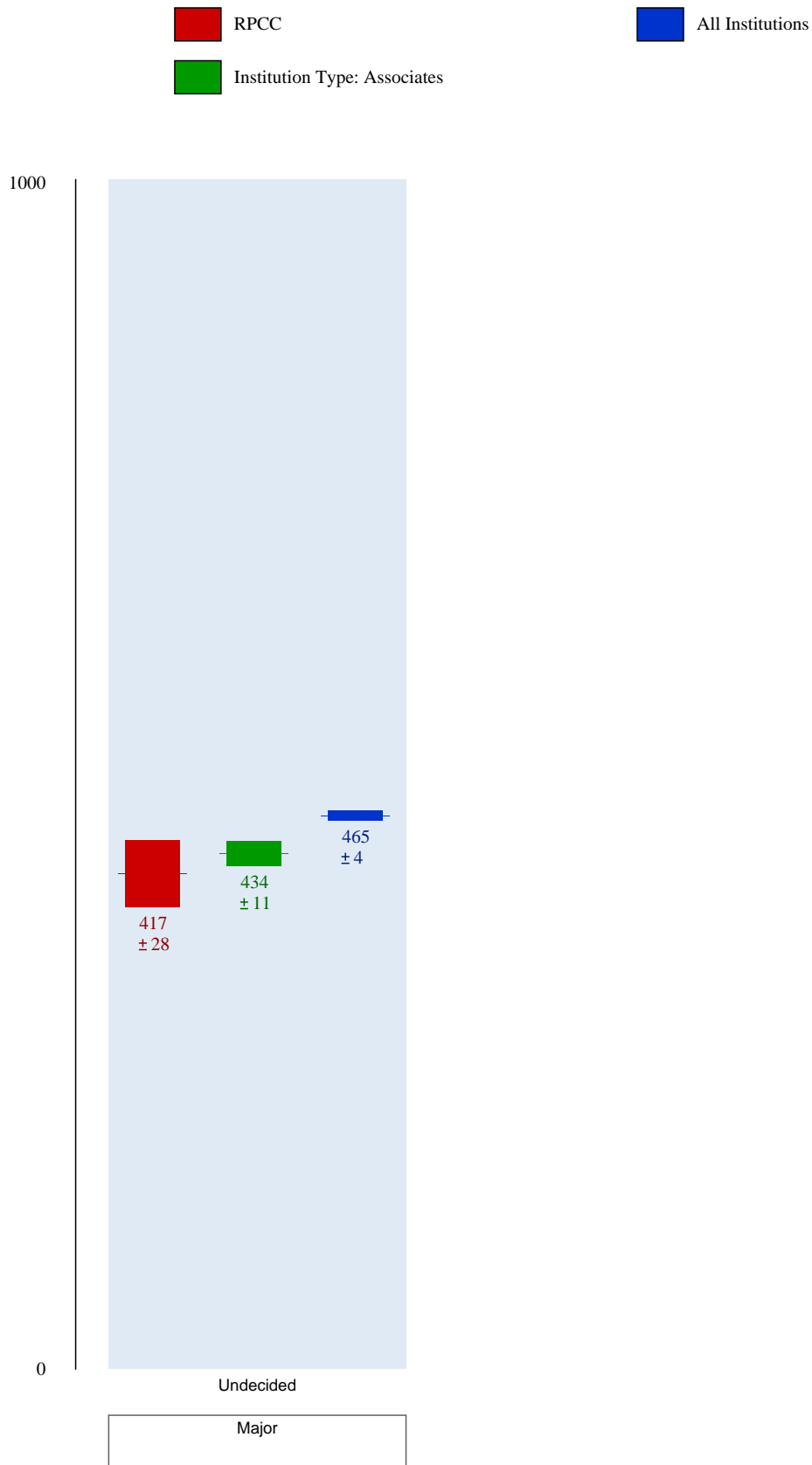


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources



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.
- 3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.
- 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
- 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
- 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
- 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).

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

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

Class Standing: Freshman  
Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided

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

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

Major: Health Sciences

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

Class Standing: Freshman  
Major: Business, Education, Engineering/Computer Science, General Studies, Social Sciences/Psychology, Other, Undecided



### Detailed Results - Data Table

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

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

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	378 $\pm 19$	419 $\pm 5$	455 $\pm 1$
<b>Class Standing</b>			
Freshman	377 $\pm 19$	401 $\pm 7$	439 $\pm 2$
<b>Majors</b>			
Business	366 $\pm 85$	410 $\pm 14$	442 $\pm 4$
Education	383 $\pm 74$	436 $\pm 16$	448 $\pm 5$
Engineering / Computer Science	344 $\pm 96$	422 $\pm 25$	472 $\pm 6$
General Studies	386 $\pm 37$	419 $\pm 15$	437 $\pm 10$
Health Sciences	470 $\pm 65$	420 $\pm 12$	456 $\pm 4$
Social Sciences / Psychology	370 $\pm 126$	441 $\pm 24$	471 $\pm 5$
Other	397 $\pm 60$	407 $\pm 13$	449 $\pm 4$
Undecided	354 $\pm 38$	399 $\pm 15$	440 $\pm 5$

### Detailed Results - Chart

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

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

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

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

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

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

For example,

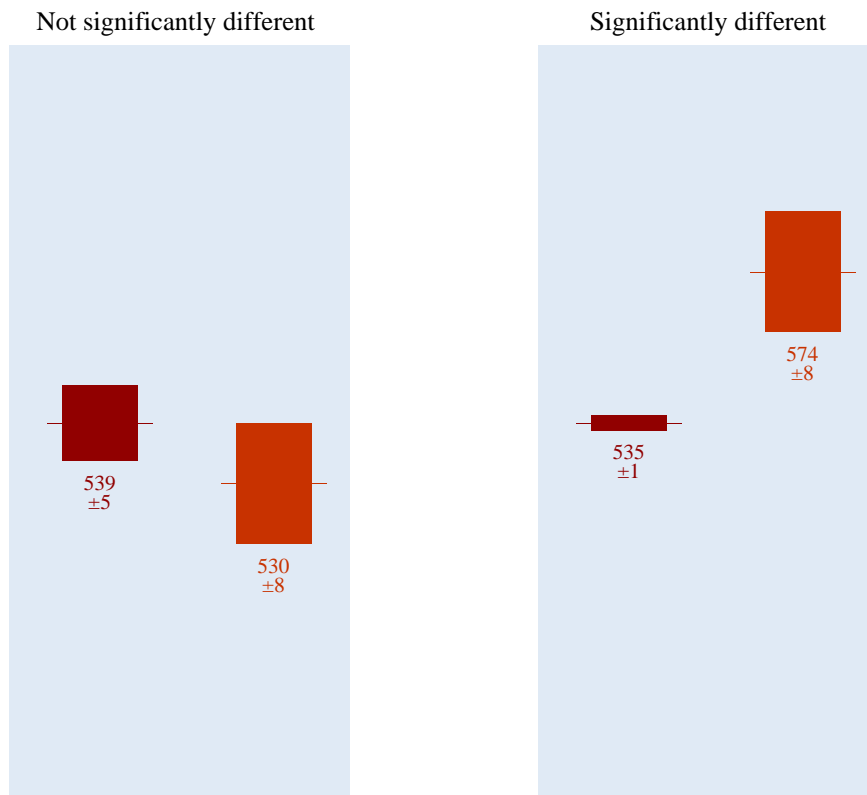


Figure 3.21 Chart for Skill Set: Documenting Sources



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



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

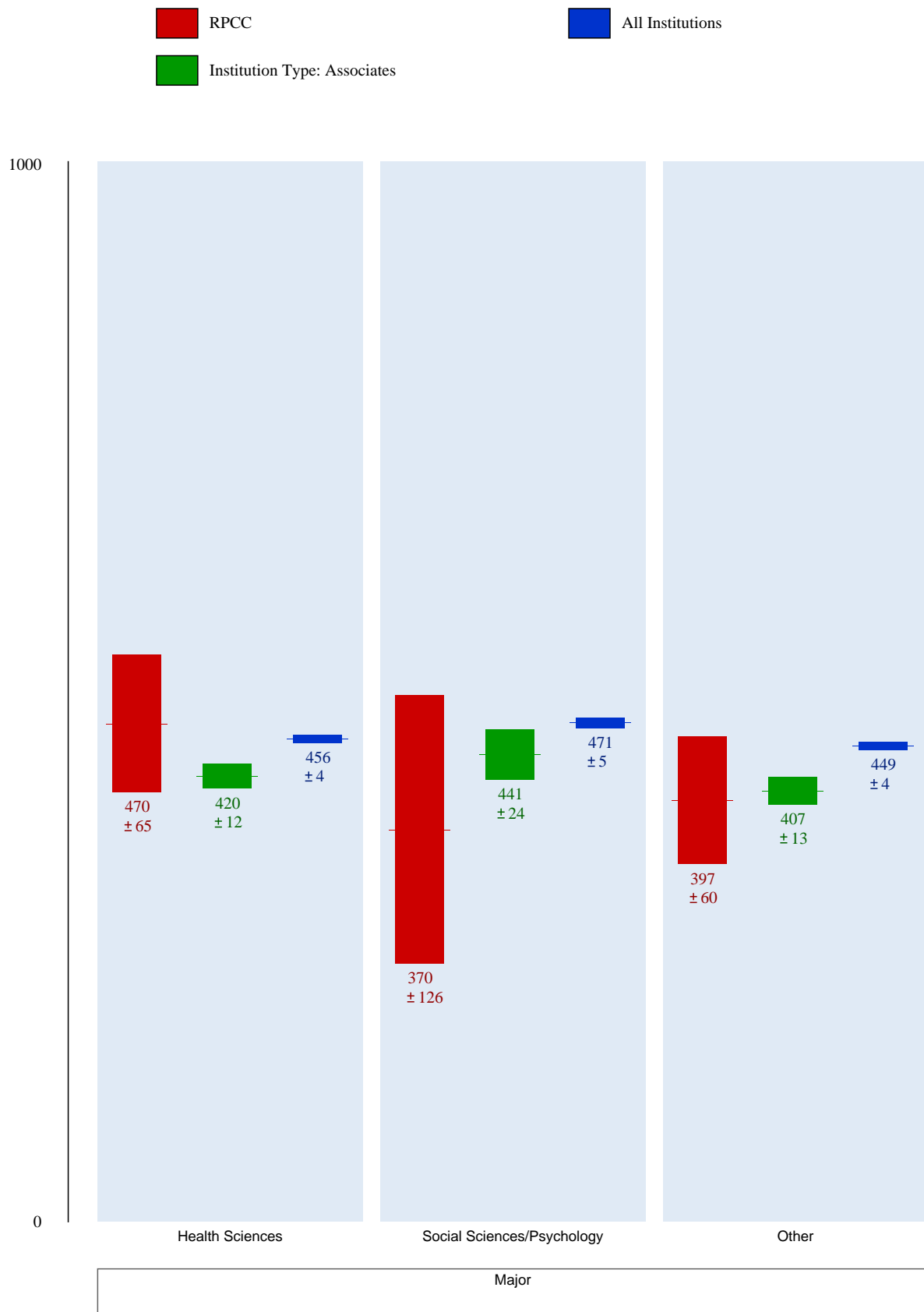
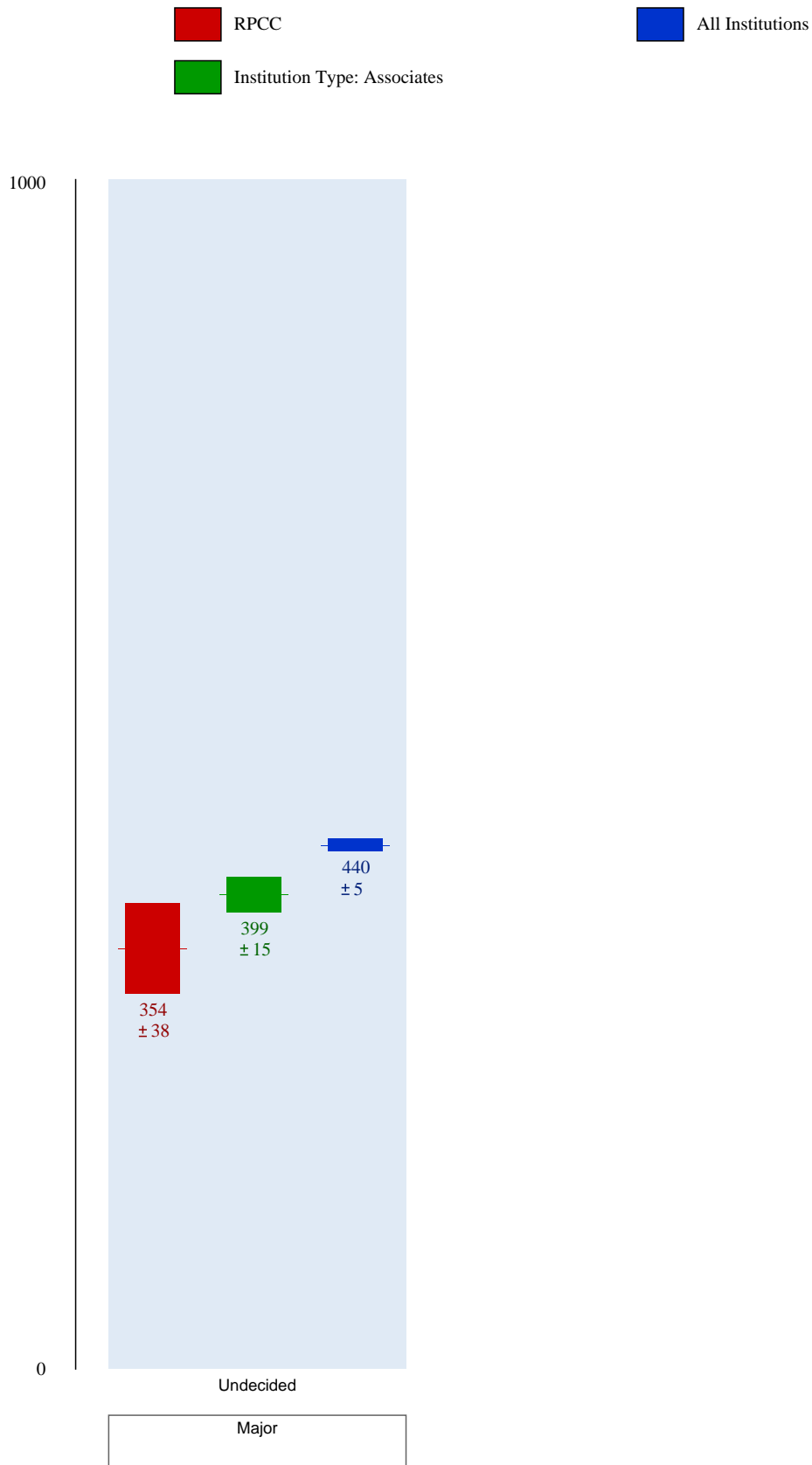


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



**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.
- 5.3.1.8 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:

Major: Business, Education, Engineering/Computer Science, Health Sciences, Social Sciences/Psychology, Other, Undecided

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

Class Standing: Freshman

Major: General Studies

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

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

Class Standing: Freshman

Major: Business, Education, Engineering/Computer Science, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided



### Detailed Results - Data Table

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

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

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	368 $\pm 15$	412 $\pm 4$	448 $\pm 1$
<b>Class Standing</b>			
Freshman	367 $\pm 16$	398 $\pm 6$	436 $\pm 2$
<b>Majors</b>			
Business	365 $\pm 53$	418 $\pm 11$	445 $\pm 3$
Education	370 $\pm 77$	414 $\pm 14$	437 $\pm 4$
Engineering / Computer Science	365 $\pm 62$	443 $\pm 18$	477 $\pm 5$
General Studies	352 $\pm 29$	410 $\pm 12$	433 $\pm 8$
Health Sciences	400 $\pm 56$	407 $\pm 9$	444 $\pm 3$
Social Sciences / Psychology	406 $\pm 79$	433 $\pm 19$	455 $\pm 4$
Other	363 $\pm 46$	396 $\pm 11$	443 $\pm 3$
Undecided	374 $\pm 33$	396 $\pm 11$	434 $\pm 4$

### Detailed Results - Chart

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

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

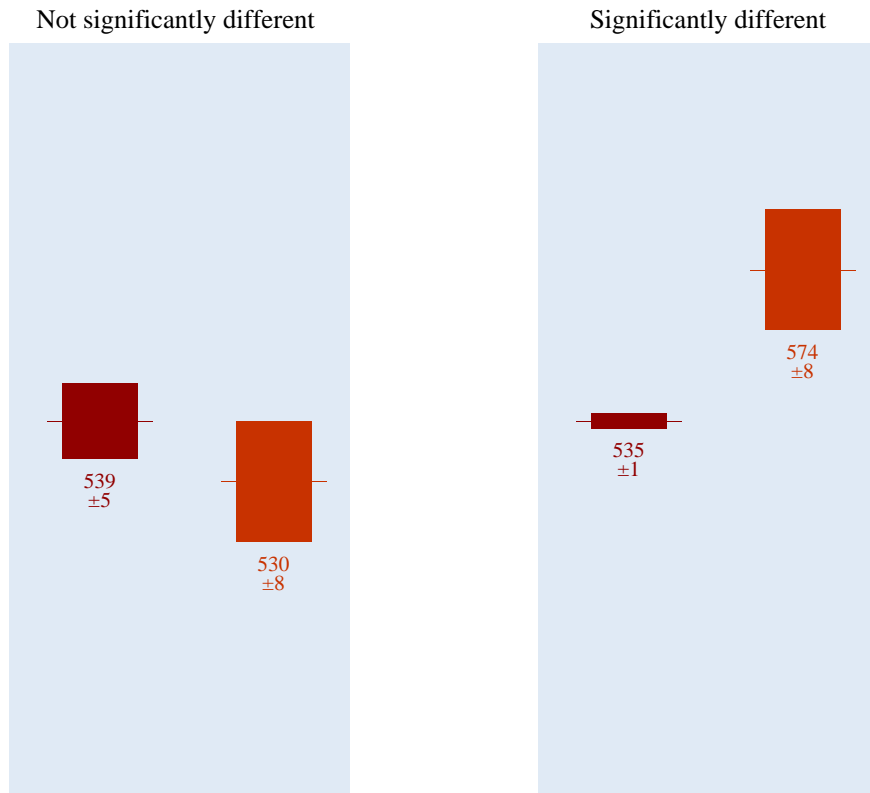
On the left side of each chart (the vertical axis), the scale ranges from 0 to 1000. Average scores for each group (cohort) are shown on the chart. Use the color key to identify each group.

