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

for

Grand Valley State University

Administration: 2009 2010 SAILS

Report Date: December 2009

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 158 items in American English. Each student answers 40 items from the item bank and 5 items that are in development. Appendix D contains all of the test items.

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

Figure 1.1 Number of Items in Each Subscale

SAILS Skill Sets	Number of Items
Developing a Research Strategy	32
Selecting Finding Tools	17
Searching	26
Using Finding Tool Features	12
Retrieving Sources	15
Evaluating Sources	21
Documenting Sources	15
Understanding Economic, Legal, and Social Issues	20

ACRL Standards	Number of Items
Standard 1: Determines the nature and extent of the information needed	39
Standard 2: Accesses needed information effectively and efficiently	71
Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system	21
Standard 4: NOT USED	0
Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	27

Scoring

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

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

2. TEST-TAKER PROFILE

Figure 2.1 is a demographic profile of students who took the SAILS test at Grand Valley State University, along with profiles for other institutions of the same type (Masters), 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 (n=921)		Institution Type: Masters (n=14,055)		All Institutions (n=44,926)	
Characteristics	n	%	n	%	n	%
Class Standing						
Freshman	204	22.1	7,460	53.1	29,449	65.6
Sophomore	153	16.6	2,449	17.4	6,455	14.4
Junior	168	18.2	1,786	12.7	3,664	8.2
Senior	283	30.7	1,824	13.0	4,236	9.4
Other	113	12.3	226	1.6	682	1.5
Not reported	0	0.0	310	2.2	440	1.0
Student Major						
Agriculture/Environmental Studies	4	0.4	107	0.8	464	1.0
Architecture	0	0.0	51	0.4	131	0.3
Business	111	12.1	3,222	22.9	8,534	19.0
Communications/Journalism	43	4.7	375	2.7	1,531	3.4
Education	98	10.6	965	6.9	2,861	6.4
Engineering/Computer Science	48	5.2	774	5.5	3,111	6.9
General Studies	1	0.1	345	2.5	915	2.0
Health Sciences	171	18.6	1,370	9.7	4,962	11.0
History	8	0.9	200	1.4	645	1.4
Humanities	14	1.5	241	1.7	857	1.9
Law	14	1.5	107	0.8	689	1.5
Military/Naval Science	0	0.0	55	0.4	61	0.1
Performing & Fine Arts	17	1.8	460	3.3	1,193	2.7
Science/Math	64	6.9	655	4.7	2,909	6.5
Social Sciences/Psychology	79	8.6	775	5.5	2,719	6.1
Other	200	21.7	2,666	19.0	6,821	15.2
Undecided	49	5.3	1,314	9.3	5,230	11.6
Not reported	0	0.0	373	2.7	1,293	2.9

3. RESULTS BY SAILS SKILL SETS

Student performance is presented in this section by skill sets, which are regroupings of the ACRL objectives for information literacy instruction. See Appendix F for the full list of the original ACRL standards, performance indicators, outcomes, and objectives.

Figures and text are provided only for skill sets that have enough items and where enough data were collected to allow for analysis on the skill set.

The first part of this section reports findings from across the skill sets, with a Summary of Results followed by Detailed Results in a table. The second part of this section focuses on each of the individual skill sets.

A. Across the Skill Sets

Summary of Results

Students at 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. The ordering reflects the magnitude of difference between your institution's mean and the institution-type benchmark mean.

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

Detailed Results - Data Table

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

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

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

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

	Grand Valley State University	Institution Type: Masters	All Institutions
SAILS Skill Sets			
Developing a Research Strategy	574 ±7	555 ±2	554 ±1
Selecting Finding Tools	578 ±8	545 ±2	544 ±1
Searching	566 ±8	535 ±2	533 ±1
Using Finding Tool Features	582 ±11	556 ±3	554 ±1
Retrieving Sources	599 ±12	559 ±3	558 ±2
Evaluating Sources	593 ±7	571 ±2	566 ±1
Documenting Sources	604 ±9	561 ±2	562 ±1
Understanding Economic, Legal, and Social Issues	568 ±8	534 ±2	531 ±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.

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:

Major:	Business, Education

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, Other
Major:	Communications/Journalism, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, 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:	Freshman, Sophomore, Junior, Senior
Major:	Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

Scores are placed on a scale that ranges from 0 to 1000. In the following table, the average score for each group is reported. Standard errors above and below the score are indicated with ±. 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 3.2 Data Table for Skill Set: Developing a Research Strategy

	Grand Valley State University	Institution Type: Masters	All Institutions
Overall	574 ±7	555 ±2	554 ±1
Class Standing			
Freshman	555 ±13	545 ±2	548 ±1
Sophomore	563 ±16	560 ±4	558 ±2
Junior	561 ±15	565 ±4	566 ±3
Senior	588 ±13	582 ±4	580 ±3
Other	610 ±20	596 ±13	569 ±8
Majors			
Business	579 ±18	558 ±3	549 ±2
Communications / Journalism	577 ±35	561 ±10	565 ±5
Education	580 ±22	545 ±6	546 ±4
Engineering / Computer Science	576 ±26	569 ±7	561 ±3
Health Sciences	580 ±15	566 ±5	554 ±3
Humanities	594 ±51	577 ±12	583 ±7
Law	562 ±73	543 ±21	546 ±8
Performing & Fine Arts	565 ±42	573 ±9	569 ±6
Science / Math	578 ±28	568 ±7	568 ±4

	Grand Valley State University	Institution Type: Masters	All Institutions
Social Sciences / Psychology	585 ±23	561 ±7	564 ±4
Other	564 ±15	547 ±4	548 ±2
Undecided	549 ±36	543 ±5	548 ±3

Detailed Results - Chart

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

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

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

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

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

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

For example,

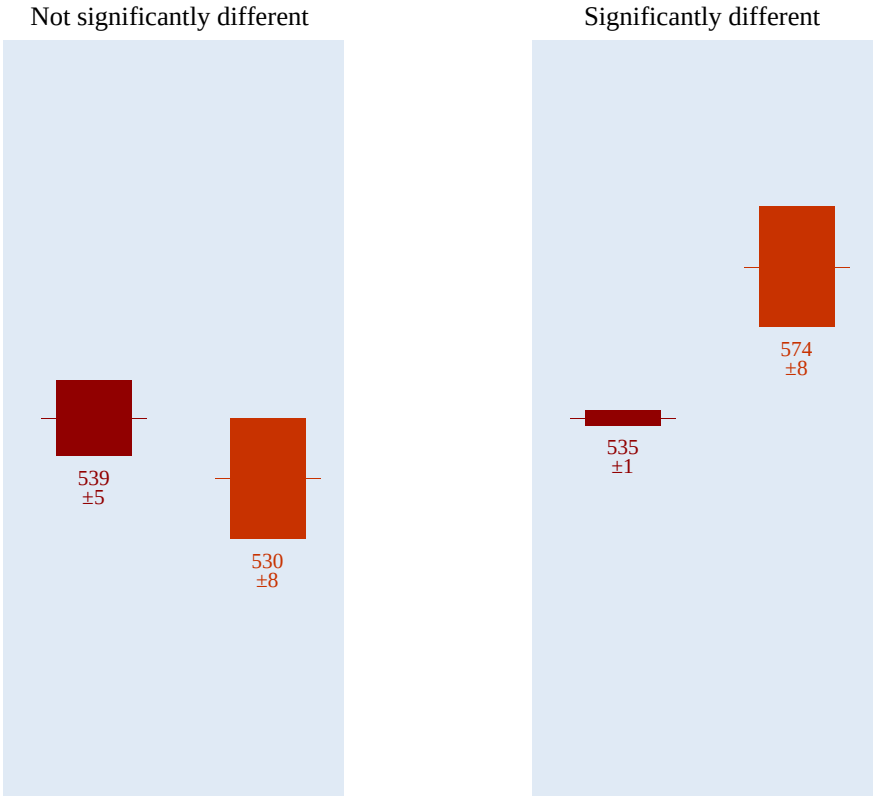

Figure 3.3 Chart for Skill Set: Developing a Research Strategy

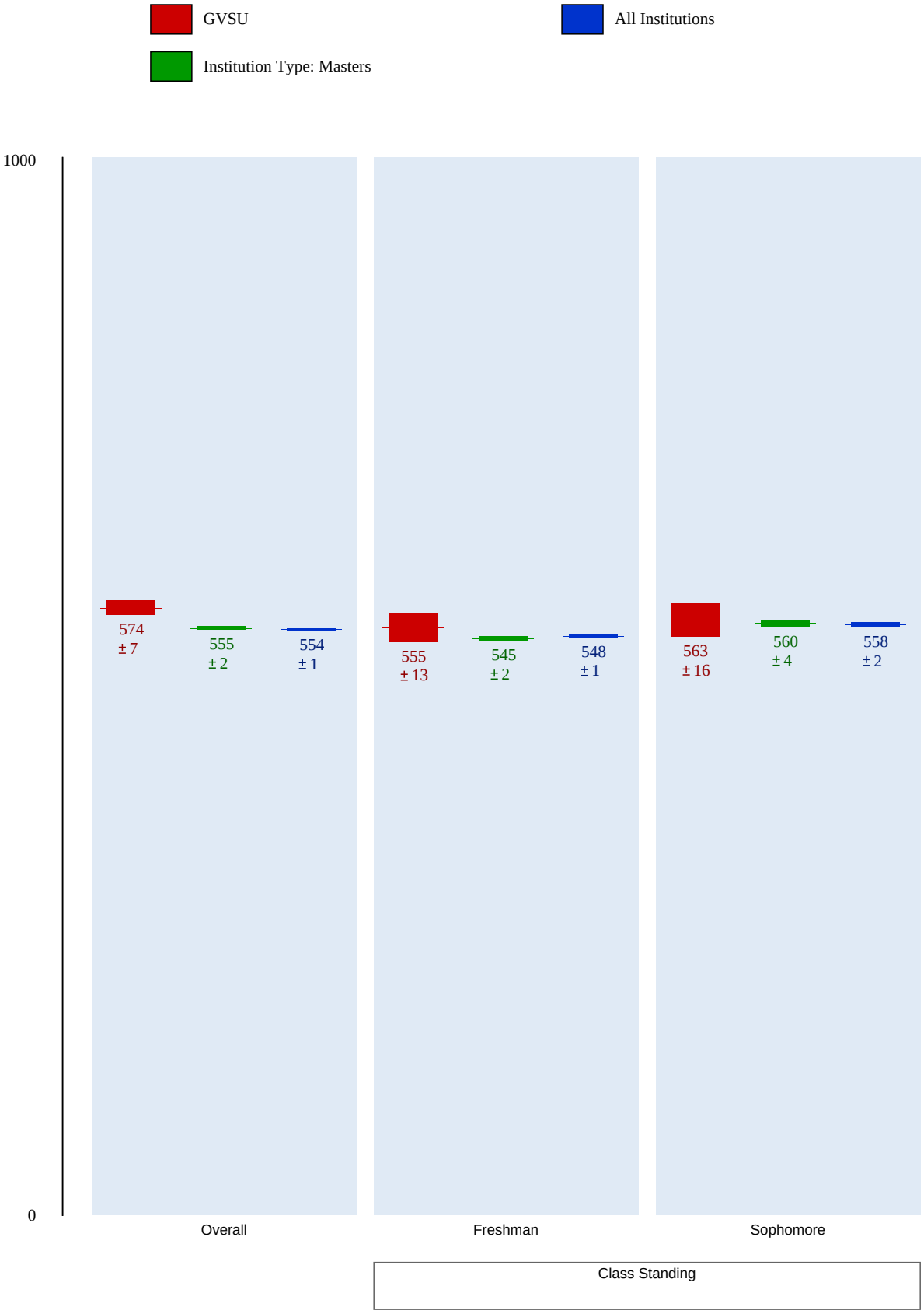

Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

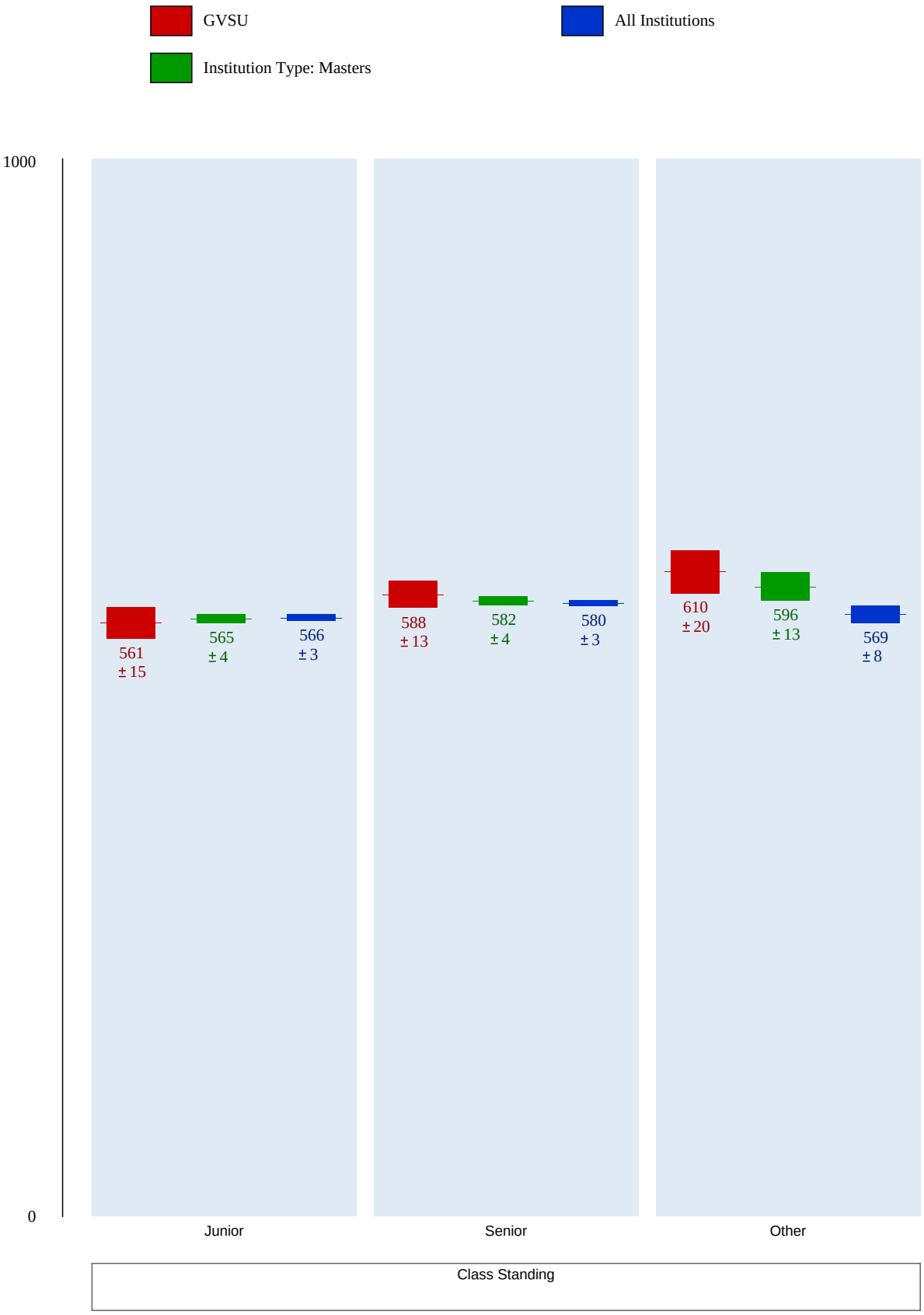

Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

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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:

Major:	Business, Education, Social Sciences/Psychology, 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, Other
Major:	Communications/Journalism, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, 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, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

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

Class Standing:	Freshman

Detailed Results - Data Table

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Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	Grand Valley State University	Institution Type: Masters	All Institutions
Overall	578 ±8	545 ±2	544 ±1
Class Standing			
Freshman	548 ±18	534 ±3	538 ±2
Sophomore	565 ±19	551 ±5	549 ±3
Junior	577 ±19	560 ±6	558 ±4
Senior	593 ±16	574 ±6	570 ±4
Other	615 ±23	596 ±17	559 ±10
Majors			
Business	582 ±23	546 ±4	536 ±3
Communications / Journalism	586 ±45	553 ±13	558 ±6
Education	583 ±25	527 ±8	530 ±5
Engineering / Computer Science	583 ±36	565 ±9	562 ±5
Health Sciences	577 ±19	557 ±7	543 ±3
Humanities	602 ±63	575 ±16	580 ±9
Law	584 ±93	541 ±25	535 ±10
Performing & Fine Arts	584 ±59	571 ±12	563 ±7
Science / Math	584 ±30	567 ±10	562 ±5

	Grand Valley State University	Institution Type: Masters	All Institutions
Social Sciences / Psychology	589 ±30	548 ±9	551 ±5
Other	573 ±18	536 ±5	537 ±3
Undecided	550 ±38	537 ±7	541 ±4

Detailed Results - Chart

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

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

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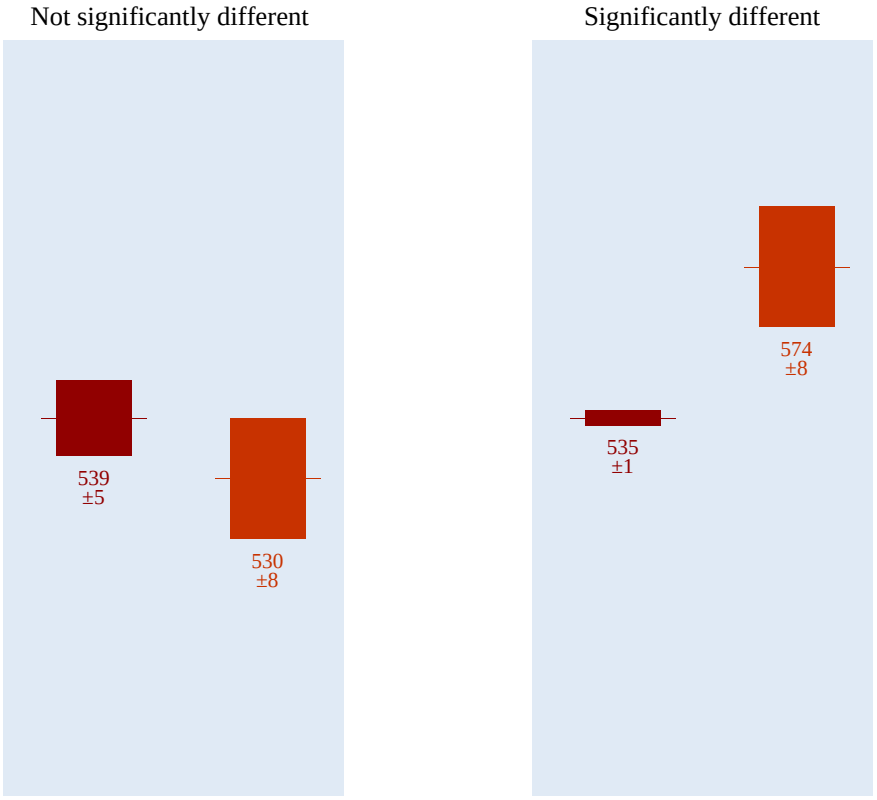

Figure 3.6 Chart for Skill Set: Selecting Finding Tools

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

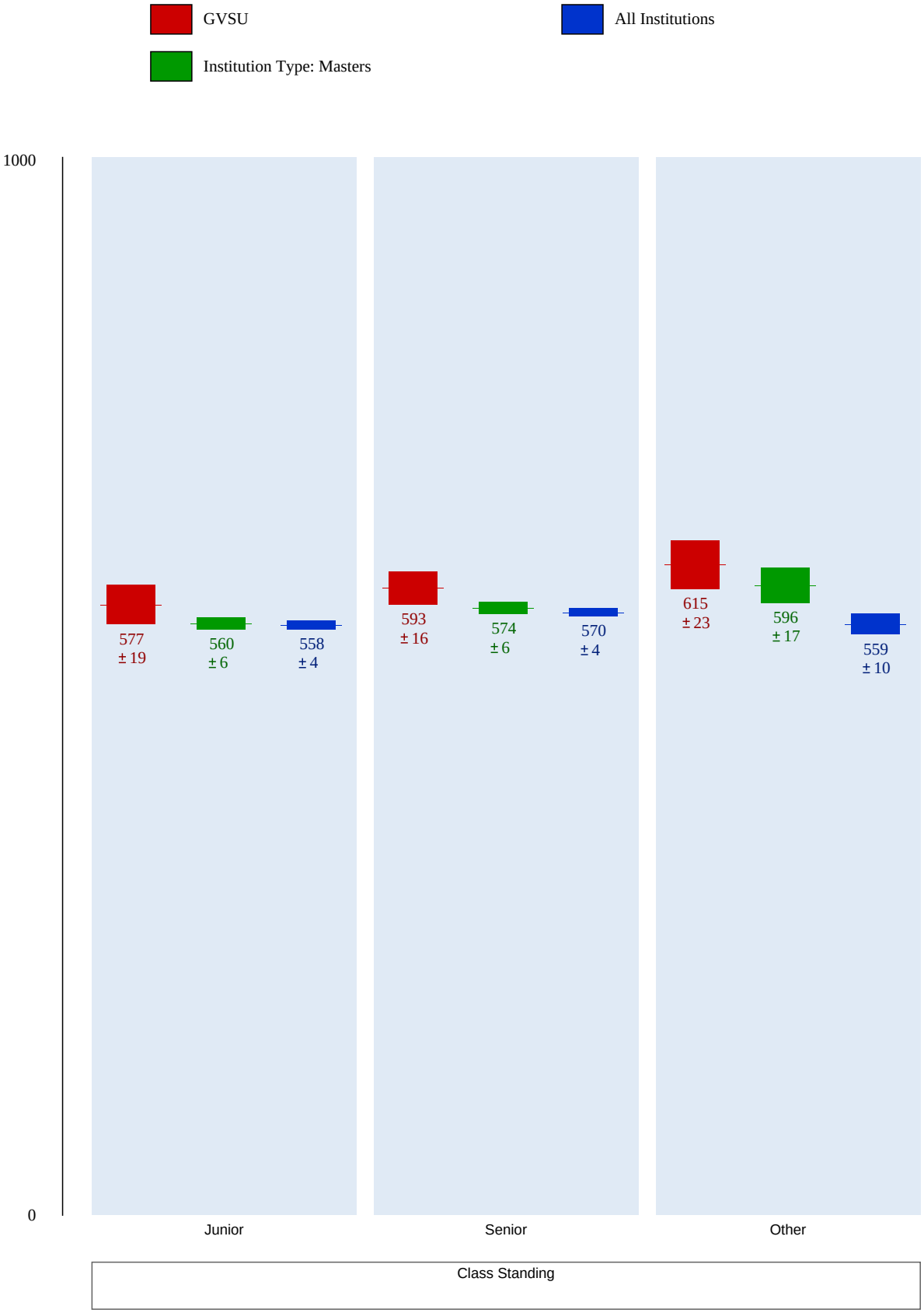

Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

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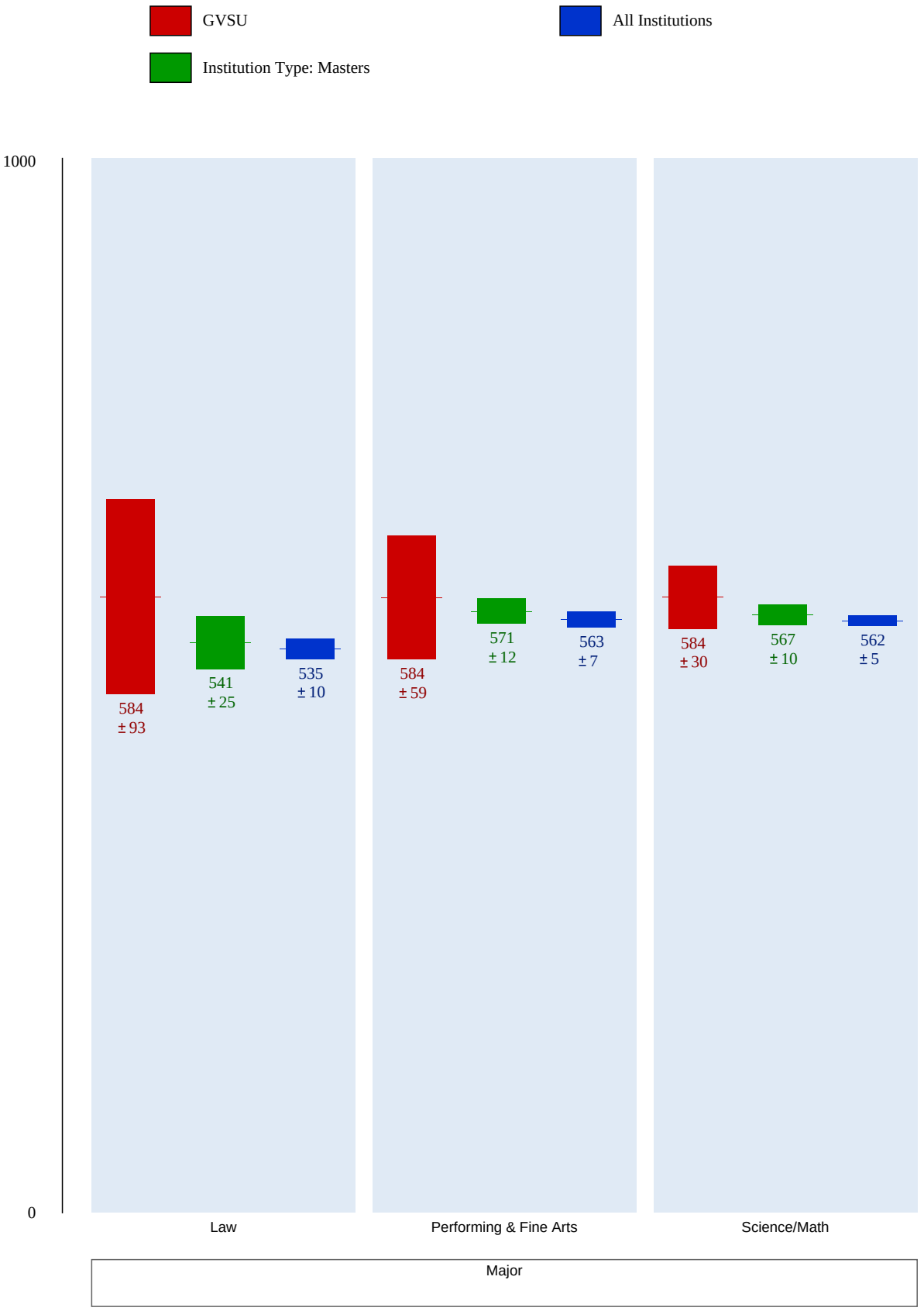

Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

Figure 3.7 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.

