



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

for

Grand Valley State University

Administration: Winter 2015

Report Date: June 2015

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 162 items. Each student answers 40 items from the item bank and five items that are in development. Appendix D contains all of the test items.

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

Figure 1.1 Number of Items in Each Subscale

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

Scoring

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

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

2. TEST-TAKER PROFILE

Figure 2.1 is a demographic profile of students who took the SAILS test at Grand Valley State University, along with profiles for other institutions of the same type (Masters), for the same country, 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

	GVSU		Institution Type: Masters		US Institutions		All Institutions	
	(n=408)		(n=27,376)		(n=59,202)		(n=59,589)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
Freshman	46	11.3	14,967	54.7	26,125	44.1	26,304	44.1
Sophomore	84	20.6	2,479	9.1	6,090	10.3	6,187	10.4
Junior	95	23.3	3,448	12.6	6,982	11.8	7,056	11.8
Senior	144	35.3	5,353	19.6	17,955	30.3	17,975	30.2
Other	39	9.6	1,097	4.0	1,996	3.4	2,013	3.4
Not reported	0	0.0	32	0.1	54	0.1	54	0.1
Student Major								
EnvironmentalStudies	2	0.5	207	0.8	532	0.9	532	0.9
Architecture	0	0.0	25	0.1	164	0.3	165	0.3
Business/Management/Finance/Marketing	62	15.2	4,404	16.1	11,466	19.4	11,565	19.4
Communication/Journalism/PublicRelation	28	6.9	754	2.8	1,542	2.6	1,549	2.6
Education	40	9.8	1,958	7.2	5,858	9.9	5,886	9.9
Engineering/ComputerScience	30	7.4	1,460	5.3	2,445	4.1	2,486	4.2
LiberalStudies	8	2.0	447	1.6	1,013	1.7	1,014	1.7
HealthSciences/Nursing/MovementScience	75	18.4	3,569	13.0	7,712	13.0	7,760	13.0
History	5	1.2	314	1.1	743	1.3	746	1.3
Humanities	6	1.5	524	1.9	866	1.5	872	1.5
LegalStudies/CriminalJustice/PublicAdmini	11	2.7	777	2.8	1,450	2.4	1,460	2.5
Military/Naval Science	0	0.0	24	0.1	67	0.1	68	0.1
StudioArt/Music/Theater/Dance	12	2.9	2,186	8.0	1,326	2.2	1,331	2.2
Science/Math	36	8.8	1,904	7.0	3,927	6.6	3,963	6.7
SocialSciences/Anthro/Psych/PolySci	36	8.8	3,705	13.5	6,959	11.8	7,002	11.8
Other	45	11.0	3,379	12.3	9,950	16.8	9,992	16.8
Undecided	12	2.9	1,647	6.0	3,182	5.4	3,198	5.4
Not reported	0	0.0	92	0.3	0	0.0	0	0.0

GVSU (N=408)		
Custom Demographics	n	%
Have you had a librarian give a presentation in any of your classes?		
Yes	256	62.7
No	138	33.8
Not sure	14	3.4
Not reported	0	0.0
Have you taken Writing 150?		
Yes, I completed the class	210	51.5
I am currently enrolled in WRT 150	21	5.1
No, I tested out of it or had AP credit	139	34.1
Other	38	9.3
Not reported	0	0.0

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 Grand Valley State University 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 Grand Valley State University 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
	Using Finding Tool Features
	Searching
	Evaluating Sources
	Understanding Economic, Legal, and Social Issues
	Selecting Finding Tools
	Developing a Research Strategy
Worst	Retrieving Sources

Detailed Results - Data Table

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

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

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

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

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
SAILS Skill Sets				
Developing a Research Strategy	535 ± 5	509 ± 1	507 ± 0	507 ± 0
Selecting Finding Tools	541 ± 7	515 ± 1	511 ± 1	511 ± 1
Searching	534 ± 5	488 ± 1	486 ± 0	486 ± 0
Using Finding Tool Features	567 ± 7	535 ± 1	532 ± 1	532 ± 1
Retrieving Sources	547 ± 8	521 ± 1	519 ± 1	519 ± 1
Evaluating Sources	523 ± 6	473 ± 1	470 ± 0	469 ± 0
Documenting Sources	542 ± 8	492 ± 1	487 ± 1	487 ± 1
Understanding Economic, Legal, and Social Issues	518 ± 6	474 ± 1	471 ± 1	471 ± 1

B. Within Skill Sets

This section reports in detail the performance of Grand Valley State University 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. Results for the custom demographic questions are presented in the charts.

1. SAILS Skill Set: Developing a Research Strategy

Summary of Results

Grand Valley State University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Grand Valley State University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore
 Major: Education, HealthSciences/Nursing/MovementScience, StudioArt/Music/Theater/Dance, Science/Math, SocialSciences/Anthro/Psych/PolySci, Other

Students at Grand Valley State University 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/Management/Finance/Marketing, Communication/Journalism/PublicRelations, Engineering/ComputerScience, LegalStudies/CriminalJustice/PublicAdmin, Undecided

Demographic Groups within Grand Valley State University Compared to the GVSU Overall Performance on This Skill Set

Within Grand Valley State University, the following groups performed about the same as the GVSU-average-student benchmark:

Class Standing: Freshman, Sophomore, Junior, Senior, Other
 Major: Communication/Journalism/PublicRelations, Education, Engineering/ComputerScience, HealthSciences/Nursing/MovementScience, LegalStudies/CriminalJustice/PublicAdmin, StudioArt/Music/Theater/Dance, Science/Math, SocialSciences/Anthro/Psych/PolySci, Other

Within Grand Valley State University, the following groups performed worse than the GVSU-average-student benchmark:

Major: Business/Management/Finance/Marketing, 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 meaningfully different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

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

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
Overall	535 ± 5	509 ± 1	507 ± 0	507 ± 0
Class Standing				
Freshman	535 ± 16	490 ± 1	491 ± 1	490 ± 1
Sophomore	526 ± 10	508 ± 3	505 ± 1	505 ± 1
Junior	529 ± 11	527 ± 2	518 ± 1	518 ± 1
Senior	541 ± 9	536 ± 2	527 ± 1	527 ± 1
Other	551 ± 14	541 ± 4	522 ± 2	523 ± 2
Majors				
Business / Management / Finance / Marketing	513 ± 12	504 ± 2	506 ± 1	506 ± 1
Communication / Journalism / Public Relations	521 ± 18	508 ± 5	510 ± 3	510 ± 3
Education	555 ± 18	506 ± 3	503 ± 1	503 ± 1
Engineering / Computer Science	537 ± 17	523 ± 3	511 ± 2	511 ± 2
Health Sciences / Nursing / Movement Science	543 ± 12	513 ± 2	509 ± 1	508 ± 1
Legal Studies / Criminal Justice / Public Admin	536 ± 31	508 ± 5	500 ± 3	499 ± 3
Studio Art / Music / Theater / Dance	563 ± 28	511 ± 3	512 ± 3	512 ± 3
Science / Math	555 ± 17	516 ± 3	517 ± 2	517 ± 2

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
SocialSciences / Anthro / Psych / PolySci	542 ±16	512 ±2	517 ±1	517 ±1
Other	520 ±15	498 ±2	500 ±1	500 ±1
Undecided	497 ±31	488 ±3	490 ±2	490 ±2

CUSTOM DEMOGRAPHICS QUESTIONS

Have you had a librarian give a presentation in any of your classes?	
Yes	535 ±6
No	535 ±8
Not sure	544 ±26
Have you taken Writing 150?	
Yes, I completed the class	526 ±7
I am currently enrolled in WRT 150	510 ±23
No, I tested out of it or had AP credit	552 ±9
Other	545 ±13

Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, for the same country, 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 meaningfully different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

For example,

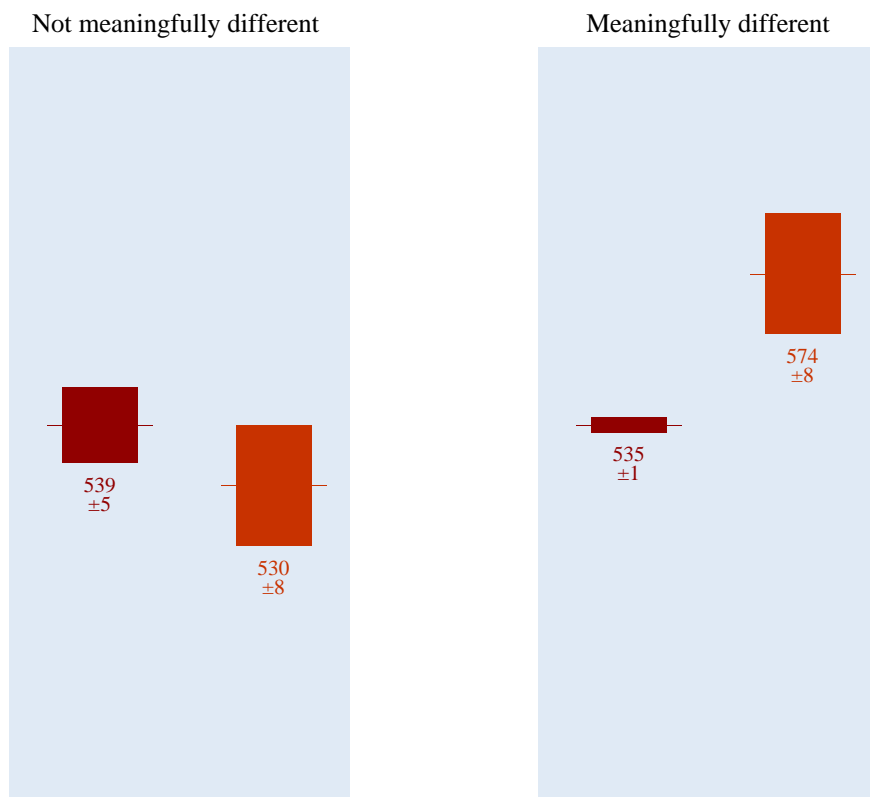


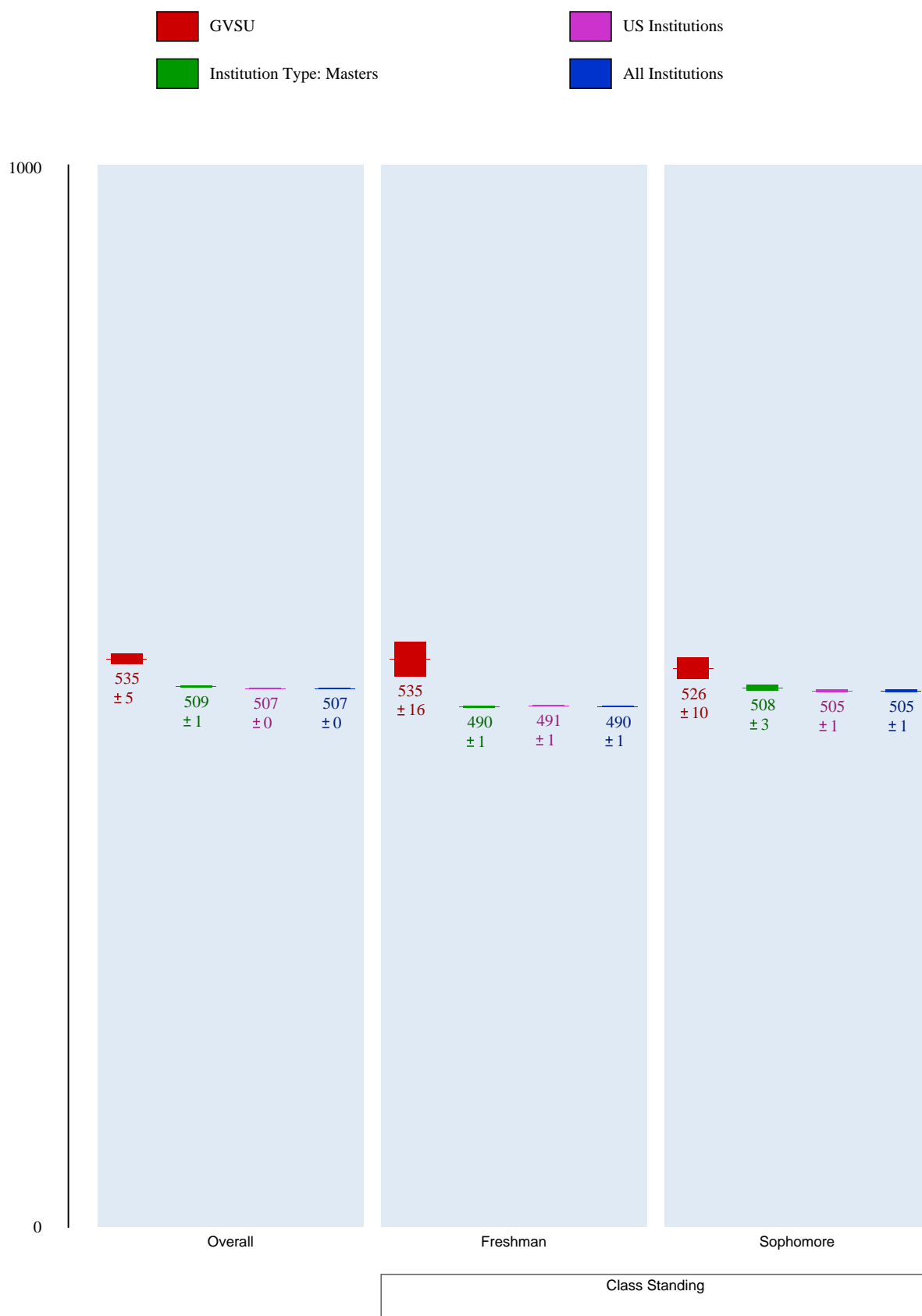
Figure 3.3 Chart for Skill Set: Developing a Research Strategy

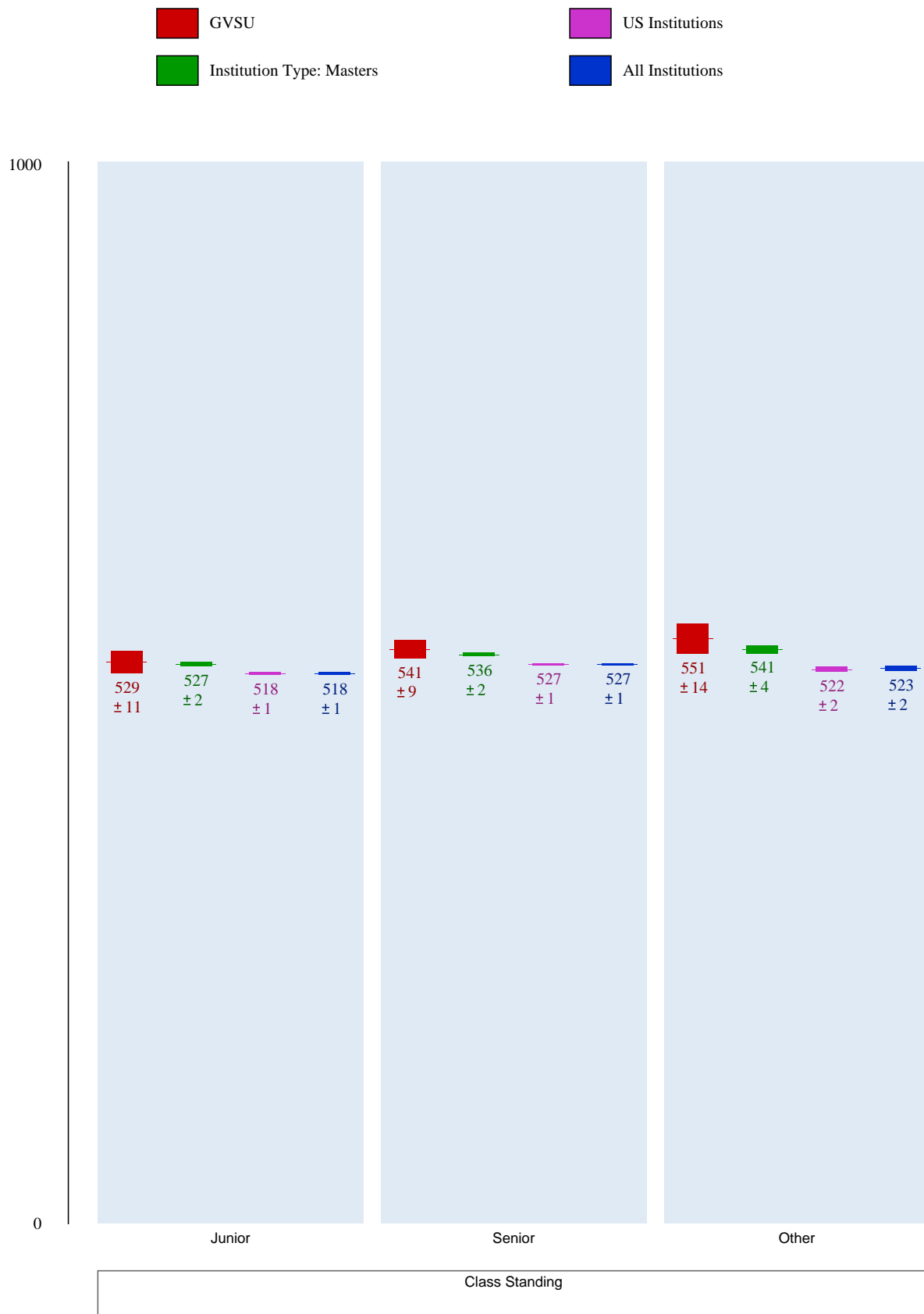
Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

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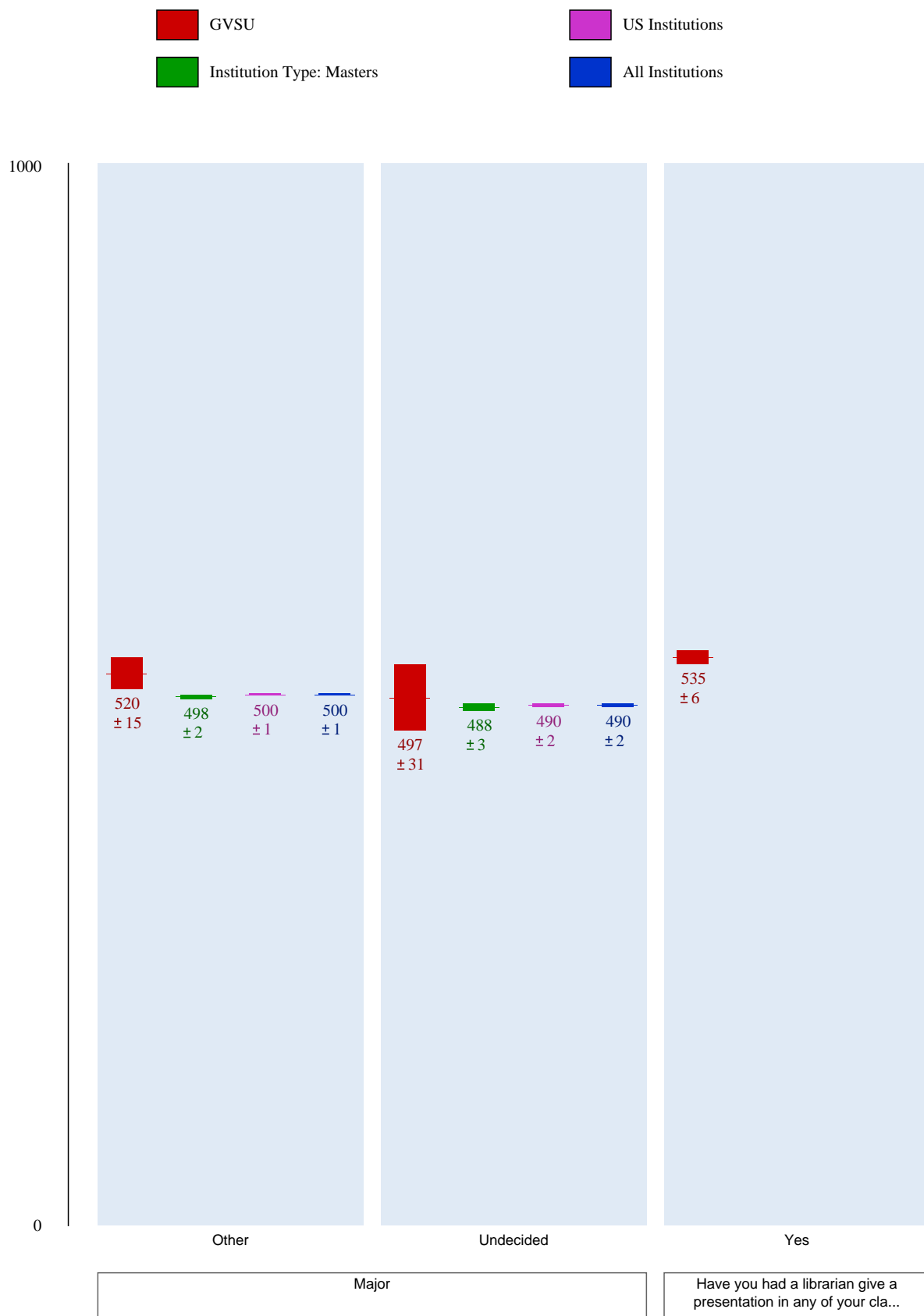
Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

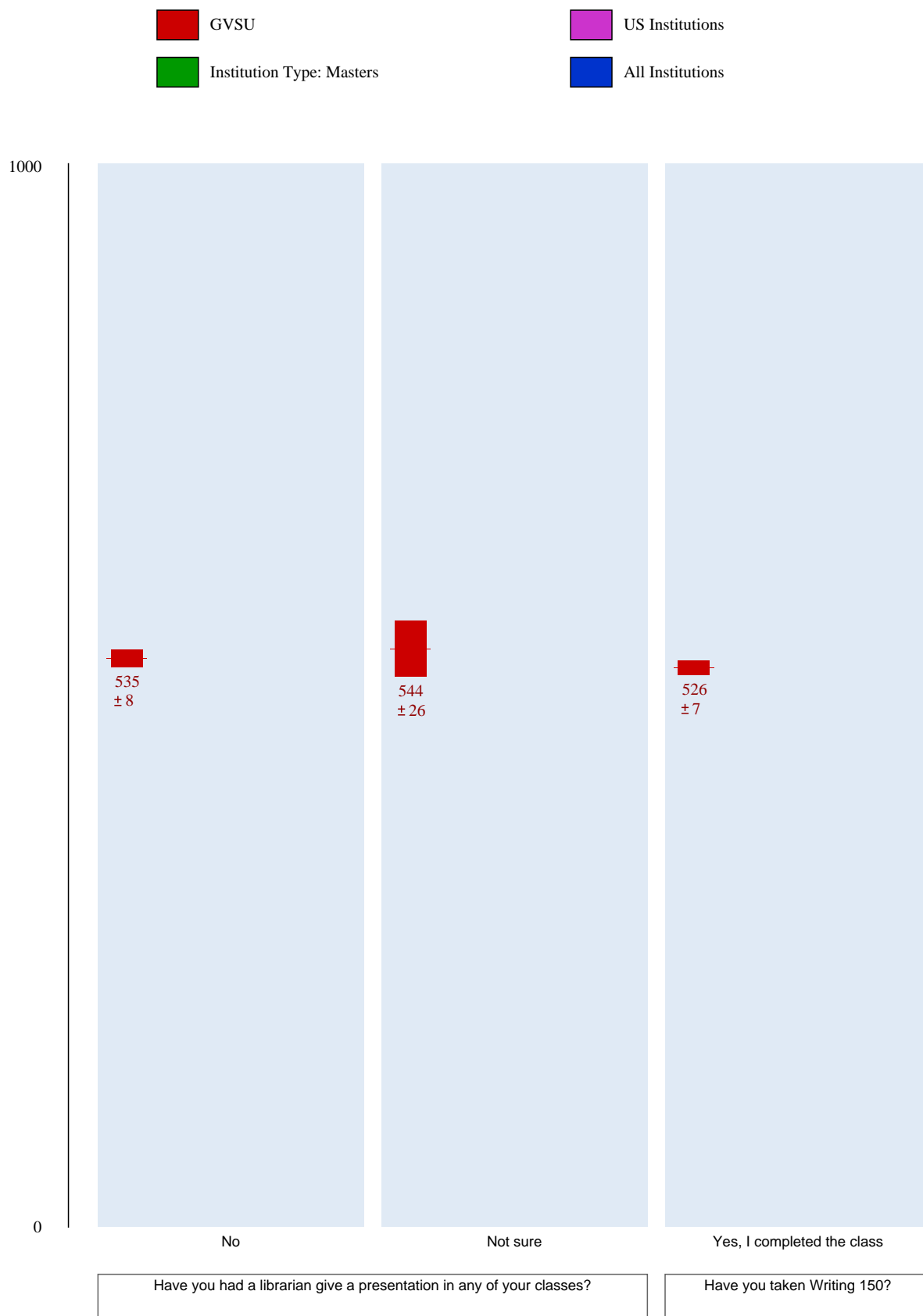
Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

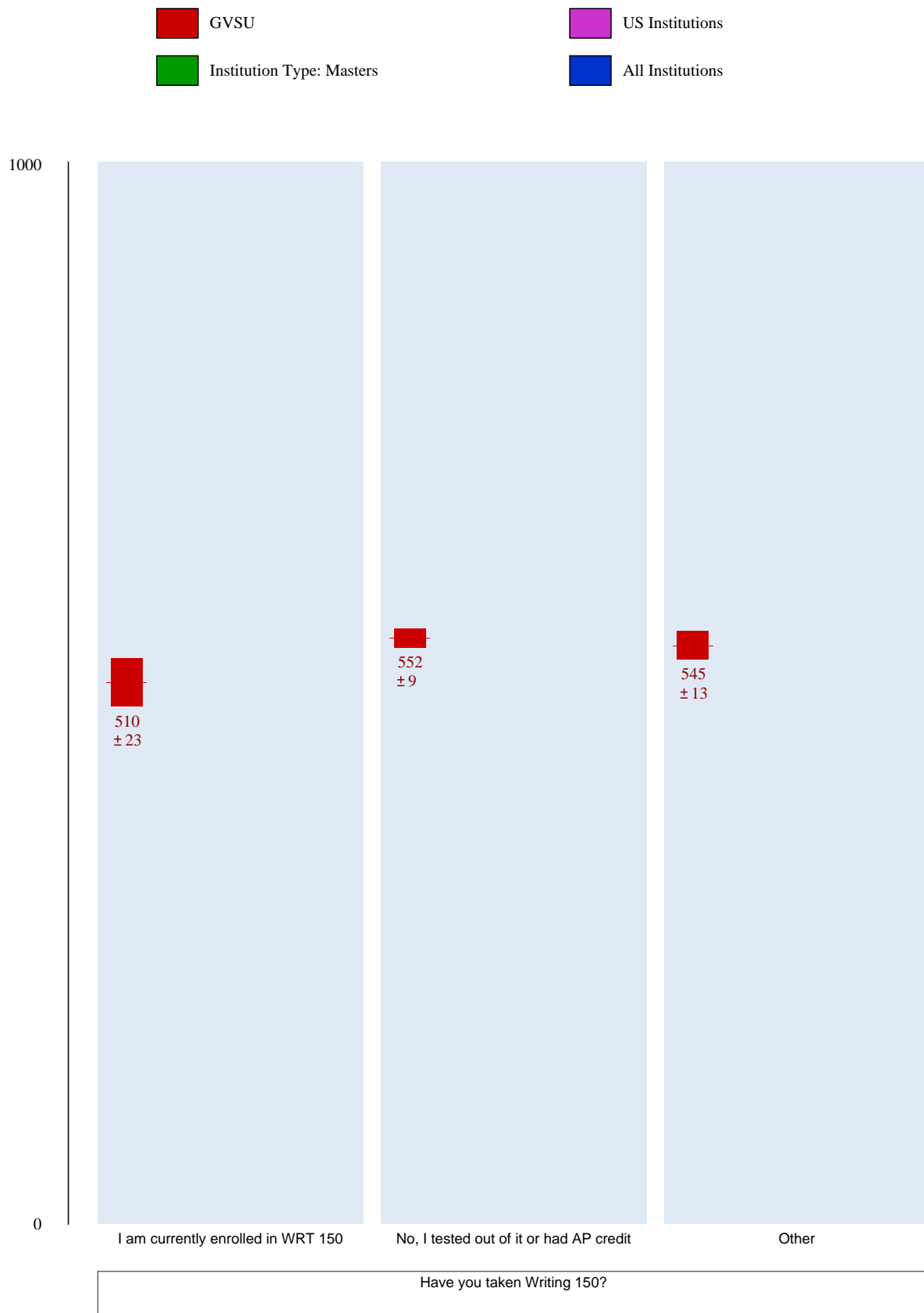
Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

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

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

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

2. SAILS Skill Set: Selecting Finding Tools**Summary of Results**Grand Valley State University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Grand Valley State University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Sophomore, Other
Major: Education, HealthSciences/Nursing/MovementScience,
SocialSciences/Anthro/Psych/PolySci, Other

Students at Grand Valley State University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Junior, Senior
Major: Business/Management/Finance/Marketing, Communication/Journalism/PublicRelations,
Engineering/ComputerScience, LegalStudies/CriminalJustice/PublicAdmin,
StudioArt/Music/Theater/Dance, Science/Math, Undecided

Demographic Groups within Grand Valley State University Compared to the GVSU Overall Performance on This Skill Set

Within Grand Valley State University, the following groups performed better than the GVSU-average-student benchmark:

Class Standing: Other

Within Grand Valley State University, the following groups performed about the same as the GVSU-average-student benchmark:

Class Standing: Sophomore, Junior, Senior
Major: Business/Management/Finance/Marketing, Education, Engineering/ComputerScience,
HealthSciences/Nursing/MovementScience, LegalStudies/CriminalJustice/PublicAdmin,
StudioArt/Music/Theater/Dance, Science/Math, SocialSciences/Anthro/Psych/PolySci,
Other

Within Grand Valley State University, the following groups performed worse than the GVSU-average-student benchmark:

Class Standing: Freshman
Major: Communication/Journalism/PublicRelations, Undecided

Detailed Results - Data Table

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

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Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
Overall	541 ± 7	515 ± 1	511 ± 1	511 ± 1
Class Standing				
Freshman	502 ± 21	498 ± 1	497 ± 1	497 ± 1
Sophomore	533 ± 15	510 ± 4	509 ± 2	509 ± 2
Junior	547 ± 13	533 ± 3	524 ± 2	524 ± 2
Senior	541 ± 11	539 ± 2	526 ± 1	526 ± 1
Other	585 ± 18	559 ± 5	528 ± 3	528 ± 3
Majors				
Business / Management / Finance / Marketing	523 ± 17	509 ± 2	509 ± 1	509 ± 1
Communication / Journalism / Public Relations	499 ± 24	515 ± 6	514 ± 3	514 ± 3
Education	540 ± 20	509 ± 3	501 ± 2	501 ± 2
Engineering / Computer Science	545 ± 28	540 ± 4	532 ± 3	531 ± 3
Health Sciences / Nursing / Movement Science	548 ± 16	521 ± 3	511 ± 2	511 ± 1
Legal Studies / Criminal Justice / Public Admin	541 ± 35	508 ± 6	505 ± 3	504 ± 3
Studio Art / Music / Theater / Dance	558 ± 39	522 ± 4	523 ± 4	522 ± 4
Science / Math	552 ± 24	525 ± 4	531 ± 2	531 ± 2

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
SocialSciences / Anthro / Psych / PolySci	565 ±21	519 ±3	516 ±2	516 ±2
Other	536 ±18	504 ±3	504 ±1	504 ±1
Undecided	484 ±43	492 ±4	495 ±2	495 ±2

CUSTOM DEMOGRAPHICS QUESTIONS

Have you had a librarian give a presentation in any of your classes?	
Yes	545 ±9
No	531 ±11
Not sure	534 ±33
Have you taken Writing 150?	
Yes, I completed the class	521 ±9
I am currently enrolled in WRT 150	557 ±28
No, I tested out of it or had AP credit	559 ±12
Other	582 ±19

Detailed Results - Chart

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

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

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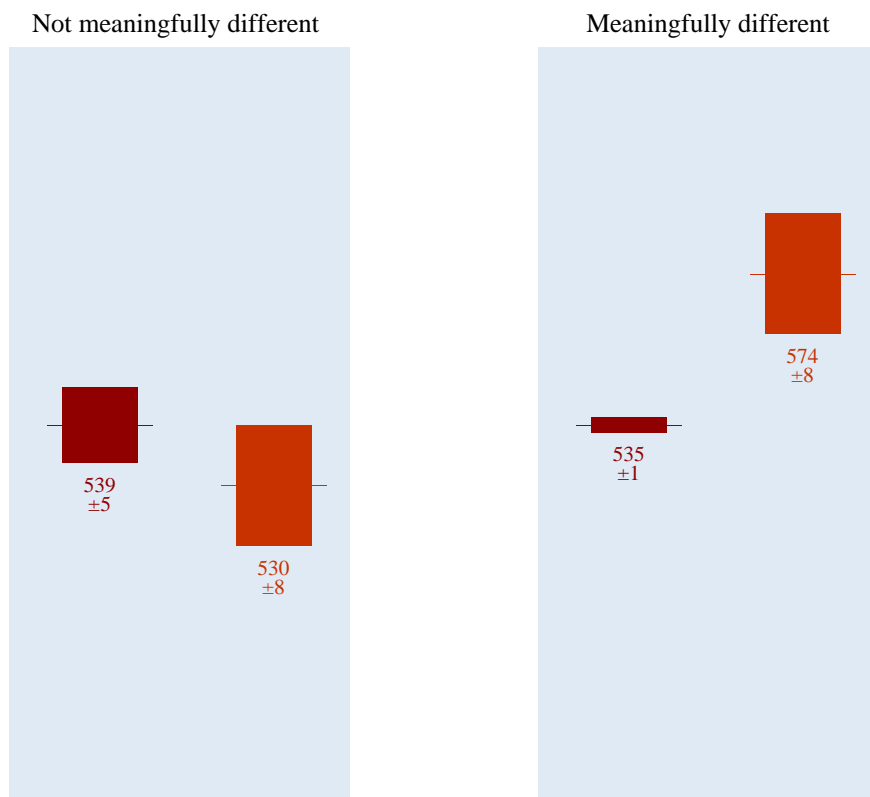


