



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

for

Western New England University

Administration: Spring 2015

Report Date: June 2015

www.ProjectSAILS.org

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1. THE TEST AND HOW IT IS SCORED

The Test

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

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

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

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

Figure 1.1 Number of Items in Each Subscale

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

Scoring

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

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

2. TEST-TAKER PROFILE

Figure 2.1 is a demographic profile of students who took the SAILS test at Western New England University, along with profiles for other institutions of the same type (Masters), for the same country, and for all other institutions combined. The table reports the available demographic data; not all elements of demographic data were reported for all test takers.

Figure 2.1

Characteristics	WNE (n=305)		Institution Type: Masters (n=27,376)		US Institutions (n=59,202)		All Institutions (n=59,589)	
	n	%	n	%	n	%	n	%
Class Standing								
First Year	57	18.7	14,967	54.7	26,125	44.1	26,304	44.1
Sophomore	86	28.2	2,479	9.1	6,090	10.3	6,187	10.4
Junior	81	26.6	3,448	12.6	6,982	11.8	7,056	11.8
Senior	80	26.2	5,353	19.6	17,955	30.3	17,975	30.2
Other	1	0.3	1,097	4.0	1,996	3.4	2,013	3.4
Not reported	0	0.0	32	0.1	54	0.1	54	0.1
Student Major								
Agriculture/Environmental Studies	0	0.0	207	0.8	532	0.9	532	0.9
Architecture	0	0.0	25	0.1	164	0.3	165	0.3
Business/Acct/Fin: all majors	108	35.4	4,404	16.1	11,466	19.4	11,565	19.4
Communications	6	2.0	754	2.8	1,542	2.6	1,549	2.6
Education	7	2.3	1,958	7.2	5,858	9.9	5,886	9.9
Engineering	72	23.6	1,460	5.3	2,445	4.1	2,486	4.2
Liberal Studies/ILSP/Sustainability	3	1.0	447	1.6	1,013	1.7	1,014	1.7
Pre-Pharm/Pre-PA/Health Sciences	9	3.0	3,569	13.0	7,712	13.0	7,760	13.0
History	5	1.6	314	1.1	743	1.3	746	1.3
English/Creative Writing/Philosophy	4	1.3	524	1.9	866	1.5	872	1.5
Law & Soc/Pol. Sci./Econ/Criminal Just.	20	6.6	777	2.8	1,450	2.4	1,460	2.5
Military/Naval Science	0	0.0	24	0.1	67	0.1	68	0.1
Performing & Fine Arts	0	0.0	2,186	8.0	1,326	2.2	1,331	2.2
Science/Math/Computer Sci/Info Tech	36	11.8	1,904	7.0	3,927	6.6	3,963	6.7
Social Sciences/Psychology/Social Work	23	7.5	3,705	13.5	6,959	11.8	7,002	11.8
Other	11	3.6	3,379	12.3	9,950	16.8	9,992	16.8
Exploratory	1	0.3	1,647	6.0	3,182	5.4	3,198	5.4
Not reported	0	0.0	92	0.3	0	0.0	0	0.0

WNE
(N=305)

Custom Demographics	n	%
How do you rate your research skills?		
Excellent	45	14.8
Satisfactory	192	63.0
Adequate	63	20.7
Needs Improvement	5	1.6
Not reported	0	0.0
How do you rate your ability to evaluate information sources?		
Excellent	59	19.3
Satisfactory	187	61.3
Adequate	53	17.4
Needs Improvement	6	2.0
Not reported	0	0.0

3. RESULTS BY SAILS SKILL SETS

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

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

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

A. Across the Skill Sets

Summary of Results

Students at Western New England University performed better than the institution-type benchmark on the following SAILS Skill Sets:

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

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

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

Detailed Results - Data Table

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

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

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

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

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
SAILS Skill Sets				
Developing a Research Strategy	537 ± 6	509 ± 1	507 ± 0	507 ± 0
Selecting Finding Tools	533 ± 7	515 ± 1	511 ± 1	511 ± 1
Searching	524 ± 6	488 ± 1	486 ± 0	486 ± 0
Using Finding Tool Features	568 ± 9	535 ± 1	532 ± 1	532 ± 1
Retrieving Sources	545 ± 8	521 ± 1	519 ± 1	519 ± 1
Evaluating Sources	488 ± 7	473 ± 1	470 ± 0	469 ± 0
Documenting Sources	519 ± 9	492 ± 1	487 ± 1	487 ± 1
Understanding Economic, Legal, and Social Issues	494 ± 7	474 ± 1	471 ± 1	471 ± 1

B. Within Skill Sets

This section reports in detail the performance of Western New England University students on the individual SAILS skill sets. For each skill set, the report includes: Summary of Results; Detailed Results - Data Table; Detailed Results - Chart; and ACRL Objectives Measured by the Skill Set. Results for the custom demographic questions are presented in the charts.

1. SAILS Skill Set: Developing a Research Strategy

Summary of Results

Western New England University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Western New England University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year, Sophomore, Junior
Major: Business/Acct/Fin: all majors, Law & Soc/Pol. Sci./Econ/Criminal Just., Other

Students at Western New England University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Senior
Major: Engineering, Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work

Demographic Groups within Western New England University Compared to the WNE Overall Performance on This Skill Set

Within Western New England University, the following groups performed about the same as the WNE-average-student benchmark:

Class Standing: First Year, Sophomore, Junior, Senior
Major: Business/Acct/Fin: all majors, Engineering, Law & Soc/Pol. Sci./Econ/Criminal Just., Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Detailed Results - Data Table

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

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

To determine whether two groups are 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

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
Overall	537 ± 6	509 ± 1	507 ± 0	507 ± 0
Class Standing				
First Year	546 ± 16	490 ± 1	491 ± 1	490 ± 1
Sophomore	526 ± 10	508 ± 3	505 ± 1	505 ± 1
Junior	541 ± 12	527 ± 2	518 ± 1	518 ± 1
Senior	537 ± 10	536 ± 2	527 ± 1	527 ± 1
Majors				
Business / Acct / Fin: all majors	536 ± 9	504 ± 2	506 ± 1	506 ± 1
Engineering	535 ± 12	523 ± 3	511 ± 2	511 ± 2
Law & Soc / Pol. Sci. / Econ / Criminal Just.	534 ± 17	508 ± 5	500 ± 3	499 ± 3
Science / Math / Computer Sci / Info Tech	523 ± 18	516 ± 3	517 ± 2	517 ± 2
Social Sciences / Psychology / Social Work	522 ± 20	512 ± 2	517 ± 1	517 ± 1
Other	572 ± 37	498 ± 2	500 ± 1	500 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

How do you rate your research skills?	
Excellent	538 ±14
Satisfactory	543 ±7
Adequate	515 ±13
Needs Improvement	Insufficient data
How do you rate your ability to evaluate information sources?	
Excellent	547 ±13
Satisfactory	540 ±8
Adequate	526 ±13
Needs Improvement	Insufficient data

Detailed Results - Chart

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

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

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

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

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

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

For example,

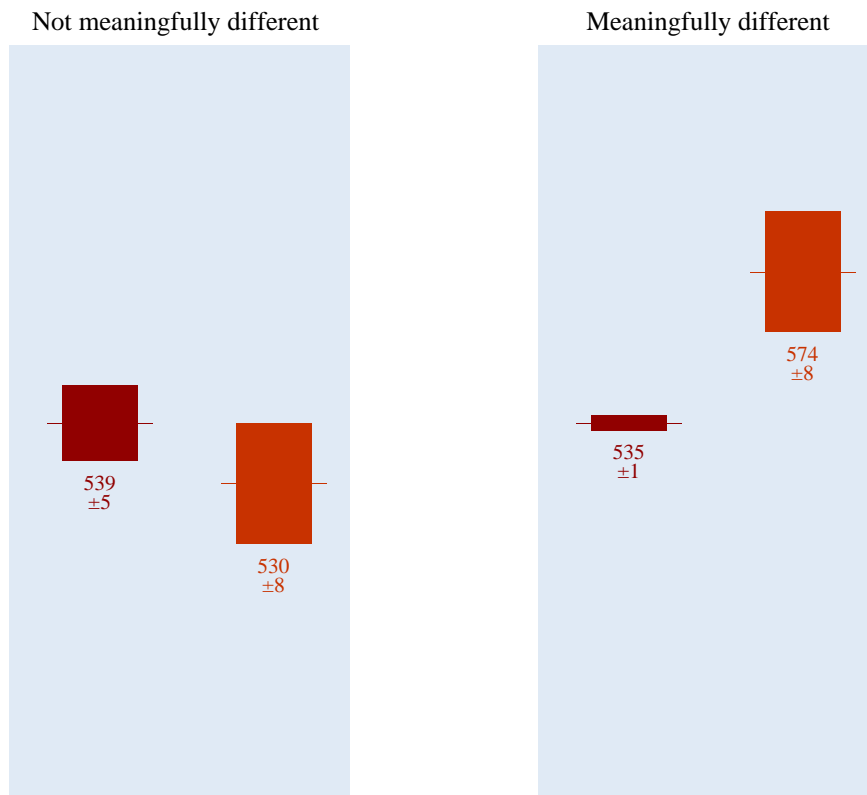


Figure 3.3 Chart for Skill Set: Developing a Research Strategy



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



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



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



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

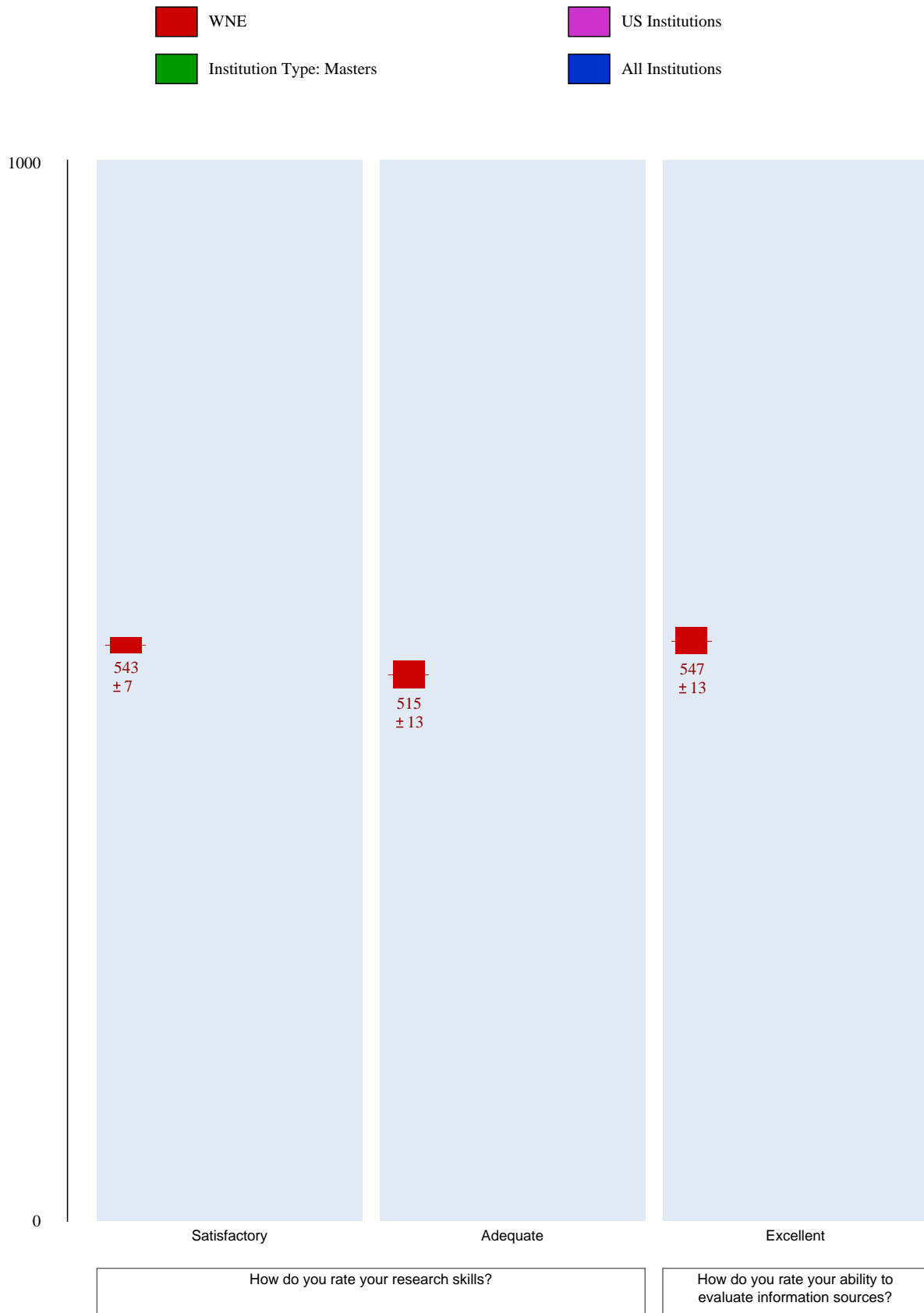


Figure 3.3 (continued) Chart for Skill Set: Developing a Research Strategy

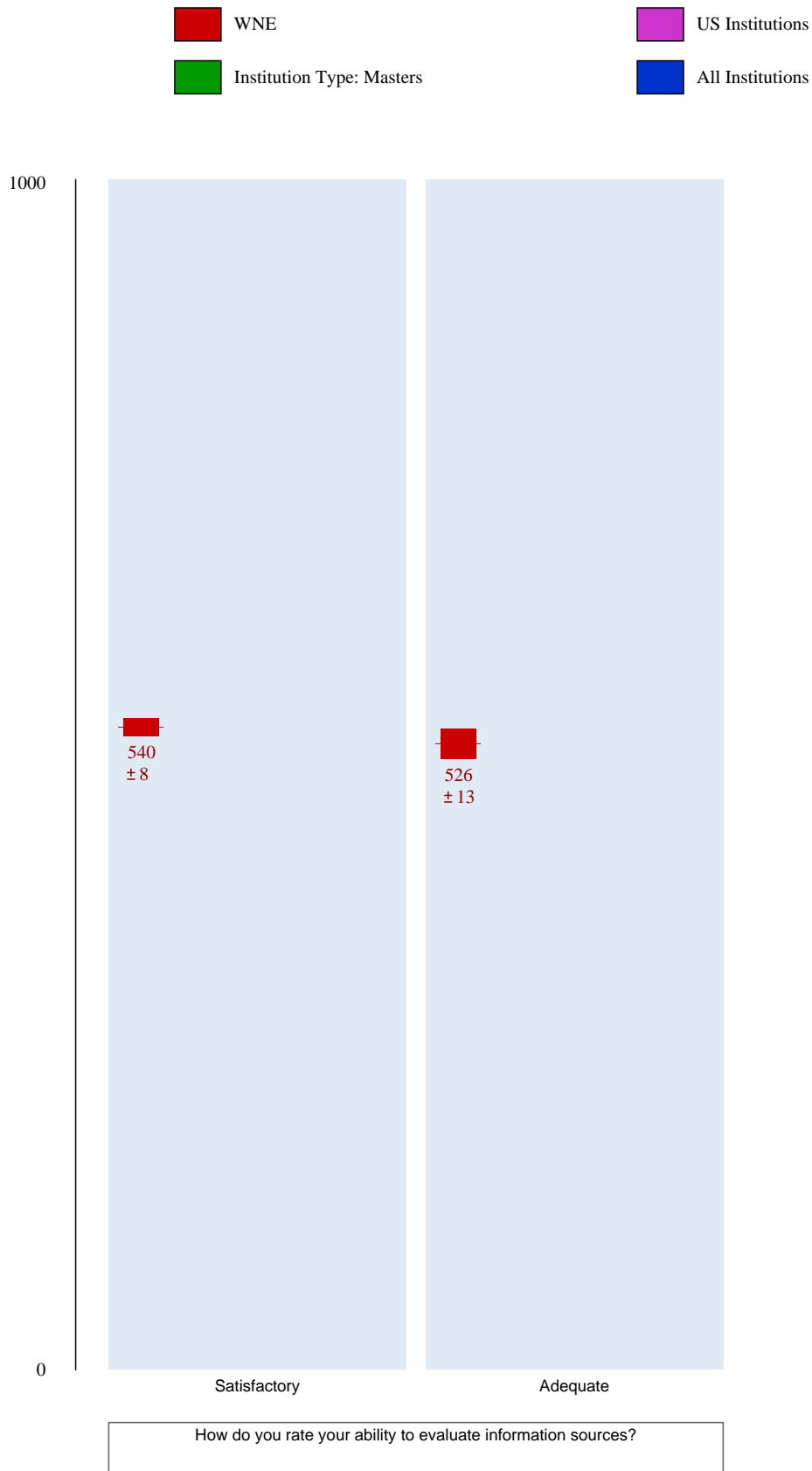


Figure 3.4 Objectives and Outcomes for Skill Set: Developing a Research Strategy

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

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

2. SAILS Skill Set: Selecting Finding Tools
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Summary of ResultsWestern New England University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Western New England University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	First Year, Sophomore
Major:	Business/Acct/Fin: all majors, Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Students at Western New England University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing:	Junior, Senior
Major:	Engineering, Law & Soc/Pol. Sci./Econ/Criminal Just.

Demographic Groups within Western New England University Compared to the WNE Overall Performance on This Skill Set

Within Western New England University, the following groups performed about the same as the WNE-average-student benchmark:

Class Standing:	First Year, Sophomore, Junior, Senior
Major:	Business/Acct/Fin: all majors, Engineering, Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Within Western New England University, the following groups performed worse than the WNE-average-student benchmark:

Major:	Law & Soc/Pol. Sci./Econ/Criminal Just.
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Detailed Results - Data Table

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

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

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

Figure 3.5 Data Table for Skill Set: Selecting Finding Tools

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
Overall	533 ± 7	515 ± 1	511 ± 1	511 ± 1
Class Standing				
First Year	517 ± 15	498 ± 1	497 ± 1	497 ± 1
Sophomore	540 ± 13	510 ± 4	509 ± 2	509 ± 2
Junior	525 ± 14	533 ± 3	524 ± 2	524 ± 2
Senior	548 ± 13	539 ± 2	526 ± 1	526 ± 1
Majors				
Business / Acct / Fin: all majors	528 ± 12	509 ± 2	509 ± 1	509 ± 1
Engineering	524 ± 16	540 ± 4	532 ± 3	531 ± 3
Law & Soc / Pol. Sci. / Econ / Criminal Just.	498 ± 24	508 ± 6	505 ± 3	504 ± 3
Science / Math / Computer Sci / Info Tech	554 ± 19	525 ± 4	531 ± 2	531 ± 2
Social Sciences / Psychology / Social Work	559 ± 23	519 ± 3	516 ± 2	516 ± 2
Other	562 ± 30	504 ± 3	504 ± 1	504 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

How do you rate your research skills?	
Excellent	519 ±19
Satisfactory	541 ±9
Adequate	517 ±15
Needs Improvement	Insufficient data
How do you rate your ability to evaluate information sources?	
Excellent	515 ±15
Satisfactory	544 ±9
Adequate	519 ±16
Needs Improvement	Insufficient data

Detailed Results - Chart

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

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

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

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

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

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

For example,

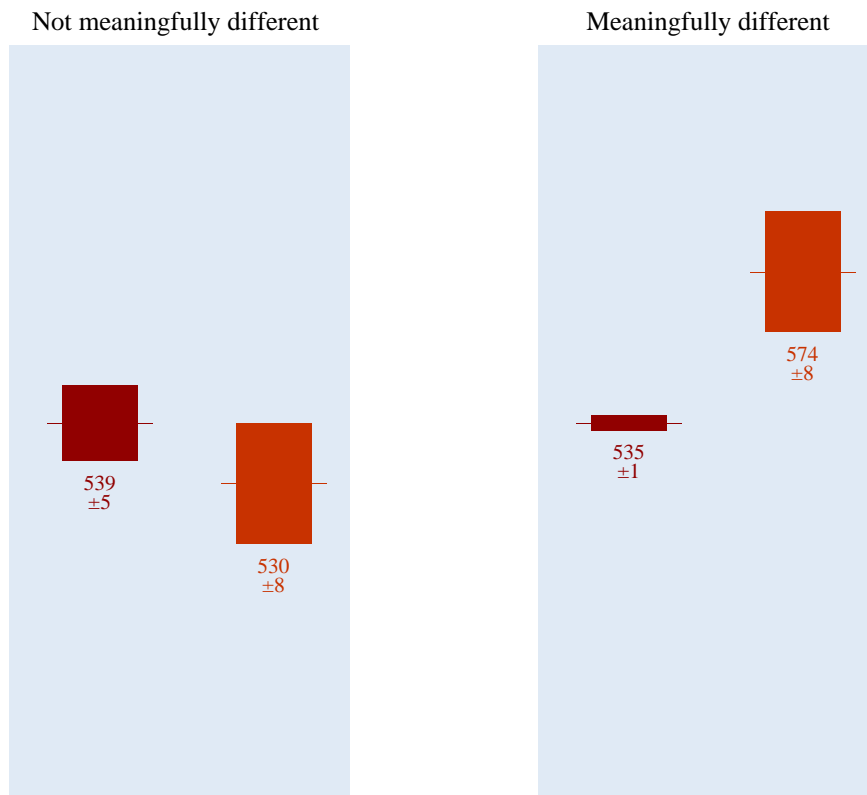


Figure 3.6 Chart for Skill Set: Selecting Finding Tools



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



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



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



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

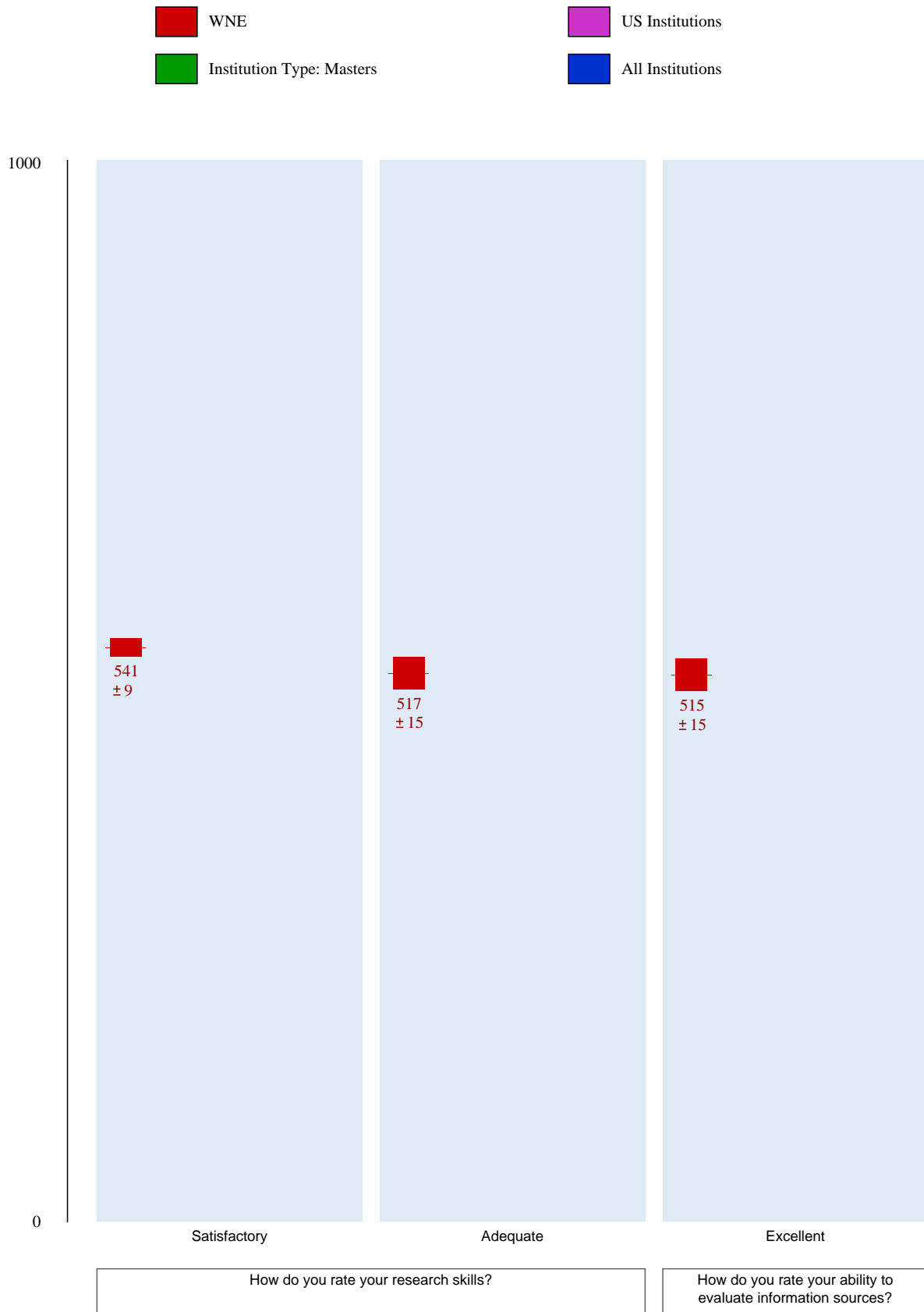


Figure 3.6 (continued) Chart for Skill Set: Selecting Finding Tools

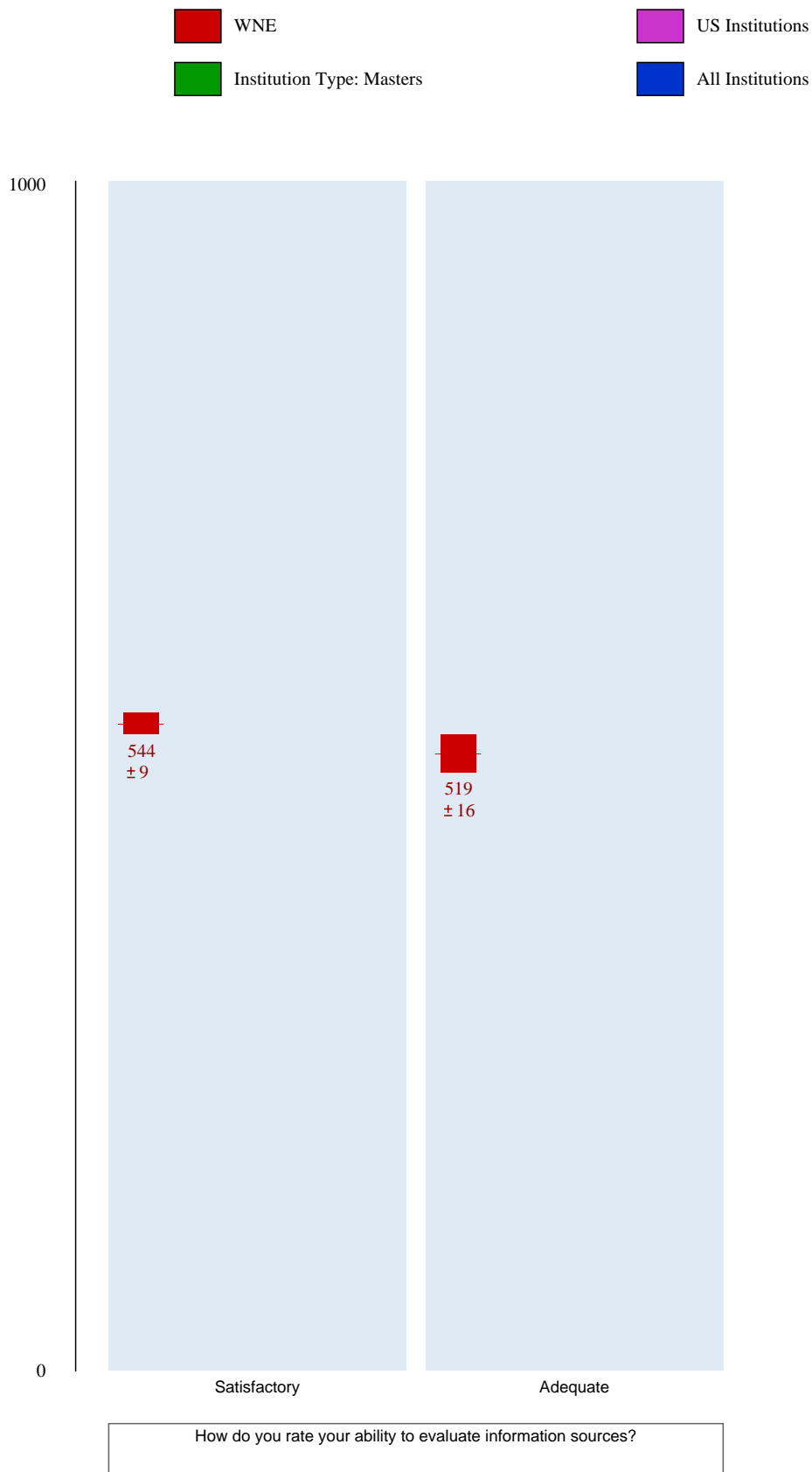


Figure 3.7 Objectives and Outcomes for Skill Set: Selecting Finding Tools

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**Western New England University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Western New England University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year, Sophomore, Junior

Major: Business/Acct/Fin: all majors, Law & Soc/Pol. Sci./Econ/Criminal Just., Other

Students at Western New England University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Senior

Major: Engineering, Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work

Demographic Groups within Western New England University Compared to the WNE Overall Performance on This Skill Set

Within Western New England University, the following groups performed about the same as the WNE-average-student benchmark:

Class Standing: First Year, Sophomore, Junior, Senior

Major: Business/Acct/Fin: all majors, Engineering, Law & Soc/Pol. Sci./Econ/Criminal Just., Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Detailed Results - Data Table

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

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

To determine whether two groups are 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

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
Overall	524 ± 6	488 ± 1	486 ± 0	486 ± 0
Class Standing				
First Year	530 ± 13	469 ± 1	472 ± 1	471 ± 1
Sophomore	510 ± 11	487 ± 3	483 ± 1	483 ± 1
Junior	536 ± 12	502 ± 2	497 ± 1	496 ± 1
Senior	520 ± 11	517 ± 2	502 ± 1	502 ± 1
Majors				
Business / Acct / Fin: all majors	521 ± 11	481 ± 2	485 ± 1	485 ± 1
Engineering	525 ± 10	515 ± 3	504 ± 2	503 ± 2
Law & Soc / Pol. Sci. / Econ / Criminal Just.	527 ± 19	470 ± 5	473 ± 3	472 ± 3
Science / Math / Computer Sci / Info Tech	516 ± 16	507 ± 3	505 ± 2	505 ± 2
Social Sciences / Psychology / Social Work	500 ± 25	490 ± 2	493 ± 1	493 ± 1
Other	544 ± 24	479 ± 2	480 ± 1	480 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

How do you rate your research skills?	
Excellent	532 ±18
Satisfactory	525 ±7
Adequate	514 ±14
Needs Improvement	Insufficient data
How do you rate your ability to evaluate information sources?	
Excellent	532 ±14
Satisfactory	525 ±8
Adequate	513 ±13
Needs Improvement	Insufficient data