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

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

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

For example,



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



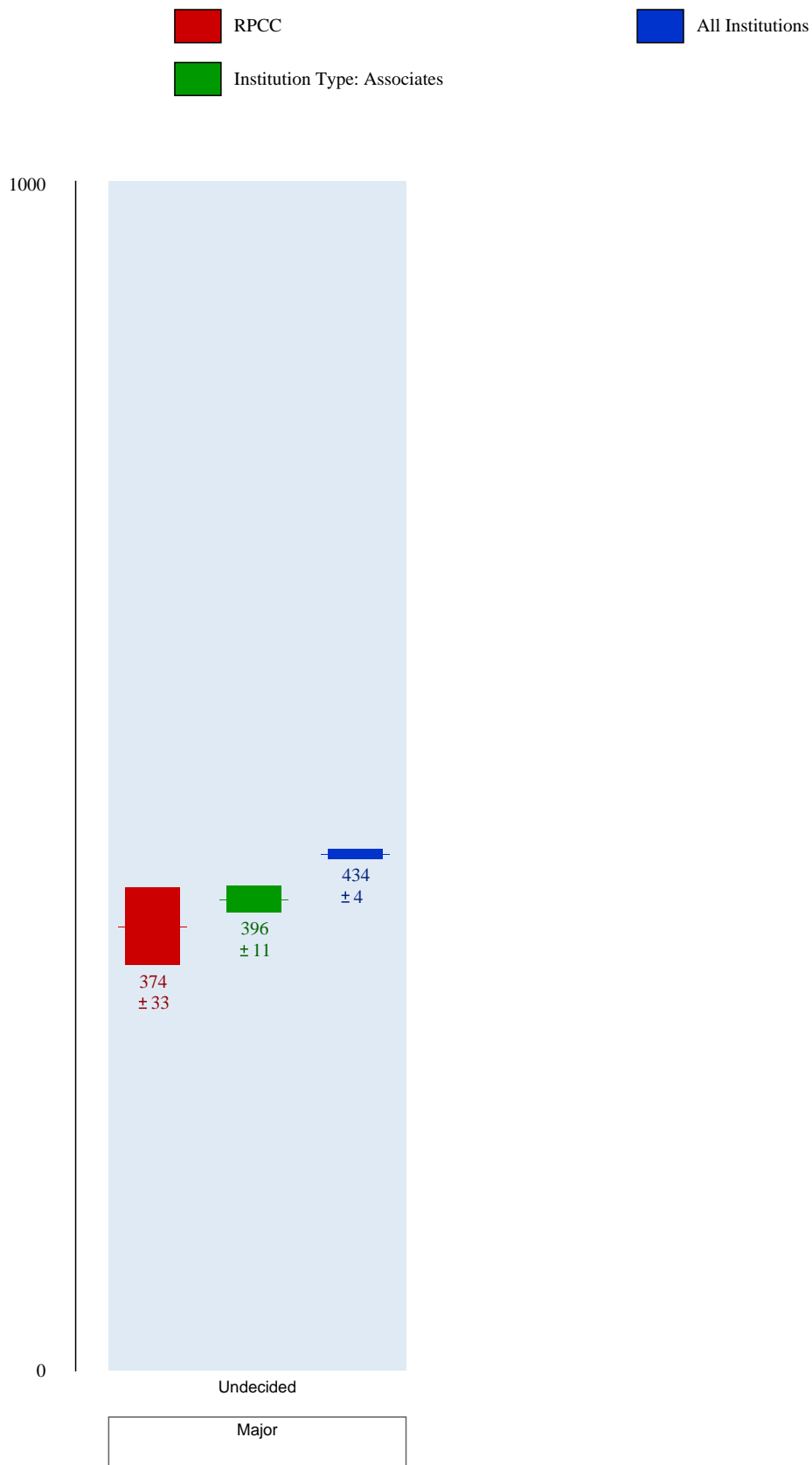
**Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues**



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  $\pm 5$  has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

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



**Figure 4.1 Data Table for ACRL Standards**

	River Parishes Community College	Institution Type: Associates	All Institutions
<b>ACRL Standard</b>			
Standard 1: Determines the Nature and Extent of the Information Needed	430 ±11	475 ±3	498 ±1
Standard 2: Accesses Needed Information Effectively and Efficiently	442 ±8	481 ±3	506 ±1
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	408 ±15	454 ±4	484 ±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	381 ±14	420 ±4	452 ±1

### Detailed Results - Chart

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

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

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

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

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

For example,

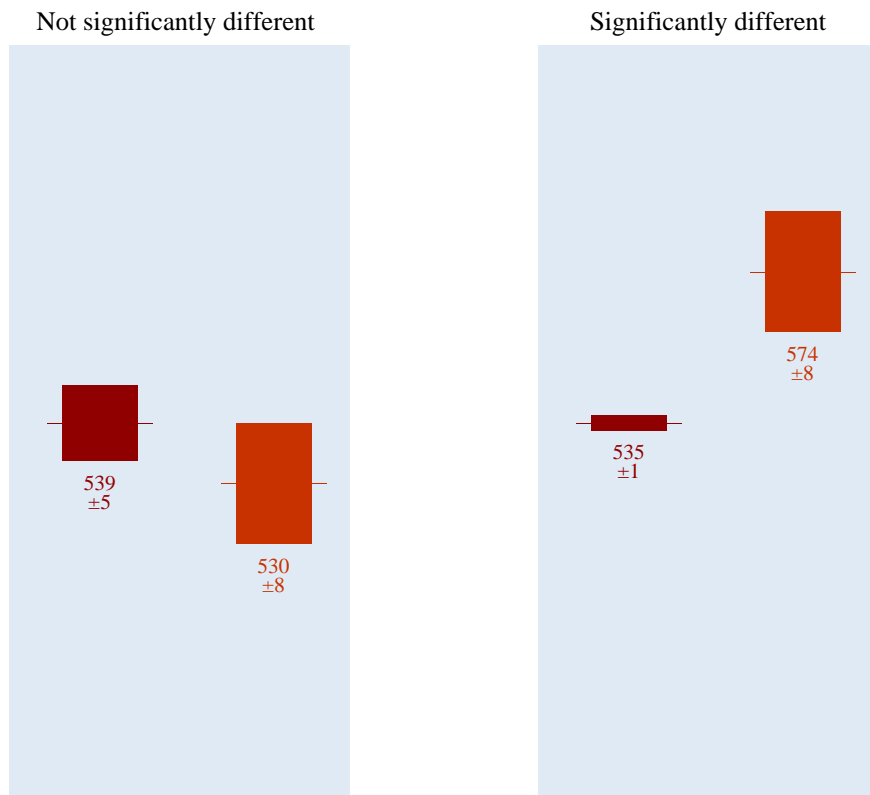


Figure 4.2 Chart for ACRL Standards



Figure 4.2 (continued) Chart for ACRL Standards



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

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

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

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

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

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

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

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

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

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

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

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



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

- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
- 2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
  - 2.5.3.1 Identifies different types of information sources cited in a research tool.
  - 2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.
- 2.5.5 Uses various technologies to manage the information selected and organized

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

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

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

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

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

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

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

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



## APPENDIX A

### About Project SAILS

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

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

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

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

	<b>Institution</b>	<b>Location</b>	<b>Type of Institution</b>
41.	H. Raymond Danforth Library-New England Colleg	Henniker, NH	Masters
42.	Hamline University	St. Paul, MN	Masters
43.	Hartwick College	Oneonta, New York	Baccalaureate - Liberal Arts
44.	Illinois Wesleyan University	Bloomington, IL	Baccalaureate - Liberal Arts
45.	Johnson & Wales University - Charlotte	Charlotte, NC	Baccalaureate - General
46.	Kean University	Union, New Jersey	Masters
47.	Keene State College	Keene, New Hampshire	Masters
48.	Lamar State College-Orange	Orange, TX	Associates
49.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
50.	Lincoln Memorial University	Harrogate, TN	Doctorate
51.	Long Island University CW Post	Brookville, New York	Doctorate
52.	Lynchburg College	Lynchburg, Virginia	Masters
53.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
54.	Mansfield University	Mansfield, Pennsylvania	Masters
55.	Marygrove College Library	Detroit, Michigan	Baccalaureate - Liberal Arts
56.	Marymount College	Rancho Palos Verdes, California	Associates
57.	McDaniel College	Westminster, Maryland	Baccalaureate - Liberal Arts
58.	Middle Tennessee State University	Murfreesboro, TN	Doctorate
59.	Misericordia University	Dallas, Pennsylvania	Doctorate
60.	Mississippi College	Clinton, MS	Doctorate
61.	Molloy College	Rockville Centre, NY	Masters
62.	North Georgia College & State University	Dahlonega, GA	Baccalaureate - General
63.	Northern State University	Aberdeen, SD	Masters
64.	Northwest Missouri State University	Maryville, MO	Masters
65.	Ohio University	Athens, Ohio	Doctorate
66.	Patrick Henry College	Purcellville, VA	Baccalaureate - Liberal Arts
67.	Pennsylvania College of Technology	Williamsport, PA 17701	Baccalaureate - General
68.	Pikeville College	Pikeville, KY	Baccalaureate - Liberal Arts
69.	Purdue University	West Lafayette, IN	Doctorate
70.	Rasmussen College	Bloomington, MN	Baccalaureate - General
71.	River Parishes Community College	Sorrento, Louisiana	Associates
72.	Samford University	Birmingham, Alabama	Doctorate
73.	Savannah State University	Savannah, GA	Masters
74.	Seminole Community College	Sanford, Florida	Associates
75.	Shaw University	Raleigh, North Carolina	Masters
76.	Shippensburg University	Shippensburg, Pennsylvania	Masters
77.	South University	Savannah,, GA	Masters
78.	Sullivan County Community College (SUNY)	Loch Sheldrake, NY	Associates
79.	SUNY Fredonia	Fredonia, New York	Masters
80.	Texas A&M University - Kingsville	Kingsville, Texas	Doctorate
81.	Texas Southern University	Houston, Texas	Baccalaureate - General
82.	The Art Institute of Washington	Arlington, Virginia	Baccalaureate - General
83.	Thomas College	Waterville, Maine	Masters
84.	Thomas Edison State College	Trenton, New Jersey	Masters
85.	University of Central Oklahoma	Edmond, Oklahoma	Masters

	<b>Institution</b>	<b>Location</b>	<b>Type of Institution</b>
86.	University of Maryland, Baltimore County (UMBC)	Baltimore, Maryland	Doctorate
87.	University of Montana - Helena COT	Helena, MT	Associates
88.	University of Montevallo	Montevallo, Alabama	Masters
89.	University of New Haven	West Haven, Connecticut	Baccalaureate - General
90.	University of Phoenix	Phoenix, AZ	Masters
91.	University of Pittsburgh	Pittsburgh, Pennsylvania	Doctorate
92.	University of the Pacific	Stockton, CA	Doctorate
93.	University of Toronto Mississauga	Mississauga, Ontario	Doctorate
94.	University of Western Ontario	London, Ontario	Doctorate
95.	Valley Forge Christian College	Phoenixville, PA	Baccalaureate - General
96.	Western Michigan University	Kalamazoo, MI	Doctorate
97.	Western New England University	Springfield, MA	Masters
98.	Westmont College	Santa Barbara, California	Baccalaureate - Liberal Arts
99.	William Woods University	Fulton, Missouri	Masters



## APPENDIX C

### Test-Taker Profiles for Each Administration

		Abilene Christian University Fall 2010		Abilene Christian University Fall 2011		Alderson- Broaddus College Fall Semester 2009		Alderson- Broaddus College Fall 2010	
		Fall 2010		Fall 2011		Fall 2009		Fall 2010	
		(n=63)		(n=439)		(n=168)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	60	95.2	431	98.2	158	94.0	0	0.0
	Sophomore	3	4.8	8	1.8	7	4.2	0	0.0
	Junior	0	0.0	0	0.0	3	1.8	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	2	3.2	11	2.5	2	1.2	0	0.0
	Architecture	0	0.0	4	0.9	0	0.0	0	0.0
	Business	12	19.0	60	13.7	8	4.8	0	0.0
	Communications/Journalism	5	7.9	25	5.7	1	0.6	0	0.0
	Education	11	17.5	34	7.7	21	12.5	0	0.0
	Engineering/Computer Science	5	7.9	14	3.2	4	2.4	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	5	7.9	69	15.7	62	36.9	0	0.0
	History	0	0.0	2	0.5	0	0.0	0	0.0
	Humanities	1	1.6	10	2.3	2	1.2	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	5	7.9	41	9.3	25	14.9	0	0.0
	Science/Math	2	3.2	27	6.2	12	7.1	0	0.0
	Social Sciences/Psychology	9	14.3	51	11.6	16	9.5	0	0.0
	Other	4	6.3	46	10.5	10	6.0	0	0.0
	Undecided	2	3.2	45	10.3	5	3.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

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

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

		Ashford University ENG122 Fall 2011		Ashford University EXP 103		Auburn University Spring 2009		Auburn University Spring 2011	
		Fall 2011		Fall 2011		Spring 2009		Spring 2011	
		(n=2,234)		(n=248)		(n=355)		(n=374)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	1,216	54.4	243	98.0	64	18.0	62	16.6
	Sophomore	429	19.2	2	0.8	82	23.1	94	25.1
	Junior	307	13.7	0	0.0	102	28.7	98	26.2
	Senior	138	6.2	0	0.0	107	30.1	115	30.7
	Other	144	6.4	0	0.0	0	0.0	5	1.3
	Not Reported	0	0.0	3	1.2	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	19	0.9	2	0.8	12	3.4	17
Architecture		1	0.0	1	0.4	18	5.1	10	2.7
Business		631	28.2	47	19.0	52	14.6	45	12.0
Communications/Journalism		29	1.3	5	2.0	10	2.8	15	4.0
Education		376	16.8	46	18.5	18	5.1	35	9.4
Engineering/Computer Science		8	0.4	8	3.2	71	20.0	81	21.7
General Studies		19	0.9	2	0.8	20	5.6	23	6.1
Health Sciences		198	8.9	14	5.6	18	5.1	14	3.7
History		30	1.3	3	1.2	0	0.0	0	0.0
Humanities		16	0.7	0	0.0	19	5.4	9	2.4
Law		56	2.5	18	7.3	0	0.0	0	0.0
Military/Naval Science		12	0.5	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		452	20.2	30	12.1	7	2.0	7	1.9
Science/Math		4	0.2	5	2.0	15	4.2	3	0.8
Social Sciences/Psychology		11	0.5	23	9.3	63	17.7	78	20.9
Other		332	14.9	33	13.3	32	9.0	29	7.8
Undecided		40	1.8	7	2.8	0	0.0	8	2.1
Not Reported	0	0.0	4	1.6	0	0.0	0	0.0	

		Baldwin-Wallace College Freshman Fall 2009 (n=54)		Baldwin-Wallace College 2010 Fall Freshmen Fall 2010 (n=78)		Baldwin-Wallace College BW-FR-11 Fall 2011 (n=51)		Baldwin-Wallace College BW-SR-11 Fall 2011 (n=46)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	54	100.0	39	50.0	51	100.0	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	39	50.0	0	0.0	46	100.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	11	14.1	6	11.8	6	13.0
	Communications/Journalism	0	0.0	3	3.8	1	2.0	5	10.9
	Education	0	0.0	10	12.8	9	17.6	6	13.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	7	9.0	2	3.9	1	2.2
	History	0	0.0	2	2.6	3	5.9	0	0.0
	Humanities	0	0.0	3	3.8	4	7.8	2	4.3
	Law	0	0.0	4	5.1	1	2.0	1	2.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	9	11.5	5	9.8	2	4.3
	Science/Math	0	0.0	9	11.5	6	11.8	10	21.7
	Social Sciences/Psychology	0	0.0	4	5.1	6	11.8	4	8.7
	Other	0	0.0	10	12.8	4	7.8	6	13.0
	Undecided	0	0.0	6	7.7	4	7.8	0	0.0
Not Reported	54	100.0	0	0.0	0	0.0	3	6.5	