Figure 3.6 Chart for Skill Set: Selecting Finding Tools

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

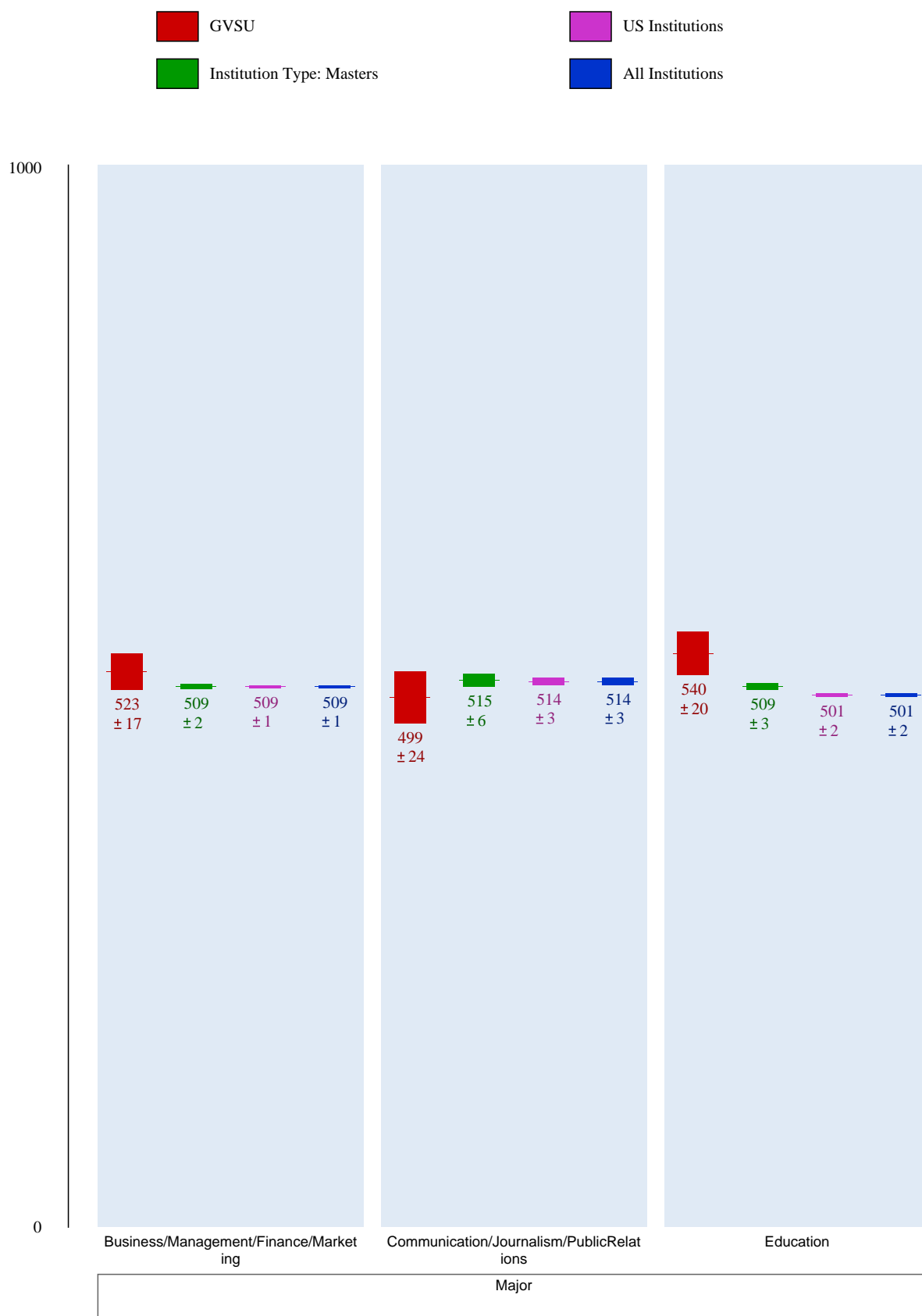
Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

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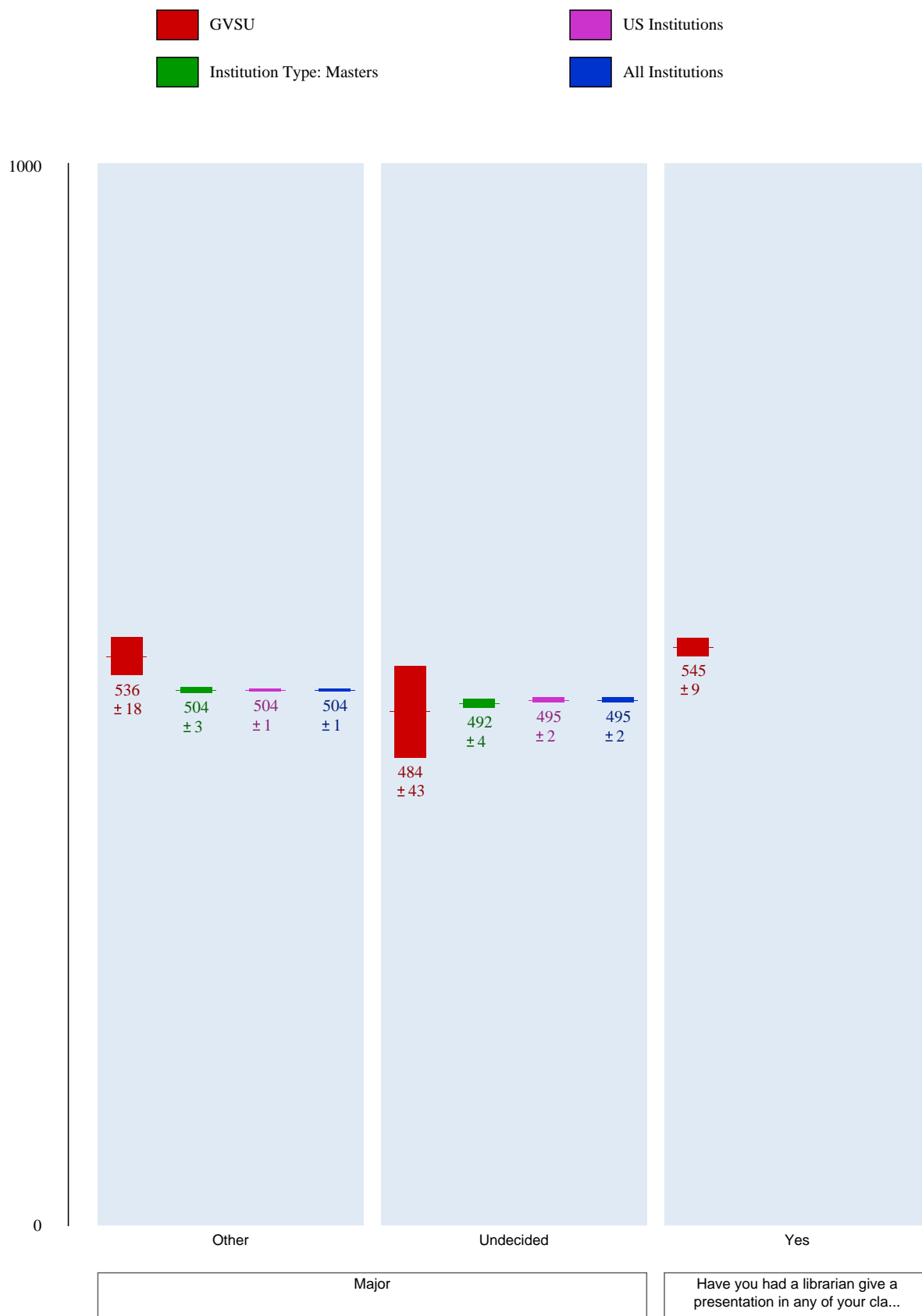
Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

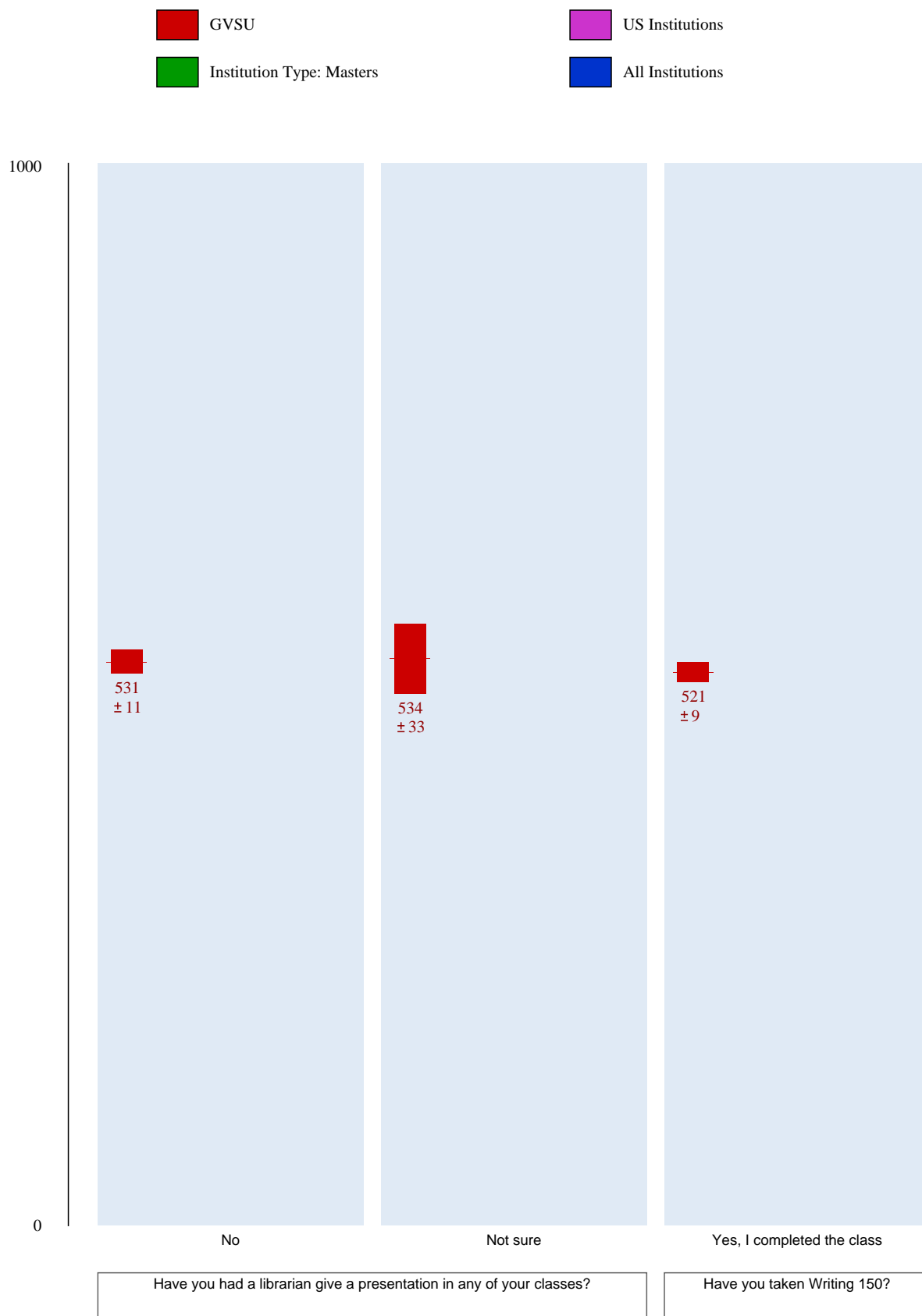
Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

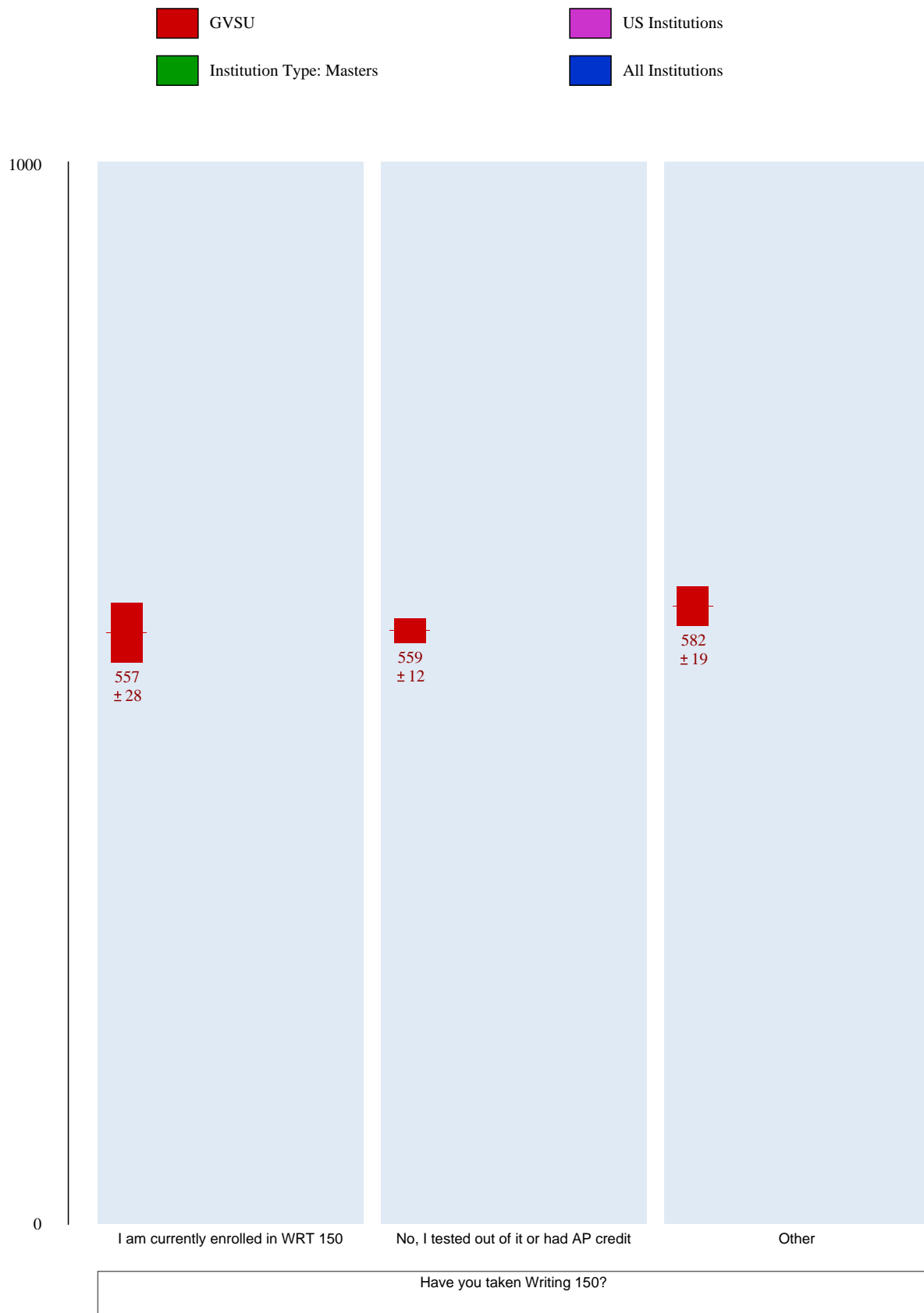
Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

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

Grand Valley State University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Grand Valley State University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman, Sophomore, Junior, Senior, Other
Major:	Business/Management/Finance/Marketing, Communication/Journalism/PublicRelations, Education, HealthSciences/Nursing/MovementScience, LegalStudies/CriminalJustice/PublicAdmin, StudioArt/Music/Theater/Dance, Science/Math, SocialSciences/Anthro/Psych/PolySci, Other, Undecided

Students at Grand Valley State University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Major:	Engineering/ComputerScience
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Demographic Groups within Grand Valley State University Compared to the GVSU Overall Performance on This Skill Set

Within Grand Valley State University, the following groups performed better than the GVSU-average-student benchmark:

Class Standing:	Other
Major:	Science/Math

Within Grand Valley State University, the following groups performed about the same as the GVSU-average-student benchmark:

Class Standing:	Freshman, Sophomore, Senior
Major:	Communication/Journalism/PublicRelations, Education, Engineering/ComputerScience, HealthSciences/Nursing/MovementScience, LegalStudies/CriminalJustice/PublicAdmin, StudioArt/Music/Theater/Dance, SocialSciences/Anthro/Psych/PolySci, Other, Undecided

Within Grand Valley State University, the following groups performed worse than the GVSU-average-student benchmark:

Class Standing:	Junior
Major:	Business/Management/Finance/Marketing

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 meaningfully different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

Figure 3.8 Data Table for Skill Set: Searching

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
Overall	534 ± 5	488 ± 1	486 ± 0	486 ± 0
Class Standing				
Freshman	523 ± 14	469 ± 1	472 ± 1	471 ± 1
Sophomore	531 ± 13	487 ± 3	483 ± 1	483 ± 1
Junior	518 ± 10	502 ± 2	497 ± 1	496 ± 1
Senior	536 ± 9	517 ± 2	502 ± 1	502 ± 1
Other	579 ± 15	528 ± 4	503 ± 3	504 ± 3
Majors				
Business / Management / Finance / Marketing	512 ± 12	481 ± 2	485 ± 1	485 ± 1
Communication / Journalism / Public Relations	517 ± 22	479 ± 5	480 ± 3	480 ± 3
Education	537 ± 15	480 ± 3	476 ± 1	476 ± 1
Engineering / Computer Science	522 ± 16	515 ± 3	504 ± 2	503 ± 2
Health Sciences / Nursing / Movement Science	539 ± 14	496 ± 2	487 ± 1	486 ± 1
Legal Studies / Criminal Justice / Public Admin	515 ± 34	470 ± 5	473 ± 3	472 ± 3
Studio Art / Music / Theater / Dance	560 ± 29	499 ± 4	498 ± 3	498 ± 3
Science / Math	554 ± 15	507 ± 3	505 ± 2	505 ± 2

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
SocialSciences / Anthro / Psych / PolySci	555 ±19	490 ±2	493 ±1	493 ±1
Other	524 ±16	479 ±2	480 ±1	480 ±1
Undecided	520 ±24	461 ±4	470 ±2	470 ±2

CUSTOM DEMOGRAPHICS QUESTIONS

Have you had a librarian give a presentation in any of your classes?	
Yes	533 ±6
No	531 ±9
Not sure	566 ±24
Have you taken Writing 150?	
Yes, I completed the class	519 ±7
I am currently enrolled in WRT 150	524 ±23
No, I tested out of it or had AP credit	550 ±9
Other	560 ±16

Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, for the same country, 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 meaningfully different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

For example,

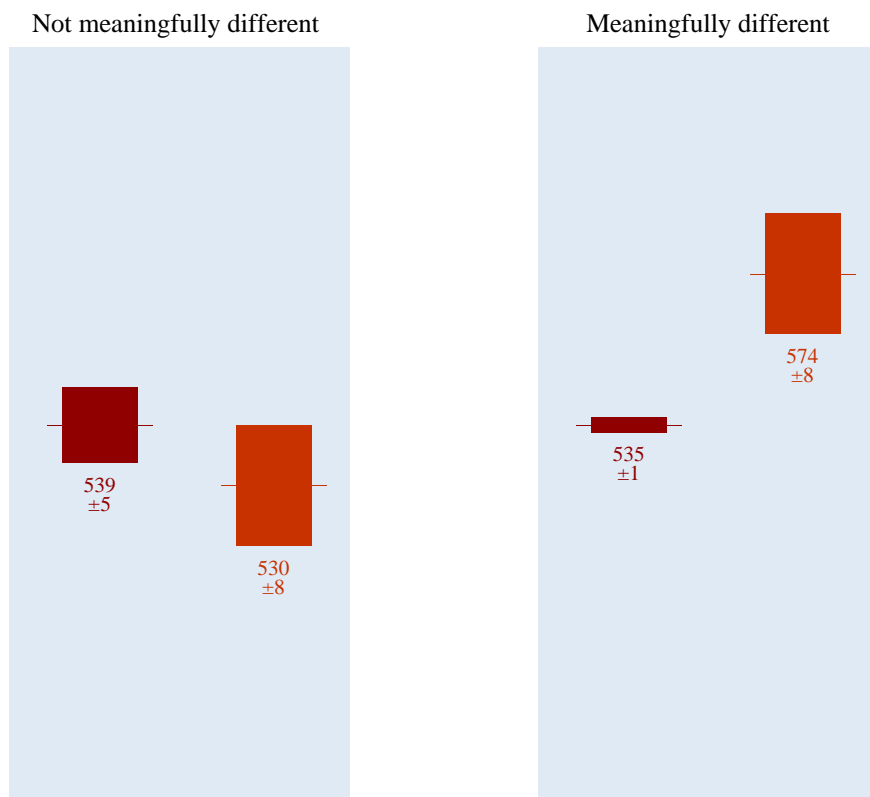


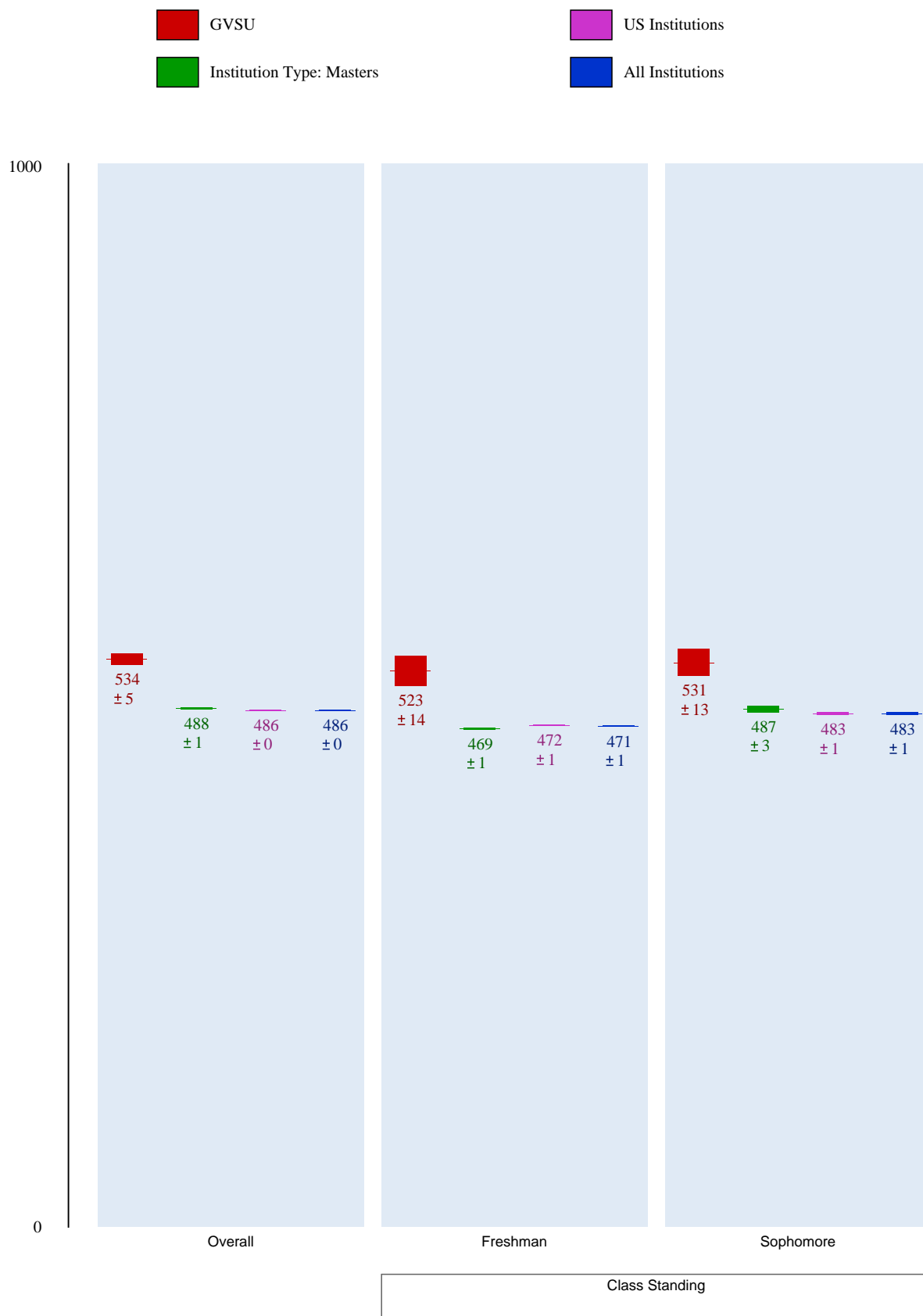
Figure 3.9 Chart for Skill Set: Searching

Figure 3.9 (continued) Chart for Skill Set: Searching

Figure 3.9 (continued) Chart for Skill Set: Searching

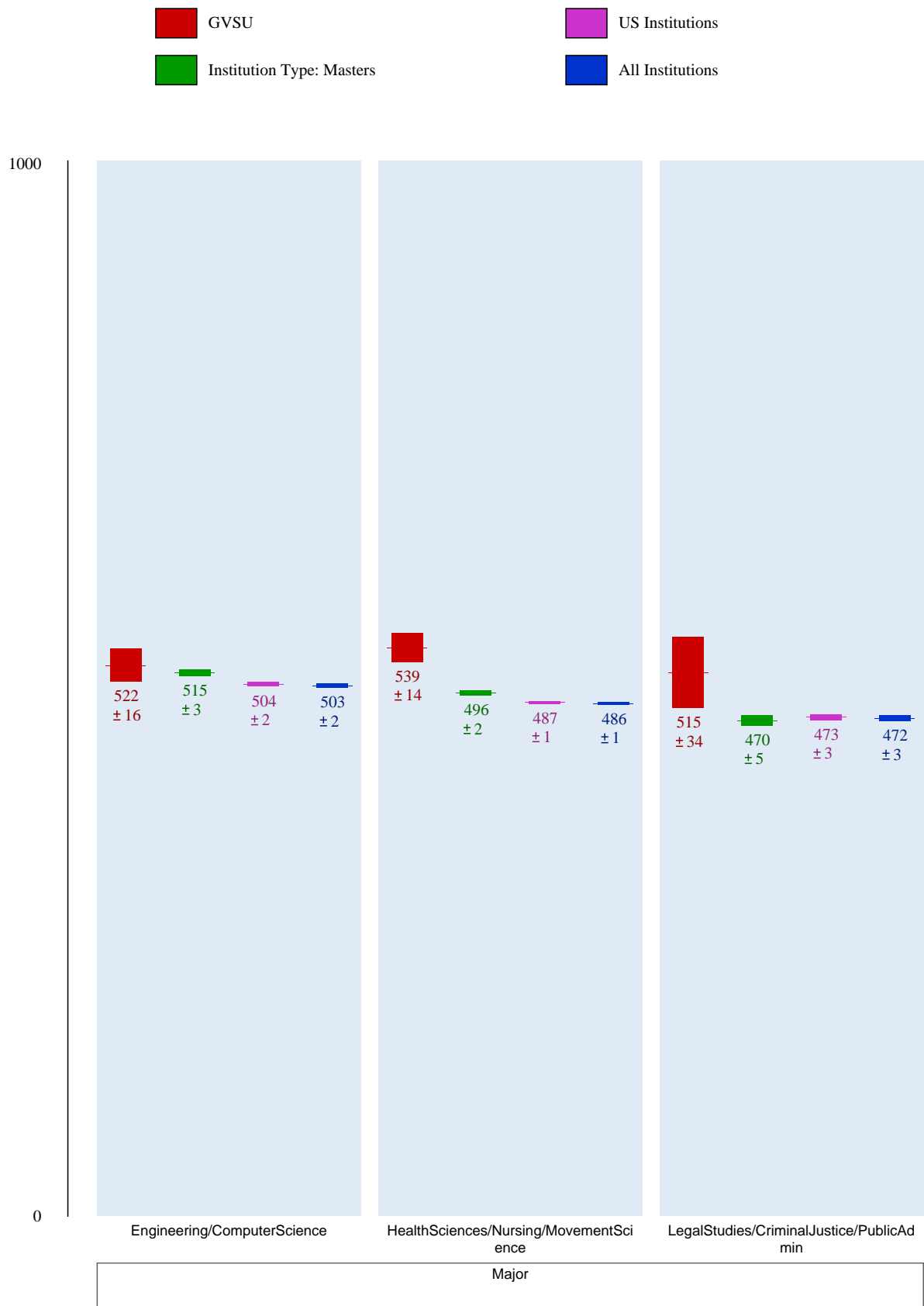
Figure 3.9 (continued) Chart for Skill Set: Searching

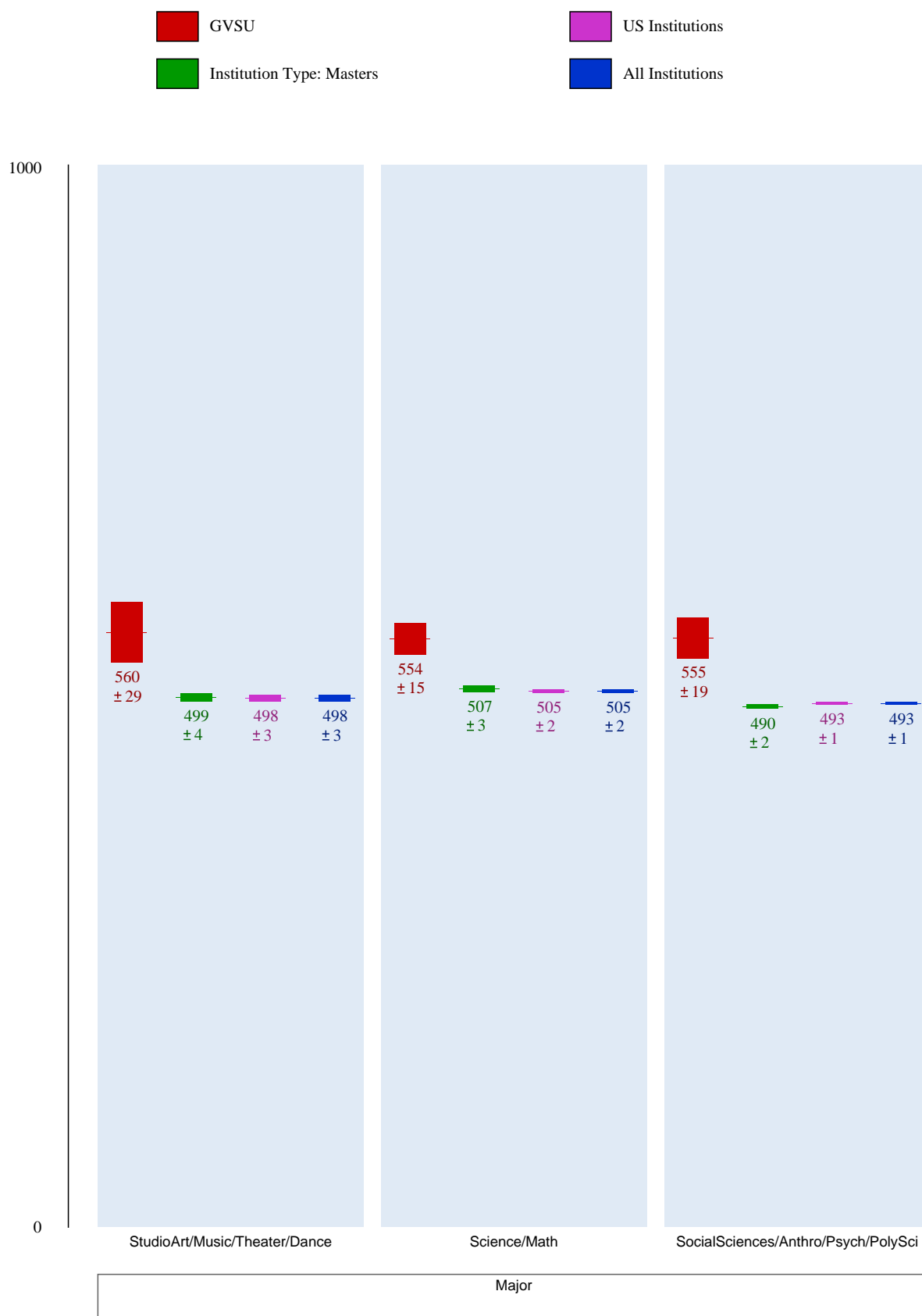
Figure 3.9 (continued) Chart for Skill Set: Searching

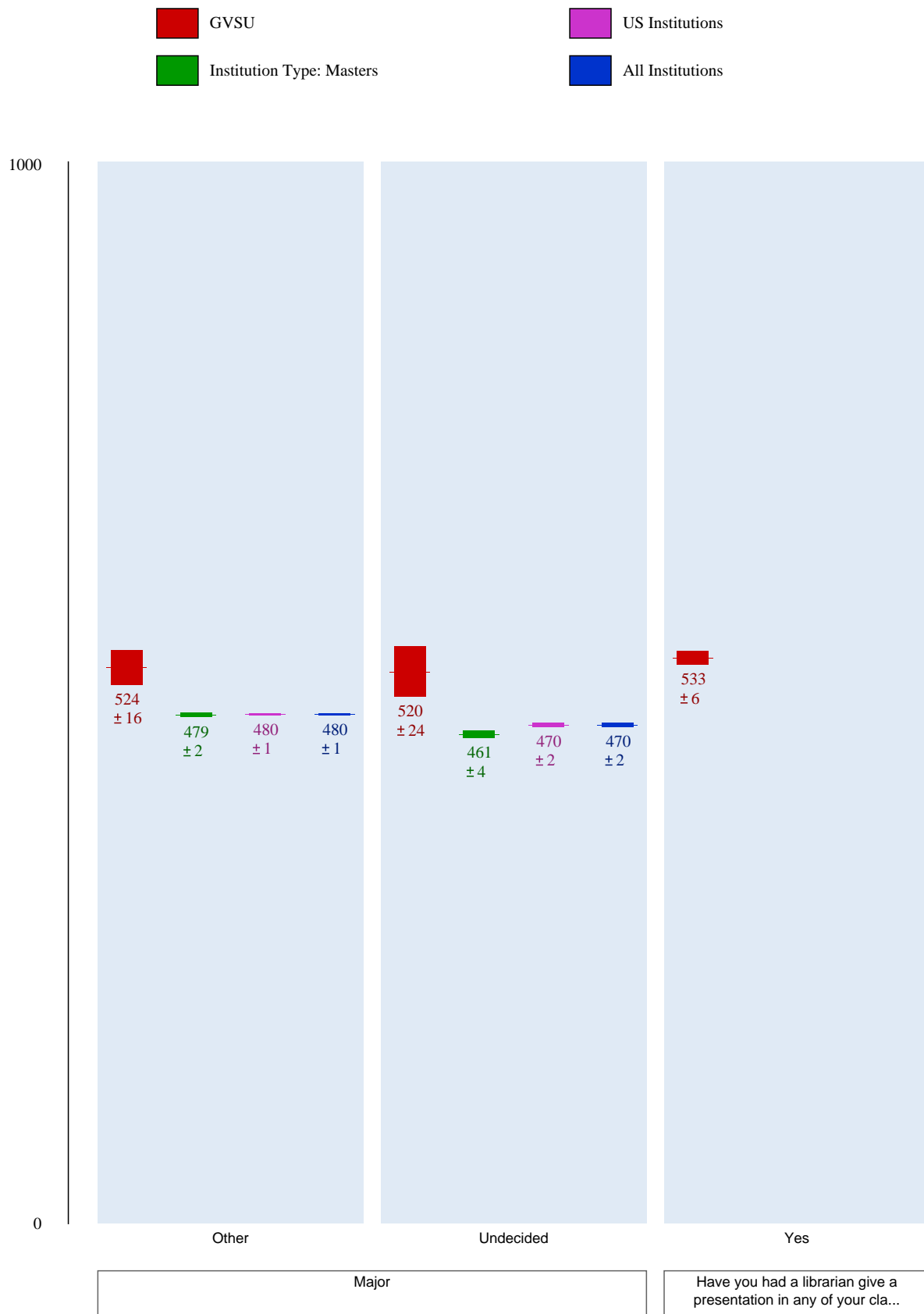
Figure 3.9 (continued) Chart for Skill Set: Searching