2.1.3.6 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:	Sophomore
Major:	Business, Education, Engineering/Computer Science, Social Sciences/Psychology, 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, Other
Major:	Communications/Journalism, Health Sciences, Humanities, Law, Performing & Fine Arts, 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:

Major:	Engineering/Computer Science

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

Class Standing:	Sophomore, Junior, Senior, Other
Major:	Business, Communications/Journalism, Education, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

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

Class Standing:	Freshman

Detailed Results - Data Table

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Figure 3.8 Data Table for Skill Set: Searching

	Grand Valley State University	Institution Type: Masters	All Institutions
Overall	566 ±8	535 ±2	533 ±1
Class Standing			
Freshman	533 ±17	524 ±2	526 ±1
Sophomore	566 ±18	541 ±4	538 ±2
Junior	565 ±17	548 ±5	547 ±3
Senior	583 ±14	565 ±5	562 ±3
Other	589 ±22	578 ±15	548 ±9
Majors			
Business	569 ±20	537 ±3	528 ±2
Communications / Journalism	557 ±36	532 ±11	542 ±5
Education	554 ±27	518 ±7	520 ±4
Engineering / Computer Science	602 ±28	552 ±8	549 ±4
Health Sciences	557 ±19	546 ±5	533 ±3
Humanities	604 ±69	556 ±14	560 ±7
Law	575 ±95	516 ±24	516 ±8
Performing & Fine Arts	571 ±63	559 ±9	550 ±6
Science / Math	584 ±23	558 ±8	551 ±4

	Grand Valley State University	Institution Type: Masters	All Institutions
Social Sciences / Psychology	578 ±22	538 ±8	540 ±4
Other	565 ±18	529 ±4	527 ±3
Undecided	526 ±38	521 ±6	526 ±3

Detailed Results - Chart

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

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

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

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

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

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

For example,

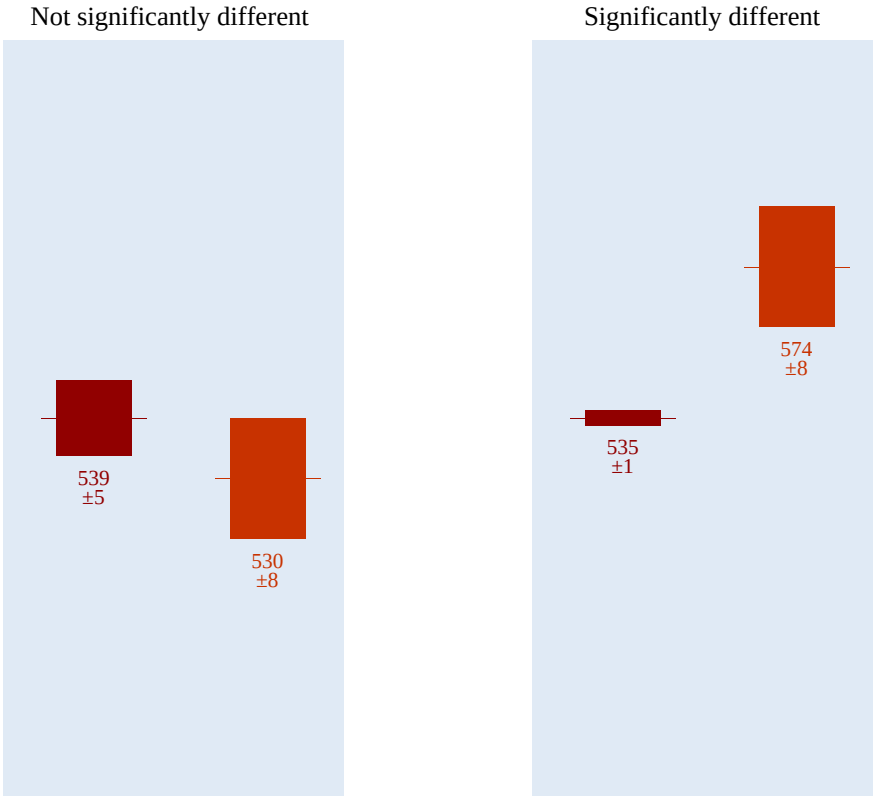

Figure 3.9 Chart for Skill Set: Searching

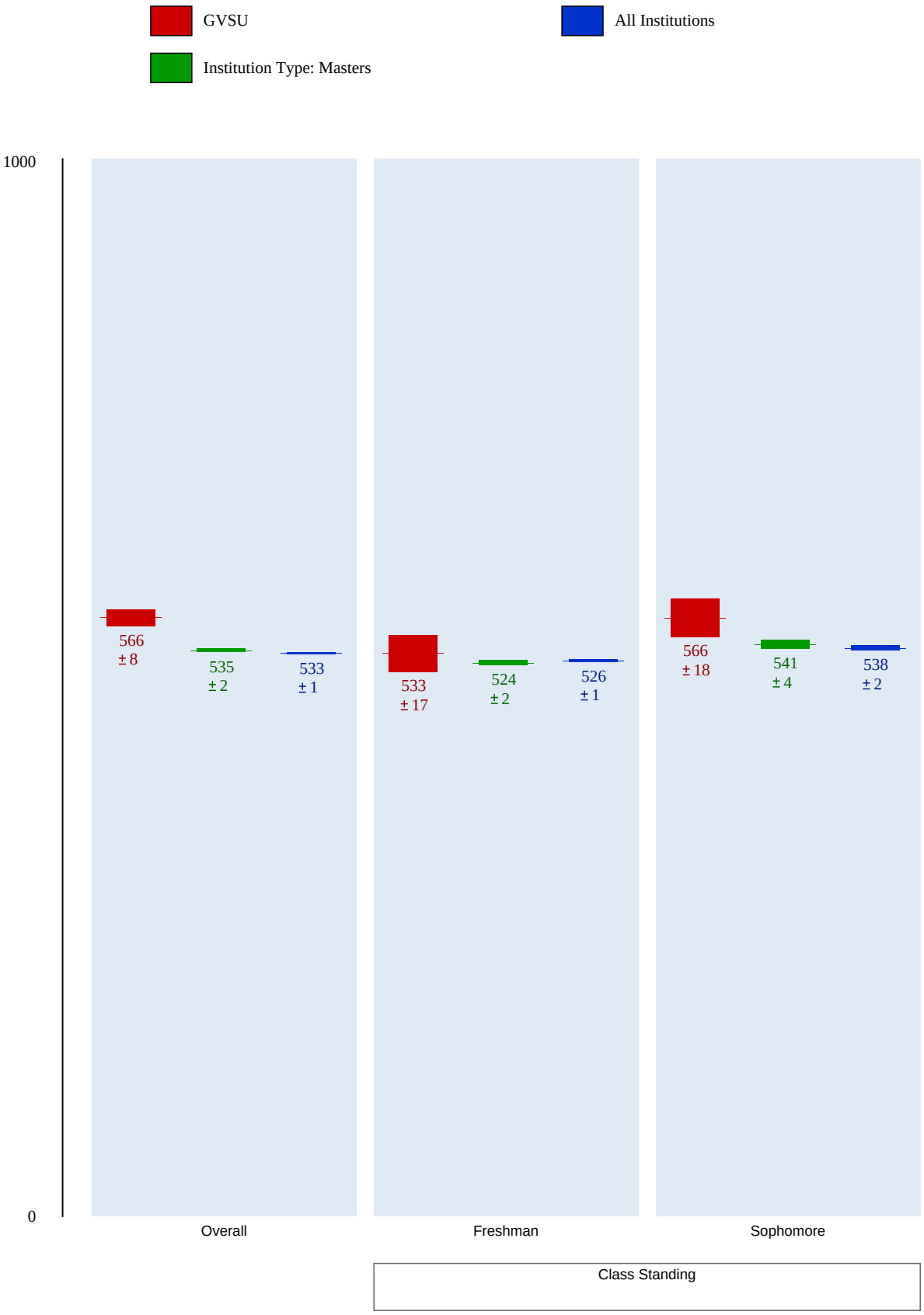

Figure 3.9 (continued) Chart for Skill Set: Searching

Figure 3.9 (continued) Chart for Skill Set: Searching

Figure 3.9 (continued) Chart for Skill Set: Searching

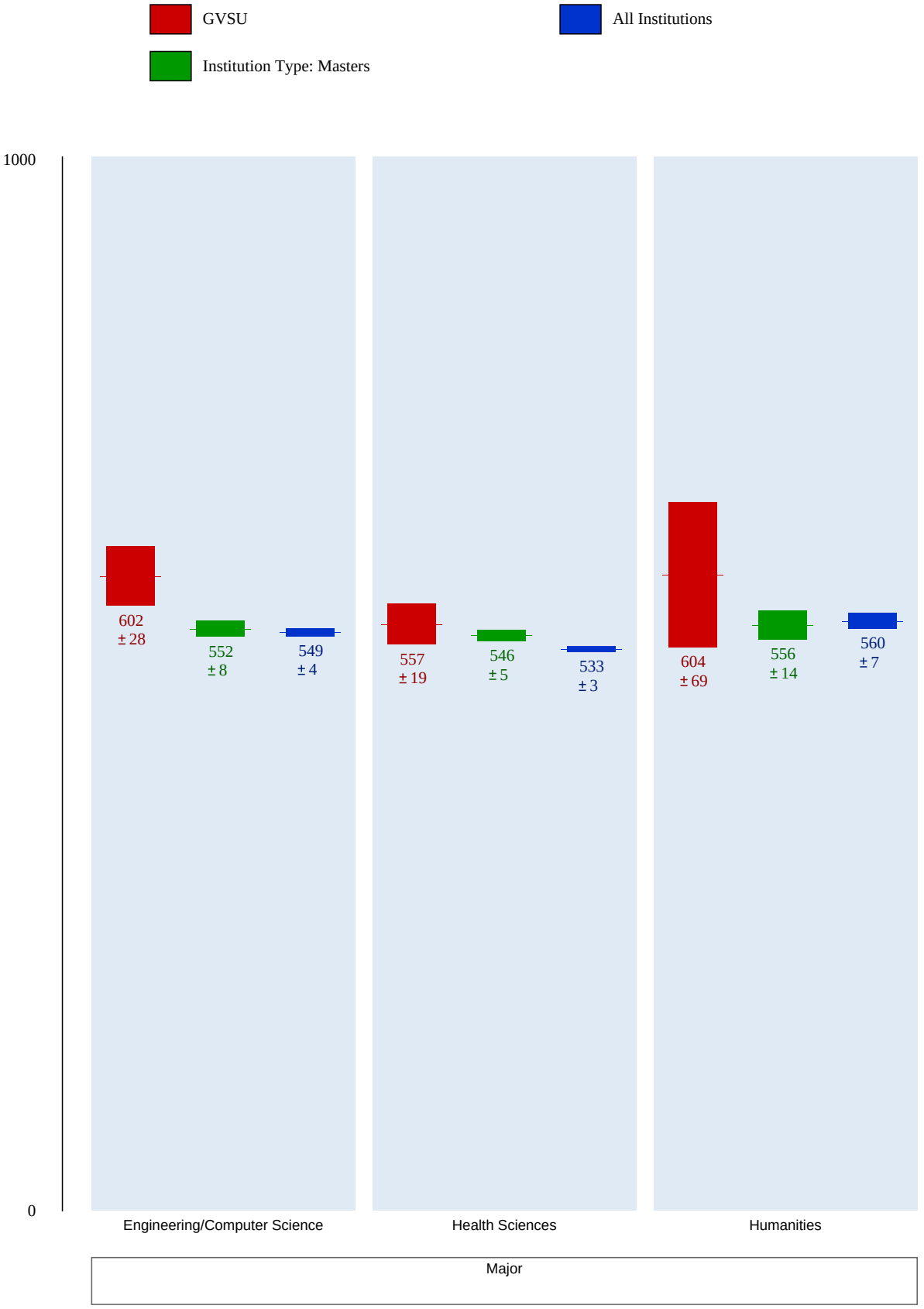

Figure 3.9 (continued) Chart for Skill Set: Searching

Figure 3.9 (continued) Chart for Skill Set: Searching

Figure 3.10 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:

Major:	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, Other
Major:	Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, 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:	Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

Detailed Results - Data Table

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

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

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

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

	Grand Valley State University	Institution Type: Masters	All Institutions
Overall	582 ±11	556 ±3	554 ±1
Class Standing			
Freshman	555 ±22	546 ±4	546 ±2
Sophomore	558 ±30	559 ±6	561 ±4
Junior	570 ±27	571 ±7	569 ±5
Senior	606 ±20	586 ±7	584 ±4
Other	621 ±34	604 ±22	569 ±13
Majors			
Business	580 ±32	557 ±5	550 ±3
Communications / Journalism	580 ±52	552 ±16	563 ±8
Education	577 ±33	545 ±10	549 ±6
Engineering / Computer Science	618 ±47	577 ±10	564 ±6
Health Sciences	570 ±25	571 ±8	556 ±4
Humanities	582 ±121	567 ±19	572 ±11
Law	568 ±85	545 ±30	553 ±12
Performing & Fine Arts	620 ±73	570 ±14	571 ±9
Science / Math	593 ±49	576 ±12	570 ±6

	Grand Valley State University	Institution Type: Masters	All Institutions
Social Sciences / Psychology	599 ±36	567 ±11	559 ±6
Other	581 ±25	550 ±6	551 ±4
Undecided	541 ±61	543 ±9	546 ±4

Detailed Results - Chart

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

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

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

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

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

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

For example,

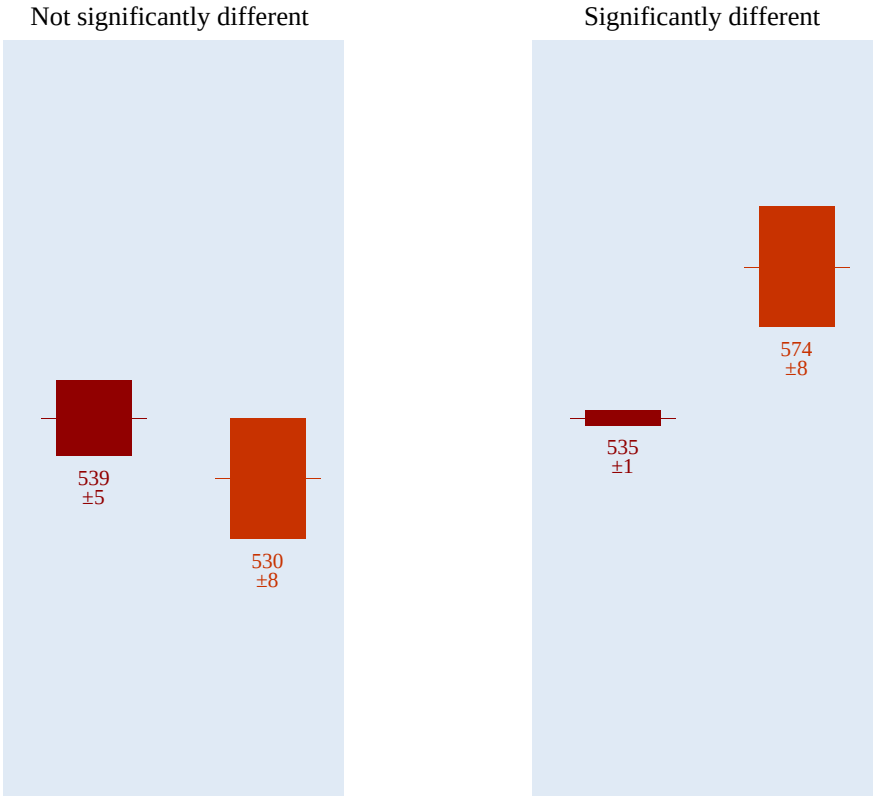

Figure 3.12 Chart for Skill Set: Using Finding Tool Features

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

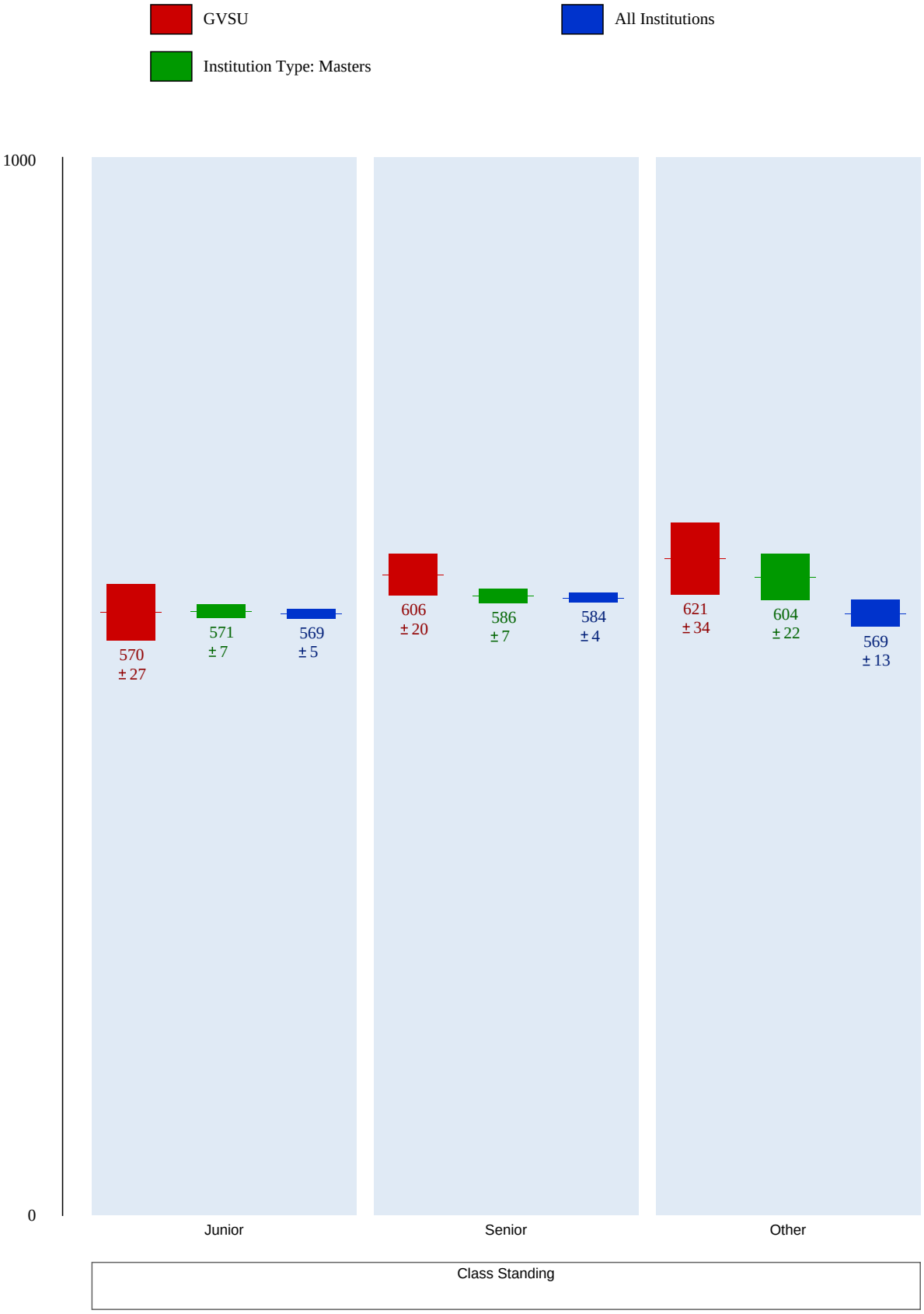

Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

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

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

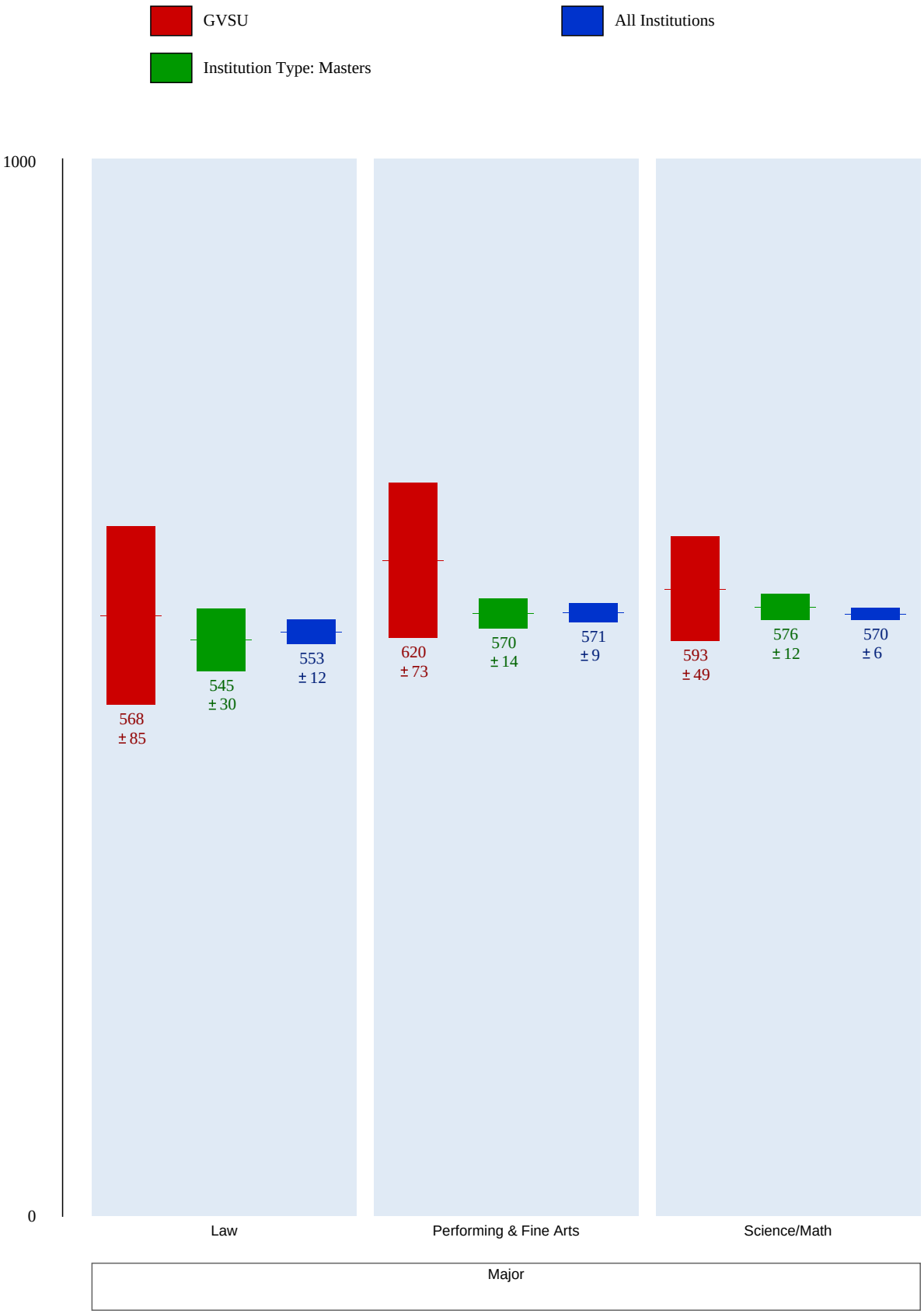

Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

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.

