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

for

University of Virgin Islands

Administration: STT 2012 Fall Fresh

Report Date: December 2012

www.ProjectSAILS.org

A service of Carrick Enterprises, Inc.

Replace this page with Table of Contents page, which is the last page in this file.

1. THE TEST AND HOW IT IS SCORED

The Test

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

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

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

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

Figure 1.1 Number of Items in Each Subscale

SAILS Skill Sets	Number of Items
Developing a Research Strategy	32
Selecting Finding Tools	18
Searching	27
Using Finding Tool Features	14
Retrieving Sources	15
Evaluating Sources	21
Documenting Sources	14
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	75
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	26

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 University of Virgin Islands, 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

	UVI - STT (n=152)		Institution Type: Masters (n=26,703)		All Institutions (n=66,882)	
Characteristics	n	%	n	%	n	%
Class Standing						
Freshman	142	93.4	16,099	60.3	36,061	53.9
Sophomore	3	2.0	3,237	12.1	8,807	13.2
Junior	2	1.3	2,587	9.7	6,475	9.7
Senior	5	3.3	4,042	15.1	10,725	16.0
Other	0	0.0	721	2.7	2,112	3.2
Not reported	0	0.0	17	0.1	2,702	4.0
Student Major						
Agriculture/Environmental Studies	0	0.0	165	0.6	452	0.7
Architecture	0	0.0	36	0.1	198	0.3
Business	37	24.3	4,761	17.8	11,229	16.8
Communications/Journalism	2	1.3	735	2.8	1,813	2.7
Education	9	5.9	1,705	6.4	5,167	7.7
Engineering/Computer Science	22	14.5	1,598	6.0	3,505	5.2
General Studies	0	0.0	369	1.4	1,107	1.7
Health Sciences	7	4.6	4,047	15.2	11,078	16.6
History	0	0.0	341	1.3	901	1.3
Humanities	2	1.3	403	1.5	1,044	1.6
Law	7	4.6	702	2.6	2,172	3.2
Military/Naval Science	0	0.0	22	0.1	63	0.1
Performing & Fine Arts	2	1.3	1,824	6.8	2,354	3.5
Science/Math	18	11.8	1,643	6.2	3,967	5.9
Social Sciences/Psychology	11	7.2	2,923	10.9	6,686	10.0
Other	28	18.4	3,640	13.6	9,485	14.2
Undecided	7	4.6	1,729	6.5	4,562	6.8
Not reported	0	0.0	60	0.2	1,099	1.6

3. RESULTS BY SAILS SKILL SETS

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

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

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

A. Across the Skill Sets

Summary of Results

Students at University of Virgin Islands performed worse than the institution-type benchmark on the following SAILS Skill Sets:

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

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

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

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

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

	University of Virgin Islands	Institution Type: Masters	All Institutions
SAILS Skill Sets			
Developing a Research Strategy	456 ±8	503 ±1	502 ±0
Selecting Finding Tools	451 ±10	507 ±1	504 ±1
Searching	421 ±9	484 ±1	484 ±0
Using Finding Tool Features	475 ±12	530 ±1	531 ±1
Retrieving Sources	466 ±12	518 ±1	518 ±1
Evaluating Sources	444 ±10	481 ±1	477 ±0
Documenting Sources	393 ±12	473 ±1	474 ±1
Understanding Economic, Legal, and Social Issues	404 ±11	466 ±1	464 ±0

B. Within Skill Sets

This section reports in detail the performance of University of Virgin Islands 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

University of Virgin Islands Compared to Other Masters Institutions, by Demographic Characteristics

Students at University of Virgin Islands performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Major:	Science/Math

Students at University of Virgin Islands performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Social Sciences/Psychology, Other

Demographic Groups within University of Virgin Islands Compared to the UVI - STT Overall Performance on This Skill Set

Within University of Virgin Islands, the following groups performed better than the UVI - STT-average-student benchmark:

Major:	Science/Math

Within University of Virgin Islands, the following groups performed about the same as the UVI - STT-average-student benchmark:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Other

Within University of Virgin Islands, the following groups performed worse than the UVI - STT-average-student benchmark:

Major:	Social Sciences/Psychology

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

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

	University of Virgin Islands	Institution Type: Masters	All Institutions
Overall	456 ±8	503 ±1	502 ±0
Class Standing			
Freshman	455 ±8	498 ±1	493 ±1
Majors			
Business	457 ±17	502 ±2	500 ±1
Engineering / Computer Science	454 ±23	507 ±3	506 ±2
Science / Math	501 ±29	512 ±3	516 ±2
Social Sciences / Psychology	400 ±22	501 ±2	507 ±1
Other	447 ±19	496 ±2	496 ±1

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

For example,

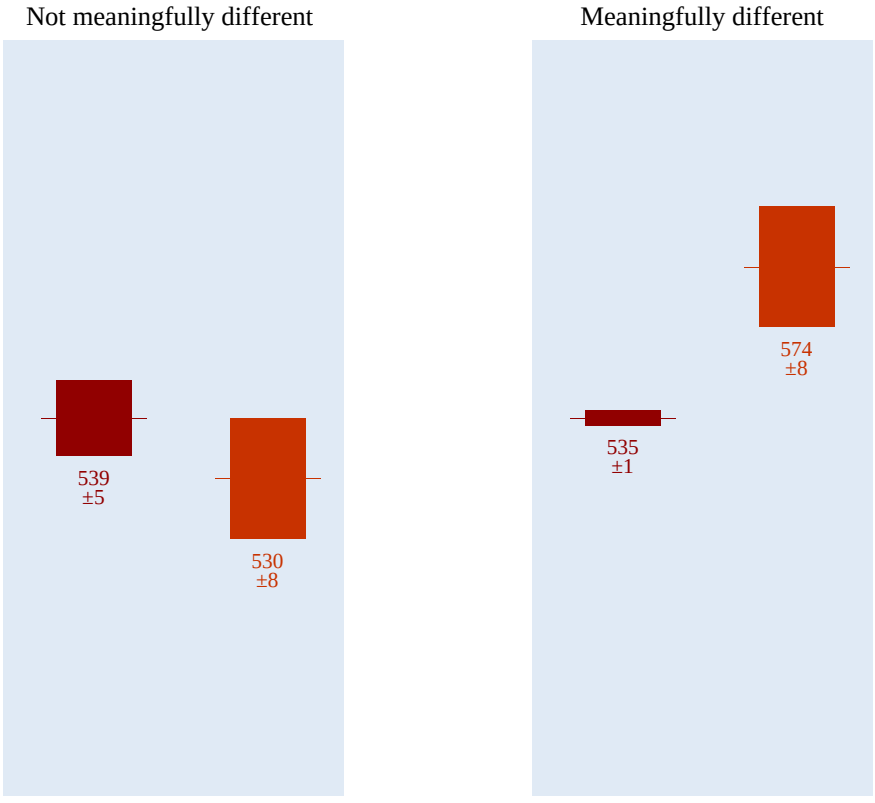


Figure 3.3 Chart for Skill Set: Developing a Research Strategy

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

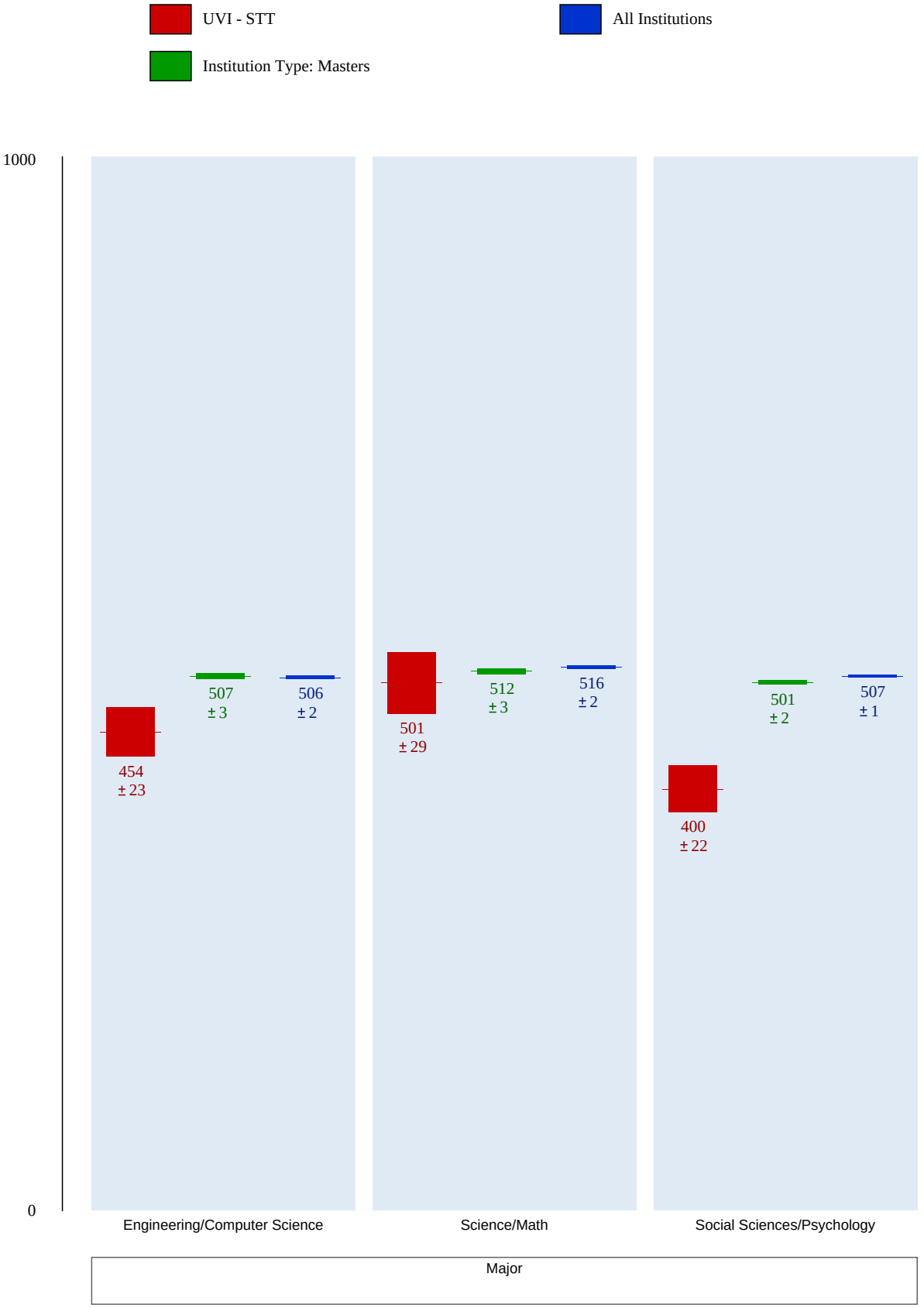


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

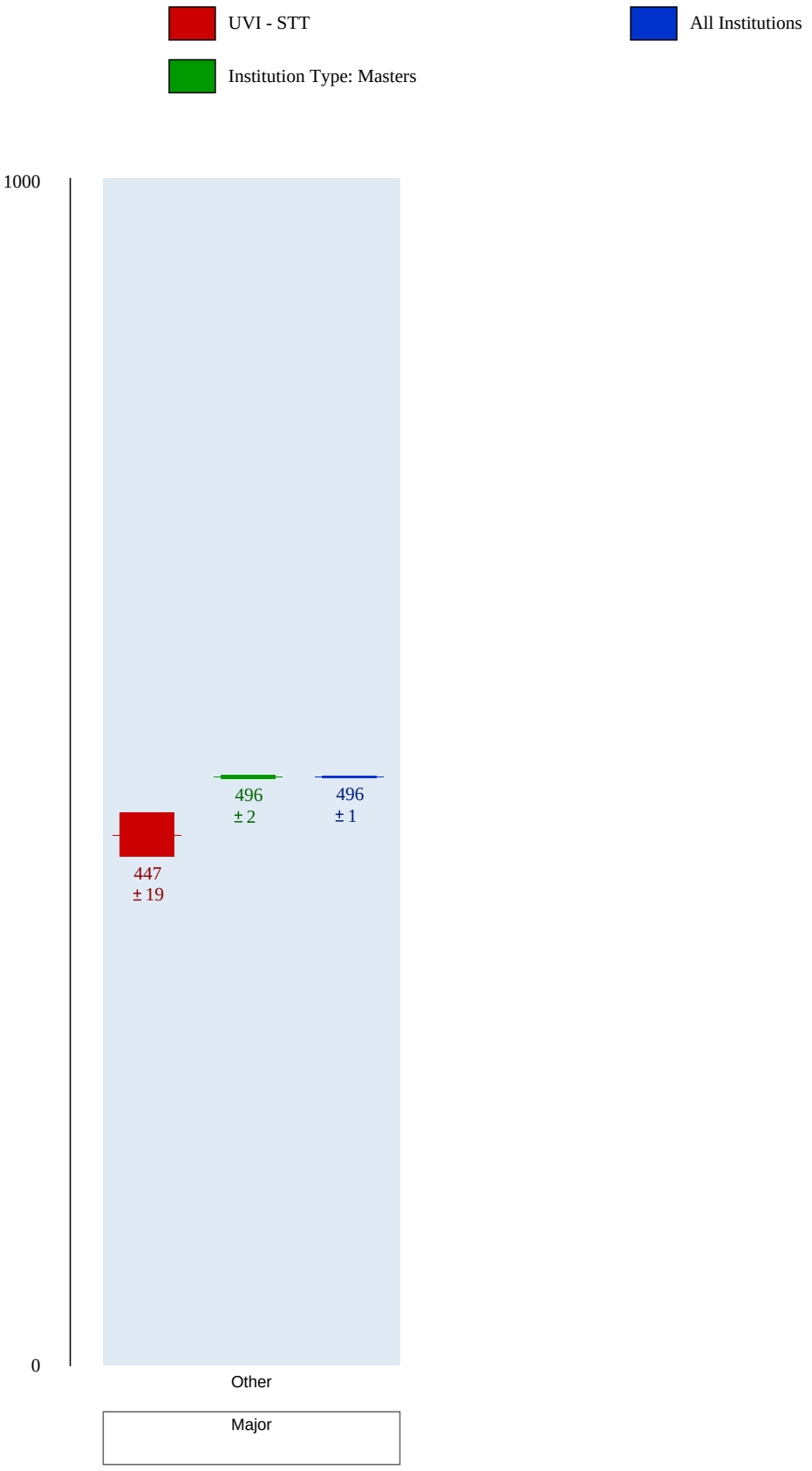


Figure 3.4 Objectives and Outcomes for Skill Set: Developing a Research Strategy

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

University of Virgin Islands Compared to Other Masters Institutions, by Demographic Characteristics

Students at University of Virgin Islands performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Demographic Groups within University of Virgin Islands Compared to the UVI - STT Overall Performance on This Skill Set

Within University of Virgin Islands, the following groups performed about the same as the UVI - STT-average-student benchmark:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Detailed Results - Data Table

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

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

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

Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	University of Virgin Islands	Institution Type: Masters	All Institutions
Overall	451 ±10	507 ±1	504 ±1
Class Standing			
Freshman	448 ±10	502 ±1	496 ±1
Majors			
Business	452 ±20	508 ±2	501 ±1
Engineering / Computer Science	459 ±26	519 ±3	516 ±2
Science / Math	441 ±26	526 ±4	527 ±2
Social Sciences / Psychology	440 ±25	506 ±3	508 ±2
Other	436 ±26	499 ±2	498 ±1

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

For example,

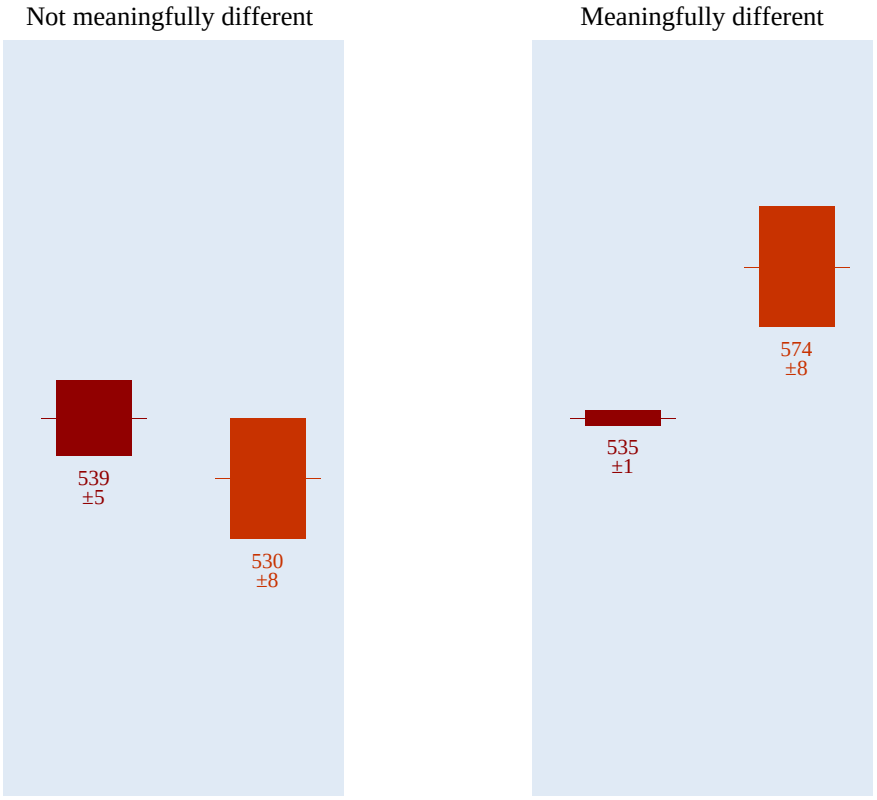


Figure 3.6 Chart for Skill Set: Selecting Finding Tools

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

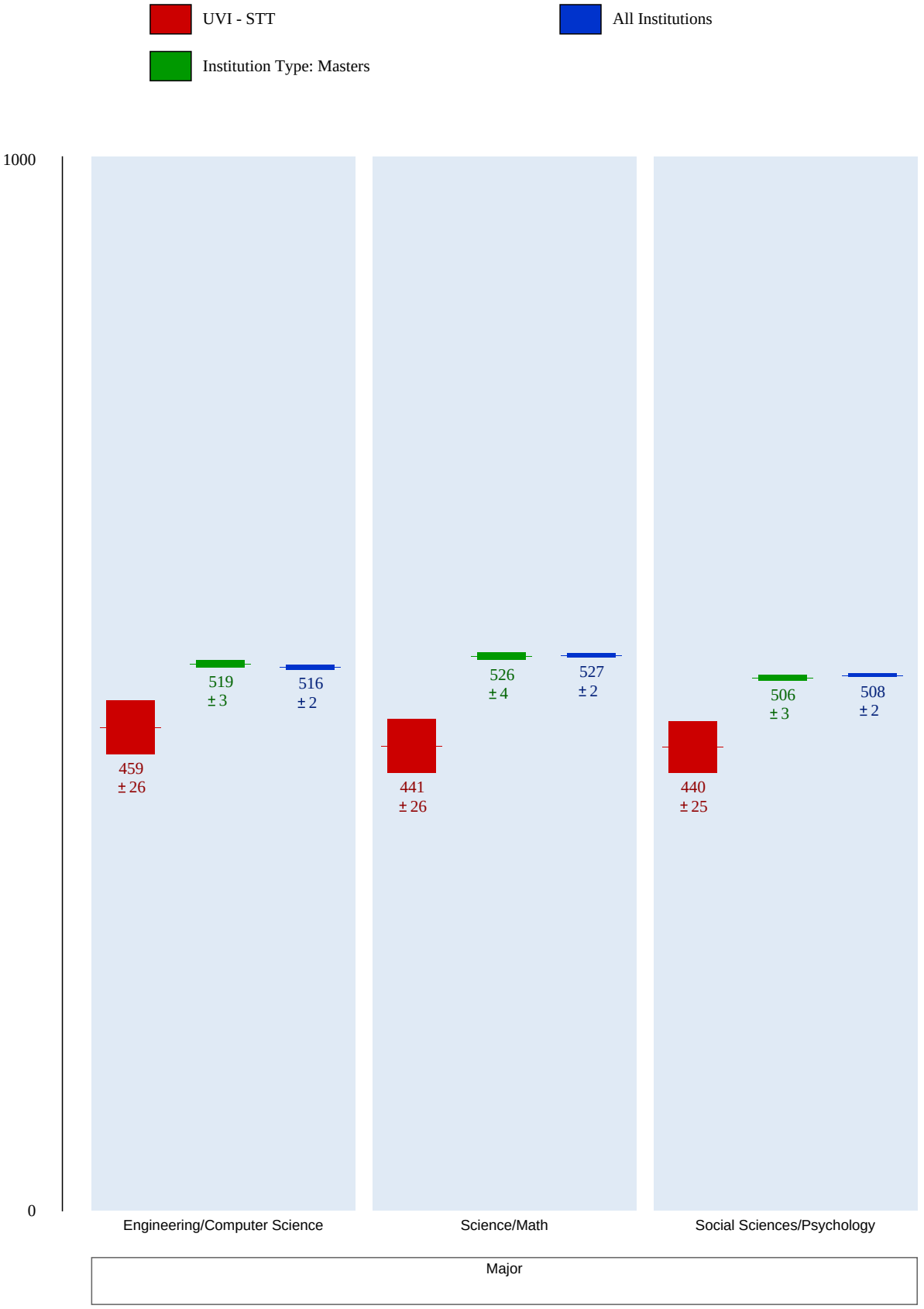


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

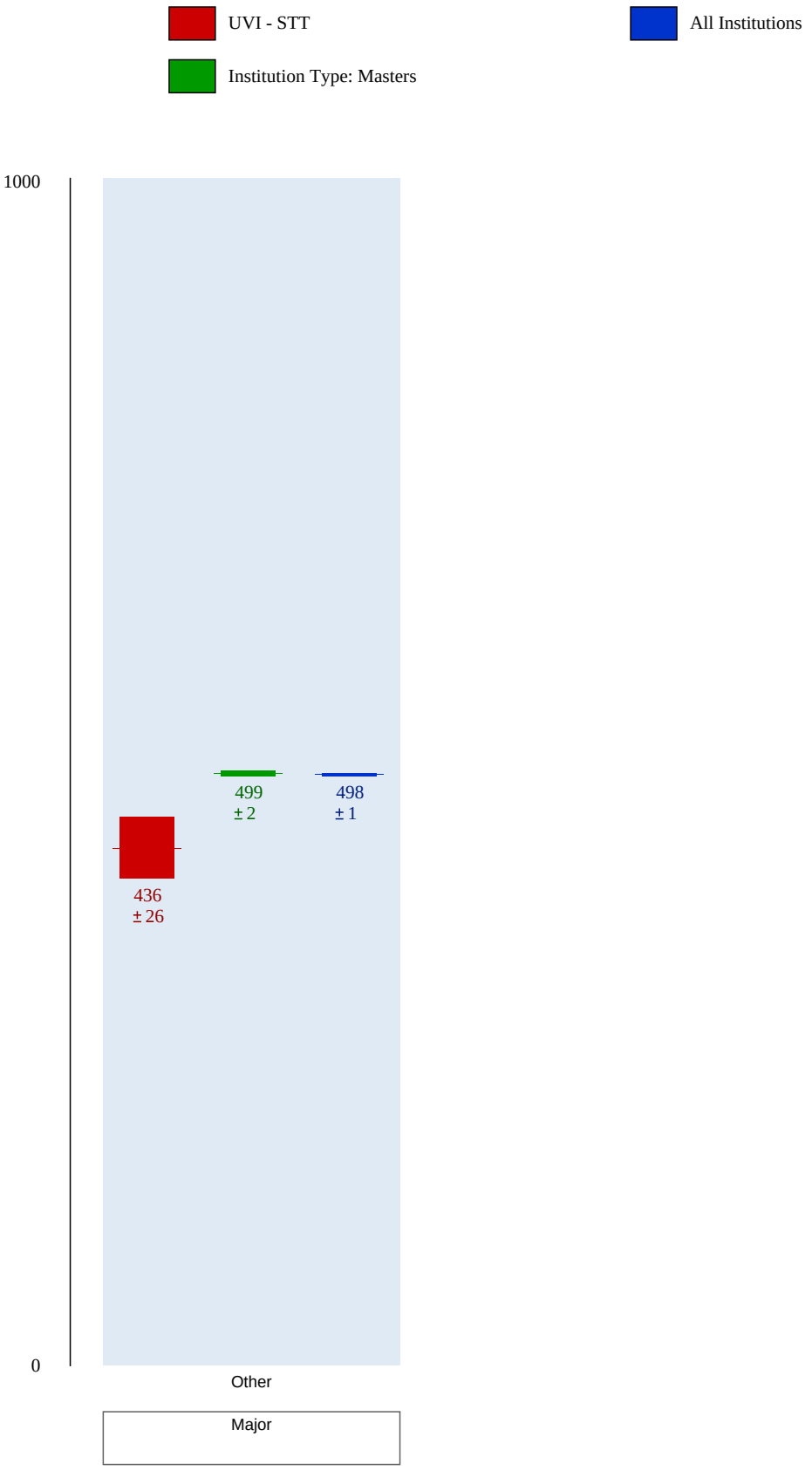


Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools

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

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

2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.

2.1.3.5 Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.

2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.

2.1.3.8 Determines the period of time covered by a particular source.

2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).

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

2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.

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

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

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

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

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

3. SAILS Skill Set: Searching

Summary of Results

University of Virgin Islands Compared to Other Masters Institutions, by Demographic Characteristics

Students at University of Virgin Islands performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Demographic Groups within University of Virgin Islands Compared to the UVI - STT Overall Performance on This Skill Set

Within University of Virgin Islands, the following groups performed better than the UVI - STT-average-student benchmark:

Major:	Engineering/Computer Science

Within University of Virgin Islands, the following groups performed about the same as the UVI - STT-average-student benchmark:

Class Standing:	Freshman
Major:	Business, Science/Math, Other

Within University of Virgin Islands, the following groups performed worse than the UVI - STT-average-student benchmark:

Major:	Social Sciences/Psychology

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

Figure 3.8 Data Table for Skill Set: Searching

	University of Virgin Islands	Institution Type: Masters	All Institutions
Overall	421 ±9	484 ±1	484 ±0
Class Standing			
Freshman	413 ±9	477 ±1	475 ±1
Majors			
Business	412 ±17	481 ±2	481 ±1
Engineering / Computer Science	461 ±20	503 ±3	499 ±2
Science / Math	437 ±30	500 ±3	504 ±2
Social Sciences / Psychology	360 ±33	483 ±2	491 ±1
Other	432 ±20	476 ±2	478 ±1

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

For example,

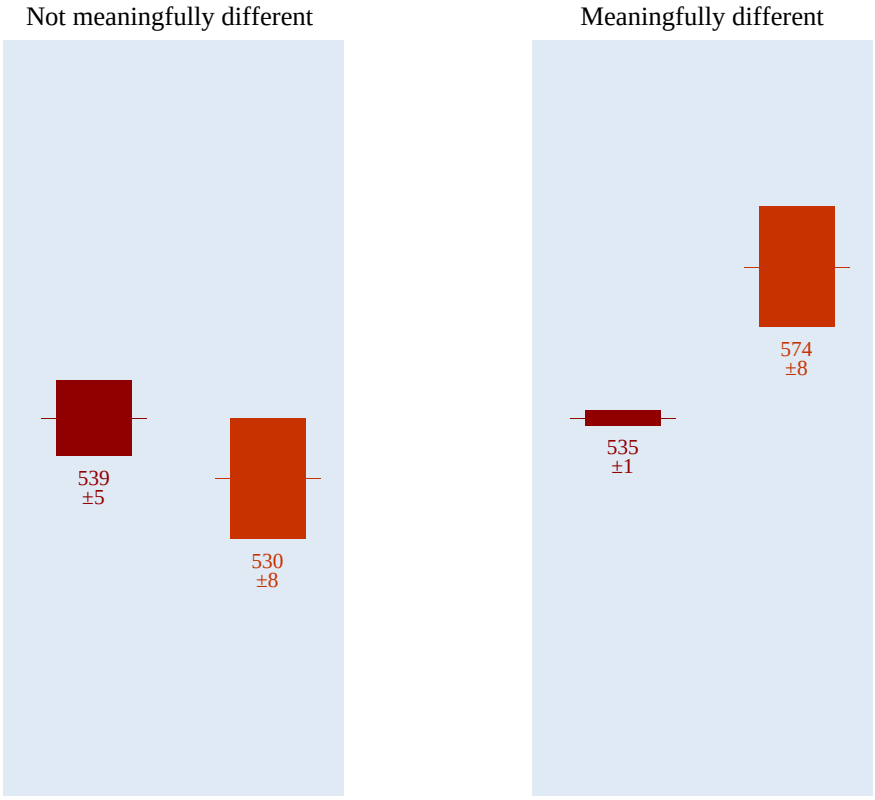


Figure 3.9 Chart for Skill Set: Searching

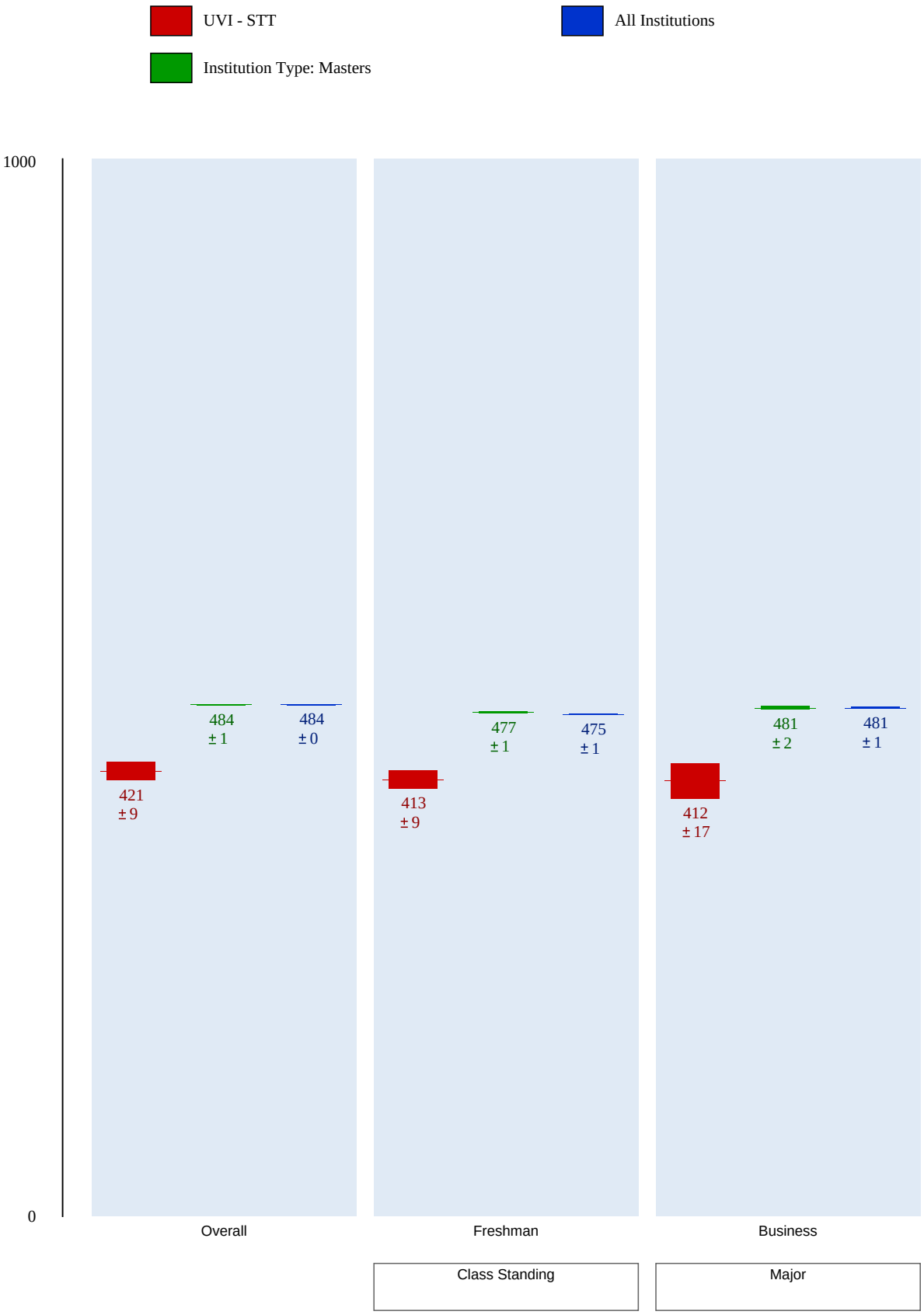


Figure 3.9 (continued) Chart for Skill Set: Searching

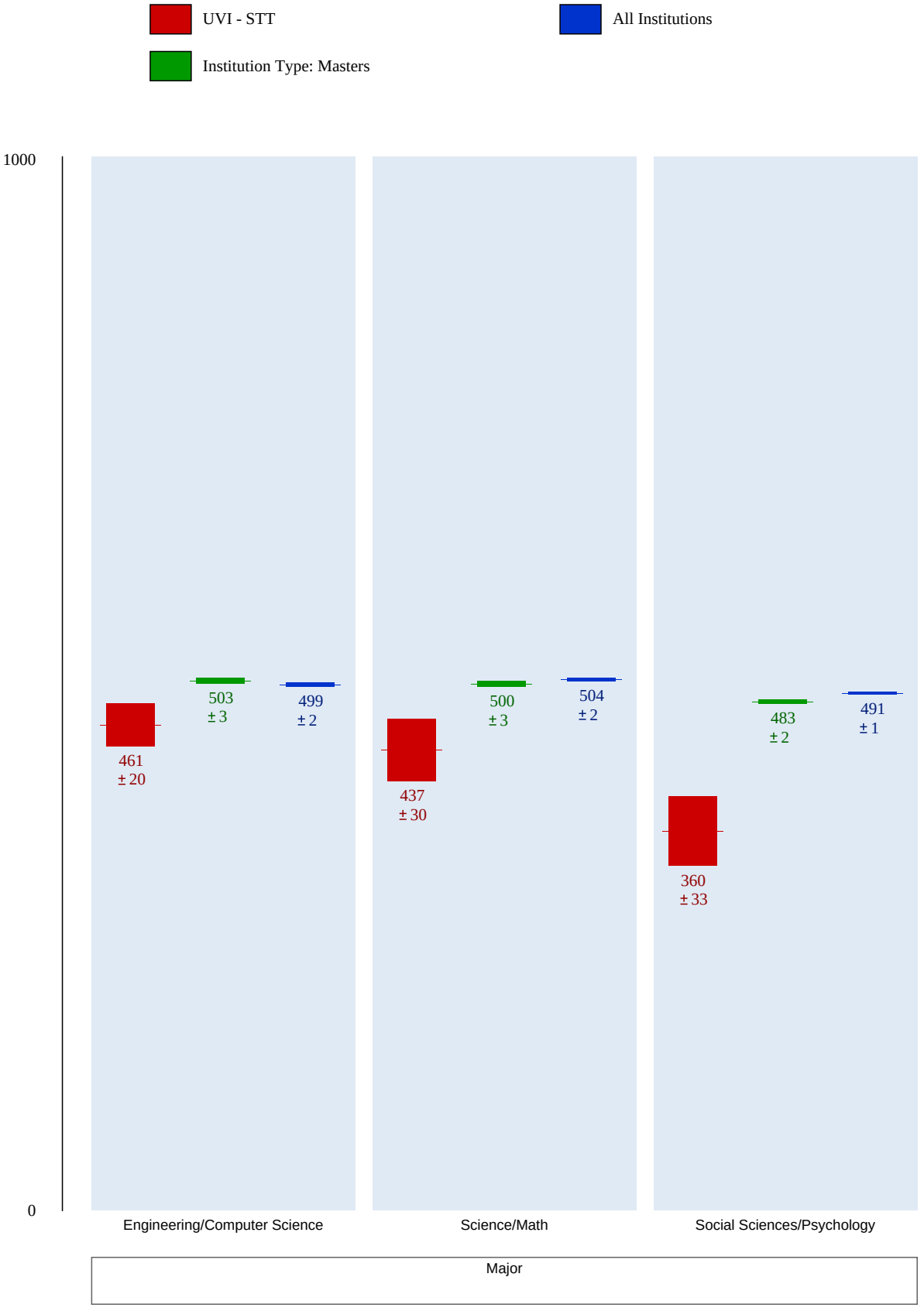


Figure 3.9 (continued) Chart for Skill Set: Searching

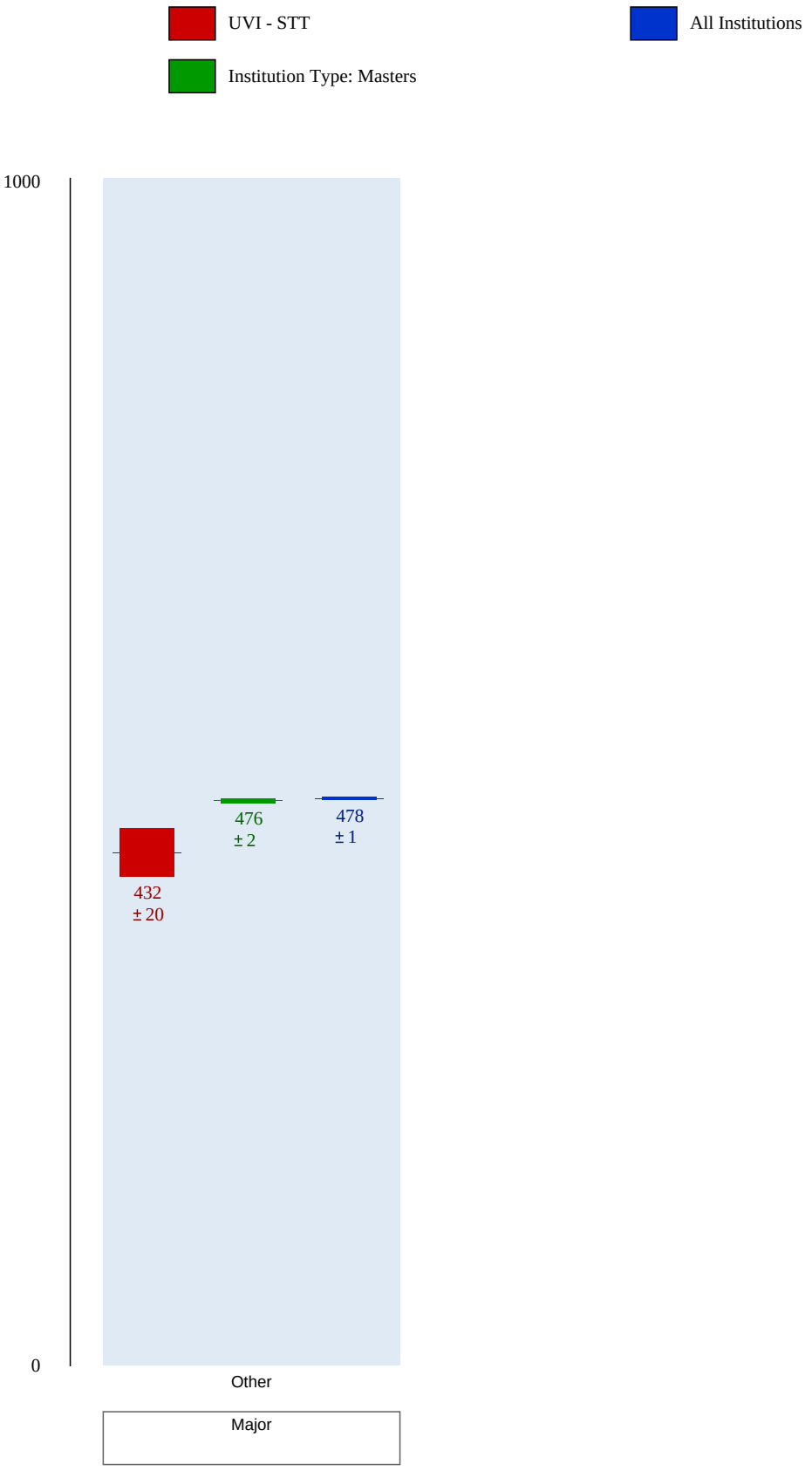


Figure 3.10 Objectives and Outcomes for Skill Set: Searching

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

University of Virgin Islands Compared to Other Masters Institutions, by Demographic Characteristics

