



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

for

River Parishes Community College

Administration: Spring 2012 30 hour

Report Date: June 2012

www.ProjectSAILS.org

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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=218)		(n=6,309)		(n=65,971)	
	n	%	n	%	n	%
Class Standing						
Freshman	9	4.1	3,327	52.7	36,427	55.2
Sophomore	104	47.7	2,013	31.9	8,948	13.6
Junior	46	21.1	350	5.5	6,123	9.3
Senior	43	19.7	255	4.0	9,749	14.8
Other	16	7.3	352	5.6	2,019	3.1
Not reported	0	0.0	12	0.2	2,705	4.1
Student Major						
Agriculture/Environmental Studies	0	0.0	64	1.0	498	0.8
Architecture	1	0.5	40	0.6	212	0.3
Business	26	11.9	655	10.4	10,876	16.5
Communications/Journalism	0	0.0	137	2.2	1,804	2.7
Education	25	11.5	431	6.8	4,990	7.6
Engineering/Computer Science	6	2.8	291	4.6	4,016	6.1
General Studies	24	11.0	557	8.8	1,080	1.6
Health Sciences	22	10.1	1,114	17.7	10,113	15.3
History	0	0.0	33	0.5	922	1.4
Humanities	3	1.4	218	3.5	1,107	1.7
Law	0	0.0	138	2.2	2,006	3.0
Military/Naval Science	0	0.0	4	0.1	103	0.2
Performing & Fine Arts	1	0.5	77	1.2	2,328	3.5
Science/Math	9	4.1	258	4.1	3,811	5.8
Social Sciences/Psychology	11	5.0	330	5.2	6,495	9.8
Other	78	35.8	862	13.7	9,511	14.4
Undecided	12	5.5	905	14.3	4,937	7.5
Not reported	0	0.0	195	3.1	1,162	1.8

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 better 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
	Understanding Economic, Legal, and Social Issues
	Evaluating Sources
	Searching
	Developing a Research Strategy
	Retrieving Sources
	Selecting Finding Tools
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 ± 5 has a range from 530 to 520. The true group average score falls in the range of 530 to 520.

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
SAILS Skill Sets			
Developing a Research Strategy	476 ± 6	467 ± 1	499 ± 0
Selecting Finding Tools	486 ± 9	465 ± 2	503 ± 1
Searching	466 ± 7	453 ± 2	483 ± 0
Using Finding Tool Features	522 ± 10	504 ± 2	531 ± 1
Retrieving Sources	501 ± 10	476 ± 2	518 ± 1
Evaluating Sources	452 ± 7	443 ± 2	476 ± 0
Documenting Sources	441 ± 10	428 ± 2	473 ± 1
Understanding Economic, Legal, and Social Issues	457 ± 7	425 ± 2	464 ± 0

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 better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Other
Major: Health Sciences, Undecided

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

Class Standing: Junior, Senior
Major: Business, Education, General Studies, 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: Sophomore

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

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

Class Standing: Other
Major: Social Sciences/Psychology, Undecided

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

Class Standing: Sophomore, Junior, Senior
Major: Business, Education, General Studies, Health Sciences

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

Major: Other

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	476 ± 6	467 ± 1	499 ± 0
Class Standing			
Sophomore	463 ± 9	482 ± 3	499 ± 1
Junior	493 ± 14	478 ± 6	514 ± 1
Senior	469 ± 13	487 ± 6	523 ± 1
Other	520 ± 23	491 ± 6	504 ± 2
Majors			
Business	481 ± 18	468 ± 4	497 ± 1
Education	484 ± 19	471 ± 5	496 ± 1
General Studies	482 ± 17	463 ± 4	485 ± 3
Health Sciences	500 ± 19	468 ± 4	501 ± 1
Social Sciences / Psychology	508 ± 24	487 ± 7	507 ± 1
Other	455 ± 10	455 ± 3	494 ± 1
Undecided	518 ± 28	458 ± 4	488 ± 2

Detailed Results - Chart

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

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

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

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

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

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

For example,

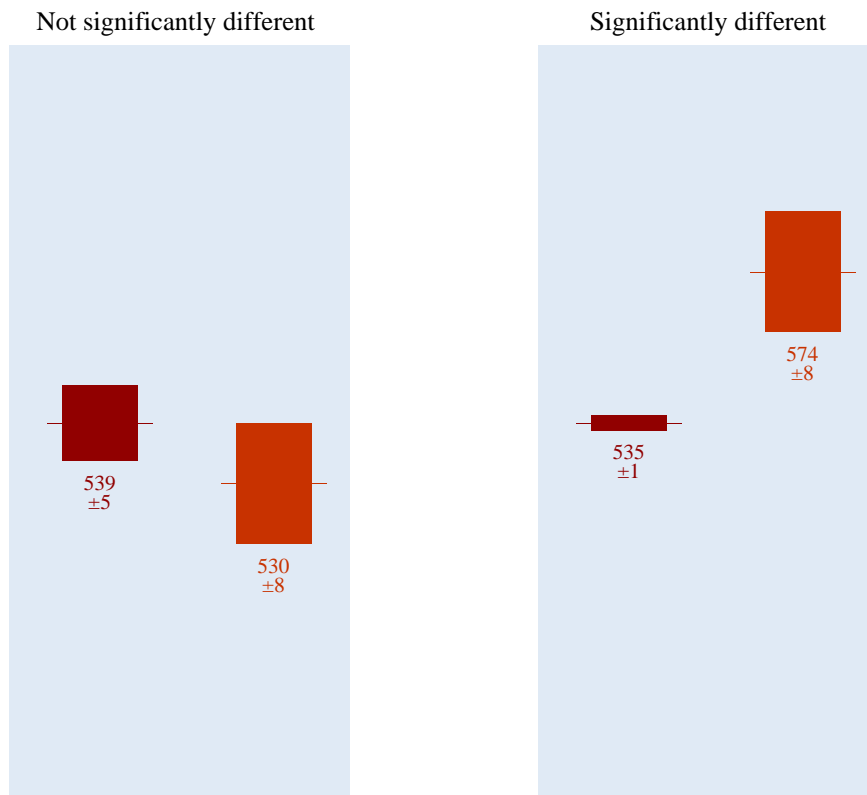


Figure 3.3 Chart for Skill Set: Developing a Research Strategy

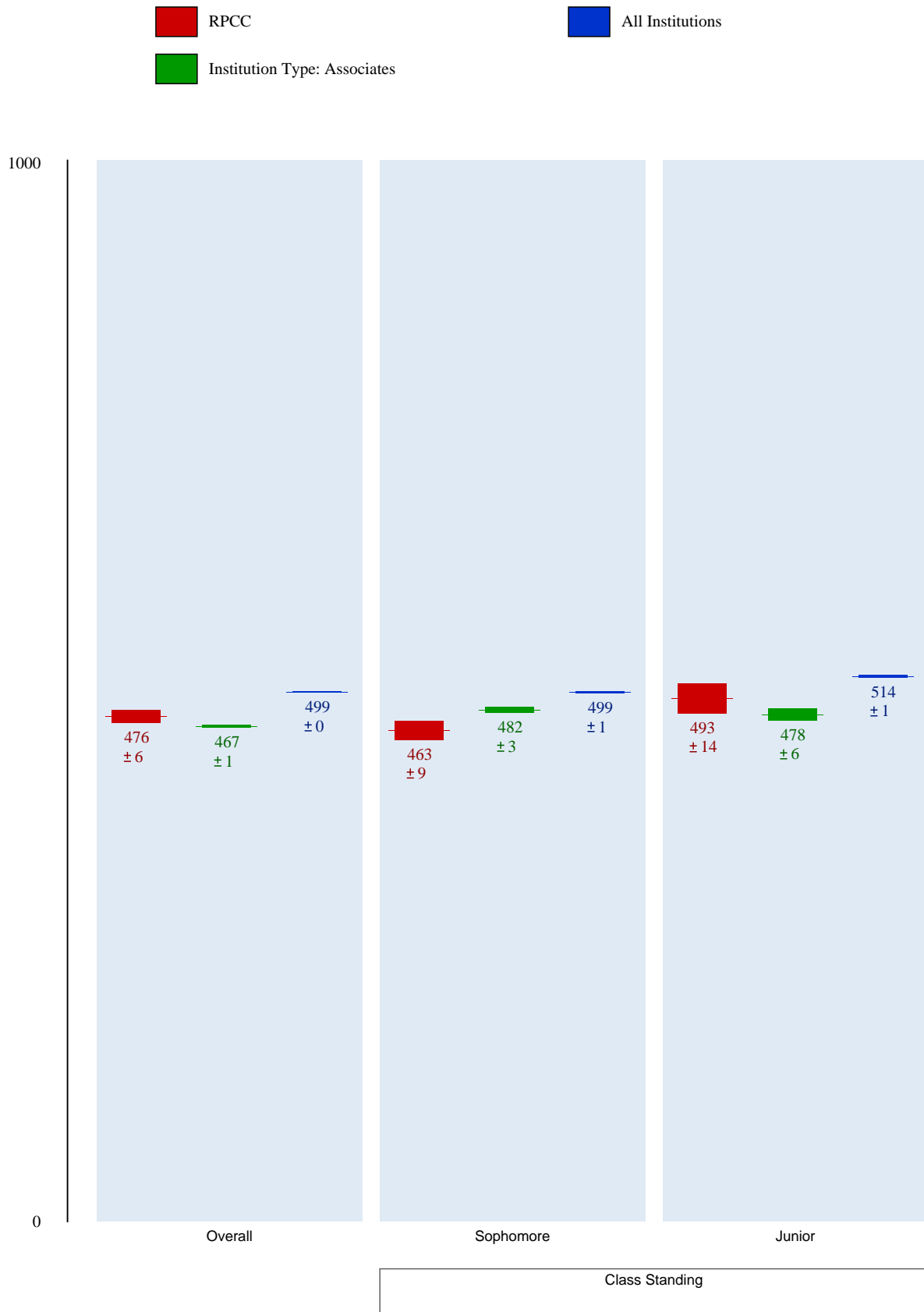


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy



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

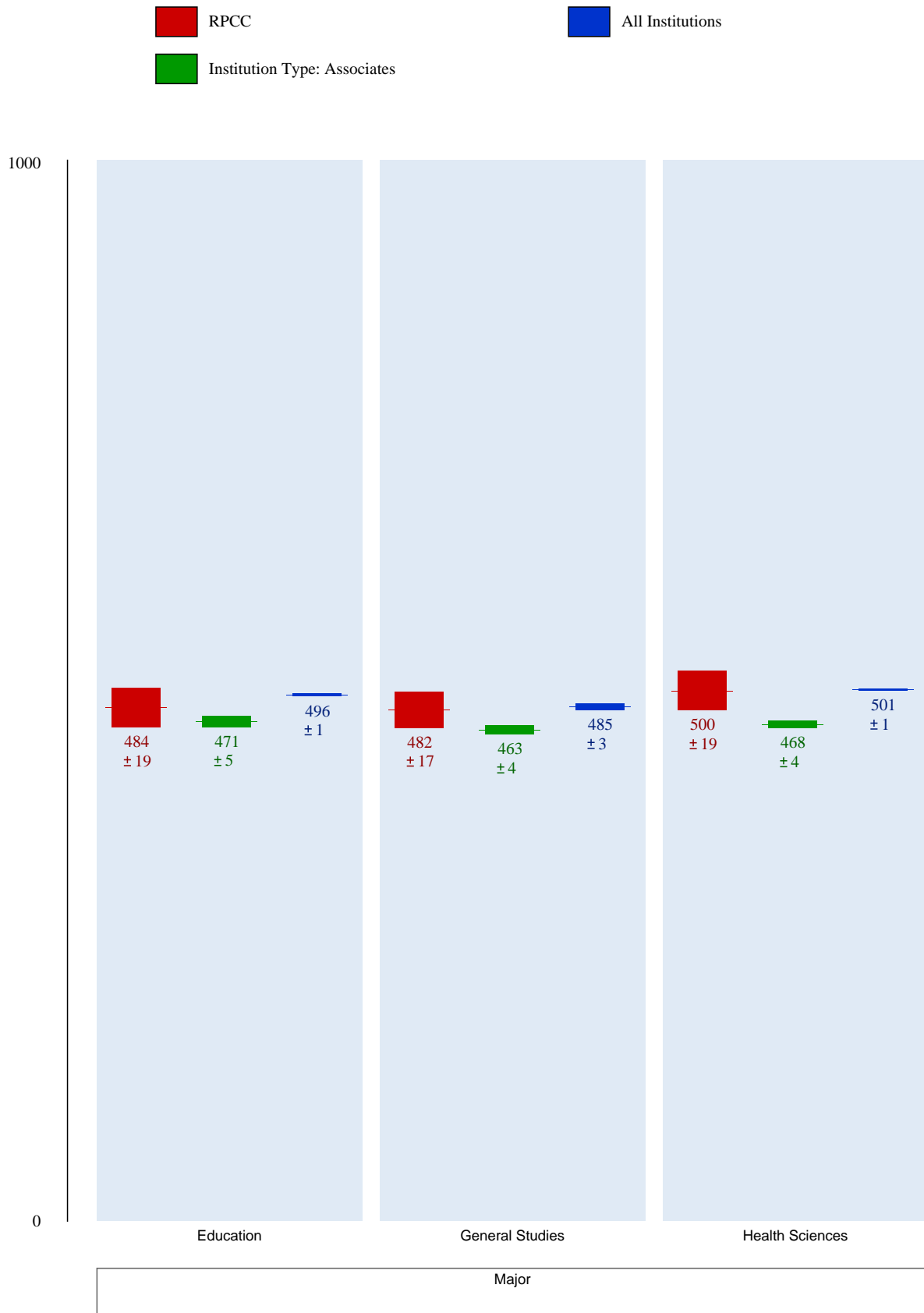


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy



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

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

- 1.1.1 Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need
- 1.1.4.1 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
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Summary of ResultsRiver Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

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

Class Standing: Sophomore
Major: Business, Social Sciences/Psychology, Other

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

Class Standing: Junior, Senior, Other
Major: Education, 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 better than the RPCC-average-student benchmark:

Major: Social Sciences/Psychology

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

Class Standing: Sophomore, Junior, Senior, Other
Major: Business, General Studies, Health Sciences, Other, Undecided

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

Major: Education

Detailed Results - Data Table

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

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

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

Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	486 ± 9	465 ± 2	503 ± 1
Class Standing			
Sophomore	493 ± 12	473 ± 3	500 ± 1
Junior	496 ± 20	479 ± 7	518 ± 2
Senior	474 ± 21	488 ± 9	526 ± 1
Other	473 ± 39	482 ± 8	510 ± 3
Majors			
Business	504 ± 27	467 ± 6	499 ± 1
Education	446 ± 23	462 ± 7	496 ± 2
General Studies	489 ± 30	464 ± 6	487 ± 4
Health Sciences	485 ± 31	467 ± 4	501 ± 1
Social Sciences / Psychology	536 ± 34	474 ± 9	507 ± 2
Other	486 ± 13	454 ± 5	497 ± 1
Undecided	463 ± 38	454 ± 5	496 ± 2

Detailed Results - Chart

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

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

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

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

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

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For example,

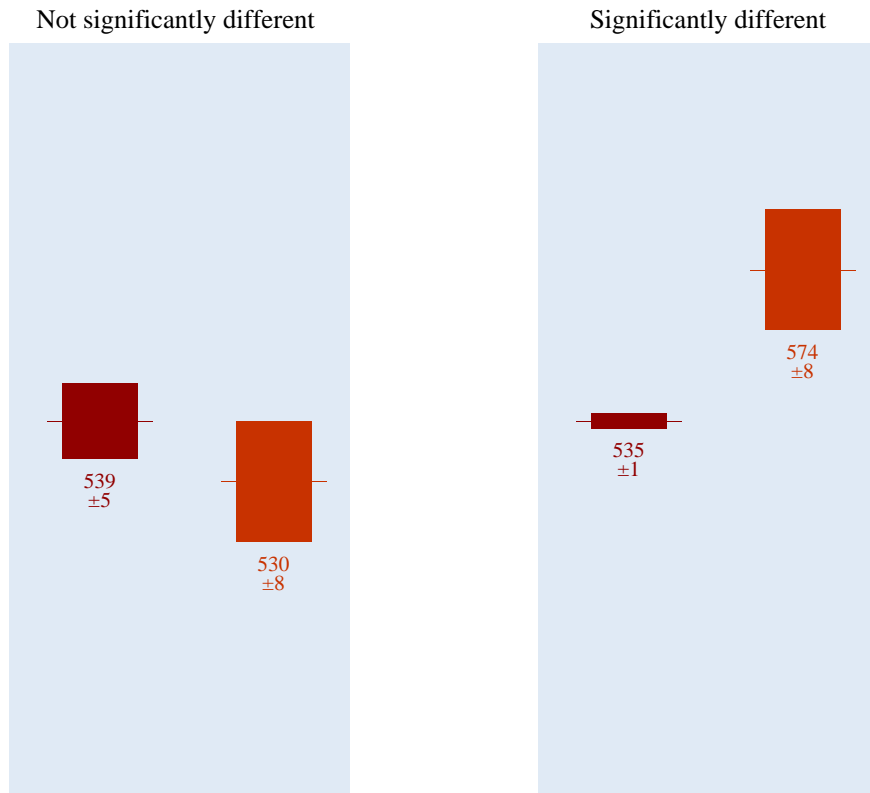


Figure 3.6 Chart for Skill Set: Selecting Finding Tools



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



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



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



Figure 3.7 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 better than the institution-type benchmark on this skill set for the following demographic groups:

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

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

Class Standing: Sophomore, Senior, Other
Major: Business, General Studies, Social Sciences/Psychology, 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:

Class Standing: Junior

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

Class Standing: Sophomore, Senior, Other
Major: Business, Education, 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 3.8 Data Table for Skill Set: Searching

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	466 ± 7	453 ± 2	483 ± 0
Class Standing			
Sophomore	452 ± 10	464 ± 3	481 ± 1
Junior	489 ± 15	467 ± 6	497 ± 1
Senior	485 ± 15	479 ± 7	507 ± 1
Other	475 ± 22	472 ± 6	494 ± 2
Majors			
Business	476 ± 18	455 ± 4	479 ± 1
Education	475 ± 18	450 ± 5	475 ± 2
General Studies	468 ± 23	449 ± 5	466 ± 3
Health Sciences	492 ± 20	461 ± 3	482 ± 1
Social Sciences / Psychology	483 ± 37	469 ± 7	491 ± 1
Other	459 ± 12	440 ± 4	478 ± 1
Undecided	447 ± 23	437 ± 4	470 ± 2

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

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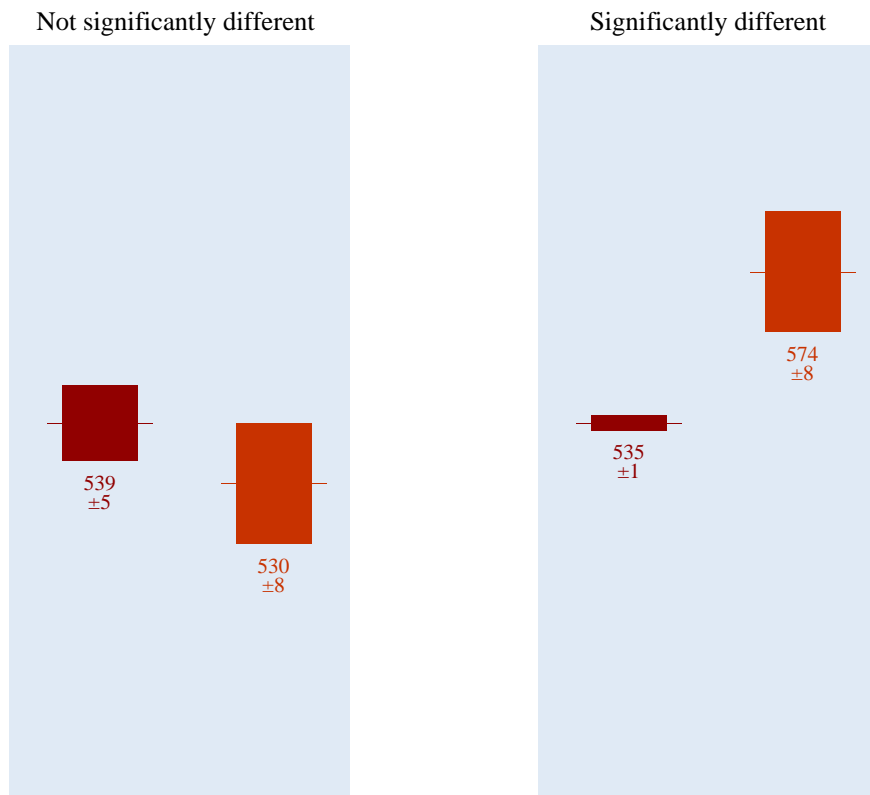


Figure 3.9 Chart for Skill Set: Searching



Figure 3.9 (continued) Chart for Skill Set: Searching



Figure 3.9 (continued) Chart for Skill Set: Searching

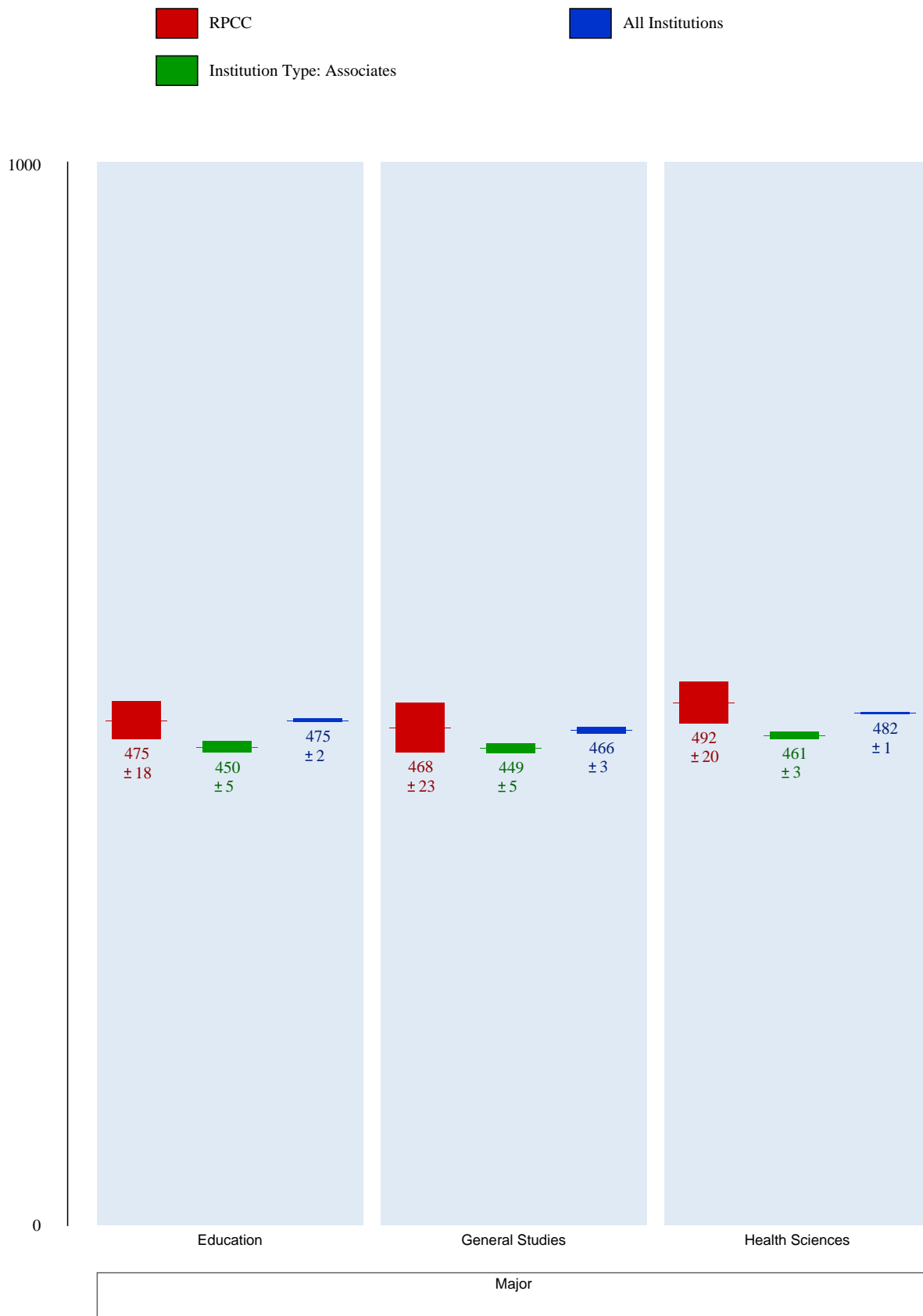


Figure 3.9 (continued) Chart for Skill Set: Searching



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
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Summary of ResultsRiver Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

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

Class Standing: Sophomore
Major: General Studies

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

Class Standing: Junior, Senior, Other
Major: Business, Education, 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 about the same as the RPCC-average-student benchmark:

Class Standing: Sophomore, Senior, Other
Major: Business, Education, General Studies, Health Sciences, Social Sciences/Psychology, Other

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

Class Standing: Junior
Major: Undecided

Detailed Results - Data Table

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

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

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	522 ± 10	504 ± 2	531 ± 1
Class Standing			
Sophomore	533 ± 15	513 ± 4	530 ± 2
Junior	491 ± 21	512 ± 8	547 ± 2
Senior	546 ± 24	538 ± 9	557 ± 2
Other	522 ± 38	532 ± 9	545 ± 3
Majors			
Business	526 ± 32	507 ± 6	527 ± 1
Education	523 ± 31	508 ± 8	526 ± 2
General Studies	557 ± 27	507 ± 6	514 ± 5
Health Sciences	542 ± 35	517 ± 5	533 ± 1
Social Sciences / Psychology	491 ± 47	504 ± 10	538 ± 2
Other	504 ± 17	484 ± 5	528 ± 2
Undecided	469 ± 39	492 ± 6	518 ± 2

Detailed Results - Chart

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

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

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

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

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

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

For example,

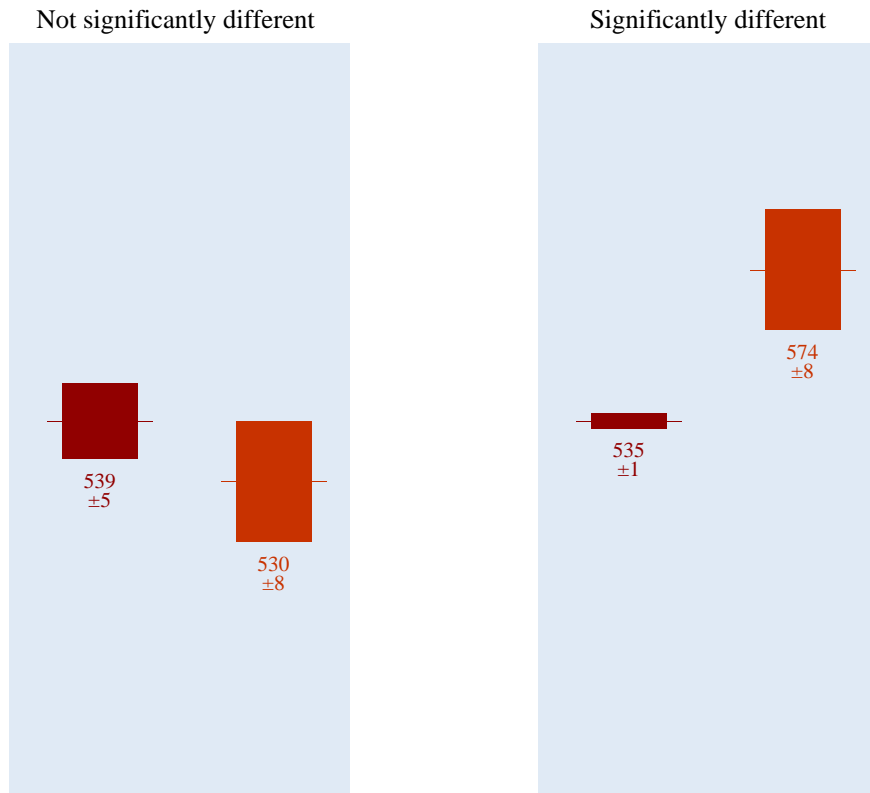


Figure 3.12 Chart for Skill Set: Using Finding Tool Features

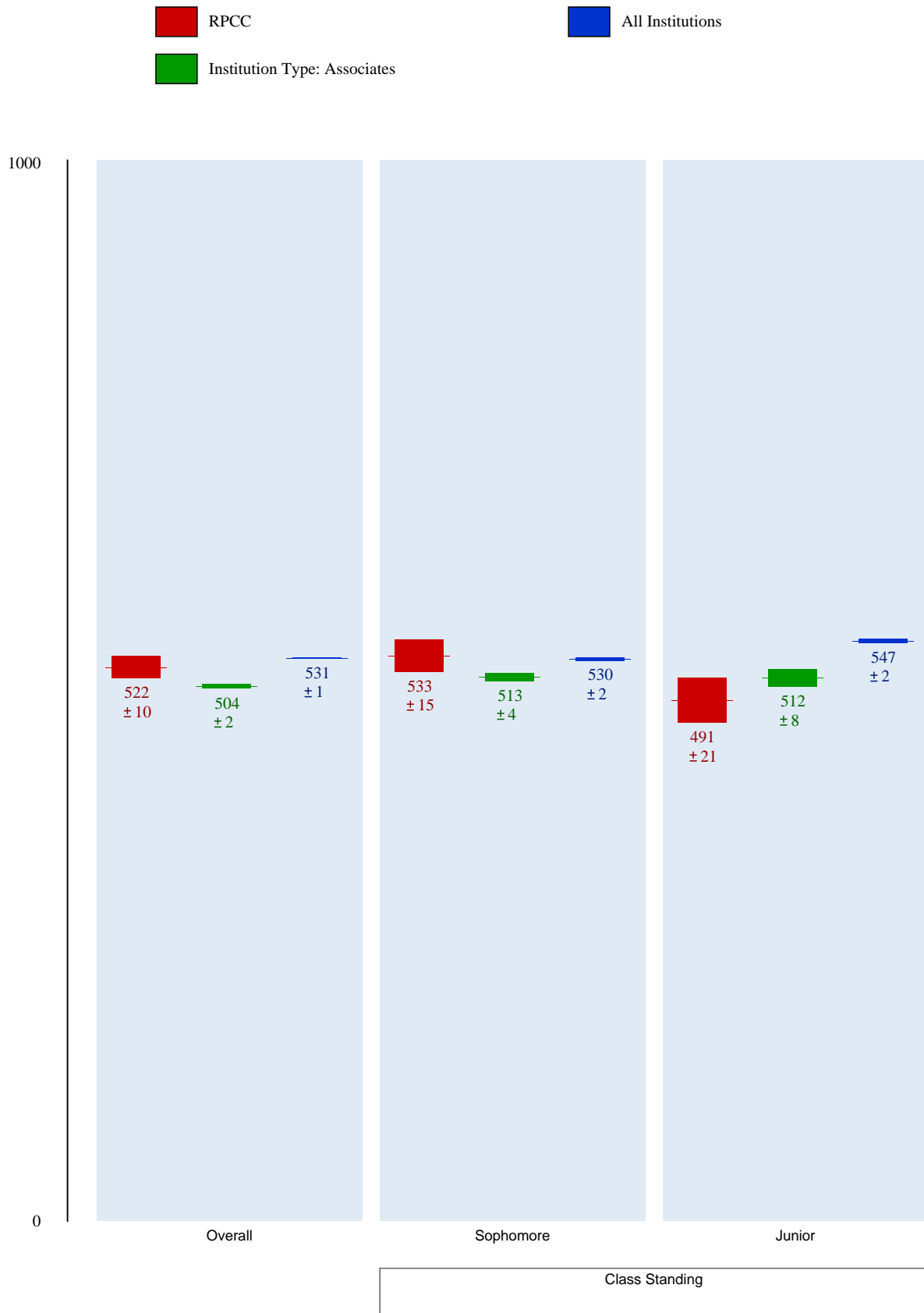


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



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



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



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

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

- 2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).
- 2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.
- 2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).
- 2.1.3.7 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 better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior
Major: Business, Education, General Studies, Other

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

Class Standing: Sophomore, Senior
Major: Health Sciences, Social Sciences/Psychology, Undecided

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

Class Standing: Other

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

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

Class Standing: Sophomore, Junior, Senior
Major: Business, Education, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided

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

Class Standing: Other

Detailed Results - Data Table

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

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

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

Figure 3.14 Data Table for Skill Set: Retrieving Sources

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	501 ± 10	476 ± 2	518 ± 1
Class Standing			
Sophomore	494 ± 14	491 ± 4	520 ± 2
Junior	529 ± 23	482 ± 8	539 ± 2
Senior	512 ± 20	513 ± 9	560 ± 2
Other	464 ± 27	505 ± 9	538 ± 3
Majors			
Business	515 ± 27	472 ± 7	513 ± 1
Education	532 ± 29	486 ± 8	517 ± 2
General Studies	536 ± 27	472 ± 7	496 ± 5
Health Sciences	474 ± 30	488 ± 5	523 ± 2
Social Sciences / Psychology	540 ± 37	494 ± 10	528 ± 2
Other	486 ± 16	456 ± 5	513 ± 2
Undecided	486 ± 46	460 ± 6	495 ± 2

Detailed Results - Chart

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

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

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

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

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

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

For example,

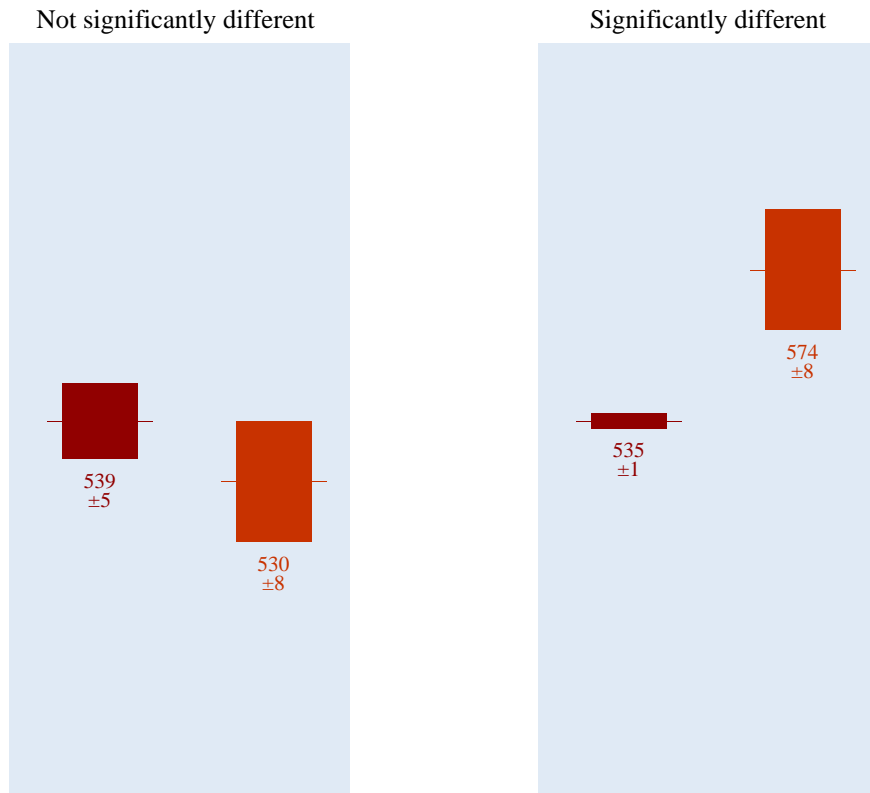


Figure 3.15 Chart for Skill Set: Retrieving Sources



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



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



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



Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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