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:

Major:	Business, Education, 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, Other
Major:	Communications/Journalism, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, 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, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

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

Class Standing:	Freshman

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

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

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

Figure 3.14 Data Table for Skill Set: Retrieving Sources

	Grand Valley State University	Institution Type: Masters	All Institutions
Overall	599 ±12	559 ±3	558 ±2
Class Standing			
Freshman	560 ±23	543 ±4	546 ±2
Sophomore	570 ±30	567 ±6	570 ±4
Junior	603 ±27	581 ±8	585 ±5
Senior	619 ±20	601 ±8	603 ±5
Other	652 ±31	640 ±24	591 ±14
Majors			
Business	607 ±30	562 ±5	551 ±4
Communications / Journalism	583 ±64	559 ±18	572 ±9
Education	625 ±40	556 ±11	549 ±7
Engineering / Computer Science	595 ±45	567 ±11	569 ±6
Health Sciences	582 ±26	586 ±9	566 ±5
Humanities	632 ±85	577 ±25	594 ±13
Law	543 ±120	564 ±35	543 ±13
Performing & Fine Arts	587 ±76	571 ±16	577 ±10
Science / Math	627 ±51	593 ±12	581 ±6

	Grand Valley State University	Institution Type: Masters	All Institutions
Social Sciences / Psychology	613 ±35	567 ±13	572 ±7
Other	603 ±28	550 ±7	552 ±4
Undecided	550 ±43	543 ±9	547 ±5

Detailed Results - Chart

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

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

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

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

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

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

For example,

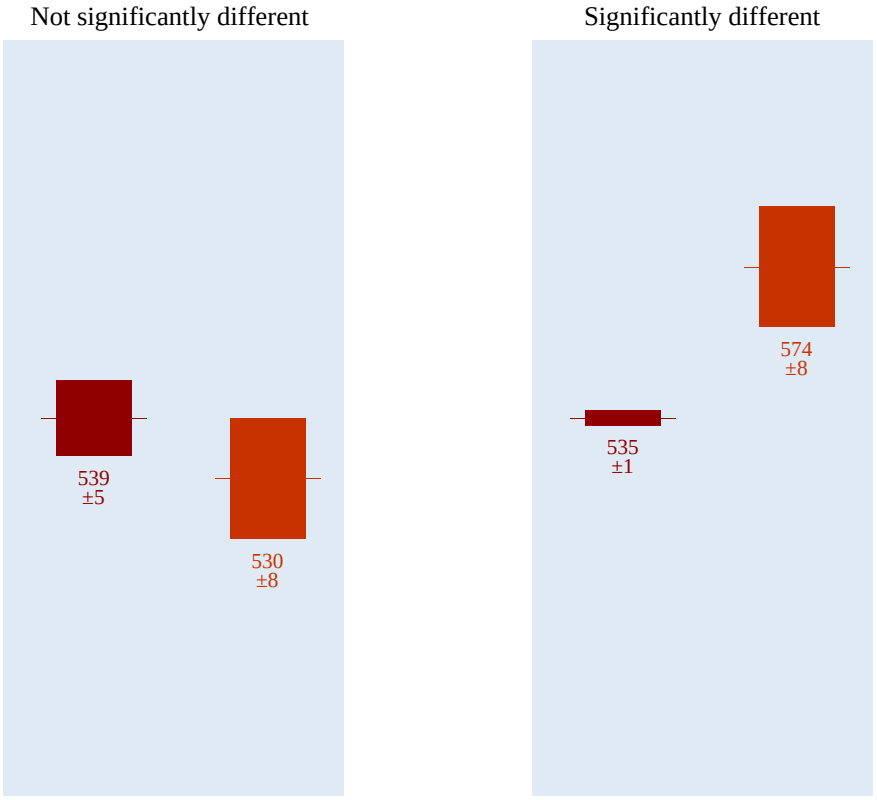

Figure 3.15 Chart for Skill Set: Retrieving Sources

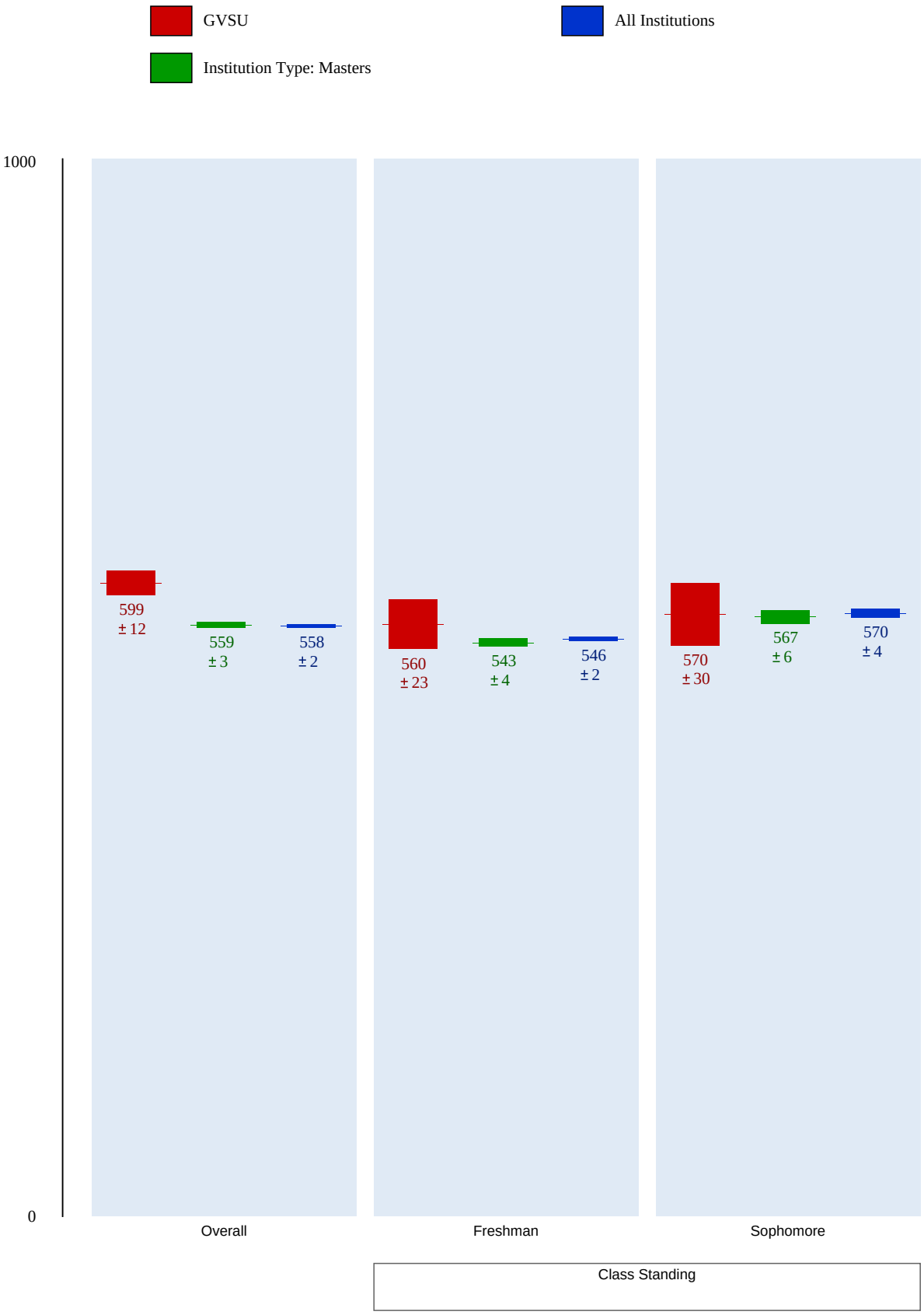

Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

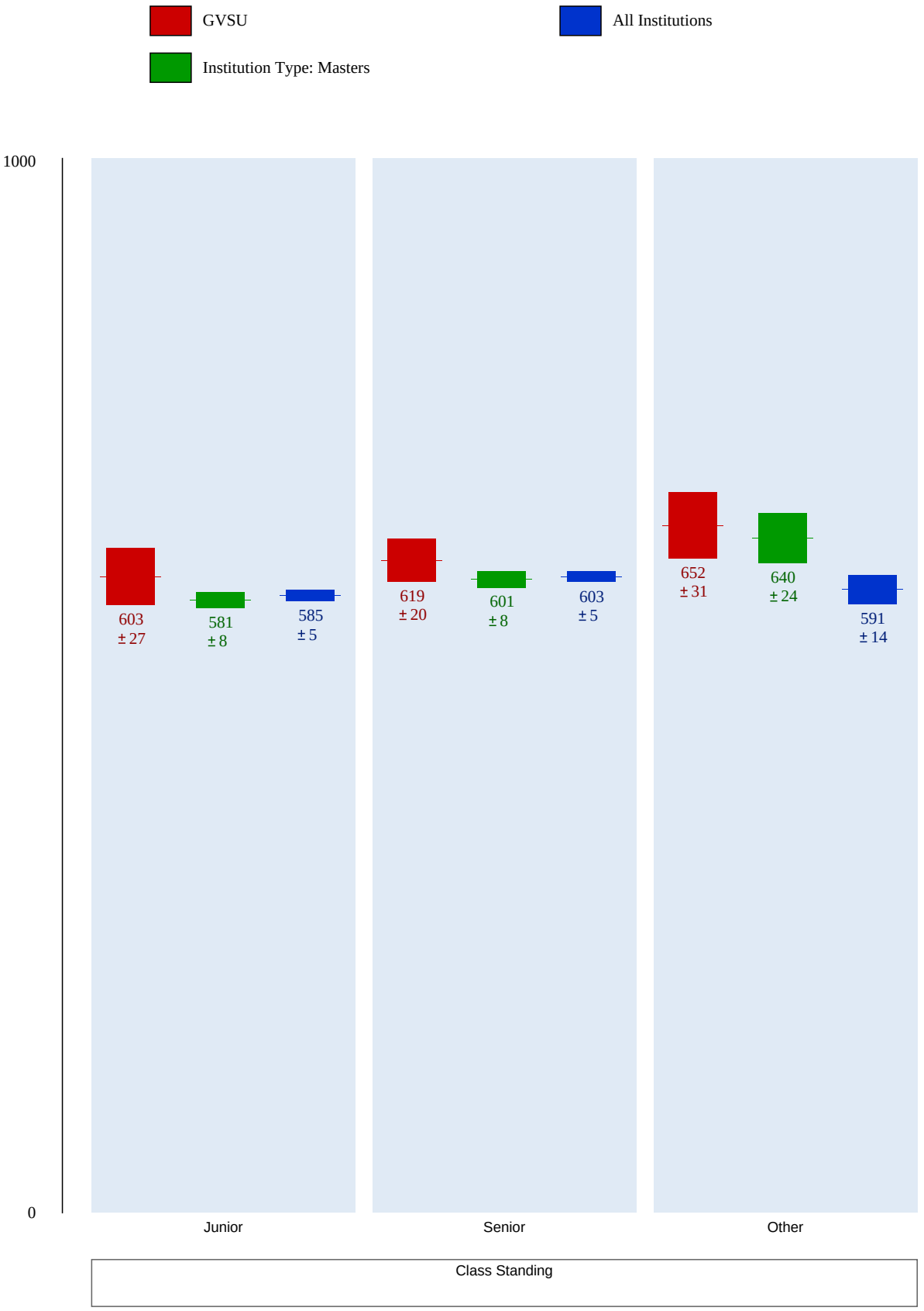

Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

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

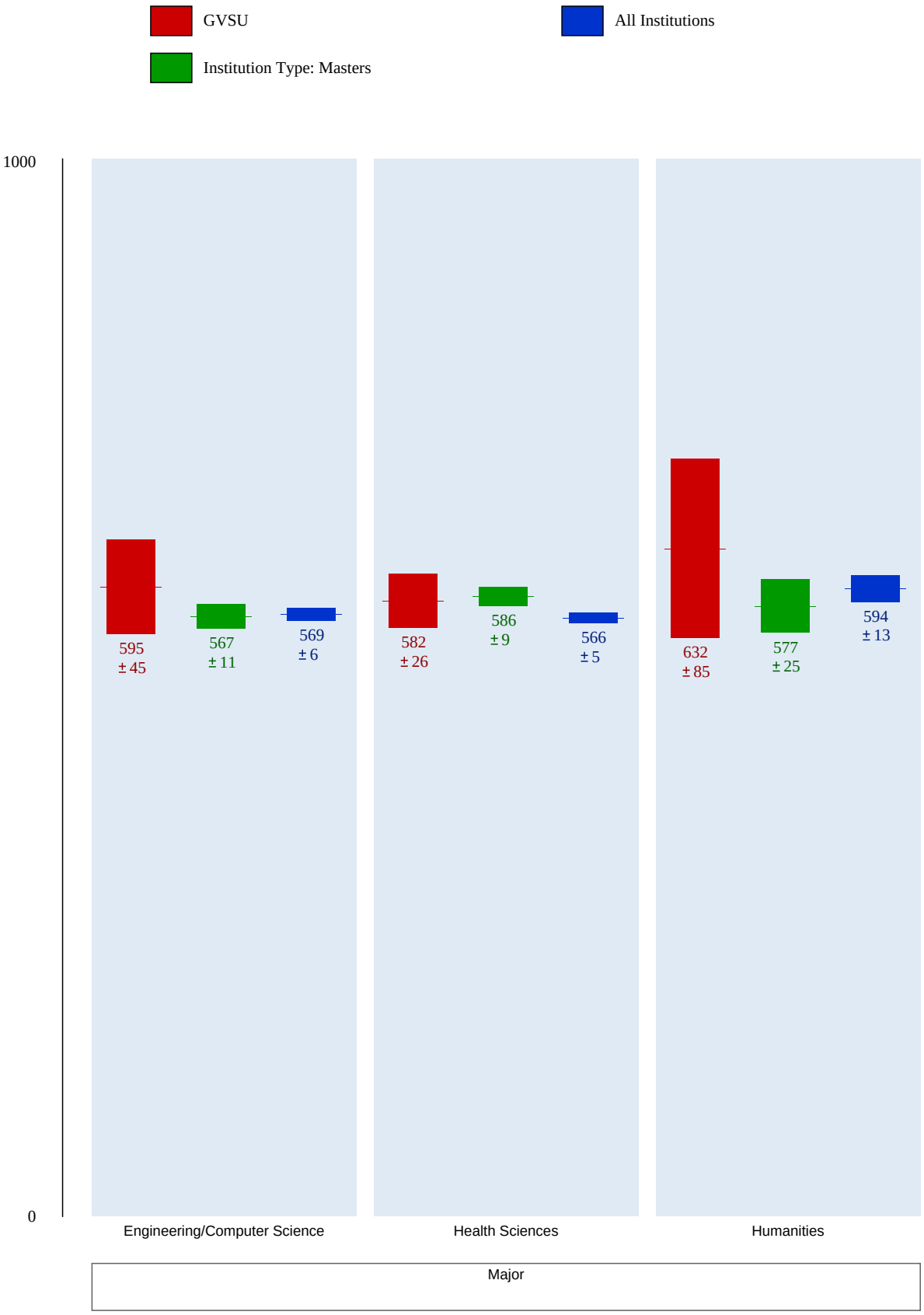

Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

Figure 3.15 (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:

Major:	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, Other
Major:	Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, 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:	Humanities

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, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

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

Class Standing:	Freshman

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

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

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

Figure 3.17 Data Table for Skill Set: Evaluating Sources

	Grand Valley State University	Institution Type: Masters	All Institutions
Overall	593 ±7	571 ±2	566 ±1
Class Standing			
Freshman	569 ±15	561 ±2	561 ±1
Sophomore	581 ±17	578 ±4	570 ±2
Junior	590 ±17	585 ±5	578 ±3
Senior	605 ±13	595 ±5	587 ±3
Other	630 ±20	611 ±16	581 ±9
Majors			
Business	588 ±19	577 ±3	563 ±2
Communications / Journalism	597 ±29	569 ±10	572 ±5
Education	580 ±24	554 ±6	555 ±4
Engineering / Computer Science	625 ±31	591 ±7	579 ±4
Health Sciences	591 ±16	578 ±5	566 ±3
Humanities	657 ±57	590 ±13	588 ±7
Law	581 ±68	557 ±19	558 ±8
Performing & Fine Arts	612 ±49	587 ±9	582 ±6
Science / Math	610 ±26	579 ±8	575 ±4

	Grand Valley State University	Institution Type: Masters	All Institutions
Social Sciences / Psychology	586 ±24	572 ±7	572 ±4
Other	594 ±15	567 ±4	563 ±2
Undecided	558 ±32	557 ±6	562 ±3