Students at University of Virgin Islands performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Major:	Business

Students at University of Virgin Islands performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Demographic Groups within University of Virgin Islands Compared to the UVI - STT Overall Performance on This Skill Set

Within University of Virgin Islands, the following groups performed better than the UVI - STT-average-student benchmark:

Major:	Business

Within University of Virgin Islands, the following groups performed about the same as the UVI - STT-average-student benchmark:

Class Standing:	Freshman
Major:	Engineering/Computer Science, Science/Math, Social Sciences/Psychology

Within University of Virgin Islands, the following groups performed worse than the UVI - STT-average-student benchmark:

Major:	Other

Detailed Results - Data Table

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

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

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

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

	University of Virgin Islands	Institution Type: Masters	All Institutions
Overall	475 ±12	530 ±1	531 ±1
Class Standing			
Freshman	474 ±13	522 ±1	520 ±1
Majors			
Business	513 ±26	527 ±2	528 ±1
Engineering / Computer Science	475 ±36	546 ±4	539 ±3
Science / Math	505 ±24	547 ±4	548 ±2
Social Sciences / Psychology	474 ±40	532 ±3	537 ±2
Other	419 ±26	526 ±3	529 ±2

Detailed Results - Chart

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

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

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

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

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

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

For example,

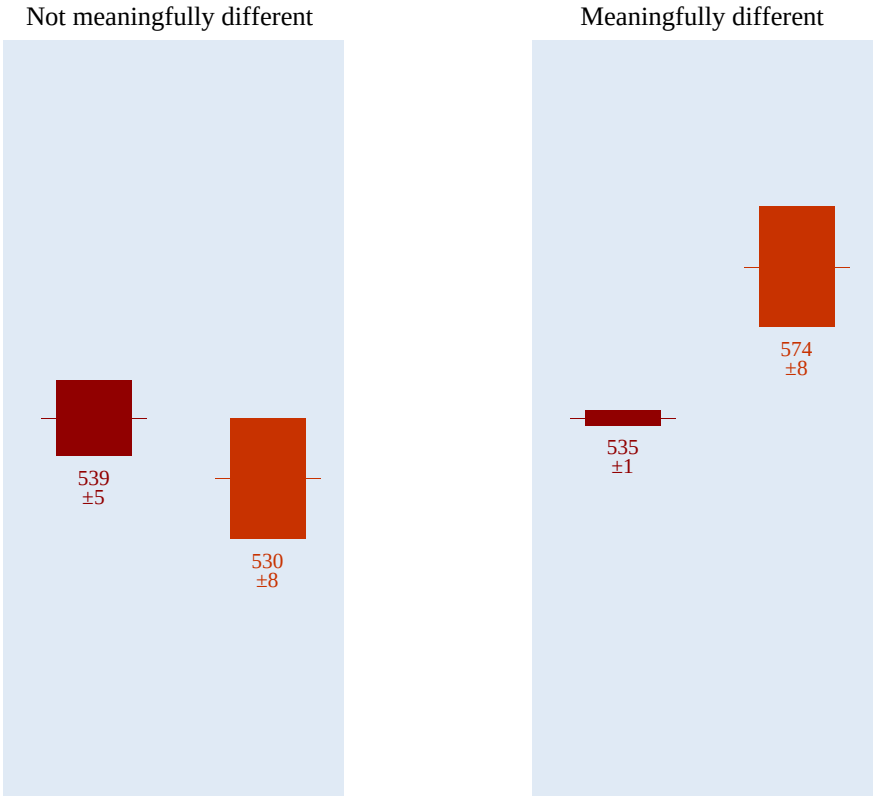


Figure 3.12 Chart for Skill Set: Using Finding Tool Features

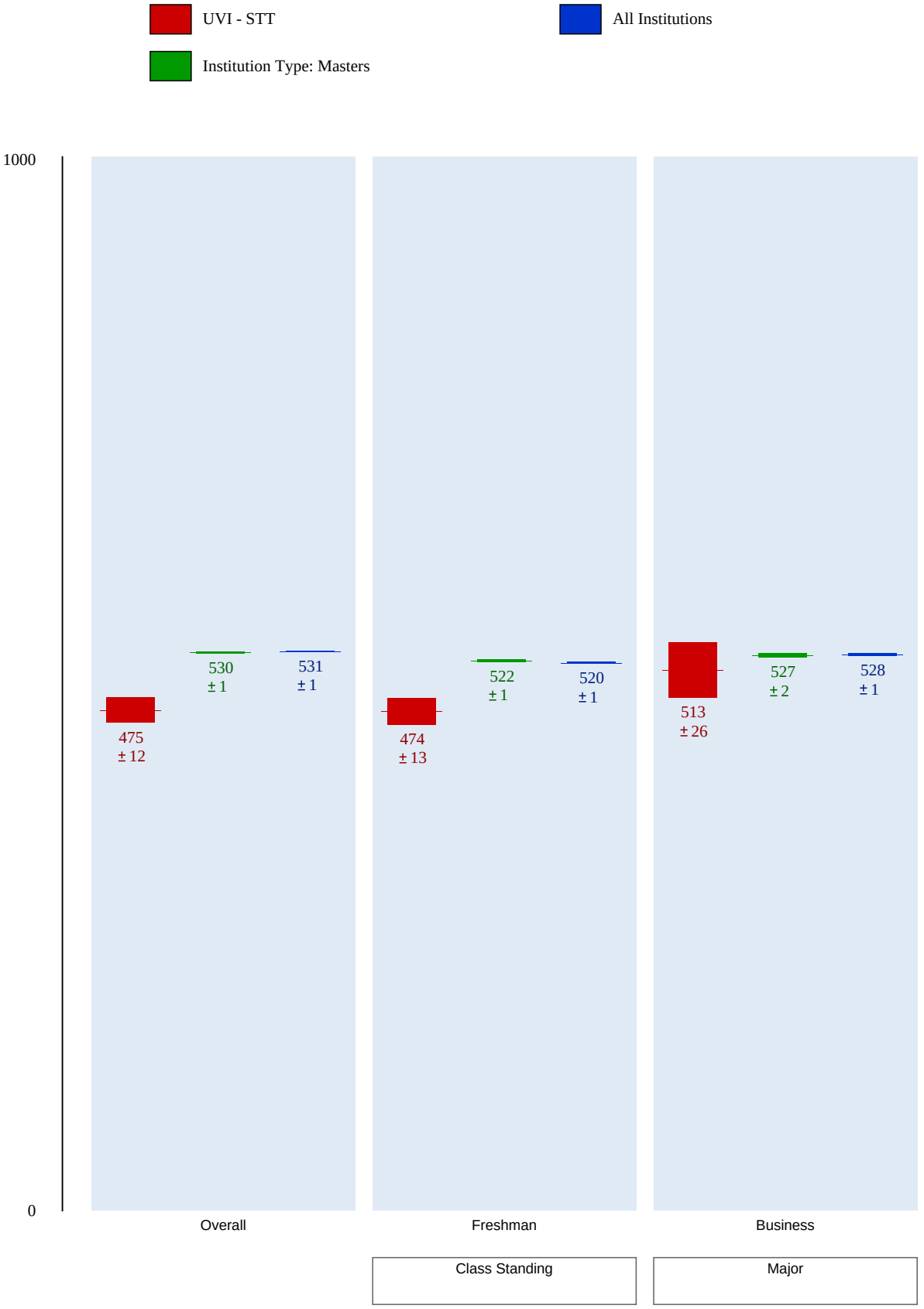


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

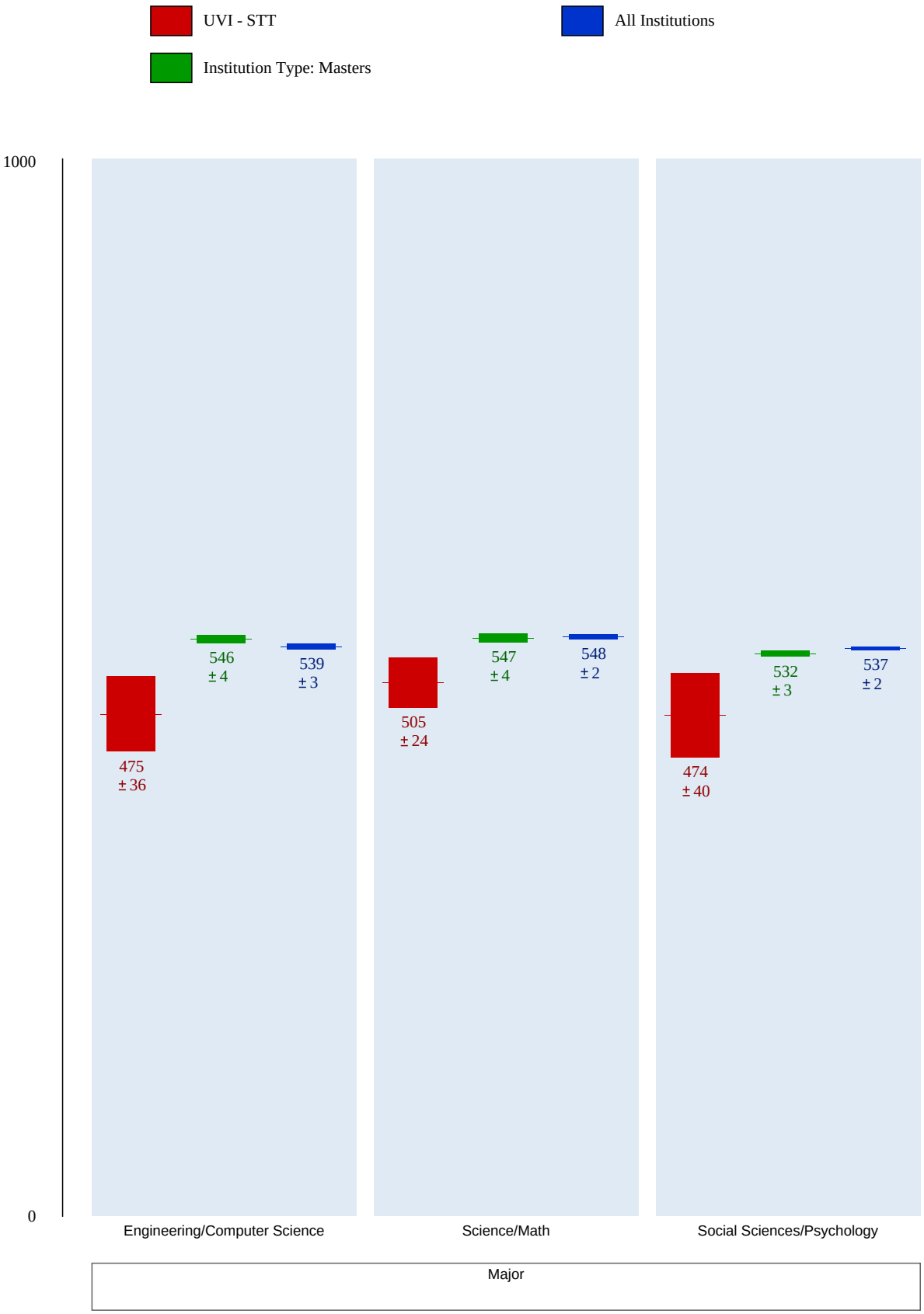


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

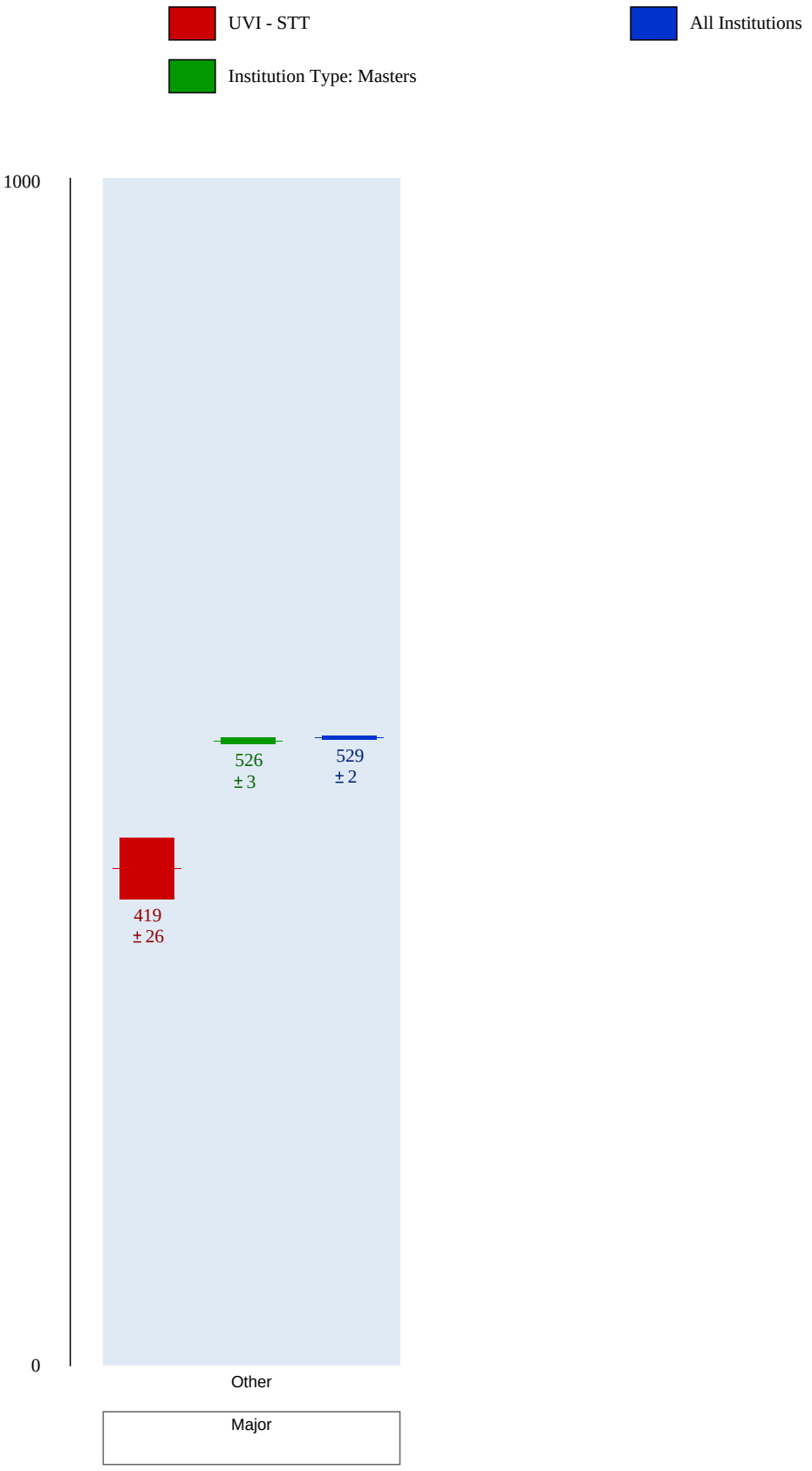


Figure 3.13 Objectives and Outcomes for Skill Set: Using Finding Tool Features

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

2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).

2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.

2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).

2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.

2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).

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

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

2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.

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

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

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

5. SAILS Skill Set: Retrieving Sources

Summary of Results

University of Virgin Islands Compared to Other Masters Institutions, by Demographic Characteristics

Students at University of Virgin Islands performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Demographic Groups within University of Virgin Islands Compared to the UVI - STT Overall Performance on This Skill Set

Within University of Virgin Islands, the following groups performed about the same as the UVI - STT-average-student benchmark:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Detailed Results - Data Table

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

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

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

Figure 3.14 Data Table for Skill Set: Retrieving Sources

	University of Virgin Islands	Institution Type: Masters	All Institutions
Overall	466 ±12	518 ±1	518 ±1
Class Standing			
Freshman	461 ±12	502 ±1	501 ±1
Majors			
Business	451 ±25	516 ±2	514 ±1
Engineering / Computer Science	487 ±31	529 ±4	523 ±3
Science / Math	484 ±34	538 ±4	537 ±2
Social Sciences / Psychology	451 ±34	521 ±3	527 ±2
Other	441 ±27	511 ±3	514 ±2

Detailed Results - Chart

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

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

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

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

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

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

For example,

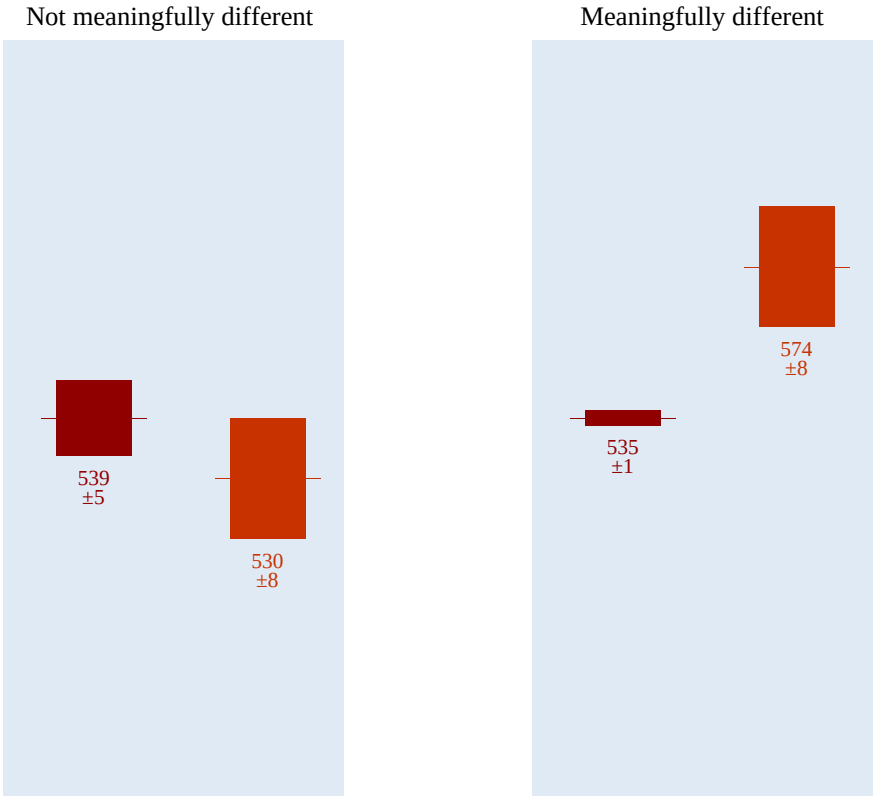


Figure 3.15 Chart for Skill Set: Retrieving Sources

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

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

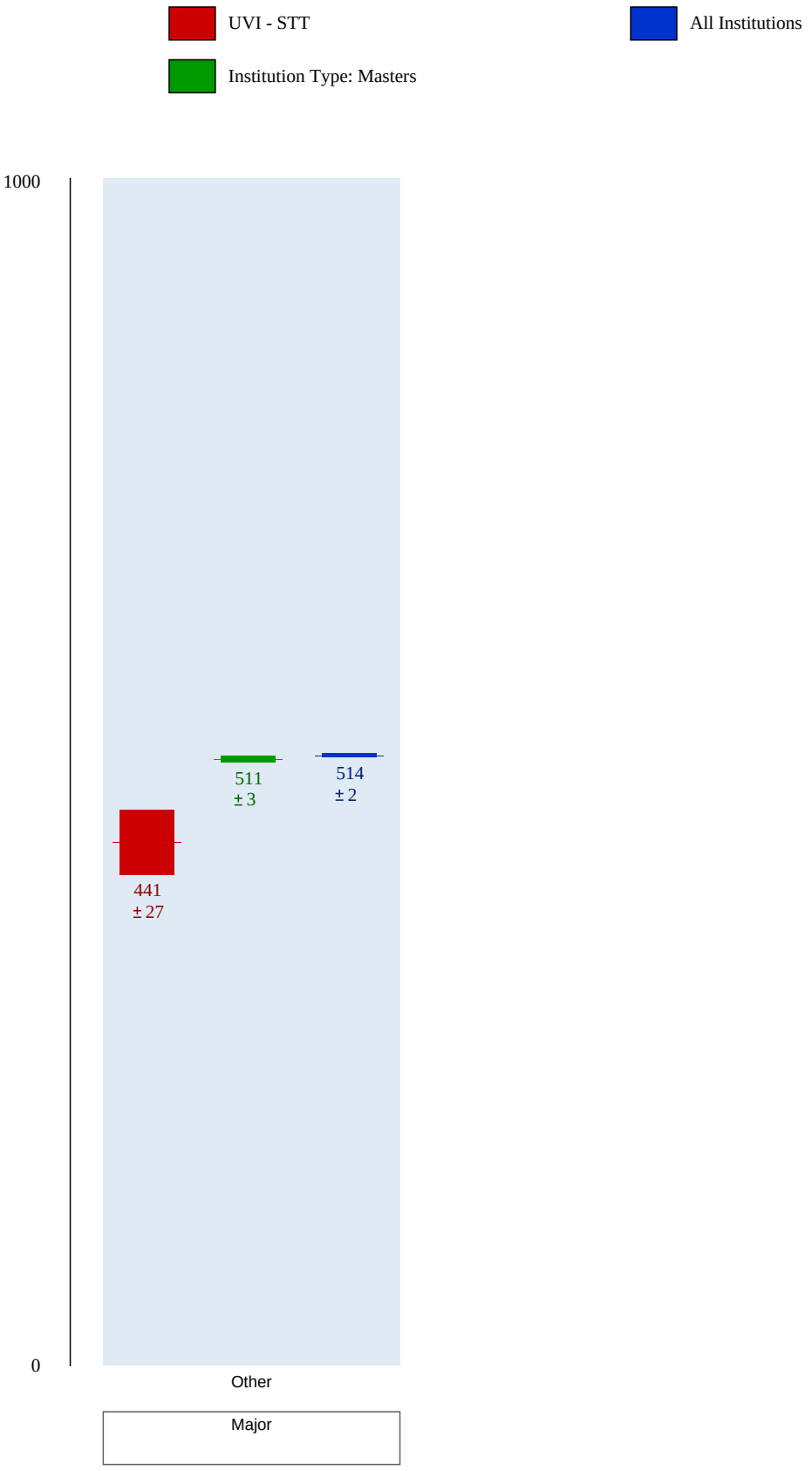


Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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

University of Virgin Islands Compared to Other Masters Institutions, by Demographic Characteristics

Students at University of Virgin Islands performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Major:	Engineering/Computer Science, Science/Math, Other

Students at University of Virgin Islands performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Business, Social Sciences/Psychology

Demographic Groups within University of Virgin Islands Compared to the UVI - STT Overall Performance on This Skill Set

Within University of Virgin Islands, the following groups performed about the same as the UVI - STT-average-student benchmark:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Detailed Results - Data Table

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

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

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

Figure 3.17 Data Table for Skill Set: Evaluating Sources

	University of Virgin Islands	Institution Type: Masters	All Institutions
Overall	444 ±10	481 ±1	477 ±0
Class Standing			
Freshman	441 ±10	474 ±1	468 ±1
Majors			
Business	447 ±20	481 ±2	477 ±1
Engineering / Computer Science	468 ±27	497 ±3	492 ±2
Science / Math	479 ±35	492 ±3	492 ±2
Social Sciences / Psychology	414 ±31	481 ±2	482 ±2
Other	459 ±19	476 ±2	472 ±1

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

For example,

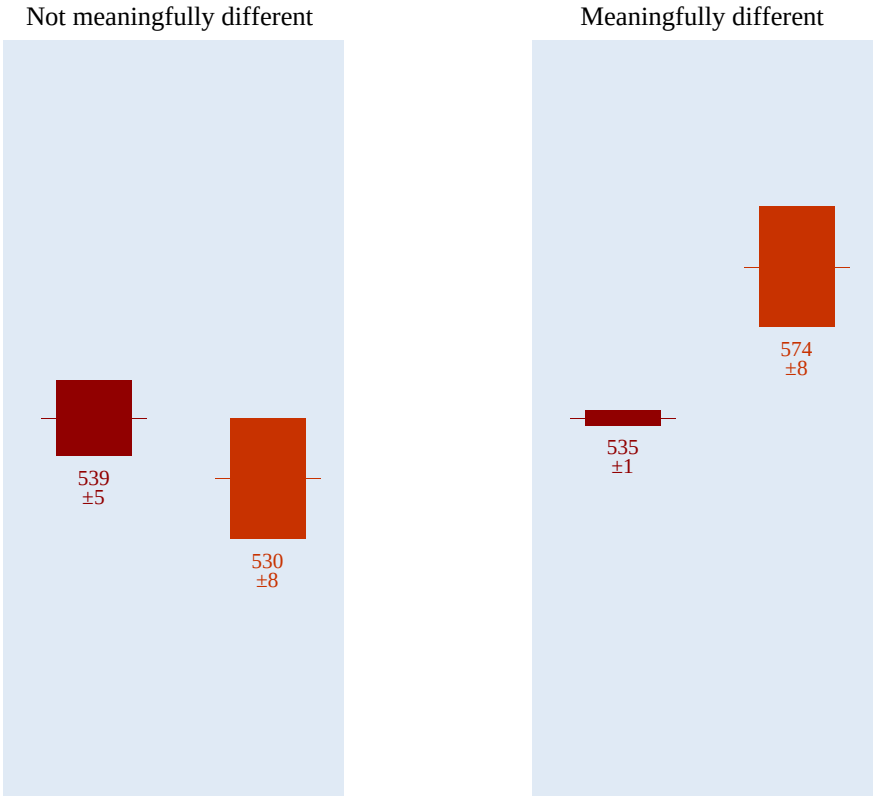


Figure 3.18 Chart for Skill Set: Evaluating Sources

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

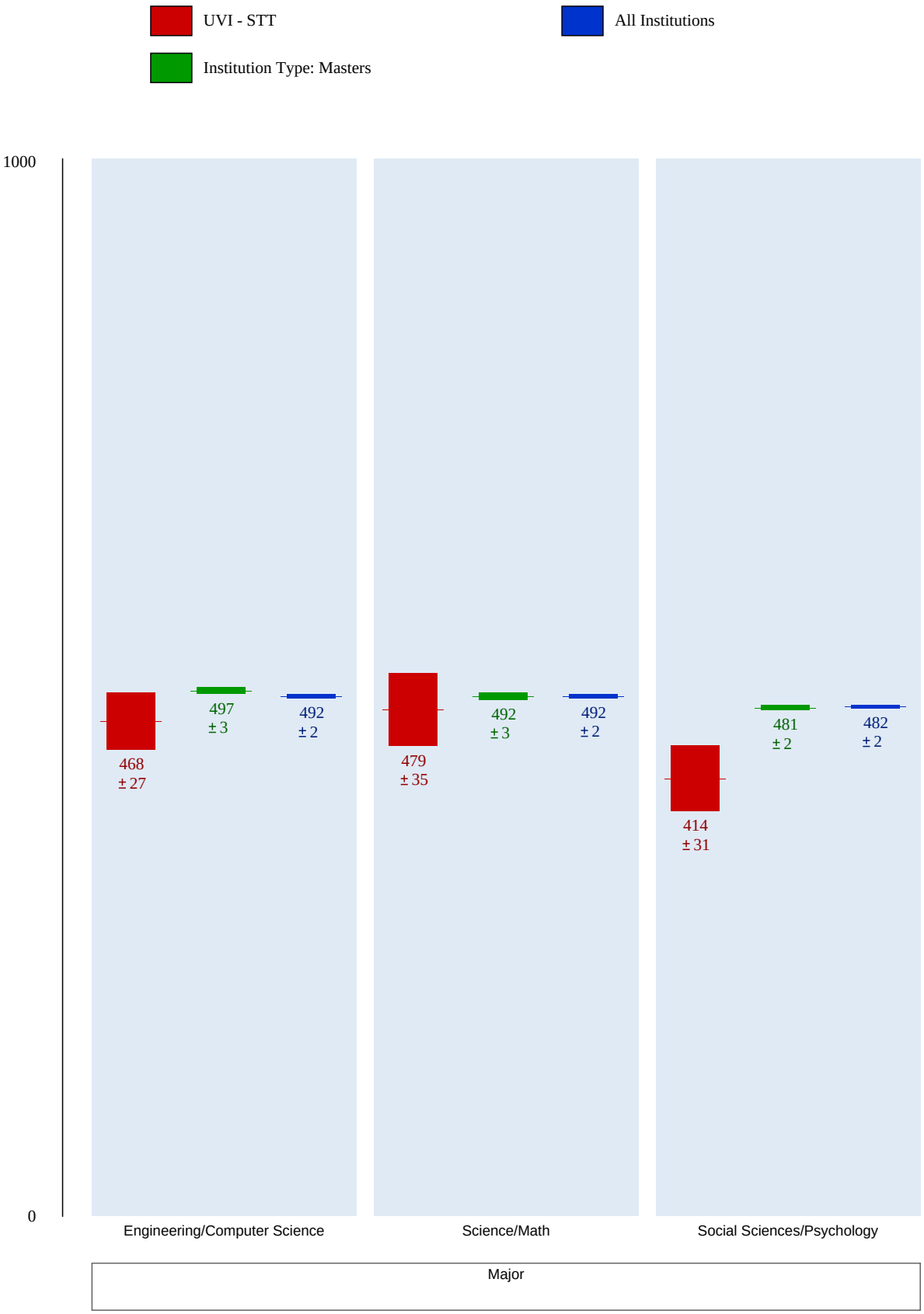


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

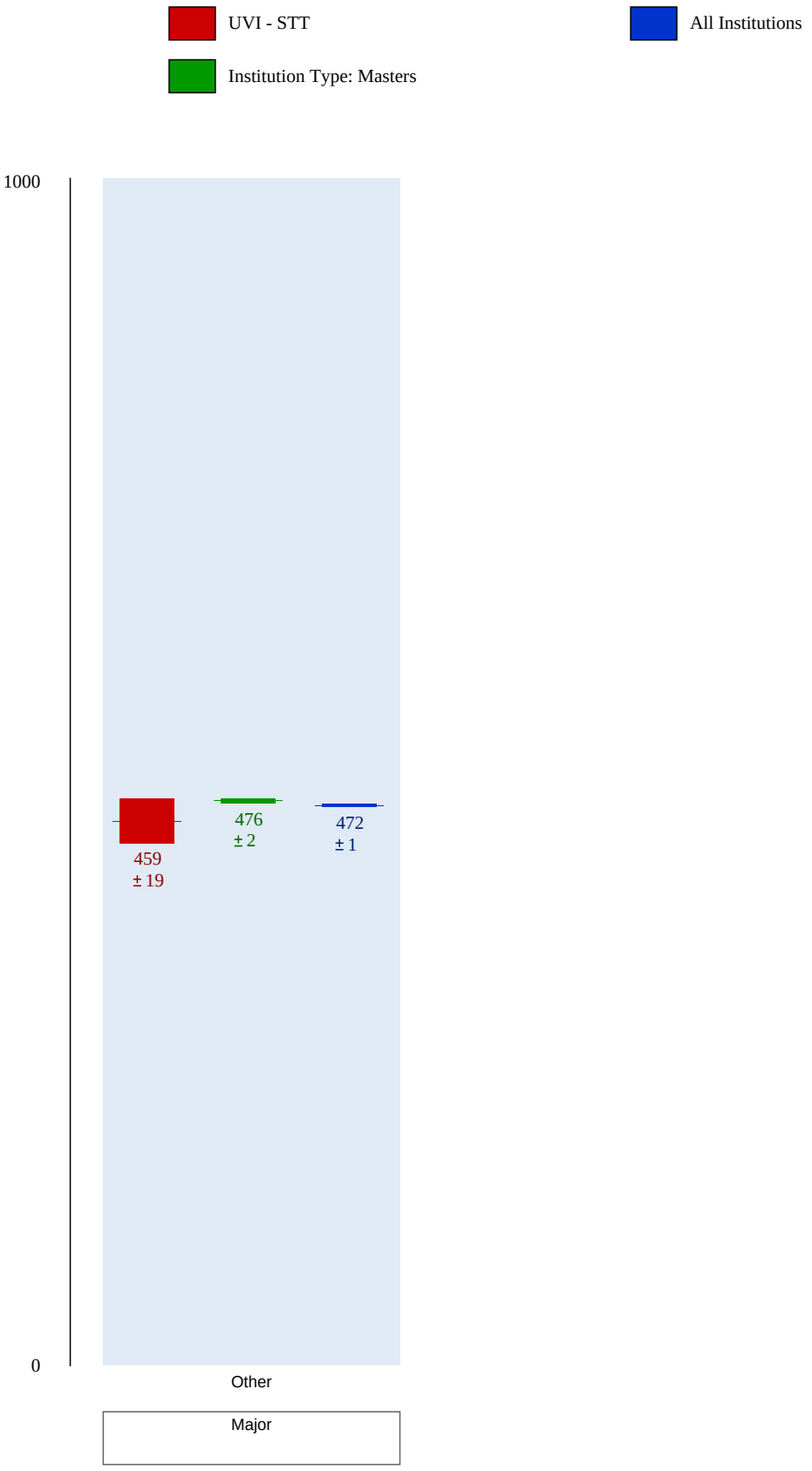


Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources

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

University of Virgin Islands Compared to Other Masters Institutions, by Demographic Characteristics