		Barry University 2009 Fall Freshmen		Barry University 2011 FALL FRESHMEN		Bauder College Spring 2010		Becker College DissFA2011	
		Fall 2009		Fall 2011		Spring 2010		Fall 2011	
		(n=153)		(n=271)		(n=111)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	132	86.3	230	84.9	86	77.5	0	0.0
	Sophomore	17	11.1	36	13.3	14	12.6	0	0.0
	Junior	2	1.3	3	1.1	4	3.6	0	0.0
	Senior	0	0.0	0	0.0	2	1.8	0	0.0
	Other	2	1.3	2	0.7	2	1.8	0	0.0
	Not Reported	0	0.0	0	0.0	3	2.7	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	7	6.3	0	0.0
	Business	20	13.1	23	8.5	20	18.0	0	0.0
	Communications/Journalism	12	7.8	21	7.7	0	0.0	0	0.0
	Education	4	2.6	4	1.5	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	12	4.4	0	0.0	0	0.0
	General Studies	2	1.3	15	5.5	0	0.0	0	0.0
	Health Sciences	27	17.6	55	20.3	12	10.8	0	0.0
	History	4	2.6	3	1.1	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	13	8.5	8	3.0	11	9.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	10	6.5	31	11.4	7	6.3	0	0.0
	Science/Math	5	3.3	13	4.8	19	17.1	0	0.0
	Social Sciences/Psychology	27	17.6	34	12.5	0	0.0	0	0.0
	Other	7	4.6	14	5.2	35	31.5	0	0.0
	Undecided	22	14.4	37	13.7	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Becker College DISSPOSTTES T2FA2011  Fall 2011 (n=0)		Belmont Abbey College Freshmen Fall 2010  Spring 2011 (n=215)		Berea College Fall 2010 SAILS  Fall 2010 (n=0)		Berkeley College Winter 2009  Spring 2009 (n=60)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	212	98.6	0	0.0	57	95.0
	Sophomore	0	0.0	1	0.5	0	0.0	0	0.0
	Junior	0	0.0	1	0.5	0	0.0	0	0.0
	Senior	0	0.0	1	0.5	0	0.0	3	5.0
	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	33	15.3	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	59	27.4	0	0.0	18	30.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	21	9.8	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	3	1.4	0	0.0	0	0.0
	General Studies	0	0.0	1	0.5	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	3	5.0
	History	0	0.0	4	1.9	0	0.0	0	0.0
	Humanities	0	0.0	15	7.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	13	21.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	12	5.6	0	0.0	26	43.3
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	3	1.4	0	0.0	0	0.0
	Other	0	0.0	23	10.7	0	0.0	0	0.0
Undecided	0	0.0	41	19.1	0	0.0	0	0.0	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Berkeley College Fall 2009 Freshmen	Berkeley College Winter 2010	Bluffton University 2009-10 AY	Butler County Community College 2011 Graduating					
	Fall 2009 (n=96)	Spring 2010 (n=59)	Spring 2010 (n=130)	Spring 2011 (n=180)					
Characteristics	n	%	n	%	n	%	n	%	
Class Standing	Freshman	62	64.6	35	59.3	0	0.0	13	7.2
	Sophomore	0	0.0	0	0.0	13	10.0	163	90.6
	Junior	0	0.0	0	0.0	62	47.7	2	1.1
	Senior	34	35.4	24	40.7	55	42.3	1	0.6
	Other	0	0.0	0	0.0	0	0.0	1	0.6
	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
Architecture		0	0.0	0	0.0	0	0.0	1	0.6
Business		26	27.1	10	16.9	27	20.8	24	13.3
Communications/Journalism		0	0.0	0	0.0	6	4.6	2	1.1
Education		0	0.0	0	0.0	31	23.8	24	13.3
Engineering/Computer Science		0	0.0	2	3.4	4	3.1	30	16.7
General Studies		0	0.0	0	0.0	0	0.0	5	2.8
Health Sciences		7	7.3	5	8.5	2	1.5	39	21.7
History		0	0.0	0	0.0	4	3.1	0	0.0
Humanities		0	0.0	0	0.0	2	1.5	0	0.0
Law		20	20.8	12	20.3	0	0.0	2	1.1
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		41	42.7	27	45.8	19	14.6	16	8.9
Science/Math		2	2.1	3	5.1	9	6.9	0	0.0
Social Sciences/Psychology		0	0.0	0	0.0	4	3.1	14	7.8
Other		0	0.0	0	0.0	21	16.2	18	10.0
Undecided		0	0.0	0	0.0	1	0.8	4	2.2
Not Reported	0	0.0	0	0.0	0	0.0	1	0.6	



		Butler University Spring 2009		California Maritime Academy Fall2010		California Maritime Academy Spring2011		California Maritime Academy testout3	
		Spring 2009		Fall 2010		Spring 2011		Spring 2011	
		(n=213)		(n=50)		(n=53)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	106	49.8	33	66.0	45	84.9	0	0.0
	Sophomore	6	2.8	7	14.0	3	5.7	0	0.0
	Junior	23	10.8	7	14.0	3	5.7	0	0.0
	Senior	77	36.2	1	2.0	1	1.9	0	0.0
	Other	1	0.5	2	4.0	1	1.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	10	4.7	0	0.0	0	0.0	0	0.0
	Architecture	12	5.6	0	0.0	0	0.0	0	0.0
	Business	35	16.4	1	2.0	2	3.8	0	0.0
	Communications/Journalism	20	9.4	0	0.0	0	0.0	0	0.0
	Education	12	5.6	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	3	1.4	0	0.0	10	18.9	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	26	12.2	0	0.0	0	0.0	0	0.0
	History	9	4.2	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	2	0.9	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	17	8.0	8	16.0	37	69.8	0	0.0
	Science/Math	22	10.3	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	26	12.2	0	0.0	0	0.0	0	0.0
	Other	11	5.2	41	82.0	4	7.5	0	0.0
	Undecided	8	3.8	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		California Maritime Academy TestOutOption Spring 2011 (n=0)		California Maritime Academy TestOutTwo201 1 Spring 2011 (n=0)		California Maritime Academy Fall2011 Fall 2011 (n=0)		California State University Chico Fall 2009 Yr 1 & 3 Spring 2010 (n=64)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	29	45.3
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	35	54.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	0	0.0	0	0.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	64	100.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
Undecided	0	0.0	0	0.0	0	0.0	0	0.0	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Calvin College Spring 2010 Pilot		Cedarville University CU Spring 2010		Cedarville University IndivTestFall20 11		Cedarville University ProjectSAILSFa 112011	
		Spring 2010		Spring 2010		Fall 2011		Fall 2011	
		(n=196)		(n=143)		(n=0)		(n=66)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	6	3.1	56	39.2	0	0.0	58	87.9
	Sophomore	34	17.3	9	6.3	0	0.0	6	9.1
	Junior	64	32.7	17	11.9	0	0.0	2	3.0
	Senior	89	45.4	60	42.0	0	0.0	0	0.0
	Other	3	1.5	1	0.7	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.5	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	30	15.3	15	10.5	0	0.0	1	1.5
	Communications/Journalism	3	1.5	17	11.9	0	0.0	3	4.5
	Education	12	6.1	11	7.7	0	0.0	4	6.1
	Engineering/Computer Science	4	2.0	10	7.0	0	0.0	5	7.6
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	2	1.0	20	14.0	0	0.0	22	33.3
	History	7	3.6	2	1.4	0	0.0	5	7.6
	Humanities	34	17.3	7	4.9	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	28	14.3	7	4.9	0	0.0	2	3.0
	Science/Math	9	4.6	11	7.7	0	0.0	5	7.6
	Social Sciences/Psychology	15	7.7	23	16.1	0	0.0	9	13.6
	Other	48	24.5	17	11.9	0	0.0	6	9.1
	Undecided	1	0.5	3	2.1	0	0.0	4	6.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Central Methodist University University FALL 2011		Chapman University 2009 Fall FFC		Chapman University 2009-2010 Brandman		Chapman University 2010 Fall FFC	
		Fall 2011		Fall 2009		Spring 2010		Spring 2011	
		(n=82)		(n=655)		(n=53)		(n=965)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	655	100.0	53	100.0	965	100.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	18	22.0	0	0.0	0	0.0	0	0.0
	Senior	63	76.8	0	0.0	0	0.0	0	0.0
	Other	1	1.2	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.2	5	0.8	0	0.0	9	0.9
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	10	12.2	126	19.2	6	11.3	194	20.1
	Communications/Journalism	3	3.7	38	5.8	0	0.0	46	4.8
	Education	14	17.1	11	1.7	7	13.2	15	1.6
	Engineering/Computer Science	3	3.7	4	0.6	0	0.0	10	1.0
	General Studies	2	2.4	0	0.0	8	15.1	0	0.0
	Health Sciences	14	17.1	15	2.3	0	0.0	49	5.1
	History	1	1.2	11	1.7	0	0.0	18	1.9
	Humanities	2	2.4	13	2.0	0	0.0	22	2.3
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	9.8	60	9.2	11	20.8	86	8.9
	Science/Math	2	2.4	219	33.4	0	0.0	263	27.3
	Social Sciences/Psychology	17	20.7	34	5.2	0	0.0	51	5.3
	Other	5	6.1	47	7.2	19	35.8	64	6.6
	Undecided	0	0.0	72	11.0	2	3.8	138	14.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Chapman University Brandman 2011  Spring 2011 (n=250)		Coastal Carolina University CCU Spring 2009  Spring 2009 (n=162)		Coastal Carolina University 2010 Fall Testing  Fall 2010 (n=371)		Community College of Philadelphia ENGL 102 S109  Spring 2009 (n=175)	
	n	%	n	%	n	%	n	%
<b>Class Standing</b>								
Freshman	250	100.0	90	55.6	94	25.3	82	46.9
Sophomore	0	0.0	54	33.3	6	1.6	67	38.3
Junior	0	0.0	10	6.2	26	7.0	0	0.0
Senior	0	0.0	3	1.9	244	65.8	0	0.0
Other	0	0.0	1	0.6	1	0.3	26	14.9
Not Reported	0	0.0	4	2.5	0	0.0	0	0.0
<b>Student Major</b>								
Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.6
Architecture	0	0.0	0	0.0	1	0.3	1	0.6
Business	57	22.8	49	30.2	116	31.3	27	15.4
Communications/Journalism	0	0.0	6	3.7	41	11.1	1	0.6
Education	21	8.4	11	6.8	2	0.5	13	7.4
Engineering/Computer Science	4	1.6	3	1.9	0	0.0	8	4.6
General Studies	30	12.0	0	0.0	0	0.0	1	0.6
Health Sciences	0	0.0	17	10.5	33	8.9	62	35.4
History	1	0.4	7	4.3	3	0.8	0	0.0
Humanities	1	0.4	2	1.2	0	0.0	1	0.6
Law	26	10.4	1	0.6	0	0.0	2	1.1
Military/Naval Science	1	0.4	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	21	8.4	9	5.6	11	3.0	31	17.7
Science/Math	0	0.0	4	2.5	0	0.0	2	1.1
Social Sciences/Psychology	0	0.0	24	14.8	37	10.0	10	5.7
Other	84	33.6	14	8.6	47	12.7	7	4.0
Undecided	4	1.6	10	6.2	80	21.6	8	4.6
Not Reported	0	0.0	5	3.1	0	0.0	0	0.0

		Concordia College Freshmen, Fall 2011		Concordia College- NY 2009 Spring Freshman		Concordia College- NY Spring 2010		Concordia College- NY Spring 2011	
		Fall 2011		Spring 2009		Spring 2010		Spring 2011	
		(n=154)		(n=59)		(n=65)		(n=69)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	150	97.4	55	93.2	51	78.5	51	73.9
	Sophomore	4	2.6	2	3.4	11	16.9	8	11.6
	Junior	0	0.0	2	3.4	1	1.5	6	8.7
	Senior	0	0.0	0	0.0	1	1.5	4	5.8
	Other	0	0.0	0	0.0	1	1.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	1	1.7	0	0.0	0	0.0
Business		16	10.4	13	22.0	11	16.9	12	17.4
Communications/Journalism		5	3.2	4	6.8	1	1.5	3	4.3
Education		16	10.4	10	16.9	11	16.9	16	23.2
Engineering/Computer Science		5	3.2	0	0.0	0	0.0	0	0.0
General Studies		0	0.0	1	1.7	0	0.0	0	0.0
Health Sciences		23	14.9	2	3.4	1	1.5	8	11.6
History		2	1.3	2	3.4	2	3.1	0	0.0
Humanities		3	1.9	1	1.7	0	0.0	0	0.0
Law		3	1.9	0	0.0	2	3.1	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		8	5.2	6	10.2	10	15.4	8	11.6
Science/Math		12	7.8	3	5.1	0	0.0	2	2.9
Social Sciences/Psychology		32	20.8	1	1.7	2	3.1	9	13.0
Other		13	8.4	7	11.9	11	16.9	5	7.2
Undecided		16	10.4	8	13.6	14	21.5	6	8.7
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Cottey College Assessment Day 2009		Cumberland University Spring 11		Curry College AC 1000		DeSales University DeSales Spring 2010	
		Spring 2009		Spring 2011		Fall 2011		Spring 2010	
		(n=221)		(n=0)		(n=233)		(n=94)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	132	59.7	0	0.0	95	40.8	0	0.0
	Sophomore	77	34.8	0	0.0	114	48.9	0	0.0
	Junior	0	0.0	0	0.0	20	8.6	3	3.2
	Senior	1	0.5	0	0.0	4	1.7	91	96.8
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	11	5.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.4	0	0.0	0	0.0	0	0.0
	Architecture	1	0.5	0	0.0	0	0.0	0	0.0
	Business	18	8.1	0	0.0	9	3.9	46	48.9
	Communications/Journalism	6	2.7	0	0.0	28	12.0	3	3.2
	Education	14	6.3	0	0.0	26	11.2	0	0.0
	Engineering/Computer Science	8	3.6	0	0.0	6	2.6	7	7.4
	General Studies	1	0.5	0	0.0	0	0.0	0	0.0
	Health Sciences	22	10.0	0	0.0	72	30.9	3	3.2
	History	6	2.7	0	0.0	5	2.1	1	1.1
	Humanities	8	3.6	0	0.0	1	0.4	3	3.2
	Law	5	2.3	0	0.0	0	0.0	0	0.0
	Military/Naval Science	1	0.5	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	27	12.2	0	0.0	8	3.4	2	2.1
	Science/Math	23	10.4	0	0.0	0	0.0	21	22.3
	Social Sciences/Psychology	18	8.1	0	0.0	6	2.6	4	4.3
	Other	20	9.0	0	0.0	45	19.3	4	4.3
	Undecided	27	12.2	0	0.0	27	11.6	0	0.0
Not Reported	13	5.9	0	0.0	0	0.0	0	0.0	

		DeSales University ACCESS Fall 2010		DeSales University Fall 2010		DeSales University Fall 2010 ACCESS2		DeSales University ACCESS Srs Sp 2011	
		Fall 2010		Fall 2010		Fall 2010		Spring 2011	
		(n=0)		(n=260)		(n=0)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	253	97.3	0	0.0	0	0.0
	Sophomore	0	0.0	5	1.9	0	0.0	0	0.0
	Junior	0	0.0	1	0.4	0	0.0	0	0.0
	Senior	0	0.0	1	0.4	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		0	0.0	17	6.5	0	0.0	0	0.0
Communications/Journalism		0	0.0	7	2.7	0	0.0	0	0.0
Education		0	0.0	7	2.7	0	0.0	0	0.0
Engineering/Computer Science		0	0.0	17	6.5	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	60	23.1	0	0.0	0	0.0
History		0	0.0	5	1.9	0	0.0	0	0.0
Humanities		0	0.0	2	0.8	0	0.0	0	0.0
Law		0	0.0	0	0.0	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		0	0.0	24	9.2	0	0.0	0	0.0
Science/Math		0	0.0	40	15.4	0	0.0	0	0.0
Social Sciences/Psychology		0	0.0	29	11.2	0	0.0	0	0.0
Other		0	0.0	19	7.3	0	0.0	0	0.0
Undecided		0	0.0	33	12.7	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		East Central University 2011 Spr UNIV 3001  Spring 2011  (n=109)		Eastern Shore Community College QEP Spring 2009 Grad  Spring 2009  (n=61)		Eastern Shore Community College Graduating 2010  Spring 2010  (n=65)		Eastern Shore Community College GRAD Exit 2011  Spring 2011  (n=71)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	0	0.0
	Sophomore	42	38.5	36	59.0	65	100.0	0	0.0
	Junior	49	45.0	3	4.9	0	0.0	0	0.0
	Senior	18	16.5	19	31.1	0	0.0	71	100.0
	Other	0	0.0	3	4.9	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	0.9	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	11	10.1	11	18.0	11	16.9	14	19.7
	Communications/Journalism	6	5.5	1	1.6	0	0.0	0	0.0
	Education	18	16.5	15	24.6	13	20.0	6	8.5
	Engineering/Computer Science	3	2.8	1	1.6	0	0.0	4	5.6
	General Studies	1	0.9	14	23.0	20	30.8	19	26.8
	Health Sciences	15	13.8	0	0.0	0	0.0	7	9.9
	History	6	5.5	2	3.3	0	0.0	0	0.0
	Humanities	1	0.9	1	1.6	0	0.0	0	0.0
	Law	3	2.8	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	30	27.5	4	6.6	13	20.0	7	9.9
	Science/Math	3	2.8	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	9	8.3	8	13.1	7	10.8	13	18.3
	Other	2	1.8	1	1.6	0	0.0	1	1.4
	Undecided	0	0.0	3	4.9	1	1.5	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eckerd College 2011 Freshmen		Eckerd College 2011 Seniors		Edward Waters College Fall 2010 Cohort		Edward Waters College 2011 Graduating Seniors	
		Fall 2011		Fall 2011		Fall 2010		Spring 2011	
		(n=92)		(n=93)		(n=217)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	90	97.8	0	0.0	214	98.6	0	0.0
	Sophomore	1	1.1	0	0.0	0	0.0	0	0.0
	Junior	1	1.1	2	2.2	0	0.0	0	0.0
	Senior	0	0.0	91	97.8	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	3	1.4	0	0.0
Student Major	Agriculture/Environmental Studies	12	13.0	10	10.8	1	0.5	0	0.0
	Architecture	0	0.0	0	0.0	1	0.5	0	0.0
	Business	4	4.3	7	7.5	26	12.0	0	0.0
	Communications/Journalism	2	2.2	4	4.3	9	4.1	0	0.0
	Education	0	0.0	0	0.0	22	10.1	0	0.0
	Engineering/Computer Science	0	0.0	1	1.1	10	4.6	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	8	3.7	0	0.0
	History	2	2.2	2	2.2	1	0.5	0	0.0
	Humanities	0	0.0	4	4.3	2	0.9	0	0.0
	Law	0	0.0	0	0.0	20	9.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	12	13.0	16	17.2	64	29.5	0	0.0
	Science/Math	4	4.3	9	9.7	3	1.4	0	0.0
	Social Sciences/Psychology	36	39.1	14	15.1	0	0.0	0	0.0
	Other	10	10.9	26	28.0	17	7.8	0	0.0
	Undecided	10	10.9	0	0.0	28	12.9	0	0.0
Not Reported	0	0.0	0	0.0	5	2.3	0	0.0	