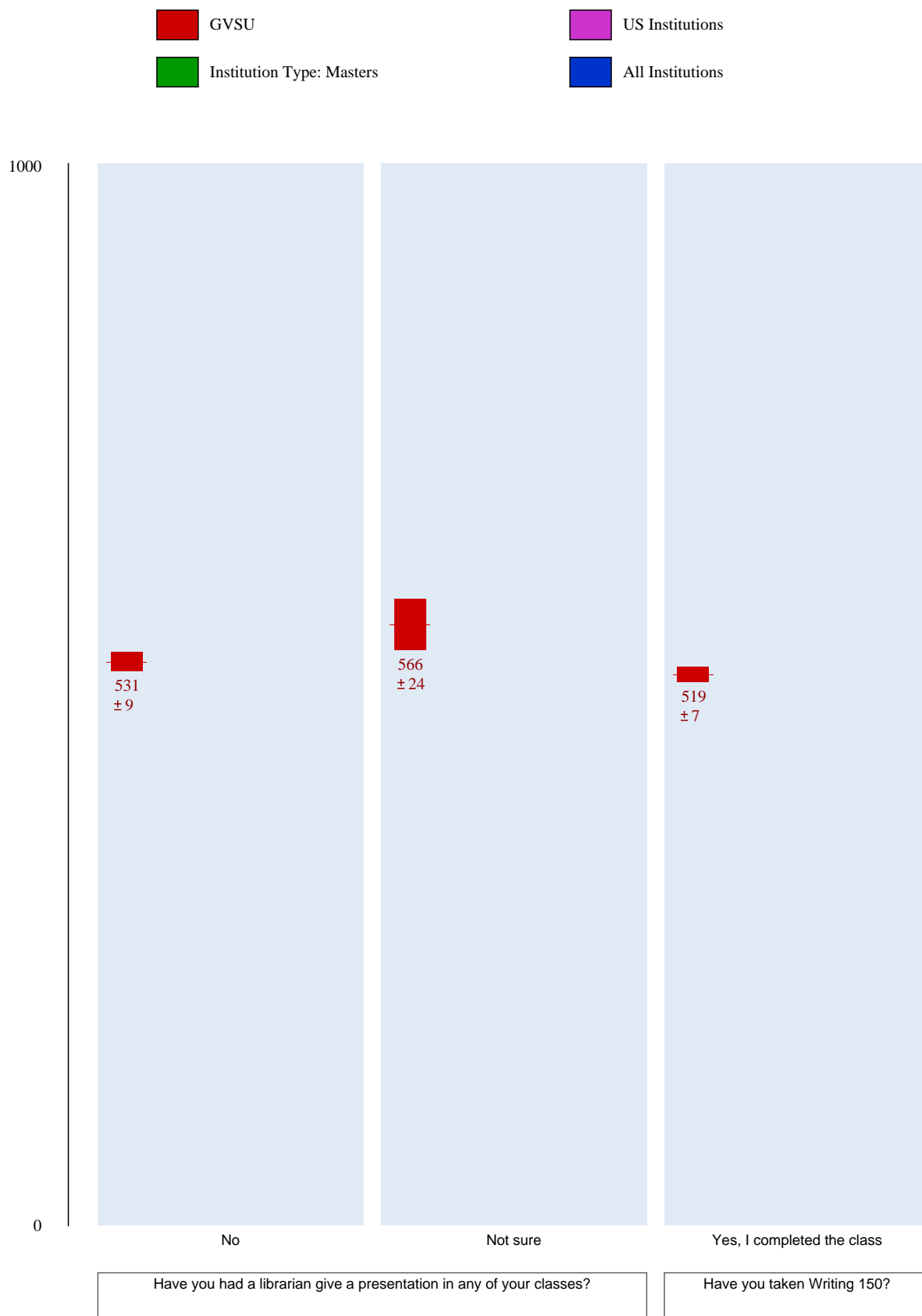
Figure 3.9 (continued) Chart for Skill Set: Searching

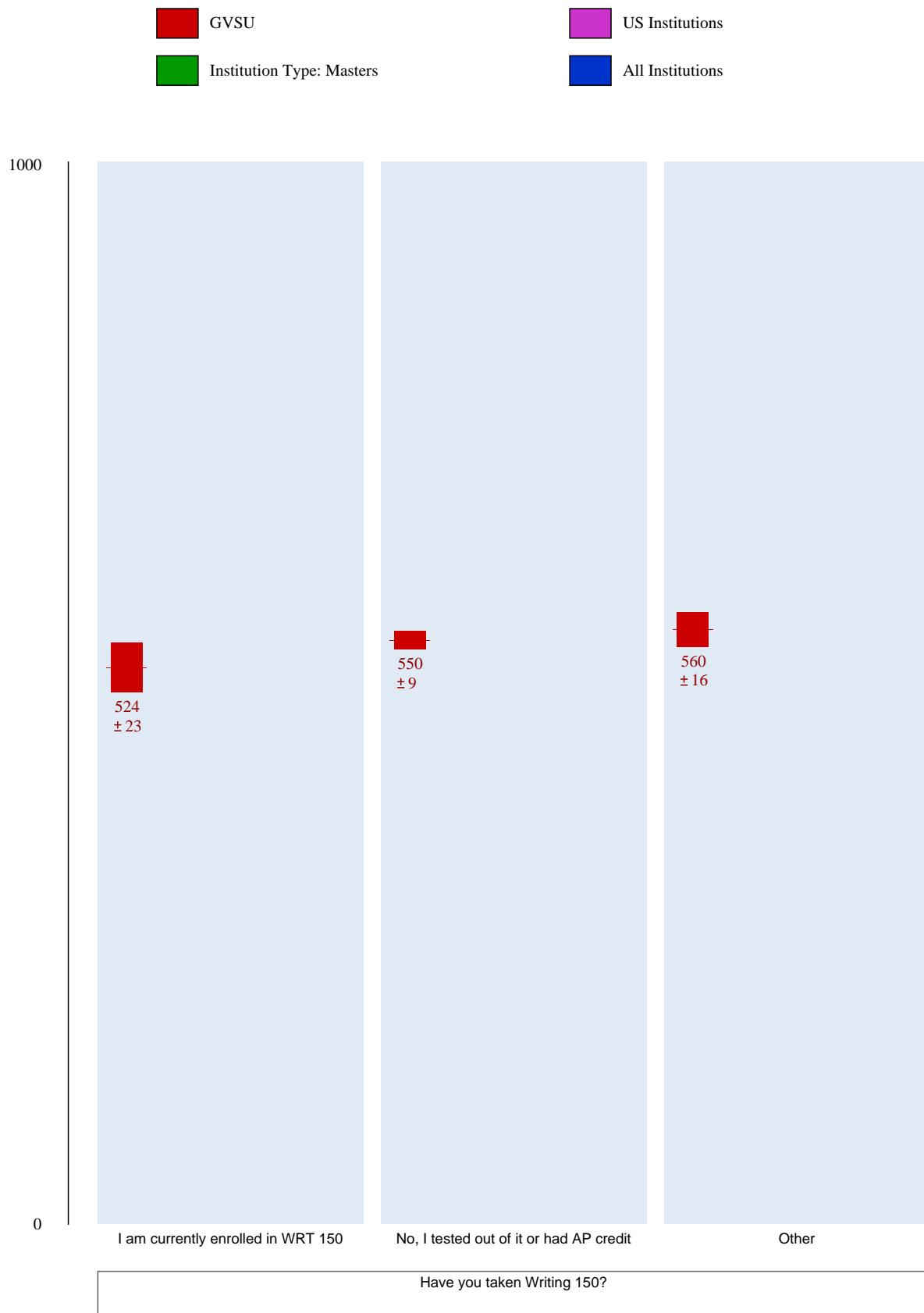
Figure 3.9 (continued) Chart for Skill Set: Searching

Figure 3.10 Objectives and Outcomes for Skill Set: Searching

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

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

4. SAILS Skill Set: Using Finding Tool Features**Summary of Results**Grand Valley State University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Grand Valley State University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Sophomore, Senior, Other
Major: Education, HealthSciences/Nursing/MovementScience, StudioArt/Music/Theater/Dance, Science/Math, SocialSciences/Anthro/Psych/PolySci, Other

Students at Grand Valley State University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Junior
Major: Business/Management/Finance/Marketing, Communication/Journalism/PublicRelations, Engineering/ComputerScience, LegalStudies/CriminalJustice/PublicAdmin, Undecided

Demographic Groups within Grand Valley State University Compared to the GVSU Overall Performance on This Skill Set

Within Grand Valley State University, the following groups performed better than the GVSU-average-student benchmark:

Class Standing: Senior, Other
Major: StudioArt/Music/Theater/Dance, SocialSciences/Anthro/Psych/PolySci

Within Grand Valley State University, the following groups performed about the same as the GVSU-average-student benchmark:

Class Standing: Sophomore
Major: Communication/Journalism/PublicRelations, Education, Engineering/ComputerScience, HealthSciences/Nursing/MovementScience, Science/Math, Other

Within Grand Valley State University, the following groups performed worse than the GVSU-average-student benchmark:

Class Standing: Freshman, Junior
Major: Business/Management/Finance/Marketing, LegalStudies/CriminalJustice/PublicAdmin, 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 meaningfully different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

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

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
Overall	567 ± 7	535 ± 1	532 ± 1	532 ± 1
Class Standing				
Freshman	525 ± 22	519 ± 2	519 ± 1	519 ± 1
Sophomore	557 ± 16	536 ± 4	532 ± 2	532 ± 2
Junior	544 ± 14	547 ± 3	541 ± 2	541 ± 2
Senior	590 ± 13	557 ± 2	545 ± 1	545 ± 1
Other	615 ± 24	571 ± 5	547 ± 3	547 ± 3
Majors				
Business / Management / Finance / Marketing	527 ± 17	530 ± 3	528 ± 1	528 ± 1
Communication / Journalism / Public Relations	556 ± 33	518 ± 7	533 ± 4	532 ± 4
Education	580 ± 24	527 ± 4	524 ± 2	523 ± 2
Engineering / Computer Science	571 ± 25	556 ± 5	546 ± 3	545 ± 3
Health Sciences / Nursing / Movement Science	567 ± 18	543 ± 3	538 ± 2	537 ± 2
Legal Studies / Criminal Justice / Public Admin	504 ± 37	522 ± 7	524 ± 4	524 ± 4
Studio Art / Music / Theater / Dance	645 ± 52	546 ± 5	543 ± 4	543 ± 4
Science / Math	576 ± 20	541 ± 4	543 ± 2	543 ± 2

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
SocialSciences / Anthro / Psych / PolySci	608 ±24	537 ±3	539 ±2	539 ±2
Other	593 ±24	533 ±3	529 ±2	529 ±2
Undecided	498 ±38	513 ±5	517 ±3	517 ±3

CUSTOM DEMOGRAPHICS QUESTIONS

Have you had a librarian give a presentation in any of your classes?	
Yes	575 ±10
No	551 ±12
Not sure	560 ±48
Have you taken Writing 150?	
Yes, I completed the class	561 ±10
I am currently enrolled in WRT 150	512 ±35
No, I tested out of it or had AP credit	569 ±12
Other	623 ±24

Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, for the same country, 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 meaningfully different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

For example,

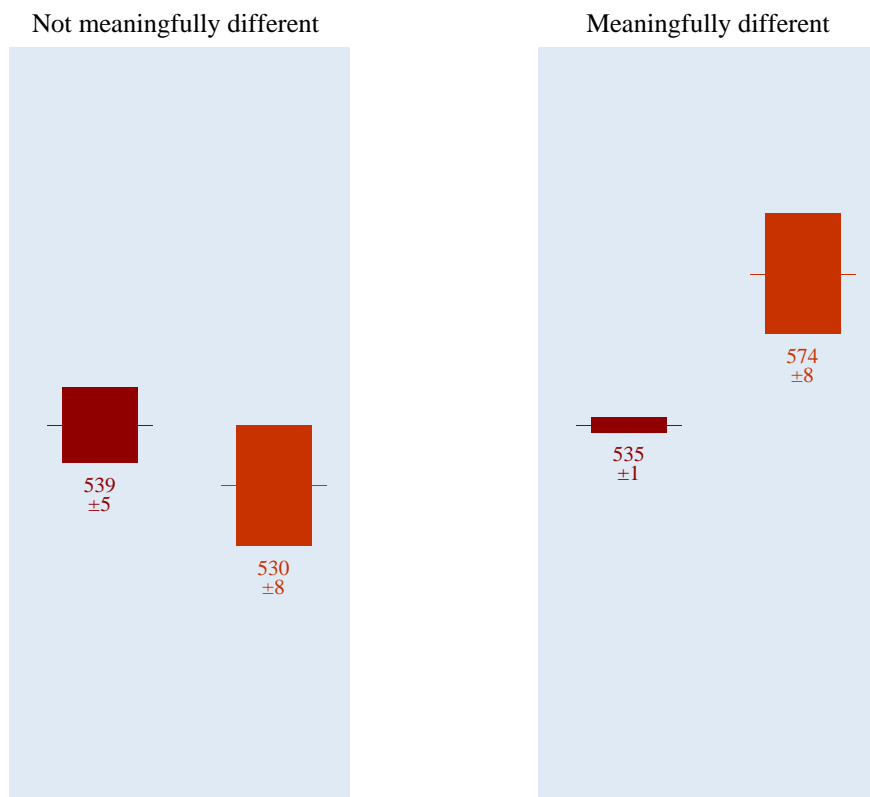


Figure 3.12 Chart for Skill Set: Using Finding Tool Features

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

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

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

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

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

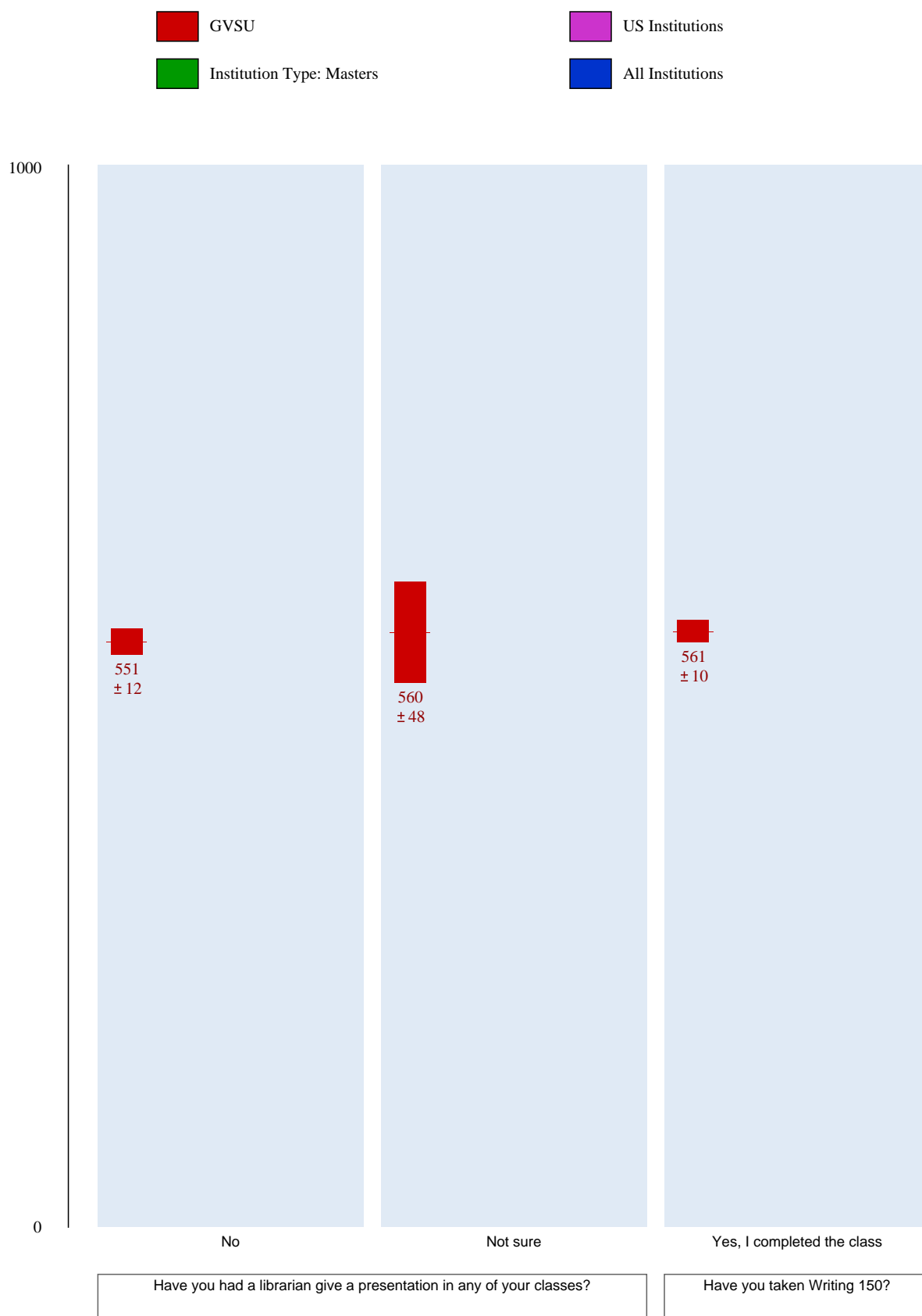
Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

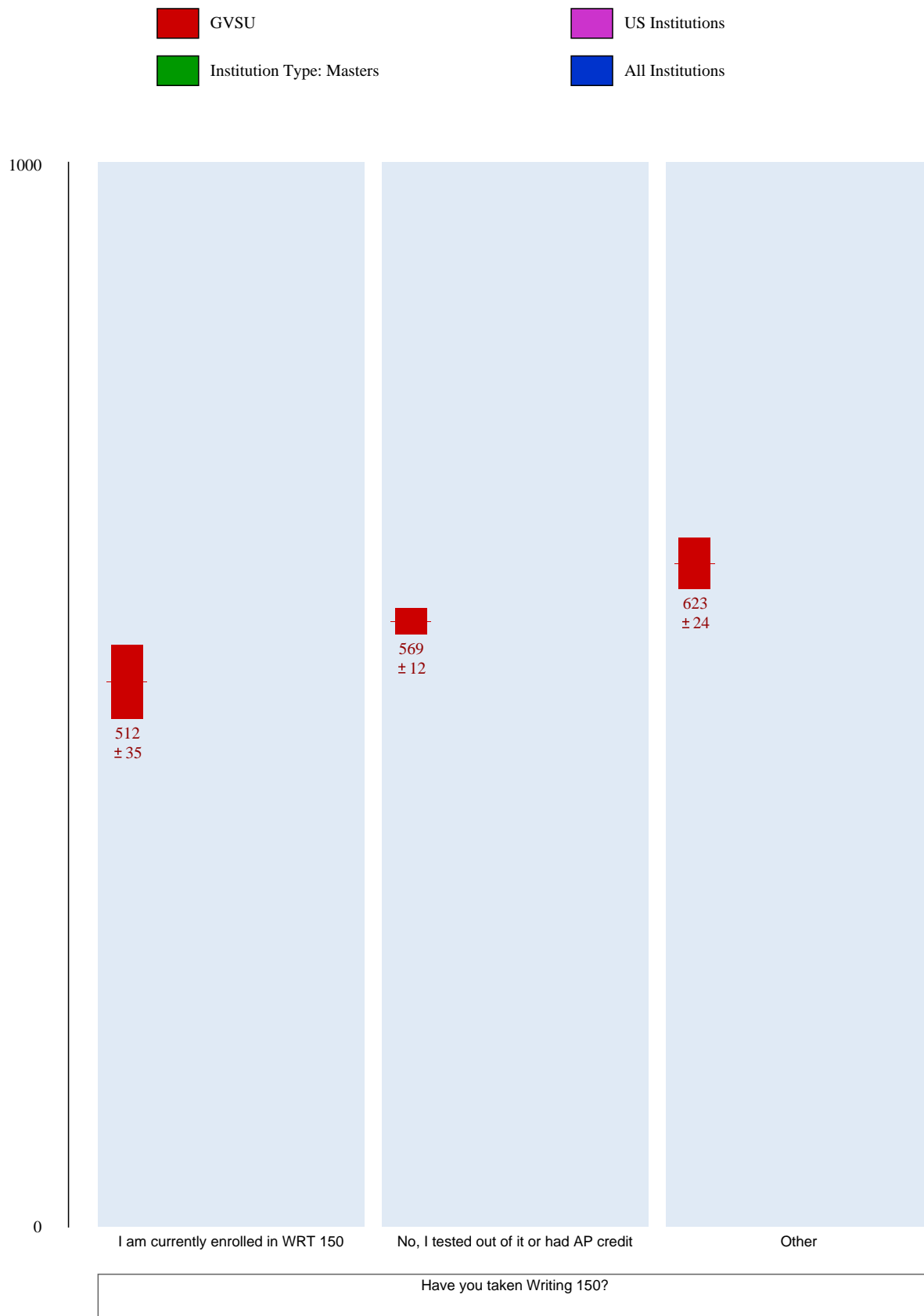
Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

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

Grand Valley State University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Grand Valley State University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Other
Major: HealthSciences/Nursing/MovementScience, Science/Math, Other

Students at Grand Valley State University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Freshman, Sophomore, Junior, Senior
Major: Business/Management/Finance/Marketing, Communication/Journalism/PublicRelations, Education, Engineering/ComputerScience, LegalStudies/CriminalJustice/PublicAdmin, StudioArt/Music/Theater/Dance, SocialSciences/Anthro/Psych/PolySci, Undecided

Demographic Groups within Grand Valley State University Compared to the GVSU Overall Performance on This Skill Set

Within Grand Valley State University, the following groups performed better than the GVSU-average-student benchmark:

Class Standing: Other
Major: Science/Math

Within Grand Valley State University, the following groups performed about the same as the GVSU-average-student benchmark:

Class Standing: Sophomore, Junior, Senior
Major: Communication/Journalism/PublicRelations, Education, HealthSciences/Nursing/MovementScience, LegalStudies/CriminalJustice/PublicAdmin, StudioArt/Music/Theater/Dance, SocialSciences/Anthro/Psych/PolySci, Other

Within Grand Valley State University, the following groups performed worse than the GVSU-average-student benchmark:

Class Standing: Freshman
Major: Business/Management/Finance/Marketing, Engineering/ComputerScience, 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 meaningfully different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

Figure 3.14 Data Table for Skill Set: Retrieving Sources

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
Overall	547 ± 8	521 ± 1	519 ± 1	519 ± 1
Class Standing				
Freshman	494 ± 24	494 ± 2	498 ± 1	498 ± 1
Sophomore	534 ± 16	523 ± 4	524 ± 2	524 ± 2
Junior	528 ± 14	543 ± 3	534 ± 2	534 ± 2
Senior	564 ± 13	564 ± 2	541 ± 1	541 ± 1
Other	638 ± 21	570 ± 6	542 ± 3	542 ± 3
Majors				
Business / Management / Finance / Marketing	508 ± 19	518 ± 3	515 ± 1	515 ± 1
Communication / Journalism / Public Relations	528 ± 22	507 ± 7	519 ± 4	518 ± 4
Education	549 ± 26	523 ± 4	517 ± 2	516 ± 2
Engineering / Computer Science	509 ± 24	534 ± 5	525 ± 3	525 ± 3
Health Sciences / Nursing / Movement Science	568 ± 15	529 ± 3	524 ± 2	524 ± 2
Legal Studies / Criminal Justice / Public Admin	532 ± 45	518 ± 7	514 ± 4	514 ± 4
Studio Art / Music / Theater / Dance	565 ± 47	517 ± 5	525 ± 4	525 ± 4
Science / Math	586 ± 27	531 ± 4	536 ± 2	536 ± 2

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
SocialSciences / Anthro / Psych / PolySci	544 ±26	528 ±3	528 ±2	528 ±2
Other	577 ±23	510 ±3	513 ±2	512 ±2
Undecided	476 ±47	483 ±5	493 ±3	493 ±3

CUSTOM DEMOGRAPHICS QUESTIONS

Have you had a librarian give a presentation in any of your classes?	
Yes	557 ±10
No	533 ±13
Not sure	490 ±29
Have you taken Writing 150?	
Yes, I completed the class	540 ±10
I am currently enrolled in WRT 150	499 ±31
No, I tested out of it or had AP credit	551 ±13
Other	602 ±23

Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, for the same country, 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 meaningfully different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

For example,

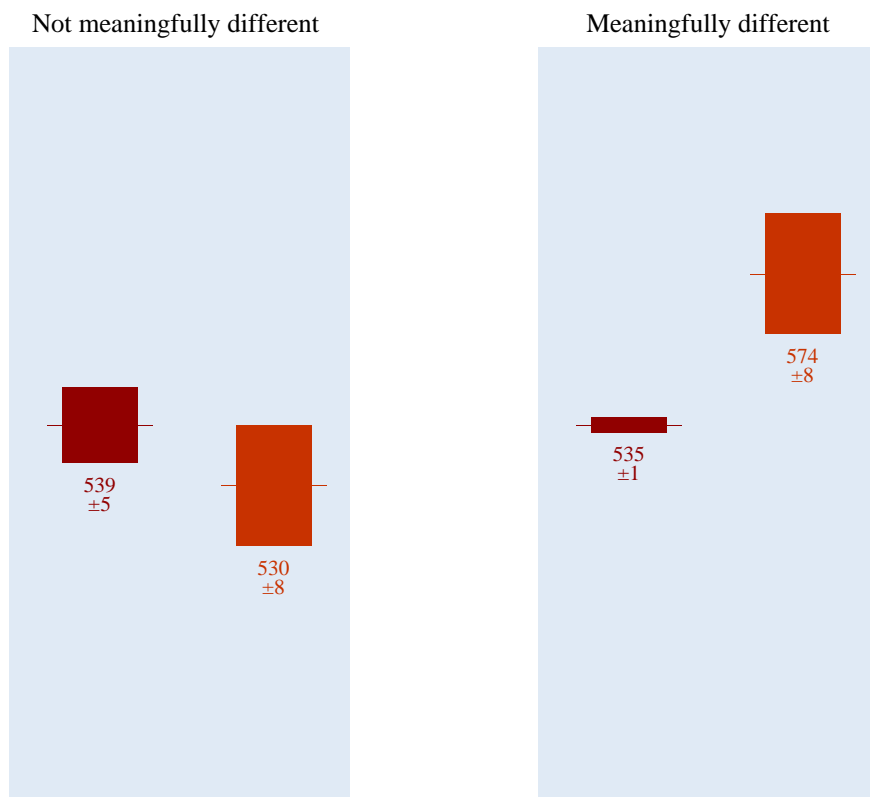


Figure 3.15 Chart for Skill Set: Retrieving Sources

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

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

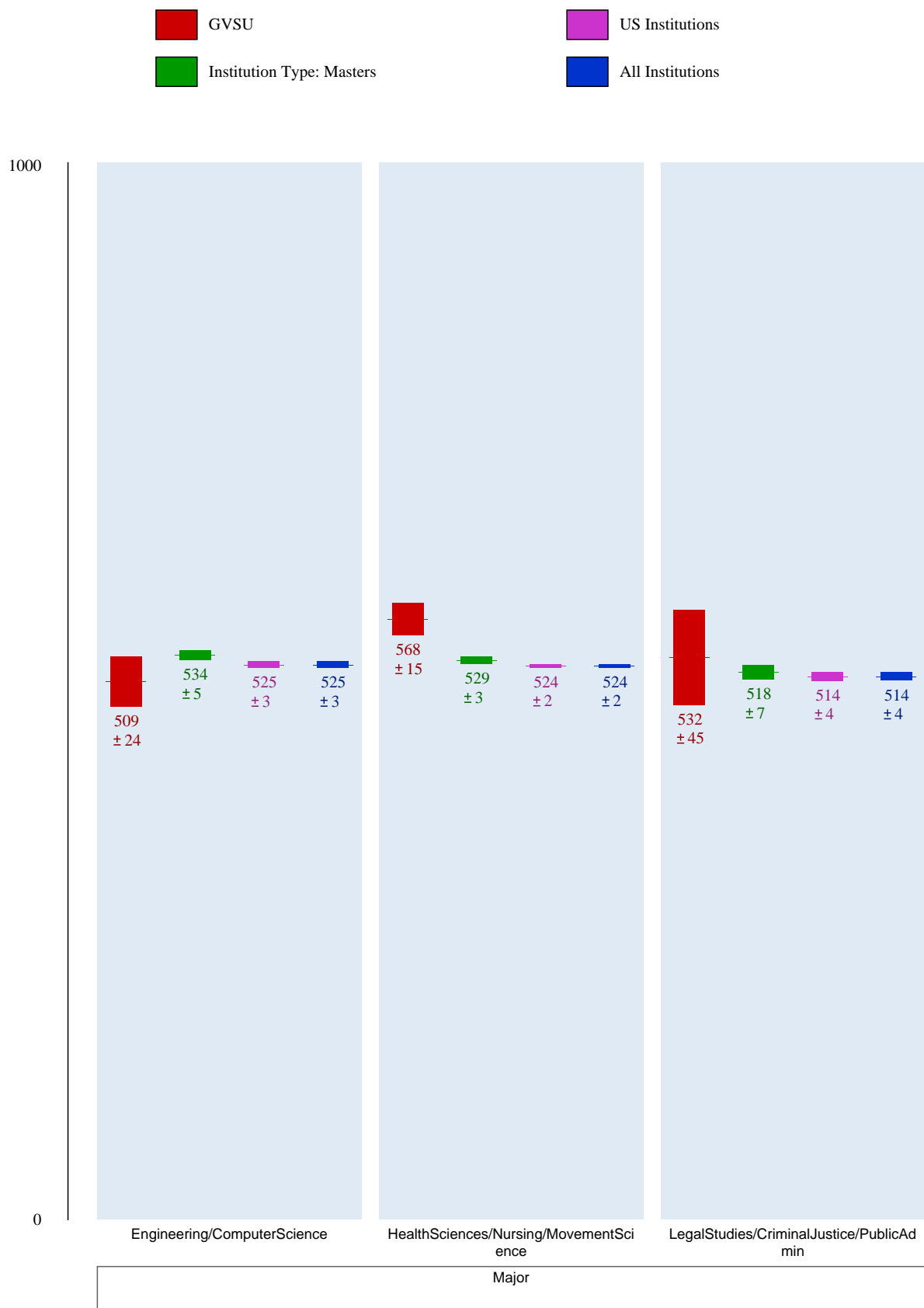
Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

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

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

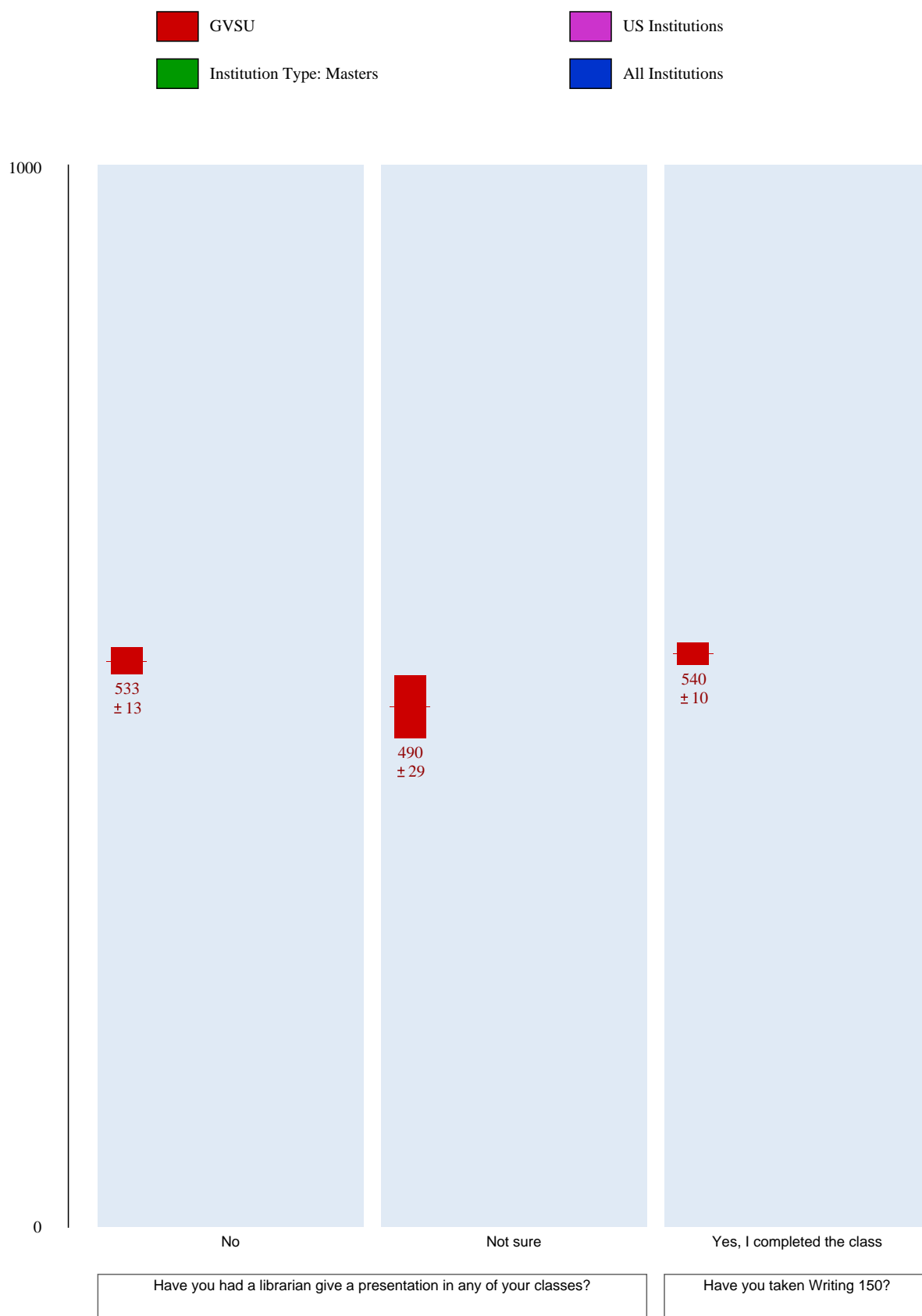
Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