Students at University of Virgin Islands performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Demographic Groups within University of Virgin Islands Compared to the UVI - STT Overall Performance on This Skill Set

Within University of Virgin Islands, the following groups performed about the same as the UVI - STT-average-student benchmark:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology, Other

Detailed Results - Data Table

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

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

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

Figure 3.20 Data Table for Skill Set: Documenting Sources

	University of Virgin Islands	Institution Type: Masters	All Institutions
Overall	393 ±12	473 ±1	474 ±1
Class Standing			
Freshman	384 ±12	459 ±1	458 ±1
Majors			
Business	380 ±25	462 ±2	461 ±1
Engineering / Computer Science	423 ±31	479 ±4	482 ±3
Science / Math	409 ±33	492 ±4	500 ±2
Social Sciences / Psychology	412 ±44	480 ±3	491 ±2
Other	357 ±29	460 ±3	463 ±2

Detailed Results - Chart

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

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

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

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

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

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

For example,

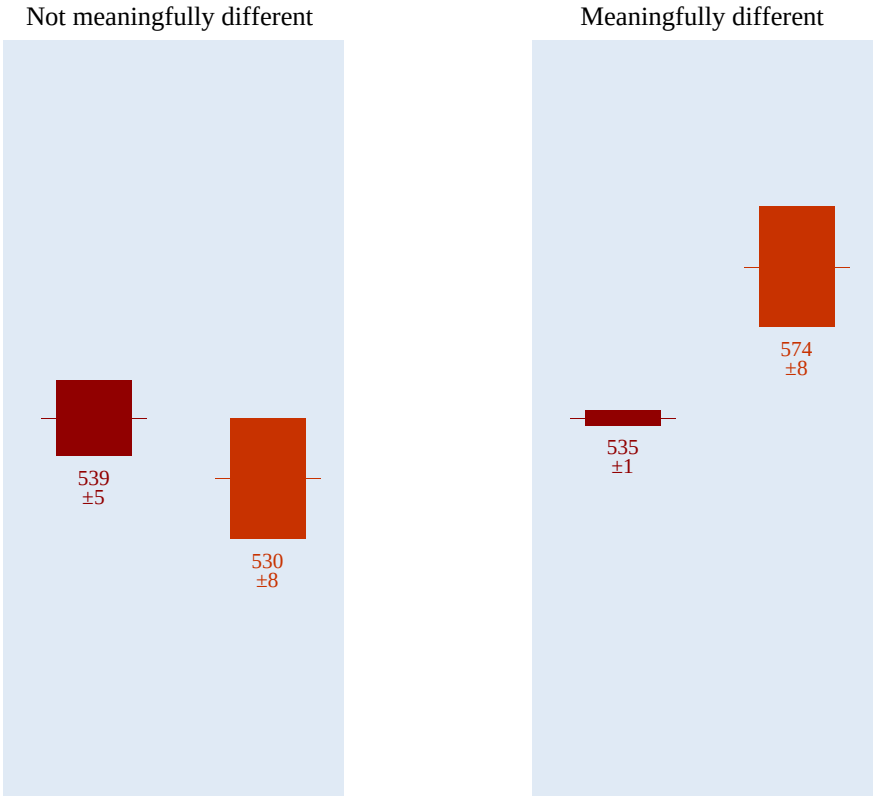


Figure 3.21 Chart for Skill Set: Documenting Sources

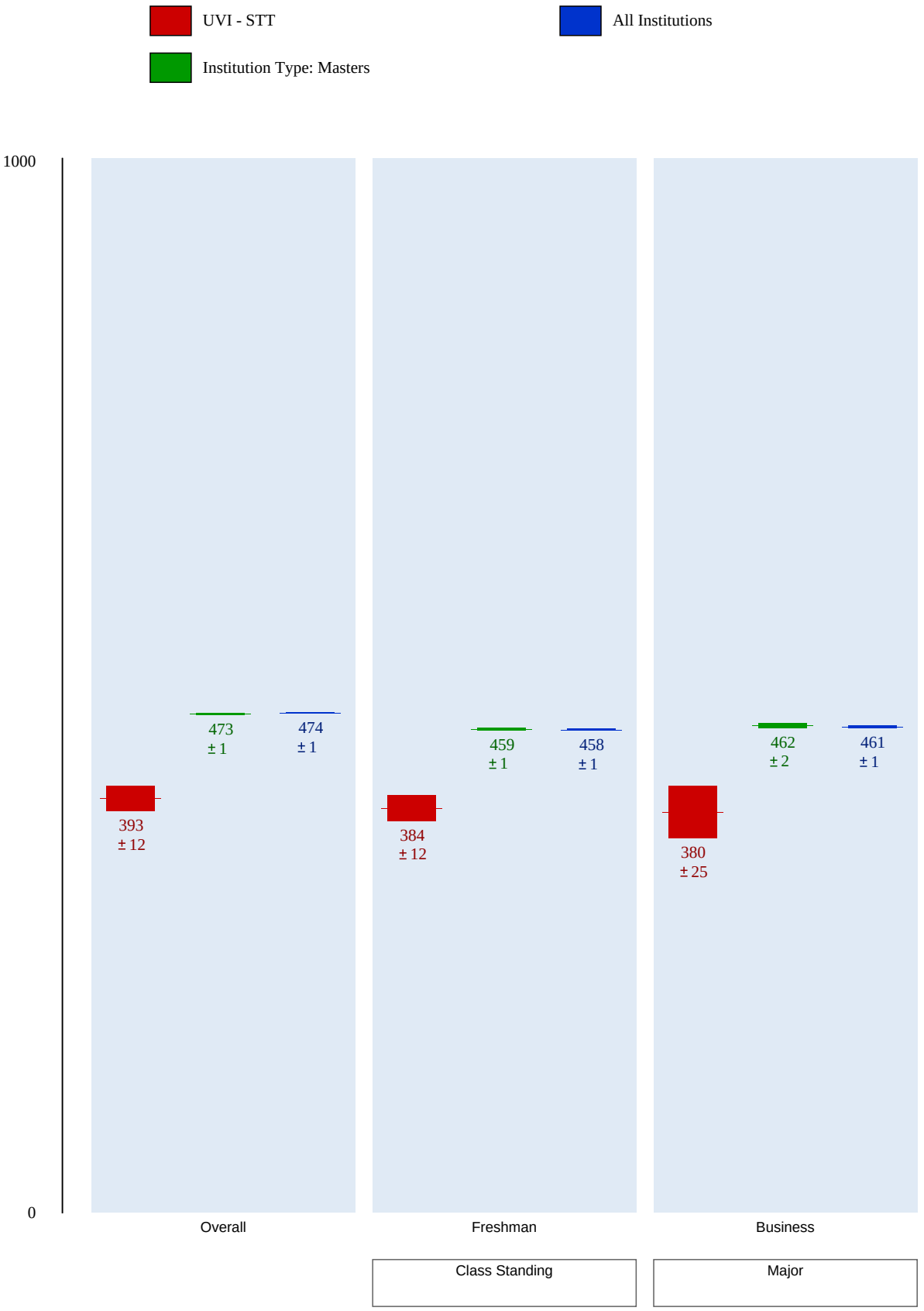


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

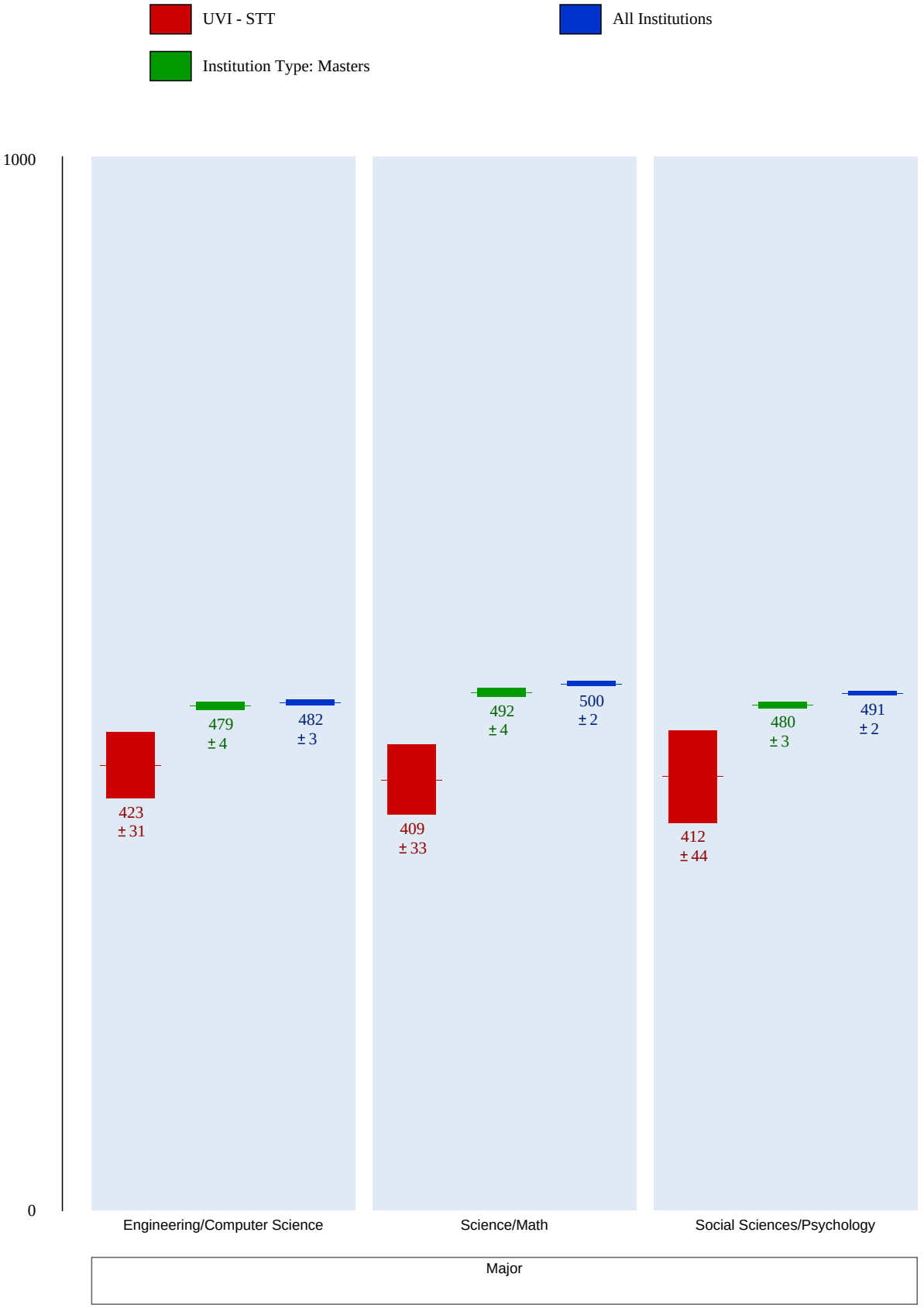


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

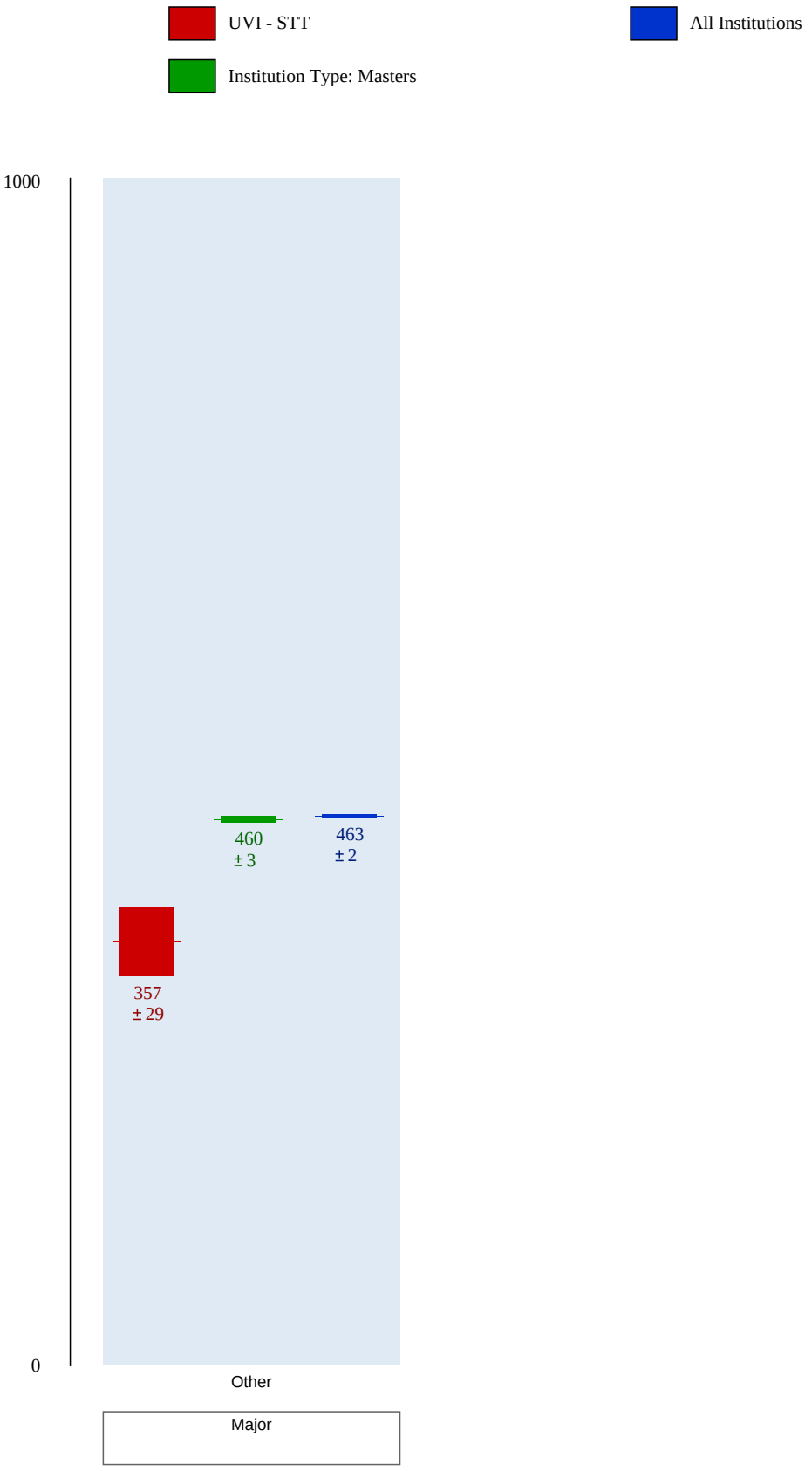


Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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

2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)

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

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

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

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

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

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

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

8. SAILS Skill Set: Understanding Economic, Legal, and Social Issues

Summary of Results

University of Virgin Islands Compared to Other Masters Institutions, by Demographic Characteristics

Students at University of Virgin Islands performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Major:	Science/Math, Social Sciences/Psychology

Students at University of Virgin Islands performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Other

Demographic Groups within University of Virgin Islands Compared to the UVI - STT Overall Performance on This Skill Set

Within University of Virgin Islands, the following groups performed about the same as the UVI - STT-average-student benchmark:

Class Standing:	Freshman
Major:	Business, Engineering/Computer Science, Science/Math, Social Sciences/Psychology

Within University of Virgin Islands, the following groups performed worse than the UVI - STT-average-student benchmark:

Major:	Other

Detailed Results - Data Table

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

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

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

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

	University of Virgin Islands	Institution Type: Masters	All Institutions
Overall	404 ±11	466 ±1	464 ±0
Class Standing			
Freshman	393 ±11	456 ±1	453 ±1
Majors			
Business	401 ±20	469 ±2	463 ±1
Engineering / Computer Science	426 ±23	494 ±3	487 ±2
Science / Math	439 ±38	474 ±3	483 ±2
Social Sciences / Psychology	449 ±45	465 ±2	470 ±2
Other	337 ±22	457 ±2	457 ±1

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

For example,

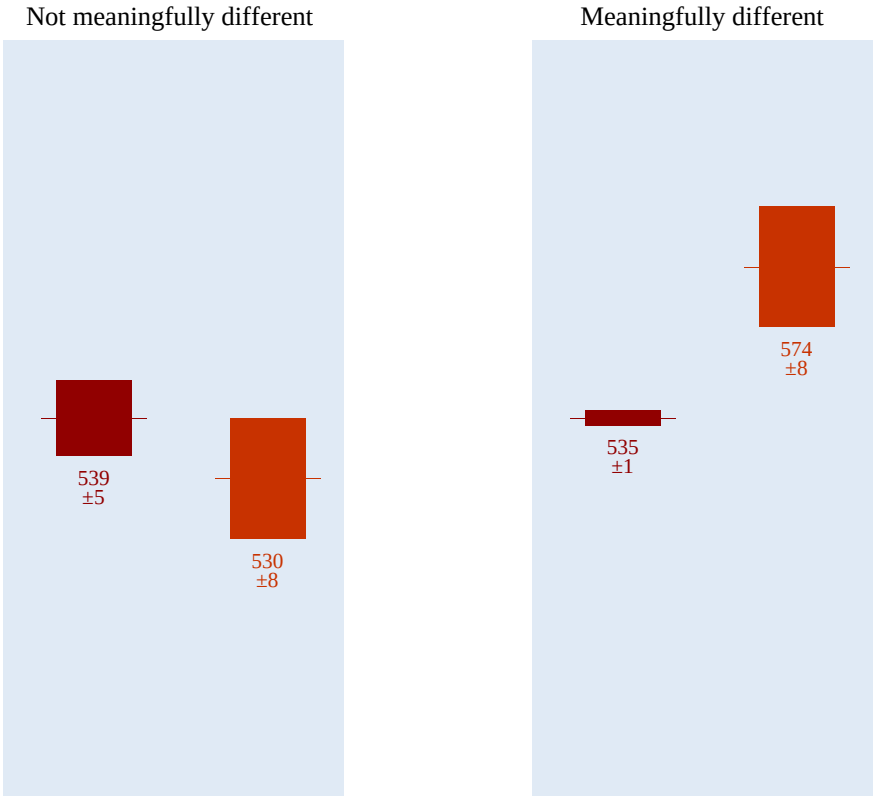


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues

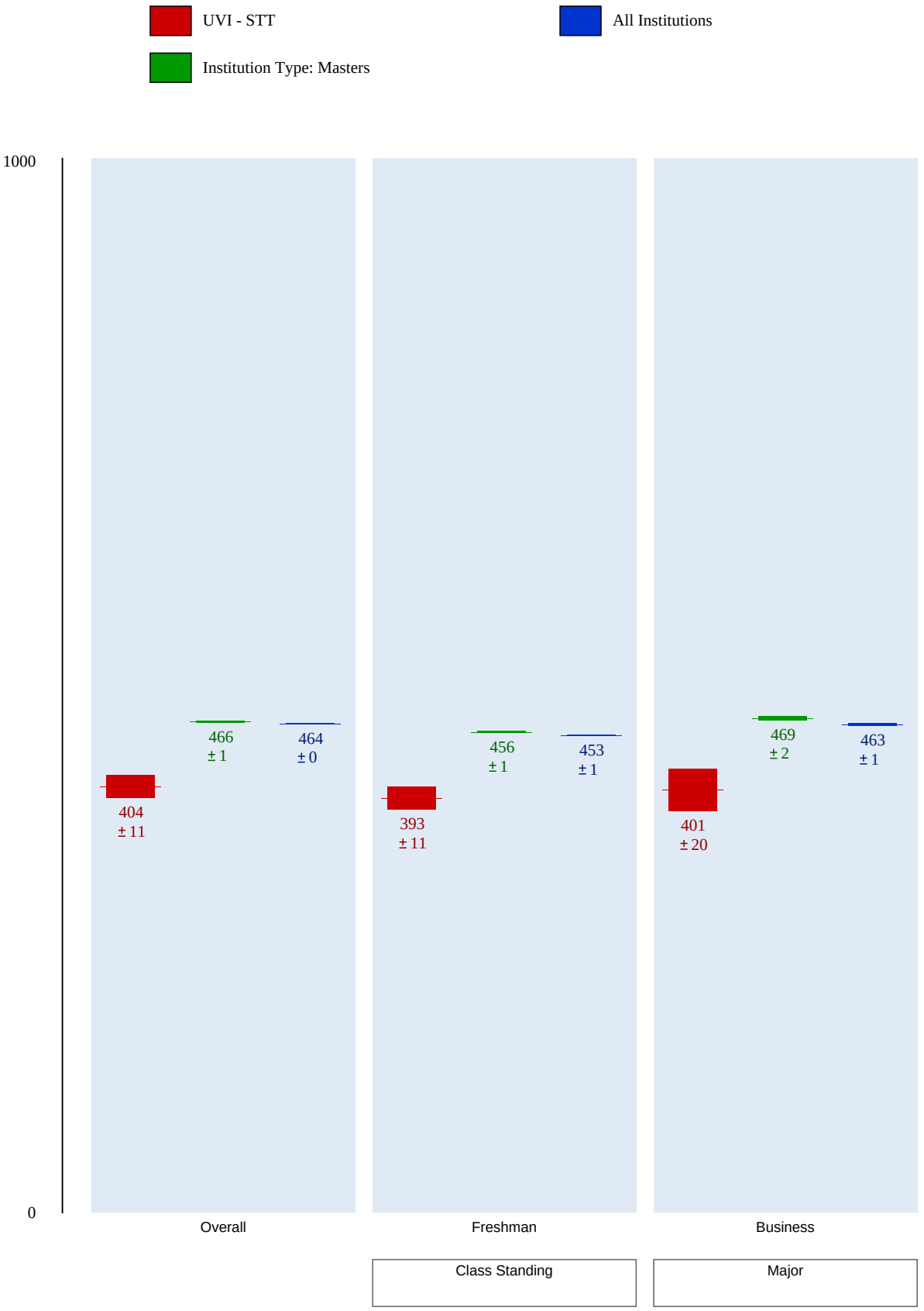


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

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

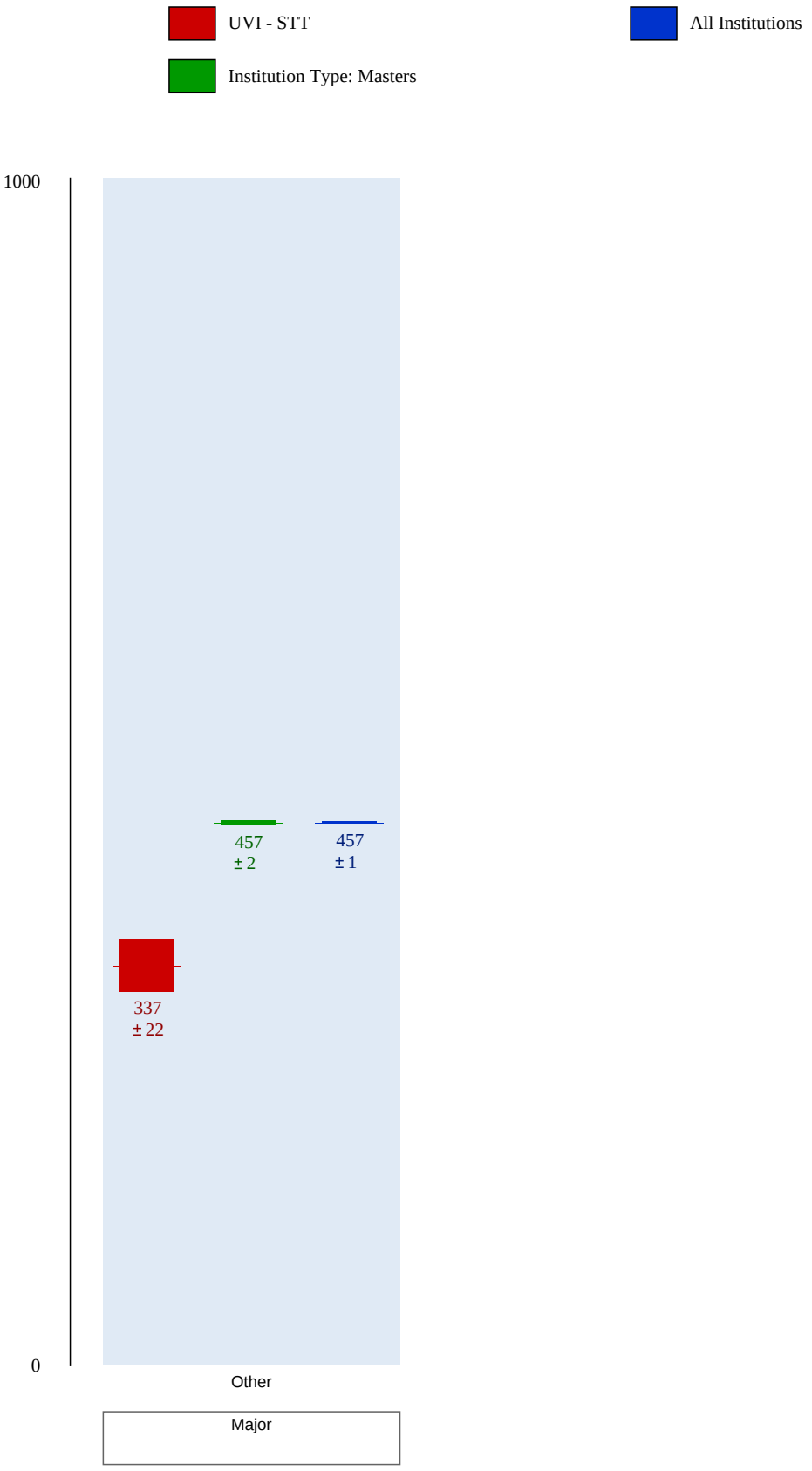


Figure 3.25 Objectives and Outcomes for Skill Set: Understanding Economic, Legal, and Social Issues

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

Detailed Results - Data Table

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

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

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

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

Figure 4.1 Data Table for ACRL Standards

	University of Virgin Islands	Institution Type: Masters	All Institutions
ACRL Standard			
Standard 1: Determines the Nature and Extent of the Information Needed	461 ±7	501 ±1	500 ±0
Standard 2: Accesses Needed Information Effectively and Efficiently	446 ±6	502 ±0	502 ±0
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	418 ±10	468 ±1	464 ±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	413 ±9	467 ±1	465 ±0

Detailed Results - Chart

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

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

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

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

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

For example,

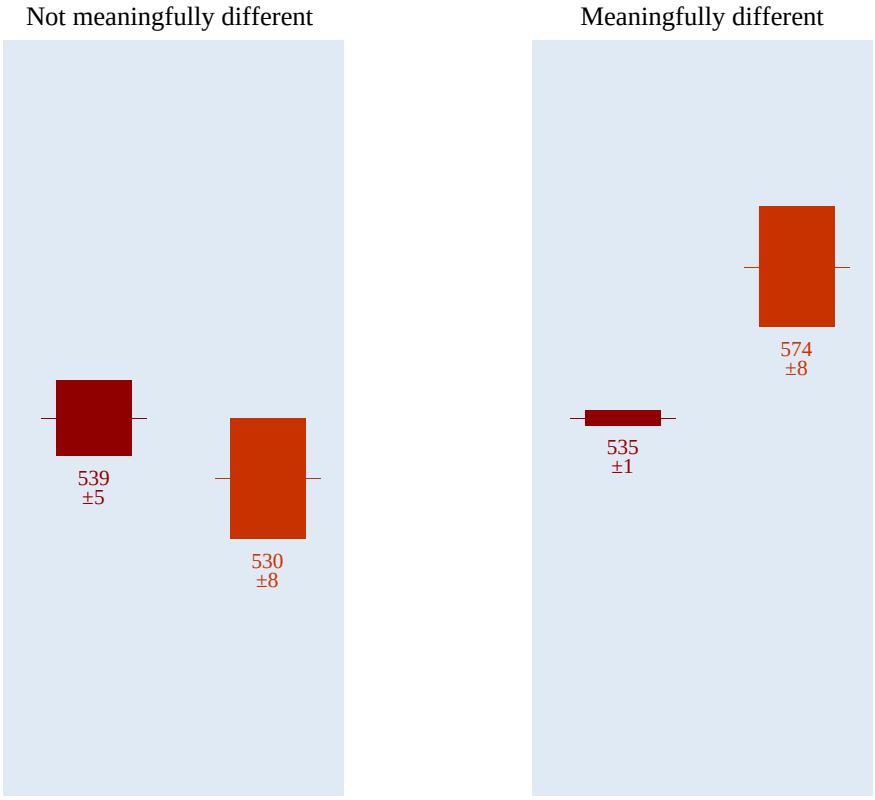
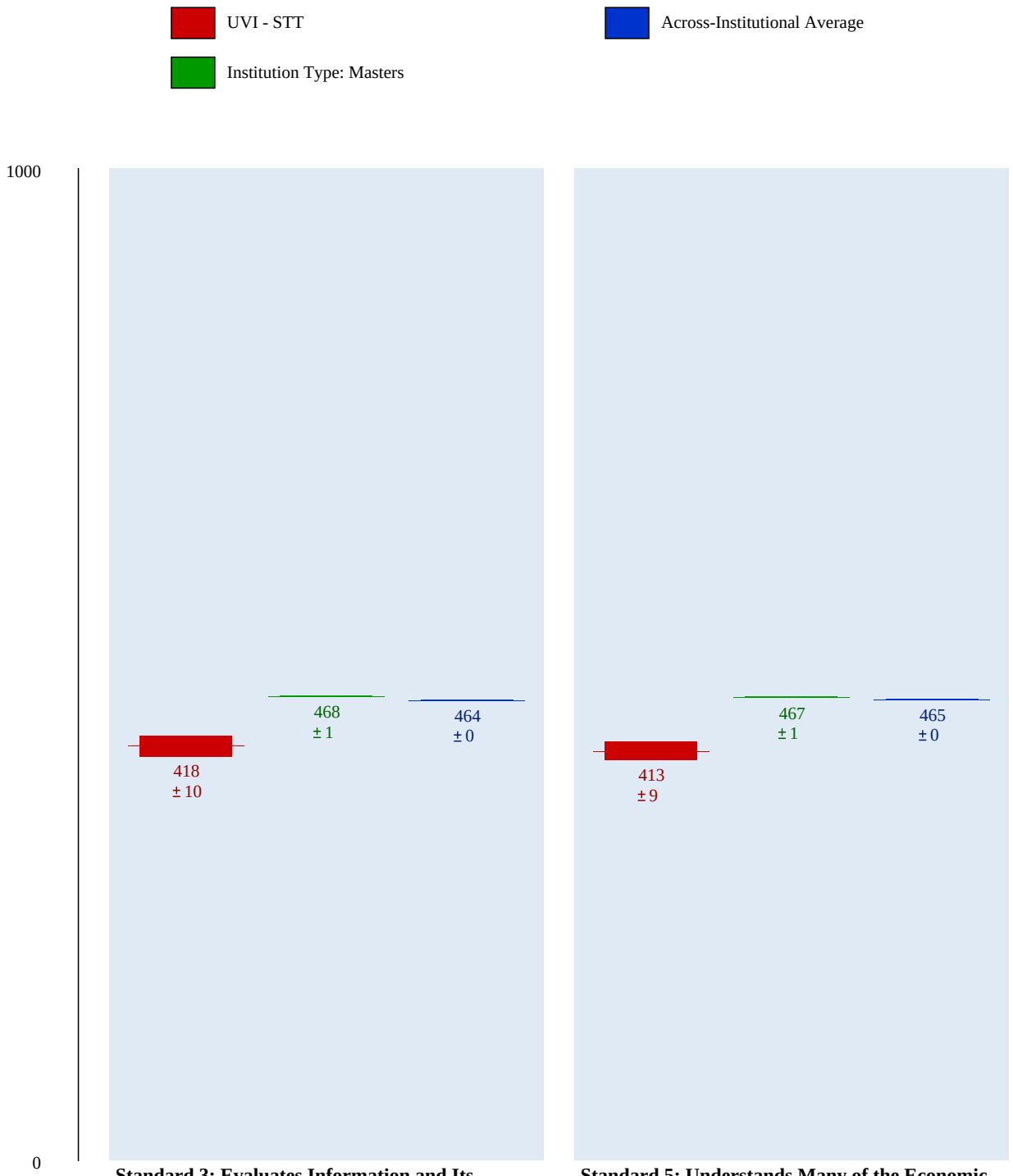


Figure 4.2 Chart for ACRL Standards

Figure 4.2 (continued) Chart for ACRL Standards



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.

2.1.3.5 Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.

2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.

2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.

2.1.3.8 Determines the period of time covered by a particular source.

2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).

2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.

2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).

2.2.1.1 Describes a general process for searching for information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.

2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.

2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).

2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.