		Embry- Riddle Aeronautical University PrescottFall09		Erie Community College 2010, fall		Fisher College Fall 2008		Fisher College 2009 Fall	
		Fall 2009		Fall 2010		Spring 2009		Fall 2009	
		(n=427)		(n=392)		(n=76)		(n=121)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	196	45.9	191	48.7	69	90.8	110	90.9
	Sophomore	113	26.5	106	27.0	2	2.6	9	7.4
	Junior	45	10.5	41	10.5	0	0.0	0	0.0
	Senior	52	12.2	7	1.8	1	1.3	0	0.0
	Other	21	4.9	46	11.7	1	1.3	0	0.0
	Not Reported	0	0.0	1	0.3	3	3.9	2	1.7
Student Major	Agriculture/Environmental Studies	4	0.9	1	0.3	0	0.0	0	0.0
	Architecture	0	0.0	8	2.0	1	1.3	0	0.0
	Business	38	8.9	55	14.0	45	59.2	61	50.4
	Communications/Journalism	1	0.2	5	1.3	0	0.0	2	1.7
	Education	0	0.0	9	2.3	6	7.9	6	5.0
	Engineering/Computer Science	91	21.3	32	8.2	0	0.0	0	0.0
	General Studies	1	0.2	65	16.6	3	3.9	3	2.5
	Health Sciences	0	0.0	70	17.9	1	1.3	11	9.1
	History	0	0.0	2	0.5	0	0.0	0	0.0
	Humanities	3	0.7	6	1.5	13	17.1	17	14.0
	Law	0	0.0	35	8.9	0	0.0	0	0.0
	Military/Naval Science	2	0.5	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	231	54.1	3	0.8	0	0.0	4	3.3
	Science/Math	0	0.0	1	0.3	1	1.3	4	3.3
	Social Sciences/Psychology	52	12.2	9	2.3	0	0.0	0	0.0
	Other	2	0.5	21	5.4	3	3.9	6	5.0
	Undecided	2	0.5	65	16.6	0	0.0	0	0.0
Not Reported	0	0.0	5	1.3	3	3.9	7	5.8	

		Fisher College FALL 2010		Fisher College IS 105 -- Fall 2011		Florida Institute of Technology 2011-2012 research		Florida State University 2011 sum	
		Fall 2010		Fall 2011		Fall 2011		Fall 2011	
		(n=101)		(n=160)		(n=0)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	92	91.1	154	96.3	0	0.0	0	0.0
	Sophomore	2	2.0	4	2.5	0	0.0	0	0.0
	Junior	1	1.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	2	1.3	0	0.0	0	0.0
	Not Reported	6	5.9	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		1	1.0	0	0.0	0	0.0	0	0.0
Business		41	40.6	69	43.1	0	0.0	0	0.0
Communications/Journalism		4	4.0	9	5.6	0	0.0	0	0.0
Education		5	5.0	1	0.6	0	0.0	0	0.0
Engineering/Computer Science		1	1.0	2	1.3	0	0.0	0	0.0
General Studies		2	2.0	2	1.3	0	0.0	0	0.0
Health Sciences		12	11.9	14	8.8	0	0.0	0	0.0
History		0	0.0	0	0.0	0	0.0	0	0.0
Humanities		13	12.9	24	15.0	0	0.0	0	0.0
Law		0	0.0	0	0.0	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		1	1.0	3	1.9	0	0.0	0	0.0
Science/Math		5	5.0	8	5.0	0	0.0	0	0.0
Social Sciences/Psychology		0	0.0	0	0.0	0	0.0	0	0.0
Other		8	7.9	18	11.3	0	0.0	0	0.0
Undecided		3	3.0	1	0.6	0	0.0	0	0.0
Not Reported		5	5.0	9	5.6	0	0.0	0	0.0

		Florida State University SAILS.test.fall11		Gadsden State Community College GSCC Fall 2009		George Fox University SAILS F09		George Fox University SAILS F10	
		Fall 2011		Spring 2010		Fall 2009		Fall 2010	
		(n=0)		(n=336)		(n=164)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	114	33.9	113	68.9	0	0.0
	Sophomore	0	0.0	165	49.1	2	1.2	0	0.0
	Junior	0	0.0	25	7.4	2	1.2	0	0.0
	Senior	0	0.0	13	3.9	46	28.0	0	0.0
	Other	0	0.0	18	5.4	1	0.6	0	0.0
	Not Reported	0	0.0	1	0.3	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	0.6	0	0.0	0	0.0
	Architecture	0	0.0	1	0.3	0	0.0	0	0.0
	Business	0	0.0	32	9.5	22	13.4	0	0.0
	Communications/Journalism	0	0.0	5	1.5	8	4.9	0	0.0
	Education	0	0.0	41	12.2	14	8.5	0	0.0
	Engineering/Computer Science	0	0.0	37	11.0	14	8.5	0	0.0
	General Studies	0	0.0	33	9.8	4	2.4	0	0.0
	Health Sciences	0	0.0	43	12.8	25	15.2	0	0.0
	History	0	0.0	1	0.3	2	1.2	0	0.0
	Humanities	0	0.0	1	0.3	0	0.0	0	0.0
	Law	0	0.0	6	1.8	2	1.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	92	27.4	9	5.5	0	0.0
	Science/Math	0	0.0	1	0.3	19	11.6	0	0.0
	Social Sciences/Psychology	0	0.0	6	1.8	13	7.9	0	0.0
	Other	0	0.0	9	2.7	24	14.6	0	0.0
	Undecided	0	0.0	25	7.4	8	4.9	0	0.0
Not Reported	0	0.0	1	0.3	0	0.0	0	0.0	

		Georgia Highlands College Spring 2009		Glendale Community College Library Faculty Fall 2009		Grand Valley State University 2009 2010 SAILS Fall 2009		Grant MacEwan College 2009 MacEwan Spring 2010	
		(n=149)		(n=386)		(n=921)		(n=341)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	36	24.2	119	30.8	204	22.1	302	88.6
	Sophomore	86	57.7	215	55.7	153	16.6	33	9.7
	Junior	2	1.3	0	0.0	168	18.2	3	0.9
	Senior	0	0.0	0	0.0	283	30.7	0	0.0
	Other	25	16.8	52	13.5	113	12.3	2	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.3
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.3	4	0.4	0	0.0
	Architecture	1	0.7	2	0.5	0	0.0	0	0.0
	Business	72	48.3	51	13.2	111	12.1	107	31.4
	Communications/Journalism	0	0.0	7	1.8	43	4.7	76	22.3
	Education	17	11.4	24	6.2	98	10.6	39	11.4
	Engineering/Computer Science	6	4.0	22	5.7	48	5.2	0	0.0
	General Studies	4	2.7	17	4.4	1	0.1	0	0.0
	Health Sciences	3	2.0	73	18.9	171	18.6	25	7.3
	History	8	5.4	1	0.3	8	0.9	0	0.0
	Humanities	3	2.0	0	0.0	14	1.5	0	0.0
	Law	2	1.3	10	2.6	14	1.5	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	5.4	68	17.6	200	21.7	94	27.6
	Science/Math	2	1.3	9	2.3	17	1.8	0	0.0
	Social Sciences/Psychology	4	2.7	27	7.0	64	6.9	0	0.0
	Other	6	4.0	27	7.0	79	8.6	0	0.0
	Undecided	12	8.1	47	12.2	49	5.3	0	0.0
Not Reported	1	0.7	0	0.0	0	0.0	0	0.0	

		H. Raymond Danforth Library- New England College Spring 2009		H. Raymond Danforth Library- New England College Spring 2010		H. Raymond Danforth Library- New England College Spring 2011		Hamline University Spring 2009	
		Spring 2009		Spring 2010		Spring 2011		Spring 2009	
		(n=158)		(n=181)		(n=109)		(n=65)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	114	72.2	118	65.2	50	45.9	23	35.4
	Sophomore	19	12.0	34	18.8	12	11.0	11	16.9
	Junior	14	8.9	10	5.5	4	3.7	11	16.9
	Senior	11	7.0	17	9.4	43	39.4	20	30.8
	Other	0	0.0	2	1.1	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	2	1.3	8	4.4	5	4.6	2	3.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	37	23.4	30	16.6	15	13.8	13	20.0
	Communications/Journalism	9	5.7	10	5.5	7	6.4	2	3.1
	Education	25	15.8	25	13.8	15	13.8	4	6.2
	Engineering/Computer Science	2	1.3	2	1.1	3	2.8	1	1.5
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	14	8.9	21	11.6	11	10.1	0	0.0
	History	6	3.8	7	3.9	3	2.8	4	6.2
	Humanities	4	2.5	6	3.3	2	1.8	9	13.8
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	18	11.4	28	15.5	29	26.6	5	7.7
	Science/Math	5	3.2	8	4.4	4	3.7	1	1.5
	Social Sciences/Psychology	9	5.7	10	5.5	2	1.8	7	10.8
	Other	15	9.5	17	9.4	12	11.0	11	16.9
	Undecided	12	7.6	9	5.0	1	0.9	6	9.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Hamline University 2009 Fall		Hamline University 2010 Spring		Hamline University Fall 2010		Hamline University 2011 Spring	
		Fall 2009		Spring 2010		Fall 2010		Spring 2011	
		(n=325)		(n=134)		(n=0)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	325	100.0	126	94.0	0	0.0	0	0.0
	Sophomore	0	0.0	8	6.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	1.2	1	0.7	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	32	9.8	15	11.2	0	0.0	0	0.0
	Communications/Journalism	8	2.5	5	3.7	0	0.0	0	0.0
	Education	11	3.4	4	3.0	0	0.0	0	0.0
	Engineering/Computer Science	2	0.6	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	4	1.2	1	0.7	0	0.0	0	0.0
	Humanities	10	3.1	9	6.7	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	35	10.8	14	10.4	0	0.0	0	0.0
	Science/Math	7	2.2	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	39	12.0	17	12.7	0	0.0	0	0.0
	Other	52	16.0	25	18.7	0	0.0	0	0.0
	Undecided	121	37.2	43	32.1	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		Hamline University 2011 Fall		Hartwick College FreshmanComp Fall09		Hartwick College Spring 2010		Hartwick College Fall 2010	
		Fall 2011		Fall 2009		Spring 2010		Fall 2010	
		(n=0)		(n=82)		(n=64)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	76	92.7	1	1.6	0	0.0
	Sophomore	0	0.0	2	2.4	10	15.6	0	0.0
	Junior	0	0.0	1	1.2	23	35.9	0	0.0
	Senior	0	0.0	1	1.2	28	43.8	0	0.0
	Other	0	0.0	1	1.2	0	0.0	0	0.0
	Not Reported	0	0.0	1	1.2	2	3.1	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	11	13.4	17	26.6	0	0.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	3	3.7	6	9.4	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	1	1.6	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	9	11.0	6	9.4	0	0.0
	History	0	0.0	1	1.2	5	7.8	0	0.0
	Humanities	0	0.0	1	1.2	7	10.9	0	0.0
	Law	0	0.0	8	9.8	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	11	13.4	0	0.0	0	0.0
	Science/Math	0	0.0	1	1.2	2	3.1	0	0.0
	Social Sciences/Psychology	0	0.0	13	15.9	4	6.3	0	0.0
	Other	0	0.0	7	8.5	14	21.9	0	0.0
	Undecided	0	0.0	15	18.3	0	0.0	0	0.0
Not Reported	0	0.0	2	2.4	2	3.1	0	0.0	

		Holy Names University 2010 Staff Version		Holy Names University Fall 2010 Assessment		Holy Names University Spring 11 Assessment		Holy Names University Fall 2011 Assessment	
		Spring 2011		Spring 2011		Spring 2011		Fall 2011	
		(n=0)		(n=0)		(n=0)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	0	0.0	0	0.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Houghton College 2010 Fall Freshmen		Houghton College Spring 2011 SRPACE		Illinois Wesleyan University IWU Test		Johnson & Wales University - Charlotte Fall 2009	
		Fall 2010		Spring 2011		Fall 2011		Fall 2009	
		(n=0)		(n=0)		(n=270)		(n=122)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	266	98.5	74	60.7
	Sophomore	0	0.0	0	0.0	2	0.7	5	4.1
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	43	35.2
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	2	0.7	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	79	64.8
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	0	0.0	22	18.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	21	17.2
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	270	100.0	0	0.0	

		Kean University Fall 2010 General Ed		Kean University Spring 2011 Capstone		Kean University 2011-2012 Gen Ed		Keene State College 2009 Fall Freshmen	
		Fall 2010 (n=235)		Spring 2011 (n=92)		Fall 2011 (n=260)		Fall 2009 (n=293)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	125	53.2	0	0.0	102	39.2	262	89.4
	Sophomore	54	23.0	1	1.1	82	31.5	22	7.5
	Junior	33	14.0	6	6.5	28	10.8	6	2.0
	Senior	19	8.1	79	85.9	46	17.7	0	0.0
	Other	4	1.7	6	6.5	2	0.8	3	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	5	1.9	2	0.7
	Architecture	0	0.0	0	0.0	0	0.0	13	4.4
	Business	0	0.0	0	0.0	22	8.5	11	3.8
	Communications/Journalism	0	0.0	0	0.0	12	4.6	9	3.1
	Education	0	0.0	0	0.0	36	13.8	55	18.8
	Engineering/Computer Science	0	0.0	0	0.0	6	2.3	5	1.7
	General Studies	0	0.0	0	0.0	0	0.0	9	3.1
	Health Sciences	0	0.0	0	0.0	19	7.3	14	4.8
	History	0	0.0	0	0.0	1	0.4	5	1.7
	Humanities	0	0.0	0	0.0	1	0.4	36	12.3
	Law	0	0.0	0	0.0	32	12.3	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	7	2.4
	Performing & Fine Arts	0	0.0	0	0.0	36	13.8	12	4.1
	Science/Math	0	0.0	0	0.0	8	3.1	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	36	13.8	10	3.4
	Other	0	0.0	0	0.0	33	12.7	26	8.9
	Undecided	0	0.0	0	0.0	13	5.0	79	27.0
Not Reported	235	100.0	92	100.0	0	0.0	0	0.0	