Detailed Results - Chart

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

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

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

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

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

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

For example,

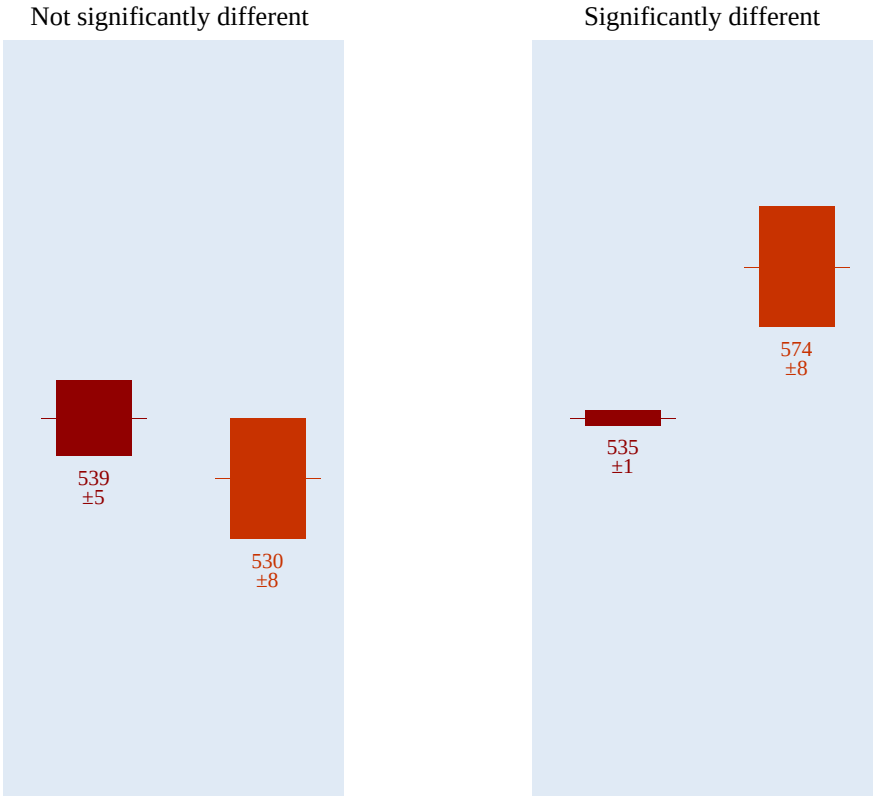

Figure 3.18 Chart for Skill Set: Evaluating Sources

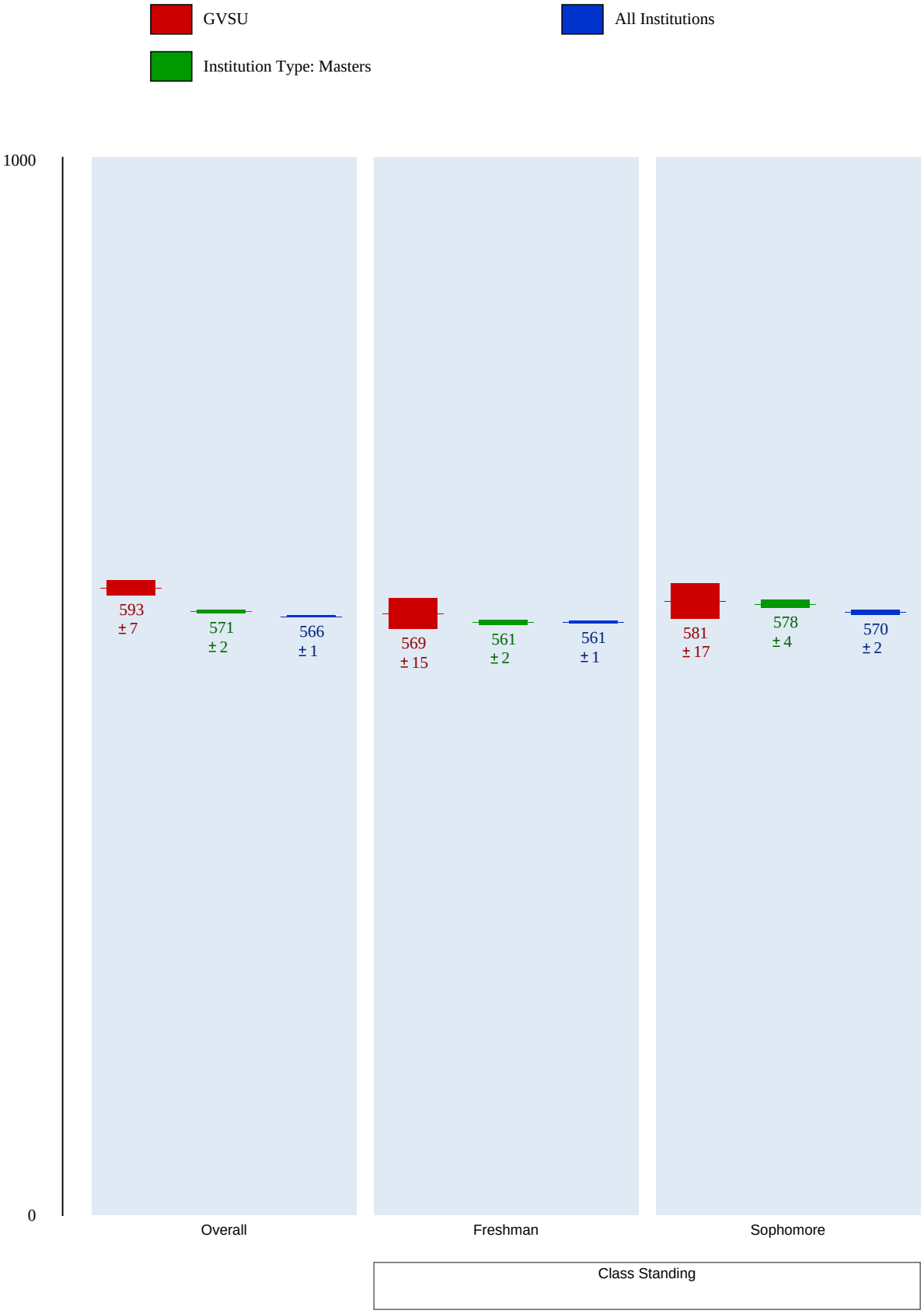

Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

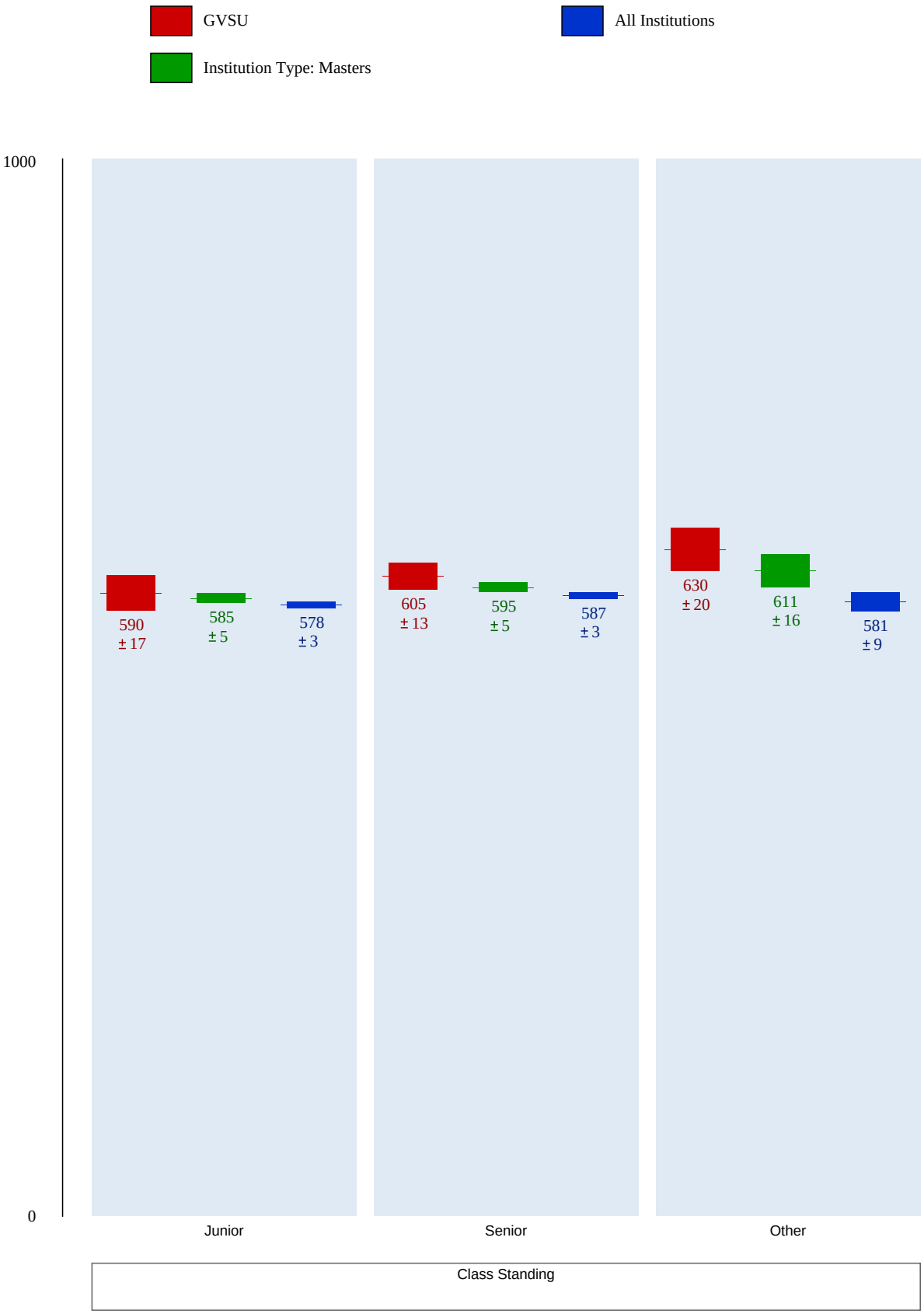

Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

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

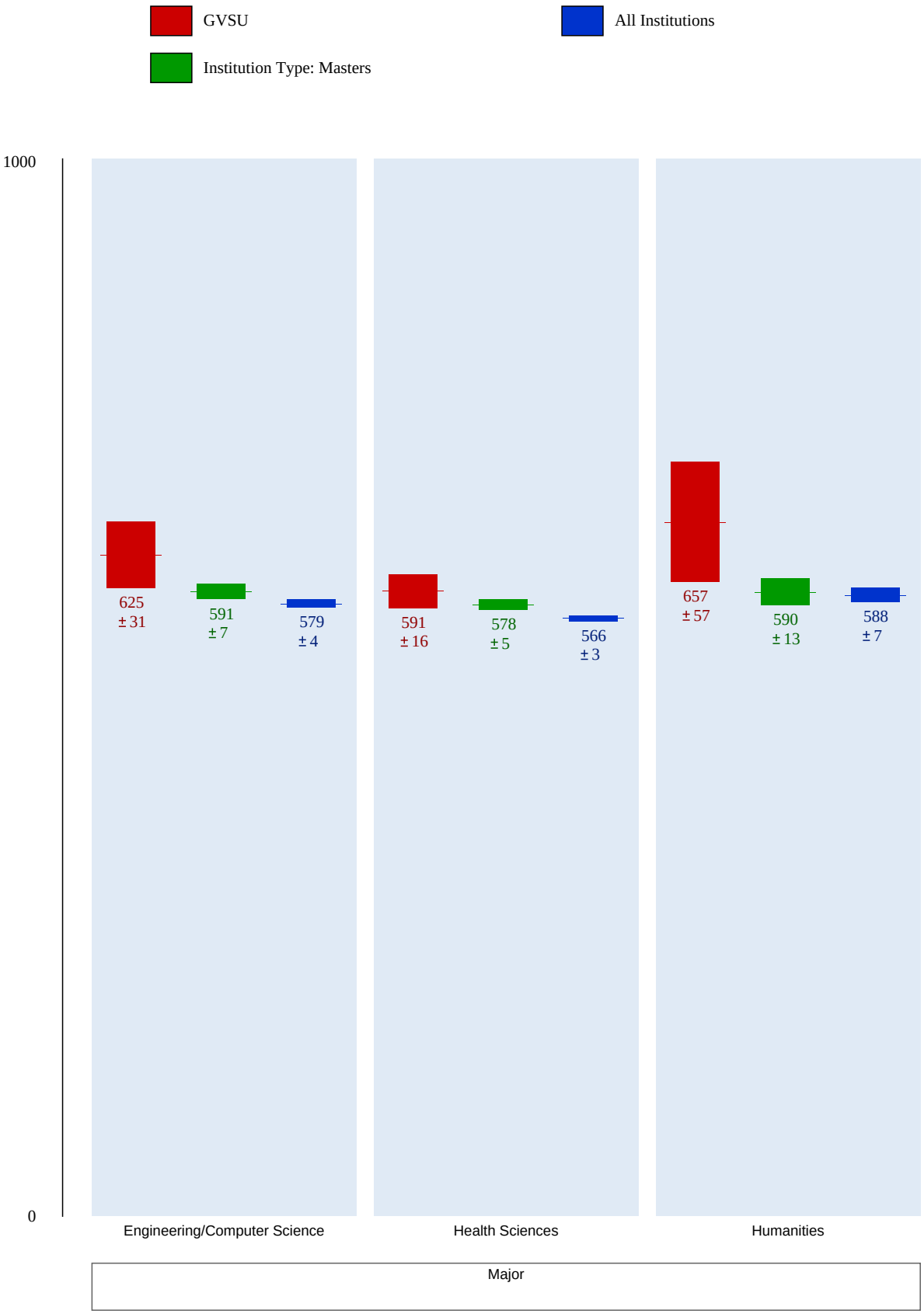

Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

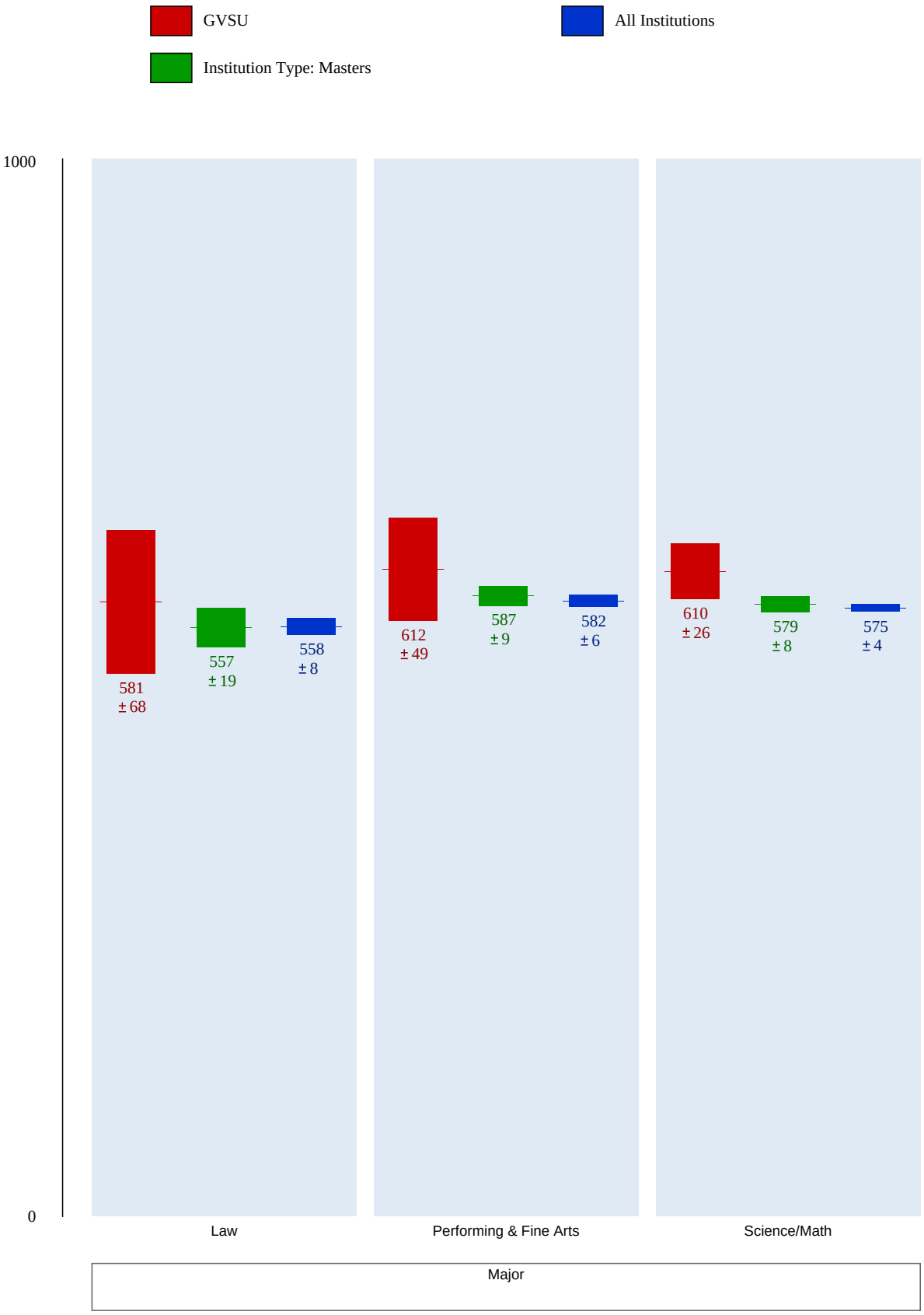

Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

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:	Freshman, Senior
Major:	Business, Education, 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:	Sophomore, Junior, Other
Major:	Communications/Journalism, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, 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

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

Class Standing:	Sophomore, Junior
Major:	Business, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences, Humanities, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

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

Class Standing:	Freshman

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

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

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

Figure 3.20 Data Table for Skill Set: Documenting Sources

	Grand Valley State University	Institution Type: Masters	All Institutions
Overall	604 ±9	561 ±2	562 ±1
Class Standing			
Freshman	569 ±19	547 ±3	553 ±2
Sophomore	579 ±21	560 ±5	565 ±3
Junior	590 ±22	575 ±6	581 ±4
Senior	632 ±16	602 ±6	601 ±4
Other	649 ±24	631 ±19	583 ±12
Majors			
Business	604 ±23	558 ±4	554 ±3
Communications / Journalism	600 ±38	564 ±13	576 ±7
Education	593 ±25	545 ±8	552 ±5
Engineering / Computer Science	606 ±42	570 ±9	573 ±5
Health Sciences	604 ±21	579 ±7	562 ±4
Humanities	635 ±64	597 ±18	603 ±10
Law	594 ±66	535 ±33	543 ±11
Performing & Fine Arts	550 ±69	587 ±13	582 ±8
Science / Math	611 ±32	587 ±11	585 ±5

	Grand Valley State University	Institution Type: Masters	All Institutions
Social Sciences / Psychology	586 ±34	565 ±10	574 ±5
Other	617 ±22	553 ±5	555 ±3
Undecided	591 ±40	548 ±7	556 ±4

Detailed Results - Chart

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

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

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

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

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

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

For example,

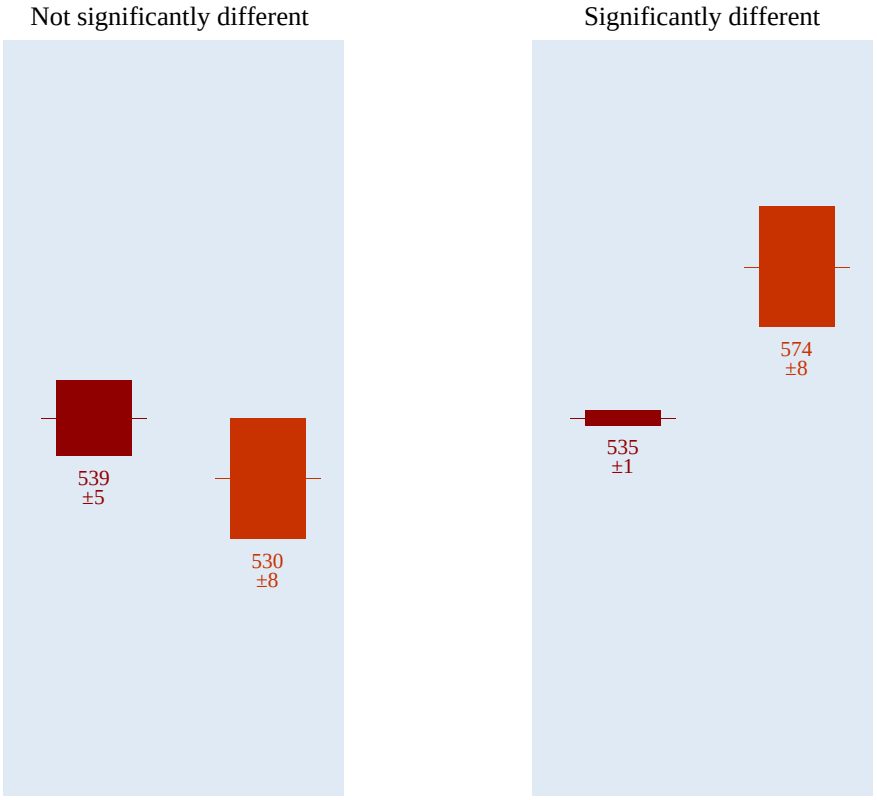

Figure 3.21 Chart for Skill Set: Documenting Sources

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

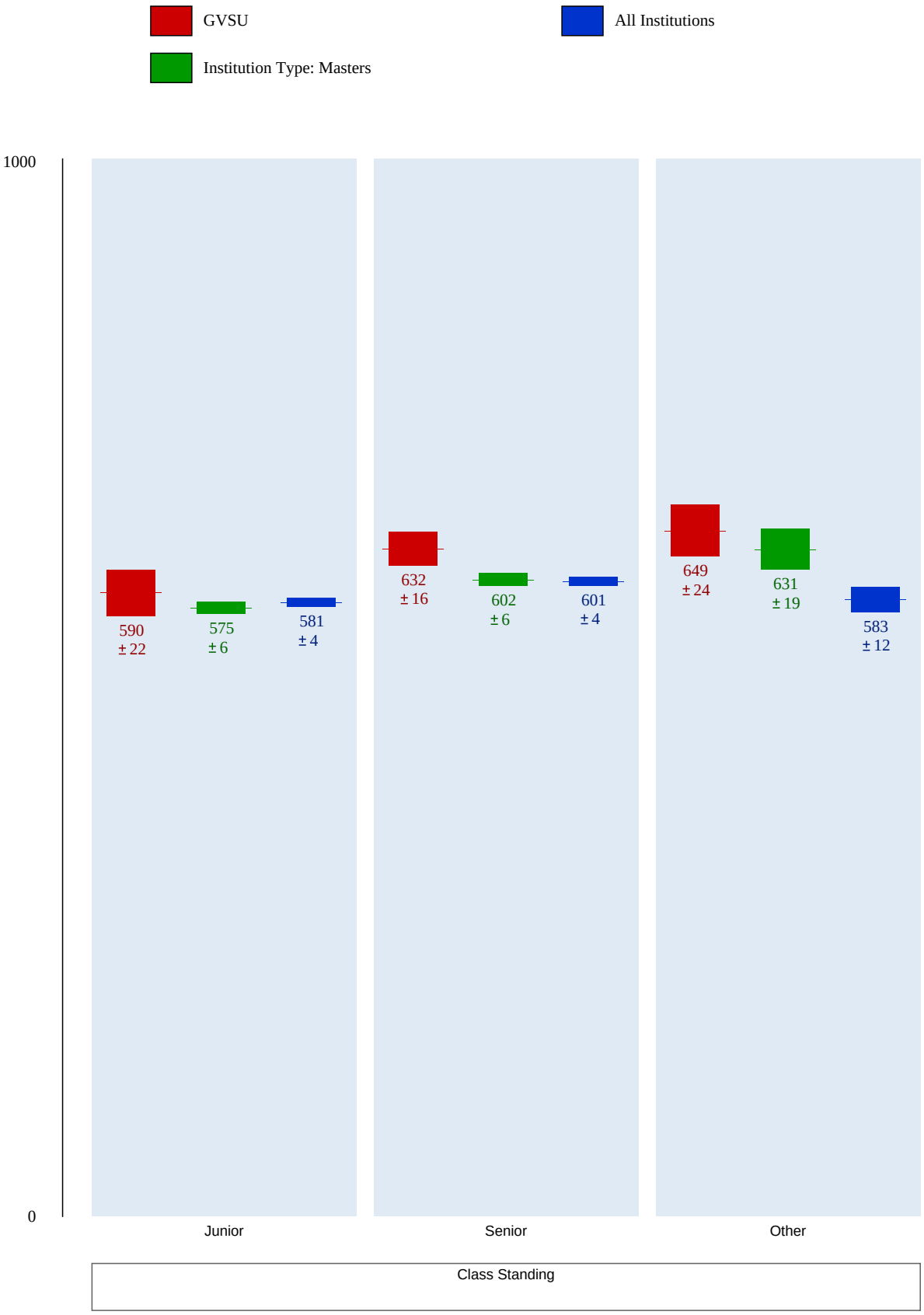

Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

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

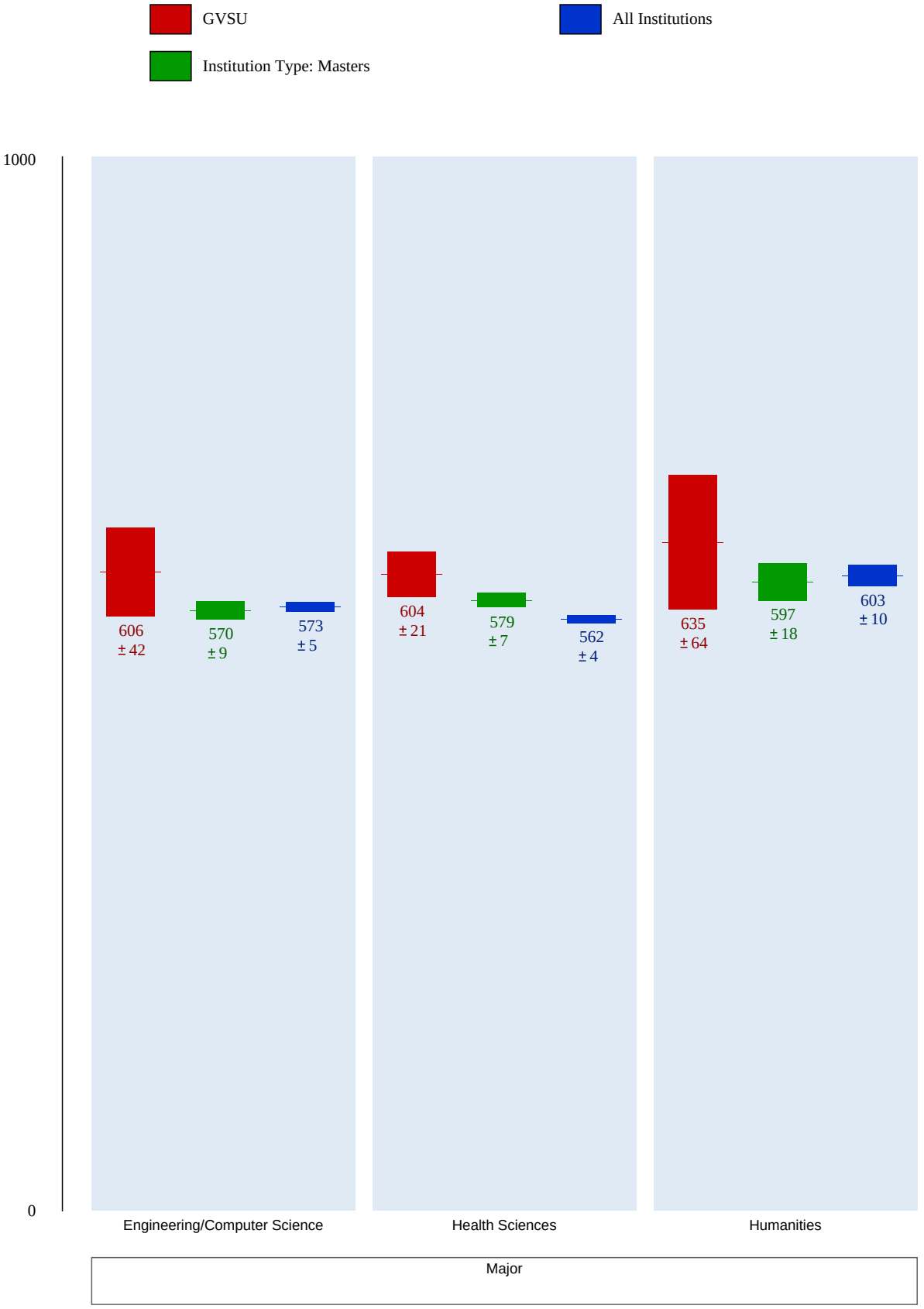

Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

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:

Major:	Business, Education, Humanities, 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, Other
Major:	Communications/Journalism, Engineering/Computer Science, Health Sciences, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, 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:	Humanities

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, Communications/Journalism, Education, Engineering/Computer Science, Health Sciences, Law, Performing & Fine Arts, Science/Math, Social Sciences/Psychology, Other, Undecided

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

Class Standing:	Freshman

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

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

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

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

	Grand Valley State University	Institution Type: Masters	All Institutions
Overall	568 ±8	534 ±2	531 ±1
Class Standing			
Freshman	536 ±17	522 ±2	524 ±1
Sophomore	558 ±20	539 ±4	535 ±2
Junior	571 ±19	548 ±5	544 ±3
Senior	581 ±14	563 ±5	559 ±3
Other	598 ±22	576 ±14	546 ±9
Majors			
Business	576 ±26	540 ±4	529 ±2
Communications / Journalism	569 ±42	533 ±11	541 ±5
Education	564 ±24	515 ±7	517 ±4
Engineering / Computer Science	602 ±36	565 ±8	549 ±4
Health Sciences	560 ±17	541 ±5	528 ±3
Humanities	651 ±61	555 ±13	557 ±8
Law	558 ±57	523 ±22	519 ±8
Performing & Fine Arts	545 ±94	561 ±11	548 ±6
Science / Math	562 ±31	545 ±8	545 ±4

	Grand Valley State University	Institution Type: Masters	All Institutions
Social Sciences / Psychology	564 ±25	534 ±7	535 ±4
Other	565 ±17	525 ±4	524 ±3
Undecided	547 ±30	522 ±6	526 ±3

Detailed Results - Chart

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

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

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

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

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

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

For example,

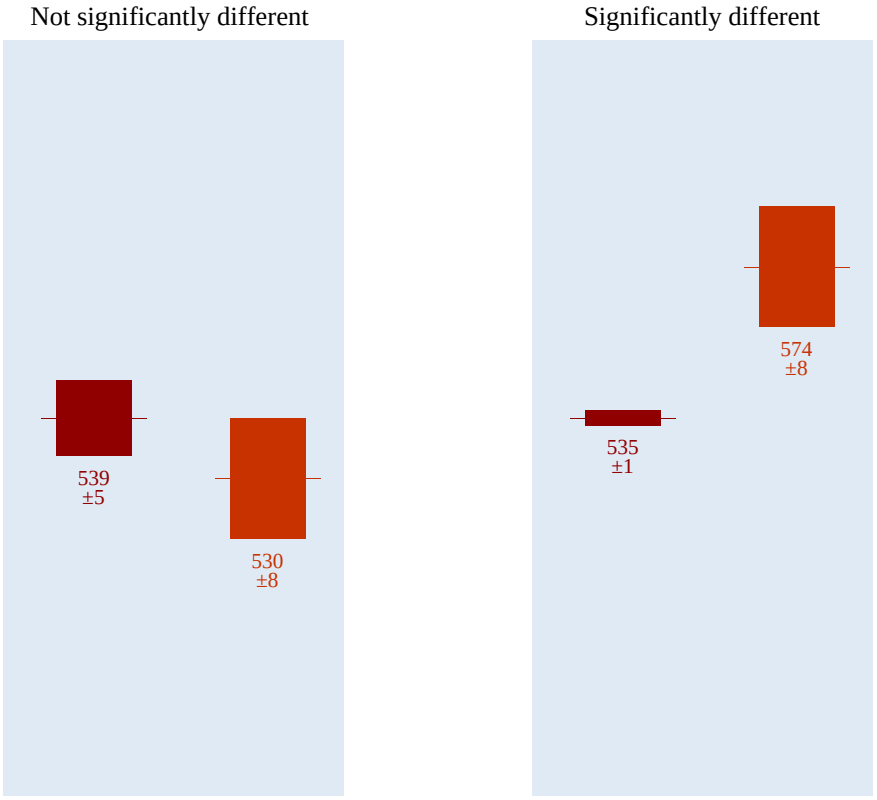

Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues

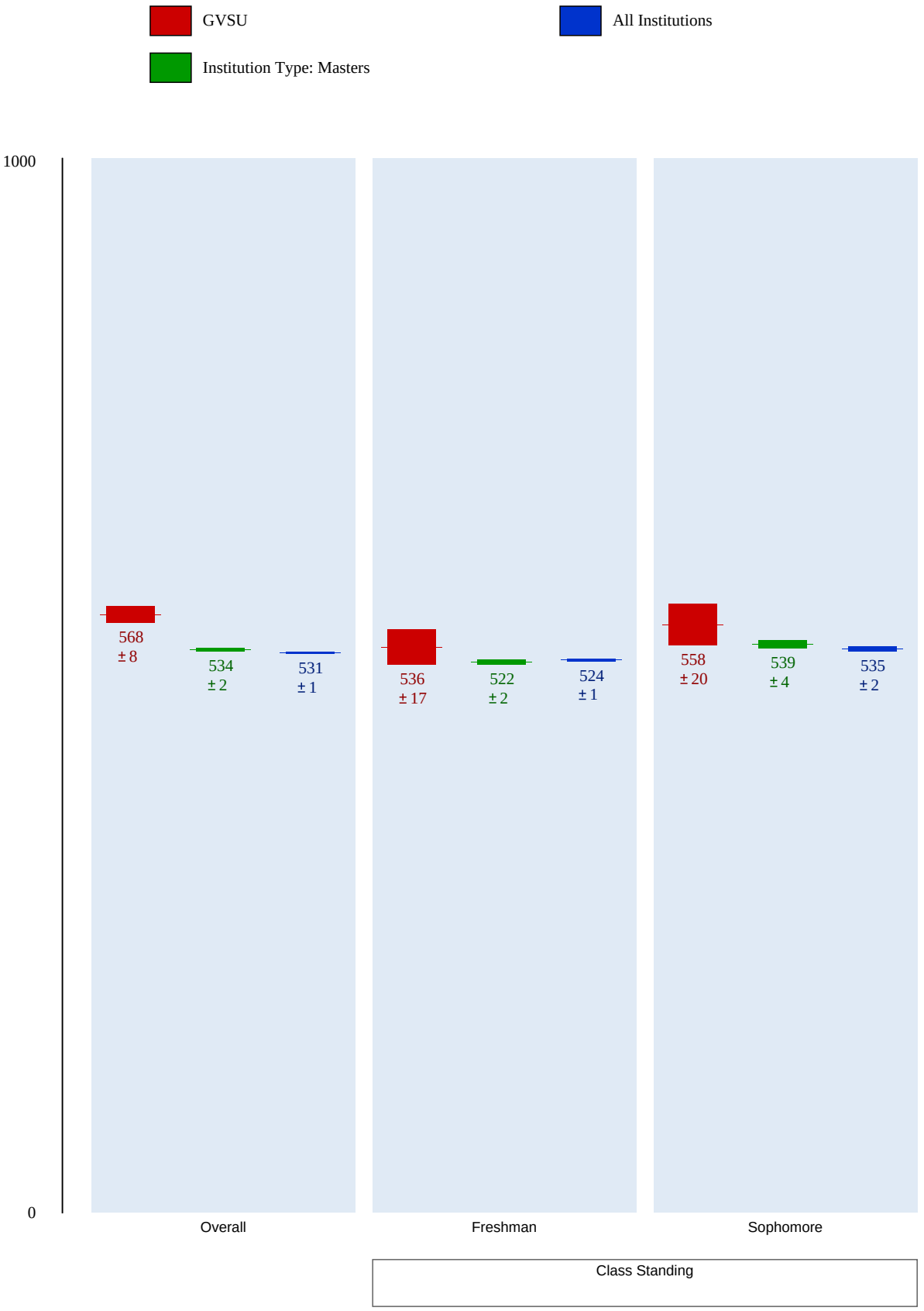

Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

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

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

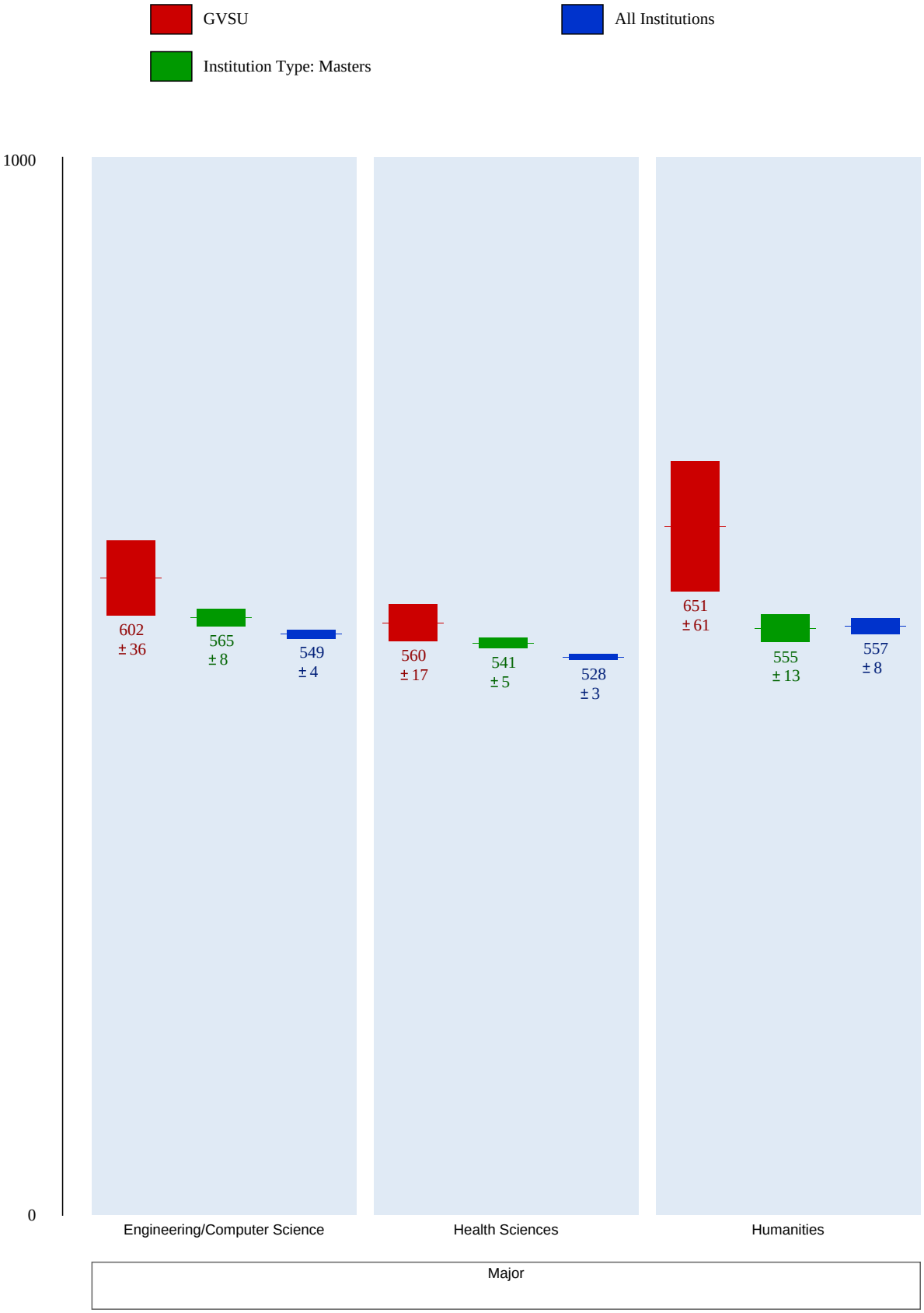

Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

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

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

Figure 4.1 Data Table for ACRL Standards

	Grand Valley State University	Institution Type: Masters	All Institutions
ACRL Standard			
Standard 1: Determines the Nature and Extent of the Information Needed	577 ±6	554 ±2	553 ±1
Standard 2: Accesses Needed Information Effectively and Efficiently	579 ±6	549 ±1	547 ±1
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	585 ±7	555 ±2	552 ±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	576 ±7	541 ±2	539 ±1