2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)

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

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

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

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

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

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

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

2.3.3.1 Retrieves a document in print or electronic form.

2.3.3.2 Describes various retrieval methods for information not available locally.

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

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

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

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

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

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

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

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

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

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

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

2.5.5 Uses various technologies to manage the information selected and organized

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

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

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

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

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

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

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

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

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

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

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

3.4.1 Determines whether information satisfies the research or other information need

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

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

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

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

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

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

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

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

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

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

APPENDIX A

About Project SAILS

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

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

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

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

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

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

Julie A. Gedeon
Evaluation and Measurement Consultant
Director of Assessment and Accreditation for the College of Education, University of Akron

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

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

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

APPENDIX B

List of Institutions in the All-Institutions Benchmark

	Institution	Location	Type of Institution
1.	Abilene Christian University	Abilene, TX	Masters
2.	Alfred University	Alfred, NY	Masters
3.	Asbury University	Wilmore, Kentucky	Masters
4.	Ashford University	Clinton, Iowa	Baccalaureate - General
5.	Auburn University	Auburn, Alabama	Doctorate
6.	Baldwin-Wallace College	Berea, OH	Masters
7.	Barry University	Miami Shores, Florida	Doctorate
8.	Bauder College	Atlanta, Georgia	Baccalaureate - General
9.	Belmont Abbey College	Belmont, North Carolina	Baccalaureate - General
10.	Berkeley College	West Paterson, NJ	Baccalaureate - Liberal Arts
11.	Bluffton University	Bluffton, Ohio	Baccalaureate - Liberal Arts
12.	Butler County Community College	Butler, PA	Associates
13.	California Maritime Academy	Vallejo, CA	Baccalaureate - General
14.	California State University Chico	Chico, CA	Baccalaureate - General
15.	Calvin College	Grand Rapids, MI	Masters
16.	Cedarville University	Cedarville, Ohio	Baccalaureate - Liberal Arts
17.	Central Methodist University	Fayette, MO	Baccalaureate - General
18.	Chapman University	Orange, CA	Masters
19.	Coastal Carolina University	Conway, SC	Baccalaureate - Liberal Arts
20.	Concordia College	Moorhead, MN	Baccalaureate - Liberal Arts
21.	Concordia College-NY	Bronxville, Westchester /New York	Baccalaureate - General
22.	Cottey College	Nevada, Missouri	Associates
23.	Curry College	Milton, Massachusetts	Masters
24.	Dalhousie University, Schulich School of Law	Halifax, Nova Scotia	Doctorate
25.	DeSales University	Center Valley, PA	Masters
26.	East Central University	Ada, Oklahoma	Baccalaureate - Liberal Arts
27.	Eastern Shore Community College	Melfa, Virginia	Associates
28.	Eckerd College	St. Petersburg, FL	Baccalaureate - Liberal Arts
29.	Edward Waters College	Jacksonville, FL	Baccalaureate - Liberal Arts
30.	Erie Community College	Buffalo, NY	Associates
31.	Fisher College	Boston, Massachusetts	Baccalaureate - General
32.	Gadsden State Community College	Gadsden, AL	Associates
33.	Grant MacEwan College	Edmonton, Alberta	Baccalaureate - Liberal Arts
34.	H. Raymond Danforth Library-New England Colleg	Henniker, NH	Masters
35.	Hamline University	St. Paul, MN	Masters
36.	Hartwick College	Oneonta, New York	Baccalaureate - Liberal Arts
37.	Illinois Wesleyan University	Bloomington, IL	Baccalaureate - Liberal Arts
38.	Kean University	Union, New Jersey	Masters
39.	Keene State College	Keene, New Hampshire	Masters
40.	La Roche College	Pittsburgh, Pennsylvania	Masters

	Institution	Location	Type of Institution
41.	Lamar State College-Orange	Orange, TX	Associates
42.	Lancaster Bible College	Lancaster, PA	Baccalaureate - General
43.	Lincoln Memorial University	Harrogate, TN	Doctorate
44.	Long Island University CW Post	Brookville, New York	Doctorate
45.	Lynchburg College	Lynchburg, Virginia	Masters
46.	Manhattanville College	Purchase, New York	Baccalaureate - Liberal Arts
47.	Mansfield University	Mansfield, Pennsylvania	Masters
48.	Marygrove College Library	Detroit, Michigan	Baccalaureate - Liberal Arts
49.	McDaniel College	Westminster, Maryland	Baccalaureate - Liberal Arts
50.	Misericordia University	Dallas, Pennsylvania	Doctorate
51.	Mississippi College	Clinton, MS	Doctorate
52.	Molloy College	Rockville Centre, NY	Masters
53.	Norfolk State University	Norfolk, Virginia	Masters
54.	North Georgia College & State University	Dahlonega, GA	Baccalaureate - General
55.	Northern State University	Aberdeen, SD	Masters
56.	Northwest Missouri State University	Maryville, MO	Masters
57.	Ohio University	Athens, Ohio	Doctorate
58.	Patrick Henry College	Purcellville, VA	Baccalaureate - Liberal Arts
59.	Pennsylvania College of Technology	Williamsport, PA 17701	Baccalaureate - General
60.	Pepperdine University Library	Malibu, CA	Doctorate
61.	Pikeville College	Pikeville, KY	Baccalaureate - Liberal Arts
62.	Purdue University	West Lafayette, IN	Doctorate
63.	Rasmussen College	Bloomington, MN	Baccalaureate - General
64.	River Parishes Community College	Sorrento, Louisiana	Associates
65.	Samford University	Birmingham, Alabama	Doctorate
66.	Savannah State University	Savannah, GA	Masters
67.	Seminole Community College	Sanford, Florida	Baccalaureate - General
68.	Seward County Community College and Area Tech	Liberal, KS	Associates
69.	Shaw University	Raleigh, North Carolina	Masters
70.	Siena College	Loudonville, New York	Baccalaureate - Liberal Arts
71.	South University	Savannah,, GA	Masters
72.	St. Johns River State College	Palatka, FL	Baccalaureate - General
73.	Sullivan County Community College (SUNY)	Loch Sheldrake, NY	Associates
74.	SUNY Fredonia	Fredonia, New York	Masters
75.	Texas Southern University	Houston, Texas	Baccalaureate - General
76.	Thomas College	Waterville, Maine	Masters
77.	Thomas Edison State College	Trenton, New Jersey	Masters
78.	University of Arkansas at Little Rock	Little Rock, AR	Doctorate
79.	University of Central Oklahoma	Edmond, Oklahoma	Masters
80.	University of Maryland, Baltimore County (UMBC)	Baltimore, Maryland	Doctorate
81.	University of Montana - Helena COT	Helena, MT	Associates
82.	University of Montevallo	Montevallo, Alabama	Masters
83.	University of New Haven	West Haven, Connecticut	Baccalaureate - General
84.	University of Phoenix	Phoenix, AZ	Masters
85.	University of Pittsburgh	Pittsburgh, Pennsylvania	Doctorate

	Institution	Location	Type of Institution
86.	University of the Pacific	Stockton, CA	Doctorate
87.	University of Toronto Mississauga	Mississauga, Ontario	Doctorate
88.	University of Virgin Islands	Kingshill, Virgin Islands	Masters
89.	University of Western Ontario	London, Ontario	Doctorate
90.	Valley Forge Christian College	Phoenixville, PA	Baccalaureate - General
91.	Western Michigan University	Kalamazoo, MI	Doctorate
92.	Western New England University	Springfield, MA	Masters
93.	William Woods University	Fulton, Missouri	Masters

APPENDIX C

Test-Taker Profiles for Each Administration

		Abilene Christian University Fall 2010 Fall 2010		Abilene Christian University Fall 2011 Fall 2011		Abilene Christian University Fall 2012 Fall 2012		Alfred University SAILS Fall 2010 Fall 2010	
		(n=63)		(n=439)		(n=695)		(n=143)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	60	95.2	431	98.2	687	98.8	51	35.7
	Sophomore	3	4.8	8	1.8	5	0.7	7	4.9
	Junior	0	0.0	0	0.0	1	0.1	4	2.8
	Senior	0	0.0	0	0.0	0	0.0	77	53.8
	Other	0	0.0	0	0.0	2	0.3	4	2.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	3.2	11	2.5	10	1.4	4	2.8
	Architecture	0	0.0	4	0.9	1	0.1	0	0.0
	Business	12	19.0	60	13.7	120	17.3	10	7.0
	Communications/Journalism	5	7.9	25	5.7	45	6.5	2	1.4
	Education	11	17.5	34	7.7	36	5.2	4	2.8
	Engineering/Computer Science	5	7.9	14	3.2	27	3.9	34	23.8
	General Studies	0	0.0	0	0.0	0	0.0	1	0.7
	Health Sciences	5	7.9	69	15.7	122	17.6	1	0.7
	History	0	0.0	2	0.5	10	1.4	2	1.4
	Humanities	1	1.6	10	2.3	11	1.6	7	4.9
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	3.2	27	6.2	47	6.8	28	19.6
	Science/Math	9	14.3	51	11.6	86	12.4	12	8.4
	Social Sciences/Psychology	4	6.3	46	10.5	67	9.6	12	8.4
	Other	5	7.9	41	9.3	56	8.1	12	8.4
	Undecided	2	3.2	45	10.3	57	8.2	14	9.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Asbury University Spring 2011		Ashford University ENG122 Fall 2010		Ashford University F 10 Campus Freshmen		Ashford University ENG122 Spring 2011	
		Spring 2011		Fall 2010		Fall 2010		Spring 2011	
		(n=106)		(n=565)		(n=266)		(n=2,392)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	27	25.5	336	59.5	266	100.0	0	0.0
	Sophomore	24	22.6	98	17.3	0	0.0	0	0.0
	Junior	36	34.0	74	13.1	0	0.0	0	0.0
	Senior	19	17.9	57	10.1	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	2,392	100.0
Student Major	Agriculture/Environmental Studies	0	0.0	10	1.8	1	0.4	27	1.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	5	4.7	189	33.5	56	21.1	678	28.3
	Communications/Journalism	31	29.2	10	1.8	5	1.9	25	1.0
	Education	12	11.3	89	15.8	57	21.4	437	18.3
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	7	1.2	2	0.8	31	1.3
	Health Sciences	7	6.6	73	12.9	16	6.0	180	7.5
	History	3	2.8	9	1.6	2	0.8	25	1.0
	Humanities	14	13.2	7	1.2	0	0.0	33	1.4
	Law	0	0.0	4	0.7	0	0.0	168	7.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	12	0.5
	Performing & Fine Arts	6	5.7	0	0.0	2	0.8	0	0.0
	Science/Math	10	9.4	0	0.0	32	12.0	0	0.0
	Social Sciences/Psychology	8	7.5	92	16.3	54	20.3	327	13.7
	Other	7	6.6	68	12.0	30	11.3	409	17.1
	Undecided	3	2.8	7	1.2	6	2.3	40	1.7
	Not Reported	0	0.0	0	0.0	3	1.1	0	0.0

		Ashford University ENG122 Fall 2011 Fall 2011 (n=2,234)		Ashford University EXP 103 Fall 2011 (n=248)		Ashford University ENG122 Spring 2012 Spring 2012 (n=1,312)		Ashford University ENG122 Fall 2012 Fall 2012 (n=723)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1,216	54.4	243	98.0	741	56.5	438	60.6
	Sophomore	429	19.2	2	0.8	230	17.5	141	19.5
	Junior	307	13.7	0	0.0	176	13.4	68	9.4
	Senior	138	6.2	0	0.0	60	4.6	29	4.0
	Other	144	6.4	0	0.0	105	8.0	47	6.5
	Not Reported	0	0.0	3	1.2	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	19	0.9	2	0.8	8	0.6	1	0.1
	Architecture	1	0.0	1	0.4	0	0.0	0	0.0
	Business	631	28.2	47	19.0	396	30.2	207	28.6
	Communications/Journalism	29	1.3	5	2.0	8	0.6	9	1.2
	Education	376	16.8	46	18.5	204	15.5	112	15.5
	Engineering/Computer Science	8	0.4	8	3.2	2	0.2	1	0.1
	General Studies	19	0.9	2	0.8	6	0.5	6	0.8
	Health Sciences	198	8.9	14	5.6	123	9.4	65	9.0
	History	30	1.3	3	1.2	14	1.1	14	1.9
	Humanities	16	0.7	0	0.0	16	1.2	2	0.3
	Law	56	2.5	18	7.3	26	2.0	15	2.1
	Military/Naval Science	12	0.5	0	0.0	3	0.2	7	1.0
	Performing & Fine Arts	4	0.2	5	2.0	2	0.2	6	0.8
	Science/Math	11	0.5	23	9.3	4	0.3	2	0.3
	Social Sciences/Psychology	332	14.9	33	13.3	196	14.9	109	15.1
	Other	452	20.2	30	12.1	281	21.4	161	22.3
	Undecided	40	1.8	7	2.8	23	1.8	6	0.8
	Not Reported	0	0.0	4	1.6	0	0.0	0	0.0

		Ashford University EXP103 Fall 2012		Ashford University GEN499 Fall 2012		Auburn University Spring 2011		Baldwin-Wallace College 2010 Fall Freshmen	
		Fall 2012		Fall 2012		Spring 2011		Fall 2010	
		(n=199)		(n=86)		(n=374)		(n=78)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	198	99.5	0	0.0	62	16.6	39	50.0
	Sophomore	1	0.5	3	3.5	94	25.1	0	0.0
	Junior	0	0.0	6	7.0	98	26.2	0	0.0
	Senior	0	0.0	73	84.9	115	30.7	39	50.0
	Other	0	0.0	4	4.7	5	1.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	1.0	1	1.2	17	4.5	0	0.0
	Architecture	0	0.0	0	0.0	10	2.7	0	0.0
	Business	53	26.6	22	25.6	45	12.0	11	14.1
	Communications/Journalism	3	1.5	0	0.0	15	4.0	3	3.8
	Education	30	15.1	12	14.0	35	9.4	10	12.8
	Engineering/Computer Science	1	0.5	0	0.0	81	21.7	0	0.0
	General Studies	1	0.5	0	0.0	23	6.1	0	0.0
	Health Sciences	11	5.5	7	8.1	14	3.7	7	9.0
	History	1	0.5	3	3.5	0	0.0	2	2.6
	Humanities	0	0.0	7	8.1	9	2.4	3	3.8
	Law	17	8.5	1	1.2	0	0.0	4	5.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	2.0	0	0.0	3	0.8	9	11.5
	Science/Math	22	11.1	0	0.0	78	20.9	4	5.1
	Social Sciences/Psychology	18	9.0	24	27.9	29	7.8	10	12.8
	Other	27	13.6	9	10.5	7	1.9	9	11.5
	Undecided	9	4.5	0	0.0	8	2.1	6	7.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Baldwin-Wallace College BW-FR-11 Fall 2011 (n=51)		Baldwin-Wallace College BW-SR-11 Fall 2011 (n=46)		Baldwin-Wallace College BWU FR12 Fall 2012 (n=57)		Baldwin-Wallace College BWU SR12 Fall 2012 (n=60)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	51	100.0	0	0.0	57	100.0	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	1	1.7
	Senior	0	0.0	46	100.0	0	0.0	59	98.3
	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	6	11.8	6	13.0	5	8.8	6	10.0
	Communications/Journalism	1	2.0	5	10.9	2	3.5	3	5.0
	Education	9	17.6	6	13.0	8	14.0	9	15.0
	Engineering/Computer Science	0	0.0	0	0.0	2	3.5	3	5.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	2	3.9	1	2.2	10	17.5	5	8.3
	History	3	5.9	0	0.0	2	3.5	3	5.0
	Humanities	4	7.8	2	4.3	0	0.0	2	3.3
	Law	1	2.0	1	2.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	11.8	10	21.7	4	7.0	5	8.3
	Science/Math	6	11.8	4	8.7	3	5.3	6	10.0
	Social Sciences/Psychology	4	7.8	6	13.0	3	5.3	14	23.3
	Other	5	9.8	2	4.3	7	12.3	4	6.7
	Undecided	4	7.8	0	0.0	11	19.3	0	0.0
	Not Reported	0	0.0	3	6.5	0	0.0	0	0.0

		Barry University 2011 FALL FRESHMEN Fall 2011 (n=271)		Bauder College Spring 2010 Spring 2010 (n=111)		Belmont Abbey College Freshmen Fall 2010 Spring 2011 (n=215)		Belmont Abbey College Freshmen Fall 2011 Spring 2012 (n=120)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	230	84.9	86	77.5	212	98.6	120	100.0
	Sophomore	36	13.3	14	12.6	1	0.5	0	0.0
	Junior	3	1.1	4	3.6	1	0.5	0	0.0
	Senior	0	0.0	2	1.8	1	0.5	0	0.0
	Other	2	0.7	2	1.8	0	0.0	0	0.0
	Not Reported	0	0.0	3	2.7	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.4	0	0.0	33	15.3	0	0.0
	Architecture	0	0.0	7	6.3	0	0.0	0	0.0
	Business	23	8.5	20	18.0	59	27.4	19	15.8
	Communications/Journalism	21	7.7	0	0.0	0	0.0	0	0.0
	Education	4	1.5	0	0.0	21	9.8	13	10.8
	Engineering/Computer Science	12	4.4	0	0.0	3	1.4	0	0.0
	General Studies	15	5.5	0	0.0	1	0.5	0	0.0
	Health Sciences	55	20.3	12	10.8	0	0.0	0	0.0
	History	3	1.1	0	0.0	4	1.9	3	2.5
	Humanities	0	0.0	0	0.0	15	7.0	9	7.5
	Law	8	3.0	11	9.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	13	4.8	19	17.1	0	0.0	0	0.0
	Science/Math	34	12.5	0	0.0	3	1.4	22	18.3
	Social Sciences/Psychology	14	5.2	35	31.5	23	10.7	15	12.5
	Other	31	11.4	7	6.3	12	5.6	4	3.3
	Undecided	37	13.7	0	0.0	41	19.1	35	29.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Belmont Abbey College fall 2012 Fall 2012 (n=164)		Berkeley College Winter 2010 Spring 2010 (n=59)		Bluffton University 2009-10 AY Spring 2010 (n=130)		Butler County Community College 2011 Graduating Spring 2011 (n=180)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	163	99.4	35	59.3	0	0.0	13	7.2
	Sophomore	1	0.6	0	0.0	13	10.0	163	90.6
	Junior	0	0.0	0	0.0	62	47.7	2	1.1
	Senior	0	0.0	24	40.7	55	42.3	1	0.6
	Other	0	0.0	0	0.0	0	0.0	1	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.6	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	1	0.6
	Business	26	15.9	10	16.9	27	20.8	24	13.3
	Communications/Journalism	0	0.0	0	0.0	6	4.6	2	1.1
	Education	14	8.5	0	0.0	31	23.8	24	13.3
	Engineering/Computer Science	0	0.0	2	3.4	4	3.1	30	16.7
	General Studies	0	0.0	0	0.0	0	0.0	5	2.8
	Health Sciences	9	5.5	5	8.5	2	1.5	39	21.7
	History	3	1.8	0	0.0	4	3.1	0	0.0
	Humanities	3	1.8	0	0.0	2	1.5	0	0.0
	Law	6	3.7	12	20.3	0	0.0	2	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	0.6	3	5.1	9	6.9	0	0.0
	Science/Math	22	13.4	0	0.0	4	3.1	14	7.8
	Social Sciences/Psychology	12	7.3	0	0.0	21	16.2	18	10.0
	Other	36	22.0	27	45.8	19	14.6	16	8.9
	Undecided	31	18.9	0	0.0	1	0.8	4	2.2
	Not Reported	0	0.0	0	0.0	0	0.0	1	0.6

		California Maritime Academy Fall2010 Fall 2010 (n=50)		California Maritime Academy Spring2011 Spring 2011 (n=53)		California State University Chico Fall 2009 Yr 1 & 3 Spring 2010 (n=64)		Calvin College Spring 2010 Pilot Spring 2010 (n=196)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	33	66.0	45	84.9	29	45.3	6	3.1
	Sophomore	7	14.0	3	5.7	0	0.0	34	17.3
	Junior	7	14.0	3	5.7	0	0.0	64	32.7
	Senior	1	2.0	1	1.9	0	0.0	89	45.4
	Other	2	4.0	1	1.9	35	54.7	3	1.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	3	1.5
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	1	2.0	2	3.8	0	0.0	30	15.3
	Communications/Journalism	0	0.0	0	0.0	0	0.0	3	1.5
	Education	0	0.0	0	0.0	0	0.0	12	6.1
	Engineering/Computer Science	0	0.0	10	18.9	0	0.0	4	2.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	64	100.0	2	1.0
	History	0	0.0	0	0.0	0	0.0	7	3.6
	Humanities	0	0.0	0	0.0	0	0.0	34	17.3
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	9	4.6
	Science/Math	0	0.0	0	0.0	0	0.0	15	7.7
	Social Sciences/Psychology	41	82.0	4	7.5	0	0.0	48	24.5
	Other	8	16.0	37	69.8	0	0.0	28	14.3
	Undecided	0	0.0	0	0.0	0	0.0	1	0.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Cedarville University CU Spring 2010 Spring 2010 (n=143)		Cedarville University ProjectSAILSFall2011 Fall 2011 (n=66)		Cedarville University ProjectSAILSSpr2012 Spring 2012 (n=63)		Cedarville University ProjectSAILSFall2012 Fall 2012 (n=102)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	56	39.2	58	87.9	0	0.0	95	93.1
	Sophomore	9	6.3	6	9.1	1	1.6	0	0.0
	Junior	17	11.9	2	3.0	6	9.5	0	0.0
	Senior	60	42.0	0	0.0	55	87.3	0	0.0
	Other	1	0.7	0	0.0	1	1.6	7	6.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	15	10.5	1	1.5	4	6.3	7	6.9
	Communications/Journalism	17	11.9	3	4.5	3	4.8	5	4.9
	Education	11	7.7	4	6.1	6	9.5	6	5.9
	Engineering/Computer Science	10	7.0	5	7.6	12	19.0	8	7.8
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	20	14.0	22	33.3	14	22.2	31	30.4
	History	2	1.4	5	7.6	8	12.7	3	2.9
	Humanities	7	4.9	0	0.0	1	1.6	5	4.9
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	11	7.7	5	7.6	4	6.3	9	8.8
	Science/Math	23	16.1	9	13.6	3	4.8	16	15.7
	Social Sciences/Psychology	17	11.9	6	9.1	6	9.5	4	3.9
	Other	7	4.9	2	3.0	2	3.2	2	2.0
	Undecided	3	2.1	4	6.1	0	0.0	6	5.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Central Methodist University FALL 2011 Fall 2011 (n=82)		Central Methodist University Spring 2012 Spring 2012 (n=77)		Central Methodist University Fall 2012 Fall 2012 (n=102)		Chapman University 2009-2010 Brandman Spring 2010 (n=53)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	53	100.0
	Sophomore	0	0.0	3	3.9	0	0.0	0	0.0
	Junior	18	22.0	37	48.1	39	38.2	0	0.0
	Senior	63	76.8	36	46.8	61	59.8	0	0.0
	Other	1	1.2	1	1.3	2	2.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.2	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	10	12.2	9	11.7	19	18.6	6	11.3
	Communications/Journalism	3	3.7	0	0.0	3	2.9	0	0.0
	Education	14	17.1	22	28.6	18	17.6	7	13.2
	Engineering/Computer Science	3	3.7	2	2.6	4	3.9	0	0.0
	General Studies	2	2.4	1	1.3	0	0.0	8	15.1
	Health Sciences	14	17.1	7	9.1	20	19.6	0	0.0
	History	1	1.2	2	2.6	1	1.0	0	0.0
	Humanities	2	2.4	1	1.3	0	0.0	0	0.0
	Law	0	0.0	3	3.9	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	2.4	2	2.6	5	4.9	0	0.0
	Science/Math	17	20.7	8	10.4	9	8.8	0	0.0
	Social Sciences/Psychology	5	6.1	9	11.7	12	11.8	19	35.8
	Other	8	9.8	10	13.0	11	10.8	11	20.8
	Undecided	0	0.0	1	1.3	0	0.0	2	3.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Chapman University 2010 Fall FFC Spring 2011		Chapman University Brandman 2011 Spring 2011		Chapman University 2011 Fall FFC Spring 2012		Chapman University Brandman_2011-2012 Spring 2012	
		(n=965)		(n=250)		(n=1,017)		(n=438)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	965	100.0	250	100.0	1,017	100.0	30	6.8
	Sophomore	0	0.0	0	0.0	0	0.0	42	9.6
	Junior	0	0.0	0	0.0	0	0.0	250	57.1
	Senior	0	0.0	0	0.0	0	0.0	92	21.0
	Other	0	0.0	0	0.0	0	0.0	24	5.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	9	0.9	0	0.0	5	0.5	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	194	20.1	57	22.8	197	19.4	123	28.1
	Communications/Journalism	46	4.8	0	0.0	57	5.6	0	0.0
	Education	15	1.6	21	8.4	21	2.1	27	6.2
	Engineering/Computer Science	10	1.0	4	1.6	10	1.0	4	0.9
	General Studies	0	0.0	30	12.0	0	0.0	38	8.7
	Health Sciences	49	5.1	0	0.0	61	6.0	1	0.2
	History	18	1.9	1	0.4	12	1.2	1	0.2
	Humanities	22	2.3	1	0.4	30	2.9	0	0.0
	Law	0	0.0	26	10.4	0	0.0	45	10.3
	Military/Naval Science	0	0.0	1	0.4	0	0.0	0	0.0
	Performing & Fine Arts	263	27.3	0	0.0	293	28.8	0	0.0
	Science/Math	51	5.3	0	0.0	71	7.0	0	0.0
	Social Sciences/Psychology	64	6.6	84	33.6	74	7.3	136	31.1
	Other	86	8.9	21	8.4	82	8.1	60	13.7
	Undecided	138	14.3	4	1.6	104	10.2	3	0.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Chapman University 2012 Fall FFC		Coastal Carolina University 2010 Fall Testing		Concordia College Freshmen, Fall 2011		Concordia College- NY Spring 2010	
		Fall 2012		Fall 2010		Fall 2011		Spring 2010	
		(n=991)		(n=371)		(n=154)		(n=65)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	991	100.0	94	25.3	150	97.4	51	78.5
	Sophomore	0	0.0	6	1.6	4	2.6	11	16.9
	Junior	0	0.0	26	7.0	0	0.0	1	1.5
	Senior	0	0.0	244	65.8	0	0.0	1	1.5
	Other	0	0.0	1	0.3	0	0.0	1	1.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	13	1.3	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	1	0.3	0	0.0	0	0.0
	Business	221	22.3	116	31.3	16	10.4	11	16.9
	Communications/Journalism	60	6.1	41	11.1	5	3.2	1	1.5
	Education	21	2.1	2	0.5	16	10.4	11	16.9
	Engineering/Computer Science	8	0.8	0	0.0	5	3.2	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	48	4.8	33	8.9	23	14.9	1	1.5
	History	10	1.0	3	0.8	2	1.3	2	3.1
	Humanities	35	3.5	0	0.0	3	1.9	0	0.0
	Law	0	0.0	0	0.0	3	1.9	2	3.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	248	25.0	0	0.0	12	7.8	0	0.0
	Science/Math	66	6.7	37	10.0	32	20.8	2	3.1
	Social Sciences/Psychology	68	6.9	47	12.7	13	8.4	11	16.9
	Other	74	7.5	11	3.0	8	5.2	10	15.4
	Undecided	119	12.0	80	21.6	16	10.4	14	21.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

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

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

		East Central University 2012 Fall UNIV 1001 Fall 2012 (n=390)		East Central University 2012 Fall UNIV 3001 Fall 2012 (n=127)		Eastern Shore Community College Graduating 2010 Spring 2010 (n=65)		Eastern Shore Community College GRAD Exit 2011 Spring 2011 (n=71)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	386	99.0	0	0.0	0	0.0	0	0.0
	Sophomore	4	1.0	28	22.0	65	100.0	0	0.0
	Junior	0	0.0	64	50.4	0	0.0	0	0.0
	Senior	0	0.0	35	27.6	0	0.0	71	100.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	7	1.8	4	3.1	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	40	10.3	14	11.0	11	16.9	14	19.7
	Communications/Journalism	10	2.6	5	3.9	0	0.0	0	0.0
	Education	34	8.7	20	15.7	13	20.0	6	8.5
	Engineering/Computer Science	10	2.6	3	2.4	0	0.0	4	5.6
	General Studies	1	0.3	1	0.8	20	30.8	19	26.8
	Health Sciences	47	12.1	12	9.4	0	0.0	7	9.9
	History	9	2.3	3	2.4	0	0.0	0	0.0
	Humanities	8	2.1	2	1.6	0	0.0	0	0.0
	Law	8	2.1	3	2.4	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	1.8	3	2.4	0	0.0	0	0.0
	Science/Math	34	8.7	13	10.2	7	10.8	13	18.3
	Social Sciences/Psychology	24	6.2	6	4.7	0	0.0	1	1.4
	Other	140	35.9	38	29.9	13	20.0	7	9.9
	Undecided	11	2.8	0	0.0	1	1.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Eastern Shore Community College Grad. Exit 2012		Eckerd College 2011Freshmen		Eckerd College 2011Seniors		Eckerd College 2012Freshmen	
		Spring 2012		Fall 2011		Fall 2011		Fall 2012	
		(n=67)		(n=92)		(n=93)		(n=94)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	90	97.8	0	0.0	92	97.9
	Sophomore	0	0.0	1	1.1	0	0.0	1	1.1
	Junior	0	0.0	1	1.1	2	2.2	0	0.0
	Senior	67	100.0	0	0.0	91	97.8	0	0.0
	Other	0	0.0	0	0.0	0	0.0	1	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	12	13.0	10	10.8	14	14.9
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	16	23.9	4	4.3	7	7.5	11	11.7
	Communications/Journalism	0	0.0	2	2.2	4	4.3	1	1.1
	Education	9	13.4	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	3	4.5	0	0.0	1	1.1	0	0.0
	General Studies	9	13.4	0	0.0	0	0.0	0	0.0
	Health Sciences	11	16.4	0	0.0	0	0.0	0	0.0
	History	0	0.0	2	2.2	2	2.2	0	0.0
	Humanities	0	0.0	0	0.0	4	4.3	0	0.0
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	4	4.3	9	9.7	7	7.4
	Science/Math	10	14.9	36	39.1	14	15.1	26	27.7
	Social Sciences/Psychology	0	0.0	10	10.9	26	28.0	9	9.6
	Other	5	7.5	12	13.0	16	17.2	9	9.6
	Undecided	4	6.0	10	10.9	0	0.0	17	18.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Eckerd College 2012Seniors Fall 2012 (n=102)		Edward Waters College Fall 2010 Cohort Fall 2010 (n=217)		Erie Community College 2010, fall Fall 2010 (n=392)		Fisher College FALL 2010 Fall 2010 (n=101)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	214	98.6	191	48.7	92	91.1
	Sophomore	0	0.0	0	0.0	106	27.0	2	2.0
	Junior	1	1.0	0	0.0	41	10.5	1	1.0
	Senior	101	99.0	0	0.0	7	1.8	0	0.0
	Other	0	0.0	0	0.0	46	11.7	0	0.0
	Not Reported	0	0.0	3	1.4	1	0.3	6	5.9
Student Major	Agriculture/Environmental Studies	11	10.8	1	0.5	1	0.3	0	0.0
	Architecture	0	0.0	1	0.5	8	2.0	1	1.0
	Business	10	9.8	26	12.0	55	14.0	41	40.6
	Communications/Journalism	6	5.9	9	4.1	5	1.3	4	4.0
	Education	0	0.0	22	10.1	9	2.3	5	5.0
	Engineering/Computer Science	0	0.0	10	4.6	32	8.2	1	1.0
	General Studies	0	0.0	0	0.0	65	16.6	2	2.0
	Health Sciences	0	0.0	8	3.7	70	17.9	12	11.9
	History	3	2.9	1	0.5	2	0.5	0	0.0
	Humanities	5	4.9	2	0.9	6	1.5	13	12.9
	Law	0	0.0	20	9.2	35	8.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	8.8	3	1.4	1	0.3	5	5.0
	Science/Math	22	21.6	0	0.0	9	2.3	0	0.0
	Social Sciences/Psychology	22	21.6	17	7.8	21	5.4	8	7.9
	Other	14	13.7	64	29.5	3	0.8	1	1.0
	Undecided	0	0.0	28	12.9	65	16.6	3	3.0
	Not Reported	0	0.0	5	2.3	5	1.3	5	5.0

		Fisher College IS 105 -- Fall 2011		Gadsden State Community College GSCC Fall 2009		Gadsden State Community College GSCC Fall 2011		Grant MacEwan College 2009 MacEwan	
		Fall 2011		Spring 2010		Spring 2012		Spring 2010	
		(n=160)		(n=336)		(n=277)		(n=341)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	154	96.3	114	33.9	84	30.3	302	88.6
	Sophomore	4	2.5	165	49.1	132	47.7	33	9.7
	Junior	0	0.0	25	7.4	32	11.6	3	0.9
	Senior	0	0.0	13	3.9	7	2.5	0	0.0
	Other	2	1.3	18	5.4	14	5.1	2	0.6
	Not Reported	0	0.0	1	0.3	8	2.9	1	0.3
Student Major	Agriculture/Environmental Studies	0	0.0	2	0.6	7	2.5	0	0.0
	Architecture	0	0.0	1	0.3	8	2.9	0	0.0
	Business	69	43.1	32	9.5	26	9.4	107	31.4
	Communications/Journalism	9	5.6	5	1.5	7	2.5	76	22.3
	Education	1	0.6	41	12.2	15	5.4	39	11.4
	Engineering/Computer Science	2	1.3	37	11.0	25	9.0	0	0.0
	General Studies	2	1.3	33	9.8	34	12.3	0	0.0
	Health Sciences	14	8.8	43	12.8	51	18.4	25	7.3
	History	0	0.0	1	0.3	5	1.8	0	0.0
	Humanities	24	15.0	1	0.3	4	1.4	0	0.0
	Law	0	0.0	6	1.8	4	1.4	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	5.0	1	0.3	1	0.4	0	0.0
	Science/Math	0	0.0	6	1.8	2	0.7	0	0.0
	Social Sciences/Psychology	18	11.3	9	2.7	14	5.1	0	0.0
	Other	3	1.9	92	27.4	58	20.9	94	27.6
	Undecided	1	0.6	25	7.4	12	4.3	0	0.0
	Not Reported	9	5.6	1	0.3	4	1.4	0	0.0

		H. Raymond Danforth Library- New England College Spring 2010 Spring 2010		H. Raymond Danforth Library- New England College Spring 2011 Spring 2011		H. Raymond Danforth Library- New England College Spring 2012 Spring 2012		Hamline University 2010 Spring Spring 2010	
		(n=181)		(n=109)		(n=139)		(n=134)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	118	65.2	50	45.9	65	46.8	126	94.0
	Sophomore	34	18.8	12	11.0	17	12.2	8	6.0
	Junior	10	5.5	4	3.7	7	5.0	0	0.0
	Senior	17	9.4	43	39.4	50	36.0	0	0.0
	Other	2	1.1	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	8	4.4	5	4.6	5	3.6	1	0.7
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	30	16.6	15	13.8	29	20.9	15	11.2
	Communications/Journalism	10	5.5	7	6.4	7	5.0	5	3.7
	Education	25	13.8	15	13.8	14	10.1	4	3.0
	Engineering/Computer Science	2	1.1	3	2.8	2	1.4	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	21	11.6	11	10.1	18	12.9	0	0.0
	History	7	3.9	3	2.8	0	0.0	1	0.7
	Humanities	6	3.3	2	1.8	6	4.3	9	6.7
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	4.4	4	3.7	7	5.0	0	0.0
	Science/Math	10	5.5	2	1.8	12	8.6	17	12.7
	Social Sciences/Psychology	17	9.4	12	11.0	6	4.3	25	18.7
	Other	28	15.5	29	26.6	25	18.0	14	10.4
	Undecided	9	5.0	1	0.9	8	5.8	43	32.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Hartwick College Spring 2010		Illinois Wesleyan University IWU Test		Kean University Fall 2010 General Ed		Kean University Spring 2011 Capstone	
		Spring 2010		Spring 2012		Fall 2010		Spring 2011	
		(n=64)		(n=270)		(n=235)		(n=92)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1	1.6	266	98.5	125	53.2	0	0.0
	Sophomore	10	15.6	2	0.7	54	23.0	1	1.1
	Junior	23	35.9	0	0.0	33	14.0	6	6.5
	Senior	28	43.8	0	0.0	19	8.1	79	85.9
	Other	0	0.0	0	0.0	4	1.7	6	6.5
	Not Reported	2	3.1	2	0.7	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	17	26.6	0	0.0	0	0.0	0	0.0
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	6	9.4	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	1	1.6	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	6	9.4	0	0.0	0	0.0	0	0.0
	History	5	7.8	0	0.0	0	0.0	0	0.0
	Humanities	7	10.9	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	3.1	0	0.0	0	0.0	0	0.0
	Science/Math	4	6.3	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology	14	21.9	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	2	3.1	270	100.0	235	100.0	92	100.0