		Keene State College 2010 Fall freshmen		Keene State College 2011 Spring Juniors		Kent State University @ East Liverpool info fluency F10		Lamar State College- Orange LSCO Spring 2010	
		Fall 2010		Spring 2011		Spring 2011		Spring 2010	
		(n=295)		(n=158)		(n=0)		(n=316)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	286	96.9	0	0.0	0	0.0	223	70.6
	Sophomore	7	2.4	1	0.6	0	0.0	61	19.3
	Junior	1	0.3	157	99.4	0	0.0	27	8.5
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	1	0.3	0	0.0	0	0.0	5	1.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.0	3	1.9	0	0.0	0	0.0
	Architecture	8	2.7	8	5.1	0	0.0	0	0.0
	Business	7	2.4	11	7.0	0	0.0	21	6.6
	Communications/Journalism	12	4.1	12	7.6	0	0.0	2	0.6
	Education	83	28.1	23	14.6	0	0.0	43	13.6
	Engineering/Computer Science	1	0.3	4	2.5	0	0.0	10	3.2
	General Studies	13	4.4	29	18.4	0	0.0	19	6.0
	Health Sciences	19	6.4	7	4.4	0	0.0	135	42.7
	History	9	3.1	4	2.5	0	0.0	1	0.3
	Humanities	29	9.8	15	9.5	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	21	6.6
	Military/Naval Science	2	0.7	9	5.7	0	0.0	0	0.0
	Performing & Fine Arts	16	5.4	5	3.2	0	0.0	24	7.6
	Science/Math	2	0.7	4	2.5	0	0.0	1	0.3
	Social Sciences/Psychology	10	3.4	4	2.5	0	0.0	18	5.7
	Other	20	6.8	20	12.7	0	0.0	10	3.2
	Undecided	61	20.7	0	0.0	0	0.0	11	3.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lamar State College- Orange Fall2011		Lancaster Bible College Fall 09 Traditional		Lancaster Bible College SP 2010 Traditional		Lancaster Bible College DCP Fall 2010	
		Fall 2011		Fall 2009		Spring 2010		Spring 2011	
		(n=187)		(n=119)		(n=72)		(n=51)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	112	59.9	96	80.7	3	4.2	2	3.9
	Sophomore	54	28.9	18	15.1	5	6.9	3	5.9
	Junior	21	11.2	5	4.2	4	5.6	17	33.3
	Senior	0	0.0	0	0.0	52	72.2	14	27.5
	Other	0	0.0	0	0.0	8	11.1	15	29.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	12	6.4	0	0.0	0	0.0	0	0.0
	Communications/Journalism	7	3.7	0	0.0	0	0.0	0	0.0
	Education	19	10.2	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	6	3.2	0	0.0	0	0.0	0	0.0
	General Studies	20	10.7	0	0.0	0	0.0	0	0.0
	Health Sciences	85	45.5	0	0.0	0	0.0	0	0.0
	History	2	1.1	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	8	4.3	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	3.2	119	100.0	72	100.0	51	100.0
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	8	4.3	0	0.0	0	0.0	0	0.0
	Other	6	3.2	0	0.0	0	0.0	0	0.0
	Undecided	8	4.3	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lancaster Bible College NOT VALID S11Soph Spring 2011 (n=0)		Lancaster Bible College Spring 11 Sophomores Spring 2011 (n=0)		Lincoln Memorial University SP09 INFL/EDUC A0 Spring 2009 (n=51)		Lincoln Memorial University FALL09 FF Class Fall 2009 (n=186)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	17	33.3	186	100.0
	Sophomore	0	0.0	0	0.0	16	31.4	0	0.0
	Junior	0	0.0	0	0.0	12	23.5	0	0.0
	Senior	0	0.0	0	0.0	6	11.8	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	2	1.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	2	3.9	10	5.4
	Communications/Journalism	0	0.0	0	0.0	2	3.9	3	1.6
	Education	0	0.0	0	0.0	11	21.6	19	10.2
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	16	31.4	52	28.0
	History	0	0.0	0	0.0	1	2.0	9	4.8
	Humanities	0	0.0	0	0.0	1	2.0	2	1.1
	Law	0	0.0	0	0.0	1	2.0	2	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	12	23.5	30	16.1
	Science/Math	0	0.0	0	0.0	0	0.0	4	2.2
	Social Sciences/Psychology	0	0.0	0	0.0	2	3.9	24	12.9
	Other	0	0.0	0	0.0	2	3.9	8	4.3
Undecided	0	0.0	0	0.0	1	2.0	21	11.3	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lincoln Memorial University Fall '10 First-Years		Lincoln Memorial University Fall 2011 Freshmen		Lincoln University Info Lit Committee		Lincoln University LS Pilot	
		Fall 2010		Fall 2011		Spring 2011		Spring 2011	
		(n=234)		(n=236)		(n=0)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	234	100.0	236	100.0	0	0.0	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.3	4	1.7	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	19	8.1	25	10.6	0	0.0	0	0.0
	Communications/Journalism	5	2.1	3	1.3	0	0.0	0	0.0
	Education	17	7.3	23	9.7	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	76	32.5	63	26.7	0	0.0	0	0.0
	History	11	4.7	3	1.3	0	0.0	0	0.0
	Humanities	5	2.1	1	0.4	0	0.0	0	0.0
	Law	2	0.9	1	0.4	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	28	12.0	33	14.0	0	0.0	0	0.0
	Science/Math	3	1.3	1	0.4	0	0.0	0	0.0
	Social Sciences/Psychology	41	17.5	36	15.3	0	0.0	0	0.0
	Other	6	2.6	11	4.7	0	0.0	0	0.0
	Undecided	18	7.7	32	13.6	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		Lincoln University LS101 Fall Classes  Fall 2011 (n=0)		Lincoln University LS101 Post Test R  Fall 2011 (n=0)		Long Island University CW Post CWPPostPilot201 1  Fall 2011 (n=99)		Lynchburg College Seniors Spring 2010  Spring 2010 (n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	95	96.0	0	0.0
	Sophomore	0	0.0	0	0.0	4	4.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	50	100.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	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	14	14.1	11	22.0
	Communications/Journalism	0	0.0	0	0.0	6	6.1	3	6.0
	Education	0	0.0	0	0.0	13	13.1	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	3	3.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	9	9.1	11	22.0
	History	0	0.0	0	0.0	1	1.0	2	4.0
	Humanities	0	0.0	0	0.0	0	0.0	6	12.0
	Law	0	0.0	0	0.0	4	4.0	1	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	13	13.1	3	6.0
	Science/Math	0	0.0	0	0.0	8	8.1	2	4.0
	Social Sciences/Psychology	0	0.0	0	0.0	4	4.0	1	2.0
	Other	0	0.0	0	0.0	9	9.1	10	20.0
	Undecided	0	0.0	0	0.0	15	15.2	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lynchburg College Fall 2010		Lynchburg College Seniors Spring 2011		Lynchburg College Fall2011-Freshmen		Manhattanville College Fall2008-Spring 2009	
		Fall 2010		Spring 2011		Fall 2011		Spring 2009	
		(n=142)		(n=84)		(n=93)		(n=701)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	142	100.0	0	0.0	91	97.8	93	13.3
	Sophomore	0	0.0	0	0.0	2	2.2	270	38.5
	Junior	0	0.0	2	2.4	0	0.0	200	28.5
	Senior	0	0.0	82	97.6	0	0.0	136	19.4
	Other	0	0.0	0	0.0	0	0.0	2	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	2.1	4	4.8	1	1.1	2	0.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	17	12.0	3	3.6	3	3.2	141	20.1
	Communications/Journalism	5	3.5	1	1.2	10	10.8	69	9.8
	Education	7	4.9	9	10.7	7	7.5	77	11.0
	Engineering/Computer Science	3	2.1	0	0.0	3	3.2	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	1	0.1
	Health Sciences	12	8.5	30	35.7	4	4.3	7	1.0
	History	6	4.2	1	1.2	3	3.2	33	4.7
	Humanities	2	1.4	5	6.0	0	0.0	24	3.4
	Law	3	2.1	0	0.0	4	4.3	17	2.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	35	24.6	5	6.0	18	19.4	93	13.3
	Science/Math	2	1.4	2	2.4	7	7.5	66	9.4
	Social Sciences/Psychology	7	4.9	13	15.5	2	2.2	26	3.7
	Other	2	1.4	10	11.9	11	11.8	99	14.1
	Undecided	38	26.8	1	1.2	20	21.5	46	6.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Manhattanville College Fall2009-Spring 2010		Manhattanville College Fall2010-Spring 2011		Mansfield University Spring 2011/Seniors		Marygrove College Library Winter 2009	
		Spring 2010		Spring 2011		Spring 2011		Spring 2009	
		(n=570)		(n=571)		(n=247)		(n=90)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	74	13.0	43	7.5	1	0.4	17	18.9
	Sophomore	238	41.8	243	42.6	7	2.8	17	18.9
	Junior	143	25.1	194	34.0	10	4.0	32	35.6
	Senior	113	19.8	90	15.8	223	90.3	23	25.6
	Other	2	0.4	1	0.2	6	2.4	1	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	0.5	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	90	15.8	95	16.6	8	3.2	7	7.8
	Communications/Journalism	57	10.0	56	9.8	8	3.2	1	1.1
	Education	63	11.1	66	11.6	48	19.4	12	13.3
	Engineering/Computer Science	4	0.7	2	0.4	0	0.0	5	5.6
	General Studies	1	0.2	1	0.2	3	1.2	0	0.0
	Health Sciences	10	1.8	15	2.6	40	16.2	4	4.4
	History	28	4.9	33	5.8	16	6.5	1	1.1
	Humanities	15	2.6	23	4.0	1	0.4	0	0.0
	Law	4	0.7	13	2.3	18	7.3	2	2.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	102	17.9	94	16.5	26	10.5	23	25.6
	Science/Math	50	8.8	26	4.6	11	4.5	5	5.6
	Social Sciences/Psychology	37	6.5	25	4.4	37	15.0	10	11.1
	Other	75	13.2	91	15.9	29	11.7	17	18.9
	Undecided	31	5.4	31	5.4	1	0.4	3	3.3
Not Reported	0	0.0	0	0.0	1	0.4	0	0.0	

		Marygrove College Library Winter 2010		Marymount College Fall 09 Freshmen		McDaniel College Fall 2011 Seniors		Middle Tennessee State University 2009 Fall Freshmen	
		Spring 2010		Fall 2009		Fall 2011		Fall 2009	
		(n=103)		(n=184)		(n=120)		(n=369)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	16	15.5	181	98.4	0	0.0	369	100.0
	Sophomore	24	23.3	0	0.0	0	0.0	0	0.0
	Junior	32	31.1	0	0.0	10	8.3	0	0.0
	Senior	25	24.3	0	0.0	109	90.8	0	0.0
	Other	6	5.8	3	1.6	1	0.8	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	4	1.1
	Architecture	0	0.0	1	0.5	0	0.0	0	0.0
	Business	8	7.8	24	13.0	23	19.2	25	6.8
	Communications/Journalism	2	1.9	8	4.3	12	10.0	33	8.9
	Education	22	21.4	4	2.2	0	0.0	16	4.3
	Engineering/Computer Science	4	3.9	1	0.5	0	0.0	14	3.8
	General Studies	0	0.0	1	0.5	0	0.0	0	0.0
	Health Sciences	11	10.7	24	13.0	6	5.0	27	7.3
	History	2	1.9	1	0.5	17	14.2	7	1.9
	Humanities	2	1.9	2	1.1	30	25.0	1	0.3
	Law	3	2.9	0	0.0	5	4.2	2	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	22	21.4	23	12.5	7	5.8	52	14.1
	Science/Math	2	1.9	11	6.0	1	0.8	2	0.5
	Social Sciences/Psychology	9	8.7	4	2.2	1	0.8	24	6.5
	Other	11	10.7	17	9.2	18	15.0	16	4.3
	Undecided	5	4.9	63	34.2	0	0.0	146	39.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Misericordia University Misericordia Fall 2011 (n=235)		Mississippi College Fall 2011 Eng 101 (n=55)		Molloy College Freshman_Fall_2010 (n=268)		Molloy College Seniors_Spring1 1 Spring 2011 (n=266)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	234	99.6	50	90.9	256	95.5	1	0.4
	Sophomore	0	0.0	2	3.6	8	3.0	0	0.0
	Junior	0	0.0	1	1.8	3	1.1	11	4.1
	Senior	0	0.0	0	0.0	1	0.4	252	94.7
	Other	0	0.0	2	3.6	0	0.0	2	0.8
	Not Reported	1	0.4	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	22	9.4	4	7.3	27	10.1	10	3.8
	Communications/Journalism	1	0.4	1	1.8	4	1.5	9	3.4
	Education	12	5.1	6	10.9	59	22.0	66	24.8
	Engineering/Computer Science	3	1.3	0	0.0	1	0.4	1	0.4
	General Studies	1	0.4	0	0.0	0	0.0	1	0.4
	Health Sciences	111	47.2	14	25.5	79	29.5	63	23.7
	History	6	2.6	2	3.6	3	1.1	10	3.8
	Humanities	0	0.0	3	5.5	1	0.4	3	1.1
	Law	3	1.3	2	3.6	3	1.1	2	0.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	14	6.0	5	9.1	31	11.6	34	12.8
	Science/Math	0	0.0	4	7.3	3	1.1	4	1.5
	Social Sciences/Psychology	28	11.9	8	14.5	12	4.5	24	9.0
	Other	9	3.8	3	5.5	18	6.7	37	13.9
	Undecided	25	10.6	3	5.5	27	10.1	1	0.4
Not Reported	0	0.0	0	0.0	0	0.0	1	0.4	

		Molloy College Freshman_Fall2 011  Fall 2011 (n=264)		Mount Saint Mary College Fall 2011  Fall 2011 (n=0)		North Carolina Agricultural & Technical State University 2010 - 2011  Spring 2011 (n=0)		North Georgia College & State University Spring 2009  Spring 2009 (n=182)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	256	97.0	0	0.0	0	0.0	129	70.9
	Sophomore	1	0.4	0	0.0	0	0.0	39	21.4
	Junior	1	0.4	0	0.0	0	0.0	11	6.0
	Senior	1	0.4	0	0.0	0	0.0	3	1.6
	Other	2	0.8	0	0.0	0	0.0	0	0.0
	Not Reported	3	1.1	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	4	2.2
	Business	43	16.3	0	0.0	0	0.0	27	14.8
	Communications/Journalism	5	1.9	0	0.0	0	0.0	0	0.0
	Education	34	12.9	0	0.0	0	0.0	26	14.3
	Engineering/Computer Science	1	0.4	0	0.0	0	0.0	13	7.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	92	34.8	0	0.0	0	0.0	21	11.5
	History	2	0.8	0	0.0	0	0.0	6	3.3
	Humanities	1	0.4	0	0.0	0	0.0	3	1.6
	Law	3	1.1	0	0.0	0	0.0	6	3.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	26	9.8	0	0.0	0	0.0	33	18.1
	Science/Math	4	1.5	0	0.0	0	0.0	4	2.2
	Social Sciences/Psychology	15	5.7	0	0.0	0	0.0	19	10.4
	Other	4	1.5	0	0.0	0	0.0	6	3.3
Undecided	28	10.6	0	0.0	0	0.0	14	7.7	
Not Reported	6	2.3	0	0.0	0	0.0	0	0.0	

		North Georgia College & State University Fall 2009		North Georgia College & State University Spring 2010		North Georgia College & State University Fall 2010		North Georgia College & State University NURS 2010	
		Fall 2009		Spring 2010		Fall 2010		Fall 2010	
		(n=97)		(n=317)		(n=214)		(n=149)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	16	16.5	210	66.2	59	27.6	4	2.7
	Sophomore	69	71.1	90	28.4	134	62.6	42	28.2
	Junior	10	10.3	14	4.4	17	7.9	72	48.3
	Senior	2	2.1	3	0.9	4	1.9	10	6.7
	Other	0	0.0	0	0.0	0	0.0	21	14.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	3	0.9	0	0.0	0
Architecture		0	0.0	0	0.0	1	0.5	0	0.0
Business		15	15.5	45	14.2	38	17.8	0	0.0
Communications/Journalism		1	1.0	1	0.3	2	0.9	0	0.0
Education		19	19.6	53	16.7	26	12.1	0	0.0
Engineering/Computer Science		3	3.1	9	2.8	8	3.7	0	0.0
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		10	10.3	42	13.2	27	12.6	126	84.6
History		7	7.2	9	2.8	10	4.7	0	0.0
Humanities		1	1.0	1	0.3	0	0.0	0	0.0
Law		5	5.2	18	5.7	7	3.3	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		15	15.5	43	13.6	41	19.2	18	12.1
Science/Math		0	0.0	5	1.6	3	1.4	0	0.0
Social Sciences/Psychology		7	7.2	36	11.4	28	13.1	4	2.7
Other		7	7.2	33	10.4	16	7.5	0	0.0
Undecided		7	7.2	19	6.0	7	3.3	1	0.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		North Georgia College & State University NURSII2010  Fall 2010  (n=168)		North Georgia College & State University Spring 2011  Spring 2011  (n=404)		North Georgia College & State University 2011 F Yr Nursing  Fall 2011  (n=153)		North Georgia College & State University 2011 S Yr Nursing  Fall 2011  (n=142)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	1	0.6	300	74.3	7	4.6	0	0.0
	Sophomore	18	10.7	77	19.1	38	24.8	9	6.3
	Junior	40	23.8	22	5.4	75	49.0	28	19.7
	Senior	102	60.7	3	0.7	18	11.8	95	66.9
	Other	7	4.2	2	0.5	15	9.8	10	7.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.2	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	47	11.6	0	0.0	0	0.0
	Communications/Journalism	0	0.0	3	0.7	0	0.0	0	0.0
	Education	0	0.0	40	9.9	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	16	4.0	0	0.0	0	0.0
	General Studies	0	0.0	2	0.5	0	0.0	0	0.0
	Health Sciences	136	81.0	68	16.8	130	85.0	106	74.6
	History	0	0.0	14	3.5	0	0.0	0	0.0
	Humanities	0	0.0	2	0.5	0	0.0	0	0.0
	Law	0	0.0	12	3.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	1	0.2	0	0.0	0	0.0
	Performing & Fine Arts	29	17.3	70	17.3	21	13.7	20	14.1
	Science/Math	0	0.0	10	2.5	0	0.0	0	0.0
	Social Sciences/Psychology	3	1.8	71	17.6	2	1.3	15	10.6
	Other	0	0.0	24	5.9	0	0.0	1	0.7
Undecided	0	0.0	23	5.7	0	0.0	0	0.0	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		North Georgia College & State University Fall_2011_ENG L1102  Fall 2011 (n=242)		Northern State University Fall 2011 IDL  Fall 2011 (n=120)		Northwest Missouri State University Info Literacy Test  Spring 2011 (n=188)		Ohio University Spring 2009 Seniors  Spring 2009 (n=134)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	74	30.6	118	98.3	46	24.5	0	0.0
	Sophomore	136	56.2	0	0.0	25	13.3	0	0.0
	Junior	23	9.5	0	0.0	26	13.8	1	0.7
	Senior	9	3.7	0	0.0	88	46.8	131	97.8
	Other	0	0.0	2	1.7	3	1.6	2	1.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	10	5.3	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	43	17.8	34	28.3	71	37.8	36	26.9
	Communications/Journalism	2	0.8	0	0.0	8	4.3	11	8.2
	Education	16	6.6	35	29.2	53	28.2	1	0.7
	Engineering/Computer Science	6	2.5	0	0.0	3	1.6	0	0.0
	General Studies	1	0.4	0	0.0	0	0.0	0	0.0
	Health Sciences	29	12.0	4	3.3	5	2.7	17	12.7
	History	16	6.6	5	4.2	0	0.0	3	2.2
	Humanities	1	0.4	0	0.0	0	0.0	4	3.0
	Law	10	4.1	1	0.8	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	42	17.4	8	6.7	11	5.9	52	38.8
	Science/Math	10	4.1	4	3.3	2	1.1	0	0.0
	Social Sciences/Psychology	31	12.8	1	0.8	17	9.0	4	3.0
	Other	15	6.2	20	16.7	3	1.6	6	4.5
	Undecided	20	8.3	8	6.7	5	2.7	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