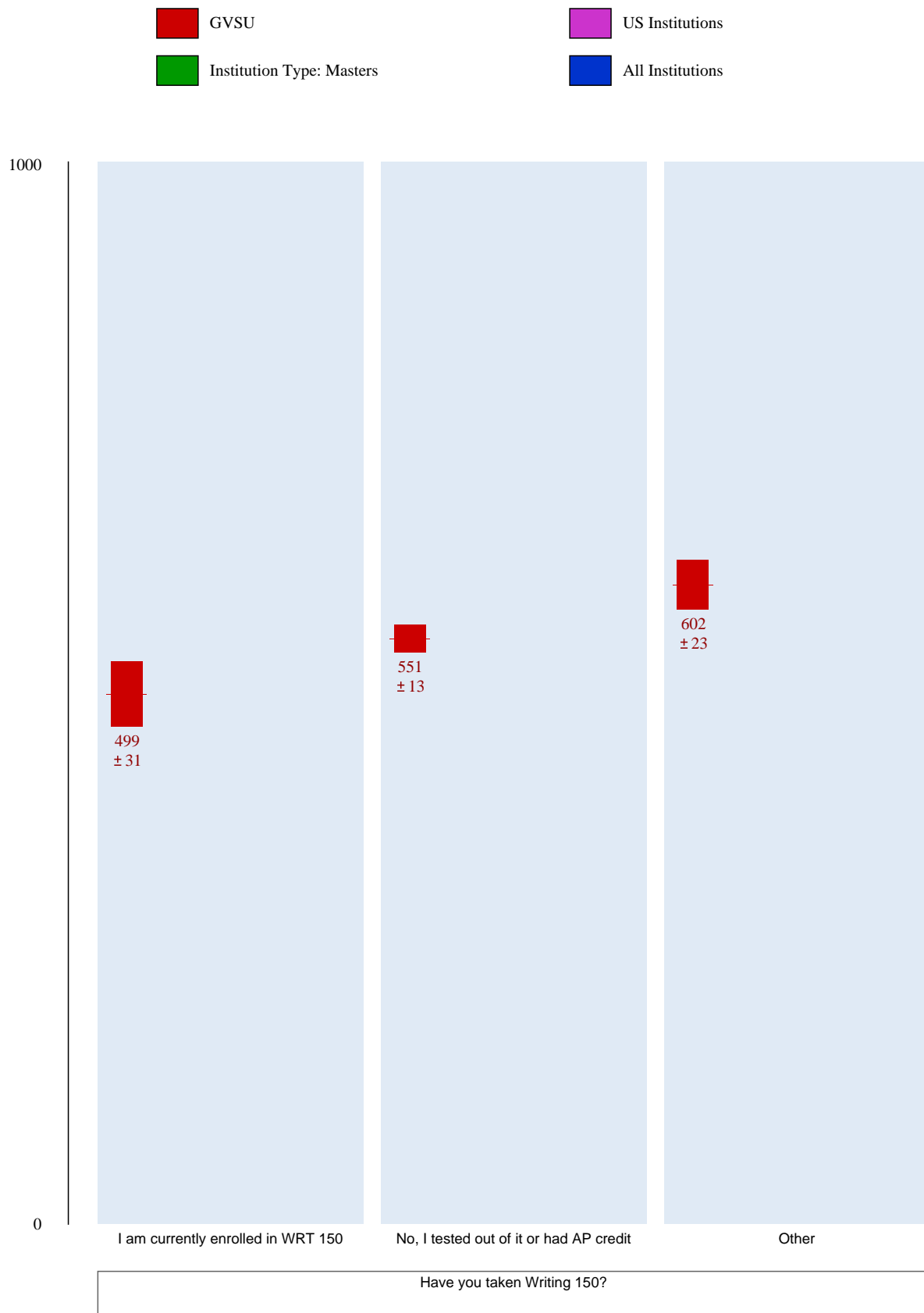
Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

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**Grand Valley State University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Grand Valley State University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman, Sophomore, Junior, Senior, Other
Major:	Business/Management/Finance/Marketing, Education, Engineering/ComputerScience, HealthSciences/Nursing/MovementScience, StudioArt/Music/Theater/Dance, SocialSciences/Anthro/Psych/PolySci, Other

Students at Grand Valley State University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Major:	Communication/Journalism/PublicRelations, LegalStudies/CriminalJustice/PublicAdmin, Science/Math, Undecided
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Demographic Groups within Grand Valley State University Compared to the GVSU Overall Performance on This Skill Set

Within Grand Valley State University, the following groups performed better than the GVSU-average-student benchmark:

Class Standing:	Other
Major:	Education

Within Grand Valley State University, the following groups performed about the same as the GVSU-average-student benchmark:

Class Standing:	Sophomore, Junior, Senior
Major:	Business/Management/Finance/Marketing, Engineering/ComputerScience, HealthSciences/Nursing/MovementScience, StudioArt/Music/Theater/Dance, Science/Math, SocialSciences/Anthro/Psych/PolySci, Other

Within Grand Valley State University, the following groups performed worse than the GVSU-average-student benchmark:

Class Standing:	Freshman
Major:	Communication/Journalism/PublicRelations, LegalStudies/CriminalJustice/PublicAdmin, 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 meaningfully different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

Figure 3.17 Data Table for Skill Set: Evaluating Sources

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
Overall	523 ± 6	473 ± 1	470 ± 0	469 ± 0
Class Standing				
Freshman	490 ± 16	457 ± 1	457 ± 1	457 ± 1
Sophomore	515 ± 15	470 ± 3	464 ± 2	464 ± 2
Junior	511 ± 14	482 ± 2	476 ± 1	476 ± 1
Senior	529 ± 11	497 ± 2	485 ± 1	485 ± 1
Other	581 ± 18	513 ± 4	487 ± 3	487 ± 3
Majors				
Business / Management / Finance / Marketing	525 ± 16	473 ± 2	471 ± 1	471 ± 1
Communication / Journalism / Public Relations	490 ± 23	475 ± 5	474 ± 3	474 ± 3
Education	557 ± 23	462 ± 3	458 ± 2	457 ± 2
Engineering / Computer Science	537 ± 25	495 ± 4	486 ± 2	485 ± 2
Health Sciences / Nursing / Movement Science	535 ± 13	472 ± 3	466 ± 1	465 ± 1
Legal Studies / Criminal Justice / Public Admin	444 ± 45	458 ± 5	460 ± 3	460 ± 3
Studio Art / Music / Theater / Dance	552 ± 46	484 ± 4	484 ± 3	484 ± 3
Science / Math	503 ± 22	484 ± 3	484 ± 2	484 ± 2

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
SocialSciences / Anthro / Psych / PolySci	496 ±22	472 ±2	474 ±1	474 ±1
Other	525 ±18	465 ±3	465 ±1	465 ±1
Undecided	483 ±30	451 ±4	456 ±2	456 ±2

CUSTOM DEMOGRAPHICS QUESTIONS

Have you had a librarian give a presentation in any of your classes?	
Yes	526 ±8
No	515 ±11
Not sure	545 ±29
Have you taken Writing 150?	
Yes, I completed the class	516 ±9
I am currently enrolled in WRT 150	441 ±22
No, I tested out of it or had AP credit	541 ±11
Other	540 ±22

Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, for the same country, 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 meaningfully different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

For example,

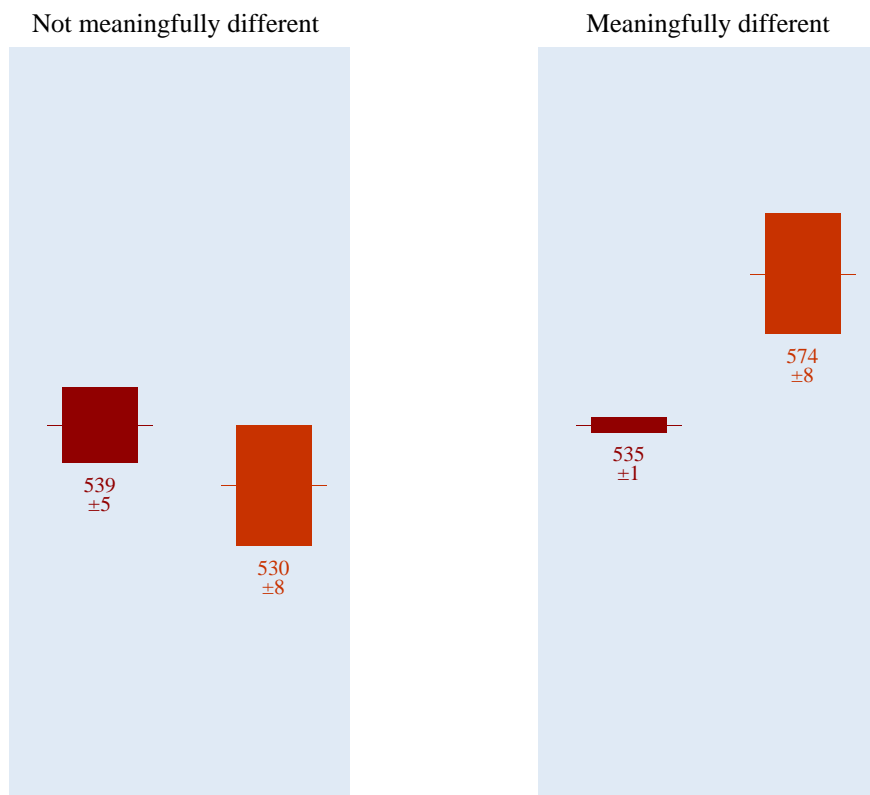


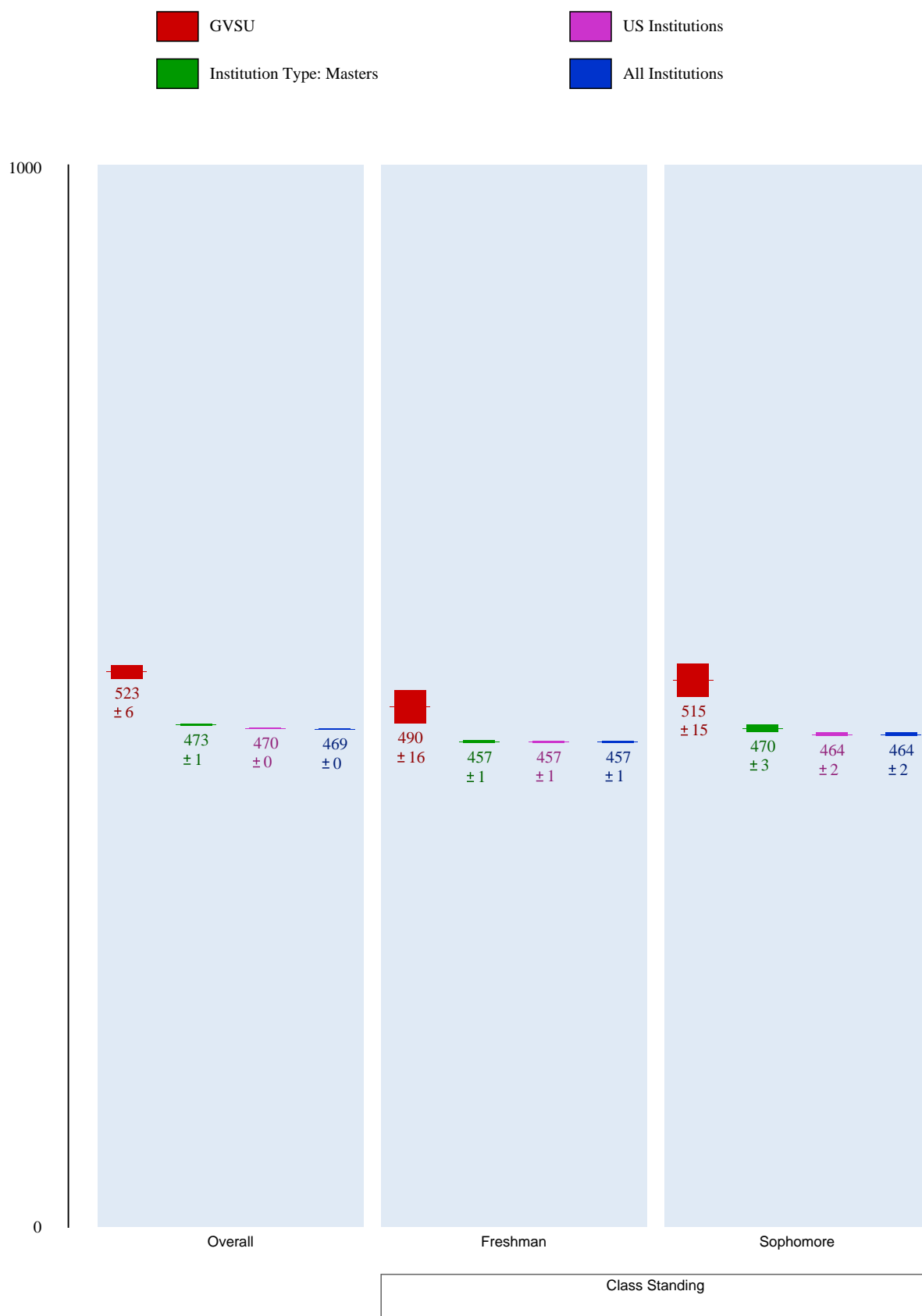
Figure 3.18 Chart for Skill Set: Evaluating Sources

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

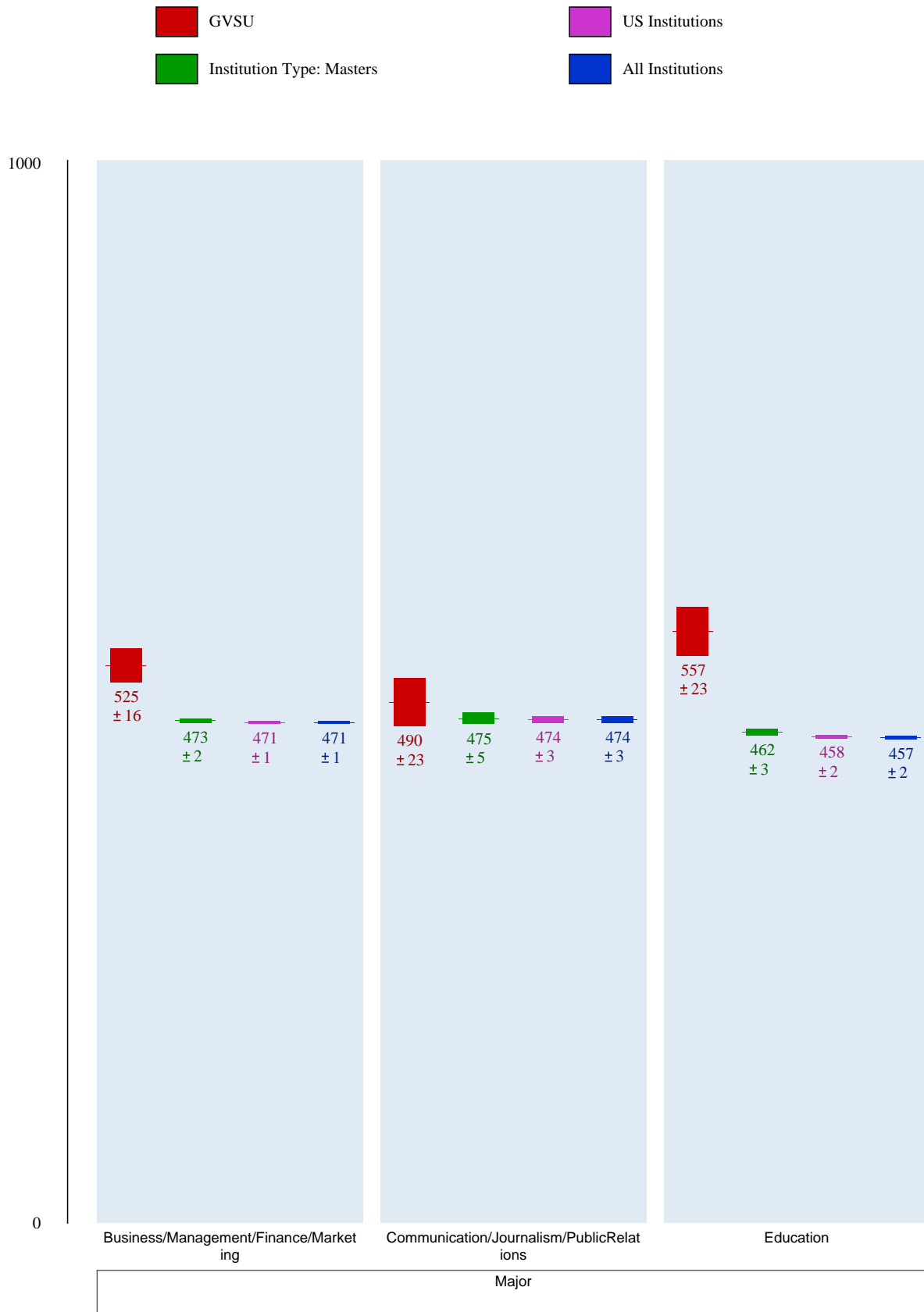
Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

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

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

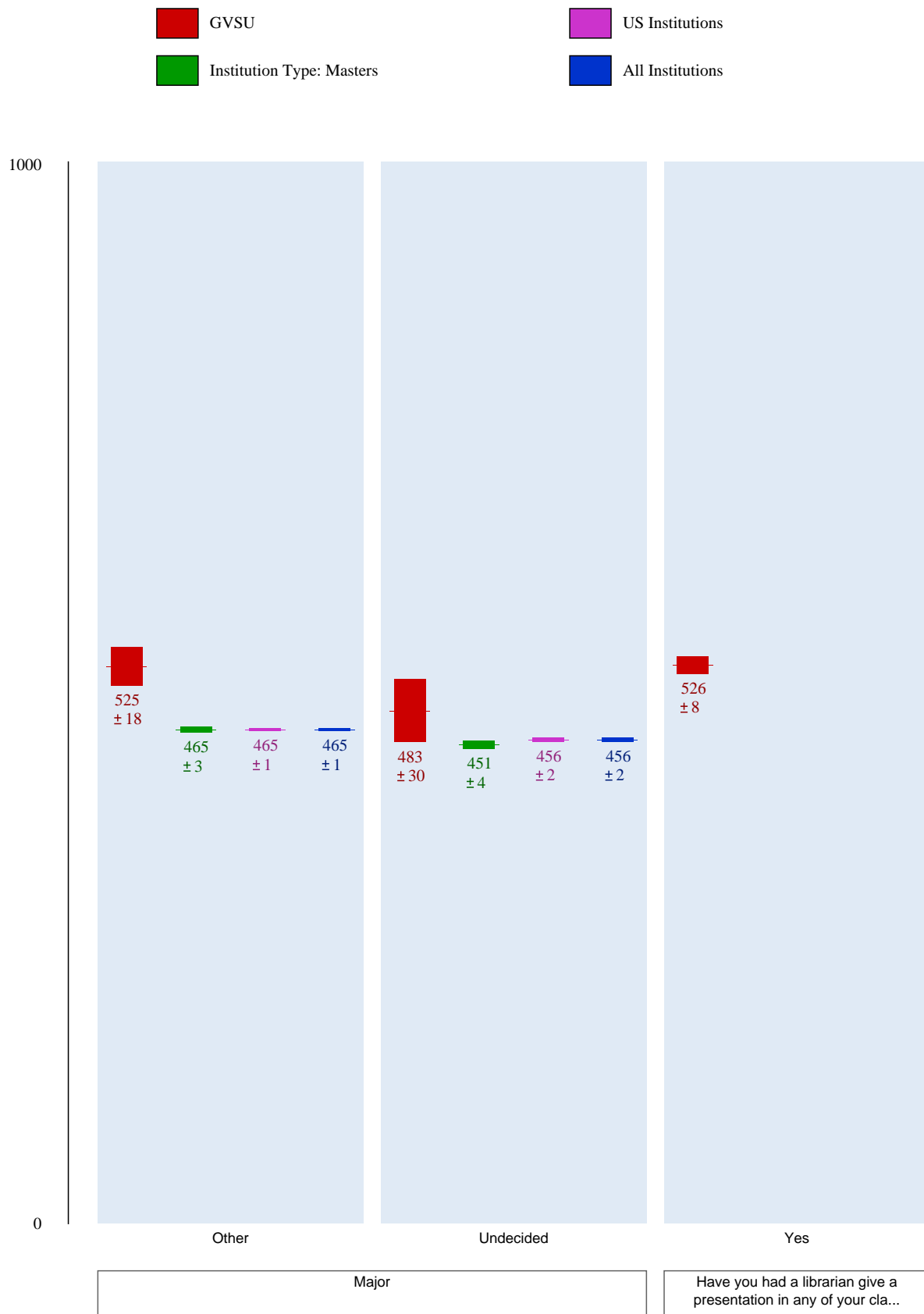
Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

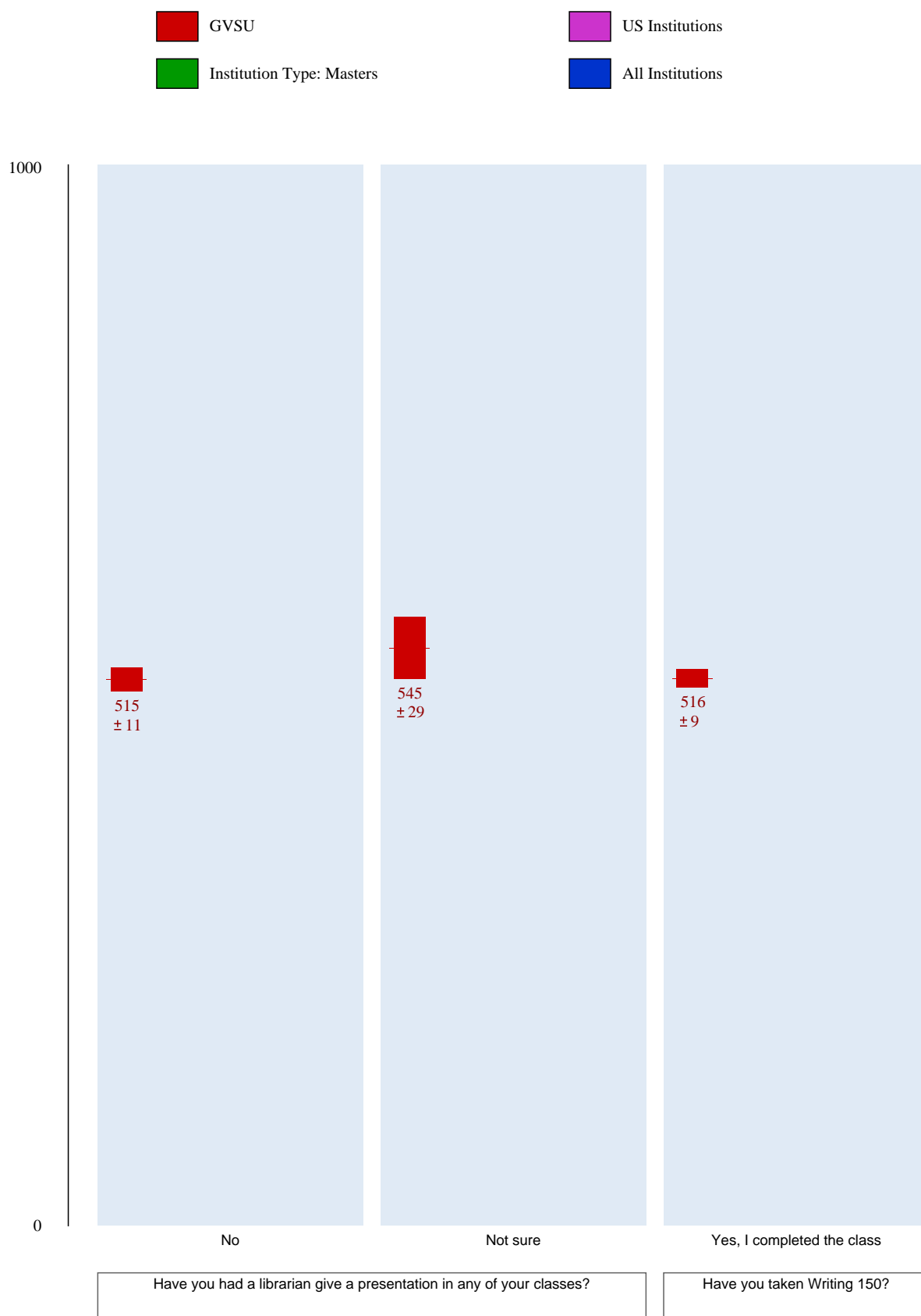
Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

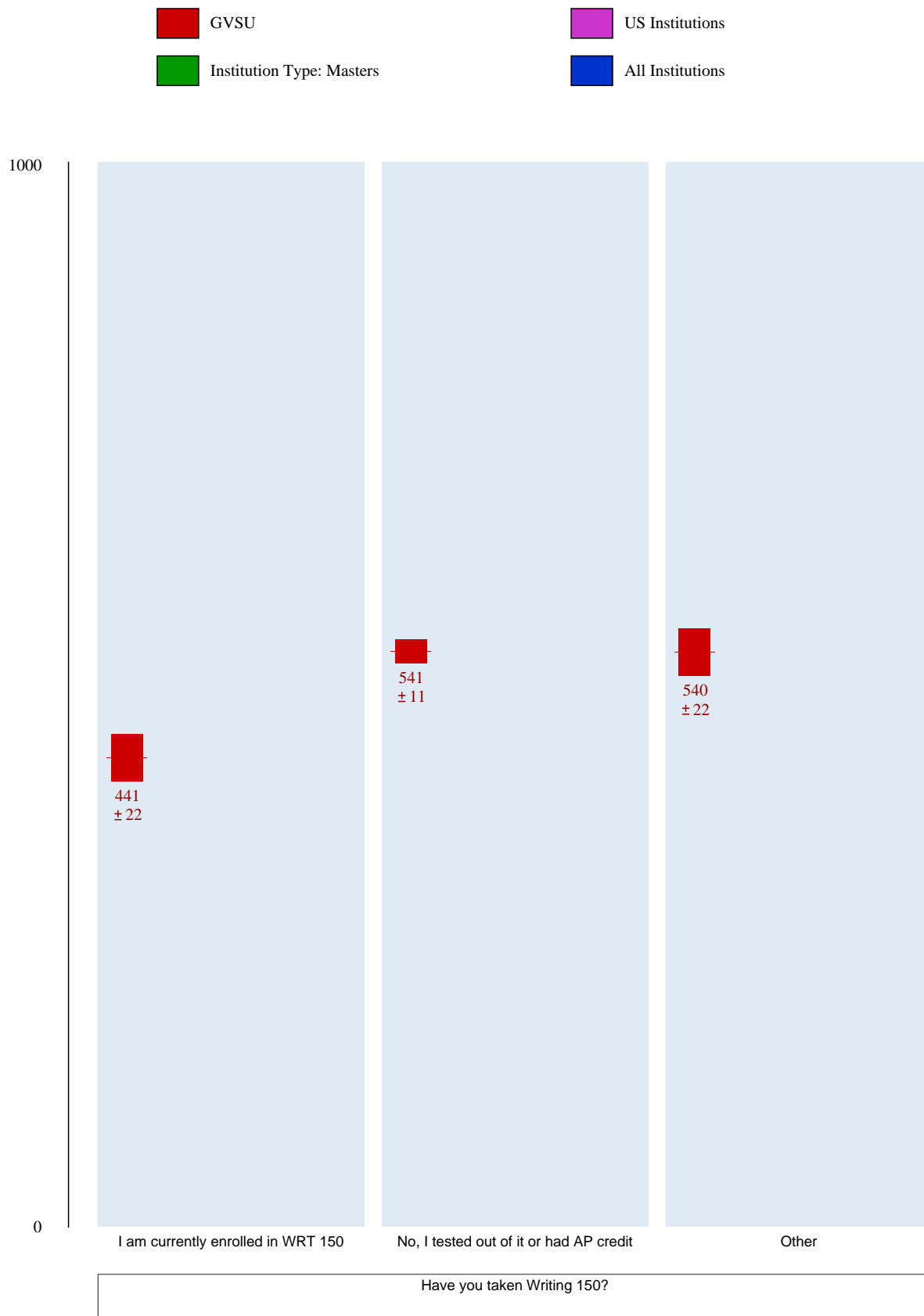
Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

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

Grand Valley State University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Grand Valley State University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Sophomore, Junior, Senior, Other
Major:	Education, Engineering/ComputerScience, HealthSciences/Nursing/MovementScience, StudioArt/Music/Theater/Dance, SocialSciences/Anthro/Psych/PolySci, Other, Undecided

Students at Grand Valley State University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Business/Management/Finance/Marketing, Communication/Journalism/PublicRelations, LegalStudies/CriminalJustice/PublicAdmin, Science/Math

Demographic Groups within Grand Valley State University Compared to the GVSU Overall Performance on This Skill Set

Within Grand Valley State University, the following groups performed better than the GVSU-average-student benchmark:

Class Standing:	Senior, Other
Major:	Engineering/ComputerScience, Other

Within Grand Valley State University, the following groups performed about the same as the GVSU-average-student benchmark:

Class Standing:	Sophomore, Junior
Major:	Communication/Journalism/PublicRelations, Education, HealthSciences/Nursing/MovementScience, LegalStudies/CriminalJustice/PublicAdmin, StudioArt/Music/Theater/Dance, Science/Math, SocialSciences/Anthro/Psych/PolySci, Undecided

Within Grand Valley State University, the following groups performed worse than the GVSU-average-student benchmark:

Class Standing:	Freshman
Major:	Business/Management/Finance/Marketing

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 meaningfully different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

Figure 3.20 Data Table for Skill Set: Documenting Sources

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
Overall	542 ± 8	492 ± 1	487 ± 1	487 ± 1
Class Standing				
Freshman	480 ± 19	467 ± 2	470 ± 1	469 ± 1
Sophomore	524 ± 18	490 ± 4	483 ± 2	483 ± 2
Junior	534 ± 15	516 ± 3	503 ± 2	503 ± 2
Senior	563 ± 13	532 ± 2	505 ± 1	506 ± 1
Other	600 ± 17	525 ± 5	503 ± 3	504 ± 3
Majors				
Business / Management / Finance / Marketing	509 ± 22	490 ± 3	481 ± 1	481 ± 1
Communication / Journalism / Public Relations	516 ± 29	490 ± 7	495 ± 4	495 ± 4
Education	553 ± 24	487 ± 4	476 ± 2	476 ± 2
Engineering / Computer Science	582 ± 22	508 ± 4	500 ± 3	499 ± 3
Health Sciences / Nursing / Movement Science	537 ± 17	500 ± 3	493 ± 2	493 ± 2
Legal Studies / Criminal Justice / Public Admin	547 ± 60	483 ± 7	469 ± 4	469 ± 4
Studio Art / Music / Theater / Dance	557 ± 47	502 ± 5	504 ± 4	504 ± 4
Science / Math	515 ± 28	504 ± 4	511 ± 2	510 ± 2

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
SocialSciences / Anthro / Psych / PolySci	538 ±23	497 ±3	493 ±2	493 ±2
Other	587 ±21	477 ±3	476 ±2	475 ±2
Undecided	513 ±36	460 ±5	474 ±3	473 ±3

CUSTOM DEMOGRAPHICS QUESTIONS

Have you had a librarian give a presentation in any of your classes?	
Yes	547 ±10
No	536 ±13
Not sure	523 ±45
Have you taken Writing 150?	
Yes, I completed the class	523 ±11
I am currently enrolled in WRT 150	454 ±31
No, I tested out of it or had AP credit	569 ±13
Other	606 ±17

Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, for the same country, 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 meaningfully different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

For example,

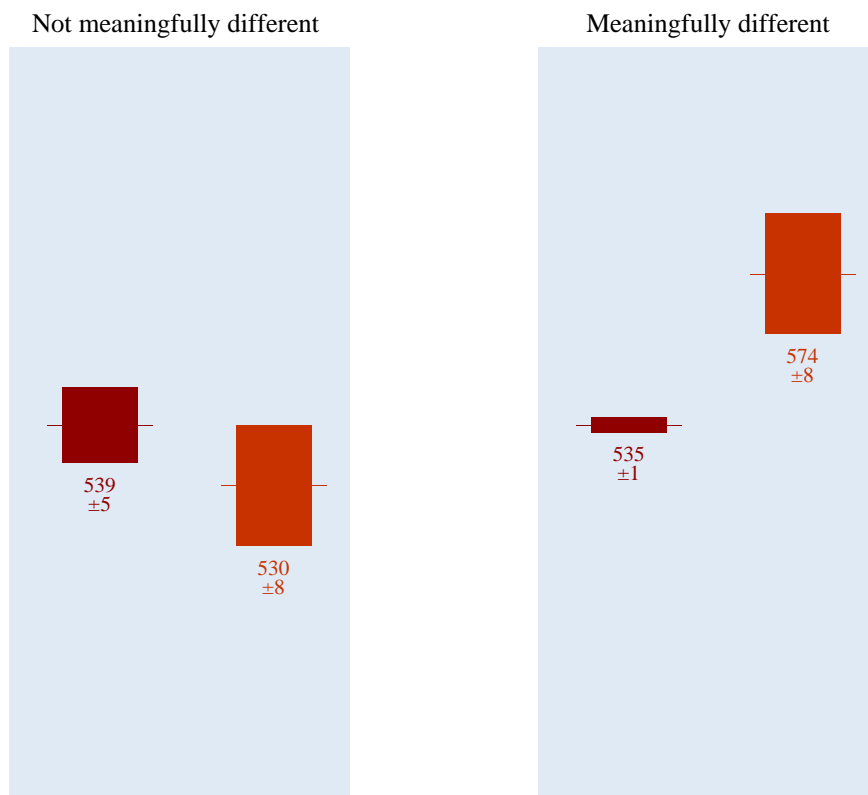


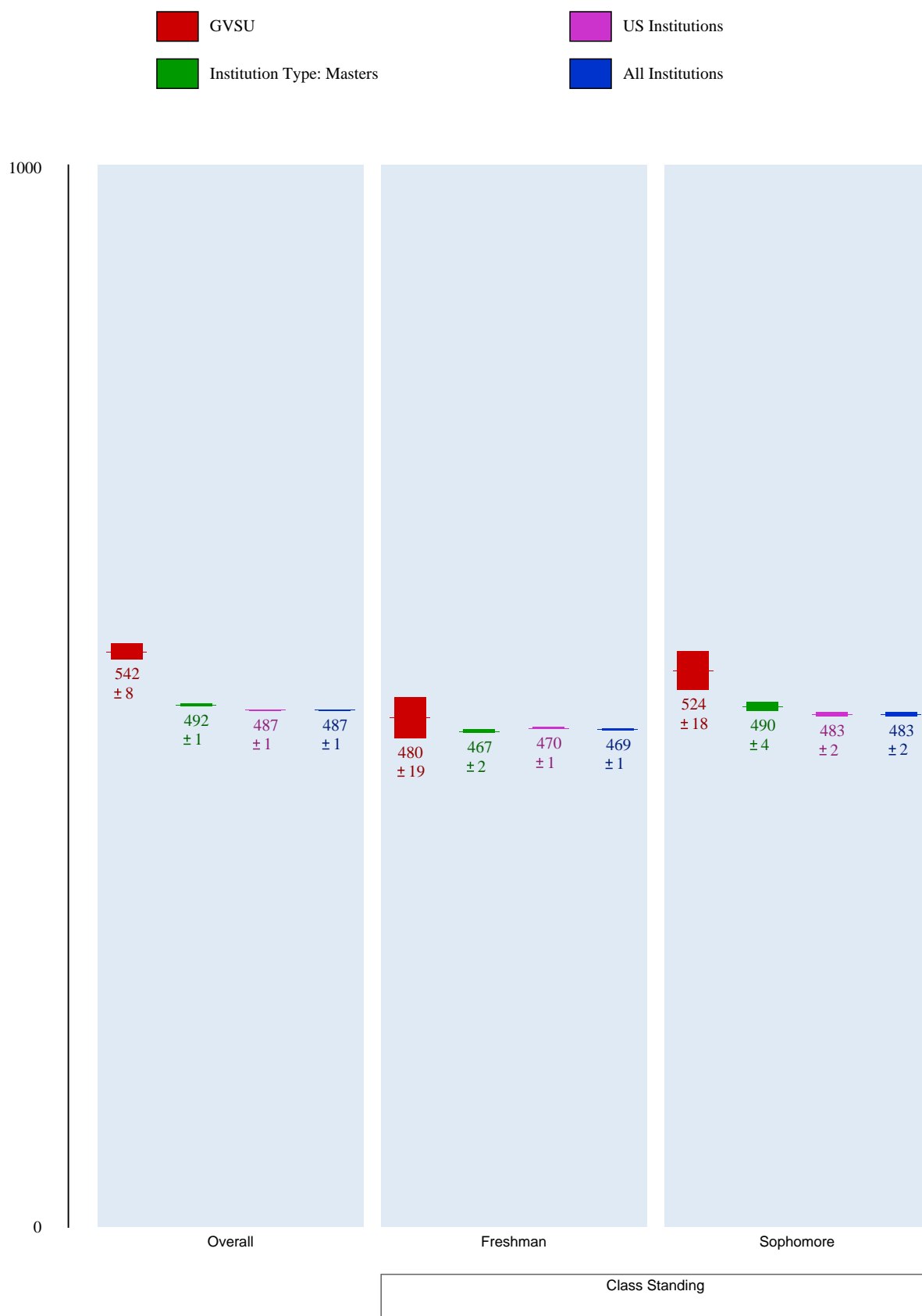
Figure 3.21 Chart for Skill Set: Documenting Sources