		Kean University 2011-2012 Gen Ed Fall 2011 (n=260)		Kean University Spring 2012 Gen Ed Spring 2012 (n=130)		Keene State College 2010 Fall freshmen Fall 2010 (n=295)		Keene State College 20111 Spring Juniors Spring 2011 (n=158)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	102	39.2	17	13.1	286	96.9	0	0.0
	Sophomore	82	31.5	4	3.1	7	2.4	1	0.6
	Junior	28	10.8	7	5.4	1	0.3	157	99.4
	Senior	46	17.7	98	75.4	0	0.0	0	0.0
	Other	2	0.8	4	3.1	1	0.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	1.9	0	0.0	3	1.0	3	1.9
	Architecture	0	0.0	0	0.0	8	2.7	8	5.1
	Business	22	8.5	32	24.6	7	2.4	11	7.0
	Communications/Journalism	12	4.6	0	0.0	12	4.1	12	7.6
	Education	36	13.8	36	27.7	83	28.1	23	14.6
	Engineering/Computer Science	6	2.3	0	0.0	1	0.3	4	2.5
	General Studies	0	0.0	0	0.0	13	4.4	29	18.4
	Health Sciences	19	7.3	0	0.0	19	6.4	7	4.4
	History	1	0.4	1	0.8	9	3.1	4	2.5
	Humanities	1	0.4	4	3.1	29	9.8	15	9.5
	Law	32	12.3	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	2	0.7	9	5.7
	Performing & Fine Arts	8	3.1	1	0.8	2	0.7	4	2.5
	Science/Math	36	13.8	34	26.2	10	3.4	4	2.5
	Social Sciences/Psychology	33	12.7	7	5.4	20	6.8	20	12.7
	Other	36	13.8	15	11.5	16	5.4	5	3.2
	Undecided	13	5.0	0	0.0	61	20.7	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		La Roche College Freshman Spring 2012		La Roche College Seniors Fall 11		Lamar State College- Orange LSCO Spring 2010		Lamar State College- Orange Fall2011	
		Spring 2012		Spring 2012		Spring 2010		Fall 2011	
		(n=58)		(n=62)		(n=316)		(n=187)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	50	86.2	0	0.0	223	70.6	112	59.9
	Sophomore	6	10.3	0	0.0	61	19.3	54	28.9
	Junior	2	3.4	21	33.9	27	8.5	21	11.2
	Senior	0	0.0	40	64.5	0	0.0	0	0.0
	Other	0	0.0	1	1.6	5	1.6	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	3	5.2	9	14.5	0	0.0	0	0.0
	Business	9	15.5	15	24.2	21	6.6	12	6.4
	Communications/Journalism	0	0.0	2	3.2	2	0.6	7	3.7
	Education	5	8.6	0	0.0	43	13.6	19	10.2
	Engineering/Computer Science	2	3.4	4	6.5	10	3.2	6	3.2
	General Studies	0	0.0	0	0.0	19	6.0	20	10.7
	Health Sciences	4	6.9	0	0.0	135	42.7	85	45.5
	History	0	0.0	0	0.0	1	0.3	2	1.1
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	2	3.4	6	9.7	21	6.6	8	4.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	1.7	0	0.0	1	0.3	0	0.0
	Science/Math	4	6.9	2	3.2	18	5.7	8	4.3
	Social Sciences/Psychology	0	0.0	12	19.4	10	3.2	6	3.2
	Other	14	24.1	12	19.4	24	7.6	6	3.2
	Undecided	14	24.1	0	0.0	11	3.5	8	4.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Lancaster Bible College SP 2010 Traditional Spring 2010 (n=72)		Lancaster Bible College DCP Fall 2010 Spring 2011 (n=51)		Lancaster Bible College DC Fall 2011 Spring 2012 (n=57)		Lincoln Memorial University Fall '10 First-Years Fall 2010 (n=234)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	3	4.2	2	3.9	10	17.5	234	100.0
	Sophomore	5	6.9	3	5.9	3	5.3	0	0.0
	Junior	4	5.6	17	33.3	19	33.3	0	0.0
	Senior	52	72.2	14	27.5	20	35.1	0	0.0
	Other	8	11.1	15	29.4	5	8.8	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	3	1.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	0	0.0	0	0.0	0	0.0	19	8.1
	Communications/Journalism	0	0.0	0	0.0	0	0.0	5	2.1
	Education	0	0.0	0	0.0	0	0.0	17	7.3
	Engineering/Computer Science	0	0.0	0	0.0	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	0	0.0	0	0.0	76	32.5
	History	0	0.0	0	0.0	0	0.0	11	4.7
	Humanities	0	0.0	0	0.0	0	0.0	5	2.1
	Law	0	0.0	0	0.0	0	0.0	2	0.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	3	1.3
	Science/Math	0	0.0	0	0.0	0	0.0	41	17.5
	Social Sciences/Psychology	0	0.0	0	0.0	0	0.0	6	2.6
	Other	72	100.0	51	100.0	57	100.0	28	12.0
	Undecided	0	0.0	0	0.0	0	0.0	18	7.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Lincoln Memorial University Fall 2011 Freshmen Fall 2011 (n=236)		Lincoln Memorial University Fall 2012 Freshmen Fall 2012 (n=141)		Long Island University CW Post CWPostPilot2011 Fall 2011 (n=99)		Long Island University CW Post BrooklynPilot2012 Spring 2012 (n=132)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	236	100.0	141	100.0	95	96.0	8	6.1
	Sophomore	0	0.0	0	0.0	4	4.0	15	11.4
	Junior	0	0.0	0	0.0	0	0.0	91	68.9
	Senior	0	0.0	0	0.0	0	0.0	9	6.8
	Other	0	0.0	0	0.0	0	0.0	9	6.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	4	1.7	2	1.4	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	25	10.6	10	7.1	14	14.1	0	0.0
	Communications/Journalism	3	1.3	3	2.1	6	6.1	0	0.0
	Education	23	9.7	17	12.1	13	13.1	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	3	3.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	1	0.8
	Health Sciences	63	26.7	42	29.8	9	9.1	80	60.6
	History	3	1.3	2	1.4	1	1.0	0	0.0
	Humanities	1	0.4	2	1.4	0	0.0	0	0.0
	Law	1	0.4	2	1.4	4	4.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	0.4	1	0.7	8	8.1	0	0.0
	Science/Math	36	15.3	22	15.6	4	4.0	1	0.8
	Social Sciences/Psychology	11	4.7	3	2.1	9	9.1	0	0.0
	Other	33	14.0	14	9.9	13	13.1	50	37.9
	Undecided	32	13.6	21	14.9	15	15.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Lynchburg College Seniors Spring 2010		Lynchburg College Fall 2010		Lynchburg College Seniors Spring 2011		Lynchburg College Fall2011-Freshmen	
		Spring 2010		Fall 2010		Spring 2011		Fall 2011	
		(n=50)		(n=142)		(n=84)		(n=93)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	142	100.0	0	0.0	91	97.8
	Sophomore	0	0.0	0	0.0	0	0.0	2	2.2
	Junior	0	0.0	0	0.0	2	2.4	0	0.0
	Senior	50	100.0	0	0.0	82	97.6	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	3	2.1	4	4.8	1	1.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	11	22.0	17	12.0	3	3.6	3	3.2
	Communications/Journalism	3	6.0	5	3.5	1	1.2	10	10.8
	Education	0	0.0	7	4.9	9	10.7	7	7.5
	Engineering/Computer Science	0	0.0	3	2.1	0	0.0	3	3.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	11	22.0	12	8.5	30	35.7	4	4.3
	History	2	4.0	6	4.2	1	1.2	3	3.2
	Humanities	6	12.0	2	1.4	5	6.0	0	0.0
	Law	1	2.0	3	2.1	0	0.0	4	4.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	4.0	2	1.4	2	2.4	7	7.5
	Science/Math	1	2.0	7	4.9	13	15.5	2	2.2
	Social Sciences/Psychology	10	20.0	2	1.4	10	11.9	11	11.8
	Other	3	6.0	35	24.6	5	6.0	18	19.4
	Undecided	0	0.0	38	26.8	1	1.2	20	21.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Lynchburg College InfoLit-Fall2012		Manhattanville College Fall2009-Spring 2010		Manhattanville College Fall2010-Spring 2011		Manhattanville College Fall2011-Spring 2012	
		Fall 2012		Spring 2010		Spring 2011		Spring 2012	
		(n=108)		(n=570)		(n=571)		(n=686)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	105	97.2	74	13.0	43	7.5	126	18.4
	Sophomore	2	1.9	238	41.8	243	42.6	280	40.8
	Junior	1	0.9	143	25.1	194	34.0	194	28.3
	Senior	0	0.0	113	19.8	90	15.8	85	12.4
	Other	0	0.0	2	0.4	1	0.2	1	0.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	3	0.5	0	0.0	4	0.6
	Architecture	0	0.0	0	0.0	0	0.0	2	0.3
	Business	10	9.3	90	15.8	95	16.6	125	18.2
	Communications/Journalism	4	3.7	57	10.0	56	9.8	61	8.9
	Education	5	4.6	63	11.1	66	11.6	99	14.4
	Engineering/Computer Science	2	1.9	4	0.7	2	0.4	1	0.1
	General Studies	0	0.0	1	0.2	1	0.2	0	0.0
	Health Sciences	30	27.8	10	1.8	15	2.6	17	2.5
	History	0	0.0	28	4.9	33	5.8	30	4.4
	Humanities	0	0.0	15	2.6	23	4.0	19	2.8
	Law	2	1.9	4	0.7	13	2.3	18	2.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	10	9.3	50	8.8	26	4.6	59	8.6
	Science/Math	2	1.9	37	6.5	25	4.4	27	3.9
	Social Sciences/Psychology	3	2.8	75	13.2	91	15.9	75	10.9
	Other	21	19.4	102	17.9	94	16.5	74	10.8
	Undecided	19	17.6	31	5.4	31	5.4	75	10.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Mansfield University Spring 2011/Seniors Spring 2011 (n=247)		Marygrove College Library Winter 2010 Spring 2010 (n=103)		McDaniel College Fall 2011 Seniors Fall 2011 (n=120)		McDaniel College Spring 2012 Seniors Spring 2012 (n=125)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1	0.4	16	15.5	0	0.0	0	0.0
	Sophomore	7	2.8	24	23.3	0	0.0	3	2.4
	Junior	10	4.0	32	31.1	10	8.3	10	8.0
	Senior	223	90.3	25	24.3	109	90.8	112	89.6
	Other	6	2.4	6	5.8	1	0.8	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	10	8.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	8	3.2	8	7.8	23	19.2	0	0.0
	Communications/Journalism	8	3.2	2	1.9	12	10.0	1	0.8
	Education	48	19.4	22	21.4	0	0.0	0	0.0
	Engineering/Computer Science	0	0.0	4	3.9	0	0.0	0	0.0
	General Studies	3	1.2	0	0.0	0	0.0	0	0.0
	Health Sciences	40	16.2	11	10.7	6	5.0	23	18.4
	History	16	6.5	2	1.9	17	14.2	0	0.0
	Humanities	1	0.4	2	1.9	30	25.0	5	4.0
	Law	18	7.3	3	2.9	5	4.2	8	6.4
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	11	4.5	2	1.9	1	0.8	15	12.0
	Science/Math	37	15.0	9	8.7	1	0.8	6	4.8
	Social Sciences/Psychology	29	11.7	11	10.7	18	15.0	49	39.2
	Other	26	10.5	22	21.4	7	5.8	8	6.4
	Undecided	1	0.4	5	4.9	0	0.0	0	0.0
	Not Reported	1	0.4	0	0.0	0	0.0	0	0.0

		McMaster University Fall 2012		Misericordia University Misericordia		Mississippi College Fall 2011 Eng 101		Molloy College Freshman_Fall_ 2010	
		Fall 2012		Fall 2011		Fall 2011		Fall 2010	
		(n=56)		(n=235)		(n=55)		(n=268)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	7	12.5	234	99.6	50	90.9	256	95.5
	Sophomore	6	10.7	0	0.0	2	3.6	8	3.0
	Junior	13	23.2	0	0.0	1	1.8	3	1.1
	Senior	16	28.6	0	0.0	0	0.0	1	0.4
	Other	14	25.0	0	0.0	2	3.6	0	0.0
	Not Reported	0	0.0	1	0.4	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	23	41.1	22	9.4	4	7.3	27	10.1
	Communications/Journalism	1	1.8	1	0.4	1	1.8	4	1.5
	Education	0	0.0	12	5.1	6	10.9	59	22.0
	Engineering/Computer Science	1	1.8	3	1.3	0	0.0	1	0.4
	General Studies	1	1.8	1	0.4	0	0.0	0	0.0
	Health Sciences	0	0.0	111	47.2	14	25.5	79	29.5
	History	2	3.6	6	2.6	2	3.6	3	1.1
	Humanities	2	3.6	0	0.0	3	5.5	1	0.4
	Law	0	0.0	3	1.3	2	3.6	3	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	1.8	0	0.0	4	7.3	3	1.1
	Science/Math	6	10.7	28	11.9	8	14.5	12	4.5
	Social Sciences/Psychology	15	26.8	9	3.8	3	5.5	18	6.7
	Other	4	7.1	14	6.0	5	9.1	31	11.6
	Undecided	0	0.0	25	10.6	3	5.5	27	10.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Molloy College Seniors_Spring11 Spring 2011 (n=266)		Molloy College Freshman_Fall2011 Fall 2011 (n=264)		Molloy College Spring2011_Senior Spring 2012 (n=204)		Norfolk State University Fall 2011 Spring 2012 (n=97)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1	0.4	256	97.0	0	0.0	51	52.6
	Sophomore	0	0.0	1	0.4	0	0.0	18	18.6
	Junior	11	4.1	1	0.4	4	2.0	17	17.5
	Senior	252	94.7	1	0.4	183	89.7	7	7.2
	Other	2	0.8	2	0.8	17	8.3	0	0.0
	Not Reported	0	0.0	3	1.1	0	0.0	4	4.1
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	10	3.8	43	16.3	12	5.9	8	8.2
	Communications/Journalism	9	3.4	5	1.9	12	5.9	4	4.1
	Education	66	24.8	34	12.9	22	10.8	7	7.2
	Engineering/Computer Science	1	0.4	1	0.4	0	0.0	7	7.2
	General Studies	1	0.4	0	0.0	0	0.0	0	0.0
	Health Sciences	63	23.7	92	34.8	76	37.3	8	8.2
	History	10	3.8	2	0.8	8	3.9	5	5.2
	Humanities	3	1.1	1	0.4	0	0.0	1	1.0
	Law	2	0.8	3	1.1	1	0.5	1	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	1.5	4	1.5	5	2.5	6	6.2
	Science/Math	24	9.0	15	5.7	4	2.0	7	7.2
	Social Sciences/Psychology	37	13.9	4	1.5	36	17.6	18	18.6
	Other	34	12.8	26	9.8	26	12.7	20	20.6
	Undecided	1	0.4	28	10.6	0	0.0	2	2.1
	Not Reported	1	0.4	6	2.3	2	1.0	3	3.1

		North Georgia College & State University Spring 2010 Spring 2010		North Georgia College & State University Fall 2010 Fall 2010		North Georgia College & State University NURS 2010 Fall 2010		North Georgia College & State University NURSII2010 Fall 2010	
		(n=317)		(n=214)		(n=149)		(n=168)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	210	66.2	59	27.6	4	2.7	1	0.6
	Sophomore	90	28.4	134	62.6	42	28.2	18	10.7
	Junior	14	4.4	17	7.9	72	48.3	40	23.8
	Senior	3	0.9	4	1.9	10	6.7	102	60.7
	Other	0	0.0	0	0.0	21	14.1	7	4.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	0.9	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	1	0.5	0	0.0	0	0.0
	Business	45	14.2	38	17.8	0	0.0	0	0.0
	Communications/Journalism	1	0.3	2	0.9	0	0.0	0	0.0
	Education	53	16.7	26	12.1	0	0.0	0	0.0
	Engineering/Computer Science	9	2.8	8	3.7	0	0.0	0	0.0
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	42	13.2	27	12.6	126	84.6	136	81.0
	History	9	2.8	10	4.7	0	0.0	0	0.0
	Humanities	1	0.3	0	0.0	0	0.0	0	0.0
	Law	18	5.7	7	3.3	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	5	1.6	3	1.4	0	0.0	0	0.0
	Science/Math	36	11.4	28	13.1	4	2.7	3	1.8
	Social Sciences/Psychology	33	10.4	16	7.5	0	0.0	0	0.0
	Other	43	13.6	41	19.2	18	12.1	29	17.3
	Undecided	19	6.0	7	3.3	1	0.7	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		North Georgia College & State University Spring 2011 Spring 2011 (n=404)		North Georgia College & State University 2011 F Yr Nursing Fall 2011 (n=153)		North Georgia College & State University 2011 S Yr Nursing Fall 2011 (n=142)		North Georgia College & State University Fall_2011_ENG L1102 Fall 2011 (n=242)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	300	74.3	7	4.6	0	0.0	74	30.6
	Sophomore	77	19.1	38	24.8	9	6.3	136	56.2
	Junior	22	5.4	75	49.0	28	19.7	23	9.5
	Senior	3	0.7	18	11.8	95	66.9	9	3.7
	Other	2	0.5	15	9.8	10	7.0	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	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	47	11.6	0	0.0	0	0.0	43	17.8
	Communications/Journalism	3	0.7	0	0.0	0	0.0	2	0.8
	Education	40	9.9	0	0.0	0	0.0	16	6.6
	Engineering/Computer Science	16	4.0	0	0.0	0	0.0	6	2.5
	General Studies	2	0.5	0	0.0	0	0.0	1	0.4
	Health Sciences	68	16.8	130	85.0	106	74.6	29	12.0
	History	14	3.5	0	0.0	0	0.0	16	6.6
	Humanities	2	0.5	0	0.0	0	0.0	1	0.4
	Law	12	3.0	0	0.0	0	0.0	10	4.1
	Military/Naval Science	1	0.2	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	10	2.5	0	0.0	0	0.0	10	4.1
	Science/Math	71	17.6	2	1.3	15	10.6	31	12.8
	Social Sciences/Psychology	24	5.9	0	0.0	1	0.7	15	6.2
	Other	70	17.3	21	13.7	20	14.1	42	17.4
	Undecided	23	5.7	0	0.0	0	0.0	20	8.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		North Georgia College & State University Spring 2012		Northern State University Fall 2011 IDL		Northern State University Fall 2012 IDL		Northwest Missouri State University Info Literacy Test	
		Spring 2012		Fall 2011		Fall 2012		Spring 2011	
		(n=459)		(n=120)		(n=190)		(n=188)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	370	80.6	118	98.3	190	100.0	46	24.5
	Sophomore	64	13.9	0	0.0	0	0.0	25	13.3
	Junior	19	4.1	0	0.0	0	0.0	26	13.8
	Senior	4	0.9	0	0.0	0	0.0	88	46.8
	Other	2	0.4	2	1.7	0	0.0	3	1.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.2	0	0.0	0	0.0	10	5.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	73	15.9	34	28.3	1	0.5	71	37.8
	Communications/Journalism	3	0.7	0	0.0	0	0.0	8	4.3
	Education	55	12.0	35	29.2	49	25.8	53	28.2
	Engineering/Computer Science	18	3.9	0	0.0	0	0.0	3	1.6
	General Studies	2	0.4	0	0.0	1	0.5	0	0.0
	Health Sciences	77	16.8	4	3.3	19	10.0	5	2.7
	History	12	2.6	5	4.2	9	4.7	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	0	0.0
	Law	16	3.5	1	0.8	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	2.0	4	3.3	23	12.1	2	1.1
	Science/Math	55	12.0	1	0.8	30	15.8	17	9.0
	Social Sciences/Psychology	24	5.2	20	16.7	21	11.1	3	1.6
	Other	59	12.9	8	6.7	22	11.6	11	5.9
	Undecided	55	12.0	8	6.7	15	7.9	5	2.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Ohio University Spring 2010 Seniors Spring 2010 (n=79)		Ohio University Fall 2010 Freshmen Fall 2010 (n=144)		Ohio University Spring 2011 Seniors Spring 2011 (n=120)		Patrick Henry College 2010S Spring 2010 (n=52)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	140	97.2	0	0.0	0	0.0
	Sophomore	0	0.0	3	2.1	0	0.0	1	1.9
	Junior	0	0.0	1	0.7	0	0.0	6	11.5
	Senior	79	100.0	0	0.0	120	100.0	44	84.6
	Other	0	0.0	0	0.0	0	0.0	1	1.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	1	1.3	0	0.0	0	0.0	0	0.0
	Business	8	10.1	7	4.9	11	9.2	0	0.0
	Communications/Journalism	13	16.5	10	6.9	13	10.8	6	11.5
	Education	5	6.3	5	3.5	0	0.0	4	7.7
	Engineering/Computer Science	4	5.1	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	3	3.8	19	13.2	24	20.0	0	0.0
	History	2	2.5	0	0.0	4	3.3	4	7.7
	Humanities	2	2.5	0	0.0	4	3.3	2	3.8
	Law	1	1.3	0	0.0	1	0.8	0	0.0
	Military/Naval Science	0	0.0	1	0.7	0	0.0	0	0.0
	Performing & Fine Arts	8	10.1	1	0.7	15	12.5	0	0.0
	Science/Math	6	7.6	3	2.1	16	13.3	0	0.0
	Social Sciences/Psychology	10	12.7	1	0.7	11	9.2	4	7.7
	Other	16	20.3	7	4.9	21	17.5	32	61.5
	Undecided	0	0.0	90	62.5	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

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

		Patrick Henry College 2012F Incoming Stude		Pennsylvania College of Technology 2011 Spring		Pepperdine University Library Fall 2012 Cohort		Pikeville College Fall 2010	
		Fall 2012		Spring 2011		Fall 2012		Fall 2010	
		(n=71)		(n=219)		(n=341)		(n=349)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	67	94.4	0	0.0	339	99.4	345	98.9
	Sophomore	3	4.2	70	32.0	2	0.6	3	0.9
	Junior	1	1.4	149	68.0	0	0.0	1	0.3
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	80	36.5	0	0.0	0	0.0
	Business	0	0.0	9	4.1	91	26.7	29	8.3
	Communications/Journalism	3	4.2	0	0.0	40	11.7	7	2.0
	Education	2	2.8	0	0.0	2	0.6	28	8.0
	Engineering/Computer Science	0	0.0	36	16.4	4	1.2	15	4.3
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	20	9.1	0	0.0	25	7.2
	History	2	2.8	0	0.0	3	0.9	3	0.9
	Humanities	4	5.6	0	0.0	8	2.3	1	0.3
	Law	5	7.0	1	0.5	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	14	4.1	1	0.3
	Science/Math	0	0.0	0	0.0	71	20.8	60	17.2
	Social Sciences/Psychology	3	4.2	0	0.0	32	9.4	9	2.6
	Other	22	31.0	73	33.3	27	7.9	74	21.2
	Undecided	30	42.3	0	0.0	49	14.4	97	27.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Pikeville College Fall 2011 Spring 2012 (n=237)		Pikeville College Seniors Spring 2012 (n=73)		Purdue University 2011 COE EDST200 Spring 2011 (n=93)		Rasmussen College Spring 2011 Pilot Spring 2011 (n=53)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	46	19.4	0	0.0	16	17.2	19	35.8
	Sophomore	122	51.5	2	2.7	43	46.2	11	20.8
	Junior	46	19.4	0	0.0	22	23.7	5	9.4
	Senior	23	9.7	71	97.3	11	11.8	6	11.3
	Other	0	0.0	0	0.0	1	1.1	12	22.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	4	4.3	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	49	20.7	17	23.3	0	0.0	13	24.5
	Communications/Journalism	5	2.1	2	2.7	0	0.0	0	0.0
	Education	22	9.3	9	12.3	58	62.4	1	1.9
	Engineering/Computer Science	7	3.0	2	2.7	0	0.0	7	13.2
	General Studies	1	0.4	0	0.0	2	2.2	0	0.0
	Health Sciences	23	9.7	8	11.0	5	5.4	26	49.1
	History	5	2.1	1	1.4	0	0.0	0	0.0
	Humanities	2	0.8	5	6.8	10	10.8	0	0.0
	Law	28	11.8	5	6.8	0	0.0	6	11.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	4	1.7	1	1.4	0	0.0	0	0.0
	Science/Math	63	26.6	11	15.1	10	10.8	0	0.0
	Social Sciences/Psychology	15	6.3	3	4.1	4	4.3	0	0.0
	Other	0	0.0	9	12.3	0	0.0	0	0.0
	Undecided	13	5.5	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Rasmussen College Fall 2011		Rasmussen College Summer 2011		Rasmussen College Spring 2012		Rasmussen College Winter 2012	
		Fall 2011		Fall 2011		Spring 2012		Spring 2012	
		(n=771)		(n=490)		(n=995)		(n=903)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	4	0.5	6	1.2	12	1.2	9	1.0
	Sophomore	177	23.0	117	23.9	224	22.5	167	18.5
	Junior	123	16.0	87	17.8	173	17.4	148	16.4
	Senior	379	49.2	227	46.3	482	48.4	454	50.3
	Other	88	11.4	53	10.8	104	10.5	125	13.8
	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	150	19.5	88	18.0	193	19.4	160	17.7
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	53	6.9	23	4.7	66	6.6	60	6.6
	Engineering/Computer Science	57	7.4	38	7.8	35	3.5	30	3.3
	General Studies	0	0.0	0	0.0	1	0.1	0	0.0
	Health Sciences	378	49.0	240	49.0	386	38.8	358	39.6
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	0	0.0	4	0.4
	Law	133	17.3	101	20.6	81	8.1	89	9.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	1	0.1	2	0.2
	Science/Math	0	0.0	0	0.0	2	0.2	3	0.3
	Social Sciences/Psychology	0	0.0	0	0.0	13	1.3	9	1.0
	Other	0	0.0	0	0.0	214	21.5	184	20.4
	Undecided	0	0.0	0	0.0	3	0.3	4	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Rasmussen College Fall 2012 Fall 2012 (n=1,059)		Rasmussen College Summer 2012 Fall 2012 (n=997)		River Parishes Community College 30 Hour Students Spring 2010 (n=223)		River Parishes Community College 2010 Freshmen Spring 2011 (n=317)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	6	0.6	6	0.6	12	5.4	291	91.8
	Sophomore	156	14.7	186	18.7	119	53.4	15	4.7
	Junior	258	24.4	197	19.8	49	22.0	7	2.2
	Senior	534	50.4	498	49.9	23	10.3	1	0.3
	Other	105	9.9	110	11.0	20	9.0	3	0.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.4	2	0.6
	Architecture	0	0.0	0	0.0	0	0.0	2	0.6
	Business	225	21.2	175	17.6	37	16.6	31	9.8
	Communications/Journalism	2	0.2	0	0.0	1	0.4	1	0.3
	Education	65	6.1	51	5.1	32	14.3	25	7.9
	Engineering/Computer Science	40	3.8	26	2.6	5	2.2	8	2.5
	General Studies	0	0.0	2	0.2	30	13.5	42	13.2
	Health Sciences	374	35.3	409	41.0	40	17.9	35	11.0
	History	0	0.0	0	0.0	1	0.4	0	0.0
	Humanities	1	0.1	2	0.2	2	0.9	0	0.0
	Law	95	9.0	96	9.6	2	0.9	10	3.2
	Military/Naval Science	1	0.1	0	0.0	1	0.4	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	2	0.9	6	1.9
	Science/Math	0	0.0	2	0.2	10	4.5	10	3.2
	Social Sciences/Psychology	18	1.7	15	1.5	8	3.6	9	2.8
	Other	237	22.4	216	21.7	33	14.8	45	14.2
	Undecided	1	0.1	3	0.3	18	8.1	91	28.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		River Parishes Community College 2011 30 hour student Spring 2011 (n=241)		River Parishes Community College Freshmen Fall 2011 Fall 2011 (n=340)		River Parishes Community College Spring 2012 30 hour Spring 2012 (n=218)		River Parishes Community College 2012 Fall Freshmen Fall 2012 (n=284)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	5	2.1	337	99.1	9	4.1	284	100.0
	Sophomore	158	65.6	1	0.3	104	47.7	0	0.0
	Junior	41	17.0	1	0.3	46	21.1	0	0.0
	Senior	17	7.1	0	0.0	43	19.7	0	0.0
	Other	20	8.3	1	0.3	16	7.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	0.3	0	0.0	0	0.0
	Architecture	2	0.8	9	2.6	1	0.5	2	0.7
	Business	40	16.6	24	7.1	26	11.9	17	6.0
	Communications/Journalism	1	0.4	3	0.9	0	0.0	5	1.8
	Education	27	11.2	21	6.2	25	11.5	17	6.0
	Engineering/Computer Science	6	2.5	17	5.0	6	2.8	8	2.8
	General Studies	31	12.9	80	23.5	24	11.0	108	38.0
	Health Sciences	39	16.2	26	7.6	22	10.1	25	8.8
	History	2	0.8	2	0.6	0	0.0	1	0.4
	Humanities	0	0.0	2	0.6	3	1.4	0	0.0
	Law	5	2.1	7	2.1	0	0.0	3	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	0.4	4	1.2	1	0.5	6	2.1
	Science/Math	15	6.2	2	0.6	9	4.1	9	3.2
	Social Sciences/Psychology	13	5.4	13	3.8	11	5.0	7	2.5
	Other	36	14.9	42	12.4	78	35.8	22	7.7
	Undecided	23	9.5	87	25.6	12	5.5	54	19.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Samford University Samford University Fall 2011 (n=638)		Savannah State University Fall/Spring 09/10 Spring 2010 (n=327)		Savannah State University Spring 2010 Spring 2010 (n=241)		Savannah State University Fall 2010 Fall 2010 (n=292)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	357	56.0	49	15.0	76	31.5	56	19.2
	Sophomore	77	12.1	81	24.8	69	28.6	94	32.2
	Junior	48	7.5	83	25.4	52	21.6	48	16.4
	Senior	142	22.3	99	30.3	40	16.6	86	29.5
	Other	14	2.2	15	4.6	4	1.7	8	2.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.2	6	1.8	4	1.7	2	0.7
	Architecture	3	0.5	0	0.0	0	0.0	0	0.0
	Business	79	12.4	68	20.8	76	31.5	89	30.5
	Communications/Journalism	56	8.8	15	4.6	10	4.1	15	5.1
	Education	58	9.1	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	10	1.6	21	6.4	23	9.5	47	16.1
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	126	19.7	0	0.0	0	0.0	0	0.0
	History	11	1.7	3	0.9	1	0.4	1	0.3
	Humanities	13	2.0	1	0.3	0	0.0	1	0.3
	Law	1	0.2	43	13.1	31	12.9	17	5.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	17	2.7	2	0.6	2	0.8	3	1.0
	Science/Math	60	9.4	45	13.8	42	17.4	13	4.5
	Social Sciences/Psychology	30	4.7	78	23.9	14	5.8	62	21.2
	Other	106	16.6	35	10.7	27	11.2	34	11.6
	Undecided	67	10.5	10	3.1	11	4.6	8	2.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Seminole Community College Fall 2010 Fall 2010		Seminole Community College Fall 2012 Fall 2012		Seward County Community College and Area Technical School Fall 2012 FYS Fall 2012		Shaw University 2009-2010 AY Spring 2010	
		(n=53)		(n=50)		(n=53)		(n=391)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	10	20.0	51	96.2	232	59.3
	Sophomore	13	24.5	27	54.0	2	3.8	1	0.3
	Junior	6	11.3	9	18.0	0	0.0	2	0.5
	Senior	2	3.8	1	2.0	0	0.0	150	38.4
	Other	32	60.4	3	6.0	0	0.0	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	5	1.3
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	2	3.8	0	0.0
	Architecture	0	0.0	1	2.0	0	0.0	0	0.0
	Business	4	7.5	4	8.0	6	11.3	88	22.5
	Communications/Journalism	0	0.0	1	2.0	0	0.0	29	7.4
	Education	1	1.9	7	14.0	2	3.8	29	7.4
	Engineering/Computer Science	5	9.4	2	4.0	2	3.8	9	2.3
	General Studies	1	1.9	3	6.0	0	0.0	3	0.8
	Health Sciences	7	13.2	19	38.0	7	13.2	16	4.1
	History	0	0.0	0	0.0	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	1	1.9	6	1.5
	Law	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	1.9	0	0.0	1	1.9	12	3.1
	Science/Math	0	0.0	1	2.0	2	3.8	20	5.1
	Social Sciences/Psychology	3	5.7	4	8.0	6	11.3	104	26.6
	Other	2	3.8	5	10.0	10	18.9	37	9.5
	Undecided	29	54.7	3	6.0	14	26.4	6	1.5
	Not Reported	0	0.0	0	0.0	0	0.0	32	8.2

		Siena College Seniors 2011/2012		South University Spr 2010 ITS Courses		South University WIN-SPR 2011 EXITING		South University WIN2011 ENTERING	
		Spring 2012		Spring 2010		Spring 2011		Spring 2011	
		(n=251)		(n=700)		(n=367)		(n=1,871)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	492	70.3	23	6.3	1,382	73.9
	Sophomore	0	0.0	94	13.4	34	9.3	229	12.2
	Junior	0	0.0	61	8.7	44	12.0	99	5.3
	Senior	240	95.6	12	1.7	226	61.6	14	0.7
	Other	11	4.4	41	5.9	39	10.6	144	7.7
	Not Reported	0	0.0	0	0.0	1	0.3	3	0.2
Student Major	Agriculture/Environmental Studies	1	0.4	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	53	21.1	161	23.0	60	16.3	361	19.3
	Communications/Journalism	0	0.0	0	0.0	0	0.0	0	0.0
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering/Computer Science	21	8.4	14	2.0	9	2.5	212	11.3
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	0	0.0	283	40.4	99	27.0	817	43.7
	History	35	13.9	0	0.0	0	0.0	0	0.0
	Humanities	8	3.2	0	0.0	0	0.0	0	0.0
	Law	1	0.4	64	9.1	41	11.2	165	8.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	9	3.6	0	0.0	99	27.0	155	8.3
	Science/Math	58	23.1	3	0.4	0	0.0	10	0.5
	Social Sciences/Psychology	58	23.1	82	11.7	58	15.8	147	7.9
	Other	7	2.8	93	13.3	0	0.0	0	0.0
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	1	0.3	4	0.2