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

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

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

Major: Other

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

Class Standing: Sophomore, Junior, Other

Major: Business, Education, General Studies, Health Sciences, Social Sciences/Psychology, 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: Senior

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:

Class Standing: Other

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

Class Standing: Sophomore, Junior, Senior

Major: Business, Education, General Studies, Health Sciences, Social Sciences/Psychology, Other

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

Major: Undecided

Detailed Results - Data Table

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

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

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

Figure 3.17 Data Table for Skill Set: Evaluating Sources

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	452 ± 7	443 ± 2	476 ± 0
Class Standing			
Sophomore	451 ± 11	453 ± 3	474 ± 1
Junior	459 ± 13	453 ± 6	490 ± 2
Senior	433 ± 16	466 ± 7	500 ± 1
Other	487 ± 24	467 ± 8	492 ± 3
Majors			
Business	452 ± 21	437 ± 5	474 ± 1
Education	474 ± 26	444 ± 6	464 ± 2
General Studies	460 ± 23	437 ± 5	462 ± 4
Health Sciences	449 ± 20	449 ± 4	477 ± 1
Social Sciences / Psychology	436 ± 26	451 ± 8	482 ± 2
Other	453 ± 12	436 ± 4	473 ± 1
Undecided	412 ± 27	428 ± 5	463 ± 2

Detailed Results - Chart

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

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

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

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

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

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

For example,

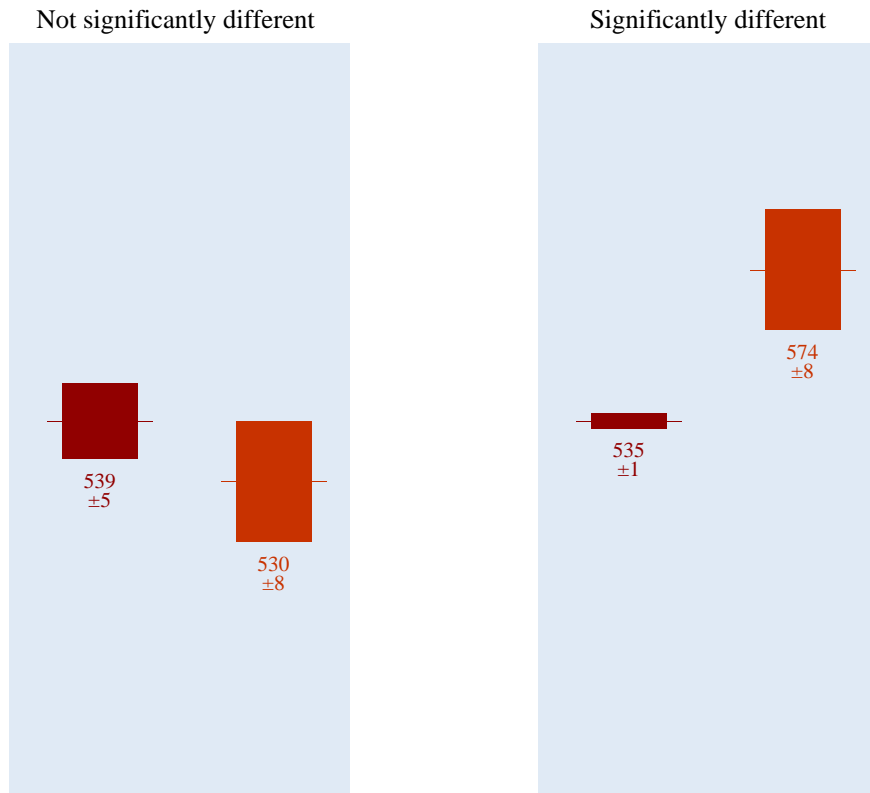


Figure 3.18 Chart for Skill Set: Evaluating Sources



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



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



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



Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources

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

- 1.2.4.1 Distinguishes characteristics of information provided for different audiences.
- 1.4.2.3 Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.)
- 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
- 2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
- 3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.
- 3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.
- 3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.
- 3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
- 3.2.3.1 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 better than the institution-type benchmark on this skill set for the following demographic groups:

Major: Education, Other, Undecided

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

Class Standing: Sophomore, Junior, Senior, Other

Major: Business, General Studies, Health Sciences, Social Sciences/Psychology

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

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

Class Standing: Sophomore, Junior, Senior, Other

Major: Education, General Studies, Health Sciences, Social Sciences/Psychology, Other, Undecided

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

Major: Business

Detailed Results - Data Table

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

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

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

Figure 3.20 Data Table for Skill Set: Documenting Sources

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	441 ± 10	428 ± 2	473 ± 1
Class Standing			
Sophomore	429 ± 15	441 ± 4	470 ± 2
Junior	463 ± 21	435 ± 8	499 ± 2
Senior	460 ± 25	464 ± 10	516 ± 2
Other	401 ± 35	438 ± 9	486 ± 4
Majors			
Business	402 ± 29	416 ± 6	459 ± 1
Education	480 ± 32	437 ± 7	464 ± 2
General Studies	441 ± 29	433 ± 6	453 ± 4
Health Sciences	418 ± 27	432 ± 5	474 ± 2
Social Sciences / Psychology	453 ± 41	451 ± 10	490 ± 2
Other	442 ± 19	418 ± 5	464 ± 2
Undecided	483 ± 52	418 ± 6	458 ± 2

Detailed Results - Chart

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

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

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

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

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

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

For example,

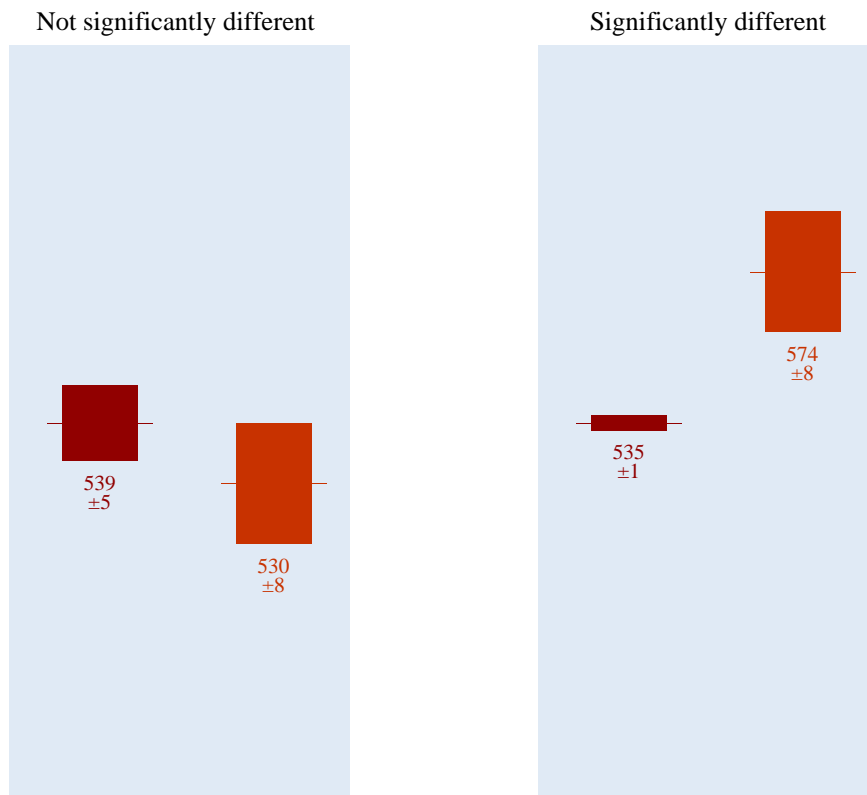


Figure 3.21 Chart for Skill Set: Documenting Sources



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



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



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



Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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

- 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
- 2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)
- 2.5.3.1 Identifies different types of information sources cited in a research tool.
- 2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.
- 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
- 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups
- 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.
- 5.3.1.8 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 ResultsRiver Parishes Community College Compared to Other Associates Institutions, by Demographic Characteristics

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

Class Standing: Sophomore, Junior

Major: Business, Education, General Studies, Social Sciences/Psychology, Other, Undecided

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: Senior, Other

Major: 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 better than the RPCC-average-student benchmark:

Major: Social Sciences/Psychology

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

Class Standing: Sophomore, Junior, Senior

Major: Business, Education, General Studies, Health Sciences, Other, Undecided

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

Class Standing: Other

Detailed Results - Data Table

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

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

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

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

	River Parishes Community College	Institution Type: Associates	All Institutions
Overall	457 ± 7	425 ± 2	464 ± 0
Class Standing			
Sophomore	469 ± 10	439 ± 3	464 ± 1
Junior	475 ± 17	434 ± 7	481 ± 2
Senior	443 ± 16	445 ± 7	490 ± 1
Other	407 ± 28	440 ± 8	472 ± 3
Majors			
Business	462 ± 21	425 ± 5	462 ± 1
Education	473 ± 18	429 ± 6	453 ± 2
General Studies	456 ± 17	425 ± 5	447 ± 4
Health Sciences	427 ± 27	422 ± 4	457 ± 1
Social Sciences / Psychology	537 ± 34	447 ± 8	469 ± 2
Other	444 ± 12	410 ± 5	458 ± 1
Undecided	472 ± 33	415 ± 5	451 ± 2

Detailed Results - Chart

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

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

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

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

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

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

For example,

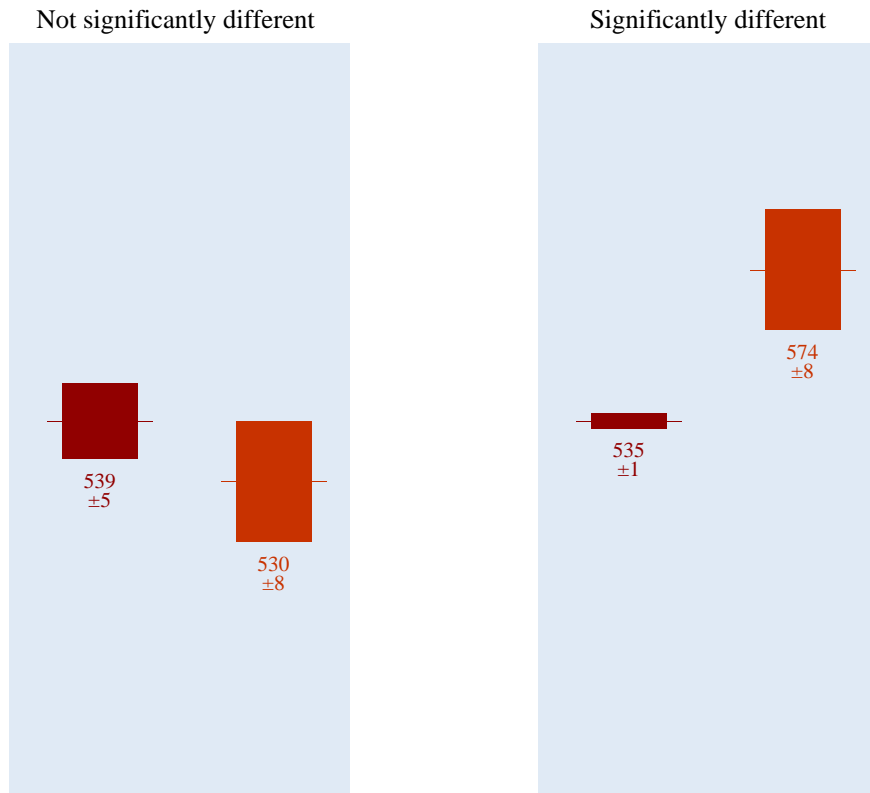


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues



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



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



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



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

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

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

4. RESULTS BY ACRL STANDARDS

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

Summary of Results

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

Detailed Results - Data Table

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

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

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

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

Figure 4.1 Data Table for ACRL Standards

	River Parishes Community College	Institution Type: Associates	All Institutions
ACRL Standard			
Standard 1: Determines the Nature and Extent of the Information Needed	478 ±6	465 ±1	497 ±0
Standard 2: Accesses Needed Information Effectively and Efficiently	484 ±5	471 ±1	501 ±0
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	442 ±8	426 ±2	463 ±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	453 ±7	428 ±2	465 ±0

Detailed Results - Chart

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

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

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

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

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

For example,

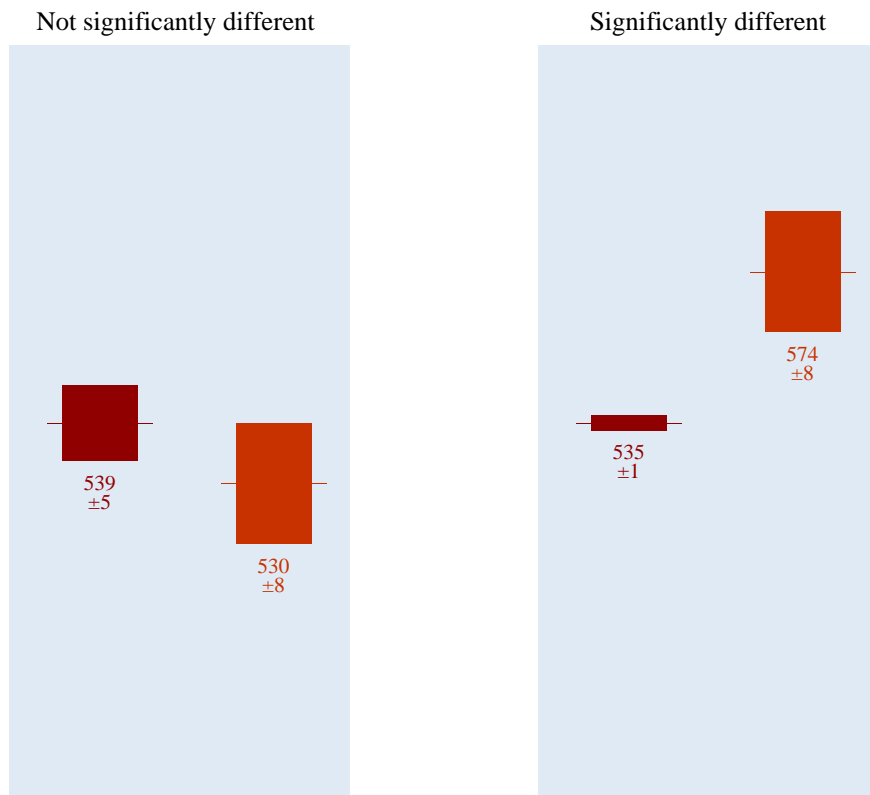


Figure 4.2 Chart for ACRL Standards



Figure 4.2 (continued) Chart for ACRL Standards



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

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

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

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

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Carolyn J. Radcliff
Information Literacy Librarian
Reference and Instruction Librarian for University Libraries, Kent State University

Richard A. Wiggins
Web Programmer
President, Carrick Enterprises, Inc.