Detailed Results - Chart

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

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

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

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

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

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

For example,

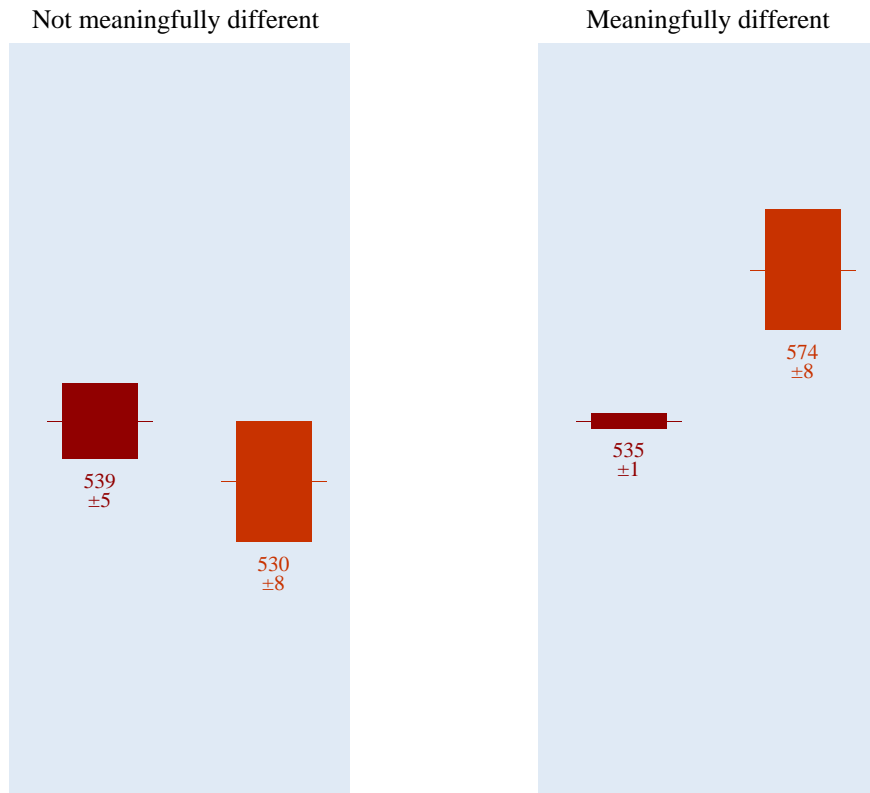


Figure 3.9 Chart for Skill Set: Searching



Figure 3.9 (continued) Chart for Skill Set: Searching

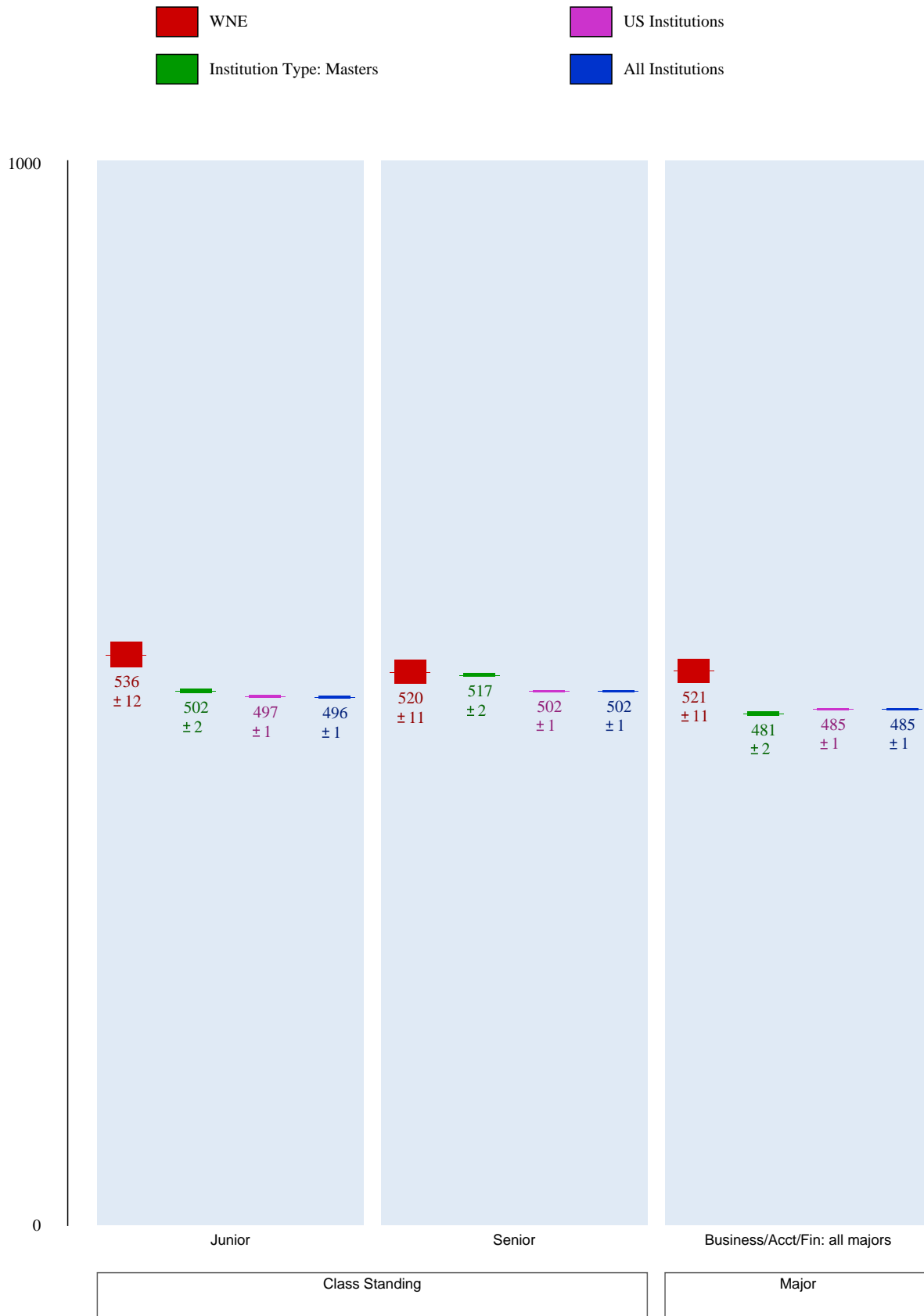


Figure 3.9 (continued) Chart for Skill Set: Searching



Figure 3.9 (continued) Chart for Skill Set: Searching

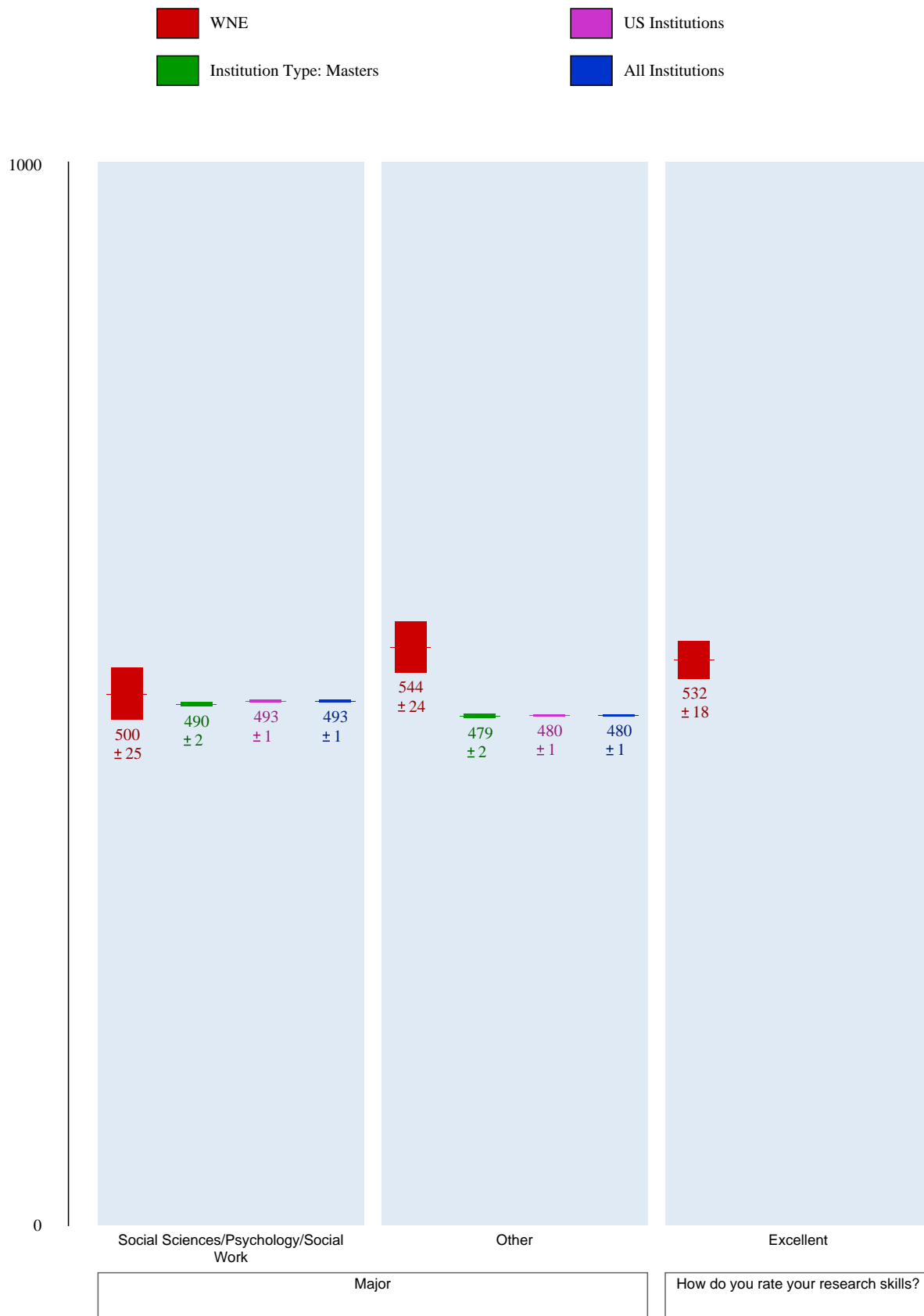


Figure 3.9 (continued) Chart for Skill Set: Searching

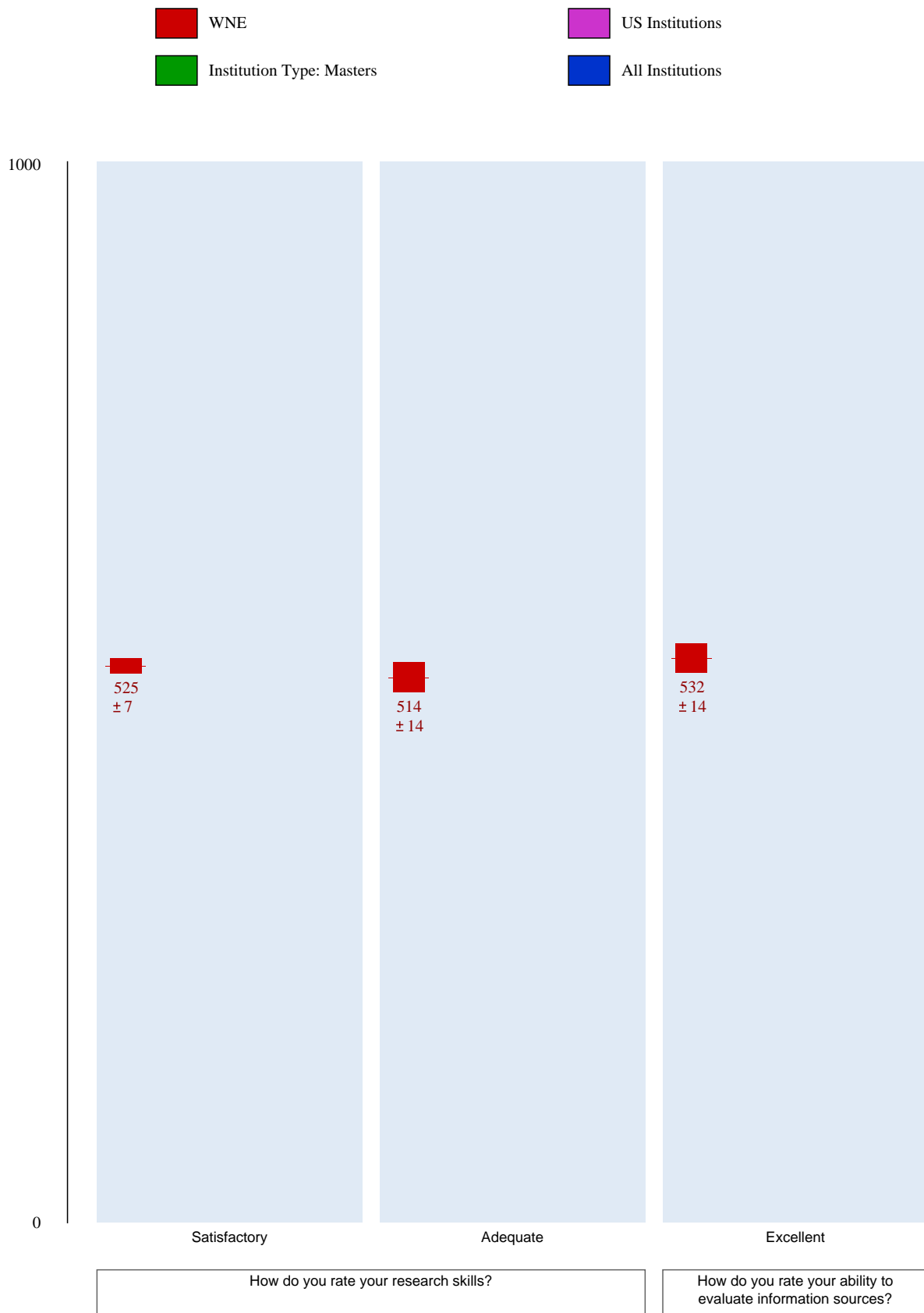


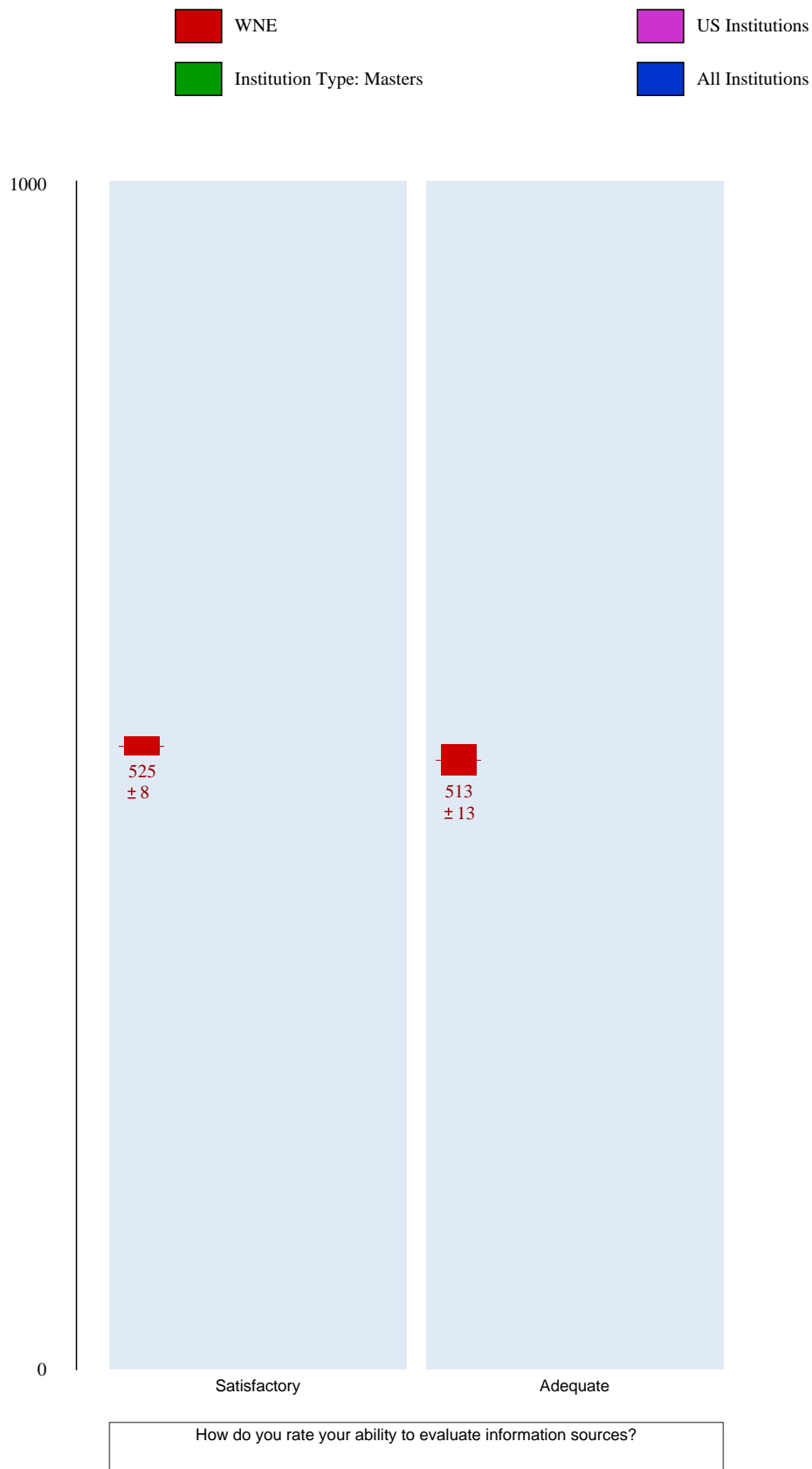
Figure 3.9 (continued) Chart for Skill Set: Searching

Figure 3.10 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**Western New England University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Western New England University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year, Sophomore, Senior
Major: Business/Acct/Fin: all majors, Law & Soc/Pol. Sci./Econ/Criminal Just.

Students at Western New England University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Junior
Major: Engineering, Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Demographic Groups within Western New England University Compared to the WNE Overall Performance on This Skill Set

Within Western New England University, the following groups performed about the same as the WNE-average-student benchmark:

Class Standing: First Year, Sophomore, Junior, Senior
Major: Business/Acct/Fin: all majors, Engineering, Law & Soc/Pol. Sci./Econ/Criminal Just., Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Detailed Results - Data Table

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

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

To determine whether two groups are 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

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
Overall	568 ± 9	535 ± 1	532 ± 1	532 ± 1
Class Standing				
First Year	573 ± 21	519 ± 2	519 ± 1	519 ± 1
Sophomore	556 ± 16	536 ± 4	532 ± 2	532 ± 2
Junior	563 ± 16	547 ± 3	541 ± 2	541 ± 2
Senior	584 ± 17	557 ± 2	545 ± 1	545 ± 1
Majors				
Business / Acct / Fin: all majors	571 ± 16	530 ± 3	528 ± 1	528 ± 1
Engineering	561 ± 16	556 ± 5	546 ± 3	545 ± 3
Law & Soc / Pol. Sci. / Econ / Criminal Just.	599 ± 34	522 ± 7	524 ± 4	524 ± 4
Science / Math / Computer Sci / Info Tech	566 ± 26	541 ± 4	543 ± 2	543 ± 2
Social Sciences / Psychology / Social Work	547 ± 20	537 ± 3	539 ± 2	539 ± 2
Other	555 ± 45	533 ± 3	529 ± 2	529 ± 2

CUSTOM DEMOGRAPHICS QUESTIONS

How do you rate your research skills?	
Excellent	550 ±22
Satisfactory	582 ±11
Adequate	545 ±18
Needs Improvement	Insufficient data
How do you rate your ability to evaluate information sources?	
Excellent	556 ±18
Satisfactory	583 ±11
Adequate	537 ±19
Needs Improvement	Insufficient data

Detailed Results - Chart

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

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

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

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

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

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

For example,

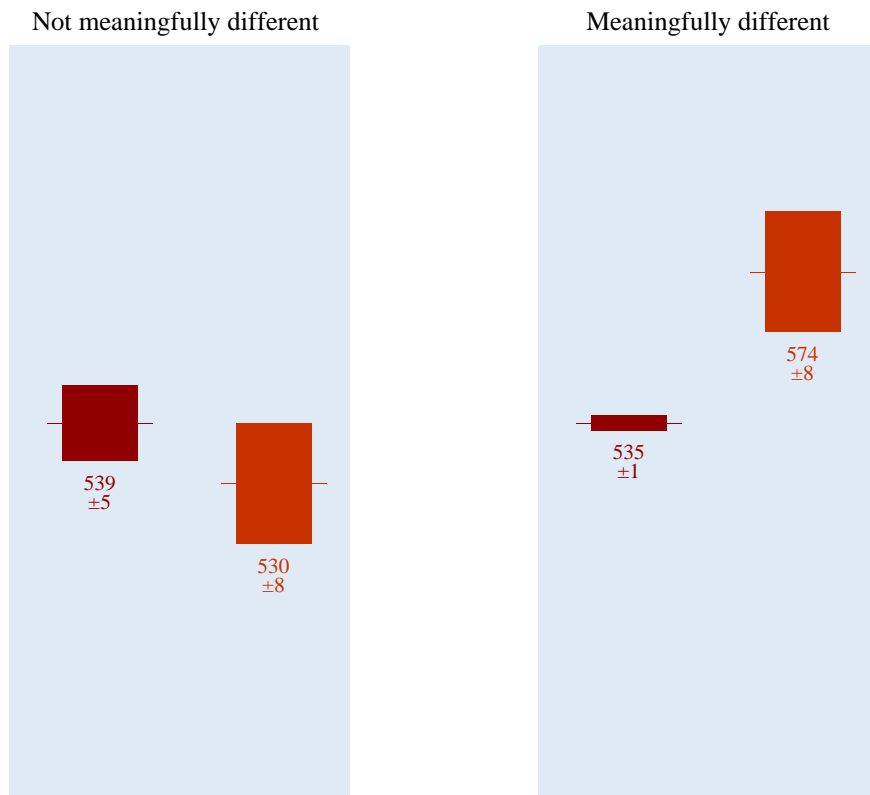


Figure 3.12 Chart for Skill Set: Using Finding Tool Features



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

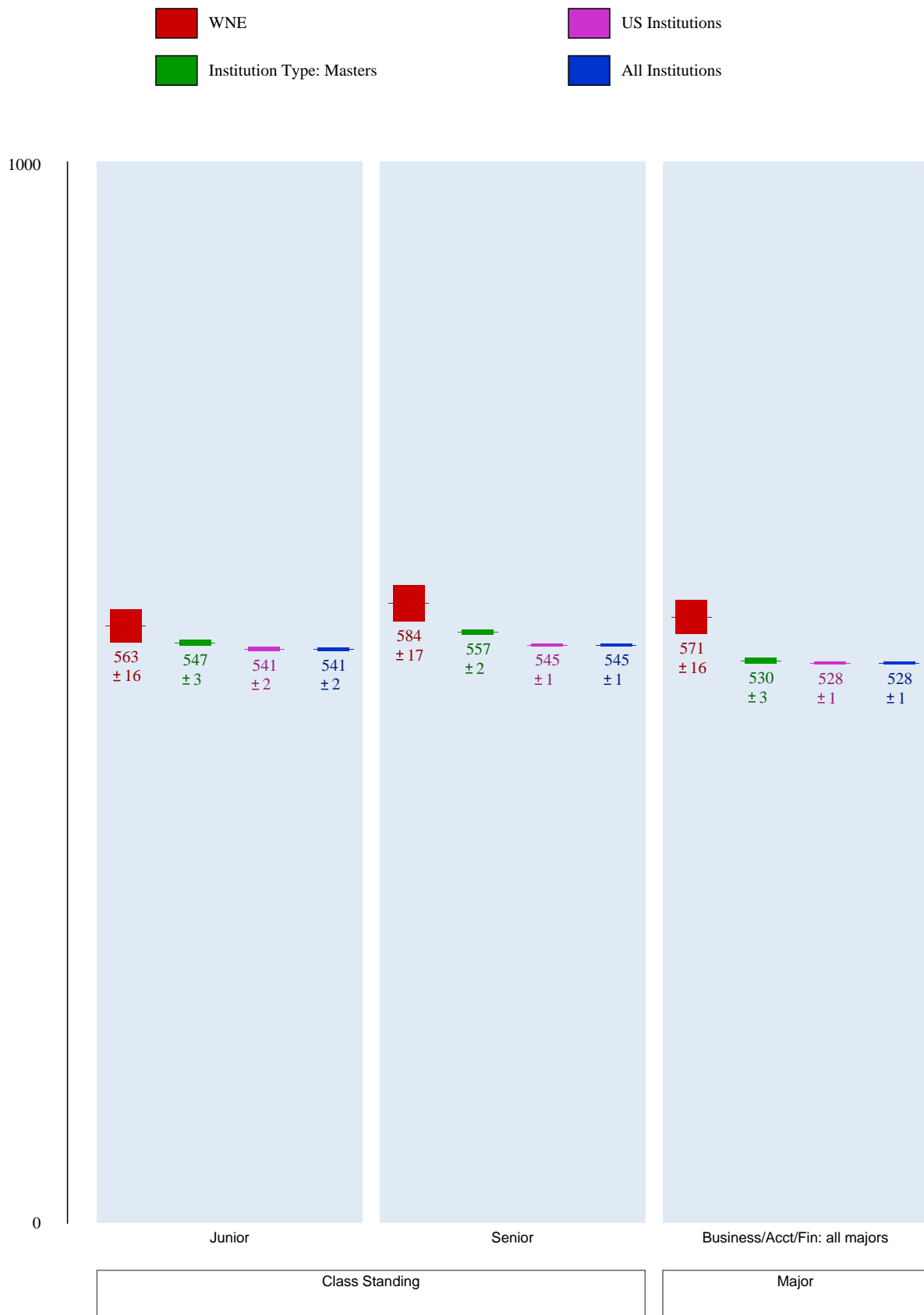


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features



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

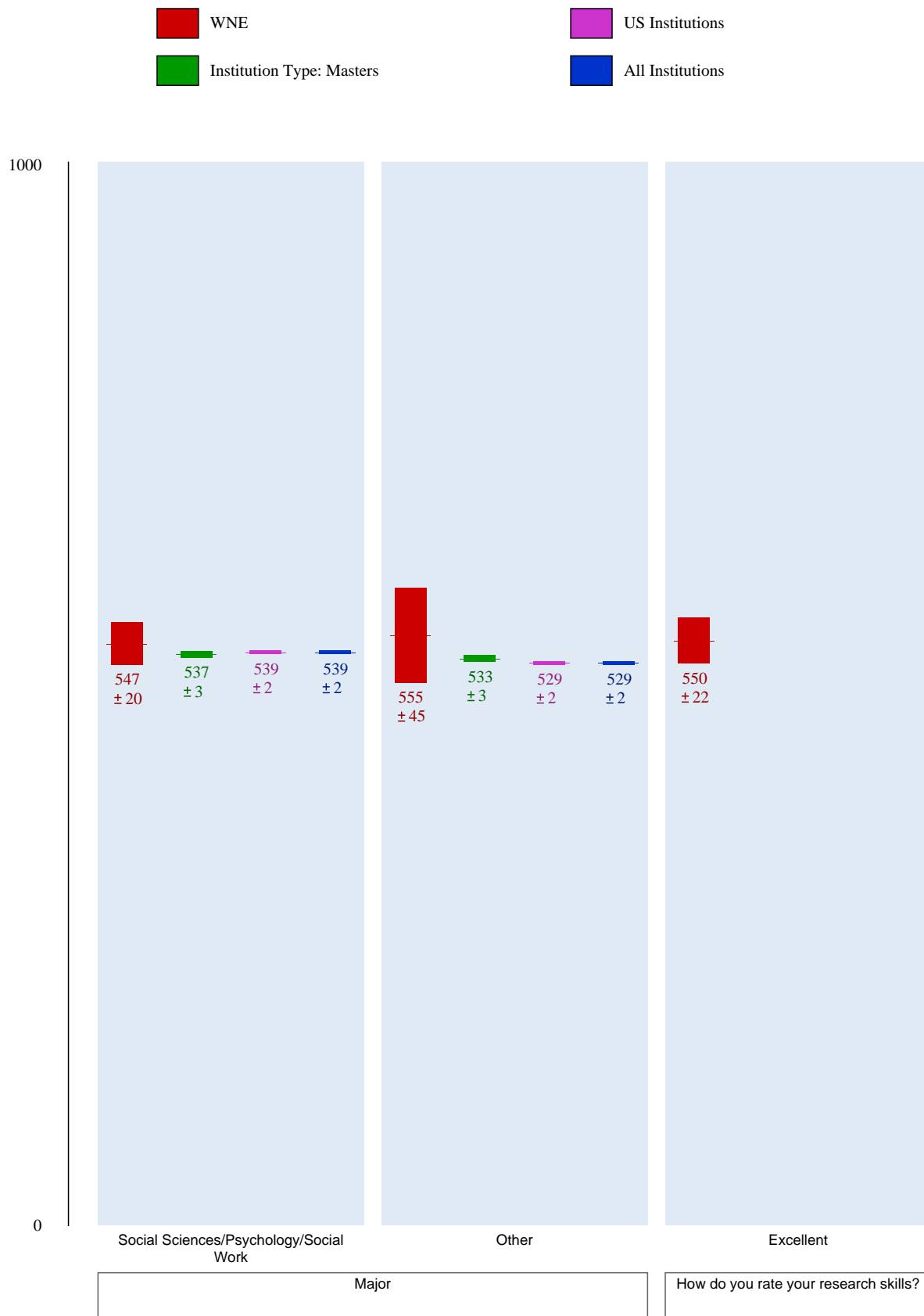


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

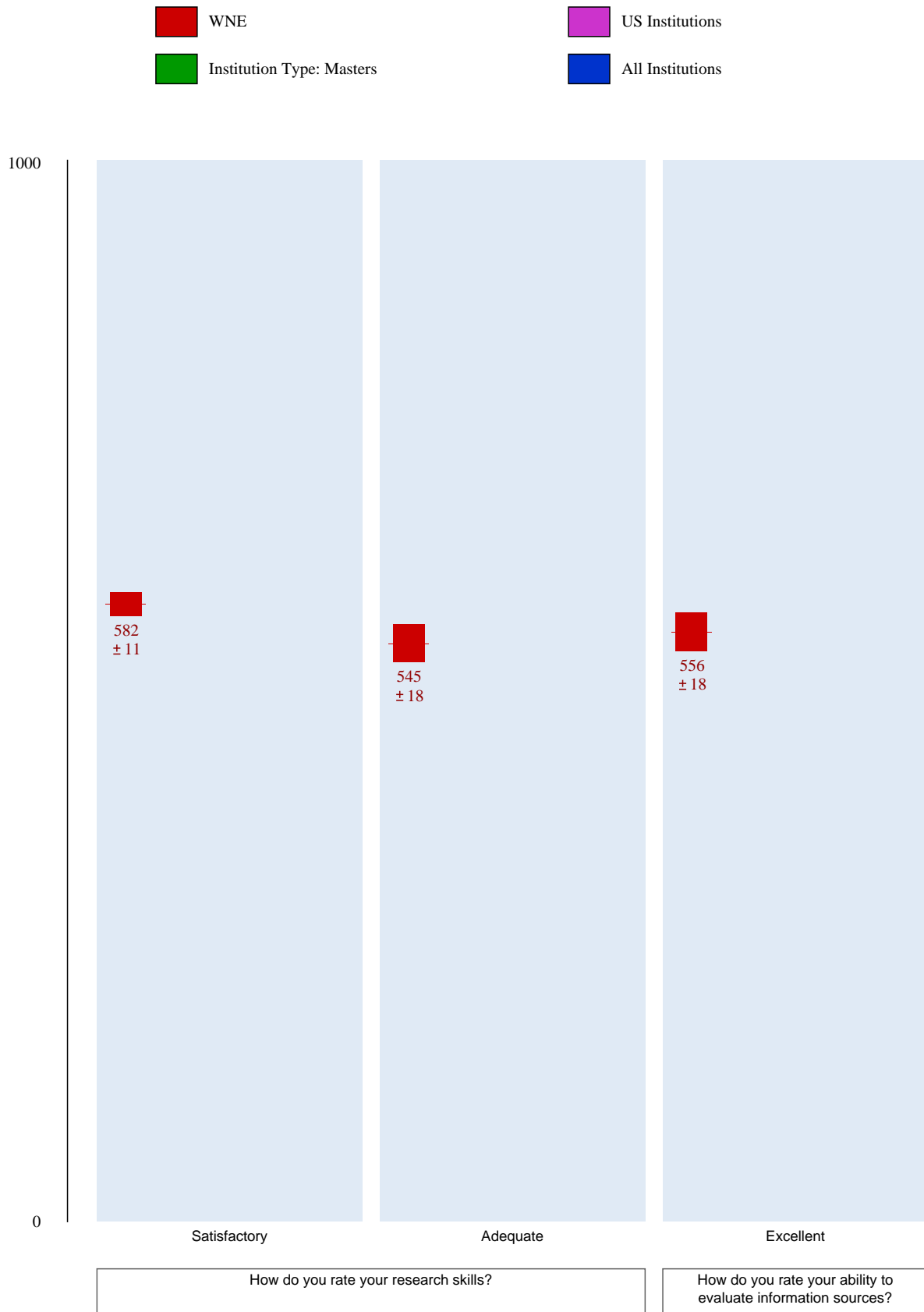


Figure 3.12 (continued) Chart for Skill Set: Using Finding Tool Features

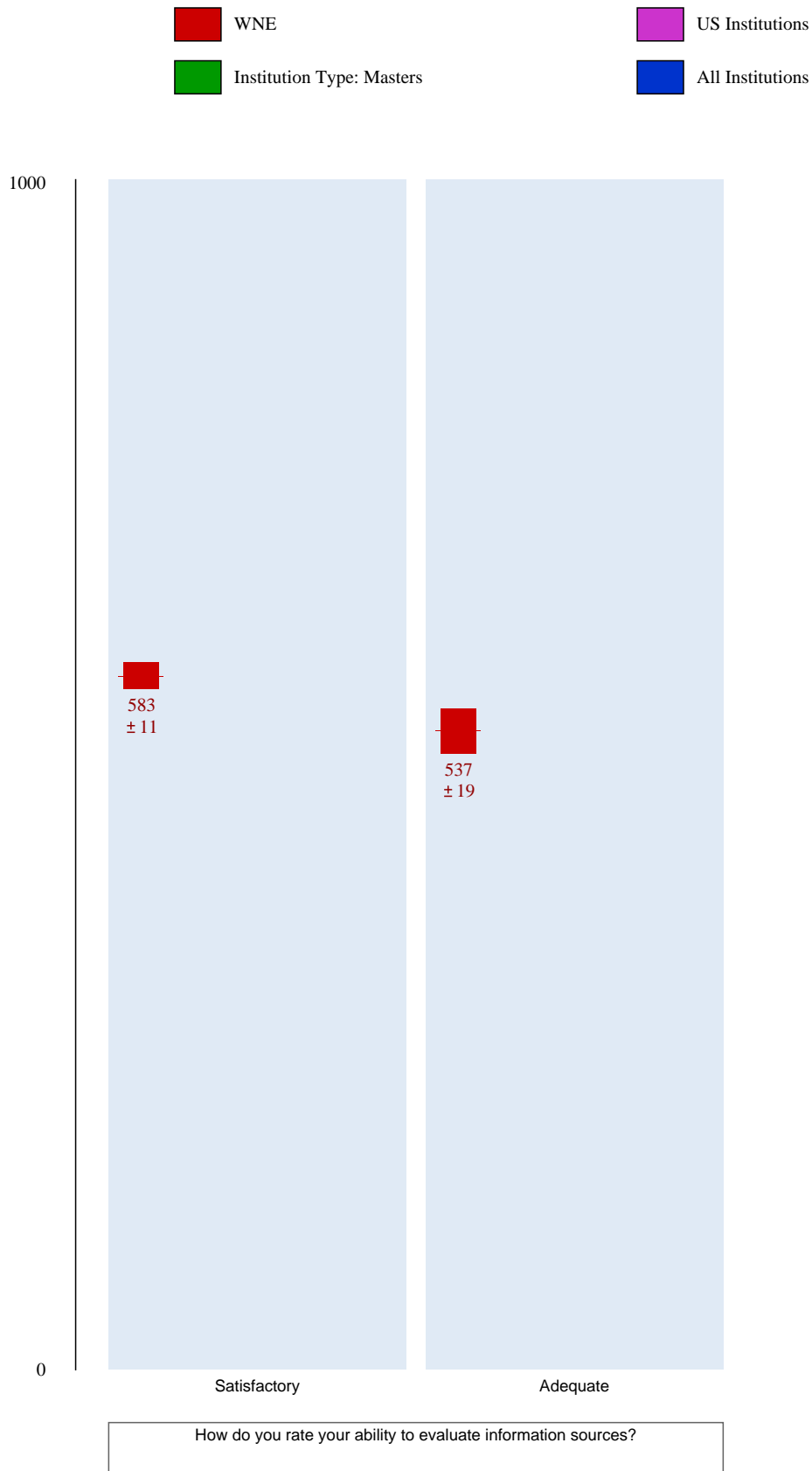


Figure 3.13 Objectives and Outcomes for Skill Set: Using Finding Tool Features

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**Western New England University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Western New England University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year
Major: Business/Acct/Fin: all majors, Law & Soc/Pol. Sci./Econ/Criminal Just.,
Science/Math/Computer Sci/Info Tech, Other