Detailed Results - Chart

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

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

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

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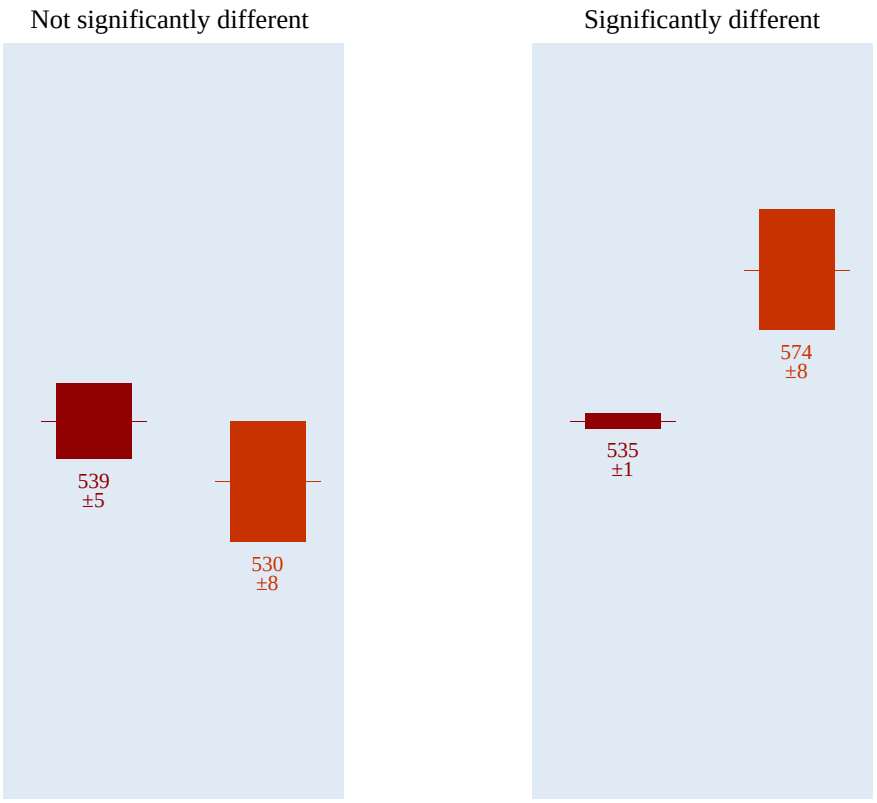


Figure 4.2 Chart for ACRL Standards

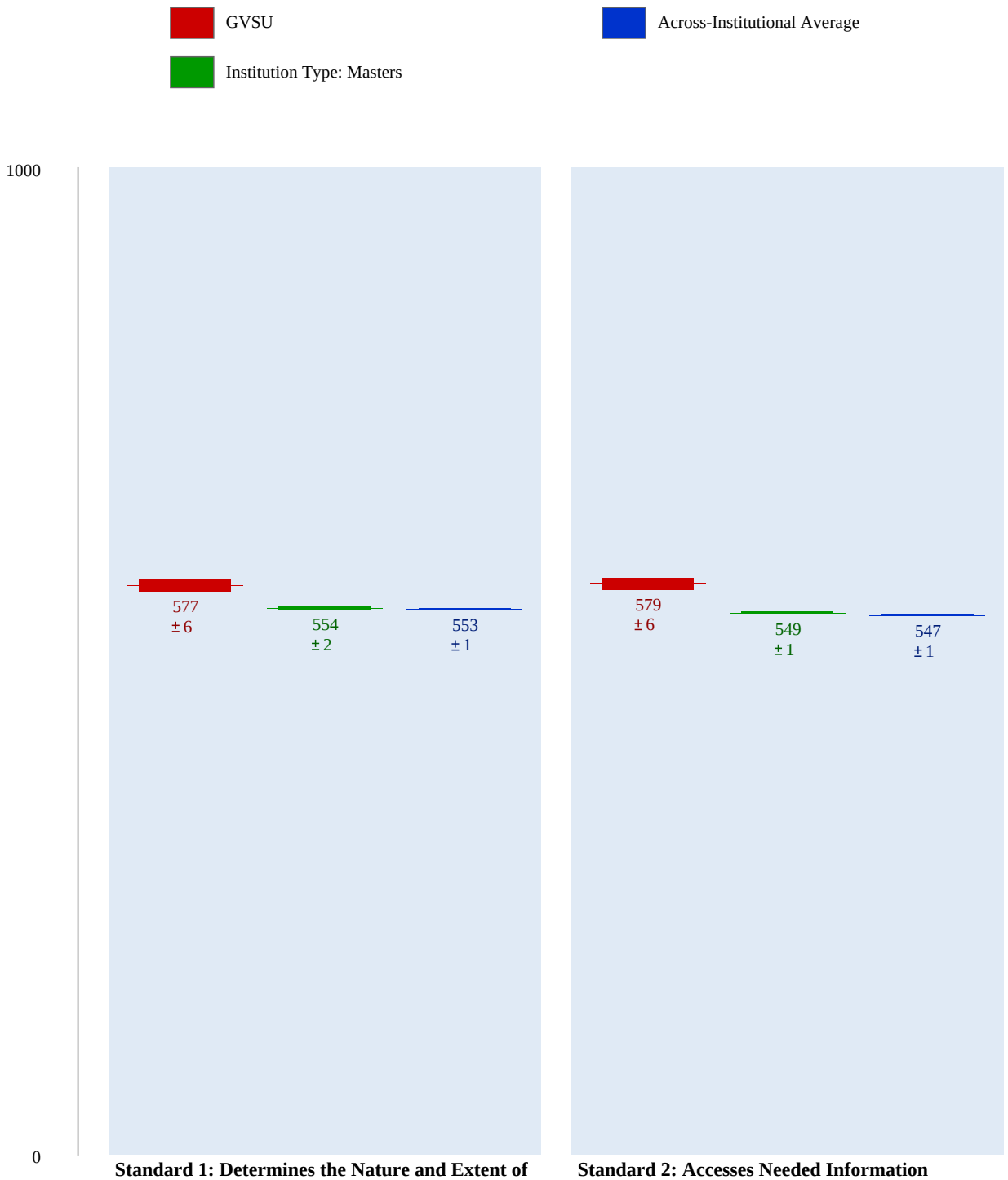
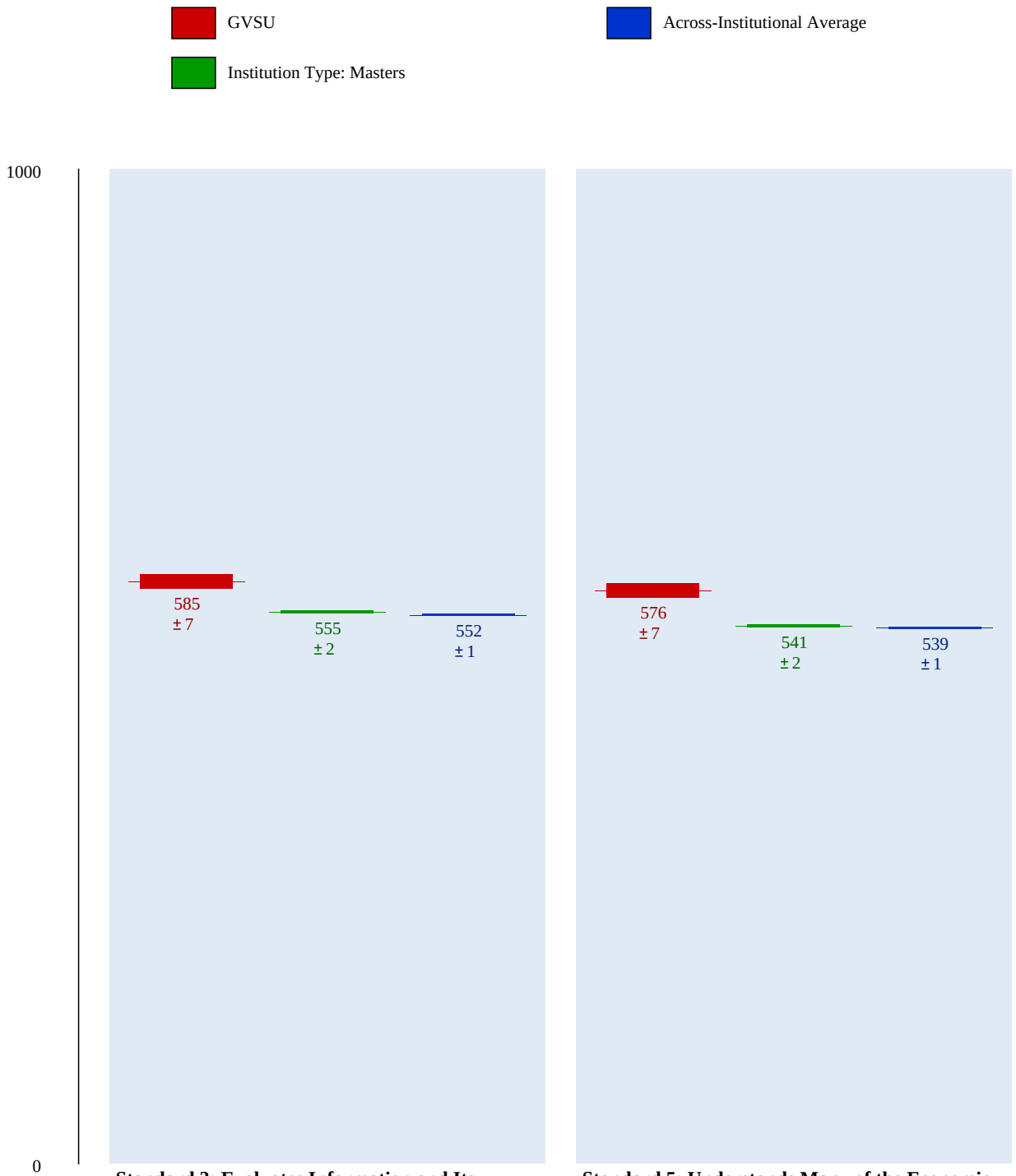


Figure 4.2 (continued) Chart for ACRL Standards



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

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

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.

2.1.3.6 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.

2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.

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

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.

2.5.3.1 Identifies different types of information sources cited in a research tool.

2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.

2.5.5 Uses various technologies to manage the information selected and organized

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

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

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

3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.

3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.

3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.

3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.

3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.

3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.

3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.

3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.

3.4.1 Determines whether information satisfies the research or other information need

3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.

3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.

3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).

3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.

3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.

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

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

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

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

APPENDIX A

About Project SAILS

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

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

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

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

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

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

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

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

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Joseph A. Salem
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Web Programmer for University Libraries, Kent State University

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

APPENDIX B

List of Institutions in the All-Institutions Benchmark

	Institution	Location	Type of Institution
1.	Alberta, University of	Edmonton, Alberta	Doctorate
2.	Alderson-Broaddus College	Philippi, WV	Baccalaureate - Liberal Arts
3.	Alfred University	Alfred, NY	Doctorate
4.	Ashford University	Clinton, Iowa	Baccalaureate - Liberal Arts
5.	Auburn University	Auburn, Alabama	Doctorate
6.	Baldwin-Wallace College	Berea, OH	Masters
7.	Barry University	Miami Shores, Florida	Doctorate
8.	Berkeley College	West Paterson, NJ	Baccalaureate - General
9.	Brigham Young University	Provo, Utah	Doctorate
10.	Brigham Young University Hawaii	Laie, HI	Baccalaureate - Liberal Arts
11.	Butler University	Indianapolis, Indiana	Masters
12.	Central Florida, University of	Orlando, FL	Doctorate
13.	Chapman University	Orange, CA	Masters
14.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
15.	Community College of Philadelphia	Philadelphia, PA	Associates
16.	Concordia College	Moorhead, MN	Baccalaureate - Liberal Arts
17.	Concordia College-NY	Bronxville, Westchester /New York	Baccalaureate - Liberal Arts
18.	Concordia University	Montreal, Quebec	Doctorate
19.	Connecticut, University of	Storrs, CT	Doctorate
20.	Cottey College	Nevada, Missouri	Associates
21.	Creighton University	Omaha, Nebraska	Masters
22.	Duquesne University	Pittsburgh, Pennsylvania	Doctorate
23.	East Central University	Ada, Oklahoma	Masters
24.	Eastern Kentucky University	Richmond, KY	Doctorate
25.	Eastern Shore Community College	Melfa, Virginia	Associates
26.	Embry-Riddle Aeronautical University	Prescott, AZ	Masters
27.	Emporia State University	Emporia, Kansas	Masters
28.	Fisher College	Boston, Massachusetts	Baccalaureate - General
29.	Gadsden State Community College	Gadsden, AL	Associates
30.	GateWay Community College	Phoenix, Arizona	Associates
31.	George Fox University	Newberg, Oregon	Baccalaureate - Liberal Arts
32.	Georgia Highlands College	Rome, Georgia	Associates
33.	Glendale Community College	Glendale, Arizona	Associates
34.	Grand Valley State University	Allendale, MI	Masters
35.	Grant MacEwan College	Edmonton, Alberta	Baccalaureate - Liberal Arts
36.	Guelph, University of	Guelph, Ontario	Doctorate
37.	H. Raymond Danforth Library-New England Colleg	Henniker, NH	Baccalaureate - Liberal Arts
38.	Hamline University	St. Paul, MN	Masters
39.	Hartwick College	Oneonta, New York	Baccalaureate - Liberal Arts
40.	Hollins University	Roanoke, VA	Baccalaureate - Liberal Arts

	Institution	Location	Type of Institution
41.	Hunter College	New York, New York	Masters
42.	Jackson State University	Jackson, MS	Doctorate
43.	Jefferson Community & Technical College	Louisville, Kentucky	Associates
44.	Johnson & Wales University - Charlotte	Charlotte, NC	Baccalaureate - General
45.	Keene State College	Keene, New Hampshire	Masters
46.	Kent State University - Kent Campus	Kent, OH	Doctorate
47.	La Roche College	Pittsburgh, Pennsylvania	Masters
48.	LaGuardia Community College	Long Island City, New York	Associates
49.	Lakehead University	Thunder Bay, Ontario	Baccalaureate - General
50.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
51.	Langston University	Langston, Oklahoma	Masters
52.	Lincoln Memorial University	Harrogate, TN	Doctorate
53.	Lorain County Community College	Elyria, OH	Associates
54.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
55.	Marygrove College Library	Detroit, Michigan	Baccalaureate - Liberal Arts
56.	Marymount College	Rancho Palos Verdes, California	Associates
57.	McMaster University	Hamilton, Ontario	Doctorate
58.	Middle Tennessee State University	Murfreesboro, TN	Doctorate
59.	North Georgia College & State University	Dahlonega, GA	Masters
60.	Northeastern State University	Tahlequah, Oklahoma	Masters
61.	Northwestern Oklahoma State University	Alva, OK	Masters
62.	Oakland University	Rochester, MI	Doctorate
63.	Oakton Community College	Des Plaines, IL	Associates
64.	Ohio University	Athens, Ohio	Doctorate
65.	Oklahoma Panhandle State University	Goodwell, OK	Baccalaureate - General
66.	Pace University	Pleasantville, New York	Doctorate
67.	Patrick Henry College	Purcellville, VA	Baccalaureate - Liberal Arts
68.	Peninsula College	Port Angeles, Washington	Associates
69.	Penn State University	University Park, PA, PA	Doctorate
70.	Phoenix, University of	Phoenix, AZ	Masters
71.	Pikeville College	Pikeville, KY	Baccalaureate - Liberal Arts
72.	Pittsburgh, University of	Pittsburgh, Pennsylvania	Doctorate
73.	Polk Community College	Winter Haven, Florida	Associates
74.	Ramapo College of New Jersey	Mahwah, New Jersey	Baccalaureate - Liberal Arts
75.	River Parishes Community College	Sorrento, Louisiana	Associates
76.	Rutgers University School of Law	Newark, NJ	Doctorate
77.	Scottsdale Community College	Scottsdale, Arizona	Associates
78.	Seminole Community College	Sanford, Florida	Associates
79.	Shippensburg University	Shippensburg, Pennsylvania	Masters
80.	Southeastern Oklahoma State University	Durant, OK	Masters
81.	Springfield College	Springfield, MA	Masters
82.	St. Thomas Aquinas College	Sparkill, NY	Masters
83.	Sullivan County Community College (SUNY)	Loch Sheldrake, NY	Associates
84.	SUNY Geneseo	Geneseo, New York	Baccalaureate - Liberal Arts
85.	Texas A&M University - Kingsville	Kingsville, Texas	Doctorate

86.	The Art Institute of Washington	Arlington, Virginia	Baccalaureate - General
87.	Thomas College	Waterville, Maine	Masters
88.	Thomas Edison State College	Trenton, New Jersey	Masters
89.	Toronto Mississauga, University of	Mississauga, Ontario	Masters
90.	Touro College	New York, NY	Baccalaureate - General
91.	Vanderbilt University	Nashville, TN	Doctorate
92.	Wayne State University	Detroit, MI	Doctorate
93.	Western New England College	Springfield, MA	Masters
94.	Westmont College	Santa Barbara, California	Baccalaureate - Liberal Arts
95.	William Woods University	Fulton, Missouri	Masters
96.	Wisconsin, University of	Duluth, WI	Doctorate

APPENDIX C

Test-Taker Profiles for Each Administration

		Alberta Business 201 Fall 2008 (n=66)		Alderson-Broaddus College First Year Fall 2008 Fall 2008 (n=177)		Alderson-Broaddus College Fall Semester 2009 Fall 2009 (n=168)		Alfred University 2007 Fall First Year Fall 2007 (n=409)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	56	84.8	153	86.4	158	94.0	250	61.1
	Sophomore	9	13.6	7	4.0	7	4.2	57	13.9
	Junior	1	1.5	7	4.0	3	1.8	25	6.1
	Senior	0	0.0	2	1.1	0	0.0	73	17.8
	Other	0	0.0	8	4.5	0	0.0	4	1.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.6	2	1.2	4	1.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	40	60.6	10	5.6	8	4.8	83	20.3
	Communications/Journalism	0	0.0	0	0.0	1	0.6	4	1.0
	Education	0	0.0	23	13.0	21	12.5	22	5.4
	Engineering/Computer Science	0	0.0	4	2.3	4	2.4	50	12.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	94	53.1	62	36.9	4	1.0
	History	0	0.0	0	0.0	0	0.0	7	1.7
	Humanities	0	0.0	5	2.8	2	1.2	14	3.4
	Law	0	0.0	0	0.0	0	0.0	8	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	26	39.4	0	0.0	25	14.9	32	7.8
	Science/Math	0	0.0	16	9.0	12	7.1	65	15.9
	Social Sciences/Psychology	0	0.0	13	7.3	16	9.5	26	6.4
	Other	0	0.0	6	3.4	10	6.0	34	8.3
	Undecided	0	0.0	5	2.8	5	3.0	56	13.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University F 09 Campus Freshmen Fall 2009 (n=102)		Auburn University Spring 2009 Spring 2009 (n=355)		Baldwin-Wallace College Freshman Fall 2009 (n=54)		Barry University 2009 Fall Freshmen Fall 2009 (n=153)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	102	100.0	64	18.0	54	100.0	132	86.3
	Sophomore	0	0.0	82	23.1	0	0.0	17	11.1
	Junior	0	0.0	102	28.7	0	0.0	2	1.3
	Senior	0	0.0	107	30.1	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	2	1.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	12	3.4	0	0.0	0	0.0
	Architecture	0	0.0	18	5.1	0	0.0	0	0.0
	Business	19	18.6	52	14.6	0	0.0	20	13.1
	Communications/Journalism	2	2.0	10	2.8	0	0.0	12	7.8
	Education	19	18.6	18	5.1	0	0.0	4	2.6
	Engineering/Computer Science	0	0.0	71	20.0	0	0.0	0	0.0
	General Studies	1	1.0	20	5.6	0	0.0	2	1.3
	Health Sciences	4	3.9	18	5.1	0	0.0	27	17.6
	History	0	0.0	0	0.0	0	0.0	4	2.6
	Humanities	1	1.0	19	5.4	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	13	8.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	22	21.6	7	2.0	0	0.0	10	6.5
	Science/Math	3	2.9	15	4.2	0	0.0	5	3.3
	Social Sciences/Psychology	7	6.9	63	17.7	0	0.0	27	17.6
	Other	21	20.6	32	9.0	0	0.0	7	4.6
	Undecided	3	2.9	0	0.0	0	0.0	22	14.4
	Not Reported	0	0.0	0	0.0	54	100.0	0	0.0

		Berkeley College Spring 2008 Freshmen Spring 2008 (n=286)		Berkeley College Fall 2008 Fall 2008 (n=447)		Berkeley College Summer 2008 Fall 2008 (n=358)		Berkeley College Winter 2009 Spring 2009 (n=60)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	275	96.2	432	96.6	353	98.6	57	95.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	11	3.8	15	3.4	5	1.4	3	5.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	66	23.1	93	20.8	76	21.2	18	30.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	13	4.5	21	4.7	19	5.3	3	5.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	45	15.7	77	17.2	80	22.3	13	21.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	158	55.2	231	51.7	180	50.3	26	43.3
	Science/Math	4	1.4	25	5.6	3	0.8	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Berkeley College Fall 2009 Freshmen Fall 2009 (n=96)		Brigham Young University 2007 Winter FYW Spring 2007 (n=221)		Brigham Young University Hawaii Fall2007 Fall 2007 (n=76)		Butler University Spring2008 Spring 2008 (n=161)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	62	64.6	140	63.3	7	9.2	114	70.8
	Sophomore	0	0.0	58	26.2	28	36.8	0	0.0
	Junior	0	0.0	18	8.1	21	27.6	0	0.0
	Senior	34	35.4	4	1.8	19	25.0	47	29.2
	Other	0	0.0	1	0.5	1	1.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	3	1.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	26	27.1	15	6.8	26	34.2	38	23.6
	Communications/Journalism	0	0.0	7	3.2	3	3.9	17	10.6
	Education	0	0.0	21	9.5	9	11.8	6	3.7
	Engineering/Computer Science	0	0.0	16	7.2	3	3.9	5	3.1
	General Studies	0	0.0	1	0.5	0	0.0	0	0.0
	Health Sciences	7	7.3	16	7.2	2	2.6	15	9.3
	History	0	0.0	6	2.7	1	1.3	9	5.6
	Humanities	0	0.0	9	4.1	3	3.9	0	0.0
	Law	20	20.8	1	0.5	1	1.3	1	0.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	41	42.7	23	10.4	13	17.1	21	13.0
	Science/Math	2	2.1	16	7.2	1	1.3	13	8.1
	Social Sciences/Psychology	0	0.0	19	8.6	4	5.3	10	6.2
	Other	0	0.0	17	7.7	8	10.5	13	8.1
	Undecided	0	0.0	51	23.1	2	2.6	13	8.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Butler University Spring 2009		Central Florida nursing majors 2007		Central Florida nursing ug's 7/07		Chapman University Fall 2007 Freshmen	
		Spring 2009		Spring 2007		Spring 2008		Fall 2007	
		(n=213)		(n=113)		(n=113)		(n=130)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	106	49.8	0	0.0	0	0.0	130	100.0
	Sophomore	6	2.8	0	0.0	0	0.0	0	0.0
	Junior	23	10.8	106	93.8	86	76.1	0	0.0
	Senior	77	36.2	7	6.2	6	5.3	0	0.0
	Other	1	0.5	0	0.0	21	18.6	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	10	4.7	0	0.0	0	0.0	0	0.0
	Architecture	12	5.6	0	0.0	0	0.0	0	0.0
	Business	35	16.4	0	0.0	0	0.0	0	0.0
	Communications/Journalism	20	9.4	0	0.0	0	0.0	0	0.0
	Education	12	5.6	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	3	1.4	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	26	12.2	113	100.0	111	98.2	0	0.0
	History	9	4.2	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	2	0.9	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	17	8.0	0	0.0	2	1.8	0	0.0
	Science/Math	22	10.3	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	26	12.2	0	0.0	0	0.0	0	0.0
	Other	11	5.2	0	0.0	0	0.0	0	0.0
	Undecided	8	3.8	0	0.0	0	0.0	130	100.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Chapman University 2008 Fall Freshmen		Chapman University 2009 Fall FFC		Coastal Carolina University Kimbel Library 2007		Coastal Carolina University Kimbel Library F08	
		Fall 2008		Fall 2009		Fall 2007		Fall 2008	
		(n=165)		(n=655)		(n=216)		(n=171)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	165	100.0	655	100.0	77	35.6	0	0.0
	Sophomore	0	0.0	0	0.0	3	1.4	8	4.7
	Junior	0	0.0	0	0.0	26	12.0	72	42.1
	Senior	0	0.0	0	0.0	107	49.5	84	49.1
	Other	0	0.0	0	0.0	3	1.4	7	4.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	5	0.8	1	0.5	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	23	13.9	126	19.2	32	14.8	65	38.0
	Communications/Journalism	6	3.6	38	5.8	37	17.1	1	0.6
	Education	2	1.2	11	1.7	4	1.9	2	1.2
	Engineering/Computer Science	2	1.2	4	0.6	1	0.5	0	0.0
	General Studies	0	0.0	0	0.0	1	0.5	0	0.0
	Health Sciences	1	0.6	15	2.3	0	0.0	39	22.8
	History	0	0.0	11	1.7	1	0.5	0	0.0
	Humanities	5	3.0	13	2.0	22	10.2	2	1.2
	Law	0	0.0	0	0.0	1	0.5	3	1.8
	Military/Naval Science	0	0.0	0	0.0	1	0.5	0	0.0
	Performing & Fine Arts	21	12.7	60	9.2	15	6.9	11	6.4
	Science/Math	61	37.0	219	33.4	3	1.4	0	0.0
	Social Sciences/Psychology	10	6.1	34	5.2	18	8.3	10	5.8
	Other	7	4.2	47	7.2	63	29.2	36	21.1
	Undecided	27	16.4	72	11.0	16	7.4	1	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.6