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

APPENDIX B

List of Institutions in the All-Institutions Benchmark

	Institution	Location	Type of Institution
1.	Abilene Christian University	Abilene, TX	Masters
2.	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.	California Maritime Academy	Vallejo, CA	Baccalaureate - General
15.	California State University Chico	Chico, CA	Baccalaureate - General
16.	Calvin College	Grand Rapids, MI	Masters
17.	Cedarville University	Cedarville, Ohio	Baccalaureate - Liberal Arts
18.	Central Methodist University	Fayette, MO	Baccalaureate - General
19.	Chapman University	Orange, CA	Masters
20.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
21.	Concordia College	Moorhead, MN	Baccalaureate - Liberal Arts
22.	Concordia College-NY	Bronxville, Westchester /New York	Baccalaureate - General
23.	Cottey College	Nevada, Missouri	Associates
24.	Curry College	Milton, Massachusetts	Masters
25.	Dalhousie University, Schulich School of Law	Halifax, Nova Scotia	Doctorate
26.	DeSales University	Center Valley, PA	Masters
27.	East Central University	Ada, Oklahoma	Baccalaureate - Liberal Arts
28.	Eastern Shore Community College	Melfa, Virginia	Associates
29.	Eckerd College	St. Petersburg, FL	Baccalaureate - Liberal Arts
30.	Edward Waters College	Jacksonville, FL	Baccalaureate - Liberal Arts
31.	Embry-Riddle Aeronautical University	Prescott, AZ	Masters
32.	Erie Community College	Buffalo, NY	Associates
33.	Fisher College	Boston, Massachusetts	Baccalaureate - General
34.	Gadsden State Community College	Gadsden, AL	Associates
35.	George Fox University	Newberg, Oregon	Baccalaureate - Liberal Arts
36.	Glendale Community College	Glendale, Arizona	Associates
37.	Grand Valley State University	Allendale, MI	Masters
38.	Grant MacEwan College	Edmonton, Alberta	Baccalaureate - Liberal Arts
39.	H. Raymond Danforth Library-New England Colleg	Henniker, NH	Masters
40.	Hamline University	St. Paul, MN	Masters

	Institution	Location	Type of Institution
41.	Hartwick College	Oneonta, New York	Baccalaureate - Liberal Arts
42.	Illinois Wesleyan University	Bloomington, IL	Baccalaureate - Liberal Arts
43.	Johnson & Wales University - Charlotte	Charlotte, NC	Baccalaureate - General
44.	Kean University	Union, New Jersey	Masters
45.	Keene State College	Keene, New Hampshire	Masters
46.	La Roche College	Pittsburgh, Pennsylvania	Masters
47.	Lamar State College-Orange	Orange, TX	Associates
48.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
49.	Lincoln Memorial University	Harrogate, TN	Doctorate
50.	Long Island University CW Post	Brookville, New York	Doctorate
51.	Lynchburg College	Lynchburg, Virginia	Masters
52.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
53.	Mansfield University	Mansfield, Pennsylvania	Masters
54.	Marygrove College Library	Detroit, Michigan	Baccalaureate - Liberal Arts
55.	Marymount College	Rancho Palos Verdes, California	Associates
56.	McDaniel College	Westminster, Maryland	Baccalaureate - Liberal Arts
57.	Middle Tennessee State University	Murfreesboro, TN	Doctorate
58.	Misericordia University	Dallas, Pennsylvania	Doctorate
59.	Mississippi College	Clinton, MS	Doctorate
60.	Molloy College	Rockville Centre, NY	Masters
61.	Norfolk State University	Norfolk, Virginia	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.	Siena College	Loudonville, New York	Baccalaureate - Liberal Arts
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 Southern University	Houston, Texas	Baccalaureate - General
81.	The Art Institute of Washington	Arlington, Virginia	Baccalaureate - General
82.	Thomas College	Waterville, Maine	Masters
83.	Thomas Edison State College	Trenton, New Jersey	Masters
84.	University of Arkansas at Little Rock	Little Rock, AR	Doctorate
85.	University of Central Oklahoma	Edmond, Oklahoma	Masters

	Institution	Location	Type of Institution
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		Alfred University SAILS Fall 2010	
	Fall 2010 (n=63)		Fall 2011 (n=439)		Fall 2009 (n=168)		Fall 2010 (n=143)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	60	95.2	431	98.2	158	94.0	51	35.7
Sophomore	3	4.8	8	1.8	7	4.2	7	4.9
Junior	0	0.0	0	0.0	3	1.8	4	2.8
Senior	0	0.0	0	0.0	0	0.0	77	53.8
Other	0	0.0	0	0.0	0	0.0	4	2.8
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	4	2.8
Architecture	0	0.0	4	0.9	0	0.0	0	0.0
Business	12	19.0	60	13.7	8	4.8	10	7.0
Communications/Journalism	5	7.9	25	5.7	1	0.6	2	1.4
Education	11	17.5	34	7.7	21	12.5	4	2.8
Engineering/Computer Science	5	7.9	14	3.2	4	2.4	34	23.8
General Studies	0	0.0	0	0.0	0	0.0	1	0.7
Health Sciences	5	7.9	69	15.7	62	36.9	1	0.7
History	0	0.0	2	0.5	0	0.0	2	1.4
Humanities	1	1.6	10	2.3	2	1.2	7	4.9
Law	0	0.0	0	0.0	0	0.0	0	0.0
Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	2	3.2	27	6.2	12	7.1	28	19.6
Science/Math	9	14.3	51	11.6	16	9.5	12	8.4
Social Sciences/Psychology	4	6.3	46	10.5	10	6.0	12	8.4
Other	5	7.9	41	9.3	25	14.9	12	8.4
Undecided	2	3.2	45	10.3	5	3.0	14	9.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Asbury University Spring 2011		Ashford University F 09 Campus Freshmen		Ashford University ENG122 Fall 2010		Ashford University F 10 Campus Freshmen	
		Spring 2011		Fall 2009		Fall 2010		Fall 2010	
		(n=106)		(n=102)		(n=565)		(n=266)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	27	25.5	102	100.0	336	59.5	266	100.0
	Sophomore	24	22.6	0	0.0	98	17.3	0	0.0
	Junior	36	34.0	0	0.0	74	13.1	0	0.0
	Senior	19	17.9	0	0.0	57	10.1	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	10	1.8	1
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		5	4.7	19	18.6	189	33.5	56	21.1
Communications/Journalism		31	29.2	2	2.0	10	1.8	5	1.9
Education		12	11.3	19	18.6	89	15.8	57	21.4
Engineering/Computer Science		0	0.0	0	0.0	0	0.0	0	0.0
General Studies		0	0.0	1	1.0	7	1.2	2	0.8
Health Sciences		7	6.6	4	3.9	73	12.9	16	6.0
History		3	2.8	0	0.0	9	1.6	2	0.8
Humanities		14	13.2	1	1.0	7	1.2	0	0.0
Law		0	0.0	0	0.0	4	0.7	0	0.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		6	5.7	3	2.9	0	0.0	2	0.8
Science/Math		10	9.4	7	6.9	0	0.0	32	12.0
Social Sciences/Psychology		8	7.5	21	20.6	92	16.3	54	20.3
Other		7	6.6	22	21.6	68	12.0	30	11.3
Undecided		3	2.8	3	2.9	7	1.2	6	2.3
Not Reported	0	0.0	0	0.0	0	0.0	3	1.1	

		Ashford University ENG122 Spring 2011		Ashford University ENG122 Fall 2011		Ashford University EXP 103 Fall 2011		Ashford University ENG122 Spring 2012	
		Spring 2011		Fall 2011		Fall 2011		Spring 2012	
		(n=2,392)		(n=2,234)		(n=248)		(n=1,312)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	1,216	54.4	243	98.0	741	56.5
	Sophomore	0	0.0	429	19.2	2	0.8	230	17.5
	Junior	0	0.0	307	13.7	0	0.0	176	13.4
	Senior	0	0.0	138	6.2	0	0.0	60	4.6
	Other	0	0.0	144	6.4	0	0.0	105	8.0
	Not Reported	2,392	100.0	0	0.0	3	1.2	0	0.0
	Student Major	Agriculture/Environmental Studies	27	1.1	19	0.9	2	0.8	8
Architecture		0	0.0	1	0.0	1	0.4	0	0.0
Business		678	28.3	631	28.2	47	19.0	396	30.2
Communications/Journalism		25	1.0	29	1.3	5	2.0	8	0.6
Education		437	18.3	376	16.8	46	18.5	204	15.5
Engineering/Computer Science		0	0.0	8	0.4	8	3.2	2	0.2
General Studies		31	1.3	19	0.9	2	0.8	6	0.5
Health Sciences		180	7.5	198	8.9	14	5.6	123	9.4
History		25	1.0	30	1.3	3	1.2	14	1.1
Humanities		33	1.4	16	0.7	0	0.0	16	1.2
Law		168	7.0	56	2.5	18	7.3	26	2.0
Military/Naval Science		12	0.5	12	0.5	0	0.0	3	0.2
Performing & Fine Arts		0	0.0	4	0.2	5	2.0	2	0.2
Science/Math		0	0.0	11	0.5	23	9.3	4	0.3
Social Sciences/Psychology		327	13.7	332	14.9	33	13.3	196	14.9
Other		409	17.1	452	20.2	30	12.1	281	21.4
Undecided		40	1.7	40	1.8	7	2.8	23	1.8
Not Reported		0	0.0	0	0.0	4	1.6	0	0.0

		Auburn University Spring 2011		Baldwin-Wallace College Freshman		Baldwin-Wallace College 2010 Fall Freshmen		Baldwin-Wallace College BW-FR-11	
		Spring 2011		Fall 2009		Fall 2010		Fall 2011	
		(n=374)		(n=54)		(n=78)		(n=51)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	62	16.6	54	100.0	39	50.0	51	100.0
	Sophomore	94	25.1	0	0.0	0	0.0	0	0.0
	Junior	98	26.2	0	0.0	0	0.0	0	0.0
	Senior	115	30.7	0	0.0	39	50.0	0	0.0
	Other	5	1.3	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	17	4.5	0	0.0	0	0.0	0	0.0
	Architecture	10	2.7	0	0.0	0	0.0	0	0.0
	Business	45	12.0	0	0.0	11	14.1	6	11.8
	Communications/Journalism	15	4.0	0	0.0	3	3.8	1	2.0
	Education	35	9.4	0	0.0	10	12.8	9	17.6
	Engineering/Computer Science	81	21.7	0	0.0	0	0.0	0	0.0
	General Studies	23	6.1	0	0.0	0	0.0	0	0.0
	Health Sciences	14	3.7	0	0.0	7	9.0	2	3.9
	History	0	0.0	0	0.0	2	2.6	3	5.9
	Humanities	9	2.4	0	0.0	3	3.8	4	7.8
	Law	0	0.0	0	0.0	4	5.1	1	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	0.8	0	0.0	9	11.5	6	11.8
	Science/Math	78	20.9	0	0.0	4	5.1	6	11.8
	Social Sciences/Psychology	29	7.8	0	0.0	10	12.8	4	7.8
	Other	7	1.9	0	0.0	9	11.5	5	9.8
	Undecided	8	2.1	0	0.0	6	7.7	4	7.8
Not Reported	0	0.0	54	100.0	0	0.0	0	0.0	

		Baldwin-Wallace College BW-SR-11		Barry University 2009 Fall Freshmen		Barry University 2011 FALL FRESHMEN		Bauder College Spring 2010	
		Fall 2011		Fall 2009		Fall 2011		Spring 2010	
		(n=46)		(n=153)		(n=271)		(n=111)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	132	86.3	230	84.9	86	77.5
	Sophomore	0	0.0	17	11.1	36	13.3	14	12.6
	Junior	0	0.0	2	1.3	3	1.1	4	3.6
	Senior	46	100.0	0	0.0	0	0.0	2	1.8
	Other	0	0.0	2	1.3	2	0.7	2	1.8
	Not Reported	0	0.0	0	0.0	0	0.0	3	2.7
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	7	6.3
	Business	6	13.0	20	13.1	23	8.5	20	18.0
	Communications/Journalism	5	10.9	12	7.8	21	7.7	0	0.0
	Education	6	13.0	4	2.6	4	1.5	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	12	4.4	0	0.0
	General Studies	0	0.0	2	1.3	15	5.5	0	0.0
	Health Sciences	1	2.2	27	17.6	55	20.3	12	10.8
	History	0	0.0	4	2.6	3	1.1	0	0.0
	Humanities	2	4.3	0	0.0	0	0.0	0	0.0
	Law	1	2.2	13	8.5	8	3.0	11	9.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	10	21.7	5	3.3	13	4.8	19	17.1
	Science/Math	4	8.7	27	17.6	34	12.5	0	0.0
	Social Sciences/Psychology	6	13.0	7	4.6	14	5.2	35	31.5
	Other	2	4.3	10	6.5	31	11.4	7	6.3
	Undecided	0	0.0	22	14.4	37	13.7	0	0.0
Not Reported	3	6.5	0	0.0	0	0.0	0	0.0	

		Belmont Abbey College Freshmen Fall 2010		Belmont Abbey College Freshmen Fall 2011		Berkeley College Fall 2009 Freshmen		Berkeley College Winter 2010	
		Spring 2011		Spring 2012		Fall 2009		Spring 2010	
		(n=215)		(n=120)		(n=96)		(n=59)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	212	98.6	120	100.0	62	64.6	35	59.3
	Sophomore	1	0.5	0	0.0	0	0.0	0	0.0
	Junior	1	0.5	0	0.0	0	0.0	0	0.0
	Senior	1	0.5	0	0.0	34	35.4	24	40.7
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	33	15.3	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		59	27.4	19	15.8	26	27.1	10	16.9
Communications/Journalism		0	0.0	0	0.0	0	0.0	0	0.0
Education		21	9.8	13	10.8	0	0.0	0	0.0
Engineering/Computer Science		3	1.4	0	0.0	0	0.0	2	3.4
General Studies		1	0.5	0	0.0	0	0.0	0	0.0
Health Sciences		0	0.0	0	0.0	7	7.3	5	8.5
History		4	1.9	3	2.5	0	0.0	0	0.0
Humanities		15	7.0	9	7.5	0	0.0	0	0.0
Law		0	0.0	0	0.0	20	20.8	12	20.3
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		0	0.0	0	0.0	2	2.1	3	5.1
Science/Math		3	1.4	22	18.3	0	0.0	0	0.0
Social Sciences/Psychology		23	10.7	15	12.5	0	0.0	0	0.0
Other		12	5.6	4	3.3	41	42.7	27	45.8
Undecided		41	19.1	35	29.2	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Bluffton University 2009-10 AY Spring 2010 (n=130)		Butler County Community College 2011 Graduating Spring 2011 (n=180)		California Maritime Academy Fall2010 Fall 2010 (n=50)		California Maritime Academy Spring2011 Spring 2011 (n=53)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	13	7.2	33	66.0	45	84.9
	Sophomore	13	10.0	163	90.6	7	14.0	3	5.7
	Junior	62	47.7	2	1.1	7	14.0	3	5.7
	Senior	55	42.3	1	0.6	1	2.0	1	1.9
	Other	0	0.0	1	0.6	2	4.0	1	1.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	1	0.6	0	0.0	0	0.0
	Business	27	20.8	24	13.3	1	2.0	2	3.8
	Communications/Journalism	6	4.6	2	1.1	0	0.0	0	0.0
	Education	31	23.8	24	13.3	0	0.0	0	0.0
	Engineering/Computer Science	4	3.1	30	16.7	0	0.0	10	18.9
	General Studies	0	0.0	5	2.8	0	0.0	0	0.0
	Health Sciences	2	1.5	39	21.7	0	0.0	0	0.0
	History	4	3.1	0	0.0	0	0.0	0	0.0
	Humanities	2	1.5	0	0.0	0	0.0	0	0.0
	Law	0	0.0	2	1.1	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	6.9	0	0.0	0	0.0	0	0.0
	Science/Math	4	3.1	14	7.8	0	0.0	0	0.0
	Social Sciences/Psychology	21	16.2	18	10.0	41	82.0	4	7.5
	Other	19	14.6	16	8.9	8	16.0	37	69.8
	Undecided	1	0.8	4	2.2	0	0.0	0	0.0
Not Reported	0	0.0	1	0.6	0	0.0	0	0.0	