		South University SPRING 2012 ENTERING Spring 2012 (n=1,290)		St. Johns River State College Fall 2012 ENC 1102 Fall 2012 (n=83)		Sullivan County Community College (SUNY) 2010 Spring Sophs Spring 2010 (n=233)		Sullivan County Community College (SUNY) 2010 Fall Freshmen Fall 2010 (n=225)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	800	62.0	31	37.3	47	20.2	217	96.4
	Sophomore	300	23.3	43	51.8	130	55.8	0	0.0
	Junior	86	6.7	5	6.0	0	0.0	0	0.0
	Senior	21	1.6	2	2.4	0	0.0	0	0.0
	Other	83	6.4	2	2.4	56	24.0	8	3.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	151	11.7	6	7.2	25	10.7	16	7.1
	Communications/Journalism	0	0.0	1	1.2	17	7.3	17	7.6
	Education	0	0.0	3	3.6	0	0.0	0	0.0
	Engineering/Computer Science	82	6.4	6	7.2	0	0.0	0	0.0
	General Studies	0	0.0	1	1.2	0	0.0	0	0.0
	Health Sciences	514	39.8	22	26.5	83	35.6	30	13.3
	History	0	0.0	1	1.2	0	0.0	0	0.0
	Humanities	0	0.0	0	0.0	43	18.5	39	17.3
	Law	72	5.6	5	6.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	216	16.7	5	6.0	0	0.0	0	0.0
	Science/Math	0	0.0	1	1.2	5	2.1	2	0.9
	Social Sciences/Psychology	126	9.8	5	6.0	10	4.3	14	6.2
	Other	122	9.5	12	14.5	46	19.7	97	43.1
	Undecided	7	0.5	15	18.1	4	1.7	10	4.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		SUNY Fredonia 2010 IMAT		Texas Southern University 2011Pre-TSU Freshman		Texas Southern University Cohort Post 2011 TSU		Thomas College Freshmen Spring 2010	
		Fall 2010		Fall 2011		Fall 2011		Spring 2010	
		(n=283)		(n=174)		(n=107)		(n=107)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	118	41.7	174	100.0	105	98.1	98	91.6
	Sophomore	33	11.7	0	0.0	0	0.0	6	5.6
	Junior	65	23.0	0	0.0	1	0.9	3	2.8
	Senior	66	23.3	0	0.0	1	0.9	0	0.0
	Other	1	0.4	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	1	0.6	0	0.0	0	0.0
	Business	11	3.9	17	9.8	15	14.0	13	12.1
	Communications/Journalism	6	2.1	13	7.5	12	11.2	2	1.9
	Education	95	33.6	9	5.2	4	3.7	14	13.1
	Engineering/Computer Science	3	1.1	12	6.9	5	4.7	2	1.9
	General Studies	3	1.1	2	1.1	1	0.9	1	0.9
	Health Sciences	14	4.9	29	16.7	19	17.8	0	0.0
	History	36	12.7	1	0.6	0	0.0	0	0.0
	Humanities	1	0.4	0	0.0	0	0.0	0	0.0
	Law	0	0.0	11	6.3	7	6.5	4	3.7
	Military/Naval Science	0	0.0	1	0.6	0	0.0	0	0.0
	Performing & Fine Arts	10	3.5	5	2.9	5	4.7	0	0.0
	Science/Math	13	4.6	12	6.9	10	9.3	0	0.0
	Social Sciences/Psychology	65	23.0	17	9.8	10	9.3	13	12.1
	Other	20	7.1	39	22.4	18	16.8	51	47.7
	Undecided	6	2.1	5	2.9	0	0.0	5	4.7
	Not Reported	0	0.0	0	0.0	1	0.9	2	1.9

		Thomas College Freshman Fall 2010		Thomas College Spring 2011		Thomas College Fall 2011		Thomas College Spring 2012	
		Fall 2010		Spring 2011		Fall 2011		Spring 2012	
		(n=202)		(n=124)		(n=184)		(n=136)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	200	99.0	114	91.9	181	98.4	122	89.7
	Sophomore	2	1.0	6	4.8	3	1.6	11	8.1
	Junior	0	0.0	2	1.6	0	0.0	3	2.2
	Senior	0	0.0	1	0.8	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	1	0.8	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	41	20.3	16	12.9	28	15.2	24	17.6
	Communications/Journalism	3	1.5	2	1.6	1	0.5	1	0.7
	Education	27	13.4	17	13.7	23	12.5	11	8.1
	Engineering/Computer Science	13	6.4	6	4.8	3	1.6	8	5.9
	General Studies	0	0.0	0	0.0	1	0.5	1	0.7
	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	10	5.0	3	2.4	2	1.1	2	1.5
	Military/Naval Science	0	0.0	1	0.8	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math	0	0.0	1	0.8	0	0.0	0	0.0
	Social Sciences/Psychology	20	9.9	13	10.5	23	12.5	17	12.5
	Other	74	36.6	53	42.7	89	48.4	67	49.3
	Undecided	12	5.9	11	8.9	12	6.5	5	3.7
	Not Reported	2	1.0	1	0.8	2	1.1	0	0.0

		Thomas College Fall 2012		Thomas Edison State College AY2009-10, First		Thomas Edison State College TESC_AY2011		Thomas Edison State College AY2012	
		Fall 2012		Spring 2010		Spring 2011		Fall 2011	
		(n=234)		(n=528)		(n=279)		(n=349)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	224	95.7	182	34.5	54	19.4	50	14.3
	Sophomore	8	3.4	143	27.1	26	9.3	32	9.2
	Junior	1	0.4	96	18.2	67	24.0	99	28.4
	Senior	1	0.4	105	19.9	61	21.9	70	20.1
	Other	0	0.0	2	0.4	71	25.4	98	28.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	8	1.5	1	0.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	29	12.4	66	12.5	7	2.5	34	9.7
	Communications/Journalism	4	1.7	15	2.8	1	0.4	0	0.0
	Education	28	12.0	0	0.0	1	0.4	3	0.9
	Engineering/Computer Science	10	4.3	74	14.0	47	16.8	64	18.3
	General Studies	1	0.4	30	5.7	10	3.6	2	0.6
	Health Sciences	0	0.0	136	25.8	93	33.3	111	31.8
	History	0	0.0	7	1.3	1	0.4	3	0.9
	Humanities	0	0.0	6	1.1	3	1.1	5	1.4
	Law	5	2.1	0	0.0	2	0.7	1	0.3
	Military/Naval Science	0	0.0	0	0.0	1	0.4	6	1.7
	Performing & Fine Arts	0	0.0	4	0.8	3	1.1	0	0.0
	Science/Math	1	0.4	36	6.8	8	2.9	15	4.3
	Social Sciences/Psychology	22	9.4	39	7.4	43	15.4	24	6.9
	Other	120	51.3	107	20.3	51	18.3	75	21.5
	Undecided	14	6.0	0	0.0	7	2.5	6	1.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		Thomas Edison State College AY2012b Spring 2012 (n=179)		University of Arkansas at Little Rock UALR Spring 2012 Spring 2012 (n=225)		University of Central Oklahoma Spring 2010 Spring 2010 (n=175)		University of Maryland, Baltimore County (UMBC) Fall 2010 Fall 2010 (n=170)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	21	11.7	153	68.0	40	22.9	113	66.5
	Sophomore	17	9.5	8	3.6	34	19.4	18	10.6
	Junior	48	26.8	16	7.1	12	6.9	14	8.2
	Senior	77	43.0	44	19.6	36	20.6	2	1.2
	Other	16	8.9	4	1.8	53	30.3	23	13.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.6	7	3.1	0	0.0	6	3.5
	Architecture	0	0.0	1	0.4	0	0.0	0	0.0
	Business	28	15.6	41	18.2	22	12.6	2	1.2
	Communications/Journalism	2	1.1	5	2.2	4	2.3	1	0.6
	Education	1	0.6	9	4.0	30	17.1	2	1.2
	Engineering/Computer Science	45	25.1	12	5.3	6	3.4	46	27.1
	General Studies	6	3.4	3	1.3	4	2.3	1	0.6
	Health Sciences	4	2.2	38	16.9	15	8.6	0	0.0
	History	1	0.6	13	5.8	0	0.0	5	2.9
	Humanities	2	1.1	1	0.4	3	1.7	1	0.6
	Law	1	0.6	7	3.1	0	0.0	0	0.0
	Military/Naval Science	1	0.6	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	1.1	9	4.0	2	1.1	7	4.1
	Science/Math	5	2.8	16	7.1	6	3.4	43	25.3
	Social Sciences/Psychology	50	27.9	7	3.1	22	12.6	26	15.3
	Other	24	13.4	16	7.1	50	28.6	21	12.4
	Undecided	6	3.4	40	17.8	11	6.3	9	5.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Montana - Helena COT FY 2012		University of Montevallo UMFall2011QEP		University of Montevallo UMSpring2012 QEP		University of New Haven Preliminary Cohort	
		Fall 2011		Fall 2011		Spring 2012		Spring 2011	
		(n=129)		(n=357)		(n=66)		(n=51)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	77	59.7	345	96.6	56	84.8	14	27.5
	Sophomore	22	17.1	10	2.8	6	9.1	7	13.7
	Junior	29	22.5	2	0.6	3	4.5	15	29.4
	Senior	0	0.0	0	0.0	1	1.5	12	23.5
	Other	0	0.0	0	0.0	0	0.0	3	5.9
	Not Reported	1	0.8	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	1.6	0	0.0	0	0.0	1	2.0
	Architecture	1	0.8	0	0.0	0	0.0	0	0.0
	Business	24	18.6	31	8.7	4	6.1	3	5.9
	Communications/Journalism	0	0.0	11	3.1	4	6.1	0	0.0
	Education	0	0.0	41	11.5	11	16.7	0	0.0
	Engineering/Computer Science	12	9.3	0	0.0	1	1.5	3	5.9
	General Studies	49	38.0	9	2.5	2	3.0	0	0.0
	Health Sciences	30	23.3	0	0.0	1	1.5	3	5.9
	History	0	0.0	12	3.4	3	4.5	0	0.0
	Humanities	0	0.0	1	0.3	1	1.5	1	2.0
	Law	0	0.0	0	0.0	0	0.0	23	45.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	69	19.3	9	13.6	0	0.0
	Science/Math	0	0.0	52	14.6	6	9.1	6	11.8
	Social Sciences/Psychology	9	7.0	29	8.1	8	12.1	7	13.7
	Other	1	0.8	57	16.0	7	10.6	4	7.8
	Undecided	0	0.0	45	12.6	9	13.6	0	0.0
	Not Reported	1	0.8	0	0.0	0	0.0	0	0.0

		University of Phoenix UOPX SAILS_FY10 Spring 2010 (n=1,416)		University of Phoenix UOPX SAILS_FY11 Fall 2010 (n=948)		University of Phoenix UOPX SAILS_FY12 Spring 2012 (n=1,096)		University of Pittsburgh UPBSENIORSPR10 Spring 2010 (n=57)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	542	38.3	327	34.5	361	32.9	0	0.0
	Sophomore	392	27.7	292	30.8	99	9.0	0	0.0
	Junior	299	21.1	205	21.6	60	5.5	1	1.8
	Senior	183	12.9	124	13.1	550	50.2	55	96.5
	Other	0	0.0	0	0.0	26	2.4	1	1.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.1	2	3.5
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	491	34.7	308	32.5	348	31.8	20	35.1
	Communications/Journalism	23	1.6	16	1.7	16	1.5	3	5.3
	Education	82	5.8	47	5.0	36	3.3	12	21.1
	Engineering/Computer Science	147	10.4	95	10.0	94	8.6	0	0.0
	General Studies	83	5.9	61	6.4	14	1.3	0	0.0
	Health Sciences	121	8.5	86	9.1	142	13.0	5	8.8
	History	0	0.0	0	0.0	1	0.1	1	1.8
	Humanities	0	0.0	0	0.0	20	1.8	2	3.5
	Law	0	0.0	0	0.0	39	3.6	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	3	0.3	0	0.0
	Science/Math	0	0.0	0	0.0	9	0.8	1	1.8
	Social Sciences/Psychology	130	9.2	101	10.7	127	11.6	2	3.5
	Other	319	22.5	224	23.6	221	20.2	9	15.8
	Undecided	20	1.4	10	1.1	25	2.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UPGSENIORSPR10 Spring 2010 (n=69)		University of Pittsburgh UPJSENIORSPR10 Spring 2010 (n=68)		University of Pittsburgh UPSENIORSPR10 Spring 2010 (n=67)		University of Pittsburgh UPBFRESHMANFALL10 Fall 2010 (n=263)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	261	99.2
	Sophomore	0	0.0	0	0.0	1	1.5	1	0.4
	Junior	22	31.9	1	1.5	3	4.5	0	0.0
	Senior	47	68.1	67	98.5	63	94.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	1	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.4	0	0.0	0	0.0	6	2.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	5	7.2	58	85.3	7	10.4	25	9.5
	Communications/Journalism	11	15.9	1	1.5	1	1.5	9	3.4
	Education	2	2.9	0	0.0	4	6.0	31	11.8
	Engineering/Computer Science	1	1.4	3	4.4	0	0.0	2	0.8
	General Studies	0	0.0	0	0.0	1	1.5	0	0.0
	Health Sciences	13	18.8	1	1.5	4	6.0	51	19.4
	History	2	2.9	1	1.5	3	4.5	3	1.1
	Humanities	3	4.3	2	2.9	1	1.5	2	0.8
	Law	0	0.0	0	0.0	0	0.0	6	2.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	1	1.5	1	0.4
	Science/Math	22	31.9	1	1.5	10	14.9	13	4.9
	Social Sciences/Psychology	6	8.7	0	0.0	7	10.4	10	3.8
	Other	3	4.3	1	1.5	28	41.8	59	22.4
	Undecided	0	0.0	0	0.0	0	0.0	45	17.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UPFRESHMAN FALL10 Fall 2010 (n=2,048)		University of Pittsburgh UPGFRESHMAN FALL10 Fall 2010 (n=259)		University of Pittsburgh UPJFRESHMAN FALL10 Fall 2010 (n=547)		University of Pittsburgh UPTFRESHMAN FALL10 Fall 2010 (n=72)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	2,036	99.4	258	99.6	543	99.3	71	98.6
	Sophomore	6	0.3	0	0.0	4	0.7	1	1.4
	Junior	4	0.2	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	2	0.1	1	0.4	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	4	0.2	0	0.0	1	0.2	0	0.0
	Architecture	5	0.2	1	0.4	0	0.0	0	0.0
	Business	271	13.2	24	9.3	50	9.1	1	1.4
	Communications/Journalism	24	1.2	5	1.9	14	2.6	0	0.0
	Education	19	0.9	18	6.9	70	12.8	3	4.2
	Engineering/Computer Science	474	23.1	16	6.2	105	19.2	3	4.2
	General Studies	1	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	303	14.8	48	18.5	94	17.2	42	58.3
	History	26	1.3	4	1.5	5	0.9	0	0.0
	Humanities	30	1.5	1	0.4	6	1.1	1	1.4
	Law	6	0.3	10	3.9	5	0.9	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	0.3	3	1.2	2	0.4	0	0.0
	Science/Math	257	12.5	30	11.6	38	6.9	3	4.2
	Social Sciences/Psychology	106	5.2	21	8.1	30	5.5	3	4.2
	Other	151	7.4	33	12.7	29	5.3	14	19.4
	Undecided	365	17.8	45	17.4	98	17.9	2	2.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UPBSENIORSPR11 Spring 2011 (n=62)		University of Pittsburgh UPGSENIORSPR11 Spring 2011 (n=50)		University of Pittsburgh UPJSENIORSPR11 Spring 2011 (n=52)		University of Pittsburgh UPSENIORSPR11 Spring 2011 (n=52)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	0	0.0	0	0.0	0	0.0	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	2	4.0	0	0.0	0	0.0
	Senior	61	98.4	48	96.0	51	98.1	52	100.0
	Other	1	1.6	0	0.0	1	1.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	5	8.1	2	4.0	12	23.1	3	5.8
	Communications/Journalism	11	17.7	3	6.0	4	7.7	2	3.8
	Education	5	8.1	2	4.0	8	15.4	0	0.0
	Engineering/Computer Science	0	0.0	0	0.0	6	11.5	1	1.9
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	24	38.7	1	2.0	1	1.9	11	21.2
	History	0	0.0	3	6.0	1	1.9	1	1.9
	Humanities	3	4.8	1	2.0	2	3.8	1	1.9
	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	1	2.0	0	0.0	0	0.0
	Science/Math	1	1.6	6	12.0	6	11.5	13	25.0
	Social Sciences/Psychology	2	3.2	20	40.0	10	19.2	6	11.5
	Other	11	17.7	11	22.0	2	3.8	14	26.9
	Undecided	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UPBFRESHMEN11 Fall 2011 (n=278)		University of Pittsburgh UPFRESHMEN11 Fall 2011 (n=1,007)		University of Pittsburgh UPGFRESHMEN11 Fall 2011 (n=369)		University of Pittsburgh UPJFRESHMEN11 Fall 2011 (n=409)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	278	100.0	1,005	99.8	369	100.0	409	100.0
	Sophomore	0	0.0	2	0.2	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	6	2.2	12	1.2	0	0.0	3	0.7
	Architecture	0	0.0	6	0.6	0	0.0	0	0.0
	Business	31	11.2	18	1.8	35	9.5	47	11.5
	Communications/Journalism	3	1.1	15	1.5	6	1.6	10	2.4
	Education	25	9.0	12	1.2	36	9.8	43	10.5
	Engineering/Computer Science	7	2.5	29	2.9	33	8.9	58	14.2
	General Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Health Sciences	48	17.3	242	24.0	34	9.2	92	22.5
	History	9	3.2	20	2.0	2	0.5	5	1.2
	Humanities	1	0.4	31	3.1	2	0.5	7	1.7
	Law	4	1.4	9	0.9	7	1.9	5	1.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	4	0.4	2	0.5	1	0.2
	Science/Math	12	4.3	170	16.9	57	15.4	28	6.8
	Social Sciences/Psychology	23	8.3	66	6.6	46	12.5	22	5.4
	Other	78	28.1	113	11.2	65	17.6	22	5.4
	Undecided	31	11.2	260	25.8	44	11.9	66	16.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UPTFRESHME N11 Fall 2011 (n=63)		University of Pittsburgh UB2012 Fall 2012 (n=362)		University of Pittsburgh UG2012 Fall 2012 (n=452)		University of Pittsburgh UJ2012 Fall 2012 (n=774)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	62	98.4	273	75.4	260	57.5	684	88.4
	Sophomore	1	1.6	30	8.3	77	17.0	31	4.0
	Junior	0	0.0	20	5.5	59	13.1	26	3.4
	Senior	0	0.0	34	9.4	55	12.2	30	3.9
	Other	0	0.0	5	1.4	1	0.2	3	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	0.6	0	0.0	2	0.3
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	8	12.7	43	11.9	38	8.4	93	12.0
	Communications/Journalism	1	1.6	9	2.5	13	2.9	19	2.5
	Education	0	0.0	46	12.7	39	8.6	50	6.5
	Engineering/Computer Science	2	3.2	12	3.3	14	3.1	153	19.8
	General Studies	0	0.0	0	0.0	1	0.2	0	0.0
	Health Sciences	12	19.0	68	18.8	74	16.4	164	21.2
	History	2	3.2	4	1.1	3	0.7	9	1.2
	Humanities	1	1.6	1	0.3	2	0.4	7	0.9
	Law	0	0.0	7	1.9	4	0.9	4	0.5
	Military/Naval Science	0	0.0	1	0.3	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	3	0.8	3	0.7	1	0.1
	Science/Math	1	1.6	27	7.5	63	13.9	54	7.0
	Social Sciences/Psychology	9	14.3	24	6.6	82	18.1	56	7.2
	Other	9	14.3	66	18.2	65	14.4	47	6.1
	Undecided	18	28.6	49	13.5	51	11.3	115	14.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UP2012 Fall 2012 (n=1,258)		University of Pittsburgh UT2012 Fall 2012 (n=97)		University of the Pacific PacSem II 2011 Spring 2011 (n=198)		University of the Pacific PacSem 3 2012 Spring 2012 (n=156)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	1,216	96.7	90	92.8	188	94.9	1	0.6
	Sophomore	8	0.6	5	5.2	5	2.5	0	0.0
	Junior	11	0.9	0	0.0	1	0.5	6	3.8
	Senior	13	1.0	2	2.1	0	0.0	149	95.5
	Other	10	0.8	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	4	2.0	0	0.0
Student Major	Agriculture/Environmental Studies	6	0.5	0	0.0	0	0.0	0	0.0
	Architecture	5	0.4	0	0.0	0	0.0	0	0.0
	Business	26	2.1	10	10.3	33	16.7	21	13.5
	Communications/Journalism	17	1.4	4	4.1	5	2.5	9	5.8
	Education	12	1.0	2	2.1	8	4.0	7	4.5
	Engineering/Computer Science	36	2.9	8	8.2	33	16.7	14	9.0
	General Studies	4	0.3	0	0.0	0	0.0	0	0.0
	Health Sciences	289	23.0	39	40.2	34	17.2	23	14.7
	History	15	1.2	1	1.0	4	2.0	11	7.1
	Humanities	33	2.6	3	3.1	4	2.0	8	5.1
	Law	12	1.0	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	0.2	0	0.0	10	5.1	10	6.4
	Science/Math	275	21.9	7	7.2	15	7.6	12	7.7
	Social Sciences/Psychology	89	7.1	5	5.2	16	8.1	30	19.2
	Other	132	10.5	14	14.4	25	12.6	11	7.1
	Undecided	305	24.2	4	4.1	10	5.1	0	0.0
	Not Reported	0	0.0	0	0.0	1	0.5	0	0.0

		University of Toronto Mississauga Headstart2010 Fall 2010 (n=49)		University of Virgin Islands STT 2012 Fall Fresh Fall 2012 (n=152)		University of Virgin Islands STX 2012 Fall Fresh Fall 2012 (n=114)		University of Western Ontario 2010-11 Pol Sci Spring 2011 (n=1,113)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	Freshman	46	93.9	142	93.4	110	96.5	306	27.5
	Sophomore	3	6.1	3	2.0	3	2.6	287	25.8
	Junior	0	0.0	2	1.3	0	0.0	181	16.3
	Senior	0	0.0	5	3.3	1	0.9	83	7.5
	Other	0	0.0	0	0.0	0	0.0	4	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	252	22.6
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business	3	6.1	37	24.3	17	14.9	42	3.8
	Communications/Journalism	0	0.0	2	1.3	3	2.6	22	2.0
	Education	1	2.0	9	5.9	7	6.1	0	0.0
	Engineering/Computer Science	1	2.0	22	14.5	10	8.8	3	0.3
	General Studies	0	0.0	0	0.0	0	0.0	1	0.1
	Health Sciences	4	8.2	7	4.6	12	10.5	6	0.5
	History	1	2.0	0	0.0	0	0.0	0	0.0
	Humanities	4	8.2	2	1.3	1	0.9	26	2.3
	Law	0	0.0	7	4.6	6	5.3	1	0.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	2.0	2	1.3	0	0.0	3	0.3
	Science/Math	15	30.6	18	11.8	4	3.5	16	1.4
	Social Sciences/Psychology	6	12.2	11	7.2	10	8.8	611	54.9
	Other	5	10.2	28	18.4	33	28.9	3	0.3
	Undecided	8	16.3	7	4.6	11	9.6	3	0.3
	Not Reported	0	0.0	0	0.0	0	0.0	376	33.8

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

		Western New England University Fall 2011		William Woods University Orientation 2010	
		Fall 2011		Fall 2010	
		(n=795)		(n=77)	
	Characteristics	n	%	n	%
Class Standing	Freshman	330	41.5	76	98.7
	Sophomore	183	23.0	1	1.3
	Junior	129	16.2	0	0.0
	Senior	149	18.7	0	0.0
	Other	4	0.5	0	0.0
	Not Reported	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	19	24.7
	Architecture	0	0.0	0	0.0
	Business	307	38.6	7	9.1
	Communications/Journalism	9	1.1	3	3.9
	Education	21	2.6	3	3.9
	Engineering/Computer Science	264	33.2	1	1.3
	General Studies	4	0.5	0	0.0
	Health Sciences	1	0.1	2	2.6
	History	2	0.3	0	0.0
	Humanities	6	0.8	2	2.6
	Law	46	5.8	1	1.3
	Military/Naval Science	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	2	2.6
	Science/Math	42	5.3	8	10.4
	Social Sciences/Psychology	46	5.8	9	11.7
	Other	31	3.9	11	14.3
	Undecided	16	2.0	9	11.7
	Not Reported	0	0.0	0	0.0

APPENDIX D

Project SAILS Test Items

This information is for your internal use only. Our primary concern is that students should not be able to search for and read our test questions outside of the test format. If you wish to use, adapt, or modify the test questions for your use, please contact the Project SAILS team (info@projectsails.org) for permission.

9. Who is the intended audience for this article?

Title:	Running on streamline power
Pages:	28-32
Abstract:	In their streamlining searches, many credit unions have discovered that their technology is outdated and that their procedures are redundant. In the case of technology, it can be difficult to accept that spending money will ultimately save money in some instances. Michael Beam of Columbia South Carolina Teachers Federal Credit Union said that ULTRADATA Corp.'s ULTRAFIS optical imaging system has resulted in many beneficial changes in the credit union's operations.

CHOOSE ONE ANSWER

- ☑ Banking professional
- ☐ General public
- ☐ Scholar

Objective: 1.2.4.1 Skill Set: Evaluating Sources

14. You have to find articles on raising children. Which search is more comprehensive?

CHOOSE ONE ANSWER

- ☐ Keyword: raising children
- ☑ Subject heading: child rearing

Objective: 2.2.3.2 Skill Set: Searching

19. What is a list of books, journal articles, or other materials about a certain topic?

CHOOSE ONE ANSWER

- ☑ Bibliography
- ☐ Keyword
- ☐ Library catalog
- ☐ Research database
- ☐ Subject heading

Objective: 2.1.3.4 Skill Set: Selecting Finding Tools

20. Mother Jones is published by the Foundation for National Progress. It is a progressive periodical featuring high quality investigative reporting, political commentary, and features. Recent article topics include terrorism and government response, urban renewal, police brutality, and labor unions. It is published every other month.

What type of publication is this?

CHOOSE ONE ANSWER

- ☐ Book
- ☐ Government document
- ☑ Popular periodical
- ☐ Professional/trade periodical
- ☐ Scholarly periodical

Objective: 1.2.4.1 Skill Set: Evaluating Sources

21. To find books about the American poet Maya Angelou, which search is the most effective?

CHOOSE ONE ANSWER

- ☐ Author: Angelou
- ☑ Subject: Angelou
- ☐ Title: Angelou

Objective: 2.2.4.1 Skill Set: Searching

22. What is a computer system that shows what journal articles have been published on a certain topic?

CHOOSE ONE ANSWER

- ☐ Bibliography
- ☐ Keyword
- ☐ Library catalog
- ☑ Research database
- ☐ Subject heading

Objective: 2.3.2.2 Skill Set: Selecting Finding Tools

25. Most books in academic libraries are arranged by their call numbers. Which statement best describes books with the same or similar call numbers?

CHOOSE ONE ANSWER

- ☑ They are all on the same or similar subjects.
- ☐ They are all the same size.
- ☐ They were all acquired by the library at the same time.
- ☐ They were all written by the same author.

Objective: 2.3.2.1 Skill Set: Retrieving Sources

27. Who is the intended audience for this article?

Title:	The demand for money, financial innovation and the welfare cost of inflation: An analysis with households' data
Pages:	60-74
Abstract:	Using a unique set of microeconomic data on households, the authors estimate the parameters of the demand for money derived from a generalized Baumol-Tobin model. The authors find significant differences between individuals with an ATM card and those without. The estimates of the demand for cash allow for the calculation of a measure of the welfare cost of inflation analogous to Bailey's triangle, but based on a rigorous microeconometric framework.

CHOOSE ONE ANSWER

- ☐ Banking professionals
- ☐ General public
- ☑ Scholars

Objective: 1.2.4.1 Skill Set: Evaluating Sources

28. To find just about all the articles that have been published on a certain topic, what do you need to do?

CHOOSE ONE ANSWER

- ☐ Search a research database in the subject area.
- ☑ Search several research databases in the subject area.
- ☐ Search several Web search engines.
- ☐ Search the library catalog.
- ☐ Search the Web.

Objective: 3.4.5.2 Skill Set: Searching

29. If you find a citation to a journal article online, but the whole article is not online, what is the best way to get the article?

CHOOSE ONE ANSWER

- ☐ Contact the author of the article and ask for a copy.
- ☐ Search the library catalog for the article title.
- ☑ See if the library subscribes to the journal in print.
- ☐ You can't get the article.

Objective: 2.3.1.1 Skill Set: Retrieving Sources

30. If the book you want is checked out to someone else, how can you borrow another copy?

CHOOSE ONE ANSWER

- ☐ Another copy is usually not available.
- ☐ Find out who has the book checked out and get it from that person.
- ☑ Have your library borrow a copy from another library.
- ☐ Order from Amazon.com.

Objective: 1.3.1.2 Skill Set: Retrieving Sources

39. If you wanted to search for a topic that has several synonyms (for example, young people, adolescents, teenagers, teens), which operator would you use?

CHOOSE ONE ANSWER

- ☐ Adj
- ☐ And
- ☐ Near
- ☐ Not
- ☑ Or

Objective: 2.2.4.2 Skill Set: Searching

40. The citation below refers to what? Gertz , Bill. "Depressions, Recessions, and Inflation." The Ledger. August 13, 2007, Section: Business, Pg. D7

CHOOSE ONE ANSWER

- ☐ Book
- ☐ Chapter within a book
- ☐ Encyclopedia article
- ☑ Newspaper article
- ☐ Periodical article

Objective: 2.3.2.4 Skill Set: Documenting Sources

42. If you need to know what chapters are in a book, which part of the book provides the best information?

CHOOSE ONE ANSWER

- ☐ Cover of the book
- ☐ Endnotes
- ☐ Glossary
- ☐ Introduction
- ☑ Table of Contents

Objective: 2.2.6.4 Skill Set: Using Finding Tool Features

43. Select the best set of key search terms below for the research question: "Does incarceration have a negative influence on the offspring of female inmates in the penal system?"

CHOOSE ONE ANSWER

- ☐ Children, negative, mothers
- ☐ Mothers, influence, crime
- ☐ Negative, influence, criminal justice system
- ☑ Prison, mothers, children
- ☐ United States, criminal justice system, children

Objective: 1.1.5.1 Skill Set: Searching

44. The citation below refers to what? Gertz , Bill. (2007). "Depressions, Recessions, and Inflation." Business Cycles, 24 (1): 28-30.

CHOOSE ONE ANSWER

- ☐ Book
- ☐ Chapter within a book
- ☐ Encyclopedia article
- ☐ Newspaper article
- ☑ Periodical article

Objective: 2.3.2.4 Skill Set: Documenting Sources

49. The citation below refers to what? Gertz , Bill. (2007). "Depressions, recessions, and inflation." In Manusov, Valerie and Harvey, John H., (Eds), Business Cycles in the United States Economy. Cambridge University Press: New York. Pages 93-114.

CHOOSE ONE ANSWER

- ☐ Book
- ☑ Chapter within a book
- ☐ Encyclopedia article
- ☐ Newspaper article
- ☐ Periodical article

Objective: 2.3.2.4 Skill Set: Documenting Sources

59. You're searching a database for a low-fat recipe for pasta with either shrimp or chicken. Which search demonstrates the proper use of nesting to get many search results that are very relevant?

CHOOSE ONE ANSWER

- ☐ Noodles or (pasta and shrimp) or chicken and low-fat
- ☑ (Noodles or pasta) and (shrimp or chicken) and low-fat
- ☐ Noodles or pasta and (shrimp or chicken) and low-fat
- ☐ (Noodles or pasta) and shrimp or (chicken and low-fat)
- ☐ Noodles or pasta and shrimp or chicken and low-fat

Objective: 2.2.4.4 Skill Set: Searching

60. The citation below refers to what? Gertz , Bill. Business Cycles in the United States Economy. New York: Viking, 2007.

CHOOSE ONE ANSWER

- ☑ Book
- ☐ Chapter within a book
- ☐ Encyclopedia article
- ☐ Newspaper article
- ☐ Periodical article

Objective: 2.3.2.4 Skill Set: Documenting Sources

62. You're writing a paper on Indira Gandhi and your professor has told you that Gandhi is mentioned in a book that you have. What part of the book will direct you to the right pages for the passage(s) on Indira Gandhi?

CHOOSE ONE ANSWER

- ☐ Bibliography
- ☐ Footnotes
- ☑ Index
- ☐ Preface
- ☐ Title page

Objective: 2.2.6.4 Skill Set: Using Finding Tool Features

63. Your professor describes a research project she has just completed. When can you expect to read about it in a scholarly journal?

CHOOSE ONE ANSWER

- ☐ Next month
- ☐ 4 - 8 months
- ☑ 9 - 18 months
- ☐ 2 - 3 years
- ☐ 4 - 5 years

Objective: 1.2.2.4 Skill Set: Developing a Research Strategy

64. If you are assigned to write an argumentative paper on the merits of the European Union, a topic with which you are unfamiliar, which of the following is the best source for basic background information?

CHOOSE ONE ANSWER

- ☐ A book titled, Competition law and industrial policy in the EU (376 pages)
- ☐ A dissertation titled, "The global Mediterranean policy: The evolution of the European Union-Mediterranean countries relations during 1976--1998" (240 pages)
- ☐ A recent USA Today article titled, "U.S., European Union call truce on trade war -- for now" (453 words)
- ☑ Encyclopaedia Britannica
- ☐ Journal of European Economic Development

Objective: 1.1.3.2 Skill Set: Selecting Finding Tools

71. While searching the Web using a search engine, you would like to limit the results to items in the English language that are less than three years old. Which of the following links on the search engine home page would be the most effective option for conducting a search of this type?

CHOOSE ONE ANSWER

- ☐ About
- ☑ Advanced Search
- ☐ Customize Settings
- ☐ Simple Search
- ☐ Site Map

Objective: 2.2.5.2 Skill Set: Using Finding Tool Features

73. You have been assigned a research project for a sociology class that requires you to search in sociology databases. Which of the following sources would be the best to consult to find the correct terminology for your search?

CHOOSE ONE ANSWER

- ☐ Journal of Applied Sociology. Los Angeles: Southern California Sociological Society and the University of Southern California.
- ☐ Merriam-Webster's Collegiate Thesaurus. Springfield, Mass.: Merriam-Webster, 2006.
- ☑ The Blackwell Dictionary of Sociology: A User's Guide to Sociological Language. Cambridge, MA: Blackwell, 2006.
- ☐ The Comprehensive Guide to American English. Boston: Houghton Mifflin, 2006.
- ☐ The Oxford English Dictionary. Oxford: Clarendon Press, 2006.

Objective: 1.2.2.2 Skill Set: Searching

83. You hear on a radio talk show that Mad Cow Disease may have been found in the United States. How might you best determine the truth of this statement?

CHOOSE ONE ANSWER

- ☐ Call for a transcript of the program from the radio station
- ☐ Check the fbifiles.com Web site for information the government itself might not release to the public
- ☐ Discuss the news with co-workers who might have heard the program
- ☐ Look up the topic at the American Council on Beef Web site for current news
- ☑ Search for Mad Cow Disease on the U.S. Dept of Agriculture Web site

Objective: 3.2.3.5 Skill Set: Evaluating Sources

87. Does the excerpt below illustrate fact, opinion, or bias? "The argument against armed self-defense is one of the most insidious forms of victimization of women. The dominant cultural conditioning tells women that they are not capable of defending themselves with a gun. That's why fewer than 10% of women own guns."