		Coastal Carolina University CCU Spring 2009		Community College of Philadelphia ENGL 102 S109		Concordia College IOC 100 Con		Concordia College IOC 100 Exp	
		Spring 2009		Spring 2009		Fall 2008		Fall 2008	
		(n=162)		(n=175)		(n=56)		(n=86)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	90	55.6	82	46.9	55	98.2	84	97.7
	Sophomore	54	33.3	67	38.3	1	1.8	2	2.3
	Junior	10	6.2	0	0.0	0	0.0	0	0.0
	Senior	3	1.9	0	0.0	0	0.0	0	0.0
	Other	1	0.6	26	14.9	0	0.0	0	0.0
	Not Reported	4	2.5	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.6	1	1.8	0	0.0
	Architecture	0	0.0	1	0.6	0	0.0	0	0.0
	Business	49	30.2	27	15.4	7	12.5	8	9.3
	Communications/Journalism	6	3.7	1	0.6	1	1.8	0	0.0
	Education	11	6.8	13	7.4	7	12.5	11	12.8
	Engineering/Computer Science	3	1.9	8	4.6	0	0.0	3	3.5
	General Studies	0	0.0	1	0.6	0	0.0	0	0.0
	Health Sciences	17	10.5	62	35.4	6	10.7	12	14.0
	History	7	4.3	0	0.0	1	1.8	0	0.0
	Humanities	2	1.2	1	0.6	0	0.0	0	0.0
	Law	1	0.6	2	1.1	1	1.8	1	1.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	5.6	31	17.7	9	16.1	8	9.3
	Science/Math	4	2.5	2	1.1	2	3.6	9	10.5
	Social Sciences/Psychology	24	14.8	10	5.7	12	21.4	11	12.8
	Other	14	8.6	7	4.0	0	0.0	6	7.0
	Undecided	10	6.2	8	4.6	9	16.1	17	19.8
	Not Reported	5	3.1	0	0.0	0	0.0	0	0.0

		Concordia College- NY 2009 Spring Freshman		Concordia University 2007 Fall 1st Yr. UG		Connecticut Fall 2007		Cottey College Assessment Day 2007	
		Spring 2009		Fall 2007		Spring 2008		Spring 2007	
		(n=59)		(n=198)		(n=823)		(n=171)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	55	93.2	198	100.0	701	85.2	94	55.0
	Sophomore	2	3.4	0	0.0	100	12.2	75	43.9
	Junior	2	3.4	0	0.0	20	2.4	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	2	0.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	2	1.2
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	40	4.9	0	0.0
	Architecture	1	1.7	0	0.0	0	0.0	0	0.0
	Business	13	22.0	32	16.2	144	17.5	0	0.0
	Communications/Journalism	4	6.8	9	4.5	25	3.0	0	0.0
	Education	10	16.9	6	3.0	47	5.7	0	0.0
	Engineering/Computer Science	0	0.0	21	10.6	114	13.9	0	0.0
	General Studies	1	1.7	0	0.0	0	0.0	0	0.0
	Health Sciences	2	3.4	0	0.0	58	7.0	0	0.0
	History	2	3.4	3	1.5	6	0.7	0	0.0
	Humanities	1	1.7	9	4.5	21	2.6	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	10.2	41	20.7	37	4.5	0	0.0
	Science/Math	3	5.1	29	14.6	28	3.4	0	0.0
	Social Sciences/Psychology	1	1.7	20	10.1	57	6.9	0	0.0
	Other	7	11.9	24	12.1	61	7.4	0	0.0
	Undecided	8	13.6	4	2.0	185	22.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	171	100.0

		Cottey College Assessment Day 2009 Spring 2009 (n=221)		Creighton University Fall 2007 Fall 2007 (n=190)		Duquesne University 2004 as 2007 Spring 2008 (n=144)		East Central University ECU Freshman Fall 08 Fall 2008 (n=293)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	132	59.7	132	69.5	0	0.0	290	99.0
	Sophomore	77	34.8	45	23.7	0	0.0	2	0.7
	Junior	0	0.0	8	4.2	1	0.7	1	0.3
	Senior	1	0.5	4	2.1	141	97.9	0	0.0
	Other	0	0.0	1	0.5	2	1.4	0	0.0
	Not Reported	11	5.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.4	1	0.5	0	0.0	3	1.0
	Architecture	1	0.5	0	0.0	0	0.0	0	0.0
	Business	18	8.1	45	23.7	50	34.7	40	13.7
	Communications/Journalism	6	2.7	7	3.7	4	2.8	11	3.8
	Education	14	6.3	1	0.5	16	11.1	43	14.7
	Engineering/Computer Science	8	3.6	0	0.0	0	0.0	13	4.4
	General Studies	1	0.5	0	0.0	0	0.0	0	0.0
	Health Sciences	22	10.0	67	35.3	38	26.4	36	12.3
	History	6	2.7	4	2.1	2	1.4	6	2.0
	Humanities	8	3.6	0	0.0	1	0.7	0	0.0
	Law	5	2.3	0	0.0	0	0.0	10	3.4
	Military/Naval Science	1	0.5	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	27	12.2	25	13.2	16	11.1	68	23.2
	Science/Math	23	10.4	0	0.0	5	3.5	8	2.7
	Social Sciences/Psychology	18	8.1	1	0.5	7	4.9	22	7.5
	Other	20	9.0	9	4.7	5	3.5	14	4.8
	Undecided	27	12.2	30	15.8	0	0.0	19	6.5
	Not Reported	13	5.9	0	0.0	0	0.0	0	0.0

		Eastern Kentucky University ENG 102 Spring 2008 Spring 2008 (n=308)		Eastern Shore Community College QEP Spring 2009 Grad Spring 2009 (n=61)		Embry- Riddle Aeronautical University PrescottFall09 Fall 2009 (n=427)		Emporia State University Spring 2008 PIs Spring 2008 (n=145)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	254	82.5	0	0.0	196	45.9	113	77.9
	Sophomore	43	14.0	36	59.0	113	26.5	23	15.9
	Junior	8	2.6	3	4.9	45	10.5	5	3.4
	Senior	2	0.6	19	31.1	52	12.2	3	2.1
	Other	1	0.3	3	4.9	21	4.9	1	0.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	1.3	0	0.0	4	0.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	24	7.8	11	18.0	38	8.9	27	18.6
	Communications/Journalism	12	3.9	1	1.6	1	0.2	4	2.8
	Education	45	14.6	15	24.6	0	0.0	40	27.6
	Engineering/Computer Science	6	1.9	1	1.6	91	21.3	5	3.4
	General Studies	1	0.3	14	23.0	1	0.2	0	0.0
	Health Sciences	59	19.2	0	0.0	0	0.0	11	7.6
	History	0	0.0	2	3.3	0	0.0	2	1.4
	Humanities	0	0.0	1	1.6	3	0.7	1	0.7
	Law	0	0.0	0	0.0	0	0.0	1	0.7
	Military/Naval Science	0	0.0	0	0.0	2	0.5	0	0.0
	Performing & Fine Arts	75	24.4	4	6.6	231	54.1	12	8.3
	Science/Math	6	1.9	0	0.0	0	0.0	8	5.5
	Social Sciences/Psychology	19	6.2	8	13.1	52	12.2	8	5.5
	Other	14	4.5	1	1.6	2	0.5	14	9.7
	Undecided	43	14.0	3	4.9	2	0.5	12	8.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Fisher College Fall 2007 Fall 2007 (n=96)		Fisher College Fall 2008 Spring 2009 (n=76)		Fisher College 2009 Fall Fall 2009 (n=121)		Gadsden State Community College 2007 Fall ENG 101 Fall 2007 (n=174)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	85	88.5	69	90.8	110	90.9	155	89.1
	Sophomore	8	8.3	2	2.6	9	7.4	11	6.3
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	1	1.3	0	0.0	0	0.0
	Other	0	0.0	1	1.3	0	0.0	8	4.6
	Not Reported	3	3.1	3	3.9	2	1.7	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	3	1.7
	Architecture	0	0.0	1	1.3	0	0.0	1	0.6
	Business	49	51.0	45	59.2	61	50.4	16	9.2
	Communications/Journalism	0	0.0	0	0.0	2	1.7	0	0.0
	Education	3	3.1	6	7.9	6	5.0	17	9.8
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	14	8.0
	General Studies	3	3.1	3	3.9	3	2.5	12	6.9
	Health Sciences	11	11.5	1	1.3	11	9.1	36	20.7
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	10	10.4	13	17.1	17	14.0	1	0.6
	Law	0	0.0	0	0.0	0	0.0	1	0.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	1	0.6
	Performing & Fine Arts	0	0.0	0	0.0	4	3.3	37	21.3
	Science/Math	10	10.4	1	1.3	4	3.3	2	1.1
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	8	4.6
	Other	5	5.2	3	3.9	6	5.0	3	1.7
	Undecided	0	0.0	0	0.0	0	0.0	22	12.6
	Not Reported	5	5.2	3	3.9	7	5.8	0	0.0

		GateWay Community College 2008 Spring Spring 2008 (n=256)		George Fox University SAILS F09 Fall 2009 (n=164)		Georgia Highlands College Spring 2009 Spring 2009 (n=149)		Glendale Community College Library Faculty Fall 2009 (n=386)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	107	41.8	113	68.9	36	24.2	119	30.8
	Sophomore	73	28.5	2	1.2	86	57.7	215	55.7
	Junior	0	0.0	2	1.2	2	1.3	0	0.0
	Senior	0	0.0	46	28.0	0	0.0	0	0.0
	Other	76	29.7	1	0.6	25	16.8	52	13.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.2	0	0.0	0	0.0	1	0.3
	Architecture	1	0.4	0	0.0	1	0.7	2	0.5
	Business	26	10.2	22	13.4	72	48.3	51	13.2
	Communications/Journalism	5	2.0	8	4.9	0	0.0	7	1.8
	Education	8	3.1	14	8.5	17	11.4	24	6.2
	Engineering/Computer Science	5	2.0	14	8.5	6	4.0	22	5.7
	General Studies	18	7.0	4	2.4	4	2.7	17	4.4
	Health Sciences	130	50.8	25	15.2	3	2.0	73	18.9
	History	0	0.0	2	1.2	8	5.4	1	0.3
	Humanities	1	0.4	0	0.0	3	2.0	0	0.0
	Law	0	0.0	2	1.2	2	1.3	10	2.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	29	11.3	9	5.5	8	5.4	68	17.6
	Science/Math	0	0.0	19	11.6	2	1.3	9	2.3
	Social Sciences/Psychology	7	2.7	13	7.9	4	2.7	27	7.0
	Other	7	2.7	24	14.6	6	4.0	27	7.0
	Undecided	16	6.3	8	4.9	12	8.1	47	12.2
	Not Reported	0	0.0	0	0.0	1	0.7	0	0.0

		Grand Valley State University GVSU 2006/07 Spring 2007		Grand Valley State University 2009 2010 SAILS Fall 2009		Grant MacEwan College 2009 MacEwan Fall 2009		Guelph, University of Guelph Winter 2007 Spring 2007	
		(n=440)		(n=921)		(n=341)		(n=126)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	304	69.1	204	22.1	302	88.6	96	76.2
	Sophomore	24	5.5	153	16.6	33	9.7	5	4.0
	Junior	6	1.4	168	18.2	3	0.9	3	2.4
	Senior	102	23.2	283	30.7	0	0.0	22	17.5
	Other	4	0.9	113	12.3	2	0.6	0	0.0
	Not Reported	0	0.0	0	0.0	1	0.3	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	4	0.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	66	15.0	111	12.1	155	45.5	1	0.8
	Communications/Journalism	26	5.9	43	4.7	76	22.3	0	0.0
	Education	42	9.5	98	10.6	39	11.4	0	0.0
	Engineering/Computer Science	7	1.6	48	5.2	0	0.0	0	0.0
	General Studies	1	0.2	1	0.1	0	0.0	93	73.8
	Health Sciences	73	16.6	171	18.6	25	7.3	0	0.0
	History	14	3.2	8	0.9	0	0.0	1	0.8
	Humanities	6	1.4	14	1.5	0	0.0	5	4.0
	Law	7	1.6	14	1.5	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	57	13.0	200	21.7	45	13.2	5	4.0
	Science/Math	10	2.3	17	1.8	0	0.0	1	0.8
	Social Sciences/Psychology	23	5.2	64	6.9	0	0.0	2	1.6
	Other	27	6.1	79	8.6	0	0.0	6	4.8
	Undecided	81	18.4	49	5.3	0	0.0	12	9.5
	Not Reported	0	0.0	0	0.0	1	0.3	0	0.0

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

		H. Raymond Danforth Library- New England College Spring 2009 Spring 2009		Hamline University Spring 2009 Spring 2009		Hamline University 2009 Fall Fall 2009		Hartwick College FreshmanComp Fall09 Fall 2009	
		(n=158)		(n=65)		(n=325)		(n=82)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	114	72.2	23	35.4	325	100.0	76	92.7
	Sophomore	19	12.0	11	16.9	0	0.0	2	2.4
	Junior	14	8.9	11	16.9	0	0.0	1	1.2
	Senior	11	7.0	20	30.8	0	0.0	1	1.2
	Other	0	0.0	0	0.0	0	0.0	1	1.2
	Not Reported	0	0.0	0	0.0	0	0.0	1	1.2
Student Major	Agriculture/Environmental Studies	2	1.3	2	3.1	4	1.2	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	37	23.4	13	20.0	32	9.8	11	13.4
	Communications/Journalism	9	5.7	2	3.1	8	2.5	0	0.0
	Education	25	15.8	4	6.2	11	3.4	3	3.7
	Engineering/Computer Science	2	1.3	1	1.5	2	0.6	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	14	8.9	0	0.0	0	0.0	9	11.0
	History	6	3.8	4	6.2	4	1.2	1	1.2
	Humanities	4	2.5	9	13.8	10	3.1	1	1.2
	Law	0	0.0	0	0.0	0	0.0	8	9.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	18	11.4	5	7.7	35	10.8	11	13.4
	Science/Math	5	3.2	1	1.5	7	2.2	1	1.2
	Social Sciences/Psychology	9	5.7	7	10.8	39	12.0	13	15.9
	Other	15	9.5	11	16.9	52	16.0	7	8.5
	Undecided	12	7.6	6	9.2	121	37.2	15	18.3
	Not Reported	0	0.0	0	0.0	0	0.0	2	2.4

		Hollins University 2007 Fall FYS		Hollins University 2007 Fall FYS-2		Hunter College English 120		Hunter College Seniors	
		Fall 2007		Fall 2007		Spring 2007		Spring 2007	
		(n=188)		(n=152)		(n=195)		(n=201)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	188	100.0	152	100.0	81	41.5	3	1.5
	Sophomore	0	0.0	0	0.0	66	33.8	5	2.5
	Junior	0	0.0	0	0.0	45	23.1	16	8.0
	Senior	0	0.0	0	0.0	3	1.5	177	88.1
	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	Agriculture/Environmental Studies	0	0.0	0	0.0	2	1.0	2	1.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	11	5.6	18	9.0
	Communications/Journalism	0	0.0	0	0.0	6	3.1	13	6.5
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	2	1.0	5	2.5
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	35	17.9	19	9.5
	History	0	0.0	0	0.0	5	2.6	6	3.0
	Humanities	0	0.0	0	0.0	9	4.6	34	16.9
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	16	8.2	20	10.0
	Science/Math	0	0.0	0	0.0	4	2.1	10	5.0
	Social Sciences/Psychology	0	0.0	0	0.0	36	18.5	24	11.9
	Other	0	0.0	0	0.0	32	16.4	49	24.4
	Undecided	0	0.0	0	0.0	37	19.0	1	0.5
	Not Reported	188	100.0	152	100.0	0	0.0	0	0.0

		Hunter College Transfer Students Spring 2007 (n=200)		Jackson State University SAILS At JSU Spring 2007 (n=186)		Jackson State University SAILS At JSU Spring 2008 (n=288)		Jefferson Community & Technical College Spring2007 Spring 2007 (n=51)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	22	11.0	63	33.9	9	3.1	31	60.8
	Sophomore	67	33.5	50	26.9	35	12.2	10	19.6
	Junior	83	41.5	37	19.9	93	32.3	4	7.8
	Senior	28	14.0	34	18.3	146	50.7	4	7.8
	Other	0	0.0	0	0.0	2	0.7	2	3.9
	Not Reported	0	0.0	2	1.1	3	1.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	2.5	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	12	6.0	29	15.6	78	27.1	7	13.7
	Communications/Journalism	14	7.0	11	5.9	4	1.4	0	0.0
	Education	0	0.0	50	26.9	68	23.6	1	2.0
	Engineering/Computer Science	2	1.0	3	1.6	11	3.8	1	2.0
	General Studies	0	0.0	6	3.2	0	0.0	3	5.9
	Health Sciences	36	18.0	8	4.3	4	1.4	14	27.5
	History	11	5.5	0	0.0	3	1.0	0	0.0
	Humanities	15	7.5	0	0.0	2	0.7	1	2.0
	Law	0	0.0	8	4.3	5	1.7	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	23	11.5	15	8.1	36	12.5	9	17.6
	Science/Math	12	6.0	5	2.7	1	0.3	3	5.9
	Social Sciences/Psychology	20	10.0	12	6.5	22	7.6	4	7.8
	Other	33	16.5	34	18.3	50	17.4	0	0.0
	Undecided	17	8.5	4	2.2	1	0.3	8	15.7
	Not Reported	0	0.0	1	0.5	3	1.0	0	0.0

		Johnson & Wales University - Charlotte Fall 2007		Johnson & Wales University - Charlotte JWU CLT Fall 08		Johnson & Wales University - Charlotte Fall 2009		Keene State College 2008 Fall Freshmen	
		Fall 2007		Fall 2008		Fall 2009		Fall 2008	
		(n=63)		(n=138)		(n=122)		(n=292)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	60	95.2	56	40.6	74	60.7	268	91.8
	Sophomore	3	4.8	50	36.2	5	4.1	16	5.5
	Junior	0	0.0	9	6.5	0	0.0	3	1.0
	Senior	0	0.0	22	15.9	43	35.2	0	0.0
	Other	0	0.0	1	0.7	0	0.0	4	1.4
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.3
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	79	64.8	4	1.4
	Architecture	0	0.0	0	0.0	0	0.0	10	3.4
	Business	29	46.0	102	73.9	22	18.0	22	7.5
	Communications/Journalism	0	0.0	0	0.0	0	0.0	11	3.8
	Education	0	0.0	0	0.0	0	0.0	66	22.6
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	3	1.0
	General Studies	0	0.0	0	0.0	0	0.0	8	2.7
	Health Sciences	0	0.0	0	0.0	0	0.0	12	4.1
	History	0	0.0	0	0.0	0	0.0	6	2.1
	Humanities	0	0.0	0	0.0	0	0.0	16	5.5
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	4	1.4
	Performing & Fine Arts	34	54.0	36	26.1	21	17.2	14	4.8
	Science/Math	0	0.0	0	0.0	0	0.0	4	1.4
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	7	2.4
	Other	0	0.0	0	0.0	0	0.0	15	5.1
	Undecided	0	0.0	0	0.0	0	0.0	77	26.4
	Not Reported	0	0.0	0	0.0	0	0.0	13	4.5

		Keene State College 2009 Fall Freshmen Fall 2009 (n=293)		Kent State University - Kent Campus Senior Testing 07 Spring 2007 (n=111)		Kent State University - Kent Campus Ed Orientation Fall 2007 (n=185)		Kent State University - Kent Campus KSU FYS Spring 2008 (n=66)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	262	89.4	0	0.0	182	98.4	65	98.5
	Sophomore	22	7.5	0	0.0	3	1.6	1	1.5
	Junior	6	2.0	5	4.5	0	0.0	0	0.0
	Senior	0	0.0	106	95.5	0	0.0	0	0.0
	Other	3	1.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.7	0	0.0	0	0.0	0	0.0
	Architecture	13	4.4	1	0.9	0	0.0	1	1.5
	Business	11	3.8	4	3.6	0	0.0	4	6.1
	Communications/Journalism	9	3.1	50	45.0	0	0.0	6	9.1
	Education	55	18.8	8	7.2	157	84.9	4	6.1
	Engineering/Computer Science	5	1.7	0	0.0	0	0.0	0	0.0
	General Studies	9	3.1	0	0.0	0	0.0	1	1.5
	Health Sciences	14	4.8	2	1.8	9	4.9	5	7.6
	History	5	1.7	1	0.9	1	0.5	1	1.5
	Humanities	36	12.3	4	3.6	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	1	1.5
	Military/Naval Science	7	2.4	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	12	4.1	8	7.2	12	6.5	23	34.8
	Science/Math	0	0.0	3	2.7	0	0.0	0	0.0
	Social Sciences/Psychology	10	3.4	8	7.2	1	0.5	0	0.0
	Other	26	8.9	22	19.8	1	0.5	4	6.1
	Undecided	79	27.0	0	0.0	4	2.2	16	24.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Kent State University - Kent Campus ED Orientation F2008 Fall 2008 (n=85)		La Roche College 2008 Fall Freshman Fall 2008 (n=148)		LaGuardia Community College 2008 Spr BILD Post Spring 2008 (n=169)		LaGuardia Community College 2008 Spr BILD Pre Spring 2008 (n=203)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	84	98.8	115	77.7	89	52.7	116	57.1
	Sophomore	1	1.2	20	13.5	79	46.7	86	42.4
	Junior	0	0.0	8	5.4	0	0.0	0	0.0
	Senior	0	0.0	2	1.4	0	0.0	0	0.0
	Other	0	0.0	3	2.0	1	0.6	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	12	8.1	0	0.0	0	0.0
	Business	0	0.0	20	13.5	21	12.4	13	6.4
	Communications/Journalism	0	0.0	7	4.7	0	0.0	0	0.0
	Education	79	92.9	15	10.1	2	1.2	3	1.5
	Engineering/Computer Science	0	0.0	4	2.7	9	5.3	7	3.4
	General Studies	0	0.0	0	0.0	55	32.5	62	30.5
	Health Sciences	2	2.4	12	8.1	67	39.6	75	36.9
	History	0	0.0	2	1.4	0	0.0	0	0.0
	Humanities	1	1.2	1	0.7	0	0.0	0	0.0
	Law	0	0.0	2	1.4	3	1.8	2	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.4	27	18.2	0	0.0	19	9.4
	Science/Math	0	0.0	5	3.4	3	1.8	2	1.0
	Social Sciences/Psychology	0	0.0	4	2.7	9	5.3	20	9.9
	Other	0	0.0	12	8.1	0	0.0	0	0.0
	Undecided	1	1.2	25	16.9	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Lakehead University Alexander 2008 Fall Fall 2008 (n=72)		Lancaster Bible College LA 102 SAILS Spring 2008 (n=51)		Lancaster Bible College Fall 09 Traditional Fall 2009 (n=119)		Langston University OK Success 2008 Fall 2008 (n=157)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	12	16.7	38	74.5	96	80.7	85	54.1
	Sophomore	19	26.4	10	19.6	18	15.1	2	1.3
	Junior	17	23.6	2	3.9	5	4.2	3	1.9
	Senior	22	30.6	1	2.0	0	0.0	0	0.0
	Other	2	2.8	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	67	42.7
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	66	91.7	0	0.0	0	0.0	0	0.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	1	1.4	0	0.0	0	0.0	0	0.0
	General Studies	1	1.4	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.8	29	56.9	119	100.0	85	54.1
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Undecided	2	2.8	22	43.1	0	0.0	13	8.3
	Not Reported	0	0.0	0	0.0	0	0.0	59	37.6