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

		Patrick Henry College 2009 Spring		Patrick Henry College 2009F		Patrick Henry College 2010S		Patrick Henry College 2010FALL	
		Spring 2009		Fall 2009		Spring 2010		Fall 2010	
		(n=84)		(n=61)		(n=52)		(n=59)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	2	2.4	55	90.2	0	0.0	54	91.5
	Sophomore	12	14.3	5	8.2	1	1.9	3	5.1
	Junior	15	17.9	0	0.0	6	11.5	0	0.0
	Senior	55	65.5	1	1.6	44	84.6	2	3.4
	Other	0	0.0	0	0.0	1	1.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	1	1.6	0	0.0	0	0.0
	Communications/Journalism	13	15.5	7	11.5	6	11.5	6	10.2
	Education	4	4.8	2	3.3	4	7.7	1	1.7
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	1	1.2	0	0.0	4	7.7	2	3.4
	Humanities	8	9.5	4	6.6	2	3.8	5	8.5
	Law	0	0.0	4	6.6	0	0.0	4	6.8
	Military/Naval Science	1	1.2	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	52	61.9	21	34.4	32	61.5	18	30.5
	Science/Math	1	1.2	0	0.0	0	0.0	1	1.7
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	4	4.8	5	8.2	4	7.7	4	6.8
	Undecided	0	0.0	17	27.9	0	0.0	18	30.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Patrick Henry College 2011SP		Patrick Henry College 2011Fall		Pennsylvania College of Technology 2011 Spring		Pikes Peak Community College Fall 2011 LTN 105	
		Spring 2011		Fall 2011		Spring 2011		Fall 2011	
		(n=57)		(n=95)		(n=219)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	91	95.8	0	0.0	0	0.0
	Sophomore	0	0.0	4	4.2	70	32.0	0	0.0
	Junior	0	0.0	0	0.0	149	68.0	0	0.0
	Senior	56	98.2	0	0.0	0	0.0	0	0.0
	Other	1	1.8	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	80	36.5	0	0.0
Business		0	0.0	0	0.0	9	4.1	0	0.0
Communications/Journalism		10	17.5	7	7.4	0	0.0	0	0.0
Education		2	3.5	1	1.1	0	0.0	0	0.0
Engineering/Computer Science		0	0.0	0	0.0	36	16.4	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	20	9.1	0	0.0
History		7	12.3	7	7.4	0	0.0	0	0.0
Humanities		6	10.5	2	2.1	0	0.0	0	0.0
Law		1	1.8	9	9.5	1	0.5	0	0.0
Military/Naval Science		0	0.0	2	2.1	0	0.0	0	0.0
Performing & Fine Arts		23	40.4	36	37.9	73	33.3	0	0.0
Science/Math		0	0.0	2	2.1	0	0.0	0	0.0
Social Sciences/Psychology		0	0.0	0	0.0	0	0.0	0	0.0
Other		8	14.0	5	5.3	0	0.0	0	0.0
Undecided		0	0.0	24	25.3	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pikes Peak Community College Fall 2011 Post Test		Pikeville College Fall 2009 Freshmen		Pikeville College Fall 2010		Polk Community College LK Fall 2010	
		Fall 2011		Fall 2009		Fall 2010		Spring 2011	
		(n=0)		(n=167)		(n=349)		(n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	167	100.0	345	98.9	0	0.0
	Sophomore	0	0.0	0	0.0	3	0.9	0	0.0
	Junior	0	0.0	0	0.0	1	0.3	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	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	15	9.0	29	8.3	0	0.0
	Communications/Journalism	0	0.0	5	3.0	7	2.0	0	0.0
	Education	0	0.0	25	15.0	28	8.0	0	0.0
	Engineering/Computer Science	0	0.0	7	4.2	15	4.3	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	6	3.6	25	7.2	0	0.0
	History	0	0.0	4	2.4	3	0.9	0	0.0
	Humanities	0	0.0	0	0.0	1	0.3	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	38	22.8	74	21.2	0	0.0
	Science/Math	0	0.0	0	0.0	1	0.3	0	0.0
	Social Sciences/Psychology	0	0.0	30	18.0	60	17.2	0	0.0
	Other	0	0.0	10	6.0	9	2.6	0	0.0
	Undecided	0	0.0	27	16.2	97	27.8	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Polk Community College spring 2011 LK		Polk Community College spring 2011 WH		Polk Community College WH Fall 2010		Purdue University 2011 COE EDST200	
		Spring 2011		Spring 2011		Spring 2011		Spring 2011	
		(n=0)		(n=0)		(n=0)		(n=93)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	16	17.2
	Sophomore	0	0.0	0	0.0	0	0.0	43	46.2
	Junior	0	0.0	0	0.0	0	0.0	22	23.7
	Senior	0	0.0	0	0.0	0	0.0	11	11.8
	Other	0	0.0	0	0.0	0	0.0	1	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	4	4.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	0	0.0	0	0.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	58	62.4
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	2	2.2
	Health Sciences	0	0.0	0	0.0	0	0.0	5	5.4
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	10	10.8
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	10	10.8
	Other	0	0.0	0	0.0	0	0.0	4	4.3
Undecided	0	0.0	0	0.0	0	0.0	0	0.0	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Rasmussen College Spring 2011 Pilot	Rasmussen College Fall 2011	Rasmussen College Summer 2011	River Parishes Community College Spring '09 30 Hours				
		Spring 2011	Fall 2011	Fall 2011	Spring 2009				
		(n=53)	(n=771)	(n=490)	(n=112)				
	Characteristics	n	%	n	%				
Class Standing	Freshman	19	35.8	4	0.5	6	1.2	2	1.8
	Sophomore	11	20.8	177	23.0	117	23.9	68	60.7
	Junior	5	9.4	123	16.0	87	17.8	25	22.3
	Senior	6	11.3	379	49.2	227	46.3	9	8.0
	Other	12	22.6	88	11.4	53	10.8	8	7.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		13	24.5	150	19.5	88	18.0	20	17.9
Communications/Journalism		0	0.0	0	0.0	0	0.0	0	0.0
Education		1	1.9	53	6.9	23	4.7	17	15.2
Engineering/Computer Science		7	13.2	57	7.4	38	7.8	5	4.5
General Studies		0	0.0	0	0.0	0	0.0	8	7.1
Health Sciences		26	49.1	378	49.0	240	49.0	25	22.3
History		0	0.0	0	0.0	0	0.0	3	2.7
Humanities		0	0.0	0	0.0	0	0.0	3	2.7
Law		6	11.3	133	17.3	101	20.6	1	0.9
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		0	0.0	0	0.0	0	0.0	17	15.2
Science/Math		0	0.0	0	0.0	0	0.0	3	2.7
Social Sciences/Psychology		0	0.0	0	0.0	0	0.0	2	1.8
Other		0	0.0	0	0.0	0	0.0	4	3.6
Undecided		0	0.0	0	0.0	0	0.0	4	3.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		River Parishes Community College 2009/10 Freshmen  Fall 2009  (n=263)		River Parishes Community College 30 Hour Students  Spring 2010  (n=223)		River Parishes Community College 2010 Freshmen  Spring 2011  (n=317)		River Parishes Community College 2011 30 hour student  Spring 2011  (n=241)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	263	100.0	12	5.4	291	91.8	5	2.1
	Sophomore	0	0.0	119	53.4	15	4.7	158	65.6
	Junior	0	0.0	49	22.0	7	2.2	41	17.0
	Senior	0	0.0	23	10.3	1	0.3	17	7.1
	Other	0	0.0	20	9.0	3	0.9	20	8.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	1	0.4	1	0.4	2	0.6	0
Architecture		1	0.4	0	0.0	2	0.6	2	0.8
Business		18	6.8	37	16.6	31	9.8	40	16.6
Communications/Journalism		0	0.0	1	0.4	1	0.3	1	0.4
Education		21	8.0	32	14.3	25	7.9	27	11.2
Engineering/Computer Science		15	5.7	5	2.2	8	2.5	6	2.5
General Studies		26	9.9	30	13.5	42	13.2	31	12.9
Health Sciences		29	11.0	40	17.9	35	11.0	39	16.2
History		2	0.8	1	0.4	0	0.0	2	0.8
Humanities		1	0.4	2	0.9	0	0.0	0	0.0
Law		5	1.9	2	0.9	10	3.2	5	2.1
Military/Naval Science		1	0.4	1	0.4	0	0.0	0	0.0
Performing & Fine Arts		35	13.3	33	14.8	45	14.2	36	14.9
Science/Math		1	0.4	2	0.9	6	1.9	1	0.4
Social Sciences/Psychology		4	1.5	10	4.5	10	3.2	15	6.2
Other		6	2.3	8	3.6	9	2.8	13	5.4
Undecided		97	36.9	18	8.1	91	28.7	23	9.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



	River Parishes Community College Freshmen Fall 2011  Fall 2011 (n=340)		Samford University Samford University  Fall 2011 (n=638)		Savannah State University Fall/Spring 09/10  Spring 2010 (n=327)		Savannah State University Spring 2010  Spring 2010 (n=241)		
	n	%	n	%	n	%	n	%	
Class Standing	Freshman	337	99.1	357	56.0	49	15.0	76	31.5
	Sophomore	1	0.3	77	12.1	81	24.8	69	28.6
	Junior	1	0.3	48	7.5	83	25.4	52	21.6
	Senior	0	0.0	142	22.3	99	30.3	40	16.6
	Other	1	0.3	14	2.2	15	4.6	4	1.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.3	1	0.2	6	1.8	4	1.7
	Architecture	9	2.6	3	0.5	0	0.0	0	0.0
	Business	24	7.1	79	12.4	68	20.8	76	31.5
	Communications/Journalism	3	0.9	56	8.8	15	4.6	10	4.1
	Education	21	6.2	58	9.1	0	0.0	0	0.0
	Engineering/Computer Science	17	5.0	10	1.6	21	6.4	23	9.5
	General Studies	80	23.5	0	0.0	0	0.0	0	0.0
	Health Sciences	26	7.6	126	19.7	0	0.0	0	0.0
	History	2	0.6	11	1.7	3	0.9	1	0.4
	Humanities	2	0.6	13	2.0	1	0.3	0	0.0
	Law	7	2.1	1	0.2	43	13.1	31	12.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	42	12.4	106	16.6	35	10.7	27	11.2
	Science/Math	4	1.2	17	2.7	2	0.6	2	0.8
	Social Sciences/Psychology	2	0.6	60	9.4	45	13.8	42	17.4
	Other	13	3.8	30	4.7	78	23.9	14	5.8
	Undecided	87	25.6	67	10.5	10	3.1	11	4.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Savannah State University Fall 2010		Seminole Community College 2009 Fall Admin		Seminole Community College Fall 2010		Shaw University 2009-2010 AY	
		Fall 2010		Fall 2009		Fall 2010		Spring 2010	
		(n=292)		(n=88)		(n=53)		(n=391)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	56	19.2	71	80.7	0	0.0	232	59.3
	Sophomore	94	32.2	12	13.6	13	24.5	1	0.3
	Junior	48	16.4	0	0.0	6	11.3	2	0.5
	Senior	86	29.5	0	0.0	2	3.8	150	38.4
	Other	8	2.7	5	5.7	32	60.4	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	5	1.3
Student Major	Agriculture/Environmental Studies	2	0.7	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	89	30.5	0	0.0	4	7.5	88	22.5
	Communications/Journalism	15	5.1	0	0.0	0	0.0	29	7.4
	Education	0	0.0	0	0.0	1	1.9	29	7.4
	Engineering/Computer Science	47	16.1	0	0.0	5	9.4	9	2.3
	General Studies	0	0.0	0	0.0	1	1.9	3	0.8
	Health Sciences	0	0.0	0	0.0	7	13.2	16	4.1
	History	1	0.3	0	0.0	0	0.0	0	0.0
	Humanities	1	0.3	47	53.4	0	0.0	6	1.5
	Law	17	5.8	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	34	11.6	10	11.4	2	3.8	37	9.5
	Science/Math	3	1.0	0	0.0	1	1.9	12	3.1
	Social Sciences/Psychology	13	4.5	22	25.0	0	0.0	20	5.1
	Other	62	21.2	0	0.0	3	5.7	104	26.6
	Undecided	8	2.7	9	10.2	29	54.7	6	1.5
Not Reported	0	0.0	0	0.0	0	0.0	32	8.2	

		Shippensburg University Spring2009		South University Spr 2010 ITS Courses		South University WIN-SPR 2011 EXITING		South University WIN2011 ENTERING	
		Spring 2009		Spring 2010		Spring 2011		Spring 2011	
		(n=93)		(n=700)		(n=367)		(n=1,871)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	84	90.3	492	70.3	23	6.3	1,382	73.9
	Sophomore	9	9.7	94	13.4	34	9.3	229	12.2
	Junior	0	0.0	61	8.7	44	12.0	99	5.3
	Senior	0	0.0	12	1.7	226	61.6	14	0.7
	Other	0	0.0	41	5.9	39	10.6	144	7.7
	Not Reported	0	0.0	0	0.0	1	0.3	3	0.2
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		14	15.1	161	23.0	60	16.3	361	19.3
Communications/Journalism		2	2.2	0	0.0	0	0.0	0	0.0
Education		16	17.2	0	0.0	0	0.0	0	0.0
Engineering/Computer Science		2	2.2	14	2.0	9	2.5	212	11.3
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		4	4.3	283	40.4	99	27.0	817	43.7
History		4	4.3	0	0.0	0	0.0	0	0.0
Humanities		1	1.1	0	0.0	0	0.0	0	0.0
Law		0	0.0	64	9.1	41	11.2	165	8.8
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		14	15.1	93	13.3	0	0.0	0	0.0
Science/Math		2	2.2	0	0.0	99	27.0	155	8.3
Social Sciences/Psychology		7	7.5	3	0.4	0	0.0	10	0.5
Other		4	4.3	82	11.7	58	15.8	147	7.9
Undecided		23	24.7	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	1	0.3	4	0.2	

		Sullivan County Community College (SUNY) 2009 Fall Freshman Fall 2009 (n=134)		Sullivan County Community College (SUNY) 2010 Spring Sophs Spring 2010 (n=233)		Sullivan County Community College (SUNY) 2010 Fall Freshmen Fall 2010 (n=225)		SUNY Fredonia 2010 IMAT  Fall 2010 (n=283)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	128	95.5	47	20.2	217	96.4	118	41.7
	Sophomore	0	0.0	130	55.8	0	0.0	33	11.7
	Junior	0	0.0	0	0.0	0	0.0	65	23.0
	Senior	0	0.0	0	0.0	0	0.0	66	23.3
	Other	6	4.5	56	24.0	8	3.6	1	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	2.2	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	15	11.2	25	10.7	16	7.1	11	3.9
	Communications/Journalism	7	5.2	17	7.3	17	7.6	6	2.1
	Education	6	4.5	0	0.0	0	0.0	95	33.6
	Engineering/Computer Science	3	2.2	0	0.0	0	0.0	3	1.1
	General Studies	32	23.9	0	0.0	0	0.0	3	1.1
	Health Sciences	10	7.5	83	35.6	30	13.3	14	4.9
	History	0	0.0	0	0.0	0	0.0	36	12.7
	Humanities	4	3.0	43	18.5	39	17.3	1	0.4
	Law	8	6.0	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	39	29.1	46	19.7	97	43.1	20	7.1
	Science/Math	0	0.0	0	0.0	0	0.0	10	3.5
	Social Sciences/Psychology	0	0.0	5	2.1	2	0.9	13	4.6
	Other	4	3.0	10	4.3	14	6.2	65	23.0
	Undecided	3	2.2	4	1.7	10	4.4	6	2.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Texas A&M University - Kingsville Fall 2008		Texas Southern University 2011Post TSU freshme		Texas Southern University 2011Pre-TSU Freshman		Texas Southern University Cohort Post 2011 TSU	
		Spring 2009		Fall 2011		Fall 2011		Fall 2011	
		(n=228)		(n=0)		(n=174)		(n=107)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	89	39.0	0	0.0	174	100.0	105	98.1
	Sophomore	24	10.5	0	0.0	0	0.0	0	0.0
	Junior	20	8.8	0	0.0	0	0.0	1	0.9
	Senior	44	19.3	0	0.0	0	0.0	1	0.9
	Other	51	22.4	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	25	11.0	0	0.0	0	0.0	0	0.0
	Architecture	1	0.4	0	0.0	1	0.6	0	0.0
	Business	6	2.6	0	0.0	17	9.8	15	14.0
	Communications/Journalism	6	2.6	0	0.0	13	7.5	12	11.2
	Education	10	4.4	0	0.0	9	5.2	4	3.7
	Engineering/Computer Science	6	2.6	0	0.0	12	6.9	5	4.7
	General Studies	0	0.0	0	0.0	2	1.1	1	0.9
	Health Sciences	50	21.9	0	0.0	29	16.7	19	17.8
	History	3	1.3	0	0.0	1	0.6	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	4	1.8	0	0.0	11	6.3	7	6.5
	Military/Naval Science	0	0.0	0	0.0	1	0.6	0	0.0
	Performing & Fine Arts	70	30.7	0	0.0	39	22.4	18	16.8
	Science/Math	2	0.9	0	0.0	5	2.9	5	4.7
	Social Sciences/Psychology	36	15.8	0	0.0	12	6.9	10	9.3
	Other	7	3.1	0	0.0	17	9.8	10	9.3
	Undecided	2	0.9	0	0.0	5	2.9	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	1	0.9	