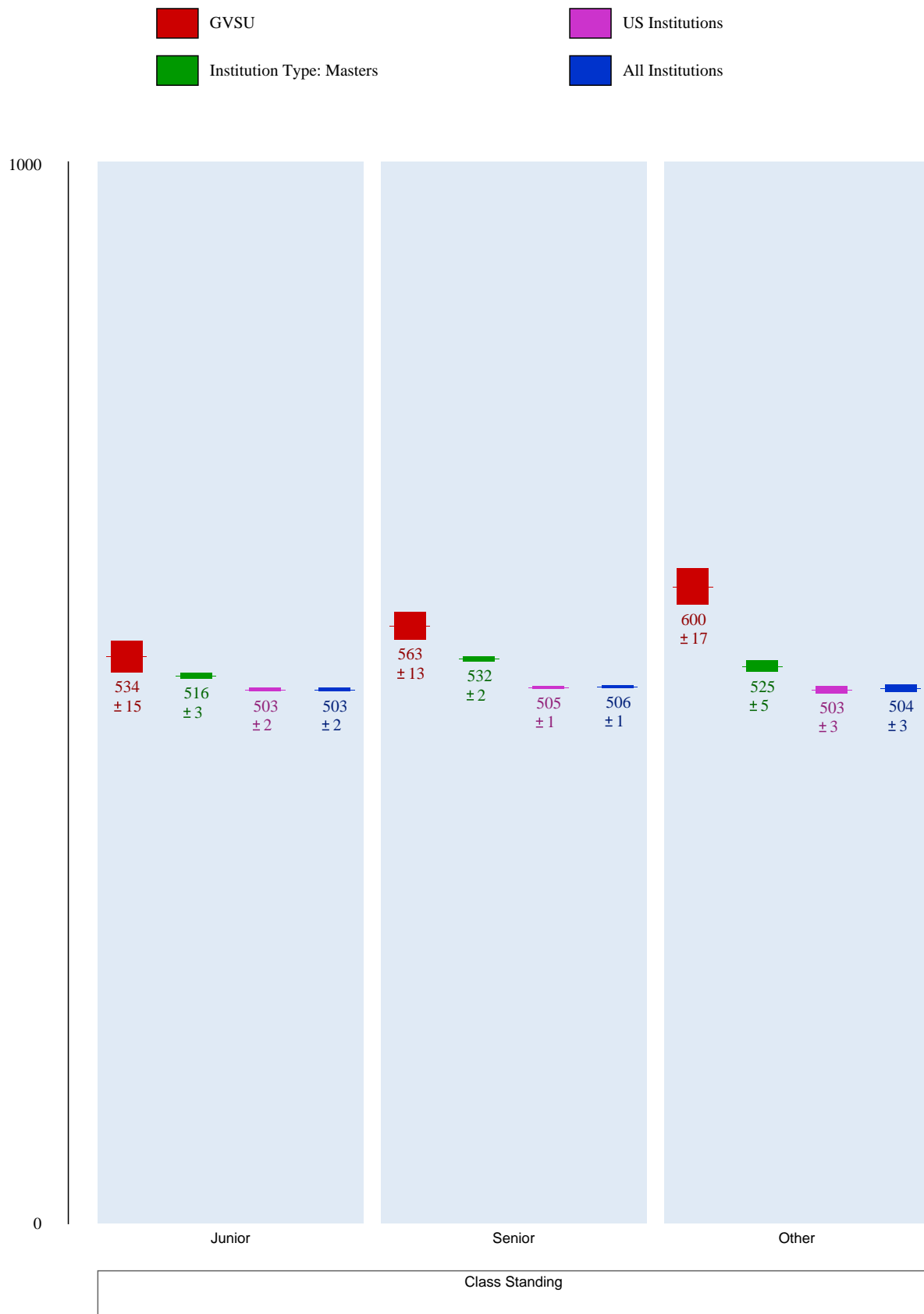
Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

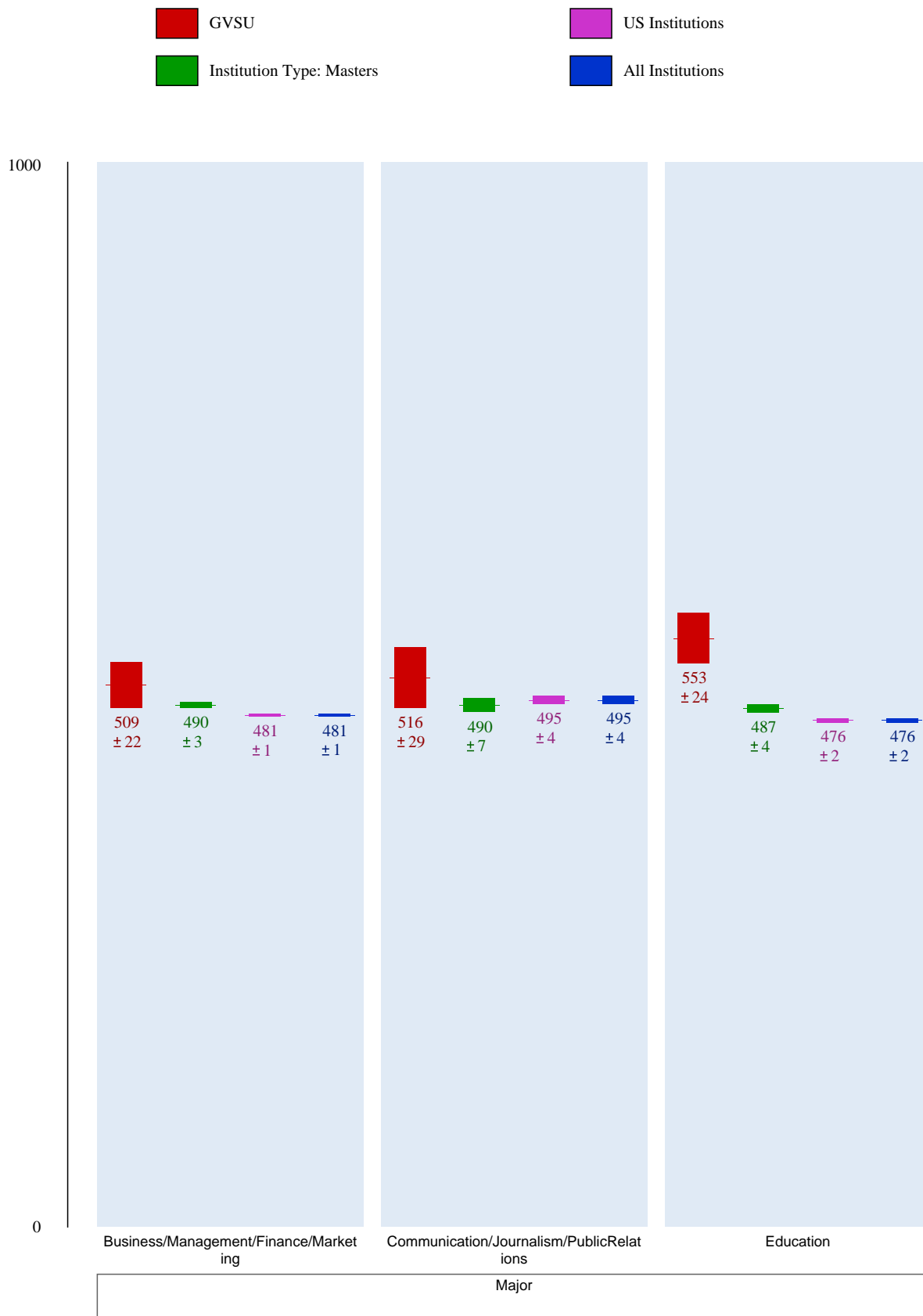
Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

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

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

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

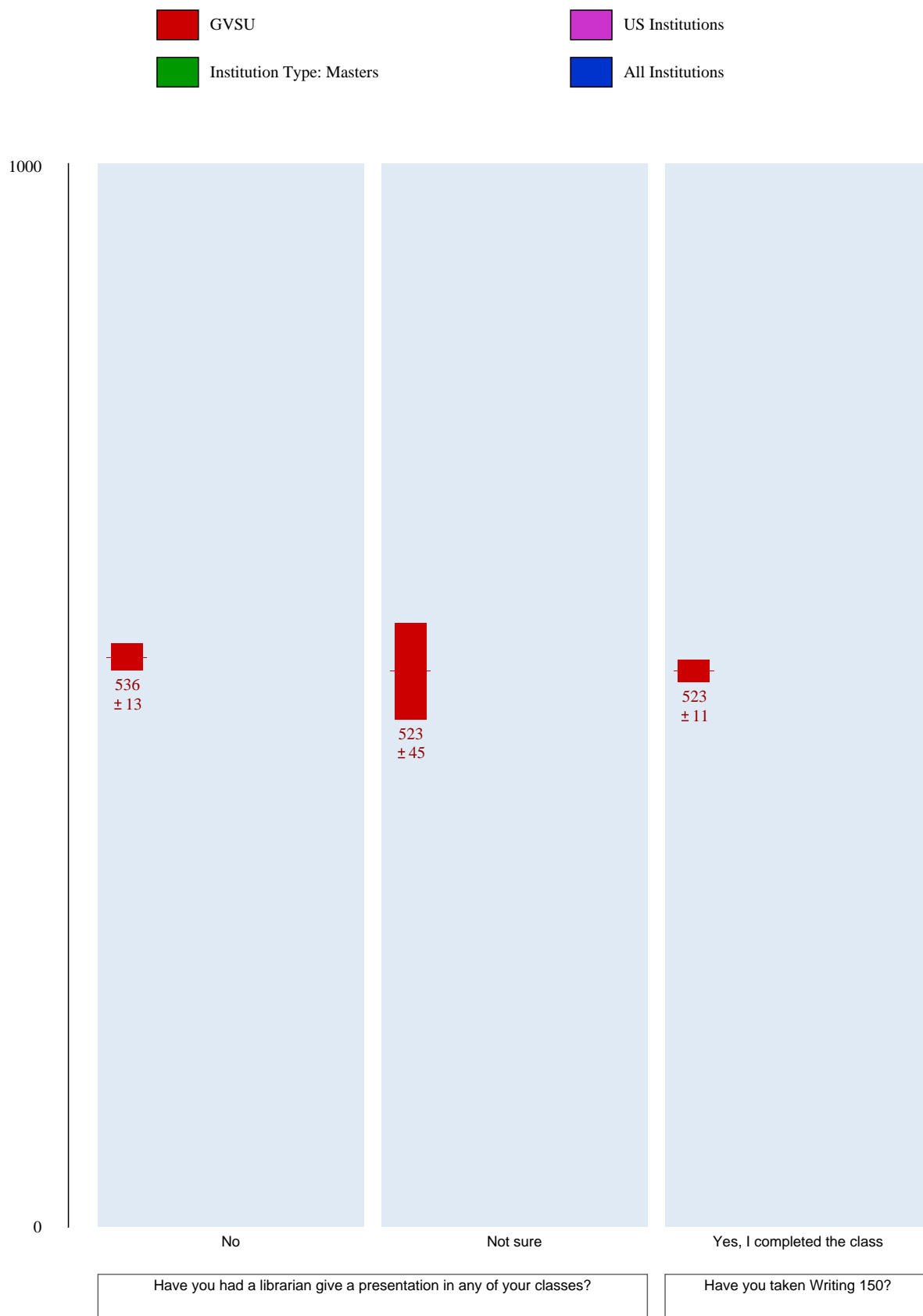
Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

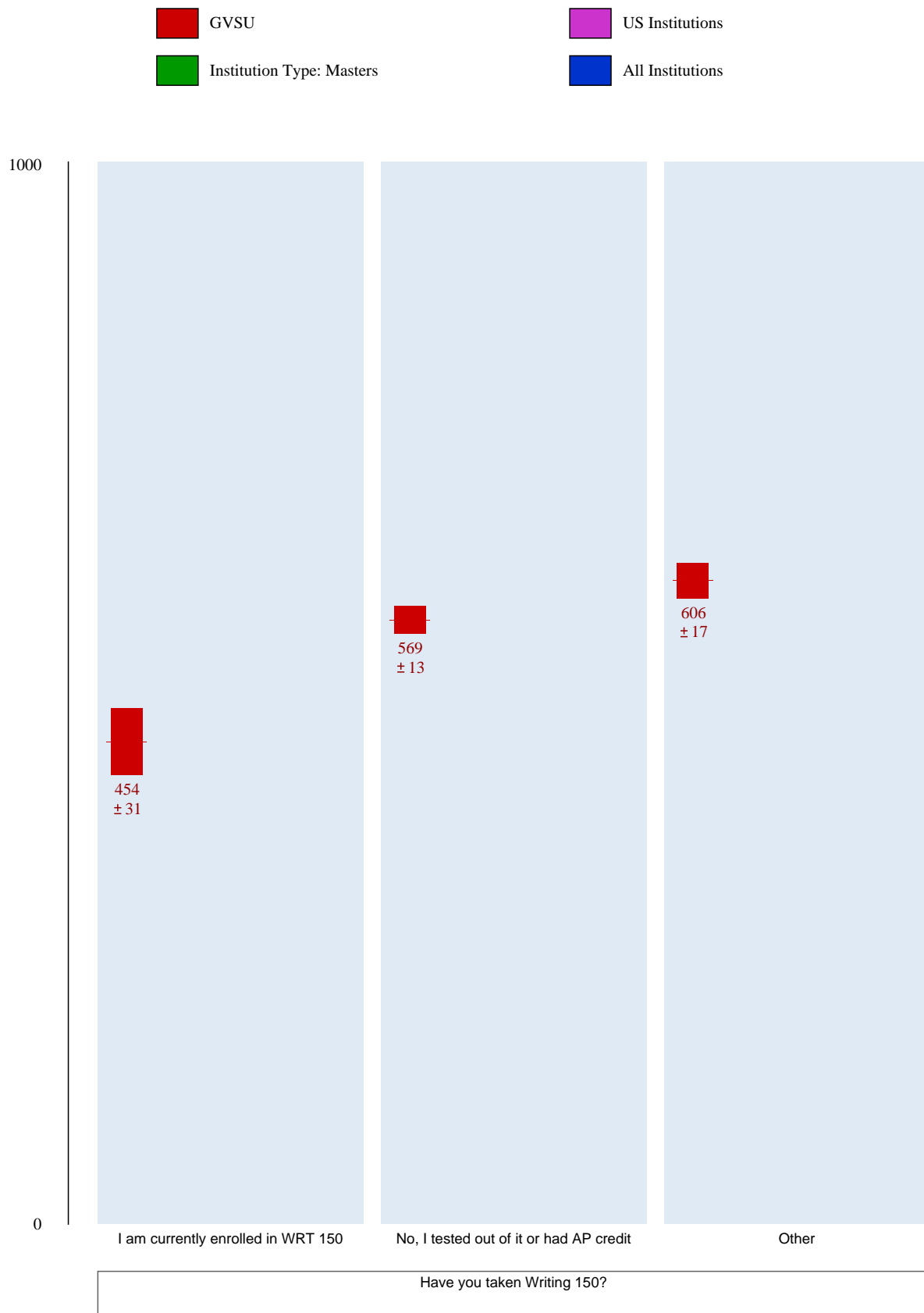
Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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

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

8. SAILS Skill Set: Understanding Economic, Legal, and Social Issues
Summary of Results
Grand Valley State University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Grand Valley State University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Sophomore, Junior, Senior, Other
Major:	Business/Management/Finance/Marketing, Education, Engineering/ComputerScience, HealthSciences/Nursing/MovementScience, Science/Math, SocialSciences/Anthro/Psych/PolySci, Other, Undecided

Students at Grand Valley State University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Communication/Journalism/PublicRelations, LegalStudies/CriminalJustice/PublicAdmin, StudioArt/Music/Theater/Dance

Demographic Groups within Grand Valley State University Compared to the GVSU Overall Performance on This Skill Set

Within Grand Valley State University, the following groups performed better than the GVSU-average-student benchmark:

Class Standing:	Other
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Within Grand Valley State University, the following groups performed about the same as the GVSU-average-student benchmark:

Class Standing:	Sophomore, Junior, Senior
Major:	Business/Management/Finance/Marketing, Communication/Journalism/PublicRelations, Education, Engineering/ComputerScience, HealthSciences/Nursing/MovementScience, LegalStudies/CriminalJustice/PublicAdmin, StudioArt/Music/Theater/Dance, Science/Math, SocialSciences/Anthro/Psych/PolySci, Other, Undecided

Within Grand Valley State University, the following groups performed worse than the GVSU-average-student benchmark:

Class Standing:	Freshman
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Detailed Results - Data Table

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

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

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

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

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
Overall	518 ± 6	474 ± 1	471 ± 1	471 ± 1
Class Standing				
Freshman	475 ± 20	455 ± 1	456 ± 1	456 ± 1
Sophomore	520 ± 13	476 ± 4	468 ± 2	468 ± 2
Junior	514 ± 12	492 ± 2	479 ± 2	479 ± 2
Senior	526 ± 11	500 ± 2	488 ± 1	488 ± 1
Other	551 ± 19	505 ± 5	481 ± 3	481 ± 3
Majors				
Business / Management / Finance / Marketing	501 ± 17	475 ± 2	473 ± 1	473 ± 1
Communication / Journalism / Public Relations	496 ± 24	470 ± 6	479 ± 3	478 ± 3
Education	520 ± 16	463 ± 3	457 ± 2	457 ± 2
Engineering / Computer Science	537 ± 21	508 ± 4	498 ± 3	498 ± 3
Health Sciences / Nursing / Movement Science	523 ± 13	471 ± 3	463 ± 1	463 ± 1
Legal Studies / Criminal Justice / Public Admin	522 ± 48	471 ± 6	459 ± 3	459 ± 3
Studio Art / Music / Theater / Dance	520 ± 36	491 ± 4	488 ± 4	488 ± 4
Science / Math	536 ± 19	484 ± 4	485 ± 2	485 ± 2

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
SocialSciences / Anthro / Psych / PolySci	506 ±20	472 ±3	477 ±2	477 ±2
Other	522 ±20	464 ±3	465 ±1	465 ±1
Undecided	515 ±42	448 ±4	456 ±2	456 ±2

CUSTOM DEMOGRAPHICS QUESTIONS

Have you had a librarian give a presentation in any of your classes?	
Yes	525 ±8
No	509 ±10
Not sure	491 ±33
Have you taken Writing 150?	
Yes, I completed the class	509 ±8
I am currently enrolled in WRT 150	458 ±29
No, I tested out of it or had AP credit	532 ±10
Other	553 ±22

Detailed Results - Chart

The chart on the following pages compare the average student performance at your institution to the average for your institution type, for the same country, 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 meaningfully different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

For example,

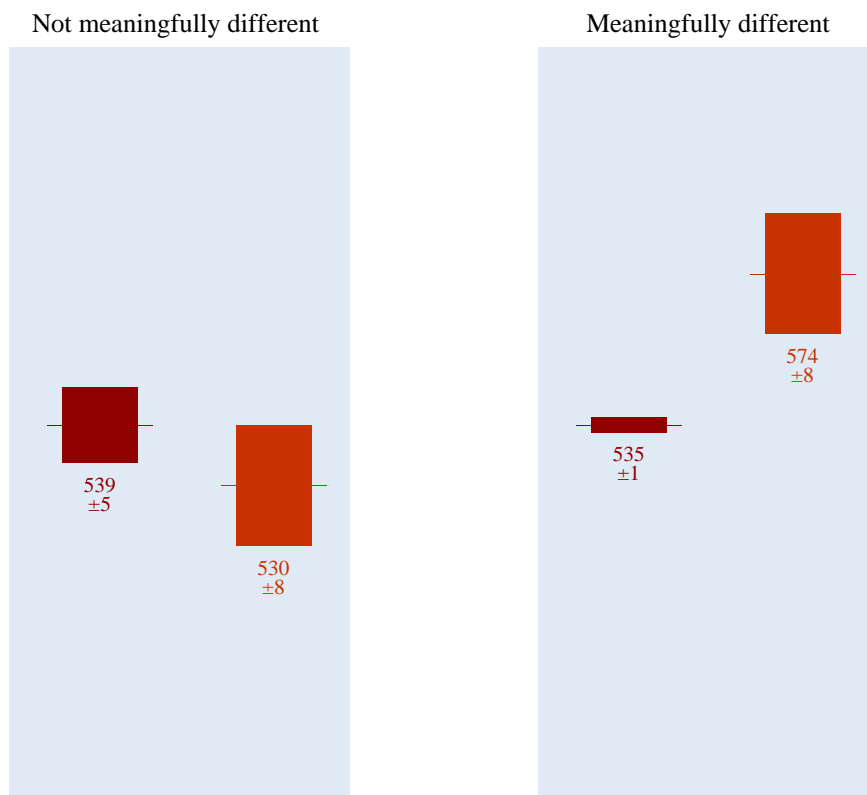


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues

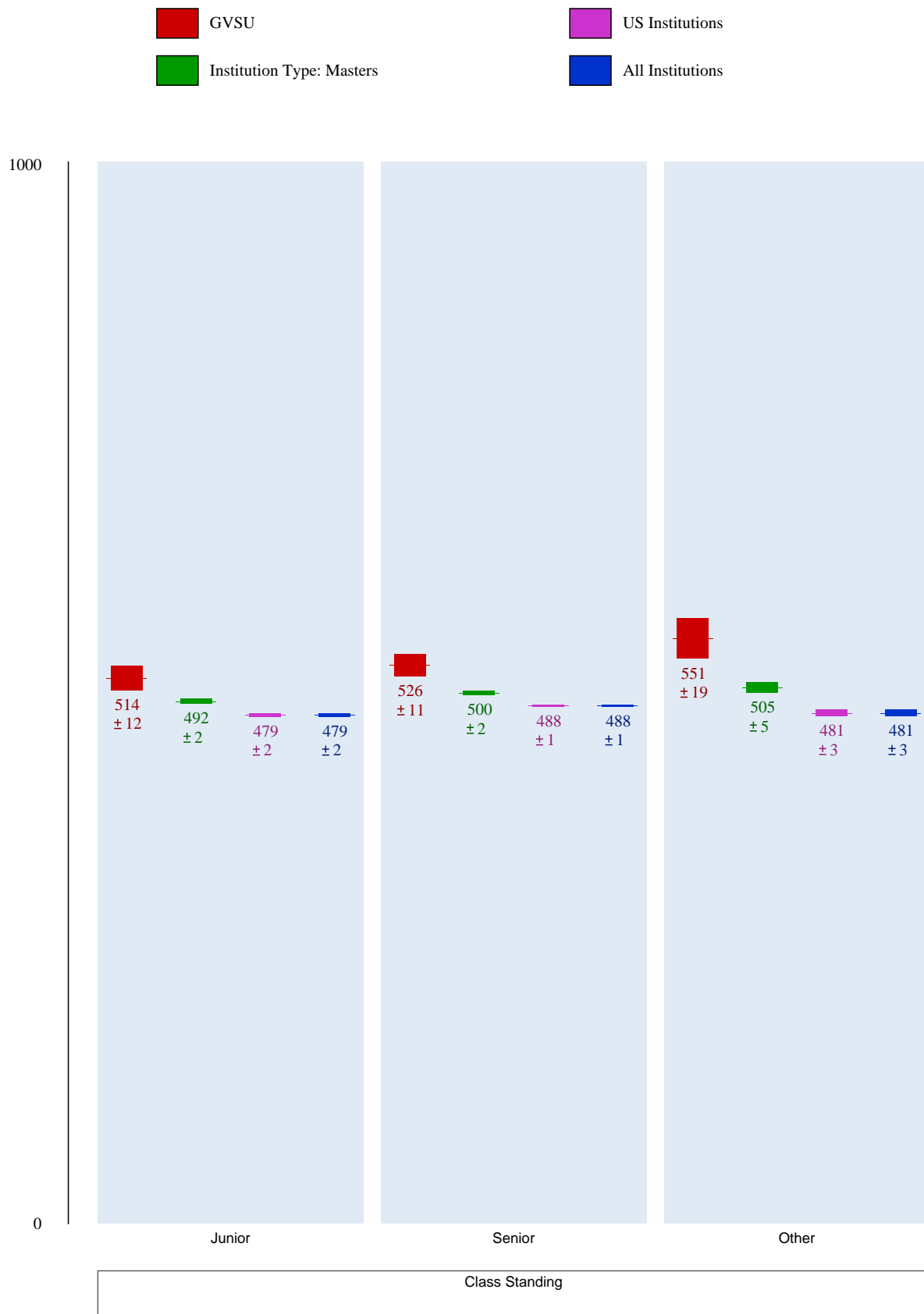
Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

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

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

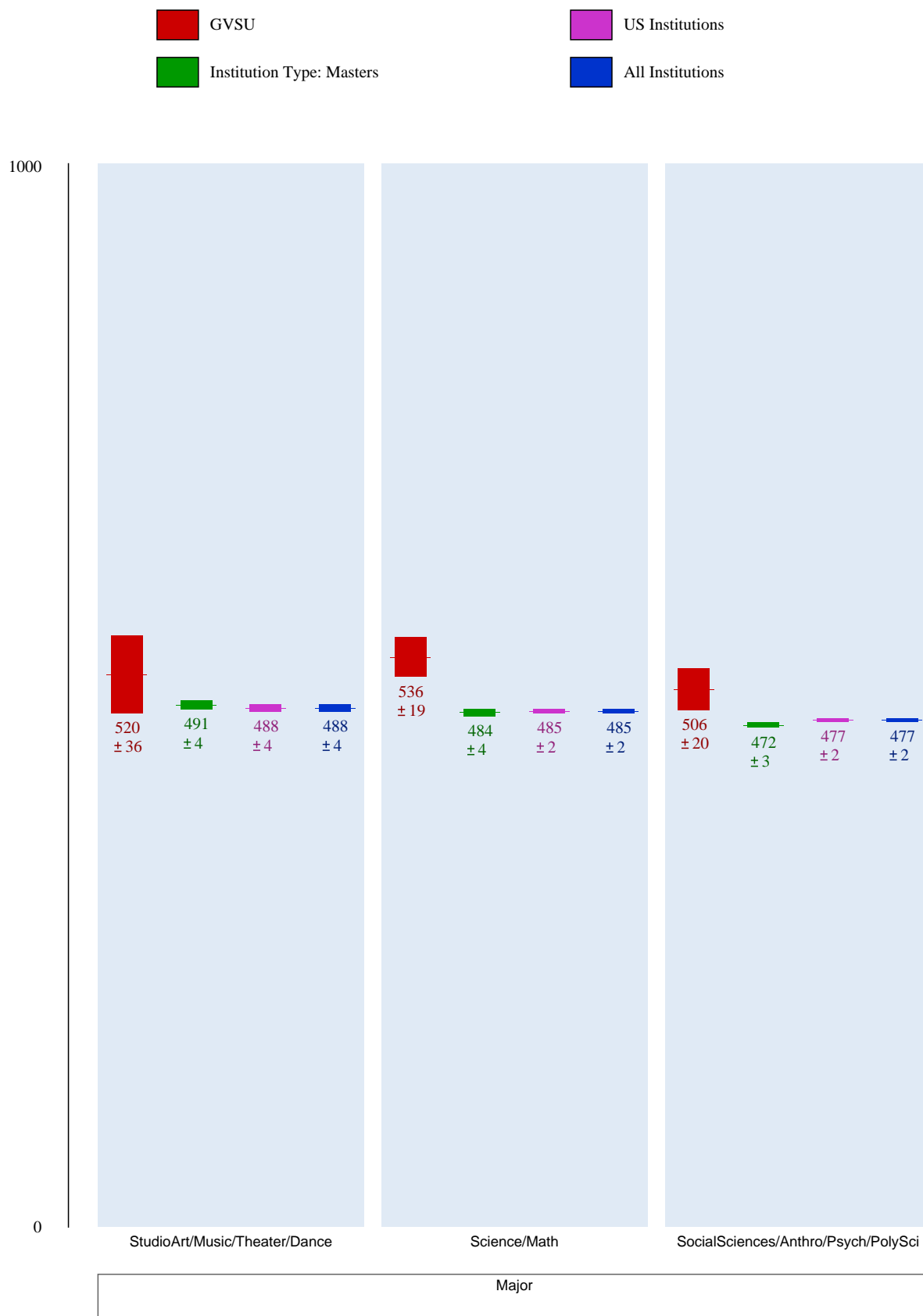
Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

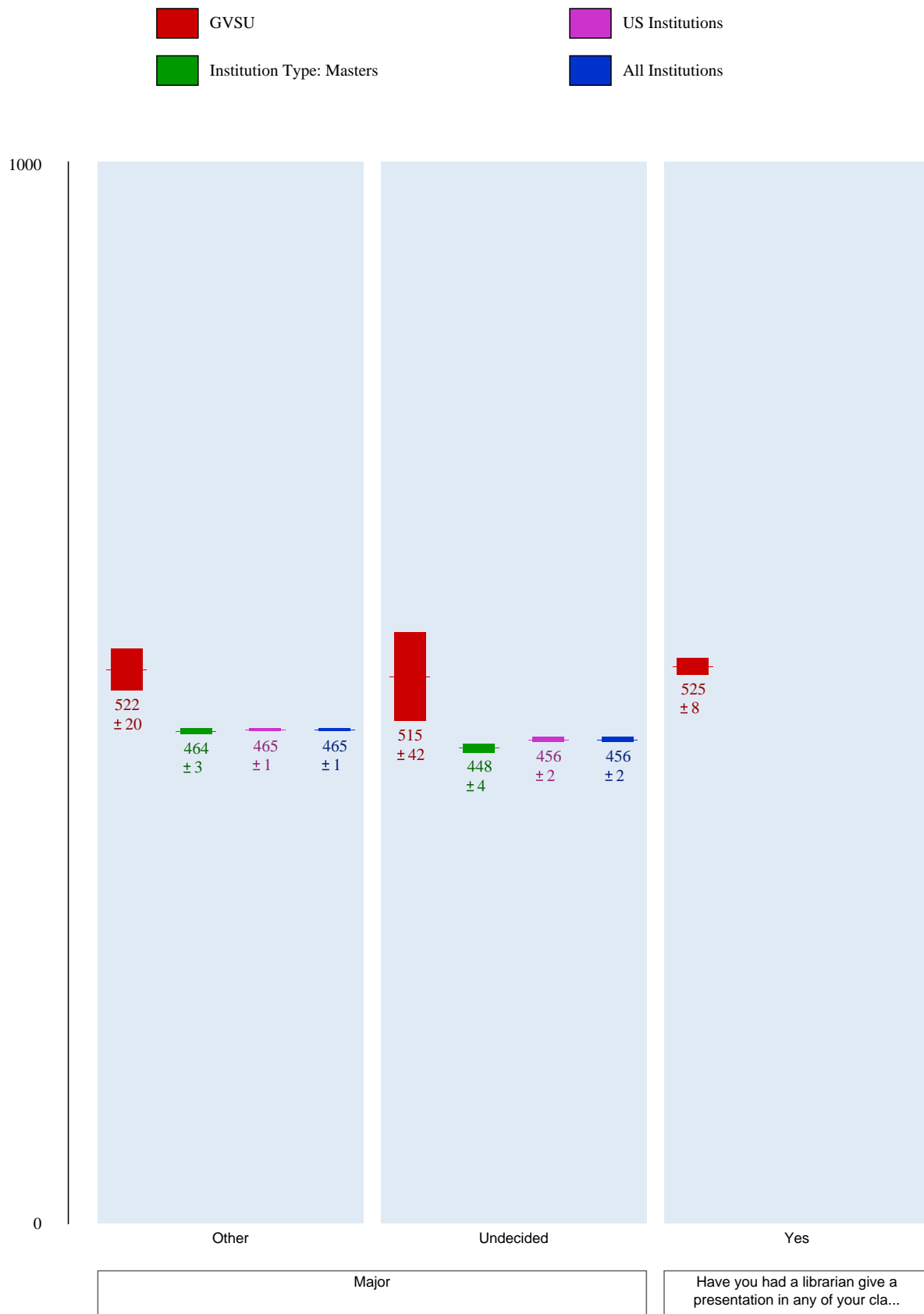
Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

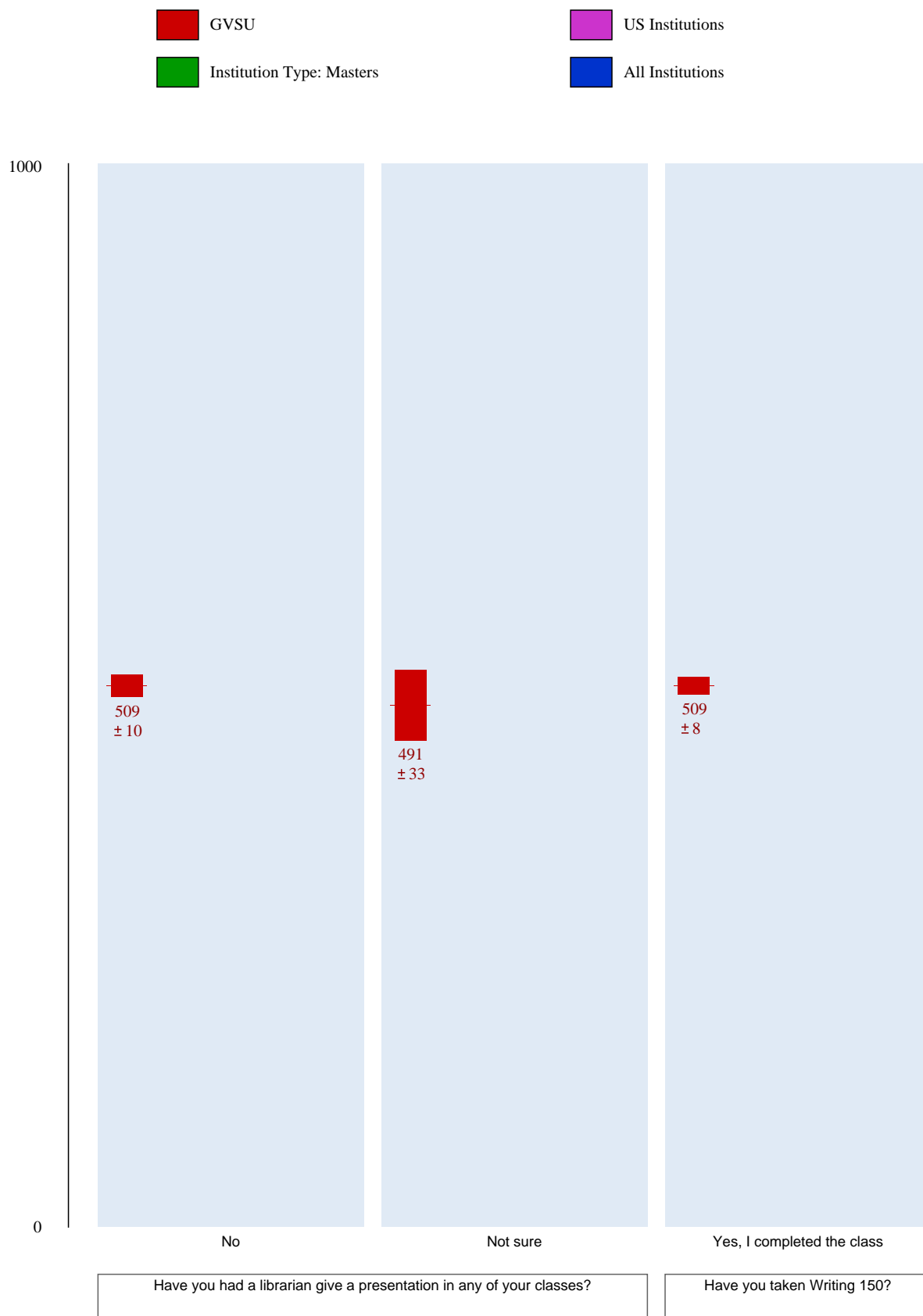
Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