Students at Western New England University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Sophomore, Junior, Senior
Major: Engineering, Social Sciences/Psychology/Social Work

Demographic Groups within Western New England University Compared to the WNE Overall Performance on This Skill Set

Within Western New England University, the following groups performed about the same as the WNE-average-student benchmark:

Class Standing: First Year, Sophomore, Junior, Senior
Major: Business/Acct/Fin: all majors, Law & Soc/Pol. Sci./Econ/Criminal Just.,
Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Within Western New England University, the following groups performed worse than the WNE-average-student benchmark:

Major: Engineering

Detailed Results - Data Table

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

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

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

Figure 3.14 Data Table for Skill Set: Retrieving Sources

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
Overall	545 ± 8	521 ± 1	519 ± 1	519 ± 1
Class Standing				
First Year	556 ± 16	494 ± 2	498 ± 1	498 ± 1
Sophomore	540 ± 15	523 ± 4	524 ± 2	524 ± 2
Junior	534 ± 16	543 ± 3	534 ± 2	534 ± 2
Senior	554 ± 15	564 ± 2	541 ± 1	541 ± 1
Majors				
Business / Acct / Fin: all majors	539 ± 13	518 ± 3	515 ± 1	515 ± 1
Engineering	517 ± 15	534 ± 5	525 ± 3	525 ± 3
Law & Soc / Pol. Sci. / Econ / Criminal Just.	573 ± 33	518 ± 7	514 ± 4	514 ± 4
Science / Math / Computer Sci / Info Tech	559 ± 24	531 ± 4	536 ± 2	536 ± 2
Social Sciences / Psychology / Social Work	552 ± 30	528 ± 3	528 ± 2	528 ± 2
Other	550 ± 32	510 ± 3	513 ± 2	512 ± 2

CUSTOM DEMOGRAPHICS QUESTIONS

How do you rate your research skills?	
Excellent	562 ±20
Satisfactory	545 ±10
Adequate	537 ±17
Needs Improvement	Insufficient data
How do you rate your ability to evaluate information sources?	
Excellent	531 ±17
Satisfactory	556 ±10
Adequate	522 ±18
Needs Improvement	Insufficient data

Detailed Results - Chart

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

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

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

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

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

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

For example,

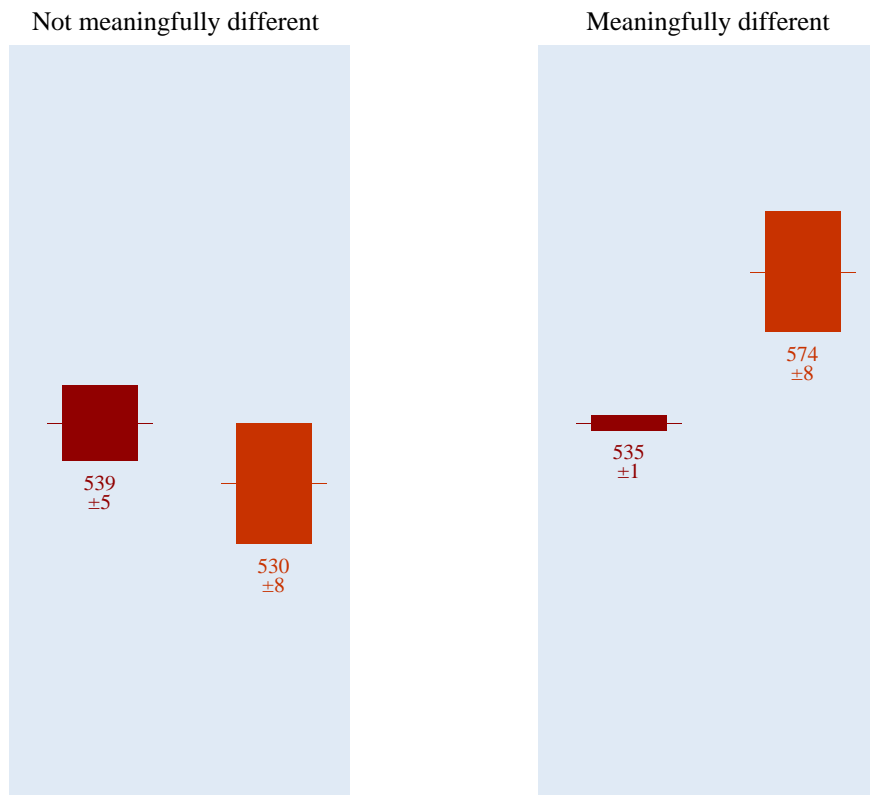


Figure 3.15 Chart for Skill Set: Retrieving Sources



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

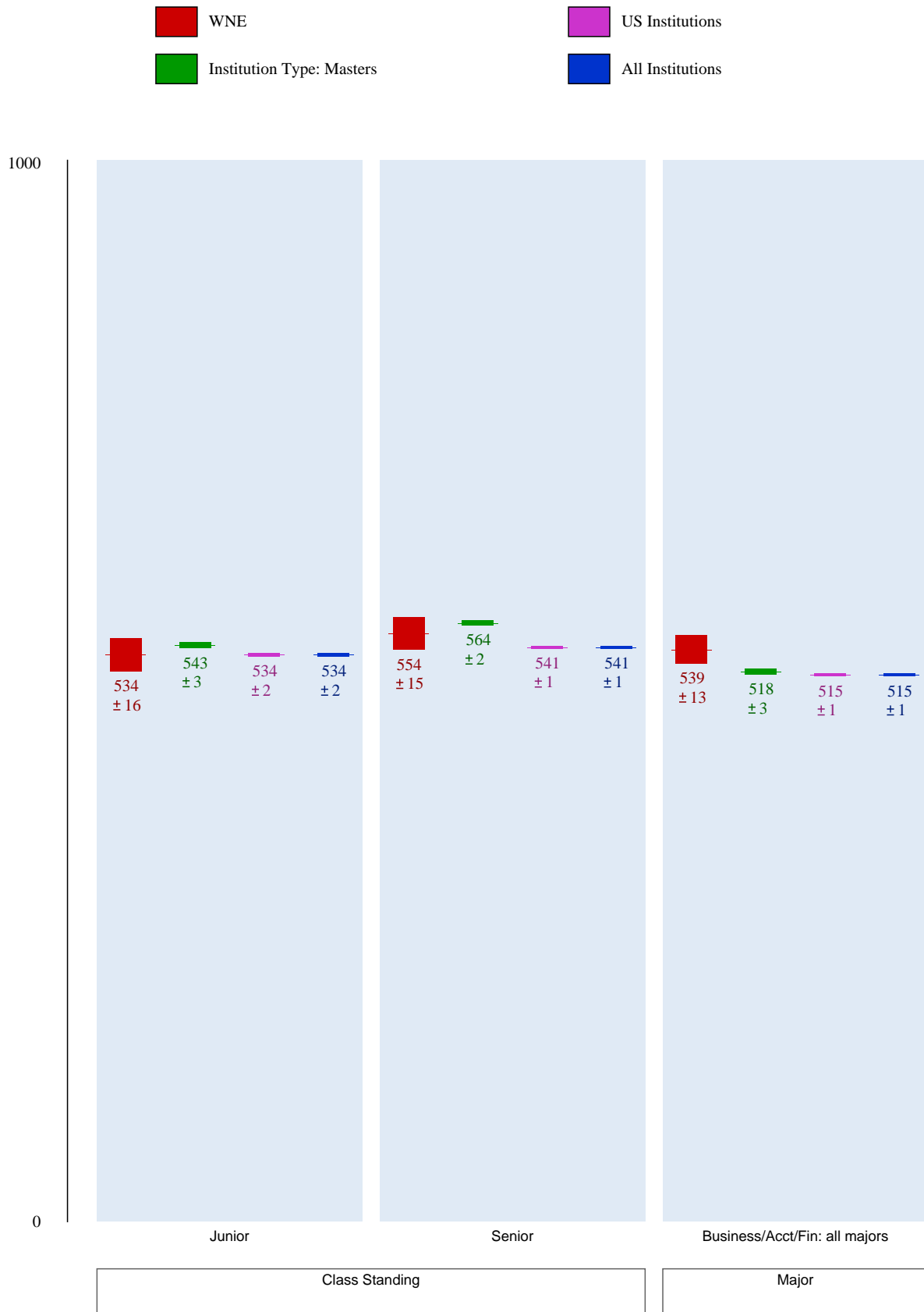


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources



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

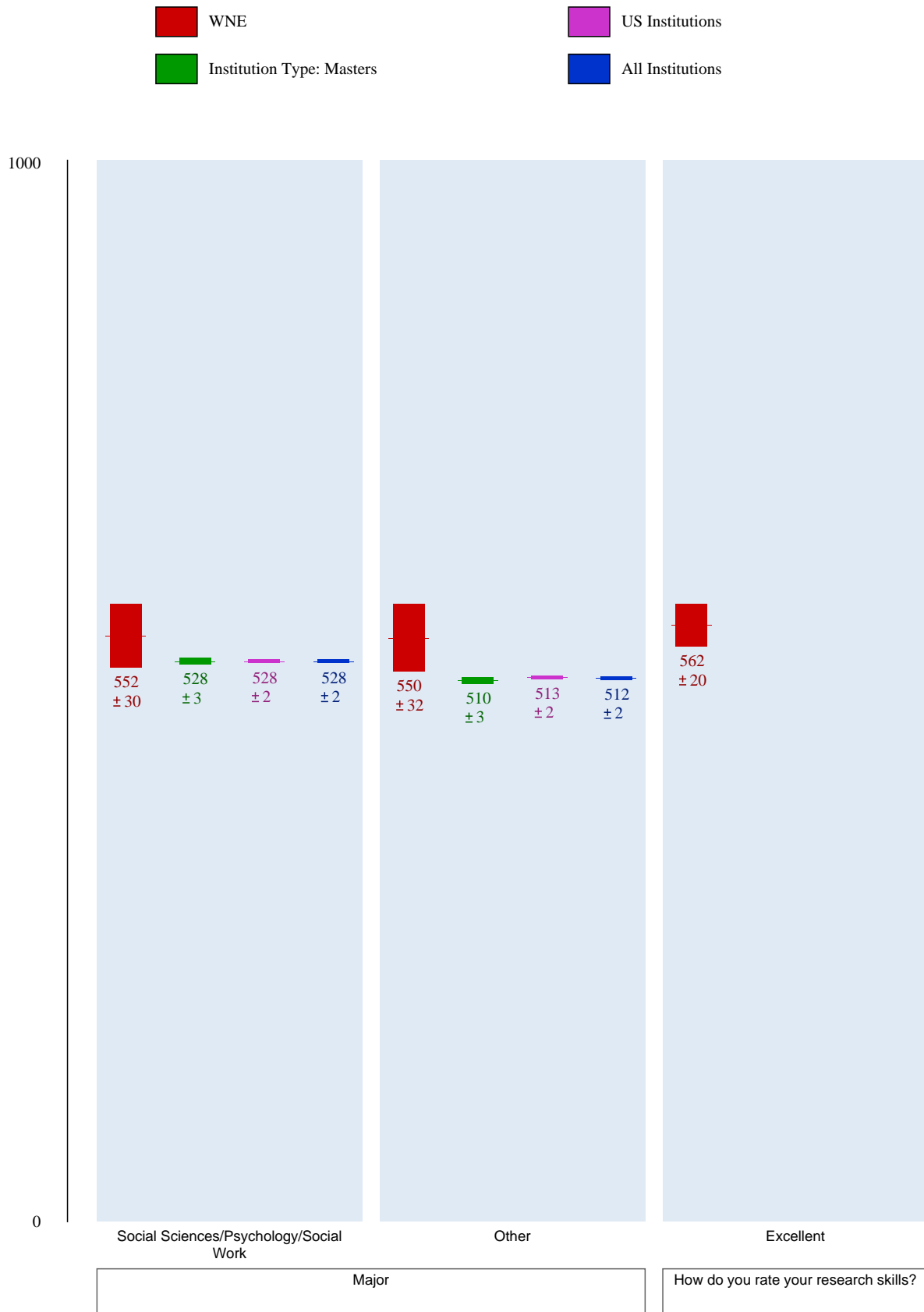


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

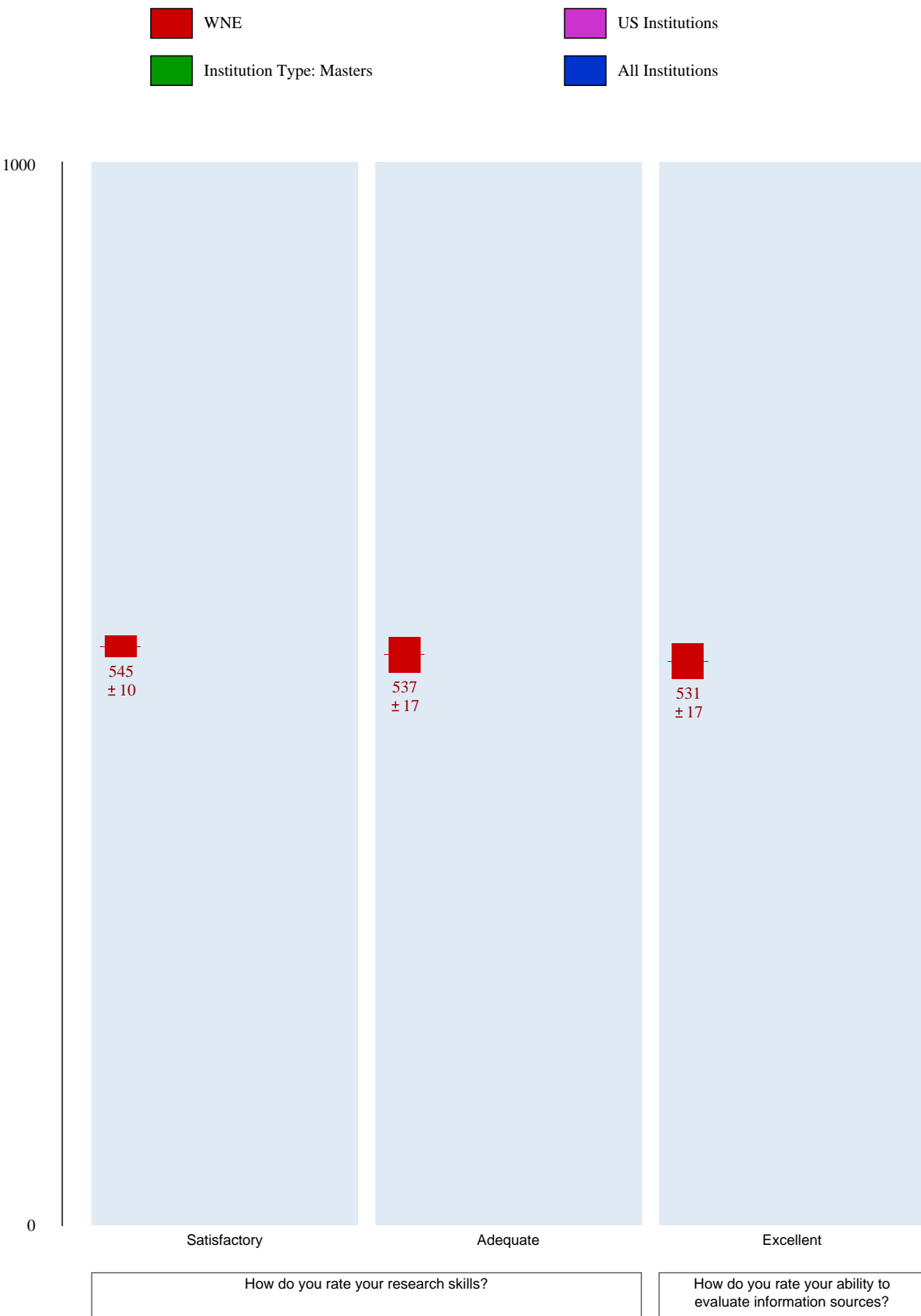


Figure 3.15 (continued) Chart for Skill Set: Retrieving Sources

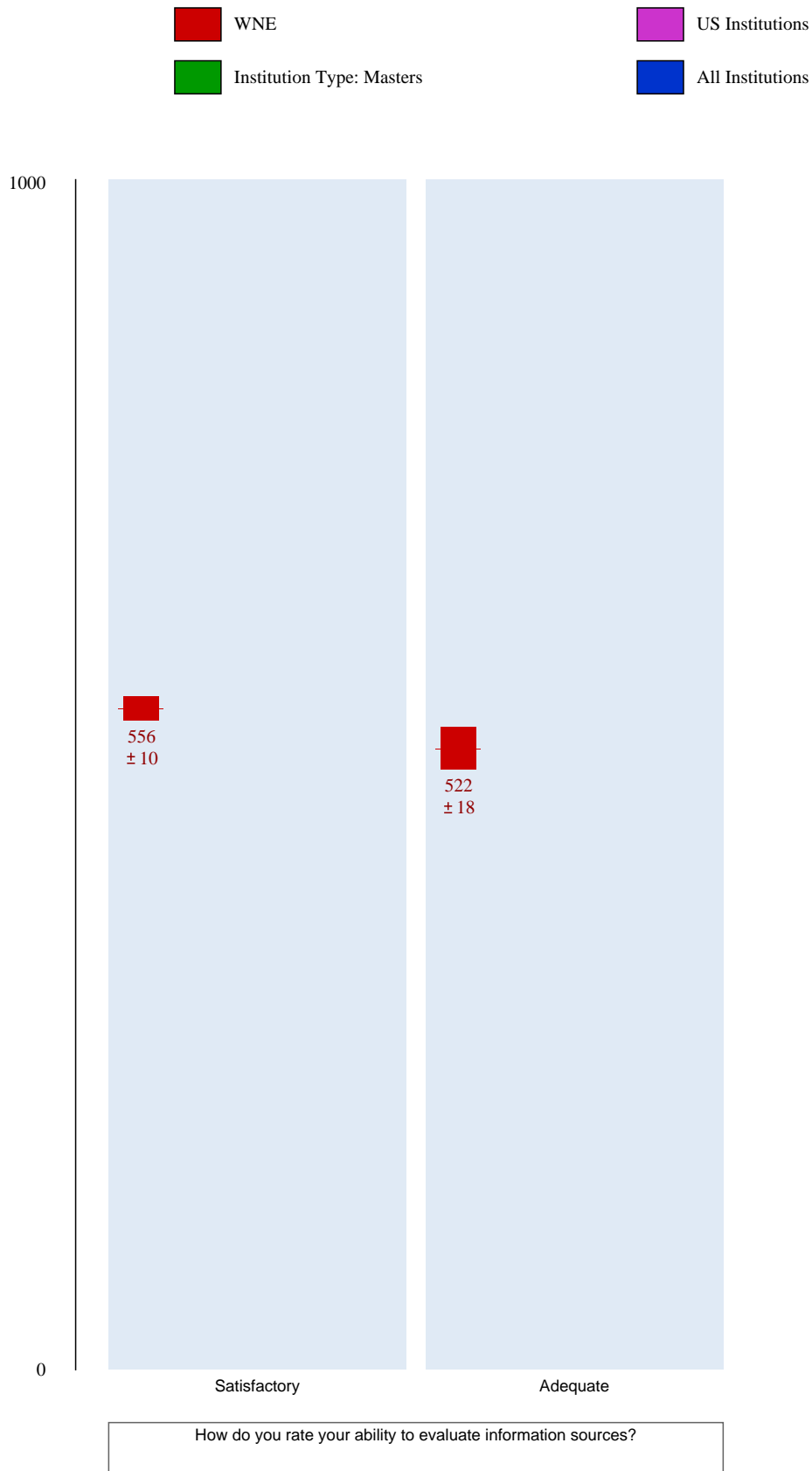


Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

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 ResultsWestern New England University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Western New England University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year
 Major: Business/Acct/Fin: all majors, Law & Soc/Pol. Sci./Econ/Criminal Just.

Students at Western New England University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Sophomore, Junior, Senior
 Major: Engineering, Social Sciences/Psychology/Social Work, Other

Students at Western New England University performed worse than the institution-type benchmark on this skill set for the following demographic groups:

Major: Science/Math/Computer Sci/Info Tech

Demographic Groups within Western New England University Compared to the WNE Overall Performance on This Skill Set

Within Western New England University, the following groups performed about the same as the WNE-average-student benchmark:

Class Standing: First Year, Sophomore, Junior, Senior
 Major: Business/Acct/Fin: all majors, Engineering, Law & Soc/Pol. Sci./Econ/Criminal Just., Social Sciences/Psychology/Social Work, Other

Within Western New England University, the following groups performed worse than the WNE-average-student benchmark:

Major: Science/Math/Computer Sci/Info Tech

Detailed Results - Data Table

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

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

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

Figure 3.17 Data Table for Skill Set: Evaluating Sources

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
Overall	488 ± 7	473 ± 1	470 ± 0	469 ± 0
Class Standing				
First Year	500 ± 14	457 ± 1	457 ± 1	457 ± 1
Sophomore	476 ± 13	470 ± 3	464 ± 2	464 ± 2
Junior	486 ± 15	482 ± 2	476 ± 1	476 ± 1
Senior	496 ± 14	497 ± 2	485 ± 1	485 ± 1
Majors				
Business / Acct / Fin: all majors	492 ± 12	473 ± 2	471 ± 1	471 ± 1
Engineering	487 ± 14	495 ± 4	486 ± 2	485 ± 2
Law & Soc / Pol. Sci. / Econ / Criminal Just.	495 ± 16	458 ± 5	460 ± 3	460 ± 3
Science / Math / Computer Sci / Info Tech	457 ± 22	484 ± 3	484 ± 2	484 ± 2
Social Sciences / Psychology / Social Work	483 ± 26	472 ± 2	474 ± 1	474 ± 1
Other	472 ± 43	465 ± 3	465 ± 1	465 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

How do you rate your research skills?	
Excellent	530 ±16
Satisfactory	489 ±9
Adequate	456 ±17
Needs Improvement	Insufficient data
How do you rate your ability to evaluate information sources?	
Excellent	518 ±17
Satisfactory	489 ±8
Adequate	447 ±18
Needs Improvement	Insufficient data