CHOOSE ONE ANSWER

- ☐ Bias
- ☐ Fact
- ☑ Opinion

Objective: 3.2.3.2 Skill Set: Evaluating Sources

88. You need to find reliable information about treatments available for AIDS. Which of these sources would be the most reliable?

CHOOSE ONE ANSWER

- ☐ Foltz, Daniel. "The latest in AIDS treatments." American Public Health Journal. 46 January 2008 424-439.
- ☑ McSpiritt, Elizabeth. "Developing new treatments for AIDS." American Journal of Public Health. 91 August 9, 2011 375-390.
- ☐ Perez, Alejandra. "Trends in AIDS treatment." Journal of Community Health. 22 Winter 1998 212-227.
- ☐ Rhodes, Phillip. "New treatments for AIDS." Community Health Journal. 44 Summer 2008 90-105.
- ☐ Rosch, Leah. "AIDS: What we know about treating AIDS." The Journal for American Public Health. 17 Fall 2009 18-33.

Objective: 2.4.1.3 Skill Set: Searching

90. You are writing a paper on the legal rights of women in pre-Civil War America. Which of the following sources would be most appropriate?

CHOOSE ONE ANSWER

- ☐ Bell, Theresa. "Women and Their Rights Under the Law." Price Law Journal. May 1982 340-355.
- ☑ Hardesty, Julia. "Women's Rights Under the Law." The Journal for the Study of Law. 15 Fall 1850 210-25.
- ☐ Ross, Barbara. "Laws and the Rights of Women." Journal of Legal Trends. 44 Summer 1999 90-105.
- ☐ Smith, Catherine. "The Law and Women's Rights." Journal of the Legal System. 38 January 1967 100-15.
- ☐ Whitacre, Sarah. "The Lawful Rights of Women." Journal of Law and Legislation. 71 Winter 2001 15-30.

Objective: 2.4.1.3 Skill Set: Searching

91. What is the purpose of the excerpt below: "Most disturbing of all, some researchers want to use cloning to create human beings solely for experimentation and destruction. They propose to supply genetically matched tissues for treating various diseases by making human embryos from patients' body cells, then dissecting these developing embryos for their "spare parts." Some even speak of growing genetically altered "headless" or "brainless" human clones as organ farms."

CHOOSE ONE ANSWER

- ☐ To inform.
- ☑ To persuade or trigger emotions.
- ☐ To present a variety of viewpoints.

Objective: 3.2.3.3 Skill Set: Evaluating Sources

92. What is the purpose of the excerpt below: "Four years after Scottish researchers startled the world by announcing that they had cloned a sheep named Dolly, scientists say evidence is mounting that creating healthy animals through cloning is more difficult than expected. The clones that have been produced, they say, often have problems severe enough to concern anyone thinking of cloning a human being. These include developmental delays, heart defects, lung problems and malfunctioning immune systems."

CHOOSE ONE ANSWER

- ☑ To inform.
- ☐ To persuade or trigger emotions.
- ☐ To present a variety of viewpoints.

Objective: 3.2.3.3 Skill Set: Evaluating Sources

93. The book you want is checked out to someone else and is not available online. If you need the information today, what is the best thing to do?

CHOOSE ONE ANSWER

- ☐ Find out who has the book checked out and get it from that person.
- ☐ Order the book from Amazon.com.
- ☐ Request the book from another library.
- ☑ Search the library catalog for another available book on the same topic.

Objective: 1.3.3.2 Skill Set: Retrieving Sources

95. You are assigned a research topic for geometry class on the history of Pascal's triangle (for an 8-10 page paper). Which source is the best one for background information on this topic?

CHOOSE ONE ANSWER

- ☑ Concise Encyclopedia of Mathematics
- ☐ Encyclopedia of Science and Technology
- ☐ Oxford English Dictionary
- ☐ Trigonometry Textbook
- ☐ World Almanac and Book of Facts

Objective: 1.1.4.5 Skill Set: Developing a Research Strategy

99. The following definition of a primary source is applied in which discipline: A work of poetry or prose.

CHOOSE ONE ANSWER

- ☐ Art
- ☑ English
- ☐ History
- ☐ Social Sciences

Objective: 1.2.5.1 Skill Set: Developing a Research Strategy

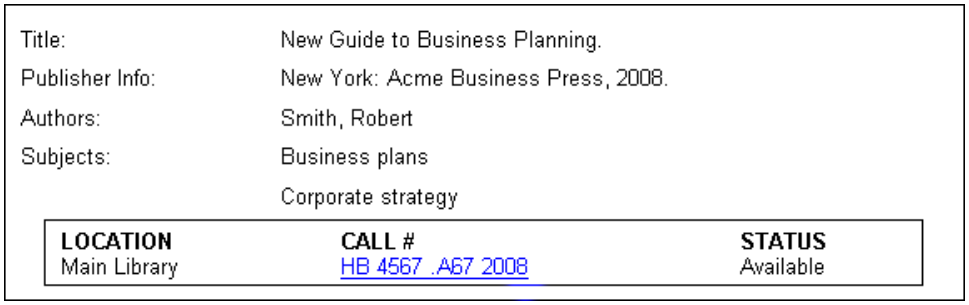
101. The following definition of a primary source is applied in which discipline: Data that have been gathered to analyze relationships between people, events, and their environment.

CHOOSE ONE ANSWER

- ☐ Art
- ☐ English
- ☐ History
- ☑ Social Sciences

Objective: 1.2.5.1 Skill Set: Developing a Research Strategy

104. What part of this library catalog record indicates whether you could obtain this book immediately?



Title:	New Guide to Business Planning.
Publisher Info:	New York: Acme Business Press, 2008.
Authors:	Smith, Robert
Subjects:	Business plans
	Corporate strategy

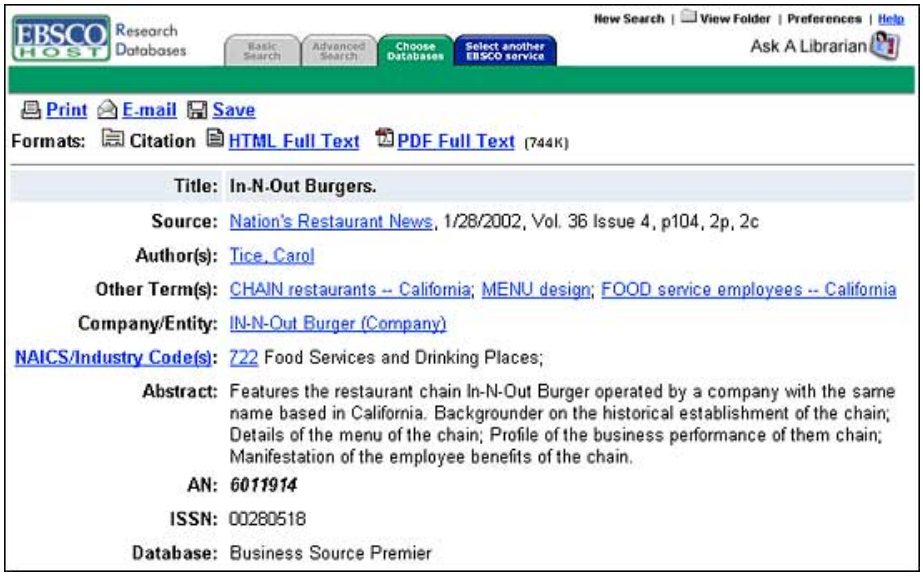
LOCATION	CALL #	STATUS
Main Library	HB 4567 .A67 2008	Available

CHOOSE ONE ANSWER

- ☐ Call number
- ☑ Status
- ☐ Location
- ☐ Publisher Info
- ☐ Subjects

Objective: 1.3.1.1 Skill Set: Retrieving Sources

106. Is the following article available immediately, according to the database record below?



CHOOSE ONE ANSWER

- ☐ No
- ☐ Record does not indicate availability.
- ☑ Yes

Objective: 1.3.1.1 Skill Set: Retrieving Sources

108. You need to write a paper on the effects of the European Union on France. If you conduct a search for the term "European Union" that requires it to be next to, in the same sentence as, or within a specified number of words from the term "France," what type of search are you conducting?

CHOOSE ONE ANSWER

- ☐ Associated
- ☐ Boolean
- ☐ Coupled
- ☐ Phrase
- ☑ Proximity

Objective: 2.2.4.3 Skill Set: Searching

112. Is it legal to burn a copy of a CD you purchased?

CHOOSE ONE ANSWER

- ☐ Yes, if you want to give a copy to a friend.
- ☑ Yes, if you want to make a copy for yourself in order to preserve the original.
- ☐ Yes, if you would like to return the original to the store where you purchased it.
- ☐ Yes, but only if you get permission from the copyright owner.
- ☐ No, it is never legal to burn a copy of a CD.

Outcome: 5.2.5 Skill Set: Understanding Economic, Legal, and Social Issues

117. If you write a research paper, do the original ideas in the paper belong to you?

CHOOSE ONE ANSWER

- ☐ Yes, but only if you obtain copyright.
- ☑ Yes, the ideas are your intellectual property.
- ☐ Yes, but only if the paper is published.
- ☐ No, student papers are not protected works.
- ☐ No, they belong to the instructor for whom you wrote the paper.

Outcome: 5.1.4 Skill Set: Understanding Economic, Legal, and Social Issues

118. Is it legal for you to use images created by another person on your own web page?

CHOOSE ONE ANSWER

- ☐ Yes, if it is from the web because all images there are in the public domain.
- ☑ Yes, if the creator gives permission.
- ☐ Yes, if you scan the image yourself.
- ☐ Yes, if you alter the image.
- ☐ No, it is not legal for you to use images created by another person on your own web page.

Outcome: 5.2.5 Skill Set: Understanding Economic, Legal, and Social Issues

119. If you wanted to include information from the following quotation from the Encyclopaedia Britannica in your research paper, which of the options below demonstrate appropriate use of the work? "Roosevelt first used the term Square Deal following the settlement of a mining strike in 1902 to describe the ideal of peaceful coexistence between big business and labour unions. The Square Deal concept was later largely incorporated into the platform of the Progressive Party, when Roosevelt was its presidential candidate in 1912."

CHOOSE ONE ANSWER

- ☐ Although originally used in reference to relationships between companies and labor unions, the Square Deal ultimately became a component of the Progressive party platform in 1912.
- ☑ Although originally used in reference to relationships between companies and labor unions, the Square Deal ultimately became a component of the Progressive party platform in 1912 (Britannica, p. 184).
- ☐ Roosevelt first used the term Square Deal to describe the ideal of peaceful coexistence between big business and labor unions, although it was later largely incorporated into the platform of the Progressive Party, when Roosevelt was its presidential candidate in 1912 (Britannica, p. 184).
- ☐ Roosevelt invented the term Square Deal after the mining strike in 1902 was settled to describe the ideal of peaceful cooperation between big business and labor unions. The Square Deal idea was later largely worked into the platform of the Progressive Party, when Roosevelt was its presidential candidate in 1912.

Outcome: 5.2.6 Skill Set: Understanding Economic, Legal, and Social Issues

120. You are assigned a project in a basic psychology course that requires you to conduct a survey of students on an issue of your choice and report your results to the class. Which of the following statements is true?

CHOOSE ONE ANSWER

- ☐ Approval is never required for student research.
- ☐ I need to get approval from my institution's human subjects review board.
- ☐ I need to get the approval of the State Board of Research.
- ☐ I only need to get approval if I am using students' names.
- ☑ I only need to get approval if the study will be made publicly available.

Outcome: 5.2.7 Skill Set: Understanding Economic, Legal, and Social Issues

122. When you are in the library, are you permitted to seek information on topics pertaining to illegal activities, such as manufacturing illegal substances?

CHOOSE ONE ANSWER

- ☐ Yes, if I receive special permission.
- ☑ Yes, the library will not censor information.
- ☐ No, you are not permitted to research illegal topics.
- ☐ No, and the librarian is legally obligated to inform the police.

Outcome: 5.1.3 Skill Set: Understanding Economic, Legal, and Social Issues

123. If you have a research paper due, and the course instructor has not advised you to use a particular citation style, which of the following is the best thing to do?

CHOOSE ONE ANSWER

- ☑ Select a citation style and use it consistently.
- ☐ Use various citation styles based on the type of resource.
- ☐ Use your own citation style and use it consistently.
- ☐ You should always use APA if no other style is requested.
- ☐ You should always use MLA if no other style is requested.

Objective: 5.3.1.8 Skill Set: Documenting Sources

124. If you are writing a persuasive research paper, you should:

CHOOSE ONE ANSWER

- ☐ Rely solely upon your own opinion.
- ☑ Search for diverse information that both supports and contradicts your opinions on the topic.
- ☐ Search for information that contradicts your opinion on the topic.
- ☐ Search for information that supports your opinion on the topic.
- ☐ Search only for information that is neutral on your topic.

Objective: 3.2.1.8 Skill Set: Evaluating Sources

132. Which of the following concepts makes it ethically wrong to use the ideas of another person without giving them credit?

CHOOSE ONE ANSWER

- ☐ Copyright
- ☐ Fair use
- ☐ Freedom of information
- ☑ Intellectual property
- ☐ Right to privacy

Outcome: 5.1.4 Skill Set: Understanding Economic, Legal, and Social Issues

136. Which of the following concepts makes it ethically wrong for libraries to report your circulation records or information requests to other people or agencies under most circumstances?

CHOOSE ONE ANSWER

- ☐ Fair use
- ☐ Freedom of information
- ☐ Intellectual freedom
- ☐ Intellectual property
- ☑ Right to privacy

Outcome: 5.1.1 Skill Set: Understanding Economic, Legal, and Social Issues

139. Academic libraries are generally thought of as collections of materials in print and electronic formats. Some of these materials are made available to users through the Web, but are not included in what we traditionally think of as the Web.The World Wide Web is a means of communication. Computers all over the world network with one another by using a common language.Given the preceding definitions, what can you say about the following statement?Statement: All its resources are free and accessible to students.

CHOOSE ONE ANSWER

- ☐ This statement is true about both the academic library and the Web.
- ☑ This statement is true about the academic library.
- ☐ This statement is true about the Web.
- ☐ This statement is true of neither the academic library nor the Web.

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

140. Academic libraries are generally thought of as collections of materials in print and electronic formats. Some of these materials are made available to users through the Web, but are not included in what we traditionally think of as the Web. The World Wide Web is a means of communication. Computers all over the world network with one another by using a common language. Given the preceding definitions, what can you say about the following statement? Statement: Anyone can add information to it.

CHOOSE ONE ANSWER

- ☐ This statement is true about both the academic library and the Web.
- ☐ This statement is true about the academic library.
- ☑ This statement is true about the Web.
- ☐ This statement is true of neither the academic library nor the Web.

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

141. Academic libraries are generally thought of as collections of materials in print and electronic formats. Some of these materials are made available to users through the Web, but are not included in what we traditionally think of as the Web. The World Wide Web is a means of communication. Computers all over the world network with one another by using a common language. Given the preceding definitions, what can you say about the following statement? Statement: Has material for everyone, including shoppers, support groups, fans, scholars, students, hobbyists, businesses.

CHOOSE ONE ANSWER

- ☑ This statement is true about the Web.
- ☐ This statement is true about the academic library.
- ☐ This statement is true about both the academic library and the Web.
- ☐ This statement is true of neither the academic library nor the Web.

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

142. Academic libraries are generally thought of as collections of materials in print and electronic formats. Some of these materials are made available to users through the Web, but are not included in what we traditionally think of as the Web. The World Wide Web is a means of communication. Computers all over the world network with one another by using a common language. Given the preceding definitions, what can you say about the following statement? Statement: Information is selected for inclusion based on explicit criteria, such as authoritativeness.

CHOOSE ONE ANSWER

- ☐ This statement is true about both the academic library and the Web.
- ☑ This statement is true about the academic library.
- ☐ This statement is true about the Web.
- ☐ This statement is true of neither the academic library nor the Web.

Objective: 2.1.3.6 Skill Set: Selecting Finding Tools

147. The following definition describes which type of resource in the social sciences and sciences? Identifies, selects, and digests pertinent information from all of a discipline's literature. Bibliographies, indexes, abstracts, catalogs, directories, handbooks, and yearbooks are in this category.

CHOOSE ONE ANSWER

- ☐ Primary source
- ☑ Secondary source
- ☐ Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

148. The following definition describes which type of resource in the social sciences and sciences? Publications derived by further representation of research materials. For example, to begin research, one might consult a resource in this category such as a bibliography of bibliographies, directory of directories, or a guide to the literature in this discipline.

CHOOSE ONE ANSWER

- ☐ Primary source
- ☐ Secondary source
- ☑ Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

150. If you need an eyewitness account of the public reaction to a speech given in the 19th century, which type of source would be most likely to provide that information?

CHOOSE ONE ANSWER

- ☑ Primary source
- ☐ Secondary source
- ☐ Tertiary source

Objective: 2.1.4.1 Skill Set: Evaluating Sources

192. If you want to obtain a book or article that is not available at your local library, which of the following statements is most accurate about your options?

CHOOSE ONE ANSWER

- ☐ The library offers a variety of ways to help you obtain items it doesn't own, but you will be required to pay a fee to use these services.
- ☑ The library offers a variety of ways to obtain items it doesn't own. Some of these options may be free, while others may require a fee.
- ☐ Your only option is to ask the library to purchase the item on your behalf.
- ☐ Your only option is to obtain the item yourself, for example by going to another library or purchasing the item.

Objective: 2.3.3.2 Skill Set: Retrieving Sources

193. Identify the type of resource referenced in the following database record.

Title:	Richard Nixon: Crisis in the White House.
Authors:	Smith, Mary
Source:	American History; Dec 2007, Vol. 27 Issue 5, p767, 6p.
ISSN:	0145-2096
Accession Number:	13002552

CHOOSE ONE ANSWER

- ☐ Book
- ☐ Book chapter
- ☐ Government document
- ☑ Magazine or journal article
- ☐ Newspaper article

Objective: 2.5.3.1 Skill Set: Documenting Sources

194. What is the best way to obtain the item in this library catalog record?

Authors:	Lawrence, Jerome, 1915-
Title:	Inherit the wind / by Jerome Lawrence and Robert E. Lee
Publisher Info:	New York : Dramatists Play Service, 1958

LOCATION	CALL #	STATUS
Main Library	PS3523.A934 I6 1958	Available

Description:	104, [2] p. : ill ; 20 cm
OCLC#:	1601421
LCCN:	58000893

CHOOSE ONE ANSWER

- ☐ Click on the author's name to obtain the full text.
- ☐ Click on the call number to obtain the full text.
- ☐ Search a periodical database for an online copy of this item.
- ☑ Use the call number to locate the item in your library.

Objective: 2.3.3.1 Skill Set: Retrieving Sources

195. Which part of the following library catalog record would be used to locate this government document in the library?

Authors:	United States. Congress. Sentate. Committee on Commerce, Science, and Transportation. Subcommittee on Aviation
Title:	International aviation relations
Publisher Info:	Washington : U.S. G.P.O. : For sale by the U.S. G.P.O., Supt. of Docs., Congressional Sales Office, 2006
Description:	iii, 103p. : ill. ; 23 cm
Series:	United States. Congress. Senate. S. hrg. ; 104-637
Note:	Distributed to some depository libraries in microfiche
Shipping list no.:	97-0097-P
Includes bibliographical references	
Sudoc #:	Y 4.C 73/7:S.HRG.104-637
OCLC #:	36324337
ISBN:	0160538629
LCCN:	gp 97057621

CHOOSE ONE ANSWER

- ☐ ISBN: 0160538629
- ☐ LCCN : gp 97057621
- ☐ OCLC #: 36324337
- ☐ Shipping list no.: 97-0097-P
- ☑ Sudoc # : Y 4.C 73/7:S.HRG.104-637

Objective: 2.3.2.1 Skill Set: Retrieving Sources

196. You are writing a 20-page research paper. Your search on your topic has retrieved more than 500 articles. What is the best course of action?

CHOOSE ONE ANSWER

- ☐ Do not revise the search, because the number of articles is good.
- ☑ Revise the search to retrieve fewer results.
- ☐ Revise the search to retrieve more results.

Objective: 2.4.1.1 Skill Set: Searching

197. Identify the type of resource referenced in the following database record.

Title:	Richard Nixon: Crisis in the White House.
Authors:	Smith, Mary
Source:	American History, 1998, pp. 429-38.
Publisher Info:	Fairfax, Va.: George Mason University Press; distributed by University Publishing Associates, Lanham, Md. and London
Publication Date:	1998
Editor:	Jones, John, ed.
ISBN:	1-32000-604-1
Accession Number:	0034880

CHOOSE ONE ANSWER

- ☐ Book
- ☑ Book chapter
- ☐ Government document
- ☐ Magazine or journal article
- ☐ Newspaper article

Objective: 2.5.3.1 Skill Set: Documenting Sources

198. You want to write a paper on the politics of a poem by Allen Ginsberg entitled "Hadda Been Playing on the Jukebox" and have found only two articles, which is not enough for your paper. What is the best course of action?

CHOOSE ONE ANSWER

- ☑ Broaden your topic.
- ☐ Change your topic completely.
- ☐ Narrow your topic.

Objective: 1.4.1.1 Skill Set: Developing a Research Strategy

199. Which of the following statements most accurately describes the use of documentation or citation styles, for example, APA, MLA?

CHOOSE ONE ANSWER

- ☐ All disciplines use the same documentation style for formal written papers.
- ☑ There are many documentation styles, and they vary by discipline.
- ☐ There are many documentation styles, and they vary by education levels, such as high school, college undergraduate, graduate and doctoral.
- ☐ There are many documentation styles, and which style you use depends on the format of the source being cited, such as books and articles.

Objective: 2.5.3.3 Skill Set: Documenting Sources

200. Which of the following statements is the best description of accurate information on the Internet?

CHOOSE ONE ANSWER

- ☐ Accurate and authoritative information is not available on the Internet.
- ☐ Accurate and authoritative information on the Internet is available only to people or institutions paying for access to it.
- ☐ Accurate and authoritative information on the Internet is freely available to anyone online.
- ☐ Accurate and authoritative information on the Internet is freely available, but one must obtain passwords in order to access it.
- ☑ Some accurate and authoritative information on the Internet is freely available, and some is provided only to people or institutions paying for access to it.

Objective: 5.1.2.1 Skill Set: Understanding Economic, Legal, and Social Issues

203. Your instructor tells your class about a research consultation service available at the library. What would be the best way to find out more about this service?

CHOOSE ONE ANSWER

- ☐ Consult the campus newspaper.
- ☐ Consult the library's online catalog.
- ☑ Consult the library's Web site.
- ☐ Consult the university's course catalog.
- ☐ Consult the university's Web site.

Objective: 2.3.3.5 Skill Set: Developing a Research Strategy

206. Which of the following sources is least likely to help you evaluate the credibility of an author for your history paper?

CHOOSE ONE ANSWER

- ☐ Dictionary of National Biography
- ☐ Directory of American Scholars
- ☑ Handbook of Modern American History
- ☐ Social Sciences Citation Index
- ☐ The Blackwell Dictionary Of Historians

Objective: 3.2.1.2 Skill Set: Evaluating Sources

207. When searching on the Web for a controversial topic such as gun control, which of the following statements is most accurate about possible bias of a Web site?

CHOOSE ONE ANSWER

- ☑ Bias can only be detected from reading the information on the site and comparing it to other sources.
- ☐ If the information in the site includes statistical or numerical data, then it is not biased.
- ☐ Information on the Web is probably biased.
- ☐ Information on the Web is probably unbiased.
- ☐ The domain of the Web site will indicate whether it is biased or not. For example, an .edu site is probably unbiased, while a .com is probably biased.

Objective: 3.2.1.8 Skill Set: Evaluating Sources

214. If you need an article or book that is not available online or in your library, what is the best course of action for obtaining the source?

CHOOSE ONE ANSWER

- ☐ Complete a purchase request form at the library.
- ☐ Consult with staff at the circulation desk.
- ☑ Submit an interlibrary loan request.
- ☐ Write the publisher requesting a copy.

Objective: 2.3.3.4 Skill Set: Retrieving Sources

215. Your search for articles on your topic, learning styles, has produced many articles that discuss learning styles in a particular context or regarding a specific group of learners. What is the best course of action?

CHOOSE ONE ANSWER

- ☐ Broaden your topic.
- ☐ Change your topic completely.
- ☑ Narrow your topic.

Objective: 1.4.1.2 Skill Set: Developing a Research Strategy

216. Which of the following call numbers comes immediately after the call number LC 1087.3 .H24?

CHOOSE ONE ANSWER

- ☐ LC 1087 .H25
- ☐ LC 1087.24 .A33
- ☑ LC 1087.31 .B83
- ☐ LC 1087.4 .B38
- ☐ LC 1088 .L11

Objective: 2.3.2.1 Skill Set: Retrieving Sources

218. You are writing a paper on prescription drug research. Your search for "drugs and research" in a research database has produced over a thousand results. What is the best strategy to deal with these results?

CHOOSE ONE ANSWER

- ☑ Add additional terms to the search.
- ☐ Look at all of the results so as not to miss a good article.
- ☐ Remove one of the search terms.
- ☐ Select a new database.

Objective: 3.7.2.1 Skill Set: Searching

222. If a junior high school student tries to access a research database via a college library's Web site from home, and cannot do so, what is the most accurate explanation?

CHOOSE ONE ANSWER

- ☑ Libraries must restrict access to the databases they purchase because the databases are licensed for use only by faculty, staff and students at their institution.
- ☐ Libraries must screen access to library databases to ensure they are not being used by minors.
- ☐ Library databases are not usually available via the Web.
- ☐ Students at other schools of any kind must pay a fee to access library databases from home.
- ☐ The student has not obtained the proper password from the database vendor for that particular database.

Objective: 5.1.2.3 Skill Set: Understanding Economic, Legal, and Social Issues

227. Which of the following characteristics of an article is generally the most reliable indicator of scholarly research?

CHOOSE ONE ANSWER

- ☐ It is available in a university library.
- ☐ It is indexed in a research database.
- ☐ It is published on the Web.
- ☐ It is written by a university faculty member.
- ☑ It was reviewed by other experts prior to acceptance for publication.

Objective: 3.4.7.2 Skill Set: Evaluating Sources

228. You are writing a 20-page research paper. Your search on your paper topic has produced 3 articles. What is the best course of action?

CHOOSE ONE ANSWER

- ☐ Do not revise the search, because the number of articles is good.
- ☐ Revise the search to retrieve fewer results.
- ☑ Revise the search to retrieve more results.

Objective: 2.4.1.1 Skill Set: Searching

229. What is the best way to obtain the item in this database record?

Title:	Pennsylvania public-private partnership formed to curtail pregnant women smoking
Source:	Health & Medicine Week; 8/16/2008, p1214, 3p
Document Type:	Article
Formats:	Citation PDF Full Text (209K)

CHOOSE ONE ANSWER

- ☐ Click on "Citation" to obtain the full text.
- ☑ Click on "PDF Full Text" link.
- ☐ Click on the journal title (the "source" link) to obtain the full text.
- ☐ Request this item through interlibrary loan.
- ☐ Search your library catalog for the journal title and, if it is available, obtain it in print at your library.

Objective: 2.3.3.1 Skill Set: Retrieving Sources

230. You are writing a paper on economic development in China. You search a research database by typing in, "economic development in China" and retrieve no results. Which of the following actions would help you retrieve a good number of relevant results?

CHOOSE ONE ANSWER

- ☐ Add search terms.
- ☐ Omit one of the search terms.
- ☐ Try searching for: econ* and dev* and Chin*
- ☑ Try searching for: economic development and China
- ☐ Try searching for: economic development China

Objective: 2.2.5.3 Skill Set: Searching

237. Which of the following best describes a "periodical publication containing original research reports?"

CHOOSE ONE ANSWER

- ☐ Magazine (e.g., Psychology Today)
- ☐ Newsletter (e.g., International Communication Association Newsletter)
- ☐ Newspaper (e.g., The New York Times)
- ☑ Scholarly journal (e.g., Quarterly Journal of Speech)
- ☐ Trade journal (e.g., Advertising Age)

Objective: 2.2.2.4 Skill Set: Developing a Research Strategy

239. Which of the following best describes a "publication issued periodically, usually weekly or monthly, intended for the general public, containing articles, stories, photographs, and advertisements?"

CHOOSE ONE ANSWER

- ☑ Magazine (e.g., Psychology Today)
- ☐ Newsletter (e.g., International Communication Association Newsletter)
- ☐ Newspaper (e.g., The New York Times)
- ☐ Scholarly journal (e.g., Quarterly Journal of Speech)
- ☐ Trade journal (e.g., Advertising Age)

Objective: 2.2.2.4 Skill Set: Developing a Research Strategy

242. Select the set of search terms that best represents the main concepts in the following:

What are the health risks associated with the use of drug therapy for hyperactive students?

CHOOSE ONE ANSWER

- ☐ Drug therapy, health risks
- ☐ Drugs, hyperactivity, therapy
- ☐ Drugs, students, health risks
- ☑ Hyperactivity, health risks, drug therapy
- ☐ Students, hyperactivity, attention deficit disorder

Objective: 1.2.2.3 Skill Set: Searching

247. Which of the following search statements would retrieve the most records?

CHOOSE ONE ANSWER

- ☐ "Behavior disorders and hyperactivity"
- ☐ Behavior disorders and hyperactivity
- ☐ Behavior disorders not hyperactivity
- ☑ Behavior disorders or hyperactivity

Objective: 2.2.4.2 Skill Set: Searching

255. You have been assigned a comprehensive (20 page) research paper on the impact of Title IX on high school sports programs. (Title IX legislation sought to ensure gender equity for sports programs.) Which of the following strategies is best to locate information?

CHOOSE ONE ANSWER

- ☐ Search for both general academic and government documents.
- ☐ Search for education sources only.
- ☑ Search for general academic, education, and government documents sources.
- ☐ Search for government documents sources only.

Objective: 1.1.5.3 Skill Set: Developing a Research Strategy

257. What is the primary reason for using a research or periodical database?

CHOOSE ONE ANSWER

- ☑ To find citations or articles
- ☐ To search the Web
- ☐ To see if the library owns a book
- ☐ To see if the library owns a journal

Objective: 2.3.1.4 Skill Set: Selecting Finding Tools

259. Research databases vary in their search protocols. For example, one database may use an asterisk (*) as a truncation symbol while another database uses a question mark (?). What is the most efficient way to identify search protocols appropriate to the retrieval system?

CHOOSE ONE ANSWER

- ☑ Look at the database search help screen.
- ☐ Type in different symbols until you get good results.
- ☐ Work through the database tutorial on searching.

Objective: 2.2.5.1 Skill Set: Using Finding Tool Features

260. In most research databases, an advantage to using a keyword search is that keyword searches:

CHOOSE ONE ANSWER

- ☐ Are especially useful for topics with an established body of literature.
- ☐ Are more discriminating and yield more appropriate citations.
- ☑ Search most or all parts of the record and yield more results.
- ☐ Use Library of Congress subject headings.

Objective: 2.3.1.5 Skill Set: Using Finding Tool Features

263. You have just finished reading a recent article on the displacement of southern flying squirrels from their natural woodland habitat. Where could you immediately find a list of other articles related to this topic?

CHOOSE ONE ANSWER

- ☐ Contact the principal author of the article and ask for a list of references.
- ☐ Internet
- ☐ Library catalog
- ☐ Library's database system
- ☑ Literature Cited/References section of the article

Objective: 3.7.3.1 Skill Set: Searching

271. You are creating a Web page for a student education organization. Browsing the Internet, you find a useful photo from the U.S. Department of Education, which is a government agency.

If you decide to use the graphic on your Web page, which of the following copyright choices is the proper action?

CHOOSE ONE ANSWER

- ☑ Permission is not needed as the photo is from a government agency.
- ☐ Permission is not needed as the photo was found on the Internet.
- ☐ Permission is not needed as you are only using it for a Web page.
- ☐ Permission to use the photo must be acquired before using it.

Outcome: 5.1.4 Skill Set: Understanding Economic, Legal, and Social Issues

444. Which of the following best identifies a "periodical publication, particularly one issued by an association, generally containing reports, articles and targeted advertising in a particular profession or industry?"

CHOOSE ONE ANSWER

- ☐ Magazine (e.g., Psychology Today)
- ☐ Newsletter (e.g., International Communication Association Newsletter)
- ☐ Newspaper (e.g., The New York Times)
- ☐ Scholarly journal (e.g., Quarterly Journal of Speech)
- ☑ Trade journal (e.g., Advertising Age)

Objective: 2.2.2.4 Skill Set: Developing a Research Strategy

446. Does the excerpt below illustrate fact, opinion, or bias?

"The number of crime victims who successfully use firearms to defend themselves is quite small. According to the FBI Uniform Crime Reports and the Centers for Disease Control, out of 30,708 Americans who died by gunfire in 1998, only 316 were shot in justifiable homicides by private citizens with firearms."

CHOOSE ONE ANSWER

- ☑ Bias
- ☐ Fact
- ☐ Opinion

Objective: 3.2.3.2 Skill Set: Evaluating Sources

451. What term is defined as material produced by or about the subject of investigation during the time period in which the subject lived or the event took place? Examples include: initial reports of scientific research, legal documents, speeches, correspondence, diaries, interviews, oral histories, newspaper and journal articles, and works of art.

CHOOSE ONE ANSWER

- ☑ Primary source
- ☐ Secondary source
- ☐ Tertiary source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

452. What term is defined as a guide to the literature, designed to teach people how to use other types of sources?

CHOOSE ONE ANSWER

- ☐ Primary source
- ☐ Secondary source
- ☑ Tertiary Source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

453. You hear from the evening television news anchorperson about a new study that shows that those who communicate more often with their significant other are happier in their relationships.

What type of source is that television news report?

CHOOSE ONE ANSWER

- ☐ Primary Source
- ☑ Secondary Source
- ☐ Tertiary Source

Objective: 1.2.5.2 Skill Set: Developing a Research Strategy

512. You are writing a paper for a political science course and need to cite statistics that you found in a government database on the Web. The course instructor has required that you use APA format for your citations; however, there is nothing in the APA manual about government databases. What is the best course of action?

CHOOSE ONE ANSWER

- ☑ Consult a specialized style manual on citing government information.
- ☐ Consult earlier editions of the APA manual.
- ☐ Consult the government Web site for tips on citing its resources.
- ☐ Follow the examples in the articles that you read for your paper.

Objective: 5.3.1.5 Skill Set: Documenting Sources

515. You are using a research database that uses an asterisk (*) as its truncation symbol. When you type in "mathemat*" you retrieve records that contain which of the following words?

CHOOSE ONE ANSWER

- ☐ Arithmetic, math, mathematics
- ☐ Math, mathematics, mathematician
- ☑ Mathematics, mathematical, mathematician

Objective: 2.2.4.7 Skill Set: Searching

516. Which of the following concepts makes it legally permissible to reproduce portions of works for educational purposes without permission?

CHOOSE ONE ANSWER

- ☑ Fair use
- ☐ Freedom of information
- ☐ Intellectual freedom
- ☐ Intellectual property

Outcome: 5.1.4 Skill Set: Understanding Economic, Legal, and Social Issues

517. All of the following are good ways to identify a research topic for a class project except:

CHOOSE ONE ANSWER

- ☐ Confer with the instructor.
- ☑ Confer with your academic advisor.
- ☐ Participate in class discussion.
- ☐ Participate in working groups with your peers.