		California State University Chico Fall 2009 Yr 1 & 3 Spring 2010 (n=64)		Calvin College Spring 2010 Pilot Spring 2010 (n=196)		Cedarville University CU Spring 2010 Spring 2010 (n=143)		Cedarville University ProjectSAILS Fall 2011 Fall 2011 (n=66)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	29	45.3	6	3.1	56	39.2	58	87.9
	Sophomore	0	0.0	34	17.3	9	6.3	6	9.1
	Junior	0	0.0	64	32.7	17	11.9	2	3.0
	Senior	0	0.0	89	45.4	60	42.0	0	0.0
	Other	35	54.7	3	1.5	1	0.7	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	3	1.5	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		0	0.0	30	15.3	15	10.5	1	1.5
Communications/Journalism		0	0.0	3	1.5	17	11.9	3	4.5
Education		0	0.0	12	6.1	11	7.7	4	6.1
Engineering/Computer Science		0	0.0	4	2.0	10	7.0	5	7.6
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		64	100.0	2	1.0	20	14.0	22	33.3
History		0	0.0	7	3.6	2	1.4	5	7.6
Humanities		0	0.0	34	17.3	7	4.9	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	9	4.6	11	7.7	5	7.6
Science/Math		0	0.0	15	7.7	23	16.1	9	13.6
Social Sciences/Psychology		0	0.0	48	24.5	17	11.9	6	9.1
Other		0	0.0	28	14.3	7	4.9	2	3.0
Undecided		0	0.0	1	0.5	3	2.1	4	6.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Cedarville University ProjectSAILSSp r2012 Spring 2012 (n=63)		Central Methodist University FALL 2011 Fall 2011 (n=82)		Central Methodist University Spring 2012 Spring 2012 (n=77)		Chapman University 2009 Fall FFC Fall 2009 (n=655)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	655	100.0
	Sophomore	1	1.6	0	0.0	3	3.9	0	0.0
	Junior	6	9.5	18	22.0	37	48.1	0	0.0
	Senior	55	87.3	63	76.8	36	46.8	0	0.0
	Other	1	1.6	1	1.2	1	1.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	1.2	0	0.0	5	0.8
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	4	6.3	10	12.2	9	11.7	126	19.2
	Communications/Journalism	3	4.8	3	3.7	0	0.0	38	5.8
	Education	6	9.5	14	17.1	22	28.6	11	1.7
	Engineering/Computer Science	12	19.0	3	3.7	2	2.6	4	0.6
	General Studies	0	0.0	2	2.4	1	1.3	0	0.0
	Health Sciences	14	22.2	14	17.1	7	9.1	15	2.3
	History	8	12.7	1	1.2	2	2.6	11	1.7
	Humanities	1	1.6	2	2.4	1	1.3	13	2.0
	Law	0	0.0	0	0.0	3	3.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	6.3	2	2.4	2	2.6	219	33.4
	Science/Math	3	4.8	17	20.7	8	10.4	34	5.2
	Social Sciences/Psychology	6	9.5	5	6.1	9	11.7	47	7.2
	Other	2	3.2	8	9.8	10	13.0	60	9.2
	Undecided	0	0.0	0	0.0	1	1.3	72	11.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Chapman University 2009-2010 Brandman Spring 2010 (n=53)		Chapman University 2010 Fall FFC Spring 2011 (n=965)		Chapman University Brandman 2011 Spring 2011 (n=250)		Chapman University 2011 Fall FFC Spring 2012 (n=1,017)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	53	100.0	965	100.0	250	100.0	1,017	100.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	9	0.9	0	0.0	5	0.5
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	6	11.3	194	20.1	57	22.8	197	19.4
	Communications/Journalism	0	0.0	46	4.8	0	0.0	57	5.6
	Education	7	13.2	15	1.6	21	8.4	21	2.1
	Engineering/Computer Science	0	0.0	10	1.0	4	1.6	10	1.0
	General Studies	8	15.1	0	0.0	30	12.0	0	0.0
	Health Sciences	0	0.0	49	5.1	0	0.0	61	6.0
	History	0	0.0	18	1.9	1	0.4	12	1.2
	Humanities	0	0.0	22	2.3	1	0.4	30	2.9
	Law	0	0.0	0	0.0	26	10.4	0	0.0
	Military/Naval Science	0	0.0	0	0.0	1	0.4	0	0.0
	Performing & Fine Arts	0	0.0	263	27.3	0	0.0	293	28.8
	Science/Math	0	0.0	51	5.3	0	0.0	71	7.0
	Social Sciences/Psychology	19	35.8	64	6.6	84	33.6	74	7.3
	Other	11	20.8	86	8.9	21	8.4	82	8.1
Undecided	2	3.8	138	14.3	4	1.6	104	10.2	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Chapman University Brandman_2011 -2012 Spring 2012 (n=438)		Coastal Carolina University 2010 Fall Testing Fall 2010 (n=371)		Concordia College Freshmen, Fall 2011 Fall 2011 (n=154)		Concordia College- NY Spring 2010 Spring 2010 (n=65)	
	n	%	n	%	n	%	n	%
Class Standing								
Freshman	30	6.8	94	25.3	150	97.4	51	78.5
Sophomore	42	9.6	6	1.6	4	2.6	11	16.9
Junior	250	57.1	26	7.0	0	0.0	1	1.5
Senior	92	21.0	244	65.8	0	0.0	1	1.5
Other	24	5.5	1	0.3	0	0.0	1	1.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
Architecture	0	0.0	1	0.3	0	0.0	0	0.0
Business	123	28.1	116	31.3	16	10.4	11	16.9
Communications/Journalism	0	0.0	41	11.1	5	3.2	1	1.5
Education	27	6.2	2	0.5	16	10.4	11	16.9
Engineering/Computer Science	4	0.9	0	0.0	5	3.2	0	0.0
General Studies	38	8.7	0	0.0	0	0.0	0	0.0
Health Sciences	1	0.2	33	8.9	23	14.9	1	1.5
History	1	0.2	3	0.8	2	1.3	2	3.1
Humanities	0	0.0	0	0.0	3	1.9	0	0.0
Law	45	10.3	0	0.0	3	1.9	2	3.1
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	7.8	0	0.0
Science/Math	0	0.0	37	10.0	32	20.8	2	3.1
Social Sciences/Psychology	136	31.1	47	12.7	13	8.4	11	16.9
Other	60	13.7	11	3.0	8	5.2	10	15.4
Undecided	3	0.7	80	21.6	16	10.4	14	21.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Concordia College- NY Spring 2011		Concordia College- NY SAILS Spring 2012		Cotley College Assessment Day 2012		Curry College AC 1000 Fall 2011	
		(n=69)		(n=84)		(n=179)		(n=233)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	51	73.9	58	69.0	106	59.2	95	40.8
	Sophomore	8	11.6	15	17.9	71	39.7	114	48.9
	Junior	6	8.7	2	2.4	0	0.0	20	8.6
	Senior	4	5.8	9	10.7	1	0.6	4	1.7
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	1	0.6	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	7	3.9	0	0.0
	Architecture	0	0.0	0	0.0	1	0.6	0	0.0
	Business	12	17.4	28	33.3	10	5.6	9	3.9
	Communications/Journalism	3	4.3	0	0.0	8	4.5	28	12.0
	Education	16	23.2	8	9.5	10	5.6	26	11.2
	Engineering/Computer Science	0	0.0	0	0.0	2	1.1	6	2.6
	General Studies	0	0.0	0	0.0	1	0.6	0	0.0
	Health Sciences	8	11.6	14	16.7	15	8.4	72	30.9
	History	0	0.0	0	0.0	5	2.8	5	2.1
	Humanities	0	0.0	0	0.0	9	5.0	1	0.4
	Law	0	0.0	0	0.0	2	1.1	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.9	1	1.2	17	9.5	0	0.0
	Science/Math	9	13.0	5	6.0	25	14.0	6	2.6
	Social Sciences/Psychology	5	7.2	9	10.7	25	14.0	45	19.3
	Other	8	11.6	13	15.5	16	8.9	8	3.4
	Undecided	6	8.7	6	7.1	24	13.4	27	11.6
Not Reported	0	0.0	0	0.0	2	1.1	0	0.0	

		Dalhousie University, Schulich School of Law Law InfoLit		DeSales University DeSales Spring 2010		DeSales University Fall 2010		East Central University 2011 Spr UNIV 3001	
		Spring 2012		Spring 2010		Fall 2010		Spring 2011	
		(n=51)		(n=94)		(n=260)		(n=109)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	21	41.2	0	0.0	253	97.3	0	0.0
	Sophomore	0	0.0	0	0.0	5	1.9	42	38.5
	Junior	29	56.9	3	3.2	1	0.4	49	45.0
	Senior	1	2.0	91	96.8	1	0.4	18	16.5
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.9
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	46	48.9	17	6.5	11	10.1
	Communications/Journalism	0	0.0	3	3.2	7	2.7	6	5.5
	Education	0	0.0	0	0.0	7	2.7	18	16.5
	Engineering/Computer Science	0	0.0	7	7.4	17	6.5	3	2.8
	General Studies	0	0.0	0	0.0	0	0.0	1	0.9
	Health Sciences	0	0.0	3	3.2	60	23.1	15	13.8
	History	0	0.0	1	1.1	5	1.9	6	5.5
	Humanities	1	2.0	3	3.2	2	0.8	1	0.9
	Law	46	90.2	0	0.0	0	0.0	3	2.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	21	22.3	40	15.4	3	2.8
	Science/Math	1	2.0	4	4.3	29	11.2	9	8.3
	Social Sciences/Psychology	1	2.0	4	4.3	19	7.3	2	1.8
	Other	1	2.0	2	2.1	24	9.2	30	27.5
	Undecided	1	2.0	0	0.0	33	12.7	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eastern Shore Community College Graduating 2010 Spring 2010 (n=65)		Eastern Shore Community College GRAD Exit 2011 Spring 2011 (n=71)		Eastern Shore Community College Grad. Exit 2012 Spring 2012 (n=67)		Eckerd College 2011 Freshmen Fall 2011 (n=92)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	90	97.8
	Sophomore	65	100.0	0	0.0	0	0.0	1	1.1
	Junior	0	0.0	0	0.0	0	0.0	1	1.1
	Senior	0	0.0	71	100.0	67	100.0	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	12	13.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	11	16.9	14	19.7	16	23.9	4	4.3
	Communications/Journalism	0	0.0	0	0.0	0	0.0	2	2.2
	Education	13	20.0	6	8.5	9	13.4	0	0.0
	Engineering/Computer Science	0	0.0	4	5.6	3	4.5	0	0.0
	General Studies	20	30.8	19	26.8	9	13.4	0	0.0
	Health Sciences	0	0.0	7	9.9	11	16.4	0	0.0
	History	0	0.0	0	0.0	0	0.0	2	2.2
	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	4	4.3
	Science/Math	7	10.8	13	18.3	10	14.9	36	39.1
	Social Sciences/Psychology	0	0.0	1	1.4	0	0.0	10	10.9
	Other	13	20.0	7	9.9	5	7.5	12	13.0
	Undecided	1	1.5	0	0.0	4	6.0	10	10.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eckerd College 2011 Seniors Fall 2011 (n=93)		Edward Waters College Fall 2010 Cohort Fall 2010 (n=217)		Embry- Riddle Aeronautical University Prescott Fall 09 Fall 2009 (n=427)		Erie Community College 2010, fall Fall 2010 (n=392)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	214	98.6	196	45.9	191	48.7
	Sophomore	0	0.0	0	0.0	113	26.5	106	27.0
	Junior	2	2.2	0	0.0	45	10.5	41	10.5
	Senior	91	97.8	0	0.0	52	12.2	7	1.8
	Other	0	0.0	0	0.0	21	4.9	46	11.7
	Not Reported	0	0.0	3	1.4	0	0.0	1	0.3
Student Major	Agriculture/Environmental Studies	10	10.8	1	0.5	4	0.9	1	0.3
	Architecture	0	0.0	1	0.5	0	0.0	8	2.0
	Business	7	7.5	26	12.0	38	8.9	55	14.0
	Communications/Journalism	4	4.3	9	4.1	1	0.2	5	1.3
	Education	0	0.0	22	10.1	0	0.0	9	2.3
	Engineering/Computer Science	1	1.1	10	4.6	91	21.3	32	8.2
	General Studies	0	0.0	0	0.0	1	0.2	65	16.6
	Health Sciences	0	0.0	8	3.7	0	0.0	70	17.9
	History	2	2.2	1	0.5	0	0.0	2	0.5
	Humanities	4	4.3	2	0.9	3	0.7	6	1.5
	Law	0	0.0	20	9.2	0	0.0	35	8.9
	Military/Naval Science	0	0.0	0	0.0	2	0.5	0	0.0
	Performing & Fine Arts	9	9.7	3	1.4	0	0.0	1	0.3
	Science/Math	14	15.1	0	0.0	52	12.2	9	2.3
	Social Sciences/Psychology	26	28.0	17	7.8	2	0.5	21	5.4
	Other	16	17.2	64	29.5	231	54.1	3	0.8
	Undecided	0	0.0	28	12.9	2	0.5	65	16.6
Not Reported	0	0.0	5	2.3	0	0.0	5	1.3	

		Fisher College 2009 Fall		Fisher College FALL 2010		Fisher College IS 105 -- Fall 2011		Gadsden State Community College GSCC Fall 2009	
		Fall 2009		Fall 2010		Fall 2011		Spring 2010	
		(n=121)		(n=101)		(n=160)		(n=336)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	110	90.9	92	91.1	154	96.3	114	33.9
	Sophomore	9	7.4	2	2.0	4	2.5	165	49.1
	Junior	0	0.0	1	1.0	0	0.0	25	7.4
	Senior	0	0.0	0	0.0	0	0.0	13	3.9
	Other	0	0.0	0	0.0	2	1.3	18	5.4
	Not Reported	2	1.7	6	5.9	0	0.0	1	0.3
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	2	0.6
	Architecture	0	0.0	1	1.0	0	0.0	1	0.3
	Business	61	50.4	41	40.6	69	43.1	32	9.5
	Communications/Journalism	2	1.7	4	4.0	9	5.6	5	1.5
	Education	6	5.0	5	5.0	1	0.6	41	12.2
	Engineering/Computer Science	0	0.0	1	1.0	2	1.3	37	11.0
	General Studies	3	2.5	2	2.0	2	1.3	33	9.8
	Health Sciences	11	9.1	12	11.9	14	8.8	43	12.8
	History	0	0.0	0	0.0	0	0.0	1	0.3
	Humanities	17	14.0	13	12.9	24	15.0	1	0.3
	Law	0	0.0	0	0.0	0	0.0	6	1.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	3.3	5	5.0	8	5.0	1	0.3
	Science/Math	0	0.0	0	0.0	0	0.0	6	1.8
	Social Sciences/Psychology	6	5.0	8	7.9	18	11.3	9	2.7
	Other	4	3.3	1	1.0	3	1.9	92	27.4
	Undecided	0	0.0	3	3.0	1	0.6	25	7.4
Not Reported	7	5.8	5	5.0	9	5.6	1	0.3	

		Gadsden State Community College GSCC Fall 2011		George Fox University SAILS F09		Glendale Community College Library Faculty		Grand Valley State University 2009 2010 SAILS	
		Spring 2012		Fall 2009		Fall 2009		Fall 2009	
		(n=277)		(n=164)		(n=386)		(n=921)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	84	30.3	113	68.9	119	30.8	204	22.1
	Sophomore	132	47.7	2	1.2	215	55.7	153	16.6
	Junior	32	11.6	2	1.2	0	0.0	168	18.2
	Senior	7	2.5	46	28.0	0	0.0	283	30.7
	Other	14	5.1	1	0.6	52	13.5	113	12.3
	Not Reported	8	2.9	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	7	2.5	0	0.0	1	0.3	4	0.4
	Architecture	8	2.9	0	0.0	2	0.5	0	0.0
	Business	26	9.4	22	13.4	51	13.2	111	12.1
	Communications/Journalism	7	2.5	8	4.9	7	1.8	43	4.7
	Education	15	5.4	14	8.5	24	6.2	98	10.6
	Engineering/Computer Science	25	9.0	14	8.5	22	5.7	48	5.2
	General Studies	34	12.3	4	2.4	17	4.4	1	0.1
	Health Sciences	51	18.4	25	15.2	73	18.9	171	18.6
	History	5	1.8	2	1.2	1	0.3	8	0.9
	Humanities	4	1.4	0	0.0	0	0.0	14	1.5
	Law	4	1.4	2	1.2	10	2.6	14	1.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	0.4	19	11.6	9	2.3	17	1.8
	Science/Math	2	0.7	13	7.9	27	7.0	64	6.9
	Social Sciences/Psychology	14	5.1	24	14.6	27	7.0	79	8.6
	Other	58	20.9	9	5.5	68	17.6	200	21.7
	Undecided	12	4.3	8	4.9	47	12.2	49	5.3
Not Reported	4	1.4	0	0.0	0	0.0	0	0.0	

		Grant MacEwan College 2009 MacEwan Spring 2010 (n=341)		H. Raymond Danforth Library- New England College Spring 2010 (n=181)		H. Raymond Danforth Library- New England College Spring 2011 (n=109)		H. Raymond Danforth Library- New England College Spring 2012 (n=139)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	302	88.6	118	65.2	50	45.9	65	46.8
	Sophomore	33	9.7	34	18.8	12	11.0	17	12.2
	Junior	3	0.9	10	5.5	4	3.7	7	5.0
	Senior	0	0.0	17	9.4	43	39.4	50	36.0
	Other	2	0.6	2	1.1	0	0.0	0	0.0
	Not Reported	1	0.3	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	8	4.4	5	4.6	5	3.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	107	31.4	30	16.6	15	13.8	29	20.9
	Communications/Journalism	76	22.3	10	5.5	7	6.4	7	5.0
	Education	39	11.4	25	13.8	15	13.8	14	10.1
	Engineering/Computer Science	0	0.0	2	1.1	3	2.8	2	1.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	25	7.3	21	11.6	11	10.1	18	12.9
	History	0	0.0	7	3.9	3	2.8	0	0.0
	Humanities	0	0.0	6	3.3	2	1.8	6	4.3
	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	8	4.4	4	3.7	7	5.0
	Science/Math	0	0.0	10	5.5	2	1.8	12	8.6
	Social Sciences/Psychology	0	0.0	17	9.4	12	11.0	6	4.3
	Other	94	27.6	28	15.5	29	26.6	25	18.0
	Undecided	0	0.0	9	5.0	1	0.9	8	5.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Hamline University 2009 Fall		Hamline University 2010 Spring		Hartwick College FreshmanComp Fall09		Hartwick College Spring 2010	
		Fall 2009		Spring 2010		Fall 2009		Spring 2010	
		(n=325)		(n=134)		(n=82)		(n=64)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	325	100.0	126	94.0	76	92.7	1	1.6
	Sophomore	0	0.0	8	6.0	2	2.4	10	15.6
	Junior	0	0.0	0	0.0	1	1.2	23	35.9
	Senior	0	0.0	0	0.0	1	1.2	28	43.8
	Other	0	0.0	0	0.0	1	1.2	0	0.0
	Not Reported	0	0.0	0	0.0	1	1.2	2	3.1
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	11	13.4	17	26.6
	Communications/Journalism	8	2.5	5	3.7	0	0.0	0	0.0
	Education	11	3.4	4	3.0	3	3.7	6	9.4
	Engineering/Computer Science	2	0.6	0	0.0	0	0.0	1	1.6
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	9	11.0	6	9.4
	History	4	1.2	1	0.7	1	1.2	5	7.8
	Humanities	10	3.1	9	6.7	1	1.2	7	10.9
	Law	0	0.0	0	0.0	8	9.8	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	2.2	0	0.0	1	1.2	2	3.1
	Science/Math	39	12.0	17	12.7	13	15.9	4	6.3
	Social Sciences/Psychology	52	16.0	25	18.7	7	8.5	14	21.9
	Other	35	10.8	14	10.4	11	13.4	0	0.0
	Undecided	121	37.2	43	32.1	15	18.3	0	0.0
Not Reported	0	0.0	0	0.0	2	2.4	2	3.1	