Detailed Results - Chart

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

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

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

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

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

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

For example,

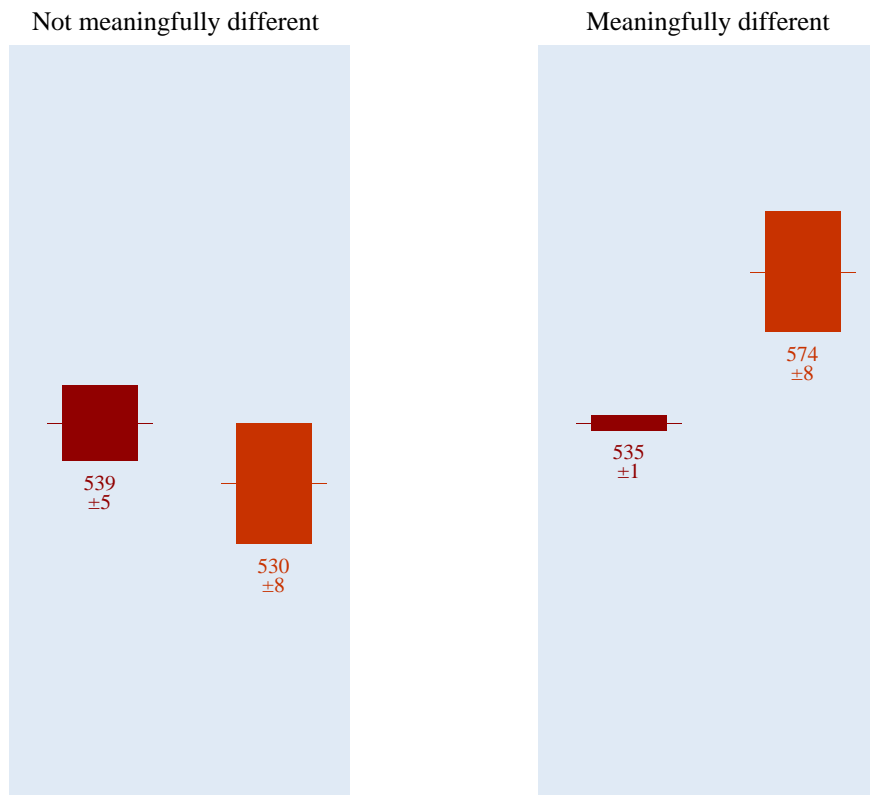


Figure 3.18 Chart for Skill Set: Evaluating Sources

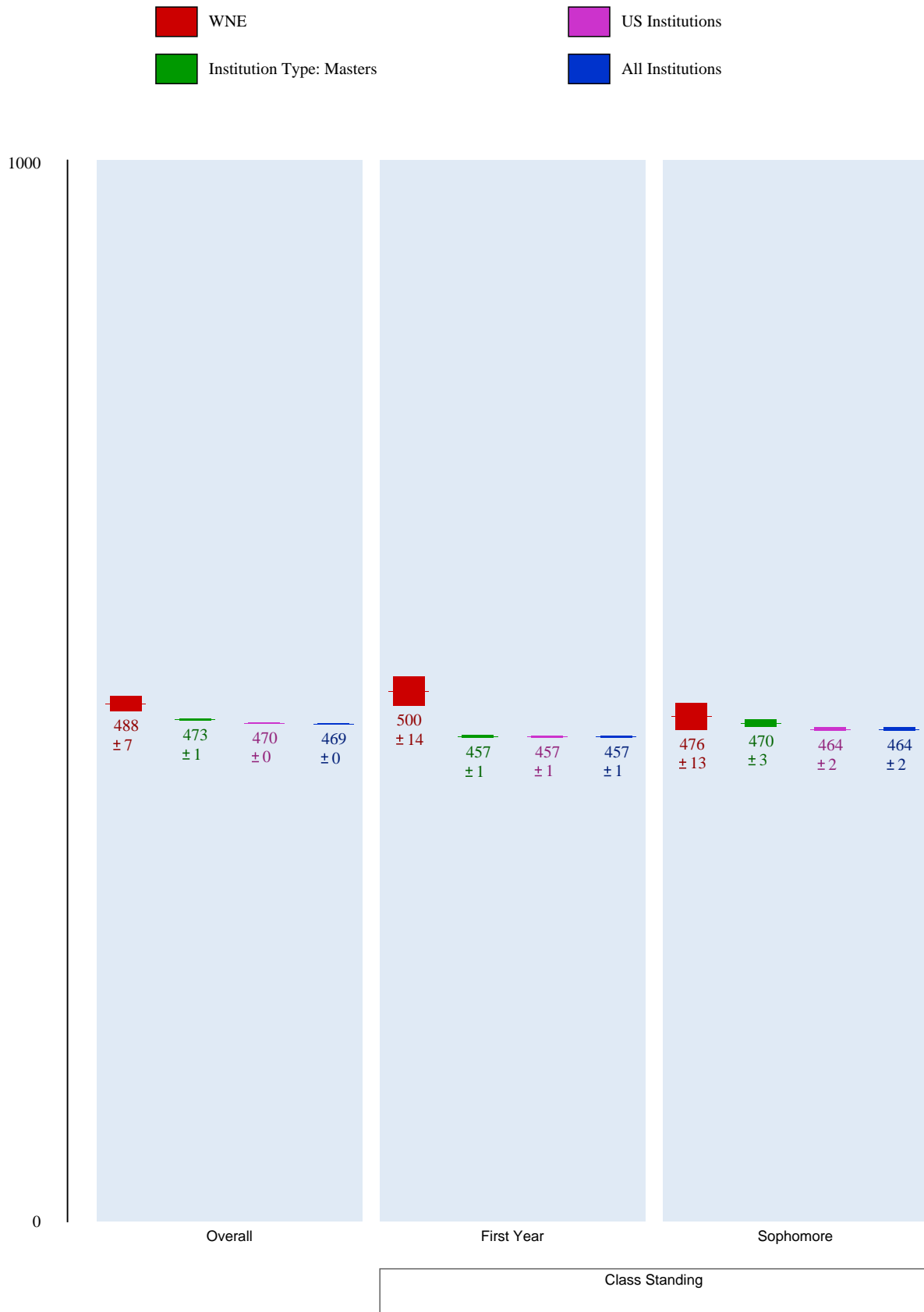


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

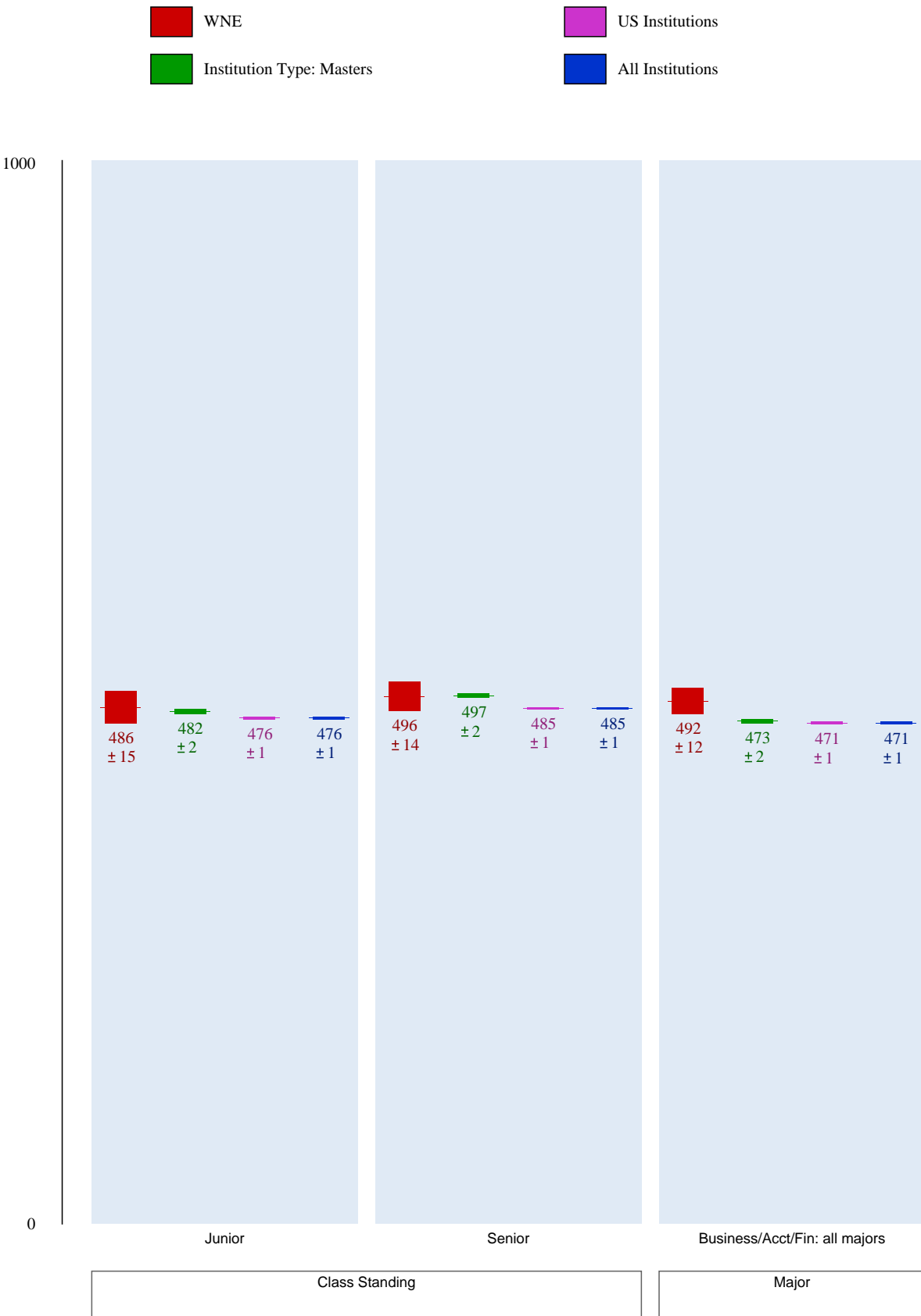


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources



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

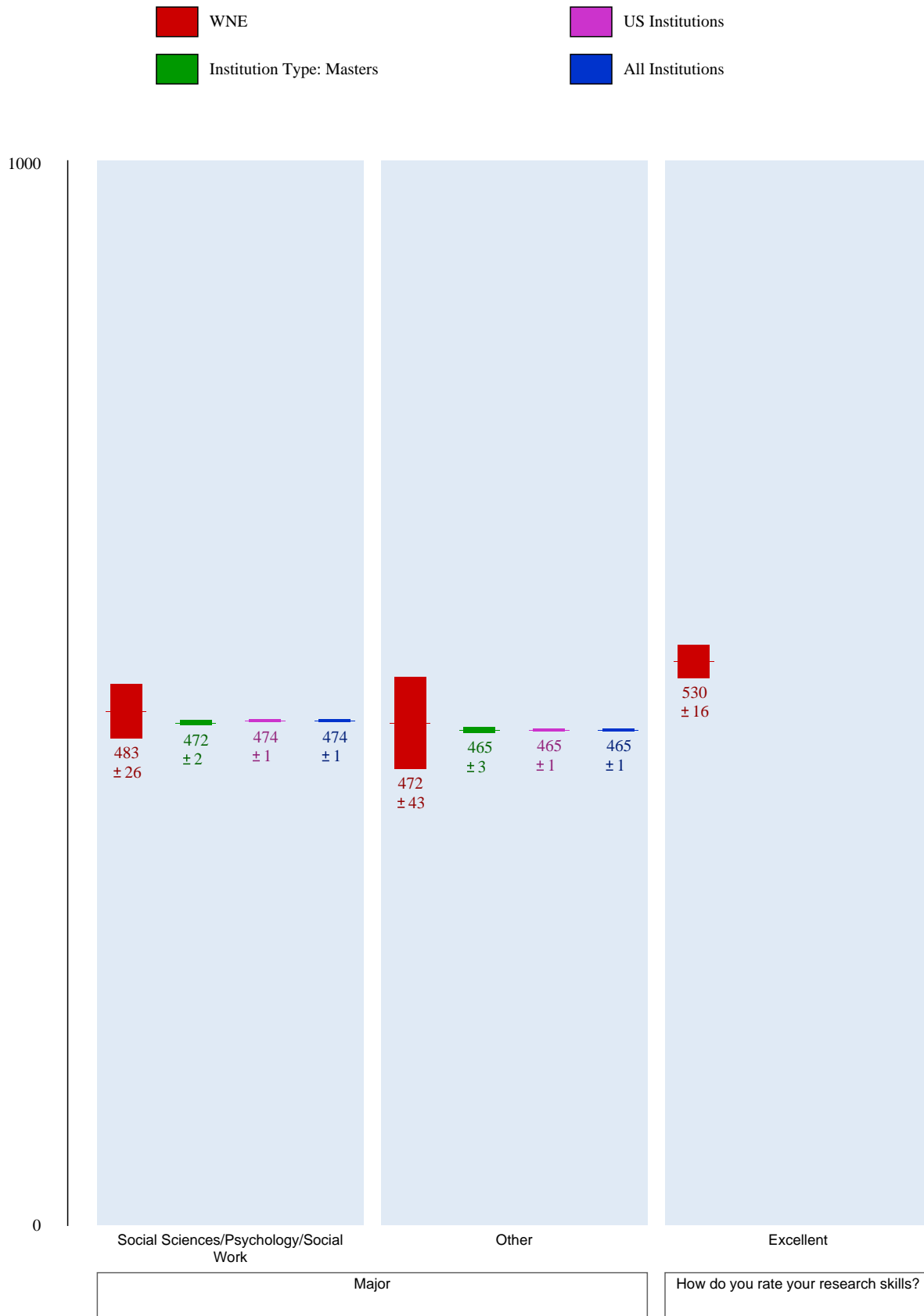


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

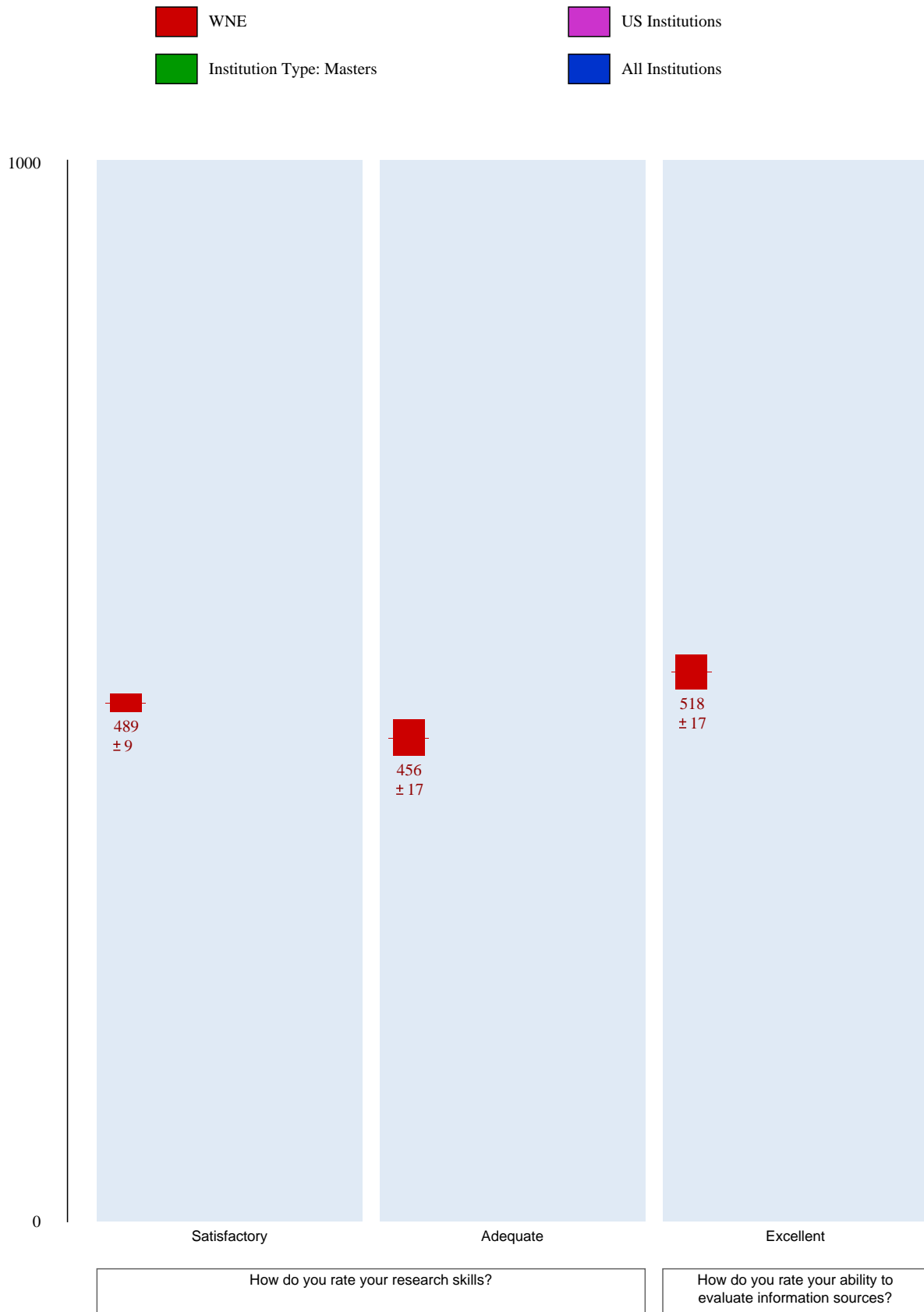


Figure 3.18 (continued) Chart for Skill Set: Evaluating Sources

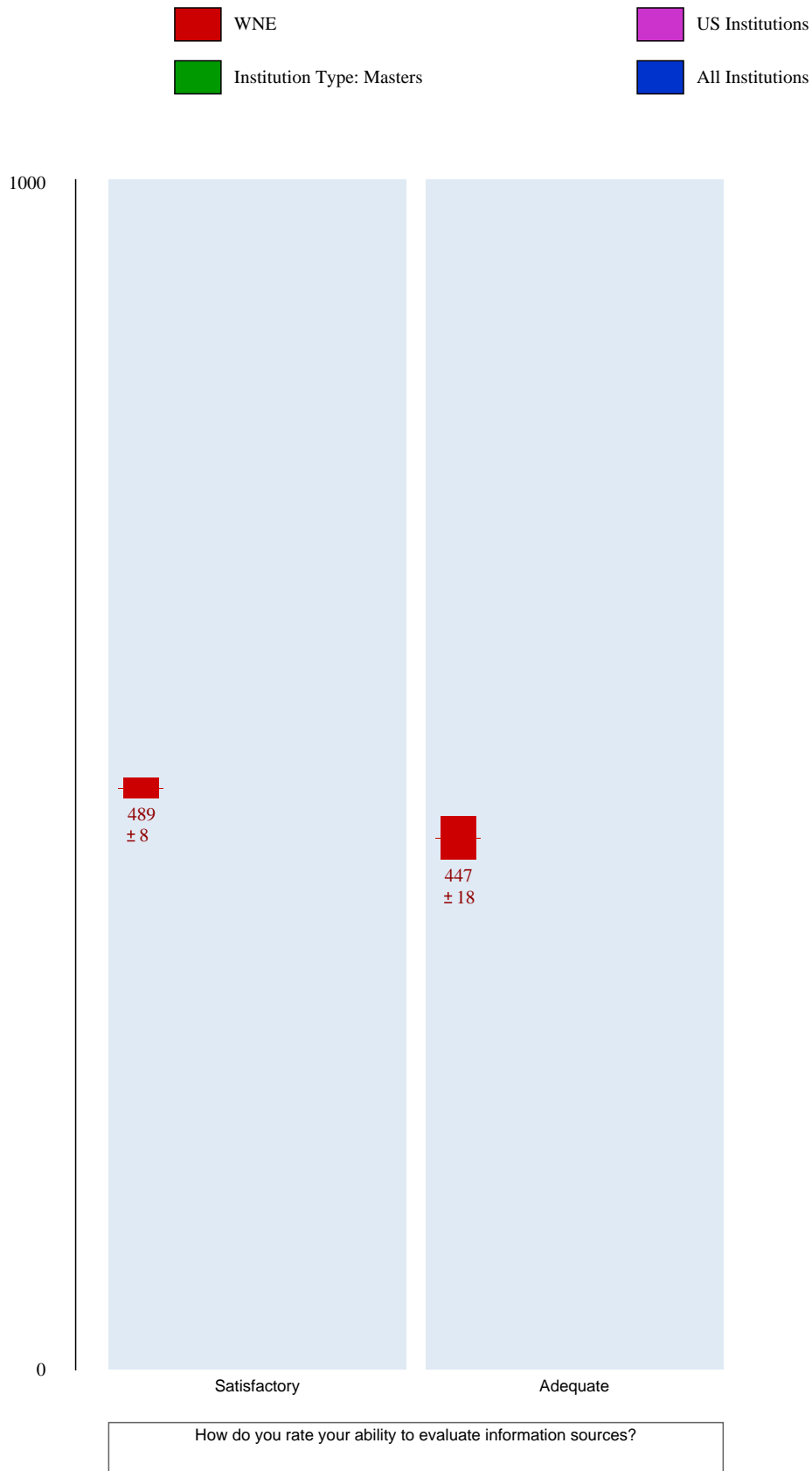


Figure 3.19 Objectives and Outcomes for Skill Set: Evaluating Sources

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**Western New England University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Western New England University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year, Junior
Major: Business/Acct/Fin: all majors, Law & Soc/Pol. Sci./Econ/Criminal Just.

Students at Western New England University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Sophomore, Senior
Major: Engineering, Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Demographic Groups within Western New England University Compared to the WNE Overall Performance on This Skill Set

Within Western New England University, the following groups performed better than the WNE-average-student benchmark:

Class Standing: Junior

Within Western New England University, the following groups performed about the same as the WNE-average-student benchmark:

Class Standing: First Year, Senior
Major: Business/Acct/Fin: all majors, Engineering, Law & Soc/Pol. Sci./Econ/Criminal Just., Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Within Western New England University, the following groups performed worse than the WNE-average-student benchmark:

Class Standing: Sophomore

Detailed Results - Data Table

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

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

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

Figure 3.20 Data Table for Skill Set: Documenting Sources

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
Overall	519 ± 9	492 ± 1	487 ± 1	487 ± 1
Class Standing				
First Year	527 ± 20	467 ± 2	470 ± 1	469 ± 1
Sophomore	490 ± 17	490 ± 4	483 ± 2	483 ± 2
Junior	545 ± 16	516 ± 3	503 ± 2	503 ± 2
Senior	518 ± 17	532 ± 2	505 ± 1	506 ± 1
Majors				
Business / Acct / Fin: all majors	520 ± 14	490 ± 3	481 ± 1	481 ± 1
Engineering	515 ± 18	508 ± 4	500 ± 3	499 ± 3
Law & Soc / Pol. Sci. / Econ / Criminal Just.	542 ± 38	483 ± 7	469 ± 4	469 ± 4
Science / Math / Computer Sci / Info Tech	510 ± 28	504 ± 4	511 ± 2	510 ± 2
Social Sciences / Psychology / Social Work	503 ± 28	497 ± 3	493 ± 2	493 ± 2
Other	531 ± 52	477 ± 3	476 ± 2	475 ± 2

CUSTOM DEMOGRAPHICS QUESTIONS

How do you rate your research skills?	
Excellent	509 ±24
Satisfactory	533 ±11
Adequate	497 ±19
Needs Improvement	Insufficient data
How do you rate your ability to evaluate information sources?	
Excellent	503 ±19
Satisfactory	530 ±11
Adequate	508 ±23
Needs Improvement	Insufficient data

Detailed Results - Chart

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

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

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

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

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

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

For example,

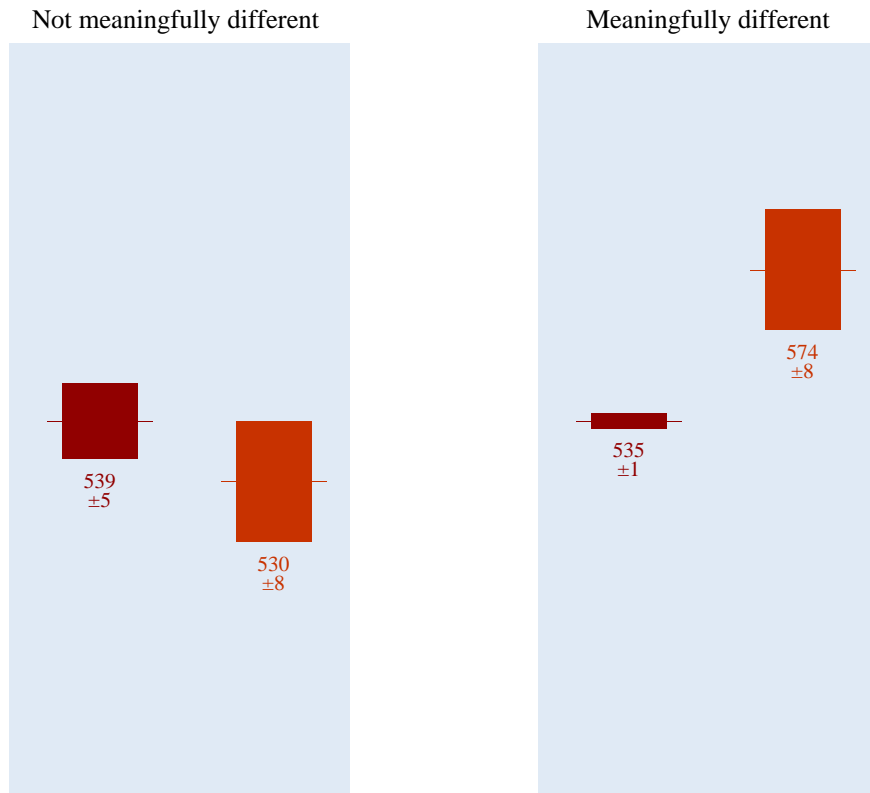


Figure 3.21 Chart for Skill Set: Documenting Sources

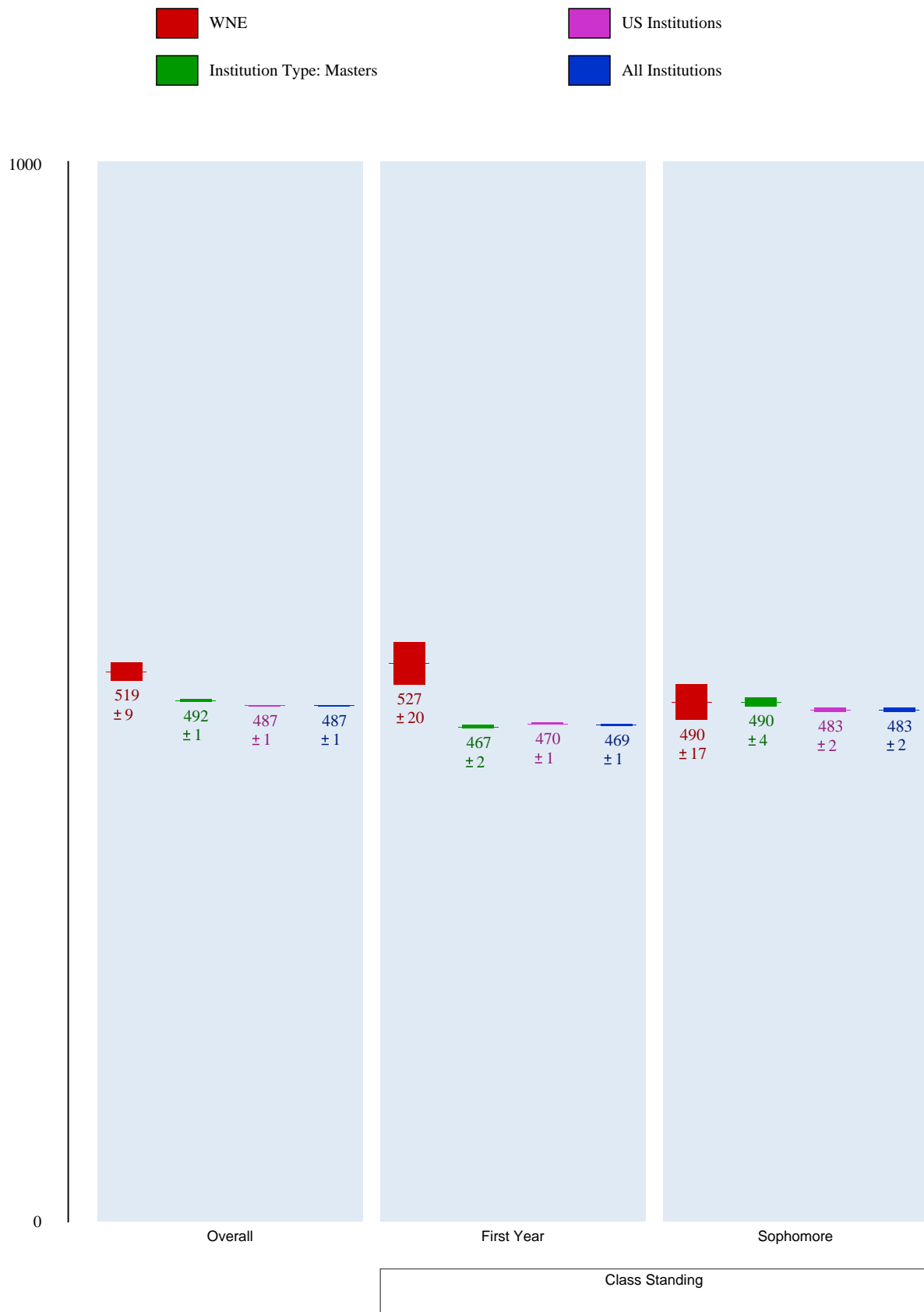


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources



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



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

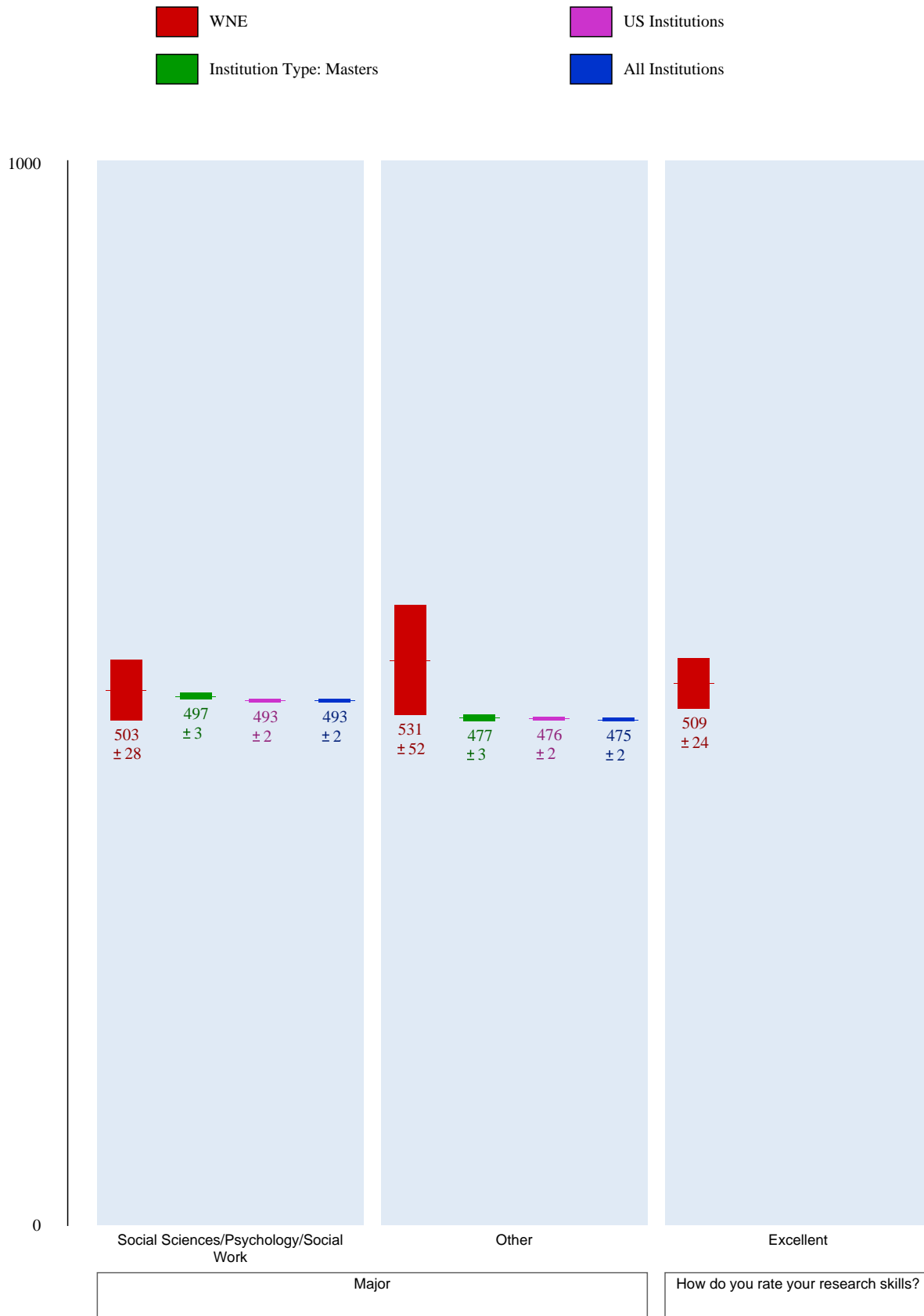


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

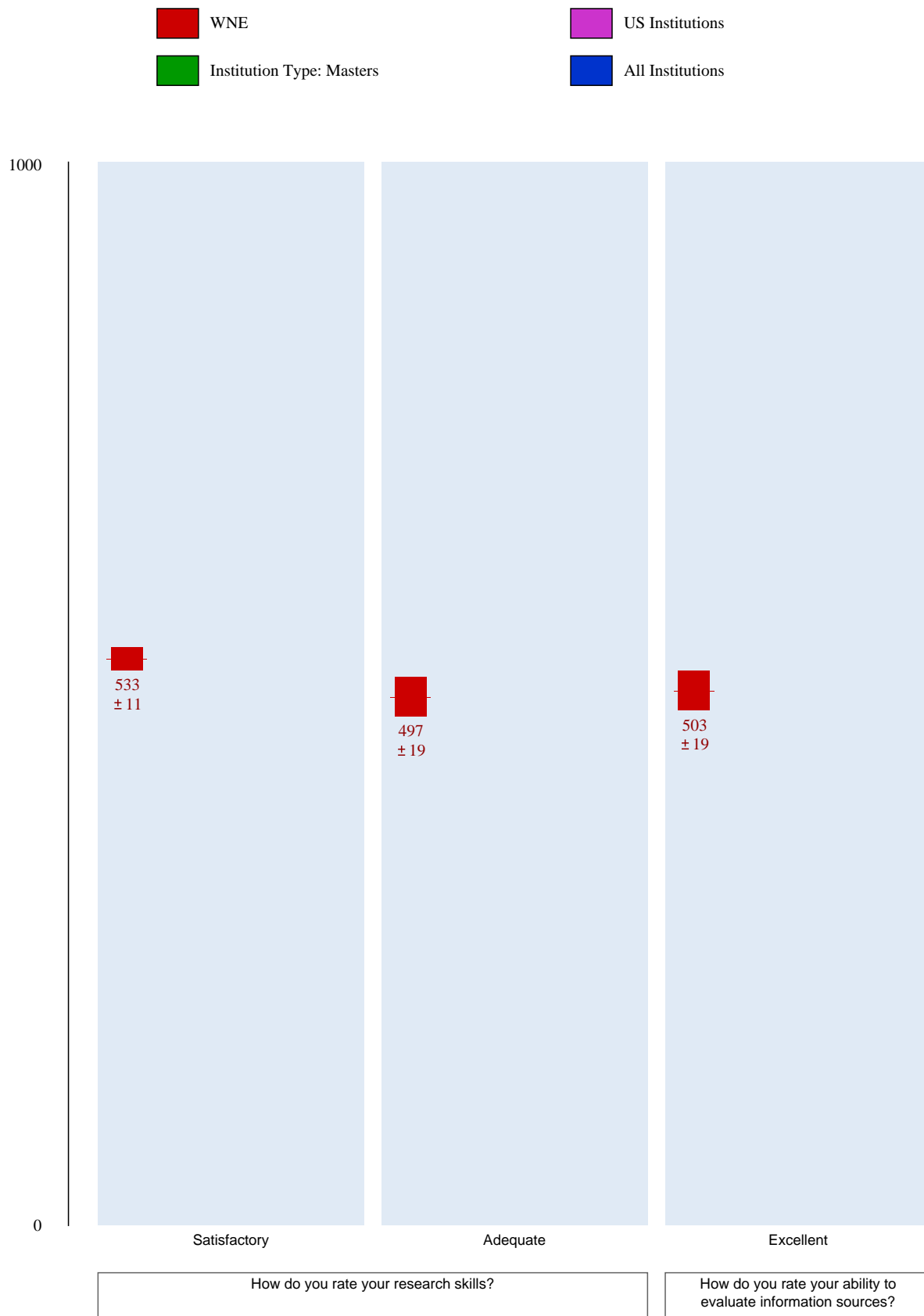


Figure 3.21 (continued) Chart for Skill Set: Documenting Sources

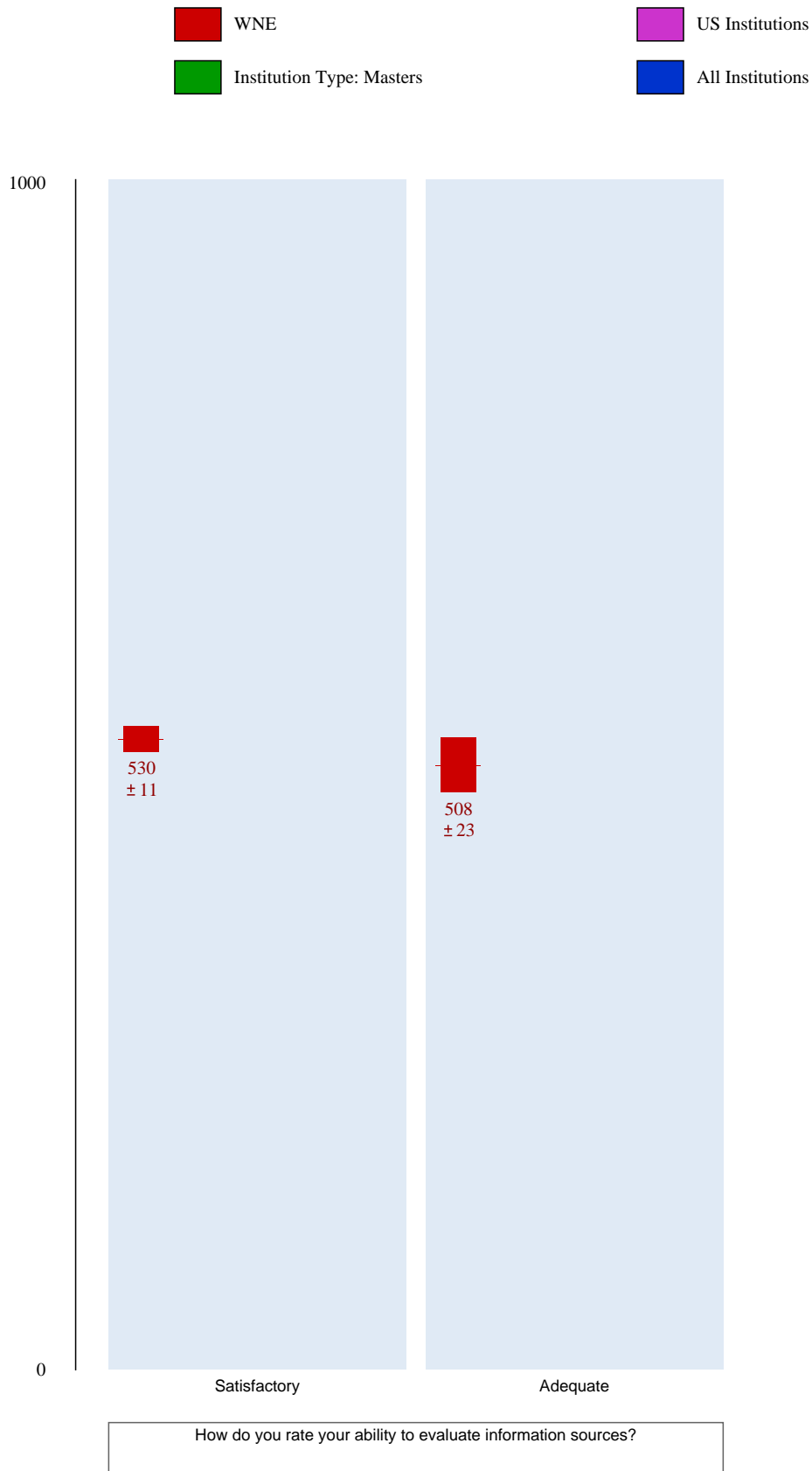


Figure 3.22 Objectives and Outcomes for Skill Set: Documenting Sources

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

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

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

Summary of ResultsWestern New England University Compared to Other Masters Institutions, by Demographic Characteristics

Students at Western New England University performed better than the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: First Year
Major: Business/Acct/Fin: all majors

Students at Western New England University performed about the same as the institution-type benchmark on this skill set for the following demographic groups:

Class Standing: Sophomore, Junior, Senior
Major: Engineering, Law & Soc/Pol. Sci./Econ/Criminal Just., Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Demographic Groups within Western New England University Compared to the WNE Overall Performance on This Skill Set

Within Western New England University, the following groups performed about the same as the WNE-average-student benchmark:

Class Standing: First Year, Sophomore, Junior, Senior
Major: Business/Acct/Fin: all majors, Engineering, Law & Soc/Pol. Sci./Econ/Criminal Just., Science/Math/Computer Sci/Info Tech, Social Sciences/Psychology/Social Work, Other

Detailed Results - Data Table

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

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

To determine whether two groups are 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