		Lincoln Memorial University SP09 INFL/EDUC A0 Spring 2009 (n=51)		Lincoln Memorial University FALL09 FF Class Fall 2009 (n=186)		Lorain County Community College 2007 Entry Fall 2007 (n=117)		Lorain County Community College ILAD post Spring 2008 (n=50)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	17	33.3	186	100.0	109	93.2	5	10.0
	Sophomore	16	31.4	0	0.0	7	6.0	21	42.0
	Junior	12	23.5	0	0.0	1	0.9	24	48.0
	Senior	6	11.8	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	1.1	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	2	3.9	10	5.4	26	22.2	14	28.0
	Communications/Journalism	2	3.9	3	1.6	2	1.7	1	2.0
	Education	11	21.6	19	10.2	1	0.9	9	18.0
	Engineering/Computer Science	0	0.0	0	0.0	5	4.3	1	2.0
	General Studies	0	0.0	0	0.0	1	0.9	0	0.0
	Health Sciences	16	31.4	52	28.0	32	27.4	8	16.0
	History	1	2.0	9	4.8	0	0.0	0	0.0
	Humanities	1	2.0	2	1.1	0	0.0	1	2.0
	Law	1	2.0	2	1.1	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	12	23.5	30	16.1	17	14.5	3	6.0
	Science/Math	0	0.0	4	2.2	4	3.4	0	0.0
	Social Sciences/Psychology	2	3.9	24	12.9	5	4.3	5	10.0
	Other	2	3.9	8	4.3	2	1.7	5	10.0
	Undecided	1	2.0	21	11.3	22	18.8	3	6.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Lorain County Community College ILAD pre Spring 2008 (n=174)		Manhattanville College Fall 2007 Info Lit Spring 2008 (n=780)		Manhattanville College Fall2008-Spring 2009 Spring 2009 (n=701)		Marygrove College Library Winter 2009 Spring 2009 (n=90)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	20	11.5	171	21.9	93	13.3	17	18.9
	Sophomore	67	38.5	268	34.4	270	38.5	17	18.9
	Junior	87	50.0	203	26.0	200	28.5	32	35.6
	Senior	0	0.0	133	17.1	136	19.4	23	25.6
	Other	0	0.0	5	0.6	2	0.3	1	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.7	0	0.0	2	0.3	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	18	10.3	150	19.2	141	20.1	7	7.8
	Communications/Journalism	0	0.0	73	9.4	69	9.8	1	1.1
	Education	29	16.7	85	10.9	77	11.0	12	13.3
	Engineering/Computer Science	1	0.6	7	0.9	0	0.0	5	5.6
	General Studies	0	0.0	1	0.1	1	0.1	0	0.0
	Health Sciences	88	50.6	0	0.0	7	1.0	4	4.4
	History	1	0.6	42	5.4	33	4.7	1	1.1
	Humanities	0	0.0	26	3.3	24	3.4	0	0.0
	Law	0	0.0	27	3.5	17	2.4	2	2.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	17	9.8	103	13.2	93	13.3	23	25.6
	Science/Math	0	0.0	47	6.0	66	9.4	5	5.6
	Social Sciences/Psychology	9	5.2	35	4.5	26	3.7	10	11.1
	Other	5	2.9	110	14.1	99	14.1	17	18.9
	Undecided	3	1.7	74	9.5	46	6.6	3	3.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Marymount College Fall 09 Freshmen		McMaster University Bus1Win2007		McMaster University Comm1E03Winter2008		Middle Tennessee State University 2009 Fall Freshmen	
		Fall 2009		Spring 2007		Spring 2008		Fall 2009	
		(n=184)		(n=468)		(n=949)		(n=369)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	181	98.4	384	82.1	514	54.2	369	100.0
	Sophomore	0	0.0	73	15.6	404	42.6	0	0.0
	Junior	0	0.0	10	2.1	24	2.5	0	0.0
	Senior	0	0.0	1	0.2	6	0.6	0	0.0
	Other	3	1.6	0	0.0	1	0.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	4	1.1
	Architecture	1	0.5	0	0.0	0	0.0	0	0.0
	Business	24	13.0	428	91.5	842	88.7	25	6.8
	Communications/Journalism	8	4.3	1	0.2	2	0.2	33	8.9
	Education	4	2.2	0	0.0	0	0.0	16	4.3
	Engineering/Computer Science	1	0.5	31	6.6	73	7.7	14	3.8
	General Studies	1	0.5	0	0.0	0	0.0	0	0.0
	Health Sciences	24	13.0	0	0.0	1	0.1	27	7.3
	History	1	0.5	0	0.0	0	0.0	7	1.9
	Humanities	2	1.1	0	0.0	0	0.0	1	0.3
	Law	0	0.0	0	0.0	0	0.0	2	0.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	23	12.5	0	0.0	7	0.7	52	14.1
	Science/Math	11	6.0	0	0.0	0	0.0	2	0.5
	Social Sciences/Psychology	4	2.2	4	0.9	4	0.4	24	6.5
	Other	17	9.2	0	0.0	0	0.0	16	4.3
	Undecided	63	34.2	4	0.9	20	2.1	146	39.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		North Georgia College & State University Fall 2007 Pilot Fall 2007 (n=78)		North Georgia College & State University Spring 2008 Pilot Spring 2008 (n=79)		North Georgia College & State University Fall 2008 Fall 2008 (n=64)		North Georgia College & State University Spring 2009 Spring 2009 (n=182)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	71	91.0	48	60.8	17	26.6	129	70.9
	Sophomore	4	5.1	26	32.9	33	51.6	39	21.4
	Junior	1	1.3	4	5.1	12	18.8	11	6.0
	Senior	0	0.0	0	0.0	2	3.1	3	1.6
	Other	2	2.6	1	1.3	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	4	2.2
	Business	12	15.4	13	16.5	10	15.6	27	14.8
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	16	20.5	7	8.9	11	17.2	26	14.3
	Engineering/Computer Science	4	5.1	3	3.8	2	3.1	13	7.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	5	6.4	9	11.4	13	20.3	21	11.5
	History	1	1.3	6	7.6	4	6.3	6	3.3
	Humanities	0	0.0	1	1.3	0	0.0	3	1.6
	Law	1	1.3	3	3.8	1	1.6	6	3.3
	Military/Naval Science	1	1.3	1	1.3	1	1.6	0	0.0
	Performing & Fine Arts	10	12.8	12	15.2	9	14.1	33	18.1
	Science/Math	1	1.3	6	7.6	2	3.1	4	2.2
	Social Sciences/Psychology	11	14.1	8	10.1	2	3.1	19	10.4
	Other	2	2.6	2	2.5	4	6.3	6	3.3
	Undecided	14	17.9	8	10.1	5	7.8	14	7.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		North Georgia College & State University Fall 2009 Fall 2009 (n=97)		Northeastern State University NSU Fall 2008 Fresh. Fall 2008 (n=69)		Northwestern Oklahoma State University OK Success 2008 Fall 2008 (n=148)		Oakland University 2008 Winter RHT 160s Spring 2008 (n=290)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	16	16.5	64	92.8	145	98.0	239	82.4
	Sophomore	69	71.1	0	0.0	2	1.4	28	9.7
	Junior	10	10.3	2	2.9	0	0.0	18	6.2
	Senior	2	2.1	2	2.9	1	0.7	5	1.7
	Other	0	0.0	1	1.4	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	2.9	2	1.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	15	15.5	6	8.7	14	9.5	49	16.9
	Communications/Journalism	1	1.0	5	7.2	2	1.4	12	4.1
	Education	19	19.6	12	17.4	18	12.2	28	9.7
	Engineering/Computer Science	3	3.1	2	2.9	7	4.7	13	4.5
	General Studies	0	0.0	0	0.0	0	0.0	2	0.7
	Health Sciences	10	10.3	2	2.9	27	18.2	62	21.4
	History	7	7.2	1	1.4	2	1.4	4	1.4
	Humanities	1	1.0	0	0.0	0	0.0	3	1.0
	Law	5	5.2	0	0.0	5	3.4	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	15	15.5	9	13.0	22	14.9	29	10.0
	Science/Math	0	0.0	1	1.4	2	1.4	8	2.8
	Social Sciences/Psychology	7	7.2	1	1.4	4	2.7	18	6.2
	Other	7	7.2	5	7.2	5	3.4	23	7.9
	Undecided	7	7.2	23	33.3	38	25.7	39	13.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Oakton Community College 2007 Spring Gen Ed		Ohio University 2007 Spring Seniors		Ohio University Fall 2007 Freshmen		Ohio University Spring 2008 Seniors	
		Spring 2007		Spring 2007		Fall 2007		Spring 2008	
		(n=497)		(n=50)		(n=241)		(n=99)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	270	54.3	0	0.0	225	93.4	0	0.0
	Sophomore	227	45.7	0	0.0	14	5.8	0	0.0
	Junior	0	0.0	0	0.0	2	0.8	2	2.0
	Senior	0	0.0	50	100.0	0	0.0	97	98.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.2	3	6.0	0	0.0	0	0.0
	Architecture	4	0.8	0	0.0	1	0.4	0	0.0
	Business	78	15.7	24	48.0	16	6.6	32	32.3
	Communications/Journalism	5	1.0	15	30.0	19	7.9	7	7.1
	Education	24	4.8	0	0.0	14	5.8	1	1.0
	Engineering/Computer Science	10	2.0	6	12.0	4	1.7	1	1.0
	General Studies	16	3.2	0	0.0	0	0.0	0	0.0
	Health Sciences	187	37.6	0	0.0	20	8.3	4	4.0
	History	9	1.8	0	0.0	3	1.2	1	1.0
	Humanities	1	0.2	0	0.0	3	1.2	3	3.0
	Law	6	1.2	0	0.0	4	1.7	2	2.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	30	6.0	1	2.0	22	9.1	33	33.3
	Science/Math	10	2.0	0	0.0	15	6.2	13	13.1
	Social Sciences/Psychology	21	4.2	1	2.0	7	2.9	0	0.0
	Other	17	3.4	0	0.0	10	4.1	2	2.0
	Undecided	74	14.9	0	0.0	103	42.7	0	0.0
	Not Reported	4	0.8	0	0.0	0	0.0	0	0.0

		Ohio University Fall 2008 Freshmen Fall 2008 (n=186)		Ohio University Spring 2009 Seniors Spring 2009 (n=134)		Ohio University Fall 2009 Freshmen Fall 2009 (n=208)		Oklahoma Panhandle State University OPSUrkdFall2008 Fall 2008 (n=52)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	176	94.6	0	0.0	203	97.6	52	100.0
	Sophomore	8	4.3	0	0.0	4	1.9	0	0.0
	Junior	2	1.1	1	0.7	0	0.0	0	0.0
	Senior	0	0.0	131	97.8	0	0.0	0	0.0
	Other	0	0.0	2	1.5	1	0.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	1.9
	Architecture	1	0.5	0	0.0	1	0.5	0	0.0
	Business	11	5.9	36	26.9	5	2.4	9	17.3
	Communications/Journalism	10	5.4	11	8.2	5	2.4	0	0.0
	Education	10	5.4	1	0.7	7	3.4	13	25.0
	Engineering/Computer Science	0	0.0	0	0.0	4	1.9	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	4	2.2	17	12.7	14	6.7	6	11.5
	History	2	1.1	3	2.2	0	0.0	0	0.0
	Humanities	0	0.0	4	3.0	1	0.5	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	3.8	52	38.8	16	7.7	7	13.5
	Science/Math	4	2.2	0	0.0	15	7.2	2	3.8
	Social Sciences/Psychology	6	3.2	4	3.0	11	5.3	2	3.8
	Other	10	5.4	6	4.5	28	13.5	2	3.8
	Undecided	121	65.1	0	0.0	101	48.6	10	19.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Pace University Spring 2007		Patrick Henry College Freshman Fall 2008		Patrick Henry College 2009 Spring		Patrick Henry College 2009F	
		Spring 2007		Fall 2008		Spring 2009		Fall 2009	
		(n=139)		(n=57)		(n=84)		(n=61)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	4	2.9	52	91.2	2	2.4	55	90.2
	Sophomore	90	64.7	4	7.0	12	14.3	5	8.2
	Junior	34	24.5	0	0.0	15	17.9	0	0.0
	Senior	11	7.9	0	0.0	55	65.5	1	1.6
	Other	0	0.0	1	1.8	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	1.4	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	77	55.4	0	0.0	0	0.0	1	1.6
	Communications/Journalism	7	5.0	4	7.0	13	15.5	7	11.5
	Education	3	2.2	0	0.0	4	4.8	2	3.3
	Engineering/Computer Science	3	2.2	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	5	3.6	0	0.0	0	0.0	0	0.0
	History	0	0.0	3	5.3	1	1.2	0	0.0
	Humanities	3	2.2	7	12.3	8	9.5	4	6.6
	Law	2	1.4	0	0.0	0	0.0	4	6.6
	Military/Naval Science	0	0.0	0	0.0	1	1.2	0	0.0
	Performing & Fine Arts	8	5.8	2	3.5	52	61.9	21	34.4
	Science/Math	3	2.2	0	0.0	1	1.2	0	0.0
	Social Sciences/Psychology	3	2.2	0	0.0	0	0.0	0	0.0
	Other	18	12.9	20	35.1	4	4.8	5	8.2
	Undecided	5	3.6	21	36.8	0	0.0	17	27.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Peninsula College 2008 Fall Fall 2008 (n=61)		Penn State University Fall 2008 Fall 2008 (n=854)		Phoenix SAILS_NOV07 Spring 2008 (n=2,428)		Phoenix SAILS_Apr09 Spring 2009 (n=1,365)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	26	42.6	773	90.5	642	26.4	413	30.3
	Sophomore	13	21.3	50	5.9	746	30.7	395	28.9
	Junior	11	18.0	13	1.5	540	22.2	299	21.9
	Senior	0	0.0	3	0.4	500	20.6	258	18.9
	Other	8	13.1	6	0.7	0	0.0	0	0.0
	Not Reported	3	4.9	9	1.1	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	42	4.9	0	0.0	0	0.0
	Architecture	0	0.0	8	0.9	0	0.0	0	0.0
	Business	15	24.6	73	8.5	1,161	47.8	559	41.0
	Communications/Journalism	0	0.0	24	2.8	0	0.0	0	0.0
	Education	1	1.6	67	7.8	49	2.0	60	4.4
	Engineering/Computer Science	1	1.6	134	15.7	268	11.0	129	9.5
	General Studies	3	4.9	88	10.3	221	9.1	92	6.7
	Health Sciences	7	11.5	88	10.3	208	8.6	126	9.2
	History	0	0.0	13	1.5	0	0.0	0	0.0
	Humanities	0	0.0	3	0.4	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	9.8	76	8.9	496	20.4	383	28.1
	Science/Math	1	1.6	2	0.2	0	0.0	0	0.0
	Social Sciences/Psychology	5	8.2	39	4.6	0	0.0	0	0.0
	Other	0	0.0	45	5.3	0	0.0	0	0.0
	Undecided	16	26.2	140	16.4	25	1.0	16	1.2
	Not Reported	6	9.8	12	1.4	0	0.0	0	0.0

		Pikeville College Fall 2009 Freshmen Fall 2009 (n=167)		Pittsburgh CGS Spring 2007 Spring 2007 (n=143)		Pittsburgh Comm 2007 post-test Spring 2007 (n=50)		Pittsburgh Comm Sp2007 pre-test Spring 2007 (n=201)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	167	100.0	21	14.7	19	38.0	74	36.8
	Sophomore	0	0.0	34	23.8	18	36.0	81	40.3
	Junior	0	0.0	31	21.7	8	16.0	34	16.9
	Senior	0	0.0	34	23.8	4	8.0	11	5.5
	Other	0	0.0	23	16.1	1	2.0	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.7	1	2.0	0	0.0
	Architecture	0	0.0	0	0.0	1	2.0	1	0.5
	Business	15	9.0	7	4.9	0	0.0	12	6.0
	Communications/Journalism	5	3.0	11	7.7	29	58.0	102	50.7
	Education	25	15.0	3	2.1	0	0.0	0	0.0
	Engineering/Computer Science	7	4.2	4	2.8	2	4.0	6	3.0
	General Studies	0	0.0	18	12.6	0	0.0	0	0.0
	Health Sciences	6	3.6	11	7.7	0	0.0	7	3.5
	History	4	2.4	0	0.0	2	4.0	5	2.5
	Humanities	0	0.0	10	7.0	3	6.0	4	2.0
	Law	0	0.0	7	4.9	1	2.0	3	1.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	38	22.8	33	23.1	1	2.0	13	6.5
	Science/Math	0	0.0	0	0.0	0	0.0	1	0.5
	Social Sciences/Psychology	30	18.0	11	7.7	0	0.0	1	0.5
	Other	10	6.0	16	11.2	2	4.0	10	5.0
	Undecided	27	16.2	11	7.7	8	16.0	36	17.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Pittsburgh CommWarnick Fall2007 Fall 2007 (n=58)		Pittsburgh Eng Fresh 07 Fall 2007 (n=391)		Pittsburgh Gbg FSeminar 2007 Fall 2007 (n=155)		Pittsburgh IAS Post Fall2007 Fall 2007 (n=721)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	5	8.6	389	99.5	155	100.0	718	99.6
	Sophomore	24	41.4	1	0.3	0	0.0	2	0.3
	Junior	19	32.8	1	0.3	0	0.0	1	0.1
	Senior	10	17.2	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.1
	Architecture	0	0.0	0	0.0	0	0.0	2	0.3
	Business	2	3.4	0	0.0	27	17.4	28	3.9
	Communications/Journalism	42	72.4	0	0.0	2	1.3	16	2.2
	Education	0	0.0	0	0.0	6	3.9	7	1.0
	Engineering/Computer Science	0	0.0	389	99.5	26	16.8	3	0.4
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	20	12.9	93	12.9
	History	3	5.2	0	0.0	0	0.0	20	2.8
	Humanities	1	1.7	1	0.3	2	1.3	38	5.3
	Law	2	3.4	0	0.0	1	0.6	7	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	6.9	0	0.0	18	11.6	102	14.1
	Science/Math	0	0.0	0	0.0	0	0.0	3	0.4
	Social Sciences/Psychology	0	0.0	0	0.0	11	7.1	126	17.5
	Other	1	1.7	0	0.0	13	8.4	63	8.7
	Undecided	3	5.2	1	0.3	29	18.7	212	29.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Pittsburgh IAS Pretest Fall2007 Fall 2007 (n=1,327)		Pittsburgh Johnstown Fall 2007 Fall 2007 (n=142)		Pittsburgh RelStudies Fall2007 Fall 2007 (n=51)		Pittsburgh UPBFRESHMA NFALL08 Fall 2008 (n=180)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1,324	99.8	115	81.0	2	3.9	178	98.9
	Sophomore	3	0.2	4	2.8	18	35.3	2	1.1
	Junior	0	0.0	9	6.3	17	33.3	0	0.0
	Senior	0	0.0	14	9.9	13	25.5	0	0.0
	Other	0	0.0	0	0.0	1	2.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	6	0.5	0	0.0	1	2.0	2	1.1
	Architecture	6	0.5	0	0.0	0	0.0	0	0.0
	Business	37	2.8	1	0.7	3	5.9	3	1.7
	Communications/Journalism	37	2.8	0	0.0	3	5.9	11	6.1
	Education	24	1.8	0	0.0	1	2.0	6	3.3
	Engineering/Computer Science	16	1.2	116	81.7	0	0.0	4	2.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	188	14.2	0	0.0	2	3.9	37	20.6
	History	26	2.0	0	0.0	6	11.8	8	4.4
	Humanities	60	4.5	1	0.7	2	3.9	0	0.0
	Law	13	1.0	0	0.0	0	0.0	4	2.2
	Military/Naval Science	1	0.1	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	154	11.6	0	0.0	8	15.7	53	29.4
	Science/Math	6	0.5	0	0.0	1	2.0	1	0.6
	Social Sciences/Psychology	234	17.6	0	0.0	10	19.6	17	9.4
	Other	104	7.8	23	16.2	9	17.6	16	8.9
	Undecided	415	31.3	1	0.7	5	9.8	18	10.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

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

		Pittsburgh UPGSENIORSPR09 Spring 2009 (n=85)		Pittsburgh UPJSENIORSPR09 Spring 2009 (n=52)		Pittsburgh UPSENIORSPR09 Spring 2009 (n=160)		Pittsburgh UPBFRESHMANFALL09 Fall 2009 (n=297)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	293	98.7
	Sophomore	1	1.2	0	0.0	0	0.0	3	1.0
	Junior	25	29.4	0	0.0	5	3.1	0	0.0
	Senior	59	69.4	52	100.0	155	96.9	0	0.0
	Other	0	0.0	0	0.0	0	0.0	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	2.4	0	0.0	0	0.0	4	1.3
	Architecture	0	0.0	0	0.0	2	1.3	0	0.0
	Business	21	24.7	1	1.9	22	13.8	26	8.8
	Communications/Journalism	3	3.5	2	3.8	7	4.4	4	1.3
	Education	2	2.4	2	3.8	0	0.0	31	10.4
	Engineering/Computer Science	4	4.7	44	84.6	8	5.0	5	1.7
	General Studies	0	0.0	0	0.0	2	1.3	1	0.3
	Health Sciences	14	16.5	1	1.9	29	18.1	60	20.2
	History	3	3.5	0	0.0	10	6.3	6	2.0
	Humanities	1	1.2	2	3.8	9	5.6	1	0.3
	Law	3	3.5	0	0.0	0	0.0	7	2.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.4	0	0.0	35	21.9	75	25.3
	Science/Math	1	1.2	0	0.0	3	1.9	0	0.0
	Social Sciences/Psychology	20	23.5	0	0.0	22	13.8	16	5.4
	Other	9	10.6	0	0.0	11	6.9	12	4.0
	Undecided	0	0.0	0	0.0	0	0.0	49	16.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Pittsburgh UPFRESHMAN09 Fall 2009 (n=1,418)		Pittsburgh UPGFRESHMAN09REV Fall 2009 (n=287)		Pittsburgh UPJFRESHMAN09 Fall 2009 (n=595)		Pittsburgh UPTFRESHMANFALL09 Fall 2009 (n=89)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1,413	99.6	287	100.0	591	99.3	82	92.1
	Sophomore	4	0.3	0	0.0	2	0.3	5	5.6
	Junior	1	0.1	0	0.0	1	0.2	1	1.1
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	1	0.2	1	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	0.2	1	0.3	5	0.8	0	0.0
	Architecture	3	0.2	1	0.3	0	0.0	1	1.1
	Business	82	5.8	42	14.6	66	11.1	0	0.0
	Communications/Journalism	15	1.1	6	2.1	14	2.4	0	0.0
	Education	11	0.8	7	2.4	70	11.8	5	5.6
	Engineering/Computer Science	456	32.2	32	11.1	124	20.8	1	1.1
	General Studies	1	0.1	1	0.3	0	0.0	0	0.0
	Health Sciences	200	14.1	29	10.1	85	14.3	48	53.9
	History	23	1.6	6	2.1	3	0.5	3	3.4
	Humanities	20	1.4	6	2.1	9	1.5	1	1.1
	Law	8	0.6	8	2.8	7	1.2	1	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	112	7.9	41	14.3	36	6.1	19	21.3
	Science/Math	5	0.4	1	0.3	1	0.2	0	0.0
	Social Sciences/Psychology	163	11.5	36	12.5	51	8.6	1	1.1
	Other	65	4.6	29	10.1	29	4.9	6	6.7
	Undecided	251	17.7	41	14.3	95	16.0	3	3.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Polk Community College Phase 2, Nursing I Spring 2008 (n=65)		Ramapo College of New Jersey 2006 Fall Freshmen Spring 2007 (n=232)		River Parishes Community College 2008 Fall Freshmen Fall 2008 (n=140)		River Parishes Community College Spring '09 30 Hours Spring 2009 (n=112)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	230	99.1	108	77.1	2	1.8
	Sophomore	0	0.0	2	0.9	10	7.1	68	60.7
	Junior	0	0.0	0	0.0	6	4.3	25	22.3
	Senior	0	0.0	0	0.0	4	2.9	9	8.0
	Other	0	0.0	0	0.0	12	8.6	8	7.1
	Not Reported	65	100.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	57	24.6	15	10.7	20	17.9
	Communications/Journalism	0	0.0	0	0.0	3	2.1	0	0.0
	Education	0	0.0	8	3.4	19	13.6	17	15.2
	Engineering/Computer Science	0	0.0	7	3.0	2	1.4	5	4.5
	General Studies	0	0.0	0	0.0	13	9.3	8	7.1
	Health Sciences	65	100.0	18	7.8	33	23.6	25	22.3
	History	0	0.0	15	6.5	0	0.0	3	2.7
	Humanities	0	0.0	1	0.4	0	0.0	3	2.7
	Law	0	0.0	5	2.2	1	0.7	1	0.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	27	11.6	24	17.1	17	15.2
	Science/Math	0	0.0	0	0.0	0	0.0	3	2.7
	Social Sciences/Psychology	0	0.0	22	9.5	10	7.1	2	1.8
	Other	0	0.0	13	5.6	2	1.4	4	3.6
	Undecided	0	0.0	59	25.4	17	12.1	4	3.6
	Not Reported	0	0.0	0	0.0	1	0.7	0	0.0