		Illinois Wesleyan University - IWU Test Spring 2012 (n=270)		Johnson & Wales University - Charlotte Fall 2009 (n=122)		Kean University Fall 2010 General Ed (n=235)		Kean University Spring 2011 Capstone (n=92)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	266	98.5	74	60.7	125	53.2	0	0.0
	Sophomore	2	0.7	5	4.1	54	23.0	1	1.1
	Junior	0	0.0	0	0.0	33	14.0	6	6.5
	Senior	0	0.0	43	35.2	19	8.1	79	85.9
	Other	0	0.0	0	0.0	4	1.7	6	6.5
	Not Reported	2	0.7	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	79	64.8	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	22	18.0	0	0.0	0	0.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	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	21	17.2	0	0.0	0	0.0
Undecided	0	0.0	0	0.0	0	0.0	0	0.0	
Not Reported	270	100.0	0	0.0	235	100.0	92	100.0	

		Kean University 2011-2012 Gen Ed		Kean University Spring 2012 Gen Ed		Keene State College 2009 Fall Freshmen		Keene State College 2010 Fall freshmen	
		Fall 2011		Spring 2012		Fall 2009		Fall 2010	
		(n=260)		(n=130)		(n=293)		(n=295)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	102	39.2	17	13.1	262	89.4	286	96.9
	Sophomore	82	31.5	4	3.1	22	7.5	7	2.4
	Junior	28	10.8	7	5.4	6	2.0	1	0.3
	Senior	46	17.7	98	75.4	0	0.0	0	0.0
	Other	2	0.8	4	3.1	3	1.0	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	1.9	0	0.0	2	0.7	3	1.0
	Architecture	0	0.0	0	0.0	13	4.4	8	2.7
	Business	22	8.5	32	24.6	11	3.8	7	2.4
	Communications/Journalism	12	4.6	0	0.0	9	3.1	12	4.1
	Education	36	13.8	36	27.7	55	18.8	83	28.1
	Engineering/Computer Science	6	2.3	0	0.0	5	1.7	1	0.3
	General Studies	0	0.0	0	0.0	9	3.1	13	4.4
	Health Sciences	19	7.3	0	0.0	14	4.8	19	6.4
	History	1	0.4	1	0.8	5	1.7	9	3.1
	Humanities	1	0.4	4	3.1	36	12.3	29	9.8
	Law	32	12.3	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	7	2.4	2	0.7
	Performing & Fine Arts	8	3.1	1	0.8	0	0.0	2	0.7
	Science/Math	36	13.8	34	26.2	10	3.4	10	3.4
	Social Sciences/Psychology	33	12.7	7	5.4	26	8.9	20	6.8
	Other	36	13.8	15	11.5	12	4.1	16	5.4
	Undecided	13	5.0	0	0.0	79	27.0	61	20.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Keene State College 2011 Spring Juniors Spring 2011 (n=158)		La Roche College Freshman Spring 2012 Spring 2012 (n=58)		La Roche College Seniors Fall 11 Spring 2012 (n=62)		Lamar State College- Orange LSCO Spring 2010 Spring 2010 (n=316)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	50	86.2	0	0.0	223	70.6
	Sophomore	1	0.6	6	10.3	0	0.0	61	19.3
	Junior	157	99.4	2	3.4	21	33.9	27	8.5
	Senior	0	0.0	0	0.0	40	64.5	0	0.0
	Other	0	0.0	0	0.0	1	1.6	5	1.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	3	1.9	0	0.0	0	0.0	0
Architecture		8	5.1	3	5.2	9	14.5	0	0.0
Business		11	7.0	9	15.5	15	24.2	21	6.6
Communications/Journalism		12	7.6	0	0.0	2	3.2	2	0.6
Education		23	14.6	5	8.6	0	0.0	43	13.6
Engineering/Computer Science		4	2.5	2	3.4	4	6.5	10	3.2
General Studies		29	18.4	0	0.0	0	0.0	19	6.0
Health Sciences		7	4.4	4	6.9	0	0.0	135	42.7
History		4	2.5	0	0.0	0	0.0	1	0.3
Humanities		15	9.5	0	0.0	0	0.0	0	0.0
Law		0	0.0	2	3.4	6	9.7	21	6.6
Military/Naval Science		9	5.7	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		4	2.5	1	1.7	0	0.0	1	0.3
Science/Math		4	2.5	4	6.9	2	3.2	18	5.7
Social Sciences/Psychology		20	12.7	0	0.0	12	19.4	10	3.2
Other		5	3.2	14	24.1	12	19.4	24	7.6
Undecided		0	0.0	14	24.1	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	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	8	4.3	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	6	3.2	0	0.0	0	0.0	0	0.0
	Other	6	3.2	119	100.0	72	100.0	51	100.0
	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 DC Fall 2011 Spring 2012 (n=57)		Lincoln Memorial University FALL09 FF Class Fall 2009 (n=186)		Lincoln Memorial University Fall '10 First-Years Fall 2010 (n=234)		Lincoln Memorial University Fall 2011 Freshmen Fall 2011 (n=236)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	10	17.5	186	100.0	234	100.0	236	100.0
	Sophomore	3	5.3	0	0.0	0	0.0	0	0.0
	Junior	19	33.3	0	0.0	0	0.0	0	0.0
	Senior	20	35.1	0	0.0	0	0.0	0	0.0
	Other	5	8.8	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	2	1.1	3	1.3	4	1.7
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	10	5.4	19	8.1	25	10.6
	Communications/Journalism	0	0.0	3	1.6	5	2.1	3	1.3
	Education	0	0.0	19	10.2	17	7.3	23	9.7
	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	52	28.0	76	32.5	63	26.7
	History	0	0.0	9	4.8	11	4.7	3	1.3
	Humanities	0	0.0	2	1.1	5	2.1	1	0.4
	Law	0	0.0	2	1.1	2	0.9	1	0.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	4	2.2	3	1.3	1	0.4
	Science/Math	0	0.0	24	12.9	41	17.5	36	15.3
	Social Sciences/Psychology	0	0.0	8	4.3	6	2.6	11	4.7
	Other	57	100.0	30	16.1	28	12.0	33	14.0
	Undecided	0	0.0	21	11.3	18	7.7	32	13.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Long Island University CW Post CWPostPilot201 1 Fall 2011 (n=99)		Long Island University CW Post BrooklynPilot20 12 Spring 2012 (n=132)		Lynchburg College Seniors Spring 2010 Spring 2010 (n=50)		Lynchburg College Fall 2010 Fall 2010 (n=142)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	95	96.0	8	6.1	0	0.0	142	100.0
	Sophomore	4	4.0	15	11.4	0	0.0	0	0.0
	Junior	0	0.0	91	68.9	0	0.0	0	0.0
	Senior	0	0.0	9	6.8	50	100.0	0	0.0
	Other	0	0.0	9	6.8	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	0	0.0	0	0.0	3
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		14	14.1	0	0.0	11	22.0	17	12.0
Communications/Journalism		6	6.1	0	0.0	3	6.0	5	3.5
Education		13	13.1	0	0.0	0	0.0	7	4.9
Engineering/Computer Science		3	3.0	0	0.0	0	0.0	3	2.1
General Studies		0	0.0	1	0.8	0	0.0	0	0.0
Health Sciences		9	9.1	80	60.6	11	22.0	12	8.5
History		1	1.0	0	0.0	2	4.0	6	4.2
Humanities		0	0.0	0	0.0	6	12.0	2	1.4
Law		4	4.0	0	0.0	1	2.0	3	2.1
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		8	8.1	0	0.0	2	4.0	2	1.4
Science/Math		4	4.0	1	0.8	1	2.0	7	4.9
Social Sciences/Psychology		9	9.1	0	0.0	10	20.0	2	1.4
Other		13	13.1	50	37.9	3	6.0	35	24.6
Undecided		15	15.2	0	0.0	0	0.0	38	26.8
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Lynchburg College Seniors Spring 2011		Lynchburg College Fall2011-Freshmen		Manhattanville College Fall2009-Spring 2010		Manhattanville College Fall2010-Spring 2011	
		Spring 2011		Fall 2011		Spring 2010		Spring 2011	
		(n=84)		(n=93)		(n=570)		(n=571)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	91	97.8	74	13.0	43	7.5
	Sophomore	0	0.0	2	2.2	238	41.8	243	42.6
	Junior	2	2.4	0	0.0	143	25.1	194	34.0
	Senior	82	97.6	0	0.0	113	19.8	90	15.8
	Other	0	0.0	0	0.0	2	0.4	1	0.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	4.8	1	1.1	3	0.5	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	3	3.6	3	3.2	90	15.8	95	16.6
	Communications/Journalism	1	1.2	10	10.8	57	10.0	56	9.8
	Education	9	10.7	7	7.5	63	11.1	66	11.6
	Engineering/Computer Science	0	0.0	3	3.2	4	0.7	2	0.4
	General Studies	0	0.0	0	0.0	1	0.2	1	0.2
	Health Sciences	30	35.7	4	4.3	10	1.8	15	2.6
	History	1	1.2	3	3.2	28	4.9	33	5.8
	Humanities	5	6.0	0	0.0	15	2.6	23	4.0
	Law	0	0.0	4	4.3	4	0.7	13	2.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.4	7	7.5	50	8.8	26	4.6
	Science/Math	13	15.5	2	2.2	37	6.5	25	4.4
	Social Sciences/Psychology	10	11.9	11	11.8	75	13.2	91	15.9
	Other	5	6.0	18	19.4	102	17.9	94	16.5
	Undecided	1	1.2	20	21.5	31	5.4	31	5.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Manhattanville College Fall2011-Spring 2012		Mansfield University Spring 2011/Seniors		Marygrove College Library Winter 2010		Marymount College Fall 09 Freshmen	
		Spring 2012		Spring 2011		Spring 2010		Fall 2009	
		(n=686)		(n=247)		(n=103)		(n=184)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	126	18.4	1	0.4	16	15.5	181	98.4
	Sophomore	280	40.8	7	2.8	24	23.3	0	0.0
	Junior	194	28.3	10	4.0	32	31.1	0	0.0
	Senior	85	12.4	223	90.3	25	24.3	0	0.0
	Other	1	0.1	6	2.4	6	5.8	3	1.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	0.6	0	0.0	0	0.0	0	0.0
	Architecture	2	0.3	0	0.0	0	0.0	1	0.5
	Business	125	18.2	8	3.2	8	7.8	24	13.0
	Communications/Journalism	61	8.9	8	3.2	2	1.9	8	4.3
	Education	99	14.4	48	19.4	22	21.4	4	2.2
	Engineering/Computer Science	1	0.1	0	0.0	4	3.9	1	0.5
	General Studies	0	0.0	3	1.2	0	0.0	1	0.5
	Health Sciences	17	2.5	40	16.2	11	10.7	24	13.0
	History	30	4.4	16	6.5	2	1.9	1	0.5
	Humanities	19	2.8	1	0.4	2	1.9	2	1.1
	Law	18	2.6	18	7.3	3	2.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	59	8.6	11	4.5	2	1.9	11	6.0
	Science/Math	27	3.9	37	15.0	9	8.7	4	2.2
	Social Sciences/Psychology	75	10.9	29	11.7	11	10.7	17	9.2
	Other	74	10.8	26	10.5	22	21.4	23	12.5
	Undecided	75	10.9	1	0.4	5	4.9	63	34.2
Not Reported	0	0.0	1	0.4	0	0.0	0	0.0	

		McDaniel College Fall 2011 Seniors		McDaniel College Spring 2012 Seniors		Middle Tennessee State University 2009 Fall Freshmen		Misericordia University Misericordia	
		Fall 2011		Spring 2012		Fall 2009		Fall 2011	
		(n=120)		(n=125)		(n=369)		(n=235)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	369	100.0	234	99.6
	Sophomore	0	0.0	3	2.4	0	0.0	0	0.0
	Junior	10	8.3	10	8.0	0	0.0	0	0.0
	Senior	109	90.8	112	89.6	0	0.0	0	0.0
	Other	1	0.8	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.4
	Student Major	Agriculture/Environmental Studies	0	0.0	10	8.0	4	1.1	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		23	19.2	0	0.0	25	6.8	22	9.4
Communications/Journalism		12	10.0	1	0.8	33	8.9	1	0.4
Education		0	0.0	0	0.0	16	4.3	12	5.1
Engineering/Computer Science		0	0.0	0	0.0	14	3.8	3	1.3
General Studies		0	0.0	0	0.0	0	0.0	1	0.4
Health Sciences		6	5.0	23	18.4	27	7.3	111	47.2
History		17	14.2	0	0.0	7	1.9	6	2.6
Humanities		30	25.0	5	4.0	1	0.3	0	0.0
Law		5	4.2	8	6.4	2	0.5	3	1.3
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		1	0.8	15	12.0	2	0.5	0	0.0
Science/Math		1	0.8	6	4.8	24	6.5	28	11.9
Social Sciences/Psychology		18	15.0	49	39.2	16	4.3	9	3.8
Other		7	5.8	8	6.4	52	14.1	14	6.0
Undecided		0	0.0	0	0.0	146	39.6	25	10.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Mississippi College Fall 2011 Eng 101		Molloy College Freshman_Fall_2010		Molloy College Seniors_Spring1		Molloy College Freshman_Fall2	
		Fall 2011		Fall 2010		Spring 2011		Fall 2011	
		(n=55)		(n=268)		(n=266)		(n=264)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	50	90.9	256	95.5	1	0.4	256	97.0
	Sophomore	2	3.6	8	3.0	0	0.0	1	0.4
	Junior	1	1.8	3	1.1	11	4.1	1	0.4
	Senior	0	0.0	1	0.4	252	94.7	1	0.4
	Other	2	3.6	0	0.0	2	0.8	2	0.8
	Not Reported	0	0.0	0	0.0	0	0.0	3	1.1
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	4	7.3	27	10.1	10	3.8	43	16.3
	Communications/Journalism	1	1.8	4	1.5	9	3.4	5	1.9
	Education	6	10.9	59	22.0	66	24.8	34	12.9
	Engineering/Computer Science	0	0.0	1	0.4	1	0.4	1	0.4
	General Studies	0	0.0	0	0.0	1	0.4	0	0.0
	Health Sciences	14	25.5	79	29.5	63	23.7	92	34.8
	History	2	3.6	3	1.1	10	3.8	2	0.8
	Humanities	3	5.5	1	0.4	3	1.1	1	0.4
	Law	2	3.6	3	1.1	2	0.8	3	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	7.3	3	1.1	4	1.5	4	1.5
	Science/Math	8	14.5	12	4.5	24	9.0	15	5.7
	Social Sciences/Psychology	3	5.5	18	6.7	37	13.9	4	1.5
	Other	5	9.1	31	11.6	34	12.8	26	9.8
	Undecided	3	5.5	27	10.1	1	0.4	28	10.6
Not Reported	0	0.0	0	0.0	1	0.4	6	2.3	

		Molloy College Spring2011_Senior Spring 2012 (n=204)		Norfolk State University Fall 2011 Spring 2012 (n=97)		North Georgia College & State University Fall 2009 Fall 2009 (n=97)		North Georgia College & State University Spring 2010 Spring 2010 (n=317)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	51	52.6	16	16.5	210	66.2
	Sophomore	0	0.0	18	18.6	69	71.1	90	28.4
	Junior	4	2.0	17	17.5	10	10.3	14	4.4
	Senior	183	89.7	7	7.2	2	2.1	3	0.9
	Other	17	8.3	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	4	4.1	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	3
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		12	5.9	8	8.2	15	15.5	45	14.2
Communications/Journalism		12	5.9	4	4.1	1	1.0	1	0.3
Education		22	10.8	7	7.2	19	19.6	53	16.7
Engineering/Computer Science		0	0.0	7	7.2	3	3.1	9	2.8
General Studies		0	0.0	0	0.0	0	0.0	0	0.0
Health Sciences		76	37.3	8	8.2	10	10.3	42	13.2
History		8	3.9	5	5.2	7	7.2	9	2.8
Humanities		0	0.0	1	1.0	1	1.0	1	0.3
Law		1	0.5	1	1.0	5	5.2	18	5.7
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		5	2.5	6	6.2	0	0.0	5	1.6
Science/Math		4	2.0	7	7.2	7	7.2	36	11.4
Social Sciences/Psychology		36	17.6	18	18.6	7	7.2	33	10.4
Other		26	12.7	20	20.6	15	15.5	43	13.6
Undecided		0	0.0	2	2.1	7	7.2	19	6.0
Not Reported		2	1.0	3	3.1	0	0.0	0	0.0