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
Overall	494 ± 7	474 ± 1	471 ± 1	471 ± 1
Class Standing				
First Year	488 ± 16	455 ± 1	456 ± 1	456 ± 1
Sophomore	476 ± 13	476 ± 4	468 ± 2	468 ± 2
Junior	502 ± 12	492 ± 2	479 ± 2	479 ± 2
Senior	513 ± 13	500 ± 2	488 ± 1	488 ± 1
Majors				
Business / Acct / Fin: all majors	506 ± 11	475 ± 2	473 ± 1	473 ± 1
Engineering	500 ± 14	508 ± 4	498 ± 3	498 ± 3
Law & Soc / Pol. Sci. / Econ / Criminal Just.	492 ± 24	471 ± 6	459 ± 3	459 ± 3
Science / Math / Computer Sci / Info Tech	491 ± 17	484 ± 4	485 ± 2	485 ± 2
Social Sciences / Psychology / Social Work	465 ± 25	472 ± 3	477 ± 2	477 ± 2
Other	489 ± 42	464 ± 3	465 ± 1	465 ± 1

CUSTOM DEMOGRAPHICS QUESTIONS

How do you rate your research skills?	
Excellent	516 ±18
Satisfactory	492 ±8
Adequate	489 ±16
Needs Improvement	Insufficient data
How do you rate your ability to evaluate information sources?	
Excellent	511 ±17
Satisfactory	499 ±9
Adequate	462 ±15
Needs Improvement	Insufficient data

Detailed Results - Chart

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

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

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

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

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

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

For example,

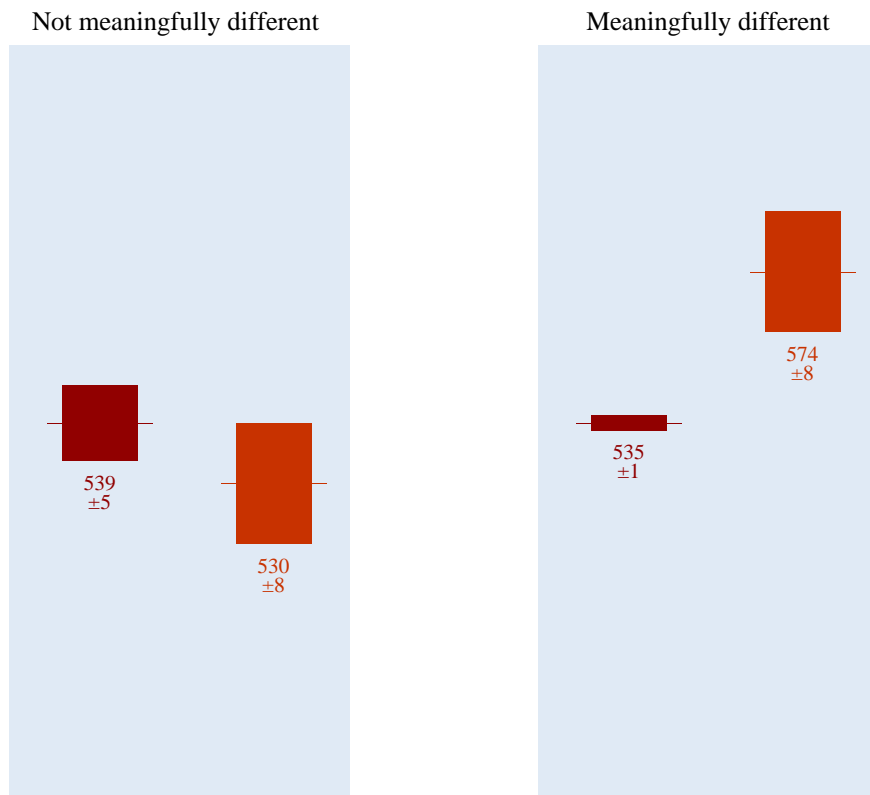


Figure 3.24 Chart for Skill Set: Understanding Economic, Legal, and Social Issues



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

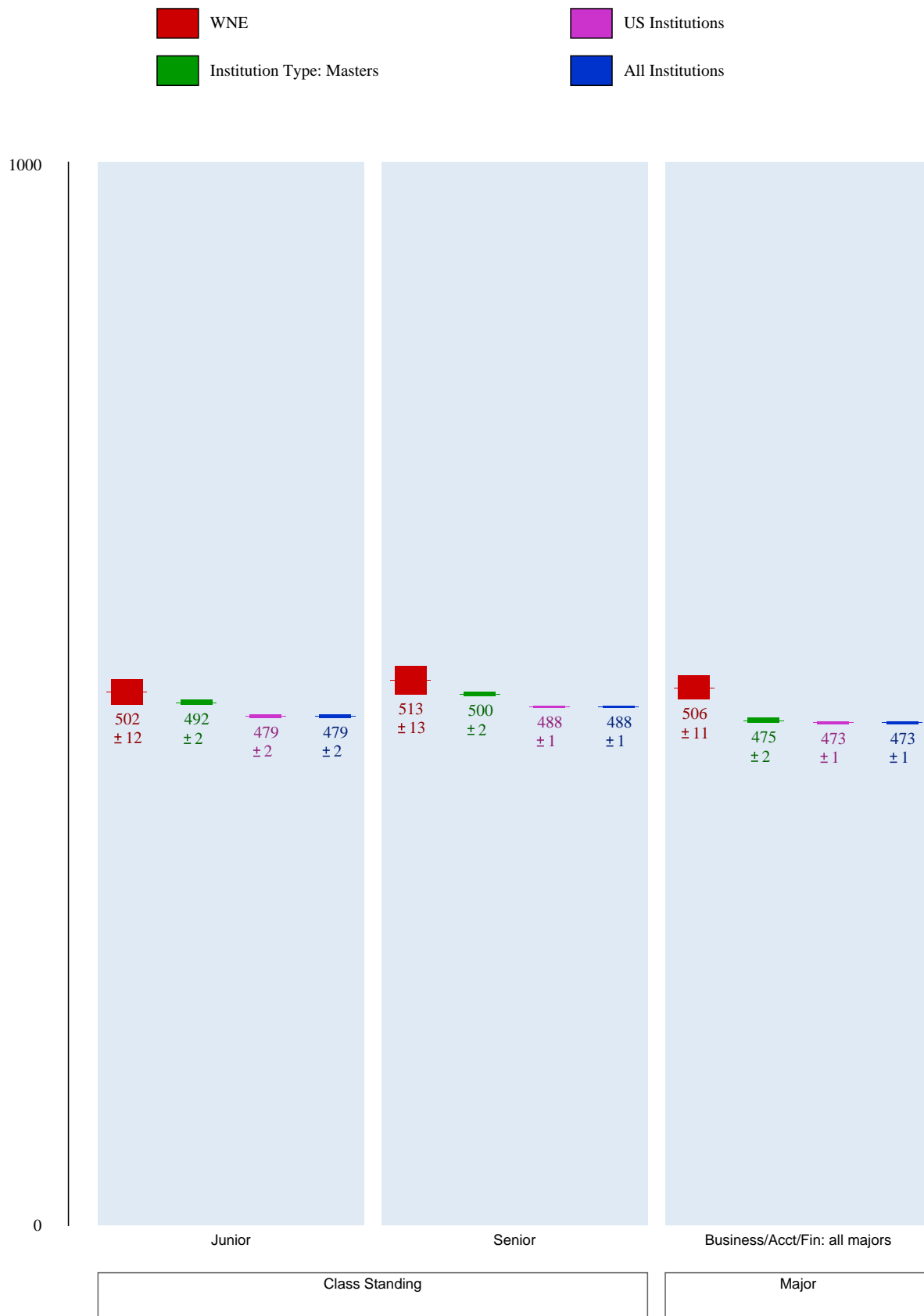


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues



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

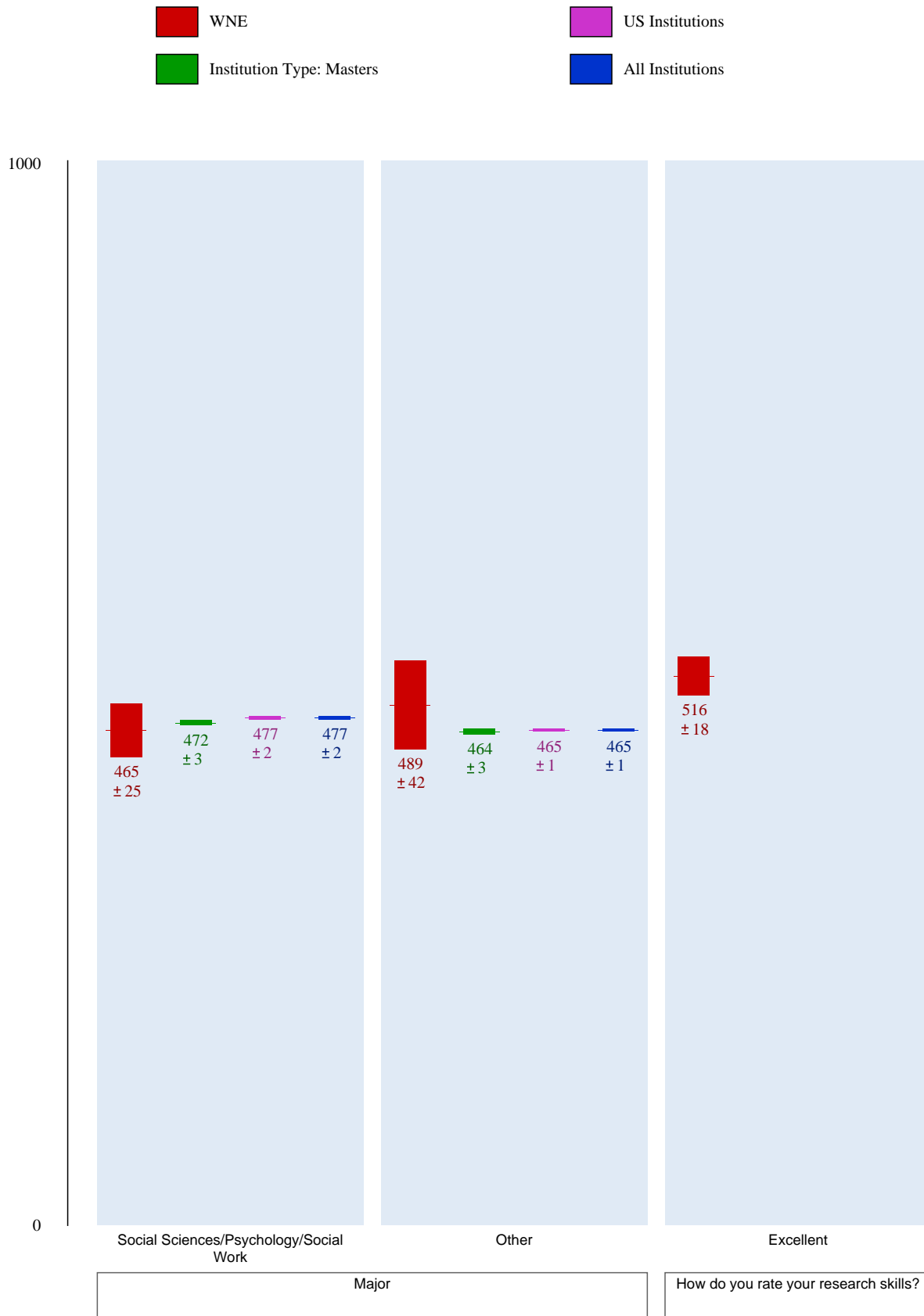


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

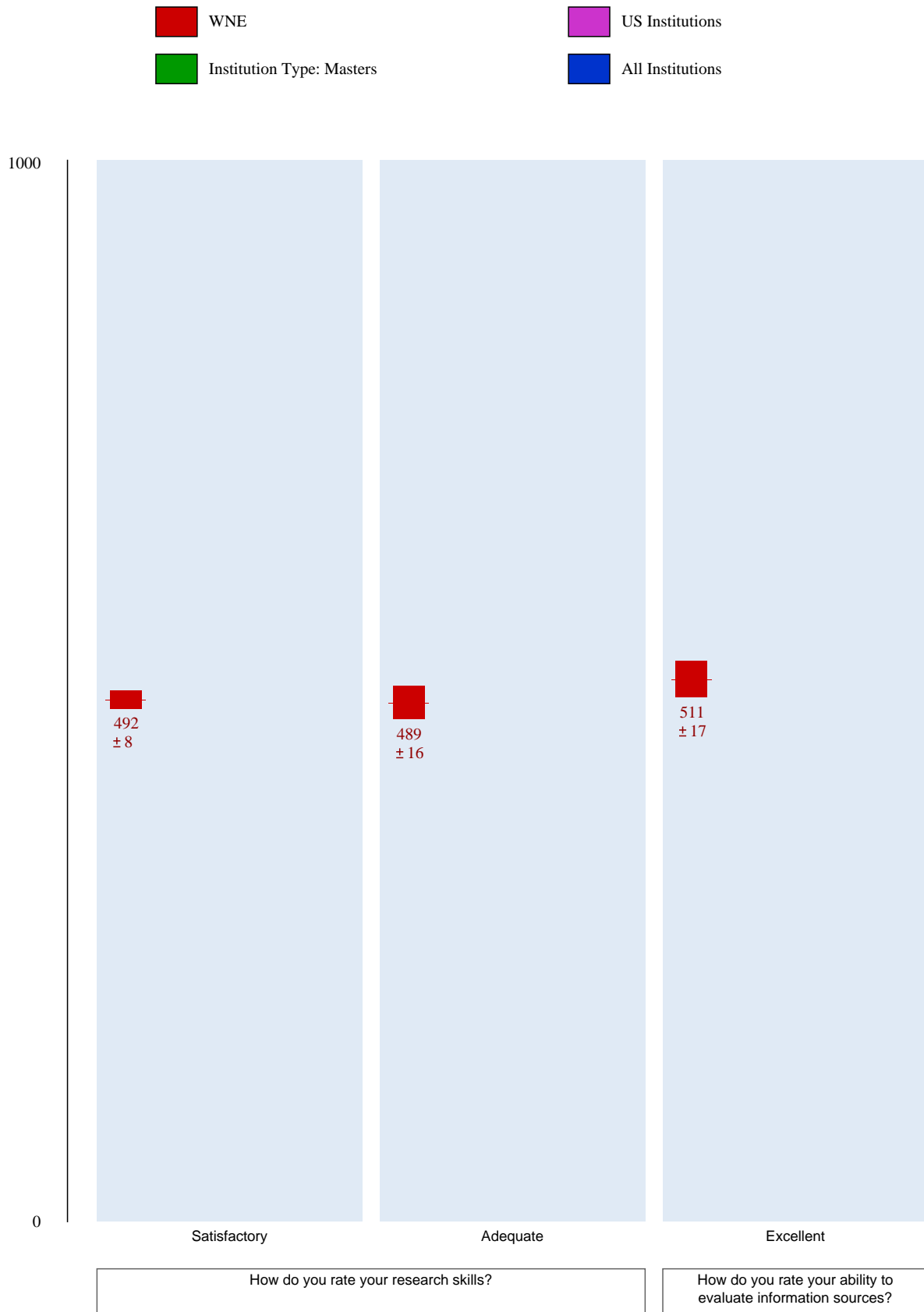


Figure 3.24 (continued) Chart for Skill Set: Understanding Economic, Legal, and Social Issues

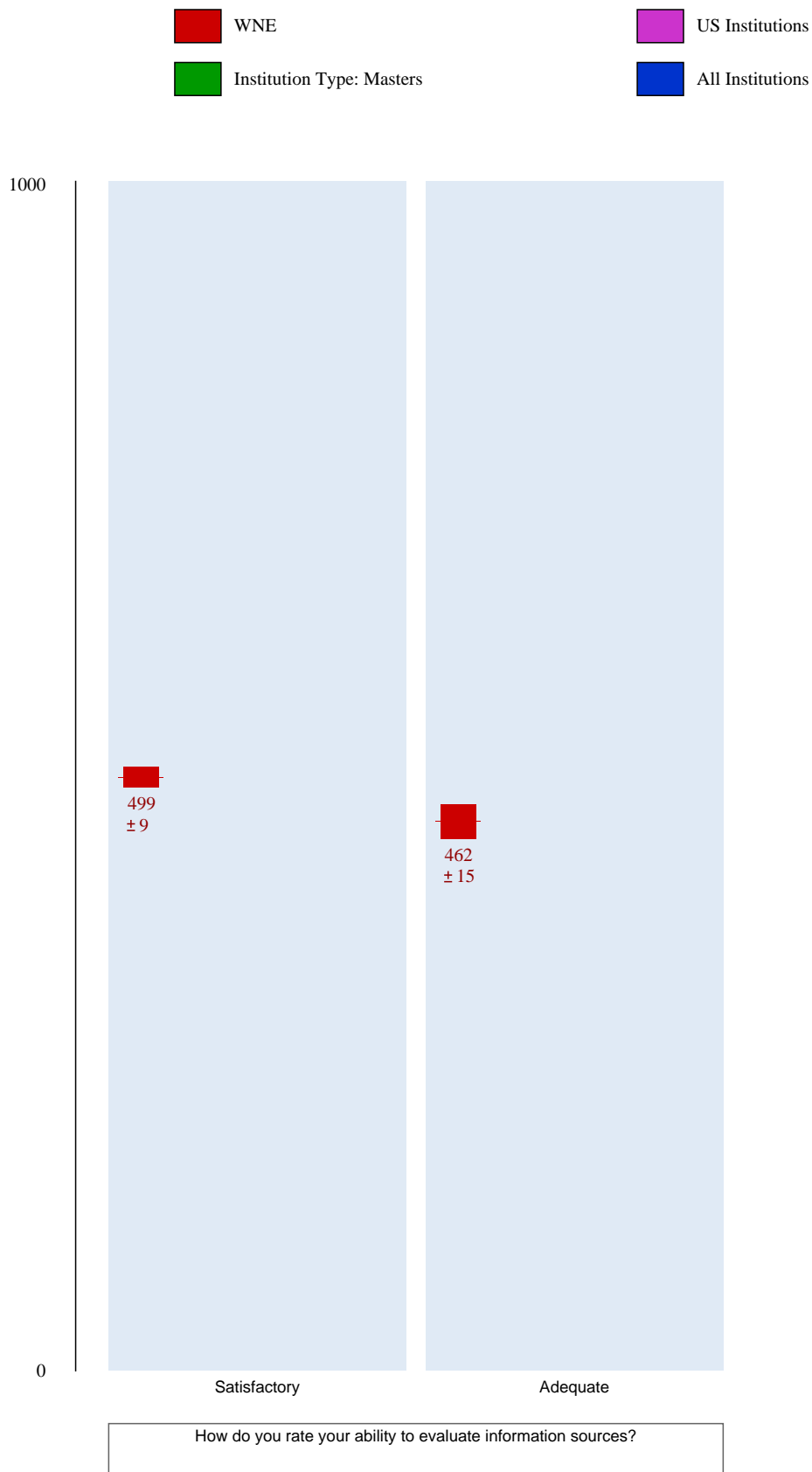


Figure 3.25 Objectives and Outcomes for Skill Set: Understanding Economic, Legal, and Social Issues

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

Detailed Results - Data Table

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

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

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

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

Figure 4.1 Data Table for ACRL Standards

	Western New England University	Institution Type: Masters	US Institutions	All Institutions
ACRL Standard				
Standard 1: Determines the Nature and Extent of the Information Needed	522 ±5	503 ±1	501 ±0	501 ±0
Standard 2: Accesses Needed Information Effectively and Efficiently	537 ±4	510 ±1	508 ±0	508 ±0
Standard 3: Evaluates Information and Its Sources Critically and Incorporates Selected Information Into His or Her Knowledge Base and Value System	481 ±7	454 ±1	450 ±1	450 ±1
Standard 5: Understands Many of the Economic, Legal, and Social Issues Surrounding the Use of Information and Accesses and Uses Information Ethically and Legally	501 ±6	481 ±1	476 ±0	476 ±0

Detailed Results - Chart

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

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

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

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

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

For example,

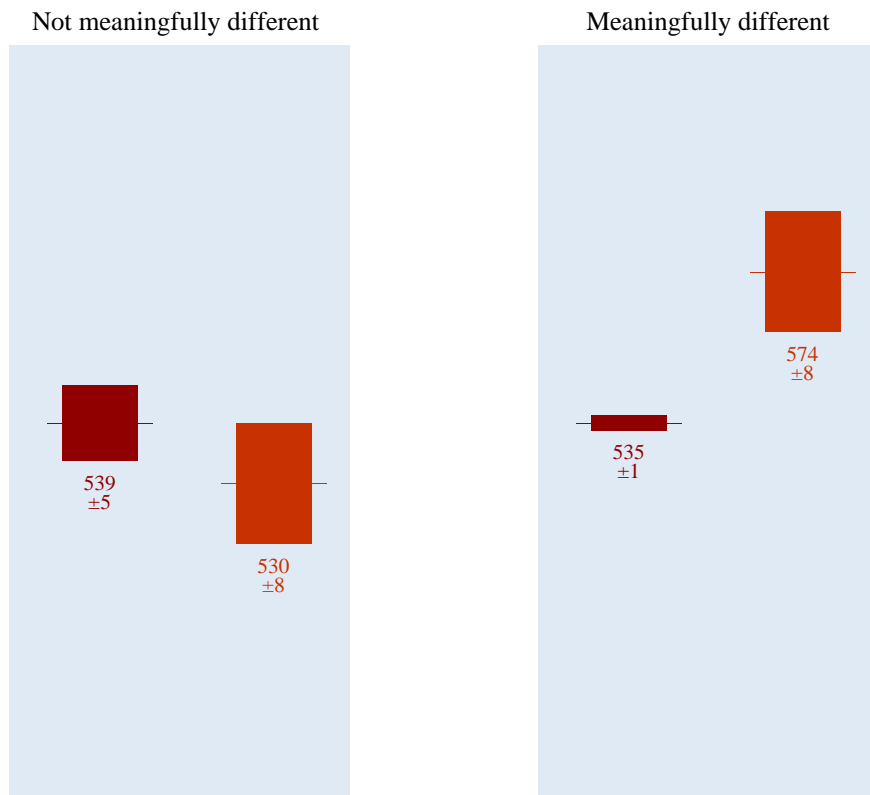


Figure 4.2 Chart for ACRL Standards



Figure 4.2 (continued) Chart for ACRL Standards



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

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

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

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

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

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A

About Project SAILS

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

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

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

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

Project SAILS was created at Kent State University in the state of Ohio in the United States. The project received significant support from Kent State University, the Association of Research Libraries, the Ohio Board of Regents, the Institute of Museum and Library Services, and the many colleges and universities that have participated in the project. Project SAILS is now licensed by Kent State University to Carrick Enterprises, a company created by the original developers of SAILS.