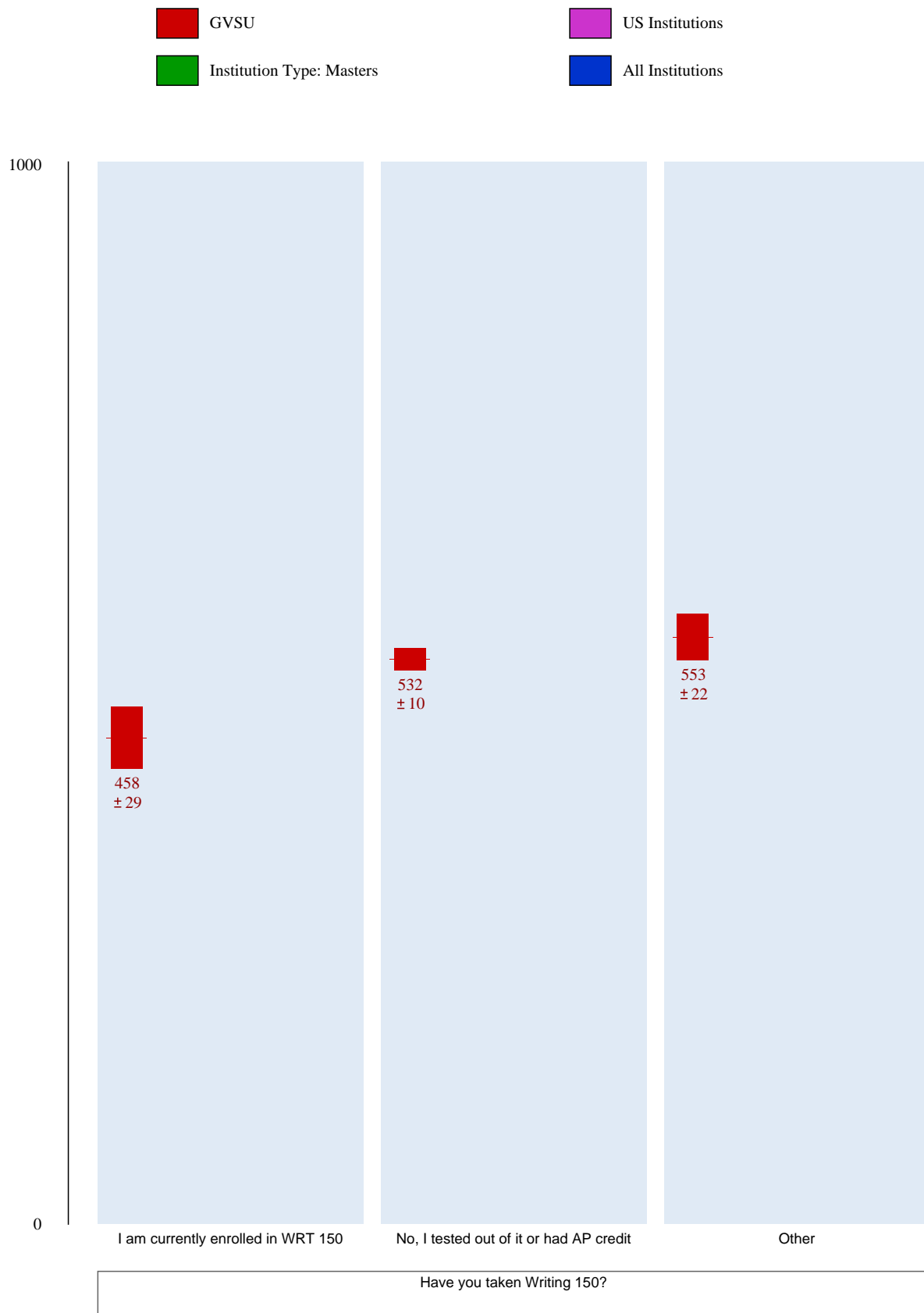
Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

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 Grand Valley State University 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, for the same country, 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 meaningfully different from each other, see whether the ranges of scores overlap. Ranges of scores that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

Figure 4.1 Data Table for ACRL Standards

	Grand Valley State University	Institution Type: Masters	US Institutions	All Institutions
ACRL Standard				
Standard 1: Determines the Nature and Extent of the Information Needed	525 ±5	503 ±1	501 ±0	501 ±0
Standard 2: Accesses Needed Information Effectively and Efficiently	543 ±4	510 ±1	508 ±0	508 ±0
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	510 ±7	454 ±1	450 ±1	450 ±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	524 ±6	481 ±1	476 ±0	476 ±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, for the same country, 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 meaningfully different from each other, see whether the ranges of scores, represented by the boxes, overlap. Ranges of scores (boxes) that do overlap are not meaningfully different from each other; those that do NOT overlap are meaningfully different.

For example,

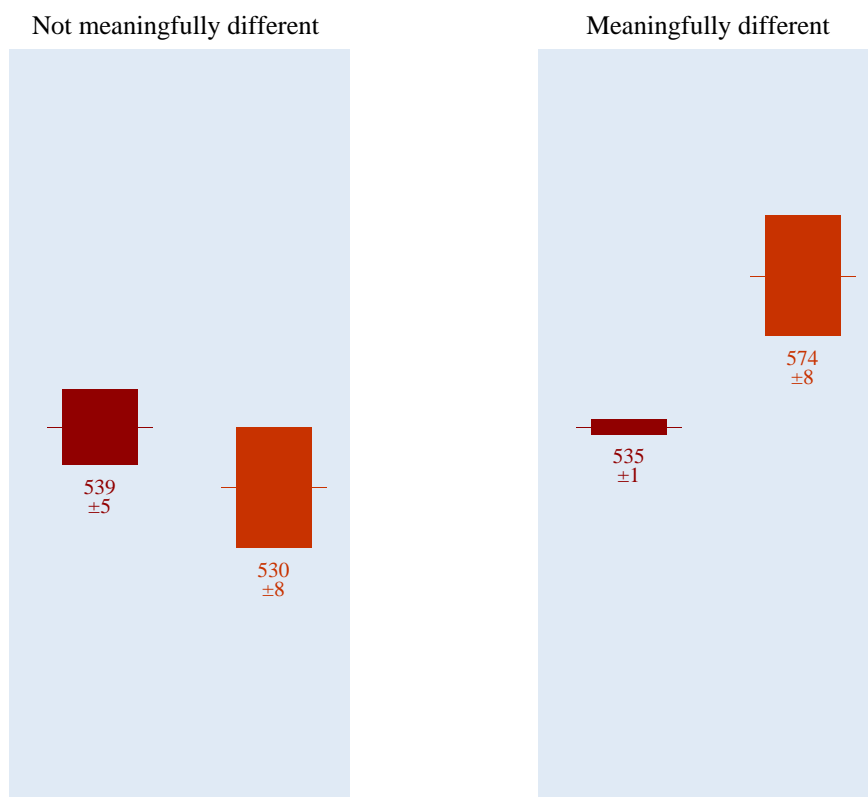


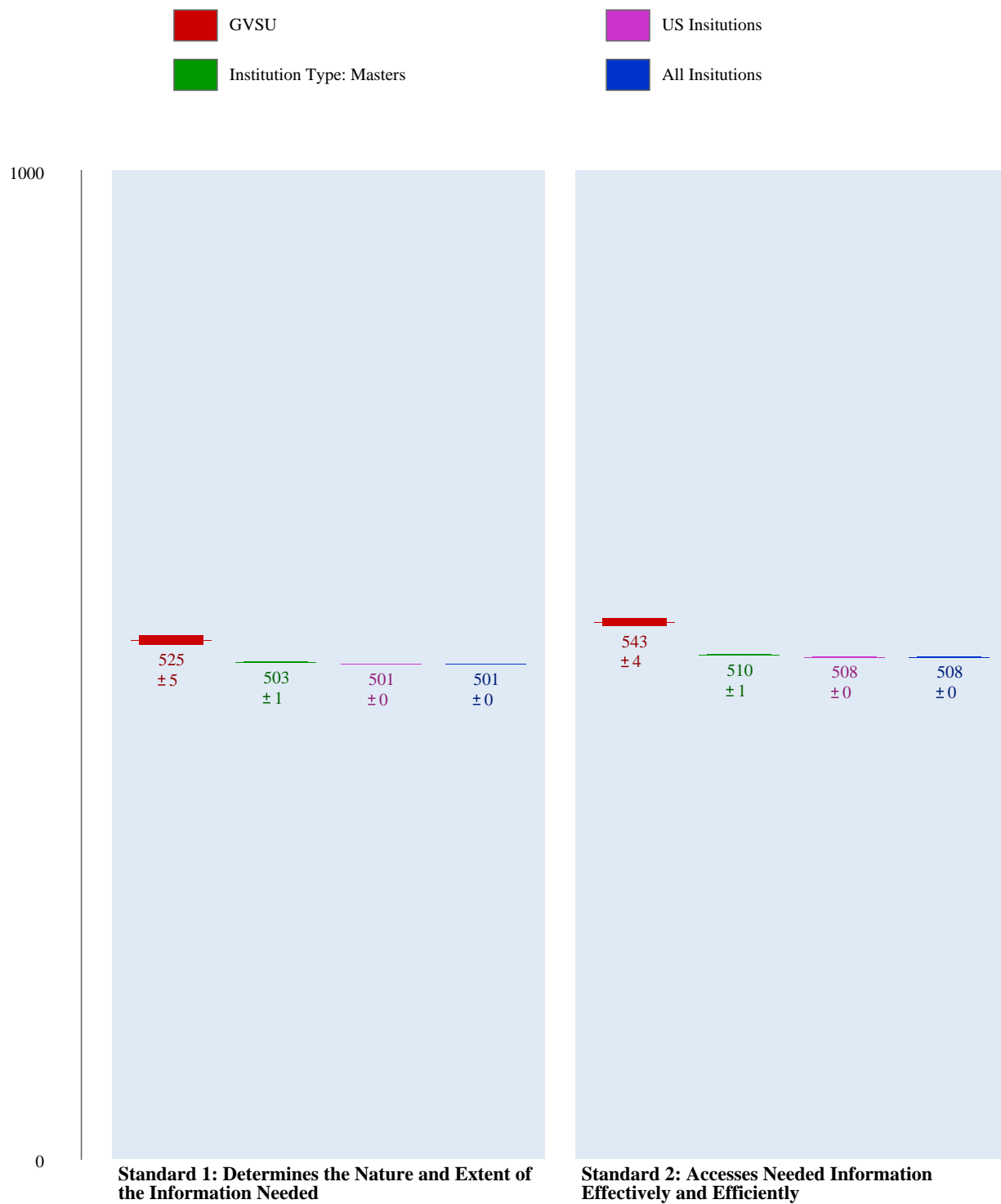
Figure 4.2 Chart for ACRL Standards

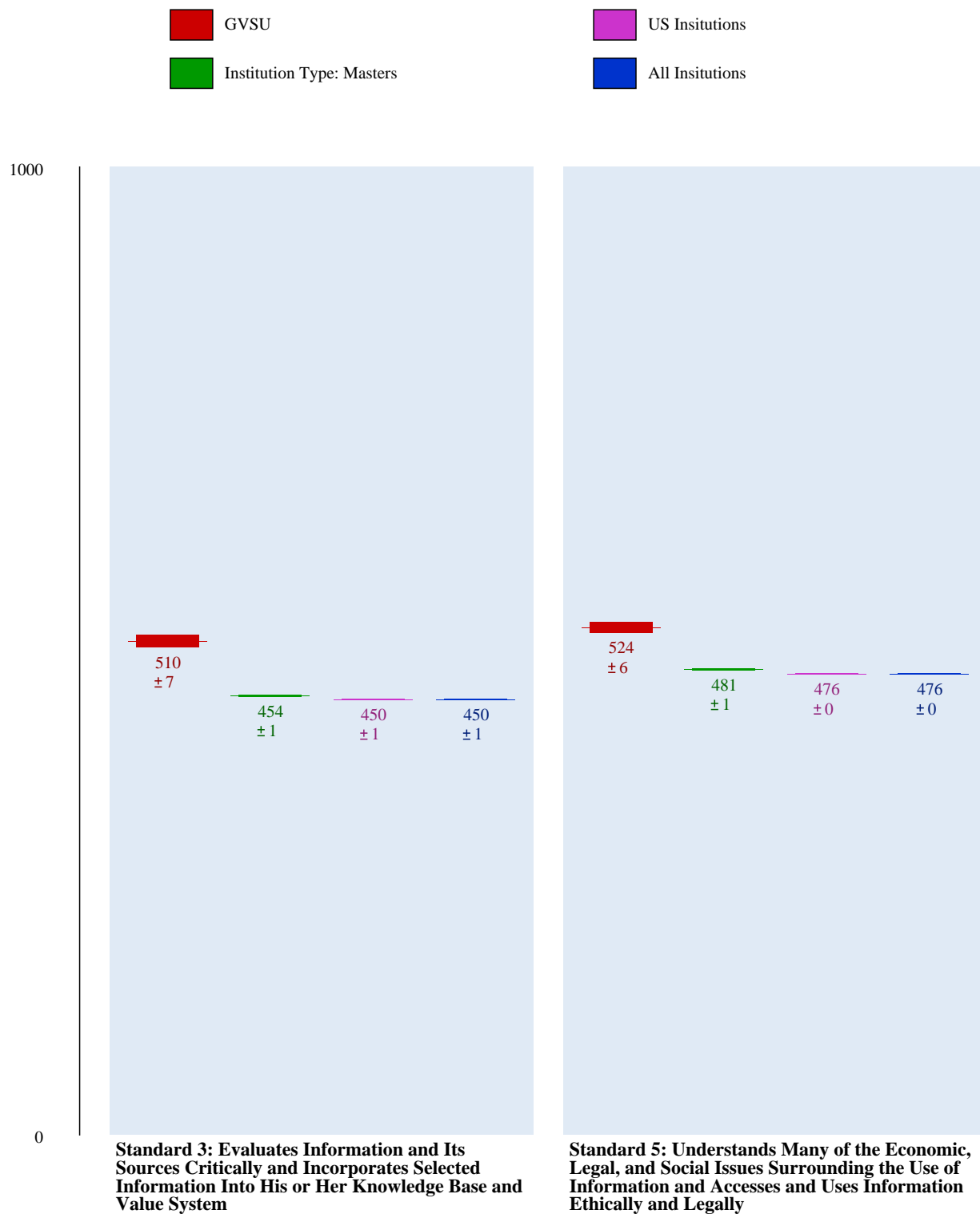
Figure 4.2 (continued) Chart for ACRL Standards

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

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

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

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

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A

About Project SAILS

Project SAILS 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 the role that information literacy plays in student success and retention.

Project SAILS was created at Kent State University in the state of Ohio in the United States. The project 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 is now licensed by Kent State University to Carrick Enterprises, a company created by the original developers of SAILS.

For more information, please visit our web site: <https://www.ProjectSAILS.org>

APPENDIX B

List of Institutions in the All-Institutions Benchmark

	Institution	Country	Type of Institution
1.	Abilene Christian University	US	Masters
2.	Ashford University	US	Baccalaureate - General
3.	Auburn University	US	Doctorate
4.	Baldwin-Wallace College	US	Masters
5.	Belmont Abbey College	US	Baccalaureate - General
6.	Bergen Community College	US	Associates
7.	California State University, Fresno	US	Masters
8.	Cedarville University	US	Masters
9.	Central Methodist University	US	Baccalaureate - General
10.	Chapman University	US	Masters
11.	Coastal Carolina University	US	Baccalaureate - Liberal Arts
12.	Coker College	US	Baccalaureate - Liberal Arts
13.	Colorado Mesa University	US	Masters
14.	Colorado Mountain College	US	Associates
15.	Concordia College	US	Baccalaureate - Liberal Arts
16.	Concordia College-NY	US	Masters
17.	East Central University	US	Baccalaureate - Liberal Arts
18.	Eastern Shore Community College	US	Associates
19.	Eckerd College	US	Baccalaureate - Liberal Arts
20.	El Camino College	US	Associates
21.	Glendale Community College	US	Associates
22.	Grand Valley State University	US	Masters
23.	Harrisburg University of Science and Technology	US	Masters
24.	Indiana University East	US	Baccalaureate - General
25.	Indiana Wesleyan University	US	Masters
26.	Johnson & Wales University	US	Baccalaureate - General
27.	Kean University	US	Masters
28.	Lancaster Bible College	US	Baccalaureate - General
29.	Lincoln Memorial University	US	Doctorate
30.	Long Island University CW Post	US	Doctorate
31.	Lynchburg College	US	Masters
32.	Manhattanville College	US	Baccalaureate - Liberal Arts
33.	Mansfield University	US	Masters
34.	McMaster University	CA	Doctorate
35.	Misericordia University	US	Doctorate
36.	Molloy College	US	Masters
37.	Niagara University	US	Baccalaureate - Liberal Arts
38.	Norfolk State University	US	Masters
39.	Northern State University	US	Masters
40.	Pacific Union College Library	US	Baccalaureate - Liberal Arts

	Institution	Country	Type of Institution
41.	Patrick Henry College	US	Baccalaureate - Liberal Arts
42.	Pennsylvania College of Technology	US	Baccalaureate - General
43.	Pepperdine University Library	US	Doctorate
44.	Pikeville College	US	Baccalaureate - Liberal Arts
45.	Rasmussen College	US	Baccalaureate - General
46.	River Parishes Community College	US	Associates
47.	Saint Mary's College of California	US	Baccalaureate - Liberal Arts
48.	Samford University	US	Doctorate
49.	San Antonio College	US	Associates
50.	San Juan College	US	Associates
51.	Seminole State College	US	Baccalaureate - General
52.	Seward County Community College and Area Technical School	US	Associates
53.	St. Johns River State College	US	Baccalaureate - General
54.	Thomas College	US	Masters
55.	Thomas Edison State College	US	Masters
56.	University of Illinois Springfield	US	Doctorate
57.	University of Mary Washington	US	Masters
58.	University of Montevallo	US	Masters
59.	University of Phoenix	US	Masters
60.	University of Pittsburgh	US	Doctorate
61.	University of Tennessee at Martin	US	Baccalaureate - Liberal Arts
62.	University of Texas at Dallas	US	Doctorate
63.	University of the Pacific	US	Doctorate
64.	University of Valley Forge	US	Baccalaureate - General
65.	University of Virgin Islands	US	Masters
66.	University of Wisconsin Colleges	US	Associates
67.	Wabash College	US	Baccalaureate - Liberal Arts
68.	Western New England University	US	Masters

APPENDIX C

Test-Taker Profiles for Each Administration

		Abilene Christian University Fall 2012		Abilene Christian University Fall 2013		Abilene Christian University Fall Freshmen 2014		Abilene Christian University Fall Capstone 2014	
		Fall 2012		Fall 2013		Fall 2014		Spring 2015	
		(n=695)		(n=754)		(n=706)		(n=351)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	687	98.8	745	98.8	697	98.7	0	0.0
	Sophomore	5	0.7	9	1.2	6	0.8	2	0.6
	Junior	1	0.1	0	0.0	2	0.3	55	15.7
	Senior	0	0.0	0	0.0	0	0.0	290	82.6
	Other	2	0.3	0	0.0	1	0.1	4	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	10	1.4	25	3.3	21	3.0	8	2.3
	Architecture	1	0.1	3	0.4	2	0.3	2	0.6
	Business/Management/Finance/Marketing	120	17.3	128	17.0	114	16.1	111	31.6
	Communication/Journalism/PublicRelations	45	6.5	50	6.6	38	5.4	7	2.0
	Education	36	5.2	34	4.5	42	5.9	29	8.3
	Engineering/ComputerScience	27	3.9	52	6.9	57	8.1	10	2.8
	LiberalStudies	0	0.0	0	0.0	2	0.3	1	0.3
	HealthSciences/Nursing/MovementScience	122	17.6	127	16.8	132	18.7	38	10.8
	History	10	1.4	14	1.9	8	1.1	2	0.6
	Humanities	11	1.6	7	0.9	10	1.4	5	1.4
	LegalStudies/CriminalJustice/PublicAdmin	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
	StudioArt/Music/Theater/Dance	47	6.8	51	6.8	38	5.4	27	7.7
	Science/Math	86	12.4	87	11.5	80	11.3	33	9.4
	SocialSciences/Anthro/Psych/PolySci	67	9.6	76	10.1	60	8.5	34	9.7
	Other	56	8.1	51	6.8	59	8.4	44	12.5
	Undecided	57	8.2	49	6.5	43	6.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University ENG122 Fall 2012		Ashford University EXP103 Fall 2012		Ashford University GEN499 Fall 2012		Ashford University ENG122 Fall 2013	
		Fall 2012		Fall 2012		Fall 2012		Fall 2013	
		(n=723)		(n=199)		(n=86)		(n=502)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	438	60.6	198	99.5	0	0.0	320	63.7
	Sophomore	141	19.5	1	0.5	3	3.5	91	18.1
	Junior	68	9.4	0	0.0	6	7.0	40	8.0
	Senior	29	4.0	0	0.0	73	84.9	17	3.4
	Other	47	6.5	0	0.0	4	4.7	34	6.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	1	0.1	2	1.0	1	1.2	5	1.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	207	28.6	53	26.6	22	25.6	112	22.3
	Communication/Journalism/PublicRelations	9	1.2	3	1.5	0	0.0	2	0.4
	Education	112	15.5	30	15.1	12	14.0	85	16.9
	Engineering/ComputerScience	1	0.1	1	0.5	0	0.0	1	0.2
	LiberalStudies	6	0.8	1	0.5	0	0.0	3	0.6
	HealthSciences/Nursing/MovementScience	65	9.0	11	5.5	7	8.1	51	10.2
	History	14	1.9	1	0.5	3	3.5	7	1.4
	Humanities	2	0.3	0	0.0	7	8.1	4	0.8
	LegalStudies/CriminalJustice/PublicAdmin	15	2.1	17	8.5	1	1.2	9	1.8
	Military/Naval Science	7	1.0	0	0.0	0	0.0	6	1.2
	StudioArt/Music/Theater/Dance	6	0.8	4	2.0	0	0.0	2	0.4
	Science/Math	2	0.3	22	11.1	0	0.0	1	0.2
	SocialSciences/Anthro/Psych/PolySci	109	15.1	18	9.0	24	27.9	92	18.3
	Other	161	22.3	27	13.6	9	10.5	113	22.5
	Undecided	6	0.8	9	4.5	0	0.0	9	1.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University EXP103 Fall 2013		Ashford University GEN499 Fall 2013		Ashford University ENG122 Spring 2014		Ashford University GEN499 Spring 2014	
		Fall 2013		Fall 2013		Spring 2014		Spring 2014	
		(n=116)		(n=1,588)		(n=499)		(n=2,376)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	116	100.0	3	0.2	320	64.1	3	0.1
	Sophomore	0	0.0	36	2.3	85	17.0	38	1.6
	Junior	0	0.0	160	10.1	59	11.8	241	10.1
	Senior	0	0.0	1,345	84.7	14	2.8	2,028	85.4
	Other	0	0.0	44	2.8	21	4.2	66	2.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	7	0.4	5	1.0	19	0.8
	Architecture	0	0.0	0	0.0	0	0.0	1	0.0
	Business/Management/Finance/Marketing	43	37.1	477	30.0	122	24.4	715	30.1
	Communication/Journalism/PublicRelations	2	1.7	28	1.8	2	0.4	32	1.3
	Education	18	15.5	308	19.4	92	18.4	480	20.2
	Engineering/ComputerScience	4	3.4	1	0.1	2	0.4	4	0.2
	LiberalStudies	0	0.0	17	1.1	2	0.4	29	1.2
	HealthSciences/Nursing/MovementScience	6	5.2	153	9.6	59	11.8	232	9.8
	History	0	0.0	18	1.1	5	1.0	32	1.3
	Humanities	0	0.0	22	1.4	2	0.4	34	1.4
	LegalStudies/CriminalJustice/PublicAdmin	5	4.3	18	1.1	13	2.6	40	1.7
	Military/Naval Science	0	0.0	3	0.2	4	0.8	3	0.1
	StudioArt/Music/Theater/Dance	0	0.0	4	0.3	0	0.0	5	0.2
	Science/Math	13	11.2	6	0.4	0	0.0	5	0.2
	SocialSciences/Anthro/Psych/PolySci	11	9.5	298	18.8	68	13.6	397	16.7
	Other	14	12.1	225	14.2	115	23.0	344	14.5
	Undecided	0	0.0	3	0.2	8	1.6	4	0.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University ENG122 Fall 2014		Ashford University EXP103 Fall 2014		Ashford University GEN499 Fall 2014		Ashford University GEN499 Fall 2014	
		Fall 2014		Fall 2014		Fall 2014		Fall 2014	
		(n=636)		(n=120)		(n=2,896)		(n=76)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	398	62.6	120	100.0	6	0.2	0	0.0
	Sophomore	132	20.8	0	0.0	38	1.3	0	0.0
	Junior	63	9.9	0	0.0	354	12.2	8	10.5
	Senior	10	1.6	0	0.0	2,429	83.9	68	89.5
	Other	33	5.2	0	0.0	69	2.4	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	7	1.1	0	0.0	16	0.6	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	161	25.3	34	28.3	860	29.7	26	34.2
	Communication/Journalism/PublicRelations	12	1.9	4	3.3	59	2.0	4	5.3
	Education	96	15.1	12	10.0	541	18.7	13	17.1
	Engineering/ComputerScience	1	0.2	9	7.5	5	0.2	4	5.3
	LiberalStudies	1	0.2	0	0.0	17	0.6	0	0.0
	HealthSciences/Nursing/MovementScience	66	10.4	7	5.8	245	8.5	2	2.6
	History	7	1.1	0	0.0	34	1.2	1	1.3
	Humanities	6	0.9	0	0.0	44	1.5	1	1.3
	LegalStudies/CriminalJustice/PublicAdmin	21	3.3	6	5.0	51	1.8	3	3.9
	Military/Naval Science	3	0.5	0	0.0	10	0.3	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	0	0.0	8	0.3	0	0.0
	Science/Math	2	0.3	17	14.2	8	0.3	2	2.6
	SocialSciences/Anthro/Psych/PolySci	101	15.9	16	13.3	529	18.3	7	9.2
	Other	142	22.3	15	12.5	464	16.0	13	17.1
	Undecided	10	1.6	0	0.0	5	0.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University ENG122 Spring 2015		Ashford University GEN 499 Spring 2015		Ashford University GEN499 Spring 2015		Auburn University Spring 2013	
		Spring 2015		Spring 2015		Spring 2015		Spring 2013	
		(n=3,030)		(n=60)		(n=3,353)		(n=294)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	1,870	61.7	0	0.0	13	0.4	23	7.8
	Sophomore	591	19.5	0	0.0	43	1.3	72	24.5
	Junior	330	10.9	28	46.7	407	12.1	77	26.2
	Senior	70	2.3	32	53.3	2,809	83.8	122	41.5
	Other	169	5.6	0	0.0	81	2.4	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	19	0.6	0	0.0	19	0.6	11	3.7
	Architecture	1	0.0	0	0.0	0	0.0	18	6.1
	Business/Management/Finance/Marketing	819	27.0	14	23.3	1,059	31.6	33	11.2
	Communication/Journalism/PublicRelations	36	1.2	5	8.3	58	1.7	14	4.8
	Education	480	15.8	14	23.3	489	14.6	13	4.4
	Engineering/ComputerScience	8	0.3	2	3.3	3	0.1	60	20.4
	LiberalStudies	19	0.6	0	0.0	34	1.0	24	8.2
	HealthSciences/Nursing/MovementScience	301	9.9	2	3.3	306	9.1	40	13.6
	History	21	0.7	0	0.0	51	1.5	0	0.0
	Humanities	17	0.6	0	0.0	44	1.3	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	95	3.1	0	0.0	79	2.4	0	0.0
	Military/Naval Science	4	0.1	0	0.0	8	0.2	0	0.0
	StudioArt/Music/Theater/Dance	6	0.2	0	0.0	4	0.1	1	0.3
	Science/Math	5	0.2	5	8.3	11	0.3	34	11.6
	SocialSciences/Anthro/Psych/PolySci	407	13.4	5	8.3	592	17.7	17	5.8
	Other	754	24.9	13	21.7	583	17.4	25	8.5
	Undecided	38	1.3	0	0.0	13	0.4	4	1.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Auburn University Spring 2015		Baldwin- Wallace College BWU FR12		Baldwin- Wallace College BWU SR12		Baldwin- Wallace College Freshmen 2013	
		Spring 2015		Fall 2012		Fall 2012		Fall 2013	
		(n=348)		(n=57)		(n=60)		(n=54)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	43	12.4	57	100.0	0	0.0	54	100.0
	Sophomore	82	23.6	0	0.0	0	0.0	0	0.0
	Junior	101	29.0	0	0.0	1	1.7	0	0.0
	Senior	122	35.1	0	0.0	59	98.3	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	EnvironmentalStudies	15	4.3	0	0.0	0	0.0	1	1.9
	Architecture	28	8.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	38	10.9	5	8.8	6	10.0	7	13.0
	Communication/Journalism/PublicRelations	12	3.4	2	3.5	3	5.0	2	3.7
	Education	23	6.6	8	14.0	9	15.0	5	9.3
	Engineering/ComputerScience	92	26.4	2	3.5	3	5.0	2	3.7
	LiberalStudies	21	6.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	41	11.8	10	17.5	5	8.3	9	16.7
	History	0	0.0	2	3.5	3	5.0	0	0.0
	Humanities	0	0.0	0	0.0	2	3.3	1	1.9
	LegalStudies/CriminalJustice/PublicAdmin	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
	StudioArt/Music/Theater/Dance	2	0.6	4	7.0	5	8.3	5	9.3
	Science/Math	44	12.6	3	5.3	6	10.0	4	7.4
	SocialSciences/Anthro/Psych/PolySci	5	1.4	3	5.3	14	23.3	0	0.0
	Other	27	7.8	7	12.3	4	6.7	9	16.7
	Undecided	0	0.0	11	19.3	0	0.0	9	16.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Baldwin-Wallace College Senior 2013		Baldwin-Wallace College BWSRFA14		Baldwin-Wallace College Freshmen 2014		Belmont Abbey College fall 2012	
		Fall 2013		Fall 2014		Fall 2014		Fall 2012	
		(n=56)		(n=56)		(n=61)		(n=164)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	61	100.0	163	99.4
	Sophomore	0	0.0	0	0.0	0	0.0	1	0.6
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	56	100.0	56	100.0	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	EnvironmentalStudies	0	0.0	0	0.0	0	0.0	1	0.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	7	12.5	7	12.5	5	8.2	26	15.9
	Communication/Journalism/PublicRelations	4	7.1	10	17.9	2	3.3	0	0.0
	Education	11	19.6	5	8.9	3	4.9	14	8.5
	Engineering/ComputerScience	1	1.8	1	1.8	0	0.0	0	0.0
	LiberalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	8	14.3	5	8.9	8	13.1	9	5.5
	History	4	7.1	2	3.6	0	0.0	3	1.8
	Humanities	4	7.1	3	5.4	0	0.0	3	1.8
	LegalStudies/CriminalJustice/PublicAdmin	0	0.0	0	0.0	0	0.0	6	3.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	2	3.6	7	12.5	9	14.8	1	0.6
	Science/Math	3	5.4	4	7.1	6	9.8	22	13.4
	SocialSciences/Anthro/Psych/PolySci	6	10.7	2	3.6	10	16.4	12	7.3
	Other	6	10.7	10	17.9	9	14.8	36	22.0
	Undecided	0	0.0	0	0.0	9	14.8	31	18.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Belmont Abbey College Fall 2013		Belmont Abbey College Spring 2014 Seniors		Belmont Abbey College Spring 2015 Senior		Bergen Community College 2014 DE Students (C)	
		Fall 2013		Spring 2014		Spring 2015		Spring 2015	
		(n=113)		(n=69)		(n=61)		(n=54)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	111	98.2	0	0.0	0	0.0	16	29.6
	Sophomore	2	1.8	0	0.0	0	0.0	15	27.8
	Junior	0	0.0	0	0.0	2	3.3	12	22.2
	Senior	0	0.0	69	100.0	58	95.1	11	20.4
	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	EnvironmentalStudies	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/Management/Finance/Marketing	16	14.2	0	0.0	0	0.0	17	31.5
	Communication/Journalism/PublicRelations	0	0.0	0	0.0	0	0.0	10	18.5
	Education	14	12.4	25	36.2	14	23.0	0	0.0
	Engineering/ComputerScience	1	0.9	0	0.0	0	0.0	1	1.9
	LiberalStudies	0	0.0	0	0.0	0	0.0	8	14.8
	HealthSciences/Nursing/MovementScience	4	3.5	2	2.9	0	0.0	1	1.9
	History	1	0.9	12	17.4	15	24.6	0	0.0
	Humanities	0	0.0	4	5.8	12	19.7	2	3.7
	LegalStudies/CriminalJustice/PublicAdmin	3	2.7	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	0	0.0	0	0.0	1	1.9
	Science/Math	9	8.0	9	13.0	11	18.0	0	0.0
	SocialSciences/Anthro/Psych/PolySci	6	5.3	10	14.5	9	14.8	14	25.9
	Other	29	25.7	7	10.1	0	0.0	0	0.0
	Undecided	30	26.5	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Bergen Community College 2014 DE Students (T)		California State University, Fresno Fall 2014 Freshmen		California State University, Fresno Spring 2015 Seniors		Cedarville University ProjectSAILS Fall 2012	
		Spring 2015		Fall 2014		Spring 2015		Fall 2012	
		(n=52)		(n=210)		(n=190)		(n=102)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	24	46.2	209	99.5	1	0.5	95	93.1
	Sophomore	14	26.9	1	0.5	3	1.6	0	0.0
	Junior	10	19.2	0	0.0	24	12.6	0	0.0
	Senior	4	7.7	0	0.0	161	84.7	0	0.0
	Other	0	0.0	0	0.0	1	0.5	7	6.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	11	5.2	14	7.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	16	30.8	28	13.3	23	12.1	7	6.9
	Communication/Journalism/PublicRelations	11	21.2	0	0.0	0	0.0	5	4.9
	Education	0	0.0	17	8.1	18	9.5	6	5.9
	Engineering/ComputerScience	1	1.9	14	6.7	16	8.4	8	7.8
	LiberalStudies	11	21.2	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	2	3.8	50	23.8	43	22.6	31	30.4
	History	0	0.0	0	0.0	0	0.0	3	2.9
	Humanities	0	0.0	15	7.1	15	7.9	5	4.9
	LegalStudies/CriminalJustice/PublicAdmin	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
	StudioArt/Music/Theater/Dance	0	0.0	0	0.0	0	0.0	9	8.8
	Science/Math	0	0.0	34	16.2	31	16.3	16	15.7
	SocialSciences/Anthro/Psych/PolySci	10	19.2	17	8.1	27	14.2	4	3.9
	Other	0	0.0	0	0.0	0	0.0	2	2.0
	Undecided	1	1.9	24	11.4	3	1.6	6	5.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Cedarville University ProjectSAILSSp r2013		Cedarville University ProjectSAILSFa ll2013		Cedarville University ProjectSAILSSp r2014		Central Methodist University Fall 2012	
		Spring 2013		Fall 2013		Spring 2014		Fall 2012	
		(n=87)		(n=87)		(n=108)		(n=102)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	86	98.9	0	0.0	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	39	38.2
	Senior	85	97.7	0	0.0	108	100.0	61	59.8
	Other	2	2.3	1	1.1	0	0.0	2	2.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	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/Management/Finance/Marketing	8	9.2	7	8.0	7	6.5	19	18.6
	Communication/Journalism/PublicRelations	5	5.7	4	4.6	8	7.4	3	2.9
	Education	6	6.9	9	10.3	8	7.4	18	17.6
	Engineering/ComputerScience	12	13.8	13	14.9	16	14.8	4	3.9
	LiberalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	16	18.4	20	23.0	25	23.1	20	19.6
	History	7	8.0	3	3.4	9	8.3	1	1.0
	Humanities	6	6.9	2	2.3	3	2.8	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	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
	StudioArt/Music/Theater/Dance	6	6.9	5	5.7	11	10.2	5	4.9
	Science/Math	9	10.3	11	12.6	13	12.0	9	8.8
	SocialSciences/Anthro/Psych/PolySci	8	9.2	5	5.7	5	4.6	12	11.8
	Other	4	4.6	0	0.0	3	2.8	11	10.8
	Undecided	0	0.0	8	9.2	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Central Methodist University Spring 2013		Central Methodist University Fall 2013		Central Methodist University Spring 2014		Central Methodist University Fall 2014	
		Spring 2013		Fall 2013		Spring 2014		Fall 2014	
		(n=87)		(n=93)		(n=55)		(n=88)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	0	0.0
	Sophomore	4	4.6	0	0.0	2	3.6	2	2.3
	Junior	44	50.6	51	54.8	32	58.2	35	39.8
	Senior	39	44.8	41	44.1	21	38.2	51	58.0
	Other	0	0.0	1	1.1	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	1	1.1	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	13	14.9	12	12.9	10	18.2	11	12.5
	Communication/Journalism/PublicRelations	3	3.4	3	3.2	3	5.5	1	1.1
	Education	23	26.4	13	14.0	5	9.1	20	22.7
	Engineering/ComputerScience	4	4.6	5	5.4	2	3.6	4	4.5
	LiberalStudies	2	2.3	0	0.0	0	0.0	3	3.4
	HealthSciences/Nursing/MovementScience	2	2.3	14	15.1	6	10.9	5	5.7
	History	2	2.3	3	3.2	0	0.0	1	1.1
	Humanities	1	1.1	2	2.2	0	0.0	2	2.3
	LegalStudies/CriminalJustice/PublicAdmin	6	6.9	3	3.2	1	1.8	1	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	6	6.8
	StudioArt/Music/Theater/Dance	2	2.3	4	4.3	4	7.3	3	3.4
	Science/Math	5	5.7	13	14.0	8	14.5	7	8.0
	SocialSciences/Anthro/Psych/PolySci	7	8.0	4	4.3	3	5.5	6	6.8
	Other	17	19.5	16	17.2	13	23.6	18	20.5
	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