	North Georgia College & State University Fall 2010		North Georgia College & State University NURS 2010		North Georgia College & State University NURSII2010		North Georgia College & State University Spring 2011	
	Fall 2010		Fall 2010		Fall 2010		Spring 2011	
	(n=214)		(n=149)		(n=168)		(n=404)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	59	27.6	4	2.7	1	0.6	300	74.3
Sophomore	134	62.6	42	28.2	18	10.7	77	19.1
Junior	17	7.9	72	48.3	40	23.8	22	5.4
Senior	4	1.9	10	6.7	102	60.7	3	0.7
Other	0	0.0	21	14.1	7	4.2	2	0.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.2
Architecture	1	0.5	0	0.0	0	0.0	0	0.0
Business	38	17.8	0	0.0	0	0.0	47	11.6
Communications/Journalism	2	0.9	0	0.0	0	0.0	3	0.7
Education	26	12.1	0	0.0	0	0.0	40	9.9
Engineering/Computer Science	8	3.7	0	0.0	0	0.0	16	4.0
General Studies	0	0.0	0	0.0	0	0.0	2	0.5
Health Sciences	27	12.6	126	84.6	136	81.0	68	16.8
History	10	4.7	0	0.0	0	0.0	14	3.5
Humanities	0	0.0	0	0.0	0	0.0	2	0.5
Law	7	3.3	0	0.0	0	0.0	12	3.0
Military/Naval Science	0	0.0	0	0.0	0	0.0	1	0.2
Performing & Fine Arts	3	1.4	0	0.0	0	0.0	10	2.5
Science/Math	28	13.1	4	2.7	3	1.8	71	17.6
Social Sciences/Psychology	16	7.5	0	0.0	0	0.0	24	5.9
Other	41	19.2	18	12.1	29	17.3	70	17.3
Undecided	7	3.3	1	0.7	0	0.0	23	5.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		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)		North Georgia College & State University Fall_2011_ENG L1102 Fall 2011 (n=242)		North Georgia College & State University Spring 2012 Spring 2012 (n=459)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	7	4.6	0	0.0	74	30.6	370	80.6
	Sophomore	38	24.8	9	6.3	136	56.2	64	13.9
	Junior	75	49.0	28	19.7	23	9.5	19	4.1
	Senior	18	11.8	95	66.9	9	3.7	4	0.9
	Other	15	9.8	10	7.0	0	0.0	2	0.4
	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	1	0.2
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	43	17.8	73	15.9
	Communications/Journalism	0	0.0	0	0.0	2	0.8	3	0.7
	Education	0	0.0	0	0.0	16	6.6	55	12.0
	Engineering/Computer Science	0	0.0	0	0.0	6	2.5	18	3.9
	General Studies	0	0.0	0	0.0	1	0.4	2	0.4
	Health Sciences	130	85.0	106	74.6	29	12.0	77	16.8
	History	0	0.0	0	0.0	16	6.6	12	2.6
	Humanities	0	0.0	0	0.0	1	0.4	0	0.0
	Law	0	0.0	0	0.0	10	4.1	16	3.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	10	4.1	9	2.0
	Science/Math	2	1.3	15	10.6	31	12.8	55	12.0
	Social Sciences/Psychology	0	0.0	1	0.7	15	6.2	24	5.2
	Other	21	13.7	20	14.1	42	17.4	59	12.9
	Undecided	0	0.0	0	0.0	20	8.3	55	12.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Northern State University Fall 2011 IDL		Northwest Missouri State University Info Literacy Test		Ohio University Fall 2009 Freshmen		Ohio University Spring 2010 Seniors	
		Fall 2011		Spring 2011		Fall 2009		Spring 2010	
		(n=120)		(n=188)		(n=208)		(n=79)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	118	98.3	46	24.5	203	97.6	0	0.0
	Sophomore	0	0.0	25	13.3	4	1.9	0	0.0
	Junior	0	0.0	26	13.8	0	0.0	0	0.0
	Senior	0	0.0	88	46.8	0	0.0	79	100.0
	Other	2	1.7	3	1.6	1	0.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	10	5.3	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	1	0.5	1	1.3
	Business	34	28.3	71	37.8	5	2.4	8	10.1
	Communications/Journalism	0	0.0	8	4.3	5	2.4	13	16.5
	Education	35	29.2	53	28.2	7	3.4	5	6.3
	Engineering/Computer Science	0	0.0	3	1.6	4	1.9	4	5.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	4	3.3	5	2.7	14	6.7	3	3.8
	History	5	4.2	0	0.0	0	0.0	2	2.5
	Humanities	0	0.0	0	0.0	1	0.5	2	2.5
	Law	1	0.8	0	0.0	0	0.0	1	1.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	3.3	2	1.1	15	7.2	8	10.1
	Science/Math	1	0.8	17	9.0	11	5.3	6	7.6
	Social Sciences/Psychology	20	16.7	3	1.6	28	13.5	10	12.7
	Other	8	6.7	11	5.9	16	7.7	16	20.3
	Undecided	8	6.7	5	2.7	101	48.6	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ohio University Fall 2010 Freshmen		Ohio University Spring 2011 Seniors		Patrick Henry College 2009F		Patrick Henry College 2010S	
		Fall 2010		Spring 2011		Fall 2009		Spring 2010	
		(n=144)		(n=120)		(n=61)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	140	97.2	0	0.0	55	90.2	0	0.0
	Sophomore	3	2.1	0	0.0	5	8.2	1	1.9
	Junior	1	0.7	0	0.0	0	0.0	6	11.5
	Senior	0	0.0	120	100.0	1	1.6	44	84.6
	Other	0	0.0	0	0.0	0	0.0	1	1.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	7	4.9	11	9.2	1	1.6	0	0.0
	Communications/Journalism	10	6.9	13	10.8	7	11.5	6	11.5
	Education	5	3.5	0	0.0	2	3.3	4	7.7
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	19	13.2	24	20.0	0	0.0	0	0.0
	History	0	0.0	4	3.3	0	0.0	4	7.7
	Humanities	0	0.0	4	3.3	4	6.6	2	3.8
	Law	0	0.0	1	0.8	4	6.6	0	0.0
	Military/Naval Science	1	0.7	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	0.7	15	12.5	0	0.0	0	0.0
	Science/Math	3	2.1	16	13.3	0	0.0	0	0.0
	Social Sciences/Psychology	1	0.7	11	9.2	5	8.2	4	7.7
	Other	7	4.9	21	17.5	21	34.4	32	61.5
	Undecided	90	62.5	0	0.0	17	27.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Patrick Henry College 2010FALL		Patrick Henry College 2011SP		Patrick Henry College 2011Fall		Patrick Henry College 2012SP Commencing Se	
		Fall 2010		Spring 2011		Fall 2011		Spring 2012	
		(n=59)		(n=57)		(n=95)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	54	91.5	0	0.0	91	95.8	0	0.0
	Sophomore	3	5.1	0	0.0	4	4.2	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	2	3.4	56	98.2	0	0.0	47	90.4
	Other	0	0.0	1	1.8	0	0.0	1	1.9
	Not Reported	0	0.0	0	0.0	0	0.0	4	7.7
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	6	10.2	10	17.5	7	7.4	4	7.7
	Education	1	1.7	2	3.5	1	1.1	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	2	3.4	7	12.3	7	7.4	5	9.6
	Humanities	5	8.5	6	10.5	2	2.1	6	11.5
	Law	4	6.8	1	1.8	9	9.5	0	0.0
	Military/Naval Science	0	0.0	0	0.0	2	2.1	0	0.0
	Performing & Fine Arts	1	1.7	0	0.0	2	2.1	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	4	6.8	8	14.0	5	5.3	5	9.6
	Other	18	30.5	23	40.4	36	37.9	10	19.2
	Undecided	18	30.5	0	0.0	24	25.3	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	22	42.3	

		Pennsylvania College of Technology 2011 Spring		Pikeville College Fall 2009 Freshmen		Pikeville College Fall 2010		Pikeville College Fall 2011	
		Spring 2011		Fall 2009		Fall 2010		Spring 2012	
		(n=219)		(n=167)		(n=349)		(n=237)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	167	100.0	345	98.9	46	19.4
	Sophomore	70	32.0	0	0.0	3	0.9	122	51.5
	Junior	149	68.0	0	0.0	1	0.3	46	19.4
	Senior	0	0.0	0	0.0	0	0.0	23	9.7
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	80	36.5	0	0.0	0	0.0	0	0.0
	Business	9	4.1	15	9.0	29	8.3	49	20.7
	Communications/Journalism	0	0.0	5	3.0	7	2.0	5	2.1
	Education	0	0.0	25	15.0	28	8.0	22	9.3
	Engineering/Computer Science	36	16.4	7	4.2	15	4.3	7	3.0
	General Studies	0	0.0	0	0.0	0	0.0	1	0.4
	Health Sciences	20	9.1	6	3.6	25	7.2	23	9.7
	History	0	0.0	4	2.4	3	0.9	5	2.1
	Humanities	0	0.0	0	0.0	1	0.3	2	0.8
	Law	1	0.5	0	0.0	0	0.0	28	11.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	1	0.3	4	1.7
	Science/Math	0	0.0	30	18.0	60	17.2	63	26.6
	Social Sciences/Psychology	0	0.0	10	6.0	9	2.6	15	6.3
	Other	73	33.3	38	22.8	74	21.2	0	0.0
	Undecided	0	0.0	27	16.2	97	27.8	13	5.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pikeville College Seniors Spring 2012 (n=73)		Purdue University 2011 COE EDST200 Spring 2011 (n=93)		Rasmussen College Spring 2011 Pilot Spring 2011 (n=53)		Rasmussen College Fall 2011 Fall 2011 (n=771)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	16	17.2	19	35.8	4	0.5
	Sophomore	2	2.7	43	46.2	11	20.8	177	23.0
	Junior	0	0.0	22	23.7	5	9.4	123	16.0
	Senior	71	97.3	11	11.8	6	11.3	379	49.2
	Other	0	0.0	1	1.1	12	22.6	88	11.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	4	4.3	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	17	23.3	0	0.0	13	24.5	150	19.5
	Communications/Journalism	2	2.7	0	0.0	0	0.0	0	0.0
	Education	9	12.3	58	62.4	1	1.9	53	6.9
	Engineering/Computer Science	2	2.7	0	0.0	7	13.2	57	7.4
	General Studies	0	0.0	2	2.2	0	0.0	0	0.0
	Health Sciences	8	11.0	5	5.4	26	49.1	378	49.0
	History	1	1.4	0	0.0	0	0.0	0	0.0
	Humanities	5	6.8	10	10.8	0	0.0	0	0.0
	Law	5	6.8	0	0.0	6	11.3	133	17.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	1.4	0	0.0	0	0.0	0	0.0
	Science/Math	11	15.1	10	10.8	0	0.0	0	0.0
	Social Sciences/Psychology	3	4.1	4	4.3	0	0.0	0	0.0
	Other	9	12.3	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	

		Rasmussen College Summer 2011		Rasmussen College Spring 2012		Rasmussen College Winter 2012		River Parishes Community College 2009/10 Freshmen	
		Fall 2011		Spring 2012		Spring 2012		Fall 2009	
		(n=490)		(n=995)		(n=903)		(n=263)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	6	1.2	12	1.2	9	1.0	263	100.0
	Sophomore	117	23.9	224	22.5	167	18.5	0	0.0
	Junior	87	17.8	173	17.4	148	16.4	0	0.0
	Senior	227	46.3	482	48.4	454	50.3	0	0.0
	Other	53	10.8	104	10.5	125	13.8	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	1	0.4
	Architecture	0	0.0	0	0.0	0	0.0	1	0.4
	Business	88	18.0	193	19.4	160	17.7	18	6.8
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	23	4.7	66	6.6	60	6.6	21	8.0
	Engineering/Computer Science	38	7.8	35	3.5	30	3.3	15	5.7
	General Studies	0	0.0	1	0.1	0	0.0	26	9.9
	Health Sciences	240	49.0	386	38.8	358	39.6	29	11.0
	History	0	0.0	0	0.0	0	0.0	2	0.8
	Humanities	0	0.0	0	0.0	4	0.4	1	0.4
	Law	101	20.6	81	8.1	89	9.9	5	1.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	0.4
	Performing & Fine Arts	0	0.0	1	0.1	2	0.2	1	0.4
	Science/Math	0	0.0	2	0.2	3	0.3	4	1.5
	Social Sciences/Psychology	0	0.0	13	1.3	9	1.0	6	2.3
	Other	0	0.0	214	21.5	184	20.4	35	13.3
	Undecided	0	0.0	3	0.3	4	0.4	97	36.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		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)		River Parishes Community College Freshmen Fall 2011 Fall 2011 (n=340)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	12	5.4	291	91.8	5	2.1	337	99.1
	Sophomore	119	53.4	15	4.7	158	65.6	1	0.3
	Junior	49	22.0	7	2.2	41	17.0	1	0.3
	Senior	23	10.3	1	0.3	17	7.1	0	0.0
	Other	20	9.0	3	0.9	20	8.3	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	1	0.4	2	0.6	0	0.0	1
Architecture		0	0.0	2	0.6	2	0.8	9	2.6
Business		37	16.6	31	9.8	40	16.6	24	7.1
Communications/Journalism		1	0.4	1	0.3	1	0.4	3	0.9
Education		32	14.3	25	7.9	27	11.2	21	6.2
Engineering/Computer Science		5	2.2	8	2.5	6	2.5	17	5.0
General Studies		30	13.5	42	13.2	31	12.9	80	23.5
Health Sciences		40	17.9	35	11.0	39	16.2	26	7.6
History		1	0.4	0	0.0	2	0.8	2	0.6
Humanities		2	0.9	0	0.0	0	0.0	2	0.6
Law		2	0.9	10	3.2	5	2.1	7	2.1
Military/Naval Science		1	0.4	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		2	0.9	6	1.9	1	0.4	4	1.2
Science/Math		10	4.5	10	3.2	15	6.2	2	0.6
Social Sciences/Psychology		8	3.6	9	2.8	13	5.4	13	3.8
Other		33	14.8	45	14.2	36	14.9	42	12.4
Undecided		18	8.1	91	28.7	23	9.5	87	25.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		River Parishes Community College Spring 2012 30 hour Spring 2012 (n=218)		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)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	9	4.1	357	56.0	49	15.0	76	31.5
	Sophomore	104	47.7	77	12.1	81	24.8	69	28.6
	Junior	46	21.1	48	7.5	83	25.4	52	21.6
	Senior	43	19.7	142	22.3	99	30.3	40	16.6
	Other	16	7.3	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	0	0.0	1	0.2	6	1.8	4	1.7
	Architecture	1	0.5	3	0.5	0	0.0	0	0.0
	Business	26	11.9	79	12.4	68	20.8	76	31.5
	Communications/Journalism	0	0.0	56	8.8	15	4.6	10	4.1
	Education	25	11.5	58	9.1	0	0.0	0	0.0
	Engineering/Computer Science	6	2.8	10	1.6	21	6.4	23	9.5
	General Studies	24	11.0	0	0.0	0	0.0	0	0.0
	Health Sciences	22	10.1	126	19.7	0	0.0	0	0.0
	History	0	0.0	11	1.7	3	0.9	1	0.4
	Humanities	3	1.4	13	2.0	1	0.3	0	0.0
	Law	0	0.0	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	1	0.5	17	2.7	2	0.6	2	0.8
	Science/Math	9	4.1	60	9.4	45	13.8	42	17.4
	Social Sciences/Psychology	11	5.0	30	4.7	78	23.9	14	5.8
	Other	78	35.8	106	16.6	35	10.7	27	11.2
	Undecided	12	5.5	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	3	1.0	0	0.0	1	1.9	12	3.1
	Science/Math	13	4.5	22	25.0	0	0.0	20	5.1
	Social Sciences/Psychology	62	21.2	0	0.0	3	5.7	104	26.6
	Other	34	11.6	10	11.4	2	3.8	37	9.5
	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	

		Siena College Seniors 2011/2012		South University Spr 2010 ITS Courses		South University WIN-SPR 2011 EXITING		South University WIN2011 ENTERING	
		Spring 2012		Spring 2010		Spring 2011		Spring 2011	
		(n=251)		(n=700)		(n=367)		(n=1,871)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	492	70.3	23	6.3	1,382	73.9
	Sophomore	0	0.0	94	13.4	34	9.3	229	12.2
	Junior	0	0.0	61	8.7	44	12.0	99	5.3
	Senior	240	95.6	12	1.7	226	61.6	14	0.7
	Other	11	4.4	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	1	0.4	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business		53	21.1	161	23.0	60	16.3	361	19.3
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		21	8.4	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		0	0.0	283	40.4	99	27.0	817	43.7
History		35	13.9	0	0.0	0	0.0	0	0.0
Humanities		8	3.2	0	0.0	0	0.0	0	0.0
Law		1	0.4	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		9	3.6	0	0.0	99	27.0	155	8.3
Science/Math		58	23.1	3	0.4	0	0.0	10	0.5
Social Sciences/Psychology		58	23.1	82	11.7	58	15.8	147	7.9
Other		7	2.8	93	13.3	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	1	0.3	4	0.2	

	South University SPRING 2012 ENTERING Spring 2012 (n=1,290)	Sullivan County Community College (SUNY) 2009 Fall Freshman Fall 2009 (n=134)	Sullivan County Community College (SUNY) 2010 Spring Sophs Spring 2010 (n=233)	Sullivan County Community College (SUNY) 2010 Fall Freshmen Fall 2010 (n=225)
Characteristics	n %	n %	n %	n %
Class Standing				
Freshman	800 62.0	128 95.5	47 20.2	217 96.4
Sophomore	300 23.3	0 0.0	130 55.8	0 0.0
Junior	86 6.7	0 0.0	0 0.0	0 0.0
Senior	21 1.6	0 0.0	0 0.0	0 0.0
Other	83 6.4	6 4.5	56 24.0	8 3.6
Not Reported	0 0.0	0 0.0	0 0.0	0 0.0
Student Major				
Agriculture/Environmental Studies	0 0.0	3 2.2	0 0.0	0 0.0
Architecture	0 0.0	0 0.0	0 0.0	0 0.0
Business	151 11.7	15 11.2	25 10.7	16 7.1
Communications/Journalism	0 0.0	7 5.2	17 7.3	17 7.6
Education	0 0.0	6 4.5	0 0.0	0 0.0
Engineering/Computer Science	82 6.4	3 2.2	0 0.0	0 0.0
General Studies	0 0.0	32 23.9	0 0.0	0 0.0
Health Sciences	514 39.8	10 7.5	83 35.6	30 13.3
History	0 0.0	0 0.0	0 0.0	0 0.0
Humanities	0 0.0	4 3.0	43 18.5	39 17.3
Law	72 5.6	8 6.0	0 0.0	0 0.0
Military/Naval Science	0 0.0	0 0.0	0 0.0	0 0.0
Performing & Fine Arts	216 16.7	0 0.0	0 0.0	0 0.0
Science/Math	0 0.0	0 0.0	5 2.1	2 0.9
Social Sciences/Psychology	126 9.8	4 3.0	10 4.3	14 6.2
Other	122 9.5	39 29.1	46 19.7	97 43.1
Undecided	7 0.5	3 2.2	4 1.7	10 4.4
Not Reported	0 0.0	0 0.0	0 0.0	0 0.0