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

APPENDIX B

List of Institutions in the All-Institutions Benchmark

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

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

APPENDIX C

Test-Taker Profiles for Each Administration

		Abilene Christian University Fall 2012 Fall 2012 (n=695)		Abilene Christian University Fall 2013 Fall 2013 (n=754)		Abilene Christian University Fall Freshmen 2014 Fall 2014 (n=706)		Abilene Christian University Fall Capstone 2014 Spring 2015 (n=351)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	687	98.8	745	98.8	697	98.7	0	0.0
	Sophomore	5	0.7	9	1.2	6	0.8	2	0.6
	Junior	1	0.1	0	0.0	2	0.3	55	15.7
	Senior	0	0.0	0	0.0	0	0.0	290	82.6
	Other	2	0.3	0	0.0	1	0.1	4	1.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	10	1.4	25	3.3	21	3.0	8	2.3
	Architecture	1	0.1	3	0.4	2	0.3	2	0.6
	Business/Acct/Fin: all majors	120	17.3	128	17.0	114	16.1	111	31.6
	Communications	45	6.5	50	6.6	38	5.4	7	2.0
	Education	36	5.2	34	4.5	42	5.9	29	8.3
	Engineering	27	3.9	52	6.9	57	8.1	10	2.8
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	2	0.3	1	0.3
	Pre-Pharm/Pre-PA/Health Sciences	122	17.6	127	16.8	132	18.7	38	10.8
	History	10	1.4	14	1.9	8	1.1	2	0.6
	English/Creative Writing/Philosophy	11	1.6	7	0.9	10	1.4	5	1.4
	Law & Soc/Pol. Sci./Econ/Criminal Just.	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	47	6.8	51	6.8	38	5.4	27	7.7
	Science/Math/Computer Sci/Info Tech	86	12.4	87	11.5	80	11.3	33	9.4
	Social Sciences/Psychology/Social Work	67	9.6	76	10.1	60	8.5	34	9.7
	Other	56	8.1	51	6.8	59	8.4	44	12.5
	Exploratory	57	8.2	49	6.5	43	6.1	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ashford University ENG122 Fall 2012		Ashford University EXP103 Fall 2012		Ashford University GEN499 Fall 2012		Ashford University ENG122 Fall 2013	
		Fall 2012		Fall 2012		Fall 2012		Fall 2013	
		(n=723)		(n=199)		(n=86)		(n=502)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	438	60.6	198	99.5	0	0.0	320	63.7
	Sophomore	141	19.5	1	0.5	3	3.5	91	18.1
	Junior	68	9.4	0	0.0	6	7.0	40	8.0
	Senior	29	4.0	0	0.0	73	84.9	17	3.4
	Other	47	6.5	0	0.0	4	4.7	34	6.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.1	2	1.0	1	1.2	5	1.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	207	28.6	53	26.6	22	25.6	112	22.3
	Communications	9	1.2	3	1.5	0	0.0	2	0.4
	Education	112	15.5	30	15.1	12	14.0	85	16.9
	Engineering	1	0.1	1	0.5	0	0.0	1	0.2
	Liberal Studies/ILSP/Sustainability	6	0.8	1	0.5	0	0.0	3	0.6
	Pre-Pharm/Pre-PA/Health Sciences	65	9.0	11	5.5	7	8.1	51	10.2
	History	14	1.9	1	0.5	3	3.5	7	1.4
	English/Creative Writing/Philosophy	2	0.3	0	0.0	7	8.1	4	0.8
	Law & Soc/Pol. Sci./Econ/Criminal Just.	15	2.1	17	8.5	1	1.2	9	1.8
	Military/Naval Science	7	1.0	0	0.0	0	0.0	6	1.2
	Performing & Fine Arts	6	0.8	4	2.0	0	0.0	2	0.4
	Science/Math/Computer Sci/Info Tech	2	0.3	22	11.1	0	0.0	1	0.2
	Social Sciences/Psychology/Social Work	109	15.1	18	9.0	24	27.9	92	18.3
	Other	161	22.3	27	13.6	9	10.5	113	22.5
	Exploratory	6	0.8	9	4.5	0	0.0	9	1.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ashford University EXP103 Fall 2013		Ashford University GEN499 Fall 2013		Ashford University ENG122 Spring 2014		Ashford University GEN499 Spring 2014	
		Fall 2013		Fall 2013		Spring 2014		Spring 2014	
		(n=116)		(n=1,588)		(n=499)		(n=2,376)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	116	100.0	3	0.2	320	64.1	3	0.1
	Sophomore	0	0.0	36	2.3	85	17.0	38	1.6
	Junior	0	0.0	160	10.1	59	11.8	241	10.1
	Senior	0	0.0	1,345	84.7	14	2.8	2,028	85.4
	Other	0	0.0	44	2.8	21	4.2	66	2.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	7	0.4	5	1.0	19
Architecture		0	0.0	0	0.0	0	0.0	1	0.0
Business/Acct/Fin: all majors		43	37.1	477	30.0	122	24.4	715	30.1
Communications		2	1.7	28	1.8	2	0.4	32	1.3
Education		18	15.5	308	19.4	92	18.4	480	20.2
Engineering		4	3.4	1	0.1	2	0.4	4	0.2
Liberal Studies/ILSP/Sustainability		0	0.0	17	1.1	2	0.4	29	1.2
Pre-Pharm/Pre-PA/Health Sciences		6	5.2	153	9.6	59	11.8	232	9.8
History		0	0.0	18	1.1	5	1.0	32	1.3
English/Creative Writing/Philosophy		0	0.0	22	1.4	2	0.4	34	1.4
Law & Soc/Pol. Sci./Econ/Criminal Just.		5	4.3	18	1.1	13	2.6	40	1.7
Military/Naval Science		0	0.0	3	0.2	4	0.8	3	0.1
Performing & Fine Arts		0	0.0	4	0.3	0	0.0	5	0.2
Science/Math/Computer Sci/Info Tech		13	11.2	6	0.4	0	0.0	5	0.2
Social Sciences/Psychology/Social Work		11	9.5	298	18.8	68	13.6	397	16.7
Other		14	12.1	225	14.2	115	23.0	344	14.5
Exploratory		0	0.0	3	0.2	8	1.6	4	0.2
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		Ashford University ENG122 Fall 2014		Ashford University EXP103 Fall 2014		Ashford University GEN499 Fall 2014		Ashford University GEN499 Fall 2014	
		Fall 2014		Fall 2014		Fall 2014		Fall 2014	
		(n=636)		(n=120)		(n=2,896)		(n=76)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	398	62.6	120	100.0	6	0.2	0	0.0
	Sophomore	132	20.8	0	0.0	38	1.3	0	0.0
	Junior	63	9.9	0	0.0	354	12.2	8	10.5
	Senior	10	1.6	0	0.0	2,429	83.9	68	89.5
	Other	33	5.2	0	0.0	69	2.4	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	7	1.1	0	0.0	16	0.6	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	161	25.3	34	28.3	860	29.7	26	34.2
	Communications	12	1.9	4	3.3	59	2.0	4	5.3
	Education	96	15.1	12	10.0	541	18.7	13	17.1
	Engineering	1	0.2	9	7.5	5	0.2	4	5.3
	Liberal Studies/ILSP/Sustainability	1	0.2	0	0.0	17	0.6	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	66	10.4	7	5.8	245	8.5	2	2.6
	History	7	1.1	0	0.0	34	1.2	1	1.3
	English/Creative Writing/Philosophy	6	0.9	0	0.0	44	1.5	1	1.3
	Law & Soc/Pol. Sci./Econ/Criminal Just.	21	3.3	6	5.0	51	1.8	3	3.9
	Military/Naval Science	3	0.5	0	0.0	10	0.3	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	8	0.3	0	0.0
	Science/Math/Computer Sci/Info Tech	2	0.3	17	14.2	8	0.3	2	2.6
	Social Sciences/Psychology/Social Work	101	15.9	16	13.3	529	18.3	7	9.2
	Other	142	22.3	15	12.5	464	16.0	13	17.1
	Exploratory	10	1.6	0	0.0	5	0.2	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Ashford University ENG122 Spring 2015		Ashford University GEN 499 Spring 2015		Ashford University GEN499 Spring 2015		Auburn University Spring 2013	
		Spring 2015		Spring 2015		Spring 2015		Spring 2013	
		(n=3,030)		(n=60)		(n=3,353)		(n=294)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	1,870	61.7	0	0.0	13	0.4	23	7.8
	Sophomore	591	19.5	0	0.0	43	1.3	72	24.5
	Junior	330	10.9	28	46.7	407	12.1	77	26.2
	Senior	70	2.3	32	53.3	2,809	83.8	122	41.5
	Other	169	5.6	0	0.0	81	2.4	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	19	0.6	0	0.0	19	0.6	11	3.7
	Architecture	1	0.0	0	0.0	0	0.0	18	6.1
	Business/Acct/Fin: all majors	819	27.0	14	23.3	1,059	31.6	33	11.2
	Communications	36	1.2	5	8.3	58	1.7	14	4.8
	Education	480	15.8	14	23.3	489	14.6	13	4.4
	Engineering	8	0.3	2	3.3	3	0.1	60	20.4
	Liberal Studies/ILSP/Sustainability	19	0.6	0	0.0	34	1.0	24	8.2
	Pre-Pharm/Pre-PA/Health Sciences	301	9.9	2	3.3	306	9.1	40	13.6
	History	21	0.7	0	0.0	51	1.5	0	0.0
	English/Creative Writing/Philosophy	17	0.6	0	0.0	44	1.3	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	95	3.1	0	0.0	79	2.4	0	0.0
	Military/Naval Science	4	0.1	0	0.0	8	0.2	0	0.0
	Performing & Fine Arts	6	0.2	0	0.0	4	0.1	1	0.3
	Science/Math/Computer Sci/Info Tech	5	0.2	5	8.3	11	0.3	34	11.6
	Social Sciences/Psychology/Social Work	407	13.4	5	8.3	592	17.7	17	5.8
	Other	754	24.9	13	21.7	583	17.4	25	8.5
	Exploratory	38	1.3	0	0.0	13	0.4	4	1.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Auburn University Spring 2015		Baldwin- Wallace College BWU FR12		Baldwin- Wallace College BWU SR12		Baldwin- Wallace College Freshmen 2013	
		Spring 2015		Fall 2012		Fall 2012		Fall 2013	
		(n=348)		(n=57)		(n=60)		(n=54)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	43	12.4	57	100.0	0	0.0	54	100.0
	Sophomore	82	23.6	0	0.0	0	0.0	0	0.0
	Junior	101	29.0	0	0.0	1	1.7	0	0.0
	Senior	122	35.1	0	0.0	59	98.3	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	15	4.3	0	0.0	0	0.0	1	1.9
	Architecture	28	8.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	38	10.9	5	8.8	6	10.0	7	13.0
	Communications	12	3.4	2	3.5	3	5.0	2	3.7
	Education	23	6.6	8	14.0	9	15.0	5	9.3
	Engineering	92	26.4	2	3.5	3	5.0	2	3.7
	Liberal Studies/ILSP/Sustainability	21	6.0	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	41	11.8	10	17.5	5	8.3	9	16.7
	History	0	0.0	2	3.5	3	5.0	0	0.0
	English/Creative Writing/Philosophy	0	0.0	0	0.0	2	3.3	1	1.9
	Law & Soc/Pol. Sci./Econ/Criminal Just.	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	0.6	4	7.0	5	8.3	5	9.3
	Science/Math/Computer Sci/Info Tech	44	12.6	3	5.3	6	10.0	4	7.4
	Social Sciences/Psychology/Social Work	5	1.4	3	5.3	14	23.3	0	0.0
	Other	27	7.8	7	12.3	4	6.7	9	16.7
	Exploratory	0	0.0	11	19.3	0	0.0	9	16.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Baldwin-Wallace College Senior 2013		Baldwin-Wallace College BWSRFA14		Baldwin-Wallace College Freshmen 2014		Belmont Abbey College fall 2012	
		Fall 2013		Fall 2014		Fall 2014		Fall 2012	
		(n=56)		(n=56)		(n=61)		(n=164)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	0	0.0	61	100.0	163	99.4
	Sophomore	0	0.0	0	0.0	0	0.0	1	0.6
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	56	100.0	56	100.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	7	12.5	7	12.5	5	8.2	26	15.9
	Communications	4	7.1	10	17.9	2	3.3	0	0.0
	Education	11	19.6	5	8.9	3	4.9	14	8.5
	Engineering	1	1.8	1	1.8	0	0.0	0	0.0
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	8	14.3	5	8.9	8	13.1	9	5.5
	History	4	7.1	2	3.6	0	0.0	3	1.8
	English/Creative Writing/Philosophy	4	7.1	3	5.4	0	0.0	3	1.8
	Law & Soc/Pol. Sci./Econ/Criminal Just.	0	0.0	0	0.0	0	0.0	6	3.7
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	3.6	7	12.5	9	14.8	1	0.6
	Science/Math/Computer Sci/Info Tech	3	5.4	4	7.1	6	9.8	22	13.4
	Social Sciences/Psychology/Social Work	6	10.7	2	3.6	10	16.4	12	7.3
	Other	6	10.7	10	17.9	9	14.8	36	22.0
	Exploratory	0	0.0	0	0.0	9	14.8	31	18.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Belmont Abbey College Fall 2013		Belmont Abbey College Spring 2014 Seniors		Belmont Abbey College Spring 2015 Senior		Bergen Community College 2014 DE Students (C)	
		Fall 2013		Spring 2014		Spring 2015		Spring 2015	
		(n=113)		(n=69)		(n=61)		(n=54)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	111	98.2	0	0.0	0	0.0	16	29.6
	Sophomore	2	1.8	0	0.0	0	0.0	15	27.8
	Junior	0	0.0	0	0.0	2	3.3	12	22.2
	Senior	0	0.0	69	100.0	58	95.1	11	20.4
	Other	0	0.0	0	0.0	1	1.6	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	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/Acct/Fin: all majors	16	14.2	0	0.0	0	0.0	17	31.5
	Communications	0	0.0	0	0.0	0	0.0	10	18.5
	Education	14	12.4	25	36.2	14	23.0	0	0.0
	Engineering	1	0.9	0	0.0	0	0.0	1	1.9
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	8	14.8
	Pre-Pharm/Pre-PA/Health Sciences	4	3.5	2	2.9	0	0.0	1	1.9
	History	1	0.9	12	17.4	15	24.6	0	0.0
	English/Creative Writing/Philosophy	0	0.0	4	5.8	12	19.7	2	3.7
	Law & Soc/Pol. Sci./Econ/Criminal Just.	3	2.7	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	1	1.9
	Science/Math/Computer Sci/Info Tech	9	8.0	9	13.0	11	18.0	0	0.0
	Social Sciences/Psychology/Social Work	6	5.3	10	14.5	9	14.8	14	25.9
	Other	29	25.7	7	10.1	0	0.0	0	0.0
	Exploratory	30	26.5	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Bergen Community College 2014 DE Students (T) Spring 2015 (n=52)		California State University, Fresno Fall 2014 Freshmen Fall 2014 (n=210)		California State University, Fresno Spring 2015 Seniors Spring 2015 (n=190)		Cedarville University ProjectSAILS II2012 Fall 2012 (n=102)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	First Year	24	46.2	209	99.5	1	0.5	95	93.1
	Sophomore	14	26.9	1	0.5	3	1.6	0	0.0
	Junior	10	19.2	0	0.0	24	12.6	0	0.0
	Senior	4	7.7	0	0.0	161	84.7	0	0.0
	Other	0	0.0	0	0.0	1	0.5	7	6.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	11	5.2	14	7.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	16	30.8	28	13.3	23	12.1	7	6.9
	Communications	11	21.2	0	0.0	0	0.0	5	4.9
	Education	0	0.0	17	8.1	18	9.5	6	5.9
	Engineering	1	1.9	14	6.7	16	8.4	8	7.8
	Liberal Studies/ILSP/Sustainability	11	21.2	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	2	3.8	50	23.8	43	22.6	31	30.4
	History	0	0.0	0	0.0	0	0.0	3	2.9
	English/Creative Writing/Philosophy	0	0.0	15	7.1	15	7.9	5	4.9
	Law & Soc/Pol. Sci./Econ/Criminal Just.	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	8.8
	Science/Math/Computer Sci/Info Tech	0	0.0	34	16.2	31	16.3	16	15.7
	Social Sciences/Psychology/Social Work	10	19.2	17	8.1	27	14.2	4	3.9
	Other	0	0.0	0	0.0	0	0.0	2	2.0
	Exploratory	1	1.9	24	11.4	3	1.6	6	5.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Cedarville University ProjectSAILSSp r2013		Cedarville University ProjectSAILSFa ll2013		Cedarville University ProjectSAILSSp r2014		Central Methodist University Fall 2012	
		Spring 2013		Fall 2013		Spring 2014		Fall 2012	
		(n=87)		(n=87)		(n=108)		(n=102)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	86	98.9	0	0.0	0	0.0
	Sophomore	0	0.0	0	0.0	0	0.0	0	0.0
	Junior	0	0.0	0	0.0	0	0.0	39	38.2
	Senior	85	97.7	0	0.0	108	100.0	61	59.8
	Other	2	2.3	1	1.1	0	0.0	2	2.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	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/Acct/Fin: all majors	8	9.2	7	8.0	7	6.5	19	18.6
	Communications	5	5.7	4	4.6	8	7.4	3	2.9
	Education	6	6.9	9	10.3	8	7.4	18	17.6
	Engineering	12	13.8	13	14.9	16	14.8	4	3.9
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	16	18.4	20	23.0	25	23.1	20	19.6
	History	7	8.0	3	3.4	9	8.3	1	1.0
	English/Creative Writing/Philosophy	6	6.9	2	2.3	3	2.8	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	6	6.9	5	5.7	11	10.2	5	4.9
	Science/Math/Computer Sci/Info Tech	9	10.3	11	12.6	13	12.0	9	8.8
	Social Sciences/Psychology/Social Work	8	9.2	5	5.7	5	4.6	12	11.8
	Other	4	4.6	0	0.0	3	2.8	11	10.8
	Exploratory	0	0.0	8	9.2	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Central Methodist University Spring 2013		Central Methodist University Fall 2013		Central Methodist University Spring 2014		Central Methodist University Fall 2014	
		Spring 2013		Fall 2013		Spring 2014		Fall 2014	
		(n=87)		(n=93)		(n=55)		(n=88)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	0	0.0	0	0.0	0	0.0
	Sophomore	4	4.6	0	0.0	2	3.6	2	2.3
	Junior	44	50.6	51	54.8	32	58.2	35	39.8
	Senior	39	44.8	41	44.1	21	38.2	51	58.0
	Other	0	0.0	1	1.1	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	1	1.1	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	13	14.9	12	12.9	10	18.2	11	12.5
	Communications	3	3.4	3	3.2	3	5.5	1	1.1
	Education	23	26.4	13	14.0	5	9.1	20	22.7
	Engineering	4	4.6	5	5.4	2	3.6	4	4.5
	Liberal Studies/ILSP/Sustainability	2	2.3	0	0.0	0	0.0	3	3.4
	Pre-Pharm/Pre-PA/Health Sciences	2	2.3	14	15.1	6	10.9	5	5.7
	History	2	2.3	3	3.2	0	0.0	1	1.1
	English/Creative Writing/Philosophy	1	1.1	2	2.2	0	0.0	2	2.3
	Law & Soc/Pol. Sci./Econ/Criminal Just.	6	6.9	3	3.2	1	1.8	1	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	6	6.8
	Performing & Fine Arts	2	2.3	4	4.3	4	7.3	3	3.4
	Science/Math/Computer Sci/Info Tech	5	5.7	13	14.0	8	14.5	7	8.0
	Social Sciences/Psychology/Social Work	7	8.0	4	4.3	3	5.5	6	6.8
	Other	17	19.5	16	17.2	13	23.6	18	20.5
	Exploratory	0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Central Methodist University University Spring 2015		Chapman University 2012 Fall FFC		Chapman University Brandman_2012 -2013		Chapman University Brandman_2013 -2014	
		Spring 2015		Fall 2012		Spring 2013		Spring 2014	
		(n=76)		(n=991)		(n=1,485)		(n=1,837)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	991	100.0	128	8.6	173	9.4
	Sophomore	3	3.9	0	0.0	211	14.2	249	13.6
	Junior	45	59.2	0	0.0	722	48.6	841	45.8
	Senior	28	36.8	0	0.0	352	23.7	486	26.5
	Other	0	0.0	0	0.0	72	4.8	88	4.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.3	13	1.3	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	8	10.5	221	22.3	485	32.7	514	28.0
	Communications	1	1.3	60	6.1	0	0.0	0	0.0
	Education	21	27.6	21	2.1	208	14.0	176	9.6
	Engineering	2	2.6	8	0.8	18	1.2	32	1.7
	Liberal Studies/ILSP/Sustainability	2	2.6	0	0.0	136	9.2	166	9.0
	Pre-Pharm/Pre-PA/Health Sciences	6	7.9	48	4.8	2	0.1	7	0.4
	History	4	5.3	10	1.0	0	0.0	2	0.1
	English/Creative Writing/Philosophy	1	1.3	35	3.5	5	0.3	12	0.7
	Law & Soc/Pol. Sci./Econ/Criminal Just.	2	2.6	0	0.0	129	8.7	183	10.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	3.9	248	25.0	0	0.0	0	0.0
	Science/Math/Computer Sci/Info Tech	9	11.8	66	6.7	0	0.0	0	0.0
	Social Sciences/Psychology/Social Work	3	3.9	68	6.9	384	25.9	559	30.4
	Other	13	17.1	74	7.5	111	7.5	177	9.6
	Exploratory	0	0.0	119	12.0	7	0.5	9	0.5
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Coastal Carolina University CCU Fall 2013 1st yr Spring 2014 (n=225)		Coastal Carolina University CCU Fall 2014 1st yr Fall 2014 (n=216)		Coker College Spring 2013 Spring 2013 (n=100)		Coker College Fall 2014 First Year Fall 2014 (n=69)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	180	80.0	190	88.0	42	42.0	69	100.0
	Sophomore	25	11.1	11	5.1	16	16.0	0	0.0
	Junior	11	4.9	7	3.2	16	16.0	0	0.0
	Senior	9	4.0	8	3.7	26	26.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	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/Acct/Fin: all majors	68	30.2	47	21.8	29	29.0	15	21.7
	Communications	7	3.1	28	13.0	7	7.0	7	10.1
	Education	6	2.7	3	1.4	4	4.0	6	8.7
	Engineering	4	1.8	5	2.3	3	3.0	1	1.4
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	15	6.7	15	6.9	5	5.0	11	15.9
	History	2	0.9	2	0.9	2	2.0	0	0.0
	English/Creative Writing/Philosophy	16	7.1	8	3.7	3	3.0	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	10	4.4	23	10.6	6	6.0	5	7.2
	Science/Math/Computer Sci/Info Tech	32	14.2	34	15.7	7	7.0	6	8.7
	Social Sciences/Psychology/Social Work	17	7.6	26	12.0	11	11.0	0	0.0
	Other	36	16.0	23	10.6	19	19.0	13	18.8
	Exploratory	12	5.3	2	0.9	4	4.0	5	7.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Colorado Mesa University TESTING FALL2014		Colorado Mountain College 2014 Spring 45 Cred.		Colorado Mountain College 2014 Fall 15 Cred		Concordia College Sophomore	
		Fall 2014		Spring 2014		Fall 2014		Spring 2013	
		(n=621)		(n=87)		(n=57)		(n=60)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	617	99.4	2	2.3	42	73.7	26	43.3
	Sophomore	3	0.5	40	46.0	6	10.5	34	56.7
	Junior	1	0.2	25	28.7	1	1.8	0	0.0
	Senior	0	0.0	20	23.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	8	14.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	18	2.9	9	10.3	1	1.8	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	118	19.0	20	23.0	6	10.5	7	11.7
	Communications	16	2.6	0	0.0	0	0.0	0	0.0
	Education	32	5.2	1	1.1	3	5.3	11	18.3
	Engineering	35	5.6	0	0.0	0	0.0	0	0.0
	Liberal Studies/ILSP/Sustainability	0	0.0	17	19.5	8	14.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	156	25.1	10	11.5	5	8.8	11	18.3
	History	5	0.8	0	0.0	0	0.0	0	0.0
	English/Creative Writing/Philosophy	9	1.4	0	0.0	0	0.0	1	1.7
	Law & Soc/Pol. Sci./Econ/Criminal Just.	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	23	3.7	0	0.0	0	0.0	4	6.7
	Science/Math/Computer Sci/Info Tech	34	5.5	9	10.3	7	12.3	12	20.0
	Social Sciences/Psychology/Social Work	78	12.6	0	0.0	0	0.0	7	11.7
	Other	0	0.0	18	20.7	16	28.1	4	6.7
	Exploratory	97	15.6	3	3.4	11	19.3	3	5.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Concordia College Freshmen		Concordia College Sp 2015 Seniors		Concordia College Sp 2015 Sophomores		Concordia College- NY SPRING 2013	
		Fall 2013		Spring 2015		Spring 2015		Spring 2013	
		(n=100)		(n=92)		(n=66)		(n=108)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	98	98.0	0	0.0	0	0.0	76	70.4
	Sophomore	2	2.0	11	12.0	56	84.8	12	11.1
	Junior	0	0.0	3	3.3	2	3.0	14	13.0
	Senior	0	0.0	78	84.8	8	12.1	5	4.6
	Other	0	0.0	0	0.0	0	0.0	1	0.9
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	2	2.2	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	12	12.0	16	17.4	13	19.7	24	22.2
	Communications	6	6.0	7	7.6	4	6.1	3	2.8
	Education	12	12.0	8	8.7	7	10.6	12	11.1
	Engineering	0	0.0	0	0.0	0	0.0	0	0.0
	Liberal Studies/ILSP/Sustainability	1	1.0	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	12	12.0	15	16.3	8	12.1	13	12.0
	History	1	1.0	0	0.0	1	1.5	2	1.9
	English/Creative Writing/Philosophy	3	3.0	8	8.7	3	4.5	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	2	2.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	3.0	6	6.5	5	7.6	0	0.0
	Science/Math/Computer Sci/Info Tech	26	26.0	15	16.3	12	18.2	8	7.4
	Social Sciences/Psychology/Social Work	5	5.0	11	12.0	11	16.7	19	17.6
	Other	5	5.0	4	4.3	2	3.0	17	15.7
	Exploratory	12	12.0	0	0.0	0	0.0	10	9.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		East Central University 2012 Fall UNIV 1001		East Central University 2012 Fall UNIV 3001		East Central University 2013 Fall UNIV 1001		East Central University 2013 Fall UNIV 3001	
		Fall 2012		Fall 2012		Fall 2013		Fall 2013	
		(n=390)		(n=127)		(n=412)		(n=176)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	386	99.0	0	0.0	404	98.1	0	0.0
	Sophomore	4	1.0	28	22.0	6	1.5	18	10.2
	Junior	0	0.0	64	50.4	2	0.5	105	59.7
	Senior	0	0.0	35	27.6	0	0.0	53	30.1
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	7	1.8	4	3.1	8	1.9	1	0.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	40	10.3	14	11.0	64	15.5	30	17.0
	Communications	10	2.6	5	3.9	7	1.7	6	3.4
	Education	34	8.7	20	15.7	33	8.0	24	13.6
	Engineering	10	2.6	3	2.4	17	4.1	4	2.3
	Liberal Studies/ILSP/Sustainability	1	0.3	1	0.8	2	0.5	2	1.1
	Pre-Pharm/Pre-PA/Health Sciences	47	12.1	12	9.4	41	10.0	11	6.3
	History	9	2.3	3	2.4	3	0.7	3	1.7
	English/Creative Writing/Philosophy	8	2.1	2	1.6	7	1.7	9	5.1
	Law & Soc/Pol. Sci./Econ/Criminal Just.	8	2.1	3	2.4	6	1.5	2	1.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	1.8	3	2.4	9	2.2	9	5.1
	Science/Math/Computer Sci/Info Tech	34	8.7	13	10.2	37	9.0	18	10.2
	Social Sciences/Psychology/Social Work	24	6.2	6	4.7	23	5.6	13	7.4
	Other	140	35.9	38	29.9	133	32.3	44	25.0
	Exploratory	11	2.8	0	0.0	22	5.3	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		East Central University 2014 Fall UNIV 1001		East Central University 2014 Fall UNIV 3001		Eastern Shore Community College Graduates: 2013		Eastern Shore Community College 2014 Graduates	
		Fall 2014		Fall 2014		Spring 2013		Spring 2014	
		(n=467)		(n=160)		(n=79)		(n=56)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	465	99.6	0	0.0	0	0.0	0	0.0
	Sophomore	1	0.2	22	13.8	0	0.0	0	0.0
	Junior	0	0.0	91	56.9	0	0.0	0	0.0
	Senior	1	0.2	47	29.4	79	100.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	56	100.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	13	2.8	2	1.3	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	62	13.3	29	18.1	13	16.5	6	10.7
	Communications	12	2.6	5	3.1	0	0.0	0	0.0
	Education	33	7.1	30	18.8	13	16.5	12	21.4
	Engineering	21	4.5	5	3.1	4	5.1	5	8.9
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	12	15.2	10	17.9
	Pre-Pharm/Pre-PA/Health Sciences	71	15.2	20	12.5	17	21.5	1	1.8
	History	8	1.7	2	1.3	0	0.0	0	0.0
	English/Creative Writing/Philosophy	5	1.1	3	1.9	0	0.0	2	3.6
	Law & Soc/Pol. Sci./Econ/Criminal Just.	9	1.9	6	3.8	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	14	3.0	3	1.9	0	0.0	0	0.0
	Science/Math/Computer Sci/Info Tech	51	10.9	13	8.1	3	3.8	6	10.7
	Social Sciences/Psychology/Social Work	24	5.1	6	3.8	1	1.3	1	1.8
	Other	129	27.6	36	22.5	16	20.3	11	19.6
	Exploratory	15	3.2	0	0.0	0	0.0	2	3.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eckerd College 2012Freshmen		Eckerd College 2012Seniors		Eckerd College 2013Freshmen		Eckerd College 2013Seniors	
		Fall 2012		Fall 2012		Fall 2013		Fall 2013	
		(n=94)		(n=102)		(n=98)		(n=112)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	92	97.9	0	0.0	97	99.0	0	0.0
	Sophomore	1	1.1	0	0.0	1	1.0	0	0.0
	Junior	0	0.0	1	1.0	0	0.0	4	3.6
	Senior	0	0.0	101	99.0	0	0.0	108	96.4
	Other	1	1.1	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	14	14.9	11	10.8	16	16.3	9	8.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	11	11.7	10	9.8	10	10.2	18	16.1
	Communications	1	1.1	6	5.9	2	2.0	6	5.4
	Education	0	0.0	0	0.0	0	0.0	0	0.0
	Engineering	0	0.0	0	0.0	1	1.0	0	0.0
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	0	0.0	3	2.9	0	0.0	4	3.6
	English/Creative Writing/Philosophy	0	0.0	5	4.9	0	0.0	5	4.5
	Law & Soc/Pol. Sci./Econ/Criminal Just.	0	0.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	7	7.4	9	8.8	5	5.1	5	4.5
	Science/Math/Computer Sci/Info Tech	26	27.7	22	21.6	26	26.5	30	26.8
	Social Sciences/Psychology/Social Work	9	9.6	22	21.6	11	11.2	18	16.1
	Other	9	9.6	14	13.7	10	10.2	17	15.2
	Exploratory	17	18.1	0	0.0	17	17.3	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Eckerd College Freshmen2014		Eckerd College Seniors2014		El Camino College Spring 2013 ILO		Glendale Community College Director of Assesse	
		Fall 2014		Fall 2014		Spring 2013		Spring 2014	
		(n=103)		(n=100)		(n=367)		(n=287)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	102	99.0	0	0.0	103	28.1	90	31.4
	Sophomore	1	1.0	0	0.0	126	34.3	144	50.2
	Junior	0	0.0	2	2.0	0	0.0	0	0.0
	Senior	0	0.0	98	98.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	138	37.6	53	18.5
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	12	11.7	14	14.0	0	0.0	2	0.7
	Architecture	0	0.0	0	0.0	0	0.0	1	0.3
	Business/Acct/Fin: all majors	11	10.7	11	11.0	0	0.0	30	10.5
	Communications	1	1.0	8	8.0	0	0.0	4	1.4
	Education	0	0.0	0	0.0	0	0.0	18	6.3
	Engineering	1	1.0	1	1.0	0	0.0	25	8.7
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	12	4.2
	Pre-Pharm/Pre-PA/Health Sciences	0	0.0	0	0.0	0	0.0	51	17.8
	History	0	0.0	1	1.0	0	0.0	1	0.3
	English/Creative Writing/Philosophy	1	1.0	1	1.0	0	0.0	2	0.7
	Law & Soc/Pol. Sci./Econ/Criminal Just.	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	1.9	6	6.0	0	0.0	11	3.8
	Science/Math/Computer Sci/Info Tech	38	36.9	28	28.0	0	0.0	21	7.3
	Social Sciences/Psychology/Social Work	9	8.7	19	19.0	0	0.0	24	8.4
	Other	13	12.6	10	10.0	319	86.9	56	19.5
	Exploratory	15	14.6	1	1.0	48	13.1	29	10.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Grand Valley State University Winter 2015		Harrisburg University of Science and Technology Fall 2013 FR		Harrisburg University of Science and Technology 2014-5 all		Indiana University East Fall 2013 Cohort	
		Spring 2015		Fall 2013		Spring 2015		Fall 2013	
		(n=408)		(n=88)		(n=96)		(n=237)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	46	11.3	87	98.9	73	76.0	161	67.9
	Sophomore	84	20.6	1	1.1	2	2.1	46	19.4
	Junior	95	23.3	0	0.0	17	17.7	20	8.4
	Senior	144	35.3	0	0.0	2	2.1	7	3.0
	Other	39	9.6	0	0.0	2	2.1	3	1.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	2	0.5	1	1.1	1	1.0	0
Architecture		0	0.0	0	0.0	0	0.0	0	0.0
Business/Acct/Fin: all majors		62	15.2	3	3.4	5	5.2	28	11.8
Communications		28	6.9	0	0.0	0	0.0	5	2.1
Education		40	9.8	0	0.0	0	0.0	28	11.8
Engineering		30	7.4	26	29.5	31	32.3	6	2.5
Liberal Studies/ILSP/Sustainability		8	2.0	1	1.1	0	0.0	4	1.7
Pre-Pharm/Pre-PA/Health Sciences		75	18.4	2	2.3	6	6.3	47	19.8
History		5	1.2	0	0.0	0	0.0	2	0.8
English/Creative Writing/Philosophy		6	1.5	0	0.0	0	0.0	10	4.2
Law & Soc/Pol. Sci./Econ/Criminal Just.		11	2.7	0	0.0	1	1.0	4	1.7
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		12	2.9	0	0.0	0	0.0	2	0.8
Science/Math/Computer Sci/Info Tech		36	8.8	26	29.5	16	16.7	8	3.4
Social Sciences/Psychology/Social Work		36	8.8	0	0.0	0	0.0	27	11.4
Other		45	11.0	19	21.6	31	32.3	39	16.5
Exploratory		12	2.9	10	11.4	5	5.2	27	11.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Indiana University East Spring 2015		Indiana Wesleyan University Spring 2015		Johnson & Wales University Winter Cohort 2014		Johnson & Wales University Spring 2015	
		Spring 2015		Spring 2015		Spring 2014		Spring 2015	
		(n=129)		(n=203)		(n=754)		(n=1,191)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	85	65.9	22	10.8	333	44.2	190	16.0
	Sophomore	22	17.1	44	21.7	133	17.6	211	17.7
	Junior	14	10.9	70	34.5	91	12.1	209	17.5
	Senior	7	5.4	65	32.0	192	25.5	581	48.8
	Other	1	0.8	2	1.0	5	0.7	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	0.8	0	0.0	0	0.0	10	0.8
	Architecture	1	0.8	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	29	22.5	19	9.4	190	25.2	368	30.9
	Communications	4	3.1	4	2.0	0	0.0	12	1.0
	Education	9	7.0	28	13.8	0	0.0	0	0.0
	Engineering	2	1.6	2	1.0	20	2.7	34	2.9
	Liberal Studies/ILSP/Sustainability	7	5.4	2	1.0	1	0.1	7	0.6
	Pre-Pharm/Pre-PA/Health Sciences	13	10.1	40	19.7	368	48.8	85	7.1
	History	3	2.3	1	0.5	0	0.0	0	0.0
	English/Creative Writing/Philosophy	7	5.4	5	2.5	0	0.0	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	1	0.8	0	0.0	16	2.1	53	4.5
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	13	6.4	0	0.0	0	0.0
	Science/Math/Computer Sci/Info Tech	19	14.7	19	9.4	0	0.0	6	0.5
	Social Sciences/Psychology/Social Work	13	10.1	34	16.7	3	0.4	39	3.3
	Other	12	9.3	33	16.3	155	20.6	554	46.5
	Exploratory	8	6.2	3	1.5	1	0.1	23	1.9
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Kean University 2013-2014 Gen Ed		Kean University Spring 2014 Gen Ed		Lancaster Bible College DC Fall 2012		Lancaster Bible College AUD 2014-2-015	
		Fall 2013		Spring 2014		Spring 2013		Spring 2015	
		(n=343)		(n=120)		(n=53)		(n=54)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	140	40.8	21	17.5	12	22.6	0	0.0
	Sophomore	74	21.6	1	0.8	2	3.8	0	0.0
	Junior	43	12.5	10	8.3	9	17.0	0	0.0
	Senior	84	24.5	87	72.5	17	32.1	0	0.0
	Other	2	0.6	1	0.8	13	24.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	54	100.0
Student Major	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/Acct/Fin: all majors	71	20.7	0	0.0	0	0.0	0	0.0
	Communications	15	4.4	0	0.0	0	0.0	0	0.0
	Education	57	16.6	20	16.7	0	0.0	0	0.0
	Engineering	7	2.0	0	0.0	0	0.0	0	0.0
	Liberal Studies/ILSP/Sustainability	1	0.3	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	19	5.5	8	6.7	0	0.0	0	0.0
	History	3	0.9	10	8.3	0	0.0	0	0.0
	English/Creative Writing/Philosophy	10	2.9	0	0.0	0	0.0	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	17	5.0	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	19	5.5	5	4.2	0	0.0	0	0.0
	Science/Math/Computer Sci/Info Tech	27	7.9	43	35.8	0	0.0	0	0.0
	Social Sciences/Psychology/Social Work	31	9.0	11	9.2	0	0.0	0	0.0
	Other	43	12.5	22	18.3	53	100.0	54	100.0
	Exploratory	23	6.7	1	0.8	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lincoln Memorial University Fall 2012 Freshmen		Lincoln Memorial University 2013 Seniors Exit		Lincoln Memorial University 2013 Freshmen		Long Island University CW Post PostBusiness20 13	
		Fall 2012		Spring 2013		Fall 2013		Spring 2013	
		(n=141)		(n=51)		(n=138)		(n=80)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	141	100.0	0	0.0	137	99.3	7	8.8
	Sophomore	0	0.0	0	0.0	0	0.0	17	21.3
	Junior	0	0.0	0	0.0	1	0.7	17	21.3
	Senior	0	0.0	32	62.7	0	0.0	38	47.5
	Other	0	0.0	19	37.3	0	0.0	1	1.3
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	1.4	0	0.0	4	2.9	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	10	7.1	4	7.8	11	8.0	71	88.8
	Communications	3	2.1	0	0.0	4	2.9	0	0.0
	Education	17	12.1	3	5.9	6	4.3	0	0.0
	Engineering	0	0.0	0	0.0	0	0.0	0	0.0
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	42	29.8	7	13.7	23	16.7	3	3.8
	History	2	1.4	2	3.9	1	0.7	0	0.0
	English/Creative Writing/Philosophy	2	1.4	2	3.9	3	2.2	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	2	1.4	0	0.0	3	2.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	0.7	1	2.0	0	0.0	1	1.3
	Science/Math/Computer Sci/Info Tech	22	15.6	5	9.8	16	11.6	0	0.0
	Social Sciences/Psychology/Social Work	3	2.1	3	5.9	4	2.9	0	0.0
	Other	14	9.9	24	47.1	50	36.2	2	2.5
	Exploratory	21	14.9	0	0.0	13	9.4	3	3.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Long Island University CW Post English2013 Spring 2013 (n=61)		Lynchburg College InfoLit-Fall2012 Fall 2012 (n=108)		Lynchburg College LC SENIORS Spring 13 Spring 2013 (n=121)		Lynchburg College Freshman 2013 Fall 2013 (n=96)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	First Year	50	82.0	105	97.2	0	0.0	91	94.8
	Sophomore	10	16.4	2	1.9	0	0.0	5	5.2
	Junior	1	1.6	1	0.9	1	0.8	0	0.0
	Senior	0	0.0	0	0.0	120	99.2	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	3	2.5	2	2.1
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	12	19.7	10	9.3	10	8.3	9	9.4
	Communications	1	1.6	4	3.7	11	9.1	2	2.1
	Education	4	6.6	5	4.6	8	6.6	10	10.4
	Engineering	1	1.6	2	1.9	1	0.8	2	2.1
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	10	16.4	30	27.8	24	19.8	18	18.8
	History	0	0.0	0	0.0	5	4.1	1	1.0
	English/Creative Writing/Philosophy	0	0.0	0	0.0	3	2.5	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	1	1.6	2	1.9	1	0.8	2	2.1
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	2	3.3	10	9.3	5	4.1	1	1.0
	Science/Math/Computer Sci/Info Tech	3	4.9	2	1.9	7	5.8	5	5.2
	Social Sciences/Psychology/Social Work	6	9.8	3	2.8	22	18.2	7	7.3
	Other	13	21.3	21	19.4	21	17.4	22	22.9
	Exploratory	8	13.1	19	17.6	0	0.0	15	15.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Lynchburg College Spring 2014 Seniors		Lynchburg College Freshman 2014		Manhattanville College Fall2012-Spring 2013		Mansfield University 2014-15 Seniors	
		Spring 2014		Fall 2014		Spring 2013		Spring 2015	
		(n=116)		(n=104)		(n=748)		(n=319)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	99	95.2	195	26.1	0	0.0
	Sophomore	0	0.0	1	1.0	309	41.3	0	0.0
	Junior	1	0.9	4	3.8	142	19.0	12	3.8
	Senior	115	99.1	0	0.0	99	13.2	305	95.6
	Other	0	0.0	0	0.0	3	0.4	2	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	4.3	2	1.9	3	0.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	24	20.7	9	8.7	129	17.2	28	8.8
	Communications	13	11.2	3	2.9	76	10.2	4	1.3
	Education	11	9.5	3	2.9	80	10.7	27	8.5
	Engineering	0	0.0	9	8.7	5	0.7	7	2.2
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	6	1.9
	Pre-Pharm/Pre-PA/Health Sciences	21	18.1	19	18.3	17	2.3	44	13.8
	History	0	0.0	1	1.0	20	2.7	7	2.2
	English/Creative Writing/Philosophy	8	6.9	2	1.9	7	0.9	1	0.3
	Law & Soc/Pol. Sci./Econ/Criminal Just.	2	1.7	3	2.9	21	2.8	42	13.2
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	0.9	2	1.9	63	8.4	15	4.7
	Science/Math/Computer Sci/Info Tech	8	6.9	8	7.7	39	5.2	75	23.5
	Social Sciences/Psychology/Social Work	14	12.1	10	9.6	101	13.5	50	15.7
	Other	9	7.8	19	18.3	105	14.0	13	4.1
	Exploratory	0	0.0	14	13.5	82	11.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		McMaster University Fall 2012		Misericordia University SAILS_Seniors_S2014		Molloy College Fall 2013_FR		Molloy College Spring 2014_Seniors	
		Fall 2012		Spring 2014		Fall 2013		Spring 2014	
		(n=56)		(n=119)		(n=390)		(n=120)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	7	12.5	0	0.0	385	98.7	0	0.0
	Sophomore	6	10.7	0	0.0	5	1.3	1	0.8
	Junior	13	23.2	16	13.4	0	0.0	9	7.5
	Senior	16	28.6	102	85.7	0	0.0	110	91.7
	Other	14	25.0	1	0.8	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.3	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	23	41.1	12	10.1	78	20.0	2	1.7
	Communications	1	1.8	13	10.9	8	2.1	3	2.5
	Education	0	0.0	24	20.2	30	7.7	23	19.2
	Engineering	1	1.8	0	0.0	5	1.3	0	0.0
	Liberal Studies/ILSP/Sustainability	1	1.8	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	0	0.0	53	44.5	133	34.1	7	5.8
	History	2	3.6	7	5.9	3	0.8	9	7.5
	English/Creative Writing/Philosophy	2	3.6	0	0.0	2	0.5	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	0	0.0	0	0.0	7	1.8	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	1.8	0	0.0	6	1.5	1	0.8
	Science/Math/Computer Sci/Info Tech	6	10.7	9	7.6	14	3.6	16	13.3
	Social Sciences/Psychology/Social Work	15	26.8	0	0.0	14	3.6	56	46.7
	Other	4	7.1	1	0.8	36	9.2	3	2.5
	Exploratory	0	0.0	0	0.0	53	13.6	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Niagara University 2013 Spring Cohort Spring 2013 (n=194)		Norfolk State University Spring 2015 - Pre Spring 2015 (n=89)		Northern State University Fall 2012 IDL Fall 2012 (n=190)		Northern State University 2013 Fall Freshmen Spring 2014 (n=194)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	41	21.1	72	80.9	190	100.0	194	100.0
	Sophomore	42	21.6	9	10.1	0	0.0	0	0.0
	Junior	47	24.2	5	5.6	0	0.0	0	0.0
	Senior	64	33.0	3	3.4	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	5	2.6
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	30	15.5	11	12.4	1	0.5	42	21.6
	Communications	8	4.1	10	11.2	0	0.0	3	1.5
	Education	9	4.6	2	2.2	49	25.8	28	14.4
	Engineering	1	0.5	12	13.5	0	0.0	0	0.0
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	1	0.5	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	6	3.1	9	10.1	19	10.0	20	10.3
	History	13	6.7	1	1.1	9	4.7	3	1.5
	English/Creative Writing/Philosophy	0	0.0	0	0.0	0	0.0	4	2.1
	Law & Soc/Pol. Sci./Econ/Criminal Just.	2	1.0	0	0.0	0	0.0	2	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	8	4.1	3	3.4	23	12.1	16	8.2
	Science/Math/Computer Sci/Info Tech	19	9.8	4	4.5	30	15.8	13	6.7
	Social Sciences/Psychology/Social Work	26	13.4	10	11.2	21	11.1	14	7.2
	Other	65	33.5	24	27.0	22	11.6	24	12.4
	Exploratory	7	3.6	3	3.4	15	7.9	20	10.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Northern State University Seniors 2013-14		Northern State University 2014 Freshmen		Northern State University 2014 Upperclassmen		Pacific Union College Library Program Review 2013	
		Spring 2014		Spring 2015		Spring 2015		Fall 2013	
		(n=115)		(n=271)		(n=246)		(n=57)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	271	100.0	0	0.0	30	52.6
	Sophomore	33	28.7	0	0.0	50	20.3	17	29.8
	Junior	27	23.5	0	0.0	81	32.9	9	15.8
	Senior	45	39.1	0	0.0	103	41.9	1	1.8
	Other	10	8.7	0	0.0	12	4.9	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	2.6	2	0.7	1	0.4	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	1	1.8
	Business/Acct/Fin: all majors	1	0.9	36	13.3	15	6.1	5	8.8
	Communications	2	1.7	4	1.5	1	0.4	2	3.5
	Education	16	13.9	59	21.8	100	40.7	1	1.8
	Engineering	0	0.0	0	0.0	3	1.2	3	5.3
	Liberal Studies/ILSP/Sustainability	1	0.9	4	1.5	3	1.2	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	8	7.0	18	6.6	8	3.3	20	35.1
	History	0	0.0	6	2.2	30	12.2	2	3.5
	English/Creative Writing/Philosophy	6	5.2	6	2.2	2	0.8	3	5.3
	Law & Soc/Pol. Sci./Econ/Criminal Just.	1	0.9	2	0.7	3	1.2	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	0.9	15	5.5	8	3.3	3	5.3
	Science/Math/Computer Sci/Info Tech	34	29.6	23	8.5	35	14.2	7	12.3
	Social Sciences/Psychology/Social Work	25	21.7	22	8.1	21	8.5	4	7.0
	Other	16	13.9	25	9.2	13	5.3	2	3.5
	Exploratory	1	0.9	49	18.1	3	1.2	4	7.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Patrick Henry College 2012F Incoming Stude		Patrick Henry College 2013Sp Commencing Se		Patrick Henry College 2013F Incoming Stude		Patrick Henry College 2014Sp Seniors	
		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
		(n=71)		(n=63)		(n=76)		(n=52)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	67	94.4	0	0.0	71	93.4	0	0.0
	Sophomore	3	4.2	0	0.0	5	6.6	0	0.0
	Junior	1	1.4	1	1.6	0	0.0	0	0.0
	Senior	0	0.0	61	96.8	0	0.0	52	100.0
	Other	0	0.0	1	1.6	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	1.3	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	0	0.0	0	0.0	0	0.0	0	0.0
	Communications	3	4.2	7	11.1	3	3.9	5	9.6
	Education	2	2.8	2	3.2	0	0.0	0	0.0
	Engineering	0	0.0	0	0.0	0	0.0	0	0.0
	Liberal Studies/ILSP/Sustainability	0	0.0	2	3.2	1	1.3	1	1.9
	Pre-Pharm/Pre-PA/Health Sciences	0	0.0	0	0.0	0	0.0	0	0.0
	History	2	2.8	3	4.8	7	9.2	5	9.6
	English/Creative Writing/Philosophy	4	5.6	12	19.0	2	2.6	4	7.7
	Law & Soc/Pol. Sci./Econ/Criminal Just.	5	7.0	1	1.6	5	6.6	2	3.8
	Military/Naval Science	0	0.0	1	1.6	1	1.3	0	0.0
	Performing & Fine Arts	0	0.0	1	1.6	1	1.3	0	0.0
	Science/Math/Computer Sci/Info Tech	0	0.0	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology/Social Work	3	4.2	8	12.7	4	5.3	10	19.2
	Other	22	31.0	26	41.3	29	38.2	25	48.1
	Exploratory	30	42.3	0	0.0	22	28.9	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Patrick Henry College 2014F Incoming Stude Spring 2015 (n=89)		Pennsylvania College of Technology Spring 2014 Project Spring 2014 (n=254)		Pepperdine University Library Fall 2012 Cohort Fall 2012 (n=341)		Pikeville College 2013 Completed Eng. Spring 2013 (n=266)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	First Year	88	98.9	10	3.9	339	99.4	65	24.4
	Sophomore	1	1.1	92	36.2	2	0.6	123	46.2
	Junior	0	0.0	73	28.7	0	0.0	62	23.3
	Senior	0	0.0	70	27.6	0	0.0	14	5.3
	Other	0	0.0	9	3.5	0	0.0	2	0.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.1	15	5.9	0	0.0	0	0.0
	Architecture	0	0.0	54	21.3	0	0.0	0	0.0
	Business/Acct/Fin: all majors	3	3.4	11	4.3	91	26.7	38	14.3
	Communications	5	5.6	0	0.0	40	11.7	21	7.9
	Education	0	0.0	1	0.4	2	0.6	25	9.4
	Engineering	0	0.0	75	29.5	4	1.2	8	3.0
	Liberal Studies/ILSP/Sustainability	1	1.1	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	0	0.0	14	5.5	0	0.0	33	12.4
	History	4	4.5	0	0.0	3	0.9	6	2.3
	English/Creative Writing/Philosophy	0	0.0	0	0.0	8	2.3	4	1.5
	Law & Soc/Pol. Sci./Econ/Criminal Just.	7	7.9	2	0.8	0	0.0	18	6.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	14	4.1	4	1.5
	Science/Math/Computer Sci/Info Tech	0	0.0	0	0.0	71	20.8	63	23.7
	Social Sciences/Psychology/Social Work	6	6.7	0	0.0	32	9.4	22	8.3
	Other	36	40.4	82	32.3	27	7.9	0	0.0
Exploratory	26	29.2	0	0.0	49	14.4	24	9.0	
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pikeville College Graduates2013		Pikeville College Completed Eng 2014		Pikeville College Grads 2014		Pikeville College Comp. Eng 2015	
		Spring 2013		Spring 2014		Spring 2014		Spring 2015	
		(n=117)		(n=177)		(n=158)		(n=260)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	38	21.5	0	0.0	77	29.6
	Sophomore	0	0.0	84	47.5	0	0.0	117	45.0
	Junior	1	0.9	43	24.3	2	1.3	51	19.6
	Senior	116	99.1	11	6.2	155	98.1	14	5.4
	Other	0	0.0	1	0.6	1	0.6	1	0.4
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	1	0.4
	Architecture	0	0.0	2	1.1	3	1.9	2	0.8
	Business/Acct/Fin: all majors	30	25.6	30	16.9	28	17.7	34	13.1
	Communications	8	6.8	12	6.8	11	7.0	15	5.8
	Education	9	7.7	19	10.7	6	3.8	33	12.7
	Engineering	3	2.6	3	1.7	4	2.5	7	2.7
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	3	2.6	11	6.2	8	5.1	21	8.1
	History	6	5.1	2	1.1	7	4.4	9	3.5
	English/Creative Writing/Philosophy	1	0.9	2	1.1	0	0.0	3	1.2
	Law & Soc/Pol. Sci./Econ/Criminal Just.	4	3.4	6	3.4	5	3.2	5	1.9
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math/Computer Sci/Info Tech	12	10.3	41	23.2	42	26.6	45	17.3
	Social Sciences/Psychology/Social Work	23	19.7	15	8.5	31	19.6	37	14.2
	Other	18	15.4	25	14.1	13	8.2	46	17.7
	Exploratory	0	0.0	9	5.1	0	0.0	2	0.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Pikeville College Grads 2015		Rasmussen College Fall 2012		Rasmussen College Summer 2012		River Parishes Community College 2012 Fall Freshmen	
		Spring 2015		Fall 2012		Fall 2012		Fall 2012	
		(n=213)		(n=1,059)		(n=997)		(n=284)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	6	0.6	6	0.6	284	100.0
	Sophomore	0	0.0	156	14.7	186	18.7	0	0.0
	Junior	0	0.0	258	24.4	197	19.8	0	0.0
	Senior	213	100.0	534	50.4	498	49.9	0	0.0
	Other	0	0.0	105	9.9	110	11.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		2	0.9	0	0.0	0	0.0	2	0.7
Business/Acct/Fin: all majors		42	19.7	225	21.2	175	17.6	17	6.0
Communications		33	15.5	2	0.2	0	0.0	5	1.8
Education		14	6.6	65	6.1	51	5.1	17	6.0
Engineering		1	0.5	40	3.8	26	2.6	8	2.8
Liberal Studies/ILSP/Sustainability		0	0.0	0	0.0	2	0.2	108	38.0
Pre-Pharm/Pre-PA/Health Sciences		13	6.1	374	35.3	409	41.0	25	8.8
History		6	2.8	0	0.0	0	0.0	1	0.4
English/Creative Writing/Philosophy		4	1.9	1	0.1	2	0.2	0	0.0
Law & Soc/Pol. Sci./Econ/Criminal Just.		4	1.9	95	9.0	96	9.6	3	1.1
Military/Naval Science		0	0.0	1	0.1	0	0.0	0	0.0
Performing & Fine Arts		0	0.0	0	0.0	0	0.0	6	2.1
Science/Math/Computer Sci/Info Tech		31	14.6	0	0.0	2	0.2	9	3.2
Social Sciences/Psychology/Social Work		35	16.4	18	1.7	15	1.5	7	2.5
Other		28	13.1	237	22.4	216	21.7	22	7.7
Exploratory		0	0.0	1	0.1	3	0.3	54	19.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		River Parishes Community College 2013 30 hours Spring 2013 (n=60)		River Parishes Community College Fall Freshmen Fall 2013 (n=248)		River Parishes Community College Spring 2014 30+ Hour Fall 2013 (n=251)		Saint Mary's College of California ENG5 library session Spring 2014 (n=92)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	3	5.0	247	99.6	6	2.4	80	87.0
	Sophomore	46	76.7	0	0.0	197	78.5	10	10.9
	Junior	5	8.3	0	0.0	24	9.6	1	1.1
	Senior	4	6.7	0	0.0	11	4.4	1	1.1
	Other	2	3.3	1	0.4	13	5.2	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	1	0.4	3	3.3
	Architecture	0	0.0	1	0.4	0	0.0	0	0.0
	Business/Acct/Fin: all majors	7	11.7	24	9.7	31	12.4	11	12.0
	Communications	0	0.0	0	0.0	2	0.8	5	5.4
	Education	5	8.3	16	6.5	19	7.6	0	0.0
	Engineering	0	0.0	7	2.8	4	1.6	3	3.3
	Liberal Studies/ILSP/Sustainability	14	23.3	61	24.6	60	23.9	3	3.3
	Pre-Pharm/Pre-PA/Health Sciences	8	13.3	22	8.9	46	18.3	8	8.7
	History	1	1.7	1	0.4	2	0.8	1	1.1
	English/Creative Writing/Philosophy	1	1.7	0	0.0	5	2.0	5	5.4
	Law & Soc/Pol. Sci./Econ/Criminal Just.	0	0.0	3	1.2	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	2	0.8	1	0.4	2	2.2
	Science/Math/Computer Sci/Info Tech	3	5.0	7	2.8	17	6.8	21	22.8
	Social Sciences/Psychology/Social Work	4	6.7	9	3.6	21	8.4	16	17.4
	Other	16	26.7	74	29.8	23	9.2	6	6.5
	Exploratory	1	1.7	21	8.5	19	7.6	8	8.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Samford University Fall 2014		San Antonio College Sp15 1302 Post (coh)		San Antonio College Sp15 FTIC Post (coh)		San Antonio College SP15 FTIC Pre (coh)	
		Fall 2014		Spring 2015		Spring 2015		Spring 2015	
		(n=827)		(n=160)		(n=339)		(n=404)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	405	49.0	105	65.6	322	95.0	383	94.8
	Sophomore	77	9.3	44	27.5	12	3.5	15	3.7
	Junior	80	9.7	6	3.8	0	0.0	0	0.0
	Senior	250	30.2	3	1.9	1	0.3	1	0.2
	Other	15	1.8	2	1.3	4	1.2	5	1.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	3	0.4	0	0.0	3	0.9	4
Architecture		7	0.8	4	2.5	8	2.4	9	2.2
Business/Acct/Fin: all majors		132	16.0	18	11.3	47	13.9	53	13.1
Communications		58	7.0	4	2.5	8	2.4	8	2.0
Education		65	7.9	17	10.6	20	5.9	27	6.7
Engineering		8	1.0	6	3.8	27	8.0	23	5.7
Liberal Studies/ILSP/Sustainability		0	0.0	4	2.5	4	1.2	1	0.2
Pre-Pharm/Pre-PA/Health Sciences		238	28.8	34	21.3	57	16.8	63	15.6
History		26	3.1	1	0.6	2	0.6	2	0.5
English/Creative Writing/Philosophy		14	1.7	1	0.6	24	7.1	31	7.7
Law & Soc/Pol. Sci./Econ/Criminal Just.		3	0.4	6	3.8	13	3.8	18	4.5
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		24	2.9	7	4.4	11	3.2	6	1.5
Science/Math/Computer Sci/Info Tech		51	6.2	19	11.9	26	7.7	48	11.9
Social Sciences/Psychology/Social Work		44	5.3	10	6.3	22	6.5	20	5.0
Other		101	12.2	24	15.0	54	15.9	74	18.3
Exploratory		53	6.4	5	3.1	13	3.8	17	4.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		San Juan College SJC Group 2 Spring 2014 (n=64)		Seminole State College Fall 2012 Fall 2012 (n=50)		Seward County Community College and Area Technical Fall 2012 FYS Fall 2012 (n=53)		Seward County Community College and Area Technical 2013 Grad Assessment Spring 2013 (n=64)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	47	73.4	10	20.0	51	96.2	14	21.9
	Sophomore	14	21.9	27	54.0	2	3.8	50	78.1
	Junior	1	1.6	9	18.0	0	0.0	0	0.0
	Senior	0	0.0	1	2.0	0	0.0	0	0.0
	Other	2	3.1	3	6.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	2	3.8	4	6.3
	Architecture	0	0.0	1	2.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	6	9.4	4	8.0	6	11.3	16	25.0
	Communications	0	0.0	1	2.0	0	0.0	2	3.1
	Education	1	1.6	7	14.0	2	3.8	2	3.1
	Engineering	9	14.1	2	4.0	2	3.8	8	12.5
	Liberal Studies/ILSP/Sustainability	1	1.6	3	6.0	0	0.0	2	3.1
	Pre-Pharm/Pre-PA/Health Sciences	18	28.1	19	38.0	7	13.2	4	6.3
	History	0	0.0	0	0.0	0	0.0	0	0.0
	English/Creative Writing/Philosophy	1	1.6	0	0.0	1	1.9	1	1.6
	Law & Soc/Pol. Sci./Econ/Criminal Just.	2	3.1	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	4.7	0	0.0	1	1.9	0	0.0
	Science/Math/Computer Sci/Info Tech	2	3.1	1	2.0	2	3.8	6	9.4
	Social Sciences/Psychology/Social Work	1	1.6	4	8.0	6	11.3	2	3.1
	Other	8	12.5	5	10.0	10	18.9	14	21.9
	Exploratory	12	18.8	3	6.0	14	26.4	3	4.7
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