		The Art Institute of Washington 2009 Fall Freshmen		The Art Institute of Washington Freshmen 2010		The Art Institute of Washington Graduates 2010		Thomas College EH112 Spring 2009	
		Fall 2009		Spring 2011		Spring 2011		Spring 2009	
		(n=262)		(n=0)		(n=0)		(n=98)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	251	95.8	0	0.0	0	0.0	89	90.8
	Sophomore	7	2.7	0	0.0	0	0.0	7	7.1
	Junior	1	0.4	0	0.0	0	0.0	2	2.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	3	1.1	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	5	1.9	0	0.0	0	0.0	19	19.4
	Communications/Journalism	4	1.5	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	18	18.4
	Engineering/Computer Science	4	1.5	0	0.0	0	0.0	4	4.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	7	7.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	195	74.4	0	0.0	0	0.0	32	32.7
	Science/Math	53	20.2	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	1	1.0
	Other	0	0.0	0	0.0	0	0.0	9	9.2
Undecided	1	0.4	0	0.0	0	0.0	6	6.1	
Not Reported	0	0.0	0	0.0	0	0.0	2	2.0	

		Thomas College Freshmen Fall 2009		Thomas College Freshmen Spring 2010		Thomas College Freshman Fall 2010		Thomas College Spring 2011	
		Fall 2009		Spring 2010		Fall 2010		Spring 2011	
		(n=181)		(n=107)		(n=202)		(n=124)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	179	98.9	98	91.6	200	99.0	114	91.9
	Sophomore	2	1.1	6	5.6	2	1.0	6	4.8
	Junior	0	0.0	3	2.8	0	0.0	2	1.6
	Senior	0	0.0	0	0.0	0	0.0	1	0.8
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.8
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	37	20.4	13	12.1	41	20.3	16	12.9
	Communications/Journalism	2	1.1	2	1.9	3	1.5	2	1.6
	Education	21	11.6	14	13.1	27	13.4	17	13.7
	Engineering/Computer Science	4	2.2	2	1.9	13	6.4	6	4.8
	General Studies	1	0.6	1	0.9	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	6	3.3	4	3.7	10	5.0	3	2.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	0.8
	Performing & Fine Arts	80	44.2	51	47.7	74	36.6	53	42.7
	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	1	0.8
	Other	21	11.6	13	12.1	20	9.9	13	10.5
	Undecided	9	5.0	5	4.7	12	5.9	11	8.9
Not Reported	0	0.0	2	1.9	2	1.0	1	0.8	

		Thomas College Fall 2011		Thomas Edison State College AY2008-09, Second		Thomas Edison State College AY2009-10, First		Thomas Edison State College TESC_AY2011	
		Fall 2011		Spring 2009		Spring 2010		Spring 2011	
		(n=184)		(n=111)		(n=528)		(n=279)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	181	98.4	32	28.8	182	34.5	54	19.4
	Sophomore	3	1.6	28	25.2	143	27.1	26	9.3
	Junior	0	0.0	31	27.9	96	18.2	67	24.0
	Senior	0	0.0	20	18.0	105	19.9	61	21.9
	Other	0	0.0	0	0.0	2	0.4	71	25.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	8	1.5	1
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		28	15.2	8	7.2	66	12.5	7	2.5
Communications/Journalism		1	0.5	0	0.0	15	2.8	1	0.4
Education		23	12.5	0	0.0	0	0.0	1	0.4
Engineering/Computer Science		3	1.6	11	9.9	74	14.0	47	16.8
General Studies		1	0.5	4	3.6	30	5.7	10	3.6
Health Sciences		0	0.0	59	53.2	136	25.8	93	33.3
History		0	0.0	0	0.0	7	1.3	1	0.4
Humanities		0	0.0	1	0.9	6	1.1	3	1.1
Law		2	1.1	0	0.0	0	0.0	2	0.7
Military/Naval Science		0	0.0	0	0.0	0	0.0	1	0.4
Performing & Fine Arts		89	48.4	18	16.2	107	20.3	51	18.3
Science/Math		0	0.0	0	0.0	4	0.8	3	1.1
Social Sciences/Psychology		0	0.0	6	5.4	36	6.8	8	2.9
Other		23	12.5	4	3.6	39	7.4	43	15.4
Undecided		12	6.5	0	0.0	0	0.0	7	2.5
Not Reported		2	1.1	0	0.0	0	0.0	0	0.0



	Thomas Edison State College AY2012  Fall 2011 (n=349)		University of Central Oklahoma Spring 2010  Spring 2010 (n=175)		University of Maryland, Baltimore County (UMBC) Fall 2010  Fall 2010 (n=170)		University of Montana - Helena COT FY 2012  Fall 2011 (n=129)	
Characteristics	n	%	n	%	n	%	n	%
<b>Class Standing</b>								
Freshman	50	14.3	40	22.9	113	66.5	77	59.7
Sophomore	32	9.2	34	19.4	18	10.6	22	17.1
Junior	99	28.4	12	6.9	14	8.2	29	22.5
Senior	70	20.1	36	20.6	2	1.2	0	0.0
Other	98	28.1	53	30.3	23	13.5	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	1	0.8
<b>Student Major</b>								
Agriculture/Environmental Studies	0	0.0	0	0.0	6	3.5	2	1.6
Architecture	0	0.0	0	0.0	0	0.0	1	0.8
Business	34	9.7	22	12.6	2	1.2	24	18.6
Communications/Journalism	0	0.0	4	2.3	1	0.6	0	0.0
Education	3	0.9	30	17.1	2	1.2	0	0.0
Engineering/Computer Science	64	18.3	6	3.4	46	27.1	12	9.3
General Studies	2	0.6	4	2.3	1	0.6	49	38.0
Health Sciences	111	31.8	15	8.6	0	0.0	30	23.3
History	3	0.9	0	0.0	5	2.9	0	0.0
Humanities	5	1.4	3	1.7	1	0.6	0	0.0
Law	1	0.3	0	0.0	0	0.0	0	0.0
Military/Naval Science	6	1.7	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	75	21.5	50	28.6	21	12.4	1	0.8
Science/Math	0	0.0	2	1.1	7	4.1	0	0.0
Social Sciences/Psychology	15	4.3	6	3.4	43	25.3	0	0.0
Other	24	6.9	22	12.6	26	15.3	9	7.0
Undecided	6	1.7	11	6.3	9	5.3	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	1	0.8

		University of Montevallo Pretest Fall 2010		University of Montevallo Summer Pre-Test Fall 2010		University of Montevallo Post-Test Fall 2010		University of Montevallo UMFall2011QE P	
		Fall 2010		Fall 2010		Spring 2011		Fall 2011	
		(n=0)		(n=0)		(n=0)		(n=357)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	345	96.6
	Sophomore	0	0.0	0	0.0	0	0.0	10	2.8
	Junior	0	0.0	0	0.0	0	0.0	2	0.6
	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	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	31	8.7
	Communications/Journalism	0	0.0	0	0.0	0	0.0	11	3.1
	Education	0	0.0	0	0.0	0	0.0	41	11.5
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	9	2.5
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	12	3.4
	Humanities	0	0.0	0	0.0	0	0.0	1	0.3
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	57	16.0
	Science/Math	0	0.0	0	0.0	0	0.0	69	19.3
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	52	14.6
	Other	0	0.0	0	0.0	0	0.0	29	8.1
Undecided	0	0.0	0	0.0	0	0.0	45	12.6	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of New Haven Preliminary Cohort  Spring 2011 (n=51)		University of New Haven 2011 Fall Freshmen  Fall 2011 (n=0)		University of Phoenix SAILS_Apr09  Spring 2009 (n=1,365)		University of Phoenix UOPX SAILS_FY10  Spring 2010 (n=1,416)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	14	27.5	0	0.0	413	30.3	542	38.3
	Sophomore	7	13.7	0	0.0	395	28.9	392	27.7
	Junior	15	29.4	0	0.0	299	21.9	299	21.1
	Senior	12	23.5	0	0.0	258	18.9	183	12.9
	Other	3	5.9	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	2.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	3	5.9	0	0.0	559	41.0	491	34.7
	Communications/Journalism	0	0.0	0	0.0	0	0.0	23	1.6
	Education	0	0.0	0	0.0	60	4.4	82	5.8
	Engineering/Computer Science	3	5.9	0	0.0	129	9.5	147	10.4
	General Studies	0	0.0	0	0.0	92	6.7	83	5.9
	Health Sciences	3	5.9	0	0.0	126	9.2	121	8.5
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	1	2.0	0	0.0	0	0.0	0	0.0
	Law	23	45.1	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	4	7.8	0	0.0	383	28.1	319	22.5
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	6	11.8	0	0.0	0	0.0	0	0.0
	Other	7	13.7	0	0.0	0	0.0	130	9.2
	Undecided	0	0.0	0	0.0	16	1.2	20	1.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Phoenix UOPX SAILS_FY11  Fall 2010 (n=948)		University of Pittsburgh UPGSENIORS R09  Spring 2009 (n=85)		University of Pittsburgh UPJSENIORS R09  Spring 2009 (n=52)		University of Pittsburgh UPSENIORS R09  Spring 2009 (n=160)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	327	34.5	0	0.0	0	0.0	0	0.0
	Sophomore	292	30.8	1	1.2	0	0.0	0	0.0
	Junior	205	21.6	25	29.4	0	0.0	5	3.1
	Senior	124	13.1	59	69.4	52	100.0	155	96.9
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	2	2.4	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	2	1.3
Business		308	32.5	21	24.7	1	1.9	22	13.8
Communications/Journalism		16	1.7	3	3.5	2	3.8	7	4.4
Education		47	5.0	2	2.4	2	3.8	0	0.0
Engineering/Computer Science		95	10.0	4	4.7	44	84.6	8	5.0
General Studies		61	6.4	0	0.0	0	0.0	2	1.3
Health Sciences		86	9.1	14	16.5	1	1.9	29	18.1
History		0	0.0	3	3.5	0	0.0	10	6.3
Humanities		0	0.0	1	1.2	2	3.8	9	5.6
Law		0	0.0	3	3.5	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		224	23.6	2	2.4	0	0.0	35	21.9
Science/Math		0	0.0	1	1.2	0	0.0	3	1.9
Social Sciences/Psychology		0	0.0	20	23.5	0	0.0	22	13.8
Other		101	10.7	9	10.6	0	0.0	11	6.9
Undecided		10	1.1	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Pittsburgh UPBFRESHMA NFALL09		University of Pittsburgh UPFRESHMAN 09		University of Pittsburgh UPGFRESHMA N09REV		University of Pittsburgh UPJFRESHMA N09	
		Fall 2009		Fall 2009		Fall 2009		Fall 2009	
		(n=297)		(n=1,418)		(n=287)		(n=595)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	293	98.7	1,413	99.6	287	100.0	591	99.3
	Sophomore	3	1.0	4	0.3	0	0.0	2	0.3
	Junior	0	0.0	1	0.1	0	0.0	1	0.2
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	1	0.3	0	0.0	0	0.0	1	0.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	1.3	3	0.2	1	0.3	5	0.8
	Architecture	0	0.0	3	0.2	1	0.3	0	0.0
	Business	26	8.8	82	5.8	42	14.6	66	11.1
	Communications/Journalism	4	1.3	15	1.1	6	2.1	14	2.4
	Education	31	10.4	11	0.8	7	2.4	70	11.8
	Engineering/Computer Science	5	1.7	456	32.2	32	11.1	124	20.8
	General Studies	1	0.3	1	0.1	1	0.3	0	0.0
	Health Sciences	60	20.2	200	14.1	29	10.1	85	14.3
	History	6	2.0	23	1.6	6	2.1	3	0.5
	Humanities	1	0.3	20	1.4	6	2.1	9	1.5
	Law	7	2.4	8	0.6	8	2.8	7	1.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	75	25.3	112	7.9	41	14.3	36	6.1
	Science/Math	0	0.0	5	0.4	1	0.3	1	0.2
	Social Sciences/Psychology	16	5.4	163	11.5	36	12.5	51	8.6
	Other	12	4.0	65	4.6	29	10.1	29	4.9
	Undecided	49	16.5	251	17.7	41	14.3	95	16.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Pittsburgh UPTFRESHMA NFALL09		University of Pittsburgh UPBSENIORS R10		University of Pittsburgh UPGSENIORS R10		University of Pittsburgh UPJSENIORS R10	
		Fall 2009		Spring 2010		Spring 2010		Spring 2010	
		(n=89)		(n=57)		(n=69)		(n=68)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	82	92.1	0	0.0	0	0.0	0	0.0
	Sophomore	5	5.6	0	0.0	0	0.0	0	0.0
	Junior	1	1.1	1	1.8	22	31.9	1	1.5
	Senior	0	0.0	55	96.5	47	68.1	67	98.5
	Other	1	1.1	1	1.8	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	2	3.5	1	1.4	0
Architecture		1	1.1	0	0.0	0	0.0	0	0.0
Business		0	0.0	20	35.1	5	7.2	58	85.3
Communications/Journalism		0	0.0	3	5.3	11	15.9	1	1.5
Education		5	5.6	12	21.1	2	2.9	0	0.0
Engineering/Computer Science		1	1.1	0	0.0	1	1.4	3	4.4
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		48	53.9	5	8.8	13	18.8	1	1.5
History		3	3.4	1	1.8	2	2.9	1	1.5
Humanities		1	1.1	2	3.5	3	4.3	2	2.9
Law		1	1.1	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		19	21.3	9	15.8	3	4.3	1	1.5
Science/Math		0	0.0	0	0.0	0	0.0	0	0.0
Social Sciences/Psychology		1	1.1	1	1.8	22	31.9	1	1.5
Other		6	6.7	2	3.5	6	8.7	0	0.0
Undecided		3	3.4	0	0.0	0	0.0	0	0.0
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UPSENIORSR 10 Spring 2010 (n=67)		University of Pittsburgh UPBFRESHMA NFALL10 Fall 2010 (n=263)		University of Pittsburgh UPFRESHMAN FALL10 Fall 2010 (n=2,048)		University of Pittsburgh UPGFRESHMA NFALL10 Fall 2010 (n=259)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	261	99.2	2,036	99.4	258	99.6
	Sophomore	1	1.5	1	0.4	6	0.3	0	0.0
	Junior	3	4.5	0	0.0	4	0.2	0	0.0
	Senior	63	94.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	1	0.4	2	0.1	1	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	6	2.3	4	0.2	0	0.0
	Architecture	0	0.0	0	0.0	5	0.2	1	0.4
	Business	7	10.4	25	9.5	271	13.2	24	9.3
	Communications/Journalism	1	1.5	9	3.4	24	1.2	5	1.9
	Education	4	6.0	31	11.8	19	0.9	18	6.9
	Engineering/Computer Science	0	0.0	2	0.8	474	23.1	16	6.2
	General Studies	1	1.5	0	0.0	1	0.0	0	0.0
	Health Sciences	4	6.0	51	19.4	303	14.8	48	18.5
	History	3	4.5	3	1.1	26	1.3	4	1.5
	Humanities	1	1.5	2	0.8	30	1.5	1	0.4
	Law	0	0.0	6	2.3	6	0.3	10	3.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	28	41.8	59	22.4	151	7.4	33	12.7
	Science/Math	1	1.5	1	0.4	6	0.3	3	1.2
	Social Sciences/Psychology	10	14.9	13	4.9	257	12.5	30	11.6
	Other	7	10.4	10	3.8	106	5.2	21	8.1
	Undecided	0	0.0	45	17.1	365	17.8	45	17.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Pittsburgh UPJFRESHMA NFALL10  Fall 2010  (n=547)		University of Pittsburgh UPTFRESHMA NFALL10  Fall 2010  (n=72)		University of Pittsburgh UPBSENIORS R11  Spring 2011  (n=62)		University of Pittsburgh UPGSENIORS R11  Spring 2011  (n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	543	99.3	71	98.6	0	0.0	0	0.0
	Sophomore	4	0.7	1	1.4	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	2	4.0
	Senior	0	0.0	0	0.0	61	98.4	48	96.0
	Other	0	0.0	0	0.0	1	1.6	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.2	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	50	9.1	1	1.4	5	8.1	2	4.0
	Communications/Journalism	14	2.6	0	0.0	11	17.7	3	6.0
	Education	70	12.8	3	4.2	5	8.1	2	4.0
	Engineering/Computer Science	105	19.2	3	4.2	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	94	17.2	42	58.3	24	38.7	1	2.0
	History	5	0.9	0	0.0	0	0.0	3	6.0
	Humanities	6	1.1	1	1.4	3	4.8	1	2.0
	Law	5	0.9	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	29	5.3	14	19.4	11	17.7	11	22.0
	Science/Math	2	0.4	0	0.0	0	0.0	1	2.0
	Social Sciences/Psychology	38	6.9	3	4.2	1	1.6	6	12.0
	Other	30	5.5	3	4.2	2	3.2	20	40.0
	Undecided	98	17.9	2	2.8	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	