Outcome: 1.1.1 Skill Set: Developing a Research Strategy

518. What time period does this source cover?

AUTHOR	Smith, James, 1950-
TITLE	Colonial America: An Encyclopedia of Social, Political, and Cultural History.
IMPRINT	Dansville, NY : Modern Reference, c2008.
DESCRIPT'N	4 v. : ill., maps ; 29 cm.
NOTE	Includes bibliographical references and indexes.
NOTE	Topics include: African Americans -- Agriculture and extractive industries -- Salem witch trials -- Arts, culture, and intellectual life -- British colonies -- Cities and settlements -- Dutch colonies -- Economy, business, and labor -- European Americans -- French colonies -- Health and medicine -- Native Americans (American Indians) -- Politics, law, and government -- Religion -- Spanish Colonies -- Women and gender issues -- Transatlantic trade -- Race and ethnicity.
SUBJECT	United States -- Civilization -- To 1783 -- Encyclopedias.
OCLC #	53287722.
ISN/STD #	GBA556770 bnb.
LCCN	2002143235.
CALL #	E162 .S692 2006

CHOOSE ONE ANSWER

- ☑ 1600-1783
- ☐ 1610-1710
- ☐ 1783-1865
- ☐ 1950 to the present
- ☐ 2006

Objective: 2.1.3.8 Skill Set: Selecting Finding Tools

519. The professor in your history class assigns you to write a paper on the topic of women's suffrage and the Women's Social and Political Union in Great Britain in the early 1900s. She requires that the sources you use must be scholarly articles published after 1970. Which is the best resource to use?

CHOOSE ONE ANSWER

- ☐ *America: History and Life* (1960-present)
- ☑ *Historical Abstracts* (1967-present)
- ☐ *InfoTrac Magazine Index* (1965-present)
- ☐ *International Newspapers Database* (1900-present)
- ☐ *Political Science Abstracts* (1900-1971)

Objective: 2.3.2.3 Skill Set: Selecting Finding Tools

520. If you are using the 7-volume Encyclopedia of Science to find information on the topic of DNA, what is the most efficient way to be sure you find all the relevant information that is in the encyclopedia?

CHOOSE ONE ANSWER

- ☐ Look through the bibliography.
- ☐ Look under "D" for DNA.
- ☑ Look up "DNA" in the index.
- ☐ Use the table of contents.

Objective: 2.3.1.6 Skill Set: Using Finding Tool Features

521. If you want to find a report of a research study that is written by the people who conducted the research, which type of resource is the best choice?

CHOOSE ONE ANSWER

- ☐ Magazine article database
- ☐ Newspaper database
- ☑ Scholarly journal database
- ☐ Statistical information database

Objective: 2.1.3.9 Skill Set: Selecting Finding Tools

522. All of the following are effective ways to locate major reference sources appropriate to a subject discipline, such as linguistics, music, or biology, except:

CHOOSE ONE ANSWER

- ☐ Ask a librarian at the reference desk.
- ☑ Browse the library's regular collection in the appropriate call number area.
- ☐ Browse the reference collection in the appropriate call number area.
- ☐ Use a web search engine to find references to that discipline.

Objective: 2.2.6.1 Skill Set: Selecting Finding Tools

523. All of the following criteria are useful when identifying a resource to use for your research except:

CHOOSE ONE ANSWER

- ☐ The author's bias.
- ☐ The author's credibility.
- ☑ The format of the resource.
- ☐ How up-to-date the resource is.
- ☐ Who the author is.

Objective: 2.3.1.2 Skill Set: Selecting Finding Tools

524. When searching for statistics on the number of cancer-related deaths in a major city for the last five years, you realize that the data are compiled at the county level. What is the best course of action?

CHOOSE ONE ANSWER

- ☐ Calculate the per capita rate and apply that rate to the city’s population.
- ☑ Compile these statistics from local health department reports on the topic.
- ☐ Divide the number of deaths in the county by the number of cities in the county.
- ☐ Report the county-level data as the only statistics available.

Outcome: 1.2.6 Skill Set: Retrieving Sources

525. In most research databases, the "help" feature will do all the following except:

CHOOSE ONE ANSWER

- ☐ Help you do an advanced search.
- ☑ Help you focus your search topic.
- ☐ Tell you how to do an author search.
- ☐ Tell you how to truncate search terms.
- ☐ Tell you what type of material is included in the database.

Objective: 2.1.3.2 Skill Set: Using Finding Tool Features

526. Most research databases have all of the following components except:

CHOOSE ONE ANSWER

- ☐ Abstracts of articles
- ☑ Author biographies
- ☐ Date limiting
- ☐ Keyword searching
- ☐ Thesaurus of subject terms

Objective: 2.1.3.1 Skill Set: Using Finding Tool Features

527. Which of the following resources is not available through the *ISI Web of Knowledge* gateway?

CHOOSE ONE ANSWER

- ☐ *Arts & Humanities Citation Index*
- ☐ *Highly Cited Authors' Biographies*
- ☑ *RefWorks Bilbliographic Management Software*
- ☐ *Science Citation Index*
- ☐ *Social Sciences Citation Index*

Objective: 2.1.3.3 Skill Set: Using Finding Tool Features

528. All of the following statements about citing sources are true except:

CHOOSE ONE ANSWER

- ☐ Most disciplines in the humanities, such as Theatre Studies, use either the MLA, Chicago, or Turabian documentation style.
- ☑ Most disciplines use either the MLA or the APA style of documentation.
- ☐ Some disciplines, such as engineering, mathematics, and biology, have their own documentation styles.
- ☐ There are many scholarly organizations that publish documentation style guides.

Objective: 5.3.1.3 Skill Set: Documenting Sources

529. For which of the following assignments would you expect to develop a full research strategy?

CHOOSE ONE ANSWER

- ☐ A five-minute presentation on a current event
- ☑ A five-page analysis of a literary movement
- ☐ A five-page book review
- ☐ A five-page paper on the novel that you have read for class

Objective: 1.1.4.4 Skill Set: Developing a Research Strategy

530. Of the following research questions, which is likely to be the most manageable to research for a 10-15 page term paper?

CHOOSE ONE ANSWER

- ☐ What are some of the causes of violent behavior in the United States?
- ☐ What is the effect of television violence on behavior of adolescents?
- ☑ What is the effect of violence in television shows and in movies?
- ☐ Why do adolescents display violent behavior in some situations?

Objective: 1.1.4.1 Skill Set: Developing a Research Strategy

531. You have decided to write a paper on the World Hockey Association of the 1970s and have found no journal article citations in general databases, history databases, and sports databases. What is the best course of action?

CHOOSE ONE ANSWER

- ☐ Narrow the topic.
- ☐ Select a different type of database to search.
- ☑ Select a new topic.

Objective: 1.4.1.3 Skill Set: Developing a Research Strategy

532. Which of the following is the least effective way to keep track of the articles that you find in a database search?

CHOOSE ONE ANSWER

- ☐ E-mail a list of the articles to yourself.
- ☐ Export a list of the articles into a bibliographic management tool.
- ☐ Save a list of the articles to your portable drive.
- ☑ Write down a list of the articles.

Outcome: 2.5.5 Skill Set: Developing a Research Strategy

533. When searching for general articles on marathon training techniques, you retrieve the following list:

Article 1

"Running kinematics and joint range of motion during sixteen weeks of training for a marathon." Dundee, Shannon, *Journal of Sport Science* Feb 2008: Vol. 13 Issue 4, p. 212-220.

Article 2

"Seasonal half-marathon training to improve your marathon performance once your program is in place." Avery, Guy, *Marathon & Beyond* Jan/Feb2006, Vol. 10 Issue 1, p. 41.

Article 3

"Ultimate marathon training plan." Rennie, D., *Runner's World* Jan 2006: Vol. 8 Issue 5, p. 61-64; 66.

Which article best meets your information need?

CHOOSE ONE ANSWER

- ☐ Article 1
- ☐ Article 2
- ☑ Article 3
- ☐ None of the above

Outcome: 3.4.1 Skill Set: Developing a Research Strategy

534. All of the following criteria are useful for evaluating a magazine article except:

CHOOSE ONE ANSWER

- ☐ The author's point of view.
- ☑ The number of pages.
- ☐ When the article was written.
- ☐ Who wrote the article.

Objective: 2.4.1.2 Skill Set: Evaluating Sources

535. You have been assigned a short paper topic that will require you to locate up-to-date facts about the planets in our solar system. Which of the following resources are the most useful?

CHOOSE ONE ANSWER

- ☐ Bibliography and encyclopedia
- ☐ Dictionary and Web site
- ☐ Encyclopedia and world atlas
- ☐ Science textbook and world altas
- ☑ Web site and almanac

Objective: 2.4.1.4 Skill Set: Evaluating Sources

536. You want to use the following information in your research paper on cloning. What is your next step?

"Most disturbing of all, some researchers want to use cloning to create human beings solely for experimentation and destruction. They propose to supply genetically matched tissues for treating various diseases by making human embryos from patients' body cells, then dissecting these developing embryos for their 'spare parts.' Some even speak of growing genetically altered 'headless' or 'brainless' human clones as organ farms."

CHOOSE ONE ANSWER

- ☐ Find out when this quotation was written.
- ☐ Plan your search strategy.
- ☑ Verify the accuracy of the information.
- ☐ Write your paper.

Objective: 3.2.1.3 Skill Set: Evaluating Sources

537. All of the following criteria are useful for choosing an information source except:

CHOOSE ONE ANSWER

- ☐ The authority of the creator of the source.
- ☐ How up-to-date the information is.
- ☐ The point of view of the author.
- ☑ The visual appeal of the design elements.

Objective: 1.4.2.3 Skill Set: Evaluating Sources

538. When assessing a Web site's objectivity, all of the following are useful to examine except:

CHOOSE ONE ANSWER

- ☐ Advertising on the Web site.
- ☑ How current the links are.
- ☐ Language and images that express one point of view.
- ☐ The intended audience of the Web site.
- ☐ The Web site's sponsoring company or organization.

Objective: 3.2.3.1 Skill Set: Evaluating Sources

539. Books in the library are arranged primarily by:

CHOOSE ONE ANSWER

- ☐ What size they are.
- ☑ What their subjects are.
- ☐ When they were cataloged by the library.
- ☐ When they were purchased by the library.

Objective: 2.2.6.3 Skill Set: Retrieving Sources

540. If you want to combine search terms in a research database, which of the following is the best way to do this?

CHOOSE ONE ANSWER

- ☐ &
- ☐ +
- ☑ AND
- ☐ No need to put in anything except the keywords

Objective: 2.1.3.7 Skill Set: Using Finding Tool Features

541. Which of the following search strategies would be the most efficient for finding articles on "fast food?"

CHOOSE ONE ANSWER

- ☑ Fast adj food
- ☐ Fast near food
- ☐ Fast or food

Objective: 2.2.4.2 Skill Set: Searching

543. Select the set that best represents synonyms and related terms for the concept "college students."

CHOOSE ONE ANSWER

- ☐ Colleges, universities, community colleges
- ☑ Graduate students, freshmen, sophomores
- ☐ University, adult learners, educational attendees

Objective: 2.2.2.3 Skill Set: Searching

545. What is the term for an online resource that shows what materials are owned by your library?

CHOOSE ONE ANSWER

- ☐ Database thesaurus
- ☑ Library catalog
- ☐ Periodical database
- ☐ Research database

Objective: 2.3.2.2 Skill Set: Selecting Finding Tools

548. What is the best thing to do when you need help with library research?

CHOOSE ONE ANSWER

- ☐ Ask at the circulation desk.
- ☐ Ask the person shelving books.
- ☐ Call the circulation desk.
- ☑ Call the reference desk.

Objective: 2.3.3.3 Skill Set: Developing a Research Strategy

549. What do most research databases have in common?

CHOOSE ONE ANSWER

- ☑ Can restrict by date or publication type
- ☐ Cover only what is in your library
- ☐ Full-text
- ☐ Same subject headings

Objective: 2.3.1.5 Skill Set: Using Finding Tool Features

550. It's the second week of the term. Your professor gives you an assignment to write a 10-page paper on a topic you know little about. The paper is due during finals week. All of the following activities would be efficient ways to start except:

CHOOSE ONE ANSWER

- ☐ Ask for help.
- ☑ Browse the bookshelves.
- ☐ Use a research database to find journal articles.
- ☐ Use the library catalog to find books.

Objective: 2.2.1.1 Skill Set: Developing a Research Strategy

551. You are assigned a report for your political science class on testimony given by the U.S. Secretary of the Interior 10 days ago at a congressional hearing. Which research strategy is the most effective for finding information about the testimony?

CHOOSE ONE ANSWER

- ☑ Search for articles in the New York Times archive (online).
- ☐ Search for articles in The Reader's Guide to Periodical Literature (reference room).
- ☐ Search for articles in the Social Science Index (reference room).
- ☐ Search for books in the university library's catalog (online).

Objective: 3.4.5.3 Skill Set: Selecting Finding Tools

552. Is it legal to upload a copy of a song on a CD to the Internet through a peer-to-peer file sharing service such as Demonoid or The Pirate Bay?

CHOOSE ONE ANSWER

- ☐ Yes, if you purchased the CD.
- ☐ Yes, if there are other free copies of the song already on the internet.
- ☑ Yes, if the copyright on the song has expired.
- ☐ No, it is never legal to upload a copy of a song to the internet.

Outcome: 5.2.5 Skill Set: Understanding Economic, Legal, and Social Issues

553. Is it legal to download a song from the Internet?

CHOOSE ONE ANSWER

- ☐ Yes, it is always legal if you get it through a peer-to-peer file sharing service, such as Demonoid or The Pirate Bay.
- ☑ Yes, if the copyright owner has made it available for free or purchase or the copyright has expired.
- ☐ Yes, if you cannot afford to purchase the CD.
- ☐ No, it is never legal to download a song from the Internet.

Outcome: 5.2.5 Skill Set: Understanding Economic, Legal, and Social Issues

554. What is one important purpose of the doctrine of intellectual property?

CHOOSE ONE ANSWER

- ☑ To encourage the open and public sharing of ideas.
- ☐ To generate property tax income for the government.
- ☐ To prevent students from cheating.
- ☐ To protect the property rights of schools, universities, and other intellectual organizations.

Outcome: 5.1.4 Skill Set: Understanding Economic, Legal, and Social Issues

556. All of the following kinds of resources are commonly available on a university library's Web site except:

CHOOSE ONE ANSWER

- ☑ Course syllabi and assignments developed by instructors
- ☐ Licensed or purchased research databases
- ☐ Research guides
- ☐ Selected freely-available resources on the Web

Objective: 5.1.2.2 Skill Set: Understanding Economic, Legal, and Social Issues

557. When recording bibliographic information for a book you are using in your research, all of the following elements are necessary to cite it correctly except:

CHOOSE ONE ANSWER

- ☐ Author
- ☐ City where the publisher is located
- ☑ Number of pages in the book
- ☐ Title

Objective: 5.3.1.2 Skill Set: Documenting Sources

558. You would like to evaluate the quality of a specialized encyclopedia you are using for your project. What would be the most effective way to find a good review?

CHOOSE ONE ANSWER

- ☐ Go to the publisher's Web page.
- ☑ Search for reviews of the encyclopedia in a periodical index or research database.
- ☐ Search the library catalog for the editor's name.
- ☐ Search the library catalog for the title of the encyclopedia.

Objective: 3.2.1.1 Skill Set: Evaluating Sources

559. You need to write a paper about the causes of deforestation in South America. All of these strategies would be likely to result in useful, reliable information except:

CHOOSE ONE ANSWER

- ☐ Communicate with experts on the topic.
- ☑ Read a travel guide for South America.
- ☐ Read periodical articles on the topic.
- ☐ Search the library catalog for books on the topic.

Outcome: 3.6.3 Skill Set: Selecting Finding Tools

560. When recording bibliographic information for a book chapter from an edited book you are using in your research, all of the following elements are necessary to cite it correctly except:

CHOOSE ONE ANSWER

- ☐ Book editor
- ☑ Call number
- ☐ Chapter author
- ☐ Chapter page numbers
- ☐ Chapter title

Objective: 5.3.1.2 Skill Set: Documenting Sources

561. Keyword searching is an effective way to search in all of the following situations except:

CHOOSE ONE ANSWER

- ☐ Combining search terms together.
- ☐ Finding articles on a particular topic.
- ☑ Finding many articles by a certain author.
- ☐ Searching for a particular phrase in title, abstract, and subject term fields.

Objective: 2.2.4.6 Skill Set: Searching

562. Who may be the most qualified to assist you when you need help narrowing your research topic?

CHOOSE ONE ANSWER

- ☐ A fellow student in your class
- ☐ A person in the library who is shelving books
- ☐ A person in the library who is staffing the circulation desk
- ☑ A person in the library who is staffing the reference desk

Objective: 1.1.4.6 Skill Set: Developing a Research Strategy

563. Which of the following types of source is least likely to present a one-sided view and opinions rather than facts?

CHOOSE ONE ANSWER

- ☐ Blogs
- ☐ Newsgroups
- ☐ Newspaper editorials
- ☐ Personal or commercial Web sites
- ☑ Scholarly journal articles

Objective: 3.2.3.2 Skill Set: Evaluating Sources

568. What do folk art, personal stories, research reports, scholarly articles, and songs have in common?

CHOOSE ONE ANSWER

- ☐ They are all archived by libraries.
- ☐ They are all examples of primary sources.
- ☐ They are all examples of secondary sources.
- ☑ They are all sources of information.

Objective: 1.2.3.1 Skill Set: Developing a Research Strategy

569. All of the following subject fields belong to the humanities discipline except:

CHOOSE ONE ANSWER

- ☐ Art history
- ☐ English
- ☐ Philosophy
- ☑ Sociology

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

570. All of the following subject fields belong to the science discipline except:

CHOOSE ONE ANSWER

- ☐ Chemistry
- ☑ Economics
- ☐ Genetics
- ☐ Physics

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

571. All of the following subject fields belong to the social sciences discipline except:

CHOOSE ONE ANSWER

- ☐ Anthropology
- ☑ Medicine
- ☐ Psychology
- ☐ Sociology

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

572. What are the major disciplines of knowledge?

CHOOSE ONE ANSWER

- ☐ Art, Business, Medicine
- ☐ Arts, Humanities
- ☐ Arts, Medicine, Sciences, Social Sciences
- ☑ Humanities, Sciences, Social Sciences
- ☐ Sciences, Engineering, Medicine

Objective: 1.2.2.1 Skill Set: Developing a Research Strategy

573. All of the following actions qualify as plagiarism except:

CHOOSE ONE ANSWER

- ☐ Including a paragraph from an article as long as you change a few of the words.
- ☐ Turning in a paper written by someone else.
- ☐ Using another person's ideas in your research paper without attribution.
- ☑ Using commonly known information without attribution.

Outcome: 5.2.6 Skill Set: Understanding Economic, Legal, and Social Issues

575. You would like to evaluate the qualifications of an author of an article you have just read. Which one of these strategies would be the least effective:

CHOOSE ONE ANSWER

- ☐ Search for reviews of the author's work in a periodical index or research database.
- ☐ Search for the author's name in a biography database.
- ☑ Search for the author's name in the library catalog.
- ☐ Search for Web pages that mention the author.

Objective: 3.2.1.2 Skill Set: Evaluating Sources

577. For the article described below, which of the following terms is an example of controlled vocabulary?

Title: The Politics of Ecological Citizenship.
Authors: Schmidt, Teresa
Source: Environmental Politics; June 2007, Vol. 27 Issue 3, p117-129, 12p
Document Type: Article
Subject Terms:
CITIZENSHIP
ENVIRONMENTALISM
ENVIRONMENTAL justice
POLITICAL systems
POLITICAL organizations
Abstract:
Ecological (or environmental) citizenship has recently experienced a coming of age. To date, ecological citizenship has largely been taken up as an instrument for theorizing about how to promote and structure 'greener' forms of political organization. This focus has come at the expense of not appreciating how the turn toward citizenship might revitalize a concern for democratic politics in ecological thought. This article demonstrates the connections between research in ecological citizenship and environmental justice.

CHOOSE ONE ANSWER

- ☐ Ecological citizenship
- ☐ Ecology
- ☐ Environmental citizenship
- ☐ Environmental politics
- ☑ Environmentalism

Objective: 2.2.3.4 Skill Set: Searching

578. You are using a research database that uses an asterisk (*) as its truncation or wildcard symbol. Which set of terms would be retrieved if you type in: **read***

CHOOSE ONE ANSWER

- ☐ Examine, read, peruse
- ☐ Read, comprehension, reading level
- ☐ Read, reader, study, student
- ☑ Read, readmit, ready

Objective: 2.2.4.7 Skill Set: Searching

579. A search of "avian flu" in a research database has produced a list of more than 150 articles with abstracts, and shows 20 results at a time. Which of the following is the least efficient way to keep the list of 150 for later review and selection of articles?

CHOOSE ONE ANSWER

- ☑ Cut and paste the list into a new document that you can save on your flash drive.
- ☐ E-mail the list to yourself.
- ☐ Export the list to a new file that you can save on your flash drive.
- ☐ Print the list.

Objective: 2.1.4.2 Skill Set: Using Finding Tool Features

582. In the citation below, which term is an example of controlled vocabulary?

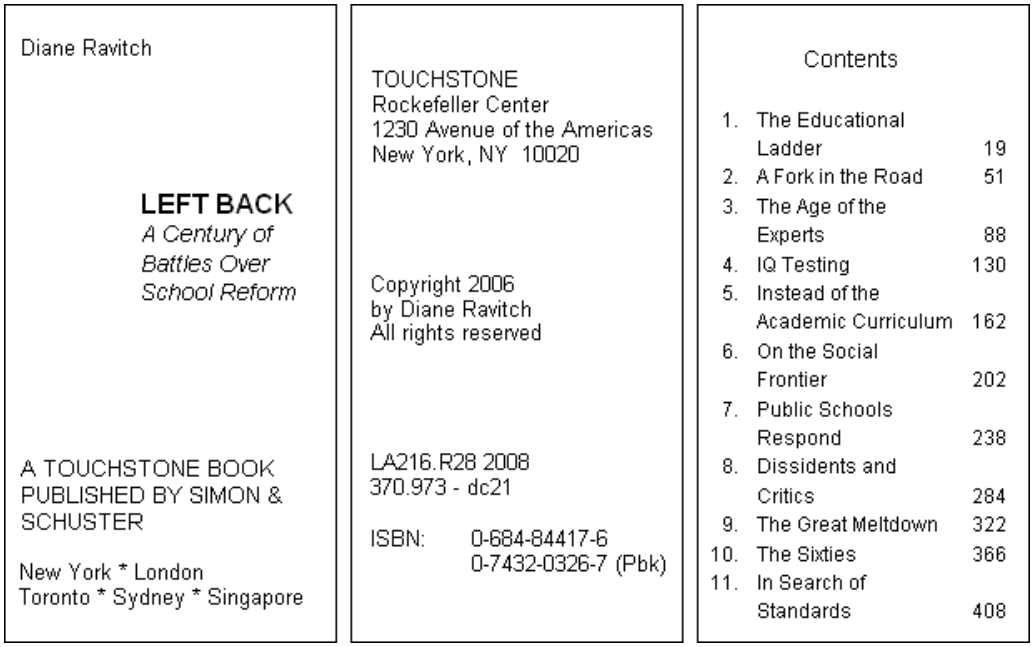
Authors:	Anonymous
Title:	Europe: The chagrin and the belated pity
Journal Name:	Economist
Date:	May 12, 2008
Pages:	57
Abstract:	General Paul Aussaresses, a bemedalled, eye-patched hero of the French army, last week launched at the age of 83 his unexpurgated memoirs as a member of the Special Forces from 1955 to 1957 during Algeria's war of independence. The outrage has been immediate, universal—and predictable.
Subjects:	War crimes
	Torture
	Autobiographies
	France
	Algeria
ISSN	0013-0613

CHOOSE ONE ANSWER

- ☐ 0013-0613
- ☐ Economist
- ☐ General Paul Aussaresses
- ☐ Special Forces
- ☑ War crimes

Objective: 2.2.3.4 Skill Set: Searching

583. Using the first three pages of a book as given below: Which of the following is the correct format for citing chapter number 5 in your bibliography?



Diane Ravitch

LEFT BACK
A Century of Battles Over School Reform

A TOUCHSTONE BOOK
PUBLISHED BY SIMON & SCHUSTER

New York * London
Toronto * Sydney * Singapore

TOUCHSTONE
Rockefeller Center
1230 Avenue of the Americas
New York, NY 10020

Copyright 2006
by Diane Ravitch
All rights reserved

LA216.R28 2008
370.973 - dc21

ISBN: 0-684-84417-6
0-7432-0326-7 (Pbk)

Contents

CHOOSE ONE ANSWER

- ☑ Ravitch, Diane. "Instead of the Academic Curriculum." In Left Back: A Century of Battles Over School Reform. New York: Simon & Schuster, 2006.
- ☐ Ravitch, Diane. "Instead of the Academic Curriculum." Left Back: A Century of Battles Over School Reform. (2006): 162 - 201.
- ☐ Ravitch, Diane. Instead of the Academic Curriculum. New York: Simon & Schuster, 2006.
- ☐ Ravitch, Diane. Left Back: A Century of Battles Over School Reform. New York: Simon & Schuster, 2006.

Objective: 5.3.1.2 Skill Set: Documenting Sources

584. If you want to locate good journal articles on a specific topic, which of these is the best way to start?

CHOOSE ONE ANSWER

- ☐ Page through journals.
- ☑ Use a research database.
- ☐ Use the library catalog.

Objective: 2.1.3.5 Skill Set: Selecting Finding Tools

587. Your art history professor wants you to write a paper on the use of color in the famous painting, "The Madonna".

If you were using a research database, which search strategy would be the most effective for finding relevant information?

CHOOSE ONE ANSWER

- ☐ Art
- ☑ Color and Madonna not music
- ☐ Color or meaning in art
- ☐ Famous paintings
- ☐ Use of color in The Madonna

Objective: 2.2.4.2 Skill Set: Searching

589. You looked for literary criticism on Geoffrey Chaucer's Canterbury Tales and retrieved the record below from a research database. What is the next step for locating the entire article?

Authors:	Gittes, Katharine S
Title:	Chaucer and the medieval frame narrative.
Journal:	Speculum
Appears In:	v. 69 (Apr. '04) p. 481-2
Abstract:	Gittes contends that the literary frame narrative began in the Near East with the Panchatantra in the eighth century and declined in the West soon after Chaucer's time. During its adaptation by European writers, and under the pressure of Western cultural preferences for order, unity, closure, and developed characterization, the genre lost its natural Arabic features and eventually disappeared.

CHOOSE ONE ANSWER

- ☐ Search the library catalog for articles about Chaucer.
- ☐ Search the library catalog for articles written by Katharine S. Gittes.
- ☐ Search the library catalog for the article title, "Chaucer and the medieval frame narrative."
- ☑ Search the library catalog to see if the library has a subscription to Speculum.

Objective: 2.3.1.3 Skill Set: Documenting Sources

590. You want to use a detail from a map in a reference book that you located in the library for your PowerPoint presentation. What would be the best device to use?

CHOOSE ONE ANSWER

- ☐ Color printer
- ☐ Microform reader
- ☐ Photocopier
- ☑ Scanner

Outcome: 2.5.1 Skill Set: Using Finding Tool Features

593. You want to take a copy of a journal article that you located in the library home with you to read. What would be the best device to use?

CHOOSE ONE ANSWER

- ☐ Color printer
- ☐ Microform reader
- ☑ Photocopier
- ☐ Scanner

Outcome: 2.5.1 Skill Set: Using Finding Tool Features

594. You need to write a ten-page paper reviewing the current research on a medical condition or disease. An initial search in a medical research database for "Lou Gehrig's Disease" returns relatively few results. What is the best course of action?

CHOOSE ONE ANSWER

- ☐ Change your topic to another condition or disease.
- ☑ Consult a medical dictionary to see if there is a formal name for the disease.
- ☐ Repeat the search in a Web search engine.
- ☐ Select a general research database to search.
- ☐ Select another medical research database to search.

Objective: 1.1.5.2 Skill Set: Searching

595. When sending a message via email, particularly to a discussion forum, it is important to:

CHOOSE ONE ANSWER

- ☐ Include the date and time of your message in your text.
- ☐ Keep the message brief by avoiding complete sentences.
- ☐ Select an acceptable font.
- ☑ Use a descriptive subject heading.

Outcome: 5.2.1 Skill Set: Understanding Economic, Legal, and Social Issues

597. Which of the following concepts makes it ethically wrong for libraries to deny your access to available resources on any topic in which you are interested?

CHOOSE ONE ANSWER

- ☐ Copyright
- ☐ Freedom of information
- ☑ Intellectual freedom
- ☐ Intellectual property
- ☐ Right to privacy

Outcome: 5.1.3 Skill Set: Understanding Economic, Legal, and Social Issues

599. Which of the following concepts makes it legally wrong for government agencies to deny your access to official documents under most circumstances?

CHOOSE ONE ANSWER

- ☐ Fair use
- ☑ Freedom of information
- ☐ Intellectual freedom
- ☐ Intellectual property
- ☐ Right to privacy

Outcome: 5.1.3 Skill Set: Understanding Economic, Legal, and Social Issues

600. It's the second week of the term. Your professor gives you an assignment to write a 10-page paper on a topic you know little about. The paper is due during finals week. Suppose you identify only one book that is perfect for your topic. What would you do if it was already checked out to someone else?

CHOOSE ONE ANSWER

- ☐ Find out who has the book and ask that person to return it.
- ☑ Request the book you want from another library for use next week.
- ☐ Select another book that is available today.

Objective: 1.3.3.3 Skill Set: Retrieving Sources

601. What is the "invisible college?"

CHOOSE ONE ANSWER

- ☐ All the information sources that students don't know about
- ☐ Collections of resources, such as archives, that are not open to the public
- ☐ Method for taking classes through distance learning
- ☐ Term used to describe all the ways that students learn outside the classroom
- ☑ Unpublished communication among faculty, such as personal contacts, discussion forums, email

Objective: 1.2.1.2 Skill Set: Developing a Research Strategy

602. You want to communicate directly with experts on the subject of how to be prepared for earthquakes. All of the following are effective ways to communicate with these experts except:

CHOOSE ONE ANSWER

- ☐ Call them on the telephone.
- ☐ Email them.
- ☑ Read articles they have published.
- ☐ Set up an interview.
- ☐ Use an online discussion forum to talk to them.

Outcome: 3.6.3 Skill Set: Selecting Finding Tools

603. You have decided to write a paper on gun control in the United States and have found more than a thousand articles after an initial search. What is the best course of action?

CHOOSE ONE ANSWER

- ☐ Change your topic to gun control.
- ☑ Change your topic to gun control in the United States for assault weapons.
- ☐ Change your topic to gun control in the United States and other countries.
- ☐ Work with the results of the initial search.

Objective: 1.1.4.3 Skill Set: Developing a Research Strategy

604. A search for HIV in a research database returns almost 140,000 results. How would you reduce your results to articles that were published from 2007 onwards in English?

CHOOSE ONE ANSWER

- ☐ Because the articles are presented chronologically, page through until the last 2006 article appears and then look through the rest to eliminate the foreign language ones.
- ☐ Repeat the search with the terms "HIV AND >=2007"
- ☐ Repeat the search with the terms "HIV AND 2007 to present"
- ☐ There is no way to set these limits, so one must go through each retrieved record.
- ☑ Use the Limits option in the research database to set the publication dates and languages.

Objective: 2.2.5.3 Skill Set: Searching

APPENDIX E

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

Skill Set: Developing a Research Strategy

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

Skill Set: Selecting Finding Tools

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

Skill Set: Searching

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

Skill Set: Using Finding Tool Features

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

Skill Set: Retrieving Sources

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

Skill Set: Evaluating Sources

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

Skill Set: Documenting Sources

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

Skill Set: Understanding Economic, Legal, and Social Issues

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently

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

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

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

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

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

APPENDIX F

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

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

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

Performance Indicators

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

Outcomes

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

517

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

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

Objectives

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

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

Items

64

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

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

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

1.1.4.3 Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.
603

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

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

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

1.1.5 Identifies key concepts and terms that describe the information need

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

1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
594

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

1.1.5.4 Identifies more specific concepts that comprise a research topic.

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

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

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

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

1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
601

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

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

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

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

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

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

1.2.3.1 Identifies various formats in which information is available.
568

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

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

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

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

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

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

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

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

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

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

1.3.1.1 Determines if material is available immediately.
104, 106

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

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

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

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

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

1.3.3.3 Acts appropriately to obtain information within the time frame required.
600

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

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

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

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

1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.
531

1.4.2 Describes criteria used to make information decisions and choices

1.4.2.1 Demonstrates how the intended audience influences information choices.

1.4.2.2 Demonstrates how the desired end product influences information choices (e.g., that visual aids or audio/visual material may be needed for an oral presentation).

1.4.2.3 Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.)
537

Standard 2
The information literate student accesses needed information effectively and efficiently.

2.1 The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

2.1.1 Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)

2.1.2 Investigates benefits and applicability of various investigative methods

2.1.3 Investigates the scope, content, and organization of information retrieval systems

2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).
526

2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.
525

2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).
527

2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.
19

2.1.3.5 Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.
584

2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.
139, 140, 141, 142

2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.
540

2.1.3.8 Determines the period of time covered by a particular source.
518

2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
521

2.1.3.10 Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).

2.1.3.11 Distinguishes between full-text and bibliographic databases.

2.1.4 Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
150

2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
579

2.1.4.3 Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.

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

2.2.1 Develops a research plan appropriate to the investigative method

2.2.1.1 Describes a general process for searching for information.
550

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

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

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

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

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

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

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

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

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

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

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

2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
577, 582

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

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

2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
39, 247, 541, 587

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

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

2.2.4.5 Demonstrates 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, 604

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

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

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

2.2.6 Implements the search using investigative protocols appropriate to the discipline

2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
522

2.2.6.2 Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.

2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
539

2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
42, 62

2.3 The information literate student retrieves information online or in person using a variety of methods.

2.3.1 Uses various search systems to retrieve information in a variety of formats

2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
29

2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
523

2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
589

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.4.3 Repeats the search using the revised strategy as necessary

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

2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
590, 593

2.5.2 Creates a system for organizing the information

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

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

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

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

2.5.4 Records all pertinent citation information for future reference

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

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

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

3.1.1 Reads the text and selects main ideas

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

3.1.3 Identifies verbatim material that can be then appropriately quoted

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

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

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

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

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

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

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

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

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

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

3.2.2 Analyzes the structure and logic of supporting arguments or methods

3.2.3 Recognizes prejudice, deception, or manipulation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.4.3 Draws conclusions based upon information gathered

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

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

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

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

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

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

3.4.6 Integrates new information with previous information or knowledge

3.4.7 Selects information that provides evidence for the topic

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

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

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

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

3.5.1 Investigates differing viewpoints encountered in the literature

3.5.2 Determines whether to incorporate or reject viewpoints encountered

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

3.6.1 Participates in classroom and other discussions

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

3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
559, 602

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

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

3.7.2 Reviews search strategy and incorporates additional concepts as necessary

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

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

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

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

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

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

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

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

136

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

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

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

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

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

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

122, 597, 599

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

117, 132, 271, 516, 554

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

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

595

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

5.2.3 Complies with institutional policies on access to information resources

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

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

112, 118, 552, 553

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

119, 573

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

120

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

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

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

5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
557, 560, 583

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

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

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

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

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

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

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

Table of Contents