	Seward County Community College and Area Technical FYS 2013 Fall 2013 (n=54)		Seward County Community College and Area Technical 2014 Graduate Assess Spring 2014 (n=56)		Seward County Community College and Area Technical Spring 2015 Graduate Spring 2015 (n=81)		St. Johns River State College Fall 2012 ENC 1102 Fall 2012 (n=83)	
Characteristics	n	%	n	%	n	%	n	%
Class Standing								
First Year	51	94.4	2	3.6	1	1.2	31	37.3
Sophomore	2	3.7	43	76.8	71	87.7	43	51.8
Junior	1	1.9	2	3.6	1	1.2	5	6.0
Senior	0	0.0	5	8.9	3	3.7	2	2.4
Other	0	0.0	4	7.1	5	6.2	2	2.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major								
Agriculture/Environmental Studies	1	1.9	0	0.0	2	2.5	0	0.0
Architecture	0	0.0	0	0.0	0	0.0	0	0.0
Business/Acct/Fin: all majors	13	24.1	8	14.3	21	25.9	6	7.2
Communications	0	0.0	0	0.0	0	0.0	1	1.2
Education	4	7.4	3	5.4	4	4.9	3	3.6
Engineering	4	7.4	3	5.4	2	2.5	6	7.2
Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	1	1.2
Pre-Pharm/Pre-PA/Health Sciences	4	7.4	10	17.9	10	12.3	22	26.5
History	0	0.0	0	0.0	0	0.0	1	1.2
English/Creative Writing/Philosophy	0	0.0	0	0.0	1	1.2	0	0.0
Law & Soc/Pol. Sci./Econ/Criminal Just.	2	3.7	1	1.8	3	3.7	5	6.0
Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts	1	1.9	0	0.0	3	3.7	5	6.0
Science/Math/Computer Sci/Info Tech	3	5.6	4	7.1	8	9.9	1	1.2
Social Sciences/Psychology/Social Work	4	7.4	5	8.9	4	4.9	5	6.0
Other	9	16.7	22	39.3	17	21.0	12	14.5
Exploratory	9	16.7	0	0.0	6	7.4	15	18.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0

		St. Johns River State College Fall 2013 ENC 1102		St. Johns River State College Spring 2015 ENC 1102		Thomas College Fall 2012		Thomas College Spring 2013	
		Fall 2013		Spring 2015		Fall 2012		Spring 2013	
		(n=75)		(n=94)		(n=234)		(n=155)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	21	28.0	59	62.8	224	95.7	130	83.9
	Sophomore	44	58.7	18	19.1	8	3.4	15	9.7
	Junior	5	6.7	2	2.1	1	0.4	9	5.8
	Senior	1	1.3	0	0.0	1	0.4	0	0.0
	Other	4	5.3	15	16.0	0	0.0	1	0.6
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	1	1.3	2	2.1	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	12	16.0	14	14.9	29	12.4	30	19.4
	Communications	1	1.3	0	0.0	4	1.7	4	2.6
	Education	2	2.7	5	5.3	28	12.0	20	12.9
	Engineering	4	5.3	3	3.2	10	4.3	7	4.5
	Liberal Studies/ILSP/Sustainability	1	1.3	4	4.3	1	0.4	3	1.9
	Pre-Pharm/Pre-PA/Health Sciences	18	24.0	10	10.6	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	English/Creative Writing/Philosophy	0	0.0	1	1.1	0	0.0	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	0	0.0	3	3.2	5	2.1	1	0.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	1	1.3	5	5.3	0	0.0	0	0.0
	Science/Math/Computer Sci/Info Tech	1	1.3	2	2.1	1	0.4	1	0.6
	Social Sciences/Psychology/Social Work	3	4.0	4	4.3	22	9.4	18	11.6
	Other	11	14.7	12	12.8	120	51.3	66	42.6
	Exploratory	20	26.7	29	30.9	14	6.0	5	3.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Thomas College Fall 2013		Thomas College Spring 2014		Thomas College Fall 2014		Thomas College Spring 2015	
		Fall 2013 (n=222)		Spring 2014 (n=147)		Fall 2014 (n=206)		Spring 2015 (n=145)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	219	98.6	128	87.1	203	98.5	123	84.8
	Sophomore	3	1.4	14	9.5	2	1.0	16	11.0
	Junior	0	0.0	4	2.7	0	0.0	6	4.1
	Senior	0	0.0	1	0.7	0	0.0	0	0.0
	Other	0	0.0	0	0.0	1	0.5	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	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/Acct/Fin: all majors	45	20.3	26	17.7	37	18.0	35	24.1
	Communications	5	2.3	5	3.4	2	1.0	3	2.1
	Education	19	8.6	18	12.2	23	11.2	15	10.3
	Engineering	8	3.6	8	5.4	9	4.4	7	4.8
	Liberal Studies/ILSP/Sustainability	0	0.0	2	1.4	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	1	0.5	1	0.7	0	0.0	0	0.0
	History	0	0.0	0	0.0	0	0.0	0	0.0
	English/Creative Writing/Philosophy	0	0.0	0	0.0	0	0.0	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	5	2.3	2	1.4	7	3.4	4	2.8
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	0	0.0	0	0.0	0	0.0
	Science/Math/Computer Sci/Info Tech	0	0.0	0	0.0	0	0.0	1	0.7
	Social Sciences/Psychology/Social Work	20	9.0	17	11.6	23	11.2	15	10.3
	Other	103	46.4	64	43.5	93	45.1	60	41.4
	Exploratory	16	7.2	4	2.7	12	5.8	5	3.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		Thomas Edison State College 2013A		Thomas Edison State College AY2014		Thomas Edison State College AY2015		University of Illinois Springfield Fall 2014	
		Spring 2013		Spring 2014		Spring 2015		Fall 2014	
		(n=640)		(n=661)		(n=600)		(n=166)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	72	11.3	93	14.1	82	13.7	162	97.6
	Sophomore	55	8.6	48	7.3	46	7.7	4	2.4
	Junior	180	28.1	168	25.4	146	24.3	0	0.0
	Senior	180	28.1	188	28.4	174	29.0	0	0.0
	Other	153	23.9	164	24.8	152	25.3	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.3	1	0.2	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	77	12.0	73	11.0	75	12.5	36	21.7
	Communications	7	1.1	3	0.5	8	1.3	4	2.4
	Education	2	0.3	1	0.2	1	0.2	3	1.8
	Engineering	111	17.3	147	22.2	155	25.8	22	13.3
	Liberal Studies/ILSP/Sustainability	9	1.4	8	1.2	8	1.3	1	0.6
	Pre-Pharm/Pre-PA/Health Sciences	159	24.8	176	26.6	120	20.0	0	0.0
	History	2	0.3	1	0.2	1	0.2	2	1.2
	English/Creative Writing/Philosophy	4	0.6	5	0.8	6	1.0	0	0.0
	Law & Soc/Pol. Sci./Econ/Criminal Just.	0	0.0	5	0.8	1	0.2	17	10.2
	Military/Naval Science	3	0.5	4	0.6	2	0.3	0	0.0
	Performing & Fine Arts	1	0.2	2	0.3	0	0.0	0	0.0
	Science/Math/Computer Sci/Info Tech	38	5.9	30	4.5	23	3.8	44	26.5
	Social Sciences/Psychology/Social Work	105	16.4	86	13.0	89	14.8	18	10.8
	Other	112	17.5	115	17.4	107	17.8	1	0.6
	Exploratory	8	1.3	4	0.6	4	0.7	18	10.8
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Illinois Springfield PostTest Fall 2014		University of Illinois Springfield Spring 2015		University of Mary Washington Fall 2014		University of Montevallo UMFall2012QE P	
		Fall 2014		Spring 2015		Fall 2014		Spring 2013	
		(n=143)		(n=108)		(n=71)		(n=329)	
	Characteristics	n	%	n	%	n	%	n	%
Class Standing	First Year	141	98.6	106	98.1	64	90.1	321	97.6
	Sophomore	2	1.4	2	1.9	7	9.9	8	2.4
	Junior	0	0.0	0	0.0	0	0.0	0	0.0
	Senior	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	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/Acct/Fin: all majors	29	20.3	15	13.9	8	11.3	31	9.4
	Communications	3	2.1	3	2.8	0	0.0	13	4.0
	Education	2	1.4	2	1.9	2	2.8	44	13.4
	Engineering	19	13.3	14	13.0	5	7.0	3	0.9
	Liberal Studies/ILSP/Sustainability	0	0.0	1	0.9	0	0.0	7	2.1
	Pre-Pharm/Pre-PA/Health Sciences	0	0.0	7	6.5	0	0.0	13	4.0
	History	2	1.4	1	0.9	0	0.0	16	4.9
	English/Creative Writing/Philosophy	1	0.7	1	0.9	1	1.4	2	0.6
	Law & Soc/Pol. Sci./Econ/Criminal Just.	10	7.0	6	5.6	0	0.0	1	0.3
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	1	0.9	0	0.0	52	15.8
	Science/Math/Computer Sci/Info Tech	37	25.9	23	21.3	8	11.3	33	10.0
	Social Sciences/Psychology/Social Work	21	14.7	19	17.6	5	7.0	27	8.2
	Other	1	0.7	12	11.1	9	12.7	50	15.2
	Exploratory	18	12.6	3	2.8	33	46.5	37	11.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Montevallo UM2013-2014		University of Montevallo UM2014-2015		University of Montevallo UM2014-2015 Mastery		University of Phoenix UOPX SAILS_AY13	
		Spring 2014		Spring 2015		Spring 2015		Spring 2013	
		(n=361)		(n=402)		(n=318)		(n=446)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	341	94.5	372	92.5	2	0.6	98	22.0
	Sophomore	13	3.6	20	5.0	11	3.5	34	7.6
	Junior	6	1.7	4	1.0	54	17.0	25	5.6
	Senior	1	0.3	6	1.5	246	77.4	277	62.1
	Other	0	0.0	0	0.0	5	1.6	12	2.7
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	2	0.6	1	0.2	0	0.0	2
Architecture		0	0.0	1	0.2	0	0.0	0	0.0
Business/Acct/Fin: all majors		46	12.7	52	12.9	33	10.4	140	31.4
Communications		15	4.2	11	2.7	13	4.1	11	2.5
Education		49	13.6	57	14.2	43	13.5	32	7.2
Engineering		3	0.8	4	1.0	0	0.0	54	12.1
Liberal Studies/ILSP/Sustainability		17	4.7	16	4.0	0	0.0	1	0.2
Pre-Pharm/Pre-PA/Health Sciences		15	4.2	21	5.2	13	4.1	60	13.5
History		14	3.9	9	2.2	12	3.8	0	0.0
English/Creative Writing/Philosophy		1	0.3	4	1.0	23	7.2	8	1.8
Law & Soc/Pol. Sci./Econ/Criminal Just.		2	0.6	1	0.2	1	0.3	9	2.0
Military/Naval Science		0	0.0	0	0.0	0	0.0	0	0.0
Performing & Fine Arts		55	15.2	58	14.4	32	10.1	0	0.0
Science/Math/Computer Sci/Info Tech		20	5.5	36	9.0	35	11.0	2	0.4
Social Sciences/Psychology/Social Work		35	9.7	50	12.4	61	19.2	49	11.0
Other		55	15.2	53	13.2	52	16.4	76	17.0
Exploratory		32	8.9	28	7.0	0	0.0	2	0.4
Not Reported		0	0.0	0	0.0	0	0.0	0	0.0