		Central Methodist University Spring 2015		Chapman University 2012 Fall FFC		Chapman University Brandman_2012 -2013		Chapman University Brandman_2013 -2014	
		Spring 2015		Fall 2012		Spring 2013		Spring 2014	
		(n=76)		(n=991)		(n=1,485)		(n=1,837)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	991	100.0	128	8.6	173	9.4
	Sophomore	3	3.9	0	0.0	211	14.2	249	13.6
	Junior	45	59.2	0	0.0	722	48.6	841	45.8
	Senior	28	36.8	0	0.0	352	23.7	486	26.5
	Other	0	0.0	0	0.0	72	4.8	88	4.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	1	1.3	13	1.3	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	8	10.5	221	22.3	485	32.7	514	28.0
	Communication/Journalism/PublicRelations	1	1.3	60	6.1	0	0.0	0	0.0
	Education	21	27.6	21	2.1	208	14.0	176	9.6
	Engineering/ComputerScience	2	2.6	8	0.8	18	1.2	32	1.7
	LiberalStudies	2	2.6	0	0.0	136	9.2	166	9.0
	HealthSciences/Nursing/MovementScience	6	7.9	48	4.8	2	0.1	7	0.4
	History	4	5.3	10	1.0	0	0.0	2	0.1
	Humanities	1	1.3	35	3.5	5	0.3	12	0.7
	LegalStudies/CriminalJustice/PublicAdmin	2	2.6	0	0.0	129	8.7	183	10.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	3	3.9	248	25.0	0	0.0	0	0.0
	Science/Math	9	11.8	66	6.7	0	0.0	0	0.0
	SocialSciences/Anthro/Psych/PolySci	3	3.9	68	6.9	384	25.9	559	30.4
	Other	13	17.1	74	7.5	111	7.5	177	9.6
	Undecided	0	0.0	119	12.0	7	0.5	9	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Coastal Carolina University CCU Fall 2013 1st yr		Coastal Carolina University CCU Fall 2014 1st yr		Coker College Spring 2013		Coker College Fall 2014 First Year	
		Spring 2014		Fall 2014		Spring 2013		Fall 2014	
		(n=225)		(n=216)		(n=100)		(n=69)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	180	80.0	190	88.0	42	42.0	69	100.0
	Sophomore	25	11.1	11	5.1	16	16.0	0	0.0
	Junior	11	4.9	7	3.2	16	16.0	0	0.0
	Senior	9	4.0	8	3.7	26	26.0	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	EnvironmentalStudies	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/Management/Finance/Marketing	68	30.2	47	21.8	29	29.0	15	21.7
	Communication/Journalism/PublicRelations	7	3.1	28	13.0	7	7.0	7	10.1
	Education	6	2.7	3	1.4	4	4.0	6	8.7
	Engineering/ComputerScience	4	1.8	5	2.3	3	3.0	1	1.4
	LiberalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	15	6.7	15	6.9	5	5.0	11	15.9
	History	2	0.9	2	0.9	2	2.0	0	0.0
	Humanities	16	7.1	8	3.7	3	3.0	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	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
	StudioArt/Music/Theater/Dance	10	4.4	23	10.6	6	6.0	5	7.2
	Science/Math	32	14.2	34	15.7	7	7.0	6	8.7
	SocialSciences/Anthro/Psych/PolySci	17	7.6	26	12.0	11	11.0	0	0.0
	Other	36	16.0	23	10.6	19	19.0	13	18.8
	Undecided	12	5.3	2	0.9	4	4.0	5	7.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Colorado Mesa University TESTING FALL2014		Colorado Mountain College 2014 Spring 45 Cred.		Colorado Mountain College 2014 Fall 15 Cred		Concordia College Sophomore	
		Fall 2014		Spring 2014		Fall 2014		Spring 2013	
		(n=621)		(n=87)		(n=57)		(n=60)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	617	99.4	2	2.3	42	73.7	26	43.3
	Sophomore	3	0.5	40	46.0	6	10.5	34	56.7
	Junior	1	0.2	25	28.7	1	1.8	0	0.0
	Senior	0	0.0	20	23.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	8	14.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	18	2.9	9	10.3	1	1.8	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	118	19.0	20	23.0	6	10.5	7	11.7
	Communication/Journalism/PublicRelations	16	2.6	0	0.0	0	0.0	0	0.0
	Education	32	5.2	1	1.1	3	5.3	11	18.3
	Engineering/ComputerScience	35	5.6	0	0.0	0	0.0	0	0.0
	LiberalStudies	0	0.0	17	19.5	8	14.0	0	0.0
	HealthSciences/Nursing/MovementScience	156	25.1	10	11.5	5	8.8	11	18.3
	History	5	0.8	0	0.0	0	0.0	0	0.0
	Humanities	9	1.4	0	0.0	0	0.0	1	1.7
	LegalStudies/CriminalJustice/PublicAdmin	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
	StudioArt/Music/Theater/Dance	23	3.7	0	0.0	0	0.0	4	6.7
	Science/Math	34	5.5	9	10.3	7	12.3	12	20.0
	SocialSciences/Anthro/Psych/PolySci	78	12.6	0	0.0	0	0.0	7	11.7
	Other	0	0.0	18	20.7	16	28.1	4	6.7
	Undecided	97	15.6	3	3.4	11	19.3	3	5.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Concordia College Freshmen		Concordia College Sp 2015 Seniors		Concordia College Sp 2015 Sophomores		Concordia College- NY SPRING 2013	
		Fall 2013		Spring 2015		Spring 2015		Spring 2013	
		(n=100)		(n=92)		(n=66)		(n=108)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	98	98.0	0	0.0	0	0.0	76	70.4
	Sophomore	2	2.0	11	12.0	56	84.8	12	11.1
	Junior	0	0.0	3	3.3	2	3.0	14	13.0
	Senior	0	0.0	78	84.8	8	12.1	5	4.6
	Other	0	0.0	0	0.0	0	0.0	1	0.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	2	2.2	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	12	12.0	16	17.4	13	19.7	24	22.2
	Communication/Journalism/PublicRelations	6	6.0	7	7.6	4	6.1	3	2.8
	Education	12	12.0	8	8.7	7	10.6	12	11.1
	Engineering/ComputerScience	0	0.0	0	0.0	0	0.0	0	0.0
	LiberalStudies	1	1.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	12	12.0	15	16.3	8	12.1	13	12.0
	History	1	1.0	0	0.0	1	1.5	2	1.9
	Humanities	3	3.0	8	8.7	3	4.5	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	2	2.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	3	3.0	6	6.5	5	7.6	0	0.0
	Science/Math	26	26.0	15	16.3	12	18.2	8	7.4
	SocialSciences/Anthro/Psych/PolySci	5	5.0	11	12.0	11	16.7	19	17.6
	Other	5	5.0	4	4.3	2	3.0	17	15.7
	Undecided	12	12.0	0	0.0	0	0.0	10	9.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		East Central University 2012 Fall UNIV 1001		East Central University 2012 Fall UNIV 3001		East Central University 2013 Fall UNIV 1001		East Central University 2013 Fall UNIV 3001	
		Fall 2012		Fall 2012		Fall 2013		Fall 2013	
		(n=390)		(n=127)		(n=412)		(n=176)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	386	99.0	0	0.0	404	98.1	0	0.0
	Sophomore	4	1.0	28	22.0	6	1.5	18	10.2
	Junior	0	0.0	64	50.4	2	0.5	105	59.7
	Senior	0	0.0	35	27.6	0	0.0	53	30.1
	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	EnvironmentalStudies	7	1.8	4	3.1	8	1.9	1	0.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	40	10.3	14	11.0	64	15.5	30	17.0
	Communication/Journalism/PublicRelations	10	2.6	5	3.9	7	1.7	6	3.4
	Education	34	8.7	20	15.7	33	8.0	24	13.6
	Engineering/ComputerScience	10	2.6	3	2.4	17	4.1	4	2.3
	LiberalStudies	1	0.3	1	0.8	2	0.5	2	1.1
	HealthSciences/Nursing/MovementScience	47	12.1	12	9.4	41	10.0	11	6.3
	History	9	2.3	3	2.4	3	0.7	3	1.7
	Humanities	8	2.1	2	1.6	7	1.7	9	5.1
	LegalStudies/CriminalJustice/PublicAdmin	8	2.1	3	2.4	6	1.5	2	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	7	1.8	3	2.4	9	2.2	9	5.1
	Science/Math	34	8.7	13	10.2	37	9.0	18	10.2
	SocialSciences/Anthro/Psych/PolySci	24	6.2	6	4.7	23	5.6	13	7.4
	Other	140	35.9	38	29.9	133	32.3	44	25.0
	Undecided	11	2.8	0	0.0	22	5.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		East Central University 2014 Fall UNIV 1001		East Central University 2014 Fall UNIV 3001		Eastern Shore Community College Graduates: 2013		Eastern Shore Community College 2014 Graduates	
		Fall 2014		Fall 2014		Spring 2013		Spring 2014	
		(n=467)		(n=160)		(n=79)		(n=56)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	465	99.6	0	0.0	0	0.0	0	0.0
	Sophomore	1	0.2	22	13.8	0	0.0	0	0.0
	Junior	0	0.0	91	56.9	0	0.0	0	0.0
	Senior	1	0.2	47	29.4	79	100.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	56	100.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	13	2.8	2	1.3	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	62	13.3	29	18.1	13	16.5	6	10.7
	Communication/Journalism/PublicRelations	12	2.6	5	3.1	0	0.0	0	0.0
	Education	33	7.1	30	18.8	13	16.5	12	21.4
	Engineering/ComputerScience	21	4.5	5	3.1	4	5.1	5	8.9
	LiberalStudies	0	0.0	0	0.0	12	15.2	10	17.9
	HealthSciences/Nursing/MovementScience	71	15.2	20	12.5	17	21.5	1	1.8
	History	8	1.7	2	1.3	0	0.0	0	0.0
	Humanities	5	1.1	3	1.9	0	0.0	2	3.6
	LegalStudies/CriminalJustice/PublicAdmin	9	1.9	6	3.8	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	14	3.0	3	1.9	0	0.0	0	0.0
	Science/Math	51	10.9	13	8.1	3	3.8	6	10.7
	SocialSciences/Anthro/Psych/PolySci	24	5.1	6	3.8	1	1.3	1	1.8
	Other	129	27.6	36	22.5	16	20.3	11	19.6
	Undecided	15	3.2	0	0.0	0	0.0	2	3.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Eckerd College 2012Freshmen		Eckerd College 2012Seniors		Eckerd College 2013Freshmen		Eckerd College 2013Seniors	
		Fall 2012		Fall 2012		Fall 2013		Fall 2013	
		(n=94)		(n=102)		(n=98)		(n=112)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	92	97.9	0	0.0	97	99.0	0	0.0
	Sophomore	1	1.1	0	0.0	1	1.0	0	0.0
	Junior	0	0.0	1	1.0	0	0.0	4	3.6
	Senior	0	0.0	101	99.0	0	0.0	108	96.4
	Other	1	1.1	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	14	14.9	11	10.8	16	16.3	9	8.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	11	11.7	10	9.8	10	10.2	18	16.1
	Communication/Journalism/PublicRelations	1	1.1	6	5.9	2	2.0	6	5.4
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/ComputerScience	0	0.0	0	0.0	1	1.0	0	0.0
	LiberalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	3	2.9	0	0.0	4	3.6
	Humanities	0	0.0	5	4.9	0	0.0	5	4.5
	LegalStudies/CriminalJustice/PublicAdmin	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
	StudioArt/Music/Theater/Dance	7	7.4	9	8.8	5	5.1	5	4.5
	Science/Math	26	27.7	22	21.6	26	26.5	30	26.8
	SocialSciences/Anthro/Psych/PolySci	9	9.6	22	21.6	11	11.2	18	16.1
	Other	9	9.6	14	13.7	10	10.2	17	15.2
	Undecided	17	18.1	0	0.0	17	17.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Eckerd College Freshmen2014		Eckerd College Seniors2014		El Camino College Spring 2013 ILO		Glendale Community College Director of Assessme	
		Fall 2014		Fall 2014		Spring 2013		Spring 2014	
		(n=103)		(n=100)		(n=367)		(n=287)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	102	99.0	0	0.0	103	28.1	90	31.4
	Sophomore	1	1.0	0	0.0	126	34.3	144	50.2
	Junior	0	0.0	2	2.0	0	0.0	0	0.0
	Senior	0	0.0	98	98.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	138	37.6	53	18.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	12	11.7	14	14.0	0	0.0	2	0.7
	Architecture	0	0.0	0	0.0	0	0.0	1	0.3
	Business/Management/Finance/Marketing	11	10.7	11	11.0	0	0.0	30	10.5
	Communication/Journalism/PublicRelations	1	1.0	8	8.0	0	0.0	4	1.4
	Education	0	0.0	0	0.0	0	0.0	18	6.3
	Engineering/ComputerScience	1	1.0	1	1.0	0	0.0	25	8.7
	LiberalStudies	0	0.0	0	0.0	0	0.0	12	4.2
	HealthSciences/Nursing/MovementScience	0	0.0	0	0.0	0	0.0	51	17.8
	History	0	0.0	1	1.0	0	0.0	1	0.3
	Humanities	1	1.0	1	1.0	0	0.0	2	0.7
	LegalStudies/CriminalJustice/PublicAdmin	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
	StudioArt/Music/Theater/Dance	2	1.9	6	6.0	0	0.0	11	3.8
	Science/Math	38	36.9	28	28.0	0	0.0	21	7.3
	SocialSciences/Anthro/Psych/PolySci	9	8.7	19	19.0	0	0.0	24	8.4
	Other	13	12.6	10	10.0	319	86.9	56	19.5
	Undecided	15	14.6	1	1.0	48	13.1	29	10.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Grand Valley State University Winter 2015		Harrisburg University of Science and Technology Fall 2013 FR		Harrisburg University of Science and Technology 2014-5 all		Indiana University East Fall 2013 Cohort	
		Spring 2015		Fall 2013		Spring 2015		Fall 2013	
		(n=408)		(n=88)		(n=96)		(n=237)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	46	11.3	87	98.9	73	76.0	161	67.9
	Sophomore	84	20.6	1	1.1	2	2.1	46	19.4
	Junior	95	23.3	0	0.0	17	17.7	20	8.4
	Senior	144	35.3	0	0.0	2	2.1	7	3.0
	Other	39	9.6	0	0.0	2	2.1	3	1.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	2	0.5	1	1.1	1	1.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	62	15.2	3	3.4	5	5.2	28	11.8
	Communication/Journalism/PublicRelations	28	6.9	0	0.0	0	0.0	5	2.1
	Education	40	9.8	0	0.0	0	0.0	28	11.8
	Engineering/ComputerScience	30	7.4	26	29.5	31	32.3	6	2.5
	LiberalStudies	8	2.0	1	1.1	0	0.0	4	1.7
	HealthSciences/Nursing/MovementScience	75	18.4	2	2.3	6	6.3	47	19.8
	History	5	1.2	0	0.0	0	0.0	2	0.8
	Humanities	6	1.5	0	0.0	0	0.0	10	4.2
	LegalStudies/CriminalJustice/PublicAdmin	11	2.7	0	0.0	1	1.0	4	1.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	12	2.9	0	0.0	0	0.0	2	0.8
	Science/Math	36	8.8	26	29.5	16	16.7	8	3.4
	SocialSciences/Anthro/Psych/PolySci	36	8.8	0	0.0	0	0.0	27	11.4
	Other	45	11.0	19	21.6	31	32.3	39	16.5
	Undecided	12	2.9	10	11.4	5	5.2	27	11.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Indiana University East Spring 2015		Indiana Wesleyan University Spring 2015		Johnson & Wales University Winter Cohort 2014		Johnson & Wales University Spring 2015	
		Spring 2015		Spring 2015		Spring 2014		Spring 2015	
		(n=129)		(n=203)		(n=754)		(n=1,191)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	85	65.9	22	10.8	333	44.2	190	16.0
	Sophomore	22	17.1	44	21.7	133	17.6	211	17.7
	Junior	14	10.9	70	34.5	91	12.1	209	17.5
	Senior	7	5.4	65	32.0	192	25.5	581	48.8
	Other	1	0.8	2	1.0	5	0.7	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	1	0.8	0	0.0	0	0.0	10	0.8
	Architecture	1	0.8	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	29	22.5	19	9.4	190	25.2	368	30.9
	Communication/Journalism/PublicRelations	4	3.1	4	2.0	0	0.0	12	1.0
	Education	9	7.0	28	13.8	0	0.0	0	0.0
	Engineering/ComputerScience	2	1.6	2	1.0	20	2.7	34	2.9
	LiberalStudies	7	5.4	2	1.0	1	0.1	7	0.6
	HealthSciences/Nursing/MovementScience	13	10.1	40	19.7	368	48.8	85	7.1
	History	3	2.3	1	0.5	0	0.0	0	0.0
	Humanities	7	5.4	5	2.5	0	0.0	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	1	0.8	0	0.0	16	2.1	53	4.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	13	6.4	0	0.0	0	0.0
	Science/Math	19	14.7	19	9.4	0	0.0	6	0.5
	SocialSciences/Anthro/Psych/PolySci	13	10.1	34	16.7	3	0.4	39	3.3
	Other	12	9.3	33	16.3	155	20.6	554	46.5
	Undecided	8	6.2	3	1.5	1	0.1	23	1.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Kean University 2013-2014 Gen Ed		Kean University Spring 2014 Gen Ed		Lancaster Bible College DC Fall 2012		Lancaster Bible College AUD 2014-2-015	
		Fall 2013		Spring 2014		Spring 2013		Spring 2015	
		(n=343)		(n=120)		(n=53)		(n=54)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	140	40.8	21	17.5	12	22.6	0	0.0
	Sophomore	74	21.6	1	0.8	2	3.8	0	0.0
	Junior	43	12.5	10	8.3	9	17.0	0	0.0
	Senior	84	24.5	87	72.5	17	32.1	0	0.0
	Other	2	0.6	1	0.8	13	24.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	54	100.0
Student Major	EnvironmentalStudies	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/Management/Finance/Marketing	71	20.7	0	0.0	0	0.0	0	0.0
	Communication/Journalism/PublicRelations	15	4.4	0	0.0	0	0.0	0	0.0
	Education	57	16.6	20	16.7	0	0.0	0	0.0
	Engineering/ComputerScience	7	2.0	0	0.0	0	0.0	0	0.0
	LiberalStudies	1	0.3	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	19	5.5	8	6.7	0	0.0	0	0.0
	History	3	0.9	10	8.3	0	0.0	0	0.0
	Humanities	10	2.9	0	0.0	0	0.0	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	17	5.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	19	5.5	5	4.2	0	0.0	0	0.0
	Science/Math	27	7.9	43	35.8	0	0.0	0	0.0
	SocialSciences/Anthro/Psych/PolySci	31	9.0	11	9.2	0	0.0	0	0.0
	Other	43	12.5	22	18.3	53	100.0	54	100.0
	Undecided	23	6.7	1	0.8	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Lincoln Memorial University Fall 2012 Freshmen		Lincoln Memorial University 2013 Seniors Exit		Lincoln Memorial University 2013 Freshmen		Long Island University CW Post PostBusiness20 13	
		Fall 2012		Spring 2013		Fall 2013		Spring 2013	
		(n=141)		(n=51)		(n=138)		(n=80)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	141	100.0	0	0.0	137	99.3	7	8.8
	Sophomore	0	0.0	0	0.0	0	0.0	17	21.3
	Junior	0	0.0	0	0.0	1	0.7	17	21.3
	Senior	0	0.0	32	62.7	0	0.0	38	47.5
	Other	0	0.0	19	37.3	0	0.0	1	1.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	2	1.4	0	0.0	4	2.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	10	7.1	4	7.8	11	8.0	71	88.8
	Communication/Journalism/PublicRelations	3	2.1	0	0.0	4	2.9	0	0.0
	Education	17	12.1	3	5.9	6	4.3	0	0.0
	Engineering/ComputerScience	0	0.0	0	0.0	0	0.0	0	0.0
	LiberalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	42	29.8	7	13.7	23	16.7	3	3.8
	History	2	1.4	2	3.9	1	0.7	0	0.0
	Humanities	2	1.4	2	3.9	3	2.2	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	2	1.4	0	0.0	3	2.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	1	0.7	1	2.0	0	0.0	1	1.3
	Science/Math	22	15.6	5	9.8	16	11.6	0	0.0
	SocialSciences/Anthro/Psych/PolySci	3	2.1	3	5.9	4	2.9	0	0.0
	Other	14	9.9	24	47.1	50	36.2	2	2.5
	Undecided	21	14.9	0	0.0	13	9.4	3	3.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Long Island University CW Post PostEnglish201 3 Spring 2013 (n=61)		Lynchburg College InfoLit-Fall2012 Fall 2012 (n=108)		Lynchburg College LC SENIORS Spring 13 Spring 2013 (n=121)		Lynchburg College Freshman 2013 Fall 2013 (n=96)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	50	82.0	105	97.2	0	0.0	91	94.8
	Sophomore	10	16.4	2	1.9	0	0.0	5	5.2
	Junior	1	1.6	1	0.9	1	0.8	0	0.0
	Senior	0	0.0	0	0.0	120	99.2	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	0	0.0	3	2.5	2	2.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	12	19.7	10	9.3	10	8.3	9	9.4
	Communication/Journalism/PublicRelations	1	1.6	4	3.7	11	9.1	2	2.1
	Education	4	6.6	5	4.6	8	6.6	10	10.4
	Engineering/ComputerScience	1	1.6	2	1.9	1	0.8	2	2.1
	LiberalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	10	16.4	30	27.8	24	19.8	18	18.8
	History	0	0.0	0	0.0	5	4.1	1	1.0
	Humanities	0	0.0	0	0.0	3	2.5	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	1	1.6	2	1.9	1	0.8	2	2.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	2	3.3	10	9.3	5	4.1	1	1.0
	Science/Math	3	4.9	2	1.9	7	5.8	5	5.2
	SocialSciences/Anthro/Psych/PolySci	6	9.8	3	2.8	22	18.2	7	7.3
	Other	13	21.3	21	19.4	21	17.4	22	22.9
	Undecided	8	13.1	19	17.6	0	0.0	15	15.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Lynchburg College Spring 2014 Seniors		Lynchburg College Freshman 2014		Manhattanville College Fall2012-Spring 2013		Mansfield University 2014-15 Seniors	
		Spring 2014		Fall 2014		Spring 2013		Spring 2015	
		(n=116)		(n=104)		(n=748)		(n=319)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	99	95.2	195	26.1	0	0.0
	Sophomore	0	0.0	1	1.0	309	41.3	0	0.0
	Junior	1	0.9	4	3.8	142	19.0	12	3.8
	Senior	115	99.1	0	0.0	99	13.2	305	95.6
	Other	0	0.0	0	0.0	3	0.4	2	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	5	4.3	2	1.9	3	0.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	24	20.7	9	8.7	129	17.2	28	8.8
	Communication/Journalism/PublicRelations	13	11.2	3	2.9	76	10.2	4	1.3
	Education	11	9.5	3	2.9	80	10.7	27	8.5
	Engineering/ComputerScience	0	0.0	9	8.7	5	0.7	7	2.2
	LiberalStudies	0	0.0	0	0.0	0	0.0	6	1.9
	HealthSciences/Nursing/MovementScience	21	18.1	19	18.3	17	2.3	44	13.8
	History	0	0.0	1	1.0	20	2.7	7	2.2
	Humanities	8	6.9	2	1.9	7	0.9	1	0.3
	LegalStudies/CriminalJustice/PublicAdmin	2	1.7	3	2.9	21	2.8	42	13.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	1	0.9	2	1.9	63	8.4	15	4.7
	Science/Math	8	6.9	8	7.7	39	5.2	75	23.5
	SocialSciences/Anthro/Psych/PolySci	14	12.1	10	9.6	101	13.5	50	15.7
	Other	9	7.8	19	18.3	105	14.0	13	4.1
	Undecided	0	0.0	14	13.5	82	11.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		McMaster University Fall 2012		Misericordia University SAILS_Seniors_S2014		Molloy College Fall 2013_FR		Molloy College Spring 2014_Seniors	
		Fall 2012		Spring 2014		Fall 2013		Spring 2014	
		(n=56)		(n=119)		(n=390)		(n=120)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	7	12.5	0	0.0	385	98.7	0	0.0
	Sophomore	6	10.7	0	0.0	5	1.3	1	0.8
	Junior	13	23.2	16	13.4	0	0.0	9	7.5
	Senior	16	28.6	102	85.7	0	0.0	110	91.7
	Other	14	25.0	1	0.8	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	0	0.0	1	0.3	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	23	41.1	12	10.1	78	20.0	2	1.7
	Communication/Journalism/PublicRelations	1	1.8	13	10.9	8	2.1	3	2.5
	Education	0	0.0	24	20.2	30	7.7	23	19.2
	Engineering/ComputerScience	1	1.8	0	0.0	5	1.3	0	0.0
	LiberalStudies	1	1.8	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	0	0.0	53	44.5	133	34.1	7	5.8
	History	2	3.6	7	5.9	3	0.8	9	7.5
	Humanities	2	3.6	0	0.0	2	0.5	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	0	0.0	0	0.0	7	1.8	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	1	1.8	0	0.0	6	1.5	1	0.8
	Science/Math	6	10.7	9	7.6	14	3.6	16	13.3
	SocialSciences/Anthro/Psych/PolySci	15	26.8	0	0.0	14	3.6	56	46.7
	Other	4	7.1	1	0.8	36	9.2	3	2.5
	Undecided	0	0.0	0	0.0	53	13.6	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Niagara University 2013 Spring Cohort		Norfolk State University Spring 2015 - Pre		Northern State University Fall 2012 IDL		Northern State University 2013 Fall Freshmen	
		Spring 2013		Spring 2015		Fall 2012		Spring 2014	
		(n=194)		(n=89)		(n=190)		(n=194)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	41	21.1	72	80.9	190	100.0	194	100.0
	Sophomore	42	21.6	9	10.1	0	0.0	0	0.0
	Junior	47	24.2	5	5.6	0	0.0	0	0.0
	Senior	64	33.0	3	3.4	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	0	0.0	0	0.0	5	2.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	30	15.5	11	12.4	1	0.5	42	21.6
	Communication/Journalism/PublicRelations	8	4.1	10	11.2	0	0.0	3	1.5
	Education	9	4.6	2	2.2	49	25.8	28	14.4
	Engineering/ComputerScience	1	0.5	12	13.5	0	0.0	0	0.0
	LiberalStudies	0	0.0	0	0.0	1	0.5	0	0.0
	HealthSciences/Nursing/MovementScience	6	3.1	9	10.1	19	10.0	20	10.3
	History	13	6.7	1	1.1	9	4.7	3	1.5
	Humanities	0	0.0	0	0.0	0	0.0	4	2.1
	LegalStudies/CriminalJustice/PublicAdmin	2	1.0	0	0.0	0	0.0	2	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	8	4.1	3	3.4	23	12.1	16	8.2
	Science/Math	19	9.8	4	4.5	30	15.8	13	6.7
	SocialSciences/Anthro/Psych/PolySci	26	13.4	10	11.2	21	11.1	14	7.2
	Other	65	33.5	24	27.0	22	11.6	24	12.4
	Undecided	7	3.6	3	3.4	15	7.9	20	10.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Northern State University Seniors 2013-14		Northern State University 2014 Freshmen		Northern State University 2014 Upperclassmen		Pacific Union College Library Program Review 2013	
		Spring 2014		Spring 2015		Spring 2015		Fall 2013	
		(n=115)		(n=271)		(n=246)		(n=57)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	271	100.0	0	0.0	30	52.6
	Sophomore	33	28.7	0	0.0	50	20.3	17	29.8
	Junior	27	23.5	0	0.0	81	32.9	9	15.8
	Senior	45	39.1	0	0.0	103	41.9	1	1.8
	Other	10	8.7	0	0.0	12	4.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	3	2.6	2	0.7	1	0.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	1	1.8
	Business/Management/Finance/Marketing	1	0.9	36	13.3	15	6.1	5	8.8
	Communication/Journalism/PublicRelations	2	1.7	4	1.5	1	0.4	2	3.5
	Education	16	13.9	59	21.8	100	40.7	1	1.8
	Engineering/ComputerScience	0	0.0	0	0.0	3	1.2	3	5.3
	LiberalStudies	1	0.9	4	1.5	3	1.2	0	0.0
	HealthSciences/Nursing/MovementScience	8	7.0	18	6.6	8	3.3	20	35.1
	History	0	0.0	6	2.2	30	12.2	2	3.5
	Humanities	6	5.2	6	2.2	2	0.8	3	5.3
	LegalStudies/CriminalJustice/PublicAdmin	1	0.9	2	0.7	3	1.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	1	0.9	15	5.5	8	3.3	3	5.3
	Science/Math	34	29.6	23	8.5	35	14.2	7	12.3
	SocialSciences/Anthro/Psych/PolySci	25	21.7	22	8.1	21	8.5	4	7.0
	Other	16	13.9	25	9.2	13	5.3	2	3.5
	Undecided	1	0.9	49	18.1	3	1.2	4	7.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Patrick Henry College 2012F Incoming Stude		Patrick Henry College 2013Sp Commencing Se		Patrick Henry College 2013F Incoming Stude		Patrick Henry College 2014Sp Seniors	
		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
		(n=71)		(n=63)		(n=76)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	67	94.4	0	0.0	71	93.4	0	0.0
	Sophomore	3	4.2	0	0.0	5	6.6	0	0.0
	Junior	1	1.4	1	1.6	0	0.0	0	0.0
	Senior	0	0.0	61	96.8	0	0.0	52	100.0
	Other	0	0.0	1	1.6	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	0	0.0	1	1.3	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	0	0.0	0	0.0	0	0.0	0	0.0
	Communication/Journalism/PublicRelations	3	4.2	7	11.1	3	3.9	5	9.6
	Education	2	2.8	2	3.2	0	0.0	0	0.0
	Engineering/ComputerScience	0	0.0	0	0.0	0	0.0	0	0.0
	LiberalStudies	0	0.0	2	3.2	1	1.3	1	1.9
	HealthSciences/Nursing/MovementScience	0	0.0	0	0.0	0	0.0	0	0.0
	History	2	2.8	3	4.8	7	9.2	5	9.6
	Humanities	4	5.6	12	19.0	2	2.6	4	7.7
	LegalStudies/CriminalJustice/PublicAdmin	5	7.0	1	1.6	5	6.6	2	3.8
	Military/Naval Science	0	0.0	1	1.6	1	1.3	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	1	1.6	1	1.3	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	SocialSciences/Anthro/Psych/PolySci	3	4.2	8	12.7	4	5.3	10	19.2
	Other	22	31.0	26	41.3	29	38.2	25	48.1
	Undecided	30	42.3	0	0.0	22	28.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Patrick Henry College 2014F Incoming Stude		Pennsylvania College of Technology Spring 2014 Project		Pepperdine University Library Fall 2012 Cohort		Pikeville College 2013 Completed Eng.	
		Spring 2015		Spring 2014		Fall 2012		Spring 2013	
		(n=89)		(n=254)		(n=341)		(n=266)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	88	98.9	10	3.9	339	99.4	65	24.4
	Sophomore	1	1.1	92	36.2	2	0.6	123	46.2
	Junior	0	0.0	73	28.7	0	0.0	62	23.3
	Senior	0	0.0	70	27.6	0	0.0	14	5.3
	Other	0	0.0	9	3.5	0	0.0	2	0.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	1	1.1	15	5.9	0	0.0	0	0.0
	Architecture	0	0.0	54	21.3	0	0.0	0	0.0
	Business/Management/Finance/Marketing	3	3.4	11	4.3	91	26.7	38	14.3
	Communication/Journalism/PublicRelations	5	5.6	0	0.0	40	11.7	21	7.9
	Education	0	0.0	1	0.4	2	0.6	25	9.4
	Engineering/ComputerScience	0	0.0	75	29.5	4	1.2	8	3.0
	LiberalStudies	1	1.1	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	0	0.0	14	5.5	0	0.0	33	12.4
	History	4	4.5	0	0.0	3	0.9	6	2.3
	Humanities	0	0.0	0	0.0	8	2.3	4	1.5
	LegalStudies/CriminalJustice/PublicAdmin	7	7.9	2	0.8	0	0.0	18	6.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	0	0.0	14	4.1	4	1.5
	Science/Math	0	0.0	0	0.0	71	20.8	63	23.7
	SocialSciences/Anthro/Psych/PolySci	6	6.7	0	0.0	32	9.4	22	8.3
	Other	36	40.4	82	32.3	27	7.9	0	0.0
	Undecided	26	29.2	0	0.0	49	14.4	24	9.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Pikeville College Graduates2013		Pikeville College Completed Eng 2014		Pikeville College Grads 2014		Pikeville College Comp. Eng 2015	
		Spring 2013		Spring 2014		Spring 2014		Spring 2015	
		(n=117)		(n=177)		(n=158)		(n=260)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	38	21.5	0	0.0	77	29.6
	Sophomore	0	0.0	84	47.5	0	0.0	117	45.0
	Junior	1	0.9	43	24.3	2	1.3	51	19.6
	Senior	116	99.1	11	6.2	155	98.1	14	5.4
	Other	0	0.0	1	0.6	1	0.6	1	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	0	0.0	0	0.0	1	0.4
	Architecture	0	0.0	2	1.1	3	1.9	2	0.8
	Business/Management/Finance/Marketing	30	25.6	30	16.9	28	17.7	34	13.1
	Communication/Journalism/PublicRelations	8	6.8	12	6.8	11	7.0	15	5.8
	Education	9	7.7	19	10.7	6	3.8	33	12.7
	Engineering/ComputerScience	3	2.6	3	1.7	4	2.5	7	2.7
	LiberalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	3	2.6	11	6.2	8	5.1	21	8.1
	History	6	5.1	2	1.1	7	4.4	9	3.5
	Humanities	1	0.9	2	1.1	0	0.0	3	1.2
	LegalStudies/CriminalJustice/PublicAdmin	4	3.4	6	3.4	5	3.2	5	1.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	12	10.3	41	23.2	42	26.6	45	17.3
	SocialSciences/Anthro/Psych/PolySci	23	19.7	15	8.5	31	19.6	37	14.2
	Other	18	15.4	25	14.1	13	8.2	46	17.7
	Undecided	0	0.0	9	5.1	0	0.0	2	0.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Pikeville College Grads 2015		Rasmussen College Fall 2012		Rasmussen College Summer 2012		River Parishes Community College 2012 Fall Freshmen	
		Spring 2015		Fall 2012		Fall 2012		Fall 2012	
		(n=213)		(n=1,059)		(n=997)		(n=284)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	6	0.6	6	0.6	284	100.0
	Sophomore	0	0.0	156	14.7	186	18.7	0	0.0
	Junior	0	0.0	258	24.4	197	19.8	0	0.0
	Senior	213	100.0	534	50.4	498	49.9	0	0.0
	Other	0	0.0	105	9.9	110	11.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	2	0.9	0	0.0	0	0.0	2	0.7
	Business/Management/Finance/Marketing	42	19.7	225	21.2	175	17.6	17	6.0
	Communication/Journalism/PublicRelations	33	15.5	2	0.2	0	0.0	5	1.8
	Education	14	6.6	65	6.1	51	5.1	17	6.0
	Engineering/ComputerScience	1	0.5	40	3.8	26	2.6	8	2.8
	LiberalStudies	0	0.0	0	0.0	2	0.2	108	38.0
	HealthSciences/Nursing/MovementScience	13	6.1	374	35.3	409	41.0	25	8.8
	History	6	2.8	0	0.0	0	0.0	1	0.4
	Humanities	4	1.9	1	0.1	2	0.2	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	4	1.9	95	9.0	96	9.6	3	1.1
	Military/Naval Science	0	0.0	1	0.1	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	0	0.0	0	0.0	6	2.1
	Science/Math	31	14.6	0	0.0	2	0.2	9	3.2
	SocialSciences/Anthro/Psych/PolySci	35	16.4	18	1.7	15	1.5	7	2.5
	Other	28	13.1	237	22.4	216	21.7	22	7.7
	Undecided	0	0.0	1	0.1	3	0.3	54	19.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		River Parishes Community College 2013 30 hours Spring 2013 (n=60)		River Parishes Community College Fall Freshmen Fall 2013 (n=248)		River Parishes Community College Spring 2014 30+ Hour Fall 2013 (n=251)		Saint Mary's College of California ENG5 library session Spring 2014 (n=92)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	3	5.0	247	99.6	6	2.4	80	87.0
	Sophomore	46	76.7	0	0.0	197	78.5	10	10.9
	Junior	5	8.3	0	0.0	24	9.6	1	1.1
	Senior	4	6.7	0	0.0	11	4.4	1	1.1
	Other	2	3.3	1	0.4	13	5.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	0	0.0	1	0.4	3	3.3
	Architecture	0	0.0	1	0.4	0	0.0	0	0.0
	Business/Management/Finance/Marketing	7	11.7	24	9.7	31	12.4	11	12.0
	Communication/Journalism/PublicRelations	0	0.0	0	0.0	2	0.8	5	5.4
	Education	5	8.3	16	6.5	19	7.6	0	0.0
	Engineering/ComputerScience	0	0.0	7	2.8	4	1.6	3	3.3
	LiberalStudies	14	23.3	61	24.6	60	23.9	3	3.3
	HealthSciences/Nursing/MovementScience	8	13.3	22	8.9	46	18.3	8	8.7
	History	1	1.7	1	0.4	2	0.8	1	1.1
	Humanities	1	1.7	0	0.0	5	2.0	5	5.4
	LegalStudies/CriminalJustice/PublicAdmin	0	0.0	3	1.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	2	0.8	1	0.4	2	2.2
	Science/Math	3	5.0	7	2.8	17	6.8	21	22.8
	SocialSciences/Anthro/Psych/PolySci	4	6.7	9	3.6	21	8.4	16	17.4
	Other	16	26.7	74	29.8	23	9.2	6	6.5
	Undecided	1	1.7	21	8.5	19	7.6	8	8.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Samford University Fall 2014		San Antonio College Sp15 1302 Post (coh)		San Antonio College Sp15 FTIC Post (coh)		San Antonio College SP15 FTIC Pre (coh)	
		Fall 2014		Spring 2015		Spring 2015		Spring 2015	
		(n=827)		(n=160)		(n=339)		(n=404)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	405	49.0	105	65.6	322	95.0	383	94.8
	Sophomore	77	9.3	44	27.5	12	3.5	15	3.7
	Junior	80	9.7	6	3.8	0	0.0	0	0.0
	Senior	250	30.2	3	1.9	1	0.3	1	0.2
	Other	15	1.8	2	1.3	4	1.2	5	1.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	3	0.4	0	0.0	3	0.9	4	1.0
	Architecture	7	0.8	4	2.5	8	2.4	9	2.2
	Business/Management/Finance/Marketing	132	16.0	18	11.3	47	13.9	53	13.1
	Communication/Journalism/PublicRelations	58	7.0	4	2.5	8	2.4	8	2.0
	Education	65	7.9	17	10.6	20	5.9	27	6.7
	Engineering/ComputerScience	8	1.0	6	3.8	27	8.0	23	5.7
	LiberalStudies	0	0.0	4	2.5	4	1.2	1	0.2
	HealthSciences/Nursing/MovementScience	238	28.8	34	21.3	57	16.8	63	15.6
	History	26	3.1	1	0.6	2	0.6	2	0.5
	Humanities	14	1.7	1	0.6	24	7.1	31	7.7
	LegalStudies/CriminalJustice/PublicAdmin	3	0.4	6	3.8	13	3.8	18	4.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	24	2.9	7	4.4	11	3.2	6	1.5
	Science/Math	51	6.2	19	11.9	26	7.7	48	11.9
	SocialSciences/Anthro/Psych/PolySci	44	5.3	10	6.3	22	6.5	20	5.0
	Other	101	12.2	24	15.0	54	15.9	74	18.3
	Undecided	53	6.4	5	3.1	13	3.8	17	4.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		San Juan College SJC Group 2		Seminole State College Fall 2012		Seward County Community College and Area Technical Fall 2012 FYS		Seward County Community College and Area Technical 2013 Grad Assessment Spring 2013	
		Spring 2014		Fall 2012		Fall 2012			
		(n=64)		(n=50)		(n=53)		(n=64)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	47	73.4	10	20.0	51	96.2	14	21.9
	Sophomore	14	21.9	27	54.0	2	3.8	50	78.1
	Junior	1	1.6	9	18.0	0	0.0	0	0.0
	Senior	0	0.0	1	2.0	0	0.0	0	0.0
	Other	2	3.1	3	6.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	0	0.0	2	3.8	4	6.3
	Architecture	0	0.0	1	2.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	6	9.4	4	8.0	6	11.3	16	25.0
	Communication/Journalism/PublicRelations	0	0.0	1	2.0	0	0.0	2	3.1
	Education	1	1.6	7	14.0	2	3.8	2	3.1
	Engineering/ComputerScience	9	14.1	2	4.0	2	3.8	8	12.5
	LiberalStudies	1	1.6	3	6.0	0	0.0	2	3.1
	HealthSciences/Nursing/MovementScience	18	28.1	19	38.0	7	13.2	4	6.3
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	1	1.6	0	0.0	1	1.9	1	1.6
	LegalStudies/CriminalJustice/PublicAdmin	2	3.1	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	3	4.7	0	0.0	1	1.9	0	0.0
	Science/Math	2	3.1	1	2.0	2	3.8	6	9.4
	SocialSciences/Anthro/Psych/PolySci	1	1.6	4	8.0	6	11.3	2	3.1
	Other	8	12.5	5	10.0	10	18.9	14	21.9
	Undecided	12	18.8	3	6.0	14	26.4	3	4.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Seward County Community College and Area Technical FYS 2013 Fall 2013 (n=54)		Seward County Community College and Area Technical 2014 Graduate Assess Spring 2014 (n=56)		Seward County Community College and Area Technical Spring 2015 Graduate Spring 2015 (n=81)		St. Johns River State College Fall 2012 ENC 1102 Fall 2012 (n=83)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	51	94.4	2	3.6	1	1.2	31	37.3
	Sophomore	2	3.7	43	76.8	71	87.7	43	51.8
	Junior	1	1.9	2	3.6	1	1.2	5	6.0
	Senior	0	0.0	5	8.9	3	3.7	2	2.4
	Other	0	0.0	4	7.1	5	6.2	2	2.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	1	1.9	0	0.0	2	2.5	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	13	24.1	8	14.3	21	25.9	6	7.2
	Communication/Journalism/PublicRelations	0	0.0	0	0.0	0	0.0	1	1.2
	Education	4	7.4	3	5.4	4	4.9	3	3.6
	Engineering/ComputerScience	4	7.4	3	5.4	2	2.5	6	7.2
	LiberalStudies	0	0.0	0	0.0	0	0.0	1	1.2
	HealthSciences/Nursing/MovementScience	4	7.4	10	17.9	10	12.3	22	26.5
	History	0	0.0	0	0.0	0	0.0	1	1.2
	Humanities	0	0.0	0	0.0	1	1.2	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	2	3.7	1	1.8	3	3.7	5	6.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	1	1.9	0	0.0	3	3.7	5	6.0
	Science/Math	3	5.6	4	7.1	8	9.9	1	1.2
	SocialSciences/Anthro/Psych/PolySci	4	7.4	5	8.9	4	4.9	5	6.0
	Other	9	16.7	22	39.3	17	21.0	12	14.5
	Undecided	9	16.7	0	0.0	6	7.4	15	18.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		St. Johns River State College Fall 2013 ENC 1102		St. Johns River State College Spring 2015 ENC 1102		Thomas College Fall 2012		Thomas College Spring 2013	
		Fall 2013		Spring 2015		Fall 2012		Spring 2013	
		(n=75)		(n=94)		(n=234)		(n=155)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	21	28.0	59	62.8	224	95.7	130	83.9
	Sophomore	44	58.7	18	19.1	8	3.4	15	9.7
	Junior	5	6.7	2	2.1	1	0.4	9	5.8
	Senior	1	1.3	0	0.0	1	0.4	0	0.0
	Other	4	5.3	15	16.0	0	0.0	1	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	1	1.3	2	2.1	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	12	16.0	14	14.9	29	12.4	30	19.4
	Communication/Journalism/PublicRelations	1	1.3	0	0.0	4	1.7	4	2.6
	Education	2	2.7	5	5.3	28	12.0	20	12.9
	Engineering/ComputerScience	4	5.3	3	3.2	10	4.3	7	4.5
	LiberalStudies	1	1.3	4	4.3	1	0.4	3	1.9
	HealthSciences/Nursing/MovementScience	18	24.0	10	10.6	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	1	1.1	0	0.0	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	0	0.0	3	3.2	5	2.1	1	0.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	1	1.3	5	5.3	0	0.0	0	0.0
	Science/Math	1	1.3	2	2.1	1	0.4	1	0.6
	SocialSciences/Anthro/Psych/PolySci	3	4.0	4	4.3	22	9.4	18	11.6
	Other	11	14.7	12	12.8	120	51.3	66	42.6
	Undecided	20	26.7	29	30.9	14	6.0	5	3.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Thomas College Fall 2013		Thomas College Spring 2014		Thomas College Fall 2014		Thomas College Spring 2015	
		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
		(n=222)		(n=147)		(n=206)		(n=145)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	219	98.6	128	87.1	203	98.5	123	84.8
	Sophomore	3	1.4	14	9.5	2	1.0	16	11.0
	Junior	0	0.0	4	2.7	0	0.0	6	4.1
	Senior	0	0.0	1	0.7	0	0.0	0	0.0
	Other	0	0.0	0	0.0	1	0.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	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/Management/Finance/Marketing	45	20.3	26	17.7	37	18.0	35	24.1
	Communication/Journalism/PublicRelations	5	2.3	5	3.4	2	1.0	3	2.1
	Education	19	8.6	18	12.2	23	11.2	15	10.3
	Engineering/ComputerScience	8	3.6	8	5.4	9	4.4	7	4.8
	LiberalStudies	0	0.0	2	1.4	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	1	0.5	1	0.7	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
	LegalStudies/CriminalJustice/PublicAdmin	5	2.3	2	1.4	7	3.4	4	2.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	0	0.0	0	0.0	0	0.0	1	0.7
	SocialSciences/Anthro/Psych/PolySci	20	9.0	17	11.6	23	11.2	15	10.3
	Other	103	46.4	64	43.5	93	45.1	60	41.4
	Undecided	16	7.2	4	2.7	12	5.8	5	3.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Thomas Edison State College 2013A		Thomas Edison State College AY2014		Thomas Edison State College AY2015		University of Illinois Springfield Fall 2014	
		Spring 2013		Spring 2014		Spring 2015		Fall 2014	
		(n=640)		(n=661)		(n=600)		(n=166)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	72	11.3	93	14.1	82	13.7	162	97.6
	Sophomore	55	8.6	48	7.3	46	7.7	4	2.4
	Junior	180	28.1	168	25.4	146	24.3	0	0.0
	Senior	180	28.1	188	28.4	174	29.0	0	0.0
	Other	153	23.9	164	24.8	152	25.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	2	0.3	1	0.2	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	77	12.0	73	11.0	75	12.5	36	21.7
	Communication/Journalism/PublicRelations	7	1.1	3	0.5	8	1.3	4	2.4
	Education	2	0.3	1	0.2	1	0.2	3	1.8
	Engineering/ComputerScience	111	17.3	147	22.2	155	25.8	22	13.3
	LiberalStudies	9	1.4	8	1.2	8	1.3	1	0.6
	HealthSciences/Nursing/MovementScience	159	24.8	176	26.6	120	20.0	0	0.0
	History	2	0.3	1	0.2	1	0.2	2	1.2
	Humanities	4	0.6	5	0.8	6	1.0	0	0.0
	LegalStudies/CriminalJustice/PublicAdmin	0	0.0	5	0.8	1	0.2	17	10.2
	Military/Naval Science	3	0.5	4	0.6	2	0.3	0	0.0
	StudioArt/Music/Theater/Dance	1	0.2	2	0.3	0	0.0	0	0.0
	Science/Math	38	5.9	30	4.5	23	3.8	44	26.5
	SocialSciences/Anthro/Psych/PolySci	105	16.4	86	13.0	89	14.8	18	10.8
	Other	112	17.5	115	17.4	107	17.8	1	0.6
	Undecided	8	1.3	4	0.6	4	0.7	18	10.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Illinois Springfield PostTest Fall 2014		University of Illinois Springfield Spring 2015		University of Mary Washington Fall 2014		University of Montevallo UMFall2012QE P	
		Fall 2014		Spring 2015		Fall 2014		Spring 2013	
		(n=143)		(n=108)		(n=71)		(n=329)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	141	98.6	106	98.1	64	90.1	321	97.6
	Sophomore	2	1.4	2	1.9	7	9.9	8	2.4
	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	EnvironmentalStudies	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/Management/Finance/Marketing	29	20.3	15	13.9	8	11.3	31	9.4
	Communication/Journalism/PublicRelations	3	2.1	3	2.8	0	0.0	13	4.0
	Education	2	1.4	2	1.9	2	2.8	44	13.4
	Engineering/ComputerScience	19	13.3	14	13.0	5	7.0	3	0.9
	LiberalStudies	0	0.0	1	0.9	0	0.0	7	2.1
	HealthSciences/Nursing/MovementScience	0	0.0	7	6.5	0	0.0	13	4.0
	History	2	1.4	1	0.9	0	0.0	16	4.9
	Humanities	1	0.7	1	0.9	1	1.4	2	0.6
	LegalStudies/CriminalJustice/PublicAdmin	10	7.0	6	5.6	0	0.0	1	0.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	1	0.9	0	0.0	52	15.8
	Science/Math	37	25.9	23	21.3	8	11.3	33	10.0
	SocialSciences/Anthro/Psych/PolySci	21	14.7	19	17.6	5	7.0	27	8.2
	Other	1	0.7	12	11.1	9	12.7	50	15.2
	Undecided	18	12.6	3	2.8	33	46.5	37	11.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Montevallo UM2013-2014		University of Montevallo UM2014-2015		University of Montevallo UM2014-2015 Mastery		University of Phoenix UOPX SAILS_AY13	
		Spring 2014		Spring 2015		Spring 2015		Spring 2013	
		(n=361)		(n=402)		(n=318)		(n=446)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	341	94.5	372	92.5	2	0.6	98	22.0
	Sophomore	13	3.6	20	5.0	11	3.5	34	7.6
	Junior	6	1.7	4	1.0	54	17.0	25	5.6
	Senior	1	0.3	6	1.5	246	77.4	277	62.1
	Other	0	0.0	0	0.0	5	1.6	12	2.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	2	0.6	1	0.2	0	0.0	2	0.4
	Architecture	0	0.0	1	0.2	0	0.0	0	0.0
	Business/Management/Finance/Marketing	46	12.7	52	12.9	33	10.4	140	31.4
	Communication/Journalism/PublicRelations	15	4.2	11	2.7	13	4.1	11	2.5
	Education	49	13.6	57	14.2	43	13.5	32	7.2
	Engineering/ComputerScience	3	0.8	4	1.0	0	0.0	54	12.1
	LiberalStudies	17	4.7	16	4.0	0	0.0	1	0.2
	HealthSciences/Nursing/MovementScience	15	4.2	21	5.2	13	4.1	60	13.5
	History	14	3.9	9	2.2	12	3.8	0	0.0
	Humanities	1	0.3	4	1.0	23	7.2	8	1.8
	LegalStudies/CriminalJustice/PublicAdmin	2	0.6	1	0.2	1	0.3	9	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	55	15.2	58	14.4	32	10.1	0	0.0
	Science/Math	20	5.5	36	9.0	35	11.0	2	0.4
	SocialSciences/Anthro/Psych/PolySci	35	9.7	50	12.4	61	19.2	49	11.0
	Other	55	15.2	53	13.2	52	16.4	76	17.0
	Undecided	32	8.9	28	7.0	0	0.0	2	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UB2012		University of Pittsburgh UG2012		University of Pittsburgh UJ2012		University of Pittsburgh UP2012	
		Fall 2012		Fall 2012		Fall 2012		Fall 2012	
		(n=362)		(n=452)		(n=774)		(n=1,258)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	273	75.4	260	57.5	684	88.4	1,216	96.7
	Sophomore	30	8.3	77	17.0	31	4.0	8	0.6
	Junior	20	5.5	59	13.1	26	3.4	11	0.9
	Senior	34	9.4	55	12.2	30	3.9	13	1.0
	Other	5	1.4	1	0.2	3	0.4	10	0.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	2	0.6	0	0.0	2	0.3	6	0.5
	Architecture	0	0.0	0	0.0	0	0.0	5	0.4
	Business/Management/Finance/Marketing	43	11.9	38	8.4	93	12.0	26	2.1
	Communication/Journalism/PublicRelations	9	2.5	13	2.9	19	2.5	17	1.4
	Education	46	12.7	39	8.6	50	6.5	12	1.0
	Engineering/ComputerScience	12	3.3	14	3.1	153	19.8	36	2.9
	LiberalStudies	0	0.0	1	0.2	0	0.0	4	0.3
	HealthSciences/Nursing/MovementScience	68	18.8	74	16.4	164	21.2	289	23.0
	History	4	1.1	3	0.7	9	1.2	15	1.2
	Humanities	1	0.3	2	0.4	7	0.9	33	2.6
	LegalStudies/CriminalJustice/PublicAdmin	7	1.9	4	0.9	4	0.5	12	1.0
	Military/Naval Science	1	0.3	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	3	0.8	3	0.7	1	0.1	2	0.2
	Science/Math	27	7.5	63	13.9	54	7.0	275	21.9
	SocialSciences/Anthro/Psych/PolySci	24	6.6	82	18.1	56	7.2	89	7.1
	Other	66	18.2	65	14.4	47	6.1	132	10.5
	Undecided	49	13.5	51	11.3	115	14.9	305	24.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UT2012		University of Pittsburgh UB2013		University of Pittsburgh UG2013		University of Pittsburgh UJ2013	
		Fall 2012		Spring 2014		Spring 2014		Spring 2014	
		(n=97)		(n=250)		(n=337)		(n=721)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	90	92.8	218	87.2	220	65.3	595	82.5
	Sophomore	5	5.2	10	4.0	59	17.5	41	5.7
	Junior	0	0.0	9	3.6	31	9.2	28	3.9
	Senior	2	2.1	12	4.8	21	6.2	50	6.9
	Other	0	0.0	1	0.4	6	1.8	7	1.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	6	2.4	0	0.0	5	0.7
	Architecture	0	0.0	1	0.4	0	0.0	0	0.0
	Business/Management/Finance/Marketing	10	10.3	23	9.2	21	6.2	82	11.4
	Communication/Journalism/PublicRelations	4	4.1	6	2.4	6	1.8	8	1.1
	Education	2	2.1	12	4.8	19	5.6	60	8.3
	Engineering/ComputerScience	8	8.2	8	3.2	7	2.1	170	23.6
	LiberalStudies	0	0.0	0	0.0	0	0.0	1	0.1
	HealthSciences/Nursing/MovementScience	39	40.2	57	22.8	78	23.1	128	17.8
	History	1	1.0	6	2.4	2	0.6	7	1.0
	Humanities	3	3.1	1	0.4	1	0.3	9	1.2
	LegalStudies/CriminalJustice/PublicAdmin	0	0.0	10	4.0	5	1.5	7	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	0	0.0	2	0.8	0	0.0	2	0.3
	Science/Math	7	7.2	16	6.4	109	32.3	54	7.5
	SocialSciences/Anthro/Psych/PolySci	5	5.2	12	4.8	30	8.9	42	5.8
	Other	14	14.4	56	22.4	36	10.7	28	3.9
	Undecided	4	4.1	34	13.6	23	6.8	118	16.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UP2013		University of Pittsburgh UT2013		University of Tennessee at Martin F2013 Engl 100-112		University of Texas at Dallas McDermott Library UT	
		Spring 2014		Spring 2014		Fall 2013		Spring 2014	
		(n=1,337)		(n=106)		(n=165)		(n=179)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	1,302	97.4	104	98.1	131	79.4	47	26.3
	Sophomore	3	0.2	2	1.9	24	14.5	20	11.2
	Junior	7	0.5	0	0.0	7	4.2	46	25.7
	Senior	10	0.7	0	0.0	3	1.8	48	26.8
	Other	15	1.1	0	0.0	0	0.0	18	10.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	5	0.4	0	0.0	17	10.3	0	0.0
	Architecture	1	0.1	1	0.9	0	0.0	0	0.0
	Business/Management/Finance/Marketing	17	1.3	7	6.6	19	11.5	15	8.4
	Communication/Journalism/PublicRelations	25	1.9	2	1.9	7	4.2	2	1.1
	Education	29	2.2	1	0.9	12	7.3	17	9.5
	Engineering/ComputerScience	57	4.3	12	11.3	14	8.5	9	5.0
	LiberalStudies	5	0.4	1	0.9	1	0.6	13	7.3
	HealthSciences/Nursing/MovementScience	316	23.6	22	20.8	26	15.8	34	19.0
	History	8	0.6	1	0.9	1	0.6	0	0.0
	Humanities	35	2.6	3	2.8	0	0.0	1	0.6
	LegalStudies/CriminalJustice/PublicAdmin	11	0.8	6	5.7	0	0.0	9	5.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	11	0.8	0	0.0	7	4.2	0	0.0
	Science/Math	313	23.4	6	5.7	12	7.3	59	33.0
	SocialSciences/Anthro/Psych/PolySci	101	7.6	6	5.7	8	4.8	11	6.1
	Other	101	7.6	28	26.4	29	17.6	7	3.9
	Undecided	302	22.6	10	9.4	12	7.3	2	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of the Pacific PACS 3 2014		University of Valley Forge 2012-2013		University of Valley Forge 2013-2014 Seniors		University of Valley Forge 2014-2015 Freshmen	
		Spring 2014		Spring 2013		Spring 2014		Spring 2015	
		(n=172)		(n=60)		(n=67)		(n=142)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	125	88.0
	Sophomore	6	3.5	1	1.7	0	0.0	15	10.6
	Junior	9	5.2	0	0.0	0	0.0	2	1.4
	Senior	152	88.4	59	98.3	67	100.0	0	0.0
	Other	5	2.9	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	EnvironmentalStudies	3	1.7	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Management/Finance/Marketing	20	11.6	8	13.3	10	14.9	20	14.1
	Communication/Journalism/PublicRelations	7	4.1	12	20.0	11	16.4	32	22.5
	Education	5	2.9	2	3.3	2	3.0	9	6.3
	Engineering/ComputerScience	37	21.5	0	0.0	0	0.0	0	0.0
	LiberalStudies	1	0.6	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	24	14.0	0	0.0	0	0.0	0	0.0
	History	1	0.6	0	0.0	0	0.0	0	0.0
	Humanities	7	4.1	3	5.0	0	0.0	1	0.7
	LegalStudies/CriminalJustice/PublicAdmin	2	1.2	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	11	6.4	2	3.3	8	11.9	11	7.7
	Science/Math	15	8.7	0	0.0	0	0.0	0	0.0
	SocialSciences/Anthro/Psych/PolySci	26	15.1	7	11.7	13	19.4	35	24.6
	Other	13	7.6	26	43.3	23	34.3	34	23.9
	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