		University of Pittsburgh UPJSENIORS R11		University of Pittsburgh UPSENIORS 11		University of Pittsburgh UPBFRESHME N11		University of Pittsburgh UPFRESHMEN 11	
		Spring 2011		Spring 2011		Fall 2011		Fall 2011	
		(n=52)		(n=52)		(n=278)		(n=1,007)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	278	100.0	1,005	99.8
	Sophomore	0	0.0	0	0.0	0	0.0	2	0.2
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	51	98.1	52	100.0	0	0.0	0	0.0
	Other	1	1.9	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	0	0.0	0	0.0	6	2.2	12
Architecture		0	0.0	0	0.0	0	0.0	6	0.6
Business		12	23.1	3	5.8	31	11.2	18	1.8
Communications/Journalism		4	7.7	2	3.8	3	1.1	15	1.5
Education		8	15.4	0	0.0	25	9.0	12	1.2
Engineering/Computer Science		6	11.5	1	1.9	7	2.5	29	2.9
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		1	1.9	11	21.2	48	17.3	242	24.0
History		1	1.9	1	1.9	9	3.2	20	2.0
Humanities		2	3.8	1	1.9	1	0.4	31	3.1
Law		0	0.0	0	0.0	4	1.4	9	0.9
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		2	3.8	14	26.9	78	28.1	113	11.2
Science/Math		0	0.0	0	0.0	0	0.0	4	0.4
Social Sciences/Psychology		6	11.5	13	25.0	12	4.3	170	16.9
Other		10	19.2	6	11.5	23	8.3	66	6.6
Undecided		0	0.0	0	0.0	31	11.2	260	25.8
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UPGFRESHME N11  Fall 2011  (n=369)		University of Pittsburgh UPJFRESHME N11  Fall 2011  (n=409)		University of Pittsburgh UPTFRESHME N11  Fall 2011  (n=63)		University of the Pacific PacSem II 2011  Spring 2011  (n=198)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	369	100.0	409	100.0	62	98.4	188	94.9
	Sophomore	0	0.0	0	0.0	1	1.6	5	2.5
	Junior	0	0.0	0	0.0	0	0.0	1	0.5
	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	4	2.0
	Student Major	Agriculture/Environmental Studies	0	0.0	3	0.7	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		35	9.5	47	11.5	8	12.7	33	16.7
Communications/Journalism		6	1.6	10	2.4	1	1.6	5	2.5
Education		36	9.8	43	10.5	0	0.0	8	4.0
Engineering/Computer Science		33	8.9	58	14.2	2	3.2	33	16.7
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		34	9.2	92	22.5	12	19.0	34	17.2
History		2	0.5	5	1.2	2	3.2	4	2.0
Humanities		2	0.5	7	1.7	1	1.6	4	2.0
Law		7	1.9	5	1.2	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		65	17.6	22	5.4	9	14.3	25	12.6
Science/Math		2	0.5	1	0.2	0	0.0	10	5.1
Social Sciences/Psychology		57	15.4	28	6.8	1	1.6	15	7.6
Other		46	12.5	22	5.4	9	14.3	16	8.1
Undecided		44	11.9	66	16.1	18	28.6	10	5.1
Not Reported	0	0.0	0	0.0	0	0.0	1	0.5	

		University of Toronto Mississauga HeadStart 2009  Fall 2009 (n=81)		University of Toronto Mississauga CCT100Fall2010  Fall 2010 (n=0)		University of Toronto Mississauga Headstart2010  Fall 2010 (n=49)		University of Toronto Mississauga CCT100/101Wi nter2011  Spring 2011 (n=0)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	73	90.1	0	0.0	46	93.9	0	0.0
	Sophomore	1	1.2	0	0.0	3	6.1	0	0.0
	Junior	3	3.7	0	0.0	0	0.0	0	0.0
	Senior	4	4.9	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	10	12.3	0	0.0	3	6.1	0	0.0
	Communications/Journalism	2	2.5	0	0.0	0	0.0	0	0.0
	Education	2	2.5	0	0.0	1	2.0	0	0.0
	Engineering/Computer Science	3	3.7	0	0.0	1	2.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	4	8.2	0	0.0
	History	2	2.5	0	0.0	1	2.0	0	0.0
	Humanities	8	9.9	0	0.0	4	8.2	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	7.4	0	0.0	5	10.2	0	0.0
	Science/Math	4	4.9	0	0.0	1	2.0	0	0.0
	Social Sciences/Psychology	21	25.9	0	0.0	15	30.6	0	0.0
	Other	17	21.0	0	0.0	6	12.2	0	0.0
	Undecided	6	7.4	0	0.0	8	16.3	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Toronto Mississauga Accessibility 2011Su  Fall 2011  (n=0)		University of Western Ontario 2010-11 Pol Sci  Spring 2011  (n=1,113)		Valley Forge Christian College 2010 Fall CW&R  Fall 2010  (n=116)		Valley Forge Christian College 2011 Spring CW&R  Spring 2011  (n=50)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	306	27.5	96	82.8	38	76.0
	Sophomore	0	0.0	287	25.8	16	13.8	8	16.0
	Junior	0	0.0	181	16.3	3	2.6	2	4.0
	Senior	0	0.0	83	7.5	0	0.0	2	4.0
	Other	0	0.0	4	0.4	1	0.9	0	0.0
	Not Reported	0	0.0	252	22.6	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		0	0.0	42	3.8	13	11.2	5	10.0
Communications/Journalism		0	0.0	22	2.0	20	17.2	7	14.0
Education		0	0.0	0	0.0	19	16.4	9	18.0
Engineering/Computer Science		0	0.0	3	0.3	0	0.0	0	0.0
General Studies		0	0.0	1	0.1	0	0.0	0	0.0
Health Sciences		0	0.0	6	0.5	0	0.0	0	0.0
History		0	0.0	0	0.0	0	0.0	0	0.0
Humanities		0	0.0	26	2.3	2	1.7	1	2.0
Law		0	0.0	1	0.1	0	0.0	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		0	0.0	3	0.3	30	25.9	11	22.0
Science/Math		0	0.0	3	0.3	11	9.5	1	2.0
Social Sciences/Psychology		0	0.0	16	1.4	0	0.0	0	0.0
Other		0	0.0	611	54.9	14	12.1	14	28.0
Undecided		0	0.0	3	0.3	7	6.0	2	4.0
Not Reported		0	0.0	376	33.8	0	0.0	0	0.0

		Western Michigan University WMU - Spring 2011		Western New England University 2009 Fall		Western New England University Fall 2011		Westmont College Fall 09 First Year	
		Spring 2011		Fall 2009		Fall 2011		Fall 2009	
		(n=153)		(n=619)		(n=795)		(n=83)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	96	62.7	81	13.1	330	41.5	82	98.8
	Sophomore	3	2.0	239	38.6	183	23.0	1	1.2
	Junior	1	0.7	182	29.4	129	16.2	0	0.0
	Senior	53	34.6	108	17.4	149	18.7	0	0.0
	Other	0	0.0	9	1.5	4	0.5	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	26	17.0	312	50.4	307	38.6	3	3.6
	Communications/Journalism	5	3.3	22	3.6	9	1.1	5	6.0
	Education	9	5.9	18	2.9	21	2.6	6	7.2
	Engineering/Computer Science	36	23.5	67	10.8	264	33.2	1	1.2
	General Studies	0	0.0	3	0.5	4	0.5	0	0.0
	Health Sciences	14	9.2	3	0.5	1	0.1	7	8.4
	History	2	1.3	24	3.9	2	0.3	5	6.0
	Humanities	5	3.3	4	0.6	6	0.8	3	3.6
	Law	0	0.0	5	0.8	46	5.8	2	2.4
	Military/Naval Science	0	0.0	39	6.3	0	0.0	0	0.0
	Performing & Fine Arts	22	14.4	19	3.1	31	3.9	1	1.2
	Science/Math	6	3.9	0	0.0	0	0.0	6	7.2
	Social Sciences/Psychology	9	5.9	43	6.9	42	5.3	7	8.4
	Other	13	8.5	37	6.0	46	5.8	7	8.4
	Undecided	6	3.9	23	3.7	16	2.0	30	36.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Westmont College Fall 2011 First Year		William Woods University Orientation 2010	
		Fall 2011 (n=0)		Fall 2010 (n=77)	
Characteristics		n	%	n	%
Class Standing	Freshman	0	0.0	76	98.7
	Sophomore	0	0.0	1	1.3
	Junior	0	0.0	0	0.0
	Senior	0	0.0	0	0.0
	Other	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	19	24.7
	Architecture	0	0.0	0	0.0
	Business	0	0.0	7	9.1
	Communications/Journalism	0	0.0	3	3.9
	Education	0	0.0	3	3.9
	Engineering/Computer Science	0	0.0	1	1.3
	General Studies	0	0.0	0	0.0
	Health Sciences	0	0.0	2	2.6
	History	0	0.0	0	0.0
	Humanities	0	0.0	2	2.6
	Law	0	0.0	1	1.3
	Military/Naval Science	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	11	14.3
	Science/Math	0	0.0	2	2.6
	Social Sciences/Psychology	0	0.0	8	10.4
	Other	0	0.0	9	11.7
	Undecided	0	0.0	9	11.7
Not Reported	0	0.0	0	0.0	

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

Skill Set: Developing a Research Strategy

32 items: 63, 95, 99, 101, 453, 147, 148, 198, 203, 215, 237, 239, 255, 444, 451, 452, 517, 529, 530, 531, 532, 533, 548, 550, 562, 568, 569, 570, 571, 572, 601, 603

Skill Set: Selecting Finding Tools

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

Skill Set: Searching

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

Skill Set: Using Finding Tool Features

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

Skill Set: Retrieving Sources

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

Skill Set: Evaluating Sources

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

Skill Set: Documenting Sources

14 items: 40, 44, 49, 60, 123, 193, 197, 199, 512, 528, 557, 560, 583, 589

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

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

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

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

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

75 items: 14, 19, 21, 22, 25, 29, 39, 40, 42, 44, 49, 59, 60, 62, 71, 88, 90, 108, 139, 140, 141, 142, 150, 192, 193, 194, 195, 196, 197, 199, 203, 214, 216, 228, 229, 230, 237, 239, 247, 257, 259, 260, 444, 515, 518, 519, 520, 521, 522, 523, 525, 526, 527, 532, 534, 535, 539, 540, 541, 543, 545, 548, 549, 550, 561, 577, 578, 579, 582, 584, 587, 589, 590, 593, 604

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

21 items: 28, 83, 87, 91, 92, 124, 206, 207, 218, 227, 263, 446, 533, 536, 538, 551, 558, 559, 563, 575, 602

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

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



## APPENDIX F

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

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

##### Standard 1

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

##### Performance Indicators

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

##### Outcomes

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

##### Objectives

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

##### Items

##### 64

- 1.1.4 Defines or modifies the information need to achieve a manageable focus
- 1.1.4.1 Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.  
530
- 1.1.4.2 Explains his/her reasoning regarding the manageability of a topic with reference to available information sources.
- 1.1.4.3 Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.  
603
- 1.1.4.4 Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information.  
529
- 1.1.4.5 Uses background information sources effectively to gain an initial understanding of the topic.  
95
- 1.1.4.6 Consults with the course instructor and librarians to develop a manageable focus for the topic.  
562

- 1.1.5 Identifies key concepts and terms that describe the information need
    - 1.1.5.1 Lists terms that may be useful for locating information on a topic.  
43
    - 1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.  
594
    - 1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.  
255
    - 1.1.5.4 Identifies more specific concepts that comprise a research topic.
  - 1.1.6 Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
- 1.2 The information literate student identifies a variety of types and formats of potential sources for information.
- 1.2.1 Knows how information is formally and informally produced, organized, and disseminated
    - 1.2.1.1 Describes the publication cycle appropriate to the discipline of a research topic.
    - 1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.  
601
  - 1.2.2 Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
    - 1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.  
569, 570, 571, 572
    - 1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.  
73
    - 1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.  
242
    - 1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.  
63
  - 1.2.3 Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
    - 1.2.3.1 Identifies various formats in which information is available.  
568
    - 1.2.3.2 Demonstrates how the format in which information appears may affect its usefulness for a particular information need.
  - 1.2.4 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
    - 1.2.4.1 Distinguishes characteristics of information provided for different audiences.  
9, 20, 27
    - 1.2.4.2 Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).
  - 1.2.5 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline

- 1.2.5.1 Describes how various fields of study define primary and secondary sources differently.  
99, 101
- 1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.  
147, 148, 451, 452, 453
- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources  
524
- 1.3 The information literate student considers the costs and benefits of acquiring the needed information.
  - 1.3.1 Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
    - 1.3.1.1 Determines if material is available immediately.  
104, 106
    - 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.  
30
  - 1.3.2 Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
  - 1.3.3 Defines a realistic overall plan and timeline to acquire the needed information
    - 1.3.3.1 Searches for and gathers information based on an informal, flexible plan.
    - 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.  
93
    - 1.3.3.3 Acts appropriately to obtain information within the time frame required.  
600
- 1.4 The information literate student reevaluates the nature and extent of the information need.
  - 1.4.1 Reviews the initial information need to clarify, revise, or refine the question
    - 1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).  
198
    - 1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.  
215
    - 1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.  
531
  - 1.4.2 Describes criteria used to make information decisions and choices
    - 1.4.2.1 Demonstrates how the intended audience influences information choices.
    - 1.4.2.2 Demonstrates how the desired end product influences information choices (e.g., that visual aids or audio/visual material may be needed for an oral presentation).
    - 1.4.2.3 Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.)  
537

## Standard 2

The information literate student accesses needed information effectively and efficiently.

- 2.1 The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
  - 2.1.1 Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
  - 2.1.2 Investigates benefits and applicability of various investigative methods
  - 2.1.3 Investigates the scope, content, and organization of information retrieval systems
    - 2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).  
526
    - 2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.  
525
    - 2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).  
527
    - 2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.  
19
    - 2.1.3.5 Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.  
584
    - 2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.  
139, 140, 141, 142
    - 2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.  
540
    - 2.1.3.8 Determines the period of time covered by a particular source.  
518
    - 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).  
521
    - 2.1.3.10 Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).
    - 2.1.3.11 Distinguishes between full-text and bibliographic databases.
  - 2.1.4 Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
    - 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.  
150
    - 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).  
579
    - 2.1.4.3 Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.

- 2.2 The information literate student constructs and implements effectively-designed search strategies.
- 2.2.1 Develops a research plan appropriate to the investigative method
- 2.2.1.1 Describes a general process for searching for information.  
550
- 2.2.1.2 Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
- 2.2.1.3 Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.
- 2.2.2 Identifies keywords, synonyms and related terms for the information needed
- 2.2.2.1 Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.
- 2.2.2.2 Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.
- 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.  
543
- 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).  
237, 239, 444
- 2.2.3 Selects controlled vocabulary specific to the discipline or information retrieval source
- 2.2.3.1 Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.
- 2.2.3.2 Explains what controlled vocabulary is and why it is used.  
14
- 2.2.3.3 Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.
- 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.  
577, 582
- 2.2.4 Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
- 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).  
21
- 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.  
39, 247, 541, 587
- 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.  
108
- 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.  
59
- 2.2.4.5 Demonstrates an understanding of the concept of browsing and uses an index that allows it.
- 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.  
561

- 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.  
515, 578
- 2.2.5 Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
  - 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.  
259
  - 2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.  
71
  - 2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.  
230, 604
  - 2.2.5.4 Identifies and selects keywords and phrases to use when searching each source, recognizing that different sources may use different terminology for similar concepts.
  - 2.2.5.5 Formulates and executes search strategies to match information needs with available resources.
  - 2.2.5.6 Describes differences in searching for bibliographic records, abstracts, or full text in information sources.
- 2.2.6 Implements the search using investigative protocols appropriate to the discipline
  - 2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.  
522
  - 2.2.6.2 Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.
  - 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.  
539
  - 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.  
42, 62
- 2.3 The information literate student retrieves information online or in person using a variety of methods.
  - 2.3.1 Uses various search systems to retrieve information in a variety of formats
    - 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).  
29
    - 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.  
523
    - 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)  
589
    - 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).  
257

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

- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.  
535
- 2.4.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised
- 2.4.3 Repeats the search using the revised strategy as necessary
- 2.5 The information literate student extracts, records, and manages the information and its sources.
  - 2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)  
590, 593
  - 2.5.2 Creates a system for organizing the information
  - 2.5.3 Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
    - 2.5.3.1 Identifies different types of information sources cited in a research tool.  
193, 197
    - 2.5.3.2 Determines whether or not a cited item is available locally and, if so, can locate it.
    - 2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.  
199
  - 2.5.4 Records all pertinent citation information for future reference
  - 2.5.5 Uses various technologies to manage the information selected and organized  
532

**Standard 3**

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

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



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

- 3.4.1 Determines whether information satisfies the research or other information need  
533
- 3.4.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- 3.4.3 Draws conclusions based upon information gathered
- 3.4.4 Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- 3.4.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
  - 3.4.5.1 Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.1.).
  - 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.  
28
  - 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.  
551
  - 3.4.5.4 Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.
- 3.4.6 Integrates new information with previous information or knowledge
- 3.4.7 Selects information that provides evidence for the topic
  - 3.4.7.1 Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).
  - 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).  
227
  - 3.4.7.3 Applies established evaluation criteria to decide which information sources are most appropriate.
- 3.5 The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
  - 3.5.1 Investigates differing viewpoints encountered in the literature
  - 3.5.2 Determines whether to incorporate or reject viewpoints encountered
- 3.6 The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
  - 3.6.1 Participates in classroom and other discussions
  - 3.6.2 Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
  - 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)  
559, 602
- 3.7 The information literate student determines whether the initial query should be revised.
  - 3.7.1 Determines if original information need has been satisfied or if additional information is needed

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

### Standard 5

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

- 5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
  - 5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments  
136
  - 5.1.2 Identifies and discusses issues related to free vs. fee-based access to information
    - 5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.  
200
    - 5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.  
556
    - 5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.  
222
    - 5.1.2.4 Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).
  - 5.1.3 Identifies and discusses issues related to censorship and freedom of speech  
122, 597, 599
  - 5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material  
117, 132, 271, 516, 554
- 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
  - 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")  
595
  - 5.2.2 Uses approved passwords and other forms of ID for access to information resources
  - 5.2.3 Complies with institutional policies on access to information resources

- 5.2.4 Preserves the integrity of information resources, equipment, systems and facilities
  - 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds  
112, 118, 552, 553
  - 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own  
119, 573
  - 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research  
120
- 5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.
- 5.3.1 Selects an appropriate documentation style and uses it consistently to cite sources
    - 5.3.1.1 Describes how to use a documentation style to record bibliographic information from an item retrieved through research.
    - 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).  
557, 560, 583
    - 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups  
528
    - 5.3.1.4 Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)
    - 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.  
512
    - 5.3.1.6 Uses correctly and consistently the citation style appropriate to a specific discipline.
    - 5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
    - 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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