		University of Pittsburgh UB2012		University of Pittsburgh UG2012		University of Pittsburgh UJ2012		University of Pittsburgh UP2012	
		Fall 2012		Fall 2012		Fall 2012		Fall 2012	
		(n=362)		(n=452)		(n=774)		(n=1,258)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	273	75.4	260	57.5	684	88.4	1,216	96.7
	Sophomore	30	8.3	77	17.0	31	4.0	8	0.6
	Junior	20	5.5	59	13.1	26	3.4	11	0.9
	Senior	34	9.4	55	12.2	30	3.9	13	1.0
	Other	5	1.4	1	0.2	3	0.4	10	0.8
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	2	0.6	0	0.0	2	0.3	6	0.5
	Architecture	0	0.0	0	0.0	0	0.0	5	0.4
	Business/Acct/Fin: all majors	43	11.9	38	8.4	93	12.0	26	2.1
	Communications	9	2.5	13	2.9	19	2.5	17	1.4
	Education	46	12.7	39	8.6	50	6.5	12	1.0
	Engineering	12	3.3	14	3.1	153	19.8	36	2.9
	Liberal Studies/ILSP/Sustainability	0	0.0	1	0.2	0	0.0	4	0.3
	Pre-Pharm/Pre-PA/Health Sciences	68	18.8	74	16.4	164	21.2	289	23.0
	History	4	1.1	3	0.7	9	1.2	15	1.2
	English/Creative Writing/Philosophy	1	0.3	2	0.4	7	0.9	33	2.6
	Law & Soc/Pol. Sci./Econ/Criminal Just.	7	1.9	4	0.9	4	0.5	12	1.0
	Military/Naval Science	1	0.3	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	3	0.8	3	0.7	1	0.1	2	0.2
	Science/Math/Computer Sci/Info Tech	27	7.5	63	13.9	54	7.0	275	21.9
	Social Sciences/Psychology/Social Work	24	6.6	82	18.1	56	7.2	89	7.1
	Other	66	18.2	65	14.4	47	6.1	132	10.5
	Exploratory	49	13.5	51	11.3	115	14.9	305	24.2
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Pittsburgh UT2012		University of Pittsburgh UB2013		University of Pittsburgh UG2013		University of Pittsburgh UJ2013	
		Fall 2012		Spring 2014		Spring 2014		Spring 2014	
		(n=97)		(n=250)		(n=337)		(n=721)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	90	92.8	218	87.2	220	65.3	595	82.5
	Sophomore	5	5.2	10	4.0	59	17.5	41	5.7
	Junior	0	0.0	9	3.6	31	9.2	28	3.9
	Senior	2	2.1	12	4.8	21	6.2	50	6.9
	Other	0	0.0	1	0.4	6	1.8	7	1.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	0	0.0	6	2.4	0	0.0	5	0.7
	Architecture	0	0.0	1	0.4	0	0.0	0	0.0
	Business/Acct/Fin: all majors	10	10.3	23	9.2	21	6.2	82	11.4
	Communications	4	4.1	6	2.4	6	1.8	8	1.1
	Education	2	2.1	12	4.8	19	5.6	60	8.3
	Engineering	8	8.2	8	3.2	7	2.1	170	23.6
	Liberal Studies/ILSP/Sustainability	0	0.0	0	0.0	0	0.0	1	0.1
	Pre-Pharm/Pre-PA/Health Sciences	39	40.2	57	22.8	78	23.1	128	17.8
	History	1	1.0	6	2.4	2	0.6	7	1.0
	English/Creative Writing/Philosophy	3	3.1	1	0.4	1	0.3	9	1.2
	Law & Soc/Pol. Sci./Econ/Criminal Just.	0	0.0	10	4.0	5	1.5	7	1.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	0	0.0	2	0.8	0	0.0	2	0.3
	Science/Math/Computer Sci/Info Tech	7	7.2	16	6.4	109	32.3	54	7.5
	Social Sciences/Psychology/Social Work	5	5.2	12	4.8	30	8.9	42	5.8
	Other	14	14.4	56	22.4	36	10.7	28	3.9
	Exploratory	4	4.1	34	13.6	23	6.8	118	16.4
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Pittsburgh UP2013		University of Pittsburgh UT2013		University of Tennessee at Martin F2013 Engl 100-112		University of Texas at Dallas McDermott Library UT	
		Spring 2014		Spring 2014		Fall 2013		Spring 2014	
		(n=1,337)		(n=106)		(n=165)		(n=179)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	1,302	97.4	104	98.1	131	79.4	47	26.3
	Sophomore	3	0.2	2	1.9	24	14.5	20	11.2
	Junior	7	0.5	0	0.0	7	4.2	46	25.7
	Senior	10	0.7	0	0.0	3	1.8	48	26.8
	Other	15	1.1	0	0.0	0	0.0	18	10.1
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	5	0.4	0	0.0	17	10.3	0	0.0
	Architecture	1	0.1	1	0.9	0	0.0	0	0.0
	Business/Acct/Fin: all majors	17	1.3	7	6.6	19	11.5	15	8.4
	Communications	25	1.9	2	1.9	7	4.2	2	1.1
	Education	29	2.2	1	0.9	12	7.3	17	9.5
	Engineering	57	4.3	12	11.3	14	8.5	9	5.0
	Liberal Studies/ILSP/Sustainability	5	0.4	1	0.9	1	0.6	13	7.3
	Pre-Pharm/Pre-PA/Health Sciences	316	23.6	22	20.8	26	15.8	34	19.0
	History	8	0.6	1	0.9	1	0.6	0	0.0
	English/Creative Writing/Philosophy	35	2.6	3	2.8	0	0.0	1	0.6
	Law & Soc/Pol. Sci./Econ/Criminal Just.	11	0.8	6	5.7	0	0.0	9	5.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	11	0.8	0	0.0	7	4.2	0	0.0
	Science/Math/Computer Sci/Info Tech	313	23.4	6	5.7	12	7.3	59	33.0
	Social Sciences/Psychology/Social Work	101	7.6	6	5.7	8	4.8	11	6.1
	Other	101	7.6	28	26.4	29	17.6	7	3.9
	Exploratory	302	22.6	10	9.4	12	7.3	2	1.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of the Pacific PACS 3 2014		University of Valley Forge 2012-2013		University of Valley Forge 2013-2014 Seniors		University of Valley Forge 2014-2015 Freshmen	
		Spring 2014		Spring 2013		Spring 2014		Spring 2015	
		(n=172)		(n=60)		(n=67)		(n=142)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	0	0.0	0	0.0	0	0.0	125	88.0
	Sophomore	6	3.5	1	1.7	0	0.0	15	10.6
	Junior	9	5.2	0	0.0	0	0.0	2	1.4
	Senior	152	88.4	59	98.3	67	100.0	0	0.0
	Other	5	2.9	0	0.0	0	0.0	0	0.0
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	3	1.7	0	0.0	0	0.0	0	0.0
	Architecture	0	0.0	0	0.0	0	0.0	0	0.0
	Business/Acct/Fin: all majors	20	11.6	8	13.3	10	14.9	20	14.1
	Communications	7	4.1	12	20.0	11	16.4	32	22.5
	Education	5	2.9	2	3.3	2	3.0	9	6.3
	Engineering	37	21.5	0	0.0	0	0.0	0	0.0
	Liberal Studies/ILSP/Sustainability	1	0.6	0	0.0	0	0.0	0	0.0
	Pre-Pharm/Pre-PA/Health Sciences	24	14.0	0	0.0	0	0.0	0	0.0
	History	1	0.6	0	0.0	0	0.0	0	0.0
	English/Creative Writing/Philosophy	7	4.1	3	5.0	0	0.0	1	0.7
	Law & Soc/Pol. Sci./Econ/Criminal Just.	2	1.2	0	0.0	0	0.0	0	0.0
	Military/Naval Science	0	0.0	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	11	6.4	2	3.3	8	11.9	11	7.7
	Science/Math/Computer Sci/Info Tech	15	8.7	0	0.0	0	0.0	0	0.0
	Social Sciences/Psychology/Social Work	26	15.1	7	11.7	13	19.4	35	24.6
	Other	13	7.6	26	43.3	23	34.3	34	23.9
	Exploratory	0	0.0	0	0.0	0	0.0	0	0.0
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Virgin Islands STT 2012 Fall Fresh		University of Virgin Islands STX 2012 Fall Fresh		University of Virgin Islands Fall 2014 Freshmen		University of Virgin Islands Fall 2014 Upperclass	
		Fall 2012		Fall 2012		Fall 2014		Fall 2014	
		(n=152)		(n=114)		(n=170)		(n=161)	
Characteristics		n	%	n	%	n	%	n	%
Class Standing	First Year	142	93.4	110	96.5	169	99.4	3	1.9
	Sophomore	3	2.0	3	2.6	0	0.0	91	56.5
	Junior	2	1.3	0	0.0	0	0.0	61	37.9
	Senior	5	3.3	1	0.9	0	0.0	4	2.5
	Other	0	0.0	0	0.0	1	0.6	2	1.2
	Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
	Student Major	Agriculture/Environmental Studies	0	0.0	0	0.0	0	0.0	0
Architecture		0	0.0	0	0.0	0	0.0	1	0.6
Business/Acct/Fin: all majors		37	24.3	17	14.9	31	18.2	45	28.0
Communications		2	1.3	3	2.6	3	1.8	3	1.9
Education		9	5.9	7	6.1	11	6.5	17	10.6
Engineering		22	14.5	10	8.8	16	9.4	24	14.9
Liberal Studies/ILSP/Sustainability		0	0.0	0	0.0	0	0.0	0	0.0
Pre-Pharm/Pre-PA/Health Sciences		7	4.6	12	10.5	38	22.4	10	6.2
History		0	0.0	0	0.0	0	0.0	1	0.6
English/Creative Writing/Philosophy		2	1.3	1	0.9	2	1.2	2	1.2
Law & Soc/Pol. Sci./Econ/Criminal Just.		7	4.6	6	5.3	2	1.2	8	5.0
Military/Naval Science		0	0.0	0	0.0	1	0.6	0	0.0
Performing & Fine Arts		2	1.3	0	0.0	3	1.8	1	0.6
Science/Math/Computer Sci/Info Tech		18	11.8	4	3.5	18	10.6	12	7.5
Social Sciences/Psychology/Social Work		11	7.2	10	8.8	10	5.9	18	11.2
Other		28	18.4	33	28.9	20	11.8	18	11.2
Exploratory		7	4.6	11	9.6	15	8.8	1	0.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	

		University of Wisconsin Colleges Fall 2014		Wabash College Sophomores		Western New England University Spring 2015	
		Fall 2014		Fall 2013		Spring 2015	
		(n=675)		(n=53)		(n=305)	
Characteristics		n	%	n	%	n	%
Class Standing	First Year	353	52.3	0	0.0	57	18.7
	Sophomore	259	38.4	44	83.0	86	28.2
	Junior	50	7.4	1	1.9	81	26.6
	Senior	7	1.0	8	15.1	80	26.2
	Other	6	0.9	0	0.0	1	0.3
	Not Reported	0	0.0	0	0.0	0	0.0
Student Major	Agriculture/Environmental Studies	10	1.5	0	0.0	0	0.0
	Architecture	1	0.1	0	0.0	0	0.0
	Business/Acct/Fin: all majors	60	8.9	0	0.0	108	35.4
	Communications	14	2.1	0	0.0	6	2.0
	Education	54	8.0	0	0.0	7	2.3
	Engineering	50	7.4	0	0.0	72	23.6
	Liberal Studies/ILSP/Sustainability	18	2.7	0	0.0	3	1.0
	Pre-Pharm/Pre-PA/Health Sciences	130	19.3	0	0.0	9	3.0
	History	9	1.3	0	0.0	5	1.6
	English/Creative Writing/Philosophy	11	1.6	11	20.8	4	1.3
	Law & Soc/Pol. Sci./Econ/Criminal Just.	4	0.6	0	0.0	20	6.6
	Military/Naval Science	0	0.0	0	0.0	0	0.0
	Performing & Fine Arts	11	1.6	0	0.0	0	0.0
	Science/Math/Computer Sci/Info Tech	43	6.4	13	24.5	36	11.8
	Social Sciences/Psychology/Social Work	53	7.9	19	35.8	23	7.5
	Other	86	12.7	8	15.1	11	3.6
	Exploratory	121	17.9	2	3.8	1	0.3
Not Reported	0	0.0	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.

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

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 microeconomic 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

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

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

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

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

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?

The screenshot shows a record from EBSCO Research Databases. At the top, there are navigation links: "New Search", "View Folder", "Preferences", "Help", and "Ask A Librarian". Below these are search options: "Basic Search", "Advanced Search", "Choose Databases", and "Select another EBSCO service". There are also icons for "Print", "E-mail", and "Save". The record details are as follows:

- Title:** In-N-Out Burgers.
- Source:** [Nation's Restaurant News](#), 1/26/2002, Vol. 36 Issue 4, p104, 2p, 2c
- Author(s):** [Tice, Carol](#)
- Other Term(s):** [CHAIN restaurants -- California](#); [MENU design](#); [FOOD service employees -- California](#)
- Company/Entity:** [In-N-Out Burger \(Company\)](#)
- NAICS/Industry Code(s):** [722 Food Services and Drinking Places](#);
- Abstract:** Features the restaurant chain In-N-Out Burger operated by a company with the same name based in California. Backgrounder on the historical establishment of the chain; Details of the menu of the chain; Profile of the business performance of them chain; Manifestation of the employee benefits of the chain.
- AN:** 6011914
- ISSN:** 00280518
- Database:** Business Source Premier

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

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

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. Senate. Committee on Science, Commerce, 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:	<u>United States. Congress. Senate. S. hrg. : 104-637</u>
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

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

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

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

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

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

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

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

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

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

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 Bibliographic 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

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 atlas
- 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

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

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

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

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

Title:	The Politics of Ecological Citizenship.
Authors:	Tienhaara, Teresa
Source:	Environmental Politics; March 2014, Vol. 42 Issue 1, p86-1010, 15p
Document Type:	Article
Subject Terms:	Citizenship Environmentalism Environmental justice Political systems Political organizations
Abstract:	Ecological (or environmental) citizenship has experienced a coming of age. To date, ecological citizenship has largely been used as an instrument for theorizing 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 connection 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 belated pity
Journal Name:	<u>Economist</u>
Date:	May 12, 2008
Pages:	57
Abstract:	General Paul Aussaresses, a bemedalled, eye-patched hero of the French army, last week lauched 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 Toture 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?

<p>Diane Ravitch</p> <p style="text-align: center;">LEFT BANK <i>A Century of Battles Over School Reform</i></p> <p>A TOUCHSTONE BOOK PUBLISHED BY SIMON & SHUSTER</p> <p>New York * London Toronto * Sydney * Singapore</p>	<p>TOUCHSTONE Rockefeller Center 1230 Avenue of the Americas New York, NY 10020</p> <p>Copyright 2006 by Diane Ravitch All rights reserved</p> <p>LA216.R28 2008 370.973 - dc21</p> <p>ISBN: 0-684-84417-6</p>	<p style="text-align: center;">CONTENTS</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">1. The Education Ladder</td> <td style="text-align: right; padding: 2px;">19</td> </tr> <tr> <td style="padding: 2px;">2. A Fork in the Road</td> <td style="text-align: right; padding: 2px;">51</td> </tr> <tr> <td style="padding: 2px;">3. The Age of the Experts</td> <td style="text-align: right; padding: 2px;">88</td> </tr> <tr> <td style="padding: 2px;">4. IQ Testing</td> <td style="text-align: right; padding: 2px;">130</td> </tr> <tr> <td style="padding: 2px;">5. Instead of the Academic Curriculum</td> <td style="text-align: right; padding: 2px;">162</td> </tr> <tr> <td style="padding: 2px;">6. On the Social Frontier</td> <td style="text-align: right; padding: 2px;">202</td> </tr> <tr> <td style="padding: 2px;">7. Public Schools Respond</td> <td style="text-align: right; padding: 2px;">238</td> </tr> <tr> <td style="padding: 2px;">8. Dissidents and Critics</td> <td style="text-align: right; padding: 2px;">284</td> </tr> <tr> <td style="padding: 2px;">9. The Great Meltdown</td> <td style="text-align: right; padding: 2px;">322</td> </tr> <tr> <td style="padding: 2px;">10. The Sixties</td> <td style="text-align: right; padding: 2px;">366</td> </tr> <tr> <td style="padding: 2px;">11. In Search of Standards</td> <td style="text-align: right; padding: 2px;">408</td> </tr> </tbody> </table>	1. The Education Ladder	19	2. A Fork in the Road	51	3. The Age of the Experts	88	4. IQ Testing	130	5. Instead of the Academic Curriculum	162	6. On the Social Frontier	202	7. Public Schools Respond	238	8. Dissidents and Critics	284	9. The Great Meltdown	322	10. The Sixties	366	11. In Search of Standards	408
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10. The Sixties	366																							
11. In Search of Standards	408																							

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, Katherine S.
Title:	Chaucer and the medieval frame narrative.
Journal:	<u>Speculum</u>
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

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

609. You would like to evaluate the qualifications of an author of a scholarly 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

613. What time period does this source cover?

TITLE	Colonial America: An Encyclopedic History
EDITOR	Tanya W. Braithwaite
IMPRINT	New York, NY: Castle Publishing, c2012
DESCRIPTION	4 v.: ill., maps; 29 cm.
NOTE	Includes bibliographical references and indexes.
NOTE	Topics include: African Americans -- Agriculture industries -- Arts and culture -- British colonies -- Dutch colonies -- Economy, business, and labor -- European Americans -- Everyday life -- French colonies -- Geography -- Health and medicine -- Military and diplomatic affairs -- Native Americans (American Indians) -- Politics, law, and government -- Spanish colonies -- Women and gender issues -- Transatlantic trade -- Race and ethnicity.
SUBJECT	United States -- Civilization -- To 1783 -- Encyclopedias.
OCLC #	53289922.
ISN/STD	GBA558970
LCCN	2003023235
CALL NUMBER	E175 .D29 2012

CHOOSE ONE ANSWER

- 1600-1783
 1610-1710
 1783-1865
 1950 to the present

Objective: 2.1.3.8 Skill Set: Selecting Finding Tools

614. 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 college or university's Web site.
 Consult the library's online catalog.
 Consult the library's Web site.

Objective: 2.3.3.5 Skill Set: Developing a Research Strategy

616. 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)

Objective: 2.2.2.4 Skill Set: Developing a Research Strategy

617. 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 and aggressive behavior in the United States?"
- "What is the effect of reality television violence on behavior of adolescents in romantic relationships?"
- "What is the effect of violence in primetime 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

619. When writing a paper for a class, you are told to cite your sources using a specific documentation or citation style, for example, APA, MLA. All of these strategies would be effective for learning how to use the style except:

CHOOSE ONE ANSWER

- Consult the appropriate style manual.
- Consult the library's Web site for guides to using documentation styles.
- Consult your professor about how to apply that style.
- Use Google Books to find examples of bibliographies.

Objective: 5.3.1.7 Skill Set: Documenting Sources

620. You read on a web site that a comet will come very close to Earth next year and may cause power outages around the world. How might you best determine the truth of this statement?

CHOOSE ONE ANSWER

- Check the original web site for additional stories about the comet.
- Discuss the news with other students who might have read the same report
- Look up the topic at The-Secret-Truth-About-Comets.com web site for current news
- Search for the topic on the International Astronomical Union web site

Objective: 3.2.3.5 Skill Set: Evaluating Sources

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

Title:	Healthy Nutrition for the Elderly
Authors:	Jayaraman, S.
Source:	<u>Developments in Nutrition</u> , Dec 2012, Vol. 27 Issue 5, pp 49-58
ISSN:	0981-3462
Accession Number:	559394

CHOOSE ONE ANSWER

- Book
- Book chapter
- Government document
- Magazine or journal article

Objective: 2.5.3.1 Skill Set: Documenting Sources

623. You are assigned a report for your political science class on an address made by the United Nations Secretary 10 days ago. What research tools would be most helpful in finding information about the address?

CHOOSE ONE ANSWER

- Search for articles in Lexis-Nexis Academic (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

624. Who is the intended audience for this article?

Title:	Changes in banking
Pages:	28-32
Abstract:	The article gives ideas on building customer loyalty in the banking industry. Online banking has resulted in fewer clients at bank locations and may impact profits. Banks should make special efforts to retain their customers by maintaining contact with them and offering new services.

CHOOSE ONE ANSWER

- Banking professional
- General public
- Scholar

Objective: 1.2.4.1 Skill Set: Evaluating Sources

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

Title:	Healthy Nutrition for the Elderly
Authors:	Jayaraman, S.
Source:	<u>Developments in Nutrition</u> , 2012, pp 429-438
Publisher Info:	Tokyo, Scholars Press.
Editor:	Bai, M.
Accession Number:	559394

CHOOSE ONE ANSWER

- Book
 Book chapter
 Government document
 Magazine or journal article

Objective: 2.5.3.1 Skill Set: Documenting Sources

628. When searching on the Web for a controversial topic such as euthanasia, 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.
 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

629. You have been assigned to write a lengthy (20 page) research paper on whether having young children participate in government-sponsored child development programs leads to greater success in life.

Which of the following strategies is best to locate relevant information?

CHOOSE ONE ANSWER

- Search for both general academic and education sources.
 Search for education sources only.
 Search for general academic, education, and psychology sources.

Objective: 1.1.5.3 Skill Set: Developing a Research Strategy

630. You have just finished reading a recent academic article on the destruction of coral reefs. Where could you immediately find a list of other articles related to this topic?

CHOOSE ONE ANSWER

- Internet
 Library catalog
 Library's database system
 Literature Cited/References section of the article

Objective: 3.7.3.1 Skill Set: Searching

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

"The number of deaths from euthanasia is quite small. According to the United Nations Department of Economic and Social Affairs, in countries where euthanasia is legal the actual number of cases of euthanasia is only about 2% of all deaths."

CHOOSE ONE ANSWER

- Bias
 Fact
 Opinion

Objective: 3.2.3.2 Skill Set: Evaluating Sources

632. Bronze is published by the Foundation for International Progress. It features high quality investigative reporting, social commentary, and full-length articles. Recent topics include environmental hazards, gaming in education, labor unions, and economies of emerging markets. It is published every 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

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

CHOOSE ONE ANSWER

- Art
- History
- Literature

Objective: 1.2.5.1 Skill Set: Developing a Research Strategy

634. 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 institution's citation style.

Objective: 5.3.1.8 Skill Set: Documenting Sources

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

CHOOSE ONE ANSWER

- Edwards, B. "Developing new treatments for malaria." Journal of Public Health. 91 August 9, 2012 375-390.
- Kobayashi, P. "New treatments for malaria." Community Health Journal. 44 Summer 2013 90-105.
- Lee, S. "The latest in malaria treatments." Public Health Journal. 46 January 2010 424-439.
- Perez, A. "Trends in malaria treatment." Journal of Community Health. 22 Winter 1998 212-227.

Objective: 2.4.1.3 Skill Set: Searching

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

CHOOSE ONE ANSWER

- Chapter within a book
- Encyclopedia article
- Magazine article
- Newspaper article

Objective: 2.3.2.4 Skill Set: Documenting Sources

637. Select the best set of search terms below for the research question: "If students listen to music while studying, do they get better grades?"

CHOOSE ONE ANSWER

- Music, achievement
- Music, effect, students
- Students, music, grades

Objective: 1.1.5.1 Skill Set: Searching

638. If a high school student tries to access a research database via a university 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.
- 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

639. You are writing a paper on exploration of the solar system. You use a research database and type in, "exploration of the solar system" 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: explor* and sol* and syst*
- Try searching for: exploration and solar system
- Try searching for: space program

Objective: 2.2.5.3 Skill Set: Searching

640. 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 subject headings created by experts.

Objective: 2.3.1.5 Skill Set: Using Finding Tool Features

641. You hear from the evening television news anchorperson about a new study that shows that those who communicate more often with their wife or husband 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

642. 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 career advisor.
- Participate in class discussion.
- Participate in working groups with your peers.

Outcome: 1.1.1 Skill Set: Developing a Research Strategy

643. Your professor gives you an assignment to write a 10-page paper on a topic you know little about. The paper is due in 8 weeks. All of the following activities would be efficient ways to start except:

CHOOSE ONE ANSWER

- Ask for help.
- Go to the largest library and 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

644. Is it legal to upload a copy of a song on a CD to the Internet through a peer-to-peer file sharing service?

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

645. 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 magazine articles on the topic.
- Search the library catalog for books on the topic.

Outcome: 3.6.3 Skill Set: Selecting Finding Tools

646. 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 librarian.
- A person in the library who is shelving books.

Objective: 1.1.4.6 Skill Set: Developing a Research Strategy

647. You want to use a detail from a map in a reference book that you located in the library for your slide 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

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

Skill Set: Developing a Research Strategy

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

Skill Set: Selecting Finding Tools

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

Skill Set: Searching

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

Skill Set: Using Finding Tool Features

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

Skill Set: Retrieving Sources

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

Skill Set: Evaluating Sources

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

Skill Set: Documenting Sources

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

Skill Set: Understanding Economic, Legal, and Social Issues

20 items: 112, 117, 118, 119, 122, 132, 136, 200, 120, 271, 516, 553, 554, 556, 573, 595, 597, 599, 638, 644

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

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

Standard 2: Accesses Needed Information Effectively and Efficiently

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

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

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

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

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

APPENDIX F

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

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

Standard 1

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

Performance Indicators

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

Outcomes

- 1.1.1 Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need
642
- 1.1.2 Develops a thesis statement and formulates questions based on the information need
- 1.1.3 Explores general information sources to increase familiarity with the topic.

Objectives

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

Items

64

- 1.1.4 Defines or modifies the information need to achieve a manageable focus
- 1.1.4.1 Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.
617
- 1.1.4.2 Explains his/her reasoning regarding the manageability of a topic with reference to available information sources.
- 1.1.4.3 Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.
603
- 1.1.4.4 Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information.
529
- 1.1.4.5 Uses background information sources effectively to gain an initial understanding of the topic.
95
- 1.1.4.6 Consults with the course instructor and librarians to develop a manageable focus for the topic.
646

- 1.1.5 Identifies key concepts and terms that describe the information need
 - 1.1.5.1 Lists terms that may be useful for locating information on a topic.
637
 - 1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.
594
 - 1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.
629
 - 1.1.5.4 Identifies more specific concepts that comprise a research topic.
- 1.1.6 Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
- 1.2 The information literate student identifies a variety of types and formats of potential sources for information.
 - 1.2.1 Knows how information is formally and informally produced, organized, and disseminated
 - 1.2.1.1 Describes the publication cycle appropriate to the discipline of a research topic.
 - 1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.
601
 - 1.2.2 Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
 - 1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.
569, 570, 571, 572
 - 1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.
73
 - 1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.
242
 - 1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.
63
 - 1.2.3 Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
 - 1.2.3.1 Identifies various formats in which information is available.
568
 - 1.2.3.2 Demonstrates how the format in which information appears may affect its usefulness for a particular information need.
 - 1.2.4 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
 - 1.2.4.1 Distinguishes characteristics of information provided for different audiences.
27, 624, 632
 - 1.2.4.2 Identifies the intent or purpose of an information source (this may require use of additional sources in order to develop an appropriate context).
 - 1.2.5 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline

- 1.2.5.1 Describes how various fields of study define primary and secondary sources differently.
101, 633
- 1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.
147, 148, 451, 452, 641
- 1.2.6 Realizes that information may need to be constructed with raw data from primary sources
524
- 1.3 The information literate student considers the costs and benefits of acquiring the needed information.
 - 1.3.1 Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
 - 1.3.1.1 Determines if material is available immediately.
104, 106
 - 1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.
30
 - 1.3.2 Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
 - 1.3.3 Defines a realistic overall plan and timeline to acquire the needed information
 - 1.3.3.1 Searches for and gathers information based on an informal, flexible plan.
 - 1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.
93
 - 1.3.3.3 Acts appropriately to obtain information within the time frame required.
600
- 1.4 The information literate student reevaluates the nature and extent of the information need.
 - 1.4.1 Reviews the initial information need to clarify, revise, or refine the question
 - 1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).
198
 - 1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.
215
 - 1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.
531
 - 1.4.2 Describes criteria used to make information decisions and choices
 - 1.4.2.1 Demonstrates how the intended audience influences information choices.
 - 1.4.2.2 Demonstrates how the desired end product influences information choices (e.g., that visual aids or audio/visual material may be needed for an oral presentation).
 - 1.4.2.3 Lists various criteria, such as currency, which influence information choices.
(See also 2.4. and 3.2.)
537

Standard 2

The information literate student accesses needed information effectively and efficiently.

- 2.1 The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
 - 2.1.1 Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
 - 2.1.2 Investigates benefits and applicability of various investigative methods
 - 2.1.3 Investigates the scope, content, and organization of information retrieval systems
 - 2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).
526
 - 2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.
525
 - 2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).
527
 - 2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.
19
 - 2.1.3.5 Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.
584
 - 2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.
139, 140, 141, 142
 - 2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.
540
 - 2.1.3.8 Determines the period of time covered by a particular source.
613
 - 2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).
521
 - 2.1.3.10 Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).
 - 2.1.3.11 Distinguishes between full-text and bibliographic databases.
 - 2.1.4 Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
 - 2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.
150
 - 2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).
579
 - 2.1.4.3 Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.

- 2.2 The information literate student constructs and implements effectively-designed search strategies.
- 2.2.1 Develops a research plan appropriate to the investigative method
 - 2.2.1.1 Describes a general process for searching for information.
643
 - 2.2.1.2 Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.
 - 2.2.1.3 Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.
 - 2.2.2 Identifies keywords, synonyms and related terms for the information needed
 - 2.2.2.1 Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.
 - 2.2.2.2 Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.
 - 2.2.2.3 Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.
543
 - 2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).
239, 444, 616
 - 2.2.3 Selects controlled vocabulary specific to the discipline or information retrieval source
 - 2.2.3.1 Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.
 - 2.2.3.2 Explains what controlled vocabulary is and why it is used.
14
 - 2.2.3.3 Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.
 - 2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.
577, 582
 - 2.2.4 Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
 - 2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).
21
 - 2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.
39, 247, 541, 587
 - 2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.
108
 - 2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.
59
 - 2.2.4.5 Demonstrates an understanding of the concept of browsing and uses an index that allows it.
 - 2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.
561

- 2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.
515, 578
- 2.2.5 Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
 - 2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.
259
 - 2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.
71
 - 2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.
604, 639
 - 2.2.5.4 Identifies and selects keywords and phrases to use when searching each source, recognizing that different sources may use different terminology for similar concepts.
 - 2.2.5.5 Formulates and executes search strategies to match information needs with available resources.
 - 2.2.5.6 Describes differences in searching for bibliographic records, abstracts, or full text in information sources.
- 2.2.6 Implements the search using investigative protocols appropriate to the discipline
 - 2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.
522
 - 2.2.6.2 Locates and uses a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.
 - 2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.
539
 - 2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user's instructions, legends, cross-references) in order to locate pertinent information in it.
42, 62
- 2.3 The information literate student retrieves information online or in person using a variety of methods.
 - 2.3.1 Uses various search systems to retrieve information in a variety of formats
 - 2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).
29
 - 2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.
523
 - 2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)
589
 - 2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).
257

- 2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).
549, 640
- 2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.
520
- 2.3.2 Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
 - 2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).
25, 195, 216
 - 2.3.2.2 Explains the difference between the library catalog and a periodical index.
22, 545
 - 2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.
519
 - 2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)
44, 49, 60, 636
- 2.3.3 Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
 - 2.3.3.1 Retrieves a document in print or electronic form.
194, 229
 - 2.3.3.2 Describes various retrieval methods for information not available locally.
192
 - 2.3.3.3 Identifies the appropriate service point or resource for the particular information need.
548
 - 2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.
214
 - 2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.
614
- 2.3.4 Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
- 2.4 The information literate student refines the search strategy if necessary.
 - 2.4.1 Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
 - 2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.
196, 228
 - 2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.
534
 - 2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.
90, 635

- 2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.
535
- 2.4.2 Identifies gaps in the information retrieved and determines if the search strategy should be revised
- 2.4.3 Repeats the search using the revised strategy as necessary
- 2.5 The information literate student extracts, records, and manages the information and its sources.
 - 2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
593, 647
 - 2.5.2 Creates a system for organizing the information
 - 2.5.3 Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
 - 2.5.3.1 Identifies different types of information sources cited in a research tool.
622, 625
 - 2.5.3.2 Determines whether or not a cited item is available locally and, if so, can locate it.
 - 2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.
199
 - 2.5.4 Records all pertinent citation information for future reference
 - 2.5.5 Uses various technologies to manage the information selected and organized
532

Standard 3

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

- 3.1 The information literate student summarizes the main ideas to be extracted from the information gathered.
 - 3.1.1 Reads the text and selects main ideas
 - 3.1.2 Restates textual concepts in his/her own words and selects data accurately
 - 3.1.3 Identifies verbatim material that can be then appropriately quoted
- 3.2 The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
 - 3.2.1 Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
 - 3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.
558
 - 3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.
206, 609
 - 3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.
536

- 3.2.1.4 Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources. (See also 3.4.5.)
- 3.2.1.5 Determines when the information was published (or knows where to look for a source's publication date).
- 3.2.1.6 Recognizes the importance of timeliness or date of publication to the value of the source.
- 3.2.1.7 Determines if the information retrieved is sufficiently current for the information need.
- 3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.
124, 628
- 3.2.2 Analyzes the structure and logic of supporting arguments or methods
- 3.2.3 Recognizes prejudice, deception, or manipulation
 - 3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.
538
 - 3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.
87, 563, 631
 - 3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.
91, 92
 - 3.2.3.4 Applies evaluative criteria to information and its source (e.g., author's expertise, currency, accuracy, point of view, type of publication or information, sponsorship).
 - 3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.
620
- 3.2.4 Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
 - 3.2.4.1 Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.
 - 3.2.4.2 Describes how the purpose for which information was created affects its usefulness.
 - 3.2.4.3 Describes how cultural, geographic, or temporal contexts may unintentionally bias information.
- 3.3 The information literate student synthesizes main ideas to construct new concepts.
 - 3.3.1 Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
 - 3.3.2 Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
 - 3.3.3 Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
- 3.4 The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

- 3.4.1 Determines whether information satisfies the research or other information need
533
- 3.4.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- 3.4.3 Draws conclusions based upon information gathered
- 3.4.4 Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- 3.4.5 Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
 - 3.4.5.1 Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.1.).
 - 3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.
28
 - 3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.
623
 - 3.4.5.4 Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.
- 3.4.6 Integrates new information with previous information or knowledge
- 3.4.7 Selects information that provides evidence for the topic
 - 3.4.7.1 Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).
 - 3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).
227
 - 3.4.7.3 Applies established evaluation criteria to decide which information sources are most appropriate.
- 3.5 The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
 - 3.5.1 Investigates differing viewpoints encountered in the literature
 - 3.5.2 Determines whether to incorporate or reject viewpoints encountered
- 3.6 The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
 - 3.6.1 Participates in classroom and other discussions
 - 3.6.2 Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
 - 3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
602, 645
- 3.7 The information literate student determines whether the initial query should be revised.
 - 3.7.1 Determines if original information need has been satisfied or if additional information is needed

- 3.7.2 Reviews search strategy and incorporates additional concepts as necessary
 - 3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
218
- 3.7.3 Reviews information retrieval sources used and expands to include others as needed
 - 3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.
630
 - 3.7.3.2 Follows, retrieves and evaluates relevant online links to additional sources.
 - 3.7.3.3 Incorporates new knowledge as elements of revised search strategy to gather additional information.

Standard 5

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

- 5.1 The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
 - 5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments
136
 - 5.1.2 Identifies and discusses issues related to free vs. fee-based access to information
 - 5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.
200
 - 5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.
556
 - 5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.
638
 - 5.1.2.4 Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).
 - 5.1.3 Identifies and discusses issues related to censorship and freedom of speech
122, 597, 599
 - 5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
117, 132, 271, 516, 554
- 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
 - 5.2.1 Participates in electronic discussions following accepted practices (e.g. "Netiquette")
595
 - 5.2.2 Uses approved passwords and other forms of ID for access to information resources
 - 5.2.3 Complies with institutional policies on access to information resources

- 5.2.4 Preserves the integrity of information resources, equipment, systems and facilities
 - 5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds
112, 118, 553, 644
 - 5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
119, 573
 - 5.2.7 Demonstrates an understanding of institutional policies related to human subjects research
120
- 5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.
- 5.3.1 Selects an appropriate documentation style and uses it consistently to cite sources
 - 5.3.1.1 Describes how to use a documentation style to record bibliographic information from an item retrieved through research.
 - 5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
557, 560, 583
 - 5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups
528
 - 5.3.1.4 Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)
 - 5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.
512
 - 5.3.1.6 Uses correctly and consistently the citation style appropriate to a specific discipline.
 - 5.3.1.7 Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.
619
 - 5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.
634
 - 5.3.2 Posts permission granted notices, as needed, for copyrighted material

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