		River Parishes Community College 2009/10 Freshmen Fall 2009 (n=263)		Rutgers University School of Law Law Library Spring 2008 (n=59)		Scottsdale Community College Spring 2007 Sample Spring 2007 (n=250)		Scottsdale Community College SCC Fall 2007 (n=314)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	263	100.0	30	50.8	60	24.0	84	26.8
	Sophomore	0	0.0	0	0.0	109	43.6	177	56.4
	Junior	0	0.0	29	49.2	37	14.8	37	11.8
	Senior	0	0.0	0	0.0	18	7.2	5	1.6
	Other	0	0.0	0	0.0	26	10.4	11	3.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.4	0	0.0	0	0.0	1	0.3
	Architecture	1	0.4	0	0.0	5	2.0	4	1.3
	Business	18	6.8	0	0.0	29	11.6	58	18.5
	Communications/Journalism	0	0.0	0	0.0	18	7.2	18	5.7
	Education	21	8.0	0	0.0	17	6.8	21	6.7
	Engineering/Computer Science	15	5.7	0	0.0	4	1.6	12	3.8
	General Studies	26	9.9	0	0.0	5	2.0	5	1.6
	Health Sciences	29	11.0	0	0.0	14	5.6	38	12.1
	History	2	0.8	0	0.0	2	0.8	5	1.6
	Humanities	1	0.4	0	0.0	4	1.6	1	0.3
	Law	5	1.9	59	100.0	4	1.6	5	1.6
	Military/Naval Science	1	0.4	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	35	13.3	0	0.0	85	34.0	60	19.1
	Science/Math	1	0.4	0	0.0	8	3.2	13	4.1
	Social Sciences/Psychology	4	1.5	0	0.0	10	4.0	17	5.4
	Other	6	2.3	0	0.0	15	6.0	9	2.9
	Undecided	97	36.9	0	0.0	30	12.0	47	15.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Seminole Community College 2009 Fall Admin		Shippensburg University Fall 2007 FYStu		Shippensburg University SPRING2008		Shippensburg University Spring2009	
		Fall 2009		Fall 2007		Spring 2008		Spring 2009	
		(n=88)		(n=198)		(n=173)		(n=93)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	71	80.7	184	92.9	170	98.3	84	90.3
	Sophomore	12	13.6	11	5.6	2	1.2	9	9.7
	Junior	0	0.0	3	1.5	1	0.6	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	5	5.7	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	1.0	2	1.2	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	27	13.6	43	24.9	14	15.1
	Communications/Journalism	0	0.0	17	8.6	3	1.7	2	2.2
	Education	0	0.0	25	12.6	20	11.6	16	17.2
	Engineering/Computer Science	0	0.0	5	2.5	3	1.7	2	2.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	5	2.5	7	4.0	4	4.3
	History	0	0.0	10	5.1	1	0.6	4	4.3
	Humanities	47	53.4	2	1.0	4	2.3	1	1.1
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	10	11.4	13	6.6	21	12.1	14	15.1
	Science/Math	0	0.0	4	2.0	0	0.0	2	2.2
	Social Sciences/Psychology	22	25.0	19	9.6	8	4.6	7	7.5
	Other	0	0.0	25	12.6	17	9.8	4	4.3
	Undecided	9	10.2	44	22.2	44	25.4	23	24.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Southeastern Oklahoma State University SOSUClay12Fall2008 Fall 2008 (n=225)		Springfield College Fall 2007 Science - Post Spring 2008 (n=118)		Springfield College Fall 2007 Science - Pre Spring 2008 (n=130)		Springfield College Spring 2008 Post Spring 2008 (n=84)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	203	90.2	0	0.0	2	1.5	0	0.0
	Sophomore	16	7.1	54	45.8	56	43.1	3	3.6
	Junior	4	1.8	46	39.0	51	39.2	32	38.1
	Senior	2	0.9	16	13.6	19	14.6	27	32.1
	Other	0	0.0	2	1.7	2	1.5	22	26.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	8	3.6	0	0.0	0	0.0	0	0.0
	Communications/Journalism	6	2.7	1	0.8	0	0.0	0	0.0
	Education	33	14.7	18	15.3	9	6.9	0	0.0
	Engineering/Computer Science	9	4.0	0	0.0	0	0.0	2	2.4
	General Studies	3	1.3	0	0.0	0	0.0	1	1.2
	Health Sciences	11	4.9	72	61.0	87	66.9	52	61.9
	History	1	0.4	0	0.0	0	0.0	1	1.2
	Humanities	1	0.4	0	0.0	0	0.0	1	1.2
	Law	5	2.2	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	67	29.8	19	16.1	18	13.8	17	20.2
	Science/Math	2	0.9	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	12	5.3	7	5.9	13	10.0	4	4.8
	Other	13	5.8	0	0.0	0	0.0	6	7.1
	Undecided	54	24.0	1	0.8	3	2.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Springfield College Spring 2008 Pre Spring 2008 (n=88)		St. Thomas Aquinas College 2008 Fall Freshmen Fall 2008 (n=258)		Sullivan County Community College (SUNY) 2009 Fall Freshman Fall 2009 (n=134)		SUNY Geneseo February/March Spring 2007 (n=199)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	23	8.9	128	95.5	47	23.6
	Sophomore	3	3.4	0	0.0	0	0.0	52	26.1
	Junior	36	40.9	0	0.0	0	0.0	57	28.6
	Senior	26	29.5	0	0.0	0	0.0	41	20.6
	Other	23	26.1	0	0.0	6	4.5	2	1.0
	Not Reported	0	0.0	235	91.1	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	3	2.2	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	2	0.8	15	11.2	18	9.0
	Communications/Journalism	0	0.0	3	1.2	7	5.2	8	4.0
	Education	0	0.0	2	0.8	6	4.5	48	24.1
	Engineering/Computer Science	3	3.4	0	0.0	3	2.2	2	1.0
	General Studies	0	0.0	0	0.0	32	23.9	0	0.0
	Health Sciences	52	59.1	0	0.0	10	7.5	3	1.5
	History	0	0.0	0	0.0	0	0.0	6	3.0
	Humanities	1	1.1	1	0.4	4	3.0	8	4.0
	Law	0	0.0	0	0.0	8	6.0	2	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	21	23.9	3	1.2	39	29.1	27	13.6
	Science/Math	0	0.0	0	0.0	0	0.0	1	0.5
	Social Sciences/Psychology	4	4.5	1	0.4	0	0.0	43	21.6
	Other	7	8.0	5	1.9	4	3.0	22	11.1
	Undecided	0	0.0	6	2.3	3	2.2	11	5.5
	Not Reported	0	0.0	235	91.1	0	0.0	0	0.0

		SUNY Geneseo Spring 2007 INTD 105 Spring 2007		Texas A&M University - Kingsville Spring 2007 Spring 2007		Texas A&M University - Kingsville Fall 2007 Spring 2008		Texas A&M University - Kingsville Fall 2008 Spring 2009	
		(n=261)		(n=110)		(n=114)		(n=228)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	242	92.7	28	25.5	39	34.2	89	39.0
	Sophomore	17	6.5	17	15.5	15	13.2	24	10.5
	Junior	2	0.8	27	24.5	18	15.8	20	8.8
	Senior	0	0.0	38	34.5	42	36.8	44	19.3
	Other	0	0.0	0	0.0	0	0.0	51	22.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.4	24	21.8	5	4.4	25	11.0
	Architecture	0	0.0	0	0.0	2	1.8	1	0.4
	Business	39	14.9	0	0.0	21	18.4	6	2.6
	Communications/Journalism	16	6.1	25	22.7	0	0.0	6	2.6
	Education	24	9.2	1	0.9	27	23.7	10	4.4
	Engineering/Computer Science	1	0.4	25	22.7	16	14.0	6	2.6
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	6	2.3	10	9.1	7	6.1	50	21.9
	History	15	5.7	0	0.0	0	0.0	3	1.3
	Humanities	1	0.4	4	3.6	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	4	1.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	30	11.5	10	9.1	1	0.9	70	30.7
	Science/Math	6	2.3	0	0.0	0	0.0	2	0.9
	Social Sciences/Psychology	68	26.1	10	9.1	12	10.5	36	15.8
	Other	24	9.2	0	0.0	23	20.2	7	3.1
	Undecided	30	11.5	1	0.9	0	0.0	2	0.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		The Art Institute of Washington 2008 Fall Freshmen Fall 2008 (n=217)		The Art Institute of Washington 2008 Fall Graduates Fall 2008 (n=83)		The Art Institute of Washington 2009 Fall Freshmen Fall 2009 (n=262)		Thomas College EH112 Spring2007 Spring 2007 (n=91)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	213	98.2	23	27.7	251	95.8	78	85.7
	Sophomore	3	1.4	6	7.2	7	2.7	7	7.7
	Junior	0	0.0	8	9.6	1	0.4	1	1.1
	Senior	0	0.0	41	49.4	0	0.0	0	0.0
	Other	1	0.5	5	6.0	3	1.1	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	5	5.5
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	5	1.9	15	16.5
	Communications/Journalism	0	0.0	0	0.0	4	1.5	0	0.0
	Education	0	0.0	0	0.0	0	0.0	8	8.8
	Engineering/Computer Science	0	0.0	0	0.0	4	1.5	6	6.6
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	0	0.0	0	0.0	0	0.0	3	3.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	195	74.4	45	49.5
	Science/Math	0	0.0	0	0.0	53	20.2	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	1	1.1
	Other	0	0.0	0	0.0	0	0.0	6	6.6
	Undecided	0	0.0	0	0.0	1	0.4	2	2.2
	Not Reported	217	100.0	83	100.0	0	0.0	5	5.5

		Thomas College Fall2007Firstyears		Thomas College EH112Spring2008		Thomas College FS110_Fall2008		Thomas College EH112 Spring 2009	
		Fall 2007		Spring 2008		Fall 2008		Spring 2009	
		(n=116)		(n=130)		(n=175)		(n=98)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	112	96.6	111	85.4	173	98.9	89	90.8
	Sophomore	2	1.7	11	8.5	1	0.6	7	7.1
	Junior	2	1.7	7	5.4	0	0.0	2	2.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	1	0.8	1	0.6	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	20	17.2	23	17.7	22	12.6	19	19.4
	Communications/Journalism	3	2.6	3	2.3	2	1.1	0	0.0
	Education	11	9.5	15	11.5	26	14.9	18	18.4
	Engineering/Computer Science	6	5.2	4	3.1	5	2.9	4	4.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	1	0.8	0	0.0	0	0.0
	Humanities	0	0.0	2	1.5	0	0.0	0	0.0
	Law	3	2.6	3	2.3	9	5.1	7	7.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	57	49.1	58	44.6	90	51.4	32	32.7
	Science/Math	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	1	1.0
	Other	9	7.8	15	11.5	8	4.6	9	9.2
	Undecided	6	5.2	4	3.1	11	6.3	6	6.1
	Not Reported	1	0.9	2	1.5	2	1.1	2	2.0

		Thomas College Freshmen Fall 2009		Thomas Edison State College AY2008-09, Second		Toronto Mississauga SAILS First-Years		Toronto Mississauga Head Start	
		Fall 2009		Spring 2009		Fall 2007		Fall 2008	
		(n=181)		(n=111)		(n=60)		(n=262)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	179	98.9	32	28.8	60	100.0	155	59.2
	Sophomore	2	1.1	28	25.2	0	0.0	39	14.9
	Junior	0	0.0	31	27.9	0	0.0	36	13.7
	Senior	0	0.0	20	18.0	0	0.0	21	8.0
	Other	0	0.0	0	0.0	0	0.0	11	4.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	37	20.4	8	7.2	40	66.7	34	13.0
	Communications/Journalism	2	1.1	0	0.0	1	1.7	23	8.8
	Education	21	11.6	0	0.0	0	0.0	2	0.8
	Engineering/Computer Science	4	2.2	11	9.9	0	0.0	3	1.1
	General Studies	1	0.6	4	3.6	0	0.0	0	0.0
	Health Sciences	0	0.0	59	53.2	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	13	5.0
	Humanities	0	0.0	1	0.9	4	6.7	36	13.7
	Law	6	3.3	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	80	44.2	18	16.2	5	8.3	27	10.3
	Science/Math	0	0.0	0	0.0	0	0.0	2	0.8
	Social Sciences/Psychology	0	0.0	6	5.4	6	10.0	53	20.2
	Other	21	11.6	4	3.6	3	5.0	47	17.9
	Undecided	9	5.0	0	0.0	1	1.7	22	8.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Toronto Mississauga HeadStart 2009 Fall 2009 (n=81)		Touro College fall orientation 08 Fall 2008 (n=91)		Vanderbilt University 2007 Spring Pilot Spring 2007 (n=102)		Wayne State University WSU 2006-2007 Spring 2007 (n=190)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	73	90.1	23	25.3	31	30.4	109	57.4
	Sophomore	1	1.2	42	46.2	29	28.4	45	23.7
	Junior	3	3.7	8	8.8	21	20.6	20	10.5
	Senior	4	4.9	0	0.0	21	20.6	16	8.4
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	18	19.8	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	1.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	10	12.3	7	7.7	2	2.0	32	16.8
	Communications/Journalism	2	2.5	0	0.0	2	2.0	11	5.8
	Education	2	2.5	0	0.0	9	8.8	16	8.4
	Engineering/Computer Science	3	3.7	6	6.6	13	12.7	5	2.6
	General Studies	0	0.0	0	0.0	0	0.0	2	1.1
	Health Sciences	0	0.0	11	12.1	3	2.9	37	19.5
	History	2	2.5	0	0.0	3	2.9	1	0.5
	Humanities	8	9.9	0	0.0	7	6.9	0	0.0
	Law	0	0.0	2	2.2	1	1.0	8	4.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	7.4	8	8.8	21	20.6	17	8.9
	Science/Math	4	4.9	1	1.1	10	9.8	15	7.9
	Social Sciences/Psychology	21	25.9	4	4.4	11	10.8	13	6.8
	Other	17	21.0	12	13.2	14	13.7	13	6.8
	Undecided	6	7.4	17	18.7	5	4.9	20	10.5
	Not Reported	0	0.0	23	25.3	0	0.0	0	0.0

		Western New England College 2009 Fall		Westmont College Fall07fy		Westmont College Fall 09 First Year		William Woods University FALL07freshmen	
		Fall 2009		Fall 2007		Fall 2009		Fall 2007	
		(n=619)		(n=95)		(n=83)		(n=172)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	81	13.1	94	98.9	82	98.8	155	90.1
	Sophomore	239	38.6	1	1.1	1	1.2	6	3.5
	Junior	182	29.4	0	0.0	0	0.0	9	5.2
	Senior	108	17.4	0	0.0	0	0.0	0	0.0
	Other	9	1.5	0	0.0	0	0.0	2	1.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	39	22.7
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	312	50.4	6	6.3	3	3.6	25	14.5
	Communications/Journalism	22	3.6	8	8.4	5	6.0	9	5.2
	Education	18	2.9	3	3.2	6	7.2	19	11.0
	Engineering/Computer Science	67	10.8	0	0.0	1	1.2	1	0.6
	General Studies	3	0.5	2	2.1	0	0.0	0	0.0
	Health Sciences	3	0.5	7	7.4	7	8.4	3	1.7
	History	24	3.9	3	3.2	5	6.0	1	0.6
	Humanities	4	0.6	2	2.1	3	3.6	0	0.0
	Law	5	0.8	3	3.2	2	2.4	8	4.7
	Military/Naval Science	39	6.3	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	19	3.1	7	7.4	1	1.2	24	14.0
	Science/Math	0	0.0	3	3.2	6	7.2	9	5.2
	Social Sciences/Psychology	43	6.9	13	13.7	7	8.4	8	4.7
	Other	37	6.0	7	7.4	7	8.4	7	4.1
	Undecided	23	3.7	31	32.6	30	36.1	19	11.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

Wisconsin SummerSOAR Inventory

Fall 2007

(n=72)

	Characteristics	n	%
Class Standing	Freshman	71	98.6
	Sophomore	0	0.0
	Junior	0	0.0
	Senior	0	0.0
	Other	0	0.0
	Not Reported	1	1.4
Student Major	Agriculture/Environmental Studies	4	5.6
	Architecture	0	0.0
	Business	2	2.8
	Communications/Journalism	6	8.3
	Education	1	1.4
	Engineering/Computer Science	4	5.6
	General Studies	0	0.0
	Health Sciences	6	8.3
	History	1	1.4
	Humanities	2	2.8
	Law	0	0.0
	Military/Naval Science	0	0.0
	Performing & Fine Arts	12	16.7
	Science/Math	1	1.4
	Social Sciences/Psychology	12	16.7
	Other	7	9.7
	Undecided	14	19.4
	Not Reported	0	0.0

APPENDIX E

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

Skill Set: Developing a Research Strategy

32 items: 63, 95, 99, 101, 453, 147, 148, 198, 203, 215, 237, 239, 449, 255, 444, 451, 452, 511, 517, 529, 530, 531, 532, 533, 548, 550, 562, 568, 569, 570, 571, 572

Skill Set: Selecting Finding Tools

17 items: 19, 22, 64, 139, 142, 141, 257, 140, 518, 519, 521, 522, 523, 545, 551, 555, 559

Skill Set: Searching

26 items: 14, 21, 28, 39, 43, 53, 59, 73, 88, 90, 108, 196, 205, 218, 228, 230, 242, 247, 262, 263, 515, 541, 543, 561, 577, 578

Skill Set: Using Finding Tool Features

12 items: 42, 62, 71, 259, 260, 525, 526, 527, 549, 520, 540, 579

Skill Set: Retrieving Sources

15 items: 25, 29, 30, 68, 93, 104, 106, 192, 194, 195, 214, 216, 229, 539, 524

Skill Set: Evaluating Sources

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

Skill Set: Documenting Sources

15 items: 40, 44, 49, 60, 111, 123, 156, 193, 197, 199, 512, 528, 557, 560, 574

Skill Set: Understanding Economic, Legal, and Social Issues

20 items: 112, 117, 118, 119, 122, 132, 133, 134, 136, 200, 221, 222, 120, 271, 516, 552, 553, 554, 556, 573

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

39 items: 9, 20, 27, 30, 43, 63, 64, 68, 73, 93, 95, 99, 101, 104, 106, 147, 148, 198, 205, 215, 242, 255, 449, 451, 452, 453, 511, 517, 524, 529, 530, 531, 537, 562, 568, 569, 570, 571, 572

Standard 2: Accesses Needed Information Effectively and Efficiently

71 items: 14, 19, 21, 22, 25, 29, 39, 40, 42, 44, 49, 53, 59, 60, 62, 71, 88, 90, 108, 139, 140, 141, 142, 150, 156, 192, 193, 194, 195, 196, 197, 199, 203, 214, 216, 228, 229, 230, 237, 239, 247, 257, 259, 260, 262, 444, 515, 518, 519, 520, 521, 522, 523, 525, 526, 527, 532, 534, 535, 539, 540, 541, 543, 545, 548, 549, 550, 561, 577, 578, 579

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

21 items: 28, 83, 87, 91, 92, 124, 206, 207, 218, 227, 263, 446, 533, 536, 538, 551, 555, 558, 559, 563, 575

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: 111, 112, 117, 118, 119, 120, 122, 123, 132, 133, 134, 136, 200, 221, 222, 271, 512, 516, 528, 552, 553, 554, 556, 557, 560, 573, 574

APPENDIX F

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

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

Standard 1
The information literate student determines the nature and extent of the information needed.

Performance Indicators

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

Outcomes

1.1.1 Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need

517

1.1.2 Develops a thesis statement and formulates questions based on the information need

1.1.3 Explores general information sources to increase familiarity with the topic.

Objectives

1.1.3.1 Describes the difference between general and subject-specific information sources.

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

Items

64

1.1.4 Defines or modifies the information need to achieve a manageable focus

1.1.4.1 Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.
530

1.1.4.2 Explains his/her reasoning regarding the manageability of a topic with reference to available information sources.

1.1.4.3 Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.
511

1.1.4.4 Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information.
529

1.1.4.5 Uses background information sources effectively to gain an initial understanding of the topic.
95

1.1.4.6 Consults with the course instructor and librarians to develop a manageable focus for the topic.
562

1.1.5 Identifies key concepts and terms that describe the information need

1.1.5.1 Lists terms that may be useful for locating information on a topic.
43

1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
205

1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.
255

1.1.5.4 Identifies more specific concepts that comprise a research topic.

1.1.6 Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

1.2 The information literate student identifies a variety of types and formats of potential sources for information.

1.2.1 Knows how information is formally and informally produced, organized, and disseminated

1.2.1.1 Describes the publication cycle appropriate to the discipline of a research topic.

1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
449

1.2.2 Recognizes that knowledge can be organized into disciplines that influence the way information is accessed

1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
569, 570, 571, 572

1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.
73

1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.
242

1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.
63

1.2.3 Identifies the value and differences of potential resources in a variety of formats (e.g.,multimedia, database, website, data set, audio/visual, book)

1.2.3.1 Identifies various formats in which information is available.
568

1.2.3.2 Demonstrates how the format in which information appears may affect its usefulness for a particular information need.

1.2.4 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)

1.2.4.1 Distinguishes characteristics of information provided for different audiences.
9, 20, 27

1.2.4.2 Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).

1.2.5 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline

1.2.5.1 Describes how various fields of study define primary and secondary sources differently.
99, 101

1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.
147, 148, 451, 452, 453

1.2.6 Realizes that information may need to be constructed with raw data from primary sources
524

1.3 The information literate student considers the costs and benefits of acquiring the needed information.

1.3.1 Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)

1.3.1.1 Determines if material is available immediately.
104, 106

1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.
30

1.3.2 Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context

1.3.3 Defines a realistic overall plan and timeline to acquire the needed information

1.3.3.1 Searches for and gathers information based on an informal, flexible plan.

1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.
93

1.3.3.3 Acts appropriately to obtain information within the time frame required.
68

1.4 The information literate student reevaluates the nature and extent of the information need.

1.4.1 Reviews the initial information need to clarify, revise, or refine the question

1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).
198

1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.
215

1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.
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.
  - 2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.
    139, 140, 141, 142
  - 2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.
    540
  - 2.1.3.8 Determines the period of time covered by a particular source.
    518
  - 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
    521
  - 2.1.3.10 Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).
  - 2.1.3.11 Distinguishes between full-text and bibliographic databases.
- 2.1.4 Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
  - 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
    150
  - 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
    579
  - 2.1.4.3 Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.

2.2 The information literate student constructs and implements effectively-designed search strategies.

2.2.1 Develops a research plan appropriate to the investigative method

2.2.1.1 Describes a general process for searching for information.
550

2.2.1.2 Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.

2.2.1.3 Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.

2.2.2 Identifies keywords, synonyms and related terms for the information needed

2.2.2.1 Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.

2.2.2.2 Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.

2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
543

2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
237, 239, 444

2.2.3 Selects controlled vocabulary specific to the discipline or information retrieval source

2.2.3.1 Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.

2.2.3.2 Explains what controlled vocabulary is and why it is used.
14

2.2.3.3 Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.

2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
53, 577

2.2.4 Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
21

2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
39, 247, 541

2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
108

2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
59

2.2.4.5 Demonstrates and understanding of the concept of browsing and uses an index that allows it.

2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
561

2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
515, 578

2.2.5 Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters

2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.
259

2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.
71

2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.
230, 262

2.2.5.4 Identifies and selects keywords and phrases to use when searching each source, recognizing that different sources may use different terminology for similar concepts.

2.2.5.5 Formulates and executes search strategies to match information needs with available resources.

2.2.5.6 Describes differences in searching for bibliographic records, abstracts, or full text in information sources.

2.2.6 Implements the search using investigative protocols appropriate to the discipline

2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
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.)
156

2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
257

2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).
260, 549

2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.
520

2.3.2 Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration

2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).
25, 195, 216

2.3.2.2 Explains the difference between the library catalog and a periodical index.
22, 545

2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.
519

2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)
40, 44, 49, 60

2.3.3 Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners

2.3.3.1 Retrieves a document in print or electronic form.
194, 229

2.3.3.2 Describes various retrieval methods for information not available locally.
192

2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
548

2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.
214

2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
203

2.3.4 Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

2.4 The information literate student refines the search strategy if necessary.

2.4.1 Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized

2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.
196, 228

2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
534

2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.
88, 90

2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
535

2.4.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised

2.4.3 Repeats the search using the revised strategy as necessary

2.5 The information literate student extracts, records, and manages the information and its sources.

2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)

2.5.2 Creates a system for organizing the information

2.5.3 Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources

2.5.3.1 Identifies different types of information sources cited in a research tool.
193, 197

2.5.3.2 Determines whether or not a cited item is available locally and, if so, can locate it.

2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.
199

2.5.4 Records all pertinent citation information for future reference

2.5.5 Uses various technologies to manage the information selected and organized
532

Standard 3
The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

3.1 The information literate student summarizes the main ideas to be extracted from the information gathered.

3.1.1 Reads the text and selects main ideas

3.1.2 Restates textual concepts in his/her own words and selects data accurately

3.1.3 Identifies verbatim material that can be then appropriately quoted

3.2 The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

3.2.1 Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.
558

3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.
206, 575

3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.
536

3.2.1.4 Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources. (See also 3.4.5.)

3.2.1.5 Determines when the information was published (or knows where to look for a source's publication date).

3.2.1.6 Recognizes the importance of timeliness or date of publication to the value of the source.

3.2.1.7 Determines if the information retrieved is sufficiently current for the information need.

3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
124, 207

3.2.2 Analyzes the structure and logic of supporting arguments or methods

3.2.3 Recognizes prejudice, deception, or manipulation

3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.
538

3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
87, 446, 563

3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
91, 92

3.2.3.4 Applies evaluative criteria to information and its source (e.g., author's expertise, currency, accuracy, point of view, type of publication or information, sponsorship).

3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
83

3.2.4 Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3.2.4.1 Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.

3.2.4.2 Describes how the purpose for which information was created affects its usefulness.

3.2.4.3 Describes how cultural, geographic, or temporal contexts may unintentionally bias information.

3.3 The information literate student synthesizes main ideas to construct new concepts.

3.3.1 Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence

3.3.2 Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information

3.3.3 Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

3.4 The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

3.4.1 Determines whether information satisfies the research or other information need
533

3.4.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources

3.4.3 Draws conclusions based upon information gathered

3.4.4 Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)

3.4.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions

3.4.5.1 Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.1.).

3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
28

3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
551

3.4.5.4 Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.

3.4.6 Integrates new information with previous information or knowledge

3.4.7 Selects information that provides evidence for the topic

3.4.7.1 Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).

3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).
227

3.4.7.3 Applies established evaluation criteria to decide which information sources are most appropriate.

3.5 The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

3.5.1 Investigates differing viewpoints encountered in the literature

3.5.2 Determines whether to incorporate or reject viewpoints encountered

3.6 The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

3.6.1 Participates in classroom and other discussions

3.6.2 Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)

3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
555, 559

3.7 The information literate student determines whether the initial query should be revised.

3.7.1 Determines if original information need has been satisfied or if additional information is needed

3.7.2 Reviews search strategy and incorporates additional concepts as necessary

3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
218

3.7.3 Reviews information retrieval sources used and expands to include others as needed

3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.
263

3.7.3.2 Follows, retrieves and evaluates relevant online links to additional sources.

3.7.3.3 Incorporates new knowledge as elements of revised search strategy to gather additional information.

Standard 5
The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments

136

5.1.2 Identifies and discusses issues related to free vs. fee-based access to information

5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
200

5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
556

5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
222

5.1.2.4 Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).

5.1.3 Identifies and discusses issues related to censorship and freedom of speech

122, 133, 134

5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

117, 132, 271, 516, 554

5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")

221

5.2.2 Uses approved passwords and other forms of ID for access to information resources

5.2.3 Complies with institutional policies on access to information resources

5.2.4 Preserves the integrity of information resources, equipment, systems and facilities

5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds

112, 118, 552, 553

5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own

119, 573

5.2.7 Demonstrates an understanding of institutional policies related to human subjects research

120

5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.

5.3.1 Selects an appropriate documentation style and uses it consistently to cite sources

5.3.1.1 Describes how to use a documentation style to record bibliographic information from an item retrieved through research.

5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
111, 557, 560

5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups
528

5.3.1.4 Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)

5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.
512

5.3.1.6 Uses correctly and consistently the citation style appropriate to a specific discipline.

5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
574

5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.
123

5.3.2 Posts permission granted notices, as needed, for copyrighted material

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