		University of Virgin Islands STT 2012 Fall Fresh		University of Virgin Islands STX 2012 Fall Fresh		University of Virgin Islands Fall 2014 Freshmen		University of Virgin Islands Fall 2014 Upperclass	
		Fall 2012		Fall 2012		Fall 2014		Fall 2014	
		(n=152)		(n=114)		(n=170)		(n=161)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	Freshman	142	93.4	110	96.5	169	99.4	3	1.9
	Sophomore	3	2.0	3	2.6	0	0.0	91	56.5
	Junior	2	1.3	0	0.0	0	0.0	61	37.9
	Senior	5	3.3	1	0.9	0	0.0	4	2.5
	Other	0	0.0	0	0.0	1	0.6	2	1.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	1	0.6
	Business/Management/Finance/Marketing	37	24.3	17	14.9	31	18.2	45	28.0
	Communication/Journalism/PublicRelations	2	1.3	3	2.6	3	1.8	3	1.9
	Education	9	5.9	7	6.1	11	6.5	17	10.6
	Engineering/ComputerScience	22	14.5	10	8.8	16	9.4	24	14.9
	LiberalStudies	0	0.0	0	0.0	0	0.0	0	0.0
	HealthSciences/Nursing/MovementScience	7	4.6	12	10.5	38	22.4	10	6.2
	History	0	0.0	0	0.0	0	0.0	1	0.6
	Humanities	2	1.3	1	0.9	2	1.2	2	1.2
	LegalStudies/CriminalJustice/PublicAdmin	7	4.6	6	5.3	2	1.2	8	5.0
	Military/Naval Science	0	0.0	0	0.0	1	0.6	0	0.0
	StudioArt/Music/Theater/Dance	2	1.3	0	0.0	3	1.8	1	0.6
	Science/Math	18	11.8	4	3.5	18	10.6	12	7.5
	SocialSciences/Anthro/Psych/PolySci	11	7.2	10	8.8	10	5.9	18	11.2
	Other	28	18.4	33	28.9	20	11.8	18	11.2
	Undecided	7	4.6	11	9.6	15	8.8	1	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Wisconsin Colleges Fall 2014		Wabash College Sophomores		Western New England University Spring 2015	
		Fall 2014		Fall 2013		Spring 2015	
		(n=675)		(n=53)		(n=305)	
Characteristics		n	%	n	%	n	%
Class Standing	Freshman	353	52.3	0	0.0	57	18.7
	Sophomore	259	38.4	44	83.0	86	28.2
	Junior	50	7.4	1	1.9	81	26.6
	Senior	7	1.0	8	15.1	80	26.2
	Other	6	0.9	0	0.0	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0
Student Major	EnvironmentalStudies	10	1.5	0	0.0	0	0.0
	Architecture	1	0.1	0	0.0	0	0.0
	Business/Management/Finance/Marketing	60	8.9	0	0.0	108	35.4
	Communication/Journalism/PublicRelations	14	2.1	0	0.0	6	2.0
	Education	54	8.0	0	0.0	7	2.3
	Engineering/ComputerScience	50	7.4	0	0.0	72	23.6
	LiberalStudies	18	2.7	0	0.0	3	1.0
	HealthSciences/Nursing/MovementScience	130	19.3	0	0.0	9	3.0
	History	9	1.3	0	0.0	5	1.6
	Humanities	11	1.6	11	20.8	4	1.3
	LegalStudies/CriminalJustice/PublicAdmin	4	0.6	0	0.0	20	6.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0
	StudioArt/Music/Theater/Dance	11	1.6	0	0.0	0	0.0
	Science/Math	43	6.4	13	24.5	36	11.8
	SocialSciences/Anthro/Psych/PolySci	53	7.9	19	35.8	23	7.5
	Other	86	12.7	8	15.1	11	3.6
	Undecided	121	17.9	2	3.8	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0

APPENDIX E

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

Skill Set: Developing a Research Strategy

32 items: 63, 95, 101, 147, 148, 198, 215, 239, 444, 451, 452, 529, 531, 532, 533, 548, 568, 569, 570, 571, 572, 601, 603, 614, 616, 617, 629, 633, 642, 643, 646, 641

Skill Set: Selecting Finding Tools

18 items: 19, 22, 64, 139, 142, 141, 257, 140, 519, 521, 522, 523, 545, 584, 602, 613, 623, 645

Skill Set: Searching

27 items: 14, 21, 28, 39, 59, 73, 90, 108, 196, 218, 228, 242, 247, 515, 541, 543, 561, 577, 578, 582, 587, 594, 604, 630, 635, 637, 639

Skill Set: Using Finding Tool Features

14 items: 42, 62, 71, 259, 525, 526, 527, 549, 520, 540, 579, 593, 640, 647

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: 27, 87, 91, 92, 124, 150, 206, 227, 534, 535, 536, 537, 538, 558, 563, 609, 620, 624, 628, 631, 632

Skill Set: Documenting Sources

15 items: 44, 49, 60, 199, 512, 528, 557, 560, 583, 589, 619, 622, 625, 634, 636

Skill Set: Understanding Economic, Legal, and Social Issues

20 items: 112, 117, 118, 119, 122, 132, 136, 200, 271, 516, 553, 554, 556, 573, 595, 597, 599, 638, 644

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

39 items: 27, 30, 63, 64, 73, 93, 95, 101, 104, 106, 147, 148, 198, 215, 242, 451, 452, 524, 529, 531, 537, 568, 569, 570, 571, 572, 594, 600, 601, 603, 617, 624, 629, 632, 633, 637, 641, 642, 646

Standard 2: Accesses Needed Information Effectively and Efficiently

75 items: 14, 19, 21, 22, 25, 29, 39, 42, 44, 49, 59, 60, 62, 71, 90, 108, 139, 140, 141, 142, 150, 192, 194, 195, 196, 199, 214, 216, 228, 229, 239, 247, 257, 259, 444, 515, 519, 520, 521, 522, 523, 525, 526, 527, 532, 534, 535, 539, 540, 541, 543, 545, 548, 549, 561, 577, 578, 579, 582, 584, 587, 589, 593, 604, 613, 614, 616, 622, 625, 635, 636, 639, 640, 643, 647

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

21 items: 28, 87, 91, 92, 124, 206, 218, 227, 533, 536, 538, 558, 563, 602, 609, 620, 623, 628, 630, 631, 645

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

27 items: 112, 117, 118, 119, 120, 122, 132, 136, 200, 271, 512, 516, 528, 553, 554, 556, 557, 560, 573, 583, 595, 597, 599, 619, 634, 638, 644

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

642

- 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.

617

- 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.

646

- 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.
637
 - 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.
629
 - 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.
27, 624, 632
 - 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.
101, 633
- 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, 641
- 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.
613
 - 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.
643
 - 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).
239, 444, 616
 - 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.
604, 639
 - 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).
549, 640
 - 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.)
44, 49, 60, 636
 - 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.
614
 - 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.
90, 635

- 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)
593, 647
 - 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.
622, 625
 - 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, 609
 - 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, 628
- 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, 563, 631
 - 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.
620
- 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.
623
 - 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)
602, 645
- 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.
630
 - 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.
638
 - 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, 553, 644
- 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.
619
 - 5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.
634
 - 5.3.2 Posts permission granted notices, as needed, for copyrighted material

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