		SUNY Fredonia 2010 IMAT Fall 2010 (n=283)		Texas Southern University 2011Pre-TSU Freshman Fall 2011 (n=174)		Texas Southern University Cohort Post 2011 TSU Fall 2011 (n=107)		The Art Institute of Washington 2009 Fall Freshmen Fall 2009 (n=262)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	118	41.7	174	100.0	105	98.1	251	95.8
	Sophomore	33	11.7	0	0.0	0	0.0	7	2.7
	Junior	65	23.0	0	0.0	1	0.9	1	0.4
	Senior	66	23.3	0	0.0	1	0.9	0	0.0
	Other	1	0.4	0	0.0	0	0.0	3	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	0
Architecture		0	0.0	1	0.6	0	0.0	0	0.0
Business		11	3.9	17	9.8	15	14.0	5	1.9
Communications/Journalism		6	2.1	13	7.5	12	11.2	4	1.5
Education		95	33.6	9	5.2	4	3.7	0	0.0
Engineering/Computer Science		3	1.1	12	6.9	5	4.7	4	1.5
General Studies		3	1.1	2	1.1	1	0.9	0	0.0
Health Sciences		14	4.9	29	16.7	19	17.8	0	0.0
History		36	12.7	1	0.6	0	0.0	0	0.0
Humanities		1	0.4	0	0.0	0	0.0	0	0.0
Law		0	0.0	11	6.3	7	6.5	0	0.0
Military/Naval Science		0	0.0	1	0.6	0	0.0	0	0.0
Performing & Fine Arts		10	3.5	5	2.9	5	4.7	53	20.2
Science/Math		13	4.6	12	6.9	10	9.3	0	0.0
Social Sciences/Psychology		65	23.0	17	9.8	10	9.3	0	0.0
Other		20	7.1	39	22.4	18	16.8	195	74.4
Undecided		6	2.1	5	2.9	0	0.0	1	0.4
Not Reported		0	0.0	0	0.0	1	0.9	0	0.0

		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	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	1	0.8
	Social Sciences/Psychology	21	11.6	13	12.1	20	9.9	13	10.5
	Other	80	44.2	51	47.7	74	36.6	53	42.7
	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 College Spring 2012		Thomas Edison State College AY2009-10, First		Thomas Edison State College TESC_AY2011	
		Fall 2011		Spring 2012		Spring 2010		Spring 2011	
		(n=184)		(n=136)		(n=528)		(n=279)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	181	98.4	122	89.7	182	34.5	54	19.4
	Sophomore	3	1.6	11	8.1	143	27.1	26	9.3
	Junior	0	0.0	3	2.2	96	18.2	67	24.0
	Senior	0	0.0	0	0.0	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	0.4
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	28	15.2	24	17.6	66	12.5	7	2.5
	Communications/Journalism	1	0.5	1	0.7	15	2.8	1	0.4
	Education	23	12.5	11	8.1	0	0.0	1	0.4
	Engineering/Computer Science	3	1.6	8	5.9	74	14.0	47	16.8
	General Studies	1	0.5	1	0.7	30	5.7	10	3.6
	Health Sciences	0	0.0	0	0.0	136	25.8	93	33.3
	History	0	0.0	0	0.0	7	1.3	1	0.4
	Humanities	0	0.0	0	0.0	6	1.1	3	1.1
	Law	2	1.1	2	1.5	0	0.0	2	0.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	0.4
	Performing & Fine Arts	0	0.0	0	0.0	4	0.8	3	1.1
	Science/Math	0	0.0	0	0.0	36	6.8	8	2.9
	Social Sciences/Psychology	23	12.5	17	12.5	39	7.4	43	15.4
	Other	89	48.4	67	49.3	107	20.3	51	18.3
	Undecided	12	6.5	5	3.7	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		Thomas Edison State College AY2012b		University of Arkansas at Little Rock UALR Spring 2012		University of Central Oklahoma Spring 2010		
	Fall 2011		Spring 2012		Spring 2012		Spring 2010		
	(n=349)		(n=179)		(n=225)		(n=175)		
	Characteristics								
	n	%	n	%	n	%	n	%	
Class Standing	Freshman	50	14.3	21	11.7	153	68.0	40	22.9
	Sophomore	32	9.2	17	9.5	8	3.6	34	19.4
	Junior	99	28.4	48	26.8	16	7.1	12	6.9
	Senior	70	20.1	77	43.0	44	19.6	36	20.6
	Other	98	28.1	16	8.9	4	1.8	53	30.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	1	0.6	7	3.1	0
Architecture		0	0.0	0	0.0	1	0.4	0	0.0
Business		34	9.7	28	15.6	41	18.2	22	12.6
Communications/Journalism		0	0.0	2	1.1	5	2.2	4	2.3
Education		3	0.9	1	0.6	9	4.0	30	17.1
Engineering/Computer Science		64	18.3	45	25.1	12	5.3	6	3.4
General Studies		2	0.6	6	3.4	3	1.3	4	2.3
Health Sciences		111	31.8	4	2.2	38	16.9	15	8.6
History		3	0.9	1	0.6	13	5.8	0	0.0
Humanities		5	1.4	2	1.1	1	0.4	3	1.7
Law		1	0.3	1	0.6	7	3.1	0	0.0
Military/Naval Science		6	1.7	1	0.6	0	0.0	0	0.0
Performing & Fine Arts		0	0.0	2	1.1	9	4.0	2	1.1
Science/Math		15	4.3	5	2.8	16	7.1	6	3.4
Social Sciences/Psychology		24	6.9	50	27.9	7	3.1	22	12.6
Other		75	21.5	24	13.4	16	7.1	50	28.6
Undecided		6	1.7	6	3.4	40	17.8	11	6.3
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		University of Maryland, Baltimore County (UMBC) Fall 2010 Fall 2010 (n=170)		University of Montana - Helena COT FY 2012 Fall 2011 (n=129)		University of Montevallo UMFall2011QE P Fall 2011 (n=357)		University of Montevallo UMSpring2012 QEP Spring 2012 (n=66)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	113	66.5	77	59.7	345	96.6	56	84.8
	Sophomore	18	10.6	22	17.1	10	2.8	6	9.1
	Junior	14	8.2	29	22.5	2	0.6	3	4.5
	Senior	2	1.2	0	0.0	0	0.0	1	1.5
	Other	23	13.5	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	1	0.8	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	6	3.5	2	1.6	0	0.0	0	0.0
	Architecture	0	0.0	1	0.8	0	0.0	0	0.0
	Business	2	1.2	24	18.6	31	8.7	4	6.1
	Communications/Journalism	1	0.6	0	0.0	11	3.1	4	6.1
	Education	2	1.2	0	0.0	41	11.5	11	16.7
	Engineering/Computer Science	46	27.1	12	9.3	0	0.0	1	1.5
	General Studies	1	0.6	49	38.0	9	2.5	2	3.0
	Health Sciences	0	0.0	30	23.3	0	0.0	1	1.5
	History	5	2.9	0	0.0	12	3.4	3	4.5
	Humanities	1	0.6	0	0.0	1	0.3	1	1.5
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	4.1	0	0.0	69	19.3	9	13.6
	Science/Math	43	25.3	0	0.0	52	14.6	6	9.1
	Social Sciences/Psychology	26	15.3	9	7.0	29	8.1	8	12.1
	Other	21	12.4	1	0.8	57	16.0	7	10.6
	Undecided	9	5.3	0	0.0	45	12.6	9	13.6
Not Reported	0	0.0	1	0.8	0	0.0	0	0.0	

		University of New Haven Preliminary Cohort Spring 2011 (n=51)		University of Phoenix UOPX SAILS_FY10 Spring 2010 (n=1,416)		University of Phoenix UOPX SAILS_FY11 Fall 2010 (n=948)		University of Phoenix UOPX SAILS_FY12 Spring 2012 (n=1,096)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	14	27.5	542	38.3	327	34.5	361	32.9
	Sophomore	7	13.7	392	27.7	292	30.8	99	9.0
	Junior	15	29.4	299	21.1	205	21.6	60	5.5
	Senior	12	23.5	183	12.9	124	13.1	550	50.2
	Other	3	5.9	0	0.0	0	0.0	26	2.4
	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	1	0.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	3	5.9	491	34.7	308	32.5	348	31.8
	Communications/Journalism	0	0.0	23	1.6	16	1.7	16	1.5
	Education	0	0.0	82	5.8	47	5.0	36	3.3
	Engineering/Computer Science	3	5.9	147	10.4	95	10.0	94	8.6
	General Studies	0	0.0	83	5.9	61	6.4	14	1.3
	Health Sciences	3	5.9	121	8.5	86	9.1	142	13.0
	History	0	0.0	0	0.0	0	0.0	1	0.1
	Humanities	1	2.0	0	0.0	0	0.0	20	1.8
	Law	23	45.1	0	0.0	0	0.0	39	3.6
	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	3	0.3
	Science/Math	6	11.8	0	0.0	0	0.0	9	0.8
	Social Sciences/Psychology	7	13.7	130	9.2	101	10.7	127	11.6
	Other	4	7.8	319	22.5	224	23.6	221	20.2
	Undecided	0	0.0	20	1.4	10	1.1	25	2.3
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	0	0.0	5	0.4	1	0.3	1	0.2
	Science/Math	16	5.4	163	11.5	36	12.5	51	8.6
	Social Sciences/Psychology	12	4.0	65	4.6	29	10.1	29	4.9
	Other	75	25.3	112	7.9	41	14.3	36	6.1
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 Fall 2009 (n=89)		University of Pittsburgh UPBSENIORS R10 Spring 2010 (n=57)		University of Pittsburgh UPGSENIORS R10 Spring 2010 (n=69)		University of Pittsburgh UPJSENIORS R10 Spring 2010 (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	0.0
	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	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	1	1.1	1	1.8	22	31.9	1	1.5
	Social Sciences/Psychology	6	6.7	2	3.5	6	8.7	0	0.0
	Other	19	21.3	9	15.8	3	4.3	1	1.5
	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	1	1.5	1	0.4	6	0.3	3	1.2
	Science/Math	10	14.9	13	4.9	257	12.5	30	11.6
	Social Sciences/Psychology	7	10.4	10	3.8	106	5.2	21	8.1
	Other	28	41.8	59	22.4	151	7.4	33	12.7
	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		University of Pittsburgh UPTFRESHMA NFALL10		University of Pittsburgh UPBSENIORS R11		University of Pittsburgh UPGSENIORS R11	
		Fall 2010		Fall 2010		Spring 2011		Spring 2011	
		(n=547)		(n=72)		(n=62)		(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	2	0.4	0	0.0	0	0.0	1	2.0
	Science/Math	38	6.9	3	4.2	1	1.6	6	12.0
	Social Sciences/Psychology	30	5.5	3	4.2	2	3.2	20	40.0
	Other	29	5.3	14	19.4	11	17.7	11	22.0
	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 UPJSENIORSR R11 Spring 2011 (n=52)		University of Pittsburgh UPSENIORSR 11 Spring 2011 (n=52)		University of Pittsburgh UPBFRESHME N11 Fall 2011 (n=278)		University of Pittsburgh UPFRESHMEN 11 Fall 2011 (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		0	0.0	0	0.0	0	0.0	4	0.4
Science/Math		6	11.5	13	25.0	12	4.3	170	16.9
Social Sciences/Psychology		10	19.2	6	11.5	23	8.3	66	6.6
Other		2	3.8	14	26.9	78	28.1	113	11.2
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	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	2	0.5	1	0.2	0	0.0	10	5.1
	Science/Math	57	15.4	28	6.8	1	1.6	15	7.6
	Social Sciences/Psychology	46	12.5	22	5.4	9	14.3	16	8.1
	Other	65	17.6	22	5.4	9	14.3	25	12.6
	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 the Pacific PacSem 3 2012		University of Toronto Mississauga HeadStart 2009		University of Toronto Mississauga Headstart2010		University of Western Ontario 2010-11 Pol Sci	
		Spring 2012		Fall 2009		Fall 2010		Spring 2011	
		(n=156)		(n=81)		(n=49)		(n=1,113)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	1	0.6	73	90.1	46	93.9	306	27.5
	Sophomore	0	0.0	1	1.2	3	6.1	287	25.8
	Junior	6	3.8	3	3.7	0	0.0	181	16.3
	Senior	149	95.5	4	4.9	0	0.0	83	7.5
	Other	0	0.0	0	0.0	0	0.0	4	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	252	22.6
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	21	13.5	10	12.3	3	6.1	42	3.8
	Communications/Journalism	9	5.8	2	2.5	0	0.0	22	2.0
	Education	7	4.5	2	2.5	1	2.0	0	0.0
	Engineering/Computer Science	14	9.0	3	3.7	1	2.0	3	0.3
	General Studies	0	0.0	0	0.0	0	0.0	1	0.1
	Health Sciences	23	14.7	0	0.0	4	8.2	6	0.5
	History	11	7.1	2	2.5	1	2.0	0	0.0
	Humanities	8	5.1	8	9.9	4	8.2	26	2.3
	Law	0	0.0	0	0.0	0	0.0	1	0.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	10	6.4	4	4.9	1	2.0	3	0.3
	Science/Math	12	7.7	21	25.9	15	30.6	16	1.4
	Social Sciences/Psychology	30	19.2	17	21.0	6	12.2	611	54.9
	Other	11	7.1	6	7.4	5	10.2	3	0.3
	Undecided	0	0.0	6	7.4	8	16.3	3	0.3
Not Reported	0	0.0	0	0.0	0	0.0	376	33.8	

		Valley Forge Christian College 2010 Fall CW&R Fall 2010 (n=116)		Valley Forge Christian College 2011 Spring CW&R Spring 2011 (n=50)		Valley Forge Christian College CW&R 2011 - 2012 Spring 2012 (n=163)		Western Michigan University WMU - Spring 2011 Spring 2011 (n=153)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	96	82.8	38	76.0	135	82.8	96	62.7
	Sophomore	16	13.8	8	16.0	23	14.1	3	2.0
	Junior	3	2.6	2	4.0	4	2.5	1	0.7
	Senior	0	0.0	2	4.0	0	0.0	53	34.6
	Other	1	0.9	0	0.0	1	0.6	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	13	11.2	5	10.0	11	6.7	26	17.0
	Communications/Journalism	20	17.2	7	14.0	27	16.6	5	3.3
	Education	19	16.4	9	18.0	24	14.7	9	5.9
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	36	23.5
	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	14	9.2
	History	0	0.0	0	0.0	0	0.0	2	1.3
	Humanities	2	1.7	1	2.0	2	1.2	5	3.3
	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	11	9.5	1	2.0	7	4.3	6	3.9
	Science/Math	0	0.0	0	0.0	0	0.0	9	5.9
	Social Sciences/Psychology	14	12.1	14	28.0	27	16.6	13	8.5
	Other	30	25.9	11	22.0	59	36.2	22	14.4
	Undecided	7	6.0	2	4.0	6	3.7	6	3.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Western New England University 2009 Fall		Western New England University Fall 2011		Westmont College Fall 09 First Year		William Woods University Orientation 2010	
		Fall 2009		Fall 2011		Fall 2009		Fall 2010	
		(n=619)		(n=795)		(n=83)		(n=77)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	81	13.1	330	41.5	82	98.8	76	98.7
	Sophomore	239	38.6	183	23.0	1	1.2	1	1.3
	Junior	182	29.4	129	16.2	0	0.0	0	0.0
	Senior	108	17.4	149	18.7	0	0.0	0	0.0
	Other	9	1.5	4	0.5	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	19	24.7
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	312	50.4	307	38.6	3	3.6	7	9.1
	Communications/Journalism	22	3.6	9	1.1	5	6.0	3	3.9
	Education	18	2.9	21	2.6	6	7.2	3	3.9
	Engineering/Computer Science	67	10.8	264	33.2	1	1.2	1	1.3
	General Studies	3	0.5	4	0.5	0	0.0	0	0.0
	Health Sciences	3	0.5	1	0.1	7	8.4	2	2.6
	History	24	3.9	2	0.3	5	6.0	0	0.0
	Humanities	4	0.6	6	0.8	3	3.6	2	2.6
	Law	5	0.8	46	5.8	2	2.4	1	1.3
	Military/Naval Science	39	6.3	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	6	7.2	2	2.6
	Science/Math	43	6.9	42	5.3	7	8.4	8	10.4
	Social Sciences/Psychology	37	6.0	46	5.8	7	8.4	9	11.7
	Other	19	3.1	31	3.9	1	1.2	11	14.3
	Undecided	23	3.7	16	2.0	30	36.1	9	11.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

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

Skill Set: Developing a Research Strategy

32 items: 63, 95, 99, 101, 453, 147, 148, 198, 203, 215, 237, 239, 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
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- 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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